



# EMMANUEL COLLEGE MASTERPLAN



**Emmanuel  
College**  
EST. 1911

feather&lawry  
DESIGN

ASPECT Studios®

date

**27/10/21**

location

SIR WILLIAM MACGREGOR DRIVE  
ST LUCIA QLD 4067

job number

**20-0801**

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## Masterplan Objectives

### Message from the Principal



**Stephen Peake**  
Principal

When I took up the role of Principal at Emmanuel College at the beginning of 2020, I was quickly struck by two realisations. The first was an almost immediate appreciation of the sense of community which pervades this college. The second was the clarity of purpose which the Board had articulated in its Strategic Directions Statement in 2018, which was “...to provide university students with an outstanding collegiate experience...”. Both of these things were profoundly encouraging to me, especially as the year of pandemic unfolded, because they provided clarity and direction as the College navigated the new environment.

In 2021, with encouragement from the Board, the executive team of the College was motivated to set about understanding how we might shape the College’s future physical and property responses to the immediate and future challenges contained in our purpose. Rather than “band-aiding” property matters, we sought to think strategically, long term, and to align the College’s vision, goals and objectives with the built form and environment. A master plan aims to provide a college community with reassurance that a clear and well-founded base for future direction is in place. It is a generally held wisdom that organisations which have a master plan or spend longer in the design, consultation and planning stages of projects end up with better value for money outcomes, that are aligned to their strategic direction.

So, what did we hope for in our Master Plan for Emmanuel College? We wanted a comprehensive document intended to guide development for the next 10 to 30 years. We have attempted to capture every aspect of a college’s physical and community environment – past, present and future. This document includes drawings, schedules, explanatory diagrams and other material, clearly defining the development of the campus and the logic behind it, identifying existing land use and buildings, and proposing future uses together with a phased re- development plan. It is our conceptual framework for the future utility and functionality of the Emmanuel College spaces, using the architectural and design language which has been informed by our rich tradition as the first residential college affiliated with The University of Queensland.

Now, in Emmanuel College’s 110th year, I am delighted to present the following master plan for your review and in doing so, I want to encourage your imagination and excitement for the future of the College. Whenever I ponder our name “Emmanuel” which means “God with us”, I am reminded of the verse in Proverbs 29:18, “Where there is no vision, the people perish: But he that keeps the law, happy is he.” I trust you’ll find the optimism in this visionary document and see the many brilliant opportunities for future members of the Emmanuel College community which might flow from its realisation.

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# INTRODUCTION OBJECTIVES

The unique river connection of Emmanuel has thus far been under-utilised. A key objective of the Masterplan is to utilise the value of this asset to enrich campus culture.



## 1.1 Masterplan Objectives An Expression of Emmanuel Values

The Emmanuel College Masterplan has been developed through the creative collaboration of Feather & Lawry Design and Aspect Studios (Landscape). It has been formed from an inclusive consultative approach from all the stakeholders as well as direct student consultation. The objective of the Masterplan is to provide a future-focused strategic framework for development on the campus with both short and long term outcomes outlined creating a clear vision for the future of Emmanuel.

The Emmanuel Master Plan sets out a vision and a collection of coherent strategies and staged projects, that seek to guide investment and target outcomes to support the values of the college. The vision is to create a place that supports students and encourages a culture that is nurturing and interconnected.

This Masterplan is a document designed to assist Emmanuel in making decisions that enhance the built and landscape environment. The objective is to create a cohesive and engaging college while allowing flexibility in the pace, timing and scale of change over the decades to come.

This plan is an important opportunity to steer change and to reposition the campus as a true reflection of the values of Emmanuel. The Masterplan creates the framework for Emmanuel to provide lasting economic viability and facilitate the continuity of the culture that both present and past students value so highly.

The layout of this document has been broken into six clear sections each providing support for a systematic approach to analysing the existing conditions and responding appropriately.

The Masterplan is arranged thus:

1. **Introduction**  
Masterplan Objectives
2. **History**  
Background information of indigenous settlement, UQ and Emmanuel College history to inform the design.
3. **College Consultation**  
Outcomes of the survey of staff and students as well as campus objectives outlining the priorities of Emmanuel.
4. **Analysis**  
A rigorous assessment of the current site conditions, strengths, weaknesses and opportunities for positive change.
5. **Response**  
An explanation of the proposed interventions. The short and long term strategy in delivering a great college.
6. **Conclusion**  
Summary of Masterplan Outcomes



# INTROHISTORY

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## Collegiate Memories

*"If ever we needed university colleges, we need them today — for in the corporate life of such magnificent institutes there is bred a richness of intellectual life and a moral force which equips those who graduate from them for life's inevitable battles."*

Sir Arthur Fadden, Emmanuel Opening Ceremony

# 2.1 Cultural Recognition Aboriginal & Torres Strait Islander Peoples

In keeping with the spirit of Reconciliation, we acknowledge the Traditional Owners of the lands where the college now stands. We wish to pay respect to Elders – past, present and emerging – and acknowledge the important contributions Aboriginal and Torres Strait Islander peoples have made and will continue to make towards achieving our collective aspirations for Emmanuel's future.

The traditional owners are registered as the Turrable People (QC1998/026 PRC). The site's rich history includes reports of campsites and hunting grounds along the "elbow" of the river and down past Dutton park, which would suggest a similar land use for this specific site.

The diagram below illustrates where the UQ campus and surrounding areas such as Emmanuel College sit within the traditional Aboriginal cultural landscape at St Lucia and Long Pocket.

Before European settlement, Aboriginal people travelled along ancient pathways throughout the region. The St Lucia peninsula is demonstrated through this diagram within a schematic reconstruction of the traditional Aboriginal cultural landscape at St Lucia and Long Pocket.

Indigenous culture is not visible across much of the built environment of Australian cities. The Master Plan provides the opportunity for Indigenous place stories to be embedded in the re-imagining of key precincts and places across the campus.

The peninsula and connection to the Brisbane River are important guiding points for the development of the Emmanuel masterplan, considering the river connection as a vital component in recognising connection to land and locale. Cultural and environmental history always plays an important role in how we develop and evolve landscapes of the future;

acknowledging distinct and unique character of a place and how revitalising and revisiting these critical elements of the past can strengthen the cultural growth of the future.

## UQ Partnership

As part of a broader commitment to creating an inclusive campus, Emmanuel will work with the University and with Aboriginal and Torres Strait Islander staff, students and community leaders to create a network of places across the campus. These places will be used for learning, conversation and enjoying the campus. Harnessing inclusive design principles, these places will use a mix of architectural and landscape design cues including art installations, planting, wayfinding, play and street furniture, designed to make the Aboriginal and Torres Strait Islander peoples' connection to place visible and to create discussion.

Text: UQ Masterplan

## UQ Partnership

In partnership with the University of Queensland Emmanuel is open to implementing a series of interventions expressing indigenous culture as outlined in the University of Queensland Masterplan on their campus which is a key riverside location within the St Lucia Peninsula.

## Key Features

- Celebrating the historic and cultural landscape of the campus
- Embedding Indigenous stories through a network of experiences across the campus
- Promoting a socially inclusive campus
- Supporting the intent to prepare a Reconciliation Action Plan
- Encouraging collaboration between artists, curators and academics.

Text: UQ Masterplan

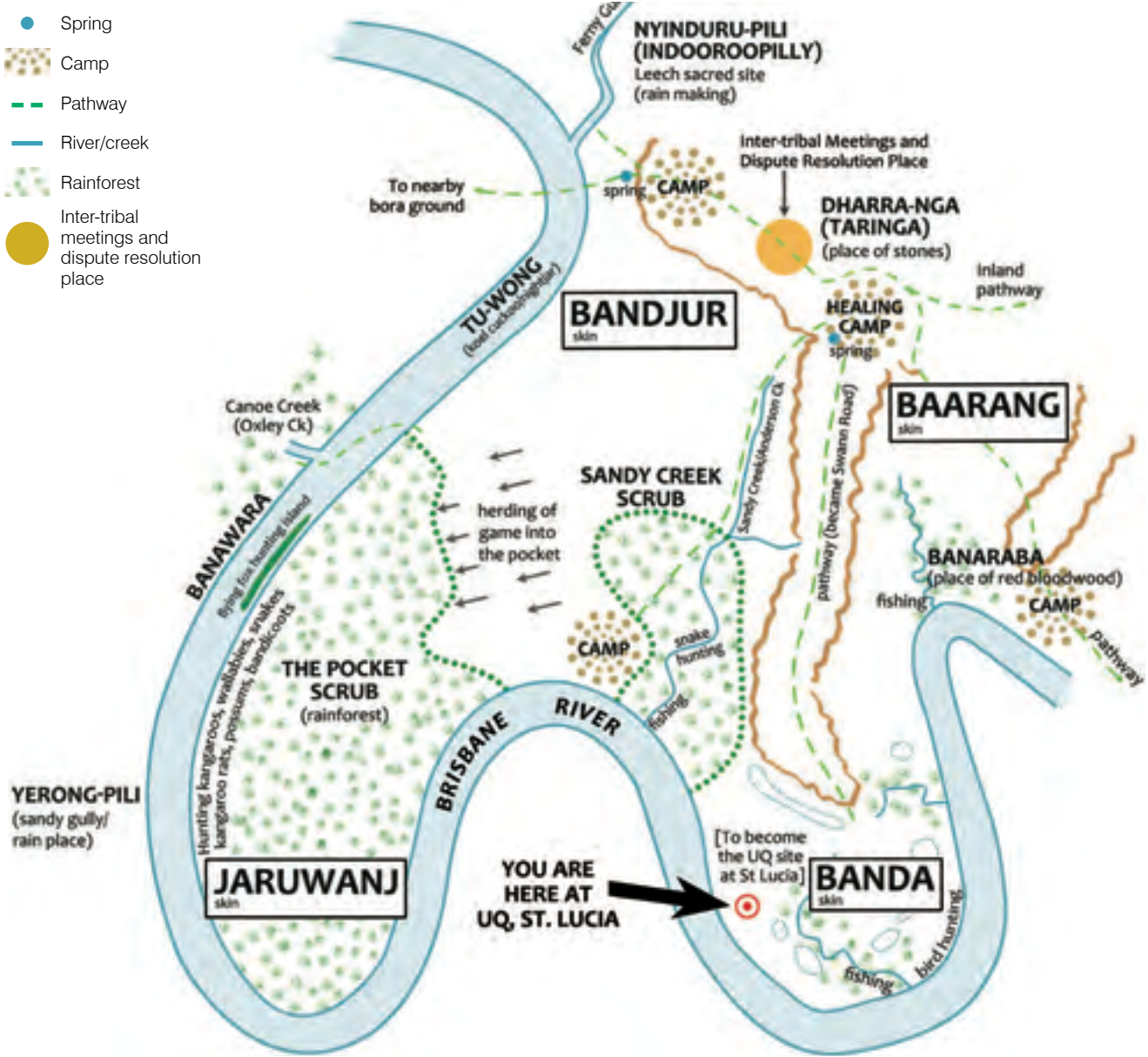


Figure: UQ Masterplan





## 2.2 UQ & St Lucia Peninsula Development of a University

The land went through several periods shifting from Indooroopilly Parish, Toowong, The Indooroopilly Pocket, before becoming St. Lucia Parish. It was home to over 900 Homes across several estates such as Princess Bridge Estate, St. Lucia Estate, Hyde Estate, and River Bend Estate. The extremely fertile soils made the land a prime location for crops of English Potatoes, Sweet Potatoes, Pumpkins, cabbage, and arrowroot. In addition to this the land was also used for livestock such as cattle and became the location for a prominent sugar mill. Darts sugar mill operated there from 1865 until flooding by the Brisbane River in 1893.

In 1936 the land and all of its estates were purchased by BCC and sold to J.J.C. Bradfield for the new UQ Site. For its historically rural significance the site hosted a major 'Farm School' to provide skills and employment as a response to the great depression. In 1933 F.W. Robinson implemented a tree policy to enhance and maintain all existing trees on the land as a key feature of the landscape. As well a program was implemented to replant the cleared land to not only enhance the 'picturesque' but also create a healthy landscape for learning. Construction started on the St Lucia site in 1937 and the first building, later named the Forgan Smith Building after the Premier of the day, was completed in 1939. During World War II, it became the advanced

***"One of the major projects within the 60's to enrich students' lives was Emmanuel's own boatshed and pontoon on the riverbank."***

[www.emmanuel.uq.edu.au](http://www.emmanuel.uq.edu.au)

headquarters for the Allied Land Forces in the South West Pacific. UQ relocated from Brisbane city to St Lucia progressively through the late 1940s and early 1950s. Residential colleges were an important part of the St Lucia relocation, with sites allotted by the UQ senate

Building of Emmanuel College commenced mid-1954, funded through donations of Presbyterian Church members and the broader College community, the sale of the Wickham Terrace site to establish St Andrew's War Memorial Hospital and a state government grant.

One of the major projects within the 60's to enrich students' lives was Emmanuel's own boatshed and pontoon on the riverbank. The floods of 2011 saw the destruction of the pontoon and it has not yet seen reinstatement. As a successful cultural enrichment piece during its existence and a way to strengthen river connections, revisiting this portion of history and welcoming riverside leisure once again to the campus should be considered in the masterplan.





## 2.3 Emmanuel St Lucia History

### Creating Emmanuel Values

Emmanuel College is a coeducational residential college on the main UQ campus at St Lucia. On the banks of the Brisbane River, the College is home to around 340 local and international students. The current campus began its life in the 1950s building on the emerging University of Queensland campus development in the previous decades.

The post-war years brought many changes and the 1950s were a time of significant social and cultural progress in Australia. Modernism had arrived and the new style of urban development, architecture and interior design signified a break with the past. The built form of houses, businesses, and institutions transformed in response to a modernising world.

The new Emmanuel College would embrace a new way of living and learning within the functionalism of modernity. Principal Henderson recorded that architects Goodsir and Carlyle submitted two plans: “One of a single great building and the other of some ten separate buildings connected within a great circle by a covered way. The latter plan was unanimously chosen”. The rationale was that this plan would encourage a sense of community and “bring students closer together and add to the home-away-from-home feeling. In one huge building, it is easy to envisage some shy and lonely students, whereas ... all in each [smaller] building will come to know one another well”.

Building commenced mid-1954, funded through donations of £34,000 gifted by Presbyterian Church members and the broader College community, the sale of the Wickham Terrace site to establish St Andrew’s War Memorial Hospital for £64,649 and a state government grant of £75,000.

Emmanuel’s new built environment of clean lines, simple materials, large windows and unadorned bricks was modern in style and construction. The new College, situated by the river with the large open space of the central quad and access to outdoor activities, reflected functional concerns and catered to the needs of students.

On 19 May 1956 two thousand people, including the 80 students in residence, attended the official opening ceremony of the

***“Emmanuel College provides an outstanding collegiate experience in a diverse, vibrant and supportive community in which students achieve their personal and academic best.”***

[www.emmanuel.uq.edu.au](http://www.emmanuel.uq.edu.au)

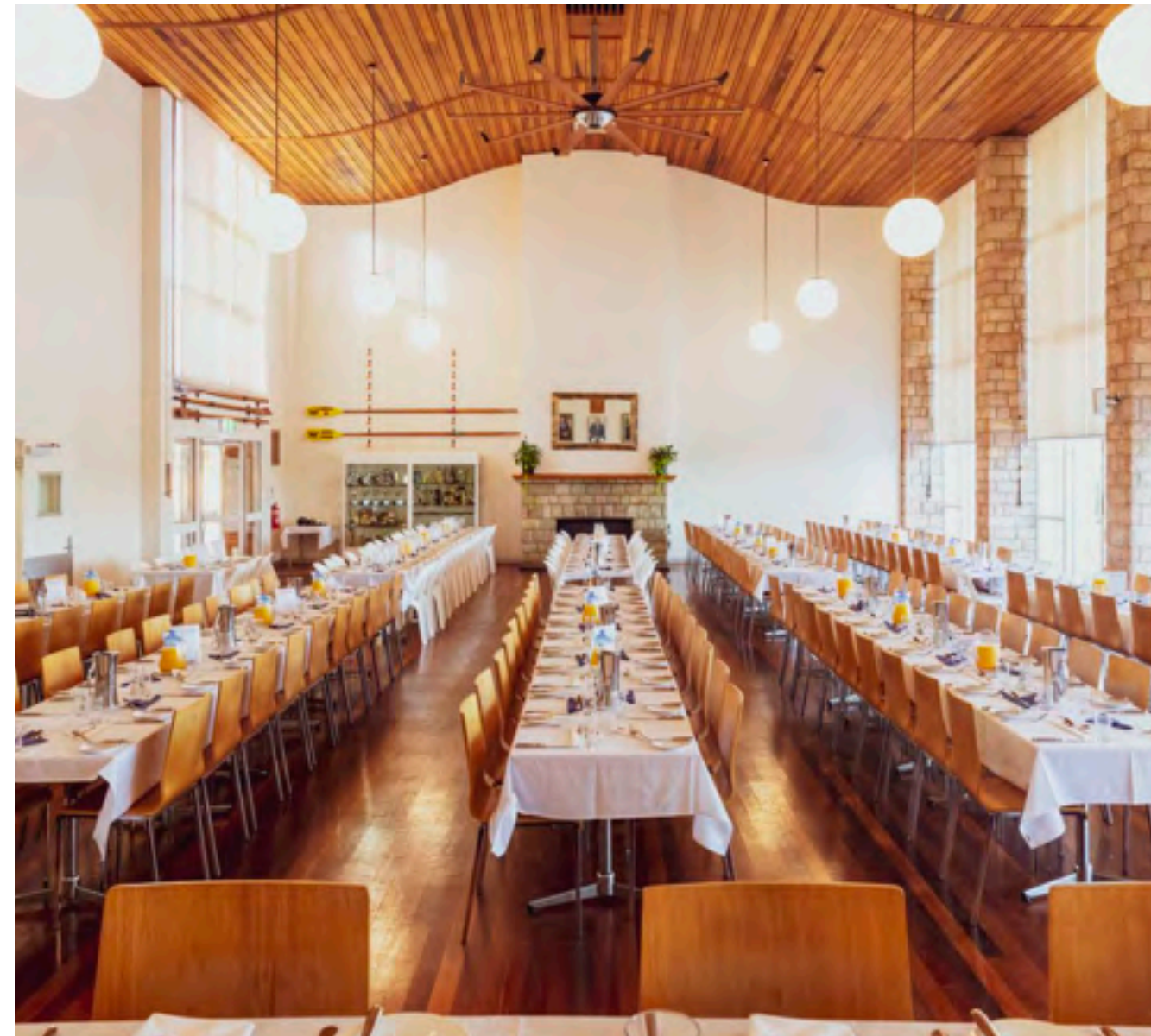
“new Emmanuel”. Sir Arthur Fadden, the Federal Treasurer who had also been Australia’s shortest-serving Prime Minister (for 40 days in 1941, between Robert Menzies’ resignation and John Curtin being sworn in), addressed the enthusiastic crowd:

“If ever we needed university colleges, we need them today — for in the corporate life of such magnificent institutes there is bred a richness of intellectual life and a moral force which equips those who graduate from them for life’s inevitable battles.”

The College tutorial system has always been a key component of the academic life of Emmanuel. Indeed, the minutes of the first Council meeting in 1911 specify that “efficient tutorial assistance” is to be provided for students. There were two resident tutors in 1912 and in 1956 there were five. As Principal Douglas observed at the time, Emmanuel’s tutors “guide [students] in their studies, direct their reading, and assist with any specific problem arising ... [this] helps first-year [students] to pass more readily from the secondary school stage of being taught to that of the University attending lectures”. Today, Emmanuel helps students achieve their academic potential through offering 80+ hours of tutorials each week, with subjects ranging from anatomy to zoology.

The 1950s came to a close at Emmanuel with 150 students in residence in 1959 and the opening of the College chapel in May of that year. As an example of Emmanuel values Robert Nicol who maintained a lifetime connection to the college, from a student in the opening year, tutor, vice principal to serving on the Council for 14 years, including as Chair from 1998 to 2000. In 2007 he was appointed as an Honorary Fellow of the College. The connections between his life and that of the College endured, and his sentiments are that of many alumni: “Emmanuel still means a lot to me”.

Text: [www.emmanuel.uq.edu.au](http://www.emmanuel.uq.edu.au)



**Emmanuel  
College**  
EST. 1911

The aim of the original design of Emmanuel was to: “bring students closer together and add to the home-away-from-home feeling.” The 1950’s masterplan forms smaller buildings around a central quad space where the students “will come to know one another well”



## 3 COLLEGECONSULTATION

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### A Collaborative Process

*“Vital to the development of the Master Plan was the ability to create an open and inclusive relationship with students and Emmanuels staff. This allowed for candid conversations, collaboration and the opportunity to provide feedback and input on key future outcomes.”*

Feather & Lawry



# College Consultation

## 3.1 Consultation Approach

Vital to the development of the Master Plan was the ability to create an open and inclusive relationship with the students and staff of Emmanuel. This allowed for candid conversations, collaboration and the opportunity to provide feedback and input on key future outcomes.

A program of activities was designed to encourage interaction at key project milestones and throughout the master planning process. This enabled the Emmanuel community as a whole and stakeholder priorities and perspectives to be uncovered and collected. At each key milestone, feedback was used to inform and refine the next stage of the Master Plan development process.

The plan is that moving into the future throughout the master planning process which is ongoing, a range of general and targeted consultation and engagement activities will be delivered across the decades to come to allow the masterplan to evolve and develop to stay current with the options and values of the day.

Activities for the Strategies for Master Plan were designed to gain targeted feedback and engagement on specific issues, precincts and areas of interest. This feedback comprised direct consultation from students and the college administration as well as a comprehensive survey to receive fine grain feedback as illustrated in the diagrams below. In its entirety this feedback was then used to inform the response section of the masterplan to deliver an informed outcome.

The stakeholders for the Master Plan are outlined to the right with each party working together collaboratively with the designers to deliver a document tailored for their particular needs. This guarantees a focused specific series of outcomes to suit Emmanuels needs from a diverse set of backgrounds and priorities. This broad consultative approach will guarantee that the masterplan is a true reflection of the values of all the various stakeholders.

### STAKEHOLDERS

Stakeholders directly consulted during the master planning process included:

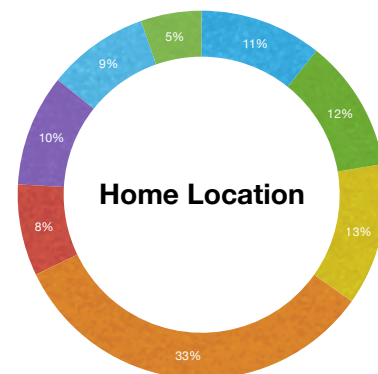
- Emmanuel Board
- Principal of Emmanuel
- College Development Consultant
- Emmanuel Staff
- Current Emmanuel Students
- Student Leaders

### Survey Statistics

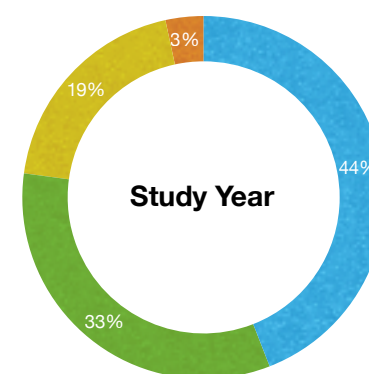
- Student Survey Comprised 118 Students
- Staff Survey Comprised 13 Staff

## Student Survey Results

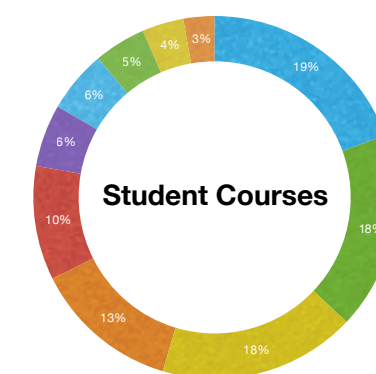
Gold Coast Sunshine Coast Toowoomba Regional QLD  
Brisbane NSW Other Australia International



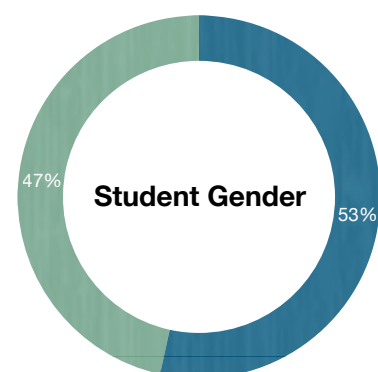
Study Year First Study Year Second Study Year Third  
Study Year Fourth



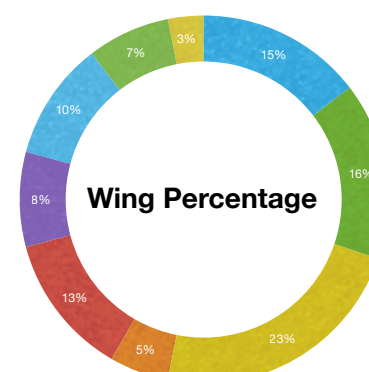
Health Business Engineering Science Law  
Built Environment Sports Computers Teaching Arts



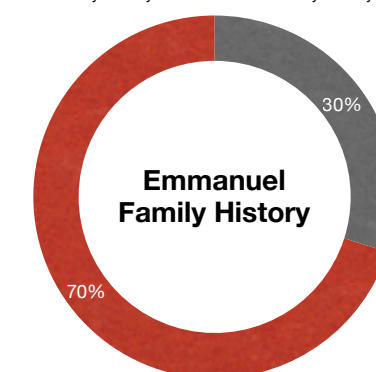
Female Total Male Total



Henderson Total Drewe Total Meiklejohn Total  
Merrington Total Gibson Total Edmonds Total  
Martin Total Busch Total Glaister Total

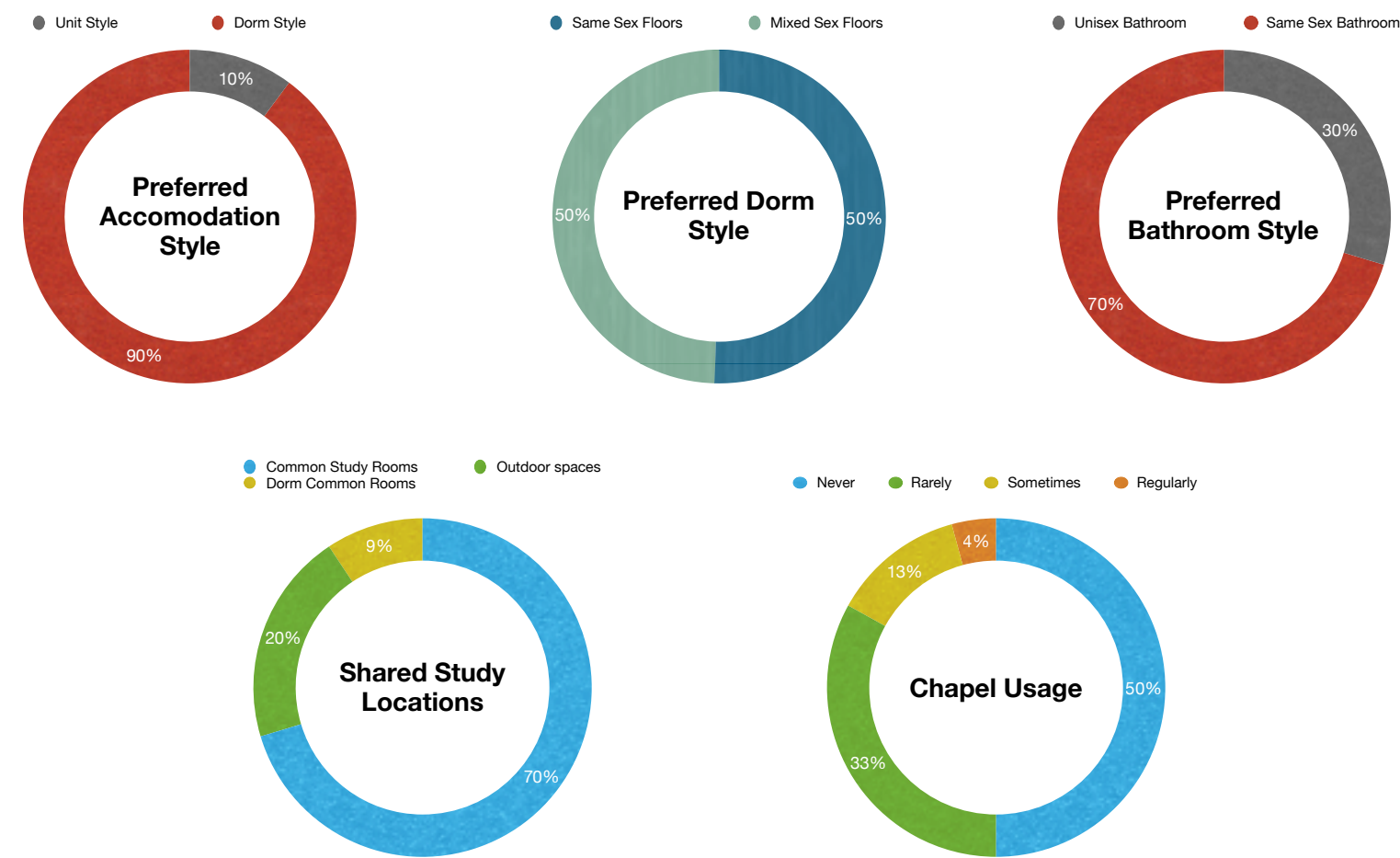


Family History Yes Family History No

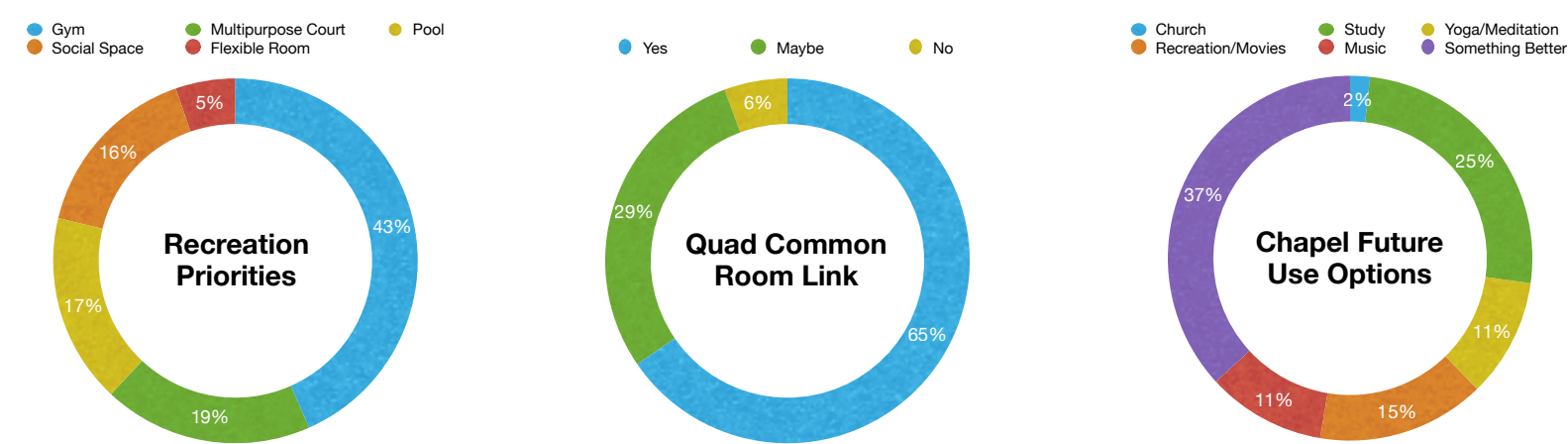




## Student College Feedback



## Student Future Feedback



## College Consultation

### 3.2 Key Findings

The University of Queensland's Emmanuel College is a much loved and highly valued part of the overall University. Stakeholders and students believe future development should recognise and celebrate the site's heritage setting, natural landscape and connection to the river. It should balance using contemporary architecture with protecting its heritage buildings, while reflecting the colleges role in cultivating a supportive environment for students and staff.

There have also been diverse views on the future development of the campus as outlined in the survey results. Areas of contention within the college are focused on fears of the erosion and values of the culture as a whole, whilst positively all who have contributed so much to this masterplan have spoken with love and hope that the best of Emmanuel has a long future so that the richness of experiences so treasured maintain continuity well into the future.

Some of the key feedback queries have centred around student preferences regarding accomodation styles. Overwhelmingly Emmanuel students prefer the shared dorm experience over individual units. However within these shared dorms the preferences regarding the lines of the male and female split

*“Emmanuel College provides an outstanding collegiate experience in a diverse, vibrant and supportive community in which students achieve their personal and academic best.”*

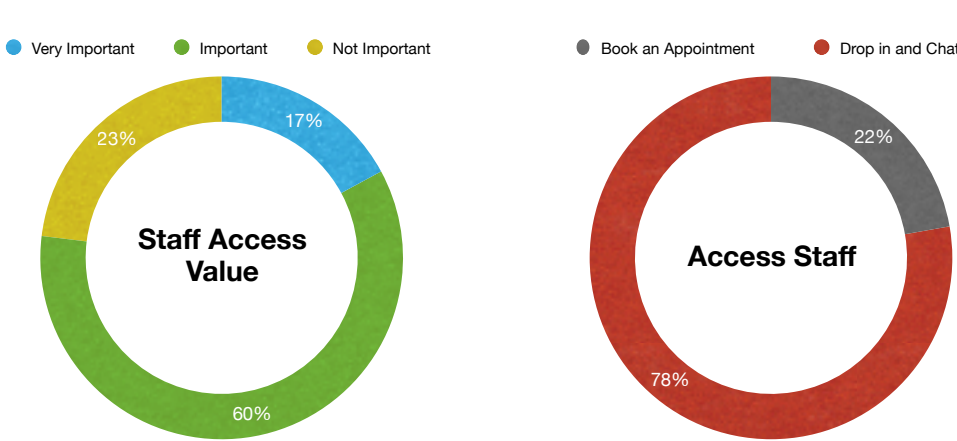
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lack a sufficient consensus to create meaningful change to the current dorm arrangements.

Continuing the story of shared experiences defining the success of Emmanuel shared study locations and a use of the chapel as a space of value is clear amongst the feedback. As a shared flexible experience the chapel usage is biased toward music/yoga/meditation etc. The dorms were seen as lacking sufficient links to the Quad which was clearly defined as the current favourite space on campus. Recreation was clearly expressed as being active recreation with a combination of Gym, Pool and multipurpose court as being the clear priorities by the student body.

This valuable feedback has provided clear direction that has informed the response in a number of key site areas in delivering future outcomes that will be a success for the campus as a whole.

## Student Staff Feedback





Offers an overarching physical framework that is true to the original plan for the campus, while proposing something relevant to the students of tomorrow



## College Consultation

### 3.3 Future Campus Objectives

University student college accommodation occupies an increasingly competitive and varied student accommodation landscape. Access to funding, changing teaching methodologies and operational infrastructure complexities are just some of the critical issues that all colleges must respond to if they are to remain relevant. Added to this is the need to quickly and confidently respond to rapidly changing policy and technology, while retaining the core physical values and experiences of collegiate life. This requires a master plan that is flexible and adaptable while presenting a coherent whole.

**In this context, the Master Plan is a strategic decision-making tool that:**

- Creates the framework to align the physical campus form with the boards strategy and governance and to provide a singular direction and organisational capacity to deliver projects in a coordinated manner
- Guides and prioritises investment in physical infrastructure to maximise its value and long-term relevance with both a short and long term plans in place
- Clearly demonstrates the transformation of the campus into a place that is an open and attractive place for students and a reflection and amplification of the values and the choice of Emmanuel over other accommodation experiences
- Provides a place for Emmanuel to demonstrate its objectives on environmental matters, Indigenous reconciliation, economic contribution and preparing students for future life
- Offers an overarching physical framework that is true to the original plan for the campus, while proposing something relevant to the students of tomorrow
- To sustain the values and character of Emmanuel the masterplan proposes that the future maximum cohort size will be 350 students





# 4 ANALYSIS

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## Existing Opportunities

*“An opportunity for building a visual presence along this stretch of the river and a stronger street address for both pedestrian and vehicular interaction are key analysis findings which will assist with the growth of a distinct visual character for the campus.”*

Aspect Studios



# Analysis

## 4.1 Existing Site

The campus is positioned within an enviable location on the edge of the Brisbane River. Whilst the majority of the campus area features flat and usable spaces, steep topography is located on the south-eastern edge as the campus folds down towards the river. This creates an open green space on the river bank which is currently somewhat disconnected from the remainder of the campus. The level change provides opportunity for greater interaction between the river and the campus and could facilitate communal gathering spaces across multiple levels.

Campus entries are located off both Sir William MacGregor Drive and Upland Road. The access points are shared for both pedestrians and vehicles. The main entrance opposite the administration building lacks “first impression” and signature character. There is opportunity to develop a distinct campus forecourt which offers greater scale and prominence to the building frontage. Presently, the main building entrance is bounded by vehicular drop off space and formal planting beds to either side of the entry stairs. The space is often filled with parked cars which block the main entry stairs.






The most accessible green space is the central quad. This space is bordered by 6 of the residential buildings, the administration and dining/common space building. Bleeding off this space and separating the main residential buildings are “green fingers” or small breakout external spaces. These areas currently lack significant activation and provide potential for offering a differing scale of open space experience.

The central quad is bordered by the main covered access link. The pathway lacks the height and scale required for balance against the adjacent buildings. The main pathway also lacks tangible connection to the periphery buildings, McGregor and Martin. There is a challenge presented here with regards to connecting the periphery buildings to the central heart of the campus and therefore strengthening the cultural connection for the students which occupy these spaces.

Signature “wing” characters are somewhat evident between the various residential buildings. At present, the main wing front doors for those buildings adjacent the quad generally feed off the back of the building at the opposite end to the quad. Wing Leader rooms occupy the main common space directly adjacent these entry points and lack privacy in some instances.

From a greening and landscape perspective, the current gardens focus on a mix of high maintenance shrubbery and annual plantings. The established vegetation to the river’s edge remains the most prominent tree cover for the site, as well as “bookend” trees within the central quad. There is a distinct opportunity to enhance the visual character of the campus through formal plantings which support the historical built form character and also an extension of the current riparian character along the edges of the river.

- 1. Administration
- 2. Chapel
- 3. 3RD Res
- 4. 2ND Res
- 5. McGregor
- 6. Edmonds
- 7. Drewe
- 8. Meiklejohn
- 9. Glaister
- 10. Henderson
- 11. Douglas
- 12. Music Room
- 13. Kitchen
- 14. Dining Hall
- 15. Stevens Bonnin Room
- 16. Principals Former Office
- 17. Riverview Room
- 18. Squash Courts
- 19. Martin / Student Centre
- 20. Principals Lodge
- 21. Gibson
- 22. Merrington

-  EXISTING ASSETS OF VALUE
-  OPPORTUNITIES TO IMPROVE EXISTING
-  FOCAL LINES
-  DISTANCE
-  POOR CONNECTION



## 4 ANALYSIS

### Existing Opportunities



# Analysis

## 4.2 Built Fabric

The existing built fabric spans a series of distinct generations. The original campus fabric and design with a series of buildings radiating around a quad with shared student facilities facing the river has significant value and all future design decisions would be wise to amplify the unique values of the original 1950’s masterplan.

- A
- Entry lacks presence and passive surveillance
  - Current design biases cars rather than pedestrian / student activation and usage in a significant open space area
  - Existing parking is poorly located and roundabout at the entry an unnecessary design for what is primarily a student entry and exit point
  - The existing heritage buildings are poorly utilised to add value to the entry space

- B
- Dining room and adjacent rooms lack connection to the significant asset of the Brisbane River and fail to provide usable outdoor space and lifestyle connections and opportunities for enhancing student life.
  - The existing value of the heritage dining hall with its unique architectural design is poorly utilised by the adjacent spaces.
- C
- Riverview Room and Squash Court buildings poorly designed and constructed.
  - Journey to Martin disconnected by these buildings creating unsafe spaces.
  - Principals lodge outlook blocked by these buildings and unattractive facades. Considering this is the A+ location on site with uninterrupted views of the river and northern orientation a key student building is better served in this location.

- D
- 1990’s New student housing buildings lack sufficient distance from original buildings and are poorly orientated and designed.
  - The student survey made it clear that the internal layouts of these buildings do not suit Emmanuel student life.
  - The buildings lack sufficient design merit to offset the significant expense of upgrading for long term compliance to current building standards.
- E
- Service lane and carports provide poor outlook and amenity for Henderson. Laneway connection provides important service conduit however the design is poor.
- F
- Entry buildings lack presence and height for a key location on site. This location, orientation and outlook is deserving of a much better design outcome.





# Analysis

## 4.3 Key Landscape Findings



### Open Space

- Central quad space
- Anchor trees bookend quad
- Riverside area currently utilised for parking
- Potential for greater connection to campus



### In-between Spaces

- Potential for quiet breakout spaces
- Consider screening to adjacent rooms
- Consider character as an extension of quad space



### Significant Level Change

- Existing retaining separates main campus from riverside area
- Flood prone area provides opportunity for open space activities



### Wing 'Front Doors'

- Opportunities to create signature Wing entry experiences
- Consider Privacy to Wing Leader Rooms



### Entrances

- Several points of pedestrian and vehicular access
- Front entrance provides opportunity for signature landscape and ceremonial use



### River Views

- Glimpses to the river provided from dining hall
- Opportunities to connect and extend external space from dining hall to build on riverside location



### Circulation

- Main Pedestrian access via covered link
- Wings to periphery lack strong pedestrian link to central quad



### Carparking

- Consider opportunities to consolidate parking
- Identify locations which could be better utilised
- Carparking currently weakens front entry experience and heritage prominence of main building

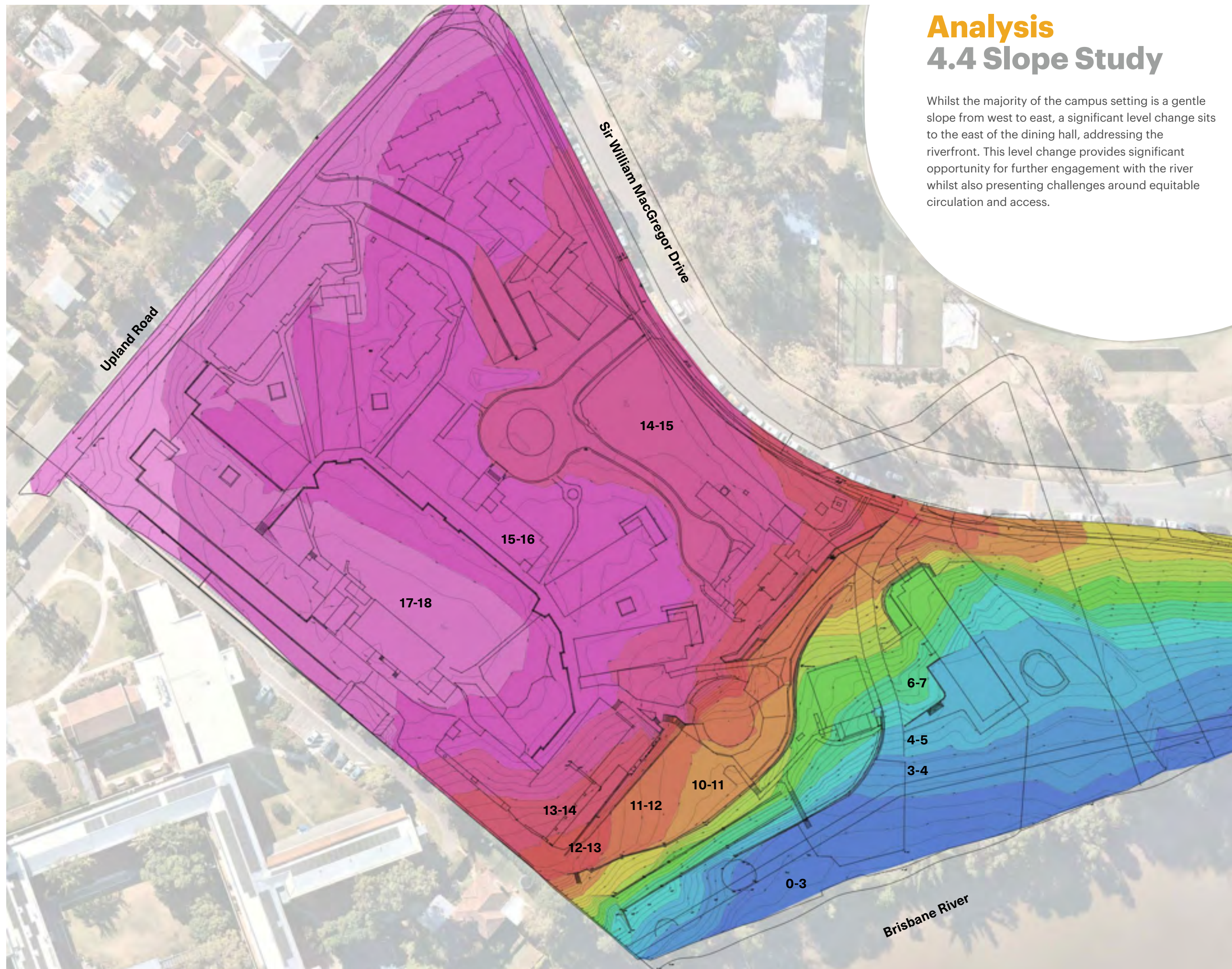
The campus currently benefits from key landscape features that provide opportunities for wayfinding, gathering and connections to the Brisbane River. Through an analysis of current connections, spacial areas and how these can be built upon or modified to improve campus accessibility and character, key principles for the development of the masterplan can be established.



## Analysis

### 4.4 Slope Study

Whilst the majority of the campus setting is a gentle slope from west to east, a significant level change sits to the east of the dining hall, addressing the riverfront. This level change provides significant opportunity for further engagement with the river whilst also presenting challenges around equitable circulation and access.





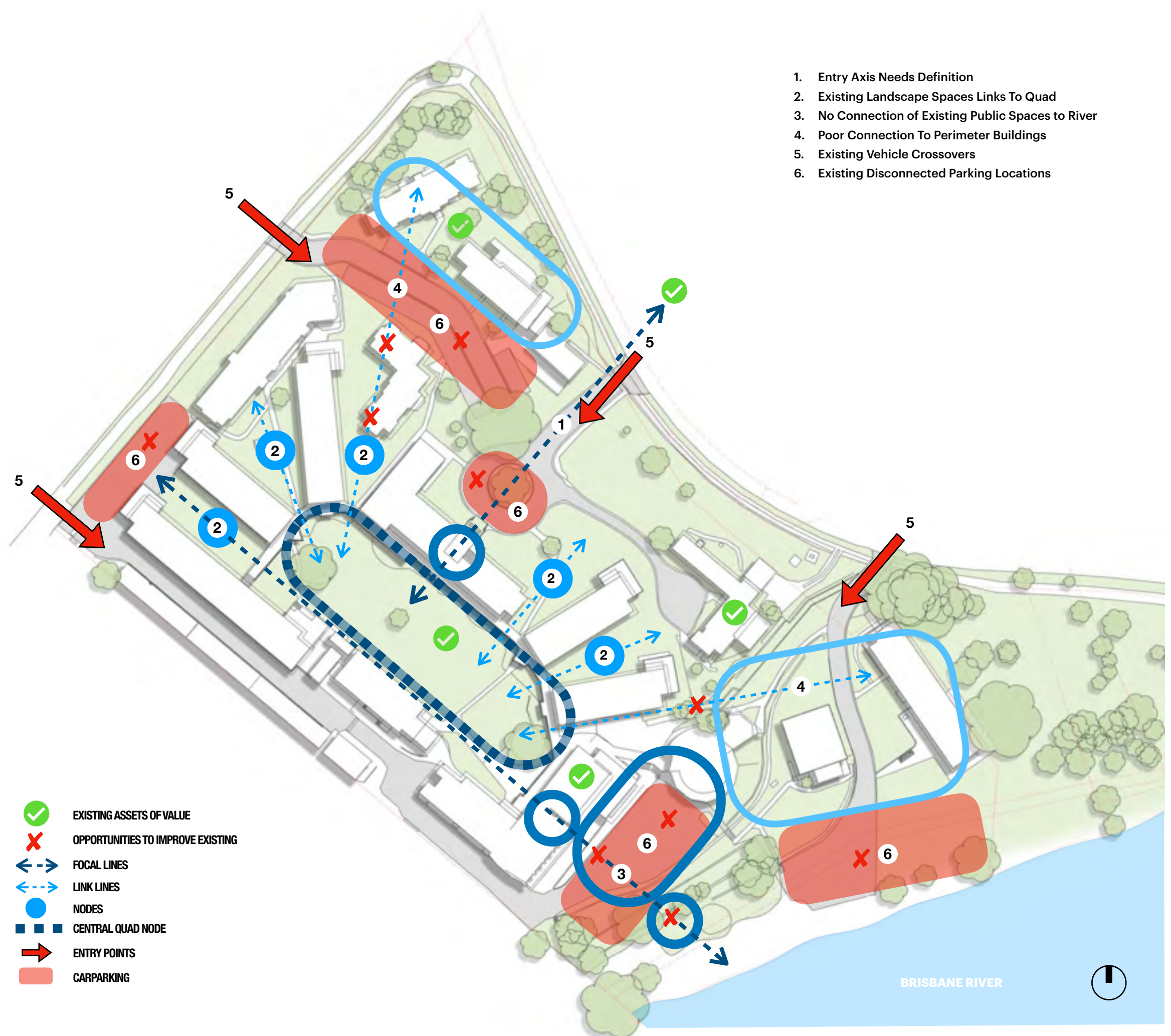
# Analysis

## 4.5 Movement

Movement falls within two categories – Vehicular and Pedestrian. It is important to also consider how these two categories interact and potentially conflict within the current campus environment.

Existing vehicular movement is based on four streetside crossovers. Due to the nature of pedestrian circulation to and from the university, some conflict and lack of delimitation between pedestrian and vehicular entries is most noted on the Upland Road frontage. With dispersed carparking, this also encourages vehicular movement around the site that could otherwise benefit from carpark consolidation and greater connection to the street frontage.

The intermittent green courtyards between buildings which feed off the central quad are the main circulation routes for directing pedestrians from the periphery of the campus into the core. Some disconnection between outlying buildings and the riverfront could benefit from strengthening legibility and circulation.



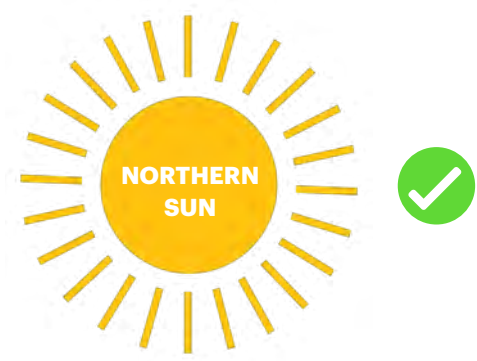


# Analysis

## 4.6 Views & Orientation

The architectural layout centralised around the quad space provides internal views framed by building edges. The most distinctive view of the campus however is from the riverside dining hall through to the Brisbane River. There is opportunity to extend this view further into the campus as a linear connection along the south-eastern perimeter of the quad.

- 1. Carparking in A+ River Location
- 2. Poor Connection to River
- 3. Building Blocks Views
- 4. Buildings too Close
- 5. Western Sun Problematic
- 6. Poor Outlook and Noise



- EXISTING ASSETS OF VALUE
- OPPORTUNITIES TO IMPROVE EXISTING
- SUMMER AFTERNOON SUN





# Analysis

## 4.7 Connect Campus Life

The Emmanuel College values strongly reflect a sense of community and welfare for students. There is a distinct sense of community visible within the fabric of campus life and it is this positive culture of inclusivity, teamwork, diversity, self-respect and consideration for others which encourages and influences residency at the campus.

A positive and aspiring culture is not new for the campus. The first “At Home” event was organised by the students in 1923 as an expression of “the great friendliness ... among students and their pride in the College”. Each member of the College invited male and female guests. Contemporary newspaper articles describe Emmanuel illuminated by lanterns, the dining room and supper room festooned with blue and silver streamers and decorated with flowers, “and the dance music provided by Miss Stewart’s band”. It has since become an annual tradition for the college.

*“The central courtyard is noted as a typical space for conversing and activity and its links to areas such as the dining hall are important for the facilitation of incidental space activation.”*

### Aspect Studios

Students thrive off connection and gathering opportunities. The quad is noted as a typical space for conversing and activity and its links to areas such as the dining hall are important for the facilitation of incidental space activation. Other areas noted as important for the support of gathering and cultural activities include the President’s Room and residential building common spaces.

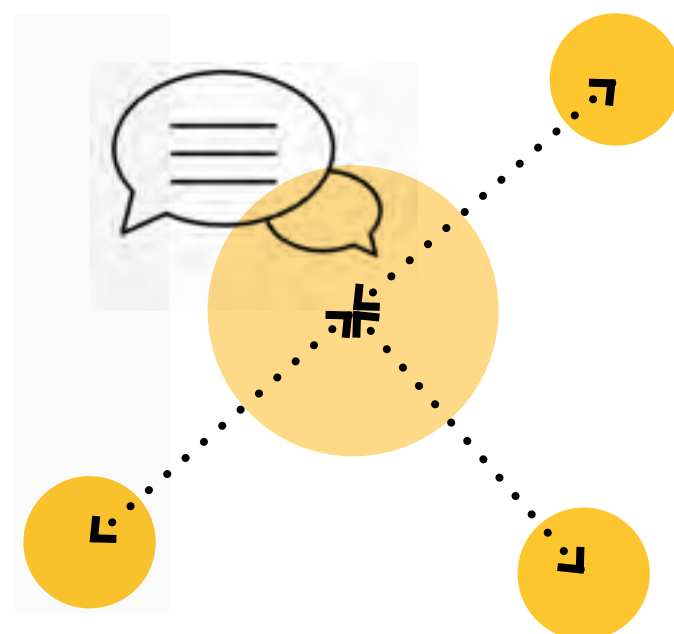


Students thrive off connection and gathering opportunities.



Connection and gathering opportunities





Incidental activation



Community are the fabric of the campus



## Analysis

### 4.7 Connect Campus Life

Event planning and activity hosting of campus and off campus social gathering is also common. These activities are driven strongly by the student cohort themselves, demonstrating a keen sense of space ownership and stewardship of the campus. The Emmanuel College Students' Club was officially formed in 1925 and strives to "provide an outstanding collegiate experience for all members of Emmanuel".<sup>1</sup> Events may include sporting games, movies and theme nights, Band fest, an art show and the events may utilise internal spaces such as the dining hall or Riverview Room or they may be undertaken in the central common quad space.

Another aspect of campus values and customs which supports a positive campus culture is the contribution of senior student leaders to wellbeing and support. In each residential wing, leaders offer constant, easily accessible support and guidance. The college provides training to inform their decisions around the physical and emotional wellbeing of their fellow collegians and in term the leaders foster interactions and vibrancy between residents.

1. [www.emmanuel.uq.edu.au/1910s-1920s-war-then-peace-at-home/](http://www.emmanuel.uq.edu.au/1910s-1920s-war-then-peace-at-home/)



The central quad is well used and the main external meeting place within the campus.



## Analysis

### 4.8 Summary

Through analysis of the existing site, several opportunities can be highlighted for investigation within the masterplan. An opportunity for building visual presence along this stretch of the river and a stronger street address for both pedestrian and vehicular interaction are key analysis findings which will assist with the growth of a distinct visual character for the campus.

The central quad is well used and the main external meeting place within the campus. Building upon this space and developing a character which extends opportunities for open space interaction to the intermittent courtyards would provide further opportunity for external gathering. Additionally, a strong focus on connecting outlying buildings will strengthen opportunities for community connection and ensure the central quad feels welcoming, accessible and vibrant.

***“A strong focus on connecting outlying buildings will strengthen opportunities for community connection and ensure the central quad feels welcoming, accessible and vibrant.”***

#### Aspect Studios

Utilising the change in grade between the main campus and the river also provides another significant opportunity. This space provides context for riverside recreation and greater engagement with open green space. A consolidation of carparking to other underutilised and less desirable portions of the campus will ensure the riverside areas can be given greater prominence for student use and offer a distinct selling point to prospective residents.





# 5 RESPONSE

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## Future Planning

*“The masterplans primary focus is on amplifying the value of the existing assets to provide the best possible outcomes whilst being economically viable.”*

Feather & Lawry



# Response

## 5.1 Masterplan Key Values

The Masterplan response is formed by three fundamental key values that inform all proposed new works.

- A. Form College Entry Identity
- B. Connect College to River Asset
- C. Connect College to Upgraded Quad

### A. Form College Entry Identity

The proposed upgrade to the college entry will provide an active safe engaged space that will invite pedestrian movement onto the site. This entry will include undercover space to provide a variety of uses year round and encourage students to gather and activate the formal entry.

### B. Connect College to River Asset

The Brisbane River will form the backdrop and focal point for a number of upgrades and new built insertions to the existing college campus. The dining hall and adjacent student spaces will be interconnected by a new external verandah space which will terrace down the hill to a proposed pool and gym recreation centre. Additional terracing and stairs will connect lower informal landscape spaces back to the quad. A new future marque building is proposed to house students with terraced river views and integrated landscaping carefully located to maximise views from the principals lodge whilst maintaining connections.

### C. Connect College to Upgraded Quad

The Quad is proposed to have a continuous colonnade connecting all the adjacent buildings and provide a weather protected engaging varied edge space. A series of nodes will be located at the junction of the colonnade and the radiating buildings providing an interface between indoor and outdoor zones, this provides a controllable front door to manage privacy whilst encouraging interaction. Distant buildings will be connected with axial view lines back to the quad and colonnade, with invitational landscaped spaces breaking down the journey with adjacent perimeter carparks providing passive surveillance to improve safety.

## 5 RESPONSE

### Future Planning



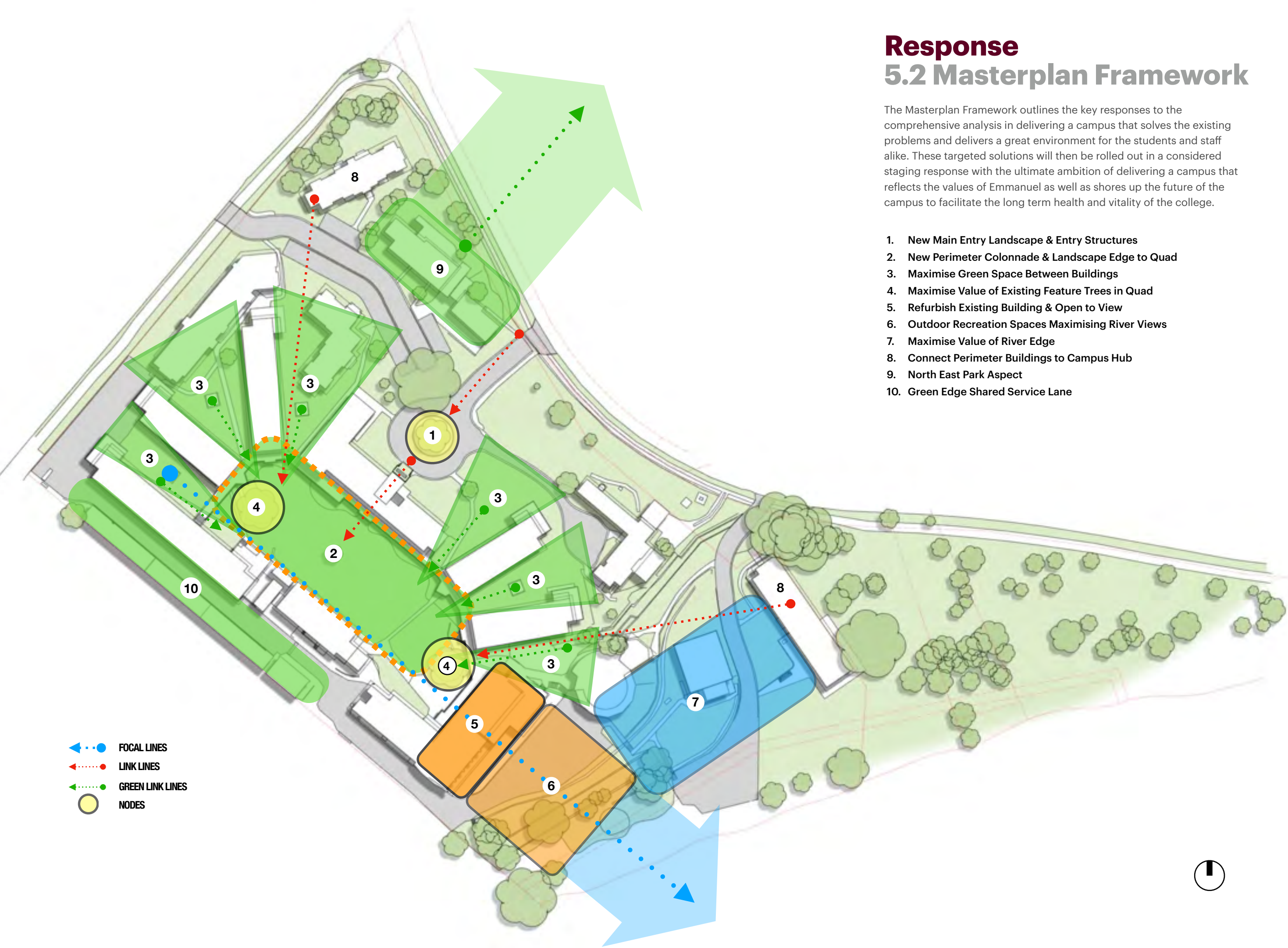


# Response

## 5.2 Masterplan Framework

The Masterplan Framework outlines the key responses to the comprehensive analysis in delivering a campus that solves the existing problems and delivers a great environment for the students and staff alike. These targeted solutions will then be rolled out in a considered staging response with the ultimate ambition of delivering a campus that reflects the values of Emmanuel as well as shores up the future of the college.

1. New Main Entry Landscape & Entry Structures
2. New Perimeter Colonnade & Landscape Edge to Quad
3. Maximise Green Space Between Buildings
4. Maximise Value of Existing Feature Trees in Quad
5. Refurbish Existing Building & Open to View
6. Outdoor Recreation Spaces Maximising River Views
7. Maximise Value of River Edge
8. Connect Perimeter Buildings to Campus Hub
9. North East Park Aspect
10. Green Edge Shared Service Lane





# Response

## 5.3 Landscape Principles

A synergy between campus spaces and a greater reflection of its distinct riverside setting is paramount to the development of a landscape strategy. The landscape must fundamentally provide a grounding for the improvement of the architectural language and ensure that connection between context and built form character is strengthened. Together with the architectural response, a fostering of the cultural vibrancy of the people of Emmanuel college, both past and present will ensure a sense of campus ownership between current students and alumni; a welcoming space for the future and a place for legacy of the past.

The key principles of the landscape response focus on connecting spaces, providing opportunities for gathering, celebrating context and supporting a growing legacy.

Through connecting spaces with greater legibility, the campus will feel inviting and open. With greater encouragement of movement through the campus, we increase opportunities for incidental interactions between students and staff, which in turns build a sense of community. The landscape will become more usable and

supportive of a life lived outdoors. Fostering greater connections to periphery spaces will also ensure that the entire extent of the campus is utilised.

Outdoor gathering is a key benefit of living in a subtropical climate. Building on current campus outdoor spaces, such as the central quad and intermittent courtyards could provide greater flexibility of use, such as outdoor study and learning, private reflection opportunities as well as group student activities. Through the consolidation of carparking, reconfiguring of built form and a greater emphasis on connecting spaces a greater diversity of gathering spaces can be added to the campus landscape. These will include riverside open space and improved building courtyards feeding off the central quad.

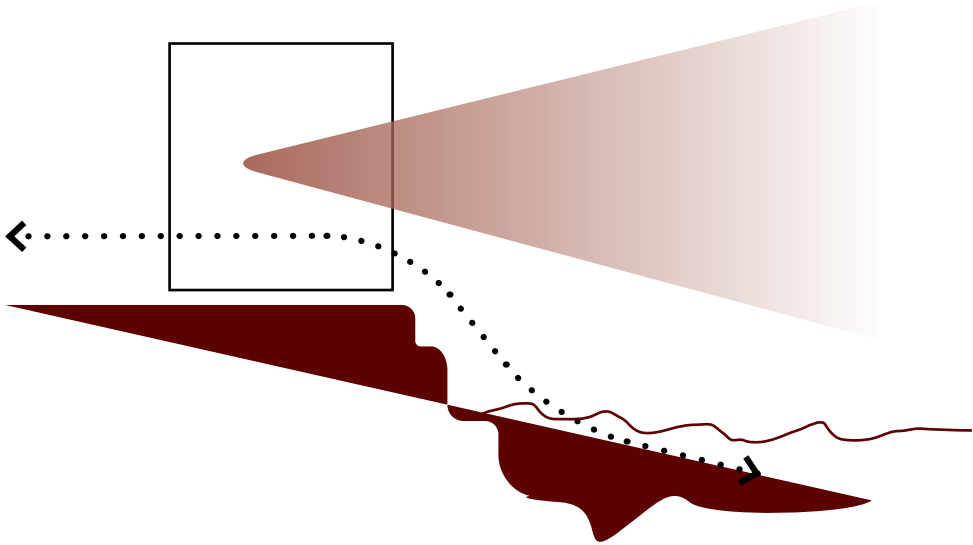
Contextually, the distinct character of the main university campus sets the tone for creating a sense of place. The landscape will also seek to celebrate the Brisbane River and incorporate a riparian and riverine landscape. Through addressing both the university campus abroad and the river adjacent, Emmanuel College will

***“Contextually, the distinct character of the main university campus sets the tone for creating a sense of place. The landscape will also seek to celebrate the Brisbane River and incorporate a riparian and riverine landscape.”***

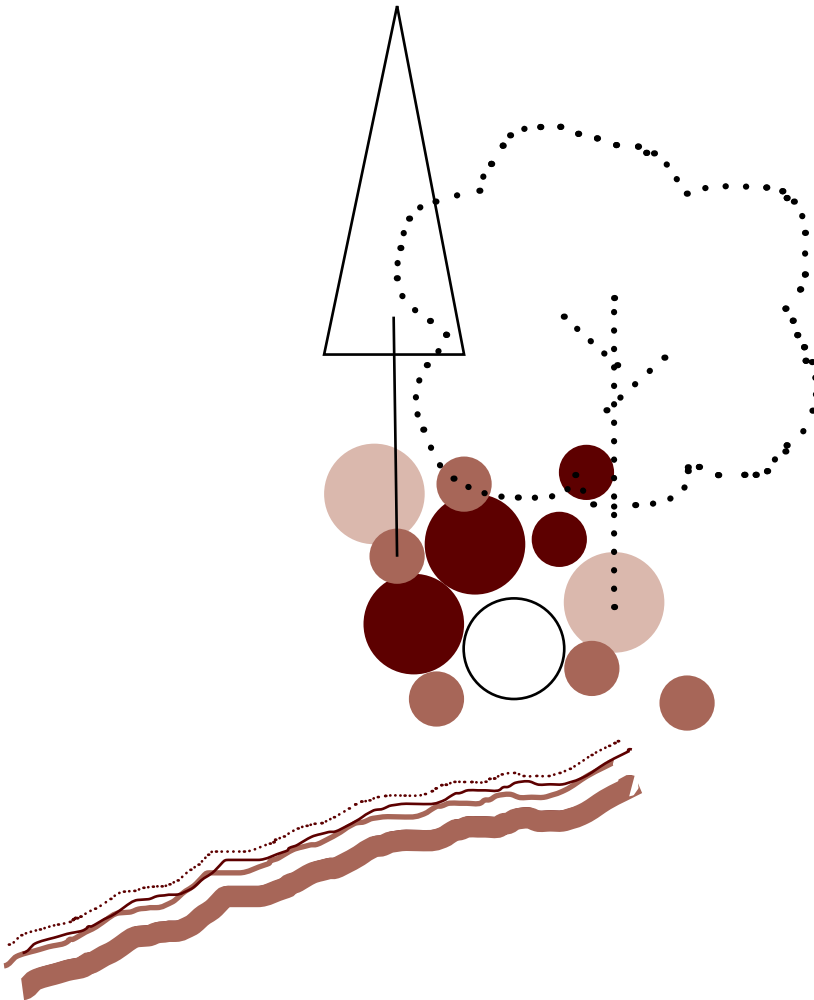
### Aspect Studios

promote both positive street address and prominent river presence.

The landscape will also be guided by an intent to support legacy. Both current and future students are crucial to the vibrancy of the campus, not withstanding the contributions of the past. By developing a landscape which supports alumni celebration and interaction, the campus will continue to build on its legacy through physical and meaningful gestures. Common spaces on campus such as the entry forecourt provide physical opportunity for alumni to contribute to the beatification of the campus and build the legacy of a brighter future for Emmanuel college.



Connecting spaces



Celebrating context



Supporting a growing legacy





## Response

### 5.4 Architectural Language

The development of a coherent architectural language to be rolled out campus wide is key to forming a connected series of interventions. The genesis of the language is the vertical columns of the dining hall and the classical colonnades of the university court spaces.

A vertical proportioned rhythm is established as an edge framework forming a contemporary classical verandah space. The carefully articulated proportions are scaled based upon the adjacent buildings to lift the structures and create a sense of gravitas and elegance to these important threshold spaces.

Emmanuel College provides a connected series of radiating wings around a central quad space with a culture that encourages interaction and community foremost. It is important that the response prompts these informal interactions. By focusing on the edge spaces between indoors and outdoors the interventions throughout the campus will encourage these interactions whilst also lifting and modernising the existing building facades. This approach responds to student feedback highlighting the value of the external spaces as a unique part of the campus culture.

A restrained cost effective low maintenance material palette has been established, complementary to the existing brick and tile but clearly contemporary. White steel frames, concrete and sandstone with

***“By establishing a consistent bespoke language throughout the campus the interventions over time can further the identity of the college. The built fabric becoming in time a truer reflection of the values of Emmanuel”***

#### Feather & Lawry

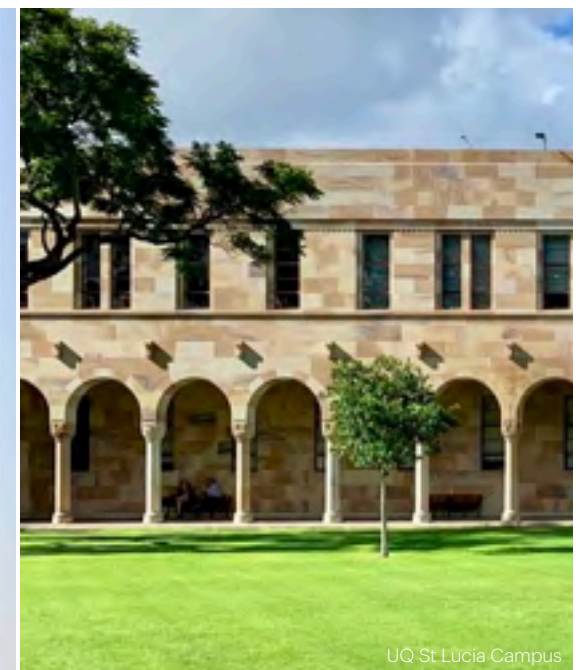
integrated landscaping provides a flexible timeless language to be rolled out over a series of stages. The vernacular of UQ sandstone itself is simplified as a cost effective solution formed from mass sandstone blocks as retaining and seating elements creating a horizontal offset from the vertical colonnades providing warmth and intimacy.

A hierarchy of language has been formed to deliver lighter steel forms in the central areas of the site which graduate to heavier concrete elements as the spaces spill down toward the river and the formal entry nodes. Planting becomes a more important part of the design in these areas to soften the elements as well as reinforce the architecture with framing trees establishing a complementary rhythm. By establishing a consistent bespoke language throughout the campus the interventions over time can further the identity of the college. The built fabric becoming in time a truer reflection of the values of Emmanuel.



Architecture Exemplars

James Simon Gallery



UQ St Lucia Campus



# Phase 1

## Short Term Vision

Phase 1 of the proposed new works is focused upon three key spaces within the college to maximise the initial value of the built form and environmental assets. These zones are:

- A. College Entry**
- B. River Edge**
- C. Quad**

The Emmanuel Master Plan focuses on integrating the campus seamlessly into the wider University of Queensland Campus, as well as creating its own unique identity as a community space rather than just a student accommodation campus. It will be a place for people, a lively and active student college. The short to medium term vision focuses the redevelopment on some key zones of the campus and buildings. This will result in the creation of vibrant spaces, entry nodes and open spaces that provide clear connections and social interaction for the college.

This site plan creates places for entertainment, fitness and well being as well as social interaction to support the existing infrastructure. Many of the ideas can be achieved through key public realm and activation initiatives without changing too much of the existing campus building fabric. The masterplans primary focus is on amplifying the value of the existing assets to provide the

***“A new college entry is proposed as the starting point of new campus interventions delivering a much needed upgrade to the public face of Emmanuel.”***

**Feather & Lawry**

best possible outcomes whilst being economically viable. It is anticipated Phase 1 to have a completed implementation span of around 10 years with a series of stages.

A new college entry is proposed as the starting point of new campus interventions delivering a much needed upgrade to the public face of Emmanuel. Located at the key student connection to the wider university campus, proposed are a series of landscape interventions delivering an active pedestrian/ student focused space with a framed pergola structure and flanking alumni history wall giving an immediate sense of the rich Emmanuel history and culture.

The river edge space will deliver a series of student focused facilities to enrich daily life. A verandah terraced edge, pool and gym with the backdrop of the river will combine to enrich student life as well as provide a key competitive advantage in attracting new students. The quad upgrade builds on its existing strengths to deliver a simple elegant perimeter structure to facilitate daily student interaction.



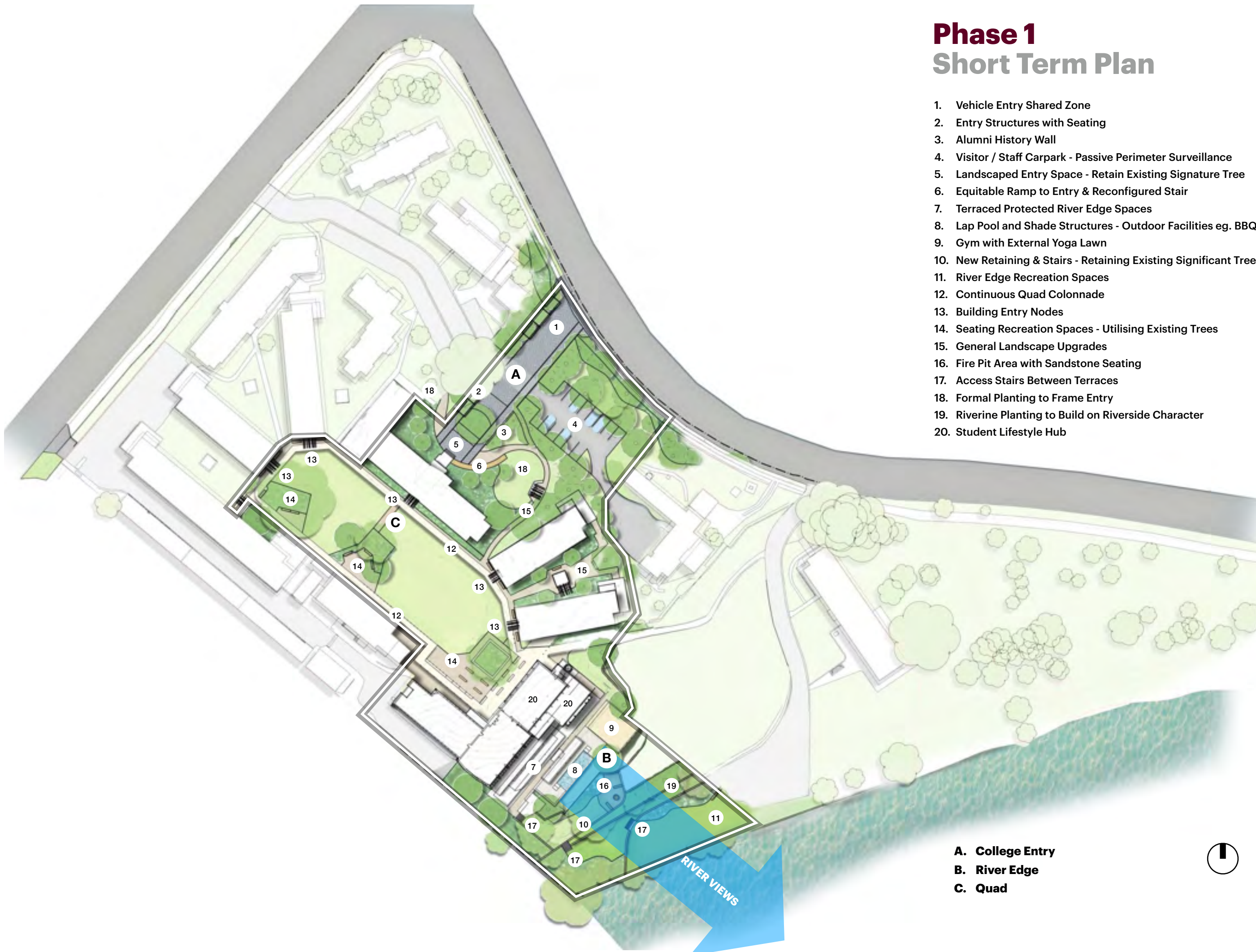
The masterplans primary focus is on amplifying the value of the existing assets to provide the best possible outcomes whilst being economically viable.



# Phase 1

## Short Term Plan

1. Vehicle Entry Shared Zone
2. Entry Structures with Seating
3. Alumni History Wall
4. Visitor / Staff Carpark - Passive Perimeter Surveillance
5. Landscaped Entry Space - Retain Existing Signature Tree
6. Equitable Ramp to Entry & Reconfigured Stair
7. Terraced Protected River Edge Spaces
8. Lap Pool and Shade Structures - Outdoor Facilities eg. BBQ
9. Gym with External Yoga Lawn
10. New Retaining & Stairs - Retaining Existing Significant Trees
11. River Edge Recreation Spaces
12. Continuous Quad Colonnade
13. Building Entry Nodes
14. Seating Recreation Spaces - Utilising Existing Trees
15. General Landscape Upgrades
16. Fire Pit Area with Sandstone Seating
17. Access Stairs Between Terraces
18. Formal Planting to Frame Entry
19. Riverine Planting to Build on Riverside Character
20. Student Lifestyle Hub



- A. College Entry**
- B. River Edge**
- C. Quad**





## 5.7 Images of Key Spaces

### Entry

A key landscape signature of the entry is the existing Poinciana Tree. The retention of the tree provides an established landmark feature, balanced against the architectural façade. The revised entry removes the dominance of vehicular traffic and provides prominence to green space and pedestrian access. Symmetrical and formal planting to the foreground of the façade assist with setting a character and tone for the remainder of the campus.





## 5.7 Images of Key Spaces Quad Colonnade

The new colonnade wrapping all sides of the quad delivers a shaded weather protected threshold to the radiating buildings around its perimeter. The elegant form unites the disparate edges with sandstone blocks providing a variety of informal gathering opportunities as well as mediating the different levels within the space. The proportions and rhythm of the structures are informed by the buildings adjacent forming a coherent legible timeless design, a true contemporary university cloister.





## 5.7 Images of Key Spaces Proposed River Edge

The river edge is currently an under-utilised part of the site with these new interventions realising the potential of these spaces to add significant value and enrich student daily life. The relationship to the river is a key space with the challenging topography managed with a series of integrated terraces with the colonnades form creating an interconnected series of planes with the lower terraces increasing in solidity to anchor the design.









## 5.7 Images of Key Spaces Proposed Terraces

A series of flexible seating spaces is provided by the terraces with a variety of private and public spaces formed to encourage a diversity of interactions dependent on the mood of the students. The pool and gym provides an attraction to the lower levels connecting these spaces to the river views. The spaces are connected to their beautiful landscape and terrace naturally down to the river edge.





## 5.7 Images of Key Spaces Proposed Pool

The roof of the lower colonnades and gym have green roofs and with the pool colonnade aligned to the dining hall level to extend that space into the view and provide an inviting foreground of greenery rather than a roof. The proposed system will use low profile Fytogreen Extensive Roof Garden with a planting depth of only 150mm. All Fytogreens roof gardens are irrigated and designed for low maintenance.





## Phase 2 Long Term Vision

Phase 2 of the proposed new works is focused upon three key spaces within the college to further the goals of Phase 1 and provide a holistic campus design that builds upon the past while shoring up Emmanuel's future. These zones are:

- A. River Rooms**
- B. Open Space**
- C. Future Growth**

The long-term conceptual vision builds on the short term plan and provides practical medium term solutions through to a blue sky approach to campus development. This option looks at opening the campus to better development opportunities by removing many of the buildings identified as obstacles to the ultimate aim of arriving at a sustainable well managed and designed campus.

This vision will provide a place that students value with high quality architecture and a simple layout and masterplan structure. The plan looks at an implementation timeframe likely to span over 10-30 years, and considers the existing buildings having significant upgrades during this time.

The masterplan is designed to protect and enhance the heritage assets and original site planning, landscape setting and architectural ideas to maintain the Emmanuel experience.

***"A new contemporary Riverview residential building will allow the demolition of Edmonds and Drewe which will facilitate significant open space upgrades and reinforce the values of the 1950s masterplan."***

### Feather & Lawry

This will allow the effortless movement and interaction of people through the campus as well as promote, retain and sustain campus vibrancy and amenity through riverside landscape interventions and upgrades and significant new projects to revitalise the residential areas. The final outcome envisages connected zones for complementary learning and social environments.

A new contemporary Riverview residential building will allow the demolition of Edmonds and Drewe which will facilitate significant open space upgrades and reinforce the values of the 1950s masterplan. By placing the parking zones to the perimeter a western landscape buffer is formed with the additional benefit of providing passive surveillance to the perimeter of the Emmanuel precinct.

Future growth is facilitated by the ability to roll out a park view building which will additionally assist in marking the entry to the campus with adjacent entry structures rolled into this potential future masterplan stage.



The long-term conceptual vision builds on the short term plan and provides practical medium term solutions through to a blue sky approach to campus development.



## Phase 2 Long Term Plan

- A. River Rooms**
- B. Open Space**
- C. Future Growth**

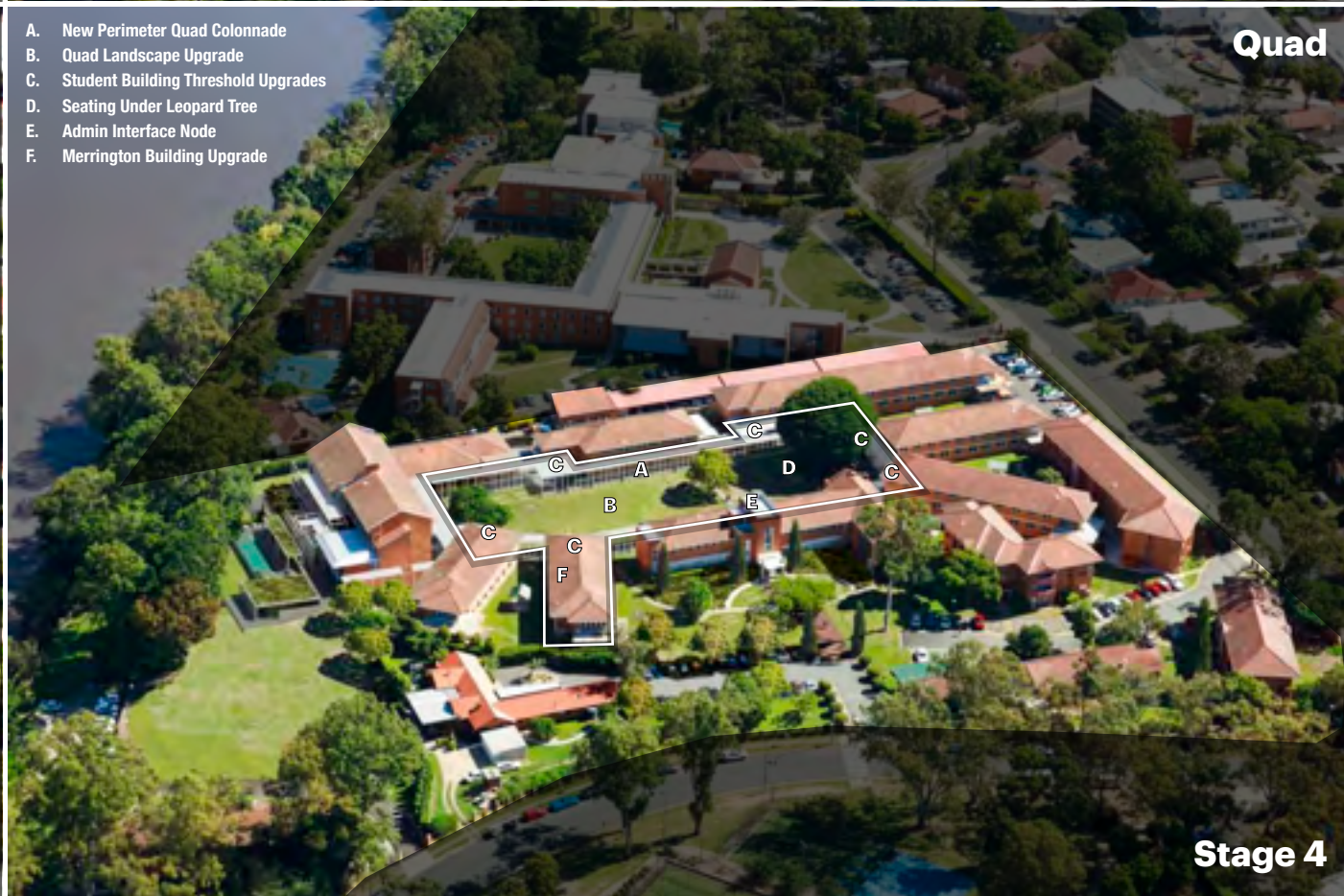
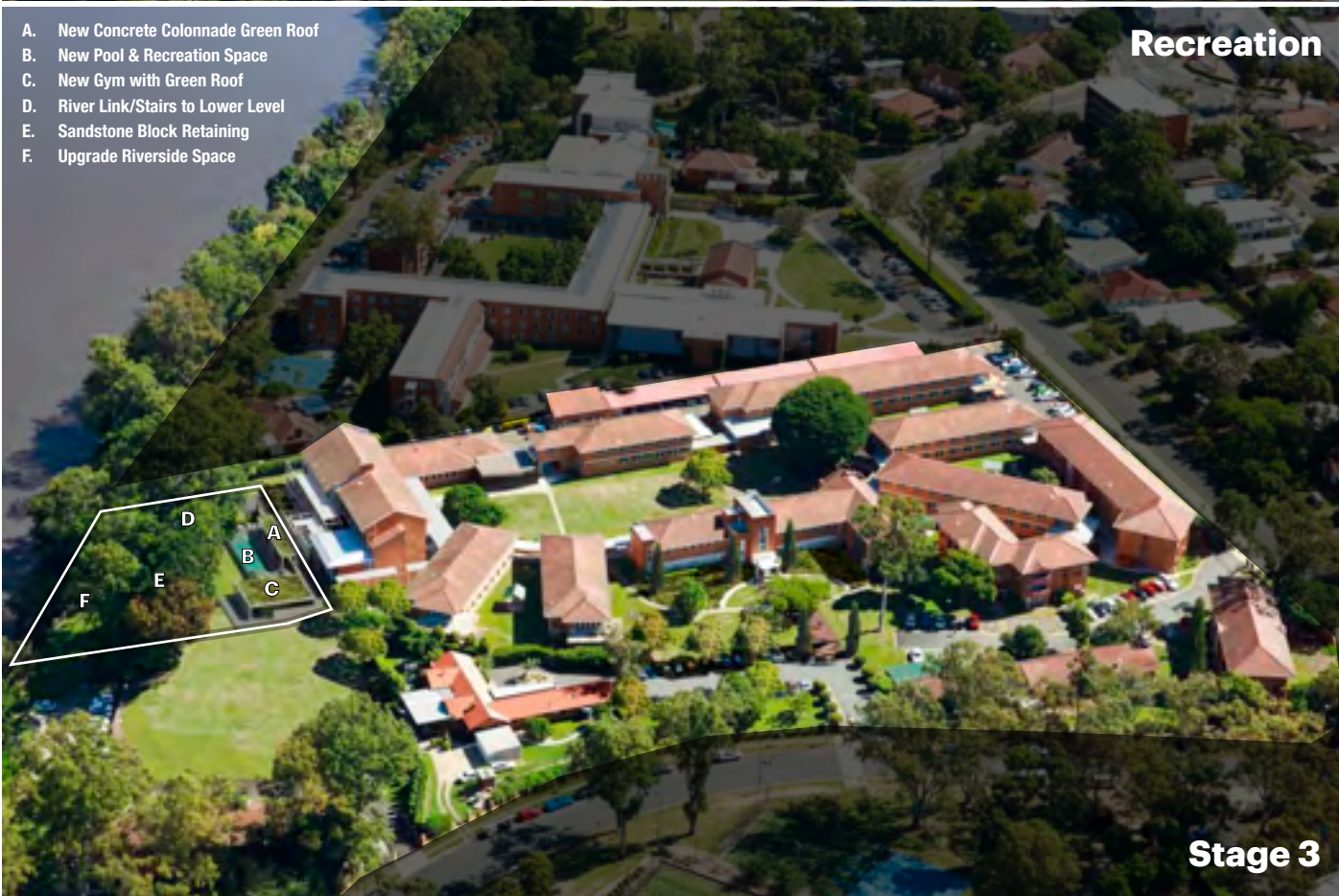
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2. River Edge Terracing & Recreation Spaces
3. Reinststate Boat Shed & Jetty
4. Drop Off and Landscaped Terracing
5. New Carparks - Passive Perimeter Surveillance
6. General Landscape Upgrades
7. Single Width Service Laneway With Landscaping To Provide Visual Buffer
8. Park Building - Future Student Growth Opportunity
9. Strengthened Connection Between Periphery Buildings and Main Campus
10. Breakout Spaces Between Buildings With Upgrades to Existing Structures To Facilitate Outdoor Gathering and Study
11. Buffer Planting To Carpark Edge
12. Service Dock Zone





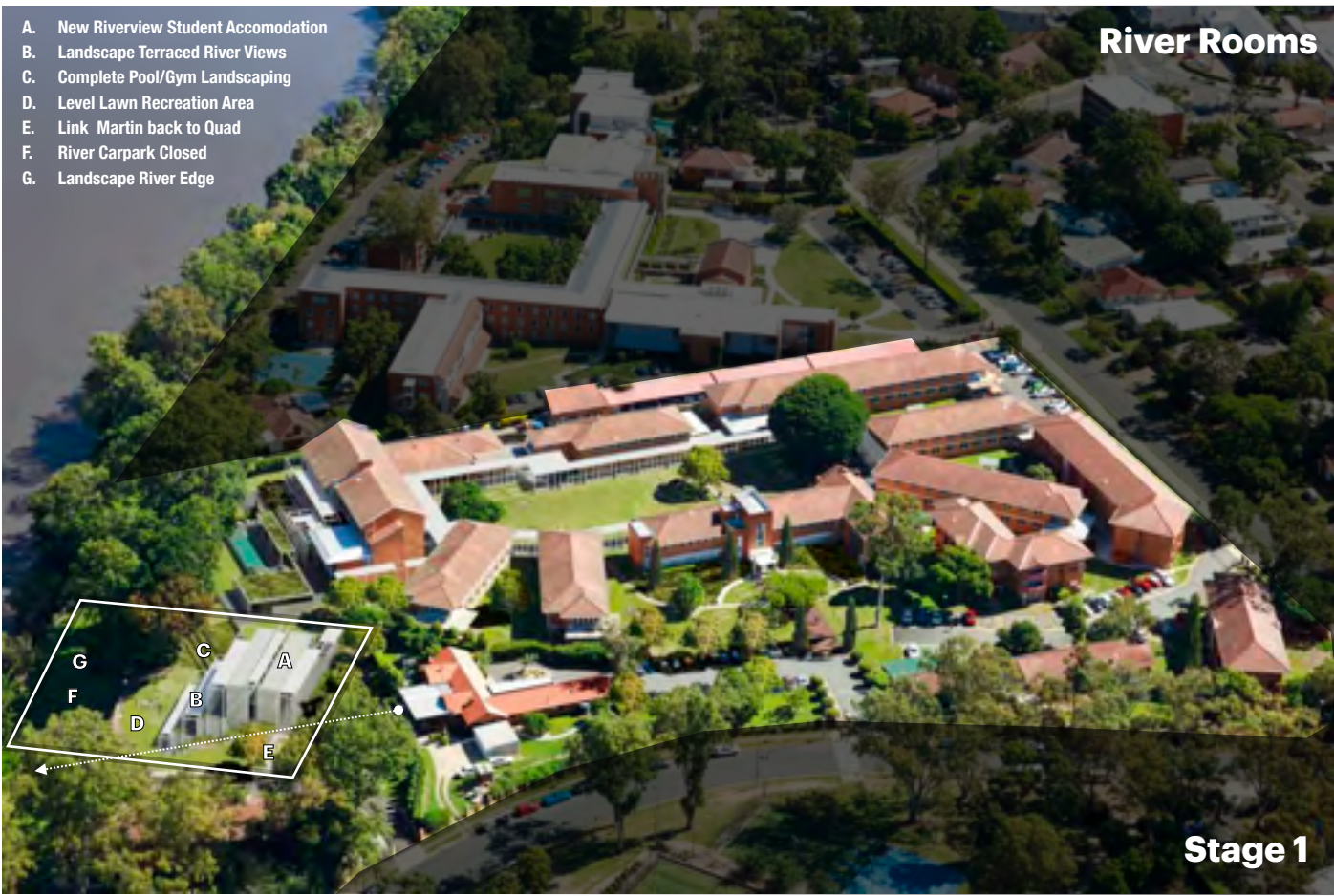
# Short Term Staging

## Phase 1





# Long Term Staging Phase 2





## Before & After

### Existing Aerial View

The existing aerial view highlights the collision of the more recent buildings with the values and coherence of the original 1950's design. This has formed unsafe disjointed spaces too close to the original wings without empathy for the student rooms, privacy or built form orientation. The river edge has been largely ignored by the current site plan, an outcome which deprives students the opportunity to enjoy this unique asset. Maximising the value of the site is an important step in shoring up Emmanuel's future.





## Before & After Proposed Aerial View

The completed Masterplan delivers a connected series of external spaces that enrich daily student engagement. The new buildings build upon the architectural language outlined in this Masterplan, to create a coherent legible final outcome maximising the value of the original 1950's college layout. The demolition of Edmonds and Drewe delivers a significantly better open space outcome and amenity for the adjacent buildings. The river edge has been given the attention it deserves for what is a significant asset, with a series of key spaces inhabiting this terraced edge.





# 6.1 Final Site Plan Masterplan Outcomes

- A. Administration
- B. Chapel / Music Room
- C. McGregor
- D. Meiklejohn
- E. Glaister
- F. Henderson
- G. Douglas
- H. Kitchen
- I. Dining Hall
- J. Stevens Bonnin Room
- K. Student Recreation
- L. Martin
- M. Principals Lodge
- N. Gibson
- O. Merrington
- P. Pool
- Q. Gym
- R. River Rooms
- S. Park Rooms

- 1. Vehicle Entry Shared Zone
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- 28. Breakout Spaces Between Buildings With Upgrades to Existing Structures To Facilitate Outdoor Gathering and Study
- 29. Buffer Planting To Carpark Edge
- 30. Service Dock Zone





# CONCLUSION OUTCOMES



With a focus on the forgotten spaces in between buildings, and a revitalised connection to both the Brisbane river and the Quad, a new life will be breathed into the college grounds.

## 6.2 Masterplan Summary Executive Conclusion

Through considered and inclusive design processes, the Emmanuel College Masterplan provides a strategy and fresh approach to the future of Emmanuel College. Incorporating a deep understanding and celebration of the college's long history of both education and welcoming community lifestyle, Emmanuel College Masterplan builds and enhances the sense of belonging for students and staff alike.

With a focus on the forgotten spaces in between buildings, and a revitalised connection to both the Brisbane river and the Quad, a new life will be breathed into the college grounds. Supporting a plethora of cultural and educational activation opportunities, growing and enriching the iconic cultural legacy of Emmanuel College.

The far-reaching vision of the future encapsulated by the Emmanuel College Masterplan has been developed within an adaptable and realistic staging process that allows for change, growth, and delivery that reflects the cultural and economic conditions now and into the future.

As time moves on so too will the culture and stories embedded within the grounds of Emmanuel College. These stories will be supported and celebrated by the visions set out within the Emmanuel College Masterplan; enriching the iconic culture that continues to draw students to the college now and for decades to come.





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