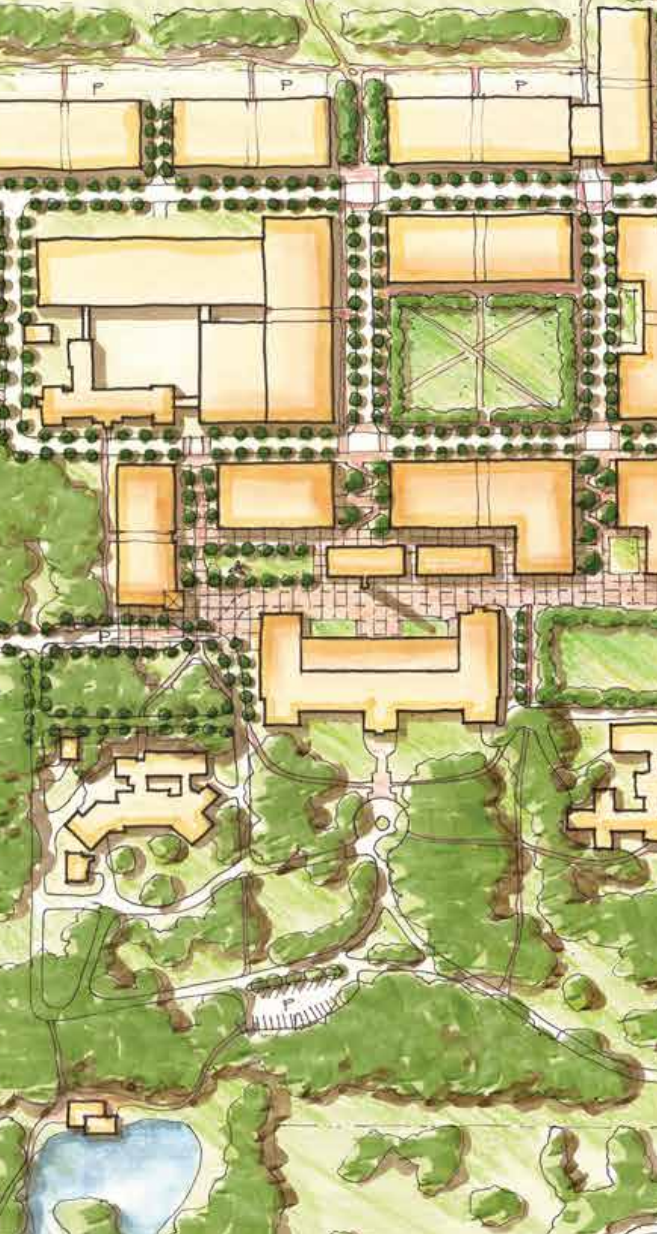

North Hill
Campus Master Plan

ASSINIBOINE COMMUNITY COLLEGE

DIALOG®

MMM GROUP

Cover photo credit: Mike Karakas

Acknowledgments

This Campus Master Plan represents the hard work of the many people who lent their time, care, and creativity to the North Hill Campus Master Planning Process. Were it not for their dedication this Campus Master Plan would lack the insight, inspiration, and pragmatic solutions that come with first-hand experience of the challenges and opportunities facing the North Hill Campus. Many of these individuals helped shape the Plan by participating in stakeholder workshops and public open houses, and in helping to administer the planning process.

It is with our sincere appreciation that the consultant team (DIALOG + MMM) would like to extend their thanks to the following:

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- **Brandon School Division** (Mark Sefton)
- **ACC Early Learning Centre Board of Directors** (Josh Seeland – Chair)
- **Brandon Youth Soccer Association** (Gerry Rocan, Scott Haddow)
- **Brandon Mental Health Centre Alumni** (Len Howell)
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- **ACC Counsellors' Day Participants**
- **ACC Students' Association**
- **ACC Retirees**
- **ACC Staff and Students**

Thank You for your participation!

Assiniboine Community College Planning Team

Mark Frison, President

Jack Moes, Vice-President Academic

Steve Horne, Director of External Relations

Danielle Adriaansen, Manager Public Affairs

Jim Simmons, Director of Facilities & Safety

Karen Banuga, Executive Assistant - Vice President Academic

DIALOG Design Project Team

Antonio Gómez-Palacio, Principal - Project Lead

Gail Shillingford, Associate - Urban Design Lead

Michael Matthys, Urban Planner

MMM Group Ltd. Project Team

Kerra Mruss, Transportation Planning Lead

Derek Dreger, Civil Infrastructure Advisor

David Jopling, Municipal Approvals Lead

Contents

1 Introduction

In 2014, Assiniboine Community College (ACC herein) embarked on an exciting journey to develop a Campus Master Plan for the North Hill Campus site that sets a direction for its future growth and development over the coming decades.

Stakeholder Workshop Participants

The Campus Master Plan provides a framework for the physical structure of the future campus' built form, open space, and circulation network, with the aim of providing opportunities to bring out the strengths and values that are inherent in ACC, and position it as a place that provides an unparalleled student experience, and engages students, staff, faculty, and the community.

1.1 Purpose and Goal of the Campus Master Plan

The goal of this Campus Master Plan is to act as a roadmap for change by providing a clear, concise vision of how the physical North Hill Campus site should develop to effectively support the overall strategic directions for the Assiniboine Community College.

To that end, the Campus Master Plan contains a set of frameworks that articulate the vision for the future of the North Hill Campus. These frameworks (among other things) guide:

- The character of new buildings and where they go on campus;
- The organization and character of open spaces on campus;
- The way people travel to and from campus; and
- The way people move around the campus and within it.

A key goal of the Campus Master Plan is to align with the College's Strategic Direction and to seek campus planning opportunities through which the College's mission can be achieved.

ACC STRATEGIC DIRECTION

VISION

Exceptional Learning Experiences

MISSION

Transforming lives and strengthening Manitoba through applied education and research

- *Unparalleled student experience*
- *Quality programs responsive to Manitoba's labour market*
- *Outreach and engagement to support economic growth*

1.2 Campus Master Planning Process

In 2014, ACC retained DIALOG to lead the consultant team, providing master planning, design and public engagement expertise. The MMM Group, provided transportation planning analysis and expertise. The consultant team worked collaboratively with the Project Client Team and an Advisory Committee established at the onset of the project to provide feedback and strategic direction throughout the Campus Master Plan process.

Development of the Campus Master Plan was structured around a dynamic, integrated, and collaborative process intended to actively engage and cultivate interests and ideas from an array of stakeholders. Its four phase structure, as shown in the graphic below, integrated technical expertise with a public consultation strategy that emphasizes a true dialogue with participants.

Phase 1 (Part A) - Background Review and Analysis: The first phase was both an initiation to the process, as well as an exploration and evaluation of ideas to help develop the vision and principles that guide the project. It consisted of a project kick-off meeting accompanied by a site-visit, a series of interviews with key stakeholders, as well as an internal review of all relevant planning and strategic documents. The stakeholder consultation process provided a means in which to achieve consensus around what the new direction for the campus should be. The outcomes of this process included a list of emerging themes that defined a new direction for the campus.

CAMPUS PLANNING PROCESS

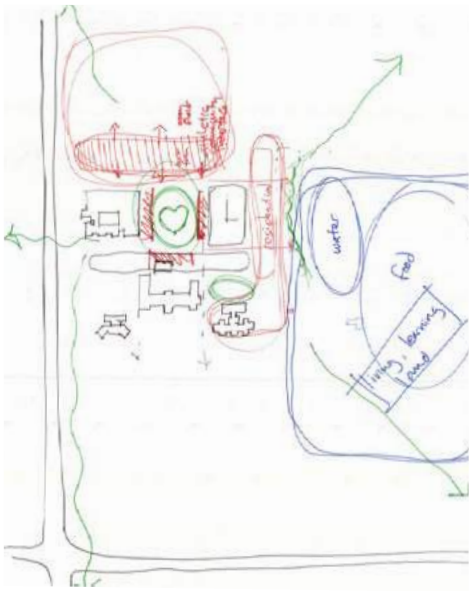
North Hill Campus Planning Process

Phase 1 (Part B) - Establishing a Vision, Principles and Big Moves: This stage included a detailed opportunities and constraints analysis, as well as a workshop with key stakeholders which resulted in the development of a Vision Statement, Guiding Principles and a series of "Big Moves" to guide preliminary concept development.

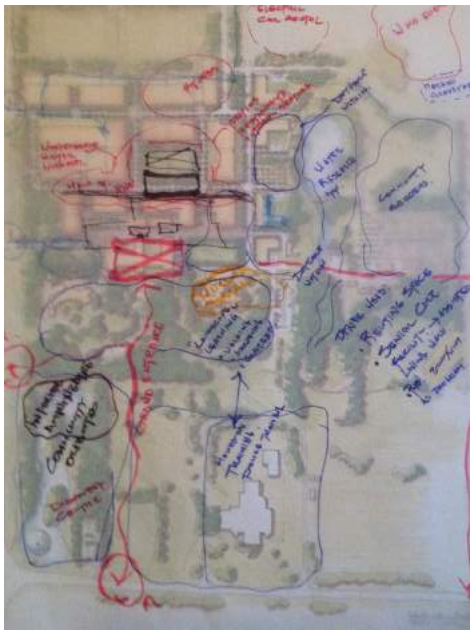
Phase 2: The Second Phase of the Campus Master Plan Process included the development of a Draft Campus Master Plan Concept which illustrated the emerging themes and "Big Moves" brought forward in the Phase 1. It was in this phase that the Plan Frameworks, the layers of the Plan structure, were also defined. These included the built form, open space, transportation, and sustainability frameworks. This phase included a robust public and stakeholder engagement process involving a series of workshops with faculty and staff, key stakeholders, and a public open house. This resulted in the affirmation of a Draft Campus Master Plan Concept and Frameworks.

Phase 3: This phase saw the refinement of the Draft Campus Master Plan Concept and Frameworks and the development of a Draft Campus Master Plan report developed by the Consultant Team. This process included integration of other initiatives underway such as the development of the first student family residence on campus, and the City's Greenspace Master Plan. The Draft report was presented to students at individual student forums, and at a public Open House.

Phase 4: This final phase saw the refinement and finalization of the Draft Campus Master Plan report, incorporating feedback from the Advisory Committee and the public after an open house where the draft report was presented.



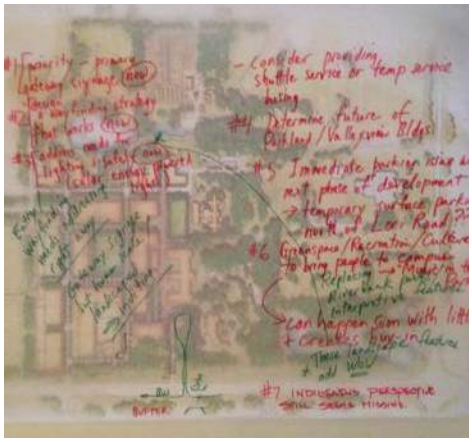
Stakeholder workshop outcomes - campus land uses and structure



Stakeholder workshop outcomes - Concept Plan ideas

Stakeholder workshop, group participation

Illustrative panels at workshop



Stakeholder workshop

1.3 Consultation Process

Community engagement is an essential component of a Master Planning process to determine what a campus community, surrounding community and the City believe to be important. As part of developing the Assiniboine Community College, input and feedback was sought from stakeholders via interviews and design workshops held during each phase of the master planning process. Similarly, members of the general public were also engaged into the process via Open Houses at key milestones. The engagement process and formats used were vital in the development of this Campus Master Plan since stakeholders and the public were able to provide unique insights and opportunities regarding the site, and what is important to the development of the site. The final Campus Master Plan is therefore a result of an inclusive process, ultimately reflecting the desires of both the College's strategic goals and the broader community. The following is a list of each engagement event held during the process. A detailed summary of the consultation process is provided in the attached Appendix 1.

Consultation Events:

- **Stakeholder Interviews** - April 16th & 17th, 2014
- **Stakeholder Workshop 1: Vision, Principles & Big Moves** - June 24th, 2014
- **Staff and Faculty Workshops: Preliminary Campus Concept and Preferred Strategies** - September 10th and 11th, 2014
- **Stakeholder Workshop 2 and Public Open House: Preliminary Campus Concept and Preferred Strategies** - September 11th, 2014
- **Public Open House and Student Forums** - December 3rd, 2014
- **Presentation to the Board of Governors** - January, 2015

Stakeholder Workshop 1 - Presentation of outcomes

2 Background

Assiniboine Community College's North Hill Campus resides within one of the most unique land assets of the City of Brandon.

North Hill Campus (approximate boundary outline in red) and surrounding context. Credit: Google.

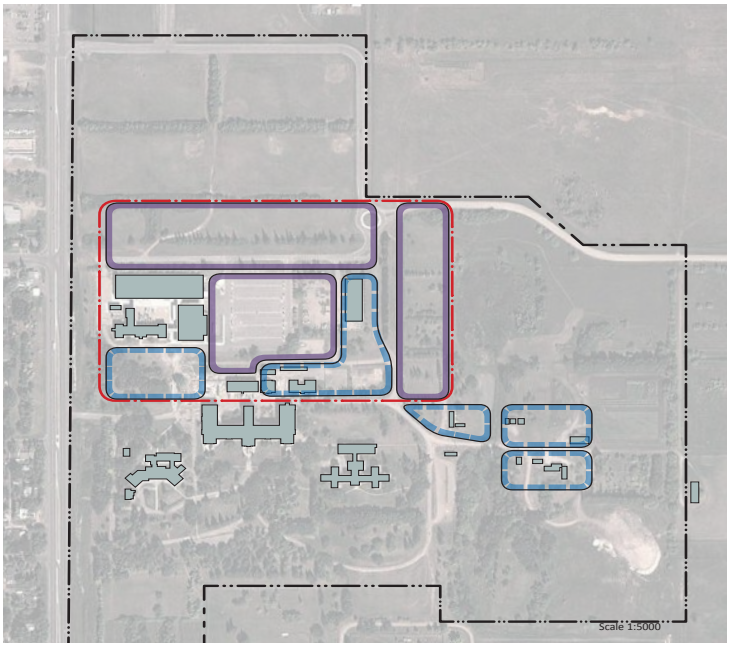
Assiniboine Community College's North Hill Campus is located in the north-eastern portion of the City of Brandon, Manitoba. The site currently consists of a series of heritage buildings, located at a higher elevation than the surrounding topography (Brandon's north hill), thereby providing the site with a sense of grandeur. The North Hill Campus features the Manitoba Institute of Culinary Arts, which opened in 2007 to students and members of the community. The Len Evans Centre for Trades and Technology opened in September 2010, completing Phase two of the relocation. The College is currently in the midst of relocating all its Brandon-based programming to the North Hill site, thereby necessitating the need for this Campus Master Plan.

Contextually, the site is surrounded by low-rise residential neighbourhoods in the west, and open space areas/agricultural areas in the north, south, and east. Access into the site is via Lori Road off of 1st Street which is north of the main campus area. The remainder of this section will provide further details on key opportunities offered by the site's physical, historical, and policy context.

2.1 Existing Conditions & Opportunities Analysis

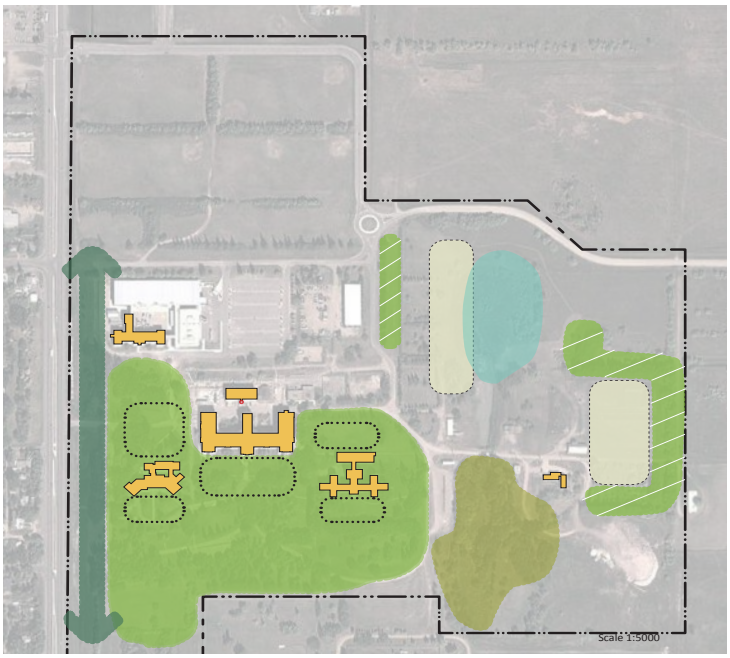
Based on an analysis of existing physical conditions, as well as key themes emerging from the stakeholder interviews, the opportunities on the following pages were identified for the future physical development of the North Hill Campus site and include development site opportunities, notable built form and open space heritage assets, distinct character areas, distinct landscape areas, campus accessibility and circulation, key views and view corridors, and opportunities to improve the campus' positioning within its surrounding context.

2.1.1 Development Opportunities: “Soft Sites”



In keeping with the sustainability themes that emerged from stakeholder interviews, relocation and consolidation of programming on the North Hill site provides a key opportunity for creating a compact and animated campus. Even though the site has a greater capacity for a sprawling development scenario, a tight development boundary (identified in red) enables the creation of a compact and walkable campus which also helps to preserve the natural heritage features of the broader campus site as a no-build zone. A number of “soft sites” were identified (areas in purple) as areas to focus the build-out of the core campus consisting of primarily the parking lot, the southern portion of the recreational fields and the open fields west of the pond. Additional sites (areas in blue) were also identified as potential soft sites, but would entail further review and consideration based on the value of the structures and open spaces within.

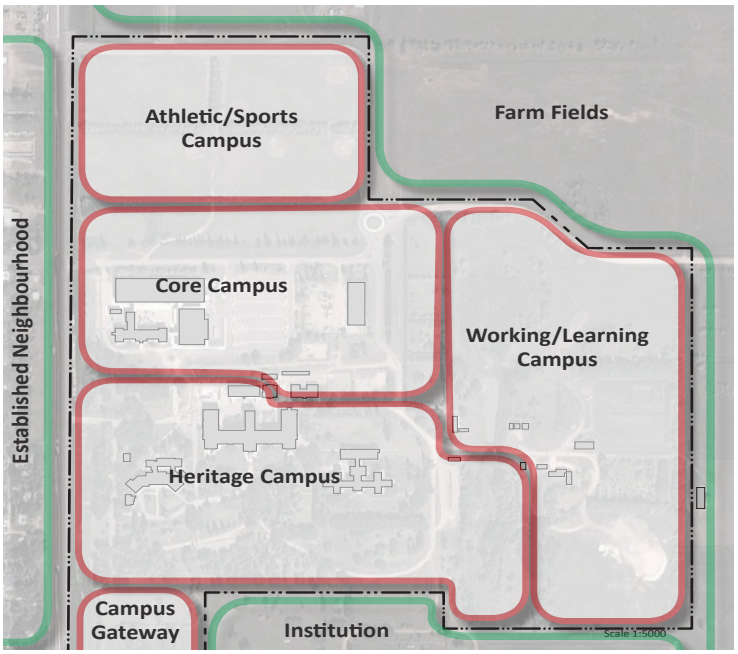
2.1.2 Notable Heritage Assets, Natural and Built



The campus sits prominently on the North Hill, which is a key natural heritage feature within the City of Brandon. The site is home to a unique collection of natural assets including mature tree and shrub hedgerows, farm fields, gardens and orchards, a remnant pond landscape, and wetlands fed by natural water aquifers. The main heritage buildings are themselves surrounded by a bucolic landscape with a mature tree canopy and pathways. A cemetery sits easterly of the buildings and disappears in the mature canopy landscape identifiable by a significant entry gate. Finally, the campus is framed by a natural edge of trees in the south and west that provides a park-like character to the area.

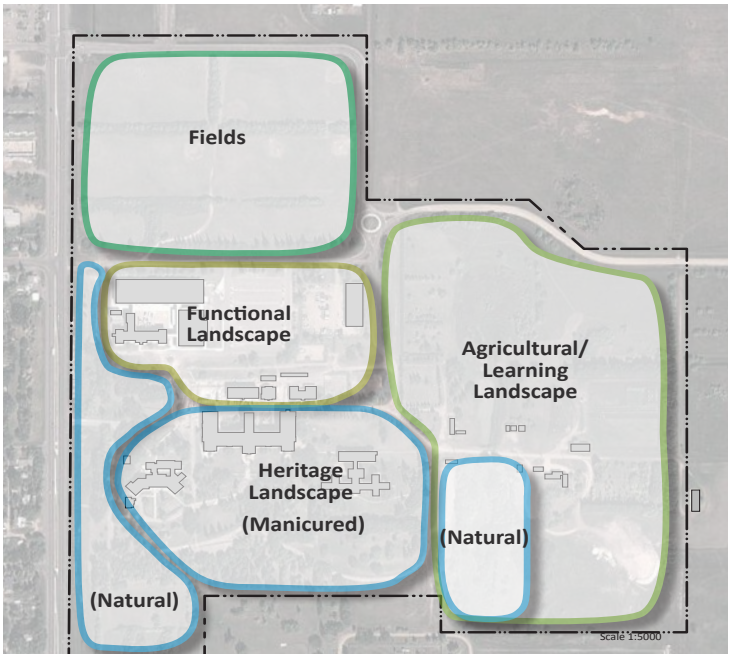
2.1.3 Character Areas/Precincts

An underlying structure for the North Hill Campus already exists, which is largely defined by the existing features - the recreational fields north, the grouping of heritage building and landscape south, the working landscape east, and the new buildings central. Defining these areas as distinct precincts based on the character of place provides a means of organizing the campus structure. Each of the key precinct can leverage a unique aspect of its current and planned landscape to build a unique identity as a precinct and for the overall campus. The Heritage Campus for example, exemplifies the campus' history. The core campus is positioned to be the modern heart for the campus, with the Len Evans Centre for Trades and Technology at the fore of iconic building development. The Athletic/Sport Campus can be the centre of active recreation for the campus and link to the surrounding community. The Working/Learning Campus is a centre for outdoor active learning, enabling the legacy of self-sufficiency.

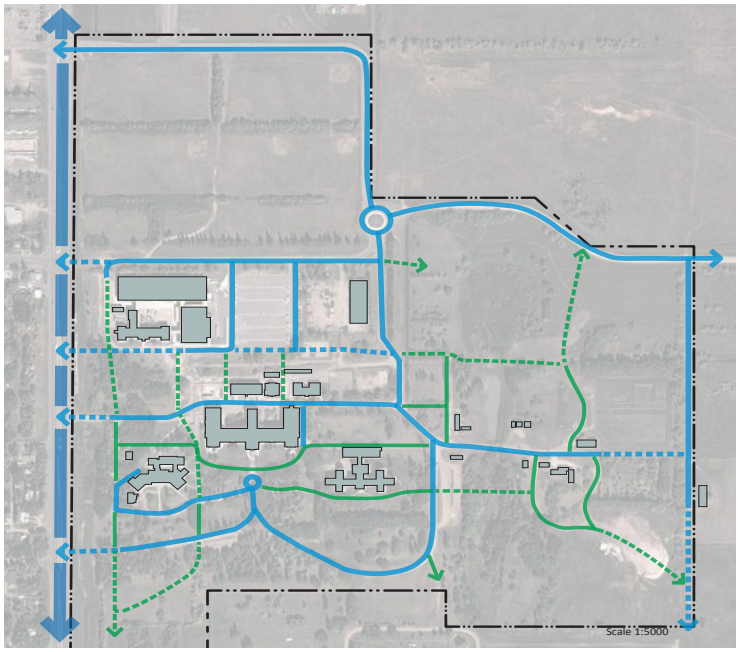


2.1.4 Landscape Character

The current physical landscape of the site can be divided into three broad categories as illustrated in the diagram on the right: Fields, Functional and/or Learning Landscapes, and Heritage Landscapes (natural or manicured). Categorizing these landscapes and leveraging their assets helps in the development of a diverse and substantive open space framework that provides a clear structure and guidance for building development. Defining the landscape character also helps to define a purpose, identity, and character of place for the North Hill Campus.

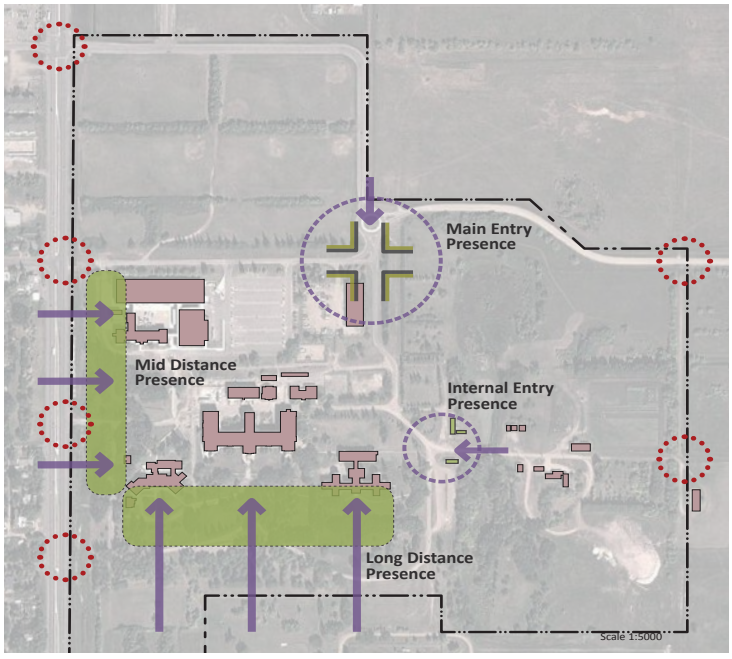


2.1.5 An Accessible Campus



A key theme that resonated among stakeholders was the need to create a campus that is accessible through all modes of transportation. Encouraging a walkable campus was a key consideration. An opportunity therefore exists to enhance existing pedestrian and vehicular connections through the site. In particular, creating more entry points along 1st Street into the campus and providing a new east-west connection through the main campus area helps in creating a more open, accessible, and welcoming environment for students and the broader community. Creating new connection along the east edge of the campus was also deemed important as a means of making the campus assessable from all sides and to accommodate future campus growth in that direction. Lastly, creating pedestrian pathways and trails through key natural features encourages an active lifestyle and can foster an appreciation for the site's unique natural heritage assets.

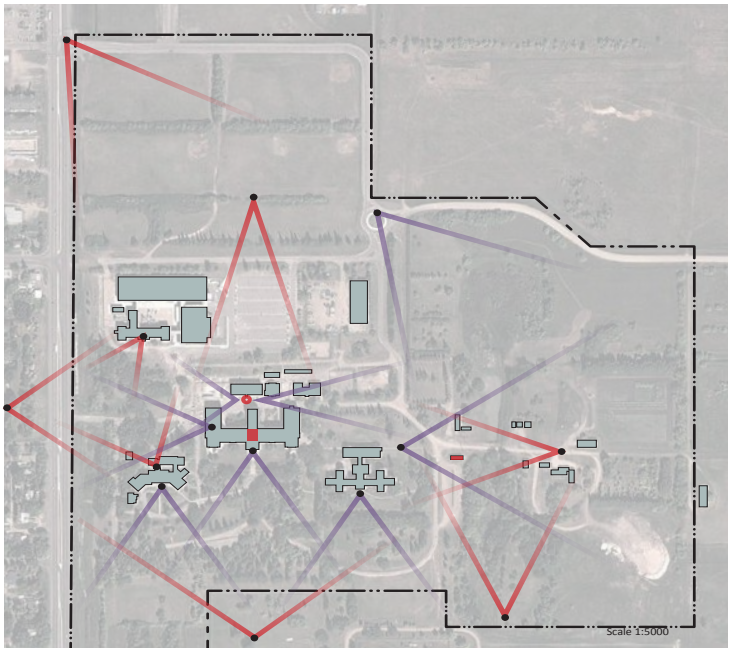
2.1.6 A Welcoming Campus, with a Clear Sense of Entry



Creating a welcoming and inclusive campus with a distinct sense of identity and character of place emerged very early as a key objective of the Campus Master Plan. Key interventions to achieve this objective include identifying multiple entry gateways along 1st Street beyond the existing entrance off of Lori Road. Developing a greater campus presence along 1st street also helps in enhancing connections to the broader community and in creating a face to the community. Nevertheless, the Lori Road entryway should continue to remain a main point of entry into the campus but defined with a prominent gateway presence. More importantly, a more formal campus entrance - a clear front door needs to be identified and should likely gravitate around the cluster of buildings and landscape that already define the identity and distinction of the campus.

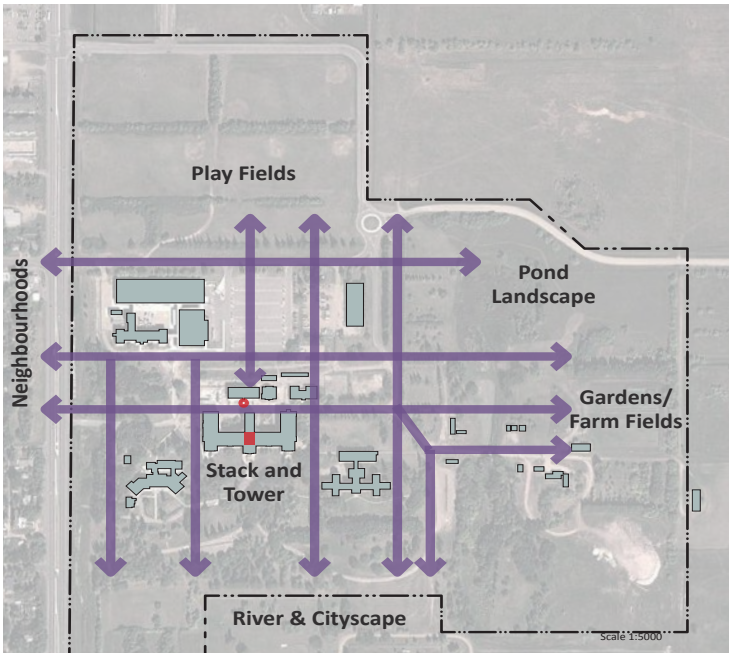
2.1.7 Preserve Key Views

The diagram on the right illustrates key internal and external view points located on site given the location of prominent existing buildings and natural heritage assets as well as those resulting . The parkland building to this day, still commands panoramic views to the river and the City of Brandon. Preserving these views to important assets was raised by stakeholders as an important objective in the context of new development, as a means of appreciating and celebrating the site's historical and natural setting and features. Correspondingly, a significant view to be preserved is of the campus and its historic setting, as perceived from the south and from the river valley.



2.1.8 Preserve View Corridors and Open Space Linkages

Part of preserving the sites views (particularly long views) is the preservation of view corridors and using the corridors as a means of structuring the campus. This entails aligning the built form and streets accordingly. These corridors can be defined by a network of new streets, pathways and trails, that enable a unique visual experience at every turn, which contributes to building a unique identity for the campus. There are multiple view corridors on the North Hill campus that look toward its existing buildings and surrounding landscape, as well as the neighbouring context, and as such, functions as an important wayfinding measure. The view corridors provide an opportunity to visually connect the campus to the surrounding community and City.



2.2 Site History

In the thousands of years prior to the establishment of BMHC and the settlement of the region by European migrants in the latter part of the 19th century, numerous groups of indigenous peoples called the region home. We intend to remember, honour, and integrate their history and their culture into our learning environment.

The North Hill Campus occupies a site that most recently served as the Brandon Mental Health Centre. The site was originally intended to be a provincially operated reformatory for boys. Due to lack of demand for such services it was converted for use as an insane asylum in 1891. The complex was destroyed by fire in 1910, but was rebuilt, beginning with the Parkland Building in 1912. Many stakeholders consulted during the concept development stage identified the Parkland building as 'the heart of the campus' and said it should remain as such.

The Brandon Mental Health Facility was essentially a self-sustaining facility for much of its history. Workers, with the assistance of patients, would farm their own vegetables for consumption, raise livestock, and maintain the workings of the institution. Some of land east of the site was still being used by the community as of recent, for gardening.

A key part of the complex is the nurses residence, which was completed in 1923, and designed by Winnipeg based architects, Jordan and Over. Currently, this building has been re-purposed by Assiniboine Community College to serve as the Manitoba Institute of Culinary Arts and is an exemplary asset that demonstrates the potential for the campus to be renown for fostering the practice of "field to fork" and healthy living.

In 1912, a new Power House was built and equipped with four boilers capable of developing one thousand horse power, for the purpose of heating the Parkland Building. The resource is still being used today to heat several of the campus' building by on-site generated steam power.

Building on the Site's History

Many aspects of the sites history provide a backbone for the future development of the campus, some tangible, some intangible. The buildings and heritage landscape are the most evident features of heritage assets that should be brought forward in the new campus plan, but many of the past practices are also valuable in building a unique campus identity, but in a contemporary context.

The functioning of the institute as a self-sustaining entity is one of the most notable features that can be leveraged to define and brand the campus as a leader in environmental, social, and economic sustainability, potentially focusing its efforts on water resource management, healthy food development and consumption, and energy consumption. In addition, the history of the institute was such that it was recognized as being active and animated, and focused on

Building on the Site's History....What we Heard

"Provide a diversity of amenities to foster a complete and healthy living environment"

The Brandon Mental Health Centre promoted a healthy lifestyle, initiating multiple sports teams, competing in golf (with a golf course on site), baseball, curling and football. They also had a beauty parlour that opened in 1951 and provided services to patients and staff.

"Expand the trails to provide opportunities to experience the Natural Heritage Landscape"

Occasionally patients would escape the attention of the institution's care staff. They would often be found wandering around the Valley area—the graveyard for the facility. Many patients and staff would make use of this landscape and the surrounding area by walking along the trails that criss cross the area.

creating a beautiful and social environment for staff and patients alike. This is in line with the campus' goal to create a beautiful, healthy living, and social environment. Lastly, as was its history, the site was positioned as a prominent institute and City asset, both physically and for its institutional offerings, continuously striving to be the forerunners in new program initiatives. The new vision for the North Hill Campus can continue on this stream, positioning the campus as a valuable and visible hands-on learning institute, already defined by programs offered by the Len Evens Institute for Technology.

Automotive repair at the Len Evans Centre for Trades and Technology

2.3 Policy Context

The North Hill Campus is nearby the North Brandon Gateway Secondary Plan area. The Secondary Plan's boundaries generally extend between 1st Street and 18th Street along the south side of the Trans-Canada Highway. The Secondary Plan sets out a number of land use planning objectives including the provision of affordable housing, enhanced pedestrian and cyclist connectivity, and economic development.

Per the City of Brandon's Zoning By-law 6642, the site is designated as an 'Educational and Institutional Zone' (EI), which allows for a range of government and institutional uses on large sites. The designation also allows for dwelling units that are supportive of the principal use (i.e. educational or institutional). Community resource centres and parking facilities (above or below ground structures) are also permitted.

The campus site and most of its buildings are owned by the Province of Manitoba with Manitoba Infrastructure and Transportation (MIT) administering the site and leasing it to ACC. ACC has since constructed three buildings on the campus, which it owns and maintains through a land lease arrangement with MIT.

Historical information is sourced from the "History of the Brandon Mental Health Centre", 1891-1991, Published by the Brandon Mental Health Centre, 1991.

"Leverage the site's assets to be self sustaining"

The facility (and patients) produced, for the sustenance of its population, on 833+ acres of farm land: cabbage, milk, oats, potatoes, turnips, barley, corn, wheat, straw, eggs, beef, veal, chicken and pork. They also maintained an herb garden of horseradish, parsley, sage, savoury, and thyme.

"Foster the practice of economic self sufficiency"

The role of patients employed in the "industrial occupations" so titled, were given the same prominence as those in occupational therapy. The role served as a therapeutic devise that promoted the general health of the patient but also provided a resourceful means by which to reduce costs for the institution, which also benefited the patients.

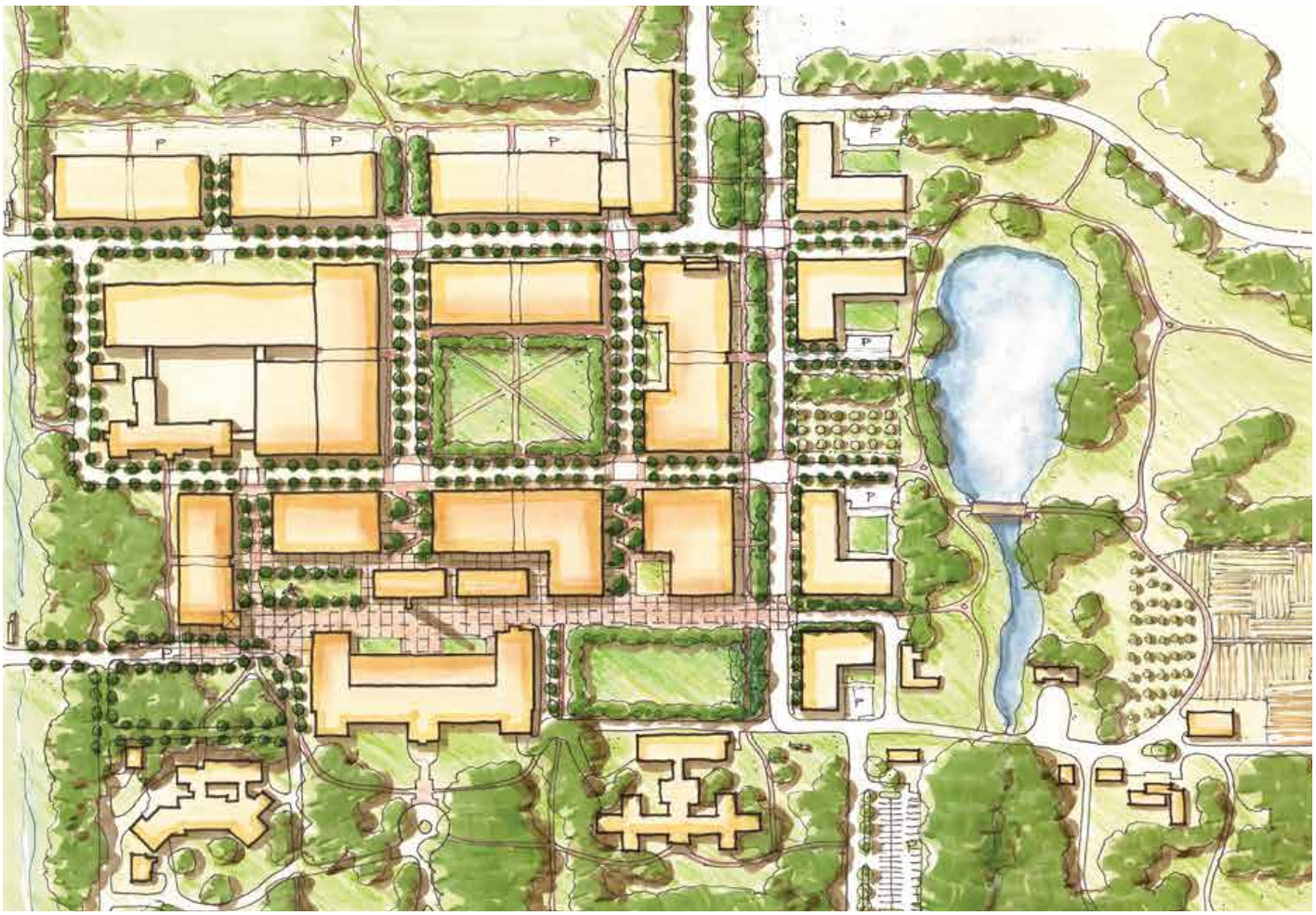
"Continue as a leader in unique educational programs, and providing the best to society"

A significant milestone in mental health care in Canada was achieved in 1923 when the class of nurses in Brandon became the first in western Canada to graduate with a diploma in "Mental Nursing".

3 The Plan

The Vision Statement

The North Hill Campus should be a vibrant, green, inclusive and inviting place — one that provides exceptional learning experiences and welcomes the community as a year-round destination.



North Hill Campus Concept Plan excerpt

3.1 Campus Vision

The Vision for the North Hill Campus is a reflection of the efforts and ideas of a diversity of key stakeholders as well as the application of best practices in campus planning. The Master Plan Concept represents a physical build-out for a complete and compact campus over the next 30 to 40 years. It will integrate and enhance key heritage assets, strengthen the physical and social relationship between the campus and community, and engage students, faculty, and staff in an exceptional learning environment that is inspirational, beautiful, welcoming, and unique. The integration of buildings and open spaces will reflect a quality environment defined by interconnected places that build a complete and comfortable living environment for the College in all seasons. The diversity of transportation modes will make all aspects of the campus accessible by a variety of means.

The structure of the Campus Master Plan Concept is defined by each of the Plan Frameworks, which are described in detail in the following sections:

- Built Form
- Open Space
- Circulation
- Sustainability

As the surrounding community grows, the North Hill Campus and Assiniboine Community College will be ideally positioned to provide multiple neighbourhood amenities. The North Hill Campus will benefit from the added vibrancy and activity that comes with being a destination locally and provincially—businesses will be more viable, public life on campus will be more active, and the reputation of the North Hill Campus will grow.

3.2 Guiding Principles

Credit: Wikimedia

Open

The Campus should be welcoming to all, inclusive, diverse and community oriented. (An 'infinity' campus – all encompassing and open to everyone).

Sustainable

The Campus should be built for the long term and live within its means ('contemporary interpretation of the site's history of self-sufficiency'). Key to this is designing for and finding incentives for modal change, embracing natural and heritage aspects of the site, and a working landscape, and creating a compact development footprint.

Learning Focused

The entire Campus should be a pedagogical tool for all. Learning environments must be extended outside buildings and connected to each other across the site.

Celebrates History

The Campus should preserve and build on its existing architectural and natural heritage legacy, and relationships. The Campus should also honour the indigenous people who lived on the site long before the present buildings and landscape took shape.

Healthy

The Campus should promote and integrate health in all aspects of development including: home grown food, movement choices, active living, beautiful and accessible spaces, and financial sustainability.

Credit: Herry Lawford, CC licence, flickr.

Liveable

The Campus should encompass all aspects of every-day life (e.g.: access to food, transit, day care, residence, year round activities, 24/7 operations, housing etc.), and be planned for all seasons.

Credit: Wasme, CC licence, flickr.

Beautiful and Functional Landscapes

The Campus landscape should be enhanced as an asset that attracts students, faculty, and staff, as well as the community at large and provides a diversity of beautiful and functional places that support campus and community needs, enhances heritage buildings, and integrates new development.

Credit: Cultural Landscape Foundation, tclf.org.

3.3 The Concept Plan

The Master Plan Concept represents a physical build-out for a complete and compact campus over the next 30 to 40 years. This section describes key elements of the Master Plan Concept and how those elements will work together to create an exceptional learning environment that is inspirational, beautiful, welcoming, and unique.

A. Mews Street & Open Space

The centre of the campus is defined by a pedestrian oriented zone that functions as one of the core campus gathering places, defined by a series of open spaces linked by a Mews Street. This zone connects the heritage campus south to the core campus north and is one of the key east/west linkages through the campus. The Steam Plant and Parkland Building are landmarks along the spine. The key defining spaces include:

- The Entry Plaza - This is the main gathering space at the primary entrance into the campus.
- The Pedestrian Mews Street - The Mews Street is the main east/west pedestrian link connecting the west gateway to the east residential spine, and the string of pearls that connects courtyards, quads, the main plaza, and north-south mid-block linkages.
- The Mid-block Linkages- Three mid-block linkages provide the main circulation routes between the north and south campuses and are connected to the Mews street and Main Plaza.

B. Main Street

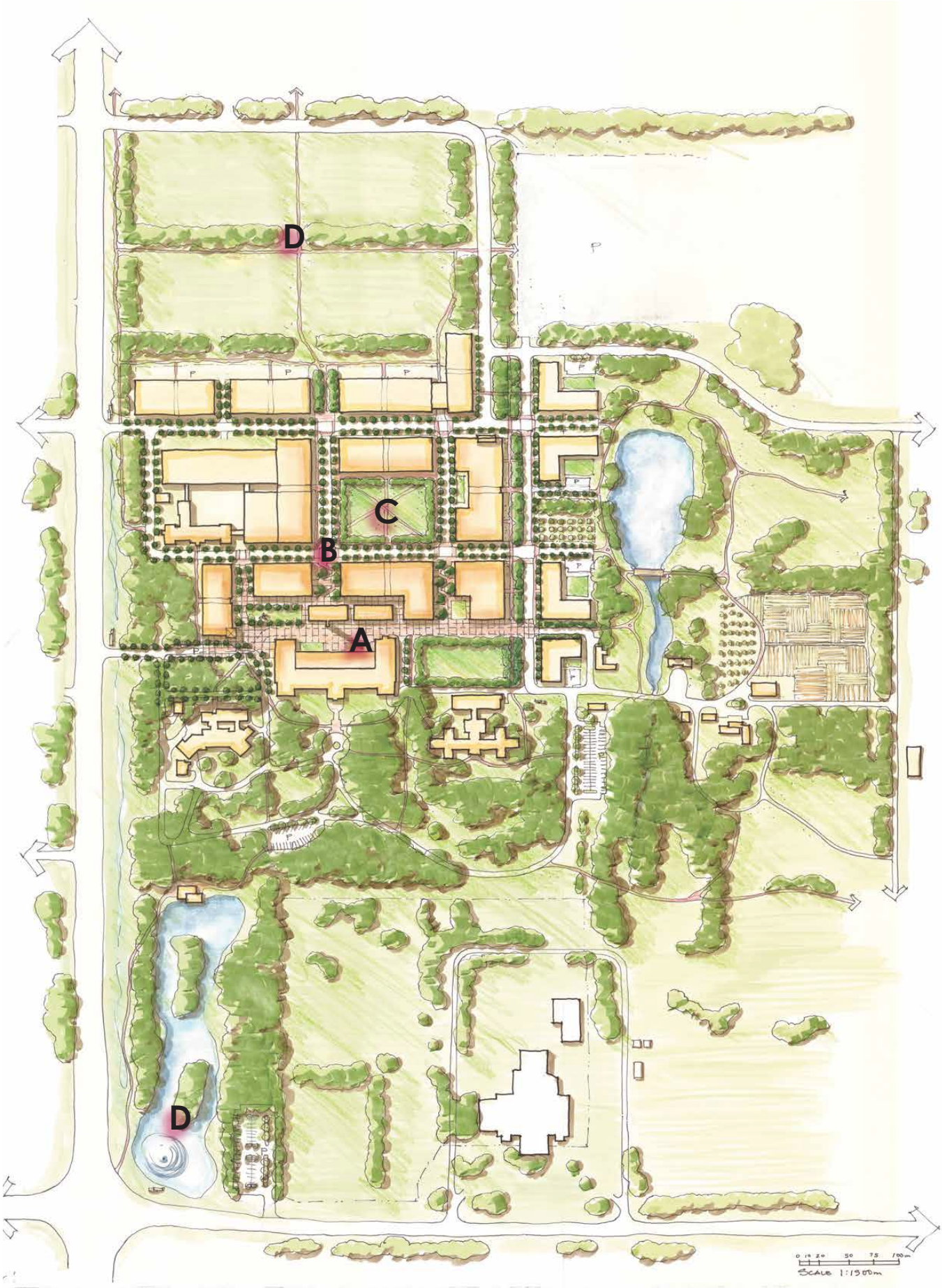
The Main Street functions as the mixed use campus corridor central to the campus. As with the Mews Street, it is one of the primary east /west campus linkages. This street is intended to function as the “High Street” of the campus and should be highly animated with amenities at grade and main entrances fronting the street.

C. Central Quad

Central to the High Street is the Quad, which is the main and central open space for the Core Campus. This space is framed by built form all around and connected to building entry-ways, streets, and pedestrian linkages to other open spaces and buildings.

D. Fields & Gateway Pond

In addition to the trails and natural heritage recreational areas, the north sports fields and south skating pond function as core community oriented amenities. Additional parking is a potential use in the south skating pond area.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E. Core Campus

Core Campus North is the primary area for campus academic expansion. New buildings or building additions frame a central quad and define new campus streets that provide access to all. Buildings south of the fields are potential sites for integrated structured parking.

F. Heritage Campus

Heritage Campus South is defined by the majority of the existing heritage buildings, re-purposed with new academic uses, and an enhanced natural heritage landscape. This area is pedestrian oriented, with vehicular access primarily for the purpose of drop-off, short term parking, and servicing.

G. Interactive Learning & Research Centre

The easterly part of the campus is enhanced as an interactive learning and research campus. This environment can become the centre for sustainability and innovation and can accommodate additional buildings to service this function. It is also one of the main heritage and recreational areas for the campus, featuring assets such as the pond, trails, cemetery, the barn and green house, orchards, and a mature tree canopy.

H. Residential Spine

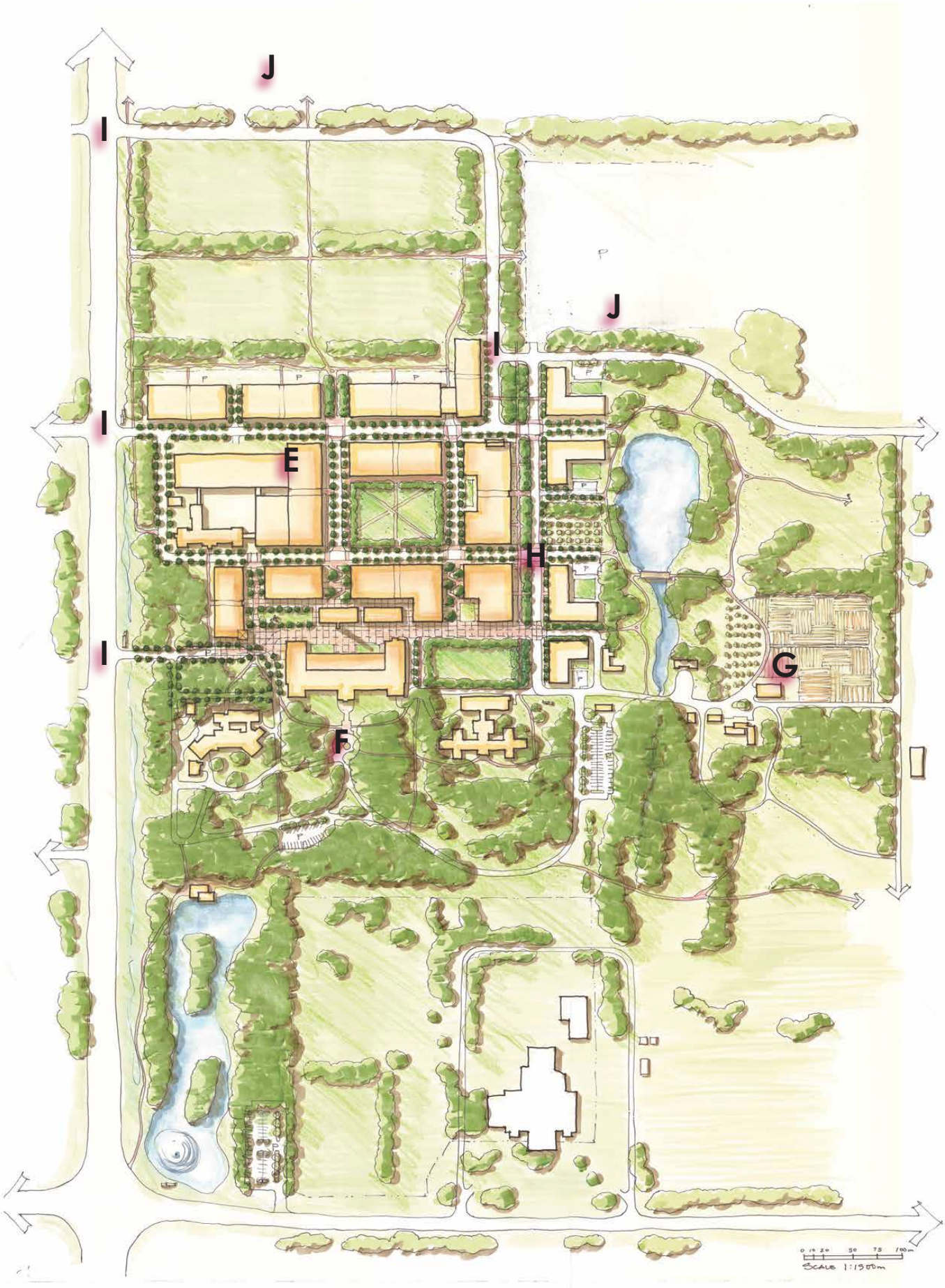
East of the Core Campus is a new north/south green spine fronted by new residential buildings nestled against the pond landscape. The street is “residential” in character, enhanced with a prominent existing and new tree canopy, a network of wide connected sidewalks, and open spaces.

I. Gateways

There are six gateways into the campus. The south-west gateway is the formal campus entry and drop-off area with a lay-by for transit. It is a key point of connection for all modes of transportation and accesses the Heritage Campus. The north-west gateway represents the opportunity to reconnect to First Street North, which provides an opportunity for controlled pedestrian access to the campus. As such, it functions as the key community interface to the campus from the neighbourhoods west. The balance of gateways provide entry from the north to the Core Campus and Residential Spine, and east to the Outdoor Learning Centre.

J. Adjacent fields

The adjacent fields provide opportunities for ancillary uses such as long-term parking.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Integrate heritage assets

Compact walkable environment

Adaptable and flexible spaces

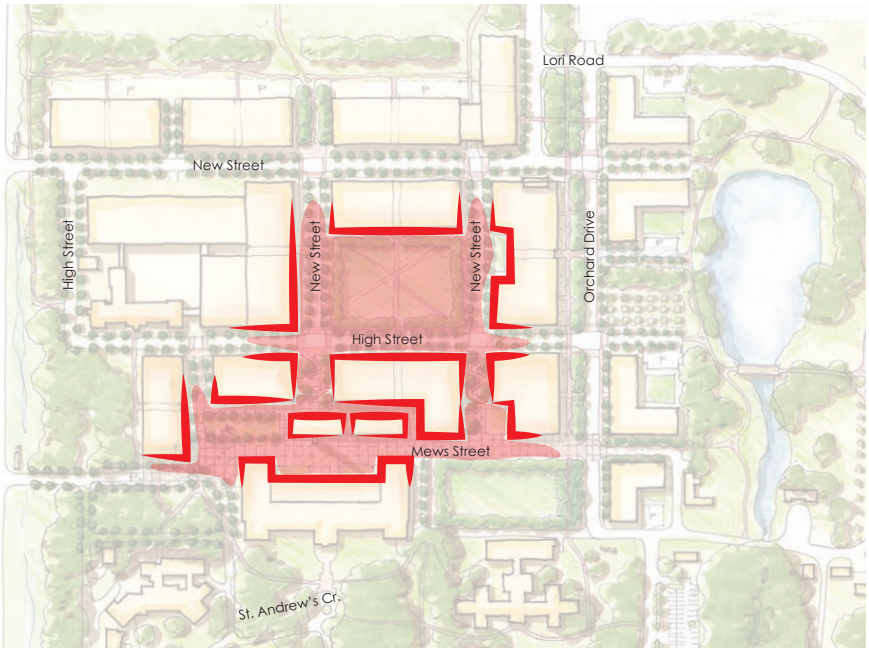
3.4 Plan Frameworks

The following frameworks describe the layers of the Campus Master Plan Concept, providing guidance on the comprehensive design of the built form, open space, pedestrian and vehicular circulation, and sustainability initiatives for the North Hill Campus. These frameworks provide a roadmap for change and a means to realizing the vision and guiding principles.

3.4.1 Built Form Framework

The Built Form Framework envisions a compact and walkable campus with the majority of new buildings located to the north and east of the key heritage buildings, integrating the Len Evans Centre for Trades and Technology. The built form is intended to seamlessly integrate and complement the existing heritage buildings. The southern heritage landscape is preserved as a no build zone.

The approach to the new building structure is place-making, creating a series of buildings and open spaces, combined to foster an animated environment focused around a "campus heart". Buildings are used to frame and define open spaces, streets, pathways and linkages. Most of the new buildings define the Core Campus Precinct, with some retrofitting of existing buildings in the Heritage Precinct. The following text provides an overview of the function of the new buildings within the Built Form Framework.



Campus Heart

Built Form Framework


Credit: Wikimedia.

High-quality architecture

Addressing student housing needs

Buildings frame open spaces

The South Campus Area

Four new academic buildings are located along the new High Street (a continuation of the existing south access road to the Len Evans Centre for Trades and Technology building). These buildings have an important function in that they provide a transition between the old and the new, the Heritage Precinct and the Core Campus Precinct. The buildings form an animated frontage for the southern part of the Core Campus Precinct, as well as a new frontage for the heritage context south. These buildings frame and animate three new major open spaces, the Mews Street and Plaza, the Central Quad, and the High Street. The grouping of buildings are intended to provide not only new academic space, but also the majority of the campus' active frontages and uses, such as commercial services and amenities (located at grade), a new library and study hall, a daycare facility, a new gym, and potentially structured parking.

A new Visitor and Student-Services Centre is envisioned as part of this building group, potentially located at the western end of the Mews Street. This building is intended to frame and define a formal entrance and drop-off loop into the campus and function as a gateway structure in this regard. A smaller building located immediately east of the Steam Plant can be used

Campus Precincts

for ancillary programs such as a daycare facility or for student services. The balance of the smaller existing buildings east of the Plant are envisioned to be removed in this Campus Master Plan.

The Parkland building within the Heritage Precinct, should be re-purposed to accommodate the balance of student transfer from the Victoria Campus. This building commands prominence within the campus context and should function as the ceremonial heart, the location for convocations and other public ceremonies.

The Central Campus Area

Three additional buildings define the central campus area, one of which constitutes an expansion of the Len Evans Centre for Trades and Technology. All buildings function to frame and animate a new central open space, the Quad, and two new streets. The easterly building also provides a frontage for Orchard Drive, a new residential street. These buildings should provide an address and a high level of transparency and access onto the public realm spaces. The recently built storage facility is envisioned to be relocated from its current location in order to provide a significant gateway building at the Lori Street entrance.

The North Campus Area

The north campus area is defined by three new buildings south of the playing fields. These buildings provide a new frontage for the Athletic Campus Precinct north, a frontage for a redefined east/west street, and a new northern edge and gateway to the campus. The buildings provide the opportunity for additional academic space, to establish a community oriented recreational facility that engages the fields, and provide parking needs. The easterly building is positioned to frame and define the northern campus entry as a key gateway building and Visitor and Student-Services Centre if the west entrance is not feasible. The westerly buildings provide an opportunity to expand the Len Evans Centre for Trades and Technology.

The East Campus Area

The east side of the Core Campus Precinct constitutes four new buildings intended for residential use, such as student housing, student family housing, or “hotelling”, one of which is currently in the planning stages. These buildings define a distinct residential area on campus, strategically situated to leverage the unique open space setting of the orchards and the pond to the east. The east campus area is further defined by a new treed street which provides an address for each new building. The buildings are intended to be integrated into the landscape and to frame the existing landscape, new courtyard spaces, view corridors, and pedestrian linkages to the open space amenities. There is an opportunity to provide a daycare or similar child care oriented services within the residential buildings.

Integrating sustainability features with new buildings

Building transparency and light - a feeling of safety and comfort

Landmark and gateway buildings

Designing for maximum sun penetration

Credit: Wikimedia.

Buildings frame open spaces and courtyards

Spaces with a high degree of sunlight

3.4.1.1 Built Form Characteristics

This section provides specific direction for the built form to guide the relationship of buildings to other buildings, streets, and open spaces. Building orientation, active frontages, and having as much sunlight on campus is integral to placemaking, in creating a comfortable, safe, and animated campus environment.

Building Orientation

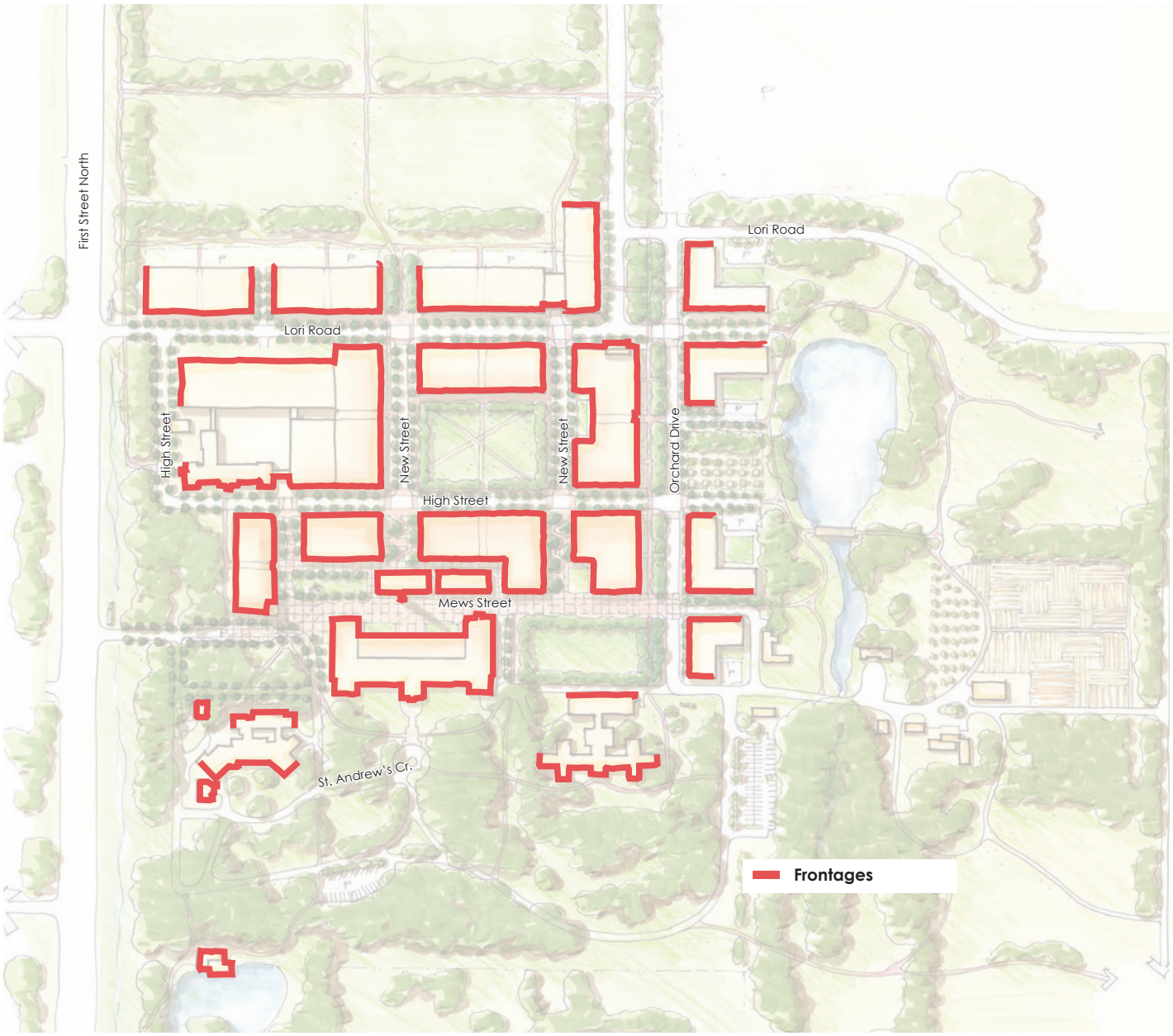
Designing buildings with a proper orientation to the public realm is a critical factor in creating a welcoming, accessible, and safe pedestrian environment. It is important within a campus context that all sides of a building provide a comfortable context for pedestrians. Buildings should face adjacent streets and open spaces and have primary entrances that connect to the pedestrian circulation system (3.4.3). That said, buildings have to be serviced but service access should not be located in the front of a building and should be designed to be pedestrian friendly and accommodate pedestrian circulation. Where possible, servicing for buildings should be consolidated.

Active Frontages

The at-grade portion of a building facing a street or open space should have active uses that are visible from the public realm. This can include, but not be limited to, social gathering spaces, internal movement corridors, and retail services and amenities such as a café or a bookstore. In addition to being visually transparent, active frontages should be highly permeable, providing multiple points of access and egress between the built form and open space.

Sunlight and Shadow

New buildings should be designed to allow for a high degree of sunlight penetration to adjacent open spaces. This can be managed by the massing and orientation of a building to allow for as much sun to penetrate the open spaces. This is particularly important during winter months. New buildings should also maximize sun penetration within the building, allowing as much daylight as possible along passageways and corridors, gathering spaces, common areas and even classrooms were appropriate.



Active Frontages on the North Hill Campus

24/7 places for social gathering

Informal study spaces (indoor)

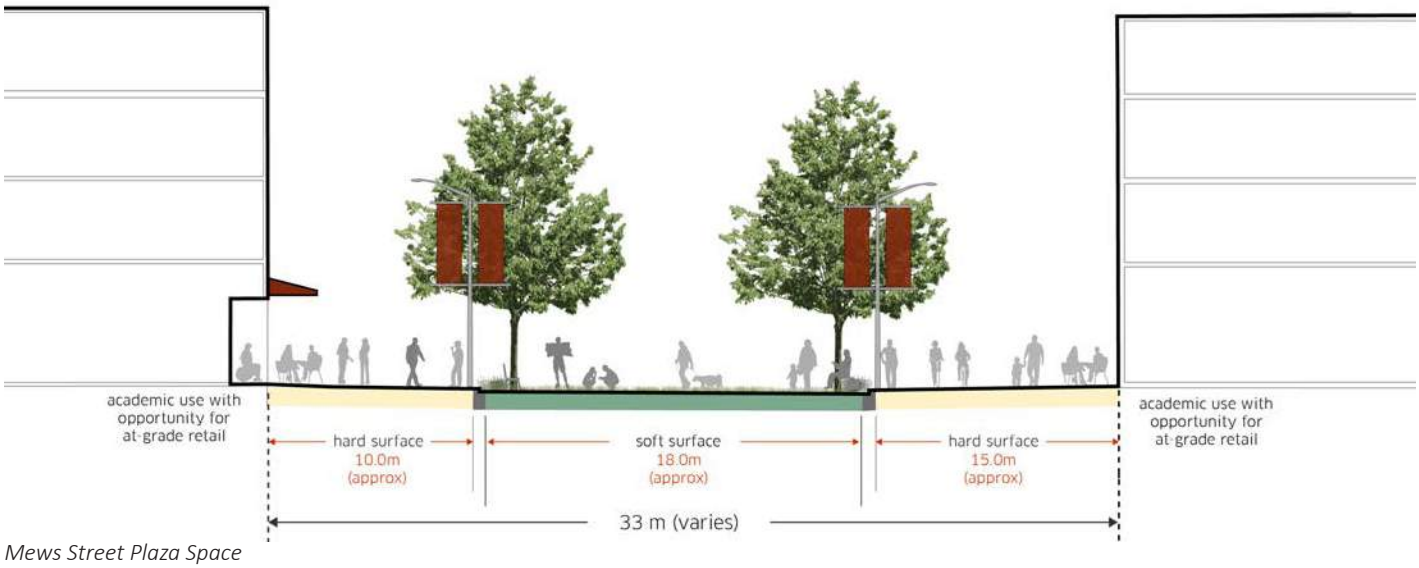
3.4.2 Open Space Framework

The Open Space Framework is defined by a diversity of existing and new open spaces, pathways and trails, and plays a significant role at a variety of levels. As a campus landscape, it must support a healthy 24/7 social environment, provide beautiful and inspirational spaces to study and recreate, foster a healthy lifestyle on campus, and build a distinct identity of place, encouraging formal and informal social gathering and cross-departmental interaction. It is also a core component of the learning and educational landscape and is therefore a core component of the academic programming needs. As a community landscape, it is the neighbourhood park and should accommodate community open space needs. For the City and Province, it should continue to function as a valuable natural heritage asset. The open spaces also provide an opportunity to convey elements of the indigenous history and can be a forum for story telling.

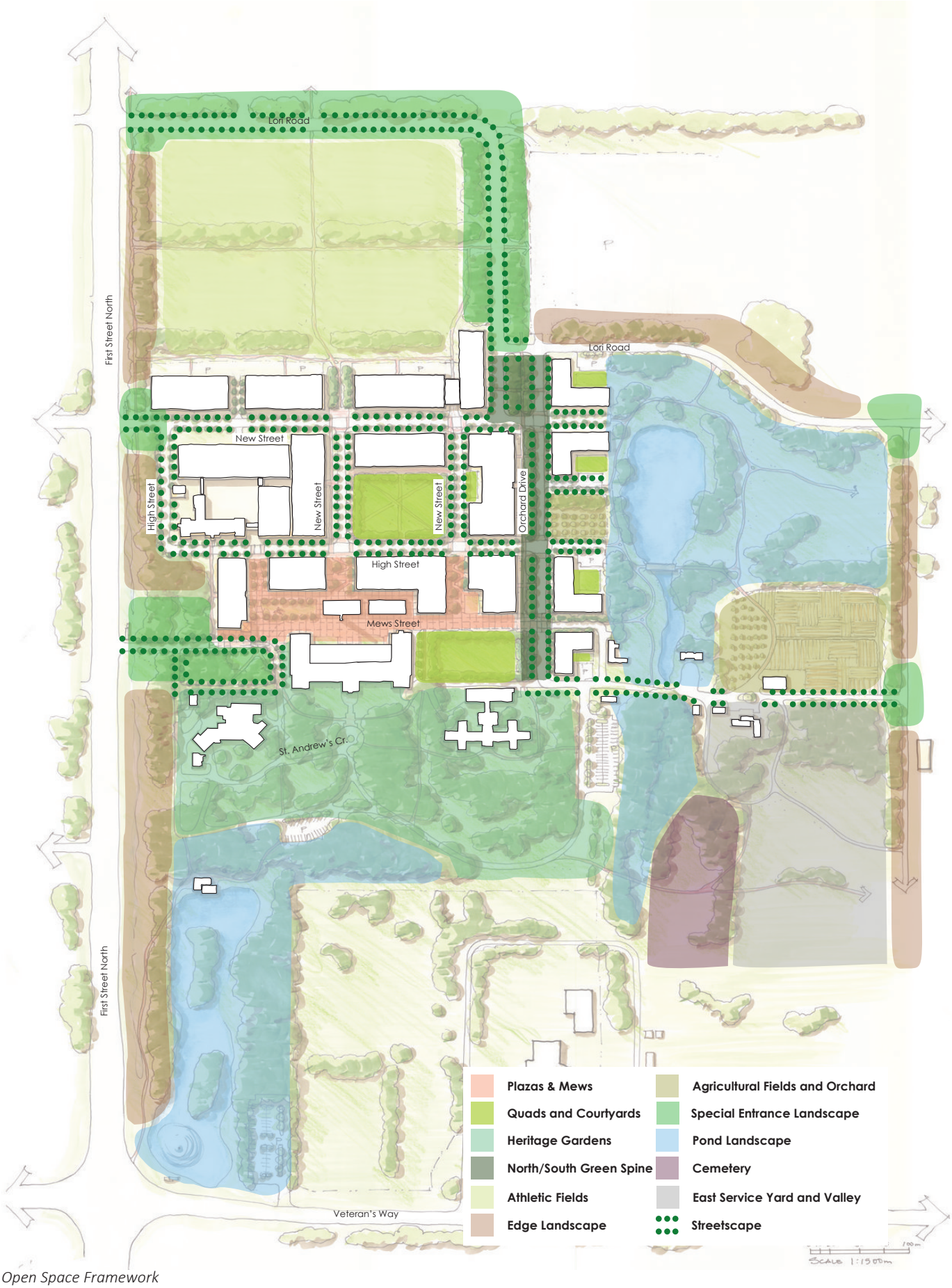
The Open Space Framework therefore needs to address the needs of multiple users: students, faculty, staff, visitors, and the local community, and destination users. The diversity of spaces includes new quads, courtyards, plazas, gardens (both aesthetic and working), unique pedestrian streets, and unique gathering spaces that build off the existing heritage landscape, agricultural areas, and sports fields. Together these spaces create a distinct campus environment.

The following provides a description and intended function of the open spaces that constitute the framework.

The Mews Street and Plaza - This is a pedestrian street plaza that is the main east-west pedestrian spine that connects the Heritage Campus with the Core Campus and academic expansion areas to the north. It is meant to be the primary hub of activity and circulation, with services and amenities



Mews Street Plaza Space



Open Space Framework

Unique quads and courtyards

Heritage Gardens

Active learning spaces

that front the street. It is also the main gateway open space and people's first experience of the campus from the westerly entrance. As a pedestrian gathering space and passageway, it builds on the history of place, as it once was used as the a main transportation route for moving patients and the place where staff and patients gathered for outings. The design of the pedestrian linkages between buildings are intended to accommodate the grade change between the upper core campus and the lower Heritage Campus.

Quads and Courtyards - These create important gathering places for the campus community, they are flexible spaces for active and passive recreation and can accommodate a variety of uses and programs. The large open central quad is envisioned as the space for large gatherings, events, and activities, and can play a large role in accommodating winter activities such as a winter festival or skating area.

The courtyards are primarily located as part of the student residences and are meant to function as places for quiet repose and study.

Heritage Gardens - This existing manicured landscape has a rich stock of mature trees and a significant tree canopy. It is a tremendous asset for the North Hill Campus and should continue to function as a grand context for the heritage buildings. The open spaces should be maintained as a pedestrian priority zone and augmented with campus and community programming for formal events and celebrations and for winter uses such as cross country skiing along the trails.

North/South Green Spine - This is a tree lined street that runs north south through the campus. It frames the new residential developments on its eastern edge and reinforces a shift in place from the core learning environment to a quiet residential environment. It also includes a new landscaped entry at the Lori Road intersection as a significant and welcoming gateway feature.

Athletic Fields - The athletic fields will be one of the most important interfaces between the campus and the surrounding community. By re-purposing the athletic fields to multiple sport uses, the North Hill Campus can create a valuable amenity for the surrounding community as well as for staff and students.

Edge Landscape - The edge landscape should be designed to create a new frontage to the campus and a new face to the community, building the Campus' identity as a welcoming neighbourhood park and destination. The edge landscape should clearly demarcate entrances and gateways and define a clear campus boundary.

Agricultural Fields, Orchard, and Pond Landscape - These open spaces and landscapes will be centres for active learning and unique spaces for recreation and should continue to be developed accordingly. Their proximity to the core of the campus makes them a valuable retreat and

new connections east will make these spaces more accessible to the broader community.

Entrance Landscape - This is a new “front door” to the campus and the landscape needs to define it as such. It is the main formal entryway, designed to be beautiful and inviting as it will function as the first impression and experience of the campus. New design should integrate the existing natural heritage landscape.

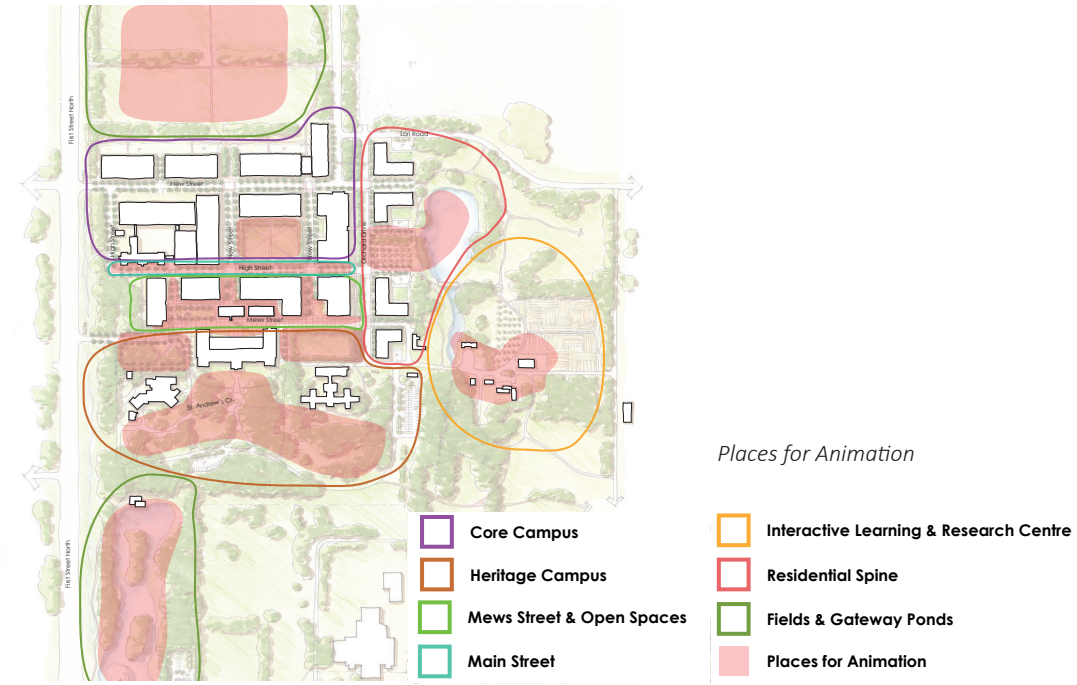
Enhanced Streetscape - All streets are tree lined, which enhances the aesthetic experience of the campus, increases the overall canopy, and provides shelter for pedestrians. The treed streetscape reinforcing the human scale character of streets and creates a comfortable walking environment.

The Cemetery and East Service Yard and Valley - The cemetery landscape should continue to be conserved and maintained. The East Service Yard and Valley should continue to function as flexible open space for the campus services and agricultural use.

Active recreation areas

3.4.2.1 Places for Animation

In addition to the Open Space Framework, opportunities to animate the campus and to draw in visitors and the surrounding community are identified. The diagram identifies different areas on campus as opportunities for animation, activity, and public use.



Places for Animation

Complete streets that accommodate pedestrians, cyclists, and vehicles

Credit: Wikimedia.

Bike-Parking Amenities

Credit: Wikimedia.

Designing gateway features to reinforce a sense of entry

3.4.3 Circulation Framework

The Circulation Framework defines a hierarchy of movement for the campus and provides a structure for the layout of the built form and open spaces. The fine grained network defines vehicular, pedestrian and bicycle, and transit circulation, related gateway entrances and connections, locations for transit stops, an expanded trail network, and locations for parking. Each element is considered comprehensively: to provide ease of movement and accessibility along streets, and to and through buildings and open spaces; to strategically locate parking along the campus perimeter, and transit stops in close proximity to entrances and key open spaces; and to organize and prioritize vehicular movement.

The following provides a description and role of the components of the Circulation Network.

Primary Circulation Routes

These roads are intended to be the main vehicular and transit routes on campus and provide access from campus entrances. These roads define the main circulation through the Core Campus providing a frontage to all new academic buildings. Although the roads are intended primarily for vehicular and transit circulation, they must also safely accommodate pedestrians and cyclists.

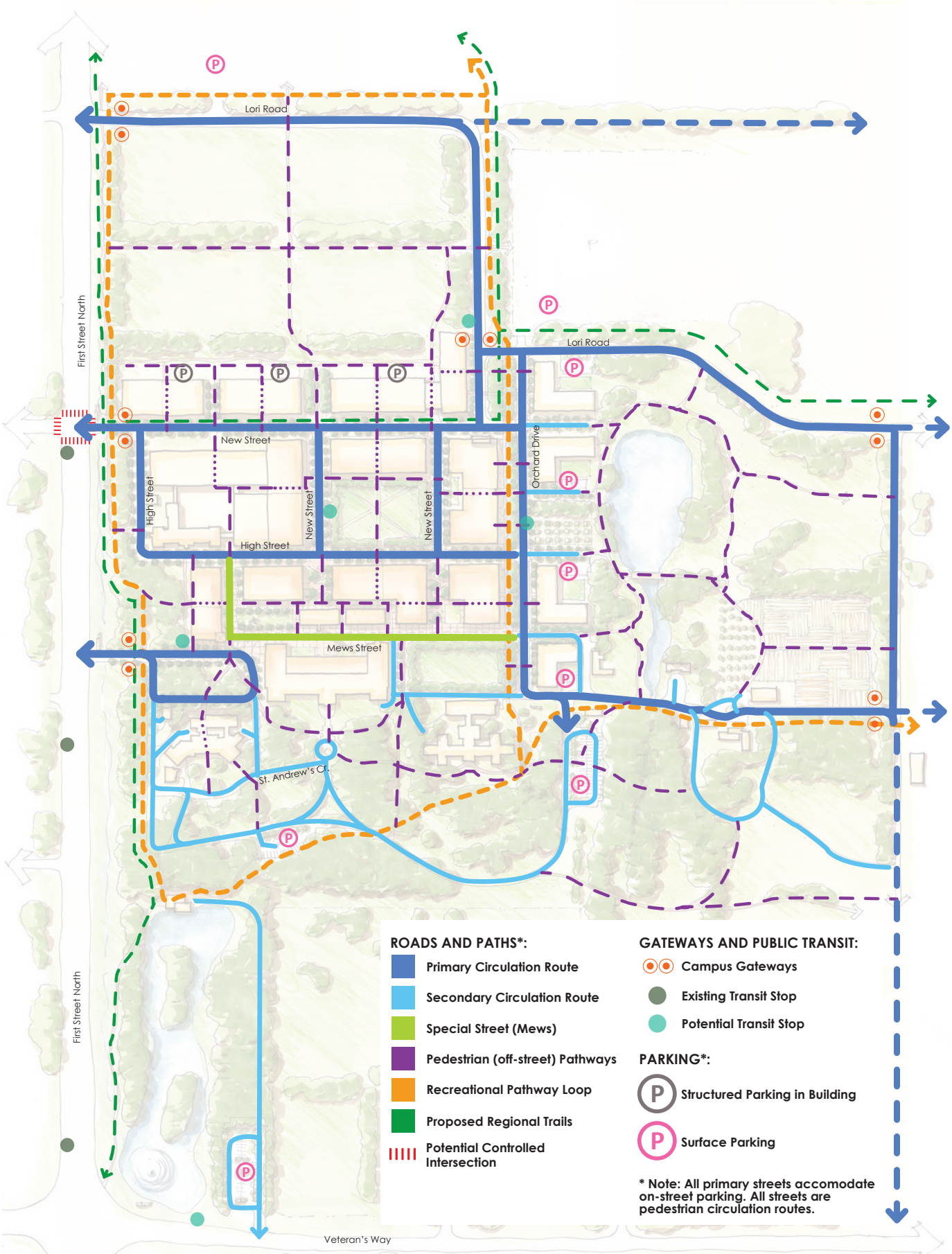
The primary roads are also the main connections to the surrounding area, therefore establishing multiple connections, especially along 1st Street. It is important not only to increase campus accessibility but also to increase community accessibility.

Secondary Circulation Routes

These roads are to be maintained as the service roads for the heritage buildings and farm buildings, and access to the small surface parking lots. Otherwise, they are pedestrian priority travel-ways for pedestrians and cyclists. The vehicles using these routes will generally either be maintenance vehicles servicing buildings or parts of the landscape, and delivery vehicles that need to access to the buildings.

Campus Gateways

The Circulation Framework envisions six gateways to the campus that mark entry to the campus and reinforce its sense of identity and place. The framework proposes a formal entrance and drop-off loop at the western edge of the campus. This is envisioned as the location for a future transit stop and lay-by area. It is designed to connect with the Mews Street and Visitor Centre and should create a welcoming experience for students, faculty, staff, and visitors alike. The other gateways define entrances into the campus from First Street North at the Lori Road intersection, at the east-west "New Street" (former Lori Road alignment), and at the south Lori Road intersection (enhanced round-a-bout). In anticipation of future



Circulation Framework

Pedestrian priority access routes

Well-lit multi-use trails

Integrating multiple modes of transportation

development of the lands east of the Campus, there are opportunities to locate two additional gateways and connecting streets. Gateways can be represented by an architectural or public art feature, or by a landscape design feature.

Special Street (Mews)

This street is a special purpose street for pedestrian and bicycle traffic only, but must also accommodate service vehicles.

Pedestrian (off-street) Pathways

This is a fine grained network of pathways that criss-cross the campus and provide connections to and through buildings and open spaces, connecting all areas of the campus and beyond. The pedestrian pathways are off-street and include open space pathways and trails, and internal building passageways, all of which are connected. Pedestrian traffic is also accommodated on all streets. All pathways both interior and exterior should be well lit. The design of the pathway network should be done comprehensively with a signage and wayfinding strategy for the campus.

Regional Trails

Connecting the campus to the regional trail networks increases the potential to shift the campus' modal split by making cycling (and cross-country skiing) to and from the campus a viable option. It also increases the recreational opportunities for the campus as a trail destination. In addition cycling should be encouraged by creating safe routes and amenities such as bike locks and bike storage (within new buildings).

Public Transit

The campus is currently served along its perimeter by public transit. Eventually, as user demand allows, public transit routes should be brought into the campus. Potential routes stop locations have been identified on the Plan. In addition to public transit, the campus may consider introducing a campus shuttle bus, especially during the winter seasons and especially when the primary surface parking lot is relocated further north.

Parking

Parking is an important aspect of the overall circulation framework and integral to supporting its objective of creating a pedestrian oriented campus environment. The parking strategy is described more fully in the following section.

3.4.4 Parking and Transportation Demand Management

The parking strategy for the North Hill Campus supports the overall goal of creating a pedestrian oriented environment. It also looks at providing sufficient parking within all phases of development to meet demand as the campus builds out. The parking framework includes: on-street parking, surface parking lots, and below-grade or structured parking opportunities. The strategy focuses on locating the majority of parking around the perimeter of the campus to allow for quality open spaces within the campus context. All new buildings should allow for one level of parking below grade. Pockets of surface parking are provided at strategic locations within the main campus. In the short to mid-term phases the areas south and east of the athletic fields provide opportunities to locate surface parking to meet demand. In the long-term, where demand necessitates, opportunities for structured parking should be explored, potential locations have been identified in the Plan.

It is important that the North Hill Campus undertake appropriate Transportation Demand Management (TDM) initiatives to shift the modal split and thereby reduce the relative demand for parking as the campus grows.

Perimeter Surface Parking Lots

Credit: Wikimedia.
On-street parking

Creating small pocket parking lots with sustainable design features

Integrating structured parking with other uses, such as student residences

Surface and Transitional Parking

Surface parking is a cost-effective option for the College in the short to medium-term of development. Surface parking lots should include sustainable design treatments to be in keeping with the objectives identified in this Plan. All surface parking lots within the core campus precinct are considered "soft sites" for future development as the campus grows.

On-street Parking

On-street parking provides quick and easy access to the core campus buildings and open spaces. Any on-street parking should be short-term only. All streets within the Circulation Framework provide opportunities for on-street parking, with the exception of the Mews Street.

Pocket Parking

Pocket parking lots are small surface lots designed to accommodate short-term parking at convenient locations near buildings, and should be considered as opportunities to locate handicapped spaces. These parking spaces should be offered at a premium cost, with the exception of handicapped spaces. They are accessed via primary and secondary circulation routes.

Below-grade and Structured Parking

All new buildings should include at least one level of below-grade parking as part of their design. This will help mitigate the demand for surface parking lots in other areas of the campus. In the long-term, structured parking scenarios should be explored. For both structured and below-grade parking, the access and egress must be carefully designed and located for safe pedestrian circulation and other drivers is not compromised. Likewise, entryways should not negatively affect pedestrian comfort and walkability.

Transportation Demand Management

As the North Hill Campus grows it will be increasingly important for it to be proactive in managing its traffic impacts and implementing measures that will assist in accommodating travel demands with an appropriate allocation of campus infrastructure. By diversifying the modal split of travellers to the campus, and decreasing the relative number of single occupant vehicle trips, North Hill Campus can preserve its physical amenities and minimize negative impacts on surrounding communities.

There are several initiatives the campus could pursue to help diversify its modal split:

- Discourage single occupant vehicle trips by facilitating car-pooling groups—potentially set-up and administered by a student sustainability group.
- Reviewing parking fees in comparison with other Colleges and universities to recover costs of providing parking and manage demand for it.
- Prioritizing improvements to transit, pedestrian, and cyclist access to the campus.
- Providing facilities to lock and store bicycles, and to change or shower for those who commute by bicycle.
- Providing enhanced transit services should be explored, such as an on-campus bus route.

Credit: Wikimedia.

Encouraging carpooling amongst campus users

Utilizing agricultural landscapes to enhance self-sufficiency

Maintaining & expanding Steam Plant as a self-sufficient source of heating

Creating a compact and walkable campus with pedestrian friendly design

3.4.5 Sustainability Recommendations

This section identifies sustainability initiatives that build upon assets and opportunities unique to the North Hill Campus. Some initiatives are more capital intensive, others are low-cost and focus on changing people's behaviour. Several of these initiatives propose a more active and symbiotic relationship between the campus and the broader ecosystem. Rather than merely mitigating negative environmental impacts these initiatives focus on restoring and enhancing the natural environment on campus. The water resources on campus, for example, can be managed in such a way that they enhance the natural environment of the campus while creating new learning landscapes for the College's academic programs.

Several initiatives are more passive, such as designing buildings that maximize daylight exposure during winter months and include passive cooling features for the summer. Other initiatives encourage and support lifestyle choices among students, staff, and visitors; choices that can have positive ripple effects throughout the community. The campus can, for example, be a centre for learning about local food production and its connection to culinary arts. Encouraging people to think about where their food comes from and how it is prepared, is just one way the North Hill Campus can support healthy and sustainable lifestyles choices in the wider community.

Self-Sufficiency

The campus has great potential to reinterpret and build-on the site's history of self-sufficiency, especially in the area of agriculture and food production. The orchard and agricultural fields can be used as production centres and as active learning centres—there is a strong synergy between the Culinary Arts program and the agricultural areas. These landscapes—the orchard, agricultural fields, and stormwater pond—can be active learning centres shared by multiple programs. The Culinary Arts, Agriculture, Master Gardener, and Environmental Technologies programs can support each other's activities through the shared use and upkeep of these landscapes. This micro-economy on campus can be a powerful draw for the campus and wider community through volunteer and outreach programs.

The campus could set up a food waste composting program, and may even consider setting a target of eliminating all food waste. This program could be administered by a student volunteer group as part of a campus-wide sustainability initiative. Generating compost will further enhance the viability of the agricultural fields. Food waste is heavy and makes up a large proportion of the waste that enters landfills. Diverting it from landfills has numerous positive impacts beyond generating compost.

The Steam Plant also provides unique opportunities for sustainability initiatives on campus. In the long-term the College may wish to consider integrating electricity generation at the plant as well.

Transportation

Accommodating and supporting an efficient and convenient transit system is a key sustainability initiative, one that should be encouraged as a joint effort with the City of Brandon. The campus community, perhaps through a student group, is also an ideal starting point for a carpooling group, which can help reduce the impacts of commuting to campus.

Renewable Energy

The landscape offers great potential to provide energy generation strategies. The visible display of turbines, for example, can contribute to building a campus identity of sustainability. The location and positioning of turbines can be incorporated as a prominent design feature, especially at the north edge of the campus. New buildings could be designed with the capacity to support photovoltaic for future, if not immediate installation.

Water Resource Management

Water is an invaluable aspect of the North Hill Campus and a critical resource for its academic programs and for the wider community. The College is ideally positioned to steward this resource and elevate its role in academic programming and as a campus and community amenity.

The northern stormwater pond should be restored as it provides several benefits, such as:

- Building community relationships by providing a recreational landscape for all;
- Creating wildlife habitat to support the regional ecosystem;
- Supporting biodiversity; and,
- Functioning as a learning landscape for the use of multiple programs.

Landscape improvements, new buildings, and surfaces should be designed with attention paid to water retention, cleansing, filtration, and recharge of local ecosystems. Building designs could also consider a future where it might be desired to disconnect from municipal water supply and sewage return in order to increase self sufficiency.

Design Standards

Enhanced design standards for new buildings are an opportunity to achieve some "quick-wins" for the campus. Green roofs, for example can be mandated for new buildings. Allowing for maximum daylight into buildings reduces the need for electric lighting. Parking lots can also be made more sustainable. They can be constructed with permeable surfaces, or bioswales at their edges. Increased tree canopy can help reduce the "heat island" effect as well as improve their appearance. Future buildings can also be constructed with timber structures and finishes. Not only is sustainably harvested wood renewable, but it sequesters carbon and can be disassembled and repurposed.

Built Form

By creating a compact and walkable environment, the campus can help support active healthy lifestyles. This has the added advantage of a smaller development footprint and more efficient use of resources in servicing buildings and maintaining their infrastructure.

Integrating alternative energy sources on campus

Integrating water resource management as a campus amenity

Parking lots with bioswales to filter run-off and permeable surfaces

Semi-sheltered environments to enjoy winter

Credit: Wikimedia.

Including winter activity facilities

Credit: Wikimedia.

Deciduous trees allow for sun penetration during the winter

3.5 Designing for a Winter Campus

One of the key considerations for campus design in a Manitoba context is winter and the fact that the majority of student life and activity occurs during the winter months. Interweaving winter design strategies throughout all frameworks has to be a core aspect of development of the campus, not only for winter comfort and protection, but also for animation of the campus during the cold seasons and to allow for as much sun penetration on the campus as possible. Design considerations include:

Celebrate Winter

- Promoting and celebrating winter living and physical activity to foster a healthy campus environment and to encourage students to enjoy the outdoors.
- Making the campus festive – boost campus morale and keep the campus animated.
- Integrate outdoor activities into the design and programming of exterior spaces.
- Encouraging and supporting the growth of winter related festivals to knit the campus community and the broader community together, and foster their enjoyment of a cold weather climate.

Unique Winter Spaces

- Creating opportunities within the open space for recreational winter activity (both programmed and spontaneous) and in proximity to heated or sheltered areas, and seating. For example, there is an opportunity for an ice-skating rink in the quad with a temporary heated pavilion or next to a building with an accessible gathering space (and fireplace).
- Creating unique winter infrastructure such as outdoor fireplaces and sheltered seating areas where people can be outdoors but have some protection from the elements.
- Create lighting that can be programmed and adapted to the seasons to create a special and festive feeling on campus.

Landscaping

- Planting deciduous trees along the street to allow sun penetration in the winter and shade in the warmer months and evergreens in open spaces as wind and snow breaks.

Snow Management

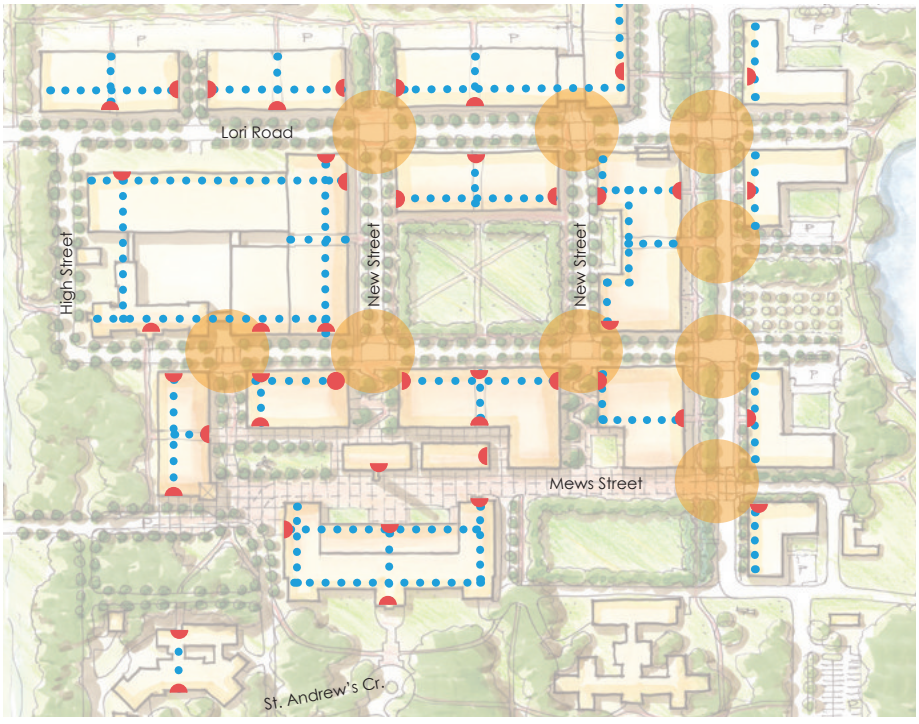
- Making snow clearing and removal a high maintenance priority to encourage pedestrian access and ease of circulation, and for safety.

Building Design

- Maximising light penetration into buildings through the careful location of interior passageways and gathering places.
- Locating building entrances near transit stops.
- Creating a compact campus structure where buildings are in close proximity to each other and there are short crossings between buildings at intersections.
- Designing new buildings with facing doors a short distance away from each other to allow for comfortable travel distances on very cold days.
- Massing and orienting buildings to allow for maximum sun penetration.
- Integrating awnings and other protective elements into building design to shield sidewalks and create comfortable year-round pedestrian environments.
- Including plug-ins at parking lots so drivers can utilize block heaters during the winter.

Public Realm

- Setting back of buildings to increase public realm space on the north side to take advantage of greater sun exposure.



Built form characteristics that are important for a winter campus

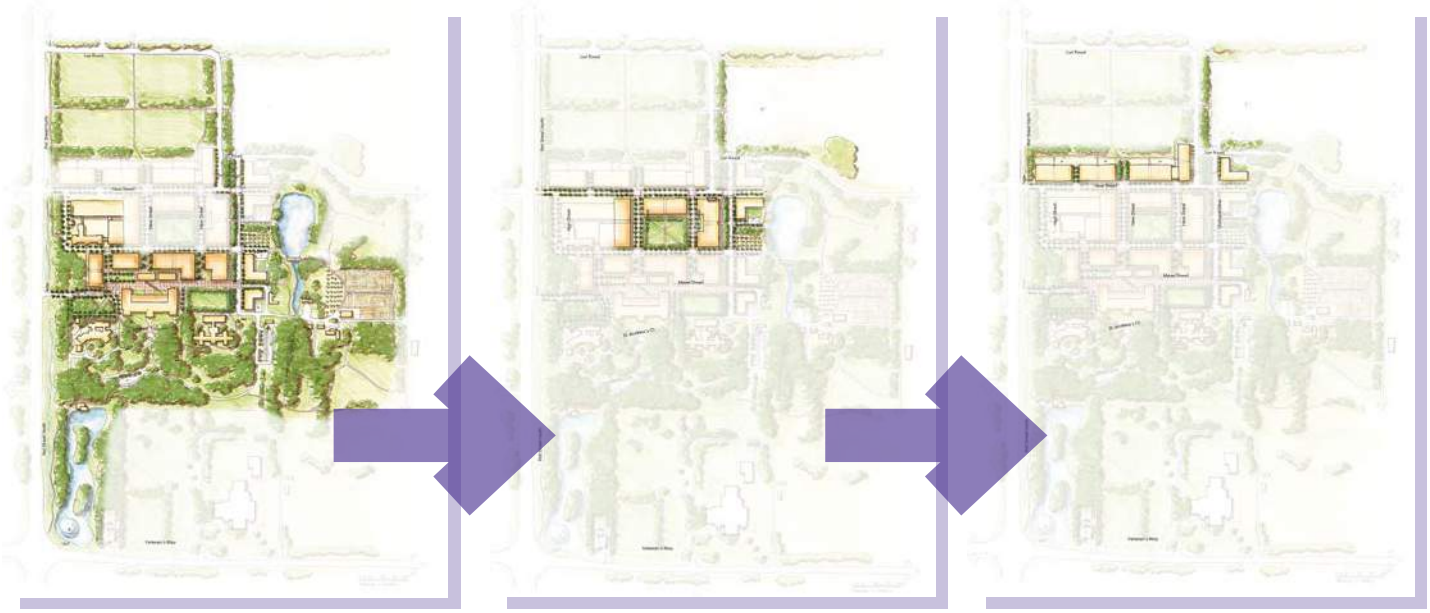
Locating transit stops near building entrances

Credit: Wikimedia.

Promoting winter with festivals and celebratory activities

4 Development Strategy

The North Hill Campus is envisioned to unfold within a three stage process that considers build out over a short, medium, and long-term time frame.



Stage One - A Complete Campus Approach

Stage Two - Extending the Campus Heart

Stage Three - Developing the Northern Campus

Stage One - A Complete Campus Approach
This stage delivers a campus that is experienced as 'complete' in terms of the amenities, services, and overall experience it offers to students staff and visitors. It is focused on delivering a complete and enriching campus experience over the short-term.

Stage Two - Extending the Campus Heart
Stage Two is about building on the campus experience created during Stage One, and extending it northwards. Key moves include the creation of a new main quad for the campus, framed by residential buildings. Current surface parking lots are developed, and parking can be incorporated as part of the building structure or relocated to the northeast field.

Stage Three - Developing The Northern Campus
This stage will develop the northern area of the campus, and includes new buildings that can serve expanded programming at the Len Evans Centre for Trades and Technology, and new complimentary uses related to the athletic fields.

4.1 Stage One - A Complete Campus Approach

The reality in achieving the full Campus Master Plan Vision is such that it may unfold over a long period of time, potentially over a 50+ year time-frame. As such, a recommended approach to the Plan's implementation is to pursue the development of a "Complete Campus" as part of the first stage build. This approach entails providing sufficient academic space and amenities for the campus that will foster the experience of a complete on-campus living environment, and a learning environment that will meet the campus' short to mid-term academic and strategic plan goals. It means providing all layers of the campus frameworks required to support a complete and sustainable campus within the first 5-20 year build.

Stage One key plan

Key strategic moves for this stage include:

- Re-purposing of the existing buildings in order to accommodate the Victoria Campus population.
- Building a "Campus Heart", defined by new buildings, for the purpose of providing more academic, amenity, and on-campus residential space as well as parking needs; and a central open space hub for social gathering and activity.
- Bringing back the northern stormwater management pond as a campus resource and a learning landscape for programs such as the Environmental Technologies- Land & Water Management Program.
- Creating a campus front door and face to the community, and building a campus identity.
- Re-purposing and enhancing some of the existing significant open spaces such as the recreational fields, the learning landscape, and the natural heritage landscape, in order to increase and diversify use for the campus community and to foster increased use and synergies with the surrounding community.

4.1.1 Stage One Vision & Principles

Defining a Vision and set of Guiding Principles is necessary in order to provide a clear direction for Stage One implementation and to ensure that the objectives and goals of this stage are being met.

Vision

To create a complete campus that meets the overall campus Vision, Principles and Framework objectives, providing all necessary requirements to satisfy a living campus environment in the first stage of development.

Principles

The direction for Stage One should strive to:

- Position the campus for catalytic development, to attract funding resources, and synergistic opportunities;
- Position the campus to transition in accordance with the next stage of development allowing for flexibility for change in future campus objectives and needs;
- Leverage existing assets to establish a brand for the campus as a unique institution to strengthen the campus' positioning in a local, regional, national, and international context in the first stage of development.

The following provides a list of detailed key moves and strategies (identified in the following image) that define Stage One and can be prioritized accordingly.

A. Development of a Student Family Residence (an initiative currently underway).

B. Re-purposing existing buildings for new campus uses, where possible. This includes additions and reconfiguration of the buildings.

C. Redevelopment of the Lori Road south gateway access into the campus – reconfiguration of the traffic circle intersection and new road alignment to access the new student family residence. This includes landscaping, pedestrian pathways, and circulation improvements.

D. Expansion of the existing parking lots to serve initial build outs and programming expansion.

E. Reconnecting the access to First Street North as a formal gateway into the campus, and for transit and vehicular drop-off and pick-up. This includes heritage landscape enhancements, gateway features, new pathways, and signage and wayfinding initiatives.

F. Developing the Mews Street and Plaza as the central pedestrian space – the heart of the campus. This also includes enhancing the existing quad as the easterly open space anchor to the Mews, enhancing old pedestrian connections, and establishing new connections to the existing campus buildings and faculties.

G. Building the Visitor and Student Services Centre (at the gateway entrance) – a new gateway and information centre for visitors and students, a primary student services centre and social hub (to include services and amenities such as a daycare), and a location for faculty administration.

H. Building of three new mixed-use academic buildings with the potential for below grade parking, offices and student residences above, an indoor athletic facility, and other amenities such as daycare, and retail that start to define the Main Street. This move may entail the removal of the Vehicle Storage Building to accommodate additional temporary surface parking if needed. Establishing new pedestrian linkages between buildings that protect view corridors and set the development parameters for new streets and linkages north.

I. Building of a second student family housing residence north of the first.

J. Building of a potential stand-alone service, amenities, or retail building on the Mews.

K. Upgrade and expansion of existing pocket parking lots.

L. Adding a sign and, or, enhanced landscape as a gateway treatment for the northern gateway on 1st Street.

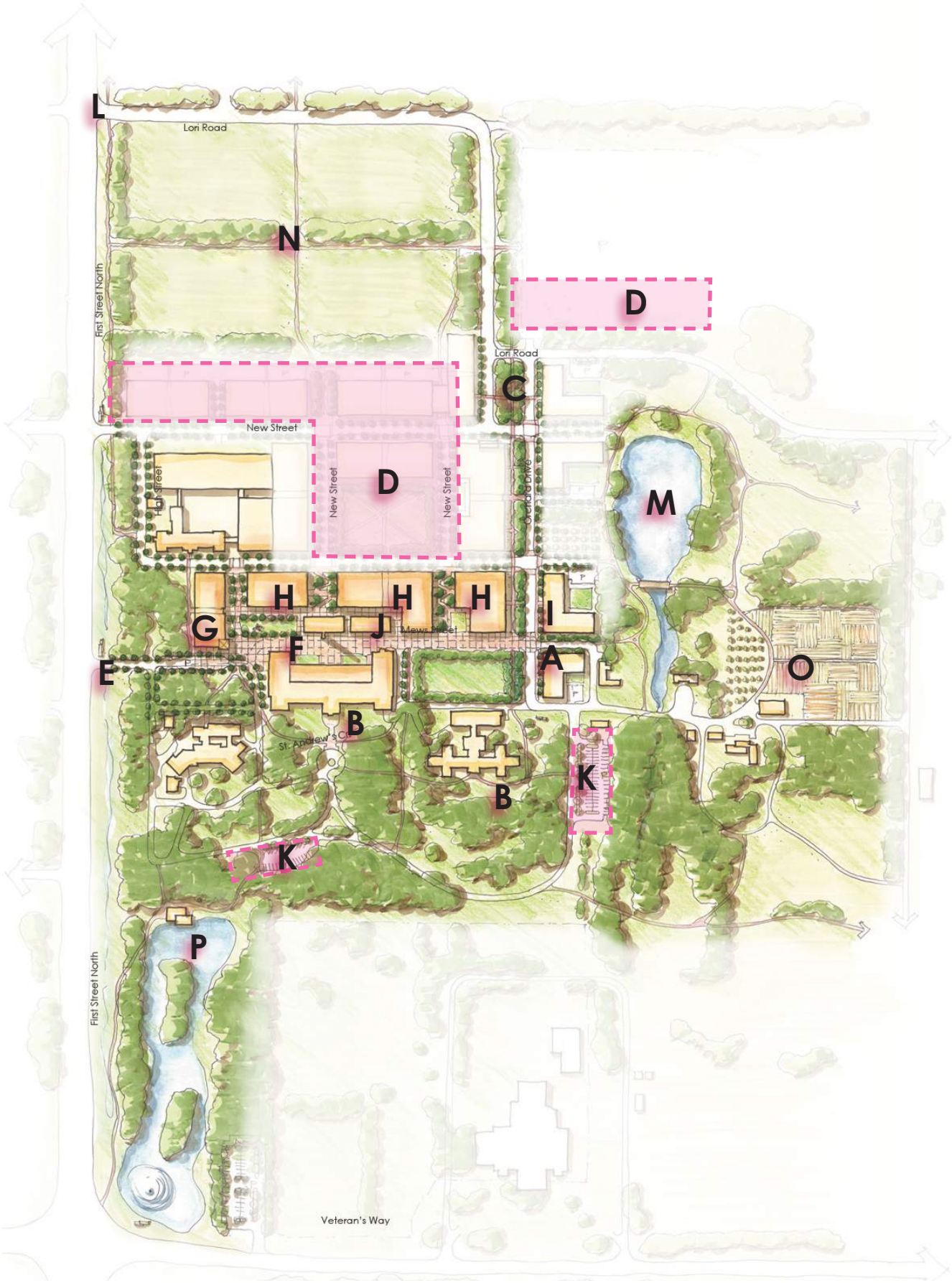
M. Restoring the northern stormwater pond as a learning landscape and campus amenity.

In addition to the development initiatives above, the campus will continue to build on its existing assets (throughout all stages of development), which can include:

N. Diversifying the existing recreational fields to include other uses such as soccer and cricket. This builds on the city initiative to expand the sports fields eastwards across Lori Road.

O. Developing the easterly lands to create an outdoor learning and working centre for the campus and community, to utilize the landscape for sustainable means, and to increase the campus' recreational and social amenities.

P. Developing the southerly lands (the flats) for recreation and research purposes – increasing the trails, and using the lands as a resource for outdoor learning.


L
Lori Road
N
First Street North
D
Lori Road
C
New Street
D
New Street
New Street
Hall Street
Orchard Drive
M
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H
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I
F
A
E
O
B
St. Andrew's Ct
K
B
K
P
First Street North
Veteran's Way

Stage One

Stage Two key plan

4.2 Stage Two - Extending the Campus Heart

The purpose of Stage Two is to expand on the central academic core of the campus and to build on the campus "heart". At this stage, the centre of gravity for the campus starts to shift north in anticipation of future campus growth towards the recreational fields. As such, the primary move in this stage includes establishing a new and substantive central amenity space, framed and animated by new academic buildings and student amenities. The Stage Two build is anticipated to be within a 20 to 30 year time-frame of development inception.

The following provides a list of the key moves and strategies that define Stage Two and can be prioritized accordingly.

A. Developing a large central quad as one of the primary gathering places for the North Hill Campus.

B. Shifting the surface parking to the campus perimeter, some of which can be at the northeast corner of the intersection of Lori Road and Orchard Drive. Some of this parking can be maintained south of the field until future build.

C. Creating two new streets that structure the layout of the second stage build, frame and define the central quad space and view corridors, and provide a frontage and address for new buildings, and new trees and shelter.

D. Reconnecting the east-west "New Street" (formerly Lori Road) to 1st Street as an access road for the Len Evans Centre for Trades and Technology and new buildings to its north.

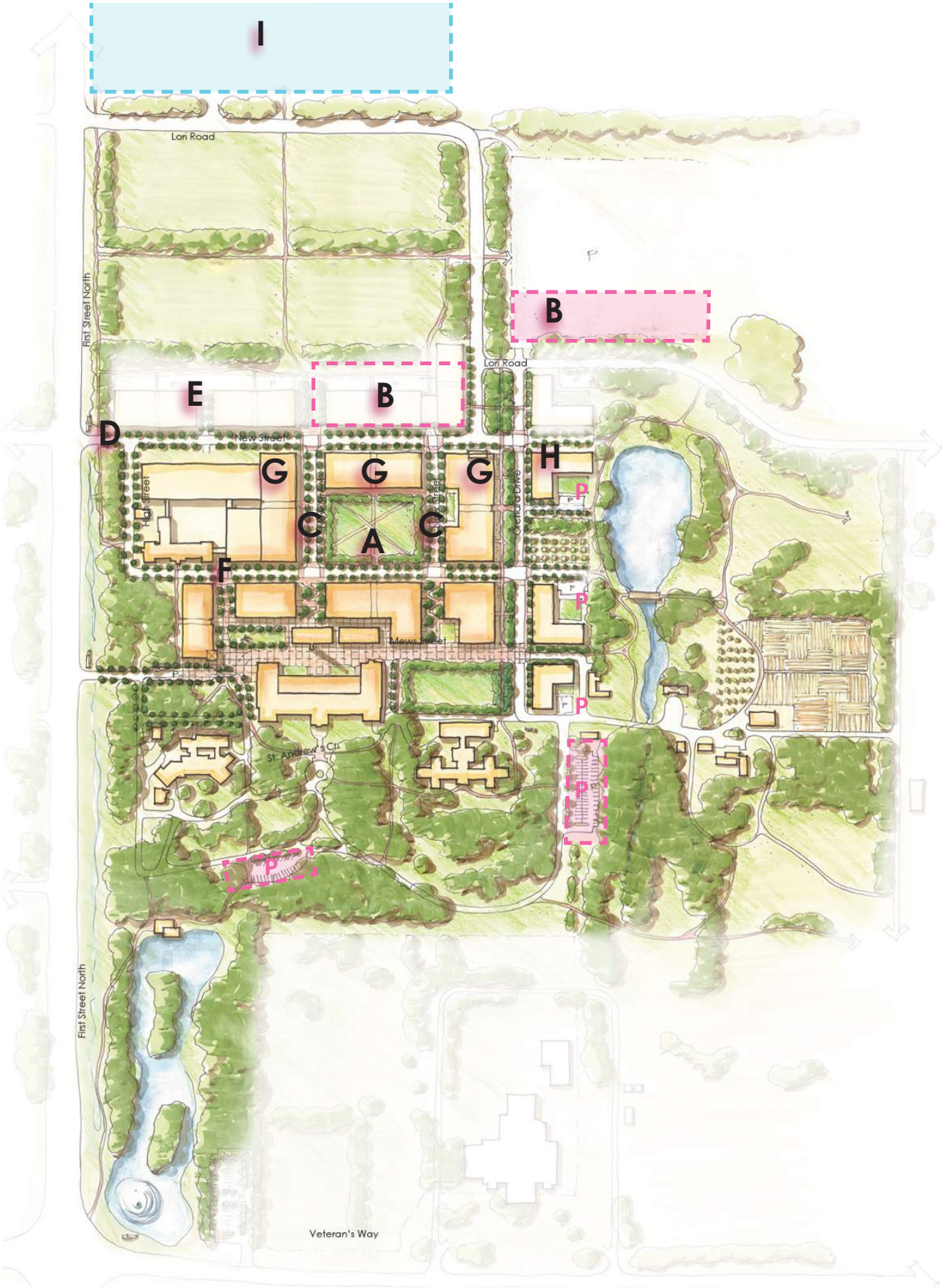
E. Creating an expanded works yard for the Len Evans Centre for Trades and Technology north of the existing building with a service access road along the southern edge of the fields.

F. Enhancing the High Street as the main east-west campus spine. This street provides the opportunity to locate additional campus services and amenities, and places for social gathering and animation to augment those within the Mews.

G. Building of three new mixed-use academic buildings with the potential for below grade parking, offices and student residences above, and other amenities such as daycare, and student services to animate the quad open space.

H. Building a new student residence north of the orchards.

I. Exploring partnership opportunities in the lands north of the athletic fields for uses such as shared parking, and ancillary building uses.


I
Lori Road
First Street North
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Mews Street
P
St. Andrew's Ct
P
P
First Street North
Veteran's Way

Stage Two

Stage Three key plan

4.3 Stage Three - Developing The Northern Precinct

The purpose of Stage Three development is to develop the north end of the campus which will complete the North Hill Campus Master Plan Vision. This stage is defined primarily by new buildings that front the recreational fields, a new gateway presence for the north entrance to the campus, and new connections to the campus east. The location of new buildings at the north edge of the campus and a redefined entryway provide the opportunity to create a distinct northern precinct for satellite uses and synergies with other institutions such as Brandon University, or the City of Brandon. Establishing these relationships can enable development and the fruition of the Master Plan. The Stage Three build is anticipated to be within a 30 to 50 year time-frame but can occur sooner if funding synergies are realized.

The following provides a list of the key moves and strategies that define Stage Three Development and can be prioritized accordingly.

A. Building of three new buildings with the potential to expand the Len Evans Centre for Trades and Technology precinct, provide new community oriented athletic facilities, and space for other satellite uses. Each new building can accommodate structured and below grade parking.

B. Building a new residence to complete the residential street and define the gateway, there is potential for these to be used as a hotel or other short-term residential use.

C. Build community amenities in the flats such as a pavilion along the trails, expansion of the trails, and outdoor amphitheatre. Include parking (shown in pink) to support the amenities in this area.

D. Continuing to explore partnership opportunities in the fields north of the Athletic fields, as required, based on the outcomes of Stage Two.


D
Lori Road
First Street North
P
Lori Road
A
A
A
B
New Street
Hall Street
Mews Street
St. Andrew's Crt
P
C
First Street North
C
Veteran's Way

Stage Three

5 Implementation

The Campus Master Plan plays an important role in shaping the evolution of the campus. It serves as a long term decision-making framework to guide the physical evolution of the campus.

University of Warwick, Campus Plaza, Credit: Wikimedia

This document provides a framework for development of the ACC Campus Master Plan over the next 50+ years, which is structured around achievable development scenarios. The following implementation strategy focuses on three key areas:

- Developing a complete campus environment within a 5-20 year time-frame;
- Identifying opportunities to build campus identity as a unique destination;
- Identifying opportunities to implement "low hanging fruit" initiatives that are achievable in the short term, build excitement and momentum, and catalyse future development; and,
- Identifying opportunities to make long-term development and administration of the Plan viable, namely through strategic partnerships, and a new campus governance strategy that positions the College as steward of the lands at the North Hill Campus.

As full plan development is anticipated over a long term, the implementation strategy also looks at recommendations for long term plan administration, monitoring and review, providing a "living document" intended to accommodate and address change over time.

5.1 Realizing Stage One Development

The strategy for Stage 1 is to create a "complete" campus environment, in the sense that it has all of the amenities, services, and characteristics of a mature campus. To make this initial and critical stage possible, the College needs to provide sufficient building space, parking, services, and amenities to accommodate the transition of all students, faculty, and staff from the Victoria Campus, beginning with the proposed Centre for Health and the Environment. During Stage 1 the College must also seek opportunities to build momentum and excitement around development. This includes initiatives and programs that have broad impacts and make visible enhancements, create a draw, and start to reinforce campus identity.

5.1.1 Key Stage 1 Development Initiatives

Increasing the facilities, services, programs, and resources that are available to students, staff, faculty, and the Brandon community will help build momentum and excitement on campus, and provide a critical mass needed to encourage further phases of development. It is critical that early development initiatives create momentum for subsequent initiatives and also provide multiple enhancements to the campus. In addition, seeking "low hanging fruit" opportunities that are easy to implement and are a low cost to the College should be given priority. Identifying these initiatives should be ongoing throughout all stages of development.

Building Momentum, Excitement, and a Critical Mass on Campus

- **Developing the Mews Street and Plaza.** The development of the Mews Street and Plaza as a new public space will create an amenity, not only for the campus community, but also for the City of Brandon. With the appropriate programming it can facilitate all-season community oriented activities that will be a draw for the College. Locating a quality cafe on the plaza becomes the place to go for students but also for teams playing soccer or baseball on the fields on the weekends, or a stop for someone using the trails through campus.
- **Creating a Student/Visitor Centre.** The development of a Student and Visitor Centre should be one of the first initiatives towards creating a campus heart and is an integral part of Stage 1 development. The nature of its use—being a hub for student services and amenities, and a centre to welcome visitors and invite a community presence—creates a focus of activity and animation.

Identifying and Implementing the "Low Hanging Fruit"

- **Restoring the Northern Pond.** Water is a critical resource and an important thematic component of the College's programming. The pond and its surrounding landscape can be a valuable learning resource for the Environmental Technologies program and other landscaping, horticulture, arboriculture, and agriculture programs. In addition, it is a resource for sustainable stormwater management for the campus, as well as a recreational amenity for campus and community use.
- **Enhancing the South-East Quad.** Enhanced landscaping, new surface treatments, improved pedestrian circulation, furnishings such as benches, and new programming for the existing quad can bring quick and visible change to the campus' public realm environment and encourage use of its existing open spaces. As a catalytic initiative, it starts to build a context for the new Student Residence and the development of the Mews Street. New programming for this space

can initiate campus and community synergies, building an inclusive destination and environment. For example, the open space can be flooded in the winter to accommodate recreational ice skating at minimal cost to the College.

- **Locating Art on Campus.** An initiative as simple as providing locations on campus to showcase permanent or temporary art can bring a new life to, and an awareness of, the campus and campus history. It also starts to define the anticipated future quality of the campus and showcase its open space assets. The College may also work with First Nations, Métis, and Inuit organizations to showcase indigenous art.
- **Interpreting Sustainability.** Identifying places and opportunities to demonstrate and showcase sustainability initiatives on campus.

5.2 Building Campus Identity as a Sustainable College

The College has already started to build an identity around sustainability, for example, by providing state-of-the art programming which supports Brandon and Manitoba's economic needs, while advocating and facilitating field to fork initiatives. The College can continue to build on this identity by expanding its sustainability initiatives through programming and built-form and landscape design.

The following implementation strategy is designed to incrementally build campus identity around the concept of sustainability. By focusing on achieving low-cost, high impact, quick-wins the strategy aims to build momentum for more capital intensive initiatives in the future.

The sustainability initiatives described below are a sampling of ideas.

Cost Effective High Impact Initiatives

- Set up a composting program in the immediate term. It costs very little, if anything, and can be integrated with Environmental Technologies, Culinary Arts, and the agriculture related programs, and potentially run by a student group.
- Initiate and support a carpooling system by adding resources for coordinating rides on the College's website or student Intranet.
- Integrate the northern pond to a stormwater management strategy and design its landscape to serve as an amenity for the campus, and a learning landscape for Environmental Technologies and other programs. It may be possible to use it to irrigate the agricultural fields and lawns.
- Consider setting up an administrative body, or individual, that will monitor and help run basic sustainability initiatives like the

carpooling and composting programs—this is an ideal role for a student sustainability group.

- Consider ways for College staff and faculty to provide input on sustainability initiatives. It may be as simple as including the topic of sustainability as a line item on meeting agendas, asking for ideas for new initiatives. This can help gauge the level of interest. Simple programs to consider can include: coffee bag and cereal bag recycling is typically not handled by municipalities, but there are organizations that will take these materials and re-purpose them free of charge.

Long-Term Initiatives

- Design new buildings and facilities with higher sustainability standards. Consider incorporating photovoltaic cells or designing buildings to accommodate PV cells for future installation.
- Design new buildings to incorporate timber as a significant portion of the building material.
- Consider planning for the campus to disconnect from the municipal stormwater and sewage treatment network by creating the infrastructure to process and clean waste on site.
- Consider developing a renewable district heating and energy system for all of the buildings on campus.
- Plan for all buildings on campus to be net-zero in terms of their energy consumption.

5.3 Partnership Opportunities

There is inherent value in seeking and fostering development partnerships as part of the College's implementation strategy for several reasons, including but not limited to:

- It provides a means to augment funding, resources, and expertise towards, the realization of significant campus projects;
- Partnerships help to mitigate the risks associated with larger capital intensive projects;
- Partners can generate new ideas and ways of approaching an issue;
- It reinforces the College's identity and role as inclusive and community oriented; and,
- Synergistic objectives can be realized that are beneficial to both parties.

Some synergistic opportunities include, but are not limited to:

- Partnerships with other post-secondary institutions to enable additional programs and course opportunities, and enable funding for further build-out of the Plan;

- Partnerships with developers to enable the College to build additional facilities in a mixed-use capacity, integrating educational or administrative uses with residences or commercial development, while reducing the risk of solitary investment;
- Partnerships with the City of Brandon to enable the improvement of infrastructure such as safe road connections and access to the campus, transit opportunities on campus, expanded trail connections on campus where the College takes stewardship and maintenance of the trail; and,
- Partnerships with museums, art institutions, First Nations, Métis, and Inuit organizations to showcase art or history on campus which provide a draw for the College and exposure of the institutions resources.

The process of identifying and pursuing strategic partnerships should be informed by the Vision and Objectives outlined in this Plan. All partnership opportunities are subject to the Campus Master Plan's vision and policies, as well as to approval by the Board of Governors and other governing entities.

5.4 Plan Administration & Monitoring — A Living Document

The Campus Master Plan plays an integral role in the College's planning processes. It serves as a long-term decision-making framework to guide the physical evolution of the campus, enabling it to grow and change over time. It should be referred to at the commencement of all development initiatives, and it should inform the design and planning of any campus expansions or improvements. All decisions regarding the physical form and ongoing management of the campus should be consistent with, and make reference to, the Campus Master Plan. The Plan should also be widely distributed online and specifically amongst members of the College's Board, staff, faculty, students, as well as members of the Brandon community.

A Living Document

The Campus Master Plan is intended to be a 'living document', written and structured to provide the College with a flexible decision-making framework, to accommodate change over time, as well as specific opportunities as they emerge. It is intended to provide guidance for the best location for new buildings, open space, and infrastructure projects and will guide the form and relationship of each to each other, and to the campus as a whole.

Plan Review

Adherence to this Plan will enable the College to achieve the Vision and Objectives that were established in consultation with all stakeholders who participated in the Campus Master Plan process. As the Plan is anticipated

to unfold over a long period of time, ongoing review and updating of the Campus Master Plan is recommended (approximately every 5-10 years), to ensure that it continues to reflect and be consistent with the broader goals and needs of Assiniboine Community College's North Hill Campus.

If it should be determined that amendments or changes are needed to the Campus Master Plan they should be undertaken in a way that engages not only the College's governing bodies, but also campus stakeholders including the broader Brandon community. Only then, should the Campus Master Plan document be revised and updated.

A Reporting Process

The reporting process can be managed with the preparation of Annual Reports to assess and confirm that the Campus Master Plan's Vision and Objectives are being met and the development Frameworks are being implemented in accordance with the Plan.

5.5 Governance and Stewardship of the Lands

Ideally, the development of the proposed Campus Master Plan should occur within a 20 - 25 year time-frame. The current project management and approval process, and the mechanism to acquire funding for development, does not, however, provide an effective means for the College to realize the Campus Master Plan Vision. Relying on the Ministry of Infrastructure and Transportation as the prime administrator of the lands may delay the Plan's implementation and limit the full realization of its Vision.

The most effective way of administering the Plan, and achieving its Vision and Objectives, is for the College to have stewardship of the land and control over the decision-making and approval process for Plan review and implementation. In order to effectively administer the Plan, the College should consider opportunities to establish a different governance structure to what currently exists today.

The procedure for Plan administration should be as simple and efficient as possible, and regulated by ACC governing bodies. The College should seek to establish a Campus Planning and Building Committee represented by members of the College's executive, faculty, building and infrastructure maintenance staff, student body, and external stakeholders. The College should also seek to establish a Campus Planning and Development Office responsible for implementing the Campus Master Plan, including plan management and updating, and reviewing development proposals to ensure that they are in keeping with the objectives of the Plan Frameworks.

Appendix A:

Phase 1 & 2 Consultation Outcomes

Photo credit: Mike Karakas

ASSINIBOINE COMMUNITY COLLEGE

DIALOG®

MMM GROUP