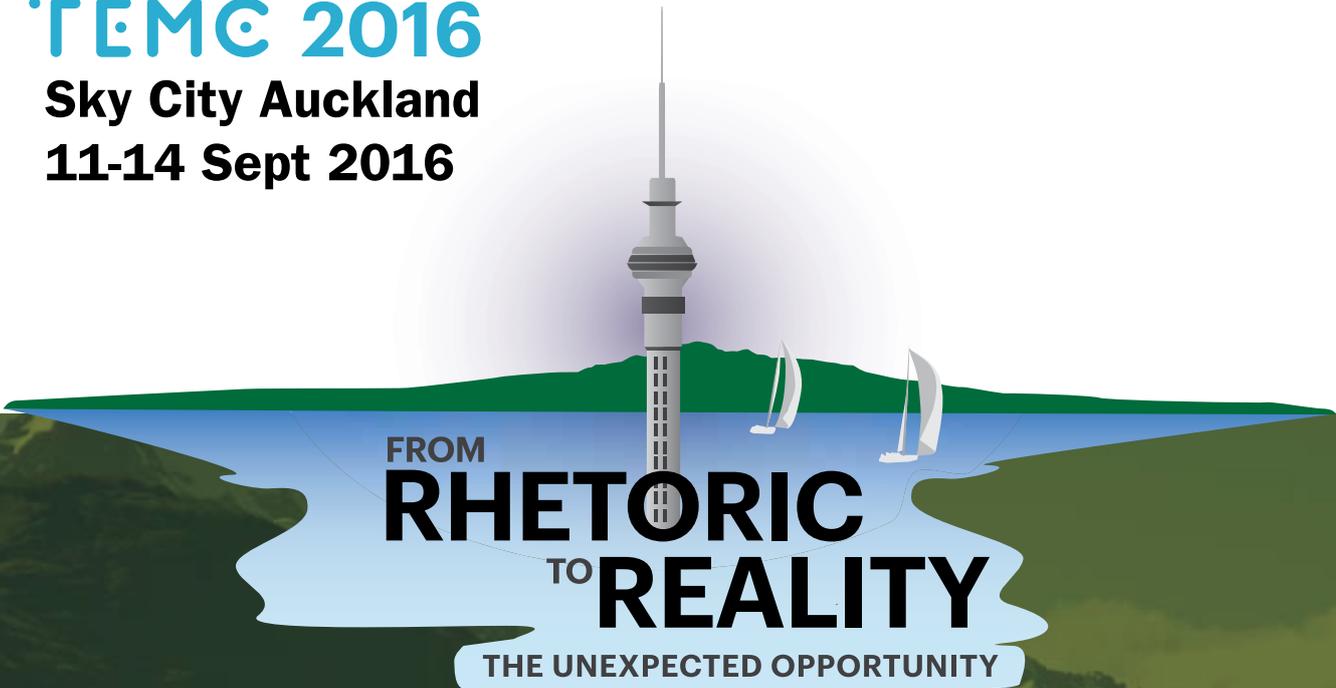


**TEM C 2016**

**Sky City Auckland**

**11-14 Sept 2016**



FROM  
**RHETORIC**  
TO  
**REALITY**

THE UNEXPECTED OPPORTUNITY

**Conference  
Handbook**

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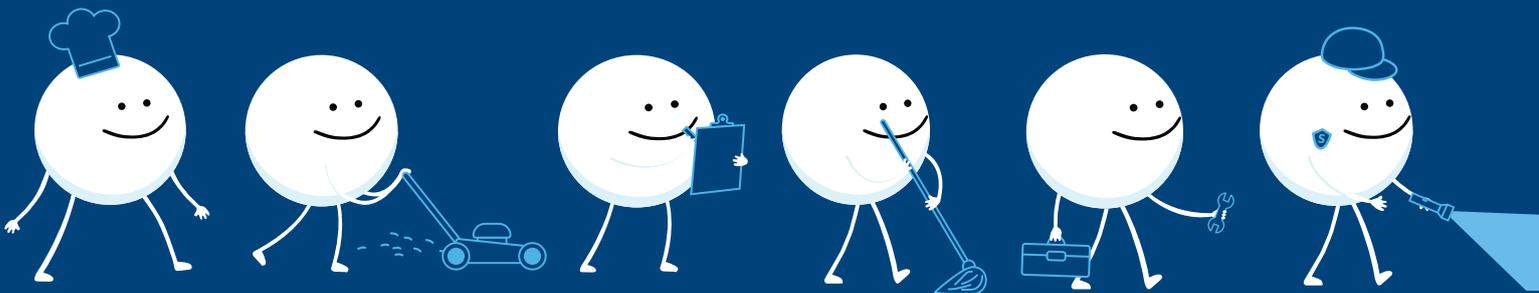


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**Australia and New Zealand’s leading provider of integrated facilities management services.**



# WELCOME

*Kia ora*

The local organising committee for TEM Conference 2016 is delighted to welcome you to Auckland, Aotearoa, New Zealand.

Over the next few days we have an impressive array of engaging Keynote Speakers: Paul Roberts, Sam Johnson, Nigel Latta, Glenn Martin, Francis Valentine and Sir Pita Sharples who will share their diverse insights and life experiences.

Under the theme “From Rhetoric to Reality – the Unexpected Opportunity”, the conference program has a broad range of presentations that will demonstrate real examples of challenges, opportunities and innovation and showcase successful projects, strategies and outcomes.

We hope that you’ll not only be informed and challenged, but make the most of the collegial networking opportunities offered in the social program commencing with the Welcome Reception at the majestic Auckland War Memorial Museum and closing with the “Casino Royale” conference dinner at Sky City.

While you are here in Auckland, the ‘City of Sails’, you may wish to take the opportunity to venture out to explore the surrounding rolling green hills, and maybe even take a trip out on one of the harbour ferries to discover the islands in the Hauraki Gulf.

The organising committee thanks Renee Brown and the team at Leishman Associates, who have worked collaboratively with us to bring together an amazing conference programme and thank you for your attendance.

**Steph Forrest**  
**Chair TEMC 2016**  
**Organising Committee**

---

## 2016 TEMC ORGANISING COMMITTEE

**Steph Forrest**  
Victoria University of Wellington

**Liz Bishara**  
Auckland University of Technology

**David Curry**  
Auckland University of Technology

**Robyn Fallon**  
James Cook University

**Carol Home**  
Massey University

**Emmett Mackle**  
The University of Auckland

**Romain Miroso**  
Otago University

**Stephen Rothman**  
The University of Auckland

---

## CONFERENCE MANAGERS

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[www.leishman-associates.com.au](http://www.leishman-associates.com.au)



# WELCOME

## FROM ATEM & TEFMA PRESIDENTS



We are delighted to welcome you to the 2016 Tertiary Education Management Conference (TEMC) – “From Rhetoric to Reality”. This year our conference is an opportunity to challenge the way we work, share ideas and ideals about how to work smarter, and hear from those willing to help us make the transition from good intentions to greater actions.

In 2016, both the Tertiary Education Facilities Management Association (TEFMA) and the Association of Tertiary Education Management (ATEM) are continuing to focus on providing services that are relevant to members, and are of the highest quality for the tertiary education sector.

ATEM is celebrating its 40th anniversary this year and this represents an opportunity to establish new alliances and to reinvigorate many existing relationships. For example ATEM, together with the L H Martin Institute, will celebrate the continued success of the online Emerging Leaders and Managers Program (eLAMP), whose content is available free to ATEM members. Several universities have embraced eLAMP for their organisational development needs.

ATEM’s success continues in terms of membership retention, innovative professional development programs, and recognising excellence in our sector. The annual ATEM/Campus Review Best Practice Awards are now in their fifth year, showcasing excellent examples of best practice. This year we will host a combined celebration of the Best Practice Awards night and our 40th Anniversary celebrations at the historic Langham Hotel in Auckland, with special guests including the New Zealand ATEM Patron and several past presidents.

A new ATEM Strategic Plan for 2017/2018 is under development and will focus on our commitment to advancing excellence in tertiary education management in New Zealand, Australia, Papua New Guinea and Malaysia.

The TEFMA Strategic Plan and the direction of our focus have most recently been all about delivering member value. Our goals therefore are to provide professional networking opportunities, support professional development, and to promote knowledge sharing. Our members include institutions from New Zealand, Australia and Hong Kong, and our business partners provide vital strategic and operational infrastructure and services in support of this sector.

This year, TEFMA has reached out to more members than ever before, via our successful series of specially requested workshops and newly instigated webinars. Likewise, TEMC is the biggest and best opportunity to bring our members and business partners together to network, grow in knowledge and share ideas.

On behalf of ATEM and TEFMA, we would like to thank the conference Local Organising Committee, particularly our Chair, Steph Forrest and Emmett Mackle, David Curry, Liz Bishara, Stephen Rothman, Carol Home, Robyn Fallon and Romain Mirosa.

We would also like to acknowledge again our conference organisers, Leishman Associates for their commitment and dedication in helping our two organisations to come together to present this year’s conference and ensuring that this program and venue is of the highest quality possible.

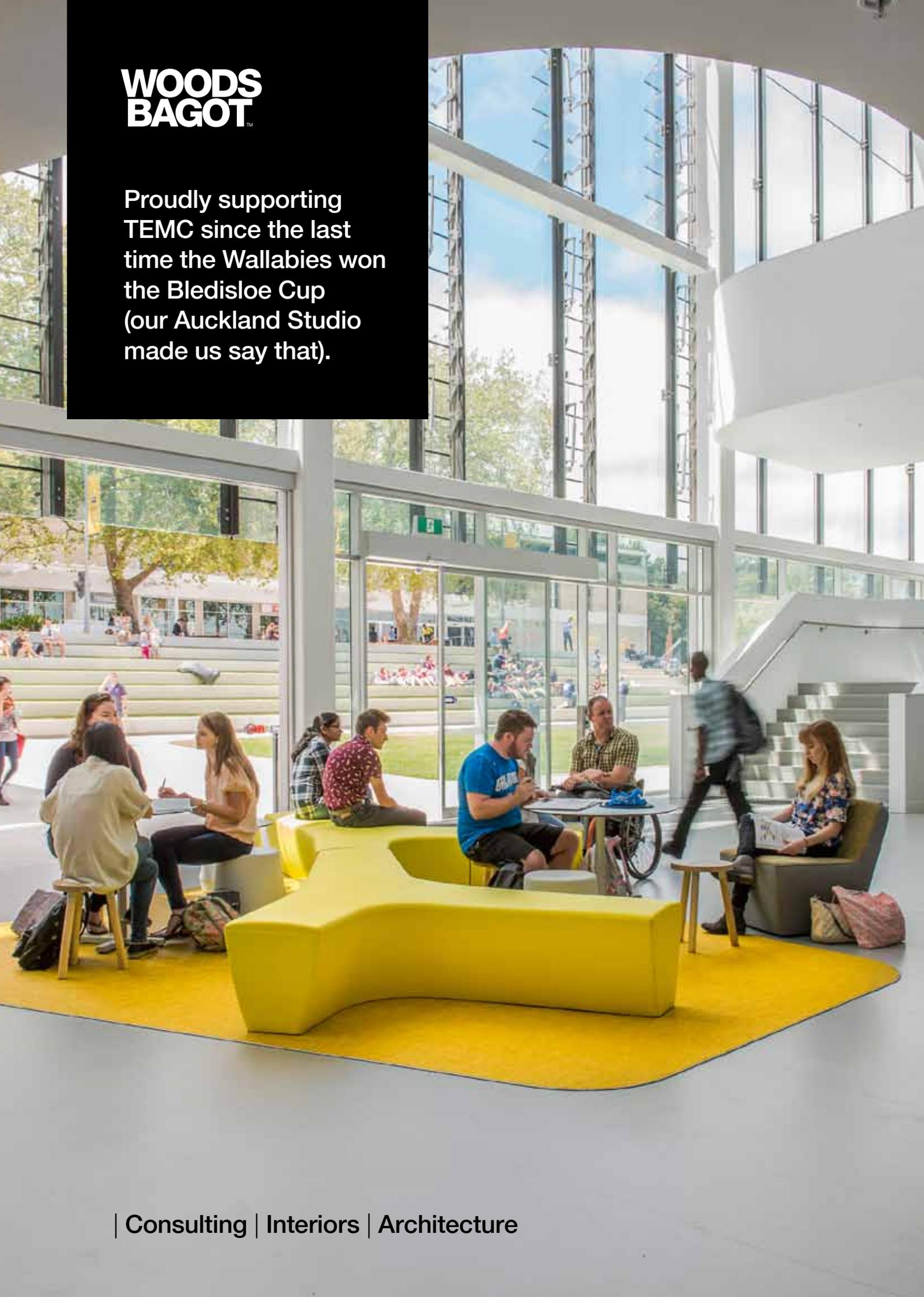
We also want to thank the many sponsors and business partners here at this year’s TEMC and ask that all participants take the time to meet with them. Lastly, we trust you will enjoy your time in Auckland and find the 2016 TEMC program informative, challenging and rewarding.

**Carl Rallings**  
**President ATEM**

**Colin Reiter**  
**President TEFMA**

**WOODS  
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Proudly supporting  
TEMC since the last  
time the Wallabies won  
the Bledisloe Cup  
(our Auckland Studio  
made us say that).



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# ASSOCIATION INFORMATION

## Association for Tertiary Education Management (ATEM)



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

This year's Tertiary Education Management Conference is a special one for ATEM as we celebrate the 40th anniversary of the establishment of AITEA the association which became ATEM and which now spans three countries.

ATEM has become the natural choice for professional groups to house their networks and conferences within ATEM. Networking, career development, up to date sector information, scholarship and recognition through our awards programs are all the culmination forty years of service to the sector.

ATEM thanks the thousands of volunteers and members who have been the lifeblood of ATEM over forty years.

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

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

Together with this, 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 the TEMC, which yet again is the premier conference for tertiary education managers in Australia, New Zealand and PNG.

## Tertiary Education Facilities Management Association (TEFMA)



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

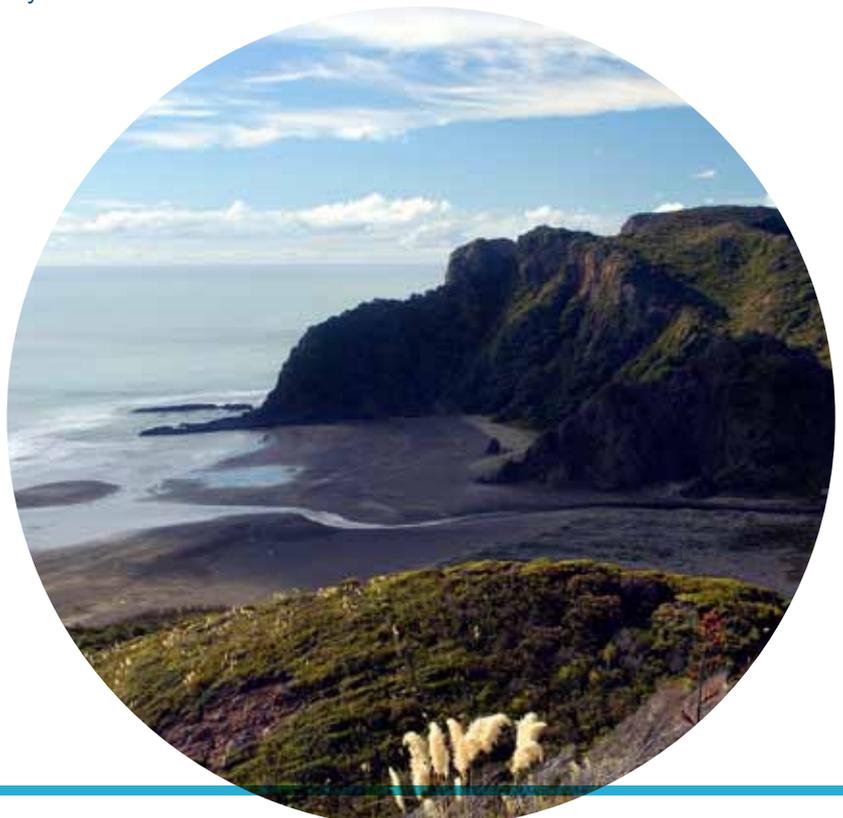
- Leadership and professionalism;
- Collaboration and knowledge sharing;
- Professional Development; and
- Promotion of innovation in strategic and operational facilities management.

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 centred 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 licence 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.



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**SUN  
11 SEP**

<b>9.00am – 4.00pm</b>	<b>TEFMA Board Meeting</b> MARLBOROUGH 1
<b>9.00am – 12.30pm</b>	<b>Pre Conference Workshop: Design Thinking: the ‘aha’ Moment</b> MARLBOROUGH 2
<b>11.00am – 4.00pm</b>	<b>ATEM Council Meeting</b> MARLBOROUGH 3
<b>12noon – 6.00pm</b>	<b>Registration Desk Opens</b> LEVEL 4 SKYCITY CONVENTION CENTRE
<b>6.00pm – 8.30pm</b>	<b>Welcome Reception</b> AUCKLAND WAR MEMORIAL MUSEUM  <i>Please note coaches will depart from SkyCity Convention Centre at 5.40pm with return journeys commencing at 8.00pm from the Auckland War Memorial Museum</i>

**MON  
12 SEP**

<b>7.00am</b>	<b>Registration Desk Opens</b> LEVEL 4 SKYCITY CONVENTION CENTRE	
<b>8.30am – 8.40am</b>	<b>Welcome to TEMC 2016</b> NEW ZEALAND ROOM 1 & 2	
<b>8.40am – 8.50am</b>	<b>Māori Welcome</b>	
<b>8.50am – 9.00am</b>	<b>Opening Comments</b> <i>Steph Forrest 2016 TEMC Convenor</i>	
<b>9.00am – 9.10am</b>	<b>Opening Address</b> <i>Steve Maharey, Vice-Chancellor, Massey University</i>	
<b>9.10am – 9.20am</b>	<b>Sponsors’ Speakeasy</b> <i>Cushman &amp; Wakefield</i>	
<b>9.20am – 10.10am</b>	<i>Sir Pita Russell Sharples KNZM CBE</i>	
<b>10.10am – 10.15am</b>	<b>Sponsors’ Speakeasy</b> <i>Lyons</i>	
<b>10.15am – 10.50am</b>	<b>MORNING REFRESHMENTS</b> TRADE EXHIBITION HALL, AUCKLAND ROOMS 1 & 2	

10.50am –  
11.40am

## Concurrent



### Session 1

AUCKLAND ROOM 3

PROPERTY, INFRASTRUCTURE & SUPPORT SERVICE

Not all space is equal:  
Go8 Case Studies

*Jade Germantis  
Elizabeth Kuczek  
University of Melbourne  
Group of Eight*

### Session 2

AUCKLAND ROOM 4

STRATEGIC ALIGNMENT

Achieving Strategic Alignment in an outsourced FM relationship

*Cliff Henderson  
Patrick (Pat) Homan  
Cushman & Wakefield  
University of Wellington*

### Session 3

NEW ZEALAND ROOM 3

OPPORTUNITY

La Trobe 101: A practical orientation program for staff in response to organisational change

*Nicole Humphreys  
Gina Pederick  
La Trobe University*

### Session 4

NEW ZEALAND ROOM 4

CHALLENGES

Can “bottom up” innovation strategies improve managerial innovations in the university sector?

*Anthony Arundel  
Australian Innovation Research Centre*

### Session 5

MARLBOROUGH 1

LEADERSHIP

Green Gown Award Winner – Victoria University of Wellington - Individual Leadership; Carbon Reduction

*Prof Grant Guilford VC  
Andrew Wilks  
Victoria University of Wellington*

### Session 6

MARLBOROUGH 2

ENGAGEMENT

Build it and they will come: engaging staff in the service excellence journey

*William McKendry  
Sharone Ciancio  
Australian Catholic University*

### Session 7

MARLBOROUGH 3

TECHNOLOGY

P.O.P. Culture! - creating an intelligent paper outlines portal for staff, students and stakeholders

*Renee Boyer  
Karla Buss  
University of Waikato*

#### KEY

● TEFMA & ATEM

● TEFMA

● ATEM

11.45am –  
12.35pm

## Concurrent



### Session 1 AUCKLAND ROOM 3

#### PROPERTY, INFRASTRUCTURE & SUPPORT SERVICE

Triple bottom line benefits of day cleaning at the University of Queensland rhetoric to reality

*Leigh Burgess  
University of Queensland*

### Session 2 AUCKLAND ROOM 4

#### STRATEGIC ALIGNMENT

Performance reviews in higher education; do they deliver improved organisational and individual performance?

*Elizabeth Bare  
LH Martin Institute*

### Session 3 NEW ZEALAND ROOM 3

#### OPPORTUNITY

Opportunity – Adopting BIM on significant construction projects

*Satish Dahya  
Andrew Field  
Victoria University of Wellington*

### Session 4 NEW ZEALAND ROOM 4

#### CHALLENGES

We Can Always Be Assured of Change: A Case Study of ASSC, La Trobe University

*Andrea Young  
Donna Burnett  
La Trobe University*

### Session 5 MARLBOROUGH 1

#### LEADERSHIP

Are we there yet? Creating a culture of accountability in academic staff

*Diana Chegwiddden Australian Catholic University*

### Session 6 MARLBOROUGH 2

#### ENGAGEMENT

#ENAS @CQUni

*Priscilla Stevens-Guiney  
Jo Miller  
Peter Vanheck  
Central Queensland University*

### Session 7 MARLBOROUGH 3

#### TECHNOLOGY

Campus Energy Systems An International Perspective

*Geoff Dennis  
Dan Bollman  
QUT  
Michigan State University*

12.35pm –  
1.30pm

#### LUNCH

TRADE EXHIBITION HALL,  
AUCKLAND ROOMS 1 & 2



#### KEY

● TEFMA & ATEM

● TEFMA

● ATEM

1.30pm –  
2.20pm

## Concurrent



### Session 1

AUCKLAND ROOM 3

#### PROPERTY, INFRASTRUCTURE & SUPPORT SERVICE

Not all space is equal: A Hybrid Approach to Managing Facilities in a Dynamic Multi Sector Educational Environment

*Adrian Evans  
Swinburne University*

### Session 2

AUCKLAND ROOM 4

#### STRATEGIC ALIGNMENT

Curriculum mapping: A tool to support strategic and cultural change in higher education

*Sharon Short  
Western Sydney University*

### Session 3

NEW ZEALAND ROOM 3

#### OPPORTUNITY

Sustainability: Where We Went Wrong, & The New Brief

*Digby Hall  
Umow Lai*

### Session 4

NEW ZEALAND ROOM 4

#### CHALLENGES

The “X Factor” in “CX”: Transforming Customer Experience

*Debbie Preston  
Wintec*

### Session 5

MARLBOROUGH 1

#### LEADERSHIP

Green Gown Award From Rhetoric to Reality - One Team to Lead Them All

*Ben Evans  
Karla Gotting  
Clare Caruana  
University of South Australia*

### Session 6

MARLBOROUGH 2

#### ENGAGEMENT

Transforming the Campus Heart: Flinders University’s Physical and Cultural Change

*Juan Smith  
Jo Dane  
Flinders University  
Woods Bagot*

### Session 7

MARLBOROUGH 3

#### TECHNOLOGY

Smart Campus Initiative at the University of Melbourne - Facilities Management using Wireless Big Data

*Jan Dethlefs  
University of Melbourne*

2.25pm –  
3.15pm

## Concurrent



### Session 1 AUCKLAND ROOM 3

#### PROPERTY, INFRASTRUCTURE & SUPPORT SERVICE

Use of early contractor engagement procurement in a University rebuild

*Alex Hanlon  
University of Canterbury*

### Session 2 AUCKLAND ROOM 4

#### STRATEGIC ALIGNMENT

Master Planning and the Living Laboratory

*Naomi Barun  
Melbourne University*

### Session 3 NEW ZEALAND ROOM 3

#### OPPORTUNITY

Real world learning experiences: blended learning and work ready opportunities

*Sarah Tooth,  
Kate Ramzan-Lev  
University of Newcastle*

### Session 4 NEW ZEALAND ROOM 4

#### CHALLENGES

Comparing Academic Workload Models

*Stijn Dekeyser  
University of Southern Queensland*

### Session 5 MARLBOROUGH 1

#### LEADERSHIP

Green Gown Award Winner - Integrating Sustainability at Melbourne - A Whole of University Approach

*Danielle Rostan-Herbert  
University of Melbourne*

### Session 6 MARLBOROUGH 2

#### ENGAGEMENT

Delivery of Student Administration Services Standards at the Australian Catholic University

*Nik Linnell  
Australian Catholic University*

### Session 7 MARLBOROUGH 3

#### TECHNOLOGY

Post Occupancy Evaluations (POEs) for educational facilities: A mobile application to collect standardised data

*Lyn Alderman  
Queensland University of Technology*

3.15pm –  
3.45pm

#### AFTERNOON REFRESHMENTS

TRADE EXHIBITION HALL,  
AUCKLAND ROOMS 1 & 2



3.45pm –  
3.50pm

**Sponsors' Speakeasy**  
*Campus Living Villages*



3.50pm –  
4.40pm

**Stone Axes and iPhones**  
*Nigel Latta, Goldfish Wisdom*



4.40pm –  
4.50pm

**TEFMA Speakeasy**



5.00pm

**Close of Day 1**

6.00pm –  
9.30pm

**ATEM Awards Night**  
THE CRYSTAL BALLROOM, LANGHAM HOTEL



7.00pm –  
11.00pm

**TEFMA Awards Dinner**  
AUCKLAND TOWN HALL



**DONALD CANT WATTS CORKE**

**TUES  
13 SEP**

<b>7.30am</b>	<b>Registration Desk Opens</b>	
<b>7.45am - 8.50am</b>	<b>TEFMA AGM</b> AUCKLAND ROOM 3	 
<b>9.00am - 9.10am</b>	<b>Welcome to the Day &amp; Housekeeping</b> NEW ZEALAND ROOM 1 & 2	
<b>9.10am - 10.00am</b>	<b>Universities and the Physical Brand</b> <i>Paul Roberts, Turnberry Consulting</i>	
<b>10.00am - 10.05am</b>	<b>Sponsors' Speakeasy</b> <i>Gregory Hanna, Root Projects</i>	
<b>10.05am - 10.35am</b>	<b>MORNING REFRESHMENTS</b> TRADE EXHIBITION HALL, AUCKLAND ROOMS 1 & 2	

**10.35am - 11.25am**

**Concurrent**



**Session 1**  
AUCKLAND ROOM 3  
**TEFMA PRESENTATION**

**Maurie Pawsey Award Winner**  
**Campus Landscape**

*Mark Moeller*  
*University of Sydney*

**Session 2**  
AUCKLAND ROOM 4  
**STRATEGIC ALIGNMENT**

**Curriculum mapping: A From Rhetoric to reality – creating the tools to implement the Monash vision**

*Ruth Wilson*  
*Michael Scott*  
*Architectus*  
*Monash University*

**Session 3**  
NEW ZEALAND ROOM 3  
**OPPORTUNITY**

**Digital Student Data: Student Mobility and Credential Integrity**

*Kathryn Blyth*  
*Australian Catholic University*

**Session 4**  
NEW ZEALAND ROOM 4  
**CHALLENGES**

**Quality and standards: cooperation across the ditch**

*Pauline Carrafa*  
*Susan Smart*  
*Tertiary Education Quality & Standards Agency*  
*New Zealand Qualifications Authority*

**Session 5**  
MARLBOROUGH 1  
**LEADERSHIP**

**Women in Leadership - The journey, challenges and triumphs**

*Leanne Cambridge, Lorelle Pollard, Gillian Di Corleto, Natalie Downing*  
*ANU, University of Wollongong, University of Queensland, University of Newcastle*

**Session 6**  
MARLBOROUGH 2  
**ENGAGEMENT**

**Students' Perceptions of Overseas Exchange Programmes: Are They Effective Opportunities for Personal and Professional Development?**

*Sophia Hayman*  
*Ana Sofia Sousa*  
*Auckland University of Technology*

**Session 7**  
MARLBOROUGH 3  
**TECHNOLOGY**

**FM Systems. Implementing ARCHIBUS, case study**

*Gordon Scott*  
*University of Queensland*

11.30am –  
12.20pm

## Concurrent



**Session 1**  
AUCKLAND ROOM 3

---

**PROPERTY, INFRASTRUCTURE & SUPPORT SERVICE**

---

Delivering results in utility management

*Iona Beaully  
University of the Sunshine Coast*

**Session 2**  
AUCKLAND ROOM 4

---

**STRATEGIC ALIGNMENT**

---

A Faculty Aligned - Leveraging Infrastructure to Deliver Vision, Culture and Transformation

*Elizabeth Wickham,  
Ray Thorne  
Jonathan James  
Queensland University of Technology*

**Session 3**  
NEW ZEALAND ROOM 3

---

**OPPORTUNITY**

---

The student experience journey: facing old challenges as new opportunities

*David Harrington  
Hobsons*

**Session 4**  
NEW ZEALAND ROOM 4

---

**CHALLENGES**

---

Bridging the gap - data governance and business intelligence

*Kate Carruthers  
UNSW Australia*

**Session 5**  
MARLBOROUGH 1

---

**LEADERSHIP**

---

Influencing academic decision-makers for better process outcomes – lateral leadership in action

*Gerard Goodwin-Moore  
Kathryn Blyth  
Australian Catholic University*

**Session 6**  
MARLBOROUGH 2

---

**ENGAGEMENT**

---

Showcasing Sustainability Excellence

*Sue Hopkins  
Australasian Campuses Towards Sustainability*

**Session 7**  
MARLBOROUGH 3

---

**TECHNOLOGY**

---

BIM in FM: Reality Bites

*Steve Woodrow  
Malcolm Foort  
Flinders University  
Zuuse*

**12.20pm – 1.50pm**

**LUNCH**  
TRADE EXHIBITION HALL,  
AUCKLAND ROOMS 1 & 2

### KEY

● TEFMA & ATEM

● TEFMA

● ATEM

1.50pm –  
 2.40pm

## Concurrent



### Session 1

AUCKLAND ROOM 3

#### PROPERTY, INFRASTRUCTURE & SUPPORT SERVICE

Building Security Capability through a Mass Casualty Simulation

*Sam Wishart  
 Richard Pratten  
 La Trobe University*

### Session 2

AUCKLAND ROOM 4

#### STRATEGIC ALIGNMENT

SCUP Perry Chapman Prize - Aligning Strategic Plan with Campus Masterplan - Forecasting Campus 2026

*Jo Dane  
 Woods Bagot*

### Session 3

NEW ZEALAND ROOM 3

#### OPPORTUNITY

Unexpected Opportunities – The Highs and Lows of Secondments

*Katrina White  
 Western Sydney University*

### Session 4

NEW ZEALAND ROOM 4

#### CHALLENGES

Up from the Ashes Grow the Roses of Success Making a positive difference using SharePoint.

*Stephen Rothman  
 University of Auckland*

### Session 5

MARLBOROUGH 1

#### LEADERSHIP

Leadership in learning analytics: QUT's decade of practice in higher education to inform curriculum conversations

*Lyn Alderman  
 Queensland University of Technology*

### Session 6

MARLBOROUGH 2

#### ENGAGEMENT

#UONinspire: Reinventing Orientation

*Ruth Pring  
 Natalie Downing  
 University of Newcastle*

### Session 7

MARLBOROUGH 3

#### TECHNOLOGY

International Perspectives in Facility Management Benchmarking: UK, USA and Southern Africa Perspectives on FM Benchmarks

*APPA, AUDE, HEFMA Presidents*

2.45pm –  
3.35pm

## Concurrent



**Session 1**  
AUCKLAND ROOM 3

---

**PROPERTY, INFRASTRUCTURE & SUPPORT SERVICE**

---

**Simplified Organic Asset Management**

*Simon Leavers  
James Cook University*

**Session 2**  
AUCKLAND ROOM 4

---

**STRATEGIC ALIGNMENT**

---

**University Planning and Architecture: From the Middle Ages to the Modern**

*Paul Roberts  
Turnberry Consulting*

**Session 3**  
NEW ZEALAND ROOM 3

---

**OPPORTUNITY**

---

**The Policy/Project Nexus: Addressing an Old Problem in a New Way**

*Fiona Margetts  
University of Southern Queensland*

**Session 4**  
NEW ZEALAND ROOM 4

---

**CHALLENGES**

---

**An Update - Stage 2 Implementing the Centre for Advanced Design in Engineering (CADET)**

*Monica Moore  
Deakin University*

**Session 5**  
MARLBOROUGH 1

---

**LEADERSHIP**

---

**Managing Up - A Rose by any other Name**

*Lyndal McCulloch,  
Lauren Marsh  
Western Sydney University*

**Session 6**  
MARLBOROUGH 2

---

**ENGAGEMENT**

---

**My Journey In2Uni, UOW University Preparation Program (UPP): Engaging Underrepresented Students in Higher Education**

*Keirin McCormack  
University of Wollongong*

**Session 7**  
MARLBOROUGH 3

---

**TECHNOLOGY**

---

**The future of learning**

*Anne Kovachevich  
Arup*

**3.35pm –  
4.00pm**

**AFTERNOON REFRESHMENTS**  
TRADE EXHIBITION HALL,  
AUCKLAND ROOMS 1 & 2

<b>4.00pm – 4.10pm</b>	<b>Sponsors' Speakeasy</b> <i>Woods Bagot, Wilde &amp; Woollard</i>	
<b>4.10pm – 4.15pm</b>	<b>Sponsors' Speakeasy</b> <i>Umow lai</i>	
<b>4.15pm – 5.05pm</b>	<b>Keynote Speaker</b> <i>Glenn Martin, The Martin Aircraft Company</i>	
<b>5.05pm</b>	<b>Close of Day 2</b>	
<b>5.30pm</b>	<b>TEMC 2016 Sponsors' &amp; Exhibitors' Thank You Function (Invitation Only)</b>	
<b>6.30pm</b>	<b>ATEM Ghosts Soiree</b>	

**WED  
14 SEP**

<b>8.00am</b>	<b>Registration Desk Opens</b>	
<b>8.30am – 8.40am</b>	<b>Welcome to the Day &amp; Housekeeping</b> NEW ZEALAND ROOM 1 & 2	
<b>8.40am – 8.50am</b>	<b>ATEM Speakeasy</b>	
<b>8.50am – 9.40am</b>	<b>Rhetoric to Reality: How does our Rhetoric Meet Students' Reality?</b> <i>Frances Valintine, The Mind Lab.</i>	
<b>9.40am – 9.45am</b>	<b>Sponsor Speakeasy</b> <i>Capital Insight</i>	
<b>9.45am – 10.15am</b>	<b>MORNING REFRESHMENTS</b> TRADE EXHIBITION HALL, AUCKLAND ROOMS 1 & 2	

**10.15am – 11.05am**

## Concurrent



**Session 1**  
AUCKLAND ROOM 3

**PROPERTY, INFRASTRUCTURE & SUPPORT SERVICE**

University of Tasmania IMAS: More than just a building - Green Gown Award Highly Commended

*Corey Peterson  
Carmen Primo Perez  
University of Tasmania*

**Session 2**  
AUCKLAND ROOM 4

**INVITED SPEAKER**

The University of Oxford and its Colleges: The Evolution of an Estate

*Paul Roberts  
Turnberry Consulting*

**Session 3**  
NEW ZEALAND ROOM 3

**OPPORTUNITY**

Unexpected Flipping the Funnel- A Lesson in SEM from our North American Colleagues

*Jodie Davis  
University of Newcastle*

**Session 4**  
NEW ZEALAND ROOM 4

**CHALLENGES**

Case Study: Western Sydney University, New Science Centre, Parramatta Campus

*Shane Wood  
Anthony Matthews  
dwplouters  
Umow Lai*

**Session 5**  
MARLBOROUGH 1

**LEADERSHIP**

Rhetoric versus reality: creation of new professional staff leaders

*Julie Gray  
University of Wollongong of Technology*

**Session 6**  
MARLBOROUGH 2

**ENGAGEMENT**

Tertiary student leadership and Australian philanthropy

*Niki Calastas  
Monash University*

**Session 7**  
MARLBOROUGH 3

**TECHNOLOGY**

Special Presentation: AUA My Brilliant Career?...Why Nobody Wants to be a University Administrator

*Kathryn Whittingham  
Macquarie University*

11.10am –  
12noon

## Concurrent



**Session 1**  
AUCKLAND ROOM 3

---

**PROPERTY, INFRASTRUCTURE & SUPPORT SERVICE**

---

**Buranda Student Accommodation: creating a home away from home**

*Sarah McMahon  
Peter Bates  
Woods Bagot  
UniLodge*

**Session 2**  
AUCKLAND ROOM 4

---

**CHALLENGES**

---

**Partnering – Bridging the ‘Great Divide’**

*Helen Hume  
University of Technology Sydney*

**Session 3**  
NEW ZEALAND ROOM 3

---

**OPPORTUNITY**

---

**Full Frontal – how exposed are you? When your staff become your students**

*Robyn Causley  
Nicole Berta  
Western Sydney University*

**Session 4**  
NEW ZEALAND ROOM 4

---

**CHALLENGES**

---

**Change management V’s Cultural change**

*Alex Hanlon  
University of Canterbury*

**Session 5**  
MARLBOROUGH 1

---

**LEADERSHIP**

---

**Team management x leadership x organisational culture 101**

*Stephen Gray  
UNSW Australia*

**Session 6**  
MARLBOROUGH 2

---

**ENGAGEMENT**

---

**Pulse: The Student Voice – the need to listen**

*Peter Barnard  
Southern Cross University*

**Session 7**  
MARLBOROUGH 3

---

**TECHNOLOGY**

---

**Working Out Loud: DIY career skills for the 21st century**

*Margaret Ruwoldt  
Mary-Louise Huppertz  
University of Melbourne*

**12noon – 1.00pm**

---

**LUNCH**  
TRADE EXHIBITION HALL,  
AUCKLAND ROOMS 1 & 2

### KEY

● TEFMA & ATEM

● TEFMA

● ATEM

1.00pm –  
 1.50pm

## Concurrent



**Session 1**  
 AUCKLAND ROOM 3  
**PROPERTY, INFRASTRUCTURE & SUPPORT SERVICE**  
 Addressing thermal comfort needs without breaking the bank while keeping the occupants happy  
*James Hepi  
 Garrit Schot  
 Deakin University*

**Session 2**  
 AUCKLAND ROOM 4  
**SPECIAL PRESENTATION**  
 Peter Karmel Travel Recipient Presentation  
 The Women's Leadership Journey  
*Victoria Black  
 University of Wollongong*

**Session 3**  
 NEW ZEALAND ROOM 3  
**OPPORTUNITY**  
 Design Thinking..... the why, the what and the how  
*Carol Harding  
 Australian Innovation Research Centre*

**Session 4**  
 NEW ZEALAND ROOM 4  
**CHALLENGES**  
 Never let a good crisis go to waste: Seizing the opportunities from the Christchurch earthquakes  
*Jeff Field  
 Jacqui Lyttle  
 University of Canterbury*

**Session 5**  
 MARLBOROUGH 1  
**LEADERSHIP**  
 Leadership, Energy Management and Motivation as a Lens for Understanding Tertiary Education Management Practice  
*Heather Davis  
 LH Martin Institute*

**Session 6**  
 MARLBOROUGH 2  
**ENGAGEMENT**  
 Six Degrees and University of Melbourne Stop 1 Student Services project  
*Peter Malatt  
 Fiona Downie  
 Six Degrees  
 University of Melbourne*

**Session 7**  
 MARLBOROUGH 3  
**PROPERTY, INFRASTRUCTURE & SUPPORT SERVICE**  
 The journey towards IWMS via an infrastructure led IT RoadMap  
*Simon Barnes  
 Lesly Mannapperum  
 La Trobe University*

1.55pm –  
2.45pm

## Concurrent



**Session 1**  
AUCKLAND ROOM 3

---

**PROPERTY, INFRASTRUCTURE & SUPPORT SERVICE**

Good planning or just plain lucky?

*Meredith Butler  
Jo Humphris  
University of Newcastle*

**Session 2**  
AUCKLAND ROOM 4

---

**SPECIAL PRESENTATION**

The Art of the Abstract (or How to Write a Killer Conference Abstract)

*Margaret Ruwoldt  
Gary Bradley  
TEMC 2017 Local Organising Committee*

**Session 3**  
NEW ZEALAND ROOM 3

---

**OPPORTUNITY**

Activity Based Working for HDRs: An Experiment in Community

*Amelia Anderberg  
John Holm  
University of Technology Sydney  
SocioDesign*

**Session 4**  
NEW ZEALAND ROOM 4

---

**CHALLENGES**

Building capacity for change in the Papua New Guinea higher education sector

*David Kavanamur  
Department of Higher Education,  
Research, Science & Technology*

**Session 5**  
MARLBOROUGH 1

---

**LEADERSHIP**

Strengthening a university culture in turbulent times: a case study

*Juris Varpins  
Curtin University*

**Session 6**  
MARLBOROUGH 2

---

**ENGAGEMENT**

Engaging the Student Voice: Boosting Generation Y student's participation in the feedback cycle

*Stuart Terry  
Otago Polytechnic*

**Session 7**  
MARLBOROUGH 3

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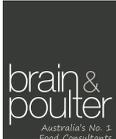
**TECHNOLOGY**

Building organisational capability through spatial data innovation at the University of Melbourne

*Jade Germantis  
University of Melbourne*

**2.45pm – 3.15pm**

**AFTERNOON REFRESHMENTS**  
TRADE EXHIBITION HALL,  
AUCKLAND ROOMS 1 & 2



<b>3.15pm – 3.20pm</b>	<b>Sponsor Speakeasy</b> AG Coombs	
<b>3.20pm – 4.10pm</b>	<b>WeMobilise</b> Sam Johnson, WeMobilise	
<b>4.10pm – 4.20pm</b>	<b>Launch of TEMC 2017</b>	
<b>4.20pm – 4.30pm</b>	<b>Conference Close and Thank You</b>	
<b>7.00pm – 11.45pm</b>	<b>Conference Dinner</b> <b>Casino Royale</b> NEW ZEALAND ROOM, LEVEL 5 SKYCITY	 

**THURS  
15 SEP**

**9.00am –  
1.00pm**

**TEM 2016 Post Conference Campus Tour  
The University of Auckland and AUT**



## **SIMPLIFYING BUILDING ASSET MANAGEMENT**

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## A warm welcome to ATEM members to 2016 TEMC Auckland

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

#### Why?

Here are ten reasons

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

### Upcoming Events for the remainder of 2015

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

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

**These are just some of the programs still remaining for 2016:**

Date	Program	Location
15/09/16	Enhancing Academic Workload Management	Auckland
16/09/16	Eight Steps for Improving Business Processes	Sydney
4/10/16	Cross Sectoral Partnership Forum #4	Melbourne
6/10/16	Admission Conference	Brisbane
10/10/16	High Performance Memory	Brisbane
17/10/16	Resilience and Mindfulness	Melbourne
17/10/16	Course Portfolio Management	Sydney
19/10/16	Goal Setting & Getting Things Done	Online Virtual Classroom
28/10/16	Western Region Conference: Facing the Future - Collaborate or Crumble	Perth
28/10/16	Effective Time Management	Melbourne
2/11/16	Influence & Persuasion at Work	Online Virtual Classroom
11/11/16	Risks and Rewards - The Future of the Tertiary Education Sector	Sydney
24/11/16	Tertiary Education Forum	Perth
24/11/16	Business Process Management	Online Virtual Classroom
30/11/16	Committee Management and Minute Taking - Sydney (PPP)	Sydney
30/11/16	Financial Reporting for Executive Assistants Sydney (PPP)	Sydney
30/11/16	Essential Dashboards for Excel (PPP)	Sydney
30/11/16	Business Writing Essentials (PPP)	Sydney
30/11/16	Writing for the Web (PPP)	Sydney
7/12/16	Managing Very Difficult Workplace Behaviour (BA)	Melbourne



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

On the first day of the conference, we will gather for the 5th annual Awards presentation evening – a celebration of our profession and although we are there to honour the winners we are also there to ensure the professional in tertiary education is a celebrated part of the sector.

Next year ATEM will conduct the 6th annual awards and we want as many people as possible to nominate. This is important for our profession and we look forward to celebrating in Melbourne.

**Tickets are still available for the 2016 event. Please see the front desk for tickets.**



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

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

The program has had over 400 participants since its inception in 2012.

Many institutions are now using eLAMP as an integral part of their PD offerings to professional staff, some opting for a guided cohort run by the staff at LH Martin.

The key themes of the four modules are:

**Module 1: Managing and Developing Yourself**

**Module 2: Managing and Developing Others**

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

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



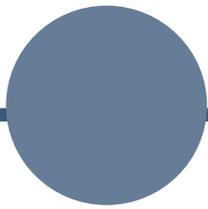
### ATEM bespoke programs

Tertiary institutions with groups of people to train can access the full suite of programs offered either at national or regional level. Regional institutions have been making use of ATEM programs for many years now.

ATEM has recently delivered “Difficult Conversations”, “Stress Less Laugh More” and “Process Mapping” to a number of institutions.

To find out more contact Paul Abela, executive director on paul.abela@atem.org.au

**The L H Martin institute also deliver eLAMP as a guided cohort. For more information on eLAMP guided cohorts go to <http://www.lhmartininstitute.edu.au/professional-development-programs/leadership-programs/85-emerging-leaders-and-managers-program>**



# 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 are ATM's available throughout SkyCity Hotel, SkyCity Grand and the SkyCity Convention Centre

## CHILL LOUNGE WITH THANKS TO SEBEL FURNITURE



Need to take five minutes for yourself, get a little work done, charge your laptop or phone or take an important call? Visit the Sebel Furniture Chill Lounge located next to the Registration Desk on level 4.

This area is new to TEMC and features a charge bar, comfortable furniture, work stations and a live feed from the plenary room so you do not miss out on seeing the great keynote speakers TEMC has on offer this year.

## 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 TEXT / WHITE BACKGROUND
TUESDAY DELEGATE	 RED TEXT / WHITE BACKGROUND
WEDNESDAY DELEGATE	 BLACK TEXT / WHITE BACKGROUND

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## DINNER SEATING

Seating and table allocations for both the TEMC Dinner on Wednesday 14 September (included in full registration) and the TEFMA Dinner and ATEM Dinner on Monday 12 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 11 September and will be taken down at the end of morning refreshments on Wednesday 14 September or as they become full.

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All delegates register to attend the **TEFMA Awards Dinner** will receive a PINK sticker to be placed on the sheets near the registration desk. These sheets will be available from Sunday 11 September and will be taken down at the end of lunch on Monday 12 September.

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All delegates registered to attend the **ATEM Awards Dinner** will receive a YELLOW sticker to be placed on the sheets near the registration desk. These sheets will be available from Sunday 11 September and will be taken down at the end of lunch on Monday 12 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 **111**. 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.

### **MOBILE PHONES**

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

### **PARKING**

SkyCity has over 1,960 parking spaces and offers Valet Parking, Super Saver Parking, Casual Parking and Early Bird Parking.

### **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 and these photos will be available from the conference website shortly after the conference and/or from Leishman Associates, the Conference Managers. If you do not wish to have your photo taken and or published in future TEMC and Leishman Associates marketing material, please advise the registration desk staff and the photographer if they approach you for a photo.

### **REGISTRATION DESK**

The Registration Desk is located on Level 4 of the SkyCity Convention Centre in Epsom Room 1. As you enter the main doors turn to your left. Please direct any questions you may have regarding registration, accommodation, tours or social functions to Leishman Associates staff at this desk.

### **REGISTRATION DESK OPENING TIMES**

Sunday 11 September	12noon – 6.00pm
Monday 12 September	7.00am – 6.00pm
Tuesday 13 September	7.30am – 5.00pm
Wednesday 14 September	8.00am – 5.00pm

### **SMOKING**

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

### **SPEAKERS AND SPEAKERS PREPARATION ROOM**

All speakers should present themselves to the Speakers Preparation Room, located in Epsom Room 3 on Level Four of the SkyCity Convention Centre at least 4 hours before their scheduled presentation time, to upload their presentation.

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

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

### **SPECIAL DIETS**

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

### TEMC SMART APP WITH THANKS TO OPUS ARCHITECTURE



The TEMC App is available again for the 2016 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: [temc.mobi](http://temc.mobi), login with your email address, click attendees and edit my profile. You can add a photo, information about yourself and a link to your LinkedIn profile and other social media.

Then, to access the app on your smartphone/tablet simply enter the link again, [temc.mobi](http://temc.mobi) into the address bar of your smartphone/tablet's browser, be careful not to put it in the Google search box.

You can add the link as a bookmark or an icon to your 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 an 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 the 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 the screen. Tap 'My Settings' and then 'Email Me My Notes', the app will send your notes to you.

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

### TEMC 2015 TRADE EXHIBITION COMPETITIONS

This year we are running the trade exhibitors competition through the TEMC App. Visit all the exhibitors, they will have a secret word for you. Enter the word and score points. Once you reach 150 points come to the TEMC registration desk and draw a prize from the prize bucket.

### WIFI ACCESS – WITH THANKS TO ARCHITECTUS

#### architectus™

Wireless internet will be available throughout the conference venue for the duration of the conference. To access please connect to the **TEMC2016** connection and use the following password. If you have trouble connecting please see the staff at the registration desk.

Password – **architectus**

### DISCLAIMER

The 2016 Tertiary Education Management Conference reserves the right to amend or alter any advertised details relating to dates, program and speakers if necessary, without notice, as a result of circumstances beyond their control. All attempts have been made to keep any changes to an absolute minimum.

### CONFERENCE MANAGERS

Leishman Associates  
113 Harrington Street  
HOBART TAS 7000

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Fax: (03) 6234 5958

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RMIT Swanston Academic Building



DEAKIN UNIVERSITY Burwood Highway Frontage

# OPENING ADDRESS



## HON STEVE MAHAREY

Vice-Chancellor of Massey University

Steve Maharey is the Vice-Chancellor (since October 2008) of Massey University based in Palmerston North, Albany (Auckland) and Wellington.

Prior to taking up the position of Vice-Chancellor, he was the Member of Parliament for Palmerston North and a Senior Minister in the New Zealand Government. His portfolios included Education, Tertiary Education, Social Development, Research Science and Technology, Employment, Housing, Child Youth and Family, and Broadcasting.

Earlier in his career he was a Snr Lecturer in Sociology and before that a Jnr. Lecturer in Business Administration. His main academic interests include government and the public sector, social policy (particularly social development), education, social change and politics.

He is currently Chair of the Committee for University Academic Programmes, a Deputy Chair of Asia New Zealand, Deputy Chair of Universities NZ, member of the Territorial Force Employers Support Council, a Board member of FoodHQ, AgriOne, Massey University Foundation, the BCC, the Riddet Institute and the Manawatu Cancer Society. He is Patron of the Manawatu Squash Association and Central Football. He is a Director of Massey Global Ltd.

He served as an elected City Councillor.

He was appointed a Companion of the New Zealand Order of Merit (CNZM) in 2008.

He has extensive experience in all forms of media, contributed to eleven books and is a frequently invited public speaker.



# KEYNOTE SPEAKERS



## SIR PITA SHARPLES

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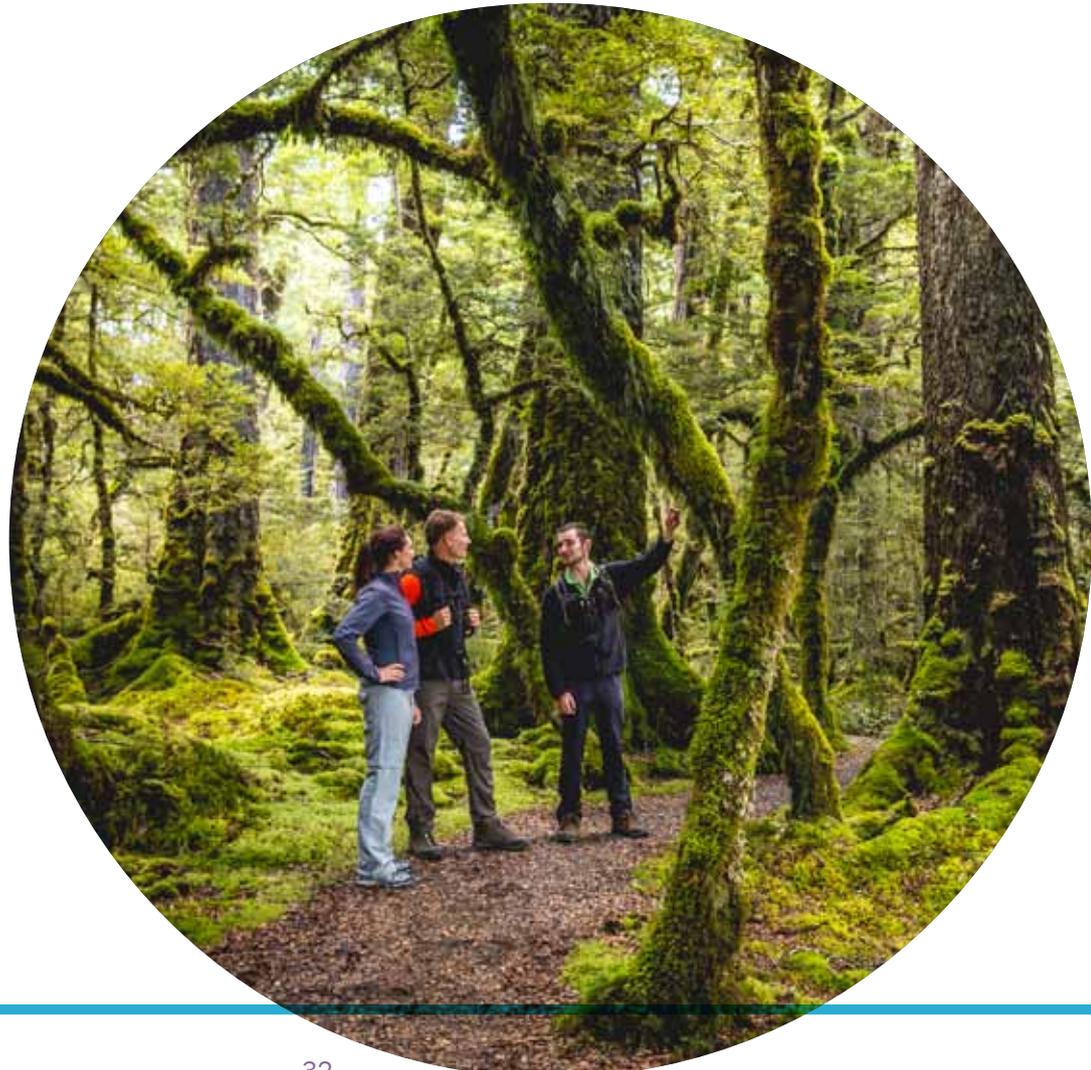


Dr, Hon Sir Pita Sharples is a true leader, with mana and experience in many areas of New Zealand’s cultural, political and academic life. First trained as a teacher, he earned a Masters and PhD in Anthropology and Linguistics, and went on to be a Professor of Education at Auckland University—receiving a CBE for services to education in 1990 and a KNZM for Services to for services as a Member of Parliament and to Māori in 2015.

Despite his long career in academia, Sir Pita is best known for his roles as founding co-leader of the Māori Party, Minister of Māori Affairs, and Associate Minister of Education and Corrections.



Described as “kaumatua to the nation,” Sir Pita has played a key role in the Māori renaissance of the last 40 years, operating as a bicultural advocate while working to reconnect Māori with the treasures of their cultural history. Founding CEO of the Race Relations Office, he spearheaded the first intertribal urban marae, and was a significant figure in the development of the kura kaupapa movement, the New Zealand School of Māori Weaponry, and the award winning Te Roopu Manutaki Māori cultural group. Member, advisor, and chairman of countless boards, initiatives, and advisory boards, his achievements are as varied as they are numerous.



**NIGEL LATTA**  
 Goldfish Wisdom

This session is proudly sponsored by



Born and raised in Oamaru, Nigel first attended Otago University, where he completed an MSc in Marine Science. He then moved to Auckland where he trained as a Clinical Psychologist and graduated with a Master of philosophy with 1st class honors in Psychology and a Postgraduate Diploma in Clinical Psychology.

Nigel has worked for the last two decades in a number of agencies including Drug and Alcohol rehabilitation, Sex Offender Treatment Programmes, Family Therapy agencies, Child Youth and Family, Probation Services, and extensively in private practice.

He continues to work as a clinical psychologist in private practice consulting with organizations and agencies from throughout the country, and has lectured on a number of senior courses at the New Zealand Police College.

He has written a novel and seven non-fiction books which are now published in nineteen countries and ten languages. He presented the critically acclaimed television series “Beyond the Darklands”, which was based on his work as a forensic psychologist. “Beyond the Darklands” ran for five seasons in New Zealand. It has screened in Australia, Sweden, Spain and recently in several Latin American countries. He presented the top rating “Politically Incorrect Guide to...” Series which has run for three seasons in New Zealand, and in 2012 presented the same series for Channel Nine in Australia. In addition to this Nigel has also presented documentaries on how to help children cope after the Christchurch earthquake, and how parents can help teenage drivers stay safe on the road.

Nigel’s recent projects include a documentary series which screened on TVNZ in 2014 and investigated some of the important issues within our society including, alcohol, education, sugar/obesity, poverty and inequality, child abuse, crime and punishment.



His most recent project, a six part popular science primetime series titled “Nigel Latta Blows Stuff Up”, screened in 2015 TVNZ.

In 2012 Nigel was made an Officer of the New Zealand Order of Merit (ONZM) for services to Psychology as part of the Diamond Jubilee Queen’s Birthday Honours List.

A sought after speaker Nigel has presented keynotes at a range of industry and corporate conferences both in New Zealand and overseas. His particular gift is blending real world pragmatism, the latest psychological research, and humour in an engaging and thought provoking manner that has relevance to a wide range of audiences and organizations. His specific interests include the psychology of success, dealing with difficult people, mental toughness, decision making skills, leadership, the process of change in an organisation, the ‘myth’ of happiness and stress management.

**KEYNOTE PRESENTATION**

**Stone Axes and iPhones**

Human beings are funny old things... in the blink of a geological eye we’ve gone from hunting and gathering to Facebooking and googling. Where once nothing changed for thousands of years at a time, now everything changes all the time. The problem is that we’re still running stone-aged brains in a modern world. Understanding this is the key to making better decisions, and adapting to the ever increasing pace of change.

## PAUL ROBERTS

Turnberry Consulting

This session is proudly sponsored by



As a Director of Turnberry Consulting, Paul Roberts has been extensively involved in a wide range of planning and development projects internationally, specialising in university campuses, sports facilities and estate-driven developments. He has led numerous strategic development projects including university master plans, development feasibility and market studies, retail and commercial schemes, science and technology projects, and sports projects.

His experience in the higher education field is expansive. Roberts has dealt with a variety of complex campus master planning issues, has had responsibility for negotiating many land-use planning and legal agreements, and has conducted numerous research projects.

Roberts regularly lectures and publishes on the theme of campus master planning and design. He has co-authored a comprehensive survey of university planning history, *University Planning and Architecture: The Search for Perfection* (Routledge, Second Edition 2015) and a profile of the current climate of campus master planning and architecture, *University Trends: Contemporary Campus Design* (Routledge, 2014). His recent speaking engagements include the Society of College and University Planning's 50th anniversary conference in Chicago (July 2015) and the Tertiary Education Facilities Management Association's Campus Planning Workshop in Auckland (July 2015).

His major projects within this field include:

- Advisor to the University of Oxford on the future development of a central Oxford site, the Radcliffe Infirmary; on a planning and development strategy for significant out-of-town landholdings; and on the development of a Science Park.
- Advisor to Trinity College Dublin on the creation of an estates strategy for its city-centre campus.



- Strategic adviser to Curtin University in support of a major master-planning exercise which seeks to transform its suburban campus in Perth into a vibrant, mixed-use district.
- Property and planning advisor to the University of Hertfordshire on its campus consolidation programme, leading to the development of the new de Havilland campus at Hatfield.
- Strategic advisor to the Cambridge Theological Federation and its member colleges on the future development of the network and its physical resources.
- Property and planning advisor to Cranfield University on a variety of projects including development of a Technology Park, Air Park, development of land at Cranfield Airfield and the College Farm site at Silsoe.
- Advisor to the University of Edinburgh on the creation of a new science park south of Edinburgh.

### KEYNOTE PRESENTATION

## Universities and the Physical Brand

What is the link between institutional setting and institutional brand? How does physical environment impact upon the long-term success of a university? How can a positive physical brand be created? Does campus experience matter? Paul Roberts explores these questions in a session which addresses the role and value of place upon institutional performance from an international perspective.

## GLENN MARTIN

The Martin Aircraft Company

This session is proudly sponsored by



One evening in 1981, when Glenn Martin was a Biochemistry student at New Zealand's Otago University, he found himself in the pub with friends talking about why so much of the technological promise of the sixties had gone unfulfilled. 'Weren't we supposed to have jetpacks by now?' they wondered. What went wrong?

Tens of thousands of people around the world probably had similar conversations at one time or another. But Glenn was the only one to get up the next day and go to the library to start working on it.

It's rare to meet someone who has single-mindedly devoted the best part of their life towards one objective – especially one which has fired the imagination of people around the world for decades – but that is what Glenn Martin has done.

In the years after that conversation in the pub, he snuck into university maths lectures until his maths was good enough to do the calculations which underpinned the engineering. After university he got a job with a company to learn how technology was brought to market. And each night he worked on developing a Jetpack in his garage.

Along the way he encountered all the problems which had bedevilled his predecessors: how to make sure it could fly for long enough, lift enough weight, and how the pilot should control it.

He overcame risks which have scuppered many other pioneering inventions throughout history, such as how to keep the project safe and solvent, how to make sure it didn't fall foul of regulations, and not least how to keep sane while secretly developing a technology that might one day change the world, but has to stay securely locked in your garage until the day you have a working model.

Thirteen years after his first eureka moment in the university library, his jetpack model undertook a lift-off with his wife as its very first test-pilot. In 2008,



it was ready to be introduced to the world at the Oshkosh Airshow in Wisconsin, USA. It drew some of the biggest crowds in the air show's six decade history.

In the next day alone, it was the subject of 970 TV news stories. Subsequently, the 'Martin Jetpack' has featured in the Wall Street Journal, Forbes, GQ, and many others. It has been named one of Time Magazine's Top Fifty Inventions of the year for 2010, has seen Glenn feature on Jay Leno and meet Richard Branson and Larry Page, and receive an invitation to fly at the Playboy mansion (which he politely declined).

Today, the Martin Jetpack can fly at speeds up to 100 km/h and altitudes up to 4000 ft. It will be able to stay airborne for 30 minutes, and the Martin Aircraft Company is developing the Martin Jetpack to meet demand as a first responder vehicle and a heavy lift unmanned air vehicle. It plans to develop one for leisure and personal use.

### KEYNOTE PRESENTATION

The Martin Jetpack has been described as the world's first "practical" Jetpack. There are no exotic fuels or materials, it runs on petrol ! It could be maintained by any car mechanic. To fly it needs no special skills, many people have "gone solo" flying the Jetpack in less than 5 minutes compared with 15hr for traditional aircraft.

The jetpack required a set of skills and philosophy on how to manage "getting stuff done" that in hindsight appears to be as unusual and as useful as the Jetpack itself.

Glenn's father was head electrician at the Otago University "Works and Services"(W&S) now part of the Property Services dept. Glenn started "working" informally with the Electricians during school holidays from the age of 9 and formally at 14. The W&S had

## KEYNOTE PRESENTATIONS

Electricians, Plumbers, Cabinet makers, Engineers, and Painters. There were 40 staff all managed by the lead Cabinet maker whom devoted “half his time” to managing the staff. Therefore paperwork, was at a minimum and results at a maximum Glenn learnt how to get things done, and never in 10 years ever filled out a form, an assessment, never had a meeting, nor an accident.

Glenn’s Otago University majors were in Biochemistry and Physiology. These were both academic and practical learning how to design an experiment that allowed you to find the correct answer, not the answer you desired, was a discipline taught again and again. Professionally critiquing scientific papers, challenging assumptions was another set of skills.

In 1981 the idea of a Jetpack evolved, thanks to the Science Library and sneaking into Maths lectures the mathematics of “would it work” were developed.

The jetpack development would involve an unusual mix of practical “this is how you make something” theoretical and mathematical calculations and thousands of experiments.

Shifting to Christchurch in 1984 allowed the involvement of the Canterbury Mechanical engineering Dept. Having walked the corridors of a University from preschool age, knocking on Dept head, lecturers and technicians doors and asking for “help with an interesting project” was quite natural. A workshop was set up at home and experimentation begun. As a disciplined scientist, each experiment was designed first then executed, the results were analysed and critiqued by Glenn.

However a Gantt chart, waterfall, CPM report was never written, the KPI’s were simple and unitary “Make it fly”.

This unusual mix resulted in a very productive environment. As an example when it was decided a custom engine was needed, the best in the world R&D team for that type of engine was approached. They gave great advice and suggested that 3 years and \$5 million would be needed. Five months and \$456,000 later the engine was running, the Engineers at Mercury Marine were stunned!

Throughout the productive years of development six keys were used to create what seemed to many was impossible. These have been tested again and again and now have been taken up by a number of groups around the world.

These six keys on “how to move from Rhetoric to a reality” will be discussed in more detail during the presentation.



## FRANCES VALINTINE

The Mind Lab

This session is proudly sponsored by



Frances is the founder of Tech Futures Lab and the Founder and Chair of The Mind Lab. The Mind Lab is a private-public partnership with Unitec delivering programmes in digital and collaborative technologies. Each year The Mind Lab teaches over 40,000 school students as well as 1200 teachers who study a postgraduate programme in Digital & Collaborative Learning.

Frances works in New Zealand and internationally on cross-sector initiatives with individuals and organisations that are navigating and preparing for technological advances and disruption.

Frances has been a leader in the education of future technologies, digital impact and disruption for over two decades. She has a Master of Tertiary Education Management from the University of Melbourne and an alumna from Singularity University in the Silicon Valley.

In 2015 she was awarded the NZ Westpac Woman of Influence – Innovation, and the Next Magazine Woman of the Year – Education. In 2015 Idealog Magazine rated her as one of the top 10 most influential women in New Zealand.

In 2014 her business won the 'Best New Business' in the Talent International Asia/Pacific Awards judged by Sir Richard Branson and Steve Wozniak.

Frances sits on the board of Callaghan Innovation, Education NZ, NZTech and Talentnomics (Washington DC).



### KEYNOTE PRESENTATION

## Rhetoric to Reality: How Does Our Rhetoric Meet Students' Reality?

The year is 2017. Students born in the shadow of Millennium celebrations are heading towards higher education armed with aspirations of changing the world.

These students flick through the glossy brochures of traditional education qualifications packaged uniformly into three-year packages for a world that no longer exists.

A tsunami of change is afoot as disruptive technologies create new industries and new opportunities for these students while tried and tested business models crumble and fold into oblivion.

## SAM JOHNSON

WeMobilise

This session is proudly sponsored by



Sam Johnson is the Director of WeMobilise. As Former Young New Zealander of the Year and Sir Peter Blake Trust Awardee, Sam regularly works with non-profits, corporate groups and government agencies on team motivation, community mobilisation, strategy development and crisis management.

Sam specialises in carefully curating diverse teams of people to achieve outcomes for clients and partners and has spent the past five years heavily involved in socially conscious entrepreneurial and resilience movements throughout the Asia/Pacific region. His journey started in founding the internationally acclaimed Student Volunteer Army following the Christchurch earthquakes that mobilised 11,000 volunteers to clean up the city.

Sam has been involved in disaster response missions to Japan, Vanuatu and Nepal and has worked on campaigns with the United Nations International Strategy for Disaster Risk Reduction in Geneva.

He is the Founder and Chair of the Volunteer Army Foundation, Trustee of the Royal New Zealand Plunket Foundation, Chair of the Aotearoa Youth Leadership Institute and Advisory trustee of the Pacific Development and Conservation Trust. He has a BA in Politics and Community and Professional Engagement from the University of Canterbury and is an accredited practitioner in Open Strategies from the University of Cologne, Germany.

### KEYNOTE PRESENTATION



### WeMobilise

Sam's keynote presentation will focus on harnessing the passion of today's students to contribute to a better world. Deeply linked to personal growth, leadership and self-awareness, he will draw on his own journey and experience as founder of New Zealand's Student Volunteer Army – developed in the wake of the Christchurch earthquakes and subsequent projects. Sam will offer practical tools and techniques to mobilise students and foster a new generation of civic mindedness.



**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 11 September**

**AUCKLAND MUSEUM AND WAR MEMORIAL  
6.00PM – 8.30PM**

Upon arriving at the Auckland Memorial delegates will experience a traditional Maori welcome then move to the top of the museum where you will be able to experience 360 degree views of Auckland

**Dress – Smart Casual**

## CONFERENCE DINNER

**Wednesday 14 September**

**LEVEL 5 SKYCITY CONVENTION CENTRE  
7.00PM – 11:45**

Sponsored by Woods Bagot and Wilde & Woollard



We've been expecting you, TEMC. Grab a martini and try your luck at our Casino Royale themed dinner.

**Dress Code: Gentleman, pick your favourite Bond and steal their style.**

**Ladies, get glammed up to become the ultimate Bond girl.**



## TEFMA EVENTS

### TEFMA AWARDS DINNER

**Monday 12 September**

**AUCKLAND TOWN HALL**

**6.30pm – 11.30pm**

**DONALD  
CANT  
WATTS  
CORKE**

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**

Thank you to the  
TEFMA Awards Dinner Sponsors  
Donald Cant Watts Corke



### TEFMA BREAKFAST & AGM

**Tuesday 13 September**

**AUCKLAND ROOM 3**

**7.45am – 8.45am**



Join us for a delicious buffet breakfast (hangover cure from the TEFMA Dinner) before the commencement of the AGM

**Dress – Smart Casual or Informal Business**

Thank you to the TEFMA Breakfast Sponsor  
SPM Assets



TEMC MAJOR SPONSOR



# ATEM EVENTS



## ATEM AWARDS NIGHT

**Monday 12 September**

**LANGHAM HOTEL**

**6.00pm – 11.00pm**

The presentation evening for the 2016 ATEM Best Practice Awards will be held on Monday 12 September. We will gather again to honour work being done by our bright and innovative members.

To celebrate the 40<sup>th</sup> anniversary of ATEM this year we will enjoy a sit down three course meal

**Dress-After five**

Thank you to the ATEM Best Practice Awards Sponsors

## ATEM GHOSTS SOIREE

**Tuesday 13 September**

**SUGAR CLUB, SKYCITY**

**7.00pm**

Enjoy the 17th Ghosts Dinner at the beautiful Sugar Club, Sky City. Located on Level 53 of the fabulous Sky Tower, with its breathtaking views across the dynamic city of Auckland. Enjoy the finest produce and wine from around New Zealand

**This is an invitation only event**



CAMPUS REVIEW

mindhive

TRIBAL



# NEW THINKING

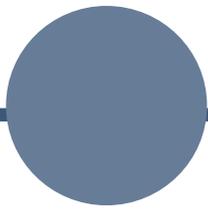
WAIKATO UNIVERSITY  
LAW AND MANAGEMENT  
SCHOOL, HAMILTON



**Fletcher**

# OLD SCHOOL VALUES

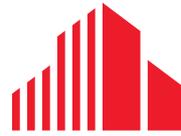
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### Major Sponsor



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## Conference Dinner Sponsors



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- Research & Development

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Woods Bagot is a People Architecture company. We place human experience at the centre of our design process in order to deliver engaging and future-oriented projects. A proud sponsor of TEMC for over 10 years, we have seen the nature of higher education change. As industry-leading education design specialists, Woods Bagot is continuing to impact the design of dynamic spaces that encourage research, collaboration and the sharing of knowledge.

Opening our most recent studio in Auckland, Woods Bagot is already working with a number of educational institutions across New Zealand, blending a unique multidisciplinary design approach to ensure each project benefits from the very latest in global thinking. Our global studio model allows us to work collaboratively across time zones and borders, using the latest technology to share design intelligence and strengthen our knowledge base around the world.

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Fletcher Construction is the pre-eminent general contractor in New Zealand. A leading construction company, Fletcher offers a full range of construction services across civil engineering, commercial and interior projects.

More than a century after beginning our first university project – an extension to Knox College at Otago – we are still facilitating the education of New Zealanders, and have recently delivered, or are currently delivering buildings and specialist facilities for UC, VUW, UoA, AUT and UoW.

[www.fletcherconstruction.co.nz](http://www.fletcherconstruction.co.nz)

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## TEFMA Awards Dinner Sponsor

**DONALD  
CANT  
WATTS  
CORKE**

TEFMA's Annual Awards Dinner is a premier event in the TEFMA calendar and brings members together to celebrate their achievements throughout the year. Come along and catch up with TEFMA colleagues, discover who will win one of TEFMA's prestigious scholarships, and enjoy New Zealand's finest fare at the unique Auckland Town Hall.

TEFMA Members need to register to attend this function and it is open to TEFMA members and their partners ONLY.

Member tickets are \$90 and partner tickets are \$140 per person.

Dress – After five.

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Our specialists help you build 'asset intelligence' in a way that simplifies the asset management process and leads to buildings that can last forever. Tap into the knowledge gained with customers across New Zealand, Australia and South Africa.

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## Keynote Speaker



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 universities and higher education institutions around the globe, CLV prides itself on developing accommodation solutions specific to the unique character, culture, demographic 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.

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



Brain & Poulter are the most trusted and popular campus retail masterplanners in the Pan Pacific region. We are industry leaders in responsible retail planning specifically for campuses offering substantial commercial and experiential upside. Brain & Poulter has completed over twenty campus masterplans across Australia and New Zealand including: ACU, ANU, LTU, Macquarie University, Murdoch University, RMIT, University of Auckland, University of Canterbury, University of Sydney, UniSA, UoA, UoC, UoM, UoN, UQ, USC, UTS, UWA, UWS.

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In 2010 Allan Briggs established Briggs Communications – a multifaceted communications agency helping organisations solve problems through communications strategy, crisis management consulting and training. Briggs Communications gives clients specialist advice, particularly in crisis management, emergency management, crisis communications and media management.

Our unique consulting approach applies a combination of specialty skills to deliver solutions that are practical, sustainable, measurable and robust. We're objective-oriented but champion process, delivering our services with passion and professionalism to get outstanding results that help clients achieve their business goals.

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Our vision is to provide the highest standard of design for the built environment through a combination of the best design resources and the most highly experienced professionals available. Architectus creates innovative and functional design solutions that produce real advantages for our clients.

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Our work is predominantly in the social infrastructure sector, specialising in Tertiary Education, Research and Health, with our efforts recognised in late 2014 when we were awarded the National Project Management award for all projects valued at over \$100 million

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

Current and recent projects by Lyons include NewSpace for the University of Newcastle, the new Adelaide Medical and Nursing Schools for the University of Adelaide, the New Academic Street for RMIT University, Sustainable Futures Building at the University of Queensland, the Melbourne Brain Centre at the University of Melbourne, and the Central TAFE Redevelopment in Perth.

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

Lyons is in its second decade of sponsoring the TEMC Conference, and is proud to support the ongoing leadership and innovation of the organisation.

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Root Projects Australia – one of Australia's leading built environment advisory and project management companies – has delivered some of the country's most prominent and complex building and infrastructure projects. Root Projects is a consultancy that independently represents its clients' interests by seeking to understand our clients' specific business challenges and tailoring our service responses to ensure optimal outcomes.



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We provide exceptional service to our clients and strive to meet all of their expectations. Our design solutions are tailored to suit each project's objective. We add value by being at the forefront of world's best practice and by actively enhancing our knowledge of emerging technologies and advanced design techniques.

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Australian Catholic University (ACU) is Australia's leading Catholic university and is supported by more than 2,000 years of Catholic intellectual tradition. ACU has seven campuses around Australia. ACU engages the Catholic Intellectual Tradition to bring a distinct perspective to higher education. We empower students to think critically, ethically and to bring about change in their communities and professions. By fostering and advancing knowledge in education, health, commerce, the humanities, the sciences and technologies, law, and the creative arts, ACU contributes to its local, national and international communities. As a member of the International Federation of Catholic Universities, we are devoted to communicating truth in every field of knowledge through teaching and research, as well as promoting the dignity of all people. As a publicly-funded university, we welcome staff and students of all beliefs and backgrounds, and we are committed to providing equal access to education for all people.

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BLP are a group of dynamic architects, based in Melbourne and Sydney, who work Australia-wide across all sectors. BLP have a proven track record of designing and delivering complex projects. We combine the creativity of a design studio with the delivery outcome of a commercial firm. We understand the necessity to work collaboratively within an economic framework to produce innovative built outcomes. We develop a comprehensive design approach unique to each client and project and aspire to produce innovative architecture.

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Envizi is a global, cloud based optimization platform that distils complex sustainability and energy data into powerful insights. Envizi is at the forefront of energy and sustainability software, supporting more than 130 enterprise clients across 90,000 locations in 112 countries. Our technology is used by many of the preeminent educational institutions in the Australasian region, and we have been named as an industry leader by independent research and advisory firm Verdantix

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The Facilities Management Association of New Zealand (FMANZ) represents New Zealand's community of facilities management professionals and supports education, networking and knowledge sharing for members and member organisations.

Networking events, such as breakfasts with guest speakers, the annual two-day FM Summit, site visits and tailor-made university master classes, put members in touch with each other and the latest thinking in the ever-changing world of facilities management. As an FMANZ member you'll be part of a growing community of FM professionals, and will gain access to knowledge, networks and resources that can help you do your job better and advance your career in facilities management.

FMANZ membership means you'll be recognised as someone who is:

- Serious about professional development
- Enthusiastic about good practices in facilities management
- Dedicated to best practices within your profession

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[www.fmanz.org](http://www.fmanz.org)

## LH Martin Institute

For Tertiary Education Leadership and Management

The LH Martin Institute's mission is to develop more effective governance as well as leadership and management capacity in tertiary sector institutions so that they may fulfill their missions more successfully. We do this by providing career and capability development through an integrated set of programs, events and projects. Based at The University of Melbourne's Centre for the Study of Higher Education, our postgraduate courses are awarded by the University, Australia's no. 1 university in the 2015-2016 Times Higher Education World University Rankings.

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Our work spans 57 countries with a rapidly growing presence in the Asia-Pacific region. We provide services and solutions to over 4,500 education providers in Asia-Pacific, including 100% universities in New Zealand and 90% in Australia. We have offices in Australia, Malaysia, Philippines and New Zealand.

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**CONCURRENT  
SESSIONS**





- ▲ **SCHNEIDER MAURIE PAWSEY AWARD**  
MARK MOELLER, THE UNIVERSITY OF SYDNEY
- AECOM INNOVATION AWARD WINNER**  
CURTIN UNIVERSITY
- AQUENTA SCHOLARSHIP WINNER**  
DAVID BARGA, UNIVERSITY OF SOUTH AUSTRALIA
- TRAVEL SCHOLARSHIP WINNER**  
OLIVER PONSONBY, UNIVERSITY OF ADELAIDE



# A YEAR IN REVIEW



01  
**2015 TEFMA DINNER & AWARDS WOLLONGONG**  
31 AUGUST 2015 | 130 DELEGATES

Sponsored by DCWC

02  
**CONTRACT MANAGEMENT WORKSHOP**  
10/11 MARCH 2016 | 120 DELEGATES

Hosted by  
The University of Melbourne  
Sponsored by Lucid Consulting,  
Programmed, AG Coombs

03  
**DIRECTOR'S FORUM**  
28 JUNE 2016 | 51 DELEGATES

Hosted by University of Sydney,  
Abercrombie Business School  
Sponsored by  
Brookfield Multiplex

04  
**CAPITAL INVESTMENT PLANNING AND DELIVERY SUCCESS WORKSHOP**  
29/30 JUNE 2016 | 93 DELEGATES

Hosted by University of Sydney,  
Abercrombie Business School  
Sponsored by Lend Lease,  
Brookfield Multiplex, Capital Insight

## COLIN REITER

TEFMA PRESIDENT  
2012-2016

Outgoing President Colin Reiter, who has been on the Board since 2012, will conclude his Presidency at the 2016 AGM. Colin has been a wonderful asset to TEFMA, as Chair of the Education Committee he facilitated many highly successful workshops and has been involved in TEM Conferences. As the unofficial "TEFMA MC", Colin has hosted three Annual Awards Dinners and

has ensured member achievements continue to be embedded in TEFMA's values. Colin's focus over the last two years has been about servicing the membership, providing great education and ensuring that TEFMA is well placed for continued growth and relevance to our members.

Thank you to Colin for your valuable contribution. You'll be missed.



## FAREWELL & THANK YOU

◀ 2016 will see the TEFMA Board farewell a few long-standing members and we sincerely thank each of these FM professionals for their contribution to TEFMA. Hopefully we'll continue to see them around.

**Trevor Gerdson** – long standing Secretary Treasurer and a steady hand in managing TEFMA finances

**Robyn Fallon** – Chair of TEMC 2014, valuable asset as chair of the Membership Services Committee

**Graham Arndt** – Chair of Membership services, and instrumental in establishing the first TEFMA Webinar

## 2017 WILL BE BIGGER & BETTER

We've got more workshops and more webinars planned to support members and the industry.

The key strategic drivers for 2017 and beyond are:

- **Engagement**
- **Professionalism**
- **Knowledge**

2017 begins with the Space Management Workshop to be held in Brisbane in March.

**Watch the TEFMA News for your chance to register. This one will sell out quickly.**



05

### TEFMA WEBINARS

In 2016 TEFMA held the first of a series of regular webinars. Thanks for those who participated. We've covered off on Parking and LED Lighting as our first two subjects. If you've got an idea for a webinar, contact Victoria Chapman at [info@tefma.com](mailto:info@tefma.com)

06

### TEFMA VICTORIAN REGIONAL EVENT

Deakin City Centre  
Hosted by Deakin University  
Attended by Senior FM and Property staff

## APPLY FOR A TEFMA SCHOLARSHIP

TEFMA provides a number of scholarships that cater for a range of disciplines and levels working in the tertiary education FM sector.

### 1 MAURIE PAWSEY SCHOLARSHIP

This is TEFMA's premier scholarship that provides a considerable financial contribution for a member to attend the annual conference of APPA(US), AUDE (UK) or HEFMA (Sth Africa) and thereafter to visit selected institutions.

### 2 TEFMA TRAVEL SCHOLARSHIP

The scholarship assists members to undertake a study tour of selected Australasian universities to improve their knowledge of contemporary facilities management practices.

### 3 TEFMA CONFERENCE SCHOLARSHIP

This scholarship is aimed at members who are in line management positions up to the equivalent of Australian HEW6 level to assist them attending the annual TEFMA/ATEM conference in Australasia and to tour local institutions.

## INTRODUCING THE 2016/2017 TEFMA BOARD

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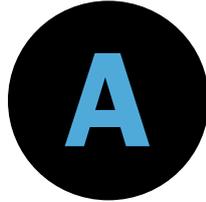
### Executive Consultant

Alison Fincher-Johnson

### TEFMA Secretariat

Victoria Chapman

**CONCURRENT**  
**Monday**  
**12 September**  
**10.50am – 11.40am**



## Session 1

### Not All Space Is Equal: Go8 Case Studies

[JADE GERMANTIS](#), [DR ELIZABETH KUCZEK](#)  
University of Melbourne, Group of Eight

Jade Germantis leads the Spatial Data team at The University of Melbourne. For over 11 years, Jade has cultivated and led an ongoing program of technological spatial data development resulting in the transformation of the University's spatial data platforms from a static-information based environment, into a digital and dynamic resource of 'live' spatial information supporting university operations. Jade has promoted constructive local and international peer evaluation opportunities delivering more comprehensive articulation of space analyses and the delivery of the University's campus strategy. Significant financial savings and business process efficiencies have been realised due to the program.

Jade has led and mentored a team of technical specialists in driving the most optimal utilisation of the University's portfolio of space, with a focus on strategically managing the University's specialist spatial systems. These systems deliver the University's \$156 million per annum space charging model on an 800,000m<sup>2</sup> footprint equating to a \$2.9 billion Property Portfolio.

Elizabeth Kuczek has been a space analyst for the Go8 Facilities Directors group since 2013, and has worked with Go8 Space Managers in improving space mapping and benchmarking. Elizabeth has over 30 years' experience working in various Australian universities, as well as at the University of California, San Francisco, in diverse roles as a research scientist, operations manager of a national Facility, and as a project manager. She brings into her daily work her commercial, academic and operational experience and knowledge of tertiary sector environments. Elizabeth is a PhD graduate of the University of Adelaide.

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Benchmarking has its merits as a comparative (scoring)

measure against a standard or against best practice. Whilst the primary aim of benchmarking is to improve performance of a process, practise or outcome, benchmarking for comparison of practices that are suitable to your own organization is equally important. The two approaches can/should complement one another. The Go8 universities share a similar history, educational ethos and strategic challenges, and in a constantly shifting operating environment, these shared features present similar challenges. The Go8 group shared and compared quantitative/ qualitative data which was informative to the individual institutions, and the group as a whole, with the added benefit of being able to report on estate performance not previously captured. Whilst appropriate peer group benchmarking is very useful, it was decided to not limit the benchmarking to institutions that are most similar. This broader context of comparisons provides valuable information and a meaningful view of the estate, not only for a space and Facilities Management perspective, but also for Executive Management and for lobbying to Government.

This presentation looks at both Go8 and publically available data to make comparisons internally, and externally with the Australian tertiary sector and the Russell Group (24 leading UK universities which are committed to maintaining the very best research, outstanding teaching and learning experience and links with business and the public sector). Examples of benchmarking work and case studies to be presented:

- SEI (Services and Equipment Intensive) space
- Room Function codes – a useful dimension to space mapping and reporting
- Research space
- Building information archive and discipline space standards
- International benchmarking

The selected case studies cover benchmarking comparisons at a (1) whole of institution level, (2) sector level, (3) discipline-specific level, and (4) standards-based level. The presentation will also address how benchmarking of space and functions can enhance long term outcomes for an Institution's or sector's key performance indicators. It will highlight the challenges in definition interpretation, especially as it relates to emerging innovations in delivery of core activities of teaching, learning and research by the tertiary sector, and the need to review which benchmarks are useful and commensurate with these innovative spaces.

## Session 2

### Achieving Strategic Alignment in an Outsourced FM Relationship

**CLIFF HENDERSON, PATRICK (PAT) HOMAN**

Cushman & Wakefield, University of Wellington

For 20 years Cliff has been involved in leading bid teams, transitions and ongoing client relationships associated with outsourced Facility Maintenance Services for Cushman & Wakefield. Cliff has led or played a key role in the development of solution ranging from semi comprehensive to Public Private Partnership (PPP) models.

Cliff led the C&W bid team for the Victoria University of Wellington FM contract including the mobilisation/transition and has a responsibility for the ongoing strategic relationship.

Pat has over 25 years' experience in Asset Maintenance / Management responsible for the long-term Strategic Asset Management planning (SAMP) to ensure that the University's built environment is managed in a responsible and effective way to support the achievement of the University's Strategic Plan objectives.

Pat had key role in the tender and selection process of the outsourced FM provider at Victoria University of Wellington as he gets to live the reality post the rhetoric.

A real life insight into how Victoria University of Wellington and Cushman & Wakefield developed and continue to maintain our strategic alignment in an outsourced Facility Maintenance relationship. From the rhetoric often present in tender documents to the reality of transition on January 1st 2014 and now two years on.

Both Victoria University of Wellington and Cushman & Wakefield will jointly present their own perspectives on the challenges and opportunities throughout the journey to date in relation to strategic alignment and how the overarching Strategic Plans of both organisations have been taken into consideration and incorporated. This will include a look into the procurement process, development of operational procedures/documents, service delivery and the ongoing structure that now exists.

We will also provide details on how the joint organisational strategy and alignment of our two teams was achieved through the development of shared objectives, goals and values in conjunction with contractual obligations.

With effective Asset Management of the built environment a key feature of our overall service delivery relationship to date and pivotal to achieving future objectives we will outline how Victoria University of Wellington and Cushman & Wakefield have achieved our objectives to date and plan to leverage our strategic alignment and opportunities in the future. This will include a wider look at potential benefits to our own individual organisations outside the confines of the current FM relationship, in addition to the FM and Tertiary sectors.

The presentation will include images captured throughout the various stages of our relationship to date, in addition to graphical supporting information and relevant documentation.

Both Victoria University of Wellington and Cushman & Wakefield are leaders in their respective fields:

Victoria University of Wellington is recognised for its academic excellence. It is a thriving community of over 25,000 staff, students and contractors at the peak of the academic year. Victoria University of Wellington has one of the largest property portfolios in the Wellington region comprising over 220,000sqm GFA spread over more than 180 buildings. In 2015, an external review of the University's asset management practices found it was exemplar to other New Zealand organisations and stands out in that it has persisted to improve its asset management capability over a number of years. It is one of the first public sector organisations where asset management has become "the way we do things around here".

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## Session 3

### La Trobe 101: A Practical Orientation Program for Staff in Response to Organisational Change

SIMON HALL, NICOLE HUMPHREYS, GINA PEDERICK  
La Trobe University

Gina Pederick, is a skilled business administrator with over 25 years' experience in corporate, manufacturing and public sectors. In her role as Executive Officer in the Office of the Pro Vice-Chancellor (Regional), Gina is responsible for ensuring the resourcing, management and reporting of regional campus operations and strategy. She works collegially with the divisions and colleges, Heads of Campus and other senior managers of the University in the coordination and management of regional academic delivery, service provision, and community engagement across La Trobe University's regional network.

Nicole Humphreys, College Executive Officer, College of Arts, Social Sciences and Commerce

Working in business and higher education, Nicole has over 10 years' experience in corporate communications and employee engagement. Nicole supports the College Pro Vice-Chancellor and General Manager by managing a number of projects for the College and leads communication and engagement activity for the College's professional and academic staff. Nicole takes great pride in her work and is motivated by both the satisfaction that comes with completing projects as well as the fulfilment that comes with helping others achieve their goals.

La Trobe's vision is to 'be a university known for excellence and innovation in relation to the big issues of our time and for its enthusiasm to make a difference'. Essential to delivering this is the new College model implemented in January 2015.

With the new model, we had the opportunity to strengthen our service offering, focus on improved ways of working and finding innovative and effective ways to support staff post-restructure.

With a majority of professional staff in new roles or in different teams, many staff found themselves on unfamiliar ground; their previous knowledge of who did what and who they could call for assistance was now out-of-date. The complex systems network and

accompanying issues also came to the forefront; with new touchpoints for academic staff and former smokescreens lifted.

Staff juggled supporting the successful transition to the College model, whilst continuing business as usual. Huge effort was put in to ensuring smooth operations (as recognised in our College's 2015 DVE award for excellence in School and Faculty Management from ATEM) and considerable work continues to improve our systems and processes across teaching, administration and research.

We had the opportunity to rethink how we could prepare all staff – new and old – for Semester 1 2016.

La Trobe 101 was conceptualised and developed in late 2015, to launch well ahead of Semester 1, 2016. It is a practical orientation program for staff, focusing on key systems, processes and teams. It includes:

- An online resource hub hosting:
- a collection of simple, one-page 'cheat-sheets'
- short instructional videos
- O-week for staff events held across five campuses including:
- Drop in information sessions on key systems and processes (54 sessions held across five campuses over eight days)
- Meet and greet tables hosted by key service teams

The program design, with a considerable remit across the majority of services teams, had to consider a number of elements:

- Ensuring relevant content for staff (professional, academic, new, continuing and casual)
- Including ability tailor for all our campuses
- A big win for the program was senior endorsement to pay casual academic staff to attend and engage in training
- Best timing
- We needed staff back from holidays and casual staff on campus
- Buy in from the service teams who would present information sessions and host meet and greet tables (with many also required to travel to the regions)

These were addressed by a robust and organised communication and engagement project plan, including some integral elements:

- Establishing a working group with key representatives from all service teams and campuses.

- Engagement and promotion from the Vice-President Administration executive team – inclusive of all of the leads and Directors of the service teams
- Allocating coordinators from service teams to source speakers and table hosts
- Early face to face engagement with these teams was critical. Once the idea was explained there was a huge amount of good will and positive response: staff could see there was a real need for this and that it would ultimately help their teams

The events ran in February 2016, backed up by the online resources. Over 500 staff attended across our campuses (our Vice-Chancellor even tweeted live from the event!). Anecdotal feedback on the day was extremely positive; with a number of information sessions completely full.

We surveyed attendees for basic statistics and feedback and found information sessions were rated highly. Feedback included:

- Meet and greet tables had a good atmosphere. The event had a warm and welcoming environment. People were willing to offer assistance and it was a good chance to speak with colleagues from different areas.
- I liked both approaches: short lecture presentations and the meet and greet to obtain additional information. The staff orientation concept is an excellent idea, as a new academic staff member I appreciated being introduced to the University's services and systems in a few days.

The events were as much a networking opportunity as they were training and professional development. Staff developed a deeper understanding of what services other teams provided.

La Trobe 101 has prompted our service teams to rethink and reshape their training and resources. The program will continue to support staff as the 'go to' resource for key information on systems, processes and teams. Its continuity will continue to produce a connected value amongst staff, whilst contributing to service effectiveness and orientation. Its integration into our Organisational Development framework will help facilitate a broader shift in staff culture.

## Session 4

### Can “Bottom Up” Innovation Strategies Improve Managerial Innovations in the University Sector?

**PROFESSOR ANTHONY ARUNDEL, DOMINIQUE BOWEN BUTCHART, SARAH GATENBY CLARK, PROFESSOR LEO GOEDEGEBUURE**

Australian Innovation Research Centre, UTAS, L H Martin Institute, University of Melbourne

Anthony Arundel is a Professor of Innovation, and Director of the Australian Innovation Research Centre (AIRC) at the University of Tasmania and concurrently a Professorial Fellow at UNU-MERIT, a joint research institute of the United Nations University and the University of Maastricht in the Netherlands.. His research interests include the innovative activities of firms and public administrative agencies, including university administrations. He has been involved in the design and statistical analysis of several large-scale questionnaire surveys including the Community Innovation Survey (CIS) in Europe, several European Innobarometer surveys, the Canadian SIBS survey, the Australian Public Sector Innovation Indicators (APSII) survey, the Tasmanian Innovation Census and a recent survey of management and service innovations in Australian and New Zealand universities.

Universities in Australia and New Zealand face a stream of administrative and managerial challenges, ranging from the need for greater efficiency in the provision of services to meeting demands for new services. Innovation has been a common solution to meeting these challenges, but the innovation rhetoric is not matched by large-scale research on how innovation occurs in the university sector and the factors that lead to success or failure. In particular, we don't know if university managers use best-practice methods that draw on design thinking and methods to encourage 'bottom-up' 'collegial' innovation or if innovation is largely driven by a 'top down' process driven by restructuring. In response to the lack of data on these issues, the Australian Innovation Research Centre (AIRC) at the University of Tasmania, in collaboration with the LH Martin Institute of the University of Melbourne, conducted a large-scale questionnaire survey on management and service innovations at Australian and New Zealand universities. The survey was

sent to approximately 1,500 senior managers in 15 functional areas, including human resources, student services, IT services and financial services. The survey closed at the end of March 2016, with completed questionnaires obtained from 563 managers. 91% of these managers reported one or more service or management innovations within their area of responsibility in the previous two years. Although this innovation rate is considerably higher than that reported by private businesses, it is very similar to the innovation rate found in surveys of Australian and European government organisations. 51% of managers also reported that their area of responsibility was undergoing restructuring. The analyses focus on the effect of restructuring and innovation support strategies on the positive outcomes of innovation. The support strategies include the use of different sources of ideas or information for innovation, the use of collaboration with groups both within and outside the university, the level of a supportive environment for innovation that encourages staff involvement, and the use of design-thinking principles in developing innovations. Negative outcomes (“abandoned or under-performing innovations”) are largely driven by a lack of resources (funding or time), with factors linked to organisational culture (lack of a supportive culture for innovation, resistance from academic or professional staff) of less importance.

## Session 5

### **Green Gown Award Winner – Victoria University of Wellington - Individual Leadership; Carbon Reduction**

[PROF GRANT GUILFORD,](#)  
[VICE CHANCELLOR, ANDREW WILKS](#)

[Victoria University of Wellington](#)

Prof Grant Guilford has been Vice Chancellor of Victoria University of Wellington since March 2014. He was previously the Dean of the Faculty of Sciences at the University of Auckland and a member of its Senior Management Team. He has successfully led large and complex academic organisations, beginning with the Institute of Veterinary, Animal and Biomedical Sciences at Massey University.

Professor Guilford holds Bachelor of Philosophy and Bachelor of Veterinary Science degrees from Massey

University and a PhD in Nutrition from the University of California, Davis. He has driven major capital works processes and participated in a wide range of commercialisation processes.

Andrew has led Victoria University of Wellington's campus sustainability programme for the past 10 years. He is based in the Campus Services office but his scope of work has taken him to all parts of the University. He has a background in energy efficiency and a BSc (Hons).

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In 2015 Victoria University of Wellington won two Australasian Green Gown Awards. Prof Grant Guilford won the individual award for Leadership and the University won the Carbon Reduction Award for its project 'De-carbonising Vic' led by Andrew Wilks. This presentation will showcase what made Victoria worthy award winners.

#### [Leadership – Prof Grant Guilford](#)

Professor Grant Guilford won the individual Leadership award for his demonstrated commitment to sustainability as the current Vice Chancellor of Victoria University of Wellington. In the presentation he will discuss why sustainability is important to Victoria and detail the thinking behind some of his key strategic actions. These include: the establishment of a new senior role of Assistant Vice-Chancellor (Sustainability) position; leading the decision to divest from all investments in fossil fuels; the creation of a theme for academic distinctiveness in sustainability and resilience; and advocacy for stronger commitment to sustainability from business and government.

#### [Carbon Reduction – Andrew Wilks](#)

Since 2007 Victoria University of Wellington has been working on a comprehensive programme to reduce its carbon emissions. Energy in buildings and transport were identified as the major sources of carbon emissions. A range of projects have been planned and delivered to target and reduce those emissions. Over time it has built up to an extensive list of projects implemented with a modest budget by a small team. The University's total carbon emissions have dropped 12 percent and operating costs reduced despite a growing campus. In the presentation Andrew will discuss the process that Victoria followed and highlight some of the key projects.

## Session 6

### Build It and They Will Come: Engaging Staff in the Service Excellence Journey

WILLIAM MCKENDRY, SHARONE CIANCIO

Australian Catholic University

Sharone Ciancio has worked in the tertiary education sector for over 20 years in a range of leadership and management roles. She joined Australian Catholic University in 2013 as the Portfolio Manager for Corporate Services, where she is currently leading a major university program to implement a university-wide service improvement framework. Sharone is a registered psychologist and holds a Bachelor of Behavioural Sciences, a Post Graduate Diploma in Educational Counselling and is currently undertaking the Master of Tertiary Education Management.

Bill McKendry joined Australian Catholic University in September 2013 and is currently the national manager of the Service Matters Improvement Team. Prior to working in the higher education sector, Bill had extensive project management and policy experience in various management roles in the Victorian public sector. He holds an MBA, Post Graduate Diploma in Criminology, BA and a Graduate Diploma of Secondary Education.

Build it and they will come: engaging staff in the service excellence journey

It could be assumed that building a service culture in a University which has a mission and identity grounded in concepts of the dignity of the human person and the common good, is a relatively straightforward if not unnecessary exercise. However, the reality for Australian Catholic University (ACU) was that 'serving others' did not necessarily result in the delivery of high quality services. Whilst everyone knew that service was a key aspect of every job on every campus, there was not a shared view of what service excellence was, who was accountable for it or how to achieve it. As a result, in 2014 ACU launched the Service Matters Framework; a comprehensive service strategy for the university community. The strategy is an ambitious program to enable ACU to achieve its goal of service excellence by ensuring the best possible professional services to support teaching and research.

This presentation will share ACU's experience in

translating that goal from rhetoric to reality, with a particular focus on how ACU is engaging staff on the service improvement journey. It is the latest instalment in that story, following previous presentations on the Service Matters Framework and the new 'Service Lead' role. The literature describes engagement as the harnessing of organisational members' selves to their work roles, with employment as an expression of self in the role - emotionally, cognitively and physically (Kahn 1990). Part of ACU's strategy is not only to instil a commitment to service excellence in the hearts and minds of current staff but also to tailor recruitment and selection policies to ensure that new staff are selected on the basis of their skills and commitment to the university's recently adopted Service Principles.

Securing the emotional as well as rational commitment of staff to achieve service excellence is a challenge for any organisation, no less so for higher education institutions where 'customer service' has not been an explicit priority. This presentation will discuss ACU's response to this challenge by outlining the benefits and lessons learnt from engagement strategies to enhance the service experience at ACU, including:

- Developing a common understanding of service goals and objectives and the service roles and responsibilities of all stakeholders.
- Building capability to ensure staff have the attributes, skills and tools to operate within a service excellence organisation, including through the adoption of Lean as an endorsed improvement methodology.
- Collecting evidence about service performance and responding to staff perceptions about service quality at an operational as well as strategic level (whole of university surveys, workshops).
- Creating a collaborative service delivery model including the value of the role of relationship managers.
- The benefits of a dedicated team to help drive the service excellence agenda, with the imprimatur to 'inquire', 'analyse' and 'recommend'.
- Creating opportunities to share best practice.

Anyone with an interest in strategies for engaging staff and implementing cultural change to achieve service improvement outcomes will benefit from this presentation.

## Session 7

### **P.O.P. Culture! - Creating an Intelligent Paper Outlines Portal for Staff, Students & Stakeholders**

[RENEE BOYER](#), [KARLA BUSS](#)

[University of Waikato](#)

Renee Boyer is the Director of the Academic Office at the University of Waikato. She has been a committee member for ATEM Aotearoa and a member of her University Council. Her work-related interests include curriculum development, academic quality, academic regulations and student voice. Outside of work, Renee is an enthusiastic writer and is a member of the editorial board for Mayhem, Waikato's literary journal.

Karla has been working at the University of Waikato for 18 years in a number of different areas and in varying roles. The experience she has gained from working in different locations across the University, from the library to faculty to central administration, has helped her to build cross-University relationships and develop advanced systems-related skills, which are key to her current position.

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At the University of Waikato, a "paper" is a 15-credit unit of study (called courses, modules or units in other tertiary education providers). Every occurrence of every paper has to have a paper outline, which includes specific information on the paper's learning outcomes, assessment items, timetable, teaching staff, schedule and required readings, as well as Faculty and University level generic information about referencing, and relevant regulations and policies.

Waikato already had a Paper Outlines Policy and a template which all academic staff should have been using, but in reality there was huge variation across the University in terms of how paper outlines were being created, updated and stored; the type of information being included; and the format and style being used. (In the information gathering stage, we came across paper outlines that were a single side of an A4 page, to some that were more than 50 pages long). There was also no central depository for paper outlines, meaning that students were unable to look at previous paper outlines when making programme

choices, and external stakeholders (including parents and employers) were unable to access any detailed information about what our students and graduates were studying.

A need had been identified for an IT solution to this problem, by creating an online portal for the creation, approval and dissemination of paper outlines. The project had been initiated a couple of times previously but other projects took priority. However, in early 2014, the Paper Outlines Project business case was approved, as the first of a programme of work around student experience.

As the project was defined as a business problem with an IT solution, it was agreed to create a dual project management role, in order to have a business project manager with an in-depth understanding of the problem and desired outcomes, working with an IT project manager who would understand the technical and resourcing requirements of the project. Karla Buss, Academic Systems Administrator in the Academic Office, agreed to take on the role of business Project Manager. A Project team and board were established, and it was agreed that we would use Agile methodology.

The first stage of the project was information gathering, with the two project managers compiling a variety of paper outlines from across the University, and interviewing a range of academic and professional staff about their current processes. This helped to develop and refine the list of system and content requirements, and to determine what was in and out of scope for the project.

The project was in part helped and in part made more challenging by the fact that one faculty, the Faculty of Management, already had a paper outlines system that, while a bit old and not very pretty, already met a number of the project requirements. Their system was scheduled for an upgrade, so with a bit of negotiation we managed to combine the projects and utilise the existing expertise from the Faculty of Management IT staff to create a whole of institution system.

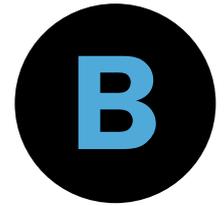
The first release of the system was trialled in three faculties, with further refinements made and bugs fixed before a University-wide release prior to Semester A 2016. Karla undertook a training and information programme across all faculties leading up to the release.

Post-release there have been some challenges with ongoing system support, and a couple of bugs that were being experienced by multiple users but unable to be replicated by the project team. Overall, however, the project has been a success, and achieved its aims of:

- Creating a centralised repository accessible by all key stakeholders to create, maintain, store and review/present paper outlines to end users;
- Allowing flexibility to create and rollout changes to the paper outlines template as the need arises;
- Reducing overheads and duplication of effort in the creation and maintenance of paper outlines; and
- Providing an easily accessible student centred application that will allow students to view their paper content for all papers in which they are interested.

Going forward, we intend to use the paper outlines system to generate reports around assessment trends, learning outcomes and curriculum mapping.

**CONCURRENT**  
**Monday**  
**12 September**  
**11:45am – 12:35pm**



## Session 1

### **Triple Bottom Line Benefits of Day Cleaning at the University of Queensland Rhetoric to Reality**

**LEIGH BURGESS**

University of Queensland

Leigh has a Bachelor of Environmental Management in Sustainability and a passion for simplifying processes and increasing efficiency. She has worked in facilities management across the areas of environmental management, sustainability and cleaning services for fifteen years.

Whilst working in the area of sustainability, Leigh was nominated for a Vice Chancellors Award for Excellence in 2010. Leigh has worked on projects in the areas of environmental awareness, water management, waste management, sustainable furniture procurement and environmental licensing.

After ten years in the Sustainability space, Leigh took on the challenge of Managing the Cleaning Services Section at The University of Queensland, managing large service based contracts, in-house cleaning staff and professional staff. Leigh's sustainability ethos led her to look at improving resource efficiency and adding value to Cleaning Services. The outcome was a triple bottom line business case for daytime cleaning and an implementation plan to enact it.

The presentation offers a multi-stakeholder insight into how rhetoric became reality for day cleaning at The University of Queensland.

As a world class University, The University of Queensland needs to present its facilities and buildings at a very high standard. More space and complex building designs have been accompanied by a move towards increased activity in student learning spaces and greater use of facilities at weekends. Together, these factors increase demand on the cleaning budget and the need to provide added

value. This combined with a push to reduce energy consumption and increase sustainability outcomes across UQ led Cleaning Services to develop a triple bottom line business case for the implementation of daytime cleaning across its campuses and sites.

UQ executive level commitment and a collaborative relationship between cleaning services and the cleaning contractor ensured a shared vision and approach to the planning. The strengths and opportunities identified across operational, financial and environmental aspects far outweighed weaknesses and threats. To limit any potential issues, the weaknesses and threats which were identified, were managed through careful planning and communication. The vision was simple: reduce the contract cleaning costs and transfer funds to periodic cleaning to provide a better overall quality of cleaning, reduce carbon emissions from HVAC and lighting and improve safety and health and wellbeing for contract cleaning staff.

Day Cleaning was incrementally implemented between October 2014 and September 2015 across The University of Queensland campuses and sites. Communication with executive level management and building managers prior to implementation in addition to information sessions held for staff in each precinct ensured that staff were informed of the process and that identifiable issues were addressed prior to implementation. During implementation communication at the operational level, between contract supervisors and university cleaning services staff was critical to ensuring that issues with timing and/or safety were managed immediately and effectively.

After implementation, feedback was sought from multiple stakeholder groups to determine their views on the successes and/or failures during the process. In addition, audits on cleaning quality were undertaken prior to and after implementation and the results of both feedback and audits will be discussed during the presentation.

The measures of successful implementation are based on the vision. The presentation will explore the planning process and answer four key questions which determine whether the vision from rhetoric to reality has been achieved. They are;

1. Have contract cleaning costs decreased and have redirected funds had a positive impact on cleaning outcomes?

2. Have carbon emissions been reduced through the reduction in use of lighting and HVAC?

3. Has the health and wellbeing of the cleaning staff increased?

4. Have the strengths and opportunities identified during planning been realised?

## Session 2

### **Performance Reviews in Higher Education; Do they Deliver Improved Organisational and Individual Performance?**

**ELIZABETH BARE**

L H Martin Institute

Liz Bare has headed the human resource function in three different organizations. Her longest appointment was as Vice-Principal (Human Resources) at the University of Melbourne. Between 2006 and 2009, Liz was Head of Administration at the University of Melbourne, where she was responsible for service delivery of IT, Finance, Research, Marketing, Property and Grounds as well as overseeing a major restructure of administrative service delivery.

Liz is a Senior Fellow of the LH Martin Institute for Higher Education Leadership and Management in Australia, and works to improve HRM and management practices in universities in Australia, New Zealand and the Pacific.

Conventional HRM wisdom is that organisations are more successful if their strategy, structures and people are aligned. Similar to most large organisations, the performance review process is a significant lever used by universities to align individual effort to institutional strategy. Most are designed to support the creation of individual performance goals, to recognise outcomes or achievements and support individual professional/career development. A performance review process may be mandated as a quality assurance process by accrediting or audit bodies.

Over the past 25 years, higher education systems in Australia, New Zealand and the UK have been subject to significant externally and internally driven change, reflected in the introduction of New Public Management principles, of which the performance

review process is the most visible manifestation. While sometimes a “light touch” process, complex systems have been developed where minimum performance standards are specified and review assessments or rankings are directly linked to promotion or other financial reward. For academic staff, measurable minimum research and teaching performance outcomes tend to apply to all staff at the same academic level or grade. Given the time taken to prepare and conduct performance reviews, research showing that the review experience for many university staff is less than satisfactory and the current debate by HR professionals over the value of performance of performance reviews generally, it may be time to explore the effectiveness of the performance review process in higher education.

This presentation examines different approaches to performance review in three universities and seeks to evaluate their contribution to improved institutional performance, change capacity and developing individual talent and careers. Options for change will be explored. Participants will be invited to contribute to a discussion on alternate or improved processes.

## Session 3

### Opportunity – Adopting BIM on significant construction projects

[SATISH DAHYA, ANDREW FIELD](#)

[Victoria University of Wellington](#)

Andrew is an advocate for the appropriate implementation of virtual design and construction techniques that not only broaden creative opportunities, but streamline the construction processes and support key outcomes for end users. Directly and indirectly involved implementing BIM protocols for three large-scale (\$80m+), complex projects, leveraging BIM to support the design, construction and operational requirements:

Wellington (VUW Gateway Building), Auckland (Commercial Bay) and Christchurch (the Justice Precinct). BIM tools are being used to improve stakeholder understanding of the scope of these projects and to manage technically complex and constrained geometries. These projects have highlighted BIM lessons to be learned regarding planning for success by playing to the strengths and understanding the limitations of the NZ construction industry supply chain.

Satish is an experienced professional in campus development. He is an outstanding program manager with impressive capabilities in value management and alignment of design with business requirements. He has led strategic projects at Victoria that have transformed the campus and placed the institution at the forefront of developments within the sector. To that end he is very interested in innovative ways for the delivery of projects and how technology is influencing the process for the best come.

The presentation will explore the opportunities and practical considerations to learn from in relation to adopting BIM on the School of Biological Sciences at Victoria University. The project consists of a new 12,500m<sup>2</sup> building at the University’s Kelburn Campus. The mixed function building accommodates research and teaching labs, an animal facility, general teaching spaces as well as informal learning and circulation spaces and is intended to support Victoria’s ongoing development of a high quality spaces to support the changing pedagogical environment.

From the project’s outset in 2012, Victoria recognised the potential value in adopting BIM to structure the information that is developed about the facility through its project lifecycle: from design, construction, commissioning and ultimately the building’s operation. Although still in the construction phase, the benefits thus far and opportunities to improve, are evident including: significant site limitations, clarifying the scope and staging within an operational environment, and developing a complex building services design within tight ceiling void parameters. The requirements for the ongoing Facilities Management and Asset Management has been an important driver of the project; yet the construction industry, design software vendors included, does not currently have a consistent and coherent approach to delivering useable, validated and robust asset information. Through this project we have gained an insight into the practical requirements around what information is preferred for a built project, in what format and how it can be obtained.

During the design phase, consultants were required to utilise BIM alongside the traditional 2D documentation processes to facilitate communication and coordinated documentation in order to reduce variations on site. BIM’s power as a collaboration tool was utilised during the procurement phase,

allowing respondents to interrogate the design prior to submitting their tenders. This in turn provided greater clarity about the scope and complexity of the project and contributed to a narrower spread between sub-trade tenders. The Main Contractor, Fletcher Construction, has incorporated BIM processes into their construction phase, using BIM as a coordination and stakeholder engagement tool and also to inform sequencing, set-outs on site and fabrication of the structural steel. The Main Contractor's final deliverables include a LOD500 model for key trades and complex interfaces on site, which will provide Victoria with a reliable resource on completion for use in Facilities Management. Traditional 2D information and structured data will be extracted from the BIM models in order to integrate with the University's Facilities Management and Asset Management databases.

The opportunities afforded by BIM on this project have been balanced with the challenge of implementing a new and innovative technology. Since the inception of this project in early 2012 until now, the maturity and capability of NZ's construction industry in regard to BIM has progressed rapidly, from informal use to implementation on some new developments recognised as leading international practices. This project provides an insight into the strategies that clients and project teams consider in order to adopt changing systems and processes, and we trust, provides practical learnings for future projects to grow from. Overall there has been a considerable rise in the level of collaboration between the consultants, contractor and specialist trades. However, we observed that the collaborative nature of BIM still requires a structured framework to be established, early on, with common protocols and deliverables agreed. Traditional roles, responsibilities and the behaviours are challenged by BIM processes, and this project has encountered (and overcome) many of the challenges posed by the 'growing pains' of BIM.

## Session 4

### **We Can Always Be Assured of Change: A Case Study of ASSC, La Trobe University**

**ANDREA YOUNG, DONNA BURNETT**

La Trobe University

Andrea Young is College Education Manager for the College of Arts, Social Science and Commerce, La Trobe University.

Andrea has worked in the Higher Education (HE) sector for the past 19 years, starting her HE career in 1997 at Bournemouth University, UK. She has held various leadership and management roles, taking up an opportunity in Australia in 2011 with the University of Melbourne as Manager, Student Services, and School of Engineering. Andrea joined La Trobe University in March 2015 in her current role as College Education Manager.

Andrea has extensive experience in business administration, managing information technology, business strategy, planning, finance, accounting, human resource management, and quality assurance.

Andrea holds a Master's in Business Administration, from Bournemouth University, UK. She also holds a Bachelor of Arts Honours degree, from Southampton University, UK.

Donna is responsible for leading and managing the School's integrated operational and business services. This includes supporting the School's strategic and operational goals in teaching and learning and research.

Donna has worked in the Higher Education (HE) sector for the past 10 years after making a career change. Her specific interests lie in the development of staff, change management and process enhancement.

Donna holds Postgraduate qualifications in Business Administration along with qualifications in Leadership and Management, cell processing and chemotherapy preparation. She is also a qualified workplace trainer and assessor.

Donna was a recent nominee for the La Trobe "Contributing to our Brilliant Basics" Award, which recognises and rewards outstanding contributions by staff across various categories. She, along with her fellow senior managers, won the ATEM Campus Review Awards: The DVE Business Solutions Award for Excellence in School and Faculty Management, in

August 2015. Donna also won the 2015 Professional staff award for Excellence in Leadership.

This session/paper/presentation sets out to examine the development of 'best practice' and how evolving communication practices are being developed and implemented within newly formed College teams, which, under the Tuckman Model (1965) of team formation are still in the stages of 'storming and norming'. Exploration of what is working well, what is not and our approach to dealing with issues will form part of the discussion. This presentation is designed to be interactive and encourages discussion from attendees of their experience in change management, allowing for consideration of application for best practice across the sector.

#### To Infinity and beyond

Dealing with and managing change is often seen as an insurmountable challenge, however, with change, comes opportunity, future planning, strategic alignment and endless leveraging possibilities.

At La Trobe University (LTU), we experienced a significant change programme at the end of 2014, resulting in the development of two Colleges; The College of Arts, Social Science and Commerce (ASSC) and the College of Science, Health and Engineering (SHE). These Colleges were implemented in January 2015 and have been functioning under the new structure for one academic year.

Focusing on ASSC, part of the change programme involved the formation of completely new teams across all levels in the College along with new and revised team structures across the four Schools in ASSC. Such change engendered a mindset of 'blank paper approaches' and all tasks, processes and communication channels were suddenly 'up for grabs' and required attention. Communication, planning, knowing and understanding our business, customer focus, process improvement, leveraging capabilities, implementing reputation-enhancing strategies and developing and building our people all formed part of larger change management 'best practice' programme, which is ongoing.

To focus our attention, ASSC teams have embarked on a comprehensive approach to implementing best practice in change management in three key areas; communication, staff development and mobility, and process improvement.

We acknowledge that excellent service depends on staff who are well prepared and continuously learning.

#### Basic principles of Best Practice

To be successful in change programmes, all stakeholders hold a level of responsibility for continuing professional development which extends to their employing institution, professional associations, and other support networks (Jana Varlejs, IFLA – Continuing Professional Development and Workplace Learning Section, pg. 1). Key principles for successful engagement and development of staff within organisations include: regular performance-related needs assessments, availability of appropriate staff development programmes and activities, administrative commitment to facilitate attendance at development opportunities along with appropriate policies being in place to support this initiative and outline the levels of expectation for both the individual and organisation, appropriately designed and marketed programmes/courses/workshops, and appropriate recording mechanisms to detail staff participation and learning and offer recognition of continued learning and upskilling.

#### ASSC Position

Drawing on the above principles, ASSC has actively sought to provide staff opportunities to engage in development opportunities such as secondments, shadowing, and mentoring, promoting a culture of continuous learning and opportunity. In addition, we have been developing appropriate communication channels across the Schools and College whilst also considering the process requirements necessary to efficiently deliver an exceptional student experience. No easy task.

Our change management practice has been well utilised across a broad remit of areas, and continues to be. Examples of change being embedded and tweaked benefiting both students and staff in ASSC include:

- Academic Progression stages 2 and 3 (new process implementation);
- Process mapping/timelines document (collaborative process management);
- Embedded 'Subject Matter Experts' (SME's) within School/Dept (knowledge experts embedded);
- Dual Matrix reporting for certain positions (communication strategy, collaboration models).

We would very much like to share our experiences to date of this change programme; to highlight the successes, and where we could continue to learn from our experiences.

## Session 5

### **Are We There Yet? Creating a Culture of Accountability in Academic Staff**

**DIANA CHEGWIDDEN**

Australian Catholic University

Diana Chegwidden is the Director of Human Resources at Australian Catholic University. Diana has been associated with ACU for over 25 years and has extensive experience as a practitioner and manager.

Since commencing at ACU, Diana has been involved in the start-up employment arrangements, the development of the industrial instruments for the University, establishing national systems and supporting processes for HR and Payroll, and been instrumental in developing reporting of HR data internally and externally.

Over the past five years, Diana has guided the University's people management strategies and processes through a period of rapid change.

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ACU's investment in changing academic working arrangements and mindsets.

The Higher Education Workforce of the Future Report challenges us to question the traditional idea of an academic career, traditional business models and the 40/40/20 workload allocation model and thus a future reality. Australian Catholic University (ACU) set about to change academic working arrangements and mindsets from 2010 and commenced a long term change program around 'A Culture of Performance in Academic Staff'. The change program required vision and leadership, an enterprise bargaining strategy, success in changing underpinning industrial instruments and policies, flexibility to adapt to changing external policy affecting the sector, the need to continuously review, refine and improve components of the strategy, and, stamina for the long haul.

ACU introduced Academic Career Pathways (ACPs) into the ACU Staff Enterprise Agreement 2010-2013

that recognises that each academic staff member participates in the life of the University in unique ways and that a one size fits all model resulted in not all academic staff maintaining levels of workload and work quality. The ACPs were a mechanism to shift the conversation to performance, quality and standards, responsibility to enact individual change, and, self-selection.

The ACPs challenged the 40/40/20 workload allocation model, as it viewed workload along a continuum (Teaching-Focussed, Teaching and Research, Research-Focussed, Research Only, Leadership and Service) based on the unique contribution made and performance quality achieved by each staff member, and challenged staff to consider the most relevant ACP for the contribution being made and capacity and quality of outcomes.

From 2010, ACU has embedded the ACPs into two Enterprise Agreements, developed the supporting Academic Workload models and systems that allows the University to monitor and measure the actual activities/contributions that each academic staff member makes, defined performance standards for a broad range of academic activity by ACP by academic level, developed the supporting probation criteria and processes, promotions criteria and evidence, and performance review and planning mechanism that support the staff member, the supervisor and the University to monitor and manage performance outcomes.

This presentation highlights the imperative for change, the strategy, its phases and what did success look like, the issues and challenges and how these were overcome, the learnings, and, ultimately where are we now. In addition to the components of the work that ACU has been undertaking, this presentation will provide attendees with an understanding of why cultural change need to be lead, and why cultural change takes time to get traction and is hard to embed, the need to holistically integrate the imperative for change to organisational strategy, the criticality of the narrative and communication, communication, communication.

## Session 6

### #ENAS @CQUni

[PRISCILLA STEVENS-QUINEY, JO MILLER, PETER VANHECK](#)  
 Central Queensland University

Priscilla Stevens-Guiney is the Senior Executive Officer for the International and Services Office at CQUniversity. In this role she has lead a diverse team to in the delivery of the Emergency Management Alert System (ENAS) for CQUniversity, which was recognised and awarded the 2016 Opal Award for the projects outstanding contribution to internal staff engagement and the 2016 Vice-Chancellor Award for Professional Staff. Mrs Stevens-Guiney comes from a protected area management background and her experience in emergencies and emergency response, particularly in remote and dispersed environments aided in the project management of the ENAS system.

Peter Vanheck is the Data Centre Manager at CQUniversity. He is responsible for ICT infrastructure and systems, IT Security and Risk Management, Audio Visual and Data Centres. Leading a team of level three engineers to manage IT infrastructure projects and operational activities across an increasing national footprint to support the IT Director and CIO achieve University strategic goals. Peter has over 20 years of experience working in the ICT sector within Australia and the United Kingdom.

Jo Miller is the Manager, Risk & Reporting at CQUniversity and is responsible for leading and overseeing the corporate risk and reporting functions within the University. This includes providing high-level, comprehensive and integrated advice, evaluation and assistance on these areas across the University. With more than 25 years' extensive and diverse experience in higher education providing a substantial foundation for supporting the University's risk management activities.

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The Emergency Notification Alert System (ENAS) is a significant step forward in CQUniversity meeting the care and safety of students, staff, contractors and other persons who are working on any of the 23 locations that the University operates around Australia. Having a multi-layered message management system for all stages of an emergency is paramount in ensuring everyone is aware of what to do and when. The ENAS demonstrates that

CQUniversity is committed to safety. Its commitment of resources to develop and implement this highly advanced emergency system will ensure that the capability will grow and expand as the University does, whilst saving significant future cost in other security infrastructure.

Engagement, Leadership, Innovation and Best Practice

Establishing the ENAS required the project team to review all existing emergency and crisis response policies and procedures, to identify current practices and areas for improvement. In addition, the project team completed an audit of each University site to ascertain the current infrastructure in place to enable the University to communicate quickly to large groups of people to take action in an emergency. This resulted in an Options paper being prepared for Vice-Chancellor's Advisory Committee (VCAC) consideration.

The ENAS comprises four key components: the SafeZone app via an information technology platform provided by Critical Arc, short message service (SMS) via Whispir, Atea for notification through CISCO handsets and Microsoft for mail message into Outlook. Feedback from our key clients CriticalArc (SafeZone), Whispir (Telstra), and the Queensland Emergency Services is that the federal, state and local governments and Universities have emergency notifications in place, but unlike CQUniversity's ENAS, which is comprehensive. They believe that CQUniversity is the first University to establish a contemporary ENAS that is simple to use.

Implementation of the system required the project team to undertake a comprehensive review and update of seven existing policies, procedures and terms of reference related to crisis management. As well as the development of a new Working Alone and Check-In Guideline featuring the SafeZone app. The App significantly improved the safety of staff and students who work alone or in isolated circumstances, while on-campus or out in the field. Staff inductions and student orientations, and the Fire Emergency Procedures on-line training program were all updated to reflect the implementation of the ENAS.

Video's, Q&A's, a web page and information was placed on the Health and Safety (H&S) portal to help staff and students to download the App and gain a deeper understanding of the ENAS.

Moving forward, staff and students will be exposed to

the ENAS whenever they complete any emergency or lockdown drill.

Recognising the challenge of promoting the SafeZone smartphone app in a crowded app space on students' phones, and the high-frequency nature particularly of Vocational Education and Training (VET) enrolments, CriticalArc has worked with the ENAS team to devise new processes such as bulk pre-registration of students upon enrolment and staff on acceptance of their offer of employment.

CriticalArc confirmed that to have achieved 2000 sign-up's in four months is the fastest sign-up rate ever to the App for a university. Tailor-made instructional videos on SafeZone have been loaded onto the university's OH&S portal, YouTube and web site as well as the CriticalArc website.

CQUniversity's ENAS featured in the CriticalArc Emergency Management White paper in July 2015. This White Paper was circulated to over 1,000 Higher Education providers in Asia Pacific, UK, Europe, Middle East and USA along with press releases.

When the system went live in February 2015, media across Australia featured this innovative approach to staff and student safety. CQUniversity has been developing and testing the technology, which issues messages via text, email and a mobile app, for the past 18 months. It is the only university in Australia to have this type of warning system.

The University has seen successful student and staff uptake of SafeZone (currently 2200), with direct promotions to students and a rolling campaign of departmental staff briefings via teleconference across multiple campuses.

Keeping the university communities safe and informed during an incident is important and with the implementation of the ENAS, CQUniversity has taken another step forward in ensuring staff, students and contractors are safe whilst at work or study.

## Session 7

### **Campus Energy Systems - An International Perspective**

**GEOFF DENNIS, DAN BOLLMAN**

Queensland University of Technology, Michigan State University

Geoff Dennis currently oversees the facilities management operation at QUT. Geoff has worked at there since February 2016 and prior to that worked at UQ for eighteen years. He has a Master's degree in Business Sustainability, a Graduate Certificate in Executive Leadership, a Bachelor Degree in Business Management and an Associate Diploma in Electrical Engineering. Geoff was TEFMA President in 2007.

Dan Bollman has leadership and management responsibility for a staff of approximately 1,450 employees and is responsible for delivering \$174 million in facility services to the campus community annually. Dan has worked for Michigan State University for 25 years in a variety of facility related capacities. Prior to that he spent 5 years in the U.S. Navy as a lieutenant in the Civil Engineer Corp. He holds a Bachelor of Science in Civil Engineering and Masters in Resource Development.

This presentation will look at the rhetoric around campus energy systems and explore innovative strategies that may present expected and unexpected opportunities. Combining experiences from Australia and the USA, the presenters will cover what is driving change in campus energy systems and what this means for responsible energy decision-making.

There are many existing and emerging campus energy system challenges facing universities across the world. Continued reliance on fossil fuels as a major energy source is not sustainable as the threat of climate change grows. International pressures on individual countries to reduce greenhouse gas emissions is mounting, particularly for developed countries such as the USA and Australia. On top of this traditional energy stocks continue to dwindle and developing countries are rapidly consuming more energy, and this in turn is driving up the cost of energy for all.

By the nature of their business, large universities tend to consume very large amounts of energy. Increasing

energy bills diverts funding away from a university's core business of teaching and research. Additionally universities are publicly expected to lead change in overcoming these challenges.

Higher education across the globe is challenged with delivering quality education and research while experiencing a contraction in resources, exponential technology growth and intense pressure to compete. Our energy strategies need to align and compliment the respective missions of our institutions. This will enable our leadership to embrace changing energy technology (renewables) and view them as part of the solution to the overall challenges facing our institutions.

Universities around the world are faced with similar challenges. The opportunity is for our respective institutions to collaborate on best practices, available technology and shared experiences to improve our respective plans.

In Australia, the rhetoric from Governments on renewable energy systems has been a roller coaster affair leaving enormous uncertainty in the renewable energy sector to a point many companies have either gone bust or moved offshore. Likewise, In the USA limited governmental subsidies have challenged renewable energy companies to come up with cost effective, viable solutions for providing alternative energy systems at scale. Campus energy systems can be transformed to align more directly with institutional strategies. Lateral energy decision-making can lead to reduced energy costs, demonstration of emerging technologies, be used for university teaching and research activities and also to attract industry, business and community engagement.

In 2012 Michigan State University (MSU) created an Energy Transition Plan, which will move the university toward 100 percent renewable energy sources and reduced greenhouse gas emissions. This plan has to overcome special challenges due to the fact that MSU's 50,000 student campus self-generates almost 100% of its electricity and heat consumption and that approximately  $\frac{3}{4}$  of its annual energy consumption need to flow into heating the buildings. Elements of the plan include the implementation of aggressive energy conservation and recycling programs, the construction of a biogas-producing anaerobic digester for cafeteria waste and animal excrements, and a large (11 MW) solar array and construction of a 50 MW substation to provide a reliable connection to the local utility for plant optimization and redundancy.

The Queensland University of Technology (QUT) has recently built a 5 star Greenstar rated Science & Engineering Centre. This facility boasts a large tri-generation system and has dual tracking solar units on the roof. The tri-generation is good for reducing carbon emissions but with the rising cost of gas it is expensive to run and operate. QUT also has an aggressive energy efficiency program that has made great progress over the last few years. A pilot study was initially set up using the capabilities of the Building Management System and results were closely monitored to develop a plan to roll out across the University. QUT is also exploring on-campus renewable energy opportunities. There is also the challenge of making the business case for such an investment in terms of links to academic programs, alignment with institutional strategy, emissions reduction benefits and funding and payback calculations.

These two international perspectives from MSU and QUT on campus energy systems will provide key learnings for university facilities managers to draw from and apply at their own institutions. Our institution leaders are demanding more cost effectiveness and environmental pressures are driving change, so a sharp focus on campus energy systems leading into the future creates many opportunities for facilities managers to meet these demands.

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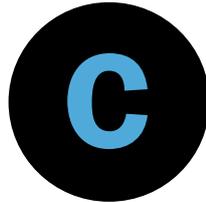
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**CONCURRENT**  
**Monday**  
**12 September**  
**1:30pm – 2:20pm**



## Session 1

### **A Hybrid Approach to Managing Facilities in a Dynamic Multi Sector Educational Environment**

**ADRIAN EVANS**

Swinburne University

Adrian is currently the Associate Director of Operations and Services at Swinburne University and responsible for the maintenance of more than 200,000 M2 of floor area across 4 campuses in Melbourne's East and South East. He has been in this position for approximately 15 years. Over the years in this position Adrian has been innovative and has kept ahead of the demands on his teams by working with internal and external parties to develop systems and processes specifically to streamline many monitoring and reporting processes.

Adrian is keen to push the boundaries of “off the shelf” products and engage with vendors to partner in creating more specialised applications of their software/products.

Increasing demands and shrinking budgets on top of highly technological buildings, Adrian believes survival is dependent on thinking “outside the box” and constantly seeking opportunities to partner and be creative/innovative with internal stakeholders and or external vendors and contractors.

In 2006 Swinburne University began the process of restructuring several areas including the Facilities and Services Department. Several options were considered including a fully outsourced model however significant research and work flow analysis demonstrated that this was not the way forward in the dynamic environment that is Swinburne University.

It was and is critical to have flexible and proactive Facilities and Services teams, focused and committed to the ideology of the business.

Keeping ahead of the “game” and being ever

prepared to adopt and adapt facilities, processes and procedures to support the university is critical in delivering successful outcomes to students and staff.

Our teams are more than capable of this.

Our Hybrid model retains in-house intelligence and ownership as well as the reliability and flexibility of external contractors.

Our internal linkages are the core of maintaining pace with the demands of research, changing teaching methodology and operational requirements.

Converting old warehouses into a training facility for Film and Television, a suite of classrooms into a training facility for Nursing and a meeting room into a court room for Law Studies are just a few of the recent refurbishments at Swinburne completed in very short time frames and in budget as a direct result of our collaborative approach to providing quality and appropriate facilities.

Keeping pace with the increasing demands of regulatory compliance, space management/ utilisation, new building technology, Scheduled and ad-hoc maintenance is challenging. We have embraced a range of technological systems and adaptations that enable us to optimise our effectiveness.

We have deliberately chosen, where possible, to engage with software/technology vendors able to partner with us to further develop their products to better suit our requirements.

We therefore have an eclectic meld of products working for us that enable us to deliver quality services in a timely and efficient manner.

Rather than trying to “fit” into an “off the shelf” product in many cases we have worked with vendors to create enhancements to their products or worked internally to create systems that work for us in an effective and efficient manner.

Using our work order system, WSM by FMI, as the core element we have developed robust linkages with:

- Finance One to provide us with detailed room by room expenditure reports
- An asbestos register to enable up-to-date information and reporting on asbestos where present
- A strategic maintenance register to enable up-to-date information and reporting on our backlog and

strategic maintenance

- A comprehensive database of over 30,000 Planned work orders which are generated automatically as appropriate on the first of each month
- Automatic up loading of work orders to contractors smart devices (in trial)
- Automatic alerts to the OHS team if a work order is flagged as an OHS item.

Additional aids to an efficient operation include:

- Remote BMS access, control and monitoring via the Optergy portal (Alerton Controls)
- Electronic and or on-line risk registers of:
  - Specific Facilities and Services risks
  - OHS type risks requiring immediate attention of the Facilities and services teams
  - University wide Strategic risks
  - In-house developed on-line contractor induction and registration system
  - In-house developed contractor sign in and sign out system
  - Bar code sign off of work orders

Our Security team is made up of in-house specialists who in turn manage an external security company.

Swinburne has in excess of 900 CCTV cameras, monitored 24/7. The CCTV system incorporates analytic software which alerts the security operator to any unusual activity at any given time.

Electronic swipe access systems are gradually replacing conventional key systems to keep ahead of the demands for 24/7 access to certain areas and duress alarms and “emergency” stations are being rolled out to all campuses.

Swinburne also manages several lease holdings including restaurants, convenience stores and a hotel. We recently engaged an external agency to manage these leases in preference to the previous in-house model.

More recently the Facilities and Services team has expanded to include 600+ student accommodation units and centralised timetabling.

Let me take you on a journey looking at the restructure process, the development and implementation of a “hybrid” service delivery model and insights into the systems currently used or in

development specifically engaged to facilitate a quality service delivery model with minimal in-house staff numbers and demanding KPI's.

## Session 2

### **Curriculum Mapping: A Tool to Support Strategic and Cultural Change in Higher Education**

**SHARON SHORT, ASSOCIATE PROFESSOR BETTY GILL**  
Western Sydney University

Sharon has worked at Western Sydney University for over 20 years after commencing at Western Sydney University in 1994. Sharon has held many positions within the university. Sharon is the Course Quality Project Officer for the Pro Vice Chancellor Education (Transformations). Sharon project manages the Curriculum Mapping Tool related initiatives, enhancement and pedagogy and frameworks around curriculum.

This paper reports on the implementation and ongoing evolution of the Western Sydney University Curriculum Mapping Tool and its proven capacity to support strategic and cultural change across the university. Development of the tool commenced in 2013 responding to changes in the higher education policy and regulatory landscape (TEQSA; AQF; HE Standards Panel) which placed increased emphasis on quality assurance and accountability, including requiring institutions to evidence graduate outcomes and standards and the means by which they are achieved and assured. The Higher Education Standards Panel then Draft Standards for Course Design and Learning Outcomes (March 2013) clearly reinforced recognised pedagogical best practice in articulating the need for alignment and integration of course and unit learning outcomes and assessment across the curriculum. Whilst reinforcing the need for mastery of disciplinary and/or interdisciplinary knowledge and skills characterising the field of study’ – the traditional focus of academics; importantly the standards also reinforced the importance of generic skills and attributes required by graduates, including communication and employment related skills.

Providing a tool which would assist academics in taking these two objectives from rhetoric to reality

was the initial aim in development of the curriculum mapping tool by enabling the production of visual and summary data which could: (1) demonstrate the alignment of course and unit learning outcomes and assessment across and within segments of a course to assist in the scaffolding of student learning; and (2) explicitly integrate the embedding of generic skills and higher order attributes articulated through the university's graduate attributes. From the beginning the tool also enabled the mapping of Professional Standards (i.e. the requirements of Professional Accreditation bodies) across the curriculum to facilitate the development of documentation required for professional accreditation.

Ensuring the alignment and scaffolding of student learning is hampered within higher education by the modularisation of courses, where units are often planned and taught in relative isolation (Higher Education Academy, 2012), hence assisting teaching teams to be able to visualise and conceptualise the curriculum was essential to achieving this outcome. Whilst it is clear that so-called "generic" skills and abilities cannot be learned or developed outside of a disciplinary context it is less clear that academics accept responsibility for intentional teaching of such skills and their explicit embedding within curriculum is often overlooked. It was therefore recognised that each of these elements would necessitate cultural change, which use of the tool helps to support.

Use of the tool, which was originally voluntary, has been widespread across the university, and recently mandated within the draft Western Sydney University Learning & Teaching Plan. Its widespread use to date is indication of its utility, and has resulted in positive anecdotal feedback from internal end users, including academics and teaching development staff, as well as a range of external accreditation bodies. Ongoing evolution of the tool has resulted in the following enhancements in response to user requests and feedback, as well as identified strategic imperatives:

A focus on mapping student assessment load and distribution across units enabling a whole-of-course perspective on student embedded workload which was identified as a strategic imperative arising from student feedback and subsequent audit of institutional first year assessment practices (Gill, 2015);

Whilst a number of strategic initiatives were incorporated initially, including embedding of academic literacies and work integrated learning,

others have been added upon request providing the capacity to readily measure and track performance, a necessity for strategic change to be realised;

The mapping of elements and the need to ensure the validity of outputs, resulted in the need for greater clarity in terminology and their common understanding across the university, a further positive outcome

Key to the success of the tool has been the adherence to the following principles. That the tool:

should be user friendly and as intuitive to use as feasibly possible – given that many academics would be intermittent users, this was deemed to be essential to its success;

would be responsive to the needs of its end users, resulting in the user generated enhancements described above.

## Session 3

### Sustainability: Where We Went Wrong, & The New Brief

#### DIGBY HALL

Umow Lai

Digby has over 20 years' experience in the property industry, having designed buildings and precincts in Australia, China and India across a range of asset types including education facilities. Starting his career as an architect and then focusing on specialist sustainable design, Digby now leads Umow Lai's sustainability team in Sydney. Digby specialises in sustainability strategy and resilience planning and brings rigorous forward thinking to his clients' projects, facilitating an integrative design process that brings all disciplines together to deliver future-aware facilities. Digby places particular emphasis on practical and buildable sustainability that adds continuous value without continuous maintenance.

Digby is also a Green Building Council of Australia Certified Assessor and Faculty member, a One Planet Communities Assessor and a volunteer teacher in the NSW Primary Ethics program.

Our approach to sustainability in the property industry has become introverted, lethargic, unimaginative and unambitious. We celebrate buildings as 'green' when

they're nothing more than energy efficient, whilst we continue to invest in planet-harming businesses and practices.

With the world's most advanced technologies and thinkers at our ready disposal, why do we continue to create new buildings that are merely 'less bad', buildings that still contribute to climate change, social harm and the steady decline of biodiversity?

This oral presentation is designed to provoke thought, bust some sustainability myths, raise some eyebrows and even make some incumbents a little uncomfortable. Not quite whistle-blowing but something akin.

We have lost our way not through one or two random acts of mal-intent, but through multiple acts of carelessness and conflicted interest over the past 15 years. Meanwhile the planet continues to warm unabated, and we continue to celebrate a 10% improvement on minimum energy performance.

This presentation is going to be awkward for some. But it is also designed to redefine 'sustainability' in a language that all can understand, to share sustainability strategies and targets developed over more than 20 years of consulting, and ultimately to share a campus sustainability brief that can be deployed on any project.

We will explore a series of key sustainability themes and show where these should fit into a campus master plan, ranging from energy and carbon, sustainable water and transport through to food security, social return on investment and climate change resilience and adaptation.

Informed by current and emerging trends, futures and futurism, technology and policy developments, we will walk away with a practical, ambitious, achievable and non-partisan sustainability brief for your next project.

We have now entered a time of climate urgency, a time for decisive action, a time for strong risk management, human engagement and creativity, hope and ambition. Armed with this new language for sustainability we can be better equipped to recalibrate how we perceive, conceive and deliver 'green buildings'.

## Session 4

### The "X Factor" in "CX": Transforming Customer Experience

**DEBBIE PRESTON**

Wintec

Debbie Preston is the Project Lead - Customer Experience at Wintec, a large Institute of Technology in Hamilton, New Zealand, which offers vocational and professional education from trade through to postgraduate level. As the Project Lead - Customer Experience, Debbie is responsible for the insights and activities required to make customer experience a point of difference for Wintec customers. Previously Debbie has worked as Brand Manager at Wintec and in Tourism Marketing in Tasmania and Victoria, Australia. Debbie is passionate about customer experience and believes that co-creating is an exciting way to design a desirable study experience.

Students who enjoy their time in an institution happily recommend it to other students. Their word of mouth endorsement is the most effective way of attracting new students to an organisation. How does an organisation ensure it is delivering the kind of experience that creates that loyalty and advocacy? Customer experience is a complex network of organisational units, business processes and staff that is intended to work together seamlessly. The organisation's quality systems and feedback mechanisms, however, may point to a reality more random than seamless, with black holes lying in wait for the unwary. Some of the challenges in ensuring an excellent customer experience have been around for a long time, defying attempts to resolve them. Organisations with inner city campuses will recognise parking, for example, as a perennial issue. Facilities and support services, faculty, administration and quality units have all attempted the improvement of the customer experience. However, unleashing the power that comes from holding full and frank discussions about poor customer experience requires a significant organisational commitment.

The organisation decided to address its territorial customer services, where unit systems and processes determined the customer experience, by partnering with a consulting firm to flip things around in a "CX" customer experience project. The consultants

undertook to develop a way to understand the current and desired experience and then consider the systems and processes required to build that experience. The “X-Factor” in the “CX project” is the human centred approach.

The project started with a “Discovery Phase”, mapping what was already known and moving on from there. This involved reviewing existing “first impressions” surveys of students at ten to twelve weeks into their programme, also reviewing the annual programme survey, managed by the Quality and Academic Unit; requests to facilities and support services and surveys, and student feedback forums run by Faculty. Workshops were held with customer-facing support and academic staff to extract assumptions and build assumptive personas and assumptive journey maps. Recruitment criteria for in depth interviews with customers included motivated and unmotivated students, also students who were still studying after 12 weeks and some who had left the programme early. Students were also randomly selected for a mix of age, campus, country, disabilities, users and non-users of support services, with or without children, work experience, or high expectations.

The staff on the project learned how to conduct in depth interviews and analyse findings. All interviews were captured on post it notes, mostly as direct quotes, and all the comments, positive and negative, were displayed on the walls of a situation room for everyone to see. The post-it note stories were a very powerful presentation of an authentic student experience. The stories were frank and quite confronting. The project team “walked” staff through the wall twice a day, a guided tour which all staff were invited to. Principles were agreed to by all on a tour, to ensure that judgement was deferred, uncertainty was embraced and the insights were delivered in truth and love.

During the analysis common themes appeared, and the journey that customers experienced in their first 10 - 12 weeks became clearer. The analysis resulted in a customer journey map, with pain points and delights points mapped out. Also, the common themes were highlighted and the context of the themes were put into a matrix which enabled the identification of key customer experiences. The project team made recommendations for each interaction and each key experience. For example, one insight was that facilities were designed with a specific student experience in mind, but this was

not the same as the actual experience. Reflecting on this, the organisation decided to redesign one of its student hubs with students and staff co-creating the facilities. Ideas were created together and voted on. The culture through the process shifted to one of collaboration and co-respect. The architect has taken the most popular ideas through to prototyping and testing with students and staff as part of the design process.

The “CX” factor process has been a powerful tool for the organisation. The involvement of users throughout the process, understanding their needs and wants better, designing solutions together and involving them in the testing and iterations, has enabled the organisation to design a desirable customer experience. Even more powerful was posting quotes of actual customer experiences on a wall for everyone to see. Walking staff through the insights has built momentum for change within the organisation.

## Session 5

### **Green Gown Award – From Rhetoric to Reality – One Team to Lead Them All**

**[BEN EVANS, KARLA GOTTING, CLARE CARUANA](#)**  
[University of South Australia](#)

Ben, Karla and Clare are experienced Higher Education Managers currently working within the University of South Australia’s Division of Information Technology Engineering and the Environment (ITEE). Passionate about the benefits of bringing of people together to work as one team for the achievement of strategic goals, they are now working together on behalf of the Pro Vice Chancellor to bring about a genuine culture shift and process improvements through consistent best practice, with a focus on personal development.

What if, when you were reviewing your division (faculty) and school procedures and processes to ensure consistency and best practice, you accidentally on purpose enabled your workforce to be fully transient/mobile, and it worked? Join us while we take you on our journey that started as a discussion around culture improvement and consistent best practice, then morphing into a professional staff project that not only supports staff development,

but can also create the ability to transfer skills and resources across an entire campus. Through education, consultation, leadership and effective project management, can we turn our rhetoric into a reality?

In 2015, under a new Pro Vice Chancellor and a revised strategic plan and vision, a project was launched to synergise professional staff services within the University of South Australia's Division of Information Technology, Engineering and the Environment. The aim, to improve organisational culture, create greater consistency and increase proficiencies in managing professional staff. It has been five years since processes and services went through the largest review in the University's history. Overarching University processes and systems still remain in place and, as they were intended, however, rebel forces have established themselves in local areas and have commenced working under their own local, internal procedures. This is resulting in central units tailoring their own services to suit the practices of individual schools, leading to self-implemented workarounds, and inequities regarding workload and opportunities for staff. In short, the Shadow of Mordor is covering the evolution of a positive culture, inhibiting the achievement of strategic goals and undoing service improvements from the inside.

So we asked ourselves 'Can we create a culture where; cross skilling is a priority and opportunities are plenty, where the days of falling behind while trying to recruit for absent positions are behind us and teams are united in a common cause of providing best service and practice, regardless of the unit they work within?' Enabled by a new team in the Pro Vice Chancellor's office and a vision for a vibrant and positive culture on the horizon, the 'Synergy Team' have put on their Elven Cloaks and said 'yes'. Tackling the challenge and taking the opportunity to shape a new way of working by collaborating with the areas they want to bring together, establishing 'One Team' to rule them all.

Having now read the rhetoric, join us in our presentation during the conference and hear about the reality. A reality that will be unfolding during the course of 2016 and concluding before the conference commences. So far the 'Synergy Team' has searched far and wide across the Division to gather input from as many professional staff and division leaders as possible through surveys, meetings and brainstorming workshops for each of the three schools. We've explored the issues and challenges as well as the

best practices that might usefully be applied more widely. Now the results are in and it's time to move in to the constructive phase of turning our rhetoric into a reality. How will we empower staff to design and implement best practices in student and academic services across the Division? Will they be inspired to improve and sustain more effective communication strategies and stronger working relationships across teams? And, can we really pull off bringing staff from different teams in to a single transit office, to work side-by-side, on a daily basis? Like your very own reality show but without the unusual dishes, spectacular dance routines and if you are lucky, less Lord of the Rings puns. We would like anybody that comes along to benefit from the success, the failures and the lessons learned on our unexpected journey.

## Session 6

### **Transforming the Campus Heart: Flinders University's Physical and Cultural Change**

**JUAN SMITH, JO DANE**

*Flinders University, Woods Bagot*

Juan Smith is a Campus Planner at Flinders University with 15 years in the built environment area of tertiary education sector. As a key member of the Flinders University Student Hub project team Juan has spent the past 3 years focusing on student engagement, stakeholder management, retail development and integrated art.

Jo Dane is a principal with Woods Bagot working within the Education Sector with a specific focus on Education Consulting. Jo's passion is finding ways to improve the student experience, through the combined pillars of pedagogy, design and technology. Jo is an active researcher having consistently published papers and presented at conferences for over 10 years. On the Flinders University Student Hub project Jo was actively involved in consulting with a variety of stakeholder groups and building upon the Fuller engagement outcomes to develop the Return Design Brief and schematic design.

In 2013 Flinders University committed to the creation of a 'Student Hub', at its main Campus at Bedford Park, with an aim to dramatically improve the student experience on campus. Since its opening in February 2016, this project not only delivered a premium

facility, it is socially and culturally transforming the heart of the campus.

Aligning with Flinders strategic priorities to “build supportive communities”, “enhance the student experience” and be “...the University that engages” the Hub project is a demonstration of delivering these strategic priorities from ‘Rhetoric to reality’.

Since Flinders University opened its doors in March 1966, the central plaza and surrounding buildings had remained relatively unchanged. The facilities became outdated and no longer met the needs of current day students. Social spaces, food, beverage and retail spaces in the central campus also became tired and no longer met the demands of students or staff. Expansion of faculties and professional divisions had, over the years, absorbed much of the open access student spaces.

The aim of the Student Hub project was to give space back to students, creating a dynamic, vibrant campus heart that encouraged students to spend more time on campus. The Hub, designed by award winning architects Woods Bagot, has become a destination where students, staff and community can learn, work and play.

Determined to keep the project student focused, an in-depth student engagement process was undertaken by consulting firm Fuller. Engagement with students occurred via face-to-face focus groups, online surveys, social media & ‘your say’ response walls, resulting in more than 3000 responses that hugely benefited the project and informed the design of the Student Hub. A strong stakeholder engagement program continued through the life of the project with students, staff and the community.

Completion of the Student Hub was timed to coincide with the University’s 50th Anniversary celebrations, providing a promotional opportunity and positioning the Student Hub as a ‘launch-pad’ for Flinders University into the next 50 years.

The executive mandate to complete construction in time for the anniversary gave the project team a leadership opportunity to drive significant change, offering both challenges and opportunities. Examples include: a full review of the student services delivery model which required cooperation of disparate and siloed service areas. Development of a new retail model drove change for the current operators and led to experimentation with pop-up food vans. Integrated project art pulled together staff, students, contractors

and indigenous groups. The need to manage disruption during construction resulted in a comms campaign that has been awarded ‘Best Issues/Crisis Communication Award’ from Universities Australia Marketing Communication & Development Awards 2015. The challenges of the project enabled Flinders to enjoy a level of cross-campus collaboration not previously experienced.

The completed Hub building consists of 11,500m<sup>2</sup>, over 3 floors, comprising new food & beverage outlets, student kitchen, a variety of informal student learning amenities, student recreation spaces, student association offices, student bar, restaurant, amphitheatre, roof terrace and function rooms.

Although physically complete and operational, work remains ongoing to ensure the Hub meets its strategic objectives. The Hub continues as an exercise in ‘place making’ through space activation, space curation, event management and facilities management. Designed by architects Woods Bagot and constructed by Lendlease the completed Student Hub was officially opened at Flinders University 50th Anniversary on March 18, 2016.

## Session 7

### Smart Campus Initiative at the University of Melbourne – Facilities Management using Wireless Big Data

**DR JAN DETHLEFS**  
 University of Melbourne

Dr Jan Dethlefs is leading the Smart Campus Project at the University of Melbourne, With a PhD in mathematical modelling he is providing the analytical component of the Wireless Big Data Initiative.

Wireless communication opens up new possibilities on a daily base in every aspect of our lives. Not only can we collect information faster and better, but we can also distribute information faster, more target specific and facilitate timely decision making.

The University of Melbourne is currently implementing smart campus technology that will fundamentally change the approach to managing and operating its facilities through a stream of real-time data. Capital planning, business case development, reducing greenhouse emissions, providing a campus that is better tailored to the needs of its occupants, targeted

**CONCURRENT SESSIONS**  
**MONDAY 12 SEPTEMBER**

waste collection and maintenance are just a few of the goals of this project.

As the 5th largest “city” in Victoria the University has a huge economic, environmental and social impact on its surroundings and the city of Melbourne. More than 150,000 visitors travel across the campus on a daily base during the semester periods. The University started the Big Data Wireless project in January 2016 to better understand how the campus functions given the large number of people who visit, study, work, live, eat and shop on campus.

Wireless technology is used to manage, model and forecast movement and occupancy on the multiple campuses. De-identified data sets analysed and used to guide maintenance, space planning, resource distribution, refurbishments and other aspects of space and infrastructure management.

Wireless Big Data has improved our understanding how to build a more sustainable and efficient campus to compete globally in the 21st century.



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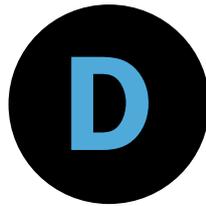


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**CONCURRENT**  
**Monday**  
**12 September**  
**2:25pm – 3:15pm**



## Session 1

### Use of Early Contractor Engagement Procurement in a University Rebuild

**ALEX HANLON**

University of Canterbury

Alex is the Director of Learning Resources at the University of Canterbury where she holds responsibility for construction and property; information technology and the University libraries. Charged with leading the re-energising of learning spaces and digital learning delivery, Alex is in the middle of rebuilding the University as it recovers from the 2010 and 2011 earthquakes.

Her career has spanned a variety of roles in the higher education, public and private sectors.

She has drafted legislation, coordinated political campaigns, managed financial reform, developed and delivered shared corporate services in Universities, designed and implemented business marketing and communication strategies for new businesses, delivered master plans, worked as a business coach and political lobbyist, delivered business improvement initiatives in the public and private sector, designed software products, managed large scale field logistics for an American Presidential primary, advised a Minister and moderated a United Nations Youth Conference.

The University of Canterbury is location in Christchurch a town of 360,000 people in the middle of the Canterbury plains on the South Island of the Aotera, New Zealand.

In 2010 the University had finalised a Campus Master Plan, an Asset Management Plan and approved a \$50m refurbishment for its internationally recognised Engineering College.

And then everything was literally turned on its head.

On 4 September 2010 at 4:30am in the morning a 7.1

magnitude earthquake struck the South Island of New Zealand, just outside the town of Darfield. Darfield is located to the south west of the city of Christchurch. By the time the tremors reached the University they had reduced in size and created only moderate to low damage to the University.

A further earthquake hit Christchurch on 23rd February at 12:34pm. It was the second day of Week One in the University calendar. This earthquake was closer to the surface and closer to the University. It created much more damage. The first insurers forecast for the earthquake was \$40m. Three years later the University settled for \$550million.

Prior to the earthquakes \$50m of capital funding had been allocated to modernise the engineering buildings. This funding was diverted in the immediate aftermath of the earthquake to repair and strengthening damaged buildings. Once the University had completed its initial business planning the Engineering project was re-prioritised and green lit in October 2013.

#### Early contractor engagement (ECI)

ECI procurement brings the Contractor and / or other key sub-contractors into the Consultant Team during the early design and planning stages to add buildability expertise into the design. ECI Contracts attempt to reduce the cost and duration of a project by drawing upon a Contractor's and/or sub-contractors specialist knowledge of construction processes early in the design process.

#### Forecast benefits of ECI for the CETF Project

##### Insurer approval of builder

This project initiated while the UC insurance claim was still under negotiation. The brownfields site which was the subject of the refurbishment had sustained a wide range of earthquake damage and in order to ensure that there was minimal insurer resistance to proceeding with project works.

##### Subcontractor market

One particular issue which will impact upon the University project is the labour and resource shortage at the sub-contract level. In 2012 MBIE research identified that 43.8% of firms that tried to recruit experienced difficulty. MBIE forecasts that the Canterbury rebuild and other significant construction project will drive NZ employment growth over the next five years .

Market familiarity with delivery methods (contractors need to understand what is proposed)

The local contracting market has historically lacked sophistication so traditional delivery methods have been the norm. While there is an increasing level of sophistication and understanding of the varying procurement methods available, particularly among primary or first tier contractors, that level of sophistication does not exist to the same extent at the sub-contractor (second tier) level.

#### **Contractor's appetite for risk/aggressive contracts**

In the past owners may have been prepared to pay a premium in order to achieve cost certainty. This requires contractors who are prepared take on risk. This is easy for owners to achieve in a competitive market however in a rebuild market, sub-contractors can afford to be more selective of the work and risk they take on. Pricing the risk can often be arbitrary and put significant stress on a contractor who gets it wrong. It can also put stress on the owner- if the contractor is not making money the project invariably runs into to problems.

#### **Sub-Contractor Insolvency**

Contractor and sub-contractor insolvency is an on-going concern when work levels fluctuate and the forward pipeline of large projects is uncertain, as is the case in the Christchurch context. Earlier in 2013 the construction company Mainzeal collapsed owing approximately \$70M to sub-contractors around NZ.

#### **How UC did ECI for CETF**

UC selected and appointed a primary contractor when design documentation for the first of five separate buildings was at 40% design completion. Using a pre-agreement contract the builder was involved in a complex negotiation that resulted in an early start to the project.

How successful were we?

Current status of project and short discussion of key points:

- Insurer funded works
- Budget complexity and control – what gain share?
- Securing quality sub-contractor resource
- Market maturity with method
- Builder appetite for risk
- Mitigation measures can you take when your contractor is overly optimistic about their own ability to deliver.

## **Session 2**

### **Master Planning and the Living Laboratory**

**NAOMI BARUN**

Melbourne University

Naomi Barun is the Facilities Planning Coordinator at the University of Melbourne. Naomi has a background in Town Planning and Landscape Architecture and has practiced as an Urban Designer for the last 15 years working in both the public and private sector. She has a particular interest in master planning and its relationship with current trends in temporary urbanism.

Cities and campuses have always evolved with a level of incremental change. Layers of information develop the story of a campus through an assemblage of planning, design, and occupation. These methods can be formal such as master plans, semi-formal such as student led activities, or informal such as the everyday programming of spaces by campus users. The beauty of this evolution is in the innovation that comes from the unknown and unplanned.

This paper will discuss the concept of the living laboratory and what that means at the University of Melbourne. It will attempt to demonstrate that the development of a quality framework allows for a higher degree of agility and responsiveness to the 'unplanned' resulting in innovative approaches to the planning, design, and occupation of the campus. Through a presentation of Our Campus 21, which is considered to be the first stage in Melbourne University's quality framework, I will discuss the benefits of having a more flexible approach compared to the static nature of traditional master plans. The paper will conclude with speculation on the second stage of the quality framework, which will be framed around performance measures and criterion for success.

The University of Melbourne is 160 years old. In this time the University has had a number of master plans. These plans have varied from simple demarcation of land to quite intense documents outlining development potential right down to the detail regarding the materials of the campus grounds. Many of these plans were never fully realised however this history of planning has resulted in the University's greatest assets its campus(s). Recently the University decided to refresh its master plan, one (the more

critical) question was asked – “why are we developing a new master plan?” This question opened up a dialogue about static plans versus ones that allow for a higher degree of flexibility and responsiveness to cultural, social, technological, and political fluctuations.

This was the beginning of Our Campus 21, a quality framework for the University. It acknowledged that the campus is a beautiful and complex environment made up of physical, cultural, and social elements. Through a series of workshops with internal and external stakeholders the prism tool was developed. The prism identified five lenses; technology and tradition, a culture of inclusion, places and space, synergy and innovation, and a quality experience. These lenses enable users to think through complex problems through an iterative process. It leads users through a series of considerations that results in a deeper level of thinking about an issue.

Having developed the framework the project team took the prism to each of the University’s 7 campus’ to socialise the framework. The key was to introduce the OC21 framework to the various actors within the University. Members of the executive team through to operations, students and key external partner were invited to learn about the framework whilst the project team sanity tested the framework. The project team is currently reviewing the framework based on the feedback that has been provided over the last 4 months. The feedback will enable a level of refinement to the framework but more importantly the development of a kit of parts. Tool, explanation, process diagrams that will assist the future users run team workshops, prepare business cases, and/or evaluate proposals.

OC21 is the first stage to developing the University’s quality framework but it only takes us so far. The concept of a campus as a living laboratory is more than providing the buildings to foster learning and enable collaborative research. The concept of a living laboratory speaks to ideas of using the campus as a space for practical engagement for teaching and research, and fostering the growth of students and their ideas during and after their formal education. This is something that cannot always be planned for on campus.

This part of the qualitative framework is a conversation around three key elements; data, actors, and process. What is the data required to make these decisions, who needs to/could be involved, what are

the performance measures, and what is the process they need to undertake to just do it? This part of the paper will outline some of the current challenges and what the University has learnt by looking at other universities, government agencies, and industry. The biggest challenge will be determining the criteria of success that balances the perceived certainty that comes with a master plan with exciting possibilities of using the campus as a living laboratory.

## Session 3

### Real World Learning Experiences: Blended Learning and Work Ready Opportunities

[SARAH TOOTH, KATE RAMZAN-LEVY](#)

[University of Newcastle](#)

Kate Ramzan-Levy is the Faculty Manager of The University of Newcastle’s Faculty of Business and Law. Kate has been instrumental in the Faculty’s increasing engagement with blended learning as she actively prepares the Faculty for the move to NewSpace in 2017. Kate is a member of the Higher Education Partnerships Participation Program (HEPPP) funded research team investigating the effects of blended learning on university retention and success.

Sarah Tooth is a Teaching and Learning Equity Officer in the Faculty of Business and Law at The University of Newcastle. In this role, Sarah coordinates both the Lucy Mentoring Program, and a Higher Education Partnerships Participation Program (HEPPP) funded research project, ‘Investigating the effects of blended learning on university retention and success.’

The University Of Newcastle, Australia has an enduring commitment to equity and social justice. It is a core value, vision and strategic direction, communicated through the University’s New Futures Strategic Plan 2016 - 2025, and embedded in policy and initiative.

The Faculty of Business and Law’s students’ demographics represent the University of Newcastle’s diverse student population. The diverse student body includes a high number of students who are in the first generation of their family to attend university, come from disadvantaged backgrounds, and/or are entering university at a mature age. The Faculty is committed to supporting students from under-

represented backgrounds to enter, graduate and succeed, by optimising their learning experiences.

In 2017 the Faculty of Business and Law is relocating from the University's primary, bushland-set campus to NewSpace, a new \$95 million CBD campus. The move offers opportunities to both grow the innovative teaching and learning approaches fostered within the Faculty over the past 2½ years, and to further cultivate relationships with local industry and professionals. Both a blended learning approach, and a number of the Faculty's external and student engagement initiatives, provide our diverse student body with a rich and varied offering of curricular and extra-curricular real-world learning experiences. The move thus offers opportunities for the further development of strategies and initiatives that support students to achieve.

The Faculty of Business and Law professional staff, working alongside academic staff members, have been instrumental in designing, refining, and implementing real-world learning experiences for our students. This is exemplified in two initiatives: a Higher Education Partnerships Participation Program (HEPPP) funded research project 'Investigating the effects of blended learning on university retention and success,' and the provision of a suite of work-ready opportunities for students, including the Lucy Mentoring Program.

#### Research Project

The construction of NewSpace has been a catalyst for transforming teaching in the Faculty of Business and Law. The new CBD campus had a design brief that sought to transform the student learning experience, with the focus to be on collaborative, activity-based sessions, augmented by technology. To enable the transformation to blended learning, the University invested in state-of-the-art teaching facility refurbishments at its current campus in 2015, so that the Faculty could prepare for 2017. A key focus has been on evaluating successes and learnings.

With this focus in mind, a research team of academic and professional staff from within the Faculty and across a number of the University's central services is undertaking a 2016 HEPPP funded project. The project aims to investigate first year Faculty of Business and Law students' experiences with blended learning; specifically whether student expectations about learning and access to technology affect their experiences, and whether these factors affect course

retention and success. It is particularly focused on first-in-family and/or low socio-economic status domestic students in their first year of study, a group known to have a high attrition from university compared to their peers. The initial findings will be considered in this presentation.

#### Lucy Mentoring Program

The Faculty of Business and Law offers students a suite of work ready opportunities that provide students with a range of workplace experiences relevant to career interests, and occasions to develop capabilities relevant to career goals. The opportunities include career skills workshops, industry placements, projects, guest lectures, site visits, and mentoring.

The Lucy Mentoring Program is an innovative leadership program matching women studying business, commerce and law with industry mentors. The establishment of Lucy in 2004 was underpinned by a commitment to increase the numbers of women employed in the private, not-for-profit, and public sectors at the middle and senior management level. The program offers Faculty students valuable real world exposure and experiences, and Faculty academic and professional staff the opportunity to meaningfully engage with local professionals.

In 2016, Lucy will include female secondary students. In the pilot program, business and legal secondary students will be matched with University student participants, who will act as mentors. The secondary students will also have the opportunity to spend time with the Lucy industry mentors. Underpinned by the Faculty's commitment to equity, the pilot will invite secondary students who have the potential to attend university, and, if realised, will be in the first generation of their family to do so. The outcomes of the pilot program will be discussed in this presentation.

## Session 4

### Comparing Academic Workload Models

**DR STIJN DEKEYSER**

University of Southern Queensland

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 duties he has worked on several aspects of academic workload, including working with various Australian universities on the management of allocations and benchmarking models.

The Australian higher education sector has undergone significant changes over the last two decades, and is set to be challenged by various pressures well into the future. A recent report on the higher education workforce of the future identified agility of its workforce as the foremost attribute that a university must possess to be successful going forward. Furthermore, the report singled out more flexible workload models as a critical factor. In previous research we have found that workload models vary significantly, both between universities, and between sections within a university. We have also found that models are evolving rapidly and are being consolidated at ever higher levels within the academic structure of institutions.

In this paper we report on our preliminary findings from a research project that aims to compare nineteen workload models being used in nine Australian universities. We detail the methodology used, including the use of a novel intermediate representation of workload models, the translation into a structured database, and the simulation of models in specialised workload management software. Through the introduction of a classification scheme for workload activities, we show where models offer broad agreement throughout the sector, but also where there are highly significant differences. The observed differences offer a partial indication of the range of resourcing levels existing in higher education today.

The results from this study will be of considerable

value to institutions, or their sections, aiming to enhance workforce flexibility through the complex and sensitive review of existing academic workload models.

## Session 5

### Green Gown Award Winner - Integrating Sustainability at Melbourne - A Whole of University Approach

**DANIELLE ROSTAN-HERBERT**

University of Melbourne

Danielle Rostan-Herbert is the Sustainability Manager at the University of Melbourne. She received her Bachelor Degree in Applied Science and a Master of Engineering (Environment) at RMIT University.

Danielle is a highly motivated manager with over seventeen years of experience, knowledge and passion in the Environment and Sustainability sector. Danielle has achievements in strategic planning and delivery, budget savings and stakeholder engagement. She has been involved with the implementation of an Environmental Management System compliant to ISO 14001.

In addition, she guest lectures on Sustainability at the University of Melbourne, including in the Faculty of Education, Faculty of Business and Economics and for International Students.

Danielle currently has a responsibility for University-wide targets to reduce energy, carbon, water and waste. She has produced a Sustainability Implementation plan which will engage and empower staff, students and the community on Sustainability issues.

Already a global leader in research and teaching excellence, the University of Melbourne has embedded sustainability throughout every aspect of its approach – from the top to the bottom, strategy to operation. It has demonstrated itself to be a premier example of large institutional change towards a more resilient, sustainable future.

Sustainability is more than a subject for study at the University of Melbourne – it's a way of life for many staff and students. The Sustainability Program has four key components:

### 1. Leadership and Governance

The University's most important strategy document, Growing Esteem, was recently updated for 2015-2020. It laid out key strategic environmental actions for the next five years. The Sustainability Executive addresses sustainability issues at a strategic level with the endorsement of a recently ratified Sustainability Charter that sets out the University's Sustainability values and principles.

### 2. Facilities and Operations

The University is committed to reducing its impact on the environment, from reducing water and energy usage to supporting communities around the world through Fair Trade. As part of its Energy Reduction Program 2008 – 2015 extensive energy audits and multi-million dollar investments in new infrastructure such as solar panels, LED upgrades and voltage optimisation have led to incredible outcomes and savings. The Furniture and Equipment Reuse Program has improved systematic moves – from source to destination, bypassing storage and taken responsibility of e-waste (which is now called an e-resource). Via the Waste and Resource Recovery Program the University has seen a major change in the way it deals with 'waste', now seen as an important resource.

### 3. Learning, Teaching and Research

The Melbourne Sustainable Society Institute (MSSI) and The Melbourne Energy Institute were established in 2009. MSSI aims to facilitate and enable research linkages, projects and conversations leading to increased understanding of sustainability and resilience trends, challenges and solutions. In 2011 MSSI helped researchers gain \$8 million in research grants, including a successful bid for a CRC (Low Carbon Living), and access to invaluable data to inform their research. In 2011 the University committed to embedding Education for Sustainability (EfS) in all curricula, to develop graduates who will lead change for a sustainable future. The University's resolve towards this commitment was reinforced in 2014 when the University updated its graduate attributes, making it explicit that Melbourne Graduates are expected to both, have a high regard for the environment and, through advocacy and innovation, lead change for a sustainable future. Graduate attributes inform the development of learning outcomes for every course and subject.

### 4. Partnerships and Engagement

The Carlton Connect Initiative (CCI) is an ambitious strategy to unite talented people who share a desire to tackle some of our biggest sustainability and social resilience challenges and a passion for designing new ideas and technologies to help secure Australia's prosperity. Located in what will become Australia's premier innovation precinct anchored by the University of Melbourne. Carlton Connect aims to:

- Actively bring together people from diverse disciplines to co-locate in one precinct
- Create and curate partnerships inside and outside our immediate environment – locally, nationally and globally
- Pursue new technologies as a means of harnessing the overlaps between research streams and industry sectors
- Provide the next generation of innovation leaders with a new way to navigate the challenges facing our region.

The C14 and C15 Hacks or hack-a-thons saw over sixty students work in small teams to solve a dozen problems over the two different years. Each team was exposed to a human centred design process known and design thinking and guided carefully towards and environmental solution within 24hrs. Initially all problems were campus-centric but in the second year, challenges were brought in from the broader Melbourne city.

In 2015 the Green Innovation Fund initiative provided funding to six different on-campus sustainability initiatives. The projects ranged from an LED Grow Light trial to the installation of a rainforest sensory experience room, trailing of virtual network metering for solar by a social enterprise led by students and an app to measure biodiversity.

The University of Melbourne: Institutional Change story is a great case study for any large organisation as they look to embed sustainability within their every practice. The integrated approach and lessons learned can offer much on behaviour change, infrastructure efficiency improvement, leadership, strategy and policy. With the University's global links, and particularly strong ties in Asia, there is great potential to drive partners in the region to strive similarly toward a more resilient and sustainable approach.

## Session 6

### Delivery of Student Administration Services Standards at the Australian Catholic University

[NIK LINNELL](#)

[Australian Catholic University](#)

Nik Linnell joined the Australian Catholic University in September 2015 as the National Manager for Timetabling, Examinations and Results. He holds a Bachelors degree in Education with Honours from the University of Tasmania and a Masters in Business Administration from the University of Queensland. After moving to Queensland in 2006 he worked in the newspaper industry for four years where he gained extensive experience in contact centre management before he joined the University of Queensland in 2011; first in their Student Centre before managing one of the University's schools.

His passion lays in process improvement using evidence based methods, stakeholder engagement and always aims for improving the student experience.

Students and internal stakeholders have an expectation that their requests to Student Administration are actioned in a timely and effective manner (Pitman 2000). Service standards lay out a set of agreed commitments about what, when and how specific amenities are provided. Within the broader conversation around deregulation of university fees across Australia, a strong commitment to service standards allows a university to differentiate itself in a very competitive market (Yeo 2008).

Across the tertiary education sector Student Administration sections increasingly offer a public set of service standards, the design of which is influenced significantly by the service industry (Abdullah 2006). This presentation will focus upon the Australian Catholic University's (ACU) journey towards implementing service standards by the Student Services Directorate (SSD). SSD at ACU encompasses the following three sections: Enrolments, Fees & Scholarships (EF&S), Timetabling, Exams and Results (TE&R), and Admissions. Service standards were introduced across ACU's professional staffing bodies in 2016 with a view to creating accountability, improving relationships between cognate sections

and to ensure that the University's Mission was part of everyday workflows.

In designing SSD's Service Standards, the use of 'big data' was incorporated to build a quantitative component to the standards. In today's online world, students and staff access SSD's many and varied services through online portals and various IT systems. This access by SSD's stakeholders allows a picture to be built around quantitative factors such as average handle time, volume, chokepoints in workflow and trends in behaviour.

ACU's Student Services Directorate sought to have more than just a set of qualitative, hard to measure statements and put in place Service Standards which met the SMART goals framework with a view to service improvement. Providing students and other internal stakeholders clear expectations around service requests is expected to lower the number of enquires to all sections within SSD and improve the score on the annual satisfaction survey conducted across ACU.

## Session 7

### Post Occupancy Evaluations (POEs) for Educational Facilities: A Mobile Application to Collect Standardised Data

[DR LYN ALDERMAN, PROFESSOR JILL FRANZ, MONIQUE HOWARD, MICHAEL PRATT](#)

[Queensland University of Technology, Department of Education, Training and Employment](#)

With over 20 years' experience in higher education and 10 years focused on evaluation and learning analytics, Dr Lyn Alderman has a wealth of understanding in institution-wide evaluation frameworks, evaluation of teaching, learning analytics and performance models, and how to engage in broad and rich stakeholder engagement to inform curriculum decision-making. As the sole investigator of an illuminative evaluation into Australian Government policy borrowing and implementation, lead investigator to research Post Occupancy Evaluation (POEs) of education facilities, external evaluator to examine the quality assurance framework of an international university and consultant to reconceptualise the student evaluation framework for a national university, Lyn is judiciously situated to present and disseminate her research and experience in higher education and evaluation. Lyn is the President of the Australasian Evaluation Society (2014 - 2018) and an Editor of the Evaluation Journal of Australasia (2012 - current).



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Historically, the Department of Education, Training and Employment (DETE) has outsourced the role of undertaking Post Occupancy Evaluations (POEs) to professionals to provide the Department with data on the functional, technical and environmental performance of high profile Capital Works Delivery programs. These include, most recently, the South East Queensland Schools PPP Program, State Schools of Tomorrow Program (SSOT), Building the Education Revolution (BER), and the Year 7 Flying Start Pilot Program (in 2011, 20 schools were chosen to pilot the move of Year 7 to high school). In 2013, a POE Pilot Study was developed and undertaken by DETE staff, with the assistance of an externally sourced architect with a high level of knowledge in the design of DETE facilities, with the aim of developing a Post Occupancy Evaluation Framework for the Department that would provide a consistent data set to inform the future design of DETE facilities. The POEs that have been undertaken to date have provided the Department with data in relation to the following criteria: functional performance; technical and environmental performance; quality; value for money; and, fit-for-purpose. However, each POE commission has collated the data sets utilising different methodologies and by sorting the criteria under a variety of headings. Therefore, whilst the POE's have provided the Department with excellent data, the varying methodologies used have precluded the Department, to date, from being able to accurately compare data across programs over time. One of the key objectives for DETE is to develop a Post Occupancy Evaluation Framework, with the requisite tools and templates, in conjunction with QUT, which will enable the Department to collect data in a consistent manner thus enabling data comparisons across programs over time.

The Department's aim is to deliver high quality, fit for purpose and future focused educational facilities. Further, recent research has shown that there is a link between quality learning environments and improved educational outcomes (Institute of Social Research, 2013). Therefore, another key objective for DETE is for the Post Occupancy Evaluation Framework to provide the Department with data that will inform both the Capital Works Planning Process and the Department's Design Standards for DETE Facilities suite of documentation which sets the framework for a consistent approach to the delivery and refurbishment of innovative and cost effective educational facilities

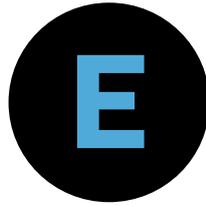
in Queensland. Research and pilot studies undertaken by DETE suggest that the incorporation of findings from POE's as a key input into the Design Standards Review Framework process, and any subsequent amendments to the Capital Works Planning process and the suite of Design Standards, will improve the quality of the learning environments, increase the sustainability and reduce the long-term maintenance costs of infrastructure delivered across the Capital Works Delivery programs. Moreover, the proposed POE process will also complement benchmarking studies on Capital Works programs.

Therefore, this seed project addressed the initial concern of how to professionalise the collection of data from POEs to inform design standards for educational facilities. The Post Occupancy Evaluation Tool mobile application developed by this seed project is unique, builds on previous work found within the literature and addresses a real issue that DETE face in being able to compare and contrast across building types, building methods and approaches to procurement.

This presentation offers participants the chance to look at the rhetoric (an ad hoc approach to POEs) and the new reality (a technological solution to collect standardised POE data). The researchers will present the methodology that informed the development of a mobile application, outlines the partnership between university and industry, how a literature review, environmental scan, stakeholder engagement and testing by 25 students led to the launch of version of the Post Occupancy Evaluation Tool mobile app.

## CONCURRENT

**Tuesday  
13 September  
10:35am – 11:25am**



### Session 1

#### **Maurie Pawsey Award - Campus Landscape**

**MARK MOELLER**

University of Sydney

Mark Moeller is the Landscape and Grounds Manager with the University of Sydney. In this role he manages a team of 21 Ground staff responsible for the maintenance of over 100 hectares of open space across four metropolitan campuses covering all external landscape elements.

Mark has a strong interest in landscape sustainability and how innovative technologies can assist the university to achieve best practice landscape management.

As the 2015 Maurie Pawsey winner, Mark attended the 2016 annual APPA conference in Nashville, Tennessee.

In addition to attending the conference, Mark visited two public and two private Universities in California reviewing the following three areas:-

- Landscape Sustainability-the challenges of maintaining high quality campus landscape in drought conditions.
- Benchmarking-Reviewing and comparing operational resources
- Landscape Design Principles-Reviewing design guidelines and Landscape Master planning.

### Session 2

#### **From Rhetoric to Reality – Creating the Tools to Implement the Monash vision.**

**RUTH WILSON, MICHAEL SCOTT**

Architectus, Monash University

Ruth's interest and experience in education spans between projects which deeply explore how space can respond and support a pedagogy through to highly technical projects. Propelled by her deep curiosity about how people learn, Ruth has led projects which have been internationally recognised as exemplars of innovation in learning space design.

Michael is currently the Acting Director, Planning within the Building and Property Division at Monash University. Michael is responsible for the development of the facilities planning strategy for Monash University. Michael has 21 years experience with Monash University.

How can physical learning environments respond to new agendas for teaching and learning? How can we invest in the most versatile and effective learning spaces? Could a 250 seat tiered lecture theatre be reconfigured to a collaborative modality – what would it look like and how much would it cost?

Monash University, together with Architectus, have generated an online tool to interrogate these questions and will be sharing their learnings from this significant body of work.

In 2013, Monash University undertook a review of its learning spaces and strategies, to ensure its investment was meeting its ambitious educational (and fiscal) goals. The aim of the review was to provide a framework and best practice model for the planning, management, equipping and utilisation of and future investment in Monash learning spaces.

In 2014, the Monash Buildings and Property Division received Strategic Initiative funding to develop its 'Learning Space Design Principles'. The submission for this funding outlined a number of key projects that would inform the development of these principles.

These projects included:

- Development of a Strategic Asset Management Plan for all University academic buildings
- Development of a Unit Mapping tool for all timetabled teaching spaces

- Two Utilisation Studies of all teaching spaces to capture utilisation comparisons across peak and mid-semester teaching periods
- Development of learning modalities, and linking these back to the university's Better Teaching, Better Learning agenda
- Physical audits and assessments of all university teaching spaces for their potential redevelopment to suit new learning modalities
- Development of the Learning Spaces Design principles
- Development of an interactive Learning Spaces Design tool, linking current facilities to existing opportunities, as well as possible redevelopments to suit other learning modality and their impacts.

Buildings and Property engaged Architectus and their consultants to join the team, due to their demonstrated success in this area.

Like most universities, Monash was grappling with what 'the other side of the flip' means in a blended learning environment. What will the on-campus learning experience be, and what kind of learning environments will be required to facilitate them? Does our existing building stock support these new ways of teaching? If they don't how can we most efficiently bring them into line?

The first step was creating a common language to describe the types of future learning settings. By talking to timetablers, academics and facility planners, and visiting flagship spaces on campus, Architectus developed a set of Monash specific learning space 'modalities' with associated costing.

In parallel another team set out to audit 675 spaces across four campuses - Architectus was able to create a 3D data bank of all spaces. The models generated floor, ceiling and wall square meterage as well as occupancy numbers and condition ratings.

The third step was to bring the two together. Architectus developed Revit templates of each of the eleven modalities and proceeded to apply 'test fits' over every existing learning space. Could a 250 seat tiered lecture theatre be reconfigured to a collaborative modality? Could a flat floor tutorial room be reconfigured into a project modality? More than 7400 such questions were answered by this test fit process, and the result was a vastly expanded data bank for Monash.

Monash used the data generated to develop an online tool for the University. This tool has been utilised by the Buildings and Property Division for future planning, by the timetabling team for suitable room allocation and by the academic team for the development of new course curriculum.

## Session 3

### Digital Student Data: Student Mobility and Credential Integrity

**KATHRYN BLYTH**

Australian Catholic University

Kathryn Blyth commenced her role as Academic Registrar at ACU in 2011 having worked in the Australian higher education sector since 2004. Prior to migrating to Australia in 2004, Kathryn lived in several countries including 10 years in Japan, working with local community English programs as part of the JET Program, 4 Years at the JET Program head office (CLAIR) and 3 years in immigration and consular roles at the New Zealand Embassy. Kathryn has an MBA and completed the Master of Tertiary Education Management (MTEM) in 2011.

At ACU, Kathryn is responsible for student administration activities that support students and faculty including Admission, Enrolments, Fees, Scholarships, Timetabling, Examinations and Results. She also oversees student enquiry management, has custodianship of the University student system and student records, and is oversees student complaints and appeals. She is currently Deputy Chair of the Universities Australia Digital Student Data Project.

Universities across Australia and New Zealand are working together to develop a digital student data solution to deliver credential security, productivity and support for student mobility. Why?

The Australian international education industry was worth \$19.2 billion in 2014/5 and is the nation's largest services export industry.

Verifying inbound student documentation is labour intensive and costly.

Australian graduates seeking employment overseas are being required to produce electronically authenticated documents as this becomes the norm.

Australia has been named as having one of the highest incidents of qualification fraud in the world

The Digital Student Data Project aims to develop a solution for institutions to address these issues and opportunities. F

## Session 4

### **Quality and Standards: Cooperation Across the Ditch**

[PAULINE CARRAFA, SUSAN SMART](#)

Tertiary Education Quality and Standards Agency,  
New Zealand Qualifications Authority

Pauline Carrafa is Assistant Director in the Provider Assessment and Engagement Team of TEQSA. She is a qualified lawyer who practised in civil litigation. Pauline spent nine years of her career in higher education with six of those years at Swinburne University of Technology. Her roles at Swinburne included operational management and after leaving legal practice, she was employed in a policy development and governance role with the Office of the Vice Chancellor.

Susan Smart is Manager, Approvals and Accreditation in the Quality Assurance Division of the New Zealand Qualifications Authority (NZQA). Susan has a wealth of experience in the Education sector. Prior to joining NZQA she was working in Australia at the Tertiary Education Quality Standards Agency (TEQSA) and prior to that held roles in New Zealand at the Tertiary Education Commission (TEC), the Education Council (previously the Teachers Council) and the Open Polytechnic of New Zealand.

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In September 2015, the New Zealand Qualifications Authority, New Zealand) (NZQA) and the Tertiary Education Quality and Standards Agency, Australia (TEQSA) signed a Memorandum of Cooperation (MoC). Both agencies committed to establishing a closer relationship and working as equal partners in our common goal of assuring the quality of tertiary education in our respective countries.

Susan Smart from the NZQA and Pauline Carrafa from TEQSA will give some insights into how the two agencies are actually beginning to work together following the formal signing of our MoC and our plans to work together in the future.

In our joint presentation we will also explain:

- The similarities and differences in the functions of the NZQA and TEQSA;
- The similarities and differences between the Australian and New Zealand regulatory requirements for tertiary institutions;
- How what we each do fits into the sector landscapes in Australia and New Zealand; and
- Looking ahead at some of our primary challenges and changes

## Session 5

### **Women in Leadership - The Journey, Challenges and Triumphs**

[LEANNE CAMBRIDGE, LORELLE POLLARD, GILLIAN DI CORLETO, NATALIE DOWNING](#)

Australian National University, University of Wollongong, University of Queensland, University of Newcastle

Leanne Cambridge is the General Manager, ANU College of Engineering & Computer Science and is responsible for leading the operational functions of the College. Leanne has a diverse experience across university administration functions.

Lorelle Pollard is the Executive Manager of the Faculty of Engineering & Information Sciences at the UOW and is responsible for administration management and governance for the Faculty. Lorelle has solid experience in research administration, international student recruitment, Faculty management.

Gillian Di Corleto is the Executive Officer for the Faculty of Engineering, Architecture & Information Technology and is responsible for the operational management for the Faculty. Gillian is a CPA and has a wealth of experience in management, finance and business analysis.

Natalie Downing is the Associate Director – Faculty of Engineering and Built Environment, University of Newcastle. Natalie has extensive experience with a particular interest in student and staff engagement and student recruitment.

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There has been a shift over time that has brought about a real focus on equity and diversity in the

workplace and this has been especially focussed in the tertiary education sector. This presentation will provide different perspectives of a journey to the pinnacle of the leadership roles available to professional staff within the faculty environment of University by four diverse women. We will present four different pathways that culminate in ending up in the same role in four different institutions. We will deliver a story of the challenges, obstacles and triumphs along the way.

The presentation will culminate in a convergence of ideas and lessons learned that will provide some insight into mapping your way through this minefield. This includes challenges like taking a hiatus for children, study or supporting spousal careers. The lack of representation of women in senior leadership roles (both Academic and Professional), the value of a good support network, the sacrifices that need to be made to succeed and the sense of fulfilment when you get that hard earned role.

It will provide some strategies for managing the challenges while moving along your career trajectory and provide some inspiration to those who are just starting out along their own journey.

## Session 6

### **Students' Perceptions of Overseas Exchange Programmes: Are they Effective Opportunities for Personal and Professional Development?**

[ANA SOFIA SOUSA, SOPHIE HAYMAN](#)  
 Auckland University of Technology

Ana manages the Faculty's quality assurance processes related to programme approval, review, validation and changes to regulations.

Ana supports academic developments and projects with data gathering and analysis. She is also the executive secretary of the Faculty Learning and Teaching Committee, and provides executive support for Faculty Board, Faculty Disciplinary Committee and Appeals Committee.

Sophie is Head of the Academic Office for the Faculty of Design and Creative Technologies at AUT. This is a diverse Faculty spanning Art and Design, Communication Studies, Creative Technologies, Engineering, Computer and Mathematical Sciences.

In her role she oversees both quality assurance and student administration.

Sophie is a member of Faculty Board and Management Team. As the Chair of the Faculty Learning and Teaching Committee she has undertaken a range of activities that support the University's strategic learning and teaching goals including the establishment of Learning and Teaching forums and awards.

At University level, she is a member of Academic Board, the University Learning and Teaching Committee, and the Programme Approval and Review Committee. She works closely with the Academic Director and the other Faculty Registrars through the Academic Quality Network. She is also currently the elected representative for professional staff on the University Council.

Over the last two decades the internationalisation of higher education has developed into a legitimate field of research (Kosmutzky & Putty, 2015). This development has been reflected in higher education policy and practice worldwide. Much of the literature purports extensive and varied benefits of internationalisation: it enriches teaching and research, enhances the employability of graduates, and supports economic prosperity and global leadership (Kosmutzky, & Putty, 2015, Gothard, Gray & Downey, 2012, Pascarella & Terenzini, 2005).

In New Zealand government policy has focused on the economic value of internationalisation. The 2011 Leadership Statement for International Education (New Zealand Government, 2011) asserted that international education was a key contributor to economic development. More recently the Tertiary Education Strategy 2014-19 (Ministry of Education, 2014) identified international education as the fifth largest export industry in New Zealand. Despite this economic focus there is also an underlying acknowledgement of the need to develop the intercultural capabilities of our domestic students to succeed on the global stage. This concept is recognised in policy objectives such as increasing "New Zealanders' skills and knowledge to operate effectively across cultures" (New Zealand Government, 2011, p.7), and providing more support for domestic students to study overseas (Ministry of Education, 2014).

The Auckland University of Technology's Strategic Plan reflects this international focus; here too there is a drive to increase the number of international students but there is also commentary about enhancing our international reputation through the mobility of our staff and students, and enhancing our "students' international and intercultural capabilities" (AUT, 2012). One strategy to encourage student mobility is to develop reciprocal agreements with overseas universities to enable the 'exchange' of students. A student can spend time at an overseas institution and credit their study back to their home institution. It has been argued that student exchange programmes like these are an important way of developing cross cultural capabilities; contact with culturally diverse individuals can promote cultural awareness, communication skills and openness to different perspectives (Mutz, 2002; Pascarella & Terenzini, 2005). But is providing the opportunity to study overseas enough to guarantee the development of intercultural capabilities? Some research notes that people seem to choose homogeneous groups and that "even if they do join a heterogeneous group, they are likely to gravitate toward and interact with fellow group members who are similar to them" (Theis-Morse & Hibbing, 2004, p.233).

An Australian Learning and Teaching Council funded project (Gothard, Gray & Downey, 2012) argued that there needs to be extensive support activities to improve the graduate outcomes of student exchange programmes. The project developed learning and teaching materials to do just this. However, one of their final observations is interesting: despite all the work of the project team the students did not always perceive the need for these structures to support their overseas programme.

The aim of this project is to explore students' perceptions of overseas exchange programmes and how they contribute to their personal and professional development. Semi-structured interviews will be conducted to explore the students' experiences (Kvale & Brinkmann, 2009). This approach puts students at the centre of the research and represents the individual as an active player in the way they construct events. The research process is designed to engage students in discussions about overseas exchanges and the debate about their purpose, problems and possibilities.

## Session 7

### **FM Systems. Implementing ARCHIBUS, Case Study**

**GORDON SCOTT**

University of Queensland

Gordon is the Archibus Project Manager at The University of Queensland (UQ) and has spent the last 4 years as the day to day leader of the project to implement Archibus across the Property and Facilities Division. During this period, he has lead and worked on the roll out of 6 modules, for which UQ has won 2 International Archibus Awards of Excellence. He has a background in business process management working as a Process Improvement Engineer for large organisations.

The University of Queensland Property and Facilities Division has embarked on a major IT system project to replace its in-house developed suite of FM (Facilities Management) modules with a commercial off the shelf product. This presenter will provide a case study of the implementation of the chosen system, Archibus, within a complex FM organisation.

There were challenges during the project implementation in transitioning to a University wide Total Infrastructure Facilities Management software (TIFM). These included managing Senior Executives' expectations from the software salesman's rhetoric to the reality of what functionality the software provides, adopting a similar approach for each level of end user of the system, whilst accommodating the inevitable operational exceptions that come with being one of the oldest and the largest universities in Australia.

The presentation maps the journey from project initialisation to the current status of:

- Governance
- Procurement
- Process Mapping
- Rollout to Staff
- Problem Areas
- Managing the Issues
- Change Management
- Expanding Beyond the FM group

Furthermore, the presentation will discuss;

- How UQ changed the project governance model to be leaner, ensuring that there was a clear vision

and decisions were made in a timely manner.

- The issues UQ experienced during the Work Order module implementation, moving maintenance staff onto a status based system, and taking the leap into internal trade staff and contractors managing their workload within the system
- How UQ found the balance between keeping the system simple and having the data available to produce the required Management Reports
- Techniques UQ utilised to engage staff in using the system
- Integration with other users across the university, such as supplying data to the UQ Navigation app, and printing out customised laboratory Hazard signs
- Illustration of unusual problems and unexpected detours with 'wee' examples.

## CONCURRENT

**Tuesday**  
**13 September**  
**11:30am – 12:20pm**



### Session 1

#### Delivering Results in Utility Management

**IONA BEAULY, DENNIS FROST**

University of the Sunshine Coast

Iona Beaully has worked in University estates, facilities and asset management departments, in both Australia and the UK, since 2000. Her areas of professional interest include: strategic space and asset management; campus master planning; flexible workplace design; and new initiatives in teaching and learning space design. Iona holds the position of Director, Asset Management Services at the University of the Sunshine Coast and is a Co-opted Director of TEFMA.

The management of utilities (energy and water) has recently become extremely complex. This is especially true in relation to energy management, as the deregulated market is complex and subject to frequent change. It is also critical to manage the demand for electricity effectively. Inadequate management could prove to be very expensive.

Since 2012, the University of the Sunshine Coast has adopted a proactive and innovative approach to the management of utilities. Financial initiatives have been introduced to manage the University's electricity account within the context of the deregulated energy market. A range of engineering initiatives have also been introduced to reduce the use of electricity and water. These initiatives have collectively delivered a saving of \$1,300,000 since 2012 and have contributed to the sustainable management of resources.

The University's footprint has grown by 20.1% since 2012. The campus buildings have also been used more intensively as the hours of use have increased. Consequently, electricity usage has increased by 25.8% since 2012. However, the University's expenditure on electricity has reduced by 10.6% in the same period. This has been achieved through a

combination of financial and engineering initiatives.

To manage electricity use and costs effectively, it is essential to have a thorough understanding of the electricity market, the University's demand profile and individual building performance - as well as an understanding of how technological developments can be harnessed to reduce electricity use. Through the implementation of innovative engineering initiatives, the electricity use for some buildings has decreased by 58%. However, whilst the engineering initiatives implemented have resulted in considerable savings, they have also increased complexity of the University's building systems (such as the air-conditioning and BMS systems).

Effective management of utilities requires comprehensive understanding of both the financial and engineering aspects of utilities management. This paper gives an overview of the significant issues in this area, outlining the cost-saving initiatives that have been implemented at USC in recent years and suggesting opportunities for future initiatives. It shows how the innovative and proactive management of utilities can lead to considerable savings in electricity and water use and substantial savings in expenditure - as well as making a significant contribution to the University's sustainability goals.

## Session 2

### **A Faculty Aligned - Leveraging Infrastructure to Deliver Vision, Culture and Transformation**

[ELIZABETH WICKHAM, RAY THORNE, JONATHAN JAMES](#)  
[Queensland University of Technology](#)

Elizabeth Wickham is Faculty Manager for the Science and Engineering Faculty at QUT, and manages services across finance, HR, communications, technical services, space & logistics, professional services, health and safety, and executive functions. She has worked in higher education in Australia and abroad over the past 30 years in a variety of roles in academic units, research institutes and central university directorates. Outside of the university environment, she has worked in publishing and the health sector, has been Director of a successful management consultancy, and has held several Board appointments. She holds a Bachelor of Administration and an MBA.

Ray Thorne is the Space, Assets and Logistics Manager at QUT's Science and Engineering Faculty. As the principal contact point between the faculty and QUT's Facilities Management division, Ray has responsibilities for maximising both the quality and utilisation of the faculty's spatial footprint. Since 2009, Ray has facilitated the development of 20,600m<sup>2</sup> of laboratory, collaborative learning, staff and HDR environments at a cost of \$45m. Ray has an MBA, and extensive event and project management experience including support for the Paralympic Games in Sydney and events in Durban, South Africa.

The Science and Engineering Faculty (SEF) at QUT has embarked on a new approach to space planning to respond to familiar space and infrastructure challenges in a novel way. This strategic approach aims to transform performance and meet ambitious goals through effective space planning and our use of infrastructure, and is possible, at least in part, due to the high degree of centralisation of support and technical services.

The SEF Space Master Plan is now in place providing guidance for several large infrastructure projects that will move us towards our Vision and long-term space objectives. This presentation explores the value in undertaking a Faculty-based strategic master plan and the partnership required between the Faculty and Facilities Management. We summarise the principles and eight-step process identified for sustainable space planning, and present case studies relating to the laboratory component of the plan - significant given that our laboratories consume over 8,000m<sup>2</sup>.

The plan was constructed within the context of the Faculty's Vision to be the partner of choice for STEM education and research, and ambitious University targets relating to research growth and performance, excellence in learning and teaching, attracting high quality students, improving student satisfaction, and lowering student attrition. SEF's values and the way in which we want our community to work - i.e. to be empowered and trusted; gain international renown; innovate; connect in a network; collaborate across disciplines; and be representative of our population - were also key contextual factors. Providing spaces and environments that support the Vision and these aspirations is key for the Faculty's medium- to long-term success.

Within this context, several key questions emerged:

- How do we provide spaces that help our staff and students connect, collaborate and innovate?
- What is the best way to support research performance to deliver the growth required?
- What type of spaces do we need to drive highly valued learning experiences?
- Where should we locate spaces to ensure visibility for engagement and recruitment activities?
- What is the best configuration of teaching and laboratory spaces to ensure high utilisation?
- How can we work towards better utilisation of HDR workspaces?

These questions led to the identification of five key issues that the Faculty now seeks to resolve through the implementation of the master planning process. These include:

- A lack of collocation of many School and Discipline groups;
- Poor space utilisation;
- Inappropriate use of space;
- Distributed and replicated spaces of similar type or function; and
- A need for supplementary space to support research growth.

At a very broad level, the space master plan seeks to:

- Consolidate activities to reduce the amount of space required and improve utilisation
- Relocate and collocate activities to make best use of the available building stock
- Improve quality of spaces, facilities and services as new consolidated and collocated spaces are brought on line
- Use space released through consolidation and efficiency gains, as well as new space, to support research growth.

A significant aspect of the plan is the consolidation of laboratory environments based on activity rather than discipline groupings, to avoid duplication and maximise utilisation through improved/wider access. The plan foreshadows the consolidation and collocation of all teaching laboratories into a central undergraduate laboratory precinct, and similarly a centralised approach that will create research hubs at strategic locations within the Faculty footprint. This

intent is based on the successful consolidation of engineering laboratories in 2009 that drew together mechanical, civil, medical and spatial sciences into a central Engineering Precinct. The success of this project has profoundly changed the nature of laboratory utilisation along with the role of technical staff.

Overall, SEF manages 22,900m<sup>2</sup> of space comprising staff and HDR accommodation, laboratories, community, meeting and project work areas. These spaces accommodate six academic Schools, four portfolios, 750 staff, 1,000 HDR students and laboratory teaching of over 10,000 students. The current plan is expected to release an estimated 2,000m<sup>2</sup> of space via consolidation and efficiency gains. Getting the plan right to ensure that our large faculty is properly accommodated and ready to deliver on its targets is paramount for our future success.

## Session 3

### The Student Experience Journey: Facing Old Challenges as New Opportunities

HANNAH DROVER, DAVID HARRINGTON  
 Hobsons

A highly commercial senior level executive with almost 30 years of global experience in the education sector, David Harrington is well regarded in the industry. He's an authority in his understanding of the future student, and his views on long-term sustainability in higher education keep him reliable and relevant.

His methodical approach and global perspective provide unique insights into the world of higher education, which are further strengthened by the data obtained from Hobsons' core services and HobsonsInsights strategy. This integration of a logical mind and practical application, as well as feedback from students and institutions leads to a series of well-rounded objective opinions.

David is an authority on international education, specialising in recruitment and student experience and has led this business through an evolving landscape over the last 16 years in APAC.

Every industry goes through a phase of "disruption", challenging the status quo of "core business", continuous improvement, and ultimately - customer

experience. Any point where a student's experience intersects with compliance and process, there is a both a challenge and an opportunity.

One of the most pressing frontiers for many institutions is the prospective student journey, from acquisition and prospect nurturing to admissions and conversion. Large investments of time and money are spent competing for students in an ever-globalised world, saturated with attractive study destinations. Once the student has been drawn into the enquiry process, how are they nurtured effectively and efficiently leveraging technology and human intervention? What about beyond, into the application cycle – does the initial romance drop dead to give way to administrative process? What if admissions was not just a compliance function, but another opportunity to uphold the student experience to the levels demonstrated during the recruitment drive? Then comes conversion activity – fighting to 'make good' on all the work to date. Does the student (consumer) journey and experience truly align to your institution's values and objectives across all platforms?

Addressing the importance of a consistent and well-considered student experience journey, we unpack what our research - consisting of over 50,000 responses from international students - has highlighted as critical points of intervention and impact across the recruitment and admissions cycle. As a provider of theoretical and practical advice Hobsons Solutions, together with our partnerships across 60 institutions globally, has been at the forefront of creating innovative and disruptive partnerships. Together we have reviewed and evolved institutional processes and challenged the concept of "core business", enhancing all aspects of international recruitment from digital attraction through to alumni. Our partnerships are built on mutually solid foundation of creativity, agility and most importantly, an imperative to always ask: "What's next?"

## Session 4

### **Bridging the Gap - Data Governance & Business Intelligence**

**KATE CARRUTHERS**

UNSW Australia

Kate Carruthers is head of business analytics and data governance for UNSW Australia, and she is an Adjunct Senior Lecturer in the School of Computer Science & Engineering at UNSW Australia.

Kate is co-founder of several startups including Social Innovation Sydney, and is a long-standing member of the Institute of Electrical & Electronics Engineers. She is a member of the Telstra Industry Advisory Board and the NSW Government Data Analytics Centre Advisory Board. Recently Kate has been working with UNSW students and staff to apply design thinking and service design principles for innovation.

This talk will pick up on:

**CHALLENGES** – exploring how UNSW has evolved the data governance and business intelligence functions to assist in dealing with and managing change, future planning and external impacts.

**ENGAGEMENT** – discussing the criticality of bringing stakeholders on the journey and achieving buy-in for new ideas, and the importance of cross-functional collaboration between the business and IT

**TECHNOLOGY** – moving to new platforms such as cloud and decoupling technology components to enable agility and flexible approaches

**STRATEGIC ALIGNMENT** – ensuring that the institution has the right information to support key strategic initiatives and moving away from ad hoc data provision to the delivery of systematic metrics and dashboards

The Business Reporting, Intelligence and Data Governance (BRIDG) team was established two years ago to provide UNSW Australia with the capability to derive actionable insights from institutional data. The existing data warehouse, known as JULIA, provided the basics but several external consultants' reports had noted the need to implement an effective data governance program together with an enterprise data warehouse. With the appointment of a new Vice Chancellor and the development of the 2025 Strategy

for the University a significant change program is underway. It became clear that the strategy would require tracking of performance metrics across teaching, research, and administration. It was necessary to build the foundations of a data governance and business intelligence program very quickly to support the strategy.

This program of work was being undertaken with a shifting external environment, with potential changes to government funding for both teaching and research, and economic uncertainty in key international markets. Therefore, there was an increased need to understand the internal University data within the context of the external environment.

This talk will cover how the challenges of the internal and external environment were addressed by BRIDG using effective stakeholder engagement and the coupling of legacy and new technology platforms in innovative ways to support key initiatives of the 2025 Strategy.

## Session 5

### **Influencing Academic Decision-Makers for Better Process Outcomes – Lateral Leadership in Action**

**KATHRYN BLYTH, GERARD GOODWIN-MOORE**

*Australian Catholic University*

Kathryn Blyth has been Academic Registrar at ACU since 2011 and has worked in the Australian higher education sector since 2004, previously at the University of Wollongong and UTS. Kathryn is Chair of ATEM NSW/ACT Region. 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 in 2011.

Gerard Goodwin-Moore is National Manager, Student Policy and Appeals at ACU and has 29 years' experience in the higher education sector. Prior to joining ACU, Gerard worked at UTS for 19 years, in roles including Campus Manager and Faculty Manager for two different faculties – Health and IT. Previously, he worked for the University of London in business development and management. He holds a BSc (Hons) from the University of London.

In this presentation we discuss the success achieved in bringing together the contributions of professional staff and academic decision-makers in the development of the course approval and quality assurance process at our institution.

We show how the principles of lateral leadership can be successfully applied to establish mutually supportive and trusting relationships and build a partnering mindset to achieve better process outcomes.

We focus on influencing process improvement through better engagement with the academic community, building appreciation and mutual respect for the expertise that all parties have, the development of robust frameworks and the unexpected opportunities that have flowed on from this work. We illustrate how with this trust in place, we have been able to move from baseline discussion of mechanics of a process, to more sophisticated exploration of key longstanding issues.

## Session 6

### Showcasing Sustainability Excellence

**SUE HOPKINS**

Australasian Campuses Towards Sustainability

Sue Hopkins is currently the Partnerships and Events manager at Australasian Campuses Towards Sustainability (ACTS). Since 2010, her role is to support tertiary education institutions wanting to embed sustainability. Her current role includes managing the regional and international element of the Green Gown Awards Australasia. Prior to coming to Australia, Sue was the Programme manager at the EAUC in the UK, the sister organisation to ACTS. Originally an environmental scientist, Sue worked for the Welsh Development Agency and the Welsh Assembly government for almost 10 years, working with small enterprises to commercialise environmental technologies and then within the flood risk management team. Sue moved to Australia from the UK in 2010 and is a passionate sustainability advocate, both at home and at work. Sue currently works with a smaller number of community groups, raising awareness about sustainability when she is not running around after her 2 children.

There are many amazing, world class, sustainability initiatives taking place in Australasian tertiary education institutions, but how does our sector identify and learn from the leaders and the best initiatives? Delivered by ACTS in collaboration with two or more institutional partners, this presentation showcases a diverse range of best practice initiatives from the 2015 Green Gown Awards Australasia (GGAA) winners across 9 categories including Facilities & Services, Carbon Reduction, Learning & Teaching, Student Engagement and Continuous Improvement. The presentation will include at least two detailed case studies from the winners of the Carbon Reduction and Continuous Improvement categories, who will address relevant questions. The annual GGAA recognises institutions for their achievements and disseminates these best practice initiatives both nationally and internationally via case studies and videos. The Awards are truly global. They are delivered regionally in Australasia, UK, French-speaking Europe and Canada and new for 2016 via the Global Universities Partnership on Environment and Sustainability (GUPES), these winners then compete for the international title in multiple categories.

## Session 7

### BIM in FM: Reality Bites

**STEVE WOODROW, MALCOLM FOORT**

Flinders University, Zuuse

Steve Woodrow is the Project Director at Flinders University. Prior to this role, Steve held the same position at the Department of Planning, Transport and Infrastructure for a period of five years and the Department of Transport, Energy and Infrastructure for over three years. Steve was the driving force behind the adoption of BIM in FM and Flinders University.

Malcolm Foort is the Projects Director of Zuuse and has over twenty years' experience in the software industry, including a solid background in software development with leading organisations in Europe and Australia, ranging from small private to ASX listed national companies. Malcolm plays a pivotal role in the implementation and ongoing innovation and development of the 3D BIM technology delivered by Zuuse.

The \$120M state of the art building of Flinders University Tonsley building is the first major construction project in Australia to successfully implement 3D BIM (Building Information Modelling) across the full asset lifecycle, from design through construction and then most importantly, into everyday FM.

BIM has always promised so much but traditionally only delivered benefits during design and construction. However, in trail blazing fashion, Flinders University has successfully pushed BIM into FM using innovative 3D BIM technology and can demonstrate how 3D models and all associated information is being used to deliver real world benefits.

This joint presentation by Flinders University and Zuuse will showcase the use of BIM through the entire lifecycle, with a particular focus on 3D BIM and everyday FM operations and how it facilitates more streamlined FM processes, better decisions and reduces costs.

## CONCURRENT

**Tuesday  
13 September  
1:50pm – 2:40pm**



### Session 1

#### **Building Security Capability through a Mass Casualty Simulation**

[SAM WISHART, RICHARD PRATTEN](#)

La Trobe University

Sam Wishart is the Director Operations and Maintenance and is responsible for the University's buildings, facilities and grounds across all campuses. Sam was previously the Operations Manager at Deakin University and has experience in the delivery of building services, legislative compliance, and facilities management activities. Sam holds a Bachelor of Mechanical Engineering from the University of Melbourne and is a member of Engineers Australia.

Richard Pratten is the Manager Critical Response and is the University lead on implementing recommendations to improve La Trobe's capability in relation to incident communication and information management; emergency and response; and roles, responsibilities, support and training.

Richard was previously responsible for the delivery of facilities management for a property network across Australia, New Zealand and Singapore. His team consisted of engineers, trade and support staff to a range of commercial, manufacturing and distribution sites. Richard is a member of the Facilities Management Association of Australia.

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Critical incidents are unpredictable and may harm an organisation's people, property or assets, including brand and reputation. Critical incidents include emergencies, escalating issues, and other threats such as scandals, which pose enterprise risks and can disrupt or endanger an organisation's operations and reputation.

Organisations such as universities have high risk exposure because their customer population (students and their families) is large in number, demographically and linguistically diverse, digitally

engaged, mobile-equipped and globally connected.

Under the Occupational Health and Safety Act 2004, the Occupational Health and Safety Regulations 2007 and the Australian Standard 3745 2010 Planning for emergencies in facilities, La Trobe University (LTU) has health and safety, duty-of-care and emergency management responsibilities for employees, customers, vendors and other primary stakeholders on its university campuses. It also has security, fiscal and social obligations to meet expectations of stakeholders, including government, donors and commercial partners.

#### **Simulation**

Exercise Brugmansia was a large-scale emergency training exercise conducted on 01 July 2015 comprising two key parts:

- A field component; enabling the University and emergency services to rehearse and test tactical aspects of their emergency response arrangements
- A desktop component; enabling the University to rehearse and test strategic management aspects of its incident and emergency response arrangements.

The Exercise involved approximately 250 people, including LTU employees, students and representatives from nine external agencies. The Exercise was an immense and ambitious undertaking and LTU achieved a strong level of engagement in this Exercise from internal groups and external agencies. The LTU organisers have undoubtedly strengthened the relationship between the University and other agencies through their intensive joint efforts to deliver this project together.

#### **Next Steps**

LTU is now actioning the recommendations post the Exercise to enhance its organisational resilience, reputation and brand. Benefits are being realised in relation to:

- Enhancing L TU service offering to customers and other key stakeholders including students, parents, research partners and commercial partners
- Improving L TU interoperability with emergency services
- Building incident management and communication skills that are transferrable across campus locations and across threats (eg. active shooter and reputational threat)

- Demonstrating excellent management standards in a way that can be promoted as point of difference among market competitors
- Demonstrating a proactive and professional emergency management approach that shows progressive leadership among industry peers within Australia's higher education industry.

## Session 2

### **SCUP Perry Chapman Prize - Aligning Strategic Plan with Campus Masterplan - Forecasting Campus 2026**

DR KENN FISHER, NORTON SUMMIT

Woods Bagot, University of Melbourne

Presented by Jo Dane

Jo Dane is a principal with Woods Bagot working within the Education Sector with a specific focus on Education Consulting. Jo's passion is finding ways to improve the student experience, through the combined pillars of pedagogy, design and technology. Jo is an active researcher having consistently published papers and presented at conferences for over 10 years. On the Flinders University Student Hub project Jo was actively involved in consulting with a variety of stakeholder groups and building upon the Fuller engagement outcomes to develop the Return Design Brief and schematic design.

The Chapman project (from which this Abstract summarises) seeks to forecast possible future developments brought about by rapid online learning modalities (Coursera, 2015) and their impact on the campus-based face-to-face experience. Using 'experts' in the fields of learning sciences, teacher professional development, educational technologies, learning environment / campus designers and others, the study will use an evidence-based, Delphi lead, expert elicitation methodology (in part based on the annual NMR/Educause Horizon Report model Johnstone et al, 2014 & 2015) to forecast how campuses might evolve over the next decade. Several theoretical models will be used to frame the research including the 'flipped classroom/campus' concept (Strayer, 2007) the 'sticky campus' (Lefebvre, 2014), expert elicitation (Meyer & Booker, 1991; Sullivan & Payne, 2011), Delphi modelling (Rand, 2015), and

cognitive mapping (Jameson, 1996).

Hashimshony & Haina (2006) note that in 'identify(ing) transforming trends in society that are affecting the mission of universities, [they] analyse the impact of those trends on the institutional and spatial structure of universities, and then summarize the factors that planners should be paying attention to in the future design of their institutions'. This statement - in a nutshell - suggests the use of cognitive mapping (Jameson, 1996) as a means of understanding the impact of transformation and change in pedagogy on the design of future campuses. Unless we critically analyse and understand the dynamic forces acting on universities in the 21stC, we can never expect to design built infrastructure to effectively support learner needs our digital world.

This is a highly complex area with the default position on many campuses being predominantly a process of incremental change. The industrial age classroom model of didactic teaching is still prevalent despite the inroads being made by online learning modalities. The evidence to date (Keppell et al, 2012, Fisher & Newton, 2014) points towards a more blended active-learning, digitally supported model. This involves a mix of didactic, self-directed, collaborative, problem-based, immersive, active, integrated workplace and other forms of authentic learning in varying proportions, depending on the discipline, year level and subject complexity.

Such issues are impacting on the future of the campus both as a whole and also as a series of interconnected learning and research environments. These are being considered in professional and academic forums such as at recent conference (ARC, 2015). Indeed the whole concept of flipped learning is in the early stages of a rigorous, scholarly evaluation (Freeman et al 2014; Duke University, 2015).

This study will focus on the views of eminent researchers in both industry and academe to forecast how university campuses may change in the near future using the well-tested practice of expert elicitation.

We advocate an approach which Norman (2010) calls 'Translational Design'. This draws its influence from translational clinical medicine wherein research and practice are intertwined. In leveraging this concept to campus planning and design, translational design seeks greater funding of research in the design of

learning environments in an age of transformation and uncertainty. This approach also links academe to industry, with each discipline informing the other through empirical research studies.

An alternative way of unpacking this complexity in a systematic manner is to frame the analysis within a student-learning trajectory, as advocated by Boys et al (2014) but filter this through the work of Kolb & Kolb's (2005) four learning elements. Kolb & Kolb suggest that four topologically nested sub-systems - the micro; meso; exo; and macro - inscribe the principal domains in which students learn.

The micro is represented by the student's immediate classroom, the meso is mediated by student residences, family and perhaps parallel online courses, the exo covers the policies and structures impacting on the student via campus culture and, finally, the macro is shaped by society's values and aspirations (such as valuing education over training, for example).

These issues are covered in part by a just started ARC Discovery research project Modelling of Complex Learning Environments (Ellis, Goodyer, Fisher & Marmot, 2014). That study will synchronously map the digital/virtual behaviours of students over the physical to understand better how campus learning spaces will provide an improved student learning experience and engagement. It is a study that evaluates the recent past to predict what might emerge in the future.

This proposed Chapman Award study takes a very different approach in that it taps into expert opinion as to what works, how and why, and which strategies are likely to dominate in the future to influence campus planning and design.

## Session 3

### Unexpected Opportunities – The Highs and Lows of Secondments

**KATRINA WHITE**

Western Sydney University

Katrina White is currently employed as the Enrolments Manager for the Western Sydney University. She has also worked as the Summer Operations Manager for the Academic Year Optimisation Project and as a School Manager for the School of Communication Arts. Katrina is a highly experienced project manager with an extensive understanding of Western Sydney Systems, data interpretation/analysis, policy and legislative knowledge, process development/ reengineering and budget management.

I commenced work with Western Sydney University in 2002 as the Graduation Coordinator. This was my introduction to the idiosyncrasies of the Higher Education Sector and what an 'eye opener' it turned out to be. Who knew that this sector had its own unique language?

I stayed in this role for 18 months and then decided to challenge myself and spread my wings, so moved on to become the Enrolments Coordinator. This can only be described as 'jumping from the frying pan into the fire'. It was here that I discovered a totally new dialect that involved words such as Census, HECS, PELS, and EFTSL etc.

I remained in this role for some time and then moved on to become the Enrolments Manager, which has been my substantive role for the last 10 years.

In that ten year time frame I was offered an 18 month secondment as a School Manager. This was a whole new world for me and I felt like I had moved to the 'other side'. The challenges this role presented went from one extreme to the other with the biggest challenge presenting itself on my first day in the role.

I returned to my substantive role for 2 years and was then offered another secondment as the Summer Operations Manager for a period of 2 years. This involved managing the operations of the Academic Year Optimisation Project which required high level negotiations with all Schools to encourage participation in the 'growth' of summer as an alternative for students who wanted to fast track their

degrees or spread their load across the year.

So effectively I have worked in completely different areas of the same organisation and my experience and the knowledge I have attained has proven very useful due to my broader understanding of the whole University. It is these unexpected differences that provided many opportunities.

My presentation will look at the highlights and some of the lows of the secondment experience but more importantly I will focus on what I learned and also what I achieved. I will also look at some of the 'funny' experiences that I went through and how these were solved and what the outcomes were.

## Session 4

### **Up from the Ashes Grow the Roses of Success Making a Positive Difference using SharePoint**

**STEPHEN ROTHMAN**

University of Auckland

The SharePoint group is made of professional staff members from different functional areas and of varying levels ranging from level 3 to level 6.

In late 2014 after a year of consultation, the University of Auckland implemented a major restructuring called the Faculty Administrative Review or FAR. In the aftermath of this restructuring a group of professional staff members from different functional areas and of varying levels got together to make a difference. Using SharePoint, they shifted many processes on line, reduced workloads for professional staff and helped reduce the administrative load of academic staff. The impact of this restructuring has been discussed at previous TEM conferences and this paper discusses the effect on some of the staff from the Faculty of Arts who went through the restructuring, their concerns and the positive outcome they worked on.

When FAR passed through the Faculty of Arts the number of staff directly supporting academics in Departments was halved. Academic engagement with the restructure was low in the beginning and their concerns were more focused on the small items such as tea rooms, printers and photocopiers. The professional staff had a different point of view.

They knew that at the start of semester 1 2015, academic staff would come back from leave and still expect the same level of support even though there were less staff. Anxiety levels were high and there was a general feeling of "how are we going to cope". We did cope, but an immediate response was to start looking inwards and remove some of low value, time consuming processes and put them on line. A business plan was put together, a SharePoint technician was hired on a short term casual contract and a committee consisting of staff from varying levels and areas was established. They started small, with a SharePoint form that gathered all the information required to setup a casual contract. Instead of emailing back and forwards, the form allowed the academic to work out rates, hours all in one place and allowed them to track the expenditure. The form significantly reduced the process time for casual contracts, was a big success in the Faculty and motivated them to do more.

Apart from the SharePoint technician, experience in process mapping and working with SharePoint was minimal but through development opportunities, training and hard work, within one year the group has successfully developed and implemented over 10 online processes.

In this presentation we will discuss the journey, starting with restructuring, setting up the team and a positive focus forward, examples of the success and finishing with where we are now.

## Session 5

### **Leadership in Learning Analytics: QUT's Decade of Practice in Higher Education to Inform Curriculum Conversations**

**DR LYN ALDERMAN**

Queensland University of Technology

With over 20 years' experience in higher education and 10 years focused on evaluation and learning analytics, Dr Lyn Alderman has a wealth of understanding in institution-wide evaluation frameworks, evaluation of teaching, learning analytics and performance models, and how to engage in broad and rich stakeholder engagement to inform curriculum decision-making. As the sole investigator of an illuminative evaluation into Australian Government policy borrowing and implementation, lead investigator to research Post

Occupancy Evaluation (POEs) of education facilities, external evaluator to examine the quality assurance framework of an international university and consultant to reconceptualise the student evaluation framework for a national university, Lyn is judiciously situated to present and disseminate her research and experience in higher education and evaluation. Lyn is the President of the Australasian Evaluation Society (2014 - 2018) and an Editor of the Evaluation Journal of Australasia (2012 - current).

Queensland University of Technology (QUT) made four major, leadership decisions that positioned the institution to become the lead institution for the use of standardised reporting of learning analytics to inform curriculum conversations. QUT Leadership decision #1: In 2007, QUT made a decision to move their paper-based survey system online. As document within an environment scan and literature review conducted (Alderman, Towers & Bannah, 2012), QUT made this decision in response to external guidance by the then national quality agency. QUT Leadership decision #2: This move to bring the surveys online was facilitated by an earlier decision to invest in a data warehouse to hold all institutional reportable data. Therefore, the facility to house the new survey data was already available together with a business intelligence system for reporting. QUT Leadership decision #3: The significant, leadership decision taken in 2007 was to employ an educator to manage the adoption and use of evaluation data across the institution, supervised by the responsible officer for learning and teaching. During the period 2006 to 2008, this was the only educationally-focused evaluation position advertised by Australian universities and thus attracted the attention of a doctoral candidate investigation evaluation in Australian higher education. QUT Leadership decision #4: When the inaugural responsible officer of learning and teaching (Deputy Vice-Chancellor (Teaching Quality)) retired, the new responsible officer (Deputy Vice-Chancellor (Learning and Teaching)) adopted and continued to sponsor appropriate use of evaluation data through standardised report of learning analytics to inform curriculum conversations.

The following impact factors provide evidence of recognition over time. Impact Factor 2010-2016: Dissemination of practice through presentation of ten (10) conference papers and three (3) journal articles supporting this body of work. Impact Factor

2014: This body of work was previously recognised by the ATEM/Campus Review national award for best practice 'The Unipromo Award for Excellence in Information Technology Management'. Impact Factor 2015/1: Reframe: QUT's evaluation framework was externally reviewed by the Centre for Program Evaluation from The University of Melbourne with recognition of widespread organisational change, confirmation to continue embedding the current framework and recommendation to continue to expand the use and depth of activities. Impact Factor 2015/2: Dr Lyn Alderman presented QUT's practice as a keynote address at the ALASI 2015: Australian Learning Analytics Summer Institute conference held at The University of Sydney.

A decade of success for a business practice is only achieved through dedicated attention of the officers tasked with this body of work. Therefore, QUT can only be successful through the ongoing commitment of the lead evaluator, Dr Lyn Alderman, Associate Director of Academic Quality and Standards and the close collaboration with Mr Wayne McCullough, Director of the Department of Reporting and Analysis. This presentation will provide participants an opportunity to review the critical points over this decade.

## Session 6

### #UONinspire: Reinventing Orientation

[NATALIE DOWNING, RUTH PRING](#)

[University of Newcastle](#)

Natalie Downing's experience at the University of Newcastle is extensive spanning more than 20 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 and student recruitment.

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, University of Newcastle. Her previous roles have primarily been in international education at Swinburne University of Technology and La Trobe University.

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In 2016, the University of Newcastle's Faculty of Engineering and Built Environment set out to reinvent its orientation program. The objective of the project was to improve student engagement and retention. Encouraged by practices observed through international competitor benchmarking, particularly in the United States, the Faculty sought to create an inspiring and interactive orientation experience that would truly engage students and give them a sense of efficacy, empowerment and relevance as they commenced their studies.

The traditional format for our orientation day was a welcome from the Pro Vice-Chancellor, a peer-to-peer Q & A session that serves as a general introduction to university, followed by Program Information Sessions and then lunch. Students also have access to centrally run activities such as campus tours, an expo and entertainment. This is in keeping with the format used across the Faculties at UON. In addition, the Faculty has always run a session for female students, intended to address the fact that our disciplines are typically gender imbalanced.

Our 2016 Orientation introduced two new sessions to the day - named Inspire and Interact. The day also had a central theme of 'Be Part of the Solution', which drew together the commonalities of the Faculty's degrees in architecture, construction management, computer science, engineering and industrial design. The theme was also intended to leverage the inclinations of the incoming generation of students, who commonly express a desire to make a positive difference in the world. It also reflects the Faculty's strategic direction for both research and education, which aligns our programs with solving the major challenges - present and future - we face as a society.

The Inspire session featured a series of live presentations and videos from graduates ranging from start-up entrepreneurs, to humanitarian engineers, travelling architects, to CSIRO leaders, to PhD students and a young engineer who works for Disney. The intention was to show the students a spectrum of the unpredictable and exciting possibilities that their degree might lead to - challenging the narrow assumptions they typically hold about the Engineering and Built Environment professions. It is hoped this will convey a sense of

possibility and potential to help mitigate the doubts students often experience as they actually commence their studies and wonder whether they are on the right path.

Inspire was followed by the Interact session, which engaged the students in a hands-on problem solving activity. The students worked in groups that were deliberately randomised to mix disciplines and encourage new friendships. The activity was simple enough to ensure that students could solve it quickly, but open enough to allow students to develop an infinite range of solutions of varying levels of sophistication. The activity was reflected through a live social media feed, using the hash tag #UONinspire. As well as celebrating successful solutions, the feed allowed students share their ideas through photographs and videos. The intention of this session was to activate students' learning, introduce them to cross-disciplinary learning and connect them with their peers.

These new orientation sessions were co-hosted by a young female science graduate, who works in STEM outreach, and a male academic, who won the University's premier teaching award in 2015 and has an exceptionally engaging teaching style. The hosts contextualised students' learning experiences and continually tied them back to the overarching theme of positive problem solving.

The Faculty also piloted post-orientation follow up workshops for students in weeks 3 and 5 of semester. These were: Get Ready (the fundamentals for new students), Get Set (resources for study success), Get Connected (student groups, professional bodies and industrial experience), and Get Inspired (advice from students who've recently graduated).

These workshops were designed to provide timely practical information and inspiration to reconnect students with their big-picture objectives, therefore helping them overcome typical periods of doubt or uncertainty about their study choices and their capacity for success.

In this paper, the authors will share their experience of designing and implementing this program, including the challenges they faced, the outcomes, and their reflections on what they would do differently next time. They will also share insights from their benchmarking observations and their early findings on how the project has impacted attrition.

## Session 7

### International Perspectives in Facility Management Benchmarking: UK, USA and Southern Africa Perspectives on FM Benchmarks

APPA, AUDE, HEFMA PRESIDENTS

## CONCURRENT

**Tuesday  
13 September  
2:45pm – 3:35pm**



## Session 1

### Simplified Organic Asset Management

**SIMON LEAVERS**

James Cook University

Simon Leavers – Advanced Diploma of Investigative Practice (Qld Police Service) Bachelor of Built Environment Urban and Regional Planning (QUT) Graduate Diploma Applied Finance (Kaplan) Master of Business Administration (University of Sunshine Coast – Dean’s Commendation) –

An asset management professional currently working as the Manager, Asset Strategy with James Cook University with responsibility for over 300 built assets worth \$1 Billion spread across 16 sites. Senior Associate with the Financial Services Institute of Australasia with a background law enforcement with clear current focus on improving asset operations through causal factor investigations and continuous business improvement projects. Current capabilities include developing Strategic Asset Management Plans that are focused on leveraging core business programs through the implementation of optimised asset management programs.

Strategic Asset Management has moved on from being a buzzword within the Tertiary Education Sector to being a mainstay within modern University’s Facility Management environment. This is evidenced by University’s having some form of Strategic Asset Management capability from overarching frameworks, plans and data systems. Despite the presence of Strategic Asset Management and indeed it being a requirement of regulators it is a concept that is not well understood which has resulted it promised efficiencies not being realised in the sector.

This is evidenced in a number of ways including:

- Poor utilisation rates across the sector for teaching spaces;
- Office spaces in University’s continuing to provide poor outcomes for staff; and

- Lack of fit for purpose research facilities.

Therefore to some degree Strategic Asset Management is a key example of rhetoric not delivering real and tangible benefits. This paper aims to provide a basis for Strategic Asset Management to become a powerful tool for University's by breaking down the concept into an easy to understand model based on simplicity of organic systems.

James Cook University is located proudly in the tropics. More often than not the University has been challenged by asset management systems that fail in the tropics from mechanical systems to signage failures. In short the tropics deliver challenges owing to extremes in temperature and other environmental factors. Successful environmental outcomes in the tropics are often difficult to find, however, one powerful example of success can be found in prevalence of termite mounds which in short demonstrate an example of self-organisation in biological systems.

The environment of termites and their ability to operate successfully as highly prominent self organising biological systems in harsh environments if applied to strategic asset management systems may assist in taking the concept from the rhetoric to the real. Often consultants in strategic asset management provide complex process charts to demonstrate what strategic asset management is and how it can be applied. This includes detailing how systems interact with people to manage data and the ability to predict what resources will be required to deliver assets of sufficient quality and quantity to leverage University operations.

The end of result of this process often leads to University's developing Strategic Asset Management Plans that seem overly costly to deliver resulting in the University resorting to safe position of continuing with letting current assets decline whilst developing new assets. As a result University's continue to create estates and asset portfolios that have low utilisation rates and also fail to leverage modern operations.

This paper intends to break down strategic asset management into a simple and organic model linked to the termite metaphor to create easy to understand and implement concepts. This includes detailing JCU's own experience in:

- receiving an enormous estimate of asset liabilities to keep its inefficient asset base in sound condition over a fifteen year period;

- developing a plan for its assets to resolve these issues and also aimed at meeting key asset management objectives through an Optimised Strategic Asset Management Plan 2015; and
- ensuring asset management like the termite metaphor becomes a self-organising system that leverages the University's key support and core programs.

The outcome of this paper is to create further momentum within TEFMA to move Strategic Asset Management from a rhetoric albeit regulatory requirement to a real activity that is both simple and organic.

This paper is driven by JCU's experiences using multiple asset management systems including the recent adoption of the Asset Quotient tool practiced by Peter Lennon and Claudio Ciuffetelli.

The overall paper aims to deliver the above message through an active oral presentation supported by a maximum of 20 slides.

## Session 2

### University Planning and Architecture: From the Middle Ages to the Modern

**PAUL ROBERTS**

Turnberry Consulting

As a Director of Turnberry Consulting, Paul Roberts has been extensively involved in a wide range of planning and development projects internationally, specialising in university campuses, sports facilities and estate-driven developments. He has led numerous strategic development projects including university master plans, development feasibility and market studies, retail and commercial schemes, science and technology projects, and sports projects.

His experience in the higher education field is expansive. Roberts has dealt with a variety of complex campus master planning issues, has had responsibility for negotiating many land-use planning and legal agreements, and has conducted numerous research projects.

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Christopher Wren at Cambridge, Le Corbusier at Harvard, Norman Foster at the Free University Berlin, Gehry at UTS: university campuses have long been

the setting for some of history's most innovative experiments in the design of the built environment. This session will narrate the worldwide evolution of campus design from the Middle Ages to the present day, uncovering the key episodes and themes that have conditioned the field and the lessons history has for the future.

## Session 3

### The Policy/Project Nexus: Addressing an Old Problem in a New Way

**FIONA MARGETTS**

University of Southern Queensland

Fiona Margetts is a highly competent and solution-oriented manager with almost 20 years' experience in the higher education sector. Currently performing the role of Manager (Policy Services) at the University of Southern Queensland (USQ), Fiona leads the deployment of the University's governance-level Policy and Procedure Framework through multiple streams of activity.

The Framework was an outcome of a three-year policy project to which Fiona was appointed as project manager at mid-point. In parallel with this Fiona completed a Masters in Project Management (specialising in leadership) and graduated in 2015 With Distinction. Also in 2015 Fiona received the Australian Institute of Project Management Queensland Project Manager of the Year Award.

Fiona's current focus is on building policy development and review capability across USQ and managing a process that delivers sound, relevant and compliant policy and procedure to meet the needs of the student and 'enable the business'.

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The higher education sector is becoming increasingly dynamic, competitive and regulated. The policies of a university establish the standards of governance, academic quality and management that enable it to function in this environment. They are the means by which a university achieves strategy, ensures quality, mitigates risk and achieves compliance with its regulatory environment.

They are thus foundational to creating an environment that enables a university to provide students with a relevant learning experience, respond to innovation

agendas, develop new knowledge and contribute to their local and broader communities.

Notoriously complex, yet immensely valuable, policy development and review inevitably receives varying levels of priority across the sector and within individual universities. This will, however, impact a university's capacity to respond to its changing regulatory environment and deliver and sustain quality outcomes.

Symptomatic of differing levels of assigned organisational priority, the policy environment at the University of Southern Queensland has varied over time. The legacy of these varying approaches is explored in this paper, along with the impact of a three-year policy refresh project, developed to establish a flexible and sustainable framework for the management of policy.

A reflection upon the challenges and lessons learned identifies the key role of a policy framework (the 'policy on policies'), the impact of an engaged sponsor and an applied project management methodology. The paper provides an analysis of the critical success factors and benefits realised, including improved capability, accuracy and access.

The need to develop clear strategy and plan to embed project outcomes is brought into focus. The critical role of policy deployment is identified and key considerations outlined, including the need to plan for the critical process of continuous improvement. Enabled through monitoring, evaluation and review, the paper highlights the need for the University of Southern Queensland and policy practitioners generally, to further invest in the research and development of this capability.

The outcomes of this project continue to impact the change agenda at the University of Southern Queensland. Findings from this project and its subsequent embedding into organisational practice have and will continue to inform change, research and efficiency agendas and have the potential to impact similarly across the sector.

## Session 4

### **An Update - Stage 2 Implementing the Centre for Advanced Design in Engineering (CADET)**

**MONICA MOORE**

Deakin University

Monica is an energetic and proactive leader, she is currently employed as a School Manager (Administrative and Technical Services) in the School of Engineering at the Centre for Advanced Design in Engineering Training (CADET) at Deakin University in Geelong, Australia. She has been with the School for close to 10 years and has seen and actively supported the growth to over 100 staff members and tripled student enrolments. Monica is originally from Sweden but has lived in Australia since 1994. This is her second time presenting at the TEMC. She is a strong believer in lifelong learning, collaboration, mentoring, innovation, and strategic planning and thinking.

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This story follows a well-attended presentation (read 'full house' with conference participants standing) at the 2014 Cairns' TEMC. The 2014 title was "Change is Inevitable, Reinventing Curriculum, Staff, and Spaces – The Journey to Implement the Centre for Advanced Design in Engineering Training (CADET)"

The 2014 presentation focused on Deakin University's School of Engineering in Geelong and the major changes that were underway to prepare for CADET. The CADET facility is a \$55million facility project, which was approved through an Educational Investment Fund (EIF), with both Commonwealth and Deakin financial backing. The specifically built student centred facility emphasised design, virtual modelling, and prototyping skills.

It focused on the changes such as move to open plan hot desks, new curriculum roll out - Project Orientated Design Based Learning (PODBL), new equipment and thinking, and the Strategic leadership's overall Change Management plan and execution. Because at that point in time, everything in the School that academic, administrative and technical staff were used to was going to change, and these weren't small changes but drastic major ones! Nothing would ever be the same again. How would academics cope not

giving traditional academic lectures placed in front of students on a podium but instead facilitating learning around a table with a small group of students?

It is now 2016, how did the academics go with the open plan spaces? Not having their own offices anymore, not even the Head of School has one. Large modern office and laboratory spaces surrounded by glass. Like amazing state of the art fish bowls! How about the new way of teaching? Is the new CADET facility a success? The new curriculum platform, what do students really think about it? What does industry think? Was it smooth sailing? Doubtful! What changes weren't anticipated and planned for and perhaps caught the School by surprise? And yes despite all the planning there were surprises. An innovative state of the art facility, this really requires innovative creative staff to make the most of it, did the School have all the expertise and how do we measure innovation?

This paper will explore and share the ups and downs of the first 18 months in the specifically designed student centred facility, CADET; From a School Manager's, but also from, academic-, administrative - and technical- staff members' perspectives, and of course the students' experience. It will discuss the hot topics discussed above as well as the new expectations, tasks and roles that came when the CADET doors flung open. The changes, growth as well external interest in the facility have been phenomenal. What has the School Manager and School learnt along the journey?

## Session 5

### Managing Up - A Rose by any other Name

**LYNDAL MCCULLOCH, LAUREN MARSH**

Western Sydney University

Lyndal has worked at Western Sydney since 1992. She has held a number of positions including Manager of Enrolments; School Coordinator - School of Information Technology and is currently the Manager of the Medical Education Unit. Lyndal has a Graduate Certificate in Business Administration and a Master of Technology Management - both completed at UWS.

Lauren has worked at Western Sydney University since 2000 and has held various roles in both Schools and Divisions. Since 2012 Lauren has held the role of Manager, HR Support Services and is responsible for coordination and delivery of university wide events such as the Western Sydney University Professional Staff Conference. In 2016 Lauren was the recipient of a Western Sydney University Staff Postgraduate Study Scholarship and has enrolled in the Graduate Certificate of Business Administration. In the future, Lauren plans to continue her study in a Master in Business Administration (Human Resources Management).

“Managing up”, “Managing the Manager” and “Upward Management” are essentially one and the same thing – experts generally agree it is a method of career development that’s based on consciously working for the mutual benefit of yourself, your boss and the organisation you both work for.

You and your boss are mutually dependent on one another – the boss needs your help, support and cooperation to do his or her work effectively and you need your boss’ support and guidance to help you carry out your work effectively.

There are many different types of managers and generally speaking they can be categorised into one of seven “types”. Once you understand your manager a little better, you can improve the critical competencies necessary to become a more efficient, effective and satisfied employee.

Topics covered include

- Understanding the “type” of manager you have
- The questions to ask your manager so you can develop the best possible relationship with them

- How to “influence up”
- Improving communication.
- Tricky issues!
- Dealing with problems and errors (either real or looming)
- Who should take the credit?
- Who should take the blame?

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

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

## Session 6

### My Journey In2Uni, UOW University Preparation Program (UPP): Engaging Underrepresented Students in Higher Education

**KEIRIN MCCORMACK, ANNE SNOWBALL**

University of Wollongong

Keirin McCormack (BA Communication (Social Inquiry) is a Higher Education Professional and IAP2 certified engagement practitioner with over ten years’ experience building and delivering equity and engagement programs in higher education and member based organisations. Keirin has a passion for advocacy and building the aspirations and inclusion of all community members in the transformative potential of education. With an interest in rural and regional capacity building, industry engagement and social inclusion, Keirin has presented at conferences and workshops on cross sector partnerships and equity and diversity in the Higher Education Sector.

The University Preparation Program (UPP) at the University of Wollongong (UOW) is designed to raise the attainment of students from targeted equity backgrounds at the conclusion of Year 11 who have a projected ATAR below their desired university course and give these students an advantage in their HSC. UPP exists as a part of a broader program ‘In2Uni’

that engages students from equity backgrounds from Year 6 through to Year 12. The current program commenced in 2013, based on a model piloted from 2010. Since 2014 1048 students from 40 high schools have been part of the program in each of our regions including Batemans Bay, Bega, Shoalhaven, Southern Highlands and Wollongong Campuses. Of students who complete the program, 90% receive an offer to a bachelor degree.

UPP is a unique engagement which, underpinned by a peer learning model and utilises the Higher Education Funding Council for England Learner Progression Matrix, works deliberately to begin to transition students into the university environment by co-enrolling them in an institutionally approved enabling subject and giving them access to the higher education environment by utilising university resources, spaces, tools and current students. UPP involves a number of key elements designed to provide students with support to improve their HSC Marks. These elements include:

- Over two school terms, students will receive assistance with their HSC subjects through an on campus study centre, have access to UOW resources including the library, advice on study skills and mentoring to discuss their options after they finish high school.
- Students complete 30 hours of tutoring across the 20 weeks, with a minimum of 24 hours tutoring required for successful completion of the program. Tutoring is offered in blocks, on two days per week.
- Additional holiday activities are included: a mock exam day, mock interview day and online discussion boards monitored by mentors for ongoing study support
- On successful completion of the University Preparation Program, students will receive an admissions interview to the University of Wollongong to the faculty of their choice.

In2Uni Mentors, most often having previously attended the school who attend the In2Uni High Schools deliver the programs to the students to develop ongoing and rich relationships. They share their HSC journey and tips for approaching their senior studies. University students are targeted as mentors if they are doing well in the subject that they intend on tutoring at a university level or have achieved a Band 5 or above in that subject at school.

UPP involves close collaboration with the Department

of Education and Communities and the Catholic Education Office as well as nearly every internal department of the University of Wollongong. At its heart though- its success is dependent on the partnership between UOW and the In2Uni schools in which we work and the teachers and students who engage with the program. A mutual partnership in the truest sense, programs and curriculum are developed in partnership with teachers and student feedback mechanisms inform the continuous improvement of the program.

This presentation will focus on the key challenges and opportunities inherent in implementing a partnered program across diverse geographical locations with 40 schools and the help of 110 mentors.

The presentation will also explore this context including navigating administrative requirements of different organisations, managing the interaction with school age students in an adult learning environment and meeting the expectations of those students. The presentation will share student feedback and key learnings in the words of our own students. It will also reflect on the administrative framework that supports the initiative including negotiated admissions, co-enrolment and the interaction with HSC Markers and teachers who are involved in the development of an online hub for students, delivering workshops to the students during the super study days and the training of our In2Uni Mentors.

## Session 7

### The Future of Learning

DR ANNE KOVACHEVICH

Arup

Anne is an Associate in Arup's global Foresight + Research + Innovation team. She leads Foresight + Innovation for the Australasia region. Anne has a technical engineering background with a PhD in Hypersonics and is an experienced sustainable building's design engineer. Anne has developed and facilitated many workshops and helps clients to understand the disruptions that are inevitably occurring and helps to empower them to make the most of the opportunities that arise.

Anne recently developed a set of Cities Alive cards focused on Brisbane City as part of the World Science Festival Brisbane. The cards were developed through an iterative workshop process and used at the Transforming Transit workshop which developed prototype ideas for improving urban mobility in Brisbane.

Anne is working on a variety of projects including Future Libraries and Future of Schools and running a masters course in Strategic Foresight for the University of New South Wales.

With automation predicted to reduce existing jobs by around 50%, life expectancy increasing and globalisation making the job market more competitive students of today will face vastly different futures compared to previous students. It is therefore extremely important that students are flexible, adaptable, technologically savvy and entrepreneurial.

Arup have recently completed an international research piece looking at the future of learning. This research has focused on 4 main categories including the physical space, the future skills that students need to learn, learning techniques and how they are evolving and also how schools form an integral part of a community. Digital technology was found to overlay into all categories.

The research included workshops, international case study collection, international and local interviews and desktop studies. Although the study focused on pre-tertiary education comparisons were made to evaluate where learning techniques and spaces were

suitable for all ages and when these needed to be adapted to meet the needs of a certain age group. Also close observation was paid to the transition years as students move into the higher education system and how they can be best prepared for this step in their lives.

The Physical Space theme explored sub-themes such as new generational learning spaces, the third teacher, healthy spaces, green schools, flexibility and adaptability, open plan areas compared to smaller controlled spaces, rural Schools, Indoor and outdoor spaces, urban schools including vertical schools, designer Schools and Campus Schools.

Environmental Factor for schools were also reviewed including air quality, acoustics, lighting and thermal comfort. Examples where the items have been demonstrated to be of utmost importance are discussed.

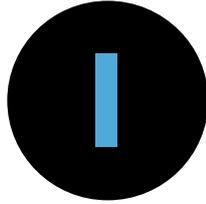
Future Skills that students require were found to include entrepreneurship, health and wellbeing, sustainability, urban manufacture, innovation and technology, communication and Collaboration, flexibility and initiative. Real life experiences were key to comprehensive learning.

Learning Techniques covered in the study included accessible and Inclusive methods, open learning models, the flipped classroom, life-long learning and cognitive teaching as well as reviewing some of the popular teaching methods such as Montessori or the Reggio Emilia approach.

The final category looked at how schools were integral parts of the community and examples where community masterplans had been based around schools. Parental and community involvement in schools was found to have profound anti multi-layered benefits.

The presentation will discuss some of the 40 case studies that were collected by Arup staff around the world as well as many more.

**CONCURRENT**  
**Wednesday**  
**14 September**  
**10:15am – 11:05am**



## Session 1

### **University of Tasmania IMAS: More than just a Building - Green Gown Award Highly Commended**

**COREY PETERSON, DR CARMEN PRIMO PEREZ**  
University of Tasmania

Corey Peterson, the University of Tasmania Sustainability Manager, has Masters degrees in Environmental Science and Public Administration from Indiana University (USA), worked in Antarctica, is a Tasmanian Leaders Program graduate and current member of the University Council and director of not-for-profit Sustainable Living Tasmania. Corey has been the lead staff member for projects recognised through various Green Gown Awards Australasia, Tasmanian Community Achievement Award, Tasmanian Award for Environmental Excellence as well as a Pride of Australia finalist.

Dr Carmen Primo Perez is a University of Tasmania Sustainability Officer with responsibilities in the development, implementation, review, evaluation and promotion of whole of University sustainability projects and activities. Her specialty is carbon (greenhouse gas emissions) management. Prior to her role in sustainability, Carmen was a Lecturer in Marine Conservation at the University of Tasmania (still an Adjunct Lecturer), after being awarded a PhD in Marine Sciences from the University of Vigo (Spain).

The Institute for Marine and Antarctic Studies (IMAS) of the University of Tasmania brings together the many strands of marine and Antarctic research currently being pursued in and around Tasmania into one precinct, to encourage development of strengthened research links and exploit new research opportunities.

To house IMAS and partnering organisations, a purpose built facility was supported through \$45m from the Australian Government Education Investment

Fund. As significant work done by building occupants (scientists/researchers, technicians and students) focuses on climate change and environmental impacts from human activity, this 5 Star building was planned to excel in energy and water efficiency, reduced carbon emissions, waste management, use of sustainable materials in design and construction, and interior flexibility. Therefore, the IMAS building provides a workplace that responds to the role of the institute. The building was completed in November 2013.

The IMAS building is 7,000 m<sup>2</sup> over 3 levels, with capacity for 290 researchers and students. It houses five state-of-the-art laboratories, a publicly accessible 92 seat auditorium and exhibition space. The building has a strong public and port interface. The design of the building reflects the surrounding 'working port sheds' of the Hobart waterfront, with the building height no greater than adjacent facilities or the replaced former warehouse building. The building is set back on the wharf apron to facilitate port operations and improve community waterfront access.

The building achieved a Green Building Council of Australia 5 Star Green Star rating with results compared to a reference building modelled to achieve:

- 48.4% reduction in greenhouse gas emissions
- 42.6% reduction in electricity energy consumption
- 68.1% reduction in natural gas energy consumption
- Thermal comfort levels maintained between -1 and +1 for 99.43% of occupancy hours
- 0.25 L/day/m<sup>2</sup> of potable water consumption, gaining full points in the water category

Some of the design achievements include:

- 30m<sup>2</sup> of solar hot water collectors delivering 9.2 MWh to heating with 1,080 L storage capacity for the 900 L/day demand
- 20,000L of rainwater collection used to flush 100% of the toilets and urinals.
- More cyclists using the secure end of trip facility than expected, which required adding room for 44 more bikes for a total of 93 spaces with six electric bike charging points.

Additionally, the building features a unique seawater heat exchange system to regulate the temperature of the building using water from the adjacent Derwent River in concrete floor slabs and chilled beam systems via heat exchangers. The cool

seawater is also further used to reject heat from the electric chiller, all resulting in significant reduction in electrical cooling and heat rejection energy use. Like most of the building, the seawater heat exchange system is transparent to the street and has interpretive signage to engage the public with the building.

Other sustainability initiatives include:

- High performance double glazing
- Mixed mode ventilation with heat recovery and variable speed drives HVAC system
- Fresh air supplied via fabric ductwork with chilled beams moderating the internal air temperature
- Building envelope configured to mediate climatic conditions, including sun shades to protect north-facing glazing while maintaining views across the cove
- Continuous windows allowing ingress of natural light and fresh air and manual blinds allowing occupants to manage their local environment
- Glass louvers across the western façade to mediate temperature extremes.
- Building centre punctuated with skylights and central voids to allow warm air to ventilate and daylight into the interior
- No on-site parking (sans disability)
- Bicycle end of trip facilities with 93 bike parking spaces with 6 electric bike charging points, showers, lockers and repair station
- Two separate open stairs inviting building users to ignore the lift

A critical element of the local value of this building was the ‘upskilling’ of the Tasmanian work force learning the skills and requirements to deliver high performance sustainable buildings. The knowledge and skills gained by designers, tradespersons and managers are taken to future projects, which will contribute to lowering the environmental impact from new and refurbishing buildings throughout Tasmania over time.

The IMAS facility received the following awards in 2014/15:

- Green Gown Award Australasia Built Environment category Highly Commended
- Australian Institute of Architects - National Award for Public Architecture
- Australian Institute of Architects - Tasmanian Chapter Awards:
- Alan C Walker Award for Public Architecture

- Alexander North Award for Interior Architecture
- Dirk Bolt Award for Urban Design
- Tasmanian Chapter Award for Sustainable Architecture
- Australian Property Institute (Tasmanian Division), Environmental Development Award

## Session 2

### The University of Oxford and its Colleges: The Evolution of an Estate

**PAUL ROBERTS**

Turnberry Consulting

As a Director of Turnberry Consulting, Paul Roberts has been extensively involved in a wide range of planning and development projects internationally, specialising in university campuses, sports facilities and estate-driven developments. He has led numerous strategic development projects including university master plans, development feasibility and market studies, retail and commercial schemes, science and technology projects, and sports projects.

His experience in the higher education field is expansive. Roberts has dealt with a variety of complex campus master planning issues, has had responsibility for negotiating many land-use planning and legal agreements, and has conducted numerous research projects.

Since its founding in the 1160s, the University of Oxford has evolved to occupy one of academia’s most acclaimed estates. The dreaming spires, armourial gateways, hushed cloisters and verdant gardens of its colleges, museums and libraries are the stuff of panegyric legend. And yet, Oxford’s built environment is an ongoing story – in the last decade, the University has undertaken the largest building programme in its 800-year history. It has sustained its medieval roots whilst supported one of the most advanced groups of medical sciences buildings in the world. This session explores the rich history of Oxford’s estate and the challenges involved with sustaining its quality and relevance

## Session 3

### Flipping the Funnel- A Lesson in SEM from our North American Colleagues

JODIE DAVIS

University of Newcastle

Jodie Davis is the Associate Director, UniAccess in Student Central at the University of Newcastle with two decades of experience in student services across the student lifecycle. Positions encompassing student administration, academic services, marketing and recruitment, admissions and enrolments, and online delivery have provided Jodie with extensive experience and knowledge of the higher education sector in Australia and overseas, and the internal workings of universities. Jodie has been active member of ATEM for many years and is currently the Deputy Chair (Membership and Institutional Coordinators) for the NSW/ACT Regional Committee.

Universities exist in an increasingly competitive and global environment, exposed to constant external changes. Rising costs, declining funding, technological advances, demographic shifts and higher education reforms are just some of the challenges that we must contend with to remain competitive. In the face of similar changes to their internal and external environments, North American institutions have turned to Strategic Enrolment Management (SEM) as an essential tool for creating a coherent, long-term plan for institutional success.

Drawing on the speaker's recent experience as ATEM's representative at the American Association of Collegiate Registrars and Admissions Officers (AACRAO) Annual Meeting, this presentation explores the concept of SEM and its applicability to higher education providers in Australasia. Michael Dolence, one of the foremost experts on SEM defines it as a:

"... comprehensive process designed to help an institution achieve and maintain the optimum recruitment, retention, and graduation rates of students where 'optimum' is defined within the academic context of the institution. As such, SEM is an institution-wide process that embraces virtually every aspect of an institution's function and culture." (Dolence, 1993)

This presentation aims to share new knowledge gained through the opportunities provided by ATEM's partnership with AACRAO. The core concepts of SEM will be introduced, along with the key features and examples of a SEM plan. Attendees will be encouraged to assess the applicability of SEM to their institutions, followed by a discussion of the challenges commonly encountered when introducing SEM. A brief overview of AACRAO and their Annual Meeting will also be provided.

## Session 4

### Case Study: Western Sydney University, New Science Centre, Parramatta Campus

SHANE WOOD, ANTHONY MATTHEWS

dwp|suters, Umow Lai

Shane Wood is dwp|suters' National Education Leader, he works across all studios, advising on education masterplanning, facility design and procurement. He leads a national architectural team of education experts in university, TAFE and school projects. As a senior architect, Shane is an active advocate for innovation and research in education. His portfolio includes many examples of adaptive reuse of education buildings as well as sustainability initiatives focusing on the physical, financial and social environments.

Anthony Matthews is a national Director of Umow Lai and the NSW State Manager. He leads a group of innovative Building Services engineers, who challenge the status quo in all elements of the design process. Anthony is a multi-discipline engineer, with a passion for innovation and practical sustainable design. Anthony has gained experience working throughout Australia on a variety of projects in the Education, Commercial and Health sectors.

A new \$25M Science building for Western Sydney University on Parramatta South Campus replaces the outdated facilities on the Parramatta North Campus. The new science centre delivers a state-of-the-art contemporary fit-for-purpose facility allowing for teaching and research in the physical, chemical, and biological sciences. An advanced simulation laboratory allows students to engage in high-level simulation and other blended learning opportunities.

The centrally located science research facility provides greater opportunity and engagement with industry partners across a wider geographic area.

The new facility accommodates teaching and research science facilities as well as Social Science and Psychology. The design focuses on presenting the building as a gateway to the central heart of the campus and sympathetically nestling a large three storey building amongst the heritage significant Vernon Lawn precinct buildings with a layered planning solution that maximises utilisation, integration and collaboration. A flexible informal learning precinct carried through the building bridges transparent Laboratory spaces with academic and research offices to encourage greater opportunity for integration and collaboration. The rear facade of the laboratory facilities provides a dedicated vertical and horizontal services reticulation zone with gantry access screened by semi-transparent panels.

With a limit on site electrical capacity, and an initial briefed target of 5 Star Green Star, Umow Lai, the building services engineers, set out to design an extremely low energy laboratory facility. With planned upgrades to the Parramatta Campus central thermal plant system highlighted to the team at an early stage, a 6 star outcome seemed increasingly achievable. A commitment and clear understanding to a rigorous process to achieve 6 stars was required by all parties involved at the outset of the project and was crucial to the project success.

Core to the achievement of any high Green Star rating is the ability to optimise energy efficiency for all services systems. In this vein, the New Science Building systems include a 100kW PV Array, gas boosted solar hot water and LED lighting throughout. An innovative HVAC system utilises activated building mass (Concrete Core Tempering) to efficiently deliver cooling and heating to spaces independent of airflow – particularly effective in laboratories containing fume cupboards which necessarily move high quantities of air. High efficiency dehumidification Air Handling Units were used to ventilate the building with 100% fresh air to ensure the highest possible indoor air quality for the building.

A feature of the Active Mass based HVAC system is the requirement for exposed concrete soffits to allow for the radiation of cooling/heating from above. While this was embraced and exploited for aesthetic appeal,

it introduced significant coordination challenges for the entire design team as all structural elements were exposed, and no ceiling voids were available to conceal the myriad of services required to complete the building.

Through utilisation of detailed 3D computer modelling (BIM) the whole design team collaborated to deliver a highly coordinated building solution that maximised the positive appeal of a high spec exposed concrete finish while fully servicing the building via a combination of exposed, cast-in and cleverly reticulated services elements. The presence of an external services gantry, introduced at the concept stage, also assisted by allowing all major air handling plant as well as fume cupboard exhaust flues and the majority of lab gas and hydraulics reticulation to be located external to the building envelope.

With a change to the planned Central Thermal Plant upgrades and the requirement for significant cost savings to be realised in order to meet the project budget, the entire design team had to face the significant challenge of meeting original targets from a different base line. This required close collaboration between the Architects, Structural and Services Engineers, University and the appointed Managing Contractor and sub-contractors to closely scrutinise the proposed cost savings measures for their impact on building performance.

Site constraints such as a high pressure Caltex fuel pipeline imposed strict building and excavation restrictions challenging design and construction approaches. The adjacent rail line involved innovative solutions to deal with sensitive laboratory equipment subject to electromagnetic interference and vibration. The heritage and archaeological significance of the campus and precinct of buildings required a lengthy process of design reviews, archaeological testing and approvals with local authorities.

By forming a close working relationship between all parties, the design team were able to successfully integrate seemingly contradictory goals into a final solution that has successfully met all the requirements while resulting in an exciting educational facility for staff and students alike. Success of the final outcome is testament to a true collaborative and integrated process.

## Session 5

### Rhetoric Versus Reality: Creation of New Professional Staff Leaders

**JULIE GRAY**

University of Wollongong

Julie Gray is the Technical Services Manager in the faculty of Science Medicine and Health at the University of Wollongong. Julie manages a team of approximately 45 technical professional staff who underpin the research and teaching within the faculty. Julie has worked as a manager of technical staff for over 25 years and has a passion for both personal and organisational continuous improvement. She promotes career development in the team and business improvement where possible. Julie began her working career in Science, and in early years learned people management 'on the job'. Julie is an advocate for education of all staff, including managers, in Emotional Intelligence. Julie is also the chair of the UOW central WHS committee.

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The tertiary sector is wrestling with novel issues and events. The only certainty is uncertainty - that is the rhetoric. The reality is that we must continue to operate in an environment in which almost anything might happen tomorrow. The change that is occurring is sometimes voluntary and sometimes forced. The only consistency is that it is happening everywhere.

The realignment of the faculties at University of Wollongong, forming five mega faculties, necessitated massive change in management structures. Science Medicine and Health was no exception. I became a new manager, in a new role, in a new faculty, with a large team formed of existing technical professional staff. They were drawn together from assorted faculties and schools.

Acknowledging a generalisation: - technical staff tend to be specialists who prefer to just get on with the job. Unlike some other groups of professional staff at universities they do not aspire to lead or to manage. They tend towards reticence, and if there is a sliding scale of change aversion, they are mostly located at the far end.

From within this newly formed group an internal structure was developed to create teams and team leaders. Existing staff groupings and the services being provided were taken into account. The new

leaders were supported as they developed their interactions with each other and their teams. There was a focus on empowering all staff to think more outwardly; to consider anything new in a positive way, and to evaluate every situation before forming a response. A culture of leadership at all levels was the goal.

I will present some of the potholes that we struck, and some of the pitfalls into which we tumbled along the beginnings of this journey. It is still evolving. The large size of the group made the creation of an internal structure urgent. This led to a "Ready, Fire, Aim" approach and as a result there have been two years of reviewing and refining the teams. Some of my expectations of me, the team leaders, and the teams have been met, and some exceeded. Many are still a work in progress. Some team leaders have excelled.

There is continual change and churn; at the micro level, I feel my team reflects the sector as a whole.

## Session 6

### Tertiary Student Leadership & Australian Philanthropy

**NIKI CALASTAS**

Monash University

Niki Calastas has been the Economics Department Manager in the Monash Business School since August 2014. She manages department operations and professional staff development, while collaborating on strategies to increase efficiency, transparency and staff engagement. From 2005-2014, she was the Administrative Director for Stanford University's Public Policy Program. In this role, she assisted with developing a new graduate MPP degree program, including 12 joint degrees across the University, creating a student career portfolio, including the development of a student/alumni mentoring database and social network strategy, and coordinating the Stanford in Washington student internship program. Niki received her undergraduate degrees from University of California, Irvine and a master's degree from University of Melbourne, where she later served as an inaugural member of their Alumni Council. Niki is an ATEM Fellow, a member and coach at Hawthorn Rowing Club and serves on the board of the Hurliman Scholarship Foundation, based in Colorado.

Students engage with a variety of experiences outside of the classroom while at university. Whether focused on athletics, music, an academic discipline, or social justice, co-curricular and community engagement opportunities are important components of the higher education learning experience. Simultaneously, Australian universities are looking at strategies to better engage alumni for a variety of reasons, including developing and maintaining industry partnerships, degree promotion and student mentoring. The continued possibility of funding deregulation at the national level has meant that university management is also looking to engage alumni to serve as career advisors, to assist with marketing and recruitment, and as financial philanthropic contributors.

According to various studies, engaging in leadership roles while at University are the best predictors of successful managerial performance after graduation (Howard, 1986 and Pascarella & Terenzini, 1991). A 2001 study which assessed data on former students from fourteen universities in the United States found that, “Alumni who had leadership positions in extra-curricular activities gave more than those who did not” (Clotfelter, 2001).

However, there hasn’t been any research conducted on the connection between student leadership at the undergraduate level and philanthropic tendencies after graduation in Australia. In particular, is there a correlation that exists between student leaders and alumni giving? Even more so, what types of student leadership activities (i.e. volunteering, sport, residential, political, degree/discipline based) strongly correspond to alumni giving and which are weaker? How would these results suggest opportunities for university programming and development initiatives?

This presentation would provide a historical context of Australian University philanthropy, especially in the context of a graduates ‘alma mater’. What are the main differences between the American and Australian University philanthropic environments when it comes to student engagement and leadership? What are some key translatable strategies for the Australian University context (taking into consideration campus size, population and location), and which should not be replicated? Should student leadership initiatives be given additional financial resources if there is a return on investment from an alumni perspective?

Bringing in both qualitative and quantitative research

on alumni engagement, this presentation will be particularly insightful for Australian university management and staff involved with student leadership.

## Session 7

### **Special Presentation: AUA My Brilliant Career?.....Why Nobody Wants to be a University Administrator**

KATHRYN WHITTINGHAM

Macquarie University

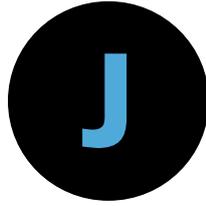
Kathryn has over 26 years’ experience of university administration from both the UK and Australian HE sectors. Her roles have included responsibility for student administration, quality assurance, governance, planning, research admin, and student recruitment at both faculty and ‘central’ levels. Kathryn has held her current role as Head of Student Administration at Macquarie University in Sydney for 2 years.

Most people – both in ANZ and UK seem to ‘fall’ into university administration by accident. It is rarely, if ever, an aspirational career choice for teenagers/ young people. Based on the presenter’s experience in her career to date, and an examination of MBTI types within her current department, we explore why that might be....

## CONCURRENT

Wednesday  
14 September

11:10am – 12:00pm



### Session 1

#### **Buranda Student Accommodation: Creating a Home Away from Home**

SARAH MCMAHON, PETER BATES

Woods Bagot, UniLodge

Sarah McMahon is passionate about the integration of interiors into a building's shell in order to achieve optimum function, aesthetics & economies of material and project cost. Her strength is in the expression and execution of the 'big idea' – making for spaces that not only meet budget but exceed expectation and are a source of delight for the client, end user and visitors alike.

Peter Bates joined UniLodge as Chief Executive Officer in September 2006. UniLodge is a privately owned market leader in the operation and management of student accommodation across Australia and New Zealand providing a home away from home for more than 12,000 residents annually. Prior to joining UniLodge, Mr Bates held Senior Executive roles within Lend Lease.

How do you create a home away from home for over 1600 tertiary students whilst satisfying the demands of developers, accommodation providers and the Brisbane City Council? This was the challenge facing architects of Australia's largest off-campus student housing development currently being built in the Brisbane suburb of Buranda.

Singapore Developer Wee Hur Holdings purchased land directly adjacent to the Buranda train and bus stations, ensuring easy access to the CBD as well as three of Queensland's major universities. Stage 1 of the development, to be completed in 2017, will yield 1608 student rooms and 7 commercial tenancies across two towers of 25 and 14 levels. Both towers are connected by a podium at level two and retail tenancies on ground level. UniLodge were appointed as managers of the facility, bringing an explicit pastoral care approach which has further impacted upon the building's design.

Student accommodation is generally associated with small rooms, shared bathrooms and often not much more. However the Buranda project differs in that UniLodge have set out to create a home away from home that fosters community and looks out for student welfare. The premise is that UniLodge staff will connect directly and frequently with students through simple activities such as collecting mail. A vibrant student culture is anticipated to revolve around the Level 2 podium, featuring shared student kitchen, dining, lounge and social spaces, recreation amenity and – importantly – informal study spaces. UniLodge will manage formal and informal events to foster and support the student community.

Apart from the student rooms (some including their own bathroom) architects Woods Bagot initiated a number of design principles to promote high rise livability. These principles include orienting the building to optimize environmental conditions and views, creating sky gardens at every third level and locating student common spaces at the end of each floor plate.

This presentation will detail operational and design considerations in developing the Buranda student accommodation project, demonstrating that financial viability and a vibrant student experience do not have to be mutually exclusive.

### Session 2

#### **Partnering – Bridging the 'Great Divide'**

HELEN HUME, DR YVONNE CHENG

University of Technology Sydney

Helen Hume is currently Faculty General Manager in the Faculty of Science, University of Technology Sydney. She has extensive experience in the tertiary education sector, starting in a governance role at the University of Queensland and including significant time in the UK, including nine years at the University of Manchester. She has been involved in major change projects and having led the Student System Office in Manchester at the time of implementation of a new system, she has an interest in business improvement projects and the interplay of IT systems and streamlining business processes. Helen oversees a large portfolio in her current role, ranging from space management to forecasting workforce profiles. Her role sees daily collaborations with her academic and professional

colleagues, creating numerous opportunities to forge new ways of working to make the Faculty of Science a leader in implementing many of UTS's strategic projects.

The 'Great Divide' between academics and administrative staff is notorious in University circles – the creativity and individualism of academics leading to comparisons with herding cats and the bureaucracies of the professional services being likened to Big Brother states.

However, the paradigm of the academic leader being drawn from amongst the ranks as a 'first among equals' has been overtaken by the increasing demands for academic leaders to act as Executive Managers. Increasing numbers of roles are recruited via external search processes, including use of specialist recruitment consultants. Simultaneously, professional services have developed more specialist roles, leading to professional staff with expertise in fields such as project management, research development and organisational development. This has led to increased collaboration between professional and academic staff to deliver strategic and essential projects.

At the University of Technology Sydney, the Faculty of Science has undergone a substantial period of change and restructure. Commencing in November 2013, the Faculty set about consulting on, and achieving a restructure, which by April 2015 came to fruition with the establishment of two large multi-disciplinary Schools. Having established a structure that could underpin cultural change and enhanced research performance, the Faculty embarked on a new program of works under the umbrella of the 'Academic Excellence in Science' project.

Through the Academic Excellence in Science project, the Faculty of Science has reviewed and updated its academic workload allocation scheme; established academic benchmarks for performance at each level; overseen a reinvigorated work planning process; and is now overseeing projects on workforce planning and professional development for academic team leaders and other academic staff.

After a brief survey of the literature on the changing nature of the relationship between academic and non-academic staff, this presentation will focus on the case study of the academic/professional services partnerships that have developed through

the Academic Excellence in Science project. This presentation will explore how a small to medium-sized Faculty of Science deals with and manages change, future planning and external impacts in a collaborative manner involving both academic and professional staff.

Particular emphasis will be focused on the experience of key professional staff in gaining the trust and respect of their academic peers to establish a partnership of equals. This has allowed academics in the project team to act as 'champions' to successfully promote the changes to their academic colleagues, and importantly get 'buy in' at the local level.

This success was underpinned by effective and methodical project management techniques that ensured appropriate governance; open consultations for staff feedback on the changes proposed; and implementation within short timeframes.

The Academic Excellence in Science project illustrates that effective partnerships can be built between academic and professional staff to deliver significant and culture-changing projects that allows the Faculty to respond proactively to external impacts.

## Session 3

### Full Frontal – How Exposed Are You? When Your Staff Become Your Students

[ROBYN CAUSLEY, NICOLE BERTA](#)

[Western Sydney University](#)

Nicole Berta has worked with Western Sydney University since 1992. Working in areas such as Student Administration, PG Research and Campus Safety and Security, Nicole has gained experienced in many different aspects of university administration, giving her a very rounded view of the experience for staff and students.

Whilst working in the Student Experience portfolio, Nicole has assisted with many of the online form development projects, including the Advanced Standing eForm, Pathways credit eForm and the direct online application. She has also won an award for Excellence in University Sustainability, whilst with Campus Safety and Security for the introduction of the Bike Patrol. Currently working in Admissions, Nicole is also studying part time in the Executive Master of Business Administration at Western Sydney University.

Robyn Causley has been working in Student Administration since late 1989 and in that time has worked at 3 higher education providers. Currently, Robyn is the Admissions Manager at Western Sydney University, encompassing admission of Domestic undergraduate and post graduate students, development and operationalisation of alternate pathways programs.

During her time at Western Sydney, 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, electronic processes for advanced standing applications assessment and precedents.

Robyn is the recipient of an award for Excellence in Professional Service for her contribution to the Blue Mountains Stay On Track program and a Commendation for Excellence in Professional Service for her contribution to the introduction of an online enrolment system.

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Many universities employ their own students in casual or temporary roles. The students working at universities frequently provide feedback on university activities and appropriateness of communications, but this feedback is often informal and localised to the area in which the student is working. There may also be a perception that these students do not actually understand the complexities of the sector, so their feedback can be underestimated, or dismissed.

However, when you have long standing members of staff enrolling in courses, it is much harder to dismiss the feedback they provide on the basis of lack of understanding the complexities.

One of the buzz phrases around in the sector at present is 'student centric'. How do you stack up in being student centric when your student critics are also your staff? What opportunities are there in leveraging the student experience of your staff? These staff deliver your reality in their jobs, but have a front row seat to hear the rhetoric. As they see both sides, their input can be vital in achieving real change.

We recently enrolled in post graduate studies at our own university and some of the things we discovered about communication and understanding the needs of students were surprising/distressing/embarassing/empowering. The challenge now is feeding our experiences into the continuous improvement processes of our university.

We have learned so much about how small changes can have a big impact on students and their experience. Some seemingly benign changes can result in feelings of anxiety, stress, confusion and frustration. Conversely, decisions that are agonised over, have multiple committees working on them and are big budget spends for a university are unremarkable in the eyes of many students.

Time to tell all, the good, the bad and the ugly. There is plenty to talk about in all three categories. Our presentation will focus on our key learnings in the areas of communication and general service, including the effectiveness of point in time communications, how many emails a week are too many, the perception of bias when staff 'out' themselves in class and the moral obligations (perceived and/or real) of staff to uphold the policies and rules of their university.

## Session 4

### Change Management Vs Cultural Change

ALEX HANLON

University of Canterbury

Alex is the Director of Learning Resources at the University of Canterbury where she holds responsibility for construction and property; information technology and the University libraries. Charged with leading the re-energising of learning spaces and digital learning delivery, Alex is in the middle of rebuilding the University as it recovers from the 2010 and 2011 earthquakes.

Her career has spanned a variety of roles in the higher education, public and private sectors.

She has drafted legislation, coordinated political campaigns, managed financial reform, developed and delivered shared corporate services in Universities, designed and implemented business marketing and communication strategies for new businesses, delivered master plans, worked as a business coach and political lobbyist, delivered business improvement initiatives in the public and private sector, designed software products, managed large scale field logistics for an American Presidential primary, advised a Minister and moderated a United Nations Youth Conference.

The context for change management and cultural change in tertiary education is dynamic.

Universities demand performance, understanding in detail how we can be the very best we can be is important not just for the organizations we work for, but for the societies and communities that we live in.

### What is change management?

Change management is the systematic approach to transforming from one state to a future desired state. While there are a variety of models, at UC, we use the ADKAR model. The ADKAR model was developed by Jeff Hiatt of PROSCI and first published in 2003. The model achieves individual change by focusing on activities to achieve an outcome at each stage. Progress is able to be measured as the activities of each stage are completed.

### What is cultural change?

Cultural change is the organisational approach to modifying organisation wide norms and behaviours with the intention of affecting of organisational transformation. Cultural change is difficult to affect, not just because culture is difficult to define, but also because starting the cycle of cultural change requires a combination of agile leadership and change champions that must breed success, autonomy and recognition if cultural change is to succeed.

### Human Synergistics, OCI/OEI

Human Synergistics uses a Circumplex model developed by psychologist Dr. J. Clayton Lafferty. The purpose of the tool is to break down individual behavior into 12 behavioural styles, for the purpose of identifying and measuring behavior.

The application of this tool is taken further with the Organisational Culture Index & Organisational Effectiveness Inventory, two tools that measure behavior and cultural norms at a department level and map surveyed behaviors to causal factors, which provide the levers for team development and change.

### How UC uses the ADKAR model

The ADKAR model is used in the context of project management. Prior to the earthquakes change management had occurred in a variety of different ways. However with so many initiatives and so much change underway, it was very clear that the “noise” of using multiple models of change would end in the mass confusion of the UC community, so the ADKAR model was selected.

Overview of how ADKAR fits with UC standard construction project management process

Overview of how ADKAR fits with UC standard IT/business project delivery process

Strengths; common language, faster take up of the model, simple; activity based.

Weaknesses; Can sometimes feel trite, given how change may effect individuals and teams.

### How LR in UC uses OCI/OEI to affect cultural change

UC has initiated the use of OCI/OEI to support cultural change in the Learning Resources department (LR). The LR department comprises 350 staff employed in construction and property, information technology and library functions. LR initiated cultural change over 12months ago. Since that time our approach, has challenged the leadership team, and seen teams growing new skills and attitudes that are already challenging convention.

In LR we regularly talk about attitude and behaviour, recognising the criticality of both to successful change. Throughout all levels of the department we are constructively engaged in planning for and initiating change. Teams initiatives address the causal factors that score highly and are pervasive for them. Initiatives are of interest to and tailored to the particular needs of each team.

Strengths; common language, creates a future preferred vision (what success looks like), rapid take up amongst teams, autonomy that supports innovation, progress is able to be measured, clear identification of barriers to success. In university context rigorous academic and psychometric testing standards are helpfully persuasive.

Weaknesses; Initiation stages takes time which can be at odds with a more impatient organizational culture; confronting for individuals; takes time to successfully achieve.

### Complimentarity of change management and cultural change

Projects are by their very nature, temporary efforts to achieve specific outcomes. The focus here is on method and work practices, the specific performance of individuals in achieving benefits beyond the end of the project, while addressed does not resonate beyond the end of each particular project.

Cultural change in comparison is far more personal and can be quite pervasive in its consequences. Because it is behaviour and attitude based, it is potentially extremely confronting for individuals, but because if acted upon it has the ability to unlock repressed capabilities, it is critical to building high-performing teams.

The UC experience would indicate that there is little need to consider an either or response to change management and cultural change. In fact, both methods have their usefulness and place in a wider organisation strategy.

A modern, two-tone armchair with orange and grey upholstery is positioned in the foreground of a large, industrial warehouse. The background is filled with tall, metal shelving units stacked with various materials, creating a sense of depth and scale. The lighting is dramatic, with strong shadows and highlights.

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## Session 5

### Team Management X Leadership X Organisational Culture 101

[STEPHEN GRAY](#)

UNSW

*Stephen Gray has worked in tertiary education administration and management for ten years. Since 2011 he has held the role of Centre Manager at the Australian Research Council Centre of Excellence for Climate System Science which is led by UNSW.*

*In 2014 Stephen was awarded a Master of Tertiary Education Management from the LH Martin Institute at the University of Melbourne. Stephen's research interests include the identity and status of professional staff, university management, organisational culture and the effectiveness of cross institutional research centres. Stephen has spoken at numerous conferences in Australia and overseas and is a published author.*

As leaders and managers we have at our disposal a plethora of tips, tools and techniques to enhance the performance of our teams - whether large or small. As motivated and engaged higher education professionals we are exposed to a wide range of leadership development opportunities and are familiar with the mantra that effective leadership comes from within.

But what about the external environment? What role does ingrained culture play? Is culture fixed or malleable?

As middle managers we are seldom able to determine many of the structural aspects - such as size or composition - of the teams we lead. This is where an understanding of some basic tenets of organisational culture becomes relevant. What is this intangible quality we call culture? Is it possible to influence the culture within our teams or our broader departments whilst working within the structures we've been given? Can a culture shift lead to a performance lift? What is the role of leadership in influencing workplace culture and what other levers and controls are available?

*Barnard* This presentation will provide a critical synopsis of a selection of foundational literature on the topic of organisational culture. Seeing as much of what has been written on the topic relates to the corporate world, discussion will turn to some

of the unique challenges faced by professional staff managers working in academic environments where different work values and cultures coexist to varying degrees of (dis)harmony.

The presentation will traverse both theoretical and practical topics, with opportunities for personal reflection and small group interaction.

## Session 6

### Pulse: The Student Voice – The Need to Listen

[PETER BARNARD](#)

Southern Cross University

Peter Barnard is the Student Success Project Officer within the Office of the Deputy Vice Chancellor (Education) at Southern Cross University. He has worked in the higher education sector in a variety of professional roles since 1994, ranging from Admissions Manager, Student Centre Manager, Student Recruitment, to agile project teams implementing institution wide IT systems. He developed the load management tools SCU used for many years prior to moving to a trimester model. Peter works alongside the Student Engagement and Retention Team and focuses on institution wide strategies regarding the student experience. He is currently enrolled in a Masters of Business Analytics at Deakin University.

Pulse is a unique on-line real-time interface for students to post feedback (positive and negative) to the university and to ask questions. Posts and responses from Southern Cross University (SCU) are available for all to see, and students can agree or disagree with the post. Students can post anonymously or log in to receive a personalised reply. Pulse is an intuitive, quick and transparent communication channel between students and the university, designed specifically to better understand and improve the student experience. It has become an excellent mechanism for university management to become aware of and understand the issues important to students. After more than two years of operation and thousands of posts, Pulse is now an important tool embedded in the psyche of the institution, loved by students, loved and hated by staff.

This distinctive channel of communication has made the university much more transparent and accountable, which has led to its share of supporters and detractors, resulting in significant but positive cultural changes within the organisation. Pulse is administered by the recently formed Student Engagement and Retention Team with complaints, comments and commendations being forwarded to relevant staff including members of executive for noting/approval. It has given SCU the opportunity to respond to student feedback in a new and timely way and ensures the institution can be communicated with at an individual level, yet providing a platform in which all students participate in the discussion.

An internal review was conducted in 2015 to determine the measurable and perceived impacts of Pulse, and to decide if it should continue. The most contentious issue was the ability for students to post anonymously (65% of posts) and the subsequent impact on staff morale as students were free to say what they wanted (after moderation). This anonymity is a double edged sword giving students a platform to freely express whatever they like, but at the same time giving them the safety to post honest feedback and questions without fear of retribution. This remains Pulse's greatest strength as well as its greatest area of conflict. During the internal review 76% of respondents wanted Pulse to continue.

Students do feel like they have a voice with Pulse and can directly see how the university is genuinely concerned about their experience, whilst at the same time being able to communicate how complex some issues are to resolve. It has created a more collegiate relationship between staff, as well as between staff and students on their shared journey.

This session will cover the evolution of Pulse, the pitfalls and highlights, and the lessons learnt along the way.

## Session 7

### **Working Out Loud: DIY Career Skills for the 21st Century**

**MARGARET L RUWOLDT, MARY LOUISE HUPPATZ**

University of Melbourne

A chance meeting at TEMC 2012 led to a continuing creative partnership between Mary-Louise (ML) Huppertz and Margaret L Ruwoldt, who discovered a shared passion for learning and for injecting new ideas into the workplace. ML is Manager Strategy and Planning for the Melbourne Graduate School of Education. She is the ATEM Bass Region Chair of the organising committee for TEMC 2017. Margaret leads a team of analysts in the Student Experience Projects portfolio and is also a member of the TEMC 2017 committee.

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Have you ever wondered why some people seem to get all the opportunities, while others struggle to be recognised for their achievements?

In the modern workplace success is about more than just being lucky. All over the world employees are breaking organisational boundaries and making individual connections based on their common interests. Through email and Yammer and Facebook and Twitter and Snapchat and Instagram we are swapping stories, sharing information. Those conversations are replacing the org chart as the most effective way of solving problems and improving services.

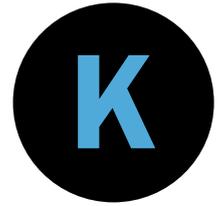
Thanks to these 21st-century ways of working, you now have more control than ever over your career and your professional development. Working Out Loud is a simple method for building your professional network in ways that offer value to each participant. The structured 12-week program helps you to change your working habits, so that you continue to nurture and build those relationships.

By investing an hour or two each week in Working Out Loud, you can acquire new knowledge, build your professional skills and open up new opportunities for yourself and for the other people in your network. WOL can even help you get more benefits from attending conferences like TEMC!

In this session we will briefly describe what we

learned from implementing Working Out Loud at our university. We will lead you through a series of short exercises to teach you the basic WOL technique. And we will invite you to join a growing world-wide community of people from all walks of life who are Working Out Loud – for a better career, a better organisation, a happier you.

**CONCURRENT**  
**Wednesday**  
**14 September**  
**1:00pm – 1:50pm**



## Session 1

### **Addressing Thermal Comfort Needs Without Breaking the Bank While Keeping the Occupants Happy**

[JAMES HEPI, GARRIT SCHOT](#)

Deakin University

James commenced his career in the Building Industry in 1980 as a Carpenter and Joiner. He progressed into his own building business, which he conducted for 18 years. He then moved into Facility Management and then Project management. He has been in the educational sector since 2005.

James worked for both Box Hill and Kangan Institutes before moving to Deakin University's Facility Services Division. During this time he undertook a diverse range of projects ranging from infrastructure, maintenance works, building refurbishments to major HVAC upgrades.

He successfully delivered the complicated Thermal Comfort Project involving installation of centralized plant and distribution of chilled and heated water across 5 occupied buildings. The project was achieved within a tight timeline of 38 weeks. James's managed the construction team and stakeholders engagement. On site each day he dealt with any issues that cropped up and addressed them without impacting the project timeline and deliverables.

Garrit first joined Cundall Australia in 2005, after gaining three years international experience in Cundall's London office. He became Director in 2013 and leads the building services team offering in Australia. Garrit has over fifteen years' experience working for leading consulting and contracting engineering firms, including project work in the UK, China, Fiji, Sudan, New Zealand and Australia.

Garrit's time in the building services industry has given him a broad base of experience, across a range of new and existing buildings. He is particularly focussed on delivering environmentally responsive, practical and

energy efficient buildings that provide a positive long lasting effect on building occupants.

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The Thermal Comfort Project, at Deakin University's Burwood campus, was a \$14.3 million project to provide thermal comfort across a number of major buildings that had no mechanically assisted ventilation or air conditioning. The Project responded to widespread and intractable staff complaints about environmental conditions and was supported by an in depth study that both identified and prioritized the problems.

Since the introduction of Trimester 3, and subsequent increased usage of teaching spaces, there had been an increase in work requests and complaints from students and staff within these buildings. In the 12 months prior to the approval of the Project, Facilities Services Division had received more than 100 complaints relating to excessive heat and lost time by staff.

The complexity of the problem was exacerbated by the fact that a large amount of Deakin's floor space at the Burwood campus was being provided in 'legacy' buildings, some dating back over 40 years. A standard approach to these types of problems had been to simply provide packaged air conditioning. This was seen as being both high cost in delivery and operation and a poor outcome in terms of sustainability. Demolition and replacement of buildings was considered but was estimated to far exceed available funds while causing major disruption to the campus.

A solution that provided a mix of central plant and an integrated program of major upgrades was decided on by the University. The program would involve major works on 24 floors within five discrete buildings across the campus. To successfully meet strict timelines, and optimize the integrated solutions proposed, the works would need to be carried out concurrently. This needed to be done with minimal disruption to the building's occupants and maintaining the ongoing operation of the University.

At the same time the Thermal Comfort Project was being proposed the University had a major program underway redeveloping and refurbishing significant space on the campus following the opening of a major new building. This presented opportunities to consolidate and decant while also adding to the potential for disruption on the campus.

To succeed the program would need to be well

integrated across the campus, require an extensive but inclusive communications strategy and adhere to the strict timelines agreed by the University. It did, with the Thermal Comfort Project being delivered on time and on budget.

This session will share the initial brief, the difficulties addressed in developing the project, the solutions implemented, how sustainability was addressed, the communication strategy adopted and how campus disruption was minimized. The technical solutions adopted by the project will also be outlined.

The problems addressed by Deakin within this project are similar to those facing many other universities across Australia and New Zealand; aged building assets, a need for improved infrastructure, heightened expectation of work environments, delivery of a complex project in a constrained environment and the need to deliver a sustainable outcome.

Learning outcomes:

- The process for the prioritization of competing demands.
- Using a detailed communication plan and stakeholder engagement process.
- Aligning a roadmap across the timeframes of planning and organizational decision making.

## Session 2

### **Peter Karmel Travel Award The Women's Leadership Journey**

[VICTORIA BLACK](#)

University of Wollongong

## Session 3

### **Design Thinking..... the Why, the What and the How**

[CAROL HARDING](#)

Australian Innovation Research Centre

Carol Harding is a design thinking practitioner and organisational innovator, helping to create smarter solutions. She is Deputy Director of the Australian Innovation Research Centre at the University of Tasmania - supporting our governments, universities, businesses and communities to build innovative capability. Carol is a lead designer, trainer, workshop/meeting facilitator and mentor.

'Design Thinking' is a problem solving tool. It's a systematic process and mindset - with a human focus - that enables the creation of innovative solutions. It's the smart way to not only address problems and opportunities but to also create better services, policies, strategies, products, processes, communications and programs. Innovation - we talk about it a lot. And we all know WHY we should be doing it. But do we actually know HOW to go about it? Design thinking provides the way. Companies recognised internationally as being the most innovative - Airbnb, Uber, Apple, Coca Cola, IBM, Nike, Starbucks and Walt Disney - all use design thinking to innovate and come up with creative solutions to their problems and opportunities. While Australia and New Zealand have been slow to embrace it compared to other countries, design thinking is now being adopted by many of our leading businesses and our more innovative government departments. It's also being used to address challenging problems facing society. Isn't it time the tertiary education sector hopped on board and started to reap its benefits? This presentation will provide the 'aha' insight into why design thinking is life changing - professionally and personally.

## Session 4

### **Never Let a Good Crisis Go to Waste: Seizing the Opportunities from the Christchurch Earthquakes**

[JEFF FIELD, JACQUI LYTTLE](#)

University of Canterbury

Jeff Field is Registrar and Assistant Vice-Chancellor at the University of Canterbury and Secretary to the University Council, roles which involve: membership of the Senior Management Team; advice and support for the Vice Chancellor and Chancellor; management of governance through the University Council and its committees; responsibility for strategic planning; responsibility for policies and statutes; responsibility for legal and regulatory compliance; responsibility for risk and emergency planning; responsibility for student discipline.

Following the Canterbury earthquakes of 2010 and 2011 he managed the University's insurance claims and led the negotiation team which achieved New Zealand's then-highest insurance settlement of \$550 million. He continues to work on a number of major strategic projects for the Vice-Chancellor.

He has worked at the University in a variety of roles, including communications, public relations, fundraising, publishing, international affairs and marketing. He did BA and MA degrees at the University of Canterbury, graduating in Psychology with First Class Honours. He trained as a secondary school teacher, graduating with distinction from the Christchurch College of Education, and taught Mathematics before undertaking a Postgraduate Diploma in Journalism at UC and embarking on a career as a Journalist. He worked in print and television media and was Chief Reporter for Television New Zealand in the Canterbury region before taking up employment with the University.

His professional and public service activities include being a Justice of the Peace and a member and chair of a number of charitable trusts. He is a Chartered Member of the Institute of Directors, a member of the Fundraising Institute of New Zealand and the Public Relations Institute of New Zealand, and is internationally Accredited in Public Relations (APR).

Jacqui has worked in the tertiary sector for over 15 years, most recently in the role of Senior Risk and Insurance Advisor at the University of Canterbury

in Christchurch, New Zealand. Jacqui's current line management responsibilities include risk, strategic insurance, compliance, business continuity and emergency management.

As part of the Emergency Management Planning Group, Jacqui has been charged with planning and implementing a comprehensive emergency response strategy for the University since 2007. That planning came to fruition following the seismic activity in Canterbury in September 2010 and beyond. In addition to being a founding member of the planning group, Jacqui has a frontline role in the emergency response and has also worked with university personnel in recent years on their business continuity planning to ensure that business recovery is not hampered by poor preparedness.

Following the earthquakes of 2010 and 2011, Jacqui worked closely with the University Registrar to manage the substantial insurance claims that were ultimately settled in late 2014 for \$550M.

In addition to managing the inputs for the University's strategic risk register, Jacqui has also been working extensively in the travel risk space for the last two years to better understand and prepare our increasingly mobile and at risk travelling staff and students for the uncertainties faced by global unrest.

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The University of Canterbury (UC) was in very good heart in 2010, with record enrolments, high reputational regard and a bright future. Then came the earthquakes of 4 September 2010 and 22 February 2011.

They were devastating for the region and posed a serious threat to the University:

- All 240 buildings were damaged and a number had to be closed
- The University had to close its doors for several weeks
- The city's infrastructure and facilities were badly affected
- Some 23% of the student roll departed, disproportionately first-year, mature and international students
- A number of staff left the region and some did not return
- There was a real risk of failure of the institution or a significant reduction in quality and scale

The University's recovery has been remarkable,

supported by its staff, students and key stakeholder groups, including the Government.

This presentation will describe the challenges faced, the lessons learnt and the responses that have contributed to UC's rebirth as a dynamic, innovative student-focused institution.

#### 1. Emergency management

UC was well prepared for an emergency. Elements included:

- Comprehensive emergency management plans, response systems, teams and facilities
- Decisive leadership at governance and management levels
- Engagement and support from the staff and student bodies

#### 2. Key early decisions

UC had to be closed in the immediate days after the earthquake because of risks on campus and throughout the city. But within two weeks the decision was taken that UC would reopen and commit to delivering a full year's programme of tuition and research. Actions taken to enable that included:

- A multi-channel communications programme
- Empowering academic staff to seek community venues for teaching
- Erection of a number of temporary facilities
- Rapid development of distance and blended learning technologies

#### 3. Making the most of our insurance policy

UC was part of the New Zealand universities collective with a policy maximum per event of \$550 million. The insurers accepted UC's position that we were going to mitigate the business interruption claims. In return they agreed to show flexibility in the material damage claim response to support our recovery plans. Key elements were:

- Funding the costs of alternative teaching venues
- Funding purchase, erection and fit out of 104 12m by 12m modular buildings
- Funding emergency repairs and earthquake-related reinstatement works
- Unprecedented agreement to fund regular

forward payments of claim proceeds

- Partial cash settlements on some buildings UC did not want to reinstate
- Allowing co-investment by UC and the Government

A New Zealand record global settlement of \$550 million

#### 4. Gaining the support of our key stakeholders

Students and staff are obviously fundamental to a university and UC was very well served by both groups.

- The work of the Student Volunteer Army transformed perceptions of students through their community engagement
- Staff showed enormous flexibility and willingness to change their way of work
- The support of the Government, the Minister for Tertiary Education and the Tertiary Education Commission was critical.
- As a result UC, Government and the insurers have co-invested in a \$1.2 billion programme of physical transformation

#### 5. Lessons Learnt

The resilience of organisations in Christchurch, big and small, was tested by the seismic events of 2010, 2011 and beyond. We learnt that our emergency management and business continuity planning served us well in adapting our response to meet the events. The recovery has not been without its challenges, has not been linear but its success has been a testament to the resilience and agility of the organisation.

#### 6. Going beyond recovery to transformation

Churchill's adage about not wasting a crisis resonated at UC. Change was inevitable and opportunities have been taken:

- The built environment has been upgraded and reconfigured
- Teaching delivery has been transformed
- There is greater research collaboration across campus, with other organisations and with industry. UC is embedded in the recovery of Christchurch and Canterbury.

The most enduring legacy of the recovery and rebirth

may well be the graduates we produce, with four key graduate attributes being added to the traditional excellence in a chosen discipline:

- Employability, Innovation & Enterprise – having the skills to create solutions and the ability to use them in workplace settings
- Community Engagement – interacting and taking part in social groups to give back to society
- Bi-Cultural Competence & Confidence – having awareness and knowledge of cultural equality
- Global Awareness – engaging work with an international perspective

## Session 5

### Leadership, Energy Management and Motivation as a Lens for Understanding Tertiary Education Management Practice

[DR HEATHER DAVIS](#)

[LH Martin Institute, The University of Melbourne](#)

Heather is the Program Director-Awards and joined the LH Martin Institute in July 2012. She holds a BBus (RMIT), Master of Professional Education and Training (Deakin) and PhD (School of Management RMIT).

Heather's background is in research management, knowledge work, adult education, librarianship and professional development. Her research interests include university leadership and management, distributed leadership, qualitative inquiry, social complexity theories and e-learning.

Heather teaches in the Institute's Graduate Certificate programs and Master of Tertiary Education Management. She is also Program Manager for the Emerging Leaders and Managers Program (eLAMP).

This presentation considers the contexts for leadership and work in tertiary education at a time described as volatile, uncertain, complex and ambiguous (VUCA) and where, more than ever, the creative energies of all who work in knowledge-intensive enterprises like ours are called upon to meet these challenges.

Professional staff leadership and practice for these times is usefully captured by the idea that 'leaders are in the business of energy management' (Kets

de Vries, 2003, p. 111). This lens allows us to focus upon the capacities to work with complex, turbulent and fast moving contexts of professional staff work today. It allows us to consider our preparedness to increase the levels and depth of learning necessary to fuel innovation—not only for the nation but also within our own institutions—as we embark upon necessary service improvement.

The idea that energy management is now a key leadership responsibility may be novel but it nevertheless provides a useful lens to consider whether we are ready for the significant changes ahead. Taking this frame, we can locate leadership studies and practice for professional staff that move from “the ‘the leader’ as control agent, to ‘leading’ which opens up spaces to consider more creative, shared and collaborative approaches in the field” (Davis & Jones, 2014, p. 367). These are less invested in rationalist modes of thinking that have their roots in the industrial era (i.e. efficiency models and reductionist standpoints that expect certainty) and are more attuned to frames of mind that realistically and humanely address the complexities of roles undertaken by professional staff. Key to what motivates professional staff in these contexts is the main focus of this presentation.

The time has well passed, if it ever existed, where professional staff employed as knowledge workers, managers and leaders in the sector can get by on technical ability alone. In other words, whilst hard won technical abilities in chosen professions or niche knowledge area in higher education are necessary, they are not sufficient.

Today the professional staff repertoire includes these softer skills and behaviours which themselves rely heavily on knowing the self well. The idea of the T-Shaped professional ties together and defines many of the strands necessary to undertake knowledge work. The term provides a way for professional staff to have more meaningful conversations about their work and professional selves. Here soft skills are located within the horizontal part of the ‘T’ and the technical requirements of roles are captured in the vertical part of the ‘T’ (Hansen & von Oetinger, 2001). In turn, this standpoint encourages conversations about how to best harness the creative energies of all to “not merely produce the reliable result [but rather] reliably produce the desired result” (Martin, 2009, p. 156).

The presentation will discuss motivational drivers for professional staff who work in the contemporary

university. The tertiary education sector is not impervious to disruptive change and we need to be able to quickly harness the knowledge, ideas and creativity of all to support the necessary and ongoing service innovation and improvement agenda. The presentation will be supported by findings from one main project, a study of the lived experiences of work and leadership of 226 professional staff from Australian universities. Which explored ‘leadership literacies for professional staff in universities’ (Davis, 2012) in times of discontinuous change. Two further studies from the United Kingdom with data about professional staff motivations will also be drawn upon for comparison.

## Session 6

### **Six Degrees and University of Melbourne Stop 1 Student Services project.**

**PETER MALATT, FIONA DOWNIE**

*Six Degrees,, University of Melbourne*

Fiona Downie is the Director, Student Service Delivery at the University of Melbourne. Fiona was a member of the team that designed the University’s student service model as part of the institution-wide Business Improvement Program in 2013-14, and has led the implementation of the new Stop 1 student service model and channels in 2015-16.

Peter Malatt is a founding member of Six Degrees, widely recognised for engaging design in hotel, tertiary education and civic fields. Peter is an enthusiastic contributor to education and the profession, and has served in 2014-15 as Victorian President of the Australian Institute of Architects.

Six Degrees Architects and the University of Melbourne Student Services will present jointly on the design workshop based process for brief development and staff adaptation to new technologies in the Stop 1 Student Services project.

The University agreed in 2014 to move to a shared service delivery model by January 2016 that consolidated student services in a single centrally-managed organisational structure, delivered from a central location and with enhanced access to services through user-friendly and integrated online, telephone, email and in-person support channels.

This required a re-thinking of “as is” service delivery to move from a provider-driven to a user-centred model, and the implementation of a suite of process, system and infrastructure projects that delivered necessary service changes and efficiencies within less than two years.

The centrepiece of this change program was the design and delivery of a new student service delivery space on the Parkville campus catering to the needs of over 50,000 students and more than 200 staff. The new Stop 1 (Parkville) space went live on 4 January 2016 and comprises a new central bookshop, a “one stop” student services facility, café, seminar and interview spaces and a substantial office accommodation area.

The presentation will focus on the facilitation and outcomes of design workshops held with staff and managers, and concentrate on the beneficial outcomes it produced including:

- Change management of staff to new technologies, an internet queuing system and new work practices.
- Design outcomes from staff workshops on key issues such as service centre layouts, workplace design and social spaces.
- The activation of previously “dead” spaces by the new project, and its integration with the campus strategy for encouraging student life on campus.
- The integration of the project with new technologies including smart booking systems with SMS reminders.

The presentation will discuss the architectural outcomes, but will focus on the staff and student driven outcomes of the design and its implications for both user satisfaction and design efficiency.

## Session 7

### The Journey Towards IWMS via an Infrastructure Led IT RoadMap

[SIMON BARNES, LESLY MANNAPPERUMA](#)

La Trobe University

Following completion of undergraduate studies Simon worked within the financial services sector (including retail, international finance and merchant banking) in Australia, Canada and UK gaining broad senior management experience in customer service, business development and marketing, sales management, general management and administration.

Following a successful period in general management for an international property services business Simon joined Deakin University’s Facilities Services Division in 2002 establishing a shared services and strategic support area as part of an internal restructure.

Simon has been in his current role within the Infrastructure and Operations Division at La Trobe University since January 2012. His portfolio includes Customer Service & Administration, Facilities Systems, OHSEQ, Communications & Engagement, Risk & Compliance and Sustainable Transport.

Simon holds a Bachelor of Business from the University of Technology Sydney and a Masters of Business Administration from Deakin University.

Lesly is an ICT professional with more than 10 years of experience in Enterprise Application Development and Implementation and Support within the university Facilities Management Systems arena. He is passionate about integrating enterprise applications and consolidating systems into core enterprise wide solutions to minimise manual data entry and increase data integrity which improves reporting capabilities. He specialises in Facilities/Space Management systems with a focus on Archibus, Syllabus Plus, Building Information, Security, Drawing Management and Contractor Management. He has additional expertise and interest in integrating these systems with other enterprise wide core systems such as Active Directory, Finance and HR.

Lesly’s current responsibilities encompass managing the Archibus Space Management and Work Order software, including management of the As-Built Architectural (AutoCAD) drawing library, providing expert advice to the I&O group and university community on the best application of facilities

systems, driving enhancements to asset systems through development of existing software and systems or through the introduction of new and improved systems, development and implementation of protocols for space, work order and drawings systems and processes and leading a team responsible for the provision of facilities system management and support. (including software used by Security and Parking).

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The journey towards an Integrated Workplace Management System starts with getting your FM voice heard.

Many universities have a number of software systems and databases that have duplicated functionality, varying information sources and degrees of integration. 'FM' based systems are often part of the core of a university's support services, however FM departments are often low on the priority when allocation of resources for IT are considered.

Simon Barnes and Lesly Mannapperuma from the Infrastructure & Operations Division at La Trobe University were encountering these and other obstacles in developing their FM based systems. Taking a strategic approach, they partnered with La Trobe University ICT Division to develop an FM-based IT Roadmap that identified and prioritised the IT related 'FM' investments for the University through clear links to the Universities strategic goals.

Systems development and integration included the following systems across the university and external Cloud hosted solutions.

Archibus – Developing Building Operations and Maintenance, Space Management, Real Estate and Cost Administration module

Syllabus Plus - Timetabling locations and room data from Archibus

SAP - Archibus – integration of SAP account details automatically as well as issue and pay invoices from the Real Estate Module.

AD – Active Directory integration.

Hazardous material audit database. Automatic integration to hazmat reports through Archibus.

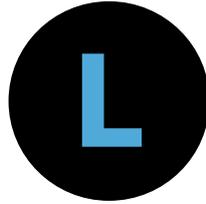
Contractor Compliance – Automated contractor data integration between Archibus Work Request module and external vendor compliance system.

The IT Roadmap has been, and continues to be used

to inform and guide investments in solutions that improve service delivery, reduce costs and create workplace efficiencies through data and system integration.

This presentation will provide insight into the journey so far including the development of the IT Roadmap, key projects, benefits derived and next steps in this continuous improvement journey.

**CONCURRENT**  
**Wednesday**  
**14 September**  
**1:55pm – 2:45pm**



## Session 1

### Good Planning or Just Plain Lucky?

MEREDITH BUTLER, JO HUMPHRIS

University of Newcastle

Jo Humphris, is Strategic Property Manager at the University of Newcastle (UON); managing the university's property portfolio, acquisitions, disposals, leasing, development and retail strategy implementation. Preceding this, Jo managed UON's Insurance programme and risk management. Prior to joining UON in 2006, Jo held Head of Underwriting positions with multinational and public sector trade credit insurers. Jo's commercial and financial background, coupled with tertiary sector experience, enable the development of strategies focused on stakeholder engagement and operational alignment.

Meri Butler, joined UON in 2015 as Campus Strategy Manager, contributing to strategic planning of UON physical assets, developing infrastructure initiatives to improve the performance and efficiency of the estate. The synergy of Meri's previous experience as a Design, Project and Office Manager in the Architectural Industry and in the Higher Education sector, as a Lecturer and Course Coordinator, allows effective balance of University stakeholders' requirements with the technical aspects of a project.

When it comes to developing a retail strategy in the tertiary sector there are not a lot of opportunities to develop the strategy and progress smartly into implementation.

In late 2014 the University of Newcastle (UON) brought the retail activities of its controlled entity UON Services Limited (UONS) back into the fold of the University. Historically, the tenures negotiated had been long and the focus had been on a couple of large operators delivering the food services on campus. Additionally, the emphasis was weighted towards commercial returns, with less attention paid to student experience and satisfaction.

In parallel to these circumstances, UON had focused considerable time and effort in developing key strategy documents and approval processes that would guide the way development and projects occurred across campus. These Estate Strategy documents align with the University's Strategic Plan, ensuring that the strategic objectives of the UON were met. Included in these was the development of a Retail Strategy, responding specifically to the new opportunity that had arisen from the consolidation of UON Services.

This presentation highlights:

- the importance of having the strategy and structures in place to allow opportunities to be responded to when they arise;
- how the many elements of asset management came together to support a project; and
- the framing and delivery of the project.

The presentation will examine the path and timeframe taken to get the suite of Estate Strategies in place. These strategies were developed with a focus on the future and include; Master Plans, the Retail Strategy, Strategic Asset Management Plan, Placemaking Strategy, Intelligent Campus Strategy, Environmental Strategy and Maintenance Strategy with consideration of financial sustainability. The elements of Estate Planning and the role they play in managing the University's built environment, including their specific role in project delivery will be described in the Case Study. Analysis will also be presented outlining what the Retail Strategy and associated Engagement process told us. The implementation of this strategy will be discussed, outlining the proposed staged approach to realising the recommendations of the Retail Strategy. The project methodology will be introduced, UON has recently adopted Prince 2, which provides a framework for our project approval and governance process. The implementation of the Strategic Asset Management Plan will be explained, including the process for business case development, to ascertain the right balance when considering investment in an asset with a limited lifespan.

A Case Study, the Hunter Building refurbishment, will be used to present the Project Delivery and realisation of the Retail Strategy. This project will result in a revitalised retail precinct within the Hunter Building on the Callaghan Campus. The specifics of student and staff engagement will be included, along with lessons learnt and the identification of new opportunities, within a changing market.

## Session 2

### **The Art of the Abstract (or How to Write a Killer Conference Abstract)**

[MARGARET L RUWOLDT, GARY BRADLEY](#)

TEMC 2017 Local Organising Committee

Inspired by what you have seen at TEMC 2016 as colleagues have presented innovations and best practice across our sector. This could be you at TEMC 2017 Melbourne!

An attention grabbing abstract lets you pitch your idea for a conference session that will clearly demonstrate how your presentation can enhance knowledge and practice within the sector. In this session we will take participants through the steps to forming a strong abstract – from considerations of presentation styles and methods, through to shaping an abstract and refining your message. This will be a hands on session - kick-started with some theory but quickly moving to practical applications and brain storming ideas. Participants who are successful in submitting an abstract for TEMC 2017 will also be able to access development and mentoring for the next steps of developing your presentation.

## Session 3

### **Activity Based Working for HDRs: An Experiment in Community**

[AMELIA ANDERBERG, DR JOHN HOLM](#)

University of Technology Sydney, SocioDesign

Amelia has 15 years' experience in space planning. She joined UTS in 2013 where her role encompasses optimising space design and usage and campus planning. Prior to this Amelia worked in corporate property, including as Design and Construction Leader for Ernst and Young in South East Asia and Property Portfolio Manager for Singtel Optus across Australia.

John is a sociologist who works with the tertiary education sector to deliver built outcomes that support operational requirements and cultural aspirations. He works specifically to create places that foster and support effective communities of practice.

He has considerable experience briefing and evaluating

next generation learning spaces across Australia. He has worked on several iconic projects that have sought to explore the intersection of place and technology to support learning outcomes. He has also conducted several post-occupancy evaluations on innovative learning spaces that have contributed to deeper understanding of how students use learning spaces.

The perpetual challenge for Space Managers in universities is to find appropriate space, usually at short notice, within the existing footprint of the Faculty or discipline that is adding another 2, 3, 5 or more people. This is particularly true when institutions are growing rapidly like UTS is.

The Activity Based Environment for Higher Degree Research Students (ABE HDR) project is a response to one of these kinds of challenges. The project needed to accommodate rapid growth in HDR numbers, and so started exploring the opportunities within the existing footprint to do so. The project however wanted to go further and to break away from the traditional provision to HDRs, which was typically a workstation either in a shared office or open environment, to provide an environment that fundamentally supported them both from a spatial perspective but also in terms of creating a vibrant and supportive community.

The project looked closely at the Activity Based Working model found in many corporate environments – looked at the Rhetoric – and realised that to work for HDR students that the Reality would need to be somewhat different. The Opportunity was to create a bespoke Activity Based Environment that aligned to the functional and social needs of HDRs. This environment has been delivered in Q1 2016. This presentation outlines the thinking behind the design, the consultation with students and staff in developing that design, and the feedback and lessons learnt as part of an early post occupancy review of the space.

## Session 4

### Building Capacity for Change in the Papua New Guinea Higher Education Sector

DAVID KAVANAMUR

Department Of Higher Education, Research, Science & Technology

This paper addresses the critical triggers for effecting change in the higher education sector of a typical developing country such as Papua New Guinea leading to changes in its quality of operations and academic program offerings. In doing so the paper establishes an understanding of the theory of change because any changes will require systems wide understanding. It then enunciates three critical drivers with requisite strategies that could lead to broader acceptance of change and progress towards achieving long term objectives. The critical drivers of change include (1) the need to have a clear long term objective; (2) an intelligent strategy that involves building leadership and management capabilities, and (3) inculcating innovative approaches through blue ocean strategic thinking and a learning culture. An orientation towards evidence-based policy making through an understanding of databases and evaluative methodologies for improving access and quality in higher education is also addressed in the paper. The paper has pertinent policy lessons for organizations implementing change and at the same time building capacity.

## Session 5

### Strengthening A University Culture in Turbulent Times: A Case Study

JURIS VARPINS

Curtin University

Juris has been Curtin's Director Organisational Development since the function was established in 2007. He joined Curtin in 2001 holding a leadership position within the Faculty of Health Sciences. Previous positions include Manager Professional and Career Development (WA Department of Training), Associate Director Executive Development (Management Development Institute, UWA) and State Training Manager (Commonwealth Department of Employment, Education and Training). He holds a Bachelor of Arts, a Master of Commerce (Human Resource Management) and a Yachtmaster's Certificate. He is the proud father of two sons aged 22 and 19.

It is well known that the majority of culture change programs either fail or stall. This is a story of a program of work that has adapted to challenges and is now in its fourth year.

In 2012, Curtin's leadership decided to directly address internal cultural issues. The initiative responded to three imperatives. First, the need to address the People and Culture dimension of the 2013-2017 Strategic Plan which recognised the importance of shared values and common purpose in achieving Curtin's ambitious vision. Second, the recognition that corporate risks are tied to the strength of our culture and that the cultural tone is articulated from the top of the organisation through demonstrated values-based leadership. Third, the 2012 Your Voice survey revealed that almost half of Curtin's staff believed that the existing values at Curtin were not taken seriously in everyday experience.

By March 2013, Curtin had formulated a Curtin Culture and Experience Strategy to support the implementation of the 2013-2017 Strategic Plan. A key challenge was to align the pre-existing values (Integrity, Respect, Fairness and Care) with the need to achieve an agile, responsive and versatile organisation. A multi-faceted approach was considered essential to build ownership and

acceptance of the desired values and behaviours and the translation of those into everyday actions.

This program of work became known as 'Living our values'.

The outcomes of the first phase (May 2013 – March 2014) were an agreed set of core values and behaviours, developed through a program of extensive staff and student engagement. The outcome of Phase 2 was to be the systematic embedding of these agreed values and behaviours throughout the university, so that they would become a core aspect of everyday decisions and actions at Curtin. Phase 2 was to span three years (2014-2016) with the final phase in 2017 which would aim to fully integrate the monitoring, review and development of values and behaviours in the strategic planning cycle.

However it was not to be so simple. During this time, Curtin had embarked on a number of other major transformation programs including a review and restructure of support services and a program to 'reshape' the academic workforce. Both of these transformation programs had a significant and direct impact on many staff. These events added considerable complexity to the task of embedding the values.

By late 2014, data from a university-wide staff satisfaction survey and an internal review of the 'Living our values' program showed a heightened concern regarding the way staff changes were being managed and implemented. Some staff perceived an acute dissonance between the espoused values and signature behaviours and what they experienced day to day.

As a result of the review, the incoming Vice-Chancellor decided to broaden the remit of the initiative from its emphasis on values and signature behaviours to more directly focus on improving the 'lived experience' of staff at Curtin.

The 'Strengthening our culture' program built on the work of the 'Living our values' initiative and focused on three priorities that were identified from the 2014 staff satisfaction survey: leadership; staff engagement; and systems change. The program is actively led by the Vice-Chancellor and members of the executive through a number of working groups.

In November 2015 a 'pulse check' survey (a sub-set of the full staff satisfaction survey) was conducted with results showing some improvement against a number of key indicators.

This case study will outline the university's considerable efforts since 2012 to strengthen its culture. Importantly it will discuss the challenges, set-backs, adaptations and lessons learned along the way.

## Session 6

### **Engaging the Student Voice: Boosting Generation Y Students Participation in the Feedback Cycle**

**STUART TERRY**

Otago Polytechnic

Since 2007 Stuart Terry has been the Organisational Researcher at Otago Polytechnic. In this role he has responsibility for institutional evaluation, quality systems, measuring staff engagement, increasing participation of the student voice and providing evidence to improve student satisfaction with their learning experience. Stuart has a strong interest in quality and evaluation within the institute of technology and polytechnic sector of tertiary education in New Zealand.

It is now widely recognised that achieving a high response rate to online surveys by students is challenging. This is due to a number of factors including the sheer volume of surveys students are exposed to both within their institution and in the wider world as well as an overall reduction in the use of email. We know that Generation Y students have well-established digital identities before they arrive on campus, and their movement away from the use of email as their main source of communications to other social media platforms is rapidly increasing.

This presentation reports on the strategies implemented at Otago Polytechnic to boost response rates to online surveys. This has been achieved by engaging students with alternative strategies to email such as the use of "pop up" messaging and opt out functions and redesigning questionnaires based on feedback from students, teachers and administrators. The other key aspect of the strategy was the active engagement of teaching staff in the question design, timing of the survey delivery and creating immediate access to feedback reports.

The findings show that response rates across the

institution have increased markedly and have been sustained since the strategies were implemented in 2014. As a result students are seeing that their feedback is listened to and acted upon due to teachers placing more value on the data generated by the higher response rates.

The findings are important as they provide clear evidence that by adapting communication methods and actively involving teaching staff it is possible to increase student engagement online to ensure the Generation Y voice is heard in representative numbers and the feedback loop is closed.

## Session 7

### Building Organisational Capability Through Spatial Data Innovation at the University of Melbourne

**JADE GERMANTIS**

University of Melbourne

Jade Germantis leads the Spatial Data team at The University of Melbourne.

For over 11 years, Jade has cultivated and lead an ongoing program of technological spatial data development resulting in the transformation of the University's spatial data platforms from a static-information based environment, into a digital and dynamic resource of 'live' spatial information supporting university operations.

Jade has promoted constructive local and international peer evaluation opportunities delivering more comprehensive articulation of space analyses and the delivery of the University's campus strategy. Significant financial savings and business process efficiencies have been realised due to the program.

Jade has lead and mentored a team of technical specialists in driving the most optimal utilisation of the University's portfolio of space, with a focus on strategically managing the University's specialist spatial systems. These systems deliver the University's \$156 million per annum space charging model on an 800,000m<sup>2</sup> footprint equating to a \$2.9 billion Property Portfolio.

Campus infrastructure is an enabler for the core priorities of the University in teaching, research and engagement (Growing Esteem 2015-2020, p.11). At Melbourne, we seek to maintain our campus infrastructure at the highest possible levels of condition and functionality to sustain these core priorities.

This responsibility is critically underpinned by accurate and reliable data about buildings and infrastructure, and the ways in which they are utilised (we refer to such information by the broad term of 'Spatial Data').

In response to these strategic imperatives, the Spatial Data team have delivered a four-year program of innovation ensuring the University Services portfolio manages spatial data informed by evidence of 'best practice' drawn from local and international property management sectors, that have delivered key business benefits.

In pursuit of evidence-based innovation:

- In 2012, we identified business deficiencies in the University's approach to the management of spatial data, including an over-reliance upon manual transactions.
- To inform potential solutions, we investigated 'best practice' in the management of university spatial data through collaboration and peer review with selected international institutions (University of Lund in Sweden and the University of Amsterdam in the Netherlands) along with the Group of Eight (Go8) Australian research intensive universities, and exemplars of best practice with non-university entities.
- Over the four year program, the spatial data team have systematically applied their findings taking an innovative approach toward improving organisational effectiveness and efficiency by managing the development of a complex series of spatial data system re-evaluations, technological enhancements, business process re-design, and re-education of staff in the enhancement of spatial data workflow.

The Program (2012-16):

- Transformed the University's spatial data platforms from a static information-based environment to a dynamic digital resource of live spatial data.
- Positioned the Spatial Data team at the sector forefront of spatial data technology management.

- Innovation in Spatial Data Management practices incorporating leading technology including an automated data acquisition and dissemination portal.
- Encouraged constructive peer evaluation opportunities, which have resulted in a more comprehensive articulation of space analyses and innovative delivery of campus strategy presentations supporting Infrastructure Services, Project Services, Chancellery and Faculty clients.
- Realised significant business process efficiencies resulting in improved client service outcomes for the Infrastructure Services and Project Services portfolios.

Delivery of key business benefits:

- Previously manual transactions are now automated: it is now easier and quicker for external consultants to transmit building documentation to and from the University using online interactive tools.
- Online access to critical business information anytime anywhere: While on site away from the office, Infrastructure Services staff can now easily access information about building services using tablet devices, which can lead to faster resolution of problems and improved client service outcomes.
- Significant financial savings projected for University Services as result of improved management of intellectual property and expedited access to critical spatial data (such as building services drawings and associated maintenance manuals).

I look forward to the opportunity to deliver this presentation at the TEMC 2016 through visually engaging and dynamic power-point slides illustrating the journey we have travelled, lessons learned and benefits realised through exploring innovations in spatial data management at the University of Melbourne.

# POSTERS



**POSTER PRESENTATIONS**



**POSTER 1**

**Factors Affecting Student Dropout Rates at the University of the Western Cape (UWC), South Africa.**

PROF JUDITH CORNELISSEN

University of the Western Cape

Judith Cornelissen is currently the Deputy Registrar of the University of the Western Cape. Her special interest is academic administrator’s professional development, through engagement and accountability.

Graduation and retention rates in the South African higher education sector are accepted internationally as indicators of efficiency and effectiveness of institutional functioning.

The Council on Higher Education (CHE) and the South African Department of Higher Education and Training has expressed concerns over the high dropout rates at universities. Despite the critical need for high level skills, particularly amongst the country’s previously disadvantaged groups, it seems the higher education system remains difficult for young people to access and complete successfully. As a country’s progress is closely linked to the number and quality of its graduates it is of importance for an institution to keep track of retention rates.

Why students leave: The problem of high university drop-out rates sought to understand factors influencing the pathways of students. The research traced the 2013-2015 UWC students who formally informed the university that they are terminating their studies. A three- year trend analysis was done as to the reasons, provided by students, as to why they terminated their studies.

**POSTER 2**

**RMIT Budgeting Tool**

JAMES DENNIS, NANDOR BARTOL, SARAH SLATTERY

Slattery Australia, RMIT University

Sarah Slattery is Director in charge of the continuing development of the Cost Estimating Tool. Sarah has more than 26 years’ experience as a Quantity Surveyor in Australia and the UK. Throughout her career, Sarah has developed specialist skills in complex design-oriented buildings.

James Dennis has been with Slattery for over 11 years. James took a lead role in developing the functionality of the Cost Estimating Tool. James also has strong links with the wider education sector in Melbourne.

The third and final member of the presenting team is Nandor Bartol. Nandor is a registered architect and has worked across many roles in the industry over the last 17 years. He has been with RMIT for the last 5 years in the role of Senior Manager Capital Projects and is responsible for the implementation of business improvement strategies.

Early stage cost modelling tools can often assist when estimating initial project budgets.

RMIT Property Services manages, maintains and operates a diverse portfolio of 120 buildings across 3 major campuses (75 Ha) with 417,000m<sup>2</sup> of Gross Floor Area in total.

RMIT Property Services undertakes high level feasibility studies to establish future capital requirements that support and prioritise long term strategic objectives. RMIT identified a need to improve the accuracy of the initial budget estimates to provide more consistent forecasting of capital works.

RMIT engaged Slattery in 2014 to develop a modelling tool for the Annual Works and Property Services Division to help estimate initial project budgets.

Slattery produced a standard benchmarked platform upon which sound initial budget estimates can be based; while having the flexibility to allow for specialized individual project requirements (hazardous materials, infrastructure upgrades etc).

Specific benefits of the tool include:

- Standardized platform providing a simple format for all users
- The tool prompts user to make all required allowances, ensuring accurate estimating at the very earliest stage.
- Professionally analyzed and prescribed benchmarked rates providing a more accurate estimate than the previous “self-determined” system.
- Prompted consideration of potential “hidden costs” including upstream services upgrades that may be required, hazardous materials disposal etc.
- Accurate early estimating reducing the risk of budget overruns in later stages of the project when time is of the essence and the scope is not easily adjusted.
- Accurate early estimating reducing the risk of over-allocation of resources. It ensures efficient allocation of resources and means that the annual works budget can be maximized and reduce rushed spends of surplus funds at the end of the financial year.
- Ensures stakeholders are engaged early to consider all requirements and preventing late scope changes which can lead to additional design fees and construction variations.

## POSTER 3

### Engaging Underrepresented Students in Higher Education and Employment: University of Wollongong Pathways Program

[KEIRIN MCCORMACK, ANNE SNOWBALL](#)

[University of Wollongong](#)

Keirin McCormack (BA Communication (Social Inquiry)) is a Higher Education Professional and IAP2 certified engagement practitioner with over ten years experience building and delivering engagement programs in higher education and member based organisations. Keirin has a passion for advocacy and building the aspirations and inclusion of all community members in the transformative potential of education. With an interest in digital engagement and rural and regional capacity building Keirin has presented at conferences and workshops on growing partnerships across sectors and the opportunity that digital engagement offers for the Higher Education Sector.

The University of Wollongong recognises that everyone’s education journey is different and seeks to provide alternative pathways to higher education or employment. The aim of the Pathways program is to raise the educational capacity of the Illawarra South East Region, by supporting individuals to access vocational qualifications, providing clearly articulated pathways to higher level qualifications and addressing financial and transitional barriers. Working with individuals who are underrepresented in higher education, the Pathways program provides an active intervention for targeted equity students, namely: individuals from low SES, regional and Indigenous backgrounds.

While the program offers a pathway for young people who are unsuccessful in getting into university via their ATAR, it is primarily marketed to mature aged individuals who may have previously been disengaged with education and are seeking an opportunity to upskill and improve their employment outcomes. With pathways offered at the University of Wollongong’s Bega, Batemans Bay, Shoalhaven, Southern Sydney, Southern Highlands and Wollongong Campuses, the program is engaging regional communities and making education more accessible for individual in rural and remote locations.

The success of the Pathways program is dependent on collaborative partnerships between the University of Wollongong and local Registered Training Organisations (RTOs). Since 2013, the University of Wollongong, has partnered with over fifteen RTOs including, TAFE NSW, TAFE SWSI, Illawarra Retirement Trust, Eurobodalla Adult Education, Casey College, WISE Education Group, WEA Illawarra, Southern Pathology and UOW College. It is with our partner organisations that students embark on their education journey as they work towards completing a Certificate IV or Diploma qualification.

The three core components of the Pathways program sit alongside this vocational qualification, seeking to achieve the programs mission statement of – creating opportunities for individuals to access education, empowering individuals to overcome barriers and achieve their aspirations and commitment to providing tangible pathways to education and employment. The components of the program are:

- Scholarships towards the cost of a Certificate IV qualification,
- Co-enrolment in a university approved Bridging and Transition subject, and
- Articulation to a number of UOW Degrees in the disciplines of Arts, Business, Commerce, Information Technology, Nursing and Social Science.

In 2015 over 350 students completed the Pathways program, with an estimated 75% going on to enrol in a University degree. The current successes of this program confirm that vocational training-based university pathways are a valid way to engage individuals with their education and increase their aspirations, awareness and attainment.

This poster presentation will show how students' progress through the various phases of the Pathways program, document student stories and program achievements and reflect on what makes the University of Wollongong's Pathways program a unique initiative for engaging equity students in higher education

## POSTER 4

### **Discipline Diversity versus Equity, Transparency and Improved Resource Management in the Context of Workload Management**

**MR ROBERT KINGSLEY, PROFESSOR CLIVE BALDOCK, ASSOCIATE PROFESSOR STIJN DEKESYER**

University of Tasmania,, University of Southern Queensland

Robert Kingsley is the current General Manager of the faculty of Science, Engineering and Technology at University of Tasmania. He has held extensive management positions in the private and government sectors and has worked in tertiary education for the past four years.

Recent research in academic workload models in Australian universities has shown an increase in the importance of workload management, as well as a trend for consolidation of models from smaller to larger academic units.

The University of Tasmania's Enterprise Agreement provides general academic workload guidelines requiring that workload models be visible and consultative and includes a disputes resolution process. The comparative lack of specificity in the relevant clauses has led to the emergence of a large number and wide range of workload models within faculties across the university.

The Faculty of Science, Engineering and Technology (FSET) consists of five schools consisting of 10 disciplines. Each discipline has over time developed their own workload model, resulting in considerable variation within the faculty. Models range from highly intricate requiring complex Excel spreadsheets through to much simpler approaches needing only trivial administration.

In 2015 work commenced on a consolidation of FSET academic workload models. The principle drivers were to transparently ensure that the allocation models were equitable across disciplines, to allow centralised analysis and investigation of potential under- and over-teaching, and to be able to make future strategic decisions. The first step was to utilise a common workload software platform across the Faculty. The software selected was developed by the University

of Southern Queensland; the Workload Allocation Management System (WAMS) captures the various models and serves as an integral analysis tool in the consolidation process.

The original timeline to consolidate models was relatively short; however, work is proving more challenging than originally anticipated, with agreement on definitions proceeding slowly. To overcome the complexity it is proposed to consolidate around commonalities apparent among the disciplines, and to provide freedom for model evolution outside of these common definitions.

While the outcomes of the process may be valuable to other faculties and indeed institutions embarking on a similar endeavour, the more useful conclusions from our experience no doubt lies in the description of challenges encountered, and solutions found.

## POSTER 5

### BIM Me Up

HANY NAKHLA, ANNE THOMPSON

Coffey

Anne's professional experience extends 27 years in leading projects to deliver outstanding results for clients, with significant education experience as a University client side Senior Project Manager. Anne is a member of the Australian Institute of Project Management, has Prince2 qualifications and is an Accredited Green Star Professional with the Green Building Council of Australia.

Planning for complex projects, team leadership and clear communications are strengths Anne has honed over her career. Anne's particular strength and passion lies in her partnering approach with clients to deliver outstanding and often award winning projects. She is keen to provide her expertise through a proactive and collaborative approach across a range of Education projects.

Anne is taking a leading role in applying the benefits of Building Information Modelling (BIM) for education projects across Victoria. She has also provided input into industry standard practices for BIM on Victorian Government projects. Anne is experienced in project management and delivery at various Universities and TAFE organisations as well as independent schools from junior to senior levels.

Recent career highlights include achieving a 6 Star Green Star award for the Melbourne School of Design building (Architecture) 2015, which was delivered on budget and four months ahead of program and winning the Australian Institute of Architecture (AIA) Award for New Buildings (250 seat Lecture Theatre, Deakin University 2012).

Building Information Modelling (BIM) is one of the most promising developments in the construction industry. BIM provides opportunities to improve the quality of your facilities while maintaining or reducing facility costs. We all want success like that!

With BIM, we build three times in virtual reality and once on the ground. It's called 'build 4 times'. The accuracy of the model combined with animation and fly-throughs allows identification of mistakes, clashes and then correction to be made before the build takes place. BIM creates openings to use data for multiple purposes, including operation and maintenance of your facility. It's what you need for your project from concept design through construction to ongoing maintenance and operation.

Here's what you need to know about Coffey's BIM management:

1. Technology
2. Information
3. Process
4. 3D
5. People
6. Debunking Myths

## POSTER 6

### What Do International Admissions Systems and Australian Rules Football Have in Common?

**LESLIE COWLES**

Western Sydney University

Leslie Cowles graduated in 2010 with a Master of Educational Administration (Higher Education) from UNE, before it fetched up in Melbourne as the MTEM. His major paper was on the Student Services and Amenities Fee.

He liked uni so much he wanted to work in one, so has been at Western Sydney University (nee University of Western Sydney) since 2003. Before that he worked for a Job Network provider and for Centrelink and its predecessors.

He has led various teams at the University when not in his substantive role of Student Operations Analyst and is trying earnestly not to take it personally that the last two teams he led were shifted to other organisational units just after he left.

Leslie is running the Blackmores Sydney Marathon the weekend after TEMC, so if you see someone who looks like they need a good feed and is refusing alcoholic beverages, say hello!

THE YEAR was 2012. The Sydney Swans were well on their way to the AFL premiership, the Greater Western Sydney Giants to the wooden spoon and universities into a brave new world of un-capped domestic places. A small team gathered on a semi-abandoned campus at pretty much the mid-point of the rival territories. Not that territory means much in an online and interconnected world, full of universities looking for students. The world is our playing field for international students, not just Sydney, and every university a rival, looking to recruit the best.

I'd thought the uncapped places were an opportunity to reduce the focus on international numbers, but how wrong I was. Our team was told the university was heading online to gather in those all-important International applications and we were to make it happen. It was a classic first meeting where we didn't yet know the scope, but we certainly knew a timeline; our current third-party application management system was on its way out and we had to be ready

by then. We had the players, but had yet to see who would be the forwards, the defenders, the engine room players, the standouts, or the ones destined to fall along the way.

Since that day we've streamlined our electronic communications to applicants, built a system to load applications direct from IDP Education offices all over the world and switched on portals for international applicants and agents to engage directly with our student management system. Right now we're setting up a new portal for domestic postgraduate business applicants. Between them they read like the quarters of a see-sawing game of Australian Rules Football, not unlike the 2012 Grand Final between the Swans and Hawks. Football rhetoric may say it's more than a game, but university systems are just that for all of us, with no off-season for recovery.

Never mind that UWS, as it was then, sponsored the GWS Giants Reserves, I'm taking the Swans as a symbol for Western Sydney University and Hawthorn as the difficulties we faced. My apologies to any Hawks fans, but this Grand Final metaphor is too good to miss. And either way, our old logo was a bird, so I can't lose!

#### THE GAME

First Quarter: Bringing the International Admissions processes back to the mainstream. Phase one, communicating with students and using one database; finished behind where we wanted to be, but knew what the next phase would be. Inexplicable long delays in scoring and opportunities missed. Hawks by 19, not ideal.

Second Quarter: Taking it up to the opposition. Do agents work for us or themselves? Collaborating with one to make everyone's life easier. Is it always the best tactic to get the ball to the biggest player on the field? Clever use of the interchange reinvigorates the game. Swans by 16, looking good.

Half-Time: The unexpected opportunity for me was to suddenly be leading the team that applied these first two developments. I saw them through rather than handballed them off.

Third Quarter: First Quarter revisited; we extend the reach of our student management system to the long awaited second part of the project, the mythical "phase two". The players are back and ready to make the best of the Applicant Portal and the Agent Portal. Time was short and trouble was on our tail. Was it worth it when our SMS was being replaced? Would the

Agents take it up? Just ahead- Swans by 1

Final Quarter: To be the best, play like the best. Seeing where other Universities get their applicants and wanting to be seen by those same type of people. A new portal, for Postgraduate Business only, not within our SMS, but hosted by the ever-reliable Universities Admission Centre. As I write, this quarter is still being played, but I'm sure it will come out like that 2012 classic, Swans by 10.

Every project here flowed from the rhetoric of availability, access and growth that seems to drive so much of what we do. They're four very different quarters, but all part of the same game. Pull on your boots if you've ever had to carve reality from the vague imperative "we need to be online"!

#### THE PLAYERS

- Student Systems- stalwart defenders of data
- SB and SP- Assistant Academic Registrars- Captains
- Student Operations Analysts
- International Admissions Co-ordinator
- Callista- SMS
- Information Technology and Digital Services
- IDP Education
- BE- utility extraordinaire
- International Admissions- first drafted to the Academic Registrar's Office, lately traded to International Office
- Universities Admission Centre

## POSTER 7

### Opportunity to Position CSU as a Global Leader Through Innovative New Agrisciences Park

TARA VELDMAN, PETER EELES

Billard Leece Partnership

Tara has over 18 years' experience in education, research, and healthcare design across Australia, Europe and the Middle East. She pursued her passion for socially-based design working with prominent health design firm De Jong Gortemaker Algra in The Netherlands. In the Middle East, Tara worked on numerous complex Education and Research Buildings across the United Arab Emirates.

Tara completed the Masterplan for CSU's AgriSciences Research and Business Park at the Wagga Wagga campus in NSW. She led the teams on the masterplan and feasibility study for the multi-award winning relocation of the Royal Women's Hospital to the Royal Melbourne Hospital campus, the \$955m New Royal Children's Hospital Melbourne, the \$210m Wagga Wagga Health Service and \$250m Shellharbour Hospital Redevelopments.

Tara is actively participating in the Learning Environments Applied Research Network (LEARN). At the 2015 TEFMA TEMC Conference, Tara co-presented an abstract with Dr Ben Cleveland from the University of Melbourne.

The higher education sector is on the cusp of radical reform. Within the new knowledge economy, universities find themselves in an increasingly competitive market. With reform comes challenge and opportunity – which requires an investment in innovative and creative thinking, necessary for the development of a compelling, clear and distinct vision for the future.

Charles Sturt University (CSU) is in the process of developing the first stage for an AgriSciences Research and Business Park (the Park) as a future integral element of the Wagga Wagga Campus masterplan..

The concept was developed by the University, which is co-located with the NSW Department of Primary Industries (DPI) at Wagga The future development of the AgriPark as an integral part of this vibrant

teaching and research precinct will facilitate a range of industry engagement and research opportunities for both organisations leveraging existing industry partnerships in AgriSciences and Research networks while fostering new opportunities. The Masterplan for the Park has been completed by BLP Architects and Urban Planners in conjunction with the University.

The vision is to foster collaboration between knowledge-rich AgriSciences and Agribusiness by collocating research companies and industry partners with CSU and NSW DPI. The Park will invigorate AgriSciences Research for the NSW Riverina. In addition, the Park provides potential opportunity to create interest nationally and globally on AgriBusiness, Science and research, as the issues of population growth, resource demands and food security become more prominent.

The Masterplan for the Park provides a physical framework to facilitate various potential requirements and spatial allocations suitable for prospective tenants, plus foster a collaborative environment to support cross pollination of ideas between the Park occupants.

The Wagga Wagga campus of Charles Sturt University, located in the NSW Riverina, is referred to as the 'Food Bowl' of Australasia. The location and the availability of land adjacent to the CSU campus, within this 'Food Bowl', provide an opportunity to achieve a unique project – one of a kind in Australia.

The objectives of the project are to:

- Foster closer relationships with organisations that will bring research, educational and employment opportunities
- Increase CSU's overall profile in research and industry engagement
- Increase activation and revitalisation of core campus facilities
- Provide enhanced opportunities for educational visits and assist in building an entrepreneurial culture amongst CSU staff
- Create greater diversity of educational and research capability on the Wagga Wagga campus, enhancing the CSU brand and marketability both here in Australia and overseas

International facilities such as Wageningen University and Research Centre in The Netherlands were benchmarked. In addition, research into ideas for

potential collaborative and magnet spaces that facilitate the occupants of the Park coming together was undertaken by BLP.

A number of Masterplanning options were explored in response to the CSU's objectives and taking into account key design principles.

Pedestrian and bicycle links through the Park are key to the implementation of a Social Spine connecting the Park with the proposed HUB on the CSU campus – a key driver for this proposal.

The Social Spine is the main path of travel for both pedestrians and cyclists through the Park and will incorporate bike paths as well as walking/ running tracks connecting activity nodes along the Spine.

'The Commons' is a central precinct located along the social spine. 'The Commons' is characterised by open space which could be utilised for gatherings, as a meeting point for school and group tours of CSU and the Park, exhibitions, pop up markets, showcases for businesses within the Park or as a general recreation space. There is the possibility of building an 'attractor' in this space which could range from as small as a pop up coffee offering to a fully integrated meeting and conference centre.

The implementation of the project has been conceived using a Precinct development concept, which can be further defined in future project phases. This allows for staged and sequenced development over time, which is flexible for change depending on how the project stakeholders wish to proceed in conjunction with market interest and available funding.

The Park project has the potential to provide Charles Sturt University and the Australian Agribusiness and research sector the opportunity for involvement in a contemporary discussion that is outward looking, connected and activated on a global scale.

## POSTER 8

### A Tale of Two Cities - Why You Can't Copy & Paste A Retail Strategy

SUZEE BRAIN

Brain&Poulter

Suzee Brain is Director of Australia's leading University Retail masterplan firm, Brain&Poulter. With over 20 University retail masterplans completed, and hundreds of new retail choices delivered across University Campuses, Suzee has a wealth of knowledge on the current challenges, trends and opportunities for using retail on a University campus to increase campus dwell time, increase student and staff satisfaction and raise commercial returns to Universities. She's holds nothing back in her informative and highly rated presentations using real time evidence, case studies and innovation to pass on her company's knowledge to conference attendees.

#### The Trouble with Study Tours

Practically every TEFMA member who goes on a study tour of University Retail returns inspired to replicate the Steam café at Massachusetts Institute of Technology or The White House at UNSW. Study Tours are great opportunities to expand your circle of reference but it is not the case that what works well on one campus will easily translate to working well on another. Replicating concepts without careful consideration of all the influencing factors on retail success can leave egg on The Universities' face as operators either spurn the tender or worse still - fitout and then close down for lack of trade or seek rent abatement.

In this abstract, Brain&Poulter will expose the 4 key factors that need to be understood in campus retail planning and compare the different effects on retail by comparing the attributes of 2 Major New Zealand Universities - Auckland and Canterbury - to highlight how even within the same country, the same retail strategy and mix cannot be offered.

#### Key Retail Planning Factors

One could assume, in a country the size of New Zealand that what works on one campus in New Zealand would also work in another campus in New Zealand. Yet when Brain&Poulter completed consecutive retail masterplans for The University of Auckland and Canterbury University in Christchurch, we found surprising differences that significantly

altered the retail strategy between the two facilities. These included;

#### Demographics

With double the enrolment numbers, Auckland was able to obviously sustain more retail outlets on campus but importantly it was the ability to cluster tenancies in Auckland to create significant retail hubs which creates higher retail engagement levels and student satisfaction.

But there were other demographic factors such as the variation in ethnicity between the campuses, the types of faculties represented and the proportion of undergraduates to post graduates, researchers and staff that also meant the tenancy mix needed to be curated specifically for each Universities demographics in order to increase the satisfaction amongst the University community.

#### Physical Attributes

Even if the enrolment numbers and demographics at both Auckland and Canterbury were identical, another factor that impedes just copying the retail plan from one campus and transferring it to another is the physical attributes of each campus. Auckland is a metro campus accessible easily by public transport but it has several hills and a major road dissecting the campus. The campus is well established with limited new building programs.

Down south in Christchurch, the campus is in the suburbs and provides ample car parking. While the campus is currently quite spread out, the re-building program post the earthquake will see the campus condensed to be very compact and accessible and of course, there is a massive re-development and building program.

These physical attributes changed our recommendations on tenancy placements, tenancy use replication and clustering significantly between the campuses.

#### Current Performance

In addition, great insights can be gathered by assessing the current retail performance of a campus. Each campus generally presents with a different lease expiry profile for sitting tenants and these expiries, options and exclusivities can hinder or enhance a strategic re-mix of the offering. Likewise, the breath of offers run or managed by The Student Unions/ Guilds on a campus vary from University to University and this has its own influence on opportunities and results - both commercial and experiential.

### Competition

And the final influencer that impacts the ability to replicate a great retail idea from one campus to another is the surrounding competition. In particular the accessibility of the competitive offers and the trading hours of the off campus competition dictates the likelihood of students and staff engaging in off campus retail versus using on campus retail to create a “sticker” campus.

### Key Takeaways

In this side by side case study of the retail masterplan strategies developed for both The University of Auckland and The University of Canterbury, attendees will learn how to assess whether retail ideas seen at other campuses or overseas can be integrated into their own campus retail strategy and how to avoid the costly mistake of placing the wrong retail offer in the wrong location on a campus.

## POSTER 9

### Reinventing Retail for a Stickier Campus

SUZEE BRAIN

Brain&Poulter

Suzee Brain is Director of Australia’s leading University Retail masterplan firm, Brain&Poulter. With over 20 University retail masterplans completed, and hundreds of new retail choices delivered across University Campuses, Suzee has a wealth of knowledge on the current challenges, trends and opportunities for using retail on a University campus to increase campus dwell time, increase student and staff satisfaction and raise commercial returns to Universities. She holds nothing back in her informative and highly rated presentations using real time evidence, case studies and innovation to pass on her company’s knowledge to conference attendees.

As the cry goes up from VC’s around Australia to make a “Stickier” campus, retail (F&B in particular) is most frequently seen as the panacea for driving students towards longer engagement on campus. However there is more science to campus retail masterplanning than just putting a Café into every new building planned for a campus.

A poorly executed retail strategy, with insufficient outlet numbers, wrong tenancy mix and poor locations can only produce the stickiness of a post it note while Brain&Poulter aims to develop a data rich, evidence based strategy that places the right number of outlets into the right locations on campus offering a highly desired tenancy mix to make a “Super Glue” strength sticky campus.

#### The Drivers For A “Sticky” Campus

There are numerous converging influences driving the opportunity to create stickier campuses including;

- Longer library opening hours
- Increased on campus student accommodation
- Increased international student numbers
- More collaborative learning spaces
- More outside semester activity on campus
- Improved public transport interfaces

To name a few.....All these factors lead to an opportunity to review the retail offering on campus and look to finesse the offer to align more with the

changing use of campus by both staff, students and the community.

### 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:

- Flinders University
- The University of Canberra
- Griffith University

### The Impact of Brands

This abstract will debate the benefits of brands versus generic retail outlets on campus. It will explain the difference in retail engagement (stickiness) by staff and students between the two models along with insights on how quickly the types of retail offerings are changing and what criteria needs to be included in the retail strategy to capture a higher proportion of staff and students spending on campus retailing rather than going off site.

### The Impact of Food Trucks

For many campuses, student satisfaction with retail has been raised significantly by the introduction of food trucks into the retail tenancy mix. The inclusion of food trucks is not without problems however as sitting retail tenants complain about the increased competition and Universities struggle to monitor sales and rental commissions from The Trucks. Brain& Poulter will share strategies and results from Flinders University, Western Sydney University, Murdoch University and Newcastle University on how trucks have been integrated for both increased student satisfaction and maximum commercial return.

### The Role of The Student Union In Delivering Retail On Campus

With a database of retail performance from over 20 Universities, Brain&Poulter will share the variations between student engagement and spend between Union run versus branded retail outlets. The Abstract will outline how the Union delivery model needs to change if they are to remain relevant to students and staff and able to actively contribute to the stickiness of a campus.

### Key takeaways

Attendees will return to their workplace with strengthened knowledge and understanding in ;

1. When retail can be used to contribute to a sticky campus
2. Which critical factors impact retail strategies the most
3. The latest trends globally for campus retail
4. How to structure the various delivery models for retail for maximum vibrancy, engagement and commercial return.

## POSTER 10

### **Multi-Campus Wayfinding Project: Challenges and Solutions from Client's and Consultant's Viewpoint**

MICHEL VERHEEM, CLARK RANDRUP  
idLab

Clark Randrup was the Manager, Asset Delivery - Facilities and Services Centre Edith Cowan University during the wayfinding project and intimately involved in the process of stakeholder engagement, funding requests, and roll out.

Recently retired after a distinguished career in architecture, development and asset management in New Zealand, USA and Australia, Clark has been with Edith Cowan University since 2011.

His knowledge of process driven asset delivery, as well as his fine-tuned feeling for engaging with the right groups of people at the right time, has made many large infrastructure project at the three ECU campuses possible and successful over the last five years.

Clark is eager to transfer his knowledge and experience to others within the industry, especially at the TEMC 2016 in his original home-town of Auckland.

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Clark will be presenting together with the CEO of the wayfinding consultant, Michel Verheem from ID/Lab

Looking at both sides of a single project across the client-consultant divide, Edith Cowan University and ID/Lab present a set of findings based on the design, development, and roll-out of a new wayfinding system for Edith Cowan University's three Western Australian campuses. This presentation will focus on how wayfinding systems provide opportunities to integrate contemporary facilities management practices into existing campuses.

We will present a review how each stage of the project ran to provide insight into some of the key issues that can occur in infrastructure projects of this scale, length, and complexity. The presentation shall be broken into a phased structure, starting at the initial Tender phase, and then running through Research, Design, Development, and Implementation. Each

phase will be presented jointly by ECU and ID/Lab representatives, providing a different viewpoint on the same part of the project.

The development of the wayfinding system at Edith Cowan University presented a number of unique challenges to the client and the consultant alike, and as such is a useful lens through which to view the engagement of specialist consultants on large scale projects. It will have relevance to those looking to work with architects, builders, landscape architects, interior designers, graphic designers, and touch on a broad range of aspects relating to facility management, communication, and stakeholder engagement.

For instance, we will examine how to set the scope for a project which may influence every built structure on all three campuses, and how structuring the project brief can create opportunities for integration and development outside of the original scope.

Due to the physical and temporal distance between the consultant and the client, we shall review how to we managed the distance between Perth and Melbourne and still have the project run smoothly. This distance presented challenges across the entire length of the project, from research phase through to delivery, and the procedures developed and lessons learned through this experience demonstrate the need for universities and educational institutions to stay abreast of technological changes, and how to manage these changes within a facility management structure. Further, the quantity of information to be garnered, organised, and updated presented challenges for both ECU and ID/Lab—we examine the process changes which were required in order to manage these issues.

Looking beyond the final outcomes, we hope to provide an opportunity for attendees of TEMC Auckland to gain a deep and meaningful insight into an often overlooked—but critical—component of managing and maintaining an effective and contemporary education environment. The presentation focuses on methods and process improvements, including stakeholder engagement, transition planning and change management, user led design principles, opportunity identification, and designing for long term impact and whole-of-life maintenance.

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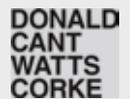
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