University of Tasmania

Newnham Framework Plan 2000
University of Tasmania Council
28 May 1999

University Of Tasmania
Newnham
Framework Plan 2000

“…Continue to develop a teaching and learning environment of the highest quality…”

Part 111 Goals University Plan 1999-2001

“… To create a campus environment that is convenient, safe and provides appropriate and desirable surroundings to stimulate the mind, body and spirit in the pursuit of academic excellence as a means of attracting and retaining talented students and staff…”

Part 4 Goal Newnham Campus Framework Plan 2000
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INTRODUCTION

It is proposed that the future development of the University campuses be guided by the more flexible framework planning approach.

This approach to campus development allows decision making to be incremental, but provides assurance that decisions will be coherent over time. It comprises a set of values against which the appropriateness of principles, policies and plans are assessed. The principles govern the planning process and the policies define the planning practices unique to the University. Campus Action Area Plans, Subject Plans, and Design Standards are developed within this framework of values, principles and policies.

The principal objective of the framework planning approach is the creation of a policy platform that is sufficiently broad and flexible to meet emerging program needs, and the demands of specific building development proposals within a framework of guiding principles. The broad thrust of policies outlined in the ‘Chesterman Plan’, and adopted by Council in 1995, are still largely relevant, however many of the strategies to achieve these policy objectives require review and amendment.

This document is therefore a review of, and recommendations for a range of campus policies that are informed by the Planning Principles already adopted by the University Council.
The framework plan process diagram. Area action plans, subject plans and design standards are continually evolving documents. See Part D Development Process Policies.
PURPOSE

The purpose of the University’s Framework Plan is to ensure that the development and maintenance of the University’s buildings and grounds is consistent with values, principles and policies adopted to guide development and design of the University Campus.

VALUES

In developing and maintaining the University’s buildings and grounds, the University will be guided by the following values:

A1.1 Amenity
A1.2 Safety
A1.3 Equity
A1.4 Efficiency

Consequently, development proposals will be assessed on criteria such as the following:

?? Does the development add to the academic environment in a way that supports and improves the wellbeing of staff, students and visitors?

?? Is it in accord with the existing visual qualities of the precinct within which it is located?

?? Does the development advance staff, student and visitor health and safety?

?? Is the development compatible with the University’s Equity and Aboriginal Education Plans and the Equal Opportunities for People with Disabilities policy?

?? Does the development demonstrate and develop ideas for the most efficient and sustainable use of energy and resources?
GOALS

The University goals for the Newnham Campus are to:

A2.1 Create a campus environment that is convenient, safe and provides appropriate and desirable surroundings to stimulate the mind, body and spirit in the pursuit of academic excellence as a means of attracting and retaining talented students and staff.

A2.2 Strengthen the Newnham Campus as a desirable study location in Tasmania for local, interstate and international students.

A2.3 Provide a rational means to manage change and allow the optimal use of resources.

A2.4 Plan for future needs in a manner that conforms to the desirable characteristics of the existing campus in order to create visual continuity and a distinctive campus identity over time.

A2.5 Organise different types of campus development, such as academic facilities, housing, parking, etc., in compatible relationships to minimize conflict.

A2.6 Allow for future utility needs and advancements in communication technology to allow efficient and orderly campus development.

A2.7 Acknowledge that the Newnham Framework Plan be considered in association with land-use activities on the adjacent AMC campus.
A2.8 Manage the use and development of land within the Newnham Campus so that the highest sustainable quality of life and environment is achieved.

A2.9 Provide an educational resource for teaching and learning in Tasmania.
PLANNING PRINCIPLES

In developing planning proposals to create a University of Tasmania Campus that stimulates the mind, body and spirit in the pursuit of academic excellence the University should conform to eight basic planning principles.

1. continuous adaptation
2. diagnosis
3. traffic calming
4. quality
5. landscape and ecology
6. land-use zones
7. participation
8. co-ordination

A3.1 The principle continuous adaptation, acknowledges that the development of the campus gradually occurs as the result of separate acts of new construction, repair, rehabilitation, and remodelling, which take place over time. The principle suggests that, although there will be need for large projects from time to time, available funds be distributed in a way that allows for continuous care and improvement of all campuses.

A3.2 The principle of diagnosis establishes that in order to provide a general context to direct the processes of continuous adaptation and repair, a detailed analysis of specific precincts within each of the campuses is required when development funding is proposed. Such a diagnosis may be used as the basis for inviting the interest of consultants for services in connection with such projects. This diagnosis will inform the production of an Action Area Plan.

A3.3 The principle of traffic calming is to create a campus that is supportive of the needs of pedestrians and bicycle by
adopting measures aimed at reducing the impact of vehicular road circulation.

A3.4 The principle of quality of University buildings and development is aimed at producing the lowest life cycle cost over time. The better quality of design and construction, the more effort is likely to be provided by consultants and contractors. The importance of the need for effective procedures to ensure the desired quality of buildings has been highlighted by research which proves that the average cost of a faulty design detail (including its correction) was five times that of getting the detail correct in the first place.

A3.5 The principle of environment accepts that as part of its commitment to being a good corporate citizen, the University seeks to ensure that its activities are undertaken in a manner consistent with best environmental practice in Australia.

A3.6 The principle of land-use zones will define three broad areas on the campus, determining the type, and range of recommended activities that are most suited to each zone.

1. High Intensity Zone campus development should have a pedestrian priority focus of paths and formal open spaces, have the majority of building stock and use urban details in landscape. Suggested uses: new teaching and research facilities; consolidation and infill; squares and pedestrian walkways; gardens; high intensity recreation; and commercial activities.

2. Medium Intensity Zone should have only isolated buildings in a grass and tree landscape with low-density use and ‘sub-urban’ detailing in landscape treatment. Suggested uses: parking; sports facilities; housing; and future sparse development.
3. **Low Intensity Zone** should have minimal servicing and no building development. Suggested uses: intensive tree planting; passive and active recreational open space; science/ecological wetland; and visual amenity.

A3.7 The principle of **participation** is reaffirmed as the cornerstone of the University planning process and is viewed as an extension of an established tradition. A user group will be established for each project and development activity to which this plan applies. This principle is also embodied in the review processes.

A3.8 The principle of **coordination** recognises that the University, as an entity, has interests that must be accounted for, and that coordination of separate development activities is essential if they are to result in the emergence of a campus that **stimulates the mind, body and spirit in the pursuit of academic excellence**. The Buildings and Campus Committee is charged with the responsibility for providing this coordination and the establishment of guidelines and procedures for discharging this responsibility is considered a priority.
The development history of the recent past on the Newnham Campus has resulted in three institutions being established independently, with little or no relationship between their respective layouts. Since 1990 the University has had ownership of the Brooks School site, but little change has been made to the patterns of the old School campus. The AMC continues to be an independent and autonomous user of the Newnham Campus.

Key Development Dates

?? Newnham estate was established, and Newnham Hall built in 1836.

?? Brooks High School opened on part of the site in 1948.

?? In 1969 the Teachers College was established at the Newnham Campus, later to become the Tasmanian College of Advanced Education (TCAE).

?? In 1978 the Australian Maritime College (AMC) was established.

?? In 1982, the TCAE became the Tasmanian State Institute of Technology (TSIT).

?? The TSIT obtained the Brooks High School site and nearly all of the building fabric.

?? The new University of Tasmania was established in 1991, with the amalgamation of the Sandy Bay based University of Tasmania and the Newnham based TSIT.
THE EXISTING BUILT ENVIRONMENT

The existing buildings on the former TSIT campus achieve architectural unity around courtyards and through the continuity of corridors within the contiguous buildings. The external legibility and address point of some Schools is weak within the main group of buildings. The character of the architecture is generally impersonal and dull, and of low to medium building quality.

Brooks High School

The only substantial brick building on the Brooks High School site, the library, was allocated by the State Government to the Australian Furniture Research and Development Institute (AFRDI). The built environment of the Brooks site is very sub-standard and a poor reflection on the University. With the transfer of the Art School to Inveresk Railyards, the opportunity exists to establish a more fitting University environment in the Brooks School precinct.

[Note in 1989 the buildings at Brooks High School at Newnham were condemned by the State Education Department following a campaign by concerned parents. Brooks High School was relocated to new facilities. As a result the University took over the land and the condemned 40-year timber buildings. In 1999 all of these sub-standard buildings are still in use as University facilities.]
Existing major outdoor spaces include:

- The Amphitheatre Courtyard
- The Vice-Chancellor’s Garden
- The entry Forecourt
- The Architecture Courtyard
- Tamar Lane
- The main pedestrian walkway “The Promenade” which connects the Amphitheatre, Library to the Student Association (SA).
PLANNING ISSUES

Problems and Opportunities

The most important planning issues to be addressed are:

?? Image
?? Facilities
?? Transport and circulation
?? Space and its ownership

Location and Setting

?? The indirect access routes to the campus results in the minimal physical impact and profile of the University within the region.
?? The University entrances are inconspicuous.
?? The intra-campus road network requires all traffic to the AMC to pass through the University of Tasmania campus.
?? The general standard of buildings and landscape on the approach roads within the campus is very poor.
?? Views to and from campus buildings are cut off by nondescript vegetation, an inappropriately located gas tank, a range of temporary sheds and reused sea-containers.
?? Back fences and closed roads along the south-west boundary are unsightly and unfriendly.
?? The pedestrian links with the AMC are weak and there are few formal pedestrian or cycle connections linking activities within the campus or between the campus and the surrounding neighbourhood.
?? Parking is laid out in separate areas with no coherent search patterns.

Image

?? The road system is unclear and the first impression is of large, poorly landscaped car parks, a lot of open space, a scatter of industrial and temporary buildings and areas of incomplete tree planting. There is no overall landscape theme in sharp contrast to the AMC that has a mature landscape campus.
The main entry courtyard between the Sir Raymond Ferrall Conference Centre and the Administration Building is bleak and uninviting.

The poor image and lack of sense of place is reflected in:

- The nondescript planting which obstructs the view of the University from the East Tamar Highway.
- The main access roadway which is shared with the AMC.
- The old Brooks High School buildings and scattered car parks which present a poor image to the feeder road from the highway.
- A lack of the sense of arrival.
- Absence of any landscape theme and pro-active planting program.

Existing non-academic:

- Lack of social and cultural venues and retail outlets.
- Inadequate academic offices (especially to support research work), the library environment, and time out spaces for students.
- Disabled access and public toilets could be greatly improved.
- The sports ovals lack change and recreation facilities.
  Surfaces need upgrading and there are no spectator stands or facilities.

Use and ownership of space:

- Poor naming and signage of buildings.
- Lack of identity for individual departments or schools.
Existing Location of Activities

Some activities are sensibly located and grouped:

?? The Library and the Student Association being central and accessible.

?? The Sir Raymond Ferrall Conference Centre near the main entrance.

?? The concentration of Education, Humanities, Nursing, Business and major lecture theatres around the Library.

Other locations are less satisfactory:

?? Science is distant from the library and the cafeteria.

?? The dispersed and mixed nature of activities in the former Brooks site, which includes the Property Services offices and workshops, the Aquaculture facility and other small buildings housing unrelated activities.

?? Workshops located under Architecture, Business and Engineering. These spaces are not easy to service and could in the longer term be relocated if space is needed for lecture or tutorial rooms in this part of the campus.

Existing Circulation of People and Vehicles

?? The AMC road bisects the campus.

?? The pedestrian circulation systems are not continuous and do not follow desire lines.

?? There is a perceived inaccessibility of much of the parking (poor search pattern).

?? A degradation of the environment by parking has occurred, especially over the Brooks site.

?? There is a lack of well-lit, safe routes to some parking areas.

?? There is a lack of clarity or coherence in the road system.

?? Lack of secure cycle parking.
A range of operational policies, consistent with the principles and values, will direct the development of University buildings and grounds. These policies are grouped in the following areas:

1. Land development
2. Space use and development
3. Building design & maintenance
4. Environment
5. Transportation
6. Utility systems

The policy recommendations listed below incorporate parts of the previously endorsed Chesterman Newnham Campus Masterplan.

1 LAND DEVELOPMENT POLICIES

C1.1 Outdoor Spaces
Outdoor spaces should become major foci of attention. Pedestrian spaces, gardens, streets and parking spaces should be formed by the buildings, not vice-versa. Buildings are used to create these important external spaces. This reverses the situation we have today where buildings, as objects in space, are the main foci of attention.

C1.2 Pedestrian Ways
All buildings should have access to the pedestrian street system and the opportunity for an “address point”.

C1.3 Retain Open Spaces
No development should occur in the significant open spaces identified by the Campus Framework Plans.
C1.4 Siting of Buildings
New buildings should be compact and closely related to existing development in the high density zone to avoid the excessive cost of infrastructure extension. They should make efficient use of the site and maximise useable external space.

C1.5 Establish Instructional Cores
Where possible, major teaching facilities are to be located within an instructional core on each campus that can be traversed in a five to six minute walk. Main lecture theatres should be easily accessible from all schools.

C1.6 Site Repair
Advantage should be taken of opportunities offered by building projects to improve the overall quality of that part of the campus in which the project is situated. In general preserve the best part of the site, and build on the worst.

2 SPACE USE AND DEVELOPMENT POLICIES

C2.1 Right Fit
The University recognises that spaces do not work properly if they are either overcrowded, under-used, or badly designed.

C2.2 Long Life/Loose Fit
Building design should allow for continuous change and adaptation while not reducing the appropriateness of the spaces for their particular function.

C2.3 Proximity of Facilities
Academic program components are to be situated in adjacent or reasonably proximate facilities.

C2.4 Land Use Allocation
Kilns, foundries, machine shops and offensive or noisy functions should be located in such a way as to minimise conflict with the quieter and more traditional teaching activities.
C2.5 Minimal Disruption
Major pedestrian destinations within buildings, such as classrooms and departmental offices should be situated so that adjacent activities are not unnecessarily disrupted by pedestrian traffic.

C2.6 Create Identity for Schools or Groupings of Facilities
Group schools or disciplines which have common characteristics and which share, for example, equipment, research facilities or courses or which provide services to each other.

C2.7 Student Services
Eateries and other student services should be located within easy walking distances in areas that have appropriate environmental qualities and in ways that facilitate social interaction.

C2.8 AMC Links
Establish strong physical links and a harmonious design relationship with the AMC campus.

C2.9 Orientation
North facing rooms should be used for communal activities wherever possible. Interaction between the inside and outside spaces is desirable where appropriate.

3 BUILDING DESIGN & MAINTENANCE POLICIES

C3.1 Low Maintenance
Construction of new buildings and remodelling of existing spaces is to be undertaken with high quality and durable materials and with finishes that that minimise the need for frequent maintenance by specialised personnel.
C3.2 Minimise Inventory
The selection of fixtures, hardware, and other consumable materials should reflect the need to minimise the inventory spare parts.

C3.3 Australian Standards
Complying with Occupational Health and Safety Standards, remodelling must meet with the minimum Australian Occupational Health and Safety Standards, and wherever possible, these projects should be viewed as opportunities to improve substandard facilities and exceed the minimum standard where appropriate.

C3.4 Building Typologies
New building volumes should be based on existing buildings. Generally avoid buildings which exceed two stories in height above ground, and facades should be articulated to human scale in form and detail.

C3.5 Colours and Material Selection
These should follow a consistent palette that compliments and develops the themes in existing buildings. This does not preclude innovative approaches that still have contextual relevance.

C3.6 Roof Design
Overlooked roofs should be designed to provide a pleasing aspect and to avoid glare to occupants of adjoining buildings.

4 ENVIRONMENT POLICIES
C4.1 Plant materials and features are potentially a major asset on the Newnham Campus and are to be carefully selected and properly maintained with appropriate budgets. When planning landscape elements the potential educational benefits, such as demonstrations of ecologically aware development, should be considered.
C4.3  Appropriate Vegetation Types
Vegetation on the campus is to be planted and managed in a way that excessive damage to buildings is avoided and personal safety problems are eliminated. Appropriate selection and planning should be used to reduce plants to the susceptibility of pest infestation, minimise the use of pesticides, and contribute to the aesthetic quality and enjoyment of the campus as a whole.

C4.4  Landscape Character
Tree planting and site works should develop themes that clearly define and enhance the major spaces, edges and entrances, and impart an appropriate character to each.

C4.5  Hard Landscape Design
Hard landscape elements should enhance the open spaces and provide visual coherence throughout each land use zone. A set of design standards for hard landscape should be developed and maintained.

C4.6  Maintaining Landscape Assets
Important hard, soft or cultural landscape elements should be protected from development. A register of important landscape elements should be maintained.

C4.7  Maintaining Landscape Layouts
Important visual axes, views, screening, and landscape links through the campus should be maintained. They should be reinforced by buildings and landscape elements.

C4.8  Appropriate Land Gradients
Landscape grades for paths and open areas should follow and improve on OH&S and disability requirements.

C4.9  University Entrance Development
Create and maintain a major, clear, welcoming entrance that reflects the values of the University.
C4.10  Pedestrian Walkway Shelter
Pedestrian spines connecting major functions should be sheltered where appropriate. Shelters should consider sun, wind and rain.

C4.11  Buffer Zone Development
Use a dense landscape of endemic planting to improve the edge to the residential neighbours.
5 TRANSPORTATION POLICIES

C5.1 The University campus is primarily a pedestrian and bicycle area. Unnecessary vehicular traffic should be discouraged and internal campus streets should not normally be used for service and maintenance routes.

C5.2 The University acknowledges its responsibility to provide adequate parking for students, staff and visitors whilst also preserving the quality of the adjoining neighbourhood environments and encouraging alternate modes of transportation.

C5.3 Parking Locations
Distribute short-term parking close to the building being served. Long-term commuter spaces should be at the periphery in the low-density areas. Where possible, make parking lots small and built in such a way as they are shielded from the primary, public, open spaces. Maintain present level of parking supply and improve the search pattern for drivers.

C5.4 Pedestrian Access to Parking
Parking will support pedestrian access to precincts, not to individual buildings. These precincts are to be connected by pedestrian circulation through well defined and quality public space.

C5.5 Bicycle Access
Develop a basic circulation system for bicycle travel within the campus. This bicycle path network is to connect to the city bicycle track system and is to be reinforced by the location of safe, secure, and convenient bicycle parking facilities.

C5.6 Delivery Points
Activities that depend on frequent delivery service, especially by large trucks, should be located adjacent to major thoroughfares and/or sited in a way that does not require or
encourage truck travel through the central campus. Develop low key internal delivery routes where applicable.

C5.7 Public transport encouragement. Improve facilities for the users of public transport and ensure they provide access, as close as possible, to areas of high activity and accommodation.

C5.8 Pedestrian Movement
Provide for pleasant and essentially vehicle-free pedestrian movement on the campus, with the choice of cover in inclement weather. Provide convenient, direct and pleasant pedestrian access from parking areas and bus stops to places of work.

C5.9 Access Movement
Provide safe and dignified access to all parts of the campus for those with disabilities, including vehicles access where necessary. Ensure that all major routes are accessible.

C5.10 Information Provision
Provide clear internal and external signage supplemented by illuminated map and information panels at strategic locations.

6 UTILITY SYSTEMS POLICIES

C6.1 Distribution of Utilities
All new utility distribution lines are to be located underground. Line equipment, such as transformers or gas cylinders will be located inside buildings wherever possible.

C6.2 Repair of Service Lines
All overhead utilities will be progressively replaced with underground services.

C6.3 Energy Conservation
New developments and major remodelling projects are to reflect Australian best practice in energy conservation.
major projects should including a requirement to prepare acceptable life cycle cost analysis.

C6.3 Energy Conservation
Buildings should be as thermally efficient as possible, with all steps taken to avoid excessive solar gain and to reduce the need for air-conditioning.
The Development of Plans

Inherent in the successful application of a Framework Plan is a development process. It is recommended that the University adopt a three-tier policy for the design and development of its campuses:

**LEVEL 1**

- **D1.1 Framework Plan 2000**
  The Framework Plan provides a conceptual overview of each campus, with written statements and diagrams illustrating broad policy directions. Adoption and changes will require approval from University Council.

**LEVEL 2**

- **D2.1 Action Area Plans**
  Action Area Plans will usually cover a precinct or a specifically defined area within the framework plan of a campus. They are developed when projects receive funding for implementation within the University’s capital works program. Action Area Plans are therefore based upon the best data and projections.
available at that time. Action Area Plans require approval from the University Council Buildings and Campus Committee.

D2.2 Subject Plans
Subject Plans provide the detailed treatment of a particular planning aspect in part or all of a campus framework plan item, for example: a campus lighting, security system or waste water management. Subject plans require endorsement from the Buildings and Campus Committee.

D2.3 Design Standards
Design Standards for building and landscape are prepared by the Office of the University Architect/Planner for University wide application.

LEVEL 3

D3.1 Design Policies
These will be progressively developed and updated to provide a consistent quality and standard of physical detailing for all University campuses. This will be based upon post occupancy evaluation of existing environment and research of current best practice.

D3.2 Operational Policies
Operational policies will be developed and updated by the Office of Physical Resources - Property Services to enable the smooth operation and maintenance of University facilities.

D3.3 Project Briefs
Project briefs will be developed in association with a user group (representatives nominated by the Dean), with the assistance of the Office of the University Architect/Planner