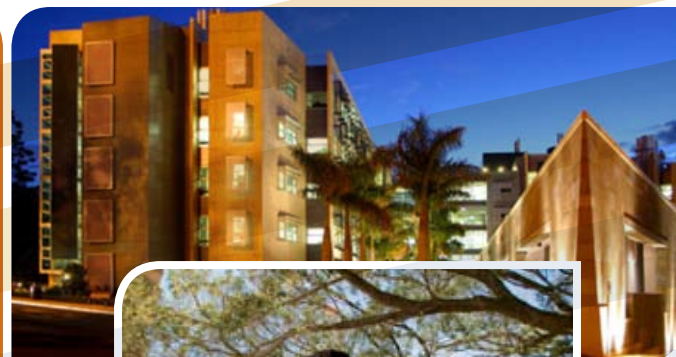


# inside newsletter

SUMMER ISSUE 2011

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



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# PRESIDENT'S UPDATE



Dear Colleagues,

Welcome to the 2011 Summer Issue of TEFMA's insidenewsletter magazine, which is my first as TEFMA President.

The opening to 2011 has not been an easy one for many of you affected by the natural disasters that have impacted many parts of Australia. Our thoughts are with those of you personally affected and those of you who have been part of the remediation at your institutions or in your local communities. To all our colleagues and friends in New Zealand our thoughts and best wishes are with you in the wake of the recent and devastating earthquake in Christchurch. Wishing you all the best in this difficult time.

Thanks to Dale Washington of The University of Adelaide and our Secretariat for putting together another interesting newsletter. The articles submitted by our members, including those who have recently won scholarships, are a great source of knowledge on contemporary FM issues, and part of the strength of TEFMA, the willingness to openly share experiences, good and bad.

At the TEFMA AGM Barry McKay resigned from the TEFMA Board. Consequently this left the association in need of a Vice President. Following a By-Election Peter Molony from the University of Canterbury was elected unopposed. This filled both the gap in the Board structure and also our need for at least one New Zealand representative on the Board.

The end of 2010 also saw some other changes, our secretariat, Giles Pickford and Peter Scardoni retired. We thank them for their efforts over the past two years in helping the Board start the transition out of the boiler room. The Secretariat is now operated by Leishman Associates with our key contact being Brigitte Cunningham. After considering many options, the Board recognised the merit in extending the comprehensive service which Leishmans already provide to TEFMA.

Our inaugural Patron Professor Daryl Le Grew retired as VC of University of Tasmania and also stepped down as our Patron. Daryl has been a wonderful ambassador for TEFMA in providing an essential conduit between TEFMA and Universities Australia. I am delighted to announce that Professor Margaret Gardner AO, Vice Chancellor and President of RMIT University has agreed to accept the invitation to be the Patron of our Association. Many thanks to Matt Smith (Immediate Past President) for seeing these negotiations through. On behalf of the Association I welcome Professor Gardner to the TEFMA Patron role and express our sincere appreciation for her commitment and support.

The Board held its biennial *Strategic Planning Session* in December 2010 and the plan should be out to members in the second quarter.

The first workshop for 2011, Space Management is being held in Fremantle Western Australia in March. This workshop promises to be another very informative and collaborative forum. Thanks to the Local Organising Committee, chaired by Brian Yearwood for all their efforts in organising what will undoubtedly be a fantastic TEMFA event.

Please feel free to contact a Board member with any ideas for future workshop topics.

*TEMC 11 riding the waves* to be held on the Gold Coast in August is shaping up to be another inspiring and memorable conference.

The TEFMA website has all the workshop and conference details and registration information for these events.

During April 2011 there will be a call for Nominations for Vice President, Secretary/Treasury and two Director positions. I encourage you to consider nominations for these positions. TEFMA cannot succeed without the invaluable efforts of its Board and Committees. Elections for these positions will be held in May with the outcomes announced in June 2011.

Sustainability is obviously still high on the FM agenda and is a major issue of concern for the broader community. The FM sector has improved significantly its responsiveness and implementation of sustainability issues and initiatives over the past five years. The challenge for TEFMA is to find improved ways to measure sustainability benchmarks and performance, while not duplicating the effort of data collection. To that end the board are looking at various options with the aim of implementing them in the 2011 benchmark.

I trust that you enjoy the read!

Kind Regards,

**Dominic Marafioti**  
President

# UNIVERSITY OF CANTERBURY

## SEISMIC EVENT

This article recalls the events of September 2010.

On Tuesday 22 February 2011 Christchurch encountered another severe earthquake more devastating than the last. Our thoughts are with all touched by this tragic event.



Signage in place by Midday. Day 1

Preparation for this event with respect to the University of Canterbury had thankfully commenced some years earlier in 2006.

As is so often the case in Emergency Management preparedness, our organisation benefited from the enthusiasm and expertise of a relatively small group of university personnel.

In our case we were further advantaged by early collaboration with

our colleagues from other universities and by the visit of our Primary Incident Controller, Chris Hawker, in 2008 to a range of American Universities on a study tour (Virginia Tech, New Orleans, Northridge California).

In the last couple of years we had developed an Emergency response plan with well-defined roles and responsibilities including the role of the Senior Management Team, carried

out CIMS training for staff and created an on-campus Emergency Operations Centre (EOC).

The University of Canterbury, in collaboration with the Universities of Otago, Massey and The Sunshine Coast, hosted the 2010 TEFMA workshop, jointly with AURIMS, in March which focussed on incident management and recovery. We then placed an order for the real thing!





Commerce Building Café 101

Staff office



The EOC was activated for real for the first time on Saturday September 4th 2010

**04:35** 7.1 Seismic event

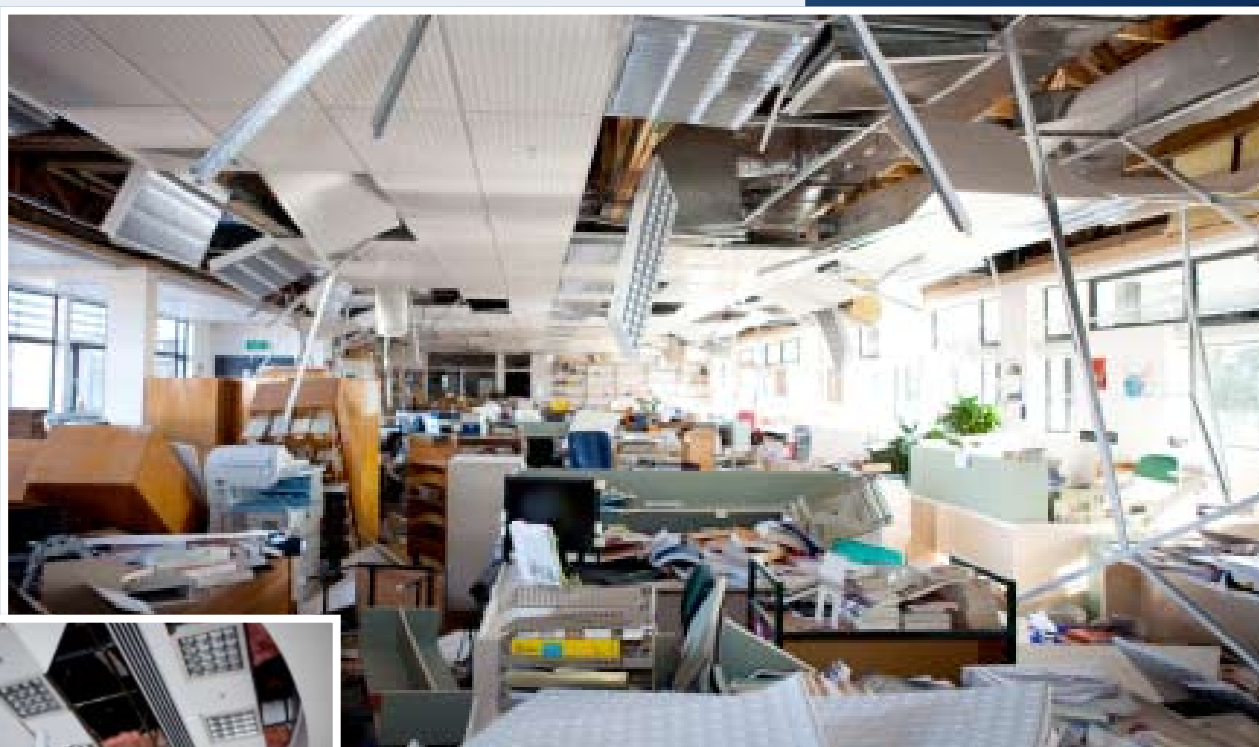
**04:55** First Emergency team member on site

**05:15** Incident Controller on site

**05:30** Initial briefing completed, priorities set and Vice Chancellor advised of status via telephone

**06:00** EMT members arriving and VC on site

**08:00** Fully functional Incident Response Team on site



By 10.00am the University was effectively declared closed and identified as such by the placement of road signage and the incremental erection of barriers at all entry points.

The activity over the following two weeks that UC was closed focussed on a structural check and sign-off of every building (in excess of 80), emergency repairs to public spaces (Lecture Theatres, Libraries, entrance lobbies) involving collapsed ceilings and shelving.

The University's Communications team worked closely within the



EOC and employed the Web, Facebook and Twitter as the tools that ensured updated information was always available to students and staff.

Because the University has always been aware of the threat of a major rupture on the Alpine fault (and this actually wasn't it) the event has been a tremendous learning experience and as always with full dress rehearsals, lessons have been learnt.

- We were lucky. We suffered no campus injuries and had to deal with property protection issues only.



- Develop an alternative EOC location. The EOC became a draw card to the University and was home to the EMT members and the Senior Management Team in the wave of first response. Ensure there is an alternative venue, should the primary one be inaccessible.
- Have back-up trained EMT members. In a city-wide event it is inevitable that not all team members will be immediately available. There is bound to be a high level of distraction as some team members sort out their own personal issues related to the event.
- Communications within the team. We were incredibly lucky that the cell phone network held up and we need to consider the more likely situation of overload.
- Well-run inclusive briefings produce good decisions. Note that a midday briefing will allow the comms team time to process and disseminate information without them working through to midnight each evening. Similarly early morning briefings work better for staff involved in on-the-ground repairs.
- Be aware of the safety issues that arise by letting staff have early access to damaged buildings.

At the time of writing, the city has experienced in excess of 4500 aftershocks. While the majority of them aren't being felt, there have been a number that have inflicted more damage to city buildings in particular. It has been necessary to review response procedures to these events and ensure our staff and students remain aware of the drills as the start of the 2011 first semester approaches.

Recovery work is well underway and the determined result is a "better than ever" campus environment for our students and staff.

#### **Peter Molony**

Manager, Estate and Assets  
Learning Resources  
University of Canterbury

# THE 2009/2010 TEFMA

## PROGRAMMED PROPERTY SERVICES GROUNDS SCHOLARSHIP REPORT



Mark Clark  
University of New South Wales  
Facilities Management  
Grounds Manager

Mark currently works at the University of New South Wales (UNSW) where he has been in the role of Grounds Manager for the past 4 years.

Mark has been involved in the horticulture industry for 25 years in Sydney, Adelaide and overseas in the UK. The last 15 years have been spent at UNSW in the Grounds Department of Facilities Management.

Mark began as an apprentice and has pursued extra education and training as he was challenged in various supervisory roles.

His most recent learning experience has seen him add a Diploma of Project Management to his resume in an attempt to keep up with the changing environment of Facilities Management.

'While I have been managing the grounds at UNSW I have been pursuing the

concept of enhancing the grounds (following on from the good work of my predecessors) so as to provide more areas within the campus where students and staff can go and study, relax or be contemplative. My approach to planting is also to broaden the range of species here at UNSW so there is an opportunity for certain students and external schools to use the grounds as a source of education. I have also promoted the use of organic fertilizers throughout the UNSW gardens and sports fields to encourage the long term benefits to soil structure and fertility'.

In 2010 I was awarded the 'TEFMA / Programmed Property Services Grounds Scholarship'.

As this did not occur in a year which a bi-annual TEFMA Grounds conference was scheduled I had the opportunity to use the scholarship prize money for travel to expand my

knowledge.

I decided to venture south and west in this grand country to visit my counterparts at other 'Group of Eight' universities.

They were:

- University of Western Australia
- University of Melbourne
- University of Adelaide
- University of Sydney

My aim was to spend time with some other grounds managers and informally interview them on the running of their operations.

So allow me to beat my own drum for a moment and that of all the other university Grounds Managers around the TEFMA region.

As far as a university campus is concerned we are in charge of the 'Shop Window'. The aim generally is to provide and maintain a functional aesthetic landscape that is enjoyable and safe to use for the campus community.





Cartoon supplied by 'MacMullin'

Group of eight universities present themselves to some degree in a formal way. Whether it be the layout of the campus or the policies and procedures that are associated with large educational institutions. As a Grounds Manager an awareness of this formality is reflected in the way we must be organized, think on our feet and look ahead to prevent problems particularly with OHS issues.

A grounds manager deals with the whole university, not just a particular building, group of buildings or section of a campus. We need to be aware of every outside area that contains a garden, tree(s), turf (in passive areas or on sports fields), paving, bins, bike racks, street furniture, roads and bollards. Our knowledge of the campus is often sought when 'things' need to be located.

As I made my way around the country talking to my colleagues and gaining their insights it soon became apparent what I suspected and have indeed been living for the past 4 years. That is, Grounds Managers are unique in the way that they have to manage so many aspects within Facilities Management. We all need to put on many hats during the day to fulfill the roles in:





- Staff Management
- Procurement (goods, services and contracts)
- Contract Management (trees, turf, gardens, rubbish collection and cleaning of hard surfaces)
- Project Management (landscape works, including roads, fencing and external hardscapes)
- Customer Service (other managers, departments, faculties and the public)
- Horticultural Information service (staff, public, students and visitors)
- Sustainability Management (expectations around water usage and the reduction in chemical)

*It is an expectation through the osmosis of the learning institution we are a part of that we be innovative and keep up to date with current trends. We are working in an environment that demands its workforce keeps pace with technology.*

Mark Clark





Also add that we all generally have come from a 'hands on' background in horticulture and have risen to the challenge of dealing with the technological age of computers and their associated spreadsheets, databases and endless emails.

Briefly expanding on the points above -

## Staff Management

What I found from the interviews was that each university is at a certain stage of re-structure. While some are back to using in-house staff after being down the contract option others are embarking on contracts for the first time and a few are somewhere in between.

Once our time was spent directing staff we knew personally with the support of a HR department now time is also taken up with contract management issues ensuring that grounds are presented and maintained according to specifications to avoid

the concerned customers' complaint about why such and such looks that way. A well run contract will see the hard copy tabbed and dog eared from continual referrals.

## Procurement

There are many disciplines within grounds services which may see different contracts needing to be procured for the likes of – Landscape maintenance, Turf maintenance, Tree maintenance, cleaning and hard surface repairs. Though some companies may profess to be able to do all the above it is often not the case and multiple contracts exist. Regardless of whatever approach is taken the procurement process will involve the Grounds Manager contributing to the contract specifications and the procurement process.

Also, add in the reactive maintenance tasks that occur within a dynamic grounds environment and do not fit neatly into any standard contract. Suppliers and



University of Adelaide grounds

providers need to be sourced, met and invited to quote on particular jobs to satisfy each university's procurement guidelines on sourcing.

## Contract Management

When procured, the contract now needs to be managed. The Grounds Manager's role is to strike a balance between providing support and local knowledge to the contractor to assist them in delivering a standard the university expects and to also be disciplinarian when problems occur and key performance targets are not being met.

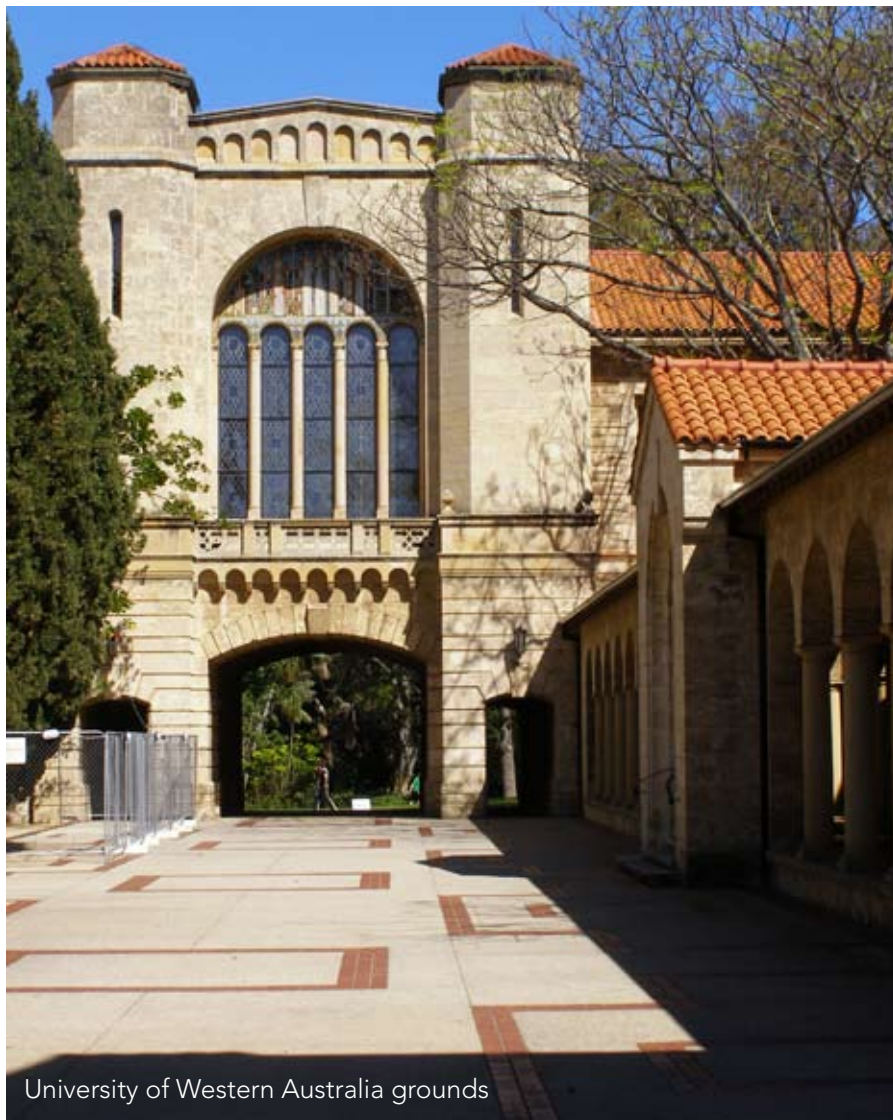
So let's add in meetings, audits and reviews to the schedule as a successful contract needs continual managing and can't be taken lightly.

## Project Management

For us grounds managers' project management was something we always did but usually without the plans, consultant advice and budget. Now we are involved with a Facilities Management regime that







University of Western Australia grounds

is even more professional and disciplined resulting in an exciting approach to project management. There are defined budgets and consultations with landscape architects and engineers in the designing stage. This input is valuable as a Grounds Manager can look at the project from the eyes of what will eventually be inherited to maintain. The hands-on input of a Grounds Manager during a landscape project can improve the success rates due to the intimate knowledge we have of the campus surroundings and machinations.

## Customer Service

All facilities management provides a customer service to the campus community.

From a grounds manager's perspective we deal with requests regarding the outdoors where most people have an invested interest in their surrounds. The landscaped grounds of a university provide a function that allows the campus community to escape for a while, refresh, exercise or be contemplative. It may be a low branch over a bench, a broken bin, a new bike rack needed or some worn turf, the response is the same –fix

it sooner rather than later which could involve any of the 4 points above (Staff, Procurement, Contract and Project Management)

A question I posed to each of the Grounds Managers, I interviewed was 'What was one of the more unusual requests you have received while in the job'.

They reported –

- Please rescue a baby duck that has its foot caught in a grate.
- There's a dead possum in a wall cavity-can you come and get it out.
- (From an external hirer – promotions company) Is it alright if we tether a hot air balloon to the face of building X.
- (One Manager can set his calendar /clock about a request for the clean-up of what smells like excrement from a particular garden). It is actually the crushed berry of the Ginko tree which flowers and fruits at the same time

## Horticultural Information service

There is no dispute that 'Grounds' is primarily associated with the 'living' landscape and everyone is an aspiring gardener. This prompts many an enquiry or request to the Grounds Manager to provide information on:

- What's that flowering over in the west courtyard?

- I have got this little spot in the garden at home, what can I grow there?
- How can I get my lawn to look like the lawn we have here?
- Something's making me sneeze outside building X, what plants are there?

The list goes on but hey, we love it, it is the emotional connection to the living landscape that makes it rewarding to help.

## Sustainability Management

From a landscape perspective the Grounds Manager needs to be aware of the impact our operations have on the environment. The ever increasing demands on water and our desire to conserve it means we as managers are in charge of a precious resource. We are continually updating watering systems using new technology, installing extra

water storage capabilities and selecting drought tolerant plants to cope with the changing environment.

Horticultural chemicals and their application on a university campus will always attract comment. A Grounds Manager's role is to strike a balance between preventative cultural practices and reactive use of low toxicity chemical solutions at the last resort.

Many fertilizers now come in an organic configuration which has long term benefits to the environment. Even though often more expensive, an argument can be had justifying the extra cost.

In a dynamic campus environment with new building developments constantly evolving there is always the opportunity to recycle components of the landscape. Whether it is old sandstone, paving bricks, outdoor furniture or plants,

a grounds manager will find somewhere to store it and use it later. Our sheds and yards are full of things that will be used one day.

Well, there you go, you now know what you have probably always suspected - Grounds Managers are a unique breed that are lucky enough to have one of the most challenging and rewarding jobs in Facilities Management.

I would like to thank the following Facilities Grounds Managers who have contributed to the content of this article. They played host, showing me around their own campuses and exchanged valuable information with me on their grounds operations.

*University of Western Australia – Dave Jamison*  
*University of Melbourne – Andrew Gay*  
*University of Adelaide – Steve Mylius*  
*University of Sydney – Mark Moeller*





# GREEN BUILDING EVOLUTION

## CASE STUDY – INNOVA21

Location  
**North Terrace Campus,  
Adelaide**

Size  
**14,497m<sup>2</sup>**

Owner  
**University of Adelaide**

Architect and  
Interior Designer  
**Design Inc**

Services Engineers  
**Umow Lai and Bestec**

ESD Consultant  
**Umow Lai**

Structural Consultant  
**Aurecon**

Landscape Architect  
**Outlines**

Quantity Surveyor  
**Currie and Brown**

Innova21, the University of Adelaide's new building for the Faculty of Engineering, Computer & Mathematical Sciences, was awarded a 6 Star Green Star - Education v1 rating in May 2010. This makes it the first project in Australia to achieve a 6 Star Green Star – Education v1 rating, as well as the first university in Australia to achieve a rating under the Green Star - Education v1 tool.

The eight storey building incorporates a range of environmentally sustainable features complementing the design that helped the University achieve its rating as a world leader.

Professor James McWha, Vice Chancellor and President of the University of Adelaide said "Achieving a 6 Star Green Star rating demonstrates the University of Adelaide's environmental aspirations and commitment to world leadership in providing sustainable learning spaces for our students".

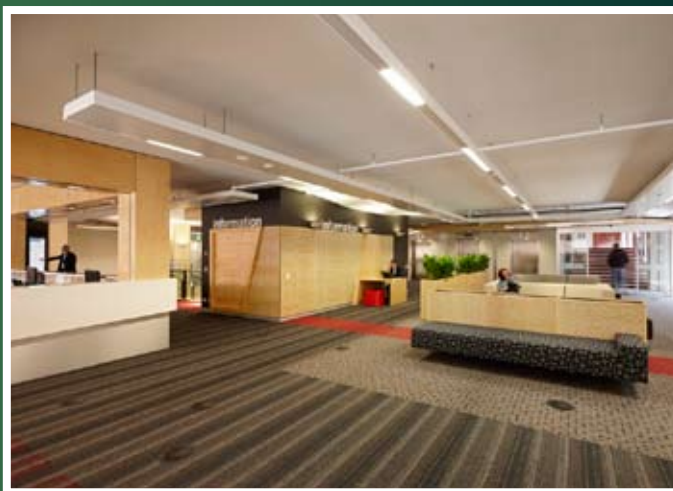
### Cool structures

Innova21 boasts an array of features which will help improve learning outcomes for students and reduce the environmental impact of the building.

One of these features is the project's innovative use of the building's foundation piles for geothermal energy storage. This system uses the thermal mass properties of the earth beneath the building to provide an efficient source of cooling for the building after hours.

The system involves reticulating chilled water, produced by the building's tri-generation plant, through pipework embedded within the foundations. This cools the ground, and in effect enables the building to 'store' energy to cool areas, such as data rooms, afterhours when the tri-generation plant is turned





off. Cooling the building in this manner is more efficient as it allows most cooling needs to be produced using the tri-generation plant's absorption chiller, which uses waste heat to produce chilled water, rather than inefficient electric chillers.

The use of Geothermal Energy Storage is an Australian first and is calculated to reduce the building's cooling related CO2 emissions by 58 per cent.

### **An energy island**

The natural gas fired tri-generation plant - which supplies all of Innova21's electricity, heating and cooling requirements and

will help deliver a 60.3 per cent reduction in peak electrical demand - is another innovative feature. Due to local planning laws, the plant has been designed to run in island mode, which means it is isolated from the grid. This posed a number of design challenges but was deemed worthwhile due to the significant operational, environmental and life-cycle savings offered by the plant.

Tri-generation installations typically convert around 75 to 85 per cent of the energy source in the fuel into electrical power and useful heat. This compares favourably with conventional power generation which has a typical delivered energy efficiency of only around 30 to

35 per cent. This is particularly important in South Australia where the majority of power is generated in heavily polluting coal fired power plants.

Costs for the plant were further offset by reducing the need for traditional plant infrastructure such as back-up generators and separate boilers and chilling units.

### **Designed to educate**

Innova21 has also been designed to be used as a learning resource itself. As the building will primarily be used to teach engineering students, it was decided that one measure of the buildings effectiveness would be how well it could further the understanding of



## Sustainability all rounder

Jeremy Kwan, Senior Project Director at the University of Adelaide, reports that "Green Star requirements were integrated into all elements of design, construction and building operation."

Other sustainability features of Innova21 include 100 per cent fresh air delivery, which has resulted in visitors and regular building users alike commenting on the high air quality, a 500,000L water tank which harvests water from around campus for use in the building's cooling towers and toilets, and a high levels of recycled content incorporated into construction materials.

The project initially planned to install a black water treatment system, however investigation showed that it was better suited to a campus-wide application. As such, the University has now entered into an agreement with SA Water to connect the University to the Glenelg Adelaide Pipeline,

promoting our achievements through campus tours, university open days and through public broadcast media releases. We believe our 6 Star Green Star rating will benefit University of Adelaide students and help create a better environment."

## Other ESD initiatives featured in the project:

### Energy

- BATISO hydronic slab cooling to maximise the thermal mass and reduce energy consumption
- Thermal chimneys, use of thermal buffer spaces
- Heat rejection from the computer server rooms via geothermal loops incorporated into the basement diaphragm wall
- Low E double glazed curtain wall
- Programmable DALI lighting system
- Provision for wind turbines in the buildings structure

### Indoor Environment Quality

- Under floor air distribution system utilising 100 per cent fresh air ventilation
- Optimised daylight and views to the external environment

### Materials

- Materials and furniture, fittings and equipment were selected for low environmental impact, and minimal PVC, VOC and formaldehyde content.

those students. To achieve this, a secondary building management system (BMS) was designed and installed which allows students to directly interact with the buildings controls and operations function, while keeping their actions separate from the primary BMS. This enhances students' understanding of sustainable design and allows them to gain real world experience in modifying building controls without adversely affecting the running of the building.

Innova21 was awarded one innovation point for each of these building features.

*"occupants are overwhelming in their support of the Innova21 building"*

a commercial treatment scheme.

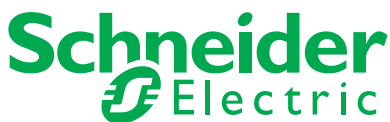
According to Kwan, "occupants are overwhelming in their support of the Innova21 building and the goals and aspirations we set out to achieve. We are now



# ACADEMIC OFFICES AND INFORMAL LEARNING SPACES:

MY MAURIE PAWSEY  
SCHOLARSHIP DICHOTOMY

Proudly sponsored by



Kendra Backstrom  
Senior Space Planner  
Property Services  
Division of Services & Resources  
The University of Adelaide



It's no secret that the Australian Higher Education system is experiencing a space crisis. The quality and types of facilities along with the amount of space available have universities struggling to keep up with demand as Australia seeks to establish itself within the global knowledge economy.

The Rudd Government's Education Revolution to increase the percentage of 25-34 year olds with a bachelor degree from 32% to 40% by 2025<sup>1</sup> has resulted in a significant increase in both student numbers and additional academic staff. Additionally, there have been dramatic changes in pedagogical approaches to course delivery. This leaves many universities considering how to meet demand for new types of teaching spaces within aging buildings which were designed to facilitate a pedagogy developed centuries ago. With these issues burning in my mind I undertook my 2009/2010 Maurie Pawsey Scholarship study tour and research, specifically concentrating on academic office accommodation and informal learning spaces for students. What I found was that we are not alone. In both the United Kingdom and the United States of America, higher education institutions are grappling with the same issues of balancing competing space demands within a limited or only slightly expanding space portfolio – yes, even those private institutions whose endowment funds we can only imagine and dream of.

With large percentages of space dedicated to academic offices, facilities teams around Australia have long been debating with academic staff the appropriate size of academic offices in an attempt to achieve efficiency gains in their overall space portfolio.<sup>2</sup> It is a topic which universities in the UK are also deliberating. From our own experience in developing new office standards at the University of Adelaide and listening to other institutions within the UK, it is very clear that when it comes to work roles and responsibilities, academics do not wish to be compared with commercial or private industry. And perhaps we shouldn't without considering holistically what, as an institution, we are asking academics to undertake in striving



to achieve our strategic education and research goals. Typically academics are expected to perform the role of teacher/ lecturer/ mentor, to undertake research and apply for additional research funding (depending on the profile of an institution), perform administrative tasks and in some instances provide some form of counselling for distressed or upset students.

Undertaking such diverse roles require academics to switch between collaborative and autonomous modes of operation continually, sometimes even within the same role. For example as researchers academics are usually required to provide some supervision to PhD candidates, or to meet with various colleagues to discuss findings and/or potential collaborations, requiring a collaborative mode of operation and a place to

meet with others, where discussion can flow freely. However, they are also usually expected to undertake some research of their own, or apply for research funding which requires an autonomous mode of operation and a place where disruption can be minimised. Matching their facilities' requirements to enable not just one academic, but a whole school or department to switch between these two modes can be quite problematic. In the UK, Europe and the US a number of different solutions have been employed to try and address these issues:

1. Individual cellular offices (traditional approach)
2. Combi office (smaller individual offices adjacent to a shared interactive or collaborative zone)
3. Group rooms (for up to 5 part-time academic staff)
4. Open plan<sup>4</sup>

From research conducted into the effectiveness of these spaces it is apparent that one solution does not work for every institution, nor every staff member. At Loughborough University and MIT they have opted for a Combi office solution for their Department of Civil and Building Engineering and Stata Centre respectively. Although positively received by most staff at both institutions, there has also been some criticism by staff at the Stata Centre, where particular staff now chose to work from home.<sup>5</sup>

Similarly at the Delft University of Technology's BK City building who adopted a completely flexible approach to office accommodation where academics are not assigned a desk but are free to choose from a variety of different work settings in an attempt to improve interaction, collaboration



MIT Stata Centre  
– main corridor



Harvard Law School  
Library – Chess tables



MIT Stata Centre  
– main corridor

and self ownership of chosen work mode, they actually experienced a significant decrease in occupant satisfaction with the new work facilities provided and found people rarely moved location during the day preferring to claim a work space as their own whilst within the building.<sup>6</sup> (See Fig1)

These examples suggest that perhaps more emphasis should be placed on helping staff transition into their new accommodation. A number of methods have been adopted in different universities within the UK, including:

1. Having a dedicated space champion nominated from the stakeholder group whose job it is to promote the new office accommodation and represent the academic stakeholders at workshops and briefings

**FIG. 1 Analysis of ability to undertake different work modes within accommodation type**

	Individual Office	Combi Office	Group Rooms	Open Plan
<b>Autonomous</b>	Yes	Yes	No	No
<b>Collaborative</b>	No	Yes	Yes	Yes

2. Involve more academic staff within briefing process to facilitate engagement and ownership of the final product

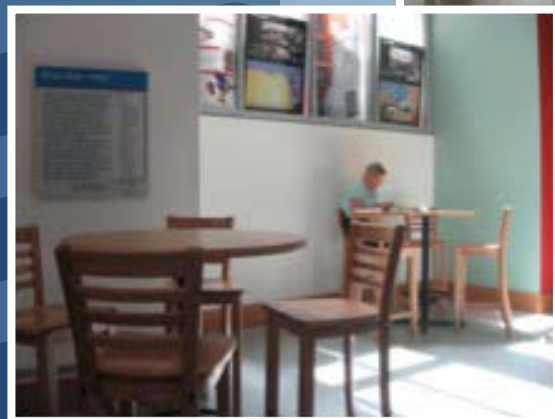
3. Develop a clear change framework which clearly identifies who will be impacted and how

It must be said that these methods are not mutually exclusive. However, as the facilitators of projects and redevelopments, if an attempt to dramatically move away from the current status quo is desired, facilities officers should be mindful of the consultants they engage

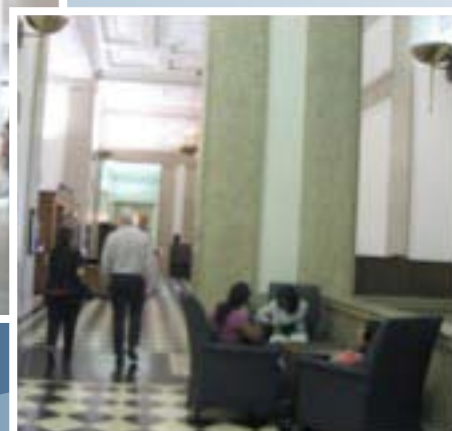
and the assistance that may be provided by other areas of their institution.

We all know the benefits of stakeholder engagement through the life of a project. However if a project is wanting to achieve a dramatic move away from current accommodation standards, it is important to recognise that no matter how many academics you include through the consultation process, it is not reasonable to expect them to come up with radical new ways of working, or to be able to envisage the future of workplace functionality whilst also conducting

MIT Stata Centre  
– main corridor



MIT Stata Centre –  
main corridor



Columbia Butler Library Foyer

their day jobs. Change is a time consuming exercise, and we have found at the University of Adelaide to make the most of people's time in workshop and briefing sessions it is beneficial to provide something that can actually promote reaction and conversation. Therefore the consultants engaged for these projects need to be prepared to move away from traditional, passive briefing processes, and instead need to challenge and provide stimulus for debate.

Parts of these discussions should also include other areas within the University. Simply changing office facilities does not necessarily translate to a change in work process or role responsibility. Involving HR at an early stage of the project development may provide opportunities to look at the tasks academics are required to undertake

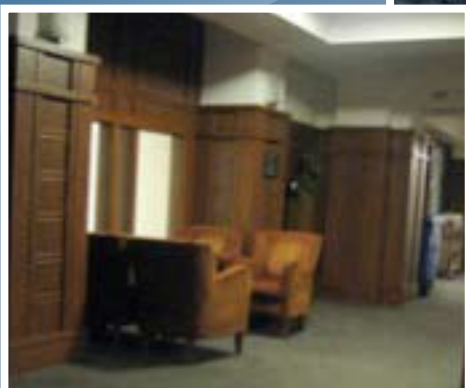
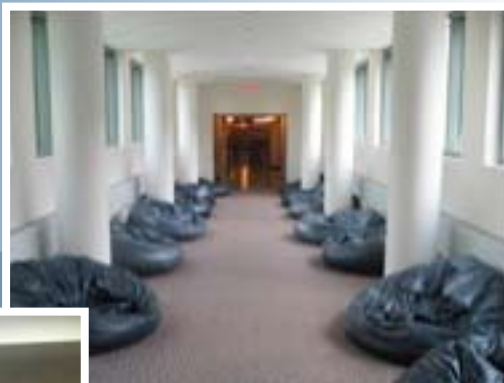
from a whole of school or department perspective and come up with solutions which may alleviate some of the conflicting modes of operations currently expected of academic staff. This way we can address the cause of office dependency and not just the symptom. For example, some universities are investigating ways to alleviate the need for academics to meet with students in an ad hoc manner by establishing a collective reception point to manage student appointments and employing software solutions to manage case management/ pastoral care.

Perhaps on the other side of the space debate is student space. One of the common ways universities have accommodated growth in academic staff numbers is to convert traditional student spaces such as

common rooms into staff accommodation. This is because traditionally these types of student spaces have been considered as optional 'add ons' to the core formal teaching activities students attend. However in recent years there has been a lot of influential thinking around how students learn and the spaces which are now required to help facilitate this learning. One of the most significant concepts to gain momentum is the notion that 'some of the best, most important and most exciting learning happens outside the classroom.'<sup>7</sup> This has led to the development of the term 'informal learning' to describe such learning activities. Of course these activities have always occurred, however the importance of enabling this kind of activity to occur along with promoting student interaction on campus has become a key objective of many universities in an attempt to improve students' learning experience.

The most common manifestation of these types of spaces is the 'learning hub' or 'learning commons'. Providing students with a number of differential learning experiences and choice of study modes (ie collaborative or individual), these types of spaces usually result from the construction of a new building, or a major refurbishment within an existing space. Much literature exists regarding the pedagogical benefits to students in the creation

Harvard Law School Library – Bean Bags



Harvard Law School Library – Chess tables



of these types of dedicated student spaces, but I am going to concentrate on the not so readily acknowledged informal learning spaces that I believe need to be brought to the fore; those study spaces provided in foyers, corridors, and other less likely spaces around campuses.

From my investigation it is clear that these types of spaces are frequently used by students and often preferred to some of the other study spaces provided. This was demonstrated at Columbia University where it was the seats provided in the foyers of buildings and the entry to the Library which were most populated, even though my visit coincided with Summer break.

These spaces also provide some universities with an opportunity to try different furniture types, which may have not been seen as appropriate for more traditional study areas. This was highlighted by the Law School Library at Harvard. Recently refurbished, the Library has adopted a design concept for their fit out to match the original building which was constructed in the 1930s. As such, the furniture selections are very traditional with heavy looking chairs and robust tables. However, in

the corridor link between the Reference Collection and the International Law wing bean bags have been provided for student use. This is a favourite haunt for students and provides them with an alternative to the more formal study arrangements throughout the rest of the Library.

Perhaps one of the most deliberate attempts to maximise the use of space traditionally nominated as un-usable circulation space is the Stata Centre at MIT. Here a conscious decision has been made to create as many opportunities as possible for students to meet and study within the main circulation corridor of the building. Various options for study have been provided from lounge chairs located around coffee tables, long banquette style benches and tables, to standard tables and chairs, resulting in this transient space acting more like a facilitator of community rather than a means to get from A to B.

In all of these instances universities have utilised traditional 'un-usable' or 'non-programmable' space in order to provide informal learning spaces for their student populations. These types of spaces have not yet

entered into the vernacular of space usage, but have an important part to play in the delivery of informal learning space. This became evident when trying to describe these kinds of spaces to other facilities officers internationally in an endeavour to investigate examples as part of my study tour. As there is no one common understanding or language when referring to these spaces it was difficult to explain what it was I wanted to see and why I was interested in seeing them.

Without a common language it is also difficult to include them into our space calculations although they perform an important part of a university's ability to meet its educational objectives. In order for us to better understand the true impact these types of spaces have on a university's space portfolio it is critical to establish clear definitions of these spaces and an agreed terminology for comparison purposes. As space pressures continue to increase, ultimately these spaces need to be captured and included within TEFMA space guidelines and ISM to ensure we are providing enough of these spaces for our students to enjoy.

<sup>1</sup> Australian Government. 'Transforming Australia's Higher education System', Commonwealth of Australia, 2009, p.12

<sup>2</sup> There are also other gains universities would benefit from as a result of a decrease in office size, however for the purpose of this article I am concentrating on the effect on a universities space portfolio

<sup>3</sup> Academic Workspace conference, November 2009

<sup>4</sup> Harrison, A, 'The Changing Academic Office' p. 16

<sup>5</sup> Campbell, Robert. 'Three years later: Does Gehry's Stata Centre really work?', FAIA, May 2007

<sup>6</sup> Pinder, J (et. al.), *The Case for New Academic Workspaces*, Dept. of Civil & Building engineering, Loughborough University, Loughborough, 2009, p.14

<sup>7</sup> TEFMA Learning environments in Tertiary Education seminar March 2005

# THE 2009/2010 TEFMA / OPUS LEADERSHIP DEVELOPMENT PROGRAM SCHOLARSHIP REPORT



By Kylie Werner, QUT and Helen Thomas, RMIT

As joint recipients of the TEFMA/OPUS Leadership Development Program Scholarship, we are pleased to submit a collaborative article about our experiences and learnings at the TEFMA Leadership Development for Facilities Managers course in August.

The course was once again held at Aitken Hill in Melbourne and the facilities and food well surpassed any glowing report we'd ever heard. Not only was it a fantastic venue, but a fantastic course too. There were so many great presenters with so much knowledge to impart! All helped, of course, by the outstanding participants, representing Universities from across Australia and New Zealand and all areas of Facilities Management.

On our first day of learning, Eugene Fernandez (who is brilliant by the way) taught us the ins and outs of leadership. Among other things, we learnt the differences between being a manager and being a leader. We also determined where our own strengths and weaknesses lay through the Myers Briggs Type Indicator (MBTI). This tool proved to be

a real eye-opener for many of us, as it enabled us to analyse ourselves more objectively.

Mac Hay presented on the Tuesday and in this session we worked on developing our communication skills and conflict management skills. As well as these learnings, we were given tools to enable us to have those often difficult, but necessary, courageous conversations with work colleagues. The open forum at the end of the day was very refreshing. As a group, we were able to bounce concerns around the room and a number of us came to the realisation that the problems we faced in our personal work environment were actually quite common across Facilities Management Departments in general.

Our third day of learning got off to a bit of a bumpy start, with a number of attendees taken ill... While most likely a virus, we all decided to blame the "bar nuts" instead. Our wonderful presenters, Paul Merton and Terry Gaven, had a much smaller group to present to, but still did a great job.

Thursday started to bring together the information we had learnt about ourselves earlier in the week, with Terri Mandler taking us through negotiation and coaching skills. Throughout the day, Terri gave examples of



*While challenging, the presentations were a great way to cap off a week of learning, and draw on the strengths of each and every course participant.*

how different MBTI types might approach the same situation and gave us tools to enable us to maximise the effectiveness of that situation. As well as sharing information with us on the theory behind successful negotiation and effective coaching, Terri had arranged some practical sessions. For the coaching sessions, we teamed up in groups of three where we each got to coach, be coached and observe the coaching – this was a great way for us to benefit from each other's knowledge and experience, using real-life situations.

By the Friday, we were all feeling very full – full of knowledge and food (!) – so it was incredibly rewarding to be able to put our various skills, previous knowledge/ experience and new learnings into practice by presenting our group presentations to the TEFMA representatives.

While challenging, the presentations were a great way to cap off a week of learning, and draw on the strengths of each and every course participant. The feedback we received from Andrew Smith and Barry Inglis was both constructive and thought-provoking – the course had us engaged to the very end!

Looking back on it now, it is hard to believe that we only spent a week together. The

sheer volume of information we took on board (and the volume of food we consumed) makes it difficult to comprehend that it was such a short period of time.

Since then, there have not been many situations where there's been a need to tell someone that we're an INFJ or an ESTP personality type, and we haven't had many opportunities to demonstrate our exemplary cup-and-straw bridge building skills... For us, the real benefit of those five days was the opportunity to learn so much about ourselves and how we interact with others. So although we're no longer locked up with nothing but three course meals and dedicated facilitators to keep us together, relationships have continued and we are constantly reminded that one of the most important lessons of all is that come what may, we are not alone!

# THE 2010 TERTIARY EDUCATION MANAGEMENT CONFERENCE

THE 2010 TERTIARY EDUCATION MANAGEMENT CONFERENCE WAS HELD AT THE CROWN CONFERENCE CENTRE, SOUTHBANK, MELBOURNE, VICTORIA, FROM 3 – 6 OCTOBER.

The theme of the conference was Future Directions with several sub themes under this which were designed to challenge delegates and presenters thinking and paradigms. With a record breaking 744 delegates in attendance, 6 fantastic keynote speakers and over 70 papers presented this was certainly achieved.

TEMC 2010 saw over 100 delegates attend from New Zealand and an additional 15 delegates from across the globe, including the United Kingdom, Brunei Darussalam, Saudi Arabia, Singapore, South Africa, USA and Vietnam.

The conference theme and standard was set with the opening keynote speaker Dominic Thurbon, who spoke on engaging the student of the future and how learning institutions can better attract new students and retain them throughout their studies.

Other keynote speakers included Morris Miselowski, who took us on a journey into the future of education, Tom

O'Toole who gave a highly energised and entertaining presentation, Fae Robinson and Ms. Linda Brown, Deputy Vice-Chancellor and Director TAFE, Swinburne TAFE.

The closing keynote was delivered by Dr Giovanni Leonardi, a corporate imposter. This session was enjoyed by all with many delegates echoing the comment of this one delegate "What can I say – but totally sucked in".

For the first time the conference engaged the services of a professional MC, Darren Isenberg. Darren did an excellent job in pulling the conference together and added an extra element of professionalism for what is

now a major industry event. Darren added new ideas to the conference including a "sponsor's speakeasy", an engaging way for sponsors to get their message across without the bore of a PowerPoint presentation or long speech.

TEMC 2010 utilised the theme of the conference, Future Directions, through giving each delegate their own E-reader with the conference handbook and program loaded on to it. This initiative was taken to help reduce the waste of printing a conference handbook. It is hoped that this technology will be used for future conferences with delegates being given an SD card to load at the start of the next conference.

Again the technical sessions of the conference were supported by an enjoyable social program including a Welcome Reception, Happy Hour, Conference Dinner, Association Breakfasts, TEFMA Dinner and Tours.



The Annual TEFMA Awards Dinner was held in the Member's Dining Room at the Melbourne Cricket Ground, where delegates were treated to a superb evening.

The night kicked off with a guided tour where dinner guests were shown all the nooks and to the establishment and learnt a few trade secrets.

TEFMA Patron Daryl Le Grew addressed the audience, as did Matt Smith in the traditional President's speech. A highlight of the dinner was Darren McKee receiving his special 'Duracell Bunny Award', in a show of appreciation for his tireless work.

However, special guest and MC, Max 'Tangles' Walker was the real crowd favourite. He injected humour into the evening, recounting brilliant tales of his cricketing days with an exuberance and wit that only Max has. He even signed a mini cricket bat for every attendee! The lit up 'dance floor' of the MCG pitch provided the perfect backdrop for the evening.

The conference dinner theme was "UniBelly" – the underworld of Tertiary Education. The night began with the delegates being greeted by dodgy characters of the docklands. Once inside delegates lined up to have their mug shots taken, and once seated, dodgy characters of the docklands swarmed the room, but all



Above: Matt Smith, Darren McKee. Right: Richard Maguire, Bart Meehan



was in hand with the local law enforcement to save the day, for a price of course.

After entrée delegates were entertained by Tenors Undercover and then later in the evening Bustagroove took to the stage with delegates hitting the dance floor immediately.

The conference was supported by a fantastic trade exhibition and support of generous sponsors. Thank you to all the sponsors and exhibitors and in particular the major sponsors Fuji Xerox, Campus Living Villages, Woods Bagot, and Wilde & Woollard for their generous and continued support.

TEMC 2010 was yet another successful conference for ATEM and TEFMA and

formal acknowledgement should be given to the entire Organising Committee, led by Mick Serena and Joanne Austin, who worked tirelessly to ensure that the conference was a great success and that new initiatives were tested. The committee were always thinking outside the square and striving to add value for the delegate.









# COLLABORATION @ WORK

WHY ORGANISATIONS THAT WORK  
TOGETHER DO BETTER

By Dominic Thurbon

Ever come to the end of the week, looked at your in-tray and thought 'gee, I could really use an extra day this week'? Well, according to the global CEO survey, workers in knowledge organisations spend up to 25% of every day looking for information. *Twenty-five per cent.*

So there's your extra day, right there!

We need to learn to work more collaboratively. It speeds up access to information and expertise we need to get the job done, it drives innovation and it increases staff engagement. All of those things drive value straight to the bottom line. Collaboration is not 'soft stuff'; the more we dig into research on highly collaborative organisations, the clearer the link between collaboration and productivity becomes.

## Collaboration speeds up access to content expertise

Roughly 43% of workers will send information to clients in any given week that is

simply wrong. This is the result of massive information overload and filter failure in our businesses, and deals break down, trust is lost and revenue is left on table because of our inability to access the info we need.

Collaboration is about finding ways to connect people with other people who can help them, and is vital to making our organisations more productive.

I was recently in the IBM offices in Sydney and witnessed a great case study in this regard. A Sydney IBMer who had little experience in the airline industry was trying to secure a deal with an aircraft vendor, but lacked the industry experience to close the sale. He needed

help. Using an internal social network rolled out inside IBM (basically nothing more than *Facebook* for the organisation) he was able to search for 'airline experience' and pull up a list of people inside IBM that had the answers to his questions.

Hooking up directly with an airline expert in the New York IBM office, the sales rep was able to ask this person a set of questions and receive, within 24 hours, not only the relevant answers but also a set of technical documentation from a near-identical deal closed by the New York rep just a month before.

IBM Sydney and IBM New York may as well be different planets; but using a technology infrastructure to facilitate collaboration the sales rep was able to get straight to the person that had the answers.

## We need a worldwide water-cooler

One global petrochemical and pharmaceutical company we profiled recently had their global senior executives turn up at their annual conference only to find that they had invented the *same tin of paint* in four different offices worldwide. Whoops.

Collaboration is not just about a group of people in



a room brainstorming on the walls and 'thinking outside the square', it is also about having our teams work closely enough that we know what is going on in the rest of the organisation and not doubling up on work.

So much opportunity is lost and inefficiency created by digging so deep within our silos that we forget to look across at what others are doing.

Ask yourself: how does Sony, the company that owned music and film content, production and distribution (*and* invented portable music devices such as the Walkman and Discman) *not* invent the iPod!?

There are a few reasons, but key among them is that different silos of the business not only didn't communicate well (Sony Pictures didn't talk to Music didn't talk to Digital didn't talk to Distribution etc), but were actually even *competitive* in some regards.

That lack of communication was enough to prevent massive market breakthroughs.

In businesses that have grown too big for staff to know what's going on simply by bumping into each other and chatting around the water-cooler (which is most businesses), we

need to create a *worldwide water-cooler* where our people are constantly connected and hooked in to what's happening in the organisation.

## Collaboration drives innovation

A study analyzing the origins of dollar productive innovation in organisations recently found that only 20% of innovation comes from deliberate R&D; the rest - 80% - comes from collaboration between staff and customers.

Not all innovation has to be sexy, product-side innovation that comes wearing white iPod headphones and armed with a Wii remote control. A hugely important type of innovation today is business process innovation that shaves dollars off supply chain management, days off delivery or hours off reporting.

For that innovation, an ideal source is the people who run our daily processes, work

with our customers, use our systems etc. There is much untapped wisdom in our crowds of people and giving them a space to share can drive innovation.

That's how Best Buy tapped the female consumer market, it's how Rockport shoes invented a whole new line of business shoe, and through the *Innovation Jam*, it is how IBM tap into the smarts of 300,000 plus staff.

## The 'soft stuff' can be the 'hard stuff'.

There is nothing 'soft' about collaboration. Facilitating a highly collaborative environment where people can easily identify and connect with subject matter experts, where they understand what is going on across the business and where they can drive innovation produces real business results. Companies would do well to invest in connecting their people and collaborating and work.

**Dominic Thurbon** is Managing Director and co-founder of ChangeLabs, and an internationally consulted thought leader who worked with organisations globally on issues of generational change, workforce trends and encouraging innovative and collaborative environments.

ChangeLabs is a multinational behaviour change organisation based in Sydney that runs projects in areas of social importance such as financial literacy, health, technology trends and productivity.





# POSTCARD FROM THE FUTURE OF EDUCATION

By Morris Miselowski

I'm sitting here in the year 2020 reminiscing over the last decade and wondering just how much the business of education has changed?

Students still need to be educated and qualified, but they are so much more active in the process, delivery and outcomes and the way we do it is almost unrecognisable from a decade ago.

The days where learning required a room full of people that were physically present have long gone. Today it's increasingly a blended mixture of physical and virtual education worlds.

Even the thought of online still makes me laugh. I remember at the start of this century struggling with the notion of online learning. For many of us it was the holy grail of education and in its early days we asked solitary distant learners to engage with on screen static material which offered them little interaction, stimulus and feedback. Today it is a rich immersive interactive and highly engaging world.

Today's telestudents (remote learners) may rarely physically meet their classmates, but yet do still see them regularly as they engage

in word battles together; share and learn with them and from them; collaborate on assignments, present and submit their work together, as if they're face to face.

Physical classrooms however have not disappeared and are now far more open and adaptable spaces used for a multitude of purposes. Corners and learning nooks can be readily fashioned within the space for intimate discussions and sharing and then easily and simply rearranged for larger conversations and interactions.

Ubiquitous technology abounds within the space, but is hidden and seamless and is merely another tool upon which learning is played.

Classroom learning technology has also evolved. The physical textbook is now almost obsolete, as students have ready access to live constantly updated material on their MC's (mobile computers).

These devices are the cornerstone for learning, sharing, interacting and engagement as multi-sensory real time up to date course materials, lecturer notes, assignments, communication and assessments are all securely and routinely exchanged. Non-academic staff also use these devices for enrolment, course changes, results and correspondence.

The blend between the physical learning environment and the virtual is the most fascinating to me. I routinely stare in amazement as medical students learn their anatomy and surgical skills on virtual synthetic humans; as new teachers are given virtual classrooms of students to control and teach; as engineering students collaboratively construct virtual bridges and architectural students design 3D holograms of tomorrow's man made landmarks.

To these digital natives it is the most natural of educational environments. To today's educators and administrators it offers endless possibilities to innovate new education pedagogies, paradigms and practices.

One of the other major changes I've seen over the last 10 years is the strengthening co-operation between primary, secondary and tertiary schools. Teaching and administrative staff, academics, curriculum, resources and buildings are increasingly shared as we all continue to seek maximum return on our scarce education dollars and assets.

Interestingly this has not stopped at geographic borders with schools around the globe forming alliances and collaborative networks which is fuelling the notion of global education and qualifications which by 2030 is likely to be the norm.

It is now the norm for there also to be strong engagement between the education sector and private industry. Subjects are often taught by industry leaders, seconded for their expertise and relevance.

Industry is increasingly becoming more involved in the shaping of education and far more aware that their future employee's, today's students, are lifelong learners and that the gaining of their qualification is merely the *end of the beginning* of a lifelong need for wisdom and up skilling.

The educational world of 2020 and beyond is a world where students will have at least six (6) distinct careers and 14 jobs and will work in industries and careers doing tasks that even in 2020 we can't imagine as they travel through the next 70 years of work towards a life expectancy of 120.

It's taken quite an adjustment over the last 10 years for the education industry to come to terms with these changes and I know in 2020 we're still not there, but if we are going to live up to the challenge of continuously shaping tomorrow's minds with quality bleeding edge education that informs and serves the future, then we must accept the reality that education will forever be innovating and evolving.

**Morris Miselowski** has for the last three decades been a highly sought after business and education futurist, strategist, edupreneur, keynote and workshop presenter and media commentator.

He adds to this broad business background his love for the education sector born from numerous teaching qualifications, 15 years as a tertiary lecturer and the ongoing provision of futurist insight into curriculum, subject and course development and his ongoing work as an educational consultant to numerous Australian education providers. [www.EducationFuturist.com](http://www.EducationFuturist.com)

For more information on Dominic Thurbon or Morris Miselowski as a keynote speaker, please contact Naomi at ICMI on 03 6236 9976 or [naomi@icmi.com.au](mailto:naomi@icmi.com.au)





# TEMC 2011

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