

# University of Lethbridge

**University Campus Master Plan**  
A Vision for Our Core Academic Lands (2012)

University of  
Lethbridge









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# Executive Summary

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This University Campus Master Plan is a culmination of an extensive planning process that took place over the course of eighteen months beginning in May 2011. The proposed 25-year Campus Master Plan for the University of Lethbridge considers and builds upon the University's previous master plans, while identifying immediate programmatic needs and establishing a long-term vision for the campus. This ensures that the institution's long-term goals are met so that the University can focus on the delivery of quality education, maintain high levels of student success, and enhance its profile as a premier destination institution for higher education and research. The Campus Master Plan harmonizes both the pragmatics and aesthetics of what constitutes a campus – securing the University's long-term viability as a “unique-in-the-world” destination campus. The following plan illustrates the University's land holdings. It should be noted that in the consideration of planning for the physical development of the University's main campus, the guiding master plan framework has evolved to focus primarily on a concentrated vision for core academic lands.

The Campus Master Plan proposes a highly interconnected system of buildings and pedestrian networks to create an intimate and harmonized learning environment, integrating both academic and residential programs. This creates a compact and efficient campus layout, facilitating the cross-pollination between disciplines and encouraging “learning anywhere and everywhere”. Aspects that make this Campus Master Plan unique include:

- A Campus Master Plan that unequivocally defines the centre and bounds of an academic core;
- A Campus Master Plan that frames academic core with a gateway treatment(s);
- Vehicular traffic is restricted from the campus centre and academic core except to accommodate for service vehicles and delivery access to the facilities;

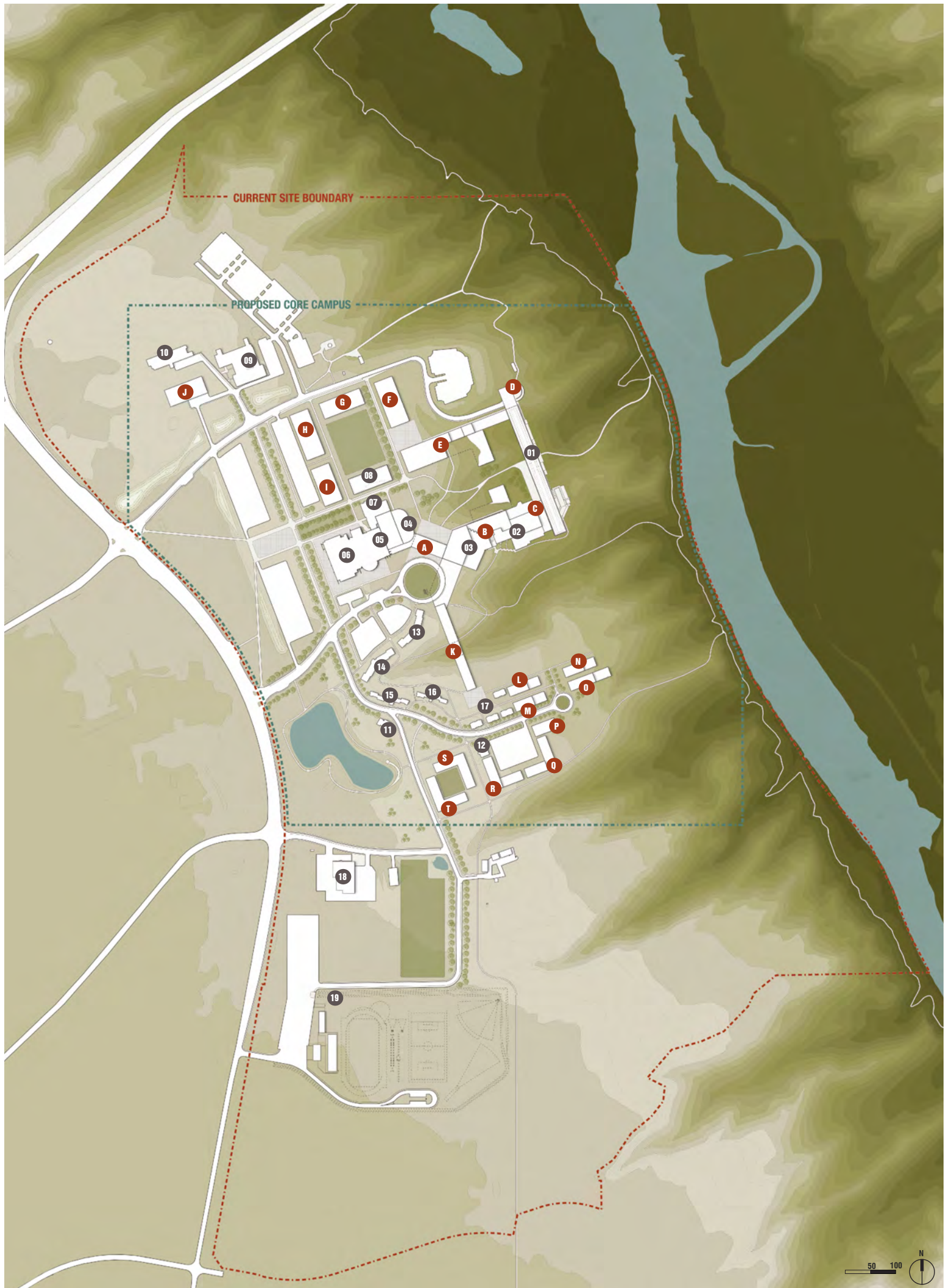
- The physical geography that gives shape to the form of buildings and other defined spaces.
- A University Hall that is not orphaned but fully integrated, re-purposed as an important architectural building on campus;
- Student residences that are integrated into the core campus;
- Existing buildings are transformed to meet the many faceted objectives of the Campus Master Plan;
- Re-connecting outlying campus lands (athletic fields to the south and the Innovation Place) back to the academic core using an extensive pedestrian network and strategically located proposed buildings;
- Open space (the Coulee-Quad, South Coulee, and Prairie-Quad) used as key organizing, introspective elements of the Campus Master Plan;
- Frequent moments on the Plan that re-connect people to this unique setting -- a key driving force for the planning and execution of this Campus Master Plan;
- Open lands that retain and preserve to the most sensible extent possible the sense of prairie/coulee place.

The architect Louis Kahn once noted that the success of any plan is rooted in the, “source of inspiration, the tools of expression and the integrity of intention.” The “source of inspiration” is undoubtedly clear at the University of Lethbridge – an unparalleled coulee landscape. What the Campus Master Plan achieves is to help the University determine their “tools of expression” -- in other words, synthesizing a set of planning directives that reflect the value placed on the coulee landscape and the architectural quality of the Erickson/Massey vision -- ensuring an environment that fosters new paradigms for teaching and research. It is hoped; the “integrity of the Master Plan's intention” will be viewed as contextual -- responsibly using space to preserve the inherent grandeur of one of Canada's most unique campus settings.









## University of Lethbridge Campus Master Plan

- 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
- 18 Parkway Service Complex
- 19 University of Lethbridge Community Stadium
- A to D Proposed Renovation/Additions
- E to J Proposed Academic Buildings
- K to T Proposed Residential Buildings



INSPIRATION ►

























# Part 01





# 1.0 Introduction





# 1.0 Introduction

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## 1.1 | Purpose and Intent

The Campus Master Plan brings new layers of design thinking that improves both consistency and coherence to the Campus Master Plan where it is lacking, while addressing future growth and contemporary university life. As a flexible master-planning framework, this Campus Master Plan expresses a vision for the University of Lethbridge that balances a consistent architectural character with quality outdoor space, celebrating the University's unique and spectacular natural setting. The Campus Master Plan strives to create a welcoming, intimate and iconic campus that engenders “pride of place”, supporting the University's strategic vision to “continue to build a comprehensive university that advances its sense of community, engagement, diversity and connection (*University of Lethbridge Strategic Plan 2009-12. P.5*).”

This Campus Master Plan Report will show how Aperture Drive regains its original source of emphasis and defines 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.

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# 1.0 Introduction

## 1.2 | The Need for a Campus Master Plan

### 1.2.1 | Campus Vision

The Campus Master Plan establishes a 25 year vision for the campus that is rooted in the strategic vision of the University, identifying clear directions for its physical evolution and establishing a road map to the future. It is hoped the vision, principles and essential features remain consistent even though the University of Lethbridge's academic, financial and social needs evolve. So, although the Campus Master Plan cannot identify every circumstance the University will encounter, it is hoped this Report will provide a clear and integrated framework within which future decisions about the development of the campus can effectively be made. The Campus Master Plan supports the rediscovery and celebration of the University's unique sense of place through the following approaches:

- Improve the design cohesiveness of buildings and landscapes;
- Accentuate the coulee-prairie setting;
- Improve the public realm; and
- Encourage a physical quality befitting a globally significant University

The campus vision was used to develop a planning framework, which in turn was used to regulate campus form, open space, circulation, and infrastructure requirements. A Campus heart was created around Aperture Drive by carefully integrating adjacent University facilities and open space assets. The Campus heart provides facilities, activities, and services to better support the needs of a campus community around natural points of central convergence. This provides the basis for a more holistic and

comprehensive Campus Master Plan that supports the strategic goals and values of the University and contributes to vibrant and diverse learning environments. The objectives that characterize the Campus Master Plan vision are outlined in Section 2.0 of this summary.

### 1.2.2 | Strategic and Capital Plans

The University's key strategic documents provide a policy framework to help guide major capital expansion. The following points, expressed in both Capital and Strategic Plans, were considered in the development of the Campus Master Plan:

- *Confirms the University of Lethbridge as a Comprehensive University:* On June 24th, 2010, the University of Lethbridge received its mandate from the Government of Alberta as a *Comprehensive Academic & Research Institution* as part of *Alberta Advanced Education and Technology Roles and Mandates Policy Framework*. In support of its newly acquired designation, the University will have to develop and expand across faculties to offer a full gamut of post-secondary degree opportunities and research possibilities. These growths in programs will not only require additional and specialized space, but a physical environment that supports, promotes and exemplifies creativity, research and innovation.
- *Enhances the Student Experience & Promote Access to Quality Post-Secondary Education:* As the University of Lethbridge continues to attract a diverse body of local and international students, it will need to strengthen its profile as a global institution providing students technologically enabled facilities

## 1.0 Introduction

with the proper academic and social support spaces. As such, the Campus Master Plan facilitates the proper connectivity of the various campus components (research, academic, and residential) with each other.

- *Builds an Internal Community and Enhance Relationships with External Communities:* As the University of Lethbridge enhances its profile as a destination campus the proposed master plan will need to create a welcoming physical environment that promotes dynamic spaces for gathering, learning and creativity. By engaging its natural context, the Campus Master Plan will engender a 'pride of place' for students, staff and faculty, and the greater community.
- *Enhances the Environmental Sustainability of the University:* Endowed with a unique natural environment, the University of Lethbridge should capitalize on and highlight its campus setting. As such, campus design guidelines should demonstrate an environmental conscientiousness – promoting an accessible, pedestrian-oriented campus where vehicular circulation is reduced to a functional minimum.

The University has identified key potential projects suited for capital funding. Guided by high-level strategic thinking these potential projects respond to economic forecasts, workforce opportunities, and a projected increase in enrolment numbers. The University's future is envisioned as medium sized institution that will need to accommodate 10,000 full-time students by 2036. As a result of this increase in the student population future campus growth will have to be carefully planned and strategized. The University

of Lethbridge's academic mission is the University's core business. The physical change and design strategies for future growth embodied within the Campus Master Plan must reinforce the University's academic teaching, research and learning objectives by providing an environment for creativity and innovation. In such a manner, the Campus Master Plan will prioritize the efficient utilization of existing space when considering the need for additional quality academic and residential spaces – strengthening the University of Lethbridge's profile as a destination institution.

### 1.2.3 | Review of past plans

A review of the John Andrews International Master Plan (2000) and the Core Campus Expansion Plan (2001) reveal a number of issues that the current Campus Master Plan will critically respond to. Both previous master plans (2000, 2001) show an abundance of outdoor spaces and pedestrian linkages – however the decentralized nature of the plan does not offer a true campus heart. The original Erickson-Massey Development Plan (1969) had taken a very different approach, ensuring a compact campus by placing all future growth around Aperture Drive and within close proximity to University Hall. The Erickson-Massey Development Plan (1969) ensured a:

- Strengthening of the existing site and building features;
- Compact campus;
- Integrated campus with nature;
- Appropriate brand of architecture; and
- Unique Campus identity and experience

In such a manner, the Erickson-Massey Development Plan allowed for an appropriate brand of architecture and unique campus identity and experience.



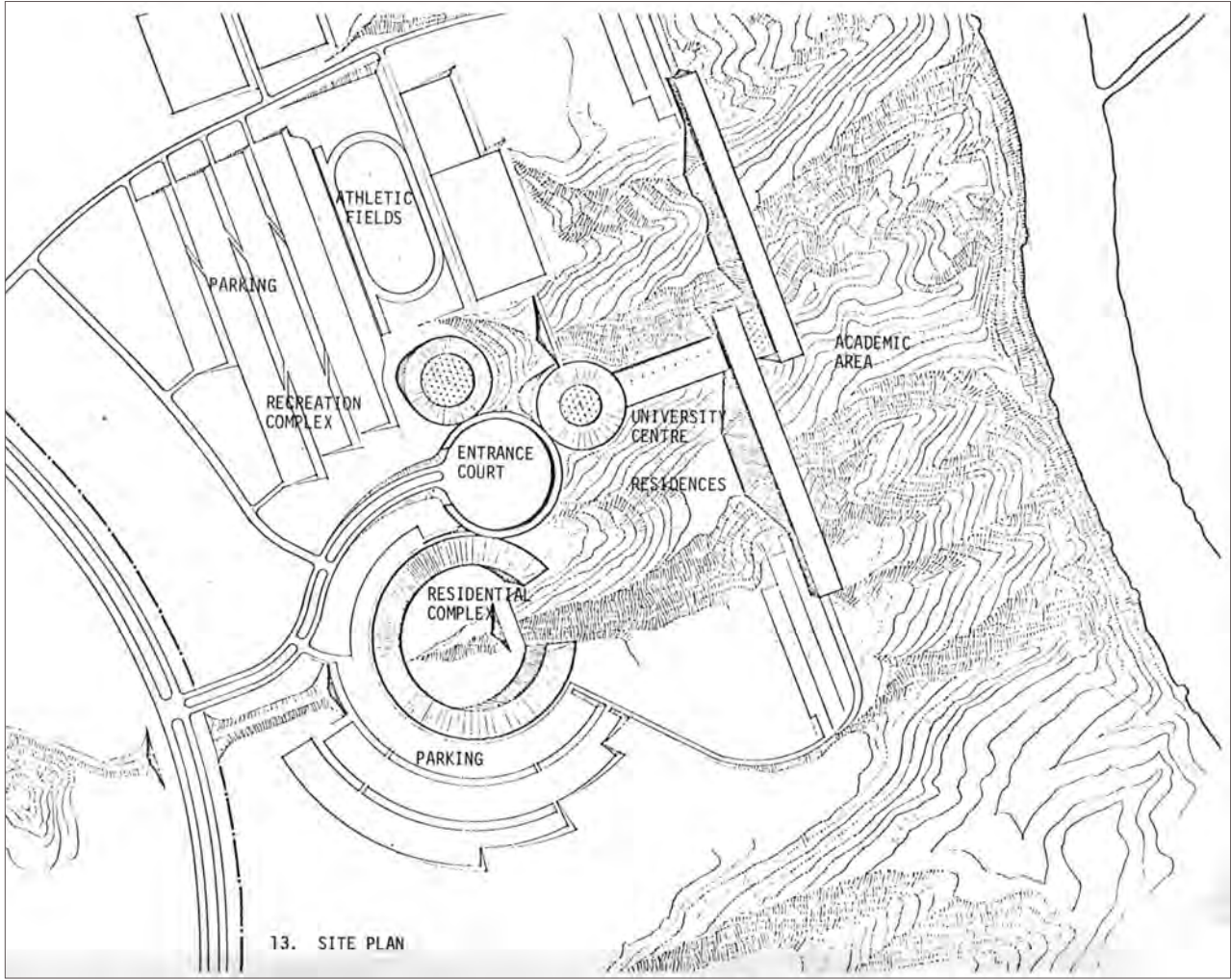


Fig. 1.1 | ERICKSON-MASSEY  
DEVELOPMENT PLAN (1969)

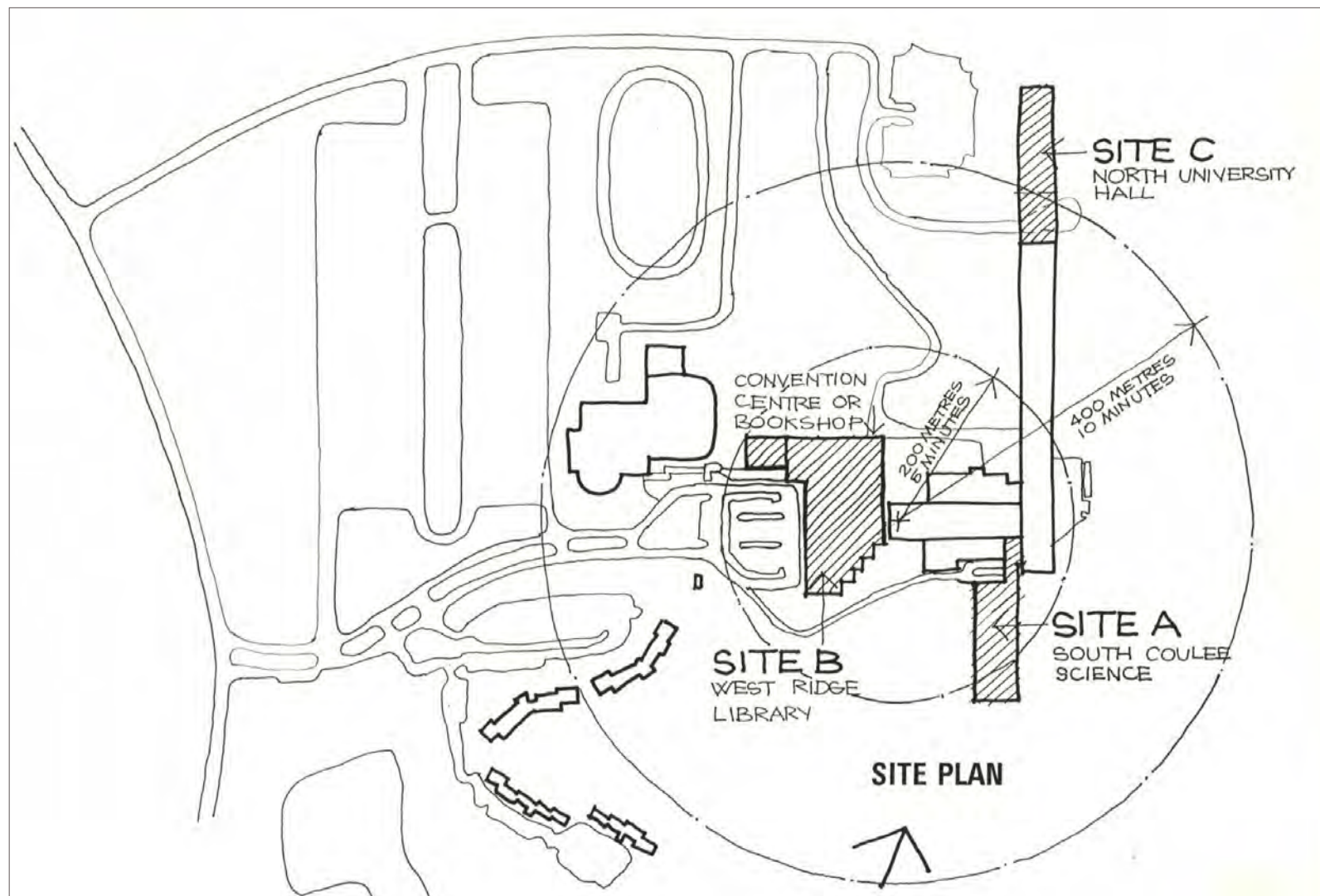


Fig. 1.2 | CAMPUS  
DEVELOPMENT PLAN (1993)



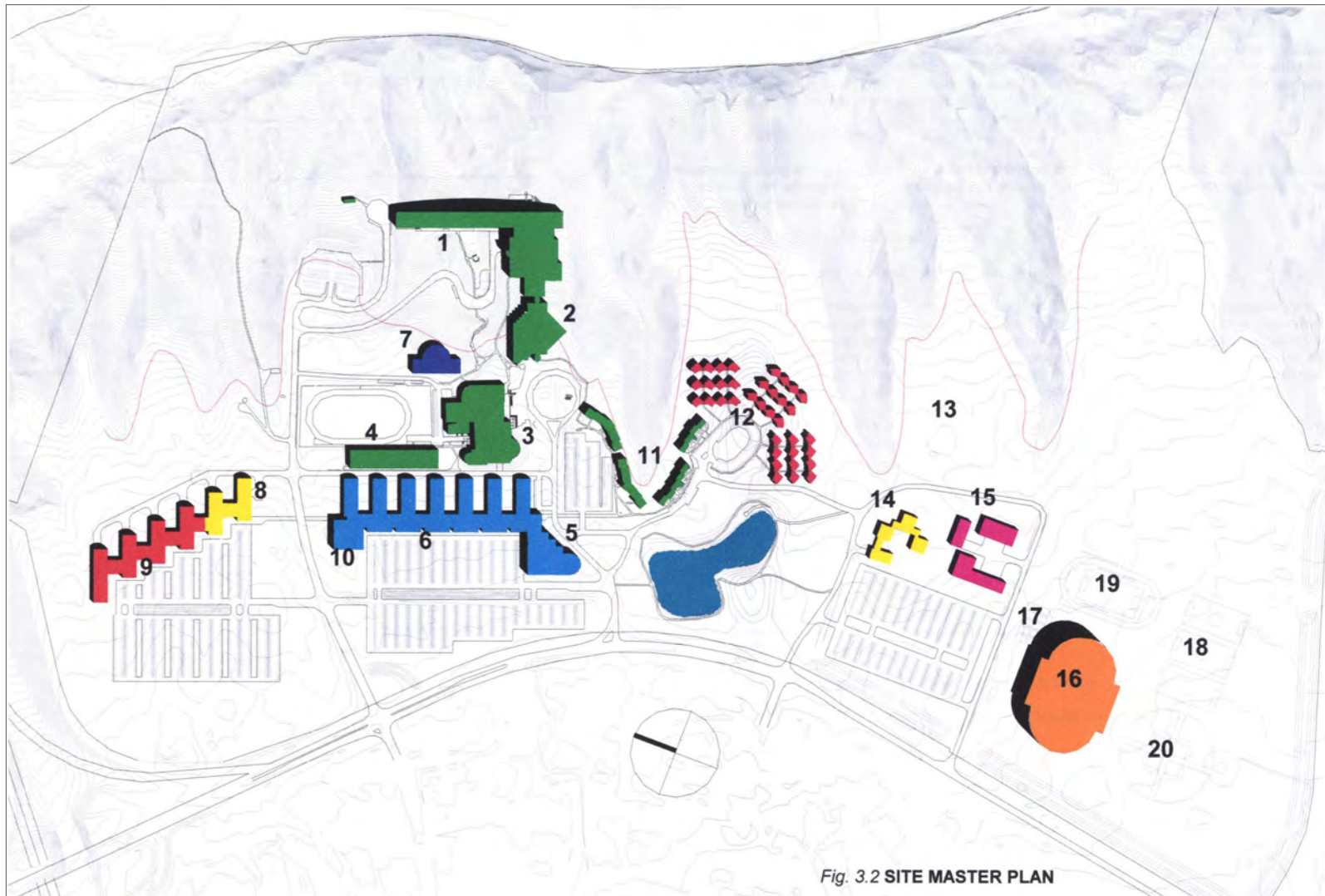


Fig 1.3 | JOHN ANDREWS INTERNATIONAL  
MASTER PLAN (2000)



Fig. 1.4 | CORE CAMPUS  
DEVELOPMENT PLAN (2001)

## 1.0 Introduction

This Campus Master Plan emphasizes the need for a strong campus identity, where the experience and brand of architecture is based on the unique location of the University -- engaging and highlighting the surrounding coulee landscape. Historically, University of Lethbridge campus growth trends have been both westward and northward but have never truly engaged the surrounding coulee landscape. Unchecked, this trend would likely result in a diminished potential for a collaborative, synergistic learning environment and exciting branding opportunities.

The University of Lethbridge has sufficient space within what is considered the campus heart, centered on Aperture Drive to accommodate substantial and yet compact future growth for the next twenty-five years. Compact growth has several benefits: it creates a community that promotes collaboration and synergy. A compact campus is also more sustainable -- diminishing the need for automobiles and limiting infrastructure line lengths; while supporting great place making where buildings (and the programs they contain) are not isolated, but rather frame significant, collaborative public spaces.

### 1.3 | An Inclusive Process

The Campus Master Plan was realized through an inclusive and iterative process -- staged over a one-year period, beginning in May of 2011. The Consultant Team began by examining the physical aspects of the existing campus. The Consultant Team reviewed past procedures for decision making on related physical issues and learned about the “challenges-and-opportunities” and “culture-and-ethos” of the University through interviews and workshops. The Consultant Team applied Planning Principles to areas on the campus identified for future potential growth. The Consultant Team then tested different future uses and option configurations. Finally

the Consultant Team related campus-wide issues (open space, land use, circulation, etc) to the Campus Master Plan structure and developed the most promising approach for future development.

The project stages can be summarized as:

- Consultation and Analysis
- Concept Development
- Master Plan Documentation

#### 1.3.1 | Consultation and Analysis

This Campus Master Plan is the result of a highly collaborative process. The Consultant Team made frequent visits to the University of Lethbridge to consult with Senior Administrators, Campus Planning and Architecture, Facilities, and local stakeholder groups. Constituents provided continual feedback, which greatly influenced the development of the master plan -- ensuring the needs of the University’s internal and external community members were all met.

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 topics;
- 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;



Fig.1.5 | WORLD CAFE  
SESSIONS & PUBLIC  
CONSULTATIONS  
(UNIVERSITY OF LETHBRIDGE)



## 1.0 Introduction

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- 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; and
- Open House: Presented planning options as a matter of public transparency and collecting informal feedback. This was an opportunity to communicate the planning process and iterative results back to the public.

During the ongoing consultation process, a comprehensive review of material including strategic policy documents and previous master plans was carried out. This review of documents was carried out in tandem with an analysis of existing campus conditions. This set the stage for the development of concept options.

### 1.3.2 | Concept Development

During the concept development phase, the Consultant Team explored numerous master plan options. Each option proposed different organizational strategies for: distributing growth and program; locating open space; determining vehicular and pedestrian circulation networks; and establishing connections with the surrounding urban and natural frameworks. From the pool of master plan options that were developed a preferred option was selected. This preferred option was further developed and refined in the final stage of this process.

### 1.3.3 | Master Plan Documentation

In this concluding stage, the preferred option of the Campus Master Plan was refined and finalized. This Campus Master Plan illustrates a vision that will guide the University to properly locate future campus growth and improvements using an agreed upon planning framework. The Campus Master Plan is supported by a set of design guidelines that ensure future projects adhere to a vision of the University and create a cohesive campus environment. The result is a master plan that builds on the University's many existing strengths, and provides a clear roadmap for the campus' physical development over the next several decades.

## 1.4 | Principles and Foundations

The development of Campus Master Plan is guided by three overarching directions, which respond to current Campus needs. These needs align with the goals and directives of the University's current 2012-2016 Capital Plan (updated in May 2012) and 2009-2013 Strategic Plan.

### 1.4.1 | Three Overarching Directions

The planning team has proposed three overarching directions, developed through an extensive consultation process. These directions are important planning and design principles that have influenced the development of The Campus Master Plan concepts and policies.

Summarized, these include:

- Opportunities provided for students, faculty, researchers, and staff to meet and interact on campus while new buildings or the reconfiguration-of-existing buildings will feature multi-functionality to attract broad cross-sections of the campus community;
-

The planning team has proposed several overarching directions, developed through an extensive consultation process. These directions are important planning and design principles that have influenced the development of The Campus Master Plan concepts and policies.

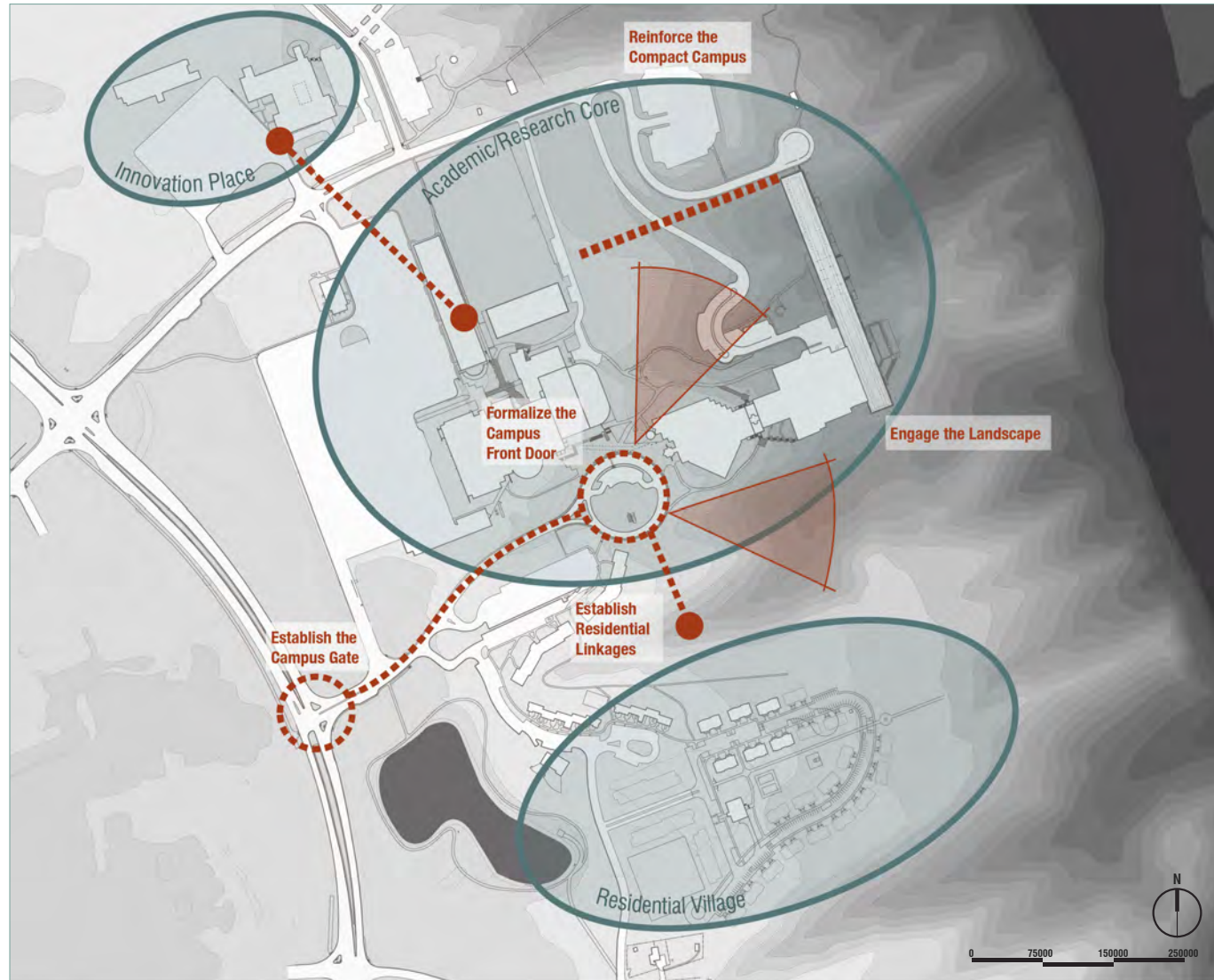


Fig.1.6 | KEY PLANNING PRINCIPLES:  
**EXISTING CONDITIONS**

Strengthen/Highlight Views   
Strengthen/Highlight Connections 



## 1.0 Introduction

- 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.

### 1.4.2 | Planning Principles

Key planning principles were developed to rediscover and accentuate the University's unique natural setting. The planning intent is to improve the cohesiveness of buildings within the surrounding landscape -- ensuring the campus reflects the quality and stature of a globally significant University. Three overarching directions that will structure subsequent design work include:

- Campus Gateway on and giving primacy to Aperture Drive;
- Framing a "Coulee-Quad" and campus heart;
- Interconnected buildings (academic, residential) that engage the coulee;
- Unique brand of architecture fully integrated with landscape; and
- Creating a unique Campus identity and experience

The Consultant Team developed several unique, macro-level planning recommendations -- intended to guide long-term campus development. The following recommendations outline principles that are intended to guide the larger scale planning decisions for the University. These principles repair and accentuate the existing campus design -- organizing systems to allow the unique beauty, original order, coherence, and distinctive setting of the campus to stand out.

This will be done using:

- **Gateways:** 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;
- **Experience of Arrival:** Reinforce existing and new visual and pedestrian axes on campus. Create a series of 'desire lines' that make walking across the University campus easy and pleasurable;
- **Vibrant Public Spaces:** Create a tight pedestrian-oriented campus core with an environment conducive to academic excellence and vibrant student life as well as maintaining a comfortable pedestrian microclimate;
- **Outdoors Space:** Define the public realm core of the campus through signature elements of landscape, urban furniture, and lighting. This will create a cohesive collegial sense of community where coulees are protected and utilized as celebrated open space, surrounded by University uses;
- **Safety and Security:** Provide transparency and accessibility at grade, as well as programs, which are conducive to social interaction and enhance a strong sense of collegiality;
- **Sustainability:** Enhance 'green' accessibility to the University campus including transit, cycling, and facilitating pedestrian movement.

# Part 02







## 2.0 Existing Conditions









University of Lethbridge  
Campus (Existing Condition)

- |   |   |
|---|---|
| 01 University Hall                                | 12 Paterson Centre                            |
| 02 Centre for the Arts                            | 13 Kainai House                               |
| 03 University Library                             | 14 Piikani House                              |
| 04 Students' Union Building                       | 15 Siksika House                              |
| 05 Max Bell Regional Aquatic Centre               | 16 Tsuu T'ina House                           |
| 06 1st Choice Savings Centre for Sport & Wellness | 17 Residential Village                        |
| 07 Turcotte Hall                                  | 18 Anderson Hall                              |
| 08 Markin Hall                                    | 19 Hepler Hall                                |
| 09 Canadian Centre for Behavioural Neuroscience   | 20 Parkway Service Complex                    |
| 10 Alberta Water & Environmental Science Building | 21 University of Lethbridge Community Stadium |
| 11 Daycare  |   |





## 2.0 Existing Conditions

### 2.1 | The Original Campus Master Plan

The Erickson-Massey master plan proposal presented a bold vision for the University campus. Many interim master plans in the past attempted to build and enhance upon the Erickson-Massey master plan. Historically, one major difficulty had been to cohesively connect development on the upper plateau with University Hall. The coulee topography, on one hand, sites the University in a unique landscape with significant branding opportunities, but on the other hand, presents the campus with several design challenges that need serious consideration. As campus development occurs over an extended period of time -- topographical challenges need to be seen as opportunities, or it will be very difficult for even the most dedicated and potent of plans to endure.

University Hall is a unique building at the University of Lethbridge and within the context of Canadian architecture. It is one of only four architectural works selected by the Royal Architectural Institute of Canada to celebrate the 100th anniversary of that professional body through an official Canada Post stamp. The Building's greatest conceptual strength exists as a response to the prairie landscape and immense sky - an elemental form hovering above the undulating coulee horizon. University Hall is equally provocative for its visionary program, situated in the liberal education model as a place for "living-and-learning". The Erickson-Massey Plan located parking, and playing fields to the west; with central facilities (Administration, Students' Union Building, the Library) extending out from Aperture Drive -- running between University Hall to north and a proposed south wing to the south. In this plan, University Hall accommodates Social Sciences and Humanities while the proposed south building hold Physical and Life Sciences. Student residences were located in a crescent shaped building on the plateau at the head of one of the coulee formations.

The original master plan spoke of a vision for "living-and-learning" with University Hall as the iconic centerpiece. Erickson's design for a second coulee-spanning building besides University Hall -- physically connected students back to the campus heart. Ideally, the boldest facets of the Erickson-Massey plan should be preserved so that future, expended resources maintain maximum effect. Currently, the opportunity in the form of a significant capital project demands that University Hall be embraced and celebrated -- ensuring it becomes an integral component of the master plan proposal. This current Campus Master Plan recognizes and enacts key concepts of the early master plan today -- securing the University's long-term viability as a "unique-in-the-world" destination campus.



Fig. 2.1 | ERICKSON'S DESIGN FOR UNIVERSITY HALL AND A SECOND COULEE-SPANNING BUILDING

## 2.0 Existing Conditions

### 2.2 | The Campus Today

#### 2.2.1 | The Natural Framework

The University is situated on the edge of a prairie landscape that slopes gradually down to the Oldman River. The campus is penetrated by coulees that have been shaped by an ongoing cycle of erosion. Wind and rain play a dominant role in shaping this unique landscape. Warmer-winds prevail from the west-southwest while the colder winter-winds are from the north and northeast. It has been observed that leeward coulee slopes offer appreciable wind protection creating microclimates that support fauna and flora. Snow drifting is a frequent occurrence with the coulee slopes covered in deep snow following a storm. The average annual hours of sunshine are significant – requiring both south and southwest building sides to be protected from excessive solar exposure.

The site offers a diversity of views. To the north is the Canadian Pacific Railway’s steel trestle bridge spanning the Oldman River; to the east is the City of Lethbridge; and running along the side, is the Oldman river valley nestled between the coulees. The coulee landscape has also provided the University an integral cultural component with several archeological sites located at the top of several promontories. These sites show that approximately 5,000 to 3,000 years ago people permanently settled in this region.

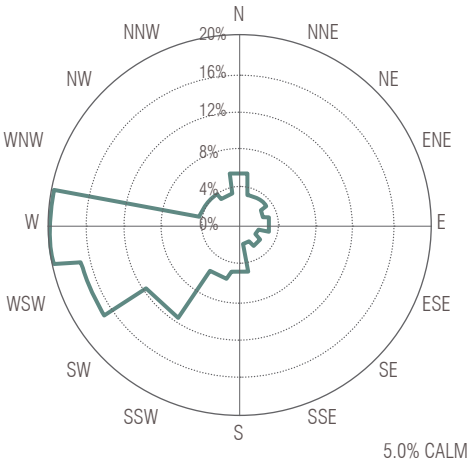


Fig. 2.2 | ALL WINTER WINDS









Fig. 2.3 | VIEW OF THE OLDMAN RIVER AND COULEE LANDSCAPE



The natural framework illustrates the significant role the physical environment plays in orienting campus buildings. Building orientation should ideally define major elements of outdoor space -- including: parking lots, out door gathering areas and site furnishings. The Campus Master Plan should provide an efficient and safe way for pedestrians to navigate the campus -- unencumbered by wind, sleet and snow.

Fig. 2.4 | EXISTING CONDITIONS:  
**NATURAL FRAMEWORK**

- Vegetation 
- Easement 
- Archeological Sites 
- Top of Bank 
- Sun Orientation 
- Site Boundary 



## 2.0 Existing Conditions

### 2.2.2 | Site: Campus Form and Orientation

The University of Lethbridge is located on the west bank of the Oldman River and is spread over 231-hectares. The campus recognizes a building setback line to the east that accounts for the City of Lethbridge slope stability standards. University Hall, the Centre for the Arts and the LINC Building are all built within this setback line. The current buildings on campus are loosely organized around the Students' Union Building. These areas include Innovation Place to the north; an athletic-wellness facility, and the residential village to the south. This Campus Master Plan builds upon and enhances key principles of the Erickson-Massey plan that speak of optimizing walking distances between buildings. Generally a campus plan should be organized so that a maximum walking time of 10-minutes is allowed for students to walk from destination points. The 10-minutes walking time relates to a 400-meter walking distance (not considering steep slopes). University Hall, The Centre for the Arts, and the Students' Union Building are located within this diameter providing considerable opportunity for the expansion of new facilities within this walking-zone. This Campus Master Plan will strive to enhance engaging the surrounding coulees so that campus identity and experience showcase a unique location while building connectivity with University Hall.



Fig. 2.5 | AERIAL VIEW OF THE UNIVERSITY OF LETHBRIDGE



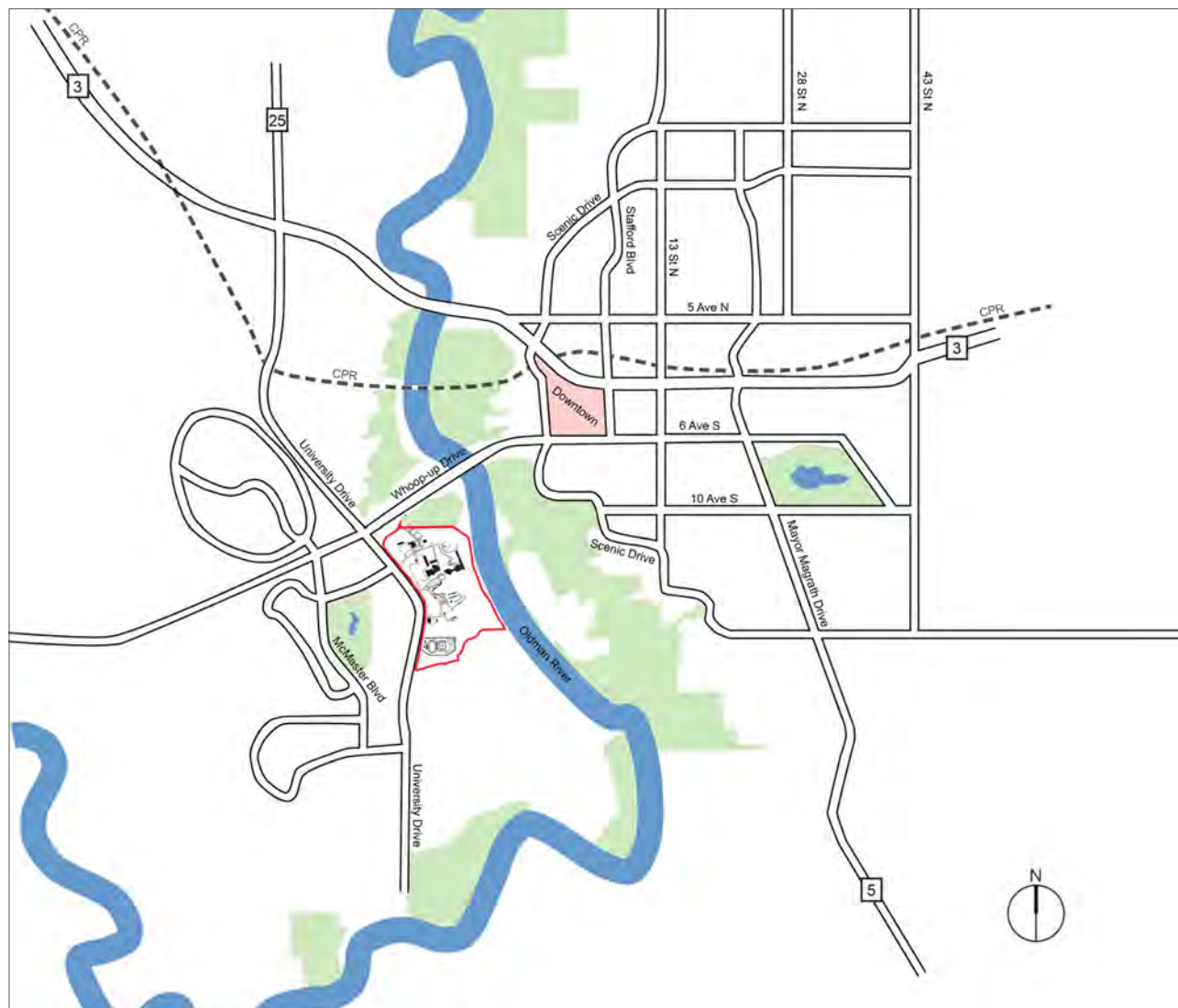
Fig. 2.6 | LINC BUILDING, UNIVERSITY OF LETHBRIDGE



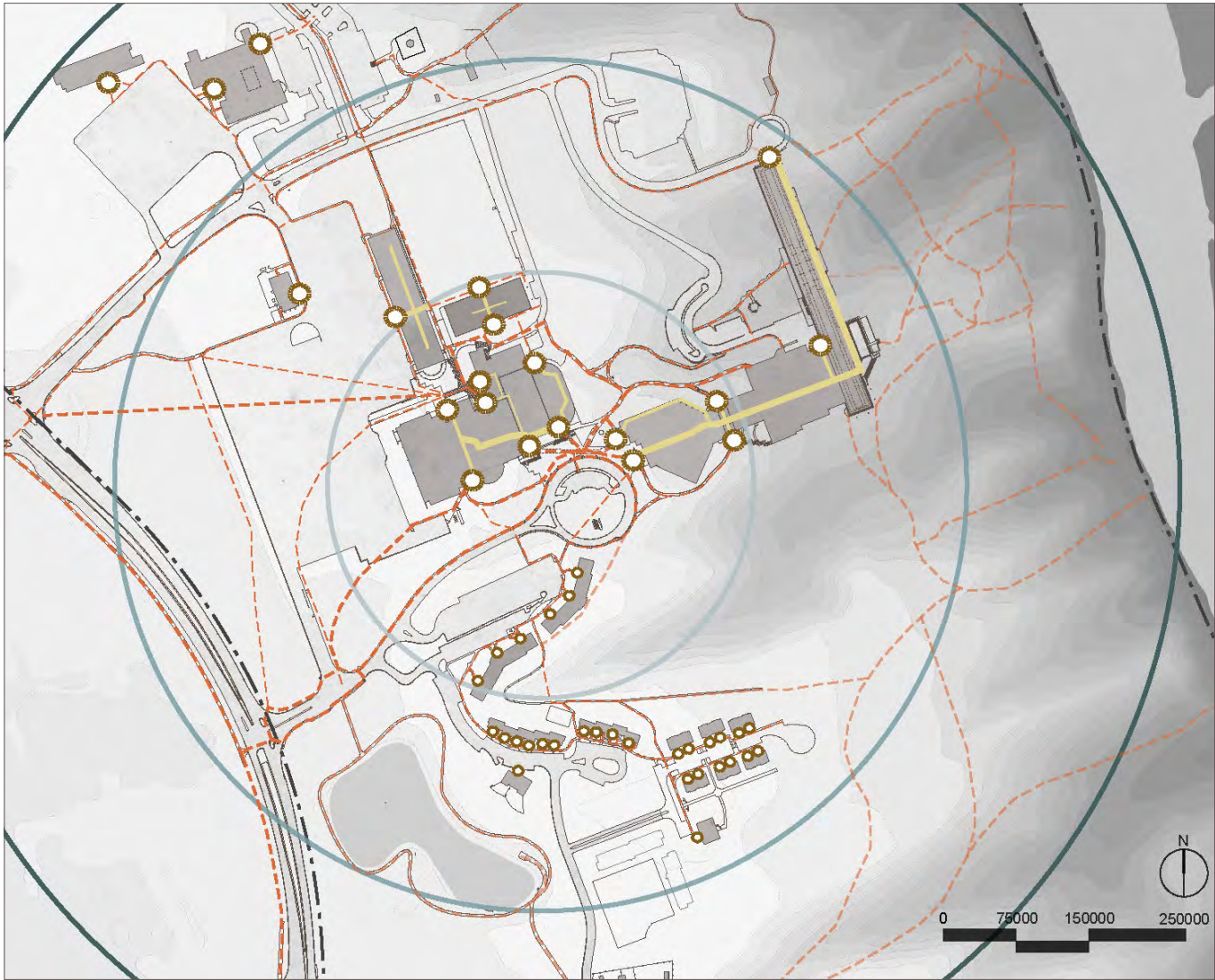
*Built within the coulees the campus offers visual vistas and physical connections to the surrounding coulees and Oldman River. The physical environment of the campus makes a powerful first and lasting impression that can play a key role in recruiting and retaining students, faculty and staff.*

Fig. 2.7 | EXISTING CONDITIONS :  
**PARK SYSTEM (REGIONAL)**

- Oldman River ■
- Park System ■
- Downtown ■
- U of L Property ■









A majority of academic buildings are within walking distance of each other but lack proper integration with a coordinated pedestrian network. This makes the pedestrian network seem disjointed and incomplete. Currently, people walking to campus from off-campus areas are not supported with an appropriate pedestrian network. There also exists opportunities to connect these pathways to the existing recreational trail-system within the Oldman River Valley.

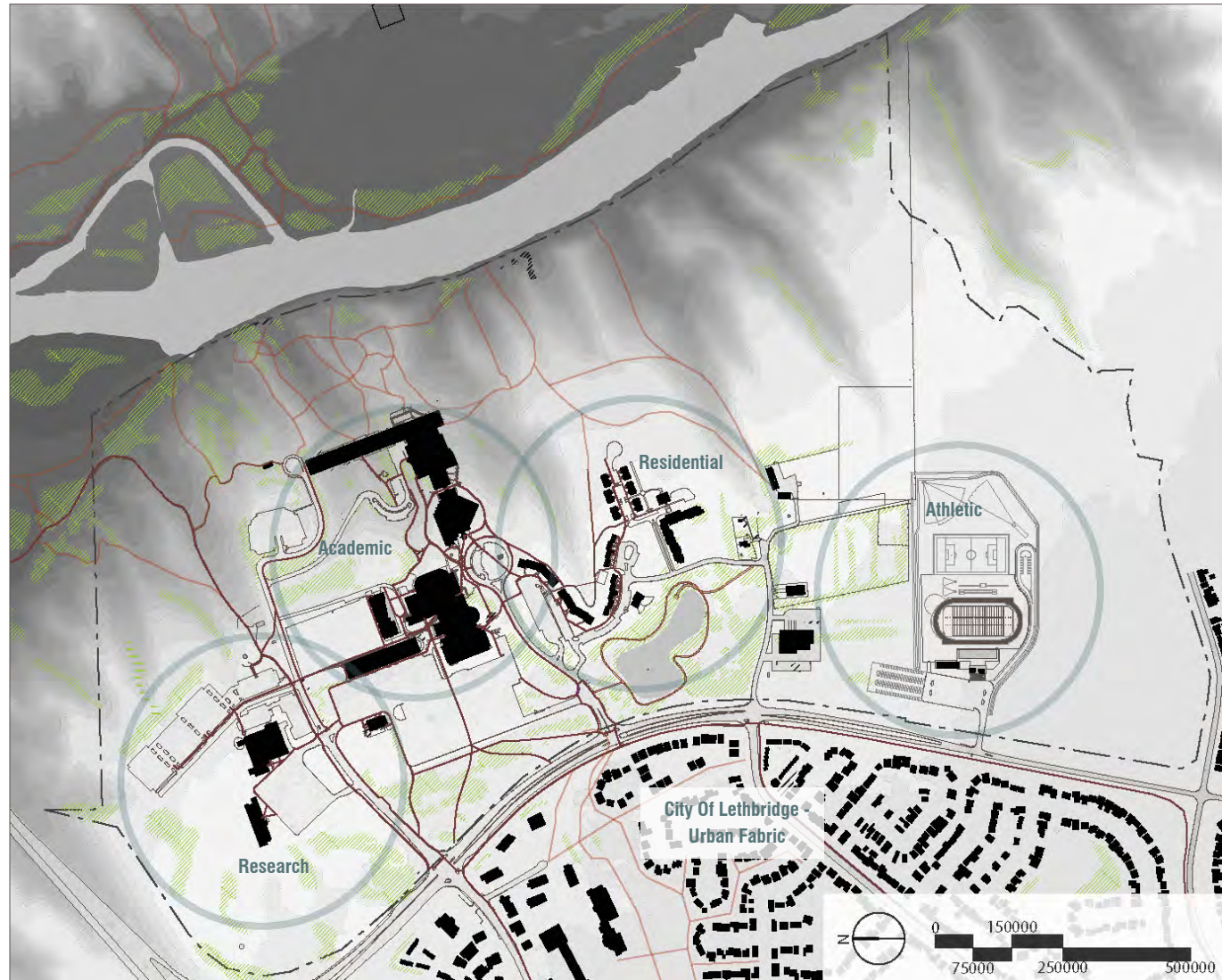
Fig. 2.8 | EXISTING CONDITIONS:  
**PEDESTRIAN CIRCULATION**

- 15 Min. Walking Radius (600m)
- 10 Min. Walking Radius (400m)
- 5 Min. Walking Radius (200m)
- Interior Pedestrian Routes
- Exterior Pedestrian Routes
- Primary Entrances
- - - Site Boundary

The University of Lethbridge is located along a naturalized coulee/river basin. A major highway frames the University to the north with sparse development to the south. There are some high-density residential and commercial nodes along University Drive, but the surrounding neighbourhoods are primarily low-density residential. Currently, the campus has four clearly legible precincts: research, academic, residential and athletic.

Fig. 2.9 | EXISTING CONDITIONS:  
**BROADER CONTEXT**

- Vegetation 
- Pedestrian Routes 
- Recreation/Trail Routes 
- Old Man River 





## 2.0 Existing Conditions

### 2.2.3 | Buildings

Given the young age of many of the buildings on campus, many of the facilities are in relatively good condition. There are two buildings, however, that require significant upgrades. Anderson Hall and Hepler Hall are both inexpensively constructed buildings that require substantial refurbishment to ensure better energy performance. In the context of this Campus Master Plan both these buildings have been demolished – creating space for quality, distinctive architecture.

The largest building on campus is University Hall. In comparison with other campus buildings it has a large footprint and expansive horizontal form clad primarily in concrete and glass. For many years, buildings followed the design aspirations of the Erickson-Massey plan such as Centre for the Arts and the LINC Building -- architectural brutalism expressed in a low horizontality, small punched windows -- with an expansive building footprint. The Student's Union Building also maintains distinctive copper cladding with an organic form that references the surrounding landforms.

As buildings were located away from the coulee, a different type of building typology evolved having smaller, more compact footprints. Markin Hall, Turcotte Hall, the Alberta Water and Environmental Sciences Building (AWESB) and the Canadian Centre for Behavioral Neuroscience (CCBN) have in recent years distinguished themselves by moving away from the horizontally terraced building form to buildings with smaller floor plates and raising three to four storeys from the prairie plateau. The 1st Choice Savings Centre for Sport and Wellness is an exception -- respecting the low, horizontal architectural expression of University Hall. Newer buildings have also departed from the natural material finishes to more contemporary metal and composite cladding systems.

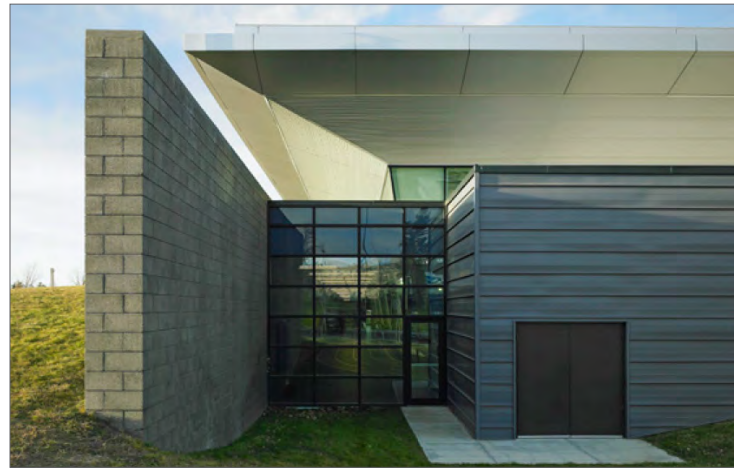


Fig.2.10 | VIEW OF THE 1ST CHOICE SAVINGS CENTRE FOR SPORT AND WELLNESS



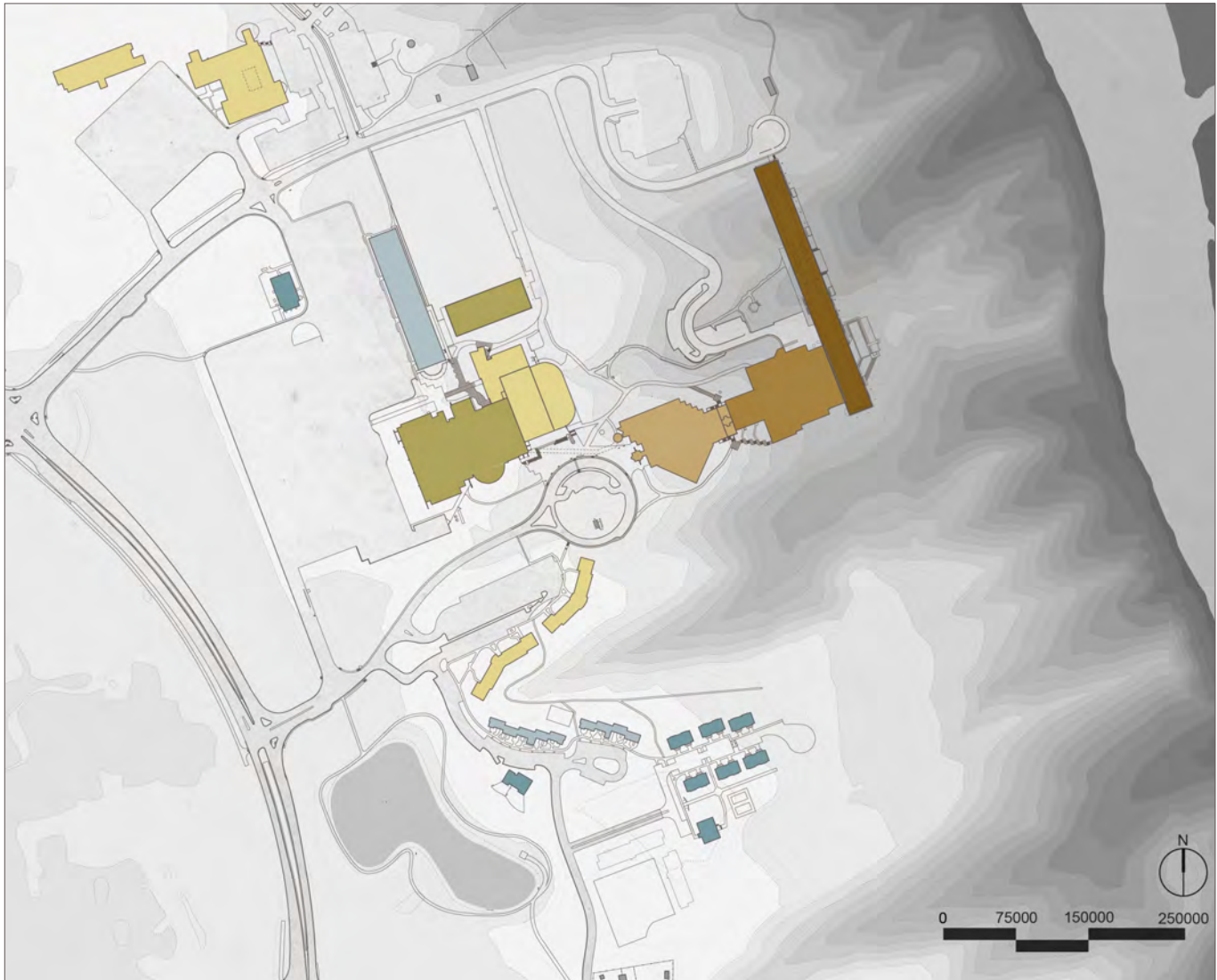
Fig.2.11 | VIEW OF MARKIN HALL





Fig. 2.12 | VIEW OF THE  
LINC BUILDING



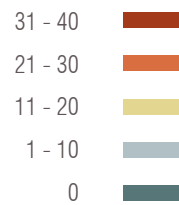


*Buildings having larger gross floor areas, including University Hall, are located on the east side of campus. These buildings are multi-leveled and have a sprawling footprint – responding to the physical grade-change of the coulees. Recent buildings have departed from this built form typology by not building in the coulees. This has generally resulted in buildings with smaller footprints.*

**Fig. 2.13 | EXISTING CONDITIONS :  
BUILDING SIZE (SM)**

*Given the relatively young age of the campus, many of the facilities are in good condition. Two buildings require significant upgrades to remain effectively operational in the future.*

Fig. 2.14 | EXISTING CONDITIONS :  
BUILDING CONDITION (%FCI)







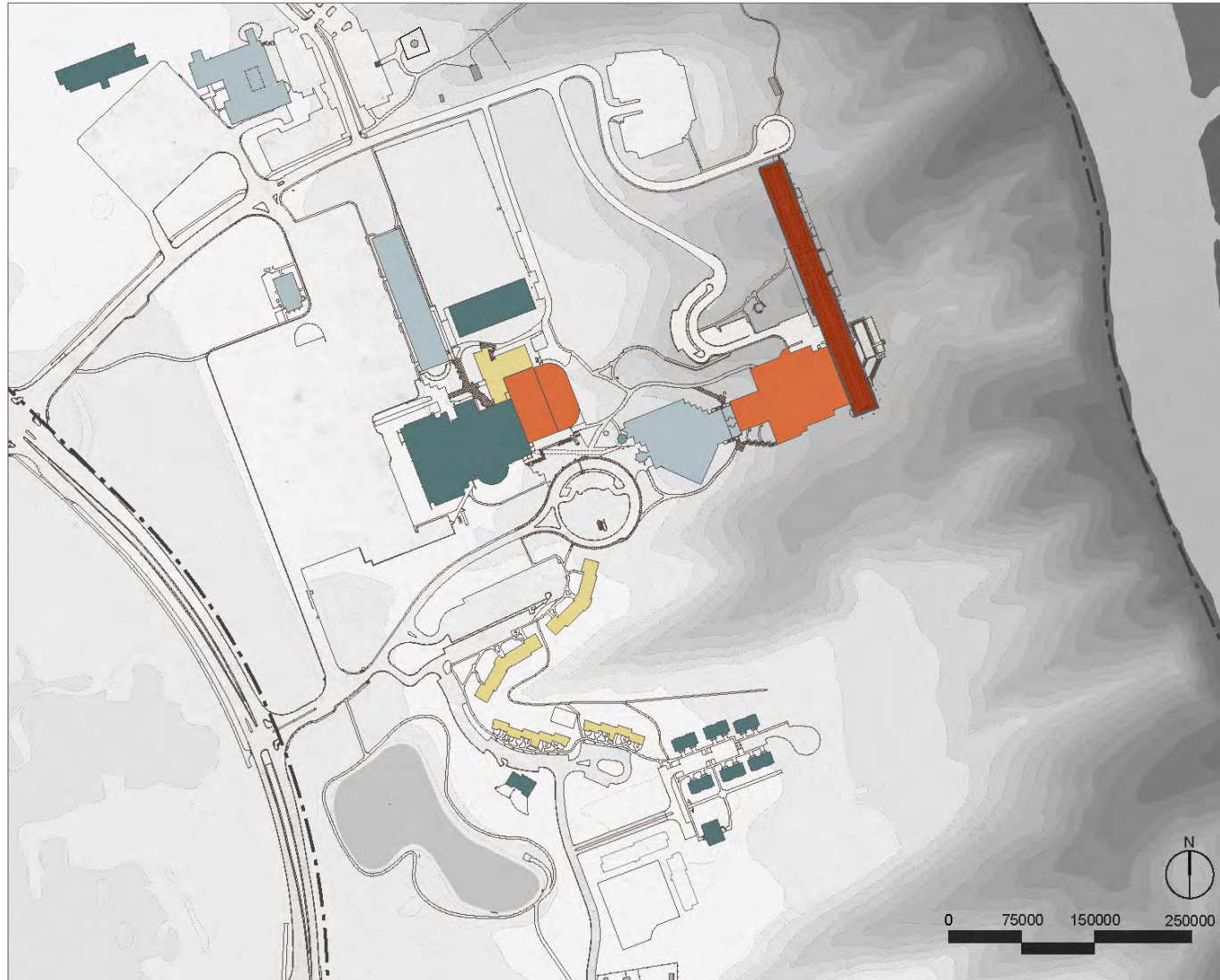
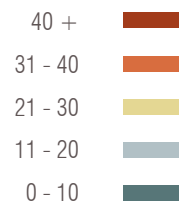
*The campus has four clearly legible precincts: research, academic, residential and athletic. Student support services attend to users from fairly centrally located areas on campus.*

**Fig. 2.15 | EXISTING CONDITIONS :  
BUILDING USES**

- Research
- Education - UB. + Comp.
- Student Support
- Student Support
- Recreation/Athletics
- Residential

Three buildings have been added within the past ten years – each one varying in size and architectural style. Other buildings built within the past 11-20 years also vary greatly in typology. Buildings are generally not located as per the original Massey Erickson plan.

Fig. 2.16 | EXISTING CONDITIONS :  
BUILDING AGE (YEARS)





# 2.0 Existing Conditions

## 2.2.4 | Access and Movement Systems

The primary access to campus is from University Drive. Currently, vehicles are directed along Valley Road, with Aperture Drive serving as a secondary roadway that serves as a public transportation hub. Additional access points are located further south along University Drive providing access to the athletic fields and research lands. The majority of parking is concentrated on the western lots north of Aperture Drive. Smaller parking lots are also located at Innovation Place, in close adjacency to University Hall. Independent wind studies have identified that a mitigation strategy is needed for many parking lots - protecting pedestrians from the effects of high velocity winds.

Pedestrian circulation on campus does not provide continuous protection from inclement weather for individuals moving between buildings. Moving from University Hall to the Students' Union Building along the internal LINC-Performing Arts walkway is circuitous with several vertical transitions points. Exterior circulation routes through the coulee are treacherous during inclement weather and gusting winds. In the original Erickson-Massey master plan the campus was designed as a pedestrian campus – focusing development around University Hall. As the campus expanded westward, away from University Hall, the ten-minute walk between classrooms became unattainable. The 1st Choice Savings Centre for Sport and Wellness is currently an important hub for most of the university's community and should be considered a crucial component within the campus' access and movement systems. It should be noted that buildings located at Innovation Place and the current student residences remain isolated from the rest of campus. Buildings here are not directly connected to the main academic areas.



Fig. 2.17 | DEVONIAN WALKWAY



Fig. 2.18 | EXTERIOR PEDESTRIAN PATH

Currently, Valley Drive West conveys a majority of the traffic load into-and-out of the campus. Aperture Drive functions more as a secondary access road than a formal, ceremonial entrance to the campus. The existing campus parking is concentrated within lots to the west with smaller lots located around campus. Servicing of existing buildings along the coulee edge need to consider alternative road alignments to facilitate the movement of service vehicles.

Fig. 2.19 | EXISTING CONDITIONS :  
**VEHICULAR CIRCULATION**

- Primary Entrances
- Bus Stops
- Loading Zone
- Campus Entry Points
- Parking
- Vehicular Routes
- Site Boundary





## 2.0 Existing Conditions

### 2.2.5 | Landscape & Open Space

Much of the campus remains pristine and untouched comprised of prairie grasslands and coulees -- shaped by ongoing water and wind erosion. Previous master plans have advocated planting indigenous plants. Largely, the planting on campus has been allowed to grow naturally instead of maintaining formal, manicured lawns. Currently, there are no pathway systems providing transition zones between interior and exterior spaces. Formal campus gateways are non-existent with Aperture Drive being currently used an arrival point for public transportation.

Only a few buildings have been landscaped at key locations – helping create public gathering spaces, such as the south side of the Students' Union Building, the LINC Building, and at Markin Hall. There is, however, little consideration at these public gathering points to protect individuals from the prevailing environmental factors. Wind blows largely from the northwest and southwest and is relatively unimpeded as it moves along the prairie landscape. The Campus Master Plan proposes windrows and artificial berms along University Drive which will mitigate the effects of wind.



Fig. 2.20 | PEDESTRIAN PLAZA BETWEEN THE LINC AND THE STUDENTS' UNION BUILDING



Fig. 2.21 | PEDESTRIAN PLAZA BETWEEN THE MARKIN HALL AND ANDERSON HALL





Fig. 2.22 | VIEW OF THE  
COULEES & THE OLDMAN  
RIVER



## 2.0 Existing Conditions

### 2.2.6 | Signage and Way-Finding

A large freestanding monument is located at the intersection of Valley Road and University Drive acting as primary signage for the campus. There are smaller maps located alongside the access roads off Valley Drive and Aperture Drive. Because there is no formal gateway into campus there is also no centralized information booth. Currently campus signage is restricted to individual buildings and does not acknowledge campus way-finding as a whole. There is an extensive recreational trail-system alongside the Oldman River Valley but these are neither promoted nor accessible from the existing pathway system on campus.

### 2.2.7 | Utility and Infrastructure

The campus is primarily serviced from University Drive by two utility right-of-ways (URW) that carry storm water lines down to the Oldman River. These utility right-of-ways carry significant infrastructure but have a latent capacity to expand and should not be relocated as previous plans suggested. Municipal water connections run along the URW from University Drive. Both east and west feeder lines are served from pumping stations. Capacity may have to be expanded depending on future growth.

The University's central heating and cooling plant is located just east of University Hall. It currently serves the needs of the entire campus. Servicing, accessibility, and capacity are all problematic for future growth. The expansion of the campus will require supplementary heating and cooling which should be located in a centralized yet discrete location.









Fig. 2.23 | CAMPUS SIGNAGE ALONG VALLEY DRIVE WEST



Fig. 2.24 | APERTURE CIRCLE

Served by pumping stations, Municipal water connections run in a utility right-of-way from University Drive within east-west feeder lines. Capacity may have to be expanded depending on future growth.

Fig. 2.25 | EXISTING CONDITIONS:  
**UTILITIES &  
INFRASTRUCTURE: WATER NETWORK**

- |                        |   |
|------------------------|---|
| Central Plant          |  |
| Network                |  |
| Water Pressure Chamber |  |
| Water Meter Vault      |  |
| Utility Right of Ways  |  |
| Site Boundary          |  |












*The communication infrastructure is well located to suit expansion and renovation with accessible locations for the main hubs and terminals. Access from the utility right-of-way is supported with north/south links.*

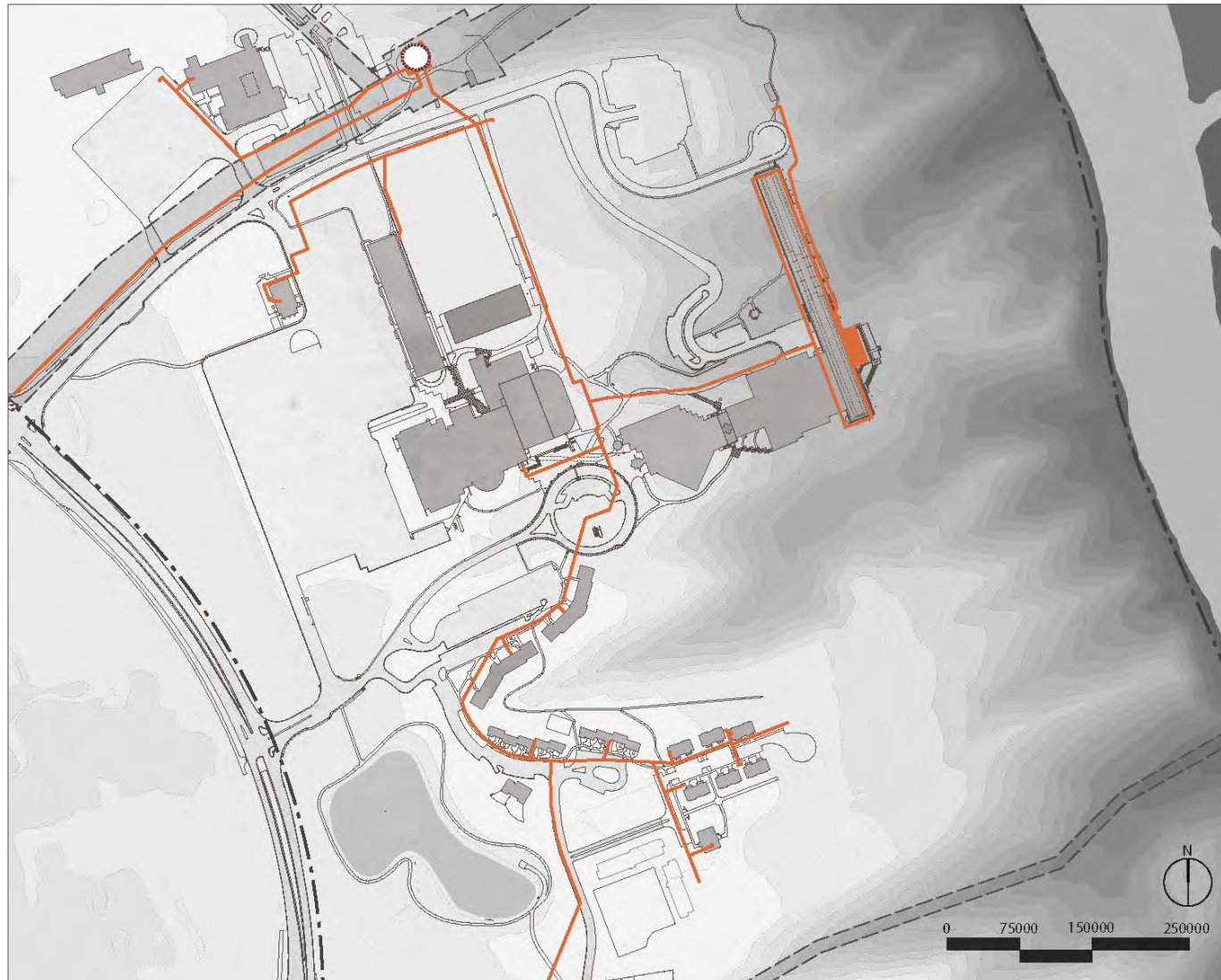
**Fig. 2.26 | EXISTING CONDITIONS:  
UTILITIES & INFRASTRUCTURE:  
COMMUNICATION**

- Central Plant
- Network
- Utility Right of Ways
- Site Boundary

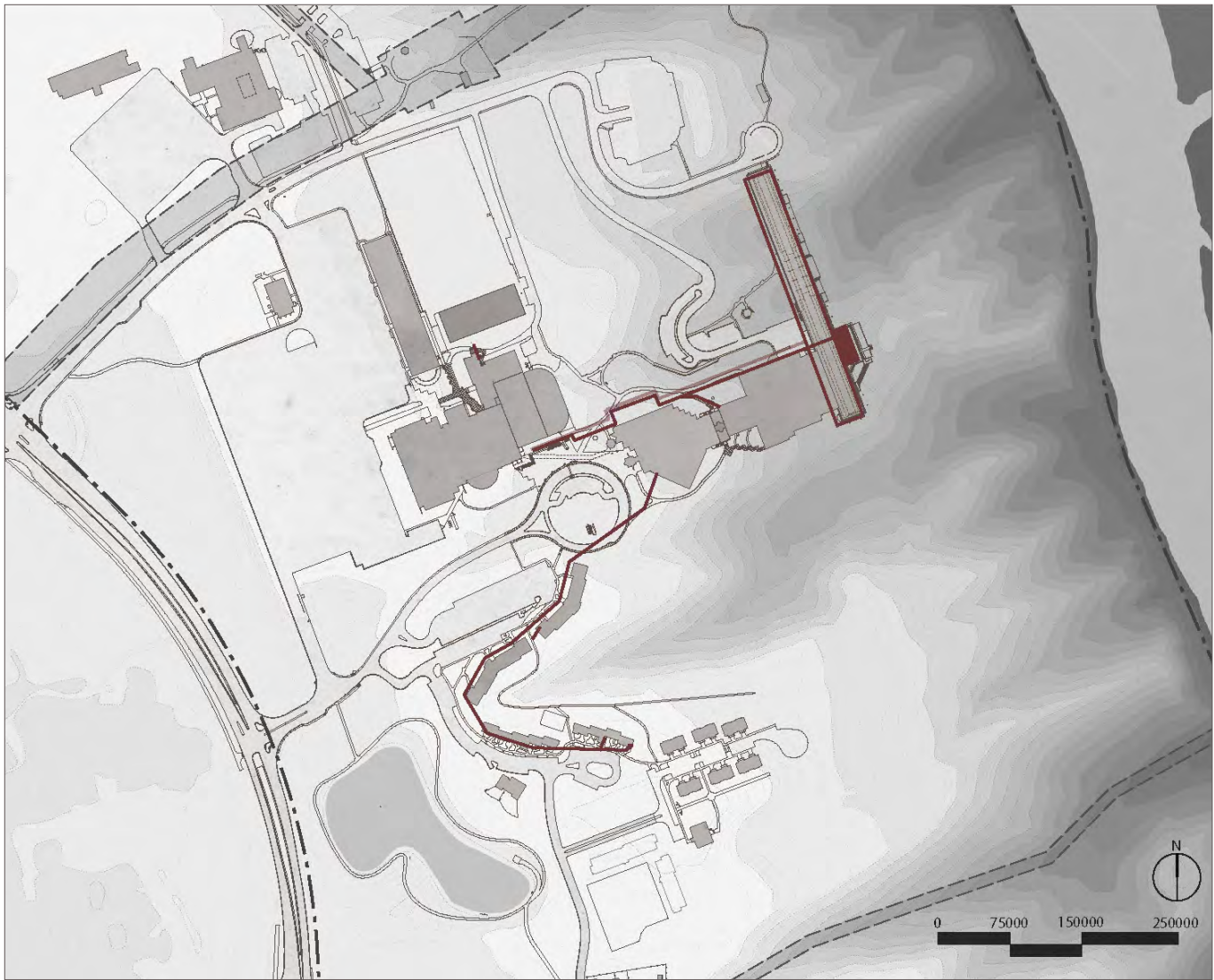
Gas lines are fed from University Drive along the utility right-of-way and branch from a gas meter station to the centre of campus. The lines are well located for growth both on the plateau and in the coulees.

Fig. 2.27 | EXISTING  
CONDITIONS: **UTILITIES &  
INFRASTRUCTURE: GAS**

- |                       |   |
|-----------------------|---|
| Central Plant         |  |
| Network               |  |
| Gas Meter Station     |  |
| Utility Right of Ways |  |
| Site Boundary         |  |







*A central heating and cooling plant, which is poorly located east of University Hall, serves the current needs of the campus. Servicing, accessibility, and capacity are all problematic when considering future growth.*

**Fig. 2.28 | EXISTING CONDITIONS :  
UTILITIES & INFRASTRUCTURE:  
HEATING & COOLING**

- Central Plant
- Heating & Cooling Lines
- Utility Right of Ways
- Site Boundary

Storm panels exist on site, and have capacity for future planning growth. Storm lines connect back to the city along a utility right-of-way bisecting the site. There are two wet storm ponds on the site at the west edges of campus. Storm lines travel down the coulee to the Old Man River to the east.

Fig. 2.29 | EXISTING CONDITIONS :  
**UTILITIES & INFRASTRUCTURE:**  
**STORM & SEWER**

- |                       |   |
|-----------------------|---|
| Storm Network         |  |
| Sewer Network         |  |
| Lift Station          |  |
| Storm Pond            |  |
| Utility Right of Ways |  |
| Site Boundary         |  |







# Part 03









### **3.0 Directions, Space Needs & Objectives for the Master Plan**





## 3.0 Directions, Space Needs & Objectives for the Master Plan

### 3.1 | Utilization Analysis

The proposed building projects described in the University's 2011-2015 Capital Plan aim to increase the size and/or improve the inventory of classrooms and science labs. Enrolment growth will trigger the need for additional classroom and science laboratory space in the future. Other factors may also come into play such as a desire to create new learning clusters within existing academic precincts or within residence spaces. The Campus Master Plan offers a framework for how this need for additional instructional space may be located and configured -- all secured within a long-term vision for the campus.

The Master Plan Directions and Objectives presented in this Campus Master Plan Report are based on a multi-faceted study of existing conditions at the University of Lethbridge and plans for the future. The information sources are:

- Meetings with senior administrators;
- Consultations with University stakeholders;
- Consultations with the student population and campus community;
- President Mahon's Fiat Lux Address (September 28, 2011);
- Tours with University personnel;
- Analysis of the utilization of instructional spaces;
- Enrolment projections;
- Campus inventory and assessment of space requirements;
- and

- University Documents, including:
  - Capital Plan (2011-2015);
  - Comprehensive Institution Plan (2011-12 to 2013-14);
  - Strategic Plan (2009-2013);
  - Campus Space Report, Accommodating Growth to 2018 (2010);
  - Facts Book (2010-2011);
  - Organization of Residence Students Strategic Plan (2008-2011);
  - Housing Services Strategic Plan (2005-2008)

### 3.2 | Master Plan Objectives

The development of the University of Lethbridge University Campus Master Plan was guided using three overarching directions. These were developed into a series of objectives that fulfill the University's mandate as a Comprehensive and Academic Research Institution. For a full rendition of these objectives please refer to the separate Master Plan Directions Report – an integral component of this Campus Master Plan. The Campus Master Plan translates these objectives into a physical campus framework -- strengthening 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. It is hoped that the Campus Master Plan creates an environment, that helps the University attract members of the community, by creating a critical mass of opportunities.



### 3.0 Directions, Space Needs & Objectives for the Master Plan

The Objectives, summarized from the Master Plan Directions Report, are stated as:

**A. Comprehensive University Campus**

- An increase in enrolment is expected at the main campus within the next ten years. The University is not envisioning open-ended growth for the main campus;
- Enrolment growth will require an additional 45,000 GSM to campus inventory by 2021 and an additional 30,000 GSM for a total of 75,000 GSM by 2036, primarily in instructional and office space. The University also aims to provide housing to 20% of the projected enrolment by 2036, and therefore will need to add about 98,030 GSM in new residence facilities by 2036;
- Graduate and research programs will be developed and promoted and capacity will be expanded across all faculties with particular attention to non-laboratory intensive disciplines. Reallocation or reconfiguration of some research spaces may be desirable. Most importantly, the research

FIG.3.1 | Enrolment Projection Model for Lethbridge Campus

FACULTY		University of Lethbridge (FLE) 2010-2011	Proportion of Enrolment by Faculty & Level 2010-2011	University of Lethbridge (FLE) 2021	Proportion of Enrolment by Faculty & Level 2021	University of Lethbridge (FLE) 2036	Proportion of Enrolment by Faculty & Level 2036
Undergraduate	Arts & Science	3,434.6	58%	5,121.7	57%	6,146.0	58%
	Education	464.9	8%	743.4	8%	847.5	8%
	Fine Arts	599.8	11%	1,019.2	11%	1,121.1	11%
	Health Sciences	523.8	9%	1,173/4	13%	1,408.1	13%
	Management	1,424.5	14%	944.1	10%	1,038.5	10%
	Undergraduate Total:	6,448	100%	9,002	100%	10,561	100%
Graduate	Arts & Science	344.2	57%	670.3	67%	989.6	69%
	Education	184.1	31%	239.4	24%	330.3	23%
	Fine Arts	10.3	2%	15.5	2%	23.2	2%
	Health Sciences	33.5	6%	40.2	4%	60.3	4%
	Management	30.0	5%	33.0	3%	36.3	3%
	Graduate Total:	602	100%	998	100%	1,440	100%
GRAND TOTAL		7,050		10,000		12,001	

### 3.0 Directions, Space Needs & Objectives for the Master Plan

enterprise will be integrated within the campus fabric in an attempt to reverse a past trend to isolate research facilities at the periphery of campus; and

- The Campus Master Plan will ensure the multi-disciplinary and open character of campus supporting the rich tradition of liberal education at the University of Lethbridge. Opportunities will be provided for students, faculty, researchers, and staff to meet and interact together - informally and formally in public forums. New buildings or the reconfiguration of existing buildings will feature multi-functionality to attract broad cross-sections of the campus community.

#### B. Destination Campus

- The physical and programmatic linkages between University Hall and the rest of the campus will be strengthened;
- A new campus heart will be identified as a visible and natural point of convergence where students, faculty and staff will meet, socialize, and access key services;
- The location of future residences and related ancillary services will be more closely integrated with the remainder of campus;
- The main campus gateway and experience of arrival will be improved; and

Fig.3.2 | Summary Space Requirements

SPACE CATEGORY		INVENTORY 2010 (NASM)	ESTIMATED AREA REQUIRED IN 2021 (NASM)	ESTIMATED AREA REQUIRED IN 2036 (NASM)	SHORTAGE OR SURPLUS OVER 2011 (NASM)
Instructional	Classrooms	7,716	12,300	14,760	-7,044
	Labs	9,211	16,099	20,533	-11,323
Research	In discipline groups A & D	17,958	5,674	6,173	11,785
	In discipline groups B, C & E	1,014	1,890	2,070	-1,056
Office	Academic	15,682	19,583	26,544	-10,861
Office	Administrative	6,788	10,881	11,425	-4,637
Learner Support		11,302	10,000	12,000	-698
Sport/ Recreation/Wellness		13,199	9,000	10,800	2,399
Campus Services	Central Support Services	5,318	4,897	5,297	22
	Assembly & Exhibition	4,685	3,000	3,600	1,085
	Ancillary Operations & Student Community	6,230	13,000	15,600	-9,370
<b>Total Required (NASM)</b>					<b>-44, 989</b>
<b>Total Required (GSM) (NASM x 1.66)</b>					<b>-74,681</b>
<i>Residence</i>		17,576			-97,230 GSM



## 3.0 Directions, Space Needs & Objectives for the Master Plan

- The Campus Master Plan will ensure that the coulee setting is celebrated and respected

### C. Campus that Demonstrates Leadership

- Ensure that campus inventories are aligned with growth plans, funding opportunities and condition of facilities;
- Use the campus as demonstration setting for best practices in sustainable buildings and land use;
- Achieve balanced growth and quality of student experience by ensuring a personal, small community of learners and researchers. The Campus Master Plan will retain the intimate environment characteristic of the best liberal arts universities;
- Enhance support of First Nations, Métis and Inuit students (FNMI). Buildings and interior spaces will be used to celebrate FNMI culture on campus. In addition, the proposed First Nations Gathering / Education Centre will occupy a prominent location that speaks to the importance of FNMI values and culture with an inclusive University; and
- Further engage and attract the local and regional community to campus with shared facilities and programs.



Fig. 3.3 | SCIENCE STUDENTS AT THE UNIVERSITY OF LETHBRIDGE



Fig. 3.4 | FINE ARTS STUDENT AT THE UNIVERSITY OF LETHBRIDGE

# Part 04







## 4.0 Understanding the Master Plan Objectives



# University of Lethbridge Campus Master Plan

- 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 to D Proposed Renovation/Additions
- E to J Proposed Academic Buildings
- K to T Proposed Residential Buildings

Fig. 4.1 | DEMONSTRATION  
PLAN (CAMPUS CORE) ►

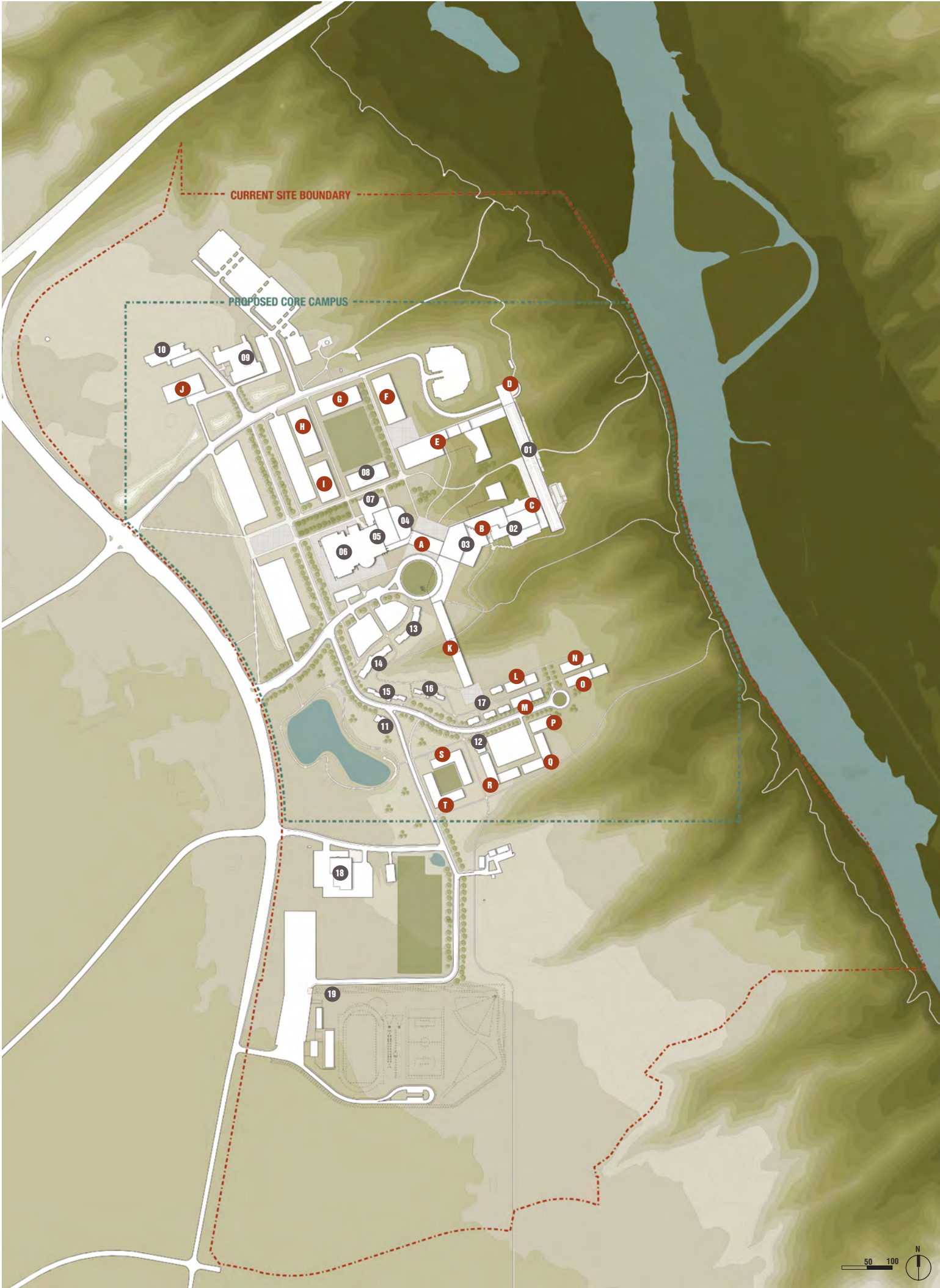






**Top Left to Right:** View of Gateway Building at Aperture Drive, View of South Coulee from Oldman River Vista, View of the Coulee Quad from the Gateway Building; **Middle Left to Right:** View of University Hall from a Coulee Trail River Point, Aerial View of Prairie and Coulee Quad, View of the Oldman River Vista Building and Aperture Drive; **Bottom Left to Right:** Aerial View of Residential Village and the South Coulee, View of a Renovated Linc Building and Coulee Quad, View of Residential Link and Core Campus.

Fig. 4.2 |  
DEMONSTRATION  
PLAN (FULL SITE) ►



# University of Lethbridge Campus Master Plan

- 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
- 18 Parkway Service Complex
- 19 University of Lethbridge Community Stadium
- A to D Proposed Renovation/Additions
- E to J Proposed Academic Buildings
- K to T Proposed Residential Buildings





## 4.0 Understanding the Master Plan Objectives

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The challenge for any master plan is to translate its core objectives into a series of design principles. In the early 1970s, the University of Lethbridge was housed primarily in University Hall amidst its coulee environment on the Old Man River. Over time, campus development moved away from its original coulee setting in a series of rapid and sometimes temporary building projects. Existing campus organization is unclear, with newcomers unable to find a recognizable front door and further unable to easily locate an obvious campus heart.

As a result, the Campus Master Plan will develop key design principles 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 areas on Campus that will draw the public (e.g. Centre for the Arts, gallery, cafes, restaurants);
- Consolidate and link functional clusters;
- Treat new building projects as multi-functional spaces;
- Recalibrate campus by re-integrating the coulee and river setting;
- Make University Hall more accessible to all students and staff, and community members; and
- Incorporate principles of sustainability

The Campus Master Plan will ensure Capital projects become opportunities for initiating improvements to the campus fabric. These opportunities are organized under five overarching design principles. These include:

- **Urban Design and Landscape:** The Design Guidelines for improving campus character will establish a sense of place taking advantage of the University's unique landscape. The conservation of University Hall within the constraints of a modern university will also help manage this historically valuable asset for future generations. Landscaping that uses native plants as well as low maintenance and pesticide-free practices will reduce water and leachate flowing into the Oldman River. Interpretive education programs will facilitate teaching and learning about these landscaping practices. Identifying an open space network consisting of quads, plazas, pedestrian pathways, greenways and natural areas will complement the shift to a campus with a denser, and more compact form.
- **Access and Movement Systems:** Improvements to the public realm will support a pedestrian and bicycle centric campus -- creating more spaces for informal learning and socializing. These improvements will reduce the barriers to universal accessibility, fostering more equitable access to the campus and its facilities. The Campus Master Plan identifies a number of road, pathway and intersection improvements. The provision of more and improved facilities for pedestrians, cyclists and transit users will make alternative modes of travel more convenient and continue to



## 4.0 Understanding the Master Plan Objectives

reduce single-occupant vehicle travel. Road and intersection improvements will improve safety for pedestrians and cyclists and create a better sense of place for the campus. A clearly defined service vehicle network will complement the pedestrian priority zone and improve the efficiency of truck movement around campus, thereby reducing emissions. Improved lighting that is energy efficient and dark sky friendly will improve personal safety and way finding.

- **Built Form:** As the Campus Master Plan is implemented, new academic buildings will be concentrated at infill locations on the main campus to improve proximity, minimize new infrastructure costs and improve walk-ability. Increasing the capacity for on-campus student housing will result in more affordable and convenient housing and better student engagement with academia and campus life. A larger supply of student housing located on the campus will help support a pedestrian and cyclist friendly campus and significantly reduce the vehicular traffic. Less vehicular travel will contribute to a reduction in greenhouse gas emissions. Having more people living and remaining on campus will support recreation, social and campus services -- enlivening campus life and reducing the need to travel. The University of Lethbridge will use its land resource sustainably and develop a denser, compact form through infill buildings to avoid sprawl, improve walk-ability, strengthen social connections and reserve land for open space and future academic needs. The sustainable use of land resources is a fundamental goal of this Campus Master Plan - requiring

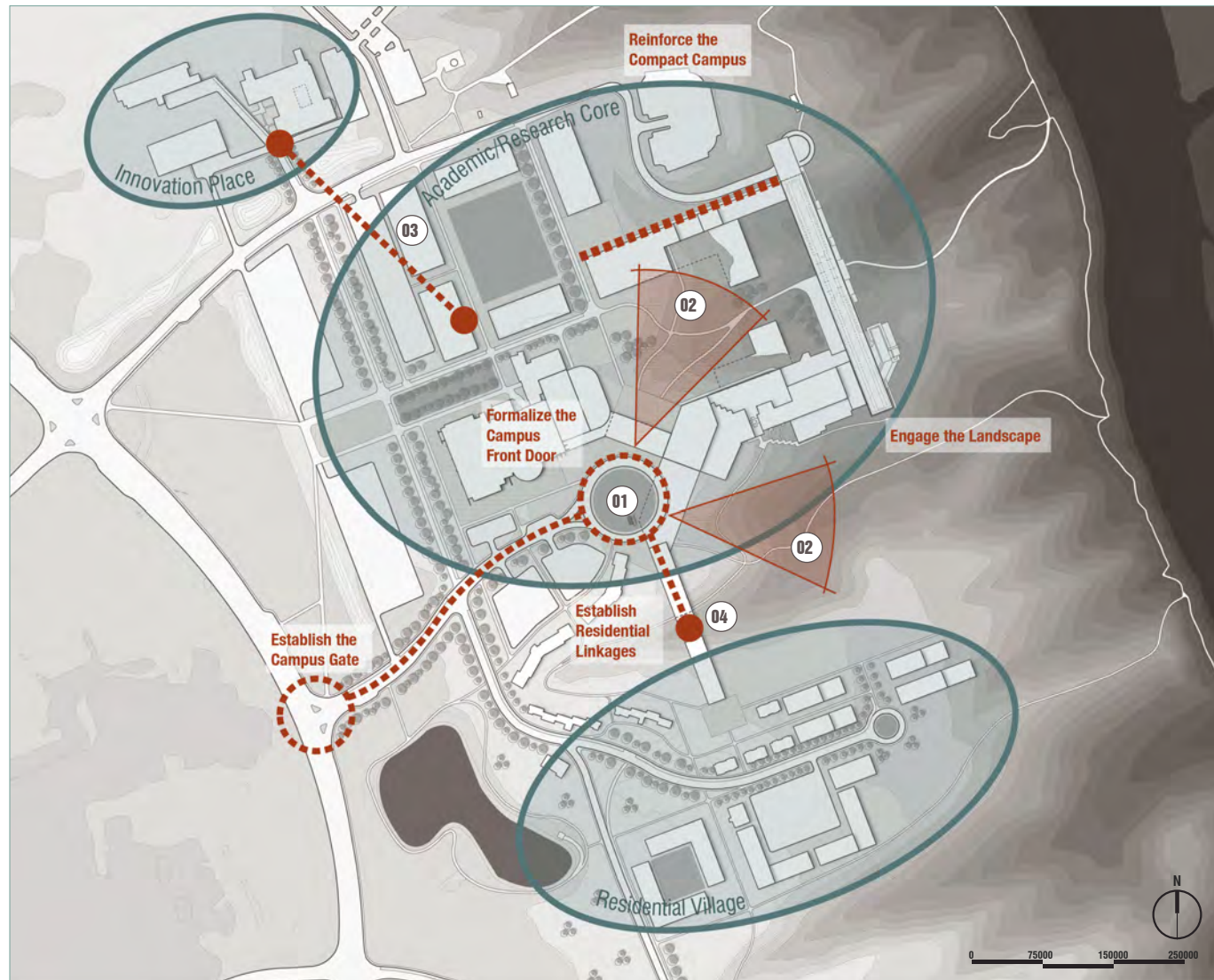
more efficiency in land use patterns, less sprawl and careful stewardship of future potential. More sustainable land use leads to: enhanced social interaction; improved health, safety and access; reduced demand for energy, water and other resources and more cost-effective projects and infrastructure systems. The Master Plan will encourage the development of a campus that mitigates the prevailing effects of extreme climatic conditions.

- **Signage and Way-finding:** A clearly labeled signage and way-finding strategy for pedestrian and vehicular circulation will help define the spatial structure of the campus by improving legibility of the campus fabric. This will support the access and movement systems being proposed in this Campus Master Plan Report.
- **Utility and Infrastructure:** Key measures will help reduce infrastructure costs and facilitate the shift to a more energy- and water-efficient campus. Focusing new development at infill locations will maximize the environmental and economic benefits of shared infrastructure and allow opportunities for heat and energy sharing amongst facilities. Energy management studies should be undertaken as part of the design process for each hub to explore the feasibility of reducing fossil fuel use through heat sharing and utilizing low carbon energy sources. Storm-water management strategies will take a natural systems approach to manage runoff volume and quality within the constraints of the site's hydrogeology and concerns with coulee erosion.

Key planning principles were developed to rediscover and accentuate the University's unique natural setting. The planning intent is to improve the cohesiveness of buildings within the surrounding landscape -- ensuring the campus reflects the quality and stature of a globally significant university.

Fig.4.3| DEMONSTRATION PLAN :  
**KEY PLANNING PRINCIPLES**

- 01 Aperture Drive: source of emphasis defining campus heart
- 02 Natural points of central convergence around both the proposed Coulee-Quad & South Coulee.
- 03 Proposed development in close proximity to Innovation Place
- 04 Connectivity with residential village.









## 5.0 Site & Campus Framework





## 5.0 Site & Campus Framework

### 5.1 | The Site

Areas of proposed growth are strategically situated to integrate with existing buildings and frame key open spaces. The Campus Master Plan introduces new development to the north, adjacent to the Alberta Water and Environmental Science Building (AWESB) and Canadian Centre for Behavioural Neuroscience Building (CCBN). To the south of Valley Road West – still in close proximity to Innovation Place, additional academic buildings have been located, flanking Markin Hall to frame a central multi-use open space called the Prairie-quad.

The proposed academic building, running east from the Prairie-quad, towards the Oldman River, forms a direct connection with the north-end of University Hall. This proposed academic facility not only provides a physical link to University Hall but also frames the proposed vertical common named, Coulee-quad. There is a cantilevered, glazed North-extension to University Hall. It is envisioned that this addition will serve as a support space to the University's performance/cultural programs. Suggested uses include amenity space such as a cafe/bar that is used by the Lethbridge community for evening cultural events. As a brightly-lit, glazed addition, the north extension to University Hall will become a highly visible advertising beacon for the University -- reaching across the Oldman River to the City of Lethbridge.

Proposed residences are also being proposed on the southern plateau to meet a residential demand shortfall. These are physically and visually connected to the main campus – ensuring a pedestrian-oriented campus. The physical expansion of the campus will respect the surrounding natural landscape while maintaining the tight footprint of a compact campus. The

Consultant Team is recommending key renovations that will re-purpose and revitalize several existing buildings -- connecting buildings while creating a consistent architectural character campus wide.

### 5.2 | Built Form

Certain building sites on campus serve as significant place-making roles, with the potential to strengthen the overall campus character and legibility due to their prominent positions marking a gateway, a boundary, or other important campus outdoor places. Buildings and structures on these sites must mark the site as a welcoming entry point and achieve architectural design excellence. All campus buildings will frame and define the open space components of the Campus Master Plan. The design of new buildings and additions must reinforce the unique sense-of-place and never overpower the topographical beauty of the site. These are some of the recommended projects:

- Academic/Research Buildings framing the Coulee-Quad;
- Gateway Bridge Structure;
- North-extension to University Hall;
- Glazed Galleria renovation to LINC at the Coulee-Quad;
- Academic/Research Buildings framing the Prairie-Quad;
- Oldman River Vista Building (embedded into coulee at Aperture Drive);
- Residential Bridge Building;
- Residential Buildings;
- Research Buildings; and
- Assorted renovations



## 5.0 Site & Campus Framework

### 5.3 | Open Space Components

The Campus Master Plan will ensure campus cohesiveness while addressing gateways, public access points, linkages and nodes, and a viable landscape framework. Special views of the coulees and of the Oldman River exist at a number of locations on campus. These views are particularly important for connecting the experience of being on campus within a dramatic natural context. This must be preserved.

The Campus Master Plan provides a open space framework that emphasizes and celebrates the University's unique natural setting. A variety of multi-functional open space typologies capitalize on the diversity of landscape that exists on campus. Six key initiatives were used to enhance the open space network on campus into iconic spaces for a multitude of uses.

#### *The Coulee Quad*

The Campus Master Plan revives the campus heart by transforming it into a central Coulee-quad. Proposed buildings will be sited around this space -- presenting the opportunity to frame outdoor public space as memorable 'outdoor rooms'. This creates a campus structure of pathways, corridors and commons coherent and legible to the University of Lethbridge community.

#### *The Prairie Quad*

The *Prairie Quad* is an outdoor common space, surrounded by Markin Hall and the proposed academic buildings. The *Prairie Quad* will provide a formal outdoor space that can be used for passive recreational activities.



## 5.0 Site & Campus Framework

### *The Oldman River Vista*

The *Oldman River Vista* provides a protected naturalized area in the South Coulee. This will provide a view of the coulees, the Oldman River and of the residential village beyond. One of the proposed 'coulee trails' will run alongside the Oldman River Vista – bringing students and visitors down from University Drive West into the south coulee towards the Oldman River.

### *The Coulee Trails and River Points*

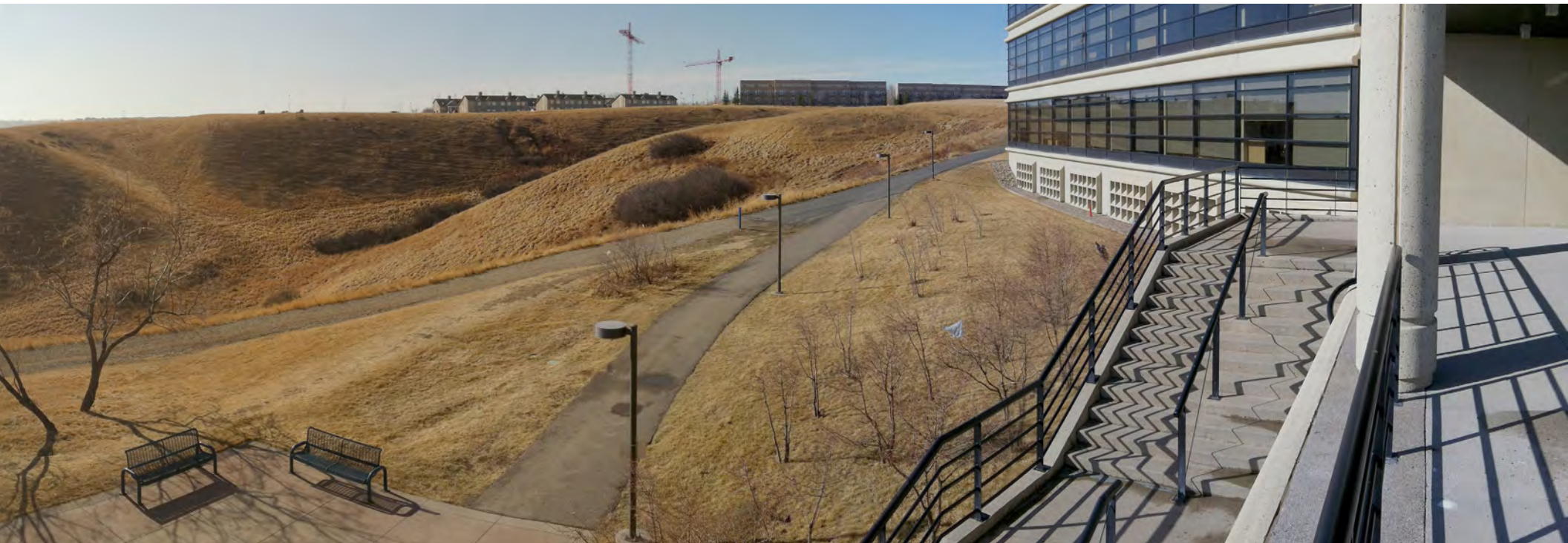
Conceived as unique discovery trails, the *Coulee Trails* provide the University of Lethbridge an opportunity to bring the Lethbridge community down through campus to experience the extraordinary natural setting that it is a part of.

### *The Parkland*

*The Parkland*, located along University Drive West, creates a unified institutional presence along a major municipal roadway. Located on the plateau and surrounding the reservoir, *The Parkland* offers a dynamic and traditional park space for the community.

### *Treed Boulevards*

Tree-lined pedestrian boulevards are proposed to serve as an integrated landscape strategy for linking primary pedestrian pathways. In addition to creating an aesthetically pleasing unified system, the treed boulevards offer protection from climatic elements by providing shade from the sun and buffering from the wind. All plantings should be consistent with the ecology of a naturalized prairie landscape





## 5.0 Site & Campus Framework

### 5.4 | Access and Movement Systems

#### Gateways

The Campus Master Plan will reinforce Aperture Drive as the primary campus entrance and front door to the University of Lethbridge. Conceived as a campus gateway, Aperture Drive will provide access to the campus by means of the Students' Union Building, the Library and the proposed Residential Link Building. Passenger drop-off points, transit hubs and adjacent parking will make the gateway an accessible and vibrant entry to the University. The Campus Master Plan proposes two key features that create a unique arrival experience for students and visitors alike: the elevated Pedestrian ILink (between the Library and the Students' Union Building) and the Viewing Podium looking over the South Coulee.

The overhead pedestrian link frames a gateway -- providing views of University Hall and the 'coulee quad' beyond. This link strongly expresses the academic, learning and research strengths of the University and is anticipated as being highly transparent. Beside it is the viewing podium -- which is in actuality the rooftop of a building constructed into the sloped landscape. It is hoped this will become a feature attraction for both University and the greater Lethbridge community -- expressing the magnificence of the surrounding coulee landscape.

#### Pedestrian Circulation

The Campus Master Plan rationalizes the existing pedestrian network into a clear circulation system with logical connections between interior and exterior spaces. A well-defined primary pedestrian network provides access to all areas of the University and is designed to minimize walking distances. A secondary pedestrian network comprised of promenades, pathways, and walking trails provide full access to all campus landscape features and regional trail amenities along the Oldman River.

The Campus Master Plan also ensures that proposed buildings are in close proximity with each other and where possible, connected with glazed pedestrian links and minimal walking distances. Proposed buildings such as the (a) Gateway Building; (b) the University Hall North Link Building; and (c) the Building bridging the south coulee help facilitate pedestrian circulation during inclement weather.

#### Sustainable Alternatives to Vehicular Circulation

##### *Public Transit*

The existing transit loop will be augmented with a proposed shuttle route providing access to the north end of University Hall and the South Residences. Shuttle service will only be reserved for special events. The transit hub at Aperture Circle is designed to be the primary drop-off point and can accommodate a large number of waiting passengers.

##### *Cycling Routes*

A robust bicycle network provides full accessibility to the University's campus core.

#### Vehicular Circulation & Parking

Due to an increase in transit users, pedestrian and cycling improvements, and an increase in on-campus residences, vehicular access will be restricted from the campus heart. Larger parking lots are located at the campus periphery. Smaller parking lots are strategically scattered throughout campus for short-term parking needs providing convenient parking along main access points. Although vehicular traffic is restricted from the campus core, service and emergency vehicles have full access to all campus facilities. Access would be along specially widened pedestrian walkways also designed to accommodate service and emergency vehicles.





## 6.0 Urban Design & Landscape





## 6.0 Urban Design & Landscape

As the density of the campus core increases, so does the importance of having a well-functioning public realm. The public realm at the University of Lethbridge requires substantial upgrades to ensure it reflects the quality and stature befitting a destination institution. The Campus Master Plan objectives help create a network of outdoors public spaces that:

- Animate, invigorate and bring life to the campus;
- Enhance the educational experience with outdoor informal learning;
- Promote the sharing of ideas, creative expressions and interaction across disciplines;
- Support and nurture the physical and mental health of our students, faculty and staff;
- Instill pride and identity in the University of Lethbridge culture, showcasing it to all visitors;
- Seek community use and support; and
- Remain environmentally & economically sustainable



Fig. 6.1 | LIBRARY ROOF GROUNDS, DELFT UNIVERSITY OF TECHNOLOGY, NETHERLANDS  
(Design Precedent)



Fig. 6.2 | BARNARD COLLEGE, NEW YORK (Design Precedent)



## 6.0 Urban Design & Landscape

### 6.1 | Gateways

A new gateway at Aperture Drive leading into the campus will announce the University's presence more clearly. This location will feature enhanced campus landscaping, consistent signage, and a signature identity element. The Gateway Bridge Structure at the east end of Aperture Drive will act as the front door to the campus core leading people into the Coulee-Quad. Aperture Drive will primarily act as a bus depot and turn around -- but will also serve to direct cars to the south residences or to the parking lots to the north. Gateways should mark primary ceremonial routes on campus that can support special events, processions, and commemorations. These include:

- **Furnishings:** All new projects flanking ceremonial routes will contribute furnishings to the adjacent public realm including lighting and banner arms along the length of the building façade;
- **Lighting:** Lighting of the ceremonial routes will be consistent with required profiles, lighting intensity and specifications;
- **Banners:** Banner arms will be provided on light poles along the main ceremonial route of Aperture Drive. Banner design on the ceremonial routes will be consistent with specifications. Generally, three types of banners should be used on campus: events and or conventions, seasonal banners and permanent university signature banners.



Fig. 6.3 | CAMPUS GATEWAY, SYRACUSE UNIVERSITY, NEW YORK (*Design Precedent*)

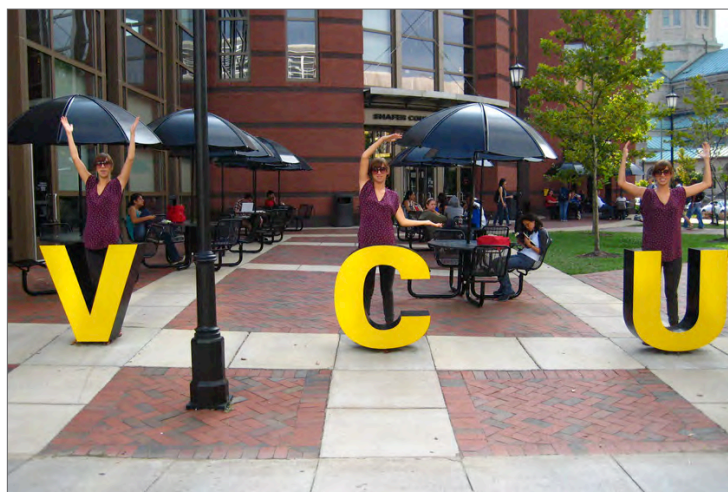


Fig. 6.4 | CAMPUS SIGNAGE, VIRGINIA COMMONWEALTH UNIVERSITY (*Design Precedent*)



Fig. 6.5 | VIEW OF GATEWAY  
BUILDING AT APERTURE  
DRIVE



## 6.0 Urban Design & Landscape

### 6.2 | Pedestrian Priority Zone

The Campus Master Plan supports a pedestrian-friendly campus within the Campus Core. The Campus Master Plan reinforces the establishment of a pedestrian-priority zone and brings clarity to the definition and protection of the zone. Vehicular access in the pedestrian priority zone will be limited to emergency and security vehicles and vehicles with disabled access privileges. Existing roads in this zone will be re-engineered over time to emphasize the pedestrian nature of the area. It should be noted within this zone, there will be full vehicular access to all buildings for drop off and handicap access at all times.

The physical changes required to support the pedestrian priority zone are:

- Develop Pedestrian Boulevards so they provide a pleasant pedestrian greenway that encourages social interaction;
- Install passable barriers (e.g. telescopic bollards) in key locations around the pedestrian core to provide access for emergency, security and other authorized vehicles but limit the access by other vehicles. Roads within the pedestrian-priority zone have restricted access;
- Over time, re-engineer portions of the roads bordering or running through the pedestrian-priority zone to be “shared streets,” so the paving and other design features give visual cues for pedestrian priority;

- Roadways between the pedestrian priority zone and the campus perimeter will be re-engineered over time to be “shared streets” that better balance walking, cycling and other individual modes of travel with service vehicle access;
- Commuter vehicle use of these shared streets will be discouraged;
- The campus will use an enhanced and attractive pedestrian scale of lighting that will emphasize all public realm routes and at building entries so it is safe and easy to walk the campus at night.
- Most pathway connections across campus require upgrading to support a pedestrian-friendly and barrier-free campus. Examples of pathway improvements include repaving, way finding signage, installing benches, improving night lighting and providing some weather protection.

The campus will benefit from having a convenient and clearly defined network for the movement of service vehicles. Service vehicles would move through the pedestrian priority zone only at certain times of the day. Campus facilities will continue to review this network, with the goal of maintaining practical access while removing the need to drive through a well-used pedestrian priority zone within a prime coulee setting.

*A new gateway at Aperture Drive leading into the campus will announce the University's presence more clearly. This location will feature enhanced campus landscaping, consistent signage, and a signature identity element.*



Fig. 6.6 | DEMONSTRATION PLAN  
(PERSPECTIVE VIEW):  
**CAMPUS ARRIVAL**

Gateways   
Primary Approaches 



## 6.0 Urban Design & Landscape

### 6.3 | Vistas

The University of Lethbridge has historically enjoyed spectacular views over the coulee landscape and of the Oldman River Valley. The proposed buildings benefit from having views in both directions (north and south) because of being sited at the edge of the topographical ridge. Vistas and panoramas of the surrounding landscape exist at a number of locations on campus. Every view is important and should be protected -- connecting the community's experience of being on campus with the dramatic natural context.

A. The following buildings have special views of the trestle train bridge and the Oldman River Valley to the north:

- Academic/Research Buildings framing the Coulee-Quad;
- Gateway Bridge Structure;
- University Hall Light-box (with views to the City of Lethbridge);
- Glazed Galleria renovation to LINC at the Coulee-Quad; and
- Select buildings framing the Prairie-Quad

B. The following buildings have views of the Oldman River Valley to the south:

- Oldman River Vista Building (at Aperture Drive);
- Residential Bridge Building; and
- All Residential Buildings





Fig. 6.7 | VIEW OF THE SOUTH COULEE FROM PROPOSED RESIDENTIAL LINK



Fig. 6.8 | VIEW OF THE PROPOSED COULEE QUAD FROM THE LIBRARY

*Vistas and panoramas of the surrounding landscape exist at a number of locations on campus. These are the primary views of the surrounding landscape that exist on campus.*

Fig. 6.9 | DEMONSTRATION PLAN  
(PERSPECTIVE VIEW):  
**PRIMARY VIEWS**

Primary Views   
Pedestrian Circulation 





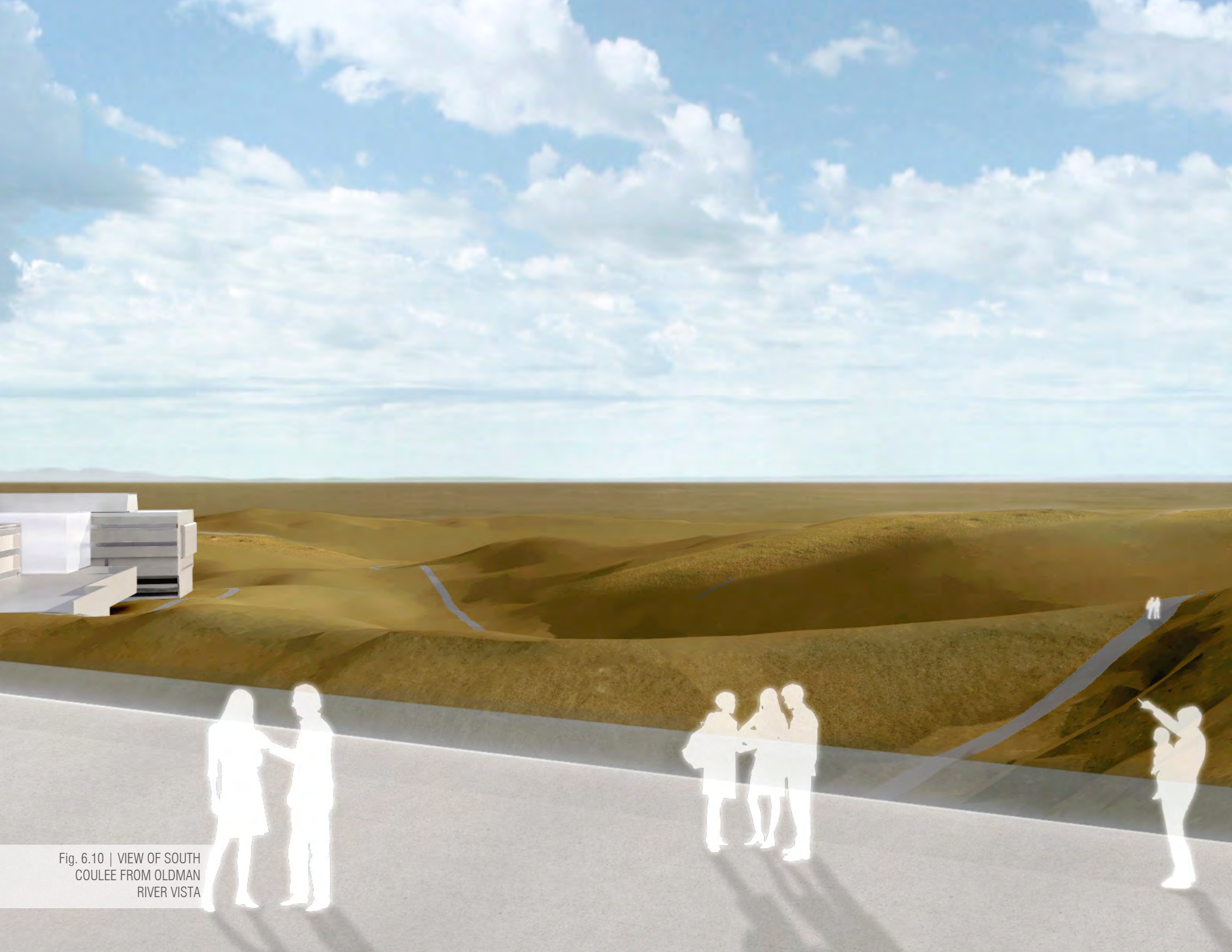


Fig. 6.10 | VIEW OF SOUTH  
COULEE FROM OLDMAN  
RIVER VISTA



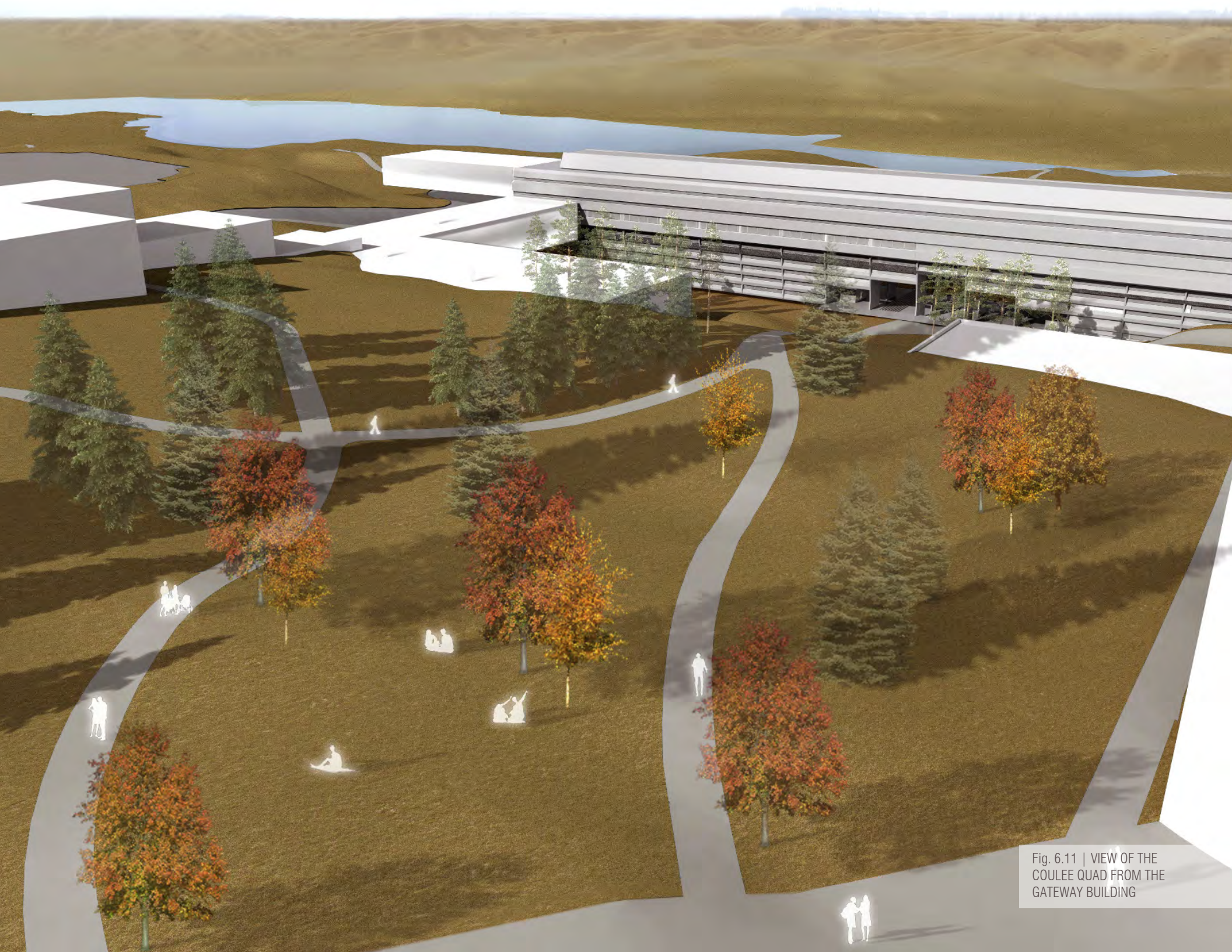
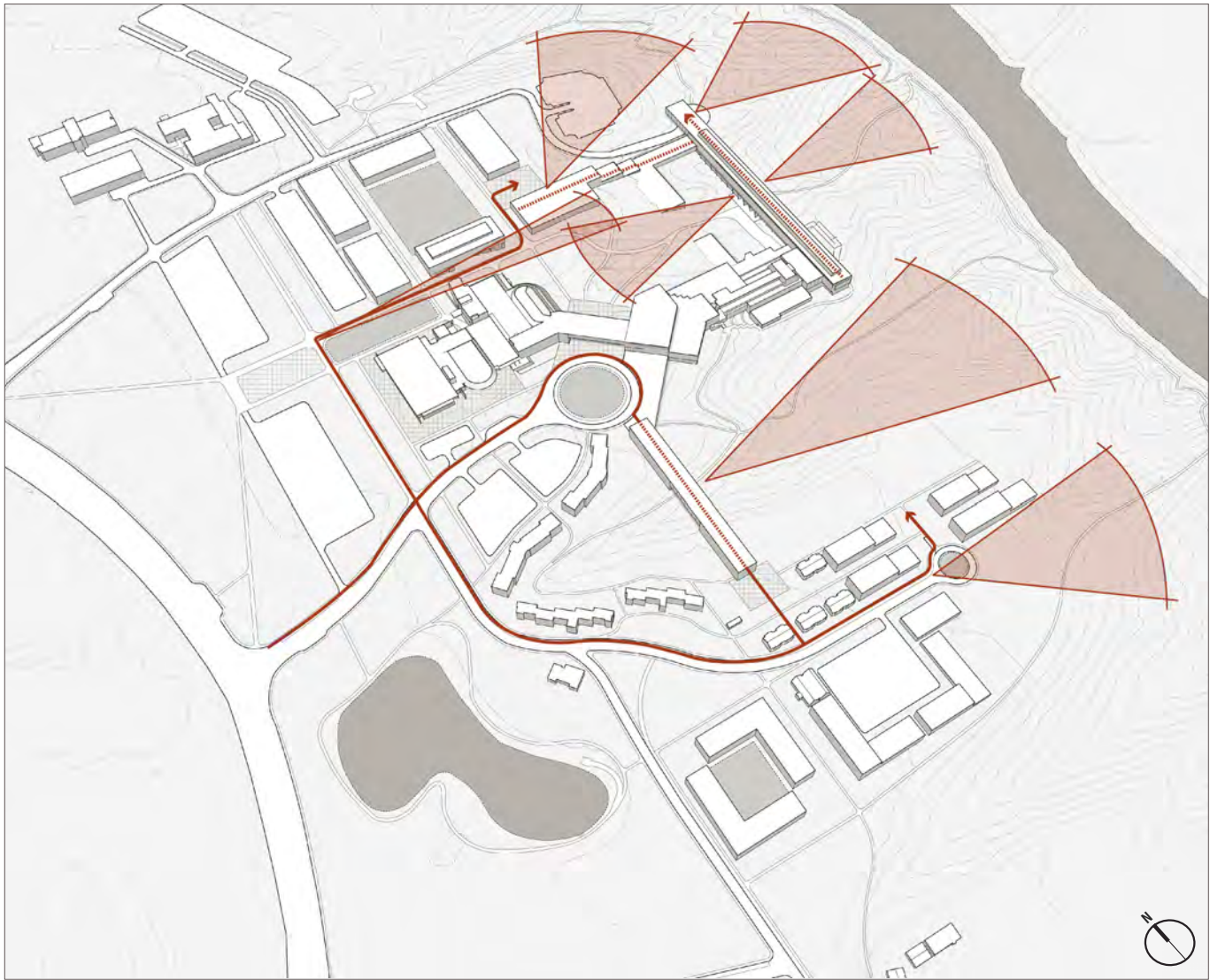



Fig. 6.11 | VIEW OF THE  
COULEE QUAD FROM THE  
GATEWAY BUILDING





*Surrounding views are important -- connecting the experience of being on campus within a dramatic natural context. These secondary views of the surrounding landscape that exist on campus must be protected.*

Fig. 6.12 | DEMONSTRATION PLAN  
(PERSPECTIVE VIEW):  
**SECONDARY VIEWS**

-  Secondary Views
-  Pedestrian Circulation

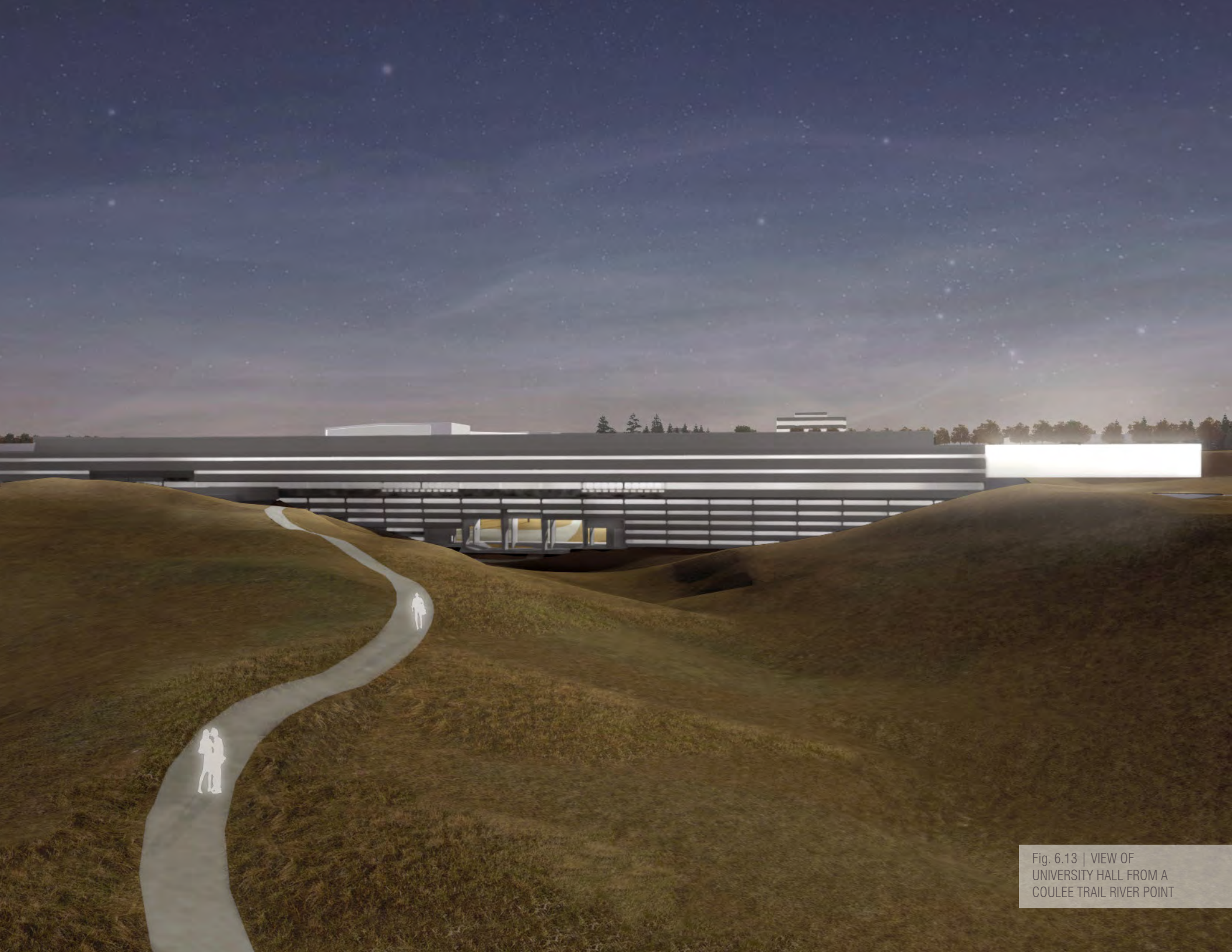


Fig. 6.13 | VIEW OF  
UNIVERSITY HALL FROM A  
COULEE TRAIL RIVER POINT



## 6.0 Urban Design & Landscape

### 6.4 | Open Space

The University of Lethbridge is a place where teaching, learning and research greatly benefit from being conducted in a visually appealing environment. It is a site that inspires the lives of those who learn, teach, research, work, live and visit here. The outdoor spaces that most people associate with the campus are its coulees and access to the Oldman River tucked in and beyond University Hall. This shared space for campus users plays a significant role in strengthening the University's identity and supporting campus life. All outdoor space should:

- Improve the public realm;
- Use the public realm as an academic resource;
- Create a barrier-free environment; and
- Identify an open space network

The Campus Master Plan illustrates an open space framework that emphasizes and celebrates the University's unique natural setting. A variety of multi-functional open space typologies capitalize on the diversity of landscape that exists on campus. Six key initiatives include:

- **The Coulee Quad:** The Coulee-Quad is a vertical commons;
- **The Prairie Quad:** The Prairie Quad is an outdoor commons space, surrounded by Markin Hall and the proposed academic buildings;

- **The Oldman River Vista:** The Oldman River Vista provides a protected naturalized area in the South Coulee;
- **The Coulee Trails and River Points:** The Coulee Trails bring the Lethbridge community down through campus to experience the extraordinary natural setting that it is a part of;
- **The Parkland:** The Parkland, located along University Drive West, creates a unified institutional presence along a major municipal roadway;
- **Treed Boulevards:** Tree-lined pedestrian boulevards are proposed to serve as an integrated landscape strategy for linking primary pedestrian pathways.

Both the Coulee-Quad and the Prairie-Quad offer greenery, quiet respite, and options for academic event programming. All new building projects must work together to support, shape, and nourish these academic commons and their effective interconnections to other campus open spaces. New buildings and renovations should not encroach upon these open spaces. These open spaces should be designed to facilitate a wide variety of outdoor activities. Design features should include: places for art, temporary exhibits, banners, walls for showing movies, places for barbecues, areas for student demonstrations, and other such programs that might emerge from consultations with both faculty and students. These outdoor areas should be designed to accommodate a range of groups and individuals and appropriate seating opportunities. Where food services form part of the building program it should be located close to these

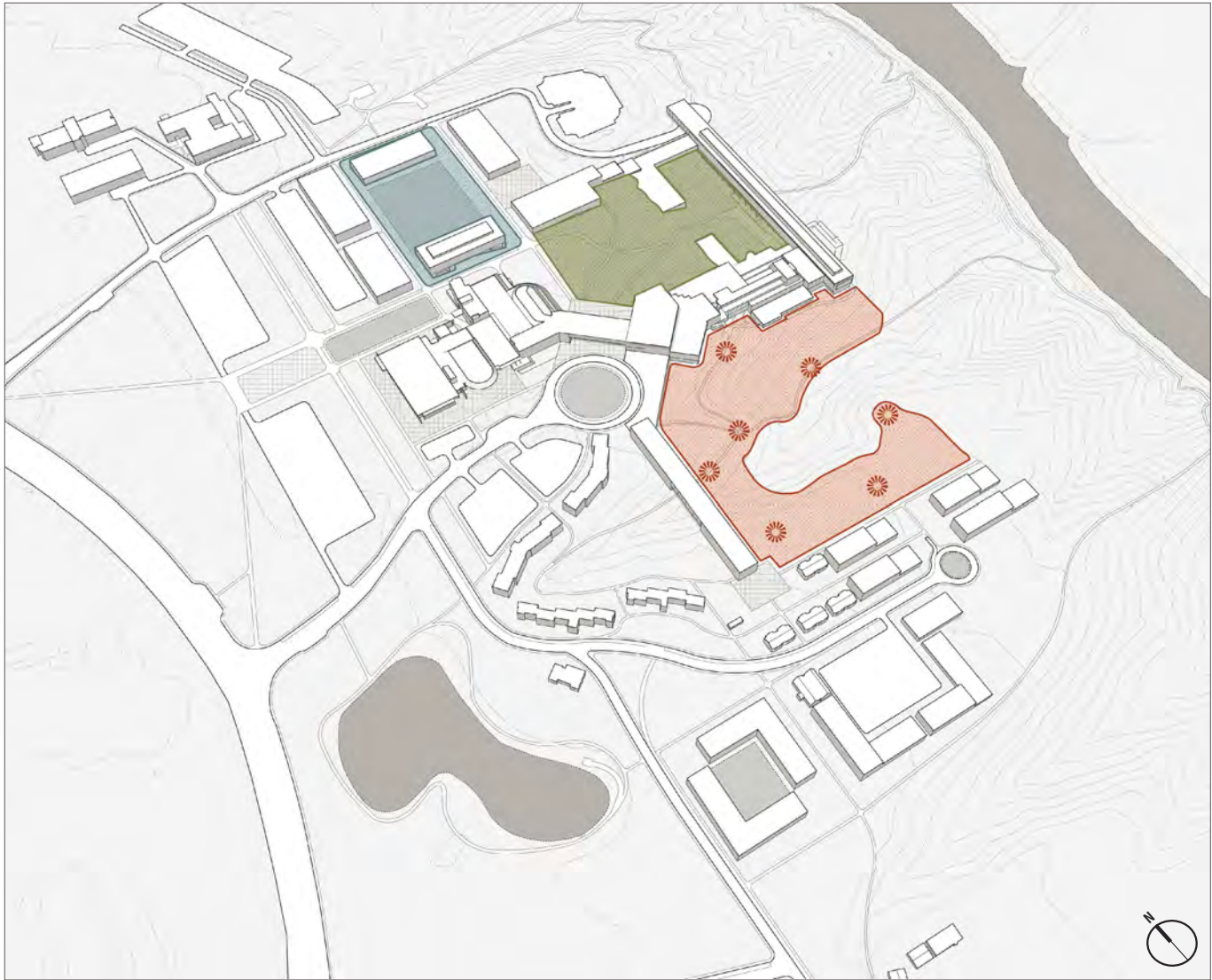
*The outdoor spaces associated with the University of Lethbridge are its coulees and access to the Oldman River. This shared space for campus users plays a significant role in strengthening the university's identity and supporting campus life.*

Fig. 6.14 | DEMONSTRATION PLAN:  
**NATURAL FEATURES**

- River Points 
- Natural Features 
- Treed Corridors 
- Coulee Trail System 







*Both the Coulee-Quad and the Prairie-Quad offer greenery, quiet respite, and options for academic event programming. All new building projects must work together to support, shape, and nourish these academic commons and their effective interconnections to other campus open spaces.*

Fig. 6.15 | DEMONSTRATION PLAN  
(PERSPECTIVE VIEW):  
**LANDSCAPE INITIATIVES**

-  Coulee Quad
-  Prairie Quad
-  Oldman River Vista
-  Panorama Points





Fig. 6.16 | AERIAL VIEW OF  
PRAIRIE AND COULEE QUAD



# 6.0 Urban Design & Landscape

outdoor areas to facilitate access. It is also recommended that there be readily accessible smaller-scale plazas located at key areas throughout the campus.

The open space network throughout campus is important to the University's beauty, identity, and function. It should be well-designed, beautifully planted, safe, and rejuvenating with ample seating, sunlight, and shelter for the community's daily use. As such, all open space must:

- Support the intellectual aspirations of its community;
- Build on a fundamental framework of social and environmental amenity;
- Be vibrant and encourage activity;
- Relate buildings to landscapes and create a logical sequence of movement;
- Provide shelter and active travel between buildings;
- Be safe, secure and accessible;
- Respect and engage with the unique landscape context; and
- Maintain and enhance a central unified open space as a cohesive element on campus



Fig. 6.17 | A MULTI-PURPOSE PEDESTRIAN PLAZA AT UCLA, CA (*Design Precedent*)



Fig. 6.18 | BRIGHTLY LIT OUTDOOR GATHERING SPACE AT FOOTHILL COLLEGE, CA (*Design Precedent*)

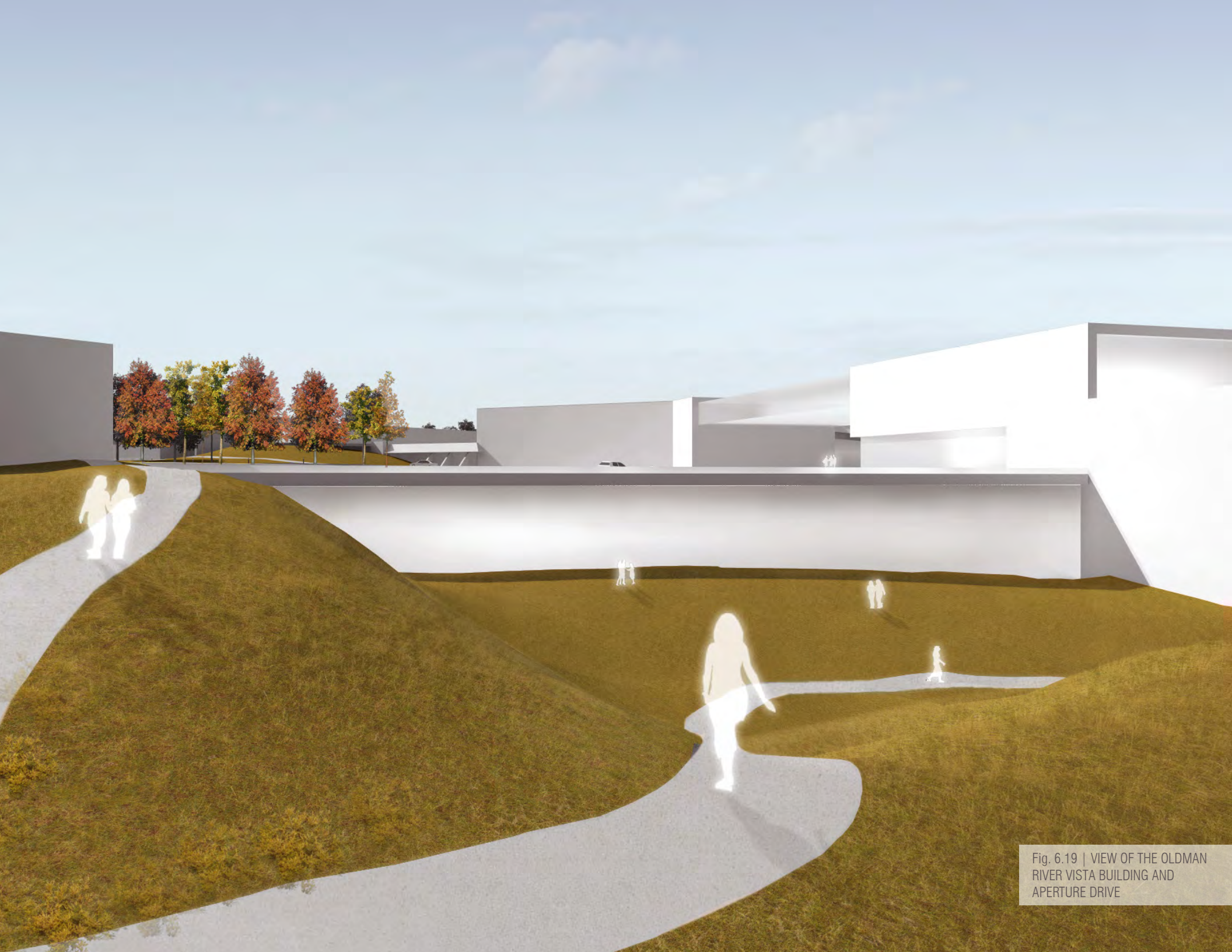


Fig. 6.19 | VIEW OF THE OLDMAN  
RIVER VISTA BUILDING AND  
APERTURE DRIVE





*The Campus Master Plan illustrates an open space framework that emphasizes and celebrates the University's unique natural setting. A variety of multi-functional open space typologies capitalize on the diversity of landscape that exists on campus.*

Fig. 6.20 | DEMONSTRATION PLAN  
(PERSPECTIVE VIEW):  
**ADDITIONAL LANDSCAPE  
INITIATIVES**

-  River Points
-  Treed Corridors
-  Coulee Trail System
-  Parkland





Fig. 6.21 | AERIAL VIEW OF  
RESIDENTIAL VILLAGE AND  
THE SOUTH COULEE



# 6.0 Urban Design & Landscape

## 6.5 | Building Interface

Future development should enhance the campus environment while making efficient use of land within the campus core. The Campus Master Plan strives to:

- Balance the desire for consolidation and the desire to connect to the outdoor environment;
- Enliven and shape spaces between and within buildings;
- Strive to achieve the appearance of a complete campus at each phase of the plan; and
- Ensure the adjacent community is addressed in scale and presence while presenting a prominent and inviting image of an academic institution.

University development must be sensitive in its development footprint given its proximity to the coulee landscape and Oldman River. In addition to sensitivity towards existing context, new buildings must also be thoughtful in the creation of new context. Each building project is responsible for creating the open space that surrounds it.



Fig. 6.22 | SMALL QUAD AT BRYN ATHYN COLLEGE, PA (*Design Precedent*)



Fig. 6.23 | UNIVERSITY OF TORONTO SCARBOROUGH CAMPUS - SCIENCE BUILDING, MORIYAMA AND TESHIMA ARCHITECTS (*Design Precedent*)

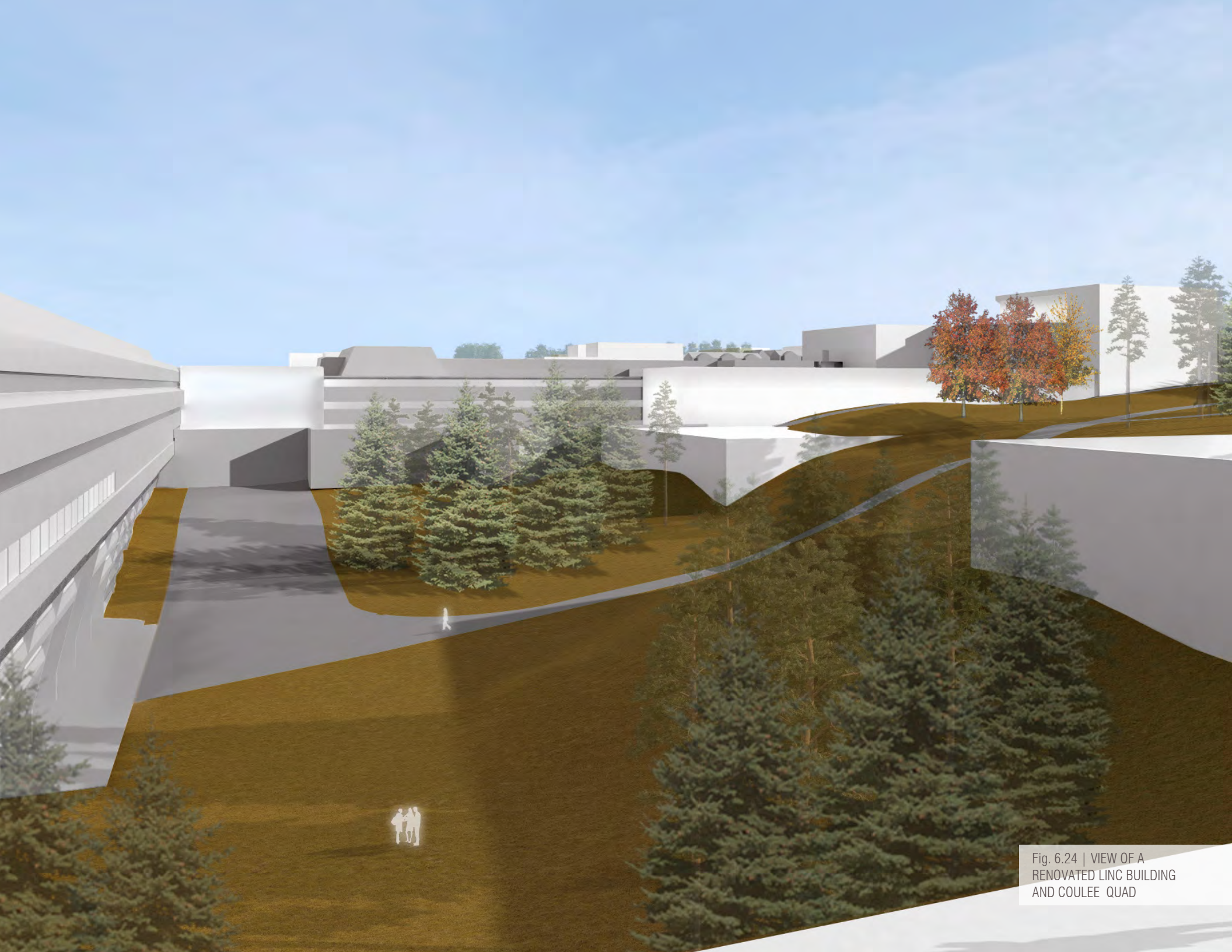


Fig. 6.24 | VIEW OF A  
RENOVATED LINC BUILDING  
AND COULEE QUAD



## 6.0 Urban Design & Landscape

### 6.6 | Landscape Framework

The Landscape Framework presents an opportunity to introduce visual cohesiveness and a sense of place on the campus. These generic guidelines contribute to campus cohesion at a campus-wide level reinforcing the strength and legibility of important corridors and large outdoor spaces. It is recommended additional more detailed studies be commissioned.

- Tree planting for all primary and secondary streets must be consistent. These choreographed selections will, over time, bring beauty and consistency to the campus while allowing for a range of seasonal colour, scale, and local biodiversity. A consistent tree planting strategy at the campus gateway along Aperture Drive and alongside all significant spines will enhance place making and way-finding on campus;
- All campus areas will include signature species as a means of unifying the campus landscape;
- Plant selection should give careful consideration to characteristics during the regular academic session. Elements to consider: fall colour, branching pattern, bark texture and colour, flowering period and colour, fragrance, coniferous or deciduous, and leaf out time in spring;
- Green setbacks must be respected along all boulevards;
- The landscape and building design should be conceived and designed as a single composition; and
- The use of non-native plants is discouraged.

### 6.7 | Sustainability

The Campus Master Plan supports fundamental sustainability goals. The sustainability goals achieve more sustainable, efficient, effective and convenient land use distribution patterns; integrated approaches to managing open space, energy and infrastructure systems; a pedestrian and cycling friendly campus and a socially engaging environment that fosters a thriving academic community.

Some key techniques include:

- More student housing will improve academic engagement, reduce commuting and improve personal safety by having more people and eyes on pathways within a pedestrian friendly campus;
- Public realm improvements should integrate Campus Master Plan infrastructure and transportation systems such as cycling, walking trails and sustainable storm-water management features. This integration allows for the multiple use of valuable open space network;
- Greener buildings and infrastructure will be designed and constructed to higher sustainability standards to reduce emissions, energy and water consumption and maintenance requirements; and improve livability; and
- A compact campus focuses new facilities in infill locations that maximizes the economic and environmental benefits of shared infrastructure and reduces greenhouse gas emissions.



Fig. 6.25 | VIEW OF THE  
COULEES IN FALL



## 6.0 Urban Design & Landscape

### 6.8 | Art

The University of Lethbridge has an extensive art collection and renowned art program. It has the ability to host an expanded, high-quality public outdoor art collection. An outdoor art collection should support The Campus Master Plan vision -- bringing meaning and interest to the campus landscape; acknowledging the University's commitment to artistic trends and movements. Places for outdoor art include:

- Prominent art locations on campus will be reserved for artworks of considerable distinction carrying meaning for the whole campus community (e.g. Aperture Drive, Coulee-Quad, Prairie-Quad, South Coulee);
- Community level artworks will be encouraged to locate within internal, smaller public spaces;
- Art is encouraged in locations visible from campus social spaces or main vehicle and pedestrian routes (e.g. east-west pedestrian boulevard terminating at Turcotte Hall);
- A sculpture garden will be encouraged in the Coulee-Quad as a prominent display area for a number of art works;
- A majority of the outdoor art pieces will be concentrated within a five minute walking distance of the campus core to increase the collection's impact and accessibility to the campus community;
- All outdoor art will be sited in a manner consistent with prominence and significance of the piece and the prominence or character of the campus setting;
- Outdoor art will be located in a high visibility zone at Innovation Place (where the pedestrian boulevard intersects Valley Road);
- All formal collection works will be installed where they can be seen by the broader campus community -- with the use of accessible pathways or viewing points from which to enjoy the art; and
- The meaning and origin of outdoor art pieces will be interpreted and available to people using high-quality, well-placed information panels and/or plaques.





Fig. 6.21 | EXISTING  
CAMPUS PUBLIC ART







## 7.0 **Access & Movement Systems**





## 7.0 Access & Movement Systems

### 7.1 | Pedestrian

Walking as a primary means of movement on campus should be encouraged both by upgrading major pedestrian routes to make them pleasant, comfortable, and secure day and night, and by minimizing conflicts with vehicles. A comprehensive program of investments in pedestrian accessibility is required both within the campus and at its perimeter. This will be done by:

- Creating a network of campus access routes that serve users of all levels of mobility;
- Collaborating with integrated landscape and access improvement programs at the campus perimeter;
- Managing service and delivery vehicles/routes; and
- Consolidating core campus parking at the edge of the core campus.

Safe and convenient access to campus is essential. The academic community depends as much on the casual encounters that arise from well-designed patterns of access, as it does on the more structured encounters of the classroom and laboratory. The growing trend toward interdisciplinary academics requires a campus sufficiently compact to allow for all types of collaboration.



Fig. 7.1 | PEDESTRIAN ORIENTED SPACES AT CHARLESTON COLLEGE, SOUTH CAROLINA  
(Design Precedent)



Fig. 7.2 | BRIGHTLY LIT PEDESTRIAN PATHS AT EWHA UNIVERSITY, SEOUL, SOUTH KOREA  
(Design Precedent)



## 7.0 Access & Movement Systems

The University of Lethbridge should improve the physical and visual quality, pedestrian safety and amenities, and transit service on campus roadways. Specific elements should include:

- Redesigned intersections to improve pedestrian safety;
- Removal of curbside parking to create wider sidewalks, enhanced landscaping and/or bike lanes;
- Improvements along Aperture Drive to make transit service more convenient and comfortable;
- A coherent landscape and lighting treatment along all streets; and
- Improved landscaping, paving and lighting at the major campus gateway at Aperture Drive.







Fig. 7.3 | PEDESTRIAN PATH SYSTEM, PENN STATE UNIVERSITY (*Design Precedent*)



Fig. 7.4 | CENTRAL PEDESTRIAN-ORIENTED QUAD, UNIVERSITY OF WASHINGTON (*Design Precedent*)

*The University campus will maintain pedestrian primacy, by establishing a program of strategic investments to upgrade major pedestrian routes into and within the core campus.*

Fig 7.5 | DEMONSTRATION  
PLAN (PERSPECTIVE VIEW):  
**PEDESTRIAN PATHS & PLAZAS**

Primary Pedestrian Paths      
Secondary Pedestrian  
Paths & Trail System      
Internal Pedestrian  
Circulation      
Pedestrian Plazas    





# 7.0 Access & Movement Systems

## 7.2 | Bicycles

Bikes are a low-impact mode of transportation, and should be encouraged on campus. A commitment to promote biking requires an investment in secure, well-located bike parking, well-designed and well-connected routes, and on-site amenities to support and promote bike commuting. Over time, the following should be considered:

- Bike-friendly design guidelines for new and renovated facilities;
- A campus bike circulation plan to ensure both bike and pedestrian safety,
- Secure and adequate bike parking by all buildings;
- Campus amenities should encourage bike use, such as the availability of lockers and showers;
- Programs to encourage bike use and promote bike safety, and
- Special policies to protect coulee and river valley areas from bike-related impacts.



Fig. 7.6 | BICYCLE PARKING, MATTHEW BOULTON CAMPUS, BIRMINGHAM METROPOLITAN COLLEGE (Design Precedent)

*Bikes are a low-impact mode of transportation, and should be encouraged on campus. A commitment to promote biking requires an investment in well-connected routes.*



Fig 7.7 | DEMONSTRATION PLAN  
(PERSPECTIVE VIEW):  
**CYCLE ROUTES**

Cycle Routes —



# 7.0 Access & Movement Systems

## 7.3 | Vehicular

The campus core is primarily a pedestrian environment with controlled access granted to campus vehicles, service and maintenance trucks, package service vans, construction vehicles and some private cars. The flow of these service vehicles through the campus core should be managed more assertively. Many campus buildings should also be serviced via short access roads directly from primary campus roadways. These access roads should have the proper signage and/or be signaled so not to cause multi-modal conflicts.



Fig.7.8 | HAIFA UNIVERSITY, ISRAEL (Design Precedent)

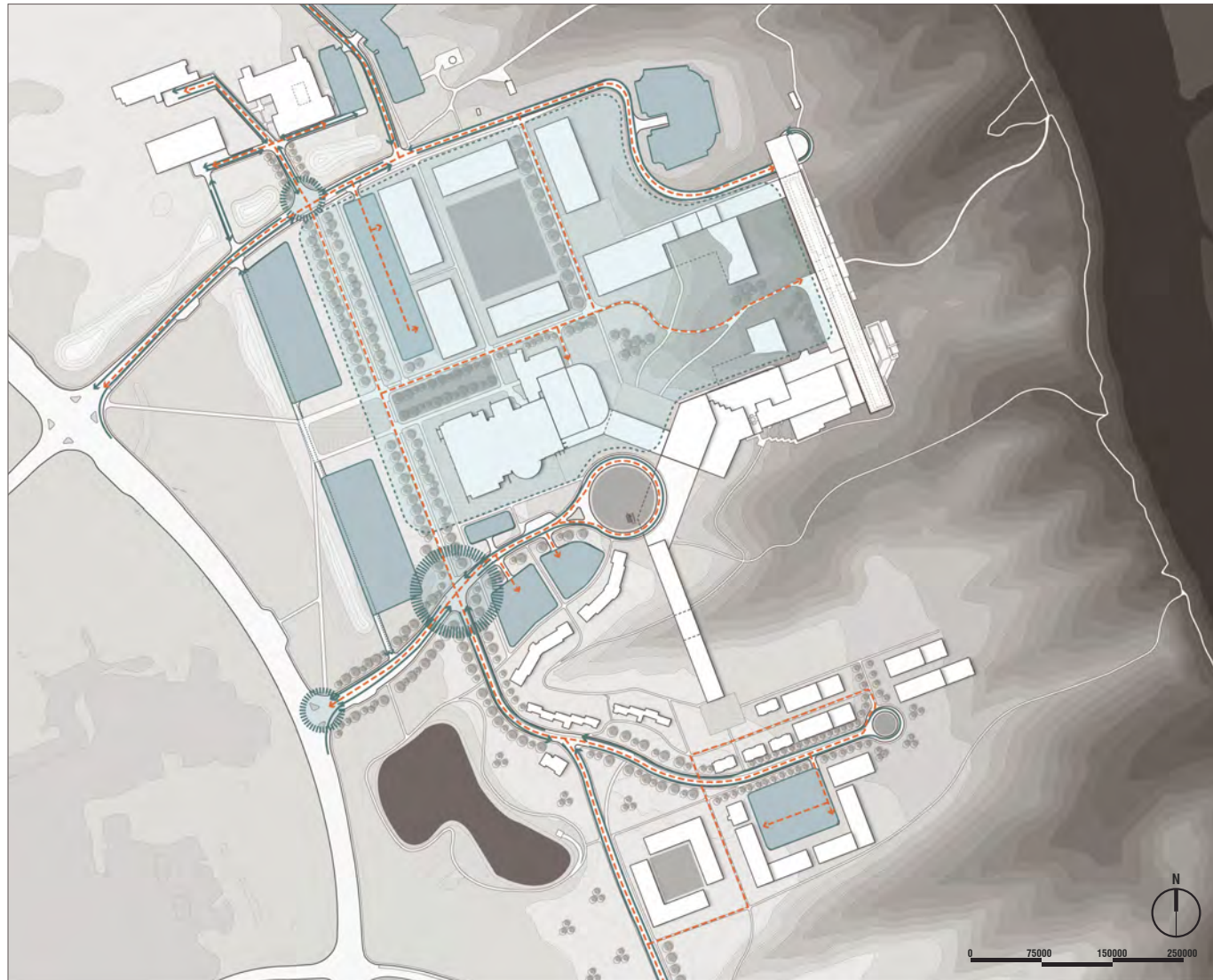


Fig.7.9 | PARKING BIOSWALES, SAN DIEGO (Design Precedent)

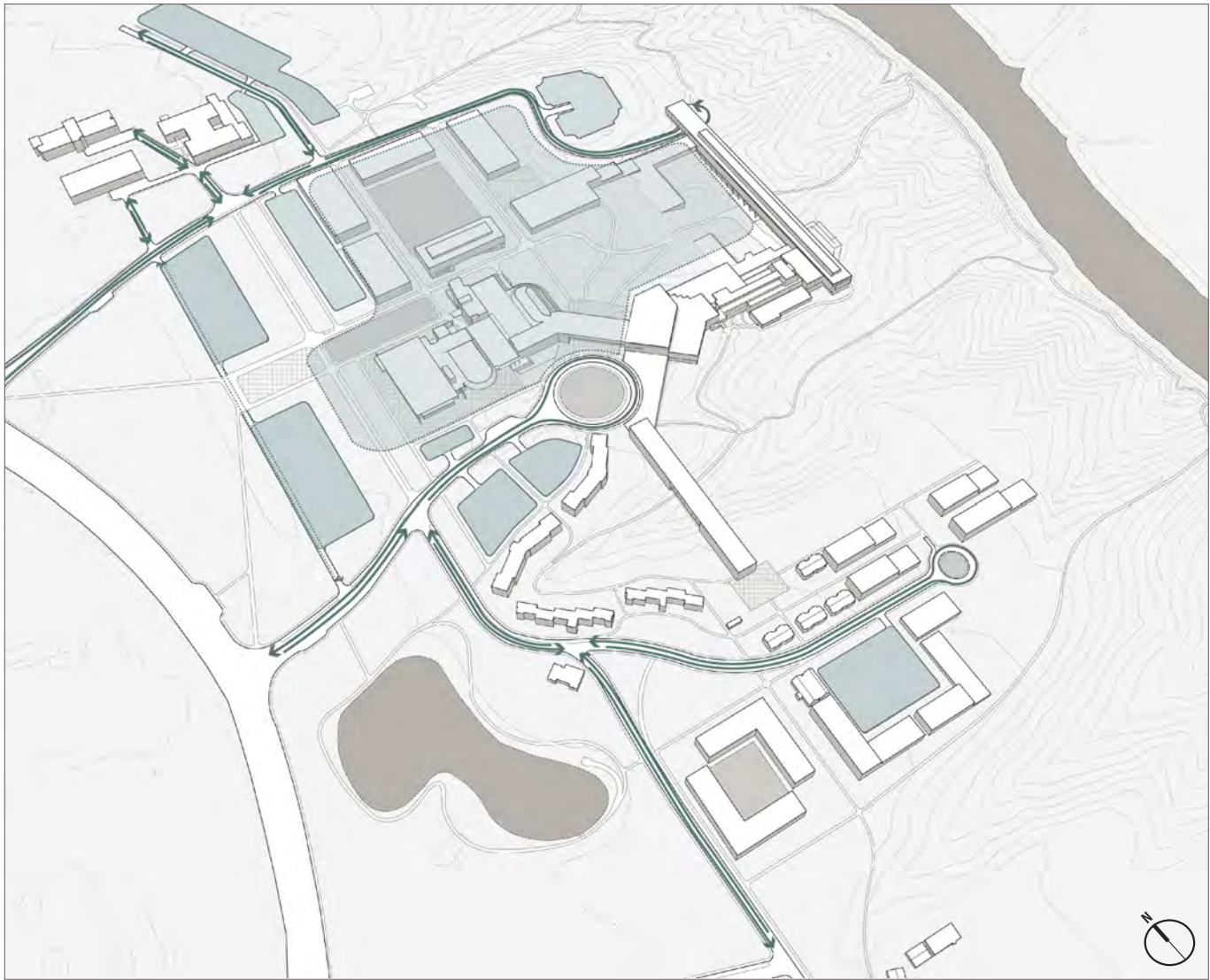
The campus core is primarily a pedestrian environment with controlled access granted to campus vehicles, service and maintenance trucks, package service vans, construction vehicles and some private cars.

Fig 7.10 | DEMONSTRATION PLAN :  
**VEHICULAR CIRCULATION**

- |                       |   |
|-----------------------|---|
| Gateways              |  |
| "Car-Free" Zone       |  |
| Vehicular Circulation |  |
| Parking               |  |
| Service Routes        |  |









*Due to an anticipated increase in transit users, pedestrian and cycling improvements, and an increase in on-campus residences, vehicular access will be restricted from the campus heart.*

Fig 7.11 | DEMONSTRATION PLAN  
(PERSPECTIVE VIEW) :  
**VEHICULAR CIRCULATION**

-  Gateways
-  "Car-Free" Zone
-  Vehicular Circulation

The flow of service vehicles through the campus core should be managed more assertively. A clearly defined service vehicle network will complement the pedestrian priority zone and improve the efficiency of truck movement around campus.

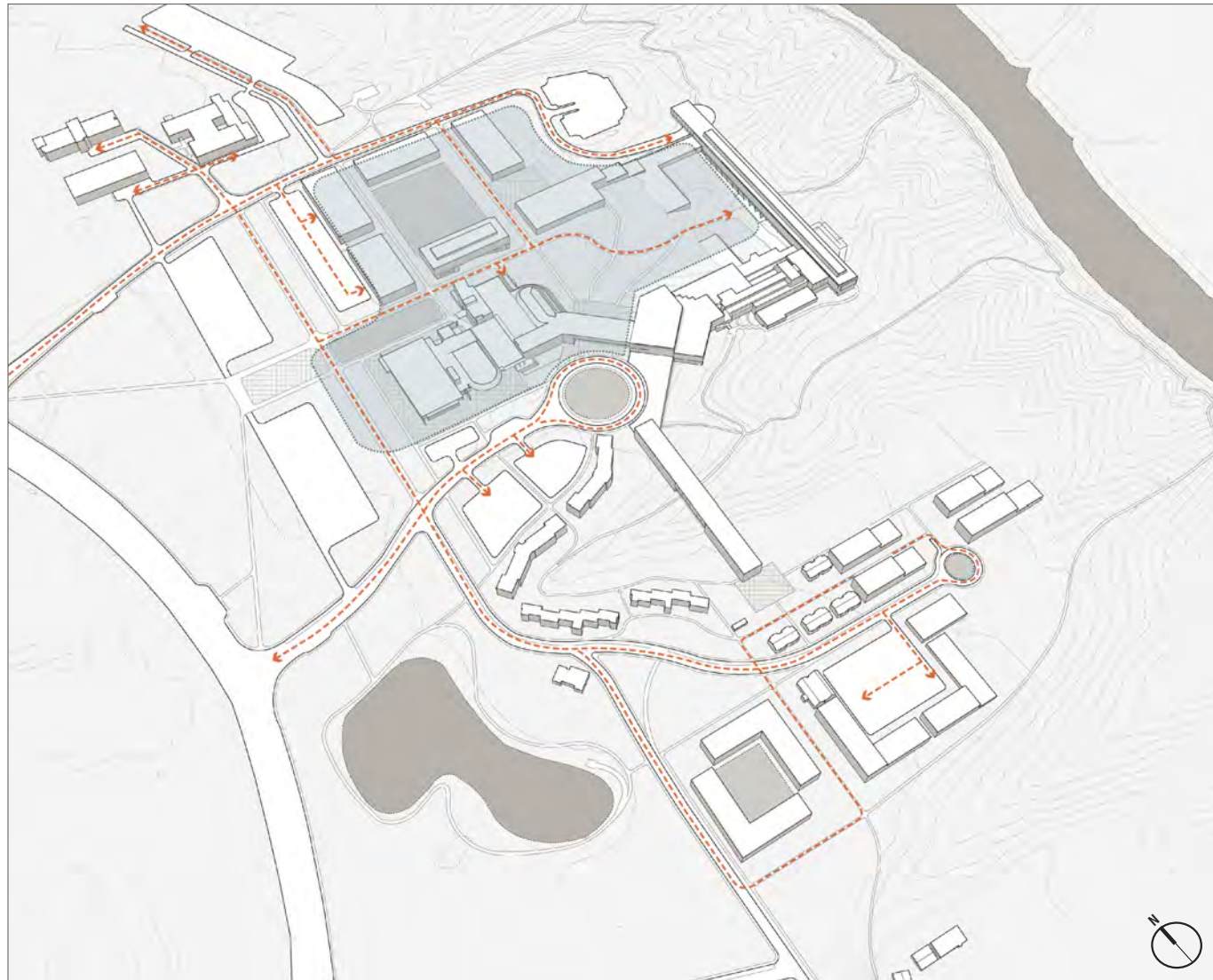



Fig 7.12 | DEMONSTRATION PLAN  
(PERSPECTIVE VIEW) :  
**SERVICE ROUTES**

"Car-Free" Zone      
Service Routes    



## 7.0 Access & Movement Systems

### 7.4 | Summary

The Campus Master Plan supports a well-connected and accessible campus that works internally for daily navigation and externally for commuters and service providers to connect to the greater community. Commuting and daily travel demands on the campus will be reduced by providing the capacity for a greater variety of the services, activities and housing needed by the academic community. The priorities for these movement and circulation themes include:

- Pedestrian and cyclist friendly campus;
- Roads and intersections;
- Service vehicle routes and access; and
- Parking

The University will encourage people to use alternative/sustainable means of travel to the campus instead of relying on single occupancy vehicle trips. Parking for a majority of vehicles will be located at the perimeter of the campus with the exception of a few limited parking spots scattered throughout campus servicing the disabled and temporary parking requirements. The preferred travel modes between campus destinations are walking and cycling, while the campus core is primarily for pedestrian use.

- Bicycles, which are welcome on all parts of campus, share roads with vehicles and paths with pedestrians;
- Bicycle storage, both secure and temporary, is distributed across the main campus;
- Bicycle usage within the Coulee-Quad will be restricted due to the hazards associated with steep slopes;

- The Community Shuttle routes are not intended to replace walking on campus, but rather provide options for people with mobility impairments, people carrying large or heavy objects and people walking at night;
- Emergency vehicles have access everywhere on campus;
- University service vehicles are not permitted to travel through the pedestrian core during peak usage (an operational program needs to be developed while the physical infrastructure needs to be modified to suit);
- The campus pedestrian network will connect with major trails by the Oldman River Valley to provide connectivity beyond the campus; and
- The athletic fields, gardens and land-based research areas will also be connected to this open space network.

The University of Lethbridge should collaborate on initiatives with the City to improve the visual quality, pedestrian safety and amenity, and transit service on University Drive. Specific elements of this program may include:

- Redesigning intersections to improve pedestrian safety;
- Wider sidewalks and/or bike lanes;
- A coherent landscape and lighting treatment along each street; and
- Improved landscaping, paving, lighting and transit/shuttle stop at major campus gateways.

*The University will encourage people to use alternative/sustainable means of travel to campus instead of relying on single occupancy vehicle trips. Aperture Drive will function as a major circulation loop/hub for all buses coming on campus. The proposed shuttle bus routes provide options for those people with mobility impairments, people carrying large or heavy objects and people walking at night.*

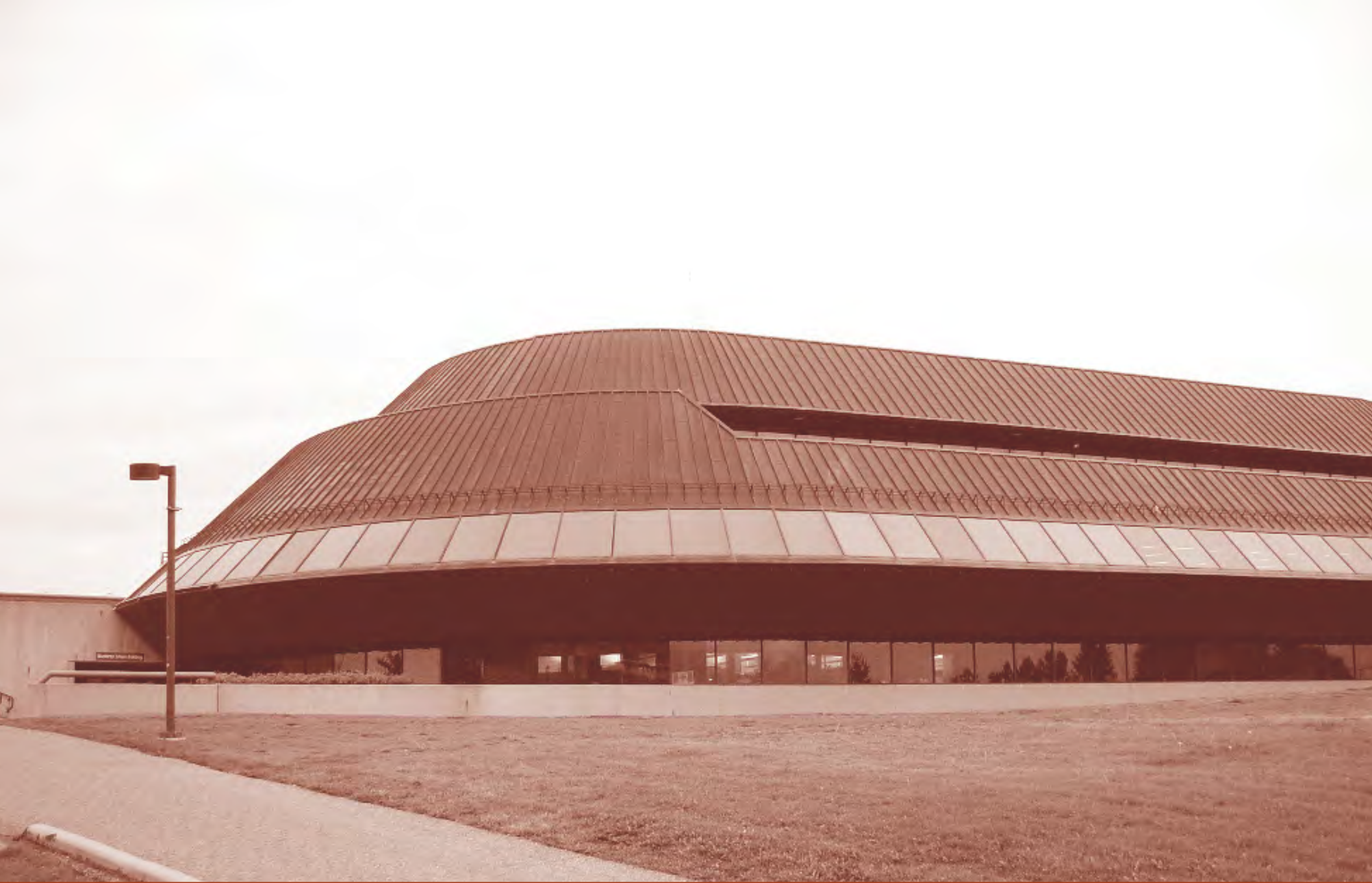
Fig 7.13 | DEMONSTRATION PLAN  
(PERSPECTIVE VIEW):  
**TRANSIT & SHUTTLE BUS  
ROUTES**

- Public Transit Route ———
- Shuttle Bus Route ..... (dotted line)
- Bus Drop-off Zones ■■■■ (hatched pattern)









## 8.0 Built Form





## 8.0 Built Form

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New academic development will be concentrated within the campus core. The reason for this is to facilitate greater interaction between disciplines; foster academic interaction between students and faculty; consolidate the open space network; support a pedestrian and bicycle friendly campus; and better utilize existing facilities and infrastructure. Key sites will be protected for the future development of significant teaching, learning and research facilities.

### 8.1 | Built Form Guidelines

The design and expression of buildings plays an important role in achieving a Campus Master Plan character. This reinforces a unique sense of place, showcases academic research and activities, and animates and brings vitality to the campus. The massing of each new building should be employed in a creative and harmonious way to achieve these objectives.

- New buildings and additions need to convey the idea of University by incorporating the complex notions of permanence, innovation, pre-eminence, community, and sustainability;
- Design of new buildings must draw from, and reinforce, the campus' unique setting;
- Building and landscape should be programmed, conceived, and designed as a single composition. All projects are to provide strong physical and visual connections to campus and site elements;
- New campus buildings should be sympathetic to past, significant architectural forms on campus, (e.g. University Hall);
- New campus buildings should be light and transparent, in contrast to the heavier, architectural brutalism of the existing buildings;
- The use of a simple and dignified palette for the dominant cladding materials should be established to build visual cohesion on campus;
- Projects should include dark concrete block, zinc (or copper) cladding, and/or natural concrete as part of their primary material palette as a feature that threads all University of Lethbridge architecture together;
- In addition to the primary materials, buildings should include a broader range of other secondary and accent materials that may be employed to bring depth and vitality to the architecture;
- New buildings should be designed to work together with adjacent buildings, so that the overall composition is well considered;



## 8.0 Built Form

- The designs of individual building facades should respond to the hierarchical importance of plazas, commons, boulevards and pathways onto which they face. This ensures the building facades are read as a single composition;
- The building and its circulation design on the coulees must gracefully transition the grade change to support enhanced accessibility and use it to the advantage of the building program;
- An inviting entrance should be provided for each corridor, street, public space, and major pathway that the building faces;
- Entries should be legible from a distance, with visual prominence of each entry reflecting the hierarchy of the exterior corridor space it serves;
- The main door should to address the most prominent corridor or street;
- All new buildings designs are to include a dignified and welcoming universal access at the main door that does not segregate users based on physical abilities;
- An accessible entrance should be provided on at least two and preferably more sides of the building. Building-entry locations should consider the prevailing wind direction;
- Building height must be managed to achieve a future campus that does not detract from the low horizontality, prairie character of the campus. Proposed buildings should

not detract and hover over University Hall when viewed from across the Oldman River. Buildings adjacent to University Hall should step down and not exceed it in height; and

- Green roofs should be innovative with respect to managing storm water, improving building energy efficiency, and reducing the heat island effect.
- It is imperative that all rooftops visually integrate with the surrounding prairie landscape. Rooftop systems should not block view corridors nor be a detriment to the campus skyline. Consideration should be given to utilizing rooftops as communal public spaces with clear views of the surrounding landscape.

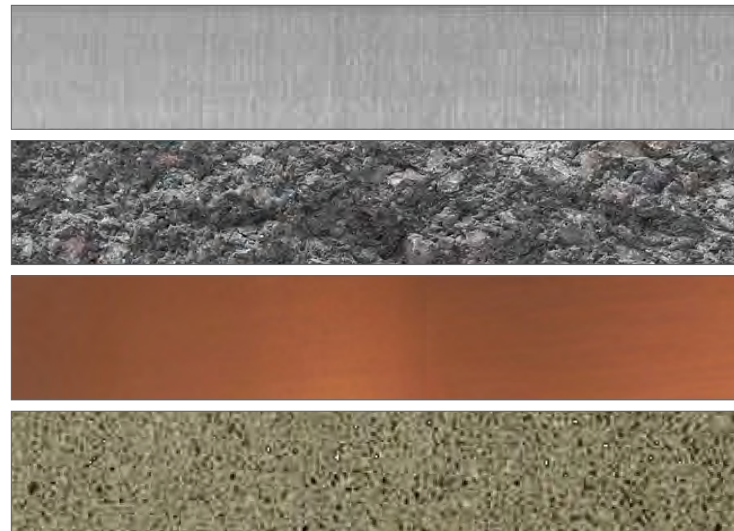
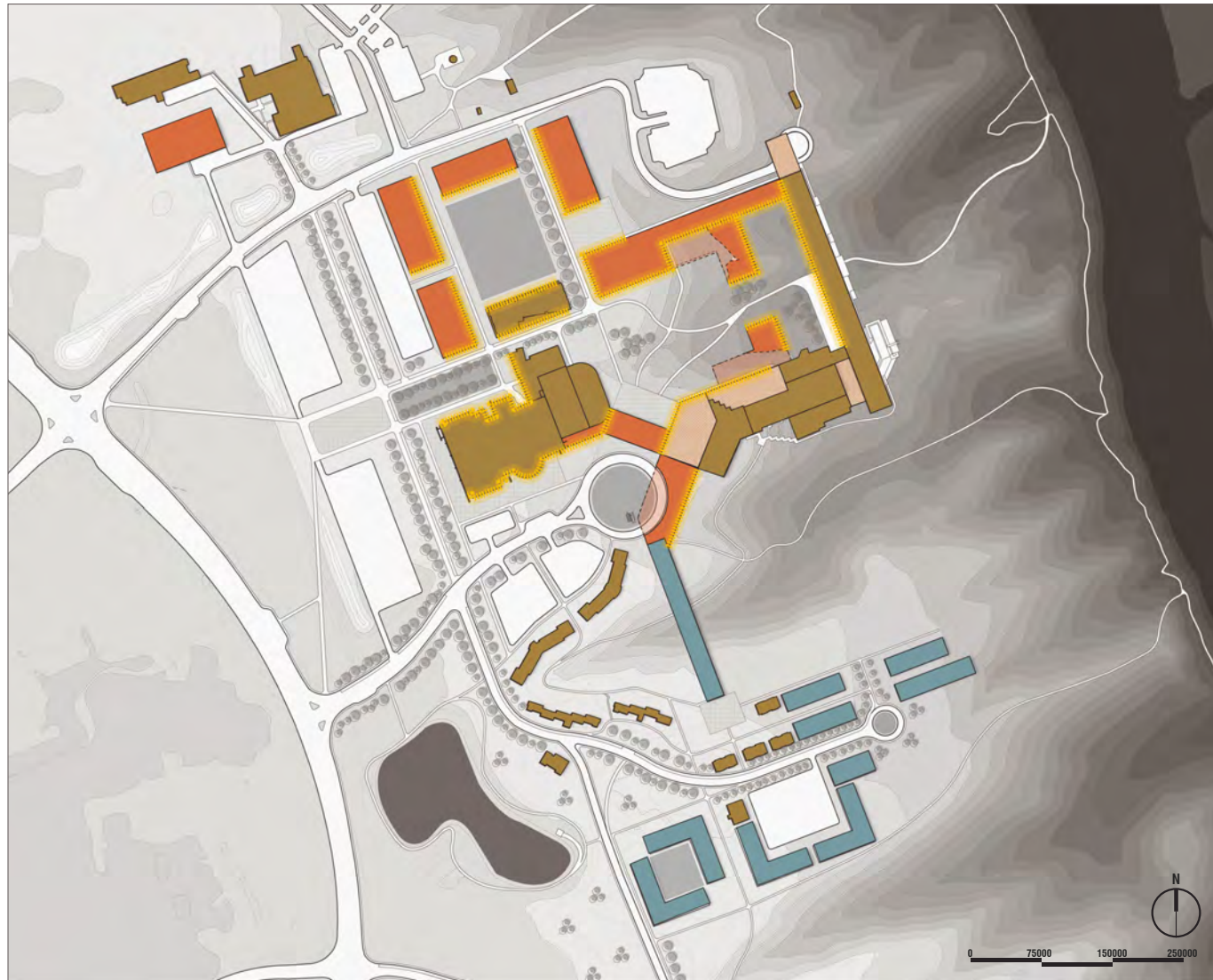


Fig. 8.1 | PROPOSED PRIMARY MATERIAL PALETTE (top to bottom: Zinc, Split-face Concrete Block, Copper, Pre-cast Concrete)

*New academic development will be concentrated within the campus core. This will facilitate greater interaction between disciplines; foster academic interaction between students and faculty; consolidate the open space network; support a pedestrian and bicycle friendly campus; and better utilize existing facilities and infrastructure.*

Fig 8.2 | DEMONSTRATION PLAN:  
**EXISTING & PROPOSED  
BUILDINGS**

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










*New buildings should be designed to work together with adjacent buildings and the surrounding landscape, so that the overall composition is well considered.*






Fig 8.3 | DEMONSTRATION PLAN:  
**EXISTING & PROPOSED  
BUILDINGS**

-  Proposed Renovations/  
Additions
-  Proposed Academic/  
Research Buildings
-  Proposed Residential  
Buildings

*New buildings, additions, and renovations need to convey the idea of University by incorporating the complex notions of permanence, innovation, pre-eminence, community, and sustainability.*

Fig 8.4 | DEMONSTRATION PLAN  
(PERSPECTIVE VIEW):  
**PROPOSED BUILDINGS &  
RENOVATIONS**


**Proposed Buildings/Additions  
(No. of Storeys):**

1 storey	
2 storeys	
3 storeys	
4 storeys	
5 storeys	

**Proposed Renovations (Floor  
Additions):**

1 floor	
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**Clarifications:**

Cantilevered	
Elevated Gateway	
Steps Down	
Glazed Galleria	





## 8.0 Built Form

### 8.2 | Signature Buildings

Certain sites serve critical place-making roles on campus, with potential to strengthen the overall campus character and legibility due to their prominent positions marking a gateway, a boundary, or other important campus outdoor places. Buildings and structures on these sites must mark the site as a welcoming entry point into the campus for pedestrians, cyclists, and vehicles, and achieve architectural design excellence.

**Type 1a Signature Buildings:** Buildings within the Coulee-Quad should:

- Define the edges of the Coulee-Quad as a quality public space;
- Work design and massing together with that of adjacent buildings;
- Strongly express the academic, teaching, learning and research environments within;
- Appropriately acknowledge the corner of the site if the building is located there;
- Break the building mass into parts that step/berm into the site;
- Building roofs should be accessible as prime public space from the different levels of ground plane (due to the undulating topography);
- Coordinate with the renovations of adjacent buildings;
- Be highly transparent and act as an beacon for the University; and
- Frame a gateway.

**Type 1b Signature Renovations:** Buildings within the Coulee-Quad should:




- Coordinate the renovation of existing buildings with the abutting new-build construction; and
- Provide glazed gallerias at grade -- ensuring transparency and facilitating the direct access to the Coulee-Quad;

**Type 2 Signature Buildings:** Buildings located at the edge of the academic core should:

- Facilitate the viewing experience of the surrounding coulee landscape;
- Break building mass into portions that step/berm into the site;
- Building roofs should be accessible as prime viewing plinths;
- Not disrupt visual desire lines to the surrounding coulee landscape;
- Bridge coulee formations (if needed); and
- Accommodate pedestrian movement routes.

*Certain sites serve critical place-making roles on campus, with potential to strengthen the overall campus character and legibility due to their prominent positions marking a gateway, a boundary, or other important campus outdoor places. Buildings on these sites must mark the site as a welcoming entry point into the campus.*

Fig 8.5 | DEMONSTRATION PLAN:  
**SIGNATURE BUILDINGS/  
STRUCTURES**

- |    |   |
|----|---|
| 1a |  |
| 1b |  |
| 2  |  |
| 3  |  |





# 8.0 Built Form

**Type 3 Signature Buildings:** Buildings framing the Prairie-Quad should:

- Strongly express the academic, teaching, learning, research, residential environments within;
- Program public amenities at the ground level;
- Work design and massing together with that of adjacent buildings;
- Step building mass down to account for sloping sites;
- Create a street wall at the build-to line accommodating for landscape, pathway routes and plazas; and
- Be highly transparent



Fig. 8.6 | BECTON DICKINSON CAMPUS CENTRE (Design Precedent)



Fig. 8.7 | BECTON DICKINSON CAMPUS CENTRE (Design Precedent)





Fig. 8.8 | EWHA UNIVERSITY,  
SEOUL, SOUTH KOREA  
(Design Precedent)





*Buildings must support outdoor academic commons and their interconnections to other campus open spaces. Buildings should not encroach upon these open spaces. These open spaces should be designed to facilitate a wide variety of outdoor activities framed by porous and fully accessible building frontages.*

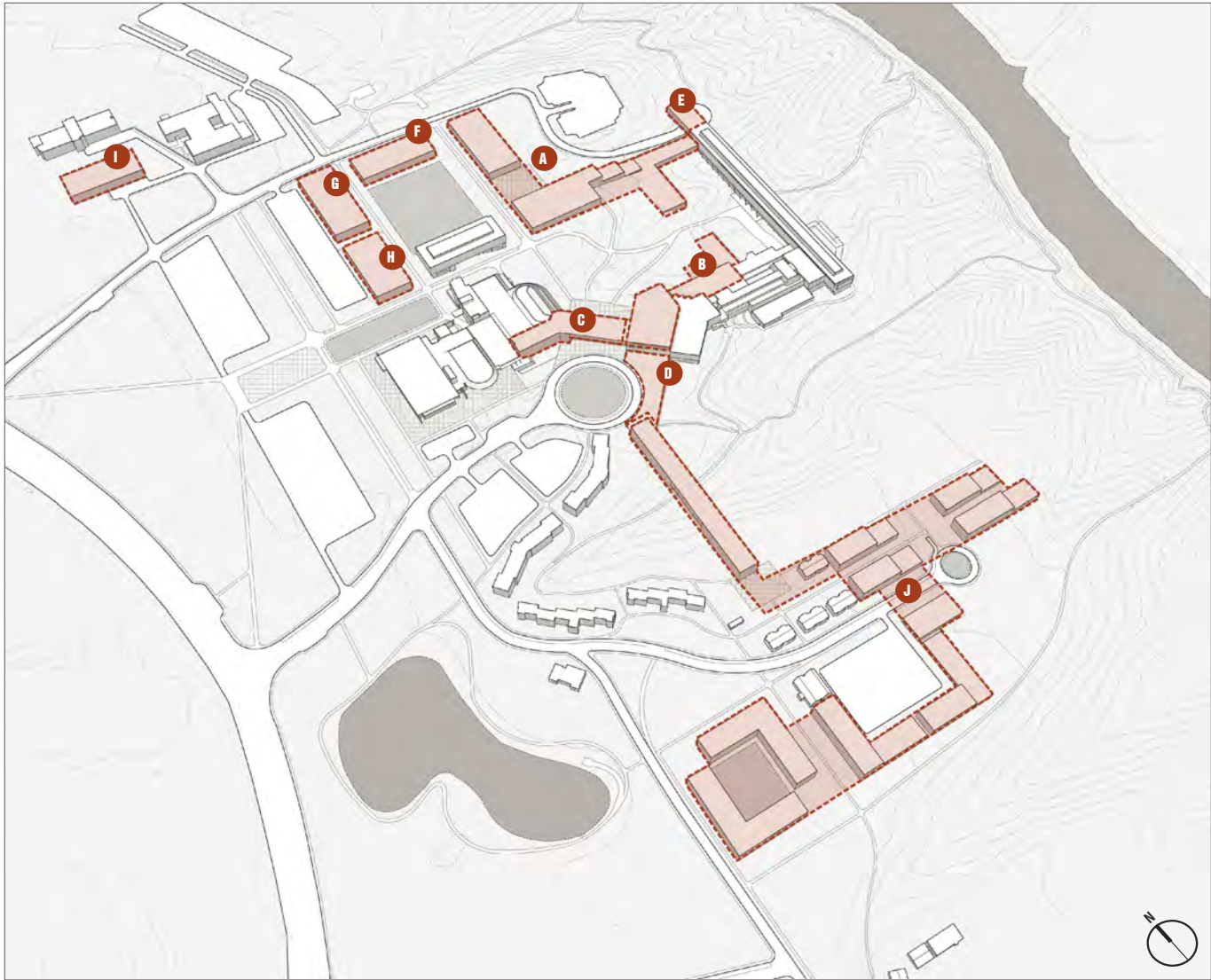
Fig. 8.9 | DEMONSTRATION PLAN  
(PERSPECTIVE VIEW):  
**QUAD/PLAZA FRONTAGE**  
■■■■■■■■ Quad/Plaza Frontage





Fig. 8.10 | AERIAL VIEW OF  
COULEE QUAD BUILT FORM





*An increase in enrolment is expected at the main campus. This future growth requires additional gross floor area (GSM) to be added to the campus inventory -- primarily in instructional and office space. The University also aims to provide housing to 20% of the projected enrolment by 2036.*

**Fig. 8.11 | DEMONSTRATION PLAN  
(PERSPECTIVE VIEW):  
GROSS FLOOR AREAS (GSM)**

- A** 38,963 GSM
- B** 12,788 GSM
- C** 2,562 GSM
- D** 3,909 GSM
- E** 694 GSM
- F** 6,434 GSM
- G** 9,639 GSM
- H** 9,639 GSM
- I** 5,912 GSM
- J** 97,825 GSM





Fig. 8.12 | VIEW OF  
RESIDENTIAL LINK WITHIN  
CORE CAMPUS







## 9.0 Signage & Way-Finding





## 9.0 Signage & Way-Finding

### 9.1 | Wayfinding

One of University of Lethbridge's most distinctive features is its coulee landscape. The proposed pedestrian network should form the basis of an effective and well-designed wayfinding system that delivers students and visitors to their desired destinations and experience this unique landscape. By redesigning the pedestrian network the University will create a new pathway system with identifiable reference points. This will support pedestrian wayfinding without changing the essential nature of the campus experience. By enhancing this existing asset with simple markers, the navigation system will work with topographic limitations and utilize key vista sight lines. These pedestrian pathways should build on the organizing principles for a new campus wayfinding system.

Pedestrian and vehicular routes should be clearly labeled on campus. This helps clarify movement and direction on campus. A comprehensive signage, lighting and mapping strategy should be developed based on the strategy. This should include:

- The Campus Master Plan should recommend improved road signage, a University marker at Aperture Drive to signal arrival, internal street identification signs, an expanded family of vehicular directional signs, and an improved system of parking lot identification and classification;
- Pedestrian signs should consist of directional signs attached to existing campus sign/lampposts. Colored bands at the lamppost base should identify the major campus walks, coulee trail systems, and river points. Directional “finger”

signs at key intersections will help visitors quickly find their way with minimal visual impact;

- A comprehensive and consistent identification of campus buildings should help visitors and new campus residents find a destination. Improving the visibility of existing inscriptions with guidelines for contrast and fill colours will also improve their legibility; and
- The creation of a new campus map is essential for better campus orientation, as will the introduction of new information kiosks at key points of arrival. Messages can be delivered via kiosk, pamphlet, website, or hand-held device.



Fig. 9.1 | PEDESTRIAN PATH SIGNAGE, WEST VANCOUVER (Design Precedent)







## 10.0 **Utility & Infrastructure**





## 10.0 Utility & Infrastructure

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### 10.1 | Systems and Locations

It is recommended that an audit of campus infrastructure and utilities take place -- asserting key recommendations, which are aligned with the objectives of this Campus Master Plan. A number of measures will help to reduce infrastructure costs and facilitate the shift to a more energy and water efficient campus. Using existing easements and service loops should reduce the future costs of moving underground utilities. Incrementally and consistently relocating utility corridors under roadways and sidewalks as new development occurs is preferred.

There is a benefit in developing a compact campus. Focusing new development in infill locations will maximize the environmental and economic benefits of shared infrastructure and allow opportunities for heat and energy sharing amongst facilities. Energy management studies should be undertaken as part of the design process for every proposed building -- exploring the feasibility of reducing fossil fuel use through heat sharing and utilizing low carbon energy sources. Storm water management strategies should take a “natural systems approach” to manage runoff volume and quality within the constraints of University of Lethbridge’s unique hydrogeology and concerns with coulee erosion.

New buildings should be designed and constructed to higher sustainability standards to reduce emissions; energy and water consumption; maintenance requirements; and improve livability. Proposed buildings, landscape and infrastructure should work closely with an energy and water management system -- ideally one that is integrated into the surrounding landscape.

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# Part 05







## 11.0 **Administering the Campus Master Plan**





## 11.0 Administering the Campus Master Plan

### 11.1 | Recommended Projects

The Campus Master Plan for the University of Lethbridge is a document that—once finalized—will be a blueprint for future development. The Plan will help the University pursue its overall goals and make decisions on land usage, placement of buildings, and investments in infrastructure. The planning process identifies significant needs for academic space on campus. Educational Consulting Services confirmed deficits in classrooms and laboratory space, based on future enrolment forecasts. Growing research expenditures and graduate education programs are critical to securing the University's status as a destination campus.

The Demonstration Plan illustrates the recommended pattern of campus development. The proposed renovations and additions within existing academic, research and residential areas are accommodated to support a new Campus Core. This Campus Core is formed around a strategic Open Space Plan, which proposes the reorganization of existing land use into key public spaces.

The recommended projects are as follows:

- Academic and Research Buildings;
- Residential Use Buildings;
- Aperture Drive;
- Coulee-Quad;
- Prairie-Quad;
- Oldman River Vista;
- The Coulee Trails and River Points;
- The Parkland;
- Primary Treed Boulevards; and
- Perimeter Parking Plan

The near-term priorities centre on addressing critical academic space needs. The first project aimed at addressing academic space needs is repurposing of University Hall and the addition of new academic buildings that together would frame the proposed Coulee-quad. This creates a campus core and ensuring Aperture Drive's importance in structuring future development and as the major gateway into campus.

Mid-term priorities focus on ensuring better connectivity to other parts of the campus. Placing new academic and non-academic buildings around Markin Hall will create a secondary centre of activity with the proposed Prairie-Quad. This ensures the research buildings to the north are physically better linked to other parts of the campus. The Campus Master Plan also makes key recommendations to fulfill student-housing deficits identified in the space requirement estimates. A proposed Residence Hall spanning the South Coulee with an associated dining facility will ensure existing and proposed residential areas to the south are properly integrated with the Campus core.

Long-term priorities move vehicular traffic and parking to the campus edge to facilitate pedestrian and bicycle movement throughout campus. This requires the implementation of the proposed pedestrian and vehicular circulation systems. As buildings are renovated and constructed and land is repurposed, adhering to the key planning principles will gradually turn the University of Lethbridge into a pedestrian-centred layout. Enhancing the green spaces and improving navigation will ensure the campus is more pedestrian friendly and maintain links to the surrounding coulee and river systems.



# 11.0 Administering the Campus Master Plan

## 11.2 | First Steps

The Campus Master Plan will function as a tool for the University of Lethbridge -- an approved design guide for the development of the campus in consistent application and in regular updating and review. The Campus Master Plan provides clear direction for the implementation of meaningful buildings, and for the creation of unique outdoor spaces and a pedestrian oriented and accessible public realm. The Campus Master Plan also recommends further detailed studies as next steps that are necessary in realizing the vision of this Plan. The recommended studies include a detailed open space strategy, an infrastructure plan, and additional detailed planning studies for the identified new buildings and specific areas on campus.

The University of Lethbridge will adhere to a strategy that preserves the Campus Master Plan's continuity. This Campus Master Plan recommends the following:

- The Campus Master Plan is approved as University policy by the Board of Governors and maintained as an effective development directive through continuity of responsibility, consistent application, and regular updating and review;
- Applying the Campus Master Plan (Continuity and Interpretation) - Campus Planning and Architecture is to ensure that every project is measured against the Campus Master Plan at all stages of the Project Development and Approval Process; and

- Updating the Campus Master Plan - The Campus Master Plan is capable of responding to changing needs over time and therefore requires periodic updating which can occur in two ways: through a Plan Amendment Process, and through a General Review process, which takes place every five years.

The Campus Master Plan focuses on building a compact campus on a unique site. As such, any project will be comprehensively considered within the context of the greater campus vision -- evaluated against the design principles and objectives listed within this Campus Master Plan. Design concepts for work on campus will need to ensure the broader vision of the Campus Master Plan are met -- ensuring work is complementary to future built form and open space opportunities in the same area.

*The Master Plan will function as a tool for the University -- an approved design guide for the development of the campus in consistent application and in regular updating and review. The Master Plan provides direction for implementing near, mid and long-term priorities.*

DEMONSTRATION PLAN  
(PERSPECTIVE VIEW):  
**MASTER PLAN PRIORITIES**

- Near-Term Priorities 
- Mid-Term Priorities 
- Long-Term Priorities 





# 11.0 Administering the Campus Master Plan

## 11.3 | Implementation

This Campus Master Plan has been developed understanding that it will be implemented incrementally, as the need for specific facilities evolve, and as capital funding becomes available. This Campus Master Plan does not include a phasing strategy -- rather, the plan has been developed so that each new building reinforces the proposed open space framework -- defining new open spaces, contributing to the public realm, and enhancing architectural character. In this way, campus growth, regardless of how it is phased, will push the campus toward the vision articulated in this plan.

There are a number of recommended studies that the University of Lethbridge should consider commissioning in the immediate future that supports the Campus Master Plan vision. These include:

- Aperture Park Student Residence Precinct Plan:** Such a strategy would define and refine opportunities to increase and diversify campus housing that will attract a wider variety of users and create a year-round community presence supported by campus amenities.
- Detailed Open and Public Spaces Plan:** A Detailed Open Space Plan is recommended to enhance the Open Space Framework providing guidance with respect to use and programming. The Detailed Open Space Plan should identify how primary open spaces such as the Coulee Quad, the Prairie Quad, the Oldman River Vista, the Parkland, and the Treed Boulevards would be detailed and managed.

- Way-finding, Environmental Signage and Lighting Strategy:** Such a strategy should be developed in addition to the way-finding mechanisms identified in the Campus Master Plan. A comprehensive internal and external signage strategy should include the identification of buildings, open spaces, streets, key destinations, and campus facilities and services.
- North Lands / Innovation Place Precinct Plan:** Commission a Precinct Plan for potential land use activities on these lands.
- Infrastructure Plan:** Commission an Infrastructure Plan to assess all aspects of campus infrastructure including age, condition and long term plans.
- South Lands Precinct Plan:** Commission a Precinct Plan for potential land use activities on the south lands of campus.

# 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.

<b>Future of the University &amp; Implications for campus organization and campus features</b>	<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>
<b>Student Success and Satisfaction</b>	<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>
<b>Faculty Plans and Issues</b>	<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>
<b>Research Plans and Issues</b>	<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>
<b>Relationships and Synergies</b>	<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>
<b>Instructional Space Issues</b>	<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>
<b>Staffing Changes</b>	<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>
<b>Community Outreach</b>	<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 21<sup>st</sup> 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 1<sup>st</sup> 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 1<sup>st</sup> and 2<sup>nd</sup> 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 6<sup>th</sup> 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 35<sup>th</sup> 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](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 1<sup>st</sup> 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](http://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
<b>Students of tomorrow</b>	
Diverse	<ul style="list-style-type: none"> <li>Heterogeneous in terms of ethnicity, culture, race, age</li> <li>Core group from southern Alberta, British Columbia, and Saskatchewan including urban, rural and First Nations populations</li> <li>Core group between ages of 18-24; although more adults and mature students expected</li> </ul>
Socially conscious	<ul style="list-style-type: none"> <li>Ethically- and environmentally-responsible</li> </ul>
Technologically advanced	<ul style="list-style-type: none"> <li>Informed, collaborative learners, virtual learners</li> </ul>
<b>Desired Campus Attributes</b>	
High expectations for	<ul style="list-style-type: none"> <li>A small town feel, a sense of community</li> <li>A variety of learning environments</li> <li>An intimate student/instructor environment and small class size</li> <li>An academic experience as well as opportunities for socializing</li> <li>'Wired' social spaces to enhance collaboration and interaction</li> <li>A flexible and technologically enhanced campus to meet changing needs</li> <li>Quality on-campus services (preferably one-stop), housing, and amenities</li> <li>Community spaces to link the University to the City</li> <li>Campus density to improve walkability</li> <li>Student engagement and showcasing of achievements</li> </ul>

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

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

### 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"> <li>• Add new program space and faculty offices</li> <li>• Add conference facilities for university and community use</li> <li>• Build upwards, for example atop the library building</li> </ul>
Enhance campus	<ul style="list-style-type: none"> <li>• Create gathering spaces to promote collaboration and exchanges of information</li> <li>• 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.)</li> <li>• Consider quads or courtyards that are open to research labs to allow everyone to see the work within</li> </ul>

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

### 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
<b>Move out</b>	
Sciences	
Sciences and classrooms	
Sciences and research services	
Senior administration and non-student services	
President's office	



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

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

## 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"> <li>Extended hours</li> <li>Presentation of research achievements</li> </ul>
General interest events and activities	<ul style="list-style-type: none"> <li>Fine arts and performance</li> <li>Walking trails</li> <li>Sports, camps, fitness centre</li> </ul>

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

## 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
Students	Kathleen Williams	Academic Advisor, Faculty of Management
	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
	Andy Hakin	VP (Academic)
	Mike Mahon	University of Lethbridge President
Non-academic Support	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
Students	Kevin Sehn	Technician, Faculty of Fine Arts
	Michael Holland	Student
	Steph Schaffthuisen	Student
	Elaine Carlson	Associate VP (Human Resources)
Senior Administration 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
	Yvette Thielen	Caretaking Services
	Cheryl Wheeler	Manager, Human Resources Projects
Local Community	Dave Cocks	Intern Architect, FWB Architects
Observers	Wes Hironaka	Architect, RKH Architecture Ltd.
	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  
Initiative



question  
**no. 1**  
of 6





## University Campus Master Plan

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

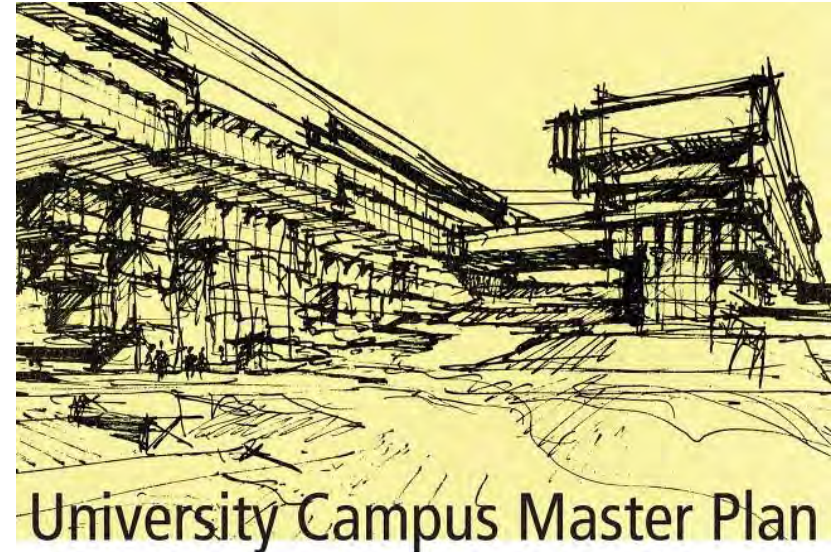
With the sticky notes provided, place your answer to the question above on the whiteboard to the right

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





More than 40 years ago University Hall was the heart of campus. Its architecture is still an iconic source of institutional pride. However, in terms of recent campus development, University Hall has become a periphery building and lost its status as the clear heart of campus.

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 is University Hall's future role on campus? What programs should move in/out of UH?

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!



### Synthesis of Findings

A substantial amount of information was generated by the Whiteboard Forums. Some suggestions concern University Administration such as dissatisfaction with food services and a desire for better internet capacity and speed. Other suggestions support or augment the information already collected for the Master Plan through the interviews with senior administrators and the World Café.





## 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.



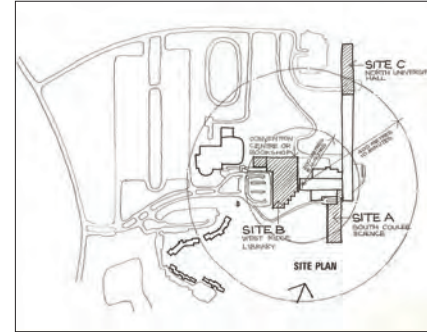


# Previous Campus Plans



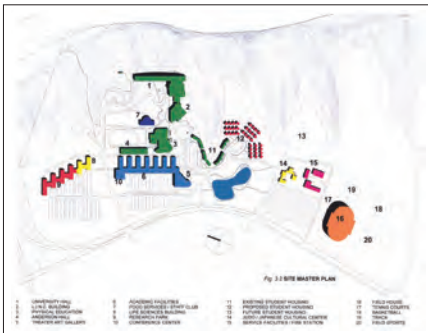
Erickson-Massey Development Plan (1969)

- 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



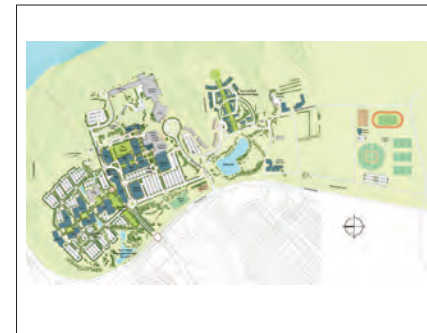
Campus Development Plan (1993)

- 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:

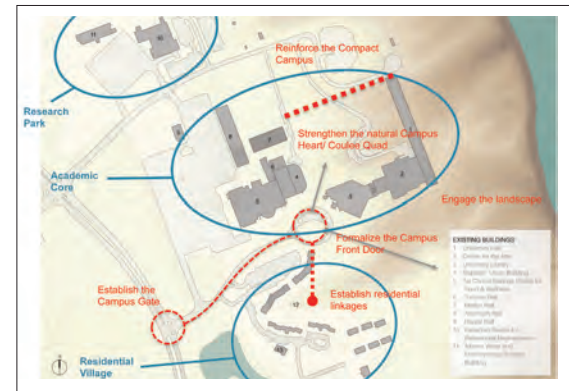
- Interviews with Senior Administrators: 20 senior administrators were individually consulted on a variety of topic;
- World Café Workshops: The broader consultation with University stakeholders was based on the World Café approach. A total of 114 individuals representing academic staff, students, senior 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

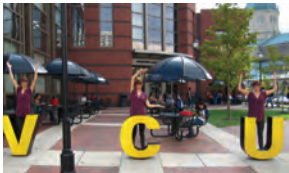


University of Lethbridge

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 courtyards 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

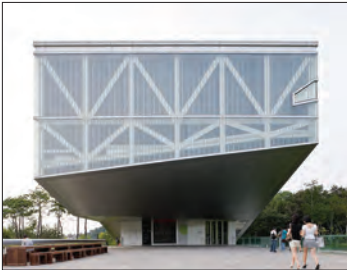
Reinforcing the presence of the Campus in its natural setting  
and creating a Destination Institution



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 N Proposed Residential Buildings



Ewha Women's University, Seoul, South Korea



Art Centre College of Design, Pasadena, USA



Haifa University, Haifa, Israel

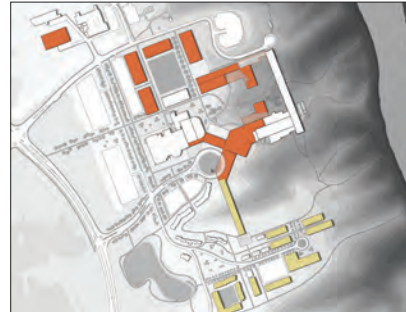


# The Campus in the Future: An Integrated Campus for a Comprehensive Institution

## Proposed Buildings

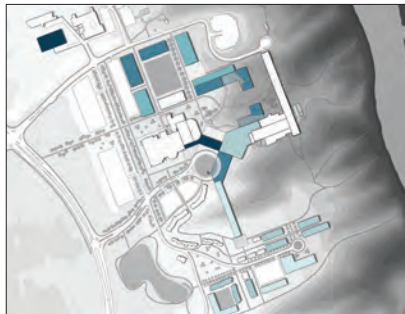


Quad/Plaza Frontage



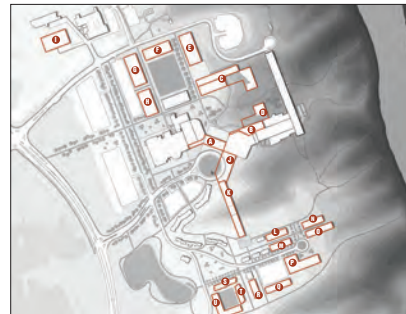
Building Type

- Academic (Proposed)
- Residential (Proposed)



Building Height (No. of Storeys)

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



Gross Floor Areas

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

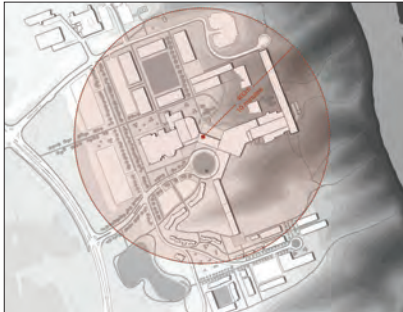


- Existing Buildings
- Proposed Renovations/Additions
- Proposed Academic/Research Buildings
- Proposed Residential Buildings
- Proposed Upper Level Connections
- Quad/Plaza Frontage

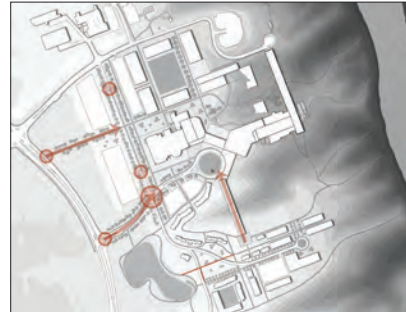


## The Campus in the Future: An Integrated Campus for a Comprehensive Institution

### Creating a Pedestrian-Oriented Campus: Prioritizing Proximity and Walkability



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



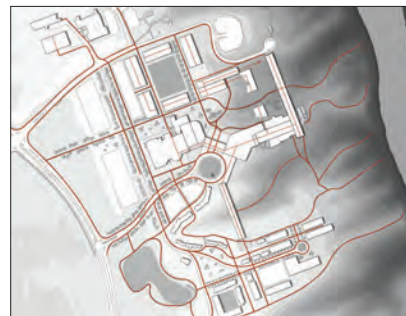
Campus Arrival

- 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

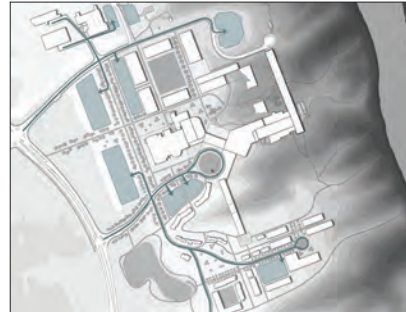
## The Campus in the Future: An Integrated Campus for a Comprehensive Institution

### Vehicular Circulation



Campus Arrival

- Gateway
- Primary Approach



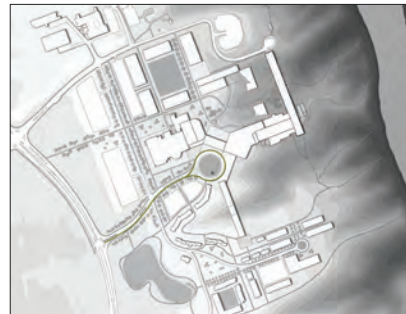
Vehicular Circulation

- Vehicular Circulation
- Parking



Access Routes

- Service Route
- Emergency Route



Transit Route

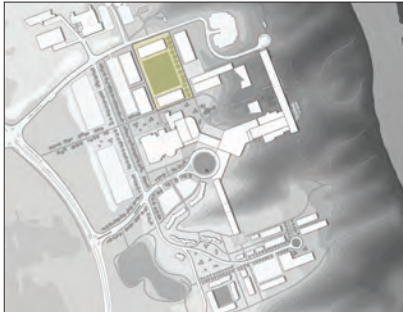


- Gateway
- Vehicular Circulation
- Transit Route
- Service Route
- Emergency Route
- Parking

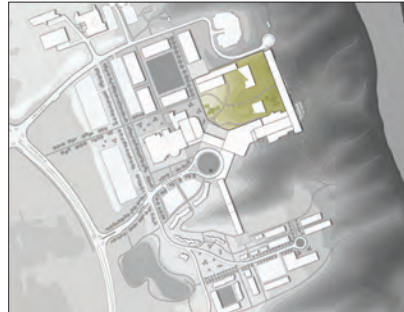


## The Campus in the Future: An Integrated Campus for a Comprehensive Institution

### Reinforcing the presence of the Campus within its natural setting



Prairie Quad

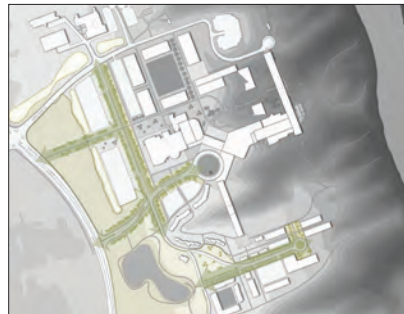


Coulee Quad



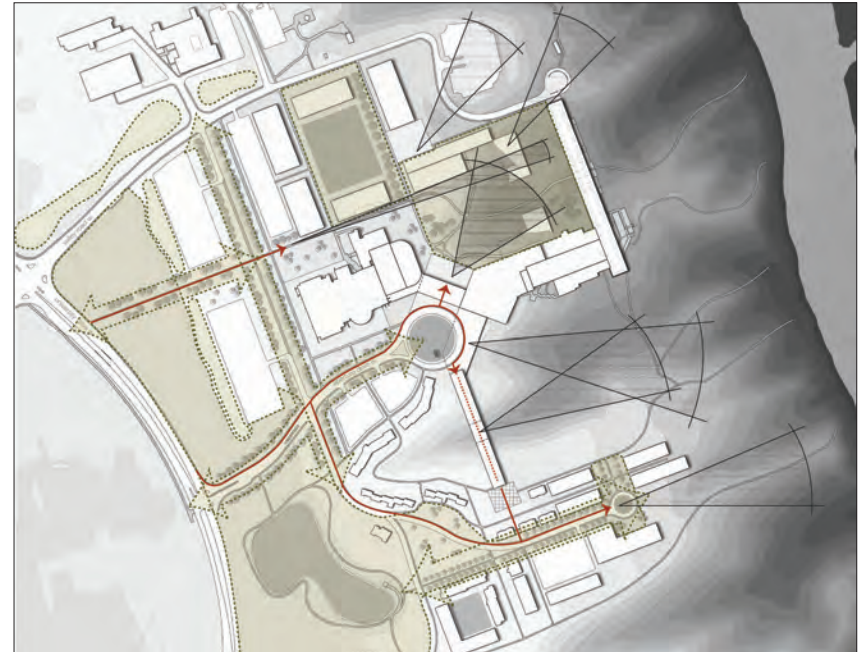
Primary Views

- Views
- Pedestrian Circulation
- Pedestrian Plazas



Additional Landscape Initiatives:

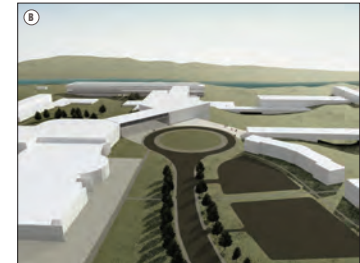
- Parkland
- Berms
- Treed Corridors



- 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

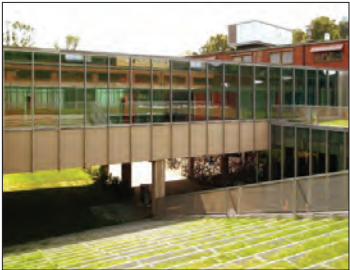
Reinforcing the presence of the Campus in its natural setting  
and creating a Destination Institution



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



Simon Fraser University, Burnaby, Canada

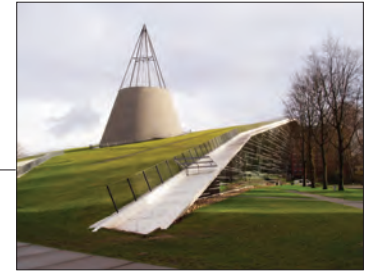


Oslo School of Architecture, Oslo, Norway



- 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 T Proposed Residential Buildings



Delft University of Technology, Delft, Netherlands



Becton Dickinson Campus, Franklin Lakes, USA



Vanke Complex Shenzhen, Shenzhen, China

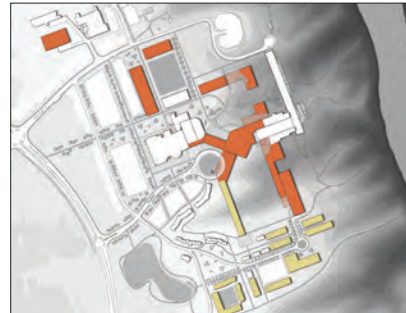


# The Campus in the Future: An Integrated Campus for a Comprehensive Institution

## Proposed Buildings

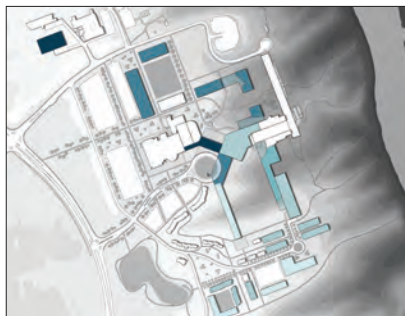


Quad/Plaza Frontage



Building Type

- Academic (Proposed)
- Residential (Proposed)



Building Height (No. of Storeys)

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



Gross Floor Areas

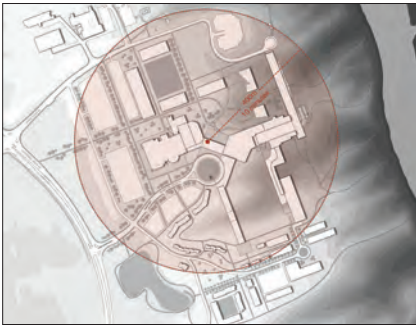
- |   |   |   |
|---|---|---|
| <span style="color: red;">■</span> 1,450 GSM  | <span style="color: red;">■</span> 5,800 GSM  | <span style="color: red;">■</span> 20,000 GSM |
| <span style="color: red;">■</span> 3,604 GSM  | <span style="color: red;">■</span> 7,818 GSM  | <span style="color: red;">■</span> 9,395 GSM  |
| <span style="color: red;">■</span> 39,095 GSM | <span style="color: red;">■</span> 18,075 GSM | <span style="color: red;">■</span> 4,580 GSM  |
| <span style="color: red;">■</span> 5,580 GSM  | <span style="color: red;">■</span> 5,440 GSM  | <span style="color: red;">■</span> 4,680 GSM  |
| <span style="color: red;">■</span> 14,490 GSM | <span style="color: red;">■</span> 5,440 GSM  | <span style="color: red;">■</span> 3,660 GSM  |
| <span style="color: red;">■</span> 7,306 GSM  | <span style="color: red;">■</span> 5,440 GSM  | <span style="color: red;">■</span> 14,250 GSM |
| <span style="color: red;">■</span> 9,424 GSM  | <span style="color: red;">■</span> 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

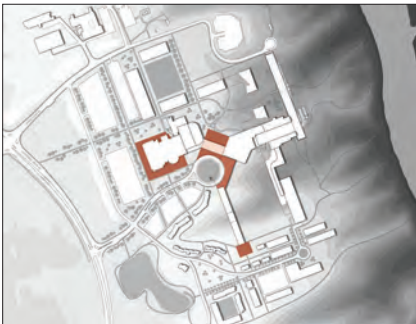


10 minute walking circle  
(Time could vary depending on terrain)



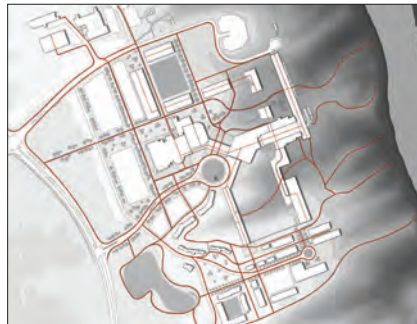
Campus Arrival

- 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

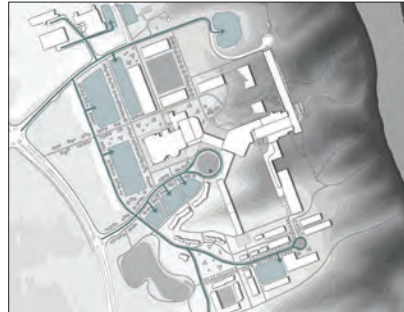
## The Campus in the Future: An Integrated Campus for a Comprehensive Institution

### 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

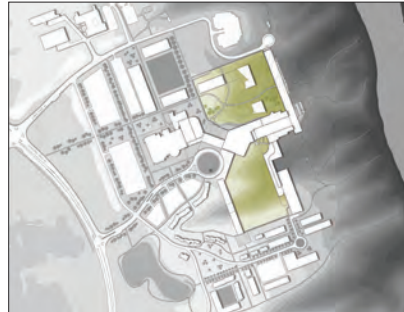


## The Campus in the Future: An Integrated Campus for a Comprehensive Institution

Reinforcing the presence of the  
Campus within its natural setting



Prairie Quad

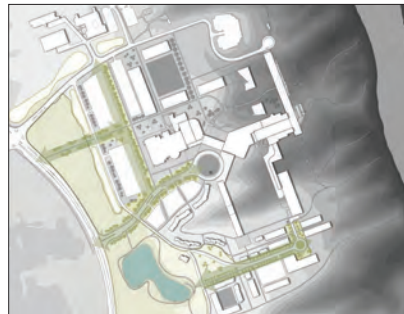


Coulee Quad



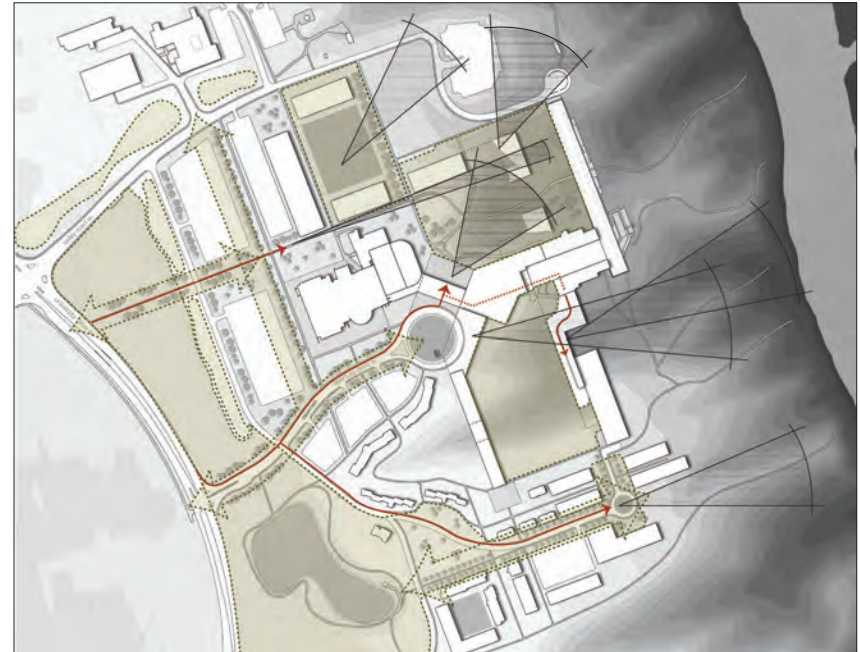
Primary Views

- Views
- Pedestrian Circulation
- Pedestrian Plazas



Additional Landscape Initiatives:

- Parkland
- Berms
- Treed Corridors



- Primary Views
- Landscape Initiatives
- Pedestrian Circulation



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## Summary

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### 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. <a href="#">Is the prairie sky, coule and river views appropriately captured in key vistas within the proposed Option?</a>	Scale 1 to 6			
	6.3. <a href="#">As an iconic building, is University Hall appropriately framed for key views?</a>	Scale 1 to 6			
7. INTEGRATION	7.1. <a href="#">Does the proposed Option suggest a sense of place? Is it "of the Land"?</a>	Scale 1 to 6			
	7.2. <a href="#">Do the proposed buildings in this Option make "good neighbours" with existing and adjoining buildings?</a>	Scale 1 to 6			
	7.3. <a href="#">Would the proposed Option make a positive civic contribution to the surrounding Lethbridge community?</a>	Scale 1 to 6			
8. PERFORMANCE	8.1. <a href="#">Do the proposed buildings in this Option facilitate the phasing of future growth?</a>	Scale 1 to 6			
	8.2. <a href="#">Are the buildings in the proposed Option properly oriented to protect pedestrians from the prevailing winds and maximize solar exposure?</a>	Scale 1 to 6			
	8.3. <a href="#">Does the proposed Option suggest a scheme that maximizes pedestrian security and avoids "no-go" areas?</a>	Scale 1 to 6			
9. CORE & CONNECTIVITY	9.1. <a href="#">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?</a>	Scale 1 to 6			
	9.2. <a href="#">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?</a>	Scale 1 to 6			
	9.3. <a href="#">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?</a>	Scale 1 to 6			
10. SUMMARY	10.1. <a href="#">Will this proposed Option accommodate the University's development and growth plans?</a>	Scale 1 to 6			
	10.2. <a href="#">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?</a>	Scale 1 to 6			
	10.3. <a href="#">Does the proposed Option demonstrate leadership in the management and planning of building assets and the careful stewardship of land holdings?</a>	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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**Moriyama & Teshima Architects**, Toronto, ON, Canada  
**Gibbs Gage Architects**, Calgary, AB, Canada  
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