CAMOSUN

Camosun College - British Columbia

CAMPUS MASTER PLAN 2019

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From the President

Today, Camosun is home to nearly 20,000 students and 1,400 employees. Looking 10 to 20 years into the future, those numbers will increase, and with it, the regional demands for relevant, applied post-secondary education and training will continue to expand and evolve. That's why, together as a college community, we have developed a new Campus Master Plan – to help us lead the way for Camosun College's advancement over the next two decades.

After a year-long, in-depth consultation process with faculty, staff, students, administrators and other stakeholders, guided by Thinkspace planners and architects, our Campus Master Plan is complete. The amount of thoughtful input from the college community and stakeholders has been impressive and greatly appreciated.

The Campus Master Plan provides a high level, vibrant vision without being prescriptive. It acknowledges our history, our educational mission, our current facilities and campus culture, as well as our Indigenous ties and identity. It takes into account future demographics, sustainability, innovation and educational priorities, as well as building and land use, collaborative spaces and potential student housing.

I am delighted to share Camosun's Campus Master Plan and look forward to our journey as we continue to grow as a vibrant community partner where we inspire life changing learning every day.

Sherri Bell, President

What's Inside

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Executive Summary

1.1.1 The Need for a Campus Plan

Introduction

The Camosun Master Plan is a comprehensive update to the college's long-term plan for both the Lansdowne and Interurban campuses. It has been more than ten years since the last Campus Master Plan. Additionally, a significant portion of the Lansdowne campus population will be shifting to the Interurban campus with the opening of the Alex & Jo Campbell Centre for Health and Wellness. This necessitated two simultaneous streams of work for the Plan: a Master Plan update to plan how the campuses can be developed in the long term and a short to medium term plan for how to balance the campuses programs and populations.

Lansdowne Campus

Interurban Campus

Meeting People & Understanding Camosun

Camosun College is an extraordinary example of a cohesive and vibrant campus culture. In all of the engagement sessions from executive level to students and staff, there was a consistent understanding of the values that underly the Camosun on-campus culture. There was little if any divergence in the vision of the institution or its core mission. The values were clearly focused on the excellence of the student experience and their achievement and success.

In addition to this consistency, both of Camosun's campuses have a clear and high-quality educational environment. Lansdowne campus, in particular, has a simple and straightforward organization, is compact, clearly understood, and has many positive assets that enhance character and campus quality. The use and placement of buildings and grounds has been well considered and well executed. Interurban has much the same basic elements but is a much larger site. There are two clear discontinuities that cause some confusion. The first is the isolation of the new Centre for Trades Education and Innovation to the north. The second is the lack of a clear connection between the northern and southern parts of the campus. This plan addresses both issues and provides long term solutions that consolidate Interurban campus continuity. In addition, one building on campus is particularly challenging to navigate: the Centre for Business and Access. The Plan also addresses the fix to this issue.

The engagement of the faculty, staff, administration, and students resulted in over 118 meetings through the 10 months of active participation.

Visioning Session

Lansdowne Open House

Background Data

There are four areas of data that have informed the Plan:

1. The statistical data related to the setting of Victoria from both Statistics Canada and the BC Data Catalogue to better understand both the historical growth and population demographics as well as the economic context for the region.
2. Data regarding the intensity of use for existing scheduled classrooms, laboratories and shops throughout both campuses. This data is derived from the room information and scheduling software used by the Registrar's Office and has been compiled to a Tableau dashboard for on-going and easy use by Camosun personnel.
3. Programming and condition data derived from interviews with academic and administrative campus departments. This establishes a base-line assessment of spatial need and fit.
4. Space data including sizes and types, provided by Facilities Services.

These data sources have provided a sense of the college's growth and change over time, the context for future growth, and a sense of the metrics that might apply. It has also provided a view to optimizing the use of existing and available space, and finally, it has provided a way of determining the best fit of space to need.

Dental Lab

Sheet metal Shop

Carpentry Shop

Nursing Lab

Recommendations

There is no order or prioritization implied in the list of recommendations; it represents the outcome of the planning activity and needs, as expressed, in the data and the engagement sessions. The recommendations for action on the campuses resulted in the following:

Lansdowne

- Create a Collaboration Centre at Wilna Thomas
- Create student space on the ground floor of the Fisher Building after moving Bookstore to Dawson
- Implement the "public realm" as infrastructure
- Consolidate all student related services at Dawson building as a One-Stop-Shop
- Move Facilities Services and Ancillary Services to the Paul building
- Build first student housing for Camosun over and adjacent to Dawson
- Move Pottery and Sculpture to renovated space at Young building
- Remove the existing Pottery and Sculpture buildings
- Create an Art Gallery in the Young building
- Reserve the parking area to the east for future housing and/or Mixed Academic.
- Renovation and potential student housing at Young building
- Extension of the existing east-west pedestrian spine past Fisher and north of the Young building to Richmond Road

Interurban

- Close the road between the Alex & Jo Campbell Centre for Health and Wellness and the Centre for Business and Access, and convert to pedestrian space while still allowing emergency access
- Implement the Mobility Hub
- Expand the outdoor quad area to accommodate a sports court
- Implement the "public realm" as infrastructure
- Expand the quad to the new bike and transit information kiosk at the Mobility Hub.
- Extend the Jack White building to the east for additional shop space
- Remove the John Drysdale building and create a new north quadrangle to link the campus to CTEI
- Renovate and expand the Huber Hall and when student housing is needed at Interurban, place that housing above
- Create student services One-Stop Shop at Liz Ashton Campus Centre
- Opportunity for CBA Renovations

Conclusion

The Camosun Master Plan is built on the planning research started in the 1960s at the Massachusetts Institute of Technology, layered with current research in sustainability, accessibility, accommodation, and based on Thinkspace's experience working with post-secondary institutions in Canada. The Plan reviews development potential and lot parcelling. The Plan also includes feedback from the consultation process as well as the quick-programming exercise to define existing fit attributes.

Key to the recommendation is a clear delineation of the "public realm", the contiguous and specifically designed "surface infrastructure" of the campus that buildings will never be built upon. This is an accessible and high-quality space that becomes the backbone of the physical experience of the campus.

The Campus Master Plan is a framework for strategic action. It is a document that is intended to inform college decisions in a manner that continually builds toward the outcomes envisioned. As academic priorities change and funding opportunities emerge, the framework of the Plan defines the potential locations of future buildings to support and enhance the high-quality core elements of the existing campus.

The College Context

2.1.1 Campus History

Camosun College has an interesting and rich history. The roots of the campus began in 1914 with the construction of the Young building on a 3-hectare parcel owned by the Hudson's Bay Company. The building is a significant landmark owing to its Beaux Arts architectural style, and prominent siting. It was designed by Vancouver architect William C. F. Gillam and was named after Henry Esson Young, then Provincial Minister of Education. The school was intended to train elementary and high school teachers and was known as the Provincial Normal School. Except for a brief period during World War II when the building was used as a military hospital, it has been in continuous use as an educational facility. After WWII, the building was shared by the Normal School and Victoria College.

Victoria College started as an affiliate of McGill University, later becoming affiliated with the University of British Columbia which had been created in 1908. In the period after the war, enrollment expanded dramatically and Victoria College left Craigdarroch Castle to share the Young Building with the Provincial Normal School. During this period, Victoria College transitioned from affiliation with UBC to become fully autonomous as the University of Victoria in 1963. The Normal School became the Faculty of Education.

When the University of Victoria located to the Gordon Head site, the Greater Victoria School Board established the Institute of Adult Studies in what is now the Ewing building. This was the first such program in Canada. Support for a community college within the community grew and in October 1970, the college was established. Initially, the College was known as "Juan de Fuca" College. In 1971, the name was changed to Camosun College – a Lkwungen name meaning where different waters meet and are transformed.

In 1995, the campus at Carey Road closed, coinciding with the opening of the Interurban campus. The opening of Interurban campus created one of Camosun's defining features: a college of two balanced campuses. Typically, post secondary schools with multiple campuses have a main campus, and subsidiary locations. Interurban and Lansdowne are generally equivalent campuses with unique personalities, and neither can be defined as the "main campus". Interurban campus houses most of the Trades and Technology programs, the School of Business and the School of Access. Lansdowne campus primarily accommodates the School of Arts and Science and the School of Health and Human Services. While the schools may be primarily located on one campus, most provide some programming on both campuses.

The most recent construction projects have both occurred at Interurban: the Centre for Trades Education and Innovation in 2016, and the Alex & Jo Campbell Centre for Health and Wellness, which opens in 2019. The impetus for the Campus Master Plan is to determine the long term planning potential for both campuses, including balancing the programming and populations of both campuses in order to restore the Camosun campus balance.

Young Building - Lansdowne Campus

Dunlop House - Lansdowne Campus

1913 Young building built as Victoria's First Normal School and used as a military hospital during World War II.

1928 Dunlop House was built.

1952 The Ewing building opened; named after Dr. J.M. Ewing who was the principal of the Normal School in 1946.

1961 The Paul building opened.

1967 The Normal School and Victoria College move to the site of the Gordon Head Campus of the University of Victoria and the Institute of Adult Studies was established by the Greater Victoria School Board.

1970 Victoria residents voted in favour of establishing a college. Plans for "Juan de Fuca" College began.

1971 Camosun (Lansdowne campus) and the BC Vocational School (Interurban Campus) merged to become BC's ninth community college. The college admitted over 980 students.

1980 The Fisher building opens; named after Dr. Grant Fisher, the first principal of Camosun College.

1983 The Dawson building opens.

1990 The Dental building is completed.

1991 The Alan Batey Library opens. Alan H. Batey was the first Director of Community Services in 1971.

1992 The Technologies Centre opens.

1995 The Liz Ashton Campus Centre and Centre for Business & Access open at Interurban. The Wilna Thomas building opens at Lansdowne.

2006 Camosun celebrates 35 years of excellence, with more than 8,400 students in credit and vocational programs, and another 7,000 in part-time continuing education, including 800 international students.

2007 Camosun partners with Pacific Sport Victoria and the Provincial Government to build the new Pacific Institute for Sports Excellence at Interurban.

2012 The new Gathering Place "Na-tsa-maht" (working together in unity) is completed at Lansdowne. The College reaches 20,000 learners.

2016 Centre for Trades Education and Innovation building is completed.

2019 Alex & Jo Campbell Centre for Health and Wellness, expected to open.

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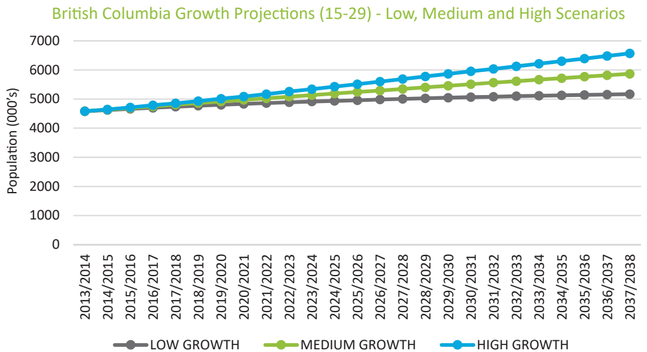
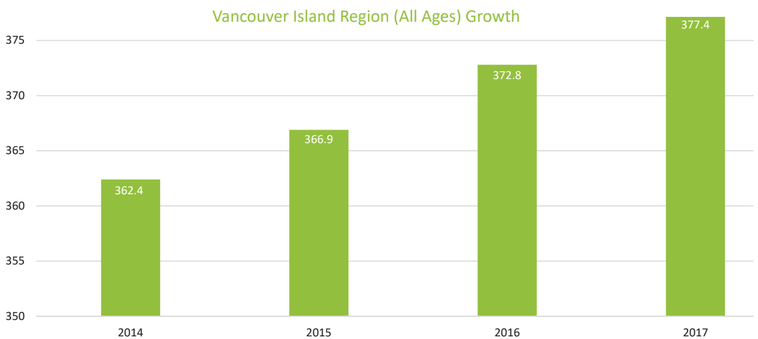
2.1.2 Preparing for a Dynamic Future

Camosun College has a colourful past. It is poised to have an equally successful future. Victoria is rapidly changing and is becoming a complex, modern city. The projected demographic data for both British Columbia and the Vancouver Island region from BC Stats and Statistics Canada show variation in the upcoming college-aged cohort. Provincial projections see the growth as relatively flat for the foreseeable future, while the national projections uses three growth models forecasting low, medium and high growth models. The low growth model shows a slow but steady increase in the regional college aged cohort over time. This rate of growth increases to 1.12% and to 1.74% annually in the medium and high models.

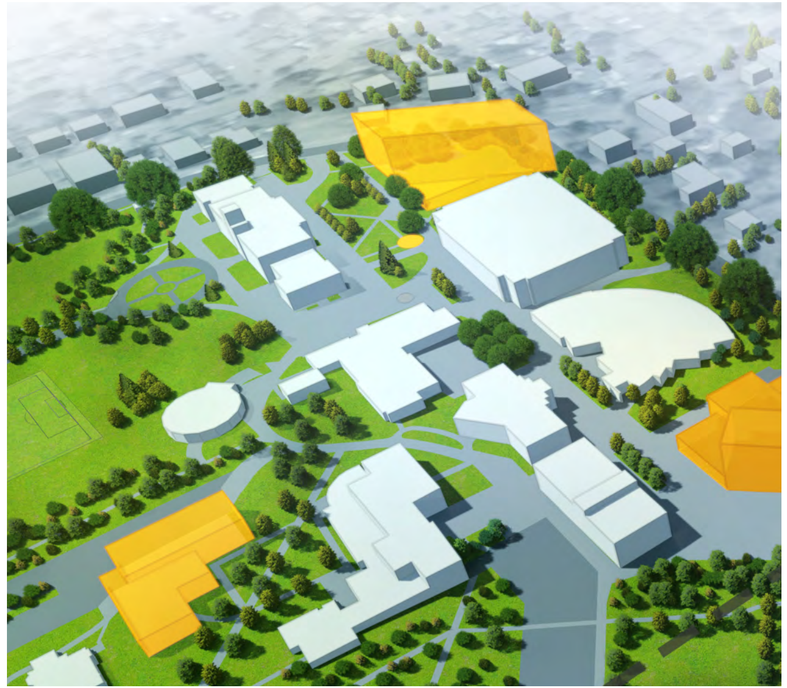
We need to remember that these data occur in a wider context of Vancouver Island. The Vancouver Island region has experienced steady growth over the last several years. The graph to the right shows that growth from 2014 to 2017. This period is averaging just under 1.5% population growth – a small but steady number.

Camosun's enrollment has remained strong. Attracting increasing numbers of international students in recent years, the limits of additional enrollment are more related to facilities than to market saturation. The college is confident that enrollment in some programs could be increased dramatically with additional facilities. Programs such as Information and Computer Systems and Interactive Media are in great demand.





The approach to anticipating growth within this Campus Master Plan is to acknowledge the history of growth at the college and to develop a framework that can absorb significant increases without compromising the quality of the campus experience. Consequently, we address the potential growth in the next twenty years without specifying target or anticipated growth projections, or specific building programs. Instead, this plan identifies the campus zones that can accommodate growth and the maximum amount of developable area within each zone. This framework allows the college to remain nimble and responsive to the needs of students and Ministry initiatives. Future development can be located in the appropriate zone without concern that it is earmarked for other uses. Potential student housing locations are highlighted within these zones as they have unique adjacency considerations.

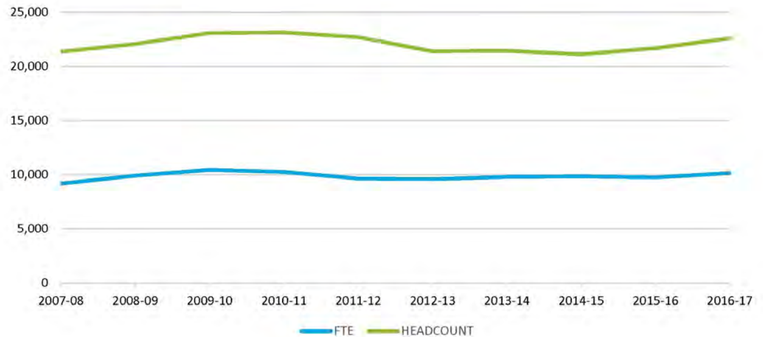


20 Year Potential Growth - Refer to Section 4.1 Summary of Recommendations

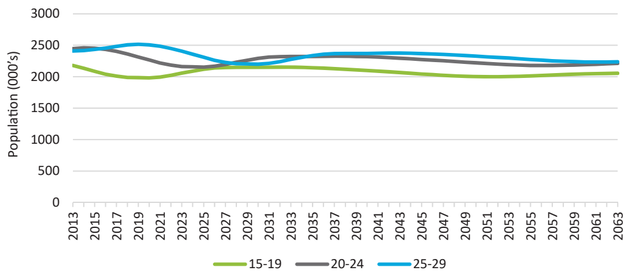
2.1.3 An Evolving Population

Camosun welcomes approximately 20,000 students per year -- by any measure a large college. Of that population, 52% are female - reflecting a trend of increasing female representation across the post-secondary institutions. This change in demographics is the beginning of significant and long-lasting changes in education. Students in today's post-secondary institutions have grown up with electronics and immediate communication at their fingertips. They are focused and engaged, and bring high expectations for hands-on, experiential learning. The way students learn has changed dramatically and will continue to change. Advances in technology and artificial intelligence will have profound impacts on the educational and research settings. As a result, campuses must be flexible and allow for models of education that don't yet exist.

Camosun College Historic Growth - FTE and Headcount 2007-2017



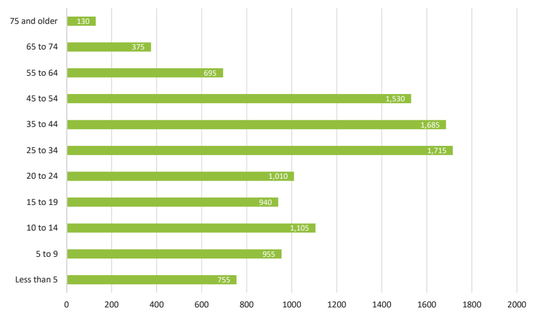
Growth in British Columbia (15 - 29) 2013 - 2063



2.1.4 Indigenous Culture & Identity

The very name of the college reflects the deep respect for and attention to the Indigenous populations of Vancouver Island and British Columbia. Having the campuses reflect this connection through symbolism, place naming, and art is part of the inclusivity and community at Camosun's core. The indigenous student population at Camosun College is approximately 1,200 students per year – representing about 6.7% of all enrollment. Highlighting the various and distinct indigenous cultures in the expression of the campus is one of the objectives in this plan. These include opportunities for the place-making, nodal points, and landmarks that speak eloquently to indigenous culture which can become a vibrant part of the Camosun experience.

Persons Reporting Indigenous Identity in Victoria



Annual Indigenous Pit Cook Event

2.1.5 Camosun Culture: Engagement & Consultation

The Camosun Campus Master Plan is the result of numerous consultations and stakeholder engagement sessions. The scope of these meetings both confirmed the vision and principles of the master planning process and provided detailed programming information required for the assessment of needed space across the entire campus. The engagement process was essential to deeply understanding the culture of Camosun and how it should be expressed in the physical setting.

The engagement process was iterative, allowing the campus community to hear what had been said previously, to see how the plan evolved, and to provide feedback for further refinement and revision. More than 118 separate meetings have occurred over the 10 months that the plan has been in development. These have included:

ThoughtExchange

The college engaged in a ThoughtExchange Process that resulted in identifying six key principles that guide decision-making for the plan. These are:

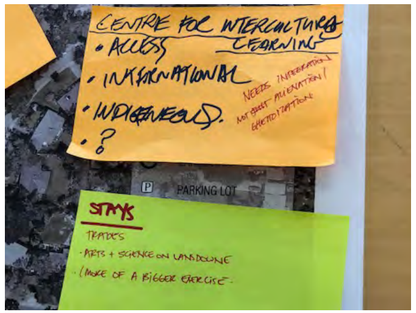
- Space supports the student experience
- The campus builds community
- Space supports excellence in teaching and learning
- Space – as a finite resource – is used well
- Principles about space are informed by input and consultation. Design for space is done with collaboration
- Campus planning is long term, strategic, forward thinking

Visioning Session

A visioning session with Camosun College leadership occurred early in the project. Three themes emerged from the session:

- **Being student-focused**
Comfortable, welcoming spaces where students see themselves reflected in the space.
- **Feeling like a Camosun campus**
Developing a considered campus design that unifies both campuses as Camosun, while encouraging unique campus personalities to develop
- **Developing thoughtfully**
Making short term development decisions that align with the long-term vision.

These themes were repeated in the desire for student housing and the desired improved synergies in teaching and learning. These became the guiding goals of the planning process.



Visioning Session

Stakeholder Engagement - Introductory Meetings

Introductory meetings were held with academic and administrative campus departments as well as meetings with the Camosun College Student Society. These occurred over two full days at Camosun and represented an introduction to all the groups on campus. The outcome of these consultations is contained in the "Process Supporting Document" as a stand-alone document. In the course of these introductory discussions, many of the same questions were asked that formed the visioning session. The most notable outcome is the consistency of the message of what is important to the campus community. The top issues were to improve the student experience and to improve the campus feel.

Lansdowne Open House

Focus Groups and Programming

While the Campus Master Plan is a development guide for the next twenty years of Camosun College's growth, the Plan was initiated in part due to the impact of moving most of the School of Health and Human Services from Lansdowne campus to the new Alex & Jo Campbell Centre for Health and Wellness. The space programming process required to provide thoughtful recommendations for moving units between campuses is more detailed and nuanced than what is required for a traditional Campus Master Plan, but the programming exercise allowed a much more complete understanding of all the groups and their requirements. This resulted in approximately 50 space programming meetings with individual departments that provided assessment of existing space fit and future approved growth needs.

The focus group meetings reinforced the importance of student and campus experience that had been heard from the beginning, as well as space concerns of the specific unit. While the details of the space programming process are too fine-grained for campus planning, the potential inter campus moves align with the overall long-term objectives of the Campus Master Plan.

Open Houses

Following the programming meetings and initial campus development design work, two general information sessions were held in late November 2018. These were three hour-long drop-in open houses. There was one at Lansdowne campus in the morning and the second at the Interurban campus in the afternoon. A short presentation was made every hour, and then the project team interacted with people as they reviewed the display panels that described the results of the planning to that point. Feedback was gathered through discussion and recorded on sticky notes on the display panels.

There was a great deal of feedback obtained from these meetings and adjustments have been made to the Campus Plan as a result. Most of those adjustments are in the detail and not in the overall approaches as these were extremely well received. Once again, the community repeated the primacy of the student experience in this Plan. More information on the Open Houses can be found in the Process Supporting Document.

On-going Space Management Tools

The planning exercise involves three important aspects of effective space management: confirming current space allocations to both dedicated users and spaces shared by the college, determining of existing space condition and fit to current use, and identifying future space needs of each group. The results of the programming process were used both for the completion of the inter campus moves and the Campus Master Plan.

These results will be handed over to Camosun College as resources for future space planning. Components of the tool include:

1. A utilization data analysis tool with a Tableau dashboard that can be used to analyse the intensity of use through the day, through the week, and through the semester for all scheduled space on campus. This covers the period 2015 to 2017.
2. A fast programming and fit assessment tool that has the existing space information on all groups on both campuses, including summary sheets.
3. Flow diagrams for a potential space management, allocation, and approvals process that can be reviewed and adopted.

With this tool, Camosun College Facilities Services can better manage the spatial needs of campus by understanding the amount and condition of current space on campus, and the appropriateness of existing space to future need.

Interurban Open House

Visioning Session

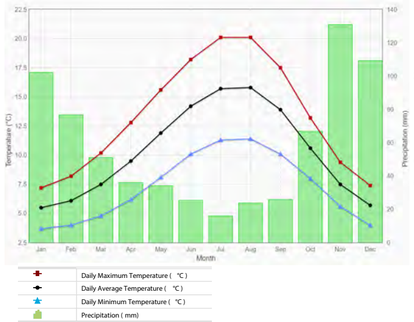
The Physical Context

2.2.1 Camosun & Surrounding Communities

Camosun's campuses are situated on the southern tip of Vancouver Island, British Columbia. The Lansdowne campus straddles the border between the District of Saanich and Oak Bay. Most of the campus is in Saanich while the parking area to the east of the main entry of Foul Bay Road is in Oak Bay. The Interurban campus is entirely in the District of Saanich.

The Interurban campus is in a more rural setting with the neighbourhoods of Royal Oak, to the south east and Colquitz and Strawberry Vale to the south. Vancouver Island Tech Park occupies the lands to the northeast.

This area of Vancouver Island has the driest climate on the island. The graph below shows the precipitation and temperatures that can be expected through the year.



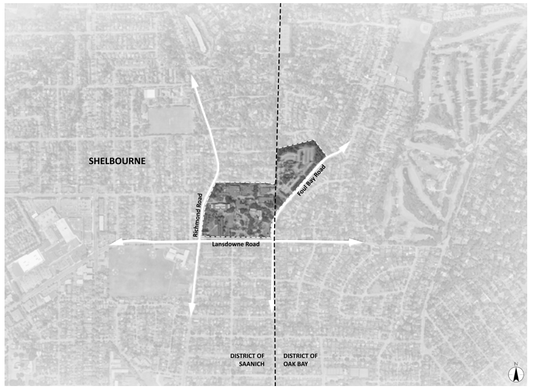
Temperature and Precipitation Graph for Victoria Area

The campuses are 12 kilometres apart by road. There is an hourly shuttle bus run by the college that leaves every hour to move people between campuses. Programs are not duplicated in both locations, but some elements overlap. A new Centre for Health and Wellness on the Interurban campus will relocate most of the School of Health and Human Services programs currently at the Lansdowne campus. It is this program move and the resulting space that is freed up at Lansdowne have driven the need for this program to consider current space allocation, programming need, and determining the best fit of space for both campuses.

The following diagrams show the neighbourhood contexts of the two campuses including transportation and road access.

Lansdowne campus is located within neighbourhoods of primarily single family homes. Interurban campus is in a diverse setting of suburban neighbourhoods, industry and research parks. One of the main access points, from Markham Street, travels through the Vancouver Island Tech Park before traveling through the north end of campus. The bike and pedestrian path connections at Lansdowne are focused on the perimeter of campus. The campus is supported by bike lanes on the adjacent roads. A walking path in Oak bay follows Henderson Road to Lansdowne Road. The campus pedestrian path network is also used by bikes and pedestrians but the grade change limits shortcutting through campus.

At Interurban campus, the bike paths are focused on the perimeter of campus. A series of walking and running paths on the east side of campus link into the Layritz Park and Saanich recreation trail system.



Lansdowne Campus Context

Interurban Campus Context

Lansdowne Campus - Bike & Pedestrian Paths

Interurban Campus Context - Bike & Pedestrian Paths

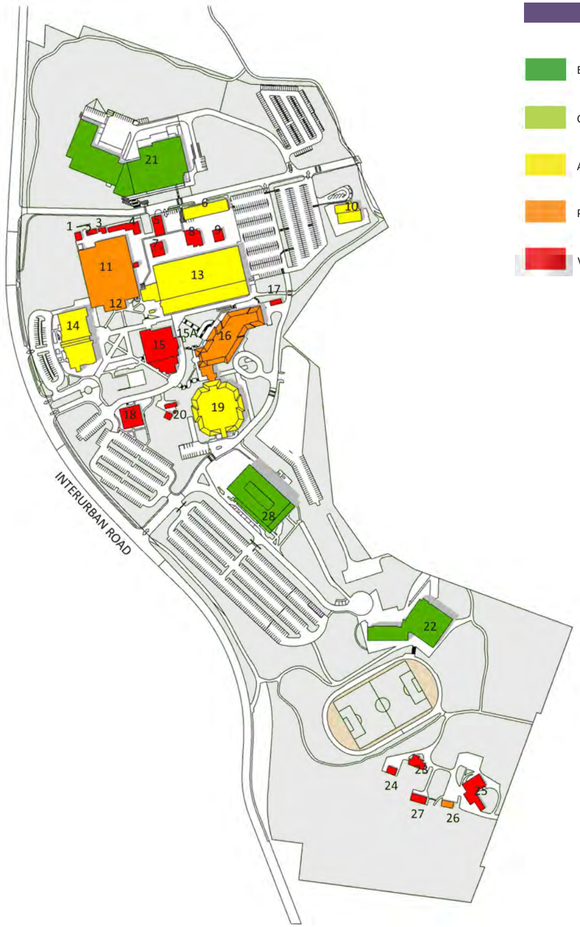
2.2.2 Existing Building Conditions

The plans illustrate the building condition encountered on site. These have been calculated from the Building Condition Reports (known as VFA) that Camosun provides to the province and reflect the Facility Condition Indices (FCI's) of the buildings. Building condition is affected in the long term by material durability, construction detail, strategic maintenance decisions and renovation histories. They have been categorized into the following ranges: very poor, poor, average, good, and excellent condition. The buildings that are listed in very poor condition are candidates for replacement or removal with the exception of the Young building which is a designated heritage site. While buildings may have low condition ratings, they are still capable of supporting the college in its daily campus activities. These buildings will however be prioritized in the long term for replacement or major restorations/renovations, in the case of the Young building.

- EXCELLENT
- GOOD
- AVERAGE
- POOR
- VERY POOR

#	BUILDING
1	CHEMICAL STORAGE
2	ISABEL DAWSON
3	CHILD CARE CENTRE
4	DENTAL
5	DUNLOP HOUSE
6	EWING
7	VISUAL/FINE ARTS
8	FISHER
9	WILNA THOMAS
10	GROUNDS
11	HULLY HOUSE
12	ALAN BATEY LIBRARY AND COMMONS
13	PAUL
14	PORTABLE G
15	POTTERY STUDIO
16	RICHMOND HOUSE
17	RICHMOND HOUSE GARAGE
18	YOUNG
19	TROLLEY SHELTER
20	ABORIGINAL GATHERING PLACE- NA'TSA'MAHT

- EXCELLENT
- GOOD
- AVERAGE
- POOR
- VERY POOR



#	BUILDING
1	CARPENTRY CLASSROOM
2	CARPENTRY STORAGE
3	FINE FURNITURE STORAGE
4	CARPENTRY DRAFTING ROOM
5	RECEIVING/PRINTSHOP/MAINTENANCE
6	FACILITIES SERVICES
7	CARPENTRY
8	COMPRESSOR
9	GAS CYLINDER STORAGE
10	CHILD CARE CENTRE
11	JOHN DRYSDALE
12	URBAN DINER
13	JACK WHITE
14	LIZ ASHTON CAMPUS CENTRE
15	HUBER HALL
15A	BICYCLE STORAGE
16	TECHNOLOGIES
17	CHEMICAL STORAGE
18	PORTABLE A
19	CENTRE FOR BUSINESS AND ACCESS
20	GREENHOUSE COMPLEX
21	CENTRE FOR TRADES EDUCATION AND INNOVATION
22	PACIFIC INSTITUTE FOR SPORTS EXCELLENCE
23	WARDEN'S HOUSE
24	WARDEN'S GARAGE
25	FORESTRY
26	FORESTRY LAB
27	FORESTRY OFFICES
28	ALEX & JO CAMPBELL CENTRE FOR HEALTH AND WELLNESS

2.2.3 Access & Transportation

Lansdowne

Lansdowne campus is bounded by three major arteries: Foul Bay Road, Lansdowne Road and Richmond Road. Primary transit access is from Foul Bay Road and Richmond Road. The main parking area is accessed from Foul Bay Road with short term parking and passenger drop-off also available off Foul Bay Road. A larger lot is available off Lansdowne Road and lies east of the Young building lawns. The total amount of parking on site is a 1053 stalls. Parking is a taxable benefit for employees; students pay for parking based on time needed in parking lots.

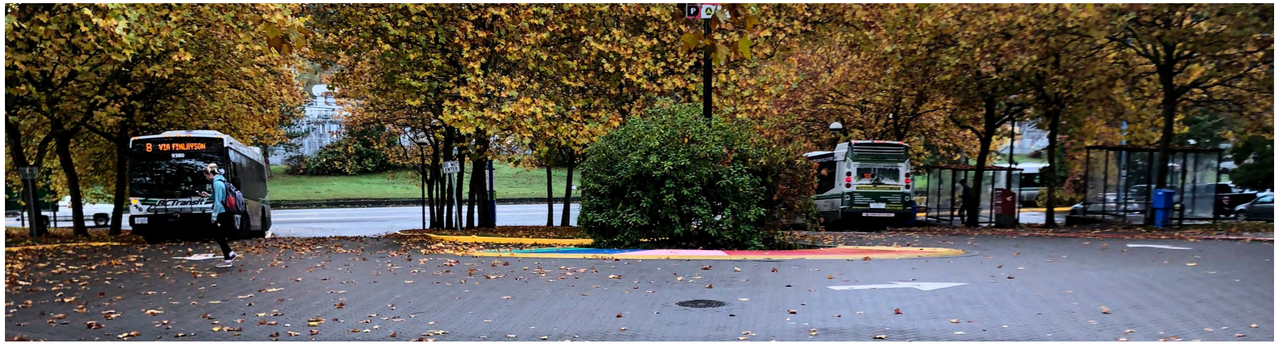
Interurban

Interurban campus is a much larger campus in land area. Because of its more remote location, there is more reliance on car access than Lansdowne. Students and staff at Interurban campus experience considerable congestion along Interurban Road, particularly at the intersection with Wilkinson Road at peak travel times. Currently, the campus has two large parking areas and several smaller ones. A new parking area is being constructed just east of the Alex & Jo Campbell Centre for Health and Wellness. The total number of parking stalls on site will be 1492 stalls. Part of the planning requirements for this Master Plan is to balance the impact on parking being generated by the move of Health and Human Services to Interurban. To accomplish this balance and achieve the terms of the development agreement with the District of Saanich requires a move of a similar number of FTE students from Interurban to Lansdowne.

Transportation Demand Management

It is clear that being able to get to and from campus is vital to long term success. The college has undertaken Transportation Demand Management (TDM) planning to align to its sustainability vision and to assist in the management of modes of transportation, trips, demand, and overall access issues for the campuses. This Master Plan reflects the strategies within the TDM strategy.

The Master Plan is developed based on the adoption of the Transportation Demand Management recommendations. Further information on the strategies, details and timelines can be found within the TDM document itself. The TDM will change the campus in impactful ways over time. For the purposes of this Plan and its projection ahead 20 years, it will assume that recommendations will be phased in gradually. The net effect is a reduction in parking on site for both campuses. This report includes the "Mobility Hub", a combined transit hub, bicycle parking and campus information centre, at Interurban campus identified in the TDM as this is an important element of the campus' continued growth and evolution. The Mobility Hub can be seen in the revised image map in Section 3.2.3, and the illustration of the campus and its development over time found in section 4.1.2.



Bus Loop at Interurban

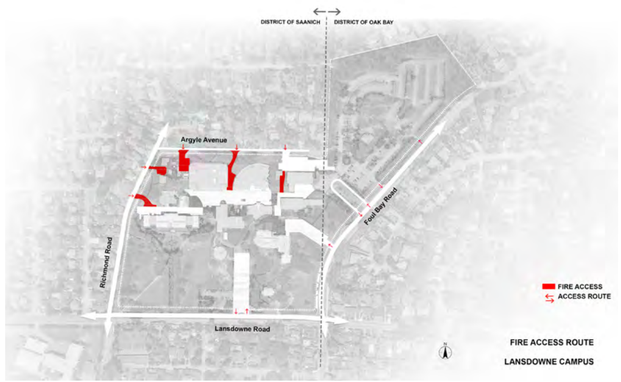
Parking Lot East of Trades Yard

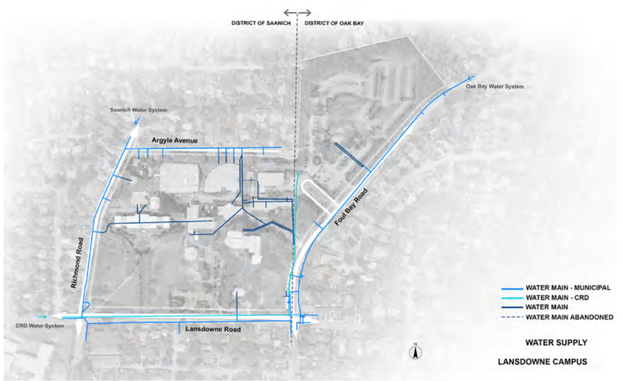
Main Parking Lot across from the Alex & Jo Campbell Centre for Health and Wellness

2.2.4 Services & Infrastructure

Lansdowne

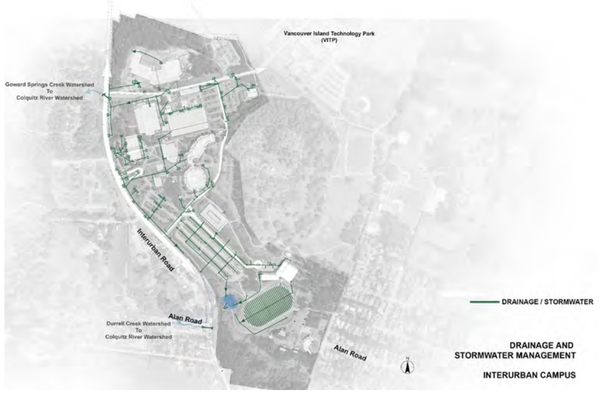
Services for both campuses were reviewed by Stantec Consulting covering power, water, drainage, and sewage. The layout of trunk lines, and other services lines were coordinated with surface layout and potential future directions. In the case of Lansdowne, there is nothing that would stand in the way of the development parcels indicated further on in this plan or with the further development of the "public realm" or that portion of the overall site that should be reserved from development. (More on this definition and its implications will follow in Section 3.1.1).

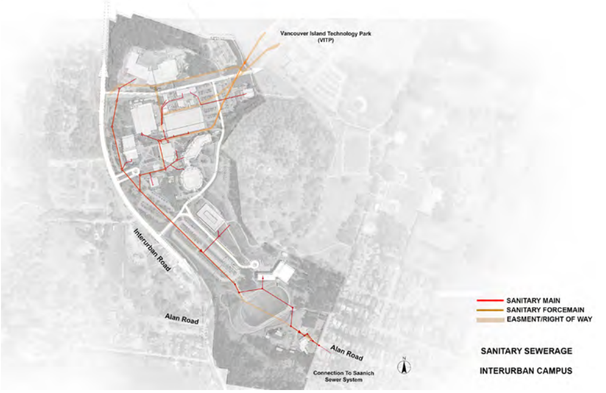


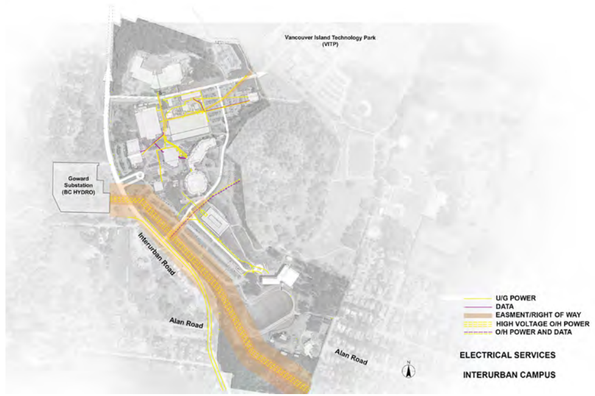


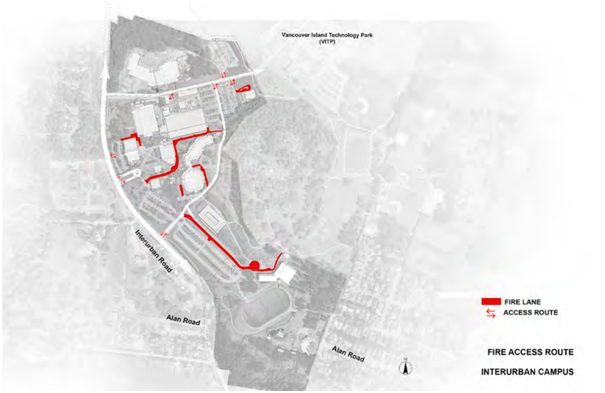
Interurban

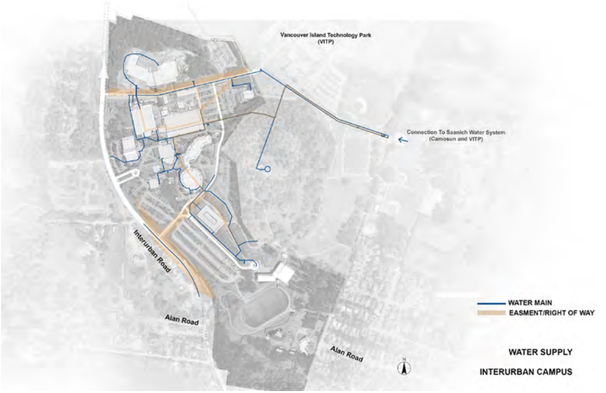
The Interurban campus is entirely different from the Lansdowne campus. It is criss-crossed by large trunk lines for sewage and drainage. In addition, the campus is bisected by a BC Hydro right-of-way that limits meaningful development on the western side of campus. Although there is development potential, it is considerably less than if the right-of-way was not present. The diagrams in this section identify the constraints that will be considered in the overall site development for the Master Plan.











2.2.5 Land Use & Zoning

Lansdowne

The Lansdowne campus straddles two jurisdictions. It is in the District of Saanich on the west, and in Oak Bay on the east. Although the zoning restrictions are similar with regard to building height, site coverage, and land use, the Oak Bay portion restricts the uses and does not allow housing. In addition, there is a significant area under the heritage designation for the Young building and the Dunlop House.

Although the current zoning does not present any issues, as the campus grows, the restrictions in height present significant barriers to developing adequate academic and housing buildings on the Saanich side. With the limited area at the Lansdowne site, more distant future growth would require continued upward construction for mixed academic buildings. There will come a time at the far end of the planning horizon where continued development of student housing will require review of the land use restrictions on the Oak Bay parcel and may require rezoning to allow such uses.

The zoning by-law highlights for **Oak Bay Institutional (P-1)** include:

- Principle permitted use: general institutional use
- Combined lot coverage of all buildings and structures shall not exceed 30%
- Combined floor area ratio of all buildings and structures of 1.0
- Every building set back at least 7.62 m from lot line
- No structure more than 14 m in height

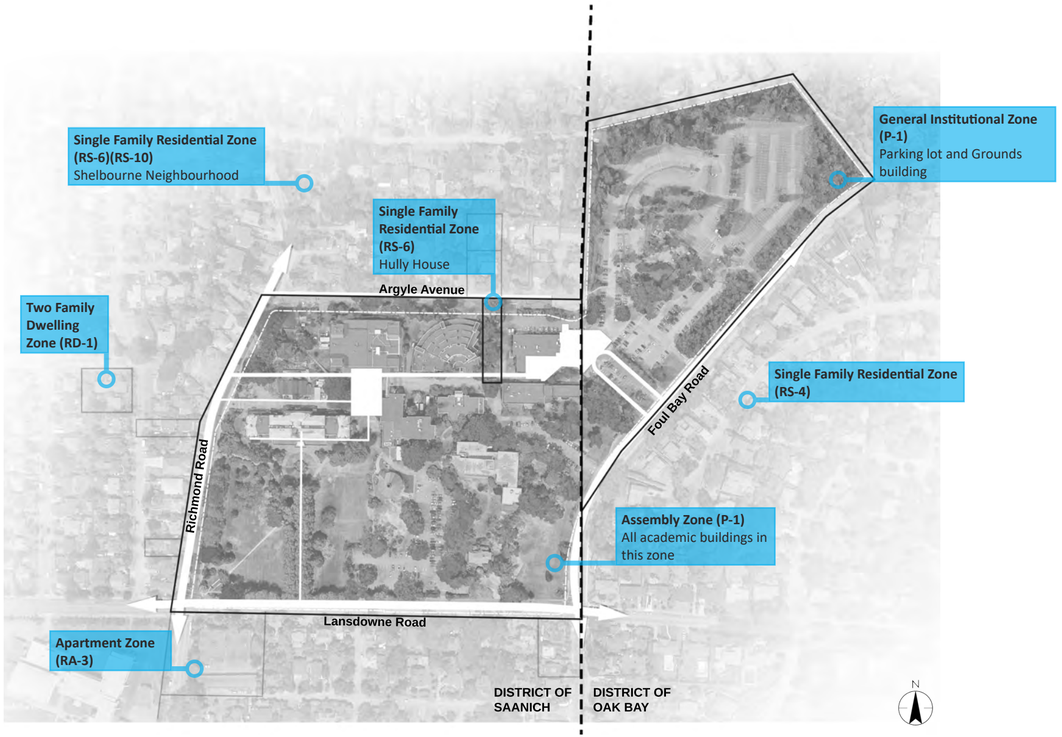
The zoning by-law highlights for **Saanich Assembly Zone (P-1)** include:

- Uses permitted: art gallery, college, daycare, horticulture centre, library, recreation facility, accessory buildings and structures, education support services
- Buildings shall be sited not less than 10 m from a front, rear and side lot line
- Buildings shall be sited not less than 6 m from an interior side lot line
- Buildings shall not exceed 10 m in height

The zoning by-law highlights for **Saanich Single Family Dwelling (RS-6)** include:

- Accessory Building and Structures
- Lot coverage shall not exceed 40%
- Buildings shall not be sited 6 m from the front lot line, 7.5 m from the rear lot line and provided the combined setbacks are not less than 15 m
- Buildings shall not exceed 7.5 m in height
- Building shall not exceed a floor space ratio of 0.5 or a gross floor area of 310 m²
- 1 parking space per 30 m² of gross floor area

This zoning is related to land adjacent to Hully House.



Interurban

The Interurban site has a similar issue regarding allowable building heights. The Alex & Jo Campbell Centre for Health and Wellness has cleverly utilized the steep slope upon which it is sited to minimize the variance that would be required to the height restriction of the District of Saanich. Developing elsewhere will require relaxations of the height restriction that would be much more pronounced than this example in order to optimize campus development.

The zoning by-law highlights for **Saanich Assembly Zone (P-1)** include:

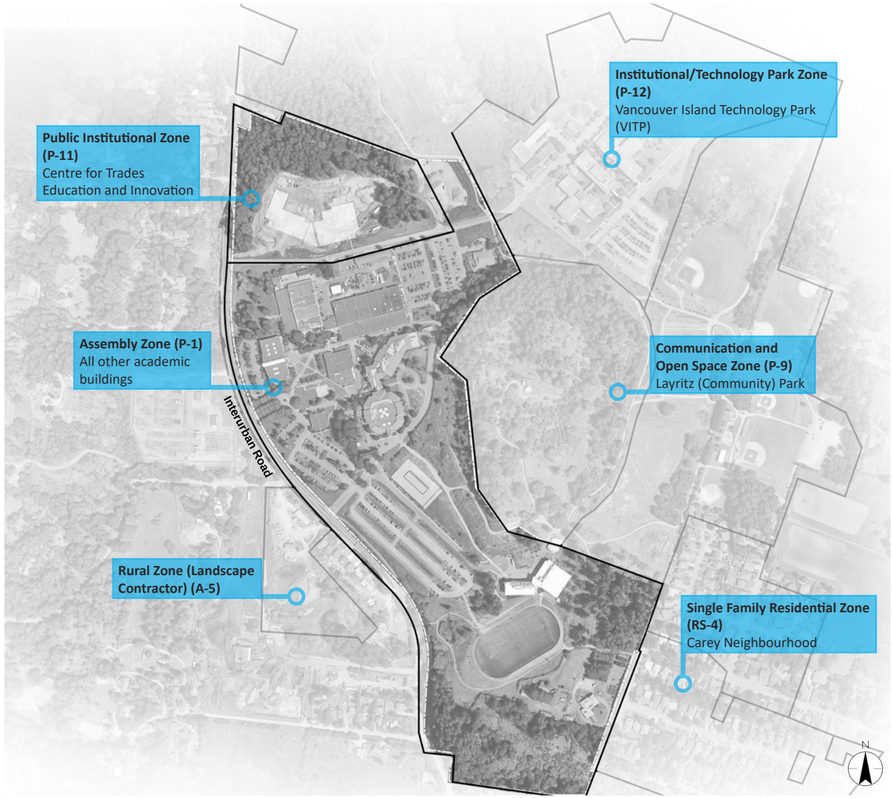
- Uses permitted: art gallery, college, daycare, horticulture centre, library, recreation facility, accessory buildings and structures, education support services
- Buildings shall be sited not less than 10 m from a front, rear and side lot line
- Buildings shall be sited not less than 6 m from an interior side lot line
- Buildings shall not exceed 10 m in height

The zoning by-law highlights for **Saanich Public Institutional Zone (P-11)** include:

- Uses permitted: college, research, high technology manufacturing, accessory buildings and structures, daycare
- Buildings shall be sited not less than 10 m from a front, rear and side lot line
- Buildings shall be sited not less than 6 m from an interior side lot line
- Buildings shall not exceed 10 m in height

The restrictions of both the numerous utility rights-of-way and the right-of-way of the BC Hydro high voltage transmission lines makes the growth of the campus more localized. This constraint is an advantage as the location of buildings within the campus structure reduce walking distances making a strong pedestrian campus. For campus housing, the recommendation of this Master Plan is to build a higher structure in central campus – in a future redevelopment of Huber Hall.

The development potential for both campuses allows for an overall site coverage within the requirements of the zoning for both municipalities. This has been calculated based on the identification of development parcels on the site and applying both coverage and Floor Area Ratio (FAR) constraints to them. They generally allow denser development within the parcel while keeping the overall site coverage of the campus itself within prescribed limits.



2.2.6 Intensity of Use & Optimization of Space

Introduction

Key to the long term development of a campus is understanding how existing spaces are being used. This intensity of use is not the same as utilization, as defined by the BC Ministry of Advanced Education. The analysis of space optimization is intended to inform decisions about the disposition of available spaces and matching their size and function to demand. It is a functional use of data for facilities management. Space optimization based on intensity of actual use can impact both bookable spaces, such as classrooms and meeting rooms, and usable spaces, such as change rooms and collaboration space.

What Data is Used

The data analyzed is a combination of the room assignments for specific courses from the Registrar's Office along with the room capacity. Added to this is the actual course enrollment. This gives us the number of people expected in the class used as a proxy for actual attendance. Since actual real time measurement of room population across the entire institution is prohibitively expensive, enrollment is a reasonable substitute with an acceptable margin of error.

The result of this process is a visual indication of the use of every scheduled room – classrooms, labs, seminar rooms, and shops – for every hour of every day throughout all semesters over at least two recent years. The data is displayed on a Tableau dashboard that allows the user to view the data for any room, or group of rooms, any building or group of buildings, and to vary the times that are under consideration.

Observations on the Data

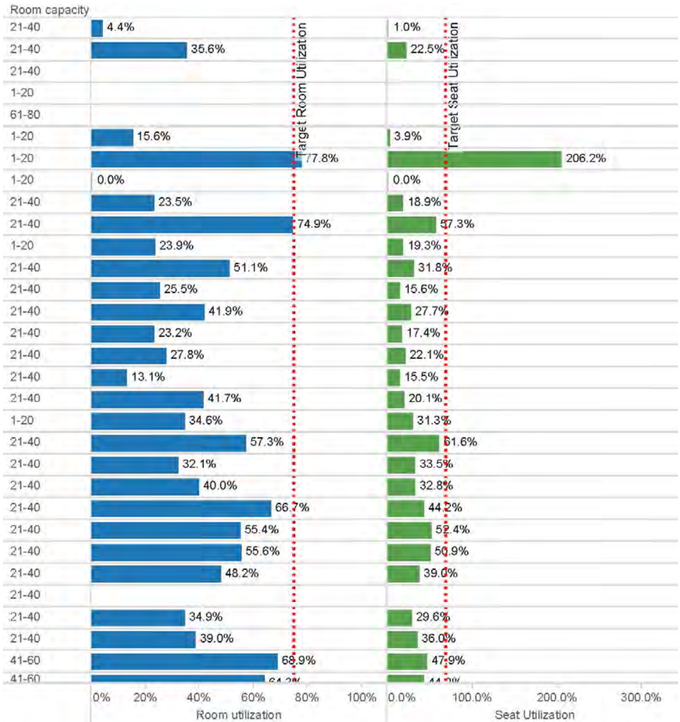
As expected, the intensity of use varies from room to room. In some instances, rooms are oversubscribed with enrollment exceeding the stated room capacity by significant margins. In other cases there are lower use intensities for rooms. This information begs the question of why there is lower use in some rooms. The optimization of use would suggest "levelling" demand to available rooms and seat capacities such that the outcome is as evenly distributed as possible. Although this sounds good in theory, the reason for lower use can be related to many things including the condition of the room, how it is equipped for the purpose intended, and the match between actual seating and room size.

These variations exist and are an expected phenomenon. Matching enrollment, seat capacity, how spaces are equipped, and the condition of rooms in building of significantly different vintages are difficult traits to balance when assigning space. The scheduling tasks are considerable and even with the help of software packages, the tasks are difficult.

The screen shot from Tableau shows the partial graph of all the rooms in one of the buildings at the Lansdowne campus. Our suggested room intensity target of 75%. Full room use at 100% is unattainable due to the inherent gap introduced by the different times as class sections are assigned blocks of time. Seeking to go beyond 75% almost immediately creates problems for the scheduling team in having insufficient rooms for the variation in section time assignments. It also shows the issue related to a having maximum room use (in the vicinity of 75%) and yet an oversubscribed seat use (exceeding 100%).

The information also identifies the preference for certain room sizes as well as for certain specific rooms. Combined with the fit attributes of assigned spaces collected from each department, a correlation of room use and condition will help to identify actions that can optimize room use across the institution.

Additional information on Intensity of Use and Optimization can be found in the Process Supporting Document.



Room Utilization vs. Seat Utilization

The Planning Context

The planning analysis completed in this Campus Master Plan is based on the cues in the physical structure of the campus that people use to orient themselves and make sense of the environment. It is based in the research work undertaken at the Massachusetts Institute of Technology. The research identified 5 different elements that define the "mental map":

These elements are a crucial part of our defining the "public realm" explicitly, and embedding them to help shape a comprehensible, well structured campus.

Paths

These are the lines of movement used by an observer. It can be a roadway, railway, transit line, canal, or a footpath.

Nodes

Nodes are points of strategic significance into which an observer can enter.

Landmarks

Landmarks are also point references, but unlike a node – which you enter – these are external to the observer.

Edges

The research describes these as linear elements that are not paths. They could be walls, a shoreline, or edges of continuous development.

Districts

Districts are sectors of a location that have a coherent character and may be perceived as being entered or exited.

These elements all combine to build extremely complex and powerful mental maps of our experience of a place. By identifying what these components are on the ground, we can determine which components of a campus are essential to its legibility, and which pieces make the place memorable and unique.

Conceptual Approach of the Plan

In order to achieve the recommendations outlined above, the approach to the Plan is somewhat similar to the world of city planning. In fact, many campuses are very much cities in a more contained scale. The constituent parts of what creates the mapping of space were described above as spatial elements. The combination of elements: path, nodes, landmarks, edges, and districts all combine to provide a strategy for overall campus structure.

A Strategy for Overall Campus Structure

Spatial Legibility

The simple understanding of campus organization.

Vitality

The environment supports health, mental and physical well being and safety.

A Sense of Significance

The clarity with which the campus is perceived and identified. This addresses the history, culture, and identity of Camosun in the physical fabric of both campuses.

Fit

The measure of how well the spatial organization of the campus reflects its customary uses.

Access

The degree to which all inhabitants of the campus environment have equal access to its benefits.

Control

The positive sense that a user of the campus has reasonable control over his or her environment and circumstance. You can think of these as "spatial rights"[1]. The most basic right is to be in the space in the first place, followed by the right to use its available characteristics and resources.

Efficiency

The efficiency of a locale plays into its ability to be sustained over the long term. This necessarily requires a balance across a number of issues from the financial well being of the institution, the condition of its buildings, the academic performance of its students, and the life achievements of its graduates.

2.3.1 Sustainability

Current practice at Camosun College has resulted in three LEED Gold buildings on Interurban campus; the Pacific Institute for Sports Excellence (PISE), the Centre for Trades Education and Innovation (CTEI) and the Alex & Jo Campbell Centre for Health and Wellness. PISE was completed in 2008 and CTEI achieved LEED Gold certification in 2017. The Centre for Health and Wellness project is currently under construction and is targeting LEED Gold certification in 2019/2020. Much of the remaining building stock was built before the LEED system was in place. Future development should continue to develop and adopt sustainable practice and policy, particularly as provincial and federal capital projects are required to meet certain sustainability targets.

While LEED is a common standard in post secondary construction today, additional sustainable construction assessment tools such as Living Building Challenge and Passive House, have been established with even more ambitious sustainability goals.

Centre for Trade Education & Innovation (CTEI)

Alex & Jo Campbell Centre for Health and Wellness

Pacific Institute for Sports Excellence (PISE)

2.3.2 Accessibility & Accommodation

Provincial and federal building codes often mandate the minimum level of accessibility, and often focus on mobility-based accessibility. While accessibility is essential, it does not address all access and accommodation concerns. Universal Design, on the other hand, is the design of buildings, objects and environments that are accessible to all people, regardless of age, ability or other factors. Camosun College supports Universal Design for learning as a framework for educational material and academic learning spaces that promotes flexibility, in order to accommodate learner differences.

Seven principles for Universal Design were developed in 1997 in order to guide design decisions:

Equitable Use

The design is useful and marketable to people with diverse abilities.

Flexibility in Use

The design accommodates a wide range of individual preferences and abilities.

Simple and Intuitive Use

Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills or current concentration level.

Perceptible Information

The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.

Tolerance for Error

The design minimizes hazards and the adverse consequences of accidental or unintended actions.

Low Physical Effort

The design can be used efficiently and comfortably and with a minimum of fatigue.

Size and Space for Approach and Use

Appropriate size and space is provided for reach, manipulation, and use regardless of user's body size, posture or mobility.

Accessibility and Universal Design on a campus is not a simple design exercise. Campus topography, travel distances, signage and wayfinding, landscape design and building interior design are all important factors to be considered. A comprehensive accessibility and accommodation audit is highly recommended in order to determine current state, particularly as building codes evolve over time. Buildings built to code over time no longer meet current standards. Having an audit complete, including a prioritized list of deficiencies, will allow the campus to integrate changes through maintenance projects, minor renovation projects and in future new construction programs.

2.3.3 Creating a Vibrant Campus

The key to vibrancy and spatial success is to connect the components of paths, landmarks, edges, nodes, and districts and ensure that those connections embody significant reference to local history, Indigenous culture, a sense of anticipatory adventure in learning, and a sense of the Camosun's inclusive and cohesive campus cultural identity. This can be achieved by:

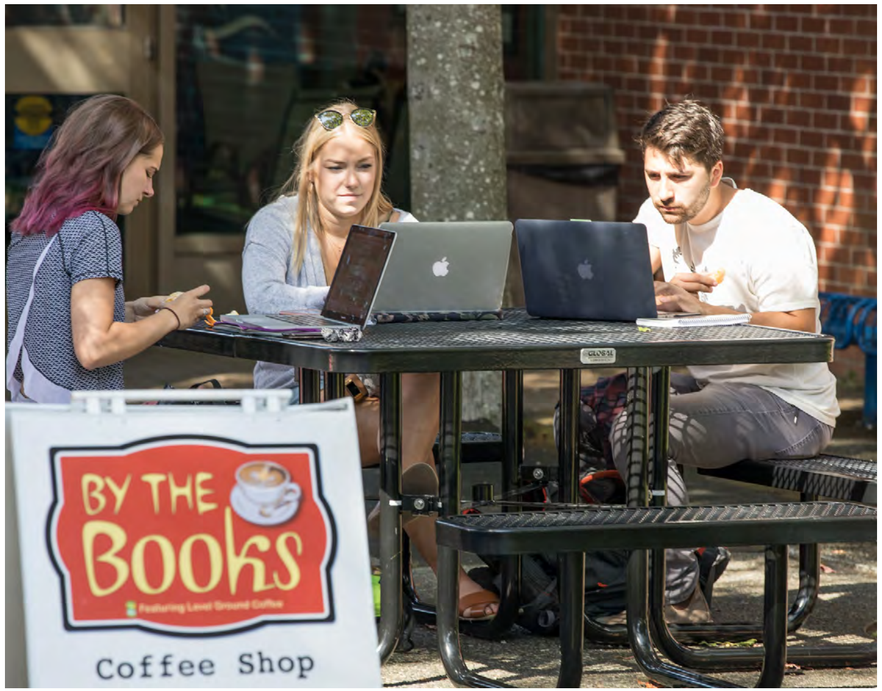
- Designing art and signage that has visual and linguistic references to Indigenous history

- Reinforcing the nodal points with glazed and well lighted gathering areas – particularly at the Fisher building ground floor adjacent to food services in Lansdowne and Huber Hall and Liz Ashton Campus Centre at Interurban campus.

- Consolidating disparate uses to streamline movement – for example, avoid mixing office use with classrooms or placing classroom on 2nd and 3rd levels alongside faculty and administrative space.

- Making the placement of services predictable. For example, student services gathered as a "One-Stop Shop" centralizes the services and makes it a nodal point for students, at Dawson building and LACC buildings. Academic programs, while not exclusively located in a single building, can be centralized by discipline, such as Arts and Science centralized in Fisher building and Young building and TEC centralizing technologies programs. The synergy through proximity will benefit the legibility of campus.

- The need for housing has been raised and will be discussed further below, but these elements can be added to the central campus in a way that supports existing college community and services in a powerful way.



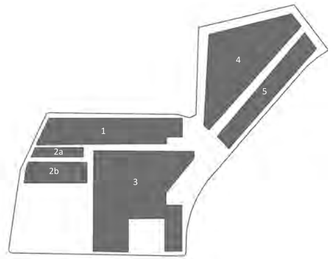
Students Working at Outdoor Tables

References to First Nations - Totem at Interurban

2.3.4 Development Potential & Parcelling

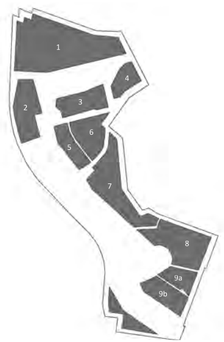
Development potential is calculated independent of existing buildings. Development parcelling is the identification of those areas outside the public realm where campus facilities can be constructed. If a parcel is further developed, through additions to existing buildings, the development potential is reduced by existing building area in order to determine the total gross area that can be developed.

Development parcels have been identified for both campuses including recommended Floor Area Ratios and site coverage requirements. The spreadsheet on the next page calculates the remaining potential for all occupied parcels and provides the resulting net development potential at the bottom. The FAR and site coverage is higher than prescribed in district zoning. The reason for this is that the recommended development levels apply to the particular parcel rather than the overall site. When the recommended development parameters are aggregated and distributed across the entire site, including the public realm, the result falls within the zoning density and site coverage requirements.



Lansdowne Campus Parcels

LOCATION		SITE PARAMETERS							PROPOSED	
CAMPUS	PARCEL	AREA SM	AREA SM	AREA SF	HECTARES	ACRES	SITE COVERAGE	FAR	SM	SF
Lansdowne										
	1	12,509.00	12,509.00	134,645.63	1.25	3.09	50%	1.20	7,505.40	80,787.38
	2a	1,671.00	1,671.00	17,986.48	0.17	0.41	50%	1.20	1,002.60	10,791.89
	2b	4,557.00	4,557.00	49,051.09	0.46	1.13	50%	1.20	2,734.20	29,430.66
	3	26,794.00	26,794.00	288,407.94	2.68	6.62	50%	1.20	16,076.40	173,044.76
	4	18,741.00	18,741.00	201,726.25	1.87	4.63	30%	1.30	7,308.99	78,673.24
	5	8,614.00	8,614.00	92,720.23	0.86	2.13	30%	1.30	3,359.46	36,160.89
	Public Realm	59,020.00	59,020.00	635,285.38	5.90	14.58				
		131,906.00								
									37,987.05	**408,888.81**
									Existing Building Area	**31,790.43**	**342,189.01**
									SUB-TOTAL	**6,196.62**	**66,699.80**



Interurban Campus Parcels

LOCATION		SITE PARAMETERS							PROPOSED	
CAMPUS	PARCEL	AREA SM	AREA SM	AREA SF	HECTARES	ACRES	SITE COVERAGE	FAR	SM	SF
Interurban				10.7639	0.0001	0.00024711				
	1	44,284.00	44,284.00	476,668.55	4.43	10.94	50%	1.00	22,142.00	238,334.27
	2	13,973.00	13,973.00	150,403.97	1.40	3.45	50%	1.00	6,986.50	75,201.99
	3	10,672.00	10,672.00	114,872.34	1.07	2.64	50%	1.00	5,336.00	57,436.17
	4	6,488.00	6,488.00	69,836.18	0.65	1.60	50%	1.00	3,244.00	34,918.09
	5	7,445.00	7,445.00	80,137.24	0.74	1.84	50%	1.00	3,722.50	40,068.62
	6	11,379.00	11,379.00	122,482.42	1.14	2.81	50%	1.00	5,689.50	61,241.21
	7	22,019.00	22,019.00	237,010.31	2.20	5.44	50%	1.00	11,009.50	118,505.16
	8	19,814.00	19,814.00	213,275.91	1.98	4.90	50%	1.00	9,907.00	106,637.96
	9a	6,303.00	6,303.00	104,883.44	0.63	1.56	50%	1.00	3,151.50	33,922.43
	9b	9,744.00	9,744.00	104,883.44	0.97	2.41	50%	1.00	4,872.00	52,441.72
	Public Realm	192,540.00	192,540.00	2,072,481.31	19.25	47.58				
		344,661.00								
									76,060.50	**625,705.51**
									Existing Building Area	**48,317.02**	**520,079.57**
									SUB-TOTAL	**27,743.48**	**105,625.94**

Campus Structure & Quality

2.4.1 Existing Condition

Lansdowne

Both Lansdowne and Interurban campuses are well structured and very handsome campuses. By structured we mean that the basic "bones" of what we have observed have been well laid out and connected. There are few significant obstacles to continued high quality development and to increase the quality and impact of what is now there.

Lansdowne has a clear east to west organization along a main pedestrian corridor that most of the buildings front on to. The exceptions to this are the older historic buildings such as the Young building (the original Normal School location) and the Dunlop House. There is a change in grade that places Young considerably higher than the other buildings, but there is a grand staircase that connects this part of campus to the main pedestrian corridor. This stair configuration is very effective at making that connection and it is not confusing as to where it leads.

Once up on higher ground, the vista of a lush green campus with the formal arrangement of land in front (south) of the Young building forms the approach to the stately structure. The Dunlop House also sits in a richly treed location with adequate room and a sense of location that is very defined. Young building is flanked with ceremonial spaces, like Na'tsa'maht, the Indigenous Gathering Place, and academic buildings, including the Wilna Thomas building, and smaller fine art studios.

The east side of campus is on Oak Bay lands and is currently the main parking along with a small green area in the centre, housing a small Grounds building. There is currently room for approximately 775 cars in this area. There are two other locations that are formal parking lots – one between the Paul building and Wilna Thomas and the other adjacent to the Dunlop House. The larger of these two is west of Dunlop House.

Isabel Dawson Building

Main Parking on eastside of Campus

Land in front of Young Building

2.4.2 Existing Image Map

Lansdowne's Mental Map

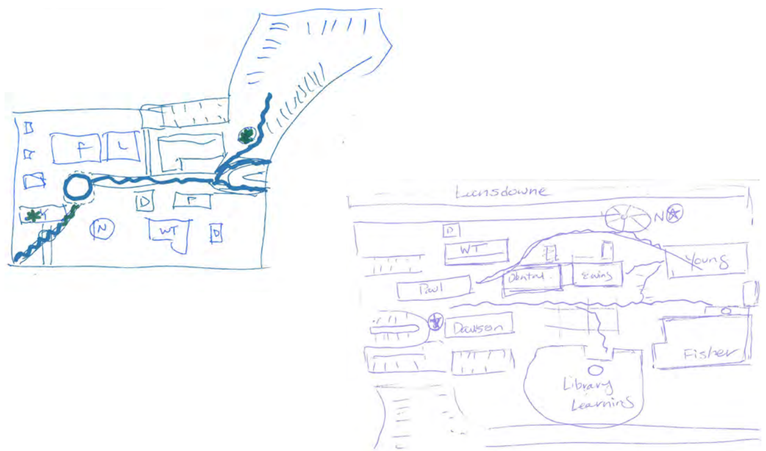
Lansdowne is clearly understood and is very legible from the very first experience of it by an observer. In one of the earliest workshops conducted in this project, Camosun staff were asked to draw maps of the campus from memory. Each of the drawings showed very clear understanding of the structure of the campus. The diagram below captures the major landmarks, nodes, and paths observed in the field. The connections are very strong overall but show some weakness at the west end where the grade transitions upward. The pathways through that upper area are not as well defined and provide a number of ways of moving through the landscape and between buildings.

The major landmarks are the logo fountain of the entry at Foul Bay Road, Dunlop House, Na'tsa'maht, and the Young building. The major nodes include the cafeteria, and entry area to the Fisher building (this is the location for the Bookstore as well), and the Library.

The paths are very clear, running from the landmark at the Foul Bay Road entry fountain to the Fisher building. There are several branches off this path leading directly to building entrances. The main circulation to other parts of campus and to the Young building occurs at the stairway opposite the Fisher building entrance. This is a clear branching and once at the top, you are directly in line with Na'tsa'maht with Young building to your right. The extensive green area draws you in and the entire area to the southwest then opens.

Edges are defined by the building massing along the main street as well as the edges of the streets that define the site. The final edge is the green area in the east parking area that separates the site from adjacent housing.

The districts can be defined as the north building zone, the south building zone and the historic zone that has a "A" and a "B" location – those being the Young building and grounds, and the Dunlop House and immediate grounds.



Mental Maps of Lansdowne Campus Drawn by Participants

CAMOSUN

thinkspace

2.4.3 Constraints & Opportunities

Constraints

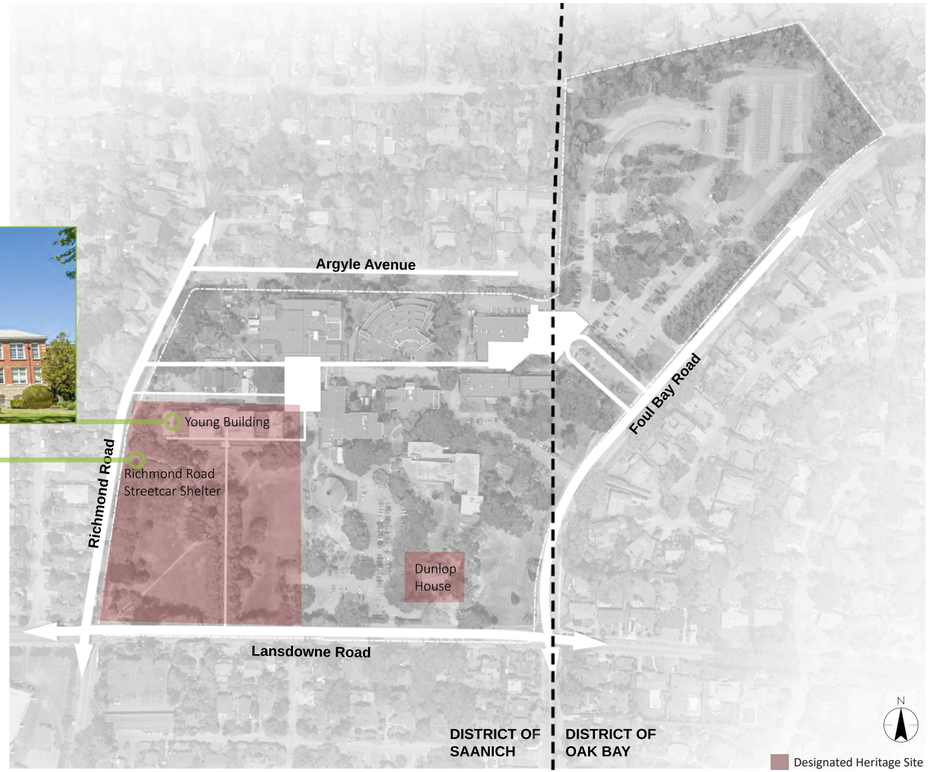
There are two major constraint types on Lansdowne campus: heritage designations and grade changes. Much of the grounds surrounding the Young building are included in the designated heritage site, preserving the landscape and the view to the building. Included in the heritage site is the Richmond Road Streetcar Shelter, a modest wooden passenger shelter on the edge of campus grounds. Built in 1920, it is one of two remaining shelters in Victoria and is a good example of Arts and Crafts building and landscaping design. The Dunlop House is also a heritage designated building. These fine landmark assets root the campus in Victoria's heritage and history.

There are some issues related to the transition from the central pedestrian path and the upper level. While the connection is generous with a striking stair connecting the two parts of campus, the stairs lead to the side entrance of the Young building– which is not the ideal formal approach to a heritage building. This connection is further muddied by the collection of smaller fine arts studios directly north of the Young building which interfere with the clarity of the lower pedestrian path. The upper level of campus would benefit from the replacement and relocation of smaller buildings and studios to the edge of the pedestrian path.

Opportunities

Opportunities abound at this campus. With the basic structure being so clear, these suggestions could further strengthen the campus structure and quality:

- Deepening the connection of Camosun to its Indigenous context would add another layer of meaning that enriches the campus already embedded in the college's name.
- Addressing the area north of the Young building as a green space connection rather than an assembly of small buildings.
- Reinforcing the connections from the central pedestrian path to existing and future buildings.
- Upgrading the surface materials, lighting, and signage of the central pedestrian path.
- Strengthening the nodal areas and landmarks to improve the mental map and wayfinding.



Constraints Map - Designated Heritage Sites

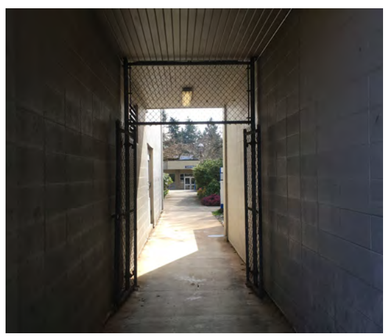
2.4.4 Existing Condition

Interurban

The Interurban campus is generally well structured. It is, however, a much bigger land area than Lansdowne. The orientation of the campus is north-south with most of the buildings and programs housed in the northerly third of the overall site. The site is located on a hilly outcropping surrounded by forests boasting mature Garry oak trees. The site's highest points are to the north and east, with the site falling away significantly as it meets Interurban Road. The Alex & Jo Campbell Centre for Health and Wellness begins to bridge the gap between this northerly section and the PISE building and athletic fields at the south end of the site. Parking lots run continuously along the west side of the site.

The campus is accessed from Interurban Road and from a connector to Markham Street through the Vancouver Island Technology Park. This connector bisects the northern third of campus from the Centre for Trades Education and Innovation, the most northern building on campus.

Trades Workshops and Yard



Separation of Trades Buildings from the Centre of Campus

Area in front of the Liz Ashton Campus Centre

2.4.5 Existing Image Map

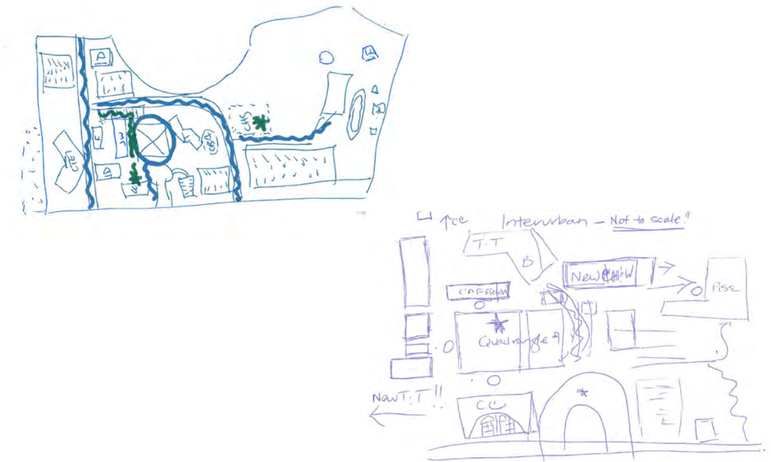
Interurban's Mental Map

The illustration on the next page indicates the major existing landmarks and nodal points. The trades entrance is a distinguishable landmark and its interior atrium is a potential nodal point. The Campus Centre is a clear landmark, and the PISE building's north end also offers a clear and distinguishable landmark. Another landmark location is the entry off Interurban and the vehicle and bus turnaround it leads to.

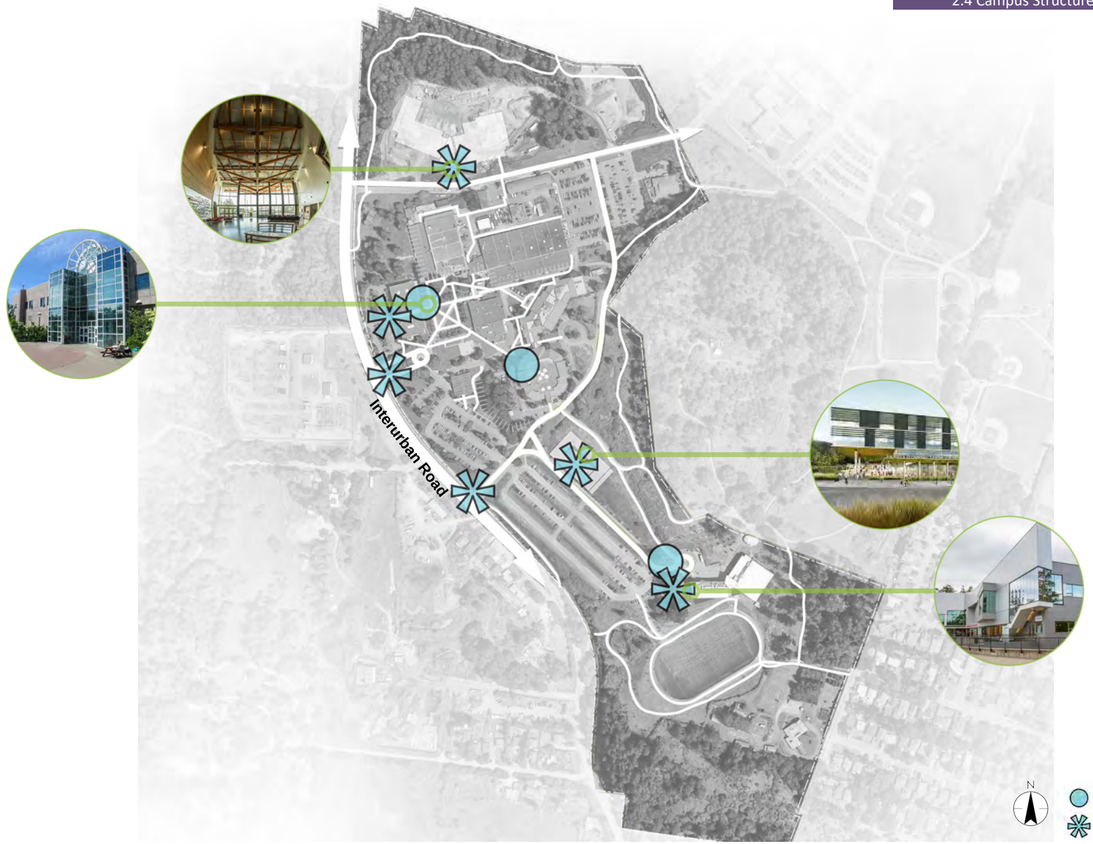
Principal nodal points are the second-floor entrance to the Liz Ashton Campus Centre atrium, and the entrance to Huber Hall (which is a main food service location), both accessed by the central quadrangle. Other nodal points are the interior atrium of the Centre for Trades Education and Innovation and the entry area of the PISE building.

This array of principal nodes will be supported with the completion of the Alex & Jo Campbell Centre for Health and Wellness interconnected exterior stair and interior gathering space and coffee shop will become a new node. The building itself has already become a landmark due to its distinctive glass and aluminium cladding, and its prominent location higher up on the slope.

While the campus has unique landmarks and nodal points, the image map is discontinuous. The strength of the individual landmarks and nodes are not connected in clear, intuitive paths and are impacted by the inability to see either of the campus' bookend landmarks, the CTEI and PISE, from the centre of campus. This will need to be corrected in the revised image map as part of this Plan.



Mental Maps of Interurban Campus Drawn by Participants



2.4.6 Constraints & Opportunities

Constraints

Two constraints impede the legibility of Interurban campus: discontinuities in north/south campus movement and the impact of utility rights-of-way on development potential.

The first discontinuity separates the Centre for Trades Education and Innovation from the remainder of campus. While it is possible to access CTEI on foot, the shortest route is a through narrow passage at the western end of the Jack White building which then requires pedestrians to cross the trades yard behind the John Drysdale building. This problematic connection is poorly signed and feels like a short cut rather than an intentional connection, which essentially isolates CTEI from the remainder of the campus community, except for those “in the know” or those brave enough to cross a working construction yard.

The second discontinuity is the connection from the quad to the south end of the campus. While the quad is a visually striking and welcoming space that allows access to most of the campus’ academic facilities, it is isolated from the southern end of campus. Most of the campus’ parking is located on a lower slope than the northern half of campus and the hilly, treed terrain blocks the visual connection between the two ends of campus and impedes movement northward from the parking lots. Furthering the visual disconnection, there is no clearly defined path to the quad. Without this key connection, pedestrians cannot navigate campus confidently. Attempts to resolve this uneasiness with directional signage and maps have not resolved the underlying lack of connection through campus.

From the southern parking lots, the first building after the Alex & Jo Campbell Centre for Health and Wellness that can be seen is the southern edge of CBA. The approach is along a busy vehicle access with limited pedestrian sidewalks and terminates at a side entrance to CBA, requiring a slow elevator ride to meet the main floor, or navigating side stairs hidden behind the elevator.

The constraint with the largest impact is the BC Hydro right-of-way and its high-tension power lines and towers. This is a major piece of electrical distribution infrastructure that affects the entire west edge of the campus from its southern boundary to the area just before the bus entry and turn around. This constraint is profound. It does not allow building to occur both in the right-of-way, and also restricts development potential on either side. While parking can occur beneath the wires and on the right of way, building development cannot. While disruptive to campus planning, were the voltages in the power lines higher, such as in the trunk line in central British Columbia, the danger of induction currents would preclude parking or building construction within an even greater right-of-way.

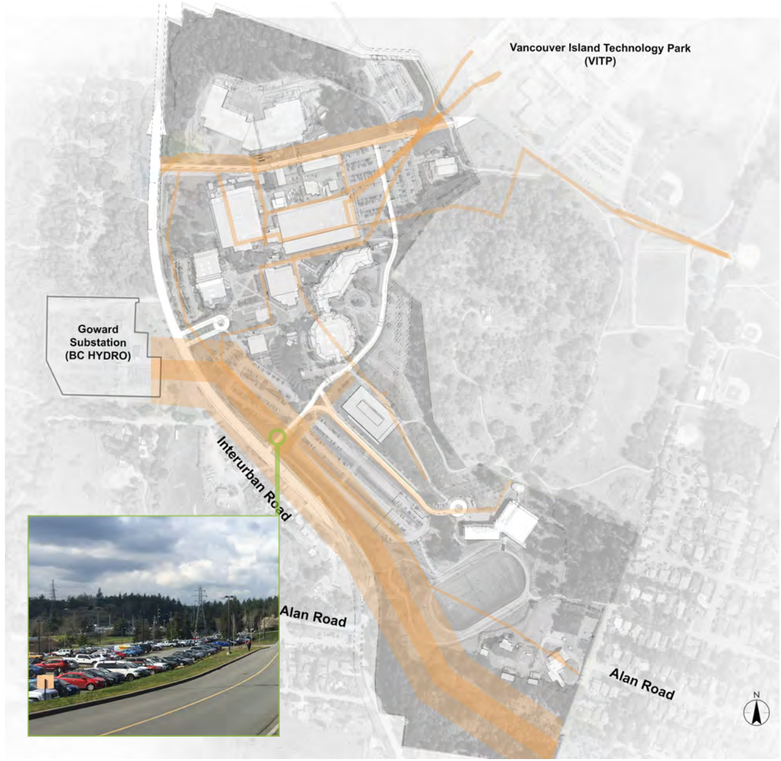
In addition to the BC Hydro constraint, there are several significant underground rights-of-way that inhibit development. These include trunk sewage lines from the northeast, water supply lines, and storm drainage lines. These are all illustrated in Section 2.2.4. These constraints – taken together – represent a significant reduction in the amount of land that is available for development. This is outlined further in Section 2.3.4 of this Plan.

Opportunities

Although the constraints discussed above are limiting, they do not preclude developing a coherent campus that has the ability to grow significantly if conditions warrant. The principal opportunity that presents itself is the consolidation of this partially fragmented campus into one coherent campus structure. This can be done by modifying the connections to the outlying areas both to the north and the south.

The connection to the north is the most challenging as this requires establishing a clear, safe pathway from the quadrangle to the Centre for Trades Education and Innovation. That connection needs to be large enough to leave a clear view of the building from the quad and protected enough to afford all those navigating the path safe passage. The simplest way to provide clear access is to remove the John Drysdale building and adjacent storage and classroom buildings. While not a driver within the Campus Master Plan, the building was also identified in the business case for CTEI. Future trades growth could occur by expanding the Jack White building eastward.

Because of the change in grade, the connection from the quad to the south end of campus cannot be achieved without an intermediate landmark and node that will serve as a “hinge” connection between the middle and southern ends of campus. This hinge point provides an opportunity for a unique and memorable moment in the campus experience.



Constraints Map - Easements & Rights-of-Way

THE MASTER PLAN

The Master Plan is a framework for strategic action. It is a document that is intended to inform college decisions in a manner that continually builds toward the outcomes envisioned. As academic priorities change and as funding opportunities emerge, the framework of the Plan defines the potential locations of future buildings to support and enhance the high-quality core elements of the existing campus.

With the constituent parts defined and a strategy for overall structure outlined, the following section identifies the components of the physical setting and recommends what these elements need to accomplish. Key to the recommendation is a clear delineation of the "public realm", the contiguous and specifically designed "surface infrastructure" of the campus that buildings *will never be built upon*. Like the streets, parks, public spaces, and monuments of a city, this is a accessible and high-quality space that becomes the backbone of the physical experience of the campus.

Additionally, this Plan identifies areas outside the public realm that are available for development and indicate these as development parcels. Each parcel has a specific Floor Area Ratio and site coverage that defines how much building can occur within that zone.

Central Pedestrian Path

Lansdowne Campus - Overhead Link

Figure Ground - Potential 20+ Year Build-out

LANSDOWNE
Campus Structure & Quality

3.1.1 The “Public Realm” - A Revised Image Map

The “Public Realm”

The term “public realm” is used by planners, architects and landscape architects with an imprecise definition. Professor Emeritus Lyn H. Lofland of the University of California David refers to the public realm as Social Territory. In this document, the public realm refers to the “glue that binds us together”. It is space that is permanently and consciously designed and:

- continuously available to its users and the public,
- can be appropriated for use by anyone on campus,
- connects all areas of the campus together coherently,
- is comprised of any combination of materials,
- can be a roadway, a pedestrian way, open space, enclosed space, or any combination of all of these.

The public realm is a combination of surface materials, wayfinding, lighting, traffic direction, pedestrian and bikeways, open space and gathering spaces. It may include kiosks, pavilions and gazebos or other outdoor structures, but it does not include building sites.

Why is the Public Realm Important?

The importance of the public realm is based on the stabilizing continuity it has on campus development and quality over time. The boom in post-secondary expansion post World War II gave us many examples of campuses across North America that had been severely compromised by haphazard development made under the pressure of exploding enrollments. Many campuses that had very legible and high-quality campus environments were subject to radical changes made without reference to any coherent plan or ignored establish plans in favour of quick solutions. The result was chaotic paths of movement, problems with continuity of space and legibility, and a degrading of the attractiveness of the institution to prospective new students and faculty.

A well designed, explicitly defined, and continuous public realm organizes development and allows expansion – even under pressure – that does not compromise the quality of the campus in the long term.

While the term public realm often refers to the continuity and access to space on campus, this Plan also strives to provide the following:

- To do so with the highest possible quality.
- To be defined as a no-build zone.

The illustration shows the recommended public realm at Lansdowne campus. It includes a buffer on the perimeter of the site, the historically designated areas adjacent to the Young building and Dunlop House, as well as the area that is the central pedestrian path of the campus extended all the way to Richmond Road.

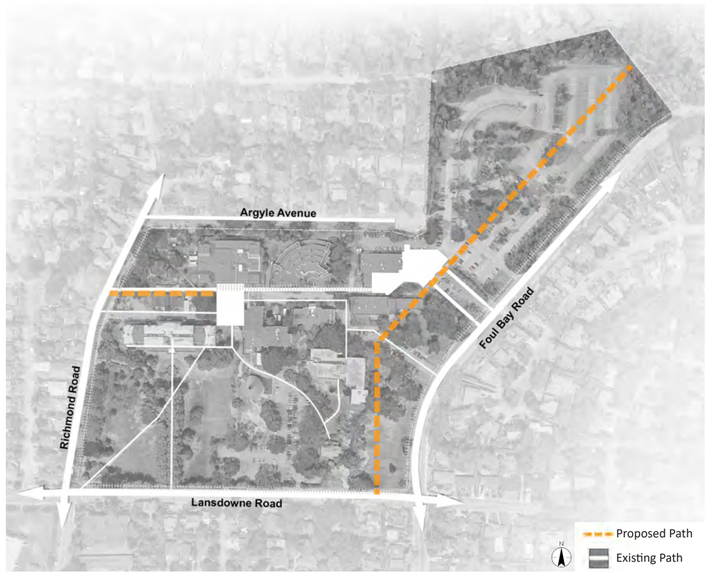
The public realm also reinforces and extends the image map by strengthening the constituent components to ensure they are richly connected, memorable, and effective.

Area in front of Young Building

3.1.2 Paths

The modifications recommended to the existing paths reinforce and extend what is already found on Lansdowne. For the west end of the campus, an extension of the path - the pedestrian path to the west at the upper level is recommended. To the east, a path is recommended from the fountain area extending deep into the parking area. As a potential mixed-use building zone (which may include student housing), this area could be best served by a direct pedestrian pathway as shown.

Central Pedestrian Path



3.1.3 Nodes

There are two existing major nodes at Lansdowne that will play a vital role into the future: the area in front of the entry to Fisher building and the area around the fountain at the drop-off off loop at Foul Bay Road. The former is an important connection to the proposed student-focused spaces on the main floor of the Fisher building. The latter is foreseen in connection with a renovated Dawson building that consolidates all student services in this one location and the consolidation of administrative staff to the Paul building. Another major node is recommended at the far east end of the site should housing be implemented in that vicinity.

The minor nodal points are associated with connecting the public realm to the Learning Commons, Na'tsa'maht, and the redeveloped Wilna Thomas building.

Logo Fountain

3.1.4 Landmarks

The Lansdowne campus has a rich variety of landmarks. The most noticeable, memorable, and largest is the Young building cupola. The entire setting is so distinctive, it becomes a major anchor of one's experience of the place. Another is the Dunlop House. The house and its immediate setting are remembrances of an era in Victoria's past and establish a link to the history of the region.

Other landmarks that are obvious and well established include Na'tsa'maht, and the logo fountain east of the Dawson building.

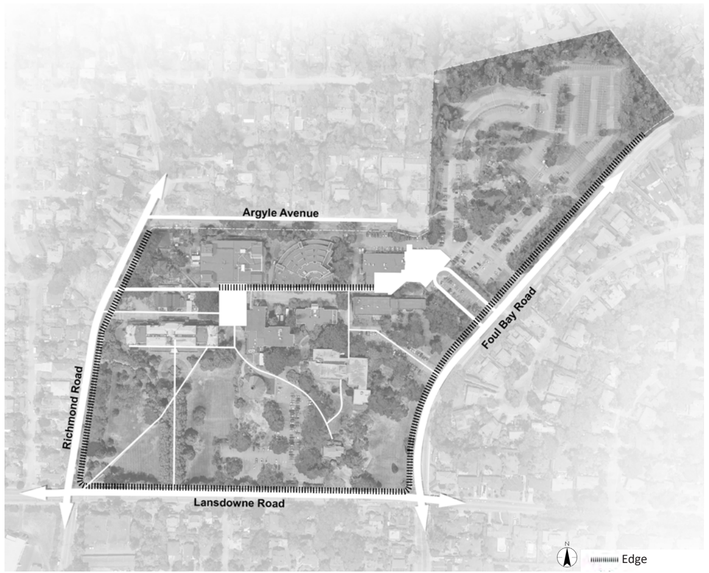
All landmarks need to be rich and unique. When they are carefully connected by distinguishable paths to other landmarks and nodal points, the campus experience is heightened.

Na'tsa'maht

3.1.5 Edges

The only real edges on the Lansdowne campus are experienced at the perimeter of the site. The buildings on the north side of the "main street" have an edge-like quality because they are aligned, but because they are separated by wide pathway, they are not as distinct as what is seen in urban cores.

North Side of the Central Pedestrian Path



3.1.6 Districts

Districts are simply areas of similar character. They are often bounded by edges that might be subtle or obvious. The following districts have been identified:

District 1 Academic Mixed²

District 2 Academic Mixed

District 3 Academic Available

District 4 Heritage Designation

District 5 Academic Mixed

District 6 Parking (future - Mixed use, Housing)

Young Building in Historical District

CAMOSUN

Figure Ground - Potential 20+ Year Build-out

INTERURBAN
Campus Structure & Quality

3.2.1 The “Public Realm” - A Revised Image Map

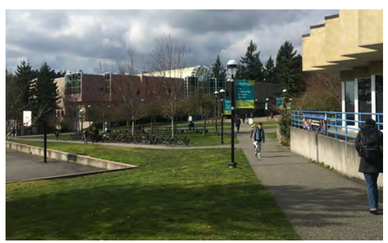
As previously mentioned, the image map of the Interurban campus requires addressing two major points of discontinuity. The first, is to the north where the presence of the Centre for Trades Education and Innovation and its approach are entirely hidden from the remainder of campus, and the other is to the south, where the terrain and pathways make routing and seeing final destinations unclear. The remedies for this is twofold. First, develop a clear and visible path to the north that allows visibility and accessibility to CTEI. Second, develop a new nodal point and landmark just southwest of the Centre for Business and Access (CBA) to assist in navigation toward the Alex & Jo Campbell Centre for Health and Wellness and PISE. The idea of the Mobility Hub, and the current limitations of the existing turn around and drop-off on Interurban Road offers a perfect opportunity to create a viable transition that links the core of the campus to its southern areas.

Buildings Blocking North-end of Campus

3.2.2 Paths

The core portion of campus in the vicinity of Liz Ashton Campus Centre and the quadrangle is very legible and clear. The pathways north and south extending from this core are problematic areas for the continuity of the Interurban campus paths. Resolution to these concerns include creating an opening north that allows visual and pedestrian connection, and improving the path that leads to a node or landmark which sets up the pedestrian for a successful connection to the next leg south.

The paths diagram shows these suggested pathways overlain with the existing paths.



Pathway towards Campus Centre

3.2.3 Nodes

The node structure at Interurban is somewhat more complex than the Lansdowne campus. The major nodes include: Huber Hall, Liz Ashton Campus Centre, and the public areas surrounding the Alex & Jo Campbell Centre for Health and Wellness. The more minor modes include: the CTEI atrium, the atrium areas in the Technologies (TEC) building and CBA, and entry area of PISE.

In addition to the above existing nodes, an additional nodal point should be reinforced between CBA and the Alex & Jo Campbell Centre for Health and Wellness. This nodal point coincides with the proposed Mobility Hub that is part of the TDM Plan. That node can function as a transit information centre, taxi call centre, and bike service and storage hub. This will anchor the paths from the core campus southward and be the connecting point for a path leading further south to the Alex & Jo Campbell Centre for Health and Wellness and PISE.

Entry Area of PISE

3.2.4 Landmarks

The landmarks generally coincide with the nodal areas identified above and include:

- The entry canopy and stairs leading to the CTEI entrance
- The glazed wall and barrel vault of the Liz Ashton Campus Centre
- The entry signs at both the vehicle entries off Interurban Road.
- The Alex & Jo Campbell Centre for Health and Wellness south elevation.
- The corner glazing marking the west end of the PISE building.

In addition to these, two new landmarks are suggested:

- One to coincide with the nodal point in the location of Huber Hall. This landmark building could include a new food services location with student related support such as the student society association located there. Locating student housing above such a replacement building is an exciting first housing step for the Interurban campus. A landmark in this location reinforces the existing Campus Centre entrance landmark and creates a vibrant quad area.
- The second is the new node proposed for the Mobility Hub location that can be a simple yet interesting building to include the transit information centre and the Bike Hub.

Entrance to Liz Ashton Campus Centre

3.2.5 Edges

There are two significant edges that exist on the campus currently. One is the wall created by the John Drysdale and the Jack White buildings to any movement north. The other is the east edge of the main parking areas as they move south. The parking lots, in particular, interrupt the easy southward movement of pedestrians when they encounter the edge of the steeper terrain southwest of the CBA.

These edges need to be eliminated or softened. The edge to the north is not acceptable and fragments the campus. The recommended solution is to remove the John Drysdale building once spatial audits are complete and spaces are found for the shops that now occupy it. That will allow an extension of the quad north to meet the CTEI and open a clear landmark vista to that building. The area against the parking lot between the two entry points off Interurban Road requires a modification to ease movement southward. This can be done with the implementation of the Mobility Hub. A further recommendation is to close the roadway east of the road leading to PISE up to the entry to the new parking area for the Alex & Jo Campbell Centre for Health and Wellness. This area needs to be pedestrian oriented and should prevent dividing of the campus due to vehicular traffic. The area that is closed can remain available for fire access, but needs to have surface treatments, signage, and lighting clearly identifying it as pedestrian only.

Terrain near CBA looking down on Huber Hall

3.2.6 Districts

There are six districts identified for the Interurban campus. These are:

- District 1 Academic - Trades
- District 2 Academic Mixed
- District 3 Academic Mixed
- District 4 Academic Mixed
- District 5 Parking and Transit
- District 6 Academic - Mixed and Athletics

Academic Trades District

Summary of Recommendations

4.1.1 Lansdowne Campus

4.1.2 Interurban Campus