ST LUCIA CAMPUS

MASTER PLAN

December 2017

THE UNIVERSITY OF QUEENSLAND
AUSTRALIA

A message from the Vice-Chancellor and President

For more than a century, The University of Queensland has educated and worked with outstanding people to deliver teaching, learning and research excellence that creates positive change globally.

In an ever-changing economic and social environment with considerable population growth, we must be flexible and adapt so we can continue to support the evolving needs of our students, industry collaborators and community partners, and maintain and improve the high standards we have set.

Developing and executing plans for how students, staff and the community will access and use our campuses in the future will play a central role in meeting the challenges and opportunities ahead.

This St Lucia Campus Master Plan has been carefully developed through extensive expert, stakeholder and community consultation. It provides a future-focused strategic framework for development at the St Lucia campus and its surrounding precincts, which will be guided by intrinsic heritage, landscape and cultural values.

UQ aspires to enhance the role of the St Lucia campus as a highly connected hub that is a fundamental part of the local community, and promote Brisbane and Queensland to the world as a desired destination for learning, research and recreation.

We welcome your input to the Master Plan and encourage your feedback and participation.

Professor Peter Høj

Vice-Chancellor and President

This Master Plan document fits into a broader suite of documents. Each of the four documents below provides detailed information to assist in the future development of the St Lucia campus. They are interrelated and should be considered as a package

THE MASTER PLAN
(this document)

PART A – STRATEGIC CONTEXT

PART B – GUIDING FRAMEWORK

MASTER PLAN SUMMARY DOCUMENT

SITE DEVELOPMENT PLAN
(To be completed post December 2017)

IMPLEMENTATION PLAN
(To be completed post December 2017)

RECOGNITION OF ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLES

The University of Queensland is committed to supporting reconciliation between Indigenous and non-Indigenous Australian peoples. In keeping with the spirit of Reconciliation, we acknowledge the Traditional Owners of the lands where the St Lucia campus now stands. We wish to pay respect to Elders – past, present and emerging – and acknowledge the important contributions Aboriginal and Torres Strait Islander peoples have made to The University of Queensland, and will continue to make in achieving the aspirations for its future.

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Suncorp
Suncorp

Part A: Strategic context

01	INTRODUCTION	Outlines the overall master planning process and the purpose of the document, and summarises University networks and existing parallel projects.
02	CONSULTATION AND ENGAGEMENT SUMMARY	Provides a summary of the engagement process to date and identifies key themes and issues raised and addressed in the Master Plan.
03	WHY MASTER PLAN?	Describes the need for the Master Plan, the University trajectory, student numbers and growth, and key campus planning issues and opportunities.
04	STRATEGIC POSITIONING	Outlines the key driving factors and influences of the Master Plan in terms of global trends and the changing needs of students.
05	STRATEGIC TRANSPORT	Provides a summary of the broader city strategic transport planning implications.
06	CULTURAL LANDSCAPE HERITAGE	Recognises the importance of Aboriginal and Torres Strait Islander peoples to the campus.

01 Introduction

The University of Queensland's (UQ) *St Lucia Campus Master Plan* sets out a long-range vision, and a suite of supporting strategies and initiatives, that seek to guide investment and change on the campus. The vision is to create a world-leading learning and research environment that is connected to global markets, industry, the city and the community in which it sits. This Master Plan is a bold and ambitious strategic tool that aims to create a cohesive, engaging and open campus while allowing flexibility in the pace, timing and scale of change.

1.1 OBJECTIVES

The Master Plan for the St Lucia campus has been developed in response to the following objectives:

1. Create an energetic, fun destination that contributes to the life and value of Brisbane City
2. Articulate and leverage the significant knowledge, economic, environmental and community contribution that the campus makes today and in the future
3. Look outward and respond to both global trends and community desires
4. Demonstrate leadership, through physical planning, around education, research, Indigenous reconciliation and environmental performance
5. Reinforce and celebrate the fine physical setting and planning of the campus
6. Create a diverse and inclusive campus, respecting key cultural heritage values
7. Provide a flexible framework that reduces reliance on private vehicle transport
8. Accommodate a range of possible local and state government strategic transport projects
9. Open campus edges to integrate it seamlessly into the surrounding city and community
10. Identify strategies and projects, big and small, that enable meaningful progress in the short-term toward a wider vision
11. Clarify the intent for University land holdings at the Avalon Theatre, Long Pocket and Hawken Drive precincts.

1.2 MASTER PLAN PROCESS

The Master Plan process is broadly illustrated in Figure 1.1. Prior to commencing this document, the University undertook a range of work as part of earlier investigations to renew the Community Infrastructure Designation (CID) for the campus. From these investigations, a draft Master Plan was prepared in 2015. This was followed by community consultation and an extensive technical review.

A detailed recommendations report was then prepared, outlining the preferred way to proceed with developing the Master Plan. The major finding of the report was to decouple the CID renewal process from the preparation of the Master Plan. The University adopted these recommendations and, in August 2016, released a Key Directions Paper for the St Lucia campus which has informed the Master Plan content. Stakeholder and community engagement was an important focus when preparing both the Key Directions Paper and the Master Plan.

It is important to note that the University is not currently seeking to amend the existing CID, or to apply for a new CID. Any proposals for the development of land outside the CID, or infrastructure and development proposals that do not align to the purpose and conditions of the CID, require a separate approval. There are several options for this, including:

- a development application under the *Brisbane City Plan 2014*
- a new Ministerial Infrastructure Designation application
- an application for amending the existing CID.

These options require stakeholder and community consultation, as required by legislation under the *Planning Act 2016*. This provides for the community and key stakeholders to have input into future development decisions.

The University remains committed to engaging with stakeholders and the local community on an ongoing basis.

The iconic Great Court at the UQ St Lucia campus

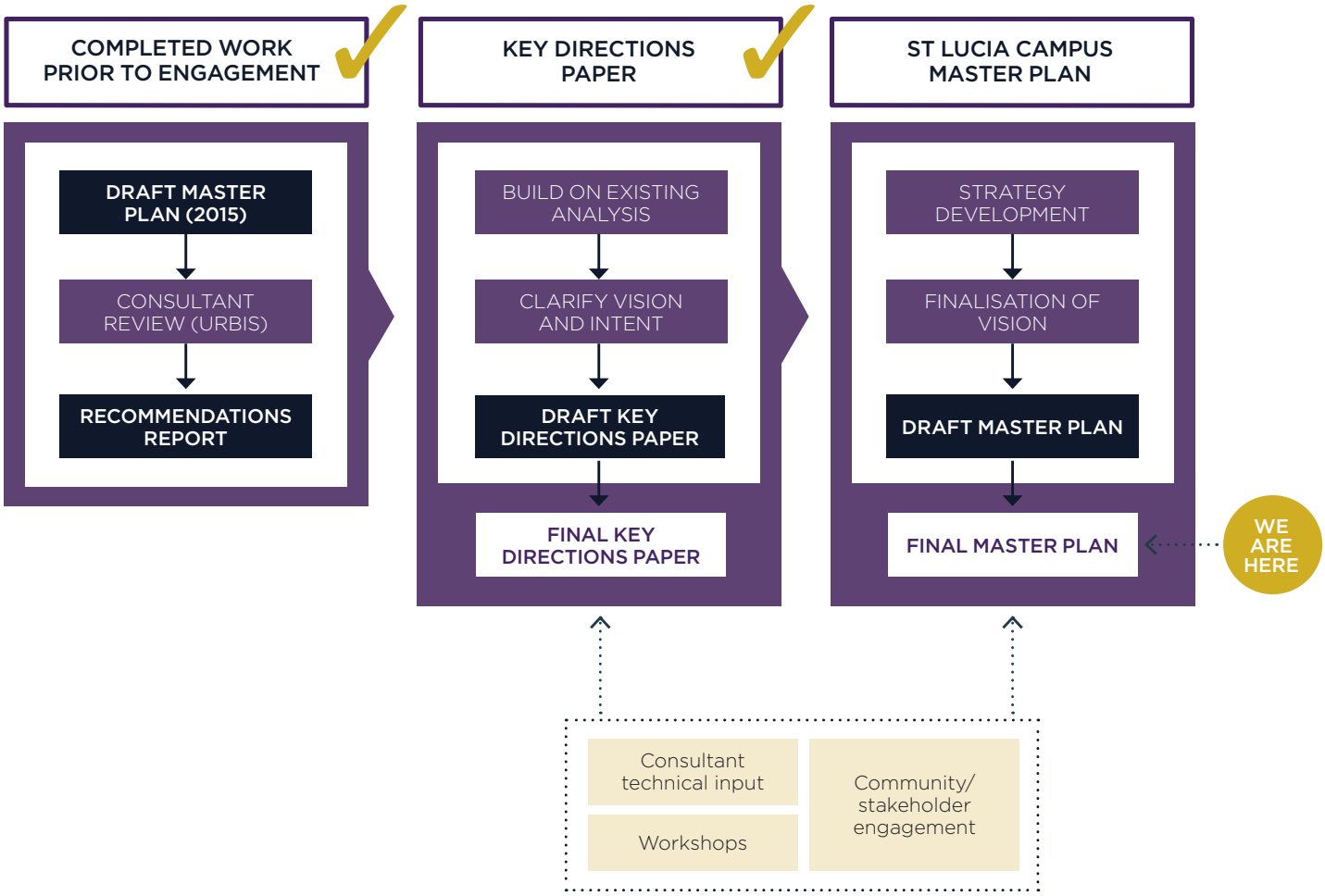


Figure 1.1: *Master Plan process diagram*

1.3 A REMARKABLE OPPORTUNITY

The University of Queensland is ranked among the world's top universities. The St Lucia campus is the major centre for education and research in Queensland and a critical driver of GDP, liveability, value and knowledge for the City of Brisbane.

In an evolving and competitive global context, places like the St Lucia campus will become increasingly valuable as the drivers of our economy and quality of life, and as our gateway to the world.

This Master Plan provides one piece in that story and aims to create physical settings for innovation and partnerships that is the best in Australia and one of the leaders globally. This plan is a remarkable opportunity to steer change and to reposition the campus as a true destination for all residents of the city, the crucible of knowledge for the State, and a clear reason for international industries, researchers and students to choose Australia.

UQ has more **Australian TEACHING AWARDS** than any other university

#1 in Queensland for **GRADUATE EMPLOYABILITY**

13,300 INTERNATIONAL STUDENTS from more than **140** countries

UQ ST LUCIA BUSINESS SCHOOL MBA Program ranked **#10** in **THE WORLD***

* Source: The Economist, 2016

1.4 ST LUCIA AND THE UQ NETWORK

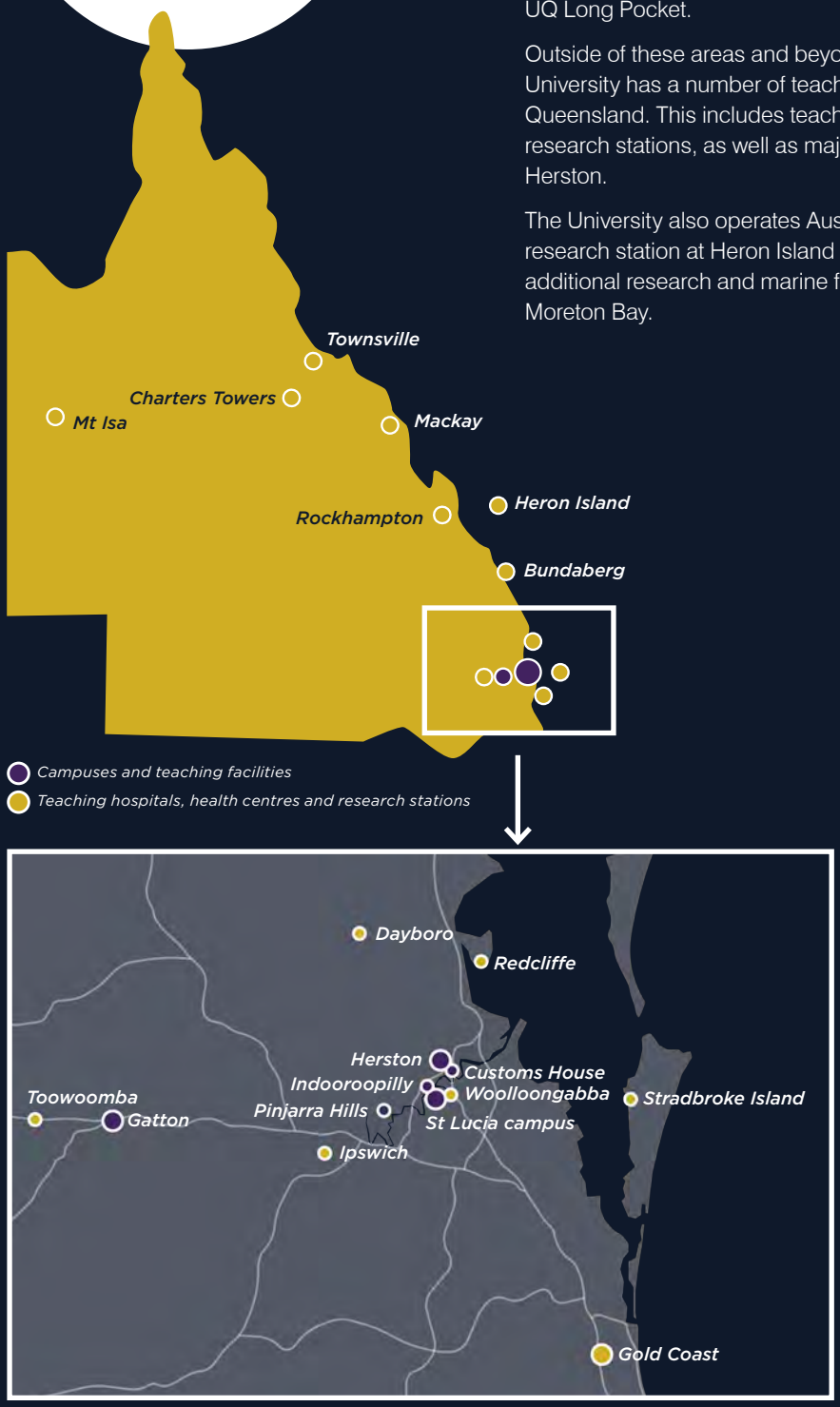
The St Lucia campus is set on a stunning 114 hectare site along the Brisbane River, within five kilometres of the Brisbane CBD. The expansive open space and iconic heritage-listed buildings surrounding the Great Court are widely recognisable as part of the UQ St Lucia brand and its primary campus.

While this Master Plan focuses primarily on the main St Lucia campus highlighted in Figure 1.2, it also considers nearby University landholdings, such as those on Hawken Drive, the Avalon Theatre, and UQ Long Pocket.

Outside of these areas and beyond the scope of this Master Plan, the University has a number of teaching and research sites throughout Queensland. This includes teaching hospitals, health centres and research stations, as well as major campuses located at Gatton and Herston.

The University also operates Australia's largest university-run marine research station at Heron Island on the Great Barrier Reef, and additional research and marine facilities at Stradbroke Island and Moreton Bay.

UQ celebrated its
13,000th
PHD GRADUATION
in 2017



Contributes more than
$700M
TO QUEENSLAND'S ECONOMY
each year through international student enrolments

Owns around
1450 ha
OF REAL ESTATE
across Queensland

Figure 1.2: *UQ's campuses, teaching facilities and other locations in Queensland*

1.5 PARALLEL STUDIES AND PROJECTS

The St Lucia campus is in a perpetual state of reinvention and change in response to changing organisational priorities and global context. A number of key projects have been running in parallel with the master planning process (Figure 1.3). These projects have been integrated into the Master Plan and include:

1. Avalon precinct
2. Hawken Drive precinct
3. Long Pocket precinct
4. Student Residences Project (Wilson Architects + Partners Hill)
5. Childcare centre (DWT Suters)
6. Student Union Project (Hassell)
7. Western precinct (Wilson Architects)
8. New teaching building (Architectus)
9. New gym (UQ Sport) (Architectus)
10. Pool expansion (UQ Sport) (M3 Architecture)
11. New synthetic sports fields and car park (BVN)
12. Sustainable Futures building (Lyons and M3 Architecture)
13. College Master Plans
14. Possible future bridge investigation areas
15. Possible new business school location
16. Forgan Smith forecourt
17. Mansfield Place

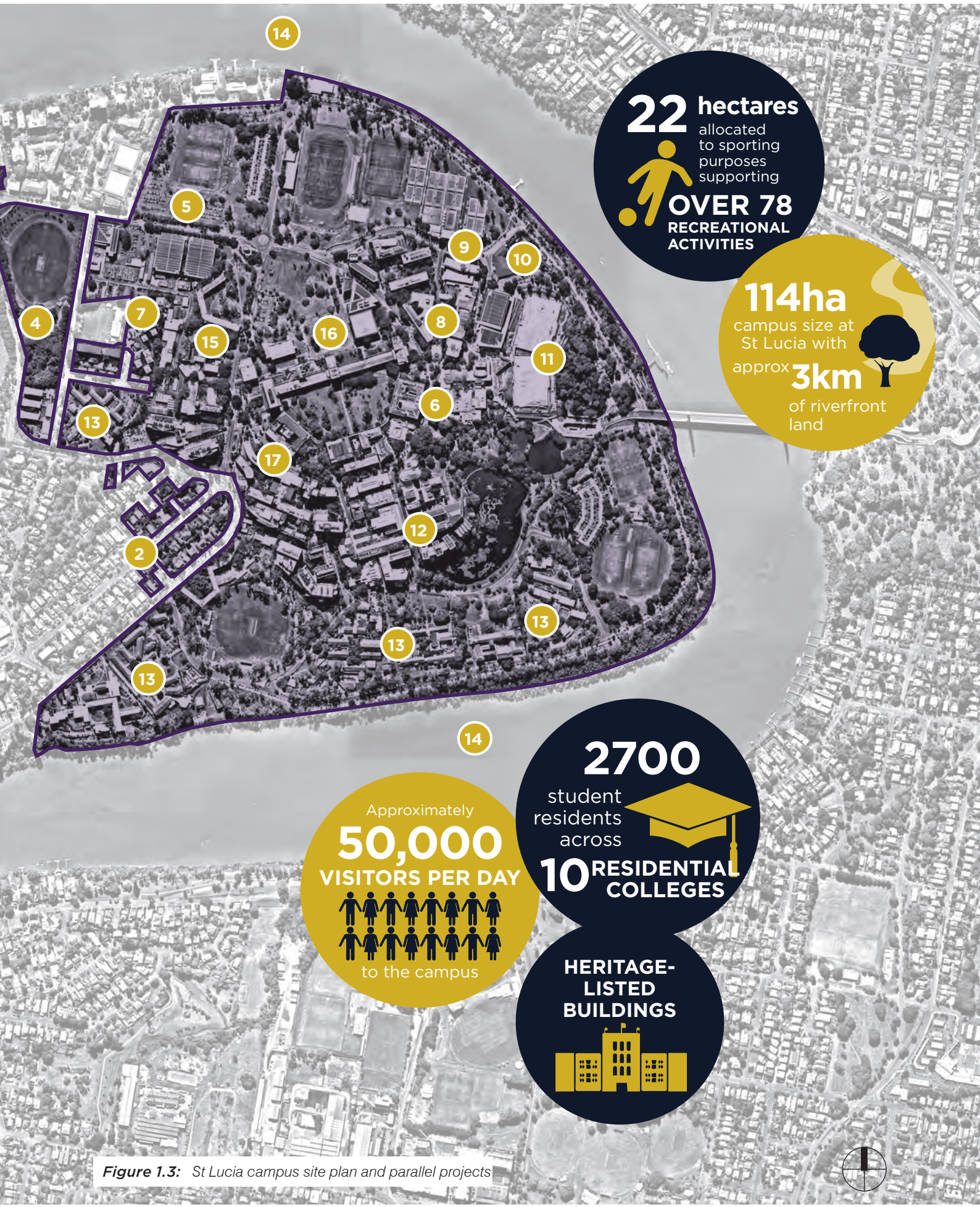


Figure 1.3: *St Lucia campus site plan and parallel projects*

02 Consultation and engagement summary

Through the consultation and engagement program, students, staff, residents, local business owners, community, sporting groups, government and cultural groups contributed their ideas, perspectives, expertise and feedback to the preparation of the Master Plan. Others contributed indirectly through discussions, workshops and conversations over the course of the project.

The 2016 and 2017 master planning process was informed by a fresh and energised engagement program that responded to three critical themes:

- clear and direct feedback from the St Lucia community that they had not been properly consulted with or engaged in the development of the draft Master Plan in 2015
- advice from Brisbane City Council and relevant state agencies regarding a perceived lack of engagement with government on the master planning and engagement process
- the need to improve engagement with students, staff and other campus stakeholders to ensure the Master Plan addressed current and future organisation and academic requirements.

Since receiving this feedback, the Master Plan process has been underpinned by a broad and integrated engagement and communication program, to ensure stakeholder and community issues were carefully considered when developing the Master Plan.

2.1 COMMITMENT TO ENGAGEMENT

Vital to the development of the Master Plan was the ability to create an open and inclusive relationship with campus users and the neighbourhood. This allowed for open conversations, collaboration and the opportunity to provide feedback and input on key project outcomes.

A program of activities was designed to elicit responses both at key project milestones and throughout the master planning process. The enabled community and stakeholder priorities and perspectives to be uncovered and collected. At each key milestone, feedback was used to inform and refine the next stage of the Master Plan development process.

STAKEHOLDERS

Stakeholders directly consulted throughout the master planning process included:

- Master Plan Steering Group Community Reference Group
- Aboriginal and Torres Strait Islander students and staff
- St Lucia campus students
- Academic and administrative staff, including academic school representatives
- Community members, including local residents from St Lucia and Fig Tree Pocket
- Residential colleges, including Heads of Colleges
- UQ Union
- UQ Sport
- Brisbane City Council
- Queensland Government – Department of Infrastructure, Local Government and Planning, Department of Transport and Main Roads, Department of Education
- UQ Senate
- Elected representatives from state and local government, as applicable.

Many other stakeholders and stakeholder groups were also represented at briefings, presentations, focus groups and other activities throughout the year.

Guests at one of the feedback sessions held in the UQ Art Museum for community, staff and students

2.2 THE APPROACH

Throughout the master planning process, a range of general and targeted consultation and engagement activities were delivered across the University. The project was divided into four key phases to streamline the consultation process, and activities were chosen to suit the specific requirements of each phase.

For example, activities during the Early Engagement phase focused on familiarising stakeholders with the project, and establishing key governance and stakeholder groups such as the Community Reference Group and Steering Group.

Meanwhile, activities for the Strategies for Master Plan phase were designed to gain targeted feedback and engagement on specific issues, precincts and areas of interest. This feedback was then used to inform the next phase of the project.

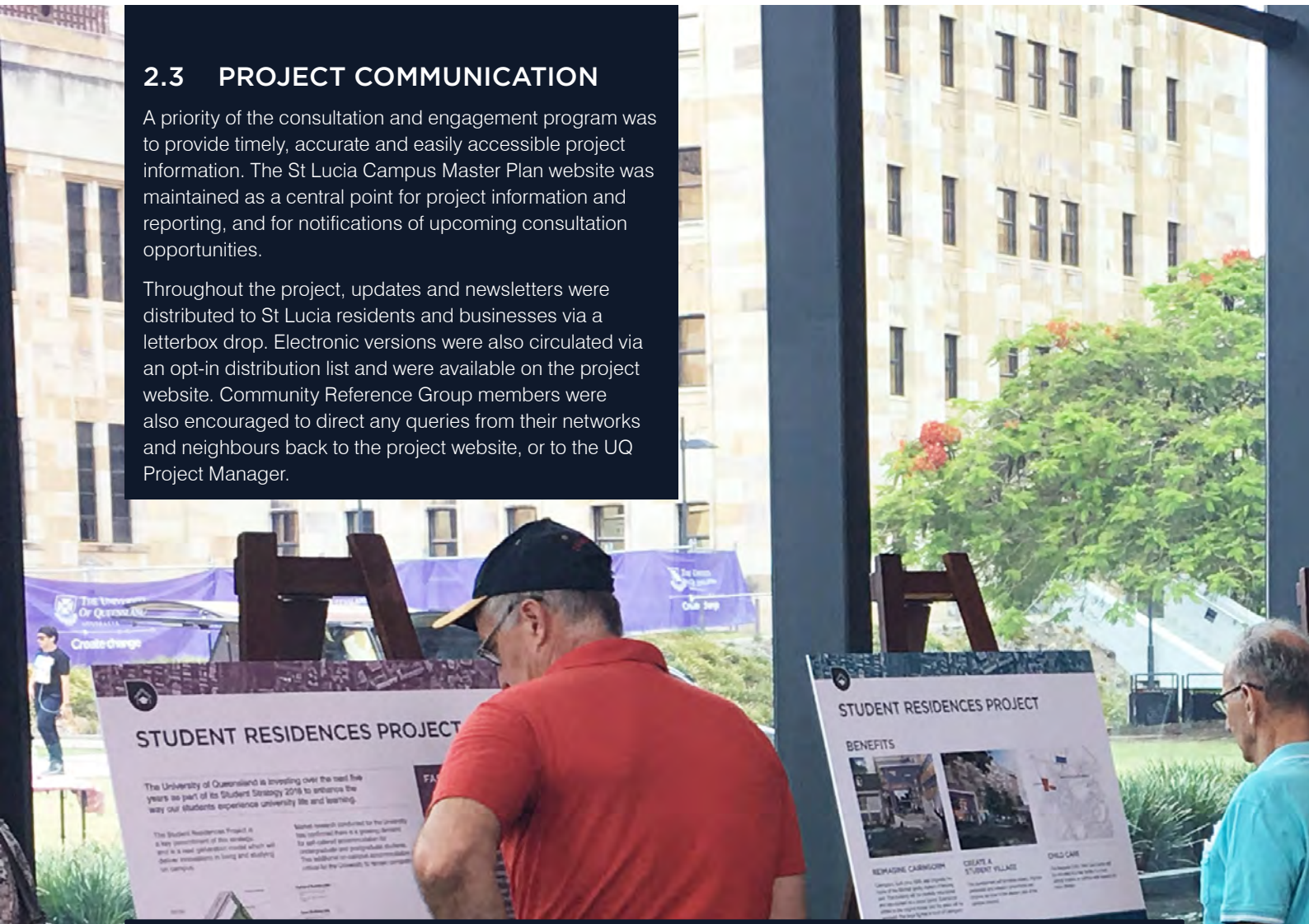
Activities for each phase are summarised in the table below, and a full description of the engagement and consultation process is provided in the Consultation Report.

TIMING	PHASE	ACTIVITIES	
2015 – May 2016	**Early engagement: socialising the master planning process**	» Establish and commence Steering Group and Community Reference Group » Review consultation feedback from draft Master Plan in 2015	» workshops to develop draft vision and principles » presentations, briefings and discussions with stakeholders including Heads of Colleges, UQ Sport, Student Union » project update newsletters
June – October 2016	**Key Directions Paper: development of Key Directions Paper and feedback on key directions, draft vision/principles**	» targeted stakeholder discussions, working sessions, briefings » online feedback survey	» Steering Group, Community Reference Group » project update newsletters
October – November 2016	**Strategies for Master Plan: targeted engagement on issues, locations and precincts**	» focus groups, Indigenous engagement, targeted working groups	» community information sessions » Steering Group, Community Reference Group
November 2016 – April 2017	**Draft Master Plan: seeking formal feedback on the Draft Master Plan**	» on-campus information sessions – staff and student focus, Heads of Colleges » community information session – April 2017 » online survey » written submissions	» Steering Group » community information sessions » workshops with State Government and Brisbane City Council

2.3 PROJECT COMMUNICATION

A priority of the consultation and engagement program was to provide timely, accurate and easily accessible project information. The St Lucia Campus Master Plan website was maintained as a central point for project information and reporting, and for notifications of upcoming consultation opportunities.

Throughout the project, updates and newsletters were distributed to St Lucia residents and businesses via a letterbox drop. Electronic versions were also circulated via an opt-in distribution list and were available on the project website. Community Reference Group members were also encouraged to direct any queries from their networks and neighbours back to the project website, or to the UQ Project Manager.



2.4 KEY FINDINGS

The University of Queensland's St Lucia campus is a much loved and highly valued part of Brisbane and Queensland. Stakeholders and community believe future development should recognise and celebrate the site's heritage setting, natural landscape and connection to the river. It should balance using contemporary architecture with protecting its heritage buildings, while reflecting the University's global role in cultivating new ideas, knowledge and talent, and ensuring a supportive environment for students and staff.

There have also been diverse views on the future development of the campus – from 'the University is heading in the right direction' so 'keep doing what you're doing', through to 'stop now', the government needs to have greater control over how the campus develops. Areas of contention within the community are focused on the edges of the campus or where the University's operations were seen to be 'intruding into the surrounding neighbourhood'.

The issues and themes most prominent in the engagement process included:

- clarification and concern about the University's intention to renew and expand the existing Community Infrastructure Designation (CID), especially any future expansion of the University's footprint into neighbouring residential suburbs
- clarification and concern around suggested building heights in the proposed village precincts in the Hawken Drive, Avalon Theatre and Long Pocket areas
- siting options and purpose of proposed bridges connecting to West End and Yeronga
- questions about the University's corporate strategy and its impact on future growth and changes in student numbers at the St Lucia campus
- impacts that growth will have on local vehicle movements, traffic and transport infrastructure and services within St Lucia
- general concern and feedback about development within the main campus and village precincts
- general concern from some stakeholders and residents on the University's ambitions for growth, and the legitimacy of the consultation process, intent and reach.

During the engagement process, concerns were also raised that the University's size and influence meant it was not required to comply with Brisbane City Council planning requirements, publicise its activities and plans for the campus, or listen and respond to community concerns.

The open and inclusive approach to engagement, undertaken as part of the 2016 and 2017 master planning process, aimed to address these perceptions.

2.5 ACTIONS

Feedback throughout the consultation program has helped to resolve issues and shape the strategies and projects included in the Master Plan.

Participants throughout the master planning process confirmed their general support for the Master Plan's vision, principles and strategies. The following statements were also broadly supported:

- The university sector needs to adapt to meet a rapidly changing global marketplace for education and knowledge
- The University has a primary responsibility for creating a place which meets the social, cultural and sporting needs, as well as the educational, research and learning environment requirements for students and staff
- Indigenous landscape and cultural values should be considered and integrated into the Master Plan
- The future campus should be an exemplar for sustainable, contemporary design, construction and building management.

The UQ Senate endorsed the changes and amendments outlined below, for inclusion in the final Master Plan.

Community infrastructure designation:

- It will be noted that the University does not currently seek to amend the existing Community Infrastructure Designation.
- A clear statement of intent will be included to clarify the University's approach to development on sites outside of the existing CID boundaries.
- It will be confirmed that the University will continue to exercise relevant planning and development responsibilities in accordance with the current CID, and will prepare a site development plan to guide future development as part of finalising the Master Plan process.

Student numbers and growth:

- It will be acknowledged that the Master Plan is not intended to identify strategies for managing growth on campus – this is the role of the University's Strategic Plan, which will direct the University's focus on education, research, learning and future growth ambitions, and will be regularly reviewed and updated.
- It will be acknowledged that the St Lucia campus has the capacity to meet anticipated demand and growth in the medium-term future, through the redevelopment of existing underutilised-buildings and facilities on campus.

Transport planning and infrastructure:

- It will be noted that any future bridge or major city-changing transport initiative will require working closely with local and state government, and will need to be considered in accordance with relevant statutory planning and policy requirements.
- A series of bridge investigation areas will be included, but a preferred bridge alignment to West End will no longer be suggested.
- Any reference to a high-frequency bus route along Hawken Drive to Indooroopilly will be removed.

Land outside the main campus:

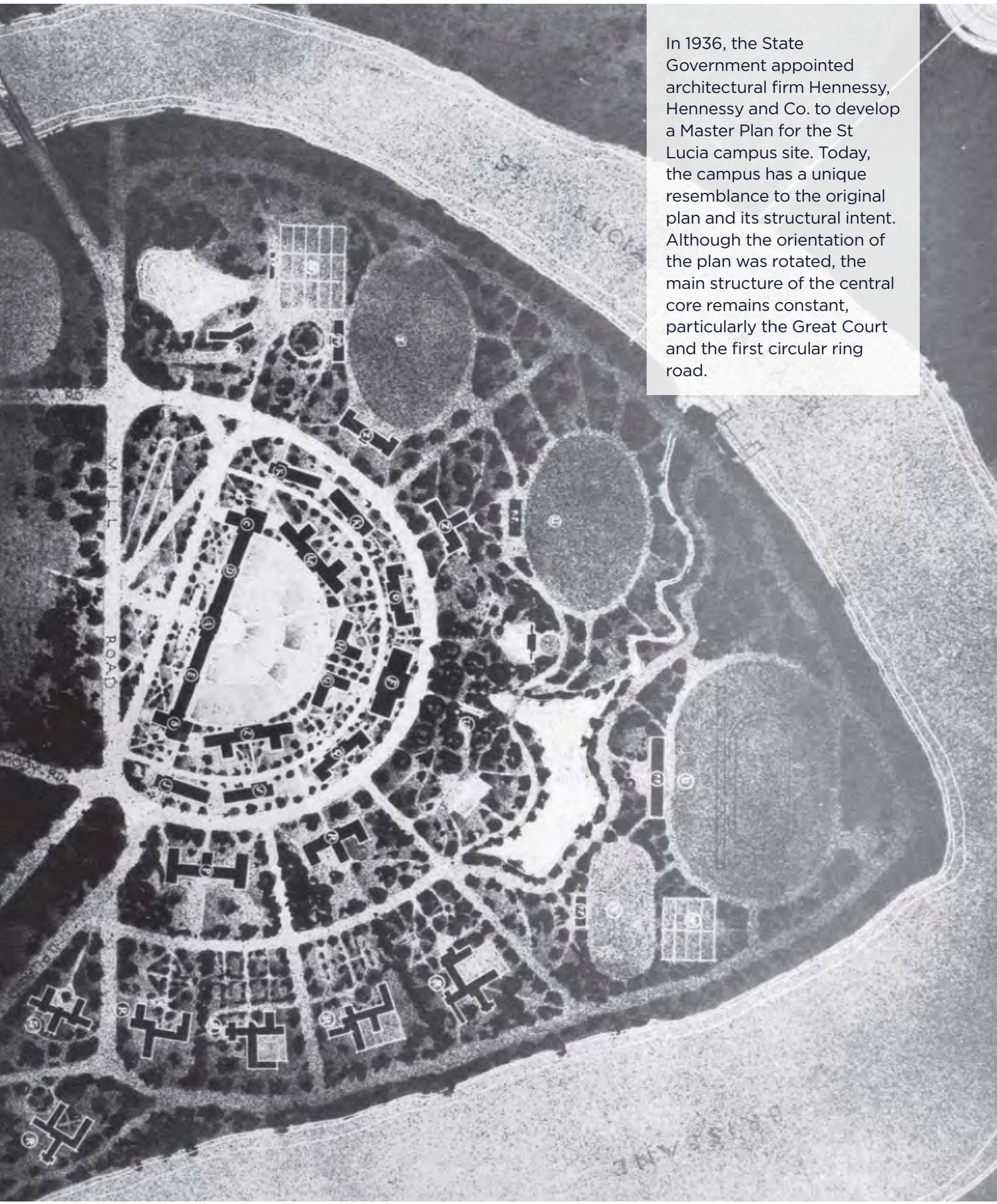
- Community consultation and concept planning approaches will be confirmed for the three identified village precincts, to ensure community values and aspirations are considered when planning and developing these sites.
- Any suggestion to develop an integrated rowing club precinct with Brisbane Boys College (BBC) and Toowong rowing clubs will be removed.

03 Why a Master Plan?

Universities occupy an increasingly competitive landscape. Access to funding, research requirements, international markets, changing pedagogy and operational infrastructure complexities are just some of the critical issues that all institutions must respond to if they are to remain relevant. Added to this is the need to quickly and confidently respond to rapidly changing policy and technology, while retaining the core physical values and experiences of campus life. This requires a master plan that is flexible and adaptable while presenting a coherent whole.

In this context, the Master Plan is a strategic decision-making tool that:

- aligns physical campus form with corporate strategy and governance, to provide a singular direction and organisational capacity to deliver projects in a coordinated manner
- confirms and reinforces the importance of the campus as one of the State and the city's most vibrant places
- clearly demonstrates the transformation of the campus into a place that is an open and attractive destination for the community and international visitors
- guides and prioritises investment in physical infrastructure to maximise its value and long-term relevance
- gives a clear indication to government and community about the future direction of the campus
- provides a place for the University to demonstrate its leadership position on environmental matters, Indigenous reconciliation, economic contribution and community access
- offers an overarching physical framework that is true to the original plan for the campus, while proposing something relevant to the students of tomorrow.



In 1936, the State Government appointed architectural firm Hennessy, Hennessy and Co. to develop a Master Plan for the St Lucia campus site. Today, the campus has a unique resemblance to the original plan and its structural intent. Although the orientation of the plan was rotated, the main structure of the central core remains constant, particularly the Great Court and the first circular ring road.

Hennessy, Hennessy and Co. plan, 1937

3.1 UNIVERSITY TRAJECTORY

The University of Queensland has a long history dating back more than 100 years, as **F**igure 3.1 shows. First established in 1910, the University celebrated its centenary in 2010.

Although steady growth and development has occurred over this time, the St Lucia campus has now reached a point where failure to actively push it forward is likely to reduce the University's long-term competitiveness and attractiveness.

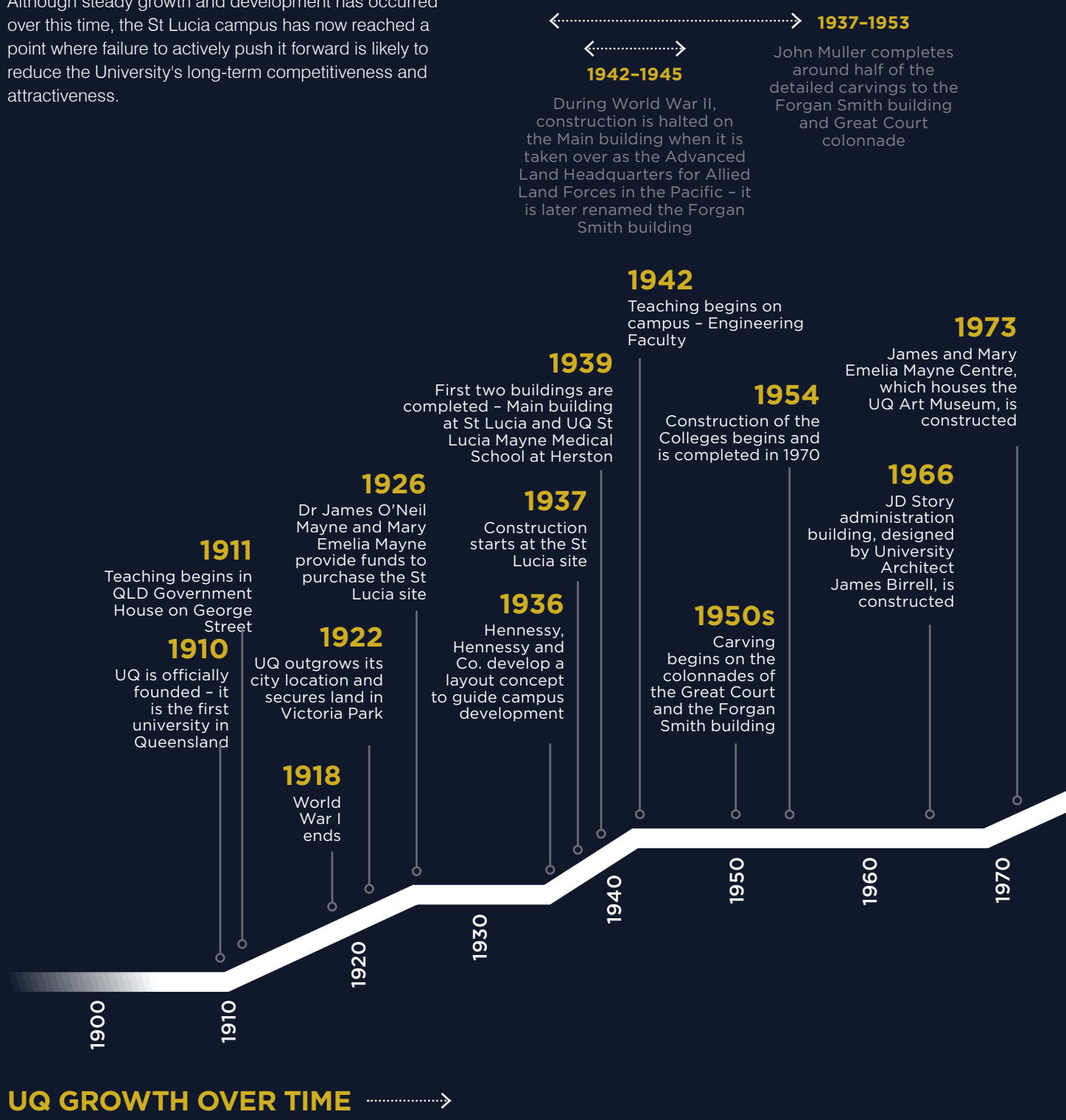
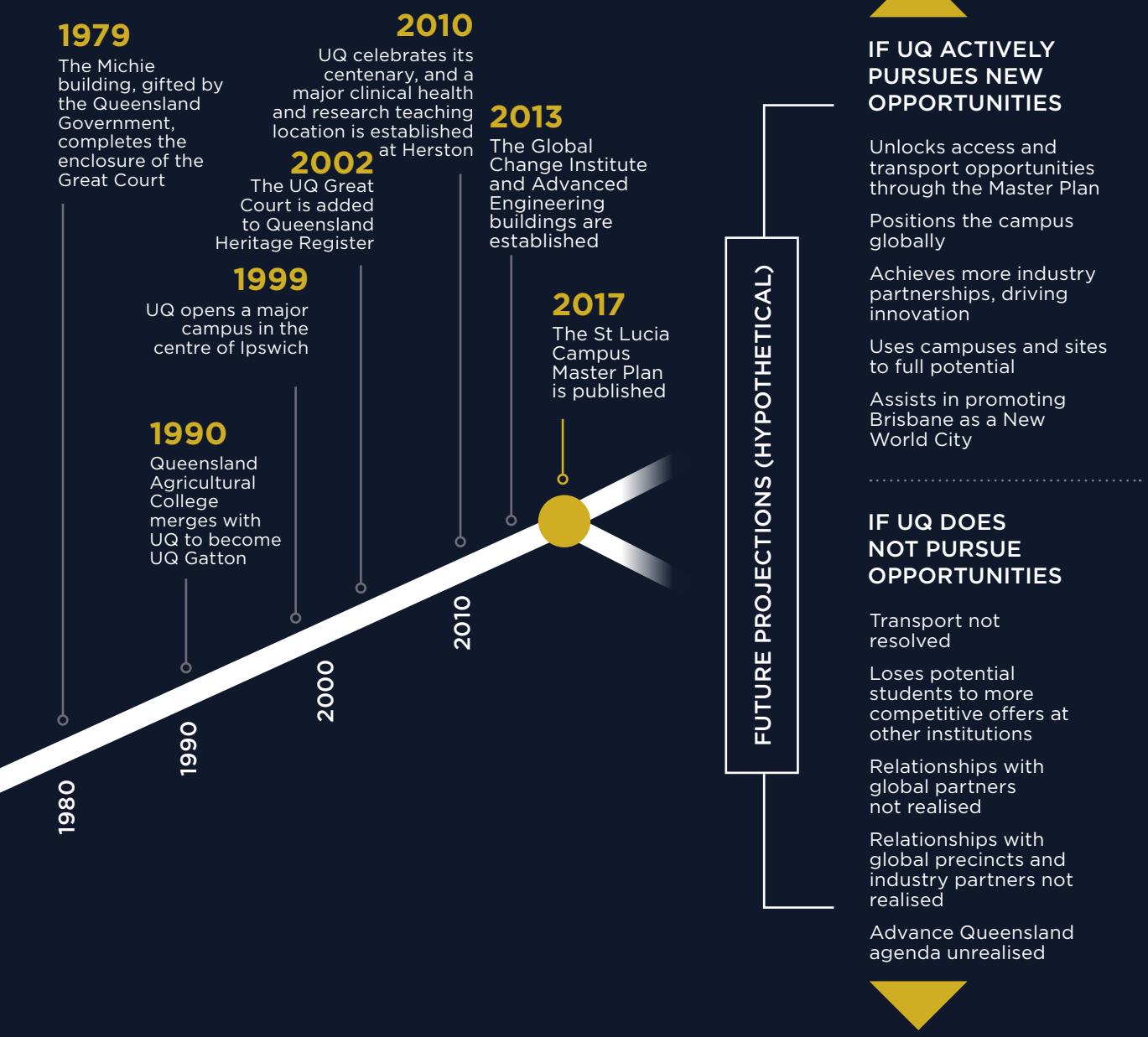


Figure 3.1: *University history, growth and potential*


1979
The Michie building, gifted by the Queensland Government, completes the enclosure of the Great Court
1990
Queensland Agricultural College merges with UQ to become UQ Gatton
1999
UQ opens a major campus in the centre of Ipswich
2002
The UQ Great Court is added to Queensland Heritage Register
2010
UQ celebrates its centenary, and a major clinical health and research teaching location is established at Herston
2013
The Global Change Institute and Advanced Engineering buildings are established
2017
The St Lucia Campus Master Plan is published
1980
1990
2000
2010
FUTURE PROJECTIONS (HYPOTHETICAL)
IF UQ ACTIVELY PURSUES NEW OPPORTUNITIES
Unlocks access and transport opportunities through the Master Plan
Positions the campus globally
Achieves more industry partnerships, driving innovation
Uses campuses and sites to full potential
Assists in promoting Brisbane as a New World City
IF UQ DOES NOT PURSUE OPPORTUNITIES
Transport not resolved
Loses potential students to more competitive offers at other institutions
Relationships with global partners not realised
Relationships with global precincts and industry partners not realised
Advance Queensland agenda unrealised

3.2 STUDENT NUMBERS AND GROWTH

The University has seen steady growth in student enrolments over the years. This growth both represents and contributes to the economic, knowledge and social vibrancy of the city and the State. So it is in the interests of the University to facilitate and manage this potential growth and fluctuations in growth, to ensure education, services and the campus experience are all enhanced by this change.

It is difficult to predict student growth, given current government policy and the increase in online course delivery. Online education has become an increasingly important part of tertiary education, with universities now heavily promoting online learning opportunities.

Advances in technology and fast internet speeds have allowed online education to become more manageable and accessible, with only minimal resources needed. Today, the University's focus has expanded beyond total student enrolments, to include how and where these students will choose to undertake their studies.

Changing the way curriculum is delivered is vital for managing any increase in student numbers. In addition to more off-campus learning opportunities, changes in timetabling and spreading activities throughout the daily class timetabling across the entire calendar year will help manage the number of students on campus at any one time. The variation of activity on campus, as well as the increased use of alternative public and private transport options, will also reduce parking and traffic pressure.

However, it is not the intent of the Master Plan to identify strategies for managing growth on campus. This is the role of the University's Strategic Plan. The Master Plan is designed to accommodate a range of growth scenarios – from limited to moderate growth – and to respond flexibly to each of these scenarios.

The key principles discussed below will assist with managing student growth on campus. The principles focus on maximising the benefits, while minimising direct impacts on infrastructure and the surrounding neighbourhood, and are also directly linked to the University's Student Strategy.

Continued, sustainable growth

As Australia continues to grow, so will the need for top quality educational offerings. Given its role as a major driver of activity for the city and the State, the University is likely to continue growing too.

It is vital to ensure that growth is sustainable. This will increase the critical mass of ideas, research, knowledge and innovation, provide opportunities for local and international students, deliver employment, and unlock funding for investment in quality buildings and spaces.

Effective management of campus operations and infrastructure

This principle foresees using operational improvements to accommodate a larger student cohort over time, without requiring significantly more capacity on campus, as shown in Figure 3.2. Potential considerations include:

- allowing on-campus activities to be held day and night, every day, to encourage consistent and constant use of campus facilities and resources
- considering trimesters or changes to the summer semester, to distribute campus activity more evenly across the year
- encouraging part-time enrolments through more flexible timetable options, which could also add new demographics to the student cohort, resulting in greater social diversity.

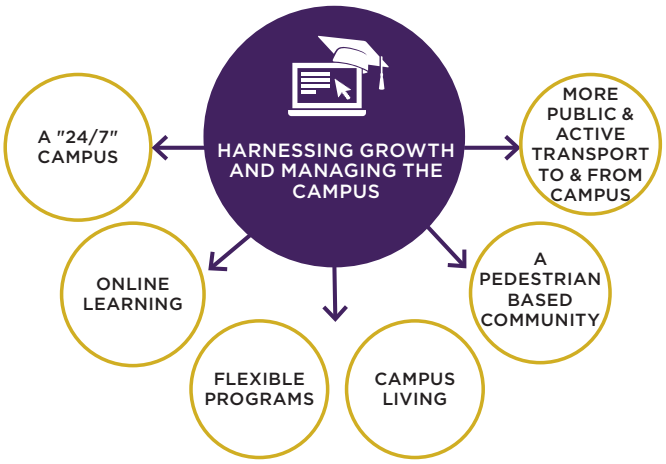


Figure 3.2: *Accommodating student numbers*

Technology harnessed to manage campus impacts and student experience

Maximising advancements in technology to accommodate flexibility within courses and programs could ease pressure on campus amenities. For example, online education platforms provide a more convenient and accessible learning experience, delivering knowledge to more students without needing to expand campus capacity.

Quality and diversity of experience

In the future, the campus will offer a larger variety of public experiences and amenities, including education services, retail, leisure, sports, recreation, and events and entertainment. To support these experiences on campus, and reduce impacts on existing transport and public infrastructure, it is vital to increase the number and quality of campus living options. A dense resident population on campus will bring it to life, promote events and cultural activity, support providing community facilities and services, and create a more sustainable, self-contained campus model – without significant net impact on the surrounding community.

As shown in Figure 3.3 below, these four key principles aim to manage and accommodate changes in campus demographics and population, including students, staff and visitors, without placing additional strain on infrastructure and amenity, and without impacting the neighbouring community.

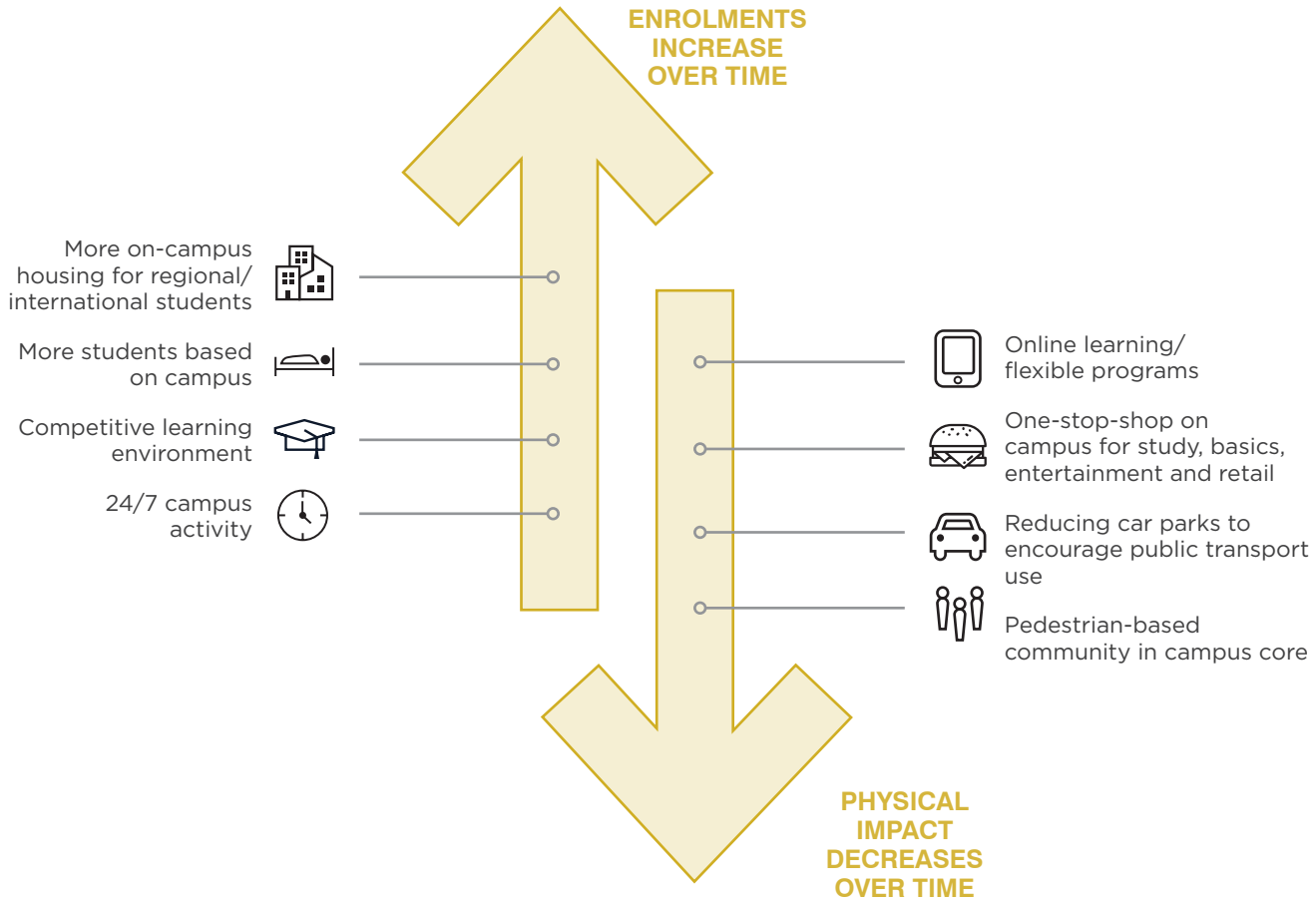
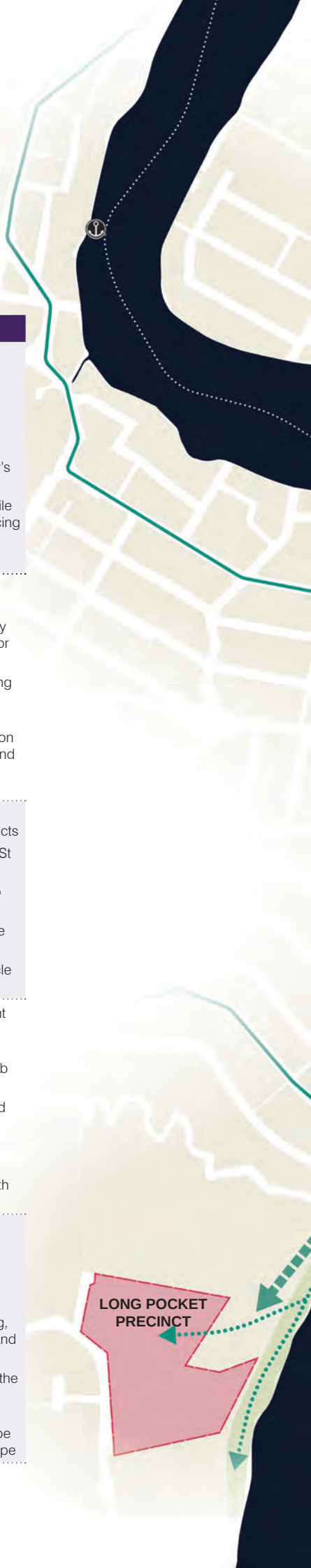


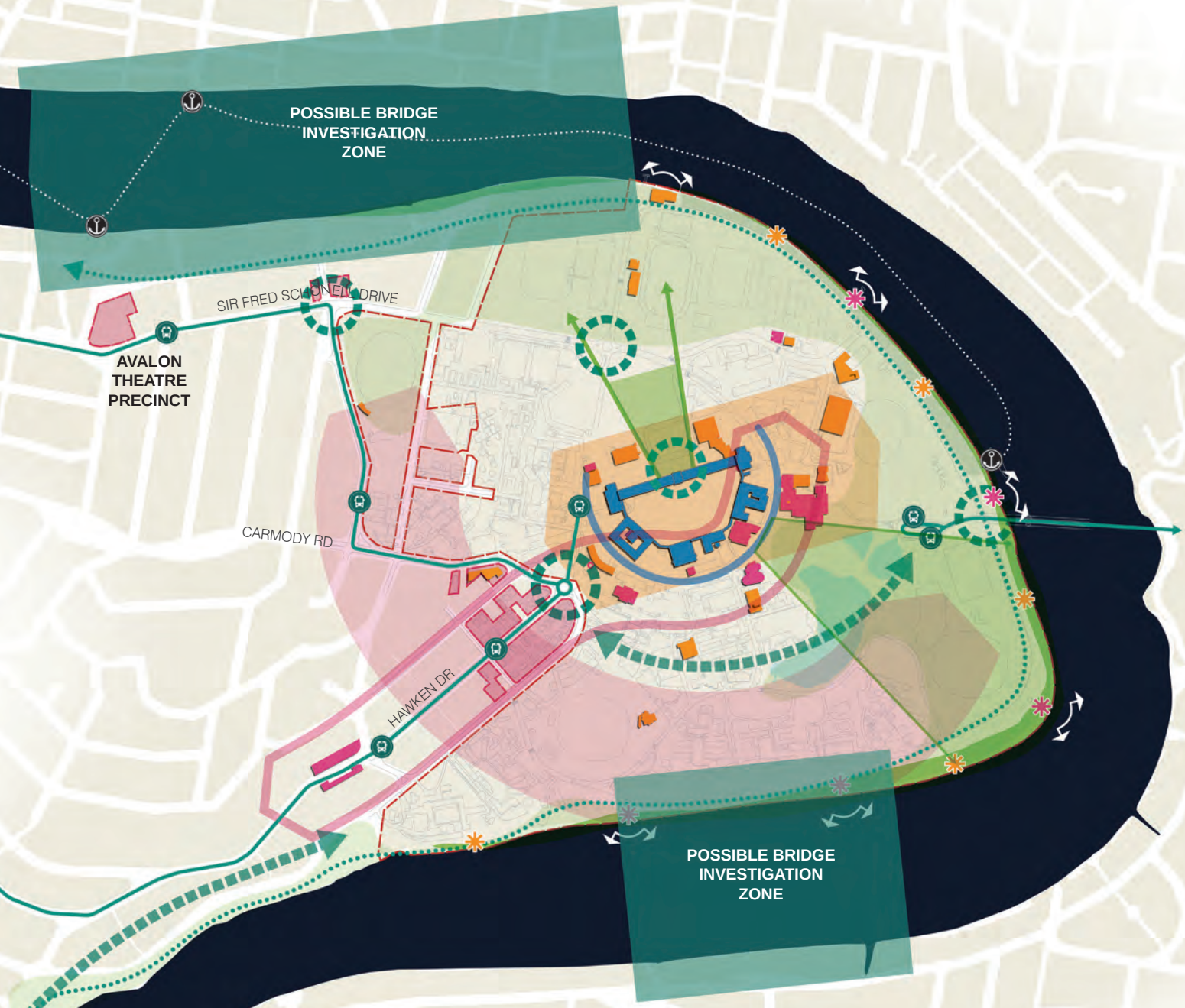
Figure 3.3: *Proposed approach for accommodating increased student numbers over time*

3.3 CAMPUS PLANNING ISSUES AND OPPORTUNITIES

Early investigations for the Master Plan identified a range of issues and opportunities requiring investigation through technical and engagement processes. Key issues and opportunities are listed below, and shown in Figure 3.4.

	OBSERVATIONS	OPPORTUNITIES
BUILT FORM, BUILDINGS AND SPACES	» The Great Court precinct and existing ring road provide the framework and built form legacy for the campus » Excellence in architectural and sustainable design is evident in new campus buildings » Building age, quality and character varies across the campus	» Strengthen original structural intent for campus beyond the Great Court » Redevelop buildings and under-utilised spaces that no longer meet contemporary teaching and research needs » Recognise the increased heights/densities emerging in other peninsulas within the city's five-kilometre radius » Preserve heritage and built-form legacy while creating new landmark buildings and reducing barriers around campus edges » Showcase world-leading architecture
LAND USE, ROLE AND FUNCTION	» Continuing role of campus as a recreation, cultural and community precinct for residents of Brisbane » Currently campus has minimal retail, activity and other service offerings to support students, staff and visitors » Growing demand for on-campus living by both domestic and international students » Landholdings at Long Pocket, Avalon Theatre and Hawken Drive precincts have potential for more active future roles and functions	» Consolidate faculty specialist precincts on campus » Improve quality and mix of retail, community and other services to support student, visitor and resident requirements » Plan for increased numbers of students living on campus and provide a range of living options » Engage with stakeholders and community on planning of UQ St Lucia landholdings beyond the current campus
ACCESS AND MOVEMENT	» Infrastructure needs to support increased cycle movement and walking as a priority » Access constrained by peninsula location » Public transport services need to better respond to student profiles and timetabling » Safety for pedestrians and campus residents after hours is important	» Work collaboratively with local residents to influence city-wide strategic transport projects » Investigate viability of new bridge between St Lucia and identified investigation areas » Ensure effective connectivity and access to existing transport network » Continue to proactively manage and reduce demand for car parking » Reduce vehicles and create pedestrian/cycle priority areas with more end-of-trip facilities
CULTURE, SPORT AND COMMUNITY	» Campus sport and recreational facilities require careful management to meet demands for student, community and competition use » UQ's libraries, cultural programs and collections are highly valued » UQ needs additional student services, including child care, health and other support programs	» Better plan for infrastructure to meet student needs and align with aspirations of the Student Strategy » Enhance campus as an arts and culture hub for staff, students and the community » Consider opportunities for flexible sport and recreation facilities » Activate the river's edge for recreation and other activities » Link sports and recreation opportunities with retail, food and beverage options
LANDSCAPE AND SUSTAIN-ABILITY	» Lack of public realm identity » Need to utilise innovative Water Sensitive Urban Design techniques in planning for future landscape improvements » New technologies could be used to better manage use of energy and utilities » River's edge and recreation space is a key environmental and recreational amenity	» Strengthen public realm quality along main circular path and improve wayfinding elements » Create key arrival and event space at the entrance to Forgan Smith building » Understand issues associated with flooding, energy use, communications, stormwater and overland flow » Enhance landscape and garden-setting of the campus » Enhance social and cultural interactions, understanding of river's edge and landscape amenity, promoting it as a learning landscape





This diagram highlights the issues and opportunities for the campus, as identified in the Key Directions Paper. These are summarised in the table opposite, with the colours below showing how the items relate to each key theme.

Land occupied by the University and its affiliated colleges	Access and movement
Built form, buildings and spaces	Culture, sport and community
Land use, role and function	Landscape and sustainability

Figure 3.4: *Issues and opportunities plan*

04 Strategic positioning

The strategic positioning of the campus, in the context of the city, the country and the world, is an important consideration in the future success of the University and the quality of the St Lucia experience. Many opportunities exist for those universities that can offer globally-significant learning and partnerships, delivered through a unique local experience. Factors such as emerging technological and demographic trends, combined with the changing needs of students, are central to the delivery of a master plan that is relevant today – and responsive for tomorrow.

4.1 EMERGING TRENDS

Universities are in the midst of the greatest period of change in their long history. This is a global phenomenon borne out of shifting global capital, an increasingly mobile and demanding population, and the impacts and immediacy of technology that affect both curriculum delivery and the skills needed in a new labour market.

These global factors are exacerbated by an explosion in the demand for degrees, a complex mix of national policy, and funding agendas that appear to constrain growth and flexibility. This forces an ever-increasing focus on the research economy to underpin revenue and knowledge creation.

It is in this context that the Master Plan must provide a clear and strategic decision-making framework. This moves away from the traditional notion of a master plan as a high-level blueprint for physical planning, to a focus on higher-order matters.

This shift in focus allows the University to make decisions about the campus that align with the organisation's strategic intent, to flexibly manoeuvre to seize opportunity and to retain the 'place capital' that makes it such an attractive destination today.

A thorough review of the changing nature of universities, and the St Lucia campus specifically, revealed a number of key themes and trends likely to impact the campus over the next 10–20 years.

A global marketplace for education

Students, researchers and academics are more globally mobile than ever before. This is evident in the growing number of international students and academics in most Australian universities, which is a major source of ongoing revenue during a time when government funding is diminishing.

It is clear the future of Australian universities, including UQ, depends on creating and continually refining an attractive value proposition for this increasingly selective group of education and experience consumers.

The changing nature and role of students

Now more than ever, students are seeking tailored learning experiences, and they expect a high-quality product for their investment. Universities must adapt to meet these demands, to offer state-of-the-art, contemporary environments that attract students and entice them to attend classes on campus, or risk being left behind by those that can.

Agile infrastructure and the digital economy

Universities seek flexible infrastructure, not only because it allows them to align with the expectations of students, but because it allows infrastructure to be used more efficiently and economically.

The gap is also widening between a significant number of buildings that no longer suit today's curriculum demands, and the desire for future-ready architecture as part of the University's ongoing positioning.

While the digital economy presents opportunities and challenges for the way curriculum is delivered and tailored to individuals, it also provides an opportunity to improve the performance of underused infrastructure.

Key examples include rescheduling and extending timetabling to increase efficiency, introducing trimesters instead of semesters to scale up infrastructure use, repurposing University libraries as catch-all spaces, and meeting the demands of increasingly specific research requirements to capture funding.

Victoria Bridge over Brisbane River at night, Brisbane City

The rise of industry partnerships

The idea of universities partnering with industry is not new. Industry is where much of the mobile capital to fund research exists and, from an industry perspective, can be used to increase the human resources or research and development capacity of private organisations.

Some suggest the future of universities lies in their relationship with the private sector, where large organisations may offer degrees in professional services or other disciplines through the University, as a way of more closely aligning the curriculum with the coalface of industry.

This suggests that creating dedicated hubs for industry and innovation might be a logical outcome of campus planning – places that provide cutting-edge infrastructure and are seamlessly tied into the life of the institution, while retaining the brand clarity of key partners.

Current thinking suggests that universities will increasingly be seen as incubators, places and networks of innovation and knowledge – knowledge shared by both industry and the institution.

A participant and competitor in Australia's New World City

The Brisbane City Council's vision for Brisbane to become Australia's New World City has gained traction in the arts, cultural, financial and educational sectors, to the point where international students, particularly Asian students, are projected to become a sustainable base for major Queensland universities.

To attract and grow the number of international students, it is essential to provide additional, high-quality accommodation on campus, and strategic public transport initiatives that unlock the city for visitors, stable governance and safety and, most importantly, access to an attractive and vital urban environment that has relevance to young people.

UQ St Lucia is not alone in competing for this market. Although the University currently dominates this space in Queensland, significant investment from the Queensland University of Technology (QUT) in the creative industries sector and, to a lesser extent, the cultural programs of Griffith University, offer an increasingly compelling alternative.

The University as a place

Without question, the St Lucia campus provides a remarkable parkland landscape setting in an idyllic subtropical climate and should be able to out-position its competitors as the place to learn, interact, do business and exchange ideas.

One trend observed is the transformation of institutional architectural forms into collections of buildings that form streets and spaces with active frontages to the public environment and the overwhelming thematic sense of precincts within the campus. Transforming the campus in this way shifts away from the traditional campus model and the idea of fine jewel-like buildings in a landscape setting.

The future is likely to hold a mix of both open landscape spaces that create a sense of amenity, and clusters of intensive urban precincts that provide the vitality now demanded by students. These will literally showcase the innovation and research previously locked away inside buildings.

The campus is nestled between the suburb of St Lucia and the Brisbane River. These edges can either be rigid, modelling historic walled campus forms, or they can be more open, inviting activity and allowing seamless movement between the campus and its surrounds. The University prefers the latter.

The emerging trends discussed earlier were thoroughly explored throughout the early master planning phases. This enabled some high-level directions to be identified, specifically for the St Lucia campus. These directions include:

A GLOBAL MARKET PLACE FOR EDUCATION

Capture the imaginations and enrolments of domestic and international staff, researchers and students by:

- creating a St Lucia campus that simultaneously offers an authentic local experience, as well as a globally connected environment
- delivering high-quality student accommodation as part of an integrated offer, including renewal of the colleges.

THE CHANGING NATURE AND ROLE OF STUDENTS

Offer a compelling vision of the future that resonates with the ambitions of contemporary students by:

- making spaces and places that can meet an endless array of student needs and options – flexibility to meet individualised learning experiences and attract talent
- using the St Lucia campus to create experiences that attract and retain students as consumers.

AGILE INFRASTRUCTURE AND THE DIGITAL ECONOMY

Ensure infrastructure is relevant and highly productive by:

- creating flexible buildings and development footprints that can meet the needs of today – and tomorrow
- delivering better modelling and timetabling to allow more productivity from existing buildings
- making St Lucia campus compelling all year, at all times of the day and night.

THE RISE OF INDUSTRY PARTNERSHIPS

Ensure the St Lucia campus and infrastructure captures opportunities for industry co-location and collaboration by:

- identifying land and precincts that could be flexibly developed as hubs to accommodate industry partners
- assessing the demand for industry collaboration, developing a greater understanding of the future of industry partnerships with the University and developing world-leading best practice in this area
- creating future synergies that reflect the potential for the University to be part of the broader knowledge and innovation corridor.

A PARTICIPANT AND COMPETITOR IN AUSTRALIA'S NEW WORLD CITY

Make the St Lucia campus a more explicit component in the wider city by:

- identifying the contribution the St Lucia campus makes to the economy and vitality of the city
- physically connecting the St Lucia campus to other key employment, innovation and commercial centres
- seizing opportunities around new bridges and public transport projects.

THE UNIVERSITY AS A PLACE

Retain and amplify the great qualities of the St Lucia campus by:

- protecting the fine heritage and landscape setting
- focusing on the existing clusters of activity to bring activation to the public realm
- retaining and enhancing the campus's green fringe, while unlocking the value of the riverfront
- using mass, scale and movement to create an edge to the campus that is inviting, integrated with its surrounds and open to the community.

05 Strategic transport

Effectively managing the impacts associated with private vehicle movement and congestion, due to the high volume of traffic to and from the St Lucia campus, is a critical issue for the Master Plan. To create an attractive University campus with improved mobility, the Plan requires tangible and sustainable strategies that will reduce reliance on private vehicle travel.

5.1 STRATEGIC TRANSPORT PLANNING IMPLICATIONS

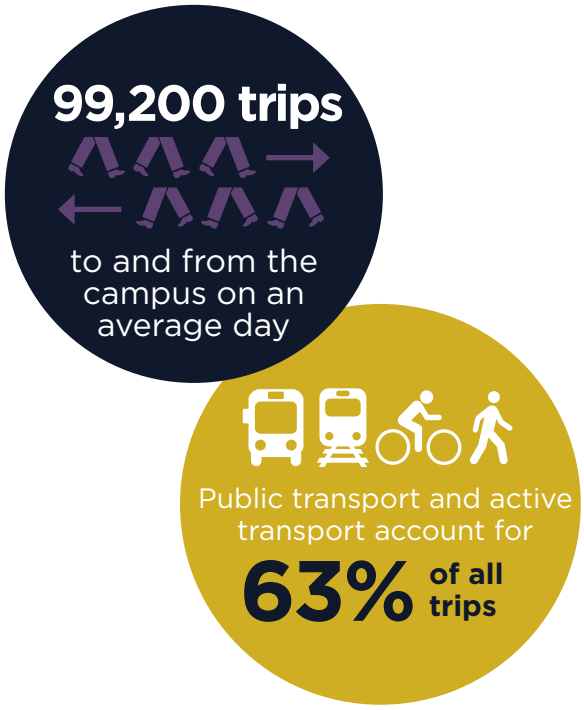
Sustainable transport planning uses a multi-pronged approach, including improved travel choices, pricing, product and road design incentives to encourage more efficient travel choices, and land use patterns that reduce the need to travel and support alternative modes.

The University is committed to playing an active part in the development of transport solutions and will continue to engage with both Brisbane City Council and the Queensland Government as the responsible transport-planning authorities.

Previous review of the changing transport trends and UQ St Lucia-specific transport studies revealed key priorities, including:

- increasing public transport use – possible responses include increasing frequency and span of services, connections and coverage, upgrading facilities, and offering subsidies for students and staff
- reducing car use by managing parking quantity, location and demand, and improving the attractiveness of other transport options
- increasing pedestrian and campus visitor safety through measures such as traffic calming, removal of on-street parking and reduced traffic volumes in active pedestrian areas
- increasing active transport (walking and cycling) through improved integration of facilities into external networks, travel demand management programs, and prioritising active modes
- investigating new river crossings to improve city-wide connections and links to surrounding city-wide economic and knowledge-based precincts
- adopting a Mobility Management approach, moving beyond a single transportation service to a one-stop-shop package which combines a range of transport options and lifestyle services.

Transport trends between 2002 and 2015 are shown in Figure 5.1.



The Eleanor Schonell Bridge connects the St Lucia campus to Dutton Park and is used by pedestrians, cyclists and buses

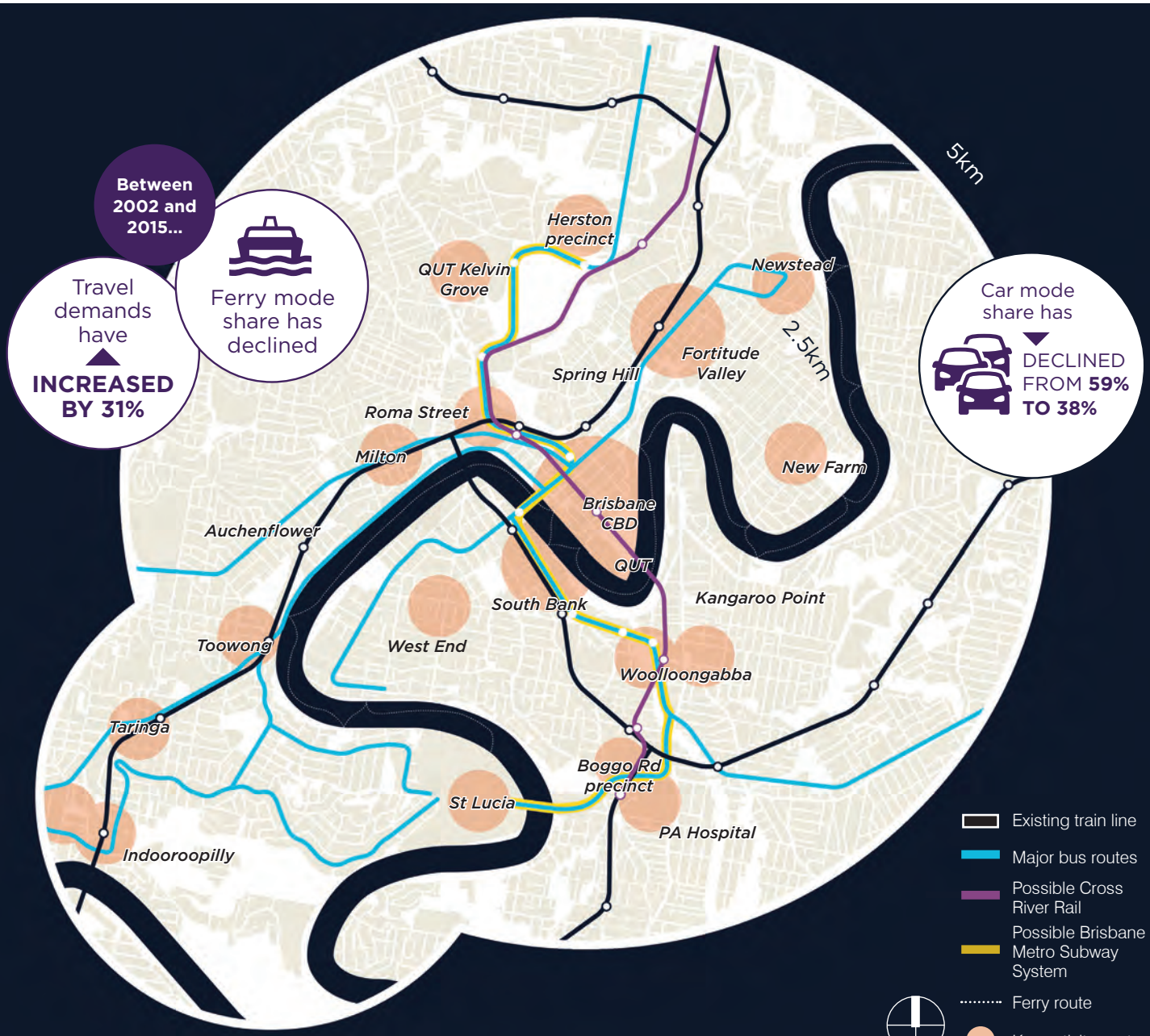


Figure 5.1: *Transport trends from 2002 to 2015*

5.1.1 MULTI-MODAL TRANSPORT PLANNING

There are promising opportunities for creating a vibrant, attractive and integrated community at the St Lucia campus by investing in multi-modal Public Transit System improvements. This system encompasses public, active and private vehicle transport.

A key component of this Master Plan is to encourage people to make better travel choices, by planning a network of modes that complement each other. A comprehensive travel demand management strategy will yield a greater set of economic, social and environmental benefits, by improving the accessibility, connectivity and convenience of the campus, with supporting 'smart growth' land use planning. The focus should not be limited to transport or transit, but instead be on mobility, connectivity and sustainability.

5.1.2 SHIFTING TO STRATEGIC MOBILITY MANAGEMENT

We are now witnessing the opportunities arising from digital disruption and the resulting rapid rise of the sharing economy, access over ownership, mobility services on-demand, the convergence of modes and types of transport, and the blurring of boundaries between public and private transport.

Increasingly, the community's perception of car-only transport will be replaced by a better understanding and acceptance of the diversity of transport options available. Aided by connected vehicle technologies and peer-to-peer applications, inter-operability of different modes of transport will increase. Integration of mobility solutions will further grow, giving people greater flexibility of choice.

Mobility management aggregates infrastructure, services, modes, technology, data and information. It defines and delivers integrated mobility products and services. These are built on lifestyle needs and value propositions, via user-facing technology, to deliver real value. This creates a sustainable business model and a strong demand-management tool. The shift from traditional transport planning to the mobility management model is shown in Figure 5.2.

Adopting a mobility management framework is an exciting opportunity for UQ St Lucia to demonstrate smart growth, leadership and collaboration with industry.

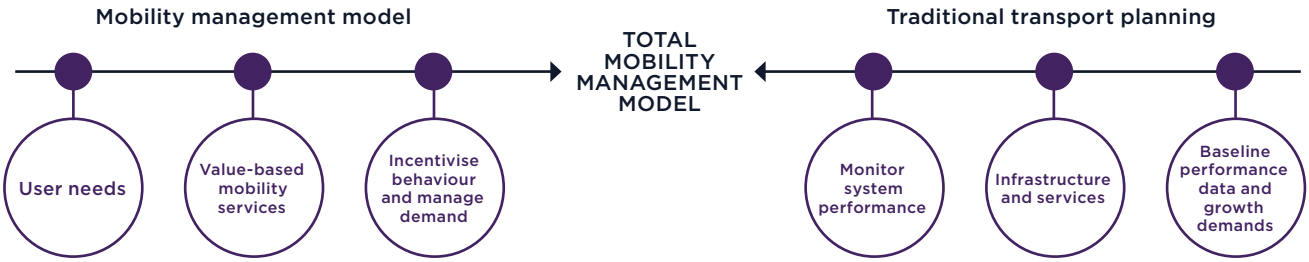


Figure 5.2: *The shift from transport management to total mobility management*

5.1.3 TRANSFORMATIVE TRANSPORT PROJECTS IN SOUTH-EAST QUEENSLAND

The Queensland Government's Draft South-East Queensland (SEQ) Regional Plan, Shaping SEQ, reinforces the critical role of connectedness and the ease of travel in shaping and supporting our economy and lifestyle. It articulates a vision for a region of complete and interconnected communities, supported by a multimodal and integrated regional transport system that prioritises public and active transport.

Cross River Rail

Cross River Rail is currently the Queensland Government's highest priority public transport infrastructure project. It links southern and northern rail networks via a Dutton Park to Bowen Hills direct connection.

This project will significantly enhance connectivity within Brisbane, particularly between knowledge and technology precincts and the CBD. The proposed new Boggo Road station will boost interchange opportunities and take public transport access for the University's students, staff and visitors to the next level.

Brisbane Metro Subway System

Brisbane City Council has also proposed the Brisbane Metro Subway System, currently at the business case stage, which is intended to cut bus travel times and provide more buses to service the suburbs. As of June 2017, the current proposal plans to extend the metro network to terminate at the UQ Lakes stop on the campus.

State and local government strategies

The state and local governments' Principal Cycle Network Plans, Active Transport, Unique Window of Opportunity and River's Edge strategies also present significant opportunities to improve region-wide accessibility and to enhance the amenity of the city's urban realm.

Additional river crossings

Key opportunities exist to establish more river crossings, address gaps in the pedestrian and cycling network, provide more direct connections with high frequency public transport networks, and encourage use and enjoyment of the city's river edge.

Increased public transport use

Increasing public transport use, as part of the effective management of travel demands, is not solely tied to infrastructure solutions. To attract riders, the service experience must also be improved. This includes value for money.

Simplified public transport zoning system

In January 2017, the Queensland Government implemented a more simplified public transport zoning system across Brisbane, cutting 23 zones down to eight, and providing lower fares for all zones. Most customers now pay less for public transport, making the choice to access the campus by public transport more attractive.

It should also be noted that TransLink is expected to upgrade the current ticketing system to an account-based system in the coming years. Account-based ticketing systems are more scalable and flexible, make it easier to implement incentives, and present an opportunity to introduce more effective travel demand management tools.

A joint approach to planning and investment in public and active transport initiatives will maximise benefits and achieve the long-term vision for the campus, surrounding neighbourhoods, Brisbane City and the SEQ region.

As part of the Master Plan, UQ St Lucia will:

- explore opportunities arising from significant public transport and active transport projects in the SEQ region
- work collaboratively with government and industry partners to achieve a level of connectivity that transforms the city.

In partnership with all levels of government and the private sector, UQ St Lucia will work to:

- assist TransLink in its strategies to simplify and expand the network frequency
- facilitate connecting the campus with the city's public transport network through mobility solutions (both infrastructure and non-infrastructure)
- assist with the integration of modes to and possibly through/around the campus (rail, ferry and future metro/light rail services) to improve accessibility
- enhance supporting infrastructure, interchange facilities and navigability
- clearly promote and communicate changes in service offerings
- improve the customer experience.

06 Cultural landscape heritage

The University of Queensland is committed to supporting reconciliation between Indigenous and non-Indigenous Australian peoples. In keeping with the spirit of Reconciliation, we acknowledge the Traditional Owners of the lands where the St Lucia campus now stands.

We wish to pay respect to Elders – past, present and emerging – and acknowledge the important contributions Aboriginal and Torres Strait Islander peoples have made to The University of Queensland, and will continue to make towards achieving our collective aspirations for the University's future. Ideas and initiatives are outlined in Section 9.2: Strategy One – Leader.

6.1 RECOGNITION OF ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLES

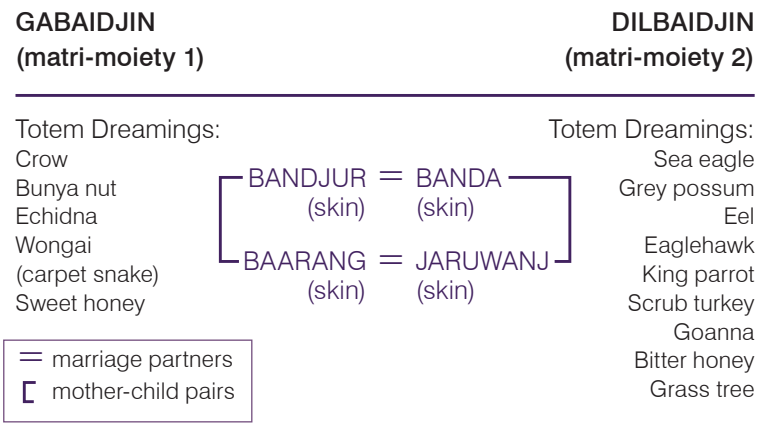
The campus has a rich history and ongoing connection with Aboriginal and Torres Strait Islander peoples. This is recognised in the planning and management of the campus. Figure 6.2 illustrates where the St Lucia campus sits within the traditional Aboriginal cultural landscape at St Lucia and Long Pocket.

Aboriginal people in South East Queensland (SEQ) belonged to a society that extended north and south along the coastal plains and inland to the Great Dividing Range. Social organisation involved multiple tribal or language groups, each subdivided into local clans in charge of 'principalities' or estates.

Before European settlement, Aboriginal people travelled along ancient pathways throughout the region, gathering with local clans for trade, wife promising, public feasting and festivals, ceremonies (including bora) and dispute resolution.

A social classification system of 'skins' categorised people into four classes, which were each associated with a cluster of totems, either plants, animals and meteorological or planetary phenomena, and for which there were sacred sites in the environment (Figure 6.1). The four classes were common to all clans in the society and therefore all clans were bound by this class system, which prescribed preferred marriage partners and totemic affiliation.

Figure 6.2 positions the St Lucia campus within a schematic reconstruction of the traditional Aboriginal cultural landscape at St Lucia and Long Pocket. Aboriginal people in South East Queensland (SEQ) belonged to a society that extended north and south along the coastal plains and inland to the Great Dividing Range. Social organisation involved multiple tribal or language groups, each of which was subdivided into local clans in charge of 'principalities' or estates. People traveled along pathways throughout the region in order to be hosted by local clans for trade, wife promising, public feasting and festivals, ceremonies (including bora) and dispute resolution.



'matri-moieties' means half of a society along maternal descent lines.

This material has been compiled by Professor Paul Memmott with Des Sandy, Alex Bond, Arthur Isaacs, Ray Kerkhove, Brian Coghill, The University of Queensland, the Aboriginal Environments Research Centre and the Institute for Social Science Research.
This information is current as at February 2017.

Figure 6.1: *Aboriginal skins or classes of South East Queensland divided into 'matri-moieties'**

St Lucia 1926

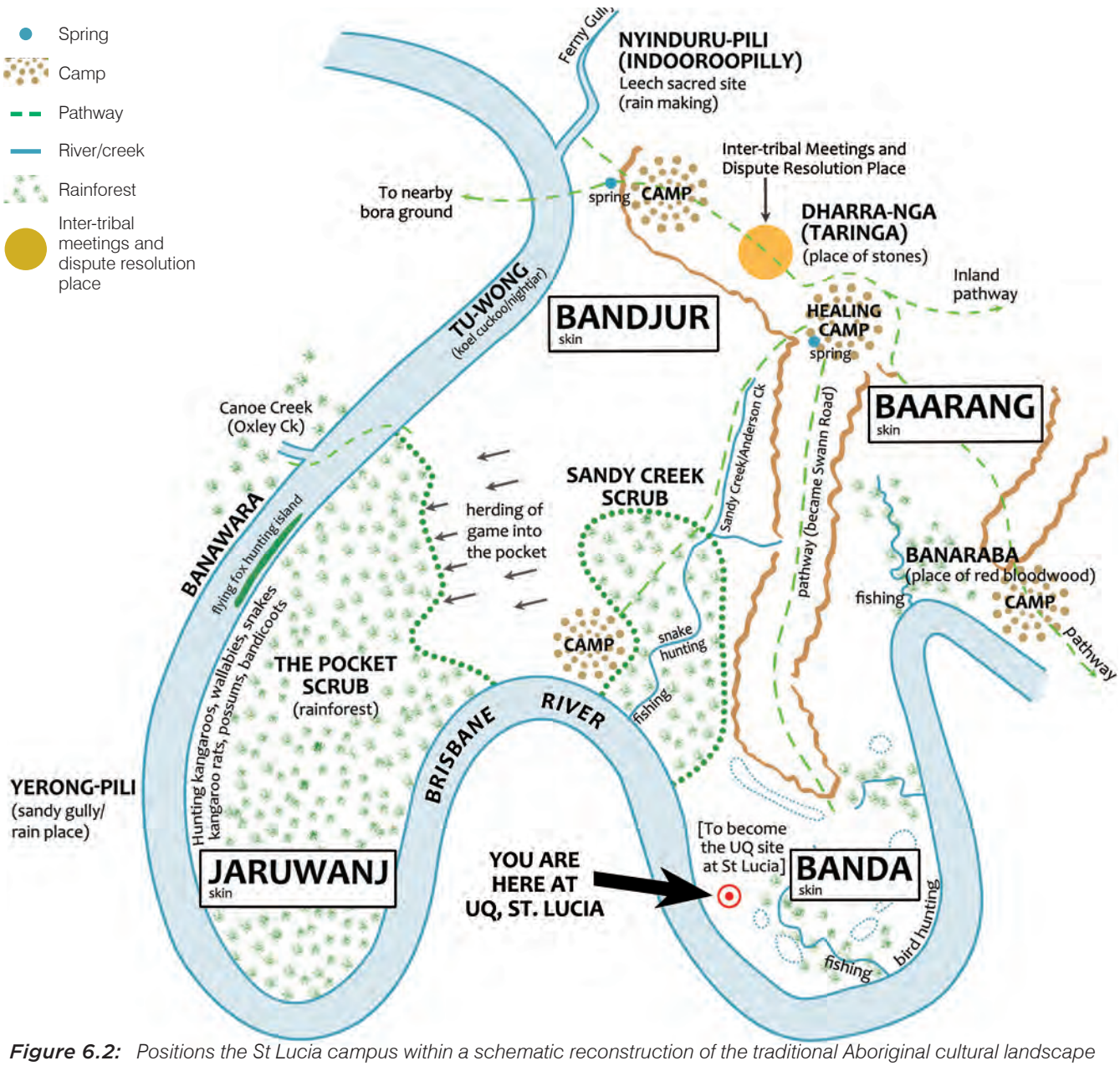


Figure 6.2: *Positions the St Lucia campus within a schematic reconstruction of the traditional Aboriginal cultural landscape at St Lucia and Long Pocket. Aboriginal people in South East Queensland (SEQ) belonged to a society*

Part B: Guiding framework

07	VISION AND PRINCIPLES	Identifies the vision and principles for the Master Plan, and develops an overarching structure plan/framework diagram.
08	CONCEPTUAL VISION	Provides a high-level, illustrative vision of the blue sky ideas around the Master Plan.
09	MASTER PLAN STRATEGIES	Identifies key projects and initiatives, led by seven key strategic moves for the campus, supported by a series of Master Plan strategies.
10	ENABLING PROJECTS SUMMARY	Provides a summary of key enabling projects, including quick-wins and projects with high return on investment, which will help deliver the Master Plan strategies.
11	NEXT STEPS	Outlines the next steps for the Master Plan, including a summary of proposed projects and future community and stakeholder engagement work.
12	GLOSSARY OF TERMS	Provides a glossary of terms and key words that appear frequently throughout the Master Plan.

Strategic context

STRATEGIC POSITIONING AND TRENDS	TRANSPORT PLANNING IMPLICATIONS	STUDENT NUMBERS AND GROWTH	CULTURAL LANDSCAPE HERITAGE

Vision

The following vision has been identified for the *St Lucia Campus Master Plan*.

A community of innovators, in a riverside garden, in a city.

Key themes and principles

The vision for the St Lucia campus is underpinned by the following key themes and principles:

THEME 1
CONNECTIVITY TO THE CITY

THEME 2
DISTINCT ST LUCIA CAMPUS

THEME 3
CULTURE AND COMMUNITY

THEME 4
INNOVATION AND AUTHENTICITY

Master Plan strategies

The following strategies make up the Master Plan, and have key outcomes and actions/directions.

LEADER

- Leader in education
- Economic and knowledge contributor
- Environmental leader
- Sustainability
- Partnership with industry
- Connecting with community
- Indigenous and cultural heritage
- Strategic transport infrastructure
- Community and cultural stage

CONNECTED

- Digitally enabled campus
- Bridges for a riverside campus
- Active transport and connectivity
- Public transport
- Vehicular circulation, parking and management

LEGACY

- The Hennessy Plan
- Important buildings
- Building and design excellence
- Building height and density

OPEN

- Campus gateways
- Built form edges to the campus
- Wayfinding
- Community facilities
- Operations and management

EXPERIENCE

- Public realm framework
- Create a heart to the campus
- Arts, culture and events
- Retail and activation
- Play
- Lighting

FRAMED

- The rivers edge
- Campus living
- Open spaces and sporting facilities
- The campus as a learning environment

VILLAGES

- Campus villages
- Peninsula precincts

Enabling Projects

A series of feature projects and early ideas to help achieve the Master Plan strategies.

07 Vision and principles

The Master Plan vision, key themes and principles have been drafted following consultation with key stakeholders and the Master Plan Steering Group.

Figure 7.1: *Inputs to the Master Plan vision*

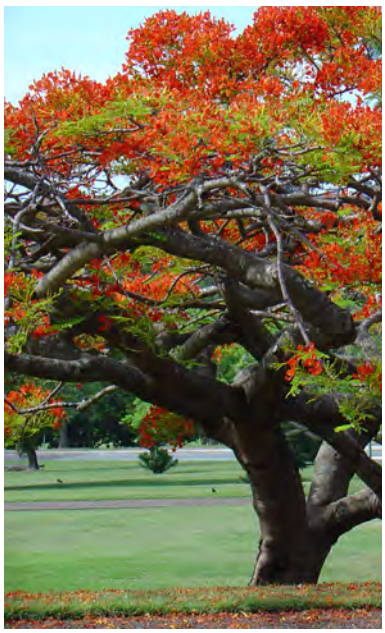
7.1 MASTER PLAN VISION

A community of innovators, in a riverside garden, in a city.

This vision means that the St Lucia campus will:

- *look to the world*
- *create more reasons to be on campus*
- *be a place where students, researchers, academics and industry want to come together*
- *open its edges to the community and the city*
- *become a highly connected destination*
- *unlock the river's edge to create a compelling garden for learning and recreation*
- *reinforce the Hennessy Plan*
- *celebrate its heritage of arts, culture, design and original Indigenous geography.*

Inputs to the Master Plan vision are shown in Figure 7.1, and the UQ St Lucia framework is illustrated in Figure 7.2.



From left: Flame trees on the lawn in front of the Forgan Smith building, kayakers enjoy the Brisbane River, students move through the Great Court cloisters, and the Riverwalk at Toowong.

7.2 KEY THEMES AND PRINCIPLES

The vision for the St Lucia campus is underpinned by the following key themes and principles:

THEME 1

CONNECTIVITY TO THE CITY

INTEGRATED CONTRIBUTOR TO THE CITY

The University is a key participant in the economic and knowledge contribution to the city through integration and partnerships with businesses and industry.

INTEGRATED TRANSPORT INFRASTRUCTURE

Getting to and from St Lucia is easier and more enjoyable through new river crossings and public transport infrastructure.

ACTIVATED DESTINATION

New living precincts and activity areas enliven and transform the University into a city destination of its own - a place where people want to be.

THEME 2

DISTINCT ST LUCIA CAMPUS

INTERESTING AND CLEARLY DEFINED HEART

The campus has a clearly defined heart that is active at all times of the day and night, surrounded by distinct precincts and sub-precincts.

OPTIMISED CAMPUS CAPACITY AND CONNECTIONS

Campus facilities and accommodation maximise the efficiency of existing spaces to provide on-campus living and activity that will ultimately reduce traffic congestion.

UNLOCKED RIVER AND LANDSCAPE POTENTIAL

The environmental amenity and recreational value of the river and green setting is recognised and realised.

THEME 3

CULTURE AND COMMUNITY

OPEN, ACTIVE AND INCLUSIVE CAMPUS

The edges of the campus are welcoming and offer ease of access for the community to benefit from the facilities and activities of the campus. The campus will be a hub for healthy and active living and focus on active transport, wellness programs, healthy initiatives and events.

CONNECTED WITH INDIGENOUS SOCIETY AND COMMUNITY

The University will recognise and promote Aboriginal and Torres Strait Islander values, cultures and landscapes through its leadership, engagement programs, innovative design solutions and campus management.

SUSTAINABILITY FOR THE FUTURE

An economically, environmentally and culturally sustainable campus, that recognises and adapts to changing conditions, is created for future generations.

THEME 4

INNOVATION AND AUTHENTICITY

FLEXIBLE AND ADAPTABLE BUILDINGS AND SPACES

Buildings and spaces are flexible and able to meet the demands of disruption, the global marketplace, changing pedagogies and new research methods.

ENHANCED ARCHITECTURAL AND PLANNING EXCELLENCE LEGACY

The heritage of buildings, landscape and events associated with the campus are celebrated and protected.

INTEGRATED LEARNING LANDSCAPE

The vibrant, integrated, digitally enabled campus environment supports and enhances on-campus learning and social activities.

7.3 FRAMEWORK DIAGRAM

This framework has been developed for the campus, based on previous consultation and site analysis, and on the opportunities and constraints outlined in the Key Directions Paper.

Site boundaries – key sites and boundaries indicating land occupied by the University and its affiliated colleges.

Built form – existing built form of varying quality to remain on campus, with some buildings to be marked for refurbishment.

The Hennessy Plan – re-establishing the Hennessy Plan through the symmetrical route surrounding the Great Court, with a north-south and east-west link to the campus edges. This will require realignment of University Drive.

Formalised green wedge – as part of re-establishing the Hennessy Plan, an opportunity exists to formalise the green space at the front of the Forgan Smith building, retaining key views to and from the building, and creating a major new event space.

New iconic building – develop a new landmark building on the western side of the green wedge with a strong focus for arts, culture and innovation.

Precincts – a series of precincts were identified, surrounding the Great Court, where likeminded schools and groups are co-located.

- (A) **Science, engineering, design and technology**
- (B) **Arts, culture and creativity**
- (C) **Business, industry partnerships and sport**
- (D) **Gateway precinct**
- (E) **Long Pocket – innovation and research**
- (F) **Avalon Theatre – mixed-use community-based events**
- (G) **Hawken Drive – mixed use residential**

Square/garden – create a central node in each of the precincts where students and staff can gather, with the potential for small food and beverage outlets.

Major activity nodes -

- (H) Student Union hub – existing hub is located on the eastern axis of the symmetrical ring road.
- (I) New retail hub – new activity node of similar size to be established on the western axis of the ring road, to create a secondary core activity area.

Activated Great Court – the Great Court will link the two major activity nodes above, creating a more activated core to the campus.

Student residential frame – student-living to the south and west creates a key transition zone between surrounding residential uses and the campus.

Green edges and sports frame – established open space and sporting frame to the river edges of the campus to be enhanced.

- (J) **Gateway landscape**
- (K) **Sports and active landscape**
- (L) **Passive landscape**
- (M) **Events landscape**

Permeable living edges – connections through student-living into campus to create an open and accessible campus.

Riverfront nodes – opportunity to create a series of activity nodes along the river's edge.

Viewing platforms – opportunity to create connection with the river's edge and take advantage of waterfront views.

Key gateways – three key gateways into the campus will be at the Sir Fred Schonell Drive entrance, the Hawken Drive/Chancellor's Place entry, and the Eleanor Schonell Bridge entry.

Riverfront pedestrian/cycle way – encourage walking and cycling along the river's edge.

Bridge investigation zone – investigation zones for possible future bridge connection.

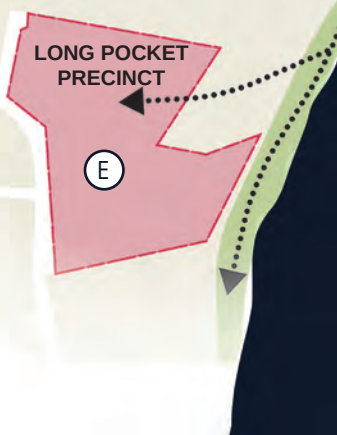


Figure 7.2: *UQ St Lucia framework diagram*

08 Conceptual vision

The conceptual vision illustrative plans present an aspirational position for the St Lucia Campus Master Plan. It envisages a diverse and active campus vastly different from the one that exists today, especially in the long-term option. Two options have been developed – one demonstrating a short-to-medium term approach to change, and the second representing a much longer-term approach to change. The conceptual vision illustrative plans demonstrate potential outcomes of the strategies and intents of the Master Plan, offering visionary and indicative solutions only.

8.1 SHORT-TO-MEDIUM TERM CONCEPTUAL VISION

The St Lucia Campus Master Plan focuses on integrating the campus seamlessly and functionally into the wider St Lucia population, and creating its own unique identity as a community space rather than just a university campus. It will be a place for people, a lively and active city precinct. The short-to-medium term conceptual vision, shown in Figure 8.1, encourages the redevelopment of some key precincts and buildings, but it focuses more on creating vibrant streets, plazas and open spaces that provide a strong wayfinding and navigation tool for the campus, as well as increasing activity and creating places for entertainment and social interaction. Many of the ideas can be achieved through key public realm and activation initiatives without changing too much of the existing campus building fabric. It is anticipated to have an implementation span of around 10–15 years.

	Existing built form to remain on campus		New buildings on campus
A	major new St Lucia Parkland	B	Continuous river front pedestrian/cycle access
C	Redevelopment of the Great Court landscape	D	Investigation zone for potential new pedestrian/ cycle bridge to West End
E	Two major circular pedestrian-focused streets	F	A major new events lawn at the main entrance
G	Underground bus interchange	H	Riverstage/amphitheatre for events/performances
I	Chancellor's Place activity node and plaza	J	Floating swimming pool adjacent to existing pool
K	Redeveloped Student Union hub	L	New marina/mooring facilities
M	Enhanced sports fields and amenities	N	Central plazas and collaboration spaces
O	Business and industry precinct	P	Iconic landmark building at the main entrance
Q	New mixed-use residential living at Hawken Drive	R	Upgrades to existing rowing club facilities
	Key sites and boundaries indicating land occupied by the University and its affiliated colleges		

Figure 8.1: *Conceptual vision illustrative plan – short-to-medium term vision (10–15 years)*

8.2 LONG-TERM CONCEPTUAL VISION

The long-term conceptual vision builds on the short-to-medium term plan and provides a blue sky approach to campus development. This option looks at opening the campus to better development opportunities by removing many of the buildings identified as possibilities for redevelopment.

This vision will provide a place of intense activity with high-quality architecture and a simple and easy-to-follow layout and structure. The plan, shown in Figure 8.2, looks at an implementation timeframe likely to span over 30–50 years, and considers the University colleges being completely redeveloped during this time. Additional medium-density residential developments would be created along the edges of the campus.

	Existing built form to remain on campus		New buildings on campus
A	Major new St Lucia Parkland	B	Continuous river front pedestrian/cycle access
C	Redevelopment of the Great Court landscape	D	Investigation zone for potential new pedestrian/ cycle bridge to West End
E	Two major circular pedestrian-focused streets	F	A major new events lawn at the main entrance
G	Underground bus interchange	H	Riverstage/amphitheatre for events/performances
I	Chancellor's Place activity node and plaza	J	Floating swimming pool adjacent to existing pool
K	Redeveloped Student Union hub	L	New marina/mooring facilities
M	Enhanced sports fields and amenities	N	Central plazas and collaboration spaces
O	Business and industry precinct	P	Iconic landmark building at the main entrance
Q	New mixed-use residential living at Hawken Drive	R	Upgrades to existing rowing club facilities
S	Delivery of individual master plans for colleges	T	Investigation zone for potential new pedestrian/ cycle bridge to Yeronga
U	Medium-density residential developments at the campus edges		Key sites and boundaries indicating land occupied by the University and its affiliated colleges

Figure 8.2: *Conceptual vision illustrative plan – long-term vision (30–50 years)*

09 Master Plan strategies

The Master Plan has identified key projects and initiatives that will transform the University and enable it to compete globally in the future. The key projects are led by seven key strategy moves for the campus, and these are informed by a series of sub-strategies to provide the campus with supporting projects and initiatives. The projects listed under each of the strategies will be subject to further investigation and detailed planning.

9.1 KEY STRATEGIC MOVES

The Master Plan vision for the St Lucia campus is will be made a reality through the sequential delivery of seven key strategies. These underpinning strategies have been developed and organised through a process of iterative refinement that considers the:

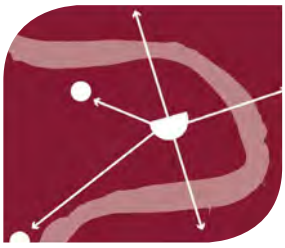
- alignment of the master planning process with the University's wider strategic ambitions
- key issues and opportunities noted during the process of internal and community engagement
- strategic global context in which the University must compete and succeed
- outcomes of the physical analysis processes
- proposed and planned major city-wide infrastructure.

The seven key strategic moves for the campus, and their broad intent include:

LEADER

Align the physical planning with its wider educational, research and corporate strategies, to create a place that is a true participant in the community, the city and the world.

1. Super knowledge precinct
2. Indigenous story
3. Cross-campus bus link
4. Integrated new bus station



CONNECTED

Improve the quality and nature of connectivity to the St Lucia campus and within it.

5. West End bridge
6. Electric bus
7. Colleges Road alignment
8. Mobility management apps

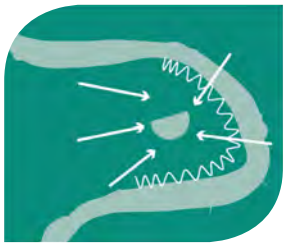
LEGACY

Protect and enhance the fine heritage of site planning, landscape setting and architectural quality to maintain The University of Queensland experience.

9. Street address
10. Great Court landscape design
11. Reinstate the heritage circuit
12. New iconic landmark building

Eleanor Schonell Bridge

Kangaroo Point River Walk



OPEN

Allow the effortless movement of people and ideas through the campus.

- 13 Chancellor's Place upgrade
- 14 Play spaces
- 15 Circuit Drive character

EXPERIENCE

Combine education and research with an active public realm, public events and a vibrant community life.

- 16 Major events lawn
- 17 Riverstage
- 18 River moorings
- 19 Outdoor cinema
- 20 Pop-up activities

FRAMED

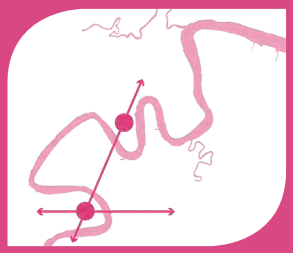
Promote, retain and sustain campus vibrancy and amenity through riverside landscape and residential areas.

- 21 St Lucia parkland
- 22 Boat club precinct
- 23 Living laboratory

VILLAGES

Create connected precincts for complementary curriculum, research and social environments.

- 24 Collaboration and innovation plazas
- 25 Peninsula precincts



STRATEGY ONE
LEADER

The University of Queensland will cement and amplify its position as a knowledge, community, environmental, technology and economic leader. This leadership strategy is the highest priority of the Master Plan. It seeks to align the physical planning of the St Lucia campus with its wider educational, research and corporate strategies, to create a compelling place that is a true participant in the community, the city and the world.

In this context, the strategic priorities are:

STRATEGIC PRIORITIES	TARGET
Integrate with strategic transport investment in the city.	Connect the St Lucia campus to the CBD by 2025, with enhanced connections and public transport links (subject to state government priorities and infrastructure delivery).
Partner with industry to create the curriculum and campus of tomorrow.	Unlock Long Pocket as a hub for industry partnership, with the first stage designed by 2020.
Use the campus as a city-scaled stage set for community and cultural events.	Partner with the Brisbane Festival to use the campus for major public events in 2018.

The sub-strategies, ideas and projects that support the idea of a 'leading campus' are set out on the following pages , and the Leading strategy is illustrated in Figure 9.2.

9.2.1 LEADER IN EDUCATION

The University will strive to continue and improve its current high-level ranking among global education leaders. In recent years, the University has risen in the prestigious Academic Ranking of World Universities to rank 55th globally in 2016, climbing 35 places since 2012. The University is focused on securing even better positioning, with continued improvement in leading education and research practices. The strategic approaches and initiative the University will focus on include:

- demonstrating strong leadership by delivering a contemporary learning environment with unique collaboration hubs, which supports students and staff in achieving their academic, research and teaching aspirations, and that attracts, fosters and challenges the brightest minds
- providing infrastructure, facilities and spaces that ensure the goals of the UQ Student Strategy are achieved and students are supported to have a fulfilling student experience
- improving performance of the campus and its assets, through better use of spaces and developing infrastructure that meets the future demand for working and learning spaces
- maintaining a strong focus on ensuring the campus is open, inclusive and accessible in its planning, design and management, and that students, staff and visitors feel welcome and engaged.

9.2.2 ECONOMIC AND KNOWLEDGE CONTRIBUTOR

The St Lucia campus is a key part of the knowledge economy of South East Queensland. It hosts some of the leading innovators and creators of the past, present and future, and some of the most advanced research in Australia. Initiatives that will accentuate this vital contribution to the State's knowledge economy include:

- mapping and measuring the contribution of the campus and its people to the economic performance and knowledge generation for the State and city
- aligning investment in strategic transport connectivity to ensure links between the campus, city and relevant knowledge clusters
- focusing on developing a 'super knowledge precinct' with strong collaboration with the Princess Alexandra (PA) Hospital and Eco-Sciences precincts
- investing in infrastructure and programs that support the University's role as a knowledge leader, key collaborator, and contributor/activator/actor to the civic, cultural and economic life of Queensland, such as its role in the UQ St Lucia Obama visit and the leading researcher series
- discussing the Master Plan's priorities with UQ Alumni and supporters to attract and leverage philanthropic contributions, capital campaigns and knowledge.

9.2.3 ENVIRONMENTAL LEADER

The St Lucia campus is distinguished by its beautiful setting and the opportunities it provides for peaceful enjoyment of its environs. This setting is central to the University's brand, attracts the best students, leading educators and researchers, and encourages the wider community to visit and engage with the institution. In this context, an opportunity exists for the campus to showcase its environmental expertise through a Living Laboratory concept, and lead the city into a more sustainable future. Initiatives to strengthen the University's position as an environmental leader include:

- providing an harmonious sharing of space between the built and natural environment
- considering biodiversity, pre-development natural landscape, and river water quality protection in design
- promoting more sustainable forms of travel by incentivising public transport and active modes
- developing a Centre of Excellence for Water Sensitive Cities – committing to using the campus as a living laboratory for excellence in teaching and research
- leading the way in energy efficiency, self-sufficiency, carbon footprint reduction and climate change adaptation
- highlighting environmental outcomes with educational signage or other forms of engagement
- actively engaging with public and private institutions to foster and demonstrate environmental leadership
- raising environmental awareness in the community and beyond.

9.2.4 SUSTAINABILITY

Universities are fundamental to realising the societal goal of sustainability – through discovering knowledge, educating future leaders and demonstrating sustainable practices on campus. Sustainability requires the integrated consideration of environmental, social and economic dimensions of all important decisions, processes, projects and initiatives.

The greatest challenge of today is climate change, which incorporates issues such as how we generate and use energy, and how we adapt to a changing climate in our often extreme local climate.

FThe University has invested significantly in water and energy efficiency, and has many examples of sustainable infrastructure already in place, including the Global Change Institute and wastewater recycling for playing field irrigation. In addition, the University's St Lucia campus

leads all Australian universities in its commitment to solar energy. Initiatives may include:

- adopting the highest standards of energy efficiency in new building design and materials
- building on UQ St Lucia's strength in solar leadership by continuing to expand generating capacity, battery storage and energy management
- continuing the program of retrofitting buildings to high levels of water and energy efficiency
- considering alternative energy sources as they become available and affordable
- exploring innovative design philosophies, including biomimetic approaches such as cradle-to-cradle design
- using recycled water for all applications, except essential potable uses, including air-conditioning cooling towers
- harvesting water from roofs and other available sources
- providing for recovery and recycling of materials, and planning for deconstruction
- using campus design to enable sustainable behaviour and choices among staff, students and visitors.

9.2.5 PARTNERSHIP WITH INDUSTRY

The relationship and interdependency between universities and industry is growing. In the future, industry will be a key source of ideas, funding, research topics and grants, and may even be directly linked to the attainment of academic qualifications. In this evolving context, and with respect to the Master Plan, the following initiatives are important:

- working with government to improve public transport links to the point where getting to St Lucia campus from the CBD and airport is faster
- actively seeking opportunities for industry partners to occupy space on campus, and in particular, establishing Long Pocket as a centre for industry and university collaboration and excellence
- establishing market-relevant conference facilities and short-term accommodation to capture industry and corporate events and provide an integrated learning environment
- leading the educational sector in fostering a new entrepreneurship and innovation hub, built on the global profile of the UQ St Lucia Business School and key corporate partnerships, and with strong links to the UQ St Lucia Alumni community
- strengthening established presence in the Brisbane CBD as a key gateway to the knowledge and corporate economy, and industry leaders and influencers
- considering funding partnerships with key businesses for long-term investment opportunities.

9.2.6 CONNECTING WITH COMMUNITY

The campus is an iconic part of Brisbane and Queensland's history and represents the entrepreneurial and community spirit of its people and communities. To enhance connectivity with the community, the Master Plan identified several initiatives including:

- considering the needs of different groups of people in campus planning and design
- providing access to high-quality sports fields, venues and programs for elite athletes, schools, students and the public
- being a good neighbour within the local community, providing open access to the campus and its rich and diverse offering
- investing in community infrastructure and programs that promote greater connection and engagement with residents and local businesses, so the campus creates pathways for new communities
- actively seeking opportunities to promote enhanced relationships with local residents and community organisations, to partner with stakeholders where appropriate, and to work collaboratively to advance shared goals
- growing the arts and cultural offering of the campus and its precincts.

9.2.7 INDIGENOUS AND CULTURAL HERITAGE

The St Lucia campus and surrounding areas have a strong connection with Aboriginal and Torres Strait Islander peoples, and this is recognised in the Master Plan. The University is committed to working with relevant community and University leaders to advance the goals and priorities of the proposed Reconciliation Action Plan, through the implementation of the Master Plan. Key ideas and recommended initiatives include:

- developing cultural planning and design principles for inclusion in briefs for capital projects and projects that may impact on managing campus spaces
- preparing an Indigenous Landscape and Placemaking Strategy for the campus with initiatives such as interpretive artworks and signage, Indigenous trail walks and campus tree walks, dual-naming of significant places and spaces, and identifying native species and planting schedules
- undertaking a review of the existing built heritage of the campus, to identify culturally-sensitive sites and icons – this may inform the development of creative programs for re-imaging the campus for Indigenous peoples
- developing a new arts, music and cultural facility at the doorstep of the campus, with strong recognition of Indigenous culture through its design
- creating both indoor and outdoor Indigenous and community learning spaces.

9.2.8 STRATEGIC TRANSPORT INFRASTRUCTURE

Improved public transport connectivity to the St Lucia campus and Long Pocket is critical to the ongoing success of the University. Various proposals from government and the private sector will impact the transport future of St Lucia. In this climate of relative uncertainty, it is clear that vastly improved connectivity between the campus and the city will improve the flow of ideas and capital, and unlock the campus for industry partnerships.

Improved connectivity will also materially improve the environmental credibility of the University, reduce pressure on the streets of St Lucia, and add to the unique value proposition that attracts students and funding – the life blood of the campus. Some of the key ideas and initiatives that relate to this higher order view on transport include:

- linking buses between the Eleanor Schonell Bridge and Chancellor's Place to improve network capacity and efficiency, and reduce the number of buses entering and exiting the campus
- planning for a pedestrian/cyclist bridge crossing to West End, ensuring it integrates with future transport plans and networks for the city – further investigation is required to determine bridge location.

Figure 9.1 shows current local transport options in the area.

9.2.9 COMMUNITY AND CULTURAL STAGE SET

The role of the campus as integral to the cultural and community life of the city is vital for its future role and function – and for making it an attractive place for students, staff and community in the future. In this context, the following strategic level ideas and initiatives are proposed:

- partnering with major cultural and arts organisations to become a venue for specific shows, workshops or elements of state and national programs
- recognising and promoting the University's leading talent in arts, culture, community and sport, and their national, regional and local contributions
- making key spaces and the surrounding landscape event-capable – specifically the 'green wedge' in front of the Forgan Smith building, which has visual and symbolic value for major events
- delivering a new arts and cultural precinct that supports music and the performing arts as well as contemporary arts-based learning and research opportunities, and industry partnerships
- implementing staged delivery of arts and cultural infrastructure and programs which support the Student Strategy intent to create vibrant campus life, by providing venues for hire such as recording and arts studios for students.

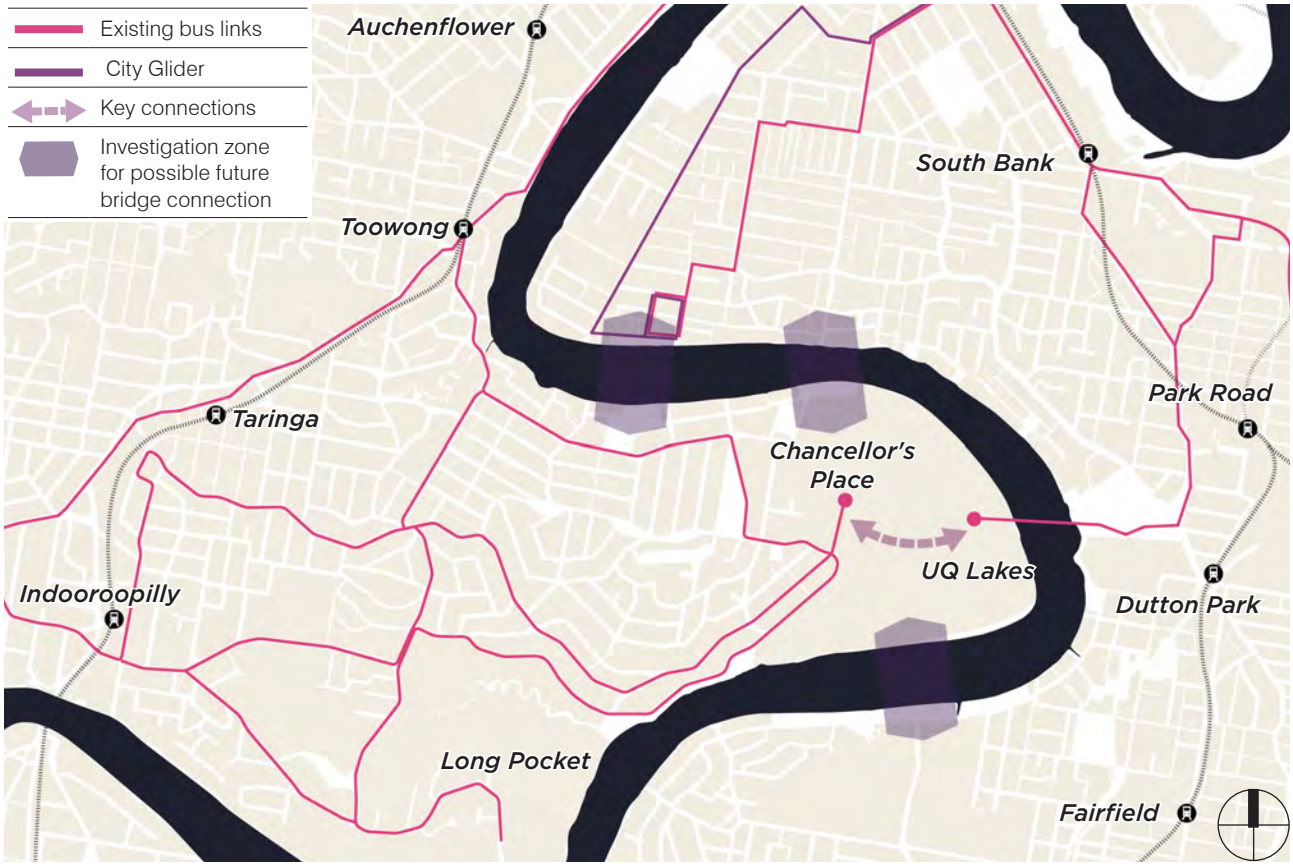


Figure 9.1: *Local transport*

This diagram outlines the key moves for Strategy 1 – Leader.

	Site boundaries – key sites and boundaries indicating land occupied by the University and its affiliated colleges.
	Built form – existing heritage-listed built form surrounding the Great Court, and the Sir Llew Edwards building.
	The Hennessy Plan – re-establishing the symmetrical route surrounding the Great Court.
	Riverfront circulation – high-quality continuous riverfront pedestrian and cycle route from Macquarie Street to Long Pocket.
	Major bus interchange – Chancellor's Place and UQ St Lucia Lakes Bus Stations.
	Existing bus stop and route – bus network and bus stop locations surrounding the campus.
	River crossings – existing Eleanor Schonell Bridge crossing to Dutton Park.
	Major event space – as part of re-establishing the Hennessy Plan, there is an opportunity to formalise the green space at the front of the Forgan Smith building, retaining key views to and from the area, and creating a major new community event space.
	New iconic building – develop a new landmark building on the western side of the green wedge with a strong focus on arts, culture and innovation.
	A **Avalon Theatre precinct –** focus for community engagement and partnerships with the University. B **Long Pocket precinct –** centre for industry partnerships and leadership. C **Industry partnerships/accommodation –** develop conference facilities and short-term accommodation as a place for industry partnerships and events. D Increased residential capacity – increased capacity on campus will reduce car dependency and enliven the campus.
	Collaboration hubs – create a series of collaboration hubs where students and staff can gather, with the potential for small food and beverage outlets.
	Riparian corridor – rehabilitation of riparian corridor and river's edge green space.
	Interpretive artworks and signage – places for Aboriginal interpretation throughout the campus open space and along connections to Long Pocket.
	Bridge investigation zone – investigation zones for possible future bridge connection.

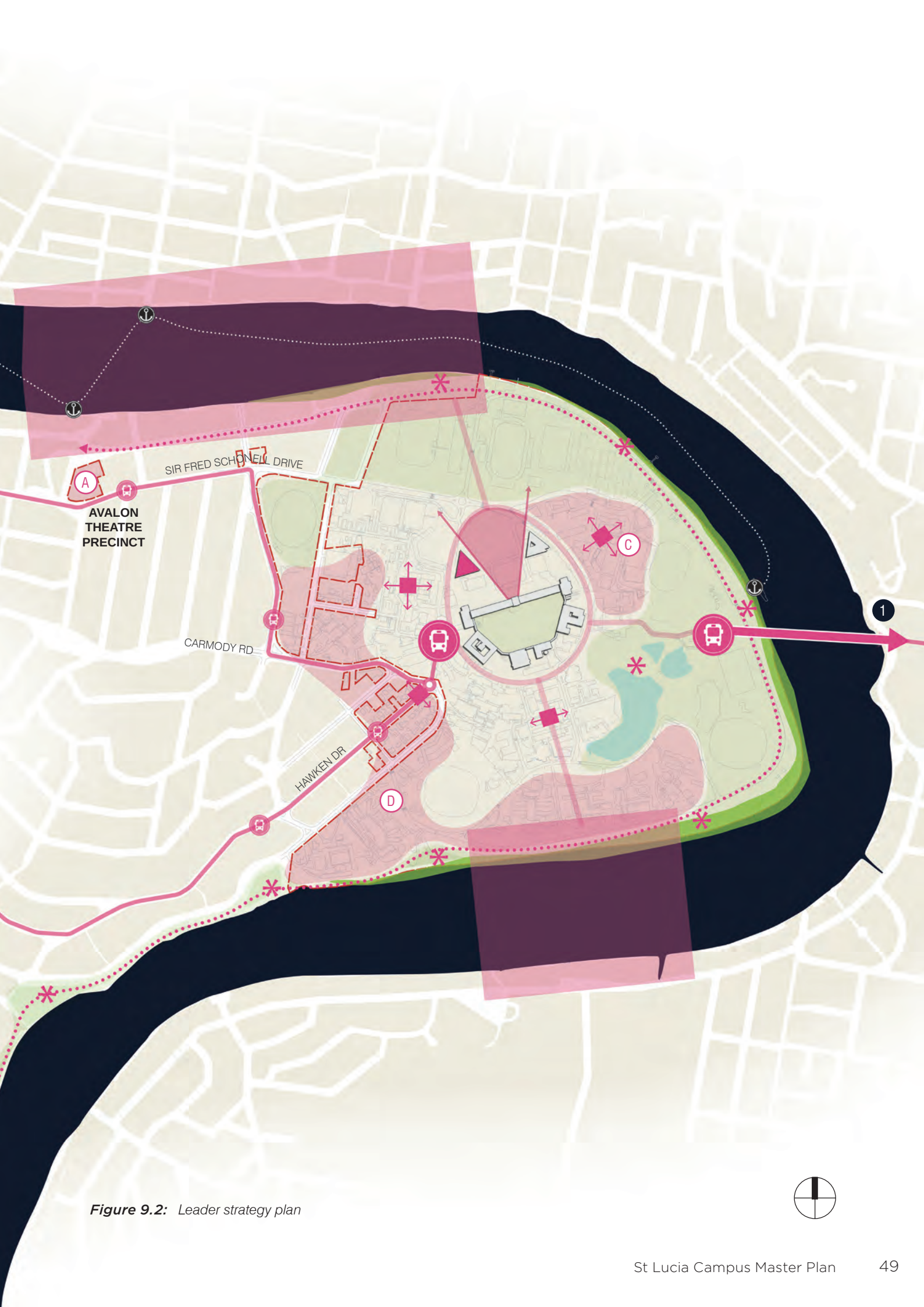


Figure 9.2: *Leader strategy plan*

ENABLING PROJECT 1:

SUPER KNOWLEDGE PRECINCT

Rationale

In the global knowledge economy, knowledge-intensive precincts are based on the idea of world-leading facilities, universities and researchers working in collaboration with industry, to ensure continued strength in awareness, talent and innovation. With strong investment in research, development and state-of-the-art facilities, UQ St Lucia ranks first among Australian universities when it comes to license income, value of equity holdings and invention disclosures, new Australian patents and active start-up companies.

UQ St Lucia is uniquely located directly across the river from the major health, knowledge and research cluster at the Princess Alexandra (PA) Hospital and Eco-Sciences precinct, as shown in Figure 9.3.

These precincts at Dutton Park and Boggo Road contain a significant presence of knowledge workers with a global leadership status through institutions such as the PA Hospital, Translational Research Institute (TRI), Commonwealth Scientific and Industrial Research Organisation (CSIRO), Queensland University of Technology (QUT) and the Pharmacy Australia Centre of Excellence (PACE).

All of these institutions are affected by competition in a global arena for the next medical breakthrough, be it treatment, research, vaccine or prevention. To be a leader in these fields they need to attract and retain the best possible people on a global scale.

Currently these institutions mostly operate in isolation, so are less likely to generate major breakthroughs in new research or innovation. By bringing these institutions together in a larger knowledge-based cluster, with the inclusion of UQ St Lucia and encouraging their integration through research and innovation, these strategies will create a leading environment for economic performance and knowledge generation, for both the city and the state

Principles achieved:

Key features

- Strong collaboration between education and industry uses
- Leading environment for knowledge generation and economic performance
- Major knowledge-based cluster straddling the river
- Connected by the Eleanor Schonell Bridge.

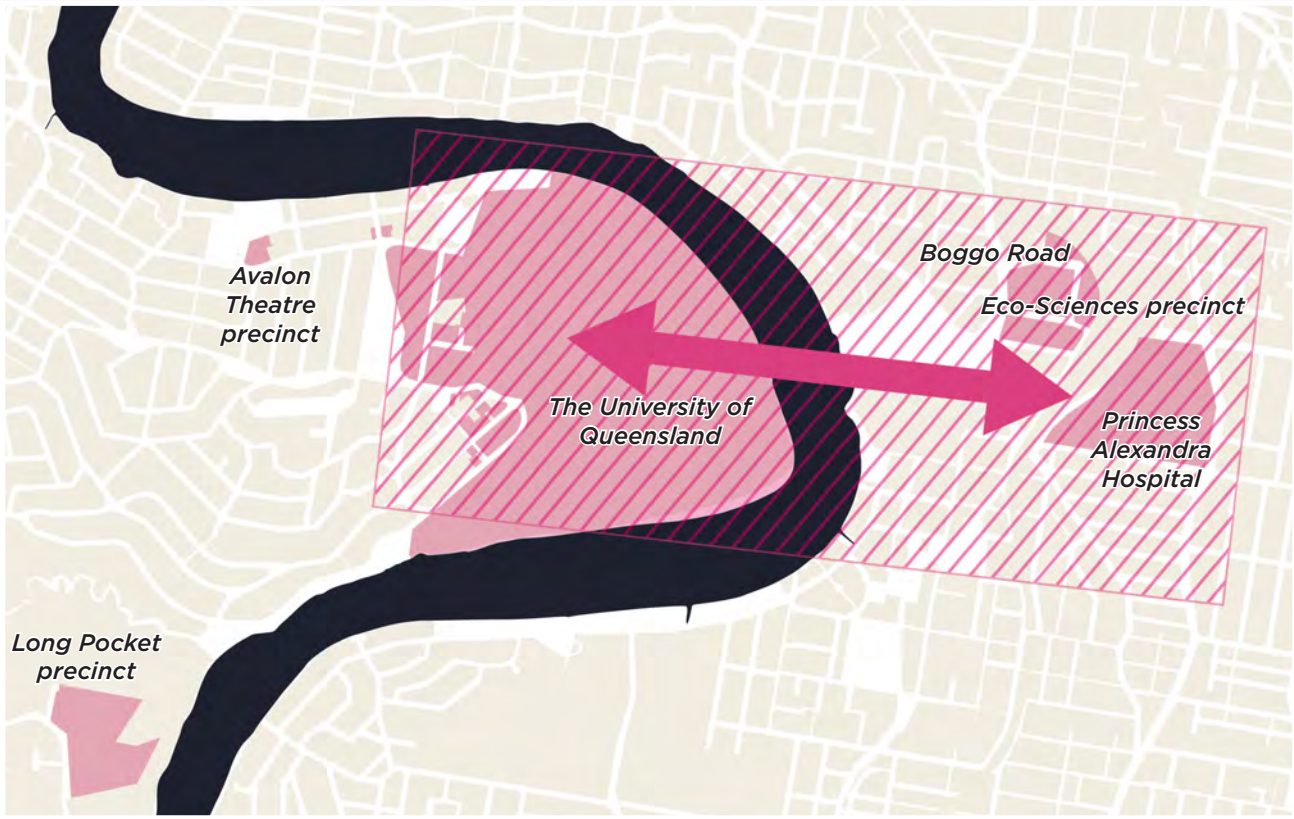


Figure 9.3: *St Lucia to Dutton Park super knowledge precinct*

QUICK-WIN

ENABLING PROJECT 2:
INDIGENOUS STORY

Rationale

Indigenous culture is not visible across much of the built environment of Australian cities. The Master Plan provides the opportunity for Indigenous place stories to be embedded in the re-imagining of key precincts and places across the campus. Positioned to support the University's intent to prepare a Reconciliation Action Plan, this initiative builds upon the dialogue with artists, curators and academics in the 2014 Courting Blakness exhibition, as well as insights from current stakeholders.

As part of broader commitment to creating an inclusive campus, the University will work closely with Aboriginal and Torres Strait Islander staff, students and community leaders to create a network of places across the campus. These places will be used for learning, conversation and enjoying the campus. Harnessing inclusive design principles, these places will use a mix of architectural and landscape design cues including art installations, planting, wayfinding, play and street furniture, designed to make the Aboriginal and Torres Strait Islander peoples' connection to place visible and to create discussion.

Principles achieved:

- Integrated contributor to the city
- Open, active and inclusive campus
- Connected with Indigenous society and community
- Enhanced architectural and planning excellence legacy
- Activated destination
- Unlocked river and landscape potential
- Sustainability for the future
- Integrated learning landscape

Key features:

- Celebrating the historic and cultural landscape of the campus
- Embedding Indigenous stories through a network of experiences across the campus
- Promoting a socially inclusive campus
- Supporting the intent to prepare a Reconciliation Action Plan
- Encouraging collaboration between artists, curators and academics.

INDIVIDUAL SPACE

Locate small scale installations in discrete places around seating areas and key walkways.

Example: Nurri Millen Totem Trail, Boondall Wetlands
The Nurri Millen Totem Trail is a series of cast aluminium totems symbolising aspects of Indigenous Australian culture in the wetlands.

COMMUNITY SPACE

Design one of the new riverfront community picnic areas to celebrate Indigenous culture and its contribution to the city. Include elements of play, art and sustainability.

Example: Bibra Lakes regional playground, Western Australia
Bibra Lake Regional Playground aims to promote inclusivity and celebrate diversity by providing maximum access for people of all ages and abilities. The Aboriginal heritage of the area is honoured through the Yarning Circle of 'talking' rocks which present important local Nyungar stories, the Hollow Hill play area inspired by Aboriginal stories, and the cubbies and climbing frames modelled after Aboriginal fish traps.

INDIGENOUS EXPERIENCE NETWORK

After mapping key places and cultural stories, develop a coordinated program to promote awareness of the University's respect and involvement in Aboriginal and Torres Strait Islander community advancement.

Example: State Library of Queensland, Brisbane
kuril dhagun is a significant Indigenous cultural and learning space at the State Library of Queensland. It is used as a meeting place by community groups and organisations, and includes a reading nook and media space. It hosts a range of community programs, exhibitions and events.

ENABLING PROJECT 3:
CROSS-CAMPUS BUS LINK

Rationale

A connection running from Dutton Park, across the Eleanor Schonell Bridge, and onto Indooroopilly and/or Toowong will greatly enhance the level and quality of public transport services to and within the St Lucia campus. It will also be a physical example of UQ St Lucia's willingness to welcome the community by offering ease of access to campus facilities and activities.

To achieve this, a link between the existing UQ St Lucia Lakes bus station and the Chancellor's Place bus station is required, as shown in Figure 9.4. Introducing this direct connection will generate significant external demand for routes, via this connection.

This additional demand will support the development of a more advanced public transport network to the St Lucia campus, which would ultimately help to create and sustain a vibrant precinct, during the day, night and weekends.

Some of the key advantages of the bus link include:

- alleviating pressure on the city transport network – commuters can achieve cross-city connections without going via the city centre
- replacing the 10–15 minute walk across-campus with a short bus journey
- introducing through-running routes via the modified bus network – buses can continue through, rather than terminating at the campus and turning around, which will reduce the number of services required
- minimising the number of bus stops and layover bays required, freeing land for other campus activities.

Principles achieved:

Key features:

- » Enhanced connectivity with regional public transport networks
- » Improved, more direct east-west cross-city links
- » Higher service levels
- » High patronage (demand and revenue)
- » Patronage will justify better service
- » Reduced number of buses terminating on UQ St Lucia campus
- » Land freed up for other campus activities

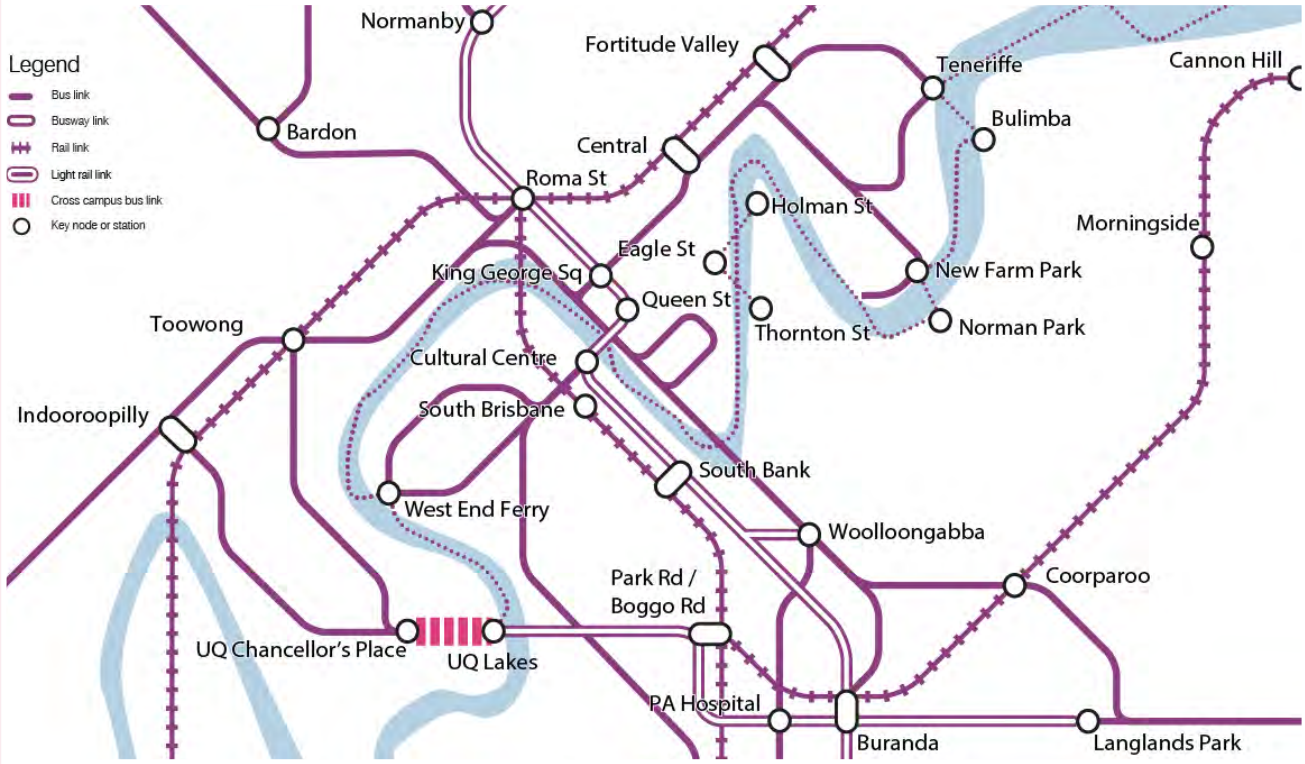


Figure 9.4: *Cross-campus bus link*

ENABLING PROJECT 4:
INTEGRATED NEW BUS STATION

Rationale

Creating a vibrant, attractive and integrated campus is one of the key focuses for the St Lucia Campus Master Plan. This will be achieved by providing new activity and retail hubs at key locations on campus, and ensuring these locations are vibrant and easy to get to.

Chancellor's Place has been identified as one such location as it is recognised as a central gateway to the campus, and is a prime setting for a major new plaza that offers retail, dining and entertainment activities (see Enabling Project 13: Chancellor's Place Upgrade, page 80).

With the establishment of a cross-campus bus link, which would create higher demand and more direct services to the campus, it is essential the existing Chancellor's Place bus facility is upgraded. One idea is to consider relocating the station underground, a concept shown in Figure 9.5. This will open up land to redevelop Chancellor's Place into a key gateway precinct and activity node.

A new bus facility will allow for the development of a larger and more efficient bus station, increasing services to and from the main campus. An undesirable aspect of the existing Chancellor's Place is the combination of taxi services, vehicles accessing smaller parking areas, service vehicle access and use by tour/ charter buses, all of which can delay TransLink services. The new facility would focus on reorganising and reducing these conflicts to provide greater capacity and reliability.

Maintaining a high-level of connectivity to the campus and new activity hub is a critical consideration for the location and design of the new bus station facility.

Principles achieved:

Key features

- Aligns with future bus link to UQ St Lucia Lakes and other adjacent routes
- Allows for creating a new retail hub and strong gateway experience nearby at Chancellor's Place
- Increases capacity through larger and more efficient bus station design
- Creates an underground or at-grade station to align with future bus connection
- Located close to the new retail hub

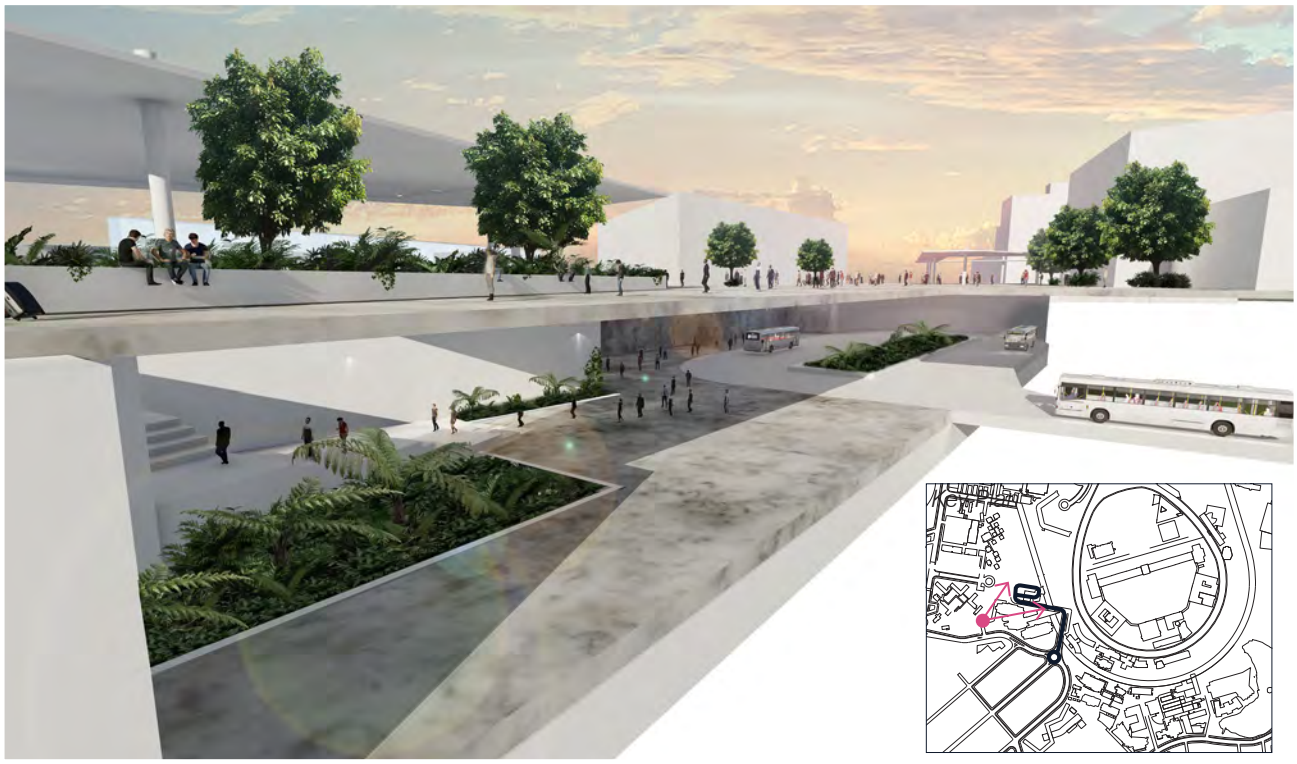
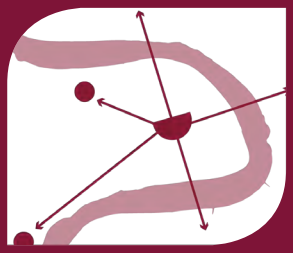


Figure 9.5: *Conceptual underground bus station*



STRATEGY TWO
CONNECTED

The quality, quantity and nature of connectivity to, and within, the St Lucia campus is of critical importance to shaping a successful future.
Radical changes in city and students demographics, student expectations, learning frameworks, urban density, transport infrastructure and the ongoing disruption in the digital sphere all require UQ St Lucia to be robustly connected to the places and systems of the city.
This strategy outlines the priorities for the campus in relation to creating a truly connected environment.

In this context, the strategic priorities are:

STRATEGIC PRIORITIES	TARGET
Invest in digital infrastructure as a catalyst and driver of more flexible learning.	Digitally enabled outdoor learning hub in place as pilot by 2018.
Incentivise active transport as a key performance indicator of a healthy and environmentally sustainable campus.	Active transport mode share of forty percent by 2020. Plant 40,000 new trees by 2036.
Connect to the city, via West End.	New bridge alignment and feasibility agreed by 2018.
Pilot new vehicle technology solutions.	Driverless vehicles/local transit service in place on campus by 2020.

The sub-strategies, ideas and projects that support the idea of a 'connecting campus' are set out on the following pages.

9.3.1 DIGITALLY ENABLED CAMPUS

Connectivity to the world beyond the campus, and therefore its perceived value and accessibility to that world, is increasingly dependent on and enabled through digital and technology pathways.

This does not require a singular investment so much as a mindset of always pushing the bar higher, enhancing built infrastructure to become smarter, and blurring the boundaries between laboratories and the outside spaces of the campus. Some key ideas and priorities that relate to this theme include:

- creating a network of outdoor, digitally-enabled learning and research hubs
- ensuring free high speed next generation wi-fi on campus
- providing interactive video communication capability connecting community and public spaces on campus
- implementing existing apps and innovations, and incentivising new app development, to improve campus use, promote ride sharing and reduce car dependency.

9.3.2 BRIDGES FOR A RIVERSIDE CAMPUS

The location of the St Lucia campus at the end of the peninsula sets the University an attractive landscape, but also makes connectivity to adjacent peninsulas challenging. The delivery of the Eleanor Schonell Bridge distinctly changed travel habits to and from campus. Creating a second crossing that links to the city centre via West End would also significantly improve the sustainable operation of the campus. Key priorities include:

- defining the most appropriate alignment and form for a bridge to West End, based on technical feasibility, accessibility analyses and community input
- ensuring the bridge is able to integrate with future transport forms and plans for the city
- procuring and designing the bridge to create a lasting visual symbol of the University's partnership with the city and leadership in design
- exploring a bridge link to Yeronga as a much longer term prospect.

9.3.3 ACTIVE TRANSPORT AND CONNECTIVITY

The sub-tropical climate and the relative flat nature of the campus make it ideal for encouraging walking and cycling as primary modes of movement – and it is also the best way to experience the campus.

Encouraging this requires investment in infrastructure to make these journeys fast, interesting, comfortable and safe. Infrastructure planning is required, not just around competent cyclists, but around reducing barriers and perceptions of safety for the remaining 80 per cent of would-be cyclists. Key ideas and priorities that will achieve this include:

- creating a continuous, high-quality cycle route from Macquarie Street, along the river's edge to Long Pocket – land outside UQ ownership will require further discussions with Council
- introducing a clear hierarchy of pedestrian paths to ensure clear movement and wayfinding
- enhancing and expanding end-of-trip cycle facilities to grow capacity in advance of demand
- encouraging bike sharing facilities on campus
- delivering shade and weather protection along key campus streets and routes
- planting 40,000 new trees – one for every student – along the campus's key streets and routes.

9.3.4 PUBLIC TRANSPORT

Public transport will continue to be a major contributor to sustainably accessing the campus and more seamlessly linking the University with the city. Future opportunities aside, the bus and ferry network provide opportunities for optimisation today. Some clear priorities and initiatives include:

- partnering with TransLink to deliver subsidised bus and ferry travel to and from UQ for students and staff
- reducing car parking available on campus over time and increasing usage pricing
- upgrading Chancellor's Place bus station facility to increase capacity and improve urban amenity
- creating a major new link between UQ St Lucia Lakes and Chancellor's Place bus stations
- working with council to provide express ferry services between the campus and the city
- introducing an electric bus connection as a pilot project between the campus and Long Pocket.

9.3.5 VEHICULAR CIRCULATION, PARKING AND MANAGEMENT

Cars and service vehicles, driverless or otherwise, will likely always be part of the successful operation of the campus, although in a diminished level of significance. Key priorities for improving the circulation and management of vehicles on campus include:

- consolidating car parking into facilities at the edges of the campus
- limiting access for private vehicles in the campus core - allowing for service, maintenance and delivery vehicles only
- transforming streets into shared zones that are primarily pedestrian and cycle spaces
- visually screening parking and service infrastructure to protect the campus's high-quality landscape
- re-aligning Colleges Road and removing the southern part of Sir William Macgregor Drive to create a new waterfront parkland and address for the colleges.

Figure 9.6 outlines the key moves in relation to Strategy 2 – Connected, while Figure 9.7 shows the campus mode share option.

	Site boundaries – key sites and boundaries indicating land occupied by the University and its affiliated colleges.
	Built form – existing heritage-listed built form surrounding the Great Court.
	Circuit Drive – re-establish the symmetrical route surrounding the Great Court as the key pedestrian and movement route.
	The Promenade – establish a secondary pedestrian-focused route outside the circuit as another key movement route.
	The Boulevard – re-align Colleges Road to link with Sir William Macgregor Drive near the Eleanor Schonell Bridge.
	Sir William Macgregor Drive – close the southern portion of Sir William Macgregor Drive to create more riverside open space and a better address for the colleges.
	Open space precinct – new open space edge precinct as a result of closing the southern part of Sir William Macgregor Drive.
	River crossings – existing Eleanor Schonell Bridge crossing to Dutton Park.
	Riverfront pedestrian/cycle route – high-quality continuous riverfront route from Macquarie Street to Long Pocket.
	Bus stop and route – existing bus network and bus stop locations.
	Existing City Cycle stations – opportunity to enhance existing bike share facilities.
	Consolidated parking – consolidate parking at key entrances into the campus.
	Collaboration hubs – create a series of hubs where students and staff can gather, with the potential for minor food and beverage offerings.
	Bridge investigation zone – investigation zones for possible future bridge connection.

CAMPUS MODE SHARE

The transport and mode share opportunities for the campus aim to effectively remove all motor vehicles off campus in the long-term. The campus core would be a pedestrian focused environment only, while the campus edges would remain as public-transport and active transport. The western edge of the campus would effectively be the barrier for motorised vehicle's use.

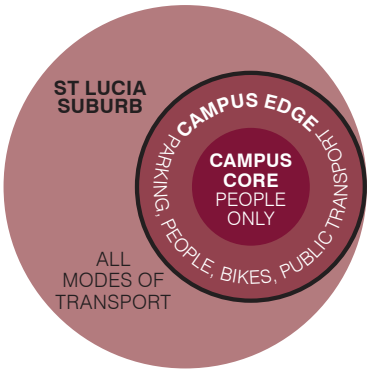


Figure 9.7: *Campus mode share*

Figure 9.6: *Connected strategy plan*

STREET TYPOLOGIES

The following plans illustrate the typical streetscape typologies for the four main proposed campus streets, with a description of their key features and unique character. Sections A–D locations are shown in Figure 9.8, while Figure 9.9 illustrates the four street typology sections. All street typologies should incorporate water-sensitive design principles, by supporting stormwater overland flow through landscaping, open space and a high-level service for stormwater adaptation and mitigation.

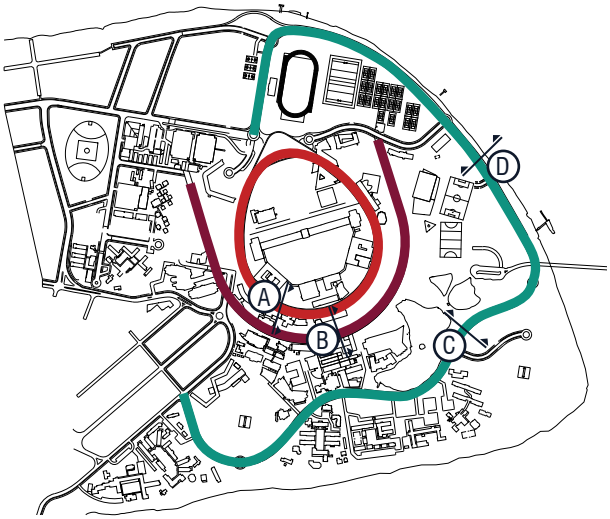
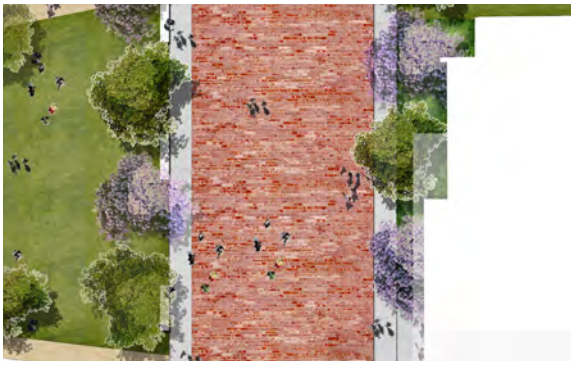


Figure 9.8: *Street typologies key plan*

Section A

Circuit Drive – Circuit Drive is the highest order street, providing a clear navigator for campus wayfinding. The street is a shared zone focused predominantly on pedestrian activity, while allowing for service, maintenance and delivery vehicles. The Circuit exhibits a high degree of design consistency and formality through careful design and the selection of unique materials and planting. The Circuit is branded by high-quality paving that complements the heritage buildings, generous pathway widths to allow for events and activities, and an easily identifiable planting palette with integrated furniture and wayfinding elements.

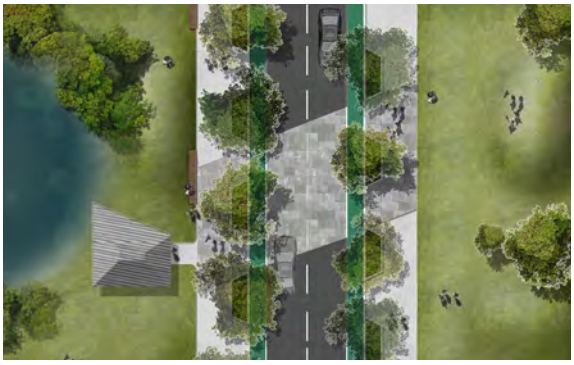


Section B

The Promenade – Similar to Circuit Drive, the Promenade is also a shared zone for pedestrians and cyclists, as well as service, maintenance and delivery vehicles. This Promenade is the second highest order street and another clear navigator for the campus. The Promenade mainly differs from Circuit Drive through its material and character, providing a more modern approach to the elements, but equally as identifiable as a campus navigator. Off the Promenade falls a series of collaborative hubs and plazas spaces, central to each of the campus precincts.

Section C

The Boulevard (at the Lakes) – The Boulevard has two key characteristics along its length. From the Eleanor Schonell Bridge it winds through the new parkland and runs in front of the colleges. It is characterised by dedicated cycleways in each direction, and formalised pedestrian pathways along either side of the road. A series of shared pedestrian-focused zones are located around the parklands area and in front of the colleges as key crossing points and slower zones for pedestrian activity.



Section D

The Boulevard (Sir William Macgregor Drive) – The secondary Boulevard character is around the edges of the campus and adjacent to the sporting areas. This northern portion of the road will have dedicated bicycle lanes on either side, but will also include dedicated car parking on the campus side of the road. On the river's edge side, the road will incorporate deco trails and access points down to the river's edge.

Figure 9.9: *Street typology sections*

ENABLING PROJECT 5:

WEST END BRIDGE

Rationale

Walking and cycling are two of the University's priorities for improving accessibility to the St Lucia campus. One way of achieving this is to encourage more environmentally sustainable behaviour by providing high-quality walking and cycling infrastructure, and supporting facilities that will make active travel attractive and reduce the reliance on cars.

A bridge from West End to St Lucia would promote this behaviour by providing improved campus accessibility for students, staff and the community. Over time, a pedestrian and cycling bridge between St Lucia and West End would also encourage staff and students to live closer to the campus, creating a greater share of sustainable transport trips in the future.

Figure 9.10 shows the potential West End river crossing catchment. While ongoing discussions with council and state government are required to determine the exact location, the key benefits of the West End Bridge for both the University and the wider city include:

- improved accessibility to and from UQ St Lucia as well as between the St Lucia community, the West End peninsula, QUT, the CBD and the Royal Brisbane and Women's Hospital (RBWH)
- improved accessibility between the West End peninsula and key hubs such as Toowong, Taringa and Indooroopilly
- a safe, connected network of cycling options that encourage people of varying cycling abilities to consider cycling as a means of transport
- high-quality recreational infrastructure accessible to a wider range and distribution of users
- connectivity to public transport, parks, markets and other local recreational or commercial facilities
- activation of streets or parklands near the bridge landing points, which in turn increases passive surveillance and safety, and creates a more vibrant precinct.

Principles achieved:

Key features:

- New walking and cycling bridge
- Increased safety for pedestrians and cyclists
- Connects primary cycle and recreational routes
- Integrates with high frequency public transport services
- Compatible with future rapid transit options for the city
- Encourages active transport for the inner city link

Figure 9.10: *Potential future West End river crossing catchment*

QUICK-WIN

ENABLING PROJECT 6:
ELECTRIC BUS

Rationale

Replace existing low-quality diesel shuttlebus services with high-quality electric buses would raise service profile, reduce environmental impact and deliver leading edge transport infrastructure and technology outcomes to the University community.

Worldwide, electric bus technology is no longer fringe or experimental, it is rapidly becoming mainstream. However, the same cannot be said in Australia. Many cities in North America, Europe and Asia now operate regular bus services with electric buses utilising plug-in, rapid and inductive charging technologies.

By matching existing on-site solar power generation to an electric inter-campus bus fleet, the University can demonstrate the future of high-quality, zero emission public transportation. This is also an opportunity to articulate and show leadership in delivering sustainable public transport solutions.

Electric buses are already in use around the world

Principles achieved:

- Integrated contributor to the city
- Open, active and inclusive campus
- Integrated transport infrastructure
- Optimised campus capacity and connections
- Sustainability for the future
- Integrated learning landscape

Key features:

- Enhanced environmental outcomes
- Zero carbon emission
- Dramatically reduced noise pollution
- Attractive high-quality inter- and intra-campus transport solution using the latest technology
- A focus on delivering sustainable solutions

FEATURE PROJECT 7:
COLLEGES ROAD ALIGNMENT

Rationale

As part of developing a master plan and future transport goals for the eastern part of the campus, the Master Plan proposes removing the southern part of Sir William Macgregor Drive, from the Eleanor Schonell Bridge along the riverfront to where it connects with Colleges Road (Figure 9.11).

Removing this road also requires re-aligning Colleges Road as the key traffic through-route for cars and bicycles. This will open up the river's edge, unlock the potential to create a major new parkland and waterfront opportunity, and provide an address for the colleges that has a direct dialogue with the campus.

The river's edge will be re-imagined to create pedestrian and cycle pathways all the way to Long Pocket, with key activity nodes along the way. The major on-road cycleway will continue along Colleges Road so the river's edge has a more relaxed open-space character. With traffic focused on Colleges Road, the existing colleges will benefit from a more vibrant and active environment.

Figure 9.11: *Colleges road alignment*

Principles achieved:

- Flexible and adaptable buildings and spaces
- New integrated transport infrastructure
- Optimise the physical connectivity of the campus
- Unlocked river and landscape potential
- Sustainability for the future

Key features:

- A better street address for the Colleges
- More high-quality open space
- Enhanced pedestrian and cycle link to Long Pocket
- A new riverfront parkland along the southern edges of the Colleges

QUICK-WIN

ENABLING PROJECT 8:
MOBILITY MANAGEMENT

Rationale

TThe University of Queensland is ideally positioned to champion the development of a mobility management framework, as shown in Figures 9.12 and 9.13. Such a framework will advance the move towards a more sustainable and vibrant campus, while contributing to the wider region's urban sustainability and economic competitiveness.

Mobility management will deliver integrated mobility products and services, through user-facing technology based on individual lifestyle needs, and provide sustainable and inclusive mobility alternatives to deliver real value.

Mobility management coordinates and integrates an array of multi-modal options, bringing together transport operators and third parties for a seamless provision of service, information, booking, payment and customer relationship management.

Essentially, this places individual user needs at the heart of the transport experience by encouraging a sustainable-mobility lifestyle. This would require further investigation and collaboration with key organisations. Other important benefits of mobility management include:

- coordinating and integrating an array of multi-modal options
- improving the effectiveness and efficiency of the whole transport system
- promoting a business strategy that forms alliances among public and private organisations to support and contribute to financing the total mobility offer
- personalising the mobility offer to align with user behaviours, preferences and lifestyle needs
- identifying and leveraging value for the customer, and thereby encouraging more sustainable travel behaviours.

Principles achieved:

Key features:

- Aggregates infrastructure, transport services, technology, data and information
- Seamless provision of services across all transport modes
- Focus on individual user needs
- Supports a one payment account for the user
- Exploits rapidly advancing technologies to re-imagine the travel experience and expand transport options
- Provides continual feedback
- Incentivises sustainable travel behaviours
- Provides travel and lifestyle services according to user defined segments

Personalising the offer	*Aggregating the offer*	*Designing in value*
User-focused	***Seamless***	***Valued***
» integrating lifestyle and mobility » providing feedback » booking and payment facilitation	» integrating modes and services » supporting partnership models » open data	» delivering value » intelligent demand management » transparent and dynamic pricing » incentivising behavioural change

Figure 9.12: *Mobility management framework*

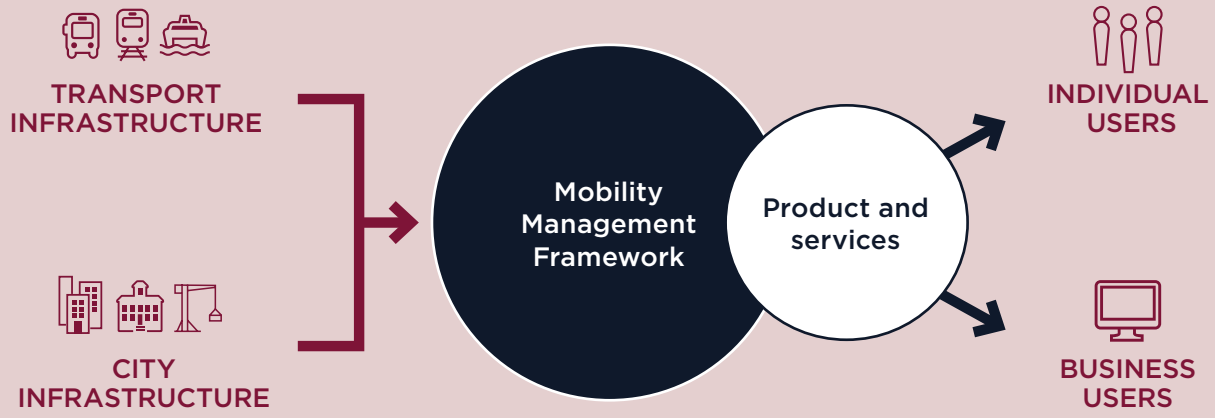


Figure 9.13: *Mobility management diagram*

STRATEGY THREE
LEGACY

The St Lucia campus has a fine heritage of site planning, landscape setting and architectural quality. These attributes are the envy of many other universities and must be protected and enhanced if the qualities of the campus experience are to remain a key differentiator and central to the UQ experience. The Legacy strategy unifies the past and the future, to create a framework with the aspiration of design excellence.

In this context, the strategic priorities are:

STRATEGIC PRIORITIES	TARGET
Over time, reinforce the clarity of the original campus plan by re-making key axes and vistas.	Delivery of northern axis by 2020. Others complete by 2026.
Enhance the quality and amount of the campus's fringing landscape setting.	Landscape strategy complete by 2017. Implementation ongoing.
Protect existing heritage buildings and their settings.	Landscape in front of the Forgan Smith building enhanced and formalised by 2020.
Make the heritage of tomorrow by siting, designing and procuring new buildings well.	Explore assembly of design review panel for the University.
Ensure all new buildings are at the forefront of environmental performance and can be easily re-purposed once their original use comes to an end.	Consistent procurement and project brief for new buildings developed and implemented by 2018.

The sub-strategies, ideas and projects that support the idea of establishing the campus's 'legacy' are set out on the following pages, and the Legacy strategy is illustrated in Figure 9.14.

9.4.1 THE HENNESSY PLAN

The fine heritage of site planning and the collection of beautiful buildings, both old and new, is a defining feature of the campus.

Over time, the purity and clarity of the Hennessy Plan for the campus has been eroded. In the future, campus planning will reinforce the axial and formal nature of the campus plan. Key ideas and priorities include:

- reinstating a complete symmetrical central ring road that reflects the formality and structure of the campus core
- introducing a secondary symmetrical outer-route to enhance and promote the formality and concept of the Hennessy Plan and ring road circulation
- creating an axis that connects the Great Court to the river and to Hawken Drive
- promoting north-south circulation that connects the campus core with varying sport, recreation and river activities along the campus fringe.

9.4.2 IMPORTANT BUILDINGS

The St Lucia campus has many buildings of historic and architectural significance. Some are of heritage value, others are newer but of an outstandingly high-quality that celebrates Queensland architectural practice.

In the future, the campus will continue to be defined by the quality of its buildings and their settings. Key ideas and priorities for the important buildings on campus include:

- improving and activating the landscape setting to the northern facade of the Forgan Smith building
- establishing new gateways and responsive architectural forms on key sites to support campus legibility and coherence
- reorganising the symmetrical ring road to open up significant new views and axes for potential key buildings
- improving visibility and access to heritage buildings in the Great Court by prioritising view corridors to the Great Court and establishing welcoming and permeable building entries
- identifying significant architectural buildings and adapting buildings in line with Master Plan intentions and to standards of contemporary education building design
- redeveloping the Student Union and Schonell Theatre complexes to meet the goals of the Student Strategy and to better reflect contemporary standards of design and functionality.

9.4.3 BUILDING DESIGN EXCELLENCE

Just as important as the fine buildings on campus are the ones yet to be built. The University has a strong tradition of building well, which will be important to maintain if the quality of the campus and the value proposition of campus life are to be reinforced. Key priorities around this theme include:

- ensuring new buildings align with campus planning ideas and the Hennessy legacy, by enforcing contextual analysis and response as part of any building proposal
- establishing adaptable design guidelines that promote a diversity of appropriate architectural responses, a high standard of architectural excellence, and innovative and sustainable design solutions, including considerations to Brisbane City Council's *New World City Design Guide*
- developing clear and consistent governance around how buildings are procured, including clear briefs and a preference for design competitions as an early stage of procurement
- ensuring buildings not only meet high standards of design, but also exhibit an inherent flexibility so they can be repurposed at the end of their initial use
- giving a strong preference to the fully-documented traditional building procurement model, where the University shares some risk with the contractor but retains a level of control over value management and design decisions.

9.4.4 BUILDING HEIGHT AND DENSITY

The success of St Lucia's campus design largely arises from the scale, massing and height of the built form. The built form is sensitively scaled to allow the Forgan Smith Tower to stand as the tallest building on campus. This reinforces its significance as the centrepiece of the Great Court and the heart of the campus. Key objectives associated with building height and density include:

- ensuring building densities and heights do not detract from the prominence of the Forgan Smith building and tower
- promoting built form that responds to greater context and topography to achieve an appropriate scale
- ensuring built form adopts a human scale at the ground plane
- encouraging density localised at the Great Court and along key axes to establish areas of activity
- focusing on spaces between buildings to create places that support civic, social and cultural roles.

This diagram outlines the key moves in relation to Strategy 3 - Legacy.

	Site boundaries – key sites and boundaries indicating land occupied by the University and its affiliated colleges.
	Built form – existing built form of varying quality to remain on campus, with some buildings marked for refurbishment.
	Heritage buildings – the campus has a number of heritage-listed buildings surrounding and framing the Great Court.
	The Hennessy Plan – re-establishing the Hennessy Plan through the symmetrical route surrounding the Great Court, with a north-south and east-west link to the campus edges. This will require realignment of University Drive.
	Secondary arc – as part of re-establishing the Hennessy Plan, and understanding the building redevelopment opportunities, a secondary pedestrian spine and 'outer ring' is implemented, for further clarity to the structure and wayfinding.
	Hennessy anchor nodes – create a series of anchor nodes along key axes relevant to the Hennessy Plan, while strengthening the link to the existing Hawken Drive precinct.
	Major event space – as part of re-establishing the Hennessy Plan, an opportunity exists to formalise the green space at the front of the Forgan Smith building, retaining key views to and from the building, and creating a major new community event space.
	Legacy views: A Forgan Smith building – open space with expansive views to and from the building is a critical legacy view for the campus, immediately identifiable as arriving to the campus. B The Great Court sandstone – as above, at the two major entry points to the campus from UQ St Lucia Lakes and Chancellor's Place, it is important to open the campus to the sandstone views as a key arrival and connection with the legacy of the campus.
	Green corridor – create a new, high-quality passive open space and recreational parkland between the Lakes and the river's edge.
	Lower scale development – this development along key Hennessy axes will allow for views into and out of the campus.
	Development precincts – major new development precincts open throughout the campus as a result of building redevelopment opportunities.
	New iconic building – develop a new landmark building on the western side of the green wedge to help formalise and provide the University with a new community facility.

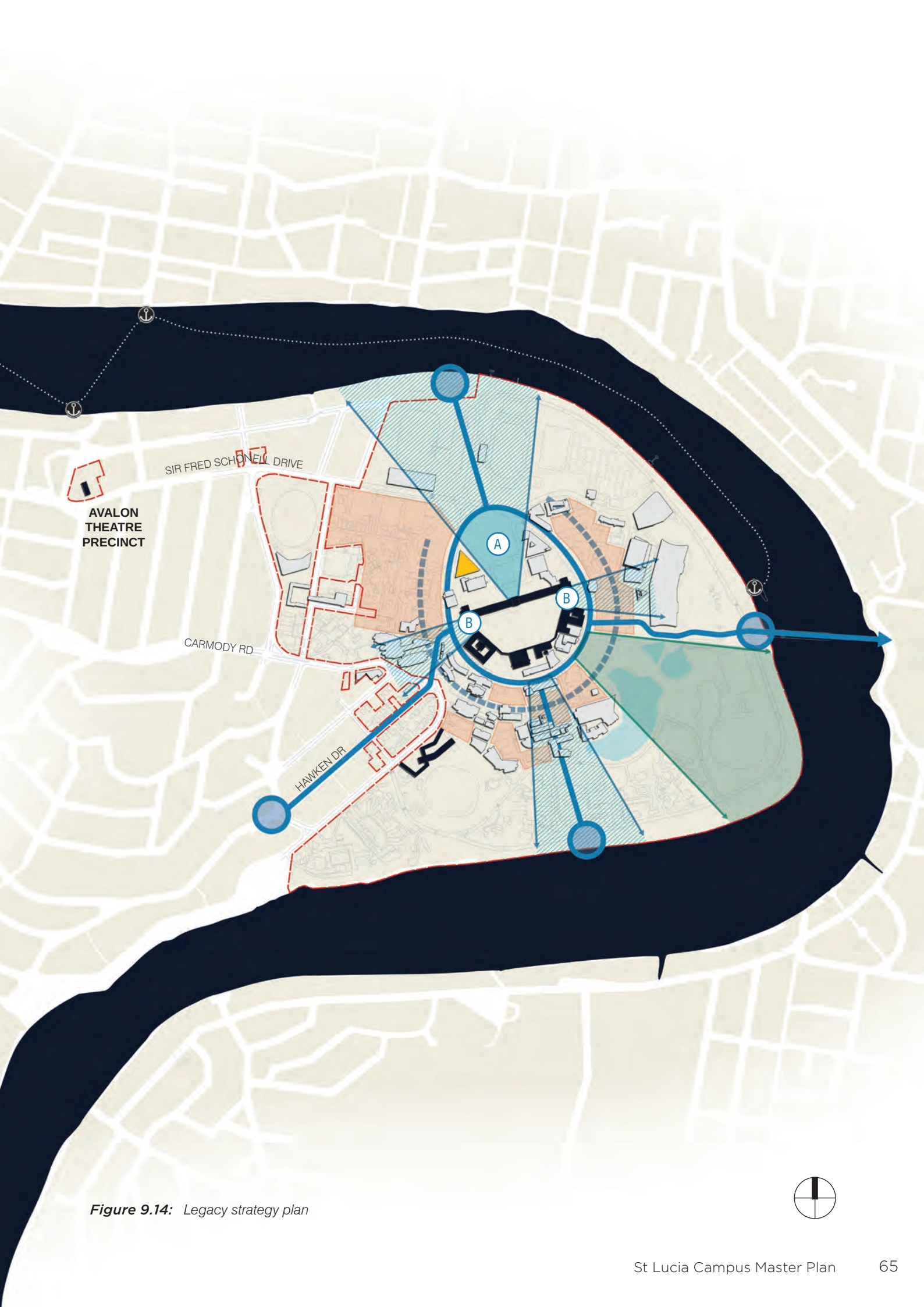


Figure 9.14: *Legacy strategy plan*

RATIONALE TO THE BUILT FORM

ENHANCING KEY FEATURES OF THE MASTER PLAN

The built form holds a prime opportunity to embrace the legacy of the campus, transform the public realm and activate key projects and precincts identified across the seven key strategies of the Master Plan.

A sensitive and integrated strategy for the built form has therefore been derived from close analysis of:

- important buildings (Figure 9.15)
- buildings to adapt or potentially demolish
- organising the future campus
- potential sites for renewal and development.

The built form strategy aims to inform and respond to key features of the Master Plan, including to:

- address the core circulation – Circuit Drive and The Promenade
- establish a visual identity of key precincts to improve campus legibility
- encompass plazas and collaboration hubs
- mark campus gateways to establish a sense of arrival
- ensure each building has a street frontage/address
- address view corridors and frame important outlook and views
- respond to surrounding topography and context to establish appropriate scale and building mass
- maximise orientation and climatic responses.

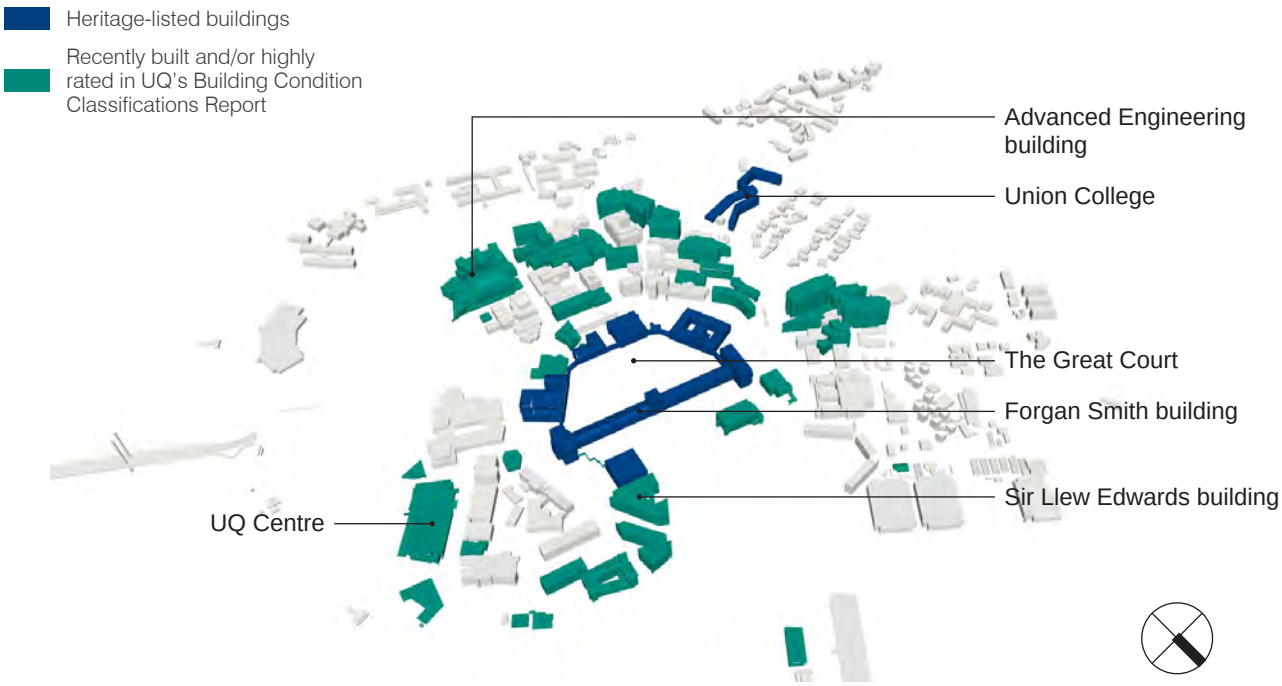


Figure 9.15: *Important buildings*

Note: The built form diagrams presented in Figures 9.15–9.19 were prepared based on the UQ St Lucia Building Condition Classification Report (June 2017). A number of assumptions were made when interpreting this report, and these three categories were identified:

1. Important campus buildings – see heritage-listed buildings and good-quality buildings Existing good-quality buildings – refer to buildings identified as being recently built and/or highly rated
2. Existing good-quality buildings – see buildings identified as recently built and/or highly rated
3. Buildings to adapt or potentially demolish – see buildings identified as requiring some level of refurbishment, buildings identified as being redeveloped or demolished, and temporary structures.

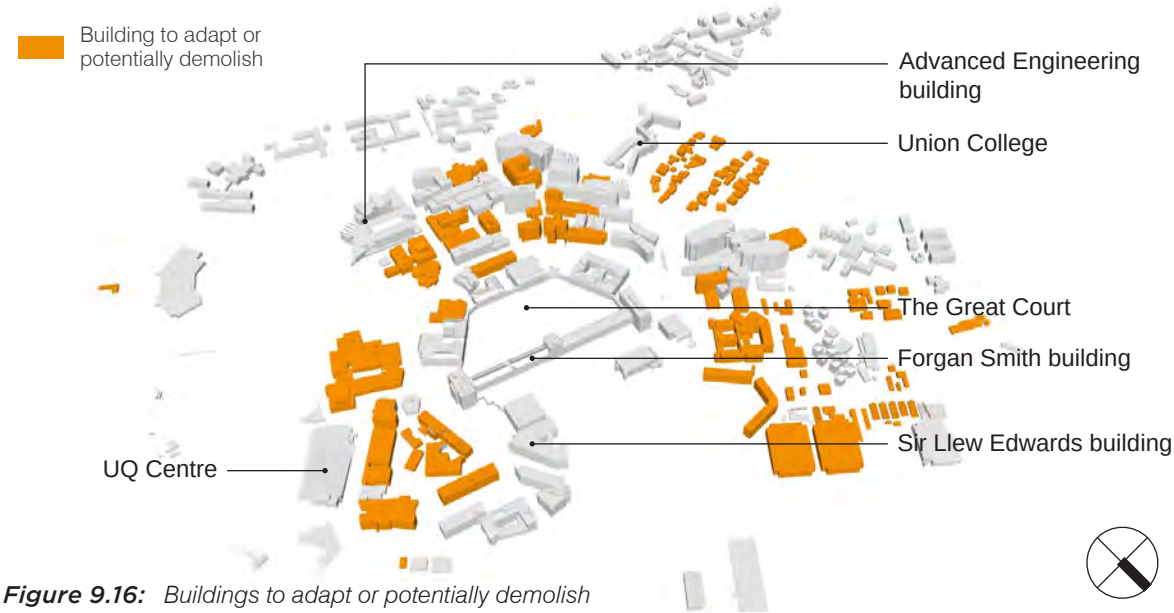


Figure 9.16: *Buildings to adapt or potentially demolish*

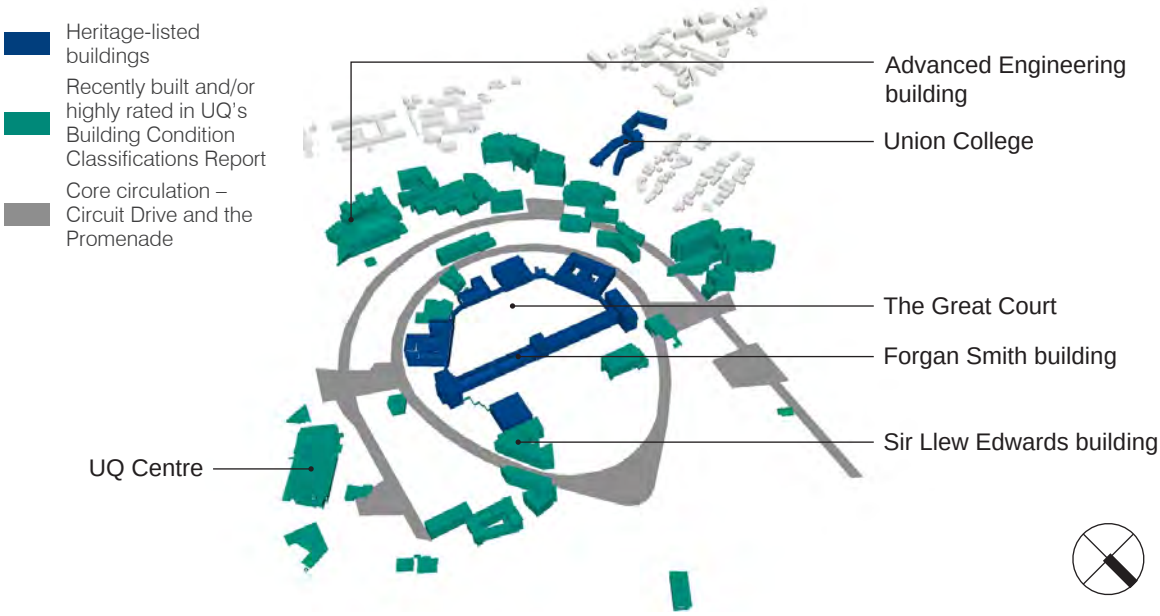


Figure 9.17: *Organising the future campus*

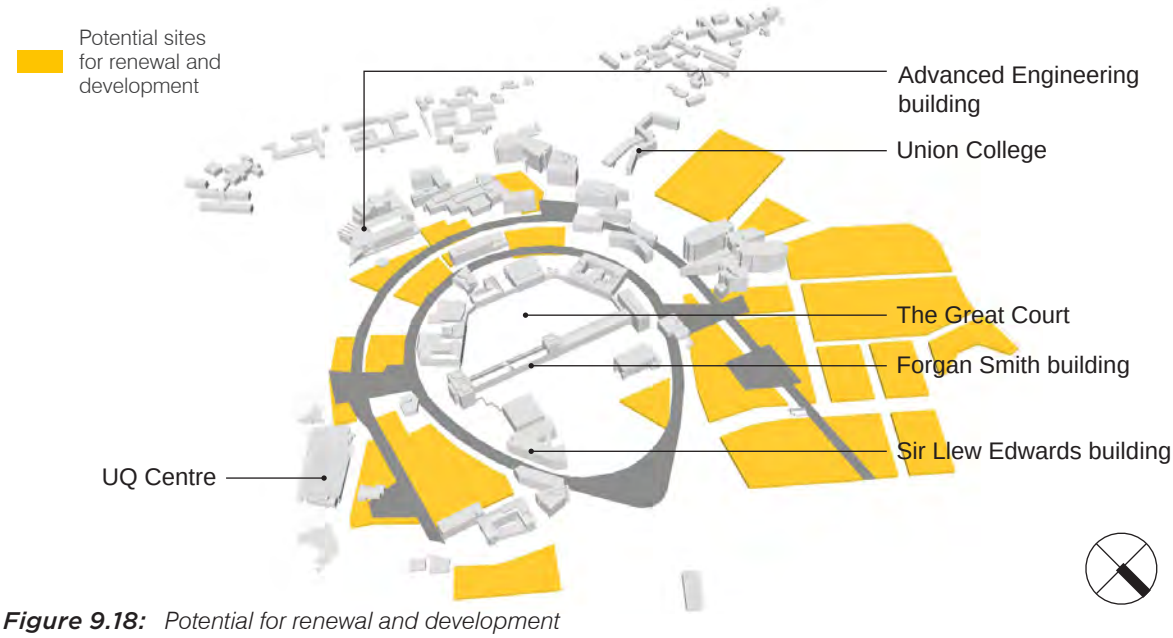


Figure 9.18: *Potential for renewal and development*

BUILDING OPPORTUNITY

Based on the Classifications Report, the Master Plan provides an opportunity for some buildings on campus to be internally refurbished, completely redeveloped, or extended externally to include a new annex or facade upgrade due to their new street address and location.

Removing some of the existing buildings on site will unlock the development potential of the campus. It allows for the strong establishment of the symmetrical route surrounding the Great Court, a secondary symmetrical route to provide further clarity and structure to the campus, as well as aligning key uses, streets, pathways and buildings along important key axes consistent with the legacy of the Hennessy Plan.

The plan in Figure 9.19 shows the potential building opportunity on the campus, and highlights the campus heritage buildings, existing buildings of worthy quality, and buildings for refurbishments, new builds, facade upgrades and the introduction of new annexes.

HERITAGE BUILDINGS

A number of heritage buildings are located on campus, largely centred around the Great Court. With their rich sandstone and grand colonnades, these buildings are of the highest profile on campus and are an important visual feature and key part of UQ St Lucia's identity. There is some opportunity for refurbishment of the interior of these buildings to increase space utilisation, functionality, compliance and environmental performance.

EXISTING GOOD-QUALITY BUILDINGS

The campus is constantly changing, with many new and excellent quality architectural building responses established over the years. Generally, these buildings do not require any work as they are predominantly fit-for-purpose and offer a high overall star rating.

POTENTIAL NEW DEVELOPMENT SITES

With the re-organisation of the campus and the potential removal of under-performing buildings, there is an important opportunity for new development sites and buildings. With a strong focus on being flexible and adaptable through their design and procurement, new buildings will be able to successfully adapt to changing circumstances, proving more robust and less likely to require refurbishment in the future. These buildings would improve the use of space throughout the campus.

The adjacent plan has been instrumental in identifying potential new development sites on campus, based on the consolidation of buildings identified for either potential refurbishment or removal. It is important to note that, within these sites, a number of existing buildings may be suitable for refurbishment.

Refurbishment may include upgrades to internal operations, systems, fit-for-purpose or compliance issues, environmental performance, better technology and flexible infrastructure, or improving connectivity and integration with the surrounding context.

Before demolition is considered, all buildings within these potential new development sites should be individually assessed to determine their suitability for refurbishment.

FACADE UPGRADES

As a result of removing some of the existing buildings on campus, and introducing new movement routes and links, some buildings remaining on campus could have a new and better street address. Considering the treatment of buildings now facing key movement routes and links will be required.

ANNEXES

In addition to facade upgrades, some buildings may benefit from the introduction of annexes, as a minor addition to the main structure to create a new entry location and assist with street-level activity.

CONSIDERATIONS FOR ADAPTIVE RE-USE OF BUILDINGS

As technology, lifestyle, construction and design evolves, it is inevitable buildings and structures will outgrow their original function over time. The University will consider adaptively reusing buildings where appropriate – a process of retrofitting older buildings for new uses. In the quest for sustainable development, this offers many benefits.

However, there are many considerations, including cultural distinction, aesthetics and the cost of retrofitting any project, as this often requires major changes to the building structure. The financial costs are a critical factor, and the extent to which buildings respond to the key qualities listed below will impact on the likely costs for adaptive reuse.

The University is required to assess buildings based on:

- ***Building quality –***looking at the general characteristics of each building at a macro level, identifying the buildings capabilities within the context of the University. Parameters used to identify building quality include building structure, building fabric/facade, zoning feasibility, positive or negative identity, user friendliness, wayfinding, transport and access, and location and adaptability
- ***Building compatibility/flexibility –*** evaluating buildings based on built form characteristics and assessing the ability to provide flexible space that can cater to a range of educational uses. The criteria for this includes floor to floor height, contiguous area, services, floor loading, security, and ventilation/daylighting
- ***Specific building compatibility/adaptability –*** similar to compatability/flexibility above, but also involves identifying spatial parameters for specific buildings according to use. Various space types include teaching, research, specialist lab, private and public use, and size and flexibility of space.

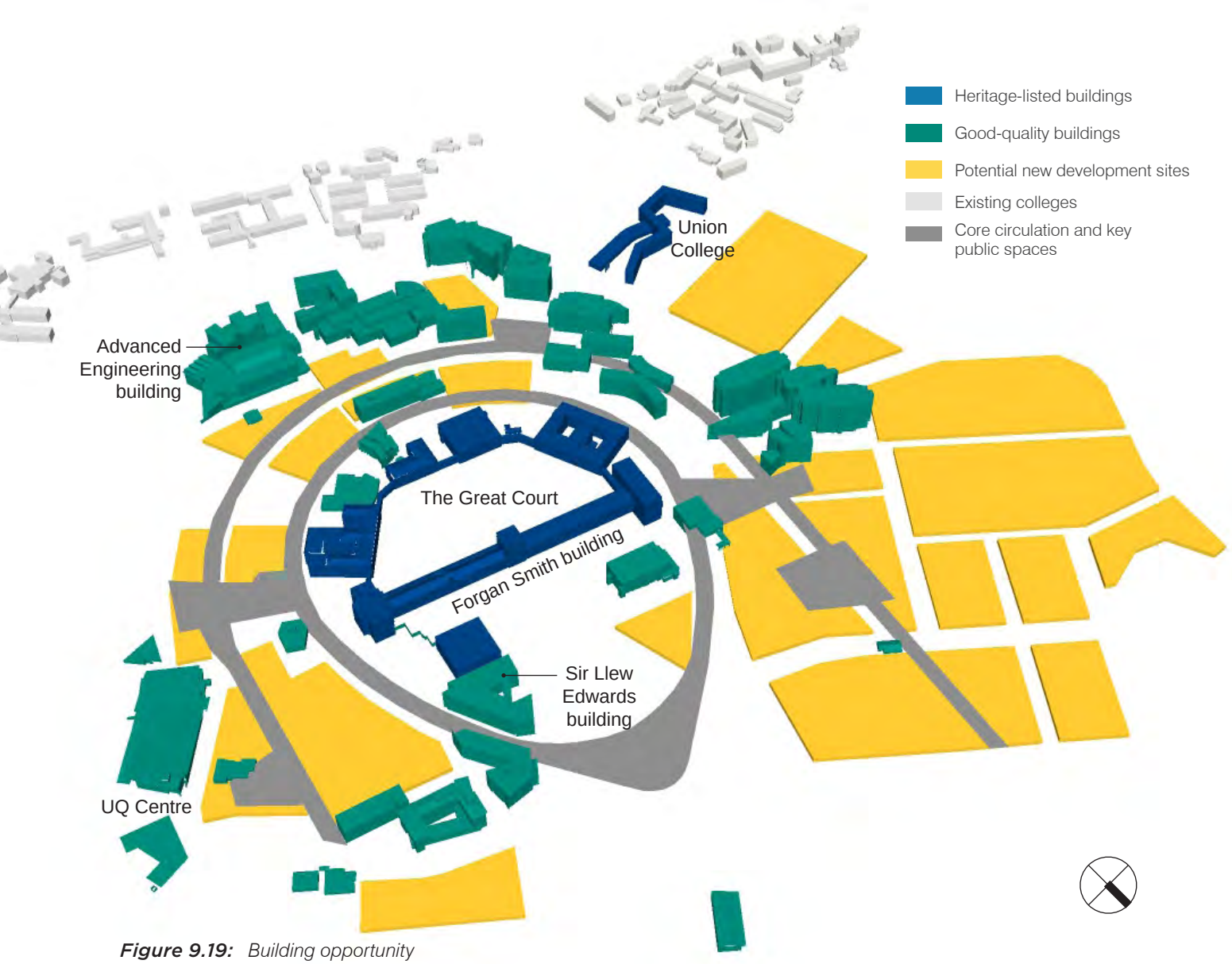


Figure 9.19: *Building opportunity*

BUILDING DESIGN EXCELLENCE

The existing design and quality of the built form at the campus helps to elevate the University to a world-class standard. It is in the best interests of the University to maintain and enhance built form excellence, enabling future growth and innovation that also carries forward the campus's history, culture and identity.

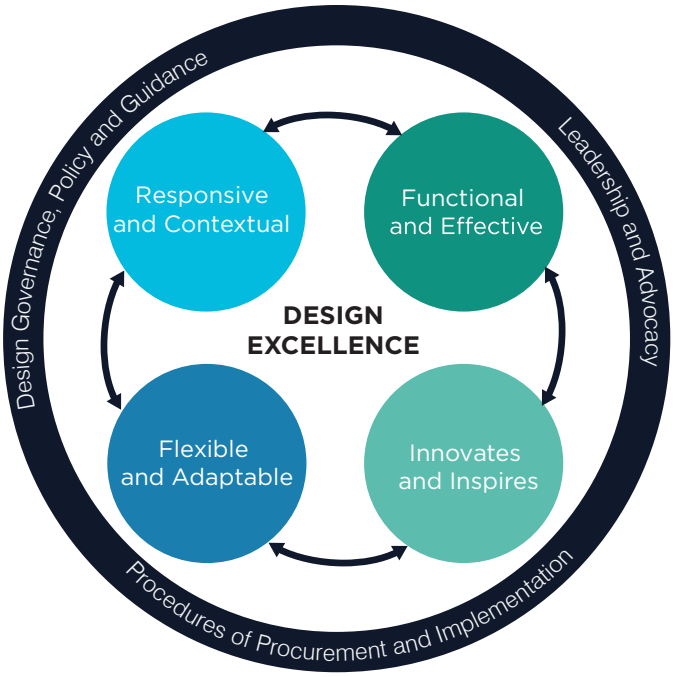
To help drive design excellence within the built environment, four key principles are identified for inclusion at all levels of development – from new buildings to adapting heritage buildings. These principles promote a built form that is:

- responsive and contextual
- functional and affective
- flexible and adaptable
- innovative and inspiring.

The success of these criteria depends on three external factors enforced by the University:

- Design governance, policy and guidance
- Leadership and advocacy
- Procurement and implementation procedures.

More detailed description is provided below.



01

PRINCIPLE

RESPONSIVE AND CONTEXTUAL

To maintain a campus as diverse and integrated as St Lucia, it is important that buildings and development across the campus operate in line with Master Plan intentions and are specific to their location and context.

Whether new or modified, buildings should have a well-managed interface that responds to the surrounding context. Their design should also aspire to enhance and celebrate the University's identity, its contribution to Queensland's story, and the identity of Brisbane's unique sub-tropical building style.

While building design should also carefully consider orientation, outlook and climatic response, its success relies on most of the requirements discussed below being met.

REQUIREMENTS

» Work within the intentions of the Master Plan and high-level strategic aspirations of the University, to contribute to the public environment.

» Carefully respond to location and context to facilitate greater urban design ideas for the local area.

» Adopt well-managed building interfaces and appropriate landscape settings, particularly at ground level.

» Consider orientation, outlook, sightlines and climatic response to improve building performance

» Promote socially, culturally and historically responsive buildings appropriate to time and place

» Enhance the University's identity through design and a building style that is uniquely Queensland.

02

PRINCIPLE

FUNCTIONAL AND EFFECTIVE

While buildings hold a high-level of complexity, they should inherently serve their primary function of being fit-for-purpose. Buildings support and facilitate effective usage patterns, and therefore have a vital role in meeting functional needs as well as offering comfort, safety, productivity and wellbeing.

Part of a building's functional success aligns economic investment against the building's use and performance – so designing a building that is feasible, cost-effective and value-creating is also important. To achieve this, a building should be a sustainable, adaptable and durable asset.

REQUIREMENTS

- Ensure buildings respond to a strong and clear brief, so are appropriate for their function and purpose.
- Provide necessary building amenity and, for building users, offer comfort, encourage productivity and promote wellbeing.
- Ensure building layouts accommodate and respond to usage requirements, daily activities and social behavioural patterns.
- Encourage a level of legibility in the building design, with inviting entry points and coherent building circulation.
- Ensure building structure, spatial arrangement and materials are fit-for-purpose, robust, durable and resilient.
- Ensure the building is feasible, cost-effective and value-creating, and has a high level of usability and adaptability.

03

PRINCIPLE

FLEXIBLE AND ADAPTABLE

To meet the changing demands of students, staff and learning requirements, the operational style and structure for universities must also be constantly evolving. This includes use of the physical space on campus.

When looking at new construction or refurbishment on campus, it is vital for universities to consider 'future-proofing' construction. This approach promotes the maximum flexibility of a building, so it can meet the demands of future learning environments, and changing socioeconomic and environmental conditions.

Designing for flexibility is a key priority, as buildings able to successfully adapt to changing circumstances will prove more robust and economical over time. Building adaptability also improves the environmental performance of buildings, with more efficient use of space and increased longevity.

Future proofing buildings requires careful assessment and consideration of likely or possible future scenarios, aimed at maximising the whole-of-life value in times of unpredictable and ongoing change. Design proposals must be supported by a life-cycle cost analysis.

REQUIREMENTS

- Design buildings with a level of adaptability for different functional and operational requirements. Especially ensure flexibility of infrastructure to cater for future technology advances.
- Future proof buildings by ensuring a level of independence to four key building components – building structure, building services, internal layout and internal finishings.
- Accommodate resilience to climate change, based on considering changing weather patterns, temperature rise and fall, longer and heavier periods of rainfall, and degrees of flooding.
- Focus on reducing energy consumption through alternative sources of energy, to future-proof against increasing costs of energy and security.
- Consider lifecycle costs and sustainable solutions throughout design and construction.
- Promote an attractive building aesthetic that avoids it becoming outdated and unfashionable in the immediate future.

04

PRINCIPLE

INNOVATES AND INSPIRES

Well-designed buildings make a positive contribution to the public realm by offering visual interest and enhancing local meaning and identity. In a campus setting, an engaging and appealing built environment can attract and inspire staff, students and visitors alike.

While buildings vary in their degree of innovation and aspiration, each contributes to the context, character and setting of the evolving urban fabric. A well-designed building can engage, challenge and even delight building users.

REQUIREMENTS

- Design buildings to respond and contribute to the public realm through visual interest, and relevant meaning and identity.
- Ensure buildings are designed to optimise a level of comfort, enjoyment and engagement that attracts and inspires building and campus users.
- Ensure design and innovation aims for a standard of excellence across all levels and layers of detail. Maintain this standard across the building's procurement, construction and delivery.
- Promote designs that actively seek opportunities to engage with community and stakeholders, through open foyers, shared/managed indoor and outdoor spaces for learning and knowledge transfer.

ENABLING PROJECT 9:
STREET ADDRESS

Rationale

Improving legibility and wayfinding on campus is a key issue for the campus, and is addressed in Strategy Four – Open. However, one of the key components of wayfinding involves re-engaging all buildings, both new and old, with a street presence or frontage. The aim is to assign each building with an exact street address for ease and convenience in locating it. All new buildings will therefore be designed with a clear main entry off one of the core circulation routes.

Some existing buildings, which previously backed onto other buildings, will need to be adapted at ground level to ensure buildings appropriately front newly-defined streets.

Global Change Institute

Advanced engineering

Principles achieved:

- Interesting and clearly defined heart
- Open, active and inclusive campus
- Flexible and adaptable buildings and spaces
- Optimised campus capacity and connections
- Enhanced architectural and planning excellence legacy
- Sustainability for the future

Key features:

- Clearly defined building entries established
- Main entries have a strong, physical connection to the street
- Each building is assigned a street address
- Building and street signage designed to facilitate navigation and wayfinding.

ENABLING PROJECT 10:
GREAT COURT DESIGN

Rationale

Perhaps the University's most iconic and significant public space is the Great Court, with its formal and impressive sandstone colonnade and architecture. There is significant potential to further enhance this space as a distinct campus destination, and to encourage use of the space through more pathways and travel routes.

An elegant and complementary landscape design celebrating the Great Court's distinct character is proposed, along with investing in amenities such as moveable furniture, beanbags and umbrellas to create a relaxed and flexible environment, as shown in Figure 9.20.

Figure 9.20: *Great Court illustrative outcome*

Principles achieved:

- Interesting and clearly defined heart
- Optimised campus capacity and connections
- Enhanced architectural and planning excellence legacy
- Activated destination
- Unlocked river and landscape potential
- Integrated learning landscape

Key features:

- Design of the Great Court enhanced with a subtle landscape that invites daily use and more activity
- Finer grain pedestrian network incorporated into design
- Spaces created for individuals and small groups to relax
- Moveable furniture (tables, chairs, beanbags) incorporated to activate the Great Court
- Space for pop-up events and activities such as outdoor movies

ENABLING PROJECT 11:
REINSTATE HERITAGE CIRCUIT

Rationale

Reinstating the heritage circuit through the symmetrical route surrounding the Great Court is an important step towards strengthening and reinforcing the legacy and original intent of the Hennessy Plan. This Master Plan initiative works to preserve the heritage values of the campus and enhance clarity beyond the Great Court.

It offers a multi-functional, pedestrian-focused circulation spine and public space that facilitates wayfinding. A secondary circulation link will radiate outward from this main circuit, further contributing to wayfinding on campus. Figure 9.21 shows the proposed heritage circuit, secondary link and new landmark building.

Principles achieved:

- Interesting and clearly defined heart
- Optimised campus capacity and connections
- Enhanced architectural and planning excellence legacy

Key features

- Heritage values preserved
- A strong and easily identifiable character created
- Campus clarity, formality and wayfinding strengthened, beyond the Great Court

QUICK-WIN

ENABLING PROJECT 12:
NEW LANDMARK BUILDING

Rationale

A new landmark building at the main entry of the campus will assist in re-establishing a strong formal axis and sense of arrival to the front of the campus. The proposed building location and its form strategically assist in delineating the events lawn, completing a symmetrical and formal arrival to the campus and defining an important gateway into the University.

The building will be used as a performance and cultural space to encourage greater activity in arts, culture and innovation, and have a strong reference to the Aboriginal and Torres Strait Islander people. Other key arrival gateways for the campus are identified as part of Strategy Four - Open.

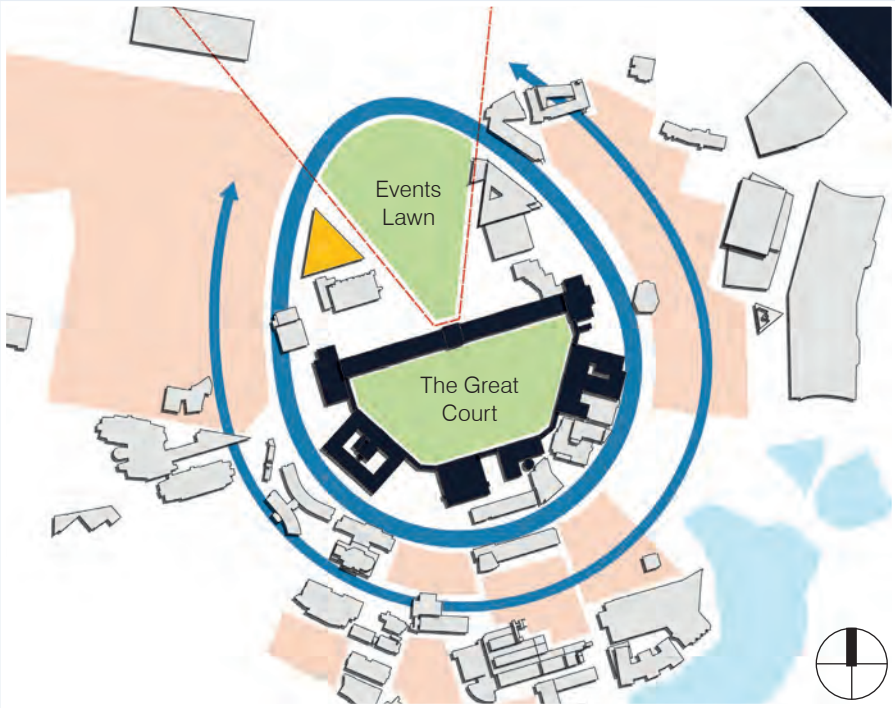


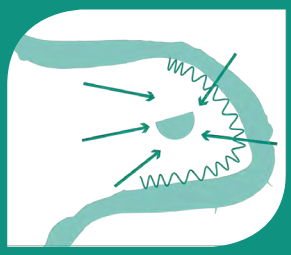
Figure 9.21: *Heritage circuit and landmark building*

Principles achieved:

- Open, active and inclusive campus for all to enjoy
- Flexible and adaptable buildings and spaces
- Connected with Indigenous society and community
- Enhanced architectural and planning excellence legacy
- Activated destination

Key features

- Key gateway and arrival point created for campus
- Design mirrors the Sir Llew Edwards building
- Contributes to framing the new events lawn
- Performing arts and culture space
- Specialist performing spaces for the University's arts and music programs
- Operational early to help fund new projects
- Contribute to promoting reconciliation with Aboriginal and Torres Strait Islander peoples



STRATEGY FOUR
OPEN

The St Lucia campus's degree of openness, legibility and accessibility is a key factor in its long term success. Clear points of arrival, sensitive transitions in intensity and uses to surrounding areas, and a porous edge that allows people and ideas to move through effortlessly, will all be important qualities of the campus in the future. This strategy provides ideas and priorities that will continually improve the openness of the campus.

In this context, the strategic priorities are:

STRATEGIC PRIORITIES	TARGET
Create an inviting and porous edge to the campus.	Incorporate pedestrian access and connectivity at least every 200 metres through the edge of the campus.
Modulate built form scale and mass to reflect the residential and landscape setting of the campus.	Integrate an urban context reporting process around all new building on the campus edge to ensure quality of edge condition by 2018.
Maintain and deliver community facilities and programs that encourage the public use of the campus.	Commence refurbishment of the Avalon Theatre for University and community use by 2019.
Enhance wayfinding through clear site planning and creating clear nodes of activity.	Develop landholdings on Hawken Drive to create a clear and lively gateway to the campus by 2030.

The sub-strategies, ideas and projects supporting the open campus concept are set out on the following pages, while the open strategy plan is illustrated in Figure 9.22.

9.5.1 CAMPUS GATEWAYS

Arriving on campus is an important part of daily university life and the student experience. Clear points of entry that assist in navigation and intuitive wayfinding will help to build the perception of an 'open door' campus.

Key initiatives to enhance the arrival experience include:

- using landscape, activity and built form as the primary markers of arrival, while avoiding monumental signage where possible
- embellishing the existing green edges and waterway alignment to create a 'green curtain' on arrival to the campus
- creating distinctive gateway experiences including a 'river gate' at the Eleanor Schonell Bridge, a 'town gate' at the head of the Hawken Drive/Chancellor's Place transport node, and a 'parkland gate' at Sir Fred Schonell Drive
- supporting gateways with digital wayfinding elements.

9.5.2 BUILT FORM EDGES TO THE CAMPUS

The way the campus physically relates and connects to the suburb of St Lucia is vital to its real and perceived relationship with the fabric and life of the city. As the campus continues to adapt and change, it will be important to pursue a strategy of developing a 'porous' edge to the campus – where multiple pathways and landscape design connects into the heart of the campus.

Key issues and initiatives around this idea include:

- transitioning the scale and form of the campus along its edges, which may include adapting height, perceived mass, and facade design to create a seamless transition to surrounding areas
- creating many physical connections between buildings that allow people to filter through the edge of the campus and enjoy the first-class facilities, events and spaces available
- focusing generally on residential uses on the campus edges that relate to the wider suburb of St Lucia.

9.5.3 WAYFINDING

Once on campus, the way people are encouraged to move around and how easily they can reach their destination are vital. The key initiatives for creating coherent wayfinding on campus include:

- unifying the treatment and design for the highest order pathways and streets of the campus
- using landscape to create visually distinctive precincts and spaces that help differentiate parts of the campus
- implementing a wayfinding strategy that integrates physical and digital signage.

9.5.4 COMMUNITY FACILITIES

The St Lucia campus is effectively a small city – a place where people congregate to learn, and a place where those people and the surrounding community rely on important facilities.

Child care, non-tertiary education, health care, libraries, recreation facilities, sporting clubs, and cultural and meeting spaces all contribute to the current success of the campus.

Over time, the demand for contemporary community facilities, services and programs will only grow, and will reinforce the University's position as a key cluster of activity for the wider city. Some key ideas and priorities for community facilities include:

- exploring the development of a primary and secondary education offering, through potential partnerships with the state
- enhancing child care facilities and locating them close to points of arrival, transit stops and car parking resources
- making space and venues available on campus for community events
- creating opportunities for children's play on campus, through adventure, water or nature play facilities
- assigning a curator for activation and a detailed program of events.

9.5.5 OPERATIONS AND MANAGEMENT

Although not necessarily a physical site planning matter, operational and management factors will influence how efficiently the campus and the University function, and ultimately its vibrancy. Key areas around which operational efficiency and asset optimisation can be achieved include:

- introducing trimesters rather than semesters to optimise existing asset use, and funding and managing new assets, and to ensure the campus is more active and vibrant throughout the year
- developing facilities that support executive education and corporate conferencing facilities, including conference venues and short-term accommodation
- designing and delivering new buildings to ensure they can easily adapt to new uses, as internal and external demands change over time
- attracting major cultural and community events to the campus as a way of activating space, raising the campus profile in the city, and driving footfall to support commercial and retail functions.

This diagram outlines the key moves in relation to Strategy 4 – Open.

	Site boundaries – key sites and boundaries indicating land occupied by the University and its affiliated colleges.
	Built form – existing heritage-listed built form surrounding the Great Court.
	The Hennessy Plan – re-establishing the Hennessy Plan through the symmetrical route surrounding the Great Court, with a north-south and east-west link to the campus edges. This will require realignment of University Drive.
	Key gateways – the campus has three distinct points of entry, and all three must provide a clear sense of entry and arrival. Key gateways are located at the western entry along Sir Fred Schonell Drive, the Hawken Drive precinct into the Chancellor's Place bus drop-off zone, and entry over the Eleanor Schonell Bridge from the east.
	Student residential frame – student-living to the south and west creates a key transition zone between surrounding residential precincts and the campus.
	Permeable living edges – connections through student living into campus, to create an open and accessible campus.
	Formalised green wedge – major new event space located in front of the Forgan Smith building, which may be used for university or community-based events.
	Green corridor – create a new, high-quality passive open space and recreational parkland between the Lakes and the river's edge.
	Childcare facility – relocate existing Margaret Cribb childcare facility as part of the Student Residences Project, and develop a new childcare facility at Long Pocket.
	Play – opportunities for children or adult play, which will bring more activity to campus and attract a wider range of people from the community.
	Green curtain – campus green edges and waterway alignment to the west to be further embellished to create a green curtain on arrival.

Figure 9.22: *Open strategy plan*

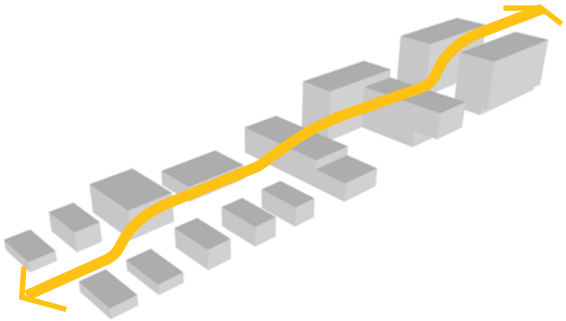
CAMPUS EDGES AND PERMEABILITY

The relationship and how the campus connects to and integrates with the surrounding suburb is an important part of both the real and perceived 'openness' of the campus. Campus edges need to be developed without creating barriers and walls to the surrounding uses and the community.

Edges must be implied through the careful configuration of landscape and buildings, with more than one 'front door', to allow for continued growth and improved integration with the surrounding context. The key themes discussed below highlight main objectives for enhancing the openness of the campus.

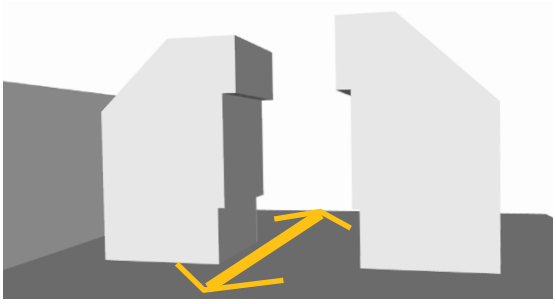
MASSING TRANSITIONS

Transitioning the scale and form of buildings along the campus edges will help to create a responsive and welcoming edge to the surrounding context, and is less likely to be perceived as a barrier. Where the edges of development work together and act as seams, they draw either side together to create an integrated space that feels welcoming and inviting. Incremental transition in scale between buildings will enhance the openness of the campus to the community.



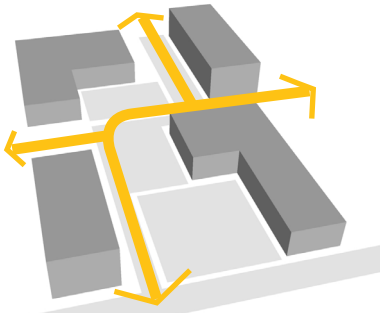
MARKED GATEWAYS

The arrival experience plays a key role in welcoming people into the campus. Gateways will provide a memorable first impression for the campus, and will be articulated by strong built form, public transport, abundant green space or civic plazas, with public art and wayfinding information to help celebrate the identity of the campus. Gateways will be open and inviting.



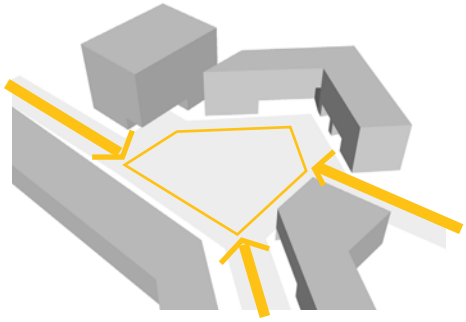
PERMEABILITY

The campus will provide many physical connections between buildings along the edges and within the campus. Key axis and movement corridors will create clear lines of sight through the campus to important destinations. Visual permeability through and to key spaces will encourage an open campus, where pedestrians can move around the campus with ease and can take a choice of routes.



FRAMED PLAZAS

One of the key factors in creating successful public plazas is the notion that the inner and outer square must work together. The active and framed edges of the plaza draw activity into it, and create a vibrant location. Framing the plaza with built form also helps articulate and capture the public realm, where lines of pathways and movement connect with break-out plazas and encourage a place to stop and rest. The campus plazas will be active, welcoming and attractive spaces.



WAYFINDING AND SIGNAGE

Wayfinding is one of the most critical elements for the St Lucia campus. The campus is made up of a series of elements including streets, public squares, open space, parks, buildings and nodes of differing activity. Linking these key elements is essential so visitors can easily navigate the campus. The overarching goal of campus wayfinding is to develop a comprehensive and intuitive system for the University, that addresses the needs of the public and local community, first time users, and alumni, staff and students who know the campus well (Figure 9.23).

KEY STREETS AND MOVEMENT

The collection of buildings surrounding the Great Court is by far the most prominent visual feature for the St Lucia campus. The original Hennessy Plan focused on the Forgan Smith Tower as the central element, with the Great Court buildings radiating from this, and a circular street running behind the Great Court buildings.

The Master Plan seeks to further develop the existing circular link, to create a highly active and pedestrian-focused Circuit Drive as a continuous link around the Great Court to the main entrance of the campus. This circuit is the highest-order street for the campus and provides a clear navigator for campus wayfinding.

The circuit will be characterised by a defined paving pattern unlike anywhere else on campus. Materials and colour palettes will be sympathetic to the adjacent heritage-listed buildings and create a unique and clear identity for this link. A secondary circuit, the Promenade, will radiate from Circuit Drive, linking a series of secondary nodes, buildings and spaces. For more details, see Street Typologies (page 58).

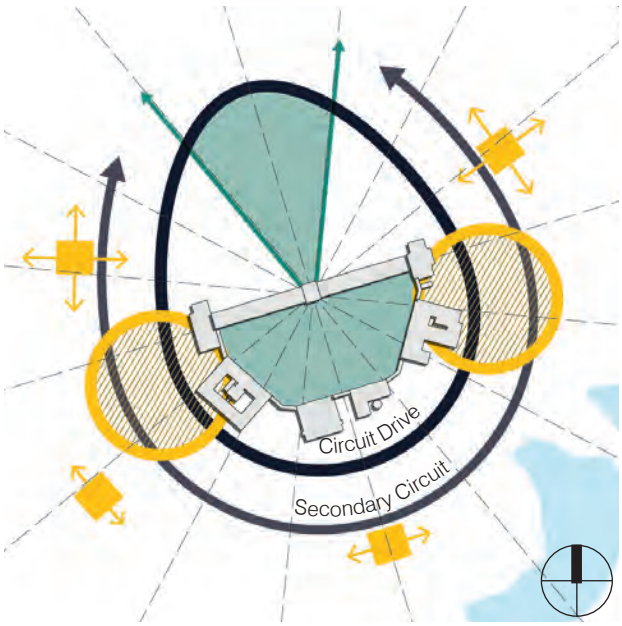
Main movement corridors and lines of sight will typically be based on the axes of the Great Court, and on the original Hennessy Plan. Key nodes of activity will be located at the end of these axes, approximately every 200 metres around the river's edge. Each street and place will have a name, so everything on campus has its own address, and this will be an important navigation tool for the campus.

SIGNAGE

Campus signage will form a continuous placemaking story, visually connecting elements along key routes of the campus. Signage will respond to the character of each individual space and precinct, while still acknowledging and responding to campus history and culture. A bold and authentic palette of materials, forms, colours and graphic elements will contribute to creating a unique and consistent sense of place across the campus. The required hierarchy, design and content will be developed to safely and effectively guide people to their desired destination.

DIGITAL TOOLS

We live in a world where places can be navigated through smartphones and other technologies, and just about any information can be found within minutes through technological devices. The campus will deliver a digital wayfinding strategy that will enable its users to easily adjust routes and maps and easily and quickly lead visitors to the right place. This will complement the traditional signage and physical wayfinding elements on campus, and will improve and add value to the campus experience.



	Key streets and movement
	Major activity node
	Public square/plaza
	Major events lawn and Great Court open space

Figure 9.23: *Core wayfinding for the campus*

ENABLING PROJECT 13:

CHANCELLOR'S PLACE UPGRADE

Rationale

Chancellor's Place will undergo some major transformations to become a key gateway and entrance to the campus. Currently it is a major public transport node, which will be further enhanced and developed by relocating the existing bus terminal to open the space up to other uses.

Chancellor's Place will be the western node of activity for the campus. While the Student Union hub will be re-established in its current location on the eastern side of the Great Court, and will link with the UQ St Lucia Lakes bus station, Chancellor's Place will form a secondary retail and entertainment node on the western edge. Rather than competing, these two nodes of activity will offer different services and facilities to complement each other and draw users between the nodes – and will encourage the use of the Great Court.

Chancellor's Place will provide high-end retail, food and beverage opportunities for the campus. While the Student Union hub will continue to provide cheaper fast-food and beverage opportunities, Chancellor's Place will provide more quality dining for both day and night, as well as more sophisticated and high-quality wine bars and entertainment facilities. This will be a key attractor for students, staff, the local community and visitors to the campus.

In addition, the new activity plaza (Figure 9.24) will be adjacent to the new performing arts and culture precinct, and close to the new performing arts building, providing a key location for integration with performances and events.

Principles achieved:

- Integrated contributor to the city
- Interesting and clearly defined heart
- Open, active and inclusive campus
- Flexible and adaptable buildings and spaces
- Integrated transport infrastructure
- Optimised campus capacity and connections
- Activated destination
- Sustainability for the future

Key features

- Attracts the wider neighbourhood and external visitors
- A welcoming arrival precinct
- Activated by transport, integrated and responsive to surrounding context
- High-quality retail, food and beverage offerings
- Offers day and night activities, every day, all year

Figure 9.24: *Chancellor's Place activity plaza*

QUICK-WIN

ENABLING PROJECT 14:
PLAY SPACES

Rationale

The University recognises that learning can happen at every moment of every day, and incorporating opportunities on-campus for children's play is an important part of creating an open campus. So as a learning campus and environment, the St Lucia campus will offer ways for children to engage in water, nature and adventure play throughout the campus.

Researchers have found that, unlike typical preformed playgrounds, natural playgrounds give children more opportunities to develop gross-motor skills – and they offer significant health benefits. Nature-based play improves cognitive functions, increases creativity, reduces stress and aggression, and allows for more integrated play with adults.

The new parkland at the campus will provide a large, central play area for children and adults, with smaller opportunities for nature play across the campus and along the river's edge.

Adventure play

Water play

Nature play

Principles achieved:

- Open, active and inclusive campus
- Connected with Indigenous society and community
- Activated destination
- Unlocked river and landscape potential
- Sustainability for the future
- Integrated learning landscape

Key features

» Places for children and young people to learn and enjoy the campus experience
» More developmental opportunities for children
» Health benefits and action research opportunities
» Integrated adult and children play
» Explore cultural and social context, such as flood sign and art installations

ENABLING PROJECT 15:
CIRCUIT DRIVE

Rationale

An important focus of the Legacy strategy is to reinstate the heritage circuit as a major circulation and wayfinding device for the campus. Circuit Drive will have a unique character and form an edge to the Great Court, as shown in Figure 9.25. With these two major elements, people will be able to orient themselves, navigate from place to place and interpret their surroundings. Circuit Drive will be a shared zone with a focus on pedestrian activity, and will have a distinct landscape character, key furniture elements, and signage for clear and simple campus navigation.

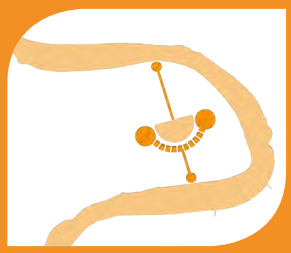
Figure 9.25: *Circuit Drive surrounding the Great Court*

Principles achieved:

- Interesting and clearly defined heart
- Open, active and inclusive campus
- Flexible and adaptable buildings and spaces
- Optimised campus capacity and connections
- Connected with Indigenous society and community
- Enhanced architectural and planning excellence legacy
- Activated destination
- Sustainability for the future
- Integrated learning landscape

Key features

» A unique pedestrian-focused shared street celebrating the ceremonial heart of the campus
» Strong campus clarity, formality and wayfinding beyond the Great Court
» An easily identifiable circuit with a distinctive character



STRATEGY FIVE
EXPERIENCE

The campus of the future combines education and research with an active public realm, major events and a strong sense of community life. Festivals, the arts, history and culture, food, sporting infrastructure and innovation will make the campus a major destination for the city and a compelling option for students and industry partners across Australia and the world.

In this context, the strategic priorities are:

STRATEGIC PRIORITIES	TARGET
Create a clear public realm hierarchy that connects nodes of activity and can accommodate student, working, community and recreational life.	Bring together the Great Court and surrounding retail nodes to create a defined heart to the campus.
Celebrate the campus's arts, creativity and cultural enterprise and participate in the cultural life of the city.	Build a new iconic arts and cultural facility at the heart of the campus by 2025. Appoint a place manager to develop a campus activation strategy by 2018.
Create well-defined and connected retail and activity precincts.	Commence renewal of the Student Union Complex by 2020.
Use the riverside to its full potential.	Increase the number of clubs and food opportunities as a 'string of pearls' along the riverfront. Implement two new riverside nodes by 2020.

The sub-strategies, ideas and projects that support the idea of a campus of experiences are set out on the following pages. The Experience strategy is illustrated in Figure 9.26.

9.6.1 PUBLIC REALM FRAMEWORK

The streets and spaces of the campus are the framework around which campus life is organised. The campus has a number of high-quality spaces, but also many opportunities to enhance the physical setting of its fine buildings and curriculum. The key elements of this sub-strategy are:

- establishing Circuit Drive as a distinct and easily identifiable circulation link and navigator for the campus
- transforming Mansfield Place as part of Circuit Drive
- establishing the Promenade as a secondary major circulation link and navigator for the campus
- removing parts of University Drive to create a major new event lawn at the front of the Forgan Smith building
- investing in the landscape quality of the Great Court
- creating a new major parkland between the Lakes and the river's edge as high-quality passive recreation use
- unifying streets so they exhibit coherence and quality
- creating a network of collaboration hubs and plazas.

9.6.2 CREATE A HEART TO THE CAMPUS

The campus currently has several 'hearts'. The Great Court is the ceremonial focus, the union complex is the day-to-day focus of activity, and the river's edge is a place for sports and recreation. This activity will be dispersed by:

- concentrating retail and activity around two clear nodes to the east and west of the Great Court
- creating a secondary node of activity and new plazas to draw activity directly into the Great Court, and to be a catalyst for developing the western precinct
- enhancing the sporting and recreational activity of the river's edge, with clubhouse, food and beverage opportunities overlooking the water.

9.6.3 ARTS, CULTURE AND EVENTS

The role of the campus as a place for major events and for activities that form part of the cultural life of the city will only increase over time. To be an active participant in this aspect of city life, the following key ideas and priorities will be implemented:

- creating an events-capable landscape in the space in front of the Forgan Smith building
- implementing a major new arts, music and cultural building close to the campus heart at the entrance to the University
- developing a campus activation and curation strategy that will include a calendar of large and small-scale events, to bring non-academic life to campus
- creating a new riverstage, amphitheatre and events space on the river's edge
- reducing red tape and promoting the use of venues and spaces across-campus.

9.6.4 RETAIL AND ACTIVATION

As the campus's residential population increases, diverse retail and services options will be an important factor in making it an attractive place to study, visit and work. The key elements underpinning growth in retail and activation on campus include:

- intensifying retail activity around two key nodes
- focusing on the quality of operators and a mix of tenants to create a critical mass
- having a strong focus on the night-time economy through food, beverage, night markets and event options
- ensuring the two activity nodes and food/beverage offerings complement each other
- developing a retail strategy and providing a mix of retail to ensure there is no adverse impact on existing Hawken Drive retail centre performance
- managing servicing requirements to limit visual impacts to the landscape and built form setting.

9.6.5 PLAY

Part of bringing more life to campus is about appealing to a wider section of the community. Play for children and youth will bring more activity to key spaces for a broader time period. Play will also become part of the campus's contribution to wider city life, will make the University more attractive for students and staff with young children, and will be an important open space and recreation resource for the community. The key ideas and priorities include:

- creating new opportunities for a diverse range of play on campus close to other activity nodes
- incorporating sensory play for young children, as well as youth play and access for all abilities
- focusing on a city-scaled adventure or water play facility adjacent to the river's natural landscape
- exploring opportunities for improved interpretation and interaction with the UQ St Lucia Lakes
- creating an academic community by establishing a new staff house within the Student Union building.

9.6.6 LIGHTING

Lighting is vital for making the campus an appealing environment after dark, both in extending hours of operation and improving real and perceived safety. Lighting is also an opportunity to showcase the fine architectural forms on campus and to lead the way in using environmentally-sensitive technology and energy sources. The key initiatives and ideas include:

- bringing all pedestrian routes and streets up to a minimum service standard of lighting
- investing in feature lighting of key facades, corridors and spaces in a way that aligns with wayfinding and heritage interpretation
- developing sustainable sources of energy to power the lighting initiatives
- ensuring impacts on neighbouring residences are minimal and sensitively managed.

This diagram outlines the key moves in Strategy 5 – Experience.

Site boundaries – key sites and boundaries indicating land occupied by the University and its affiliated colleges.

Built form – existing heritage-listed built form surrounding the Great Court.

The Hennessy Plan – re-establishing the Plan through the symmetrical route surrounding the Great Court, with a north-south and east-west link to the campus edges. This will require removing some parts, and realignment of University Drive.

Major activity nodes – connected by Mansfield Place and the Great Court.

- (A) Student Union hub – existing hub, on the eastern axis of symmetrical ring road, to be re-imagined.
- (B) Chancellor's Place hub – new activity node of similar size established on the western axis of ring road to create a secondary core activity area.

Mansfield Place upgrade and extension – highly active and pedestrian-focused link between retail and activity nodes along Mansfield Place.

Secondary arc – secondary pedestrian spine and outer ring will be implemented, providing further clarity to the structure and wayfinding, as part of re-establishing the Hennessy Plan and understanding building redevelopment opportunities.

Hennessy anchor nodes –a series of anchor nodes created along key axes relevant to the Hennessy Plan, while strengthening the link to the existing Hawken Drive precinct.

Riverfront nodes – a series of activity nodes created along the river's edge with two larger nodes at the north and south.

- (C) **Water sports hub and food/beverage**
- (D) **Recreational hub and food/beverage**

Collaboration hubs – a series of collaboration hubs created, where students and staff can gather, with the potential for small food and beverage outlets.

Active edges – hard, active edges to define the central plazas/outdoor learning hubs.

Activated Great Court – to be linked by two major activity nodes, creating a more activated core to the campus, as well as corridor lighting to assist with wayfinding.

Key event space – major event space located at the key entry open space leading up to the Forgan Smith building, which may also be used for university and community-based events.

Green edges and sports frame – established open space and sporting frame to the river edges of the campus to be enhanced.

- (E) **Gateway landscape**
- (F) **Sports and active landscape**
- (G) **Passive landscape**

Riverstage and amphitheatre – a major new riverstage event space developed at the river's edge, with an outdoor amphitheatre for events, concerts and other recreation.

Figure 9.26: *Experience strategy plan*

PUBLIC SPACE AND PLAZA TYPOLOGIES

Universities are places where people come together to engage with each other, both intellectually and socially, and therefore require spaces for interaction and collaboration. The Master Plan introduces a series of different spatial typologies across the campus, including formal lawns, civic plazas, and less formal open spaces and courtyards (Figure 9.27). The table below outlines a series of different public space and plaza typologies, and identifies potential key uses and facilities within these spaces.

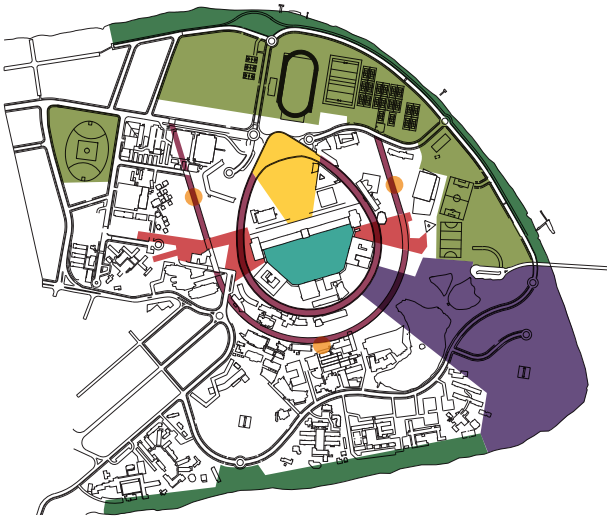


Figure 9.27: *Open space typologies plan*

Typology	Element	Key uses and facilities	
Typology 1	The Great Court – the highest order public space and traditional heart to the campus. The space is anchored to the east and west by two major new activity nodes, which bring people into the court and activate the space. Further activation strategies to include moveable furniture and amenities	» Major campus events » Great Court race » College games » Orientation week » Entry	» Large beanbags and moveable furniture » Markets » Outdoor cinema
Typology 2	Forgan Smith Green – the existing open entry space leading up to the Forgan Smith building will become a unique arrival area for the campus. The space is also large enough to host events, so will become a major events space for university and community use. The space will be formalised through new buildings and pathways.	» Digital information kiosk and mapping facilities » Formalised open space » Integrated amphitheatre seating » Break-out space for the new arts and cultural facility	» Signature campus and community-based events » Events programming required » Entry » Specialised community space
Typology 3	Major activity nodes: Union Square – Student Union hub to be re-imagined but will stay in its current location. Precinct will provide student-based retail, food and beverage opportunities, and more collaboration spaces. Chancellor's Place – a new hub of activity on the western side of the Great Court. High-quality food and beverage offerings, with a strong connection to the new arts and cultural centre.	<u>Student Union hub:</u> » Food and beverage opportunities – fast food and takeaway » Outdoor food and beverage with view over the lakes » Student services » Student retail » Collaboration spaces » Day/night markets » Pop-up events and performances	<u>Chancellor's Place hub:</u> » Food and beverage opportunities – fine dining and sit down » Wine bars » Cinema » Day or night markets » Pop-up events and performances

Typology 4	Collaboration hubs – a series of plazas and outdoor learning hubs central to new campus precincts. They will come off the secondary circular link, the Promenade, and create a series of central nodes of activity within similar precincts. These spaces will have facilities to assist with collaborative use.	» Small food and Beverage opportunities » Flexible and Moveable seating » Collaborative spaces	» On-campus event infrastructure » Interactive digital platforms » Cultural spaces, adjacent prayer rooms and more
Typology 5	Shared zones – Circuit Drive and the Promenade are the campus shared zones, and provide important wayfinding devices for the campus beyond the Great Court. The zones are flexible and multifunctional, with a strong focus on pedestrian-only activities. The zones also allow access for service, maintenance and delivery vehicles, but with pedestrians as priority.	» Pop-up food and beverage opportunities » Day or night markets » Event infrastructure in-ground	» Pop-up events and performances » Informal seating
Typology 6	St Lucia parkland – realigning College Road and removing the southern section of Sir William Macgregor Drive, to create a major, regionally-significant parkland. It will have a unique character, as a passive recreational wedge of parkland that includes recreational activities for all ages and family groups to enjoy. It will also include a major new events space and stage – a place for new festivals and performances.	» new riverstage and outdoor amphitheatre » Festivals, music and cultural events » film and outdoor theatre » Children's playgrounds, including sensory play, and water, adventure and nature play » Youth play facilities, e.g. skate park, bike park » interactive learning trail and knowledge nodes – history and ecology	» Indigenous interpretive trails and architecture » Places for gathering and outdoor learning » Art installations » Interactive water management hub » Picnic shelters, seating and barbeques » Exercise trails and equipment » Dog park
Typology 7	UQ sporting and health precinct – the campus has many dedicated and organised sporting uses and facilities located around the edges of the campus, predominantly to the north and east. These include formal sporting fields, courts and clubhouses.	» Sporting facilities and clubhouses » Hard court sports, fields and facilities » Swimming pool and gym » New floating swimming pool » Sporting events and competitions » Flexible spaces for yoga and group fitness	» Small food and beverage opportunities » Opportunities for children's play equipment » Exercise trails and equipment » Water sports arena » New grandstand/seating » Activity lawns
Typology 8	**River's edge open space –** this is one of the campus's greatest natural assets and embodies our sub-tropical lifestyle. The river and its edges will be a welcoming, attractive and embracing environment with a broad range of recreational, cultural, tourism and learning activities and events.	» Rowing club/facilities » Non-motorised watercraft uses » Water viewing platforms (jetties/pontoons) » Places to interact with and touch the water » Short-term mooring » Flexible spaces for yoga and group fitness	» Indigenous interpretive trails » Riverwalk pedestrian and cycle network » Exercise trails and equipment » Opportunities for play » Art installations » Picnic shelters, seating and barbeques

RIVERSIDE NODES

DEFINING THE ACTIVITY OF EACH NODE

While several key spaces exist within the campus to come together and engage, the river's edge is a strong focus for the University. It is an opportunity to provide facilities so students, staff, visitors and the community can engage with the river and use all the recreational riverfront spaces the campus has to offer. The Master Plan identifies a series of activity nodes along the river's edge (Figure 9.28). These are outlined in the table below, along with potential uses and facilities.

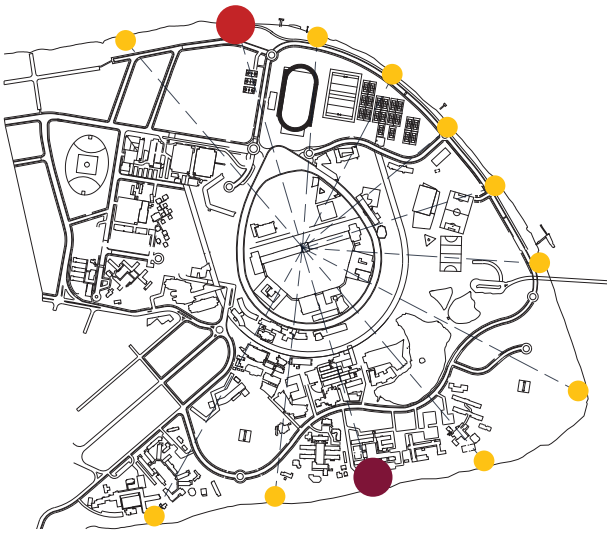


Figure 9.28: *Riverside nodes plan*

Typology	Element	Key uses and facilities	
Typology 1	UQ boat club – the existing boat club location could be revitalised into an activity node for the river's edge. Located on the northern axis of the campus, adjacent to major sporting uses, the club could expand and provide new and extended opportunities for food, beverage and more.	» Good-quality food and beverage opportunities » Sporting clubs	» Indigenous interpretive trails
Typology 2	Southern College – at the southern axis of the campus is another key riverfront node. In the long-term, this is a likely location for the Yeronga Bridge (if it goes ahead), and would provide a key link into the campus and directly to the Great Court. However, in the short-term it may provide a key riverfront viewing platform with passive recreational uses.	» Picnic shelters, seating and barbeques » Viewing platform	» Indigenous interpretive trails » Possible future Yeronga Bridge location (long-term)
Typology 3	Other riverfront nodes –other key nodes have been identified along the river's edge and the campus axes. Each will differ between activity and facilities, depending on nearby uses and the character of the area. Key uses and facilities listed will not be inclusive at each node, but provide suggestions of different types of uses and facilities.	» Non-motorised watercraft uses or marina » Water viewing platforms (jetties/pontoons) » Places to interact with/ touch water » Short-term mooring » Flexible spaces for yoga and group fitness » Indigenous interpretive trails » Places for gathering and outdoor learning	» Riverwalk pedestrian and cycle network » Exercise trails and equipment » Opportunities for children's play equipment » Picnic shelters, seating and barbeques » Extreme sports activities » Wayfinding placemarkers

DAILY ITINERARY

CATERING TO VARYING NEEDS

The St Lucia campus has a wide range of amenities and services that supports a diverse array of activities, which take place both day and night, every day, all year round. The campus caters to the needs of students and staff, as well a wide network of visitors from the community.

Figure 9.29 provides an indicative sample for each user group, recognising there are many combinations of activities, timelines and transport options across the varying user groups.

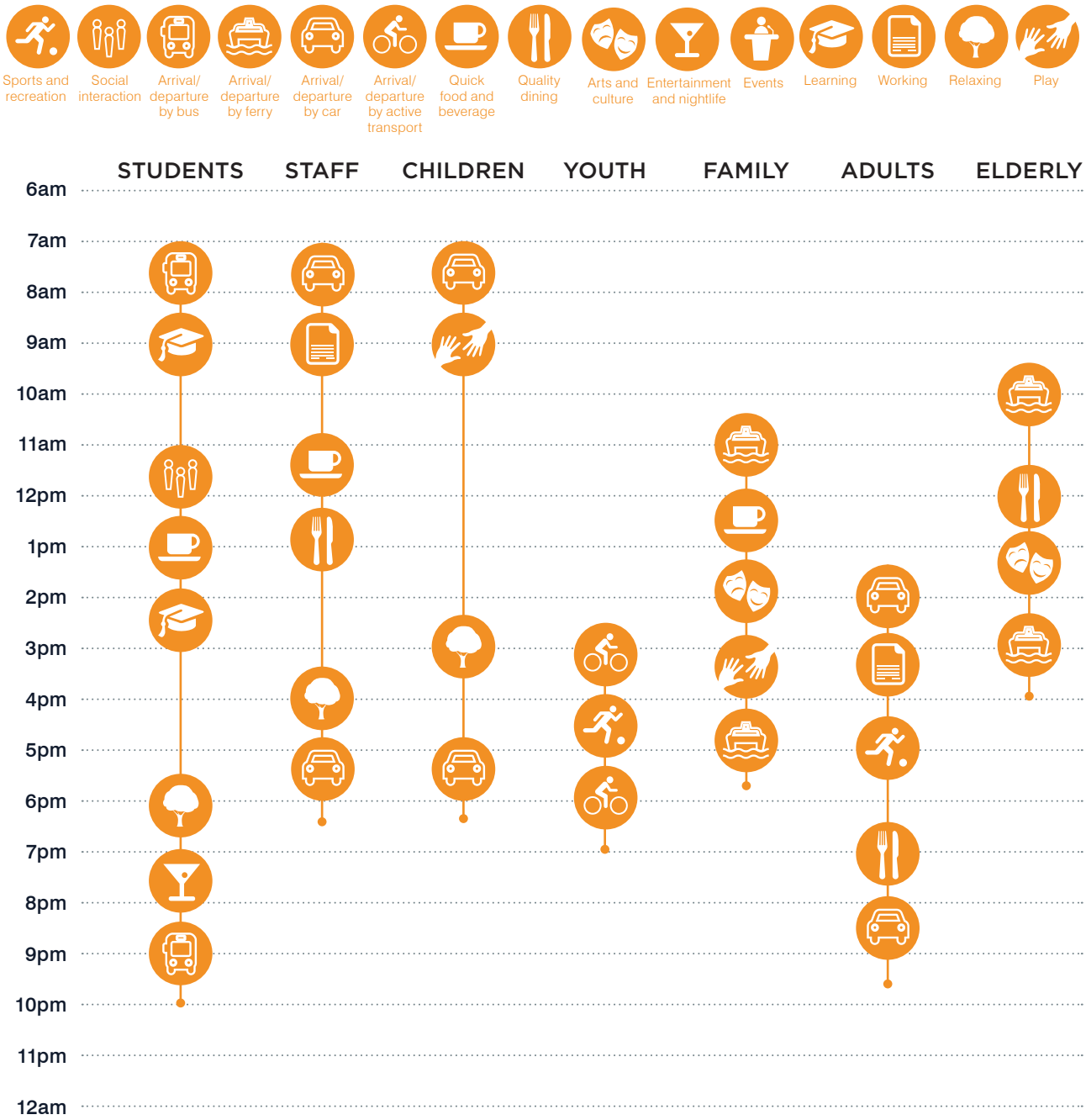


Figure 9.29: *Daily itinerary*

ACTIVATION AND PROGRAMMING

TYPES OF ACTIVATION

Creating a successful university campus is as much about meeting the social and emotional needs of the people who live near, work at and use the campus, as it is about the quality of campus infrastructure and facilities. The Master Plan seeks to encourage more people to use campus facilities and retain them by providing a wide range of activities.

Several types of activation will occur in different parts of the campus, at different times of the day. These activities aim to attract a range of different users to the campus. Figure 9.30 illustrates campus activation and programming, while the table below shows potential activities for campus activation.

Figure 9.30: *Campus activation and programming*

RETAIL/CAFE DINING

- Easy takeaway food and beverage/cafe dining
- High-quality food and beverage options
- Existing student-based retail

NIGHT TIME ACTIVITY

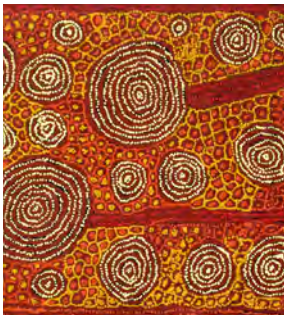
- High-quality restaurants and bars
- Cinema
- Mixed-use/ entertainment
- Pop-up activities
- Music concerts and performances

POP-UP ACTIVITIES

- Street food/ beverage carts
- Markets and stalls
- Outdoor cinema
- Temporary art installations

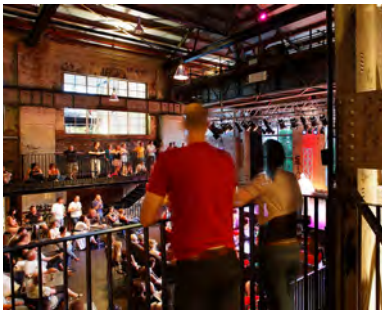
INDIGENOUS HERITAGE

- Interpretive learning and walking trails
- Sculpture, paintings and art projects



MUSIC, ARTS AND PERFORMANCE

- Arts and cultural performances
- Music and dance performance
- Theatre
- Cinema



EVENTS AND FESTIVALS

- Riverstage
- Events lawn
- Live music
- Sports events

SPORT AND RECREATION

- School sports
- College sports
- Community sports
- Outdoor recreation
- Exercise trails
- Bike paths

PLAY

- Children's playgrounds, including sensory, water, adventure, nature play
- Youth facilities (bike/skate park)
- Dancing
- Water activities

ENABLING PROJECT 16:
MAJOR EVENTS LAWN

Rationale

The existing open space leading up to the Forgan Smith building is essentially the front door and major arrival place for the campus. It is a significant size and is envisaged to be an event-ready space that can host an ever-changing array of activities such as music, markets and food vans (Figure 9.31). This major new events space can be used by both the University and the community.

The space will be formalised through new buildings and pathways, as well as terracing down to create informal seating and layering to the space. The northern end of the events lawn connects onto Circuit Drive, creating an iconic and grand arrival into the campus.

The events lawn is strategically located both at the front of the campus and close to external facilities for sports, recreation, arts and culture.

Figure 9.31: *Major events lawn*

Principles achieved:

- Integrated contributor to the city
- Interesting and clearly defined heart
- Open, active and inclusive campus
- Flexible and adaptable buildings and spaces
- Connected with Indigenous society and community
- Enhanced architectural and planning excellence legacy
- Activated destination
- Unlocked river and landscape potential
- Sustainability for the future

Key features:

» Flexible space for events of varying scale

» Distinct sense of arrival for the campus

» Framing the Forgan Smith building

QUICK-WIN

ENABLING PROJECT 17:
RIVERSTAGE

Rationale

Defined by its meandering river's edge, the St Lucia campus's location offers a prime opportunity to celebrate a special river experience that is uniquely Brisbane. By maximising its river frontage and focusing investment into one special riverfront venue, the University could richly benefit from housing events on the waterfront.

A riverstage would create a new events and performance space for the campus, which could be used by students for rehearsals, for more formal University events, or for community festivals and performances. Examples of similar facilities are shown below.

Riverstage, Brisbane

Millennium Park, Chicago

Principles achieved:

- Integrated contributor to the city
- Open, active and inclusive campus
- Flexible and adaptable buildings and spaces
- Enhanced architectural and planning excellence legacy
- Activated destination
- Unlocked river and landscape potential

Key features:

» Activated waterfront, strong connectivity to campus heart or precinct

» Capacity to house small to large groups

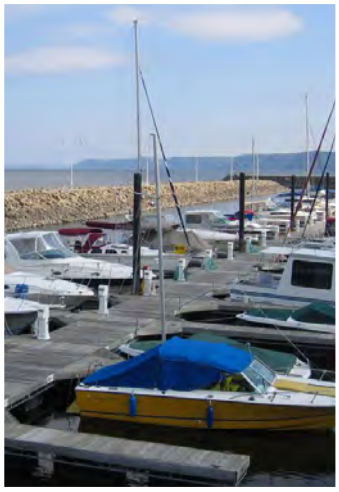
» Uniquely sub-tropical or Brisbane in design

QUICK-WIN

ENABLING PROJECT 18:
RIVER MOORING

Rationale

To further celebrate the unique river's edge experience of the campus, there is the potential to incorporate a small marina/mooring facility for staff, students and community members to use. A marina would offer a chance to both activate and diversify the river's edge – and provide a pleasant travel experience where those living nearby could tie up their boat and enjoy the unique campus assets.



River mooring

Principles achieved:

- Integrated contributor to the city
- Open, active and inclusive campus
- Integrated transport infrastructure
- Activated destination
- Unlocked river and landscape potential
- Sustainability for the future

Key features:

» Key riverfront activation node
» Alternative transport option
» Using Brisbane's unique river

QUICK-WIN

ENABLING PROJECT 19:
OUTDOOR CINEMA

Rationale

With South East Queensland's enviable sub-tropical climate, there is great potential to maximise and promote outdoor events and activities. In particular, an outdoor cinema is likely to have great appeal for students and the community. There are a number of suitable locations, from being part of the new riverstage to a pop-up cinema in the Great Court or in the parklands. A new outdoor cinema could be a modern revival of the Schonell Theatre.

Outdoor cinema

Principles achieved:

- Integrated contributor to the city
- Interesting and clearly defined heart
- Open, active and inclusive campus
- Flexible and adaptable buildings and spaces
- Activated destination
- Unlocked river and landscape potential

Key features:

» Tiered landscape around the riverstage
» Events and entertainment
» Social collaboration and community interaction

QUICK-WIN

ENABLING PROJECT 20:
POP-UP ACTIVITIES

Rationale

Buildings, streets and public spaces can be activated by temporary pop-up opportunities that are quick, inexpensive and fun. Such activities include markets, retail, performances, group activities, food stalls, charity events, exercise groups, bike lanes and parklets, and more.

These activities will create a dynamic, active, street-based culture within and around the campus. Pop-up activities also have the added bonus of being able to test ideas and activities before they become a permanent fixture on campus. Activities could run both day and night and be open to staff, students and the community.

Pop-up markets

Principles achieved:

- Contribution and integration with the city
- Interesting and clearly defined heart
- Open, active and inclusive campus
- Flexible and adaptable buildings and spaces
- Activated destination
- Unlocked river and landscape potential

Key features:

» Key public spaces activated
» An activation and curation strategy developed
» Events distributed across yearly calendar.
» Shortfalls for current UQ event programs addressed

STRATEGY SIX
FRAMED

The core of the St Lucia campus is framed to the east by a high quality river's edge landscape, and to the south and west by a range of student living and residential uses. These two major 'lobes' provide a defined and clear edge to the campus. The residential areas will provide the population required to create campus vibrancy, while the riverside landscape amenity will sustain that population. This strategy sets out the key ideas and priorities that will make a well-framed and highly attractive campus.

In this context, the strategic priorities are:

STRATEGIC PRIORITIES	TARGET
Unlock the amenity, recreational and commercial potential of the riverfront as a major resource for the campus and the community.	Upgrade the 'river loop' to encourage and support movement and other activity by 2022.
Define a precinct for student living that allows the colleges to grow and for other housing options to be created.	Complete the Walcott Street Student Residences Project by 2020.
Position the campus as a living laboratory where learning happens everywhere.	Develop a series of initiatives to be delivered and included in the landscape strategy.
Enhance the nationally-significant sporting infrastructure of the campus.	Upgrade rugby sports facilities by 2018.

The sub-strategies, ideas and projects that support the idea of a framed campus are set out on the following pages, while Figure 9.32 illustrates the Framed strategy plan.

9.7.1 THE RIVER'S EDGE

The river's edge of the St Lucia campus stretches for three kilometres and represents one of the largest continuous frontages to the river in the urban area of the city. This presents a significant opportunity to capture the intrinsic amenity value of the water, while ensuring issues such as flooding and environmental impacts are well managed. The key ideas and opportunities that will balance these demands and create a great riverside precinct for Brisbane, the river city, include:

- creating a continuous ribbon for movement along the river's edge that safely organises pedestrians, cyclists and vehicles
- punctuating the linear river's edge connection with a series of pavilions, spaces, jetties, viewing areas and clubs to bring a carefully curated level of activity to the river's edge
- at key locations, maximising commercial return to the University as a way of subsidising the maintenance and programming of the river's edge
- ensuring all new infrastructure is prepared for flood impacts.

9.7.2 CAMPUS LIVING

- In the future, more students will live on campus. This is a deliberate strategy to reduce pressure on transport networks and encourage the creation of a campus alive with events and activity – a vibrant and self-contained village. While the colleges have played a key role in student living across the years, they will be supplemented by other forms of housing over time. The aim is to create a mix of accommodation types that appeal to a diverse student body, through key ideas and initiatives that include:
- reinforcing the importance of the colleges as part of the residential experience of campus, by allowing them to evolve and change to meet the needs of the future
- establishing a second living precinct around the Walcott Street area
- developing the University's landholdings at Hawken Drive for primarily student residential uses and mixed-use health facilities
- considering the three elements noted above, a single lobe of the campus that provides a sensitive land use transition to the surrounding community and frames the academic core with the population required to sustain it
- considering different housing types that help undergraduate students transition to independent adult life
- providing short-stay accommodation for students studying in intensive blocks, and for conference guests and visiting scholars.

9.7.3 OPEN SPACES AND SPORTING FACILITIES

The open spaces and sporting and community facilities that fringe the campus between the river and academic core are a defining part of the campus character and experience. The Master Plan seeks to increase the quality and extent of this wonderful resource through the following key ideas and initiatives:

- ensuring open space and sporting facilities are available and accessible to the local community, with appropriate timetabling and management for the demand from students, staff and community
- developing a new sporting facility at the existing rugby fields with improved spectator amenity and seating capacity, and increased storage for sporting equipment
- engaging with the river's edge and encouraging healthy, active living by integrating exercise trails and equipment along the river's edge.

9.7.4 THE CAMPUS AS A LEARNING ENVIRONMENT

Part of the campus experience is about celebrating nature and sustainability, and using the significant resources already available on campus. The opportunity exists to position the campus as a living laboratory – a place where the University's curriculum and research come to life as a physical part of the campus. The key ideas and initiatives to shape the campus in this way include:

- building on the rich legacy of public art, Indigenous culture and the diverse backgrounds of the campus users
- providing interpretive signage showcasing aspects of the landscape environment
- testing research physically on campus through key demonstration projects
- enhancing learning and research outcomes through a formalised living laboratory.

This diagram outlines the key moves for Strategy 6 – Framed.

	Site boundaries – key sites and boundaries indicating land occupied by the University and its affiliated colleges.
	Built form – existing heritage-listed built form surrounding the Great Court.
	The Hennessy Plan – re-establishing the Plan through the symmetrical route surrounding the Great Court, with a north-south and east-west link to the campus edges. This will require realignment of University Drive.
	Green edges and sports frame – established open space and sporting frame to the river edges divided into the following character precincts: A Northern sports fields – rugby club, informal playing fields B Hard courts and aquatic centres – tennis centre, basketball courts, aquatic centre C Eastern sports fields – new synthetic hockey fields, ovals and playing fields D Lakes open space – UQ St Lucia Lakes recreational and environmental learning precinct E Southern edge riverfront open space – river edge open space connecting to Long Pocket, including high-quality cycleways
	Student residential frame – student-living to the south and west creates a key transition zone between surrounding residential dwellings and the campus.
	Riverfront nodes – opportunity to create a series of activity nodes along the river's edge.
	Green corridor – create a new, high-quality passive open space and recreational parkland between the Lakes and the river's edge.
	Riverfront pedestrian/cycle connections – continuous connections along the river's edge from Macquarie Street to Long Pocket.
	Green curtain – campus green edges and waterway alignment to the west to be further embellished to create a green curtain on arrival.

Figure 9.32: *Framed strategy plan*

THE LIVING EDGE

Student-living to the south and west of the campus creates a key transition zone between surrounding residential dwellings and the campus. Along this edge are a number of different conditions with different building typologies. These edges should provide a sensitive land use transition between the campus and the surrounding community. This edge is to be further embellished to create a green curtain to the campus, as shown in Figure 9.33.

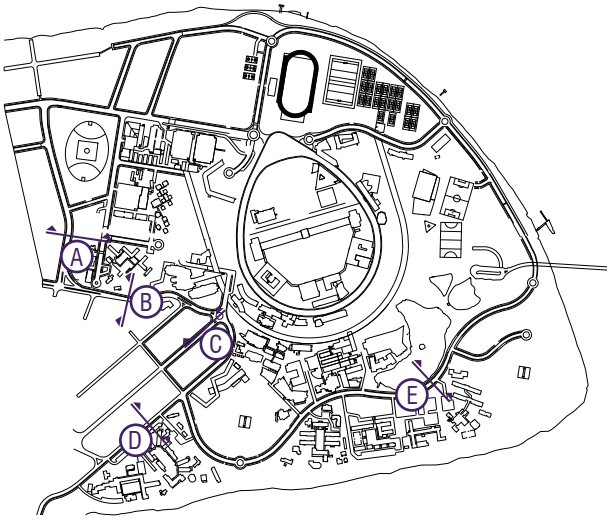


Figure 9.33: *Edges key plan*

Section A Student Residences Project – transition between William Dart Park and the new Student Residences Project shows dramatic change in slope.

Section B Open space and new residential – living edge between Acacia Park and any proposed new development on the existing Cromwell College site.

Section C Mixed-use – Hawken Drive to be slowly transitioned into a mixed-use residential precinct.

Section D Existing residential – existing low-scale residential area along Upland Road has a relationship to the adjacent Kings College.

Section E Lake to colleges (College Road) – along Colleges Road, the existing colleges over the UQ St Lucia Lakes.

RIVERSIDE EDGES

The riverside edges will be attractive and inviting, and a place where activity and engagement can occur. A series of activity nodes will be created at key points along the river's edge, while between these nodes will be pedestrian pathways and green space, as shown in Figure 9.34.

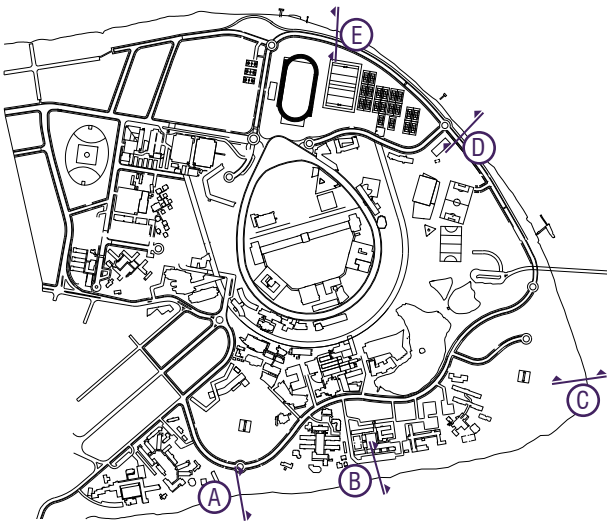


Figure 9.34: *Riversode nodes key plan*

Section A Linear green edge – closing Sir William Macgregor Drive will create additional linear parkland along the river's edge.

Section B College to river – long-term redevelopment of the colleges will ensure college buildings take advantage of the river outlook. The removal of part of Sir William Macgregor Drive will provide additional green space and opportunities for riverfront.

Section C Parkland and river stage – as part of the new parkland open space between the student union complex, through the UQ St Lucia Lakes precinct and to the river's edge, a new riverstage precinct will be developed to allow for events and performance space.

Section D UQ St Lucia Marina – a public marina will be developed at the old UQ St Lucia ferry terminal location.

Section E Boat club – the existing boat club precinct to the north of the campus will be redeveloped.

ENABLING PROJECT 21:
ST LUCIA PARKLAND

Rationale

The essence of a great park lies in its ability to create a deep sense of attachment for the community and its users. To shape the way the University and the community experience the St Lucia Parkland, the design will focus on creating a series of precincts and activities that deliver a meaningful environment for people of all ages and community groups to enjoy.

Through its revitalisation, it will deliver a destination-parkland, where the natural environment can be enjoyed in a family-friendly setting. The parkland will offer a series of high performing spaces connected by a network of pathways, and will be an exciting place where unexpected gems reveal themselves along the way.

The existing UQ St Lucia Lakes will form a key focal point and passive recreational asset to the parkland (Figure 9.35). Close to these lakes, a major new play facility will be developed for children, focused around adventure and water play elements, and highly shaded for user comfort and safety. The new play facilities will be surrounded by comfortable environments for parents to sit and observe, as well as nearby shelters and barbecues for gatherings.

A major component of revitalising the parkland is to create a space that can be used for public events and performances. The new riverstage and amphitheatre will be a great addition to the parkland, providing more performance space for students and a place for community events and concerts.

The St Lucia Parkland sits at the eastern gateway to the campus, and directly adjacent the UQ St Lucia Lakes bus station. This location ensures the parkland is easily accessible to the community east of the Schonell Bridge, and will attract people from Dutton Park and surrounds into the campus. The parkland will provide the community with a truly engaging landscape for respite, recreation, and social and community gatherings.

Principles achieved:

Key features:

- Passive recreational green space for all ages and community groups
- Major new events and entertainment precinct, including riverstage and amphitheatre
- Children's play opportunities
- Active recreation and kick-about space for games and sports activities
- Interactive learning and knowledge nodes.

Figure 9.35: *St Lucia parkland*

QUICK-WIN

ENABLING PROJECT 22:
BOAT CLUB PRECINCT

Rationale

The UQ St Lucia Boat Club is located at the northern axis of the campus, and marks the beginning of the river's edge activity precinct. This site is well connected on the outer fringe of the campus, with good accessibility and car parking, as well as public transport services. There is an opportunity for the University to redevelop the boat club and rowing facilities to create a more community-focused precinct, and provide riverside food and beverage opportunities for the campus (Figure 9.36).

The new facilities open to a large urban plaza of activity where people can gather. The plaza also marks the beginning of river's edge activities, including exercise facilities, children's play areas, and artwork. The plaza creates a strong connection with the landscape, and provides a place to relax and enjoy views of the Brisbane River.

Figure 9.36: *Boat club precinct*

Principles achieved:

- Open, active and inclusive campus for all to enjoy
- Optimised campus capacity and connections
- Connected with Indigenous society and community
- Activated destination
- Unlocked river and landscape potential
- Integrated learning landscape

Key features:

- Early operation to help fund new projects
- New destination for external visitors
- Riverfront food and beverage opportunities
- River activation

QUICK-WIN

ENABLING PROJECT 23:
LIVING LABORATORY

Rationale

The proposed living laboratory is an opportunity to enhance the learning and research outcomes from the University, providing a key point of difference to help strengthen the University brand and attract the best and brightest. The current reframing of the Master Plan provides an opportunity to embed this concept into the Master Plan, to influence how the campus develops over time and to leverage learning opportunities for a range of university faculties.

The Master Plan can formalise recognition of the living laboratory and its influence on campus development, and in turn the impact of campus development on student learning. As part of the Master Plan, the living laboratory provides a blueprint for practical learning and industry-led collaborative demonstration projects at real scale. It also creates the nucleus for a centre of excellence for Water Sensitive Cities in tropical areas.

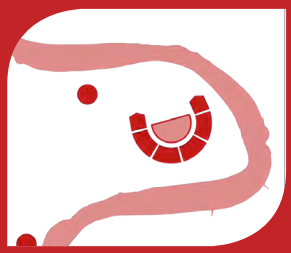
The blueprint provides the mechanism to complement the University's development, with opportunities for Water Sensitive Cities learning and research in areas such as flood risk, water use and amenity, energy efficiency and generation, and water infrastructure.

Principles achieved:

- Open, active and inclusive campus
- Flexible and adaptable buildings and spaces
- Connected with Indigenous society and community
- Unlocked river and landscape potential
- Sustainability for the future
- Integrated learning landscape

Key features:

- A unique learning environment for water professionals
- Exploration of complex real-world problems in the University context
- Opportunities for industry collaboration and demonstration
- Encouraging collaborative thinking



STRATEGY SEVEN
VILLAGES

Grouping the campus into villages and precincts would significantly improve the campus's wayfinding and potential for research collaboration. These villages and precincts are mostly formed naturally by the intersection of the formal Hennessy Plan structure, the framing landscape of the campus and the overlay of current occupation on the site.

This strategy outlines an approach for creating distinct but highly interconnected villages on the core campus, and precincts at University landholdings such as Long Pocket, Avalon Theatre and Hawken Drive. This aims to bring clarity and focus to the main campus, and to provide certainty to the community and other key stakeholders about the future of other landholdings on the peninsula.

In this context, the strategic priorities are:

STRATEGIC PRIORITIES	TARGET
Create a network of 'collaboration' plazas as the spatial focus for each precinct and connect these clearly to the wider wayfinding and activation strategies.	Deliver the first collaboration plaza at Mansfield Place by 2020.
Work with the community to define a clear process for delivering change at Long Pocket, Avalon Theatre and Hawken Drive precincts.	Use the process of consultation outlined in this Master Plan to engage with relevant stakeholders about the design for these precincts.
Return the Avalon Theatre precinct to a productive use for both the University and the community, including development required to support the transformation and ongoing management.	Partner with a relevant operator to use the precinct for innovation and events. Refurbishment and first-stage development to commence by 2019.
Unlock Long Pocket as a strategic location for industry partnerships and high value research.	Commence a new link to the precinct from the main campus along the Tarcoola track by 2020. Deliver the first new building by 2022.

The sub-strategies, ideas and projects that support the idea of a campus of villages are set out on the following pages, while the Villages strategy is illustrated in Figure 9.37.

Two main types of villages or precincts are proposed. The first relate to those areas within the core campus and the second type encompasses other University landholdings on the peninsula. Because of this distinct difference, the strategy has been developed using the approach outlined below.

9.8.1 CAMPUS VILLAGES

As an organisation, the University is structured around faculties and schools, but this is not currently reflected in their physical locations on campus. By grouping these into villages and precincts, researchers working on complementary projects and disciplines can more easily collaborate and share knowledge. This approach also assists wayfinding and improves planning for operational expenditure. The key ideas and priorities for this approach include:

- creating three main precincts surrounding the Great Court and ceremonial core of the campus, to the east, south and west – these would be connected to and framed by the campus living lobe and the open space amenity of the riverfront
- organising schools and research themes to ensure those that gain most value from one another are co-located within precincts – this requires considering the spaces where precincts intersect as places where more unconventional collaboration and innovation can occur*
- ensuring there is a distinctive sense of place to each precinct – noting they must also share a common and cohesive language and character throughout their physical design
- focusing student and staff life in high collaboration hubs and plazas at the heart of each precinct – these should cater for all students needs, backgrounds and interests with appropriate seating and learning resources, and should reflect the courses and learning programs
- considering the gateway experience of the campus, where it intersects and collides with different precincts, and acknowledging changing pedagogy and relationships between different disciplines
- ensuring the key arrival gateway experience along Sir Fred Schonell Drive leading up to the University's main entrance has a different character to the other campus villages, to focus on the University arrival experience.

*The arrangement of uses is suggestive only. Other uses and disciplines may be integrated throughout the precincts.

9.8.2 PENINSULA PRECINCTS

A number of precincts surround the campus and occupy important locations on the St Lucia peninsula. These are currently under either University ownership or a lease arrangement.

The Master Plan considers these precincts as key areas along the campus edges that will have a strong impact on integration with the local community. They offer local residents and the community access to additional facilities and events associated with these specialised precincts.

The three peninsula precincts are located at Long Pocket, the Avalon Theatre adjacent to Guyatt Park, and Hawken Drive adjacent to the Chancellor's Place entrance to the campus. Plans for these precincts involve a number of key ideas and priorities, as follows:

- Long Pocket precinct – this is the most significant opportunity for the University to develop a specific hub for industry and university collaboration. The site has a strong landscape character to be preserved and sensitively developed.
- Avalon Theatre precinct – this is a key site for heritage conservation, community events, and business and innovation uses. The theatre itself will be refurbished and provide a place for the University and community to come together, while also providing new mixed-use facilities and be strongly integrated with the park.
- Hawken Drive precinct – this will be a new mixed-use residential precinct with a range of different residential types, in accordance with Council's planning strategies and community expectations.

It should be noted that some land within the peninsula precincts is outside of the University Community Infrastructure Designation (CID). The University does not currently seek to amend the existing CID, or apply for a new CID. Any proposals for development of land outside of the CID, or infrastructure and development proposals that do not align to the purpose and conditions of the CID, require a separate approval. There are several options for this including:

» a development application under the *Brisbane City Plan 2014*

» a new Ministerial Infrastructure Designation application

» an application for amending the existing CID.

These options will require community consultation with stakeholders as required by legislation under the *Planning Act 2016*. This provides for the community and key stakeholders to have input into these future development decisions. The University is committed to ongoing engagement with stakeholders and the local community.

This outlines the key moves for Strategy 7 – Villages

Site boundaries – key sites and boundaries indicating land occupied by the University and its affiliated colleges.

Core and gateway precincts – a series of core precincts identified surrounding the Great Court where like-minded schools and groups are co-located. This arrangement of uses is suggestive only and other uses and disciplines may be integrated throughout.

- (A) **Science, engineering, design and technology**
- (B) **Arts, culture and creativity**
- (C) **Business and industry partnerships**
- (D) **Gateway precinct**

Fringe precincts – a series of gateway and fringe precincts identified outside the core campus area, each with a different character and theme.

- (E) **Long Pocket –** focus on industry and university collaboration through innovation and research
- (F) Avalon Theatre – focus on mixed-use and community-based events
- (G) **Hawken Drive –** a new mixed-use residential precinct with a range of residential types

Collaboration hub – each core precinct will have a central collaboration hub where students and staff can gather. These central plazas will fall off the secondary circular promenade.

Student living precinct – student-living frame to the south and west of the campus as a key transition node into the campus.

Open space precinct – existing established open space and sporting precinct surrounding the river's edge experience.

Riverfront pedestrian/cycle connections – continuous connections along the river's edge from Macquarie Street to Long Pocket.

Figure 9.37: *Villages strategy plan*

CAMPUS VILLAGES

This section of the strategy aims to set out the intent, possible outcomes and key enabling work required to create a series of interconnected, technology-enabled, distinctive precincts within the core area of the campus. This will be achieved by:

- defining the approximate geographic extent of each campus village, based on the current and likely future physical form of the campus
- co-locating complementary uses and research themes to create a critical mass of activity that can be physically expressed and celebrated in centrally located collaboration plazas*
- articulating an overarching intent to guide the organic growth of each village
- allowing flexibility and the edges of each village to blur and move over time – acknowledging the changing pedagogy and relationships between disciplines that are constantly being disrupted
- using the location of the two major retail and activity hubs of the campus as the places where the villages and their individual characteristics and diverse populations intersect
- setting out a number of core principles that will ensure each village is distinctive but also clearly part of a cohesive whole.

* The arrangement and types of uses shown in Figure 9.38 is conceptual only. Other uses and disciplines may be integrated throughout the precincts

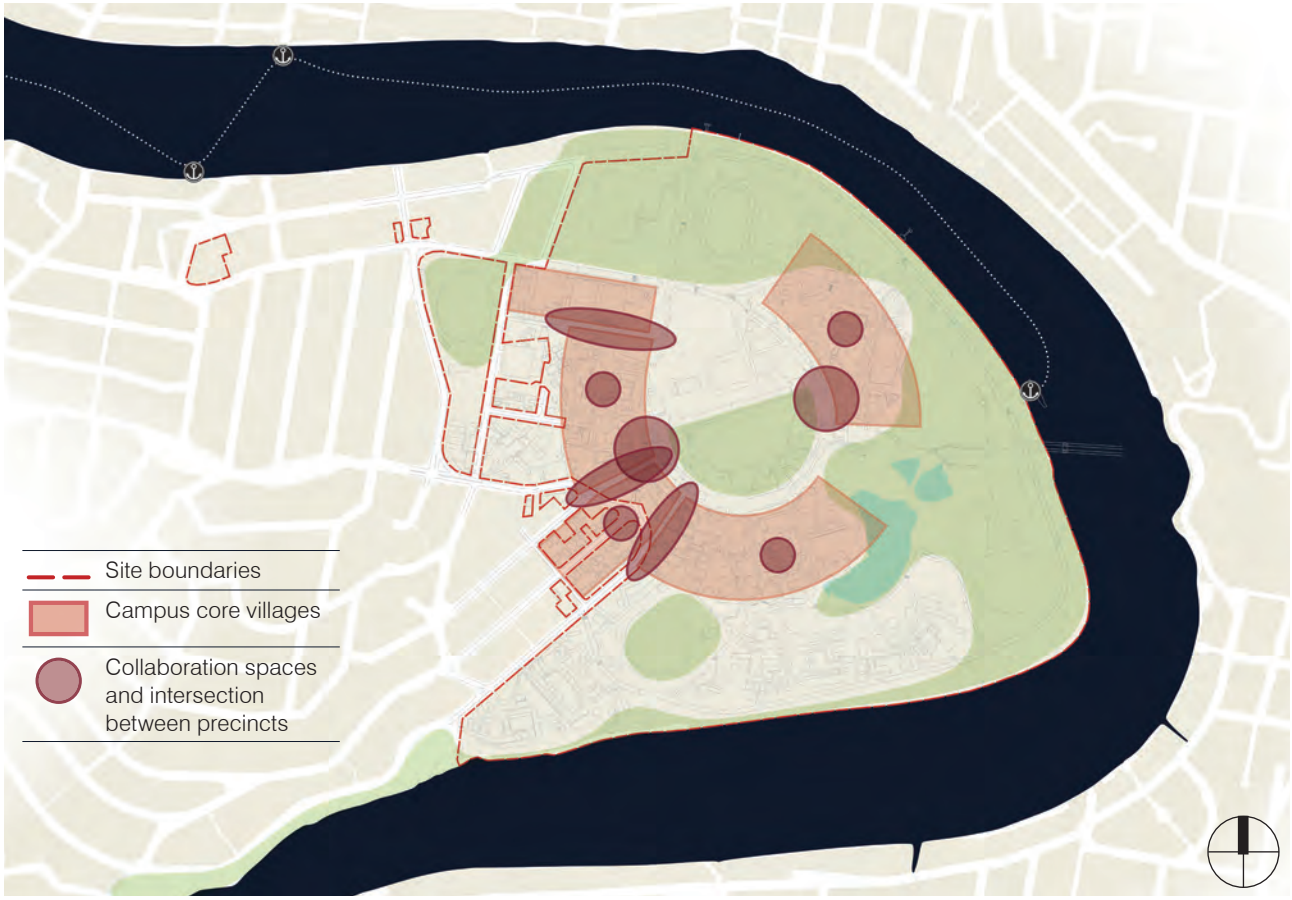


Figure 9.38: *Collaboration and intersection of ideas*

MANSFIELD VILLAGE – SCIENCE, ENGINEERING, DESIGN AND TECHNOLOGY

Intent

Located immediately to the south of the Great Court, Mansfield Village is a centre for excellence for science, technology, engineering and mathematics (STEM) learning, design innovation and disruptive technology. These qualities make this village a dynamic place, a community of technical, scientific and design thinkers clustered around its own urban plaza (Figures 9.39 and 9.40).

This plaza, or collaboration hub, is digitally enabled and is a place for making things, displaying things, meeting and learning. The architecture and public realm of the village is defined by the technical, advanced materials, integrated technology, and complete flexibility of learning.

The form of the village itself has a sense of order and design. The lakes are visible from the ridge down leafy laneways that provide direct access to the new riverfront parkland, and the colleges.

This is an ever-changing place that showcases the talent that brings the campus to life.

Key principles and differentiators

- An organised plan form built around the geometry of Mansfield Place and intersected by long north-south views over the lakes toward the river.
- A linear central plaza capable of hosting idea sessions, which includes rooms enabled as maker spaces.
- A focus on unlocking the nexus of design, science, engineering and technology as fertile ground for innovation and truly new ideas.
- intersects with other villages through larger public spaces associated with a redeveloped Student Union Complex and a second activity node at Chancellor's Place.

Figure 9.39: *Mansfield Village key plan*

Figure 9.40: *Mansfield Village illustrative plan*

BANDA VILLAGE – ARTS, CULTURE AND CREATIVITY

Intent

Banda Village will be located to the west of the Great Court and will encompass an area of significant change on campus. Direct links to a major new arts and cultural facility alongside a vibrant community of creatives provide the intrinsic character of this village.

Banda Village embodies the great diversity of music, fine arts, performance and popular culture the University contributes to the world. It centred around its own public plaza, which is digitally enabled to showcase its wares and become a set for performance at any moment (Figures 9.41 and 9.42).

Buildings and site planning will be more eclectic here than in other villages – a place where big meets small, young meets old, kinetic meets static, and the unexpected is around the next corner.

This is the place where the University will showcase its remarkable creative capital.

Key principles and differentiators

- A flexible and highly variable plan that can accommodate a variety of scales and activities, often juxtaposed against one another.
- Strong visual and physical connectivity to a major new arts and cultural facility, and the events lawn on the threshold of the Forgan Smith building, as well as strong links to the western residential precinct.
- An informal central plaza capable of being adapted for live performance and able to digitally showcase all mediums of art.
- Intersects with Mansfield Village through a larger public space associated with a redeveloped Chancellor's Place. This is where art, science, design and engineering intersect.

Figure 9.41: *Banda Village key plan*

Figure 9.42: *Banda Village illustrative plan*

RIVER VILLAGE – BUSINESS, INDUSTRY PARTNERSHIPS, AND SPORT

Intent

The River Village is located to the north-east of the Great Court and is set apart by its extraordinary landscape and riverside setting. Convention and collaboration facilities are coupled with short accommodation and industry partnerships, to create an active and healthy environment where commerce and industry insights combine to change the world.

The River Village is seamlessly connected to the University's vast array of sporting facilities by a series of landscape corridors that organise the precinct and provide an extraordinary botanical amenity. A central square is formally organised and serves as an outdoor meeting room, boardroom, conference venue and gateway to the activities of the river (Figures 9.43 and 9.44).

This is the place where the University engages with the world.

Key principles and differentiators

- A more formal and axial plan built around a more traditional urban plaza with radial links toward the surrounding riverside landscapes.
- Typically larger buildings, facilities and outdoor rooms geared toward industry and business, and digitally connected to the world.
- Intersects with Mansfield Village through a larger public space associated with a redeveloped Student Union. This is where industry and business meet the campus community of engineers, scientists and designers.

Figure 9.43: *River Village key plan*

Figure 9.44: *River Village illustrative plan*

SCHONELL VILLAGE – GATEWAY

Intent

The Schonell Village, as well as the Hawken Drive precinct, forms a major gateway to the campus. A dense curtain of landscape marks the entry and a carefully gauged framework of long views to the new events lawn and the Forgan Smith building. This provides an improved sense of arrival and onward wayfinding.

Rather than going beyond this point, cars are organised efficiently through managed parking systems. Electric buses collect students and visitors, and deliver them to one of the thriving campus villages to enjoy a learning, sporting or entertainment experience (Figures 9.45 and 9.46).

This village marks the start of the University experience and sets the tone for an accessible, welcoming, sustainable and walkable campus environment.

Key principles and differentiators

- A linear gateway experience that celebrates our sub-tropical landscape and clearly marks the threshold to the campus.
- Lighting, water and botany are used as key features.
- A centre and hub for transport mode change and innovation in transportation technology and systems.
- A strong and formal visual structure that aids in campus legibility, in particular with clear views to the central events lawn.
- Intersects with Banda Village via a pedestrian laneway.

Figure 9.45: *Schonell Village illustrative plan*

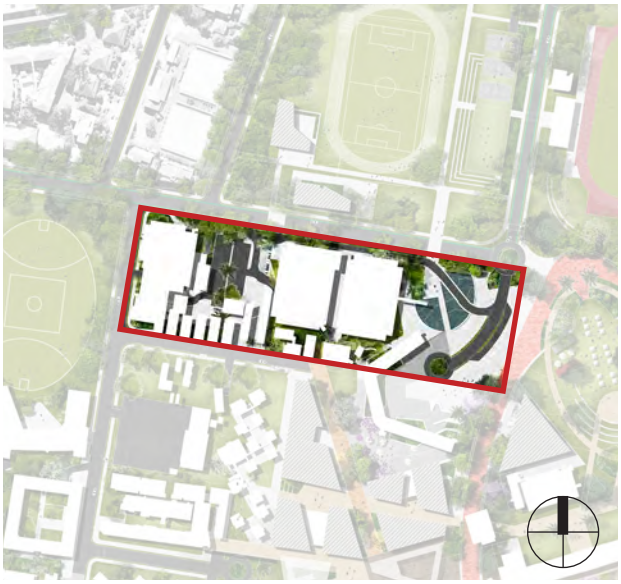


Figure 9.46: *Schonell Village illustrative plan*

ENABLING PROJECT 24:

COLLABORATION AND INNOVATION PLAZAS

Rationale

The Master Plan aims to deliver a series of outdoor collaboration plazas within the core precinct areas. People usually respond positively to lighter, brighter spaces, which is why working outside can be such a powerful part of the learning experience. Outdoor learning spaces have been shown to improve both the personal and social aspects of learning, as well as increasing academic achievement. Outdoor activities encourage academic skill development, creative and critical thinking, teamwork, collaboration and interpersonal communication, reinforcing the graduate attributes that underpin university education.

These plazas will create places for students to gather before, after and between classes, and provide an environment where students can socialise, study, or work in groups for ideas generation. These vibrant new spaces will be designed to increase student engagement, foster collaborative learning and provide flexible, technology-rich environments that support active student learning.

Some key elements to be considered in developing outdoor collaboration plazas include:

- offering small and simple food and beverage opportunities, such as small cafés, coffee carts or vending machines, to attract groups and facilitate the social aspects of collaborative spaces
- selecting food and beverage options that make the spaces convenient and help fuel energy levels
- encouraging flexibility through moveable furniture, to allow users to reconfigure the spaces to suit their needs – furniture should support both social and academic uses
- creating a feeling of openness while still providing a sense of privacy and separation through glass panelling or garden beds
- providing technology rich spaces, including wireless internet, phone and laptop charging facilities, wall-mounted blackboards and places to scribble ideas.

Principles achieved:

Key features:

- Contemporary outdoor learning environments
- Outdoor digitally-enabled learning and research hubs
- Blackboards or interactive whiteboards
- Blurred boundaries between indoor and outdoor spaces
- Moveable furniture, including tables and chairs for easy reconfiguration
- Wireless internet (campus wide)
- Idea generators
- Minor food and beverage opportunities

Collaboration hubs/plazas

PENINSULA PRECINCTS

In this section, clarity of intent is provided for the three key precincts located outside of the core campus. The process of preparing this Master Plan, which has included significant community and stakeholder consultation, has reinforced the need to take a measured view of the potential of these landholdings.

However, while this local and global context has significantly influenced ideas around developing the landholdings, their use may change and they may be integral to the competitive positioning of the University into the future. To help clarify the University's intentions, and the flexibility required to deliver change over a long period of time, each precinct concept includes these elements:

- An overarching and distinctive statement of intent that forms the basis for all planning, development and functional decisions into the future
- A series of guiding principles that, in part, demonstrate the process of analysis and thinking behind each of the precincts, and provide the basis for making coherent decisions about the form of each precinct in the future
- A framework plan that demonstrates the application of the intent and principles to give a high-level indication of the future shape of the precinct. While the change in each precinct could take many forms, the intent and principles can be used to assess the appropriateness of future proposals. For key stakeholders, this will give certainty around the role and function of the precinct, while its ultimate form remains flexible.

ONGOING DESIGN AND DEVELOPMENT PROCESS

In addition to the intent, principles and framework plans that describe the future of each precinct, it is important to note the need for a clear process, one that ensures an appropriate level of engagement as the shape of each precinct becomes more clearly formed in response to the needs of the University. In broad terms, the University commits to undertaking the following ongoing processes in relation to Long Pocket, the Hawken Drive landholdings and the Avalon Theatre:

Overarching principle 1 – Use the intent and principles set out for each precinct as the basis for future proposals and precinct development.

Overarching principle 2 – Publicly consult on more detailed schemes and ideas as they emerge for each site, being clear how those ideas relate to and actively deliver the intent and principles.

Overarching principle 3 – When precinct design is at the conceptual stage, use a formal, six-week community and stakeholder engagement process to inform the development of each precinct, balancing the needs of the University with those of residents and interest groups. When the design is finalised, it will be made publicly available, including commentary on the aspects altered in response to the formal consultation process.

Implementation principles – The implementation of any development proposals for the peninsula precincts will be subject to the necessary legislative and regulatory approvals and funding. At concept development stage or earlier, the University undertakes planning to ensure that, through the stakeholder and community engagement process, interested parties are aware of the proposed statutory planning process. As much of the land within these precincts is outside of the University's CID, this is likely to involve preparing and submitting a development application to be assessed by Brisbane City Council under the Brisbane City Plan 2014 or the planning scheme in force at the time.

The ongoing design and development process is shown in Figure 9.47.

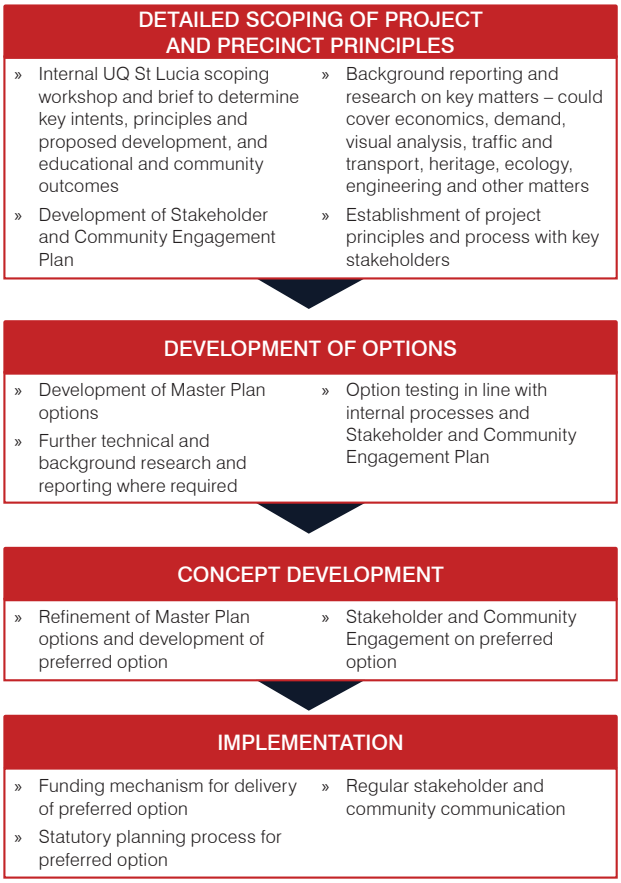


Figure 9.47: *Ongoing design and development process*

LONG POCKET PRECINCT

A FOCUS FOR RESEARCH AND INDUSTRY PARTNERSHIPS

The University's landholdings at Long Pocket are part of a long-term leasehold arrangement with the State Government, which was agreed as part of the exit of government research functions from the site several years ago.

The land is in an elevated position over the river and has a strong landscape character, including north-facing views across the neighbouring golf course. The precinct is also nestled within a low-intensity, high amenity, residential community focused primarily around Meiers Road.

Previous engagement, along with consultation as part of the master planning process, has clearly identified the local community's desire to ensure any future development or change sensitively manages:

- traffic impacts generated by the University's use of the land
- transitions in scale and intensity of land uses from established residential areas
- landscape and ecological values
- public access through the site to the Tarcoola track and the core St Lucia campus
- population density on the site.

In addition to these factors, the Long Pocket precinct also represents a remarkable opportunity for the University to develop a high-value research hub that is the focus for industry partnerships, a key driver of the University's future success.

Long Pocket site

Intent

The Long Pocket precinct will be developed over time to meet the needs of the University as a globally relevant centre for research, industry and community partnerships. High-value, low-impact activities will be the predominant focus for the precinct, offering a distinctive natural environment where researchers, visiting academics, postgraduate students, industry and the community can come together to make new ideas a reality.

The heavily vegetated core of the site will be retained as an environmental management device and high-amenity focus for campus-style buildings. This 'green heart' will extend to Meiers Road, providing public access into the site and linking the community directly to the Tarcoola track and onward to the facilities and events offered at the main St Lucia campus. The track itself will form an important link between the precinct and the main campus, reducing pressure on the road network and encouraging active transport throughout the suburb.

The frontage to Meiers Road will be predominantly lower-scaled development, complementing the established residential character and providing a good balance between built form and landscape. Immediately behind this frontage, an opportunity exists to create a small hub for the precinct, which could include a vibrant but compact food and convenience retail space to create a level of self-containment and encourage people to stay within the precinct.

While this small hub would be available for community use, it would be positioned as a visually recessive element away, from the Meiers Road frontage. Beyond this edge and to the east, as the site falls away toward the river, buildings will gradually increase in scale and size. This will prevent a significant visual impact when viewed from the established road network.

Views to the north across the open landscape of the golf course will be capitalised on through short-term accommodation options and further research functions. Both will provide natural surveillance of the public realm and bring a degree of self-containment to the precinct.

Guiding principles

To support this intent, a process of site analysis and consultation has generated the following guiding principles for the Long Pocket precinct. Development and change in this precinct will:

- capture global trends around industry partnerships and create a precinct defined by excellence in high-end research
- reinforce the landscape character of the site by retaining vegetation where possible and, in particular, ensuring the core of the site becomes a publicly accessible landscape, and an environmental and amenity resource
- maintain a low-scale built edge to adjacent residential areas that includes a balance between built form and landscape
- respond to the topography of the site by transitioning height and building scale toward the east, minimising visual impacts from surrounding residential areas
- subject to traffic modelling, reduce the number of vehicular entrances to two and create a simplified internal road network guided by the existing landform and landscape
- reduce car dependency and vehicular movements to and from the precinct by creating a walking and cycling connection between the main campus and Long Pocket along the river, in keeping with the intent of the existing Tarcoola track
- develop a degree of self-containment by providing publicly accessible, small-scale food and retail as well as some short-term accommodation for visiting specialists, executives and researchers.

Principles achieved:

Key features:

» High-value, low-impact activities

» Distinct environmental and green heart, accessible by the community

» Key links to the main campus along the river's edge

» Convenience centre to encourage self-containment, and reduce vehicle trips per day

» Low-scale development on the edges adjacent to existing residential areas

Framework plan: applying the intent and principles

Figure 9.48 demonstrates one way the intent and principles could be applied to the Long Pocket site as a physical outcome.

	Central environmental reserve parkland with public access		Central convenience, food and beverage hub providing self containment for the campus		Passive surveillance to parkland, golf course and river's edge
	Entrances into the precinct to have a heavy landscape experience		Industry partnerships and short-term accommodation. Height to increase to the east.		Possible loop road through the precinct and connecting the convenience centre
	Two key gateway entries into the precincts		Residential accommodation overlooking the existing golf course, with a strong focus on research and collaboration spaces. Height increasing to the east		Ground floor active edges
	Low density residential along the precinct edge and adjacent existing residential				Key pedestrian connectivity
					Site boundary

Figure 9.48: *Long Pocket framework plan*

AVALON THEATRE PRECINCT

A FOCUS FOR THE COMMUNITY, EVENTS AND INNOVATION

The Avalon Theatre precinct is the smallest of the three peninsula precincts of St Lucia. Despite this, it is of great importance to both the University and to the local community. Perched on a small knoll overlooking Guyatt Park and prominent in the view corridor along Sir Fred Schonell Drive, the Avalon Theatre is a local landmark and a building of heritage significance.

The University purchased the theatre in 1962 and has, over time, accumulated a number of other contiguous residential lots to the east of the main complex. This provides a physically compact but strategically important precinct opportunity. During the course of previous consultation, and through more recent rounds of engagement when preparing this Master Plan, a number of key issues were identified and have subsequently informed the intent below. These include:

- a desire to reinstate a degree of community use and accessibility to the theatre building, which would include some refurbishment works to bring the building up to a useable standard
- some concern over previous proposals for residential development on land surrounding the theatre, particularly related to the scale of the built form
- the extremely high value the local community place on the amenity provided by Guyatt Park
- an acknowledgment that a more active, permanent use for the theatre would be advantageous for the park and for the community.

In addition to these factors, the University sees the Avalon Theatre precinct as a significant opportunity to develop a small but high-intensity hub for innovation and the incubation of ideas, events, entertainment and residential living for staff, researchers or visiting academics.

Intent

The Avalon Theatre precinct will be developed over time to create a compact, mixed-use precinct and gateway to St Lucia. The theatre itself will be refurbished to ensure its heritage is conserved and its setting above Sir Fred Schonell Drive and overlooking Guyatt Park is preserved.

The landscape slope to the west of the main theatre will be sensitively transformed into a more useable public space, a small green plaza area capable of hosting community and University events and able to form a focus for gathering and enjoying the precinct. In addition, the connection to Guyatt Park will be improved through changes to the western-most parts of Macquarie Street, to create a shared zone for pedestrians and vehicles, and also provide a linear space for markets or other events.

To the north of the theatre, an opportunity exists to create a sensitively scaled and shaped new building – a contemporary twin to the heritage theatre, able to host business innovation and incubation with an emphasis on commercialising the great ideas and research of the University. This will benefit from a fine northern aspect over the park, and direct access to City Cat connections to the city and main campus. The activity from this use will be supported by small pop-up food and beverage uses that spill from the main building onto the new plaza, and enjoy direct visual links to the park, play facilities and river.

To the east of the theatre, new residential development will consist of a mix of housing types that can accommodate staff, visiting academics, executive education participants and other visitors to the University. These will provide passive surveillance over Guyatt Park and, on the southern edge fronting Sir Fred Schonell Drive, opportunities for retail that complements the existing offer already established on the southern side of the road.

Guiding principles

To support this intent, a process of site analysis and consultation has generated the following guiding principles for the Avalon Theatre precinct. Development and change in this precinct will:

- maintain and enhance the gateway role of the theatre building, its southern facade and the landscape setting of the precinct
- refurbish the theatre as a flexible space able to be used by the University and the community for co-design, co-creation, social enterprise, community and cultural events or as a venue for hire
- create a new building to the north of the theatre for use in innovation and business incubation – to be owned by the University, but operated by a third party with accountability for managing the theatre, providing a compelling food and beverage offer, and overseeing programming and events for the precinct
- improve the functionality of the precinct by creating a small plaza immediately to the west of the theatre building that is capable of being used for small events, community and University collaboration and gatherings, and pop-up food and beverage options
- improve pedestrian links between the precinct and Guyatt Park by transforming the western spur of Macquarie Street into a shady shared zone capable of accommodating markets or other similar events, while not compromising use of the space for short-term parking or servicing the main theatre building
- develop a mix of residential dwelling types on the land to the east of the theatre, designed to maximise views and surveillance of the park and river's edge.

Framework plan: applying the intent and principles

Figure 9.49 demonstrates one way the intent and principles could be applied to the Avalon Theatre site as a physical outcome.

Principles achieved:

Key features

» Refurbish the heritage-listed theatre

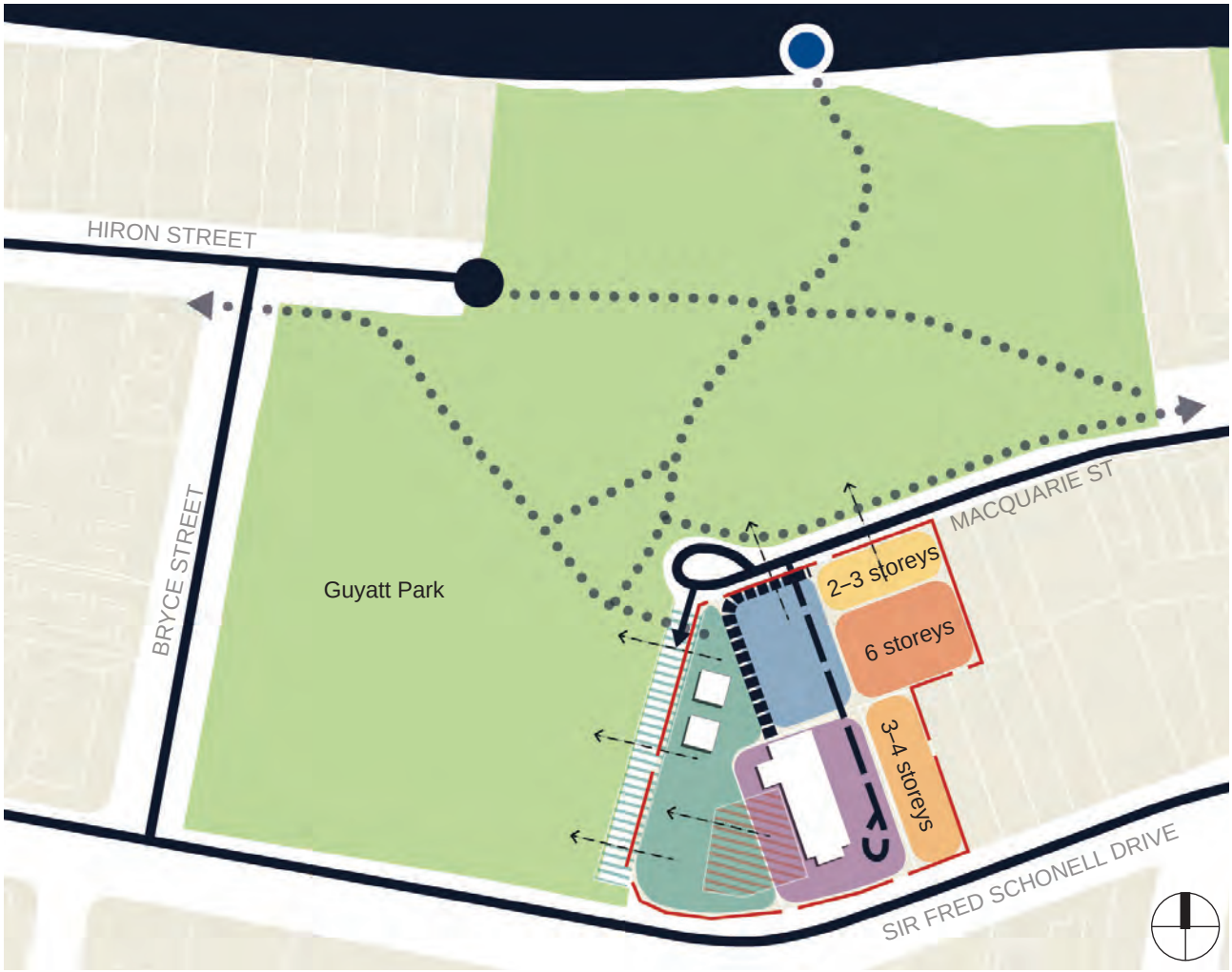
» Mixed-use community, events, business innovation, and food and beverage opportunities

» Available for use by both the local community and the University

» Contributor to the local community

» Integrated with Guyatt Park

Existing Avalon Theatre



	Existing Guyatt Park adjacent the Avalon Theatre precinct		Food and beverage pods		Possible service road for new facilities
	Existing theatre used by University and the community and include performance/ flexible spaces		Terraced green space and landscape		Existing ferry stop
	Elevated timber deck overlooking the parkland		Low density residential along the park frontages		Key pedestrian connectivity
	Shared street zone to encourage activity and connectivity with the park		Residential apartments		Site boundary
	Innovation precinct, including food and beverage		Residential and/or short-term accommodation		
	Ground floor active edges		Passive surveillance to parkland, golf course and river's edge		
			Existing surrounding roads		

Figure 9.49: *Avalon Theatre framework plan*

HAWKEN DRIVE PRECINCT

A UNIVERSITY GATEWAY

The Hawken Drive precinct comprises a number of individual residential lots that are generally consolidated and clustered around the Chancellor's Place entrance to the main campus. The precinct already contains a recently developed childcare centre and has a strong visual relationship with the life of the University. It plays a transition role between this edge and those to the south and west that interface with low-scale and low-intensity residential areas. Hawken Drive itself forms the central spine to the precinct. Terminating at a major intersection with Chancellor's Place to the south west, it connects the area directly to the local convenience shopping village.

The process of analysis and consultation underpinning the preparation of this Master Plan has identified several opportunities and issues for this precinct:

- The location of the precinct at a major gateway to the University provides significant opportunities to improve wayfinding through the campus and to integrate transport and human activity into a well-organised gateway precinct.
- The surrounding residential uses, established colleges, and proposed student housing project create a distinctly residential or 'living' edge to the campus, suggesting the dominant use for the precinct should be residential. In addition, no cluster of affordable or compact housing currently exists for University staff on, or close to, the main campus.
- The precinct will need to complement rather than compete with the retail offer established further to the south-west along Hawken Drive. The improved public realm connectivity (improved footpaths, street tree-planting) between the two areas will also help support the existing retail offer.
- The scale of any development will need to transition sensitively between the core campus and the established suburb of St Lucia.

Intent

The Hawken Drive precinct will become the major gateway for pedestrians to the University, aiding in wayfinding and providing an engaging and active entrance to the University. Improved links to the community of St Lucia, a reorganisation of Chancellor's Place to accommodate underground buses, and the provision of an increased residential and student population in the general area will work together to create a much more energetic and transit-oriented threshold to the campus.

Hawken Drive itself will be transformed into a leafy boulevard, supporting pedestrian and cyclist movement between the precinct and the established retail centre on Hawken Drive. This relationship will be further reinforced by ensuring the ground floors of residential buildings in this precinct focus on providing additional community and University services, much like the existing childcare facility, rather than convenience or retail offers.

The scale of development will be guided by the existing conditions on each edge of the precinct. To the south and west, low-scale buildings will be sensitively designed to interface with existing individual dwellings. To the east, the scale of colleges influences the appropriate-scale and to the north, the existing buildings of the core campus suggest that buildings of up to eight storeys are an appropriate scale to mark such a significant gateway.

Overall, the intent is to create a high-quality living environment that sits comfortably within its context and a range of housing and services that, through variance in scale and intensity, mark a major gateway to the campus.

Guiding principles

To support this intent, a process of site analysis and consultation has generated the following guiding principles for the Hawken Drive precinct. Development and change in this precinct will:

- create a compelling gateway to the campus that signifies the importance of the University to the city, and aids in effective wayfinding for visitors and the community
- deliver high-quality residential projects, for use by the University as short-term or rental accommodation and for sale to the private market
- functionally complement and connect seamlessly to the established retail centre on Hawken Drive
- use a variety of heights and scales to ensure the precinct sits comfortably in the established context
- include community facilities and services, health and wellbeing uses
- connect to bus services and other transport options offered by a redeveloped Chancellor's Place.

Framework plan: applying the intent and principles

Figure 9.50 demonstrates one way the intent and principles could be applied to the Hawken Drive site as a physical outcome.

Principles achieved:

Key features:

» Significant gateway opportunity for the campus
» Strong residential focus
» Uses complement the establish retail centre on Hawken Drive
» Improved public realm, connectivity and wayfinding
» Scale and massing to transition down to the east
» Focus on services, community use, health and wellbeing

	Existing Hawken Drive retail precinct
	Mixed-use precinct based around services, community use, health and well-being. Up to eight storeys with residential transitioning in height through the block
	Residential housing/ apartment living
	Existing University of Queensland childcare facilities
	Ground floor active edges
	Improved pedestrian connectivity between precincts
	Site boundary

Note: hatched areas suggest corresponding height, but are currently outside the site boundaries).

Figure 9.50: *Hawken Drive framework plan*

10 Enabling projects summary

Establishing clear short-term priorities for implementing the Master Plan is critical to its success, while effective delivery requires joint public and private investment. Clarity around quick-win projects and initiatives will assist in coordinating and catalysing investments, and will unlock and realise additional potential for the St Lucia campus. In addition to these quick-win projects, supporting projects and ongoing initiatives to facilitate investment for the campus are identified.

Quick-win projects will kick-start the transformation of the campus and can be commenced within the next 12–24 months, revitalising campus precincts, wayfinding, activation and the river's edge. These projects will offer value for money and unlock potential for additional revenue and longer-term projects to be realised.

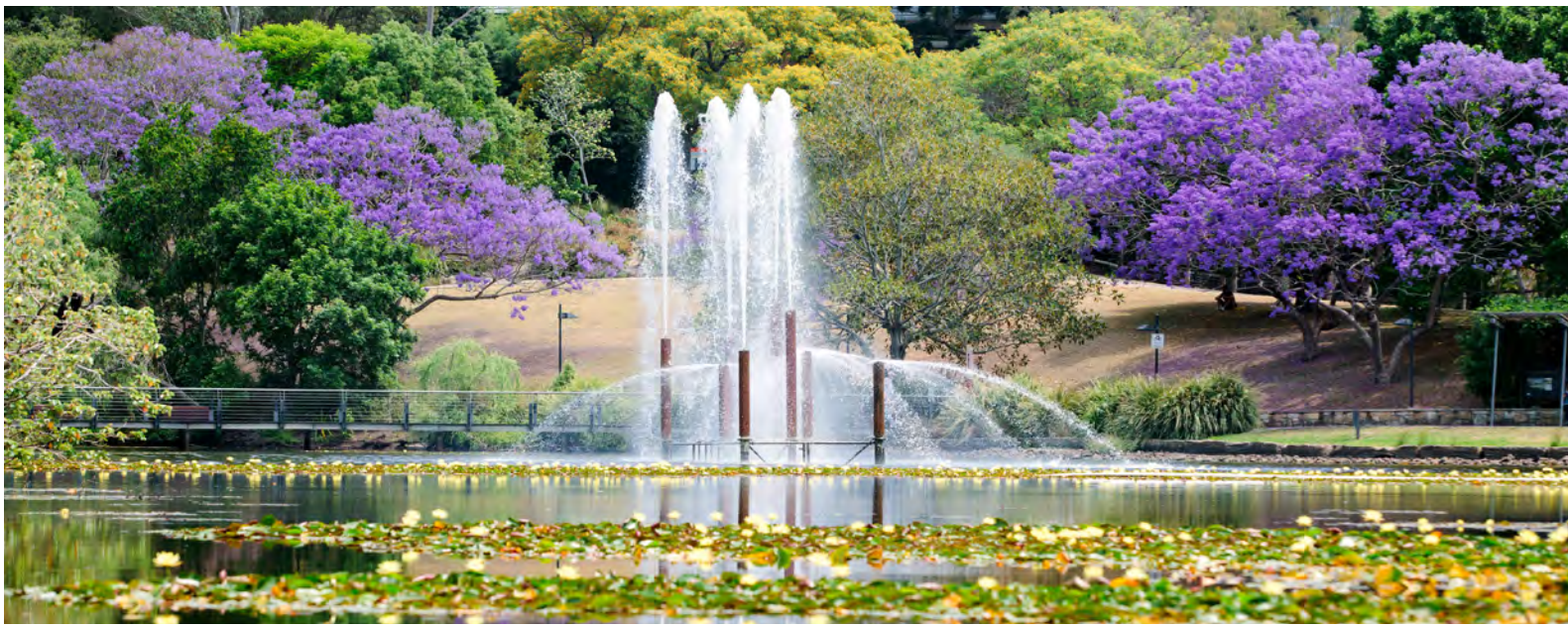
10.1 PRIORITISING ENABLING PROJECTS

This section provides a summary of the key enabling projects identified throughout the strategies, as well as listing a number of other possible projects that will help to deliver the Master Plan strategies and work towards developing the overall vision and intent for the St Lucia campus. Through place investigation and engagement processes, each project has been identified as an area where maximum impacts can be achieved to the benefit of a range of stakeholders and user groups.

The following table outlines the potential projects and includes a brief description and summary of each project, as well as identifying and cross-referencing related strategies. It also identifies quick wins. These are usually short-term actions that can begin early in the process to build the momentum towards high impact, and which do not require a great deal of organisation or financial backing.

A very small number of projects that do require significant financial backing have been identified as quick wins, but these generally provide a catalyst to a whole range of significant improvements. In addition, some projects have been identified as having a high return on investment (ROI).

Most importantly, the University must appoint a dedicated team to facilitate the delivery of quick-win projects, with the view to gearing the team to deliver the medium to long-term strategies and projects. This team would be supported by an appropriate resource management plan which sets an ambitious 100-day plan and a rolling program of annual activity.



The Lakes at UQ St Lucia

STRATEGY	ENABLING PROJECT	PLAN REFERENCE	POSSIBLE PROJECTS	DESCRIPTION	RELATED STRATEGIES	QUICK-WINS	HIGH RETURN INVESTMENT
LEADER	1	A	Super knowledge precinct	Linking with the PA Hospital and Eco-Sciences precinct at Boggo Road to become a super knowledge precinct, with world-leading facilities, universities and researchers working in collaboration with industry to create strength in awareness, talent and innovation.	Open		
	2	B	Indigenous story	Working closely with Aboriginal and Torres Strait Islander staff, students and community to create a network of places across the campus for an all-inclusive campus.	Legacy, Open, Experience	✓	
	3	C	Cross-campus bus link	Connecting services between Chancellor's Place and the UQ St Lucia Lakes bus stations to enhance public transport to and through the campus, while better linking into the wider network. This will reduce the number of buses needing to terminate at the campus.	Connected, Open		✓
	4	D	Integrated bus station	Upgrading and potentially relocating existing Chancellor's Place bus station to make way for an improved public space at Chancellor's Place. The alignment and location of this bus station should consider a future cross-campus bus connection.	Connected, Open		✓
		E	Convention centre	Establishing market-relevant conference facilities to capture corporate and industry events.	Open, Villages		
		F	Short-term accommodation	Incorporating new short-term accommodation adjacent the convention centre and overlooking the river, together with new convention facilities.	Open, Experience, Villages		✓
		G	St Lucia neighbourhood hack	Creating a digital platform for local residents and the broader community to submit ideas and challenges for attention by UQ St Lucia social and digital entrepreneurs, and researchers.	Open, Experience	✓	
		H	St Lucia School Passport	Working closely with local education providers, including Ironside State School, to open the campus and University resources for student and school-based uses.	Open	✓	
		I	St Lucia college	Commencing high-level feasibility studies for contemporary inner-city education options for primary and secondary students	Open		✓

STRATEGY	ENABLING PROJECT	PLAN REFERENCE	POSSIBLE PROJECTS	DESCRIPTION	RELATED STRATEGIES	QUICK-WINS	HIGH RETURN INVESTMENT
CONNECTED	5	A	West End bridge	Improving accessibility to and from the St Lucia peninsula by integrating a new bridge between St Lucia and West End. This will assist in improving the city-wide walking and cycling network, and encourage cycling as a preferred mode of transport.	Leader, Open		✓
	6	B	Electric bus	Replacing existing campus shuttle bus services between Long Pocket and the St Lucia campus with high-quality electric buses to reduce environmental impacts and deliver leading transport solutions.	Leader	✓	
	7	C	Colleges Road alignment	Re-aligning Colleges Road as the only vehicular thoroughfare, and removing the southern portion of Sir William Macgregor Drive to unlock new parkland and amenity.	Open, Experience, Framed,		
	8	D	Mobility management	Developing additional mobility management functionality to current UQ St Lucia apps, such as UQnav. Incorporating real time data and providing a personalised, seamless customer lifestyle service, with value-added incentives to encourage sustainable transport choices and manage travel demand.	Open, Experience	✓	
		E	Yeronga bridge	Improving walking and cycling accessibility to and from the St Lucia peninsula to the south, by integrating a new bridge to Yeronga. In contrast to the West End bridge, this is a much longer term proposition.	Leader, Open		
		F	Ferry connectivity	Extending ferry service hours and providing higher quality services, such as a limited stops service between the CBD and St Lucia campus.	Leader, Open, Framed	✓	
		G	Smart parking technologies	Using smart parking technologies to facilitate parking use and enforcement, and to manage supply and demand.	Leader	✓	✓
		H	University supported cycle rental scheme	Supporting expansion of a cycle rental scheme for students, preferably through the existing CityCycle program.	Leader, Open, Framed		
		I	Travel behaviour change program	Developing a Travel Behaviour Change program to encourage commuters to use more sustainable transport options.	Open	✓	✓
		J	Wayfinding	Incorporating real-time public transport data into static information hubs to increase ease of use. Developing mobility apps that provide dynamic wayfinding solutions.	Legacy, Open	✓	
		K	Continuous waterfront pedestrian and cycle connection	Providing a continuous pedestrian and cycle connection, running from the northern entry of campus, around the edge and continuing on to Long Pocket.	Open, Experience, Framed,	✓	
		L	Sir William Macgregor Drive	Considering a temporary street closure by hosting a street festival that engages the broader community, to test alternative parking and community use options.	Open, Experience, Framed,	✓	
		M	Hood Street	Improving access and pedestrian experience along Hood Street, and across Walcott Street to the Student Residences Project from the campus.	Open,		
LEGACY	9	A	Street address	Ensuring all buildings have a street address to assist with campus navigation and wayfinding.	Mobility, Open, Experience		
	10	B	Great Court landscape design	Redeveloping the landscape within the Great Court to accommodate a finer-grain pedestrian network and create more intimate spaces for people to relax and enjoy, while complementing the existing character of the Great Court.	Open, Experience		
	11	C	Reinstate Heritage Circuit	Reinstating the symmetry of the Hennessy Plan to reinforce the legacy of the campus, preserve the heritage value, and enhance clarity of the campus beyond the Great Court.	Connected, Open, Experience		✓

STRATEGY	ENABLING PROJECT	PLAN REFERENCE	POSSIBLE PROJECTS	DESCRIPTION	RELATED STRATEGIES	QUICK-WINS	HIGH RETURN INVESTMENT
LEGACY	12	D	New landmark building	Locating a new landmark building at the main entry of the campus to create a strong formal axis and sense of arrival to the front of the campus. This building could be developed as a new performing arts and cultural space.	Leader, Open, Experience,	✓	✓
		E	Secondary wayfinding promenade	Establishing a secondary circuit, similar to the Heritage Circuit previously mentioned, radiating from the Great Court, to link a series of secondary nodes, buildings and spaces, to aid campus clarity and wayfinding.	Connected, Open, Experience		✓
		F	Corridor lighting in the Great Court	Introducing corridor lighting within the Great Court to improve the appearance at night, and to highlight and strengthen the link between the two activity nodes on either side.	Open, Experience	✓	
		G	Art installation	Preparing an Art in Place program to support enhanced access to art across the campus. This would consider the commissioning, loan and placement of art in new buildings and precincts.	Leader, Open, Framed	✓	
OPEN	13	A	Chancellor's Place upgrade	Developing a major arrival gateway and public transport node to the western side of the campus, to include high-end retail and food and beverage opportunities, complementary to the Student Union hub.	Connected, Experience,		✓
	14	B	Play spaces	Recognising the need to provide places for children to learn and play within the campus. The new parkland to include major new play facilities, for varying ages and abilities, and including sensory, water, nature and adventure play.	Experience, Framed	✓	

STRATEGY	ENABLING PROJECT	PLAN REFERENCE	POSSIBLE PROJECTS	DESCRIPTION	RELATED STRATEGIES	QUICK-WINS	HIGH RETURN INVESTMENT
OPEN	15	C	Circuit Drive character	Creating a unique character and finishes palette along Circuit Drive to ensure a clear navigation tool and wayfinding device for the campus.	Connected, Legacy, Experience		✓
		D	Gateway plazas	Creating new arrival plazas at the east and west entry to the Great Court, with visual links to the existing sandstone as a key arrival point and connection with the legacy of the campus.	Connected, Legacy, Experience		
		E	Digital signage	Introducing outdoor audiovisual screens into key places as a means of internal communication and wayfinding.	Connected, Legacy, Experience	✓	
		F	Street naming	Developing a street-naming strategy to enhance the identity of the campus, as a series of streets and lanes so all buildings have an address. Ensuring these names are reflected in campus maps and wayfinding material.	Connected, Legacy, Experience		
		G	UQ signage	Creating a manicured landscaped garden piece with feature planting spelling out 'UQ', at a scale that can be read in aerial views.	Connected, Legacy, Experience	✓	
EXPERIENCE	16	A	Major events lawn	Major events lawn located at the front door of the campus, and close to external facilities for sports, recreation, arts and culture.	Leader, Open		✓
	17	B	Riverstage	Creating a new events and performance space along the river's edge, in a new riverstage and amphitheatre facility.	Leader, Connected, Open, Framed	✓	✓
	18	C	River mooring	Developing a new marina/ mooring for staff, students and visitors to use, to encourage better use of the river.	Connected, Open, Framed	✓	
	19	D	Outdoor cinema	Creating a temporary or more permanent fixture for an outdoor cinema on campus.	Connected, Open, Framed	✓	
	20	E	Pop-up activities	Bringing vibrancy to the campus through pop-up activities and events.	Connected, Open	✓	
		F	Great Court activation	Investing in amenities such as beanbags, umbrellas, feature lighting and movable seats to promote activation and allow flexible use options within the Great Court.	Open	✓	
		G	Student Union complex	Redeveloping the Student Union Complex as a key activity node for the campus, including a potential new staff house.	Legacy, Open,		✓
		H	Campus alive program	Working with Brisbane Marketing to establish a coordinated visitor/ events program that meets city and University objectives. This may include family programs, cultural productions and workshops, tours of the campus, and more.	Leader, Open, Framed		
		I	Landscaped plaza	Creating a new landscaped plaza in place of existing bookshop and cafe to achieve strategic objectives and open the Great Court up to the Lakes and beyond.	Legacy, Open		
		J	Sound shell	Transforming the existing amphitheatre into an events space by incorporating a event-ready sound shell.	Open, Framed	✓	
FRAMED	21	A	St Lucia parkland	Creating a major new destination parkland, offering a series of high-performing spaces connected by a network of pathways, in a family-friendly setting. It will include major play facilities for children, comfortable seating, barbeques, shelters, and a new riverstage and events space.	Leader, Legacy, Open, Experience		✓
	22	B	Boat club precinct	Upgrading the existing boat club facilities, to include new waterfront dining opportunities, and an urban plaza.	Open, Experience	✓	✓
	23	C	Living laboratory	Leveraging the opportunity to use the campus as a living laboratory, creating an environment where students, staff and community can engage with the environment as a learning resource.	Leader Experience	✓	

STRATEGY	ENABLING PROJECT	PLAN REFERENCE	POSSIBLE PROJECTS	DESCRIPTION	RELATED STRATEGIES	QUICK-WINS	HIGH RETURN INVESTMENT
FRAMED		D	River edge nodes of activity	Creating a series of nodes along the river's edge to include a range of possible uses and facilities, such as jetties, viewing areas, barbeques, shelters, fitness equipment, and more.	Open, Experience	✓	
		E	River life activities	Encouraging water-based activities such as kayaking and paddle boarding.	Open, Experience	✓	
		F	Additional sports facilities and seating	Improving spectator amenity and seating capacity near the northern rugby fields.	Open, Experience	✓	
		G	Floating swimming pool	Developing a new floating swimming pool adjacent the existing swimming pool.	Open, Experience		
		H	Exercise trails	Encouraging healthy and active living by integrating exercise trails and equipment at key nodes along the river's edge.	Connected, Open, Experience	✓	
		I	New residential living	Developing a range of different housing types for different student needs, including short-stay accommodation for block learning students.	Legacy, Open, Experience		
VILLAGES	24	A	Collaboration and innovation plazas	Creating new plazas at the heart of each precinct, as a place for social engagement and interaction.	Legacy, Open, Experience		
	25	B	Peninsula precincts - Avalon Theatre	Preparing a business plan to underpin the activation of the precinct as a vibrant community and creative precinct. This business plan could be developed in partnership with UQ St Lucia Business School or social enterprise programs.	Open, Framed		

11 Next steps

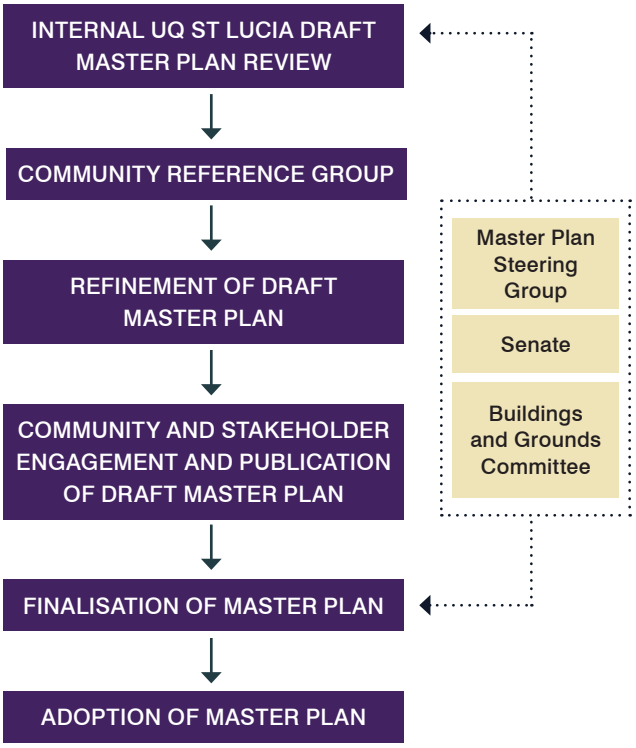
The St Lucia Campus Master Plan is a significant step towards a strategic vision and suite of supporting strategies and initiatives that will guide investment and change on the campus in the short and medium term.

The Plan will play a key role in the University's future – to guide strategic planning, decision making, activity and ongoing operations. The primary aim of the Plan is to create a world-leading learning and research environment that is connected to global markets, industry, the city, and the community in which it sits.

The Plan is purposefully bold and ambitious. It also needs to be agile, to respond to the pace, timing and scale of change – from the campus and the city, to the global educational environment. This document will not be static.

Rather it is a 'living' document, subject to regular and ongoing refinement, once it is used as an implementation guide and tool. However, it represents a long-ranging strategy guide that will stand the test of time.

A range of activities, reviews and refinements have occurred to enable the University to adopt the Plan. The process broadly included the following:



Jacarandas and carvings in the sandstone cloisters at the St Lucia campus's Great Court.

11.1 SUMMARY OF FUTURE PROJECTS AND WORK REQUIRED

Once the Master Plan is finalised, a series of research, strategies and studies should be undertaken to guide its successful implementation. While priority future work will evolve over time, these are likely to include:

- Master plan implementation strategy, including considering statutory planning approval requirements
- Indigenous landscape and placemaking strategy
- Landscape strategy
- Wayfinding strategy
- Campus activation and curation strategy
- Retail strategy
- Ongoing community and stakeholder engagement strategy
- West End bridge alignment and feasibility study.

11.2 IMPLEMENTATION AND NEXT STEPS

The Master Plan is a living document that provides a strategic framework for the development of the St Lucia campus over the next 20 years. It is not a detailed delivery plan. Implementation of some strategies will begin immediately, while others will take longer to evolve. The individual projects and timeframes will be subject to normal University protocols and approvals before commencement.

Community and stakeholder engagement remains the University's core commitment. While the University benefits from a Community Infrastructure Designation (CID) across the main St Lucia campus, this requires specific public consultation processes be established for large projects that have the potential to impact the University's neighbours. This will continue to be central to the implementation of significant projects on the main campus.

With regard to University-owned and leased holdings outside of the main campus and the CID – including Long Pocket, Avalon Theatre and Hawken Drive – the University undertakes to ensure meaningful community and stakeholder engagement for these peninsula precincts in accordance with the process and principles outlined in Strategy 7 – Villages (page 102).

12 Glossary of terms

This glossary identifies the words and acronyms that appear frequently throughout the St Lucia Campus Master Plan, to help the reader identify unfamiliar words and terminologies.

Aboriginal and Torres Strait Islander peoples - people identifying as being of Aboriginal or Torres Strait Islander descent.

Active transport - any form of transport involving physical activity, e.g. cycling and walking.

Community Infrastructure Designation (CID) - land designated by State Government for community infrastructure (education facilities) to facilitate the efficient and cost-effective infrastructure provision and integration with land use planning.

Commonwealth Scientific and Industrial Research Organisation (CSIRO) - Federal Government agency for scientific research in Australia, which aims to improve the economic and social performance of industry for the benefit of the community.

Deco trail - active recreational pathway or trail constructed of decomposed granite.

Density - average number of residents, households or dwellings (i.e. houses, units, apartments) in a given area, usually expressed as dwellings or people per hectare.

Digitally enabled outdoor learning hub - outdoor spaces and plazas that enable outdoor learning through flexible, technology-rich environments that support active student learning.

Ecological values - value attached to natural landscapes and plant and animal communities.

Heritage Place - any place from a building to a monument, natural area, landmark or viewpoint that has special cultural, Indigenous culture or natural heritage significance. Can be identified at a local, state, federal or global level.

Infrastructure - the basic systems, facilities or framework that support a community's population, e.g. roads, utilities, water, sewage

Key Directions Paper - an extensive technical review and detailed recommendations report outlining the preferred way to proceed with the Master Plan, released in August 2016.

Master Plan - a flexible framework for future growth and change, the comprehensive St Lucia Campus Master Plan outlines the University's long-term vision and development concept.

Master planning - an analytical and creative activity that results in a coordinated set of decisions about actions to be taken to accomplish stated goals.

Mode share - the percentage of travelers using a particular type of transport, or the total number of trips for that transport type.

Pharmacy Australia Centre of Excellence (PACE) - a UQ holding across the river from the St Lucia campus that is the primary teaching location for students studying Pharmacy at the University.

Plaza - an outdoor pedestrian gathering space, which could be part of a building entry or part of the open space network on campus.

Princess Alexandra Hospital (PA Hospital) - a major Australian teaching hospital of the University of Queensland, located in Wooloongabba.

Public realm - general term for an open area or place for public use, e.g. footpaths, terraces, parks, squares.

Queensland University of Technology (QUT) - public research university located in the city of Brisbane.

Quick wins - short-term actions/projects that can begin early in the process to build the momentum towards high impact, and which do not require a great deal of organisation or financial backing.

ROI - return on investment.

The Great Court colonnades

Royal Brisbane and Women's Hospital (RBWH) **-** one of Queensland's largest teaching and research hospitals, located in Herston.

South East Queensland (SEQ) **-** the region generally located between the Gold and Sunshine Coast, including Brisbane.

Subtropical design **-** building design that responds to a subtropical climate.

Sustainability **-** an approach that considers the environmental, social and economic aspects (such as of a building) so it can meet the needs of the present, without compromising the ability of future generations to meet their needs.

TransLink Transit Authority (TransLink) **-** a Queensland Government authority responsible for delivering public transport in SEQ, it coordinates and schedules all bus, train and ferry services and is responsible for fares and ticketing.

Translational Research Institute (TRI) **-** Australia's first translational medical research institute dedicated to translating scientific discoveries into applications for medical practice

University of Queensland (UQ) **-** a research-intensive university and institute for this Master Plan.

Water Sensitive Urban Design (WSUD) **-** a set of design elements and on-ground solutions that aim to minimise impacts on the water cycle from our built environment and enhance our city's liveability. WSUD uses several different approaches to:

- protect waterway health by improving stormwater quality and reducing runoff
- minimise effluent discharge
- maximise recycling opportunities
- reduce water demand and supplement with alternative sources.

DOCUMENT VERSION

REVISION	DOCUMENT AMENDMENTS
Draft Rev A 15.03.2017	Amendments to VC's Foreword.
Draft Rev B 03.07.2017	Revised text around CID intentions and process for future planning for sites outside current CID
	Revised community engagement section
	Revised transport planning and infrastructure section, updated metro alignment, remove high frequency bus route to indooroopilly, included investigation zones for bridge opportunities
	Revised students numbers and growth
	Revised enabling project regarding rowing club upgrade
Draft Rev C 07.09.2017	Revised diagrams showing bridge investigation zones
Draft Rev D 20.11.2017	External text edit
	Additional lots included as key sites under UQ management
Final Issue 04.12.2017	Approved by UQ Senate

DISCLAIMER

Information in this publication is accurate as at November 2017. Any details published are indicative only and create no obligation on the part of the University to implement it as or when described. The University may discontinue, vary or replace the plan at any time. While care has been taken to provide accurate information, all content is subject to change and future revisions. Where differing versions exist, information endorsed by the UQ Senate shall prevail.

Visit https://www.uq.edu.au for the most up-to-date version and notice of any changes to the plan or future projects.

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