Myriad Research

ENGAGE - INFORM - EMPOWER

Research Report

Final

UNIVERSITY *of* TASMANIA

Project: **Southern Future Project – Stakeholder Engagement
Post Test Focus groups – Staff and students
Evaluation of Assessment Criteria**

Conducted: **March 2019**

Reported: **March 2019**

Executive Overview

The research was conducted to provide an independent review of stakeholder engagement with the Southern Future Project consultations, specifically with University of Tasmania staff and students. The main focus of this consultation was an evaluation by staff and students of the nominated **assessment criteria** developed by the leadership team to decide which campus model to pursue – City-Centric or Distributed.

The consultation was conducted via focus groups with University staff and students in March 2019 after the rollout of the Southern Future Project communications (workshops and exhibitions) and followed on from staff focus groups held in February. 2019 to inform the development of the communication narrative.

Participant profile

Staff participants in the focus groups were drawn from a range of colleges and positions. Most were from the professional staff division and were located at the Sandy Bay campus. Student participants were drawn from a range of colleges and courses, both under graduate and post graduate. Most were studying on the Sandy Bay campus and included four international students.

Consultation engagement and perception

Most of the staff participants had engaged with the consultation prior to attending the group discussion – viewing the exhibition and attending one of the College workshops. A minority of the students had engaged with the consultation prior to their session.

There was general appreciation of the consultation program, with the opportunity to contribute at the workshops, via the online survey and at the focus group sessions. The exhibition and workshops were generally well received as a sincere effort to engage with the University community and in the provision of detailed information relevant to the two potential campus models, notwithstanding a perceived bias towards the City-Centric model.

Whilst participants agreed that the status quo was not sustainable, there was a feeling that recent actions gave the impression that a decision on a preferred campus has already been made. The consultation was seen to be somewhat rushed, with the options (particularly for the Sandy Bay campus) not sufficiently thought through. Concerns were expressed that the academic group had not been sufficiently engaged with the consultation to date, notwithstanding the key role in delivering teaching and research programs.

Evaluation of assessment criteria - importance

Participants were asked to rate the perceived importance of each of the nominated assessment criteria *(on a scale of 1 to 4, 4 = high, 1 = low)*. The table and chart summarise ratings for the staff and student groups.

Assessment criteria - importance	% rating 3/4	
	Staff	**Students**
A differentiated campus experience	42.4	56.3
Coherence of University community	86.2	93.7
Connection with broader community	71.4	50.0
Impact of development on staff, students and University operations	63.9	81.3
Ease of collaboration and access to shared resources	88.9	87.5
Access for students through location	94.4	93.8
Sustainability of transport options	80.0	93.8
Ongoing financial sustainability	86.1	68.8
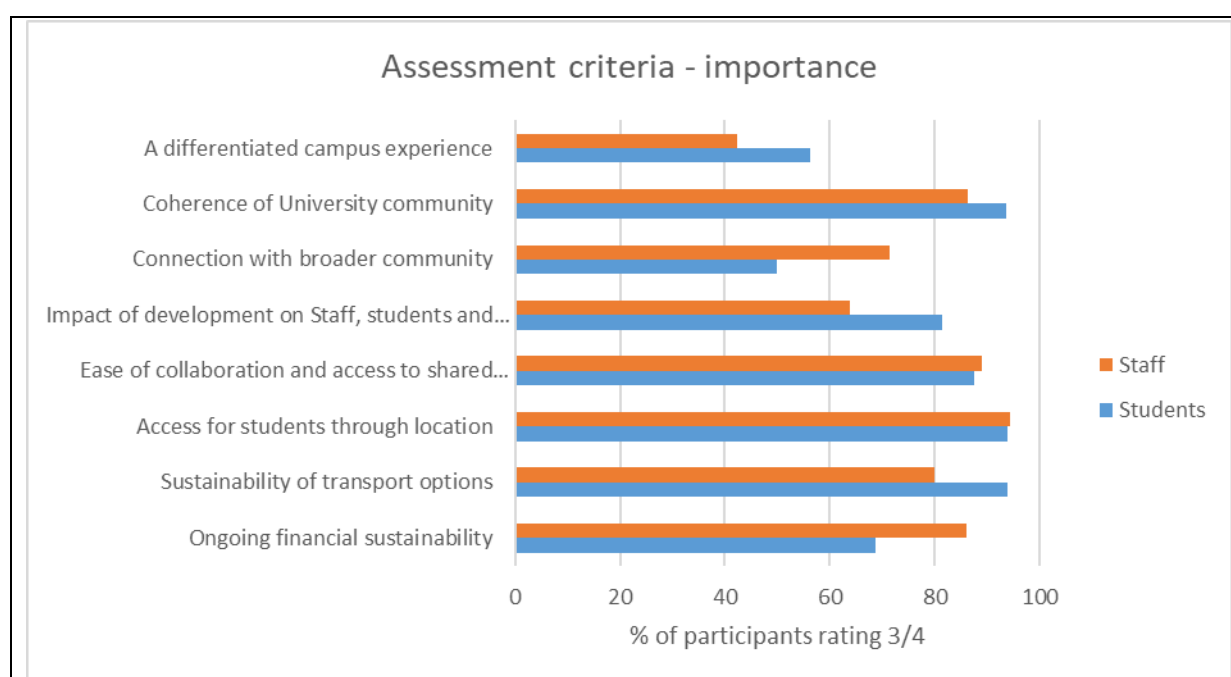
'Coherence of the University community' is seen as more important than a 'differentiated campus experience' – for both the staff and student groups. A key theme from the staff groups was that the learning/teaching/research aspects are more relevant than campus design and the location of buildings therein – coherence is more about campus culture and relationships.

Whichever model is pursued, it will need to have a **'heart'** as a focal point for staff and students. The student view was that there needs to be more focus on social and recreational activities for students – across campuses, colleges and cultures.

Staff were likely to feel that the City-Centric model will not of itself achieve strong coherence, and that the Sandy Bay campus has more potential in this regard.

Rated lower in relative importance was the criterion of **'connection with the broader community'** and regarded as more important by staff than students. The general feeling was that this aspect can be enabled and enhanced whichever model is pursued.

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Students were more likely to regard the **'impact of future development'** as more important than staff, with a clear consensus from the staff group that consequent disruption caused by campus building works is inevitable and manageable, provide there is long term gain.

'Ease of collaboration and access to shared resources' was seen as an important criterion by both staff and students. The consensus was that this can be achieved via supportive technology, processes and systems, regardless of campus locations.

'Access for students through location' was rated as highly important by both staff and students. The City-Centric location is seen to have some advantages in reducing access barriers, provided this is supported by improved public transport infrastructure. The group consensus was that neither model as currently put forward will 'magically fix the student access issue', noting the special needs of students completing combined degrees and with a disability.

'Sustainability of transport options' is an important consideration, particularly for students. Again enhanced public transport options will be needed to underpin the achievement of this objective, whichever model is pursued.

'Ongoing financial sustainability' is an important consideration for staff in particular, with some not convinced that the financial components of the narrative are correct. There is also a clear view from staff that 'quality educational and research outcomes' are even more important and drive financial sustainability.

Other assessment criteria

Having evaluated the importance of the nominated assessment criteria, group participants provided some additional criteria that in their view need to be part of the consideration in deciding which model to pursue, including
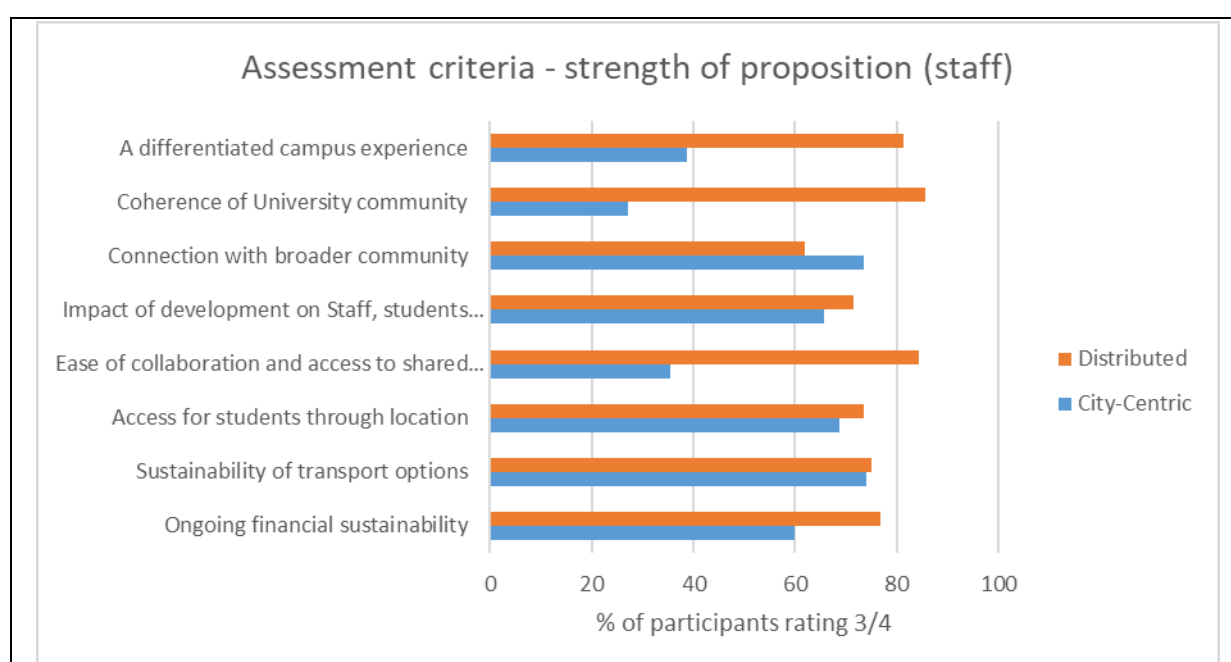
- impact of the decision on the wider community
- access to childcare
- short term funding costs
- ability to deliver quality teaching and research outcomes
- student support services
- timing of building construction
- research funding opportunities
- impacts on the CBD – including traffic and parking

Evaluation of assessment criteria – strength of proposition

Group participants were then asked to evaluate the nominated assessment criteria in terms of perceived strength of proposition for the two campus models *(on a scale of 1 to 4, where 4 = strong proposition, 3 = modest, 2 == marginal, 1 = weak)*.

The tables and charts summarise ratings for the staff and student groups.

Assessment criteria – strength of proposition (staff)	% rating 3/4	
	City-Centric	**Distributed**
A differentiated campus experience	38.7	81.3
Coherence of University community	27.2	85.7
Connection with broader community	73.5	61.8
Impact of development on staff, students and University operations	65.7	71.5
Ease of collaboration and access to shared resources	35.5	84.4
Access for students through location	68.8	73.5
Sustainability of transport options	74.0	75.0
Ongoing financial sustainability	60.0	76.7
Average		

As an overall summary, staff are more likely to rate the nominated criteria as a stronger proposition for the Distributed campus, with just one aspect (Connecting with broader community) given a higher 'strength of proposition' rating for the City campus.

'Sustainability of transport options' was given was equal rating for both models by staff participants, with 'Student access through location' and 'Impact of development' both rating similar by staff for both models. From the staff viewpoint, the Distributed model provides a significantly stronger proposition in relation to the aspects of 'Ease of collaboration', 'Access to shared resources', 'Coherence of the University community' and 'Differentiated campus experience'.

Assessment criteria – strength of proposition (students)	% rating 3/4	
	City-Centric	Distributed
A differentiated campus experience	75.0	37.6
Coherence of University community	53.4	60.0
Connection with broader community	85.8	35.7
Impact of development on staff, students and University operations	56.3	66.7
Ease of collaboration and access to shared resources	75.1	60.0
Access for students through location	80.0	53.3
Sustainability of transport options	100.0	31.3
Ongoing financial sustainability	77.0	38.5
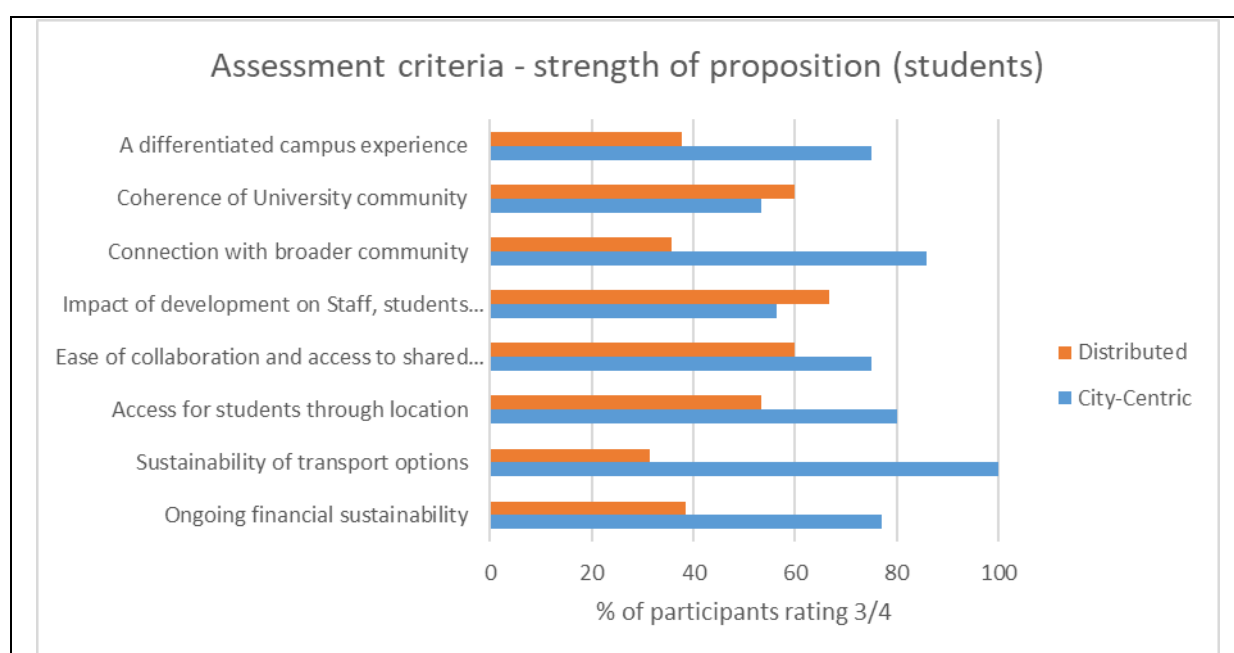
Conversely, students are more likely to rate the City-Centric model ahead of the Distributed model in terms of strength of proposition for the nominated assessment criteria, particularly in relation to 'Connection with the broader community' and 'Sustainability of transport options'. The exceptions are the aspects of 'Coherence of the University community' and 'Impact of development' for which the Distributed model was rated a stronger proposition by students.

The following charts highlight staff and student perceptions of the two models for strength of proposition across the nominated assessment criteria.

A differentiated campus experience

Coherence of University community

Connection with broader community

Impact of development on staff, students and University operations

Ease of collaboration and access to shared resources

Access for students through location

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Sustainability of transport options

Ongoing financial sustainability

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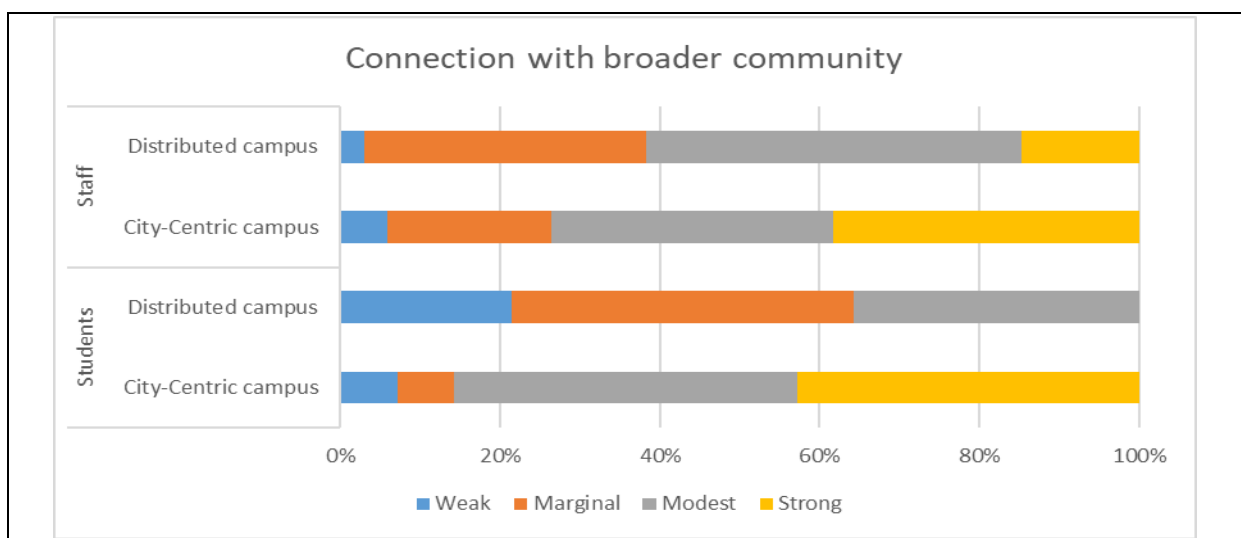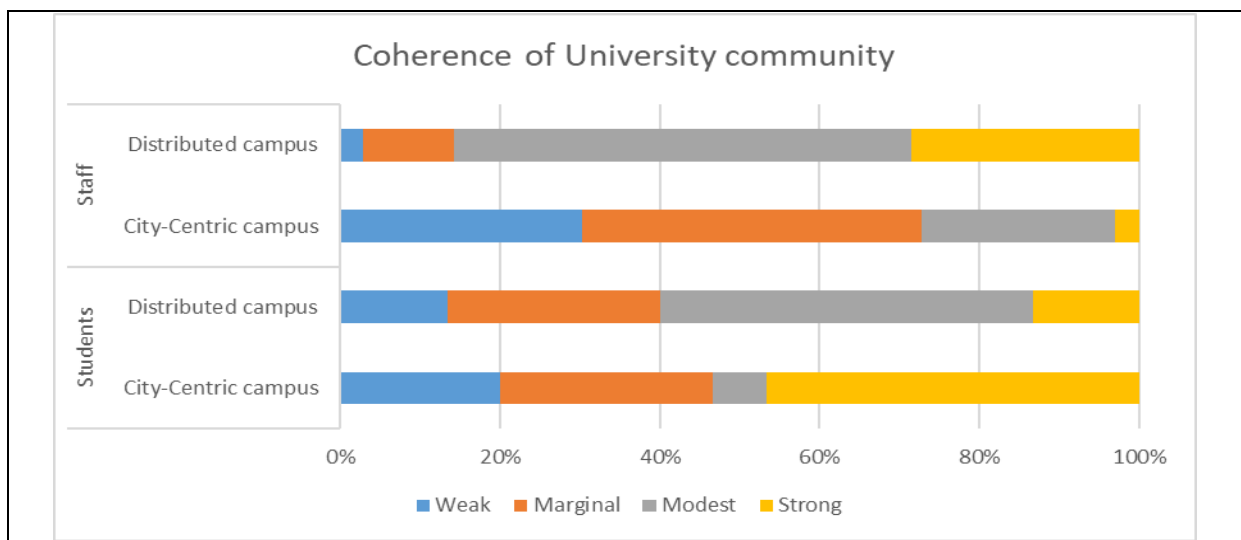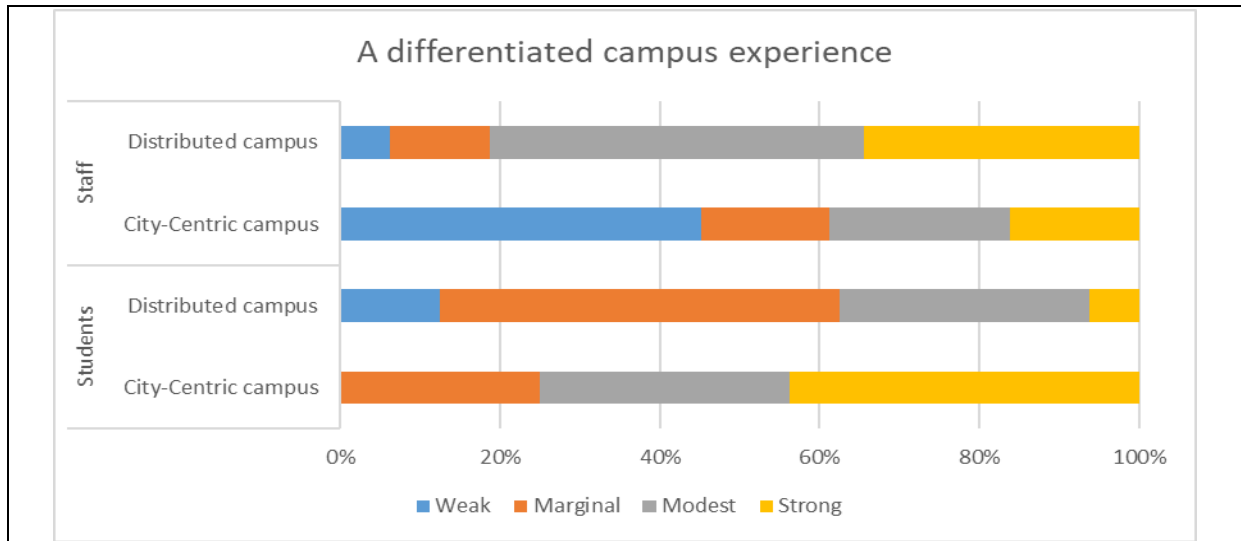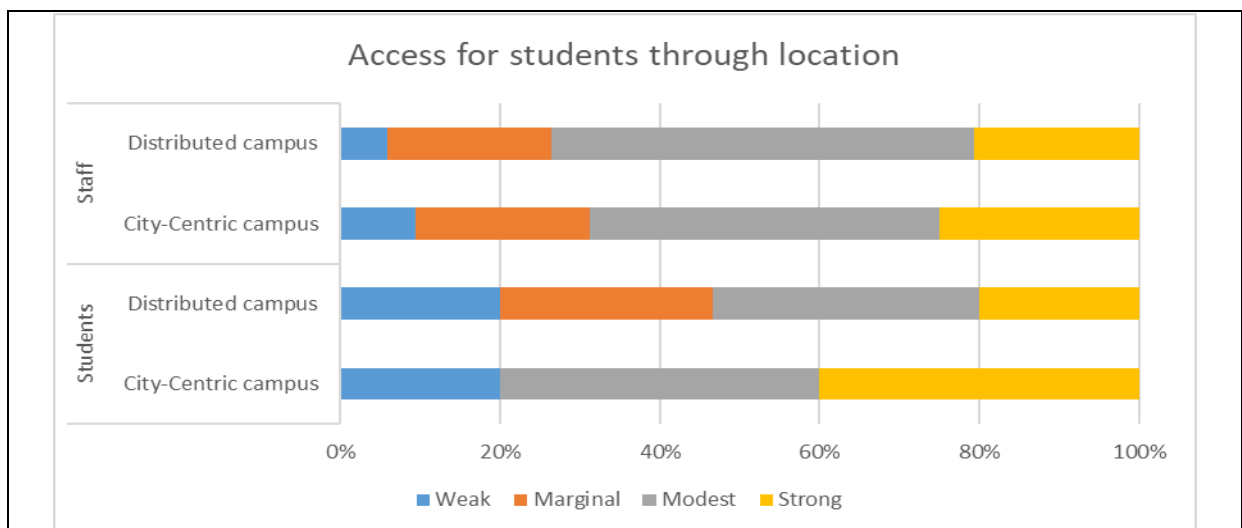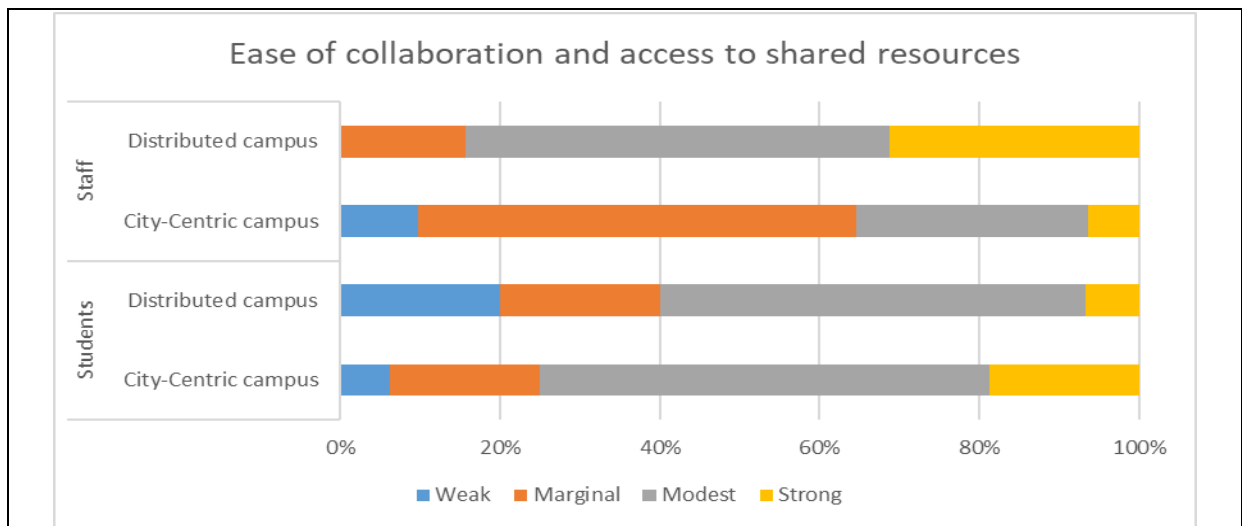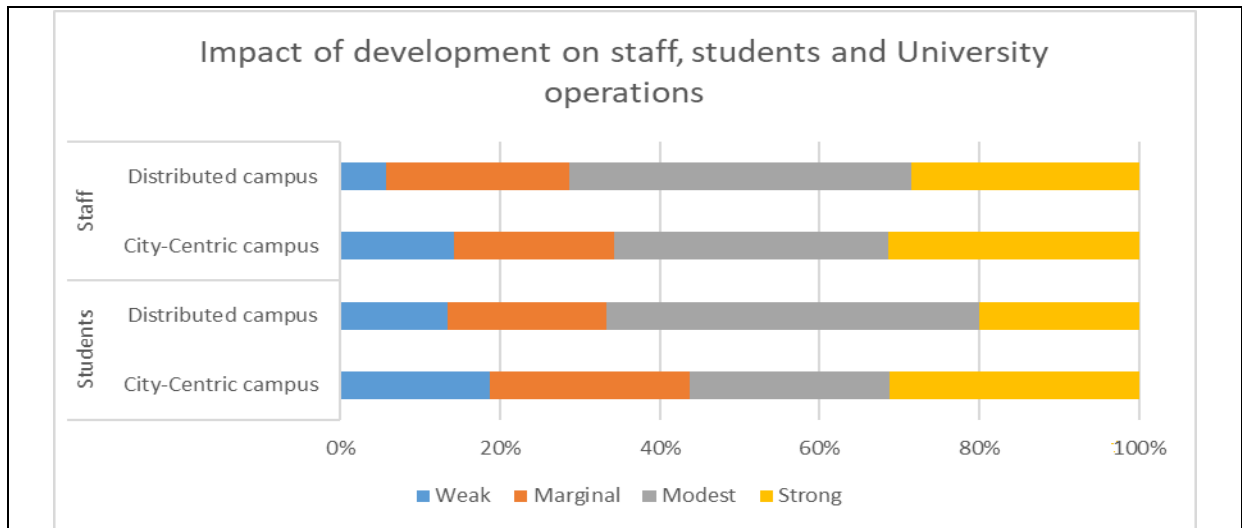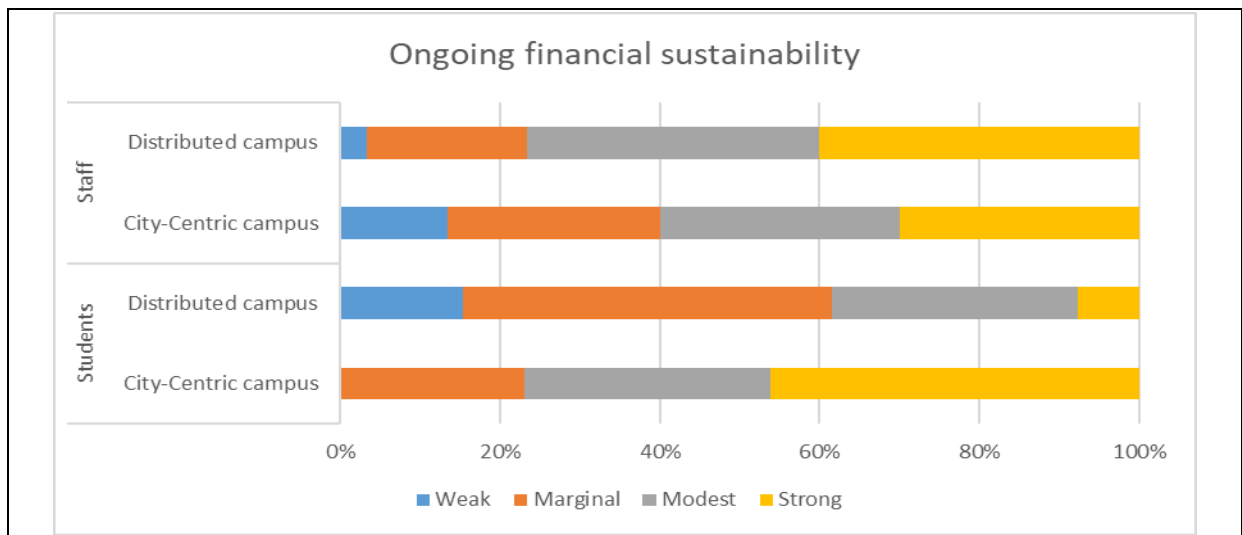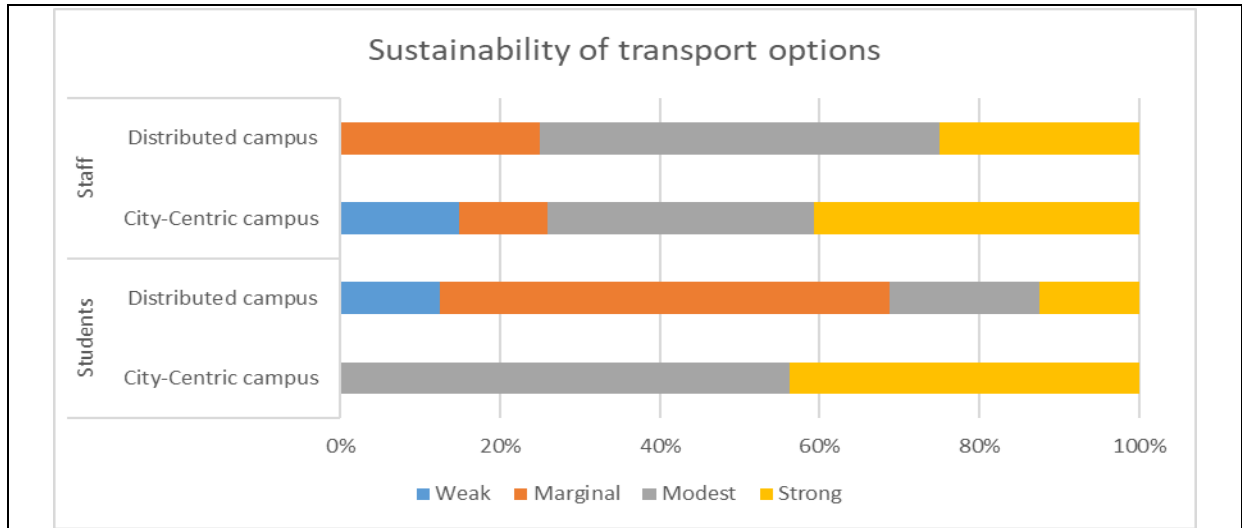
Preferred model

Participants were asked which of the two campus models they favour and the reasons therefor. Outcomes for the staff and student groups are summarised in the table and chart.

	Staff	Students
City-Centric campus	16.7	**43.8**
Distributed campus	**61.1**	31.3
Undecided	22.2	25.0
	100.0	100.0
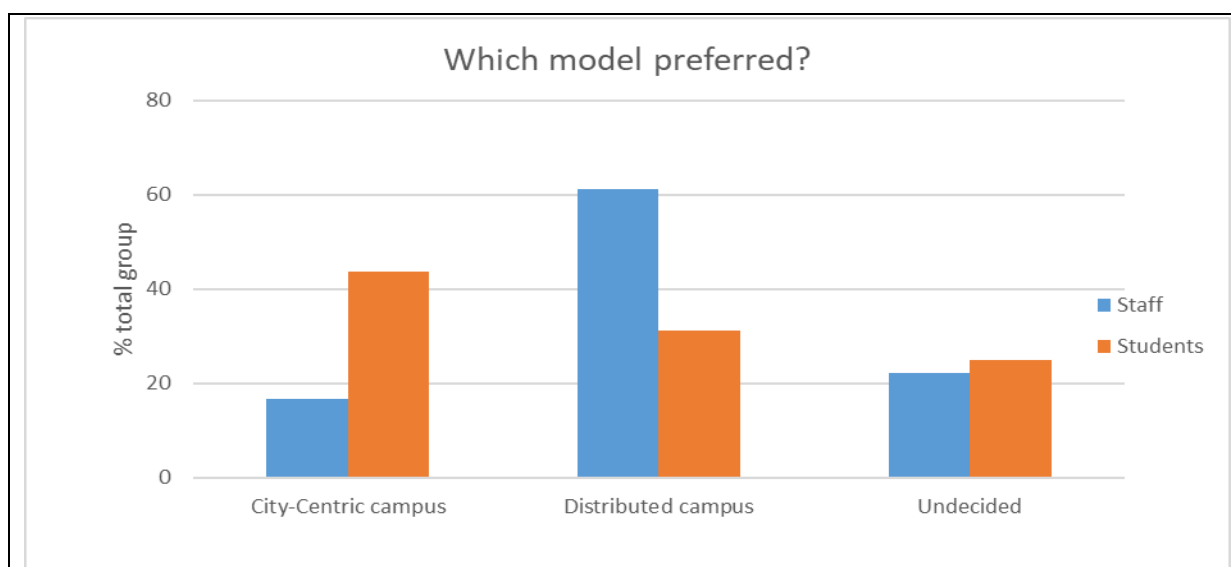
A clear majority of staff participants favour the Distributed campus model, whereas student participants were more likely to favour the City-Centric model, noting a significant 'undecided' group – around 1 in 4 of total participants.

The strongest commentary in relation to preferred location (and support for the Distributed model) came from the staff participants, most of whom are currently at the Sandy Bay campus, with a long term relationship with the University.

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Future engagement

Both student and staff participants appreciated the opportunity of being involved in this consultation and are open to a *'continued conversation'* going forward in relation to the Southern Future Project.

For staff, effective engagement is likely to be via personal email and on the University website. For students, also via email, with follow-up and identified SMS.

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28 March 2019

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Research Aim

To independently review stakeholder engagement with the Southern Future Project consultations, including perceptions relating to the nominated assessment criteria to inform the University Council decision regarding which model to pursue – a City-Centric or a Distributed campus.

Methodology

The research was conducted via focus groups with University of Tasmania (UTas) staff and students after the rollout of the Southern Future Project communications to the University community and other key stakeholders, including the associated workshops and exhibition.

Session profile is summarised in the table.

Group	Segment	Day/time	Total participants	Academic/ professional	City / SB campus
1	Staff	Wednesday, 6th March, 10am	9	1 / 8	0 / 9
2	Staff	Wednesday, 6th March, 2pm	9	2 / 7	1 / 8
3	Staff	Thursday, 7th March, 10am	8	2 / 6	0 / 8
4	Staff	Thursday, 7th March, 2pm	11	2 / 9	1 / 10
5	Students	Friday, 8th March, 10am	9	-	1 / 8
6	Students	Friday, 8th March, 2pm	7	-	3 / 4
Total			**53**	**7 / 30**	**6 / 47**

Session 2 was held in the Humanities Room 548, Sandy Bay Campus. All other sessions were conducted in the Studio Theatre, Sandy Bay campus.

- The Project Team initiated contact with potential participants for the **staff focus groups** via email letter to a random and representative sample of University staff sourced from publically available contact information on the University website. Potential staff participants were drawn from both the City and Sandy Bay campus and across all Colleges and academic/professional positions (refer to *Appendix A – staff letter*). Staff were able to opt out of the consultation due to unavailability or for other reasons;
- Additional staff contacts were provided to the research consultants from responses to the *Southern Future Feedback* online survey;
- Potential participants in the **student focus groups** were sourced from the research consultant's panel and from responses to the *Southern Future Feedback* online survey;

- The research consultants' field team followed up with all available staff and students via telephone and email to confirm arrangements (refer to *Appendix B – recruitment script)*;
- The sessions were moderated by the consultants, and followed a discussion guide developed in consultation with our client (refer to *Appendix C*);
- Each session was approximately 2 hours in duration, with light catering and (for the student groups) a gift voucher for attendance;
- *All stages of the research (recruiting, moderation, recording, analysis and reporting) were conducted in accordance with the AMSRS Code of Professional Behaviour, the relevant Quality Assurance guidelines for qualitative research (ISO 20252) and the Market and Social Research Privacy Code*.

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Research Findings

Participant feedback has been collated with reference to the **group discussion guide** (*refer Appendix C*), with a summary and verbatim comments. All groups included a self-complete component (refer to *Appendix D*). The questions from the discussion guide are highlighted in *italics*.

Note that due to the *qualitative* nature of this research, all findings including quantitative results should be regarded as *indicative* rather than statistically valid with reference to the two stakeholder segments.

About you

Staff groups
- *your position/which college/campus*
- *how long at UTas (total years)*
- *your forward plan with UTas – 2-5 years/5 years +/10 years +*

Summary
A total of 37 participants comprising 35 located at the Sandy Bay campus and 2 within the City precinct. Most participants were from the professional staff division (30), with 7 staff from the academic division.

Staff participants were drawn from a range of Colleges and positions.

Most participants had been at UTas for a significant number of years – as staff members and also, in many cases, as undergraduates, with most intending to stay with UTas in the longer term.

Student groups
- *which college/campus attending*
- *which course are you studying*
- *undergraduate/post graduate/other*
- *where do you currently live*
- *current campus experience*

Summary
A total of 16 participants comprising 12 from the Sandy Bay campus and 4 from within the city precinct.

Students were drawn from a range of Colleges and courses – both undergraduate and post graduate. The student groups included 4 international students.

Students were currently living at a range of locations across Greater Hobart – northern, eastern, western and southern suburbs, plus four within the city precinct (including two at UTas accommodation).

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Transport to Uni was via the full range of modes – walk, ride (bike, motorbike), bus and car, including carpooling. Varying travel time involved to get to and from Uni – from a quick walk from nearby residence in Sandy Bay to a one hour or longer trip, involving multiple transport modes.

Campus experience is variable, noting that the majority of students are studying on the Sandy Bay campus. There is a clear consensus that the 'vibe' on the Sandy Bay campus is not what it was in terms of social activities and student interaction across Colleges and cultures. This is in part related to increased restrictions on student events including the serving of alcohol. The general picture for the average student is going to and from classes and then going home, without a vibrant student life on campus.

This was contrasted with the range of student activities and positive *vibe* on the Launceston campus via reports from fellow students studying there.

There was a positive *vibe* reported from MSP but noting some hierarchy and segregation between student streams – medical, paramedic and nursing.

International students at the groups wanted to mix with other cultures with this interaction an important part of their student experience – they didn't come here just to study!

Both City and Sandy Bay campuses have their advantages, with the space and amenity of the Sandy Bay campus a relaxing environment, but conversely issues with the state of some of the buildings.

The hope (and expectation) was that the University would be able to put in place infrastructure to support **student social interaction** whichever model is pursued.

Verbatim comments
Where do you currently live
- o   City – Uni accommodation – 1
- o   City – other
- o   N Suburbs – 2 (1 currently from New Town, moving to Margate soon, will bus to city, bus to Sandy Bay (SB) lectures. Currently sometimes walk, or bus to city, bus to SB
- o   S suburbs – 1 (Blackmans Bay) - motorbike, car when it rains, more congestion in city
- o   E suburbs – 2 (Carlton, Acton Park- drive then bus from Clarence Pool, early bird parking costs $22 a day if I need car to get to work after Uni
- o   1 currently at SB but still looking for permanent accommodation through Uni
- o   Eastern Shore – drive with 2 others, other one takes the car
- o   Jane Franklin Hall – catch the JF bus
- o   Glenorchy – drive – 1 hour – on street parking
- o   New Town – walk or drive and park in street closeish. Moving to Berriedale – will either drive or bus
- o   SB – walk, used to live in LV
- o   SB – have lived here for 5 years - less than 20 mins walk
- o   North Hobart – drive in, if classes at MSP walk in

Current campus experience
Student Group 1
- o   Paramedic - vibe is great, good community, whole campus, but hierarchy between med students and paramedics. Go to Uni to learn. Similar at Domain with nursing students, lot of segregation

- Vibe has changed, used to be more community, enjoyable sit around in quadrangle, more engaging, more people, and numbers have gone up, but now completely different. Having to queue for so long at café is a nightmare, getting food at peak times. Less activities
- Trying to run events on campus, want to have alcohol – more challenging. Can run events without alcohol, severe restrictions with it, very limited, not allowed to use the word barrels anymore
- The combined courses – friends from medicine that also did law – now super segregated, in business hard to make connection
- Accommodation in city, apartments – creates more of a culture around socialising than on campus. In terms of college vibe on campus it is a bit flat, used to be whole lot of stuff happening, socialising between faculties. Interesting in terms of drop off rate, when specialising 400 down to 2 people. Socialising more difficult, with people branching off and specialising. Not so much of a hierarchy as in medicine, even though on same campus, more segregated
- Go to class, then go back home. Needs more social activities. If you're not friendly you will get to know nobody
- Courses in Launceston, friends who have lots of fun things, not many opportunities here though, last year had a couple of pub crawls, occasional barrels. Lots of socialising in Launceston - Nursing, Bach of Health
- Colleges dotted around the city, businesses in between, will it end up further entrenching segregation?
- Pretty good, socialising only thing I did was going to lectures. No interaction with other students. Problems with public transport to come to Uni. 15 mins to bus stop, Hill St, travel takes 45 minutes
- Live in Glenorchy, applied for Uni accommodation, no-one has replied to email. Feel as though I'm travelling half the time. Had to catch 3 buses – 45 minutes today but usually 70 mins
- Had to leave home 8.45, to get here today. Going back home
- Thought that the vibe had gone down, was just how it was going to be, working part time, expected that I wouldn't get to experience Uni culture. Others at work talk about what social events I'm going to.   Doesn't sound as though it is quite how it used to be
- Doesn't seem to change much from last year, many new admissions, get to know new people. Activities are less. Go straight back after lectures
- Pretty much, all Asians, want to get know others, but there's no one else in course. There should be activities where I can get to know other cultures – only get to know Asians. So much is needed. Could have done course back in India, thought I'd come here to meet others
- Doing 4 subjects, weren't any Australians in any course, just Asians
- Here they have let it run its course. Will Uni put focus into making sure social interaction happens? Will they focus more on that than how it is now

Student Group 2
- Little bit nostalgic about SB, Menzies is a whole lot better, Enjoy Hobart setting, facilities are a lot better, Support is very close, when you need it. Everything new and shiny
- Facilities better at MSP – everything closer. Opportunity to work in the lab – easy to go to doctor or dentist (in the same building!)
- Like SB, quieter, more bush on campus, have a walk after lunch. City building's toilets are better, cleaner and brighter. Centenary building toilets are small
- Nostalgic about SB, centralised, spaces to go on off time, not so much in City Chill out better here at SB, lawns
- Nice green spaces

- o Inaccessible, broke ankle last year, had to go from law to biology – and had 10 mins to get there. For people in wheelchairs – very difficult. Humanities building very old and dirty, Law currently a building site
- o Feel like a lot of issues will be fixed, all gross buildings will be nicer, no buildings over Churchill Ave

Your involvement in the consultation to date

- *have you attended one of the college workshops*
- *have you been to the exhibition*
- *comments re the consultation process to date – positive/negative/areas for improvement/any gaps?*

Summary

Most of the staff participants (25 out of 37) had viewed the exhibition and had attended one of the workshops.

There was an appreciation of the **open consultation program** which the VC and his team have conducted with staff and others, and the opportunity to contribute at the workshops, in the online survey and at these sessions. The exhibition and workshops were generally well received as a sincere effort to engage with staff and provide them with detailed information relevant to the decision regarding which model to pursue.

The exhibition narrative was generally well constructed but showed a clear bias towards the City–Centric model, despite supplementary reports supporting the Sandy Bay campus and a Distributed model. Detailed information regarding the future of the Sandy Bay campus if this City-Centric model is chosen was lacking from the narrative, making it difficult to envision what would happen to the current Sandy Bay site.

There was a strong sentiment expressed that the academic group have not been sufficiently engaged in the consultation to date, notwithstanding their key role in delivering the teaching and research programs.

There was general agreement that the status quo can't remain, particularly with the buildings on the Sandy Bay campus needing upgrading. But also that the consultation has been *rushed*, with the options (particularly for the Sandy Bay site) not properly thought through. Two aspects in this regard (which were mentioned throughout the staff sessions) were the relocating of Science and Engineering research facilities to the City precinct (seen as quite inappropriate and impractical) and the need for a major upgrading of transport infrastructure to support either model, and in particular City-Centric model.

The consensus was that a decision has already been made, with the narrative (both within the exhibition and the workshop presentations) showing a clear *bias* to the City-Centric model and with recent actions supporting this model, eg. purchase of Forestry building.

Staff Group 1

- o Didn't attend workshop, looked at the exhibition, not involved in consultation personally
- o Updates on what's happening, not to a level of detail. Heads up on what's happening from top down, appreciate, having support from the top, vision and trickling down and hopefully drive successful outcome
- o Went to divisional one, room full. 200 people. Good to get there, have Rufus talk around the room. Bias towards City model, how it was presented, interested to explore other options, cheaper easier, other factors to be taken into account
- o Appreciated increase in consultation, Rufus has come to Uni and is open to conversation. Expect the potential to alienate Uni community. More info is a good thing. New strategic directions – clear that there is a preferred direction. Not pretending to have us help decided. Property purchase in the city. Great that we can contribute, but keeping us along with the journey, this is the option – do we have a choice? Leadership is important
- o If people are not asked, nobody gets to hear what others think … even if a decision has been made. Great love of the Uni, in town, Domain Uni. Spent a lot of time thinking about it. Couldn't believe that most of the arguments were that they wanted to go to the domain. Amazed – thought I was the only one. There are endless problems and questions – can't take everything to town – football field, Library, don't think that there is a possibility
- o They have a preferred position, consultants and Rufus. Reputation that he would be upfront with us. Done deal, going through the motions, community benefits what we have here, students altogether here at SB
- o Feel differently, think the VC, work that's been done behind the scenes. Happy to go to city model. Great to hear the stats behind why it would be a good move. Really good and informed process
- o Discussion with academic staff, great concern that there has been a lack of morale in Uni staff, workloads, change to intake of students, level of entry has been variable, fee paying students, decrease in support staff ratios, undermining morale. Principal concern when there started to be a rumour about high profile STEM building in city – doesn't make sense. We need labs, space, not one small building, need specialised areas. Not near railway lines, major power installations. Came about when Fed Govt had changed the main model of Universities from self-governing to a managed business style, measured in 4 terms. Third most important industry for Aust. Any new funds would be in science and tech area. Revitalise city centres, Newcastle, Hobart, new money to revitalise city centre. To go for new funds had to involve STEM, while of life education. Needs to be bottom up – the leadership of Uni includes a close inter-linking between admin and senior admin/academic. Teaching and students at the workface. Needs input from academic leadership. Professorial board – suspended for last 25 years. Important role we all have is the administration and academics. Decision is being made by Council and feed in is by them rather than academics
- o Valid point – importance of academics and what they do here. Students are the centre of our business, as are academics, and support staff

Staff Group 2

- o Was put out this is what is going to happen. Nobody knew who had been asked about it. Recent exercise under current VC much more open. Decision already been made, purchasing land in city, done deal. Not discussed within
- o Just bought building for $1.5m, must mean they're going to do something. Rumours that they will sell again for $25m!

- International students like inner city accommodation. Makes life easier with accommodation on site as is now at SB. Student who have to go into city from SB, 3 hours out of their day to get there and back. Originally had express bus, doesn't happen any more
- Under this VC consultation is great, across the board there is a sense or thinking that it is a done deal. Consultation is great. How much people are engaging is reflective that they think their opinion is too late
- Lot has to do with what appears in media, emails I get from VC. Rumour or something I read in the paper. Purchase of land or buildings – I have already read in media. Emails well timed after negative reports in media
- A lot more consultation/communication than before
- Tour in Studio Theatre, some have had a look at reports, way information is being put, but when you look at reports that they are not as clear cut as they are presented. State of buildings, overstated, reports that say area is unsuitable. Most who work in them don't feel that way. Colleagues who work in IMAS and Menzies are a lot less happy with their facilities, with their working space. Increase collaboration, with open spaces - IMAS people sit with earphones so they can concentrate. No satisfactory feedback with what it's working towards
- Impressed that VC is running it all himself, not one of his minions. Can ask him anything about it, level of access I've never seen before
- Would be nice to see any feedback and how it goes from consultations – don't see anything. Concept – two options – got to be more than that
- Used to be a third option – moving the Sandy Bay campus from above Churchill Ave
- One of the examples is the assumption that the statements say it will be cheaper in City than SB – don't see how it will work. Own the land already in SB, have to buy in City

Staff Group 3

- It's a done deal because the buildings have already been purchased, TSBE going to newly purchased Forestry building – don't know what they'll do with it if this doesn't happen
- Vibe is that the commentary is very much invested in SB. Listening to City arguments very compelling, going to be very accessible, new buildings, easier travel, etc. How is the Council going to turn around and say now we're going to invest in SB? Report findings supported SB
- Report was compelling for SB, VC selling City
- Very anti SB, we will lose oval, was going to cost too much to refurbish SB. Domain House was going to have serious upgrading, retaining façade, dismissed as being reasonable cost. Not reasonable cost to upgrade SB but it is to upgrade Domain House? Interesting the amount of emails about sessions, constant reminders from VC office, reminders about sessions/workshops, etc
- Optically inclusive, but has decision been made
- Goes beyond our current VC, Rathjen was talking about city university. More riding on it than what Uni wants, city growth, state growth, accessibility from northern suburbs. Lowest participation rate in Aust – 22%, 17% Tas wide. move to the city may increase participation from northern suburbs
- Outwardly re change management, felt like we've been consulted, being made to be included
- Tick box exercise. Arguments are very one sided. Like Clarence City Council communications about amalgamation (decision not to amalgamate already made) - they are going to go there regardless. Why invest in $$$m downtown and then go to SB. Not strategic business acumen. Like to think we're part of the process.
- Emphasised saving city will provide us. Multi storey carparking in city. Raise higher participation rates. Easier for students. Keys points to win us over

- Social inclusion, travel time. Dilapidated Sciences building, facing west have to go home if over 25 degrees, room gets so hot
- Don't think they've considered moving buildings downtown, not just animals, traffic, noise, pollution, buildings to protect. Cutting edge research should not be put in city (esp Sciences), can't have labs with carparking underneath!
- Has to be separate building for rocks display, currently takes up a whole floor in Geology Dept
- Keeping city footprint, keeping SB seems odd
- Lack of communication within community when moves have happened. Went to Open Day with daughter, had no idea that (media) had moved into Salamanca. Nobody could tell us where to go. Work here and I didn't know, how is community meant to know
- Heavily dependent on State Government, wouldn't be catching bus (from Cambridge) – atrocious timetable. If they move and State Government doesn't support buses, it won't work. State Government change, what happens if next Government doesn't support

- Feel isolated in SB, moved from Melbourne last year
- Melbourne have universities with a heart, with libraries, cafes – I was shocked when I saw what was here at SB

Staff Group 4
- Good to get all the info, but it seems to be all of a sudden, been in the pipeline for years
- Surprised at all the whispers, not even a choice for us to stay above Churchill Ave – read in newspaper that they have applied to have planning scheme changed. In either option Plant Sciences building has to go
- Used to be in building near Hytten Hall, showed us plan of what they were going to do. All just disappeared
- 10-15 years, now whole heap of variances, key thing is they are both centric, both city and distributed, both are distributed. Need to align the names. Names are wrong
- Didn't make it to VC presentation, but did ask what others thought – happy enough
- Only asking certain questions, some are left unanswered. Going to Hobart City Council for sub division, environmental aspects, photos regarding SB campus. Not sure what they are going to do with SB campus if the City campus goes ahead? Not looking at those questions, land above Churchill Ave. Been told they were going to the City, and showing buildings. Northern campus been talked about for years as well
- Accessible, but clear reading it but they have a very strong preference of going to city – nothing anyone says that will change that
- One of the words – fait a compli – will be moving to the city. Presentation and what I have seen and heard, very biased towards decision that been made. Nothing to show what SB will look like if they stay here. STEM building in City, but nothing for SB. No explanation of plan for SB for what next 10 years will be. Very poor condition, substandard buildings, but it will be 10 years before they move. Need to spend $ here. Student summary said main problem at SB is internet, websites, not enough room in library – may be a lot of $15m spent (on Forestry building) on SB could go a long way to fixing problems
- How can you justify 3x the market value on land/buildings – hedging your bets – especially when officially haven't made a decision
- Ticking boxes, when it turns up in the Mercury they can say we did engage – not really staff engagement
- Found the survey (at the exhibition) confusing, way the questions were phrased, how to answer. Answered a few how I didn't want to, not sure how I was meant to

final

- o Decision already made, so what is the point
- o Thought they could have done more with transport problem, why not invest in the problem before then? Invest in a specific route to the city would save time. Makes maps a bit misleading – being sold the city rather than compared the two options. Building numbers don't seem realistic – just built one new lab up the hill (Plant Sciences) – 2$m – how can they justify cost of city buildings
- o Funding for STEM not raised in political circles
- o VC is very engaging, message is just a bit funny

Summary

Just 5 of the 16 students had viewed the exhibition prior to the session (some online), with most students not being aware of the Southern Future consultation.

All students at the groups were given the opportunity to review the exhibition panels before the next section.

Evaluation of the assessment criteria

The main purpose of the focus groups was an evaluation of the assessment criteria developed by the leadership team to evaluate the relative strengths of the two campus models, and in turn to inform the University Council decision regarding which model to pursue. The first stage of this evaluation was for group participants to rate the perceived importance of each criterion.

- *(walk through) Participants to review the exhibition panels, then focus on the main assessment criteria panel*
- *No discussion at this stage. Refer to handout questionnaire Appendix D. All participants were first asked to rate each of the assessment criteria for*
  - o *perceived importance (on a scale of 1 to 4 – 4 = high, 1 = low)*

The tables and comments (with rating) cover the eight nominated assessment criteria, with additional criteria suggested …

A differentiated campus experience

Staff	4	3	2	1	dk	Total	Average
Frequency	7	7	5	14	3	33	
%	21.2	21.2	15.2	42.4			2.2
% 3/4	**42.4**						
% 1/2	**57.6**						

Students	4	3	2	1	dk	Total	Average
Frequency	1	8	4	3	0	16	
%	6.3	50.0	25.0	18.8			2.4
% 3/4	**56.3**						
% 1/2	**43.7**						

A differentiated campus experience
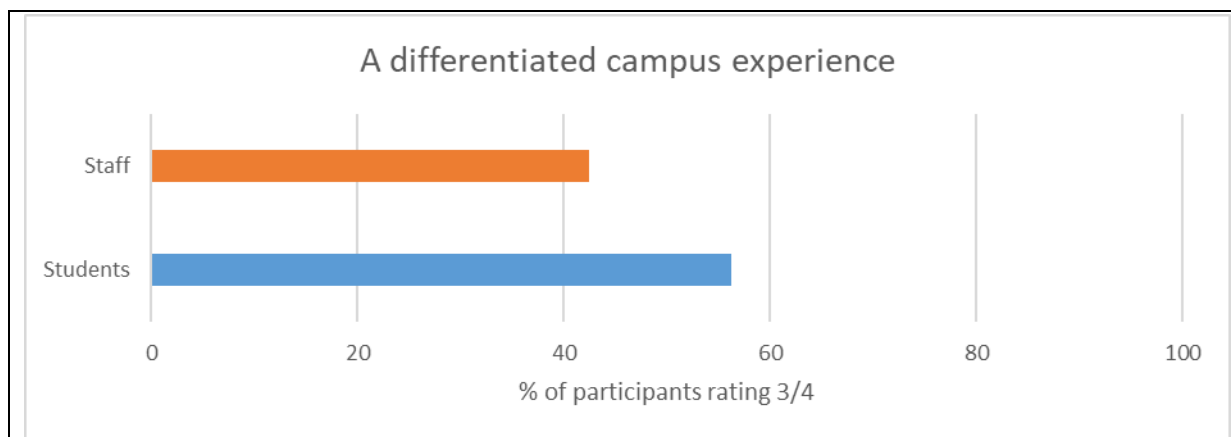
Summary

There was some confusion as to what this criterion actually means, with a perceived lack of explanatory information within the exhibition narrative. After advice (from Project Team and moderator) the criterion was taken to mean a campus experience that is unique and different to other universities.

This criterion is regarded as the least important of the eight nominated criteria, and marginally more important for students than staff. The key theme from the staff groups is that a *coherent campus experience* is more important, with the learning/teaching/research aspects more relevant than how the campus might be designed and the buildings therein. Some relevant quotes from the sessions –

- *'a unified experience is preferable to a differentiated experience'*
- *'it's not the buildings, it's the culture'*
- *'the campus differentiation from other universities is not important; level of service and education is'*

Comments

Staff	
Rating	**Comment**
4	Assuming this refers to quality of campus experience, it is very important
4	On the understanding that this means the quality of the campus and ease of access to everything
4	On the assumption that this means the uniqueness of the UT as campus experience. I think the student and staff experience is critical and central to our future. Modern facilities that are fit for purpose and provide an excellent student experience are paramount
4	Where this means differentiation to other universities (i.e. competing against mainland universities).
4	I take this to mean the quality and uniqueness of the campus.
4	Promotes Tasmania/Hobart as clean and green.
3	Appreciate the importance of our facilities in relation to our competitors but fear many think what we've got is good enough. Green space is important and not likely between city buildings. Not sure that "differentiated campus experience" is adequately defined, or is defined using the right criteria. Needs re-examination?
3	Will this not increase silos?

final

3	Importance of natural environment of Sandy Bay campus feels understated vs individual buildings within a modern city.
3	Tasmania is well placed to offer a relaxed education experience. I'm not sure we can outcompete other universities offering city campuses.
3	I think every option has pros and cons. It is about suitability of environment for quality education. It doesn't have to be unique, it has to be functional. Green space in Sandy Bay is of extremely high value to me, even though I support the City-Centric model.
3	Can improve our market attractiveness - continue to build on our uniqueness.
2	We need a campus that is right for UTas, not because it needs to be "distinctive". The criteria here are problematic. For example, "unique experience of natural environment" and "part of distinctive urban setting" are mutually exclusive. Also being in middle of Hobart is not a "distinctive urban setting", it is the same as any city.
2	Needs modern accommodation, up-dated current Sandy Bay campus buildings.
2	Quarter of this measure focuses on a tiny historical building, too much weighting! It also puts too much weighting on urban being the priority: why?
2	Does this mean a unique campus experience relative to other campuses within UTas?
2	Hobart is already differentiated. It's beautiful, but Sandy Bay is even lovelier.
1	I cannot see how a campus is 'differentiated' or 'undifferentiated'
1	We want a good experience. It can be different/differentiated but bad.
1	The campus differentiation from other universities is not important; level of service and education is.
1	It's not the buildings, it's the culture.
1	Learning/teaching/research experience should trump this criteria. This is not relevant as part of the process.
1	Students (and staff) like to be part of the whole campus, like to participate in special events as a whole, e.g. Open Day, Orientation Week.
1	I think a coherent campus experience is more useful in engaging and retaining students. Not sure why this criteria is there.
1	Trying to build just for this is immediately dated. The University experience cannot just be 'built' by the architects.
1	What does this even mean?!
1	A unified experience is preferable to a differentiated experience.
1	Unclear what this is. Not relevant.
dk	Green spaces, sense of belonging, natural beauty = differentiates Sandy Bay campus = essential this be achieved if City-Centric option adopted.
dk	No idea what "differentiated campus experience" means. Very poorly explained in display material.

Students

Rating	Comment
4	Interaction with different people is not happening here. No socialising. No such interaction with faculties or staff.
3	Have the opportunity to be a leading university.
3	The current experience lacks any feeling of inclusion or camaraderie.
2	In the overall scheme, the experience is not the most important aspect. However, students and staff are isolated at the Sandy Bay campus, however being in the CBD offers much more choice for different experiences.
2	Having a different campus experience to other Unis may be a bit of a novelty and could "wear off" quite quickly.

final

2	This has the potential for inequality in services provided and greater division of resources, e.g. smaller cohorts (paramedicine) compared to large cohorts (law).
1	Difference/similarity with other Universities does not affect the quality of staff and student experience.
1	Not necessary: as long as appropriate resources are provided, it doesn't matter.
1	As long as 'quality of teaching' and 'facilities are effective', there is no need to have much differentiated experience.

Coherence of University community

Staff	4	3	2	1	dk	Total	Average
Frequency	20	11	3	2	0	36	
%	55.6	30.6	8.3	5.6			3.4
% 3/4	86.2						
% 1/2	13.8						

Students	4	3	2	1	dk	Total	Average
Frequency	11	4	1	0	0	16	
%	68.8	25.0	6.3	0.0			3.6
% 3/4	93.7						
% 1/2	6.3						

Coherence of University community
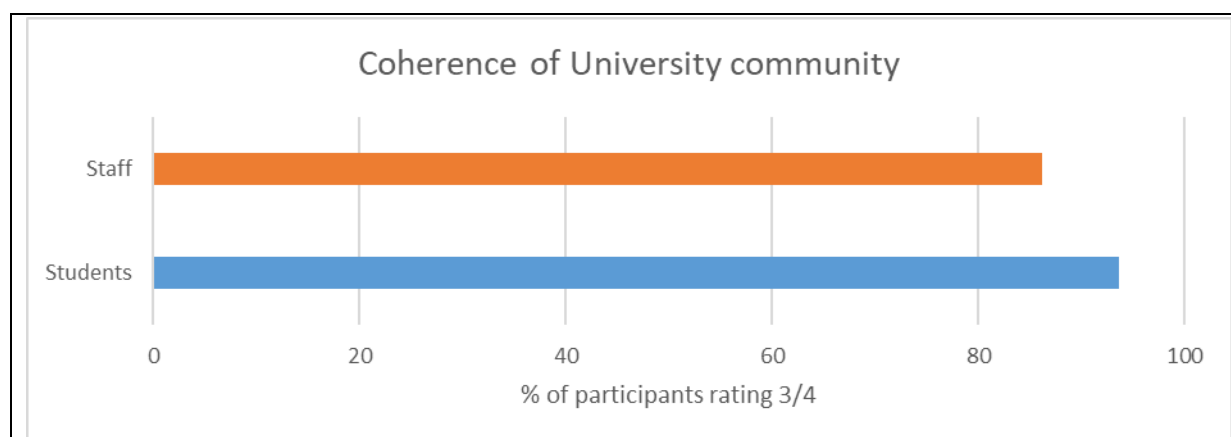
Summary
This is seen as one of the more important of the nominated criteria, for both staff and students (with students marginally higher in terms of average rating).

A key theme from staff feedback was that coherence of the University community was not about the location of buildings, but more about campus culture and relationships.

There is a feeling that a City-Centric model will not of itself achieve strong coherence, with current examples put forward, eg. IMAS, MSP and that development of a City-Centric model will need to include a 'heart' as a focal point for staff and students. Staff were more likely to feel that the Sandy Bay campus has more potential to maximise this coherence criterion with the campus layout and amenity.

Some relevant quotes …

- *'this is more than the relative location of buildings, it's about the culture and relationships*
- *'City model is not providing a focal point for student experience. Promotes staying within own building. No central point for congregation of staff or students'*
- *'this is more than the relative location of buildings, it's about the culture and relationships'*
- *'coherence is strongest on Sandy Bay due to proximity of schools. City is more spread and coherence is lost'*

A key point put forward was 'the biggest disruption to coherence is constant change to systems and processes', which end up having a negative impact especially on staff.

Students reiterated the earlier point that for coherence to occur within the student body there needs to be more of a focus on social and recreational activities for students – across cultures, colleges and campuses.

Comments

Staff	
Rating	***Comment***
4	I take this as including capacity to bring large and disparate groups of students together
4	Creating community is an important aspect of creating an environment within which we can offer high quality learning and teaching and research training. Staff environment is also important. We are a networked organisation that needs to be nurtured
4	The concept of a coherent university community is very important. However, bringing buildings together in closer proximity within the city does not mean that the community will be coherent. The buildings will be, but not necessarily, the people. Do IMAS and MSP and the media school feel more coherent to each other because they are in the city? People collaborate across different cities and across different countries; bringing buildings together won't lead to increased coherence and increased collaborations.
4	If City-Centric, will need to establish a heart or focal point for the Uni. Just being in buildings in the city doesn't establish coherence or collaboration.
4	This is more than the relative location of buildings, it's about the culture and relationships.
4	Need coherence of Uni units but in the one area to allow collaboration. Centric model is building 'silos' which we've been avoiding and trying to move away from.
4	When we are physically apart, will we feel that we are one university?
4	Campus culture and experience is essential in continuing to attract people to Higher Education. Accessibility and coherence of our University community speaks to and ensures our success.
4	Coherence = efficiency and this is important, but research requires suitable well-thought locations to produce world class research.
4	City model is not providing a focal point for student experience. Promotes staying within own building. No central point for congregation of staff or students.
4	Important that the University has a 'home', a 'base', where the staff and students can feel it is their 'home'.
4	This is much easier to achieve at the Sandy Bay campus.

4	Putting disciplines who regularly collaborate in research in close proximity promotes coherence, collegiality and cooperation.
4	A large percentage of courses/work/collaborations require closeness to not just work area, but wider UTas community.
4	Yes! One of the generic learning criteria is teamwork/collaboration etc. but this can't just happen in two tutorials a week!
4	Coherence is strongest on Sandy Bay due to proximity of schools. City is more spread and coherence is lost.
3	Coherence around shared recreational, cultural. Coherence at discipline level is around shared facilities
3	There are many ways to build a cohesive but heterogeneous group apart from geography alone.
3	Coherence of the UTas community is very important, but geographical proximity is not the only condition needed for coherence and collaboration.
3	Planning for City-Centric model seems to be very spread out. A "community" should be more physically nearer to each other, e.g. accommodation should be as one, not all over the place.
3	Highly important, however there does not appear to be reference to the integration of multiple city sites in the city centre model. No heart.
3	Coherence of students mingling NOT academics is important.
3	The southern Tas part of UTas is located in and around Hobart and I think the distance between Sandy Bay and the city is very small. Certainly it is not unreasonable for students and staff to move between faculties/areas.
2	I have worked at the Uni for nearly 15 years. The biggest disruption to coherence is constant change, and changes to systems and processes, which end up having a negative impact on students. Location isn't really a factor in the sense that many staff and students only need to interact with a smallish pod of colleagues and peers. Administration and good processes, however, are essential. Disabled students and staff need to be considered. Technology has to work better and more consistently well.
2	Different settings, contexts affect 'coherence' and inter-accessibility of community.
2	The university will never be fully cohesive in either model as they are both distributed building models rather than one campus.
1	I feel this is identical under both models. Staff and students will tend to stick to their area despite proximity to others.
1	Unclear what this is trying to represent. Not relevant.

Students

Rating	Comment
4	The community aspect is just as important to university life as study, in either model.
4	The collaboration and socialisation within the University community not only benefits us from an academic perspective, but also aids in the forming of friendships within the student community.
4	This would help to socialise the students more, with different community, especially the international students.
4	A Distributed model decreases coherence as they are spread across campuses with minimal interactions. When in my undergraduate I spent wasted time travelling between Sandy Bay and MSP campuses, instead of being in one location.
4	It is fundamental to have a University where people do not just study but also participate in recreational and social activities etc.

final

4	I'm concerned that either move will separate the Uni community.
4	There should be activities conducted between the students to reduce the culture gap.
4	Students would benefit from not existing in faculty vacuums. There is no community at UTas compared with mainland unis.
4	This helps with newly commencing students, making them comfortable which is extremely important for proper study.
3	This is important as there isn't any community in the Uni of Tas right now.
3	Uni sense of community already isn't great. Spreading our campuses throughout the city will make it worse.

Connection with broader community

Staff	4	3	2	1	dk	Total	Average
Frequency	9	16	8	2	1	35	
%	25.7	45.7	22.9	5.7			2.9
% 3/4	71.4						
% 1/2	28.6						

Students	4	3	2	1	dk	Total	Average
Frequency	5	3	5	3	0	16	
%	31.3	18.8	31.3	18.8			2.6
% 3/4	50.0						
% 1/2	50.0						

Connection with broader community

% of participants rating 3/4
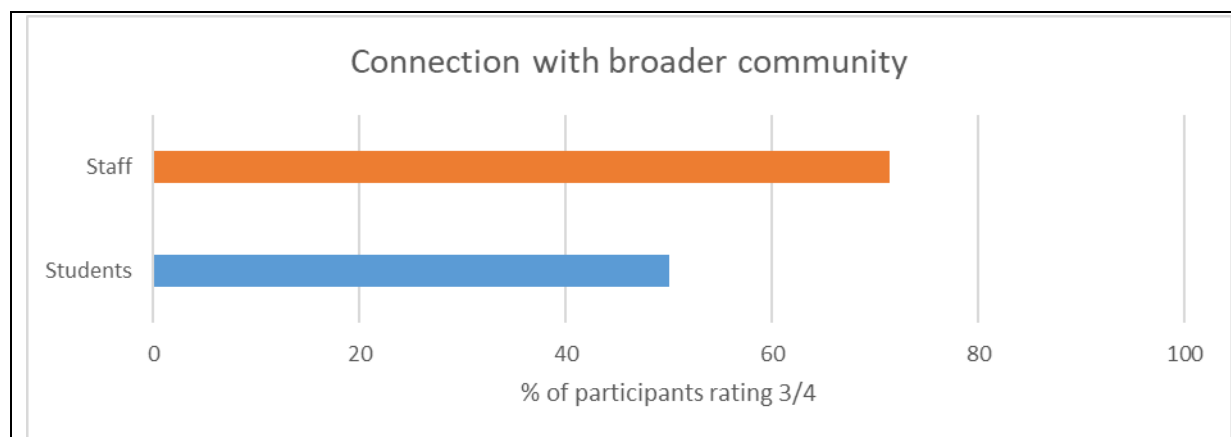
Summary
Connection with the broader community is seen as being an important consideration, less so than other criteria and more so by staff. Some participants felt that the City-Centric model would assist this connection, but others felt that a Distributed model (already effectively in existence) allows this connection with the broader community.

There was also a viewpoint expressed that this connection was important for some disciplines (social sciences, arts and business) but not so much for the physical and natural sciences.

The general feeling was that a UTas connection with the broader community was certainly desirable but not critical to the Southern Future decision as the community connection can be enabled and enhanced via both models.

Comments

Staff	
Rating	*Comment*
4	Our interactions and therefore relevance to the broader community is so important and is critical as are the above two criteria to fulfilling our strategic directions
4	City model will allow greater integration with the wider Hobart community. Sandy Bay campus can be seen as insular.
4	I like the idea of permeable Uni, open to the wider public with access to facilities and activities.
4	This should always be a priority, wherever we are and geography shared never negatively impacts us.
4	As Tasmania's university, connection and conversation with our broader community is very important.
4	In the aspect the UTas thrives in the collaborations it has with the wider community. But that doesn't mean it has to be dumped in middle of city. Whole of Tas community benefits wherever the Uni is.
4	This can happen anywhere, going to city doesn't necessarily make this easier. Must be part of plan no matter location.
3	Too variable from discipline to discipline
3	Connection with broader community is very important. However a Distributed model allows this (part of UTas already in city) and the way we engage with the community happens across multi force, not just because our buildings are all in the city.
3	Community needs to see the University as a whole, not bits and pieces all over the place. City-Centric is too broad.
3	It must surely be a good thing to enliven the city centre. Many mature age people working in the city might consider study for the first time.
3	Business collaboration/science parks may be a better alternative. My opinion is that community is against the move.
3	This is particularly important for social sciences, arts and business to enable partnerships and accessibility. Not sure about physical and natural sciences.
3	The University brand needs to connect with the community.
3	Yes I think the Uni needs to be visible to the community and give back to the community.
2	Desirable but not critical
2	Some disciplines have no need for connection with broader community.
2	More emphasis should be on the student factor and needs, not community involvement/connection.
2	Hobart is a small space. It's not a current inhibitor to connectivity.
2	I think both models have the same effect on community. Obviously businesses will be more successful near either option.
2	How is this going to happen?
1	They can come to us. We should be the centre. As a student I didn't want to be involved outside Uni.
1	Believe this would be the same for either option, and UTas already has a good community connection.

Students	
Rating	*Comment*
4	More research grants are also considering the impact of the research on the community. At MSP we are able to invite human participants for our studies including bone density scans, and the healthy brain project which recruits up to 300 local residents.
4	High importance with university numbers growing. Many first years I've talked to feel a sense of belonging is something they lack in the current university setting.
3	More connections with government and business would be potentially beneficial in creating pathways for students to have jobs/work experience when they graduate.
2	Communities change and grow. UTas would be its own community.
2	Not saying the Uni should isolate itself, but I just don't feel this is relevant.
1	Are broader community prepared to engage with Uni students and international students?

Impact of development on staff, students and University operations

Staff	4	3	2	1	dk	Total	Average
Frequency	11	12	9	4	0	36	
%	30.6	33.3	25.0	11.1			2.8
% 3/4	**63.9**						
% 1/2	**36.1**						

Students	4	3	2	1	dk	Total	Average
Frequency	6	7	2	1	0	16	
%	37.5	43.8	12.5	6.3			3.1
% 3/4	**81.3**						
% 1/2	**18.2**						
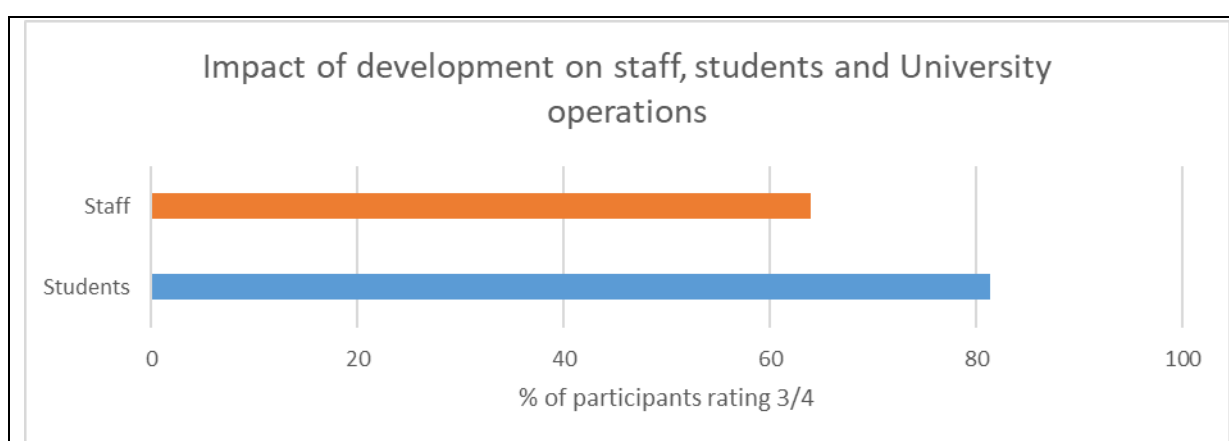
Summary
Similar to the previous criterion in terms of overall importance rating, and less so than other aspects, this time with the student cohort seeing this as more of an issue.

final

The clear consensus from the staff group was that the disruption caused by campus building works is inevitable and provided there is long term gain, the short term pain is manageable … *'staff and students will put up with disruption for the right long-term outcome'.*

And in relation to the Sandy Bay campus … *'we have had development at the Sandy Bay campus continuously in a small way. It can be tolerated if the benefits are large'.*

One other concern expressed was that there needs to be consideration and management of the impact of campus development and associated building works on the broader and surrounding community.

Comments

Staff	
Rating	**Comment**
4	Not just any construction - high importance of labs for example, or greenhouses or specialist research labs are poorly located
4	Academic and professional staff have had a great deal of change in a very short time: mental health is an important consideration.
4	Buildings and facilities are too old and need upgrading.
4	Very important. Unsettles staff with continual changes to its operations. Confuses students also. Noise is a factor, and length of time this will take.
4	Don't rush to make decisions. Building and preparing first so students and staff can transition without disruption is important.
4	Regardless of location, continued high quality business operations is important. Development and working through changes can be dealt with, with a bigger picture in mind.
4	Result indicates City better, but based on what?
4	Highly disruptive to research and movement of research infrastructure.
3	I think this is important but all change will be disruptive. I think the outcome for creating a high quality higher education environment may be worth the disruption. Although we need to be mindful not to disadvantage current students
3	Short term impact should not be prioritised over long term gain. Impact on broader/surrounding community of development/rebuild in either option also needs consideration and management.
3	There will be an impact, this cannot be avoided, but it could be limited.
3	10 to 15 year development; obviously need to maintain plus drive higher student numbers and staff/research excellence over this time period.
3	Easier and more economic to make changes campus-wide if all the colleges are co-located.
3	Transformation will be noisy, disruptive and inconvenient for staff and students.
3	Impact is bad, right?
2	Not critical
2	Short term pain for long term gain. Both models will result in disruption to staff and students.
2	This is presumably limited term.
2	I think the University can weather a certain degree of impact from development if the end goal is worthwhile.
2	No reference to impact post development?
2	End product is more important than process.

2	Development in Sandy Bay, whilst over a few years, is still a short term proposition.
2	We have had development at the Sandy Bay campus continuously in a small way. It can be tolerated if the benefits are large.
2	Development HAS to happen one way or another. Impact therefore needs to be a part of planning for either.
1	Staff and students will put up with disruption for the right long-term outcome.
1	This is an everyday occurrence now. Moving to the city will cause more disruption to teaching/research even when the move is complete in new buildings.
1	In either case there will be a range of impacts
1	Need to keep operational, but focus on new site on this criteria misses looking at full opportunities.

Students

Rating	Comment
4	There should be enough activities for students to socialise, come together.
4	Although a consideration I feel very important. I think impact and interruption of staff student operations is unavoidable in both models.
4	The lack of facilities and other issues already impact a large amount. Any development would be disruptive. It needs to be justifiable.
4	Smooth transition between the current model is essential, so as to not disrupt university operations.
3	We have to accept that a change as major as this requires some disruption to happen. To envisage a change to campus as large as this not causing disruption is unrealistic but impact should be mitigated as much as possible.
3	City development will cause a greater impact on the greater Hobart community.
2	As it stands, the impact is greater studying in an environment that is less than standard.
1	The most impact on building development is disruption to research. At MSP campus, building works were adjusted to rodent behaviour experiments where drilling affects experimental outcomes. This was well managed and further disruptions will have minimal impact.

Ease of collaboration and access to shared resources

Staff	4	3	2	1	dk	Total	Average
Frequency	20	12	4	0	0	36	
%	55.6	33.3	11.1	0.0			3.4
% 3/4	**88.9**						
% 1/2	**11.1**						

Students	4	3	2	1	dk	Total	Average
Frequency	8	6	2	0	0	16	
%	50.0	37.5	12.5	0.0			3.4
% 3/4	**87.5**						
% 1/2	**12.5**						

final

Ease of collaboration and access to shared resources
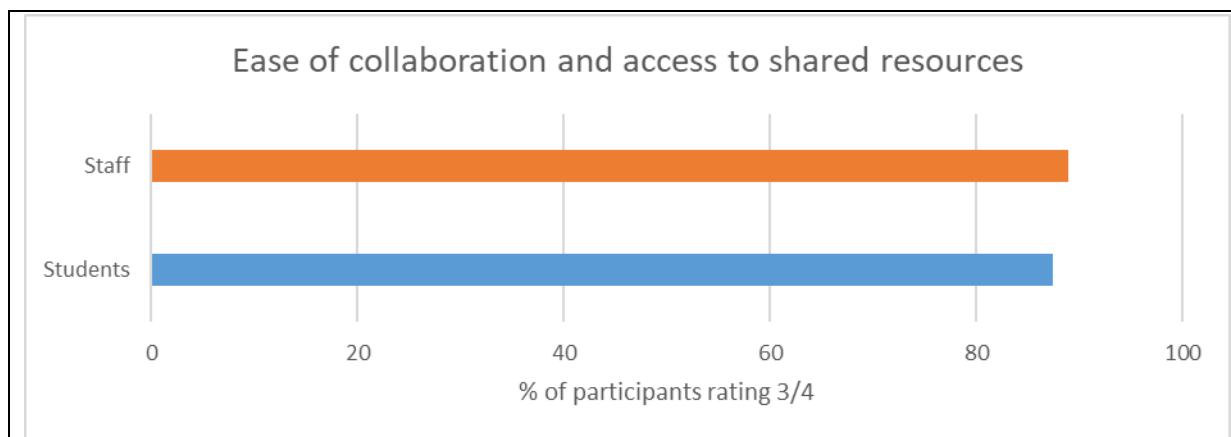
Summary

This aspect was rated one of the most important of the eight nominated criteria and by both staff and students.

However, from group feedback, collaboration and shared resources can both be facilitated by **supportive and innovative technology**, improved processes and systems – regardless of campus locations …

- o *'critical to creating efficiencies and improving staff and student experience'*
- o *'collaboration is easily facilitated via IT, AV, Skype with the occasional face-to-face meetings'*
- o *'this is important but works well regardless of campus locations or population centres'*

There was also an 'old school' sentiment that collaboration also happens in corridors, communal tearooms, etc … *'mix up the disciplines. Put a physical scientist office next door to an historian, then collaboration will happen'*.

Comments

Staff	
Rating	**Comment**
4	Very important
4	Not something currently done well
4	Many communication and collaboration issues can be solved by innovative technology and planning.
4	Support services (e.g. library, student services) can't continue to be split across many locations and still operate efficiently.
4	Collaboration is key to University life and work. Need <u>close</u> proximity for this to occur in a small University, which is what UTas is.
4	Technology, improved processes and systems will be key.
4	Details? Has been missed from the documentation about how shared resources will be modelled.
4	Key to both staff and student success.
4	This is important but works well regardless of campus locations or population centres.
4	Very important so that research synergies are supported. No open plan offices for academics. Research says poor outcomes for everyone.
4	Vital.

4	Better together at Sandy Bay.
4	Collaboration is really key, so are resources for students, they are very much burdened by offloading to them as it is.
3	I think we can find creative ways to collaborate, but shared resources and maximising their use is important to our financial viability, i.e.. more bang for our buck and reduced cost in maintaining more distributed but potentially underutilised resources
3	Critical to creating efficiencies and improving staff and student experience.
3	Collaboration is very important. However, being in buildings that are closer together won't increase collaboration. Staff need to be in same buildings on same floor as collaborations happen in corridors, in communal tea rooms etc. Mix up the disciplines. Put a physical scientist office next door to an historian, then collaboration will happen.
3	I expect this model will make it more difficult. Where will the library(ies) be located? What about TUU, and everything else that brings staff and students together?
3	Again, I see both models as distributed. Collaboration is important and depends more on the facilitation, e.g. management of resources etc. rather than physical proximity.
3	This is important but collaboration can be facilitated online/over the phone. We often collaborate with people in different countries.
2	Technology will assist this collaboration to shared (divisional?) services.
2	Internet, Skype: distance isn't a factor in the modern world.
2	Collaboration is easily facilitated via IT, AV, Skype with the occasional face-to-face meetings.
2	Important, but 'shared' resources also have to be moved to the city. No guarantee that buildings in city setting will be more accessible to staff.

Students

Rating	Comment
4	Good café's and places around the campus to socialise.
4	As we become more cross-disciplinary in our professional lives, it is important that we become more collaborative while we're at university.
4	At MSP, we constantly collaborate with CSL located at the Sandy Bay campus, where our samples for analysing may be damaged or thaw whilst being transported between the campuses. At MSP we are constantly finding ways to collaborate between colleges including statisticians at IMAS.
4	Collaboration and shared resources are the foundation of competent academia.
4	Many research projects are cross-disciplinary and separation of facilities may make things complicated.
3	Get the best resources for the tuition fees you paid.
2	I believe with the age of the internet most resources can be shared. In relation to buildings it doesn't matter where they are located.
2	Traditional teaching spaces are also important (e.g. lecture halls).

final

Access for students through location

Staff	4	3	2	1	dk	Total	Average
Frequency	17	17	2	0	0	36	
%	47.2	47.2	5.6	0.0			3.4
% 3/4	**94.4**						
% 1/2	**5.6**						

Students	4	3	2	1	dk	Total	Average
Frequency	12	3	1	0	0	16	
%	75.0	18.8	6.3	0.0			3.7
% 3/4	**93.8**						
% 1/2	**6.2**						
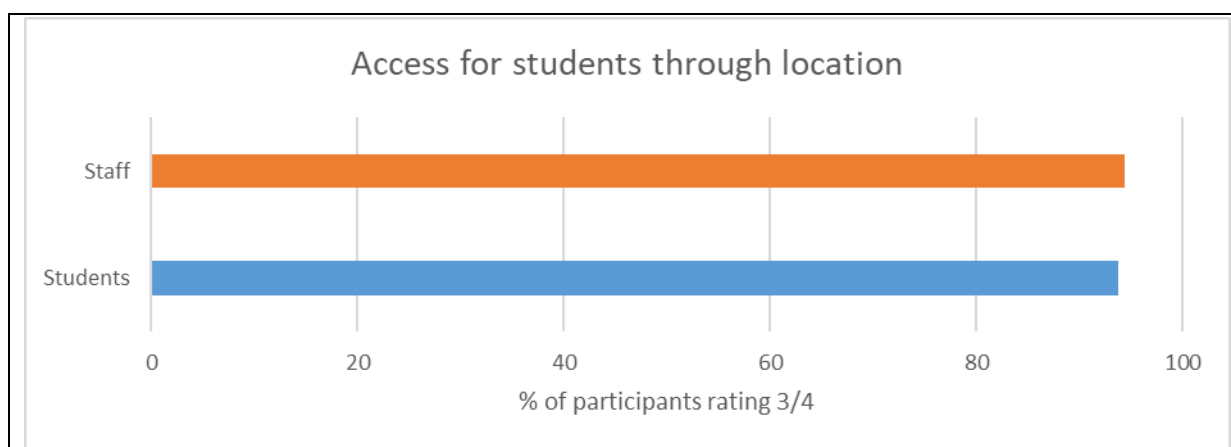
Summary

This aspect was rated comparatively highly and not surprisingly by students (with 75% of student participants rating this aspect a maximum 4 for importance on the 4 point scale).

Students are very conscious of the accessibility issue, both in relation to transport to and from the University campus and getting to their lectures on time … *'instead of wasting time on travelling'*.

Staff participants echoed the importance of streamlined access for students to both their campus and teaching locations.

Important in the mix is also the availability of parking which is problematic at both the Sandy Bay and City campuses, referencing the low student satisfaction ratings for parking in the 2018 Service Quality Survey.

The City-Centric location is seen to have some advantages in reducing transport time and cost (plus reducing other potential socio-economic barriers). This is co-dependent on improved public transport infrastructure which is a Government responsibility. There is also the opportunity to develop online courses without the associated need for physical transport.

final

However, there was no strong view that either model as currently envisaged will magically fix the student access issues – particularly for students doing combined degrees and students with a disability. In this respect, new buildings on the Sandy Bay campus and the City campus need to be more wheelchair friendly.

Comments

Staff	
Rating	**Comment**
4	Accessibility and equity for as many students is vital
4	Access to various units/schools has to be a major consideration. Timetabling is already an issue, with many clashes.
4	The student experience should always be a priority. The priority.
4	As most students cover multi-disciplines, access to each location needs to be closer together. City plans currently show too much distance between locations and time between lectures is short.
4	Student experience and location vitally important. Having students at the heart of this decision is essential, ensuring easy access to transport etc.
4	Timetabling across disciplines would be an interesting exercise to enable students to successfully manage combined degrees.
4	City-Centric model not good for students doing combined degrees, e.g. Business/Law. Not wheelchair friendly. New buildings in Sandy Bay would make all more wheelchair friendly.
4	Increasing access by reducing transport time and cost as well as reducing socio-economic barriers in city location is significant.
4	Current building stock very poor for disabled. Students also need access to childcare.
4	I don't see either model as providing a significant difference to student access.
3	Important but Hobart is small enough to make either option viable
3	Agree that city model will open up locations outside current catchment, especially those requiring public transport.
3	Important, however student survey shows that students in the city are less satisfied than Sandy Bay. Same for parking and for availability of information.
3	Sandy Bay perceived in some areas as difficult to get to and for 'posh' people.
3	Student satisfaction survey page states that students are "unsatisfied". Really? The lowest scores are for parking - not going to improve; and for food - not building related.
3	Location shouldn't be a barrier.
3	Even in city we need government to fix transport issue, it's not on us solely.
3	If Tasmania's student numbers are low and places like West Coast are missing out, taking lectures to these areas and developing on-line courses would assist.
3	Important, but need to also consider virtual means of access
3	Important, but issues should be resolved for both.
2	Buildings, support services, research departments should not be moved because it is convenient to the student. Students are at UTas to learn.
2	Students will always travel to where it is.

Students	
Rating	**Comment**
4	Access for university buses. University itself can hire buses to pick up students from different places.

4	The accessibility to the university is much important since the students can reach their lectures on time, instead of wasting time on travelling.
4	Accessibility for transport should be made easier. Public transport should be available so there should be more access than the current situation.
4	Anywhere on the western shore, students can easily walk to the CBD campus, especially if students live in town. For eastern shore, more buses could easily transport students to the CBD. This reduces having to catch multiple buses to the Sandy Bay campus.
4	All university accommodation should be considered in the plans, especially the Colleges on College Rd and Jane Franklin Hall.
4	Access but then also parking.
4	What if two lectures times are close, and there is no bus at that time. Awkward to get the classes on time.
3	Sandy Bay is currently accessible to a degree. Parking is horrific and impacts general accessibility.
3	This will be an issue no matter where the campus is situated, due to Hobart's geography.

Sustainability of transport options

Staff	4	3	2	1	dk	Total	Average
Frequency	15	13	4	3	1	35	
%	42.9	37.1	11.4	8.6			3.1
% 3/4	80.0						
% 1/2	20.0						

Students	4	3	2	1	dk	Total	Average
Frequency	9	6	1	0	0	16	
%	56.3	37.5	6.3	0.0			3.5
% 3/4	93.8						
% 1/2	6.2						

Sustainability of transport options
% of participants rating 3/4
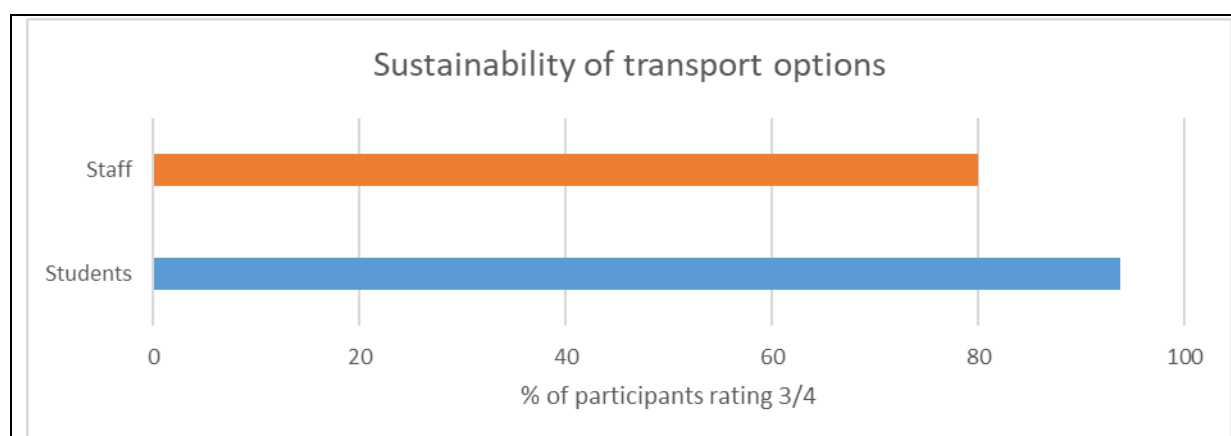
Summary

A relatively high rating for the importance of this aspect in deciding which model to pursue, more so for students. Some key themes from the group discussion –

- whilst sustainability of transport options is important, this can be achieved through a Distributed model as well
- UTas needs to plan with State and Local Government to upgrade public transport whichever model is chosen … *'for city model to be effective we need to plan with State and Local Government to ensure public transport becomes a viable option for those currently relying on single vehicle transport'*
- the City-Centric model assumes this upgrade to public transport will occur and in turn result in a significant move by staff and students away from car travel. Otherwise the expectation is that traffic congestion and parking will continue to be major issues for the City of Hobart … *'people will still use their own vehicle unless Government substantially upgrade public transport. This will create even more congestion in the city'*

Comments

Staff	
Rating	**Comment**
4	Transport needs to be environmentally sound and traffic congestion should be minimised.
4	This is critical. For city model to be effective we need to plan with State and Local government to ensure public transport becomes a viable option for those currently relying on single vehicle transport.
4	Most people will say that this is a sticking point. Where will everyone park? And at what cost? People on an average wage, with a family and a mortgage, will be unhappy about the possible extra expense.
4	City-Centric models will create traffic woes. Alternative transport is essential and needs to be reliable.
4	Continue to assist with ensuring Tasmania remains dedicated to sustainability and green.
4	People will still use their own vehicle unless government substantially upgrade public transport. This will create even more congestion in the city.
4	Important for students and staff. 'Sustainability' is probably a furphy as network will grow to suit future of either model.
4	Don't get me started on parking at Sandy Bay.
4	But it's the same for both.
4	Public transport here is *very* expensive, I can't imagine students having to pay.
3	Important but not critical
3	Sustainability important, however it can also be achieved through a Distributed model.
3	Benefits of either location for students require effective and sustainable transport options that do not yet exist.
3	The City-Centric model claims this as a major point - it is a moot point. With no parking there will be no cars. The bus services provided by Metro are not suitable and unlikely to change. These have already failed between Sandy Bay and MSP.
3	This is becoming more and more important. I'm not sure more people would bike to the city. But access would be better for other suburbs. I suspect Sandy Bay has the highest number of Year 12 residents leaving to study interstate which is strongly encourage by the private schools.

3	Huge assumptions on improvements to public transport. The impact on traffic assessment is not believed by staff.
3	Transport access/reliability/options are important for staff and students. Clearly collaboration is key, stakeholders outside UTas are required to achieve this.
3	Public transport is frustrating in Hobart. Even direct route buses won't always do that. As a parent I need my car 1 to 2 days a week to take special needs child to medical appointments.
3	This is important, but a more sensible public transport system is key and would benefit the wider community.
3	Just number of transport options.
2	Students do not chose a University based on transport options to get to classes.
1	We have been promised improvements on this in the past and they have not been delivered. These depend on external providers and we don't control them.
1	I think University investment in either model would result in much more sustainable and available transport. I don't think the location is the differing factor in this one but commitment to doing something about it will make much more difference.
dk	How can we assess this future?

Students

Rating	Comment
4	Enough and frequent public transport or at least accommodation near campus.
4	Access for university buses. University itself can hire buses to pick up students from different places.
4	For the students who rely on public transport, there should be enough facilities compared to the current situation.
4	There should be transport available from even more areas, the public transport are available just on main roads.
4	Obviously, public transport should accommodate commuter predictions based on 20 years from now. Public transport should never fall behind demands and needs. We are one of the top cities in the world where more people drive cars than use public transport (often with one person per car).
4	Safe and affordable, ease stress.
4	With the campus spreading out, transport between locations should be routine so as to not disrupt students travelling to timetabled classes.
3	Hobart is very congested so other options are important.
3	Transport will only exist if there is a need. In the city currently less transport required to campus vs Sandy Bay.

Ongoing financial sustainability

Staff	4	3	2	1	dk	Total	Average
Frequency	21	10	5	0	0	36	
%	58.3	27.8	13.9	0.0			3.4
% 3/4	**86.1**						
% 1/2	**13.9**						

Students	4	3	2	1	dk	Total	Average
Frequency	6	5	4	1	0	16	
%	37.5	31.3	25.0	6.3			3.0
% 3/4	**68.8**						
% 1/2	**31.2**						
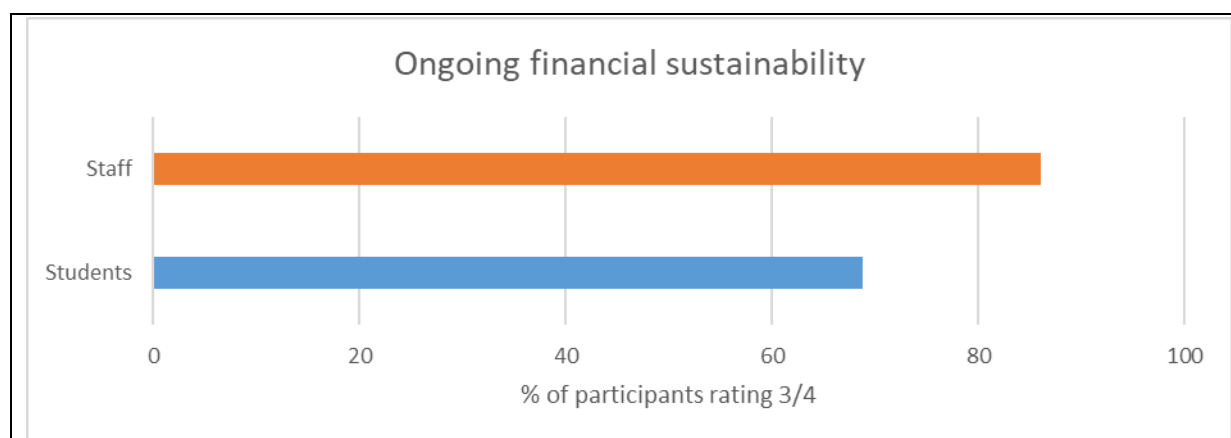
Summary

This aspect received a higher importance rating from staff than from students.

Students are not as focused on the financial sustainability aspect but clearly understood this was an important factor to consider … *'without financial sustainability, the university will be unable to continually evolve and branch into commercial opportunities'.*

Whilst staff are conscious of financial sustainability going forward, there was a strong view that 'quality educational and research outcomes are even more important. Also a number of staff at the sessions (and their colleagues) are not convinced that the financial modelling is in fact correct.

Comments

Staff

Rating	Comment
4	Critical
4	How does the University ensure that maintenance $ backlog doesn't mount up and snowball again in 10 to 15 to 20 years?
4	Crucial to us being able to do anything.
4	This depends on ability to deliver quality educational and research outcomes, since if we don't do that any other aspect of our operations are irrelevant.
4	CRITICAL. No expansion or too expensive in City-Centric model.

final

4	Let's face it, money = jobs. Jobs = security. Security = sustainability.
4	We as a community must acknowledge the need to be financially sustainable, to continue to serve Tasmania's well in to the future.
4	Options need to be considered.
4	This is important but cost savings in the short term do not necessarily make savings over the long term. If you want world class facilities and learning experience, you need to pay for it, not make it cheap and cheerful under the pretext of lean and financial prudence.
4	Critical
4	Optimal importance if we must continue as a viable university.
4	Don't sell our birthright!
4	How did Sandy Bay become unsustainable? Executive decisions.
3	Important, but again this modelling is not believed by staff.
3	Lack of investment in building stock over past 20 years has created a crisis.
3	How is this dependent on location, and not on HOW and WHAT we teach?
2	Both options need to be financially viable, with a clear depiction of underlying assumptions (e.g. proceeds from the sale of Sandy Bay land).
2	I think this criterion should factor in financial losses from disrupted research and teaching.

Students

Rating	Comment
4	If financial stability is not prioritised, then the longevity of the university may be at stake. It would be terrible if the project was not financially sustainable in the future and forced the closure of the university.
4	Without financial sustainability, the university will be unable to continually evolve and branch into commercial opportunities.
4	If it is not sustainable, fees will be put into place which may exclude international or those students that can't afford to pay.
3	International student's fees should be maintained. I don't understand why there is difference between domestic and international fees while both of them are getting same kind of knowledge and facilities. International fees are increasing every year which is not fair.
2	The university has a substantial amount of cash flow. Financial stability shouldn't just focus on the project but also the salaries of the high level academics - VCs etc.

> o *any other aspects (additional assessment criteria) seen as important in this decision*

Summary

The group discussion notes below relate to the nominated criteria, their relative importance and comparison for the two different models (see below for ratings), plus suggestions for other assessment criteria. These include

- **impact of the decision on the wider community**
- **access to childcare**
- **short term funding costs**
- **ability to deliver quality teaching and research outcomes**
- **student support services**
- **timing of building construction**
- **research funding opportunities**
- **impacts on the CBD – including traffic and parking**

Group discussion

Staff Group 1

- o Language is evocative, city model is very distributed, not centric. Promotes you to think in a pre-determined way. City won't offer a centric model. Already have campuses in city and SB. SB is more a centric model than city ever will be. Most of students are already in SB, sense of coherence. Language needs to be changed. Sets up expectations

Other assessment criteria
- o Needs some definitions about what each of the statements actually mean
- o Impact on wider community population in Hobart. Developing SB – what it will do for the community. Need to align with new stare directions
- o Access to childcare, very privileged to have onsite child care significant factor making Uni an employer of choice for those at Uni. Hasn't been thought through
- o Financial viability – more long term – attractive facilities, attracts more students, staff. Cost of building facilities more short term
- o Need to find $30m a year to stay viable. Plus borrowing the whole amount for future
- o If Uni goes to city, state needs another hospital – impact of city. Impact on SB site on community with what happens here

Staff Group 2

- o All behind the VC's drive to have UTas as different to other universities
- o Think the Distributed campus model beats the City model on a lot of points – in being a University, being UTas, as distinct from having nine campus (in the City model) even though these will have UTas branding. Distributed model – expect Medicine to be connected with hospital, but other facilities are OK at SB
- o Many don't feel comfortable, being in city. People will have more connection at SB
- o People who see SB as a remote place for posh people, large area of our catchment area. Don't feel part of it, more local students
- o Had school students for outreach, lot had never been on campus before, they are more likely to have interaction with City model
- o Lot of independent school students are encouraged to study interstate. Group of 8 universities. Cultural cringe – Melbourne is better than Hobart

- o City will make it more part of people's lives. Hedberg will draw people into the area. People don't usually come onto SB campus. More likely to happen in the City
- o Have a lot of people who come into my office to find out where to go – no clear place to start, not identifiable. Average public don't know where they are. SB everyone knows where it is, but it's not that integrated, very spread out, getting to Hytten Hall, Commerce. Above Churchill Ave coming down anyway
- o Lot more disparate in the city
- o Accessibility issues – applies a lot more here
- o See Uni of Tas – get fewer local students if it's at SB, seeing UTas every day of their lives if it was in the city. Have accidental encounters on SB campus, solo-isation would get bigger in city. Stuck in an office, wouldn't see anyone
- o In all the document, doesn't mention English Language area or other areas
- o Place where you get your coffee, lunch, etc. Wouldn't have any other interaction
- o Feel totally alone, even though I work in the city
- o Cultural thing
- o Students should be our focus. Not School students, Uni students are going to miss out because they don't have interaction with others. Won't see each other. Pharmacy Student Assoc has great connection with Engineers – if separated wont happen. Most have been to an Engineering barrel
- o When I was a student arrived at 9, home at 5. Doesn't happen nowadays – not coming to a place
- o So much study is now done online – has killed a lot of interaction
- o If they have good quality student spaces, will have the ability. Cost of providing those spaces are often deemed too high
- o Student areas in Menzies haven't worked.   Architect designed not designed for purpose. Has been re-worked several times. IMAS building already too small before they moved in. All building need to be fit for purpose
- o Students working across discipline, student moving across three sites.   City-Centric is not centric, still dispersed. Can't walk from one building in 10 mins. Current problems with students needing to travel still doesn't fix that
- o It was how universities were born – one large building in central city – for a very clear reason. Lots of OHS problems with student crossing road.
- o Auckland had to close down streets because of student deaths
- o New buildings have budgets, lot of comments not making good use of space. If we build new buildings and they are not big enough, there's not enough space to expand. One of our staff have asked about computer lab, used from 9 – 5 every day. Looks like things are not being used
- o Stats are based on 8am – 6pm, academics don't want to tech before 9, after 5, on Friday. Week 7 or 8, students behaviour is to not to be attending, not true reflection of use

Other assessment criteria
- o Ability to deliver quality research outcomes – Uni's main role
- o Collaboration between units, pharmacy and chemistry currently in same building – Pharmacy with Menzies, Chemistry with Science. We used to get together all the time. Since Medicine has moved, don't go there nearly as much, used to be there all the time. Inconvenience to go into town – avoid it
- o Presented with a model where we have SB as a hub of lots of activity, run into people, being described as Distributed model.   City model hasn't got a heart, buildings all over the place, people won't collaborate between buildings
- o Relationships need to be looked after. Most of the people in this room I haven't met before. Needs to be a work relationship.
- o Collaborate with plant sciences all the time, 5 minute walk, City is not

- o Charles Darwin Uni moved its business and accounting into Darwin city, nice building. But main resources that students wanted to use were at Casuarina campus. Very disappointed, building was soulless. Students didn't like it
- o Unit of Melbourne has a heart, RMIT doesn't, all over the city
- o Conservatorium – lot of people don't have anything to do with now. When on SB campus, they used to run lunchtime sessions, used to go to them. Much easier. Can't go now they are in the City, don't know they are happening. Need to know about them, be in close proximity to have this knowledge
- o Hunter St, have a lot of requests from Chemistry, a lot of collaboration. A lot easier when in close proximity

- o Shared services not mentioned on panels – Ease of Collaboration – doesn't mention shared services

Staff Group 3
- o Who chooses whether to go to Uni based on where the buildings are, there are other factors, not where buildings are
- o If you're working in city, having city Uni would be handy
- o Might make a decision, might be put off by having to go to SB
- o Did a combined degree, didn't think about the buildings then. Used to run up the hill to the Business facility in my 10 minutes between
- o Timetabling is important, can't have domain, others in town if not proper transport
- o Lecturer having to come to Hobart from Launceston, delayed because of traffic. Lecture cut short and then exams next week
- o If you're building a university, what kind of thinking goes into it. Buildings need to be for the future
- o A lot of online study – 52% currently online
- o Across the world, what percent? CBD campuses – values around community, Graduated 15 years ago, I don't feel the love of campus, not the volume of students I remember. International students a lot more
- o Downtown accommodation, lot of international students, places are dead. Few specialist shops, but not bars, clubs
- o Accessibility of accommodation to campus, suburban area, can't put all that accommodation in town
- o Whose assumption is that?
- o There is no heart here at UTas, nothing here, shocked. Coffee shop. No diversity. Nevada Uni – lot of meeting rooms based on same campus, for staff and students, recreation areas in same place. If you wanted to meet someone, it was the place to go. Used to have live bands here.
- o When union fees was compulsory, there was money to pay for those sorts of things
- o Used to be lots of things to do
- o Used to have an amazing culture, barrels, bars
- o Eldest child went around RMIT, other unis, went to other unit to show what there was to offer, not same collaboration here
- o When I was in Year 9, 10, 11, 12 – came on tours here
- o Students who come thru geology area quite often
- o 15 years down the track, need to plan for it
- o HR were under-resourced, H&S also, not covering the bottom level. Have no faith that they will put into place
- o Gym on site at Uni – people can duck off, and then go back to lectures/classes easily
- o Awful lot of income from research, where are they going to base these facilities? Electron microscopes can't have any vibration at all
- o Are each of the buildings going to have capacity of max number of students – up to 400 students. Will we have a big lecture theatre, or have to go to other buildings as we currently do. Not able to do easily in City model. Also exams – will we still be

final

sitting exams within campus, quiet here at SB, but maybe in the city will be a lot easier depending on how well they are insulated. More regular thing in the city with noise all the time

Other assessment criteria
- o It's up to private enterprise to do childcare, not Uni
- o How much thought has gone into childcare, into this exhibition/the decision
- o Access to facilities, eg. child care centre. Will there be childcare facilities in city? Lots of childcare centres in city. Had to give 12mths notice to get my child into childcare. How well does childcare centre handle this casual care?
- o Youngest child went to childcare last year, great to have that facility so close

Staff Group 4
- o Lots of people mingled together – not going to get that in the city. When people are driving through the city – there's the Uni? SB more defined, no heart in City, SB losing it – not sure why. Always something going on, facilities getting together, what's going to happen to that in the city
- o See people talking together. Coffee's good at Salamanca, but nothing else in city. Don't feel like you're are at Uni
- o There will be no University in city, just a lot of different buildings
- o If you're at one, why would you walk to the other
- o How are they going to schedule students – spread of buildings. Spread of degrees – at the moment all on this campus. Further walking – shuttle bus?
- o SB Campus is 300 acres, city 1000 acres. Combined Marine Law degree, lot of walking – 15min at least
- o They say it's a centric model but it's more spread out. If you're going to undergo changes, more open about what you're doing, not a sell job. Good idea if it was really well thought out. City scape change – once in a 100 year decision, Oxford built 100s of years ago – city grew around it. Buildings can be insulated. Was under the impression that they were going to knock down these buildings and rebuild – but now they're selling above Churchill Ave. If we want to fix SB have to sell playing fields.
- o Huge carpark that could be built over, large area – drainage issue?
- o CSL, also Engineering, hothouses can never go downtown. Will always have a footprint in SB. AMC (in Launceston) has a lot of infrastructure that can't be moved as well
- o Size of Hobart, population compared to suburb of Melbourne, students travelling. Not a 15 min walk. Irrelevant to decision making. The thing about UTas is the SB campus – people come here because of where it is, because it's not the same as anywhere else, not a city centred Uni
- o Coherence – way better if you stay in SB
- o Connection – community – Notre Dame bought up old buildings In Fremantle, WA – go there on weekends, after hours, its dead. Will happen here. Arts Centre area – can't go in there after hours. Can walk through Uni at SB. Places where no-one can go
- o Southbank – Qld TAFE
- o Niece started at Griffith campus at Gold Coast, she commented about trees, green space. Won't be able to have those areas. Meet your mates from other faculties at lunchtime, between lectures. Don't collaborate with other people. St David's Park – not a Uni space. At IMAS building, can't go from your desk to toilet without swiping cards. Don't have to get locked out/into buildings at SB
- o Have seen nothing for here, lots for city buildings
- o Here 10 years ago, was much better. Have already ruined by moving MSP and IMAS to city. Should have had this amount of consultation before the move of MSP and IMAS

- o Way that it was sold, as long as staff realise there will be 10-15 years of building going on. People wouldn't care
- o Any restriction in building here. When we moved down, proposition that there was a new floor on Centenary building – not allowed to go above 4 levels of floors?
- o Think the disruption would be about the same. Could just shuffle people around
- o Wouldn't be 300 tradesmen on site at any one time
- o People from Hobart and people having to come through Hobart are going to hate Uni for the disruption
- o Finally getting Level 1 refurbished from flooding – construction approved. Still have post grad and research staff. Level 1 ready by end of May. Still running classes
- o How disrupted by Hill St grocer building? And York Stores closing
- o Not going for 10 years, going to be disruption
- o Whole time I've been working at Uni, centenary building gone up, and others – if you're in a large building area it happened anyway
- o Would they build more student accommodation? I lived at John Fisher and could build more accommodation there would boost SB campus no end
- o Old Commerce building being redeveloped as accommodation – sewerage problem
- o Haven't heard much about
- o Main library where is that going? – State Library? Domain?
- o Sir Stanley Burbury – brings in people from the community – what spaces for that in city
- o Already distributed. Just failed to maintain the SB campus of this Distributed model
- o Everything is going to be better in city – Metro better? Why not at SB?
- o What stays in SB – sportsgrounds?
- o All really heavily weighted towards City, need to get a publicity company to give a more unbiased view
- o Students liked the idea of staying at SB, having a central hub, not far to walk between buildings
- o Institutional suicide – facilities will lose identities

Other assessment criteria
- o Ease of current research and teaching – will impact us
- o Size of campus – 300 acres at SB. Not sure what city will be
- o Unique experience and sense of place
- o Teaching spaces. Major thing was teaching how we want to want to, how they interact. Space needs to suit teaching method. How is teaching going to be accommodated
- o Been teaching for 47 years – think there a misperception that in 20 years all teaching is going to be online. Particularly UTas students come here because they can walk into a classroom and meet their teachers. They want to be on campus. Find husbands and wives

Student Group 1
Other assessment criteria
- o Environment sustainability – not considered much, apart from less use of cars, use of bikes
- o Domain space tiny, can't be changed much. Suitability of buildings. Forced to work in open plan which doesn't work
- o Run around all over the SB campus for lectures, why not use business lecture theatre
- o Collegial nature of Uni – disconnection of accommodation between SB and city. No collaboration between accommodation

Student Group 2

Other assessment criteria
- o Student support – where will this be
- o Research funding opportunities
- o Timing of building construction
- o Parking availability
- o What impact on CBD – public parking, other spaces

Not important
- o First one – you make your own experience, clean toilets, good lecturers, ability to learn.
- o Only one lecture theatre – wouldn't choose to study law at SB at the moment due to lack of facilities
- o Quality of teaching more important than the buildings. Not limited to the buildings
- o Fourth one – MSP 500 rats and mice on top of building – when we had drilling and building works, if rats and mice we had to put them down. Have to put up with it, like everyone else. If you want progress you have to do it
- o Rated highly – moving stuff

And how do you rate the two campus options for each of the assessment criteria?
- o *how do the two models stack up in your opinion – rating of 1 to 4 for each of the models across all assessment criteria (4 = strong proposition, 3 = modest, 2 = marginal, 1 = weak)*
- o *include any comments for each rating*

Summary
Each of the eight nominated criteria have been assessed by staff and student participants for **strength of proposition** in relation to the two options for a Southern Future campus.

The tables and charts below summarise participant ratings from the self-complete questionnaire with associated comments.

As an overall summary, staff are more likely to rate the nominated criteria as a stronger proposition for the Distributed campus, with just one aspect (Connecting with broader community) given a higher 'strength of proposition' rating for the City campus.

'Sustainability of transport options' was given was equal rating for both models by staff participants, with 'Student access through location' and 'Impact of development' both rating similar by staff for both models. From the staff viewpoint the Distributed model provides a significantly stronger proposition in relation to the aspects of 'Ease of collaboration', 'Access to shared resources', 'Coherence of the University community' and 'Differentiated campus experience'.

Staff comments from the self-complete survey provide reasons for the ratings.

Conversely, students are more likely to rate the City-Centric model ahead of the Distributed model in terms of strength of proposition for the nominated assessment criteria. The exceptions are the aspects of 'Coherence of the University community' and 'Impact of development' for which the Distributed model was rated a stronger proposition.

Student comments from the self-complete survey provide reasons for the ratings.

A differentiated campus experience

City-Centric campus

Staff	4	3	2	1	dk	Total	Average
Frequency	5	7	5	14	5	31	
%	**16.1**	22.6	16.1	45.2			2.1

% 3/4	**38.7**		% 1/2	**61.3**

Distributed campus

Staff	4	3	2	1	dk	Total	Average
Frequency	11	15	4	2	4	32	
%	**34.4**	46.9	12.5	6.3			3.1

% 3/4	**81.3**		% 1/2	**18.7**

City-Centric campus

Students	4	3	2	1	dk	Total	Average
Frequency	7	5	4	0	0	16	
%	**43.8**	31.3	25.0	0.0			3.2

% 3/4	**75.0**		% 1/2	**25.0**

Distributed campus

Students	4	3	2	1	dk	Total	Average
Frequency	1	5	8	2	0	16	
%	**6.3**	31.3	50.0	12.5			2.3

% 3/4	**37.6**		% 1/2	**62.5**

final

A differentiated campus experience
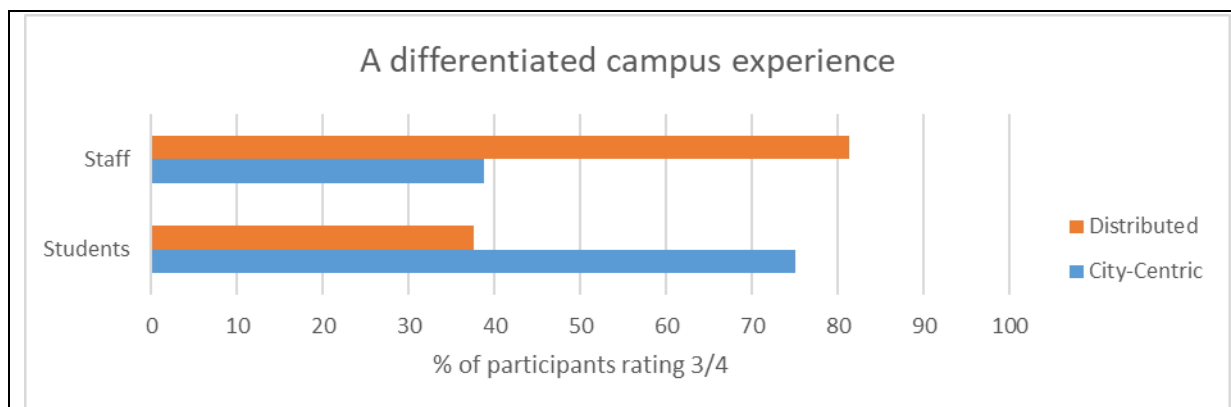
Comments

Staff		
City	**Dist**	**Comment**
4	3	Access to low SES areas would be strengthened by greater transport options in the city. Equally Sandy Bay is one of the most unique locations and would provide greater collaboration.
4	3	Budget will determine what can be delivered. The focus to my mind should be on the quality of facilities and ease of access that can be provided
2	4	Buildings in the city have no green area for all to combine.
1	4	City-Centric too separate to allow interaction readily; won't know people from other sites. Focus needs to be Sandy Bay not city.
dk	dk	Depends on definition of differentiated, and I don't think it's well or properly defined at present. Also depends on nature of new buildings: Innovative and functional: the two don't always go together.
2	3	Distributed option allows us to more easily maintain the 'heart' of the University, compared to individual buildings.
3	3	Greater natural environment scope within 'Distributed' but opportunity for UTas to build something distinctively new in city.
1	3	Many campuses around the world are located within a city. This is not distinctive, nor differentiated. A mix of city and Sandy Bay is very distinctive: (1) access to city, (2) access to green space, (3) access to sports facilities and recreational space, (4) views.
1	1	Not a good criteria to use.
2	4	Nothing special about city, not even a campus.
1	3	Poor city infrastructure, e.g. footpaths and road crossings, could isolate students especially with disabilities.
1	2	The middle of Hobart looks like the middle of Melbourne or Brisbane. What is distinctive or differentiated about it?
4	3	The most important thing not to lose is the green space in Sandy Bay campus. Surely a City-Centric model would be reinvigorating and energising with so many young people in town. Don't rush - design properly.
1	4	There is a strong sense of place and identity in Sandy Bay.
3	3	Very important, whichever model, to have updated equipment, modern buildings etc.
3	4	Visitors and external vendors have all commented on how lovely our location is. They are used to city-based locations; to them Sandy Bay is different.
dk	dk	What does differentiated campus experience mean?
3	4	You need to keep the soul of the university - it's at Sandy Bay.

Students		
City	*Dist*	*Comment*
3	2	A City-Centric campus may provide a less "traditional" and more varied experience.
4	4	Both options have 'blocks' designated to certain specialities.
3	1	Distributed appears directly prohibitive to a good campus experience. City would have locational proximity - parking a more engaging experience with the city and other services.
4	3	If we move to a City-Centric model we must avoid becoming a concrete-tower-based university with no culture (i.e. UTS). Ensuring that we maintain our Tasmanian character is critical for a differentiated campus experience.
2	2	In either model, renovation/redevelopment will allow the university to create better facilities.
4	2	The city campus offers much more opportunities for staff and students and boosts the CBD economy. Most cities work well when their CBD is in easy walking distance of their Uni campuses.

Coherence of University community

City-Centric campus

Staff	4	3	2	1	dk	Total	Average
Frequency	1	8	14	10	3	33	
%	**3.0**	24.2	42.4	30.3			2.0

% 3/4	27.2		% 1/2	72.7

Distributed campus

Staff	4	3	2	1	dk	Total	Average
Frequency	10	20	4	1	1	35	
%	**28.6**	57.1	11.4	2.9			3.1

% 3/4	85.7		% 1/2	14.3

City-Centric campus

Students	4	3	2	1	dk	Total	Average
Frequency	7	1	4	3	1	15	
%	**46.7**	6.7	26.7	20.0			2.8

% 3/4	53.4		% 1/2	46.6

Distributed campus

Students	4	3	2	1	dk	Total	Average
Frequency	2	7	4	2	1	15	
%	**13.3**	46.7	26.7	13.3			2.6

% 3/4	60.0		% 1/2	40.0

final

Coherence of University community

% of participants rating 3/4
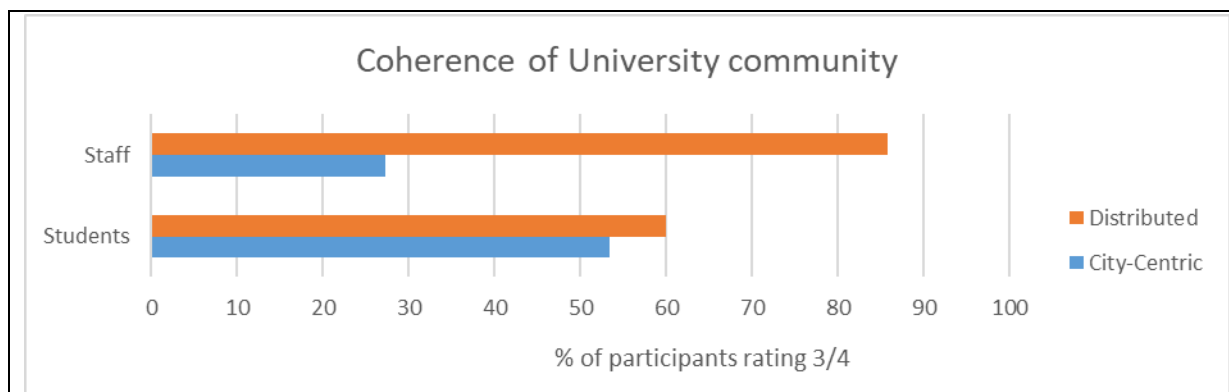
Comments

Staff		
City	*Dist*	*Comment*
1	3	1st and 2nd year undergrads may benefit from close location of many disciplines, but 3rd year, interns or PhD need best labs, equipment, specialist environments
2	2	City centre may be closer geographically but how accessible are other buildings without green space in between.
1	3	City-Centric is over too large an area. Uni needs a 'centre', a heart; nowhere in city for this.
2	2	Coherence can be build; requires more to build a coherent group than merely geography.
2	2	Coherence is not about the location of the buildings but about the culture of the university.
1	4	Coherence is not going to come from a City-Centric campus, where everyone is separated.
3	3	Community can be built or ruined anywhere. What matters is the priority it gets and how.
2	4	Continued collaboration across our University is important, and logical access to facilities and support.
dk	dk	Distributed = coherence strong for those on Sandy Bay, <u>not</u> those in city. City = coherence strong only if a heart/focus can be developed around which we can cohere.
2	3	How will students and staff move between sites within the city?
2	3	I believe that buildings across dispersed city sites won't have a 'heart' so collaboration will need to be actively worked on.
3	3	I don't necessarily think either model provides a better solution here. Both have strengths and weaknesses and challenges
3	3	I see little difference between City-Centric or binary-centred campuses, as there is geographic dislocation involved in both.
dk	3	Important that likely collaborators are in close proximity. Some disciplines with sensitive equipment will be unsuited to a city environment, and where do glasshouses go?
dk	4	Isolated buildings within close proximity doesn't always improve coherence. Will a City-Centric campus have a 'heart'?
2	4	Not a "community" while locations are far apart.
1	3	Sandy Bay is the flagship.
2	1	This depends more on culture and how relationships are developed and promoted, than proximity.

final

| 1 | 4 | Uni student life needs a base. How do students ask for directions in city? |
| 2 | 3 | Walk between buildings without traffic lights seems to aid coherence. |

Students

City	Dist	Comment
2	3	A City-Centric campus may lead to a disconnect as students and faculties are spread out. A lack of central recreational, social and green space in the city model may contribute to this.
4	3	As compared there should be socialising especially the international student.
4	2	City - all within a central area. Distributed - seems fractured, too stagnant and similar to the current unsatisfactory layout.
1	3	City-Centric campus will have less of a community feel; less communal space. Will feel more like a City than a university.
1	3	City-Centric will lead to lack of community through dispersing students across the City.
2	3	Coherence of university communities involving separate campuses would be greatly increased in my opinion with a centre space for students of all faculties much like the Sandy Bay campus now has.
4	1	Collaboration will be much easier as time is a limited resource and travelling between campuses slows research outcomes.
4	2	Having the whole campus in the city makes the whole university more cohesive.
2	4	If campuses are divided across the city, it will be harder to foster a collegiate university environment.

Connection with broader community

City-Centric campus

Staff	4	3	2	1	dk	Total	Average
Frequency	13	12	7	2	2	34	
%	**38.2**	35.3	20.6	5.9			3.1

% 3/4	**73.5**		% 1/2	**26.5**

Distributed campus

Staff	4	3	2	1	dk	Total	Average
Frequency	5	16	12	1	2	34	
%	**14.7**	47.1	35.3	2.9			2.7

% 3/4	**61.8**		% 1/2	**38.2**

City-Centric campus

Students	4	3	2	1	dk	Total	Average
Frequency	6	6	1	1	2	14	
%	**42.9**	42.9	7.1	7.1			3.2

% 3/4	**85.8**		% 1/2	**14.2**

Distributed campus

Students	4	3	2	1	dk	Total	Average
Frequency	0	5	6	3	2	16	
%	**0.0**	35.7	42.9	21.4			2.1

% 3/4	**35.7**		% 1/2	**64.3**
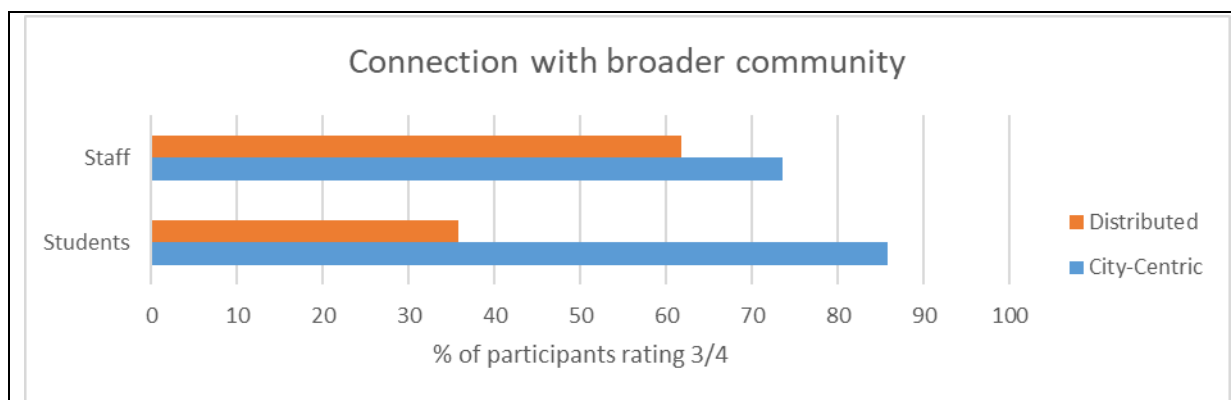
Comments

Staff		
City	*Dist*	*Comment*
dk	dk	Already established.
3	3	Assumption is that 'broader' community is in the city. People travelling to engage with university must face parking in city - may reduce 'connection'.

final

2	4	City based campus will only be vibrant when students are there; on weekends and evenings the broader community will resent their city being lifeless.
1	3	Community won't recognise individual buildings as 'a University'. Community can associate UTas with a single larger campus and see it as such.
3	3	Connection with the community is not just about where the buildings are but how research and teaching is communicated, how partners are engaged, how impactful outcomes are etc. etc.
3	3	Geography is irrelevant.
3	2	I believe a City-Centric campus will provide greater access to Northern Suburbs.
3	3	I don't see it being that big a deal. We are literally 2 minutes from city, we're not on the moon!
3	3	I see little difference between City-Centric or binary-centred campuses, as there is geographic dislocation involved in both.
4	3	I think the social inclusion aspect of a dispersed campus or a City-Centric one will bring the university closer to the community.
3	2	Minor criteria. Any analysis on whether Hobart actually wants us? We'll consume a large footprint.
2	2	Not important at all.
4	2	Placing college hubs near courts, hospitals etc. provides practical learning opportunities and pathways to career options.
1	4	S&T need connections to off campus, field, city centre. Short courses, whole of life education may be helped by CBD
3	3	Subject to the master planning process and ability for community to access our buildings and facilities as they do now.
2	3	Suspect that many in the community, interested parties, are LESS enthusiastic about us being in the city completely than we realise.
4	3	This seems to be one of the biggest benefits to moving to the city and is strongly aligned to our new strategic directions
4	1	What about those in regional areas outside of Hobart region.

Students

City	Dist	Comment
3	2	Being in the city will provide more access to the wider Hobart community (businesses) but will this detract from the development of a unique UTas community?
3	1	City-Centric will enable this more, however it is not a priority therefore should not be a major consideration.
3	2	Connection regarding city could be both positive and negative. As with any influx of people, the Uni could disrupt the city substantially.
3	3	Distributed campus will still have good connection. City location won't change connection with broader community.
4	1	Higher population in CBD and able to access more community organisations etc.
4	3	The Uni in the city will be very much in the heart of the city, allowing for greater connections with businesses, community organisations, and government departments.
2	3	With the development of the student space and Morris Miller Library remaining intact in the Distributed campus model.

final

Impact of development on staff, students and University operations

City-Centric campus

Staff	4	3	2	1	dk	Total	Average
Frequency	11	12	7	5	1	35	
%	**31.4**	34.3	20.0	14.3			2.8

% 3/4	**65.7**		% 1/2	**34.3**

Distributed campus

Staff	4	3	2	1	dk	Total	Average
Frequency	10	15	8	2	1	35	
%	**28.6**	42.9	22.9	5.7			2.9

% 3/4	**71.5**		% 1/2	**28.5**

City-Centric campus

Students	4	3	2	1	dk	Total	Average
Frequency	5	4	4	3	0	16	
%	**31.3**	25.0	25.0	18.8			2.7

% 3/4	**56.3**		% 1/2	**43.7**

Distributed campus

Students	4	3	2	1	dk	Total	Average
Frequency	3	7	3	2	1	15	
%	**20.0**	46.7	20.0	13.3			2.7

% 3/4	**66.7**		% 1/2	**33.3**

Impact of development on staff, students and University operations
% of participants rating 3/4
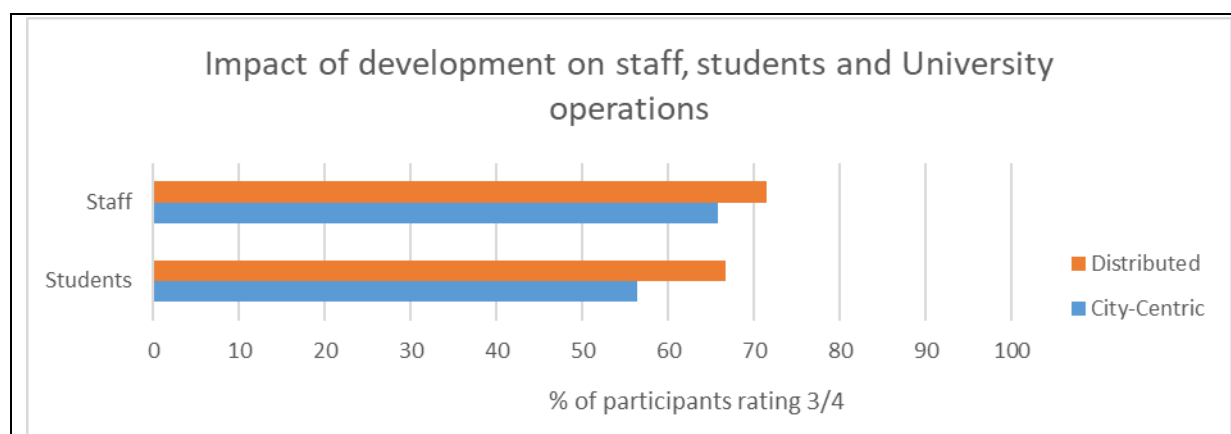
Comments

Staff		
City	**Dist**	**Comment**
1	4	City model risks being overcrowded and outgrown due to lack of space. Distributed: building can proceed and expand with less disruption.
3	2	I agree that a prolonged timeline adds to the impact.

final

3	3	Either way, there will be a negative impact on all 3 (staff, students, and Uni operations), at least initially.
2	4	However, building from scratch would allow best building option as it will be built to purpose, not squeezed into existing building frameworks.
2	4	I can see how rebuilding at Sandy Bay could have important impacts on campus operations during development - less so on vacant city sites.
4	4	I think the disruption will be equally negative for both options. Frustration for people teaching and studying across disciplines during the transition period.
3	2	Impact and sequencing of city model is lower but still disruptive.
4	3	Impact is very relevant for both models.
4	3	Impact on surrounding public/broader community a 4 for City model, 2 for Distributed.
4	2	Impact will be greater with a Distributed campus, however this is managed every day in all sorts of organisations worldwide. This is a weak criteria.
dk	dk	Impacts different and relatively unknown at each/either campus.
4	2	It seems clear that rebuilding Sandy Bay will be much more disruptive
4	3	It's a shame that this criteria only focuses on the development phase.
4	2	Make sure any building design is future-proofed for growth, technology and collaboration.
4	3	Moving to the city will require duplication of a lot of infrastructure for a long period of time; can't just "turn off" Sandy Bay while we move.
3	3	Moving vs building - same impact, student still confused during process.
2	4	Redevelopment at Sandy Bay seems less disruptive than a wholescale move to the city.
3	3	There's going to be impact; deal with it well.
1	1	This is an ongoing issue even when buildings are new and operational. Visit many Uni campuses in Australia and building construction is ongoing.

Students		
City	*Dist*	*Comment*
1	1	The development will have minimal impact. ANY TIME there is development anywhere in the world there is disruption - it is normal.
2	4	Development on site at Sandy Bay will need to be more careful in ensuring disruption does not occur.
2	3	City-Centric campus will impact students less, but impact our city more.
3	3	This I think is unavoidable in any model.
3	1	Building work is never straight forward. As with the Law School - the impacts go beyond physical space to feelings of community and connectedness.
1	3	Distracting during longer rebuild time.
1	3	City-Centric will require more ongoing development and movement of equipment/materials which will have a larger impact.

Ease of collaboration and access to shared resources

City-Centric campus

Staff	4	3	2	1	dk	Total	Average
Frequency	2	9	17	3	5	31	
%	**6.5**	29.0	54.8	9.7			2.3

% 3/4	**35.5**		% 1/2	**64.5**

Distributed campus

Staff	4	3	2	1	dk	Total	Average
Frequency	10	17	5	0	4	32	
%	**31.3**	53.1	15.6	0.0			3.2

% 3/4	**84.4**		% 1/2	**15.6**

City-Centric campus

Students	4	3	2	1	dk	Total	Average
Frequency	3	9	3	1	0	16	
%	**18.8**	56.3	18.8	6.3			2.9

% 3/4	**75.1**		% 1/2	**25.0**

Distributed campus

Students	4	3	2	1	dk	Total	Average
Frequency	1	8	3	3	1	15	
%	**6.7**	53.3	20.0	20.0			2.5

% 3/4	**60.0**		% 1/2	**40.0**
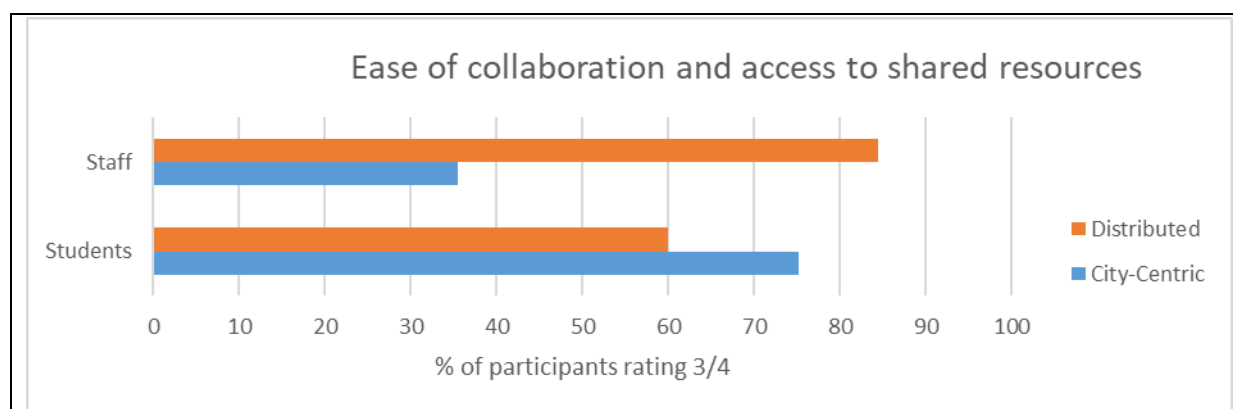
Comments

Staff		
City	*Dist*	*Comment*
2	2	Again, as much culture as proximity.
3	2	City-Centric higher in the end, but during the 10 years of development, I doubt it.

final

2	2	Again, where buildings are located will not lead to ease of collaboration. eg. International and national collaborations are not in same geographic locations. Collaborations within an institution happen in the tearoom or corridor, not in separate buildings, no matter how close together they are.
2	3	Biggest limitation of the city model is lack of space.
2	2	Collaboration can be achieved in many ways - technology and planning as important as geography.
2	2	Dispersal over sites will hamper this, neither option is great on this criterion.
3	3	I don't think that the City-Centric option is going to deliver more collaboration as it is not a single site and may actually make it harder
dk	dk	I think this largely depends on what ultimately is created and what the needs are.
2	4	I'm not sure how these resources will be shared - nothing in the plans.
3	3	Needs to be more collaboration to make a more fluently run "business". As an educational institution, need to be able to share resources more easily.
2	3	No evidence in documentation on model for shared services. No evidence that the city model would be better for shared services. No heart in City-Centric for 'casual' collaborations.
dk	dk	Not sure how move would affect ease of collaboration, or access to resources - sub criteria not convincing.
1	4	Physically easier with only relevant stuff in city and rest in Sandy Bay.
2	3	Research equipment/sensitive equipment should be located away from city - physics, biology, geology etc. Pollution, vibration, noise are all issues.
1	4	Sciences in a small university rely on collaboration and need to be in <u>close</u> proximity, not spread across several city blocks.
3	3	Too dependent on discipline
4	4	Will be worse across city model.
2	4	Will each precinct have room capacity for maximum number of students, e.g. self-contained? Or still lots of cross building - timetable implications.

Students		
City	*Dist*	*Comment*
3	3	Accommodation.
3	3	Both options I think reflect the trend for "modern" teaching and collaboration spaces. Important to consider the value of traditional spaces like lecture halls.
2	3	Central library and student services/union building will be much further away for some faculties in City-Centric model.
3	1	City - still considerably spread out. Distributed - same current issues, ie. lack of resources and space for collaboration.
2	3	How would this be done in the City-Centric model?
1	2	It's exciting to travel for collaboration, it's like "rituals", if you know you have an aim then you'll use your time more thoughtfully.
4	1	Located together - easier to collaborate.
2	4	The Oval and gum tree on campus is a great resource.
3	3	This should be inherent within the culture of the university and not necessarily a product of the geographical location of faculties.

final

Access for students through location

City-Centric campus

Staff	4	3	2	1	dk	Total	Average
Frequency	8	14	7	3	4	32	
%	**25.0**	43.8	21.9	9.4			2.8

% 3/4	**68.8**		**% 1/2**	**31.2**

Distributed campus

Staff	4	3	2	1	dk	Total	Average
Frequency	7	18	7	2	2	34	
%	**20.6**	52.9	20.6	5.9			2.9

% 3/4	**73.5**		**% 1/2**	**26.5**

City-Centric campus

Students	4	3	2	1	dk	Total	Average
Frequency	6	6	0	3	1	15	
%	**40.0**	40.0	0.0	20.0			3.0

% 3/4	**80.0**		**% 1/2**	**20.0**

Distributed campus

Students	4	3	2	1	dk	Total	Average
Frequency	3	5	4	3	1	15	
%	**20.0**	33.3	26.7	20.0			2.5

% 3/4	**53.3**		**% 1/2**	**46.7**

Access for students through location — % of participants rating 3/4 (Distributed, City-Centric)
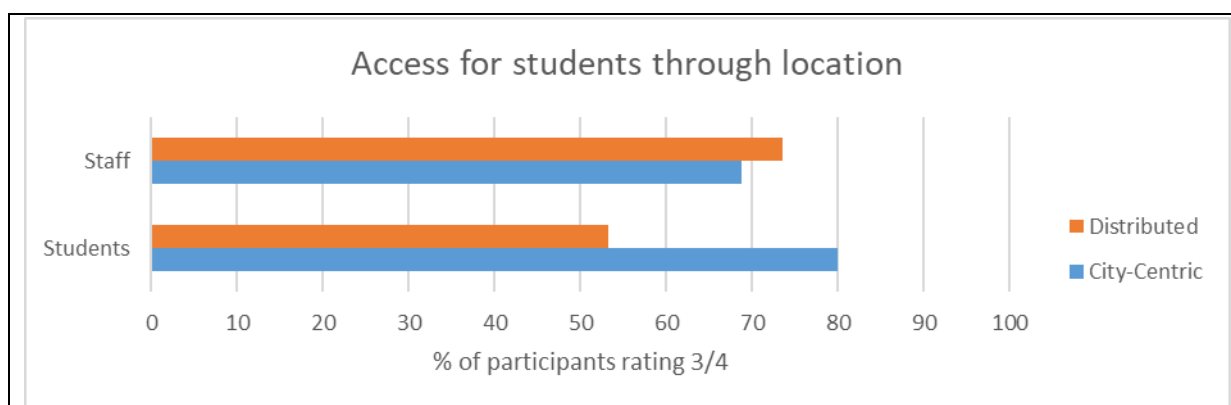
Comments

Staff

City	Dist	Comment
2	4	Access to city sucks; have you tried to drive in from … well … anywhere at rush hour? Add 3000 students to that. Buses on my route are already packed and often stuck in traffic upwards of half an hour.

final

dk	3	As a local, I wonder how students will be able to easily access the many locations in the city.
2	3	City-Centric not disabled access for combined degrees.
4	2	Depends on nature of distribution and whatever disciplines are located in a particular place.
dk	3	Disability access would improve in both options so I take 'access' to mean more moving through locations. I am not sure how this would be achieved in the city model.
2	4	Expecting Hobart's bus service to make it easier for staff and students to travel to and from the University is unrealistic
3	3	For students in towns/suburbs not well serviced by buses, the lack of parking in the city compared with Sandy Bay will make it harder. Places like Huonville, Sorell, Dodges Ferry, New Norfolk (ie. low socio-economic areas) lack good public transport.
3	1	Given hub/spoke public transport model, City rates higher than Distributed, but either model will need massive improvement in public transport, and City model for staff is a much weaker proposition for those of us who will have to continue to drive cars.
dk	dk	Hobart is the size of a small Melbourne suburb. In time Sandy Bay will be the city.
2	3	Hobart isn't an especially walking - or differently-abled friendly city. Many buildings there are just as old as the buildings on the Sandy Bay campus, which have similar access issues. Both options require a commitment to planning consultation and building to solve these problems.
4	4	Important given students move between locations a lot these days.
3	2	Metro/Government need to fix transport either way.
4	4	More public transport options are required for both options.
1	4	Moving between classes will be much easier on a concentrated Sandy Bay campus.
dk	dk	No difference between proposals. For the 12% of students currently using city and Sandy Bay campuses, relocating teaching space may help.
4	2	OK for students doing standard course configuration, not so great if your degree is cross-disciplinary.
3	3	Relies on improvements to public transport that aren't validated.
4	3	Transport options greater in the city, but parking is limited and more expensive. Sustainable and effective public transport options are critical.
3	3	Travel between any sections of the Uni which takes more than 5 or 10 minutes (allowed time between lectures) is too disruptive.

Students

City	Dist	Comment
3	4	Parking in the city is very difficult, and there is less accommodation available outside of University accommodation. Getting from class to class for combined degree students may be difficult. Suitability of building space - unknown.
dk	dk	The parking space allocated in the plan for 500+ cars wouldn't be a good idea comparing to easy accessibility from one building to another for lectures or tutorials.
4	4	There are areas where the public transport does not go. It is walking which is very stressful for some students.
4	1	Fewer bus connections need to be made.
1	3	Sandy Bay has better connections with accommodation services and students, except for when it comes to disability access. A City-Centric

final

		campus will likely lead to a greater disconnect with Uni residential colleges.
3	3	Students will be able to access the University but City-Centric model's parking is weak. Buses in to Sandy Bay campus from city accommodation would work fine.
3	2	City - is generally accessible regarding public transport. Might not be 100% for people with disabilities. Distributed - only accessible because of bus services.
4	3	Time spent on transportation and availability of disabled facilities are harder to achieve for Distributed campus.
1	1	Both involve moving to the CBD which is crowded and difficult to access (eg. parking)

Sustainability of transport options

City-Centric campus

Staff	4	3	2	1	dk	Total	Average
Frequency	11	9	3	4	9	27	
%	**40.7**	33.3	11.1	14.8			3.0

% 3/4	74.0		% 1/2	26.0

Distributed campus

Staff	4	3	2	1	dk	Total	Average
Frequency	7	14	7	0	8	28	
%	**25.0**	50.0	25.0	0.0			3.0

% 3/4	75.0		% 1/2	25.0

City-Centric campus

Students	4	3	2	1	dk	Total	Average
Frequency	7	9	0	0	0	16	
%	**43.8**	56.3	0.0	0.0			3.4

% 3/4	100.0		% 1/2	0.0

Distributed campus

Students	4	3	2	1	dk	Total	Average
Frequency	2	3	9	2	0	16	
%	**12.5**	18.8	56.3	12.5			2.3

% 3/4	31.3		% 1/2	68.2

Sustainability of transport options
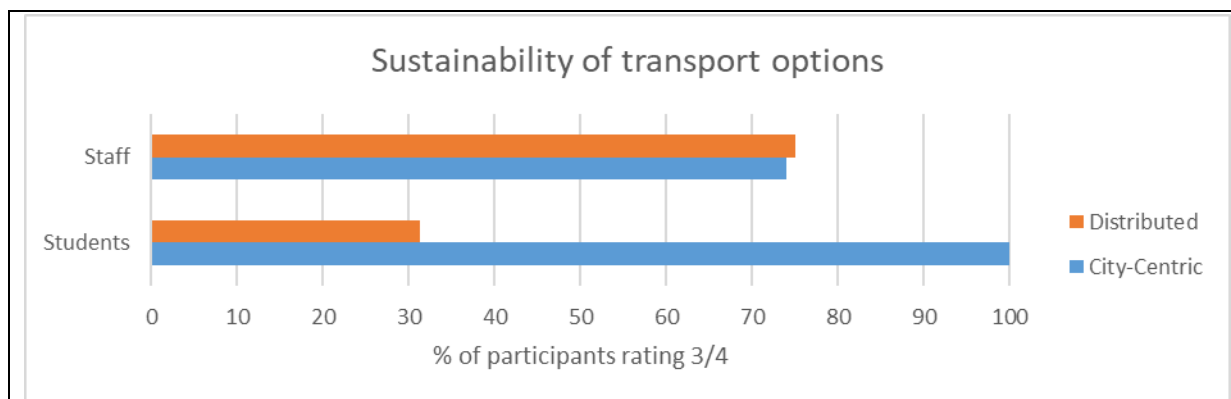
Comments

Staff		
City	*Dist*	*Comment*
4	3	City-Centric will force more sustainable transport options.
dk	2	City option would give UTas (I hope) a louder voice re influencing Hobart's transport challenges. Things need to change. Could we help shape the solution?
4	3	Considerable improvements are needed to Metro services for the City-Centric model to work. Park and ride options are also crucial. If these improvements are made, the City-Centric model would function very well.
4	3	Easier for students to get to city, more options to use rather than cars.
4	4	Financial commitment to either project = sustainable options.
dk	dk	Future is too unpredictable - a bicycle/footpath around Battery Point would make IMAS/CBD/Sandy Bay all sustainable
4	2	Greater access to our University is needed, buy in from all stakeholders/partners.
4	3	However, personal circumstances make driving a car essential, so very concerned about parking costs. Don't believe the traffic analysis!
4	4	If public transport can be modified under consultation to make it easier for students and staff to get to city campus, why not have same consultation for Sandy Bay campus? But adequate parking needs to be available for staff at reasonable cost.
1	4	Lots of students and most staff rely on car transport. Lack of parking in City-Centric model is very restrictive.
3	3	Majority of students located in Sandy Bay so bikes are easy.
2	2	More future possibilities if we stay out of downtown.
4	3	More people able to walk/ride/bus and use alternate modes of transport
dk	dk	Neither will work unless there are better public transport options.
dk	dk	Not sure what this criteria means - up to Metro and Council.
dk	dk	Not UTas's problem - Local and State government issue.
2	2	For staff unable/unwilling to ride bikes or walk, City campus has problems unless public transport much improved. Parking problems will be pushed into suburbia where we park in streets to catch a bus (hopefully) the last bit of the journey.
dk	dk	Too much reliance on State Government and other organisations to sort out.
1	3	Transport with the city option will not be sustainable. Hobart needs a significant overhaul to make transport sustainable.
2	3	UTas buses have helped here but much more needed. Again, not my area

		of expertise.
dk	dk	We are not Melbourne or Sydney: we don't have fast, efficient transport, we don't have light rail, we don't have underpasses or overpasses; we have Davey St and Macquarie St and buses = traffic issues will arise.
3	2	Will require significant investment to make both options sustainable. Self-drive option to Sandy Bay is currently the preference.

Students

City	Dist	Comment
3	2	A move to the city would likely free people to ditch their cars.
3	2	City - councils and others already instigating more sustainable options. Distributed - likely remain the same as now.
3	2	City-Centric model will only result in less car use for people in student accommodation in the city. Everyone else will still drive.
4	4	If transport becomes an unsustainable commitment for students (time or cost) then it doesn't matter what campus model we use as people will be reluctant to attend.
4	2	Limited parking in both circumstances. City-Centric model is much better when bus mall taken into account.
4	1	The City really is the only option in relation to transport. Sandy Bay is a bottle neck, it can take 2 hours and 3 buses for people to come from outside Hobart CBD.
4	4	Transport option should be more for both.
3	2	Transport within the CBD is easy (mostly walking distance) compared to travel from Sandy Bay to/from CBD.

Ongoing financial sustainability

City-Centric campus

Staff	4	3	2	1	dk	Total	Average
Frequency	9	9	8	4	6	30	
%	**30.0**	30.0	26.7	13.3			2.8

% 3/4	**60.0**		**% 1/2**	**40.0**	

Distributed campus

Staff	4	3	2	1	dk	Total	Average
Frequency	12	11	6	1	6	30	
%	**40.0**	36.7	20.0	3.3			3.1

% 3/4	**76.7**		**% 1/2**	**23.3**	

City-Centric campus

Students	4	3	2	1	dk	Total	Average
Frequency	6	4	3	0	3	13	
%	**46.2**	30.8	23.1	0.0			3.2

% 3/4	**77.0**		**% 1/2**	**23.0**	

Distributed campus

Students	4	3	2	1	dk	Total	Average
Frequency	1	4	6	2	3	13	
%	**7.7**	30.8	46.2	15.4			2.3

% 3/4	**38.5**		**% 1/2**	**61.5**	

Ongoing financial sustainability — % of participants rating 3/4
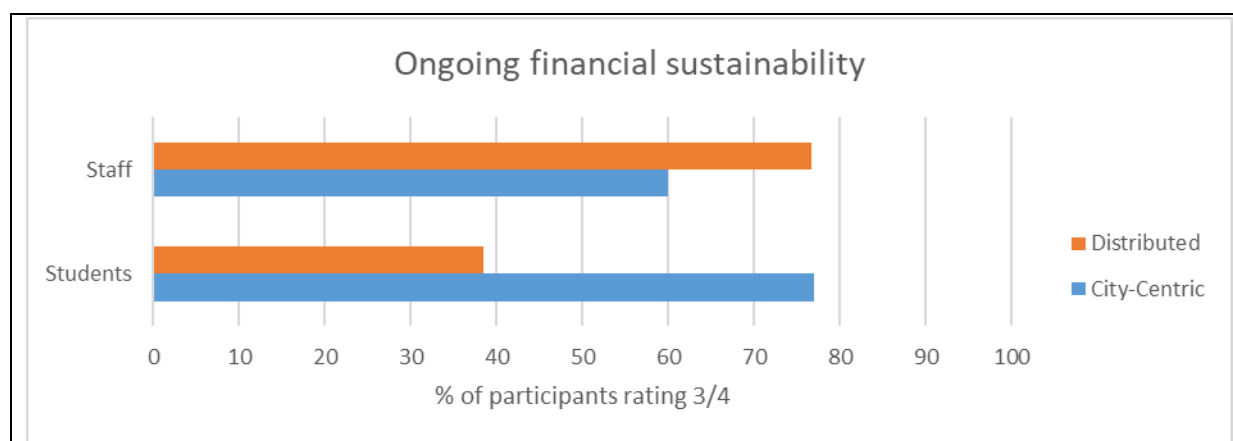
Comments

Staff

City	Dist	Comment
1	4	Any expansion in City-Centric will be more expensive than on Sandy Bay campus.

final

1	3	As long as we occupy land in Sandy Bay, we will be solvent.
3	3	Clearly the report suggests less money will be spent on the City-Centric campus, and if we are making a decision based on just the financials, then it's a no-brainer.
2	2	Costs appear to be about what it would cost to enact both models, not about ongoing financial sustainability.
2	4	Harder to expand if move to city. Sandy Bay is big but can turn into shops etc. to generate income.
dk	dk	I find the presentation price estimates misleading.
3	3	I find it hard to believe that the city option really is $100m cheaper. Sustainability depends most on education and research delivered.
4	4	If you don't 'maintain' the city or Sandy Bay nothing will be sustainable.
dk	dk	Maintenance needs to be regular.
4	3	Must secure our viability in to the future, and have the ability to move with new educational models.
4	4	No clear argument for difference - reality suggests funds for construction and maintenance will come in small bites ($10m - $20m pa enables maintenance only)
2	2	Not convinced by figures for one model relative to the other; each will cost a massive amount with no firm idea of where it's coming from.
dk	dk	Not my area of expertise.
dk	dk	Not sure what "financial" criteria were used in roadshow - do not make sense.
4	4	Should be similar if new buildings are constructed under either proposal.
2	3	Upfront costs critical in the short term but staff and student experience more critical. City model savings have a number of underlying assumptions which are not clear, e.g. government funding, sale of land.
3	3	Very concerned about how the Uni will find the budget savings to fund. We've already lost significant staff resources due to budget cut-backs.
2	4	We are already here and have a huge area of land to work within, unconstrained by other businesses and buildings in Sandy Bay. City is very constrained.

Students

City	Dist	Comment
4	2	It will cost less to be in the city and that money can be used in creating a better campus
3	2	As outlined in the presentation, the City-Centric model will cost less which is important for the finances.
4	2	Giving new and possibly repetitive life to older buildings and equipment may be more expensive and less sustainable.
4	1	City - if future-proofed then yes. Distributed - currently facilities pretty much not worth saving.

> o   *other assessment criteria and rating for the two models*

Summary

The table summarises the range of other assessment criteria suggested by staff and students, in some cases including a comparative rating for each model (strength of proposition).

Staff

Criteria	City	Dist	Comments
Ability to deliver quality educational and research outcomes.			
Ability to expand in the future.	1	4	
Access to childcare.	1	4	We are currently privileged to have onsite childcare. This is crucial in enabling women (and men!) to combine children and career. I am not convinced that this has been taken into account in the City-Centric model.
Childcare.			
Cost of development (as opposed to ongoing financial viability)			
Ease of continued research and teaching			High importance
Ease of continued research and teaching			High importance
Facilities: childcare, gym etc.			
Impact on the wider community			
Lack of consultation with the student groups.			
Quality, breadth and level of education.			Education not considered but HAS to be the main component of any decision with the Uni.
Sense of place and identity			High importance
Sense of place.			High importance: why do you study in Tas?
Size of campus			High importance.
Size of campus			High importance for students/staff movement.
Supporting pedagogy			High importance. New teaching methods? Technology doesn't solve everything. Whatever we build wherever we build HAS to be fit for teaching in 2020s and beyond!
Unique experience and place	1	4	
Whole of life			Sports, events, open days: these would be constrained by the city.

Students

Criteria	City	Dist	Comments
Accommodation problems			
Also consider Uni gym, kinds of rooms/facilities, law library, libraries for general use, study space			
City - model isn't about fine detail, but omitting what's included in the medical precinct is an oversight. The buildings at the domain are just as dated as Sandy Bay. You can't start one faculty (Nursing and Midwifery) one for another (Arts/Law).			
Environmental consideration?			
Environmental sustainability of each campus			Should be considered
General cost			Is this project going to cost more for the pure reason of wanting to create a 'differentiated campus'? If so, why can't the money be used for something else?
Gym? Specific Uni cafes? Lounges etc?			
How does it promote collegiality? Connected to community.	1	2	
Impact on Hobart economy	4		Build grass/parks for students to use between classes. If the University is to support Tasmania and its economy it should be based in Hobart.
Impact on local environment/ services/ infrastructure (traffic in CBD, parking for public, public spaces).	1	2	Both will lead to more crowding in CBD.
Job fair/opportunities.			
Not clear where nursing and midwifery would go in general, and with Law/Arts moving to the Domain.			
Parking availability.	4		There are opportunities to build car parks underground on the domain. Also underground of new buildings constructed and under the new Macquarie Point construction area.
Research funding opportunities.			High importance. Easier collaboration between colleges such as sharing equipment resources will make it easier to have successful grant funding.
Safety of living and studying.			High importance. Is city safer than Sandy Bay? (personal, drugs use, transportation, food, personal attack, racism,

			discrimination etc.).
Spaces for teaching staff: open plan does not work for teaching academic staff as they need to consult			
Sports facilities.			
Suitability of spaces/buildings			
Timing of building construction.			High importance. The proposed masterplan has building construction timelines that are too slow for development. Building construction should be completed much faster.

Which model to pursue?

- *which of the two models do you favour and why? (survey)*
- *group discussion*

Summary

A clear majority of staff participants favour the Distributed campus model, whereas student participants were more likely to favour the City-Centric model.

The tables and chart below summarise responses from the self-complete survey.

Participant comments provide specific reasons as to why participants are in favour of a particular model – or are undecided. The strongest commentary in relation to preferred location came from the staff participants most of whom are currently at the Sandy Bay campus and have a long term relationship with the University.

This question (including the survey outcomes and related commentary) brings to a *sharp point* the comprehensive and detailed session feedback from the previous questions, and provides the Project Team with an important reference for the decision to be made regarding which model to pursue.

	Staff		Students	
	Frequency	%	Frequency	%
City-Centric campus	6	16.7	**7**	**43.8**
Distributed campus	**22**	**61.1**	5	31.3
Undecided	8	22.2	4	25.0
	36	100.0	16	100.0
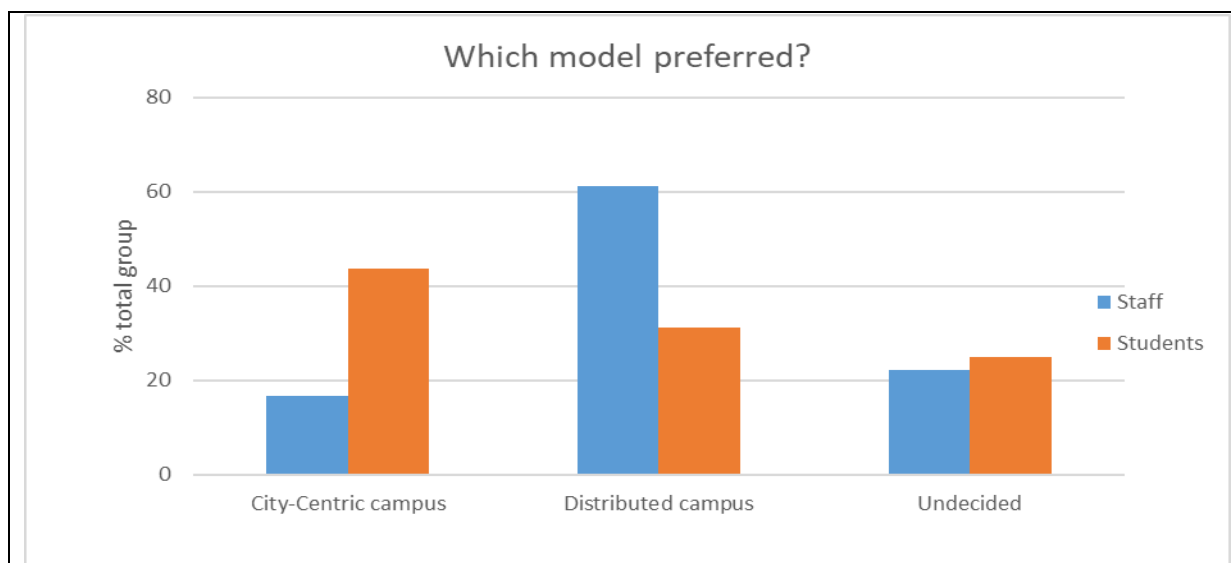
Comments
Staff
City-Centric campus

Greater accessibility and equality of accessibility. Promotion of UTas values in practice, i.e. sustainability. Greater 'city' experience - increased access to resources/cafes/shops
I don't think we can create a community via the City-Centric model. I also worry about the negative impact on the city
If it's done well, a City-Centric campus would be vibrant and would enhance the Hobart CBD as well as our community engagement. If done poorly, it would increase congestion in Hobart and have a negative effect on the student (and staff) experience. We need to invest in quality facilities, sustainable transport options, and significant green spaces in the CBD for the City-Centric campus to work.
Marginally favour city, I think it brings us closer to community for engagement. Funding and building appropriate infrastructure will be hard though.
Narrative currently shared is very compelling; will/could contribute greatly to future proofing Hobart CBD, making city more vibrant, more opportunities, commerce into the future.
Partly feel it's a fait accompli, partly that I would like to see the city invigorated, partly that I probably won't be here to have to deal with the downside and issues. If move to city, will need lots of work to repair relationship; feels as if city doesn't want us and they need to, to make it work. Community need to be reassured and be on board with 'benefits' a move would bring.

Distributed campus

A much better outlook for ease of research and teaching, sense of place and community. Sandy Bay is a great place to work/study. It would feel a bit soulless in the city and be very disruptive and difficult to continue research and teaching in the way we have and want to. A move into the city has the real potential to result in the loss of students and researchers.
Access to green space, lack of urban environment. Staff at Menzies and IMAS are not convinced their new space is better. Laboratory, glasshouse, biological facilities are a concern. Not all labs are the same. Growth is a concern.
A university campus is fundamental to the existence of the institution.
Available land/space to consider - leaning towards a Distributed model.
But less cynical than I was. We can always divest some of the undeveloped buildings and land in the city. We'd find it hard to ever return to such a unique area that we have in Sandy Bay.

Coherence of University community. Having separate buildings spread around city will severely impact students, access to classes, etc. Impact on research and research infrastructure not adequately thought through.
Concerns for combined degree students travelling to different parts of the city for classes. Parking for students and staff in city.
Continue with Distributed. My research background tells me that no thought has gone into how sensitive equipment in a number of disciplines can operate well in the city.
Distributed is the term for keeping a Sandy Bay focus. Nothing in the City-Centric option leads to a Uni base, it's more a random allocation of buildings at sites which are available.
Distributed, as there is not enough demonstration of the options of how a Distributed model would look.
Keeping green space on Sandy Bay campus.
I prefer the campus-based community experience over the corporate feel of the city. I am not sold on the long term commercial benefits of moving to the city and feel this will impact on the University's community environment.
I think teaching/research cohesion will be non-existent in the city - how will people who do field work/use glasshouse/animal enclosure for research also manage to be in the teaching location?
I think the Sandy Bay campus has potential for great upside. There is an element of risk to change to the city.
Keep a university identity and place.
Room for expansion; a 'centre' for students and University community.
Sandy Bay is the flagship and UTas is already State-wide.
Student experience - collaboration on one focal campus. Majority of services (exams/timetabling/gym/childcare etc.) in one place. Public transport could be improved to Sandy Bay.
Student experience. Everyone meeting in Lazenby's = good. 20+ coffee shops in town = bad. Lost students in town. Distractions to study in town. Research equipment can't be in town etc. Also refuse to have option forced upon me. Exam noise in city. I think we need a new master plan for Sandy Bay; neither option is good. I did this (survey) myself with a few people when I first saw exhibition. Result very different to display. Can we see results from these groups
The University should grow organically, its soul is in Sandy Bay. Moving into the city has one main advantage: it will introduce the community to UTas.
This Sandy Bay campus is long-established and has history, and there are aesthetic, functional and serviceability aspects which should be retained for the mental health of staff and students. Breaking up the campus will lead to further fragmentation of the colleges and disciplines. Students appreciate being part of the 'whole'.
We are presented with two 'straw men' - both models are distributed and a mix of sensible and advantageous, e.g.. Medicine/hospital, while others are extremely odd, e.g.. Ag Science/Earth Sciences in CBD

Undecided

Criteria are not convincing and contributing factors relating to ratings are not transparent. Weightings of sub criteria unclear. Q: what 'rubric' was used to evaluate against criteria used in roadshow? Q: what weightings were given to sub criteria?
I need more information and clarity of the meaning of criteria
I think there are advantages and disadvantages to both models. I also believe Sandy Bay, as is, is overdue for major redevelopment. For some disciplines, e.g. with large or sensitive equipment, would be unsuitable in the city. But hard to predict what students and staff will need in 15 years' time.
I want to see commitment to high quality teaching, I don't care where it is. Sandy Bay can be great but rebuild, not "fix patch up".

final

| Master plan to inform building locations, connectivity, and culture would assist to form a favour. Keep <u>students</u> at the heart of the decision. |
| My preference would be a less dispersed city campus. |
| With a short term future involving the University, this question has little relevance. Wherever new campuses may emerge, new buildings/facilities - if properly designed for purpose - will be welcome. |

Students

City-Centric campus

| Community, cohesion, collaboration. Only if the move isn't used to side rail other facilities. Transport and accommodation is a major concern. |
| Maybe students will be having more opportunities and access to certain things in the new campus, like socialising, accommodation, transportation, connections with the broader community etc. that may work. |
| Since it would be more easy and accessible for students and staffs. The activity among the students from different courses and socialising more would help in City-Centric. |
| Transport. Reaching more students in areas that previously wouldn't. Access to the University. |

Distributed campus

| Better sense of community. Less strain on the city. Better parking?? |
| I don't understand why we don't just put millions into Sandy Bay campus, including assisting with transport (with Metro, Hobart City Council) etc. and accommodation. Coherence is my biggest concern and a massive aspect of university life. |
| Lack of coherence and collaboration between schools, loss of community, in City-Centric. Loss of ovals near class in city centre. Difficulty parking and congestion in city. |
| Many universities in the world are distributed, it is common to cover more geographic areas for universities. Hobart City itself has so many problems: road design, public transportation, food and beverage choices, etc. The prerequisite is the city has to be ready. City-Centric plan itself is good. |
| Sandy Bay provides a prime location to build community in a shared environment. Dispersing students around the city will create increased segregation and a lack of university community. However, resources should be put in place to aid and improve those students already located in the city. |

Undecided

| City-Centric - CBD isn't well equipped for the whole campus, however cohesion of university spaces is important. |
| City-Centric is more of fun and socialising because there are lot many things around and even people from different faculty can connect with each other, while Distributed one has more space to build up and grow. |
| More focus is needed on collegiality and community. More research and information needed. Weighting is not equal: emphasis on City-Centric model, not enough data on Distributed model. Congestion and traffic issues not adequately addressed. |
| Though the City-Centric model has its pluses, yet some concerns over student services, parking, and central social area. |

final

- *Group discussion re above*

Staff Group 1

- o Favour both. They both have their pros and cons
- o Have to keep buildings in city, can't sell - opinion. SB buildings are great, very important
- o If we can't afford to refurbish SB, is city option better. Do we have to do it all in one hit. Do over a shorter period of time
- o Student experience SB is the selling point. Probably thinking from the perspective of inter student, about the environment. Some people more city focussed. It was about the location, the environment, the facilities – could be a major drawcard for inter students. SB has that attribute. Everything looks so tired, needs a big refurbishment. Why not make what we have better
- o Is Uni going to provide free coffee in the City?

Staff Group 2

- o Model is not necessarily what I would endorse
- o Advantages and disadvantages with both. These are the expected issues and this h- is how we will solve them
- o Any chance if masterplan doesn't work, they will go to other model?
- o If they are going to with City model there is a huge amount of work to do, feels like the City doesn't want us – letters to editor, social media comments. Changed over last couple of years. City model won't work unless you have community support. Has to be a lot of education as to why, what Uni sees it will bring to the city. Rates issues
- o Worried about rents going up again
- o Purchase of Fountainside and Forestry seen as bad

Staff Group 3

Other unis - model

- o ANU – can remember landing in Canberra, well set out, banks, shops, bars, libraries. But have enjoyed being here at UTas too
- o UNR, Nevada – distributed model but not to the same extent as here. Top end, bottom end 1 mile long, but everything on same campus

- o Little bit embarrassing lack of transparency pushing towards, smart people at Uni, it's embarrassing how it's been done. Lack of transparency. Weighting of same criteria , where did they com e from, pushing a central view. Lack of complementary evidence of models. Lack of input from student groups
- o Thought of city appeals to me
- o Change of Govt, change of council
- o Uni would only pay rates on some buildings, but increased income for services
- o Need really strong communication to help broader community to understand, why we're doing it. Tas, Hobart more reluctant to change, development. Acquisition about Forestry building. Makes asking donors for donations challenging, when Uni spend $15m on buildings
- o Menzies relies heavily on donations

Staff Group 4

- o Is there no plan for the buildings that need refurbishing. What happens to Arts buildings that is hard for people in wheelchairs
- o Could look at refurbishing buildings that are here now, could make them look a lot better. Old buildings hard to accommodate

- o Glasshouses won't fit in the City. CSL. Research infrastructure have to plan 10 years out, if there's no space in the city, no space here, becomes a more Distributed model. MSP wasn't built for expansion. Have got flexibility. Going to have to build more in the city to adjust for expansion. Legacy into the future
- o If spending over $400m, OK to spend a few $1000 at the start to get it right
- o It's OK to decide not to make a decision right now

Student Group 1
- o Think that the coherence is a bit propriety, something to work. SB is a prime location to work on this. Don't think City will do this. Only if you have friends. Won't go a couple of blocks to see people in 1 hour. Because of space, benefits for both sides. If SB would turn into accommodation would be good.   Don't like the idea of carparking at Rose Garden
- o SB campus, oval, rec time during the day, community nice to have everyone in one lace 10 mins to get to classes – combined degrees problems
- o City – SB campus accommodation good, but if they don't people will still have to travel. Doubt about transport, but parking still have to go to different buildings.
- o Big picture, growth in Tas, wanting more students, huge employer for Tas. If we don't keep building this Uni Tas is in trouble. Get educated here and then we leave, great to come back for family, maps where people are getting here, getting worse, city gives you more buses, transport modes, access to city. Park and ride better to use
- o Connection to community, where potential for employment.   On placement over holidays
- o Why couldn't put that into SB, including working with Metro and HCC to make transport better to SB. Major benefit is transport, massive for Uni, ferries to Wrest Point. Why not how it was. Why not a third option? Accommodation at SB

Student Group 2
- o Coherence - city 4, Distributed 1. Can access a lot of community. Often have to come down the CSL, with sample, get ruined, wasting time and resources. Antarctic Science – use them a lot even though not involved with them
- o Distributed 1, City 4 – if future proofed. Internet is garbage at SB, buildings not built when internet was here
- o Traffic problems - didn't think ahead, need to think 100 years ahead, will take 50 years to build
- o Sustainability of transport – city 4, distributed 6 – bus mall. Coming into the one place
- o Access – 4 for SB - accommodation view, better connection on College Road, city – Melville St, Fountainside, Mid City. College Road, Jane Franklin forgotten about. Colleges have better connection with Uni at SB.

Access
- o SB easier to get to, find parking hard in city
- o Student, only on youth allowance, paying $15 a day won't work
- o Credit card facility for parking hasn't worked for 5 years
- o Public transport yes, private NO
- o Moved to SB because of Uni
- o 90% of cars have 1 person, if they had decent public transport would be better

Additional
- o Better at SB, feel safe to walk home after late lectures
- o MSP security team walk around Hobart campus area
- o Safer to travel between buildings, than crossing streets in town

Undecided
- Need more information, not enough detail for what I need, not all there. Uni position is City model, not enough information for Distributed model. Can't weigh them up equally
- Like the idea of moving everything, more cohesive, city but like the SB area as well. More traffic to CBD, more buses, fairly packed as it is
- Most of traffic has to come through the city even if going to SB
- Often takes longer to take a bus to city than it does to drive
- Like the idea of city campus, issue is that at SB there, have a central area for central support, not mentioned in city model. Orientation for new people, Uni start – orientation on how to do Uni, week or two before Oweek, what's going to happen, would that be split up between faculties
- Straight from school, can still meet up with everyone if at SB. City not much so

Distributed model
- Think it not going to change much, like it here, more of a community here. more chill out space here at SB
- Idea itself is good but city has problems. Parking, public transport – city is not ready, to have so many students there

Heart
- In my degree it's encouraged, really focused on group work. Cafeteria, Clinical library (
- Staff and students – know every single person within the 3 – 5th floor. See everyone at lunch, collaborates
- No real vibrant, vibrating heart. Affected by Uni crack down on social events – now can't have barrels, on campus events. So hard to run events now
- Used to compete with 2 -3 on one week
- Want us to actually learn
- TEU, UTas live – Uni run department that run events, rival of union. No elected reps, controlled by union.
- Lot more engagement with
- Organise day trips to places
- Can't put on events, can't get
- Not getting rid of alcohol altogether, is not going to work
- Union taking on more of a
- Pretty much just setting up stalls outside library
- Could have events on here, people coming back
- Open recreational space at Domain, but not enough for everyone
- Develop a park for students to use in City

Future engagement

- *The University Council is making its decision in relation to which model to pursue in early April. After this decision is made …*
  - *what additional consultation do you think is required?*
  - *and with which groups?*
- *Group discussion re above*

Summary

Participant comments below provide further feedback from staff and students regarding future consultation with the University community as part of the Southern Future project engagement.

Staff Group 1
- On technical working group internal fitout for internal learning – amount of work that gone into it, lots of academic and professional staff. If this is anything to go by, there will be enormous consultation after this happens. If they want meaningful feedback, all focus group people in one group to find out what statements all means.
- Broader community consultation
- Sir Stanley Burbury theatre – open discussion/public forum with community with the two models discussed

Staff Group 2
- City Hall meeting great, conversations, what the planning is
- Need to present to representatives, not just the VC, easier for community to see
- Decision needs to be owned. Ownership (not easy), needs to be honest, no spin, need to know what challenges, how best to address them
- Put up the plans to what decision is made. Give people the option of making an opinion
- Somehow get on board Hobart stakeholders – lot of commentary in tourism sector (hotel purchase), business sector (office space) – otherwise won't be welcomed
- Think you have to consider UTas as a business
- Important that the international students are an important part of delivering to the local community, part of the business model. Part of our mission. Fed Govt changes international students
- Need to future proof again Govts change their funding
- VC - Retaining green space. Not selling to developers in this area
- Selling to the community vs selling to the University – has to present a solid front. Individual units within schools/colleges
- A lot of this consultation has been at the individual level – needs to be more than this

Staff Group 3
- Needs a referendum to ratify decision – Uni staff, other stakeholders
- If decision is to move to the city, comes with a lot of assumptions for stakeholders, having some idea of what other stakeholders are thinking, how they would work together
- Council is meant to be representative of community as well as Uni. Broadish group

Contact
- Rather an email than having to go and find out information. What do we need for our buildings, within disciplines
- MSP looks fantastic – but from inside, it doesn't function

o IMAS nightmare
o Open space in TSBE - not working. No confidentiality, everyone with earphones to be able to concentrate
o Buildings from scratch, allow best buildings options, not squeezed into the existing
o 5 years in MSP and now it's full
o Maths, Physics, not fit to purpose because it's not open space but academics don't want open space
o VC spouting facts – were not in the Report, queries it and now back in!

Communication
o Always will be 50/50 split, those who support it will be happy, those who aren't will just be quiet
o 50% of donors don't contribute anymore – big drop in funding
o Referendum you can quantify. Need to be able to see the evidence. How wide is this consultation?
o Being forced to say yes or no, lots of community wouldn't care less
o Newnham campus moving to city – lot of communication to Launceston. Lot of Launceston cared about parking, traffic and shopping. Didn't care about where Uni was

o Sceptical about coming along, but found it worthwhile, helpful
o Can't make a decision until I understand what it looks like, know how it's going to affect students and other staff, where various colleges will be going
o Council will be making the decision. City option green space, bush water, space – for students who stay after Year 12. VC spoke about pockets of green space, retaining recreational spaces at SB, transport, sense of belonging
o Combined degree gets messy, moving from one building to another
o Why chose the oval for STEM?
o More wheelchair accessible area on oval, flat ground as compared to rest of SB campus
o Proposed timeline – Pharmacy people don't know when they're moving. (meant to be moving to MSP but no space)
o Nothing about student preferences – 90% of students want to stay in SB
o As a part time mature age student, Uni in the city would have been great, no travel time, not having to find parking

Staff Group 4
o At ground level at operational level, so many mistakes made. Have to have large storage areas, rooms for expansion. No good getting executives and architects making these decisions, must get down to operational level.
o IMAS – issues with hot desking
o Keen to get on board with any decision making from the beginning. Stupid decision being made. Executives plan everything around people requiring x amount of floor space. We don't work like that. Need more space for labs, etc, some requirements very specific
o Need to be what works, not what they would like
o IMAS worked – big fish tanks down at Taroona
o Lose good researchers if they don't have good facilities

Student Group 1
o SMS, emails not read, delete
o Ignore SMS, emails I read, may be important
o Posters – make sure they are all around Menzies, etc

Student Group 2

- o Email, Facebook – don't look at posters. Not SMS
- o Emails, Facebook, - don't like random numbers
- o SMS – like reminder message

- o What is the point of a University? If it's not done properly, may as well go to the mainland. Whole point is to educate people and to keep them here

- • *How could the project team **best connect** with you as part of the ongoing consultation? (survey)*

Summary

Staff have a preference to be engaged via email and the UTas website. Students are likely to respond to email communications, with follow-up SMS - provided identified.

Staff

	Frequency	%
Email	**30**	**83.3**
UTas website	**14**	**38.9**
Facebook	1	2.8
Posters	1	2.8
SMS	0	0.0
Other	2	5.6
	48*	

* *multiple responses*

'other' responses
  staff intranet
  small groups/updates in school meeting

Students

	Frequency	%
Email	**14**	**87.5**
UTas website	1	6.3
Facebook	5	31.3
Posters	2	12.5
SMS	**8**	**50.0**
Other	0	0.0
	30*	

* *multiple responses*

Good afternoon,

We are undergoing an important consultation which will help inform key strategic decisions regarding future campus options (including buildings and facilities) in Southern Tasmania to meet our needs.

The University is partnering with our independent consultants Myriad Research to run a series of focus groups involving a range of staff and students from across the University in southern Tasmania.

The groups will be held in the week commencing 4 March. The sessions will be held at the Sandy Bay campus during working hours. Each session will go for around 2 hours, with between 8 and 10 participants. The sessions will be independently run by a Myriad Research consultant and refreshments will be provided.

Both the University of Tasmania and Myriad Research are bound by strict privacy obligations in relation to personal information. If you agree to participate in this consultation, your details will only be provided to Myriad Research for the purpose of organising the focus groups. Your participation in this consultation is entirely voluntary and will not affect your role or position at the University. No individual participant will be identified in project reporting.

Myriad Research will be following up next week with an invitation to take part in these sessions. Participants will be randomly selected. If you are not available over the week commencing 4 March, or you would rather not participate in this consultation, please respond to this email by next Tuesday, 26 February.

We do hope that you will take this opportunity to have your say in relation to major decisions which will determine the future landscape for your University in southern Tasmania. If there are any questions about this project, please feel free to contact us as per below.

Best regards,

Southern Future Project Team
University of Tasmania
southern.future@utas.edu.au

(recruitment script)

Hello, it's … from Myriad Research, following up about the focus groups to be conducted with University staff next week.

The purpose of these sessions is to provide an opportunity to find out more about the Southern Future Project and its major impact on the University.

It will also be your chance to have your say in relation to future campus options.

The sessions will run for approx. 2 hours and will be held between on Wednesday 6th and Thursday 7th of March, 10am and 2pm each day.

Which session would suit you best?

The venue is the Studio Theatre on the Sandy Bay campus.

Refreshments will be provided and there is no preparation beforehand or homework afterwards.

Have you been to either the exhibition or workshops that are being run as part of this project?   *(Record yes/ no on tally sheet)*

(if no) If you have the chance before the discussion group it would be good to view the exhibition to give some background information (although not compulsory).

(confirm name and contact details and book into relevant discussion group) Details of the discussion group will be sent via confirmation email. We have a limited number of places in the session so please advise ASAP if anything happens and you are unable to attend.

If you have any further questions you may call the Myriad office – 6244 2807.

Thank you for your time.

(email confirmation)

Thank you for your participation in tomorrow's focus group discussion for the Southern Future Project.

Confirming details of the session, noting change of venue -

Wednesday 6th March

10 am

Studio Theatre (Stanley Burbury Theatre - left and upstairs)

If you are unable to attend please advise ASAP to allow someone else to have your spot.

Please contact via reply email for any further questions, or call 6244 2807.

Kind regards,

Myriad Research
ENGAGE - INFORM - EMPOWER
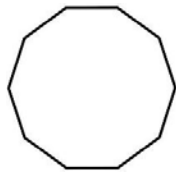
University of Tasmania

Southern Future Project – Stakeholder Consultations
Post-Test focus groups – assessment criteria

Discussion Guide

1. Intro, session overview	**5 mins**

- welcome, introductions, housekeeping
- session format, duration
- rules of engagement – your role, recording, confidentiality

2. Purpose of session	**5 mins**

- to review your level of engagement with the Southern Future Project including the nominated assessment criteria to be used in deciding which model to pursue – a City-Centric Campus or Distributed Campus
- any questions before we get underway

3. About you	**10 mins**

Staff groups
- your position/which college/campus
- how long at UTas (total years)
- your forward plan with UTas – 2-5 years/5 years +/10 years +

Student groups
- which college/campus attending
- which course are you studying
- undergraduate/post graduate/other

4. Your involvement in the consultation to date	**20 mins**

- have you attended one of the college workshops
- have you been to the exhibition
- comments re the consultation process to date – positive/negative/areas for improvement/any gaps?

5. Evaluation of the assessment criteria   40 mins

- (walk through) participants to review the exhibition panels, then focus on the main assessment criteria panel
- No discussion at this stage – participants to rate each of the assessment criteria for
    - perceived importance (on a scale of 1 to 4 – 4 = high, 1 = low)
    - any other aspects (additional assessment criteria) seen as important in this decision
    - how do the two models stack up in your opinion – rating of 1 to 4 for each of the models across all assessment criteria (4 = strong proposition, 3 = modest, 2 = marginal, 1 = weak)
    - include any comments for each rating
- Group discussion re above

6. Which model to pursue?   20 mins

- Which of the two models do you favour and why? (survey)
- Group discussion

7. Future engagement   15 mins

- The University Council is making its decision in relation to which model to pursue in early April. After this decision is made …
    - what additional consultation do you think is required?
    - and with which groups?
- Group discussion re above
- How could the project team **best connect** with you as part of the ongoing consultation? (survey)

8. What's next   5 mins

- Where to from here in relation to the Southern Future Project and associated stakeholder consultations
- Key dates
- Any final questions

8. Thank and close

Thank participants for their valued contribution on behalf of the University of Tasmania.

Southern Future Project   **Group**

Please rate each of the assessment criteria – firstly in terms of their relative **importance** in deciding which option to pursue.

Rating scale – 4 = high importance, 1 = low importance (please circle relevant number)

A differentiated campus experience	4	3	2	1

Comments: …………………………………………………………………………....

…………………………………………………………………………………………..

…………………………………………………………………………………………..

Coherence of University community	4	3	2	1

Comments: …………………………………………………………………………....

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…………………………………………………………………………………………..

Connection with broader community	4	3	2	1

Comments: …………………………………………………………………………....

…………………………………………………………………………………………..

…………………………………………………………………………………………..

Impact of development on staff, students and University operations	4	3	2	1

Comments: …………………………………………………………………………....

…………………………………………………………………………………………..

…………………………………………………………………………………………..

Ease of collaboration and access to shared resources	4	3	2	1

Comments: …………………………………………………………………………....

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…………………………………………………………………………………………..

Access for students through location	4	3	2	1

Comments: …………………………………………………………………………....

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…………………………………………………………………………………………..

Sustainability of transport options	4	3	2	1

Comments: …………………………………………………………………………....

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…………………………………………………………………………………………..

Ongoing financial sustainability	4	3	2	1

Comments: …………………………………………………………………………....

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And how do you rate the two campus options for each of the assessment criteria?

Rating scale – 4 = strong proposition, 3 = modest proposition, 2 = marginal proposition, 1 = weak proposition (please circle relevant number)

A differentiated campus experience

City Centric Campus	4	3	2	1	dk

Distributed Campus	4	3	2	1	dk

Comments: …………………………………………………………………………….....

………………………………………………………………………………………...

………………………………………………………………………………………...

Coherence of University community

City Centric Campus	4	3	2	1	dk

Distributed Campus	4	3	2	1	dk

Comments: …………………………………………………………………………….....

………………………………………………………………………………………...

………………………………………………………………………………………...

Connection with broader community

City Centric Campus	4	3	2	1	dk

Distributed Campus	4	3	2	1	dk

Comments: …………………………………………………………………………….....

………………………………………………………………………………………...

………………………………………………………………………………………...

Impact of development on staff, students and University operations

City Centric Campus	4	3	2	1	dk

Distributed Campus	4	3	2	1	dk

Comments: …………………………………………………………………………….....

………………………………………………………………………………………………..

………………………………………………………………………………………………..

Ease of collaboration and access to shared resources

City Centric Campus	4	3	2	1	dk

Distributed Campus	4	3	2	1	dk

Comments: …………………………………………………………………………….....

………………………………………………………………………………………………..

………………………………………………………………………………………………..

Access for students through location

City Centric Campus	4	3	2	1	dk

Distributed Campus	4	3	2	1	dk

Comments: …………………………………………………………………………….....

………………………………………………………………………………………………..

………………………………………………………………………………………………..

Sustainability of transport options

City Centric Campus	4	3	2	1	dk

Distributed Campus	4	3	2	1	dk

Comments: …………………………………………………………………………………..…

……………………………………………………………………………………………..

……………………………………………………………………………………………..

Ongoing financial sustainability

City Centric Campus	4	3	2	1	dk

Distributed Campus	4	3	2	1	dk

Comments: …………………………………………………………………………………..…

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……………………………………………………………………………………………..

Which of the two models do you currently favour?

City-Centric   Distributed   Undecided

Reasons: …………………………………………………………………………………........

……………………………………………………………………………………………..

……………………………………………………………………………………………..

……………………………………………………………………………………………..

How could the Project Team best connect with you as part of the ongoing consultation for this project? *(circle relevant option/s)*

email   UTas website   Facebook   posters   SMS

other …..

Thanks for your valued feedback   ☺