



UNIVERSITY *of*
TASMANIA

Sustainable Transport Strategy
2022 – 2032

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1. About this Strategy

1.1 Purpose

This University of Tasmania's Sustainable Transport Strategy (STS) is intended to guide investments and actions that deliver more socially, environmentally, and economically sustainable transport outcomes and travel behaviours. This STS builds on two previous strategies and their achievements ([2012-2016 and 2017-2021](#)).

Referring to all University of Tasmania (UTAS) Australian campuses and facilities, the STS covers transport needs, issues, and opportunities for the whole UTAS community, including students, staff, and visitors. In Tasmania, this includes campuses and facilities in the State's north, south, and Cradle Coast regions. In New South Wales, facilities are in the inner Sydney suburb of Rozelle.

The STS recognises that transport issues are community-wide and that, in addition to actions UTAS can make as an institution, individuals and external stakeholders, including governments and transport service providers at all levels, also have a role to play. Similarly, decisions UTAS makes about the development of its campuses, infrastructure, and processes have an impact, whether positive or negative, in the communities and places in which it operates. The University is currently rolling out, and planning for, considerable facilities and infrastructure development and relocations in Burnie, Launceston, and Hobart, via the Northern and Southern Transformation programs. These programs will see the University looking quite different by 2032 and they provide a range of opportunities to better deal with transport challenges and deliver more sustainable solutions.

UTAS continues to recognise the importance of working collaboratively and engaging with the community and stakeholders to deliver mutually beneficial outcomes for the University, its community, and the diverse places and communities in which it operates.

1.2 The University of Tasmania's commitment to sustainability

The University of Tasmania plays a vital role in leading our place-based and globally connected communities in understanding and delivering sustainable futures.

University of Tasmania Sustainability Vision Statement

1.2.1 The University of Tasmania's Strategic Framework for Sustainability

The University's [Strategic Framework for Sustainability](#) (SFS) outlines the University's overarching commitment and aspirations. It supports the existing governance structures and strategic commitments to embed sustainability across all institutional activities. Putting the 17 United Nations Sustainable Development Goals (SDGs) front and centre, the SFS is also guided by the Learning in Future Environments (LiFE) index and the Sustainability Tracking, Assessment and Rating System (STARS). The LiFE index allows a tertiary education-focused strategic approach to embedding sustainability across the institution and STARS provides a framework for monitoring and reporting the progress of implementing sustainability across the institution. The University was awarded [a Silver rating](#) in 2020 and is aiming for Gold in 2022 and Platinum by 2025.

The University has also developed a [Sustainability Policy](#). The purpose of this policy is to provide the framework for expressing UTAS' commitment to the incorporation of inclusive and equitable sustainability principles and practices in its governance, teaching, research, community engagement, and operations.

The University of Tasmania's Sustainability Policy

- 1.1 The University will embed sustainability as a key part of its mission and support a culture that increases the capacity of the institution to contribute to sustainable outcomes locally and globally.
- 1.2 Sustainability considerations, including risks, will be integrated into university governance, planning and decision-making.
- 1.3 The University will integrate sustainability into the curriculum and equip students to embed sustainability principles in their lives and future employment.
- 1.4 The University recognises that sustainability is delivered through collaborative partnerships and will influence partners and implement projects with our communities to deliver sustainable outcomes.
- 1.5 Delivering sustainability outcomes is a shared responsibility and the University will improve its sustainability performance through education and awareness-raising and providing resources for staff and students.
- 1.6 Staff will seek to increase their sustainability skills and knowledge through induction, professional development, educational and material resources, and ongoing training, engagement, and awareness-raising opportunities so that they can apply the principles of sustainability through their jobs and lives.
- 1.7 Staff will work to implement and continuously improve sustainability outcomes through evidence-based and innovative research, monitoring, and benchmarking to ensure the University achieves its potential as a leader in this space.
- 1.8 Staff and students will ensure that their planning and activities manage and mitigate any risk of environmental or social damage.
- 1.9 The University will develop, maintain, and operate sustainable campuses, both built and natural environments, through applying outcomes-driven sustainable design principles, assurance frameworks and operational tools.

1.2.2 Carbon Neutral Certification, Race to Zero, Fossil Fuel Divestment

The University of Tasmania has maintained its status as a carbon neutral organisation since 2016, as certified under the [Commonwealth Climate Active Carbon Neutral Standard](#). To achieve carbon neutral certification, an organisation must measure and reduce emissions where possible, offset remaining emissions, publicly report, and undertake independent validation. As a carbon neutral certified organisation, UTAS also meets the criteria for [Race to Zero](#) which the University joined in April 2021. Race to Zero is a global campaign to rally leadership and support from businesses, cities, regions, educational institutions, and investors for a healthy, resilient, zero carbon recovery that prevents future threats, creates decent jobs, and unlocks inclusive sustainable growth.

Race to Zero – required criteria

Pledge:	Having a 2050 or sooner net zero target
Plan:	Explain what steps will be taken towards achieving net zero
Proceed:	Taking action towards net zero. Carbon neutral certification requires demonstrating where emissions reductions are being made, not just buying offsets.
Publish:	Commit to report publicly both progress against interim and long-term targets, as well as the actions being taken, at least annually. To the extent possible, report via platforms that feed into the UNFCCC Global Climate Action Portal.

The University has also committed to applying in its investment portfolio a negative screen to fossil fuels and a positive screen to companies and funds which contribute to the United Nations SDGs.

1.3 Sustainable transport

Universities are major trip generators and users of transport services. They manage significant parking facilities, campus roads, people and vehicle movements, and relationships with public transport

service providers and surrounding communities. Universities also procure and maintain their own vehicle fleets, are affected by supply chain costs associated with changing transport costs, and develop policies and processes about travel, whether associated with staff and student local movements or domestic and international air travel. They are also significant consumers of energy and emitters of greenhouse gases.

Universities also have a responsibility to enhance the accessibility of their facilities and services to students for a range of social, economic, and environmental reasons. Improving accessibility by only providing parking for motor vehicle access creates personal costs and social inequities, operating costs, and externalities such as traffic congestion, noise and air pollution, and carbon emissions. Consequently, it is important to facilitate a range of transport choices to students, staff, and visitors.

Sustainable transport is now a well-established term for public policy agendas nationally and globally. In line with UTAS' overarching commitments to sustainability, sustainable transport in this strategy refers to:

- providing students and staff with equitable access to the University in a safe and accessible way
- encouraging healthy and safe lifestyles and workplaces, providing options that enable people to make healthy choices
- minimising the environmental impact of travel activity, promoting decisions with environmental benefit wherever possible
- minimising social and organisational costs, promoting decisions of social benefit wherever possible
- supporting the places and diverse communities in which UTAS is embedded.

1.4 Strategy process and guiding principles

This strategy is guided by UTAS' planning and development processes already underway as part of campus transformations in both northern and southern Tasmania in particular, and consultation with staff involved in the University's sustainability program, facilities and infrastructure delivery, and planning and development across the institution. It is also guided by the sustainability pledges of the University, including commitments to various initiatives, monitoring, and reporting.

UTAS has undertaken several consultative processes in recent years to develop a vision and guiding principles for its future development. For southern Tasmania, these include developing a campus that:⁽¹⁾

- enables easy access for students who want to study in the south
- brings the overwhelming majority of our southern students and staff together around a campus heart
- enables us to work more easily with our partners
- replaces our very old infrastructure with distinctive and attractive student and staff spaces
- grows from working together to create a university of and for the city
- is shaped by conversations about people's hopes for the city.

While these principles relate to southern Tasmania, they are also relevant to the campus centres in the north and north-west of Tasmania. Ultimately, the bringing of student and staff spaces together in more centralised locations in both northern and southern Tasmania creates great opportunities to pursue more sustainable transport outcomes, especially facilitating public transport and active modes, and improving the efficiency of travel associated with university business.

2. Transport Planning Context

2.1 University campuses and facilities

With campuses and facilities located in three different regions of Tasmania (south, north, Cradle Coast), as well as a small campus at Rozelle in Sydney's inner west, UTAS has a diverse transport and facilities planning and management profile. In Tasmania, there are three main campus hubs in Hobart, Launceston and Burnie, and several smaller campuses and facilities within these cities (Figure 1) as well as across the state. Managing and planning for the transport needs of UTAS is a multifaceted challenge. As well as its multiple campus and facility locations, the University has a diverse community of students, staff and visitors, and numerous services and activities occurring at different sites at different times.

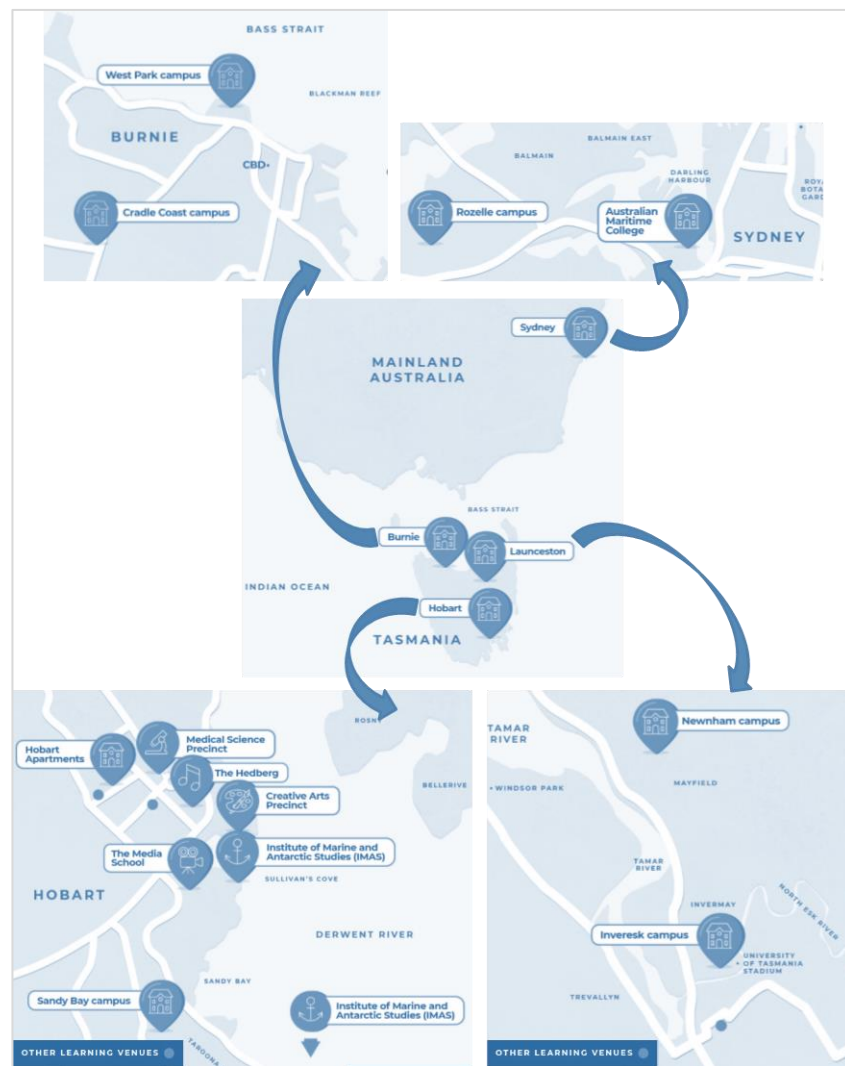


Figure 1: University of Tasmania main campuses and facilities

2.2 The university population and trip generation

While overall student enrolments grew significantly between 2013 and 2017, course enrolments have largely stabilised since 2017 with only a small decline between 2019 and 2021. However, the number of on-campus students and those who are enrolled in a mix of on-campus and online has declined steadily since 2013 with the most obvious decrease occurring between 2019 and 2021. This most recent decrease is largely associated with the COVID-19 pandemic. Many students have switched to fully online, while travel restrictions have limited international student arrivals.

Overall, in 2021 there were approximately 15,900 students who attended UTAS campuses. Some 64% of on-campus and mixed enrolled students in 2021 were based in Hobart, with 22% based in Launceston, and 3% based on the Cradle Coast. Approximately 45% of on-campus students in Hobart were non-domestic students in 2019, reducing to 38% in 2021. For Launceston, the proportion was 26% in 2019 and 29% in 2021.* We know from various University data that international students and domestic students from outside Tasmania tend to live locally to their main campus of study, whether in student accommodation or other private accommodation.

UTAS is a significant employer with around 2,900 employees in 2021. The majority (75%) are employed in southern Tasmania (Hobart), with 21% employed in the north (Launceston), around 4% on the Cradle Coast, and a small number elsewhere. The University's facilities and associated activities generate a range of trips and transport infrastructure demands beyond those just focused on the movement of students and staff to and from study or work.

Trip types generated by UTAS activities include trips to and from home to study and work, local inter-campus staff and student trips (e.g., between Sandy Bay and Hobart city or waterfront facilities), other local business trips, visitor trips, inter-campus trips that require longer inter-regional land-based travel, land-based field work, and business trips requiring air travel. The trip types depicted for the staff population are shown in Figure 2. For each trip type, there are different options to improve sustainable transport outcomes.

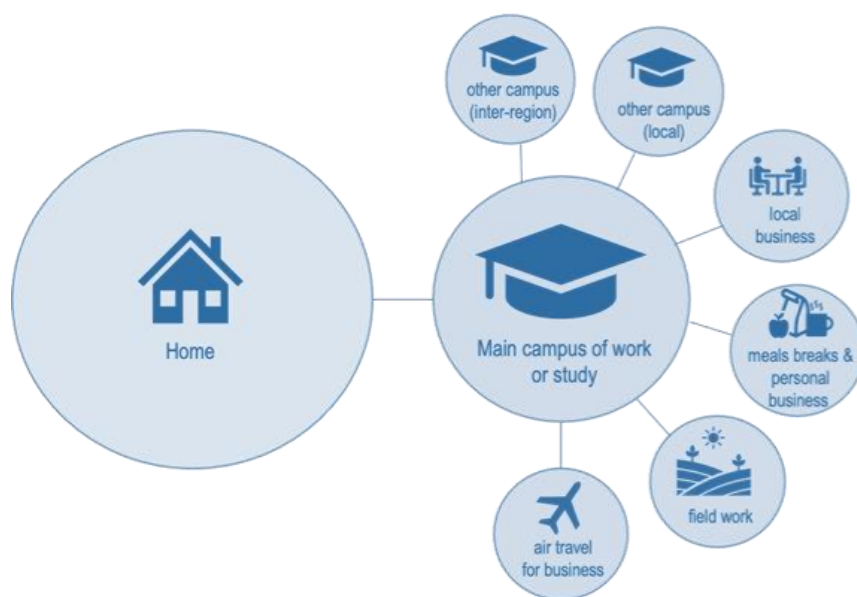


Figure 2: Staff trip types

2.3 A transforming university – towards 2032

UTAS' campus and facilities locations are changing with substantial transformation projects underway in Tasmania's north and south. These major projects present both significant opportunities and challenges with respect to facilitating improved transport accessibility to the University and sustainable travel options for its community. They also present opportunities to work together with other partners to enhance the places in which the campuses are located, improve transport choices available to the wider community, and address traffic congestion. Consequently, this strategy needs to:

* Non-domestic students are classified as those students not holding Australian citizenship or permanent resident status, specifically: New Zealand citizens, Temporary Visa holders, Permanent Humanitarian Visa holders and others not described.

- be alert to impacts and opportunities for improvement as the University transforms
- consider options and needs associated with existing facilities
- prepare staff and students for the transition to new facility locations and travel behaviour options.

2.3.1 *Southern Tasmania*

Through to 2030, the University in Hobart will be transitioning to a largely city-focused campus away from Sandy Bay. New builds/remodels in addition to those already completed during the previous strategy periods will occur in stages, and so staff and students will transition over a period depending on when facilities are ready. While smaller moves are already underway, major transfers of activity are likely to commence from 2023.⁽¹⁾

This strategy does not consider what will happen at the Sandy Bay campus site once UTAS activities have moved from it, as this work is being undertaken by UTAS Property Pty Ltd (UPPL).⁽²⁾ However, some initiatives during the transition period that pertain to the Sandy Bay campus may have relevance to UPPL and have impact into the future. Thus, this strategy will inform and be informed by UPPL transport approaches to ensure alignment around a sustainable transport focus.

With respect to the move into the Hobart city centre and transport issues specifically, consultation with the University's southern Tasmanian community in 2020 heard that:⁽¹⁾

- the University community is looking for transport and parking solutions that lead to reduced vehicles and traffic in the Hobart city centre
- people would prefer to make sustainable transport choices where possible
- allowance should be made for flexibility to enable individual daily choices that suit people's lives
- adoption of active and public transport solutions where possible should be enabled, encouraged, and supported
- the move of the University to the city should support initiatives that benefit the greater Hobart area.

This strategy is cognisant of these desires and the needs of the University's people operating in a variety of situations, specifically:

- people still based at the Sandy Bay campus
- people based in the city and waterfront locations (now and in the future)
- people based in other facilities in greater Hobart
- people who will be moving from Sandy Bay to Hobart city facilities during the period.

2.3.2 *Northern and north-western Tasmania*

The Northern Transformation project involves the development of new campuses at West Park in Burnie and Inveresk in Launceston, relocating most suburban campus facilities located on Mooreville Road in Burnie and Newnham in Launceston to these more central city locations.

At Inveresk, during the period of this STS, construction work is well underway for three major buildings, outdoor spaces within the precinct, and car parks. A pedestrian and cycle bridge linking Inveresk to the Launceston city centre has already been completed. The bridge links to existing pedestrian and cycle routes beyond the Inveresk precinct, thus enhancing accessibility to the precinct by active transport modes. Major buildings are due for completion between 2021 and 2023 during which period staff and students will transition to the new facilities. Locating the majority of Launceston's UTAS facilities in the Inveresk precinct presents several opportunities to improve sustainable transport outcomes, with the precinct more accessible by public transport and active modes than the previous Newnham campus.

The West Park campus opened in 2021. Located on the waterfront at the Burnie city centre fringe, it also has enhanced access to central city facilities and services. While there is a bus stop directly outside the campus for outbound local bus services and nearby for inbound services, the campus is also within walking distance of central bus terminals that serve the greater Burnie region and towns located along the Cradle Coast, thus enhancing accessibility by public transport relative to the previous campus which was in a hilly suburban setting behind the city.

This strategy therefore caters for a variety of situations, specifically:

- people still based at the Newnham campus
- people based at Inveresk (now and in the future)
- people who will be moving from Newnham to Inveresk during the period
- people based at West Park and other Burnie locations.

2.4 Impact of COVID-19

The challenges presented to society by the global pandemic, COVID-19, in 2020 and 2021, and potentially going forward, have led to both temporary and potentially permanent shifts in the way society at large works, studies and travels. Nationally, there has been a shift to more people working from home even after periods of COVID-19 restrictions are lifted and, with this, a reduction in commuter trips.^(3,4) At the time of writing, Tasmania had experienced limited restrictions compared to other Australian states. However, the pandemic has still impacted work, study, and travel practices. While the UTAS Travel Behaviour Survey 2021 does not provide us with causative data, the 2021 data and other university information notes the following through the 2020–21 period:⁽⁵⁾

- an increase in the proportion of students studying online at least part of the time
- a significant increase in working from home and flexible work practices
- a reduction in face-to-face business (meetings and conference) and thereby a significant reduction in land and air travel
- a decrease in the use of public transport to get to and from work or study (though this has recovered somewhat in 2021 from a significant decline in 2020)
- an increase in travel by car to get to work or study
- an increase in the share of students and staff choosing active modes.

It will be important to consider these changes and likely implications of public health impacts on travel choices and work and study practices going forward. It is likely that working from home for some of the week or for certain periods of the day will remain simply because of personal choice, available technology, and demonstrated effectiveness. This means that previous assumptions about traditional working hours, travel demand and parking require review as new practices are embedded.

2.5 Other relevant Tasmanian strategies, plans, and programs

This strategy has been developed through ongoing consultation with key external stakeholders, of which several have their own visions, strategic plans, projects, and ongoing stakeholder engagement processes. Since preparation of the last UTAS Sustainable Transport Strategy, there has been considerable attention paid to the sustainable transport agenda in both Hobart and Launceston. The following outlines some of the plans, projects, and processes most relevant to this strategy.

2.5.1 City Deal projects

City Deal projects are partnerships between the three levels of government and the community to work to deliver productive and liveable cities. Both Launceston and Hobart are benefiting from City Deals. In Launceston, the City Deal program has supported the development of UTAS' new campus at Inveresk, as well as the North Esk River pedestrian and cycle bridge, and the development of a masterplan for the existing Newnham site.⁽⁶⁾

Other City Deal projects that are relevant to this sustainable transport strategy, as they will provide improved sustainable transport choices to the wider community and in turn the UTAS community in southern Tasmania, are described below.⁽⁷⁻⁹⁾

The Kingborough park-and-ride facilities – these are part of a package of works to improve public transport connectivity and ease traffic congestion for those travelling from outer southern suburbs into inner Hobart. The park-and-ride facilities are expected to be completed in 2022 and are designed to provide safer and more inviting parking facilities connected to passenger transport services (express services in peak periods). Locations include:

- Firthside park and ride (intersection of Browns and Groningen Roads)
- Huntingfield park and ride (Huntingfield Avenue south of the Algona Road roundabout).

Southern Outlet transit lane – development of a transit lane (T3) on the Southern Outlet between Olinda Grove and Macquarie Street to improve access for public transport and emergency services. The T3 lane will also be able to be used by private vehicles carrying three or more occupants, and motorbikes, thus encouraging carpooling. It will also serve to connect the Kingborough park-and-ride facilities with bus service efficiency improvements on Macquarie Street.

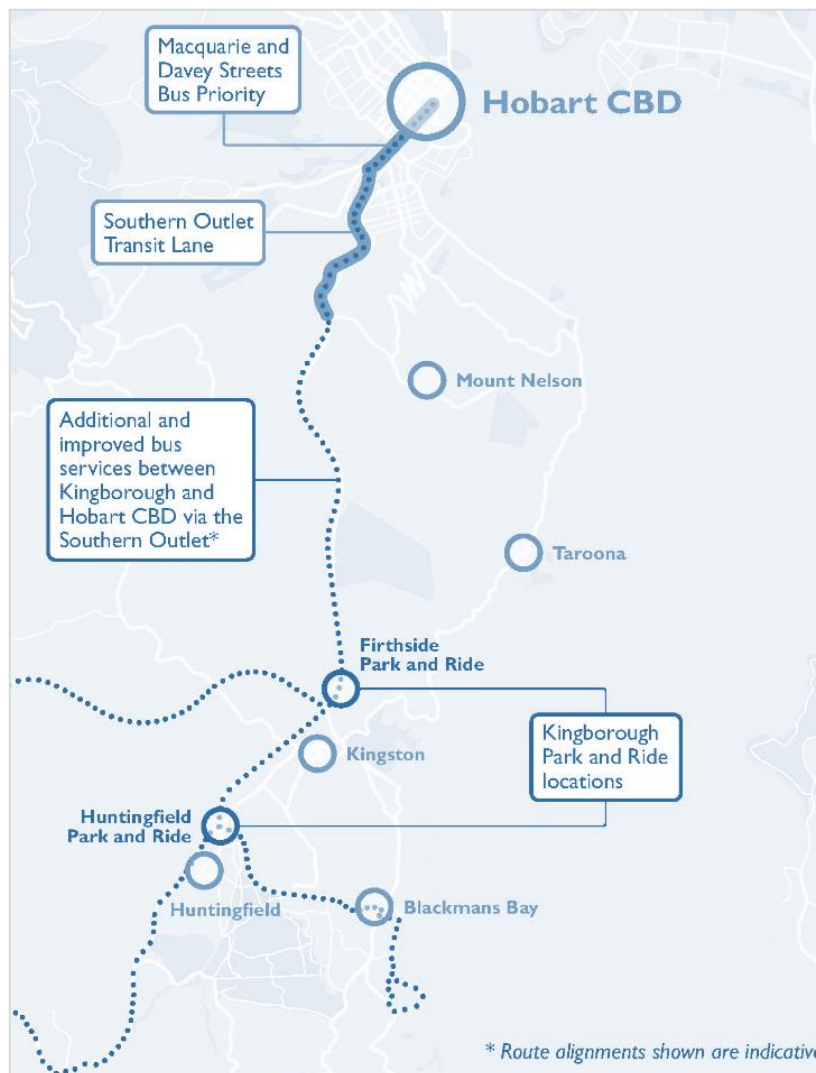


Figure 3: Map showing some of the southern transport City Deal projects
Source: Hobart City Deal: Annual Progress Report 2021, Commonwealth of Australia

[Investments to enhance user experience and encourage take-up of public transport](#) – the following initiatives are underway:

- Hobart Transit Centre – design and development work associated with a new public transport transit hub in the city centre
- Macquarie and Davey Streets Bus Priority – development of enhancements (i.e., priority traffic signals) on Macquarie and Davey Streets to favour buses, cyclists, and pedestrians
- exploration of options for a ‘smarter’ public transport ticketing platform.

[Investments to help shift journeys to active transport](#) – various cycle and pedestrian improvement programs, including:

- a grant program to support extension or creation of well-connected bicycle routes
- extension of the existing intercity cycleway
- trial of bicycle lanes along sections of Argyle, Campbell, Liverpool and Bathurst streets, Hobart
- preparation of a Kingborough bike plan to guide infrastructure projects and encourage active transport options
- continued revitalisation of pedestrian access in Glenorchy CBD and Hobart’s Salamanca Place precinct and various foreshore pathway upgrades.

It should be noted that should these investments and others described in the Hobart and Launceston City Deal documents all be delivered, then collectively we should see facilitation of a greater range of transport options for some journeys beyond private vehicles in some areas and corridors. The University’s own efforts of the past decade in sustainable transport advocacy, and consideration of sustainability and liveability in advancing its own development program, will have contributed to the progression of this important agenda.

2.5.2 Other government visions, strategies, and plans

A range of other state and local government plans, strategies, and collaborative visionary processes have been undertaken in recent years or are still in progress. UTAS staff have been involved in many of these via consultations or have developed specific partnership projects.

[Climate Change Action](#) – Tasmania’s current climate change action plan concluded in June 2021. At the time of writing, the Tasmanian Climate Change Office (TCCO) – which is now part of Renewables, Climate and Future Industries Tasmania (ReCFIT) – was in the process of consulting with the community on opportunities and issues for the next whole-of-government action plan.⁽¹⁰⁾ Of relevance to this strategy is the recognition that transport is a significant emitter of greenhouse gases in Tasmania (19% of Tasmania’s greenhouse gas emissions),⁽¹¹⁾ and that, due to our renewable energy profile, there is a recognised opportunity to facilitate the take-up of electric vehicles via supporting the development of a state-wide electric vehicle charging network and the growth of an electric vehicle fleet. UTAS supports the development of electric vehicle infrastructure and fleets, facilitating take-up via its own fleet and supply of charging facilities at all Tasmanian campuses.

[Sustainable Hobart Action Plan 2020–25: Towards a zero emissions Hobart](#)⁽¹²⁾ – transport is just one sector addressed in this City of Hobart (CoH) plan that addresses both climate change mitigation and adaptation concerns. There is a strong commitment to facilitating the growth of the electric vehicle fleet and its supporting infrastructure, as well as addressing local transport inefficiencies, improving local accessibility to low or no carbon modes of transport and facilitating the community to make more sustainable local travel choices. Over the last decade, UTAS has frequently pooled resources and efforts with the CoH to deliver improved sustainable transport options for both the University and the wider community across the various Sustainable Hobart Action Plan focus areas and will continue to seek these opportunities.

[City of Hobart Transport Strategy 2018-30^{\(13\)}](#) – this strategy has a strong emphasis on sustainable outcomes and developing partnerships with stakeholders. Many of the strategic themes align with this strategy, and previous ones.

[2050 Vision for Greater Hobart^{\(14\)}](#) – is a collaboration between greater Hobart councils, Clarence, Glenorchy, Hobart and Kingborough, and the Tasmanian Government. The vision identifies transport as one of the key challenges for the region, and strategic opportunities include connectivity, greater transport choices including public and active transport, safety, and the embracing of smarter digital technology in making it easier to move around. Since many of Hobart’s transport issues can only be addressed by looking at region-wide travel demand, transport services, and land use patterns, this sort of collaboration is essential.

[City of Launceston Transport Strategy 2020–40^{\(15\)}](#) – is a collaborative City of Launceston (CoL) strategy that acknowledges the need to work together with partners such as UTAS and maximise the opportunities presented by the University’s northern transformation. Enhancing accessibility across the city by active modes through improved connectivity is a key element of the strategy, as well as supporting accessibility to public transport following the introduction of the new Launceston Metro network which aims to improve public transport connectivity and overall frequency.

[Greater Launceston Metropolitan Passenger Transport Plan^{\(16\)}](#) – is a ten-year strategy that guides future passenger transport development and investment in greater Launceston. Importantly, this plan focuses on improving public transport, together with walking and cycling, and is intended to lead to higher levels of public transport use (working from a very low base) and active travel participation.

[Greater Launceston Transport Vision and Strategy^{\(17\)}](#) – is a collaboration between state and local governments, which integrates with the Greater Launceston Plan and City Deal.

[Northwest Coastal Pathway project](#) – a collaboration between north-west councils and Cradle Coast Authority to construct a shared pathway between north-west regional towns and cities.

2.5.3 Active transport coalitions and committees

UTAS sustainability and facilities staff are also actively engaged in the following coalition and local government active transport committees aimed at improving options for choosing active modes and lifestyles and working together to deliver these outcomes in partnership.

- [Tasmanian Active Living Coalition](#) – formed in 2019, the coalition brings together a wide range of partners from Tasmanian organisations to advance active living in Tasmania and improve health outcomes. University representatives include both public health academics and sustainability staff.
- [Launceston Pedestrian and Bike Committee \(CoL\)](#)
- [Hobart Active Travel Committee \(CoH\)](#)
- [Northwest – Safer Roads for Cyclists committee](#)

The University sustainability team is also regularly engaged with the Australian Bicycle Network, the Tasmanian Bicycle Council, and Cycling South (a committee supported by southern councils).

2.5.4 Other initiatives

Other recent announcements not mentioned above that are relevant to UTAS’ sustainable transport objectives include the announcement by Metro Tasmania of an electric and hydrogen bus trial which may be included on university routes, and e-scooter share scheme trials in Launceston and Hobart starting at the end of 2021.

2.6 Summary of planning contexts

The previous STS 2017–21 pointed to a range of issues influencing travel behaviour and transport options beyond the location of UTAS facilities. Many of these remain as standing transport planning challenges, including:

- diverse campus sizes, facilities, parking supply and constraints (existing and new)
- diverse regional and city settings, including variable access to, and quality of, transport infrastructure and services
- life-stage and household influences on individual travel patterns and mode choice
- a changing student-base
- differing travel behaviour cultures, transport knowledge and needs of local and international students
- on-campus and online students, and full-time and part-time students attending campuses at different times
- staff transitioning to new ways and places of working.

Additional challenges include:

- the changes in the way we work, study, and travel as further impacted by COVID-19, and the remaining uncertainty around how the pandemic will continue to impact the University's on-campus student population, particularly international student attendance
- managing transport planning needs and travel demands of both new and old campuses as the campus transformations in the north and south ramp up
- managing air travel demand and emissions from air travel associated with university business (not part of previous sustainable transport strategies)
- continuing to engage with external stakeholders constructively, working in partnership to deliver the sustainable outcomes required.

3. Achievements and Progress

UTAS began the process of developing its inaugural Sustainable Transport Strategy in 2011. Since then, the University has been guided by two strategies: UTAS STS 2012–2016 and UTAS STS 2017–2021. Ten years on, much has been achieved by focused efforts to embrace every opportunity as they arise to improve the sustainable travel choices available to the University’s population.

Now, UTAS is progressing with transforming its facilities and operations in a very significant way. It is embracing the opportunity to take on some of the bigger challenges associated with delivering sustainable outcomes, some of the things that could not be addressed earlier due to locational constraints or entrenched infrastructure and services. The shift to the Hobart city centre in Tasmania’s south, to the Inveresk precinct in the north, and to Burnie’s West Park facilities, have opened much bigger conversations around sustainable transport, the UTAS’ footprint, social and place-making responsibilities, and opportunities. In this respect, sustainability, including sustainable transport, is now well embedded in thinking across the spectrum of UTAS’ development projects and plans, demonstrating quite a leap from where it all started 10 years ago.

3.1 Highlights of sustainable transport improvements

Examples of key achievements delivered under the first two five-year strategies are provided in and include both on-campus initiatives and those involving partnerships with other agencies.

Achievements are due to efforts on a range of fronts – ongoing engagement with external agencies, collaborative and creative approaches internal and external to the University, and persistent focus on delivering desired sustainable transport outcomes wherever possible by the UTAS sustainability, facilities, and transformation teams. Some of the key initiatives include:

- electric charging for bikes, motorcycles, and cars
- bike hubs and end-of-trip facilities and more bike parking rails
- e-bike salary sacrifice opportunity
- implementation of a *UniHopper* bus service for students and staff between Sandy Bay and Hobart CBD
- public transport infrastructure, services, and Green card incentives
- first carshare scheme in Tasmania (*Flexicar* at Sandy Bay and Hobart CBD campuses)
- embedding of sustainable transport principles in campus master planning and detailed designs for precincts and buildings.

3.2 Sustainable transport and travel behaviour performance

The UTAS Travel Behaviour Survey 2021 provides information on travel behaviour trends and patterns. Data is also collected for the University’s vehicle fleet, Metro Tasmania provide some bus boarding data for main University bus stops, while there are also periodic bicycle storage and movement counts at most campus locations.

3.2.1 Commute mode split

How staff and students make the journey to and from work and study varies considerably according to life-stage characteristics, residential location relative to campus location, transport infrastructure and available public transport services. More details about this variability can be obtained from the [UTAS Travel Behaviour Survey Summary Report 2021](#). The following figures show how the main transport mode split has changed for students and staff over the period 2013–21. Main mode (mode used for the longest section of the journey to/from work or study) is a key indicator for monitoring progress over time and for each major campus.

For students, over the period 2013–21 most Tasmanian campuses show an increase in public transport (bus) use, while there is a notable difference between city or inner city located campuses

with active modes (Figures 4 and 5). Hobart CBD and Inveresk have both increased the share of students choosing active modes, as has Cradle Coast. Hobart CBD and Inveresk also show an overall decline in single occupant vehicle use across the period. It should be noted that COVID-19 has impacted the data for 2021, seemingly impacting on Sydney (Rozelle campus) travel practices through a significant decline in public transport use and increase in single occupant vehicle use (note the survey period was prior to the 2021 major lockdowns). There is anecdotal evidence, however, that the increase in student active modes for Hobart CBD and Inveresk may also be impacted by heightened financial stress reported by many students during the pandemic period which has encouraged walking or cycling.

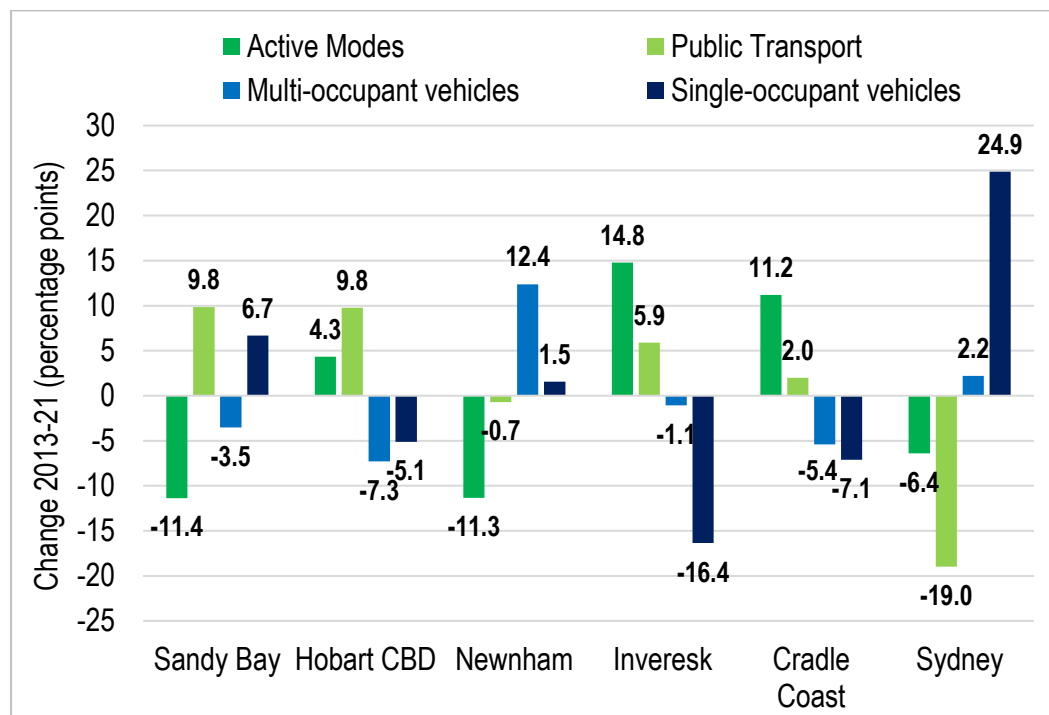


Figure 4: Student mode change over time by campus location – main mode to UTAS

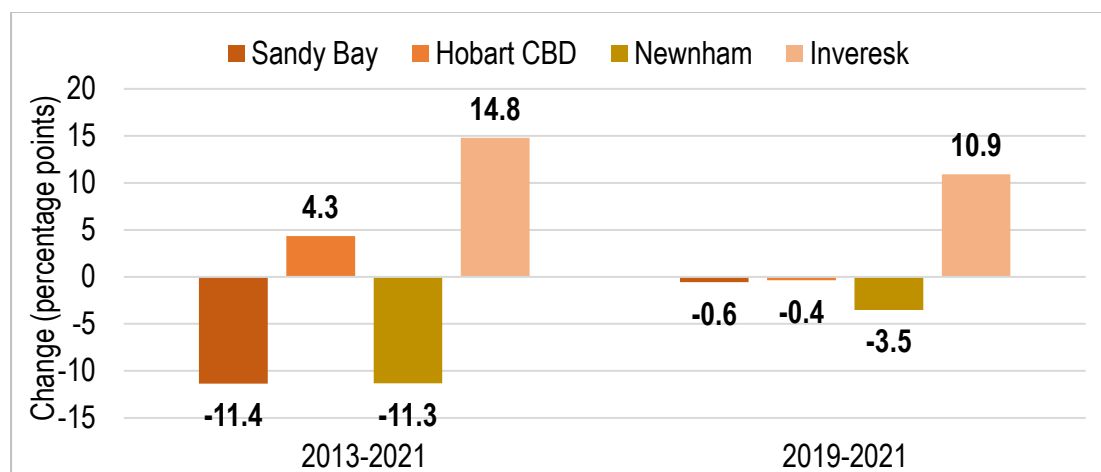


Figure 5: Student – all sustainable modes (active plus public transport main mode) – change over time by major UTAS campus

For staff, over the period 2013–21, most main Tasmanian campuses where data is sufficient show an increase in public transport. However, only Hobart CBD shows a notable increase in active modes (Figure 6).

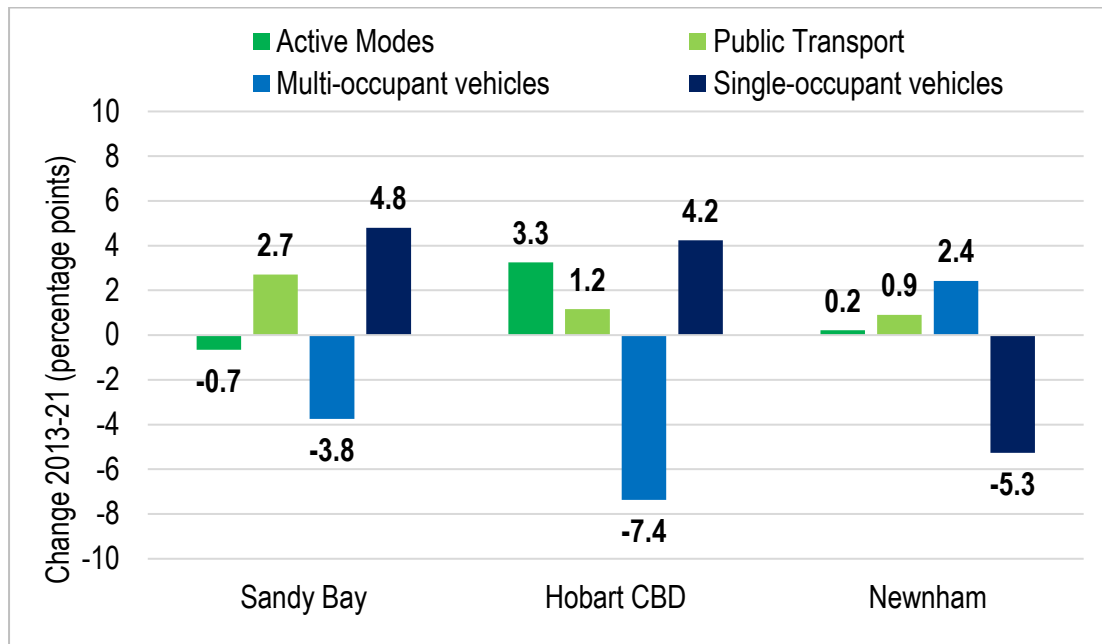


Figure 6: Staff mode change over time by campus location – main mode to UTAS
 Note: Staff sample sizes are not large enough to show for Inveresk and Sydney campuses

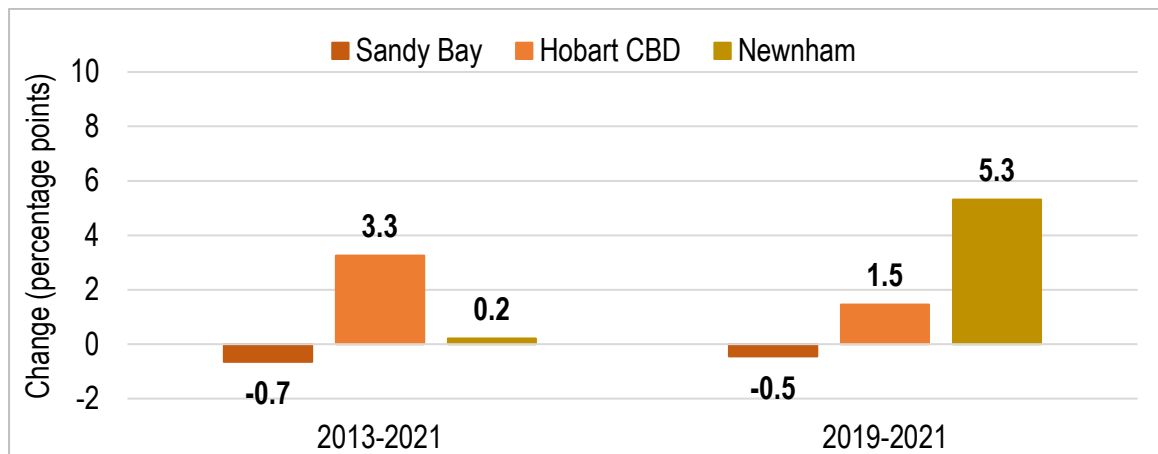


Figure 7: Staff – all sustainable modes (active plus public transport main mode) – change over time by major UTAS campus
 Note: Staff sample sizes are not large enough to show for Inveresk and Sydney campuses

3.2.2 Vehicle fleet

UTAS has maintained its commitment to electric vehicles (EVs) in its fleet since 2014, with three Nissan Leafs still in use proving their quality, maintainability, and useability. Over a 12–18-month period starting in early 2022, a significant shift will ensure nearly all 83 passenger vehicles in the leased fleet and nine UTAS-owned vehicles will be replaced by fully electric vehicles. The transition to EVs will occur in two phases. Phase 1, commencing in April 2022, will transition light vehicles garaged at main campuses (Sandy Bay, Newnham, and West Park). Phase 2 will see the transition of vehicles garaged at outlying sites (e.g., IMAS Tarooma, New Town Laboratories).

This commitment to support EVs is evidenced in co-funding with state government grants of public and fleet-accessible charging stations at all main Tasmanian campuses, inclusion of significant numbers at the new West Park and Inveresk campus carparks, and a further \$500,000 committed in 2022 for additional fleet-only charging stations to support the fleet conversion effort.

3.2.3 Emissions profile

As calculated as part of UTAS' carbon neutral certification by the Commonwealth Climate Active Carbon Neutral Standard for Organisations, implementation of initiatives from sustainable transport strategies has led to an estimated reduction of greenhouse gas emissions of ~1,000 t CO₂-e between 2015 and 2019. Because of COVID-19 impacts, it is difficult to identify emissions reductions due to sustainable transport initiatives in 2020 and 2021, though it is estimated that ~1,400 t CO₂-e was avoided during 2020 because of the shift to staff working from home.

4. Key Challenges and Opportunities by Region

This section is a summary of the key focus areas by region that supports identification of the key strategic actions described in section 7. The challenges and opportunities have been identified through consultation with a range of internal stakeholders across each UTAS region.

4.1 Whole of university

There are several issues, challenges and opportunities that pertain to UTAS as a whole, not least the need to ensure delivery of high-level sustainability objectives across the University and the requirement for coordination and collaboration within and between university units and external agencies and partners.

Other challenges affecting university operations include the changing nature of study and work associated with ICT capabilities which has been hastened by the COVID-19 pandemic. With teaching and learning online, there will continue to be fewer students on campus, though attending campus will remain for many activities. In fact, UTAS has implemented a new curriculum model that sees the focus shift away from large in-person lectures, which have been moved online, to an increased offering of smaller group work such as face-to-face tutorials and other hands-on activities. This will have an impact on travel behaviour and transport infrastructure demand, where students may come and go differently, perhaps spending less time on campus at some times and spending block periods on campus at other times. These changes require careful consideration of transport infrastructure demand and supply, suggesting the need for flexible short-term parking and longer-term parking as well as incentives to encourage sustainable travel practices. For instance, in the case of block teaching periods, there may be options to promote carpooling among students and public transport use where this is most feasible.

Working from home has long been promoted as a way of reducing the need to commute and, therefore, reduce travel demand. However, recent experience is showing that working from home comes in many forms and that it does not always reduce the need to commute. It can fragment the working day, shifting the time associated with commuting. This helps spread traffic and may reduce congestion issues, but it may not necessarily reduce parking demand or vehicle emissions, nor encourage alternative modes to the motor vehicle.

Finally, it is looking highly likely that by 2030 Australia will be well on the way to electrifying the vehicle fleet, and electric vehicle charging facilities will be established across society with the support of all levels of government and business. UTAS plans to continue to play a leadership role in encouraging the take up of electric vehicles by transforming its own vehicle fleet in 2022–23 and providing additional electric vehicle charging points and car parking spaces. While electrification of the wider fleet means that, as a society, we can significantly reduce emissions and air pollution from our own transport, electrification of the vehicle fleet still does not address traffic congestion or other stresses motor vehicles place on cities such as the demand for parking.

Table 1 outlines the issues, challenges, and opportunities for the University as a whole as identified during the internal consultation process.

Table 1: Issues, challenges and opportunities identified for the University as a whole

CHALLENGES	OPPORTUNITIES
Integration, coordination, collaboration	
Ensuring sustainable transport strategy objectives are incorporated across UTAS development projects and multiple partner precincts.	Setting sustainable transport goals can significantly guide other strategies and plans.
Delivering sustainable outcomes is often a complex and challenging task due to the multiplicity of stakeholders involved in design and delivery of outcomes that benefit the community and minimise negative impacts. While UTAS has significant transformation agendas in northern and southern Tasmania it will need to work constructively with other organisations to deliver its sustainability objectives.	The pathway towards sustainability requires collaborative approaches where organisations share knowledge and learnings with each other and work together to design and deliver solutions. UTAS has adopted this approach over the past decade and will need to continue to do so as the institution transforms. With new and changing precincts, it will be essential to engage and work collaboratively in a coordinated way with other precinct partners and stakeholders, including local and state governments and public transport service providers.
Business travel	
University business in Tasmania often involves travel between regions and this is mostly undertaken by a university fleet vehicle, private or hire car. There remains a challenge to reduce the need to travel where meetings can be undertaken by other means or to reduce the number of single occupant vehicle trips where possible.	While many staff are aware of the need to improve the efficiency and sustainability of their inter-regional business trips by sharing rides with colleagues, there is potential for development of a ridesharing app or other coordinating approaches for business travel, particularly for inter-regional Tasmanian travel.
Air travel represents a significant cost to UTAS in money, time, and carbon emissions. Thus, determining a way to manage air travel demand and expectations is critical.	Within travel policy and procedures, ensure staff consider whether the trip that requires air or land-based travel is essential in the first place and ensure alternatives are considered in the first instance.
	<p>Ensure sustainable travel objectives are understood and met by the UTAS' travel service providers.</p> <p>Carbon offsetting is handled centrally to ensure UTAS has complete control over where and how these funds are invested to meet overall university sustainability objectives.</p> <p>Using the existing greenhouse gas inventories, make available detailed information on travel for appropriate management activities</p>
Travel demand and work from home	
Technology has facilitated capabilities to effectively study remotely and work from home (WFH). With COVID-19, the capabilities for, and regularity of, WFH has been hastened for many staff. This has resulted in a shift in working practices, and variable hours of work that is based at university workplaces, including variable start and finish times. Such changes are likely to remain to some degree into the future. They provide both opportunities and challenges for travel, transport and facilities planning.	UTAS can consider these changing work practices and facilitate those practices which result in sustainable outcomes (reducing traffic congestion, parking demand and emissions) through parking mechanisms (supply and pricing) and other incentives while ensuring other university objectives are met.

4.2 Tasmania – southern region

The campuses in Tasmania’s southern region are currently split, mainly between Sandy Bay and the CBD. Some 40% of southern staff and students are already in the CBD as primary location, noting that this includes major facilities in the Hobart city centre and waterfront (i.e., Medical Sciences Precinct, IMAS-Salamanca, The Hedberg, Media School and the Creative Arts precinct). There are also staff and students located in IMAS-Taroona and various other city locations. Over the period of this strategy, UTAS will transition to becoming a predominantly city-centred campus as shown in Figure 8.⁽¹⁾ The transition is expected to take the full period of this strategy. This means that there will be varying numbers of staff and students attending both Sandy Bay and the Hobart central city area, with Sandy Bay staff and students decreasing over time. With this comes the challenge of changing travel demand and travel patterns year to year, and opportunities to foster more sustainable travel practices and places.

Figures 9 and 10 show two aspirations that UTAS has identified as important through its southern transformation urban design process: first, promoting carbon neutral transport options by contributing to safe and connected cycle routes and end-of-trip facilities, and second, working with other agencies to make the University, city centre, and southern region more accessible by public transport.

In addition to these aspirations, Table 2 summarises other challenges and opportunities identified via the internal consultation workshops. They relate primarily to ensuring sustainable transport options for staff, students, and visitors across several changing locations, and the connectivity between these for staff and students needing to move between locations. Challenges and opportunities also relate to the future of the Sandy Bay campus and the legacy the University establishes for the future of this site. For instance, enhancing connectivity for pedestrians and cyclists between Sandy Bay and the Hobart CBD and waterfront will not only serve the university community but would also improve connectivity and safety for the wider community moving around that area.

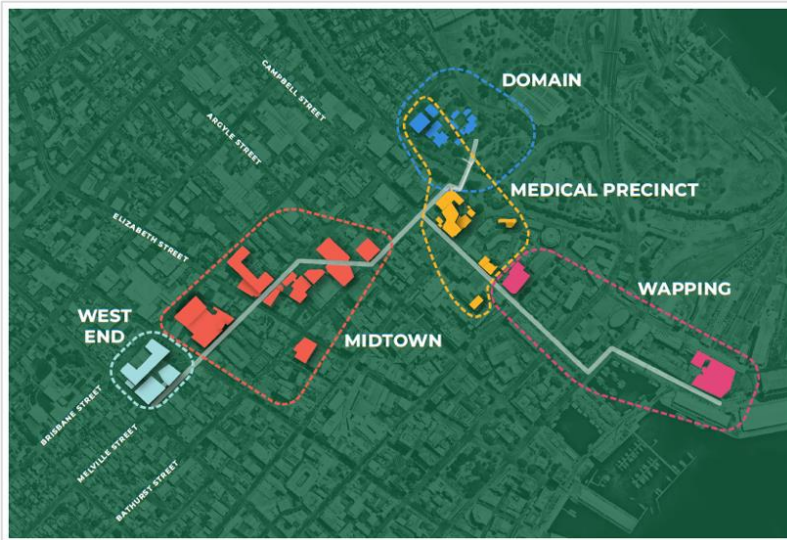


Figure 8: Planned Hobart city campus precincts as outlined in the University of Tasmania Southern Campus Transformation Preliminary Urban Design Framework



Figure 9: Southern campus transformation sustainable transport strategies – cycling options

Provide infrastructure for sustainable and carbon neutral transport choices as part of a well-connected network

- contribute to safe cycling infrastructure and initiatives in the central city
- support a safe bike connection to Sandy Bay
- provide end-of-trip facilities



Figure 10: Southern campus transformation sustainable transport strategies – public transport

Make the University more accessible to people across the city and southern region through better public transport

- implement a range of transport solutions to help people make increasingly sustainable choices that suit their lifestyle
- work with the City of Hobart and the State Government to improve public transport infrastructure

Source: University of Tasmania Southern Campus Transformation Preliminary Urban Design Framework

Table 2: Issues, challenges and opportunities identified for UTAS in southern Tasmania

CHALLENGES	OPPORTUNITIES
Transition phase of transformation	
<p>Facilitating the efficient and sustainable movement of people associated with university business is a collective challenge as opportunities depend on the availability and quality of publicly provided infrastructure and services (public transport and efficient and connected active mode routes). The task is challenging due to the array of external visions, strategies and plans released by other significant stakeholders for the greater Hobart region (particularly state and local governments).</p>	<p>UTAS has committed in past strategic plans to ongoing engagement with external stakeholders, developing collaborations, sharing research, information, and resources, and participating in external committees where relevant. This approach is ever more essential as the University undertakes its transformation programs and the university community transitions to new facilities and patterns and ways of moving around.</p>
Parking	
<p>Parking access and cost can be both an incentive to drive or a disincentive if alternative transport options are available. A challenge for all southern university facilities will be to (i) ensure parking access for those who need it most (those who have little choice but to drive) and (ii) look to parking supply and cost mechanisms to encourage alternative transport modes where these are possible.</p>	<p>Explore ways to avoid the parking payment scheme locking in users to 'full-time' car use. Ensure there are attractive flexible parking access and cost/payment options which facilitate potential use of other modes sometimes. This is especially important in the context of increased fragmentation of work/study hours and work/study flexibility. A move to digital parking permits may offer some opportunities.</p>
<p>Ensuring safe access to student accommodation and workplaces/study environments. This includes safe parking and pedestrian environments, and consideration of disability accessibility needs.</p>	<p>Integrate parking and pedestrian access and safety design, including accessible access to all university facilities.</p>
<p>Encourage more sustainable vehicle use through parking measures.</p>	<p>Grow the car-share scheme (<i>Flexicar</i>), as trialled by UTAS at key student accommodation sites at the Sandy Bay campus and Hobart CBD, to be more accessible to staff and the general community.</p> <p>Consider dedicated carpool and green car parking spaces and/or parking cost discounts or other incentives.</p>
Active modes	
<p>The system-wide bicycle network needs improving throughout Hobart and greater Hobart with a focus on connectivity and safety. UTAS is a key trip generator with active transport nodes within the system.</p>	<p>Advocate for a Sandy Bay to city shared cycleway/pedestrian way, via Battery Point or other routes, as dedicated active mode routes. This will facilitate and encourage safe, efficient, and pleasant movement between these activity hubs for both the university and the wider community.</p> <p>Continue to engage with the City of Hobart and other Hobart councils (Glenorchy, Kingborough, Clarence) to improve system-wide connectivity and safety of cycle routes, including efficient links to the ferry service to the Eastern Shore.</p> <p>Continue to ensure the provision of quality end-of-trip facilities in new and retrofitted builds to include all mobility types (bikes, scooters, skateboards, etc).</p> <p>As the city campus develops, consider community access to UTAS end-of-trip facilities at a cost.</p>
<p>Both Hobart city and Sandy Bay require precinct approaches to active transport infrastructure (involving several partners – CoH, UPPL, Dept. of State Growth, and others).</p>	<p>A precinct approach encourages collaboration on design and delivery and improved consideration of present needs of the university community and wider community.</p>
<p>CoH is running an e-scooter trial. How does UTAS partner in facilitating/managing scooter use and risks within inner city precincts?</p>	<p>Provide information about the scooter trial and responsible scooter use to the university community.</p> <p>Explore hub opportunities at appropriate campus locations and assess risks appropriately (especially safety/insurance risk etc). Ultimately e-bike/scooter fleets require safe and connected routes.</p>

Inter-campus movements and local business travel	
UTAS introduced the <i>UniHopper</i> inter-campus mini-bus service for students and staff. How should this service continue to facilitate inter-campus movements within inner Hobart?	<p>Look at the option to electrify the <i>UniHopper</i> service as vehicle cost-effectiveness improves.</p> <p>Periodically review the need for the <i>UniHopper</i> service and maintain engagement with Metro Tasmania on <i>UniHopper</i> ridership and bus service demand changes as more staff/students move from Sandy Bay to the city.</p>
Ensuring well-connected campus precincts (connectivity to each other and places in which the University is embedded).	Work with UPPL and all campus partners to ensure a precinct perspective.
Growing the <i>Flexicar</i> car-share model for use by staff where active modes or the bus or <i>UniHopper</i> services are inappropriate. Currently, there is low usership of the existing car-share (<i>Flexicar</i>) trial based at Sandy Bay campus and Hobart CBD accommodation.	<i>Flexicar</i> is interested in trialling an extension to the scheme to the public to become more viable. This requires engagement with the City of Hobart on how such a scheme can be facilitated. A key community benefit of car-share programs is a reduction in the need for car ownership and encouragement of more flexible/multi-mode day-to-day travel options for inner city residents. This therefore helps alleviate inner city parking and traffic pressures.
Reducing share of single occupant vehicles	
Getting staff and students to think about alternative modes to driving in a single occupant vehicle when possible.	<p>With the campus move to the city comes the opportunity to recommend and demonstrate more sustainable mode options. Initiatives might include:</p> <ul style="list-style-type: none"> ▪ pay-as-you-go parking incentives for car-poolers ▪ working with stakeholders to improve and promote bus services and active mode infrastructure ▪ providing and promoting employer incentives for alternative modes such as the UTAS e-bike salary sacrifice scheme ▪ providing incentive rewards for sustainable mode use ▪ working with Metro Tasmania on concession fare/ticket pricing to improve cost-attractiveness of public transport and ensure COVID-19 safety on buses ▪ promoting the health benefits of taking public transport and thereby increasing incidental physical activity.
COVID-19 has reduced attractiveness of carpooling and public transport. How do we reverse this?	
Vehicle fleet electrification	
Delivering UTAS fleet electric vehicle charging infrastructure and ensuring familiarisation with its use.	With the electrification of the UTAS light vehicle fleet already planned for phased changeover in 1–2 years, ensure electric vehicle charging is sufficiently provided across campus facilities with accompanying education for use.
Supporting electrification of the personal vehicle fleet (staff, students, visitors). This includes e-scooters, e-bikes, e-motorcycles, and electric cars.	Provide electric vehicle charging opportunities and information, with options for priority parking or other parking incentives.

4.3 Tasmania – northern region

The campuses in Tasmania’s northern region are located in Launceston at Newnham and Inveresk, and there are also staff and students located at the Launceston Clinical School at the Launceston General Hospital and at Beauty Point. Over the period of this strategy, the Inveresk campus will become the predominant campus in the north, though the Australian Maritime College (AMC), some Tasmanian Institute of Agriculture (TIA) facilities, significant student accommodation, and a small number of other activities will remain at Newnham. Consequently, there will be a period of transition to manage the transport needs of, and between, the two campuses. This transition period is expected to be completed by 2024–25.

The challenges and opportunities identified for this region are outlined in Table 3. They largely relate to ensuring active modes are encouraged and enabled through improved infrastructure and making public transport a more attractive proposition than it currently is.

Table 3: Issues, challenges and opportunities identified for the University in northern Tasmania

CHALLENGES	OPPORTUNITIES
Parking	
The traditional requirement by the City of Launceston for significant parking provision at Inveresk tends to encourage single occupant car use.	UTAS is working with the City of Launceston to stage parking at Inveresk campus only as demand justifies it.
Ensuring safe access to student accommodation and workplaces/study environments. This includes safe parking and pedestrian environments, and consideration of disability accessibility needs.	Integrate accessibility and safety considerations into design of parking, pedestrian access, and all building access.
Encouraging more sustainable vehicle use through parking mechanisms.	Implement or support a car-share scheme (<i>Flexicar</i>) with dedicated parking on campus. Consider dedicated carpool and green car parking spaces and/or parking cost discounts or other incentives.
Active modes	
The system-wide bicycle network needs improving in Launceston to be better connected, safe and well promoted. The University at Inveresk is a key trip generator and active transport node within the system.	UTAS could provide appropriate linkages, facilities and promotional activities reflecting its status as a major trip generator and infrastructure provider to improve active mode connectivity, safety, and end-of trip facilities.
Both Inveresk and Newnham require precinct approaches to active transport infrastructure due to multiple buildings and precinct partners (including Queen Victoria Museum, TasTAFE, UTAS Stadium).	Work with precinct partners and City of Launceston to deliver shared facilities and promotional information (end-of-trip bicycle facilities, bicycle parking, scooter parking, signage).
City of Launceston is running an e-scooter trial. How does UTAS partner in facilitating/managing scooter use and risks within the Inveresk precinct and at Newnham?	Provide information about the scooter trial and responsible scooter use to the university community. Explore opportunities within the precinct for scooter hubs ensuring risks for the university community are appropriately assessed (safety and insurance implications).
Inter-campus movements and local business travel	
Facilitating individual staff and student movements between campuses in a sustainable way (Newnham, Inveresk, Launceston Clinical school, Beauty Point).	Work with precinct stakeholders to identify and deliver best cost/benefit bus transport solution that preferably serves the wider community in addition to the university community. Options could include extending the Launceston Tiger Bus out to Newnham or working with Metro Tasmania to increase services through work/study periods or for UTAS to offer its own shuttle service similar to the Hobart <i>UniHopper</i> . Under state legislation, the latter would not serve the wider community, however.

Reducing share of single occupant vehicles	
Getting staff and students to think about alternative modes to driving in a single occupant vehicle when possible.	<p>With the campus move to Inveresk comes the opportunity to recommend and demonstrate more sustainable mode options. Initiatives might include:</p> <ul style="list-style-type: none"> ▪ pay-as-you-go parking incentives for car-poolers ▪ working with stakeholders to improve and promote bus services and active mode infrastructure ▪ providing and promoting employer incentives for alternative modes (expansion of UTAS e-bike salary sacrifice program in northern Tasmania) ▪ providing rewards for sustainable mode use ▪ working with Metro Tasmania on concession fare/ticket pricing to improve cost-attractiveness of public transport and ensure COVID-19 safety on buses ▪ promoting the health benefits of taking public transport and thereby increasing incidental physical activity ▪ advocate for expansion of the <i>Flexicar</i> car-share scheme to Launceston.
COVID-19 has reduced attractiveness of carpooling and public transport. How do we reverse this?	
Vehicle fleet electrification	
Delivering UTAS fleet electric vehicle charging infrastructure and ensuring familiarisation with its use.	With the electrification of the UTAS fleet already planned for phased changeover in 1–2 years, ensure electric vehicle charging is sufficiently provided across campus facilities with accompanying education for use.
Supporting electrification of the personal vehicle fleet (staff, students, visitors). This includes e-scooters, e-bikes, e-motorcycles, and electric cars.	Provide electric vehicle charging opportunities with options for priority parking or other parking incentives.

4.4 Tasmania – Cradle Coast

The new campus at West Park, Burnie, is the result of the partnership between the Tasmanian Government, the Federal Government, the Burnie City Council, and the University. UTAS has since contributed additional funds to ensure its commitment to serve the Tasmanian north-west region. From a transport focus, a benefit of the West Park campus is its proximity to the Burnie city centre, bus services and the regional bus terminal, and coastal recreational routes for cycling, walking, and jogging etc (including access to the Burnie coastal boardwalk and North-West Coastal Pathway).

While the location provides enhanced opportunities to encourage public transport use and active modes for the commute to and from the University, there remain several significant challenges to improving the sustainable transport choices of the university community. These largely relate to the spread-out nature of student and staff residential origins across the region and the very low levels of public transport patronage across the region. Students and staff live across the north-west region of Tasmania, and many depend on their cars due to limited alternative options. Outside Burnie itself, the bus routes and bus service timetables frequently mean long journey times and the need to take more than one bus. For instance, a bus journey from Devonport to Burnie on a weekday morning can take between 1 hour 40 minutes and 2 hours, and usually requires a change of bus with attendant wait time, whereas the journey by car is between 30 and 45 minutes with free parking available on campus.

Consequently, the main challenge for the Cradle Coast is to ensure good access to the University’s facilities while continually improving sustainable transport choices for students, staff, and visitors. Improving alternative transport choices to the use of a single occupant vehicle also has social equity benefits enabling students from lower socioeconomic backgrounds better access the University and reduce travel costs where possible. The challenge is a region-wide and community-wide one and will largely require advocating for improvements to bus services and working with other agencies to identify public transport service improvement opportunities.

Table 4: Issues, challenges and opportunities identified for the University in north-western Tasmania

CHALLENGES	OPPORTUNITIES
Fragmentation and decentralisation of activities and infrastructure	
While the new Cradle Coast campus enables some consolidation of activity, the University maintains fragmented infrastructure across the region at smaller sites such as the Tasmanian Institute of Agricultural (TIA) research facilities (i.e., greenhouses) located away from research staff offices. While this is an issue for all Tasmanian campuses it is particularly evident in this region and adds to the demand for private and fleet vehicle use. Similarly, curriculum, research, and course programming contribute to transport challenges – e.g., as we increase our nursing cohort, the demand for clinical placements will increase and these may be widely distributed along the coast. This is obviously a necessary part of the learning program, though there are a range of options which could be explored to reduce demand on motor vehicle ownership and use.	Attention to the electrification of the UTAS vehicle fleet for field vehicles over time. Include recommendations and options for more sustainable travel practices in key teaching program and operational unit induction/information guides, e.g., carpooling, sustainable mode options in specific areas of work placement, appropriate and efficient fleet vehicle use.
Parking	
The new West Park campus has sufficient free parking. Ready and cheap parking is not an incentive to moving forward with sustainability, but parking is essential considering limited transport alternatives.	Opportunities relate to the use of parking to facilitate the electrification of the vehicle fleet and incentivise carpooling practices. Currently, there are at least 10 electric vehicle charging points being installed (2021–22), including a fast-charging station supported by a State Government grant, plus conduits have

	<p>been laid for further stations in readiness for the electrification of the Tasmanian vehicle fleet.</p> <p>There is scope to dedicate carpooling or less carbon-intensive vehicle spaces close to campus buildings as an incentive for carpooling practices.</p> <p>Need for enclosed (weather-sealed), secure bike parking and storage.</p>
Active modes	
<p>While there are good coastal recreational routes serving the West Park campus, these are generally not well aligned with active mode commuter needs. The Burnie to Wynyard route is a relatively good cycle commute route (direct and smooth), but well-connected and safe routes east of Burnie are more challenging.</p>	<p>Moving closer to the Burnie CBD on the coast and provision of a bike hub makes the University more accessible by active modes and public transport. The area around the campus precinct already has a good tradition of physical activity. With the Tasmanian Institute of Agriculture (TIA) moving to West Park, critical mass will continue to grow at West Park, enhancing capacity to promote and facilitate active modes, especially cycling.</p> <p>There are continued opportunities to improve well-connected and safe cycle routes requiring ongoing advocacy and collaborative opportunities. (NW Coastal Pathway Advocates and Cradle Coast Authority and City of Burnie).</p> <p>Need for enclosed (weather-sealed), secure bike parking and storage.</p>
<p>Facilitating active modes in student work placements, especially in remote locations such as King Island or Queenstown.</p>	<p>Possibly provide bikes (especially e-bikes) to students on remote placements where active modes are most feasible.</p>
Inter-campus/business travel	
<p>There are regular journeys made by students between Burnie and other northern campuses, especially in Launceston.</p>	<p>Supporting carpooling through providing and promoting dedicated carpool car park spaces for carpool drivers may encourage this option.</p> <p>Reviewing inter-region coach services that link campuses and engaging with State Government and coach service providers to look at improvements in services is recommended.</p>
<p>TIA regional movements (i.e., between West Park and TIA farm laboratories).</p>	<p>There is an opportunity to work on electrifying the TIA fleet over the duration of this strategy.</p>
Reducing share of single occupant vehicles	
<p>Increasing the share of the public transport mode by improving bus routes and scheduling is an ongoing challenge in the region where the proportion of people using public transport is very low.</p>	<p>Improve and pinpoint specific bus routes and commute times that need most attention and improve advocacy and engagement efforts with Metro Tasmania and other bus service providers as occurs in Tasmania's larger cities.</p> <p>Currently, local bus services do not enter the West Park campus precinct and users need to access/cross from the main highway. Bringing the bus onto the campus would make bus services more visible, safer, and potentially more attractive.</p> <p>Consider incentives and rewards for use of alternative modes.</p>

4.5 New South Wales – Rozelle, Sydney

UTAS' Rozelle campus employs approximately 30 staff and enrolls over 700 students. Teaching at the campus has moved recently to a more intensive mode where students come onto campus for block periods rather than on regular days week-to-week. As a small campus in a large metropolitan region with shared parking facilities, the University is much more limited in what it can do to improve sustainable transport outcomes. Students and staff commute from a vast array of residential origins, some of which are quite some distance from Rozelle.

While Sydney is well served by public transport and has the highest public transport commuter rates of any city in Australia, Rozelle is not on a direct rail or light rail route, though it is serviced by bus. The nearest inner west light rail stations (Leichardt North and Lilyfield) are at least a 10 or 15-minute walk away. To access the heavy rail network, a bus connection is generally required.

At the time of writing, the inner west light rail service is to be suspended for up to 18 months to rectify defects. Further, several major infrastructure projects under construction in and around the inner west that particularly affect pedestrian and bicycle access to the Rozelle area are under construction and unlikely to be completed before 2025. With this context and recognising that only a small proportion of students and staff are likely to be able to walk or cycle directly to campus, it is understandable that accessing Rozelle is therefore predominantly by car. Table 5 summarises the key challenges and opportunities identified for the strategy period.

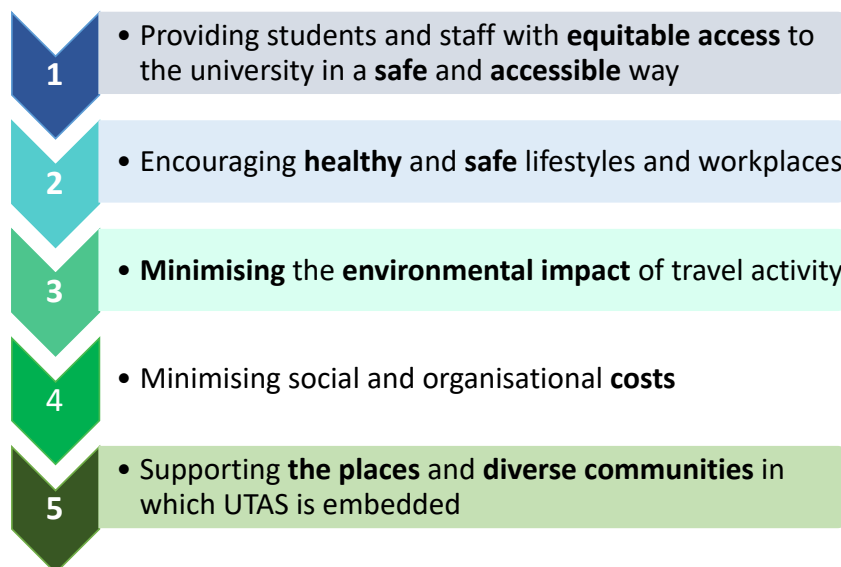
Table 5: Issues, challenges and opportunities identified for the University at Rozelle, Sydney

CHALLENGES	OPPORTUNITIES
Parking	
Limited capacity to charge for parking as parking facilities are shared with precinct neighbours. On street alternative parking in the neighbourhood is time-restricted and limited.	In the short term, there are limited opportunities to use parking to encourage alternative modes, though providing dedicated parking spaces for car-poolers and green vehicle users are options to explore.
Active modes	
Rozelle is located in busy inner western Sydney where a number of significant infrastructure projects are under construction. These are likely to interrupt active mode route connectivity and access up until 2025. However, there are several well-connected active mode routes into and out of Rozelle (i.e., the Bay Run) serving more local students/staff.	Promote well-connected and safe local active mode routes with advertising and signage for those living more locally.
Rozelle currently has a bike storeroom for up to 20 bicycles. It is a quality facility that includes showers, lockers, and bicycle repair station. The showers are well used by staff/students undertaking physical activity; however, bicycle racks are not very well used.	Increase uptake of active modes via increasing awareness of infrastructure.
Inter-campus/business travel	
UTAS Darlinghurst facilities have been decommissioned, thereby reducing the need for intra-urban movements. Reduced required travel to Tasmania (with ICT options) will likely continue.	The University to continue to facilitate quality ICT options for virtual meetings.
Reducing share of single occupant vehicles	
Bus is the main direct public transport option (bus stops 300 metres from campus). While there is light rail available in neighbouring areas, there is no direct link and poor connectivity to light rail stations as a pedestrian.	Public transport use is already encouraged through orientation and pre-orientation information sessions. It may be beneficial to introduce reward incentives for public transport use (i.e., coffee shop rewards).
Fleet electrification	
UTAS at Rozelle does not have a vehicle fleet; however, consideration should be given to the facilitation of electric vehicle charging facilities, including for cars, bikes, scooters, and motorcycles.	Plan for opportunities to include electric vehicle charging facilities on-site or identify alternative local facilities provided by others (i.e., local councils). Promote such facilities to the university community as they eventuate.

5. Sustainable Transport Strategic Action Plan 2022 – 2032

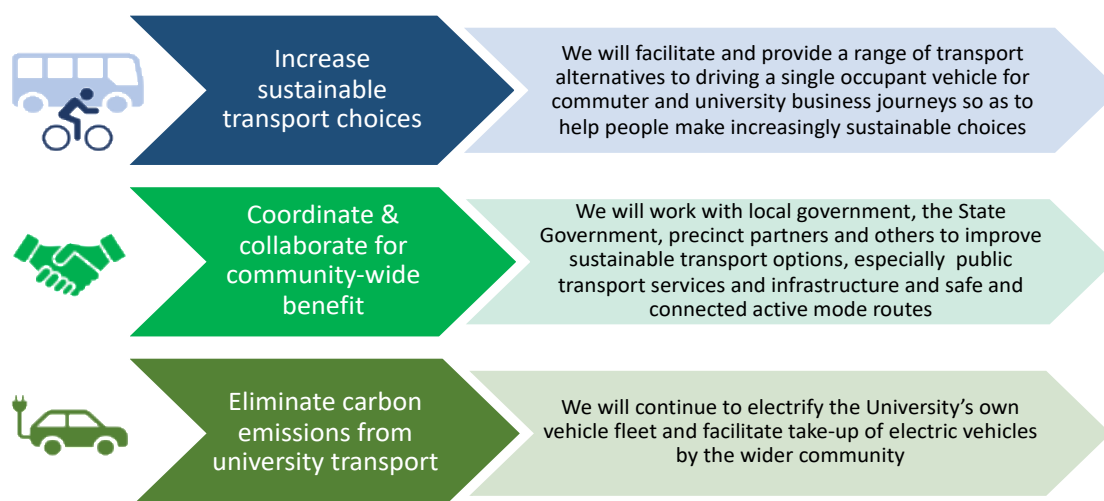
This strategy's purpose is to guide investments and actions that deliver more socially, economically, and environmentally sustainable transport outcomes and travel behaviours into the future in line with the sustainable transport principles outlined above. These principles become five key strategic objectives.

Strategic objectives



UTAS has considered the usefulness of setting targets or goals to help the different internal and external units and agencies deliver on the aligned objectives of this strategy. Measurable targets should be realistic and based on modelled pathways of development. Since such modelling work has only been undertaken for the reduction of carbon emissions from air and land-based business travel, and given the University is not the only stakeholder responsible for delivering transport services and infrastructure for staff and student commuting, this strategy offers four overarching goals and associated pledges, and where appropriate, targets for carbon emissions reduction. These can be applied across all campus settings and shared with other stakeholders.

Overarching goal



As well as addressing overarching issues that are relevant to university operations as a whole, this strategy seeks to address the needs of each main region of operation.

Strategic actions are allocated according to specific themes of activity and purpose:

For whole-of-university operations, these are:

- [Policies and procedures](#) – actions that require review, amendment, removal, or development of overarching (or guiding) strategies and (including air travel) procedures
- [Facilities planning, design and development](#) – actions that specifically relate to incorporation of sustainable transport principles into university plans and facilities and infrastructure developments
- [University vehicle fleet](#) – actions that relate to the sustainability of UTAS’ own vehicle fleet and contracted vehicle services
- [University business travel \(including air travel\)](#) – actions that relate to ensuring that university business travel is more sustainable into the future
- [Information and communication technology \(ICT\)](#) – actions that relate to the facilitation of sustainable practices through ICT
- [Student and staff engagement](#) – actions that engage student and staff engagement in sustainable transport action and solutions
- [External stakeholder engagement](#) – actions to foster engagement with external stakeholders (e.g., government agencies, peak groups)
- [Monitoring and reporting](#) – actions that relate to UTAS’ requirements to monitor and report on its sustainability progress (i.e., greenhouse gas emissions from university transport sources)
- [Curriculum and research program design](#) – actions that relate to course design, student placements, research project activities etc so as to reduce travel demand and/or provide for sustainable options.

6. Monitoring, Evaluation, and Reporting

The development of the UTAS STS includes a commitment to monitoring and reporting of key indicators and evaluation. Further, the University's overarching sustainability framework requires this.

Monitoring and reporting progress and sharing data, as we continue to do with external agencies, also assists the exploration of collaborative opportunities with stakeholders who have complementary agendas. Data collection thereby underpins a sound evidence-base for effective decision-making, and advocacy for wider community transport infrastructure and planning initiatives that will help deliver the aspirations and actions recommended in this STS.

6.1 Monitoring data sources

The UTAS Travel Behaviour Survey (TBS) is an important component of the University's sustainable transport program. The biennial survey now has data from five collection periods (2013, 2015, 2017, 2019 and 2021). The data provides baseline and comparative information from which to monitor and communicate change and progress in transport sustainability over time. Summary information is also shared with external stakeholders and partners.

In addition to the TBS, UTAS periodically undertakes observational surveys and counts of bicycle riders and pedestrians at major campuses. Some of these surveys have involved students as part of their learning activities. Metro Tasmania also shares data on bus boarding at key UTAS bus stops. Due to the University's reporting obligations (see section 6.2), data is regularly collected on the University's fleet fuel usage as well as other business travel transport modes (e.g., taxis, flights) and their related greenhouse gas emissions.

6.2 Sustainable transport performance reporting

6.2.1 Energy and emissions

UTAS voluntarily reports data on transport-related greenhouse gas emissions annually to the Commonwealth Climate Active program to maintain carbon neutral certification, as well as to the Tertiary Education Facilities Management Association (TEFMA) for sectoral benchmarking activities. UTAS is also legally required to report emissions under the National Greenhouse and Energy Reporting (NGER) scheme.

These schemes cover:

- Scope 1 emissions – direct release of greenhouse gases from sources that are owned or controlled by the University – for transport, this includes UTAS' vehicle fleet and hired vehicles
- Scope 2 emissions – emissions released to the atmosphere from indirect consumption of an energy commodity – a transport example could be any emissions associated with charging electric vehicles
- Scope 3 emissions (Climate Active and TEFMA only) – indirect emissions from sources not owned or controlled by the University – e.g., air travel, staff commuting. Reporting on Scope 3 is not compulsory, though the University continues to build its capability to report internally on these.

6.2.2 Other reporting

Different to previous STS, this strategy will be guided by the Sustainability Tracking, Assessment and Rating System (STARS) as this is UTAS' preferred tool to guide its overall sustainability agenda. The University was awarded a STARS Silver rating in 2020 and is aiming for Gold in 2022 and Platinum by 2025. The STARS framework requires attention to a comprehensive range of sustainability action areas and measures of which transport is one category. More detail about the transport credits in

STARS 2.2 (the current version of STARS) follows, noting that STARS 3.0 is currently under development and therefore reporting requirements may change.

- STARS Campus fleet – credit is given to institutions that use cleaner fuels and fuel-efficient vehicles (e.g., plug-in hybrid or fully electric vehicles). Institutions can help shape markets by creating demand for, and enhancing the visibility of, more efficient vehicles and cleaner fuels that reduce greenhouse gas emissions and improve local air quality.
- STARS Commute modal split – credit is given to institutions where students and employees use alternatives to conventional single-occupancy vehicles to travel to and from the institution (i.e., walking, cycling, carpooling, taking public transport or a combination). Using more sustainable modes of transport helps reduce local air pollution, traffic congestion, and greenhouse gas emissions, as well as helping to facilitate more sustainable land use patterns. Walking and cycling offer health benefits as well.
- STARS Support for sustainable transport – credit is given to institutions that support active transport and more sustainable commuting options for its students and employees in ways that may not be measured via the commute modal split. Initiatives may include bicycle-share and car-share schemes, preferential parking for fuel efficient vehicles, electric vehicle charging points, and other schemes to encourage more sustainable modes of transportation and/or reduce the impact of student and employee commuting.

In addition, UTAS also reports parking data (parking spaces and expenditure) to TEFMA.

Internally, the data collected supports environmental performance reporting to the University Council.

6.3 Overarching key measures

UTAS collects rich data on staff and student travel behaviour every two years as well as various other data to assist travel demand planning, transport facilities planning and vehicle fleet management. Examples of key measures that are used as key performance indicators and data for STARS, Climate Active, TEFMA and NGER reporting include those outlined in Table 6.

Table 6: Examples of key measures and data sources

Measure	Data source	What the measure tells us
Modal share for commute to university – percentage (of staff and students) commuting to work or study by primary mode	Biennial travel behaviour surveys	<ul style="list-style-type: none"> ▪ Indicates progress towards more sustainable transport mode share by campus/region ▪ Points to campuses/places and modes that need particular attention ▪ Assists calculation of the University’s carbon emissions (scope 3)
Percentage of staff working from home by day of the week	Biennial travel behaviour surveys and on-campus check-ins	<ul style="list-style-type: none"> ▪ Indicates change in work from home over time ▪ Identifies busiest and quietest travel days to assist travel demand management and parking planning
Percentage of electric vehicles in the university vehicle fleet	University fleet data	<ul style="list-style-type: none"> ▪ Indicates shift to fleet electrification ▪ Assists calculation of the University’s carbon emissions (scope 1)
Land-based travel fuel use Air travel carbon emissions	Internal finance and travel management systems	<ul style="list-style-type: none"> ▪ Indicates change in travel behaviour and choices to complete university business ▪ Assists calculation of the University’s carbon emissions

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Matrix of Strategic Actions

Action Number	Strategic Actions by Region and Themes	Alignment to strategic objectives					Design to delivery period				Unit/agency responsible	Indicative cost
		Providing students and staff with equitable access to the University in a safe and accessible way	Encouraging healthy and safe lifestyles and workplaces, providing options that enable people to make healthy choices	Minimising the environmental impact of travel activity and promoting decisions with environmental benefit wherever	Minimising social and organisational costs and promoting decisions of social benefit wherever possible	Supporting the places and diverse communities in which UTAS is embedded	by 2024 (within 2 years)	by 2027 (within 5 years)	by 2032 (within 10 years)	ongoing	UTAS domain of responsibility or external agency	Cost range \$
Whole University												
Policies and procedures, facilities planning, design and development												
1	Continue to integrate sustainable transport objectives and desired outcomes outlined in the UTAS STS in all campuses and facilities development programs and policies, Master Plans, and design processes. Development proposals, campus Master Plans and facility designs should demonstrate: i) how STS objectives are met and ii) how the value of local services/facilities of benefit to students/staff are captured to reduce the need for travel and enhance opportunities for short active trips.	✓	✓	✓	✓	✓				✓	COO / Transformation	nil
2	Ensure UTAS transport projects (and related infrastructure and development projects) are disability-compliant as per federal regulations and design standards.	✓	✓		✓	✓				✓	ISD / Transformation	nil
3	Ensure parking facilities provide adequate small vehicle and motorcycle/mopeds parking, priority incentive spaces for car-poolers, electric vehicle charging facilities.	✓		✓	✓	✓				✓	ISD / Transformation	nil-\$\$
4	Integrate accessibility and safety considerations into design of parking, pedestrian access, and all building access.	✓	✓	✓	✓	✓				✓	ISD / Transformation	nil

5	Work with all campus partners, including UPPL, to ensure precinct perspectives are adopted in transport planning, design, delivery and maintenance of programs, services and infrastructure.	✓	✓	✓	✓	✓				✓	ISD / Transformation	nil
6	Continue to improve and expand on campus pedestrian and cycle safety, especially improving lighting, wayfinding, signage, and maintenance. In new builds and retrofits, ensure pedestrian and cycle safety is well-designed and delivered across and between precincts in early phase of development.	✓	✓	✓	✓	✓				✓	ISD / Transformation	\$
7	Ensure that decision-making with regard to transport planning, travel and transport choices takes into account minimisation of greenhouse gas emissions and other pollutants, offsetting any residual greenhouse gas emissions.		✓	✓	✓	✓				✓	ISD / Transformation	nil
8	Explore opportunities for showcasing projects across all aspects of this strategy.	✓	✓	✓	✓	✓				✓	ISD / Transformation	nil
9	When site planning, work to avoid separation of same function areas where possible to reduce the need for inter-facility vehicle travel.			✓	✓					✓	COO / Transformation	nil
Vehicle fleet												
10	Complete conversion of UTAS light vehicle fleet by 2023, including supporting infrastructure and training. Explore options for remaining fleet vehicles (i.e. utes and field work vehicles) to ensure uptake by 2030.			✓		✓	✓		✓		ISD / Colleges	\$\$
11	Add electric bikes to UTAS vehicle fleet to maximise health benefits. Encourage use for short business-related trips.	✓	✓	✓	✓	✓		✓			ISD / Colleges	\$
12	Ensure capital expenditure budgets provide for adequate charging for both return-to-base vehicles, hire vehicles, and personal vehicles.			✓		✓	✓			✓	Office of VP / COO	\$\$

13	Via tender briefs and contract agreements, ensure UTAS short-term vehicle hire service providers i) continue to include zero emission, or most efficient vehicles, first in their catalogue lines, thus putting the cheapest and most emission-friendly options front of mind for users, and ii) provide a carpool matching service to be checked before hiring (or link to other carpool matching app/service).			✓	✓					✓	ISD / Procurement	nil
14	Continue to participate in statewide planning and community-driven initiatives to support electrification of the wider Tasmanian vehicle fleet.			✓		✓				✓	ISD / Transformation	nil
University business travel, work from home and ICT												
15	Finalise and formalise the draft <i>UTAS Travel Procedure</i> which outlines policies, guidelines and procedures for sustainable university business travel.	✓	✓	✓	✓	✓	✓				Procurement	nil
16	As per the <i>UTAS Travel Procedure</i> document, encourage sustainable mode choices for business travel (including intra and inter-facility movements) where viable and provide supporting services and infrastructure to facilitate these choices. Where use of public transport and active modes are not an option for local business meetings, prioritise inter-campus travel options in order of sustainable transport options (UniHopper bus (Hobart), UTAS electric fleet vehicle/e-bike, ride-share, car-share, Uber/taxi, efficient rental vehicles).	✓	✓	✓	✓	✓				✓	All	nil
17	Ensure all domestic and international business flight bookings go through the preferred university travel management company who will refer to the sustainable transport elements of the <i>UTAS Travel Procedures</i> document.			✓	✓					✓	All	nil
18	UTAS to continue to calculate greenhouse gas emissions from air travel, implement approaches to reduce air travel, and buy carbon offsets centrally for travel on a year-by-year basis.			✓	✓					✓	ISD	\$\$
19	Continue to improve ICT facilities to obviate the need for physical travel for university business where possible.	✓	✓	✓	✓					✓	ITS	\$

20	Ensure staff are well supported for working from home when allowed.	✓	✓	✓	✓	✓				✓	COO	nil
Student, staff and academic engagement												
21	Continue to provide sustainable transport information and familiarisation opportunities to students, staff and visitors on arrival/commencement (including prospective student information packs, student orientation week, open days, staff induction, major events/conferences), promoting sustainable choices, PT use 'how to' and appropriate etiquette on shared pathways, safety considerations, and provide incentives such as free and/or pre-charged GreenCards® in Tasmania or Opal® cards in Sydney, and e-bike salary sacrifice scheme etc.	✓	✓	✓	✓	✓				✓	Provost / COO / partners (e.g. Metro Tasmania, local government, Bicycle Network)	nil
22	Create a <i>UTAS Healthy and Safe Bicycle Use</i> guideline to include other active modes (i.e. scooters and skateboards) and communicate this to staff, students, and visitors and/or embed this into WHS initiatives and the <i>Safe Use of Vehicles</i> procedure.		✓	✓	✓	✓	✓				ISD	nil
23	Work with Menzies health researchers and the Tasmanian Active Living Council (TALC) to promote the health benefits of incidental active transport (walking, cycling, walking to bus, etc) and encourage active modes for local commutes and business trips.	✓	✓	✓	✓	✓	✓			✓	ISD / Research Division / partners (as listed)	nil
24	Deliver on broader institutional strategies and goals by including internal and external community engagement and partnerships in sustainable transport project design and delivery (e.g. academic experts).	✓	✓	✓	✓	✓				✓	ISD / Transformation	nil
Stakeholder engagement (internal and external)												
25	Share UTAS Travel Behaviour findings with external stakeholders biennially.				✓	✓				✓	ISD	nil

26	Work with State Government, public transport service agencies and others to design, promote and/or deliver more attractive public transport (bus and ferry) to service UTAS students, staff and visitors at all main campus hubs and student accommodation with the intention to also enhance the community-wide benefit. Service improvements include frequency, routes, priority bus infrastructure, real-time information, integrated ticketing across public transport services (between bus providers and bus-ferry), and expansion of concession fares or incentive fare structures.	✓	✓	✓	✓	✓				✓	COO / Transformation	nil - \$
27	Support on-campus bike and scooter safety and etiquette training events facilitated by appropriate third parties and/or enhance capacity of staff/students to support these activities aligned to community engagement activities.	✓	✓	✓	✓	✓				✓	ISD / Student Experience	\$
28	Review take-up of, and seek feedback on, the UTAS e-bike salary sacrifice scheme to assess uptake and communications.						✓				ISD / Finance	nil
29	Support infrastructure projects and urban design that enhance access and connectivity to UTAS campuses/facilities by active modes, and positive outcomes for sustainability and health.	✓	✓	✓	✓	✓				✓	COO / Transformation	nil - \$
Data and performance monitoring												
30	Continue to monitor, review performance, and identify transport issues through collection and reporting of quality data, particularly the biennial Travel Behaviour Survey and facility user observations, counts and surveys.	✓	✓	✓	✓	✓				✓	ISD	nil
31	Fulfill monitoring and both compliance and voluntary reporting commitments, e.g. NGERs, TEFMA, STARS.	✓	✓	✓	✓	✓				✓	ISD	nil
32	Collaborate with internal and external stakeholders in data collection, analysis and dissemination where data has benefit to the wider Tasmanian community and transport planning agencies.	✓	✓	✓	✓	✓				✓	COO / Transformation	nil

Action Number	Strategic Actions by Region and Themes	Alignment to strategic objectives					Design to delivery period				Unit/agency responsible	Indicative cost
		Providing students and staff with equitable access to the University in a safe and accessible way	Encouraging healthy and safe lifestyles and workplaces, providing options that enable people to make healthy choices	Minimising the environmental impact of travel activity and promoting decisions with environmental benefit wherever possible	Minimising social and organisational costs and promoting decisions of social benefit wherever possible	Supporting the places and diverse communities in which UTAS is embedded	by 2024 (within 2 years)	by 2027 (within 5 years)	by 2032 (within 10 years)	ongoing	UTAS domain of responsibility or external agency	Cost range \$
UTAS - Tasmania South												
Campus infrastructure & facilities development (existing)												
33	Take a precinct approach to encourage collaboration on design and delivery and improved consideration of present needs of the university community and wider community. Precincts include the emerging Hobart CBD campus precincts and the Sandy Bay campus managed by UPPL.	✓	✓	✓	✓	✓	✓	✓	✓	✓	Transformation / COO	nil
Inter-campus movement and local business travel												
34	Convert UniHopper shuttle service (Hobart) to electric if there is a longer term continuation of the service.			✓	✓	✓	✓				Transformation / ISD	\$\$
35	Periodically review the need for the UniHopper service and maintain engagement with Metro Tasmania on UniHopper ridership and bus service demand changes as more staff/students move from Sandy Bay to the city.	✓	✓	✓	✓	✓				✓	Transformation / ISD	nil
Vehicle parking												
36	Offer flexible parking access and cost/payment options such as adequate voucher parking to avoid the parking payment scheme locking in users to 'full-time' car use.	✓	✓	✓	✓	✓	✓				ISD	nil

37	Work with City of Hobart to grow the student car-share scheme (Flexi-car) to be more accessible to staff and the general community.	✓	✓	✓	✓	✓	✓				ISD	nil
38	Work with City of Hobart to identify publically accessibly on-street car parking for car-share.	✓	✓	✓	✓	✓	✓				ISD / Transformation	nil
Travel behaviour incentive programs												
39	As the University transitions to the Hobart CBD, design and implement a campaign to promote sustainable transport options and benefits to staff and students considering an incentives and reward scheme.	✓	✓	✓	✓	✓	✓	✓	✓	✓	Transformation / COO	\$\$
40	Expand and actively promote employer incentives for alternative modes (e.g. UTAS e-bike salary sacrifice scheme).	✓	✓	✓	✓	✓				✓	ISD / People and Wellbeing	nil
Public transport services improvements & active transport infrastructure												
41	Advocate for a Sandy Bay-to-city shared cycleway/pedestrian way via Battery Point or other routes as dedicated active mode routes. This will facilitate and encourage safe, efficient, and pleasant movement between these activity hubs for both the university and the wider community.	✓	✓	✓	✓	✓	✓	✓			Transformation / COO	nil
42	Should the opportunity to expand the public transport ferry service occur, advocate for a ferry terminal at Sandy Bay/Wrest Point.	✓	✓	✓	✓	✓	✓	✓			COO / Transformation	nil
43	Continue to engage with the City of Hobart and other Hobart Councils (Glenorchy, Kingborough, Clarence) to improve system-wide connectivity and safety of cycle routes, including efficient links to ferry service to the Eastern Shore.	✓	✓	✓	✓	✓				✓	Transformation / ISD	nil
44	Continue to ensure the provision of quality end-of-trip facilities in new and retrofitted builds to include all mobility types (bikes, scooters, skateboards, etc).	✓	✓	✓	✓	✓				✓	Transformation / ISD	\$\$
45	As the city campus develops, consider community access to UTAS end-of-trip facilities at a cost.		✓	✓	✓	✓		✓	✓		Transformation / ISD	nil

46	Provide information about the City of Hobart scooter trial and responsible scooter use and etiquette to the university community.	✓	✓	✓	✓	✓	✓				Transformation / ISD	nil
47	Work with the City of Hobart to identify scooter hub opportunities at appropriate campus locations and assess risks appropriately (especially safety/insurance risk etc).	✓	✓	✓	✓	✓	✓				Transformation / ISD	nil
48	Maintain engagement with State Government and public transport service providers providing regular feedback on public transport needs and use by the UTAS community, and contribute to public transport service reviews as opportunities arise.	✓	✓	✓	✓	✓				✓	Transformation / ISD	nil

Action Number	Strategic Actions by Region and Themes	Alignment to strategic objectives					Design to delivery period				Unit/agency responsible	Indicative cost
		Providing students and staff with equitable access to the University in a safe and accessible way	Encouraging healthy and safe lifestyles and workplaces, providing options that enable people to make healthy choices	Minimising the environmental impact of travel activity and promoting decisions with environmental benefit wherever possible	Minimising social and organisational costs and promoting decisions of social benefit wherever possible	Supporting the places and diverse communities in which UTAS is embedded	by 2024 (within 2 years)	by 2027 (within 5 years)	by 2032 (within 10 years)	ongoing	UTAS domain of responsibility or external agency	Cost range \$
UTAS - Tasmania North (Launceston)												
Vehicle parking												
49	Work with the City of Launceston to deliver parking to Inveresk campus in a staged fashion as demand justifies.	✓		✓	✓	✓	✓	✓			Transformation / ISD	\$\$\$
50	Integrate accessibility and safety considerations into design of parking, pedestrian access, and all building access.	✓	✓	✓	✓	✓	✓	✓			Transformation / ISD	nil
51	Support carpooling and any future car-share scheme with dedicated parking on campus at Inveresk, and/or pay-as-you go parking incentives for car-poolers.	✓		✓	✓	✓	✓	✓			ISD / Transformation	\$
Inter-campus and intra-campus movements and local business travel												
52	Continue discussions with Metro Tasmania regarding the provision of a free public transport service for UTAS staff and students between Newnham and Inveresk during the Newnham to Inveresk transition period.	✓	✓	✓	✓	✓	✓				Transformation / ISD	\$\$
53	Design and establish an on-campus bike-share scheme for Newnham and Inveresk (potential to use 'abandoned bikes' that have been collected as 'campus bikes') to help minimise need for on campus vehicular movement for some trips.		✓	✓	✓		✓				ISD	\$

54	Expand the <i>Flexicar</i> car-share scheme to Launceston.	✓		✓	✓	✓		✓			ISD / Transformation	nil
Travel behaviour incentives												
55	As the University transitions to the Inveresk campus, design and implement a campaign to promote sustainable transport options and benefits to staff and students considering an incentives and reward scheme.	✓	✓	✓	✓	✓	✓	✓			Transformation / ISD	\$\$
Public transport services improvements and active transport infrastructure												
56	Work with the City of Launceston, West Tamar Council and the State Government and other stakeholders to improve system-wide cycle and pedestrian routes, connectivity and safety.	✓	✓	✓	✓	✓				✓	COO / Transformation	nil
57	Provide information about the City of Launceston scooter trial and responsible scooter use and etiquette to the university community.	✓	✓	✓	✓	✓	✓				Transformation / ISD	nil
58	Work with the City of Launceston and scooter companies to identify scooter hub opportunities at appropriate campus locations and assess risks appropriately (especially safety/insurance risk etc).	✓	✓	✓	✓	✓	✓				Transformation / ISD	nil
59	Maintain engagement with State Government and public transport service providers providing regular feedback on public transport needs and use by the UTAS community, and contribute to public transport service reviews as opportunities arise.	✓	✓	✓	✓	✓				✓	ISD / Transformation	nil

Action Number	Strategic Actions by Region and Themes	Alignment to strategic objectives					Design to delivery period				Unit/agency responsible	Indicative cost
		Providing students and staff with equitable access to the University in a safe and accessible way	Encouraging healthy and safe lifestyles and workplaces, providing options that enable people to make healthy choices	Minimising the environmental impact of travel activity and promoting decisions with environmental benefit wherever possible	Minimising social and organisational costs and promoting decisions of social benefit wherever possible	Supporting the places and diverse communities in which UTAS is embedded	by 2024 (within 2 years)	by 2027 (within 5 years)	by 2032 (within 10 years)	ongoing	UTAS domain of responsibility or external agency	Cost range \$
UTAS - Tasmania Cradle Coast (Burnie)												
Vehicle parking												
60	Support carpooling with dedicated parking close to buildings on campus at West Park.	✓		✓	✓	✓	✓				ISD	nil
Inter-campus movement and local business travel												
61	Review inter-region coach services that link campuses and engage with State Government and bus/coach service providers to identify and deliver improvements in services.	✓	✓	✓	✓	✓	✓				ISD	nil-\$
62	Work with curriculum planners and placement coordinators to identify opportunities to reduce demand for personal motor vehicles during work placements in remote and regional locations and support students to access sustainable transport options (e.g. car share scheme, ride-share, and e-bike access).	✓	✓	✓	✓	✓		✓	✓		ISD / Colleges	nil
Travel behaviour incentive programs												
63	Implement a campaign to promote sustainable transport options (including carpooling) and benefits to staff and students considering an incentives and reward scheme as facilities and services improve.	✓	✓	✓	✓	✓	✓	✓			ISD / Student Experience	\$

Public transport services improvements and active transport infrastructure												
64	Review Cradle Coast and Burnie bus and coach services that link to Burnie campuses and engage with State Government and bus/coach service providers to identify and deliver improvements in services. This action may involve survey or focus group inquiry of current and latent public transport demand and issues.	✓	✓	✓	✓	✓	✓				ISD	nil
65	Work with State Government and Metro Tasmania to trial on-campus services (i.e. on-campus bus stop), especially as the number of students and staff on site increases over time.	✓	✓	✓	✓	✓	✓	✓			ISD / Transformation / State Government / Metro Tasmania	\$\$
66	Work with Burnie City Council, Cradle Coast Authority, the NW Coastal Pathway advocates and others to improve well-connected and safe cycle routes. Improvements to include intra-city connectivity and safety in addition to coastal recreational routes.	✓	✓	✓	✓	✓				✓	ISD	nil
67	Upgrade (retrofit) end-of-trip facilities at West Park campus to ensure weather-sealed bike storage, areas for drying clothes, appropriately sized lockers and sufficient shower facilities.	✓	✓	✓	✓	✓	✓				ISD	\$
68	Upgrade end-of-trip facilities at the Rural Clinical School to include electric charging points.	✓	✓	✓	✓	✓	✓				ISD	\$
69	Raise the profile of the UTAS bike registration program (including at induction and enrolment periods).						✓				ISD / Student Experience	nil
70	Ensure West Park Grounds Master Plan design incorporates access for active transport from both east and west directions along the highway.	✓	✓	✓	✓	✓	✓				Transformation / ISD	

UTAS - Sydney (Rozelle)

Vehicle parking

71	Explore opportunities for dedicated parking to support car-poolers, electric vehicles and a potential car-share scheme.	✓	✓	✓	✓	✓	✓				ISD	\$
72	Plan for opportunities to include electric vehicle charging or identify alternative local facilities provided by others (i.e. local councils).	✓	✓	✓	✓	✓		✓			ISD	nil-\$\$
Travel behaviour incentive programs												
73	Promote well-connected and safe local active mode routes with advertising and signage for those living more locally.	✓	✓	✓	✓	✓	✓				ISD	nil
74	Promote the end-of-trip facilities and encouragement of cycling as a commuter mode.	✓	✓	✓	✓	✓	✓				ISD	nil
75	Introduce a reward or incentive program for use of sustainable modes (e.g. coffee/lunch vouchers).	✓	✓	✓	✓	✓		✓			ISD / Student Experience	\$