

La Trobe University Albury-Wodonga Campus

Master Plan, March 2017



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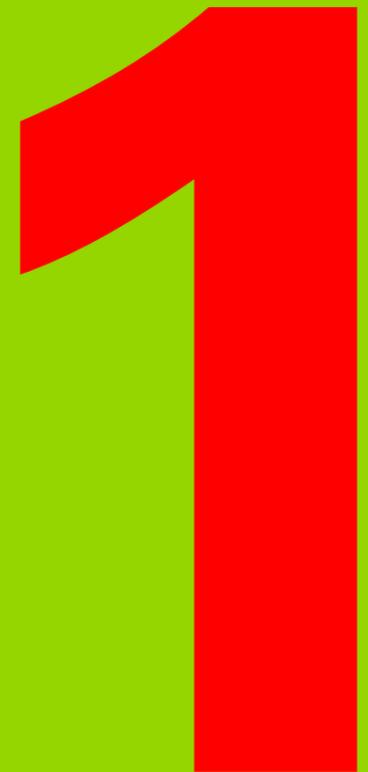
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Introduction and Vision



“In Albury-Wodonga, La Trobe University will work through partnerships to grow human capital and relevant world class research in the service of local, national and global communities.”

*La Trobe University Albury-Wodonga
Vision statement 2016*



MASTER PLAN TEAM	
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A Vision for the La Trobe University Albury-Wodonga campus is essential for the development and implementation of the Master Plan.

This 2017 Master Plan outlines the University Strategy, the Regional Strategy and the campus Vision, which draws on the Future Ready: Strategic Plan 2013-2017 targets for the campus.



FOREWORD

La Trobe University’s Albury-Wodonga campus Master Plan has been developed through the lens of the Albury-Wodonga campus Vision, which was completed in early 2016. The Vision and the Master Plan both recognise the importance of the University’s relationships with the wider community. We particularly value our relationship with the Wodonga TAFE, which already shares facilities and educational partnerships with our campus.

La Trobe University was founded in 1964 to make available higher education to those who were not well served by the universities that existed at that time. Our regional commitment today continues our original vision, and this Master Plan therefore focuses on accessibility, inclusiveness, and providing degrees locally that are relevant to the future workforce needs of the region and beyond.

The overarching goal of the Master Plan is to create a vibrant campus heart, which puts people first. Through consultation with staff, students, tertiary and sporting partners, local government, business, research and community organisations, we have defined guiding principles which will achieve this goal. The principles are: building and providing regionally significant research; improved transport connections; networked city partnerships; a vibrant education cluster; a distinctive knowledge village; shared facilities for the local community; a physically connected neighbourhood which blurs boundaries; and a distinctive native landscape appropriate to the region.



The Albury-Wodonga region that we serve through our campus presence offers exciting opportunities for students not only from the local region, but from further afield. We offer unique degrees, research opportunities and industry partnerships at our Albury-Wodonga campus, and these activities translate into careers and employment located in the region. We are committed to playing a major role in driving economic growth in the Albury-Wodonga region and helping to support a sustainable local economy. Through our Master Plan and subsequent campus developments, we will be a University that will provide an anchor and attractor to the region.

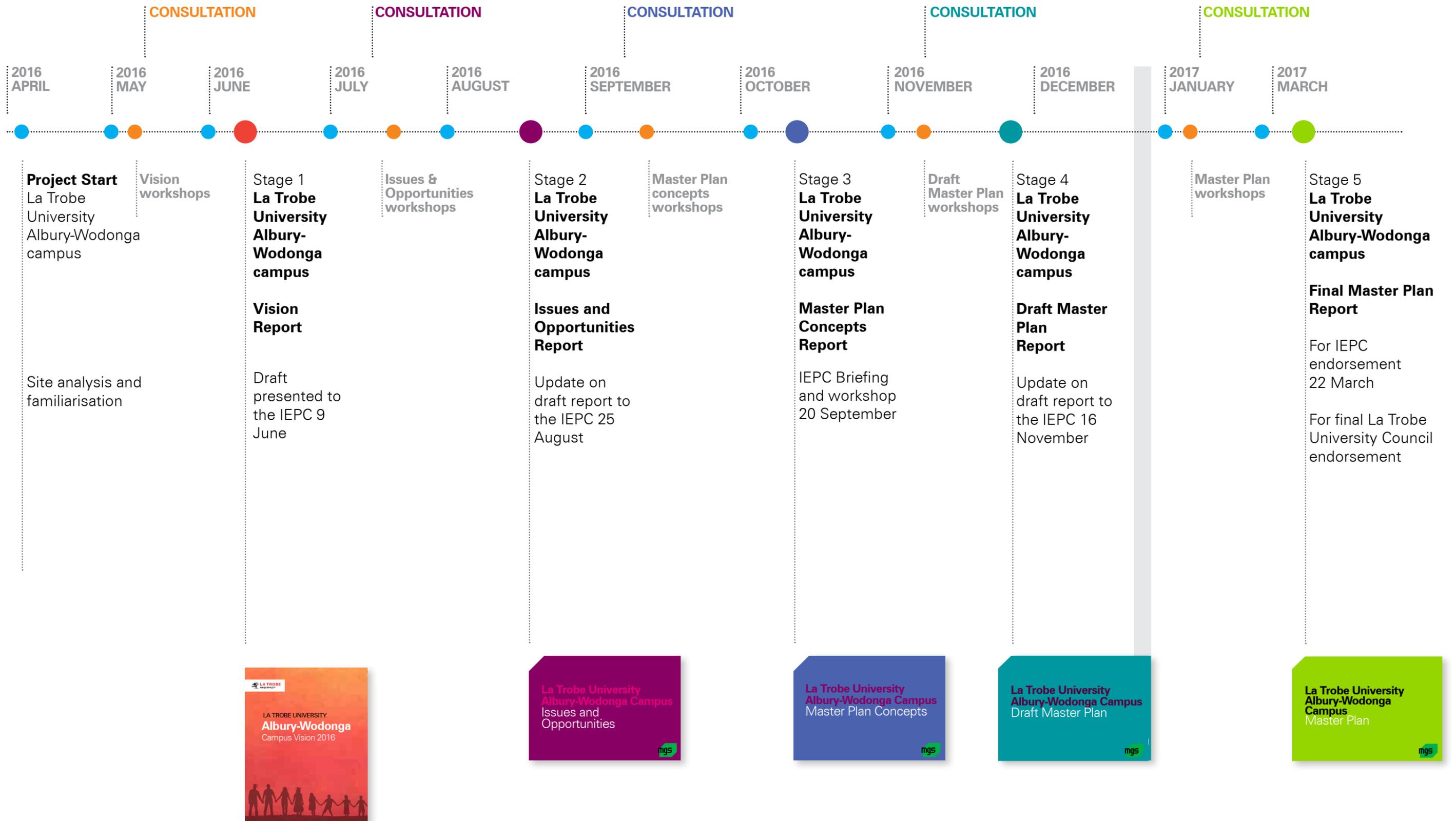
Finally, I am delighted that we are embarking on this Master Plan at a time when the University has achieved its highest ever international university rankings. In 2016, for the first time in the University’s history, we were ranked in the Top 400 of all three of the most prestigious international rankings: the Academic Ranking of World Universities (ARWU), Times Higher Education and QS rankings. We rose 200 places in the ARWU ranking and were one of the most improved Universities in the country, achieving our Future Ready goal of being in the Top 500 by 2017 a year early.

We are very proud of these results, which reflect the efforts of staff, students, researchers, industry and community partners from all our campuses. We are well placed to continue our program of high quality and relevant research at the Albury-Wodonga campus. We want our campus here to become a destination for students and researchers from all over the world. We want to become a destination because we believe we can help enrich the city, bring economic activity to the region, and attract human talent here that otherwise wouldn’t come.

We look forward to working with the Albury-Wodonga community to implement this Master Plan, and continuing to play a part in a thriving regional community.

Professor John Dewar
Vice-Chancellor, La Trobe University

1.2 Time line and engagement



VISION STATEMENT

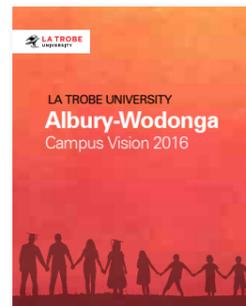
In Albury-Wodonga La Trobe University will work through partnerships to anchor Wodonga’s education community.

We will invest in the success of local schools and TAFEs as a way of ensuring we have the best opportunity to create graduates. We will work across the community to achieve this.

Our campus will be an education asset for the region, planned and managed in co-ordination with the adjoining Wodonga TAFE, a place for all to experience and enjoy.

Our engagement across the region will focus on partnerships that enable world class research, enhance opportunities for our communities and ensure the relevance and impact of our programs.

La Trobe University Albury-Wodonga campus Vision 2016



Innovative

A GREAT PLACE FOR RESEARCH EXCELLENCE



Relevant

A GREAT PLACE FOR A HEALTHY COMMUNITY



Inclusive

A GREAT PLACE FOR LIFELONG LEARNING



Networked

A GREAT PLACE FOR PARTNERSHIPS



Distinctive

A GREAT PLACE TO EXPERIENCE

1.4 University and campus targets

LA TROBE UNIVERSITY TARGETS

VISION AND ASPIRATION

- La Trobe University will be:
- A University known for its excellence and innovation.
 - One of the top three universities in Victoria, one of the top twelve in the country and within the top 400 institutions internationally.

OBJECTIVES

- The University has the following key objectives;
- Excellence in the key world issues
 - Outstanding students from diverse backgrounds
 - Exceptional staff
 - Lively connected campuses
 - Game changing partners
 - Resources are managed ethically and sustainably
- Extracts from Future Ready: Strategic Plan 2013-2017*

WORLD RANKINGS TOP 400 WORLD RANKINGS

Maintain position within top 400 institutions in the world, QS World University Rankings, 2015 and Times Higher Education Rankings, 2015.

REGIONAL CONTEXT

La Trobe University is the biggest provider of higher education to students from Victoria's regions, with a 21.9% share of regional Victoria's higher education students.

STUDENT POPULATION

We will grow from 26,000 to 33,000 students Effective Full Time Study Load (EFTSL) by strengthening our course profile, increasing flexible learning, and growing the number of fee-paying and international students.

We will continue to attract and support students from low socio-economic backgrounds, who are 'first in family' at University, to succeed at La Trobe University.

Extracts from Future Ready: Strategic Plan 2013 - 2017

STUDENT EXPERIENCE

We will develop a new curriculum and student experiences to attract diverse, creative and independent thinkers who have a desire to make a difference to their world.

Maintain highest participation rate in Victoria for students from a low SES background and for students with a disability.

RESEARCH FOCUS AREAS

We aim to be among the best in the world in a number of research areas that address the big social and environmental issues of our time.

- Building healthy communities
- Securing food, water and the environment
- Sport, exercise and rehabilitation
- Transforming human societies
- Understanding disease

PARTNERSHIP

We will form game changing partnerships in teaching and research, including stronger ties with government, industry, NGOs, philanthropists and other research institutions around the world, and better links between our campuses, schools and TAFEs.



ALBURY-WODONGA CAMPUS TARGETS

SUSTAINABILITY

ENERGY

- 30% reduction in Energy Consumption per m² GFA by 2022, compared to 2010 baseline.
- 25% reduction in CO2 Emissions per m² GFA by 2022, compared to 2010 baseline.
- It is recommended that La Trobe University adopt an additional 10% further improvement at each following stage of the Master Plan.
- It is recommended that these targets are reviewed during future stages of the Master Plan.

WATER

- 10% reduction in Water Consumption per person (EFTPL) by 2022, compared to 2010 baseline.

WASTE

- 30% reduction in waste to landfill per person (EFTPL) by 2022, compared to 2010 baseline.



STUDENT POPULATION: EFTSL

If La Trobe University Albury-Wodonga achieves 3,500 students on campus while both Wodonga TAFE and VLC match the regional growth, there could be more than 11,000 students within The Education Cluster by 2036.

2016	724 EFTSL
2026	1,600 EFTSL
2036	3,500 EFTSL

(Refer 2.5, page 23 for context around The Education Cluster)



CAMPUS ACCOMMODATION AND GFA

	10%*	20%*
2016	71 BEDS**	145 BEDS
2026	160 BEDS	320 BEDS
2036	350 BEDS	700 BEDS

* Accommodation allowance as percentage of EFTSL
** Current provision of beds.

FUTURE GFA TARGET

	11M2/EFTSL**
2016	11,085 M2*
2026	17,600 M2**
2036	38,500 M2**

* Current GFA on campus
** La Trobe University target of 11m2/EFTSL

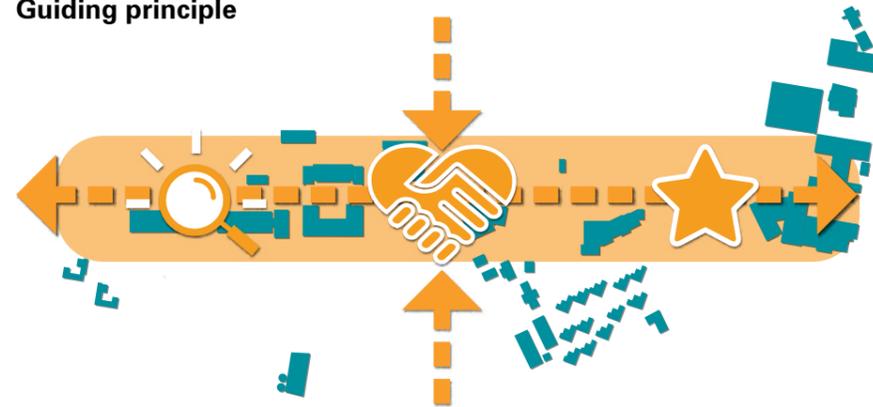
In order to meet La Trobe University's GFA/EFTSL ratio there needs to be a 350% increase in GFA on campus to accommodate 3,500 students by 2036, therefore the minimum GFA target is an additional 27,500 m2 by 2036.

INTRODUCTION

The La Trobe University Vision, the Regional Strategy and the campus Vision have been developed into a series of principles' to guide the development of the 2017 Master Plan.

The following 10 principles guide the Vision and campus targets informing the production of the Master Plan.

Guiding principle

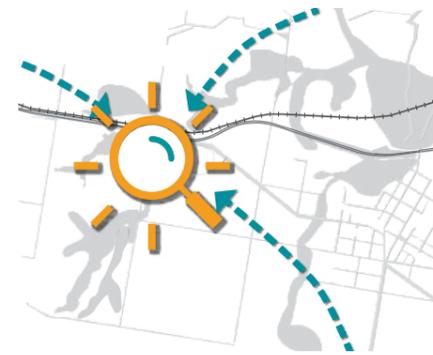


1. Create a vibrant campus heart.

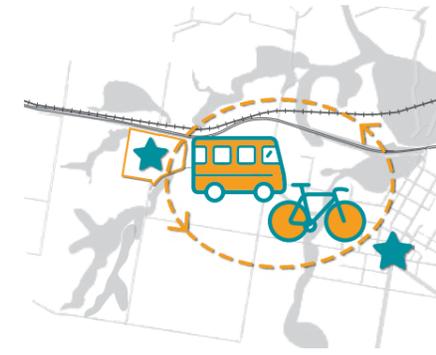
- A new gateway and front door along the campus Main Street.
- An enhanced high-quality public realm.
- A collaborative and welcoming learning landscape.
- An energised and activated core of the campus.
- Strengthened campus pedestrian spine.
- Located between the two major institutions within The Education Cluster.

(Refer 2.5, page 23 for context around The Education Cluster)

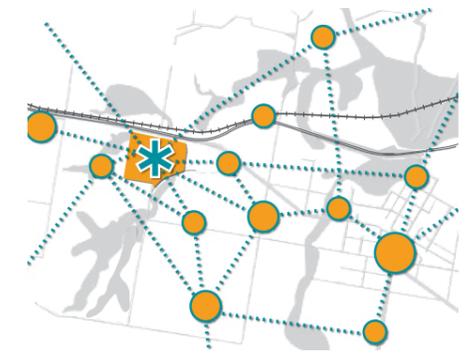
Regional principles



2. Expand the regionally significant research role of the campus.



3. Advocate for improved transport connections to Wodonga and other key destinations.



4. Build high-quality partnerships with a networked city and region.

Neighbourhood principles



5. Create a dynamic and vibrant Education Cluster for lifelong learning and resilience.

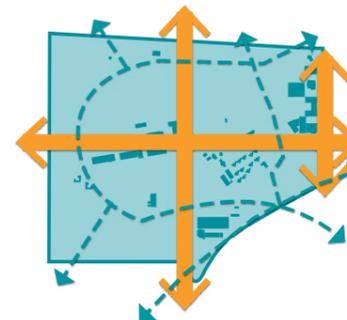


6. Develop a distinctive Knowledge Village and learning landscape on campus.

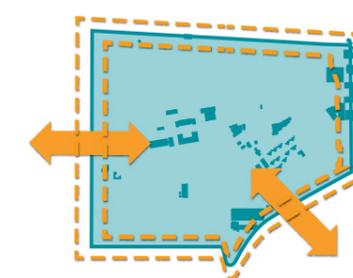


7. Building bridges to local community and complementary shared facilities.

Campus principles



8. Strengthen active transport connections to the local neighbourhood.



9. Blur the boundaries and leverage surplus land to build a vibrant community campus.



10. Shape the campus around its distinctive native landscape and public realm.

OVERVIEW

The following describe a summary of concepts for campus development.

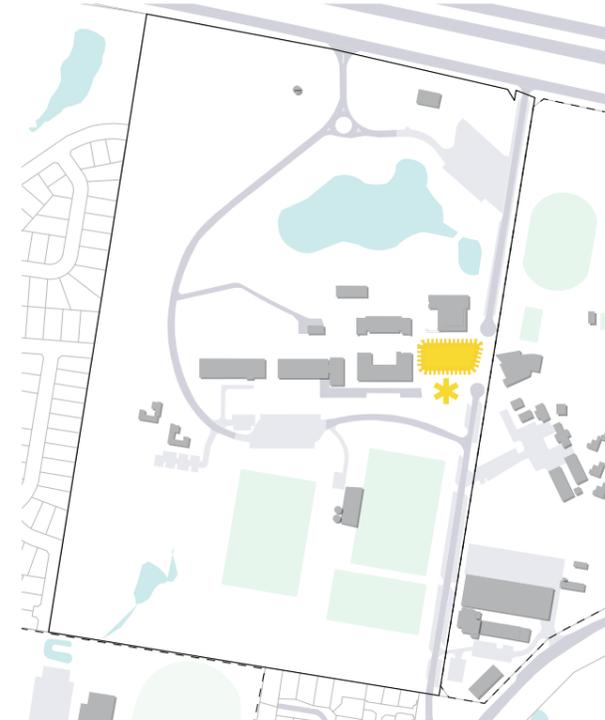
- Develop an environmentally, socially and economically sustainable campus.
- Update the campus entry and connect University Drive.
- Create a vibrant Community Commons.
- Strengthen and extend the Education Spine.
- Amplify and broaden the strong research capability.
- Create a living campus neighbourhood.
- Cultivate regionally significant partnerships.
- Encourage a wide range of high-quality learning and teaching environments.
- Develop a well connected Sports and Recreation precinct.
- Develop a learning landscape and celebrate the native vegetation and wetlands.



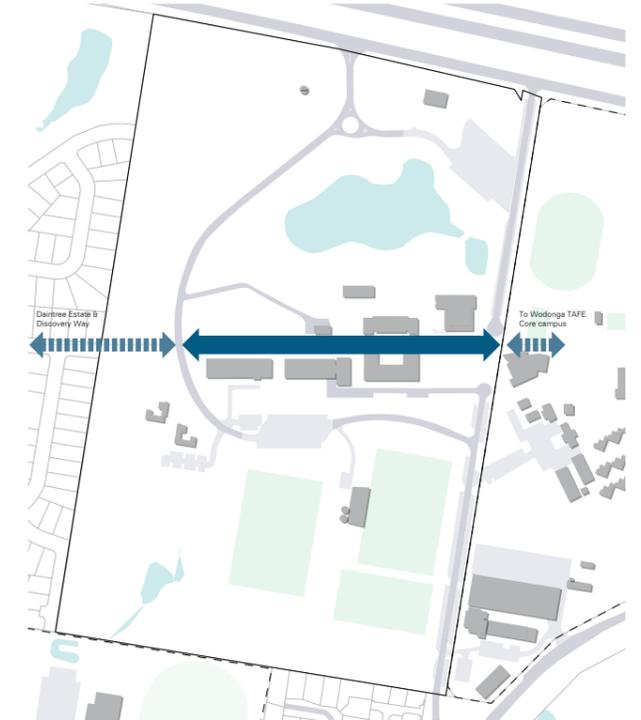
Develop an environmentally, socially and economically sustainable campus.



Update the campus entry and connect University Drive.

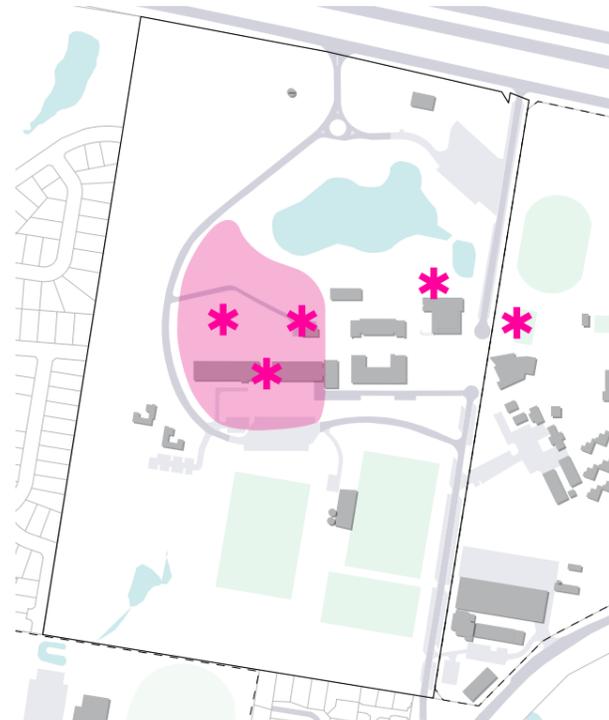


Create a vibrant Community Commons.



Strengthen and extend the Education Spine.

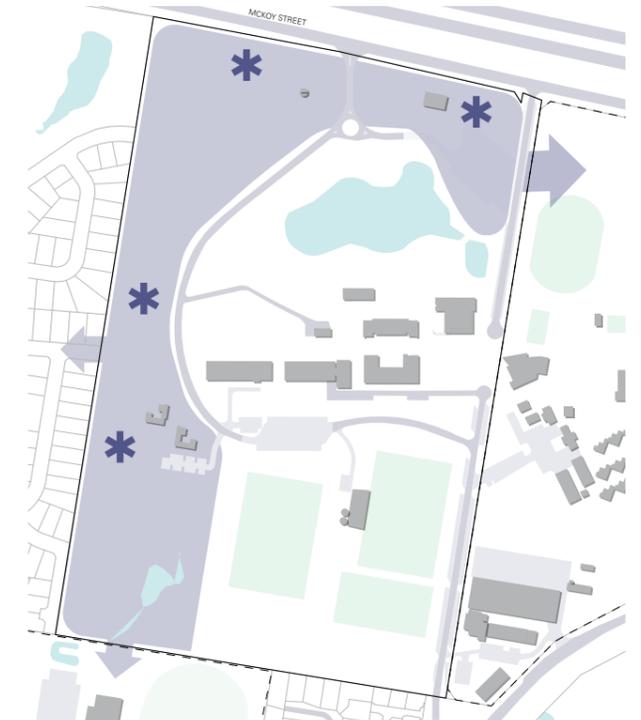
Development concepts



Amplify and broaden the strong research capability.



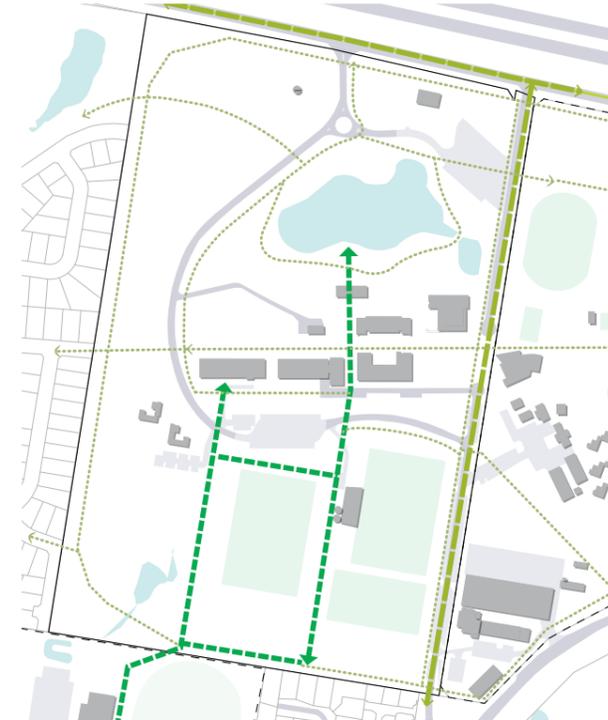
Create a living campus neighbourhood.



Cultivate regionally significant partnerships.



Encourage a wide range of high-quality learning and teaching environments.



Develop a well connected Sports and Recreation precinct.



Develop a learning landscape and celebrate the native vegetation and wetlands.

SUMMARY

Over the next ten to fifteen years, several key projects could be implemented to ensure the campus showcases people as our starting point by improving the quality of connections, spaces and amenity of the campus for students, staff and the local community. The focus of these new and upgraded buildings and landscapes could be at the intersection of University Drive (1), and the central pedestrian path 'Discovery Way'. This could form a gateway to the 'Knowledge Village', a meeting place for Wodonga TAFE and La Trobe University staff and students, as well as members of the local community.

New bus stops could introduce easy access for those arriving by bus, and a new 'Campus Green' (1) could be created, providing a social space for events and informal gatherings. This could be activated by a new multipurpose hub, the 'Community Commons' (2), for indoor sports and community events. New hospitality and informal study locations could be introduced as an extension to the library and in a new building 'the Corner' (4) hosting activities which might include a microbrewery, pub and pizza restaurant. The 'Student Hub' (3) could be a one-stop-shop for prospective students, offering information on courses for the University, Wodonga TAFE and joint enrolment opportunities.

The sports precinct (8) could be upgraded, to provide facilities for multiple local clubs. The ephemeral wetlands (9) could have a permanent lake and sustainable recreation focus, and a 'yarning circle' could be introduced to the north of the library, allowing sharing of stories for the indigenous members of the community.

The ground floor of Building 4 (6) could be upgraded into an informal learning location, further activating the 'Campus Green' (1) and opening up the University to the community. A new connector (7) between Buildings 6 and 8 could become an area for research collaboration, a social and productive space for researchers to share ideas.

Each of these projects have been explored in further detail in 'Chapter 4: Key projects'.



Key projects

