

18 November 2022

The Shake Up

Engagement Summary Report

**The Shake Up Community Panel
Session 4**

Prepared by The20

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1. Introduction

The Shake Up Community Panel came together on Saturday 12 November 2022 for its final face-to-face session, which was the culmination of the Panel's work. This session was facilitated by The20.

The objectives of this final session were to:

- Delve deeper into the six themes identified by the Community Panel
- Identify a vision statement for each theme
- Identify tangible actions that would deliver on each theme's vision
- Reflect on whether the visions and tangible actions developed by the group would make the University's move to the city a good one, and align (or not) with the Community Panel's vision for the future discussed at the start of The Shake Up process.



Overview of process

Community Panel members convened in their theme-based groups comprising:

- Student experience and connection
- Staff experience and connection
- Public and active transport
- Sustainability and greening
- Communications and engagement
- Access

As an initial task, Community Panel members developed a draft vision statement for their theme area. These draft statements were presented back to the whole Community Panel with critique invited to help refine the statement. Using this feedback, each theme group finalised their vision statement.

Community Panel members were then asked to identify tangible actions that would deliver on their theme's vision. The same process was used whereby draft actions were presented back to the whole Community Panel and critique invited to help refine the actions. Using this feedback, each theme group finalised their actions.

All vision statements and tangible actions were then displayed for final review by the whole Community Panel, with time provided for members to view them. Panel members were also asked to assign sticky dots to three actions they most want to see progressed by the University. Each panel member was provided with six dots which were applied in the following manner:

- 3 placed against the most important action
- 2 placed against the next most important action
- 1 placed against the next most important action

This process provided a sense of those actions that are particularly important to the Community Panel to see progressed and make the Uni's move to the city a good one. It should be noted that this process was not a vote and is not intended to detract from or undermine the value of all of the actions identified by the Community Panel.

As a final task, panel members convened in mixed groups (i.e. not theme based) to discuss the vision statements and tangible actions, and reflect on whether they would help make the Uni's move to the city a good one. Panel members also reflected on whether the information generated at the session was consistent with initial discussions at the first face-to-face session held in September 2022.

This report summarises the information generated at this final face-to-face session.

2. Theme based discussions

Student experience and connection

Vision:

All students can thrive and achieve their best learning outcomes within a vibrant community.

Student experience and connection is about providing world-class education within a supported, inclusive and fun environment.

It's about making UTAS a place that future students choose. We need to give UTAS a world-renowned reputation and capitalise on the opportunities the city brings, including connection to industry, hospitality, retail, public transport and active transport, as well as sightlines to the mountain and river. By building a 'sense of place' all the way down to the smell of the campus, students can feel like an integrated part of the UTAS community.

Students want a student-focused campus heart, services and facilities that meet their needs, passionate and accessible teachers, a safe environment and an overall fulfilling university experience.

Tangible actions

1. Provide centralised and cohesive student services and facilities (including childcare, prayer space, parents' room, safe spaces for minority groups, pharmacy, post office, book shop, library, medical facilities, union, social clubs, welfare, food and beverages, storage, pub, and bike repair facilities)
2. Deliver fit-for-purpose learning facilities with mixed delivery models, access to teachers, hubs and facilities in close proximity, and encouragement of cross-disciplinary study
3. Create a vibrant campus culture
4. Establish a strong University identity with clear sense of place, student pride and student involvement in shaping the environment
5. Connect with the community through public events, keynote speakers, mixed spaces and connected, accessible design

Staff experience and connection

Vision:

(Short version) Team UTAS – staff engage in creating a vibrant culture.

(Long version) Staff are actively engaged in developing unique facilities that attract, retain and value high quality staff and supports them to make a difference to Tasmania and the world.

Staff are a central pillar of UTAS. They are long-term stakeholders that make or break the University's reputation and experience.

Happy, engaged, valued and supported staff are able to provide excellence in teaching, research and university administration. Providing a vibrant culture, spaces and facilities, job stability and fair remuneration attracts and retains high quality staff. In turn, high quality staff provide exceptional learning experiences for students, solve problems and make the world a better place.

Staff have deep experience and skills that can inform the move. Engaging staff and providing scope for staff to influence move outcomes will result in a City Campus with user-centred design that can support world-class teaching and research. Merging local knowledge and ways of working with international best practice is likely to result in the best outcomes for the move.

Tangible actions

1. Formally include the efforts staff contribute to designing the new University into their workload
2. At every stage of the transition, communicate what decisions have been made, and why, to ensure there are no surprises
3. Open up the design process to a bottom-up, staff-driven, user-centred approach
4. Future-proof the design process by focusing on what the University needs to become and not what it has been
5. Go back to 1!

Communications and engagement

Vision:

Through communications and engagement, create and maintain a social licence for the move and city campus.

'Stellar' communication and engagement with all members of the community including students, staff, Aboriginal and Torres Strait Islander peoples, people with disability, and culturally and linguistically diverse communities is essential to creating and maintaining a social licence for both the move and ongoing UTAS operations.

Through an active and transparent communications strategy, UTAS can achieve stakeholder confidence in the institution, positive media coverage and a clear social licence. Good communication and engagement can stimulate the community to work with, rather than against, the university.

The community needs to better understand the reasons behind the move, and what the university will bring to the city and its students through the move. Giving the community easy access to clear, comprehensive and honest information that communicates the purpose and needs of UTAS will be central to the University's communications strategy.

Tangible actions

1. Diversify information delivery for storytelling the 'what' and 'why' of the move
2. Provide open, honest information about the move and funding needs
3. Ensure the purpose and needs of UTAS comes first
4. Communicate a positive message of UTAS as a good citizen that has a positive cultural influence and cares about the city
5. Reset communications with staff, students, alumni and the wider community, including admitting to past miscommunications
6. Pick knowledgeable communicators suitable to the audience
7. Promote a clear timeline with a transparent order of progress
8. Re-assess communications message and style - don't rush communications and focus on problems that need solving

Sustainability and greening

Vision:

Connection to our roots through rewilding and regeneration within the city as a leading climate positive university.

From linking kunanyi to the Derwent through a wildlife corridor, to reconnecting people to their environment, connection is a vital element of sustainability and greening. We need to connect to our cultural, community and environmental roots to re-establish a sense of place and increase respect and understanding of our environment.

UTAS' move into the city provides the opportunity to rewild Hobart, enhance biodiversity and regenerate community, environmental and economic values.

It also presents an opportunity to become a world-leading university in responding to climate change. Promoting a circular economy, generating and using renewable energy, increasing energy efficiency, using sustainable transport, building low carbon buildings and running low carbon operations are some of the ways UTAS can become climate positive.

Being a green and sustainable university will benefit the wider Tasmanian community and all future generations.

Tangible actions

1. Agree and apply an industry standard for the built environment that focuses on sustainable outcomes
2. Design, deliver and evaluate a multi-layered biodiverse corridor that connects kunanyi, the city, the Domain and waterways
3. Design, deliver and evaluate multipurpose green indoor/outdoor spaces such as food gardens, rooftop spaces and learning areas
4. Adopt zero waste policies and behaviour change with a circular economy approach
5. Incorporate practical education experiences in our green spaces
6. Leverage change through social enterprise initiatives, planning, leasing and procurement
7. Use the natural environment as connecting themes (e.g. recurring 'waterway')
8. Integrate with sustainable local businesses and initiatives to promote collaboration with the community

Access

Vision:

Equitable and inclusive access, and opportunity to participate in places, services and experiences for everyone.

Access is about providing the opportunity for all people to equally participate in all aspects of community life. Access applies to places, services and tangible and intangible experiences, and needs to go far beyond basic legislative requirements.

UTAS can make its City Campus accessible in the following ways:

- Physical accessibility: for example, ramps into buildings with stairs, or removing stairs all together
- Financial accessibility: for example, low cost and high availability of public transport and parking
- Convenience: for example, co-locating shops and services within or near the campus, reducing the need for multiple stops
- Availability of something as well as when, where, or how it is offered: for example, providing diverse options for the mode (online vs face-to-face) or timing of classes to suit different schedules
- Perceptions of safety: for example, providing well lit, open spaces
- Socio-demographic characteristics: for example, encouraging and supporting low socio-economic and minority communities to attend university

By providing safe, supportive, flexible, equitable and inclusive places, services and facilities, UTAS can be a university that is equally accessible to all.

Tangible actions

Tangible actions to deliver the vision:

1. Engage with grade 10/11/12 students and marginalised groups to promote UTAS as a pathway, and inspire a sense of belonging, participation and cultural safety
2. Consult and codesign with people with lived experience of different needs, including disability, parenthood, cultural and religious diversity
3. Prioritise a temporary student services hub with adequate multi-use spaces and wayfinding for the transition, then formalise
4. Collaborate with local and state government to 'manage up', advise and model best practice mobility and built outcomes including bike share schemes, accessible shuttles and a 'human bus' to provide better access into and between sites
5. Undertake independent and ongoing audits of intersectional (UTAS/Council/State Government) spaces to identify access failures and opportunities
6. Provide user-focused timetables, published well in advance to facilitate student, staff and community planning
7. Activate ground floor spaces and walkways (and consider use of multi-level walkways) for passive surveillance, invitation, and ease of connection
8. Invest in technology to improve access, participation and flexibility

Public and active transport

Vision:

Enable movement that creates connection between people and places in easy, inclusive and joyful ways.

Improved sustainable and active transport will keep everyone moving to and between campuses in an easy, time-efficient, multimodal, affordable and sustainable way.

UTAS has the opportunity to champion, advocate for, and be a part of cutting-edge public and active transport that improves the city's entire transport system. This may include a free loop bus, light rail, cycling, scooters and walkways – providing choice is key. Technology such as real time apps will help to improve the user experience. Prioritising those people with the highest needs will ensure public and active transport is accessible for all.

The city move provides an opportunity to go beyond the basics – we can make transport a joyful experience that can become the highlight of someone's day. Through a focus on aesthetics, innovative design and accessibility, public and active transport can become a desirable choice for all Tasmanians.

Tangible actions

1. Embed universal design in all transport decision-making and procurement
2. Analyse metro and regional requirements for all transport modes including routes, usage, and location of stops
3. Establish a UTAS 'Transport Fund' to subsidise or contribute to key transport projects
4. Drive collaboration and communication including connection of the multiple modes and 'managing up' key stakeholders
5. Leverage staff skills, knowledge and leadership to contribute to a long-term transport plan for the city
6. Improve usability of the network through real-time apps, wayfinding, end-point bike and scooter storage and charging points
7. Develop a plan for accessible, all-weather walkways to and within sites
8. Champion public and active transport as modes that have personal and societal benefits, are joyful, seamless, easy, affordable, time-efficient, sexy and delicious!

3. Actions by priority

Theme	Action	Level of support by participants
Student experience and connection	Deliver fit-for-purpose learning facilities with mixed delivery models, access to teachers, hubs and facilities in close proximity and encouragement of cross-disciplinary study	27
Staff experience and connection	Open up the design process to a bottom-up staff-driven, user-centred approach	23
Staff experience and connection	Formally include the efforts staff contribute to designing the new University into their workload	20
Sustainability and greening	Adopt zero waste policies and behaviour change with a circular economy approach	17
Access	Consult and codesign with people with lived experience of different needs, including disability, parenthood, cultural and religious diversity	17
Sustainability and greening	Agree and apply an industry standard for the built environment that focuses on sustainable outcomes	16
Sustainability and greening	Design, deliver and evaluate a multi-layered biodiverse corridor that connects kunanyi, the city, the Domain and waterways	15
Access	Engage with grade 10/11/12 students and marginalised groups to promote UTAS as a pathway and inspire a sense of belonging, participation and cultural safety	14
Student experience and connection	Create a vibrant campus culture	14
Staff experience and connection	Future-proof the design process by focusing on what the University needs to become and not what it has been	12
Communications and engagement	Reset communications with staff, students, alumni and the wider community, including admitting to past miscommunications	12
Communications and engagement	Provide open, honest information about the move and funding needs	12
Public and active transport	Establish a UTAS 'Transport Fund' to subsidise or contribute to key transport projects	11

Theme	Action	Level of support by participants
Student experience and connection	Establish a strong University identity with clear sense of place, student pride and student involvement in shaping the environment	10
Student experience and connection	Provide centralised and cohesive student services and facilities (including childcare, prayer space, parents' room, safe spaces for minority groups, pharmacy, post office, book shop, library, medical facilities, union, social clubs, welfare, food and beverages, storage, pub, and bike repair facilities)	7
Access	Prioritise a temporary student services hub with adequate multi-use spaces and wayfinding for the transition, then formalise	7
Communications and engagement	Communicate a positive message of UTAS as a good citizen that has a positive cultural influence and cares about the city	7
Public and active transport	Develop a plan for accessible, all-weather walkways to and within sites	7
Public and active transport	Embed universal design in all transport decision-making and procurement	6
Communications and engagement	Promote a clear timeline with a transparent order of progress	6
Communications and engagement	Diversify information delivery for storytelling the 'what' and 'why' of the move	5
Sustainability and greening	Use the natural environment as connecting themes (e.g. recurring 'waterway')	4
Staff experience and connection	At every stage of the transition, communicate what decisions have been made, and why, to ensure there are no surprises	4
Public and active transport	Analyse metro and regional requirement for all transport modes including routes, usage, and location of stops	3
Communications and engagement	Ensure the purpose and needs of UTAS comes first	3
Access	Collaborate with local and state government to 'manage up', advise and model best practise mobility and built outcomes including bike share schemes, accessible shuttles and a 'human bus' to provide better access into and between sites	2
Access	Invest in technology to improve access, participation and flexibility	2

Theme	Action	Level of support by participants
Public and active transport	Leverage staff skills, knowledge and leadership to contribute to a long-term transport plan for the city	2
Sustainability and greening	Leverage change through social enterprise initiatives, planning, leasing and procurement	2
Staff experience and connection	Go back to 1!	1
Sustainability and greening	Design, deliver and evaluate multipurpose green indoor/outdoor spaces such as food gardens, rooftop spaces and learning areas	1
Sustainability and greening	Incorporate practical education experiences in our green spaces	1
Public and active transport	Drive collaboration and communication including connection of the multiple modes and 'managing up' key stakeholders	1
Access	Activate ground floor spaces and walkways (and consider use of multi-level walkways) for passive surveillance, invitation, and ease of connection	1
Public and active transport	Improve usability of the network through real-time apps, wayfinding, end-point bike and scooter storage and charging points	1
Student experience and connection	Connect with the community through public events, keynote speakers, mixed spaces and connected, accessible design	0
Communications and engagement	Pick knowledgeable communicators who are suitable to the audience and skilled at advertising	0
Communications and engagement	Re-assess communications message and style. Don't rush communications and focus on problems that need solving	0
Sustainability and greening	Integrate with sustainable local businesses and initiatives to promote collaboration with the community	0
Access	Undertake independent and ongoing audits of intersectional (UTAS/Council/State Government) spaces to identify access failures and opportunities	0
Access	Provide user-focused timetables, published well in advance to facilitate student, staff and community planning	0
Public and active transport	Champion public and active transport as modes that have personal and societal benefits, are joyful, seamless, easy, affordable, time-efficient, sexy and delicious!	0

4. Reflections on proposed visions and actions and the final Community Panel session

During the whole of group debrief, some Panel members commented that they felt the visions and actions identified during this final session were very consistent and aligned with the early discussions had by the Community Panel at the first face-to-face session, and if delivered would contribute to making the Uni's move a good one.

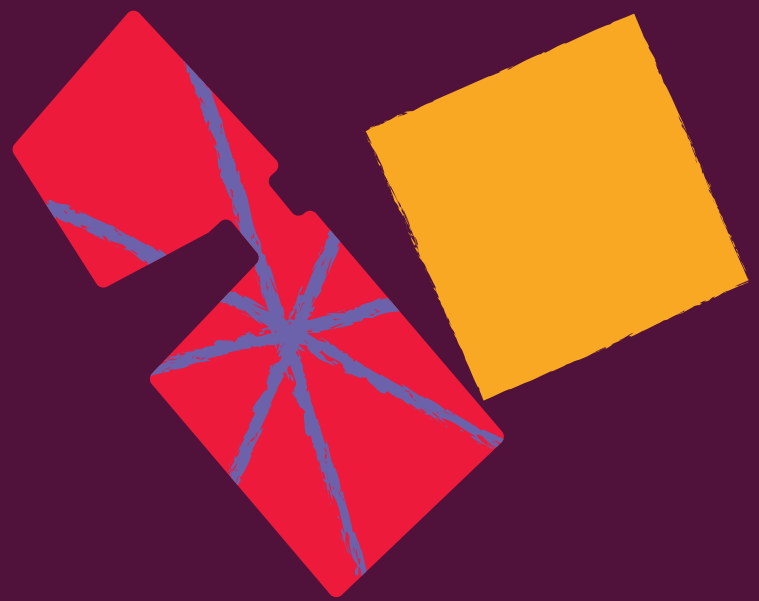
It was noted however, that the 'proof' of a good move will only become evident in the delivery by the University, and that the actions identified by the Community Panel will be a good measure to help hold the University accountable.

One member identified that the University should take its time to get it right.

A number of members commented on The Shake Up Community Panel process and identified that they had found it a 'safe' and respectful place to have discussions about the University's move, which was in contrast to the more public discourse happening outside of the Community Panel process. Some members thanked the University and The20 for providing the opportunity for robust and honest discussion, and the way in which the Community Panel process was facilitated and delivered.

One member commented on the logistics of the final session and a number of factors which meant it was difficult for them to fully participate. They also commented that they would have liked to have been able to contribute to more than one theme area.





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