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DISTILLING IDEAS, TRANSFORMING FUTURES

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Adelaide Convention Centre
29 September - 2 October 2019

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Director, Project Management
National Head of Education, Aus/NZ
t: 07 3020 4766
e: robin.sweasey@ttthinc.com

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REGISTRATION DESK

The Registration Desk is located in Foyer F & G at the Adelaide Convention Centre. Please direct any questions you may have regarding registration, accommodation, tours or social functions to Leishman Associates staff at this desk.

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REGISTRATION DESK OPENING TIMES

Sunday 29 September	1.00pm – 5.00pm
Monday 30 September	7.00am – 5.00pm
Tuesday 1 October	7.30am – 5.00pm
Wednesday 2 October	8.00am – 5.00pm

CONFERENCE MANAGERS

LEISHMAN ASSOCIATES

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P: 03 6234 7844

E: paula@laevents.com.au

W: www.leishman-associates.com.au



Thank you

2019 TEMC ORGANISING COMMITTEE

Satya Webster (Convenor) – Flinders University

Kendra Backstrom – University of Adelaide

Ann Braybon – University of South Australia

Julie Boots – University of South Australia

Kay Govin – Flinders University

Michelle Jordan-Tong – University of Waikato

Dominic Marafioti – University of South Australia

Juan Smith – Flinders University



Welcome

TO ADELAIDE AND TEMC 2019

I would like to warmly welcome you to TEMC 2019 in Adelaide this year. We have another record number of participants expected this year and I am delighted to see that the interest generated from these annual conferences continues to grow every year. I am also very excited about the number of streams and sessions and the wide variety of ideas that our colleagues will share with us. These valuable experiences and wonderful ideas will enrich us all as we continue to strive for excellence in the tertiary education world.

The theme for this year's conference, **"Distilling Ideas, Transforming Futures"** is another magnificent opportunity for us to come together to share big ideas and aspire to higher standards in excellence and service delivery in tertiary education.

The Local Organising Committee (LOC) has worked tirelessly over the last year to organise the conference and I would like to thank them for their dedication and passion in making TEMC 2019 another splendid event for ATEM and TEFMA.

It is wonderful to have some exceptional keynote speakers joining us and we are honoured once again to have the Vice Chancellor's panel as the opening session. We greatly appreciate their time and contribution to making the conference relevant, meaningful and uplifting for all participants.

We also greatly appreciate our sponsors for supporting this conference and thank you for your generous support, commitment and contribution to the tertiary education sector.

Most of all I would like to thank you, the participants, for enriching these annual conferences by your presence. There are ample opportunities to network and make new friends, renew old friendships, collaborate and make plans to enhance the world we live in. I hope you enjoy your experience at TEMC 2019.

**Satya Webster, Flinders University
2019 Convenor**



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Welcome

FROM ATEM AND TEFMA PRESIDENTS

It is great to be back in the vibrant city of Adelaide for TEMC 2019. It is exciting to see the new developments and redevelopments that have happened within the city and the conference venue since TEMC was last here in 2012.

The Local Organising Committee (LOC) of ATEM and TEFMA members has developed a fantastic program based on the theme “**Distilling Ideas, Transforming Futures**”. Congratulations to Satya Webster (Chair), Dominic Marafioti, Kendra Backstrom, Ann Braybon, Julie Boots, Kay Govin, and Juan Smith on the quality of the speakers, the abstracts and the social program for this year’s conference. The LOC really has identified the key ingredients for success!

We are well on track to have over 800 people attending TEMC 2019 and this includes more than 200 people who have indicated that they are attending TEMC for the first time. This sets the stage for a great conference.

In its 42nd year, TEMC provides an expansive platform for tertiary education professionals to learn, share, network and develop. TEFMA and ATEM are proud of the collaboration between our two associations which culminates in this high quality conference annually.

Thank you to our sponsors and exhibitors for their support. They not only help make TEMC possible they are also a big part of the vibe and energy of the conference. Please take time to visit the trade hall during the conference to speak to sponsors and exhibitors to find out about the latest trends and innovations they are delivering in the sector. Thank you to Leishman’s for their professional support for the organisation and delivery of the conference.

On behalf of ATEM and TEFMA welcome to TEMC 2019.

Michelle Jordan-Tong & Garry Bradley
President ATEM & President TEFMA

ATEM BOARD

Michelle Jordan-Tong - President
Joanne Austin Vice - President
Susan Hudson Vice - President
Matthew McDonough - Treasurer
Kathryn Blyth - Chair, NSW/ACT Region
Nonie Kirker - Chair, Aotearoa Region
Brett Johnson - Chair, Queensland
Satya Webster - Chair, Central Region
Fiona Bygraves - Chair, Bass Region
Gerard Hoyne - Chair, Western Region



Association for Tertiary
Education Management

TEFMA BOARD

Garry Bradley - President
Wayne Millar - President Elect
Glenn Mowbray - Vice-President
Hilary Kavanagh - Secretary Treasurer
Iona Beaulieu - Director
Chris Hewison - Director
Brian Jones - Director
Dominic Marafioti - Director
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Introduction to ATEM & TEFMA



ASSOCIATION FOR TERTIARY EDUCATION MANAGEMENT (ATEM)

Give your career the EDGE with the Association for Tertiary Education Management.

The EDGE concept is to **engage, discover, grow and excel** through ATEM.



Engage. Discover. Grow. Excel.

These four pillars are what ATEM hopes will help you as a professional to achieve in the sector.

The EDGE provides you with the opportunity to distinguish yourself from your peers and to embrace our profession.

Providing the EDGE to both our members is achieved through;

- Connecting People and Groups from around the sector and beyond through activities, conferences and events.
- Building Professionalism and Capability by offering programs that help you build and improve your skills and capabilities for your daily work.
- Empowering members to grow their careers - Extend, influence and build partnerships.
- Access to special interest groups and communities of experts in higher education specific roles as well as exposure to hot topics.
- Recognising and rewarding excellence and good practice across the sector by members.
- Leveraging sector wide knowledge to enhance institutions access to best practice and industry trends.

The EDGE concept and logo is being rolled out across ATEM and we hope that when going to a PD activity or conference, applying for an award or membership upgrade or considering membership for the first time that the EDGE will clarify the purpose of ATEM in your career.

For more information on ATEM, please contact:

PAUL ABELA

Executive Director

E: paul.abela@atem.org.au

P: +61 2 9351 9719

www.atem.org.au

TERTIARY EDUCATION FACILITIES MANAGEMENT ASSOCIATION (TEFMA)

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

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

TEFMA has some 1000 members representing 88 tertiary education institutions and 8 affiliated associations in Australasia.

TEFMA promotes engagement with industry through its 74 Business Partner members. TEFMA recognises the support and ongoing commitment by our Business Partners in ensuring our members remain current in contemporary FM practices. TEFMA members provide vital infrastructure and service in support of the effective operation of tertiary and vocational education in the Australasian region.

For more information on TEFMA please contact:

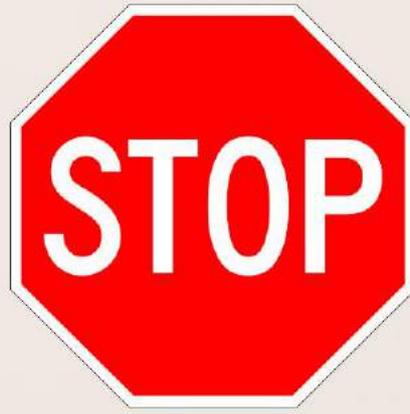
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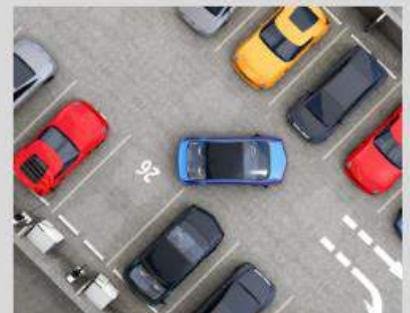


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HOW TO USE OUR MOBILE APP

TEMC19 is fully digital with a mobile app for delegates that can be downloaded to your mobile phone or tablet.

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

Via the app, you will be able to:

- View the interactive program
- Add the sessions you want to 'My Program'
- Connect with other attendees and exhibitors
- View speaker profiles
- See the listing of sponsors and exhibitors and their fantastic prizes on offer
- Post your experiences and interact with other delegates via the EventStream
- Earn Badges and move up the Leaderboard as the most engaged delegate

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

APPLE IOS OR ANDROID

1. Search for "TEMC19" in your Android Play or Apple Store and Install the app with our logo
2. Log In - you will need to enter your email address and the four-digit APP Pin (password) that is located on your name badge and Mobile App Help Email (note: this only needs to be entered once)
3. Once logged in you be asked to select your App Visibility. Opting In means that your profile will be included in the attendee search and you will be able to contribute to the EventStream and other Engage activities.

Warning: Opting Out will limit your app use, you will NOT be able to take part in the EventStream, Contact Exchange or competitions.

WINDOWS OR BLACKBERRY

1. If you are installing on a Windows Phone or Blackberry, you will need to click on the URL in your Mobile App Help Email
2. The mobile app will open in a browser and you will need to log in with your email address and four-digit APP Pin as shown above
3. Finally, you will need to Add, or "Pin" the app to your home screen. Once this is done, you are all set! You can search for attendees, send messages, review the program, create a personalised program as well as research speakers, exhibitors and sponsors.

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teaching spaces.

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Winner: Australian Institute of Architects (AIA), National Architecture Award for Education, 2018
Australian Institute of Architects (NSW) William E Kemp Award for Educational Architecture, 2018
INDE Awards, The Learning Space, 2018
Learning Environments Australasia Annual Excellence in Educational Facilities Awards, Overall Winner, 2018
Good Design Awards®, Architectural Design, 2018
Chicago Athenaeum Green GOOD DESIGN™ Award, Research and Technology, 2018
Association of Consulting Structural Engineers NSW, Medium Building Projects Award, 2017
Australian Timber Design Awards, Excellence in Timber Design, 2017

Photography
by Brett Boardman

General Information

CONFERENCE WI-FI

Network: TEMC2019

Password: architectus

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POCKET PROGRAM

Please BYO hard copy of a program if required as we are not providing a pocket program. This initiative is to lessen our impact on the environment.

MOBILE PHONES

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

ACCOMMODATION

It was the responsibility of each delegate to book and confirm their accommodation on behalf of themselves. If you booked a room through the registration portal, you can view the information on your accommodation booking by clicking on the 'My Photo/Registration' icon in the Mobile App.

DELEGATE NAME BADGES

All attendees will be issued a name badge. Please wear this at all times throughout the conference and social functions. Your ticket to the Gala Dinner is on your badge!

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PHOTOGRAPHS AND VIDEOS

A professional photographer will be taking photos throughout the conference with these photos available from the conference website shortly after the conference or from Leishman Associates. If you do not wish to have your photo taken, please advise the registration desk and the photographer if they approach you for a photo.

TWITTER AND EVENTSTREAM

Live Twitter and EventStream feeds will be viewable on the Mobile App. Get involved and be seen!

MOBILE APP LEADERBOARD COMPETITION

Delegates will have the ability to engage with the conference in a variety of ways via the Mobile App and by doing this will accrue points/badges. Please refer to the email sent to you prior to the conference that outlines the full functionality of the Mobile App or visit the registration desk if you have any queries. A Leader Board showing the most engaged delegates will be listed in the App, with points being accrued up until the end of the lunch break on the final day of the conference. The top delegate on the Leader Board at the close of the competition will be deemed the winner with an announcement made and a prize awarded in the closing remarks of the conference.

DRESS CODES

Dress throughout the day is smart casual or informal business. The dress code to the Newcomers Event and Welcome Reception is smart casual. The dress code to the Symposium Dinner is Speakeasy – dress to impress!

ENTRY TO CONFERENCE SESSIONS

It is suggested that delegates arrive at preferred sessions promptly to ensure a seat. If sessions become full then late arrivals may not be accommodated.

BARISTA COFFEE

Barista coffee will be available at the conference venue. The coffee carts will be located in the exhibition hall.

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SPEAKER'S ROOM

All speakers should present themselves to the Speakers Preparation Room 2–3 hours before their scheduled presentation time to confirm the upload of their presentation. The Speakers Preparation Room is located in Room L1B.

Speakers are requested to assemble in their session room 5 minutes before the commencement of their session (if possible), to meet with their session chair and to familiarise themselves with the room and the audio visual equipment.

For information on the chairperson attending your session, please refer to the program. A technician will be present in the speaker's preparation room during registration hours. There will be a facility to test and modify your presentation as required.

GENERAL INFORMATION (CONTINUED)

PRESENTATIONS

Presentation slides of speakers who have given explicit consent to do so, will be published on the TEMC19 Website post-event.

SPECIAL DIETS

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

EMERGENCY MEDICAL CARE

The closest hospital is The Royal Adelaide Hospital, located a 7 minute drive away from the conference venue.

In case of an emergency please call 000. For minor incidents, please advise the registration desk.

SECURITY

The members of the conference organising committee, Leishman Associates and Adelaide Convention Centre accept no liability for personal accident or loss or damage suffered by any participant, accompanying person, invited observer or any other person by whatever means. Nor do we accept liability for any equipment or software brought to the conference by delegates, speakers, sponsors or any other party. Please protect your personal property. Do not leave laptops, cameras, and other valuable items unsecured. Be conscious of individuals who appear out of place and do not wear a conference name badge. Advise Leishman Associates staff if this does occur.

DISCLAIMER

TEMC19 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.



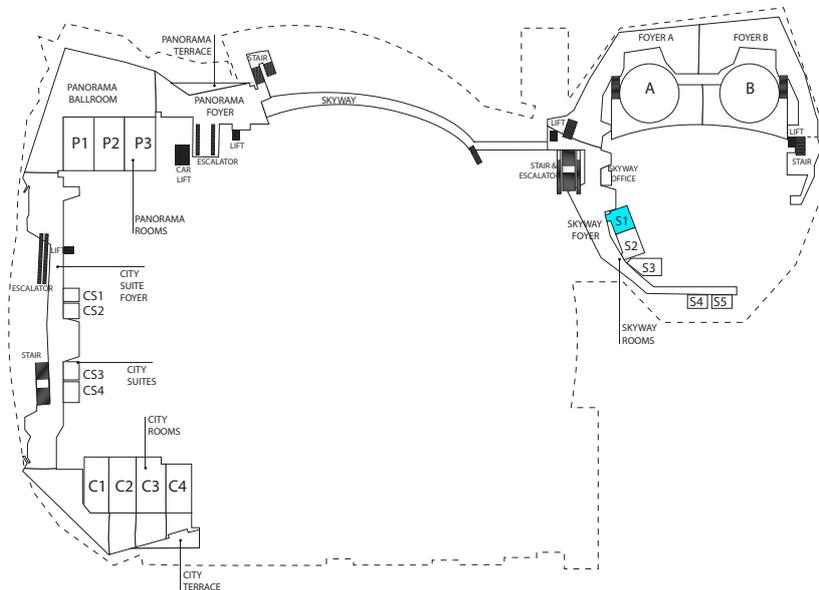
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Adelaide Convention Centre Venue Map

LEVEL ONE

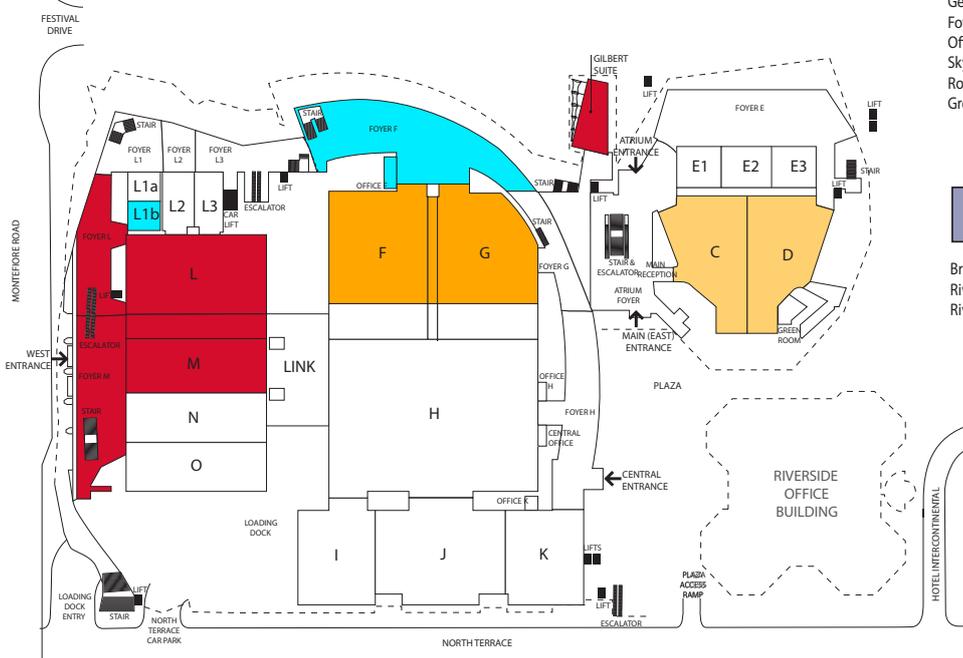


Social Functions
 Gilbert Suite - Sponsors & Exhibition Dinner
 Foyer LM - Gala Dinner Pre Drinks
 Halls LM - Gala Dinner

Exhibition and Catering
 Halls FG - Exhibition and Catering

Plenary Session
 Halls CD - Plenary

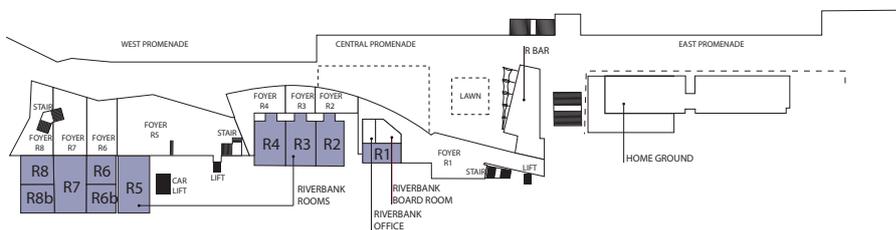
GROUND LEVEL



General Conference Requirements
 Foyer FG - Registration
 Office F - Conference Office
 Skyway Room 1 - Intern Office
 Room L1B - Speaker Support Centre
 Green Room - VIP / Speaker Room

Breakout Sessions
 Riverbank Rooms 1,2,3,4 - Breakout Sessions
 Riverbank Rooms 5,6,7,8 - Breakout Sessions

LOWER LEVEL ONE



Conference Master of Ceremonies

ROSANNA MANGIARELLI

Rosanna Mangiarelli joined the Seven Network in 2004 as a reporter, presenter and producer. Rosanna started her role as host of Today Tonight in August 2007.

After completing her Journalism degree at the University of South Australia, Rosanna cut her teeth at Southern Cross Television in Port Pirie in 1997. Rosanna reported and presented for the nightly news service, becoming one of the country's first video journalists.

Rosanna's career took a leap forward in 1999 when she joined the ABC in Tasmania, fulfilling a number of roles for the national broadcaster including reporting, presenting and producing for both radio and television.

Rosanna then returned to her home town of Adelaide where she joined the ABC newsroom as a reporter in both news and current affairs, before moving on to present the Australia Network's national news from Perth, to an impressive audience of millions in the Pacific, Asia and India from 2001.

Rosanna joined the Seven Network in 2004 – her versatility allowing her to fulfill a broad range of tasks both on and off camera.

Rosanna feels privileged to have interviewed a number of international, national and state identities – some of her highlights include: boxing great Muhammed Ali, Anzac hero Alec Campbell and award-winning writer Max Fatchen.

Some other career highlights for Rosanna include reporting on the 2003 Baxter Detention Centre riots, covering the Kapunda Road Royal Commission, travelling to Los Angeles to read news for Seven's Sunrise and hosting local magazine program, Adelaide Weekender.

Away from work, Rosanna dedicates her time to an array of charities. She also enjoys holidaying around the state with husband Andrew and two daughters.



TEM C Checklist

Attending the Welcome Reception 

Got my Satchel 

Mobile Phone Fully Charged 

Wearing my Name Badge 

Turned on WiFi 

Downloaded the App 

Got myself a Coffee  

Selected my Dinner Seat through the Mobile App

VC Panel



PROFESSOR JOANNE CYS

UNIVERSITY OF SOUTH AUSTRALIA

Joanne Cys LFDIA, Hon FRAIA, is Professor and Pro Vice Chancellor of the Division of Education, Arts and Social Sciences.

Joanne's research focuses on the disciplinary sociology and directions of interior design as an expansive field of practice and research. She also works in the applied areas of continuing professional education for design practitioners and education policy for the design profession. In 2016 she was inducted into Australia's Design Hall of Fame in recognition of her contributions to design policy, education and research.

Joanne has been the creative director for major practice-led design competitions and symposia at state, national and international level. She has spoken at national and international conferences and is regularly invited to contribute to professional design journals. Joanne is highly engaged in national and international peak design bodies. She has been co-chair of the Global Interiors Education Open Forum (2011-2015) and Executive Board Member of the International Federation of Interior Architects/Designers (2011-2014). Joanne was National President of the Design Institute of Australia (2008-2010) and has been Australia's representative to the Global Design Network and the Asia Pacific Space Designers Alliance.

Joanne's qualifications include a Bachelor of Arts, a Bachelor of Arts (Interior Design), a Master of Architecture and a PhD.



PROFESSOR CLARE POLLOCK

FLINDERS UNIVERSITY

Professor Clare Pollock is the Deputy Vice-Chancellor (Students) with responsibility for strategic leadership of the University's educational strategy, student success, and oversight of student-related and academic services.

Clare joined Flinders in 2016, following an extensive and diverse career at Curtin University in Perth, WA, where she held a number of significant leadership roles including Associate Provost, Chair of Academic Board, and Head of School of Psychology and Speech Pathology.

A graduate of Oxford University and of the University of London, Professor Pollock's distinguished research career has focussed on the application of psychology to improve safety especially through people's interaction with technology.

Professor Pollock is currently a member of the Board of SATAC (South Australian Tertiary Admissions Centre Ltd) and on the executive of the Universities Australia Deputy Vice-Chancellor (Academic) group. These roles continue her commitment for service and leadership to both the University and the community which has previously seen her serve on the Australian Psychology Accreditation Council, the Universities Australia Clinical Placement Advisory Group and as a Board member of the Civil Aviation Safety Authority.



PROFESSOR JUSTIN BEILBY

TORRENS UNIVERSITY

Professor Justin Beilby was appointed to the role of Vice-Chancellor, Torrens University Australia in January 2015. Prior to taking on this role, he completed 10 years as Executive Dean of the Faculty of Health Sciences, University of Adelaide, which required oversight of all academic, educational and research programs. Justin is a qualified practicing General Practitioner, board member and leader in primary care and general practice reform in Australia. He is enthusiastic, passionate, resilient and dedicated to improving the standard and quality of health care and tertiary education and research both within Australia and internationally.



PROFESSOR PHILIPPA LEVY

THE UNIVERSITY OF ADELAIDE

Philippa joined the University of Adelaide as Pro Vice-Chancellor (Student Learning) in April 2015. She previously was Deputy Chief Executive, and Director of Academic Practice, of the UK's body for the enhancement of learning and teaching in higher education, the Higher Education Academy (HEA). At the HEA she led national enhancement strategy and services, including commissioned educational research, across all academic disciplines and in a range of thematic areas such as employability, internationalisation, student retention and success, flexible learning, online learning and 'students as partners'. She also led the HEA's work on a range of national strategic projects in areas including grade point average, teaching excellence, learning gain and college-based higher education.

Phil joined the HEA in 2012, seconded from the University of Sheffield where she continued part-time in her position as Professor of Learning and Teaching Enhancement in Higher Education, based in the Information School (iSchool). Between 2010 and 2012 she served as Head of School and, between 2005 and 2010, as Director of a national Centre for Excellence in Teaching and Learning also based at the University of Sheffield. The Centre ran a substantial £4.85M enhancement programme focusing on inquiry-based learning and undergraduate research across the disciplines.



JANA WENDT

TRANSFORMING FUTURES, A LEADERS' VIEW TO THE FUTURE OF HIGHER EDUCATION PANEL

Jana Wendt is a journalist and writer.

Her feature writing has appeared in publications including The Monthly, The Spectator, The Australian and The Sydney Morning Herald.

In broadcast journalism she has worked for every Australian television network as a senior reporter and presenter on programmes including 60 Minutes, A Current Affair, Dateline and Sunday, and as a contributing correspondent for the American CBS Network's 60 Minutes.

Wendt has interviewed many key newsmakers including Mikhail Gorbachev, Muammar Gaddafi, Henry Kissinger, Rupert Murdoch, Conrad Black, Benazir Bhutto, Binyamin Netanyahu, and Yasser Arafat. She has interviewed widely in the arts where her subjects have included pianist and conductor Daniel Barenboim; opera star Cecilia Bartoli; conductor Riccardo Muti and jazz diva Cleo Laine.

Jana Wendt's book A Matter of Principle, based on conversations with notable individuals about their values was published in 2007, and her second, Nice Work, about the world of work in April 2010. She is currently working on a book of short fiction.

Keynote Speakers



JANE CARO

DISTILLING BIG IDEAS

Jane is an author, lecturer, mentor, social commentator, columnist, workshop facilitator, speaker, broadcaster and award winning advertising writer. Jane runs her own communications consultancy and lectures in Advertising Creative at The School of Humanities and Communication Arts at WSU, Jane also mentors young businesspeople through McCarthy Mentoring.



KATRINA WEBB, OAM

NEXT GENERATION LEADERSHIP

Katrina is a triple Gold Medal winning Paralympian who turned her disability into one of her greatest strengths. Anyone who hears this Australian sporting legend's story will be inspired and motivated, learning success isn't always the easiest journey and there are often many hurdles along the way.

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SIMON GRIFFITHS

HEALTHY FUTURES: PEOPLE & PLANET

Simon is the Co-Founder and CEO of Who Gives A Crap, a profit-for-purpose toilet paper company that uses 50% of its profits to build toilets in the developing world. He is an outstanding entrepreneur and philanthropist who has built two social enterprises, generating donations of more than \$1.9 million. His work has been covered by countless media outlets around the world, including The Huffington Post, MTV and The Stanford Social Innovation Review.



JAMIE FITZGERALD

NATURAL ENVIRONMENT: MOVERS & SHAPERS

Jamie Fitzgerald has worked around the world in financial services, F&B, government and primary sectors. His business, Inspiring Performance, has helped hundreds of organisations around the world gain clarity and alignment on the value they create, future business models, their priorities, and how to maintain momentum along the way. His ability to translate strategic thinking into practical steps is very hard to beat.

One of Jamie favorite projects was to manage the training and culture of Rugby World Cup volunteers in 2011. This was a programme for 6000+ people tasked with delivering a 'uniquely New Zealand' customer experience.

Outside of his business career, Jamie has walked unaided to the South Pole, captained rowing crews versus Cambridge and Oxford Universities during his management degrees, holds the world record for rowing 5000km across the Atlantic Ocean, hosts various TV documentary series, and is a keen bee-keeper.



MIKE TEECE

THE HIGHER EDUCATION POLICY ENVIRONMENT – A UA UPDATE

Mike Teece has been Policy Director (Academic) at Universities Australia since February 2016. Mike is responsible for higher education policy, including funding and regulation, and manages UA's statistical and analytical work. Mike previously worked in a similar role at the Group of Eight and before that at the Commonwealth Education Department in higher education and international education policy roles.

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DR ALICE GORMAN

BEYOND THE PHYSICAL ENVIRONMENT PANEL

Dr Alice Gorman is an internationally recognised leader in the field of space archaeology. Her research focuses on the archaeology and heritage of space exploration, including space junk, planetary landing sites, off-earth mining, rocket launch pads and antennas. She is a Senior Lecturer at Flinders University and a Director on the Board of the Space Industry Association of Australia. In 2017 she won the Bragg UNSW Press Prize for Science Writing. Her book *Dr Space Junk vs the Universe: Archaeology and the Future* was published in April 2019. She tweets as @drspacejunk and blogs at Space Age Archaeology.



DIANNE MCGRATH

BEYOND THE PHYSICAL ENVIRONMENT PANEL

Dianne is one of seven Australian shortlisted Mars One astronaut candidates in the remaining Mars 100. The Mars One mission seeks to establish the first permanent human settlement on Mars.

Dianne's sense of adventure, determination and fitness has seen her sail tall ships in the Southern Ocean, cycle extreme distances, jump from planes, and run marathons and an ultra-marathon.

She has a special interest and growing expertise in sustainable food systems, something that will be critical in a completely new environment for human habitation.

She won a global marketing award, and held numerous positions, including a global marketing position based in Europe where she was responsible for a \$1billion (AUD) brand portfolio, and won a global marketing award.

Dianne leads a purposeful life that seeks to create better environmental outcomes. Towards this goal, she is currently the Director of the sustainability and business consultancy, Food for Thought Consulting Australia.

Passionate about sustainable food systems, she is also a Director on the boards of three not-for-profit organisations that operate in the food sustainability/community food space: Cultivating Community, 3000acres and the Open Food Network.



JOSH RICHARDS

BEYOND THE PHYSICAL ENVIRONMENT PANEL

Selected from over 200,000 initial applicants, Josh Richards is currently one of 100 people short-listed for Mars One's 2031 one-way mission to Mars. As a former Australian soldier, British Commando, explosives engineer, physicist, comedian, science-adviser to the richest living artist in history, and author of "Becoming Martian", Josh's natural talent as a storyteller makes for compelling and entertaining corporate keynotes and workshops on leadership, small-team dynamics, performance psychology, and the challenges of life in space that inspire every audience to discover the sky is not the limit.

Join us at TEM© 2020

13-17 September

Visit us in the Exhibition and have your say on what you'd like to see as part of TEM© 2020. Give us your feedback on these questions:

What keeps you awake at night about our sector?

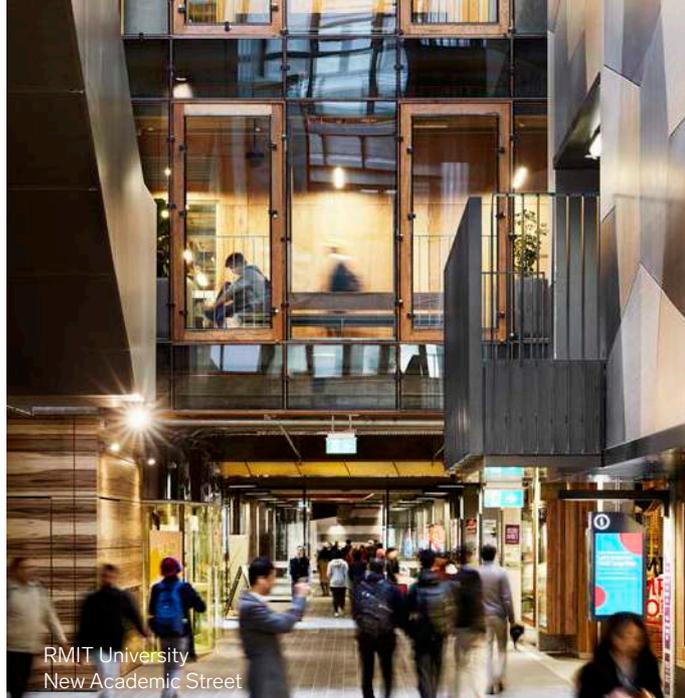
What speakers would you love to listen to?

What do you want from TEM©2020?





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Education Precinct Building



RMIT University
New Academic Street



Monash University
Learning and Teaching Building

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Herman Miller Keyn Chair and Everywhere Table

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TEMC 2019 Program

DAY 1 - SUNDAY 29 SEPTEMBER 2019

0900-1600 **TEFMA BOARD MEETING (INVITATION ONLY)**



UniSA, CRI BUILDING,
North Tce ADELAIDE,
11th floor, HB11-23
Boardroom

0900-1500 **ATEM COUNCIL MEETING (INVITATION ONLY)**



UniSA, Hawke Building,
Level 5, Council Room

1300 Registration Desk Opens **GROSVENOR] engineering group**

Arrive early and then have the afternoon free to explore.

Thanks to our Satchel sponsor and Name Badge sponsor



Adelaide Convention Centre,
Foyer F&G

Remember to pick up your satchel and identification when you register!

1700-1800 **NEWCOMERS FUNCTION**

All newcomers are welcome to this event. Pre-registration is required.
If this is your first time and you'd like to attend this event, please advise
brittany@laevents.com.au

Welcome speeches from the President's of ATEM & TEFMA

South Australian Museum,
North Terrace, Adelaide

1800-2000 **WELCOME RECEPTION**

With thanks to our sponsor



Welcome speeches from the Presidents of ATEM & TEFMA

Introduction & welcome speech from UniBank General Manager, Mike Lanzing

South Australian Museum,
North Terrace, Adelaide

TEM C 2019 Program

DAY 2 - MONDAY 30 SEPTEMBER 2019

0715 Registration Desk Opens **GROSVENOR] engineering group** Foyer F&G

0845-1045 **PLENARY SESSION 1** Halls C&D

0845-0850 **WELCOME TO TEM C 2019**
Master of Ceremonies, Rosanna Mangiarelli

0850-0905 **WELCOME TO COUNTRY**
The welcome to country will be introduced by Simone Ulalka, followed by Elder, Jack Buckskin

0905-0910 **OPENING COMMENTS**
Satya Webster, 2019 Convenor

0910-1045 **TRANSFORMING FUTURES, A LEADERS' VIEW TO THE FUTURE OF HIGHER EDUCATION**

Facilitated by Jana Wendt

- UniSA - Professor Joanne Cys
- Flinders University - Professor Clare Pollock
- Torrens University - Professor Justin Beilby
- The University of Adelaide - Professor Philippa Levy

1045-1115 **MORNING REFRESHMENTS** Halls F&G

With thanks to our sponsors



1115-1205 : CONCURRENT SESSION A - Sessions are 45 minutes, with an allowance for 5 minutes change over

Jo Maguire

Naomi Barun

Matthew O'Halloran

Reshmee Gunesh

A1
RIVERBANK 1

A2
RIVERBANK 2

A3
RIVERBANK 3

A4
RIVERBANK 4

THE POWER OF PERSONALISED EXPERIENCES IN THE 21ST CENTURY

Dinesh Acharya
JLL

INNOVATION HUBS – THE NEW BLACK. BUT WHAT ARE THEY?

Marina Carroll and Victor Ballester
University of Melbourne & Architectus

EXTENDING VICTORIA UNIVERSITY'S (VU) BLOCK MODEL INTO ONLINE POSTGRADUATE EDUCATION

Professor Chris Walsh
Victoria University

WHAT DOES EXCELLENCE IN STUDENT COMMUNICATIONS LOOK LIKE?

Mike Shaw
Auckland University of Technology

THE CHANGE EXPERIMENT ISN'T WORKING - AVOID THE QUICK WINS IN FAVOUR OF LONGER TERM SOLUTIONS

Courtney Innes
Queensland University of Technology

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GROSVENOR]
engineering group

Damian Barry

A5
RIVERBANK 5

EMPLOYABILITY, WORK INTEGRATED LEARNING AND INDUSTRY

Justin Beilby
Torrens University

Allan Green

A6
RIVERBANK 6

TRANSITIONING TO 100% RENEWABLE ELECTRICITY AND A LOW CARBON FUTURE

Daan Schiebaan
University of Newcastle

Alex Sabharwal

A7
RIVERBANK 7

NEXTGEN RECOGNITION: USING NEUROSCIENCE AND TECHNOLOGY TO ENGAGE YOUR PEOPLE AND BUILD YOUR CULTURE

Brett Johnson
University of Southern Queensland

Andrew Unwin

A8
RIVERBANK 8

LEARNING BY ASSOCIATION IN HIGHER EDUCATION IN AUSTRALIA AND THE UK: PETER KARMEL PROJECT REPORT

Dr Heather Davis
Marcus Oldham College

Concurrent Session A sponsored by



TEM C 2019 Program

1210-1300 : CONCURRENT SESSION B - Sessions are 45 minutes, with an allowance for 5 minutes change over

Jason Ah Sam	Lucy O'Driscoll	Mark Hatwell	Alex Pringle
B1 RIVERBANK 1 	B2 RIVERBANK 2	B3 RIVERBANK 3	B4 RIVERBANK 4
<p><i>MINDFUL MASTER PLANNING FOR MINORITIES</i></p> <p>Sonia Beck Deakin University</p> <hr/> <p><i>CORPORATE CITIZENSHIP: FULFILLING OUR OBLIGATION TO LEAD TOWARDS EQUITY</i></p> <p>Emily Sloan Monash University</p> <hr/> <p><i>BIOMIMICRY – IT'S BENEFITS AND BARRIERS</i></p> <p>Dr Matthew Webb Umow Lai Consulting Engineers</p>	<p><i>CO-CREATE AND HUMANISE THE CAMPUS. UWA'S NEW APPROACH TO THE TRADITIONAL MASTERPLAN</i></p> <p>Trevor Humphreys and Dr Samantha Hall University of Western Australia & Spaces Alive</p>	<p><i>PUSHING PHYSICAL BOUNDARIES AND DELIVERING STUDENT FLEXIBILITY: COLLABORATIVE, EFFICIENT AND EFFECTIVE SERVICE OPERATIONS, AN EVOLVING REALITY FOR MONASH UNIVERSITY</i></p> <p>Reshmee Gunesh and Samantha Kao Monash University</p>	<p><i>THE GOAL IS SERVICE EXCELLENCE!: ENTERPRISE SERVICE MODELS AND BUSINESS PARTNERING FOR SUCCESS</i></p> <p>Elizabeth Wickham, Heather Kingston and Nicole Barclay Queensland University of Technology</p>

1300-1400 **LUNCH**

With thanks to our sponsors



Halls F&G

PLENARY SESSION 2

Halls C&D

1405-1410 **SPONSOR PRESENTATION**

Robin Sweasey, Director Project Management



Turner & Townsend

1400-1405 **ATEM PRESENTATION**

Fiona Bygraves, Chair, Bass Region and Director ATEM

1410-1450 **NATURAL ENVIRONMENT : MOVERS & SHAPERS**

Jamie Fitzgerald, Adventurer and Businessman, NZ

DesignInc

1450-1520 **AFTERNOON REFRESHMENTS**

With thanks to our sponsors



Halls F&G

1520-1605 : CONCURRENT SESSION C - Sessions are 45 minutes, with an allowance for 5 minutes change over

Lisa Phoa	Yolanda Wosny	Leigh Burgess	Susan Hudson
C1 RIVERBANK 1 	C2 RIVERBANK 2	C3 RIVERBANK 3	C4 RIVERBANK 4
<p><i>TRANSITIONING FROM AVERAGE BUILDINGS TO SMART BUILDINGS</i></p> <p>Nicholas Lianos Grosvenor Engineering Group</p> <hr/> <p><i>ACADEMIC HEALTH CENTRES: A WIN-WIN-WIN-WIN SITUATION</i></p> <p>Shane Wood Billard Leece Partnership</p>	<p><i>DEAKIN UNIVERSITY IISRI – A REVOLUTIONARY CONSTRUCTION DELIVERY PROCESS, FOR INNOVATIVE RESEARCHERS</i></p> <p>Jason Ah Sam, Melinda O'Brien, Michael Bennett, Mark O'Dwyer and Charlie Chisholm Deakin University, Root Partnership, Wilde and Woollard H2o architects and Kane Constructions</p>	<p><i>TRANSLATING FACILITIES DATA INTO EVIDENCE FOR ACTION</i></p> <p>Steve Lake University of Melbourne</p>	<p><i>SHINING A LIGHT INTO THE DARK CORNERS OF SERVICE MANAGEMENT</i></p> <p>Angela Forrester and Sharone Ciancio Australian Catholic University</p>

<i>Mike Shaw</i>	<i>Helen Andrew</i>	<i>Kathy Buxton</i>	<i>James Bowman</i>
B5 RIVERBANK 5	B6 RIVERBANK 6	B7 RIVERBANK 7	B8 RIVERBANK 8
<p>"WHY UNIVERSITY?" CREATING THE FUTURE STUDENT DIGITAL EXPERIENCE AT THE UNIVERSITY OF AUCKLAND.</p> <p>Maree Shaw and Oliver Tipping <i>University of Auckland</i></p>	<p>IDENTITY MATTERS: AUTHENTIC CULTURAL ENGAGEMENT AND HOW TO EFFECT CHANGE</p> <p>Vanessa Carswell and Rodney Sampson <i>Warren & Mahoney Architects / Otago Polytechnic</i></p>	<p>INFLUENCING INSTITUTIONS AND CHANGING CULTURES: HOW COLLABORATION EMPOWERS (STUDENT) EMPLOYABILITY</p> <p>Dr Dino Willox <i>University of Queensland</i></p>	<p>MONASH UNIVERSITY'S GILLES HALL – SETTING THE BENCHMARK FOR THE NEXT GENERATION OF SUSTAINABLE BUILDINGS</p> <p>Nick Bamford, Adrian Daniels and Clare Parry <i>AECOM, Monash University & Grun Consulting</i></p>

<i>Fiona Bygraves</i>	<i>Sue Leak</i>	<i>Elizabeth Bishara</i>	<i>Amy Williams</i>
C5 RIVERBANK 5	C6 RIVERBANK 6	C7 RIVERBANK 7	C8 RIVERBANK 8
<p>GUARDS AND GUIDES: FINDING THE NEXUS BETWEEN COMPLIANCE AND INNOVATION</p> <p>Mark Hatwell <i>Monash University</i></p>	<p>WORKSHOP - WHAT HAPPENS WHEN CONTRACTOR MANAGEMENT GOES WRONG? HOW IS TECHNOLOGY HELPING TO AVOID THIS?</p> <p>Sue Leak, Dr Dan Carpenter and Alena Titterton <i>BGIS & Clyde and Co</i></p>	<p>INCREASING THE AWARENESS AND ADOPTION OF TEO REO & TIKANGA MAORI WITH STUDENT SERVICES AND ADMINISTRATION AT AUT</p> <p>Wiremu Tipuna and Mike Shaw <i>Auckland University of Technology</i></p>	<p>WHAT GOOD EVER COMES OF NETWORKING: FROM SERENDIPITY TO AUSTRALIA</p> <p>Andrew Unwin <i>Durham University</i></p>

ATEMC 2019 Program

1610-1700: CONCURRENT SESSION D - Sessions are 45 minutes, with an allowance for 5 minutes change over

Joanna Scarbrough

Ruth Wilson

Wayne Millar

Sheryl Morgan

D1

RIVERBANK 1



D2

RIVERBANK 2

D3

RIVERBANK 3

D4

RIVERBANK 4

FLINDERS UNIVERSITY
STRATEGIC PROJECTS- OUR
BOLD VISION FOR GROWTH
AND FUTURE SUCCESS

Mark Gregory

Flinders University

MELBOURNE CONNECT,
INTEGRATED PROJECT
DESIGN DEVELOPMENT AND
DELIVERY

Richard Stokes

Arup

MAKE IT HAPPEN: USING A
STUDENT CENTRED DESIGN
MODEL TO TRANSFORM
A DULL CARPARK INTO
A FLEXIBLE LEARNING
ENVIRONMENT

Jon Peacock and Ben

Lornie

University of Melbourne &
PTID

ALIGNMENT TO ISO41001
FACILITIES MANAGEMENT
SYSTEM TO DRIVE
SUSTAINABLE CHANGE

Andrew Sun

RMIT

UNLEASHING THE POWER:
FINDING INSPIRATION IN
ADMINISTRATION

**Carol Home, Julie Davis,
Bruce Rattray, Karren
Maltseva, Michael Groom
and Sushila Pinto**

University of Auckland

1700 Day 2 concludes

1830 **ATEM AWARDS NIGHT**



Transport – Coaches to depart from Adelaide Convention Centre
on North Terrace **at 6.00pm**

The Ellington,
23 Hackney Rd, Hackney

1830-2200 **TEFMA AWARDS DINNER**



Guests are invited to make the leisurely stroll from the city centre to the Adelaide
Town Hall.

Adelaide Town Hall
128 King William Street
Adelaide

Maria Panettieri

D5
RIVERBANK 5

TRANSFORMING NORTH EAST MELBOURNE IN PREPARATION FOR 21ST CENTURY CHALLENGES: LATROBE UNI HARNESSING GLOBAL EMPLOYMENT AND INNOVATION CLUSTERS

Tim O'Loan and Natalie Macdonald

AECOM & LaTrobe University

Sue Leak

D6
RIVERBANK 6

WORKSHOP CONT. - WHAT HAPPENS WHEN CONTRACTOR MANAGEMENT GOES WRONG? HOW IS TECHNOLOGY HELPING TO AVOID THIS?

Sue Leak, Dr Dan Carpenter and Alena Titterton

BGIS & Clyde and Co

Brett Johnson

D7
RIVERBANK 7

ON YOUR MARK, GET SET, GO: FOSTERING LEADERSHIP CAPABILITIES THROUGH BELONGING

Taona Afful, Natalie Downing and Jo Midwinter

University of Newcastle

Joanne Austin

D8
RIVERBANK

ATEM EDGE UPDATE

Fiona Bygraves

 **Built Environment: Movers & Shapers**
 **21st Century Service**

 **Beyond the Physical Environment**
 **Distilling BIG ideas**

 **Healthy Futures: People & Planet**
 **Next Generation Leadership**

 **HeD Talk**

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Tech-ni-cal, *adj.*

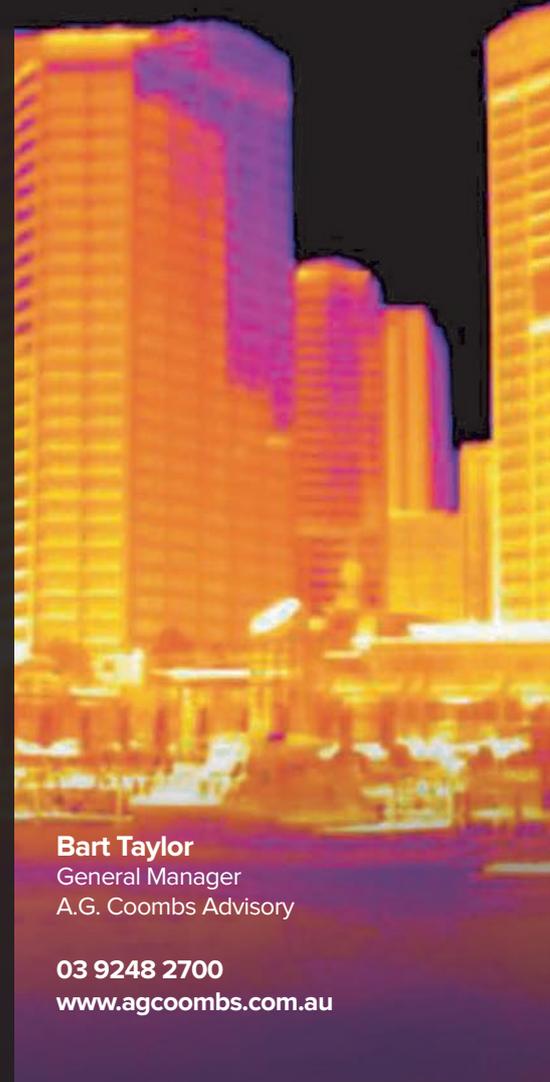
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General Manager
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TEM 2019 Program

DAY 3 - TUESDAY 1 OCTOBER 2019

0730 Registration Desk Opens **GROSVENOR** engineering group

PLENARY SESSION 3

Halls C&D

0900-0910 Welcome to the Day and Housekeeping

0910-0915 TEFMA PRESENTATION

Garry Bradley, TEFMA President

0915-1000 NEXT GENERATION LEADERSHIP

Katrina Webb, OAM



1005-1035 MORNING REFRESHMENTS

With thanks to our sponsors



1035-1125 : CONCURRENT SESSION E - Sessions are 45 minutes, with an allowance for 5 minutes change over

Michelle Gander

Peter Dawson

Samanthi Kao

David Bruce

E1

RIVERBANK 1

ATEM'S JOURNAL: DISTILLING AND DISTRIBUTING FOR DRINKING-IN OF TRANSFORMATIVE IDEAS

Carroll Graham and Peter Bentley
ATEM

E2

RIVERBANK 2

SPACE LAB – THE FUTURE OF WORKPLACE?

Professor Andrew Western, Evodia Alaterou and Susan Lim
University of Melbourne & HASSELL

E3

RIVERBANK 3

WHERE HAVE ALL OUR STUDENTS GONE? THE CHALLENGES OF LEARNING SPACE UTILISATION AND STUDENT ENGAGEMENT

John Pryzabilla, Brooke Jacobson and Satya Webster
Mosaic Space, Curtin University & Flinders University

E4

RIVERBANK 4

A BRAVE NEW WORLD - PUTTING SERVICE CULTURE FIRST

Alli Chensee and Melissa Roughley
University of NSW

1130-1220: CONCURRENT SESSION F - Sessions are 45 minutes, with an allowance for 5 minutes change over

Kathy Buxton

Naomi Barun

Satya Webster

Sian Woolcock

F1

RIVERBANK 1

ATEM'S JOURNAL: DISTILLING AND DISTRIBUTING FOR DRINKING-IN OF TRANSFORMATIVE IDEAS

Carroll Graham
ATEM

F2

RIVERBANK 2

HOW CAN UNIVERSITIES PLAN FOR 2030 WHEN WE DON'T HAVE A 2020 VISION? LONG TERM INFRASTRUCTURE PLANNING WITH MACULAR DEGENERATION

Terry Roche and Amanda Harris
Deakin University

F3

RIVERBANK 3

BUILDING CULTURAL CHANGE IN THE UWA FACULTY OF ENGINEERING AND MATHEMATICAL SCIENCES

David Gulland and Dianne Hesterman
HASSELL & University of Western Australia

F4

RIVERBANK 4

PUSHING THE ENVELOPE - MEETING THE CHALLENGES OF SERVICING A 24/7 UNIVERSITY POPULATION WITH 8/5 RESOURCING

William Taylor and David Curry
Auckland University of Technology

1220-1320 LUNCH

With thanks to our sponsors



Halls F&G

PLENARY SESSION 4

Halls C&D

1320-1325 CHARITY PARTNER PRESENTATION

Ian Cox, Hutt Street Centre

1330-1430 BEYOND THE PHYSICAL ENVIRONMENT PANEL

Dr Alice Gorman, Flinders University
Dianne McGrath, Mars 1 Project participant
Josh Richards, Mars 1 Project participant



<i>Sushma Suresh</i>	<i>Wayne Millar</i>	<i>Steve Marsh</i>	<i>Simon Bell</i>
E5 RIVERBANK 5	E6 RIVERBANK 6	E7 RIVERBANK 7	E8 RIVERBANK 8
BRINGING TECHNOLOGY TO THE FOREFRONT – CREATING A SECURE CAMPUS Nicholas Gould <i>Spotless & Downer Group</i>	2018 MAURIE PAWSEY SCHOLARSHIP RECIPIENT - FACILITIES AND OPERATIONS MANAGEMENT DELIVERING OUTCOMES FOR INSTITUTIONAL SUSTAINABILITY ASPIRATIONS Corey Peterson <i>TEFMA</i>	50 SHADES OF GREY - LEADING THROUGH TRANSFORMATION Carmel Sang and Raymond Thorne <i>Queensland University of Technology</i>	THE CHANGING CAMPUS Alan J Duffy and Bill Parasiris <i>Architectus & Western Sydney University</i>
<i>Belinda Coates</i>	<i>Wayne Millar</i>	<i>Mark Drechsler</i>	<i>Mhairi Donohoe</i>
F5 RIVERBANK 5	F6 RIVERBANK 6	F7 RIVERBANK 7	F8 RIVERBANK 8
IAN CHUBB DEVELOPMENT AWARD RECIPIENT 2018 - WHAT DOES IT TAKE TO INTEGRATE SUSTAINABILITY IN TERTIARY EDUCATION MANAGEMENT? Corey Peterson <i>ATEM</i>	TEFMA INTERNATIONAL FORUM Joe Manyaka and Craig Nowell <i>HEFMA & AUDE</i>	DEVELOPING THE NEXT GENERATION OF LEADERS FOR THE FOURTH INDUSTRIAL REVOLUTION Sam Baillie and Andy Coxall <i>RMIT University & Common Purpose</i>	THE POWER OF BUILT PEDAGOGY: A CASE STUDY IN CREATING ENVIRONMENTS THAT PROMOTE ACTIVE STUDENT CENTRED LEARNING Associate Professor Liz Tudor and Jeroen Hagendoorn <i>University of Melbourne & HASSELL</i>

TEM 2019 Program

1430-1500 AFTERNOON REFRESHMENTS

With thanks to our sponsors



Halls F&G

1500-1550 : CONCURRENT SESSION G - Sessions are 45 minutes, with an allowance for 5 minutes change over

Jill May	Kerina Pereira	Jo Maguire	Susan Hudson
G1 RIVERBANK 1	G2 RIVERBANK 2	G3 RIVERBANK 3	G4 RIVERBANK 4
<p><i>SUSTAINABILITY LEADERSHIP AND WHY UQ IS BUILDING ITS OWN POWER STATION</i></p> <p>Mark Griffith Aurecon</p> <hr/> <p><i>MOVING FROM MEASUREMENT & VERIFICATION (M&V) TO MEASUREMENT AND OPTIMISATION (M&O)</i></p> <p>Ned Halliday and Craig Roussac Melbourne University & Building Alive</p> <hr/> <p><i>DISTILLING BIG IDEAS – THROUGH PARTNERSHIP AND COLLABORATION</i></p> <p>Ellie Hubbard and Jessica Gallagher Aurecon & University of Queensland</p>	<p><i>UNDERSTANDING UNIVERSITY OFFICE ENVIRONMENTS: DIFFERENCES IN PERCEPTIONS OF KEY VARIABLES BETWEEN ACADEMICS AND PROFESSIONALS FOR WORK PRODUCTIVITY</i></p> <p>Matthew Francis RMIT University</p>	<p><i>A NEW PROFESSIONAL WORKFORCE MODEL FOR UNIVERSITIES.</i></p> <p>Kathy Buxton, Jessica Prakash and Jennifer Brennan Monash University</p>	<p><i>PANEL - CHALLENGES, INNOVATIONS AND SOLUTIONS: REFLECTIONS ON OUR JOURNEY TO A CENTRALISED SERVICE MODEL.</i></p> <p>Katherine Edmond, Ivy Cook, Racheal Kennedy, Nimi Ashok The University of Adelaide</p>

1555-1645 : CONCURRENT SESSION H - Sessions are 45 minutes, with an allowance for 5 minutes change over

James Armit	Dr Johannes Manyaka	Naomi Barun	Kathy Carey
H1 RIVERBANK 1	H2 RIVERBANK 2	H3 RIVERBANK 3	H4 RIVERBANK 4
<p><i>IT'S NOT ALL ABOUT ME! AUTHENTIC, SELFLESS LEADERSHIP – AN EMERGING TREND</i></p> <p>David Bruce RMIT University</p> <hr/> <p><i>PROFESSIONAL STAFF ARE BURNT OUT: A CALL TO ACTION FOR HIGHER EDUCATION LEADERS</i></p> <p>Anita Wheeldon University of Southern Queensland</p>	<p><i>CREATING A ROBUST AND AGILE VISION FOR CHANGE: LESSONS FROM UNSW'S KENSINGTON CAMPUS FRAMEWORK PLAN</i></p> <p>Katherine Sundermann, Niki Douglas and Elliot Spring MGS Architects & University of NSW</p>	<p><i>DO YOU REALLY KNOW WHAT CAMPUS EXPERIENCE YOUR STUDENTS WANT?</i></p> <p>Meredith Butler and Michaela Sheahan University of Newcastle and HASSELL</p>	<p><i>WORKSHOP: INSPIRING COLLABORATION ACROSS INSTITUTIONAL BOUNDARIES TO ENHANCE THE STUDENT EXPERIENCE</i></p> <p>Yvonne Oberhollenzer University of Queensland</p>

1645 Day 3 concludes

1730-1900 TEM 2019 SPONSORS & EXHIBITORS THANK YOU FUNCTION (INVITATION ONLY)

Gilbert Suite, Adelaide Convention Centre

1830 ATEM GHOSTS SOIREE (INVITATION ONLY)



<i>Dominic Marafioti</i>	<i>Jane Dancey</i>	<i>Paul Gilmore</i>	<i>Tom Dean</i>
G5 RIVERBANK 5	G6 RIVERBANK 6	G7 RIVERBANK 7	G8 RIVERBANK 8
<p>THE STRUCTURE OF RESEARCH FACILITIES</p> <p>Christina Coleiro and Mark Gobolos <i>University of South Australia</i></p>	<p>LEVERAGING CORPORATE PARTNERSHIPS FOR COMMUNITY BENEFIT: CASE STUDY & WORKSHOP</p> <p>Kate Ramzan-levy <i>University of Newcastle</i></p>	<p>NAVIGATING THE MATRIX – REFLECTING ON THE INTRODUCTION OF A LARGE SCALE MATRIX MODEL OF STUDENT SERVICE PROVISION AT FLINDERS UNIVERSITY</p> <p>Mark Drechsler and Annika Danielsson <i>Flinders University</i></p>	<p>BUILDING FOR THE LIFE-SCIENCES IN THE 21ST CENTURY; THE INTERSECTION OF PERMANENCE AND CHANGE IN OUR BUILT AND OPERATIONAL LANDSCAPE.</p> <p>Yolanda Wosny, Naomi Barun and Alexander Sawicki <i>University of Melbourne & HASSELL</i></p>

<i>Neil Anderson</i>	<i>Jane Dancey</i>	<i>Emily Sloan</i>	<i>Dominic Marafioti</i>
H5 RIVERBANK 5	H6 RIVERBANK 6	H7 RIVERBANK 7	H8 RIVERBANK 8
<p>AUTOMATING CRITICALITY: THE ENHANCED ASSET LIFECYCLE MANAGEMENT DECISION MAKING 'MICROPROCESSOR'</p> <p>Muru Mohan <i>University of Auckland</i></p>	<p>WORKSHOP- HOW TO LOOK AFTER YOURSELF IN A VUCA WORLD - YOGA AND WELLNESS IN THE WORKPLACE</p> <p>Courtney Innes and Sarie Gould <i>Queensland University of Technology</i></p>	<p>WHY UNIVERSITIES ARE TERRIBLE AT INNOVATION AND WHAT CAN BE DONE ABOUT IT</p> <p>Timothy Smith <i>Swinburne University of Technology</i></p>	<p>LOCKDOWN IN A UNIVERSITY AND ITS AFTER EFFECTS - A SECURITY DE-BRIEF OF THE CHRISTCHURCH TERRORIST ATTACK AND ITS CONSEQUENCES FOR THE UNIVERSITY OF CANTERBURY</p> <p>Alex Hanlon <i>University of Canterbury</i></p>

TEM 2019 Program

DAY 4 - WEDNESDAY 2 OCTOBER 2019

0800 Registration Desk Opens **GROSVENOR**] engineering group

PLENARY SESSION 5

Halls C&D

0900-0910 **WELCOME TO THE DAY & HOUSEKEEPING**

0910-0955 **HEALTHY FUTURES: PEOPLE & PLANET**

Simon Griffiths

1000-1030 **THE HIGHER EDUCATION POLICY ENVIRONMENT – A UA UPDATE**

Invited Speaker - Mike Teece Universities Australia

1030-1100 **MORNING REFRESHMENTS**

With thanks to our sponsors



Halls F&G

1100-1150 : CONCURRENT SESSION I - Sessions are 45 minutes, with an allowance for 5 minutes change over

Susan Hudson

Killian O'Neill

Leigh Burgess

Alex Sabharwal

I1
RIVERBANK 1

I2
RIVERBANK 2

I3
RIVERBANK 3

I4
RIVERBANK 4

STAGE NOT AGE: HOW UNIVERSITIES CAN RESPOND TO SHIFTS IN THE LEARNING CONTINUUM

Ariel Lopez

Billard Leece Partnership

MAKING THE LEAP TO VIRTUES-BASED LEADERSHIP: WHY VALUES BASED LEADERSHIP JUST DOESN'T CUT THE MUSTARD

Christian Duperouzel

Curtin University

THE NEXT EVOLUTION OF THE SUPERLAB - MONASH UNIVERSITY'S BIOMEDICAL LEARNING AND TEACHING BUILDING

Adrian FitzGerald, Vicki White and James Hawkins

Denton Corker Marshall, Monash University & Donald Cant Watts Corke

DONALD CANT WATTS CORKE

"LIKE A CITY WITHOUT GOOGLE MAPS". WAY-FINDING AS A SERVICE HELPS DELIVER GREAT OUTCOMES FOR THE ON-CAMPUS EXPERIENCE.

Jade Germantis, Jon Peacock and Robert Cox

Mazemap Australia & University of Melbourne

NAVIGATING LEGISLATIVE AND REGULATORY COMPLEXITY: THE ROLE OF POLICY IN YOUR COMPLIANCE PROGRAMME - THE UNIVERSITY OF CANTERBURY JOURNEY.

Jodie Flowerday

University of Canterbury

1155-1245 : CONCURRENT SESSION J - Sessions are 45 minutes, with an allowance for 5 minutes change over

Mhairi Donohoe

Yolanda Wosny

Matt Pirrie

Carol Home

J1
RIVERBANK 1

J2
RIVERBANK 2

J3
RIVERBANK 3

J4
RIVERBANK 4

CULTURALLY DIVERSE WOMEN: THE NEXT-GEN LEADERS HIDDEN IN PLAIN SIGHT

Gladys Britto

Victoria University

FIRM BUT FAIR WITH A FLAIR FOR FUN – LEADERSHIP INGREDIENTS ESSENTIAL FOR SUCCESS IN A CHANGING WORKPLACE

Danielle Gericke and Danijela Prso

University of South Australia & ATEM

RETHINK: THE FUTURE ACADEMIC WORKSPACE

Associate Professor Clare Newton and Sarah Backhouse

University of Melbourne

HIGHER EDUCATION GOVERNANCE FOR THE 21ST CENTURY

Damian Barry

University of Melbourne

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Patricia Antauer

RMIT

<i>Matthew O'Halloran</i>	<i>Wayne Millar</i>	<i>Roberta Ander</i>	<i>Peter Dawson</i>
15 RIVERBANK 5	16 RIVERBANK 6	17 RIVERBANK 7	18 RIVERBANK 8
<p><i>FROM IDEAS TO IMPACT</i></p> <p>Lisa Cornish and James Cornish <i>University of Melbourne, ATEM & CIPFA</i></p>	<p><i>USING FIT-FOR-PURPOSE PERFORMANCE DATA TO UNLOCK ASSET MANAGEMENT VALUE – A ROBUST MATURITY-BUILDING JOURNEY</i></p> <p>Vikram Kenjle and Dejan Kovacevic <i>University of Adelaide & Assestic</i></p>	<p><i>ADVANCING PROFESSIONAL EXCELLENCE: CREATING A COMMUNITY OF PRACTICE</i></p> <p>Michelle Gander <i>Flinders University</i></p>	<p><i>FROM CONCEPT TO COMPLETION: BUILDING A BI-CULTURAL FUTURE AT THE UNIVERSITY OF WAIKATO</i></p> <p>Joseph Macfarlane, Sally Davies, James Mooney, Neil Martin, Marianne Riley and Rameka Tu'inukuafe <i>University of Waikato, Architectus, JASMAX</i></p>

<i>Jill May</i>	<i>Satya Webster</i>	<i>Jennifer Purcell</i>	<i>Glen Pederick</i>
J5 RIVERBANK 5	J6 RIVERBANK 6	J7 RIVERBANK 7	J8 RIVERBANK 8
<p><i>Refer to App program for speaker information</i></p>	<p><i>TRANSFORMING THE MONASH FOOD ENVIRONMENT</i></p> <p>Jane Dancey, Margaret Hortomaris and Irena Repic <i>Monash University</i></p>	<p><i>INNOVATION V BUREAUCRACY TIME FOR CHANGE/ CENTURIES THE SAME</i></p> <p>Steve Marsh <i>Western Sydney University</i></p>	<p><i>MAKING SENSE OF ASSETS IN THE 21ST CENTURY</i></p> <p>Jeffrey Robinson, Jade Germantis and Russell Vicary <i>Aurecon and University of Melbourne</i></p>

TEMC 2019 Program

1245-1345 LUNCH

With thanks to our sponsors



Halls F&G

1345-1435 : CONCURRENT SESSION K - Sessions are 45 minutes, with an allowance for 5 minutes change over

Alex Sabharwal

David Parry

Natalie Downing

Naomi Barun

K1

RIVERBANK 1



K2

RIVERBANK 2

K3

RIVERBANK 3

K4

RIVERBANK 4

THE IMPORTANCE OF BEING AT THE TABLE – USER TESTING AND THE STORY OF THE SUCCESSFUL IMPLEMENTATION OF QUT APPOINTMENTS

Courtney Innes and Sarie Gould

Queensland University of Technology

ARE YOU LISTENING? UNDERSTANDING YOUR CLIENTS' ACADEMIC WORKPLACE REQUIREMENTS

Liam Short and Russell Buzby

HASSELL & Australian National University

ENGAGING WITH THE COMPLEXITY OF EMERGING BUILDING/SPACE REQUIREMENTS FOR STEM (SCIENCE, TECHNOLOGY, ENGINEERING, MATH'S)

Dr Emma Bowen

Macquarie University

CASE STUDY: MONASH UNIVERSITY, NEW LEARNING ENVIRONMENTS IN THE NEW TECHNOLOGY BUILDING

Damon Van Horne, Jeremy Chong and Jeffery Robinson

Grimshaw Architects, Monash University & Aurecon

PLENARY SESSION 6

Halls C&D

1440-1445 SPONSOR PRESENTATION

UniBank

1445-1545 DISTILLING BIG IDEAS

Jane Caro

1545-1550 LAUNCH OF TEMC 2020

Convenor, Geoff Dennis

1550-1600 CLOSING REMARKS

Satya Webster, Convenor 2019 and Michelle Jordan-Tong, President, ATEM

1830-2400 TEMC GALA DINNER

Party the night away, you'll be entertained at the TEMC Speakeasy...
Welcome to the Gin Palace

Adelaide Convention Centre
Halls L&M

DAY 5 – THURSDAY 3 OCTOBER

0830-1245 TEMC POST CONFERENCE CAMPUS TOURS

- Adelaide's West End Health Precinct - UniSA and University of Adelaide
- Flinders University Bedford Park and Tonsley Campuses
- University of Adelaide's North Terrace Campus

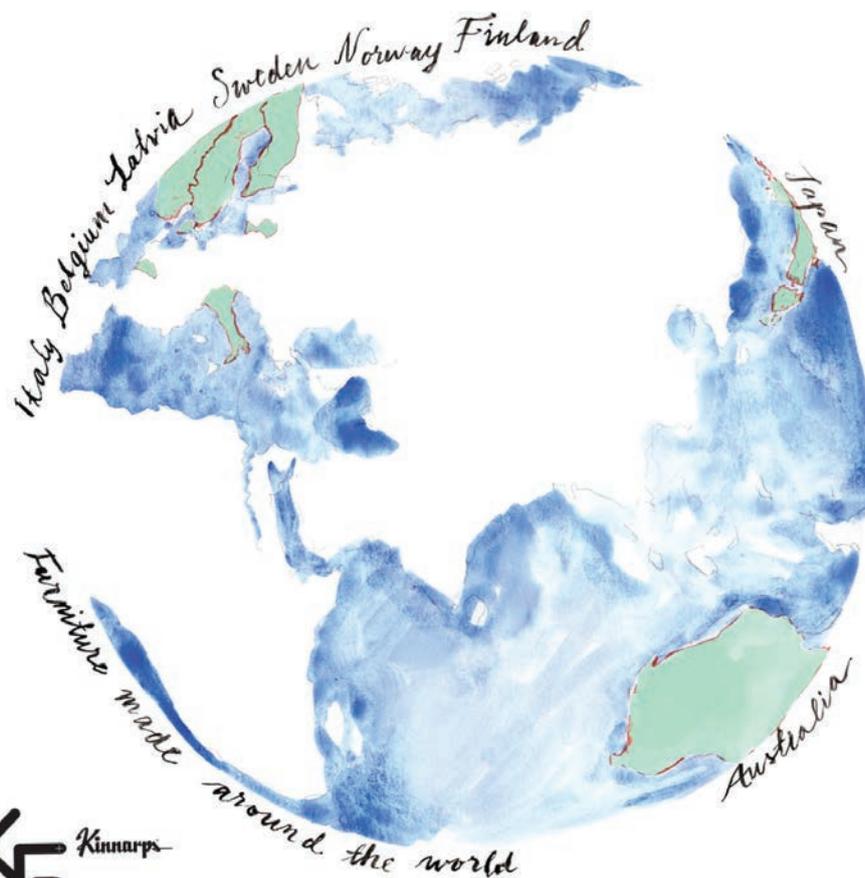
Each Tour will depart at 0830 from Adelaide Convention Centre unless specified otherwise on your confirmation. Morning refreshments will be provided.

Lynette Herrero-Torres	Ruth Wilson	James Armit	Tom Dean
K5 RIVERBANK 5	K6 RIVERBANK 6	K7 RIVERBANK 7	K8 RIVERBANK 8
<p>FLAVOURS OF ADELAIDE</p> <p>Paul Reynolds, Stephen Payne, Juan Smith, Moderated by Suzee Brain University of South Australia, University of Adelaide, Flinders University & Brain and Poulter</p>	<p>CLASS OF ONE - CATERING FOR INDIVIDUAL EDUCATIONAL NEEDS</p> <p>Jane Phipps and Bruce Hughes Actuose & Bendigo Kangan Institute</p>	<p>Refer to App program for speaker information</p>	<p>A NEW HEART OF THE LONDON SCHOOL OF ECOOMICS: DELIVERING A FLEXIBLE AND SUSTAINABLE ACADEMIC BUILDING IN THE HEART OF LONDON</p> <p>Avtar Lotay Rogers Stirk Harbour and Partners</p>

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💧 21st Century Service

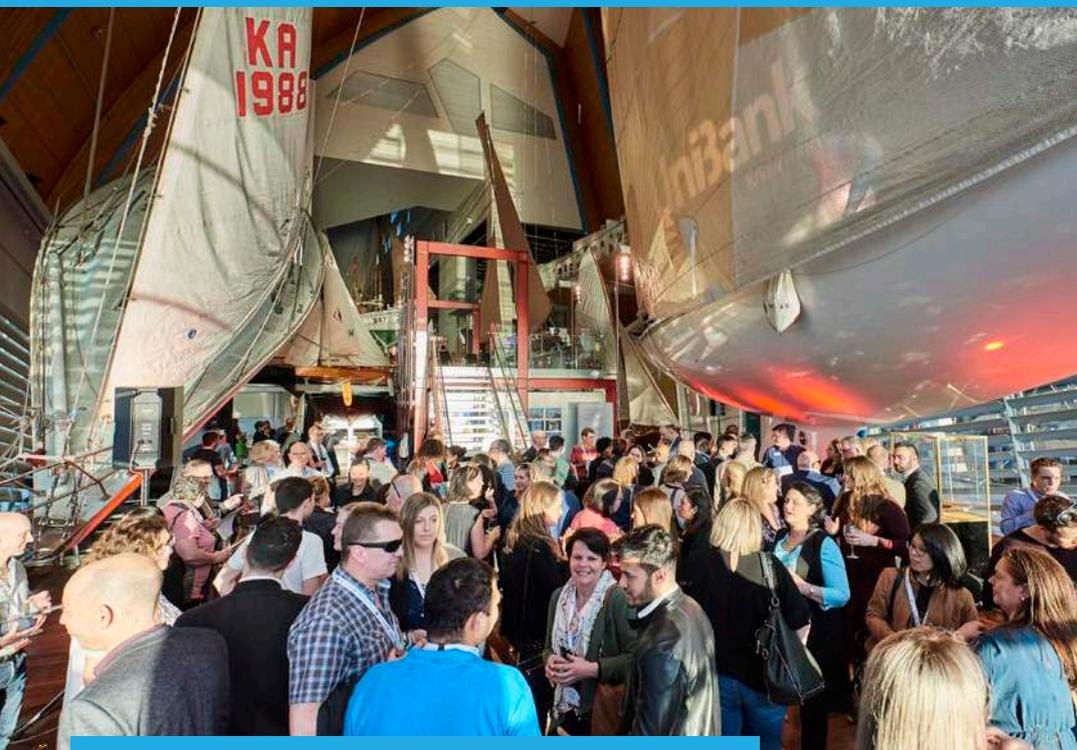
🌱 Beyond the Physical Environment
💧 Distilling BIG ideas

🔥 Healthy Futures: People & Planet
💧 Next Generation Leadership



Social Program

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



NEWCOMERS FUNCTION

Where: South Australian Museum
North Terrace, Adelaide

When: Sunday 29 September 2019

Time: 5:00pm – 6:00pm

Dress Code: Smart casual

Getting There: The venue is in easy walking distance

Guests attending this event should be pre-registered.
It is open to first time TEMC attendees.

WELCOME RECEPTION

Where: South Australian Museum
North Terrace, Adelaide

When: Sunday 29 September 2019

Time: 6:00pm – 8:00pm

Dress Code: Smart casual

Getting There: The venue is in easy walking distance

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TEFMA AWARDS DINNER

Where: Adelaide Town Hall
128 King William Street

When: Monday 30 September 2019

Time: 6:30pm - 11.00pm

Dress Code: Cocktail

Member Cost: \$130 per ticket

Guest Tickets: \$170 per ticket

Getting There: The venue is in easy walking distance

Charity Support: BrAshA-T



Please note this event is open to TEFMA Members Only. Business Partners are limited to 3 tickets per business. Tickets to the TEFMA Awards Dinner can be purchased through the registration process, or by emailing brittany@laevents.com.au

SPONSORED BY



ATEM AWARDS NIGHT

Where: The Ellington, 23 Hackney Rd, Hackney

When: Monday 30 September 2019

Time: 6:30pm – 10:30pm

Dress Code: Cocktail

Getting There: A bus will be departing Adelaide Convention Centre for the Awards Night at 6:00pm sharp, then returning from The Ellington at 9:30pm. Seats are limited.

Please note this event is open to ATEM Members Only.



Association for Tertiary
Education Management



TEMC 2019 GALA DINNER

ADELAIDE CONVENTION CENTRE
Wednesday 2 October 2019

Time: 6:30pm – midnight

Theme: Speakeasy

Dress Code: Dress to impress in your best speakeasy outfit

Cost: Included in a full registration (Please check your registration type)

Guest Tickets: With a day registration \$170 / for a guest ticket \$180 per ticket



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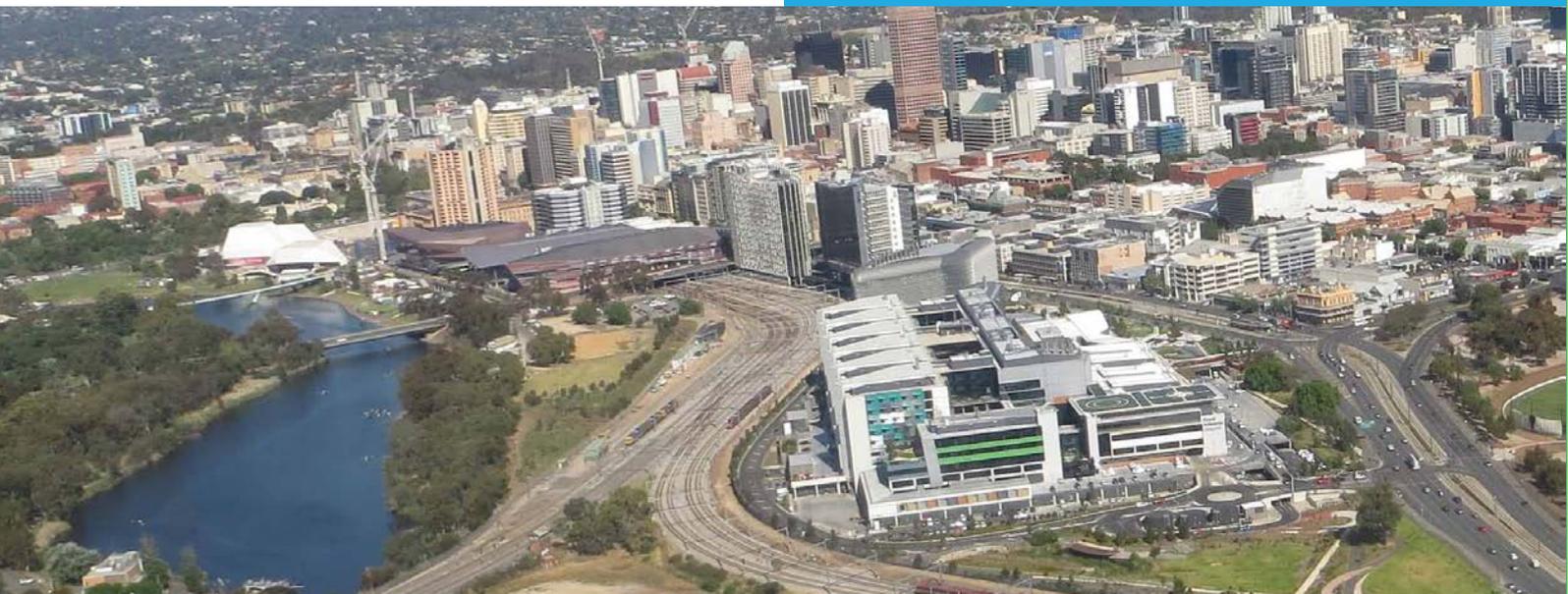


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Tours



If you have not booked for any of our tours, please see staff at the Registration Desk to see if there is any availability and for costs. Numbers on these tours are strictly limited.



**The Meeting Point
for all tours is the
Adelaide Convention
Centre foyer**

ADELAIDE'S WEST END HEALTH PRECINCT - UNISA AND UNIVERSITY OF ADELAIDE

Date: 3rd October 2019

Time: 8:30am – 12:00pm

Getting There: Walk from Adelaide Convention Centre to AHMS

A tour of Adelaide's West End Health Precinct. Located adjacent the new The Royal Adelaide Hospital, visit the teaching and research facilities for both University of Adelaide and University of South Australia. Located side-by-side in the southern hemisphere's largest health precinct, BioMed City, the University of Adelaide's Adelaide Health and Medical Sciences (AHMS) Building and University of South Australia Cancer Research Institute bring together teaching, research and public engagement in two state-of-the-art health buildings.

Opened in 2017 the AHMS signified a new era in Australian medical education, and ensures the University's continued support and enhancement of the health of South Australians into the future.

Opened in 2018, UniSA Cancer Research Institute is home to University of South Australia's School of Pharmacy and Medical Sciences, the globally recognised Centre for Cancer Biology, UniSA's technology-based business incubator hub, Innovation Collaboration Centre and future-focussed public museum, MOD. The building is unique in the way it brings together students, researchers, industry and the public to create a connected and engaged community of inquiry connecting the Adelaide BioMed City precinct to the city.



UNIVERSITY OF ADELAIDE'S NORTH TERRACE CAMPUS

Date: 3rd October 2019

Time: 8:30am – 11:00am

Getting There: Walk from the University of Adelaide UniBAR (Union House Building) to North Terrace Campus

Visit The University of Adelaide's North Terrace Campus in the "The Beating Heart of Adelaide". Located between the River Torrens and Adelaide's cultural boulevard, North Terrace, the campus boast some of Adelaide's most recognised buildings.

The tour will visit the Barr Smith Reading Room, the state's first University Library. This is world-renowned architectural space and definitely a hidden gem in Adelaide. Also on the tour is Bonython Hall, a cutting edge architectural work built in 1930, with its strategic location on campus and curious sloping floor.

Also included is Hub Central, located in the heart of the North Terrace Campus. A place for students, staff and visitors to meet, study and unwind. Built over the 3 levels with a mix of retail, study and social spaces, this truly is the Hub of this Campus.

This tour starts and finishes at the cultural centre of the Campus, the newly refurbished UniBAR in the Union House complex. Take in a coffee and enjoy the views through the historic Cloisters to the River Torrens.



FLINDERS UNIVERSITY BEDFORD PARK AND TONSLEY CAMPUSES

Date: 3rd October 2019

Time: 8:30am – 12:30pm

Getting There: Catch the bus from the Adelaide Convention Centre

This Tour visits Flinders University's two campuses in the southern suburbs of Adelaide.

At the Bedford Park campus, visit the Plaza and Student Hub that connects library, learning, retail, social and entertainment. The tour will visit to Flinders roof top solar array installation. The 4136 solar panels, 1.8MW system will generate an estimated 2700MWh per annum.

The Tonsley Campus is situated on the old Mitsubishi car factory, here the tour will take in the new and repurposed buildings. Flinders Tonsley campus is where students interact with business, and where business interacts with researchers.

Also a tour of the refurbished car Assembly Hall, now occupied by tafeSA and designed to be a learning tool in itself. Refurbished as a 'learning tool', the building's services – electrical, plumbing, communication, air-conditioning, gas, waste systems are exposed, so students can see and learn in a live environment.

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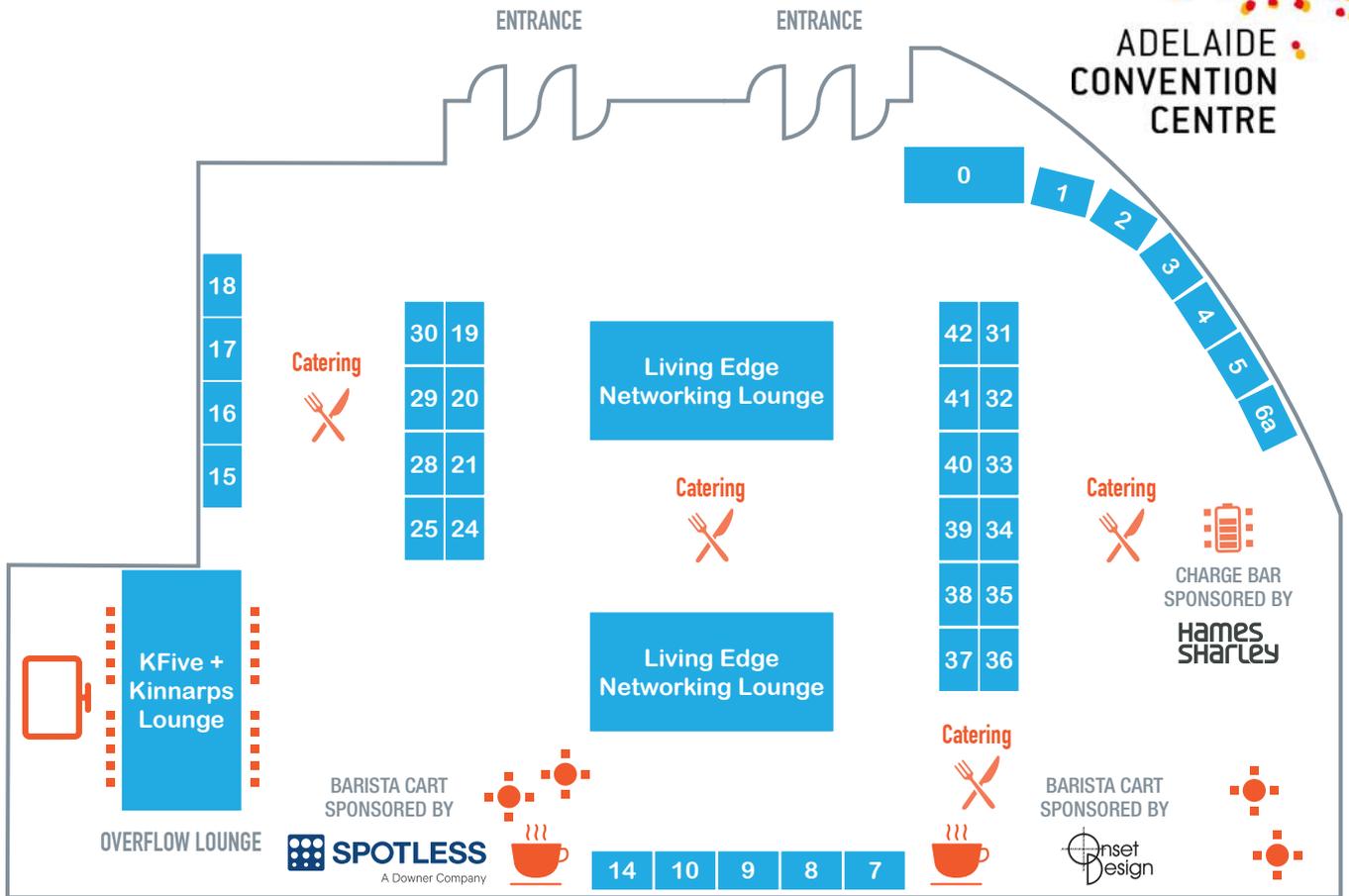
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A1 

The Power of Personalised Experiences in the 21st Century

Dinesh Acharya, JLL

Dinesh is a Director of Consulting for JLL in Australia. Dinesh leads 'Future of Work' consulting engagements with clients across education, corporate and government sectors to establish new programs or enhance existing programs in order to: enhance user experience; increase engagement; drive business and cultural transformation; improve productivity; reduce cost and enable business results.

Dinesh has led Workplace Strategy for JLL in the northeast region based in New York and subsequently in Australia. Previously, he served as Head of Research for Global Real Estate at Nokia Siemens Networks (NSN).

Dinesh is also co-founder of WEWAVES - a simple and powerful tool to help curate personalised staff and student across workplaces, office buildings and campuses. Dinesh has a Bachelor of Architecture (Hons) and a Bachelor of Planning and Design from the University of Melbourne. He has also received LaMarsh Global Managed Change Certification and Gamification Certification (Wharton School).

Organisations are increasingly a collection of individuals with diverse backgrounds, skills, needs and motivations. Leading organisations are looking to personalise customer experiences and there are compelling metrics that doing this can breed increased loyalty and engagement. Given the rising influence of individuals and the proliferation of mobile devices, organisations have a unique opportunity to curate staff and student experience at a more personal level.

But how can we harness the Power of Personalised Experiences in the workplace or campus of the future?

As a starting point, we can learn a lot from those industries that excel at offering personalised experiences (retail, hospitality, streaming services) and extrapolate insights to re-imagine service delivery in the built environment.

In particular, these industries put in place the 'Four R's' that allow of Personalisation' in order to tailor user experience. Thinking about 'space as a service', we can apply the same framework and leverage new tools and approaches to better understand who our customer(s) and to deliver 21st century customer service to ensure our services responding to specific and ever-changing needs of our customers.

This presentation explores the rising importance and influence of the individual; the power of personalised experiences; the four R's of personalisation and re-imagining service delivery to be more responsive to customer needs.

Dinesh will also cover how new technology including AI could revolutionize the way we think about delivering personalised experiences for staff and student in future, including implications for how service delivery will need to evolve.

A1 

The change experiment isn't working – avoid the quick wins in favour of longer term solutions

Courtney Innes, Queensland University of Technology

Courtney Innes is a Senior Services (School) Coordinator within the Science and Engineering Faculty at QUT and has over 13 years' experience in tertiary education management.

A key attribute of undertaking a science degree is to learn from failure. Each experiment is an iterative process and scientists are continuously working on ways to improve their work. Why can't changes to administrative processes follow the same pattern? Organisations tend to go for the 'quick wins' in change processes – something to create rapid momentum. The problem comes that while the 'quick win' is a solution to an identified concern, the underlying system and process issues remain.

This means the 'quick win' only succeeds in creating more administration, as work-arounds are created to make it function. It is at this point we should pause and acknowledge that this quick win is not a win at all and we should focus on creating longer term sustainable solutions.

In 2017 a series of process improvement workshops were held within the university and delays in paying for travel, especially airfares, was identified as a significant pain point. The solution was to issue all QUT academic staff with Corporate Cards. The introduction of the cards was seen as a 'quick win' as they already existed within the university and solved the financial delays by allowing immediate payment.

This was a great idea, however, the reconciliation system was extremely difficult to use. It created workload havoc for academic staff who had never experienced the needs and requirements of the system, and produced \$500,000 in un-receipted transactions.

It is here we should be radical and resist the urge to go for the 'low hanging fruit' and drive for more detailed systematic change. Pushing through the implementation of the corporate card did not result in less work, which was its goal, but rather increased it to the point where an academic's administrative workload took up at least 20% of their time.

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In contrast to the corporate card experience was the introduction of QUT appointments, an online system for the appointment of staff (academic and professional – fixed term or casual). Rather than pushing out a clone of the original paper-based form, designers sat down with the users and created a system which is intuitive and user friendly. Its implementation across SEF was described as ‘unremarkable’ because it was so easy to use. So, colleagues, the aim of this presentation is to think like scientists – accept that previous changes have not always been successful – learn from the experience and implement successful long term iterative solutions to process problems.

A2

Innovation Hubs – the new black. But what are they?

Marina Carroll and Victor Ballester, University of Melbourne & Architectus

Victor studied architecture and engineering at the Polytechnic University of Valencia, Spain. With international experience in architecture and construction he has successfully managed Multi-Residential, High Rise Towers as well as Hotel, Student Accommodation, and Commercial projects. He is now working in the development and design of the new innovation precinct, Melbourne Connect, at The University of Melbourne.

Marina Carroll, Principal at Architectus is dedicated to building a smarter future through the design of leading-edge education facilities. She recently published two papers that explore the relationship between pedagogy, engagement and space. This and her continued project work has propelled her to the front of thought leadership in the industry.

Our experience on the University of Melbourne’s Entrepreneurial Centre, the Macquarie University Incubator and the State Library Victoria Centre for Entrepreneurship tells us there are many different types of Innovation Hubs each with their own unique blend of wants, needs and delights.

Innovation hubs can focus on Industry partnership and engagement, space where students, academics and industry can work together to tackle global issues and leverage off each other’s expertise. In this scenario, space types tend to be more reflective of a collaborative work environment and project space. An innovation hub might drive transdisciplinary collaboration and fuse fields such as computer science, design, engineering and philosophy to tackle problems that aren’t bound by faculty lines. In this scenario, there might be more learning studios for timetabled classes, greater areas dedicated for circulation to deal with change over time and the increased building occupancy. Or an Innovation Hub might provide a launch pad environment to help young startups and entrepreneurs with the support to translate their ideas into new innovations. They’ll have access to legal

advice, free seminars, industry mentoring and digital and manual workshop spaces.

Melbourne Entrepreneurial Centre (MEC), University of Melbourne, (1600sqm) will be located at Melbourne Connect – the University’s Innovation hub. It offers a gateway to the entrepreneurial opportunities available within the University for students, researchers, alumni, industry and the general public including Pitch nights, hackathons, masterclasses, workshops and programs.

Macquarie University Incubator, (1000sqm) a space for students, researchers, staff, small-medium sized enterprises, entrepreneurs and start-ups who are working on research or an idea that can be commercialised. The primary purpose of the Incubator is to provide a vibrant and accessible space to focus on and develop business ideas into realisation.

State Library Victoria Centre for Entrepreneurship, (750sqm) known as the Start Space is primarily a dedicated co-working space specifically for new and early-stage business founders. It will provide inspiration, information and practical guidance to help new businesses grow from concept to reality.

The presentation will describe the essential ingredient for a successful hub. These ingredients can be dialled up and down depending on the occupants and their Hub aspirations.

A3

Extending Victoria University’s (VU) Block Model into online postgraduate education

Professor Chris Walsh, Victoria University

Professor Chris Walsh is a currently the Academic Director of Victoria University (VU) Online where he leads on online course design across all of the Colleges. Chris is also implementing VU Online’s postgraduate ‘Block Model’, designed to minimise student attrition and maximise their academic success.

Chris has been successful in obtaining research income that totals more than \$30 million (AUD). This world-leading research was funded by the European Commission, the UK’s Department for International Development (DFID), the Australian Research Council (ARC), the United Nations Development Programme (UNDP), The AIDS Research Foundation (amfAR), the Australian Federation of AIDS Organisations (AFAO), the Spencer Foundation.

Chris’s most recent collaborative project (2019) designed The Birth to Level 10 Numeracy Guide for the Victorian Department of Education and Training (DET): <http://numeracyguidedet.global2.vic.edu.au/>

Providing high levels of support to all students—specifically those who study online—is critical to reducing industrywide high attrition rates. Victoria University’s (VU) ‘block model’,

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one of the largest student-centred and staff-led transformation programs ever undertaken in higher education in Australia, is effective in reducing the number of students dropping out of courses. An online version of VU's Block Model is now offered to postgraduate students in Business and Nursing. This presentation illustrates VU Online's distinctive approach to delivering a 1:1 supported, high-touch and student-centred model of self-directed online education. VU Online's approach to online education is underpinned by the principles of heutagogy to insure it is student-centered and fosters capability, self-reflection and metacognition through double-loop and non-linear learning. The presentation highlights the key role VU's learning management system (LMS), VU Collaborate, plays in providing dynamic and engaging content. VU's unique postgraduate online block model exemplifies high-quality online education designed for future-ready and job-ready graduates.

A4

What does Excellence in Student Communications look like?

Mike Shaw, Auckland University of Technology

Mike Shaw is the Director of Student Communications at AUT, where he leads a team responsible for improving the effectiveness of communications, managing stakeholder partnerships and driving the continued enhancement of university communications.

His role sees him work to co-design and implement new processes, technologies and interventions designed to improve student experiences, reduce staff workload and integrate technology-driven enhancements to improve student engagement.

We live in a world where the ads we see and the posts we are shown are driven by ever more sophisticated algorithms. Where our interest in a subject or shopping item has the ability to trigger targeted suggestions and engagement opportunities within our increasingly digital world.

So why does so much of our communications to students miss the mark?

In this thought-provoking and highly critical presentation, Mike Shaw, AUT Director of Student Communications will dive deep into the all too familiar problems faced by Universities wanting to communicate to their students.

This is no sell job of his work either, in fact, he's the first to say that his own University needs to do better. It's set to be a powerful quarter hour where the hard truths are exposed and some big questions are raised for debate long after the session is finished.

So what does excellence look like? That all depends on the students of tomorrow, but it's time to think today!

A5

Employability, Work Integrated Learning and Industry

Justin Beilby, Torrens University

Professor Justin Beilby was appointed to the role of Vice-Chancellor, Torrens University Australia in January 2015. Prior to taking on this role, he completed 10 years as Executive Dean of the Faculty of Health Sciences, University of Adelaide, which required oversight of all academic, educational and research programs. Justin is a qualified practicing General Practitioner, board member and leader in primary care and general practice reform in Australia. He is enthusiastic, passionate, resilient and dedicated to improving the standard and quality of health care and tertiary education and research both within Australia and internationally.

Torrens University has an overall strategic goal of 90% employability for all graduates within one year in their career of choice. This presentation will describe an integrated and evolving strategy involving appropriate curricula, work skills certification, student coaching, industry partnerships, internal commercial enterprises and social impact projects.

A6

Transitioning to 100% Renewable Electricity and a Low Carbon Future

Daan Schiebaan, University of Newcastle

Results driven leader who has 20 years' experience leading strategic environmental sustainability outcomes across the the University, corporate and local government sectors.

Experienced in sustainability strategy development and implementation for large organisations, adding value through delivering programs in large scale renewable energy, carbon mitigation, energy efficiency and resource (waste) recovery.

Skilled negotiator whom is experienced in working with executive level stakeholders through understanding business needs at all times, and proactive in building relationships with external government departments and non-government organisations.

<https://www.linkedin.com/in/daan-schiebaan-b598b818/>

The aim of this presentation is to share the key learnings of how the University of Newcastle (UON) is transitioning to 100 % renewable electricity. It aims to inspire other Universities to achieve a similar outcome, with a focus on how sharing student feedback, gaining executive level support and implementing an innovative procurement process, leads to delivering 100% renewable electricity rapidly and cost effectively. It will also talk through the opportunity of achieving carbon neutrality.

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UON stands tall on the international, national and regional stage as an institution leading the way in research excellence and education. Experience tells us, that our students, staff, alumni, partners and communities look to us to demonstrate our commitment to leading and driving change. This includes matters relating to environmental sustainability, where there is an expectation that the University sector leads the global effort tackling the challenges of climate change.

As such, we undertook a comprehensive consultation process with a broad range of constituents to develop a new Environmental Sustainability Plan 2019 – 2025. Workshops identified investment in renewable energy as a key priority for our staff, students and community. Strategic energy risks and financial sustainability were also identified as key drivers by University management, and the University's electricity contract due for renewal 1 January 2019. This was the perfect opportunity to take a different approach to procuring electricity for a large institution.

We developed a detailed Energy and Carbon Management Strategy incorporating energy demand, supply and carbon reduction initiatives that will significantly reduce energy, cost and resulting CO₂-e emissions for the University. In a sector leading move, and in direct response to stakeholder feedback, the University was the first University to partner with Red Energy (owned by Snowy Hydro) around a new, long term electricity supply contract. The seven (7) year \$48 million contract commenced 1 January 2019 and by 1 January 2020 all electricity supplied across our Callaghan, Newcastle City and Central Coast campuses under the contract will be 100% renewable energy. This compliments the continued roll out of our on-site PV solar project across multiple buildings (477Kw installed to date) and implementing numerous energy efficiency opportunities.

This leading initiative will result in a 75% decrease in CO₂-e emissions from 48,000 tonnes to 12,000 tonnes. Further, a stable supply of renewable electricity has been delivered cheaper than University's previous electricity rate per kWh. We now also have a clear direction of how to achieve carbon neutrality on the residual CO₂-e tonnes by 2025.

A7

NextGen recognition: Using neuroscience and technology to engage your people and build your culture

Brett Johnson, University of Southern Queensland

Brett Johnson is the Manager (Development and Engagement) within Human Resources at the University of Southern Queensland.

With over a decade of relevant work experience (spread across Australia and Canada), he is focused on supporting employees to have more agency, leaders to be more

effective, and teams to be more productive.

Brett has a broad range of relevant qualifications including a Master of Leadership (Monash), Certificate IV in Training and Assessment, Graduate Certificate in Executive Coaching (Royal Roads), Graduate Certificate in Business (Monash), and a Bachelor of Science with Distinction (USQ).

Leaders are crucial to engaging employees in order to boost performance and meet the rising challenges within the Australian Tertiary Sector. With the pace of change today accelerating due to a number of external demands, uncertainty is rife and employees are feeling it. On a global scale, 87% of employees are not engaged (Gallup, 2019). The Australian Tertiary Sector fairs slightly better, with the typical employee engagement level for Australian and New Zealand Universities being moderate, at around 75% (Voice Project, 2018).

One of the key drivers to employee engagement is recognition according to a recent study that surveyed over 1,000 companies (Aon Hewitt, 2018). This is not surprising given what the field of neuroscience is revealing about how the brain works with respect to perceived threats and rewards in the workplace. Employees that receive recognition for their effort feel valued, and are more likely to function in a reward brain state (growth mindset). A growth mindset is characterised by feeling useful, and thinking in a creative and expansive manner; while employees constantly in a threat state (fixed mindset) exhibit a tendency for stress, disengagement, and narrowed thinking (Genos International, 2018).

Herein lies the challenge for universities. How do we enable leaders to provide employee recognition that supports a growth mindset? It is clear that the traditional length of service reward programs alone are no longer fit for purpose. After all, by 2020, 50% of the global workforce will be Millennials, people who generally want, and are accustomed to, receiving instantaneous, high frequency, and individualised feedback (PwC, 2011). The University of Southern Queensland (USQ) has been working on overcoming this part of the recognition challenge.

The solution: empowering people throughout the University to provide meaningful recognition to each other via an online, real-time recognition platform called STARS (Say Thanks and Recognise Success). Using STARS, USQ employees are able to provide multidirectional instantaneous recognition across a range of strategically aligned categories. This approach to recognition not only provides personalised feedback that boosts employee engagement but also provides a useful range of workforce analytics. During the first 12 months of STARS implementation, 1379 recognitions were sent via the system, with over 51% of all USQ employees receiving recognition.

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This presentation will explore both the inter-connections between neuroscience, leadership behaviour, employee recognition, engagement, and a high-performance culture, as well as the way USQ is using technology to go beyond the traditional reward programs to empower employees using “nextgen” recognition.

A8

Learning by association in higher education in Australia and the UK: Peter Karmel Project Report

Dr Heather Davis, Marcus Oldham College

Dr Heather Davis is Director Postgraduate Studies at Marcus Oldham College and Honorary Fellow at the LH Martin Institute where she previously managed the Master of Tertiary Education Management and eLAMP. Heather is an ATEM Fellow and recipient of the 2018 ATEM Peter Karmel Grant for the project to be reported at the conference.

This presentation reports on the 2018 Peter Karmel Grant project which explored how council members of ATEM and the Association of University Administrators (AUA) in the UK assign value to learning opportunities and knowledge gained from participation in professional association councils.

Professional associations for university administrators

provide valuable spaces for reflection, networking, innovation, the dissemination of new ideas as well as advocacy for individuals and the profession within HE policy making. Of note for this presentation, Rusaw (1995) also argues that a key role of professional associations is as ‘learning agents’.

Generally “professional associations, also play an important role in theorising change, endorsing local innovations and shaping their diffusion” (Greenwood et al., 2002, p. 58). It is timely therefore, in a current climate of volatility, complexity and transformation globally in the HE sector to consider the role and contribution to learning that professional associations make.

Our associations rely on the good will of volunteers to optimise interactions, learning and projects. In this workshop we discuss how, in an uncertain context with members frequently changing roles and employers, the permanence of professional associations might best support this work. As the fourth industrial revolution (Schwab, 2016) looms, we call for greater mobilisation of knowledge and organisational learning across scholarly and professional roles in HEIs to share insights from theory and practice and to enhance HE education management more broadly.

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B1

Mindful Master planning for Minorities

Sonia Beck, Deakin University

Sonia Beck is a registered architect working within the Infrastructure and Property Group at Deakin University. Sonia advises on technical architectural matters while developing and maintaining design standards and the strategic architectural design vision for the University's four physical campuses, ensuring alignment with the University strategic direction.

Deakin University provides various amenities that are delivered in addition to the minimum building code requirements. These facilities, which are not mandated, include spaces such as breast feeding rooms, all-gender amenities, Respite Rooms, Queer Rooms, Muslim Prayer Rooms, Changing Places and various others. Historically, the University has delivered these amenities on an ad-hoc basis, as passionate stakeholder groups lobby for their inclusion based on specific and often independent needs. The University has responded to these requests as they arise, often resulting in disconnected outcomes, inconsistent management strategies and, at times, compromised facilities.

In 2017, Deakin University's Infrastructure and Property Group commenced a review of these facilities titled A-to-BCA (Additional to Building Code of Australia). A unified response was subsequently developed that can be applied to A-to-BCA facilities at a campus masterplan level in order to achieve consistent provision, quality and distribution.

Through the conference theme Healthy Futures: People & Planet, Deakin University's Sonia Beck will discuss the challenges involved in developing a framework around these sensitive, highly political and strongly held spaces. The presentation reviews Deakin University's approach to providing these facilities in a considered and highly thoughtful manner, and whether we can promote access for all and decrease specific group ownership, whilst protecting those who have a legitimate need to use the spaces.

Addressing complex social challenges, while also touching on corporate responsibility and social sustainability, this HEEd talk reviews how the A-to-BCA strategy seeks to improve the campus experience whilst providing a realistic and scalable framework. It reflects on whether these types of facilities are still valid, or whether we've reached a time where these dedicated facilities segregate rather than support the communities they serve. The presentation also reviews how endorsement and funding is being secured for "additional" facilities that "only" address the needs of minorities - needs

that may be considered far removed from the core business of learning and teaching.

B1

Corporate Citizenship: Fulfilling our obligation to lead towards equity

Emily Sloan, Monash University

Emily is a passionate believer in gender equity within STEM. She is privileged to work within the Strategy and Planning function at Monash Engineering. In this capacity, she supports initiatives to improve the academic workforce and contributes towards the achievement of the faculty's strategic vision. Her previous roles include Senior Research Officer at the Office of the Chief Scientist; Policy Officer at the Australian Workforce and Productivity Agency; and Workforce Management Analyst at Calgary Board of Education.

"Service" is a well established component of the academic workload, with much discussion and debate about what it constitutes and how much it should be valued and resourced. But "service" is not limited to academic careers. "Service" often forms part of the Professional staff workload, including external engagement, and is often difficult to predict and resource. At Monash Engineering, we are proud of our active corporate citizenship. This presentation covers the 'what', 'how' and 'why' of our recent citizenship activities and explains how we staff our obligation to society.

At Monash Engineering, we have a particular focus on Diversity, and have committed considerable resources in 2019 to providing input to: Women in STEM Decadal Plan; the Women in Science Strategy; the Global Engineering Dean's Council; Athena SWAN and the Engineering for Australia Taskforce. We have participated in and promoted the World Engineering Conference; Hopper Downunder; the Future Leaders Conference and Veski SidebySide. Along the way, we've resourced reviews of other relevant programs, including Superstars of STEM and Homeward Bound.

In this presentation, I will share how we have approached these citizenship activities and managed the associated professional staff load. There are 3 components to get this right:

- Leadership: Leadership isn't a measure of the charisma of your leaders, but the process of working out what matters and why - of determining the priorities when there are so many opportunities to make a positive impact. Monash Engineering took 12 months to write a strategic plan, with input from over 200 stakeholders at 11 different consultation sessions. The resulting strategic plan provides direction on how to prioritize citizenship activities.

- Targets: Crucial to translate plans into actions and deciding on where to point your FTE. At Monash Engineering we require two women on every recruitment shortlist, and target

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50% of our enrolling domestic undergraduates to be women by 2025. We can't achieve those targets without support from the STEM community, which gives a clear mandate to engage in related citizenship activity.

- Culture: Culture can be built, but only with the same planning and attention used to build buildings. Training is part of the solution - at Monash Engineering our current focus is LGBTIQ Ally and Unconscious Bias but it is only effective when the entire ecosystem is optimised to support the cultural build.

Through citizenship, we create a better future. Citizenship costs time and FTE, but can - and should - be sustainably resourced.

B1

Biomimicry – it's benefits and barriers

Dr Matthew Webb, Umow Lai Consulting Engineers

Matt achieved his undergraduate studies with an Honours double degree in Engineering and Science at the University of Melbourne. After working in automotive manufacturing, HVAC consulting and in the biotechnology industry, Matt joined Umow Lai Consulting Engineers. For several years, Matt also undertook research into biomimetic building facades at the University of Melbourne where he achieved his PhD in Infrastructure Engineering. He continues to work at Umow Lai as an Senior Sustainability Consultant and leads sustainability services on projects and specializes in energy efficient design and data management. He continues researching biomimicry and biophilia, their application to the built environment, and tinkering with his crazy design concepts.

Nature and the biological world have influenced human design and innovation throughout history, and thus a form of biomimicry has always been part of human culture. Biomimicry, defined as a systematic, rigorous translation of specific biological knowledge to human technology, has been a part of the contemporary innovation discussion for at least the last 20 years. There are numerous effective innovations, in such diverse (but ever more interrelated) fields: the built environment, energy generation, materials, computing, optics and social science innovation.

Biomimicry has been identified as an emerging technological trend. Investments in this innovative trend are accelerating. Yet despite its accessibility and utility, the application of biomimicry has been limited and below its potential – particularly the application of functional biomimicry to the built environment. This talk seeks to address the clear advantages of biomimicry as an innovation, design and educational method in a modern context, while also probing the barriers to biomimicry and assessing what could be done to overcome them.

This talk probes the barriers to functional biomimicry in the built environment in the context of the current construction industry in Australia. Guidance is suggested to improve the integration of biomimicry into design and innovation through a combination of the traditional construction process and recognised biomimetic methods. Biomimicry can be aligned with a conventional design and construction process, recognising that the most benefit from biomimicry can be derived by introducing biomimetic strategies early in the project. Two case studies of the application of biomimicry are discussed. The first, at the meso-scale, discusses the potential for specified biomimetic strategies to improve the thermal performance of building facades. This study examines biomimicry as product innovation and demonstrates improvements in design performance, without necessarily challenging the status quo of industrial development. The second, at the macro-scale, aims to apply biomimicry to improve the social and environmental performance of a medium-density urban development. This second case study extends the capability and impact of biomimicry as an innovative methodology, which makes it a more difficult prospect to implement, but also extends the reach of biomimicry's benefits.

Through these two case studies, the benefits and barriers to biomimicry are identified. This examination brings an understanding of how biomimicry can be advantageous to the built environment and where it can best be targeted to achieve innovative performance-based outcomes in design, construction and the relationship between people and the natural world.

B2

Co-create and humanise the campus. UWA's new approach to the traditional masterplan

Trevor Humphreys, University of Western Australia and Dr Samantha Hall, Spaces Alive

Trevor Humphreys is UWA's Director of Campus Management. He has spent more than three decades in the higher education sector.

Prior to arriving in Australia he led major capital programs, organisational change, campus masterplans and engineering infrastructure programs across four different UK universities.

Change seems to be coming at a faster rate than ever, or is it?

When it comes to designing a campus, there are still some basic foundations to a great student experience. What is changing is the way we engage and involve users in designing and operating the campus.

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Methods for gathering and integrating feedback from users into products or operations are adopted across most industries. Historically, this isn't done proficiently in building and construction. Projects operate in a more linear fashion with few opportunities for user feedback.

For campus design, co-creation is the equivalent and provides an opportunity for rich insights into how students view your campus.

This shift is already occurring, whether we are ready or not. Google map a building on your campus and you will likely see some online commentary. In addition there are websites emerging where students can leave reviews on various elements of their university as well as the Quality in Learning and Teaching (QILT) scores.

Co-creation turns traditional design processes upside down, influencing change from user needs rather than solely a top down approach. The danger of a top down approach is the assumptions that are made. Assumptions are often driven by trends, not evidence. It can result in a great project in the short term, but over time issues emerge such as low utilisation, poor satisfaction, inadequate productivity and experience outcomes.

Managing feedback from thousands of staff and students doesn't have to be overwhelming nor does it make existing processes completely superfluous. However making this a component of BAU requires a shift in internal culture and processes for managing estates.

Co-creation methods generally encompass the following:

1. Understand the now. What is the current experience?
2. What could be? How can experience be improved for the future?
3. Iterative design that includes prototyping and continual feedback.

Case study: UWA took a bold approach to their Masterplan which extended far beyond traditional consultation approaches. It involved a look at current student experience with the campus, and an experience design process. We will share some of the feedback from students on campus experience and strategies to engage with users.

B3

Pushing physical boundaries and delivering student flexibility: Collaborative, efficient, and effective service operations, an evolving reality for Monash University

Reshmee Gunesh & Samantha Kao, Monash University

Starting as a lecturer in Marketing, Reshmee's passion and drive for service improvement and strategy is clear from her career journey through various change management and

service improvement roles in the higher education sector over almost 20 years. Currently, Associate Director, Scheduling Services at Monash University, Reshmee provides thought leadership and advice to senior management within the Education Portfolio and influences the execution of service improvement initiatives for key student services at Monash University.

Samanthi, currently the Scheduling Services Manager at Monash University, has accumulated knowledge in HE timetabling for just under 15 years. Samantha leads the scheduling team to deliver a timetabling service aligned to the Educational Portfolio's vision while best utilising the university's resources.

A strong advocate for building high performing teams, Samantha has been instrumental in successfully implementing the current service model for the Scheduling Services team while continuously striving for service improvement.

Timetables impact every academic's teaching and every student's learning experience, every single day of the academic year. As Monash University continues on an ambitious trajectory with clear growth aspirations, we are also faced with the reality of ensuring effective and efficient space utilisation.

The story unfolds pre-2016 when 83 staff across the university had some level of involvement with the development and publication of the university timetable. Ironically, the service scored the lowest student satisfaction rating across all student administration services. In 2016, the university made the brave decision to create a specialist end-to-end scheduling function that not only published the university-wide timetable but also delivered each individual students' timetable four weeks before the start of semester. Student-centric guiding principles were developed (and validated by students) and policy and procedures were revised to ensure Monash students receive a timetable that is stable, flexible and released early. A Scheduling Services governance group was established with a senior academic leader as Chair.

In Semester 1 2019, in-system class swaps are a student self-service reality, as well as the delivery of an effective priority allocation process for students with special needs. Diversity in class allocation by gender, nationality and age has been enabled to complement project-based learning and teaching. Furthermore, to provide a friendly face to the service when it matters the most, the scheduling team were physically present during Orientation Week and the first week of semester to help students with any timetabling-related issues to ensure the smoothest possible transition into semester.

Three years later, our thirst for pushing the physical boundaries of the scheduling function and the services we

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offer is stronger than ever. Aligned to a crystal clear education strategy, supported by a governance group with academic representation from all faculties, and in collaboration with key portfolios across the university, we have matured our agile practices, developed a timetable chat bot, enabled student flexible timetables (including the options for live-stream and delayed viewing of lectures) and reduced the volume of student enquiries by almost 25% between Semester 1 2018 and Semester 1, 2019.

Learning objectives for attendees: Understand the key enabling factors for successfully delivering a university-wide vision for transformed education delivery beyond the physical environment, and how collaboration and engagement across administration services can earn a voice at the strategy table.

B4

The Goal is Service Excellence!: Enterprise Service Models and Business Partnering for Success

Elizabeth Wickham, Heather Kingston & Nicole Barclay, Queensland University of Technology

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

Heather Kingston is Director Finance Operations for the Division of Resources at QUT. She has experience in challenging Corporate Services roles in the university and government sectors. Proven track record leading and managing teams to improve organisations' capabilities in financial operations; shared services; audit; workplace reform; business improvement; change management.

Nicole Barclay is Director Faculty Services for the Law Faculty at QUT. She has over 30 years working in the education sector. She has extensive experience in major transformation initiatives and business operations management, and has led faculty restructures in IT, Science and Law that delivered centralisation of business services.

Why are so many universities moving to corporate-wide service models? What elements are required to ensure such a model will be successful in practise? This presentation will identify the roles of both the faculty and the central division in making corporate-wide service models work, ensuring that, together, we deliver 21st century services that enable academics and students to achieve excellence.

QUT is working through a program of Business Transformation that started in 2017, and since then has

been applied to Finance, HR, HSE, IT, Research Services, Reporting and Analysis, and L&T Services. Working examples of a partnered approach are now in place for several of these areas, and our presentation will focus on the collaboration and partnership between two faculties and Finance.

Business partnering, in essence, is about successful, long-term, strategic relationships between functional specialists (e.g. Finance) and business leaders and managers (e.g. Faculty) for the achievement of organisational objectives.

We will consider the benefits of a partnered approach; for example the opportunity, or perhaps even expectation, for shared conversations to take place; the alignment and meshing of the vision and activities of different organisational areas; the benefits of finding common ground; the need to build robust relationships and create trust, and so on. We consider the opportunities that a partnered approach provides, both from a faculty perspective and from the functional/divisional perspective.

We also explore the key tensions and challenges that we've encountered along the way. One example is the need for business continuity during times of change; another tension exists between the resourcing needs required during the transitional period and required to support longer-term aspirations.

QUT is now well-placed for continuous improvement that will meet the needs of both functional and business units. We offer five tips for success in making shared services work.

University-wide service models and business partnering models are being adopted by more and more Universities. This presentation is for all colleagues interested in understanding organisational models for excellent service delivery and more broadly with an interest in leading in this context.

B5

"Why University?" Creating the future student digital experience at the University of Auckland

Maree Shaw & Oliver Tipping, University of Auckland

Maree is Product Owner on the Student Digital Journey programme at the University of Auckland. She has a strong customer service, student administration and business/process analyst background spanning more than 13 years at the University, with roles in the students' association, faculties, Applications and Admissions, and now Academic Services.

Oliver is Digital Experience Lead at the University of Auckland, part of Digital Services. His team delivers human-

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centred design services and helps transform the University's digital services for students, staff and alumni.

The team works strategically and alongside delivery teams; helping ensure University systems are usable, inclusive and follow best practices.

The Student Digital Journey (SDJ) programme was not designed by a group of talented software designers, although we've got plenty of those.

It began with focus groups and interviews with a cross-section of more than 200 students in 2017. These students told us all about their expectations, their experiences at the University of Auckland, from go to whoa, and what it would take to really help them succeed.

We took these ideas, and looked at where we could provide digital solutions. The result was a Student Digital Strategy and, in January 2018, the creation of the SDJ programme to deliver:

- A new application-for-admission platform
- A planning tool for prospective students
- Degree-mapping tools
- A data and analytics framework

Transforming the student journey has meant disrupting the status quo. It has required the University to:

- Map and redefine the user experience (UX) for the end-to-end student journey
- Develop a strategy to focus on student-centred delivery and funding, especially related to equity groups
- Break down institutional silos and foster collaboration via Agile delivery methodology
- Change organisational mindsets to move beyond a traditional focus on academic support to a 360-degree view of the student
- Improve student recruitment, retention and academic attainment through data-rich predictive modelling and timely intervention
- Create and update relevant policies to protect privacy and provide transparency of organisational strategy
- Review processes and associated resources to support a student-centric approach to academic advice, removing barriers and prioritising inclusivity.

The SDJ programme team brings together staff from across the University: Academic Services, Digital Strategy, Architecture, IT, Planning and Information, and the Business Transformation and University Strategic Programmes Offices.

The reach of the programme inevitably means it impacts and interacts with almost every area of the University too. This has its challenges, as does:

- Organisational structure
- Maturity of delivery and decision-making mechanisms
- Complexity of student experience and interwoven technologies
- Early adoption of new technologies and limited support
- Manoeuvring alongside other strategic initiatives
- The University's consumption and utilisation of the insights from the data and analysis the SDJ team is delivering.

This presentation will focus on what's been accomplished so far (and what's still to do!); and the challenges, the successes and the key learnings along the way from the last three to four years of analysis, strategy, engagement and approximately 18 months of execution.

B6

Identity matters: authentic cultural engagement and how to effect change

Vanessa Carswell & Rodney Sampson, Warren & Mahoney Architects / Otago Polytechnic

Vanessa Carswell leads the design team for the masterplan for Otago Polytechnic. Vanessa enjoys leading and partaking in collaborative processes for the design of complex projects. Her experience in NZ and UK has often involved working with multi-headed stakeholder groups, environmentally sustainable design, and heritage restorations.

Rodney Sampson is a Principal at Warren and Mahoney, and part of the lead team for the Otago Polytechnic masterplan. As head of the Education + Research sector portfolio, Rodney is highly skilled at exceeding challenging briefs to create rewarding outcomes for clients and their communities.

How can the built environment create a more inclusive and culturally engaging learning experience? How do we as an institution 'do the right thing' and show leadership in social responsibility? How do we make a traditional European-style institute feel less foreign for our indigenous Kāi Tahu people, have a greater sense of place for our guests, and, most importantly, be welcoming for all? We found answers to our questions through focusing on our most vulnerable, by seeking to defeat unconscious bias, and by designing for a holistic learning experience.

This presentation will explore the theme of Healthy Futures: People & Planet through the masterplan project, new building and open space development at Otago Polytechnic in Dunedin. We will give attendees insights into how tertiary institutes can lead by example and celebrate our communities while concurrently creating innovative, curriculum-centred learning opportunities.

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As part of the comprehensive design brief for a more compact and effective campus, supporting expanded and restructured courses, the polytechnic's core values were embedded into current and future projects. Our presentation will focus on two key values: cultural equity and inclusivity. The simple pledge of Otago Polytechnic – doing the right thing – requires us to consider the social impact of decisions across the board. This case study looks at the detail of creating learning opportunities, providing student support services, and developing community partnerships.

Working with Kāi Tahu, we reimagined our built environment through the lens of local cultural values, drawing on an inherent relationship between these values, our natural world, and environmental responsibility. 'Ako ako' is loosely translated as 'reciprocal learning' and the entire design team engaged in this process. As a consequence, buildings and spaces will more visibly and experientially embrace local Māori culture and foster inclusivity, community, welcome and hospitality.

The project has identified the specific needs and support infrastructure that will be required for Māori students to ensure they are engaged, supported, connected learners who can feel a sense of place within the polytechnic's environment. Embedding cultural needs within the briefing and design process gave us the greatest chance of manifesting them in the spirit of the campus. It's not easy. In an increasingly diverse and complex social, political and economic landscape, questions and answers keep changing. But by going back to fundamental human needs, and the insights of our manawhenua, we can see a stronger pathway forward that will be more open, encompassing, flexible and informed.

B7

Influencing institutions and changing cultures: how collaboration empowers (students) employability

Dr Dino Willox, University of Queensland

Dr Dino Willox is the Director of Student Employability at The University of Queensland and is responsible for developing, steering, and coordinating the University's strategic direction, policy, framework, and services that assist students to become game-changing graduates. Working in partnership with industry, students, and staff, Dino's work spans professional, academic, and extracurricular spaces, taking a multidimensional strategic approach to embedding employability.

Nobody can predict the future, but we do know that things are changing exponentially. The changing world of work means

that employers increasingly need agile, critical, creative, innovative and entrepreneurial mindsets. Universities must face this challenge and redefine and reassert the value proposition of the university.

How can universities keep pace, meet changing expectations, and remain relevant and necessary now and into the unknown future? How can an institutional model be developed that deals with these uncertainties in a systemic, strategic, and sustainable manner? How can a holistic approach to employability be developed across complex and comprehensive intuitions while maintaining discipline specific and context relevant delivery? And, more importantly, how can one secure investment for such a vision?

Dr Willox proposes that the solution to this challenge is a holistic approach to employability as an experiential learning process both within and beyond the curriculum. By focusing not only on content, but also on developing the ability and capacity to continually learn, institutions will develop holistic graduates with lifelong capabilities to ensure they can navigate uncertain futures with confidence. Using The University of Queensland as a case study, Dino will explain what kinds of strategies can be utilised to develop a culture and understanding of employability as a self-reflective process that can be developed and nurtured at university and that will be a lifelong practice. In particular, Dino will outline how significant strategic investment can be achieved through collaboration, partnership, influence, and sheer persistence.

This presentation contextualises and foregrounds the practical workshop 'Inspiring collaboration across institutional boundaries to enhance the student experience' proposed by Yvonne Oberhollenzer, which provides reflections and learnings on the implementation of this vision within a Faculty context.

B8

Monash University's Giles Hall – Setting the benchmark for the next generation of sustainable buildings

Nick Bamford, Adrian Daniels & Clare Parry, AECOM, Monash University & Grun Consulting

Nick Bamford is the Victorian tertiary education sector lead within AECOM with over 15 years experience in building services design and project management. Nick has supported the design team in delivery of the Monash Peninsula Student Accommodation project including coordination of the developments Passive House requirements and CLT construction.

Clare Parry is a sustainability consultant, building physics specialist and mechanical engineer with experience as a

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Certified Passivhaus Designer, Trainer and Building Certifier, LEED AP, Green Star AP, WELL AP, NABERS and CBD Assessor. In 2011 Clare founded the Australian Passive House Association and was a Director until late 2017.

Monash University have completed their 6-storey, 150 bed Gillies Hall student accommodation building on their Mornington Peninsula Campus, in what has quickly become an exemplar in sustainable building construction and high occupant comfort. The project has achieved radical reductions in embodied and operational carbon through combining a cross-laminated timber structural system with Passive House performance.

The project has seen a tangible step change in building performance, whilst providing vibrant and engaging spaces that respond to the needs of a dynamic student cohort. This has been completed with forethought and vision by Monash, and with a high degree of confidence in the design team to deliver a project without precedent in the Australian climate.

This presentation will highlight the proven benefits of Passive House for the Gilles Hall development, and how the design techniques can be applied in the next generation of sustainable high performance buildings.

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

The presentation will focus on the tangible outcomes from the newly completed project with reference to;

- Design and performance requirements of Passive House and how these requirements have been responded to by the design to successfully achieve Passive House Certification.
- The unique thermal performance of the Passive House development and the resultant quality and comfort for the Monash students.
- Technical comparison between design stage thermal modelling and the occupied building, and how the techniques developed through this process can be applied to future high performing buildings.
- The added complexity of timber CLT construction and the benefits of this to the project.
- How the lessons learnt from the design, construction and occupation of the development may apply to future tertiary education projects.
- How this project is setting the benchmark for new sustainable buildings as part of the Monash masterplan, and ultimately contributing to achieving Monash's 'Net Zero' initiative.

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C1

Transitioning from average buildings to SMART buildings

Nicholas Lianos, Grosvenor Engineering Group

Nicholas is regarded as a passionate and driven entrepreneur with an illustrious career spanning 33 years. In 1999, he founded Grosvenor Engineering Group with partner Peter Souflias, which is now a leading provider of intelligent building services, design and construction solutions. He has established an enviable client base including AMP, Dexus, Bunnings, Westfields and Defence.

Today, the company's revenue exceeds \$175 million and employs more than 700 people across New South Wales, Queensland, Victoria, South Australia, Tasmania, Western Australia and the Australian Capital Territory.

With demonstrated success in directing multiple high performing teams, projects and locations simultaneously, Nicholas is a collaborative communicator who drives unique approaches to projects that create business efficiencies and better building returns on investment for clients.

Education facilities are a mix of old legacy buildings and new technology enabled assets. Capturing building data is the key to enabling intelligent infrastructure.

The identification of a building's data sets, including stranded data and man-made data, is the first step towards transitioning to a smart building. Occupants need to map out data sets, identify the cost to capture and the inherent benefits associated to create a prioritised road map.

For each data set, occupiers need to identify who is best to map, structure and maintain this data feed. A structured, tagged and maintained data set will flow into an institution's data lake. This data lake can then be utilised as both an educational resource and a building portfolio maintenance tool.

To release each data set into the lake will require collaboration with multiple vendors and contractors. If an institution would like to add to its data capture feeds, it can collaborate with industry partners to develop the sensors of the future. University and industry partnership's have the ability to explore deep learning algorithms such as people counting and enhanced equipment monitoring. Data lake infrastructure can also be used as a learning and research sandbox to fit in with a big data curriculum.

More education facility owners are transitioning to Smart IOT connected buildings through the capture and structuring of big

data sets. They are turning this data into meaningful actions to become more efficient.

The presentation would uncover:

- Opportunities available in SMART education buildings
- Identifying and capturing "stranded" data sets
- Mapping, structuring and tagging data sets
- Analytics applied to big data
- Opportunities for university collaborations
- Case study: university partnerships: deep learning algorithms; people counting and enhanced equipment monitoring
- Analytics and live sandbox data set available for student interaction

Grosvenor Engineering Services (Grosvenor) background information:

- Grosvenor maintains over 17,000 facilities and oversee \$2.2 billion worth of assets under management for large corporates and institutions.
- Within its education portfolio Grosvenor manages several NSW schools & TAFE's and five universities in NSW & Queensland including 350 plus sites and 60,000 assets.
- Grosvenor provides HVAC, fire and electrical maintenance and repairs as well as refurbishment, sustainability, analytics and auditing services.

C1

Academic Health Centres: a win-win-win-win situation

Shane Wood, Billard Leece Partnership

Shane currently leads BLP's Education Sector in Sydney, with extensive experience in architecture for education covering university, TAFE and school projects, advising on all levels of education facility design and procurement. Over his 30 year career, he has worked with a range of clients on new approaches to pedagogy that draw together teaching and learning aspirations and student outcomes.

Shane has a passion for research and innovation of the education sector, focusing on the physical, financial and social environments that impact education facilities.

He has undertaken a study tour of schools and university facilities in countries across Scandinavia, and regularly attends and presents at education conferences - previously at TEMC on 'The Integrated Vocational and Higher Education Precinct: Improving Performance Through a Consolidated Built Environment' (2015), and, 'Case Study: Western Sydney University, New Science Centre, Parramatta Campus' (2016).

The idea of "a hospital in the university" is revolutionising the

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learning experience for health students today.

Typically, a health student spends two years on campus at university, then one year in an off-site clinical placement; time mostly spent away from university facilities and contact hours with fellow students and teachers.

Academic Health Centres - colocated spaces for learning, teaching, collaboration, industry and research - present an unparalleled opportunity to give students better practical experience closer to their place of learning. This means a student can step away from the classroom right into the middle of a working hospital or research lab.

Involving multiple tenancies and occupancies has a positive impact on facilities and intellectual capital utilisation; one person may be employed by more than one organisation, one space may be utilised for more than one purpose.

However, a shared physical location is not a guarantee that all the members will interact as intended. The key drivers of a successful Academic Health Centre model include:

- Providing the appropriate scale that will be attractive to good people, funding and industry partnerships
- Enabling practical opportunities for innovation
- Diversity of contributors, or risk becoming an inward-looking silo and missing opportunities for innovation
- Shared goals and corporate values, working together towards a shared vision.

By facilitating proximity and access between problem solvers and end-users, the result is an engaged and synchronised community where cross-pollination of ideas and casual collaboration leads to the fusion of previously unconnected ideas and resources to solve complex challenges.

This is where the Academic Health Centre moves beyond collocation into collaboration.

The purpose-built Susan Wakil Health Building at the University of Sydney Camperdown campus will collocate multiple health disciplines to translate research into education and clinical services - bringing together the five existing health buildings in their new Health Precinct.

As well as providing clinical simulation programs, flexible infrastructure that supports team-based research programs, office, teaching, research, clinical and support spaces, its urban location facilitates industry connections and relevance, collaboration with external partners and a greater connection to its community.

Done properly, Academic Health Centres are true collaborations that engage and benefit all contributors - interprofessional learning and clinical leadership for students and staff, team care for patients, translational research and learning across the health sector, increased quality and quantity of health care delivery for the hospital and

community, and better outcomes for the public, universities and institutions for the investment of time, money and effort.

C2

Deakin University IISRI – a revolutionary construction delivery process, for innovative researchers

Jason Ah Sam, Melinda O'Brien, Michael Bennett, Mark O'Dwyer and Charlie Chisholm, Deakin University, Root Partnership, Wilde Woollard

Jason Ah Sam is lead author / lead presenter and is Regional Manager, Capital Projects, Infrastructure and Property Group at Deakin University is a Property and Construction Industry professional with 35 years experience in Client, Consultant and Contractor roles within Australia and internationally.

Melinda O'Brien is a Project Director at Root Partnerships, the Project Managers for the Deakin IISRI project with over 15 years experience in consultant /contractor roles.

Michael Bennett is a TEFMA member and Director of Wilde and Woollard, the Quantity Surveyors for the Deakin IISRI project.

Joseph Mount has over 15 years' experience in the construction industry in both Australia and the United Kingdom, operating as a highly skilled, adaptive and experienced Design Manager for Kane Constructions, the the Construction Contractors for the Deakin IISRI project.

Mark O'Dwyer is a TEFMA member and founding director of H2o architects, architects for Kane Constructions on the Deakin IISRI project.

Deakin University IISRI is a \$23 million specialist tertiary education research facility, being provided by an innovative procurement and delivery process with excellent time and cost outcomes, while maximising stakeholder engagement and for bespoke solutions to operational requirements.

IISRI is the Institute for Intelligent Systems Research and Innovation and part of Deakin University. IISRI's engineering and IT researchers provide robotics, simulation modelling and haptics solutions to industry for aerospace, automotive, defence, security, logistics and health.

This new procurement and delivery process initially involved Deakin University engaging an Architect, Quantity Surveyor and Project Manager to develop over an eight week period, an advanced concept design and Principal's Project Requirements (PPR) for the facility. This development involved extensive engagement with the project stakeholders and the University's Infrastructure and Property Group.

The PPR was then used to conduct a "Competitive Design Procurement Process" where two Construction Contractors that had assembled their own project teams, including consultants, each provided a fixed fee to undertake further

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design sufficient to enable the Construction Contractor to have confidence in providing a competitive Fixed Lump Sum Price and Programme.

Over the following six weeks, representatives from Deakin's Infrastructure and Property Group, representatives from IISRI and the Project Manager conducted weekly workshops with each contractor to collaboratively work through the design refinements necessary to allow the two Construction Contractors to price the work.

At the end of this six week competitive design period, drawings, schedules, programmes and other project documentation paired with a Fixed Lump Sum price to design and construct the facility, were submitted by the Construction Contractors and presented to the University.

Following selection of the preferred Construction Contractor by the University, the Construction Contractor continued design with their appointed project team. The Construction Contractor commenced onsite while finalising the design, to allow the trade works to be let and constructed in packages, paired with the required University and authority approvals needed to progress the works.

This innovative process allowed the University to progress through early initial design and project scoping such that the selected Construction Contractor was mobilised onsite with an agreed design and fixed price within sixteen weeks.

C3

Translating Facilities Data into Evidence for Action

Steve Lake, University of Melbourne

Steve Lake has worked at the University of Melbourne since 2006. Since graduating in the UK, Steve has spent over 20 years in the software and technology sectors in the UK, the USA /Canada, Asia and Australia / New Zealand; as well as 13 years in facilities management; and has even worked on a seismic exploration ship off the coasts of Labrador, Nova Scotia, Newfoundland and Jamaica.

Today we are generating and receiving more data than ever before. The challenge is how to identify and manage relevant data, analyse it, transform it into meaningful information, and share it with others to assist them in making better informed decisions?

This presentation aims to share the approach taken by Campus Services at The University of Melbourne with regards to facilities management data (i.e. service requests, asset condition, energy usage, etc.). It will cover how we develop data insights and share this information with others to inform estate plans, Faculty plans, individual project, and programs of work; and the subsequent benefits realised.

The presentation follows Campus Services on a journey that commenced in 2006. A journey that has included an extensive change in our service delivery model (from internal trade staff to fully contracted out), a change in our internal capability and culture, new business systems / processes, a significant increase in our service responsibilities and associated budgets, and the introduction of a new shared services model at the University.

The presentation focuses on the 2018 Backlog Maintenance Review – our most comprehensive asset condition assessment to date. The audit process utilised a range of assessment resources (including specialist consultants, service providers, and in-house staff supported by engineering students). New assessment tools were developed and utilised to ensure an efficient data collection and integration process that encompassed over 300 buildings and 18,000 spaces. Upon completion of the assessment process, our attention turned to data analysis, preparation of the data insights, and publishing this information in both static (i.e. PDF) and interactive digital formats.

Finally, the presentation will address our use of Business Intelligence (BI) software (i.e. Microsoft Power BI, Tableau, etc.) to support the digital publishing of our data insights (via interactive dashboards) in ways that encourage stakeholders to explore and consume relevant information to support their varied business objectives. We utilise a variety of different formats depending on the needs of individual stakeholders (including University Executive / Chancellery, Faculty managers, program managers, project managers and team leaders).

Campus Services won the 2007 TEFMA Innovation Award for its 'Approach to Conducting Condition Audits'. The 2018 approach represents a step-change improvement in efficiency and effectiveness that is already delivering value to our stakeholders. We believe that sharing our journey with the conference attendees will be of interest and value to other tertiary institutions. We estimated that this approach saved the University \$400,000, compared to engaging a specialist consultant for this task.

C4

Shining a light into the dark corners of Service Management

Angela Forrester & Shane 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, focused on both the student experience and staff experience. Sharone leads major university programs focused on service excellence, transforming services, the service experience, and implementing service and process



Built Environment: Movers & Shapers



Beyond the Physical Environment



Healthy Futures: People & Planet



21st Century Service



Distilling BIG ideas



Next Generation Leadership



HeD Talk

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improvements. A key project to deliver on these pursuits is the Service Central Project providing a single service point for all Corporate Services via multiple channels. Sharone holds a Bachelor of Behavioural Sciences, Post Graduate in Educational Counselling and Master of Tertiary Education Management. She is also a registered psychologist with a keen interest in organisational and cultural change whilst engaging people through the experience. Sharone is also an avid/hopeless fan of "Game of Thrones".

Siloed departments, cumbersome processes, unresolved service requests, inconsistent practices, multiple or an absence of service management systems, numerous help desks, frustrated service providers and even more frustrated customers.

The fragmented and dispersed systems and processes being used to deliver services to staff at Australian Catholic University (ACU) meant that insight into experiences for both service users and service providers were not captured, measured or understood. There was no data that could tell a story about workflow, workload or the customer experience. Service management and the information and data related to it was shrouded in mystery and myths.

Service Central worked collaboratively with nine service directorates to transform services provided to ACU staff, through the establishment of an innovative and unique customer service centre and customer service management model, created with the service user at the forefront of the design, with the aim of a more integrated approach to service management. In doing so, ACU managed to bring customer service from the darkness and into the light!

Guided by the principles of "Service Excellence", Service Central delivers services relating to Human Resources, Properties and Facilities, Information Technology, Finance, Office of Legal Counsel, Governance, Planning and Strategic Management, Marketing and External Communications and Student Administration to staff across six main campuses and multiple additional sites.

The project was kicked off with an investment in understanding service delivery, the pain points and challenges before embarking on the design of the service model and system, now known as Service Central. Service Central has kept the user experience of staff accessing corporate services at the heart of decision making and design throughout the project making accessing services, faster, easier and more transparent. The Service Central model ensures that service requests can be triaged across the organisation using a single request record, no matter how complex the enquiry or how many people need to get involved in the resolution.

You will leave this session with an understanding of the process ACU took to on-board services delivered by multiple service providers across many locations, to manage services

through a centralised portal, single phone line and enterprise service management system. We will share with you the data gathering and assessment process, governance model, project overview and service model design.

We'll even let you have a peak at the finished product. Shhhhhhh

C5

Guards and Guides: finding the nexus between compliance and innovation

Mark Hatwell, Monash University

Mark Hatwell is Associate Director (Academic Services) in the Student and Education Business Services Directorate at Monash University. He has worked in teaching, policy, project, operational and management roles across different sectors of education in Victoria since 1991. At Monash, Mark is responsible for curriculum data management, assessment support, government/internal reporting and compliance, process and service improvement, and student administration policy. Mark's Academic Services Group has taken on responsibility for a number of previously-devolved functions and services in recent years. Mark holds a key role in ATEM's Bass Region as leader of its professional development program and is co-facilitator of the ATEM Institutional Policy Network.

An observation that the circles of those university staff dedicated to compliance and those interested in innovation never seemed to intersect prompted the author to ponder why – and whether it needed to change . . .

The sole allusion to 'innovation' at a Compliance and Quality conference in 2015 was the 'point of tension' between compliance and quality enhancement/best practice for the higher education sector. Other sectors routinely strive for innovation while maintaining compliance – at considerably higher levels of risk, e.g. finance, airlines, medicine, construction, manufacturing, engineering . . . why should it be so hard for universities?

This paper presents a discussion of the perceived but often real 'tension' between compliance and innovation in our sector, informed by recent transformational developments in student services at Monash University, where a range of administrative processes have moved to personalised self-service or automation: admissions, credit assessment, enrolment, course planning and transfers, class scheduling and swapping, deferred exam and remission of debt applications, electronic exams, upload and transmission of student results, digitisation of qualifications, curriculum management, and a burgeoning CRM.

While some see 'danger' in allowing innovation to flourish in isolation from legislative, regulatory and policy requirements (especially with increasingly sophisticated technologies for managing data on current and prospective students), there

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is an even greater risk in not innovating. Compliance and innovation have evolved in some institutions to serve different client bases – becoming disconnected as a result.

This paper will share insights from a number of institutions, seeking to answer questions like:

- Can we shift the thinking of policy custodians to a culture of service and innovation? Do we need to rein in the innovators? Can we meet in the middle?
- Where does 'best practice' sit as a concept? Is it in compliant innovation? Is it just evolution with security?
- Does acceptance of evolution over revolution impact an institution's ability to leverage competitive advantages?
- Which organisational models and governance work best for enabling both compliance and innovation?
- Are there particular personality types that work best together in embracing and exploiting the tension to generate better outcomes?

Solutions lie in establishing collaborative business partnerships and communities in early stages of developments, measured approaches to managing (as opposed to minimising) risk, benchmarking with service industries, policy teams who support, guide and enable innovation, and finding a balance based on a culture of trust and respect.

C6

Workshop - What Happens when contractor Management goes wrong? How is technology helping to avoid this?

Sue Leak, Dr Dan Carpenter & Alena Titterton, BGIS & Clyde and Co

Sue Leak, ANZ Director, Client Solutions with BGIS a global leader in Facilities Management. Sue has worked in the property industry for 25 years as a client, consultant and now as a service provider and is driven by doing things differently, smarter and with a focus on inclusion, diversity and safety. Dr Dan Carpenter is the Head of Operations Support APAC for BGIS, also 25 years' experience managing systems and behaviours and brings an extensive public safety experience from 13 years in Policing and senior roles in Commonwealth. Alena Titterton, a health, safety and security partner of global law firm Clyde & Co. Alena is law and behavioural science qualified, bringing multidisciplinary and practical approaches to managing legal risks in these very challenging areas. Together they will bring to light what could happen when things go wrong on site and what technology can do to help close the gap.

After decades of workplace safety evolution, organisations are looking for new insights in order to prevent harm. However, there has been so much attention dedicated to the Internet of Things, Machine Learning and Artificial Intelligence that in many respects there needs to be a refocus of thought leadership and the use of enabling technologies to appropriately manage contractor risk. There is an almost endless continuum of obligations for persons conducting business undertakings to consult and cooperate in order to prevent harm. This becomes clouded, bureaucratic and difficult to manage on scale due to various commercial models, multiple company systems and cultures especially in the University sectors. This presentation will draw on our changing legal landscape including the evolution of Industrial Manslaughter legislation and other case law centred on this topic as well as practical examples of contractor related challenges in meeting legal, contractual, practical and ethical obligations in the University Sector. This presentation is designed to provoke thought and to discuss modern technologies that can assist us in managing risk. Moreover, this presentation will draw on real life experiences in delivering integrated facilities services across many sectors and the learnings we have taken from our collective experiences to develop solutions aimed at providing contractor assurance.

Time permitting we would also include a mock trial component as part of the session, with a witness examination component of a university specific overlapping duty holders with a maintenance contractor being hurt, for example

Learning Objectives:

1. Assist the University Sector in addressing contractor risk
2. Understanding the systems integration opportunities vs systems duplication risks
3. Provide a look into the legal implications when things go wrong
4. Provides a contractor management framework for consideration

C7

Increasing the Awareness and Adoption of Teo Reo & Tikanga Maori with Student Services and Administration at AUT

Wiremu Tipuna & Mike Shaw, Auckland University of Technology

In addition to working with students as Takawaenga Māori, Wiremu Tipuna is also Kaihautu Mātauranga Māori, a role that sees him champion the development of bi-cultural understanding within the Student Services & Administration Division at AUT.

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Mike Shaw is the Director of Student Communications at AUT, part of the Senior Leadership Team within the Student Services & Administration Division. For his recently completed MBA Applied Business Project, Mike partnered with Wiremu to apply Change Management theory to a cultural development context.

Their talk will share the insights, challenges, and successes and how they added value to their work through partnership.

Student Services and Administration aims to lead the way with respect to inclusivity and acceptance within our student and staff communities. Embracing Te Reo and Tikanga Māori internally is seen as an important step in achieving this and growing the cultural competence of our staff.

In 2018, Student Communications Director and MBA student Mike Shaw, partnered with Kaihautu Mātauranga Māori, Wiremu Tipuna, to undertake his MBA Applied Business Project. The result was an increased understanding of the current bicultural awareness, knowledge and skills among staff and the creation of a framework for driving increased awareness and adoption of Te Reo and Tikanga Māori.

The discoveries made throughout the project proved insightful and have helped inform the current rollout of activities, which coincide with UN Declaration that 2019 be declared the International Year of Indigenous Languages. Now being rolled out to the Division of more than 120 staff, the initiative is being positively received and helping increase the bi-cultural competence of staff underpinned by Change Management Theory.

Attendees at this session will have the opportunity to learn how change management theory was applied to a cultural context in order to develop a successful programme of staff development in the area of bi-cultural awareness, knowledge and skill development.

Attendees will also enjoy a fun-filled interactive exercise based on some of the current workshop exercises, with the opportunity to learn how to pronounce Te Reo Māori, some simple expressions and gain a greater understand the traditional cultural values that underpin Tikanga Māori.

C8

What good ever comes of networking: from serendipity to Australia

Andrew Unwin, Durham University

I completed a four-year MSci degree in the Department of Chemistry. I wrote my dissertation under the supervision of Prof R D Chambers and my fourth-year project under the supervision of Dr G Sandford. Upon graduation I moved into University Administration. I worked for several years as a Faculty Administrator, primarily supporting the Faculty of Science. In 2004 I was promoted to Deputy Head of the Academic Support Office and in 2005 I moved back to the Department of Chemistry to take up the post of Senior Administrator.

I studied for an MA in Marketing with Durham University Business School, graduating in January 2017 with distinction; my interests are in internationalisation, with a particular emphasis on student recruitment, and (in the private sector) the affect of loyalty schemes on consumer behaviour.

Many staff are reluctant to engage in networking for fear of failure or not making the right contacts. This session will outline how people can take responsibility for their own development and make the best and most effective use of even a small number of contacts to benefit them personally in their career development. The session will use examples from my own experience, and how I progressed from being unsuccessful in applying for one travel bursary to ultimately being selected for this conference. The approach of making best use of any particular experience is widely transferrable to many situations, either in the workplace or beyond.

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D1

Flinders University Strategic Projects – Our Bold Vision for Growth and Future Success

Mark Gregory, Flinders University

Mark Gregory joined Flinders University at the start of 2017 as the Vice President, Corporate Services.

The portfolio encompasses operations in Financial Services, People & Culture, Information Technology, Buildings & Property, Integrity, Governance & Risk, Planning Services, Student Accommodation, the University Library and other service focused professional teams across the University. In addition to coordinating operations professionals, Mark works to build and maintain cost effective partnerships that help Flinders University grow and deliver on its mission.

Mark brings to Flinders almost twenty years' in higher education in the United States and Australia, as well as experience in educational research and innovative technology start-up environments. Mark's background also includes capital construction, commercial real estate and several sustainability, alternative transportation and renewable energy efforts. Mark holds an MBA and undergraduate degrees in Computer Science & Mathematics and Psychology. He has taught both undergraduate and graduate level courses in business and technology. Mark has been involved in startup incubation, regional economic development planning, and aid work for schools and libraries in the US, Guatemala and Ecuador.

In 2013, Mark and his family moved to South Australia where he joined the University of Adelaide to work on improvements in operations, digital capabilities and customer service as the University's first Chief Information Officer. Other work at University of Adelaide included leading long-range planning for the University library and student accommodation strategies.

Mark has previously served as Associate Vice-President, Finance and Administration at Portland State University in the US, with responsibility for buildings and property, commercial leasing, campus planning, campus sustainability, student accommodation, parking and transportation, and technology. During his time in Portland, Mark worked as the executive lead on major capital projects including a new Academic and Student Recreation Centre, a multi-University collaborative Life Sciences Centre, campus transportation improvements including light rail and electric vehicle infrastructure, and multiple student accommodation projects including a 980-bed public-private housing partnership.

Flinders University is rising to the challenge of preparing our students for success in a future that will be every bit as dynamic and unpredictable as it is exciting. Flinders has a significant geographic footprint from Adelaide, through central Australia to Darwin. With tens of thousands of people attending, working and visiting our campuses, our community impact is profound. As a result, we have both an opportunity and an obligation to do things differently.

Our campuses embrace new technologies and emerging initiatives to drive sustainability, future growth and a great campus experience. As a world leading university with global reach and impact, we are perfectly placed to experiment, collaborate, ideate, create and innovate – in our research and education, and right across our physical locations.

In 2019 we released both our Sustainability Plan and our long-term plans for Flinders Village, a major expansion of our Bedford Park campus which aims to attract \$1.5 billion worth of investment to southern Adelaide.

SUSTAINABILITY AT FLINDERS: BRIGHT IDEAS, BRIGHTER FUTURE

Our Sustainability Plan sets bold targets for Flinders to be one of the first carbon positive universities. We called on our community to submit bold ideas and received almost 500 unique ideas to help us achieve a more sustainable tomorrow.

We are home to one of SA's largest solar arrays, with more planned for the future. We are actively using and promoting new transport technologies including solar, electric and autonomous vehicles. We're supporting both large and local scale on-campus initiatives that create positive change, such as community gardens and student-led waste reduction projects. Our researchers and educators are looking for new ways to minimise our environmental impact.

FLINDERS VILLAGE: CREATING A UNIQUE AND VIBRANT PLACE

Flinders University is committed to fostering a vibrant and engaging university experience. Flinders Village will be a focal point for research innovation, commercial activity and residential living to complement our exceptional learning environment. A dynamic environment, with integrated transport and connections, Flinders Village will transform the arrival experience at Flinders University for students, staff and visitors alike.

Importantly, Flinders Village will provide seamless connection to our partner hospitals, cementing our position as the State's biggest health and education precinct.

From high-tech research facilities to cafés, retail and entertainment, we want Flinders Village to be a place to live, learn, innovate, work and enjoy. It will become a cultural hub that is a beacon of progress, knowledge and sustainability.

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D1

Melbourne Connect, Integrated Project Design Development and Delivery

Richard Stokes, Arup

Richard is a Senior ESD Consultant based in Arup's Melbourne office. He brings extensive educational and workplace experience driving the sustainability strategy and performance ratings for clients including Green Star, NABERS and WELL. He is passionate about data visualisation and his ability to communicate complex data is helping to lead effective decision making for designers and stakeholders. He strives to develop ESD strategies for projects that go beyond rating tools, adding real operational value with tangible impacts. In Melbourne, Richard has driven the ESD strategy for the new Melbourne Connect Innovation precinct for the University of Melbourne with Lendlease and Arup's new workplace at One Melbourne Quarter.

Richard has previously presented his ideas and work at Green Cities, the NABERS Annual Conference, TEMC 2017, the ParaGuru Conference and will also be talking at Green Building Day later this year.

The presentation would showcase how the design of the 50,000m² Melbourne Connect precinct has been optimised across multiple disciplines and project team members including facades (arup), sustainability (arup), procurement (lendlease), civil/stormwater (arup) acoustics (arup), building services (NDY), architecture (woods bagot and hayball), digital and lighting (arup) using advanced digital design techniques and co-operation across disciplines utilising different design models for optimised outcomes.

The design features a parametrically optimised facade, NABERS Energy and Water rating targets (unique for education buildings), a CLT timber building hosting a childcare, a 330 kW PV array, a geothermal system, greywater treatment, centralised heating and cooling and an air tightness test requirement.

We are seeking to collaborate with Lendlease as the developer and builder on this and the University of Melbourne as the land owner and tenant who we will seek to add as authors and co-presents if successful for different perspectives.

Other interesting challenges that will be used to frame the presentation and provide context will include how the project was originally won as a competition, how it will be operated by Lendlease and leased back to the University of Melbourne and how it will be handed back after 42 years.

<https://melbconnect.com.au>

D2

Make it happen: Using a student centred design model to transform a dull carpark into a flexible learning environment

Jon Peacock and Ben Lornie, University of Melbourne & PTID

Jon Peacock is currently the Director of Space Management at the University of Melbourne, with oversight of the learning environment renewal & innovation programs.

Jon's professional background includes academic teaching & research & diverse leadership roles across student services, student IT & e-learning support, IT & facilities project management, scholarly services, and property & leasing.

Jon & his teams have worked at the cutting edge of learning environment design for the past 20 years & Jon regularly presents at national and international conferences.

This presentation critiques the generally accepted conventions around conference presentations and instead opts to provide a highly confessional "warts and all" case study – highlighting both the innovation and successes of delivering a world's first for flexibility and student engagement, while also disclosing how the construction process challenged even the strongest strategic vision.

The project case-study is the redevelopment of level one of the Kwong Lee Dow Building at the University of Melbourne to create a multi-purpose learning environment that caters to the contemporary needs of student and University by combining detailed student spaces with highly flexible learning environments that can be modified from large scale examination venue to intimate learning environment, at the touch of a button. The aspirational brief to create a series of highly adaptable spaces challenged the project team to:

- Utilise the loading dock as a new pedestrian entrance and tiered wintergarden
- Design adaptable furniture to eliminate the need to deliver exam furniture
- Create student informal learning spaces that supported the multimodal requirements of pre-exam, pre-class and ad hoc student utilisation
- Maintain the history of the building in the new design story
- Provide fresh air and variable temperature modes to provide choice
- Use natural materials, variable lighting, fresh air and plants as a biophilic devices to assist in the regulation of stress
- Use new operable wall product to ensure the space could seamlessly convert
- Provide intuitive design features and integrated signage to assist in the use of the space

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The project encountered & overcame unprecedented construction & organisational challenges, including discovery of latent hazardous materials, project staff departing, contractual walk-offs and project prolongation. Nevertheless, the project succeeded and the former carpark is now driving innovation in pedagogy, sustainability, campus arrangement and facilities management for the university of the future.

Perhaps more significantly, the project provided a contested site of encounter between consultants, contractors, university professional staff, academics and university students. The common denominator for all participants was the nature and role of resilience within a modern and corporate university. The presentation will therefore offer reflections upon the poetics and politics of resilience within a modern University context, presented as an ethnographic mediation, between the:

- Student experience of University examinations as stressful and life-impacting events that can disable creativity and identity
- Professional experience of project teams under pressure to innovate and overcome impediments to delivery

D3

Alignment to ISO41001 Facilities Management System to drive sustainable change

Andrew Sun, RMIT

Andrew Sun leads the asset management team as their Senior Manager within Property Services, RMIT University. He is responsible for all things within the asset management space.

In achieving this, leading subject matter experts and leverage condition assessment methodologies, life cycle analysis, data modelling, regular asset information reviews and leading edge technologies. He has led the team to win a number of industry awards in 2017-18.

He holds a Bachelor degree in Electrical Engineering, a Masters Degree in Maintenance & Reliability Engineering and a MBA. Outside of work his hobbies include bike riding, visiting wineries and hiking.

Facilities Management (FM) is currently one of the fastest-growing professional and operational disciplines worldwide. Frost & Sullivan has projected that by 2025 the global FM market of outsourced services will be worth \$1 trillion.

Outsourced Facilities Management Systems are also being increasingly used to deliver complex services (Frost & Sullivan, 2016).

Up until recently FM is understood to suffer from a general lack of consistent knowledge and awareness. ISO 41001:2018, the international Facilities Management

Systems (FMS) Standard, was released in April 2018. This is the first FMS standard to be published by the International Organisation for Standardisation (ISO) to help facility management teams achieve optimum efficiency. For organisations outsourcing facility management, it will help in selecting providers who can demonstrate compliance with the standard.

This case study will demonstrate RMIT University's way of alignment to the international standard and how it draws on best practices and constitutes a benchmark for developing and driving an effective strategic, tactical, and operational facility management system.

D4

Unleashing the Power: Finding Inspiration in Administration

Carol Home, Julie Davis, Bruce Rattray, Karren Maltseva, Michaela Groom and Sushila Pinto, University of Auckland

Sushila Pinto has over 17 years of administrative experience at the University of Auckland. For over 6 years, Sushila has led school administration teams in the Faculty of Arts. Sushila passionately drives service excellence and continuous improvement to help Faculty academic and professional staff become more responsive to the digital world.

Carol Home has worked in tertiary education management for more than 10 years. Currently a Group Services Manager in the Faculty of Engineering at the University of Auckland, Carol manages a team of 16 administration staff. Carol is an Associate Fellow of ATEM and is also a member of TEFMA.

Karren Maltseva has worked in tertiary education management for 10 years and is currently a senior manager in the Faculty of Science at the University of Auckland. As a Group Services Manager Karren leads a team of 10 including project managers, team lead and administrators.

This multi-faculty presentation is designed to provide administration inspiration, with some practical ideas to use, adapt or discuss, and is aimed at everyone who is at the coal-face, responsible for providing faculty administration services to academic colleagues.

At the University of Auckland, we are now 5 years on from 'the big restructure of 2014' where our faculties were set up with the same structures, same staffing profiles, same PDs, and the associated same reduced staffing. Not only have we survived, we're still innovating, experimenting and (best of all) still smiling! We are not saying we have all the answers, far from it, and we are, of course, working with the pendulum swing of centralisation – decentralisation (currently swinging towards the 'hub and wheel' centralised model), and coping

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with staff-turnover associated with operating in the volatile, uncertain, complex and ambiguous environment that is tertiary education.

This session will outline how, despite being allocated 'one size that fits all' administration model, we have found different ways to rise to the challenges of doing more with less, of managing sparse teams across multiple locations and how we have turned the corner to turn academic frowns upside down. This might be a slight exaggeration but our faculty administration leaders have responded to the challenges we faced, driven by providing service excellence. Through necessity, we have found different ways to embed the self-service model, to optimise support through our administration resource and to create an identity for our professional staff across the faculties, all with minimal impact on service standards.

Today we want to share with you our innovations and ideas that we have worked on, honed and re-honed to assist us to do provide effective administrative support for our faculty colleagues. We will share the story of the 'One Team' approach, how we've tackled managing inequitable workloads and demands, how we've benefited from identifying 'process improvement champions', how we have increased engagement in team meetings and how we have accommodated complexity within the 'one size fits all' framework.

We hope these will inspire you to take away something that will contribute to your own administration inspiration.

D5

Transforming North East Melbourne in preparation for the 21st Century challenges: La Trobe Uni harnessing global employment and innovation clusters

Tim O'Loan and Natalie MacDonald, AECOM & LaTrobe University

Tim leads AECOM's Cities group across Australia and New Zealand, which seeks to identify and make possible critical urban and social infrastructure opportunities within major cities across the region. Through the application of independent research, Tim is focused and passionate about driving broad, integrated strategies that attract people and investment, and overcome financial and operational challenges for the benefit of the community.

Tim has worked on significant national and international integrated developments and master planning projects in Australia, Asia, the Middle East and Europe. He has built a team focused on developing forward-thinking urban policy and development strategies that underpin world-class infrastructure that enhances the environment, equity, and economy of our cities.

What does it take to ensure Melbourne becomes relevant in the global knowledge economy and successfully enter the 4th Industrial Revolution world?

Rapidly emerging Employment and Innovation Clusters (EICs) have proven to be compact and powerful economic centres in some global cities. As world cities scramble to respond to rapid technological disruption brought on by the much-discussed '4th Industrial Revolution', they must ensure that they capitalise on the opportunities the revolution presents. This new era of change will drive the next wave of jobs, attracting investment and underpinning the overall competitiveness of the economy. This presentation will provide a global overview of how the world's best performing innovation ecosystems are finding and managing success and examine how LaTrobe University is developing a structure to fully realise the opportunities and manage the challenges of the next decade.

Much of the success of global EICs such as Silicon Valley is driven by commercialisation of cutting-edge research; however, only a few cities in Australia have truly been successful in developing globally significant clusters. Learning from ground breaking Australian examples such as Adelaide's very own Tonsley Innovation District and the discussing the potential of the Old Royal Adelaide Hospital site will provide fertile ground for this presentation. LaTrobe University (Bundoora) provides one of the most compelling cases for the establishment as an EIC in Melbourne.

This paper presents AECOM's 'EIC Investment Logic Tool' and its application in setting a strong case/ road map for the future of LaTrobe University as a future EIC, rivalling other major clusters in Australia. A critical aspect of this tool is the ability to analyse the natural advantages of each emerging cluster and develop a bespoke framework identifying the investments that will have most impact in the shorter term. The tool has also been designed to assist governments to understand what the most-effective longer-term targets should be and how to measure them.

D6

WORKSHOP CONT.

What Happens when contractor Management goes wrong? How is technology helping to avoid this?

Sue Leak, Dr Dan Carpenter and Alena Titterton, BGIS & Clyde and Co

Sue Leak, ANZ Director, Client Solutions with BGIS a global leader in Facilities Management. Sue has worked in the property industry for 25 years as a client, consultant and now as a service provider and is driven by doing things differently, smarter and with a focus on inclusion, diversity and safety. Dr Dan Carpenter is the Head of Operations Support APAC for BGIS, also 25 years' experience managing systems and

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behaviours and brings an extensive public safety experience from 13 years in Policing and senior roles in Commonwealth. Alena Titterton, a health, safety and security partner of global law firm Clyde & Co. Alena is law and behavioural science qualified, bringing multidisciplinary and practical approaches to managing legal risks in these very challenging areas. Together they will bring to light what could happen when things go wrong on site and what technology can do to help close the gap.

After decades of workplace safety evolution, organisations are looking for new insights in order to prevent harm. However, there has been so much attention dedicated to the Internet of Things, Machine Learning and Artificial Intelligence that in many respects there needs to be a refocus of thought leadership and the use of enabling technologies to appropriately manage contractor risk. There is an almost endless continuum of obligations for persons conducting business undertakings to consult and cooperate in order to prevent harm. This becomes clouded, bureaucratic and difficult to manage on scale due to various commercial models, multiple company systems and cultures especially in the University sectors. This presentation will draw on our changing legal landscape including the evolution of Industrial Manslaughter legislation and other case law centred on this topic as well as practical examples of contractor related challenges in meeting legal, contractual, practical and ethical obligations in the University Sector. This presentation is designed to provoke thought and to discuss modern technologies that can assist us in managing risk. Moreover, this presentation will draw on real life experiences in delivering integrated facilities services across many sectors and the learnings we have taken from our collective experiences to develop solutions aimed at providing contractor assurance.

Time permitting we would also include a mock trial component as part of the session, with a witness examination component of a university specific overlapping duty holders with a maintenance contractor being hurt, for example

Learning Objectives:

1. Assist the University Sector in addressing contractor risk
2. Understanding the systems integration opportunities vs systems duplication risks
3. Provide a look into the legal implications when things go wrong
4. Provides a contractor management framework for consideration

D7

On your mark, get set, go: Fostering leadership capabilities through belonging

Taona Afful, Natalie Downing and Jo Midwinter, University of Newcastle

Taona Afful has broad experience working with various diverse teams. As a leader she has a strong growth mindset and keeps up-to-date with industry trends. She is passionate about seeing people progress their immediate work and mid-term career goals. She is highly experienced in financial analysis and reporting, lateral thinking, project management, process improvement and team management. She has accounting, business administration and design thinking educational experience.

Recruiting staff is an important task, and finding the best person for the job can often be challenging and resource intensive in the highly competitive higher education landscape. Particularly, when recruiting specialist staff and leaders in fields, there is often a need for candidates to be sourced internationally. The University of Newcastle (UON) has developed a Leadership Framework to ensure all staff have clear guidelines to work towards leading within the institution. Given the challenges of recruiting new staff to the institution, the Faculty of Engineering and Built Environment at the UON is focusing on retention and transition of staff and has consequently developed an innovative staff onboarding and orientation process that fosters inclusiveness, leadership and support, providing a seamless transition to the university community that creates a sense of belonging as quickly as possible.

To streamline the process for commencing staff a pre-arrival onboarding program has been implemented to ensure that staff hit the ground running, with access to electronic and physical resources available from commencement. Previously, staff could wait for several days for IT access and up to a month for office keys to be cut, seriously impacting productivity. This process alleviates some of the prior barriers, and is much more streamlined and efficient, providing a superior staff experience resulting in more engaged staff members who are more likely to remain with the institution. Staff are also provided with a welcome pack that comprises institutional merchandise such as a Faculty coffee cup, lanyards and flash drives as well as access to iPads to assuage issues with computer delivery delays and further contributing to the feeling of belonging. Anecdotal feedback from participants has been positive, with staff feeling welcomed and valued.

Recognising the difficulties for commencing staff to locate and navigate complex University systems, the Faculty has also developed a 'one stop shop' for new staff to access a range of resources. This has been achieved by developing access to a wealth of information and relevant corporate

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systems collated on a central access point on a dedicated Faculty SharePoint site. The UON Leadership Framework is a key component of this information. These processes sit alongside the University-wide orientation program, which in conjunction with the tools and resources provided by the Faculty present considerable benefits through supporting and engaging staff, ensuring they are happy within the workplace from the beginning by providing all of the necessary tools and resources that they need to lead and succeed.

D8

ATEM EDGE Update

Fiona Bygraves

DesignInc

Architecture
Urban Design
Interiors
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E1

ATEM's Journal: Distilling and distributing for drinking-in of transformative ideas

Carroll Graham and Peter Bentley, ATEM

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

Dr Peter Bentley is a policy advisor at the Innovative Research Universities with expertise in higher education policy and the academic profession. He has worked as researcher at the LH Martin Institute at The University of Melbourne (2010-17) and the Nordic Institute for Studies in Innovation, Research and Education (2009-10). In 2015 he completed his PhD at the Centre for Higher Education Policy Studies (CHEPS) at the University of Twente. Peter is Editor-in-Chief of the Journal of Higher Education Policy and Management.

The essence of a good journal article is one that distills novel and transformative ideas, and makes them available in a way that is relevant and easily imbibed* by the reader. October 2019 marks the 40th anniversary of the first issue of the Journal of Higher Education Policy and Management (JHEPM), which is owned jointly by ATEM and LH Martin Institute. The articles in the first issue were drawn entirely from conference presentations, and it remains a practice to solicit contributions from TEMC.

This workshop session aims to encourage and facilitate ATEM and TEFMA members to publish, particularly in the JHEPM but also in other journals. After an introduction and framing of the requirements for writing and publishing in a peer-reviewed journal, participants will be given the opportunity to work on a idea of their own, with the view to developing a future publication. Requirements for writing and publishing in a peer-reviewed journal will be explained and questions will be taken in this interactive session.

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As the fourth industrial revolution (Schwab, 2016) looms, we call for greater mobilisation of knowledge and organisational learning across scholarly and professional roles in HEIs to share insights from theory and practice and to enhance HE education management more broadly.

* to receive into the mind and retain
(<https://www.merriam-webster.com/dictionary/imbibe>)

E2

Space Lab – The future of workplace?

Professor Andrew Western, Evodia Alaterou and Susan Lim, University of Melbourne & HASSELL

Professor Andrew Western is Director of Infrastructure for the Melbourne School of Engineering where he is the academic lead on the major research, industry and education facilities that the school is developing. He is also an active academic with over 20 years of research, education and consulting experience in Hydrology and Water Resources.

Evodia Alaterou is the Design Strategy Lead at HASSELL and specialises in workplace strategy and design. She has over twenty years' experience in creating customised workplace strategies for clients in the corporate and academic sectors and has contributed to many progressive workplaces, both in Australia and abroad.

Susan Lim is a director of Six Ideas, a globally networked organisation of thinkers and practitioners concerned with the future of work, learning and life. She has over 25 years' experience in business and place strategy, stakeholder engagement and change facilitation, working across Asia and Australia.

The academic workplace is changing alongside a growing imperative for academics to improve the quality of collaboration with industry. At the University of Melbourne, Melbourne School of Engineering (MSE) has an ambitious 10-year strategy to transform its teaching and research through engagement with industry. Four years into the strategy, the University has partnered to create an innovation precinct at Melbourne Connect and has purchased land at Fisherman's Bend for a new campus.

To achieve their aspirations, MSE has been working on a number of workplace projects to create academic workplaces for the future. A critical step in this process has been to develop a pilot workplace – the Space Lab - to test a variety of workplace solutions with academics, graduate researchers and professional staff. Over one year, three cohorts of occupants experienced working in the space and an in-depth evaluation was conducted to gather real insights to inform the evolving strategy and the development of the new precincts.

The keys learnings will be shared in this presentation:

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1. The significance of leadership and culture in implementing new ways of working
2. The importance of stakeholder engagement and taking the time to test ideas
3. The value and process of the pilot as a change tool
4. The detailed considerations in planning, design, operational and technology alignment
5. Our findings against our hypotheses and how these have influenced subsequent designs.

These learnings have gone on to influence strategy and design in a number of workplace projects exploring the nature of the future of academic workplace. These projects include a 2,400 sqm open plan office space, an activity based faculty office, and a 15,000 sqm workplace for MSE at Melbourne Connect.

E3

Where have all our students gone? The challenges of learning space utilisation and student engagement

John Pryzibilla, Brooke Jacobson and Satya Webster, Mosaic Space, Curtin University & Flinders University

Brooke Jacobson is responsible for Space Management in Curtin University's Campus Planning team. With a background in resource scheduling she has a strong commitment to achieving and maintaining sustainable utilisation of space and delivering exceptional customer service. Brooke has a lead role in Curtin's collaboration with Hitachi Vantara to deploy innovative camera and analytics technology across campus to measure the use of physical resources, including teaching and learning spaces.

Satya Webster is an education professional with extensive experience of working in the higher education sector in Australia and internationally. She is a senior strategic, operational, project and change leader with hands-on management experience across diverse university environments including student administration and student services, project management, faculty business support and facilities services.

John Pryzibilla has consulted to universities around the world, principally in Australia and the UK, with a focus on space utilisation and the management and planning of teaching space.

After decades of growth in student numbers, and numerous projects to construct larger and more spaces to accommodate new pedagogies (e.g., collaborative, distributed learning), we are facing a new challenge: improving utilisation and ensuring the investment in new facilities is leveraged to its maximum potential.

This paper surveys a wide range of inter-connected issues, and draws on examples from Australasia and the UK:

- How we measure space efficiency - through utilisation audits, head-counting mechanisms, attendance-monitoring, timetable and enrolment analysis, class registration - and how we assure ourselves that the results are accurate.
- How we plan for new spaces, and how we handle the re-distribution of student learning: no longer just in lectures, tutorials, labs and the library but also in social spaces, break-out areas, on- and off-campus and using virtual tools and e-learning.
- How we monitor and ensure student engagement, not only to improve the student experience and student success but also to reduce the inefficiency and sense of failure resulting from student attrition. We consider new learning analytics tools that draw on big data to aid teaching and learning teams and student support teams to identify students at risk.
- The extent to which issues outside the institution influence the academic strategy response: student funding, full- and part-time student employment, language issues, accommodation and transport availability and costs.

We present and discuss a number of projects at different institutions that are addressing some of these issues, and consider how these and other approaches might extend further ... and what the risks may be if the issues sit un-addressed.

We anticipate the contribution of session participants to identify alternative solutions and ideas to inform future projects in this area.

E4

A Brave New World – Putting Service Culture first

Alli Chensee and Melissa Roughley, University of NSW

Alli Chensee is the Service Transition Manager of the Service Enhancement Unit at UNSW Sydney. With a strong generalist HR background, Alli now has the responsibility of providing strategic & operational support to a variety of stakeholders, to help ensure a smooth transition of service improvement-related initiatives across the University.

Melissa Roughley is the Director, Service Enhancement and responsible for building and deploying expertise in continuous improvement, driving customer service excellence and contributing to the strategic management of UNSW's 2025 Strategy. Melissa brings 25 years of corporate services and management experience, in banking, corporate, the NGO and Higher Education sectors.

The Service Enhancement (SE) Unit at UNSW Sydney is bringing 21st Century Service to life by embedding a

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University Service Culture.

The Service Culture acts as a foundation to equip leaders, engage individuals and empower teams to take responsibility for driving a positive and respectful culture within their fit-for-purpose service operating models.

The aim of the presentation is to share the UNSW Service Culture framework which has been endorsed by the University's Management Board. The framework highlights the alignment between the 2019 TEMC theme of 21st Century Service (both providing service and receiving service) and the broader connection Service Culture has on organisational behaviour.

The framework details a three-prong approach to building a Service Culture, whilst engaging with stakeholders to define what being a good service provider looks like and what being a good stakeholder looks like in a world-class Higher Education institution and evolving economy.

The Service Transition Manager will discuss how their team of two are delivering 21st Century Service by creating Communities of Practice and drawing upon innovative Ways of Working.

This includes supporting teams to work within a Lean framework and partnering with leaders to reduce duplication, identify and deliver process enhancements, embed continuous improvement and establish a stronger connection between people, process, tools and University Values.

The UNSW Service Culture framework is focused on delivering better service provision (processes and capability) and highlights the responsibility of both the stakeholder and the service provider in demonstrating good behaviours at all times.

The framework also facilitates the creation of efficiencies using Robotic Process Automation (RPA) and improved communication flows through accurate process mapping and clarifying accountabilities.

In designing operating models that consider the current environment with a focus on short term positive impact and long-term solutions, the Service Enhancement Unit emphasises the importance of stakeholders and service providers partnering together to create a longstanding impact.

From a pan-University level, the Service Enhancement Unit will share how they effectively connect cross functional initiatives, which allows for stronger oversight of project and resource allocation.

They will also discuss the opportunity for considerable uplift in the quality of service delivery across the sector whilst also improving the experience for both providers and recipients at all levels.

E5

Bringing Technology to the Forefront – Creating a Secure Campus

Steve Coumbis and Dan Murray, Spotless & Downer Group

As part of the Downer Defence and National Security business, Dan provides expert professional and technology services to support Downer's Rail, Road, Mining, Telecommunication and Utility clients assisting with the management and protection of critical assets. Areas of focus include Architecture, Cyber, Robotic Process Automation, Machine Learning/Predictive Analytics and Crisis Management. This capability and experience is now being accessed by Spotless for its facility services clients.

Dan served as an Army Officer in the Australian Army for 11 years before leaving service to set up Envista. Established in 2005, Envista employs more than 100 security-cleared people, including those with subject matter expertise in information and communication technology (ICT), cyber security and specialised Defence fields. Envista has significant experience managing large and complex ICT programs incorporating security sensitive capabilities.

In 2018, Downer announced that it had acquired Envista. The acquisition enhances Downer's services to customers in the Defence and National Security sectors. Dan and the Envista management team have been retained within Downer to continue the work of Envista.

Dan has a Masters of Science (IT) from UNSW, a Graduate Diploma in Business from University of Canberra and a Bachelor of Arts (Economics) Hons from UNSW. The Service Enhancement (SE) Unit at UNSW Sydney is bringing 21st Century Service to life by embedding a University Service Culture.

The Service Culture acts as a foundation to equip leaders, engage individuals and empower teams to take responsibility for driving a positive and respectful culture within their fit-for-purpose service operating models.

E6

2018 Maurie Pawsey Scholarship recipient - Facilities and operations management delivering outcomes for institutional sustainability aspirations

Corey Peterson, TEFMA

Corey Peterson worked in Antarctica from 1992-2008 as a scientist, lab manager and marine science technician. From 1998-2009 Corey also worked at MacKillop College in Tasmania where he collaborated with students and staff to install the first photovoltaic system on a Tasmanian

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school, a 165,000 litre stormwater collection system, four solar hot water systems, food garden and energy efficiency improvements. He has worked at the University of Tasmania since 2009 as the Sustainability Manager charged with improving operational sustainability performance as well as advance a holistic organisational sustainability agenda. He has been on the University of Tasmania Council since 2012 and is President of Australasian Campuses Towards Sustainability (ACTS). He has also served on the Board of several community organisations, including Sustainable Living Tasmania for ten years (five as President), is a graduate of the Tasmanian Leaders Program and has Masters Degrees in Environmental Science and Public Administration.

Sustainability is an increasing area of interest in facilities and operations management (FM), broadening from solely environmental to now including social and financial aspects. Most universities have sustainability staff or functions incorporated into their operational areas, but there are many ways how these are constituted, how they deliver value, and the inherent and outward manifestations of sustainability in this core aspect of university activity. Core to sustainability staff success (or failure) is the recognition that their role most often has inherent authority predominantly as 'influencer' and not 'decider' within the FM area. That said, increasing value recognition of sustainability as integral to operational activities may be providing more 'decider' opportunities. Exploring how success is achieved through the sustainability role was a primary focus for this TEFMA Maurie Pawsey scholarship-supported study trip.

My site visits were focussed on a variety of pre-dominantly non-metropolitan UK universities to explore attendant value creation and assessment, including tool use such as the new Sustainability Leadership Scorecard, stakeholder engagement, application of international standards (ISOs) and reporting mechanisms.

For the UK universities, I focussed on performance in energy, waste, built environment, transport and/or carbon management to determine site visits. Selection was based on single initiative or holistic approaches, with the following filters applied:

- PP – People and Planet League Table;
- GGA – # of Green Gown Awards since 2012;
- UI – UI GreenMetric world ranking;
- LiFE – Learning in Future Environments Index;
- Application of the new Sustainability Leadership Scorecard; and,
- Individual website reviews.

Universities visited included: Plymouth, Aston, Worcester, Gloucestershire, Nottingham and Nottingham Trent, Keele, Bradford, Edinburgh, and Ulster.

I also attended the North American APPA conference to explore the ways sustainability is considered a priority across a broader cross section of North American institutions than site visits would allow.

This session is a presentation on the outcomes of the study trip, including reflections on conditions and factors for successful incorporation of sustainability as a key focus in FM activities as well as drawing attention to positive outcomes within the sector and broader community that can inspire and effect change. Time will be allocated for attendees to discuss how this information can be useful in the Australasian sector as well as share their own success/failure stories as a shared learning exercise.

E7

50 Shades of Grey – Leading through transformation

Carmel Sang and Raymond Thorne, Queensland University of Technology

Carmel has worked in the higher education sector for 28 years and specialises in creating high performance teams, business process mapping and development and change management. Carmel recently spent 18 months as a member of the QUT IT Transformation team designing the new IT structures for the university and has now returned to the role of Professional Services Manager leading the administrative support team for Schools and Executives in the Science and Engineering Faculty. Along with leading her administrative team Carmel liaises with the central functional areas at QUT to ensure the faculty is well supported to meet their goals, an activity which ensures she is at the forefront of change leadership and process design in SEF and QUT.

THEMES:

- 21st Century Service
- Next Generation Leadership

Transformation is everywhere, it is what we do in the higher education sector and QUT is no exception. However, when the transformation has been planned and the new structures have been delivered how do we ensure that transactional activities happen? How do we make things work when we have no idea who is doing what and who is responsible for various services?

Over the last 2 years many functional area at QUT have been transformed. QUT is progressively moving from a distributed model to an enterprise approach which has resulted in staff losses, movements and changes in organisational reporting lines. The transformation has not yet finished, some areas are still waiting for their transformation.

Every area is different but one thing is the same, with each transformation, corporate knowledge has been lost. What can

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be done when corporate knowledge has gone, when staff are scrambling to provide service but no one knows how anything works now and everything seems grey?

How many of you get things done by reaching out to your network? Imagine if the people in your network have gone? It all gets grey, no one knows what to do and who to contact, policies and processes are changing and getting a consistent response to queries seems impossible. Staff morale is dropping and the staff opinion survey results are sending you strong messages about the pain being caused by the greyness. What do you do? How do you cut through the grey?

Come with us as we talk through the 50 shades of grey that enveloped us post transformation, come on our journey of discovery of how to lead our teams through this greyness and into a bright new transformed world to get things done and to ensure our staff kept moving forward. We will show you what happened behind closed doors to ensure our services looked seamless even if at times we were still searching for ways to remove the grey.

We will show you how 50 shades of grey can be the start of making workplace change truly transformational with the right leadership and open minds.

E8

The Changing Campus

Alan J Duffy and Bill Parasiris, Architectus & Western Sydney University

Bill Parasiris is Executive Director, Estate and Commercial at Western Sydney University and has been instrumental in the

Alan J Duffy is a Principal and Design Leader at Architectus with extensive experience in the design of learning environments and has collaborated with Western Sydney University on many projects including 1PSQ and the new Westmead Precinct.

This abstract is for a 45 min concurrent session, relating to the following conference themes:

- The Built Environment: Movers and Shapers

We will discuss The Changing Campus through the lens of University estate development and the changing needs of students, exploring the links between Industries and Universities and how this influences campus design.

Today's 16-year-olds will likely navigate 17 changes in employer across 5 different careers. (Foundation for Young Australians completed this research in 2016.) They will constantly be learning, unlearning and relearning to adapt to the changing landscape of work. Predictions suggest continuous learning will be part of our every day with a 30% increase from how we currently work.

We know that automation and artificial intelligence will take over the process orientated work and increasingly shift the focus onto critical thinking, problem solving and communication.

Previously a student might receive four years of post-school education, front loaded at the beginning of adulthood (18 years old) with limited access to an academic setting later in life. Theoretical studies were often in stark contrast to on-the-job skills.

Today's 16-year-olds are more likely to receive six years of post-school education over a life time, obtained both in the classroom and in practical settings. We'll increasingly see seasoned adults returning to study to pivot careers, upskill in new areas, produce research or mentor throughout their career, constantly looping in and out of formal education.

Universities are offering immersive, project-based and real-world learning experiences that go beyond the classroom environment, designed to develop enterprising and career management skills that will be most in demand and most highly portable in the future of work, and instil the enthusiasm for ongoing learning, critical for their future success.

Through a range of case studies (Macquarie University, Western Sydney University, Melbourne University and Melbourne CBD) attendees will learn about four key campus typologies that are emerging as industry and campus boundaries blur. We'll describe the characteristics of:

- The Sticky Campus
- The Magnetic Campus
- Switzerland
- The Symbiotic Campus
- CBD as campus

From a tried and tested process, we'll share a consultation methodology that generates meaningful engagement and effective shared use experiences – what works, what doesn't.

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F1

ATEM's Journal: Distilling and distributing for drinking-in of transformative ideas

Caroll Graham, ATEM

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call for greater mobilisation of knowledge and organisational learning across scholarly and professional roles in HEIs to share insights from theory and practice and to enhance HE education management more broadly.

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F2

How Can Universities Plan for 2030 when we don't have a 2020 Vision? Long term infrastructure planning with Macular Degeneration

Terry Roche and Amanda Harris, Deakin University

Terry is General Manager, Infrastructure Planning and Utilisation at Deakin University. In this role he is responsible for the strategic planning of the University's physical infrastructure, including teaching and learning, research, student support and staff accommodation. This has a focus on ensuring that there is appropriate capacity and suitability to meet medium to long term needs. He is also responsible for managing the sustainability of the physical spaces through application of effective utilisation measures, including the strategic scheduling of teaching and learning spaces. Terry has over 25 years in strategic space planning and management with a number of Victorian Universities and a UK University. He has consulted on strategic space planning within Australia, the Middle East and the United Kingdom.

Deakin University is changing the way it undertakes long term strategic estate planning. Current planning practices are largely shaped by historic factors, and as the University moves into middle age, there is a need to renew and improve its planning eyesight in order to prepare for the next decade of development.

While the current planning systems and processes have been successful in positioning the University to meet space needs in a highly competitive national and international market, there is a strategic imperative to take this planning to the next level. This requires a better integration of supply and demand factors, planning for flexibility and managing the challenge of continuous change.

The presentation will distinguish between organisational strategic planning and estate planning, exploring where, in the Deakin environment, the processes overlap and diverge. This in turn will illustrate the necessity that is driving Deakin to ensure its facilities planning approach is both dependent on, and independent of, the University's Strategic Plan.

Currently Deakin has two major planning documents, the Campus Masterplan with its long term planning horizon and the Campus Utilisation and Infrastructure Plan (CIUP) with its three to five year horizon. The failing eyesight as a result

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of tunnel vision is most evident in the blurry view of campus developments beyond the five year horizon. The response has been to reposition the Infrastructure and Property Group to focus on longer term strategic facilities planning, with a specific output of the Campus Development Plan (CDP). The CDP, with its five to ten year planning framework, will straddle the long term Masterplan and the short term CIUP.

The presentation will explore internal and external factors that impact the development of the CDP. Deakin's environmental scanning will gain a better understanding of the range of potential futures, and the innovators and disruptors that drive change. Deakin needs to understand the space impacts of these changes, how they can be quantified and how the University can best position itself to meet emerging and future learning and teaching and research space needs.

The presentation will provide an insight into the factors that need to be taken into account in establishing longer term estate planning. Using Deakin's example, the audience will be provided a framework for improving eyesight in a 2030 vision.

F3

Building cultural change in the UWA Faculty of Engineering and Mathematical Sciences

David Gulland and Dianne Hesterman, Hassell & University of Western Australia

Dianne Hesterman is the Associate Dean, Learning and Teaching, in the Faculty of Engineering and Mathematical Sciences at the University of Western Australia. She has 25 years' experience in higher education and is part of the team enabling cultural change via the built environment and utilisation of the Student Hub.

David Gulland is an Architect and Principal at HASSELL. He specialises in leading teams in the design and delivery of learning environments that respond to their site, context and community. David is the Principal in Charge of the AUD\$80m EZONE UWA project for the University of Western Australia.

In a rapidly changing local, national and global higher education environment - with emerging fields of research; new expectations of undergraduate, postgraduate and research students; growing collaborations with industry; and funding pressures – the management of cultural change requires more than physical built responses. To be successful, it needs to also inspire and engage staff, students and other stakeholders in the vision of a new way of operating.

The new AUD\$80m EZONE UWA Student Hub, currently nearing completion on the Crawley campus of the University of Western Australia (UWA), was commissioned by the Faculty of Engineering and Mathematical Sciences and

has been supported by generous industry and private sponsorship. A lengthy engagement process has extended beyond the architectural design and the project has been used as a catalyst for cultural change as well as provision of a world-class facility.

STUDENTS AT THE CENTRE

Early in the design process, the project evolved from an academic offices and laboratory project to a Student Hub. Key performance indicators around student experience were developed and used to guide the building's design, with an emphasis on spaces for informal and formal engagement and flexible ways of meeting, learning and teaching.

CULTURE AND COLLABORATION

The integration of multiple fields of study in one location is challenging for a culture that has a long tradition of operating as independent groups. However, it has advantages in opening opportunities for innovation, collaboration and interactions between students, academics, researchers and industry partners. Spaces within the building have been designed to draw groups together in a planned or serendipitous way to share ideas and practice.

BUILDING AS A LIVING TEXTBOOK

Based on the focus disciplines of the Faculty, opportunities have been taken to articulate engineering services and systems within the Student Hub, including provision of a Digital Twin, with sensors, technology and accessible plant areas for students and academics to learn from, research, control and optimise the building's engineering systems. Future student projects will connect and visualise the building data.

EXPRESSION OF FUNCTION

In addition to the ubiquitous virtual technologies, the Student Hub has an emphasis on showcasing the physical nature of activities that are undertaken within the Faculty, such as in the structures and hydraulics laboratories. High transparency through the building allows students, staff and the wider community to observe the learning and research taking place and provides an authentic illustration of the purpose and aims of the Student Hub.

F4

Pushing the envelope – Meeting the challenges of servicing 24/7 university population with 8/5 resourcing

William Taylor and David Curry, Australian University of Technology

William Taylor joined AUT in October 2015 as an Associate Director of Safety and Security. He has grown his role to

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include Emergency Management, Business Continuity and Health and Safety responsibilities.

Together with David Curry they have invested in a facilities convergence model whereby the in-house 24/7 control room is the nerve centre for Security, Emergency and Facilities management.

Their past experiences at strategic level planning, William with New Zealand Police and David with Royal and New Zealand Air Forces has ensured a resilience based approach to their vision.

Both William and David have an absolute passion for creating the best student experience - this has been the driving force for introspection, innovation and change.

AUT is a young, vibrant tertiary institution having achieved University status in 2000. In the intervening years, it has grown to be NZ's second largest university with over 20,000 EFTS and a staff of 2,500 FTE.

The rapid growth at AUT gave rise to competing challenges including:

- pressure to increase the quantity and availability of facilities needed to meet student needs;
- pressure to increase the quality of space and of services;
- pressure to support increasing research activity;
- financial constraints limiting the ability to grow the quality/ quantity of facilities and services;
- sustainability, affordability and efficiency-driven desires to keep the built environment as small as possible;
- limitations of the existing estate;
- increasing regulatory compliance obligations.

The net result of these challenges was a situation where the University facilities gradually and informally moved from an institutional "Mon-Fri 8am to 4pm" arrangement to a de facto 24/7 operation without a change in staffing or operating models. By 2012, this meant that some 5000+ students were scheduled for classes after 6pm and more than 1000 students were on campus after 11pm. It also meant that a very large element of FM contract activity was taking place outside "normal" business hours. During this time, the out of hours FM presence on campuses was limited to a small and unsupervised group of contracted security officers.

This presentation will detail how the Estates Group set about meeting the challenges of providing a 21st Century service to staff and students on campus outside normal working hours, whilst at the same time meeting the H&S/duty of care, risk management, contractor management and emergency management that these arrangements presented. The presentation will also cover how the Group intends to further enhance these services through increased collaboration with Student Services and ICT. It intends to show that an

overarching, centralised "service & response centre" will help deliver facilities services that enhance the overall student experience on campus.

It is considered that, whilst they may not be faced with the "growing pains" experienced by AUT, most tertiary institutions will be faced with financial and sustainability pressures to increase the overall utilisation of their built assets; these pressures will inevitably lead to more activity on campus beyond normal hours. In presenting the AUT experience, other TEIs may find valuable shortcuts to improving the overall protection of their most important assets; students and staff.

F5

Ian Chubb Development Award recipient 2018 - What does it take to integrate sustainability in tertiary education management?

Corey Peterson, TEFMA

Corey Peterson has worked at the University of Tasmania since 2009 as the Sustainability Manager charged with advancing a holistic organisational sustainability agenda. He has been on the University of Tasmania Council since 2012 and is President of Australasian Campuses Towards Sustainability (ACTS). He has also served on the Board of several community organisations, including Sustainable Living Tasmania for ten years (five as President), is a graduate of the Tasmanian Leaders Program and has joint Masters Degrees in Environmental Science and Public Administration. He has been a member of ATEM since joining the higher education sector in 2009.

Embedding sustainability as a focus area for university management is not supported by legislated drivers such as is the case with workplace health and safety. So, in an era with increasing interest in and demand from students and staff for universities to take a lead on demonstrating sustainability, what approaches are successful in getting management to respond given all the other priorities on their collective plates? What has been successful, what has not? What levels of management need to be involved? How has success in delivering sustainable outcomes been achieved with and without management support? What strategies and approaches are employed by sustainability interested staff or those whose job it is to persuade, convince, cajole management to adopt sustainability as a key focus area? Is it holistic or more ad hoc following interests of different areas? How does it start, what is the finish line?

Supported through the Ian Chubb Development Award 2018, I explore these questions and approaches at universities demonstrating success in delivering sustainability within and beyond their institutions. This project will explore approaches to embedding sustainability into core operational activities such as student experience, procurement, marketing, facilities management, community engagement and academic

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management. I focus on a subset of universities in the United Kingdom and Ireland as well as via attendance at the EAUC Conference at the University of Manchester, England. EAUC is the Alliance for Sustainability Leadership in Education with 300 institutional members and is a strategic partner for Australasian Campuses Towards Sustainability (ACTS).

Site visits involve interactions with project staff through to senior management and influencers in university governance areas to explore their success in embedding sustainability as a core activity. Interactions include pre-trip communication with information gained further explored in situ during the trip. In addition to approaches and outcomes for specific initiatives and projects, I focus on broader enablers, including:

- governance and policy structures
- management/institutional structures and support
- stakeholder engagement
- delivery agent(s)' personal characteristics
- community support and external drivers (local, national, international)

University selection was based on performance in relevant categories, single initiative or holistic approach, in several reporting and ranking metrics as well as self-representation and activities of individual staff, including:

- People and Planet League Table (PP; only UK);
- # of Green Gown Awards since 2012 (GGA);
- Holistic annual reporting;
- Sustainability Leadership Scorecard and Learning in Future Environments Index (LiFE) use; and,
- Individual website reviews.

F7

Developing the next generation of leaders for the Fourth Industrial Revolution

Sam Baillie, RMIT University & Andy Coxall, Common Purpose

Andy has over 10 years' experience in the leadership development sector. He joined Common Purpose in 2007 to run programmes for middle managers in London, before becoming Curriculum Director in 2011, overseeing the curriculum for all our programmes around the world. He is now Chief Executive of Student Experiences and leads our work with university students globally.

As the Associate Director, Global Entities & Experiences at RMIT University, Sam's role provides leadership to the Global Development Portfolio with a focus on providing RMIT students with a broad range of global experiences overseas, on-campus and online. Sam oversees a team of 18 staff

who are all motivated by RMIT's strategy to increase student access to experiences that build cultural intelligence and prepares graduates for life and work in the global economy.

Universities, employers and governments are grappling with how to equip the next generation with the skills and competencies to succeed in the Fourth Industrial Revolution. So how do we as educators meet this ever more pressing challenge?

RMIT University are committed to preparing their students for life and work have partnered with a global leadership development expert, Common Purpose, to create a suite of experiential co-curricular programmes which deliver the 21st century skills and competencies their students need to thrive. Utilising each other's strengths, capabilities and capacity this partnership has grown from programmes for 300 students in Melbourne in 2017 to over 4,100 students in 2018 across their entire Asia-Pacific footprint.

The programmes also convene a much wider network of business, government and NGOs, to support student's development. This session will explore how these two institutions have been able to partner to develop 21st century skills and competencies at scale.

LEARNING OUTCOMES

Attendees will develop their understanding of how to:

- Deliver the 21st century skills and competencies employers are looking for
- Create industry validated micro-credentials and skills based digital badges
- Connect students with a diverse range of employers in their cities
- Scale up programmes from 100 to 1,000 students, in person and online
- Develop strategic partnerships which deliver student and staff development
- Align Global Engagement, Education, Industry Engagement, Alumni and Careers departments in developing students skills and competencies
- Deliver programming in Australia and offshore across the Asia-Pacific.

F8

The power of built pedagogy: a case study in creating environments that promote active student centred learning

Associate Professor Liz Tudor and Jeroen Hagendoorn, University of Melbourne and HASSELL

Liz has, until December 2018, been Associate Dean, Curriculum Strategy in the Faculty of Veterinary and

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Agricultural Sciences at the University of Melbourne. In this role she led development, design and delivery of the innovative four-year Doctor of Veterinary Medicine (DVM) program, and more recently, the renewal of the Bachelor of Agriculture.

Her passion for teaching and learning and curriculum development, coupled with her consistent focus on student outcomes, has been recognised with awards for Outstanding Leadership in Teaching, Excellence in Teaching (at both university and national levels) and for Knowledge Transfer.

Jeroen Hagendoorn is an associate at HASSELL. A graduate of Delft University of Technology, he has fourteen years of experience with a strong focus on education buildings. Jeroen has been intimately involved in all stages of the new Life Sciences Building and led the stakeholder engagement process and learning spaces design process .

Learning is a social construct- it happens when people come together, sharing ideas and building common understandings. Collaborative learning activities enable students to test their knowledge, to apply it to new and different scenarios, and to benefit from the perspectives and experiences of peers. Furthermore, the capacity to collaborate is of itself a core generic attribute of every university graduate: learning activities that promote collaboration are therefore central to the development of new delivery models and learning spaces at the University of Melbourne.

At its core, collaborative learning involves a shift in focus from instructor-centred learning, to student-driven and shared learning. This makes specific demands on the way we design spaces. As Oblinger¹(2006) asserts in “the power of the built pedagogy”, the learning environment plays a pivotal role in establishing the dynamics between people. This has been an important design driver for the new Life Sciences building.

Nordquist and Laing² (2015) distill the elements of collaborative learning activities, with which learning spaces must align. Collaboration requires

- dialogue. A space for dialogue will be facilitated by proximity, visibility and face-to-face contact.
- visualisation of prior knowledge, of learning and of new theories and concepts, for example with electronic screens and white boards.
- “hybridisation” of the physical and digital learning space, with access to information technology for presentation, simulation, data access and virtual collaboration formats, such as wikis and blogs.

But application of collaborative learning approaches creates challenges for university administrators. Tensions appear inevitable between the competing demands of “teaching at scale”, whilst creating learning spaces that enable small group collaboration, and enhance students’ cohort experience.

These were the challenges faced by the University of Melbourne and HASSELL Architects when working on the design of a new multi- faculty Life Sciences building.

Using video, student voice and image, this presentation will explore how these challenges were met and addressed in the design of novel learning environments for student driven learning at the University of Melbourne. In particular, the presentation will describe

- the development over time of the pedagogy underlying collaborative learning approaches,
- steps taken in the design process, from brief to concept and detailed design,
- how the building’s concept and design have been conceived to enable different modes of collaboration,
- the challenges faced in meeting competing drivers of student learning outcome and teaching at scale,
- student and teacher response to the new learning spaces,
- and lessons learned throughout the process.

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G1

Sustainability leadership and why UQ is building its own power station

Mark Griffith, Aurecon

Mark is a renewables engineer with more than 10 years' experience in the fields of renewable and environmental engineering, focusing primarily on solar and wind projects. Mark completed his PhD in Civil Engineering where he undertook research in innovative solid waste treatment technologies. This led to opportunities in landfill gas to electricity projects and the start of a career in renewable energy generation. His most recent focus has been on the development and execution of large commercial and utility scale solar projects in Australia and abroad. He has strong contract and project management skills having lead multidisciplinary teams in the infrastructure and power generation sector.

Early 2019 saw the start of construction works on the University of Queensland's 64MW AC Warwick Solar Farm in South East Queensland. Faced with the need to act against climate change and rising energy costs, this is the story of why a university decided to build its own solar power generation project – a step that will make UQ the first university in the world to generate 100% of its electricity from its own renewable generation asset.

This presentation discusses the rise of privately owned renewable energy plants, a trend driven by the changes in how we generate and consume energy. Furthermore, the opportunities unlocked through energy storage and load management are explored. Finally, the challenges of delivering a large scale renewable energy project are unpacked and key success factors identified and discussed.

G1

Moving from Measurement & Verification (M&V) to Measurement & Optimisation (M&O)

Ned Halliday and Craig Roussac, Melbourne University & Building Alive

Ned is currently the Energy and Water Coordinator for The University of Melbourne, with over fifteen years' experience in engineering and energy, in Australian and the USA. He is currently responsible for delivery of more than \$8m in renewable energy and energy efficiency projects, and leading energy procurement activities and renewable energy Power Purchase Agreements, with annual budgets exceeding \$24m.

Ned is a strong advocate for a clean energy future.

Craig is a director of Buildings Alive and is widely recognized for his contribution to the field of environmental performance management in buildings. Prior to co-founding Buildings Alive in 2012, Craig led the sustainability, safety and environmental management functions at Investa Property Group. He is a Fulbright Scholar, and during 2014 was in the USA at the Lawrence Berkeley National Laboratory and UC Berkeley's Center for the Built Environment, where he contributed to research on reducing energy use in buildings.

Australia added over 3,775 megawatts of new photovoltaic capacity during 2018, smashing 2017's previous record of 1,270MW. This incredible rate of growth shows no sign of abating: a new PV panel has been installed every 10 seconds across the country so far this year. And yet, since 2016 Australia's demand for electricity and greenhouse gas emissions have been rising steadily, reversing the improvement trend recorded during the five years prior.

Like many large institutions, The University of Melbourne has been investing in renewable energy across its campuses over recent years. [Stats about the investment...] These investments have been made on the expectation of a significant financial return and are also expected to deliver significant environmental benefits. But do they? The conventional way to measure the performance of a photovoltaic system is to meter the flow of electricity. But what if the clean energy generated on the rooftop is wasted by inefficient operation of the building (or campus) below? Should we count that clean energy as an environmental benefit? Did we actually achieve anything?

To answer these questions and shift focus from the performance of the "kit" to the bigger picture, the University embarked on a novel method of measurement and verification (M&V) that considered not just whether its photovoltaic systems worked (spoiler alert: they did) but whether, in fact, the buildings AND the PV systems combined to deliver a significant net benefit for the campus and the community.

This required us to develop advanced statistical models that could "predict" not just the electricity generation but also the electricity usage at each building under any combination of operating conditions. The models were loaded into software that was then able to form a "judgement" every day about the operational efficiency of each building, normalising for factors that were beyond the control of the building operations staff (e.g. weather, occupancy, etc.). And we told them each morning: your building did well / badly yesterday, and here are a few pointers as to why...

With building services accounting for more than 80 percent of energy use over the life-cycle of the typical campus building,

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we need to view our buildings as dynamic ecosystems and keep our eye on the bigger picture.

G1

Distilling BIG ideas – Through Partnership and Collaboration

Ellie Hubbard and Jessica Gallagher, Aurecon & University of Queensland

Dr Jessica Gallagher is the Director, Global Engagement and Entrepreneurship at The University of Queensland (UQ) and is responsible for the continued development and implementation of UQ's Global Strategy. She leads

a number of key international partnership activities, business development initiatives, strategic engagement events and a range of global programs designed to showcase and extend the University's reputation and reach. She also leads the development and delivery of the UQ Entrepreneurship Strategy, which includes broadening the suite of student entrepreneurship activities, and expanding links with local, national and international entrepreneurship eco-systems.

Jessica is a research affiliate and sessional lecturer at UQ. She holds a PhD in Comparative Cultural Studies and is a graduate of the Australian Institute of Company Directors. Jessica is also a non-executive director of Scope Global, a specialist project management company delivering international development and international education programs throughout Australia, Asia and the Pacific.

In order to achieve radical innovation, we believe that you must not only have the great innovative idea, but also the ability to harness and operationalise on this to effect change.

The University of Queensland (UQ) and Aurecon have long-standing history and have demonstrably achieved innovative outcomes together. With this as a basis, there was a desire from both organisations to explore what might an ideal partnership look like that would allow for radical innovation to emerge and thrive?

Through a series of exploratory workshops and conversations, the two organisations arrived at the agreement, that to allow for these BIG ideas to be explored in a meaningful way, then there must be an agreement from the Leadership within the organisations to create a distinct partnership.

By developing a Memorandum of Understanding (MOU), a governance system is also in place to provide a framework where BIG ideas can be explored, refined, and executed on in a real-world environment. A steering group consisting of the Aurecon CEO, Bill Cox, and the UQ Vice-Chancellor and President, Professor Peter Hoj AC, as well as other key stakeholders across both organisations is key to being able to

provide leadership to implement these big ideas, in a way that is aligned with the strategic direction of the partnership.

Other key ingredients for success of this partnership are an agreement that it must:

- Be Distinct
- Create a positive impact on our communities
- Be Innovative and Unconventional

The focal areas of the partnership are:

- To develop Joint Innovation and Entrepreneurship offerings
- To create different models for Teaching & Learning
- To create different models for Research

Key learning outcomes for those attending the presentation would be a developed framework to allow for collaborative relationships between Industry and Education, and the importance of Leadership for effective implementation. It is also a chance to explore what potential models for project-based learning look like.

The type of presentation proposed is a HEd talk to succinctly distil our learnings and to stimulate discussion.

Ideally, the preferred learning environment for this presentation would be in collaborative space or in a lecture space.

G2

Understanding university office environments: Differences in perceptions of key variables between Academics and Professionals for work productivity

Matthew Francis, RMIT University

Matthew is Research Fellow in the School of Property, Construction & Project Management at RMIT University. Prior to joining RMIT 5 years ago, Matthew was a design consultant and contractor to the property industry for over 18 years.

Matthew is particularly interested in making sense of what constitutes productivity working environments, particularly in university contexts. He has conducted many post-occupancy evaluations in university buildings and is keen to see successful university space work for staff and students alike.

Accommodating ever increasing numbers of staff and students means significant financial investment for new and retrofitted university buildings. With significant built environment investment year on year combined with strong upward trends towards greater expansion in the near future, opportunity exists for universities to deliver more sustainable, energy efficient built environments for staff and students.

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Measuring preferences in office environments and associated productivity gains achievable through sustainable built environment innovations is arguably a national imperative. This paper documents results derived from post-occupancy evaluation data from two surveys of staff occupying the same green-rated office building designed to accommodate over 650 staff. Analysis aimed to identify key influencing IEQ variables for both full-time academic research staff and full-time professional staff within their working environments. Results are compared for both cohorts and key findings include the importance of indoor air quality and unwanted disruptions to heightened perceptions of productivity.

G3

A new Professional workforce model for Universities

Kathy Buxton, Jessica Prakash and Jennifer Brennan, Monash University

We established FAST (Flexible Administration Services Team) five years ago, this is the only in-house service in Australian Universities that provide professional staff for short term deployments. The success of this initiative was recognised by the Vice-Chancellor in 2017 for team excellence.

In this time FAST has become a successful part of Monash University's professional services, deploying Monash-trained staff for short term deployments across all areas of the organisation, including all Victorian campuses and most affiliations. Clients request FAST staff to cover recruitment gaps, staff leave, peak load and to assist local areas on new initiatives and projects; for clients the advantage of utilising FAST is that staff come with Monash knowledge, access and experience in Monash systems and have extensive networks across the University.

The current workforce is 140 staff who are mostly casual staff. On average we successfully complete between 400 - 500 deployments each year, the average length of a deployment is four months. We have hired over 400 staff during the five year period with 100 staff moving into on-going positions within the University.

Managing a diverse, mobile workforce has challenges and gives staff and the University many opportunities this will be the focus of this presentation.

G4

Panel Challenges, Innovations and Solutions: Reflections on our journey to a centralised service model

Katherine Edmond, Ivy Cook, Racheal Kennedy and Nimi Ashok, The University of Adelaide

Racheal has been in higher education for over 5 years with previous experience in SA Health working on a range of projects specifically related to medical education and training. As Placements and Internships Coordinator for clinical programs she has used her extensive knowledge of SA Health's complexities practically.

Ivy's Higher Education journey commenced in 2010 and has included international admissions and supporting the student life-cycle. Currently she leads the Faculty Student Systems team. Her Education degree and Chinese university experience influence her current work.

Katherine currently leads the Assessment and Learning Services team and has worked in the Higher Education sector for 9 years in various roles in Central and Faculty student administration.

Nimi's higher education experience spans over 14 years, working across various universities in international student advisory services, compliance, learning and teaching, student and program support. She is currently leading the Faculty Quality and Innovation team.

In the 21st Century, continual changes to internal and external factors that affect the Higher Education sector, such as changes to University funding, the politicisation of the sector, technological disruption and the notion of students as customers, makes constant renewal and innovation of Higher Education service models necessary.

The challenge for Higher Education managers becomes how to continue to adapt to these changes as a sector whilst still providing innovative customer service.

The University of Adelaide, Faculty of Health and Medical Sciences, transitioned from a de-centralised service model (with the majority of professional staff positioned in the Schools) to a centralised service model (with the majority of professional staff organised into specialist teams at the Faculty level).

Our panel will consist of four higher education professionals, who will share our experiences across program and curriculum development, timetabling, clinical placements and assessments. In this panel presentation we will contrast and compare both service models, using both theoretical knowledge and practical experience, as they relate to Health and Medical education. We will also reflect on the challenges of transitioning from a de-centralised service model to

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our current centralised model, and the policy and process innovations which have transformed our service delivery.

G5

The Structure of Research Facilities

Christina Coleiro and Mark Gobolos, University of South Australia

Christina Coleiro, a Senior Project Manager at UniSA, led the delivery of the \$250M UniSA Cancer Research Institute. For the past 20 years she has lead project teams in the delivery of both complex major capital, masterplanning and refurbishment developments across the university. Christina is passionate about developing facilities that meet and exceed the changing needs of end users. Christina is committed to collaborative project delivery. She is a strong advocate for well-planned and commissioned buildings and in providing appropriate support during the occupation phase to ensure a smooth transition for occupants and building operators.

Mark Gobolos is a Partner and Principal Structural Engineer at Wallbridge Gilbert Aztec (WGA). He is the current President of the Concrete Institute of Australia's South Australian and Northern Territory Branch.

Mark has extensive experience in the structural design of health and research facilities. He was the lead structural engineer for the \$2.3 billion new Royal Adelaide Hospital, UniSA's \$250m Cancer Research Institute and their \$45m M² Research Building. Most recently he has led the design of the new \$300m South Australian Health and Medical Research Institute (SAHMRI 2) which includes Australia's first proton therapy unit.

The \$250m UniSA Cancer Research Institute stands as the gateway to Adelaide's world-class Biomedical Precinct. The 16 level research facility features an iconic precast concrete façade that references the original precast in the neighbouring UniSA campus, and it has a unique organic footprint that responds to some particularly complex site constraints including:

- A future underground railway below the building
- A public roadway that passes below the building
- A major sewer and stormwater easement that could not be diverted around the building
- A live railway within 15m
- A live dual lane vehicular traffic bridge to link with at higher levels, and
- A sloping site

In this session, Mark and Christina will share the importance of a collaborative design approach and how a structural engineer's role is critical to defining the shape and functionality of a research facility from day one. With a vibration sensitive animal house, multiple levels of wet

and dry research labs, large interconnecting atriums and collaboration spaces, science galleries, and retail tenancies the structure performance of the UniSA Cancer Research Institute was critical to the success of the project, including:

- Vibration
- Wind
- Earthquake
- Rail Impact
- Deflection
- Thermal, and
- Acoustic Performance

G6

Leveraging Corporate Partnerships for Community Benefit: Case Study and Workshop

Kate Ramzan, University of Newcastle

Kate is Associate Director for the Faculty of Business and Law at the University of Newcastle. Prior to joining the higher education sector, she worked across the corporate, not for profit and government sectors.

How do you establish a corporate partnership to address a social challenge, deliver community benefit and ensure organisational values align?

This workshop, which fits into the theme of "Healthy Futures: People and Planet" will provide an overview of a current partnership between the University of Newcastle's Faculty of Business and Law and Greater Bank. Established in 2018, the partnership brings together a community bank and a regional university to address a curly social challenge for many age groups across the community – dropping financial literacy rates.

Combining the educational capability of a University and the practical knowledge of a bank, this corporate partnership supports an education program being rolled out across schools and the community, and a research project run over five years to look at what is influencing the alarming drop in financial literacy rates across different demographics.

The learning outcomes for those who attend this interactive workshop will be around assessing brand alignment, identifying opportunities for leverage in corporate relationships, and evaluating the strengths of a partnership to build further capacity for collaboration.

At the workshop we will present a case study on the establishment of the relationship with Greater Bank, the steps that were undertaken to identify brand alignment and the opportunities that arose as both organisations evaluated the potential benefits of a partnership.

The case study will focus on the burning issue we identified, the priorities the University had as it went into sponsorship

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discussions, the flexibility and clarity we needed to provide to secure the partnership and the depth of relationships we needed to form to build trust and confidence that we could deliver.

The second half of the workshop will ask participants to work in groups to consider what big issue area could address, how they can assess their priorities as they go into potential negotiations, how they evaluate the values of a potential partner and what capacity they may have to leverage the relationship.

G7

Navigating the matrix – reflecting on the introduction of a large scale matrix model of student service provision at Flinders University

Mark Drechsler and Annika Danielsson, Flinders University

Annika Danielsson provides university-wide, senior leadership and management of Student Administration Services at Flinders University. Most recently, Annika was instrumental in leading the University through transformational change, with the implementation of the shared professional services model in 2018. Annika has 15 years' of Higher Education experience across a range of management and leadership roles, as well as expert delivery of continuous improvement and change initiatives in a university context.

Mark Drechsler leads the frontline student administrative support service delivery teams at Flinders University, and was at 'ground zero' in the wake of the University's student administration services transformation at the beginning of 2018. Prior to that, Mark led the creation of Flinders Connect, the centralised student service hub at Flinders University in 2015. Mark has twenty years' experience working in a range of education and technology related roles in government, university and private institutions.

In 2017, Flinders University undertook a significant review and transformation of professional support services, moving from a highly localised support model to a large-scale 'matrix' model of service delivery. At the heart of this transformation was the desire to implement a service model that puts the customer at the centre (whether students, academics or the community) and to balance service quality, consistency and efficiency across all Colleges in the new structure. A significant part of this transformation was implementing a university wide Student Administration Services (SAS) division. After one full year of operation under the new model, there have been numerous ups, downs, successes and challenges, with many of them relating to the leadership skills needed to survive and thrive in a matrix management model of service delivery. This presentation provides an overview of the SAS transformation, the journey so far, and the leadership skills required for the new service model to succeed.

G8

Building for the life-sciences in the 21st Century; the intersection of permanence and change in our built and operational landscape

Yolanda Wosny, Naomi Barun and Alexander Sawicki, University of Melbourne & Hassell

Yolanda is a Project Lead in the University of Melbourne's Major Projects team. She has contributed to the early stages of project and business case development for several of the University's landmark facilities, including Building 125, for which she also led streams of operational planning through the project's implementation stage.

Naomi is a registered landscape architect who oversees a rapidly changing campus landscape. She works across the organisation to shape the urban design and built form guidelines. Naomi had a pivotal role in the design and integration of Building 125 to Tin Alley and the System Garden.

Alexander is a Registered Architect at Hassell, working on education and civic projects. As Project Architect for Building 125 at the University of Melbourne, Alex contributed to the project from concept through to completion. Primarily he led the consultant team through technical design, client engagement, and construction process.

Building 125 is a striking new teaching and learning building that responds sensitively and timelessly to the heritage System Garden on which it is oriented. Reflecting the past, present and future of the University's life-science teaching it addresses the rising challenges of teaching STEM (science, technology, engineering, mathematics and medicine) subjects at scale in an organisation that is rooted in tradition and history. With a budget of \$100.3M, construction commenced in early 2017 and practical completion was achieved for teaching in Semester 1 2019.

For many years the University was looking at how to best upgrade facilities for the teaching of veterinary sciences to meet international accreditation for the Doctor of Veterinary Medicine. At the same time there was considerable drive to better share infrastructure and converge across STEM. The path to define the requirements involved a vast team of both internal stakeholders and external consultants, led by Hassell.

This is a case study of building for the evolving educational and physical campus, navigating how we pursue and manage change considering the driving forces of permanence in our built and operational landscape. This presentation will focus on how the challenges were defined by the historic System Garden and University's organisational structure and the vision for a more integrated utilisation of space; introducing new ways of learning and teaching, sharing and operating, while revitalising a significant corner of the campus.

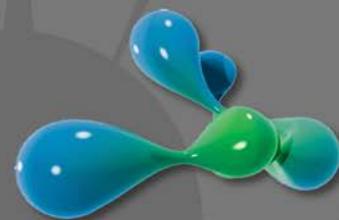
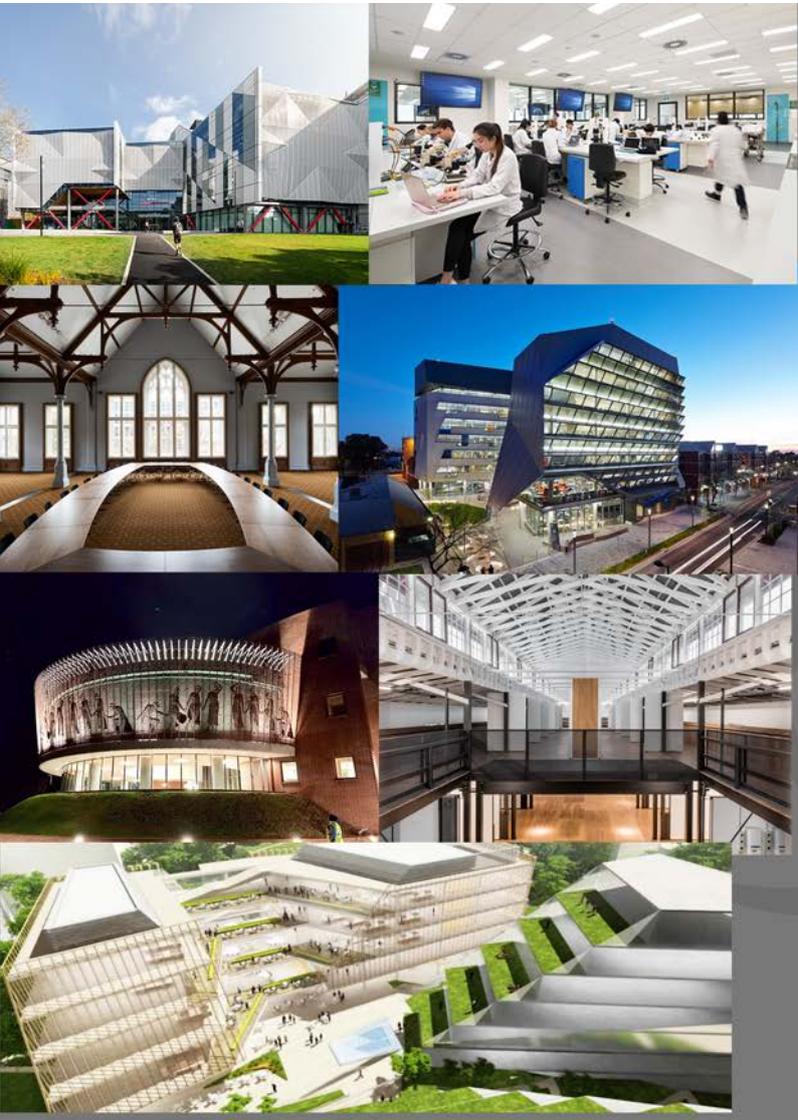
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We will look at how these challenges and opportunities were met and addressed through:

- Campus planning
- Infrastructure design
- Timetabling large-scale flexible labs for multiple cohorts of students
- Operational planning for a shared specialist environment learning and teaching facility
- Operational governance for the project lifecycle and into day-to-day operations

The facility is both defined by and responds to the challenges brought by its time and place; a contemporary life-science building emerging from an historic garden and complex operational landscape. Building 125 is a rich example of how The University of Melbourne is addressing the rising challenges of managing a 21st century estate portfolio.



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MECHANICAL - ELECTRICAL - HYDRAULICS - FIRE PROTECTION
SUSTAINABILITY - ICT - SECURITY - LIFT - FIRE ENGINEERING

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H1

It's not all about me! Authentic, Selfless Leadership – an emerging trend

David Bruce, RMIT University

David Bruce has worked in tertiary education for more than 15 years in leadership roles focused on the student experience and corporate services. He currently leads an enthusiastic and talented team of administrators at RMIT University in Melbourne, providing service excellence to College of Business students and staff. David holds a Bachelor of Science and a Master of Education Management and shares the ATEM Institutional Coordinator role at RMIT University.

Employers have traditionally sought a fairly standard list of leadership qualities when searching for new recruits or building the talent within. Traits such as dependability, decision-making and resilience have proven sufficient for some time. However, as the education sector embraces a new awareness and value for diversity, flexibility and accountability, many are now seeking a new strain of leader - one who can add to the above list by bringing not only a high EQ but also a genuine and deep focus on the staff they serve.

Leaders are increasingly realising that it's not all about them. And in doing so, are transforming the workplace by shifting the focus onto the staff they serve, with surprising results. We've all seen selfless leaders in action and more often than not, they're outstanding to work with. Putting the welfare of staff ahead of their own, taking a step back so others can reap the praise, proactively developing the team's careers, even showing emotion and being vulnerable, are all signs of a selfless, authentic leader.

This presentation will explore the growth of authentic, selfless leadership, and attempt to answer...

- Why do we find it difficult to be authentic and selfless in the workplace? And what can be done to make the shift?
- How will this style of leadership improve our team's performance?
- How will displaying these traits help me build my career as a professional?
- How do we create an environment where it's safe for others to be a selfless leader?
- As employers, what can we do to attract new recruits displaying authentic, selfless leadership?

H1

Professional staff are burnt out: A call to action for higher education leaders

Anita Wheeldon, University of Southern Queensland

Anita Wheeldon is a doctoral candidate in the Faculty of Business, Education, Law and Arts at the University of Southern Queensland (USQ) with a prime research focus on workplace sociology and in particular wellbeing. She is a professional staff member, having been employed by USQ for approximately 8 years. Anita's current role is as the Academic Program Support Manager, supporting three teams of professional staff involved in delivering program administration functions. More broadly, Anita has spent the past 15 years working in higher education, secondary schools and vocational education and training.

Next generation leaders in the higher education sector have a responsibility for the wellbeing of both academic and professional staff. However, the wellbeing of professional staff in Australian universities is under researched. Given the importance of professional staff in quality service provision to students, this gap points to a need for an evidence base that enables leaders to support their wellbeing. This paper makes a contribution to this needed evidence base by presenting the findings of preliminary exploratory research to identify the factors contributing to the burnout of professional staff in Australian universities.

The empirical study is focussed on professional staff working in Australian universities responsible for coordinating work integrated learning (WIL) for students. Professional staff in this role interact with institution academics, students and external stakeholders to coordinate work placements that support graduate employability. A mixed methods data collection approach that used the established Oldenburg Burnout Inventory to assess the participant's level of burnout, and an accompanying narrative explanation for reason for their burnout score underpins the study. The study results indicate that overall, the sampled participants (n= 25) have elevated burnout levels. Their accompanying narratives indicate they perceive this to be caused by organisational factors such as emotional demands from colleagues and multiple competing demands perceived as work overload. Obviously this pilot study does not provide generalisable findings, however it informs future research and identifies factors that those leading professional staff should consider as part of establishing an environment that supports professional staff wellbeing. Specifically the need to consider the relationship between academic and professional staff members which may be impacted by institutional class structures, and also the management of workload.

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Next generation leaders in the sector require an enhanced understanding of the unique nature of the tertiary education work environment and how this impacts professional staff wellbeing. This paper makes a preliminary contribution to informing leadership practice.

H2

Creating a robust and agile vision for change: lessons from UNSW's Kensington Campus Framework plan

Katherine Sundermann, Niki Douglas and Elliot Spring, MGS Architects & University of NSW

Niki Douglas is the Senior Manager of Development at the University of New South Wales. She leads the team from conception up to construction phase of all major and strategic projects for UNSW. She has qualifications and experience in both the architectural and private commercial development and brings a design-led, opportunities-driven approach to campus master planning and development.

Katherine Sundermann is an Associate Director at MGS Architects, leading masterplanning and strategic studies for campuses for universities such as UNSW, Monash University and La Trobe University. She also runs an annual studio to the Netherlands in collaboration with TU Delft and the University of Melbourne.

Elliot Spring is an Associate Director at MGS Architects. With over 15 years' experience as an architect and urban designer, Elliot has led the MGS Architects' responses to university project of varying scales, including UNSW's Masterplan Framework, Trinity College's Development Framework and Swinburne's TC Building redevelopment.

Often built in the university boom of the 1950s and 1960s, our university campuses were once isolated citadels in car dominated suburbs. Now by contrast, there is an expectation and opportunity for university campuses to transform into connected pieces of city that facilitate interaction and exchange. UNSW's Kensington campus has addressed this challenge by establishing a Campus Framework that sets a high level vision that helps enable a resilient campus in a time of change. It aims to translate the challenges of student population growth, a new strategic plan, a changing city and government context, evolving pedagogical trends and demands for research partnerships into opportunities.

The Campus Framework addresses these challenges and opportunities under three themes: Connecting Communities, Learning Landscapes and University City to create a robust vision for change. Connecting Communities relates to the Kensington campus better connecting to its immediate neighbourhood as part of the Randwick Collaboration area, but also back to the Sydney CBD with two new tram lines transforming the way staff, students and visitors reach the

campus. It also speaks to opportunities for connection within the campus with upgraded and activated pedestrian walks.

Learning Landscapes speaks of the Kensington campus developing a much stronger relationship to place, celebrating the underlying ecology of the steep topography of the escarpment, the dunes of the upper campus and wetlands of the lower campus. It also relates to having a much greater focus on the spaces between buildings as an integrated learning environment, and responding to the needs of a campus in a changing climate. The spaces in between are where many formative relationships and ideas are created providing an emphasis on these spaces becoming places of significance.

Finally University City responds to the need for the campus to become a vibrant 24/7 hub within its regional context. Rather than faculty silos the campus will be a digitally enriched learning and teaching environment supported by hubs of enterprise, housing, retail and recreation.

This presentation will outline lessons from Kensington Campus Framework to how develop a robust and agile vision for the future of the campus, in order to adapt to changing pressures from government, local communities, student growth and the need to provide a vibrant environment for contemporary learning, research and industry engagement. It will document the process taken, highlight the opportunities and risks of the approach and finally how this Framework will evolve over the next 20 years.

H3

Do you really know what campus experience your students want?

Meredith Butler and Michaela Sheahan, University of Newcastle & HASSELL

Meri Butler, Campus Strategy Manager, University of Newcastle (UON), Australia;

Meri's role involves strategic planning of the University's physical assets, improving the performance and efficiency of the estate. With over 25 years' experience in the Architectural and Higher Education sectors, the synergy of her skills allows her to effectively balance University stakeholders' requirements with the technical aspects of a project.

Michaela Sheahan, Senior Researcher, HASSELL;

With a keen interest in research in practice, Michaela produces evidence to inform HASSELL project work across a number of sectors, with a focus on Higher Education. This broad spectrum of work enables a holistic outlook to the research, analysis and benchmarking exercises that large and dynamic projects require.

Do you really know what campus experience your students want?

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Combining insights from the University of Newcastle at the local scale and research from HASSELL at the global scale, this session explains how universities measure the student experience, why facilities are so important, and what practical steps you can take to address the challenges on your campus.

This session is back to front. Q&A comes first. Come armed with three words that describe important elements of the student experience for your university. We will then distill those thoughts and explore whether your collective understanding matches that of the universities that rate well in student experience league tables in Australia and around the world.

At the 2018 TEMC conference, the University of Newcastle showcased the design of their recently completed vertical campus, NeW Space. A key objective of the NeW Space project was to enhance the university's already highly rated student experience, through the creation of a city-based centre of learning supported by an integrated student support model. This year, we bring you the data to back up the design, findings from a post occupancy evaluation where utilisation and observation studies, occupant surveys and focus groups were used to identify what's working and what isn't. We will then compare this data to the findings of an international study of student experience surveys, to identify how facilities can respond to changing student needs and expectations.

We will explore the following issues:

- What is the relationship between formal and informal learning space? Universities face a constant struggle to balance competing demands on space. As our understanding of the value of peer-to-peer knowledge transfer and informal learning grows, how much informal learning space is enough?
- What types of learning spaces are effective? Universities that efficiently provide a variety of learning locations, atmospheres, settings, teaching styles and course content can better meet the expanding needs and expectations of fee-paying students.
- Beyond learning spaces, what other elements of the campus ecosystem need to be considered? Universities that perform well in student experience rankings commit to understanding different cohort needs including social activity and support services, and value the student voice through strong relationships and communication channels.

H4

Workshop: Inspiring collaboration across institutional boundaries to enhance the student experience

Yvonne Oberhollenzer, University of Queensland

Yvonne Oberhollenzer has over 13 years of experience as an education project manager and policy developer in Australia and internationally. She currently leads a student engagement and employability team in The University of Queensland's Faculty of Humanities and Social Sciences. Throughout her career, she has managed a diverse range of education initiatives, including a social entrepreneurship program for Ugandan high school students, evaluation activities for a national early grade reading program in Ghana, and comparative education policy initiatives between Australia and North America. She holds a Bachelor of Arts (Honours) in International Relations and a Master of Educational Leadership.

The future of work is dynamic and uncertain. As linear career pathways become less common, workers will need to develop a portfolio of skills and capabilities that can be transferred across numerous disciplines. Collaboration is often mentioned in the literature as a key skill that can be used to navigate change and its challenges. Engaging in collaboration allows people to navigate diversity, empathise with others, and engage in respectful dialogue to achieve mutually beneficial goals. That is easier said than done. Universities are complex organisations with a myriad of structures and interests that can make collaboration challenging.

The Student Futures team, a student engagement and employability team in the Faculty of Humanities and Social Sciences (HASS) at The University of Queensland, has been experimenting with ways to foster collaboration to enhance the experience of HASS students. Over the past two years, they have piloted a collaborative and embedded service model, whereby staff members are co-supervised by faculty and central managers. A core value of the team is to work in partnership with students and alumni to co-design and co-implement student-facing initiatives. The team seeks to provide a safe space for students, staff and alumni to work together and test out new ways to enhance the student experience.

The need to collaborate will only continue to grow. Higher education institutions have the opportunity to lead the way in modelling collaborative practice to their students, by delivering student services through genuine collaboration. Drawing on the experience of the Student Futures team, the session aims to explore the question: How are universities developing systems and supporting people to collaborate across their institution in order to enhance the student

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experience? Join us for a conversation where you will be able to share practices, ideas and strategies with colleagues about ways to:

- Create cross-cutting team structures that facilitate collaboration across different institutional units;
- Design and enact team values that foster collaboration;
- Enable students and alumni to work in partnership with staff to co-create new initiatives; and
- Measure and evaluate the process and outcomes of collaboration.

H5

AUTOMATING CRITICALITY: The enhanced asset lifestyle management decision making ‘microprocessor’

Muru Mohan, University of Auckland

Muru Mohan leads the Asset Team within the University’s Property Services that manages the asset management activities across the Property Services asset portfolio. Besides this primary focus, the team also focuses on enhancing the asset management awareness, knowledge and maturity level across the University. Muru has worked in the infrastructure and property sectors for more than 20 years. Throughout his career, he has undertaken various asset management roles in private, territorial authority and government organisations covering complex portfolios like wastewater, healthcare, oil & gas, corrections and now higher learning.

Limited funding is becoming the new norm. A tightening fiscal environment means it is imperative to sustain or improve the service delivery of existing assets besides focusing on new developments.

At the University of Auckland, this is enabled through the application of a range of techniques applied to assist in asset lifecycle management, in particular during asset renewals prioritisation process. The key parameter considered during this process is asset criticality. Traditionally, this was assessed ‘manually’ via numerous workshops with key Property Services staff; hence the process lacked an empirical outcome that could be validated and repeated with consistency, and also required a substantial amount of time and resource. Realising this, the University’s Asset Team looked to develop formulae for calculating criticality that not only considered all relevant factors objectively but could be applied to each asset in the University’s asset management system, thereby automating the previous manual process.

Buildings and plant & equipment asset groups form Property Services asset portfolio. The criticality of these groups is influenced by different factors, which led to the development of two criticality formulae – Building Criticality (BC) and Plant & Equipment Criticality (PEC).

The key factors determining BC is the criticality of spaces within the building, followed by the relative importance of the building to the entire portfolio:

1. Space criticality – which is a function:
 - a. Maximum tolerable outage of the space
 - b. Relative importance of the use of the space
 - c. Relative importance of the space against other same use spaces across the University
2. Portfolio impact – the impact/influence of the building on the total GFA of the portfolio. This is a function of the relative importance of the building’s number of spaces against the portfolio and the University’s total GFA

Similarly, PEC is determined by a number of key factors, the main one being the risk rating assessed for each asset classification, followed by the maximum tolerable outage for each classification and then the building criticality score for the building that the asset serves.

The University’s Asset Team is currently planning the automation of these criticality formulae within the asset management system. In the meantime, the criticality scores for all assets and buildings have been calculated manually, and been used in a variety of asset decisions-making processes over the past 12 months. Use of the criticality formulae is not only enabling informed decision making but has already increased the efficiency of the process.

H6

Workshop – How to look after yourself in a VUCA world – yoga and wellness in the workplace

Courtney Innes and Sarie Gould, Queensland University of Technology

Courtney Innes is a Senior Services (School) Coordinator within the Science and Engineering Faculty at QUT and has over 13 years’ experience in tertiary education management.

Sarie Gould is an experienced university school manager with a demonstrated history of working successfully in the higher education industry. She has extensive experience in the development, introduction and refinement of effective processes through effective consultation and research. Sarie holds a Bachelor’s Degree in Classical Studies from University of Otago.

“Being at the table” – that situation where you find yourself on the front lines, engaged with the processes, influencing the outcomes – a highly sought after place to be. Not only are you at that front line, but you are able to guide the change you are involved with.

User testing is an integral part of any new systems or process implementation and part of that is ‘being at the table’.

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According to Kujala* (2003) user testing results in “improved quality of the system arising from more accurate user requirements; improved levels of acceptance of the system; greater understanding of the system by the user resulting in more effective use.”

QUT recently introduced QUT Appointments, an online system for the appointment of academic or professional staff, fixed term or casual. The Science and Engineering Faculty (SEF) was the pilot area for this new system and was integral to creating a user-friendly system that was launched with ‘unremarkable’ impact.

System designers consulted extensively with administration staff and repeatedly tested the system. By doing this, we were able to influence what the system looked like and ensure its user-friendliness. It launched without a negative workload impact for staff and in most instances, the time taken to create an appointment, have it approved and added into the HR system, was shortened to a day (as opposed to a week when we were using the paper-based forms).

The pilot ran extremely well in SEF and has now been introduced into other areas of the University, with ongoing modifications to further improve it.

Our experience of being at the table has highlighted for us the true measurable value of participation, and the importance of the actual end users being involved in user testing.

Under the theme of ‘next generation leadership’, this involvement has now become part of our strategy when engaging with Business Transformation projects to ensure we are included at the testing stages of any new systems and processes.

This presentation will highlight to our colleagues the importance of being at the table, to challenge the status-quo of top-down changes, and how the end user must come first.

H7

Why universities are terrible at innovation and what can be done about it

Timothy Smith, Swinburne University of Technology

Timothy D. Smith is the Operations Manager for the Swinburne Engineering Practice Academy, an innovative new undergraduate engineering program where students study as if they are working in an engineering consultancy. Previously, he was the Scientific Programs Manager for the Human Variome Project—an international NGO dedicated to building capacity in the practice of responsible genomics around the world.

Tim studied biochemistry and molecular biology at the University of Melbourne before starting his PhD in information systems and medicine.

In his spare time, Tim enjoys working in live theatre as a production manager, stage manager, and lighting designer, and brewing beer in his laundry.

Examining the strategic plans of any Australian university, it is a near certainty that innovation will be mentioned prominently. Universities are promising to deliver innovation in three ways: to release technical innovation—where through research efforts, new technologies and applications are made available to society; to teach innovation—to develop the skills and mindsets in students that create innovators; and to practice innovation—to disrupt, transform, and improve themselves. Arguably, universities are exceptional at the first of these. Give enough people enough time and enough money and innovation will occur. Likewise, with the second, many business faculties have at least one subject, if not entire majors or degree programs teaching people how to innovate.

Why is it then, that when it comes to internal innovation, universities are not leading the world? Surely, with so much innovation expertise on staff, innovation should be a daily occurrence.

The management literature is full of references to an innovation culture as the way to make innovation happen within a company. But culture is just one side of the equation. The other is structure; how a business is set up and managed. Structure is a necessary but not sufficient underpinning for culture; without it, culture cannot organically develop.

Universities are large, complex organisations that are more akin to conglomerates of semi-related businesses than a single corporate entity. They are fundamentally structured in a way that inhibits the development of an innovation culture and, as such, stifles innovation.

This presentation looks at the root causes for why internal innovation is so often impossible within higher education institutions and how administrators and managers within faculties and central divisions can work around these structural limitations to release the innovative potential of their teams. It draws on the experiences of the team of academics and professional staff in the Swinburne Engineering Practice Academy to offer practical examples of how innovation can be achieved.

H8

Lockdown in a University and its after effects - A security de-brief of the Christchurch terrorist attack and its consequences for the University of Canterbury

Alex Hanlon, University of Canterbury

Alex is the Executive Director of Learning Resources at the University of Canterbury (UC) where she holds responsibility

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for property and remediation (Capital Works, Engineering Services, Campus Services & Field Stations); information technology (Operations and Infrastructure, Applications and Systems Support, and IT Project Management Office) and the University libraries (Central Library, E-Learning Support, Education Library, Engineering and Sciences Library, UC Archives and Rare Books & Art Collection).

Alex has over 20 years' experience working in the University and property industries in Australia and New Zealand. She has worked on a wide range of private and publicly funded business, technology and construction projects including governance reform, student accommodation, academic, learning and retail spaces, quality assurance and the financial management of a multi-million dollar capital development program. Her experience includes delivery of projects for multiple departments of the NSW Government, University of New South Wales, University of Western Sydney, University of Sydney and the Australian Broadcasting Authority. Alex is a previous Director of the Tertiary Education Facilities Management Association and of the NZ Green Building Council.

On March 15 2019 less than 4 kilometers from the centre of the University of Canterbury Ilam campus, a terrorist walked into the Masjid Al Noor mosque and fired on worshipers who had gathered for Friday prayers. This talk de-briefs the events of that day and the recovery that followed. It discusses the UC Lockdown and the Run, Hide, Tell mauring shooter strategy and why that was chosen. The talk then outlines the activities within the recovery phase that followed and the consequential issues that arose within the University community and how they have been handled. The presentation concludes with a discussion of the impact of trauma on resilience, emergency management and the wellbeing of the organisation overall.

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I1

Stage not age: how universities can respond to shifts in the learning continuum

Ariel Lopez, Billard Leece Partnership

Ariel leads BLP's Education Sector in Melbourne, bringing over 20 years' experience in architecture across Australia, South America and Asia, and a design-led methodology with which he mentors architects within the practice. His skill is in reconciling creative aspirations with commercial imperatives to deliver innovative value-added outcomes that exceed client expectations.

Ariel's work in the sector demonstrates a passion for collaboration, not only in the design process but also for all students and users of the built outcomes.

His portfolio includes both new and adaptive reuse of education facilities, emphasising a commitment to sustainability and an ability to respond to challenges with innovative solutions.

He brings an urban design focus to all of his projects, holistically considering sites and their context to maximise their sense of identity, functionality and amenity for their users and the wider community.

Universities are not as relevant to securing a career as they once were. With the Australian Government championing vocational pathways outside of the university system into industry(1), and companies including global leaders Google, Apple and IBM(2)(3) all hiring employees straight out of secondary school, the traditional school -> university -> work pathway is facing a shake-up.

How can universities be an agent of disruption, not a victim?

And what does this mean from a facilities and spatial planning point of view?

As long as tertiary institutions are fed by the school system, the conversations held at the tertiary level must consider the secondary education environment, and how can universities can facilitate young people pursuing their learning and career interests.

Education pathways at new secondary schools are being shaped by discussions held with universities to identify partnerships through potential collocation of facilities. The fab labs, research spaces and makerspaces of secondary school campuses represent an opportunity for investment attract future students through teaching, not simply marketing.

A person's linear pathway from school to the workplace to retirement is now a more circuitous route with loops and switchbacks and lateral connections.

Universities must respond to a much more irregular intake and consider what an attractive campus looks like for prospective students of all ages and stages wanting to go to university, in order to position themselves as a central constant in the fragmented world.

A successful 'sticky campus', a hub-like environment where students want to be and can have other needs apart from learning met, will cultivate social activity, community engagement and networks to work/industry, and provide life amenities like medical services and retail offerings. People's lives are fast and busy, and the spatial proximity and convenience of key services and facilities is important.

I1

Making the leap to virtues-based leadership: Why values based leadership just doesn't cut the mustard

Christian Duperouzel, Curtin University

Dr L. Christian Duperouzel is a lecturer at the Curtin University Law School in Perth. He has undergraduate degrees in both Law and Commerce, a graduate certificate in Business Research, and in 2016 he completed his PhD which explored the important role of a lived calling in driving conscious leadership behaviour.

Much of the common thinking about today's leadership revolves around the concept of aligning behaviour with a set of values, and practicing a form of integrity through that alignment. While this perspective has some validity at a superficial level, my contention is that there is a deeper level from which integrated leadership can be practiced, and this depends very little on what values a particular person might hold.

In my research that explores the role of a lived calling in driving leadership behaviour, I have identified a range of spiritual virtues that are embodied by individuals who are living in alignment with their calling/s and demonstrating leadership in that process. For the purposes of my research, a 'lived calling' is defined as a consuming, meaningful passion that people experience toward a domain that is consistently expressed in their daily lives.

My aim with this presentation is to challenge peoples thinking about how they define themselves, and the importance that they attach to values as a means of orienting behaviour, particularly in leadership. Each of us encompasses more than the subjective expressions of our personhood that we define as values, whether they are imparted by religion, nationality or other cultural 'norms'. Qualities such as goodness,

solidarity, even-handedness, humility and service are innate to our being at the most essential level, and are thus shared virtues that underpin our humanity. Regardless of how one might seek to construct their personal value system, these foundational virtues are present to be embodied by leaders who are committed to consciously living their calling.

This presentation will take the form of a HED talk, and it pertains to the Next Generation Leadership theme. It would be best suited to a traditional lecture format. The learning outcomes for those in attendance would be to:

1. Understand the important difference between virtues and values.
2. Explain how virtues manifest themselves in a leadership context, and how they naturally emerge when we live in alignment with our spirit and its calling/s for our life.
3. Highlight why this is important in facilitating next generation leadership, particularly in the tertiary sector, where the academic members of the profession can role-model this type of leadership for the young adults who will become the societal leaders of tomorrow.

I2

The next evolution of the superlab – Monash University's Biomedical Learning and Teaching Building

Adrian Fitzgerald, Vicki White and James Hawkins

Denton Corker Marshall, Monash University & Donald Cant Watts Corke

Over the past 20 years, Adrian FitzGerald has been involved in all of Denton Corker Marshall's significant education projects. With specialist knowledge in tertiary planning and design to support evolving pedagogies and technology, he creates inspired, delightful settings that enhance the user experience and foster innovation.

Vicki White has been working in strategic planning at Monash University for over 12 years. She leads a team of planners who work closely with the University to understand and forecast infrastructure needs, ensuring Monash can continue to undertake world class research and learning activities.

James Hawkins is a Director with DCWC Project Management and their National Education Lead. James has education and major project experience with over 20 years in the industry with client side, contractor and consultant roles. He has delivered numerous large, complex learning and teaching and laboratory projects in Victoria's tertiary sector.

The Biomedical Learning and Teaching Building (BLTB) contains not one but four superlabs making it the largest biomedical teaching and learning building in Australia and,

quite possibly, in the world. Each superlab contains 240 teaching seats, with inherent flexibility to accommodate 60, 120 or 240 cohorts within discreet spaces. Flexibility applies not only to size, but also to laboratory usage intertwined with wet, dry and PC2 labs in the building.

The presentation will explore the School of Biomedical Sciences and Monash University's aspirations for teaching at scale. It also looks at how project managers DCWC helped crystallise these aspirations into a coherent, deliverable project brief and successful outcomes. Architects Denton Corker Marshall, with educational and laboratory planners ARINA, then interpreted the requirements into an innovative flexi-superlab model comprising two interlocking 'L' shaped labs wrapping around a satellite preparation module.

Importantly, in addition to the 1120 teaching seats, a further 500 informal seats and 200 flexible teaching/informal seats are incorporated within the design, providing one informal seat to 1.9 teaching seats. This represents a new benchmark compared with the premium rate of 1 to 2 found in the new facilities of leading universities. The combined teaching and informal provision achieves a remarkably good utilisation rate of 3.4m² UFA/EFTSL.

Together Monash University and the design team tackled the complexities of user group concerns and pedagogical preferences to achieve the new model. In this presentation, the earliest iterations of the superlab will be explored and analysed using the Metropolitan University in London as a case study, with the BLTB flexi-superlabs seen as a significant next step in the evolution of university teaching superlabs.

The emergence of superlabs, together with their attributes and shortcomings, will be analysed against the performance of the new flexi-superlab. These will have been in operation for around seven months.

Learning outcomes for attendees will include:

- assessment of superlab pedagogical methods and their impact on space planning and student experience;
- how to make teaching at scale more intimate and collaborative;
- the importance of acoustic, outlook and daylight amenity in teaching laboratories; and
- how Monash University's goal for net zero carbon emissions is being achieved through Passivhaus design and provision of a precinct thermal hub.

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“Like a city without Google maps”. Way - finding as a service helps deliver great outcomes for the on-campus experience

Jade Germantis, Jon Peacock and Robert Cox, Mazemap Australia & University of Melbourne

Jade Germantis leads the Spatial Analytics portfolio at The University of Melbourne with a focus on dynamic spatial data to support decision making, informing the optimisation of the university's portfolio of space.

WICKED ESTATES

“Asset optimisation” is on the tips of tongues of university leaders across the globe.

But what does that really mean in the context of 21st century estates?

As assets are becoming increasingly complex, the challenge to optimise them to full potential is getting harder.

Our world is changing fast, so assets of today may not be relevant tomorrow. As we talk about the half-life of degrees, we should start talking about the half-life of assets.

Perhaps ironically with digital disruption, the physical campus experience is becoming more important. For a university to attract and retain great talent, its assets and the experiences they enable must stack up globally. So extraordinary investment is going into assets to stay ahead.

All of this is happening as the proportion of university funding from government is declining, increasing pressure to optimise the cost of operations and productivity of assets.

HOW WOULD YOU LIKE TO PLAY?

This all stacks up to multi-faceted, complex decision-making challenges for our assets.

Evidence-based decision making is essential. However, this relies on huge volumes of complex data from multi-channels being standardised and consumable.

Whether it's planning, operating or using assets there is great benefit to be had by making the complex simple.

Just imagine if you could gamify your campuses? Imagine you had a digital twin of your estate that anyone could drive, navigate, run, analyse and make informed decisions about for future scenarios?

You don't need to operate a BIM model. It's so simple, anyone can use it. You are a COO, a student, a researcher, or you plan and run a campus. This virtual game could help you win!

AUGMENTING THE ESTATE WITH A DIGITAL TWIN

At the University of Melbourne, we have embarked on a journey to create this.

An idea for our Western Edge Biosciences Project emerged to visualise complex virtual models (a digital twin) in a user-friendly way to help make sense of our asset.

This could evolve to be an augmented virtual campus experience enabling anyone to interrogate campus data, understand assets and space and test options to inform decision making. The experience will be interactive, explorable and available to be consumed by many user profiles.

We are starting small, but we see the potential value as big.

In the spirit of Silicon Valley, we're happy to share what we have learnt so far.

14

Navigating Legislative and Regulatory Complexity: The Role of Policy in Your Compliance Programme – The University of Canterbury Journey

Jodie Flowerday, University of Canterbury

Jodie Flowerday began working in insurance shortly after the 2010 Canterbury Earthquake and is a lawyer and a chartered secretary. She currently works within the compliance and risk portfolio in the Risk, Assurance & Policy Team at the University of Canterbury as the Senior Policy Advisor, Vice Chancellor's Office.

The 21st Century has produced many innovations at an unprecedented rate. These innovations push the limits and challenge legislative and regulatory regimes. How can we innovate yet still have confidence our organisation complies with our legislative and regulatory expectations?

Complying with regulatory and legislative requirements is becoming increasingly complex due to globalisation, political and economic partnerships like the European Union, complex regulation like the GDPR, and technological developments like the Cloud. Technological developments have helped the public increase their access to information (e.g., online legal service providers) and have a heightened understanding of the services of public providers (e.g., the Ombudsmen) to help them understand and unravel some of this complexity. The result is the public have greater understanding of issues that were once too complex and are increasingly becoming more confident representing themselves in relation to their rights.

These new developments are also driving the imposition of more onerous obligations and higher expectations on governing bodies to act more ethically and more in the

interest of not just shareholders but “stakeholders” who increasingly include consumer groups and wider society.

Universities, either privately or publically funded, are not immune from all the economic, political or economic trends in the world and are exposed to complex internal and external compliance requirements through operational activities such as international partnerships, domestic and international commercial ventures and research. This makes compliance tools such as internal compliance documents (policy, process etc..) increasingly relevant and important in order to ensure the organisation reflects current compliance requirements and best practice standards, and promulgates clearly and effectively what the requirements are throughout the organisation.

Improving compliance document administration can help make it easier for those expected to comply to do so by demystifying what the compliance requirements are and provide efficient ways of disseminating this throughout the organisation.

The University of Canterbury is currently undertaking such improvements to its policy administration system and associated processes. The work completed so far has produced interesting learnings for those also working within the compliance and risk management areas of their organisation wanting ideas or inspiration on how to improve their compliance programmes, service and engagement with compliance documents.

I5 From Ideas to Impact

Lisa Cornish and James Cornish, University of Melbourne, ATEM & CIPFA

James is Manager, Strategic Finance & Administration at the Faculty of Fine Arts and Music, University of Melbourne. His role concentrates on development and application of financial strategies to achieve operational and strategic objectives. He is also a leading practitioner of business partnering, having been at the forefront of implementation of this across the University. James is a professionally qualified chartered public finance accountant.

Lisa is Manager, Strategy & Operations at the Faculty of Science, University of Melbourne. Her role focuses on translating strategy into operational action. As an ex-academic, her ethos is establishing administrative methods that create meaningful impact. She is a professionally qualified chartered public finance accountant, with additional qualifications in management. She was highly commended in 2018 for the ATEM LH Martin Award for Leadership.

James and Lisa jointly have over 36 years of multi-discipline experience, specialising in bringing value to public sector organisations.

So, you've thought of the BIG idea - it's innovative, radical, maybe even disruptive but, how do you translate that idea into action? How do we progress from a BIG idea to BIG impact?

The tertiary education sector is a complex and diverse landscape. This complexity and diversity is reflected in the strategic agendas of many University strategies. Executing ideas across such large and complex organisations is challenging.

When managers are asked to identify the single greatest challenge to execution, 40% cite failure to align and a further 30% cite failure to co-ordinate across units(1). Further complications arise when multiple aims compete against each other for limited resources. Such misalignment and conflict can often lead to poor decision making and an inability to adapt swiftly when the need arises.

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

At TEMC 2018 we revealed what those key components were and how they could be integrated together; a model of how to turn ideas into action and ultimately impact. It was informed by the latest research on adaptive leadership principles as well as the outcomes of an international study of tertiary education institutions. However, that was all just theory.

At TEMC 2019 we reveal how we turned that theory into reality. We explain how we took the model and made it work in a real-life tertiary education institution; applying Beyond Budgeting methodologies and adaptive leadership approaches. We cover what happened on the ground, the tools and techniques we used and the lessons we learnt along the way.

Attendees will not only leave the session with a framework that will help turn their ideas into impact but also the confidence that it can work in reality.

I6 Using fit-for-purpose performance data to unlock asset management value – a robot maturity building journal

**Vikram Kenjle, University of Adelaide
Dejan Kovacevic, Assestic**

DRIVERS:

- Complex facility assets means simple building level performance data does not provide transparency
- Recognised need to move to component level data

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- Recognised need to shift from Facility- to Space-level data
- Without criticality-based and utilisation-based analytics there was no way to report on future financial requirements
- It was pivotal to present multiple options to stakeholders based on logically analysed information
- The need to shift from budget-driven to service level-driven was a must

RESULTS:

- Unlocked hidden value by optimising expenditure, as opposed to spending more or increasing the risk of asset failure
- Partnered with Asstetic for maturity-building journey; moved from having data and information, to having insights and wisdom
- Now appreciate the structure required to review and collate performance data
- Confident, prudent financial planning
- As maturity continues live dashboards of real-life metrics will predict the future state of assets, enabling risk reduction

17

Advancing Professional Excellence: Creating a Community of Practice

Michelle Gander, Flinders University

Michelle recently took up her role at Flinders after finishing her sabbatical as a full time HDR student at Murdoch Univeirsty in Perth. Before embarking on her PhD in career management, she worked for 16 years in the HE sector in the UK, her last role being as academic registrar. Michelle is passionate about career development and hopes that her research and involvement in APEX help others think about and manage their careers for long-term success.

APEX (Advancing Professional Excellence) is an informal peer-to-peer support network that exists to connect likeminded professionals at Flinders University. APEX developed organically and informally through a group of Flinders staff who are interested in their own, and others', professional development.

The intent of APEX is to deliver a series of inspiring and thought-provoking activities to encourage curiosity and self-efficacy in managing your career at Flinders and in the broader contemporary university sector.

The network launched informally in March 2019, gaining momentum through a series of events such as 'My Journey' sessions with University leaders and workshops on topics

such as 'Self Mastery for Leadership'; 'Financial and Career Management for Career Breaks', and 'Networking'.

In this session some of the founders of the network will describe the way APEX started and the benefits so far. They will also outline the plan for the coming year and the planned process to build support with senior management and among staff, as well as exploring some of the lessons learned.

This session will be valuable to anyone interested in growing a community of people committed to developing their own careers inside their institution and in higher education more generally.

18

From Concept to Completion: Building a Bi-cultural Future at the University of Waikato

Joseph Macfarlane, Sally Davies, James Mooney, Neil Martin, Marianne Riley and Rameka Tu'inukuafe, University of Waikato, Architectus, JASMAX

Neil Martin is a Principal at Jasmax with a strong track record delivering award winning large scale Education , cultural and civic sector projects Neil is one of 3 Principals leading Jasmax's Tertiary Education Practice Group.

James Mooney is a Principal at Architectus with extensive experience in the Tertiary sector in the briefing, design and delivery of award winning projects.

Rau Hoskins is a Director at designTRIBE with over 25 years' experience working as a cultural design consultant and iwi liaison on a range of large public projects including a range of Tertiary educational institutions. Rau is on Ngapuhi and Scottish decent.

Rameka Tu'inukuafe is a Senior Associate at Jasmax and Māori Design Leader in Jasmax's Waka Maia cultural design group. Of Ngapuhi iwi and Cook Island decent Rameka has worked on cultural and education projects, with a focus on a tangible Maori design outcomes.

This presentation is proposed to focus on the bi-cultural and broader cultural values as fundamental design drivers within two significant new projects for the University of Waikato; the Tauranga tertiary campus and The Pa project on the University of Waikato Campus. A recognised leader in indigenous studies, acknowledgement of New Zealand's bi-cultural context was critical to the University.

We propose that the presentation is shared between the design teams across the two projects. The first half of the presentation will be presented by Jasmax's Neil Martin and Rameka Tuinukuafe on the, now complete, Tauranga project looking at the process that was followed early in the project

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and the transformational ideas coming out of this process that drove the building design. Critically this process also laid the foundations for the relationship with the local Maori Hapu (tribe), Ngai Tamarawaho and their artist representatives to have ongoing involvement and contribute significantly to the project.

We will discuss the importance of a strong cultural story or narrative that connects a project to its place and its people and the outcomes evident in the Tauranga Project. The narrative becomes a design vehicle but also a basis on which future storeys can be added by the building's users and caretakers.

The second part of the presentation will focus on The Pa Project, a joint Jasmax/Architectus and designTRIBE venture, which came out of a competition process in 2017.

The Pa project competition had a bi-cultural story at its core with the requirement for a Marae (traditional maori meeting house, courtyard and support facilities) to be built into a new university hub. The brief also called for a new Office of the Vice Chancellor and Faculty of Maori and Indigenous Studies all under one roof at the front door of the University. The project was won by both Jasmax and Architectus.

James Mooney will lead this part of the presentation focusing on how the ideas developed under competition were then adjusted in consultation and the process of engagement with the cultural drivers for the project.

Jasmax/DesignTRIBE (Presenter Rau Hoskins) will talk through the cultural design framework for The Pa, development of the narrative and the integration of artwork that came out of this process.

The presentations will focus on the richness these projects gain from this process and the understanding developing in New Zealand around the importance of indigenous culture, different ways of thinking and value in connection to place and the Whenua (land) and human occupation.

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J1 

Culturally diverse women: The next-gen leaders hidden in plain sight

Gladys Britto, Victoria University

Gladys is the College Manager, College of Sport & Exercise Science at Victoria University. She has over 15 years of experience in the University sector and in the last 8 years in a dual sector environment. Her special focus is specialising in leadership, business process improvement in this agile environment, customer experience and working collaboratively with different stakeholders of the university. She is the Institutional Coordinator for ATEM and a member ATEM committee. She believes in continuous learning and is passionate about developing herself and others.

Like many university employees, I am a graduate who started work in a relatively junior role. Like most professional staff at Australian universities, I am female.

And in two important ways I stand out from the crowd: I am a senior manager and I'm not from a typical 'Aussie' background.

My story. What can you do at your own organisation to embrace diversity prioritise culture and people for results?

In this HEd Talk I will share some of the positive, practical steps that led me to my current role as a College Manager at Victoria University in Melbourne.

I will also suggest how any member of professional staff can contribute to creating a more equitable, inclusive campus community for students and staff.

In this Fourth Industrial Revolution, university staff and students work and learn in a highly networked, global context. Students and staff at VU come from 90 cultures and speak over 200 languages. Yet we still employ relatively few senior women from culturally and linguistically diverse (CALD) backgrounds.

Recent research by the Diversity Council Australia found that culturally diverse women feel invisible and undervalued in relation to leadership opportunities. Although they are well educated, ambitious and hard-working, around one-quarter of women in the DCA study said cultural barriers in the workplace had caused them to scale back their effort or consider quitting. What a loss for their employers!

So how can you help to shatter those often-invisible barriers? Challenge the status quo?

One place to start is your university's official policy or strategy on cultural diversity. You can use this kind of document to lead real, practical changes in your own part of the university. Aligning your proposal with the overall strategy can help you to win support and recognition for a local project or process change.

Research consistently demonstrates that when women are visible in leadership roles, organisations tend to be more successful. Companies with a multicultural workforce are more likely to be innovative and successful in new business ventures. This is especially true when inclusiveness and diversity are present at all levels.

Let's imagine an Australian university that truly embraces its own diversity, at all levels. A university that nurtures its women staff to fully utilise their abilities and strengths – who among us would not want to work in such a university? The good news is, you can help to crack that glass-cultural ceiling.

J1 

Firm but Fair with a flair for Fun – Leadership ingredients essential for success in a changing workplace

Danielle Gericke and Danijela Prso, University of South Australia and ATEM

Danielle Gericke commenced at the University of South Australia in 2009. Danielle started as a Program and Course Administrative Officer in 2009 and has since worked in a number of different Schools and at different levels in the University. Danielle is currently School Manager in the School of Natural and Built Environments. Danielle is an ATEM member and attends the annual TEMC's. Danielle is committed to building and maintaining positive workplace culture and delivering service excellence.

Danijela Prso began her journey at the University of South Australia in 2010, and has since undertaken roles at various levels across multiple Schools in the University. Danijela is an ATEM member and is currently Team Leader: Academic Services in the School of Natural and Built Environments. Danijela's favourite part of her role is to motivate and lead others to become the best versions of themselves.

Change is the only constant, change is as good as a holiday, change is inevitable... Who hasn't heard or even quoted these things when faced with change in the workplace. Platitudes about change roll easily off the tongue and seem to suggest all change is great while in reality, working through the cycle of change can be challenging and even a bit scary for some. Perhaps a more accurate thought is that the results of change, rather than the change process itself, can be great.

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The University of South Australia is entering an era of change not seen since its inception in 1991. Through the University's Enterprise 25 strategic plan, the future of its Programs, Precincts and People will be transformed. The University is committed to change and innovation, so it will be exciting to see how much can be achieved through the Enterprise 25 plan. The flipside of the excitement is that for staff this presents a time of fear, uncertainty, challenge but also opportunity, growth and empowerment.

Now is the time to shine and under good leadership, staff will be able to build on their strengths, identify and improve on any weaknesses and not be afraid to stand up and be noticed. Now is also the time to focus on finding the fun in what we do. Having fun and working out how to have fun is very seldom talked about but is an important element in the overall scheme of keeping a team on track to achieve great things. We will talk about what leadership ingredients we are using during this year to keep our team motivated and positive in the face of a large-scale restructure.

We have previously presented on the work around empowerment, resilience and culture that has been done in our School in past years. Now those pieces of work are what has enabled us to lead our staff into this period of change in a manner confident that they know they are supported and will be able to successfully capitalise on opportunities that will arise.

Come along and hear us talk about our current experiences and hopefully exchange ideas about how to be successful in navigating change in these uncertain times.

J2

Rethink: The future academic workspace

Associate Clare Newton and Sarah Backhouse,
University of Melbourne

Associate Professor Clare Newton is an architect and Doctor of Education and was a founding member of the Learning Environments Applied Research Network (LEaRN). Clare was first-named CI on two ARC Linkage Projects and has received 14 additional multidisciplinary research grants and ten competitive L+T grants. She is currently a CI on two learning space ARC Linkage Projects. She received the Victorian NAWIC Award of Excellence for Innovation in Construction and is a winner of AIA Sisalation Prize.

With qualifications in architecture, interior design and positive psychology, Sarah Backhouse has been facilitating future focused conversations about workspace and learning environments for 20+ years. Projects have been as diverse as Global Workplace Guidelines for Microsoft and User Briefs for more than 20 Universities in Europe and Australia.

Concurrent with consulting, Sarah researches with LEaRN in the areas of innovative learning environments; academic

workplace transformation; and design for adaptation & agility.

The academic workspace remains an emotive topic. It is bound closely with identity, purpose and status. As universities increase their focus on cross-disciplinary collaboration and convergence research, the sanctuary of the individual office is being challenged. New spatial typologies and technologies are powerful enablers, yet behaviours and mindsets can be more difficult to change.

The Learning Environments Applied Research Network (LEaRN) at The University of Melbourne has been objectively exploring the topic through four core lenses of People, Place, Process and Policy. From literature reviews, expert interviews and case studies, positive processes are emerging as a critical factor of success. The evidence is suggesting that new spaces alone will not be sufficient to increase cross-disciplinary collaboration and convergence in research.

Applying strategies developed through workplace consulting and education sector research, this hands-on, facilitated workshop will co-explore the future of academic work. Playful tools will help participants to understand and reimagine a range of spatial typologies and behaviours. We will bring visual 'wild cards' to prompt conversations about the spaces that support new academic work modes. Not only will we consider the function and relationship but also the less tangible concept of wellbeing.

Participants will have an opportunity to learn from research that will inform their practices and take skills back into individual workplaces. Self-Determination Theory (Ryan & Deci, 2000) and its basic psychological needs of [1] autonomy, [2] competence and [3] relatedness provide a conceptual framework for the workshop. These are three important factors to wellbeing, human motivation and successful institutions

Importantly, participants will also contribute to and help direct research in progress at the Department of Architecture, Building and Planning (ABP) and the Melbourne School of Population and Global Health. This three-stage research program has been seed-funded by the LEaRN group and began with a scoping review.

J3

Higher education governance for the 21st century

Damian Barry, University of Melbourne

I am a consultant/academic in higher education and company director with a strong interest in governance. I recently completed my doctoral thesis at the University of Melbourne researching the governance of Australia's higher education system and its universities. After a career in the law, I developed a career as a professional manager with a range of senior roles in universities, private higher education,

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health and legal services. I am a member of the ATEM BASS region Committee and represents the L.H.Martin Institute on the ATEM national board.

Australia's higher education system, and its public universities, have been subject to significant external and internal challenges and changes over the past half century or more. Changes in the external environment for higher education are seen in the rapid expansion in access ("massification"), the growth and infiltration of information and communications technologies (primarily the creation of the internet) and globalisation, to name a few. The combination of changes and trends have irreversibly changed the role and operations of universities.. The external environmental changes have moved higher education from the societal and economic periphery to now being the centre of a workforce, social and economic development engine and a more market-oriented education service provider. During this period, higher education in Australia has completed a regulation and funding transition from being mainly state based, to now being substantially a national government funded, driven and regulated activity. Despite these significant changes the governance arrangements of Australia's public universities have remained substantially unchanged. It is contended that higher education in Australia has reached a point where the current approaches to governance are no longer fit for purpose for the twenty-first century. Much of the research on higher education governance has focussed on issues relating to the loss of power and engagement of academe; the impact of the market-oriented approach on academic work; power within universities; values and culture. However, very little research has addressed the fundamentals of the governance arrangements. The research has assumed these structures remain relatively unchanged and has not questioned their current utility or efficacy. In this presentation I will draw on the findings from my recent doctoral thesis and identify the key challenges facing the governance of Australia's higher education system and public universities, and discuss my proposals to transition the current governance of Australia's higher education system and its public universities to a more fit for purpose approach.

J4

Old Fashioned Service is Never Out of Date

Patricia Antauer, RMIT

Patricia Antauer, Manager, Student Lifecycle Services in the College of Business, RMIT University. Holds a Bachelor's degree in Psychology and Masters in Human Resource Management, responsible for effective leadership of large dynamic teams. Presented at the Student Services Centre Conference at Bond University in May 2019 and has fifteen years' experience working in a University setting specialising in service innovation and excellence.

Just imagine, customer service that looks like this... You phone in and know the person on the other side. They greet you using your name and ask how your holiday was before progressing with your enquiry. They know you enough to recommend which elective courses you should consider and what's new on offer that will assist you in your new role! This is what great service looks like to our diverse students - personal and 'human'. Instead, service in large centralised models is often impersonal, includes long queues and confusing IVR options, bounce from one area to another, referral to self-service and self-sourcing and generally lacks accountability.

It is challenging to succeed in this modern world requiring careful balance between technology and a human interaction, particularly when managing large enquiry volumes and complexity as Tier 3 academic administration specialist service providers. Our vision: to deliver a true student-centric service, we committed to using old fashioned values our students seek. Servicing over 30,000 students across 5 countries with a team of 60 staff, this presented some challenges.

Following several technological advancements and innovations, major change and realignment of teams, we quickly came to understand that the existing service model and our ways of working did not entirely support our vision or the intended goals – this was the last piece of the puzzle!

This session steps you through our new service model, and our commitment to a bounce free, first contact resolution (FCR) personalised service and no queues! A service model that required a fusion of back and front of house service, an adoption of "generalists and specialists" teams, and a complexity model which allowed better triage and automation of enquiries and a case management approach for effectively managing very complex enquiries. This presentation will explore these concepts and how and why these worked for us.

J6

Transforming the Monash Food Environment

Jane Dancey, Margaret Hortomaris and Irena Repic, Monash University

Jane is an Accredited Practising Dietitian who joined Monash in 2016 as the University's Specialist Nutrition Consultant. Jane works with retailers, caterers and vending providers to increase the availability of healthy food at Monash. Jane's career commenced in clinical dietetics with roles in Melbourne, Alice Springs, London and Manchester. Prior to joining Monash, Jane worked as an Advisory Manager in the Risk Consultancy Practice at Ernst and Young.

In late 2015, a gap analysis of our Wellbeing at Monash program identified strong performance in the areas of

 **Built Environment: Movers & Shapers**

 **Beyond the Physical Environment**

 **Healthy Futures: People & Planet**

 **21st Century Service**

 **Distilling BIG ideas**

 **Next Generation Leadership**

 **HeD Talk**

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physical health, mental health, smoking reduction and alcohol reduction but poor performance in regards to nutritional health. At the same time, staff and student feedback collected through retail satisfaction surveys and external food retail consultants, noted that staff and students wanted healthier food options on campus. In 2016, Monash University employed a Specialist Nutrition Consultant within the Wellbeing Team to focus on moving the food and beverage offer on campus to provide healthier options. The Specialist Nutrition Consultant works closely with our retail Leasing and Planning teams, to implement changes to the Monash food environment - in retail, catering and vending.

The Monash food retail environment includes ~50 food and beverage vendors including small and medium businesses to franchises, offering a diverse retail food offering. Monash provides 24 hour access to drink and snack vending machines on all campuses and in our residential accommodation. With ~70000 students and 17000 staff, we also have a multi-million dollar catering spend per annum.

Using our experience at Monash as a case study, we will step through the actions we've taken to embed healthy food choices in vending, retail and catering. Using the Victorian Government's Healthy Choices Guidelines and the traffic light classifications (green – best choice, amber – choose moderately and red – limit) as a framework to shift food on campus from predominantly Red to Green.

We'll outline the challenges and successes we've encountered along the journey - from communications to contracts – and the diverse stakeholders we've engaged across our campuses. We'll discuss our Vice Chancellor endorsed Procedure for Implementation of Healthy Eating at Monash and collaboration with our academic colleagues and Nutrition and Dietetics students. We'll also discuss the rationale behind our approach, our customer-centric focus and the evaluation strategies we've put in place to monitor the effectiveness of our programs.

J7

Innovation v Bureaucracy Time for a Change/Centuries the Same

Steve Marsh, Western Sydney University

Steve has substantial senior executive management experience in domestic and international education, the not for profit sector, local government, contract and service management, infrastructure and facilities management, and organisational change management. Steve has specific experience in defining and setting strategy, business, marketing and finance planning, governance, change and project management. Steve's recent successes include supporting transformational change at Western Sydney University, through the implementation of a model for 'Shared Services'. He is currently supporting projects including

introducing enterprise service management, improving the student experience through student service hubs, and growing continuous improvement culture.

Imagine working in an environment that hasn't changed much since 1350!

A world where stratification, centralisation, formal rules, standardisation, and silos, determine how we work.

A world where management is driven by process - strategic plans, finance plans, resource plans, risk assessment & mitigation, performance management and review.....

In the 21st Century is this the best we can expect from working in a university bureaucracy? Conformity to the norm!

Or can we and should we be challenging the dogma of bureaucracy?

Can we build CROWDS, shed LIGHT and create DESIRE for something different! Can we challenge our own and our organisations habits to be more innovative and creative. And if we do what can we do?

Explore the challenge of being more innovative in a world of bureaucracy.

J8

Making sense of assets in the 21st century

Jeffrey Robinson, Jade Germantis and Russell Vicary, Aurecon and University of Melbourne

Jade Germantis leads the Spatial Analytics portfolio at The University of Melbourne with a focus on dynamic spatial data to support decision making, informing the optimisation of the university's portfolio of space.

WICKED ESTATES

"Asset optimisation" is on the tips of tongues of university leaders across the globe.

But what does that really mean in the context of 21st century estates?

As assets are becoming increasingly complex, the challenge to optimise them to full potential is getting harder.

Our world is changing fast, so assets of today may not be relevant tomorrow. As we talk about the half-life of degrees, we should start talking about the half-life of assets.

Perhaps ironically with digital disruption, the physical campus experience is becoming more important. For a university to attract and retain great talent, its assets and the experiences they enable must stack up globally. So extraordinary investment is going into assets to stay ahead.

All of this is happening as the proportion of university funding from government is declining, increasing pressure to optimise the cost of operations and productivity of assets.

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HOW WOULD YOU LIKE TO PLAY?

This all stacks up to multi-faceted, complex decision-making challenges for our assets.

Evidence-based decision making is essential. However, this relies on huge volumes of complex data from multi-channels being standardised and consumable.

Whether it's planning, operating or using assets there is great benefit to be had by making the complex simple.

Just imagine if you could gamify your campuses? Imagine you had a digital twin of your estate that anyone could drive, navigate, run, analyse and make informed decisions about for future scenarios?

You don't need to operate a BIM model. It's so simple, anyone can use it. You are a COO, a student, a researcher, or you plan and run a campus. This virtual game could help you win!

AUGMENTING THE ESTATE WITH A DIGITAL TWIN

At the University of Melbourne, we have embarked on a journey to create this.

An idea for our Western Edge Biosciences Project emerged to visualise complex virtual models (a digital twin) in a user-friendly way to help make sense of our asset.

This could evolve to be an augmented virtual campus experience enabling anyone to interrogate campus data, understand assets and space and test options to inform decision making. The experience will be interactive, exploratory and available to be consumed by many user profiles.

We are starting small, but we see the potential value as big.

In the spirit of Silicon Valley, we're happy to share what we have learnt so far.

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K1

The importance of being at the table – User testing and the story of successful implementations of QUT appointments

**Courtney Innes and Sarie Gould, Queensland University
of Technology**

Courtney Innes is a Senior Services (School) Coordinator within the Science and Engineering Faculty at QUT and has over 13 years' experience in tertiary education management.

Sarie Gould is an experienced university school manager with a demonstrated history of working successfully in the higher education industry. She has extensive experience in the development, introduction and refinement of effective processes through effective consultation and research. Sarie holds a Bachelor's Degree in Classical Studies from University of Otago.

"Being at the table" – that situation where you find yourself on the front lines, engaged with the processes, influencing the outcomes – a highly sought after place to be. Not only are you at that front line, but you are able to guide the change you are involved with.

User testing is an integral part of any new systems or process implementation and part of that is 'being at the table'. According to Kujala* (2003) user testing results in "improved quality of the system arising from more accurate user requirements; improved levels of acceptance of the system; greater understanding of the system by the user resulting in more effective use."

QUT recently introduced QUT Appointments, an online system for the appointment of academic or professional staff, fixed term or casual. The Science and Engineering Faculty (SEF) was the pilot area for this new system and was integral to creating a user-friendly system that was launched with 'unremarkable' impact. System designers consulted extensively with administration staff and repeatedly tested the system. By doing this, we were able to influence what the system looked like and ensure its user-friendliness. It launched without a negative workload impact for staff and in most instances, the time taken to create an appointment, have it approved and added into the HR system, was shortened to a day (as opposed to a week when we were using the paper-based forms).

The pilot ran extremely well in SEF and has now been introduced into other areas of the University, with ongoing modifications to further improve it.

Our experience of being at the table has highlighted for us the true measurable value of participation, and the importance of the actual end users being involved in user testing.

Under the theme of 'next generation leadership', this involvement has now become part of our strategy when engaging with Business Transformation projects to ensure we are included at the testing stages of any new systems and processes.

This presentation will highlight to our colleagues the importance of being at the table, to challenge the status-quo of top-down changes, and how the end user must come first..

K2

Are you listening? Understanding your clients' academic workplace requirements

**Liam Short and Russell Buzby, Hassell & Australian
National University**

Neill J Daly has an architectural background, focussing his career on institutional capital works, planning and delivery. Neill has worked in the higher education sector for over two decades. It so happens campus development and major capital renewal have featured throughout Neill's career. This has provided the development of skills and experience in administration of whole of institutional capital works planning and management. Currently at the Australian National University Neill is responsible for not only the significant capital works and renewal program but also the implementation of key and foundational elements of the Acton Campus Master Plan (2019).

Liam Short is a Senior Associate with HASSELL. Based in their Adelaide Studio, Liam is a key member of HASSELL's Education & Science Sector team, co-leading the delivery of several higher education projects in Adelaide and Canberra. Liam has a keen interest in higher education and how it continually drives innovation.

Are you listening?: Understanding your clients' academic workplace requirements

The academic workplace of today is constantly evolving, shifting away from cellular office design in favour of open plan and activity based working to improve space utilisation and encourage collaboration between staff. But is there still a time and place for a cellular office approach in the academic workplace?

Steeped in tradition and ritual, the Research School of Social Sciences (RSSS) is a foundation ANU research school. It includes humanities and social science disciplines. RSSS is Australia's major institution for theoretical and empirical research in the humanities and social sciences and has an international reputation for exceptional graduate research and training.

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In 2015, the Australian National University tendered a new building and fitout for the Research School of Social Sciences (RSSS) with the requirement for 370 offices. The new building will house RSSS scholars and students together in an environment which will support the enhancement of a RSSS research culture characterised by innovation and excellence. This culture is critical to the continuing recognition of the RSSS, both nationally and internationally.

As the successful tenderer, HASSELL were encouraged by the ANU to challenge the brief and find area efficiencies in the design with office reduction the number one target. However as consultation continued, the more it became apparent that focussed individual study space was in fact what was critical to the continued output of world class research, much to the dismay of the design team and the ANU. Collaboration between the staff members occurs primarily via daily rituals (afternoon tea break) rather than the serendipitous encounter.

This joint presentation by the Australian National University and HASSELL will explore how the functional requirement for cellular offices at ANU's Research School of Social Sciences, ultimately proved correct given the world class research being conducted. The presentation will also highlight the importance of understanding what it is our clients need in a working environment despite current academic workplace trends of an open plan nature.

K3

Engaging with the complexity of emerging building/space requirements for STEM (Science, Technology, Engineering, Math's)

Dr Emma Bowen, Macquarie University

Dr Emma Bowen has been Faculty General Manager in 4 large Faculties across three large universities (UNSW, Macquarie University and University of Sydney). Emma, Professor Barbara Messerle, Executive Dean Faculty of Science and Engineering and Fiona Duggan have worked together over the past 3 years to develop the Science and Engineering Precinct at Macquarie University supporting research and teaching.

There is a significant need to encourage conversations that address changing patterns in learning, teaching, research and impact activities.

For all Tertiary institutions we have to seek new ways to define, allocate, use, manage and fund space.

We need to ensure we are creating environments that are welcoming, productive, inter-disciplinary, flexible and (most important of all) provide a strong sense of belonging.

A collaborative approach from start to finish – because no one body knows as much as everyone.

The Macquarie University Science & Engineering Precinct (SEP), recognises that place-making is essentially about providing an excellent user experience.

This case study shows how Macquarie University is working to plan for the complex needs of a diverse and fast growing Science and Engineering Faculty.

In the planning process we are working to ensure that space, technologies and services work together to deliver user experiences that are engaging, productive and satisfying.

These experiences are also scalable and repeatable, an important criteria for rapid growth.

SEP is configured to allow users (individuals, departments, faculty) and buildings change and adapt at a natural pace over time.

A flexible base-build/fit-out design framework is created within which space types can be configured, and reconfigured, to meet ongoing organisational and academic requirements, generally without major modification to the building/s involved.

SEP embraces new ways of allocating and managing space that address changing patterns in learning, working and living.

As space requirements become more fluid, the traditional role of space in creating identity and belonging is under review.

As inter-disciplinary initiatives increase, new operational and funding models are evolving to enable greater sharing of resources.

As technology continues to permeate all aspects of learning, working and living, new ways of relating within and across space are redefining what time and space mean.

SEP aims to bring together people who are passionate about Science & Engineering in an environment that expresses purpose and industry, buzz and vitality. Most of all - a sense of belonging.

We will look at some interesting examples from overseas as well as discussing the developments planned for Science and Engineering at Macquarie University.

K4

Case Study: Monash University, new learning environments in the new technology building

Damon Van Horne, Jeremy Chong and Jeffery Robinson, Grimshaw Architects and Monash University

A client side project manager working within the Buildings and Property Division of Monash University. Delivering a wide range of capital works projects that aims to transform Monash's campuses and facilities in order to contribute to the University's global reputation as a leader in research and teaching. Most recently part of the project management team

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that is delivering the new technology building that strives to provide a world class building with innovative learning spaces and quality facilities for the Faculties of Engineering and Information Technology.

To keep pace with the technology and flexibility which our next generation of learners expect, Universities are becoming more ambitious when deciding how their assets should be designed and built.

Monash University consistently sets high targets for quality learning environments. With the new technology building for the faculties of Engineering and IT at the Clayton Campus, Monash is pushing the boundaries, creating highly-visible learning environments in an exceptionally adaptable and interconnected design. While providing tutorial and collaborative learning spaces, the building will also be a tool for analysis and experiment, allowing unprecedented access to building data while targeting new standards in low-energy consumption.

With a focus on the learning environment, the presenters will showcase:

- How early design moves enable long-term, loose-fit planning
- How the challenges of varied cohort size can be met through adaptable structural and services design
- What the next generation expects in technology-rich learning environments and how organisations can rise to the challenge
- How visibility within a building can create a vibrant and engaging space while facilitating interdisciplinary connections
- The consequences of targeting low-energy consumption to the interior learning environment
- The implications to construction quality and enclosure of achieving low-energy consumption on large campus buildings
- How building control systems – and the data outputs – can be made accessible to faculties and students for research activities through open protocols
- Strategies for asset design which enable learning and research at the building scale
- Methods of stakeholder engagement to achieve broader involvement
- Strategies for working with contractors to achieve high levels of air-tightness and insulation.
- How the building will make a substantial contribution to Monash University's target to achieve Net zero carbon emissions from their Australian campuses by 2030

The new technology building is under construction and is scheduled for completion in 2020. It is the third major project

for learning and teaching at the Monash Clayton campus and is the cornerstone for a future technology precinct.

This Concurrent Session will provide a deep-dive analysis of this case study project as it nears completion, taking the audience through the design process and lessons learned along the way

K5

Flavours of Adelaide

Paul Reynolds, University of South Australia

Stephen Payne, University of Adelaide

Juan Smith, Flinders University

Moderated by Suzee Brain, Brain and Poulter

How 3 local Universities developed 3 quite different strategies towards improving the campus F&B experience and achieved extra-ordinary results.

With almost 80,000 students in South Australia enrolled at either Flinders University, The University of Adelaide or The University of South Australia, the student experience in Adelaide is transparent and competitive. Adelaide has also had the reputation for many many years as the incubator for some of our most creative food influencers – think Maggie Beer, Jock Zonfrillo and Poh or food brands Haight, Coopers and the Adelaide Central Markets.

From 2012 – 2016 all 3 Universities identified a gap between the off campus F&B experience versus what was being delivered on campus. Spurred on by building developments, lease expiries and other commercial levers, each University set about re-inventing it's retail, food and beverage experience to appeal to a wider range of students, create stickier campuses and improve the financial position. But they didn't just copy each other or follow a cookie cutter approach. In this panel discussion, the people responsible for these transformations will share their results, strategies and key learnings from the bespoke approach each of them took to understanding their students, their campus, the competition and trends to crafting F&B responses that attracted high calibre Adelaide foodies to become part of the student life experience.

For any Universities outside the major metro cities of Sydney, Melbourne or Brisbane, this session is an inspiring eye opener about how playing to your local strengths and strategically merging student needs with local capabilities can produce a dynamic retail or F&B experience with significant student and commercial benefits.

The panel members are;

The University of Adelaide

Stephen Payne, Manager | Leasing & Retail

The University of South Australia

Paul Reynolds, Commercial Services Manager

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Flinders University
Juan Smith, Manager, Space & Facilities Planning

Moderated by Suzee Brain, Director at Brain&Poulter Retail Consultants

KEY TAKEAWAYS

Delegates will return to their Universities 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. Ways to attract local operators onto campus
4. How to structure the various delivery models for retail for maximum vibrancy, engagement and commercial return

K6

Class of One – Catering for Individual Educational Needs

Jane Phipps and Bruce Hughes, Actuose & Bendigo Kangan Institute

Bruce Hughes is the Director of Construction and Industrial Portfolio at Bendigo Kangan Institute, a position that he has held for the past two years. His role currently includes leading 90 trade teachers, 30 leadership and support staff and over 6,000 apprentice and trainee students through the business of apprenticeship education while guiding the portfolio through the transformational change affecting systems, processes, organisational structure and teaching delivery.

Bruce joined the TAFE Sector coming out of industry with a background in leading end-to-end strategy development and its implementation in the form of transformational change programs.

Jane Phipps is a Principal Consultant at Actuose. Jane has ten years' experience in the consulting industry and spent the last six years working on a multitude of change and transformation projects across higher education and vocational education. Jane and her team specialise and are passionate about collaborative problem solving and implementation in the education sector.

Student centred education? The 'Class-of-One' model at Bendigo Kangan Institute (BKI) unequivocally caters for individual educational needs of Apprentices and Trainees.

The 'Class-of-One' model is built on a framework of LEAN principles; standardised repeatable processes with the right people engaging where appropriate – administrators administer and teachers teach.

The 'Class of One' philosophy is that TAFE is not a school; it is a partner with industry. Institutes traditionally take people at fixed start dates and operate in classrooms, however industry employ people when there is a business need. It's incumbent on VET providers to design a system that allows new staff to be trained quickly to meet the demands of industry.

What makes the BKI 'Class-of-One' model effective is the level of support for reduction of teaching administration load; integration of the learning management system with the student management system; facilitate rolling enrolments; and enabling a highly-flexible training environment, customised to meet needs of individuals, not classes. The critical success factor is the teacher's ability to effectively facilitate learning in a workspace performing different learning or assessment activities on different subjects and sometimes in different but related courses.

Students demand a good experience. Those who attend in person, move at their own pace making the standard classroom model (where everyone learnt the same thing at the same time) history. Training is no longer determined by the time of year, but rather by an apprentice's level of competency as agreed to by their employer and teaching staff.

The model is so successful in the apprenticeship areas of BKI that it is being trialled in non-apprenticeship areas. It is highly regarded in the automotive industry that it is now being replicated in the new I-ACE in India.

K8

A new heart of the London School of Economics: delivering a flexible and sustainable academic building in the heart of London

Avtar Lotay, Rogers Stirk Harbour and Partners

Avtar is the Managing Director of Rogers Stirk Harbour + Partners Australia and is currently working with a multidisciplinary team to design five new Metro stations on the Metro Tunnel Project in Melbourne. Previously he led the RSHP team of architects based in Sydney in the design and construction of the Barangaroo South Project - the largest single development in Australia. Avtar also holds the role of an Associate Partner at Rogers Stirk Harbour + Partners, London. He has worked with the practice for 32 years with a focus on design excellence and delivery.

As an Associate Partner, Avtar was in charge of One Hyde Park, a luxury residential development on London's Knightsbridge. He was also responsible for the Law Courts in Antwerp, the associated Nieu Zuid Masterplan and the

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Bolivarplaats projects in Antwerp, and the new headquarters of Lloyds Register in the City of London. In addition, he has played a key role in a diverse range of projects and competitions, including the renovation of Old Billingsgate Fish Market in London, the design of Channel 4 Headquarters in London, Strasbourg Court of Human Rights and Terminals at London Heathrow and Madrid Barajas airports.

The practice has a vast experience of designing schools and higher education buildings including the new academic building, Centre Buildings at the prestigious London School of Economics in the UK; a 1,000 pupil secondary school for Mossbourne Community Academy in London, UK; a new building for Thames Valley University in England, UK; and Minami Yamashiro Elementary School in Kyoto, Japan.

During the summer of 2013 the London School of Economics (LSE) ran an international design competition to find a design team, to realise their Centre Buildings Redevelopment project to provide new state of the art teaching facilities, Student learning commons and accommodation for three existing academic departments.

In October 2013 Rogers Stirk Harbour & Partners (RSHP) were appointed to lead the design team to help the LSE realise their ambitious brief for a building which embodied the values of the institution, promoting collaboration and excellence whilst remaining flexible and adaptable allowing it to evolve with the schools changing demands.

Now in 2019, six years later with the BREAM Outstanding building opening in this summer RSHP partner and project Lead Tracy Meller proposes to talk about the journey that has taken them from concept to completed building.

The presentation will consider on the opportunities and challenges the team has faced over the intervening six years, from achieving the projects aspirations in challenging economic times, to the extensive consultation process with staff and students, through to the challenges of constructing a 16,000m² building in the middle of a busy central London campus.

The presentation will touch on the key themes common to HE buildings, managing the debate between Open Plan and cellular space, future proofing design for changing physical and technical changes, realising a naturally ventilated BREAM Outstanding Building and designing spaces to deliver current and future teaching styles.

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