

7 October 2022

The Shake Up

Engagement Summary Report

**The Shake Up Community Panel
Session 2**

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1. Introduction

Off the back of the initial The Shake Up Community Panel sessions, a series of online workshops were held with panel members.

These sessions were theme based and focused on the six key themes the Community Panel members identified that they would like to explore in more detail to help inform the next iteration of the Master Plan.

The six themes comprised:

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

Community Panel members attended the themed online session that they nominated for at the conclusion of the first full face-to-face session held in early September 2022.

Prior to attending the online sessions, a draft theme description was provided to Community Panel members to review and consider. This description:

- described the theme, to ensure common understanding by the group regarding what the theme was about.
- invited members to consider if the description resonated with them and if there was anything missing, or needed changing.
- described what 'master planning' is.
- invited members to consider how the theme may be responded to during the master planning process.
- invited members to consider what additional information or data they may need to help think about this theme, or experts they would like to hear from at future sessions to help with deliberations.

The online sessions were held during evenings of the week commencing 26 September.

Each session was facilitated by The20 and comprised the following key discussions:

- Recap the process for The Shake Up Community Panel and how Panel members' contribution will be used.
- Testing, validation and refinement of the draft theme descriptions.
- Discussion about how the theme could be responded to through the master planning process.
- What information or data the group might need, or experts they might

want to hear from to assist with their deeper exploration of the theme.

This report summarises the information gathered at these theme sessions.

2. Student experience and connection

2.1 Feedback on draft theme description

Overall, the draft theme description resonated with the group. It was agreed that it provided a sound basis for further exploration. No specific changes were proposed.

The following key points about this theme area were made during the discussion by Community Panel members:

- The University is what it is because of the students.
- Socialising is a big part of a student's university experience, and enabling students to gather, meet and make connections with others needs to be enabled through the design of places and spaces, and the services and activities that are provided. These opportunities need to be face-to-face.
- Mental health and wellbeing of students can be supported through incorporation of green spaces, as well as facilitating connections between students and providing support to students.
- Having access to staff, including teachers and tutors is important, including face-to-face opportunities, not just online.
- Offices of teaching staff need to be located on campus to facilitate student access to teachers.
- Good quality teachers are needed, and facilities should attract high quality staff.
- Desire for flexibility to enable students to maintain their job/s while studying.
- Students need certainty about what courses, services and activities the University offers.
- Desire for up-to-date facilities.
- The overall University website needs improving to enable better accessibility - it is currently difficult to navigate.
- Getting to/from the University needs to be easy for students, as does navigation of the campus when they are there.
- Thinking should be applied to how the planning, design and operation of the campus can facilitate interactions between different faculties, groups and societies.
- The overarching theme or approach to the Master Plan needs to ensure that the planning, design and operation of the campus is not transactional. Universities are places of critical thinking and learning, and realising that one's life is bigger than oneself is an important part of the experience.

2.2 Opportunities for master planning to consider for student experience and connection

- Locate the library in proximity to a café/places to eat.
- Provide food preparation areas for students, e.g. microwaves, toasted sandwich makers – these are places students can have incidental interactions and meet others.
- Co-locate student services with food services.
- Food that is affordable.
- Think about how the Campus Heart can attract students, e.g. what will give them a reason to go there? Food and coffee are key attractors but other services and activities will be needed to draw people there. Creating a sense of belonging on campus will also be critical.
- Provide spaces for students to do their own thing, e.g. spaces for clubs, mingle spaces, rooms that can be booked out by groups.
- Provide events that are opportunities for ‘meet and greet’, e.g. Barrels, affordable events.
- Create open, walkable, interesting outdoor environments.
- Access to sunlight indoors and outdoors is as important as access and views to green spaces.
- Green spaces with seating located in proximity to cafeteria/food services
- Have a student union facility/building.
- Ensure students can have a say in the design of the Campus Heart and student hub/s.
- Need to balance creating spaces for students, and a sense of ‘my space’: spaces where broader community feel welcome and can access.
- Some faculties need larger activity spaces, e.g. science and engineering, which needs to be considered in the internal design of buildings.

2.3 Further information, data, experts

To aid further exploration of this theme area, the following were identified:

- Understanding more about the options to enable the physical access to/at the University.
- Understanding what the University is looking to accommodate, where, e.g. accommodation, sporting facilities, etc.

3. Staff experience and connection

3.1 Feedback on draft theme description

The following changes to the draft theme description were proposed:

- Add reference to professional staff.
- Refer to teaching, research, administration and other activities that take place at a university.
- Reframe wording about connection to a brand and identity – this should be more about connections between people (staff, students, etc), and feeling connected to the University as a whole, the culture of the University and feeling valued.

The following key points were made during the discussion about this theme area by Community Panel members:

- Desire for fit-for-purpose working environments that promote the wellbeing of staff and enables them to do their jobs.
- Need for understanding about the ‘differences’ between academic and professional staff. Academic staff are often more mobile and want the University environment to support them to excel. Professional staff are less mobile and often have stronger attachment to the University, which means culture and being a good place to work are particularly important.
- Need to focus on engagement with staff and creating ownership of the process. The University needs to work with staff so that they are ‘on board’. Could use the Gemba process, using open-ended questions to generate open discussion.
- A desire for staff to feel valued by the effort that has gone into the design of spaces.
- As the only university in Tasmania, the University of Tasmania defines what most people know a university to be. This is an opportunity for all Tasmanians to get excited about what is ahead, rather than focus on the loss of the Sandy Bay campus. Need to look to other universities to see what is possible.
- Desire for a clear description of what a Master Plan is/does and what staff can expect from it.
- Staff want to be involved in the ‘finer grain’ discussions, i.e. what building will I be in, where will I sit, where will chemicals be stored, how will I have access to the things I need to do my job, etc. This is beyond master planning, and staff want to know what the process will be for these types of discussions, and certainty about how they will be engaged.
- The main function of a university is to educate the next generation and provide academic staff the chance to have their say and conduct research. Staff need their autonomy to do this. At the moment it appears that those who deal with the students and conduct research aren’t being consulted.
- The unique selling point of the move is the University’s proximity within the city and the connections this enables with industry and community.
- Feel the University has been in a confrontational mode and needs to have a more positive approach when engaging with staff as its ‘not too late’. Feel that the University has been avoiding having open conversations with staff, but need to engage so that staff can get on board and be supportive of what is happening.

- The master planning process could be an opportunity to boost staff engagement and connection by providing plenty of opportunities for staff to engage with, be listened to, and have their views being welcomed by the managers leading the planning process.
- Feel that staff had ample opportunities to engage, but some have chosen not to. The media has been one-sided.
- At a point now where staff should be looking to the future, and the University being clear about future engagement with staff.
- Concerns about hot desking – there is a necessity to speak with staff first about their needs as they may not be able to hot desk due to the nature of their work, e.g. privacy doing clinical work.
- A university should be collegial.
- The physical spaces and resources to attract staff. Restricting areas such as Science and Engineering into a small building won't allow for the work to change in the future.

3.2 Opportunities for the master planning to consider for staff experience and connection

- Provide spaces and places for staff to easily connect and 'bump into others'.
- Engagement with staff as end-users of the spaces to ensure they are designed to be fit-for-purpose, practical and meet their needs. This includes making sure to involve staff with disabilities and chronic illness, etc to understand the spaces and facilities that would make the physical workspace more supportive for them to work.
- Sufficient spaces to deliver the services that staff provide.
- Spaces that are flexible and can change over time as needs change
- Private spaces for staff to do their work.
- Consider proximity to business, industry and community and how we can leverage and connect with this as a university.
- How the University can be welcoming and open to the community, including into buildings.
- Look to best practice and universities elsewhere to learn about what to do in Hobart, while also making sure the University has a Hobart 'flavour'.
- Facilitate groups of staff to design their ideal workspace, their ideal classroom, etc and feed that into the planning process.

3.3 Further information, data, experts

- What is the desired carrying capacity of buildings, i.e. what numbers are we looking to cater for in existing and new buildings.
- More detail about what parts of the University (i.e. faculties, buildings, services etc) might go where on the map.
- Representatives from other universities to talk about their experiences of this type of process.
- A staff member who has experienced the move from Sandy Bay to the new Hedberg site to talk about what went well, and what could have been done better.
- What the process will be for 'finer grain' discussions about the design of work spaces, and certainty about how staff will be engaged.
- A senior academic member of staff with very recent experience of UTAS.

4. Public and active transport

4.1 Feedback on draft theme description

Overall, the draft theme description resonated with the group, and it was agreed that it provided a sound basis for further exploration. The following refinements were suggested:

- Ride sharing, including sharing drivers for people who are unable to drive

The following key points were made during the discussion about this theme area by Community Panel members:

- The walking times between buildings/services and the Campus Heart will need to be considered.
- Current footpaths in the city are narrow and will be under pressure as larger groups of students move around the city with the general public.
- Extra foot traffic will add pressure to footpaths which are already narrow and in poor condition, and also experience other demands for space from scooters and street furniture.
- Desire to see a combination of travel modes facilitated, e.g. drive to bus stop, park and catch bus, or ride bike to bus and catch bus, etc.
- Need more innovative forms of travel supported, e.g. facilities to enable bikes to be taken on buses.
- Master Plan needs to be data driven, and the University to 'back winners' in terms of public transport.
- Gather data about how many students and staff are likely to ride a bike to the University.
- Consider how to incentivise the use of public and active transport
- Current data shows that to reduce congestion in the city, we need to convert car commuters to other forms of transport.
- There are a number of park and rides under construction, and some are already available.
- There is funding available now to upgrade bus stops to make them compliant with the Disability Discrimination Act.
- The University currently provides students with free transport via the Uni Hopper.
- There will be no light rail - buses will be the focus for mass transit.
- It's easier to add a new stop to an existing route than to create new routes.
- The Uni Hopper is not accessible, and stops are too far from key buildings, e.g. Forestry Building.
- There is a lack of trust in Tasmania's public transport system.
- Need to look at barriers to the use of public transport. Some people are inexperienced or unfamiliar with using it, or they don't have access to it in places they live, etc. It was noted that these barriers may be perceptions rather than reality.
- Challenge of public transport is that it's 'hub and spoke', i.e. travel is to/from the city.
- Desire to talk about the issues, with less focus on The Shake Up process.

4.2 Opportunities for the master planning to consider for public and active transport

- Public transport stops to be near University buildings and services to enable easy accessibility for all people.
- Consider design of key connections between buildings and other University services/locations in terms of gradient, width and condition of footpaths, and protection from the elements.
- Provide transport options to enable quick and easy travel between buildings/different parts of the campus, e.g. shuttle service, scooters.
- Engage with State Growth about public transport opportunities, and with state and local government who own the roads.
- Research what students and staff want in terms of public and active transport options.
- Separated bike lanes by removing car parking on streets.
- Bike path connections from outside of the city to the University campus.
- Provide bike storage and end of use facilities – look at the example of Menzies, which is undercover, locked and has over 100 anchor points.
- Provide infrastructure for pedestrians that is safe, accessible, enables large groups of people to move around the campus at particular times, and provides wayfinding signage.
- Wayfinding signage on bike routes/paths from outer areas providing direction to campus.
- Involve artists in producing wayfinding signage and contribute to sense of place.

4.3 Further information, data, experts

- Percentage of students/staff that ride to University based on other university's data.
- Hobart City Council planner.
- Current transport modelling so we can consider what the impact of the University will mean.
- State Growth transport modelling section.

5. Sustainability and greening

5.1 Feedback on draft theme description

The following changes to the draft theme description were proposed:

- Give the description more of a 'Tassie feel' in terms of celebrating and recognising cultural diversity and the importance of the natural environment.

The following key points were made during the discussion about this theme area by Community Panel members:

- Consideration of food security as part of sustainability.
- This theme is related to others being discussed by the Community Panel
- This theme provides a tangible way for the University to show its identity and values.
- Opportunity to link studies to planning, design and operation of the University.
- A significant number of students and staff suffer from food insecurity, so access to affordable, fresh, convenient and warm food is important.
- Need to engage with the Hobart City Council about car use in the city and ways to reduce it.
- Education about sustainability happens at multiple levels, including in how buildings are designed, operated and used. Reflecting sustainability in design is a great opportunity for the University.
- Be careful about using techniques to bring green into the campus at the expense of other sustainability measures, e.g. green walls can be water hungry.
- Desire to be cutting edge now so that we are still leading by example in 50 years' time. Opportunity for the University to lead by example in terms of sustainable design and operations.
- Greening and access to nature contribute to health and wellbeing.
- Sandy Bay is an amazing green site which many love: maintain a link back to Sandy Bay for ex-staff and students.
- Apply a sustainability lens to everything the University does, e.g. when a new course is offered, changes in operations, building design etc.

5.2 Opportunities for the master planning to consider for sustainability and greening

- Provide spaces that facilitate studying and productivity outside, e.g. seating, protection from weather, wi-fi, charging points, power points, etc.
- Provide outdoor spaces that 'drown out' car and city noise.
- Provide indoor/outdoor spaces that connect to nature and provide views to mountains and water.
- Access to fresh air indoors.
- Areas for growing food.
- Create car free / pedestrian only zones.
- Use greening to create links between buildings and a sense of cohesion across the campus, e.g. paths of green walls.
- Provide EV chargers – including chargers for scooters – close to buildings.
- Consider seasonality in landscaping and planting to show how the natural environment changes over the course of the year.
- Plant diverse species, not uniform plantings to create interest and attract insects and wildlife. This could include creating a 'string through the city' of insect/species hotels.
- Incorporate traditional food and medicine plants of local Aboriginal people.
- Provide opportunities to encounter nature as people move around campus and experience and learn about the change in seasons and the unique natural environment of Tasmania.
- Consider the weather and how this impacts the design and use of spaces.
- Consider opportunities for smart technology.
- Make sustainability visible, e.g. if it can't be seen or it isn't obvious what something is, use signage to educate so that the University is a learning environment wherever someone goes.
- Building heights to be respectful of the topography of sites, and maintain views to mountains and water.
- Consider ways to integrate 'urban bluing' as water is relaxing, calming, cooling, adds light and helps drown out background noise.
- Avoid straight lines and create meandering paths/spaces between buildings, not wind tunnels.
- Create culturally safe places.
- Provide interpretation of Aboriginal culture throughout the campus in culturally respectful and inclusive ways.
- Apply a sustainability lens to the Master Plan.

5.3 Further information, data, experts

- Information that helps understanding about what is feasible and what the University is willing to consider.
- Planning requirements and regulations.
- Food insecurity statistics of students and staff.

6. Communications and engagement

6.1 Feedback on draft theme description

The following changes to the draft theme description were proposed:

- Reflect the desire/need to bring in a diversity of views.
- Acknowledge that there is a diversity of views.
- Acknowledge how people are feeling about past and current engagement by the University, i.e. not open, honest, transparent.
- Identify the need for accountability.

The following key points were made during the discussion about this theme area by Community Panel members:

- Need a clear plan with timelines about how staff are to be engaged
- Key stakeholders in this process are staff and students who must have the opportunity for input to the process to identify their needs.
- Have concerns regarding the internal design of buildings already underway, e.g. Forestry Building - don't feel this will meet the needs of staff.
- Need to have planners and designers engaging with stakeholders in the process now.
- There is a strong sense of cynicism that the University is going through this consultation process after the decision has already been made to move. Many people wanted to be consulted about the decision to move.
- Need a clear statement from the University that acknowledges what has gone before and explain why the decision has been made to move to the city. People don't feel they have had a clear and truthful explanation about how the University has got to this point.
- Some people in the community feel that the decision to move 'came out of the blue'.
- Some people in the community feel that the decision is financially driven, and the University is using other benefits of the move as a smokescreen.
- There has been a strong misinformation campaign about what the University is doing and why, including in the Elector Poll process. Disagree that the community should have a say in its business and whether it should move or not. The community should provide the University with a lot more credence about what it has done.
- Need a change management plan as part of this process, of which communication is an essential part.
- Need to change the narrative from focusing on the past and look to the future.
- The University needs more factual reporting in the media about what it is doing.
- Consider that the University has been providing misinformation about the condition of buildings at Sandy Bay, and the ability for them to be reused or refurbished.
- Feel staff and students were not consulted about the Forestry Building.
- There has been too much political interference in the University's proposal to move, which has

caused a lot of confusion about issues relating to car parking, what is or isn't happening at Sandy Bay, students etc.

- Many people in the community who are trying to influence this process are drawing on out of date (i.e. from the 1960s) representations of university teaching and learning, and student life.
- To help community move past this, the University needs to be honest and build trust with the community.
- Change is constant and feel that buildings in the city will not enable the University to be flexible and change or expand over time as needed.
- Should be thinking about what is happening in the buildings before designing what is happening outside.
- There will be opportunities for further community comment under the planning scheme process.

6.2 Opportunities for the master planning to consider for communication and engagement

- Engage with end users, particularly staff and students to help design buildings, spaces and places, including the Campus Heart.
- Provide a clear statement from the University that acknowledges what has gone before and explain why the decision has been made to move to the city.
- Communication that is open, honest and transparent.

6.3 Further information, data, experts

- Designers and planners involved in developing the Master Plan.

7. Access

7.1 Feedback on draft theme description

The following changes to the draft theme description were proposed:

- Review examples used.
- Refer to safety, which is an important part of access.
- Acknowledge that access is important to consider both in the planning and transition, as well as once the campus sites are 'up and running'.

The following key points were made during the discussion about this theme area by Community Panel members:

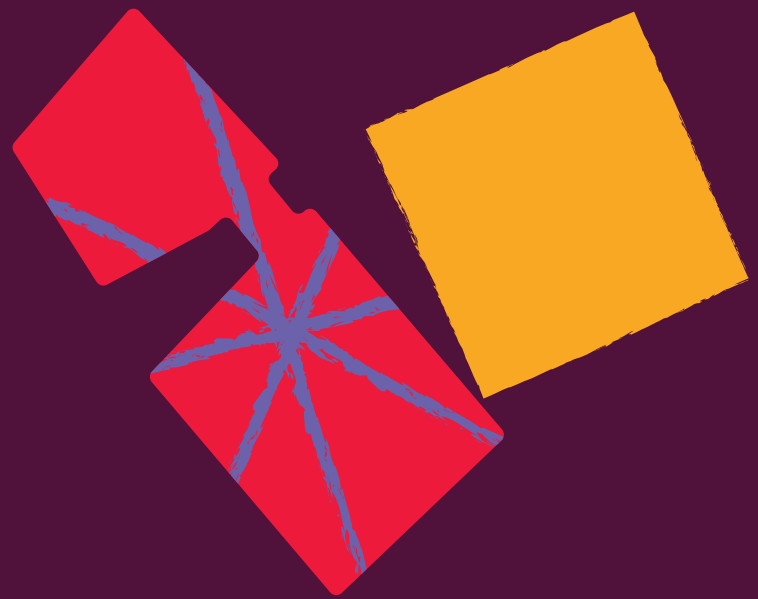
- Non-traditional students need to feel welcome and a sense of belonging and that university is for them.
- Access to learning online is good when necessary, i.e. for someone sick, or who lives far away.
- Examples in the theme description are good but shouldn't reinforce stereotypes (e.g. parking, public transport).
- Design should be inclusive and go beyond accessibility for people with disabilities and include, for example, people with prams
- Access in all its forms should be a key principle of the Master Plan and needs to be up front and proactive, not an afterthought.
- Access to intangibles and not just the physical access needs to be considered, e.g. the student experience of campus life, sense of belonging, meaning, spirituality.
- Health care facilities are critical. The extra population of staff and students will place increased pressure on city health services.
- Need public transport options to the campus.
- Need to cater for car parking for those who need to drive.
- Timetabling will impact how groups of people move to, from and through the city from key buildings, and at what time.
- How people feel is critical, so creating a sense of place is important.
- Other opportunities for public transport could be reinstating the trains and extending the Derwent ferry.

7.2 Opportunities for the master planning to consider for access

- Apply an inclusive design approach.
- Consider incorporation of health care facility/s.
- Collaborate with Hobart City Council regarding roads and footpaths.
- Consider transition spaces in/out of buildings and between buildings and how these interface with the public realm, and city-seek for the campus to 'bleed' into the city, rather than be hard and fast boundaries.
- Consider requirements for people with psychosocial disabilities and sensory issues.
- Create spaces and places that are permeable and enable people to move in and out easily.
- Create spaces and places that are open to everyone, provide a sense of invitation and make all people feel welcome and able to enter.
- Activate ground floor spaces.
- Well-lit and signposted pathways and building entrances.
- Consider creative opportunities to cater for car parking or manage existing car parking differently, e.g. create an overflow at the Regatta Grounds and catch a bus; prioritise car parking for those who have to drive due to no access to public transport from where they live; incentivise those who don't have to drive to leave their car at home.
- Create pedestrian friendly environments.

7.3 Further information, data, experts

- Town planners.
- Transport planner.
- People with lived experience of disability.
- People who are neuro diverse.
- Independent living consultant.



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