



THE NATIONAL UNIVERSITY OF SĀMOA
LE IUNIVESETE AOA O SĀMOA

CAMPUS MASTER PLAN 2021/22 – 2024/25

“A Spectacular Setting that Proclaims our Purpose, Distinction, and Identity”

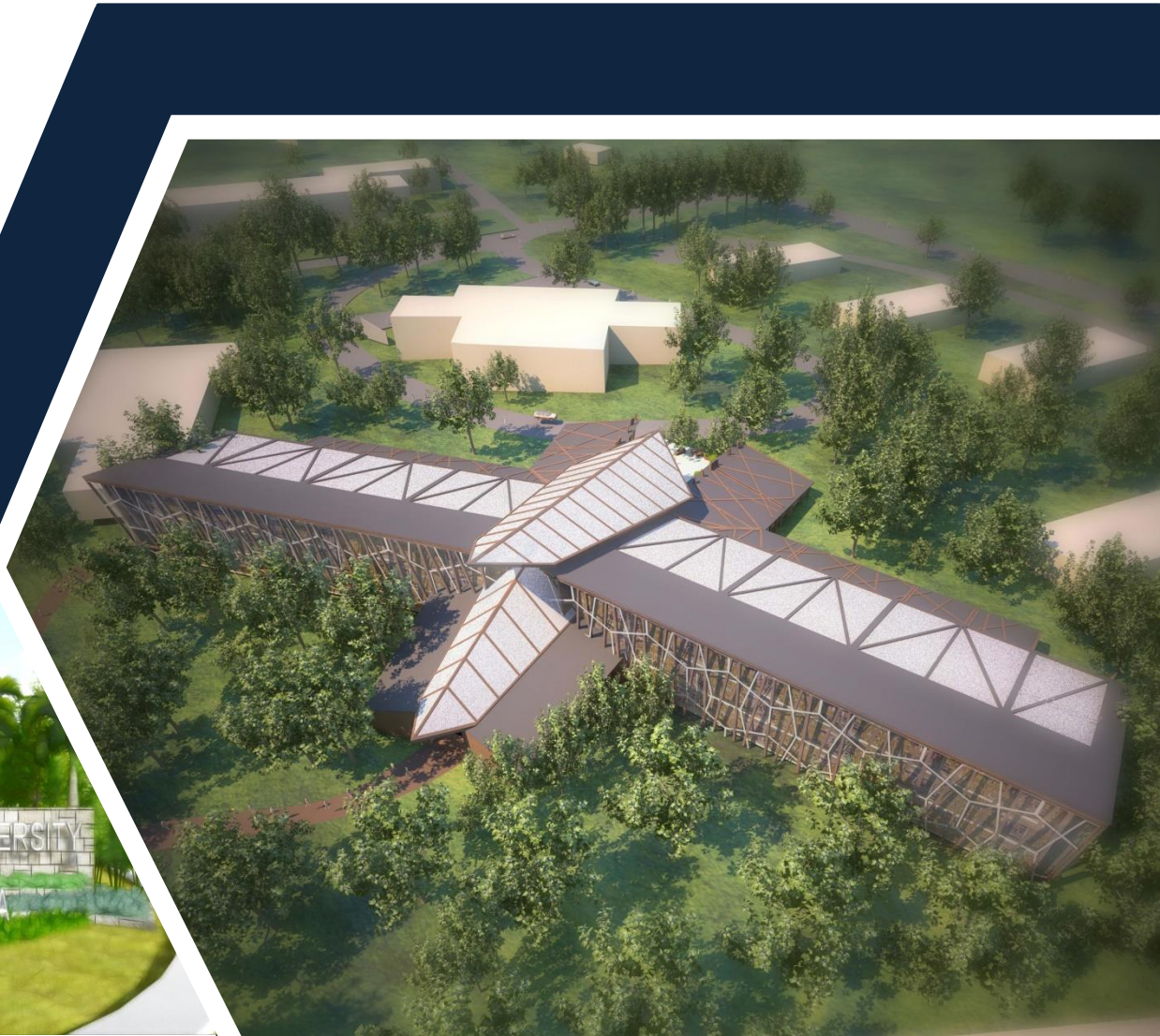


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ACRONYMS

APTC	Australian Pacific Training Coalition
AUA	Apia Urban Area
CMP	Campus Master Plan
CSS	Centre for Sāmoan Studies
FOHS	Faculty of Health Science
FOTE	Faculty of Technical Education
GOS	Government of Sāmoa
GPP	Governance, Policy and Planning
MNRE	Ministry of Natural Resources and Environment
NUS	National University of Sāmoa
NUSSA	National University of Sāmoa Student Association
NUSSEC	National University of Sāmoa Events and Social Committee
PM	Property Maintenance
PUMA	Planning and Urban Management Agency
SP	Strategic Priorities
SKSI	Sāmoa Knowledge Society Initiative
SOM	School of Medicine
SON	School of Nursing
TVET	Technical and Vocational Education Training
UPY	University Preparatory Year
VC	Vice Chancellor and President
VCC	Vice Chancellors Committee

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PROJECT BACKGROUND

1.1 Introduction

This Campus Master Plan (CMP) lays out a long-term vision for the physical growth and enhancement of the National University of Sāmoa (NUS – also referred to as the ‘University’), while providing high-level direction for the planning of the University’s other campus locations. The CMP represents the collaboration and consensus of multiple and diverse stakeholder groups, including staff, students, government ministries and the community.

The CMP is not a blueprint for development; rather, it provides a structure and guiding framework for the future development of built forms, open spaces, and movement networks on NUS campuses and ingrains sustainability, resilience, and the revival and practice of our Sāmoan cultural values as core threads throughout. The CMP represents the full physical build-out potential for the NUS campuses and makes recommendations for the space planning needs of the University.

This CMP is driven by a unique vision and set of principles, concept plans, and is structured around a set of frameworks that address sustainability, programming and steer the evolution of NUS campuses over the long-term. The document comprises three components:

- The **Project Background** outlines the objectives, processes, and provides an overview of the engagement process. Comprised are the key drivers and design considerations, that have informed the CMP which includes an understanding the history and evolution of NUS campuses, an analysis of its existing conditions and opportunities, and early priorities and design ideas that emerged as outcomes of the engagement process;
- **Vision and Principles** states the planning principles that provide the foundation for the design work, policies and recommendations. The component also contains the concept plan, which provides the insights for new buildings, open spaces, and movement networks;
- The **CMP Frameworks** provides policy recommendations specific to implementation of the NUS campuses built forms, open spaces, movement, sustainability and resilience. It also outlines the initiatives in the near, medium, and long term. It also includes recommendations on further studies, and parameters for administering the CMP. Through the three components, the CMP is designed to guide and support the growth and development of the campus over the next 10 - 20 years, and set the stage for the evolution of buildings and spaces. The framework also provides a listing of all projects (built forms, open spaces & movement) in a chronological order based on priority.



1.2 University Evolution

The NUS officially started in 1984 with one programme, the University Preparatory Year (UPY). After 36 years since its establishment, the University has developed into a regionally and internationally recognised institution of higher learning. Some of its notable milestones over the years include:

- Its first degree, the Bachelor of Education was launched in 1987;
- In 1988, the Bachelor of Arts programme was taught. The first graduates in both programmes were awarded their degrees in the 1990 graduation;
- Shortly thereafter, the existing business-related night classes administered by the Sāmoa Society of Accountants came under the umbrella of the University. Later it became the Faculty of Commerce and currently the Faculty of Business and Entrepreneurship.
- The School of Nursing of the National Health Department at the time amalgamated with the University in 1993 as the Faculty of Nursing;
- The Western Sāmoa Teachers' College amalgamated with the University in 1997 as the Faculty of Education and in the same year, the University moved from the compound at Malifa to its new Le Papaigalagala campus at Vaivase;
- The Institute of Sāmoan Studies was established in 1999 and in the same year the National University of Sāmoa, situated in its new campus at Le Papaigalagala, comprised not only the UPY programme, but five fully-fledged Faculties and the Institute of Sāmoan Studies.
- On March 08, 2006 the National University of Sāmoa and the Sāmoa Polytechnic merged.
- The first ever Master of Sāmoan Studies approved by Council in September 2006.
- 2007 establishment of the Australian Pacific Training Coalition (APTC) partnership with the NUS.
- 2014 Opening of Mulinu'u Campus.
- 2014 Incorporation of the NUS School of Medicine which later merged with the School of Nursing forming the Faculty of Health Science.
- 2017 Graduation of first NUS PhD candidates.
- 2018 Opening of the Savaii Salelologa Office and Information Centre.
- 2019 International Accreditation of the Masters of Development Studies Programme.



Figure 3: Mountain Side, Le Papaigalagala Campus



Figure 1: Moto'otua Campus



Figure 4: Mulinu'u Campus



Figure 5: Salelologa Office & Information Centre 2018

1.3 The Need for a Campus Master Plan

1.3.1 Why?

The growth of the NUS campus(es) since establishment had been ad hoc without guidance or vision of an overall plan. Growth has been piecemeal without proper planning to reflect and accommodate existing needs whilst being mindful of the needs of future generations. The CMP provides much needed guidance and structure to the campus environment as well as to aid the decision making process with regards to overall sustainable developments and growth of the campus(es). Most importantly is to ensure this does not become a document “on the shelf”.

The CMP will be a living document for the University, and it is designed to:

- i. Provide a clear and orderly guidance for the physical improvements and resources requirement to sustain, improve and to advance the University’s vision, strategic pillars and priorities. The plan shall make the best use of the existing campus conditions within the financial limits of the University and in the most efficient and functional way possible;
- ii. Inspire innovative ways towards raising funds needed to carry out the developments identified in the CMP. Simultaneously, it shall act as a marketing tool to attract donors, alumni, and others who may have a vested interest and make a worthwhile investment towards the growth of the University;
- iii. Enable a well-conceived physical framework to support the making of day-to-day decisions and reinforce the status and position of NUS within the wider community as the national tertiary institution in Sāmoa.

1.3.2 NUS Strategic Objectives

The NUS outlined a series of overarching Strategic Priorities (SP) for the University in its Corporate Plan 2021/22 – 2024/25, and these objectives have influenced the vision for the CMP and guide the development of policy frameworks to enable the CMP’s implementation over time. These objectives include:

- SP1: Sāmoan Language and Culture
- SP2: Teaching and Learning
- SP3: Research and National Development Priorities
- SP4: Community and Stakeholder Engagement
- SP5: Increase ICT Users and Infrastructure Support for Teaching, Learning and Research

1.3.3 NUS Campus Master Plan Objectives

The following are key objectives that will guide the CMP and are in keeping with the University’s Strategic Priorities, responding to changing needs and trends, represents Sāmoan culture and values and also aligns the opportunities and changes that the CMP will offer to benefit the broader community. The CMP will:

- i. Commit to Sustainability
- ii. Transform the University Culture
- iii. Support the Academic Mission
- iv. Enhance the Campus Experience
- v. Achieve Barrier-Free Accessibility
- vi. Demonstrate Stewardship of Buildings and Land
- vii. Ensure Safety, Security, and a Healthy Workplace

1.3.4 Responding to the needs of Sāmoa and the Region

Post-secondary education in Sāmoa has changed in the past few years and will continue to evolve in the future. There are several notable changes to the national education sector framework that will affect the decisions around the design of classroom and social spaces, the approach to teaching and learning and the quality and diversity of services and amenities. These trends include the government’s emphasis on trades programmes, vocational training and continued education as well inclusive and early childhood education. Furthermore, NUS is establishing itself as a regional and internationally recognised institution with a variety of programmes in health, humanities and science and therefore will cause an increased influx of international students in the future. To address these changes and trends, the CMP will consider the following:

- Create a stronger community presence, collaboration and integration at various scales – campus, neighborhood/community, local/national and the region;
- Create an attractive and welcoming place – to attract domestic and international students and the community;
- Create a mixed-use environment with services and amenities that responds to a growing student population;
- Create a more socially engaging environment that fosters interaction, diversity and inclusiveness;
- Address health and wellness by supporting learning, active living, healthy eating and recreation options;
- Address sustainability, resilience and pedagogy in design;
- Align with recent campus growth initiatives and developments.

1.3.5 “Sāmoanisation”: Rooted in Sāmoan Culture and Values

The CMP strongly encourages inclusiveness and diversity which is why it seeks to position the University as a welcoming and safe destination for its staff, students and visitors despite cultural and ethnic differences. However, it has been NUS’s trademark and pride that it is the only national institution of higher learning in Sāmoa and the custodian of everything that is Sāmoan. Therefore, one of the CMP’s driving principle is to ensure that as much as the University embraces concepts of diversity and inclusiveness; it should at the same time continue to be rooted in Sāmoan culture, values and designs which should be reflected by creating a place where the Sāmoan history, culture and language are celebrated and becomes an integral part of the physical, social, educational, recreational and operational environment on NUS campuses.

1.3.6 Aligning with Recent Campus Growth Initiatives

The University has undertaken a series of initiatives in recent years, one of which includes the CMP. The majority of these initiatives were driven by the need to expand in order to accommodate the increasing numbers of students and to create a flexible and sustainable approach to develop buildings, open spaces, roads and space reallocation to meet the University’s strategic objectives. In the absence of a CMP, two approaches were employed as measures to assess proposed development and campus initiatives to ensure that they align with overall principles and objectives of the University as well as national policies and regulations.

These included:

- The Planning and Development Committee.
Its membership comprises of the Officers of the University – the Vice Chancellor & President, the Deputy Vice Chancellor; Directors GPP, Financial Services, the Manager, Proper-



Figure 6: Student Consultation 1

ty Maintenance (PM), and the Manager, Planning. As necessary the committee evaluates and make decisions on projects and requests that are lodged and then prioritise them according to need, urgency and financial implications.

- The Diagnosis Technique

As above, the proposals and requests are vetted thoroughly, and as a result recommendations are made accordingly for the relevant implementers to consider and carry out.



Figure 7: Student Consultation 2

1.4 Consultations – “What We Heard”

The following statements are the overarching themes collected from a series of consultation that have been conducted. This includes staff and student consultations, feedbacks from the Vice Chancellors listening clinics, 2020 Staff Satisfaction Survey, the Annual Management Plans of sections and the resolutions from the Vice Chancellors Committee (VCC). These issues are also the challenges within the study area that the CMP will address and endeavor to correct or provide practical and sustainable solutions. Opportunities are presented simply through innovation, redevelopment, refurbishment, enhancement, and identification of new methods to mitigate the issues and overcome the challenges.

1.4.1 Services and Amenities

The lack of services and amenities available for students, faculties and staff to support their operations has been an ongoing issue for the University. These include, but not limited to:

- 100% Wi-Fi coverage for all campuses and classrooms;
- Intra and inter-mural activities for students;
- Transportation shuttles/transit service between campuses and for evening classes;
- Outdoor furnishings and features for study, recreational and social activities;
- Availability of conveniences (bank, stores, massage parlour, crèches);
- Arts and entertainment;
- Student and staff housing;
- Dining (canteen, cafés, stalls);
- Spiritual centre.



Figure 8: Launching of Student Benches 2017

1.4.2 Safety and Security

Campus and personal safety and security are important features of the University. It is recognised that the accomplishment of this can only be realised with the support and cooperation of the University community; it is a shared responsibility.

- Incorporation of Crime Prevention Through Environmental Design (CPTED) principles and features to new and rejuvenated developments, resources and spaces on campus;
- Clear and visible way finding features (signage);
- Office ergonomics;
- Efficient and sufficient lighting on campus and in corridors (solar, other);
- Support a pedestrian oriented environment;
- Diversify the implementation of the Dark Friday initiative;



Figure 9: Solar Lights 2018

- Preventative methods to reduce property vandalism and theft;
- Introduction of CCTV (Closed Circuit TV a.k.a video surveillance) in relevant locations.

1.4.3 Circulation and System of Open Spaces

We recognise the significance of natural and created open spaces to the identity of NUS campuses as a whole. Open spaces on NUS campuses are disparate and unconnected. The spaces need to be integrated wherever possible to ensure a seamless landscaped network that supports student, staff, social and recreational needs and safe movement NUS campuses.

- Parking defining and construction.
- Space needs analyses;
- System of organised spaces;
- Identification of dead spaces for rejuvenation works;
- Identify and develop activity nodes;
- Vehicular routes;
- Roundabout improvements;
- Pedestrian walkways and safety;

1.4.4 Landscaping Systems

As is the situation with open space on NUS campuses, similar issues affect landscaping. Landscaping is currently disorganised and requires improvements to ensure aesthetically pleasing features on the NUS campuses as well as maximizing the potential of the campuses and resources available.

- Green house/compost site;
- Promotion of indigenous plants and trees;
- Collaborative work among horticulture, creative arts, community artists, NUSSA and landscaping section;
- Improving landscape architecture (harmonizing spaces, gardens with buildings and roads).

1.4.5 Recycling and Waste Management

Previous efforts made to promote recycling were short lived. However, identifying this as part of future planning will further support the University's journey to sustainability. This is being led through the Interim Waste Management Plan 2020 - 2021.

- Waste sorting system;
- Compost system;
- Adopt zero waste philosophy and related programmes;
- Variety of bins;
- Recycling and Waste Management Policy.

1.4.6 Land Ownership

As it exists, NUS has limited potential to grow horizontally due to inadequate land available, thus presenting the risk of uncontrolled high rise buildings or vertical growth atop existing and potential problems.



Figure 10: Mulinu'u Campus Garden 2018



Figure 11: Le Papaigalagala AOA Foyer Roundabout



Figure 12: NUSSEC Donated Rubbish Bins 2017



Figure 13: Potential Salelologa Property

- Building extensions;
- Renovations;
- New development;
- Acquisition of more land from Government or other;
- Investment opportunities

1.4.7 Better Utilisation of Existing Facilities

It has been identified that a number of facilities are underutilised or being utilised in a manner inconsistent with the priorities of the University. These include but are not limited to the following cases:

- NUS Gymnasium – Although the gymnasium is well utilised to attain revenue and boost the University’s social stance, apart from hosting the graduation ceremonies its core function should be to support the University’s physical health and education programme offered by the Faculty of Education (FOE). The gymnasiums social function can work around the academic programmes that will maximize the utilisation of its facilities.
- Niule’a Building Exhibition Room
- Niule’a Building Seminar Room
- Hospitality and Cookery Facilities

1.4.8 Infrastructure

There is a need to further reinforce and improve the following so as to support the sustainable efficiency theme. These areas of infrastructure are important especially for expansion and renovation plans of the University.

- Water;
- Drainage;
- Sewage treatment plant;
- Roads;
- Footpaths;
- Shelters;
- Information Communication and Technology.

1.5 Planning Context

1.5.1 National Planning Framework of Sāmoa

The CMP is to be utilised in conjunction with NUS’s Strategic and Corporate Plan and other existing planning and policy frameworks which include the Planning and Development Committee which must be referenced when considering new investments and projects on the NUS campuses. However, in the national scale all large scale developments and site specific planning are mandated by the Planning and Urban Management Agency (PUMA) under the Planning and Urban Management Act (2004) along with other subsequent policies that facilitates the enforcement of the Act. Other important ministerial legislations that must also be considered include the Ministry of Works, Transport and Infrastructure’s (MWTI) Building Code (2017), Land and Transport Authority’s, Airport Authority, etc.



Figure 14: Le Papaigalagala Bus Fale



Moto’otua Campus Unofficial Concept 2

The Planning and Urban Management Act and associated policies provide the University with considerable flexibility in planning for and developing the NUS campuses. It provides guidance for expansion beyond its current boundaries; supports opportunities for diversifying uses and additional height.

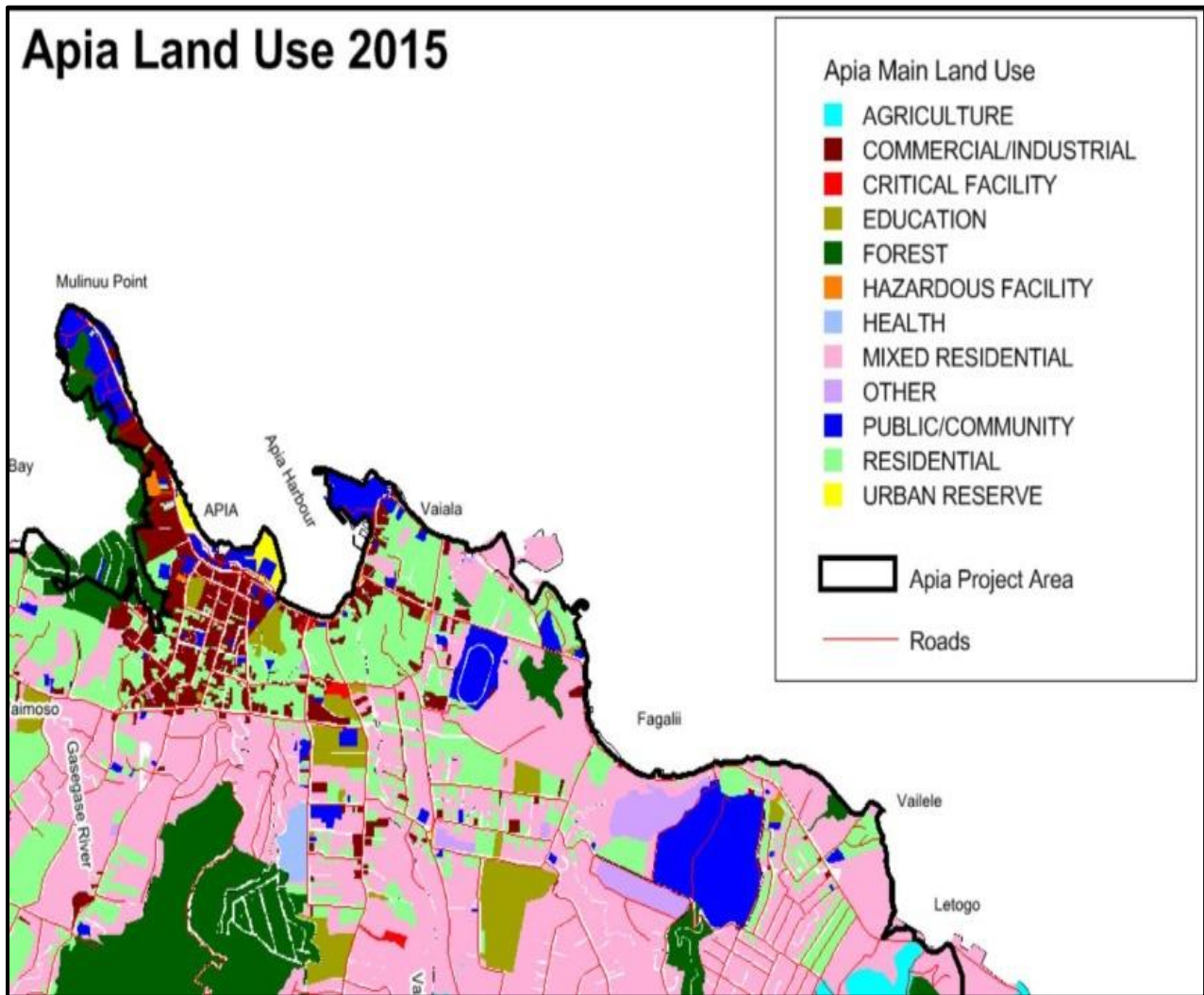


Figure 15: Apia Land Use 2015

1.5.2 Land Use: Campus Area & Surrounding Community

As it stands, in the Planning and Management Act 2004, there are no direct restrictions whatsoever in the types of uses that are allowed in the NUS campuses or any Sustainable Management Plan or a zoning plan that lay down the particular uses in the neighborhood. The campus area is of mixed use and although the surrounding area is predominantly customary lands, there are also government and a small proportion of freehold land present. Furthermore, the Planning and Urban Management Act (2004) does not impose any specifications on building heights.

Campus	Land Size
Le Papaigalagala (Main) Campus, To'omatagi	The Papaigalagala Campus is a total of 46.25 acres. a) 5.4 acres Residential Flats (To'omatagi & Vaivase-tai) currently leased to APTC; b) 37.1 acres Oceanside (north of campus) & Mountainside (south of campus); c) 3.75 acres earmarked for the proposed Student Learning & Resource Centre ; d) 4 acres of sport fields (Ocean Side & Mountain Side Rugby Fields); e) 34 acres of undeveloped <i>Ravine</i> reserved for environmental reasons (feasibility study yet to be conducted for the area).
Mulinu'u Campus	2.15 acres campus & wharf
Moto'otua Campus	0.7 acres of land leased to NUS for the School of Medicine.
Savaii (Undeveloped)	20 acres of undeveloped located at Salelologa. This site has been earmarked for the development of a Savaii based Campus (refer to 3.1.3 pg. 31).

Table 1: NUS Campuses Land Sizes

According to national policy, the University may be permitted a high density of development and mixed uses provided it is compatible with the adjacent land uses as well as following due procedures such as development consent by PUMA, building permit by MWTI and other subsequent requirements which may include an Environmental Impact Assessment report.

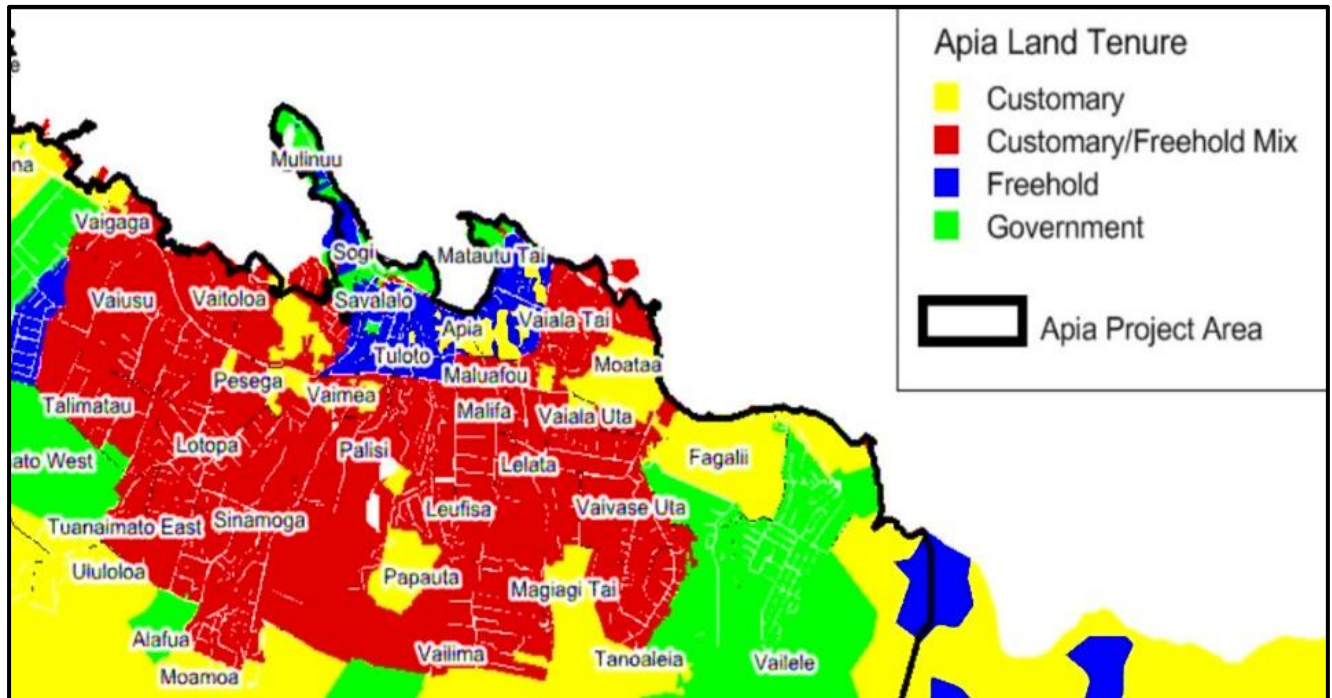


Figure 16: Apia Land Tenure

1.6 Existing Conditions & Opportunities of the Le Papaigalagala Campus

The existing conditions analysis examined the Le Papaigalagala Campus at various scales, in order to understand its relevance, significance, and opportunities within the country, the urban area and the community or neighborhood context.

1.6.1 Local/National Scale

The NUS Le Papaigalagala Campus in a wider context is a very accessible and fairly well connected campus. The main campus is located at Vaivase-Tai and To'omatagi, and is within a walking radius of 20 to 30 minutes or 10 minutes ride from the heart of Apia Urban Area (AUA). The campus is also connected to several key destinations such as the main hospital – Tupua Tamasese Mea'ole at Moto'otua. Its location is also strategically convenient in terms of access as it is connected to the Cross Island Road from the South, the Main East Coast Road from the East and Vaitele Street from the West with multiple shortcuts that provides alternative passages for commuters.

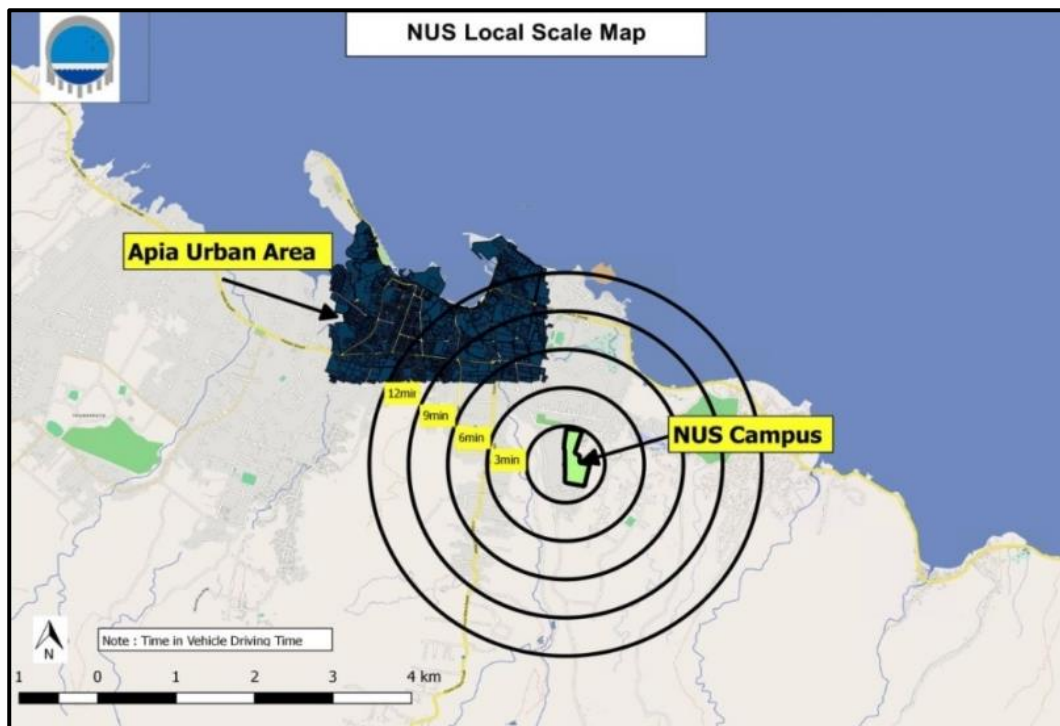


Figure 17: NUS Local Scale Map

Opportunities:

- Position the University as a key destination by providing additional amenities and services for the community and the wider AUA;
- Expand/renovate the road system and create more alternative means of transportation and passages to provide better access to the University by communities and businesses;
- Expand on educational, trainings and research offerings for greater partnerships and shared relationships with local colleges and post-secondary education providers;

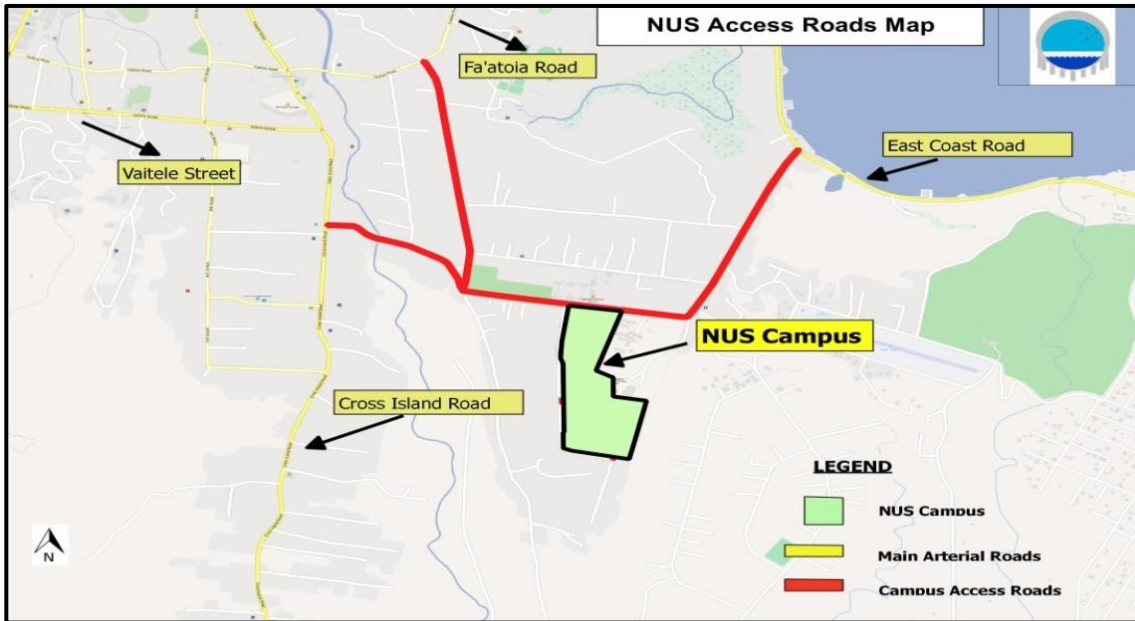


Figure 18: Campus Main Access Routes

1.6.2 Community Scale

The University's main campus is in close proximity to the central business district or the core of AUA. It is generally surrounded by residential properties with a mixture of commercial uses, schools and some of the GOS facilities and open spaces. Some of these destinations and facilities include Sāmoa College, the main hospital at Moto'otua, Maagiagi burial grounds and a few open spaces which usually generates traffic along the University street. The University is a close walk to the coast and has easy access to local amenities and services, public transport and green spaces.



Figure 19: Community Scale Map

Opportunities:

- *The relationship between the Le Papaigalagala Campus and community can be mutually beneficial because of its location in the heart of a residential community. The university has the potential to provide additional services and amenities such as a day care facility, more housing facilities that can accommodate married couples, local students from rural villages and a separate postgraduate accommodation facility, commercial and cultural uses and a diversity of open spaces. All of these services can increase the amenity base for the area and enhance relationships with the community.*

1.6.3 Le Papaigalagala Campus Scale

The following provides an analysis of the existing conditions and the opportunities within the campus context.

1.6.3.1 Buildings and Campus Structure

The evolution of the Le Papaigalagala Campus began in 1997. It was designed to be very intimate and pedestrian in character, with vehicular moment and parking at its edges, and predominantly pedestrian circulation in the core. Its buildings include a mix of academic, administrative, student residential, and maintenance facilities. In addition, the University now has three satellite locations which include the Mulinu'u Campus that hosts the School of Maritime and Research Facility, a Moto'otua Campus for the School of Medicine and a Savai'i Office and Information Centre which is used for teacher upgrade courses and technical and vocational education training (TVET).

Opportunities:

- *Grow the University within its current boundaries, as there are many opportunities to expand on site with the development of parking lot sites;*
- *Incorporate existing heritage building assets in the CMP into the built form framework for future development;*

1.6.3.2 Le Papaigalagala Campus Open Spaces

There are six different open space typologies identified on the campus which include; a forested edge landscape, formal and informal courtyard spaces, an open field, small plaza spaces. Many of these spaces are remnant landscapes and open space alignments from the past campus structure.



Figure 20: NUSSA Container Office

Opportunities:

- *Build on the many existing open space assets on the campus and enhance structural components of the original framework that are still valid to date;*
- *Create interactive open spaces that reinforces the interface between the Mountain and Ocean side of the Le Papaigalagala Campus;*
- *Carefully design buildings and parking spaces to allow a diversity of open spaces;*



Figure 21: AOA Roundabout Project 2018

1.6.3.3 Le Papaigalagala Campus Circulation, Access and Parking

The University is an integrated part of the surrounding community street and parcel network. Generally, the Le Papaigalagala Campus neighborhood and the most part of the AUA resembles the grid pattern of development, howev-

er due to the layout of the subdivision parcels and a mixture of uses and tenure dominated by customary lands, the campus can only be accessed through two frontages which makes it difficult to access from a vehicular perspective. The campus is defined along the west and north frontages by the Vaivase Road which ultimately connects to the Cross Island Road and the Vaitele Road in the west and to the East Coast Road in the eastern end. It is even worse from a pedestrian perspective due to the speed of traffic, width of the right-of-way and the aesthetic of the streets along these corridors create an unsafe environment to pedestrians and cyclists alike.

There are two main actively used vehicular points of access into the campus from the north and western frontage. The back gate next to the Fale Sāmoa at the south is only opened during special occasions, the eastern gates to the flats and one on the northern corner next to the Oloamanu office that is permanently closed. There are also two main pedestrian points of access with the western gate as the defined main entrance.



Figure 22: NUS Le Papaigalagala Parking Plan

Opportunities:

- Collaborate with relevant Ministries (MNRE, MWTI, LTA) to create a strategy for the “pedestrianisation” and widening of the streets surrounding campus;
- Identify and define a hierarchy of gateways at key access points;
- Enhance campus streets as multi-modal and pedestrian prioritised movement corridors;
- Enhance bus transit entrance to alleviate congestion at the main entrance;

1.6.3.4 Le Papaigalagala Campus Existing Building Frontages

Historically, the main address to the Le Papaigalagala Campus has been its southern facilities that are now referred to as the Mountainside before the merger with the Sāmoa Polytechnic which is now known as TVET or the Ocean Side of campus. The structure is such that the earlier buildings were all interconnected and inward facing providing a convenience in terms of mobility for staff and students. However, gradually over time this pattern is becoming a challenge as it limits further extension or any new development to match the increasing number of students and staff. The new TVET facilities constructed for the merger in 2006 have a different design in that the workshops are separated but connected via a walkway. All buildings are oriented horizontally from east to west facing the ocean side with the main road on the northern and western boundary.

Opportunities:

- Transform the campus heart into multi-storey buildings to accommodate the increasing numbers and the limited space; expand the restaurant area into a food court with a proper lane parking facility nearby;
- Frame and define the northern and western frontage and identity along the main road corridors
- Use new developments to improve the face of the Campus and its interface with the community



Figure 23: Le Papaigalagala Mountain Side

1.6.3.5 Existing Views and View Corridors

Identifying and enhancing views and view corridors are important to improving structure and wayfinding, building the campus identity, and showcasing its assets. The University already has, or the bones of, key view corridors that terminate at key buildings and architecture, that visually connect the campus to the adjacent neighborhood, and that emphasise key pedestrian corridors

Opportunities:

- Maintain key sight lines and enhance the ocean view
- Enhance long views through the campus as opportunities for clear way finding
- Frame views to existing and new open spaces with new buildings
- Enhance view corridors into and through the Campus from the surrounding neighborhoods

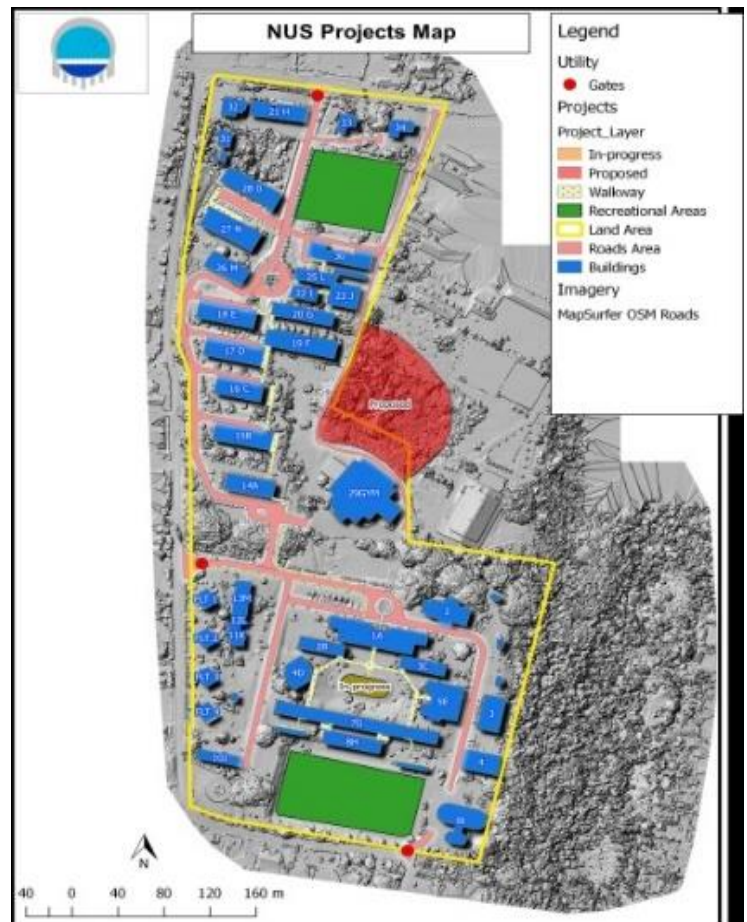


Figure 24: Le Papaigalagala Campus Projects Map

1.7 Campus Space Planning

As an integral component to the development of the CMP for the NUS campuses, the physical areas within buildings needed be considered to achieve an understanding of the potential build out plan. Academic, administrative, and social spaces among others were inventoried and together with predictions of student equivalent full-time counts, were translated into high-level space projections to meet the University's needs. This space planning assessment of NUS interior spaces was addressed through two distinct yet related components, as outlined below.

1.7.1 GIS Database

Through the Education Sector Funds, SkyEye's consultancy services was procured to work closely with NUS in mapping out all the utilities on campus which were then used to develop a database of existing campus spaces including academic and administrative spaces as well as recreational and open spaces as well areas that have been earmarked for future developments and extensions.

1.7.2 Statistical Digest

The Statistical Digest is one of the new initiatives that have been employed by the University in the form of an annual publication with all the records of enrolment figures in a 5 year period along with staffing and financial performance data. This approach which is currently a responsibility of the Planning section draws a powerful link between space and the number of students and staff. A space analysis based on this information is used in the preparation of the CMP as a method to estimate the annual growth rate over a certain period of time as well as an assessment of the capacity of current facilities to accommodate growth over time.

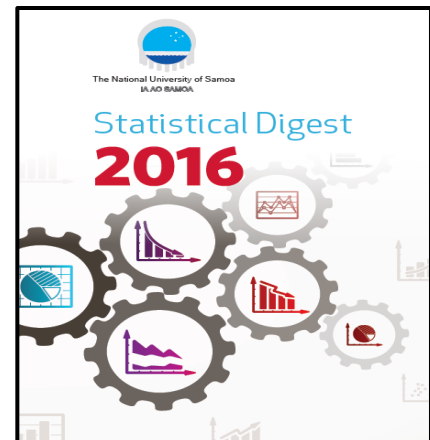


Figure 25: 2016 Statistical Digest

1.8 Design Drivers

Based on the summary of recommendations received from the consultation process, a series of recurring themes and ideas emerged. These themes have been carefully constructed based on stakeholders input and are a collective representation of their feedback which have contributed extensively in shaping the plan's vision and planning principles as well as providing strategic guidance and rationale from the CMP's design and policy frameworks. These ideas have taken into account the opportunities identified through the existing conditions and space planning analysis, address the shifting trends in the national education sector as well as the strategic priorities and objectives of the University itself. These will be the key drivers in the preparation of the concepts and plan frameworks for the CMP and in that turn the steering wheel for the University's development direction in the future.

1.8.1 A Centre of Economic & Social Activities in the AUA

- Encourage a diversity of economic and social activities that blends and integrate with the surrounding community and develop the University into a hub and anchor of activity and animation in the AUA;
- Maintain and support the campus' intimate-scale, fostering a close-knit community;
- Create a student-centered institution supporting opportunities and initiatives to evolve as a center for innovative research and creative learning;
- Position NUS as a hub of activity and catalyst for positive change in the AUA;



Figure 26: NUS Open Day

1.8.2 Inviting and Accessible

- Take down physical barriers, such as landscaping (i.e. hedges) that keep the University from being visible and accessible by the surrounding community;
- Refine the Le Papaigalagala Campus entrance(s) to make it more prominent and evident;
- Enhance pedestrian safety by locating crossing at key intersections, and prioritising pedestrian movement on internal streets of NUS campuses;
- Improve internal and external connectivity between campus buildings and to the surrounding community;
- Provide spaces and services to support people from a diversity of social, economic, and cultural backgrounds.



Figure 27: Mulinu'u Campus Entrance Monument

1.8.3 Sāmoanisation – Sāmoan culture & values

- Inclusion and reflection of Sāmoan tradition and designs on buildings;
- Celebrate the Sāmoan history and culture on campus with programmes and events as well as through the design of open spaces, buildings and art;
- Support the Sāmoan culture by creating welcoming and inclusive spaces on campus;
- Create opportunities to strengthen the Sāmoan culture and presence within the University body



Figure 28: Fale Sāmoa – Ava Ceremony

1.8.4 Community Engagement

- Find new ways to engage the community and encourage their use and enjoyment of NUS campuses, and enhance the University's role in community growth and interaction;
- Forge new partnerships with private and public sector entities to create new programmes, spaces, activities, and opportunities for students;
- Create better connections between the University main campus and other satellite campus;
- Create an environment that contributes to the University-town feel;



Figure 29: Community Social Function at the NUS Fale Sāmoa

1.8.5 Places for Social Gathering

- Enhance student life and encourage student activity, especially after hours by providing more indoor and outdoor spaces for informal study, social interaction and passive recreation;

1.8.6 24/7 Campus

- Create an animated environment by facilitating student, community, and city activities, events, and programming during the day, evenings, and throughout the year.
- Create flexible indoor gathering spaces and outdoor open



Figure 30: Recreational Activities at the Fale Sāmoa

spaces to accommodate a diversity of uses;

- Coordinate recreational events with other institutions such as inter-tertiary games with the University of the South Pacific and APTC or business tournaments that involves government ministries and private sector to be hosted on NUS grounds;

1.8.7 Walkable and active Campuses

- Prioritise walkability with a network of accessible sidewalks and pathways with roofing for main entrances to ensure minimal traffic movement and congestion on campus while encouraging active living and healthy lifestyles;
- Improve wayfinding by utilising a signage system that is easier for visitors and newcomers to NUS campuses to find their way around;
- Provide alternate options of parking and travel for commuters travelling by car;
- Create a connected network of open spaces.

1.8.8 Campus Design and Identity

- Enhance the aesthetic appeal of NUS campuses through engaging architecture and beautiful and inviting open spaces;
- Create a stronger sense of place and arrival on campus with gateway buildings, art, landscaping and landmark features;

1.8.9 Optimising Campus Resources

- Optimise the use of existing campus lands and buildings;
- Create spaces that are flexible and can respond to various forms of teaching, collaboration, and growth over time;
- Create spaces that accommodate virtual connections via wi-fi and 24/7 labs for students;

1.8.10 Supporting Healthy Choices

- Diversify the selection of food services to offer healthy and nutritious options;
- Continue to provide recreation, housing, and health service options that will facilitate people's overall wellness;

1.8.11 Housing Supply

- Create more housing options, both on and off campus, to accommodate a variety of student needs and community groups or foreign diplomats and delegations for meetings and conferences;
- Refurbish existing student residences, including family and mixed-use residential accommodation, to meet student needs, enhance student housing experiences, and foster student engagement and socialisation;



Figure 31: Netball Tournament at the NUS Gym



Figure 32: Le Papaigalagala Campus – Main Entrance



Figure 33: CSS 2016 - Fale Sāmoa



Figure 34: Opening Ceremony for the NUS Health Clinic 2017

- Encourage multi-story accommodation halls to optimise the use of space and accommodate the rising number of international students as well as offering affordable accommodations to local students from Savaii and rural parts of Upolu;

1.8.12 Resilience and Adaptability

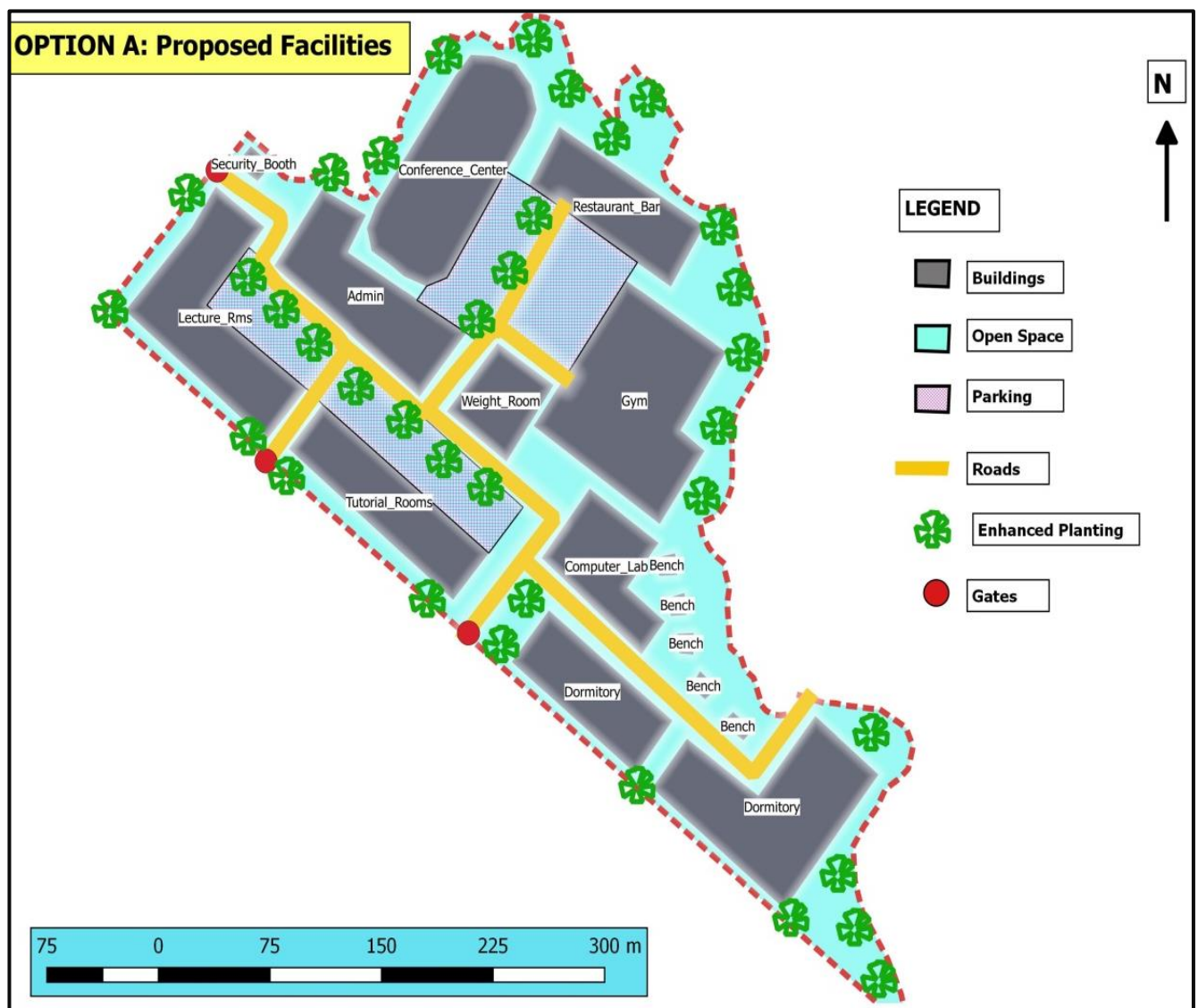
- Plan for a long-term sustainability using a multi-faceted and resilient approach to physical campus development that accommodates long-term future growth, flexibility, and adaptability;
- Recognise the importance of financial, environmental, cultural and social considerations;

1.8.13 Ongoing Engagement

- Foster and ongoing engagement process that is inclusive of a diversity of voices;
- Host a continued, meaningful, and productive conversation towards achieving the NUS CMP goals, objectives and implementation.



Figure 35: NUS Residential Compound - Vaivase



Proposed Salelologa Campus Facilities

2.1 The Master Plan Vision

The National University of Sāmoa's vision as identified in its Strategic Plan (NUS-SP 2017-18 – 2020/21) is:

“A Vibrant and Innovative University of Excellence in Research, Sāmoan Studies and Quality Education and Training which is responsive to National Development Needs.”

It's Mission:

“To produce quality graduates from across all disciplines to meet the nation's human resource needs.”

The vision for the CMP developed for the University is informed by the NUS Strategic Plan, the values the University aspires to uphold through its services and the challenges that it faces. The CMP's vision therefore is:

“A Spectacular Setting that Proclaims our Purpose, Distinction, and Identity”.

Our vision is a utopian dream embraced by our strengths, values and unique features. It is high level and communicates the ideal future for the University. NUS strive to be recognised as a vibrant and innovative centre of excellence through its strategic pillars. In support of that, NUS has a distinctive place within the urban fabric of Apia and a fascinating history that is worth highlighting and integrating more in its visual, cultural, academic, social and environmental potentials.

2.2 Key Design Moves

This section contains conceptual maps and images which reflect a compilation of eight design moves for the CMP that was derived from input garnered during the engagement process. The design moves are key structural components that define the concept plan. They illustrate an overall design direction that includes:

- Defining campus edges and accessibility;
- Identifying built form opportunities;
- Creating open space diversity and enhancement;
- Enhancing 'pedestrianisation' and connectivity;
- Identifying parking and servicing strategies; and
- Developing a compact mixed-use campus and a unique community destination.

The following looks at each of the Design Moves in terms of defining their contribution to the overall development and enhancement of the Campus.

2.2.1 Improving the interface and access to the campus and community

The Le Papaigalagala Campus' frontages and edge condition will be improved, especially along the Vaivase and To'omatagi roads. This will create a more pedestrian-friendly environment and present an improved face to the community that better represents NUS. It will highlight the campus' high-quality design, unique identity, and presence, and reinforce the identity of the University streets.



Figure 38: Proposed Enhanced Planting Trail



Figure 36: Enhanced Planting Map



Figure 37: Magiagi Cemetery - Starting Point of Enhanced Planting

2.2.2 Enhancing Internal Streets of the Le Papaigalagala Campus

Streets internal to the campus will be enhanced to create a more pedestrian-friendly environment such as enhanced plantings along pedestrian walkways and streets; improving sidewalks and walkways; allowing on-street parallel parking; enhanced pedestrian-scale lighting along pathways; and, improving pedestrian markings at intersections and other potential crossing points.



Figure 39: Le Papaigalagala Campus Mountain Side Entrance/Exit



Figure 40: Le Papaigalagala Campus Ocean Side Entrance/Exit



Figure 41: Le Papaigalagala Campus Map of Internal Streets and Enhanced Planting

2.2.3 Defining gateways to the University

The sense of entry to the Le Papaigalagala Campus will be improved, for pedestrians and vehicles, by defining a hierarchy of gateways to the campus. This can include emphasising the architecture and design of new buildings at gateways, including public art in open spaces, and well-marked pedestrian crossings. These initiatives help to reinforce the campus' identity, presence, and sense of place, improve people's experience of it, and facilitate safe connections to surrounding areas.



Figure 42: Le Papaigalagala Campus Ocean Side Gate



Figure 44: Le Papaigalagala Campus Mountain Side Gate

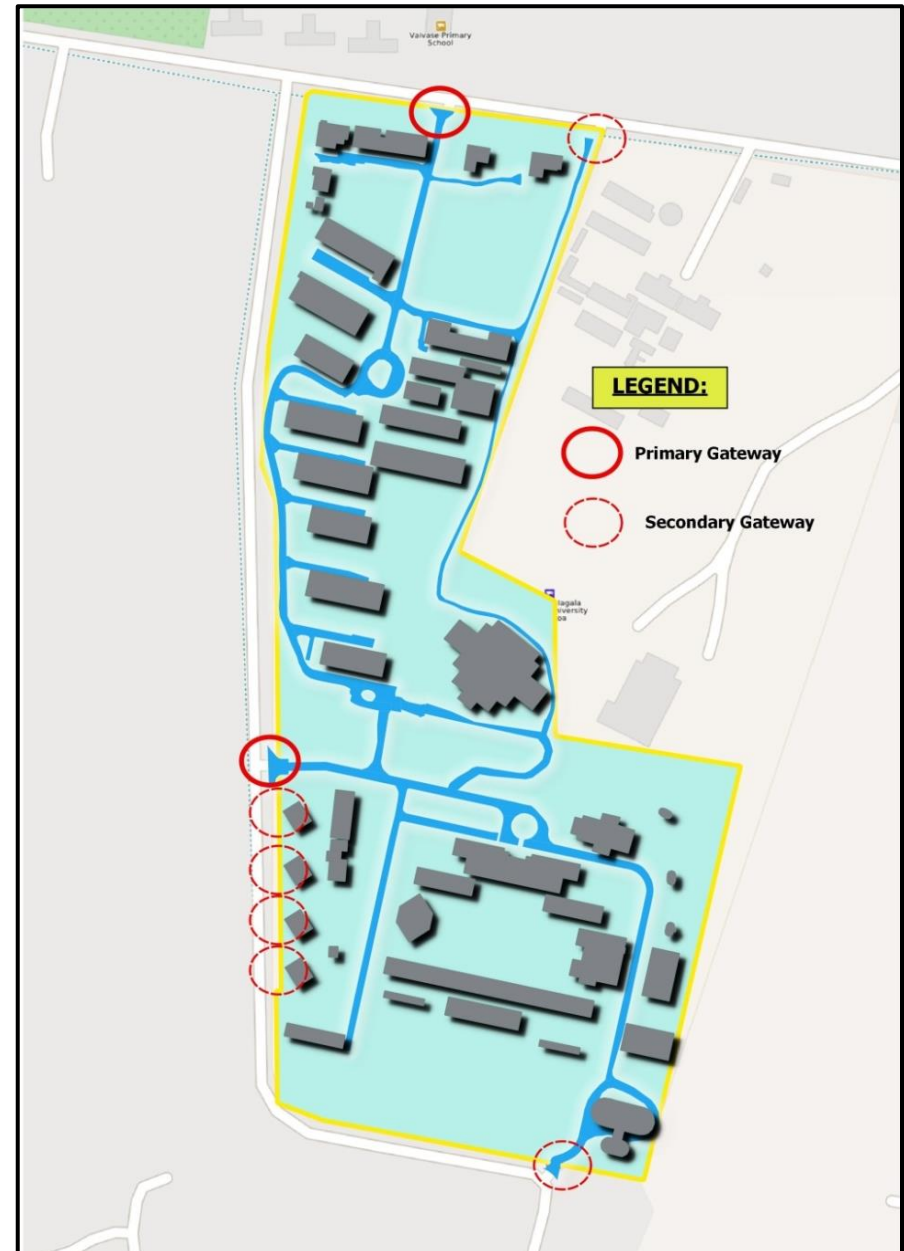


Figure 43: Le Papaigalagala Campus Gateway Map

2.2.4 Defining soft sites for development

Soft sites are opportunities for new building development on campus. The CMP proposes a series of new buildings primarily within the Le Papaigalagala Campus for the purpose of: defining and framing existing and new open spaces, streets, and pedestrian linkages; expanding academic and administration space, provision of a food court and diversifying uses on campus; providing structured parking; creating gateway and landmark features at key locations; and, fostering iconic architecture.



Figure 45: Le Papaigalagala Mountain Side Flat 2017

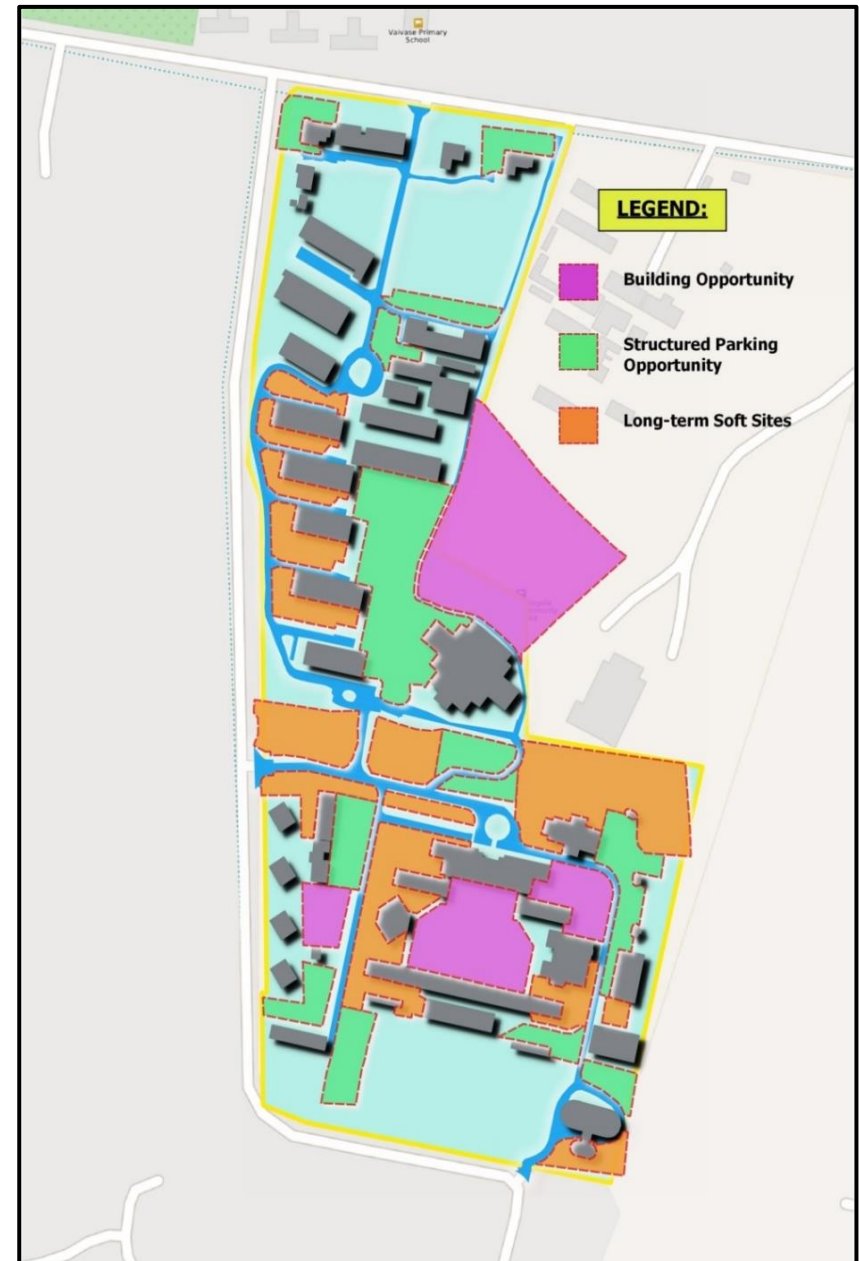


Figure 46: Le Papaigalagala Soft Sites Map

2.2.5 Creating purposeful open spaces

The open space network on campus is rationalised to provide a clear structure of spaces with correlated uses and functions that meet a diversity of needs. A key aspect of this approach is to create purposeful and diverse open spaces that target a spectrum of activities and types of people. Furthermore, they are to be strategically located to define frontages, building edges and use green links to foster interactions between the mountain and ocean side of campus as well as the community.



Figure 47: AOA Roundabout 2017



Figure 49: Le Papaigalagala Mountain Side Rugby Field



Figure 48: Le Papaigalagala Purposeful Open Spaces Map

2.2.6 Improving Pedestrian Linkages

Pedestrian movement routes will be expanded and rationalised so they are legible, intuitive to navigate, and inviting and welcoming for pedestrians. This may involve a number of initiatives, such as: extending linkages to new and existing destinations internally, especially the western road on the ocean side parallel to the main road as well as the track road on the eastern end connecting the two campus sides. Other opportunities include improving landscape design in terms of planting, paving, and lighting. The pedestrian linkages must also cater to disability access.



Figure 51: Le Papaigalagala Ocean Side Walkway

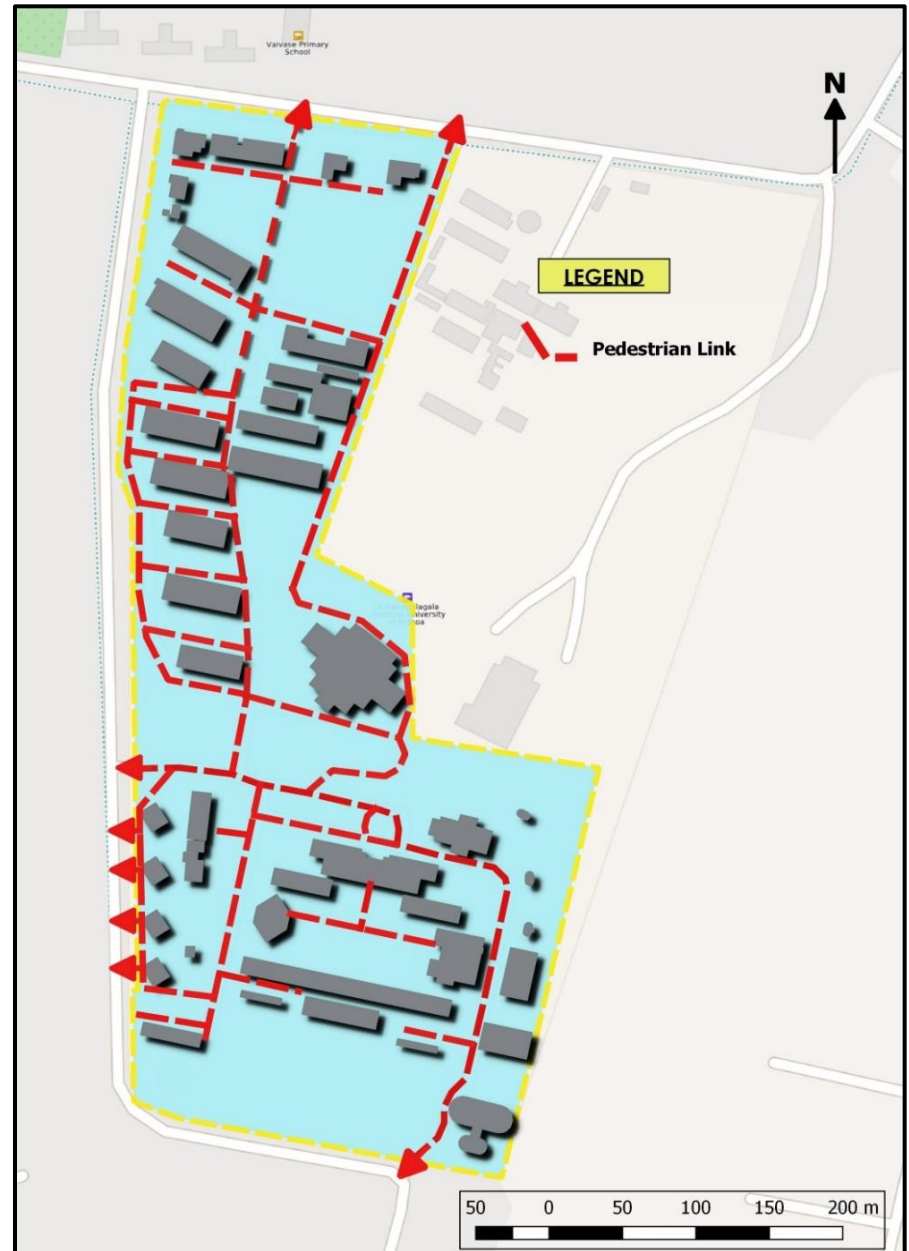


Figure 50: Le Papaigalagala Pedestrian Linkage Map

2.2.7 Defining Le Papaigalagala Campus Parking Strategy

One of the key initiatives of the CMP is to define purposeful open spaces and an overall pedestrian-oriented environment on the Le Papaigalagala Campus. While this is a key priority, access for service vehicles to existing and proposed buildings will be maintained. This can be accomplished through the design of internal campus spaces to demarcate areas for vehicles while facilitating the free flow of pedestrians.



Figure 52: Le Papaigalagala Campus AOA Parking Space



Figure 53: Le Papaigalagala Mountain Side Field Parking

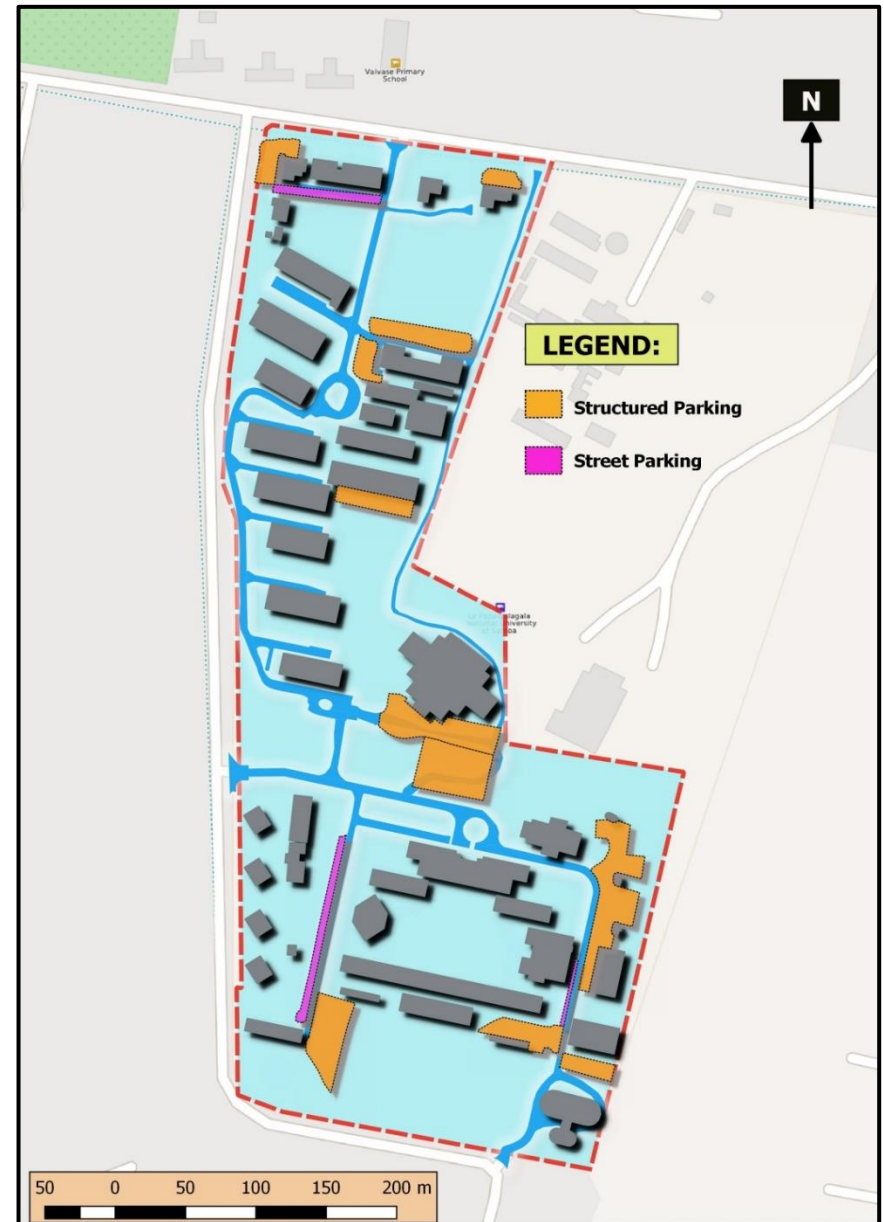


Figure 54: Le Papaigalagala Parking Map

2.2.8 Creating a Mixed-use Le Papaigalagala Campus

Creating a mix of uses allows for a more complete experience where all aspects of the campus are enjoyed and used by the University, the community, and the general public. For example, this includes having amenities in all areas of the campus that are highly accessible in order to draw the community in from all sides. There are also opportunities to locate specific uses and amenities that promote the Sāmoan culture throughout the campus which should foster cultural interaction.



Figure 55: Le Papaigalagala Mountain Side Entrance Food Stalls 2018



Figure 56: Le Papaigalagala Campus Cafeteria

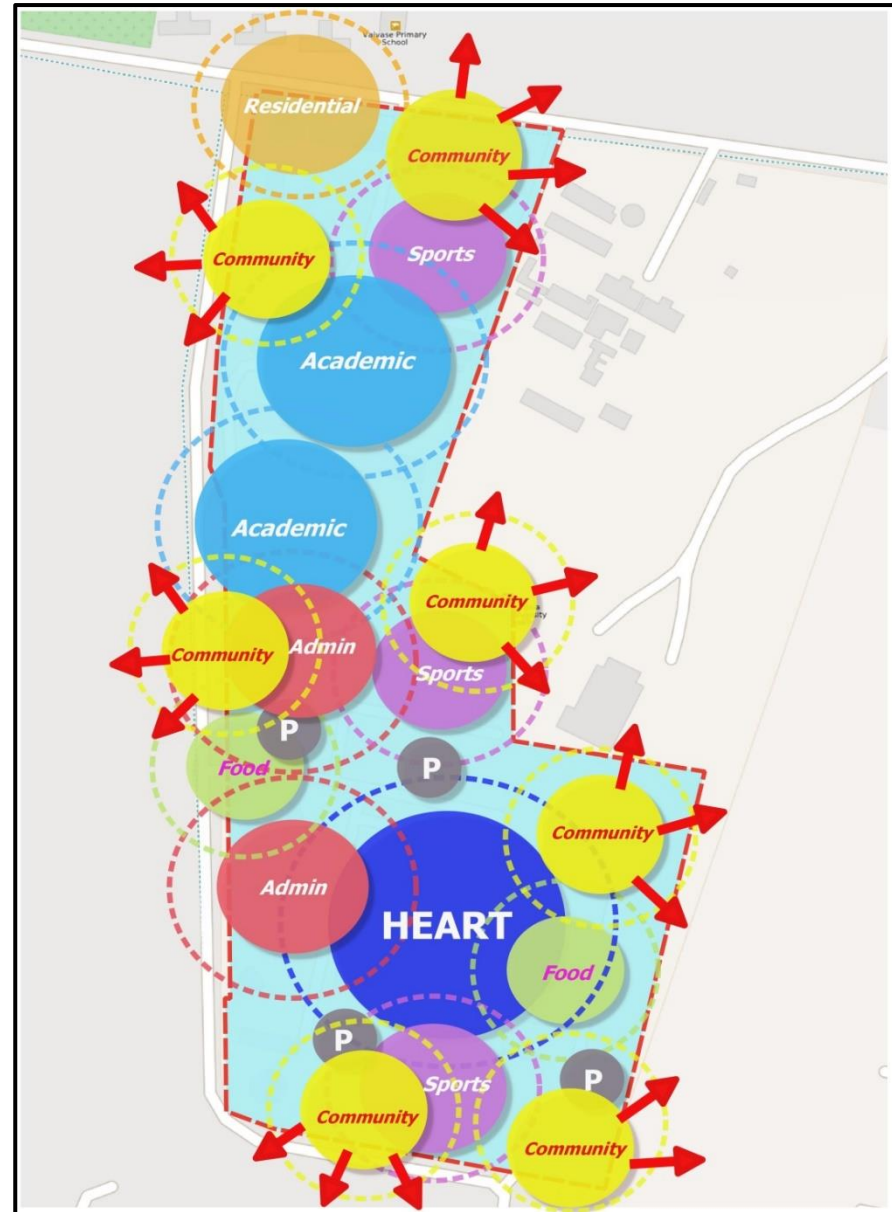


Figure 57: Le Papaigalagala Mixed-Use Map

2.3 Concept Plan

The Concept Plan is a comprehensive illustration of the CMP Frameworks and supportive policies and is to be used as a guide for future campus development. It reflects the design intent and direction set forth in the vision and planning principles. Specifically, the CMP reflects a physical campus structure that is defined by the following:

- Enhanced existing buildings;
- Compact structure to encourage walkability;
- A balance of built form and open spaces that create unique functioning places;
- New buildings for academic expansion, student housing, parking, services, amenities, and potential partnership initiatives;
- Enhanced existing and new open spaces that are beautiful, purposeful, flexible, diverse, and inspirational; and
- Pedestrian-oriented streets with multi-modal use, and pathways defined by street trees and landscaping that link the campus(es) internally, to the surrounding community, and beyond.

The CMP supports opportunities for quality architecture, place-making, and sustainability that builds identity and defines NUS as a unique, welcoming, and distinct place.

2.3.1 Planning Principles

The following planning principles provide a foundation for design work, policies, and related recommendations in the CMP, and guide the development of the concept plan and plan frameworks.

- A. “SĀMOANISATION”: Provide a strong sense of belonging and identity within NUS campuses for the Sāmoan culture;**
- Incorporation and reflection of Sāmoan culture in the designs of buildings;
 - Sāmoan Culture Day;
 - Conferences (e.g. Measina, Sāmoa Conferences, etc);
 - Landscape design;
 - Inclusion of cultural art in structures and features of campus built form;
 - Building names system after indigenous trees;
 - Art exhibitions
- B. Cultivate and showcase the University’s unique identity, sense of place and commitment to innovative student-centered pedagogy;**
- All aspects of NUS campuses, from buildings, to open spaces, paths, and interior spaces, should convey a unique, and high-quality, sense of place;
 - The campus(es) design and character should reflect NUS’s ambition to continue to strive for excellence as a student-centered institution of choice, while supporting its growth as a center for innovative research and creative activity.
- C. Create an inclusive, accessible and welcoming campuses that is integrated with the community around it;**
- Campus designs should break down physical, social, economic, and cultural walls and facilitate pathways to a university education and community engagement. This includes creating a physically accessible campus with welcoming frontages to all surrounding areas, as well as providing the spaces and services to support people from a diversity of social, economic, and cultural backgrounds.
- D. Support a safe and inviting campus environment;**
- The NUS should be a leader in providing a safe and inviting environments and public realms. Its physical design should include beautiful and attractive internal and external social gathering spaces, pathways, corridors, and streets that are interconnected, well-illuminated, and universally accessible, with clear sightlines, and intuitive wayfinding. All University locations should support a sense of safety and inviting students, faculty and staff, and community members to engage in post-secondary education and community development.

E. Strengthen relationships and explore new opportunities to connect with, and be supportive of other institutions, the broader community and the AUA;

The NUS should continue to find ways to engage and connect with the broader community, local businesses, leaders, artists, and community groups. Stronger relationships with other institutions and organisations will provide an opportunity to position NUS as a hub of activity and catalyst for positive change in the AUA.

F. Provide a range of spaces, places and amenities to support a vibrant and animated campus environment at different time of the day and year;

The NUS should create a diverse range of places, amenities, and services that meet a variety of needs for different users, including for international students and visitors, and that help to sustain a sense of activity, excitement, and energy on the Campus throughout the day, evening, and at all times of the year.

G. Foster a campus environment that supports individual and community wellbeing and healthy, active living;

The NUS should take steps to support the overall health and well-being of the members of the University's community through the design and provision of spaces, programming, and amenities. This may include initiatives such as providing spaces to host ceremonial events in keeping with the Sāmoan culture and traditions and supporting active living.

H. Design a compact, walkable environment that implements a sustainable approach to campus development and growth;

The NUS should guide the continued physical evolution of its campus growth in a compact manner, one that supports walking by creating safe and attractive, pedestrian-friendly spaces with short travel distances between buildings. It should support a multi-modal transportation strategy that promotes active transportation and environmentally friendly options. These include walking, cycling, and transit in between campuses and to other institutions or satellite partnership locations.

I. Implement sustainable practices and design initiatives on campus

The design of buildings, open spaces, and movement networks should implement sustainable design strategies and approaches that reduce waste and energy use. Other sustainable practices, strategies, and programmes that have a positive influence on day-to-day life should also be promoted on NUS campuses.



Figure 58: Learning Resource Centre Interior Design

3

PLAN FRAMEWORK: “THE PLAN”

The final component provides the plan frameworks that breakdown the priorities and structural policy recommendations specific to implementation of the NUS campuses. This includes the built form, open spaces, movement, and sustainability and resilience of the overall CMP framework. This component concludes with an action plan which is to be reviewed annually.

3.1 Built Form

The built form strategically pinpoints the multiple projects within the CMP in a chronological order ranked by priority. Built form mainly refers to large structural projects such as campuses, buildings and other similar infrastructure.

3.1.1 Learning and Resource Centre (Library)

The Learning and Resource Centre (LRC) is the main priority for the University due to the high demand for Library space and the growing student population. The LRC will house the Library, National Digital Library, Student Support Services, and the media centre on a space of approximately 3.7 acres.

3.1.2 Faculty of Health Science Campus

The Faculty of Health Science Campus will house the programmes of the School of Nursing and School of Medicine (SOM) under one roof ideally to be located at the current SOM Moto’otua Campus conveniently situated next to the Tupua Tamasese Mea’ole Hospital.

3.1.3 Salelologa Campus

A fourth campus at the big island of Savaii will provide to the growing demand for the University to cater to educational needs of the Savaii based population. The Salelologa Campus is envisioned to hold the Agriculture and Horticulture programmes under the Faculty of Science. It will also hold the Open Distance Learning programmes for the University and also hold the Archaeology and Cultural Heritage programme under the Centre for Sāmoan Studies. The GOS has kindly allocated approximately 20 acres for this development in Salelologa.

3.1.4 NUS Radio and Television

With the recent spike in the spread of diseases (measles & covid19), the University is looking to additional (aside from Moodle and Google class room) methods of open distance learning. As there is existing space for this project, the items needed are hardware, software, antennas and furniture. The NUS Radio and Television will also



Figure 60: Learning Resource Centre Front

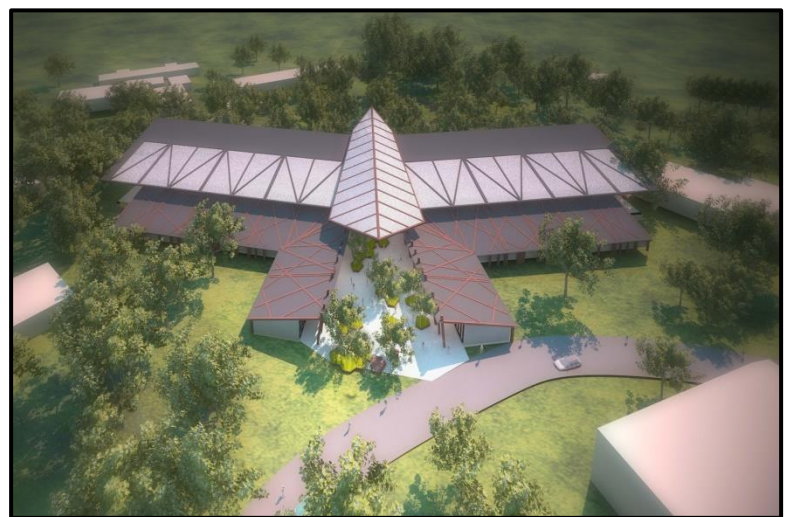


Figure 61: Learning Resource Centre Design

be utilised by the Media and Journalism programme under the Faculty of Arts. The NUS Radio and Television is also a potential means of revenue for the University through commercial advertisement. This is being implemented through the Sāmoa Knowledge Society Initiative (SKSI) project.

3.1.5 Faculty of Technical Education Warehouse

This facility has been demanded for accreditation purposes. A large multipurpose warehouse for the Faculty of Technical Education (FOTE) is needed to house multiple large projects carried out by the different programmes.

3.1.6 NUS Pavilion

From the outcome of the 2020 Staff Survey and the Vice Chancellors Listening Clinics, it was identified that there is a large demand for a morale boosting dedicated facility. The NUS Pavilion is the proposed recreational facility for students and staff to use as a common space. The proposed Pavilion is a small facility which will ideally be an extension from the Taputo'i Building foyer towards the NUS Gymnasium. The facility will be a roofed open space, accompanied by a closed off bar and a roofless open deck off the hill facing the gymnasium. The space will be used for NUSSA, NUSSEC and faculty social events such as bars, birthdays, bbq, fundraisers etc. The space can potentially generate returns if leased for a reasonable fee.

3.1.7 Instructional Design/ Online Distant Learning Unit

In alignment with the University's strategic pillar 5 the Instructional Design Unit is to be developed in alignment with the available infrastructure. This unit is to oversee all ODL trainings, transfers and administration from and to the various ODL platforms (Moodle, Google classroom, NUS radio/tv etc).

3.1.8 New Oloamanu Centre Building

The construction of an Oloamanu Centre building will only be considered if potential major projects which will eventually create space for the Centres relocation do not materialise. The existing buildings housing the Oloamanu Centre are quite old and will need to be renovated or replaced.



Figure 62: Moto'otua Campus unofficial concept 1



Figure 63: Le Papaigalagala Mountain Side Entrance Design

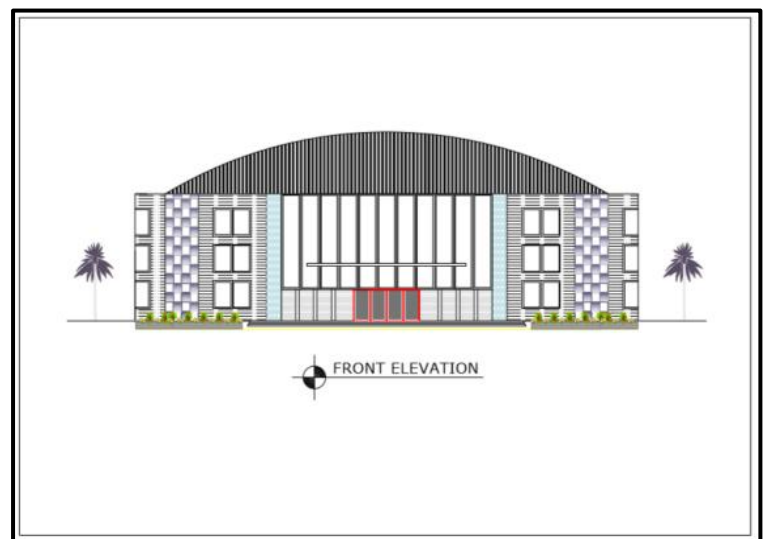


Figure 64: Convention Centre Front Elevation

3.1.9 Convention Centre

Convention Centre is specifically designed to hold conferences, conventions, meetings and other similarly systematised gatherings not just for the National University of Sāmoa, but for other organisations including, but not limited to; the GOS, its' ministries, state-owned enterprises, as well as the private sector. The Convention Centre will not just meet the growing local demand for a specialise venue, but will primarily cater to international events hosted by either the GoS or the other previously stated institutions. The Convention Centre is a large building designed with various multi-purpose rooms and theatres to cater to a specific occasion or multiple simultaneous meetings within a single venue. Such a service and capacity is currently unavailable within Sāmoa's infrastructure. For Sāmoa to host an occasion with multiple concurrent meetings, it will have to secure multiple venues in different locations. The Convention Centre offers the convenience of hosting an event with simultaneous meetings and functions under one roof.

3.1.10 NUS Music and Performance Studio

There is a need to renovate existing facilities/or build new facility to cater to the music and performing arts programmes of the University. This will be a sound-proof facility with a medium size performance hall and recording studio. This facility can potentially be merged with the NUS Radio and Television (refer 3.1.4 pg. 34) due to the similar infrastructure and equipment requirements.

3.1.11 Early Childhood Education Training Room

In alignment with the Education Sector priorities the FOE will be reviving the ECE programme which will need a special facility designed specifically for the programmes needs. This will likely be an existing facility that will be renovated.

3.1.12 Archaeology Laboratory

With the growing popularity of the NUS Archaeology and Cultural Heritage programme there is a need for the construction (or allocation of existing space) of an Archaeology dedicated Laboratory. This will also be needed for the programme eventual international accreditation.

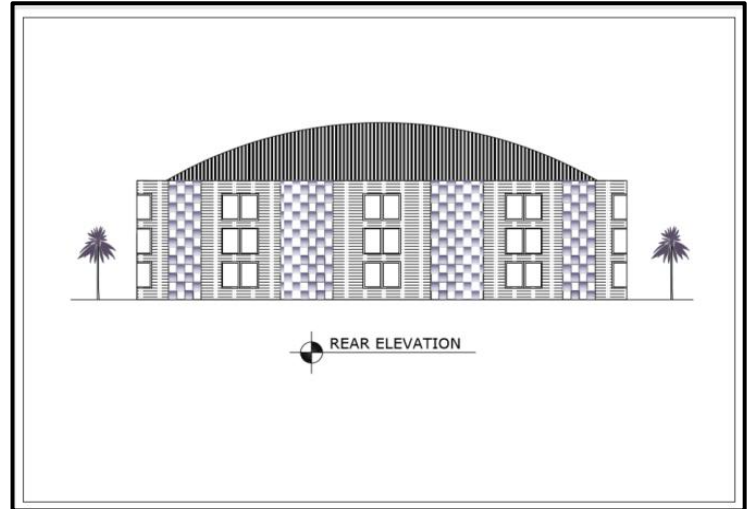


Figure 65: Convention Centre Front and Rear Elevation

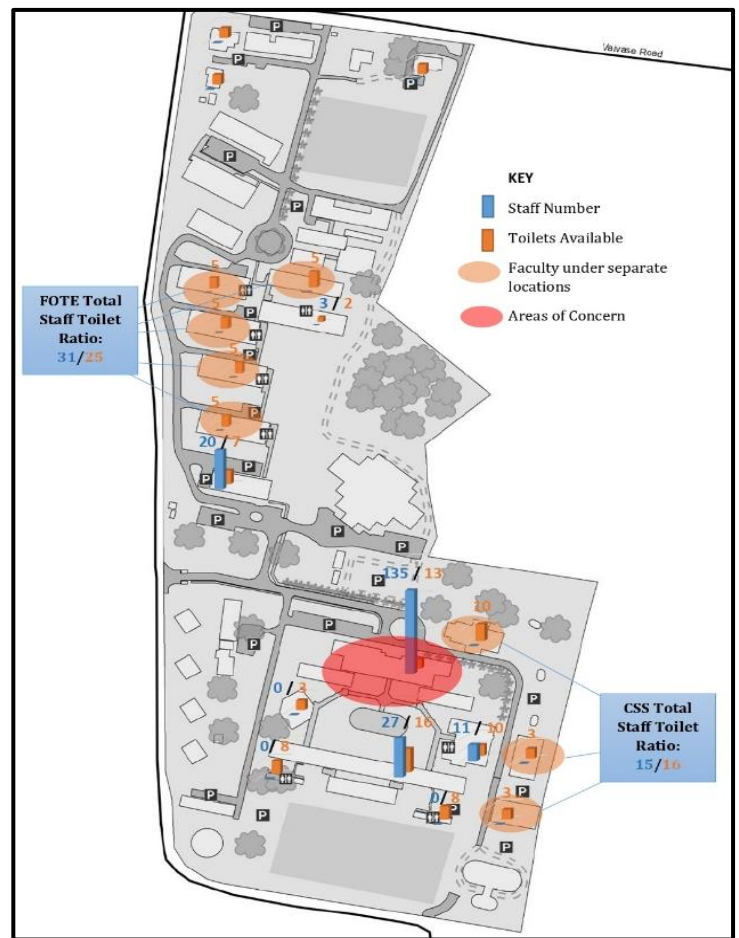


Figure 66: Ablution Blocks Survey Map

3.1.13 Hall of Residence (Student Accommodation)

The Halls of Residence will be the main facility to cater to the increasing number of international students and staffs at the University. The NUS Hall of Residence will increase the revenue for University and can also be potentially used to cater to the hospitality programme practical courses.

3.1.14 NUS Administration Centre

The NUS Administration Centre will house the Office of the Vice Chancellor, Governance, Policy and Planning, Student Services, Human Resources and Financial Services under one roof for the convenience of students, visitors and NUS internal processes. This plan will only be considered if the Convention Centre (refer to 3.1.10 p. 33) does not materialise. The NUS Administration Centre is proposed to be located at the current site of the Oloamanu Centre main office and the Otago House. This strategic location will open up the campus administration to the main road and ease traffic within the Le Papaigalagala Campus internal roads. This will also free up the Taputo'i and Ifilele buildings to accommodate the Oloamanu Centre, storage space for HR and Student records, Consult NUS and other potential programmes.

3.1.15 Dedicated Records Storage Facility

There is increasing need and demand for a centralised and permanent building and facility to store the long term and active records of the University. The construction of the records storage dedicated building will only be considered if potential major projects which will eventually create space for the storage do not materialise.

3.1.16 Additional Ablution Blocks

With the increasing student population on the Le Papaigalagala Campus there is a need for additional ablution blocks. There is a pressing need to address the congested AOA building area highlighted red in Figure 66.

3.1.17 Spiritual Centre (Chapel)

There is noticeable demand for a space/place of worship and sanctuary on the Le Papaigalagala Campus. The NUS Chapel is proposed to be a neutral facility that can be used by all Christian denominations or other religions. A NUS Chapel can also cater to community activities or host examinations and classes between chapel services.



Figure 67: Handwashing Campaign Logo

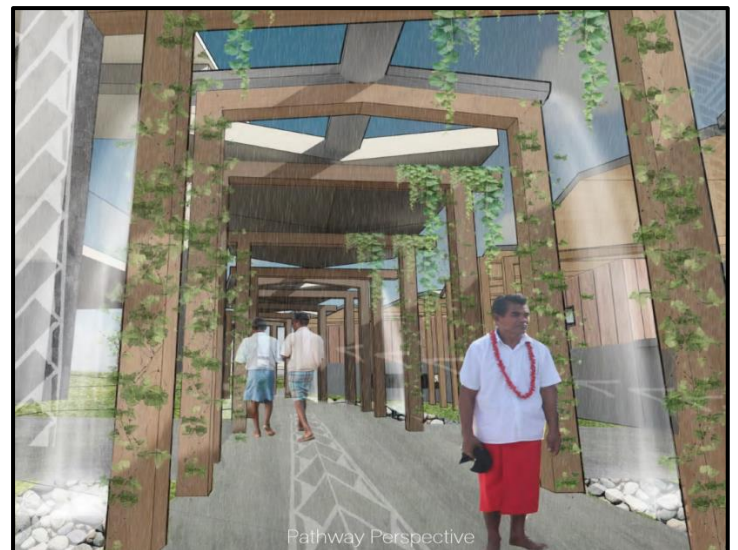


Figure 68: Sheltered pathway concept (Unitec Mau Studios 2020)

3.2 Movement

Movement refers structures and facilities that cater to foot and vehicle traffic on the NUS campuses. This list is in order of priority:

3.2.1 Handwashing and Sanitation Stations

With the recent increase of virus and disease transmissions worldwide (measles and covid19) there is an obvious need to increase sinks and sanitation outlets around the NUS Campuses. These have to be placed in strategic locations next to entrances and congested areas. Hand washing and sanitation stations have to be equipped with soap, tissues and rubbish bins.

3.2.2 Wayfinding

The overall objective of the wayfinding project is to provide an easy to use 'wayfinding system' within the Le Papaigalagala campus. This is inclusive of directional signages, maps as well as interior signs. The project will be split in phases where phase one will look to install directional street signs to direct traffic to appropriate buildings, phase two will focus on labeling/coding each building with the newly revised numbering/lettering system, the final phase is to design and install interior signages, directing students/visitors to classrooms and offices.

3.2.3 Disability Access (Ramps & Rails)

A number of the buildings on the Le Papaigalagala campus were without appropriate provisions to accommodate the mobility of people with disabilities. These are mainly the facilities that were built in 1997 when the NUS moved from its previous location at Malifa. However, the GOS has taken on the 'Convention on the Rights of People with Disabilities' (December, 2016) which has seen disability access become a mandatory requirement in buildings that are open to the public. With a growing student and staff population, it is vital that the University take the necessary steps to assure that the physical structure of NUS facilities caters to 'inclusive education' by providing supporting infrastructure for people with disabilities.

3.2.4 Parking

The lack of well-organised NUS parking spaces and roads has been a long-standing issue with NUS staff and students. The consistency of parking and traffic



Figure 69: Bus Terminal 3D Design



Figure 70: Bus Terminal and Sheltered Walkways

related issue arising in the Vice Chancellor’s committee has led to an initiative to draft a Parking and Traffic Statute, approved in principle by the Executive committee in February 2020, pending structural planning and implementation of relevant roadworks and signages.

3.2.5 Bus Terminal and Footstalls

A proper bus terminal will cater to students, staff and visitors who primarily rely on the public transport system. This will also ease ingest and egest of traffic around the two main entrances of the Le Papaigalaga Campus. The bus terminal will also be accompanied by food stalls as a means of earning potential revenue for the University.

3.2.6 Road Widening

With the increase in student numbers, it is only logical that traffic will increase as well for NUS campuses. The widening of internal NUS roads will ensure smooth transition of foot and vehicle movement. This will also eliminate the danger hazards posed by narrow roads.

3.2.7 Sheltered Walkways

Sheltered walkways is designed to create a connected campus which encourages students, staff and visitors to walk rather than driving in between destinations within NUS campuses.

3.2.8 Road Crossing

Road crossings will accommodate to the safety of pedestrians and also help and regulate the flow of traffic on NUS campus roads. Road crossings will also cater to the needs of people with disabilities.

3.2.9 Vehicular Shelters

Vehicular shelters need to be developed to house the vehicles of the University. As assets of the University they must be maintained and looked after. A main vehicular shelter is to be constructed near the Ifilele Building which houses the Financial Services. This shelter will be dedicated for the University Vans, bus and truck.

3.2.10 Landscape Design

The broad landscape of the NUS campuses must be designed to cater to the movement of individuals and vehicles to ensure that the surrounding greenery accommodates and compliments infrastructures such as walkways, roads and parking.



Figure 71: Disability Ramp Sample Concept

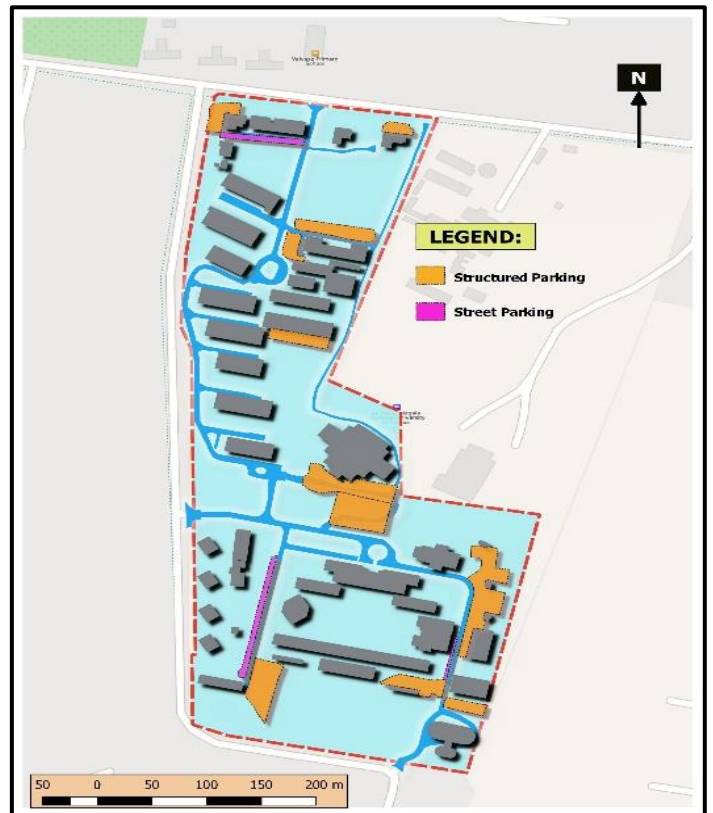


Figure 72: Proposed Parking Spaces Map

3.3 Open Space

Open spaces are of great significance to effectiveness of the overall campus and facilities. Open spaces are not just for beautification but also add value to the experience and the atmosphere of the NUS campuses. The spaces help encourage, students, staffs and visitors to fully utilise spaces between built forms and movement facilities. Open space is mainly where the NUS campuses can be harmonized with the natural environment.

3.3.1 Amphitheatre (Quad)

This development fosters social activities, promotes events and is a source of income for national events. The Amphitheater is proposed to have tiered concrete seating, refurbished outdoor stage and a rock garden. Refer to figure 74.

3.3.2 Peace Garden

The Peace Garden is vital to the aesthetic look of the Le Papaigalagala Campus. The Peace Garden will be re-located from its current location (behind Niule’a building) to the outskirts between both the ocean and mountain side entrances. The heart of the peace garden will be located between the fence, APTC, the horticulture school and FOTE. The hope is to encourage both NUS and APTC students to use the space and be harmonized with the environment. The outskirt location of the peace garden is to make it visible as part of the first impression for visitors when approaching the Le Papaigalagala Campus.

3.3.3 NUS Sports Park

The mountain side rugby field is to be landscaped and tiered for natural grass seating for spectators. The field post is to be removable to allow the field to be used for soccer and other sports.

3.3.4 Le Papaigalagala Boundary and Entrance Facelift

The Le Papaigalagala Campus facelift refers to the construction of a proper institutional fence around the main campus with the inclusion of a monumental entrance greeting sign (refer to Figure 78).

3.3.5 Frontage Landscaping

Frontage landscaping of areas in front of NUS facilities at all its campuses will add aesthetic value and nature to the surrounding features of buildings.

3.3.6 Green House/Compost Site

This development will be utilised by the Agriculture and Horticulture programmes for teaching. This will also be a potential source of revenue for the University. The Green House may likely be based at the proposed Salelologa Campus.



Figure 73: Entrance 3D Design

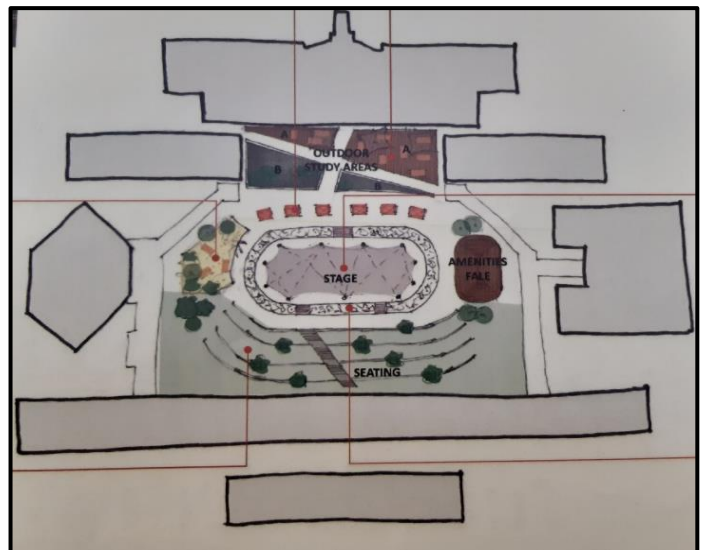


Figure 74: Amphitheatre Drawing

3.4 Policies and Legislations

The CMP is not just about physical infrastructure, but is also about addressing and regulating the physical developments of the University on paper through policies, guidelines and related plans. Although the below listed documents are independent, they are somewhat informed and linked to the CMP.

3.4.1 Corporate and Strategic Plan 2021/22 – 2024/25

The development of the NUS Corporate and Strategic Plans 2021 – 2024 is majorly important to the implementation and continuation of the CMP. The Corporate and Strategic Plans will guide the vision and direction of the CMP until 2024.

3.4.2 Waste Management Plan

Officially launched on the 18th of March, the Interim Waste Management Plan's vision is to foster for a cleaner and healthier learning environment – enabling staff and students to be resilient in waste reduction; learning healthier waste management practices to apply within and outside of campus. The overall aim is to reduce waste produced by the NUS by implementing waste reduction, reuse, recycling and recovery initiatives. As this is an inaugural initiative by the University, the initial plan is 'interim' in nature (2-year period) to assess for discrepancies and future requirements.

3.4.3 Renewable Energy Plan

The University is shifting priorities to become energy efficient, aligning its practices with GOS targets to be using 100% renewable electricity by 2025. The University plans to become a sustainable campus through renewable energy, particularly in solar energy. The electricity expenditure accumulates to over a million tala annually; about 28.15% of total operating cost of the university. (2016-2019 Average) This figure is expected to increase with the growing movement of education towards smart classrooms and facilities enhanced with wifi and technology aided learning. The University offers a Certificate II level course in Sustainable energy which may prove useful to inform/support the infrastructure shift to renewable energy.

3.4.4 Maintenance Plan

There is increasing evidence of the need for a Maintenance Plan (MP) for the University. The NUS MP will give strategic direction to how the University is being maintained. It will provide a timeframe, breakdown of phases of maintenance activities in order of priority in



Figure 75: Interim Waste Management Plan

alignment with budget constraints. The MP will have to be developed and led by the Property Maintenance Division with assistance from GPP and Occupational Health and Safety.

3.4.5 NUS Pandemic Plan

The NUS Pandemic Plan is an institutional guide to assist in the reduction of a pandemic virus spread within the university community. The plan also serves to provide a framework for the University to work together with public health authorities to reduce the disease morbidity, mortality, and social disruption which would result from a pandemic outbreak.

3.4.6 Disaster Management Plan

The purpose of this plan is to detail the preparedness measures and response roles of the NUS in ensuring the safety of its staff and assets and continuity of its critical services as well as fulfilling its responsibilities under the National Disaster Management Plan.

3.4.7 Projects Funding Strategy

The development of a Project Funding Strategy is important in formalising the process for submitting funding applications for the projects listed in the CMP. The Projects Funding Strategy will be linked closely to the CMP.

3.4.8 Waste Management Policy

The development of a NUS Waste Management Policy will regulate and formalise the enforcement of waste segregation and other initiatives identified and implemented in the CMP and Interim WMP 2020 - 2021.

3.4.9 NUS Cultural Heritage Policy

A NUS Cultural Heritage Policy provides broad pillars and guiding principles to preserve the core values of our culture and defines strategies to ensure that culture plays its historical role of informing the socio-economic transformation of the University. This ensures that the University conducts cultural heritage surveys on earmarked sites before proceeding with construction.

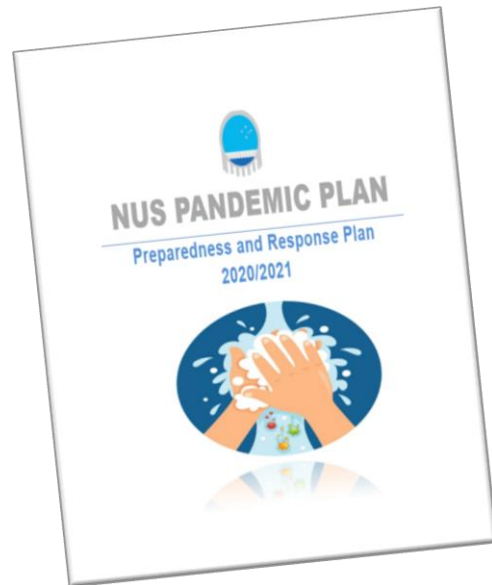


Figure 76: Pandemic Plan



Figure 77: Proposed Design for Le Papaigalagala Monumental Entrance Greeting Sign

3.5 A Living Document

The CMP in all its essence is an evergreen and dynamic document. This means that the CMP is continuous and is susceptible to annual editing and updating. This is important as it provides the CMP with a limitless width of effect which assures that the CMP stays up to date and relevant to developments within the country and the University itself. The living document cycle maintains the creditability of the CMP which allows it to be effective and sustainable. **The CMP is to be reviewed and updated on March every year until its completion period in Financial Year 2021/22 – 2024/25** in alignment with the Corporate Plan. This gives sufficient time for review and planning before the annual commencement of the incoming financial year. The annual review and update of the CMP 2021/22 – 2024/25 is specifically for updating the listed priority projects and updating the Action Plan for the year.

Below Figure 78 demonstrates the cycle of the CMP as a living document:

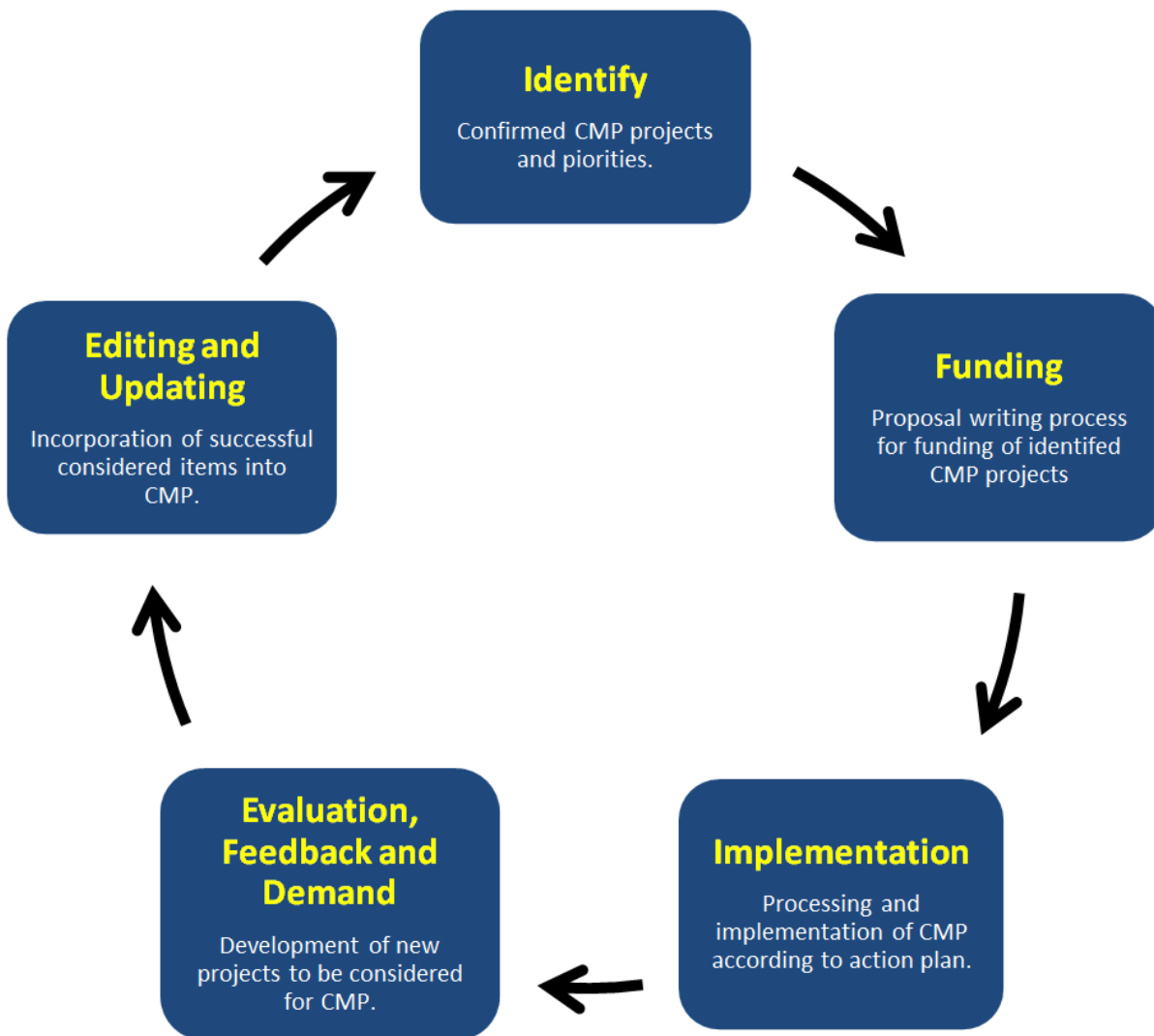


Figure 78: CMP Living Document Cycle

3.6 Administering & Monitoring

With guidance of the NUS Council and the **Office of the Vice Chancellor and President**, the CMP is administrated and monitored by the **Governance, Policy and Planning** division Planning Unit in close collaboration with the **Property Maintenance**, **Financial Services** divisions and **Occupational, Health and Safety Officer**.

3.6.1 Students and Staffs

Students, visitors, faculties, centres and corporate divisions also have a vital role in the administrating and monitoring of the CMP. As beneficiaries of the CMP, it is their responsibility to ensure that the CMP is applicable to their needs and the needs of the programmes, environment and the culture.

The CMP monitoring framework states how the CMP is influenced and monitored by the different parties within the University:

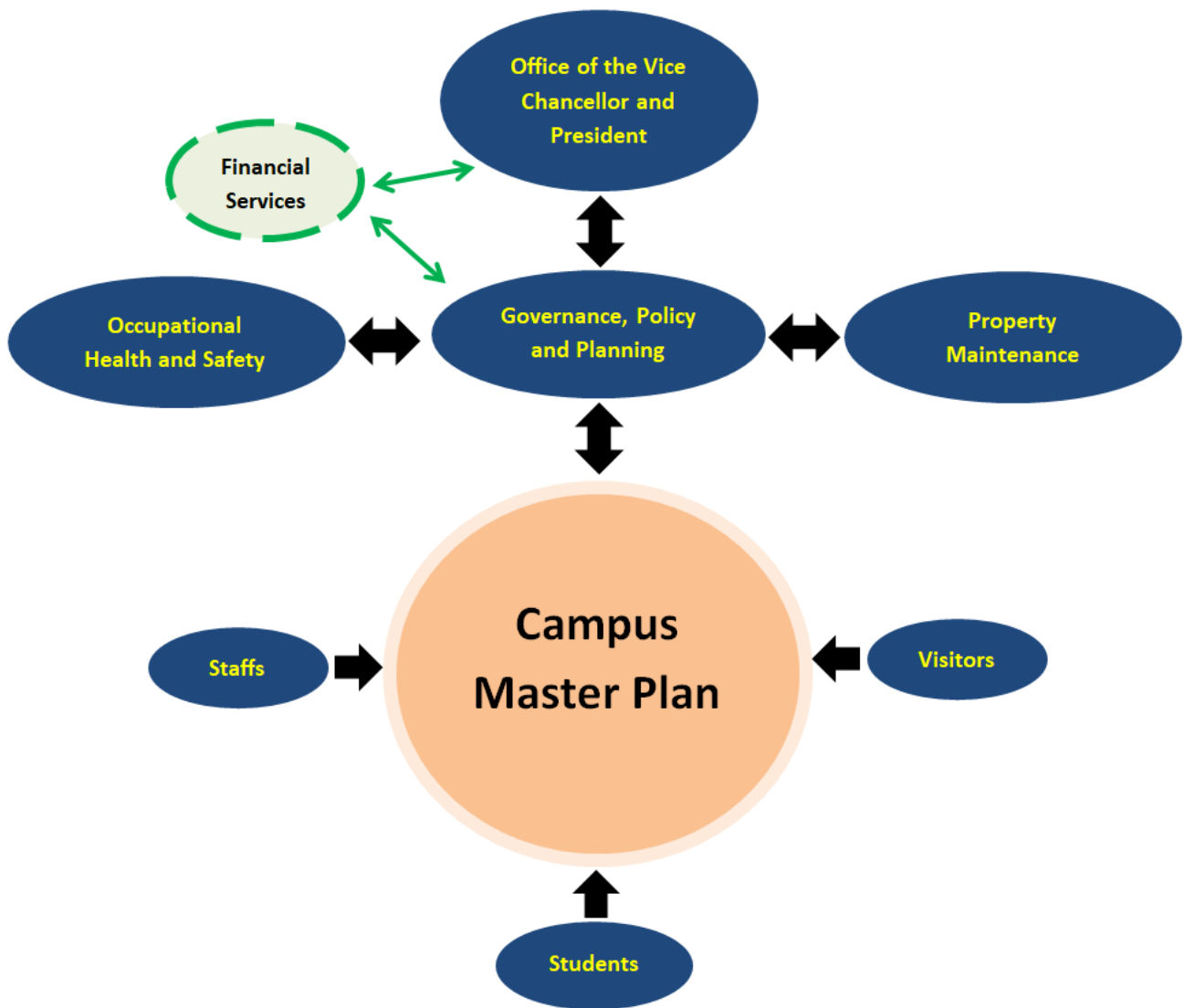


Figure 79 CMP Monitoring Framework

3.6.2 CMP Projects Procedure

The annual review of the CMP (refer to 3.5 p. 39) gives all beneficiaries (staff, students and visitors) the opportunity to raise concerns and share ideas on potential future developments for the University. All genuine notions and feedback is recorded and evaluated. The most relevant and realistic notions are added into the CMP and taken through approval procedure before publishing online. All projects are set chronologically by priority and are processed in this order.

The Project Implementation Matrix below demonstrates the CMP projects procedure:



Figure 80: CMP Projects Implementation Matrix

3.7 Campus Space Plan

The Campus Space Plan is the identification and evaluation of existing spaces within and surrounding the NUS campuses. These are identified as vacant potential spaces that have not been earmarked for any developments. The space plan is to incorporate vacant spaces in the CMP although no particular projects or activities have been linked to them.

3.8 Strategic Partnerships

The University is working alongside multiple organisations and institutions to form strategic alliances that look to benefit all parties involved. Such alliances serve to further improve not only domestic, but international relationships as well. For instance, there is established partnership through a Letter of Understanding between the Unitec Institute of Technology, Auckland NZ and NUS; this partnership allows Unitec postgraduate architecture students opportunity to indulge in real-world architectural challenges by developing concept designs for NUS projects. In turn, NUS will receive quality architectural insight and designs to assist in the planning phases of the proposed projects. The NUS also has a long standing partnership with APTC who are based on the Le Papaigalagala Campus. The common interest of the NUS and APTC holds significant potential for collaboration in sharing resources and expertise for the betterment of student experience at the Le Papaigalagala Campus. Other current notable partnerships are Sāmoa Waste Recycling Management Association, arising from the implementation of the Waste Management Plan, as well as Ott Construction Sāmoa.

Below is the list of partnerships that have immediate positive impact on the implementation of the CMP:

- 2016 Ott Transport Limited MOU
- 2017 Ministry of Natural Resources and Environment MOU
- 2018 Skyeeye Sāmoa Consultancy Contract
- 2019 Partnership Framework between the NUS and APTC
- 2019 Contribution Agreement between the NUS and APTC
- 2020 Letter of Understanding between the Unitec Institute of Technology School of Architecture (NZ) and the NUS, Governance, Policy and Planning division.
- 2020 Sāmoa Recycling and Waste Management Association Membership

The CMP aims to strengthen the existing partnerships while also exploring other potential partners to maximize the influence of the University and its CMP.

3.9 Action Plan 2021/22 – 2024/25

The CMP Action Plan identifies projects, policies, legislations and similar documents that can be immediately addressed to meet strategic identified areas stipulated in this plan. The Action Plan is to be reviewed and updated annual in March until the completion period of this plan in 2024/25.

No.	Tasks	Description	Responsibility	Timeframe
1.	Handwashing Campaign	The Handwashing Campaign refers to the construction of sinks and installation of awareness signs as a response to the Covid19 pandemic.	PM, GPP, OHS, NUSSA	2020
2.	Centralised Records Storage Facility	Planning a construction of a centralised records facility for the Students	GPP, PM, Student Services	2021/22 – 2023/24

3.	Wayfinding – Phase One: Directional Street Signages (Le Papaigalagala)	Services division. To address this issue, the University is implementing and installing signs in phases. Phase one, strategically allocates directional street signs in areas around campus. This includes the installation of campus maps around Le Papaigalagala.	GPP	2020 - 2021
4.	Addressing the Disability Access of Le Papaigalagala.	By the end of 2022 the Le Papaigalagala Campus should be 100% accessible to PWD.	GPP, OHS, PM	2020 - 2022
5.	Street Naming Project	It is the intention of this project to fairly contribute to the Safeguarding of Sāmoa’s Cultural Heritage by naming the NUS internal Le Papaigalagala Campus streets after something of cultural significance.	GPP and CSS	2020
6.	Project Funding Strategy	Refer to 3.4.7 p. 38	GPP	2020
7.	Development of a Waste Management Policy	Refer to 3.4.8 p. 38	GPP & OHS	2020
8.	Development and enforcement of a Cultural Heritage Policy.	The development of a cultural heritage policy will make it mandatory for the University conduct heritage assessment on potential development sites before proceeding construction. This is in alignment with the Universities priority on preserving Sāmoa’s cultural heritage.	GPP and CSS	2021
9.	FOHS Moto’otua Campus Concept Proposal and construction	Development of a 3D concept plan and funding application.	GPP	2020/21 – 2024/25
10.	Renewable Energy Plan	Refer to 3.4.3 p. 38	GPP & Financial Services	2021
11.	NUS Corporate and Strategic Plans 2021/22 – 2024/25	Refer to 3.4.1	GPP & VCC	2020 - 2021
12.	Amphitheatre (Quad)	Refer to 3.3.1 p. 36	GPP	2022 - 2024
13.	Sāmoa Knowledge Society Initiative (SKSI) – Digital Library, Radio and TV stations	NUS is involved in 3 components of the SKSI project i) National Digital library, ii) Lifelong learning platform, iii) Open access Research. In terms of the CMP, this involves the procurement of hardware for the digital library, scanners, and radio and television stations.	LRC, Faculty of Science, ICT, GPP	2021 - 2022
14.	Development of a NUS Maintenance Plan	The development of a NUS Maintenance Plan will give strategic direction to how the University is being maintained.	GPP, OHS and PM	2021 - 2022
15.	Addressing Disability Access at the Mulinu’u Campus	Mulinu’u Campus was constructed with no provisions for PWD. Installation of an elevator and a few ramps	GPP, OHS and PM	2021 - 2023

		will make the Campus accessible to PWD.		
16.	Sāmoan naming of Moto’otua, Mulinu’u and Salelologa Campuses.	Renaming NUS Campuses after Sāmoan legends or something culturally significant to the location. Great example is the main “Le Papaigalagala Campus”. This includes the installation of signage’s and a brief stating the significance of the story/name.	GPP & CSS	2021 - 2022
17.	Publish CMP version 2024/25 – 2028/29	Incorporate new developments arising by demand or via consultation II into CMP edition 2022 -2023 before publishing online.	GPP	2022

Table 2: Action Plan 2021/22 – 2024/25



Approval & Review	Details	
Author	Governance, Policy and Planning (GPP) Division	
Approval Authority	Vice Chancellors Committee (VCC) or Council	
Administrator and Enforcement	GPP and Property Maintenances Divisions	
Institutional Approval: <i>This is official full approval with a valid period of 3 years before review. If Provisional is accepted prior to Institutional Approval, the ‘Effective Date’ of the Provisional Approval will persist if Institutional Approval is granted.</i>	 <hr/> Vice Chancellor & President Chair, Vice Chancellors Committee	 8/20/2020
Provisional Approval: <i>Provisional Approval is only undertaken if necessary for enforcement. This is only valid for a maximum period of 12 months. Provisional approved policies must be watermarked.</i>	<hr/> Vice Chancellor & President: Start Date: Click here to enter a date. End Date: Click here to enter a date.	
Next Review Date	The end period of this plan is FY2024/25. Review is to be done during the end period in time to publish in 2025/26.	
Revisions	To be reviewed March on an annual basis. Refer to 3.5 p. 39.	

Table 3: Approval and Review History