

Appendices

Appendix A: **Interviews with Senior Administrators**

Introduction

As part of the consultation process to inform the Master Plan, interviews were held with senior administrators to elicit high-level insights on existing conditions and the future of the University of Lethbridge.

Interview Schedule

The majority of interviews with senior administrators were scheduled during the consultant team's project launch visit from July 18 to 21, 2011; two were conducted via videoconference on August 23; some meetings were scheduled during the team's second visit from September 19 to 22; and the final two meetings were held via videoconference on December 7.

In total, 23 persons were interviewed.

Position	Name	Date (2011)
President	Mike Mahon	September 19
Vice-President (Finance & Administration)	Nancy Walker	July 19
Vice-President (Academic)	Andrew Hakin	July 19
Vice-President (Research)	Daniel Weeks	December 7
Vice-President (Advancement)	Chris Horbachewski	July 19
Dean Arts & Science	Christopher Nicol	July 20
Associate Dean Arts & Science	René Barendregt	
Dean Education	Craig Loewen	September 20
Dean Fine Arts	Desmond Rochfort	July 20
Dean Health Sciences	Christopher Hosgood	July 20
Dean Management	Robert Ellis	September 19
Dean Graduate Studies	Robert Wood	July 18
Executive Director Ancillary Services	Jim Booth	July 19
Executive Director Sport & Recreation	Sandy Slavin	July 20
Director Government Relations	Richard Westlund	August 23
Registrar & Interim Associate VP Student Services	Donald Hunt	July 20
Associate University Librarian	Brenda Mathenia	July 19
Director Curriculum Redevelopment Centre	David Hinger	August 23
FNMI Representatives	Jane O'Dea Roy Weasle Fat	December 7
President Students' Union	Zack Moline	July 18
Students' Union Executive		September 22
President Graduate Students' Association	Paul Walz	July 20
Retired Professor	Jim Tagg	July 21

Interview Guide

In advance of the meetings, ECS sent an Interview Guide to the senior administrators that was intended as a general checklist to prompt discussion points related to the Master Plan project. The Guide is shown on the next two pages.

Enhancement of the University Campus Master Plan

Interview Guide

Dates: July 18-21, August 23, September 19-22, and December 7, 2011
Interviewers: Michel de Jocas, Principal, ECS
Francine Lecoupe, Senior Planner, ECS
Observers: Shahid Mahmood, Project Director, Moriyama & Teshima Architects
Spencer Court, Associate Director, University Planning & Capital Projects

Introduction

- Brief overview of Master Planning Process, the Master Planning Team, and the role of ECS which includes:
Developing a vision and directions for the Master Plan
Determining the University's space requirements over the next 10 years
Providing insights to the Master Planning Team regarding campus planning options
- The purpose of the meetings is twofold: to have high-level conversations on the future of the University; and to gather specific information on faculty/departmental plans and issues.

Discussion Points

The following topics and questions are intended as a **general guide** and the focus of individual meetings will depend on the portfolio of responsibilities of the persons being interviewed.

Future of the University & Implications for campus organization and campus features	<p>Beyond AET's designation as a <i>Comprehensive Academic and Research Institution</i>, how will the University of Lethbridge describe itself over the next 10 years to students, faculty, researchers, and the community?</p> <p>How will the University differentiate itself from other similar institutions in Alberta and elsewhere in Canada? What will be the University's niche?</p> <p>Does the University wish for open-ended growth over the long-term?</p> <p>How will the University reconcile a desire to broaden the scope of academic and research programs in accordance with its comprehensive mandate while developing centres of excellence?</p>
Student Success and Satisfaction	<p>What are the student success and learner support needs particular to programs and student groups?</p> <p>What are the Library's plans to continue meeting the needs of its diverse client groups?</p> <p>What are and will be the necessary and desirable amenities for campus life and what are or would be optimal physical arrangements?</p> <p>Are there lessons to be learned from your 'competition'?</p> <p>What will attract and retain undergraduate students / graduate students / FNMI students / international students?</p>
Faculty Plans and Issues	<p>What are your current enrolment levels, what was the trend over the past 5 years and your expectation for the next 5 (stable, increasing, or decreasing)?</p>

	<p>What are the approved or anticipated changes to delivery modalities (hybrid, problem-based learning, coop, etc.) in relation to your current delivery modes?</p> <p>What are the approved or anticipated changes to program offerings (additions, cancellations, joint programs, etc.)</p> <p>Do you have linkages with external agencies and/or private partners and what are the current or anticipated impacts on physical resources?</p> <p>What will attract and retain quality teaching faculty?</p>
Research Plans and Issues	<p>What is the scope/focus of your new Research Plan?</p> <p>How is research integrated into the fabric of the University?</p> <p>What are your major funding sources and linkages to agencies and industry?</p> <p>What impact is research having on the University's facilities and equipment?</p> <p>What will attract and retain renowned researchers?</p>
Relationships and Synergies	<p>What are the current inter-faculty relationships and potential synergies on campus?</p> <p>Are there inter-professional or multi-disciplinary opportunities across University programs that require or imply a physical resource response?</p> <p>Are there opportunities to share laboratories, support spaces, and equipment?</p>
Instructional Space Issues	<p>Are there health and safety concerns?</p> <p>Do students have independent access for independent project work?</p> <p>Are the sizes and configuration of rooms satisfactory?</p> <p>How is the condition of fixtures, furniture, and equipment?</p>
Staffing Changes	<p>What are the anticipated changes to staffing complements and what are the implications of office and support spaces?</p> <p>What are the preferred types of office accommodation and preferred locations?</p> <p>What are the key support spaces that are needed?</p>
Community Outreach	<p>What would inspire the community-at-large to connect to the University and visit Campus on a regular basis?</p>

Thank you

Summary of Findings

A number of themes emerged during the consultation with senior administrators. The synthesis of these themes, presented below, is not meant to be a definitive assessment of conditions or plans at the University but rather a reflection of the range of issues and opinions that were expressed during the meetings.

Priority Development of Graduate Education and Research

The University of Lethbridge was designated as a *Comprehensive Academic and Research Institution* in 2007 as part of Alberta's *Roles and Mandates Policy Framework* which identifies and describes six types of post-secondary institutions within the province. The University had already been developing its research capability through specialized projects on water and neuroscience, therefore the new designation has been interpreted as an official recognition of ongoing efforts in research.

The University is committed to further expanding its graduate education programs and research profile across all faculties along themes of culture, society, environment, health, and the basic exploration of knowledge through scholarship. Expansion must also consider matching existing programs to build synergies, enhancing multi-disciplinarity, and developing niche specialities, and ensure that planned growth is adequately funded. The University wishes to develop unique graduate and research programs and has no intention of emulating or competing with its provincial counterparts, the University of Alberta and the University of Calgary.

In a move away from the research park model in evidence on campus, the University would like to 'embody' research by creating opportunities for research activity in various departments to be seen in real time. Another approach would see strengthening of the link between research and undergraduate liberal arts programs. Yet another approach would be developing research links with the regional community by providing incubator opportunities.

There are currently about 550 graduate students which represent 6% of total enrolment at the University of Lethbridge. The students are enrolled in eight programs and the principal research areas are: neuroscience, water resources, molecular biology, and demography. Proposals have been tabled with Alberta Advanced Education and Technology (AET) for new multi-disciplinary programs spanning the social sciences and health studies. There are six PhD programs and the next one on the horizon is in Education. Plans are to double enrolment which should increase the proportion of graduate students to 10-12% of the total student body.

Implications for the Master Plan

The University's capital plan priority is a large science/academic complex. The building has yet to be programmed and named, and the combination of functions and backfilling elsewhere will be determined in future. The Master Plan will need to:

- ❖ Identify a suitable location for the new science/academic complex
- ❖ Determine to what extent this building will help satisfy the increasing requirements for graduate education programs, graduate workspace, and research facilities
- ❖ Determine whether other areas on campus will need to be expanded to accommodate growth in graduate programs and research
- ❖ Consider ways to open up the research enterprise across faculties and across campus

Liberal Education as a Fundamental Branding Opportunity

Liberal education and its role in the 21st century do not appear to be widely understood or valued in society as a whole. Many parents and prospective students are attracted to professional programs or applied studies perceiving that they are the best routes for gainful employment. The University of Lethbridge is committed to a strong liberal education program at the undergraduate level but needs to modernize and remodel the program and communicate the uniqueness of its approach and the positive outcomes of such an education.

Many University of Lethbridge graduates only understand the value of their liberal education degree up to 10 years after the fact. This observation underscores their degree's true worth as a pathway to meaningful employment and engaged living, but also how challenging it might be to build a tangible case for liberal education in today's crowded market.

Some of the descriptions of liberal education heard during the interviews include:

- A 'closed system with many moving parts'
- Programs designed to allow sampling of other programs
- Student understanding of how other disciplines interact with their own
- Teaching by theme with teams of instructors to cover complex issues such as climate change, providing a broad, real-life perspective to problem-solving
- Exposure to research and opportunities to work with graduate students
- Integration of seemingly disparate bits of knowledge
- A responsibility toward the community, a duty to be engaged in, and to serve the community
- An distinct approach compared to American Liberal Arts Education (although the distinction is unclear)

Implications for the Master Plan

The Master Plan will need to resist the current trend toward academic fragmentation on campus and honour the University's rich heritage and vision as a liberal education institution, and the multi-disciplinarity this requires. Therefore, any new building should be multi-functional rather than dedicated to a specific discipline. Issues of proximity and the student body's relationship to spaces that allow cross-disciplinarity will be addressed.

A Destination Campus: A Time of Transition, a Time of Possibilities

As the University of Lethbridge adjusts to its relatively new mandate as a 'Comprehensive Academic and Research Institution', the institution is attempting to develop and promote a unique destination campus. Over the next 10 years, based on comments heard during the interviews, the University may be described to prospective students, parents, researchers, clients, and partners as a medium-sized comprehensive university of 10,000 to 12,000 students in a city of about 85,000 – 100,000 residents with:

- Recognized liberal education undergraduate programs spanning five faculties preparing leaders to contribute to community development and address complex interrelated issues in the workplace
- Nationally-renowned graduate and research programs in niche areas including neuroscience, water resources, molecular biology, and demography
- An inclusive community of learners, supported by a student-centric university system focused on facilitating student success with a full series of learning support services
- Small class sizes and face-to-face instruction provided by dedicated professors who communicate with students in and out of class and provide individualized attention at need
- An environment that facilitates interaction between graduate students, principle researchers, undergraduate students, and faculty and staff
- The best 1st year experience in Alberta
- A welcoming and supportive environment for FNMI students
- State-of-the art facilities providing top quality classroom, laboratory, studio, and performance experiences
- An outward-looking faculty and student body engaged in the community through co-op, volunteer, and international programs
- A beautiful campus in a natural Southern Alberta prairie and coulee environment
- A smaller, intimate environment where young undergraduate students have the opportunity to experience independence on a campus offering a vibrant and safe residential student experience
- Numerous opportunities for relaxation, sport and recreation, cultural expression, and socialization

Implication for the Master Plan

The Master Plan must translate these vision elements into concrete actionable physical options. Many involve the concept of building community on campus and providing the means for students, faculty, staff, and community members to interact formally, but most importantly, informally on a regular basis virtually anywhere on campus, as a matter of course.

Outlook for the Faculties

Arts and Science

The Faculty of Arts and Science is the largest faculty accounting for 60% of instructional activity in terms of credit hours. It is growing at the same rate as the University at about 1 to 3% per annum.

Health Sciences

The Faculty of Health Sciences is experiencing rapid growth. There is not a significant amount of attrition in Health programs and a doubling of enrolment is expected within the next 10 years along with an increase in faculty complement of about 20. Although students, professors, and staff are still excited with the new facilities they occupy in Markin Hall, the Faculty is already experiencing space shortages. The design of new instructional spaces will need to consider delivery modalities as the Faculty is moving away from project-based learning and no longer requires suites of break-out rooms.

Management

Enrolment in the Faculty of Management is declining on the main campus in favour of growth in Calgary and also because of competition from Mount Royal University and Grant MacEwan University who are offering similar programs. New double degree programs are being proposed between the Faculty of Management and Faculty of Fine Arts and with the Faculty of Health Sciences. Research initiatives are focusing on socially responsible marketing; links with the farming community; and investigations into health care quality.

Education

Undergraduate enrolment growth in the Faculty of Education has largely been a function of placement opportunities in the traditional catchment area south of Calgary and AET funding of teacher education. Although the Faculty enjoys a 2:1 application to acceptance ratio, enrolment has been not grown in recent years. However, the Faculty is now beginning to place students in Calgary and this new practice as well as a new PhD in Education may result in about 10 to 12% enrolment growth in the next decade. New program plans involve collaboration with new media in the Faculty of Fine Arts, development of a career counselling option, and expansion of the Career and Technology Studies (CTS) program beyond the present management focus. Most research is conducted off campus or in faculty offices.

Fine Arts

The Faculty of Fine Arts is currently at capacity in relation to student access to quality studio instruction. Digital / electronic technologies are now the key determining factor for space as the use of these technologies at the interface between traditional arts and new forms represents the Faculty's major areas of growth. The Faculty is exploring to what extent some of its programs and activities may be offered at the Penny Building, in downtown Lethbridge (a recent University acquisition). The University's art collection is one of the country's best university collections yet the Art Gallery is very small and 'buried' deep in the Fine Arts building, and as such, not easily accessible to members of the community.

Implications for the Master Plan

With enrolment growth, many faculties will need additional space over the next ten to 25 years, but at this time two issues stand out:

- ❖ The Faculty of Health Sciences will require more space in the short term and long term.
- ❖ The Art Gallery and its collections require more space and the wider University community would benefit from a new, larger, and more accessible location.
- ❖ Growth in graduate enrolment will require specialized space to accommodate this growth

One campus, many experiences

Undergraduate Students

The University of Lethbridge's main campus is often described as a commuter campus with low student engagement in student life and significant attrition between 1st and 2nd year. On the other hand, students living in residence appear to be more fully engaged and experience a much lower attrition rate because these students create their own social environments, learning communities, and are more aware of learning support services that are available to them.

FNMI Students

Most FNMI students are Blackfoot-speaking and from the communities surrounding the University of Lethbridge. About 75% of FNMI students adapt well to the academic demands of university. Others have challenging needs and require learning support services, health services, and access to housing. A smudge room and a round room are located in Markin Hall and the University is seeking to provide more support in the form of a new First Nations Gathering Centre, which is listed as a second priority in the Capital Plan. This educational centre would be grounded in Blackfoot values, supported by Elders, and provide academic support primarily to Aboriginal students. The Centre will also encourage the entire university community to visit and learn about FNMI cultures.

International Students

International students come to the University of Lethbridge from over 80 countries. They require a broad range of support services to transition to Canada and are more likely to use health/counselling and learning support services. They also require on-campus housing to a greater degree than the general student population.

Graduate Students

Graduate students at the University tend to develop localised networks which coalesce around the particular labs or research centres they are associated with. This is a normal occurrence, but a need was expressed to create opportunities for inter-disciplinary interaction away from research areas, for example, in a graduate/faculty club. A formal 'defense' room was also suggested as an expression of institutional support for graduate programs.

The most pressing issue for graduate students however as their numbers grow is to ensure sufficient work space. The University of Lethbridge currently allocates 8 square meters per graduate student for desk and research space. The Council of Ontario Universities (COU) recommends 4 square meters for desk space (lab/research space excluded): this is the standard used by other Alberta universities and Canadian jurisdictions and may be useful for the University of Lethbridge to apply.

Student Services

Student services are spread out on campus and some staff persons are not sufficiently informed and therefore unable to direct students to specific service areas. A centrally-located one-stop-shop appears to be a preferred delivery model. Estimates from ROSS are that 45 employees 'touch' 8,000 students, four times per term. This is considered low and as the University moves away from process-centric to student-centric systems, the amount of interaction is expected to increase.

Library, Learning Commons, and Learning Support Services

The Library is a focal point on campus and students are generally satisfied with the facility, its services, and the way peak times are handled. Library staff are continuing to explore ways to enhance services and both staff and students are pleased about plans to implement a dispersed inter-disciplinary learning commons model on campus to complement the library and the existing 24-hour facility. Some of the new learning spaces will be staffed with technology proctors and learning strategists. In addition to the learning commons project, the Library offers writing and tutoring services and is planning to convert floor space to student seating, build the digital and research collections, and work toward extending the reach of the Library as a learning centre for the entire community of Lethbridge and region.

The Library was designed in the 1990s and built in 2000. There are retrofit issues and the space lacks flexibility.

Student Hub / Student Life

The current student hub is the Students' Union Building, which is the formal site of orientation and some SU events. However, most events are thrown outside of the SUB and the consensus appears to be that campus lacks a true heart where all members of the University community might naturally congregate. The original centre, on the 6th floor of University Hall is considered "too far from the centre of gravity".

Residences

More beds are needed for undergraduate students, especially for first-year students. There are about 2,200 intakes per year and demand stands at 1.7:1. Graduate students tend to prefer to live off-campus but if a graduate residence was available, perhaps the trend would reverse. International graduate students on the other hand prefer to live on-

campus and would benefit from a dedicated graduate residence. FNMI students would also benefit from increased on-campus housing opportunities.

Residence life could be an ambassador for the University of Lethbridge but in order to achieve that status, some feel that the residences should explore the collegiate model and provide not just accommodation but also learning support services (academic / career counselling, breakout rooms), a dining centre, and social spaces in which to interact and seek entertainment.

Campus Heritage

The main campus of the University of Lethbridge is located on traditional Blackfoot land on the banks of the Oldman River. To honour this distinction, the University launched the first Native American Studies department in Canada (1975). Native American Studies courses were also included in the University's liberal arts foundation and still are today.

At the 35th Anniversary Founders' Day celebration, Blackfoot Elder, Bruce Wolfchild gave the name of *Medicine Rock* to the University in connection to a legend about the disappearance of a mysterious rock on nearby land. Bruce Wolfchild explained that the Blackfoot people believe the rock has moved to the University of Lethbridge campus and that the campus represents a place to become wise and solid like the rock, and a place to heal.

The story of Medicine Rock can be found at http://www.uleth.ca/ross/aboriginal/general_history.html.

Another aspect of Blackfoot culture that FNMI representatives would like to see integrated campus planning at a high level is the set of Niistitapi values which include, in no particular order:

- Awareness
- Prayer
- Compassion
- Respect
- Way of life
- What we have been given
- Self-starter
- Helpful
- Balance
- Reciprocity
- Transfer of Knowledge

Social Spaces and Other Amenities

All members of the University community would appreciate more social spaces equipped with power and WIFI. Such areas should let people relax and 'hang out' and might include restaurants and pubs open to the community-at-large, retail opportunities, art exhibits, etc.

Athletic facilities at the 1st Choice Savings Centre for Sport and Wellness are excellent and operating without significant issues in terms of capacity. The Centre is a tremendous asset to the University and the community. With enrolment growth and increasing community interest, additional facilities might be considered such as multi-functional rooms for gymnastics and other floor exercises and activities.

Parking and Transit

A number of complaints were heard about parking which can be summarized as: too far and too expensive. Public transit is also considered too expensive and service appears to be limited both in terms of schedule and service routes.

Implications for the Master Plan

To enhance the student services and student experience, the Master Plan will need to identify a heart of campus and where to insert social spaces elsewhere, some for any casual gathering, and some for dedicated groups such as First Nations students, International Students, and graduate students/faculty. Possible elements for a heart of campus could include:

- ❖ A one-stop centre for student services
- ❖ A centre focused on the cultural and educational needs of FNMI students, and tangible signs of Blackfoot culture and values across campus
- ❖ Cafés, restaurants, a dining hall
- ❖ The bookstore, and other retail shops
- ❖ Soft seating areas
- ❖ A learning commons
- ❖ Breakout rooms for group study
- ❖ A Faculty / Graduate student lounge or other means to highlight the impact of graduate students on campus
- ❖ Residence rooms
- ❖ Art exhibits, performance areas, etc.

Campus Organization

In 1971, the University of Lethbridge was housed primarily in University Hall and its setting was the coulee environment near the Old Man River. Over time, campus development moved 'up the hill' in a series of rapid and sometimes temporary building projects. Today, campus organization is unclear, with newcomers unable to find a recognizable front door and further unable to easily locate a welcome area, an obvious heart of campus, or the services they require.

Implications for the Master Plan

The Master Plan will need to:

- ❖ Identify an area where a critical mass of structures can naturally create a heart of campus
- ❖ Create a highly visible public front / entrance pavilion / presentation space – for visitors, prospective students and their parents, alumni, government and industry representatives
- ❖ Identify a location for a new Gallery, cafés, restaurants that will draw the public to campus
- ❖ Consolidate functional clusters like student services
- ❖ Link functional elements and clusters
- ❖ Treat new building projects as multi-functional spaces to reverse the trend toward fragmentation
- ❖ Incorporate new space requirements as per enrolment growth and proposed academic and research programs
- ❖ Recalibrate campus by resolving the 'up the hill' – 'down the hill' dichotomy
- ❖ Make University Hall & Centre for the Arts (and particularly the University Theatre) more accessible to all students and staff, and specifically for seniors, people with disabilities, government and industry representatives, and community members.
- ❖ Incorporate principles of sustainability
- ❖ Consider the impact of the Penny Building in downtown Lethbridge on performance or other space on the main campus

Connection to the Community

One of the University's strategic directions is community engagement and several suggestions were made over the course of the interviews including:

- Creation of a summer hotel
- Establishment of conference facilities as there are no facilities in Lethbridge that can host events with 400-500 participants. Such a facility could be used to host national / international research symposia, or other academic conference and could also be shared with the community for sporting or other events.
- Community learning centre incorporating student, faculty, and community needs, e.g., book clubs, etc.
- Provide and welcome the public to restaurants, pubs, a high profile art gallery, accessible performing arts facilities and events, sporting events, bookstore and other retail, etc.

Implication for Master Plan

The Master Plan needs to create environments which will help the University attract members of the community by creating a critical mass of opportunities and a reason to 'cross the river'.

Appendix B: **World Café Workshop**

The World Café

A significant part of the campus master planning process involves the consultation of stakeholders to gather their opinions on future directions and on possible planning options to explore. A consultation process that has had a measure of success because of its inclusive, open, and unthreatening approach to managing group discussions is the World Café.

The World Café is a conversational process that was pioneered in California in 1995 and has been used successfully by hundreds of groups including large multinational corporations, small non-profit organizations, government units, community-based groups, and educational institutions. The process is based on an integrated set of design principles for hosting conversations on questions that address topical issues. A simple approach is used by a facilitator to encourage conversations on questions that resonate with the daily lives of stakeholders and call on them to imagine future possibilities. The conversations connect and build on each other as people move between groups and hear different points of view. The process stimulates a group's collective intelligence to build consensus on how to solve a problem, inform decisions, or attain a common goal. A complete description of the World Café is available at www.theworldcafe.com.

Michel de Jocas, of Educational Consulting Services Corp. facilitated the World Café sessions, assisted by Francine Lecoupe of ECS, Shahid Mahmood of Moriyama & Teshima Architects, and Spencer Court of the University of Lethbridge.



World Café Sessions and Participants

Invitations to the World Café were sent to members of the University' internal and external community and five sessions were held, two each on September 19 and 20, and one on September 21, 2011. A total of 114 individuals participated including:

- 26 deans / faculty / academic support staff (23%)
- 15 students (13%)
- 9 senior administrators (8%)
- 53 non-academic support staff (46%)
- 9 local community members (8%)
- 2 observers from Facilities attended the last session (2%)

A list of participants is provided at the end of this Appendix.

World Café Questions & Answers

World Café participants were asked to answer five questions in five different groups during their sessions. The answers were compiled in an Excel database and analyzed to extract themes, points of consensus, and points of divergence. The results of the analysis are presented below.



Question 1

Preamble: Individuals who pursue higher education invest in their own future and dedicate themselves to full- or part-time studies. The University of Lethbridge must do all it can to support these individuals and facilitate their success. Prospective students have many post-secondary education institutions to choose from in Southern Alberta and beyond and therefore the University of Lethbridge must compete to recruit students.

Question: Who is the University of Lethbridge student of tomorrow? What features of campus would help to attract and retain this person?

Synthesis of findings: Participants believe that future students will be diverse and technologically advanced and that they will have high expectations for campus attributes ranging from a small-town campus feel to small class sizes.

Question 1 Theme	Details
Students of tomorrow	
Diverse	<ul style="list-style-type: none"> Heterogeneous in terms of ethnicity, culture, race, age Core group from southern Alberta, British Columbia, and Saskatchewan including urban, rural and First Nations populations Core group between ages of 18-24; although more adults and mature students expected
Socially conscious	<ul style="list-style-type: none"> Ethically- and environmentally-responsible
Technologically advanced	<ul style="list-style-type: none"> Informed, collaborative learners, virtual learners
Desired Campus Attributes	
High expectations for	<ul style="list-style-type: none"> A small town feel, a sense of community A variety of learning environments An intimate student/instructor environment and small class size An academic experience as well as opportunities for socializing 'Wired' social spaces to enhance collaboration and interaction A flexible and technologically enhanced campus to meet changing needs Quality on-campus services (preferably one-stop), housing, and amenities Community spaces to link the University to the City Campus density to improve walkability Student engagement and showcasing of achievements

Question 2

Preamble: An ideal campus should provide excellent education, research, service, and social environments that prepare students for the challenges of their future workplaces, and enhance personal growth. It is a place where learning and student success are a top priority.

Question: What works and what doesn't work on campus in terms of buildings or physical organization and how can the Master Plan address those issues?

Synthesis of findings: Participants identified the Center for Sport and Wellness as the clearest example of what works on campus mainly because of the effective design of the building and the programs offered within. Issues the Master Plan will need to address include campus entrances, campus navigation, fragmentation of functions, lack of a central core, and lack of building density and connectivity.

Question 2 Theme	Details
What works	
Center for Sport and Wellness	<ul style="list-style-type: none"> People enjoy the building and programs
Classroom variety	<ul style="list-style-type: none"> Small tiered classrooms were singled out
LINC Building	
Markin Hall	<ul style="list-style-type: none"> Helping to improve campus organization
Starbucks and Tim Horton's	<ul style="list-style-type: none"> Serve as congregating places in Markin Hall and the Center for Sport and Wellness
What doesn't work	
Campus entrances	<ul style="list-style-type: none"> Entrances do not provide a welcoming, attractive face to the community
Campus navigation	<ul style="list-style-type: none"> Way finding requires improvement Administrative units, learning spaces, living areas, and student services are spread out A shuttle service might improve accessibility as might pathways, and better circulation patterns overall
Campus layout	<ul style="list-style-type: none"> Campus is fragmented and lacks density and connectivity "Urban sprawl" affects reasonable walkability (especially in inclement weather), accessibility, and safety Some departments are isolated Campus lacks a unified feel Amenities are not located near formal learning areas Administrative units, learning spaces, living areas, and student services are spread out Prime space is used by administrative units

Question 2 (cont'd)	
Theme	Details
What doesn't work (cont'd)	
Quantity, quality, and location of study/social spaces	<ul style="list-style-type: none"> • Insufficient access to natural light and views of coulee setting • Some spaces are too small, poorly laid out, in unfavourable locations, and have uncomfortable seating, or no furniture • Some spaces are underutilized like the Atrium • Lack of gathering spaces between E and SUB

Question 3

Preamble: University campuses across Canada are constantly evolving and adapting to change. The Government of Alberta has recently designated the University of Lethbridge as a 'Comprehensive Academic and Research Institution'. The University is currently planning to develop or adapt campus facilities in support of its new mandate while still striving to maintain the rich and intimate liberal education environment it is known for.

Question: How can the campus be expanded or enhanced to fully realize the University's new mandate as a Comprehensive Academic and Research Institution?

Synthesis of findings: Participants focused primarily on ways to enhance campus rather than on expansion. They discussed the need to integrate research and provide opportunities for exchanges among all members of the University community.

Question 3	
Theme	Details
Expand campus	<ul style="list-style-type: none"> • Add new program space and faculty offices • Add conference facilities for university and community use • Build upwards, for example atop the library building
Enhance campus	<ul style="list-style-type: none"> • Create gathering spaces to promote collaboration and exchanges of information • Create multi-functional buildings that allow co-location of related disciplines and research areas; mixing of students, administration, faculty, and researchers; exposure of undergraduate students to research, etc.) • Consider quads or courtyards that are open to research labs to allow everyone to see the work within

Question 3 (con'd)	
Theme	Details
	<ul style="list-style-type: none"> • Connect buildings • Consolidate student services in a central area • Consolidate research areas • Provide dedicated graduate student facilities such as a residence, labs, etc. • Provide spaces to bring in the community to allow students to work alongside members of the community • Integrate commercial, residential, and student spaces into a denser core to provide students a reason to study on campus • Demolish Anderson Hall and Hepler Hall and redevelop the space

Question 4

Preamble: Both the coulee setting and the iconic University Hall are a source of institutional and civic pride. University Hall was the heart of campus 40 years ago but over the years many functions and services have moved 'up the hill'. The University of Lethbridge will continue to grow and expand in terms of programs, services, facilities, and the Master Plan needs to address the unique characteristics of University Hall and the coulee.

Question: What functions and services should be relocated to, or moved out of University Hall?

Synthesis of findings: There appears to be consensus on the desirability to move the science labs and departments out of University Hall. Participants however offered a wide range of ideas for the re-positioning of the building as a centre for liberal education, an administrative centre, a student services centre, etc.

Question 4	
Theme	Details
Move out	
Sciences	
Sciences and classrooms	
Sciences and research services	
Senior administration and non-student services	
President's office	

Question 4 (con'td) Theme	Details
Create	
A centre for learning	<ul style="list-style-type: none"> Create a formal learning centre with classrooms and professors' offices Increase the number of study halls, learning and social spaces, IT user service hubs Redesign classroom spaces to create flexible spaces in a variety of sizes and formats Reconfigure space to increase functionality and utilization
A student centre	<ul style="list-style-type: none"> Increase residence space, increase student services, create a cultural centre, recreation centre, museum, include food services Student services and social spaces, art gallery, learning support services, satellite University services (cash office, registrar), vendors, bank, games arcade, food kiosks, IT support, lunch room
A centre for liberal education	<ul style="list-style-type: none"> Return to historical and traditional roots Create opportunities for mixing disciplines
A centre for administration	<ul style="list-style-type: none"> Keep central administration in U Hall, the historical heart of campus Make the President's office more accessible and visible Move President's office and Advancement to north end of building Create a grand entrance for the President's office
A narrower focus	<ul style="list-style-type: none"> Create a unifying experience Dedicate U Hall to a single purpose Concentrate functions or areas of particular interest A student-focused building Consolidate humanities and social sciences Consolidate arts, humanities, and social sciences
A mixed-use building	<ul style="list-style-type: none"> Student spaces, residence, social spaces, services, Art Gallery, movie theatre, etc. Residences, administration, social, study, and meeting spaces Maintain heterogeneity of groups using U Hall
Spaces that capitalize on views	<ul style="list-style-type: none"> Take advantage of views and aesthetics Connect U Hall physically with foot bridges from residence to the top of the hill Create open social and study spaces where people want to be
A destination for large gatherings	<ul style="list-style-type: none"> A place for conferences, banquets, large gatherings
A showcase on Level 6	<ul style="list-style-type: none"> A centre for student art, institutional history, new and better site for Art Gallery, coffee shop, high-traffic student services

Question 4 (con'td) Theme	Details
Create	
Art Gallery	<ul style="list-style-type: none"> Move the Art Gallery to U Hall which is still a major University icon Move the Art Gallery to the 7th floor atrium
Museum	<ul style="list-style-type: none"> Create a museum in the atrium

Question 5

Preamble: Universities represent a significant public investment and they have a responsibility to share their resources with the communities that host them. The nature of the relationship can vary but it usually entails outreach programs in which the university provides programs or services within the community, or making campus facilities available the public on a daily basis or for special events. The benefits are multiple: community members gain resources that enrich their lives (learning, sport, cultural, etc.) and the university enjoys an enhanced profile within community along with increased political support.

Question: What will make residents of Lethbridge and region come to campus on a regular basis? Are there issues associated with increased visits from community members?

Synthesis of findings: According to participants, one of the most important issues the Master Plan could address to help bring community members to the University would be to create a visible main entrance and to make parking and navigation of campus clear and comfortable. An inviting and welcoming multi-use facility that would serve the needs of the University and the community could include a number of functions such as an Art Gallery and spaces for large gatherings.

Question 5 Theme	Details
A main entrance, safe and comfortable navigation of campus	
Flexible, accessible campus / facilities, good parking and way finding	
Academic and non-academic programming	<ul style="list-style-type: none"> Extended hours Presentation of research achievements
General interest events and activities	<ul style="list-style-type: none"> Fine arts and performance Walking trails Sports, camps, fitness centre

Question 5 Theme	Details
Programming and facilities for a diverse community	<ul style="list-style-type: none"> • FNMI population, alumni, seniors, families with children, international visitors, arts community • Parents accompany their children; older persons interested in recreational and artistic activities
Inviting, welcoming multi-use space	<ul style="list-style-type: none"> • Conference facilities • Space for large gatherings of 500+ • Art Gallery space • Food services including bars, restaurants, and cafés • Performance space • Student services
Capitalize on geography of campus	<ul style="list-style-type: none"> • “A stunning building in the landscape”

List of World Café Participants

Session 1: September 20, 2011, 9:00 – 12:00		
Group	Participant	Position
Deans / Faculty / Academic Support	Ed Jurkowski	Associate Dean / Faculty, Faculty of Fine Arts
	Helen Kelley	Director, MSc Management Program
	Chris Morris	Fine Arts Technician, Digital Audio Arts
	Alison Nussbaumer	University Librarian
	Kathy Schrage	Coordinator, School of Graduate Studies
	Kathleen Williams	Academic Advisor, Faculty of Management
Students	Kyle Hammond	President, Organization of Residence Students
Senior Administration		
Non-Academic Support	Steve Brodrick	Assistant Manager, Housing Services
	Tanya Jacobson-Gundlock	Director, Communications, Office of VP Advancement
	Leslie Gatner	Financial Analyst, Financial Services
	Kathy Lewis	President, Alumni Association
	Maureen Schwartz	Director, Alumni Relations
	Katherine Winter	Analyst, Human Resources
	Ryan Buckman	Technician, Building Operations & Control
	Erin Lacey	Admin Support, Housing Services
	Vern Leckie	Operations Supervisor, Grounds
	Kari Tanaka	Assistant Manager, Bookstore
	Derek Vincent	Caretaking Services
	Loreen Ament	Alumna, Psychology / Social Work
	Jeff Coffman	City Alderman
	Maureen Gaehring	Manager, Community Planning, City of Lethbridge
	Kristie Kruger	Alumna & Eco-Realtor
Session 2: September 20, 2011, 1:00 – 4:00		
Group	Participant	Position
Deans / Faculty / Academic Support	Victoria Baster	Faculty, Faculty Fine Arts
	Pat Hodd	Faculty, Faculty of Management
	Chris Hosgood	Dean, Health Sciences
	Gary Weikum	Faculty, Faculty of Arts & Science - Geography
Students	Brittany Adams	Student
	Talia Berger	Student
Senior Administration	Bob Boudreau	Associate VP (Academic)
	Lesley Brown	Associate VP (Research)
	Nancy Walker	VP (Finance & Administration)
	Dan Weeks	VP (Research)
Non-Academic Support	Trish Jackson	Acting Manager, International Centre for Students
	Nicole Hillary	Executive Analyst, Office of VP Finance & Administration
	Gene Lublinkhof	Project Manager, Planning & Capital Projects
	Kim Ordway	Associate Director, Financial Services
	Daryl Schacher	Manager, Materials Management
	Brian Sullivan	Associate Director, Major Construction, Facilities
Local Community	John Savill	Architect, Savill Group Architecture

Session 3: September 21, 2011, 9:00 – 12:00

Group	Participant	Position
Deans / Faculty / Academic Support	David Hinger	Director, CRDC
	Leona Jacobs	Librarian
	Catherine Ross	Senior Fine Arts Technician
	Bernie Williams	Faculty of Management
Students	Ashley Houghton	Student Treasurer, Campus Community Garden / Academic Advisor
Senior Administration	Doug Spoulos	Associate VP (Finance)
Non-Academic Support	Jason Baranec	Project Manager, Facilities
	Jim Booth	Executive Director, Ancillary Services
	John Claassen	Director, Planning & Capital Projects
	Bob Cooney	Communications Officer
	Phil Dyck	Grounds Manager, Facilities
	Marty Gadd	Building Maintenance
	Karen Mahar	Human Resources, Coordinator & Policy Analyst, Privacy Office
	Heather Mirau	Director, Integrated Planning
	Wesley Penner	Web Developer, IT
	Rick Peter	Manager, Operations & Maintenance
	Debi Sandul	Associate Registrar
	Corinne Steele	Financial Assistant, Arts & Science
	Carrie Takeyasu	Executive Director, Financial Services
	Jim Vanderzee	Operations Supervisor, Building Maintenance
Local Community	Dr. Van Christou	Founding Board of Governors / Chancellor Emeritus

Session 4: September 21, 2011, 1:00-4:00

Group	Participant	Position
Deans / Faculty / Academic Support	Tanya Harnett	Faculty / Co-Chair, Faculty of Arts and Science, Native American Studies
	Dan Kazakoff	Director, Theory into Practice Programs, Faculty of Management
	Maxine Tedesco	Librarian
	Rob Wood	Dean, School of Graduate Studies
Students	Tyler Heaton	Instructional Designer, CRDC
	Matthew Harding	Student
	Zach Moline	ULSU President
	Samantha Lemna	Student
	Bradley Leyland	ULSU VP Finance
	Leeanne Mundle	Student
	Lisa Rodych	ULSU VP Internal
	Travis Schamber	Student
	Jaclyn Whitmore	Student
	Andrew Williams	ULSU VP Academic
Senior Administration	Andy Hakin	VP (Academic)
Non-academic Support	Mike Mahon	University of Lethbridge President
	Annette Bright	Bookstore Manager
	Laurel Corbiere	Senior Advisor to the President
	Barb Erler	Administrative Assistant, Office of VP Finance & Administration
Local Community	Josephine Mills	Director / Curator, U of L Art Gallery
	Michael Kelley	Real Estate and Land Development, City of Lethbridge

Terri Jo Worboys Consultant

Session 5: Thursday Morning, September 22, 2011, 9:00-12:00

Group	Participant	Position
Deans / Faculty / Academic Support	Shawn Bubel	Faculty of Arts & Science, Geography
	Michelle Hogue	Coordinator, First Nations Program
	Craig Loewen	Dean, Education
	Janice Newberry	Faculty of Arts & Science, Anthropology
	Chris Nicol	Dean, Arts and Science
	Bruce MacKay	Coordinator of Liberal Education, Faculty of Arts & Science
	Kevin Sehn	Technician, Faculty of Fine Arts
	Michael Holland	Student
Students	Steph Schaffthuisen	Student
Senior Administration	Elaine Carlson	Associate VP (Human Resources)
Non-academic Support	Dave Adams	Coach, Men's Pronghorn Basketball
	Anne M. Baxter	Director, Risk & Safety
	Penny D'Agnone	Research Officer, Research Services, Health
	Ted Erickson	Manager, Transformation Solutions, IT
	Joanne Gedrasik	Caretaking Services
	Bill Halma	Programs Manager, Sport & Recreation Services
	Robin Hopkins	Research Officer, Office of the VP Academic
	Carol Knibbs	Financial Officer, Faculty of Education
	Deb Marek	Manager, Facilities and Services, Sport & Recreation
	Ken McInnes	Executive Director, Human Resources
	Al Mueller	Building Maintenance
	Norman Papp	Caretaking Services
	Nancy Pastoor	Senior Human Resources Officer
	Colleen Sullivan	Aquatic Centre Supervisor, Sport & Recreation Services
	Deb Tarnava	Caretaking Services
	Terri Thomas	Manager, Housing Services
Local Community	Yvette Thielen	Caretaking Services
	Cheryl Wheeler	Manager, Human Resources Projects
	Dave Cocks	Intern Architect, FWB Architects
	Wes Hironaka	Architect, RKH Architecture Ltd.
Observers	Chris Eagan	Executive Director, Facilities
	TJ Hanson	Director, Facility Operations & Management

All Sessions

Facilitators	Michel de Jocas	Principal, Educational Consulting Services Corp. (ECS)
	Francine Lecoupe	Senior Planner, ECS
	Shahid Mahmood	Senior Urban Planner, Moriyama & Teshima Architects
	David Wittman	Architect, Gibbs Gage Architects
	Spencer Court	Associate Director, Capital Planning and Architecture, University of Lethbridge

Appendix C: **Whiteboard Forums**

Introduction

Following the World Café, a meeting was held on September 22, 2011 between Students' Union executive members, Campus Planning and Architecture personnel, and members of the consulting team to discuss how to further involve the student community in the development of the Master Plan. A collaborative initiative was launched for a supplementary consultation using a 'whiteboard forum' process. Campus Planning orchestrated the event on site, the Students' Union and University Administration promoted it, and ECS analyzed the results.

Whiteboard Forums

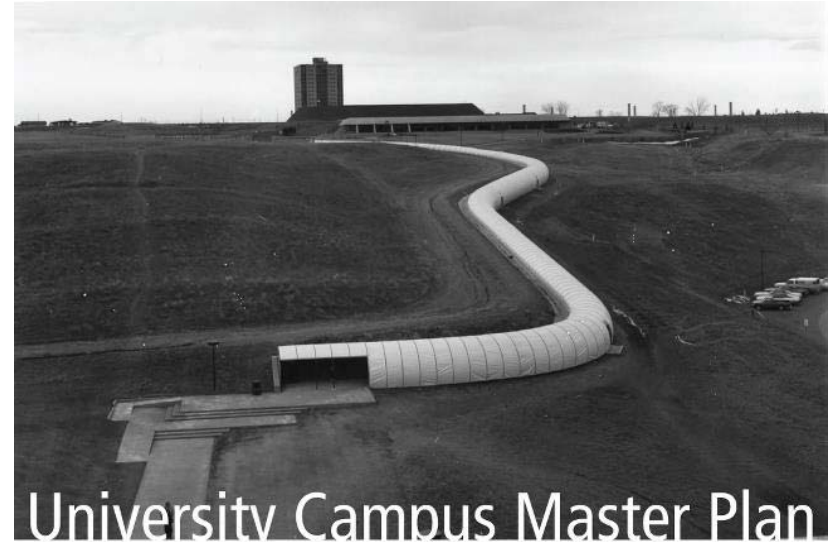
Moveable whiteboards were placed in six strategic locations:

- University Centre for the Arts - Atrium
- Students' Union Building – outside entrance to bookstore and food court
- Centre for Sport and Wellness – adjacent to east side of staircase
- Library – adjacent to main entrance area
- University Hall, Level 6 – north end
- Markin Hall - Atrium

Students were encouraged to respond to a series of questions using 'sticky' notes that were made available and placing them on the boards. Only one question was posted per board.

The World Café questions were reformulated for simplicity, since a moderator would not be present to provide clarifications. Spencer Court, Associate Director, Campus Planning and Architecture created attractive and thought-provoking posters depicting historical views of campus for each of the six questions. A Quick Response (QR) code was included on the posters for students who might prefer to respond to questions on the University's Facebook page.

The Whiteboard Forums ran for 8 days from October 10 to October 19. Campus Planning monitored Facebook intermittently and the whiteboard sites at the end of each day.



The University of Lethbridge is currently developing an updated University Campus Master Plan to guide the physical development and architectural design of our main campus for the next 25 years.

This 'whiteboard forum' is one opportunity for you to provide input into what you think should be addressed in the Master Plan in terms of what works exceptionally well on campus, and what must be fixed.

What were your first impressions of campus?

With the sticky notes provided, place your answer to the question above on the whiteboard to the right

OR

scan the QR code below with your mobile phone to access the corresponding University Facebook wall post and comment!



Campus Architecture & Planning
Facilities



question
no.1
of 6



University Campus Master Plan

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Overall, is the campus conducive to a rich student life? Explain.

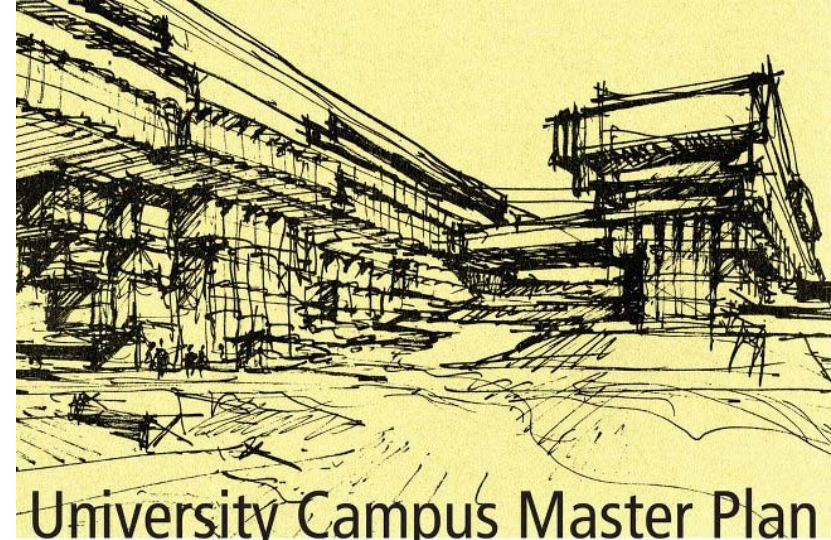
With the sticky notes provided, place your answer to the question above on the whiteboard to the right

OR

scan the QR code below with your mobile phone to access the corresponding University Facebook wall post and comment!



question
no.2
of 6



University Campus Master Plan

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Overall, is the campus conducive to a rich academic life? Explain.

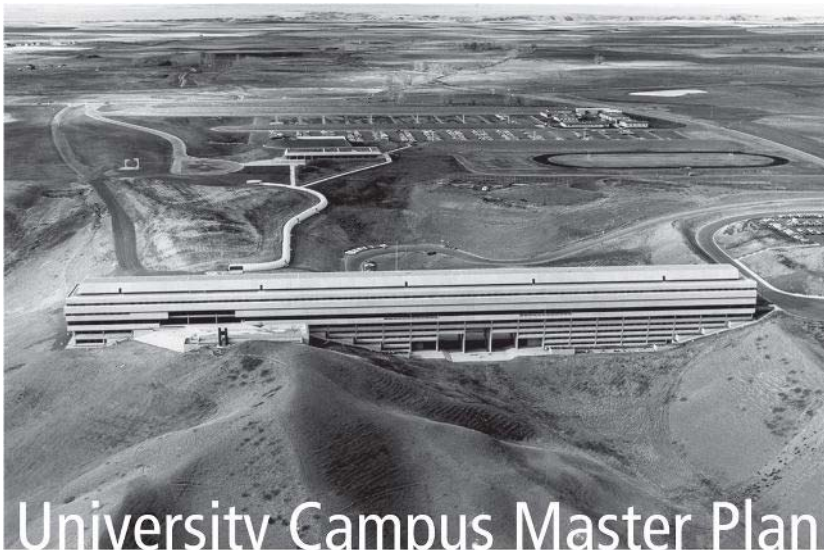
With the sticky notes provided, place your answer to the question above on the whiteboard to the right

OR

scan the QR code below with your mobile phone to access the corresponding University Facebook wall post and comment!



question
no.3
of 6



University Campus Master Plan

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**What works well on campus?
What should be left untouched?**

Why? Think about where you study, get help, access University services, hang out, eat, play, etc.)

With the sticky notes provided, place your answer to the question above on the whiteboard to the right

OR

scan the QR code below with your mobile phone to access the corresponding University Facebook wall post and comment!



question
no.4
of 6



University Campus Master Plan

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**What doesn't work on campus?
What would you suggest
instead? Why?** (Think about places you avoid, places you need to go to but dislike, etc.)

With the sticky notes provided, place your answer to the question above on the whiteboard to the right

OR

scan the QR code below with your mobile phone to access the corresponding University Facebook wall post and comment!



question
no.5
of 6

Appendix D: **Public Consultation Panels**

University of Lethbridge

The two Campus Master Plan options illustrated on these panels respond to a unique prairie and geological landscape. Both Campus Master Plan options reassess the configuration, program and quality of the current University campus. The successful Option should harmonize both the pragmatics and poetics of “what constitutes a campus” -- securing the University’s long-term viability as a “unique-in-the-world” destination Campus. In both Options A and B Aperture Drive West regains its original source of emphasis..

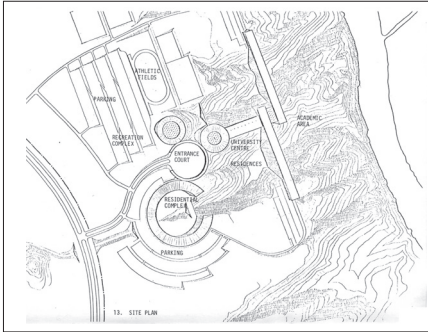
At this Open House you will have an opportunity to assess:

- Option A, which shows an emphasis of buildings connecting with Exploration Place Park; and
- Option B, which shows a south extension of University Hall

The purpose of this Open House is to present both Options as a matter of public transparency and collect informal feedback. This will be a chance to communicate the planning process and iterative results back to the public.

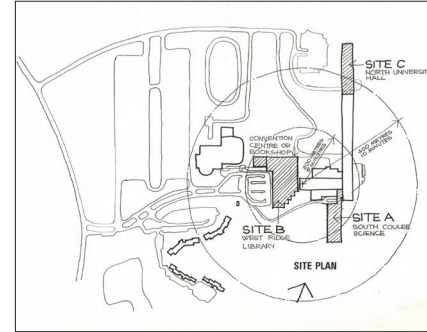


Previous Campus Plans



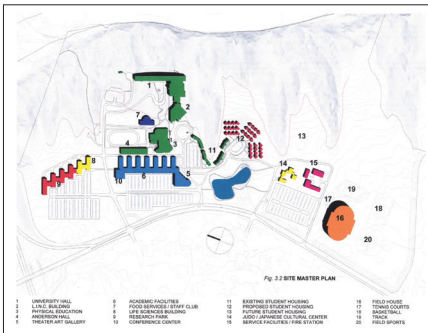
Erickson-Massey Development Plan (1969)

- Strengthens existing site and building features;
- Ensures a compact campus;
- Integrates with nature;
- Allows for an appropriate brand of architecture; and
- Creates a unique Campus identity and experience



Campus Development Plan (1993)

- Ensures a compact campus;
- Suggestive of views to the surrounding coulees;
- Suggests a south coulee science building; and
- Builds on some elements of the Erickson-Massey Development Plan



John Andrews International Master Plan (2000)

- Decentralized plan;
- Minimal engagement/views with coulee and surrounding landscape;
- Parking consolidated along University Drive; and
- Campus identity and experience is not dependent on unique location.



Core Campus Expansion Plan (2001)

- Ensures linkages with Research Park not University Hall;
- Decentralized plan;
- Minimal engagement/views with coulee and surrounding landscape;
- Campus identity and experience is not dependent on unique location

Campus Plan Review

Your Ideas Helped Shape the Campus Plan

A variety of consultation processes were used to gather opinions on the future of the University and to develop consensus on the vision for the institution over the next 25 years. These included:

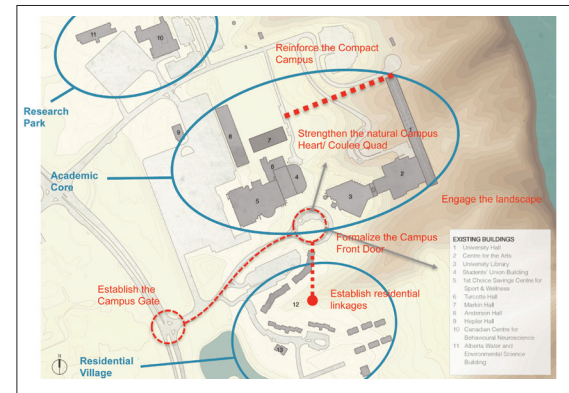
- Interviews with Senior Administrators: 20 senior administrators were individually consulted on a variety of topic;
- World Café Workshops: The broader consultation with University stakeholders was based on the World Café approach. A total of 114 individuals representing academic staff, students, senior administrators, non-academic support staff, and local community members attended the World Café workshops; and
- Whiteboard Forums: Additional input from the student population at large was sought. Six locations were selected around campus and each was outfitted with a whiteboard, a poster posing one of the six questions, and 'sticky' note pads for answers. The questions were added to the University's Facebook page.



The Planning Principles

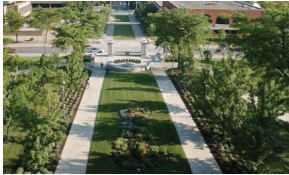
Derived from the consultation process, three overarching directions were developed. Summarized, these include:

- Opportunities provided for students, faculty, researchers, and staff to meet and interact on campus while new buildings or reconfiguration of existing buildings will feature multi-functionality to attract broad cross-sections of the campus community;
- Strengthen the quality of the built and natural environments to help brand the University as a destination institution, with particular emphasis on improving campus life and student experiences; and
- Demonstrate leadership in the management and planning of building assets and the careful stewardship of land holdings.



The Campus Today

Gateways



Syracuse University
Syracuse, NY



University of Lethbridge

How does the University of Lethbridge create a Campus that is universally welcome and engaging?

Create gateways to the campus, which clearly identify the University of Lethbridge within its surrounding context, while communicating and displaying to the neighbouring community the University's brand;

Sustainability



Drake University
Des Moines, IA



University of Lethbridge

How will the University of Lethbridge continue to transform the University into a sustainable community?

Enhance 'green' accessibility to the University campus – transit, cycling, and facilitating pedestrian movement.

Experience of Arrival



Bard College
Annandale-on-Hudson, NY



University of Lethbridge

How will the University of Lethbridge create a sense of destination?

Reinforce existing visual and pedestrian axis within the campus and create new ones. Create a series of 'desire lines' that make walking across the University campus easy and pleasurable;

Safety and Security



Bryn Athyn College
Bryn Athyn, PA



University of Lethbridge

How will the University of Lethbridge ensure a 24/7 campus?

Provide transparency and accessibility at grade, as well as programs, which are conducive to social interaction and enhance a strong sense of collegiality.

Vibrant Public Spaces



Virginia Commonwealth University
Richmond, VA



University of Lethbridge

How can the University of Lethbridge build more social spaces?

Create a tight pedestrian-oriented core to the campus with an environment conducive to academic excellence and vibrant student life, as well as a comfortable pedestrian microclimate in the heart of the campus.

Outdoors Space



UCLA
Los Angeles, CA

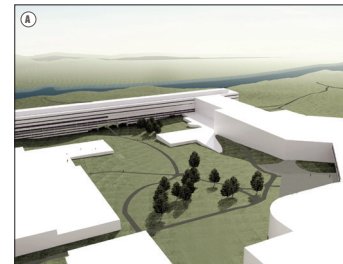


University of Lethbridge

How will the University of Lethbridge enhance and use existing outdoor space?

Define the public realm core of the campus through signature elements of landscape, urban furniture, and lighting to create a cohesive collegial sense of community and where coulees are protected and utilized as celebrated open space, surrounded by University uses.

The Campus in the Future



Option A:

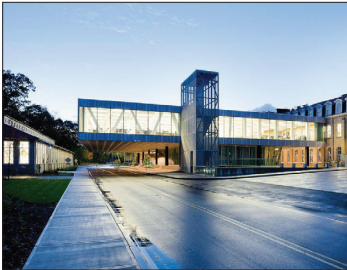
Aperture Drive West will regain its original source of emphasis and define a new heart of campus. This will help identify a visible and natural point of convergence around both the proposed Coulee-quad and the Prairie-quad where students, faculty and staff will meet, socialize and access key services. The location of this core will help re-calibrate the campus and will concentrate services and amenities to create the kind of density that attracts people and makes them want to spend time on campus.

The Campus in the Future: A Destination Campus

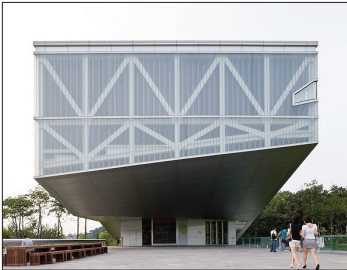
Reinforcing the presence of the Campus in its natural setting
and creating a Destination Institution



Haifa University Student Centre, Haifa, Israel



Milstein Hall Cornell, Ithaca, New York, USA



Seoul National University, Seoul, South Korea



- 01 University Hall
- 02 Centre for the Arts
- 03 University Library
- 04 Students' Union Building
- 05 Max Bell Regional Aquatic Centre
- 06 1st Choice Savings Centre for Sport & Wellness
- 07 Turcotte Hall
- 08 Markin Hall
- 09 Canadian Centre for Behavioural Neuroscience
- 10 Alberta Water & Environmental Science Building

- 11 Daycare
- 12 Paterson Centre
- 13 Kainai House
- 14 Piikani House
- 15 Siksika House
- 16 Tsuu T'ina House
- 17 Residential Village
- A & B Proposed Renovation/Additions
- C to J Proposed Academic Buildings
- K to U Proposed Residential Buildings



Ewha Women's University, Seoul, South Korea



Art Centre College of Design, Pasadena, USA



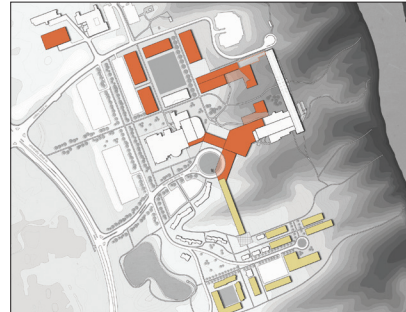
Haifa University, Haifa, Israel

The Campus in the Future: An Integrated Campus for a Comprehensive Institution

Proposed Buildings

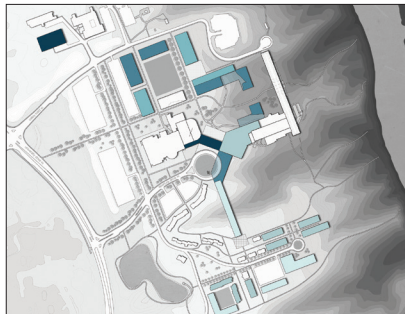


Quad/Plaza Frontage



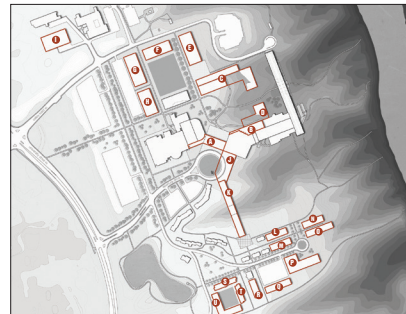
Building Type

- Academic (Proposed)
- Residential (Proposed)



Building Height (No. of Storeys)

- 1 Storey
- 2 Storeys
- 3 Storeys
- 4 Storeys
- 5 Storeys



Gross Floor Areas

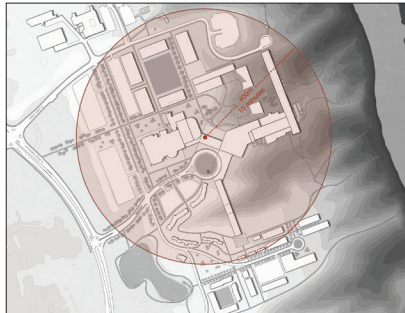
1 1,450 GSM	4 9,636 GSM	7 7,040 GSM
2 3,604 GSM	5 5,800 GSM	8 20,000 GSM
3 23,079 GSM	6 7,818 GSM	9 9,395 GSM
4 5,580 GSM	7 18,075 GSM	10 4,580 GSM
5 11,622 GSM	8 5,440 GSM	11 4,680 GSM
6 7,306 GSM	9 5,440 GSM	12 3,660 GSM
13 6,426 GSM	14 5,440 GSM	15 14,250 GSM



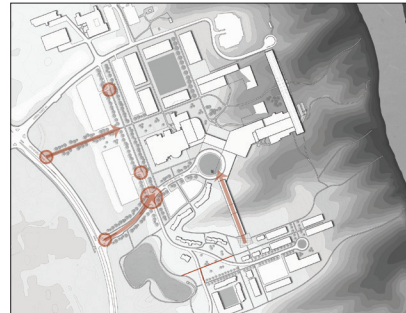
- Existing Buildings
- Proposed Renovations/Additions
- Proposed Academic/Research Buildings
- Proposed Residential Buildings
- Proposed Upper Level Connections
- Quad/Plaza Frontage

The Campus in the Future: An Integrated Campus for a Comprehensive Institution

Creating a Pedestrian-Oriented Campus: Prioritizing Proximity and Walkability

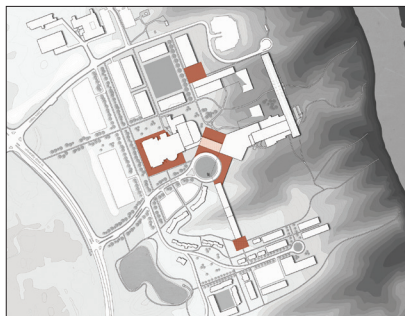


10 minute walking circle
(Time could vary depending on terrain)



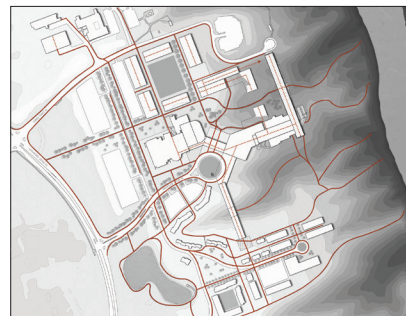
Campus Arrival

- Gateways
- Primary Approaches



Pedestrian Plazas

- Plazas
- Covered Plazas



Pedestrian Path Network

- Exterior Pedestrian Circulation
- Interior Pedestrian Circulation

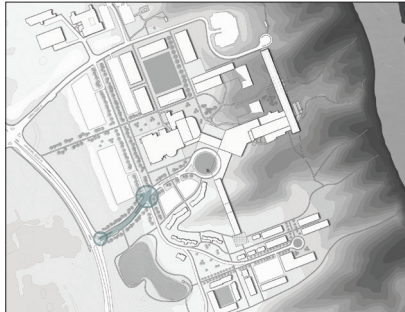


Gateways

- Exterior Pedestrian Circulation
- Interior Pedestrian Circulation
- Pedestrian Plazas

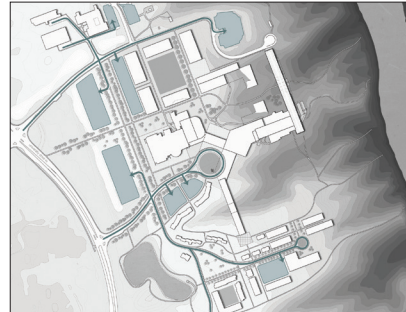
The Campus in the Future: An Integrated Campus for a Comprehensive Institution

Vehicular Circulation



Campus Arrival

- Gateway
- Primary Approach



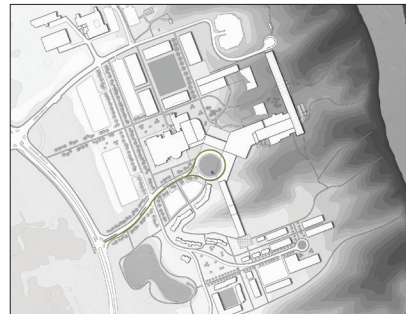
Vehicular Circulation

- Vehicular Circulation
- Parking



Access Routes

- Service Route
- Emergency Route



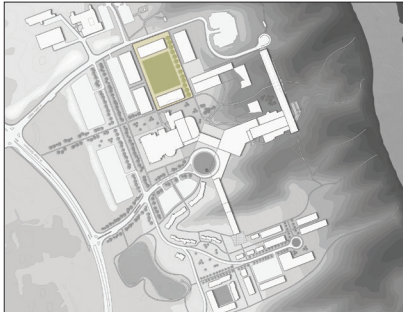
Transit Route



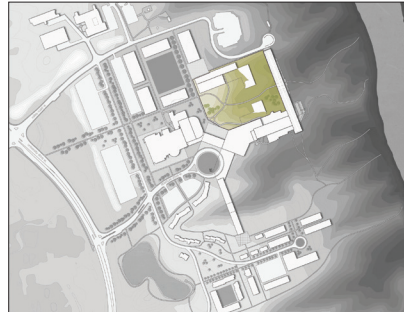
- Gateway
- Vehicular Circulation
- Transit Route
- Service Route
- Emergency Route
- Parking

The Campus in the Future: An Integrated Campus for a Comprehensive Institution

Reinforcing the presence of the Campus within its natural setting



Prairie Quad

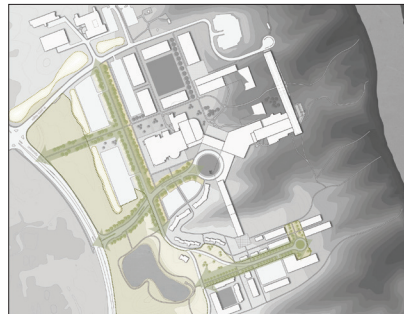


Coulee Quad



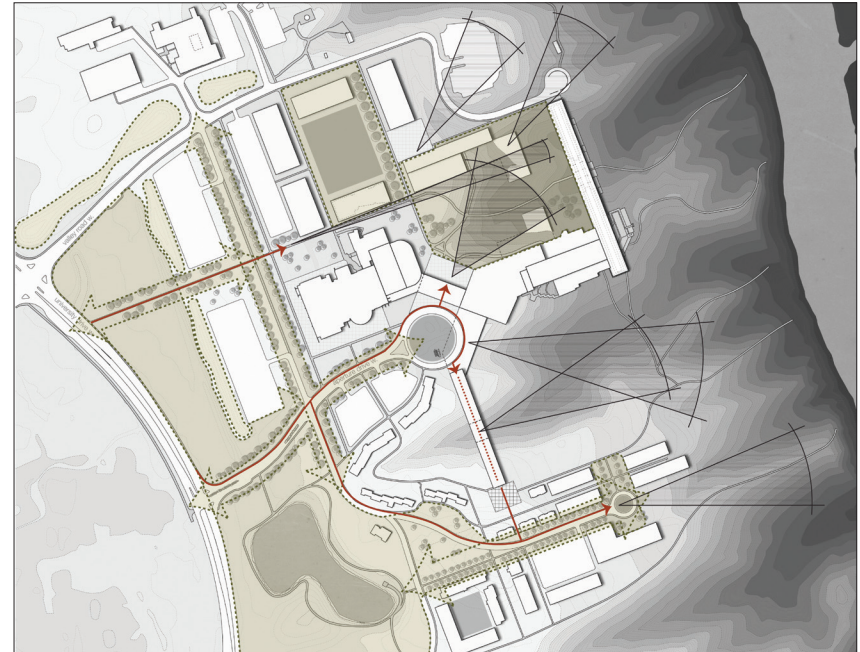
Primary Views

- Views
- Pedestrian Circulation
- Pedestrian Plazas



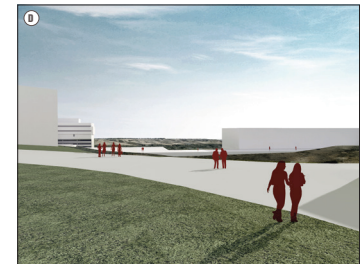
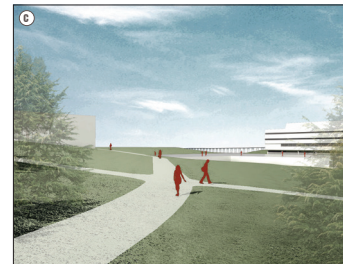
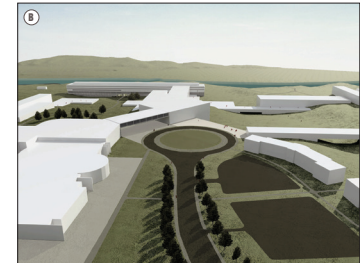
Additional Landscape Initiatives:

- Parkland
- Berms
- Treed Corridors



- Primary Views
- Landscape Initiatives
- Pedestrian Circulation

The Campus in the Future



Option B:

Aperture Drive West will regain its original source of emphasis and define a new heart of campus. This will help identify a visible and natural point of convergence around both the proposed North Coulee-quad and South Coulee-quad where students, faculty and staff will meet, socialize and access key services. The location of this core will help re-calibrate the campus and will concentrate services and amenities to create the kind of density that attracts people and makes them want to spend time on campus.

The Campus in the Future: A Destination Campus

Reinforcing the presence of the Campus in its natural setting
and creating a Destination Institution



Beaty Biodiversity Center & Aquatic Ecosystems Research Laboratory, Vancouver, Canada



Simon Fraser University, Burnaby, Canada



Oslo School of Architecture, Oslo, Norway



- 01 University Hall
- 02 Centre for the Arts
- 03 University Library
- 04 Students' Union Building
- 05 Max Bell Regional Aquatic Centre
- 06 1st Choice Savings Centre for Sport & Wellness
- 07 Turcotte Hall
- 08 Markin Hall
- 09 Canadian Centre for Behavioural Neuroscience
- 10 Alberta Water & Environmental Science Building

- 11 Daycare
- 12 Paterson Centre
- 13 Kainai House
- 14 Piikani House
- 15 Siksika House
- 16 Tsuu T'ina House
- 17 Residential Village
- A & Proposed Renovation/Additions
- C to I Proposed Academic Buildings
- J to I Proposed Residential Buildings



Delft University of Technology, Delft, Netherlands



Becton Dickinson Campus, Franklin Lakes, USA



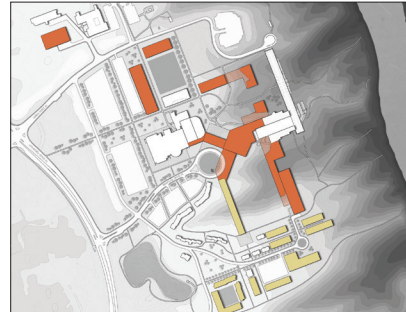
Vanke Complex Shenzhen, Shenzhen, China

The Campus in the Future: An Integrated Campus for a Comprehensive Institution

Proposed Buildings

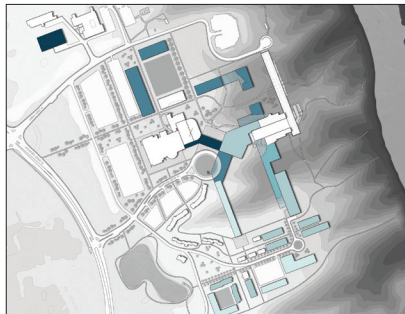


Quad/Plaza Frontage



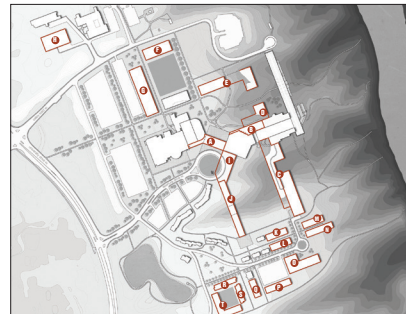
Building Type

- Academic (Proposed)
- Residential (Proposed)



Building Height (No. of Storeys)

- 1 Storey
- 2 Storeys
- 3 Storeys
- 4 Storeys
- 5 Storeys



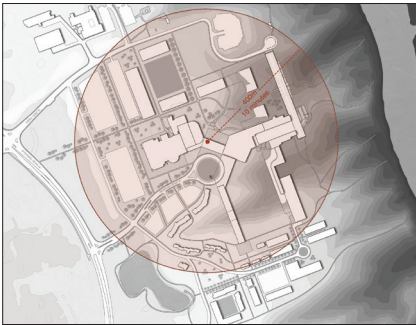
Gross Floor Areas

- | | | |
|--------------|--------------|---------------|
| 1 1,450 GSM | 4 5,800 GSM | 7 20,000 GSM |
| 2 3,604 GSM | 5 7,818 GSM | 8 9,395 GSM |
| 3 39,095 GSM | 6 18,075 GSM | 9 4,580 GSM |
| 4 5,580 GSM | 7 5,440 GSM | 10 4,680 GSM |
| 5 14,490 GSM | 8 5,440 GSM | 11 3,660 GSM |
| 6 7,306 GSM | 9 5,440 GSM | 12 14,250 GSM |
| 13 9,424 GSM | 14 7,040 GSM | |



- Existing Buildings
- Proposed Renovations/Additions
- Proposed Academic/Research Buildings
- Proposed Residential Buildings
- Proposed Upper Level Connections
- Quad/Plaza Frontage

Creating a Pedestrian-Oriented Campus: Prioritizing Proximity and Walkability

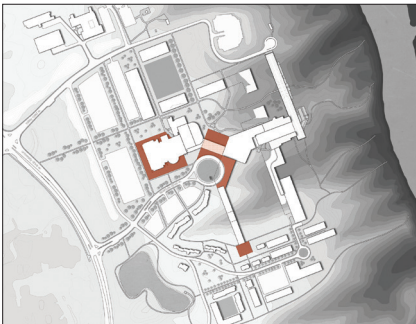


10 minute walking circle
(Time could vary depending on terrain)



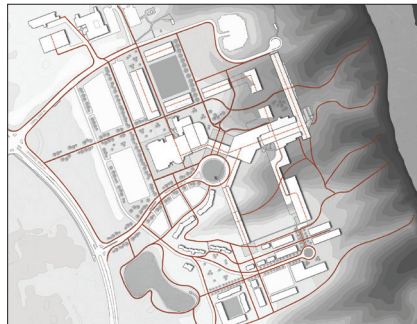
Campus Arrival

- Gateways
- Primary Approaches



Pedestrian Plazas

- Plazas
- Covered Plazas



Pedestrian Path Network

- Exterior Pedestrian Circulation
- Interior Pedestrian Circulation



- Gateways
- Exterior Pedestrian Circulation
- Interior Pedestrian Circulation
- Pedestrian Plazas

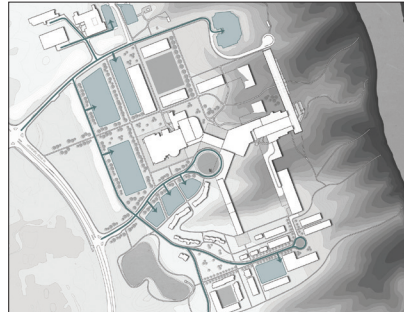
The Campus in the Future: An Integrated Campus for a Comprehensive Institution

Vehicular Circulation



Campus Arrival

- Gateway
- Primary Approach



Vehicular Circulation

- Vehicular Circulation
- Parking



Access Routes

- Service Route
- Emergency Route



Transit Route



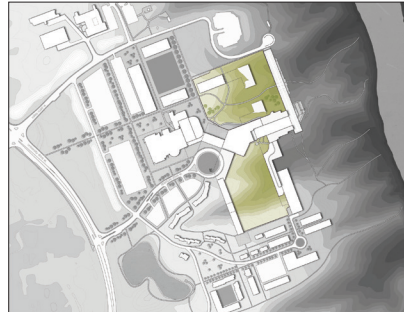
- Gateway
- Vehicular Circulation
- Transit Route
- Service Route
- Emergency Route
- Parking

The Campus in the Future: An Integrated Campus for a Comprehensive Institution

Reinforcing the presence of the Campus within its natural setting






Prairie Quad

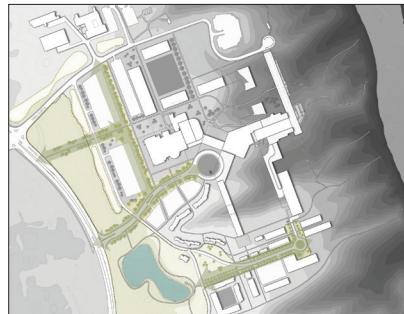


Coulee Quad



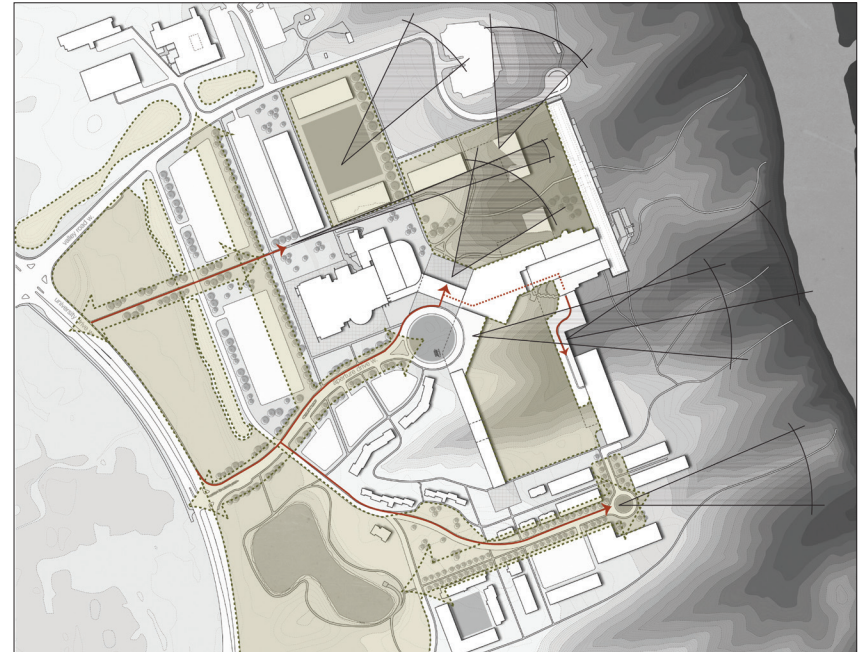
Primary Views

-  Views
-  Pedestrian Circulation
-  Pedestrian Plazas



Additional Landscape Initiatives:

-  Parkland
-  Berms
-  Treed Corridors



-  Primary Views
-  Landscape Initiatives
-  Pedestrian Circulation

Summary



Questions to Consider

- Which Option (either A or B) shows how physical and programmatic linkages between University Hall and the rest of campus have been strengthened?
- Which Option (either A or B) helps locate a new campus heart with regards to accessible services and amenities -- a plan that would incentivize people to spend time on campus?
- Which Option (either A or B) would establish better, more viable connections to the existing and proposed residential areas?
- Which Option (either A or B) better celebrates and respects the surrounding coulee setting?

Appendix E: **Evaluation of Master Plan Alternatives**



University of Lethbridge: Evaluation of Master Plan Alternatives



Directions: Based on the Short Score Descriptions (click on text for a fully annotated description) rank the Urgent Project from a Scale of 1 (*worst*) to 6 (*best*). The User is prompted to enter a score in the Score Input Column (one score for each Option). If the Score Input is not within the specified range it will be hi-lighted either blue or pink. Notes can be filled-out in brief sentences on the far-right column. Once all scores have been recorded they can be categorically sorted by Section Title, Short Score Description, Score Range, or Score Input, using the toggle-arrows. Towards the bottom of the Design Evaluation spreadsheet the Top Level Indicators Graph Tab may be selected for a graphic ranking of the Master Plan Option from a scale of 1 to 6.

Comments
10/02/12

PROJECT: ULCMP
Review of Options: A, B, C

ASSESSOR
Date assessed

20/03/2012

Section Title	Short Score Description	Score - Range	Score Input: Option A	Score Input: Option B	Score Input: Option C
	Click for Full Description				
1. ACADEMIC	1.1. Does the proposed Option cultivate humane values -- foster intellectual growth, social development, aesthetic sensitivity, personal ethics and physical well-being?	Scale 1 to 6			
	1.2. Is the proposed Option organized in way that a variety of individuals from a variety of backgrounds and cultures (student, staff, visitors) are encouraged to interact?	Scale 1 to 6			
	1.3. Does the proposed Option take a significant step in demonstrating in its layout its participation in the evolution of the modern university?	Scale 1 to 6			
2. DEVELOPMENT	2.1. Have the physical and programmatic linkages between University Hall and the rest of the campus been strengthened in the Proposed option?	Scale 1 to 6			
	2.2. Has the main Campus gateway and experience of arrival been improved?	Scale 1 to 6			
	2.3. Has a new heart of the Campus been identified as a visible and natural point of convergence where students and staff will meet, socialize and access key services?	Scale 1 to 6			
3. GROWTH	3.1. Is the proposed Option aligned with current growth plans, utilizing funding opportunities and existing condition of facilities?	Scale 1 to 6			
	3.2. Would the proposed Option engage and attract the local and regional community?	Scale 1 to 6			
	3.3. Does the proposed Option achieve a balance between growth and quality of student experience by ensuring a personal, small community of learners and researchers?	Scale 1 to 6			
4. IMAGE	4.1. Does the proposed Option reinforce a strong positive image, suggestive of innovative design, for the University of Lethbridge?	Scale 1 to 6			
	4.2. Does the proposed Option create a clearly defined vision?	Scale 1 to 6			
	4.3. Does the proposed Option demonstrate unique branding opportunities? Does it showcase a "destination campus"?	Scale 1 to 6			
5. COMPOSITION	5.1. Does the proposed Option present an appropriate orientation, massing, scale and skyline for the University?	Scale 1 to 6			
	5.2. Does the proposed Option present a visual form that enhances the site but ensures a sense of place?	Scale 1 to 6			
	5.3. Does the Proposed Option respect and engage the prairie and coulee setting? Do the composition lines clearly define form and site?	Scale 1 to 6			
6. VISTAS	6.1. Is the sequence of movement through the campus heart well-coordinated in the proposed Option?	Scale 1 to 6			

NOTES



University of Lethbridge: Evaluation of Master Plan Alternatives



Directions: Based on the Short Score Descriptions (click on text for a fully annotated description) rank the Urgent Project from a Scale of 1 (*worst*) to 6 (*best*). The User is prompted to enter a score in the Score Input Column (one score for each Option). If the Score Input is not within the specified range it will be hi-lighted either blue or pink. Notes can be filled-out in brief sentences on the far-right column. Once all scores have been recorded they can be categorically sorted by Section Title, Short Score Description, Score Range, or Score Input, using the toggle-arrows. Towards the bottom of the Design Evaluation spreadsheet the Top Level Indicators Graph Tab may be selected for a graphic ranking of the Master Plan Option from a scale of 1 to 6.

Comments
10/02/12

PROJECT: ULCMP
Review of Options: A, B, C

ASSESSOR
Date assessed

20/03/2012

Section Title	Short Score Description	Score - Range	Score Input: Option A	Score Input: Option B	Score Input: Option C
	6.2. Is the prairie sky, coule and river views appropriately captured in key vistas within the proposed Option?	Scale 1 to 6			
	6.3. As an iconic building, is University Hall appropriately framed for key views?	Scale 1 to 6			
7. INTEGRATION	7.1. Does the proposed Option suggest a sense of place? Is it "of the Land"?	Scale 1 to 6			
	7.2. Do the proposed buildings in this Option make "good neighbours" with existing and adjoining buildings?	Scale 1 to 6			
	7.3. Would the proposed Option make a positive civic contribution to the surrounding Lethbridge community?	Scale 1 to 6			
8. PERFORMANCE	8.1. Do the proposed buildings in this Option facilitate the phasing of future growth?	Scale 1 to 6			
	8.2. Are the buildings in the proposed Option properly oriented to protect pedestrians from the prevailing winds and maximize solar exposure?	Scale 1 to 6			
	8.3. Does the proposed Option suggest a scheme that maximizes pedestrian security and avoids "no-go" areas?	Scale 1 to 6			
9. CORE & CONNECTIVITY	9.1. Does the proposed Option suggest a compact campus? Does it define an acceptable academic core area organized around a central spine connected to a campus gateway?	Scale 1 to 6			
	9.2. Is the pedestrian circulation simple and direct so all parts of the university are reached with minimal exposure to the outside -- while remaining attractive to transverse using exterior pathways?	Scale 1 to 6			
	9.3. Does the proposed Option connect disjointed Campus precincts/facilities (e.g. Athletic fields, Residences)? Does it illustrate an appropriate planning strategy for the Research Park area to the north?	Scale 1 to 6			
10. SUMMARY	10.1. Will this proposed Option accommodate the University's development and growth plans?	Scale 1 to 6			
	10.2. Will this proposed Option strengthen the quality of the built and natural environments to help brand the University as a destination institution, with particular emphasis on improving campus life and student experiences?	Scale 1 to 6			
	10.3. Does the proposed Option demonstrate leadership in the management and planning of building assets and the careful stewardship of land holdings?	Scale 1 to 6			

NOTES



University of Lethbridge: *Evaluation of Master Plan Alternatives*



Directions: Based on the [Short Score Descriptions](#) (click on text for a fully annotated description) rank the Urgent Project from a Scale of 1 (*worst*) to 6 (*best*). The User is prompted to enter a score in the [Score Input](#) Column (one score for each Option). If the [Score Input](#) is not within the specified range it will be hi-lighted either blue or pink. Notes can be filled-out in brief sentences on the far-right column. Once all scores have been recorded they can be categorically sorted by [Section Title](#), [Short Score Description](#), [Score Range](#), or [Score Input](#) using the toggle-arrows. Towards the bottom of the Design Evaluation spreadsheet the [Top Level Indicators Graph](#) Tab may be selected for a graphic ranking of the Master Plan Option from a scale of 1 to 6.

Comments
10/02/12

PROJECT: ULCMP
Review of Options: A, B, C

ASSESSOR
Date assessed 20/03/2012

Section Title	Short Score Description	Score - Range	Score Input: Option A	Score Input: Option B	Score Input: Option C	NOTES
Telephone	Alberta					
	Canada					
						20/03/2012



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