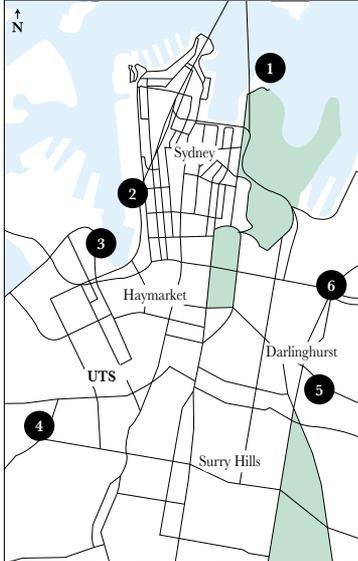




University of Technology Sydney

Established – 1988
Students – 30,000 plus
Staff – 3197
Courses – over 130 undergraduate and 210 postgraduate programs

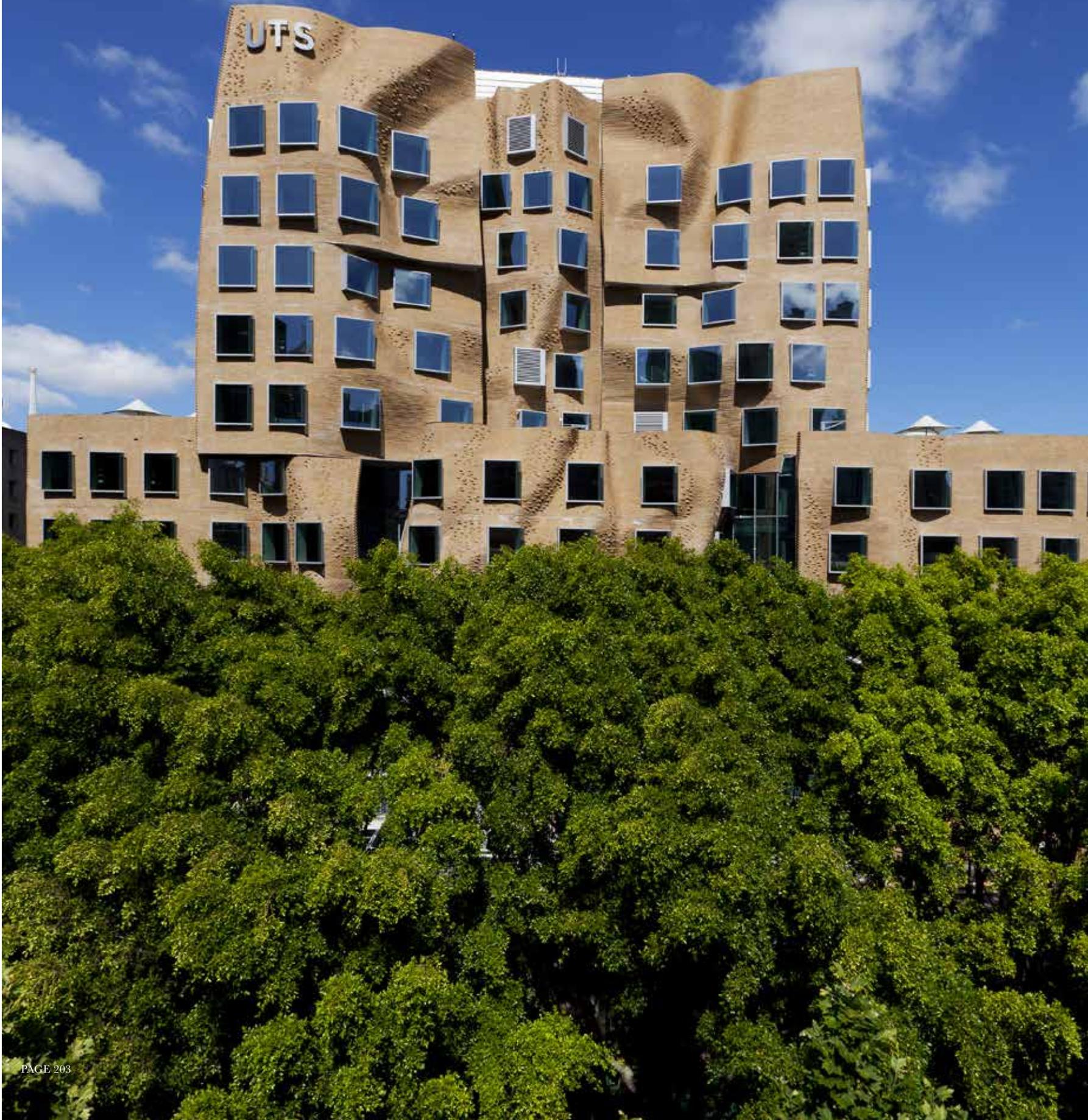


1. Sydney Opera House
2. King Street Wharf
3. Darling Harbour
4. The University of Sydney
5. UNSW Art & Design
6. Kings Cross

Designed to take on the world.

Home to Australia's first Frank Gehry building, UTS has created a range of spaces that welcome and cater to students, professionals, industry groups, locals and tourists – encouraging 'sticky' behaviour of the best kind.

Educational Places



STICKY THINKING

When Professor Shirley Alexander took on the role of Deputy Vice-Chancellor (Education and Students) in 2007, she started by surveying UTS students about their experiences on campus.

“I was struck by the number of students who said there is nowhere for students to go at UTS. They said, ‘We just come in, go to our classes and go home,’ says Shirley. “I thought, we have to be able to provide a better experience than that!”

A formal satisfaction survey revealed that, of the 89 items, students regarded those related to learning spaces as high in importance but low in performance. So began a rigorous process of rethinking the kinds of spaces required to achieve learning and teaching outcomes reflective of a practice-oriented university.

“UTS focuses on preparing students for the professions, for a global work environment and for learning that is research inspired,” Shirley explains.

“We needed to create a campus so exciting that students would want to stick around.”

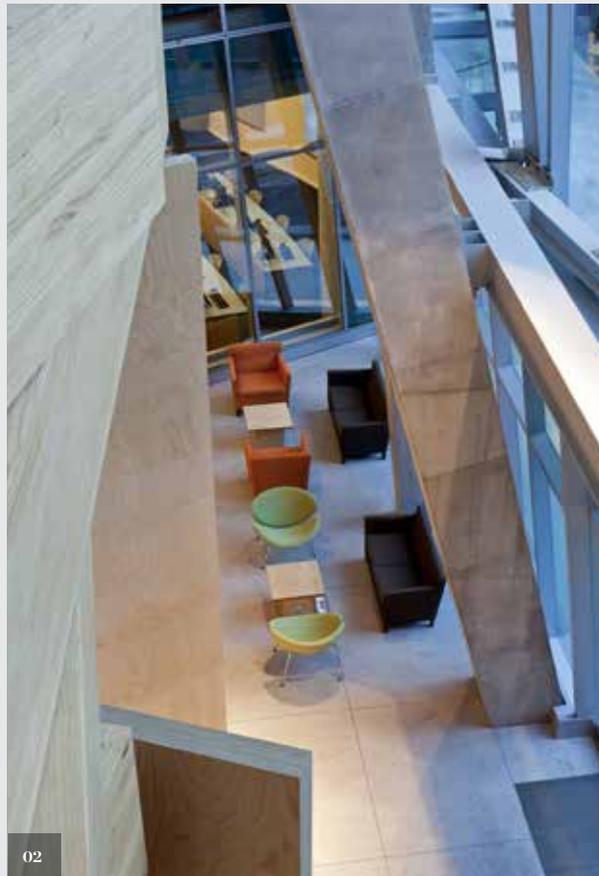
The idea of a ‘sticky’ campus was born.

Committees were tasked with defining the kinds of learning experiences deemed valuable for students, the kinds of technology needed to support this style of learning and the kinds of spaces needed to support a new learning model.

Unlike other universities, Shirley steered away from increasing UTS’s offering of fully online courses, instead preferring to work with the existing campus to see what could be achieved by combining the best of online with the best of on-campus experiences.

Students completed photo diaries, to show the formal and informal learning spaces they thought worked well or failed on campus and reasons why. Two informal places on campus were identified as particularly lacking. With funding to run each as a pilot space, Shirley set out to provide two refurbished informal learning spaces in line with what students had said was missing.

“Almost immediately, as soon as the spaces were open, they were buzzing. There were students everywhere. ➔



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DR CHAU CHAK WING
BUILDING.

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BREAK OUT SPACES.

04-06
RETHINKING NEW
LEARNING SPACES.

07-09
STUDENTS ARE
ENCOURAGED TO
LEARN AND WORK
TOGETHER ON
CAMPUS.

10-11
GROUP SPACES AND
A UNIQUE DESIGN
REFLECT A NEW
APPROACH TO
LEARNING AT UTS.



05



06



07

“Even the businesses around here, like Google coming in, show that interesting things are happening here.”

**Yianni Conomos,
Fishburners**



“It was almost like a proof of concept,” says Shirley. Somewhat surprisingly, many students expressed a desire for tidiness and a sense of order on campus, along with more natural light, power points for adaptors and Wi-Fi connectivity, and space to accommodate group work.

Turning to tackle the formal spaces with a new learning strategy, UTS decided to trial phasing out lectures as the primary source of students’ access to content. Once more, pilot spaces were tested and the response informed the design of three new buildings, including the Business School’s Dr Chau Chak Wing Building.

“Data from many universities showed that students are voting with their feet. They’re just not going to lectures anymore,” says Shirley. “So if we’re going to ask them to give up two hours each way travelling, it had better be a worthwhile experience, and not one that they could get equally well sitting in their own house or workplace.”

Learning spaces were designed anew, flat rooms with groupwork tables instead of tiered lecture theatres, small group spaces as well as circular forums. Today, the new buildings offer a completely new experience for students and what they’re learning.

In 2014, the same student satisfaction survey was carried out. This time the same items were ranked high importance and high performance.

At the end of 2015, UTS won a prestigious Wharton-QS Stars award for this blended approach to higher education. It was also selected as the only Australian case study in a US-led research and development series on innovation in higher education.

A national government-initiated survey of students measures five different factors across universities. When UTS students ranked ‘learner engagement’ their responses were two standard deviations higher than the rest of Australia.

Student enrolments are climbing and it seems the new UTS learning strategy, combined with a raft of responsive, practical changes on campus, is a winner. ➤



ABOUT
PROFESSOR SHIRLEY ALEXANDER

“Students are voting with their feet. They’re just not going to lectures anymore. So if we’re going to ask them to give up two hours each way travelling, it had better be a worthwhile experience, and not one that they could get equally well sitting in their own house or workplace.”

Shirley Alexander is Professor of Learning Technologies at the University of Technology Sydney (UTS) where she is currently Deputy Vice-Chancellor (Education and Students). The Professor’s responsibilities include the quality of courses and teaching, student services

and the student experience.

UTS has been engaged in a major \$1 billion campus redevelopment project. Shirley is leading projects to ensure these developments support the future of learning; in 2015, UTS received the prestigious Wharton-QS



Stars Reimagine Education Award in the category of Hybrid Learning.

Shirley has delivered keynote addresses to international and national conferences on innovation and learning and facilitated a recent Australia Government Department of Education

and Training Regional Workshop for South-East Asia.

She was recently appointed as chair of the Awards Specialist Panel for the Office for Learning and Teaching, Department of Education, Australian Government.

BUILDING TO INSPIRE BUSINESS

How Frank Gehry came to be working in Australia, let alone designing a building for UTS, is a tale of great serendipity. During a discussion about designing a new building for the UTS Business School, someone loosely related to the faculty dropped a tiny, precious nugget. Her husband was friends with an architect. The architect was Frank Gehry.

The Dr Chau Chak Wing Building – so named after a Chinese benefactor who donated \$20 million to the build and an additional \$5 million for Australia-China scholarships – offers “everything that enables the best possible learning experience we can design”, says Professor Shirley Alexander, Deputy Vice-Chancellor (Education and Students) at UTS.

Every room is a collaborative space, with bookable smaller rooms, transition spaces where students can relax between work and study, plus kitchens, cafes and free Wi-Fi generously spread throughout.

As Dean of UTS Business School, Professor Roy Green has been tracking the students’ response to the new building with glee. Sharing a slide show of sleeping students lounging about in the rest zones, he says: “It’s now such a sticky campus we can’t get the kids out of this place.”

Of working with Frank Gehry, Roy recalls “spending two years talking about this building before anything happened. Frank was constantly asking how we wanted to work, interrelate and connect with students. It was a tremendous process”.

When Gehry suggested the building might be a tree house, a social space branching into areas of knowledge, he sketched it from above, outlining different levels and entrances from Ultimo and The Goods Line.

What emerged was what he called a “porous building” where the appearance of the building is designed to reflect the activities going on beneath the surface.

“Frank designs from the inside out and wanted to create interactive spaces horizontally and vertically,” says Roy.

“We have stairwells between floors and we’ve mixed up the discipline groups, so there’s no single group on any floor. We ask staff to meet in collaborative spaces and we’ve deliberately kept the ▶



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UNIQUE TIMBER
DESIGN AND DYNAMIC
STRUCTURE.

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DR CHAU CHAK WING
BUILDING, DESIGNED
BY FRANK GEHRY
AND HOME TO UTS
BUSINESS SCHOOL.



“Since the building opened, we’ve seen increased enrolments and have just received 420 applications from around the world for seven management roles, all of them high calibre.”

**Professor Roy Green,
University of Technology Sydney**



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“Everything we’re doing is to reinforce the role of this precinct as one of design, entrepreneurship, innovation and creativity.”

**Professor Roy Green,
University of Technology Sydney**

office spaces quite small,” Roy explains. “We remind people that these are think spaces, not storage spaces.” Even Roy has carted home 20-odd boxes of books.

Two oval classrooms form the trunk of the treehouse, a dynamic learning space based on Thomas Jefferson’s design for the University of Virginia. Along with a 240-seat ground-floor auditorium and another theatre at The Goods Line level, the building is equipped to hold a range of events.

Most recently, the Dr Chau Chak Wing Building played host to five events simultaneously, without staff or students feeling cramped. It is not uncommon for at least three events to be underway at once.

The eighth floor is a purpose-built public space for executive education programs and events with the wider community, including the launch of Prime Minister Malcolm Turnbull’s Digital Transformation Office in late 2015.

“We have tourists coming in all the time,” says Roy. “In the first few weeks we said let’s open it up and see what happens, but when a group of senior citizens came in off a bus and started taking pictures of me, I said, that’s it!”

Roy arrived at UTS six years ago, having amassed more than 20 years’ experience in the business innovation space and advanced manufacturing. His first step was to ask the entire faculty: “Where do you want to be in five years time as a business school and what sorts of questions should we ask about the future?”

Upon deciding that UTS would differentiate itself by offering students an integrated approach to teaching and learning, the Business School put in a tender for a new building and began

refining its aspirations for the future.

“Since the building opened, we’ve seen increased enrolments and have just received 420 applications from around the world for seven management roles, all of them high calibre,” says Roy. “We’ve never had that before!”

“The building has an effect, of course, but it’s aspirational too. We’re telling the world who we want to be.”

The Business School has already taken over an ex-TAFE building nearby to house its Design Innovation Research Institute along with a student incubator called The Hatchery. And, in the coming year, a nearby Google start-up space, Fishburners, is expanding and will also be accommodated on the UTS campus.

With its prime position in Sydney’s under-utilised Ultimo, UTS Business School is set to play a vital role in the burgeoning new tech precinct springing up on its doorstep. Discussions are underway with institutes overseas and Roy is keen to partner with and host the first Australian tech shop on the UTS campus.

The Dr Chau Chak Wing Building is a reflection of these goals. It has been designed and built to encourage students and staff to collaborate and broaden their scope for business through multi-disciplinary partnerships on and off campus.

“We’ve tried to get technology partners, incubators and research institutions involved in setting something up here as a technology hub,” says Roy. “Everything we’re doing is to reinforce the role of this precinct as one of design, entrepreneurship, innovation and creativity.” ➤

PUTTING INDUSTRY IN ITS PLACE

The Dean of the Business School says UTS is very clear in its objectives.

“What is happening here is the beginning of a vibrant, creative precinct with lots of start-up activity,” Roy says.

The Dr Chau Chak Wing Building abuts a precinct with three times the density of entrepreneurial start-ups as the next ranked postcode: Melbourne’s CBD.

“We have 40 per cent of Australia’s creative industries’ employment within two kilometres of this campus,” explains Roy. “Digital media, film and television, international design, software design, plus large companies like Google.”

In terms of growing students with business skills for the future, it’s an environment that offers fertile ground, if allowed to flourish.

“It’s important to grow this kind of space, because in a post-mining boom economy, that’s the style of growth and productivity we should be looking towards,” says Roy.

The challenge remains in convincing students that the future is much more than sitting in a café creating apps for start-ups. Roy sees advanced manufacturing as the perfect industry in which UTS students can shine.

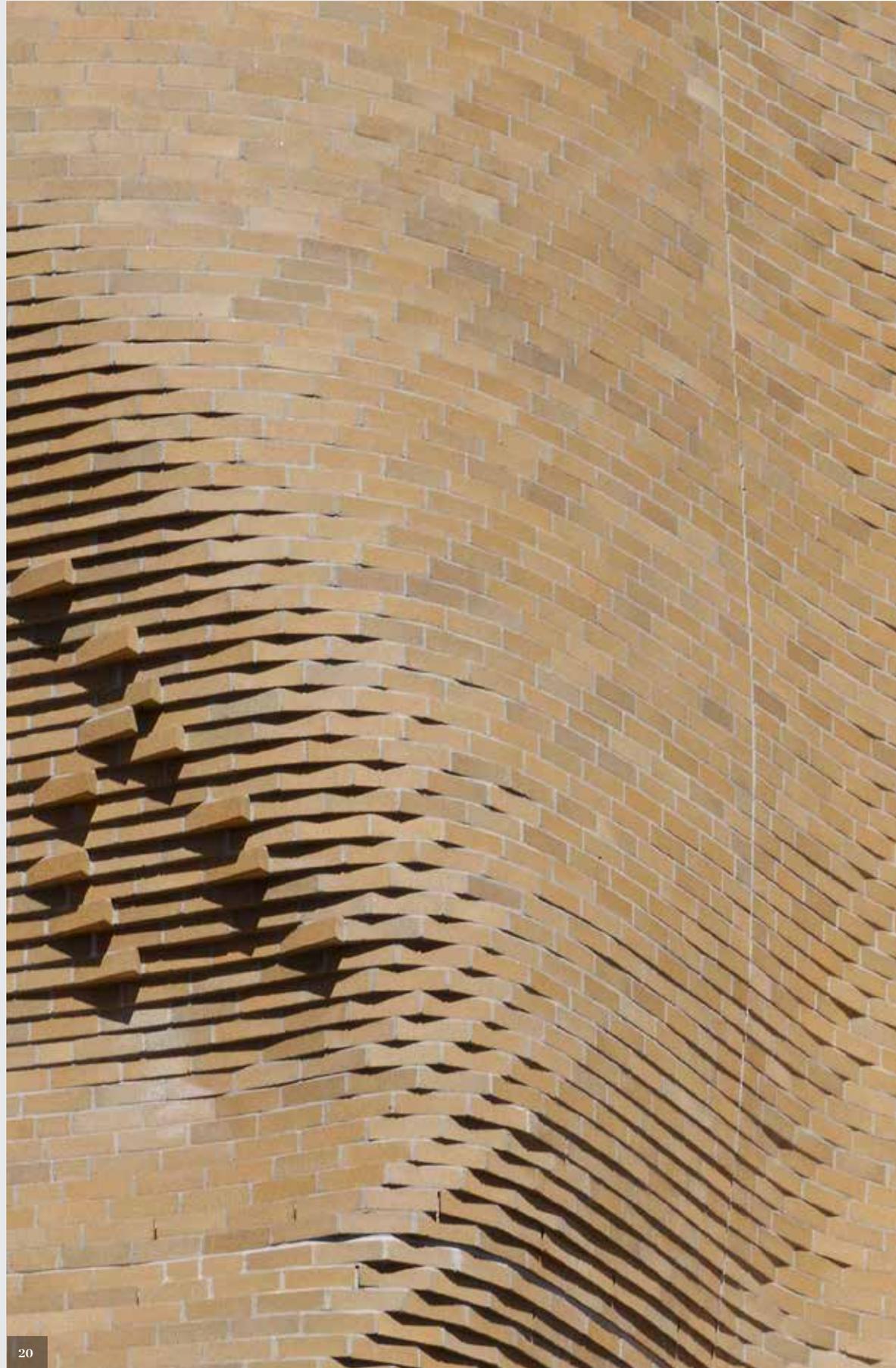
“If we’re going to get value from students’ expertise and imagination, it will be by connecting them with small and medium enterprises who are globalising around Australia and in particular western Sydney, businesses who badly need their digital expertise,” he says.

“Advanced manufacturing these days is very much bundled up with services, value and design, in the marketing end and production context. A manufacturing enterprise is not unlike the interior of a café.

“That’s where the tech shop comes in. It provides a bridge to the incubator space and the digital space, to the maker movement, prototyping new products,” says Roy. “That’s what’s happening in the US and UK. We want it to happen here!” — ●

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INTRICATE
BRICKWORK ON THE
DR CHAU CHAK WING
BUILDING.

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DR CHAU CHAK WING
BUILDING, DESIGNED
BY FRANK GEHRY.





DAMIEN POCHON
UTS EXCHANGE STUDENT,
BUSINESS ADMINISTRATION
(POSTGRAD)

"My university in Geneva Switzerland, is 200 years old so having a Frank Gehry building on campus is quite fun!

"We were one of the first groups to study in it. It's very new. This university is only 25 years old, but the campus is huge, much bigger than at home.

"I think this building is a statement for UTS. A vision of what UTS wants to be in the future."



JOYYE LI
UTS INTERNATIONAL
STUDENT, MASTERS
OF ACCOUNTING

"I'm from Kantong, China, and I've been here two years. Most of the time I come to this building – Dr Chau Chak Wing Building – because I live in student accommodation and prefer studying in this building compared to the library. Here there is more freedom.

"Sometimes I study next to the café, so if I feel sleepy I can get a coffee. If I want to study upstairs I have to get there early - it's popular. It's quite different from where I studied at home – more open, more weird."



YIANNI CONOMOS
LOCAL IT ENTREPRENEUR,
START-UP DEVELOPER AT
FISHBURNERS

"I work nearby in a start-up space provided by Google. It's for people who have their own companies. There are 150 people who've been accepted to work there. We've created an app called Stashed: it's Tinder for fashion. Major stores put their collections online and you swipe left and right to find what you're after.

"I used to live in Spain, so The Goods Line resonates with me. I like the way it flows. It's a nice space to be in. We eat in the Dr Chau Chak Wing Building because there's a café. And we take clients in there because it's a great space to meet in. It feels like a space for students but also for the public and local professionals.

"I used to work in the city, but it's not as congested here. There's space to breathe. This part of the city feels more interesting too. Everything is being challenged, not filled with conventional buildings. Even the businesses around here, like Google coming in, show that interesting things are happening here."

"Create buildings and places that engage people... question everything, be curious forever, and never forget that life is about people, so make buildings for people, and always use natural light, 'cause it is free."¹

Frank Gehry,
Gehry Partners, LLP



FRANK GEHRY
GEHRY PARTNERS, LLP

¹ CBS Note to Self, 8 October, 2013
www.cbsnews.com/videos/note-to-self-architect-frank-gehry-shares-challenges-of-growing-up/



ABOUT
PROFESSOR ROY GREEN

“It’s important to grow this kind of space, because in a post-mining boom economy, that’s the style of growth and productivity we should be looking towards.”

Professor Roy Green is Dean of UTS Business School at the University of Technology Sydney. His doctorate is from the University of Cambridge and he has published widely in the areas of innovation policy and management, including projects with the Organisation for Economic Co-operation and Development and European Commission.

He has been an advocate in higher education, business and government for creative mindsets and design thinking, as well as design-led innovation as a key to making Australia a globally competitive knowledge-based economy.

Roy chaired the Australian Government’s Innovative Regions Centre, CSIRO Manufacturing Sector Advisory



Council and NSW Manufacturing Council, and served on the Prime Minister's Manufacturing Taskforce and ABS Innovation Reference Group. He led Australian participation in a global study of management and productivity, coordinated an Australian Business Deans Council initiative on the future of management education,

jointly founded the Australian Design Integration Network and has co-authored recent publications on productivity, skills and digital transformation.

Roy was recently appointed adviser to the Senate Economic References Committee's Innovation Inquiry and is the new chair of the Queensland Competition Authority.