SUSTAINING MOMENTUM
Bringing ethics into business

GIVE AND TAKE
The growing trend of voluntourism

A DIFFERENT SCHOOL OF THOUGHT
Making pharmacists work-ready
Being part of the global network for knowledge is critical to UTS’s vision of becoming a world-leading university of technology. International partnerships are also vital to our research engagement and the internationalisation of UTS. Partnerships are one way of providing a means for enhancing our reputation, building new research capabilities, providing opportunities for external funding, as well as enhancing diversity and furthering intercultural understanding. They also help us attract the best and brightest students from around the world.

In 2010, UTS launched the flagship Key Technology Partnership (KTP) Program to build 15 strategic global partnerships with leading research-intensive universities. A key element of the partnerships is their focus on joint research degree programs and team-based research collaboration. Since launching, we’ve rolled out the first four KTP partnerships at leading universities in China: Beijing University of Technology (BIT); Huazhong University of Science and Technology (HUST) in Wuhan; Shanghai University (SU); and Hong Kong Polytechnic University (HKPU). Further partnerships are to be established in India and Europe this year and partnerships in North America and South-East Asia will be finalised in 2012.

The partnerships agreements provide joint-badging of PhD and postgraduate degree programs, joint research collaboration, cross-institutional teaching and enhanced credit transfer between universities. It also supports flexible student and staff mobility between institutions.

Significant progress has already been made in seeing the agreements come to life. At BIT we held our first UTS PhD program presentation in October last year and the first joint-PhD students have already commenced study at UTS. Researchers from the Faculty of Engineering and IT have been sponsored by BIT to visit China and UTS has also sponsored BIT researchers. Research projects have been established around electric vehicles with BIT’s National Engineering Laboratory for Electric Vehicles (NELEV), and in the area of computational algorithms related to multi-physical field analysis and design. An articulation agreement has also been signed to allow fourth-year BIT Engineering and IT students to do graduate projects at UTS then articulate directly into UTS postgraduate master’s programs as fee paying students.

At HUST, dual PhD agreements have been signed and joint research programs established in the areas of internal combustion energy efficiency and CO2 reduction, machines for wind-power generators, and numerical magnetic field analysis. Researchers from both universities have visited each other’s institutions – keen to transfer and share knowledge. At SU a joint PhD program has been established and our researchers have already begun joint research projects in the areas of urban social studies and environmental engineering, and urban sustainable development. At HKPU we are working together in a number of areas including applied linguistics, nursing curriculum development, a joint global e-MBA program, and clean energy vehicles. In 2011, UTS students also participated in HKPU’s Global Student Challenge. HKPU has become one of UTS’s most popular student exchange destinations.

Internationalisation is critical measure of our success as a university. With some key achievements already under our belt, I hope to see more global partnerships evolving for UTS.

Bill Purcell
Deputy Vice-Chancellor and Vice-President (International and Development)

Photographer: Joanne Saad
The University of Technology, Sydney’s vision is to be a world-leading university of technology. Our purpose as a university is to advance knowledge and learning to progress the professions, industry and communities of the world. Our values - to discover, engage, empower, deliver and sustain - guide our performance and our interactions with each other, with students, our partners and the wider community.
Science at UTS is set to receive a boost with the construction of a new purpose-built facility connected to the existing science building. The new Thomas Street Building will overlook Alumni Green, responding to the vibrancy of campus life with the planned addition of a ground-floor cafe and open roof terrace.

Local architectural firm Durbach Block Jaggers (DBJ), in collaboration with BVN Architecture, beat six other firms to win the project’s design competition.

The inspiration behind their design lay in the notion that Alumni Green, which the building will frame, “is like UTS’s version of Central Park in New York,” explains Neil Durbach, one of DBJ’s three Directors.

“Our intention is to enhance and protect this green space, so we imagined the new building as a grove of trees at the edge of a beautiful green.”

While design has been underway since June, DBJ is about to embark on a period of collaboration with the Faculty of Science to ensure optimum spaces are created for the teaching needs of the faculty.

It heralds an exciting time, says UTS Science Faculty Manager Helen Hume, as close design involvement will enable staff and researchers to create a building which will support innovative teaching practices.

“The planning process brings the opportunity to reflect on the existing use of space and facilities and review how we teach and what we might like to do differently.”

The building, set to open in 2014, will be home to new facilities including labs, general teaching spaces, lecture rooms, meeting and social spaces. Hume says science students with high contact hours spend large amounts of time in the science precinct. Socially, the design aims to be ‘sticky’ – a place where students want to come to study, relax and socialise.

“We want to create environments that are social yet conducive to study. We’ll work with the architects to identify ways in which student flow within the building will bring them into contact with researchers and their activities.”

Durbach says the functionality of the interior space is designed to be “a porous learning environment”.

The organically folded connection between the new Thomas Street Building and the existing building provides a series of linked rooms, like the fingers of one’s hand, that will encourage exchanges amongst and between students and staff.

“These rooms are specifically for meetings and intimate teaching,” says Durbach. “They’re like big lenses onto the green and form a smooth connection between the two buildings.”

The exterior of the building has been given an equal amount of thought, with the architects designing a soft, organic yet vibrant outer shell to reflect the architects’ vision of a grove of trees.

“We hope the fine-grained and variegated facade, combined with its organic form, will be evocative of this idea.”

Rebecca Lawson
Marketing and Communication Unit
Artist impressions supplied by: DBJ and BVN Architecture
Comment on this article at newsroom.uts.edu.au/news/2011/09/science-by-design
"It’s a win-win-win," says Manager of Peer Learning Georgina Barratt-See of the U:PASS program.

Short for UTS Peer Assisted Study Success, U:PASS focuses on supporting students by placing them in study sessions led by fellow students in an informal and relaxed environment. While it was originally developed to assist at-risk first-year students undertaking subjects with high failure rates, Barratt-See says there’s more to it than rote learning and textbooks.

“Students get the benefit of a student peer who’s been through the subject themselves. It also helps students become independent learners and create networks of friends and future colleagues. It’s a perfect combination of what students want – help with learning, with what we know they need – to make connections with each other, student leaders and the university.”

Barratt-See believes new students don’t realise how important the ‘learning how to learn’ approach is to their long-term academic goals. She says the program is designed to teach essential career and workplace skills, as well as study skills.

“We’re helping them to learn how to learn at university and then make their way into the real world and workforce.”

The Australian Learning and Teaching Council agree with her, recently awarding Barratt-See and her assistant Mathew Appleyard a citation for Outstanding Contributions to Student Learning.

As well as including a $10 000 grant, the citation acknowledges the great results achieved by U:PASS. Since 2006, the program has been providing academic support to students in over 30 subjects.

Barratt-See says, “The citation is national recognition that what we’re doing is helping students succeed at university. I’m incredibly proud of all the U:PASS leaders who’ve worked so hard to help students in their tertiary transition.”

One of those leaders is second-year law student Anthony Hopkins, a former U:PASS participant himself who turned to the program in the first year of his degree.

“Real Property was one of the first ‘hard’ law subjects I took. We knew about failure rates in previous semesters, so everyone was a bit nervous. U:PASS turned out to be a really good choice – we did a lot of problem-based questions and applied stuff we did in lectures and tutorials that we didn’t get a chance to look at in class.”

While student mentors are trained for the role, criteria are still stringent. They must have a distinction or high distinction in their subject and demonstrate three key qualities: great communication skills, empathy and understanding of the student experience, and a willingness to help students learn.

Hopkins now mentors students in Real Property and believes his ability to empathise with students is one of his strengths. “Sometimes lecturers and tutors forget their level of knowledge is that much further ahead than yours. What they might think is an easy topic might not always be for students. I know what it’s like and can help from a student perspective.”

Barratt-See agrees the student-to-student set up is key to the success of the program. “Many of us know how to help students succeed at university, but the difficulty is that students don’t listen to us – we’re too ‘old’. But if we have student leaders who are just like them, the students start to really enjoy learning. It’s a potent combination, and a win for the students, the academic staff and the university.”

Rebecca Lawson and Izanda Ford
Marketing and Communication Unit
Photographer: Joanne Saad
Comment on this article at newsroom.uts.edu.au/news/2011/09/U-pass-with-flying-colours
Volunteer tourism has become a way for scores of young people to not only experience another culture, but also do their part for disadvantaged communities. While some say ‘voluntourism’ trips to developing countries are expensive, poorly planned and unlikely to help local people, PhD student Simone Grabowski argues this growing trend proves an ultimately enriching experience.
Do you know someone who has spent more than several weeks in another country and come back ‘changed’ by their experience?

I did it myself in 2003, spending the year in Italy as part of my UTS International Studies degree. It opened up my eyes to the world and I returned to Australia fluent in two languages with a desire to pick up a third.

Several weeks after I returned from my Italian jaunt, I enrolled in Intermediate Spanish and applied to go on exchange to Mexico for a semester. I was lucky UTS had several options for me to live and study overseas without having to put my degree on hold. At that stage in my life, I enjoyed immersing myself in a different culture and learning all that it had to offer.

While studying abroad is meaningful for the students who enjoy close cultural contact with the community, there are newer forms of long-stay tourism escalating in popularity in the travel choices of young students today.

They have been given many names, but I like to call them volunteer tourists: those who want more out of their holiday than hopping from one continent to the next. They are often on a quest for self-discovery as well as hoping to help ‘make a difference’.

Having been popular in the UK for several years now, the volunteer tourism industry is huge and growing worldwide. It involves Westerners working alongside local residents in less developed countries, living with families or in basic accommodation, often during their gap year (after their high school studies and before their university education begins). Their work ranges from simple tasks such as gardening or looking after livestock, to more complex assignments like teaching English and building schools.

There are thousands of organisations worldwide – private, charitable and government-run – which set up projects in developing countries and attract volunteers. As part of my doctoral thesis, I’m exploring the cross-cultural experiences of young volunteer tourists who travelled to Mexico, Costa Rica and Vanuatu with Youth Challenge Australia (YCA).

YCA, a non-government organisation operating out of UTS Kuring-gai campus, has been sending volunteers between the ages of 18 to 30 to remote areas since 1992 to help establish new community projects. The volunteers in my study worked on community education, conservation and construction projects for a period of six to 10 weeks.

While the projects generally aim to assist a community in need, there is growing criticism in the media that volunteer tourism is more fad than function; that the community projects tend to do more harm than good.

The criticism is based on the goals of the organisation and the people they target. Private (and sometimes even government and charitable) organisations tend to place more importance on satisfying the volunteers rather than the community. The volunteers are often unskilled in the type of work they’re required to do and underprepared.

In some cases, the communities have been known to be left out of planning for their own development, denying them the opportunity to build their own skills. While this is a growing concern, the extent of the problem is unknown and therefore may not be a problem at all.

Other critics point to the growing trend for AIDS-orphan tourism in sub-Saharan Africa. Last year Professor Linda Richter, an academic from the Human Sciences Research Council of Durban, South Africa, and Amy Norman, a PhD student from Queen Mary, University of London, co-authored a paper condemning the activity as a ‘crisis of care’.

They argue that visiting volunteers are forming strong short-term bonds with African orphans, then leaving the children more vulnerable once they leave. They say these short-term attachments may worsen the known impacts of institutional care, and that commercial operators are the beneficiaries of such activities, not the community.

My research goes beyond an examination of the volunteers and their experience in their project countries. I’m also interested in how the experience changes them in the six-month period upon their return.

While it’s common knowledge many travellers experience culture shock when they arrive at their destination, not as many are aware of the re-entry shock they may experience when returning home. Having myself experienced re-entry shock after returning from Italy, I thought it would be interesting to see how the international volunteer experience might affect the volunteer.

There are several theories which explain the experiences. One is that studying abroad produces a change in psyche, behaviour and identity. These changes can be predicted by several psychological, socio-cultural and demographic variables which include wellbeing, satisfaction, communication with the host community, length of trip, and values and attitudes of the traveller.

The initial results of my research show volunteers do go through a period of adjustment when returning home. Many of them go on to experience a significant life change, like breaking up with a long-term partner, and they usually attribute this to having had the time abroad to stop and think about life back home and how they would like it to change.

Volunteer tourism can prove to be a very important life lesson for a young person and is best done late in high school or at university, once enough education about development and community life is received. The volunteers from my study (all of them unskilled) felt valued by the community and the overall experience for them was positive and beneficial.

At this point, I can only guess volunteer tourism attracts a particular type of person. They have two things in common. The first is that they would like a change of scenery, whether this be to find out more about themselves, another culture or just to take a holiday. The second is that they would like to help others. I see these two things going hand in hand: volunteers tend to help others in order to help themselves.
A DIFFERENT SCHOOL OF THOUGHT

A team of pharmacists are using their experience in teaching and research to deliver a more tailored approach to the new UTS Pharmacy curriculum. Their aim? To turn out work-ready graduate pharmacists who can push their profession further.

“Our focus is very much on integrating practice with theory. We’re going to relate everything the students cover to how they will experience it in practice,” says Educational Designer in the Graduate School of Health Jim Woulfe.

As the UTS Pharmacy school prepares for its first intake of graduate-entry master’s and postgraduate PhD students in 2012, the team behind the new school are working to tailor the curriculum to better meet the profession’s current needs.

Through their own market research, the team identified students weren’t understanding the relevance of the pharmaceutical sciences they were learning to practice. Recognising a need for a purposefully practice-focused pharmacy degree, Woulfe was brought in as part of the school’s new team of five to analyse the learning outcomes for the courses and design for their delivery.

“The Pharmacy school decided specific support would be provided for academics in setting up their curriculum so that it moves seamlessly from learning outcome, to learning activity, to assessment, to practice. My job is to make sure everything we do and put into the learning process contributes to that sequence of events.”

Woulfe says it’s a complicated process due to the school’s varied curriculum. Aside from teaching the students ethical practice, practice considerations and dealing with patients and clients, they also have to teach pharmaceutical sciences such as pharmaceutics and pharmaceutical chemistry – a very different body of hard-science knowledge.

“Pharmaceutical chemistry is the science of drug structure, and pharmaceutics is the science of drug delivery. Therapeutics, on the other hand, relates to how medicines are used in the management of illness and disease, and how pharmacists use their expertise to support patients. We’re balancing all these areas so that we get the mix right and produce practice-ready graduates.”

Unlike traditional approaches to program development (largely based on a one-hour lecture, a two-hour tutorial, two-hour lab practical and an exam), the new degree will instead respond to the profession’s demand for work-ready graduates by ensuring the curriculum is future-focused with a higher level of practice.

“Our approach is pro-active – we’re grabbing those students who’ll respond to a more practice-focused curriculum because that’s the way they want to learn, and we believe we’re going to help them become very good pharmacists.”

A core component of the course will be relating everything to practice, making sure the students understand the way it connects to how they will function everyday as a pharmacy practitioner.

To do this, the school will house purpose-designed teaching spaces to allow for different learning needs and styles throughout the program, both group and self-directed. This includes a simulated community pharmacy set up with a dispensary area to facilitate role-plays with mock patients.

“As much as possible, we’ll try to simulate that practice environment in our teaching space. It’s about helping students transition from the coursework to the real life setting – this simulated environment provides that bridge between settings to help orientate the students,” says Woulfe’s colleague, Associate Professor Beata Bajorek.

Bajorek’s portfolio of expertise lies in integrating coursework learning into live clinical-practice settings. Whether it’s a community retail pharmacy or a hospital pharmacy department, she says students need to go out and experience the real world.
“OUR APPROACH IS PRO-ACTIVE – WE’RE GRABBING THOSE STUDENTS WHO’LL RESPOND TO A MORE PRACTICE-FOCUSED CURRICULUM BECAUSE THAT’S THE WAY THEY WANT TO LEARN.”

Most professional degrees have the coursework standing alone and then you have the clinical placement standing alone. Somehow there’s an assumption that, by osmosis, the students will know that the coursework content is what they need to apply in the practice setting.

“What we want to do, right up front in the development of our curriculum, is bring all the elements together and structure it in such a way that students will see how professional pharmacy services should work, using integration and simulation and following this through to the live setting. It’ll mean a smoother transition for graduates when they enter the work force.”

The school will also use technology to track patient pathways and map them back to the curriculum materials, practical exercises and assessments.

Woulfe is quick to point out the common error people make when talking about e-learning as a separate method of teaching.

“I personally have a problem with the term ‘online learning’. We’re not talking about online learning – we’re talking about learning. Like a fish doesn’t see the water it swims in, students don’t see the use of electronic media as something different in their lives. Computer-based media are the water our students are swimming in. It’s all integrated.

“We’re going to use e-portfolios for students to assemble a set of evidence of what they can do, and we’re going to use other technologies to track our delivery of the learning outcomes we set up.”

Bajorek believes most other institutions offering pharmacy train students to be predominantly community pharmacists.

In contrast, she says the UTS Pharmacy school is planning to take its students to the cutting-edge of practice, looking at some of the advanced services and clinical roles pharmacists are taking on.

“WE’LL STILL LOOK AT COMMUNITY AND HOSPITAL PRACTICE, BUT WE’LL ALSO BE FOCUSING ON PHARMACISTS WHO WORK IN NON-TRADITIONAL SETTINGS, ESPECIALLY CONSULTANT PHARMACISTS WHO OFFER SPECIALIST SERVICES IN PRIMARY CARE, SUCH AS GENERAL PRACTICE AND DEDICATED CLINICS.”

Bajorek says making students research-ready is also a focus. They’ll undertake research training activities looking at the quality use of medicines throughout their clinical practice program.

“It really is different to what most universities offer. We think the students will be excited by it too. They’ll actually come out with an understanding that pharmacy is not just about dispensing medicines in a community pharmacy – there’s a whole lot more they can do.”

Katia Sanfilippo
Marketing and Communication Unit
Photographer: Joanne Saad
Comment on this article at newsroom.uts.edu.au/news/2011/09/a-different-school-of-thought
A vision to enhance student learning has been a catalyst for change and an opportunity for collaboration in the Business School of late.

“We believe the challenges – including environmental sustainability, business ethics and corporate social responsibility – are important opportunities for our graduates who are expected to build on specialised knowledge with boundary-crossing skills, such as creativity, teamwork and problem-solving,” says Dean of Business Professor Roy Green.

While other Australian business schools have also signalled a shift towards more ethics-based courses, Green says UTS’s approach is distinguished by its “emphasis on integrative thinking, which inspires relevant and rigorous research, innovative partnerships and practice-oriented learning.”

Several working parties were established with the purpose of embedding key themes of sustainability, ethics and creativity into a redesigned Bachelor of Business.

“The working parties represented all of the different disciplinary groups in the Business School – marketing, management, economics, finance and accounting – and we came together to try to think about how you can map out sustainability across a business degree,” explains Lecturer in Management and working party member Melissa Edwards.

Edwards coordinates the cross-disciplinary teaching subject Integrating Business Perspectives (IBP). Developed as a core subject in the Bachelor of Business as part of the review, IBP introduces first-year students to sustainability principles.

“In a nutshell, it presents them with business design that is both socially and environmentally responsible and considers the impact of all present activities on future generations,” says Edwards.

She emphasises this was the first step towards integrating the themes across the curriculum. Subject coordinators in each of the degree programs are also looking at ways to incorporate a sustainability-related unit, topic item or assessment project into their coursework so students can build on the concepts introduced in IBP throughout their degree.

With the revitalised Bachelor of Business program rolled out in Autumn 2011 following a 12-month review, Green says the new IBP subject has already proven a great success. “Major reviews are now underway for the MBA and other postgraduate programs.”

Another facet of the Business School’s renewed vision was the creation of a Professor of Sustainable Enterprise position. Professor Suzanne Benn started in the role this year.

“Sustainable enterprise draws together environmental sustainability, innovation, people management, planning for the future, organisational change and leadership,” says Benn. “Sustainability is also inherently interdisciplinary, meaning these areas can be linked to other teaching and research specialties across UTS.”
Benn is currently co-leading a partnership project between UTS Business School and Ernst & Young, which has attracted over $300,000 in funding from the NSW Office of Environment and Heritage Energy Efficiency Training Program. The project aims to develop and deliver a comprehensive energy-efficiency education and training program for accountants and business managers in NSW.

The project team consists of representatives from the Chartered Institute of Management Accountants (CIMA), Westpac and the Sydney Institute of Technology, along with a team from the Business School that includes Associate Professor David Brown and Senior Lecturer Dr David Bubna-Litic.

Each of these institutions will contribute to an understanding of “what sort of training needs to be done for accountants and managers around energy efficiency, what roles accountants are playing in regard to energy efficiency and carbon management, and what skills and capabilities they need,” says Benn.

Based on this training needs analysis, UTS and Ernst & Young will develop a range of teaching materials, including a series of professional development seminars and courses for accountants and business managers, and a webinar targeted to the needs of senior business leaders. The team is also developing a series of case studies to be incorporated into existing undergraduate and postgraduate business courses at UTS.

“So all business students will graduate with knowledge of how to approach energy efficiency,” says Accounting Lecturer Paul Brown, also part of Benn’s project team. Brown is leading the curriculum development for the energy-efficiency project. He was also a member of the working party for the Bachelor of Business review and will be working with Edwards to incorporate energy-efficiency accounting and project evaluation examples into the IBP subject.

Emphasising the significance of educating finance professionals to support energy-efficiency projects, Brown cites anecdotal evidence saying within businesses, accountants are often roadblocks to sustainability initiatives.

“From what we understand, engineers and technical staff will come up with really good ideas for ways organisations can reduce their energy consumption. But when it comes to getting approval for those ideas, that’s where they come unstuck. Accountants and finance people within the organisation aren’t approving a lot of projects that could be implemented. They just don’t see the value.”

Brown explains that although energy footprint or lifecycle evaluations are done within many organisations, this is often viewed as an ‘add-on’.

“More progressive organisations have adopted what we call integrated business reporting, which is where the accounting systems record and disseminate information beyond pure financial information,” says Brown.

The team would like to see energy-efficiency accounting more widely embraced as part of the ‘business as usual’ accounting systems.

To facilitate this, all teaching material produced in the project will be made publicly available following evaluation. The team are in the process of developing a website encouraging other education and training institutions to integrate energy efficiency into their teaching programs.

“Accounting professionals, business leaders, not-for-profits, for-profits, anyone will be able to log on, download our resources, take them into their organisation and use them in promoting energy efficiency,” says Brown.

“That’s something we’re really keen to push. We want to cause change.”

Rachael Quigley
Marketing and Communication Unit
Photographer: Joanne Saad

Comment on this article at newsroom.uts.edu.au/news/2011/09/sustaining-momentum
“I can’t wait. It’ll be fantastic!” Michelle Kelly is excited, and it’s not just because she’s on sabbatical. As Lecturer and Director of Simulation and Technologies, Kelly is anticipating the state-of-the-art $2.4 million upgrade to the Nursing, Midwifery and Health spaces in building 10, City campus.

These expanded student, teaching and research facilities will feature new interactive technology and equipment, integrated in the laboratories to enable more authentic and contemporary learning environments.

Included will be new clinical and simulation laboratories, with a comprehensive range of simulation manikins and trainers.

“Using simulation learning strategies, students can actively participate in authentic patient-care scenarios. Students comment that simulations make them ‘think on their feet’, as they’re exposed to the roles and responsibilities of registered nurses.”

Kelly focuses on how team-based clinical simulations can enhance students’ clinical judgement, improve confidence and enhance practical learning in preparation for professional work.

“The advanced patient simulator manikins – with realistic anatomical features such as complex airway systems, rising and falling chests, and heart and lung sounds – take teaching and learning to another level. They inspire immersion and actually quite a lot of creativity in the students and lecturers too.”

A trauma or surgical scenario involves not only blood and simulated convulsions, but giving a voice to the manikin for real-time responses. This means the lecturer can direct the team of students in how to engage with the patient and seek permission to provide care.

“That’s vitally important to learn. If you’ve ever been a patient in a hospital and had someone just come up and put their hands on you, it’s a bit like, ‘Excuse me, who are you and what are you doing?’”

However, it’s not just about the dummies. Other aspects of simulation allow an immersive experience for students and academics alike.

“The facilities themselves are just as important. We have ceiling-mounted cameras and digital recording devices, so part of a student’s learning is viewing back what they have just done to reflect on their practices.”

Kelly recognised the benefits of advanced simulations earlier than most. While on a previous sabbatical in 2005, she investigated new technologies and, after touring leading facilities throughout Australia, America and the United Kingdom, brought what she had learned back to UTS.

With the support of faculty management, Kelly was able to take up a lead role in mentoring staff and implementing these new innovative practices into the faculty’s curriculum.

Since then, she has been at the forefront of implementing advanced simulated learning. In August last year, Kelly was awarded an Australian Teaching and Learning Council (ATLC) Citation for Outstanding Contributions to Student Learning. The award recognised her sustained leadership and mentorship of academics and student nurses and midwives in enhancing their readiness for practice through simulation learning experiences.

Her leadership in the field has seen her invited to Oman and New Zealand to facilitate short courses in healthcare simulation, and last month she gave a talk to Senior Nursing Managers and Deans of Nursing in the state, updating them on advancements in the field on behalf of the Chief Nurse of NSW.

“It’s very satisfying hearing from students that learning through simulation has made a difference in their confidence and ability to provide patient care. Equally pleasing is feedback from nurse educators and academics that appreciate the powerful, engaged learning that simulation enables.

“And the best thing is that it’s fun – participants’ engagement and responses in the simulations never fail to amaze me.”

Xavier Mayes
Marketing and Communication Unit
Photographer: Joanne Saad
Comment on this article at newsroom.uts.edu.au/news/2011/09/finger-on-the-pulse
When Bridget Yorston and Becky Cooper met on their first day of university as undergraduates, little did they know the success that lay ahead for them both. “It was definitely a bit of luck,” says Yorston, “a bit of destiny.”

The two best friends and UTS Bachelor of Design in Fashion and Textiles graduates are the creators of fashion label bec & bridge.

The label has gone from strength to strength since the pair created the brand second year of university. Their clothes, favoured by Aussie celebrities Rose Byrne and Miranda Kerr, are stocked in boutiques and David Jones stores Australia-wide, while a recent expansion to America is growing their fan base ever further.

This year, bec & bridge collaborated with iconic Australian brand Akubra to make pastel and neutral coloured felt fedoras. “They were really impressed that our clothes are made in Australia and we had similar company ethics,” says Cooper.

It’s been 10 years since the talented duo first impressed people with their savvy designs. The girls were in their second year of study when a friend asked if they would revamp a pair of his old jeans. “We took the jeans, dyed them, spray painted them, stuck a picture of us in the back pocket, and they were a hit,” explains Cooper. “We were fashion students just having fun.”

As more friends asked them to alter their jeans, the pair started getting calls from stores. The real light-bulb moment came when a shop on the Gold Coast called and ordered 200 pairs of jeans.

“We did the math and said, ‘Oh my gosh, we could make a lot of money here!’ So it kind of forced us into business,” says Cooper.

And so bec & bridge was officially launched in 2001.

Yorston and Cooper credit their UTS lecturers for the support they received upon starting the business. “They helped us find makers as well as use the print room to print the jeans,” says Cooper.

Despite this early success, Cooper says the business was second priority after their university work. “We were working literally all day and all night, but loving it.”

“For those four years, uni was our life. It was all consuming,” Yorston adds.

The pair says this focus on their coursework allowed them creative freedom and took the pressure off mistakes made as they learnt how to run a business. The girls worked together for their graduating fashion line in 2003, their efforts rewarded when they won the Australian Business Limited Fashion and Textile Design Award. The $5000 cash prize (plus another $5000 worth of mentorship) was injected straight back into their fledgling brand.

Yorston and Cooper share all the duties of the business, from the creative aspects right through to managing staff. You can see how in tune they are with the best friends often finishing one another’s sentences.

“For years it was just the two of us, so we’re both across everything,” says Yorston.

And for the UTS fashionistas: Yes – Yorston and Cooper say they’re happy to take interns.

“Work experience is so important in this industry,” says Yorston. “It’s a real opportunity to not only learn a lot but to also prove yourself. And it’s true – if we come across an amazing intern, we’ll snap them up.”

Clare Blumer
Bachelor of Arts in Communication (Journalism)
Profile photo: Bridget Yorston [L] Becky Cooper [R]
Images supplied by: Adam Worling Public Relations
Comment on this article at newsroom.uts.edu.au/news/2011/09/design-savvy
Canadian Kathryn Albright came to Sydney to undertake postgraduate studies in Information and Knowledge Management at UTS. After posting her resume on StudentJobs@UTS, Kathryn was employed by Access Services within UTS’s Blake Library. Acting Lending Services Coordinator Mark Christopher has been working at the library since 1988. His wealth of knowledge and experience is helping Kathryn prepare for a successful career as a librarian.

KATHRYN ALBRIGHT
I first thought seriously about becoming a librarian when I was 17, after taking a behind-the-scenes tour of Canada’s Library of Parliament. It’s based on the British Museum’s Reading Room, and it’s amazing.

I joined StudentJobs@UTS before I even arrived in Australia. When I got here I went to a session on the program as part of orientation. The session helped: I made better edits to my online profile, and very soon after I received a call from the library asking me to come in for an interview. The interview went well and they offered me a part-time casual position as a Lending Services Assistant.

My interest in information systems came from working for years in a non-profit environmental advocacy organisation. At the time, I kept bumping into questions about how we shared information within the organisation and thought a library science or information management degree could be really helpful.

My father works as a professor in Newcastle and he’s the one who gave me the idea to come to Australia to study. I’m enjoying it so far and have met a lot of great people through my job. There’s lots of opportunities for me to move around at the library as well; I’m on a contract that gets renewed every six months and can be one of the first to hear about new projects and work available.

Mark sets my hours, provides training and assistance and helps whenever I’m stuck with enquiries I may be confused by.

What do I love about the physicality of a library space, and what do I love about the work of librarians? Some libraries are gorgeous pieces of architecture, and the prospect of working in these buildings is a motivation and inspiration at the same time. I may not get to work in what I consider to be a beautiful library when I graduate, but I can dream! As for librarian work, it’s hard not to give an overly simplistic answer; but I’ve just always loved helping people answer their questions.

Without the job, I’d be much less able to enjoy what Sydney has to offer – I’d just be scraping by paying for rent and food. But beyond the money, it allows me to get a better understanding of the work culture in Australia. This will help me decide if I’d like to apply to become a permanent resident.

I’m studying a master’s so my job is also helpful with my university work. Being immersed in the day-to-day life of a university library gives me a perspective I wouldn’t get through course work alone.

When I graduate I’m hoping to be a librarian at either a university or non-governmental organisation. I’m not sure if my desk work will be directly applicable to what I end up doing in the future, but I’m hoping the relationships I build here will help to build my professional career either in Australia or back home in Canada.

MARK CHRISTOPHER
I initially started working in the library in audio-visual. It was when we received 16 mm films from the National Library. I’m amazed at how technology has changed – thank goodness we no longer have card catalogues!

In Access Services we’re the first point of contact. We deal with people and enquiries, library registrations and the processing of materials that go into open reserve and closed reserve (materials that lecturers have on reading lists and are in high demand).

Kathryn, or ‘Katie’ as she likes to be called, has one of those personalities that lets our clients know she really does want to help them. She’s able to understand library systems with so much ease. Being a keen UTS student has also made her familiar with the broader range of resources available to our clients.

Katie works well within our big team in Access Services. At the moment she’s working at the loans and enquiries desk, but during the semester break she’s been helping us assess records and collections.

As a student, Katie knows a lot and picks things up very quickly, especially library procedures and how things work. I’m happy we employed her.

It’s the first time we’ve employed a student through the StudentJobs@UTS program. We’ve placed students in various roles including working as maintenance staff and shelving. We’re very keen on employing them to help other students and the general public with IT problems and library directions. We call them ‘rovers’ and they wear distinctive orange shirts that say ‘ask me’.

When we’re trying to promote initiatives, for example, running competitions, we often enlist rovers to help spread the ideas – it really works well for us. We found students respond to these initiatives better when they hear about them through their peers. For instance, we wanted some students to make a film or short video about the ‘library of the future’ and we didn’t have anyone picking it up until the rovers started promoting it.

I’m more of a creative person – I have a visual arts background and am a bit of a painter. However, I think what holds my interest here is how the library has become a social hub and how we interact with the students.

We’re trying to put ourselves out there in the community and use social media like Twitter, Facebook and Foursquare. I find it exciting that everyone can join in. While I think social media has its risks, there’s also a lot of fun to be had. The feedback we receive is always far more positive than negative.

It’s been quite exciting to see what the new librarians are doing and I think Katie’s headed in the right direction.

Clarizza Fernandez
Master of Arts in Journalism
Photographer: Joanne Saad
Comment on this article at newsroom.uts.edu.au/news/2011/09/book-me-in
“It’s a career you can do anywhere. A lot of my development is done sitting in a cafe, not bound to an office,” says Information Technology student Sebastian Kade. It doesn’t sound like a bad life for the 19-year-old developer of this year’s free UTS Open Day iPhone application.

“It has the complete ‘what’s on’ program including events, information sessions, activities and tours. It also acts as your schedule for the day, allowing you to mark which events you are attending. As UTS is sprawled across many buildings, the app shows the location of your events on a map, helping you find your way.”

Kade was one of 29 accepted into UTS last year on a Bachelor of Information Technology (BIT) Co-operative Scholarship, a program funded by high-profile industry sponsors including Woolworths, David Jones and Lloyds International. The course fast-tracks students into industry in only three years, with most of the highly sought graduates going on to work with their sponsor organisations.

Switched-on Kade started dabbling in mobile development well before coming to UTS. He’s also the developer of Diet4Blood, a diet-reference application he created for his parents who adhere to a blood-type diet. It allows users to look up the best foods for their blood type. “My parents love it and the app is selling well – it’s a nice bit of extra money for me.”

While the UTS Open Day app won’t earn Kade any dollars, it’s certainly given the second-year IT student further kudos in the eyes of his classmates and faculty. UTS approached a number of sponsors to ask if they knew any iPhone app developers who could take on the Open Day job. Kade was recommended by WiseTech Global (formerly CargoWise), a logistics software provider with a focus on modern technologies.

Having already undertaken a six-month placement with the company as part of his degree (and due to undertake a second six-month stint elsewhere in his third year), Kade emphasises how invaluable industry placements are and says the one-year work experience is the best part of his degree.

“Tutorials may give you the theoretical knowledge, but it’s the practical work placement that allows you to cement your understanding of the industry.”

Kade is now combining his studies with a permanent job at WiseTech. He says he’d like to move up through a development career path and work with technologies to create intuitive user-interface software solutions. “I really enjoy going through the whole process, from designing, to building, to testing. There’s real satisfaction in being involved in something from start to finish.”

Kade describes Open Day as “a great way to taste before you buy” and hopes his app will be the perfect guide for prospective students on the day. His advice for those searching for the right degree?

“University study is going to be your life for the next few years, so it’s important to make sure you’re passionate about it. Choose a degree with a compulsory work placement, which fast-tracks you into the real world. In my opinion, UTS is by far the most practical uni and I love it.”

And the next iPhone app Kade plans to design?

“I think students would get a lot of use out of a custom-built UTS app that would allow us to view our timetables and locate rooms on campus. That would be handy.”

Head to apple.com/mac/app-store to download the UTS Open Day app.

Paolo Hooke
Master of Arts in Journalism
Photographer: Joanne Saad
Comment on this article at newsroom.uts.edu.au/news/2011/09/early-developer
Business strategy is typically the capstone course in MBA programs, ideally integrating other disciplines such as finance and marketing. Given the central role of strategy in business, the field is already well supplied with books like this. So what is distinctive about this one? In answering this, I reviewed several comparable leading texts. There are two clear differentiators: firstly, the basis of the book in organisation theory rather than the usual economic theory; and secondly, the strong critique given here of the rational paradigm for strategy construction adopted by most economics-based texts. There is more space given here to the politics of strategy construction and execution than in comparable texts. This is also a ‘thinking person’s guide to strategy’, not another dumbed-down text for use in second-rate colleges. There is also less emphasis on specific ‘how to do it’ techniques than in some other texts. What’s missing? The Introduction cites global warming as an example of the wicked problems modern strategy must address but devotes only three pages to ecological modernisation strategies, missing the dramatic revision of corporate strategy that the ecological crisis demands. Overall, however, the book is comprehensive, clear, thoughtful, innovative and well organised.

Dexter Dunphy
UTS Business School

Professor Stewart Clegg is Research Director of UTS Business School’s Centre for Management and Organisation Studies. Jochen Schweitzer is a Lecturer of Strategy and Marketing and member of the Centre for Management and Organisation Studies. Martin Kornberger is an Associate Professor at UTS and the Research Director of the UTS-hosted Creative Industries Innovation Centre.

In ‘Unaccompanied’, one story in Julie Chevalier’s first collection, Robyn is on her way to a wilderness lodge. She is looking forward to a book of Alice Munro’s short fiction, “perfect for travelling”. But the peaceful flight is interrupted. Adey is a spoiled kid, also unaccompanied, who regularly flies between Sydney and Brisbane, from one parent to the other. He’s highly irritating and knocks Robyn’s glasses off with a magazine, giving her a nosebleed. But by the end she’s shared her chocolate bar with him and he’s showing her photographs of faces in his notebook. The faces are of other travellers Adey has sat beside, and Robyn realises she’ll stay with him in the airport for the several hours until his mum comes. She’ll become another face in the notebook. Chevalier’s stories are terse, angular and intense as they work their way past your defences. Some characters reappear, from different points of view. There’s great variety: a woman working for a charity discovers the sociopathy behind the slick marketing. Another finds love via a nudist colony. The prison stories are particularly poignant. This collection details the yearning, the loneliness and the small hopes of our modern lives. Perfect for more than just travelling.

Mark Rossiter
Faculty of Arts and Social Sciences

Julie Chevalier has a Masters in Writing from UTS. Her stories and poems appear in literary journals including BlueDog and Griffith Review. Her 2002 book Women of Antiquity was joint runner-up for the 2007 Overland Judith Wright Poetry Prize for New and Emerging Poets. A Cylinder for a Tree Trunk received the NSW Women Writers’ National Short Story Award 2010.

I always look forward to the release of the UTS Writers’ Anthology, and this year’s collection doesn’t disappoint. Artfully penned, the stories and poems (and we see more of the stanzas this year) breathe life into the ordinary, transforming it into something significant. As the authors unfold their stories, we glimpse the lives of others. It’s hard to name standouts, but Mark Rossiter’s ‘Firing squad’ is a metaphor for our bigger problems, while Sharon Kent’s ‘Jumping for chicken’ is personal and wonderfully Australian in flavour. ‘Umlaut’ by Rebecca Lean speaks of expectations and disappointments, and Jason Childs’ ‘Lesson in loving absolutely’ is brave and bold in style and subject. Life’s mundane and intimate moments provide inspiration for strong-hitters like ‘Routine’ by Jacqui Wise and ‘Middle brother’ by Susanna Freymark. There’s an apparent attention to detail in the way the stories are ordered – journeying through the pages is lyrical as the last piece provides a passage to the next. Reading this book from cover to cover is probably not what the editors intended, but it does provide a surprising rhythm. But dip in and out and give yourself time to reflect and appreciate the craft – this is seriously good writing.

Izanda Ford
Marketing and Communication Unit

The 2011 UTS Writers’ Anthology is the twenty-fifth in a series that started with Pink Cakes in 1982. Since then, the anthology has marked the start of many students’ writing careers and continues to provide readers with some of the freshest ideas in Australian writing.
Almost 30 years on from the first international conference addressing global warming, our changing climate is still a hot topic. From politicians to the general punter, 'global warming' is now part of the public’s vernacular. Yet the question remains: with such damning scientific evidence, why has so little been done?

With the Australian carbon tax still hotly debated, UTS Business School Lecturer Dr Ian McGregor, Institute for Sustainable Futures Research Director Dr Chris Riedy and Faculty of Arts and Social Sciences Associate Professor James Goodman will take stock of the current situation. The trio will discuss a positive climate change program during the UTSpeaks public lecture ‘Progress or Procrastination?’ on 28 September.

Recognition of the fundamental problem of global warming – increased greenhouse gases mainly caused by our reliance on fossil fuels and deforestation – is attributed to a Swedish scientist Svante Arrhenius, way back in 1896. Since then, rapid economic growth and a much deeper understanding of climate change has meant increasingly urgent calls for action by the great majority of those researching in the field.

McGregor is worried about the extremely slow response – particularly in Australia – to this scientific consensus. He argues those who have attained profit and power from fossil fuels are mainly to blame.

“Vested interests are opposed to change. They’ve been extremely skilful at using the media’s ethos of ‘balance’ to encourage two sides to the story when there is only one. “Even the more accurate term ‘global warming’ was switched by the George W Bush administration to ‘climate change’ so it was easier to argue that the weather – and by proxy, the climate – was always changing.”

While they both agree on the need to address the warming of our planet, McGregor and fellow speaker James Goodman differ in their opinions of what needs to happen next. McGregor believes much more comprehensive policies and measures to limit emissions are required. However, Goodman isn’t sure policies even work.

“Global warming is a structural problem that requires a structural solution. Efforts to adjust the world’s current socio-economic system so it takes on board so-called ecological ‘externalities’ are misguided and will be constantly overrun by the increasing scale of economic activity.

“What alarms me is that policies aimed at transitioning to cleaner economies are exacerbating the crisis by giving the illusion of meaningful action.”

Head in your hands? It’s not all doom and gloom. Regardless of the decisions our political and business leaders make, there are other approaches being taken.

In Australia, grassroots climate-action groups – termed the ‘climate justice’ movement – have gone beyond formal politics to influence the national debate and create sites for political action at the local level.

“New international alliances of social movement organisations are contesting the models of governments and corporations, while also proposing local solutions that involve the wider population,” says Goodman.

“As climate change accelerates, so too does the pace of social change. New possibilities emerge as the failings of existing policies are exposed. There is a way forward.”

Rebecca Lawson and Xavier Mayes
Marketing and Communication Unit
Photographer: Geoff Breach
Comment on this article at newsroom.uts.edu.au/news/2011/09/the-emissions-imposition
Clouded Judgement

Just like when social websites were first acknowledged, half the problem was educating people about how to use the service. The same goes for cloud usage. I run all my business essentials through a cloud-based provider and the fact that I can use any web browser to access my needs, when and where I want, is effortless. I feel any security risks are minimised by the fact that my service provider can ultimately invest more time, money and effort than I can to ensure my information is well looked after.

Sydboy

Cloud computing is a great idea for business in theory. Then you throw in all the security, political and legal implications and it becomes a nightmare. Between compliance and the legality and politics of storing sensitive data outside the business, it’s very hard to come to an agreement between all parties involved in the business.

Greg Lamb

Storing all the connections with your friends and work contacts in a cloud-based service like Facebook or LinkedIn is convenient, but how much do you know about where your data is stored and who can access it? Disturbing stories abound of employees accessing data without authorisation, of incidences of third-party hacking, and of services disappearing after not being able to cope with demand. As we move more and more irreplaceable information to free and too-cheap hosting services, backing up and understanding the security of your data have never been more important.

David Phillips

Share your thoughts about any article featured in U: at newsroom.uts.edu.au

Sydney International Animation Festival

Until 26 September / Broadway campus
siaf.uts.edu.au

Mid-semester examinations commence

China in the Pacific Lecture – Here for the Long Haul?
9am to 1pm / Building 10; level 14, conference room 201
china.uts.edu.au

Mid-semester examinations finish

Nursing, Midwifery and Diabetes Postgraduate Info Evening
postgraduate.uts.edu.au

Education Postgraduate Info Evening
Health Management Postgraduate Info Evening
postgraduate.uts.edu.au

UTSpeaks: Progress or Procrastination
6pm for a 6.30pm start / University Hall, building 4, level 2
e: robert.button@uts.edu.au

Science Postgraduate Info Evening
Engineering Postgraduate Info Evening
Information Technology Postgraduate Info Evening
postgraduate.uts.edu.au

UTS AUQA Trial Audit
Until 30 September
8.30am to 6pm / Building 10, level 14, rooms 201 and 203
e: auqa@uts.edu.au

International Studies Postgraduate Info Evening
Design, Architecture & Building Postgraduate Info Evening
Communication Postgraduate Info Evening
postgraduate.uts.edu.au

Closing Date for Undergraduate UAC Applications

Email your events for October to u@uts.edu.au by 12 September 2011.
A sunrise shoot with Exposure, UTS’s photographers’ society, provided the perfect skies for the club’s Vice-President and Industrial Design student Michelle Lui.

“These photos were taken at North Narrabeen, Turimetta beach. The weather was unexpectedly good to shoot.”

Visit http://utsexposure.com/

Image: Michelle Lui