

Welcome

Seneca College, Newnham Campus Master Plan

Scope + Background

Seneca College has launched on a Campus Master Planning process for the Newnham Campus as part of its ongoing commitment to providing a "superior quality education experience" and "access to success".

The Master Plan Process will be completed in two stages: the preparation of the 'Building-Level' Master Program and Plan, and the development of the Campus Master Plan. These two stages will begin simultaneously, and run concurrently in the initial phase of the Project. Upon completion, the Building Master Program and Plan will lead in and inform the completion of the Campus Master Plan.

The early stages of the Project will define the necessary parameters for developing the Campus Master Plan and includes some or all of the following: an inventory of space and equipment requirements; an assessment of client and user needs; a critical review of relevant precedents; an analysis of community and site conditions; a review of the relevant laws and standards and an assessment of their implication for the project; and a definition of site selection (where applicable) and design assessment criteria.

The Project will focus on Seneca's Newnham building(s) and Campus, but the implications of possible changes at all Seneca campuses will be considered in the planning process. The planning process will describe the Campus adaptation and development to changes in Academic delivery, Community Needs, and Operational Needs.

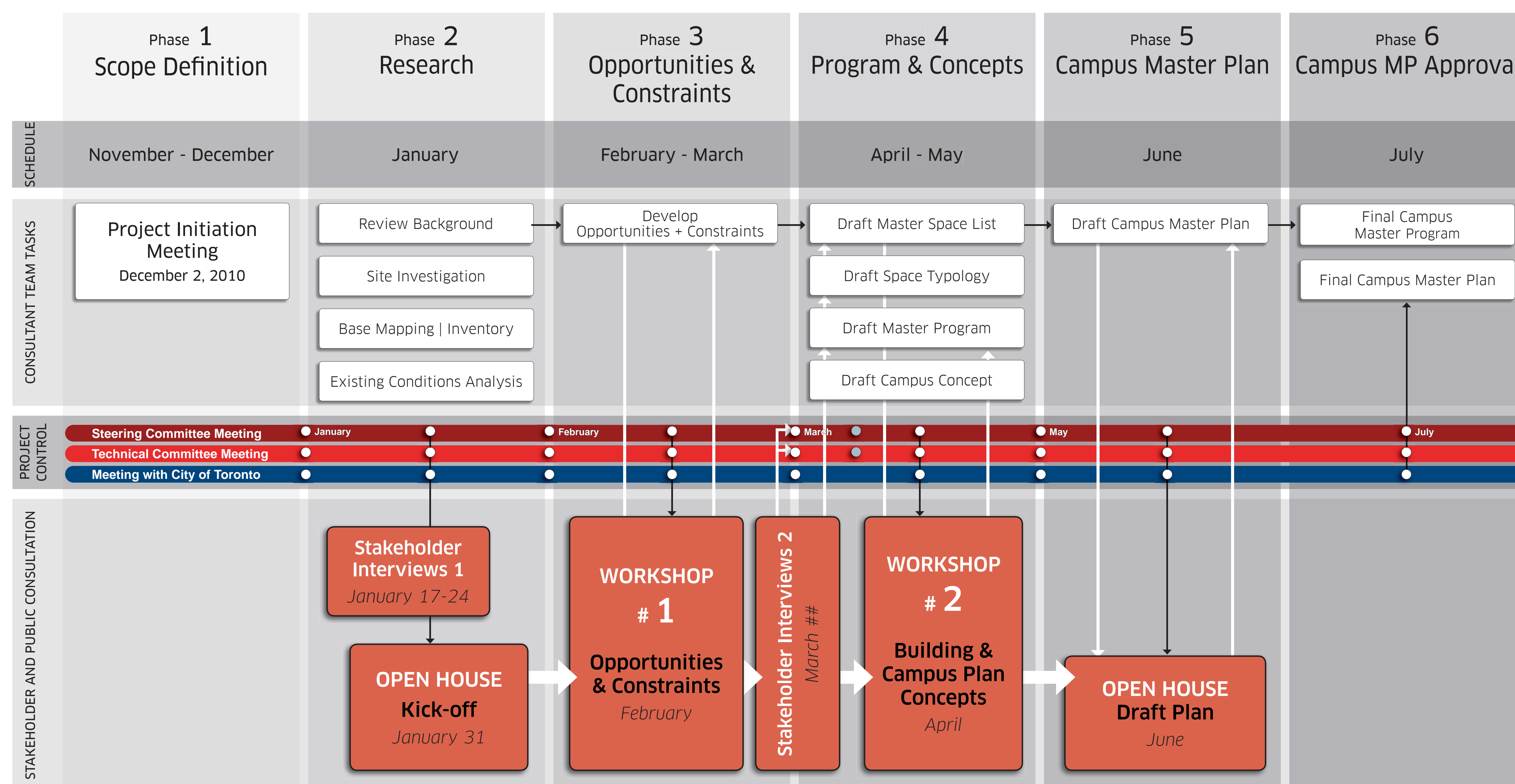
Study Process

We have structured a work plan and methodology around a dynamic and collaborative process tailored to creating an exciting Campus Master Plan and to generating interest and ideas toward a new direction for the Campus - ideas drawn from an array of stakeholders.

Our methodology integrates technical due diligence with a public consultation strategy that emphasizes capacity building and generates a true dialogue with participants, one that elicits meaningful feedback in a way that is meant to advance the project effectively.

The following diagram describes the key components of the work plan, which outlines the sequencing of the key tasks and events, as well as additional tasks that we consider integral to the process. Highlights of our Work Plan and Methodology include: An evolution of ideas, reflected over the course of four consultation events, initiated by informative stakeholder interviews; to a celebratory Public Forum that embraces best practices in campus planning; to initiating a dialogue with all key stakeholders on new ideas and opportunities, and generating a shift in thinking; to opportunities for targeted and focused discussion and decision making; and finally, to bringing a new Campus Master Plan to fruition for College and community review.

Work Program Overview Chart



Study Team

DIALOG in conjunction with Educational Consulting Services Corp. (ECS), will work in collaboration with the Seneca College's Management Team, Steering Committee and Advisory Committee.

DIALOG is responsible for the development of the Campus Master Plan and Master Program. DIALOG's name conveys the firm's uniquely collaborative approach, founded upon engagement of clients and communities by multidisciplinary teams in an interactive planning and design process that encompasses architecture, engineering, interior design, planning and urban design services. It is an approach that has garnered international recognition for the firm's outstanding contributions to the public realm and the design of cities. DIALOG is a strong voice for innovative thinking and sustainable leadership – a discussion that benefits from the collaboration of people with unique perspectives and skills.

ECS provides services in Facilities Planning, Educational Planning and Management Consulting. Assignments are carried out by a team of planners, analysts and educators. ECS's experience include Universities and Colleges, Training Institutions, Ministries of Education, International Funding Institutions, School Boards, Research Centres, non-Governmental Organizations and Independent Schools. ECS is responsible for the development of Master Space Programmes (MSPs) for Seneca College. Each MSP will describe long-range space requirement estimates by function and by space type for the College. An analysis of instructional utilization and the calculation of key space allocation benchmarks will allow for a documented, insightful understanding of how the College's space resources are currently allocated and used.

How to get Involved

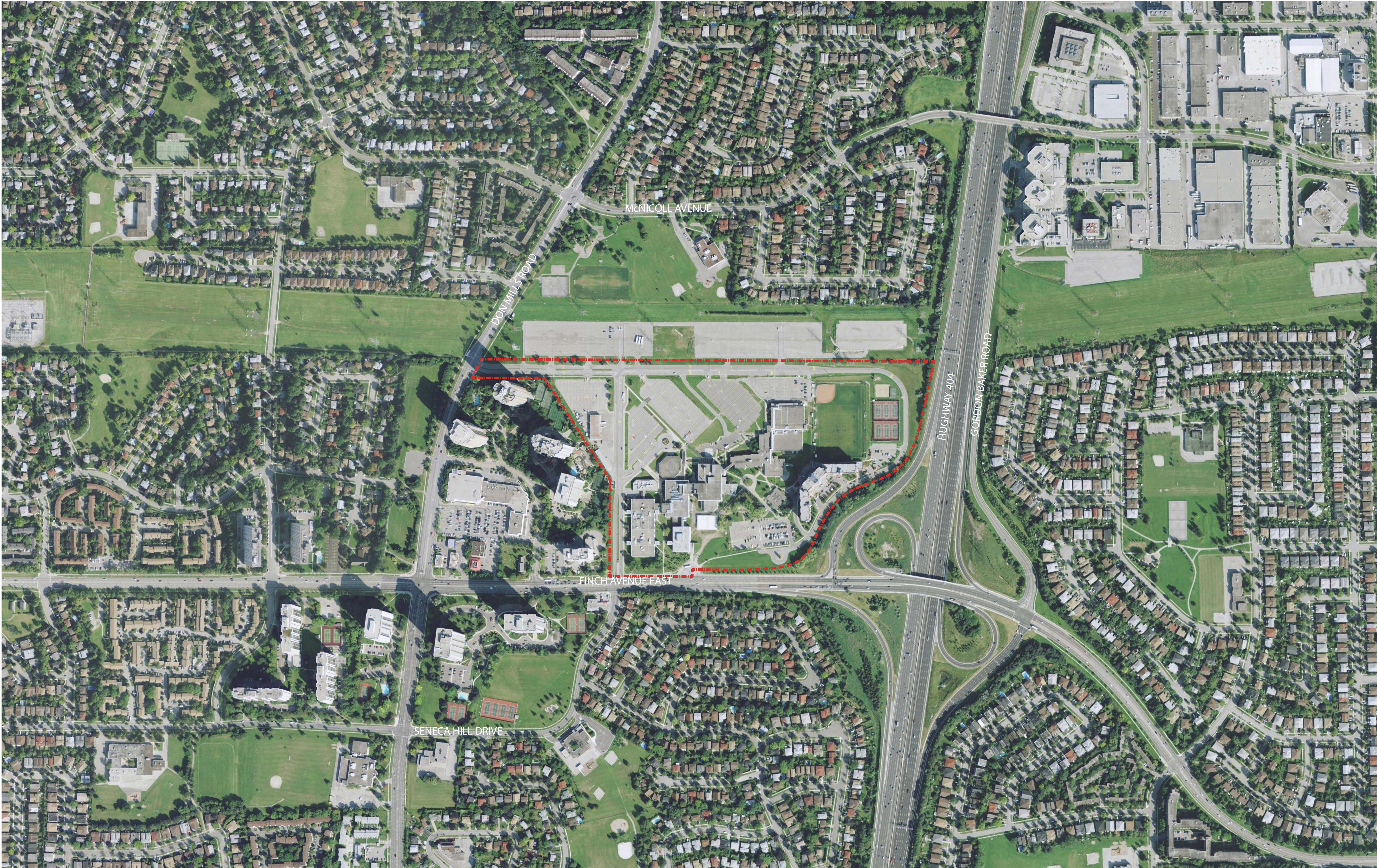
An important part of this study is the input we will receive from you. We are encouraging students, faculty, the public, business owners, and other interested community and College members to join in and participate at the Open House events. Throughout the process of developing the Seneca Newnham Campus Master Plan, we will host various events for the Campus Community to become engaged or participate in. As details become available on upcoming events, they will be made available on the project website. The website is also a great source and method of staying informed and connected throughout the process, as it will be updated on a regular basis.

www.senecac.on.ca/

Key Considerations for this project:

- **Compatibility with the Neighbourhood and community**
- **A shared Vision for the campus setting that delivers on the College's Strategic Plan and pedagogical goals**
- **A Built Form framework, including identifying strategies for future expansion**
- **An Open Space Framework that shapes and connects a system of exterior places**
- **Site and Building Accessibility, including Public Transit, Site Circulation, Pedestrian Networks, Cycling Networks, Vehicular Networks Servicing, and Parking**
- **Balancing the Built Development with Natural and Landscaped Environments**
- **Sustainable Design**

Newnham Campus Aerial



Seneca's Mission Statement

To contribute to Canadian society by being a transformational leader in providing students with career-related education and training.

Seneca's Strategic Goals

Students are the central focus of Seneca's Mission and Vision.

Thus, two overarching goals serve as the foundation of all we do.

SUPERIOR QUALITY EDUCATION EXPERIENCE

Student engagement and success are the most important results we deliver. These outcomes are unequivocal. We achieve them through expert faculty and staff, relevant curricula, valued credentials, opportunities for lifelong learning experiences, personal development, informed course and program choices, varied delivery options, and appropriate supports and services that are timely and targeted to individual student needs.

ACCESS TO SUCCESS

We are the Canadian model for lifelong access opportunities to higher education and training. Our plans to this end include a diversity of academic opportunities, credit transfer agreements; partnership agreements with governments, colleges, universities, boards of education, community groups and industry associations; supports and services that promote access, retention and student success; multiple entry and bridging opportunities; research to identify effective access and retention strategies; assistance to foreign-trained persons; and proactive access and success strategies for students and employees with disabilities.

In order to achieve the expected results from these two goals, we pursue a strategic direction that differentiates our institution in a meaningful way, adding value for our students and alumni, their employers, our employees, the communities we serve and, ultimately, society as a whole.

Our strategic direction is further defined by the following priorities, which guide our work and support our commitment to superior quality education experience and access to success:

- TRANSFORM OUR INSTITUTION...as the Canadian model of polytechnic education
- BUILD ORGANIZATIONAL CAPACITY...to support our educational philosophy
- CREATE A CLIMATE OF INNOVATION AND CONTINUOUS IMPROVEMENT...as part of a high performance organization

What is a Campus Plan?

The Campus Plan has the capacity to render and deliver a vision for Seneca that will enhance how students, faculty, employees, and visitors, experience the College, on all its campuses. In our experience, Master Planning (including both Master Programming and the Master Planning processes) can be an effective way to meet a number of parallel objectives, including:

IMPLEMENTING SENECA (ONGOING) STRATEGIC AND ACADEMIC PLANS

- Creates the space (quality and quantity) needed for delivering academic excellence and learning
- Is a pedagogical tool, a demonstration of your values, philosophy, and best practices

RENDERING A VISION THAT PEOPLE CAN BUY INTO

- Attracts and enables funding (governmental, organizational, and private)
- Attracts (higher-quality) students
- Attracts (higher-quality) faculty and staff
- Attracts partners (e.g. research, residences, services, amenities)

IMPROVING THE QUALITY OF THE CAMPUS ENVIRONMENT

- Improved quality of space, and corresponding improvements to the quality of education
- Resolution of facility needs (e.g. space allocation, parking, amenities)
- Improved overall facility management and servicing conditions

PROVIDING AN APPROVED FRAMEWORK FOR FUTURE DECISIONS

- Makes future processes and decisions easier
- Considers interrelated issues (e.g. parking, servicing, space needs)
- Makes best use of today's investments: anticipating future build-out (has regard for phasing)
- Provides clarity and comfort for all, reducing uncertainties

A PROCESS THAT ELICITS THE PARTICIPATION OF SENECA'S EXTENDED COMMUNITY

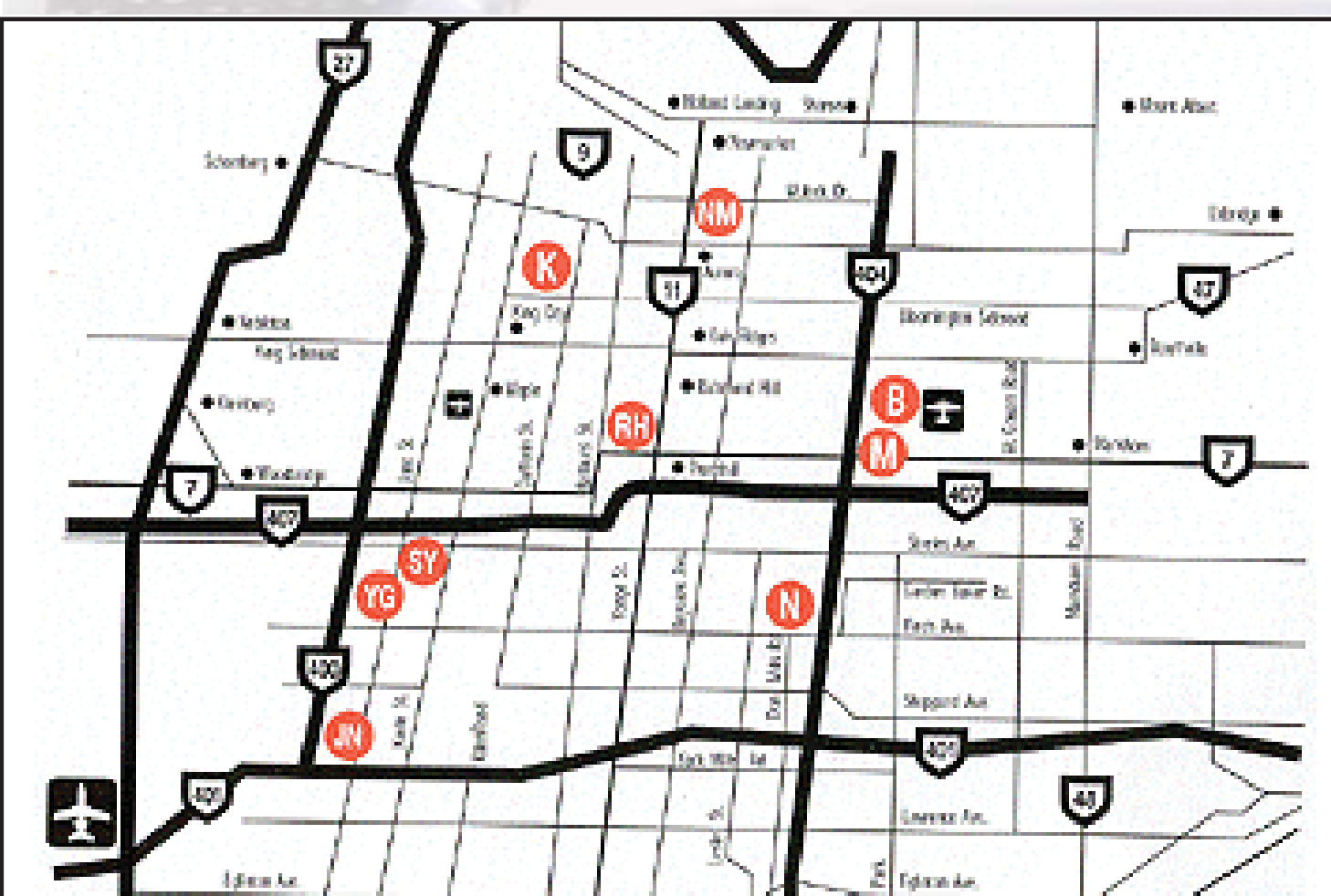
- Internal: students, faculty, departments, staff, alumni
- External: partners, neighbours, City

SATISFYING MUNICIPAL REQUIREMENTS

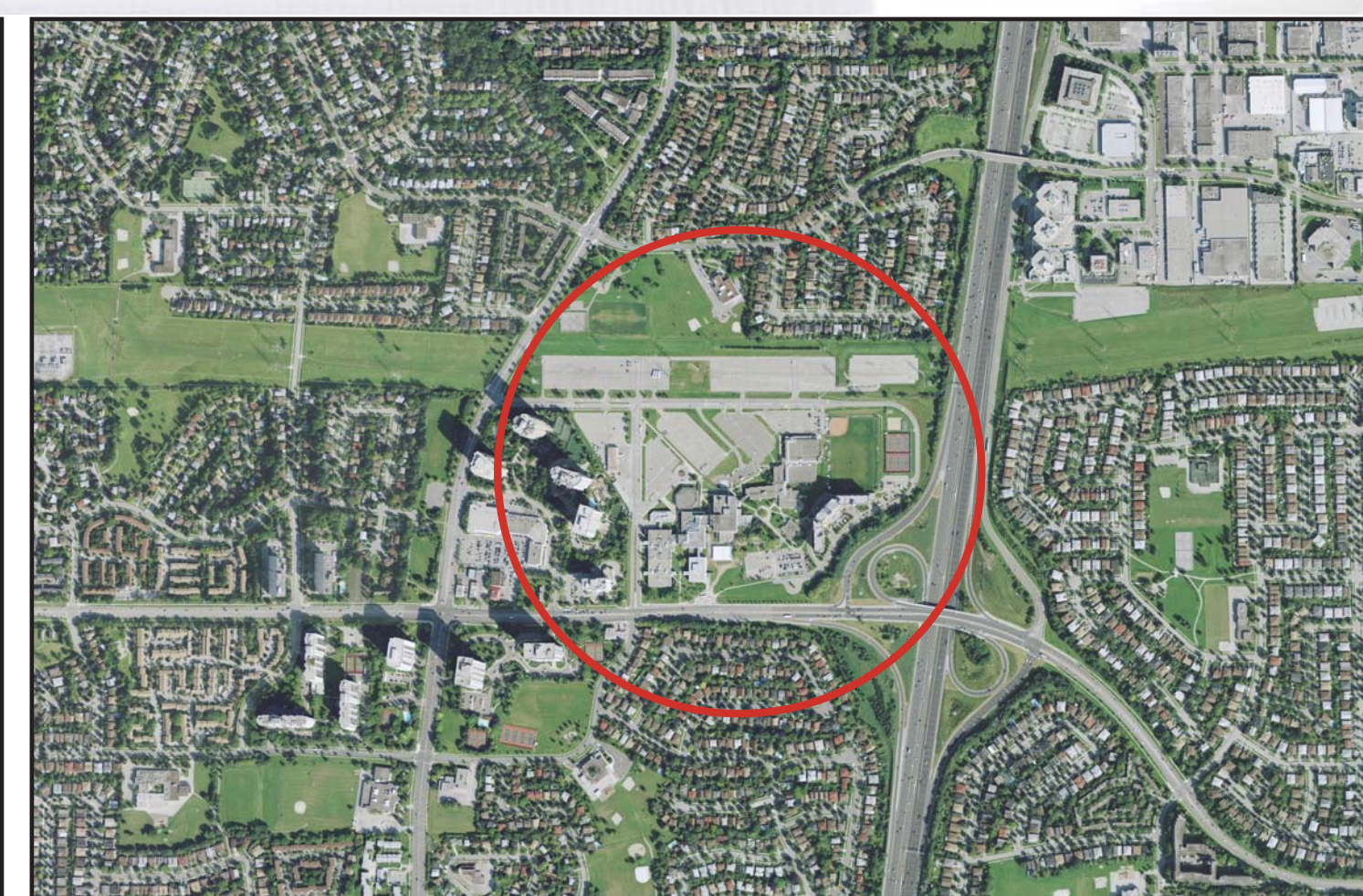
- Meets the Site Planning Approval requirement
- Provides a pre-approved framework for future campus investments

Campus Planning Objectives

- Implement Seneca's (ongoing) Strategic and Academic Plans and provide a feedback loop for future Strategic Plan
- Generate a shared vision for the campus settings
- Engage a collaborative process that generates buy-in and interest from key stakeholders. Involve students, the campus community, and all levels of government
- Provide an approved framework for future decisions: a Built Form Framework, including strategies for future expansion; and an Open Space Framework that shapes and connects a system of exterior places
- Address compatibility with the neighbourhood and community
- Improve the quality of the campus environment
- Address the site and building accessibility, including public transit, site circulation, pedestrian networks servicing, and parking
- Investigate opportunities for campus expansion (maximise use of site) and partnerships
- Demonstrate leadership in campus planning and sustainable design
- Integrate short-term opportunities/needs such as sports build and student centre build
- Satisfy municipal requirements



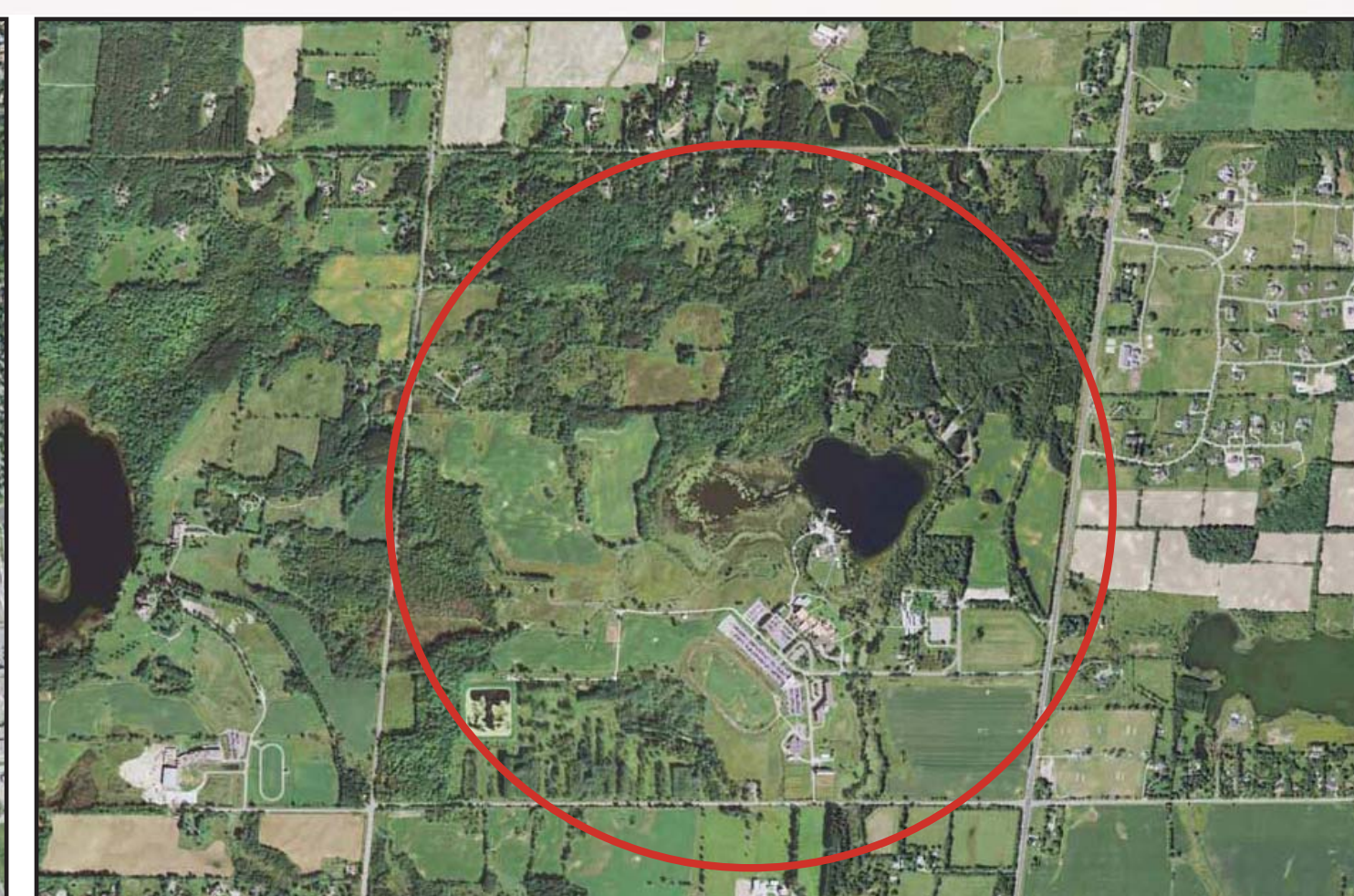
All Seneca Campuses



Newnham Campus



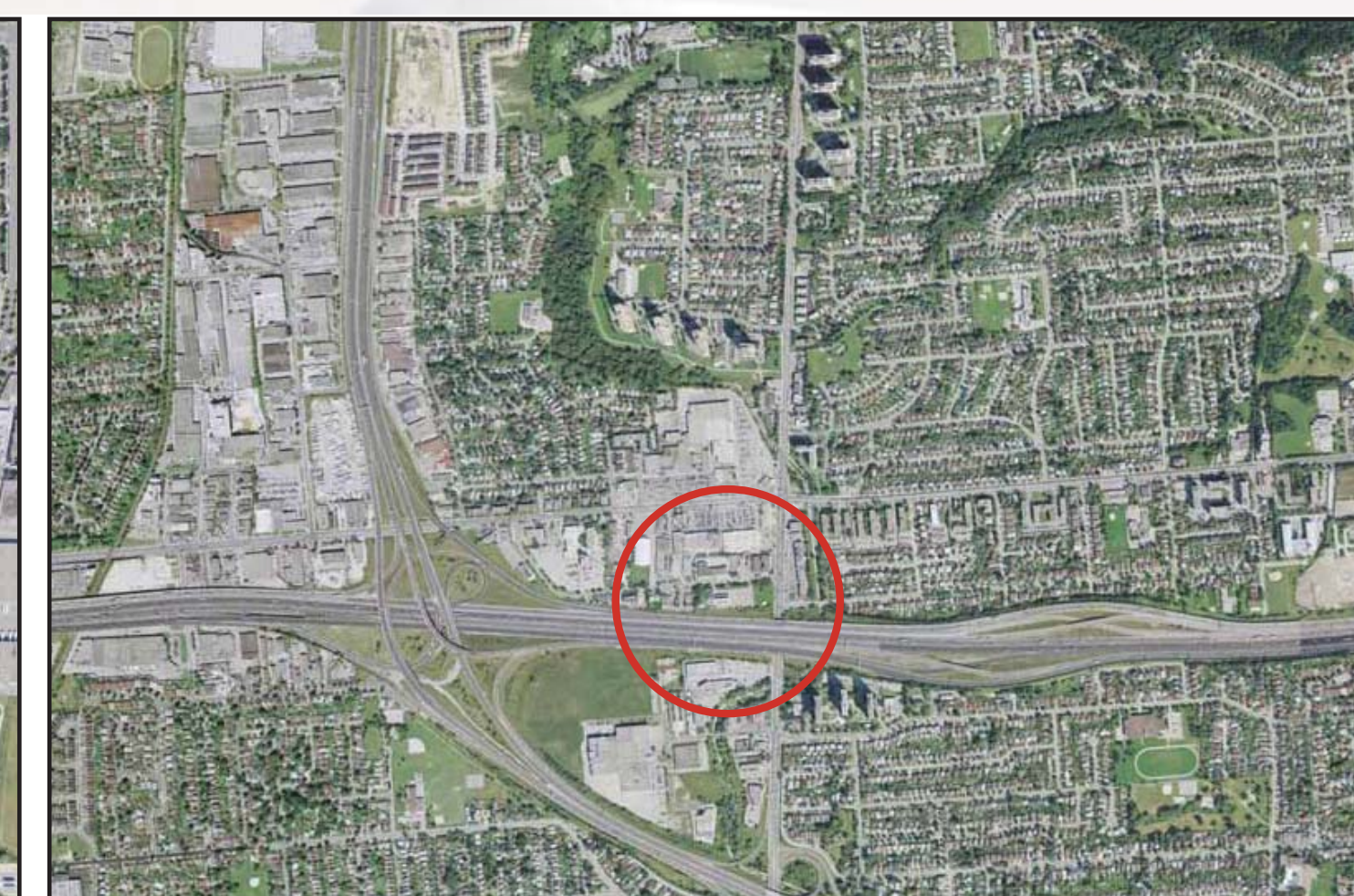
Markham Campus



King Campus



Seneca @ York Campus



Jane Campus

History of Seneca College

In May 1965, then provincial Minister of Education William Davis introduced Bill 153 which created the province's community college system to provide a post-secondary education alternative for those not wanting or able to attend university. Colleges were to be independent of existing systems, community-based and fulfil the needs of business and industry. In August 1966, Seneca College was officially established at its first Board of Governors meeting.

On September 6, 1967, Seneca opened its doors with founding President William Newnham. That first year had 852 full-time and 1,067 part-time students enrolled in 20 diploma and certificate programs. Classes were offered at a number of sites including the North York Board of Education, a Woolworth Store at Sheppard Avenue and Yonge Street, the Lewis Beattie Secondary School and a renovated factory at 43 Sheppard Avenue East.

1968 Ground was turned on a 62-acre parcel of land at Finch Avenue and Woodbine Avenue (now Highway 404). The first phase of construction created a two-storey brick building containing the college's computer, secretarial, engineering and applied arts programs. At the same time, the Air Flight Technology Program began at Buttonville Airport. College enrolment grew to 8,667 full-time and part-time students.

1970 Phase two: Architects John B. Parkin Associates: Buildings B and C. A "daisy chain of unfinished concrete, 4-storey links sweeping diagonally from south-east to north-west." Phase Two added 38 teaching areas, 28 laboratories and 87 faculty offices. The new Learning Resource Centre consumed over 15,000 square feet, around the south and east sections of Phase Two.

1971 Seneca purchased Lady Flora Eaton's King Township estate and the adjoining 650 acres. This would become Seneca's King Campus.

1972 Seneca's Sport Centre, featuring a triple gymnasium and an ice arena, opened at Newnham Campus.

1973 Phase Three: Four-storey Building D. As well, the Sports Centre and Arena (Building G) were built at this time, without an indoor link to the College's other buildings. Portables were also situated at the east end of Building D.

1975 Construction of the 137,000 square-foot Garriock Hall began at King Campus

1980 The Newnham Campus Annex was opened (current location of the KIP building). It consisted of the Centre for Individualized Learning and computer labs. Demolished in 2010.

1984 The Board of Governors voted to rename the Finch Campus in honour of the retiring President William Newnham.

1988 Seneca was the first college in the province to enter into a joint articulation agreement with a secondary school. 1989 An extension to Newnham Campus Building E and F (SeneCentre) connected Phase Three to the Sports Centre building G. Early Childhood Education Lab built.

1992 ECE Lab was built (Building H)

1994 The province announced it would provide capital for the development of the Seneca@York Campus of advanced technology, located on the grounds of York University, and the Yorkgate Campus in the Jane-Finch area.

1996 Seneca offered 230 programs of study. Enrolment had grown to more than 100,000 full-time and part-time students.

1999 Seneca@York opened its doors to the first semester of students. The campus is home to Seneca's School of Communication Arts, School of Biological Sciences and Applied Chemistry, School of Computer Studies and Centre for Professional Communications. Newnham Residences were built



- 1 1968
- 2 1968
- 3 Early 70s
- 4 Early 70s
- 5 Mid 70s
- 6 Early 70s
- 7 Mid 70s
- 8 Mid 70s
- 9 Late 70s
- 10 Early 90s
- 11 1980



2001 Construction began on the Ontario government funded renovation of Newnham Campus and Technology Enhanced Learning (TEL) Building SuperBuild projects. glass buildings added to buildings B and C (facing Finch); and Building A gutted and refurbished with new labs, classrooms and faculty offices. Currently home the Centre for the Built Environment.

2002 The provincial government granted Seneca College the ability to offer bachelor's degrees. In September, Seneca became the first college in Ontario to offer a degree program when classes began for its Bachelor of Applied Business – Financial Services Management Program.

2003 Seneca offered three additional degree programs: Bachelor of Applied Technology – Environmental Site Remediation, Bachelor of Applied Technology – Flight, Bachelor of Applied Technology – Software Development. Seneca offered the Liberal Arts program (formerly the General Arts and Sciences program) for the first time at the Seneca@York Campus. Seneca became a founding member of Polytechnics Canada.

2004 Seneca's TEL Building officially opened. Seneca purchased a 10-storey office building at Hwy. 7 and Hwy. 404 that would become its Markham Campus. Seneca opened its new state-of-the-art Animal Health Facility at King Campus, complete with kennels, an X-ray room, an operating room and labs.

2005 Seneca opened its Markham Campus, becoming the first post-secondary education facility in the town, to better serve York Region's educational needs. Fulltime, part-time and corporate training classes are offered.

2006 Seneca received authorization to offer three new degrees: Bachelor of Applied Business – International Accounting and Finance, Bachelor of Applied Business – Human Resources Strategy and Technology, Bachelor of Applied Technology – Informatics and Security. Financial Services Management students became the first graduates of an Ontario college degree program.

2007 Seneca College celebrated its 40th Anniversary. Seneca College's Board of Governors received the Maytree Foundation's Diversity in Governance Award.

2008 Seneca launched a new degree program, Bachelor of Applied Arts – Child Development. Seneca is named one of Greater Toronto's top 75 employers.

2011 Extension of the Newnham Campus with a new 160,000-square-foot building. The new building will include additional classrooms and faculty spaces as well as a new auditorium, which will have a flexible design that can serve as a single classroom, be divided into multiple teaching spaces or host Seneca functions.

Did you know?

Newnham is Seneca's largest campus. Its 650,000 foot square built environment is situated on 51 acres and home to 10,300 full-time students studying in 86 programs.

The first Internet station was introduced at the Newnham Campus Library in 1997

In 2002, Newnham became the home to Seneca's first degree program: Bachelor of Applied Business – Financial Services Management; the 12 graduates of the program made history that first year, becoming the first college graduates in Ontario to receive degrees.

The Boutique @ Seneca, located in Building B, is a unique "lab subject" for second year Fashion Business students. Under faculty direction, they learn how to run a real apparel clothing store. Some describe the experience as a "bridge between the classroom and fashion retail industry." Students gain practice in all aspects of store operations, create and manage budgets, do the buying, marketing and promotion for the store, analyze reports, take physical inventories, and prepare financial statements.



In 1984, Finch Campus was renamed "Newnham Campus" in honour of Seneca's retiring first president, Dr. William T. Newnham

The Centre for the Built Environment (CBE), located in Building A, is establishing an international presence as a centre for excellence in teaching and research concerning the study, design and operation of sustainable built environments. The CBE offers programs in the areas of fire protection; civil engineering technology; an applied degree in environmental site remediation; building technology systems; environmental technology; renewable energy; training services and projects; and applied research. Laboratories on the third floor of Building A provide facilities for studies in Geotechnology, Surveying, Buildings, Fire Alarm, Fire Sprinkler, BES, Fire Protection and Multi-media.

The second phase of construction included a 14,000 square foot library and auditorium (The Minkler Auditorium). At the time of its construction, Minkler was the largest auditorium in the Toronto area, north of Bloor Street and could seat 1,114 people; Minkler was torn down in 2001 converted into the current library and computer commons. The change rooms for the auditorium were situated in the current bookstore

The Newnham Campus offers 78 electronic classrooms, which include built in PC systems, projectors DVD and audio components.

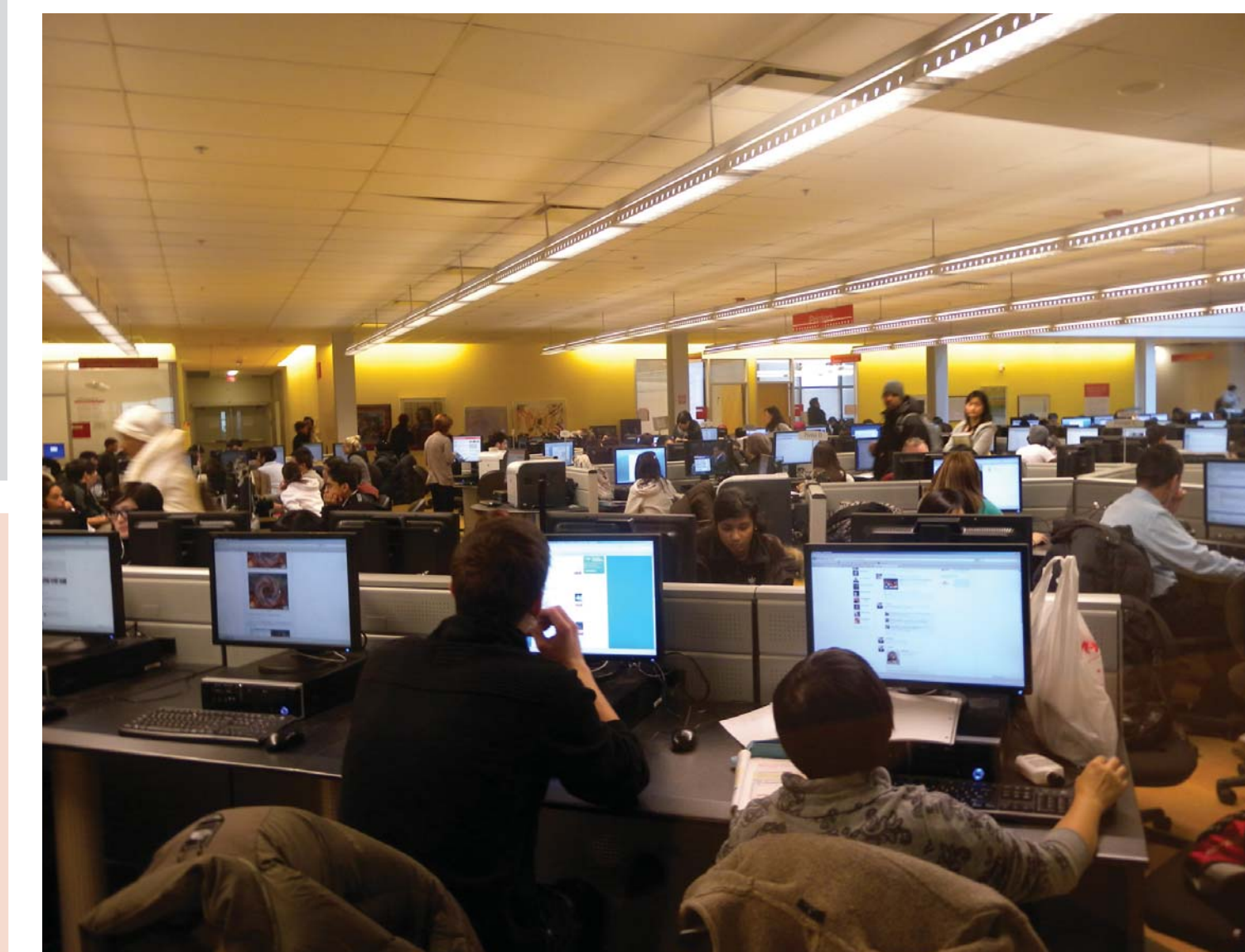
The School of Electronics and Computer Engineering Technology houses laboratories in Building A equipped with cutting-edge technology such as broadcast and transmission tools; wireless systems; satellite communications; LAN/WAN data communications; fibre optics systems; engineering design automation, mathematics and physics software; robotics mechanisms; and rapid prototyping systems, to name a few.

Seneca's Fashion Resource Centre boasts one of the largest and oldest fashion collections, with garments from 1880 to today, with more than 15,000 garments. The Centre is situated on the fourth floor of Building C, which was previously the Seneca Planetarium.



Evolutions, Esthetics Clinic and Cosmetics Store, located on the fourth floor of Building B, showcases the talents of highly-skilled students in a hands-on professional clinic. Here, students, staff and community members enjoy the pampering services of a fully-equipped clinic, offering a wide range of professional services including manicures, pedicures, waxing and facials.

In the 1970s, the Seneca gymnasium has hosted concerts by Bruce Springsteen, The Grateful Dead, Iggy and the Stooges, and Cat Stevens.



Currently there are 27,000 e-journals available through the Seneca Libraries, and 350 computers are available to students at the Library's computer commons.

Seneca's Centre for Financial Services (CFS) is a premier Canadian source for professional development, applied research and educational solutions in financial services. The Centre is home to more than 20 academic programs, including applied degrees in Financial Services Management and Municipal & Corporate Administration. The CFS delivers top facilities and resources for collaborative applied research; teaching fellowship opportunities; client contact centre laboratories for employee training; a forum for financial industry partners to exchange ideas and network, and a comprehensive library of relevant sector information. In October 2005, the College recognized the contributions of the Centre for Financial Services and

The schools and faculties at Newnham include: the Schools of Electronics and Computer Engineering Technology; Fire Protection; Accounting & Financial Services; Fashion & Merchandising; Business Management; International Business; Legal and Public Administration/Office Administration; the Faculties of Business; Arts & Commerce; Continuing Education and Training; the Centres for Financial Services; for Human Resources; for the Built Environment; the School of Civil Engineering Technology; and Management & Administrative Studies.

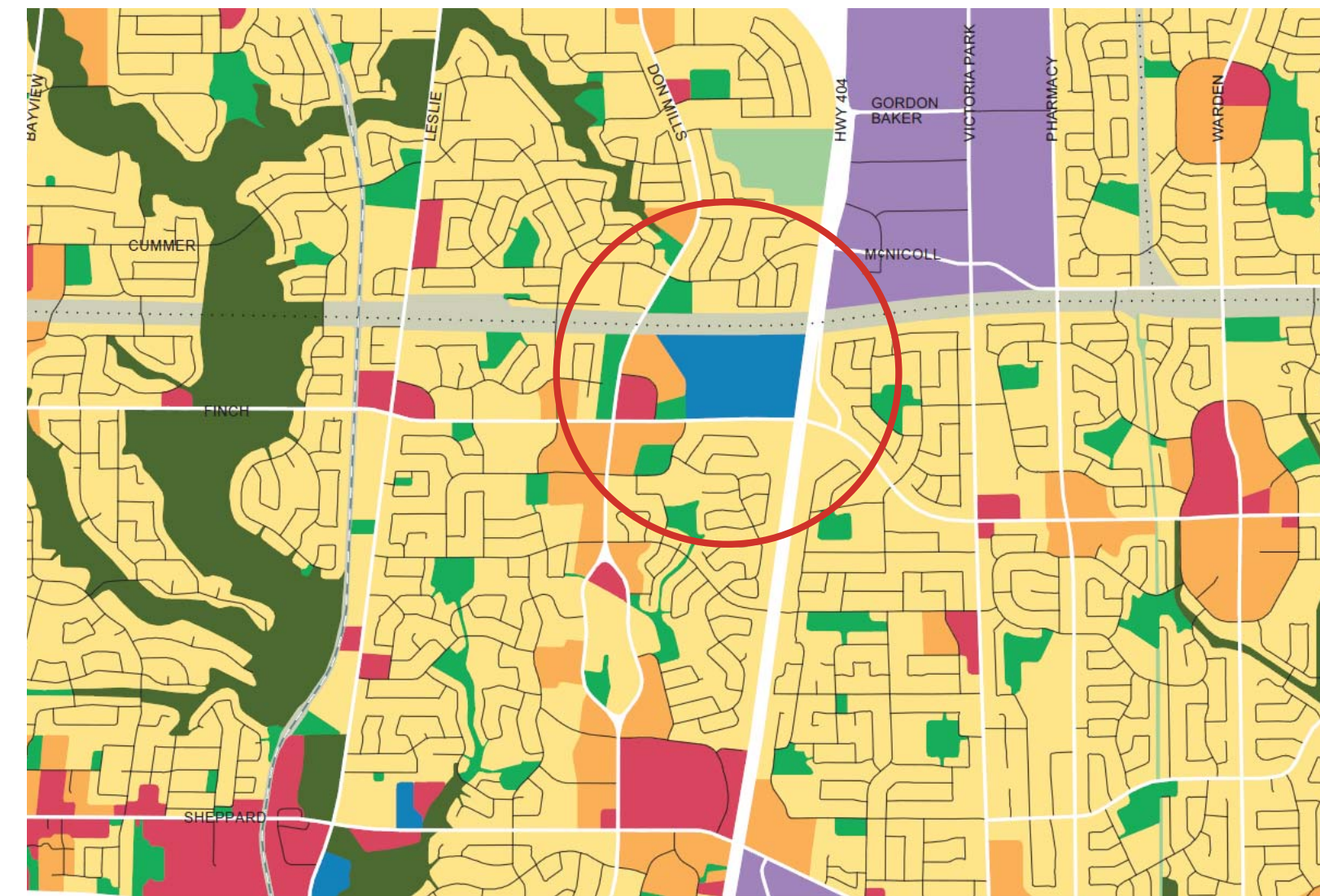
The first Newnham Campus library was located in A Building in 1969. By the end of that year, the collection there included 20,000 books. A year later, the library moved to Phase II, where audio visual equipment was distributed for the first time, along with a film collection booking system;

Building A was known as, "The Little Red School House", which housed the first programs at the Campus: Computers, Secretarial, Engineering and Applied Arts.

Newnham offers four food venues including its Main Café, three Tim Horton's and the Pita Pit.

The Newnham Campus Residence includes a 14-storey central tower, 1,113 beds and is a building 395,000 sq. ft. in size. Suites feature two private bedrooms, a kitchenette with refrigerator and microwave and a three-piece bathroom. Furnished lounges, games rooms, study rooms, social areas and laundry facilities are also available on-site.

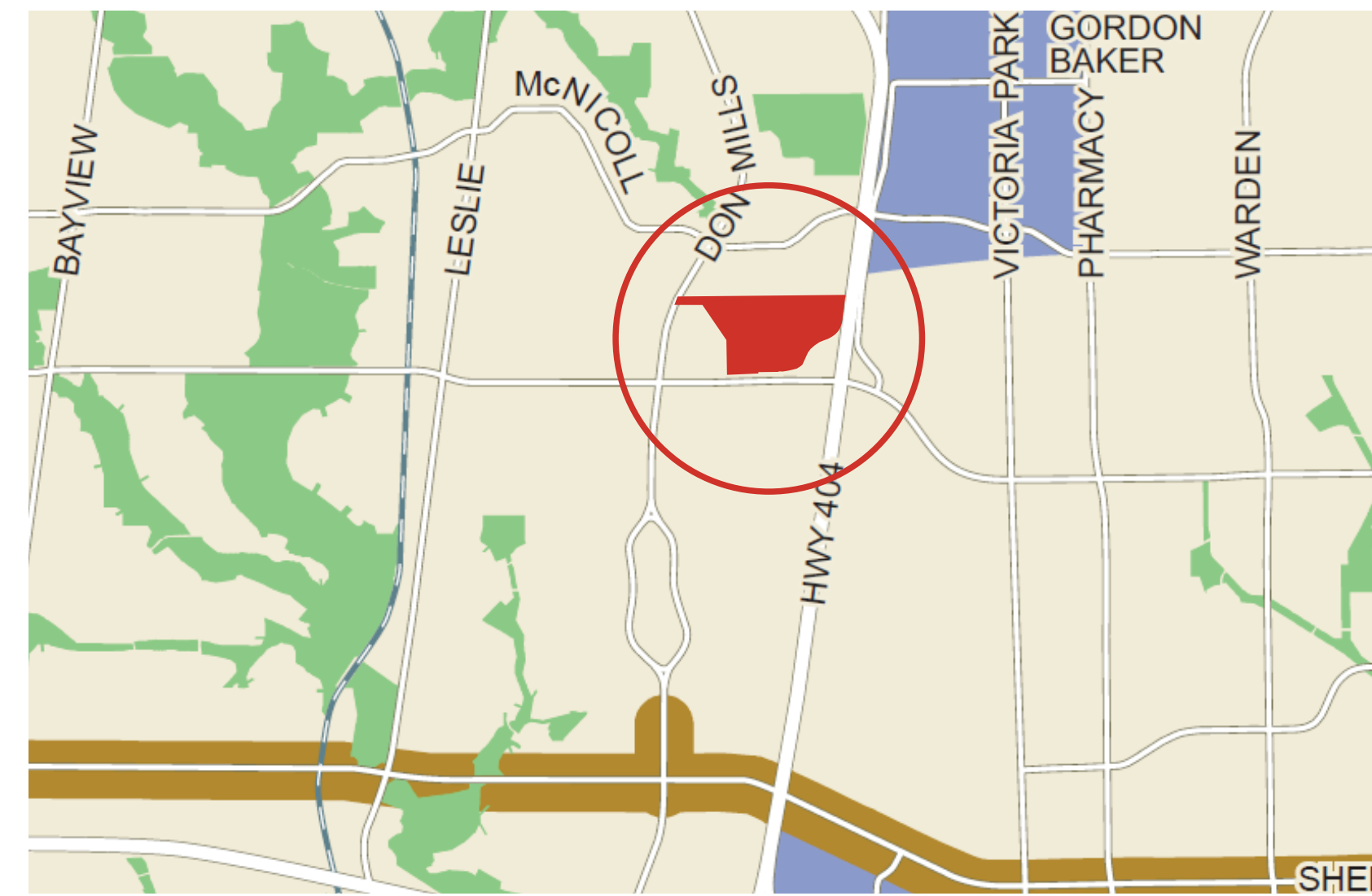
Land Use Plan



- Neighbourhoods
- Apartment Neighbourhoods
- Mixed Use Areas
- Parks and Open Space Areas
- Natural Areas
- Parks
- Other Open Space Areas (Including Golf Courses, Cemeteries, Public Utilities)
- Institutional Areas
- Regeneration Areas
- Employment Areas
- Utility Corridors

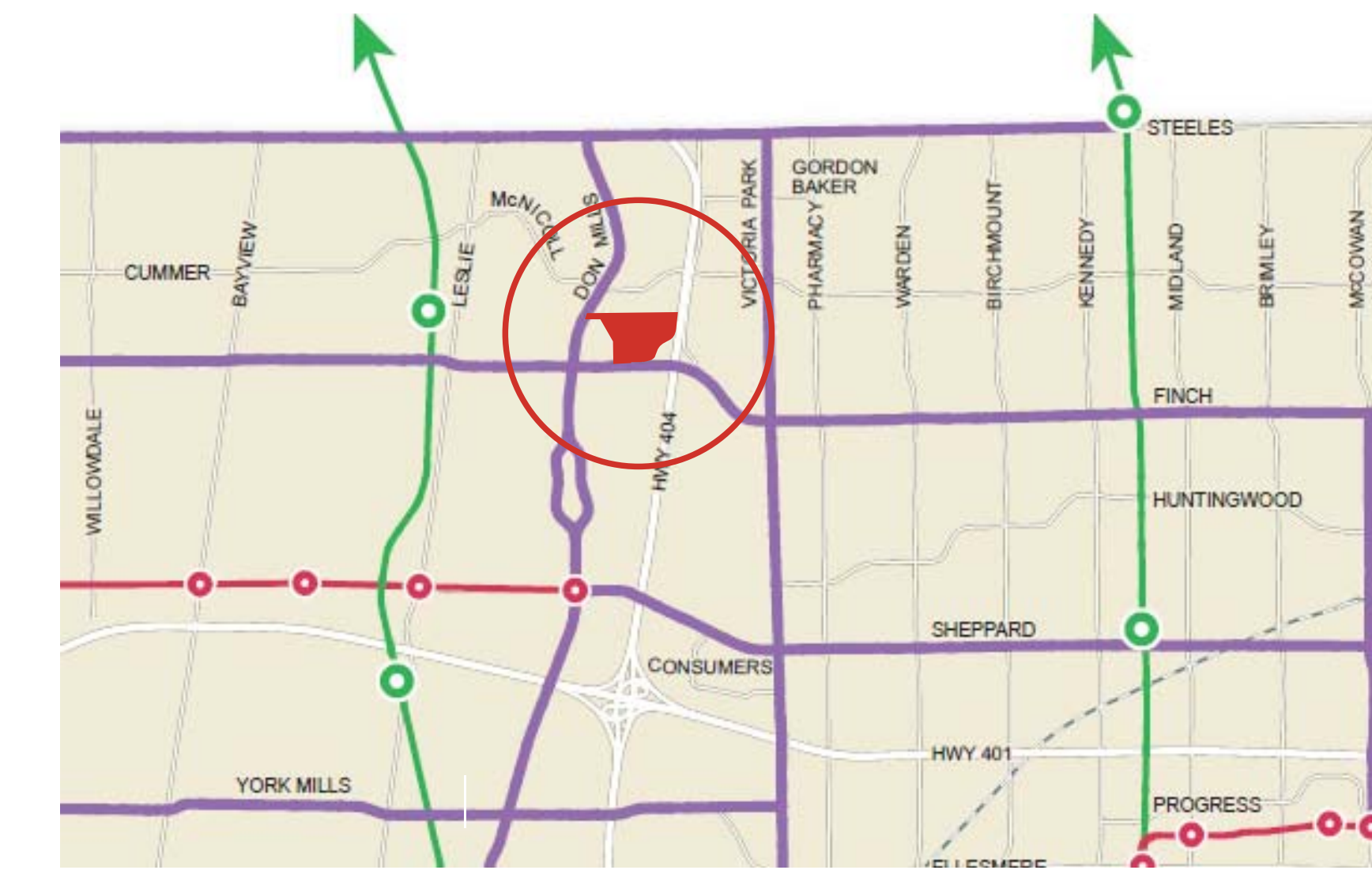
The Newnham Campus is located on land designated for institutional use. The Official Plan encourages major institutions to develop campus master plans in consultation with nearby communities. In addition to identifying areas for future expansion, these plans are to emphasize heritage and open space preservation, compatibility with nearby neighbourhoods, transportation, transit, traffic, and pedestrian and cycling facilities.

Urban Structure



The Newnham Campus is located in an area designated as an existing neighbourhood. These areas, while not expected to remain static, are to maintain their general character over time. Therefore, new development is to respect and reinforce the existing character of the community by transitioning in scale and density to adjacent residences, minimizing the impact of traffic and parking, and promoting sustainable building practices.

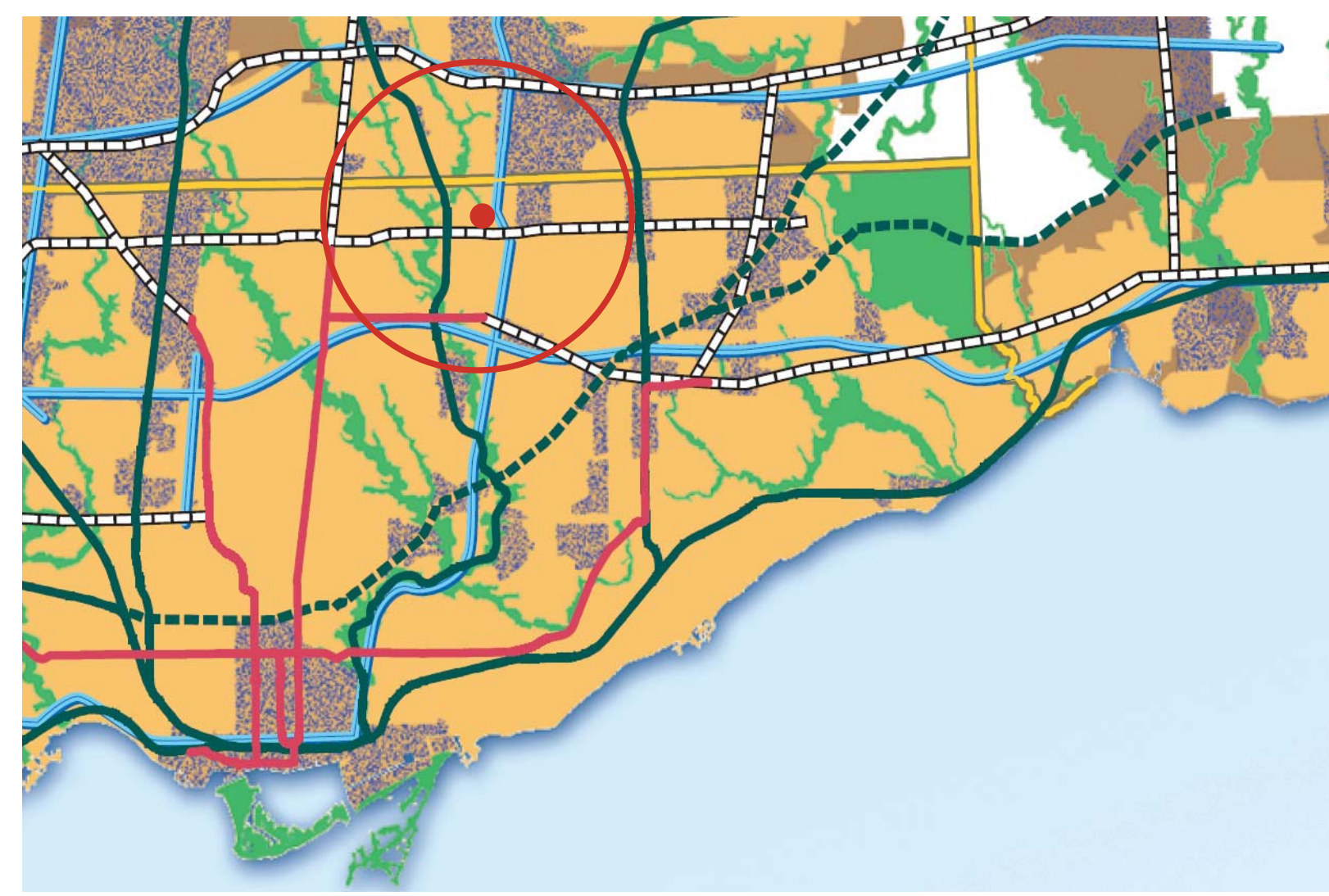
Surface Transit Network



- Existing
 - TTC Subway and LRT Lines
 - GO Rail Lines
- Expansion Elements
 - Transit Priority Segments

This Surface Transit Network Map from the Official Plan demonstrates that the Newnham Campus is adjacent to two major arterials designated as transit priorities: Finch Ave. West and Don Mills Road.

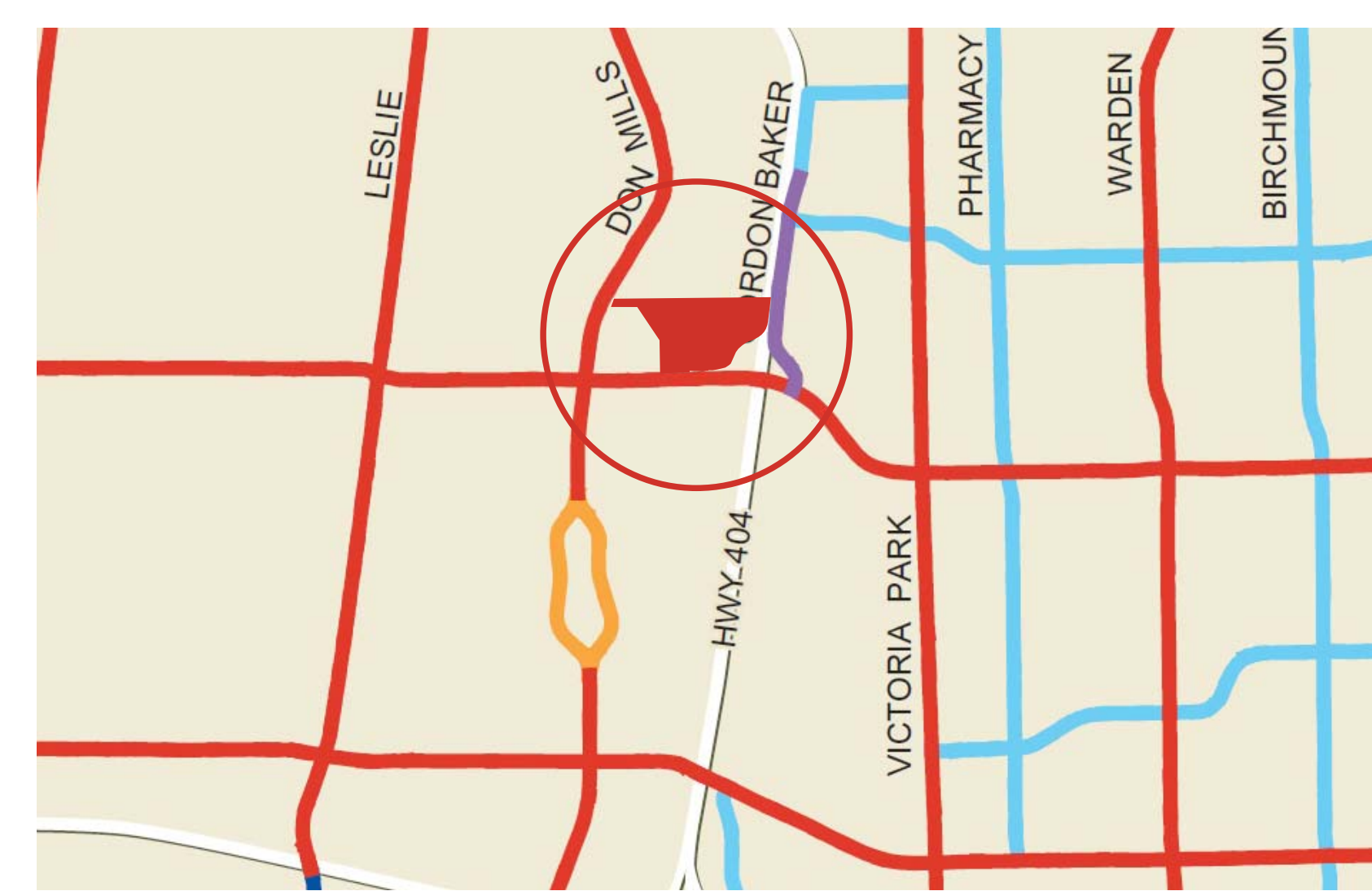
Regional Connections



- Regional and Municipal Boundaries
- Valleylands
- Existing Urban Areas as of 1999
- Employment Districts
- Planned Urban Areas
- Rural Areas
- Potential GTA Transit Corridor
- Existing GO Line
- Potential GO Line
- Existing Subway/LRT Line
- Major Highways

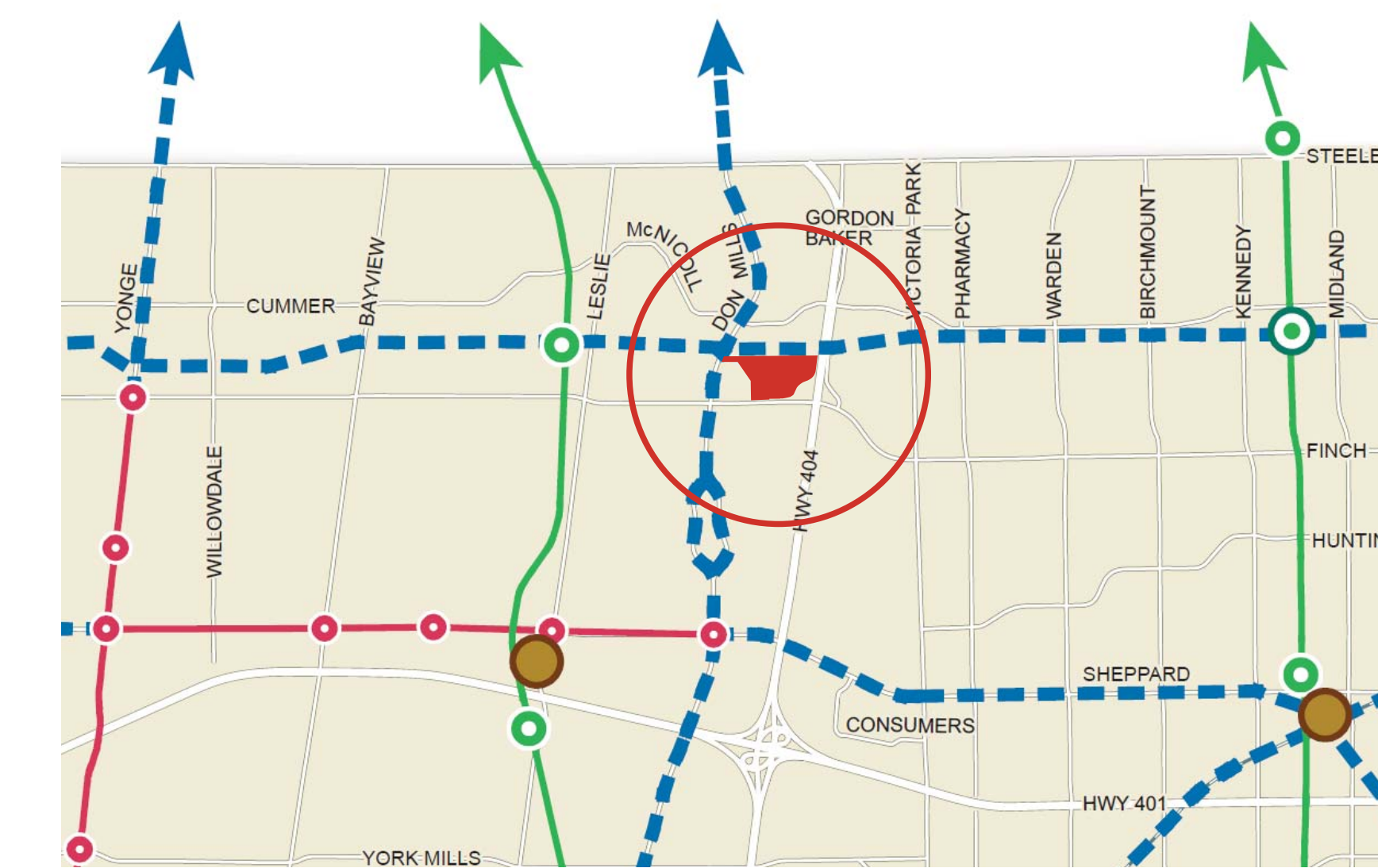
This Regional Connection Map, of Toronto's Official Plan, shows that the Newnham Campus is well connected regionally, with direct highway and road access to both downtown and the suburbs, and close proximity to a GO Line. Additionally, Finch Avenue is designated as a potential GTA Transit Corridor, suggesting future transit improvements are possible.

Road Widths



- 45 metres and over
- 36 metres
- 30 metres
- 27 metres
- 20 metres

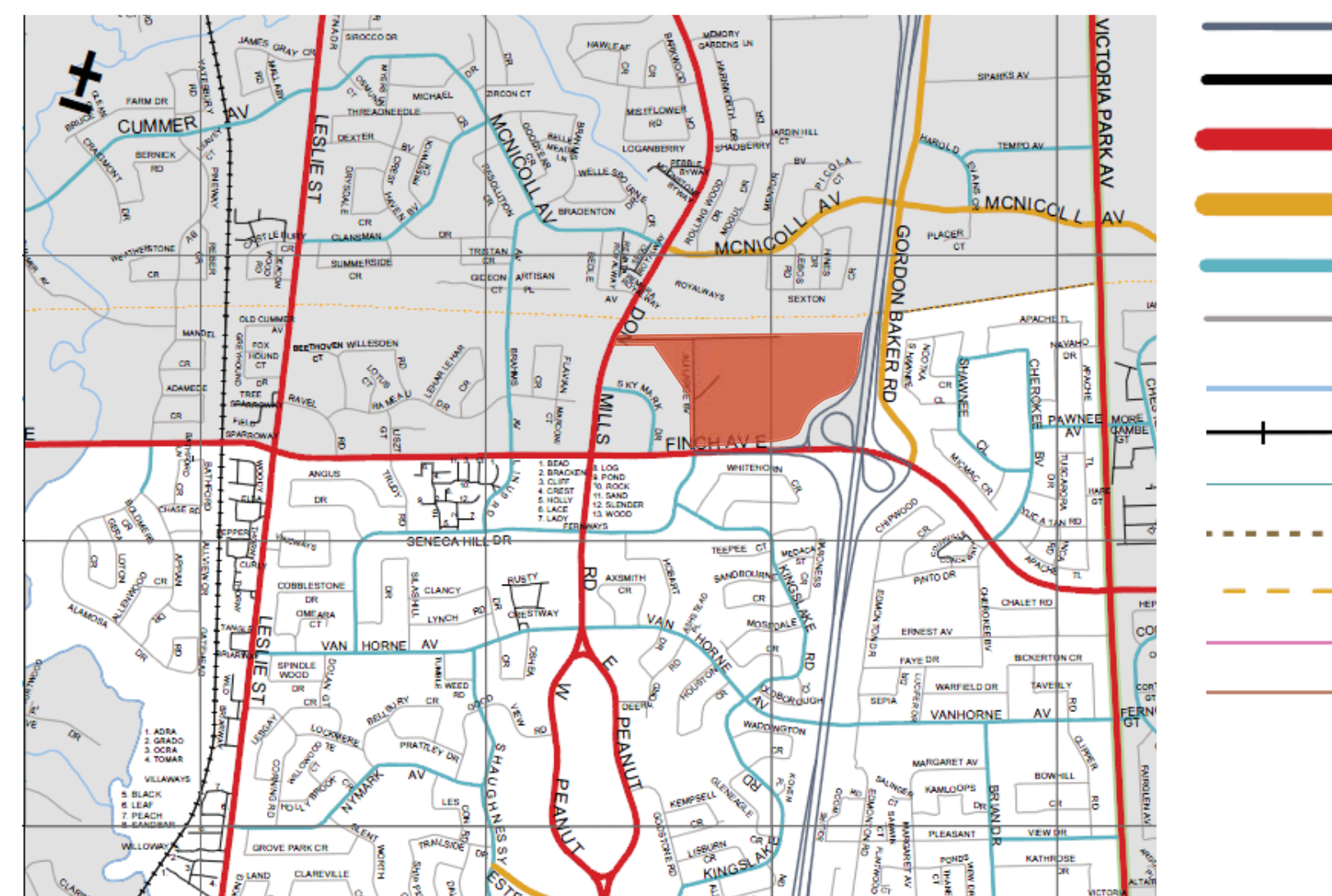
Higher Order Transit Corridors



- Existing
 - TTC Subway and LRT Lines
 - GO Rail Lines
- Expansion Elements
 - Transit Corridors
 - GO/ TTC Interchange
 - GO Rail Station

The campus is located adjacent to two potential higher order transit corridors. The Official Plan notes that such sites may be subject to minimum density requirements, minimum and maximum parking requirements, and should limit surface parking as a non-ancillary use.

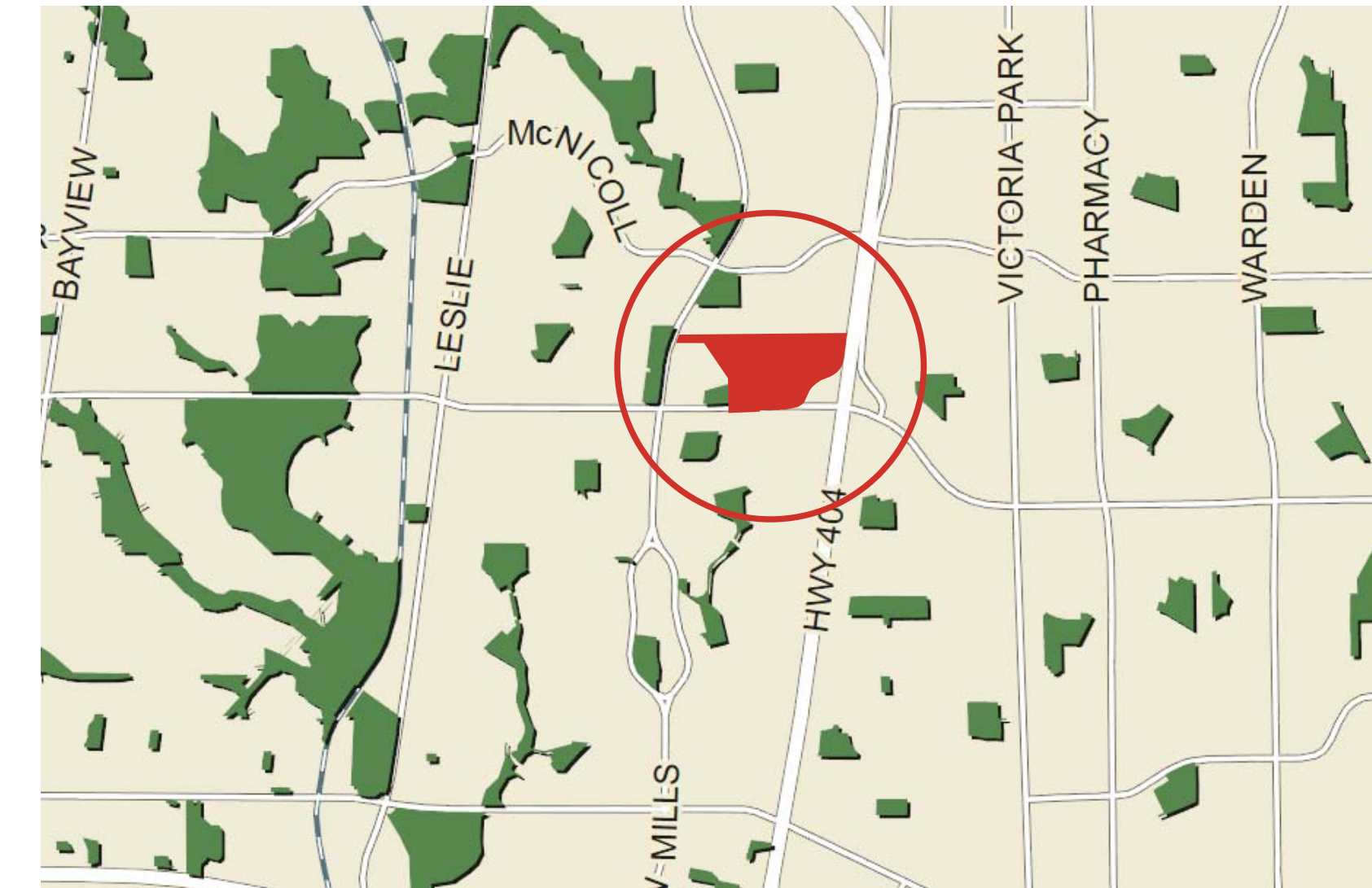
Road Classification System



- Provincial Expressway
- Toronto Expressway
- Major Arterial
- Minor Arterial
- Collector
- Local
- River
- Railway
- Shoreline
- Trail
- Hydro Line
- Walkways
- Park Roads

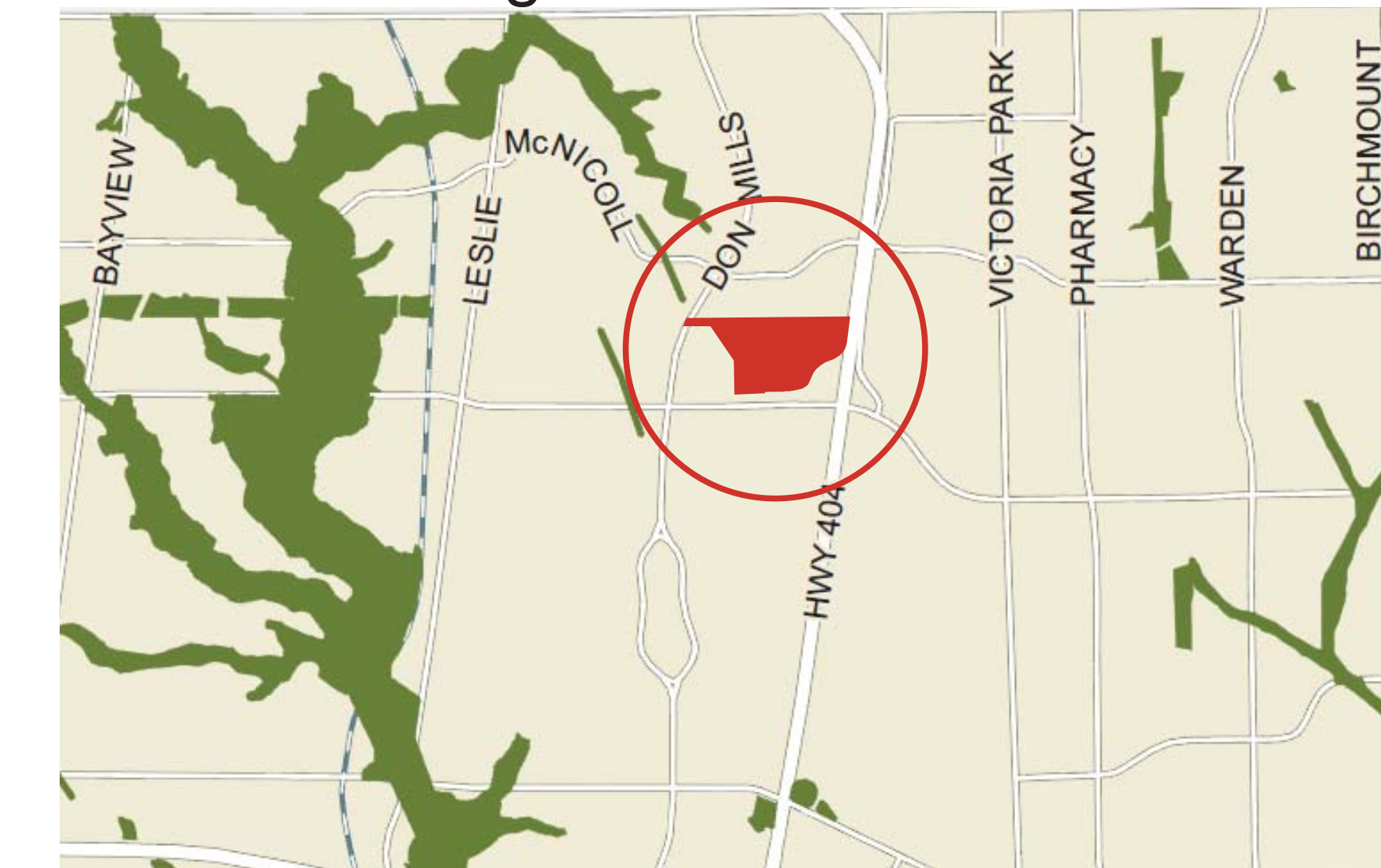
This Road Classification System Map is for Ward 33 (Don Valley East) and was adopted by City Council in June of 2007. It was created by the Transportation Planning and Policy Unit, part of the Transportation Infrastructure Management Section in the City's Transportation Services Division.

City Parkland

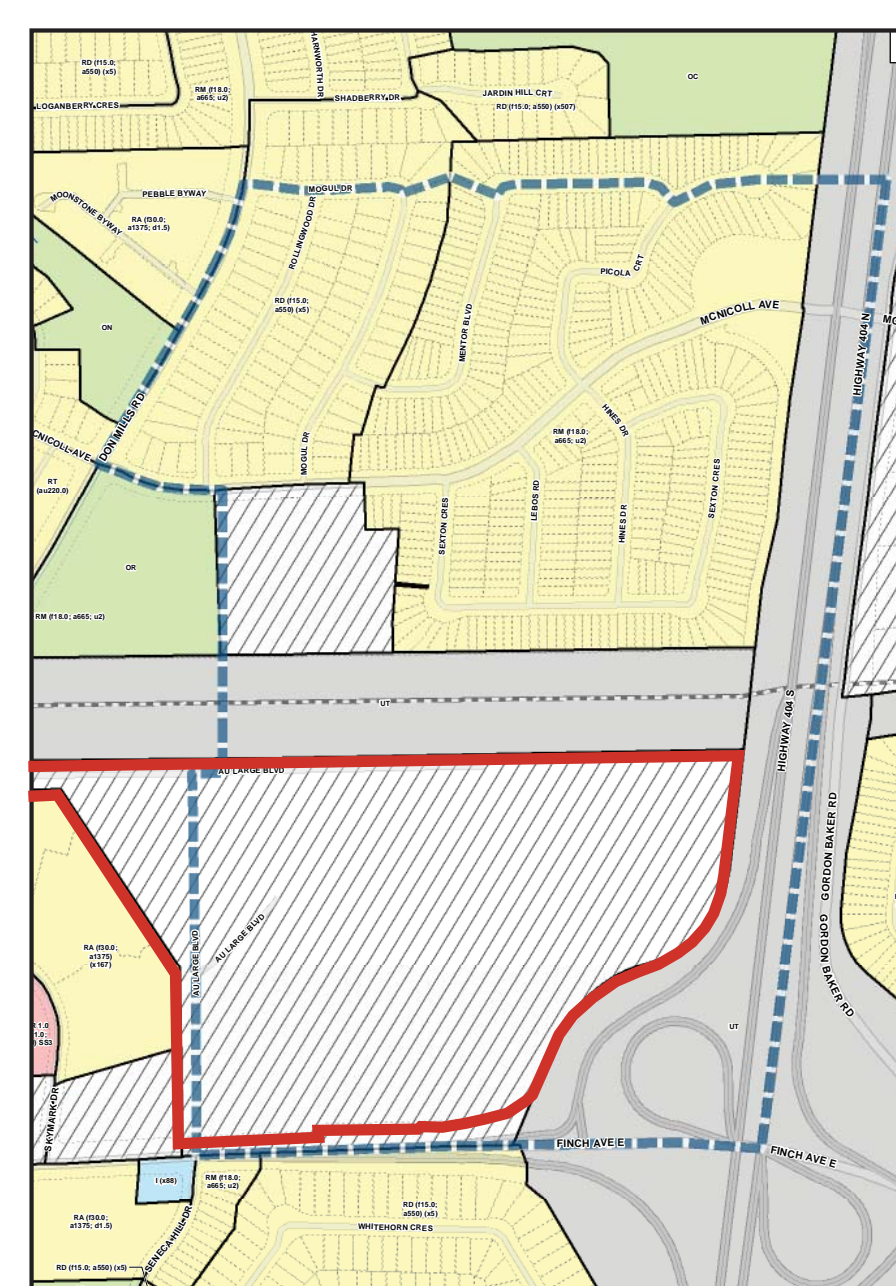


The Official Plan encourages the maintenance and expansion of the City's parks and open spaces. To that end, new development is expected to dedicate between 2 and 5 % of land to high-quality parkland (depending on the type of development) in addition to protecting and improving access and linkages to existing parks.

Natural Heritage



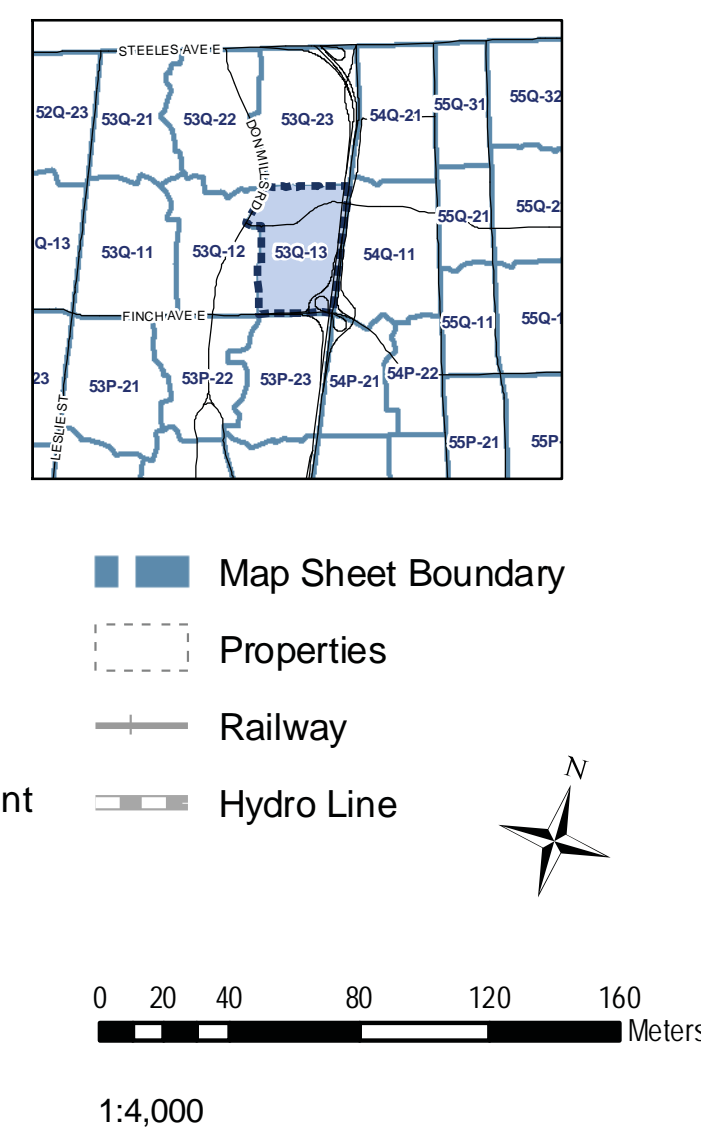
The Official Plan emphasizes preservation and enhancement of the City's natural heritage by minimizing air, soil, and water pollution, managing stormwater flows and groundwater filtration, mitigating noise pollution, paying attention to the native habitats of fauna and flora and water and sediment quality, and reducing water and energy consumption and the amount of waste going to landfill.



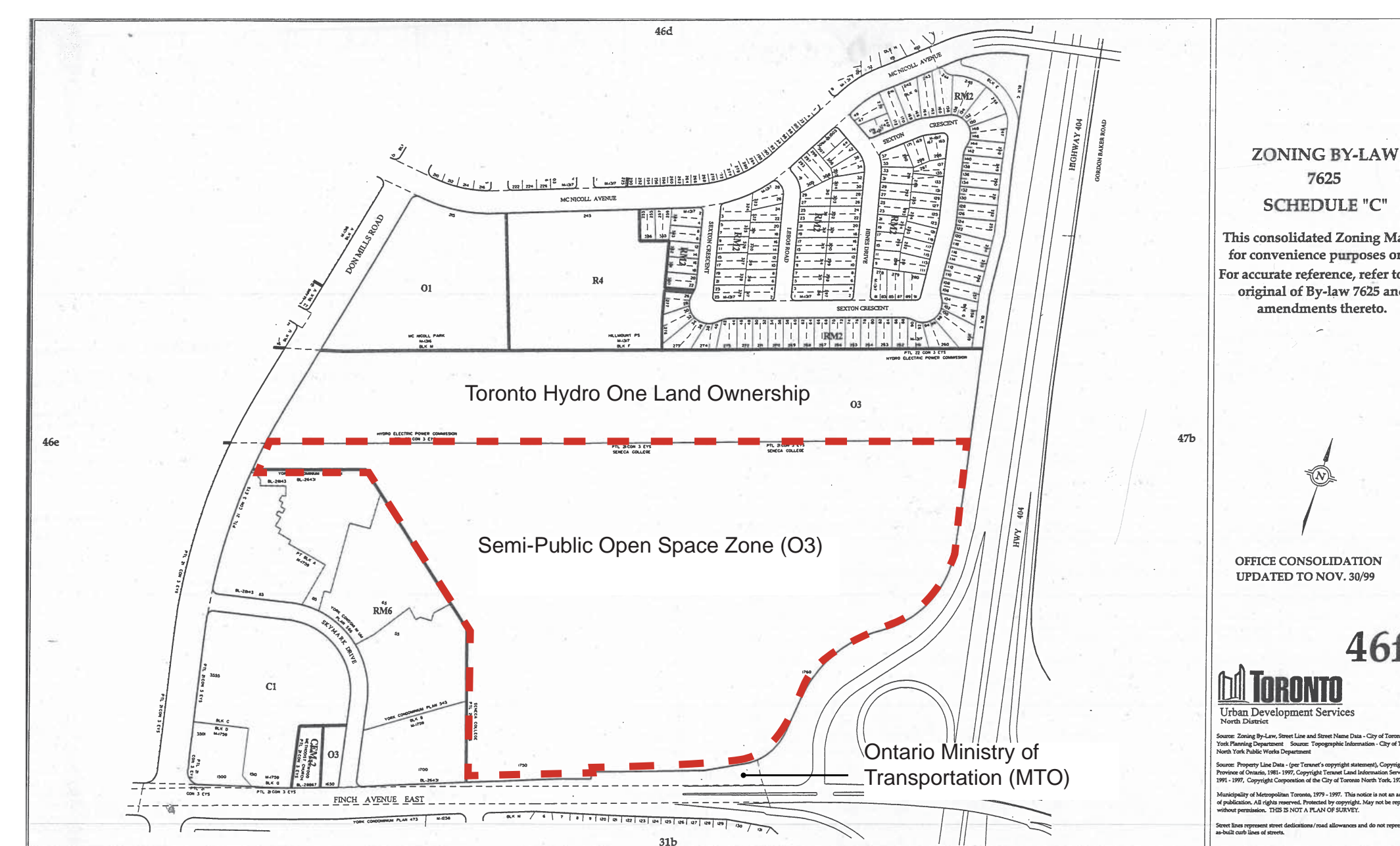
City of Toronto Zoning By-law August 2010 North District - 53Q-13

Legend:
Property Boundary

- Zone Categories
- Residential
 - Parks and Open Space
 - Commercial Residential
 - Commercial Residential Employment
 - Institutional
 - Employment
 - Utility / Transportation
 - Not Part of This Bylaw



Lands identified as "Not Part of This By-law":
Nothing in this By-law applies to premises identified on the zoning map as "Not Part of This By-law".



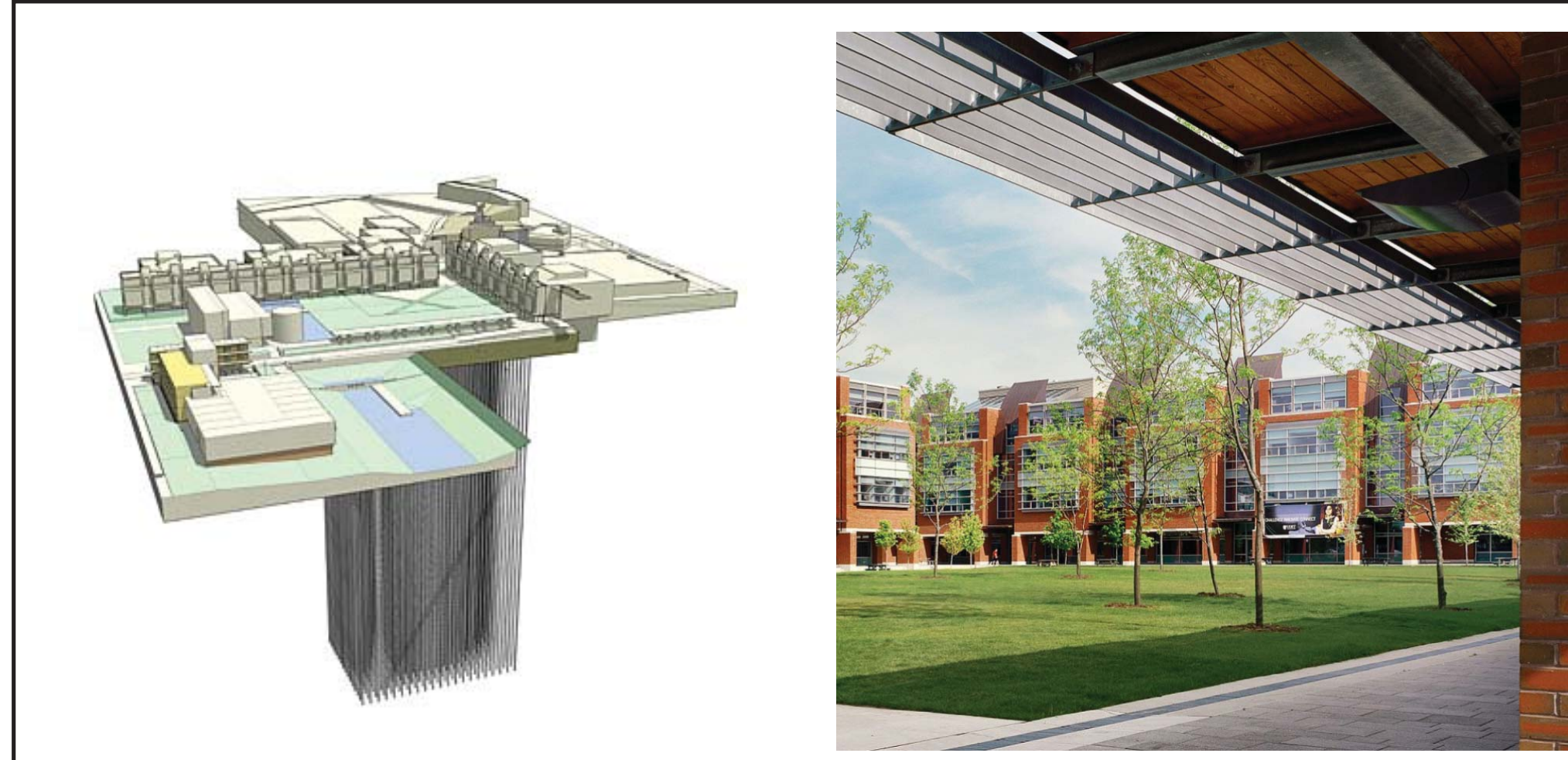
North York Zoning By-law Semi-Public Open Space Zones (O3)

Uses Permitted: Seneca College is clearly identified as a permitted use for that zone.

Yard Setback: no building or structure shall be located closer to any lot line than a distance equal to the height of the building or structure.

Sustainable designs

University of Ontario Institute of Technology



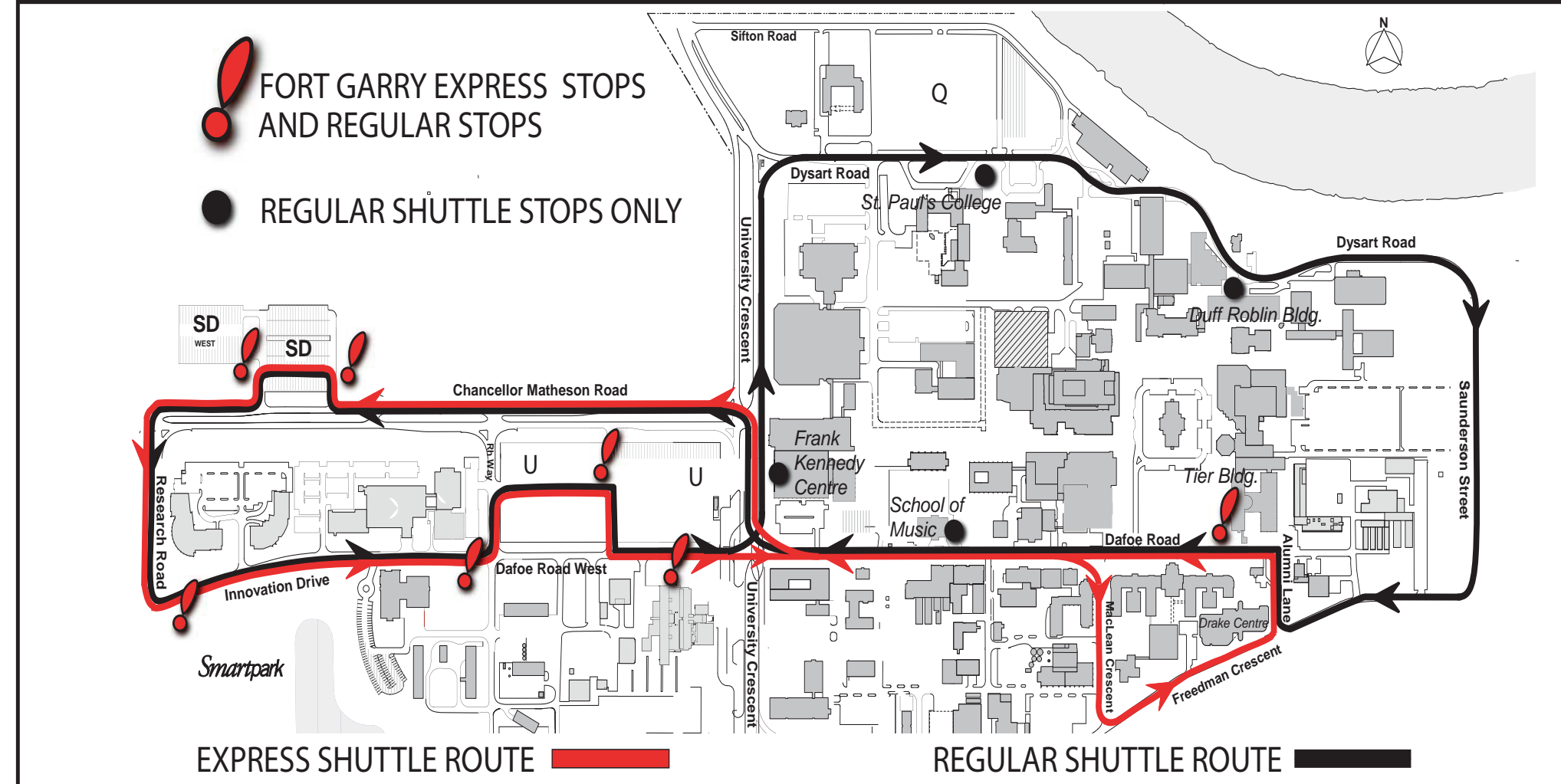
The University of Ontario Institute of Technology was founded in 2002. The university's 42-acre campus was built on a greenfield site, incorporating a range of sustainable building technologies. The centerpiece of the campus energy-efficiency strategy is a 2,000 ton Bored Thermal Energy Storage System (BTSS), consisting of 384 holes, each drilled over 200 metres deep. The geothermal system is the largest in Canada, and one of the largest in North America.

Located beneath the landscaped campus quadrangle (Polonsky Commons), the geothermal system is connected to all academic buildings through a central plant. Within the closed system glycol circulates as a heat-transfer fluid, drawing heat from campus buildings during the summer to be stored under ground, and drawing heat from the earth to deliver to campus buildings in the winter.

At full capacity, the system will provide heating and cooling to a planned one million square feet of academic space. The University has estimated that the system will have a payback period of four to six years, and will realize a 30% savings in operating costs.

Movement

University of Manitoba



The University of Manitoba's Fort Garry campus is located in South Winnipeg, approximately 12 km south of the city centre. The 274-hectare campus includes more than 60 buildings, including academic facilities, residences, and a research park (Smartpark). There are several shuttle services provided for students and faculty to travel around, and from, campus.

Two free shuttle bus routes are offered to transport passengers around the Fort Garry campus and the adjacent research park. The express route operates weekdays mornings, from 7:30am to 9:00am, and the regular route operates weekdays from 9:00am to 5:00pm. The shuttle runs on a 15 minutes loop.

Winnipeg transit offers express bus service, at transit rates, between the University's Fort Garry campus and the Banarmy campus in central Winnipeg. The University had previously offered a free shuttle on this route as well, but it was discontinued due to rising operating costs and abuse of the free service by non-University passengers.

Parking

UBC



The University of British Columbia Campus Plan commits to a series of policies related to parking land-use which eliminate surface parking lots and propose infill locations for new facilities over the next 20 years. With the exception of accessible designated parking spaces, minimal short term visitor parking, and service vehicle parking facilities, all existing surface parking lots are to be repurposed as infill development sites (for buildings or other facilities such as recreational spaces). Car parking will then be re-directed and concentrated in parkades.

A garden landscape is the above-grade experience of the structured parking lot with views to the lake. The entrance to the parking lot is integrated into a terraced garden structure.

Gateway and Wayfinding

Trinity Western University



Trinity Western University provides a Welcome Centre at the entrance of the main drive on to the University campus. The kiosk is the gateway to campus, and when new students arrive on campus, they are met at the Welcome Centre by greeters who lead them to their residences.

Adjacent to the kiosk is a parking pullover and a large context map of the campus, so that visitors to the University can stop and orient themselves before proceeding. Outdoor phones are also located at the Welcome Centre.

Campus Security Services and the Parking Services departments are both located at the Welcome Centre. Welcome Centre staff are available during regular hours to answer inquiries and provide campus information to visitors and students. Security guards are on duty seven days a week, every day of the year, and monitor all traffic to and from the campus at the campus entrance.

Sustainable designs

University of Waterloo



In October, 2004, the University of Waterloo School of Architecture opened their new facilities in a converted and restored century-old Riverside Silk Mills. Located in the historic Galt City Centre, overlooking the Grand River, the new facility provides studio, lab, and classroom space, as well as a design library, exhibition galleries, public auditorium, and café.

The project demonstrates a successful adaptive reuse of a heritage property, as well as the ways in which both town and gown can benefit from a downtown campus. The relocation of the School of Architecture has energized Cambridge's downtown core, introducing gallery space and exhibitions, a riverfront café, and an auditorium that hosts a variety of community functions. The development has also reconnected the city's "Riverwalk" promenade. At the same time, students have drawn inspiration from the riverfront setting and the context of historic stone buildings; the program has nearly quadrupled its available space; and the school has enhanced its profile - applicant numbers have doubled since the move to the new facility.

The project also represents an example of a successful public-private partnership. The School of Architecture was jointly funded by the Government of Canada (through Industry Canada), the Government of Ontario (through SuperBuild), and a public-private partnership between the City of Cambridge and the Cambridge Business Consortium.

Adaptable Facilities

Kinnear Centre - for Creativity & Innovation Banff, Alberta



The Banff Centre for the Arts is planning to open (in fall of 2010), the Kinnear Centre for Creativity & Innovation, based on the idea that a University campus should foster creativity and be a leader in the field of innovation and that new learning facilities should reflect this innovation, by offering more versatile and multi-use space.

The Centre features flexible learning and meeting spaces and enhanced audio-visual equipment, innovative multi-function spaces for special events, and informal gallery areas to showcase the results of the Centre's creative programs.

With over 21,000 square feet of meeting space in a three story building, the centre offers a variety of multi-disciplinary spaces, ranging from small group break-out rooms to facilities ideal for large group plenary sessions. The Kinnear will also feature an Outdoor Amphitheatre, specifically designed for performances and outdoor learning activities.

Students and food services at the University of Waterloo, for example, have collaborated to open the UW Farm market. The market offers 100% local produce, and is open to students, staff, faculty, and the public. The market is run on a not-for-profit basis, operated by student volunteers.

Food Services

University of Waterloo



Many universities are beginning to offer more sustainable, healthy, and better quality food options and meal plans to students. Even if prices are a little bit higher, students have responded positively to healthy and greener options.

Students and food services at the University of Waterloo, for example, have collaborated to open the UW Farm market. The market offers 100% local produce, and is open to students, staff, faculty, and the public. The market is run on a not-for-profit basis, operated by student volunteers.

Sustainable designs

KIP Building - Seneca College Newham Campus



Seneca College is Ontario's largest college, with approximately 20,000 full-time students and 70,000 part time students enrolled over four campuses in the greater Toronto area. The Knowledge Infrastructure Program Facility "Building A" will create an additional 1,000 student seats at Seneca College's Newham campus.

March 2011, our integrated team is using a fast-track construction management methodology.

classrooms, computer labs, common areas, circulation and an information commons. The new building will provide Seneca with an engaging gateway to the campus. Our integrated design team is working closely together to create a remarkable yet very functional building within the defined budget, and with a certification goal of LEED® Gold.

DIALOG has been engaged as the prime consultant and is providing architecture, interior design, engineering, and sustainable design services. The building program of 110,000 sq ft includes

This project is being built within a very aggressive schedule in order to meet funding requirements under the Knowledge Infrastructure Program. To meet the deadline of

Placemaking

University of Toronto



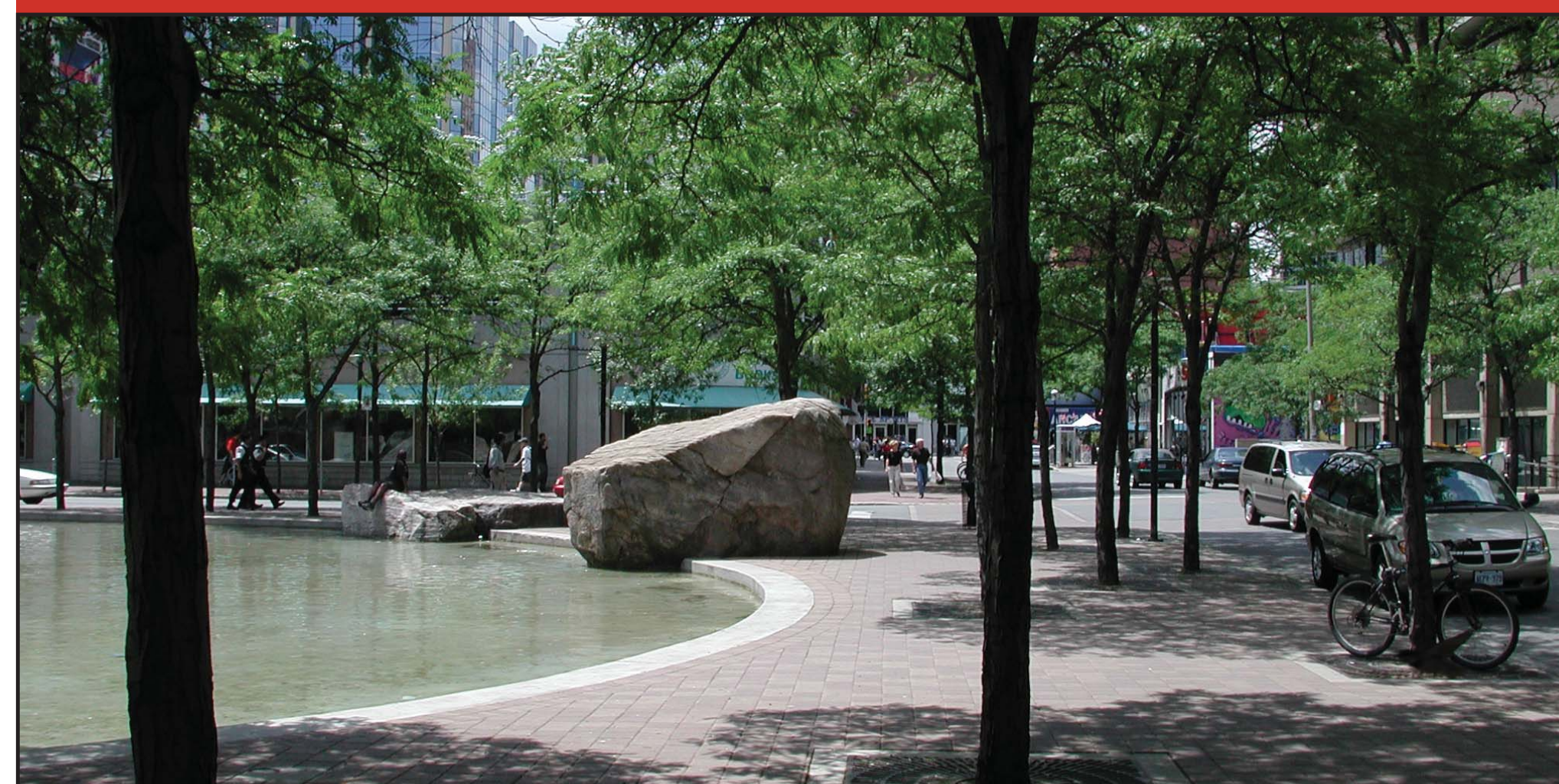
The City of Toronto and the University of Toronto collaborated on an urban design initiative to reconfigure St. George Street - the major thoroughfare through the University's downtown Toronto campus. Funded jointly by the City, the University, and a private benefactor, the objectives of the \$6,000,000 project were to calm traffic through campus, to increase safety, enhance comfort for pedestrians, and to improve cycling infrastructure.

The project reduced what were previously four lanes of traffic to two, while widening sidewalks and adding bicycle lanes. A sense of general coherence and campus character was strengthened by the addition of regularly planted trees in planters that also buffer pedestrians from the roadway and provide informal seating. Traffic was further slowed by the addition of brick paving at those places where students are likely to cross, implying pedestrian priority zones.

Results of the project included reduced traffic speeds and a reduced number of traffic collisions. The road also operated more efficiently with fewer lanes - the street was able to carry the same traffic volumes as it had prior to the redesign, at lower speeds, while providing more space for cyclists and pedestrians.

Public Realm Investment

Ryerson University



In 2006, Ryerson University undertook a bold step in creating a Master Plan towards addressing campus that is changing and growing dramatically.

The Master Plan acknowledges the importance of its urban context and the need to engage surrounding key open spaces. The end result is to create a network of improved open spaces on the campus that are linked to the downtown green spaces, and key streets corridors.

One of the key goals established in the Master Plan includes the "Pedestrianization of the Urban Environment", which is about creating a pedestrian-friendly campus that will enhance academic excellence and vibrant student life. It includes green open spaces, informal meeting places, bike paths, and access to public transportation.

The adjacent streets are seen as an opportunity to establish a new face for the campus and implement an university branding program with "recognizable public realm upgrades that include new sidewalk and street landscape standards, signage and multi-functional light poles, RU street furniture".

The Master Plan also identifies Sustainability as a core principle, providing sustainable outdoor public environments for the University such as Programmable Green Roofs.

On-Campus Housing

University of Calgary, Dalhousie University, UWO, WLU



A variety of residence space guarantees are used by Canadian universities.

The University of Calgary guarantees residence spaces for all first year students who apply prior to April 30. The University uses residence guarantees as an incentive for undergraduate academic performance, i.e. returning undergraduates who have a GPA of 3.5 or higher in their fall term.

The University of Western Ontario provides a guaranteed residence offer to all admitted full-time single students, without children, coming directly from high school to Western's main campus. In addition, Western guarantees that any students who enter the University with a 90% average or higher and live in residence for their first year will have a residence space for their second year.

At Wilfrid Laurier University, first-year students who are attending university for the first time in an undergraduate program are guaranteed a space in residence. As a further incentive for academically gifted students, applicants with a mid-term guarantee, ensuring that all traditional residence students can return to their current room.

Dalhousie University guarantees every new undergraduate student who completes a residence application by August 1st a place in residence. Dalhousie also provides a returning student guarantee, ensuring that all traditional residence students can return to their current room.

University campuses are beginning to look beyond the typical residence hall, and are providing adaptable, multi-purpose spaces for both long-term residents and short-term visitors to the campus.

The University of Arkansas for Medical Sciences (UAMS) has a successful example of this flexible living space. Completed in 2006, the UAMS Residence Hall is a unique hybrid of university style

Flexible Student Housing

University of Arkansas for Medical Sciences (UAMS)



University campuses are beginning to look beyond the typical residence hall, and are providing adaptable, multi-purpose spaces for both long-term residents and short-term visitors to the campus.

The University of Arkansas for Medical Sciences (UAMS) has a successful example of this flexible living space. Completed in 2006, the UAMS Residence Hall is a unique hybrid of university style dormitory, apartment dwelling, and guest housing. The facility is conveniently located on campus and offers a mix of duplex dorm rooms, studio apartments, one-bedroom apartments, and executive suites.

The executive suites are available for nightly and monthly rates, and provide guests with returning funding requirements under the Knowledge Infrastructure Program. To meet the deadline of

Several other amenities are available to all executive suite occupants, including housekeeping and linen service, complimentary VIP parking, internet/wireless access, basic cable TV, local phone service, and security access.

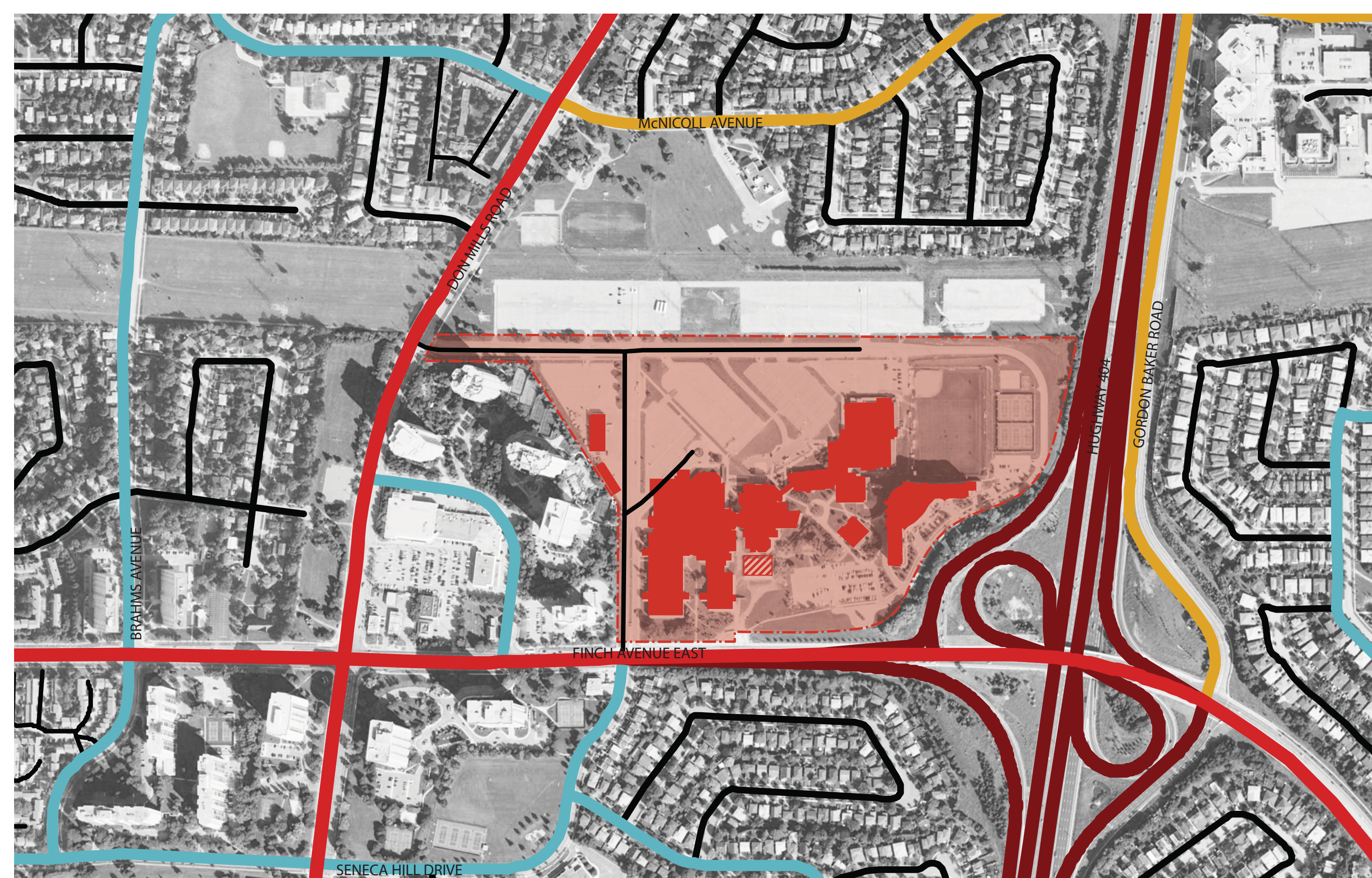
Bird's Eye View Looking North-East



Bird's Eye View Looking South-West



Street Hierarchy



Legend:

- Campus Area
- Highway
- Arterial
- Minor Arterial
- Collector
- Local

Surrounding Context



Legend:

- Campus Area
- Residential
- Apartment Neighbourhood
- Mixed Use Area
- Institution
- Office
- Park

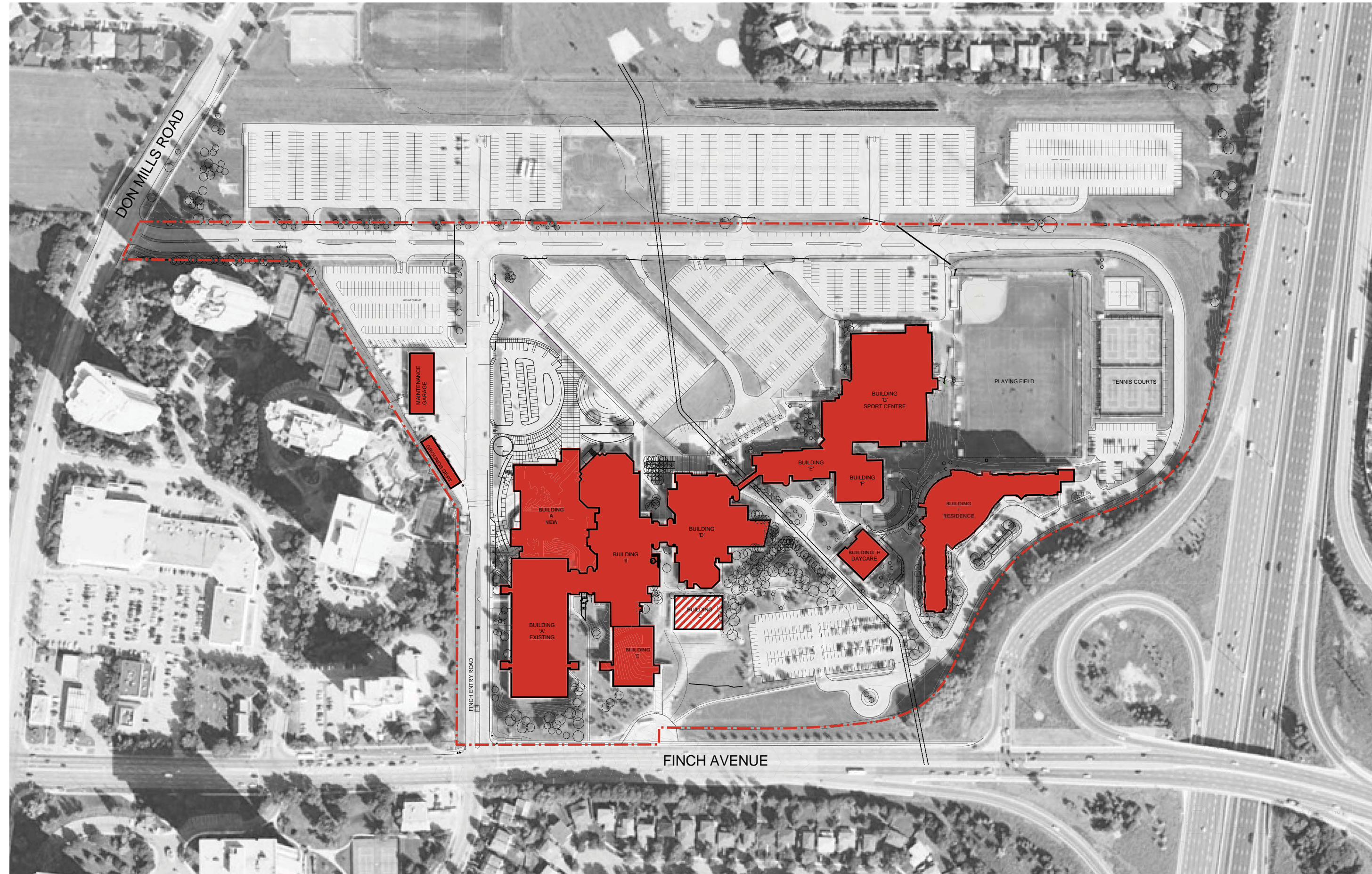
Building Heights



Legend:

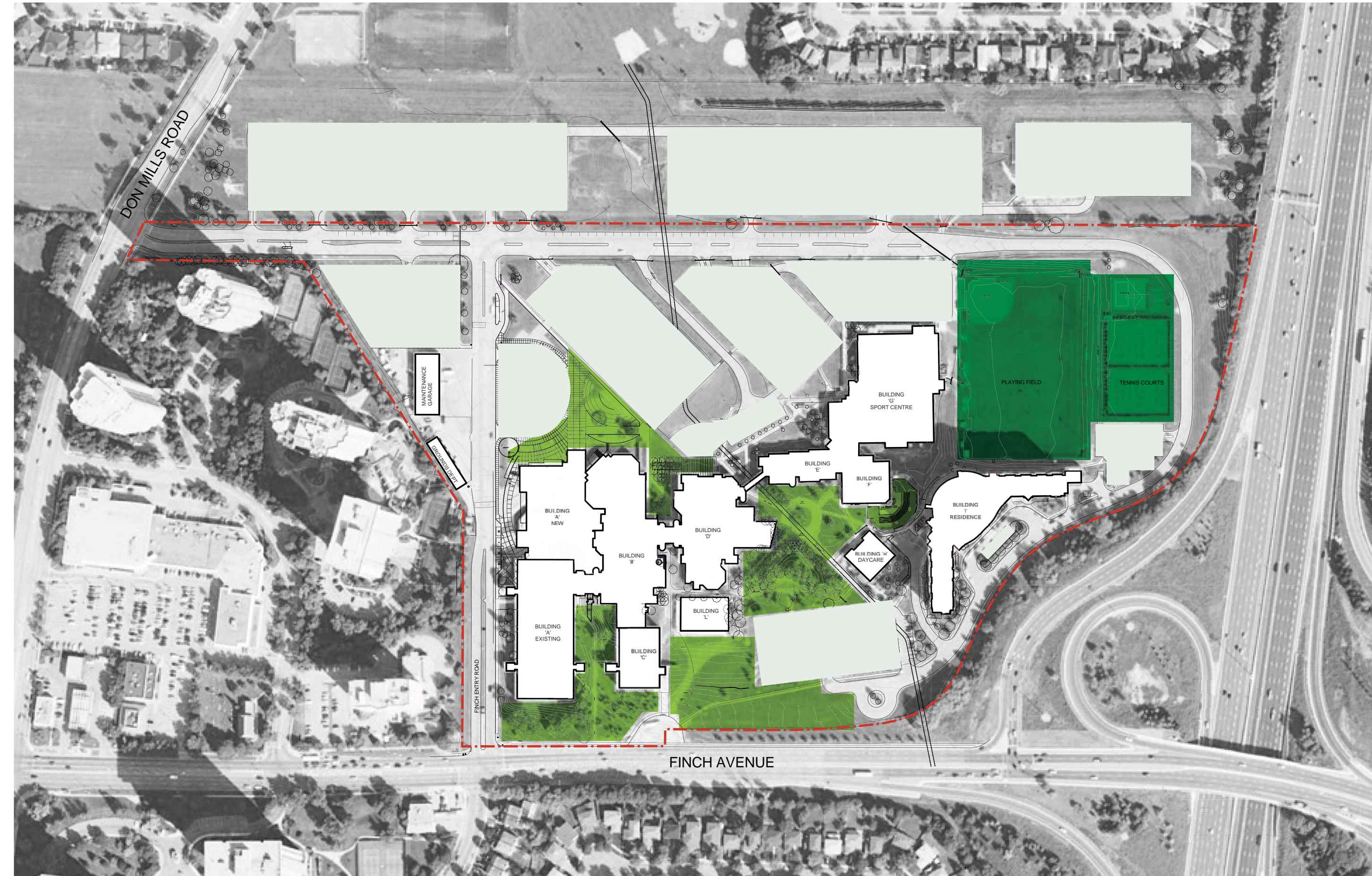
- Campus Area
- Building 11+ storeys
- Building 5-10 storeys
- Building 1-4 storeys

Building Footprint



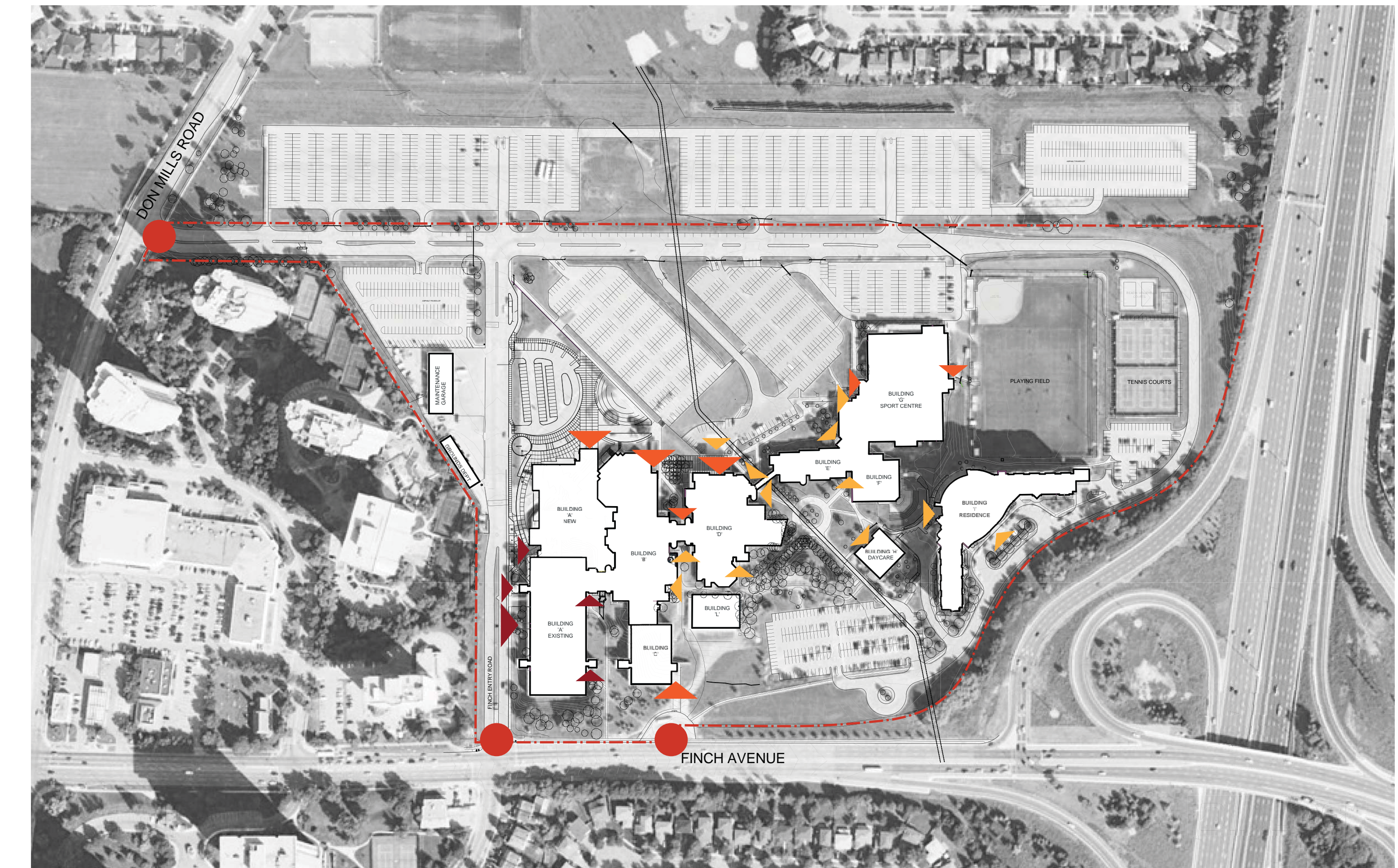
- Legend:**
- Campus Area
 - Existing Buildings on Campus

Open Space



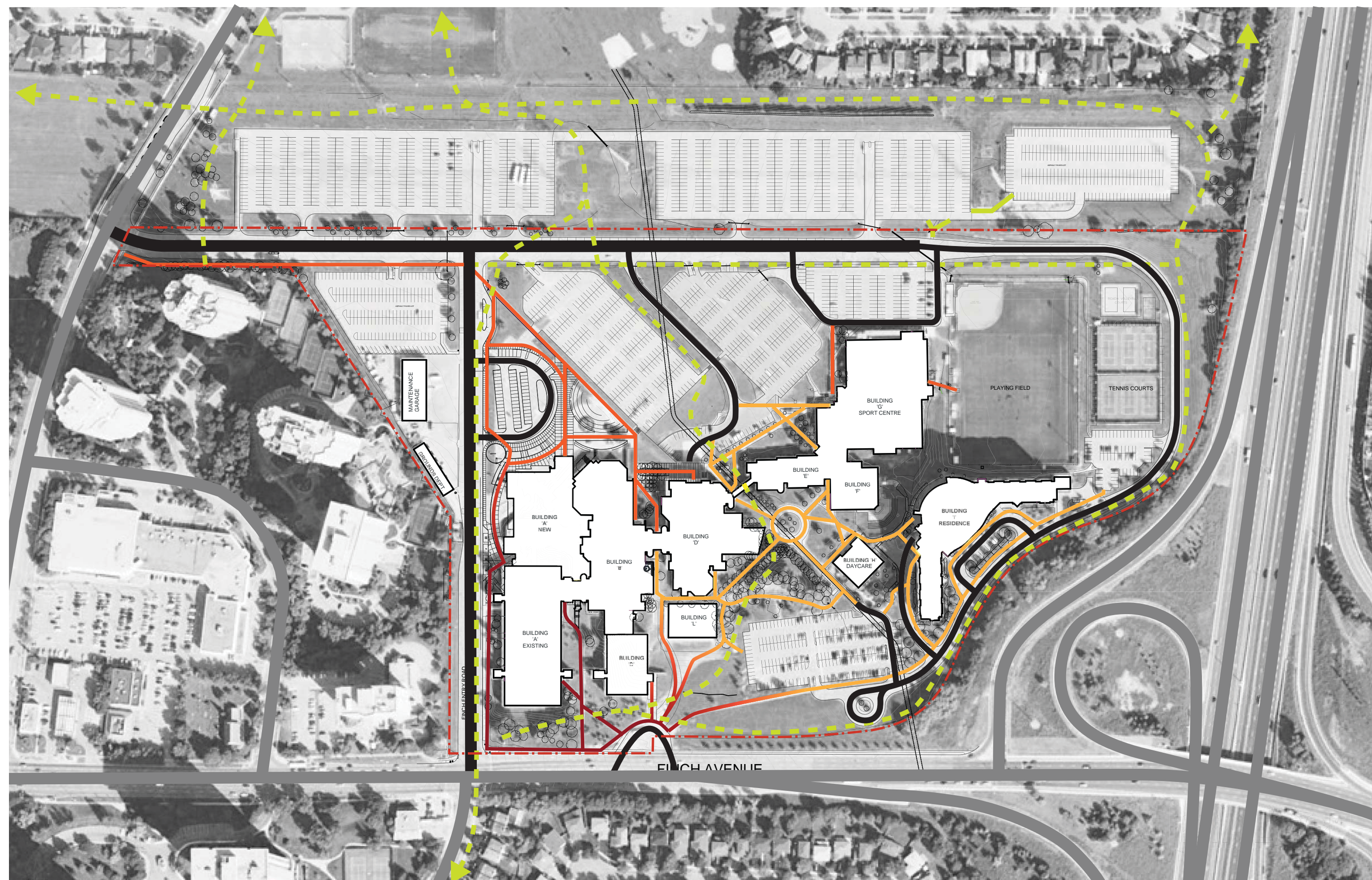
- Legend:**
- Campus Area
 - Surface Parking
 - Open Space
 - Outdoor Sport Facilities

Gateways, Entrances



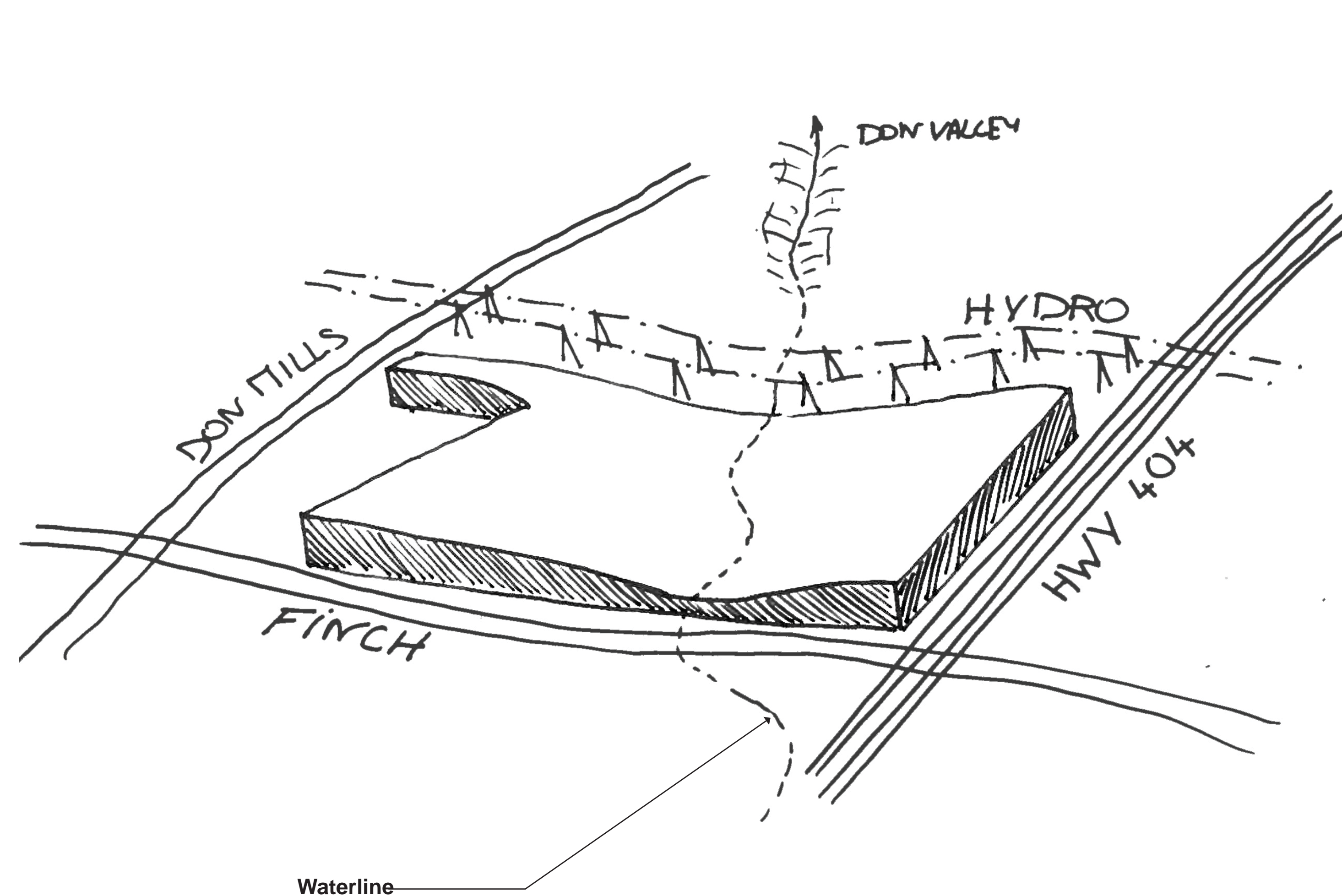
- Legend:**
- Campus Area
 - Campus Gateway
 - Secondary Entrance
 - Primary Entrance
 - Occuring on Level 1
 - Occuring on Level 2
 - Occuring on Level 3

Outdoor Campus Circulation



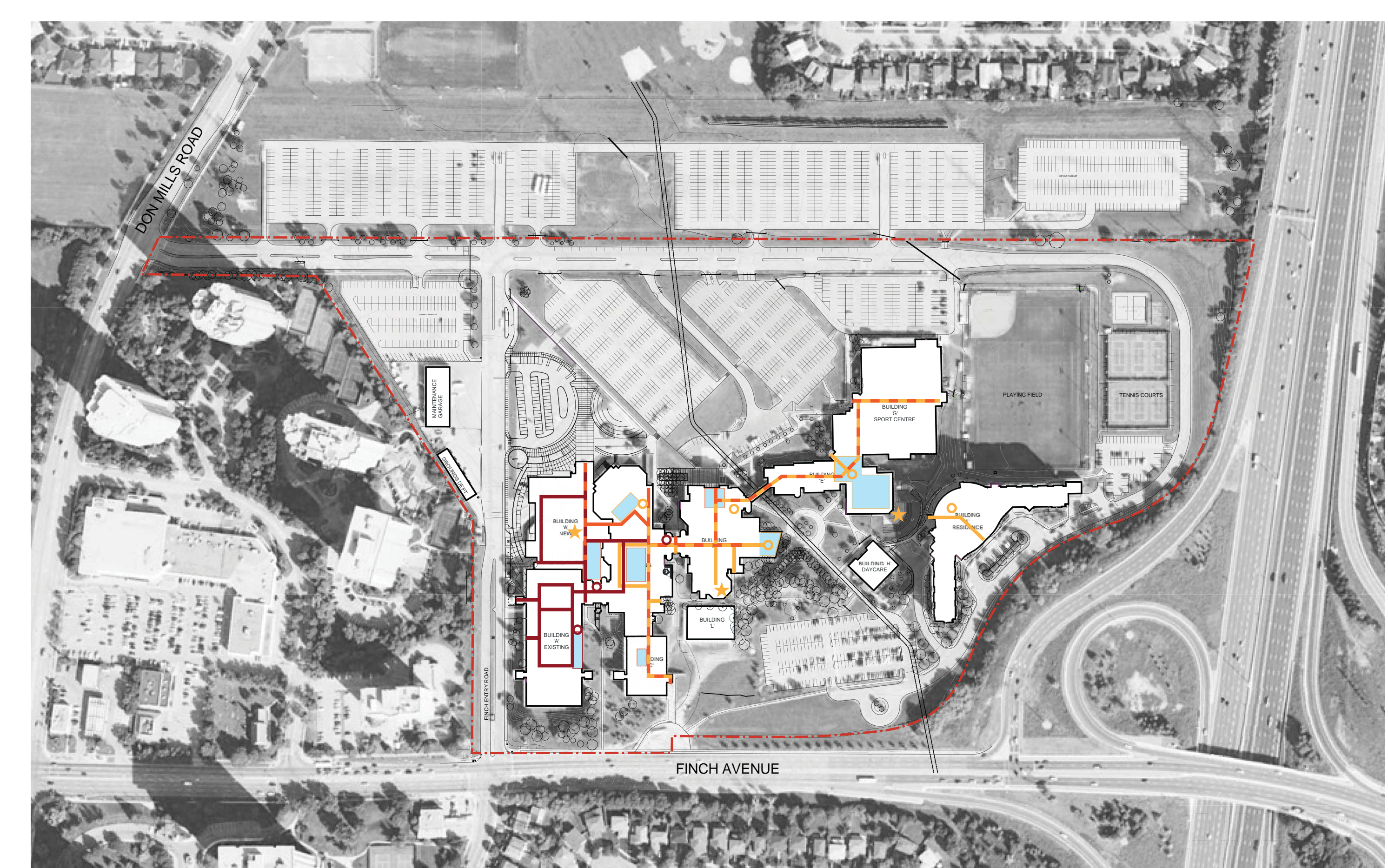
- Legend:**
- Campus Area
 - Surrounding Street
 - Primary Campus Street
 - Secondary Campus Street
 - Desired- Paths and Connections to Green Corridor System
 - Pedestrian Path at Level 1
 - Pedestrian Path at Level 2
 - Pedestrian Path at Level 3

Conceptual Terrain



Waterline

Internal Circulation



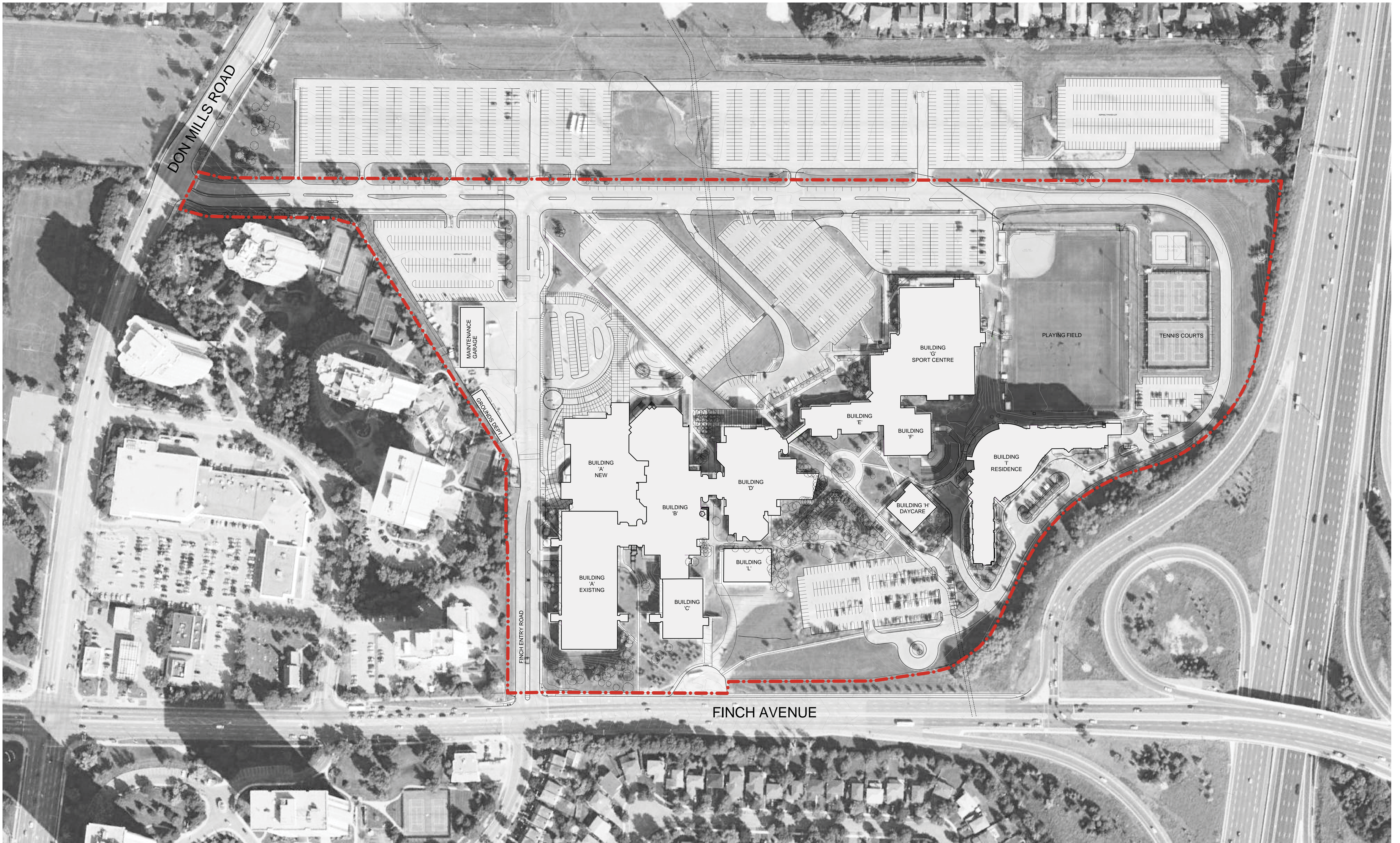
- Legend:**
- Campus Area
 - Gathering Place
 - Main Circulation
 - Food Service
 - Amphitheatre - Auditorium
 - Occuring on Level 1
 - Occuring on Level 2
 - Occuring on Level 3

What are your favorite places on Campus? least favorite ?

write your comments mark your preference with a dot

your favorite spots: ●

your least favorite spots: ●



Where do you like to walk?

write your comments

mark your preference with a dot

places where you like to walk: ●

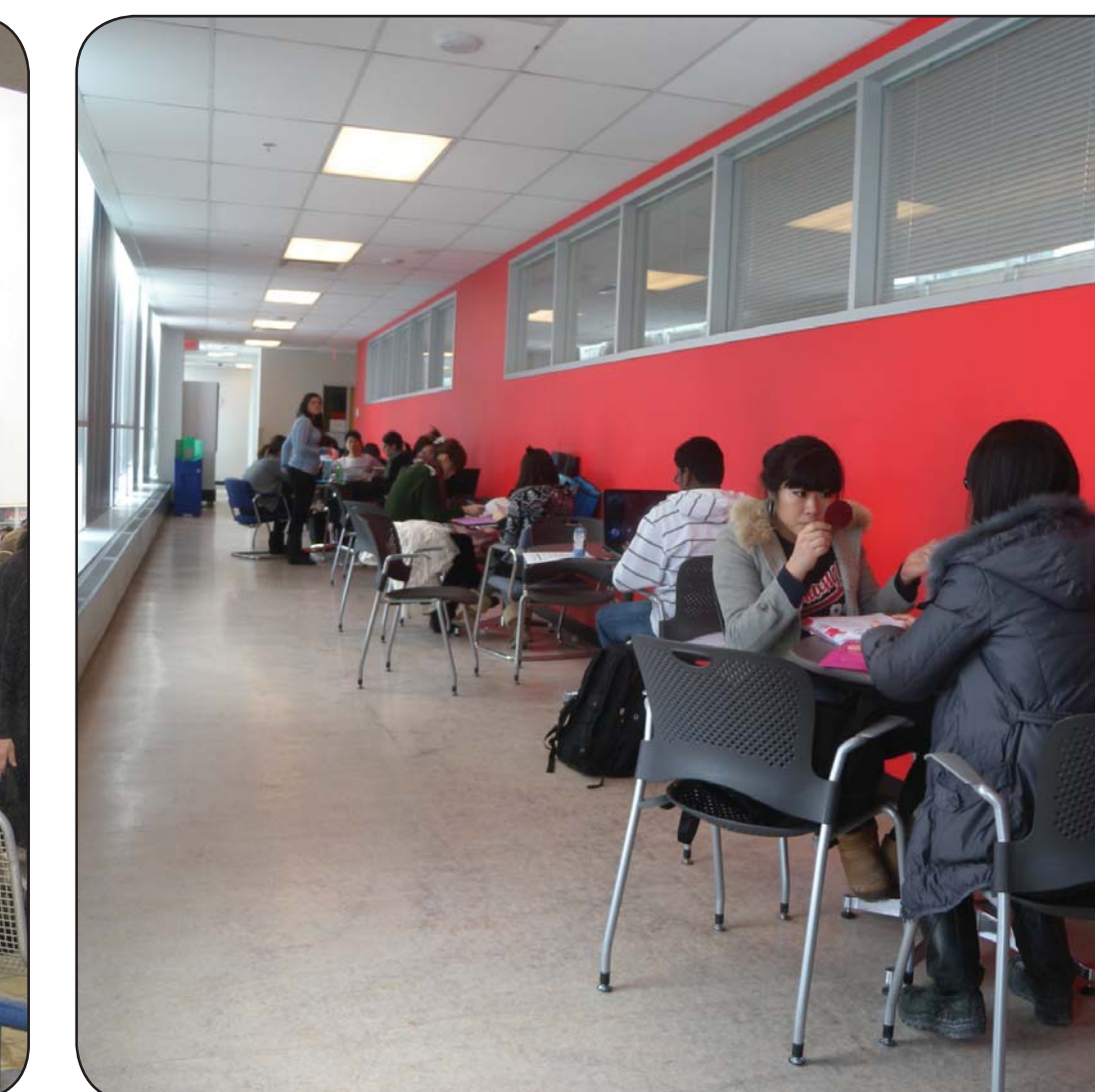
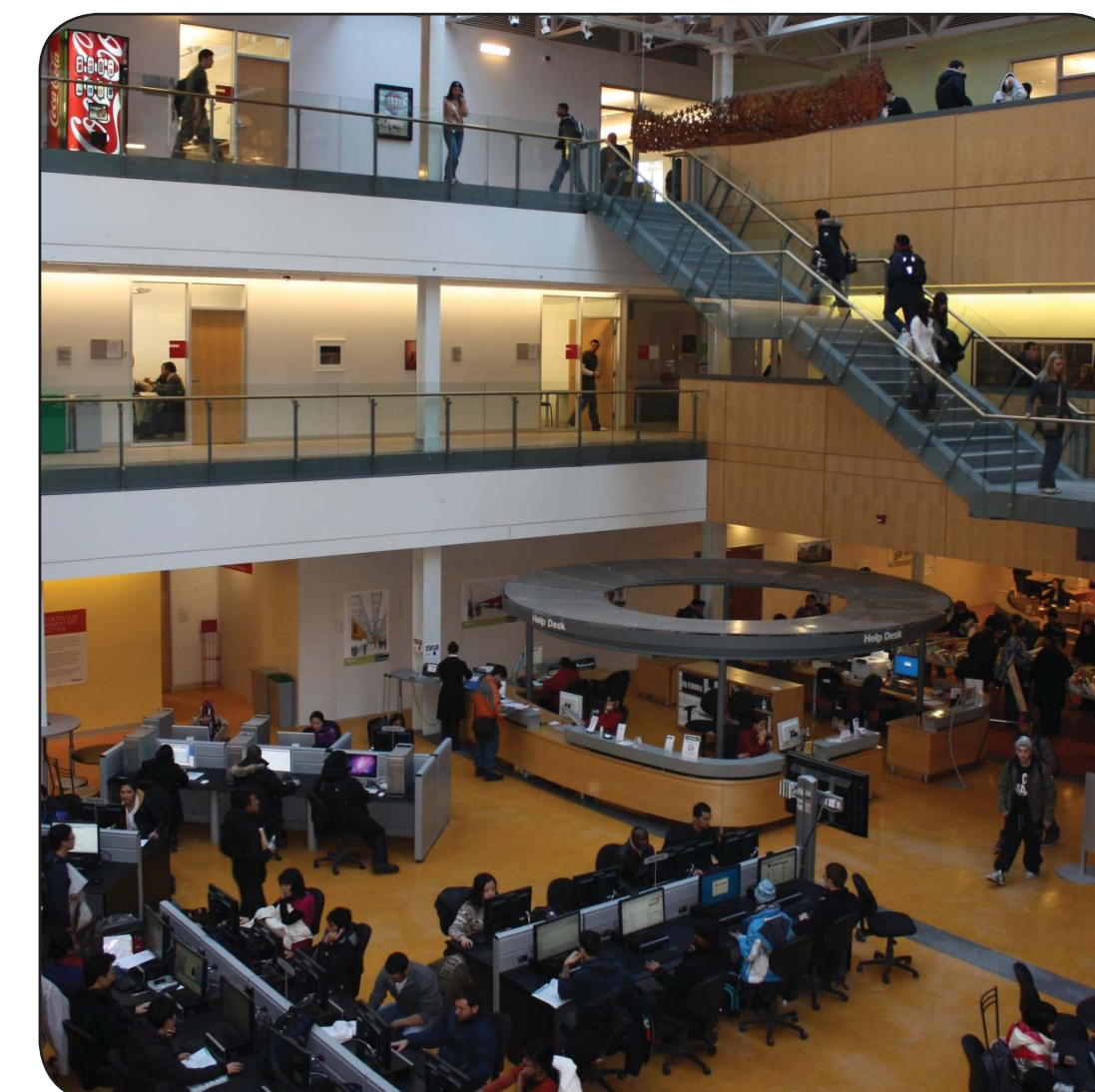
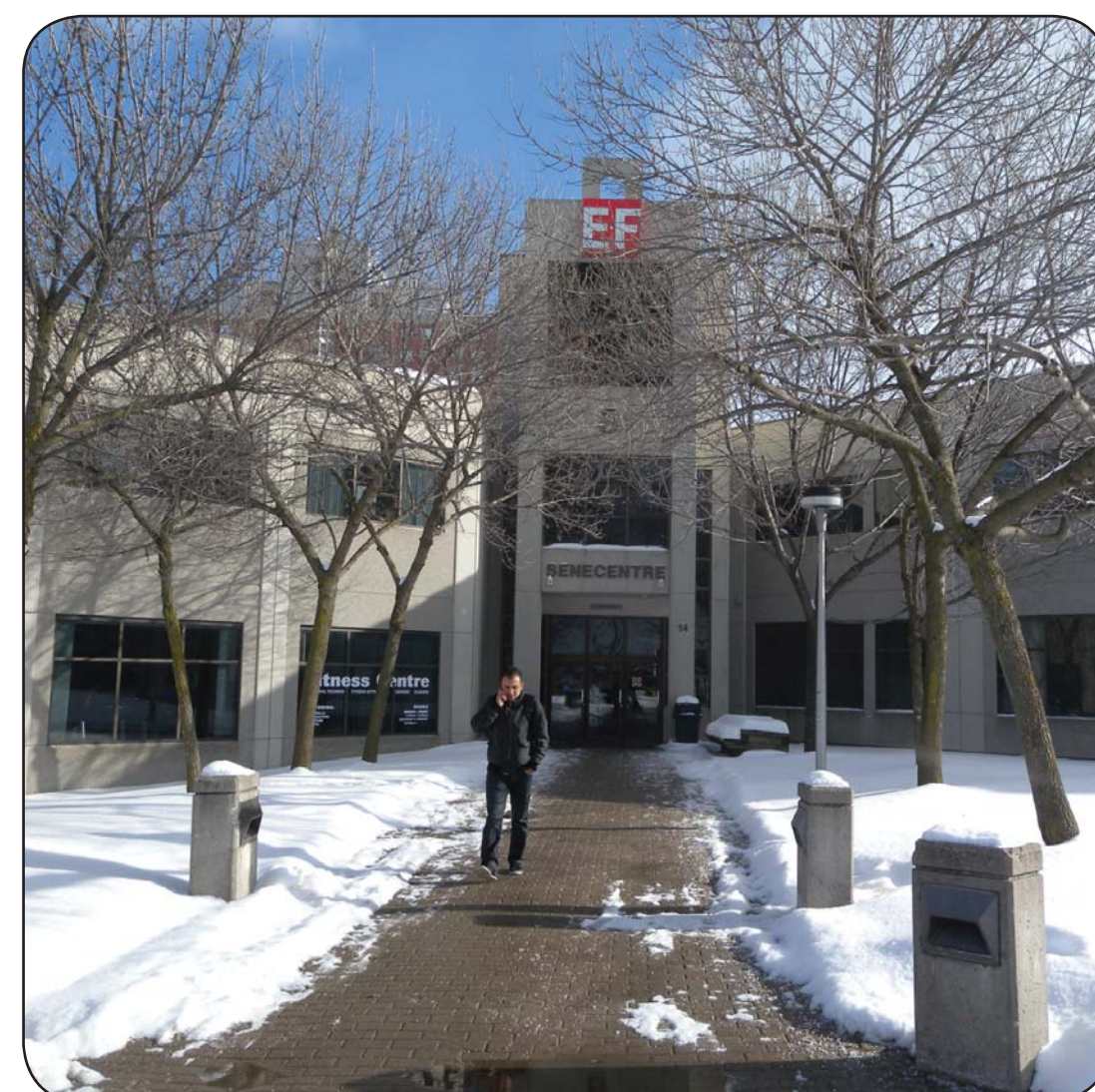
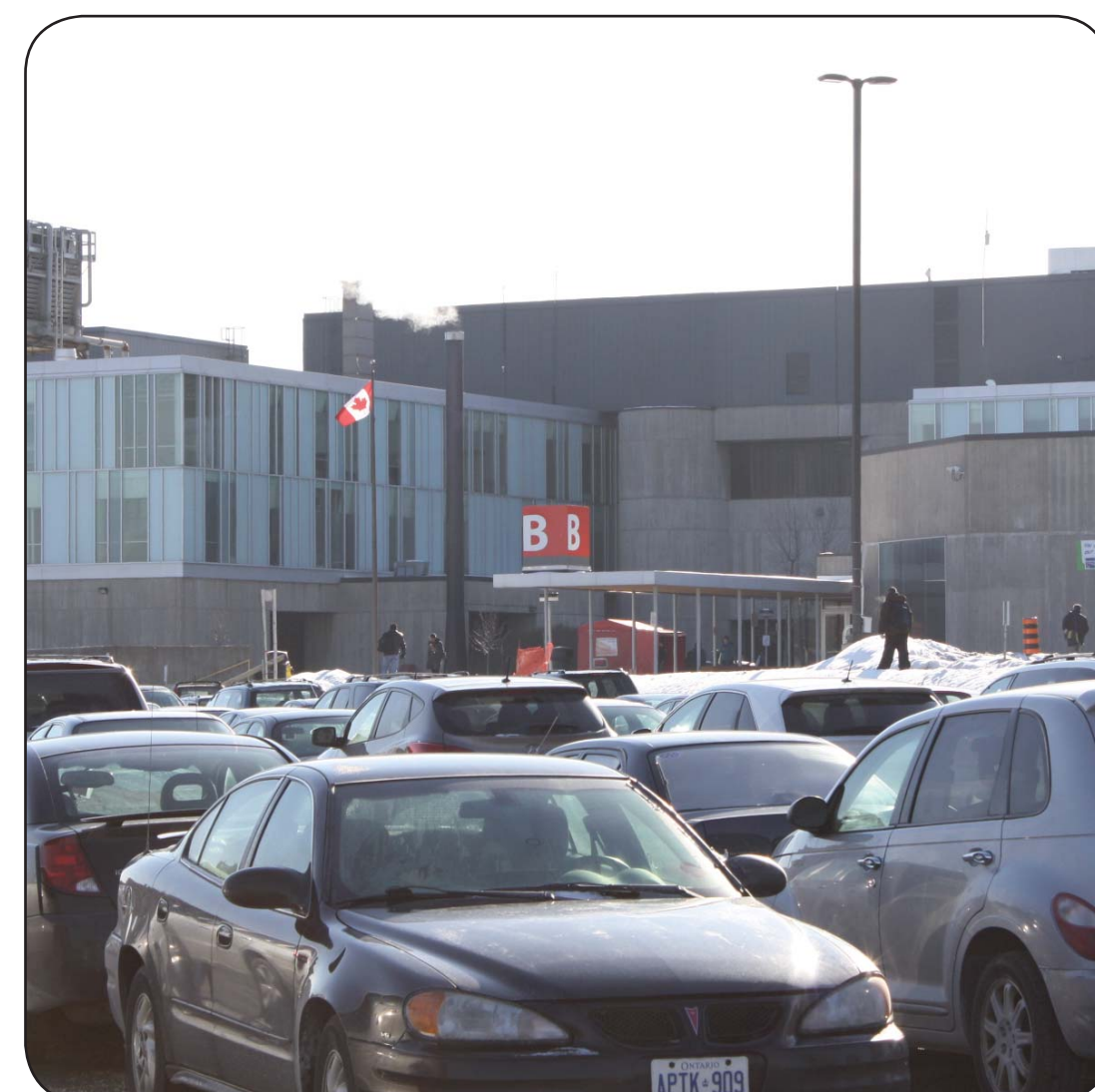
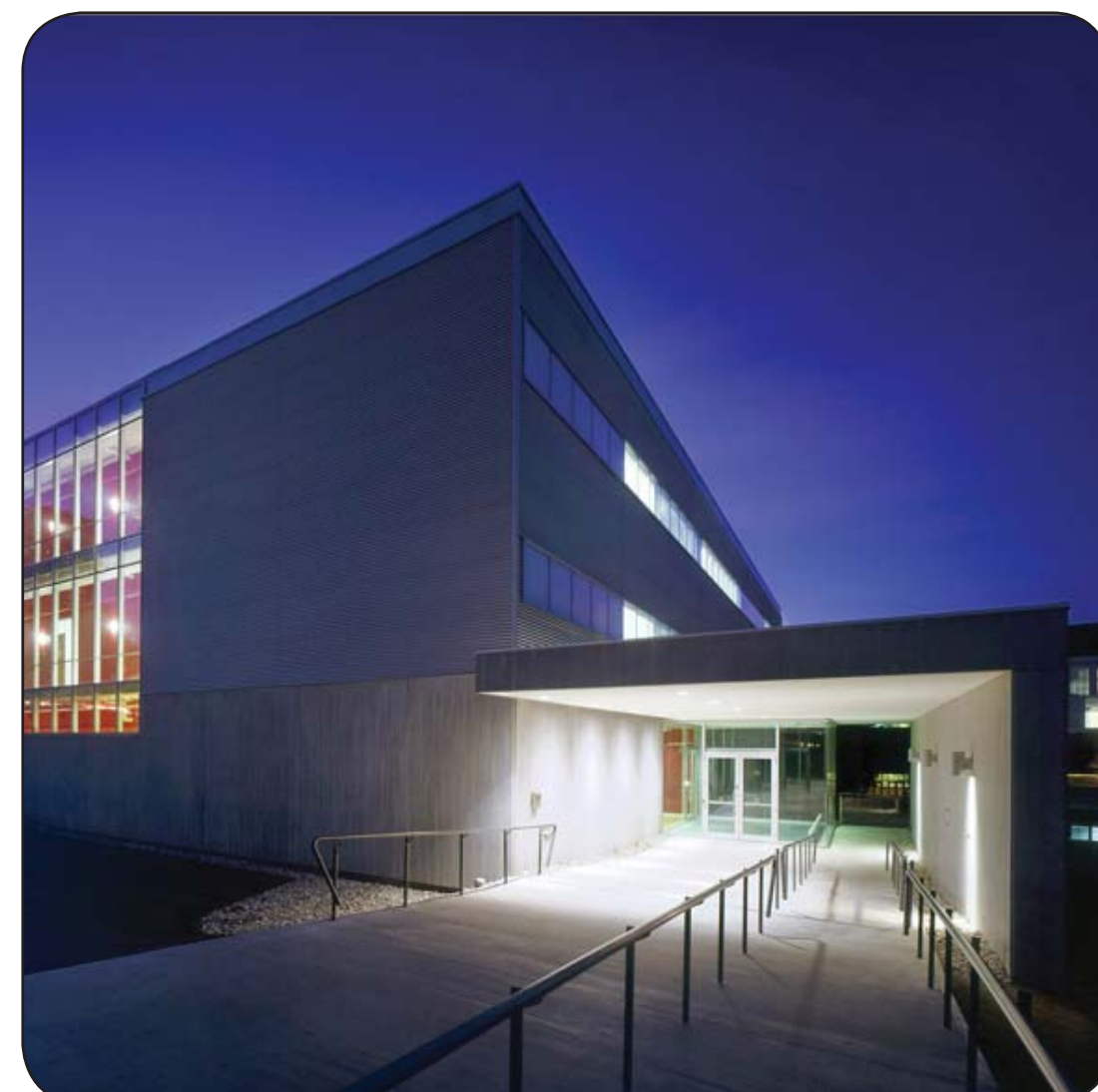
places you avoid walking in: ●

areas you would like to walk through: ●



entrances

places of gathering + activity nodes



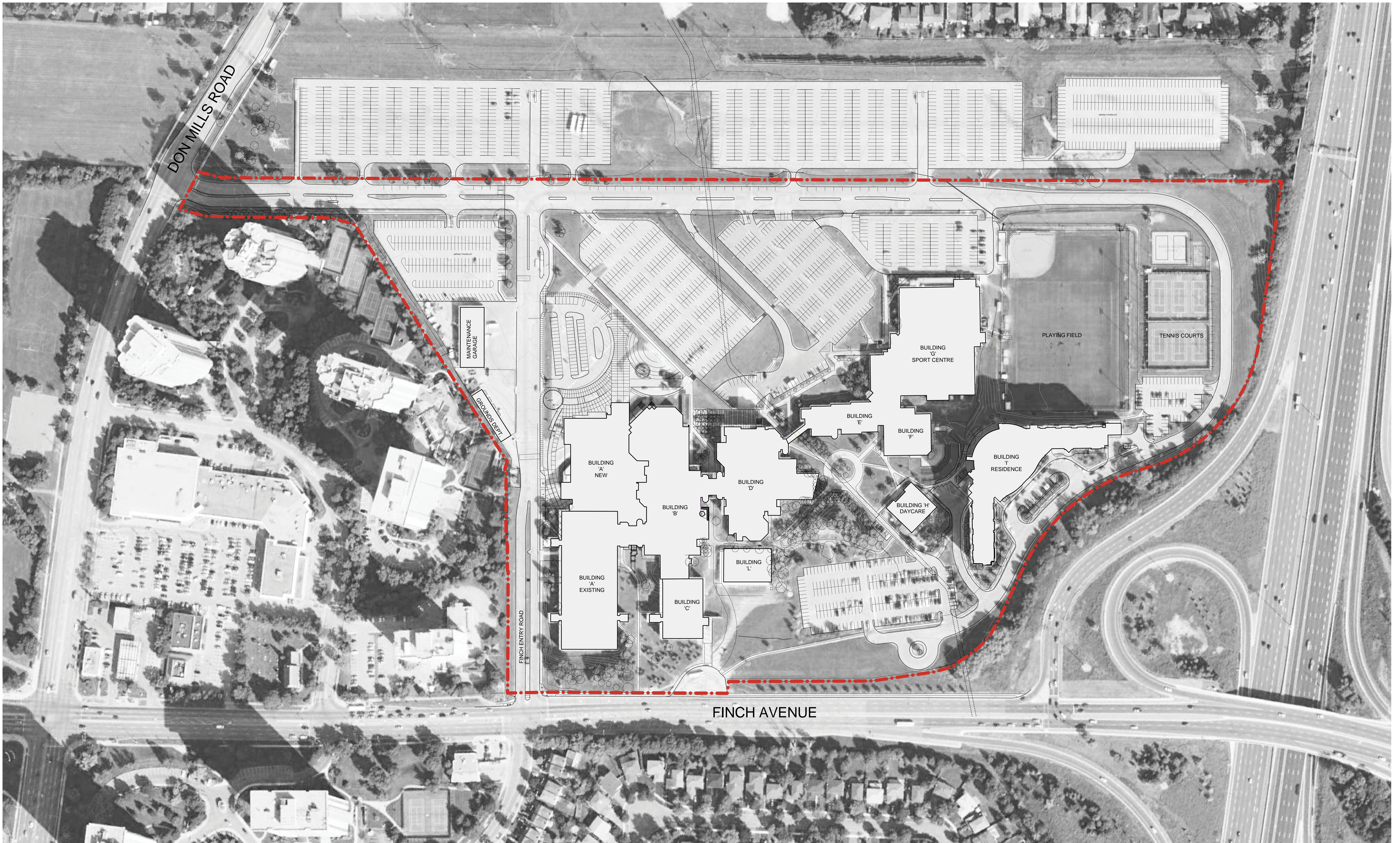
Where do you: linger / congregate / find peace and quiet ?

write your comments mark your preference with a dot

where do you like to linger ? ●

where do you like to congregate ? ●

where do you find peace and quiet ? ●



Where do you: study / eat / meet friends / play ?

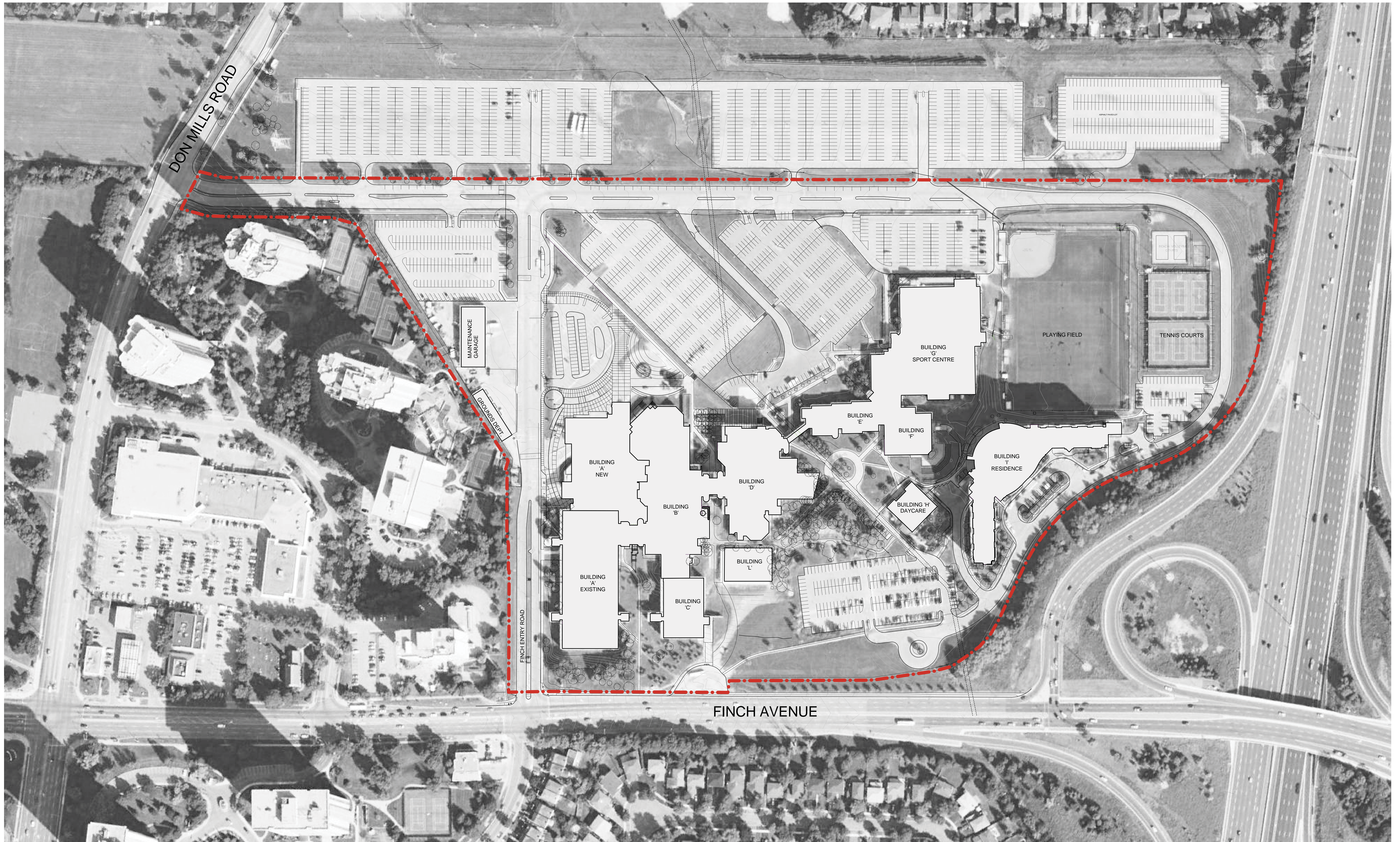
write your comments mark your preference with a dot

where do you study ? ●

where do you eat ? ●

where do you meet friends ? ●

where do you play ? ●

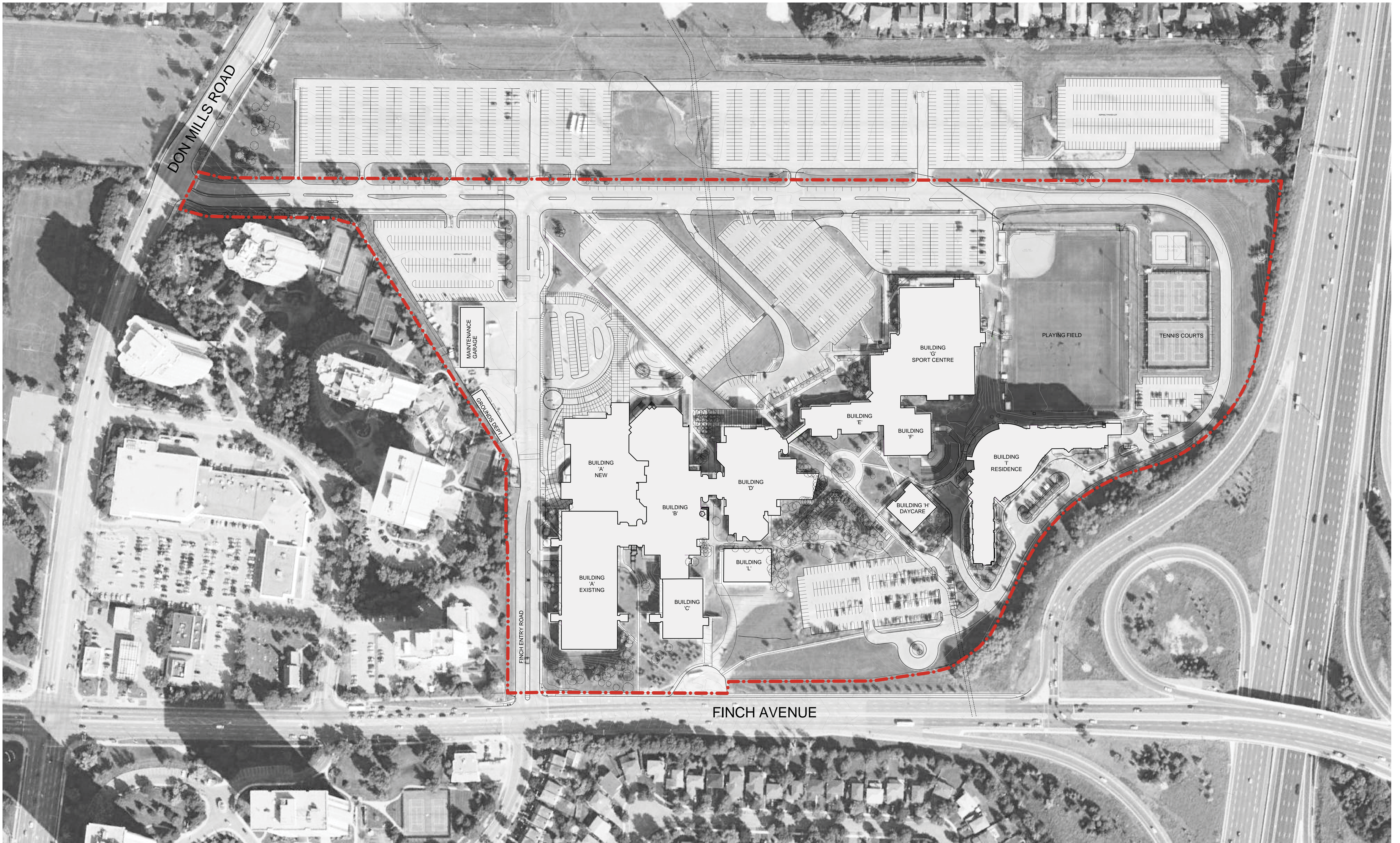


Where are the hidden jewels? What places ought to be change ? Why ?

write your comments mark your preference with a dot

where are the hidden jewels ? 

what places ought to be change ? 



What amenities would you like to see ?

write your comments mark your preference with a dot



small study spaces, throughout Campus



other?



meeting spaces



outdoor, winter activities



connections with Downtown



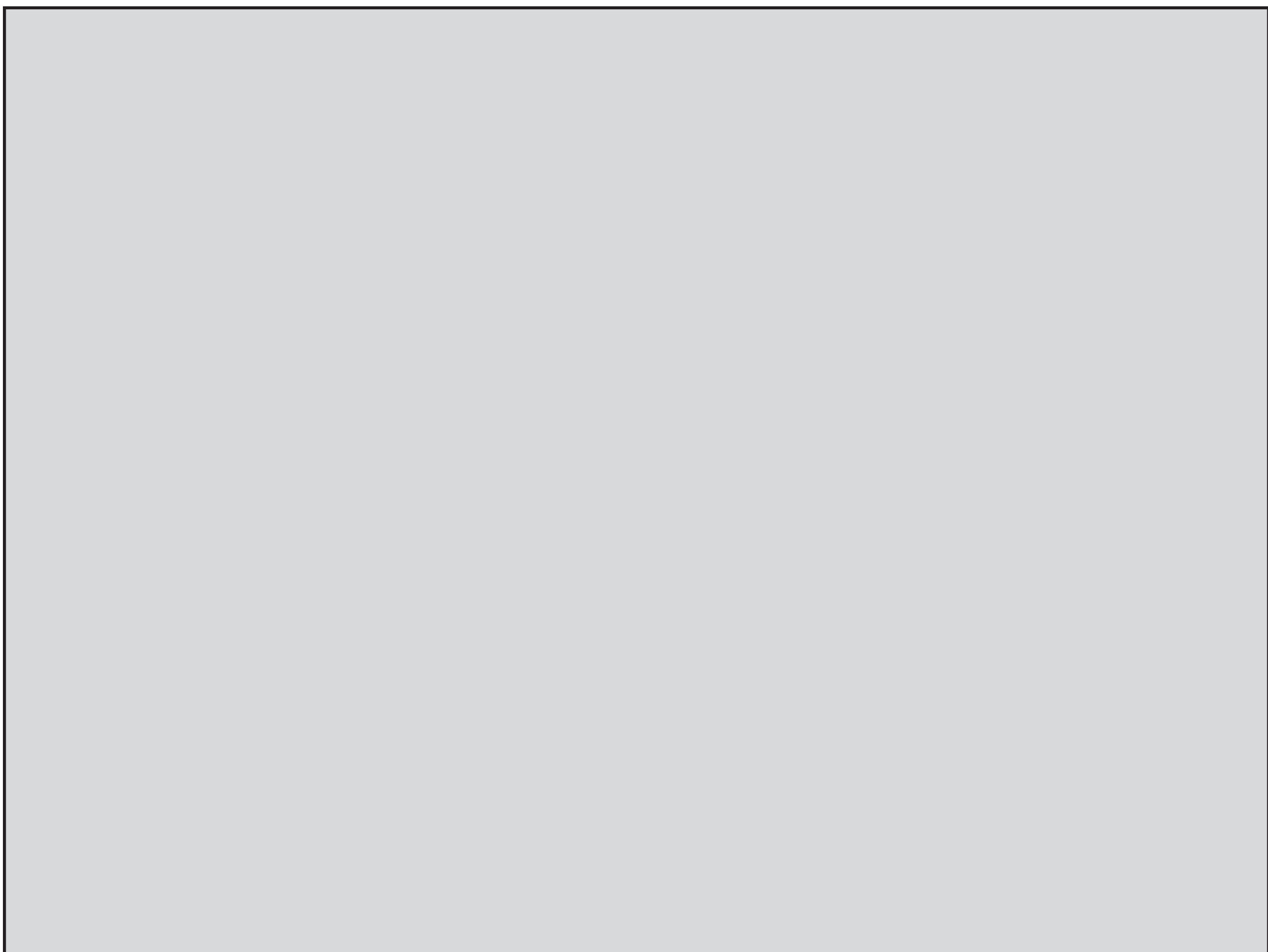
sport facilities



retail



other?



other ?



events



more residences



places to eat

How can the campus be more sustainable ?

write your comments mark your preference with a dot



a more compact, walkable environment



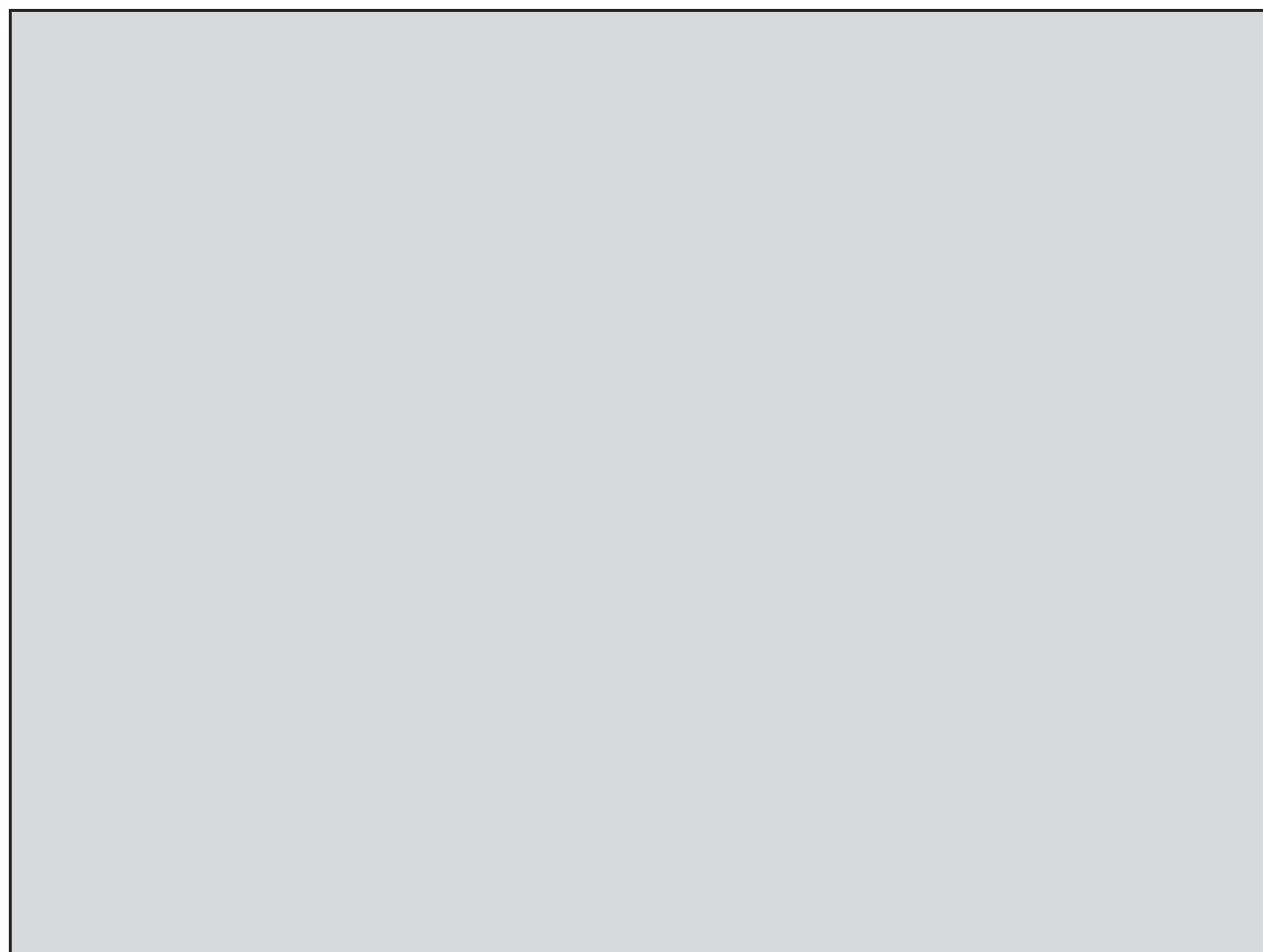
local food served and sold on campus



an efficient and convenient transit system



other ?



other ?



green architecture



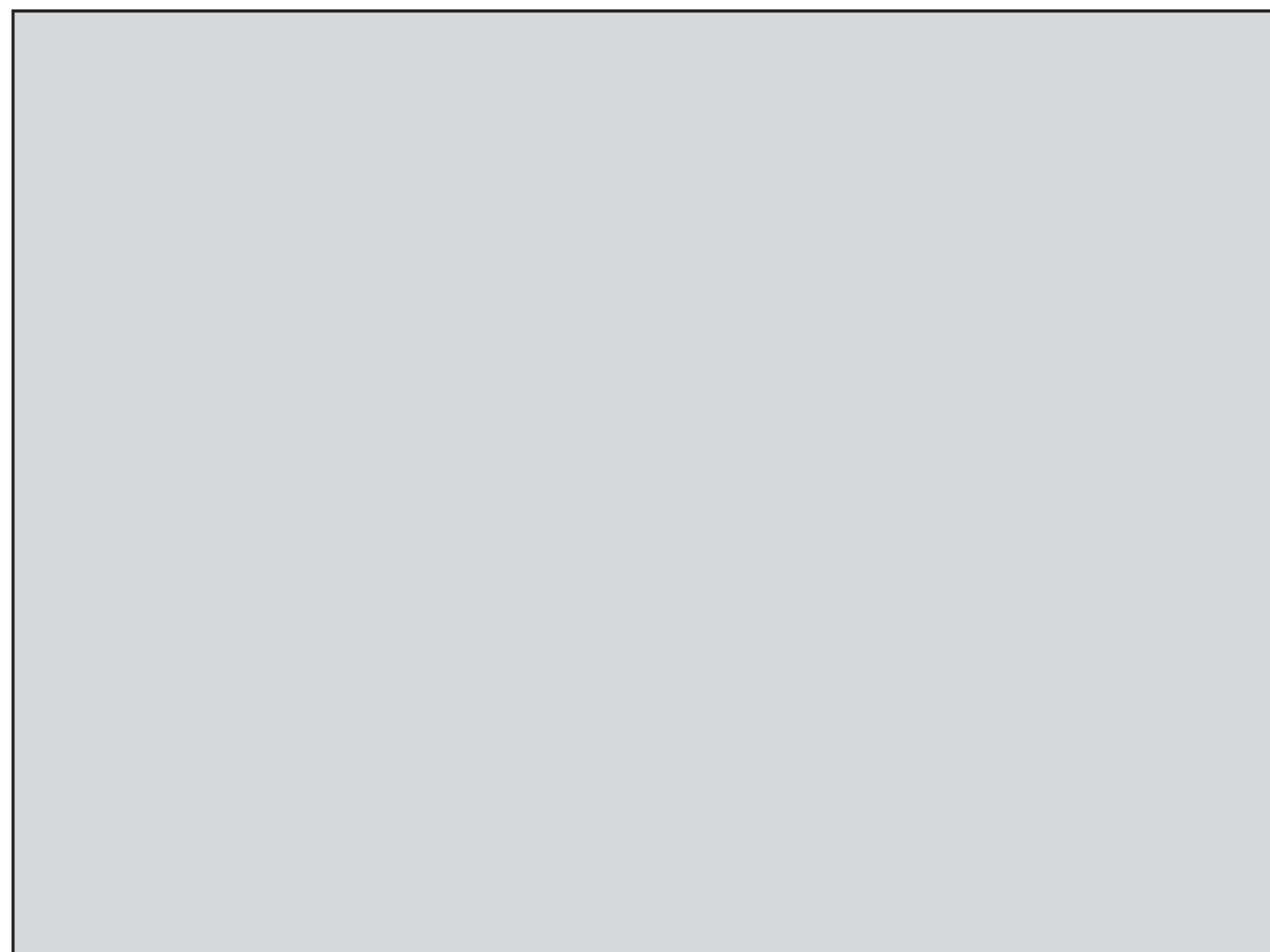
renewable energy sources



less reliance on the automobile



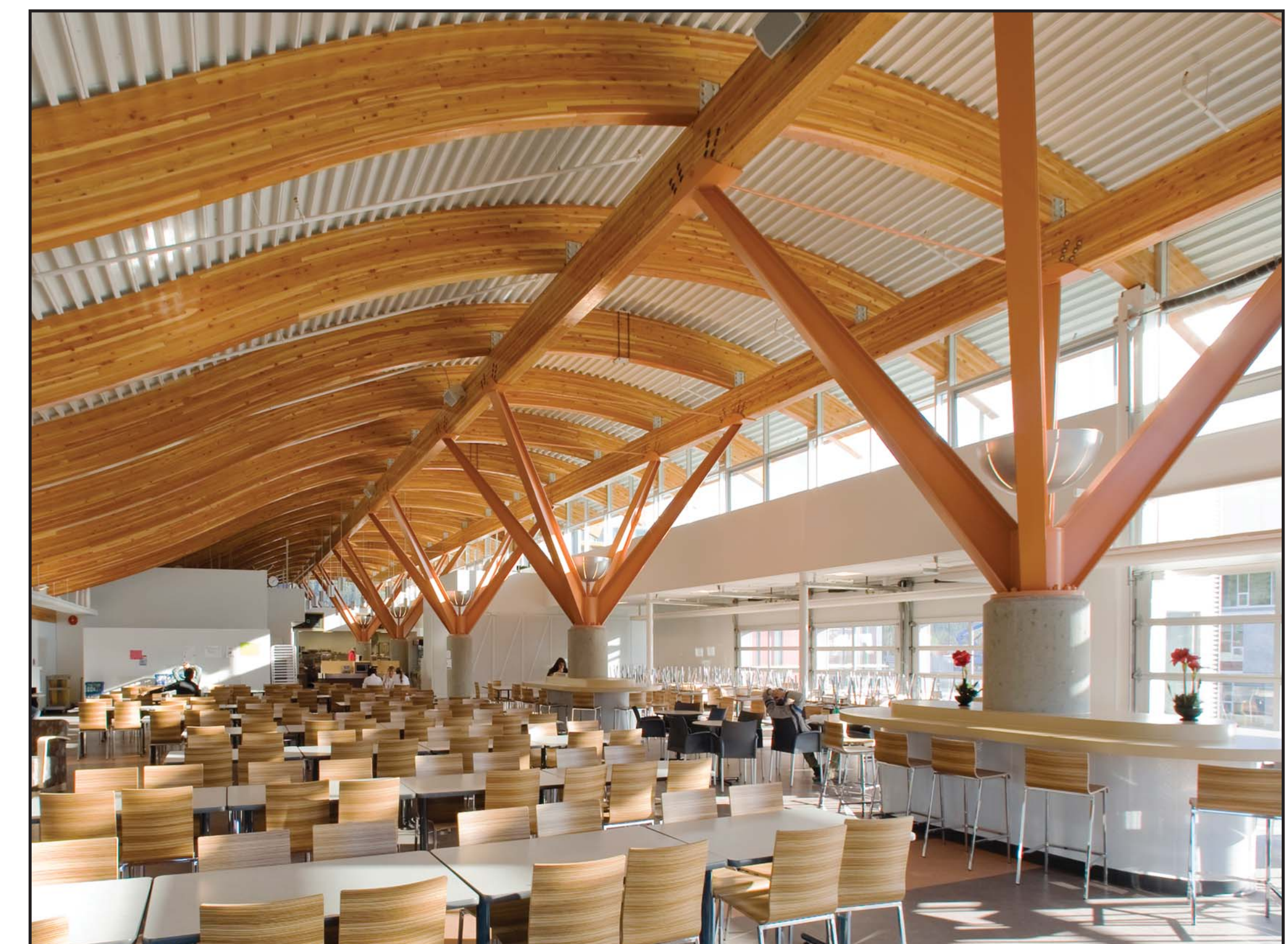
a substantive canopy of mature trees



other ?



replacing surface parking with parkades



daylighting - natural light for internal lighting

What should the campus be known for ?

write your
comments

mark your preference with a dot



great open spaces



spaces for peer interactions



great places to live



great winter amenities



amenities and services



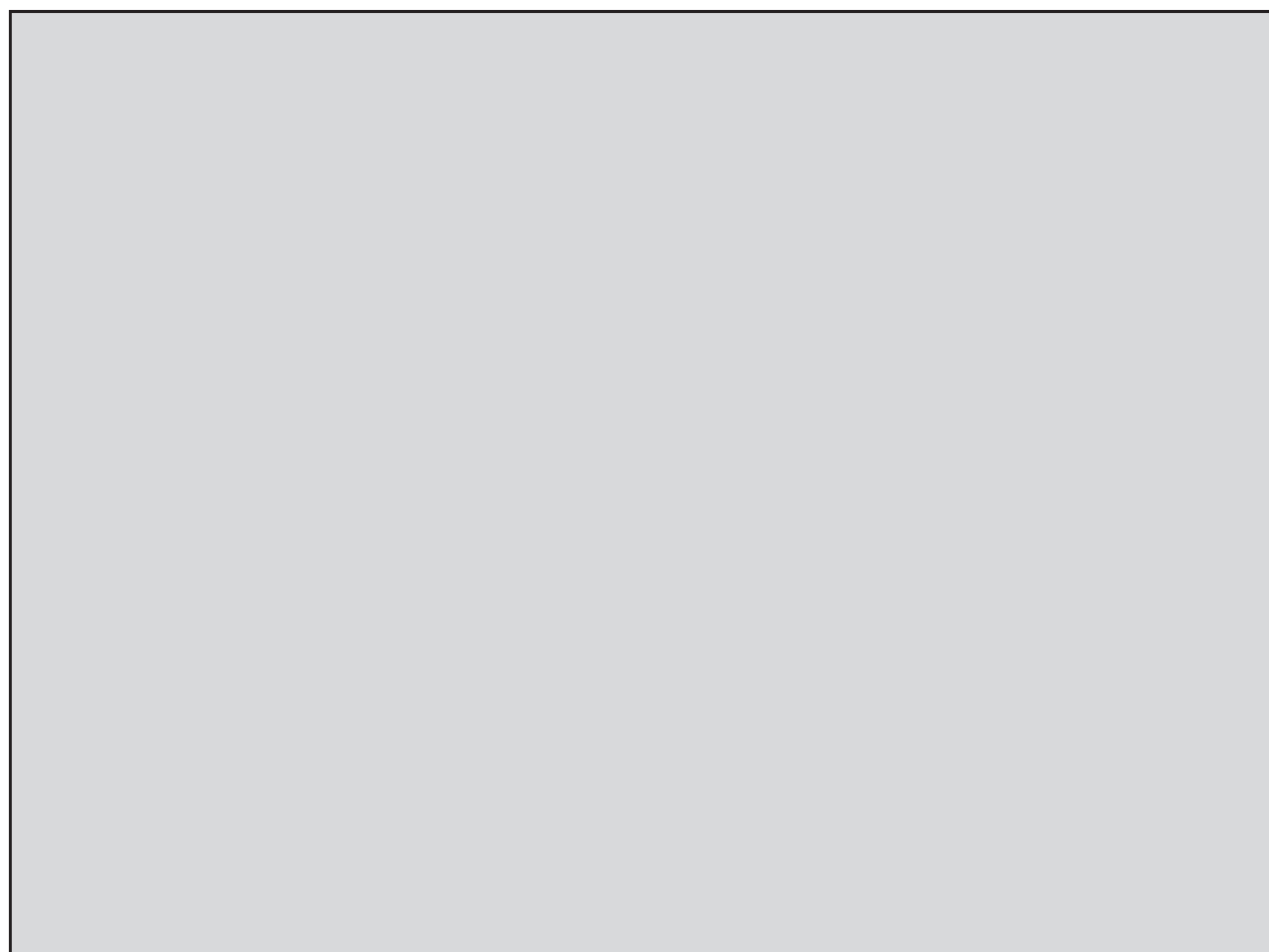
iconic architecture



landmarks



great after-hours life on campus



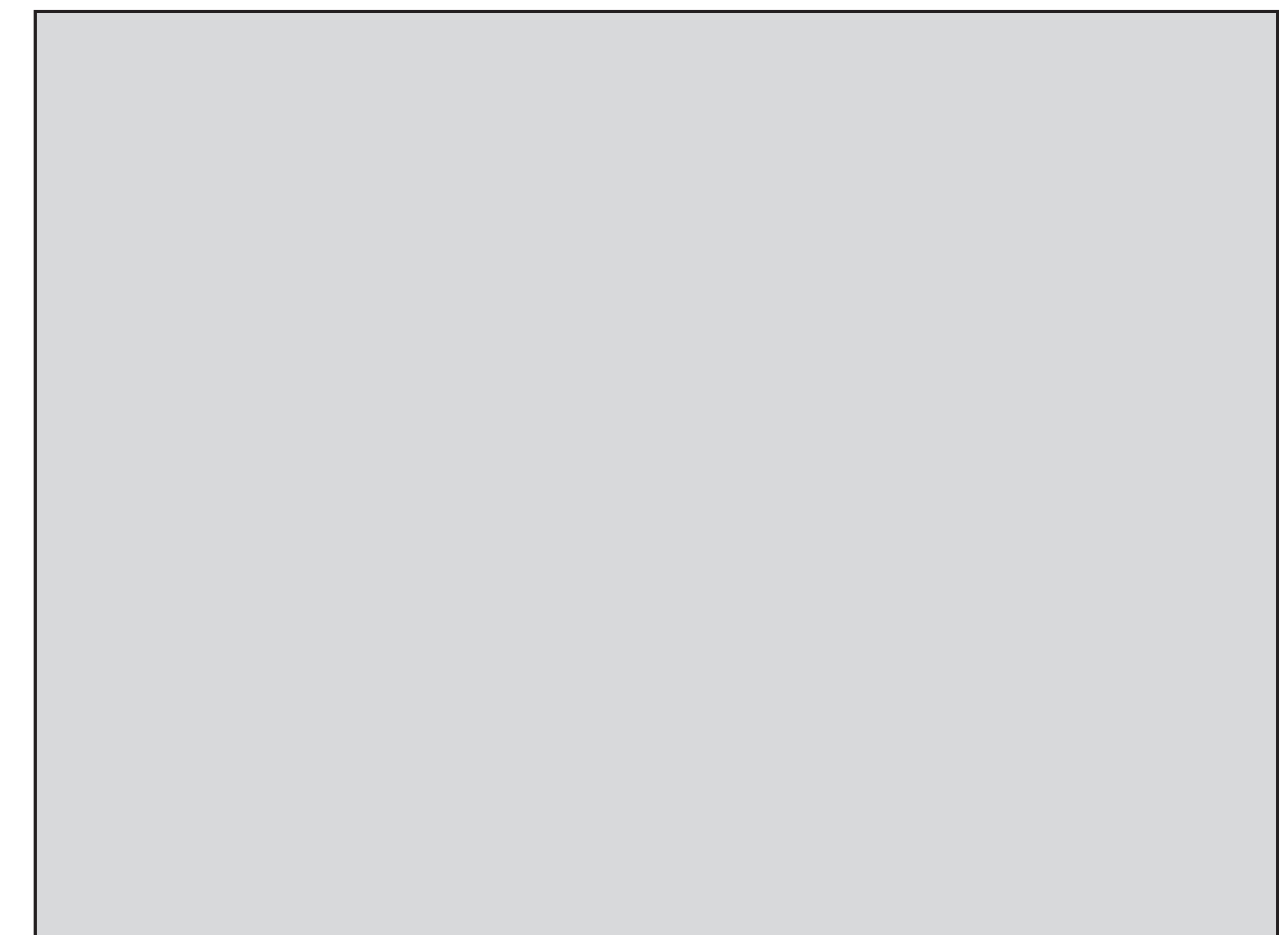
other?



comfortable spaces to study



spaces for art and creativity



other ?

What potential uses/partners can you imagine on campus?

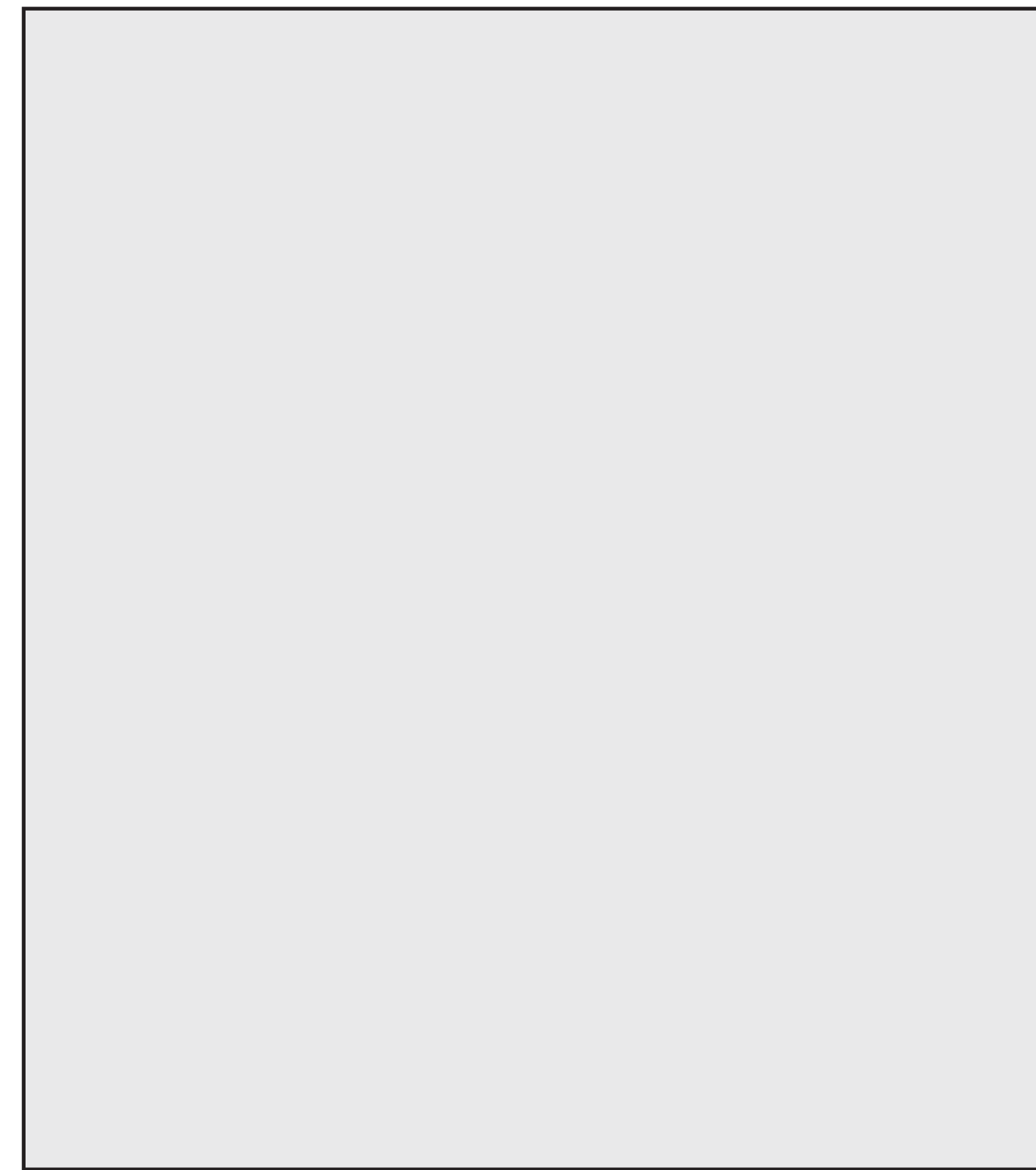
write your comments
 mark your preference with a dot



community varsity and fitness



entertainment



other?



residential



office



retail



transit hub



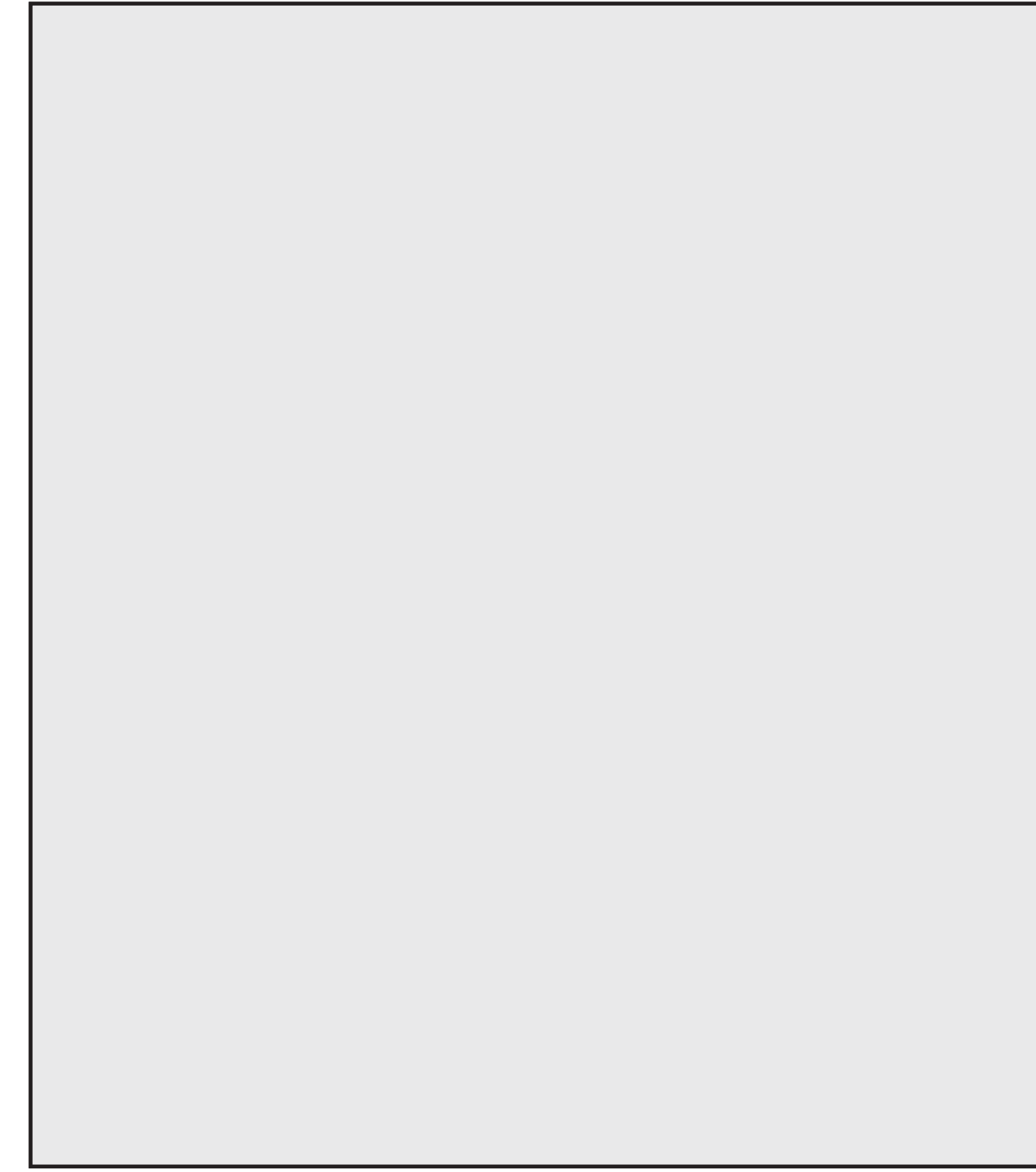
increase use



laboratories



continuing education



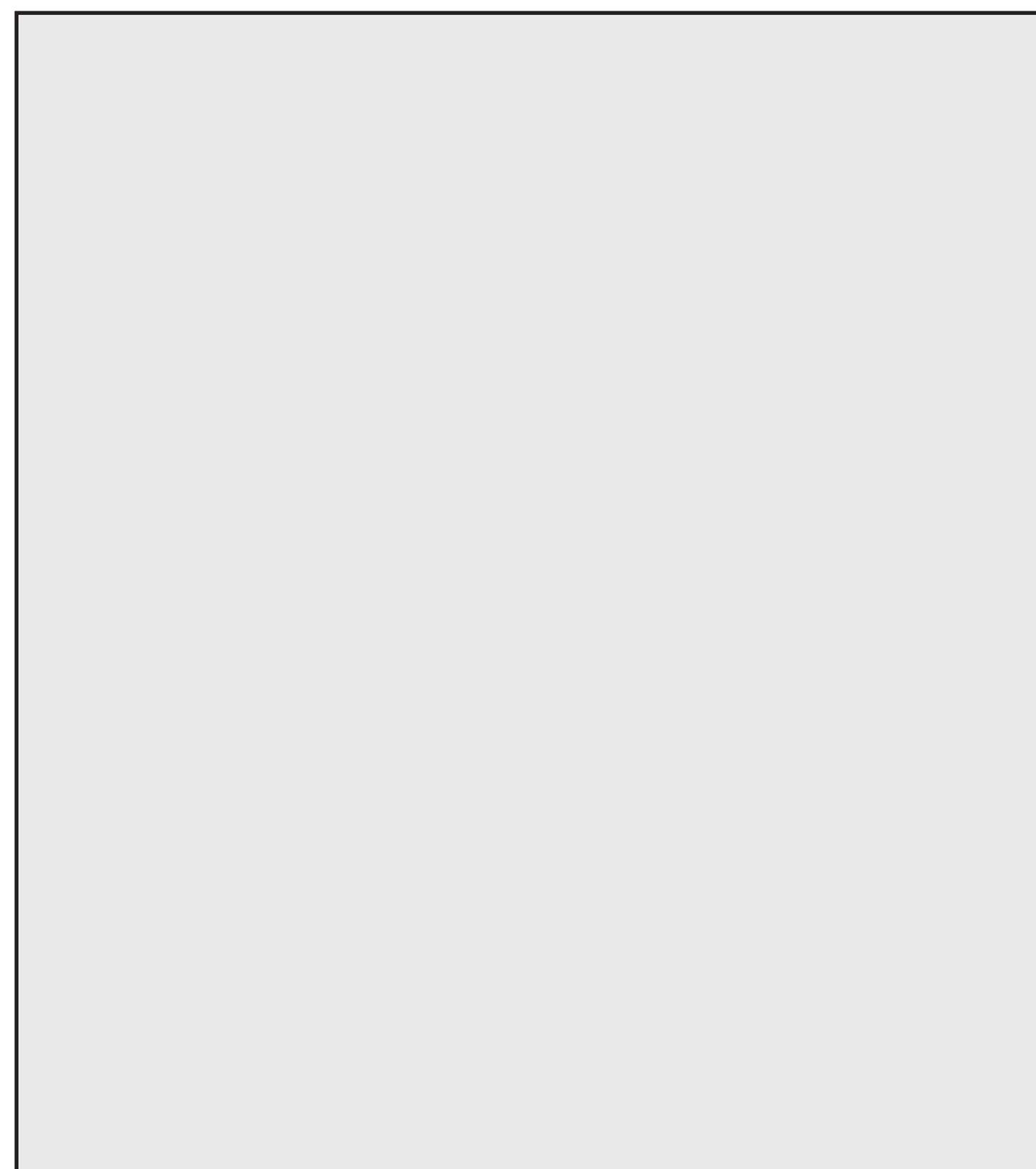
other?



community services



public health



other?



daycare



food services



movement options



flexible spaces