



# **CAMPUS MASTER PLAN 2022**



# FOREWORD

## Acknowledgement of Country

The University acknowledges the Giabal and Jarowair peoples of the Toowoomba area; the Jagera, Yuggera and Ugarapul peoples of Ipswich and Springfield; the Kambuwal peoples of Stanthorpe; and the Gadigal peoples of Eora Nation, Sydney, as the keepers of ancient knowledge where the University's campuses and hubs have been built, and whose cultures and customs continue to nurture this land. The University also pays respect to Elders – past, present, and future.

## A message from the Chancellor and Vice-Chancellor

For over 50 years, the University of Southern Queensland, one of Queensland's leading regional universities has been supporting students in a flexible and supportive learning environment. We place a high value on our connections and partnerships with local industries and community through our high-quality research and research training and our aspirational activities.

Our University was founded by community members that grew from the desire and need for quality higher education within the Darling Downs region. Toowoomba was the original single campus, expanding to our current campus operations today in Springfield and Ipswich, our USQHub at Stanthorpe based within the Queensland College of Wine Tourism, and our large online offering.

Our online and physical campus offerings are of equal importance and it is through the seamless blending of these delivery modes and celebration of the unique features and rich assets of each campus that we will deliver a high quality and memorable experience for our students, collaborative partners and communities.

The University of Southern Queensland Master Plan plays an important role in ensuring our campuses are planned to support and sustain our future growth, our students needs and our research endeavours. This Master Plan has been developed through extensive consultation with our stakeholders and community members to provide a forward-focused strategy for our campuses and bring to life new assets through our Master Plan vision:

The University of Southern Queensland delivers welcoming, accessible, exciting, and original experiences for students, staff and the community. We are open for innovation, learning and collaboration anytime, anywhere and to anyone.

We welcome your engagement and participation with this Master Plan .



**Mr. John Dornbusch**  
Chancellor

**Professor Geraldine Mackenzie**  
Vice-Chancellor



# STRUCTURE

**This Master Plan document is arranged into eight sections as outlined on the page opposite. The Master Plan covers all three of the University's physical campuses and provides an overarching framework and specific campus-centric strategies and priorities.**



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**01**

## **Introduction**

Outlines the role and process undertaken in developing the Master Plan as well as providing a snapshot of the University's current achievements.

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**02**

## **Global trends**

Highlights the core trends and shifts facing all universities as an underpinning for all decisions that relate to the physical campus assets.

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**03**

## **University of Southern Queensland positioning**

Explores the vision and goals of the University's Strategic Plan, develops an appreciation of future audience appetites and expectations and looks to forecasted growth to paint a picture of the spatial requirements for each of the University's physical campuses.

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**04**

## **Overarching Master Plan framework**

Defines a Master Plan Vision and Drivers that underpin all strategies and priorities for each of the University's campuses.

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**05**

## **The 1st Campus - online/virtual**

Outlines the role of the online/virtual campus as a unifying teaching and learning platform providing flexibility and choice for all students about when and where they are able to participate in the University's experience.

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**06**

## **Toowoomba Campus**

Analyses the current campus' performance and identifies the key opportunities, strategies and catalytic priorities to realise the Toowoomba Campus' aspiration.

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**07**

## **Ipswich Campus**

Analyses the current campus' performance and identifies the key opportunities, strategies and catalytic priorities to realise the Ipswich Campus' aspiration.

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**08**

## **Springfield Campus**

Analyses the current campus' performance and identifies the key opportunities, strategies and catalytic priorities to realise the Springfield Campus' aspiration.

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**09**

## **Appendices**

Provides additional information and insights in relation to audience understanding and the Agriculture, Science and Engineering (ASE) precinct at the Toowoomba Campus.

# PLAN AT A GLANCE

The table below summarises the key aspects of the master plan across the various campuses and provides a snapshot of the positioning, strategic moves and catalytic priorities for each. These are expanded on in greater detail in the balance of this report.

	Campus aspiration	Future focus	Future positioning
<b>Online</b>		<b>Digital campus famous for its quality programs and level of personalised support.</b>	Online education is likely to continue to grow rapidly. The growth of national competitors and the accelerated shift in online students studying outside their home state, means that the University's position as a leader must continue to innovate across courses and deepen its value proposition to retain and extend market share.
<b>Toowoomba</b> 93 hectare site 110,754 sqm of built area	<b>Toowoomba Campus will celebrate and showcase the flagships and the best of what regional community and university experience can be.</b>	<b>Foundation campus famous for offering all programs and flagship research.</b>	Toowoomba will continue to be an important base for the University. The region's projected population growth and ageing population presents minimal opportunity for growth in this campus – while it may be possible to grow some market share, it will not be the primary vehicle for growing EFTSL and revenue.
<b>Ipswich</b> 25 hectare site 23,458 sqm of built area	<b>Ipswich Campus will be a place of learning and healing, acknowledging its history as the University works with community to build aspiration and health and well-being.</b>	<b>Heritage campus famous for health, well-being and justice.</b>	Ipswich will be a growth centre for the University. Tapping into the University's strong market share, the moderate population growth in the area and the regional focus on health and social services provides a strong basis to grow further. The University must provide a strengthened value proposition to grow students and connect with industry and community.
<b>Springfield</b> 3.25 hectare site 21,751 sqm of built area	<b>Springfield Campus will be an innovation accelerator for the region, positioned as the beating heart of Education City.</b>	<b>Campus famous for innovation and technology.</b>	The Springfield Campus has substantial potential for growth given the region is one of Australia's fastest growing with close to 4,000 students within 10kms of the campus. The future will also become more competitive as other universities and educational institutions look to grow into this area so the University must stamp its mark now as a vibrant and attractive proposition.

University impact	Key campus moves	Catalytic priorities
<ul style="list-style-type: none"> <li>All programs</li> </ul>	<ul style="list-style-type: none"> <li>n/a</li> </ul>	<ul style="list-style-type: none"> <li>n/a</li> </ul>
<ul style="list-style-type: none"> <li>Flagships:               <ul style="list-style-type: none"> <li>Space and defence</li> <li>Agriculture</li> <li>Health</li> <li>Regional development</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Open the core of campus up to an activated heart.</li> <li>Draw Agriculture, Science and Engineering (ASE) into the campus proper.</li> <li>Create campus gateway sites and hubs focused around flagships.</li> <li>Connect, strengthen and extend feature landscape through the campus and beyond.</li> <li>Relocate accommodation and childcare.</li> <li>Consolidate stock and develop commercial opportunities to support.</li> </ul>	<ol style="list-style-type: none"> <li>Hero the Flagships.</li> <li>Next generation teaching and learning - refreshing spaces.</li> <li>Garden City, Garden Campus.</li> <li>Contemporary accommodation offer.</li> <li>Exploring complementary use of infrastructure.</li> </ol>
<ul style="list-style-type: none"> <li>Health and wellness</li> <li>Law/Justice</li> </ul>	<ul style="list-style-type: none"> <li>Define and shape the Campus Heart.</li> <li>Revise site entry points to increase perceived accessibility and distance to campus proper.</li> <li>Open up and activate the ground plane.</li> <li>Bolster landscape offering and draw through the heart.</li> <li>Define the precincts and identify key sites for future development.</li> </ul>	<ol style="list-style-type: none"> <li>Support growth through the provision of next generation teaching and learning facilities.</li> <li>Create a vibrant community health and well-being precinct.</li> <li>Improve campus connections and vibrancy.</li> </ol>
<ul style="list-style-type: none"> <li>Engineering</li> <li>Technology</li> </ul>	<ul style="list-style-type: none"> <li>Redefine the Campus Heart.</li> <li>Strengthen the spines and gateways.</li> <li>Activate built form ground plane edges.</li> <li>Identify new sites for future growth.</li> </ul>	<ol style="list-style-type: none"> <li>Drive growth in teaching and research through stronger connections across Education City and Greater Springfield.</li> <li>Build a framework for innovation and industry engagement.</li> <li>Enrich campus activation and vibrancy.</li> </ol>



# 01 INTRODUCTION

**The University of Southern Queensland, established in 1967, is one of Queensland's most prominent regional universities. From its origins as a single campus university, today the University operates over a four campus model, each with its own unique characteristics and growth opportunities.**

This Campus Master Plan focuses on the four main campuses of the University. The importance of other University sites including Queensland College of Wine and Tourism (Stanthorpe), Mt Kent Observatory, Sydney Education Centre and Ravensbourne study centre is also acknowledged.

The Master Plan has been developed in response to the following key objectives focused around impact, connections, people and places:

- **Build a better future with our communities** — empowering all individuals on life-long educational pathways as we together solve the problems that matter, through local solutions to global challenges.
- **Translate ideas and knowledge into opportunities** — empower people, organisations and communities to change the world through flagship teaching and research, leveraged international partnerships and alumni networks and engagement and philanthropy.
- **Be innovative, engaged and forward-thinking** — through provision of a future focused and innovative learning, research and working culture.
- **Create vibrant hubs of education and research** — as an open and engaged university we will create places that inspire creativity and innovation, creating meaningful connections between students, industry and community.

The University will continuously evaluate performance and adjust focus as we implement this Master Plan over time. We will adopt relevant indicators that measure performance and effectiveness.



## 1.1 Role of estate

The campus physical estate enables the teaching, learning, research and engagement activities of the University. The physical campus communicates the purpose, history and narrative of the University and creates a 'sense of place' for staff, students, and the community.

As learning has evolved to increased digital participation, physical campuses need to reflect the needs of today's students, by providing flexible, engaging spaces. Working, learning and research spaces need to be designed to attract students and staff whilst at the same time being efficient and fit for purpose. Collaborative spaces, where social and academic lines are blurred and spaces blended, allow incubation of ideas and encourage innovation.

Other complementary activities such as libraries, food and beverage outlets, the external landscape, and sport and recreation amenities are key features of the campus experience, and this Master Plan captures the role these activities play in campus life.

Each physical campus has its own identity and place in the community. With the Toowoomba campus recognised as the foundation campus, the opportunities to develop excellence in the flagship areas will be taken. Ipswich campus will be the hub of health and wellbeing, as well as law and justice activities, and provide student-led clinical services to the community. Springfield campus will continue to grow in line with the fast-growing population and will be developed as a centre of industry engagement and innovation.

This Master Plan will serve as a blueprint for future physical estate development to enable the strategic goals of the University and shape the campus narratives.

## 1.2 Connection to Country

This Master Plan along with the First Nations Blueprint creates an opportunity for the University to engage with First Nations community members. This will enable the identification of opportunities to acknowledge connections to Country, build a sense of place from a First Nations perspective and celebrate First Nations languages, histories, peoples and culture on all of our campuses.

University and community engagement on the 'place' component of the blueprint will inform the 'weaving' of Indigenous content into the Master Plan.

## 1.3 Looking to the future

In an ever-changing economic and social environment with considerable population growth and competition, it is imperative that universities seek to understand and realise their true potential as valued drivers of the economy and quality of life. This plan is a remarkable opportunity to steer change and reposition the University campus portfolio as meaningful destinations for our communities, the source of new knowledge nationally and a clear reason for international industries, researchers and students to choose regional Australia.

The University of Southern Queensland Master Plan 2022 provides a comprehensive framework and long-term strategy to guide decision making in relation to future investment and development of each of the individual campuses and their assets. It sets out a progressive and future-focused vision, along with supporting principles and strategies that will support the ongoing development of the University brand, as well as the physical development of each of the individual campuses.

### **This Master Plan:**

- Aligns with University's strategic plans.
- Supports a blended learning experience, enabling the best of the physical and online offerings.
- Optimises infrastructure and built form across all campuses.
- Maps out how to create a physical point of difference on each campus.
- Defines how the physical assets can contribute to an overall positive student, staff and community experience.
- Encourages diversity.
- Supports reconciliation.
- Defines catalysts for investment and partnership.
- Informs site identification for diversified revenue opportunities.



# 02 GLOBAL TRENDS

**There has never been a more important time for universities to start planning for the future of their campus assets. Whilst universities have been growing and adapting to the changing demands of population growth, customer expectation, industry engagement, technology advancement and globalisation for some time now, the need for change has been further accelerated by the COVID-19 pandemic.**

The higher education sector is experiencing several challenges including engaging hybrid program delivery models, the slowing of academic research due to lock down challenges, balance sheet challenges driven by national policy and absence of the international student sector, and managing the health and well-being of staff and students.

Universities are facing increasing pressures from government, community and industry to be deeply engaged with their communities and as such the suitability, viability and sustainability of current university operating models, practices, and systems are being questioned.

A number of key trends impacting the higher education sector globally have been further detailed here for their relevance and impact on the University over the next ten to twenty years.

## 2.1 Global trends in higher education

**If universities are to survive and thrive in the coming period, they must reassess and adapt their strategies, operating models, teaching, and learning methods, as well as how best to utilise their built assets. Graduates also face constrained job opportunities due to a relatively soft forecast to the economy which will potentially result in reduced domestic demand.**

The Master Plan will take on board these global challenges and develop a clear, strategic decision-making tool that will guide the University through these unprecedented times. It will align the physical assets and direction of the campus with the University's business and organisational model in a way that is commercially sustainable, imminently adaptable, and outward market facing. The following key themes and trends have been identified that are likely to impact the campus development over the next 10-20 years.

### **Trend 1: Students and teachers as consumers:** **The competitive frontier in education**

Now, more than ever, it is important to understand the relationship between student value and higher education. Students are expecting high quality outcomes, engagement, support for their investment as well as a memorable experience, and universities must adapt to meet demands if to remain viable. This extends well beyond programming alone and can concern staffing, facility quality, established industry connections and work integrated learning opportunities.

**Key strategic focus area:**  
**Student experience**

### **Trend 2: The end of face to face lectures:** **A new norm for learning**

With the successful transition to digital learning platforms, universities have shown that they are now able to adapt to and offer effective distance and online learning that can actually engage with more students that may not have otherwise attended or enrolled, both domestic and international students. It is important that universities develop a bespoke approach to learning if they want to stand out from their competitors and flourish into the future. That approach being to allow a student to cherry pick specific subjects and build their own degree through subjects and courses that will provide credits toward their chosen area of expertise. Students want more control of their learning and being able to offer courses and subjects that they choose, and by allowing cross-university course blending will engage an entirely new cohort of students.

**Key strategic focus area:**  
**Digital engagement and curriculum delivery optionality**

### **Trend 3: Trans-disciplinary teaching, learning and research: Crossing boundaries for critical thinking**

Many traditional methods of academia are considered outdated and less relevant to today, while key skills around critical thinking, creativity and adaptability are considered key attributes of paramount importance for the work environment of the future. Trans-disciplinary learning and research is based on the ideas that knowledge, skills, and actions can transcend through different subject areas and help to develop a curriculum that is much more relevant, engaging and challenging for students. Whilst learning the theoretical elements of a specific course related curriculum is necessary for individual industries and professional careers, it is becoming more common for the individual to have a range of careers across their working life, rather than a single job as previous generations did.

**Key strategic focus area:**  
**Innovation mindset with adaptable spaces and infrastructure that encourage trans-disciplinary engagement**

### **Trend 4: Strong industry partnerships:** **Creating connections for advanced research and learning**

There is pressure on universities today to be more commercially connected and relevant whilst also embedded into the communities they inhabit. This can occur through the establishment of strong connections to industry for knowledge sharing, translational research partnerships and work integrated learning opportunities such as community clinics.

These relationships allow universities greater access to capital funding available for research as well as exposure to the industries they provide graduates to, and can ensure alignment in teaching outcomes.

**Key strategic focus area:**  
**Industry outreach and internal governance and advisory services**

### **Trend 5: The campus experience:** Fun, growth and safety in a unique place

While the ability for teachers to move to online learning platforms happened somewhat successfully, unplanned, and quickly, it does not however replace the desire for students to have meaningful engagement with peers and academic staff in a physical face to face environment. Social encounters and peer-to-peer learnings through osmosis are still an essential part of overall student development and learning engagement and are a key part of the attractiveness of higher education for many students, and particularly for international cohorts.

**Key strategic focus area:**  
**Physical place and infrastructure investment**

### **Trend 6: Competing globally:** A changing model of operation

The global pandemic has had an unprecedented and immediate impact on the vacation of international students in Australia and throughout the world. Whilst universities have relied heavily on international students in the past, universities will be required to reconsider and diversify their balance sheets and income strands as a significant portion of the revenue is at risk. Considering new business models and diverse real estate opportunities will be an essential part of the longevity of the future campus.

To attract and grow the number of international students through online learning engagements, the University will need to consider its course programs while providing opportunities for the unbundling and aggregation of curriculum's between universities. To attract and grow the numbers of international students back to the campus will require the University to provide facilities and services such as high-quality accommodation, stable governance and most importantly, safety. In the future, how international students are treated and 'looked after' will be attractive along with key strategies and measures in place such as pandemic safety plans and key health protocols.

**Key strategic focus area:**  
**The campus as a leveraged asset**

### **Trend 7: Academic workplaces:** A key focus on university staff

The academic workplace is one of the final workplace frontiers to experience the move from dedicated space to a more flexible method of working. Post pandemic, Universities are following the lead of the commercial sector, encouraging a limited return to the physical workplace, and a greater engagement with shared space, over that of previously 'owned space'. It is anticipated that this may expand to the footprints schools previously controlled and encourage more cloud based faculties and a shared use of the campus generally.

**Key strategic focus area:**  
**Physical place and infrastructure investment**

### **Trend 8: Sustainability** Universities are leading the climate change debate by example

Due to the social agendas of many of their key consumers, Universities are at the forefront of advances in the sustainability agenda; developing charters, aligning objectives with strategic plans and creating targets for carbon neutrality and zero net emissions. Star ratings in excess of what is required by code is being sought and there is a desire to reduce energy use on campus, reimagine transport solutions to campus and reduce landfill waste.

**Key strategic focus area:**  
**Innovation and green futures**

### **Trend 9: Strengthening pathways:** Connecting local schools to attract future students

Increasingly universities are looking to create strong engagement opportunities with future domestic students. One such way is through the creation of next generation, tertiary level science, technology, engineering, maths (STEM) plus the arts (STEAM) facilities for use by surrounding schools.

**Key strategic focus area:**  
**Physical place and infrastructure investment**

### **Trend 10: Coming together:** An engaging urban realm for the community

As universities pivot post pandemic, on-campus vibrancy will continue to be a key driver to the return of a new normality. In this sense, universities are increasingly providing retail, cultural and food and beverage opportunities that are both supportive to the local community needs and destination offers for the region.

**Key strategic focus area:**  
**Physical place and infrastructure investment**



## 2.2 Relevance to University

These global trends were thoroughly explored to develop clear thinking and understanding of their impacts to universities more broadly. Each trend has been summarised into a key strategic focus area as identified below. This has enabled high-level directions to be identified that are specifically relevant to the University.

Global trends	Relevance to the University
 <b>Students and teachers as consumers:</b> The competitive frontier in education	Every facet of the learning experience must be interrogated by the University in order to understand its function, its impact and its future development so as to craft an exemplary learning pathway for prospective students.
 <b>Technology and digital learning platforms:</b> A new norm for learning	The physical campus will become the hub for more interactive engagements between students and educators via a series of learning methods including but not limited to tutorials, flipped classrooms, residencies and practical placements. Learning spaces will be required to support hybrid interaction.
 <b>Trans-disciplinary teaching, learning and research:</b> Crossing boundaries for critical thinking	Strategic alignment of different disciplines to encourage exposure to greater opportunities and problem solving. Spaces will need to be more flexible in order to cater for a number of different disciplines able to be taught in the one space.
 <b>Strong industry partnerships:</b> Creating connections for advanced research and learning	Industry is seeking a more active voice to ensure graduates are suitably job ready. The University must define the outcomes sought from engagement and levels on interaction that may apply.
 <b>The campus experience:</b> Fun, growth and safety in a unique place	The University must ensure that the campus experience is engaging for students and industry, and memorable and destination for community. Work must be done to define and enliven the campus hearts and focus activity in the short term whilst the campus master plan is delivered.
 <b>Competing globally:</b> A changing model of operation	The University must review its offer to international students and ensure campus amenity, including student accommodation is of a suitable industry standard and a high quality offer.
 <b>Academic workplaces:</b> A key focus on university staff	The University must explore de-fragmenting the campuses – understand the where and why workplace is located in order to then strategise how the workplace environment should be re-shaped moving forward, and structured to better reflect commercial standards.
 <b>Sustainability:</b> Universities leading the climate change debate by example	The University has undertaken sustainability initiatives in the past and must now formalise their targets for carbon neutrality and zero net emissions to shape future development design.
 <b>Strengthening pathways:</b> Connecting local schools to attract future students	The University will identify opportunities to increase engagement and interaction with schools – this may take the form of shared facility use and/or aspirational visits/interactions.
 <b>Coming Together:</b> An engaging urban realm for the community	Each campus must work to stitch itself into the fabric of the surrounding community – actively attracting key retail and / or community events to encourage greater engagement with the sites.



# 03 USQ POSITIONING



## 3.1 Current and future strategic context

**The University of Southern Queensland's overarching strategic purpose is the foundation of all actions and decisions now and into the future.**

In this context, the University of Southern Queensland is a leading regional university with a global strategic vision:

**...to, through our values of respect, integrity and excellence, be renowned internationally for our innovation and excellence in education, student experience and engagement.**

The development of this strategic vision involved closely examining the organisation's impact, connections, people and places, in order to create targeted objectives to create and share knowledge, transform lives and be an active contributor to solutions for the problems that matter.

The strategic plan is being brought to life at a time of increasing disruption in our global community. The education sector faces a number of key challenges in today's current climate including but not limited to:

- Brand positioning and excellence in a highly competitive and globalised environment.
- Changing government funding structures.
- Organisational agility in order to capitalise on market driven growth opportunities.
- Ensuring research endeavours are impactful and financially sustainable.
- Delivery of an exemplary student experience across blended delivery modes.
- Aligning resources, assets, process and system performance to enable quality and excellence.
- Defining and delivering key sustainability targets.
- Defining and adhering to key social justice initiatives.
- Being an integral contributor to our local communities.
- Bringing out the best in our people in challenging times.

The University is pro-active in developing a range of initiatives that look to address these challenges and in doing so form the strong foundations needed to realise the strategic imperatives.

As an organisation the University must grow strategically, create product differentiation, be innovative and achieve long term financial sustainability. The University is committed to remaining outwardly focused and responsive to emerging needs in order to do so.

The University will transform teaching and research to grow our student population and research capacity. The University will achieve national and international recognition for the flagship areas of space and defence, agriculture, health, and regional development. The aspirations will be achieved by

engaging locally to globally translate ideas and knowledge for the benefit of communities. The work will have regional relevance, national significance and global impact. The University will grow, be innovative, engaged and future focused. It will embrace the opportunity to develop a culture of disruption for the development and benefit of stakeholders.

Over the coming decade, the University will embrace the opportunities of a fast changing world, building a culture that values and rewards innovation, creativity, demonstrating always the value that an open and engaged university brings to its communities.

#### The University's Strategic Plan objectives:



##### Impact

Build a better future with our communities



##### Connections

Translate ideas and knowledge into opportunities



##### People

Be innovative, engaged and forward-thinking



##### Places

Create vibrant hubs of education and research

The University will achieve national and international recognition for the flagship areas of space and defence, agriculture, health and regional development.

## 3.2 Engagement insights: The need for change

Through the master planning process a significant amount of engagement has occurred across the organisation. These conversations have highlighted a range of consistent themes and areas of focus to drive future planning and strategic thinking.

### Engagement themes

The University has forged a reputation as a high quality regional university and online education leader, known for delivering positive outcomes for students and a growing standing for research impact. In recent years, like many universities, the University of Southern Queensland has experienced challenges with student enrolments, operating costs, and increased competition – both locally and online. The following realities face the University and highlight the need for on-going evolution and present exciting areas and opportunities for growth:

- **Global pandemic has accelerated the need to be nimble:** COVID-19 has had a significant impact on the tertiary sector and student profile, creating increased complexity and concerning instability within the sector. All universities have needed to rapidly develop more digital and flexible delivery models to maintain learning outcomes. The University has responded well to these challenges and will continue to need to demonstrate an ability to be agile and transform to meet rapidly changing market demand.
- **Online is now mainstream across all universities:** The University is predominantly an online institution and has been offering online programs for over 20 years and distance education for over 40 years. The online offer is the core business and space that the University has traditionally owned. This space is now much more contested than ever before as the 'Big 8'<sup>1</sup> and virtually all universities around the world have leapt into the online arena.
- **Speed of change:** The speed of change in the tertiary sector and workplace is accelerating. New models for education delivery will continue to emerge and will require a flexible environment in order to respond. Many of the current university environments provide an opportunity for updating to deliver the level of flexibility needed to respond to ongoing change with pace.
- **Realignment of University assets and offer:** Despite the University's predominant focus in online teaching and learning, the institution is asset-rich with three main physical campuses as well as a series of smaller satellite assets. Across the board, many of the University's physical assets are of an age that means investment and realignment is required. A new approach to provide next generation flexible learning and teaching spaces presents an exciting opportunity.
- **Workforce perceptions and behaviours:** The way people work is evolving rapidly. This presents a range of opportunities for the University to reconsider the various physical working spaces as well as how flexible working is a central part of the success of the University in the future.
- **Research is gaining in importance, but warrants greater visibility:** Outstanding research is happening at the University. There is an opportunity to increase the line of sight and connection of these cutting edge activities.
- **Diverse student needs:** The appetites, aspirations, needs and wants of contemporary students are evolving and becoming more complex. The University offers a broad range of services to its students and recognises that there is always a need to focus on delivering the best possible experience for all students.
- **Reinforcing what the University stands for:** Deepening the impact and understanding of the University's brand in the market place remains a priority. In particular, articulating the finer points of the University as a world-class online and leading regional university will become increasingly important in the highly competitive post-secondary landscape.

The opportunity to continue to modernise all aspects of the University experience and offer – reinforcing what the University stands for and showcasing its many successes and achievements is a strategic priority and ongoing imperative.

## 3.3 The future University experience: Understanding audience

**The University experience is a human one that centres around people, collaboration and interaction. This occurs both in the online and physical way and will continue to do so in the future.**

The University has a strong understanding of their current students and staff including their motivations, barriers, wants and needs (Refer Appendix A: Understanding audience, personas and appetites).

This deep understanding of audience is a powerful tool for planning and decision making. Audience understanding highlights the specific needs that the physical infrastructure of the campus must deliver to enable users to learn, connect, work and engage with the campus.

The page opposite provides a summary of the key needs of students, industry, staff and the community as they inform the master plan.

<sup>1</sup> The Big 8 refers to Australia's leading research-intensive universities comprising the University of Melbourne, the Australian National University, the University of Sydney, the University of Queensland, the University of Western Australia, the University of Adelaide, Monash University and UNSW Sydney.



## LEARN

### The student experience: teaching and learning

**When thinking about students of the future, there are many different groups of people that make up this cohort, from school leavers to those upskilling or changing careers, as well as varying other motivations.**

Students are all in different stages of their lives and want the option to learn how it best suits them. They need a physical campus to support socialisation, connection and specialised learning.



Students want and expect the physical campus to:

- Provide a high-quality physical environment for formal and informal teaching and learning including fit for purpose spaces.
- Deliver great on-campus experiences that and reasons to come to campus and participate in student life.
- Offer good quality living solutions.
- Enable easy transport and travel solutions.
- Include sports fields, contemporary amenities and facilities.
- Provide collaboration spaces with access to professionals in their field of choice.

## CONNECT

### The industry partner experience: translation and commercialisation

**Universities and industry have a long history of creating opportunities for students, researchers, and the communities to connect.**

Providing the infrastructure and opportunities for the earliest possible exposure means reaching out and partnering with businesses, organisations, schools and sporting clubs to create a seamless path.



Industry partners want and expect the physical campus to:

- Provides a modern and exciting campus experience.
- Encourage incubators and start up spaces for students, staff and industry to come together and collaborate.
- Provide spaces for customisable courses, gatherings and development days.
- Provide low cost/free flexible spaces for activities and events.
- Allow access and visibility to researchers and innovators.

## WORK

### The staff experience: workplace and collaboration

**Working patterns and preferences including the COVID-19 pandemic have had significant impacts on the way that people work and what they expect from the campus environment and its assets.**

Whilst flexible strategies will be important in the future, the physical workspace will remain important for valuable social interaction, face-to-face collaboration and innovation and feel a sense of purpose belonging in the future.



Staff want and expect the physical campus to:

- Deliver spaces for staff to come together, collaborate and share ideas with other colleagues.
- Provide a high quality workplace environment.
- Support flexibility.
- Promote safety, accessibility and inclusivity.

## ENGAGE

### The community experience: connection and brand awareness

**Historically the architecture, materiality and inward facing infrastructure of physical campuses contributed to a perceived sense of exclusivity.**

Today, tertiary institutions and the communities they inhabit are much more connected and inter-twined. Increasingly, the focus is on the delivery of approachable, multi-layered and engaging environments that welcome the community in.



The community wants and expects the physical campus to:

- Provide interesting and memorable places to visit and unique opportunities to learn.
- Offer facilities and amenities for public use that caters to a range of special interests.
- Be welcoming and accessible.
- Provide high quality infrastructure and spaces that blur the line between campus and surrounds.
- Demonstrate insight and create the ability to see what is happening within the University in terms of learning and innovation.

### 3.4 The University network

**The University operates four main 'campuses', comprising of three physical campuses and its online presence. The first campus is described as the virtual/online and supports and acts as a partner to the face-to-face/physical campuses which include Toowoomba, Ipswich and Springfield.**

Satellite offers exist outside of the main campuses including the Mount Kent Observatory south of Toowoomba, the Sydney Education Hub and the USQHub at Stanthorpe which services the Southern Downs, Granite Belt and New England regions.

Each of these campuses have very different characteristics, growth trajectories, communities and industries. Figure 2 opposite presents a summary of each of the main campus current and forecasted growth trajectories and their resultant market share and optimal positioning.

This data and focus areas are central in determining the strategy for the Master Plan and the bespoke response for each.

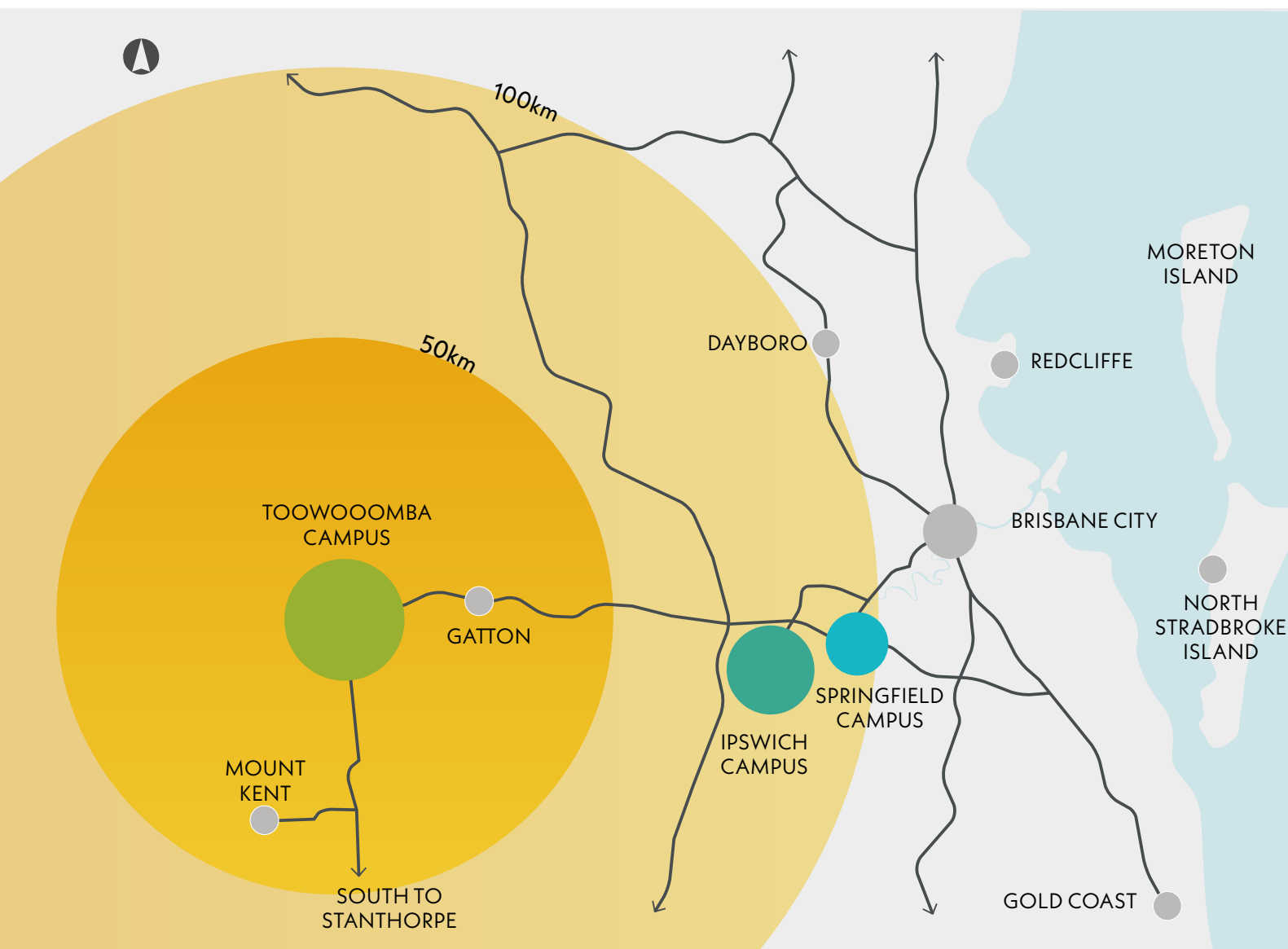


Figure 1 The University's campus network

## ONLINE

Future focus: Digital campus famous for its quality programs and level of personalised support.

## TOOWOOMBA

Future focus: Foundation campus famous for offering all programs, flagship research and acting as the gateway to the regions.

## IPSWICH

Future focus: Heritage campus famous for health, well-being and justice.

## SPRINGFIELD

Future focus: Campus famous for innovation and technology.

### The campus will be known for its focus on:

### Future Positioning

Online education is likely to continue to grow rapidly. The growth of national competitors and the gradual shift in online students studying outside their home state means that the University's position as a leader is under threat, and it must innovate in courses and improve its value proposition to retain and extend market share.

Toowoomba will continue to be an important base for the University. The region's low population growth and ageing population presents minimal opportunity for growth in this campus – while it may be possible to grow some market share, it will not be the primary vehicle for growing EFTSL and revenue.

Ipswich will be a growth centre for the University. Tapping into the University's strong market share, the moderate population growth in the area and the regional focus on health and social services provides good potential to grow further. However, it is already a competitive market and a stronger value proposition must be provided to grow students and connect with industry and community.

Springfield is one of Australia's fastest growing regions with close to 4,000 students within 10kms of the campus. The Springfield Campus has substantial potential for growth, but will also become more and more competitive as other universities and educational institutions looks to grow into this area.





# 04 OVERARCHING MASTER PLAN FRAMEWORK

**The Master Plan is underpinned by the University of Southern Queensland's Strategic Plan 2021 - 2025, which focuses on creating campuses that are vibrant hubs of education and research that support the broader vision and mission as a university.**

The overarching master plan framework is a big picture, future focused approach. It provides the basis to inform decisions about both physical and virtual campuses. This section outlines this overarching framework and the structure of the Master Plan across each of the campuses.

The master plan framework has been developed through broad engagement and consultation across the University's diverse range of stakeholders.

## 4.1 The Master Plan vision

**Central to the success of the master plan is the approach which is grounded in a clear overall master plan vision to make the University open, welcoming, and exciting for learning and innovation to occur:**

**The Master Plan vision: The University of Southern Queensland delivers welcoming, accessible, exciting and original experiences for students, staff and the community. We are open for innovation, learning and collaboration anytime, anywhere and to anyone.**





## 4.2 Master Plan strategic drivers

Five master plan drivers underpin the realisation of the master plan vision and are applicable across all campuses. These drivers have been informed by the University of Southern Queensland's Strategic Plan 2021 - 2025 and engagement across the Executive Team.



### Create and share knowledge



### Enable learning anywhere, anytime

#### What the driver is about?

**Teaching, learning, research and partnerships with industry:** Creating spaces that inspire, support, promote learning and showcase innovation and translational collaboration with industry partners.

**Access and flexibility for students:** Delivering a differentiated student experience through intuitive spaces and technologies.

#### How the driver could be realised?

- Use technology and space in innovative ways to augment learning and maximise learning opportunities.
- Physically bring research into the heart of the organisation.
- Increase the outward facing profile of the University, building brand awareness of the value of education and research to community.
- Curate environments where the organisation can connect meaningfully with students, community, and industry.
- Leverage industry activity to build vibrance and create opportunities for students.
- Leverage technologies to extend reach and impact, nationally and internationally.
- Build industry relationships that leverage asset, capability, knowledge and purpose of both parties.
- Reduce the 'space' between distributed students and educators.
- Cluster academic pursuits, whilst creating a more 'cloud based faculty' to address physical silos currently.
- Curate contemporary environments where people want to be - that facilitate active engagement opportunities.
- Embed flexibility, modularity and adaptability as design drivers into all environments, allowing students and educator engagement to be tailored to needs both known and yet to be realised.
- Integrate outdoor space into the learning experience.
- Virtualise all aspects of the on-campus experience.
- Leverage data to support flexibility and optimisation of space.
- Ensure remote access laboratories and virtual simulation tools and experiences are as rich a learning experience as face to face through investment.
- Deliver a mobile first environment, with intuitive tools that support the student learning journey.
- Provide community clinics and services aligned to learning areas.
- Ensure specialised learning spaces reflect contemporary industry practice.



## Promote an inclusive and engaging experience

**Activation, engagement and community connection:** Creating environments that are welcoming to students, staff and the community - inspiring and promoting innovation and collaboration.

- Lead and grow meaningful First Nations people awareness and appreciation.
- Concentrate activity in focused environments / times to provide a platform for activation and excitement.
- Embody design excellence in all aspects - no matter how big or small, physical or virtual.
- Embed multiculturalism to create environments that reflect the rich diversity of our University community.
- Open all environments - improving access, connectivity and navigation across all areas 'online and physical'.
- Use digital tools to connect campus and people.
- Align university brand position and physical interfaces.
- Embed arts, culture, sport and recreation as cornerstones.
- Welcome business and community into the campus, leveraging activity to build vibrance and opportunities for students.
- Curate the University experience 'physical and virtual'.
- Embed safety and inclusion 'physical and psychological' into all aspects of the University experience.
- Be a key player in major events that positively transform community.



## Re-imagine the working experience to best support the organisational purpose

**Staff and working environments:** A re-imagining of the tertiary work environment and associated practices across the organisation, promoting cross pollination, inter-faculty collaboration and inclusivity.

- Deliver fully mobile working enabling connection and interaction anytime and anywhere.
- Provide contemporary work environments that facilitate collaboration and foster a shared sense of community, identity and purpose.
- Provide diversity of workspaces aligned to task and purpose.
- Develop 'Ways of Working' framework to define the next generation workspace experience - streamlining and digitising the workspace and maximising the workforce flexibility.
- Use digital tools to enhance the day to day working experience, operating models, organisational adaptability and their efficiency.



## Build a sustainable future

**Sustainability and ESG:** Identify and make clear the University's stance/objectives/targets on environmental, social and corporate governance.

- Strengthen connection to Country through awareness and appreciation of local First Nation's and Traditional Owner's history and culture.
- Sustainable building and landscape design using advancements in technology and measurable data to address, improve and track environment quality and impact.
- Develop product outcomes that contribute to the environmental, social and governmental success of the organisation, living the University's values and commitment to all elements 'make it known / explicit'.
- Drive an efficient use of resources across the portfolio.
- Consider green resources and/or carbon offsets for asset base.
- Ensure procurement protocol is in line with modern slavery criteria.
- Support community level innovation including emerging student led social enterprise.
- Seek out asset-lite solutions that aid flexibility, improve adaptability and reduce our environmental footprint.

## 4.3 Master Plan framework and structure

The Master Plan drivers are realised by specific strategies that sit within five areas of focus. These are noted below and are consistent across each of the campuses.

### Campus by campus

Having established the consistent overarching framework, each campus is addressed individually in terms of the aspiration transformational strategies and catalytic priorities for the future. Figure 3 opposite describes how this framework establishes the master plan document structure.

The following sections of the master plan relate to each of the campuses:

- 05 - The 1st Campus - Online/Virtual
- 06 - Toowoomba Campus
- 07 - Ipswich Campus
- 08 - Springfield Campus



#### 1. Built form and land use optimisation

Within the confines of the existing campus footprint, this strategy focuses on minimising campus spread where avoidable in order to drive built form efficiency, connections and vibrancy of place.



#### 3. Image and activation

This strategy is about making the campus an exciting, active and welcoming place that attracts students, staff and the broader community engagement.



#### 5. Sport, culture and community

This strategy is about promoting healthy activity and culture that embraces and attracts students, staff, the community and industry partners. This strategy includes designing for Country.



#### 2. Campus connections and movement

This strategy is about ensuring that regardless of reason or frequency of visit that navigating through and orientating oneself is intuitive and done with ease.



#### 4. Landscape and open space

This strategy is about making the campus green, cool and comfortable.

## The Master Plan vision

The vision is realised by drivers that sit within these areas of focus:



Creating and sharing knowledge



Enabling learning anywhere, anytime



Promote an inclusive and engaging experience



Re-imagine the working experience to best support organisational purpose



Building a sustainable future

The drivers are realised by specific strategies that sit within these areas of focus:



Built form and land use optimisation



Campus connections and movement



Image, activation and campus vibrancy



Landscape and open space



Sport, culture, community and industry

Each campus is addressed individually starting with a clear future focused aspiration statement:

ONLINE

TOOWOOMBA

IPSWICH

SPRINGFIELD

Transformation is mapped through focussed strategies for each campus:



Strategy focus defines catalytic priorities, projects and steps to delivery

Applicable to all Campuses (Part 1 - 4 of this document)

Campus specific (Part 5 - 8 of this document)

Figure 3 Master Plan Framework and document navigation





05

# THE FIRST CAMPUS ONLINE / VIRTUAL





## 5.1 Online learning overview

**Online learning is a method of education whereby students learn in a fully virtual environment. Developed as an outcome of the creation of the internet, online learning was first prevalent in the market during the last decade of the twentieth century, and replaced more traditional modes of distance education whereby texts and resources were shared through postal means.**

Online learning is most prevalent in higher education and it is a key enabler to students from different geographical areas engaging with an academic institution and other students to learn flexibly, at their own pace whilst working toward a qualification. A higher education institution will use a learning management system to facilitate this mode of education delivery, delivering the traditional classroom experience via a range of tools including but not limited to video-conferencing, recorded content, artificial intelligence, advanced analytics and on demand support portals. This can take one of two forms; asynchronous learning and synchronous learning.

Asynchronous and Synchronous refers to the level of interactivity between student and educator at the time of content delivery.

- **Asynchronous learning** is where students are not required to be online at the same time, and can utilise discussion threads and emails to complete coursework.
- **Synchronous learning** is where students must be online and engaged at the same time as content is being delivered.

These modes of delivery have vastly expanded choice for the learning consumer and today one can gain a qualification from almost any tertiary institution in the world.

Past criticisms of this mode of learning focused around the sense of isolation a student may feel in being physically separated from the campus, the level of understanding a student may have on key content if they couldn't access educators in real time as well as the struggles with motivation to complete the course requirements without the added structure of weekly class attendance.

### Blended learning

Industry is now seeing a user demand for flexibility and the higher education sector has responded with a blended approach to learning. This is a course specific curated program that combines the best of the face-to-face experience with elements that can be delivered in a digital mode effectively making study more attainable for many. Most commonly it is taking the form of a 'flipped classroom' type approach whereby the student undertakes the learning content asynchronously and then attends tutorials for the 'homework' component of the learnings.



## 5.2 Online learning

**Having regional campus settings has meant the University has developed effective modes of alternative education delivery models sometime before other universities were forced to consider it more seriously due to the COVID-19 pandemic.**

In looking to achieving the University's strategic vision, a 'digital first' learning approach to teaching and learning has now been adopted whereby the use of digital technologies is maximised, providing flexibility and choice for students about when and where they are able to participate.

This approach ensures:

- All learning experiences are designed to facilitate active engagement that include opportunities for student-teacher, student-student and student-industry interaction and collaboration, whether online or on-campus.
- The Minimum Requirements for Online Teaching and Learning are incorporated into courses so that all of the University's students, whether campus-based or fully online, use digital technologies in support of their learning.
- Where lectures are included in a course, they are to be conducted online (there will be no didactic lectures timetabled on-campus).
- Recorded online lectures are available on the StudyDesk as 15-20 minute learning 'chunks' with a short activity provided for students to complete at the end of each 'chunk'.

- All on-campus learning and teaching activities are to be active and interactive, focusing on learning experiences that are enhanced through face-to-face and hands-on learning experiences.
- Mandatory on-campus course components (e.g. practical classes, residential schools, laboratories, studios) that are a requirement for course completion are to be held on-campus.
- Staff who facilitate on-campus learning and teaching activities, who support the facilitation of on-campus learning and teaching activities, or who support on-campus students, are to be on-campus to provide these activities/support.
- Placements will continue to be managed in conjunction with placement providers and will remain in a face to face format.

### Master Plan implications

The next frontier in the University's online learning will be focused on effectively virtualising the on-campus experience so as to provide as rich a university experience for those who do their entire qualification online, as compared to those who may choose a blended mode of face to face and online. Major accessible technology advances, the continued expansion of high speed internet access and agile, future thinking educators will all be critical to an effective outcome.

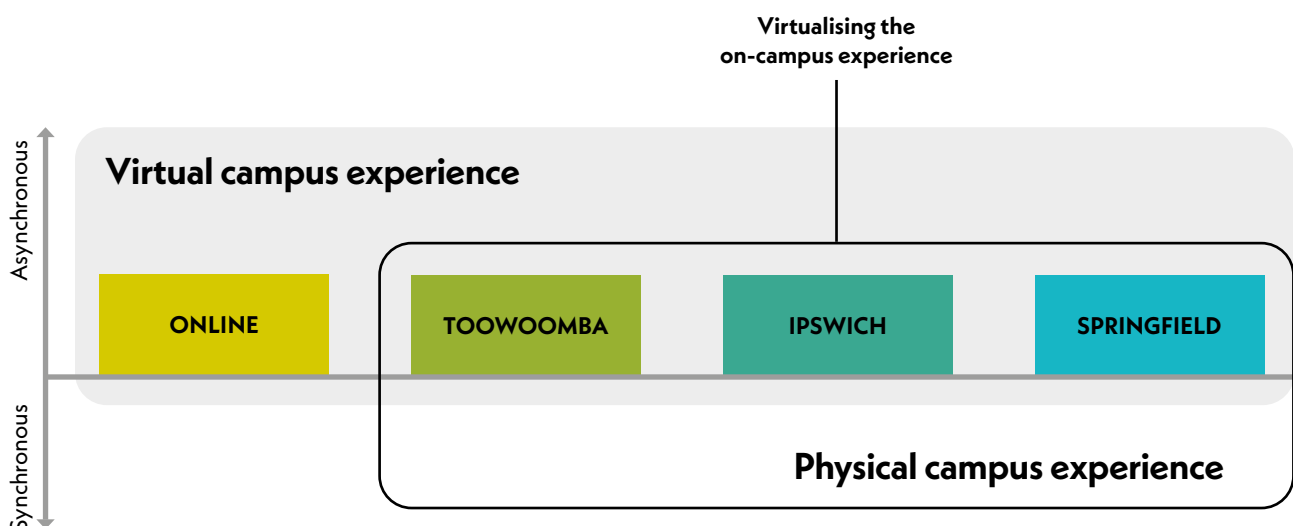


Figure 4 The relationship of the University's physical and virtual campuses.



# 06

## TOOWOOMBA CAMPUS







## 6.1 Toowoomba Campus today

The University of Southern Queensland's Toowoomba Campus is located in the suburb of Darling Heights, on the south western fringe of Toowoomba City, approximately 4.5km from the Toowoomba CBD. The campus is approximately 93 hectares in area and is surrounded by low density suburban and rural residential development.

The Toowoomba Campus is the founding campus and is currently the largest in terms of size and student enrollments. It acts as the main campus.

The Toowoomba campus was established in 1967 as the Queensland Institute of Technology Darling Downs. The site was originally vacant and has been built up over the last 50 years of occupation.





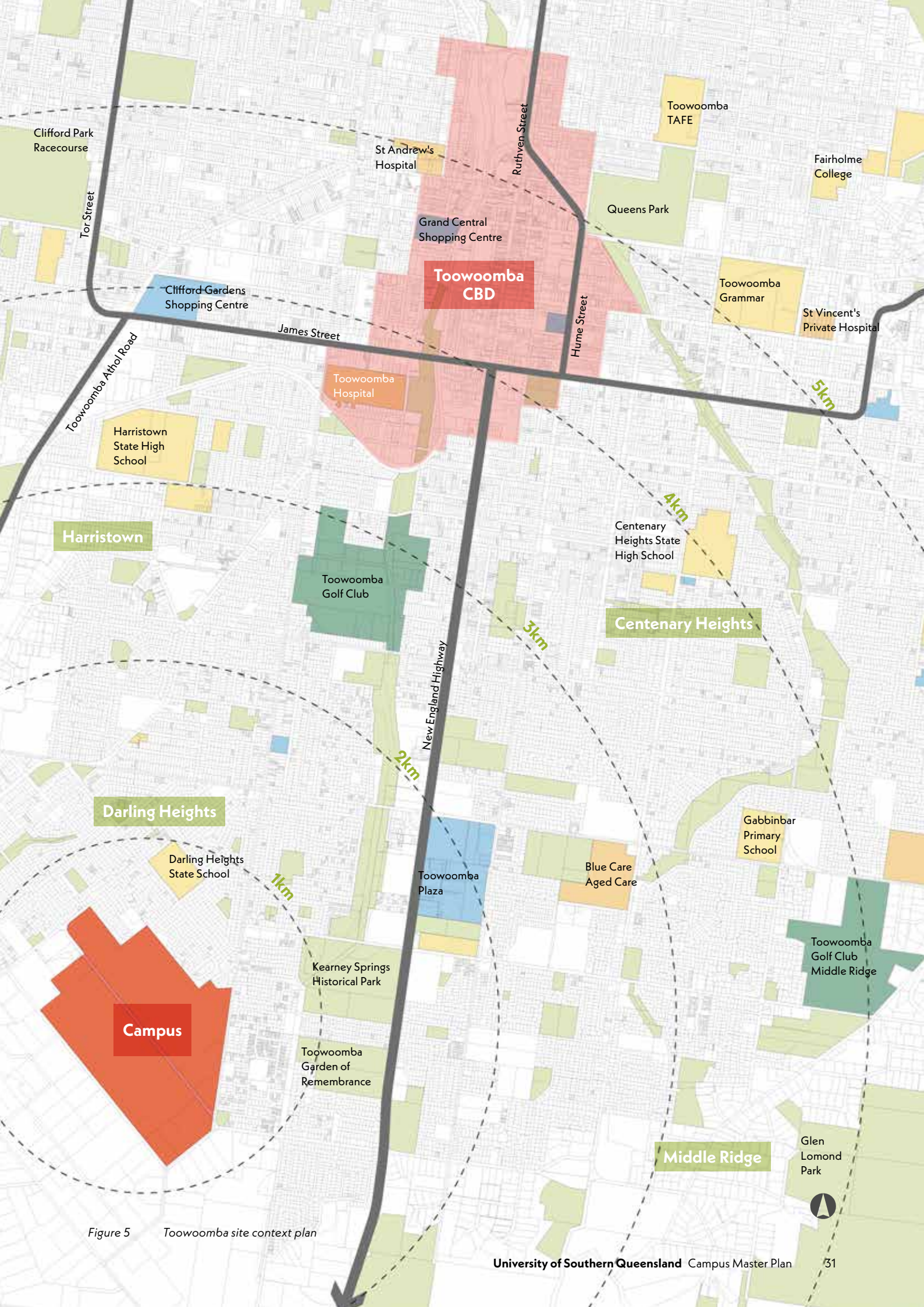


Figure 5 Toowoomba site context plan

## 6.2 Demographic context

Understanding the demographic context of the region is vital as part of the master planning process to gain an appreciation of existing residents' behaviours and attributes. It is also important in understanding future potential and attraction.

The Toowoomba catchment stretches from the Dividing Range in the east of the city to Wellcamp Airport in the west. Generally, the population of Toowoomba is older, with a high portion of residents aged 65 or older. There is a low proportion of families with children. Typically Toowoomba has a below average household income, affected by the high number of retirees.

The city is continuing to grow with more than 16,000 new residents expected over the next 15 years.

Below outlines some key demographic trends as they relate to population and employment in the Toowoomba catchment.



Figure 6 Toowoomba City catchment (SA2 Base)

### Population projections and trends



**16,000** new residents over next 15 years

**15% growth** over next 15 years

**Ageing population: 48%** Of growth over next 15 years will be 65 years and over

**0–9 and 45–64** largest age brackets

### Employment projections



**Five largest sectors 2019**



Health care /  
social assistance



Retail trade



Education /  
training



Construction



Manufacturing

**5,800** new jobs over next 15 years

**93%** of these new jobs will be in health care / social assistance, education / training, professional, scientific and technical services.



## 6.3 Market assessment

A market assessment of the Toowoomba catchment has been undertaken and has identified the sectors and industries that are projected to experience growth or decline over the next period of time.

The table below summarises these findings and highlights that health care and social assistance, education and training and professional, scientific and technical services are the industries forecast to grow most significantly. These trends assist in validating the programs offered at the Toowoomba campus.

### Employment growth by industry

	May 2019	May 2024	Change (2019-2024)	Future Jobs
Health care and social assistance	15,468	19,415	3,947	68%
Education and training	7,413	8,246	834	14%
Professional, scientific and technical services	5,018	5,663	645	11%
Retail trade	7,782	8,216	434	8%
Administrative and support services	1,634	1,843	209	4%
Financial and insurance services	1,336	1,474	138	2%
Transport, postal and warehousing	3,083	3,200	117	2%
Arts and recreation services	847	932	85	1%
Accommodation and food services	1,030	1,081	51	1%
Information media and telecommunications	704	753	49	1%
Wholesale trade	2,164	2,202	38	1%
Construction	5,751	5,759	8	0%
Other services	2,989	2,989	0	0%
Rental, hiring and real estate services	935	903	-32	-1%
Mining	640	599	-41	-1%
Electricity, Gas, Water and Waste Services	545	493	-52	-1%
Agriculture, Forestry and Fishing	3,463	3,361	-101	-2%
Public Administration and Safety	3,466	3,258	-208	-4%
Manufacturing	4,347	4,008	-339	-6%
<b>Total</b>	<b>68,614</b>	<b>74,397</b>	<b>5,783</b>	<b>100%</b>

### Visitors to Toowoomba

Toowoomba continues to enjoy a healthy but steady visitor economy. Tourist visitation has been relatively flat since 2011. The 'visiting friends and/or relatives' segment is the largest driver of visitor nights (40%). The Carnival of Flowers held annually remains the region's primary visitor attraction. Other key stats and significant tourism drawcards are listed below:



**1.5m**  
day trips



**1.6m**  
domestic nights



**780,000**  
overseas nights



Toowoomba Carnival of Flowers attracts approximately **140,000** visitors each September

### Major drawcards

#### Regional drawcards

- Agricultural heritage
- Resource sector activity linked to Surat Basin
- Manufacturing with agri-business links
- Freight and logistics hub
- Heritage character and calendar of events
- Major regional shopping centre

#### Enabling economic infrastructure

- Wellcamp Airport - future global freight connectivity
- Planned Interlink Inter-modal freight facility
- Toowoomba bypass (Second range crossing)
- Three major hospitals

#### Unique selling propositions

- Strong established education sector including excellent secondary schools
- Capital of the Darling Downs
- Regional hub for primary industries
- Regional hub for health and well-being
- Visitor economy

#### Implications

- Toowoomba has enough drawcards and unique selling propositions to position itself as a prosperous regional city.
- COVID-19 has changed migrations patterns and Toowoomba has benefited from 'tree change' retirees and work from home professionals.
- A priority should be on retention of young skilled workers. Providing opportunities for lifelong learning, skilled jobs and networking, allied with enhanced amenities will be critical.







## 6.4 Alternate/aligned use potential

Given the size and scale of the Toowoomba campus there is potential to contemplate alternate uses on land that is freehold and that aligns with zoning and land tenure.

The market assessment outlines a range of potential uses that, within the Toowoomba context, could be suitable. The success of these uses on campus land relies on locational site attributes and other key factors that include:

- Size of catchment market
- Competition
- Accessibility
- Proximity to services and amenities
- Attractive views and surroundings
- Quality of development and offer
- Minimum scale/critical mass
- Price point

The table below outlines the outlook for alternate aligned uses and the relevant success factors within the Toowoomba market as they relate to master planning strategies and future partnership considerations.

Success factors for aligned uses in Toowoomba		Outlook
 <b>Residential</b> <ul style="list-style-type: none"> <li>• Strong population growth will drive demand for new residential product.</li> <li>• The majority of greenfield development sites are located to the north of Toowoomba.</li> <li>• Residential development could leverage proximity to the amenity of the Japanese Gardens and recreational activity on the University campus, as well as its urban fringe location.</li> <li>• Subject to master planning, there could be scope to subdivide and develop parcels for residential use.</li> </ul>		POSITIVE
 <b>Retirement (ILU/RAC)</b> <ul style="list-style-type: none"> <li>• Toowoomba has a significant and growing population of seniors.</li> <li>• Currently, retirement villages and communities are located throughout the urban area including Darling Heights.</li> <li>• Any development of retirement at the University site would need to be able to coexist with educational uses and would most likely be located on the edges of the current campus.</li> </ul>		POSITIVE
 <b>Advanced manufacturing/tech lab</b> <ul style="list-style-type: none"> <li>• With research flagships focused on health, space and defence and agriculture, the University is well positioned to advantage of the National Government's Trailblazer Universities program.</li> <li>• This program will support selected universities to boost prioritized research and development aligned to the nation's National Manufacturing Priorities, with the target being to drive commercialisation outcomes with industry.</li> <li>• Development of advanced manufacturing/tech labs at the campus needs to be considered within the large quantum of available industrial land in the region, including Wellcamp Airport and Industrial Park.</li> <li>• A unique selling position would need to be structured around the development of deep synergies with the University flagships of research excellence and / or work integrated learning opportunities for students and may well flow onto new / emerging industries for the region.</li> </ul>		POSITIVE (if funding available)
 <b>Retail and/or destination F&amp;B</b> <ul style="list-style-type: none"> <li>• There is significant competition for larger retail uses within Toowoomba, and the University site is located on the urban fringe limiting a natural market.</li> <li>• There is potential to provide a more appealing food and beverage offer for students, staff and visitors.</li> <li>• To maximise potential opportunities that address the current internalisation of the retail offer should be considered.</li> <li>• Uses such as a garden centre and paddock-to-plate food and beverage would be consistent with existing on-site activity and the Toowoomba 'brand'.</li> </ul>		MODERATE (if co-located with other uses)

## Success factors for aligned uses in Toowoomba

## Outlook



### Health and well-being (medical)

- Toowoomba has a range of large medical facilities providing significant competition to medical uses.
- The lack of an outbound catchment due to the location on the urban fringe impacts on the potential to support additional uses.
- There is the potential to provide health and wellness uses that are either unique destinations within the catchment (i.e. an aquatic centre) or that are ancillary to a larger land use (i.e. small fitness centre).

**MODERATE**  
(if leisure based)



### Multi-purpose venue / bespoke uses

- Current competition is centred in central Toowoomba, which benefits from being an established destination for conferences and events located proximate to amenity.
- Bespoke uses such as a planetarium have been considered for the campus. This could attract niche visitation, but could potentially be collocated with other uses to create a unique visitor experience.

**MODERATE**



### STEM (Science, Technology, Engineering and Maths) school

- Potential market opportunities for either A STEM school in its own rite (likely private or faith operated) or A shared STEM campus (e.g. the Cube at QUT) where schools from across Toowoomba would come to use the facilities.

**MODERATE**



### Short term accommodation/hotel

- The majority of hotels in the Toowoomba catchment are located throughout the City. The mix includes a range of price points and national operators.
- Separation from the CBD would impact on the viability of hotel accommodation at the University campus, unless integrated with a broader compelling destination mix of land uses.

**LOW**



### Commercial (office/co-work)

- The CBD is the key competitive market for commercial office space within the Toowoomba catchment.
- Floorspace to lease was observed in existing CBD office locations.
- Separation from the CBD and its associated amenities is likely to impact adversely on demand for commercial office floorspace.

**LOW**





Figure 7 Toowoomba Campus site aerial





## 6.5 Planning controls

University owned land on the Toowoomba campus, illustrated below, is made up of numerous parcels over two different tenures:

- **Freehold:** Freehold land is owned absolutely by the owner, with ownership registered as a freehold title. The freehold owner can use the land as they choose, provided they follow the law and comply with planning requirements
- **Crown Land** (granted to the University of South Queensland as Trustee): The Trustee is the owner of the land for the purposes of legal proceedings, The Trustee cannot sell or transfer the land. They also cannot mortgage the land.

Under the Toowoomba Regional Planning Scheme (v26) the properties are zoned: -

- Community Facilities – applies to all parcels.
  - The purpose of the Community Facilities Zone Code is to provide for community related activities and facilities whether under public or private ownership. These may include provision of municipal services, public utilities, government installations, hospitals and schools, transport and telecommunication networks and community infrastructure of an artistic, social or cultural nature.
- Community Facilities – Higher Education Precinct – applies to Lot 1080 on AG2932.
  - The overall outcome of the Higher Education Precinct within the Community Facilities Zone is that:
    - (a) the primary use of the land is for higher education and related purposes, including staff and student accommodation, limited convenience retailing, entertainment and community activities that support students and employees;

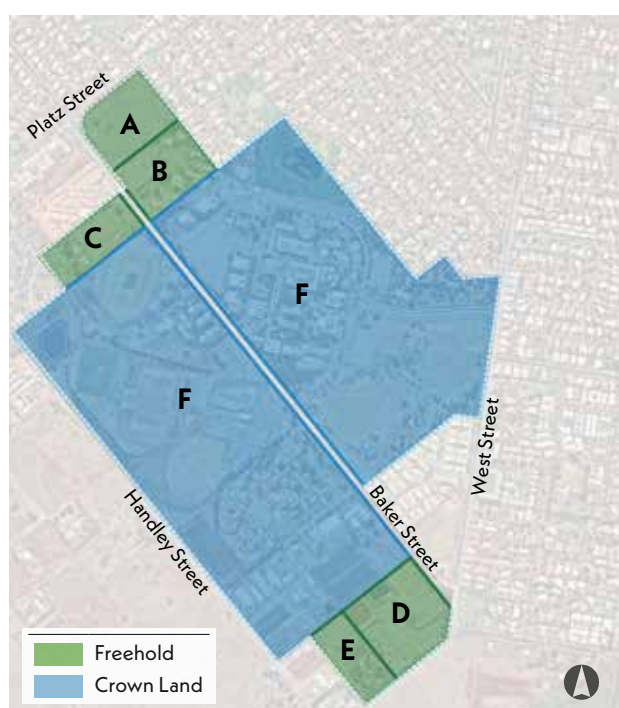


Figure 8 Planning control summary

(b) the built form of the development is primarily a garden campus style with landscaped spaces provided between buildings;

(c) the built form of the development may be of a higher intensity than that in surrounding zones in recognition of the function and particular operational aspects of development; and

(d) development is designed to encourage public transport accessibility and active transport modes of walking and cycling;

(e) Development encourages public transport and active transport modes.

Understanding the tenure restrictions and opportunities to develop these parcels of land for uses outside of education will require further investigations.



**Given the nature and size of the land holdings, these tenure restrictions translate to the University having a substantial parcel of land but little development flexibility to explore non educational use developments.**

**Other key insights of the planning control assessment include:**

- Non educational uses may at some stage, provide additional passive income streams supporting future teaching, learning and research.
- The sites located on the corner of Platz and Baker Street (freehold) demonstrate the most future development flexibility and are well positioned to contemplate this (i.e.: at the fringe of the campus, neighbouring residential uses and with views to the south west).

Type	Marker	Lot/Plan	Status
Freehold	A	1RP135652	Community use
	B	2RP135652	Community use
	C	1RP90859	Community use
	D	2RP90859	Community use
	E	1RP164486	Community use
Crown Land	F	1080 AG2932	Community use - Higher education

## 6.6 Current built form and campus use

The Toowoomba campus was established in 1967 and is characterised by 55 permanent buildings dispersed across 93 hectares of land, with the holding spanning across Baker Street. Many of the campus buildings are multi-storey between two and six levels. In addition to this count is a small number of demountables and portal frame shed structures which have supported programming and growth over the years.

### General campus arrangement

Campus growth and building placement has occurred over an expansive number of years and in line with what is now an outdated mode of tertiary design. Buildings generally face inward affording little ground plane porosity and activation. Pedestrian paths are many and varied with limited visible hierarchy currently. All weather protection is limited to key areas which is understandable given the campus size. More recent building works have sought to open key areas including the West Street entry, B Block and R Block.

Buildings are surrounded by mature trees and gardens and students are afforded a range of seating options to cater to the seasonality.

The site sits adjacent to residential and tourist garden uses to the north, east and west and to rural residential uses to the south. The campus proper is sited some distance from the streets it interfaces and is accessible from West Street (formal entry) and Baker Street at three separate junctures.

### Teaching and learning

Current faculty locations and building uses and codes are identified in Figure 9 opposite. Despite having a reasonably organised form for the campus with small pockets of similar uses, there is no clear patterns with learning scattered across the expansive campus site. Agricultural, Science and Engineering Precinct (ASE) is located in the southern corner of the campus, off Handley Street. This precinct is quite some distance from the core teaching buildings.

### Administrative uses

The University's administrative staff spaces as a use take up a large proportion of the central portion of the campus and are dispersed across a range of different blocks. The pull out on the page opposite illustrates the buildings in which administration functions and staff are currently located.

### Student living and accommodation

The campus has three on-campus student living colleges. There are a range of offerings from self-catered to full meal services. There is some demand for family accommodation, as many international students and PHD students relocate here with their families.

### Supporting amenity

The campus is supported by a mix of outdoor and open space amenity including at grade open air and sheltered carparking and a central quad garden. Associated support services and food and beverage offerings are centralised. Purpose built student accommodation (subsidised offer) is located to the periphery of the campus which is bordered by sporting facilities and fields. Key tourist attractors and high quality destination gardens are included on the campus with the Japanese Garden and indigenous Gumbi Gumbi Gardens.

### Heritage

There are no heritage buildings on the campus.



**It is evident that over time, administrative and staff functions have become fragmented throughout multiple buildings. Strategic co-locations become lost and a sense of belonging may be reduced. The Toowoomba campus requires an extensive consolidation of space.**

The benefits to this process would include:

- Locating people in the right type of space, adjacent to people who have similar professional pursuits – co location can increase quantity and quality of outputs.
- Supporting an agile approach to research, in reaction to industry and government needs.
- Encourage connections with a broader community.
- Enhance academic culture.
- Enhance a sense of belonging.
- Free up building capacity for future assessment /repurposing.



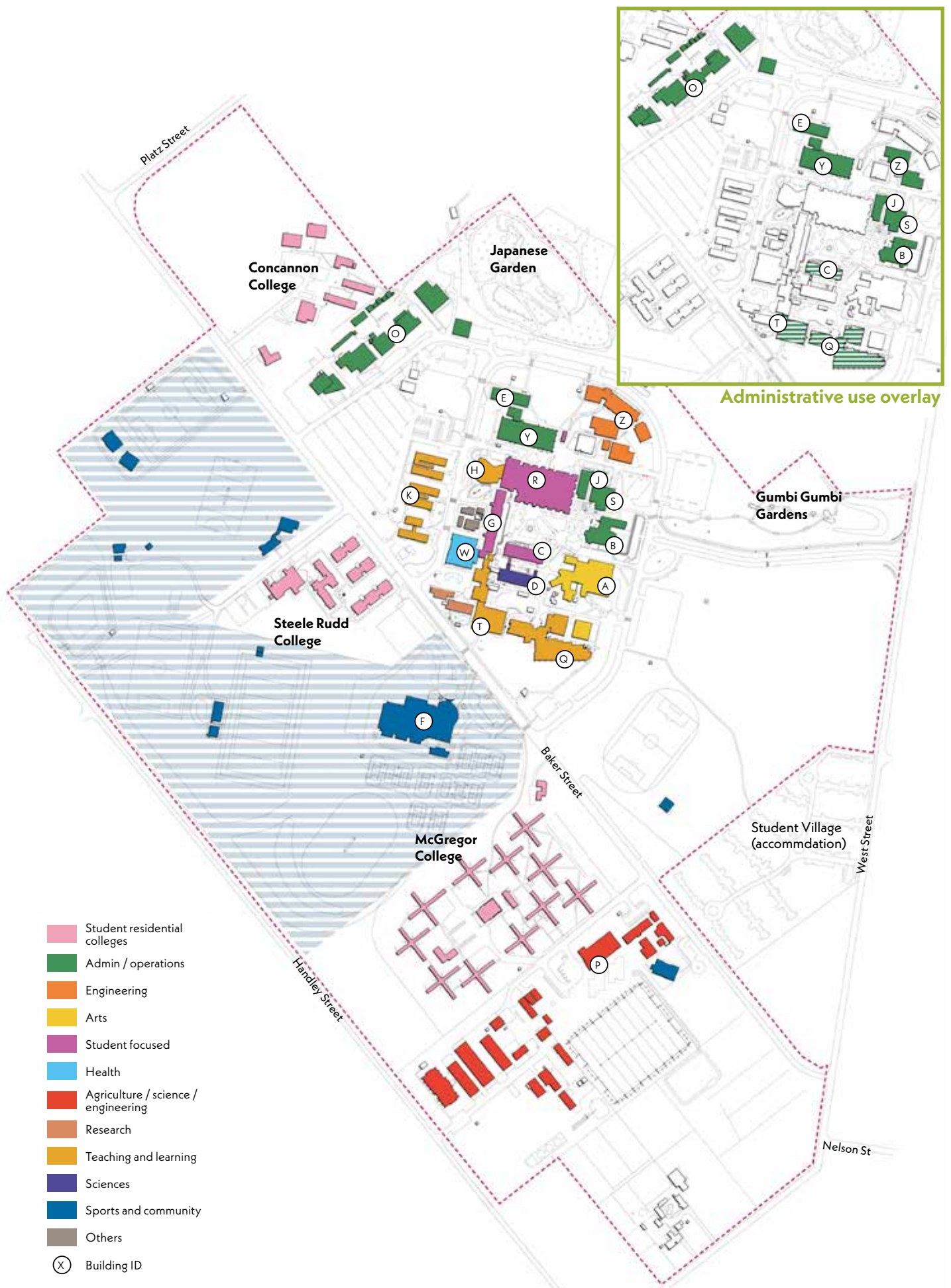


Figure 9 Current campus use configuration and building codes

## 6.7 Current campus built form assessment

An analysis of the built infrastructure of the University campus portfolio has been completed using the Education Building Assessment Tool (EBAT) developed by Woods Bagot as the framework. The EBAT has been developed in response to the enormity of multi-building or multi-campus planning. The EBAT is designed to help evaluate buildings at a macro level in terms of quality, flexibility and compatibility. This can help optimise utilisation of existing buildings. The results support arguments for the retention, refurbishment or demolition of buildings.

This analysis is a method of capturing a high-level evaluation of a building, looking at a variety of building attributes and characteristics. Some characteristics require a subjective judgement (such as 'activation' and 'appropriateness for current use') while other characteristics require an objective assessment (such as 'age' and 'proximity to' specific amenities).

This assessment has been customised to suit the specific requirements of the University with the tool measuring 9 major factors, broken down into a series of attributes against which each building is given a score out of 10. In total each building will be given a comprehensive and holistic quality rating, derived from 33 different attributes. Factors target analysis of:

- Architecture
- Base building
- Fitout
- Experience
- Campus realm
- Proximity
- Education
- Research
- Workplace.

Regulatory compliance, services review and structural review including seismic requirements are excluded.

It should be noted that should a building achieve a low score, it does not simply mean refurbishment is not possible, it simply highlights that the process may incur greater cost implications.

The EBAT analysis has been reinforced by assessments by the University staff of the balance of existing building stock including the residential colleges.

Figure 10 summarises the key findings of the Toowoomba campus analysis, including the key attributes identified through a high-level analysis of the existing campus experience.



**Generally the campus suffers from significantly aged infrastructure and outdated modes of architectural expression appropriate to next generation teaching and contemporary ways of working.**

**Other key insights of the EBAT assessment include:**

- Learning on display can be improved across the campus.
- Ground plane access and porosity is limited.
- Built form and surrounding precincts and urban realm can do more to engage with one another.
- Of the buildings assessed, the buildings with the highest quality ratings are those constructed in the last twenty year period, and as a result are typically located toward the fringe of the campus.
- The balance of stock largely achieves a lower score due largely to age and subsequent outdated architectural and base building parameters (e.g. lower floor to floor heights, limited glazing and smaller structural grids).



Figure 10 Existing building stock quality assessment





## 6.8 Campus opportunities and challenges

### Opportunities to be leveraged

Below are some of the main opportunities and attributes of the Toowoomba campus that the master plan is seeking to maximise.

#### Flagship research on campus

The University's commitment to solving the problems that matter and delivering positive change has seen the identification of four key flagships of research excellence. Each of these flagships are already deeply embedded into the Toowoomba campus which allows the focus to shift to amplifying their visibility, strengthening connection to community and industry.

#### Established public gardens

The campus includes the University's Japanese Garden - one of Australia's largest and most traditionally designed Japanese stroll gardens. The garden is over three hectares in size and is jointly owned by the University and the Toowoomba Regional Council. Near the West Street entry are the Gumbi Gumbi Gardens developed through partnerships with the community.

#### Establishment of Student Central

The University has been undertaking an ongoing process of centralising key student amenity around the Quad. This includes support services, a range of food and beverage options and IConnect, the University's centralised student concierge service. Opening R Block's façade and internal layout has created greater collaborative spaces for students and strengthened physical connections to the Library on the upper level.

#### Quad at the centre

The University campus was designed around a central quad which in recent years has become known more formally as the Quad. Characterised by a mature tree canopy and lawned with a diversity of settings, this space is fringed by retail and food and beverage opportunities and is the most activated and vibrant part of daily campus life.

#### Existing arts precinct

Through their primary teaching programs the University has a well established creative arts precinct with specialist facilities spanning the dramatic and visual art realms. This is further supported by established summer schools such as McGregor which draws in artists from across the country for a two week intensive in a range of skills. The location of this precinct is also optimal - located to the eastern fringe and connected to the Campus Heart.

#### Extensive area for sport and recreation

The campus has a large quantum of traditional sport and recreation facilities. Opportunity exists to optimally align this sporting infrastructure to teaching and learning outcomes, student social opportunities and community demand in order to drive greater usage and brand impact. The types of sporting infrastructure should be reviewed as a priority.

#### Undeveloped land on Platz Street

The University has previously invested in surrounding vacant land parcels adjacent to the primary land holding. Whilst the organisation is unlikely to require this additional land for teaching and learning expansion, there exists an opportunity to develop complementary uses from which subsequent revenue can then support the University's ongoing learning and teaching investments.

#### Embedding and showcasing sustainability

The University has in more recent years undertaken a range of built environment outcomes that embody best practice in environmental sustainability for the future of the planet. This forms the foundation for far reaching and meaningful targets being established in order to remain in line with and ahead of industry.

## Campus challenges to overcome

The following represents the key challenges facing the Toowoomba campus that the master plan seeks to address.

### Dispersed and expansive campus

Linked to the asset and infrastructure suitability challenges, it is noted that currently learning is almost never on display and ground plane access and porosity is limited. As a result the built form and surrounding precincts and urban realm could do much more to engage with one another.

### Ageing and not fit for purpose assets and infrastructure

Generally the campus suffers from significantly aged infrastructure and outdated modes of architectural expression appropriate to next generation teaching and contemporary ways of working. Opportunity exists to ensure learning is on display and ground plane access and porosity is improved.

### Student living in need of investment

The campus has three on-campus student living colleges including Concannon, Steele Rudd and McGregor located on the fringe, away from the heart of the campus and are in need of investment.

### Lack of activation and vibrancy

A large online offering and inward looking architectural outcomes on an expansive campus has meant that in more recent years there is a distinct lack of activation and vibrancy on campus. Visitors experience a vehicle setting but are hard pressed to see people and activity tucked into the core. This no doubt impacts staffing, student and community culture and perceptions of the campus experience and the desire to spend time on campus.

### Legibility and sense of arrival

The West Street entrance, with its central vista of flags, forms a key entry statement. Beyond this marker and once within the expansive campus, legibility and intuitive navigation begins to breakdown with a reliance on signage.

### Limited provision of shade

The Toowoomba region experiences a diverse range of seasonality and if users are to engage with the environment, appropriate deciduous landscape must be integrated. It is desirable to provide shade in summer, and sunlight penetration and wind breaks during the cooler months.

### Distance and disconnect from city

The campus is located a driving distance from the Toowoomba city centre and as a result sits siloed within a suburban setting. Decisions for engagement and activation must be looked at through the lens of a creating destination outcome that community and industry can and will want to engage with.

### Reliance on private vehicle

For a range of reasons, private vehicle remains the dominant mode of transport on and to campus. The campus fringe and indeed first impressions upon entry is of an urban environment dominated by the vehicle. Lack of shaded walkways and key connections within what is a large expansive campus further embeds this entrenched culture.



## 6.10 Toowoomba Campus tomorrow

This section of the master plan identifies the specific aspiration, strategies and actions that are anticipated to realise the vision and master plan drivers.

The specific aspiration for this campus is:

**Toowoomba Campus will celebrate and showcase the flagships and the best of what a regional community and university experience can be.**

## 6.9 The key moves and framework plan

A series of key moves summarise the most significant strategic shifts that will enable the realisation of the vision. The key moves underpin the framework plan on the page opposite.

The framework plan provides an overview of the key areas of opportunity and focus proposed on campus. These have been developed through engagement with stakeholders across the organisation.

More specific outcomes are distilled into the following pages through a series of detailed campus strategies and priorities.

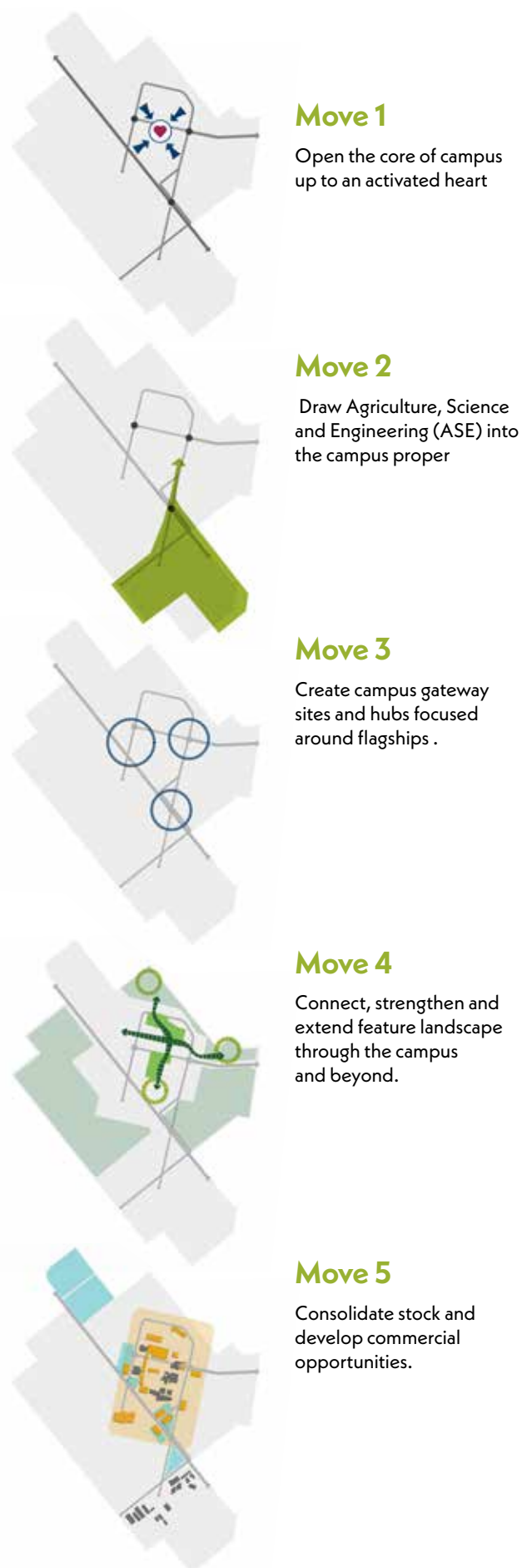


Figure 11 Toowoomba Campus key moves

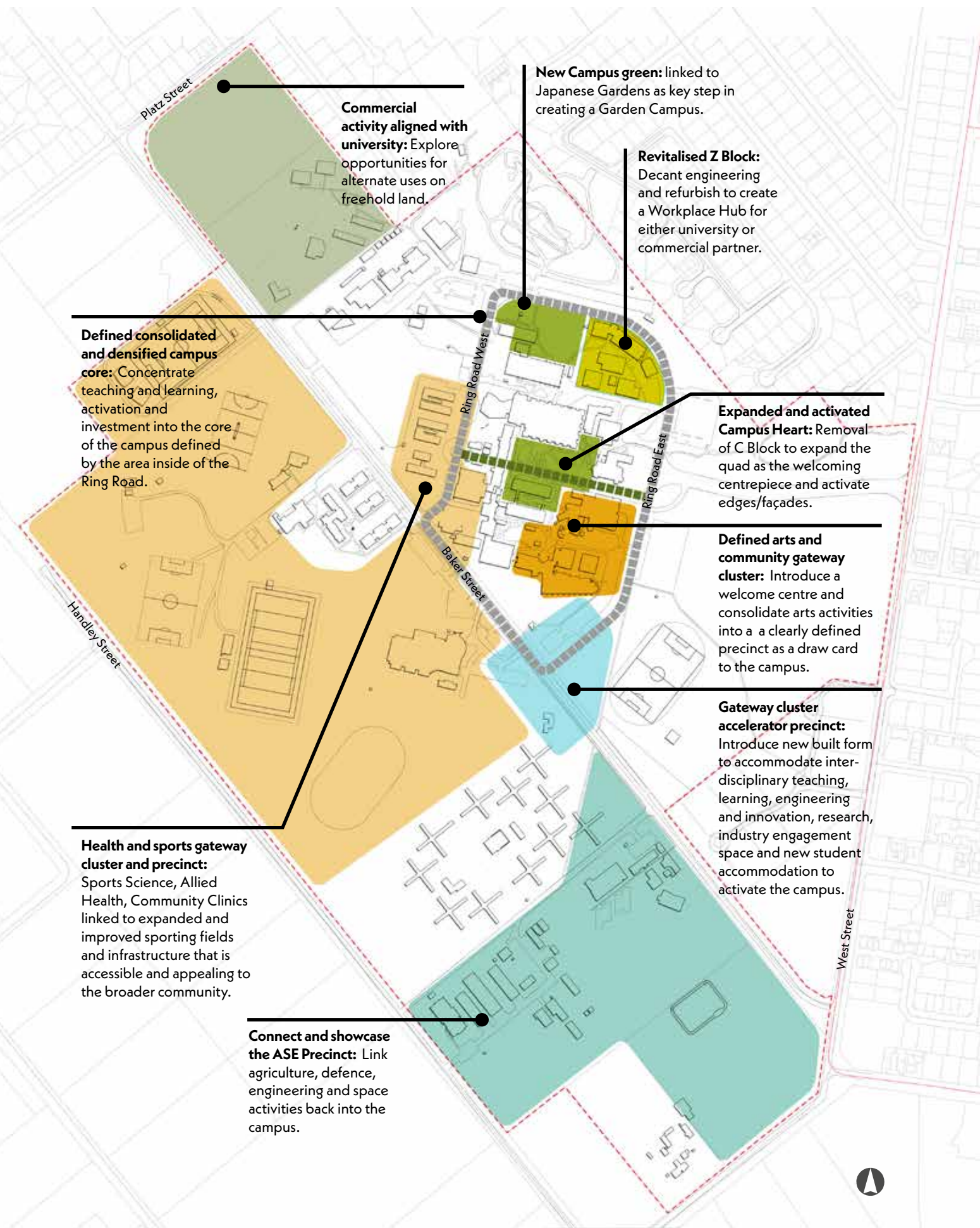


Figure 12 Overarching Campus framework

## 6.11 Master Plan strategies

The Toowoomba campus and the strategies proposed for the future are included in the following pages.



### Strategy 1. Built form and use optimisation.


















This strategy is about focusing campus life within the current built form footprint. It is about ensuring that in the long term, there will be less, but better quality building stock - in effect, doing more with less footprint.

It is about creating the opportunity to showcase and celebrate the amazing things that go on at the University in terms of teaching and learning, partnerships and research in a focused and open way.

Achieving this strategy will drive greater efficiency, connection and vibrancy. It will draw students, staff and the community into a more impactful and engaging environment.

This strategy and the actions within it address the optimal extent of the core campus, the over supply of land proportionate to the demand for uses and the high number of buildings based on their current condition, age, utilisation and suitability for future uses.

### Specific campus master plan actions

-  **Retain suitable built form**  
Identify built form with suitable flexibility and remaining life span for retention, renewal and ongoing use.
-  **Refurbish/re-purpose select buildings**  
Review and re-purpose built form to align with the campus drivers and contemporary teaching, workplace and research needs.
-  **Develop an aging infrastructure strategy**  
Identify building stock that is approaching the end of its useful life and manage over the next 10 years to ultimate removal.
-  **Create gateway arrival clusters centred around flagship areas of priority**  
Make the most of prominent intersections to create clear arrival points and built form gateways to the campus.
-  **Define a community and arts cluster gateway arrival**  
Leverage the theatre, library and new welcome centre as focal points and formalise a community arts cluster that welcomes the community into the campus and gardens.
-  **Define a health and sport cluster and gateway arrival**  
Expand on existing amenity to create a health and sport precinct at the junction of Baker Street and the Ring Road.
-  **Define a research and engineering cluster and gateway arrival**  
At the intersection of Baker Street and the Ring Road
-  **Define locations for landmark built elements that define entry points**  
Create iconic built elements aligned with strategic sight-lines, views and gateways to drive improved legibility and the University brand profile.
-  **Strengthen and preserve key sight lines to the key university front door**  
Ensure clear view lines are maintained and delivered to B Block as the campus front door.
-  **Organise ASE Precinct**  
Draw research into the campus by reorganising and extending a clear and direct connection of the agricultural science, space and defence research precinct back into the campus proper.
-  **Open the heart of the campus up to create a centralised student green**  
Concentrate core student amenity and services into the heart of the campus in and around the Quad.
-  **Clearly define / relocate the front doors of buildings**  
Provide front doors and access to all buildings aligned to major connections routes to strengthen intuitive and easy navigation and wayfinding.
-  **Diversify student accommodation offer**  
Reinforce the importance of the residential experience on campus by allowing on-campus living to evolve and change to meet the needs of the future. Deliver a diversity of offering and price points to re-frame existing stock to be retained.
-  **Capitalise available land holdings**  
Develop land on Platz Street offering both commercial and living uses that integrate with the surrounding urban context.
-  **Introduce new buildings centred around flagships**  
Deliver new buildings in key locations / sites aligned with the overall strategy for flagship teaching, learning and workplace excellence.
-  **Create a new compound**  
Relocate current compound into consolidated area within the research precinct
-  **Relocate and expand child care**  
Provide a larger and more centrally-located childcare facility to service the campus and the community.

### Campus-wide strategies

- Review student accommodation offering**  
Develop a University wide student accommodation strategy.
- Review timetabling across the campus**  
Ensure optimised used of teaching and learning spaces across the campus to drive greater efficiency.
- Assess underutilised assets**  
Consider potential for mothballing / re-purposing select buildings for commercial use to driver greater efficiency/vibrancy.
- Prepare an campus wide infrastructure strategy**  
Ensure services can meet the needs of the future campus.
- Develop sustainability targets and guidelines**  
Assess impact of all initiatives going forward.



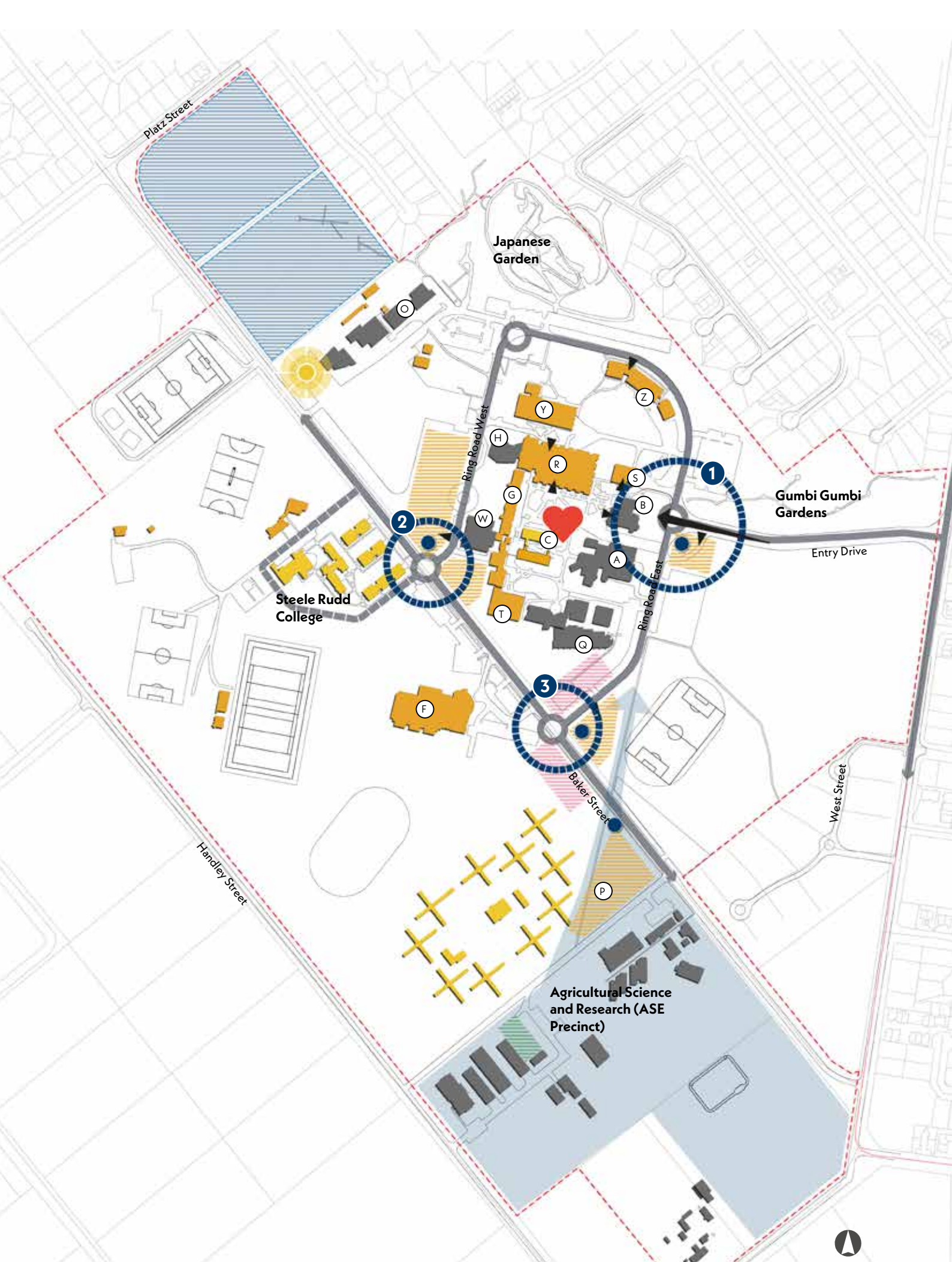


Figure 13 Proposed built form and use optimisation strategy





## Strategy 2. Campus connections and movement.

This strategy is about making it easy and comfortable to get to, navigate and move around the campus. This will be achieved by enhancing permeability and intuitive navigation, providing clear sight lines to key campus destinations and the front doors of buildings.

This strategy is also about making the most of parts of the campus that offer the highest level of visibility and accessibility to the surrounding campus context. This will help make the University campus feel like a place that welcomes people in while strengthening the University brand and appeal.

It is acknowledged that most campus users use vehicular transport to get to the campus. It is expected that given the campus' regional and low density location that this will remain the reality for the foreseeable future.

## Campus master plan actions



### Define and celebrate entries

Create a clearly defined front door and sense of arrival, with logical gateways and entry signage.



### Reinforce the Ring Road as the primacy vehicular route for the campus

Strengthen the priority of the Ring Road



### Formalise secondary vehicular routes within the periphery of the campus



### 1 Define a clear and logical primary pedestrian spine through the heart of the campus

Create a clear hierarchy of pedestrian pathways across the campus to encourage and supporting walking and navigation between key destinations and precincts.



### 2 Define a clear secondary connection between the Japanese Gardens and the core of the campus

Support secondary pedestrian connections linking to key destinations and places.



### 3 Create clear spine between the allied commercial and living precinct and campus core

Provide a safe and direct link to the Platz Street precinct and the core campus.



### 4 Create an improved connection into the research precinct

Ensure a clear and obvious visual and physical connection is developed between the campus and the research precinct so that it feels connected to the heart of the campus.



### 5 Reinforce prominence of the graduation walk

Strengthen the ceremonial role of the graduation walk link between the heart of the campus and the Clive Berghofer Recreation Centre.



### Review avenue of flags/Community Drive arrival experience

Explore fitting contemporary arrival experience along the main arrival route from West Street.



### Upgrade safe crossing points

Create new raised safe pedestrian crossings points over roads ways between key parking areas and the core of the campus.



### Strengthen intra-campus connection

Create a more significant campus bus depot / public transport arrival point on the Ring Road.



### Consolidate servicing into shared zones

Introduce dual shared zones that makes pedestrians and cyclist feel comfortable but also enables service vehicle access and specialised drop off.



### Formalise a garden link walking trail

Provide a nature and meandering pedestrian connection between the Japanese Gardens and the Gumbi Gumbi Gardens.



### Create centralised major end of trip facilities

Promote cycling and active transport choice by incorporating larger, more centralised end of trip facilities into all new buildings, located in close proximity to key entry nodes.



### Provide recharging stations for e-mobility

Encourage sustainable travel choices by introducing a number of vehicle charging stations in parking areas.



### Improve vehicle set down and drop off

Formalise vehicle drop off and pick up zones at key entrances to the campus as well as within the sporting precinct.



### Rationalise carparking resources

Consolidate carparking into 4-5 key strategic locations on the periphery of the campus.



### Introduce new round-a-bouts to define arrival nodes

Locate new round-a-bouts at key intersections to define entries more clearly and reinforce the role of the Ring Road.



### Remove cars from the core

Prioritise people by removing at grade parking within the centre of the Ring Road at the core of the campus.

## Campus-wide strategies

### Enable connections to Toowoomba City/City Centre

Explore ways of ensuring greater physical and easy connection between the campus and the central business heart of the region.

### Ensure equitable access and connectivity across the campus

Ensure accessibility compliance across the campus to define areas of concern for full accessibility.

### Prepare consistent signage and wayfinding strategy

Ensure ease of navigation between key activities and precincts throughout the campus.

### Improve traffic signage

The campus will include new traffic signage throughout to ensure ease of movement with clear directions toward parking precincts and campus front doors.

### Investigate viability of an e-scooter fleet

Support on campus movement with introduction of e-scooters for use by students and staff within the geo-fence of the campus grounds.

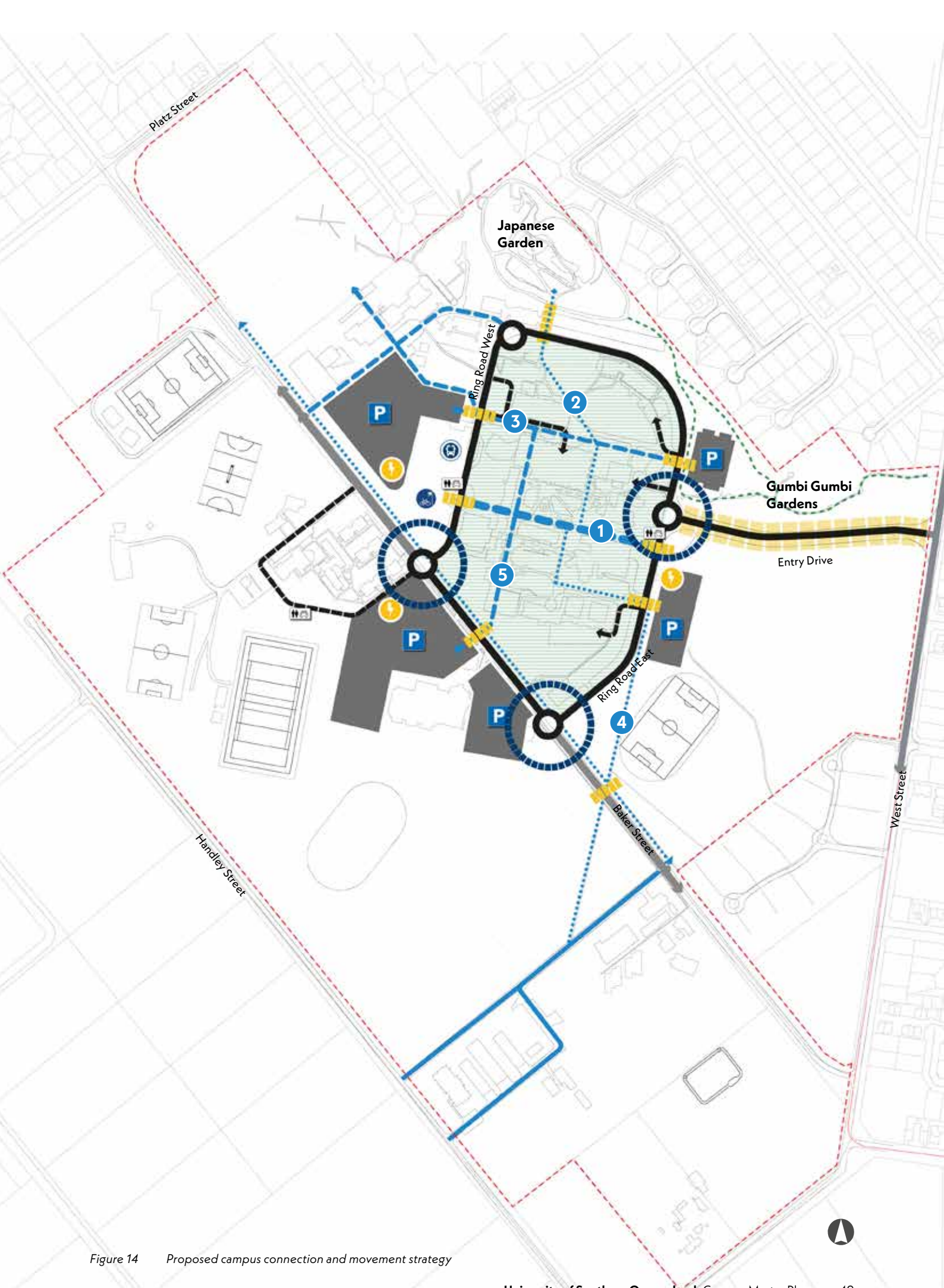


Figure 14 Proposed campus connection and movement strategy



### Strategy 3. Image and activation.

This strategy is about making the campus an exciting, active and welcoming place that attracts students, staff and the broader community.

In short, it is about creating a compelling reason to come to the campus. This will be achieved through creating an attractive public realm, hosting a rolling program of curated events, programming and placemaking efforts that will drive a strong sense of community life.

This strategy will consider applying the power of 10 principle of placemaking to the campus, ensuring that there are 10 places of interest/destinations and that within each of those places and spaces, there are 10 additional things to do.

### Campus master plan actions



#### Rejuvenate the campus heart

Concentrate activity, focus and excitement at the nexus of key spines at the centre of the campus including a large screen in the quad.



#### Create a primary knowledge spine

Bring learning to the outdoors by expanding the WiFi offer and creating a network of outdoor digitally enabled learning and research hubs.



#### Define a secondary network of knowledge spines and hubs



#### Develop a centralised student offering

Include a clear activity hub, lockers, showers, student kitchen, lounge, vending machine



#### Introduce play for all ages

Create opportunities for diverse range of learning focused play on campus at key locations to attract new audiences including parents, mothers groups and youth groups.



#### Implement a campus wide art trail

Display creativity of both current and past students through a broader art strategy and connected trail. Provide moments of delight through interactive and dynamic features such as virtual, digital, and soundscape experiences.



#### Augment quantum of awnings and shade provision

Provide increased shade and weather protection through inclusion of awning and shade structures at key locations to promote gathering and collaboration and along key spines to facilitate connection and walking.



#### Introduce fixed and dynamic lighting at key locations

Add night time drama and impact through the use of theatrical and programmable lighting at key locations in the campus.



#### Introduce new uses that will attract a broader spectrum of visitors day and night

Expand the retail offer on campus to accommodate food and beverage, bar, night-life.



#### Diversify student accommodation offer

Reinforce the importance of the residential experience on campus by allowing on-campus living to evolve and change to meet the needs of the future. Deliver a diversity of offering and price points to re-frame existing stock to be retained.



#### First National teaching, learning and community space

Develop a space that provides a cultural experience and draw the Gumby Gumby Gardens into the Campus Heart. This flagship facility will form one part of a campus-wide celebration of First Nations languages, histories, peoples and culture.

### Campus-wide strategies

#### Review building naming convention

Provide renewed logic to building naming to support improved link to place, history, and purpose.

#### Curate a dynamic calendar of program, activation and events

Attract students, alumni, local and regional audiences with a diverse program of events, live-music, exhibitions, temporary installations.

#### Experiment with tactile urbanism

Explore lighter, cheaper, quicker approaches to trial various ideas of placemaking.

#### Introduce graphic expression and colour

Add elements of surprise, delight and joy to the campus through pops of colour and integration of graphic treatments.

#### Screen externalised servicing areas to improve visual amenity

Reduce and minimise the visual impact of unsightly servicing and mechanical plant by introducing planting or batten screens.

#### Introduce a digital signage

Build on the work already undertaken in the ASE Precinct and use signage to tell the story of what goes on in the spaces.



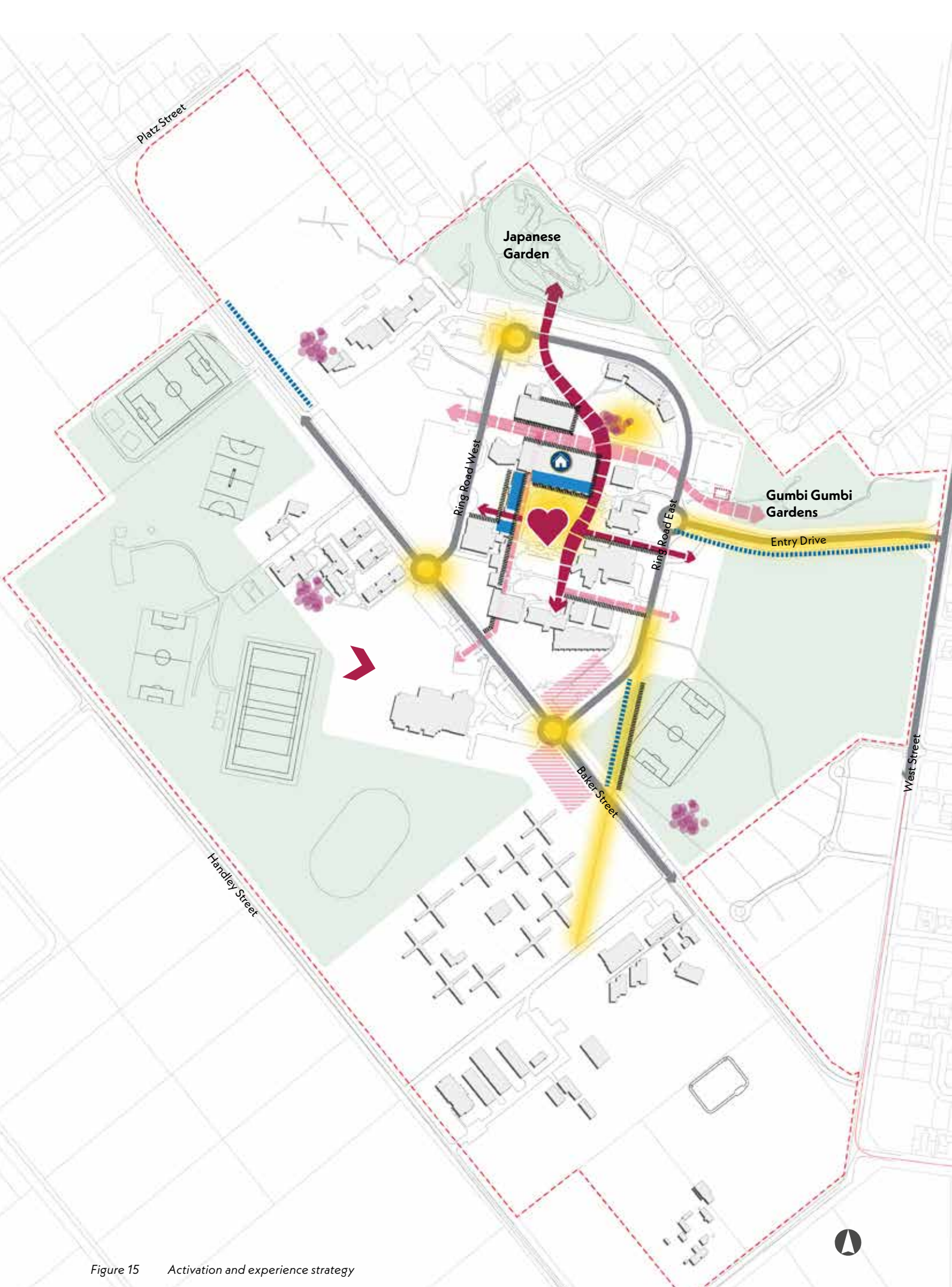


Figure 15 Activation and experience strategy





## Strategy 4. Landscape and open space.

This strategy is about making the campus green, cool and comfortable. Building on Toowoomba's reputation as the home of the 'Garden City', there is an opportunity for the University campus to respond to the seasonality. The open space, Japanese Garden and Gumbi Gumbi Gardens are defining parts of the campus character and experience.

This strategy focuses on bringing greenery and nature into and expanding the natural qualities of campus and creating relief from seasonality when needed. This will create an environment that students, staff and the community will enjoy. Large canopy trees and planting throughout will create urban cooling and shade, and promote outdoor learning and relaxation.

### Campus master plan actions



#### Define clear arrival plazas

Punctuate the main campus spine with clear arrival plazas including clear signage, shade and seating.



#### Deliver outdoor healing and wellness spaces

Create intimate gardens and quiet places for wellness and relaxation within and surrounding the campus and landscapes that encourage community and learning interactions.



#### Strengthen connections between gardens and campus

Strengthen the physical and brand connection between the Campus Heart and Japanese Garden as a core part of the University and Toowoomba campus experience. Ensure that the gardens are clearly branded acknowledging that they are part of the University.



#### Provide a green link to the Gumbi Gumbi Gardens

Create a clear open space corridor linking the Gumbi Gumbi gardens to the Japanese Garden and back into the campus as a cultural and open space experience.



#### Create a new planted interface to West Street

Create a lush green edge to the campus' interface with West Street and Community Drive to open up and reveal the campus. This might included expanding the Gumbi Gumbi Gardens as a First Nations teaching garden and space.



#### Introduce a green Campus Heart

Naturalise the central open space to create a campus green.



#### Connect greenery, gardens and open space with the surrounding green frame

Focus on bringing the surrounding open space into the campus to create seamless connection and transition with the Gumbi Gumbi, Japanese Garden and surrounding campus context.



#### Define campus wide planting hierarchy and program

Increase comfort levels and make a meaningful contribution to campus wide urban cooling by plantings large canopy cover trees along primary connections.



#### Reinforce the Ring Road and Baker Street with additional boulevard planting

Increase comfort levels and make a meaningful contribution to campus wide urban cooling by plantings large canopy cover trees along primary connections.



#### Protect and celebrate woodland

Ensure that new built form respects the woodland on Baker Street.



#### Introduce more awnings and shade

Provide increased shade and weather protection through awnings and shade structures to further increase cooling.



#### Green areas of extensive carparking

Integrated water sensitive urban design (WSUD) to expansive areas of carparking bitumen to soften the impact and enable natural water cleansing.



#### Maintain and expand water retention on site

Expand existing water detention capacity on-site to support sustainable irrigation and identify opportunities for additional storage.

### Campus-wide strategies

#### Offer ample seating opportunities

Increase the provision of places to sit, including relaxing green spaces and new furniture will be provided throughout the campus for a variety of users including disabled considerations and integration.

#### Create a consistent quality of public realm

Establish legible, high-quality, safe public realm routes that link key campus destinations.

#### Develop a landscape strategy

Support key university vision to provide outdoor learning opportunities. Ensure appropriate species selection of plants and trees to drive cohesion, legibility and seasonal flowering.

#### Prepare a water infrastructure strategy

Ensure investment in landscape is supported by suitable irrigation and water supply.

#### Develop public realm furniture strategy

Develop a consistent palette of high quality furniture.

#### Encourage opportunities to learn from nature

Create opportunities to learn from the gardens, open space and natural areas of the campus through the use of interactive signage with QR codes, fixed signage or plaques.



Figure 16 Activation and experience strategy



## Strategy 5. Sport, culture and community.

This strategy is about promoting healthy activity and culture that embraces and attracts students, staff, the community and industry partners. The campus core is framed by the Japanese Garden to the north, the Gumbi Gumbi Gardens to the east and sport and recreation facilities to the south and west.

This strategy is about providing a much needed opportunity for an active lifestyle through enhanced sport and recreation. The existing sporting precinct will be supercharged to promote new and emerging sporting activities aligned to engagement with the broader community.

### Campus master plan actions



#### Create a new campus welcome centre

Formalise a focal welcome centre at the main front door to the campus where students, visitors and the public can learn about the University, its history, achievements and aspirations.



#### Define new cultural precinct to stimulate school and community engagement

Define a new community and campus cultural precinct that includes a new range of uses that promote engagement with schools and encourage community campus familiarisation.



#### Connect library to campus heart

Relocate the campus library into the heart of the campus and open this facility up to the community.



#### Introduce a tea house into the Japanese Garden

Insert a tea house to add additional attraction and amenity to the Japanese Garden.



#### Explore feasibility of a new community focused sport centre

Explore the viability of sport facility aligned with teaching focus.



#### Gateway markers to welcome community in

Insert gateway makers that could include both static and moving media as sign-posts and beacons for the community. Beacons can include media and advertisement of campus campaigns and provide opportunities to showcase the University's work and contribution.



#### Create an event-capable landscape setting

Introduce spaces across the campus that are easily adaptable with capacity for event and function bump-in.



#### Introduce community fitness equipment

New outdoor fitness equipment will be located around the campus sporting precinct to encourage more usage and healthier lifestyles.



#### Expand aligned sporting uses

Delivered expanded sporting facilities and supporting services aligned with teaching and study focus. Facilities should be capable of hosting events, tournaments and competition is available and accessible to the local community with appropriate timetabling and management for demand.



#### Create a 1km central campus walking and running path

Encourage active use of the heart of the campus with a formal 1km dedicated circuit path for running and walking.



#### Introduce 2.5km Baker Street walking and running path

Encourage healthy habits by formalising various measured distance paths for both walking and running.



#### Formalise a 4km campus perimeter exercise loop

Create a formal 4km loop track across the campus with distance markers.



#### Introduce a dog-off leash area

Utilise some of the existing open space to include a new dog park around the periphery of the campus.



#### Expand campus and community sporting field infrastructure

Optimise current sport field arrangement to cater for a broader spectrum of sports and embed the campus as a major community destination.



#### Introduce contemporary sport infrastructure

Rationalise sports facilities to create high quality infrastructure aligned to demand.

### Campus-wide strategies

#### Embed Country and cultural history in place

Explore opportunities for meaningful Connection to Country and cultural heritage to be integrated into the campus.

#### Open the arts precinct to the community

Support and promote on-campus venues for arts, theatre and events spaces.

#### Engage with local First Nation groups

Designing for Country. Create a sense of belonging and place for First Nation community members.

#### Partner with local community groups and sporting organisations

Engage with relevant local groups to determine their needs and aspirations to determine the alignment and opportunities to partner.

#### Engage 2032 Games organisers

Locate potential mutually beneficial hosting opportunities for various sports and activities associated with the Games.

#### Formalise regular running events

Leverage investment in campus walking, running and exercise loops to host regular community running events.





Figure 17 Sport, culture and community strategy







## 6.12 Catalyst priorities

**Toowoomba Campus will celebrate and showcase the flagships and the best of what a regional community and university experience can be.**

**This aspiration will be delivered by five catalytic priorities:**

1. Hero the flagships
  - Space and Defence
  - Agriculture
  - Health
  - Regional Development
2. Next generation teaching and learning
3. Garden City. Garden Campus
4. Contemporary accommodation offer
5. Exploring complementary use of infrastructure

**Key projects that will achieve the Vision and the Catalyst Priorities are:**

- Design and construct a flagship Engineering, Space and Defence Facility.
- Undertake a program of space rationalisation and consolidation that will deliver next generation learning, teaching and working spaces and retire end of life assets.
- Undertake a Campus Connections project that will articulate campus navigation and wayfinding, celebrate the Campus Heart by redevelopment of the Quad area and celebrate natural and cultural aspects of the Campus.
- Develop a student accommodation offering that meets the needs of future students.
- Develop a health and wellness precinct incorporating sporting facilities and health and wellness clinics to service community.



Distilling the strategies down, there are several recommended actions to enable to realisation of the vision and drivers. Of the long list of strategies, five main areas of catalytic prioritisation have been defined.

These areas focus on initiatives that will enable dramatic and enduring campus transformation and are described in the following pages including the rationale and steps to delivery.



## CATALYST PRIORITY No. 1

### Hero the flagships

#### Rationale

The University has identified four key areas of research focus and excellence, aligned to the organisation's strengths and reflective of developing program offerings, future anticipated sector demand and associated employment growth. These include:

- Space and Defence
- Agriculture
- Health
- Regional Development

Showcasing these flagships via a built environment response is critical to the organisation's brand awareness campaign and their status within these fields. It will communicate a very strong message to future students, community, industry and competitors and set about a sequence of moves to transform the campus.

The flagships will sit within one of the three hubs to fringe the campus core and form a key component of campus re-organisation and legibility. These hubs (and therefore the flagships) are strategically located to draw in wider components of existing campus infrastructure located to the south of Baker Street (Refer Appendix for more detail on ASE precinct).

Critical to successful alignment with the master plan drivers, this catalytic priority should target the following objectives:

- Landmark infrastructure and architecture in highly visible locations which inspires and engages.
- The showcasing of learning and teaching including research on display.
- Delivery of modern and flexible spaces for students/researchers and staff.
- Consideration for the wider precinct and incorporation of existing associated facilities in close proximity.
- Delivery of space for industry engagement/interaction/partnerships.
- Delivery of space for community interaction.
- Advertising of key research areas/milestones to the wider community.
- Digital overlay which allows connection to the campus heart and/or the wider campus portfolio.
- Connection to Country and sustainability measures as/where appropriate.

#### Steps to delivery

- Space analysis of existing building stock including areas associated with flagship offerings, assessing current location relative to hub node, suitability to support contemporary learning, research and work environments. Analysis should also consider proposed future re-purposing and/or removal as/where appropriate as well as adjacent spaces not currently part of flagship but through renovation could be altered.
- Projected growth strategy of future student load growth on current flagship building stock and identification of timing on reaching capacity.
- Identification of space typology shortfall within flagship and sandpit study for prototype spaces.
- Feasibility study to assess demand for new facilities within hub nodes that reflect the flagships, showcase the University, and provide contemporary space that meets the needs of staff and students.
- Health Precinct Plan that incorporates teaching and clinical activities and a sports precinct master plan.
- Baker Street 'High Street' concept to incorporate retail into future development.
- Identify opportunities for industry to co-locate on campus.



**DRIVERS ACHIEVED**



## CATALYST PRIORITY No. 2

### Next generation teaching and learning

#### Rationale

The demands of the teaching environment are many and varied and particularly influenced by technology innovations and societal demand. The University can only realise its strategic vision if the teaching and learning spaces are of an exemplary level - modern and contemporary with a defined flexibility to allow for the acute developments in teaching delivery, research undertaking and learning methodologies. The spaces of the future must be intrinsically linked to the digital environment and allow users to move between the two seamlessly, individually crafting their experience to align with how they learn/perform at their best.

Creating next generation teaching and learning spaces on the Toowoomba campus is critical to the University's standing and the ability to attract local students considering tertiary pathways. This campus is also surrounded by pre-eminent private primary and secondary school infrastructure and student expectation for a highly connected, contemporary learning environments will need to be matched with their school experiences.

Championing the future of teaching and learning in a pilot environment will communicate a very strong message to the community that the University is serious about being an innovative player and a trusted lifelong education provider for the Darling Downs community.

#### Steps to delivery

- Space analysis of existing building stock assessing current location relative to hub node, condition and functionality, and suitability to support contemporary learning, research, and work environments. Analysis should also consider proposed future re- purposing and/or removal as/where appropriate.
- Articulation of space allocations and density.
- Sandpit study for prototype spaces.
- Post prototype occupancy feedback, assessment, and development of design.
- Campus roll-out aligned to capital works program.



## DRIVERS ACHIEVED



Rationalising the building portfolio will communicate a very strong message to the community that the University is serious about being a modern, future thinking education provider who is capable of solving the problems that matter.

## CATALYST PRIORITY No. 3

# Garden City, Garden Campus

### Rationale

The age of the campus built form and the outdated approach through which it was developed has generated a campus footprint which is largely inward facing, closed in and where learning and teaching and student life is largely shielded from view. Visitors to the campus can see vehicles but not the people nor the activity. This projection is self-fulfilling and no doubt impacts staffing, student and community culture and perception.

The campus is also located within an identified Garden City and positioned next to two key landscape tourism attractions for the region. This focus on landscape should be continued through to the core of the site and the Campus Heart in order to support environment vibrancy and link tourism visitation with the site's retail offering.

By better connecting the key community and destinations already on campus (the Gardens, sporting facilities, performing arts and gallery spaces) campus vibrancy and community interaction will be amplified. This is critical not only to the organisation's ongoing economic sustainability but also to the University's brand awareness and capability to attract students, staff, industry and community who may otherwise look at their more contemporary competitors. Identifying required areas for vibrancy, layering strategic amenity over this and then curating programming in key campus locations will ensure the ongoing success and community buy in required.

Critical to successful alignment with the master plan drivers, this catalytic priority should target the following objectives:

- Unified approach to signage and wayfinding.
- Identification and branding of key site assets.
- Establish clear hierarchy of importance of individual elements.
- Intuitive campus navigation.
- Define clear pedestrian journeys for visitors, students, deliveries and tourists:
  - Landscape palette that is woven through the site connecting the gardens.
  - Establishment of northern landscape corridor back to Platz Street.
- Establishment of a clear Arts Precinct.

### Steps to delivery

- Acknowledge the connections to Country in development activities.
- Develop a Campus Blueprint that informs future development and articulates Campus Heart and campus connectivity. Complete a Campus Landscape Plan to articulate hard and soft landscaping, outdoor furniture palette, and climate appropriate plantings.
- Define Arts precinct and develop Campus Art Strategy.
- Refresh signage and wayfinding to reflect campus development and the University's brand.
- Maximise opportunities for garden visitors to engage with campus.
- Celebrate the Campus Heart by redeveloping Quad area.



## DRIVERS ACHIEVED





## CATALYST PRIORITY No.4

### Contemporary accommodation offer

#### Rationale

The University currently has 436 beds available for student accommodation on the Toowoomba campus. There are three colleges across the campus and offer varying levels of accommodation ranging from shared bathroom, fully catered facilities to ensuite, self-catering private rooms. The building assets are in varying levels of condition including several at end of asset life. With the campus located some distance from the city centre there is high reliance on private vehicles. As a result, there is consistent demand for good quality student accommodation.

Of the three colleges, Steele Rudd College has been upgraded in recent times and provides a good level of accommodation. McGregor College was established over fifty years ago and issues with location, ageing infrastructure and outdated design exist. Concannon College also has similar issues related to ageing infrastructure, location, and amenity. Whilst major investment may extend the life of the asset, a decision around targeting investment to an improved product offering contemporary, modern facilities that engage and attract students in a superior location is now required.

The University considers student accommodation to be an essential offering, particularly given the regional location and the support provided to rural communities. The demand from international students is also evident with the desire of these students to experience the local culture and engage in student residential college activities.

Pastoral care and administration of the Colleges is delivered by the University Residential College staff with the University also undertaking maintenance and service activities. Based on historical data and the condition of existing facilities, the ongoing number of beds to be provided is likely to be around 300.

Critical to successful alignment with the master plan drivers, this catalytic priority should target the following objectives:

- Contemporary accommodation offer which targets market correctly but also stands out as offering a point of difference.
- Landmark building on key sight lines to street interfaces.
- Integrated retail offer with dual access to community.
- Accommodate a variety of accommodation needs (short and long term, visiting scholars, conference guests etc.).
- Retirement of end-of-life assets.

#### Steps to delivery

- Identify locations for future student accommodation that maximises the student experience and engage with the Campus Heart.
- Develop product offering that attracts and engages students and provides a point of difference in local market. Offering must be interrogated to ensure it suitably responds to both short and long term needs as well as visiting conference guests and scholars.
- Retire end of life assets through a strategic asset management decision framework that will involve retiring existing assets that are no longer fit for purpose.



Figure 18 Artist impression of Baker Street student accommodation

## CATALYST PRIORITY No.5

### Exploring complementary use of infrastructure

#### Rationale

The campus has a diverse portfolio of buildings and in-ground infrastructure. Much of this is at an age and condition where suitability is being questioned and ongoing maintenance and required upgrades are resulting in disproportionate capital expenditure that could otherwise be channelled into next generation teaching and learning. The University has identified that for the current and projected student and staffing loads, there is quite simply too much space. Going forward there is an identified need for newer, more flexible infrastructure, but less of it generally.

Rationalising infrastructure is not only critical to the organisation's ongoing economic sustainability but also to the University's brand awareness and capability to attract students and staff. In partnership with this is a need to explore complementary use of infrastructure - this move is twofold; to consider key sites on the fringe such as Platz Street site, whilst also stitching in complementary uses to the key precincts and hubs being established on the site to better complement the student and larger community offering. A plan to rationalise the building portfolio as well as strengthen complementary uses will communicate a very strong message to the community that the University is serious about being an active urban participant and a key contributor to the region's ongoing development.

Critical to successful alignment with the master plan drivers, this catalytic priority should target the following objectives:

- Intimate understanding of site ownership structure and potential development opportunities/framework.
- Identification of site optimisation opportunities and program for roll out as aligned with capital works program.
- Identification and analysis of alternate revenue stream potential.
- Linking of alternate uses into campus as/where appropriate.

#### Steps to delivery

- Study to define potential complementary uses for undeveloped sites.
- Undertake an infrastructure audit of the site and develop an Infrastructure Plan to inform future site requirements.
- Develop a forward capital plan that identifies investment into master plan outcomes.





## DRIVERS ACHIEVED







# 07 IPSWICH CAMPUS









## 7.1 Context

### The City of Ipswich

**The University of Southern Queensland's Ipswich campus is located south of the Ipswich Central Core and Centre South precincts that house the greatest concentration of urban development in the city.**

The University has been operating the campus since 2015, after taking over the campus grounds from the University of Queensland. The campus has been used as a university since 1999 and prior to that for medical uses. The city of Ipswich more broadly has a strong link to medical uses.

Looking back over the last 20 years, the City of Ipswich as a regional centre has undergone significant change and is continuing to evolve with recent city changing projects such as Nicholas Street CBD redevelopment.





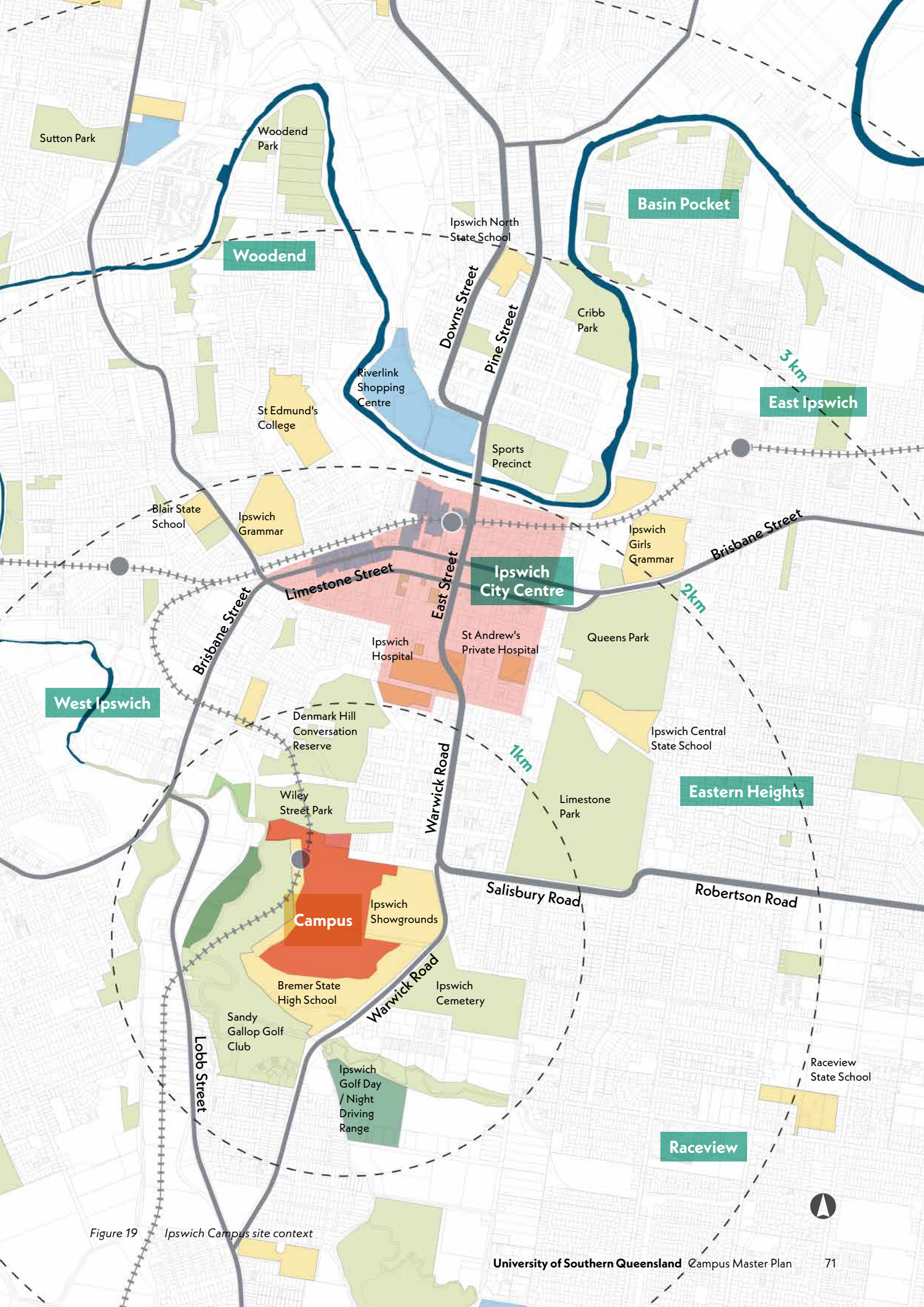


Figure 19 Ipswich Campus site context

## 7.2 Demographic context

Understanding the demographic context of the region is vital as part of the master planning process to gain an appreciation of existing residents' behaviours and attributes. It is also important in understanding future potential and attraction.

The Ipswich catchment stretches between the Warrego and Cunningham Highways, and is bounded by RAAF Amberley to the west and Bundamba Creek to the east. The catchment contains Brassall, North Ipswich and Tivoli to the north of the Bremer River.

Generally, the demographic has a below average proportion of white collar workers and the lowest household income of all three cities. The area has the lowest proportion of residents who engage in tertiary or higher education.

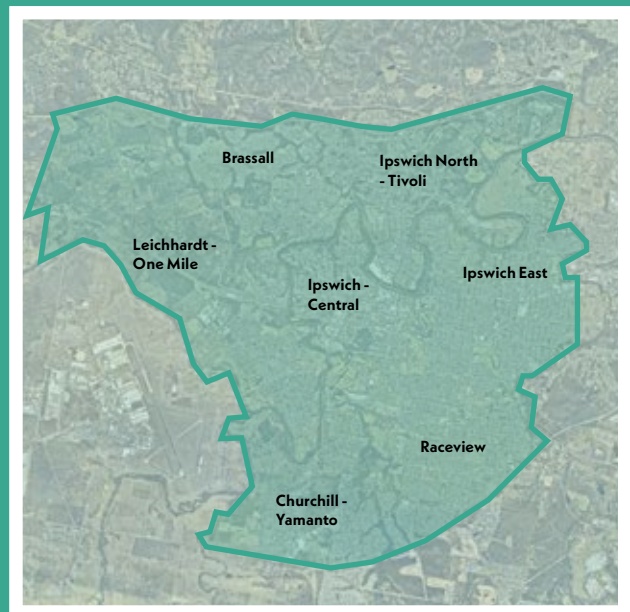
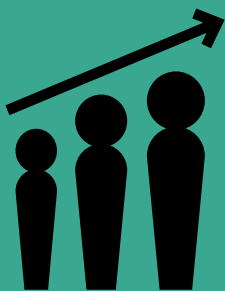


Figure 20 Ipswich City catchment (SA2 Base)

### Population Projections and Trends



**23,400** new residents over next 15 years

**30% growth** over next 15 years

**Ageing population: 36%** Of growth over next 15 years will be 65 years and over

**0–9 and 45–64** largest age brackets



Ipswich's population is expanding faster than any other in Queensland and it is set to more than double to hit **550,000** by 2041.

### Employment Projections



#### Five Largest Sectors 2019



Health care/  
social assistance



Retail trade



Education/  
training



Public admin  
and safety



Accommodation  
and food

**4,600** new jobs over next 15 years.

**93%** of these new jobs will be in health care / social assistance, accommodation/food, electricity, gas, water and waste, education and training.



## 7.3 Market assessment

A market assessment was undertaken of the Ipswich catchment and identified the sectors and industries that are projected to experience growth or decline over the next period of time.

The table below summarises these findings and highlights that health care and social assistance and accommodation and food services industries are forecast to grow most significantly. These trends assist in validating the programs offered at the Ipswich Campus.

### Employment growth by industry

	June 2019	June 2024	Change (2019-2024)	Future Jobs
Health care and social assistance	7,887	9,687	1,800	39%
Accommodation and food services	2,797	3,340	543	12%
Electricity, gas, water and waste services	684	1,159	475	10%
Education and training	3,518	3,970	452	10%
Financial and insurance services	756	1,054	298	6%
Construction	1,741	2,032	291	6%
Other services	1,293	1,544	251	5%
Professional, scientific and technical services	817	1,008	191	4%
Administrative and support services	735	871	136	3%
Transport, postal and warehousing	674	803	129	3%
Arts and recreation services	296	409	113	2%
Retail trade	3,860	3,963	103	2%
Rental, hiring and real estate services	137	232	95	2%
Wholesale trade	253	341	88	2%
Manufacturing	1,562	1,585	23	0%
Mining	31	32	1	0%
Agriculture, forestry and fishing	198	139	-59	-1%
Information media and telecommunications	377	303	-74	-2%
Public administration and safety	3,191	2,980	-211	-5%
<b>Total</b>	<b>30,808</b>	<b>35,450</b>	<b>4,642</b>	<b>100%</b>

### Visitors to Ipswich

Ipswich is experiencing a slight rebound in day trips. In 2020 day trip rates are at a similar to where they were in 2011 after a decline. The 'visiting friends and/or relatives' segment is the largest driver of visitor nights (47%). Other key stats and significant draw cards for the region are listed below:



**915,500**  
day trips



**548,000**  
domestic nights



**188,500**  
overseas nights

### Major draw cards

#### Enabling economic infrastructure

- Existing road and rail infrastructure.
- RAAF Base Amberley (largest military air base in Australia) and associated supply chains.

#### Regional draw cards

- Serves as historic and civic hub for region.
- Extensive greenfield and industrial land supply in adjacent areas.
- Health care and social assistance hub.
- Education hub for region.
- Excellent road connectivity to broader SEQ markets.
- Aviation and defence supply chain linkages to RAAF Base Amberley.

#### Unique selling propositions

- Access to a fast-growing residential communities (albeit growth is focused in adjacent greenfield locations).
- Leverage strength of existing health sector.
- Leverage proximity to RAAF Amberley.
- CBD revitalisation can transform appeal – noting that finding tenants for new space has been challenging to date.

#### Implications

- The redevelopment of the CBD including new Council offices, Ipswich Central Library and a civic centre aim to maintain the city as the region's main cultural and civic hub with significant health care, social assistance and education clusters.
- Current and planned transport infrastructure is expected to support development of significant greenfield and industrial land supply in the region providing a larger population and employment base to be served by the Ipswich core.





## 7.4 Alternate/aligned use potential

**Given the size, site features and locational attributes of the Ipswich campus there is potential to contemplate aligned and alternate uses on the undeveloped land.**

The market assessment outlines a range of potential uses that, within the Ipswich context, could be suitable. The success of these uses on campus land relies on locational site attributes and other key factors that include:

- Size of catchment market
- Competition
- Accessibility
- Proximity to services and amenities
- Attractive views and surroundings
- Quality of development and offer
- Minimum scale/critical mass
- Price point

The table below outlines the outlook for alternate aligned uses and the relevant success factors within the Ipswich market as they relate to master planning strategies and future partnership considerations.

Success factors for aligned uses in Ipswich		Outlook
	<b>Health and well-being (Medical)</b> <ul style="list-style-type: none"> <li>• There is a significant concentration of medical uses in Ipswich centred on Ipswich Hospital and St. Andrews Private Hospital.</li> <li>• As the Ipswich population grows there may be opportunities to strengthen linkages between the the University's health offerings and these health facilities.</li> <li>• Beyond the demand for health-related education and teaching space, this could create opportunities for community-related health uses on-site.</li> </ul>	<b>POSITIVE</b> (but likely focused around education uses)
	<b>Retirement (ILU/RAC)</b> <ul style="list-style-type: none"> <li>• The majority of local retirement villages within the catchment are located outside of central Ipswich, with a collection located in the East Ipswich – Raceview corridor and north of the Bremer River.</li> <li>• There is an opportunity at the subject site to capitalise on any desire of residents to retire in closer proximity to the amenity and services, particularly medical, provided in Central Ipswich.</li> <li>• Like residential uses, the ability of a retirement village to co-exist with education uses on site raises concerns over suitability.</li> </ul>	<b>MODERATE</b> (subject to creating a suitably located site)
	<b>Residential</b> <ul style="list-style-type: none"> <li>• Ipswich is adjacent to Yamanto and Ripley where major greenfield development is occurring. Any residential development on the University campus would need to compete with affordable, detached dwelling development in these areas unless focused squarely on the on-campus student market.</li> <li>• Price concerns and consumer likes raise some concern for the potential market depth of apartments in Ipswich.</li> <li>• To achieve a critical mass of development the majority of the site would most likely need to be developed which is in contrast to desires to maintain education on site.</li> </ul>	<b>MODERATE</b> (assuming that majority of site is retained for education uses and residential is focused on student living)
	<b>Retail and/or destination F&amp;B</b> <ul style="list-style-type: none"> <li>• The Ipswich campus does not meet many of the key location characteristics to support Retail or Destination F&amp;B: there is limited visibility to the site, access conditions to the site are moderate, and there is limited on-site activation.</li> <li>• There is also significant current and planned competition to contend with. Riverlink is a sub-regional shopping centre located 2 kms to the north of the site and the Ipswich CBD is currently being revitalised.</li> </ul>	<b>LOW</b>

## Success factors for aligned uses in Ipswich

## Outlook



### Advanced manufacturing/tech lab

- There are significant concentrations of manufacturing in and around Ipswich (Bundamba and Wulkuraka). There are also significant landholdings held as future industrial land supply, including at Amberley and in Swanbank / New Chum.
- This level of available land and premises supply on sites with major road access and connectivity would impact on the positioning of the University campus.

LOW



### Short term accommodation/hotel

- With limited drivers for hotel stays on site, any short term accommodation as part of the master plan would rely on nearby visitation drivers: namely business travel directed to the CBD, visitation driven by health facilities or VFR/holiday traffic.
- Major operators currently operating include The Oaks, Quest and Best Western.
- The Ipswich campus is located further away from key demand drivers than the current offering in the city.

LOW



### Commercial (office/co-work)

- Commercial office space is centred in central Ipswich with additional commercial space driven by medical demand located near Ipswich Hospital.
- It is expected that any commercial office at the Ipswich Campus to be ancillary to another use.

LOW



### Multi-purpose venue

- The University campus is located immediately adjacent to the Ipswich Showgrounds providing significant competition for a larger, multi-purpose venue.
- There are a collection of venues located within the Ipswich CBD as well as at the Sandy Gallop Golf Club providing additional competition.
- Smaller meetings, conferences, or events could be explored as a way to increase activation on campus through existing buildings.

LOW



## 7.5 Current built form and campus use

**The Ipswich campus was established in 1878 as the Ipswich Mental Hospital. This use continued until 1998 when the facility was closed entirely. The University of Queensland purchased the site and occupied it as a tertiary campus from 1999 – 2015 when it was then purchased by the University of Southern Queensland.**

The site is characterized by 24 permanent buildings dispersed across 25.1 hectares of land. Many of the campus buildings are single storey and timber framed with a small number of multi-storey brick buildings and then 4 newer buildings constructed during the University of Queensland ownership period.

Nine buildings within the campus are listed on the Queensland Government Heritage Register.

The campus core is characterised by a series of protected structures nestled into a hill, sited and scaled to create a village like relatability. As a result and due to the intended purpose of many of these buildings, ground plane porosity is limited,

impacting activation potential. Planting is generally shrubbery and centralised shade trees have been a more recent addition.

Pedestrian paths are clear and centralized and characterized by short flights of stairs to accommodate the contours. All weather protection is limited to key areas which is understandable given the campus size. Newer buildings have some external amenity however all weather and powered seating options for students are limited.

The site sits bordered by the Showgrounds to the east, the Sandy Gallop Golf Course to the West and a local government high school to the south. The campus proper is sited some distance from the street it interfaces and is accessible from Salisbury Road (formal entry) at two separate junctures.

The campus is supported by a mix of single level open air carparking, a central quad space (underway), developing centralised student amenity and associated support services and food and beverage offerings, and is bordered by sporting facilities and fields, and a range of community clinics.

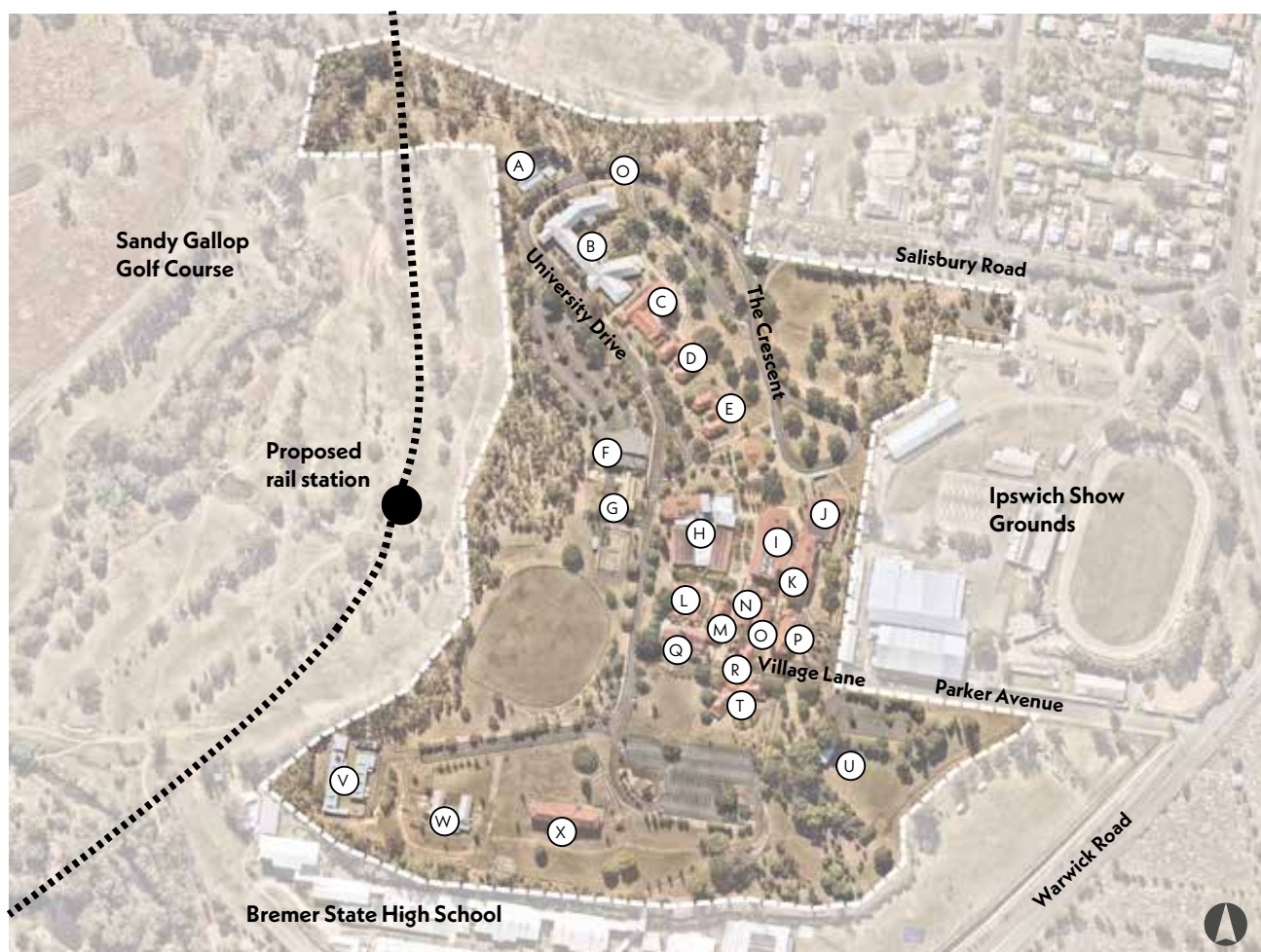


Figure 21 Ipswich Campus site aerial



Figure 22 Land use, role and function



## 7.6 Current campus built form assessment

**Woods Bagot has provided an analysis of selected buildings of the University's campus portfolio using the Education Building Assessment Tool (EBAT) as the framework. The EBAT was developed by Woods Bagot in response to the enormity of multi-building or multi-campus planning.**

The EBAT is designed to help clients and designers evaluate buildings at a macro level in terms of quality, flexibility and compatibility. This can help optimise utilisation of existing buildings. The results support arguments for the retention, refurbishment or demolition of buildings.

The EBAT Tool is a method of capturing a high-level evaluation of a building, looking at a variety of building attributes and characteristics. Some characteristics require a subjective judgement (such as 'activation' and 'appropriateness for current use') while other characteristics require an objective assessment (such as 'age' and 'proximity to' specific amenities).

The EBAT tool has been customised to suit the specific requirements of the University. The EBAT tool measures 9 major factors, broken down into a series of attributes against which each building is given a score out of 10. In total each building will be given a comprehensive and holistic quality rating, derived from 33 different attributes.

Factors of the target analysis include:

- Architecture.
- Base building.
- Fitout.
- Experience.
- Campus realm.
- Proximity.
- Education.
- Research.
- Workplace.

Regulatory compliance, services review and structural review including seismic requirements are excluded.

It should be noted that should a building achieve a low score, it does not simply mean refurbishment is not possible, it simply highlights that the process may incur greater cost implications.

The figure opposite summarises the key findings of the EBAT analysis, including the key campus attributes identified through a high-level analysis of the existing campus experience.

**The Ipswich campus includes a high number of heritage built form elements juxtaposed against more contemporary and flexible assets.**



**Generally the campus includes a significant quantum of aged infrastructure built for a different intended purpose. Heritage listing of some buildings can impose restrictions on potential future refurbishment. There is a number of purpose built tertiary education buildings and these are of a high standard.**

**Other key insights of the built form assessment include:**

- Learning on display can be improved across the campus
- Ground plane access and porosity is limited due to heritage challenges
- Built form, surrounding precincts and urban realm can do more to engage with one another
- Use of the newer building stock should be focuses on student, teaching and learning and research accommodation
- Staff accommodation should be shifted into heritage stock
- The site has a dedicated space at the heart but this can be amplified
- The front door of the campus exists but can be reinforced.





Figure 23 Existing building stock quality assessment

## 7.7 Campus opportunities and challenges

### Opportunities to be leveraged

Below are some of the main opportunities and attributes of the Ipswich campus that the Master Plan is seeking to maximise.

#### Sports and fitness offer

The campus has a quantum of traditional sport and recreation facilities with available land to potentially grow this offer. With the renewed campus focus around health and well-being, there exists opportunities to use these facilities to not only support programming but also build education aspirations within the community.

#### Growing local sector demand

Economic analysis has demonstrated high demand growth in particular key industries in the local area including Health Care, Social Assistance and Education and Training. The University's programming has more recently been refocused to capitalise and support this demand so that residents can study, work and live local. This program alignment is integral to ensuring the University can be an active local community contributor.

#### Character campus

Much of the Ipswich campus proper is within a heritage listed precinct. For the most part, these buildings are of a smaller, more residential like scale and similarly detailed to create a village like precinct. The University is currently using a range of these spaces and opportunities exist to further explore opening these assets up and maximising use whilst maintaining the rich cultural narrative of place. Thinking should not be limited to educational use only.

#### Newer building stock

Of particular note, the campus has a small number of newer buildings, constructed by the sites' predecessor. Each is purpose built for modern tertiary teaching and learning and are well sited and executed, with a substantial ability to accommodate future refurbishments. Opportunities exist to ensure the primary use of these buildings are for teaching, learning, research and student use.

#### Opportunity to add to programming

Whilst situated on a hill, there are land parcels still available for future development. This presents an opportunity for the University to explore opportunities and in time, provided a more holistic campus experience. This may include, but should not be limited to on-site student accommodation, next generation teaching and learning spaces, a destination food and beverage offer/s and contemporary clinic space to meet demand.

#### Developed community clinic offer

Commenced by the site's predecessor, the Ipswich campus has a well developed and diversified community clinic offer. Opportunities exist to further craft and curate this offer in order to create a synergistic precinct for community and much sought after practical teaching and learning opportunity for the student cohort.

#### Future heavy rail station

The city of Ipswich is forecast to experience the fastest rate of population growth in the SEQ region over the next ten year period. As a result the transport network will need to diversify. Plans exist for a heavy rail corridor with nine stations between Ipswich and Springfield, one of which is to the western boundary of the campus. Opportunities to connect the campus heart in the future with the proposed station location should be considered.

#### Accessible offer to community

The site's predecessor experienced challenges connecting with the local community. The University's brand, offer and personalised approach is a strength here and should be amplified so as to achieve those deep connections that allow a university to embed itself in a place and be an integral contributor to wider social development and progress.

## Campus challenges to overcome

The following represents the key challenges facing the Ipswich campus that the Master Plan seeks to address.

### After hours safety

The Ipswich campus officially closes at 5pm each day, including the library. There is a cafe located within the campus serving breakfast and lunch, however this is only open during the day. The library computer labs are accessible 24 hours a day by the use of staff or student swipe cards. There is no other night time activity on campus.

### Disconnect from Ipswich CBD

Separated from the city centre by Denmark Hill, the campus is located driving distance from the CBD. This locality, compounded by access limitations and visibility has resulted in the campus being siloed in suburbia. Decisions for engagement and activation must be examined through the lens of creating destinational outcomes that community and industry can and will want to engage with.

### Single access and egress

The main private vehicle entrance to the campus is from Salisbury Road. A lower order secondary entrance from Parker Avenue exists but is blocked by a boom gate and used only for servicing and emergency vehicles. There is no vehicle connectivity through the campus itself and the campus is effectively a dead end, disconnected from the surrounding context.

### Lack of vibrancy and magnetism

Historical uses, the spread out nature of the site, the University recent acquisition as land holder and a developing program offer have to date resulted in a lack of campus vibrancy and magnetism. Activation of the campus core must be a priority in creating an engaging environment for students, a welcoming precinct for clinic use and a destinational consideration for community.

### Reliance on private vehicle

Private vehicle is the primary mode of travel to and from the campus and as a result parking is essential. All parking is accessible from University Drive. The majority of parking is available for free. Both on street and off street parking is located predominantly around the outer edges of the campus. Due to the underutilisation of the campus, there are no capacity issues for parking on site.

### Stigma of past site purpose

Blair Pavilion (1908) and Charles Pavilion (1917) are heritage buildings and were part of the Ipswich Hospital for the Insane and the Sandy Gallop Asylum. Government treatment methodologies have developed immeasurably however this history is still recent. The re-purposing of these heritage buildings maintains a level of stigma which requires sensitivity in approach and execution.

### Proximity to Brisbane CBD

The campus location relative to the Brisbane CBD and other Universities means that a high level of competition exists. The University must work to craft a very clear and compelling value proposition and offer to the community that allows a student to live, work and study local, solving the problems that matter that directly advance their local region.

### Campus visibility

The campus sits behind the local Showgrounds and is largely out of sight from passing traffic. This may be partially addressed with entrance treatments and/or a destinational offer in the future however marketing placement and content must take up the baton to ensure the organisation is always front of mind in the community.



## 7.9 Ipswich Campus tomorrow

This section of the master plan identifies the specific aspiration, strategies and actions that are anticipated to realise the vision and master plan drivers.

The specific aspiration for this campus is:

**Ipswich Campus will be a place of learning and healing, acknowledging its history as the University works with community to build aspiration and health and well-being.**

## 7.8 The key moves and framework plan

A series of key moves summarise the most significant strategic shifts that will enable the realisation of the vision. The framework plan on the page opposite has been developed for the campus through engagement with stakeholders across the organisation.

The framework plan summarises the key moves and opportunities for the campus. These specific outcomes are distilled into the following pages through a series of more detailed campus strategies and priorities.

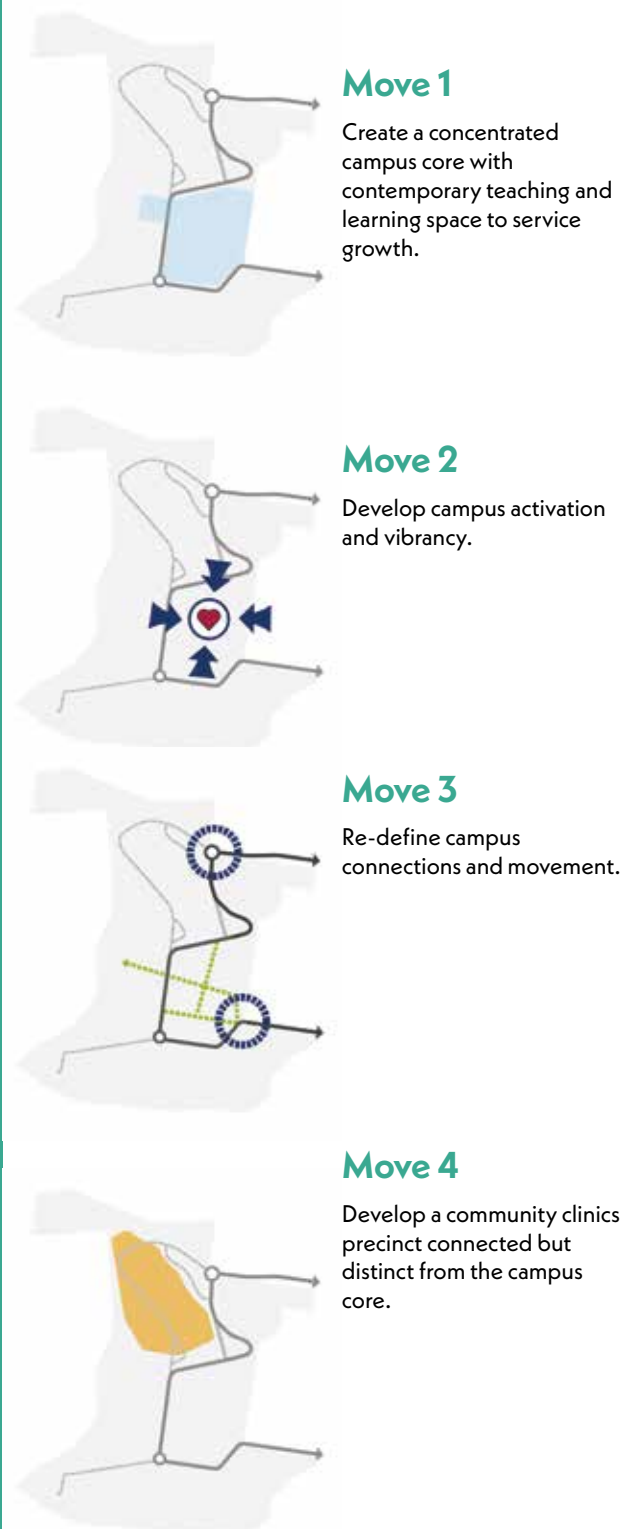
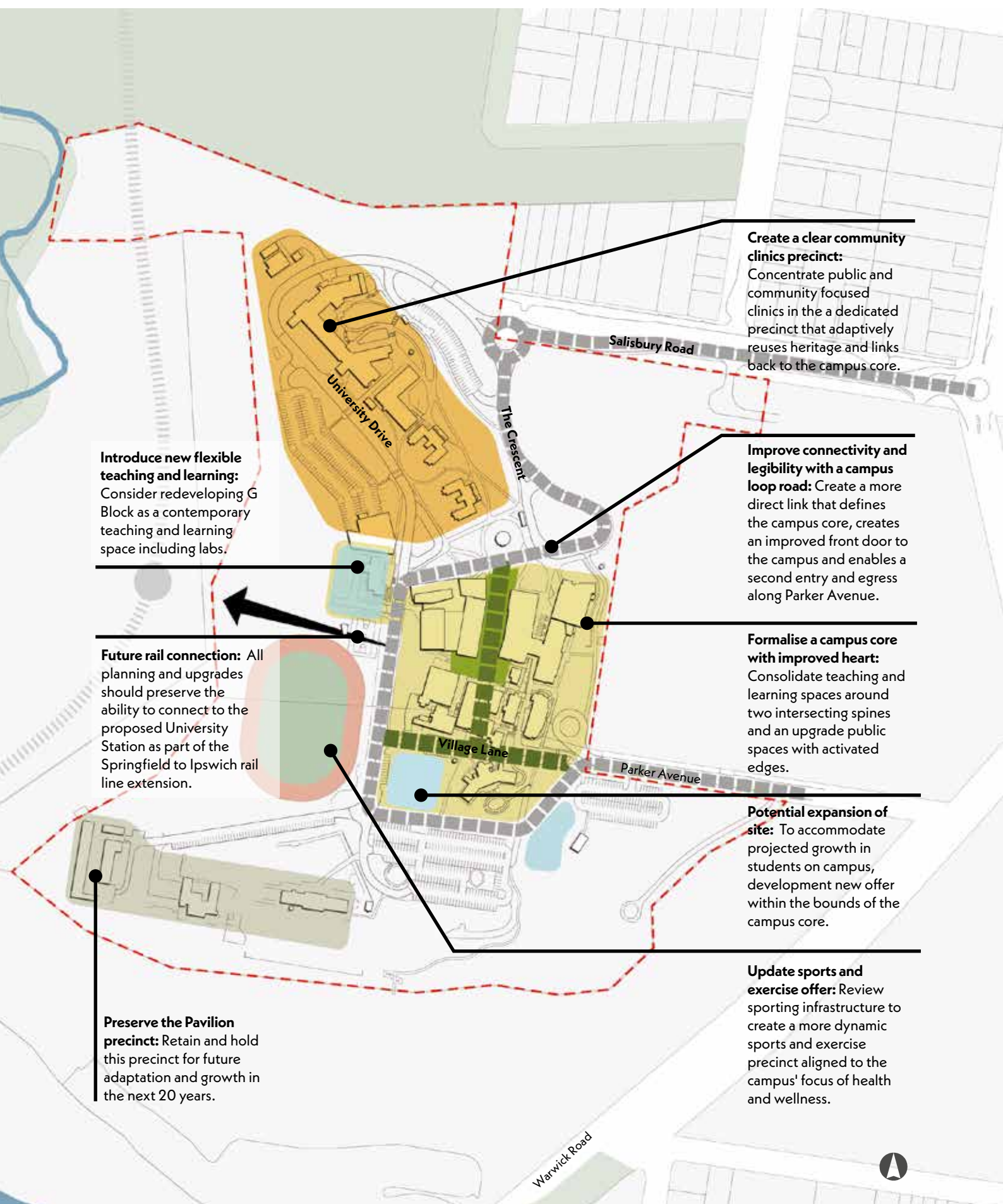


Figure 24 Key Moves



**Introduce new flexible teaching and learning:** Consider redeveloping G Block as a contemporary teaching and learning space including labs.

**Future rail connection:** All planning and upgrades should preserve the ability to connect to the proposed University Station as part of the Springfield to Ipswich rail line extension.

**Preserve the Pavilion precinct:** Retain and hold this precinct for future adaptation and growth in the next 20 years.

**Create a clear community clinics precinct:** Concentrate public and community focused clinics in the a dedicated precinct that adaptively reuses heritage and links back to the campus core.

**Improve connectivity and legibility with a campus loop road:** Create a more direct link that defines the campus core, creates an improved front door to the campus and enables a second entry and egress along Parker Avenue.

**Formalise a campus core with improved heart:** Consolidate teaching and learning spaces around two intersecting spines and an upgrade public spaces with activated edges.

**Potential expansion of site:** To accommodate projected growth in students on campus, development new offer within the bounds of the campus core.

**Update sports and exercise offer:** Review sporting infrastructure to create a more dynamic sports and exercise precinct aligned to the campus' focus of health and wellness.

Figure 25 Campus Framework Plan: Future shape

## 7.10 Master Plan strategies

The Ipswich Campus and the strategies proposed for the future are included in the following pages.

















### Strategy 1. Built form and use optimisation.

This strategy is about focusing campus life within the current built form footprint. With a high volume of heritage buildings on campus, Ipswich has the opportunity to create a significant character and vibe on campus through enriched heritage fabric.

Achieving this strategy will drive greater efficiency, connection and vibrancy. It will draw students and staff and provide greater clarity to the community about what the University is about.

The extended cluster of health services and community provides a great opportunity to bring the community into the campus and activate at different times of the day.

### Specific campus master plan actions

-  **Retain suitable built form**  
Identify built form with suitable flexibility and remaining life span for retention, renewal and ongoing use.
-  **Refurbish / re-purpose select buildings**  
Review and re-purpose built form to align with the campus drivers and contemporary teaching, workplace and research needs.
-  **Explore adaptive reuse of heritage in key locations**  
Identify heritage adaptations that will leverage the authenticity and character but enable improved engagement and appeal.
-  **1 Define a clear teaching and learning university core**  
A centralised hub of teaching and learning focused around the campus heart and activity.
-  **2 Define a more externally focused clinic and services cluster**  
The northern precinct to be a high quality cluster of health and community clinics.
-  **3 Hold the Blair and Charles Pavilion precinct**  
Preserve the Blair and Charles Pavilion precincts for future adaptive reuse in the long term.
-  **Define locations for landmark built elements that define entry points**  
Create iconic built elements aligned with strategic sight-lines, views and gateways to drive improved legibility and the University brand profile.
-  **Strengthen key sight lines**  
Strengthen sight lines into the campus along Village Lane from Parker Street, as well as from the central heart of the campus to the future railway station.
-  **Create a new campus front door**  
Formalise a new front door and entrance to the campus that is closer to the heart and aligns with a new connection to the west.
-  **Define the heart of the campus up**  
Concentrate core student amenity and services into the heart of the campus.
-  **Activate key edges of buildings**  
Re-purpose blank walls where possible to include shop front façades to enable learning on display and showcase the inner workings of the University to the outdoors.
-  **Clearly define / relocate the front doors of buildings**  
Provide front doors and access to all buildings aligned to major connections routes to strengthen intuitive and easy navigation and wayfinding.
-  **Introduce new buildings**  
Deliver new buildings in key locations and sites for future campus expansion.
-  **Support growth of campus with new student accommodation**  
Provide on-campus living options for international and inter-state students and visiting staff.

### Campus-wide strategies

- Ensure built form adaptability and flexibility**  
Design all new built form to allow for changes by maximising flexibility and floor plates.
- Enable expansion of health and allied activities**  
Promote health research on campus and move laboratories to support nursing teaching from Springfield to this campus. Develop a new Next Generation Learning, Teaching and Research building dedicated to the increased Allied Health offerings.
- Review student accommodation offering**  
Develop a University wide student accommodation strategy.
- Develop a new Next Generation Learning, Teaching and Research building**  
Create a dedicated facility to enable increased Allied Health offerings on campus.





Figure 26 Proposed built form and use optimisation strategy



## Strategy 2. Campus connections and movement.

Redefining the entrance and arrival to the campus, and redistributing traffic within and around the campus will make it much easier and comfortable for campus users to navigate.

This will be achieved by defining the gateways and arrival points through the existing entrance along Salisbury Road and creating a new arrival along Parker Avenue and realigning a new road to the south of the core campus.

The existing vehicle movement will be reconsidered, creating a more direct drop off and front door to the campus and a secondary road network for distributing traffic.

## Campus master plan actions



### Define clear gateways and arrival points

Reinforce existing entry and arrival gateways along Salisbury Road and create new entry and arrival locations along Parker Avenue.



### Redefine the vehicle connection to create a loop road

Create a new vehicular link running east-west between the front door drop off and University Drive to create better connectivity and through routes around the campus.



### Create a new key entrance to the campus

Create a new southern entrance to the campus along Parker Avenue.



### Introduce a new road connection to southern entry

Complete the loop by introducing a new road south of T Block between the carpark creating a new front door.



### Create clear spine from front door through the campus

Provide a safe and direct link from the front door, through the campus heart, onto Parker Street and beyond.



### Create an improved connection to sports and future rail

Ensure a clear and obvious visual and physical connection is developed between the campus core, the sports precinct, and the potential future rail station.



### Convert Village Lane into a pedestrian spine

Remove vehicles from Village Lane and transform it into a pedestrianised and shady spine.



### Review entry and arrival experience

Explore fitting contemporary arrival experience along the main arrival routes along Salisbury Road and Parker Avenue.



### Potential future rail and railway station

Ensure key connections align with consideration of potential future rail and railway station.



### Upgrade safe crossing points

Create new raised safe pedestrian crossings points over roads ways between key parking areas and the core of the campus.



### Provide end of trip facilities

Deliver end of trip amenity in all new build projects across the campus.



### Create a more significant campus bus depot / public transport arrival point along the primary vehicle route

Bring public to the front door and heart of the campus with public transport arrival.



### Provide recharging stations for e-mobility

Encourage sustainable travel choices by introducing a number of vehicle charging stations in parking areas.



### Improve vehicle set down and drop off

Formalise vehicle drop off and pick up zones at key entrances to the campus as well as within the sporting precinct.



### Rationalise carparking resources

Consolidate carparking into 4 key strategic locations on the periphery of the campus.



### Create a pedestrian only core campus environment

Prioritise people by framing a pedestrianised campus core with parking and vehicular circulation at the periphery.

## Campus-wide strategies

### Ensure equitable access and connectivity across the campus.

#### Upgrade signage and wayfinding

Ensure ease of navigation between key activities and precincts throughout the campus.

#### Improve traffic signage

The campus will include new traffic signage throughout to ensure ease of movement with clear directions toward parking precincts and campus front doors.



Figure 27 Proposed campus connection and movement strategy





### Strategy 3. Image and activation.

This strategy is about making the campus an exciting, active and welcoming place that attracts students, staff and the broader community. In short, it is about creating a compelling reason to come to the campus. This will be achieved through creating an attractive public realm, hosting a rolling program of curated events, programming and placemaking efforts that will drive a strong sense of community life.

#### Campus master plan actions



##### **Further enhance heart of the campus**

Enhance the existing heart of the campus at the nexus of key spines for activity and entertainment.



##### **Create a primary activity and knowledge spine**

Bring learning to the outdoors by expanding the WiFi offer and creating a network of outdoor digitally enabled learning and research hubs.



##### **Define a secondary network of knowledge spines and hubs**



##### **Deliver a centralised home away from home facility**

Provide a comfortable informal space for students to linger longer including lockers, showers, student kitchen, lounge and vending machines.



##### **Introduce play for all ages**

Create opportunities for diverse range of learning focused play as adjacent the sports precinct to attract new audiences including parents, mothers groups and youth groups.



##### **Implement a campus wide art spine**

Display creativity of both current and past students through a broader art strategy and connected trail. Provide moments of delight through interactive and dynamic features such as virtual, digital, and soundscape experiences.



##### **Augment quantum of awnings and shade provision**

Provide increased shade and weather protection through inclusion of awning and shade structures at key locations to promote gathering and collaboration and along key spines to facilitate connection and walking.



##### **Introduce fixed and dynamic lighting at key locations**

Add night time drama and impact through the use of theatrical and programmable lighting at key locations in the campus.



##### **Introduce new uses that will attract a broader spectrum of visitors day and night**

Expand the retail offer on campus to accommodate food and beverage, bar, night-life.

#### Campus-wide strategies

##### **Review building naming convention**

Provide renewed logic to building naming to support improved link to place, history, and purpose.

##### **Establish a year round program of activation and events**

Attract students, alumni, local and regional audiences with a diverse program of events, live-music, exhibitions, temporary installations.

##### **Experiment with tactile urbanism**

Explore lighter, cheaper, quicker approaches to trial various ideas of placemaking.

##### **Introduce graphic expression and colour**

Add elements of surprise, delight and joy to the campus through pops of colour and integration of graphic treatments.

##### **Develop a campus curation strategy**

Ensure year long, diverse programming and activation.

##### **Screen externalised servicing areas to improve visual amenity**

Reduce and minimise the visual impact of unsightly servicing and mechanical plant by introducing planting or batten screens.



Figure 28 Activation and experience strategy



## Strategy 4. Landscape and open space.

This strategy is about making the campus green, cool and comfortable. This strategy focuses on bringing greenery and nature into and expanding the natural qualities of campus and creating relief from seasonality when needed. This will create an environment that students, staff and the community will enjoy.

Formalising green lawns and spaces for nature, protecting large canopy trees and increasing the quantum of planting throughout the campus will support improved cooling and shade, and promote outdoor learning and relaxation.

### Campus master plan actions



#### **Define clear arrival plazas**

Punctuate the main campus spine with clear arrival plazas including clear signage, shade and seating.



#### **Deliver outdoor healing and wellness spaces**

Create intimate gardens and quiet places for wellness and relaxation within and surrounding the campus.



#### **Draw greenery and open space into the campus**

Focus on bringing the surrounding open space into the campus to create seamless connection and transition with surrounding campus context.



#### **Create formal lawn space that is event-capable**

Ensure formal gathering lawn spaces with seating is provided to encourage students and staff to congregate and also enable pop-up events.



#### **Define primary pedestrian spines with distinctive shade trees**

Increase comfort levels and make a meaningful contribution to campus wide urban cooling by plantings large canopy cover trees along primary connections.



#### **Define University Drive and internal campus roads with boulevard planting**

Increase comfort levels and make a meaningful contribution to campus wide urban cooling by plantings large canopy cover trees along primary connections.



#### **Introduce and formalise First Nations gardens**

Expand the existing and introduce new First Nations gardens that celebrates plants used for food, medicine and spiritual practices.



#### **Protect and celebrate existing significant trees and vegetation**

Make the most of healthy vegetation that exists on site.



#### **Augment quantum of awnings and shade provision**

Provide increased shade and weather protection through inclusion of awning and shade structures at key locations to promote gathering and collaboration and along key spines to facilitate connection and walking.



#### **Green areas of extensive carparking**

Integrated water sensitive urban design (WSUD) to expansive areas of carparking bitumen to soften the impact and enable natural water cleansing.

### Campus-wide strategies

#### **Offer ample seating opportunities**

Increase the provision of places to sit, including relaxing green spaces. New furniture will be provided throughout the campus for a variety of users including disabled considerations and integration.

#### **Create a consistent quality of public realm**

Establish legible, high-quality, safe public realm routes that link key campus destinations.

#### **Develop a planting strategy across the campus**

Ensure appropriate species selection of plants and trees to driver cohesion, legibility and seasonal flowering.

#### **Develop water infrastructure strategy**

Ensure investment in landscape is supported by suitable irrigation and water supply.

#### **Campus wide furniture strategy**

Develop a consistent palette of high quality furniture.

#### **Develop a campus wide refuse strategy**

#### **Encourage opportunities to learn from nature**

Create opportunities to learn from the gardens, open space and natural areas of the campus through the use of interactive signage with QR codes, fixed signage or plaques.





Figure 29 Activation and experience strategy



## Strategy 5. Sport, culture and community.

This strategy is about promoting healthy activity and culture that embraces and attracts students, staff and the community.

The growth trajectory of the region and both a program offer and community clinics align with this strategy closely. This strategy expands the campus' ability to cater for more active lifestyles through enhanced sport and recreation. The existing sporting precinct will be formalised and improved to encourage greater levels of engagement with students, staff and the broader community.

### Campus master plan actions



#### **Define and enhance a community health clinic precinct.**

Concentrate community clinics into the northern part of the campus to provide a clear zone for public focus with a strong link to the campus core.



#### **Refurbish existing buildings for community clinics**

Existing buildings will be refurbished and converted to a new health and community hub.



#### **Include a new running track**

Create a new running track throughout and around the campus to encourage the community, students and staff to exercise and enjoy the campus surrounds.



#### **Preserve direct connection to future rail station**

Ensure that both university users and the community have a clear link to the proposed station.



#### **Gateway markers to welcome community in**

Insert gateway makers that could include both static and moving media as sign-posts and beacons for the community. Beacons can include media and advertisement of campus campaigns and provide opportunities to showcase the University's work and contribution.



#### **Create a new consolidated community sports precinct**

Deliver a clear sports precinct west of University Drive with a potential updated gym facility facilitating teaching and learning.



#### **Expand campus and community sporting field infrastructure**

Optimise current sport field arrangement to enable the inclusion of more fields to cater for a broader spectrum of sports and embed the campus as a major community destination. A new track should be investigated.



#### **Introduce contemporary sport infrastructure**

Investigate viability of contemporary sport infrastructure that appeals to a diverse and new audience and will draw new users to the campus.

### Campus-wide strategies

#### **Embed an cultural narrative into the campus experience**

Explore the delivery of a future Campus to Country strategy and embed traditional owners culture into the site.

#### **Engage with First Nation peoples**

Designing for Country. Create a sense of belonging and place for Indigenous community members.

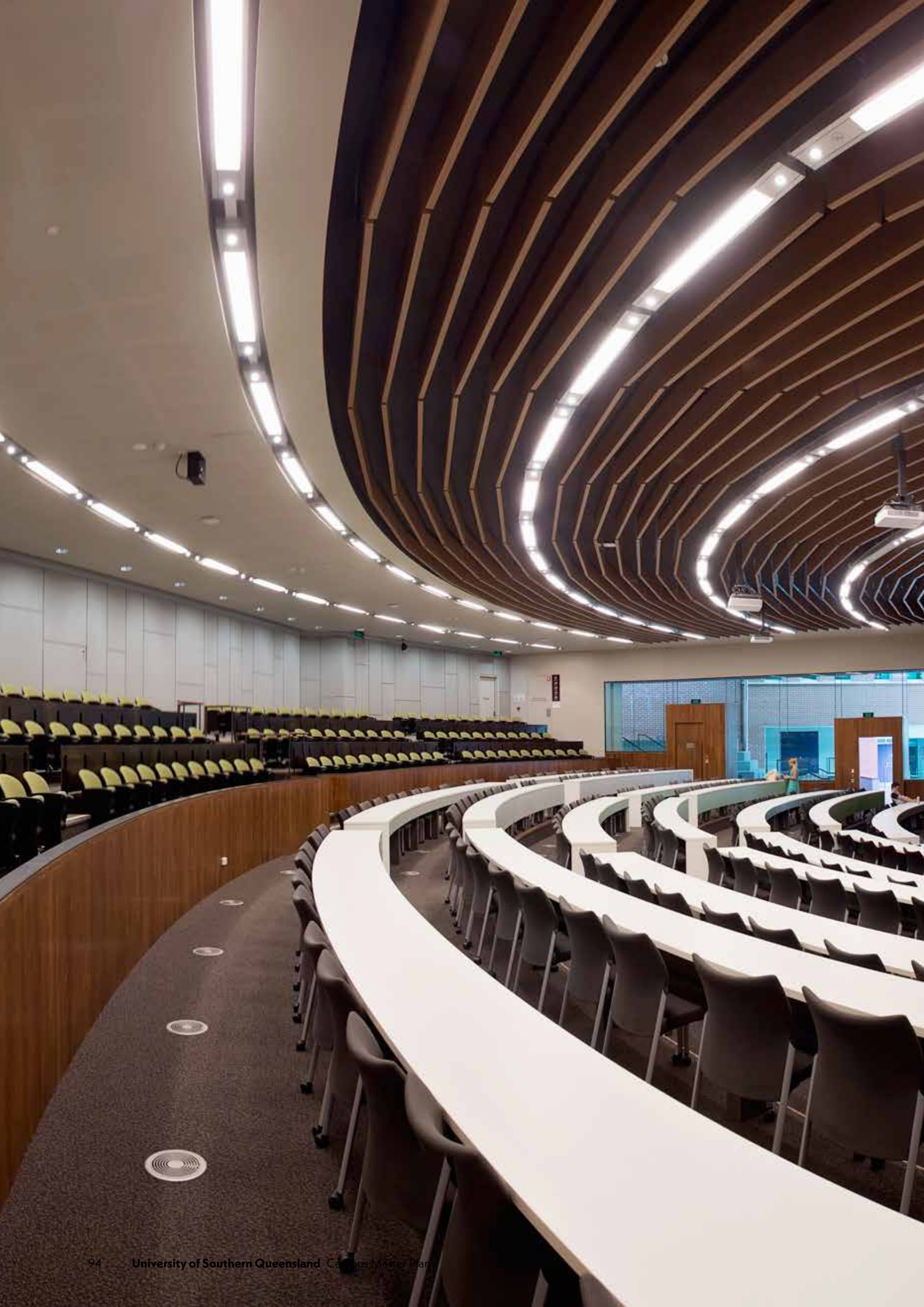
#### **Partner with local community groups and sporting organisations**

Draw community groups into the campus to increase usage and presence on campus.



Figure 30 Activation and experience strategy







## 7.11 Catalyst priorities

**Ipswich Campus will be a place of learning and healing, acknowledging its history as the University works with community to build aspiration and health and well-being.**

**This aspiration will be delivered by three catalytic priorities:**

1. Support growth through the provision of next generation teaching and learning facilities.
2. Create a vibrant community health and well-being precinct.
3. Improve campus connections and vibrancy.

**Key projects that will achieve the Vision and the Catalyst Priorities are:**

- Design and construct a flagship 'Health and Well-being Clinical Facility'.
- Develop a master plan of community clinics including a review of existing tenancy arrangements.
- Undertake a program of space redevelopment that will deliver next generation learning, teaching and working spaces.
- Undertake a campus connections project that will articulate navigation and wayfinding, celebrate natural and cultural aspects of the Campus, and provide interactions between campus precincts.
- Develop sporting infrastructure that will enhance the health offering, and attract community to the campus.
- Redefine the Parker Street profile to provide a higher profile campus entry.
- Develop a student accommodation solution for the campus.



Distilling the strategies down, there are several recommended actions to enable to realisation of the vision and drivers. Of the long list of strategies, three main areas of catalytic prioritisation have been defined.

These areas focus on initiatives that will enable dramatic and enduring campus transformation and are described in the following pages including the rationale and steps to delivery.





## CATALYST PRIORITY No. 1

# Support growth through the provision of next generation teaching and learning facilities

### Rationale

Universities best integrate with their communities when there is a clear alignment of need and a shared purpose. To this, the University has worked hard to understand those needs intimate to the local area and where future tertiary level skills and training could make an enduring impact. Health, Well-being and Justice have been identified as programs of focus for the Ipswich region -Health being one of the University's identified four flagships. Flagships are aligned to the organisation's strengths and reflective of developing program offerings, future anticipated sector demand and associated long term employment growth.

Crafting the campus programming around anticipated community need and then showcasing this via a built environment response is critical to the organisation's brand awareness and the acceptance of the University as a community asset. It will communicate a very strong message to future students, community, industry, and competitors and set about a sequence of moves to transform the campus into a uniquely University of Southern Queensland environment.

The presence of community clinics on site currently, partnered with the site's history, together with the presence of a University flagship creates a compelling narrative around revitalising a precinct once known for sickness, now being redefined by wellness, healing, justice, and life enabling teaching, learning and research.

### Steps to delivery

- Creation of two separate precincts (education and community), signed appropriately with shared, centralised amenity for maximised foot traffic.
- Align branding and marketing within the local area to build the community narrative piece.
- Develop landmark infrastructure focused on next generation teaching, learning and research with regard to the Health flagship offer; locate in highly visible locations which inspire and engage.
- Deliver modern and flexible spaces for students/ researchers and staff.
- Development of future clinical space to meet growing needs of Health and Justice programs.
- Relocate clinical space from Springfield to Ipswich.



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## CATALYST PRIORITY No. 2

# Create a vibrant community health and well-being precinct

### Rationale

The University of Southern Queensland, in purchasing the Ipswich site, inherited an existing mature, health focused community clinic offer. This offer aligns to the Health key flagship area for research excellence as identified by the University. Further developing this campus into a vibrant and essential community services hub.

is not only critical to the organisation's ongoing economic sustainability but also to the University's brand awareness, community engagement and foot traffic on campus.

Creation of a vibrant community health precinct will be focused around clearly separating the community offer from the education piece – allowing a central core of vibrancy and amenity that can benefit from both audiences. Care will need to be taken to ensure the community feel part of a holistic health precinct and equally students will need to feel part of a rich and immersive tertiary education experience, neither watered down by the presence of the other.

### Steps to delivery

- Define additional and complementary clinics for future development.
- Identify growth/need strategies, aligning community need to clinic; working with local health and community service providers to ensure the University's offer is part of a holistic offer to the region.
- Define the soft boundaries of the precincts with the ability to seamlessly move between the two.
- Ensure branding and marketing support to enhance these clinics.
- Embed University research into both the academic and community offers.
- Shift academic staff and teaching and learning delivery into the Teaching and Learning Precinct.
- Create physical environments in highly visible and accessible locations on campus where industry and education can come together to work collaboratively for the benefit of community.
- Promote key relationships and partnerships as/where appropriate.



Auditorium

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## CATALYST PRIORITY No. 3

# Improve campus connections and vibrancy

### Rationale

The original design of the campus for its former use and the refurbishment limitations enforced through the heritage nature, together with the elongated nature of the site has meant that as a university campus, it has a drawn-out entry sequence. In general, campus activity and teaching and learning activity is shielded from view. Activation of the campus core and greater connections and vibrancy must be a priority in creating an engaging environment for students, a welcoming precinct for clinic use and provide destination for community.

The campus possesses character - set within a heritage listed precinct, the buildings are generally of a smaller, more residential like scale and similarly detailed to create a village like precinct. There is an opportunity to further explore opening these assets up and maximising use whilst maintaining the rich cultural narrative of place.

Amplifying campus vibrancy is not only critical to the organisation's ongoing economic sustainability but also to the University's brand awareness and capability to attract students and staff with who may otherwise look at their more contemporised competitors. Identifying required areas for vibrancy, layering strategic amenity over this and then curating programming in key campus locations will ensure the ongoing success and community buy in required.

This catalytic priority is also focused around re-defining entry and exit points from campus and to clearly demarcate the community uses from the campus core. Linkages and vistas through the campus are generally well sighted, logical, and clear and will remain. This move will assist in defining the campus offer to the student and the clinic offer to community and industry. Taking a proactive stance on re-shaping the campus and embedding the University's uses on the site will send a strong message to the community that the University is committed to the ongoing social development of the local area.

### Steps to delivery

- Refresh Campus Heritage Plan to provide a blueprint for future development.
- Develop dedicated route/access for community clinics and campus heart.
- Development of the Parker Street entry with improved entry statement and road access.
- Creation of two separate precincts, signed appropriately with shared, centralised amenity for maximised foot traffic.
- Identification and construction of a Campus Heart, supported by increased hard and soft landscaping, and housing a refreshed café.
- Identification and development of sporting amenity such as an athletic track suitable for student and community use.
- Create campus linkages to proposed light rail station.
- Development of contemporary purpose-built student accommodation offering and associated supporting amenity.
- Locate opportunities to open the ground plane up to drive greater visible pedestrian movement as students engage with the library, café, key student support services and future innovation spaces.
- Creation of a diverse suite spaces to 'dwell' on campus, both externally and internally, and appropriately aligned for student, staff, and community use.
- Recognise opportunities to implement sustainability initiatives.
- Upgrade signage and wayfinding to reflect brand.
- Consider opportunities for unused heritage listed buildings.
- Recognise and honour the sites history through key projects (such as feature healing gardens).



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# 08

# SPRINGFIELD CAMPUS









## 8.1 Springfield Campus today

**The University of Southern Queensland's Springfield Campus is located in Greater Springfield within the City of Ipswich.**

Greater Springfield is emerging as one of the fastest growing and most dynamic urban growth areas in Queensland and benefits from being the largest privately owned master planned city in Australia.

The area is less than a 35 minutes by car ride and 40 minute direct train ride to Brisbane CBD. The campus sits in a master planned precinct called 'Education City' located between the Orion Springfield Shopping Centre and the Mater Private Hospital Springfield with predominantly residential areas to the east. The campus is around a 9 minute walk from the centre of the Orion Springfield Shopping Centre and surrounded by Robelle Domain - Springfield's Central Parklands.







Figure 31 Springfield Campus Site Context Plan



## 8.2 Demographic context

The Springfield catchment contains Springfield, Brookwater and Redbank Plains, and is located approximately 32kms to the south of the Brisbane city centre, and 22kms to the east of the Ipswich city centre.

Based on government projections, very strong population growth is forecasted within the catchment over the next 15 years. The catchment is expected to add 76,400 people more than doubling from the 2020 estimate of resident population (~72,000).

Springfield City Group's vision for Springfield is even more bullish, with a planned population of 138,000 by 2030.

The catchment is expected to add 5,100 people per annum over the next 15 years to 2035, which equals an average growth rate of 4.9% per annum. Historically the catchment has exhibited a growth rate of 5.9% per annum (2015-2020).

Unlike greater Ipswich and Toowoomba, population growth in Springfield is expected to be driven by residents under 35 years old. To 2035, 50% of population growth (38,600 people) is projected to be from people under 35 years old. This means that the Springfield campus presents a substantial growth opportunity for future students.



Figure 32 Springfield City Catchment (SA2 Base)

### Population Projections and Trends



**76,400** new residents over next 15 years

**100% growth** over next 15 years

**Younger population: 50%** of growth over next 15 years will be 35 years or younger

**12% growth** for residents aged 65+

### Employment Projections



#### Five Largest Sectors 2019



Health care /  
social assistance



Retail trade



Education /  
training



Construction



Accommodation  
and food

**1,750** new jobs over next 15 years

**93%** of these new jobs will be in health care/social assistance, education/training, accommodation and food.

## 8.3 Market assessment

A market assessment of the Springfield catchment has been undertaken and has identified the sectors and industries that are projected to experience growth or decline.

The largest sectors in terms of jobs includes education and training, health care and social assistance, accommodation and food service, and construction. Overall projected growth is modest, and a significant proportion of this may be able to be accommodated in existing buildings across Springfield without the need for major property investment.

### Employment Growth by Industry

	May 2019	May 2024	Change (2019-2024)	Future Jobs
Health care and social assistance	1,541	1,912	371	21%
Education and training	2,222	2,547	325	18%
Accommodation and food services	1,392	1,671	279	16%
Construction	1,219	1,470	251	14%
Financial and insurance services	577	701	124	7%
Other services	447	548	101	6%
Professional, scientific and technical services	388	485	97	5%
Rental, hiring and real estate	105	164	59	3%
Mining	232	283	51	3%
Administrative and support services	278	327	49	3%
Arts and recreation services	97	135	38	2%
Transport, postal and warehousing	224	261	37	2%
Wholesale trade	113	134	21	1%
Retail trade	1,742	1,758	16	1%
Electricity, gas, water and waste services	18	26	8	0%
Manufacturing	172	174	2	0%
Agriculture, forestry and fishing	37	30	-7	0%
Public administration and safety	264	252	-12	-1%
Information media and telecommunications	182	144	-38	-2%
<b>Total</b>	<b>11,249</b>	<b>13,020</b>	<b>1,771</b>	<b>100%</b>

### Visitors to Springfield

The Springfield catchment currently has a small visitor market owing to the still relatively new nature of the city. Ongoing investment in amenity and infrastructure such as The Reserve (the new training and administrative home of the Brisbane Lions), Robelle Domain and the Orion Lagoon among other planned projects will significantly improve the appeal of the area over time.



**183,500**  
day trips



**76,500**  
domestic nights



**141,500**  
overseas nights

### Major draw cards

#### Regional draw cards

- Springfield currently lacks the quantum of key draw cards to make it a popular visitor destination from beyond its immediate catchment, with the retail serving a regional catchment.
- Robelle Domain, 24 hectares of family friendly open space parkland.
- Orion Lagoon free water park.

#### Enabling economic infrastructure

- Passenger rail connectivity to Brisbane.
- Proposed passenger rail to Ipswich.
- Centenary Highway access to regional highway network.
- Mater Private Hospital.
- Land for residential and commercial development.

#### Unique selling propositions

- Visionary commitment to a large master planned community that envisions a live, work and play environment with convenient access to Brisbane and Ipswich.

#### Implications

- The quantum of land and distinct precincts in central Springfield allows for expansion of the current focus areas of health and education, retail and hospitality and commercial and professional services.
- The availability of land means that there are competitive sites for commercial development throughout the Springfield town centre.





## 8.4 Alternate/aligned use potential

**Given the small size of the Springfield Campus and lack of control over land adjoining the campus, there is limited potential to contemplate alternate uses land available.**

The market assessment outlines a range of potential uses that, within the Springfield context, could be suitable. The success of these uses on campus land relies on locational site attributes and other key factors that include:

- Size of catchment market
- Competition
- Accessibility
- Proximity to services and amenities
- Attractive views and surroundings
- Quality of development and offer
- Minimum scale/critical mass
- Price point

The table below outlines the outlook for alternate aligned uses and the relevant success factors within the Springfield market as they relate to master planning strategies and potential considerations in and around the campus as additional activators.

Success factors for aligned uses in Ipswich		Outlook
 <b>Advanced manufacturing/tech lab</b> <ul style="list-style-type: none"> <li>• Like the Ipswich campus, there are significant current and planned industrial landholdings located on the fringes and proximate to the Springfield catchment including Carole Park and Swanbank/New Chum.</li> <li>• It is not anticipate any large scale manufacturing on the campus site.</li> <li>• There may be potential to cooperate with corporations located within Greater Springfield to develop smaller scale ancillary uses, such as a tech lab and locate on campus incubators.</li> </ul>		<b>POSITIVE</b> (if located on campus in partnership with corporations)
 <b>Commercial (office/co-work)</b> <ul style="list-style-type: none"> <li>• Future commercial office and co-work space development within the Springfield catchment is expected to predominantly occur within Greater Springfield.</li> <li>• Any development of significant scale is expected to be located on non-campus sites within the master plan (Parkside or proximate to Springfield Central station). These sites provide more space and closer connectivity to surrounding amenity.</li> <li>• Development on the campus site is expected to be ancillary to education uses.</li> </ul>		<b>MODERATE</b>
 <b>Short term accommodation/hotel</b> <ul style="list-style-type: none"> <li>• There are two hotels of note within the Springfield catchment: Quest and Springfield Lakes.</li> <li>• Demand is expected to develop as the community develops; however in the short to medium term (5 years) there is limited business travel demand and limited non-visiting friends and relatives (non-VFR) leisure travel.</li> </ul>		<b>LOW</b>
 <b>Retail and/or destination F&amp;B</b> <ul style="list-style-type: none"> <li>• There is significant competition for retail and destination F&amp;B within the catchment. Orion Springfield is a sub-regional centre that serves both convenience and discretionary shopping needs.</li> <li>• The Greater Springfield master plan anticipates additional retail development throughout the master plan. Any large scale uses should be accommodated at non-campus locations.</li> <li>• Any retail or F&amp;B development on campus is expected to be an ancillary use serving on-site users.</li> </ul>		<b>LOW</b>



#### Success factors for aligned uses in Ipswich

#### Outlook



#### Health and well-being (medical)

- Greater Springfield has a designated Health City which already contains the Mater Private Hospital. Health City is located immediately south of the campus.
- There appears to be available land around the hospital to enable future expansion.

**LOW**  
(unless uses are education related and linked to health)



#### Residential

- Greater Springfield and the broader Springfield catchment are projected to see large population growth over the next 10-15 years.
- The location of this growth has been determined by the master plan and planning controls.
- Planned development is expected to cover a full range of dwelling types and price points leaving limited potential for the site.
- The campus is not expected to contain any residential development.

**LOW**



#### Retirement (ILU/RAC)

- There is less competition for retirement living in the Springfield catchment than Ipswich or Toowoomba, which is in line with the younger demographic.
- AVEO have a development within Health City which is the nearest competition.
- Greater Springfield meets many of the success factors for retirement as a land use; however the campus is land constrained and is not expected to contain any retirement on site.

**LOW**  
(based on land constraints and lack of complementarity with existing uses)



#### Multi-purpose venue

- Most event venues within Greater Springfield are open-air. We would anticipate additional venues to be developed in line with the community.
- Within the broader catchment there is competition from Brookwater and community centres.
- Due to the constrained land supply on the campus it is not anticipated that there is the ability to provide the quality or scale of development required to be successful.

**LOW**

## 8.5 Current built form and campus use

The campus is surrounded by key land uses including the accommodation to the west, Robelle Domain and Orion Shopping Centre to the north, the Mater Private Hospital to the south and a nature reserve to the East.

Within the campus boundaries are University teaching and learning spaces housed within contemporary buildings. The campus has some health and sports facilities, including a Health and Recreation Club.

### Teaching and learning

The aerial opposite identifies the campus as it currently stands with Building IDs and their uses listed below:

<b>A</b>	Library, Teaching and Learning, Executive	<b>F</b>	Engineering Teaching, Learning, and Labs
<b>B</b>	iConnect, USQ Cafe, Teaching and Learning	<b>S</b>	Fitness and Recreation
<b>D</b>	Auditorium and Flight Simulator		
<b>E</b>	District Cooling		

### Student living and accommodation

Student living or accommodation is not offered directly on campus however immediately next to the campus within Education City exist options that are independently owned and operated. There is potential to introduce a new and contemporary student accommodation offer immediately next to the retail centre/ food and beverage venue which will play an important role in activating the space.

### Day and night activity

The Springfield campus officially closes at 5pm each day, including the library. There is a cafe located within the campus serving breakfast and lunch, however this is only open during the day. The library computer labs are accessible 24 hours a day by the use of staff or student swipe cards. There is no other no night time activity on campus.

Immediately adjacent to the campus near The Rondelle is a recently opened Brewery which is activated after hours and has become a desired destination in Springfield.

### Built form

The Springfield campus was established in 2006 and is compromised of four main buildings. Three of these buildings are multi-storey, with two buildings comprising of 6 levels each, linked by an air bridge.

The campus is supported by student accommodation (managed by others), single level open air carparking, central quad garden, sporting facilities, adjacent commercial office stock, a tavern, and a large centralised walkway that links the campus through to the hospital to the south and to the local retail precinct to the north. This walkway is not limited to use by the University and is open to the public.

Due to the relatively young age of the campus and expected life occupancy of stock, it has, at this point been deemed not relevant to complete a more detailed built form assessment.

### Heritage

No buildings within the campus are listed on the Queensland Government Heritage register.

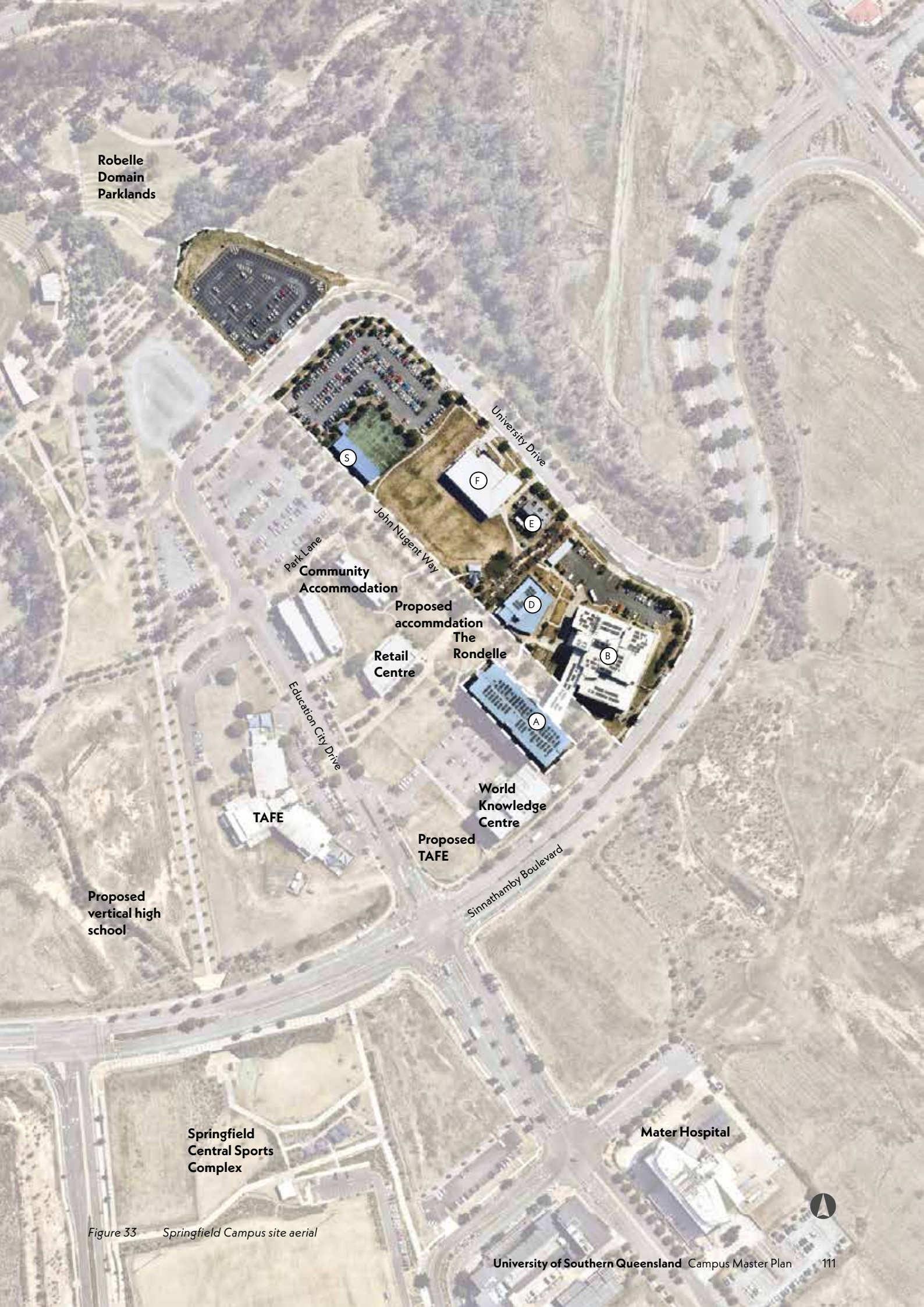
### Building entries, edges and activation

The nature of land ownership for the University limits control to the eaves lining of the built form generally. These restrictions have clearly had an impact on the planning and ground plane activation to date, with single, signed entry points to built form and minimal amenity externally, including demarcating entries to the campus beyond small pylon signage.

### Building condition - opportunity for change

Whilst a comprehensive audit has not been procured, from general observation it can be said that building stock (particularly A and B Blocks) are generally of a medium - high quality, with acceptable daylighting access, large structural grids and floor to floor heights that allow for ease of renovation. D Block contains a dedicated lecture space and therefore its flexibility and adaptability is more limited.





Robelle  
Domain  
Parklands

University Drive

S

F

E

Park Lane

Community  
Accommodation

Proposed  
accommodation  
The Rondelle

D

Retail  
Centre

B

Education City Drive

TAFE

World  
Knowledge  
Centre

A

Proposed  
TAFE

Sinnathamby Boulevard

Proposed  
vertical high  
school

Springfield  
Central Sports  
Complex

Mater Hospital



Figure 33 Springfield Campus site aerial



## 8.6 Campus opportunities and challenges

### Opportunities to be leveraged

Below are some of the main opportunities and attributes of the Springfield campus that the master plan is seeking to maximise.

#### Future student pipeline

Springfield and the surrounding suburbs are newer and more typically home to younger families. Economic analysis has demonstrated strong population growth to 2030 and the University is poised to capture this market. A clearly defined offer and compelling campus experience will be required in order to win out over CBD competitors just a twenty minute train ride away.

#### Contemporary building stock

Initially opened in 2006, Springfield campus is characterised by newer building stock. Each is purpose built for modern tertiary teaching and learning and are well sited and executed, with a substantial ability to accommodate future refurbishments. Opportunities exist for these buildings to be opened up to achieve greater ground plane porosity and visibility of activity across the campus.

#### Proximity and connection to key attractors

John Nugent Way is a key access spine and links the University campus to Orion Lagoon, Robelle Domain, adjacent Student Accommodation, the local shopping centre and onto Springfield Train Station. The campus straddles this spine and opportunity exists to layer amenity and activity, as well as openings buildings up to better reference the spine.

#### Education City integration

The site and the adjacent TAFE campus are located within Springfield City's Education Precinct. The most recent addition of a vertical high school (planning underway) and a potential TAFE expansion means that the time is ripe to position the University as the pinnacle in Education City and in doing so, create a strong, seamless learning pathway for local students.

#### Ipswich Campus relationship

With Ipswich campus a new portfolio acquisition, it appears the Ipswich and Springfield campus will work together in terms of offer and programming. Opportunity exists for this relationship to be amplified so that the local community gains a very clear understanding that the University is deeply invested in the local area and is the trusted local education partner.

#### Growing local sector demand

Economic analysis has demonstrated high demand growth in particular key industries in the local area including Health Care, Social Assistance, Education and Training and Construction. The University's programming should be focused to capitalise and support this demand so that residents can study, work and live local. This program alignment is integral to ensuring the University can be an active local community contributor.

#### Proximity to Brisbane CBD

The campus location in Springfield and the ability for staff to base themselves there has allowed the University to better position themselves in attracting high quality staff appointments across the campus portfolio. This diverse cohort of staff have the unique opportunity to create an interactive 'hive' of cross pollinating ideation, influenced by the other campuses that staff visit and interact with.

#### Emerging food & beverage offer

The opening of Ballistic Beer Co.'s new 350-seat eatery, bar and brewery in Springfield Central immediately next to the campus offers both students, staff and the broader community a vibrant after hours destination and exposure to the University campus location. Opportunities exist for the organisation to work with the operator to strengthen physical connections, co-locate branding and encourage visitation.

## Campus challenges to overcome

The following represents the key challenges facing the Springfield campus that the Master Plan seeks to address.

### Bringing the flagship research to Springfield

The University's commitment to solving the problems that matter and delivering positive change has seen the identification of four key flagships of research excellence. In order to strengthen key connections with community and industry the University will need to articulate how the flagships will be showcased on the Springfield campus.

### Need for more flexible/casual learning and collaboration spaces

The University has limited opportunities for flexible learning and collaboration space on campus. The recent library renovation and additional glazing to the facade addressed this in part. Going forward the University must will need to challenge programming to include spaces that are attractive for casual study/group meet opportunities.

### Arrival and disconnect from surrounds

Either from University Drive or John Nugent Way, the sense of arrival to campus is an area that can be improved to better engage with students, industry and the community. Land holding creates complexities and the University must work to tackle the challenges of engagement with the brand offer and the site experience upon arrival and the visibility of activity.

### Need for vibrancy and magnetism

The land holding arrangement, coupled with few active neighbours and a developing program offer have to date resulted in campus vibrancy and magnetism being a definite area for improvement. Activating the campus core must be a priority to create an engaging environment for students, a welcoming precinct for industry and a destination consideration for the community.

### Proximity to Brisbane CBD

The campus location relative to the Brisbane CBD and other Universities means that a high level of competition exists. The University must work to craft a very clear and compelling value proposition and offer to the community that allows a student to live, work and study local, solving the problems that matter that directly advance their local region.

### Incomplete product offer

The University is continually undertaking analysis of program offering so as to ensure optimal alignment to sector growth and community demand. This has strengthened over time and with the region's development. Ahead of forecast population growth, the University must clearly define the Springfield offer and how it interacts with Ipswich campus so that future students understand and are engaged by the prospect.

### Reliance on private vehicle

Private vehicle is the primary mode of travel to and from the Springfield campus. As a result, parking is essential. Parking is easily accessible from University Drive with much of the parking resources attracting a charge. Both on street and off street parking is located predominantly around the outer edges of the campus. Due to current usage levels of the campus, there are no capacity issues but future demands will put pressure on this over time.

### Land holding arrangement

The University site has a more limited and complex land holding arrangement than the other campuses. This has created challenges in the past in terms of built form limitations. In order to drive greater activation, visitation and general foot traffic, the University will need to work in partnership with Springfield City Group to jointly create a vibrant precinct, and a heart for Education City.

## 8.7 Springfield Campus tomorrow

This section of the master plan identifies the specific aspiration, strategies and actions that are anticipated to realise the vision and master plan drivers.

The specific aspiration for this campus is:

**Springfield Campus will be an innovation accelerator for the region, positioned as the beating heart of Education City.**

## 8.8 The key moves and framework plan

A series of key moves summarise the most significant strategic shifts that will enable the realisation of the vision for the Springfield Campus.

The framework plan on the page opposite provides as been developed for the campus and through engagement with stakeholders across the organisation. The framework plan summarises the key moves and opportunities for the campus. These specific outcomes are distilled into the following pages through a series of more detailed campus strategies and priorities.



### Move 1

Redefine the Campus Heart.



### Move 2

Strengthen the spines and gateways as part of broader Education City offer.



### Move 3

Activate ground plane edges and re-purpose Building D.



### Move 4

Identify new sites for future growth.

Figure 34 Key moves





Figure 35 Campus framework plan: future shape

## 8.9 Master Plan Strategies

The Springfield Campus and the strategies proposed for the future are included in the following pages.



### Strategy 1. Built form and use optimisation.

This strategy is about focusing campus life within a clear central part of the Springfield Campus. It is about ensuring that in the long term, the University makes the most of the limited land within its control and works in partnership with Springfield Land Group to drive compatibility and complementarity across Education City precinct.

Innovation is at the core of the identity of the Springfield Campus and in this regard this strategy fosters a stronger focus on showcasing and putting on display the amazing things that are happening.

Achieving this strategy will drive an increased ability to draw students, staff and the community into a more impactful and engaging environment.

### Specific campus master plan actions



#### Retain suitable built form

Identify built form with suitable flexibility and remaining life span for retention, renewal and ongoing use.



#### Create more clearly defined clusters centred around activation and incubators

Make the most of central spaces within the campus.

1

#### Define a Central Heart flanked by public focused uses

2

#### Define an activated hub linking A and B Block



#### Strengthen key sight lines to the University front door

Ensure clear view lines are delivered to A Block and into the heart of the campus as a draw card.



#### Define a clear heart of the campus up to create a centralised student green

Concentrate core student amenity and services into the heart of the campus in and around the quad.



#### Activate key edges of buildings

Open all façades to the centre of the campus in order to showcase the inner workings of the University to the outdoors and ensure the most public spaces are located in these zones.



#### Clearly define / relocate the front doors of buildings

Provide front doors and access to all buildings aligned to major connections routes to strengthen intuitive and easy navigation and wayfinding.



#### Introduce new buildings centred on innovation incubation, collaboration and partnerships

Create and offer new spaces to encourage and accelerate innovation in the region.



#### Ensure alignment with proposed future development within Education City

This includes planned development including a new vertical high school and additional student accommodation.

### Campus-wide strategies

#### Ensure built form adaptability and flexibility

Design all new built form to allow for changes by maximising flexibility and floor plates.

#### Review program offering across the campus

Ensure the Springfield offer allows local students to complete degrees on site and minimises travel between campuses.

#### Review student accommodation offering

Develop a University wide student accommodation strategy.



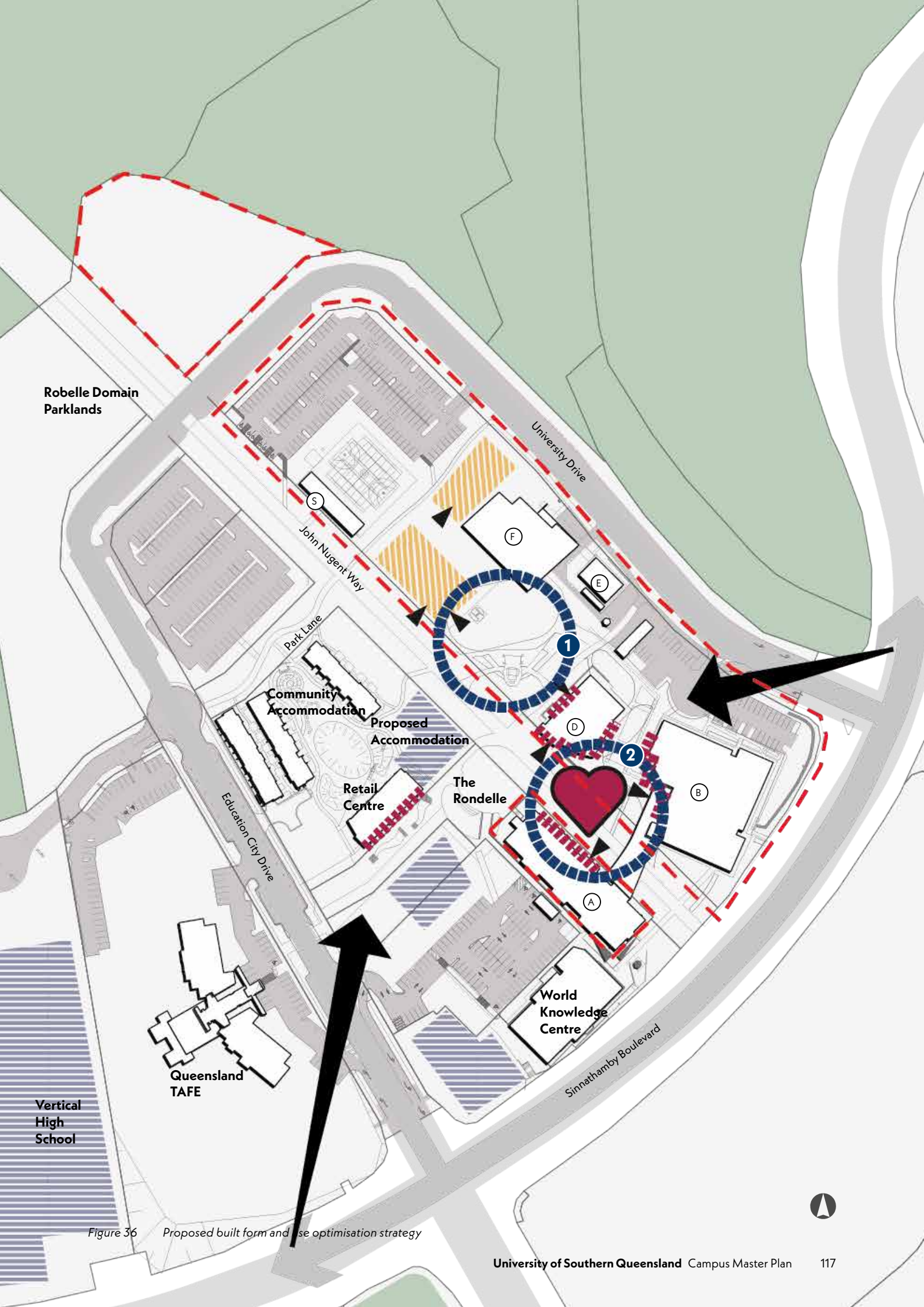


Figure 36 Proposed built form and use optimisation strategy





## Strategy 2. Campus connections and movement.

The strategy is about making it easy and comfortable to get to, navigate and move around the campus. This will be achieved by creating a stronger arrival experience on University Drive and supported by more effective Education City Precinct wide connections both laterally across and back into the heart of Springfield.

### Campus master plan actions



#### Define clear gateways and arrival points

Create a clearly defined front door and sense of arrival, with logical gateways and entry signage.



#### Reinforce Education City Drive and University Drive

Cement both drives as the primary access route into the campus and the broader precinct.



#### 1 Improve primary pedestrian spine across the Campus

Enhance the pedestrian spine across the campus to strengthen and encourage walking and navigation between key destinations and precincts within Education City.



#### 2 Strengthen the connection between Springfield Central, Education City and Health City

Work with Springfield Land Corporation to improve the quality and functionality of John Nugent Way as a strategic link for the Campus.



#### Explore treatment of University Drive

Explore fitting contemporary arrival experience along the main arrival route - University Drive.



#### Upgrade safe crossing points

Create new raised safe pedestrian crossings points over roads ways between key parking areas and the core of the Campus.



#### Create a significant precinct bus depot / public transport arrival point on Education City Drive

Advocate for a new consolidated Education City transport hub that is within easy walking distance to the Campus.



#### Formalise a garden link walking trail

Engage with Springfield City Group to develop a meandering natural pedestrian connection from the Campus into Robelle Domain.



#### Create centralised major end of trip facilities

Promote cycling and active transport choice by incorporating larger, more centralised end of trip facilities into all new buildings, located in close proximity to key entry nodes.



#### Provide recharging stations for e-mobility

Encourage sustainable travel choices by introducing a number of vehicle charging stations in parking areas.



#### Improve vehicle set down and drop off

Formalise vehicle drop off and pick up zones at key entrances to the campus as well as within the sporting precinct.



#### Rationalise carparking resources

Consolidate carparking into 4-5 key strategic locations on the periphery of the campus.

### Campus-wide strategies

#### Ensure equitable access and connectivity across the campus.

##### Upgrade signage and wayfinding

Ensure ease of navigation between key activities and precincts throughout the campus.

##### Review building naming convention

Provide renewed logic to building naming to support improved link to place, history, and purpose.



Figure 37 Proposed campus connection and movement strategy



### Strategy 3. Image and activation.

This strategy is about making the campus an exciting, active and welcoming place that attracts students, staff and the broader community. It is about creating a compelling reason to come to the campus as part of the broader Education City offer. Its realisation will ensure that the University part of Education City is clear and magnetic drawing both TAFE and high school students into its heart.

This strategy will be achieved through creating a much more attractive public realm, hosting a rolling program of curated events in a focused central location, and undertaking programming and placemaking efforts that will drive a strong sense of community life.

### Campus master plan actions



#### Create a centralised heart of the campus

Concentrate activity, focus and excitement at the nexus of key spines at the centre of the campus including a large screen, seating and programmed activity.



#### Create a primary knowledge spine

Bring learning to the outdoors and define the key spine that links across Education City to the TAFE and future vertical high school.



#### Define a secondary network of knowledge spines and hubs

Reinforce movement corridors by including comfortable informal spaces and nodes along key spines.



#### Deliver an enviable centralised home away from home facility

Include lockers, showers, student kitchen, lounge, vending machines to encourage students stay on campus longer.



#### Introduce play for all ages

Create opportunities for diverse range of learning focused play on campus at key locations to attract new audiences including parents, mothers groups and youth groups from the broader Education City.



#### Implement a campus wide art trail

Display creativity of both current and past students through a broader art strategy and connected trail. Provide moments of delight through interactive and dynamic features such as virtual, digital, and soundscape experiences and draws people from Robelle Domain along John Nugent Way and into the heart of the Campus.



#### Introduce fixed and dynamic lighting at key locations

Add night time drama and impact through the use of theatrical and programmable lighting at key locations in the campus.



#### Introduce new uses that will attract a broader spectrum of visitors day and night

Expand the retail offer on campus to accommodate food and beverage, bar, night-life.

### Campus-wide strategies

#### Establish a year round program of activation and events

Attract students, alumni, local and regional audiences with a diverse program of events, live-music, exhibitions, temporary installations.

#### Experiment with tactile urbanism

Explore lighter, cheaper, quicker approaches to trial various ideas of placemaking.

#### Deliver high quality campus-wide free WiFi

#### Introduce graphic expression and colour

Add elements of surprise, delight and joy to the campus through pops of colour and integration of graphic treatments.

#### Develop a campus curation strategy

Ensure year long, diverse programming and activation.





Robelle  
Domain  
Parklands

University Drive

John Nugent Way

Park Lane

Community  
Accommodation

Retail  
Centre

Education City Drive

Queensland  
TAFE

World  
Knowledge  
Centre

Simmathamby Boulevard

Figure 38 Activation and experience strategy



## Strategy 4. Landscape and open space.

This strategy is about making the campus green, cool and comfortable. It is about providing relief against hard stand areas and create genuine shade.

This strategy focuses on improving the quality and quantum of greenery on the campus and ensuring that it links back into the broader Education City precinct. In order to realise this vision, working in concert with Springfield City Group will be essential.

### Campus master plan actions



#### Define clear arrival plazas

Punctuate the main campus and Education City spines with clear arrival plazas including clear signage, shade and seating.



#### Create an event-capable landscape setting

Introduce spaces across the campus that are easily adaptable with capacity for event and function bump-in.



#### Improve John Nugent Way shade tree

Work with Springfield Land Corporation to improve the quality and health of the current fig trees planted along John Nugent Way to ensure they grow and support a shady, iconic connection between the Campus/Education City and Springfield Central.



#### Strengthen green connection across Education City

Work with Springfield Land Corporation to improve the quality of trees planted along the lateral spine to visually unify Education City.



#### Define the primary access route with boulevard planting

Ensure consistent street tree planting to the periphery of the campus along University Drive.



#### Augment quantum of awnings and shade provision

Provide increased shade and weather protection through inclusion of awning and shade structures at key locations to promote gathering and collaboration and along key spines to facilitate connection and walking.



#### Green areas of extensive carparking

Integrated water sensitive urban design (WSUD) to expansive areas of carparking bitumen to soften the impact and enable natural water cleansing.

### Campus-wide strategies

#### Offer ample seating opportunities

Increase the provision of places to sit, including relaxing green spaces and new furniture will be provided throughout the campus for a variety of users including disabled considerations and integration.

#### Create a consistent quality of public realm

Establish legible, high-quality, safe public realm routes that link key campus destinations.

#### Develop a planting strategy across the campus

Ensure appropriate species selection of plants and trees to provide seasonal flowering and drive cohesion and legibility.

#### Campus wide furniture strategy

Develop a consistent palette of high quality furniture.

#### Encourage opportunities to learn from nature

Create opportunities to learn from the gardens, open space and natural areas of the campus through the use of interactive signage with QR codes or fixed signage.



Robelle  
Domain  
Parklands

1

University Drive

S

John Nugent Way

Park Lane

Community  
Accommodation

Retail  
Centre

F

E

2

D

B

A

World  
Knowledge  
Centre

Bremer Institute  
of TAFE

Education City Drive

Simmamby Boulevard

Figure 39 Landscape and open space strategy





## Strategy 5. Sport, culture and community.

This strategy is about promoting healthy activity and culture that embraces and attracts students, staff, the community and industry partners. The significant investment by Springfield Land Corporation into the Springfield Central Sports Complex provides the University with an opportunity to make use of these assets and reduces pressure to deliver these space hungry fields on limited land.

### Campus master plan actions



#### **Redefine campus centrepiece as a welcoming university space**

Ensure that the centre or heart of the campus is attractive and appealing to staff and students but also welcomes the broader community in.



#### **Deliver a new innovation centre with public interface**

At the heart of the campus, introduce a space that welcomes the community in, provides spaces for collaboration and meeting.



#### **Gateway markers to welcome community in**

Insert gateway makers that could include both static and moving media as sign-posts and beacons for the community and across the broader Education City precinct. Beacons can include media and advertisement of campus campaigns and provide opportunities to showcase the University's work and contribution.



#### **Expand a concentrated sports and recreation zone**

Provide flexible sports and play amenity to attract visitors and retain students on campus.



#### **Introduce contemporary sport infrastructure**

Create a new node for sports and play.

### Campus-wide strategies

#### **Formalise arrangement to make use of Springfield Central Sporting infrastructure**

Take advantage of the significant sporting assets on offer across Sinnathamby Boulevard to accommodate teaching and learning activities associated with fitness and health.

#### **Embed an First Nations narrative into the Campus experience**

Engage with local First Nations peoples to create a sense of belonging and place through Connection to Country.

#### **Undertake a safety audit of the campus**

Apply safety and crime prevention through environmental design principles (CPTED) across the campus



Figure 40 Sport, community and culture strategy







## 8.10 Catalyst priorities


**Springfield Campus will be an innovation accelerator for the region, positioned as the beating heart of Education City.**

**This aspiration will be delivered by three catalytic priorities:**

1. Drive growth in teaching and research through stronger connections across Education City and Greater Springfield.
2. Build a framework for innovation and industry engagement.
3. Enrich campus activation and vibrancy.

**Key projects that will achieve the Vision and the Catalyst Priorities are:**

- Continue to develop next generation learning, teaching and working spaces to enable continue growth in teaching and research.
- Celebrate the campus heart as an Education City community hub.
- Continue to activate the ground floor planes of all buildings to build campus vibrancy, including redeveloping existing food and beverage offerings.
- Position new entry statements that celebrate the campus, welcome visitors and link the Education City precinct.
- Undertake feasibility for new buildings to accommodate future growth, as that occurs.
- Invest in space for industry and community innovation.

A background image of a festival or outdoor event. In the foreground, a person with short brown hair, wearing a blue and white patterned sleeveless top and a grey backpack, is seen from behind. They are looking towards a crowd of people in the background. Above the crowd, there are strings of colorful bunting flags in red, white, blue, and yellow. Some of the flags have black circles or crosses. In the background, there are green trees, a large grey umbrella, and some people sitting on white stools. The overall atmosphere is festive and outdoor.

Distilling the strategies down, there are several recommended actions to enable to realisation of the vision and drivers. Of the long list of strategies, three main areas of catalytic prioritisation have been defined.

These areas focus on initiatives that will enable dramatic and enduring campus transformation and are described in the following pages including the rationale and steps to delivery.

## CATALYST PRIORITY No. 1

# Position campus as heart/pinnacle nucleus of Greater Springfield's Education City

### Rationale

Greater Springfield's City Master Plan is anchored by the Knowledge Precinct – a central zone that draws together the interconnecting pillars of education, health and technology. Under a hub and spoke model, Education City embraces the vision for tailored and high quality, local lifelong learning and employment opportunities. It is already home to numerous education providers, including primary and tertiary education, the University at Springfield, TAFE Queensland South West, Union Institute of Language and The Studio of Performing Arts.

The University campus was established in 2006 and, amongst the City's education providers offers the highest of available qualifications. The campus has for a long time sat as an 'island' entity, with little to no surrounding development. This, however is now changing and the immediate local area will shortly see the development of a vertical high school and potentially, purpose built student accommodation to further support the current offer. The opportunity is now ripe to re-position the campus and tertiary education as the nucleus of Greater Springfield's Education City and the pinnacle of learning endeavour. The University has an opportunity to become the crucible of new knowledge for the area.

Continue to strengthen the University's product offering and relationships with industry and other education providers in this competitive market setting is critical to the University's ability to capitalise on potential future student load forecasting. Strong population growth in this region is occurring, it will be significant and enduring and it will result in future tertiary demand. Within a developing region such as this, it is however critical that the organisation and campus offering remains nimble; able to adapt quickly to growing demands and trends as the region evolves.

This catalytic priority cannot be embarked upon alone and will require the co-operation of all education providers and Springfield City Group if to successfully define the purpose, vision and sense of place for Education City, and then formulate and embed lifelong learning pathways, intrinsically linking the providers to one another. A plan to lead the charge with regard to amplifying the identity of this precinct will communicate a very strong message to the community that the University is serious about its presence in Springfield and its long term positive impact on the region's social development.

### Steps to delivery

- Partner with other adjacent education providers and the city developer to unify and elevate the public realm, expanding the sense and perceived size of campus through projects which include but are not limited to enriched amenity offerings, signage and wayfinding, landscape and urban treatments.
- Work with other education providers to identify and create a suite of shared amenity accessible to all learners across the precinct.
- Develop clear pathways to assist and encourage students as they transition from secondary and vocational education into further tertiary study.
- Create clear links between City's Master Plan pillars of technology, health and education and the University's vision and their flagships of research focus and excellence (whether located on campus or not).
- Reposition the Springfield Campus as the gateway to the University for Education City, opening up opportunities to the region to advantage from the full suite of university offerings.
- Leverage relationships, engagement opportunities and marketing to establish the University as the crucible of new knowledge to the area.



DRIVERS ACHIEVED



## CATALYST PRIORITY No. 2

# Build a framework for innovation and industry engagement

### Rationale

In order for the University to achieve the organisational vision, together with delivering well trained, job ready graduates aligned to and exceeding local need and expectations, engagement with industry will be key. Connecting meaningfully with industry can take on any number of forms however it is imperative that the organisation define those key relationships and the targeted outcomes in order to create enduring, mutually beneficial engagement. In recent times, education institutions and industry have drawn closer together, with industry seeking out a greater and more active role in the tertiary environment, in order to ensure their graduate needs are met.

Building a framework for ongoing innovation and industry engagement is critical to the University's standing, economic sustainability, research pursuits, embedment with community and the ability to attract the best students and academics.

The framework will identify opportunities for meaningful engagement including but not limited to sponsorship, guest lecturing, work integrated learning, data sharing, shared research pursuits and co-location within an Innovation Precinct or similar.

Innovation precincts offer a way to catalyse learning, invention, and economic opportunity in a post COVID-19 world by facilitating meaningful connections. They facilitate collaboration and foster symbiotic relationships between all players. They drive a new generation of learners, who require spaces far beyond the traditional ideology of a classroom, to providing spaces that are designed to capture the entrepreneurial spirit for undergraduate, post-graduate, post-professional, accelerators, academics, and industry partners alike.

An Innovation Precinct is a platform for a knowledge sharing ecosystem; one that has an entrepreneurial mindset and grounded in local context. This recognises that all great innovation is unpinned by the idea of learning and discovery. Innovation Precincts provide a spectrum of learning environments to suit a spectrum of learners, connecting all players within the innovation and knowledge sharing ecosystem in a common space.

Future innovation precincts should work on three levels: programmatic, digital and as a stage. The programmatic level choreographs the space with a strong consideration for what types of space should be provided, unique activities of the users and creates right relationships and adjacencies between them all. This level understands the role of the environment as facilitator, magnet and an important link creating a sense of belonging.

The digital level would enable the creation of networks beyond those that physically occupy the space by connecting like-minded individuals. The digital should also be a portal for live recordings, chats, virtual galleries, wiki and more. This also provides a platform to seamlessly manage the shared facilities in a digital environment and building management systems. The digital user experience is not in competition with the physical – it is, rather, elevated to equal importance.

The Stage – or the physical infrastructure – must be able to bring all the required people and activities into formation and provide a platform for their diverse requirements. This level executes the programmatic level in a physical space and provides the brick-and-mortar framework for a seamless flow of movement, serendipitous encounters and support the desired activities to build the community. It is the efficient allocation of resources and recognises that a spectrum of learners also requires a spectrum of learning environments.

### Steps to delivery

- Define tiers of industry engagement as aligned to key outcomes required by the University.
- Identify key industry partnerships for establishment.
- Create next generation learning environments in highly visible and accessible locations on campus where industry and education can come together to work collaboratively.
- Define areas of focus for the Innovation Precinct as aligned to the needs of the local region.
- Promote key relationships and partnerships as/where appropriate.
- Space analysis of existing building stock assessing options to improve space flexibility and utilisation while identifying suitable space for industry and community innovation.



## DRIVERS ACHIEVED





## CATALYST PRIORITY No. 3

# Enrich campus activation and vibrancy

### Rationale

The limited number of buildings and their clustering around a central external space and pedestrian spine would typically be conducive to precinct activation. In this instance however, the land holding arrangement has perhaps limited the extent to which the University can influence the ground plane beyond the eaves line of buildings. As a result the space has limited all weather protection and outdoor amenity suitable for students and the greater community to dwell.

The landscape treatments are clearly under a mix of maintenance regimes between the University and City developer and as a result appear at odds and in varying levels of condition. Buildings have glazing that address the external spaces but with very few entry points, typically characterised by more traditional methods of achieving environmental sustainability targets. More recent refurbishments saw the ground floor of A Block opened up into this central space, with glazing increased and all weather seating provided immediately adjacent.

Amplifying campus vibrancy is not only critical to the organisation's ongoing economic sustainability but also to the University's brand awareness and capability to attract students and staff with who may otherwise look at their more contemporised competitors. Identifying required areas for vibrancy, layering strategic amenity over this and then curating programming in key campus locations will ensure the ongoing success and community buy in required.

### Steps to delivery

- Identification and construction of a Campus Heart.
- Identification and development of amenity suitable for student and community use.
- Relocate the campus café offering to the ground plane and ensure engagement with the campus' urban realm.
- Development of contemporary purpose built student accommodation offering and associated supporting amenity.
- Locate opportunities to open the ground plane up to drive greater visible pedestrian movement as students engage with the library, café, key student support services and future innovation spaces.
- Create casual flexible seating placed centrally for student use.
- Develop a curated program of activities within the campus heart.
- Creation of a diverse suite spaces to 'dwell' on campus, both externally and internally, and appropriately aligned for student, staff and community use.
- Sensory rich environments to create vibrancy.
- Digital overlay to support vibrancy.
- Branding to create ownership and pride in the campus heart.
- Creation of a clear link to the flagship research focuses, if not located on campus (i.e.: donation built into food and beverage purchase).
- Define and highlight campus entry points to create a welcome experience.





DRIVERS ACHIEVED





# APPENDICES









## 9.1 Appendix A: Understanding audience, personas and appetites

**The university experience is a human one that centres around people, collaboration and interaction. This occurs both in the online and physical way and will continue to do so in the future.**

The University has a strong understanding of their current students and staff including their motivations, barriers, wants and needs. This deep understanding of audience is a powerful tool for planning and decision making.

Integral when looking into the longer term future is expanding the understanding of what the future audience might be. This relates to university and campus users of all kinds and means expanding a range of customer personas to include future students, staff as well as the community and industry partners.

The personas are presented on the following pages and address the future University experience across key areas of focus. It outlines the aspirations, needs and wants of target audience groups in relation to how they will learn, connect, work and engage.



# People are at the core of the University experience

## How We...

### LEARN

This is about the student experience and how teaching and learning meets their needs.

### CONNECT

This is about the industry partner experience and how research is translated and commercialised.

### WORK

This is about the staff experience, their workplace and collaboration.

### ENGAGE

This is about the community experience and the need for connection and brand awareness.

# LEARN

## The student experience: teaching and learning

**When thinking about students of the future, there are many different groups of people that make up this cohort, from school leavers to those upskilling or changing careers, as well as varying other motivations. These students are all in different stages of their lives and want the option to learn how it best suits them. Broadly speaking, when it comes to how they choose to learn, students are typically categorised into two key groups:**

- **Traditional learners** – includes international, first career, school leavers and school goers.
  - Traditional learners tend to like more formal and traditional methods of teaching and like to be on campus, face-to-face and expect a high-quality physical environment. Those who are coming to university for the very first time, who may have just finished school, really want a great on-campus experience, where they can interact, build new and lasting friendships and networks.
- **Aspirational learners** – find myself, career change, upskilling and post-graduate.
  - Aspirational learners are generally those who are wanting to add onto their career, not establish it. These learners typically already have their networks. They may be older with families and less time or interest in the physical space. These learners generally choose to learn online, or only come to campus when necessary.

Providing a high-quality experience, both in the virtual and physical campuses is key to attracting and retaining students and staff in the future.

The University has always had a strong cohort of online learning due to the regional nature of the coursework on offer and have been leaders in this space. This is now a space of great competition, due to the acceleration of the online arena due to COVID-19. The approach to online learning will need to be rethought to stay ahead of competitors. The virtual campus will focus on creating an online experience for students that provides equitable access to academic activities and learning support for all students who are studying online and/or off campus.

The virtual campus will become a stimulus for improved curriculum design and delivery, engaging pedagogies, and new teaching practices.

The different programs offered at each campus will have direct alignment with each of the campus models. The educational priorities of each campus will be reflective of the needs of local industries and communities, and these priorities will also guide the physical environment of each campus. Providing a high-quality physical campus environment is important to attracting students, as the campus is a place to be and key part of the educational journey and experience for those who want to attend campus.








The quality of program portfolio at each campus, teaching opportunities and work integrated learning outcomes are also important to attracting students.

The University's Academic Plan identifies the following initiatives to ensure quality experiences:

- **Student success and retention strategy** - the University will articulate and communicate its key strategies and approaches to enhancing the student experience in a concise, evidence-based, and scholarly strategy.
- **Digital strategy and digital literacy** - A digital first approach to designing curriculum and student experience initiatives and building capacity through innovative learning opportunities and outcomes.
- **Integrated intervention and academic advising** - A systematic approach to offering information, advice, support and mentoring to students while increasing motivation for learning, course completion and grade achievements.
- **Student charter and students as partners** - Good practice involves a dynamic partnership with students actively involved in creating their learning environment in partnership with the University.



## Understanding the needs and wants of target future students (student personas):

	 <b>INTERNATIONAL</b>	 <b>SCHOOL GOERS</b>	 <b>ASPIRATIONAL SCHOOL LEAVERS</b>	 <b>FIRST CAREER</b>
<b>Traditional learners</b>				
<b>Audience description</b>	Students who have received their prior education in another country and are not residents of Australia.	Local primary and high school goers who might contemplate USQ as a future university for them.	Students who have just completed Year 12 and want a degree to start in a career.	Never really worked in a job that requires qualifications but need a degree to make a first career step.
<b>What they want from USQ?</b>	Excellent course content. Good quality living solutions that enable social connection and sense of belonging. Easy transport and travel solutions.	Ability to undertake learning in place. Easy access and understanding of the USQ brand and offer.	Formal and informal learning and teaching spaces that are flexible, engaging, and high quality. Face to face is important part of a personalised experience.	More formal on campus engagement and reasons to participate in campus life. Ability to build networks, meet new people both friends and industry connections.
<b>What they need from USQ?</b>	Campuses that are connected and act as their urban villages and deliver a sense of community.  Inviting buildings and spaces on campus that are easy to navigate and understand.  Support in forming networks and friends.  Assistance in working out how the university system works.	Familiarity with the University based on regular opportunities to come on campus.  Ability to use the sports fields, facilities and grounds to create an early connection with the institution.	Engaging and modern facilities that make it pleasant to study on campus.  Social and free events.	Ability to work with other people.  Collaboration spaces with opportunities to access to professionals in their field of choice.
	 <b>CAREER CHANGE</b>	 <b>UPSKILLING</b>	 <b>POST GRADUATE</b>	
<b>Apriational learners</b>				
<b>Audience description</b>	Seeking a new direction or change. Often seeking a lifestyle or improved work/ life balance.	Looking to advance in their chosen field. Time poor and looking to fit study in with other things.	Already has a degree but seeking to undertake research in a specialist field to become an expert. Very purpose driven.	
<b>What they want from USQ?</b>	Flexible hours and assistance in juggling work and life.	Relevant and customisable course content on tap to expand employability.  Opportunity to connect directly with industry experts.	Opportunity to pursue expanded research in specific area of focus.  Ability to contribute to opportunities and challenges that face our planet and society.  Ability to undertake transdisciplinary research in partnership with end users.	
<b>What they need from USQ?</b>	Close relationship with staff and ability to easily connect with them both virtually and physically.	Ability to learn anywhere and anytime.	Fit-for purpose flexible and high quality spaces.  Close connectivity with research partners.	

# CONNECT

## The industry partner experience: translation and commercialisation

**Universities and industry have a long history of collaborating to create opportunities for students, researchers, and the communities we live within. Understanding the needs of industry and community allows for universities to provide the most relevant teaching and research, as well as key partnerships that meets industry and community needs.**

The Research Plan 2021 – 2025 sets out a clear vision and mission towards strengthening research partnerships. The vision identifies that:

**“By 2030, the University of Southern Queensland will be recognised as a world-class, research-intensive university, renowned for industry engagement and community impact in a dynamic, research ecosystem”.**

To achieve this and meet the 2030 Provider Classification Standards, the commitment to research will need to be deepened and expanded much further above world standards in.

The University currently has a broad research focus that does not always complement existing teaching offerings. The flagship approach to research addresses this and aligns research performance with teaching and learning strengths. This delivers a range of benefits, including greater market





awareness of key strengths, increased student demand, and greater impact through more active engagement between researchers, students, industry, and community.

The investment in enhancing research impact has delivered significant improvements across a wide range of fields. The University must continue to explore key research strengths and how they can be better leveraged to encourage increased student load as well as supporting increased brand recognition for excellence both generally for the University, as well as more specifically in key ‘signature strengths’ or ‘flagships’.

Industry partnerships extend much further than just research, providing opportunities to link up with a whole range of potential allies, including major sporting teams, health institutions, environmental, climate and sustainability initiatives, as well as new training programs. Longer term student attraction goes beyond buzz words and providing the infrastructure and opportunities for the earliest possible exposure means reaching out and partnering with schools and sporting clubs to create a seamless path. Sporting partnerships provide opportunities to apply exercise and health research, many different degree programs as well as the local community.

The University will focus on creating a modern and exciting campus and online experience that is highly competitive, has the right programs and facilities for attracting and engaging with industry partners, and allows for strong connections to community.

## Understanding the needs and wants of target future industry partners (industry personas):

	 <b>GOVERNMENT</b>	 <b>BUSINESS PARTNERS</b>	 <b>INDUSTRY PARTNERS</b>	 <b>NOT FOR PROFIT PARTNERS</b>
<b>Audience description</b>	Statutory bodies who engage with the University on matter of local or regional significance. (i.e.: Future Drought Fund 'hub').	Enterprises and organisations who engage with the University formally through their trade of knowledge, goods and services and staff.	An institution or organisation with whom the University offers a program of study or experience.	Community organisations including leadership and management teams for sporting groups, clubs, charities and societies.
<b>What they want from the University?</b>	Access to researchers and innovators to assist with their particular areas of focus.	To feel welcome into the University organisation.  Close connectivity with research and innovation partners.	Talented students with solutions for key issues and opportunities.	Low cost / free flexible spaces for gathering, activities and events.  Access to on-campus research and programs (i.e.: sports science / performance / physio).  Age appropriate programs and learning for school students.
<b>What they need from USQ?</b>	Incubator and start up spaces on campus for students, staff and industry to come together.	Access to spaces and platforms/incubators environments and places to collaborate.	Market aligned course work.  Quick and agile research approach (6 months).  Spaces to hold customisable training course/business development days.	Easy point of connection with the University to arrange use of space, bookings.  On campus facilities and storage (sporting facilities).



# WORK

## The staff experience: workplace and collaboration

**The COVID-19 pandemic, almost overnight, generated one of the most significant impacts on the professional sector since the birth of the internet and this was the changed attitudes toward working from home (WFH). While this trend has been on the rise over recent years, the immediate mass shift exposed the benefits (and challenges) to a far wider range of us than ever before.**

This catalytic shift saw employers witness the possibility for teams to work in other ways and the demise of traditional leadership strategies of command and control overseeing. This has opened the door for the development of new ways of working where culture and performance are the focus and flexibility and choice is the new norm.

The experience will lead to significant change in our work habits and expectations. As we become comfortable with working remotely, more of us will expect to do so more often.

### **The WFH experience will see HOME forming an extension of the WORK more so than ever.**

The challenge is how to execute this while ensuring organisations have physical time together to build their culture. As a result the power of place cannot be underestimated. Whilst many organisations will move forward with more flexible strategies than before, they will continue to believe in the importance of the physical workspace for valuable social interaction as well as being able to collaborate and ideate face-to-face and feel a sense of purpose belonging in the future.

The working landscape is only just re-emerging from the impacts of the pandemic and coming to terms with what flexible safe working means for organisations, individuals and the associated policies that will no doubt come into play.

The rise of the following is anticipated:

- Increased sharing of workspaces.
- Offices available when you need them.
- A general principle of access not ownership.
- An overall decreased workplace footprint.
- Work hub concept – increased density and sense of community, workspace for industry partners, workplace culture to foster sense of belonging.

To anticipate this impact on workplace design, re-imagined workplace models see working from home playing a role in them all, to greater or lesser degrees. The reality for most organisations will likely be a combination of these models.





### **Culture Club**

The office is the collaboration hub - the vital ingredient for creativity in complex problem solving.

As great as the technology is improving, and as hard as we try, creative collaboration suffers in a virtual environment. It will continue to evolve but before it does we'll see the physical office becoming a more club-like space; a place of creative interaction.

In this model, the traditional environment is transformed into to a variety of adaptable settings for collaboration, leaving quiet, more process type work to be accomplished either remotely or in more focused settings. Additional benefits to this model in a tertiary setting include a greater sway toward that of a digital 'faculty' rather than physical. This step change can allow the drawing together of staff, administration and even industry from a diverse range of backgrounds to create a space rich in ideas and experiences, cross pollinating in ways that would otherwise not occur. As a result spaces must be flexible, inclusive and welcoming and designed to encourage serendipitous encounters.

## Understanding the needs and wants of target future staff (staff personas):

	 <b>ACADEMIC / FACULTY MEMBERS / RESEARCHER</b>	 <b>ADMINISTRATOR</b>	 <b>SENIOR EXECUTIVE</b>	 <b>OPERATIONS / GENERAL STAFF</b>
<b>Audience description</b>	Teaches and researches both online and face to face / blended. Includes tutors, lecturers, professors, and researchers.	Non-academic and administrative staff who provide support to students and internal staff.  Online and face-to-face/ blended.	High-level director or executive. Responsible for the strategic and operational performance of USQ. Both student-facing and back of house roles as well as online and face-to-face/blended.	General staff who undertake the day-to-day on-going activities and services across all campuses. Both student-facing and back of house. Predominantly face to face interaction in the physical environment.
<b>What they want from USQ?</b>	To feel valued and appreciated.  Ability to showcase their own work or the great work of their students.  Flexibility to work from where they like.  Space to house their things - until recently this has meant an office of their own.	To enable positive change.  Be around smart people.  The University to proudly share what they have achieved.	Career advancement.  Enable positive change.	Financial and employment stability.  Enjoy a good work/life balance.
<b>What they need from USQ?</b>	Spaces where they can collaborate.  Opportunities to share ideas with other colleagues.	High quality workplace environment and spaces that support collaboration and innovation of processes and systems.  To feel connected to over arching organisation purpose.	Reduction of siloed thinking.  Ability to be around smart people.	An enjoyable, comfortable and safe work environment.

# ENGAGE

## The community experience: connection and brand awareness

**Historically the limited access to education often resulted in the physical university campus being distinctly separated from the wider community in which it was established. The architecture, materiality and inward facing infrastructure each contributed to a perceived sense of exclusivity.**

As a modern society, the importance of access to education for all and the transformative impact education and translational research can have on furthering individuals, communities is now understood.






Today, tertiary institutions and the communities they inhabit are much more connected and inter-twined. Increasingly, the focus is on the delivery of approachable, multi-layered environments that celebrate learning at all levels.

The trend toward higher density residential living in more urban areas first saw institutions with generally greater land holdings become the 'open space' for their surrounding context. Whilst this isn't directly applicable to USQ's campus portfolio, the sense of the ability to access by the community is desirable.

As higher education becomes more competitive and community members seek out authentic experiences within their locale, tertiary institutions are pivoting and actively seeking ways to embed themselves as the trusted academic partner through the provision of key amenity in a destinational setting. This can include but is not limited to bespoke food and beverage opportunities that extend beyond standard university teaching hours, community sports facilities, curated site programming, learning and information centres that encourage community use, sporting amenity and infrastructure, exhibition and function spaces, innovation and start up hubs and public art.



## Understanding the needs and wants of target future community (community personas):

	 <b>CURIOUS LEARNERS</b>	 <b>SPORT AND RECREATION ENTHUSIASTS</b>	 <b>LOCAL RESIDENTS</b>	 <b>TOURISTS</b>	 <b>SERVICE USER</b>
<b>Audience description</b>	Visits USQ to learn something or who are interested in something specific.	Uses USQ for both organised sport and passive recreation. They see the campus as part of the community and an important piece of infrastructure.	Lives or works nearby and sees the USQ campus as amenity and an extension of their community.	Visits for a specific reason with a destination, event, or function in mind.	Comes to the campus to make use of a specific service offered by the University.
<b>What they want from USQ?</b>	<p>Interesting places to visit and opportunities to learn.</p> <p>Learning experiences open to the public that they can't get elsewhere.</p> <p>Interactivity and learning on display and easily accessible.</p>	Value creating experiences - do not mind paying if they are getting true value.	To feel welcome and able to enter freely and use key parts of the campus.	Something memorable and unique that cannot be experienced elsewhere in the region.	A welcoming set of services that improve quality of life and sense of community.
<b>What they need from USQ?</b>	Clear communication and access to calendar of events and public learning opportunities.	Facilities and amenities for public use that caters to their special interests.	Community focused activation and services.  High quality infrastructure and spaces that blur the lines between campus and the surrounding context.	Awareness of the visitation offer and calendar of events of offer.	Easily accessible and high quality services.

## 9.2 Appendix B: Agriculture, Science and Engineering (ASE) Precinct Master Plan drivers

### ASE Precinct objectives

ASE Precinct will be a destination worthy of being the home of two of the University's four flagships focuses (Space and Defence, and Agriculture). A precinct aligned with the identified University master plan drivers and aspirations, this area will be strategically zoned in order to:

- Concentrate activity and vibrancy, subsequently providing an amplified user experience.
- Strive for more seamless interactions between academia, research and teaching and learning.
- Create a clear delineation between public and private access.
- Improve security, resource management and disposal and large equipment logistics.

The process will identify key strategic sites for future proposed development required by research expansion and/or industry partnerships whilst also looking to develop a stronger connection to community and campus through pedestrianisation of the site. This pedestrianisation will include art, landscape, lighting and signage/information overlays and provide a critical link back to the campus proper.



## Applying the master plan drivers to ASE Precinct

The ASE Precinct is widely known as 'P Precinct' due to the codes applied to the buildings within it. It is a research focused, teaching and learning hub. It is supported by areas of industry interaction, academic and operational workplace.



### Amplify industry engagement

Assess what you have now, what can/can't be showcased and taking a proactive approach, what would be needed to attract key prospective partners.

### Education and research on display

Amplify the transparency of research, teaching and learning.

### Front door and entry

Provide a clear, intuitive and inviting entry to the precinct.

Learning is everywhere.

Look at all upgrade opportunities within the precinct as a way to teach/learn something.

Curate the journey.

Craft what the community can/can't see and the extent to which they are allowed perceived access.

### Provide engaging workspace experiences

Ensure all environments are equitable in quality to those on the main campus. The workplace should be engaging and promote interdisciplinary collaboration.

### Benchmarks for new builds

All new built form will incorporate sustainability initiatives in line with government and university requirements.

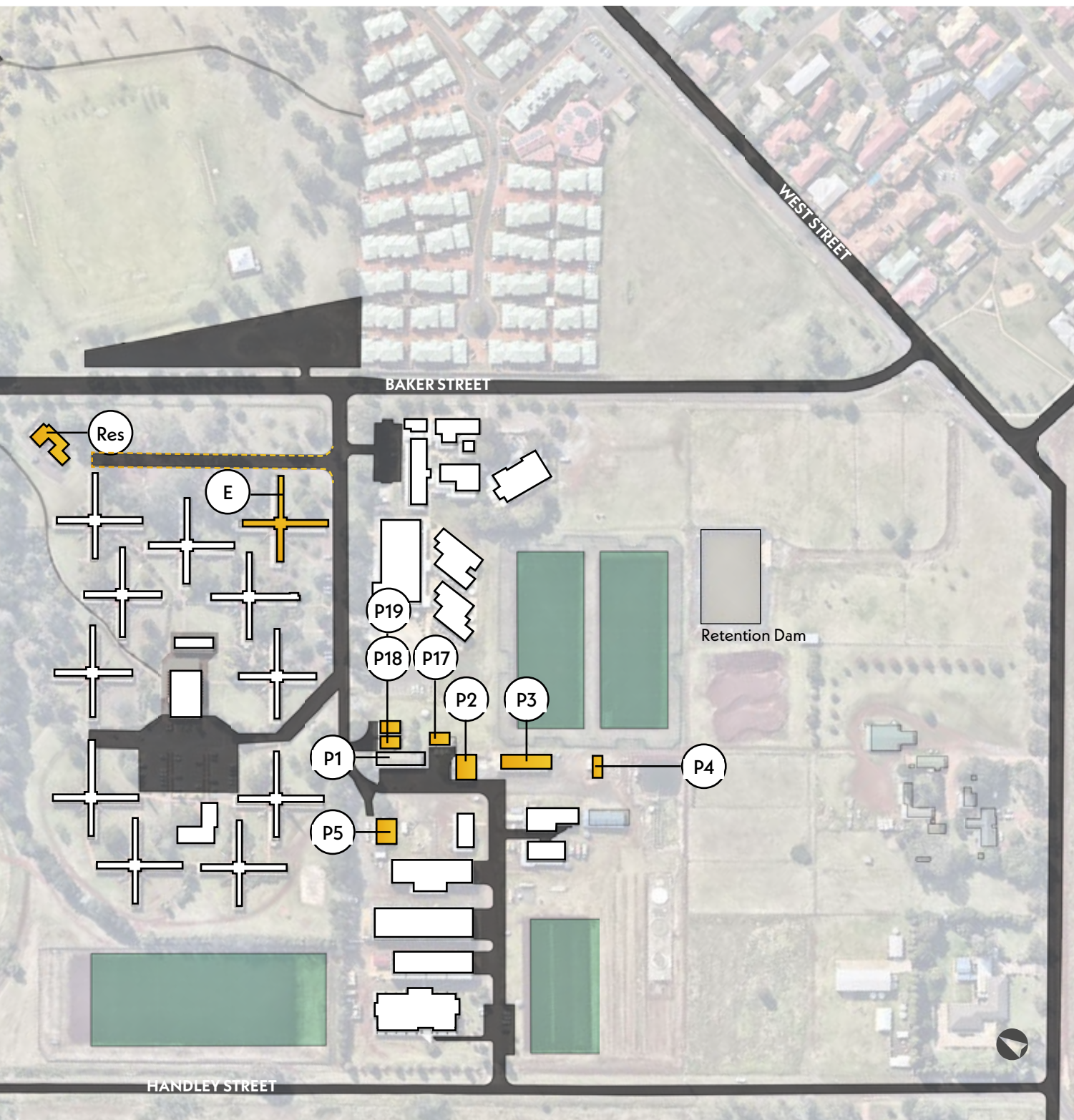


## Buildings proposed for demolition

The following buildings have been earmarked for demolition as part of the ASE precinct master plan:

- P1 - Agricultural equipment store to be consolidated elsewhere
- P2 - Lab storage facility to be consolidated elsewhere
- P3 - Civil and mechanical lab
- P4 - Storage sheds not required
- P5 - Demolished
- McGregor College Building E - Student accommodation
- McGregor College Staff Residence - Staff accommodation







## Walking to the ASE Precinct

- The adjacent diagram shows typical walking times using the centre of ASE precinct and the new Innovation Hub development parcel as the two main nodal points.
- Each nodal point is within 10 minutes walking distance from one another and the new Innovation Hub is just over 5 minutes walk to the main campus heart.







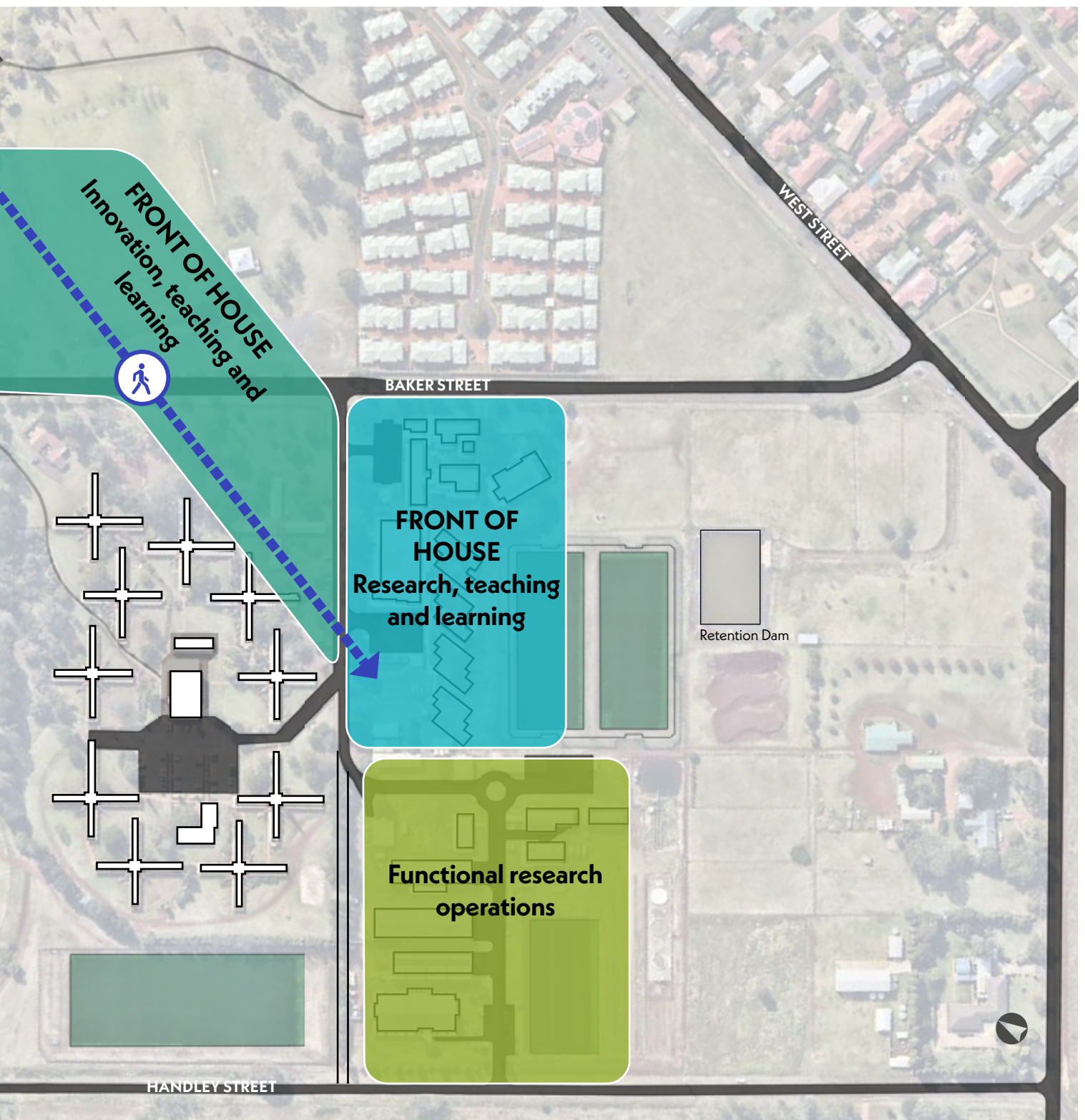
## Re-Zoning the ASE Precinct

The precinct will be organised around 3 clear zones which will help to identify and order the precinct according to functional needs. The three zones are:

- Front of House Teaching and Learning and Innovation
  - Focused on providing cutting edge facilities for teaching and learning, research to enable industry and community partners to collaborate with USQ
- Front of House Research and Teaching and Learning
  - Concentrate academic workplace and front of house research should occur in this zone
- Functional Research Operations
  - This is where the big equipment, storage needs and utility intensive research can occur.
  - Waste management and loading can be centralised in this area.
  - Creates a security threshold within the precinct for sensitive research partners such as defence









## Applying the principles to the ASE Precinct



### Creating and sharing knowledge

#### Objectives

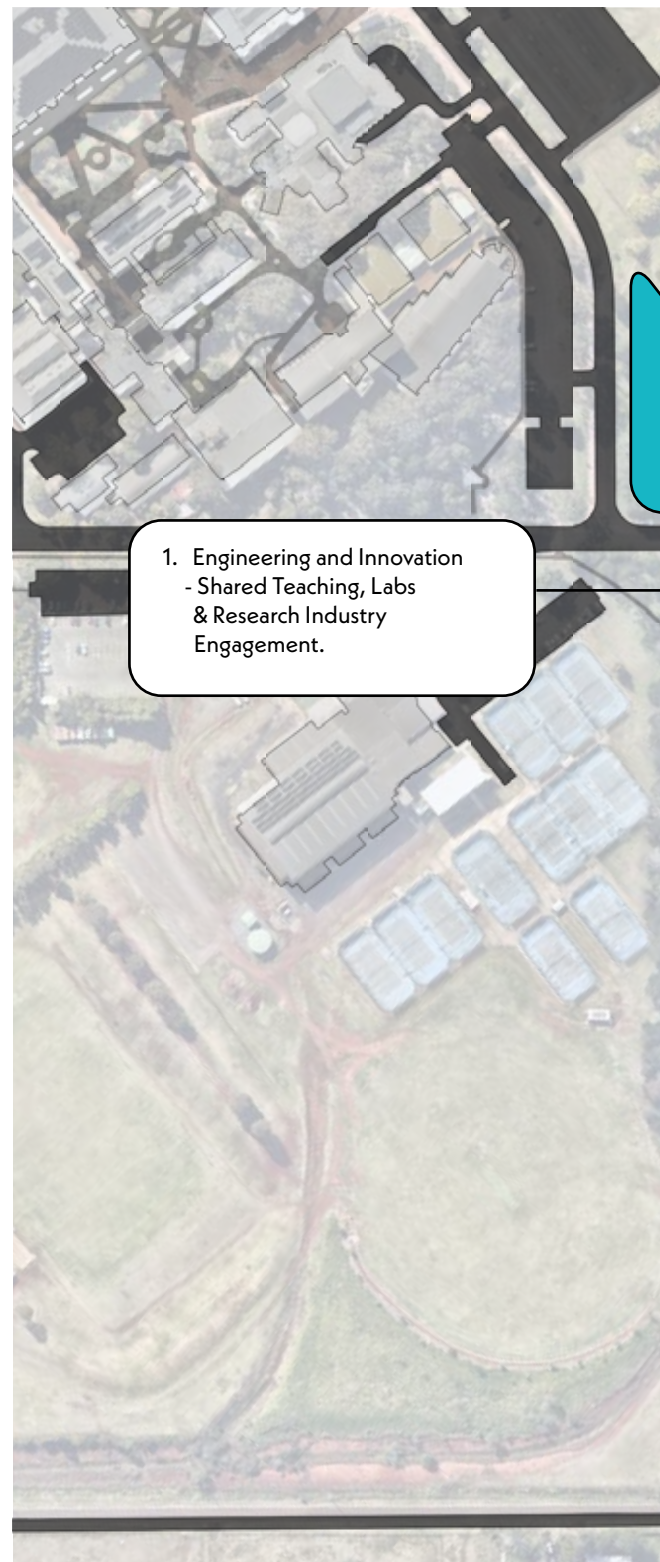
- Attract key industry partners to the precinct.
- Concentrate the location of Industry to intensify activity and sense of vibrancy.

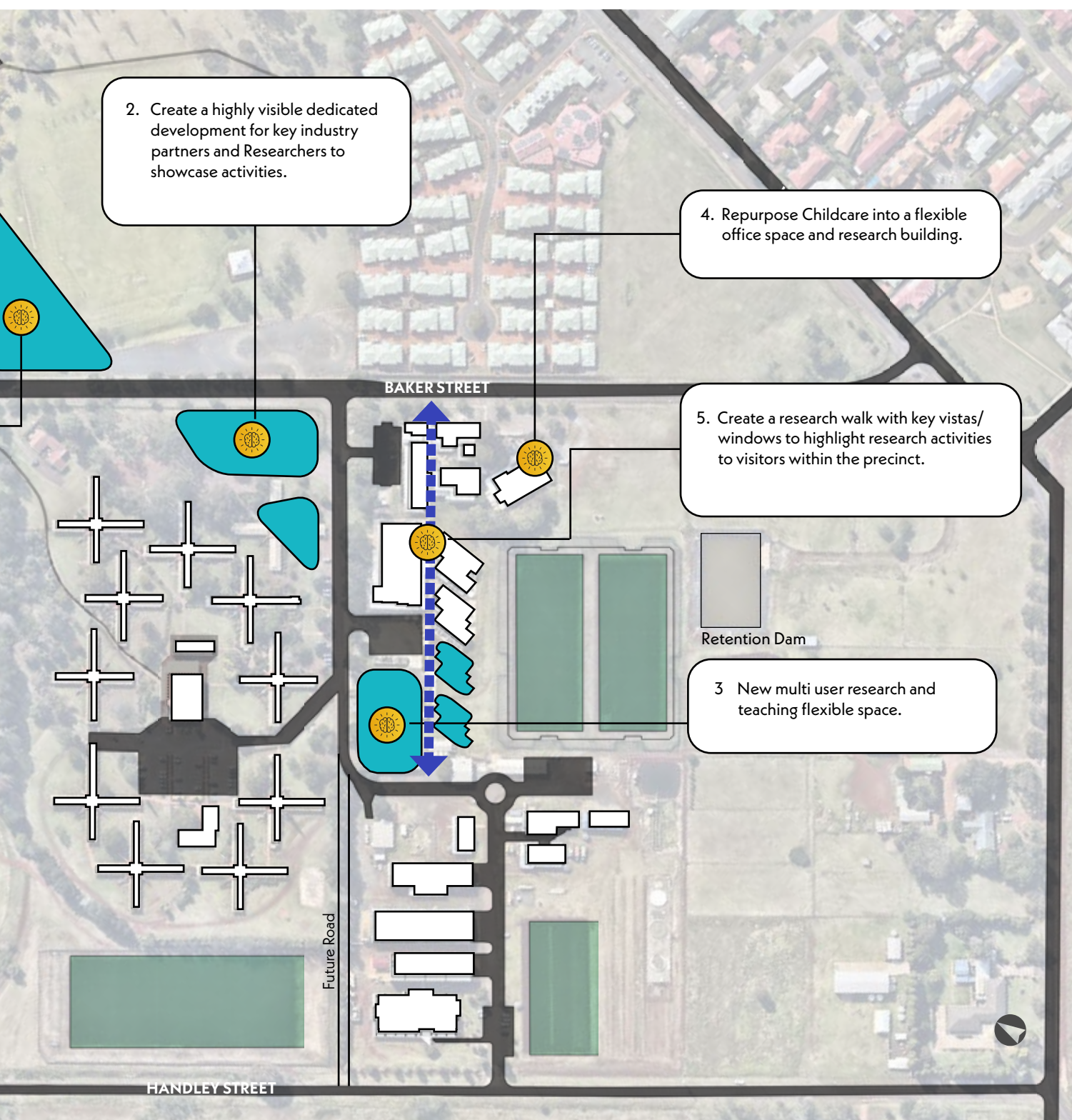
#### Catalytic Changes

1. Engineering and Innovation Building - shared teaching, labs and research industry engagement.
2. Provide a home to key industry partners on campus.
3. Develop a new multi user research and teaching flexible space that can adapt to suit emerging needs.
4. Potential future development site - repurpose Childcare into a flexible office space and research building.

#### Quick win

5. Highlight research activity within the precinct through a curated walk south of Baker Street.





2. Create a highly visible dedicated development for key industry partners and Researchers to showcase activities.

4. Repurpose Childcare into a flexible office space and research building.

5. Create a research walk with key vistas/ windows to highlight research activities to visitors within the precinct.

3 New multi user research and teaching flexible space.



## Applying the principles to the ASE Precinct (cont...)



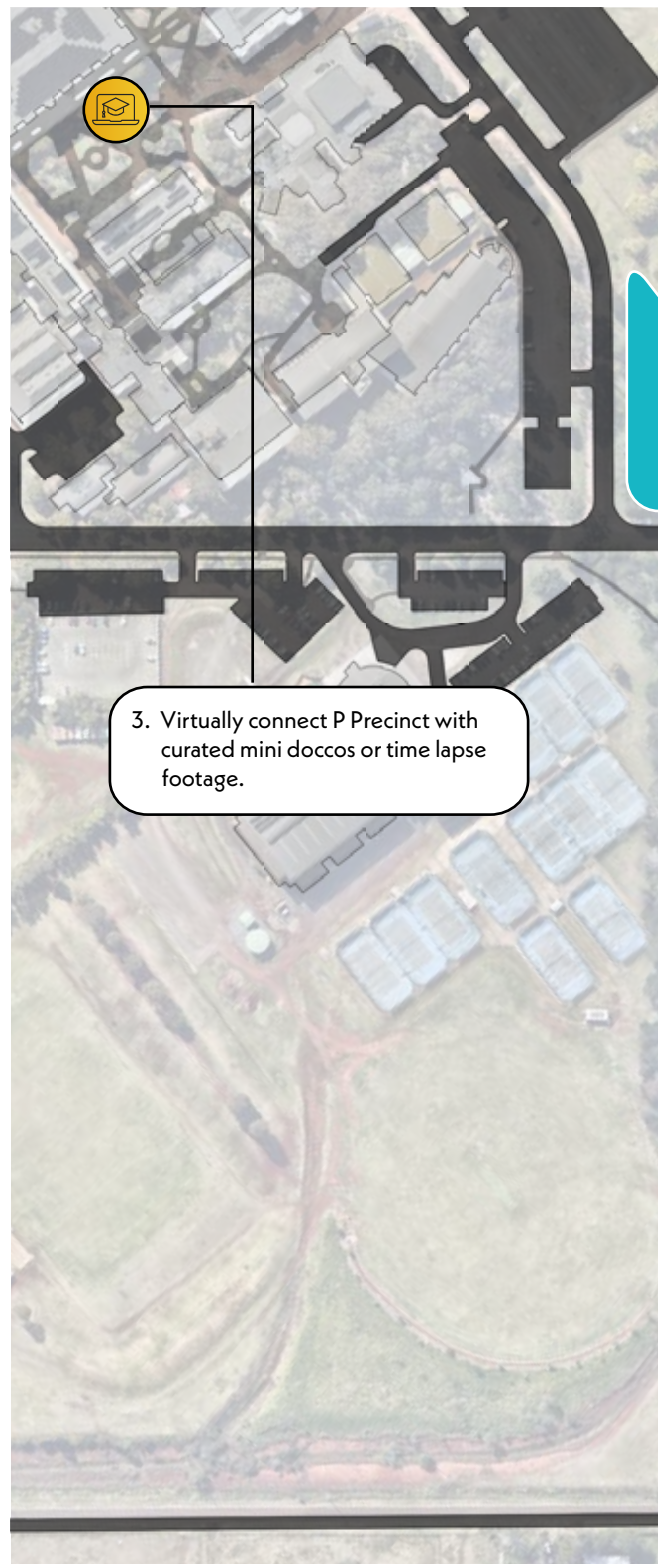
### Enabling learning anywhere, anytime

#### Catalytic changes

1. New glasshouses should provide visually engaging views into current research.
2. Develop a landscaped social space between the 2 buildings that engages with building, spine and precinct users.
3. Maximise opportunities to link Research to Teaching and Learning.
4. Showcase research to students.

#### Quick wins

5. Virtually connect ASE Precinct with the campus heart. 'ASE TV' - create curated series of mini documentaries that capture research activities occurring within the precinct.







2. Outdoor landscape social space between the buildings, accessed from spine.

1. New glasshouses represent an opportunity to create a visually engaging learning space.

## Applying the principles to the ASE Precinct (cont...)



### Re-imagine the working experience to best support organisational purpose

#### Objectives

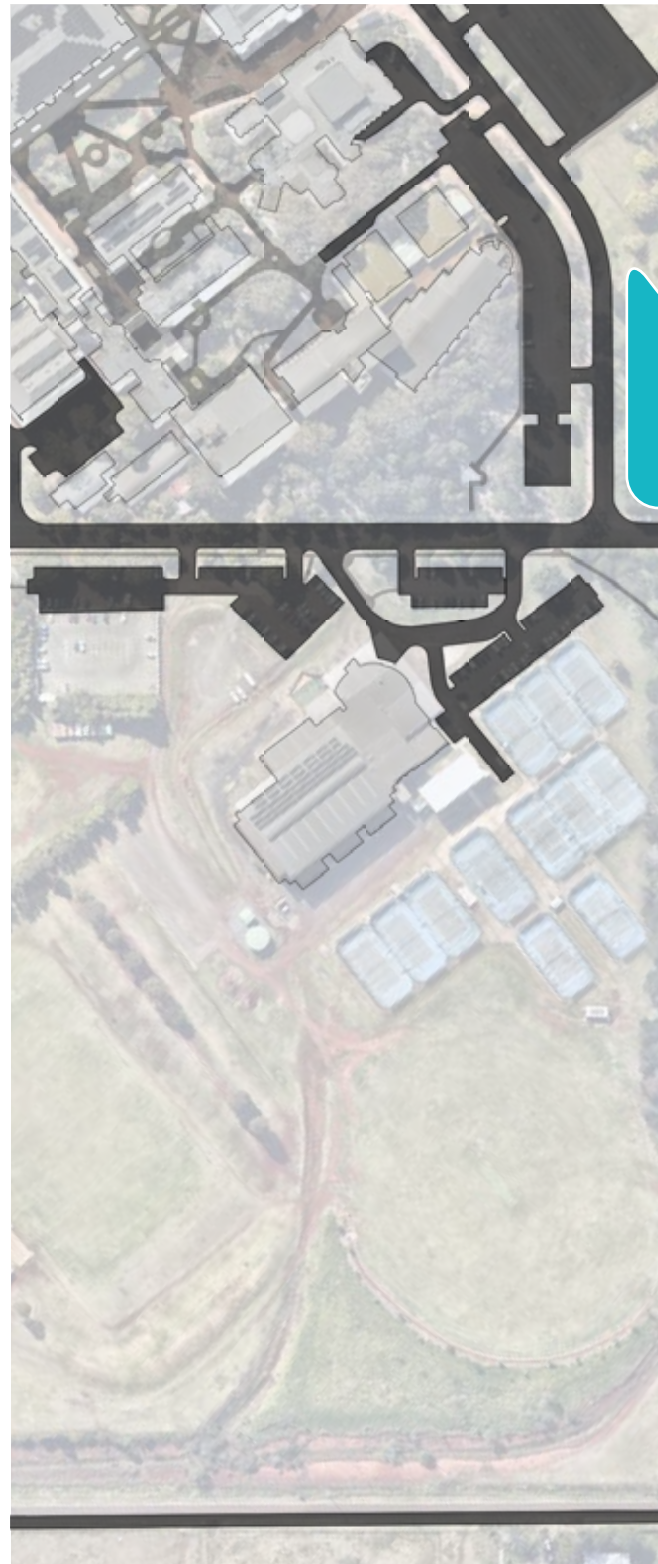
- Improve consistency in workplace across the precinct.
- Concentrate location of workplace to increase vibrancy.

#### Catalytic changes

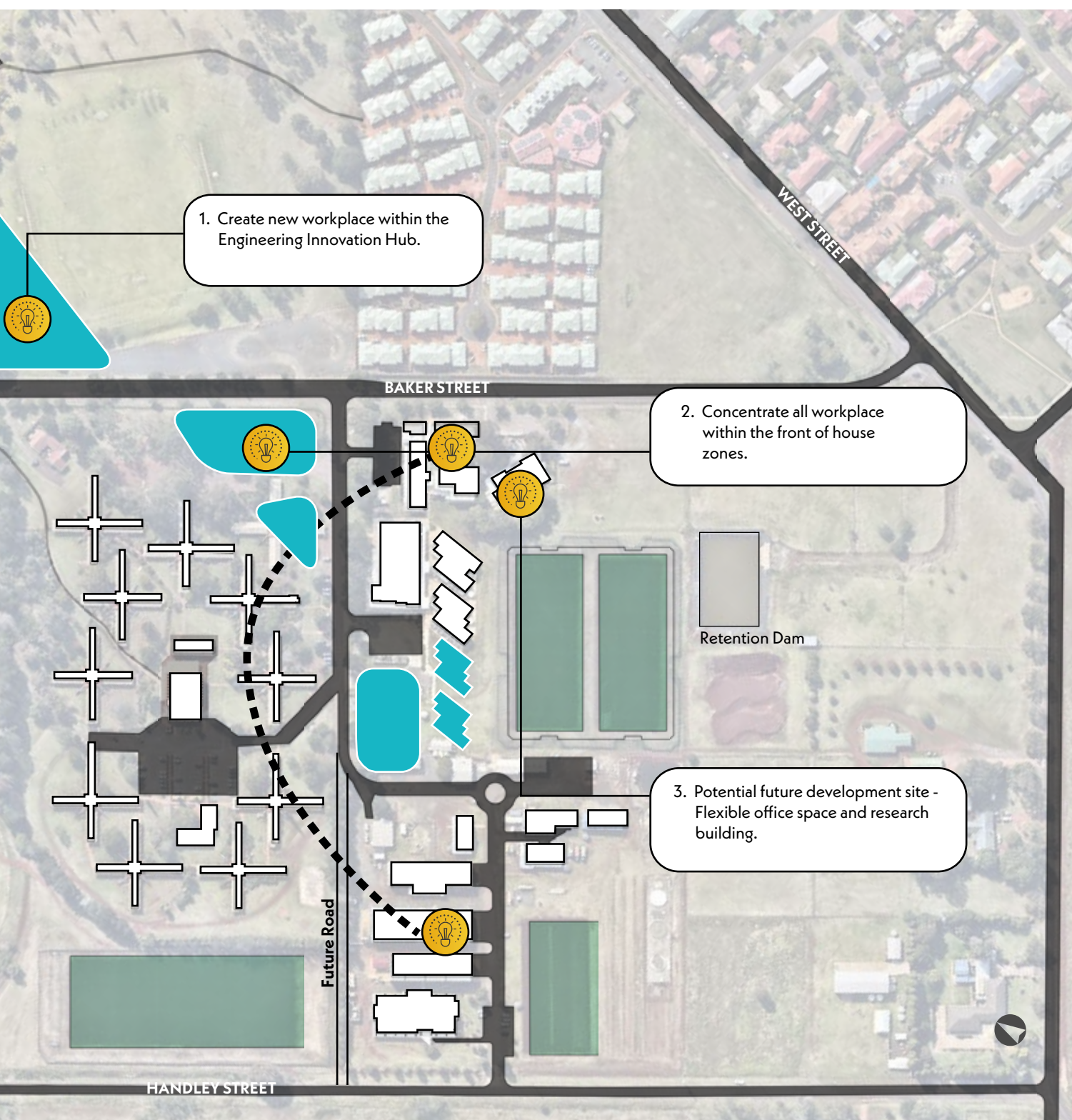
1. Create new workplace within new Engineering Innovation Hub.

#### Quick wins

2. Relocate workplace from Functional Research Operations (FRO) zone to the Front of House Zones. Approx. 60 Academics and HDR's.
3. Assess which staff from FRO could relocate to repurposed childcare centre.







1. Create new workplace within the Engineering Innovation Hub.

2. Concentrate all workplace within the front of house zones.

3. Potential future development site - Flexible office space and research building.



## Applying the principles to the ASE Precinct (cont...)



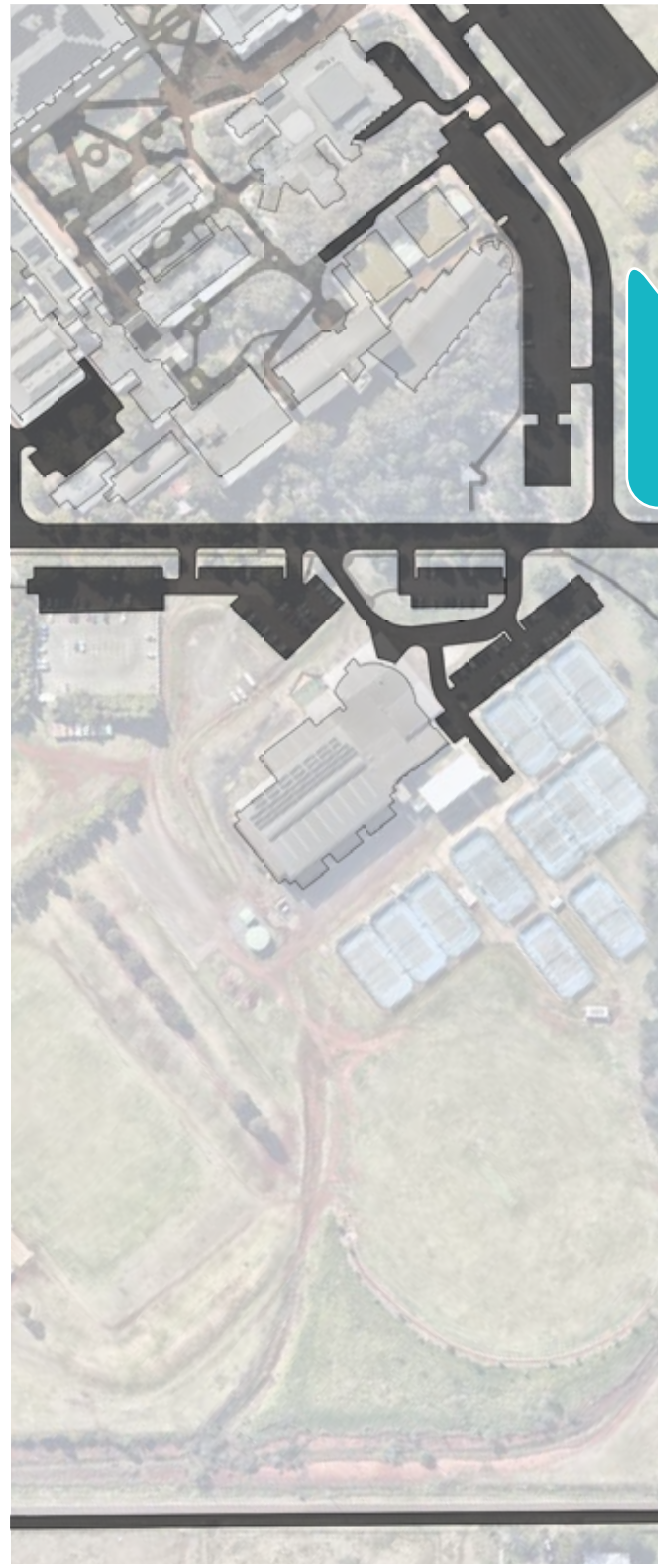
### Building a sustainable future

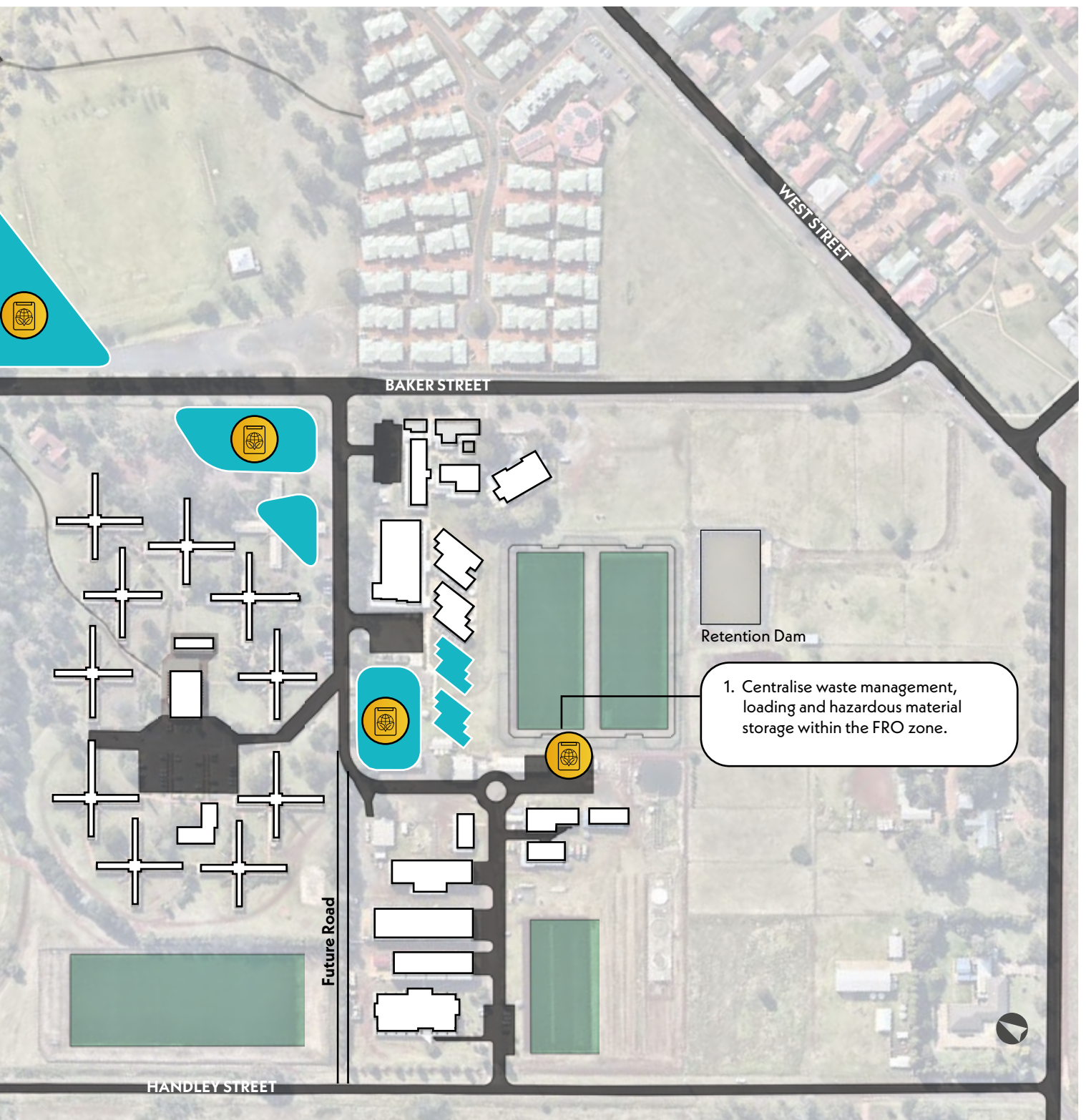
#### Objectives

- All new built form will incorporate sustainability initiatives in line with government and university requirements.
- Bring logic to waste management and logistics.

#### Quick wins

1. Centralised waste management, loading and hazardous material storage point that will service the Functional Research Operations of ASE Precinct.
2. Develop water infrastructure plan to service the precinct.







## Applying the principles to the ASE Precinct (cont...)



### Promote an inclusive and engaging experience

#### Objectives

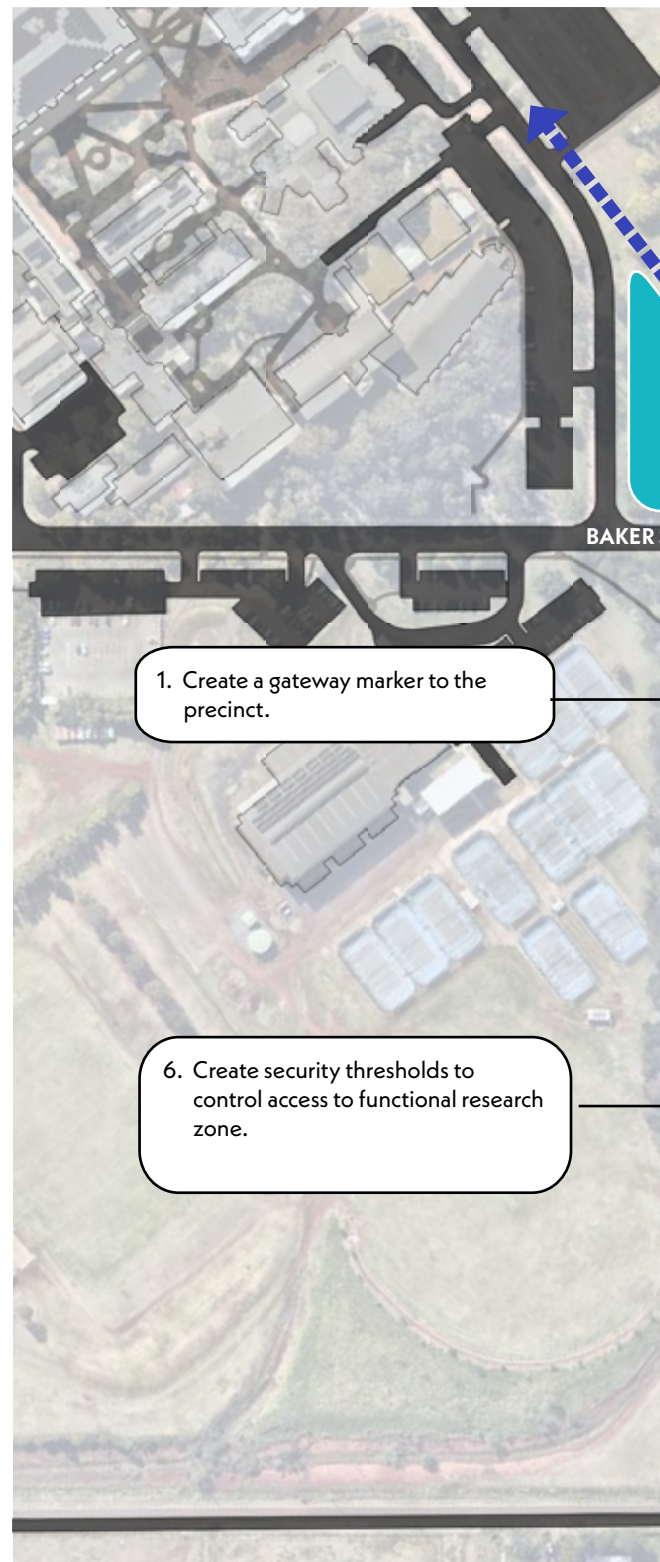
- Clearly define front of house areas through landscape design to promote pedestrian activities within the precinct.

#### Catalytic changes

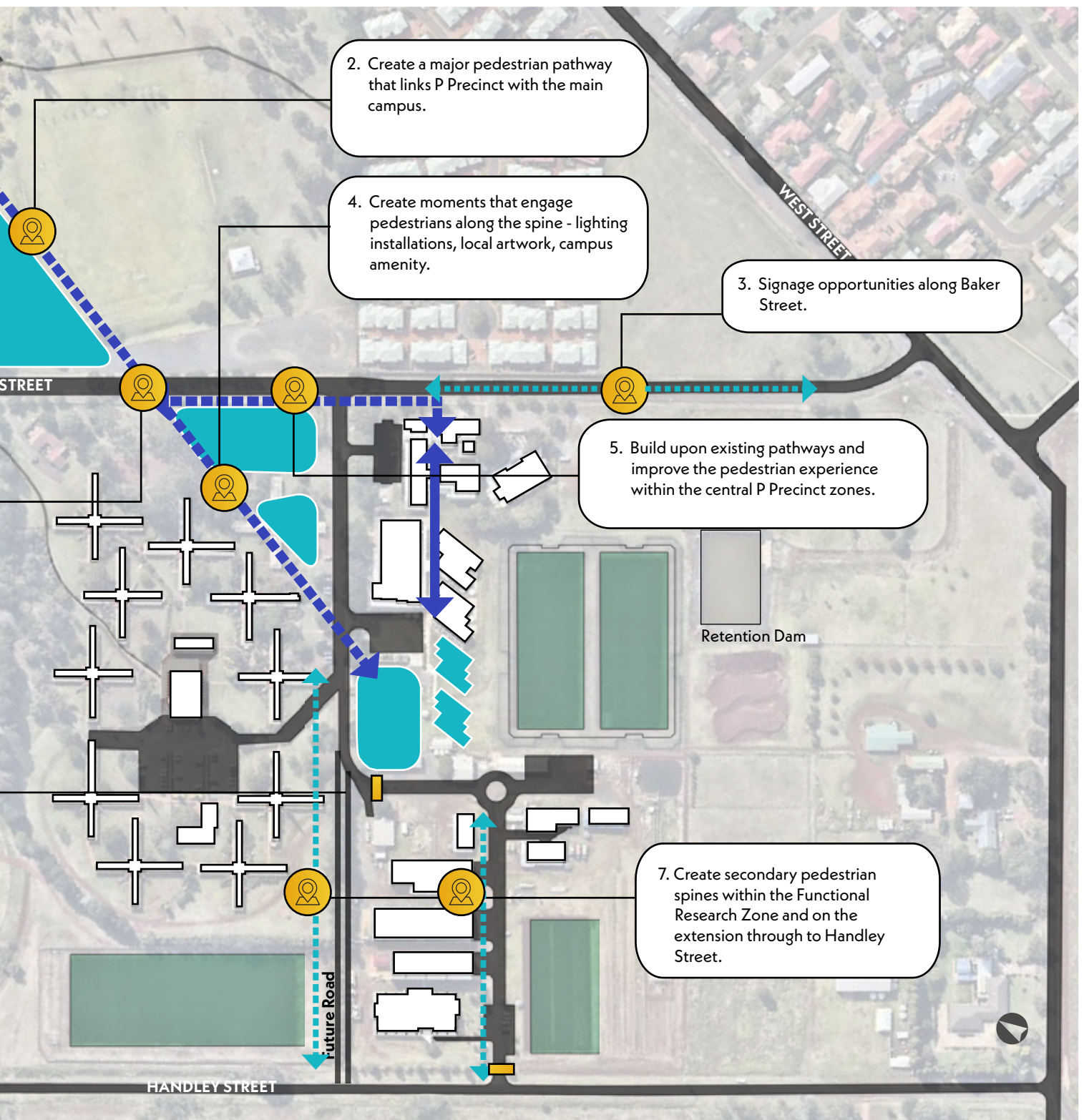
1. Create an interactive gateway / beacon for the ASE Precinct at the nodal entry.
2. Create a major pedestrian spine connecting ASE Precinct to the main campus.

#### Quick wins

3. Create signage along Baker Street highlighting research activity.
4. Create moments that engage pedestrians along the spine - lighting installations, local artwork, campus amenity.
5. Improve pedestrian connectivity in the centre of ASE Precinct.
6. Install security thresholds that defines front of house versus back of house research functions.
7. Create secondary pedestrian spines within the Functional Research Zone and on road extension.







## Exemplar imagery - pedestrian spine

The images adjacent demonstrate the following:

- Pedestrian spine within tree lined landscapes.
- A variety of pathway treatments (both hardscape and softscape to work in with available budgets).
- Integrated signage that can then operate as:
  - Wayfinding device.
  - Inform furniture settings.
  - Operate as a 'art' device within landscape.



Hyde Park, Sydney



Library Walk, University of California, San Diego





Installation, Montreal Canada - ADHOC Architects



Prince Alfred Park, Sydney - Sue Barnsley Design



## Staging and sequencing



### Stage 1: Immediate demolition

- P1 - 4, P12.
- McGregor College Building E.
- McGregor College Staff Building.



### Stage 2: Immediate works

- Major pedestrian pathway.



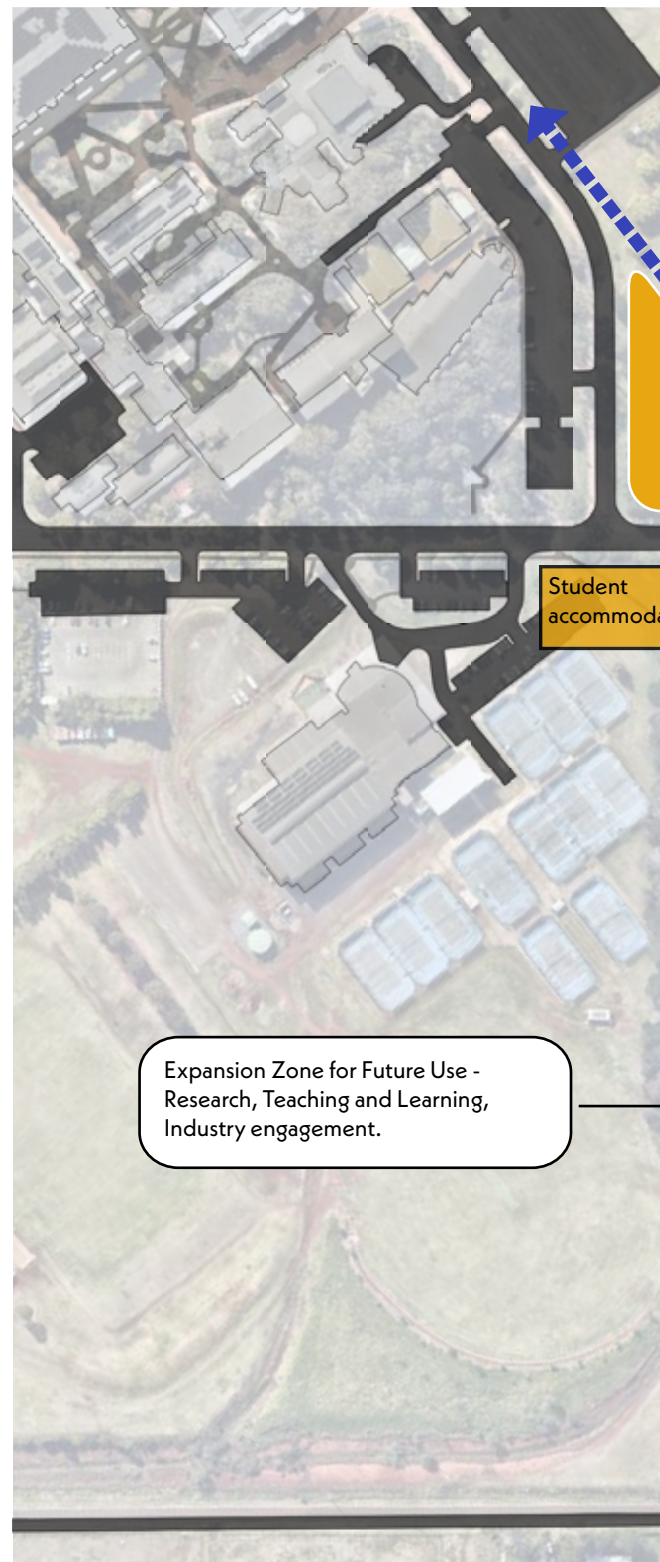
### Stage 3: 2-5 years

- New glasshouses
- Engineering and Innovation building.
- Extend roadway to Handley Street.
- Baker Street student accommodation.
- Establish servicing strategy.
- Security threshold to precinct at rear.



### Stage 4: 5-10 years

- Baker Street industry development.
- Multi-user flex Learning, research and teaching space.
- Remove McGregor College.
- Establish expansion zone for precinct.





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**CAMPUS  
MASTER PLAN  
2022**