



THE UNIVERSITY OF
SYDNEY

Future Campus Excellence

Campus Design Objectives framework and report

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1 Executive Summary

The University's campuses are the most visible and concrete representation of the University's vision, values, and culture. Campus design directly impacts students, staff, our communities, and our industry and research partners' experience of the University. It is crucial that our vision, values, aspirations and culture be demonstrated through our most visible asset – our campuses.

The Campus Design Objectives are an articulation of what we aspire to be now and into the future. It provides detail on how we expect to see our values and culture tangibly represented and enacted through our physical environment and is a framework to inform planning, design and development decisions.

Infrastructure investment is one of the largest strategic decisions a University can make. The next iteration of the Campus Improvement Program (CIP2) will invest over \$1.35 billion from 2021-2030 to develop the University's major sites and capabilities. The Campus Design Objectives provide a framework from which to view the development of the University campuses holistically and can guide integrated infrastructure development to ensure investment results in consistent, high-quality buildings, spaces, and cohesive experiences across our campuses.

The Campus Design Objectives were jointly created by the Campus Experience team, Strategy Portfolio and the Design, Engineering, Planning, and Sustainability team in Campus Infrastructure Services, and have been refined through workshops with the University Executive, Leadership 100 and the University Senate. The workshops reiterated the importance of linking strategy to execution. The Campus Design Objectives were viewed as an important tool to enable this to occur.

The Campus Design Objectives leverage existing University and external artefacts, including the University 2016-2020 Strategic Plan, the Wingara Mura Design Principles, and the NSW Government's Better Placed policy.

1.1 Overarching framework

The Campus Design Objectives form part of an overarching framework built on the University's vision, values and design themes. There is an interrelationship between the five objectives – they function in unison with each other and they should be considered holistically. Three unifying design themes were surfaced through the consultation process and run across all the objectives:

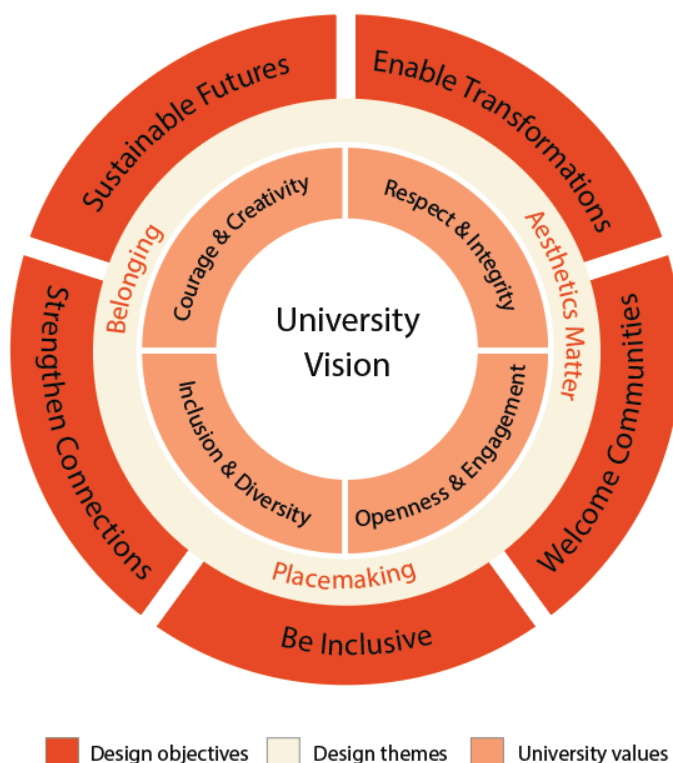


Figure 1: The University vision, values, and design objectives

1.2 Design themes

The following themes were surfaced through the consultation process and are relevant to all the objectives:

Placemaking

Placemaking in the University context requires a focus on good urban and architectural design in addition to an activation of the physical, cultural, ecological and social identities that define the University, the land it sits on and the surrounding communities. It requires a human-centred approach to the planning, design and development of the campus with involvement of the people who study, live and work on the campus and in the surrounding community, and delivered across physical, digital and augmented platforms.

Belonging

We should aspire to instil a sense of belonging to the University in students, staff, and our wider communities and partners through their experience of the physical campus environment. There was a strong desire for the University to be seen as porous and penetrable, a living breathing place that people want to visit and feel welcomed. Involvement of students, staff and valued community members when designing new spaces, and consideration of their ideas and needs, will support the development of a sense of place and a feeling of belonging and stewardship.

Aesthetics Matter

A consistent theme running through all workshops was the need to be mindful of the existing beauty of the campus, conveyed through heritage and modern buildings as well as green spaces. It was acknowledged that how the campus looks impacts on how it makes people feel: aesthetics matter.

The NSW Government Architect's Better Placed policy states:

"The built environment should be welcoming and aesthetically pleasing, encouraging communities to use and enjoy local places. The feel of a place and how we use and relate to our environments is dependent upon the aesthetic quality of our places, spaces and buildings. The visual environment should contribute to its surroundings and promote positive engagement."

1.3 The Campus Design Objectives

Sustainable Futures

We operate in harmony with our environment and the communities around us. We are purposeful when we invest, plan, and care for our buildings, spaces, environment and infrastructure. We design spaces we can adapt and repurpose as our needs change.

Enable Transformations

We respond to drivers of change and demonstrate our response through our buildings, infrastructure, spaces, and mindset. We leverage technology, good design and the beauty of our natural environment to enhance learning, creativity and enable change.

Welcome Communities

We are a vibrant and inviting campus that enables people to feel a deep sense of place and belonging. We acknowledge the long history of education, research and learning on the lands on which our campuses stand. We support dynamic, social interactions and the free flow of people and ideas by providing a well-designed and cohesive campus environment.

Be Inclusive

We provide an environment that supports cross-cultural, interdisciplinary and industry interactions. Our buildings and spaces are accessible, easy to navigate, and link seamlessly with our surrounding environment.

Strengthen Connections

We seek to understand and embrace new ways of learning and working that will enrich the campus experience. We provide flexible, functional and beautiful spaces that break down silos, encourage people to work together, and support people in achieving their potential.

1.4 How to use the Campus Design Objectives

The Campus Design Objectives provides a framework to support decision-makers to evaluate and assess strategic options – and ensure there is alignment with the University’s overall intent. They help decision-makers gain consensus on potential investment decisions, including the necessary trade-offs between opportunities and pathways for the University.

The Campus Design Objectives will be used by University strategy, planning, design and development teams when making decisions that impact on the campus experience. They can also be provided as reference to external partners, such as architects, planners and developers.

The Campus Design Objectives should guide placemaking strategies, project planning, business cases, and design and development decisions. Project proposals and design briefs for infrastructure development should demonstrate alignment with the Campus Design Objectives. They should be used to inform infrastructure planning and prioritisation, as well as ensure there is cohesiveness across future campus developments. They should also be used to self-evaluate and guide project work from initiation through to execution. Changes to approved designs during construction must demonstrate that any proposed amendments continue to meet the Campus Design Objectives and will not adversely impact on the campus experience.

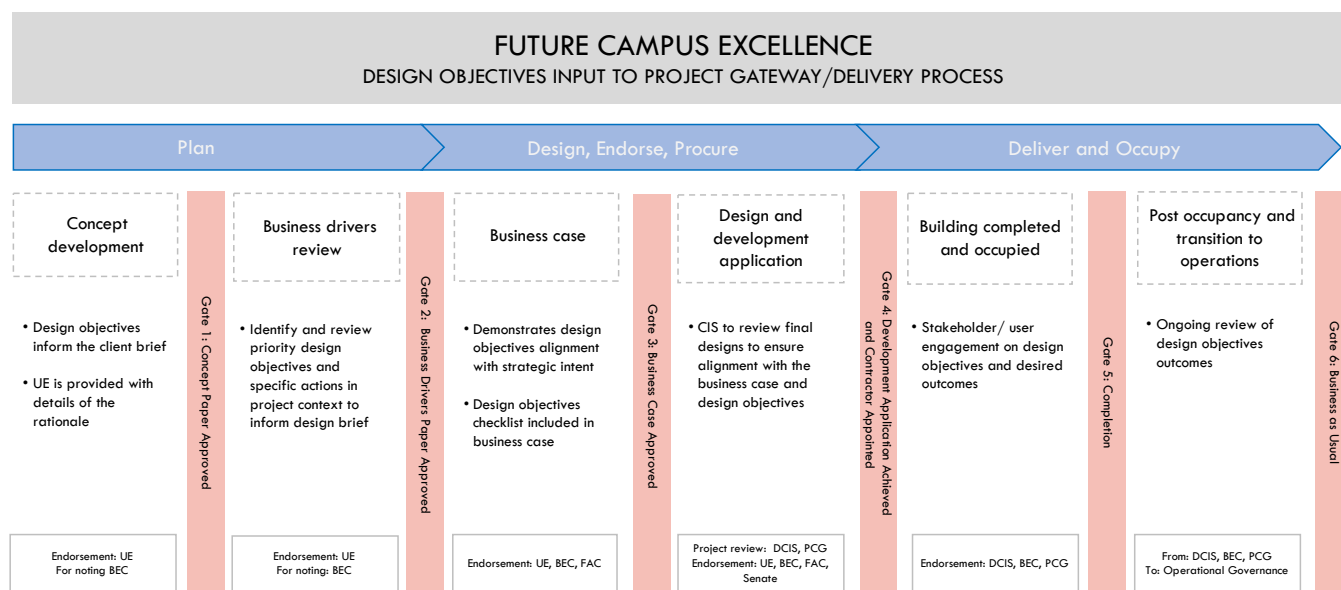


Figure 2: Current campus design and delivery process map

2 Background

2.1 Project background

The Campus Design Objectives framework translates the University's broader strategic goals and objectives into clear design outcomes that can inform tangible and real physical changes on the University's campuses. Use of the framework is intended to ensure future infrastructure investment results in consistent, high-quality buildings, spaces and cohesive experiences.

The University's campuses are the most visible and concrete representation of the University's vision, values, and culture. Campus design directly impacts students, staff, our communities, and our industry and research partners' experience of the University. It is crucial that our vision, values, aspirations and culture be demonstrated through our most visible asset – our campuses.

As infrastructure development continues across the University's campuses, there is an opportunity to invest in new buildings and spaces that tangibly translate the University's vision, values and associated strategies to create cohesiveness across the campus holistically. We are all responsible for how this is articulated in the physical environment. As business cases and design briefs for infrastructure development are developed, we need to ensure they align with our aspirations and vision for future campus development.

2.2 Context and related documents

The Campus Design Objectives are a synthesis of existing documents into clear functional objectives that can be applied to guide future infrastructure decisions. They consolidate our statutory obligations through the NSW Department of Planning and City of Sydney, and existing University strategies and design requirements.

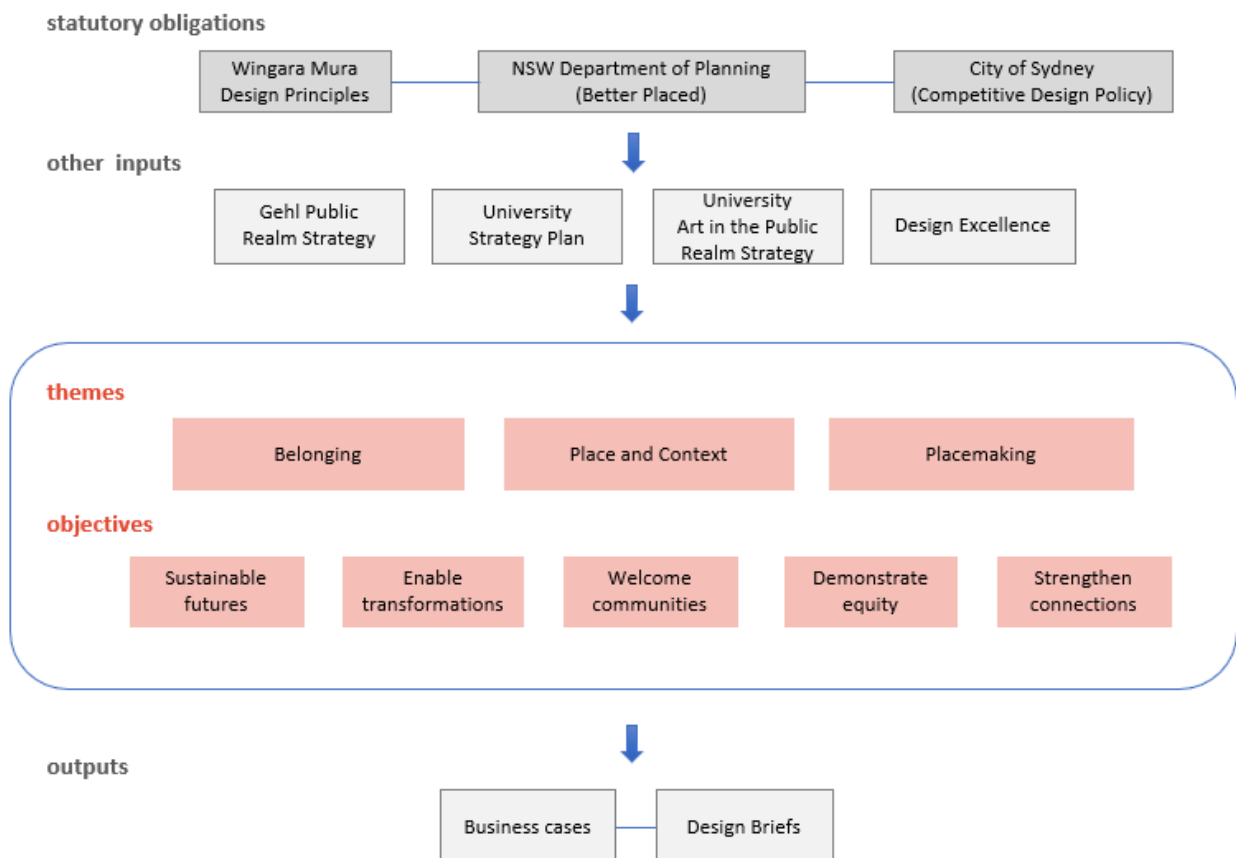


Figure 3: Campus design context

Our statutory obligations

Title	Description
<u>Better Placed,</u> Government Architect NSW	Better Placed is an integrated design policy for the built environment of New South Wales. It provides objectives that define key considerations in the design of the built environment. All University development is assessed by the NSW Department of Planning against these objectives.
<u>Wingara Mura Design Principles</u>	The Wingara Mura design principles reflect the aspirations of the University community to enhance the experience of Aboriginal and Torres Strait Islander culture and successfully deliver its meaningful representation in the built environment. All University development is assessed by the NSW Department of Planning against these objectives.
<u>Competitive Design Policy,</u> City of Sydney	The Competitive Design Policy outlines the requirements an applicant must undertake in order to demonstrate a proposed development is the result of a competitive design process. The competitive design process ensures design excellence and is the undertaken at the concept design stage of new projects.

Table 1: Our statutory obligations

Other inputs

Title	Description
<u>University Strategic Plan 2016-2020</u>	The University of Sydney 2016-20 Strategic Plan defines the direction for the University for the next five years.
Gehl Public Realm Strategy and Campus Design Guidelines	Gehl proposed a public realm strategy and design guidelines in May 2016 to help deliver the University of Sydney Strategic Plan 2016-20 from a 'spatial' and 'physical' point-of-view.
Wingara Mura Storylines	This Wingara Mura Storylines project maps the tracks and journeys of the traditional owners of the land across the campus, providing the narrative of their stories. The project aims to establish a clear set of design principles for all current and future architectural, urban and landscaping projects.
<u>Art in the Public Realm: The University of Sydney Strategy</u>	The Art in the Public Realm strategy aims to achieve the highest standard of art and cultural initiatives on campus. It identifies a process for the selection of artists, artworks, locations and partnerships. It emphasises the need to work closely with artists to harness the University's resources to realise their vision.

Table 2: Other inputs

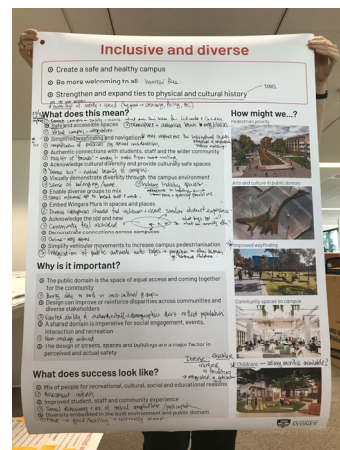
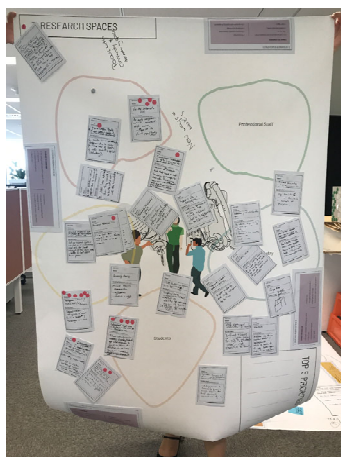
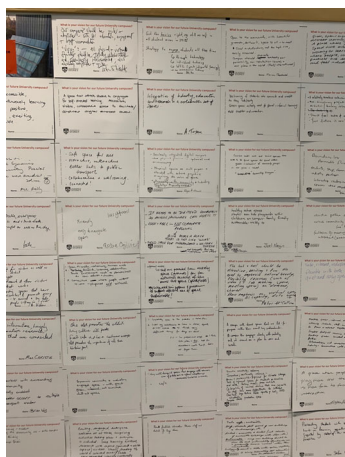
Refer to Appendix 5.1 for more information on the input documents.

2.3 Consultation

The Campus Experience team, Strategy Portfolio and the Design, Engineering, Planning, and Sustainability team in University Infrastructure Services (part of the Operations Portfolio), jointly developed the Campus Design Objectives.

The Campus Design Objectives were refined, developed and validated through a series of workshops with:

- The University Executive in November 2018
- The Top 100 Leaders in March 2019, including:
 - Deans, Deputy Deans and Associate Deans
 - Heads of Schools and Heads of Department
 - Nominated representative from each University Portfolio
- The University Senate in March 2019



The purpose of the workshops was to engage with University governance bodies to gain consensus and approval of the Campus Design Objectives.

Participants shared their vision for future University campuses and the desired impact on students, staff, visitors, communities and partners who engage with our campuses. The University stakeholders elaborated upon what the Campus Design Objectives mean, why they are important and what success looks like.

The desired outcome from the workshops was to create a consolidated set of Campus Design Objectives that can be used to inform project planning, business cases, design, development decisions and processes.

3 The Campus Design Objectives

3.1 Introduction

The University holds a “*vision of an institution in which students and researchers have a sense of belonging to a single community of scholars, of being engaged together in learning and enquiry in an environment where students have a rich campus life*”. Key to delivering the mission of the University is to sustain an environment in which students, staff, our communities and partners “*can thrive and realise their full potential in an environment in which staff and students can flourish*” (University of Sydney Strategic Plan 2016-2020).

The Campus Design Objectives represent a guide for how we can engage with the spirit of place on our campuses, and an approach to holistically, collaboratively and cohesively design buildings, spaces, walkways, roads, landscapes and facilities that tangibly bring the University’s vision to life.

Through workshop consultation, participants identified gaps in our understanding of how to translate the strategic goals of the University through infrastructure. Questions that arose through the sessions included:

- How do we create a sense of place?
- How might we create a liveable campus?
- How might we enable a sense of belonging, ownership and accountability?
- How might we create a campus with a uniquely Australian character?
- How might we create an environment that supports and clearly reflects core indigenous values?

What the Campus Design Objectives are not

The Campus Design Objectives are not intended to be prescriptive, nor are they a set of rules that must be strictly adhered to. They communicate desired outcomes, the desired vision, and an approach to placemaking. They are not one-dimensional, but instead relational with common themes running through each objective.

The Campus Design Objectives focus on how form and function come together to create a sense of place. Physical elements, such as seating and outdoor spaces, must make people feel welcome and comfortable, rather than just provide a utilitarian function. Their form and placement must support desired outcomes such as collaboration, connecting, learning or quietly working.

The Campus Design Objectives are not designed for use by one discipline or business unit, but are instead to be owned and considered by the University community as a whole when making place-based decisions.

As with the Wingara Mura and Storylines documents, they are ‘LIVE’ and advocate an agile, experimental approach to place. They will be updated as campus improvement projects are delivered, environments piloted and lessons learnt.

3.2 Overarching framework

The Campus Design Objectives form part of an overarching framework built on the University's vision, values and design themes. There is an interrelationship between the five objectives – they function in unison with each other and they should be considered holistically. Three unifying design themes were surfaced through the consultation process and run across all the objectives:

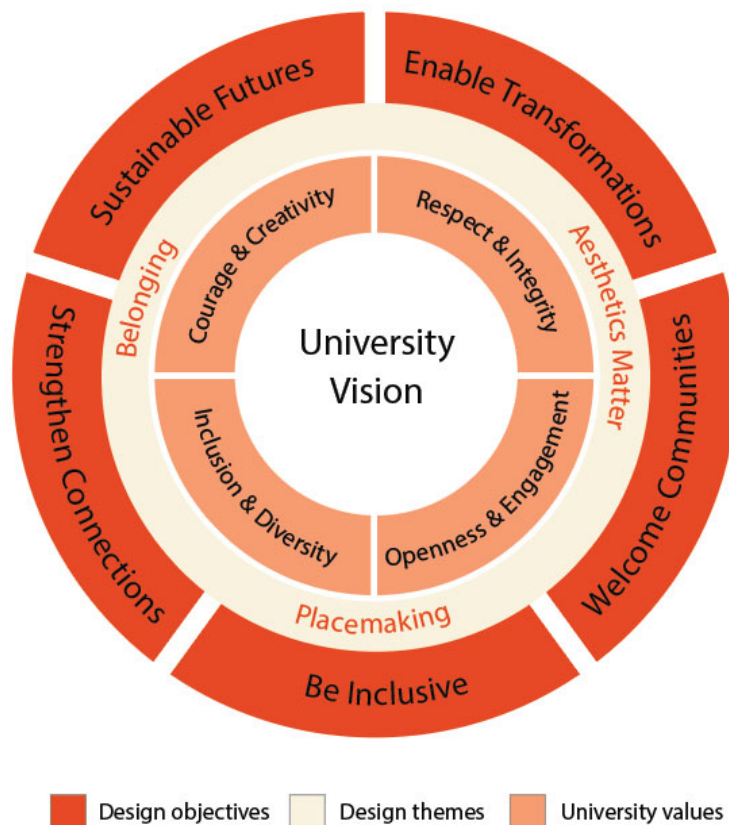


Figure 2: The University vision, values, and design objectives

3.3 Design themes

During the consultation process, associated themes emerged as a visible thread through all the objectives. They are valuable to consider alongside the Campus Design Objectives.

Placemaking

Placemaking in the University context requires a focus on good urban and architectural design in addition to an activation of the physical, cultural, ecological and social identities that define the University, the land it sits on and the surrounding communities. It requires a human-centred approach to the planning, design and development of the campus with involvement of the people who study, live and work on the campus and in the surrounding community, and delivered across physical, digital and augmented platforms.

The use of digital technology to support way-finding was viewed as key to ensure people felt safe and secure. Way-finding in this context should be interpreted as way-finding in the physical, such as navigating from one building to another or within buildings to find rooms and spaces, in addition to way-finding in the context of learning and research, such as physical and digital student advisors, Campus Q&A services, idea and collaboration hubs, cultural advisors and asset booking services.

The 'Art in the Public Realm Strategy' recognises artists can enrich the experience of place by creatively exploring the multiple meanings of locations. Artworks can contribute to making places safe by illuminating the campus at night or by defining pedestrian zones. Placemaking areas can form part of an artwork, enlivening the campus beyond its normal operating hours.

The Wingara Mura Design Principles and the associated Wingara Mura Storylines project is focused on how we might bring indigenous storytelling, stories, culture and nature to life in campus buildings and spaces, and create culturally safer spaces across the University.¹ The Wingara Mura Design Principles vision is that the University will be known for its integration and inclusion of Aboriginal and Torres Strait Islander culture in its physical experience. The 'Art in the Public Realm Strategy' also gives focus to commissioning Indigenous artists and curators in major locations on campus.

Spaces and services that meet a person's physiological needs of belonging and relationships can be nurtured through the design of physical spaces and digital services that support connection and collaboration. Events, co-working spaces, childcare services, food trucks, outdoor BBQ areas, and digital applications to engage our community, research partners and each other can build a strong and distinctive sense of belonging between the campus, the place and the people in it.

Belonging

At the core of the University vision is the creation of a place where people have a sense of belonging. Throughout workshops with the University Executive, Top 100 Leaders and University Senate, the importance of belonging and participating was a strong theme that emerged. It was envisaged that students, staff, and our wider communities and partners would develop a feeling of belonging through a campus environment that provided each person with a sense of place and meaning.

Core to the Wingara Mura Design Principles is engaging with the spirit of place and conveying the meaning, beauty and heart of the land on which our campuses stands. Collaborating with valued community members to create culturally safer spaces where people can gather and hold conversations in the 'space between buildings' will create an environment of relatedness.

There was a strong desire for the University to be seen as porous and penetrable, a living breathing place where people want to visit and feel welcomed. A place where students and staff want to stay after class or work day to socialise, attend events and mix with others. Ideas that emerged during the workshops, such as removal of physical barriers, cultural spaces open to our communities, multi-disciplinary co-working spaces, common rooms and events that bring people together, depict how the University can help foster this feeling of belonging. Involvement of students, staff and valued community members when designing new spaces, and consideration of their ideas and needs, will support the development of a sense of place, a feeling of belonging and stewardship.

Aesthetics Matter

A consistent theme running through all workshops was the need to be mindful of the existing beauty of the campus, conveyed through heritage and modern buildings as well as green spaces. It was acknowledged that how the campus looks impacts on how it makes people feel: aesthetics matter.

The NSW Government Architect's Better Placed policy states:

"The built environment should be welcoming and aesthetically pleasing, encouraging communities to use and enjoy local places. The feel of a place and how we use and relate to our environments is dependent upon the aesthetic quality of our places, spaces and buildings. The visual environment should contribute to its surroundings and promote positive engagement."

It is important when planning and designing new campus buildings and spaces that we continue to balance aesthetic and functional requirements. Green space, walk ways and the 'space between buildings' are as important as the building themselves, providing our students, staff, and communities with welcoming spaces for meeting, gathering, connecting and relating outside of physical buildings.

There is a relationship between people and their environment and the role that good design plays in promoting wellbeing. When people feel good in a space, they are more motivated to stay in the space, to feel part of a community and to develop a sense of belonging.

¹ A culturally safe space is a space where people develop their sense of self, where it is nurtured and sustained, and which helps distinguish that person (Wingara Mura Storylines in reference to *Culturally Safe Spaces supporting a Culturally Competent University* paper).

3.4 The Campus Design Objectives

Objective 1

Sustainable Futures Valuable, resilient, effective

We operate in harmony with our environment and the communities around us. We are purposeful when we invest, plan and care for our buildings, spaces, environment and infrastructure. We design spaces we can adapt and repurpose as our needs change.

Valuable	Resilient	Effective
Our campus provides social, environmental and economic benefits across its lifecycle.	Our campus can easily respond to changes in the future operating environment.	Our campus is highly-utilised and we operate efficiently and harmoniously.

What does this mean?	Why is it important?	What does success look like?
Simplification of back-of-house services and after-hours building use	Infrastructure is an enabler of research and teaching excellence	Reduced operational costs
Buildings, spaces and services prioritise sustainable and recycled materials	Long-term functionality built into initial investments minimises the need for change or replacement	Increased efficiency and space utilisation
Available, responsive and technology-enabled spaces	Resilient buildings can withstand wear and tear	Increased hours of activity on campus
Flexible and adaptable spaces	Sustainable buildings, spaces and systems contribute positively to environmental, social and economic outcomes	Accurate data on performance to inform decision making
Clustering of facilities by functional needs		Recognition as leaders in sustainable practices
Embedded sustainable practices on campus		Greater use of sustainable energy sources
Monitoring and metering of buildings for research, teaching and operational purposes		Becoming world leaders in sustainable design and operations
Campuses reflect the environments and Country they are built on.		Increased dialogue at the intersection between design and campus experience

How might we create...?

After-hours hubs	Advanced logistics	Sustainable landscapes	Distribution centres	Visible reporting
				

Objective 2

Enable Transformations Inspiring, enabling, responsive

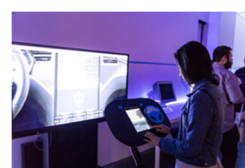
We respond to drivers of change and demonstrate our response through our buildings, spaces, infrastructure and mindset. We leverage technology and the beauty of our natural environment to enhance learning, creativity and enable change.

Inspiring	Enabling	Responsive
We facilitate discovery and inspire change to help people realise their potential.	We get the basics right and provide interconnectivity between physical and virtual environments.	Our campus is flexible and responsive to the needs of students, staff and our community.

What does this mean?	Why is it important?	What does success look like?
A playful campus to pilot, test and learn	Well-designed buildings and spaces can support formal, informal or spontaneous activity	The campus is a magnet for students, staff, our communities and partners
A catalytic environment that inspires change	Spaces that can adapt to different learning methods will be more frequently used	Increased retention of staff and deeper relationships with communities and partners
Seamless connectivity between physical and digital experiences	Research space that is adaptable and fit for purpose facilitates discovery	Reduces infrastructure spend as our campuses adapt to change
Fit-for-purpose spaces that enable impactful research	Well-designed living spaces improve student and staff experiences and help support a living 24/7 campus	
Technology-enriched research and learning hubs	Enables a sense of belonging, ownership and accountability	
Indoor and outdoor learning landscapes		
Formal and informal learning spaces		
Accommodation that suits student and staff lifestyles		
Culturally inclusive spaces		
Mixed investments and strategies (short, medium and long term)		

How might we create...?

Outdoor learning spaces	HDR hubs	Adaptable research spaces	Accommodation that suits lifestyle	Interactive learning hubs
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Objective 3

Welcome Communities

Engaged, open, visible

We are a vibrant and inviting campus that enables people to feel a deep sense of place and belonging. We acknowledge the long history of education, research and learning on the lands on which our campuses stand. We support dynamic, social interactions and the free flow of people and ideas by providing a well-designed and cohesive campus environment.

Engaged

Open

Visible

We encourage engagement and participation through a narrative of culture and place.

Our spaces are visibly open to all and an extension of the communities that surround us.

We display an energised, dynamic campus that demonstrate our values, achievements, brand and identity.

What does this mean?	Why is it important?	What does success look like?
A porous, 24/7 and activated campus	The visual environment contributes to its surroundings and creates positive experiences	Reputational uplift
Multisensory experiences		Shift in external perceptions
Formal and informal gathering spaces	Increases engagement through extra-curricular activities	Increased revenue from retail and complementary development
Retail, cultural and recreational facilities	A campus with a uniquely Australian character contributes to the University's brand reputation and is valued by students, staff and community members	Increased after-hours and weekend activity on campus
Research and learning visualised in the public domain		Students, staff and visitors feel welcome
Transparency and openness in the campus environment	Research and learning on display demonstrate our relevance and connection at a local and international level	Visual representation of our communities
Acknowledgement of the history of the land, old and new		
Protecting the natural environment		
Shift from controlling the environment to curating experiences		

How might we create...?

Learning on display Activation

Recreational space Pop-up markets

Improved retail space



Objective 4

Be Inclusive

Inclusive, accessible, diverse

We provide an environment that supports cross-cultural, interdisciplinary and industry interaction. Our buildings and spaces are accessible, connected and link seamlessly with our surrounding environment.

Inclusive	Accessible	Diverse
We embrace and support people with different needs and backgrounds.	We simplify movement across campus, remove barriers and use technology to enhance safety.	Our campus brings diverse groups of people together in culturally safer spaces.

What does this mean?	Why is it important?	What does success look like?
Safe and accessible spaces	The public domain is the space of equal access and coming together for the community	Mix of people for recreational, cultural, social and educational reasons
Simplified way-finding and navigation supported by technology	Good design can reduce disparities across communities and diverse stakeholders	Improved student, staff, community and partner experiences
Authentic connections with students, staff, our communities and partners	A shared domain is imperative for events, social engagement, interaction and recreation	Diversity embedded and represented in the built environment and public domain
Acknowledge cultural diversity and provide culturally safer spaces	The design of streets, spaces and buildings are a major factor in perceived and actual safety	A visible demonstration of the Wingara Mura Design Principles
Visual demonstration of diversity through the campus environment		Consistent and recurrent Acknowledgement of Aboriginal land
Enable diverse groups to mix		
Demonstrate how we are a uniquely Australian university		
Explore and advance Wingara Mura Storylines as design narratives		
Deliver cultural experiences that are physically and visually tangible		
Simplify vehicular movements to increase campus pedestrianisation		

How might we create...?

Pedestrian priority	Arts and culture in public domain	Improved way-finding	Connections across campuses	Flexible childcare
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Objective 5

Strengthen Connections Connected, flexible, enduring

We seek to understand and embrace new ways of learning and working that will enrich the campus experience.
We provide flexible, functional and beautiful spaces that break down silos, encourage working together and support people in achieving their potential.

Connected	Flexible	Enduring
We support meaningful levels of collaboration and provide spaces that prompt interactions.	We provide varied spaces that recognise and support different ways of working and learning.	Our spaces encourage and facilitate the forging of strong, enduring and successful partnerships.
What does this mean?	Why is it important?	What does success look like?
Connectivity and proximity in physical and digital environments	Creates opportunity to (re)engage with campus neighbours and communities	Successful, ongoing research and teaching partnerships between industry, community, faculties and disciplines
Internal and external partnership spaces	Adoption of a process of 'dynamic engagement' with stakeholders provides an understanding of the contemporary Indigenous relevance of University activity	Novel teaching and research approaches developed through partnerships
Transitional meeting places between buildings	Nurtures the exchange of ideas across faculties and disciplines	Increase in disciplinary depth and multidisciplinary collaboration
Better connected faculties and precincts (physical and digital)	Provides rich avenues for multidisciplinary education	Increase in research funding and partnerships
Connecting disciplines through shared spaces	Enables serendipitous encounters	Creation of an environment that deeply resonates with the narratives of the University's Aboriginal and Torres Strait Islander communities
Communities strengthened through social spaces	Connects and positions the University as a lynchpin and catalyst for change at a local and international level	Creation of an environment that supports and clearly reflects core Aboriginal and Torres Strait Islander values
Spaces to enable staff, students, industry and community to co-create	Engages in a creative process that respects ceremony as a significant aspect of place	
Recognising and supporting different ways of working and learning		
Create a living language of the land and its peoples		

How might we create...?

Mixed use buildings



Community spaces on campus



Living labs



Maker-spaces



Introspective, quiet spaces



4 How to use the Campus Design Objectives

4.1 Design objectives and decision making

The Campus Design Objectives enable infrastructure investment to be informed by the Universities vision and values. The framework will translate and apply the broader strategic goals and objectives of the University into tangible physical changes on-campus. The Campus Design Objectives can guide campus improvement projects, from small interventions to large-scale development. They can be considered at any scale and any type of project, from public spaces to landscapes and open spaces, to buildings, spaces within and between buildings, and utilities in the spaces, including enabling technology.

The Campus Improvement Program (CIP2) will invest over \$1.35 billion from 2021-2030 to develop the University's major sites and capabilities. Investment decisions made by the program will impact and enable the University's size and shape, research strategy and academic performance, education strategy and student experience, operational efficacy, culture strategy, research, teaching and all other considerations (e.g. campus experience, student accommodation).

The Campus Design Objectives should be used throughout the infrastructure project lifecycle, from concept to detailed design and development to delivery. Holistically, it acts as a governance model and ongoing review checklist to ensure strategic alignment during all project stages. Within each stage, this may take various forms: as a starting point to guide and stimulate discussion, as evaluation criteria for executives to evaluate investment options and trade off decisions, as business drivers and key requirements that inform project briefs, as review criteria to ensure outcomes are met by the project, and continue to be met post building completion or post occupation (Figure 2).

- The Campus Design Objectives provides a framework to support decision-makers to evaluate and assess strategic options – and ensure there is alignment with the University's overall intent. They help decision-makers gain consensus on potential investment decisions, including the necessary trade-offs between opportunities and pathways for the University.
- The Campus Design Objectives are used during project scoping and formation to guide project and functional briefs, to frame discussions on campus improvement opportunities, to stimulate discussions on new initiatives. This is captured in preliminary concept papers, business drivers and business cases by the project sponsor to ensure the strategic rationale of the project is communicated clearly to decision-makers.
- Business cases and project proposals for infrastructure funding should demonstrate how the proposed investment is aligned with the Campus Design Objectives. This will assist decision makers to evaluate and compare investment options and approve those that support the University's strategic objectives.
- Changes to approved designs during construction must demonstrate any proposed amendments continue to meet the Campus Design Objectives and will not adversely impact on the campus experience.

The intention is that the Campus Design Objectives are to be used to ensure strategic design excellence is embedded in the University's built environment. Effective use of the Campus Design Objectives will result in quality spaces that will positively contribute to people's health, wellbeing, safety, learning, work, and relationships.

FUTURE CAMPUS EXCELLENCE

DESIGN OBJECTIVES INPUT TO PROJECT GATEWAY/DELIVERY PROCESS

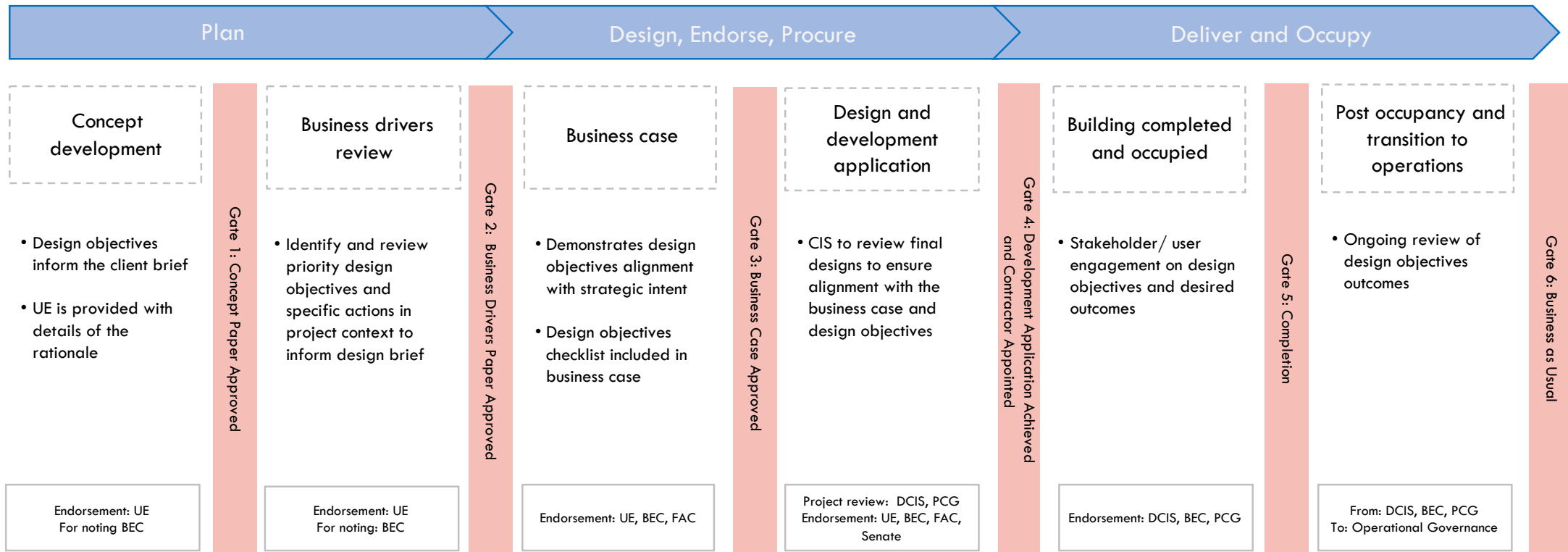


Figure 2: Current Campus design and delivery process map

4.2 Evaluation criteria

The Campus Design Objectives evaluation criteria have been created to help the University leadership, BEC members, CIP2 teams, internal university stakeholders, design and development partners and their teams guide project work and decisions. When evaluating a business case, proposal, plan, design or development, consider whether the outcome of the design and development will achieve the following:

Sustainable Futures	<ul style="list-style-type: none"> • Provide social, environmental and economic benefits across its lifecycle • Be able to easily respond to changes in the future operating environment • Be highly utilised i.e. increased hours of activity outside of standard teaching and working hours
Enable Transformations	<ul style="list-style-type: none"> • Facilitate discovery and inspire change • Provide seamless connectivity and technology-enriched spaces • Be able to adapt and flex to respond to future needs
Welcome Communities	<ul style="list-style-type: none"> • Encourage engagement and participation through a narrative of culture and place • Be welcoming and visibly open to the communities that surround the campus • Demonstrate our values, achievements, brand and identity
Be Inclusive	<ul style="list-style-type: none"> • Embrace and support people with different needs and backgrounds • Simplify movement across campus and remove barriers • Use technology to enhance safety • Bring diverse groups of people together in culturally safe and accessible spaces
Strengthen Connections	<ul style="list-style-type: none"> • Support collaboration and prompt interactions • Support different ways of working and learning • Encourage and facilitate the forging of partnerships • Provide a seamlessly-integrated, technology enabled campus

Table 3: Evaluation criteria

4.3 Stakeholder benefits

Applying the Campus Design Objectives through the design and development pathway for future infrastructure considerations will result in tangible benefits to a range of University stakeholders:

Stakeholder	Benefits
The University	An integrated and aligned approach to design reduces risk and maximises the value of investments. Clarity of objectives informs decision-making, prioritisation and selection of initiatives that improve the campus experience.
Students and staff	A campus experience that is co-designed with users of the campus will ensure solutions meet their needs, increase a sense of belonging and ownership, and make them feel more engaged, productive and happy.
Valued community members	Good design outcomes are accessible and inclusive, improving community cohesion and liveability. Involvement of valued community members through a process of 'dynamic engagement' on campus will foster a spirit of stewardship and encourage participation and collaboration on ideas and initiatives.
Partners	Good design outcomes can enhance economic performance and attract new people, partners, skills and businesses to the University campus.
Future generations	Designing with intention and alignment to a future vision will ensure future generations are considered and benefit from well-designed spaces and informed design decisions.

Table 4: Stakeholder benefits

5 Appendices

5.1 Building on existing strategies, guidelines and principles

The Campus Design Objectives are positioned among the NSW Government Architects and the University of Sydney's design guidelines. At the Government level, they are informed by the Better Placed policy for the design of better places, spaces and buildings, and thereby better cities, towns and suburbs. At the University level, existing guidelines that inform the Campus Design Objectives include the Gehl Public Realm Strategy for spatial and physical design and the Wingara Mura Design Principles for cultural and placemaking design.

The following appendix is an overview of the link between the Campus Design Objectives and existing strategies, guidelines and principles:

The University of Sydney Strategic Plan 2016-2020

In the University's [Strategic Plan 2016-2020](#), the University's strategy to transform the learning experience emphasises the need to make use of the "interactive, experiential and collaborative pedagogies; to innovate in the use of new technologies, tools and resources, to create contemporary learning spaces; and to create physical and virtual teaching and learning spaces". Transformation of the learning experience was identified as crucial to achieving the University's aspiration, "in which the boundaries between disciplinary communities, between research and education, and especially between the University and the communities that it serves, are extremely porous" and can be genuinely described as partnerships.

The Strategic Plan described a University campus that enables flexible and interactive learning with enhanced class interaction, collaboration and inquiry, where physical and virtual teaching and learning spaces enable a richer array of face-to-face and virtual interactive forms, including small and large group discussion and informal interaction between teachers and students. The Strategic Plan described students that have an enriched experience with greater engagement and a sense of belonging to the class.

The Strategic Plan highlighted that through their consultations there was an almost universal commitment to the University's values and culture, yet there was a need to show greater intentionality, to give the University's values greater expression – this is the purpose of the Campus Design Objectives.

Wingara Mura Design Principles

The [Wingara Mura Design Principles](#) reflect the aspirations of the University community, translate the University's indigenous strategy, and provide direction to campus development to bring indigenous culture, stories and the natural environment to life through campus infrastructure.

The Wingara Mura Design Principles were created to advance the objectives and ideas presented in Wingara Mura-Bunga Barrabugu — The University of Sydney Aboriginal and Torres Strait Islander Integrated Strategy, to enhance the experience of Aboriginal and Torres Strait Islander culture and to successfully deliver its meaningful representation in the built environment.

The aim of the Wingara Mura Design Principles is to translate the Wingara Mura-Bunga Barrabugu objectives and ideas "to ensure a vibrant and deep cultural narrative becomes an integral part of the campus experience". The Wingara Mura Design Principles, like the Campus Design Objectives, reflect the vision, values and aspirations set out in the University of Sydney 2016-20 Strategic Plan.

Shared across the Wingara Mura Design Principles and the Campus Design Objectives is a design approach focused on engagement with the community and stakeholders to understand their needs and values throughout the life of a project, a shared desire to deliver cultural experiences that are physically and visually tangible and convey the living language of the land and its peoples, and outcomes that are responsive to the concerns of the University students, staff, academics, visitors and our communities.

The Campus Design Objectives provide the overarching framework to consider when planning, designing and developing campus infrastructure, and should be read in conjunction with the Wingara Mura Design Principles to ensure our indigenous strategy is translated effectively in the campus' urban and built environment.

Gehl Public Realm Strategy

The Gehl Public Realm Strategy provides recommendations and strategic design principles from a spatial and physical point-of-view with a focus on the approach to the campus, the landscape, and the buildings and their connection and openness to their surrounds.

The Gehl Public Realm Strategy provides an opinion on how well the campus and surrounding area is performing and is useful to review when seeking to understand the research that went into creating the vision of a “[more urban integrated campus](#)”, without clear borders but with a visible identity evident when entered.

Like the Campus Design Objectives, the Gehl Public Realm Strategy supports the concept of well-designed outdoor study and learning spaces, supported by technology such as Wi-Fi, power supply outlets, proper lighting, provision of functional support through weather protection, flexible seating and table options, and places for group work and different study situations.

It recommends a focus on way-finding, improving the walking experience, creation of a more welcoming, open, connected, accessible and safer campus, prioritising pedestrian movement on campus, and improving the campus landscape, retail and event spaces.

Similar to the Wingara Mura Design Principles, the Gehl Public Realm Strategy emphasises the importance of creating a culturally sensitive campus and sharing stories of the campus precincts, in addition to letting faculties and schools ‘personalise’ and share untold stories. The Strategy suggests the campus landscape be viewed as a platform to display knowledge and research in the public realm.

The Campus Design Objectives provide the overarching framework to consider when planning, designing and developing campus infrastructure. The Gehl Public Realm strategy can be read by those who wish to understand the background research and findings that contributed to the definition of the spatial strategic design principles.

Art in the Public Realm: The University of Sydney Strategy

The [Art in the Public Realm](#) strategy “[aims to achieve the highest standard of art and cultural initiatives on campus. It identifies a process for the selection of artists, artworks, locations and partnerships. It emphasises the need to work closely with artists to harness the University’s resources to realise their vision.](#)”

“[Art is uniquely placed to enrich the University experience and contribute creatively to a sense of inclusion, diversity, openness and engagement. The Art in the Public Realm strategy is aspirational, aiming to bring the University’s values to the attention of both local and global audiences. It will support culture as an integral part of the university, inviting engagement with audiences beyond the immediate community, to enhance the university experience for all.](#)”

The strategy is underpinned by four key principles: excellence, collaboration, partnerships and place-making.

The strategy provides four broad recommendations:

- To optimise University expertise, all Art in the Public Realm projects will be coordinated by an advisory panel that reports to the office of Vice Principal, External Relations.
- To share the University’s rich collections, the Art in the Public Realm strategy will be developed across all the campuses, through a diverse range of art consisting of installations of the University’s existing collection, new commissions and place-making projects and artist-in-residency programs.
- To respond to the layered histories of a proposed site, the Art in the Public Realm strategy will foster partnerships with relevant faculties, local communities and the surrounding neighbourhood. In achieving these multiple aims the Art in the Public Realm strategy will give particular focus to commissioning Indigenous artists and curators in major locations on campus. Appropriate protocols will be adopted when commissioning and displaying Indigenous art.
- To animate neglected spaces on campus, the Art in the Public Realm strategy will encourage temporary projects for buildings awaiting demolition and under construction.

Better Placed, NSW Government Architects

The NSW Government Architect’s [Better Placed](#) policy establishes a baseline of what is expected to achieve good design across all projects in NSW. It provides a strategic approach to the design of better places, spaces and buildings, and thereby better cities, towns and suburbs.

It focuses on good design as a means to deliver more appealing, liveable, healthier and successful environments

that support social cohesion. The policy is underpinned by the notion that “well-designed places have the potential to link new and old, are more efficient, healthier, and support social cohesion. Most importantly well-designed places add value, attracting and retaining residents, jobs, global talent, tourists and further investment”.

Better Placed provides clarity on what the NSW Government understands to be good design and recommends a strategic approach to design and development that involves ‘design-thinking’, deep understanding, and a creative synthesis of ideas, issues and people. The approach places good design at the centre of all development processes from the project definition to concept design and through to construction and maintenance.

The intention of the Better Placed policy is that “good design creates useable, user-friendly, enjoyable and attractive places and spaces, which continue to provide value and benefits to people, the place and the natural environment over extended periods”.

The policy establishes seven distinct objectives that define key considerations in the design and development of the built environment. They are:

1. Better fit: contextual, local and of its place
2. Better performance: sustainable, adaptable, and durable
3. Better for community: inclusive, connected, and diverse
4. Better for people: safe, comfortable and liveable
5. Better working: functional, efficient and fit for purpose
6. Better value: creating and adding value
7. Better look and feel: engaging, inviting and attractive

These objectives have been considered and integrated into the Campus Design Objectives.

The Campus Design Objectives provide the direction for the campus and should be read with the NSW Government Architects’ Better Placed objectives to ensure infrastructure investment and campus developments adhere to the legal requirements set out in statute.

5.2 The design process

“Design is both a process and an outcome – a way of thinking and a result of making. Good design outcomes result from good processes.” – NSW Government Architect, Better Placed

Design is a verb and a noun - both a problem-defining and problem-solving activity. It brings together many different people and pieces of information in order to identify and develop new opportunities. The process of design is a collaborative, iterative process that demands a high level of skill, training and experience. It involves multidisciplinary teams with specialist skills.

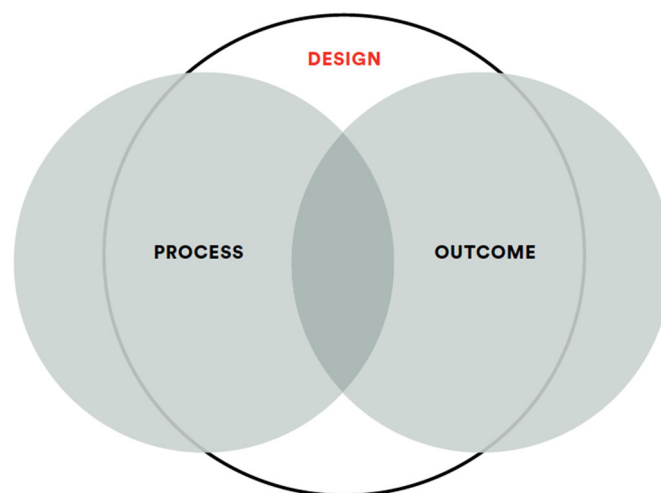


Figure 3 Source Better Placed, NSW Government Architect

Key to success is involvement of designers with the experience and knowledge to effectively engage stakeholders, synthesise input from multiple sources, and use design methods to create the best possible outcomes. Design should be understood as a process put in place to do something and an outcome to create something, where designers are the connectors linking good process to good outcomes.

“Design thinking has much to offer... It provides not just a useful and rigorous process of coming up with creative ideas but also a synthesising, holistic way of looking at the world around us, making connections and seeing relationships among things we often treat as separate and distinct.” – Thomas Fisher, Designing Our Way to a Better World

Stages of the design process

In order to know what to design, we need to understand what people need.

“The great value that design has to offer the world lies in the systematic way in which its practitioners develop alternative futures for a situation and then rigorously assess those alternatives to find what best meets our needs within a budget and schedule we can afford.” – Thomas Fisher, Designing Our Way to a Better World

By understanding the current campus experience at the University, we’re able to identify opportunities and understand people’s needs, to inform the design of a better campus experience. Using a human-centred design (HCD) approach we employ qualitative research and ethnographic methods to understand the people we are studying - whether that is students, staff, partners or valued community members.

A human-centred design approach allows us to view the campus and University through the eyes of the people that use and will use the campus. It provides us with an in-depth understanding of their behaviour, goals, motivations and needs. The design team synthesises the information gained and creates objective insight that can be used to inform decision-making and prevent assumption-based decisions that are based on personal experiences or perceptions.

The Campus Experience design team utilise an approach based on the double diamond. This approach is also aligned with the approach proposed by the NSW Government Architect in Better Placed. This is based on divergent and convergent thinking across two key phases of design:

- Design the right thing (research and understand) and
- Design the thing right (design, test and learn).

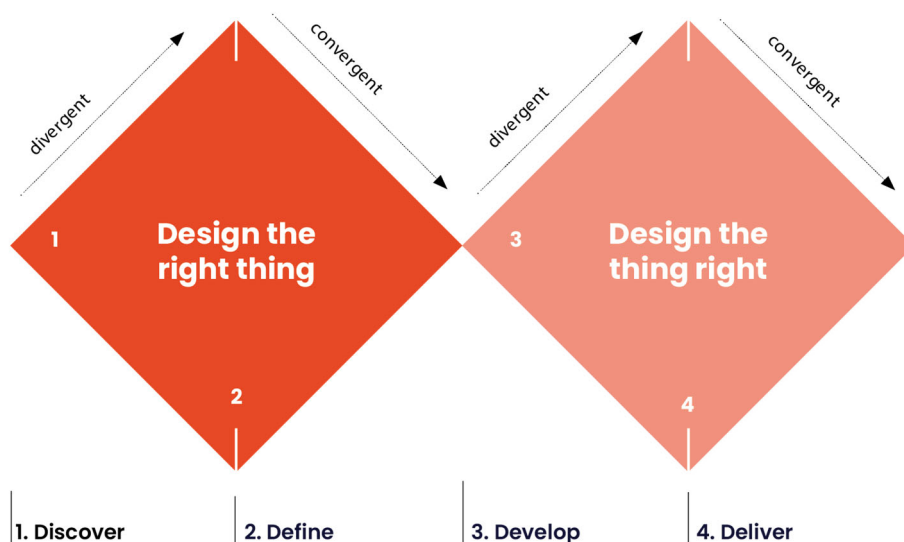


Figure 4 Double Diamond approach - divergent and convergent thinking

1. Discover

The Discover phase is focused on understanding the current state experience at the University: what works well, what areas are problematic, and what students, staff, partners and communities are trying to achieve. In this stage, we gather new information through primary and secondary sources.

2. Define

We refine the data gathered in the Discover phase through synthesis and analysis and define actionable insights, opportunity areas and user needs. This Define stage informs the creation of business cases, funding proposals and initiative briefs.

3. Develop

In the Develop phase of the project, opportunity areas and user needs are developed and insights from previous phases are used as a launchpad for ideation and refinement of concepts. Methods such as co-design, participatory design and iterative testing ensure the proposed designs are validated, meet user needs, and will deliver value.

4. Deliver

Once the concepts are defined and tested, the final stage of the design process will move from prototype to delivery, where the detailed design and function requirements of the new building, space, service or experience are defined and used to inform scoping of the implementation stage. At this Deliver stage, the detailed designs continue to be tested.