

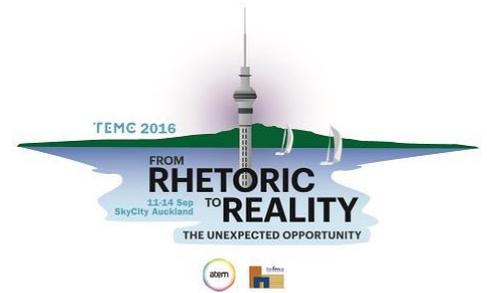
Concurrent Session F
Tuesday 13 September 2016
11:30am – 12:20pm

Session 2

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

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

Ray Thorne is the Space, Assets and Logistics Manager at QUT's Science and Engineering Faculty. As the principal contact point between the faculty and QUT's Facilities Management division, Ray has responsibilities for maximising both the quality and utilisation of the faculty's spatial footprint. Since 2009, Ray has facilitated the development of 20,600m² of laboratory, collaborative learning, staff and HDR environments at a cost of \$45m. Ray has an MBA, and extensive event and project management experience including support for the Paralympic Games in Sydney and events in Durban, South Africa.

Jonathan James is the Technology Services Manager at QUT's Science and Engineering Faculty. Jonathan leads a team of 51 highly specialised technical staff who manage the Faculty's vast experiential learning and research environments. Jonathan has been instrumental in laboratory development programs, leading the creation of the Engineering Precinct which formed the first flexible laboratory environment at QUT. With over 13 years of experience at QUT, a bachelor's degree in Adult Education, a qualified Fitter & Turner and industry experience in research & development, Jonathan has a unique skill set to apply to these challenges.

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

The SEF Space Master Plan is now in place providing guidance for several large infrastructure projects that will move us towards our Vision and long-term space objectives. This presentation explores the value in undertaking a Faculty-based strategic master plan and the partnership required between the Faculty and Facilities Management. We summarise the principles and eight-step process identified for sustainable space planning, and present case studies relating to the laboratory component of the plan - significant given that our laboratories consume over 8,000m².

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

also key contextual factors. Providing spaces and environments that support the Vision and these aspirations is key for the Faculty's medium- to long-term success.

Within this context, several key questions emerged:

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

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

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

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

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

A significant aspect of the plan is the consolidation of laboratory environments based on activity rather than discipline groupings, to avoid duplication and maximise utilisation through improved/wider access. The plan foreshadows the consolidation and collocation of all teaching laboratories into a central undergraduate laboratory precinct, and similarly a centralised approach that will create research hubs at strategic locations within the Faculty footprint. This intent is based on the successful consolidation of engineering laboratories in 2009 that drew together mechanical, civil, medical and spatial sciences into a central Engineering Precinct. The success of this project has profoundly changed the nature of laboratory utilisation along with the role of technical staff.

Overall, SEF manages 22,900m² of space comprising staff and HDR accommodation, laboratories, community, meeting and project work areas. These spaces accommodate six academic Schools, four portfolios, 750 staff, 1,000 HDR students and laboratory teaching of over 10,000 students. The current plan is expected to release an estimated 2,000m² of space via consolidation and efficiency gains. Getting the plan right to ensure that our large faculty is properly accommodated and ready to deliver on its targets is paramount for our future success.

