Red River College
Notre Dame Campus
Master Plan
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01 Executive Summary
Executive Summary

Vision

The Red River College Master Plan proposes a long-term vision for the College’s Notre Dame campus that is rooted in Red River’s values and academic mission, embeds planning and design strategies to welcome and support the Aboriginal community, integrates innovative approaches to higher education delivery, and promotes a sustainable future. The Plan proposes building and site improvements that will enhance the learning environment for both general education and skilled trades programs, create a higher quality student and campus life experience, and improve the character and image of the campus. The proposed improvements will also enhance functional systems, by arranging program elements rationally across the campus to strengthen classroom-based and skilled trade programs, creating a structure and hierarchy to the campus landscape, simplifying pedestrian routes, and rationalizing vehicular circulation, parking and service systems.

The Master Plan defines four “big ideas”, which will transform the campus over time:

- Creating a new Heart of the Campus to support the College’s vision for a polytechnic model of education, by bringing together students from general education and skilled trades programs within a shared space containing student and faculty support and collaboration spaces, a new library and learning commons, dining, informal study and social spaces.
- Accommodating a new 100,000 gsf building with state-of-the-art labs for the skilled trades programs, designed as a flexible system of high and low-bay labs that can be used for a range of different programs over time. Classrooms and faculty offices will be accommodated adjacent to the labs.
- Creating a new campus arrival at the intersection of Notre Dame Avenue and King Edward Street to enhance the College’s presence at this important intersection.
- Developing a new on-campus community with a student residential village, wellness facility and outdoor amenities.

With these and other functional improvements to the campus, the Master Plan defines a future for Red River that is visionary, sustainable and achievable.

Report Organization

The four big ideas are illustrated graphically on the following pages. The balance of this report documents the following elements:

- The context for the Master Plan, including the College’s Mission, Academic and Strategic Plans
- The planning process, including campus community engagement
- Planning strategies to support the Aboriginal community, and to implement the College’s academic vision
- The sustainable solutions framework, which defines a range of sustainability elements that can be influenced by the Master Plan
- The campus systems frameworks, which define the structure and organization of the functional systems that make up the campus
- A more detailed explanation of the four big ideas
- The phasing and implementation strategy for the Plan.

An appendix to this report contains further detail on the different aspects of the Plan including:

- MyCampus
- Collaboration Surveys
- Space Analysis: Instructional Utilization and Benchmarking
- Space Analysis Refinement
- Campus Analysis Summary
- Transportation Analysis
- Infrastructure Analysis
- Landscape Analysis
- Pedestrian Circulation Analysis
ILLUSTRATIVE MASTER PLAN

A-Z. Existing Buildings
1. Heart of the Campus
2. STTC
3. Classroom Buildings
4. Learning Commons
5. Proposed Building C Entrance
6. Student Housing
7. Community Building
8. Wellness Centre
9. Campus Arrival
10. Athletic Fields
11. Medicine Wheel
12. Parking Garage
13. Surface Parking
14. Loading/Service Area
The Plan rationalizes pedestrian circulation into strong east-west and north-south axes that come together at the Heart of the Campus.

The Heart of the Campus contains shared spaces to encourage student collaboration and study/faculty interaction.
The Skilled Trades and Technology Centre (STTC)

The STTC building will be connected to the Heart of the Campus through a new pedestrian link.

The STTC building will contain new high- and low-bay labs and collaboration spaces for the College’s skilled trades programs.
The Master Plan creates a new campus arrival from Notre Dame Avenue, creating a stronger college presence at the Notre Dame Avenue and King Edward Street intersection.

The Master Plan creates a new on-campus community district with student housing, a campus park, second Medicine Wheel, Wellness Centre and day care.
02 Planning Context and Goals
Strategic Plan

Red River College has a three year Strategic Plan that is reviewed annually to ensure its continuing relevance. The Strategic Plan is the basis for decision-making and sets the framework for efforts at all levels of the College. The Strategic Plan contains four themes:

- Fuel Manitoba’s Economic Growth and Community Development
- Lead Aboriginal Achievement
- Strengthen Student Achievement
- Improve the College’s Triple Bottom Line: People, Planet, Profits

The following is an overview of each strategic theme:

Fuel Manitoba’s Economic Growth and Community Development

As a result of growing pressure of globalization, industries face challenges of recruiting and retaining skilled workers, increased productivity, and innovation. RRC strives to support the goals of the Province of Manitoba to develop and maintain a skilled labor force, encouraging local, national, and international trade opportunities, and to create a sustainable economic environment by enhancing the innovative capacity of each participant in the economy.

RRC also aims to support the goals of the Federal Government to increase post-secondary achievement rates, overcome the skills deficit, to advance innovation, to increase Aboriginal education, and to support immigrant resettlement.

To these ends, the College will focus on enhancing connections between academic programs and applied research activities with community and workforce development needs, and fostering links with industry, community, alumni and all levels of government and labour.

Lead Aboriginal Achievement

The Strategic Plan aims to transform the culture and environment of the College to acknowledge and respect Aboriginal world views and enhance Aboriginal student participation and success. The College’s School of Indigenous Education (SIE) provides programs and support for Aboriginal learners within SIE. The SIE has also promoted the use of the medicine wheel as a tool to support holistic curriculum development. It is the goal of the College to promote cross-departmental participation in addressing the needs of Aboriginal people, through a review of academic programs, hiring policies, decision-making processes, and physical learning space.

The Strategic Plan aims to improve the College’s triple bottom line: People, Planet, Profits.
Strengthen Student Achievement

Red River College prides itself on being an accessible educational institution. Students that join the College come from diverse backgrounds with various levels of preparation for the programs they seek to pursue in College. To improve student success, the College will make efforts to support teaching excellence and improve the student experience. The College also seeks to adopt more aggressive international student recruitment to expand the College’s visibility globally, and attract a more diverse group of students.

The Strategic Plan identifies three specific initiatives to strengthen student achievement:

• Support teaching excellence
• Prepare RRC students to compete and succeed in the global economy
• Develop a comprehensive Strategic Enrollment Management (SEM) Plan which would span the total experience from awareness through graduation, employment and alumni membership

Improve the College’s Triple Bottom Line: People, Planet, Profits

The Strategic Plan outlines three principal sustainability initiatives: “people”, “planet”, “profits” – contributing to the economic viability of the institution. The initiatives associated with these themes include:

• People: Taking measures that contribute to social and economic wellbeing by improving the work environment (leadership, planning, processes, communications, and collaboration).
• Planet: Contributing to the environment by completing the Sustainability Tracking, Assessment and Rating System (STARS).
• Profit: Contributing to the economic viability of the institution by developing a plan to increase College capacity and increase financial sustainability.
“Driving Innovation,” the Red River College Academic Plan 2020, reflects a College-wide effort to translate the Board of Governors’ vision for RRC as the leader in applied research and innovation into a set of academic priorities, goals, and strategies encompassing teaching and learning, research, and the relationship of the College with the surrounding community. In addition to affirming a vision for the College as a leader in applied research and catalyst for regional innovation, the Plan establishes six goals for its academic program, which have informed this Master Plan.

Vision
Red River College is recognized as one of North America’s leading institutes of applied learning and research. The knowledge and skills learners acquire at the College are a catalyst for innovative achievement in Manitoba’s business and social sectors. They build our economy and enrich our whole society.

Academic Mission
Red River College delivers applied education that provides for career and personal success to a wide variety of learners. The result is a highly skilled, motivated and diverse workforce.

Goals
- Responsible Growth: The College intends to increase enrollment to 12,000 by 2020 while increasing the number of lifelong learning, apprenticeship, and international students.
- Aboriginal Outreach: The College intends to attract and support the success of more learners from Manitoba’s Aboriginal communities, which are expected to grow more than 30 percent in the next decade.
- Diversity and Inclusiveness: As Manitoba works to attract 20,000 immigrants each year, the College intends to increase the diversity of its student and employee populations.
- Access and Success: The College works to ensure that programs respond to the different needs of a diverse population including lifelong learners, and strives to ensure that its learners have the skills needed to successfully complete its educational programs.
- Quality and Innovation: The College is committed to maintaining a high level of quality assurance while maintaining its strong climate of innovation.
- A Polytechnic Model of Education: Offer a broad array of applied degrees and apprenticeships within the College’s academic programs.

The six goals listed above underscore the College’s commitment to expanding and supporting a student community growing in diversity to reflect the demographic trends and priorities of Manitoba, as well as to promote the Province’s economic competitiveness. The College’s goal of delivering a polytechnic model of education that promotes innovation while maintaining high quality educational programs is also designed to support a thriving, innovation-driven economy for the region. Red River College’s goals for its academic future guide the educational strategies of this Master Plan.

Key Issues
Interviews with over twenty stakeholder groups revealed a number of key issues that the Master Plan needs to address, as well as goals for success. The following are specific issues identified in the interview process:
- Anticipate growth and remain flexible and responsive to local economic needs
- Increase cross-disciplinary interaction and sense of community
- Model best industry practices in the learning environment
- Provide expanded flexible project / research lab facilities
- Respond to the special needs of the Aboriginal Community
- Enhance the student life experience
- Improve the quality of campus buildings and the sense of place
- Increase and celebrate connections to the outdoor natural environment and to sunlight
- Improve the sense of arrival to the campus and campus circulation and wayfinding
- Improve campus to community connections
Master Plan Goals

In response to goals identified in the Red River’s Strategic Plan and Academic Plan 2020, and the issues identified through stakeholder interviews, the following goals were established for the Master Plan:

- Support the implementation of Red River’s Strategic Plan and Academic Plan 2020
- Establish a flexible campus design framework that accommodates growth and supports changing priorities
- Create a ‘learning campus’ and innovative learning environment that fosters student success
- Create an environment that helps Aboriginal students achieve their educational goals and strengthens relationships with their community
- Embrace the three pillars of sustainability: social, environmental, and economic
- Improve the function, quality and image of the campus

Planning Assumptions

In the Fall 2012, enrollment at the Notre Dame campus was 5,402 students full time equivalent (FTE) students, and faculty and staff FTE were 1,049 and 622 respectively. For the purposes of the Master Plan, it was assumed that enrollment will grow at the same average rate as in the past five years, for a total increase of 53 percent over ten years. It was also assumed that faculty and staff FTE will grow in proportion to enrollment growth. These assumptions generate an estimated future enrollment of 8,260 FTE, future faculty FTE of 1,604, and future staff FTE of 950.

<table>
<thead>
<tr>
<th>NOTRE DAME CAMPUS ENROLLMENT</th>
<th>Current FTE</th>
<th>Future FTE</th>
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<tbody>
<tr>
<td>STUDENT</td>
<td>5,402</td>
<td>8,260</td>
</tr>
<tr>
<td>FACULTY</td>
<td>1,049</td>
<td>1,604</td>
</tr>
<tr>
<td>STAFF</td>
<td>622</td>
<td>950</td>
</tr>
</tbody>
</table>
03 Process
Phase 1 Discovery
Phase 1: Discovery Phase of the Master Plan took place from February to April of 2013. The goals for the Discovery phase were for the consultant team to develop a comprehensive understanding of the strategic, planning and design issues that would later inform the Master Plan; and to establish a dialogue with the Red River College community that would encourage engagement in the planning process. Specific Phase 1 tasks included:
- Work session #1 and stakeholder interviews
- Two Notre Dame campus visits and guided tours
- MyCampus survey
- Existing space analysis
- Academic and strategic plan analysis
- Campus history
- Campus analysis:
  - Program organization
  - Landscape structure
  - Mobility systems
  - Infrastructure
  - Community Context
- Ongoing sustainability initiatives
- Campus character analysis

Phase 2 Exploration
Phase 2: Exploration Phase of the Master Plan took place from May to August of 2013. The goal of the Exploration phase was to examine options for near-term and long-term campus development, based on the planning assessment and design framework defined in Phase I and guidance from the Master Plan Committee and stakeholder consultation process. By the end of the Exploration phase the team reached consensus on a preferred alternative to be developed during Phase 3 as a draft plan for the campus. The specific tasks of the Exploration Phase were as follows:
- Development of three initial alternatives focusing on replacement of Building B and proposing on-campus student housing within the master planning framework established in Phase 1
- Development of program requirements
- Alternatives review and “charette” work session with RRC representatives in Sasaki office
- Development of the preferred alternative
- Red River College review

Phase 3 Synthesis
Phase 3: Synthesis, was the final phase of the Master Plan and took place from September to December of 2013. Phase 3 of the planning process focused on the development and documentation of the preferred Red River College Master Plan. The Master Plan established a vision that links the College’s mission and strategic agenda with the physical development of the campus. This vision is a guide to decision-making and the physical design of the campus in the future. The following were the specific tasks of the Synthesis Phase:
- Draft Plan and implementation strategy
- Red River College review
- Final Plan development included final Illustrative Plan and phasing strategies, 3D views of the Campus Heart, Campus Landscape Plan, Campus Circulation and Service Plan
- Final report depicting the master planning framework, process, and products
Campus Community Engagement

The stakeholder engagement process for the Red River College Notre Dame Master Plan involved all members of the College community. The process involved a range of outreach strategies from online surveys, in-person interviews, and presentations to a broad community – all specifically targeted to the various stakeholder groups with an interest in the Plan.

- Stakeholder interviews
- MyCampus online survey
- Aboriginal work session
- Campus walk with Aboriginal Elders
- Off-site work session
- Master Plan Committee meetings
- Executive Committee meetings
- Management Committee meetings
- Campus community forum and live feed to other campuses

Two meetings were held with the College’s Management Committee, where over 100 people attended.
MyCampus Summary

MyCampus survey is an interactive online community engagement tool that allowed students, faculty and staff to give feedback on the way they use Notre Dame Campus. The survey posed a number of questions and permitted the respondents to answer by placing icons on the campus map. Three hundred participants took the survey and we were provided over 950 individual comments on subjects such as favourite classrooms and gathering spaces, circulation on campus, location of campus heart, and a dozen other categories.

Below are the highlights for a select number of categories:

Classrooms Priorities:
- Interior environmental comfort (lighting, temperature, acoustics) was identified as an issue
- Proximity to parking

Studying Priorities:
- Interior environmental comfort especially lighting
- Hours of operation
- Wi-Fi and electrical plugs for laptops were a high priority for students
- Proximity to parking
- Collaboration with others
- A variety of spaces from more private to collaboration spaces were desired

Dining and Socializing Priorities:
- Socializing was often associated with dining options
- Many respondents felt that the price point of dining options was too high for the college
- Tim Hortons and Buffalo Cafeteria locations seemed to be frequently visited but overcrowded
- Buffalo Cafeteria was considered to be the heart of the campus where you could meet someone you know

Favourite Outdoor Spaces:
- The cemetery to the west of campus is an asset and is treated like a park
- The courtyard is widely used in nice weather
- The grounds are used for walks but could use more amenities such as benches
- The Medicine Wheel is a great cultural amenity but it is too far away from the core
- More active recreation spaces

Campus Heart Location:
- Lack of consensus on where Campus Heart is, but it is generally focused around Building C
- It is often associated with dining
- The heart is on the mall level
- Some respondents found their labs and community spaces to be the heart of campus

Safety Concerns:
- Exterior lighting was a concern
- Heavy vehicular traffic isn’t separated from pedestrian paths
- Access to buildings is limited at night

Sample results of the MyCampus survey are illustrated on page 23. The detailed findings are documented in the Appendix to this report.
MyCampus Survey Question: Where are your favourite classrooms?

I like the location next to the parking. Good bright airy classes that are difficult to get to for someone with disabilities located at the opposite end of the campus. Access not well thought out for persons with disabilities. MyCampus Survey Question: What do you consider to be the centre of campus / campus heart?

There is no campus heart. Fortunately or unfortunately Tim Hortons. It would be nice if there was a focal point/center piece for the campus. Get rid of the concrete courtyards and create summer and winter meeting places like atriums.

MyCampus Survey Question: Where do you collaborate?

I will work with others in The Cave. I will work on group projects in the Library. I find that the Library fills up quickly during the lunch hour. MyCampus Survey Question: Where is the heart of the campus?

For Aboriginal students the Ab Lounge and Computer lab on the mall level.

Buffalo Cafe

MyCampus Survey Question: What are your typical walking routes?

There is no campus heart. Work and collaboration happens within the carpentry shop. Often have meetings in The Buffalo which is still stuck in the 70's along with pretty much most of the building.
04 Planning Strategies
Aboriginal Community Strategy

Early in the master planning process, the consultant team met with Aboriginal leaders to explore how the Master Plan could best support the Aboriginal community on the Red River campus. The key themes that emerged from the work session that have helped to guide planning for the campus include:

- Create awareness about the Aboriginal community through storytelling, such as the seven traditional teachings and traditional plantings and medicines
- Create a sense of belonging for Aboriginal students, for example, create flexible spaces in visible areas for cultural activities such as Pow Wows, drumming, singing, ceremonies
- Integrate aboriginal culture and natural elements such as wood, stone and water in design strategies in a meaningful way
- Develop design and operational strategies for the College that are in harmony with the broader community

The planning team was also inspired by the teachings of the Medicine Wheel, including the Four Cardinal Points and the Four Sacred Directions, the Seven Stages of Life and Seven Grandfather Teachings.

With this guidance, the Master Plan integrates the following design strategies that are intended to welcome Aboriginal students on campus, express Aboriginal world views and celebrate Aboriginal culture:

- Apply the teachings of the Medicine Wheel to organize the Plan by creating a new heart to the campus, and by simplifying campus circulation into strong east/west and north/south corridors that facilitate wayfinding and gathering in the campus heart
- Create an on-campus community with new student housing to welcome Aboriginal students and families
- Enhance on-campus health and wellness with a new Wellness Centre and recreation fields
- Create a second Medicine Wheel to make Aboriginal culture more visible
- Enhance connections with the natural environment and orient buildings towards the south for access to sun and light
- Respect Manitoba’s landscape heritage and use native plant materials in the landscape

These strategies are illustrated graphically on page 27.

The Seven Stages of Life:
- Good Life
- Fast Life
- Wandering Life
- Stages of Truth
- Planning
- Doing
- The Elder Life

The Seven Grandfather Teachings:
- Honesty
- Humility
- Courage
- Wisdom
- Respect
- Generosity
- Love
Create a new Heart of the Campus and simplify circulation into strong north-south and east-west directions.

Enhance connections with the natural environment.

Create an on-campus community that welcomes Aboriginal students.

Left image - Example of nature landscape at First Nations University in Regina, Saskatchewan.

Right image - Example of architectural design strategies to welcome the Aboriginal community at First Peoples House, University of Victoria in Victoria, BC.
Summary of Academic Program Strategy

The Master Plan is also driven by an academic program strategy that emerges from the College’s Strategic and Academic Plans and vision for polytechnic education. The Plan reinforces the learning environment for current general education and skilled trade programs, while also creating a new “Heart of the Campus” that brings together students from all program areas, exposing students to the breadth of advanced post-diploma opportunities and applied education and research. The Heart of the Campus contains student and faculty support and collaboration spaces to enhance student engagement, as well as student-faculty interaction. It also contains a new library and learning commons with dining, staff lounge, student and staff support offices, and informal study and social spaces.

The Plan incorporates highly visible spaces for collaborative research and core facilities, such as prototyping, product development, and testing labs, to be shared across trade and disciplinary areas. These flexible spaces will encourage collaboration and cross disciplinary activities.

Space Needs and Program

In the first phase of the planning process, the consultant team prepared a comprehensive analysis of space needs for the College’s current and future enrollment. The analysis included several elements:

**Instructional Space Assessment**

The instructional space assessment examined current instructional space use by location and time, based on the College’s Fall 2012 course schedule, conversations with the College’s timetabler and stakeholder interviews. The assessment also looked at the overall fit between courses delivered and rooms available.

The analysis of classroom space revealed there is potential to increase classroom use if classes could be scheduled at 8:00 a.m., over lunch, or after 4:00 p.m. Additional classroom capacity could also be captured during evening hours. The target range for classroom scheduling is 30 to 40 hours per week. Forty percent of classrooms fall within this range, while 44 percent fall below 30 hours per week. Another 16 percent are scheduled more than 40 hours per week.

The analysis of lab space revealed that a number of labs appear to be underutilized. This is partly attributable to the relocation of Hospitality programs to the Exchange District Campus in downtown Winnipeg. The analysis points to stress in lab space for the departments of Civil Engineering Technology, Construction Trades, Continuing Education and Teacher Education. Computer labs and laptop classrooms are also heavily utilized.
Benchmarking Analysis
The benchmarking analysis compared existing space by space type at Red River College to space at a range of Canadian and U.S. institutions, including all institutions in the Province of Ontario. The analysis revealed that the existing classroom space appears adequate based on current enrollment, and that there is a need for study, student life and recreation space.

Space Needs Assessment
The space needs assessment examined space needs for classrooms, labs, offices, library and study space, recreation space, student life space and healthcare space. The analysis applied guidelines by the Council of Education Facility Planners International (CEFPI), which are widely accepted metrics used by higher education institutions. The CEFPI guidelines employ data supplied by individual institutions, so findings are institution-specific.

The following is a summary of the overall space needs analysis findings for current and future enrollment:
- Existing classroom space appears adequate based on utilization and model findings; more space will be needed to support enrollment growth
- A separate study of skilled trades lab space by Education Consulting Services suggests there is a need for more skilled trade lab space
- There is a shortage of office space even with sharing; more space will be needed to support faculty and staff growth
- Library stack space appears adequate given conversion to digital collection; there is a shortage of study space across campus but trade programs may not require significant study space outside the classroom
- There appears to be a shortage of athletics and recreation space. Additional space could support health programs and broader community needs
- Assembly space needs are met through shared use of gyms and lecture theaters
- There is a significant shortage of dining and student life space for current FTE, and there are few alternative off-campus dining options to satisfy demand
- Study, dining and student life space could be shared to address shortages and contribute to student life environment

The findings of the space needs analysis for current and future enrollment are documented in the following tables, together with the proposed program to address the identified space needs. The proposed program elements are accommodated in the Campus Master Plan.

Examples of student collaboration and study space at Coventry University in the Hub Student Centre by Hawkins Brown (top) and ILoft-Lorain County Community College by Sasaki Associates, Inc. (bottom).
Classrooms Utilization Summary

Weekly Average: 48%

Summary of average weekly classroom utilization (top) and lab utilization (bottom) illustrates periods of peak demand.
The space needs assessment established space needs for current enrollment (top) and future enrollment growth of 50% (bottom).
05 Sustainable Solutions Framework
Sustainable Solutions Framework

Red River College has a strong commitment to sustainability, and has adopted a “sustainability work plan” that establishes goals and recommends a range of initiatives to improve the environmental, economic and social performance of the College and the campus. The Master Plan creates the opportunity to advance these goals and initiatives within several areas. To this end, the Plan introduces a “sustainable solutions framework” that defines a range of sustainability elements that can be influenced by the Master Plan, and goals for each element. The sustainability elements are organized within economic, social, environmental, and built environment topic areas.

The Sustainable Solutions Framework is employed in Section 6.0 to evaluate the sustainability outcomes of the Master Plan Campus Framework Elements. Moving forward, it is recommended that the College establish specific metrics within each sustainability element in order to measure success over time.

Economic Elements

- Plan and design environments with a long-term view of capital and operating costs.
- Facilitate economic development and partnerships in communities and regions.

Social Elements

- Create environments that encourage community engagement and interaction.
- Create places that are responsive to the culture, history, traditions, and context of the communities within which we work and learn.
- Create environments that promote human health and development.
- Design environments that are safe and secure for the inhabitants, users, and visitors.
Environmental Elements

**CO₂**
*CLIMATE*
Create campus buildings, landscapes and plans that are appropriate to their location and can adapt to climate change.

**LAND**
Provide planning and design strategies that preserve, repair, and enhance a site, campus, community, or region.

**WATER**
Encourage water conservation through a reduction in water consumption and reducing site run-off.

**ECOLOGY**
Preserve and enhance biologically diverse and healthy habitats.

**ENERGY**
Plan and design high performance environments that promote the use of renewable energy.

Built Environments

**LAND USE AND CIVIC STRUCTURE**
Promote land use patterns that create an inspiring civic realm responsive to the context of a site, campus, community, or region.

**LANDSCAPE**
Create “working landscapes” that provide wind protection and shade, perform storm-water management functions, and protect natural systems.

**SPACE**
Design buildings and interiors that are beautiful, healthy, efficient, and regenerative.

**INFRASTRUCTURE**
Develop a systems-approach to green infrastructure that promotes efficiency in traditional systems as well as innovative new systems.

**MOBILITY**
Plan for a comprehensive system of pedestrian, bicycle, transit and vehicular movement.
# Campus System Frameworks

The Master Plan defines a system of framework elements that address key functional aspects of the campus, including program organization, open space structure, pedestrian circulation, and vehicular circulation, parking and service. The Master Plan identifies specific planning and design strategies for each framework element in order to resolve current issues and ensure they function efficiently, while together contributing to the quality and character of the campus environment.

Each framework element is also evaluated through the Sustainable Solutions Framework, in order to highlight potential sustainability outcomes.

## Sustainability Strategies

<table>
<thead>
<tr>
<th>Energy</th>
<th>Community</th>
<th>Economic Development and Finance</th>
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</thead>
<tbody>
<tr>
<td>• Improved energy efficiency of new buildings</td>
<td>• Educational mission support</td>
<td>• Space for educational programs to support local economic development</td>
</tr>
<tr>
<td>• South building orientation for daylight and solar gain</td>
<td>• Enhanced community space at Heart of the Campus</td>
<td>• Space for partnerships and research</td>
</tr>
<tr>
<td>• More efficient space use of new and renovated facilities</td>
<td>• Enhanced community presence at the intersection of Notre Dame and King Edward</td>
<td>• Decreased long-term operations costs with more efficient buildings</td>
</tr>
<tr>
<td>Civic Structure</td>
<td>• Campus and community amenities with Wellness Centre, housing and recreation fields</td>
<td></td>
</tr>
<tr>
<td>• Strong campus structure grounded in Manitoba culture and heritage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Enhanced sense of place with improved campus organization</td>
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CAMPUS PROGRAM

<table>
<thead>
<tr>
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<tr>
<td>Existing Space</td>
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<td>New Space</td>
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<td>STTC Building</td>
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<tr>
<td>New Classroom Buildings</td>
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<td>Heart of the Campus</td>
<td>148,800</td>
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<td>STTC Phase 2</td>
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<td>Wellness Centre</td>
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<td>Total Space</td>
<td>1,663,000</td>
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PROGRAM ORGANIZATION

- Skilled Trades
- Classrooms and Offices
- Library / Learning Commons
- Administration
- Fitness / Wellness Centre
- Housing
- Circulation
- Study and Learner Support Space
- Parking Garage / Service
Open Space Structure

The open space framework defines a hierarchical system of open space elements that together make up the Red River campus. The Master Plan clearly defines existing landscape elements and strengthens the connections among them. The open space elements include the following:

Entry Landscapes
Entry landscapes are the landscapes that create a sense of arrival and welcome to the campus. They will be designed with hard and soft landscape elements that reinforce the image and identity of the College with cultural and natural heritage elements. The Master Plan moves the main campus entrance from Notre Dame Avenue to the east to create a stronger College presence at the intersection of Notre Dame and King Edward Street. The Plan also introduces an entry landscape to connect the north parking areas to a secondary entrance to Building J and another entry landscape to connect the west parking areas to Building E and future classroom buildings. These secondary entrances lead directly into the internal campus pedestrian network.

Courtyards, Quadrangles and Plazas
Courtyards and quadrangles are smaller spaces framed by buildings that provide human-scaled and habitable environments for gathering and socializing. The Master Plan preserves the existing courtyards framed by Buildings C, D, E and F, and by Building A and the South Gym, and introduces new courtyards that will be framed by future academic buildings to the north, and within the new student village. It is also recommended that additional internal courtyards be created as ‘winter gardens’ to bring natural light into buildings.

Plazas are larger, hard-surfaced outdoor spaces that accommodate pedestrian movements and navigation between buildings, as well as outdoor gathering. The main plaza on campus is the hard surfaced area surrounding Building C. It is recommended that the College consider improvements to this area to improve micro-climate conditions, and create a more welcoming environment.

Perimeter (Public Edge) Landscape
The perimeter landscape is the landscape along the Notre Dame Avenue and King Edward Street edges of the campus. These landscapes create a transition between the campus and adjacent areas, and contribute to the image and character of the campus. The perimeter will include prairie landscape at the new campus entrance, a park-like community landscape by the new student village and landscapes treated with native plantings, such as prairie grasses and streetscapes along the King Edward and Notre Dame edges of the campus.

Recreation Landscape
The recreation landscape accommodates the College’s sports and recreation fields, and is located in the north portion of the campus. The Master Plan sites additional sports fields in this area that will serve a larger student population, as well the broader community.

Learning Landscapes
The campus landscape can be used for instructional and research purposes through academic programs that reveal the ecology of the campus, demonstration and testing of sustainable landscape strategies, and preservation of areas for the landscape specifically for educational purposes. Learning opportunities can be communicated through formal instruction, or by way of interpretative signage in appropriate places. While the entire campus could serve as a setting for learning, the Master Plan identifies a few key areas that could be specifically preserved for instructional purposes.

Sustainability Strategies

<table>
<thead>
<tr>
<th>Water</th>
<th>Ecology</th>
<th>Finance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integration of bioswales for stormwater management</td>
<td>Use of native plant materials and prairie landscape</td>
<td>• Recreation fields provide improved community access</td>
</tr>
<tr>
<td>Reduced irrigation with use of native species</td>
<td>Increased tree planting to mitigate microclimate</td>
<td>• Decreased operations costs with native species and reduced irrigation</td>
</tr>
<tr>
<td>Decreased impermeable surface and ‘parking gardens’ for ground water recharge</td>
<td>Landscape design to create a learning landscape</td>
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<tr>
<td></td>
<td>Campus courtyards enhance campus community</td>
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</tbody>
</table>
OPEN SPACE STRUCTURE

- **Entry**
- **Courtyard, Quad and Plaza**
- **Perimeter (Public Edge)**
- **Recreation**
- **Service**
- **Parking**
- **Bioswale**

---

Notre Dame Ave

King Edward St

Entry

Courtyard, Quad and Plaza

Perimeter (Public Edge)

Recreation Service Parking Bioswale
Transportation Systems

The campus transportation system is the network of infrastructure that enables students, faculty and staff to efficiently and safely access all parts of the campus. The system should consider the needs of all users including pedestrians, bicyclists, transit riders, motorists and passengers. As the Notre Dame campus population grows, it will become increasingly difficult and expensive to support a culture where driving a single occupancy vehicle is the first choice over all other modes of transportation. To manage campus growth in an economically and environmentally sustainable manner, the campus transportation system must be planned in a way that makes sustainable mode choices the most convenient options.

Existing Patterns

Currently 35% of Red River College students* drive alone to school, 13% are part of a carpool and 44% use Winnipeg Transit. Active transportation commuters (cyclists and pedestrians) make up only 6% of students (Source: 2012 Student Experience Survey). Among the Notre Dame campus staff, 70% drive to work while only 10% use Winnipeg Transit. The remaining staff use a combination of the driving, carpooling or transit to commute (Source: Notre Dame Campus Staff EcoPass Survey).

*Sustainability Strategies

Active Transportation

- Provide sidewalk connections from campus buildings to city sidewalks
- Highlight active transportation routes near campus with wayfinding signage and maps
- Construct high quality and convenient pedestrian connections on campus buildings and bicycle storage locations to active transportation routes that terminate at the campus
- Improve campus bicycle infrastructure with amenities such as indoor secure bicycle lock up areas, and shower and locker facilities
- Encourage cycling culture through promotion of cycling events, e.g. Bike to Work Day and Commuter Challenge, and a student-driven bicycle club

Public Transportation

- Leverage Winnipeg Transit BUSwatch technology to show real time bus times to indoor passenger waiting areas
- Assist the Student Association to promote U-Pass referendum
- Extend employer subsidized EcoPass to the Notre Dame Campus
- Refresh bus stop loop with new higher profile shelters

Parking Infrastructure

- Continue to provide carpool priority parking for students
- Promote the convenience of carpool parking spaces and usage of carpool.ca
- Convert the staff parking lot from long-term assigned parking to monthly passes for rush parking
- Ensure parking rates reflect actual costs of parking and promote parking rate(s) that are proportionate to other modes of transportation

Transportation Demand Management

Transportation Demand Management (TDM) is a set of strategies and policies that encourage the use of sustainable transportation options such as transit, active transportation and carpooling. The College has already engaged in several programs such as carpool priority parking for students and carpool.ca promotion to push this change in mode shift.

The Master Plan recommends that the College pursue the TDM strategies identified in the Sustainability Strategies below.
Pedestrian Circulation

The existing pedestrian circulation system requires a number of improvements. The plaza level connects all areas of the campus but the main entrance does not lead to the plaza directly. Other arrival points do not create a strong sense of arrival or clear wayfinding. Overall, the pedestrian wayfinding system is functional, but does not contribute to a strong sense of place.

The Master Plan simplifies the pedestrian circulation system into strong east-west and north-south corridors, to improve pedestrian orientation and wayfinding. Pedestrian routes are continuous and clearly separated from vehicle and service routes to enhance pedestrian safety. Well-defined pedestrian routes are also introduced in surface parking areas. Outdoor pedestrian paths lead directly from surrounding roads or parking areas to main building entrances, which in turn lead into the improved pedestrian network. The new Heart of the Campus contributes to a sense of orientation, which improves overall navigation.

Sustainability Strategies

<table>
<thead>
<tr>
<th>Mobility</th>
<th>Community</th>
<th>Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Transit access leads to main building entrances to encourage transit use</td>
<td>• The Heart of the Campus creates a strong sense of orientation and enhances the sense of place</td>
<td>• The separation of pedestrian routes from vehicle and service routes, and the introduction of pedestrian routes through parking areas enhances pedestrian safety</td>
</tr>
<tr>
<td>• Improved pedestrian circulation facilitates campus navigation</td>
<td>• The organization of the campus into strong east-west and north-south corridors, centered around the Heart of the Campus is inspired by the teachings of the Medicine Wheel</td>
<td></td>
</tr>
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The existing pedestrian circulation system does not contribute to a strong sense of place.
INDOOR AND OUTDOOR CIRCULATION NETWORK

Indoor Circulation

Outdoor Circulation

Notre Dame Ave

King Edward St
Vehicular Circulation, Parking and Service

Improvements are also required to the existing vehicular circulation system. Campus entrances do not lead to a continuous road network, so drivers must sometimes exit onto the surrounding road network to access parking. Campus roads are not continuous, and conflict with service areas, and pedestrian routes in some areas.

The Master Plan concentrates vehicular circulation onto a single campus loop road that connects entrances from King Edward Street to the north and east, and Notre Dame Avenue to the south and west. The loop road provides direct access to surface parking lots, which lead directly to building entrances. The Master Plan creates a new entrance for transit and visitors, to the east of the existing entry road. The new entrance will include a bus loop and transit waiting area, a vehicular drop-off area, and visitor parking.

The existing campus entrance will be preserved to facilitate access to the Wellness Centre and student village. The Skinner Road vehicle route will also be preserved, but restricted to service vehicle access.

The Master Plan generally sites parking areas off the campus loop road. To mitigate the visual and environmental impacts of large surface lots, the Plan introduces bioswales and landscape elements to create greener ‘parking gardens’.

The building and site improvements proposed in the Master Plan will displace surface parking in some areas of the campus, including lots along Notre Dame Avenue and along the west campus edge. In addition, growth in enrollment will generate a need for additional student faculty and staff parking. While an effective transportation demand management strategy can mitigate the need for parking, some replacement parking will be needed over time. To this end, the Master Plan identifies two locations for structured parking facilities: to the west of the Building D, E and F complex, and to the north of Building J. The need for these facilities should be evaluated as campus enrollment grows, and Transportation Demand Management (TDM) Strategies are implemented.

Sustainability Strategies

<table>
<thead>
<tr>
<th>Mobility</th>
<th>Ecology</th>
<th>Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Transit routes are directed to main building entrances to encourage transit use</td>
<td>• Bioswales and landscape elements are introduced into large surface lots to accommodate stormwater management and ground water recharge</td>
<td>• Vehicular circulation routes are clarified and separated from pedestrian and service routes</td>
</tr>
<tr>
<td>• Transportation Demand Management strategies are encouraged to reduce parking ratios over time in order to encourage shared parking and alternative transportation options</td>
<td>• Parking structures are planned over time to reduce impervious surface footprint</td>
<td>• Clear pedestrian ways are created through surface parking lots to improve safety and accessibility</td>
</tr>
<tr>
<td>• Future parking structures are proposed to reduce the impact of surface parking on campus land</td>
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**CAMPUS PARKING**

<table>
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<th>PARKING</th>
<th>SPACES</th>
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<tr>
<td>EXISTING</td>
<td>2,450</td>
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<tr>
<td>PROPOSED SURFACE*</td>
<td>1,950</td>
</tr>
<tr>
<td>PROPOSED GARAGE</td>
<td>1,100</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>3,050</td>
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</tbody>
</table>

*Proposed parking is net after displacement

**VEHICULAR CIRCULATION AND PARKING**

- **T** Major Transit Stop
- Secondary Campus Circulation
- Primary Campus Circulation
- Minor City Street
- Major City Street
- **P** Surface Parking
- **D** Parking Garage
Parking

The campus currently contains 2,450 parking spaces in the various surface lots. The existing number of campus parking spaces per person (students, faculty and staff) at the Notre Dame Campus is 0.35. While parking ratios vary from campus to campus depending on local context, the parking ratio at the Notre Dame campus is slightly higher compared to the average institution. This reflects in part the suburban location of the campus.

Currently staff lots have long-term assigned parking and are approximately 65% full during day. Student parking passes are sold monthly and during winter months are oversold up to 115%. Student parking lots were observed to be full during peak periods of the day. To encourage students to carpool, front-of-lot carpool parking is provided and is sized dynamically to always offer an available premium parking space.

The Master Plan proposes to introduce two new parking garages to accommodate anticipated enrolment and faculty and staff growth. The two parking garages would bring the total number of parking spaces on campus to 3,050, an increase of 600 spaces over the current parking supply. However, with anticipated growth in the student, staff and faculty population over the Master Plan timeline, the parking ratio per person will drop from 0.35 to 0.28, even with the increased supply. To achieve this lower ratio, the “driving alone” mode split for students, faculty and staff will need to be reduced by 20%. Although it is often possible to charge higher parking fees for parking garages, it is challenging to recover their initial capital construction costs. Replacing the parking garages with surface lots would reduce the total number of parking spaces on campus to 2,280, which is less parking spaces than are currently on campus. Although eliminating the parking garages would reduce the capital cost it would also require a significant change in the mode split. To eliminate the parking garages and replace them with surface lots the “driving alone” mode split for students, faculty and staff would need to be reduced by 40%. Assigned parking spaces in staff lots are an inefficient use of campus land and the organization of these lots should be reassessed as the campus population grows. Rush parking for staff (while maintaining a high ratio of parking spots to staff members) would reduce the number of spaces required while still maintaining a high level of parking availability for staff.

To understand the impact of the implementation of the TDM measures it is important to collect accurate campus specific commute data on regular intervals. As different TDM measures are implemented and the campus grows, the parking ratio can be reassessed to determine the need for parking garages.
Service

The Master Plan concentrates service routes onto the new campus loop road, with access to the campus core via Low Lane and Skinner Road. The Master Plan preserves the recently created service access from King Edward Drive to Building Z.

Sustainable Strategies

**Infrastructure**
- Bioswales reduce the need for in-ground infrastructure
- The Plan avoids displacing existing utility infrastructure, which can be re-used to support campus improvements
- Use of renewal energy such as solar collectors is encouraged
The Red River College Master Plan articulates a long-term vision for the College’s Notre Dame campus that is rooted in Red River’s values and academic mission, embeds planning and design strategies to welcome and support the Aboriginal community, integrates innovative approaches to higher education delivery, and promotes a sustainable future. The Plan proposes building and site improvements that will enhance the learning environment for both general education and skilled trades programs, create a higher quality student and campus life experience, and improve the character and image of the campus. The proposed improvements will also enhance functional systems, by arranging program elements rationally across the campus to strengthen classroom-based and skilled trade programs, creating a structure and hierarchy to the campus landscape, simplifying pedestrian routes and eliminating conflicts with vehicle and service routes, and rationalizing vehicular circulation, parking and service systems.

The Master Plan defines four “big ideas”, described on the following pages, which will transform the campus over time:

- Creating a new Heart of the Campus
- Accommodating a new 100,000 gsf building for skilled trades programs
- Creating a new campus arrival at the intersection of Notre Dame Avenue and King Edward Street
- Developing a new on-campus community with student housing and wellness facilities

The four big ideas are described on the following pages.
ILLUSTRATIVE MASTER PLAN

A-Z. Existing Buildings

1. Heart of the Campus
2. STTC
3. Classroom Buildings
4. Learning Commons
5. Proposed Building C Entrance
6. Student Housing
7. Community Building
8. Wellness Centre
9. Campus Arrival
10. Athletic Fields
11. Medicine Wheel
12. Parking Garage
13. Surface Parking
14. Loading/Service Area
Heart of the Campus

The Master Plan vision for the Heart of the Campus will transform Red River College. The Plan provides for the removal of aging and outdated space within Building B, and its replacement with an open concept atrium space that connects Buildings A, B and C. The atrium will contain new classrooms, labs, student and faculty support space, as well as collaboration spaces to enhance student engagement and student-faculty interaction. It will extend from Building C to a new entrance as part of the new campus arrival, and connect with Building A, and the remaining portions of Building B that could be renovated or replaced over time. The atrium will be designed to facilitate transitions between the plaza and mall levels.

A key feature of the Heart of the Campus will be a new library and learning commons that brings together students from all program areas, exposing students to the breadth of advanced post-diploma opportunities and applied education and research. The library and learning commons will include dining, staff lounge, student and staff support offices, and informal study and social spaces.

The existing entrance to the plaza level will be improved as part of the Heart of the Campus vision. The entrance will be reconstructed with a new glass enclosed space that mitigates transitions between the plaza and mall levels.
The Plan simplifies circulation into strong north-south and east-west corridors that come together in the Heart of the Campus.

The Heart of the Campus is connected to other areas with active circulation space containing student life and learner support space.
The Master Plan envisions a flexible system of high- and low-bay labs that can accommodate a range of programs. The learning and student life environment is enhanced with study and learner support spaces and other circulation spaces.
The Heart of the Campus will contain student life and collaboration space and a learning commons to bring together students from general education and skilled trade programs.

The EEEL building at the University of Calgary contains atrium space that is similar to the Heart of the Campus.

The Heart of the Campus will contain student life and collaboration space and a learning commons to bring together students from general education and skilled trade programs.
Skilled Trades and Technology Centre

The Master Plan accommodates the development of a planned, 100,000 gsf Skilled Trades and Technology Centre (STTC) building at the east end of the existing Building B. The STTC building will contain updated and expanded labs that are needed to support demand from the skilled trade programs. The prominence of the STTC site next to King Edward Street creates the opportunity to showcase skilled trades programs with large windows facing King Edward and Notre Dame Avenue that reveal activities within the building. A new glass-enclosed pedestrian connection extending from the new building to the Heart of the Campus along the south elevation of Building B will help to simplify pedestrian circulation, enhance transparency, and improve the image of the campus along this important edge. The connection will include studio spaces to display student or industry partner projects, as well as student support spaces for study and collaboration. The concept for the STTC building is to create a flexible system of high and low-bay labs that can be used for a range of different programs over time. Classrooms and faculty offices will be accommodated adjacent to the labs.

The new Skilled Trades and Technology Centre will be developed as an addition to Building B.
The STTC Building will contain a system of flexible high- and low-bay labs that can be used for a range of skilled trade programs.

The STTC building will be connected with the Heart of the Campus reinforcing opportunities for interaction among general education and skilled trade students.
A new pedestrian corridor will connect the STTC building with the Heart of the Campus. The corridor will extend from a new “innovation gallery”, showcasing student and industry projects.
Aerial perspective of the STTC Building looking west from King Edward Street.
Campus Arrival

The Master Plan relocates the existing campus arrival to the east to create a stronger College presence at the King Edward Street and Notre Dame Avenue intersection. The new arrival will build on the existing access road, and accommodate a new transit hub, visitor drop off and visitor parking. A plaza from the transit hub will lead directly into the new Heart of the Campus. The glass enclosed pedestrian connection between the Heart of the Campus and the STTC building will create welcoming views into the campus from the arrival area, revealing the range of activities that define Red River College.

The west edge of the campus arrival will be framed by the new Wellness Centre, which will serve members of the Red River and broader communities. The arrival area will be designed to facilitate pick-up and drop-off for the Wellness Centre. Siting the Wellness Centre at this location reinforces the community-oriented character and function of this area of the campus.

Landscape treatments along the King Edward and Notre Dame edges of the campus will consist of prairie grasses and other native plant species that are representative of local landscape heritage.
Campus Community

The Master Plan introduces a new campus community district within the southwest portion of the campus. The district will include a new student village, with up to 250 beds of housing for students and families. The housing will be centered around a new campus quad, which will serve as an amenity space for residents of the village. The district also includes a new Wellness Centre as an addition to the South Gym. The Wellness Centre will be open to members of the campus and surrounding communities. The existing day care centre next to Building A will be preserved, and will continue to serve the entire Red River community.

The landscaped area between the student village and Wellness Centre will be designed as a park for residents of the village, and the broader Red River community.

The existing campus entrance in this area will be reconfigured to provide access to the student village, day care and Wellness Centre.

The Master Plan defines a new campus community district with a student village, Wellness Centre, day care and campus park containing a second Medicine Wheel.

Existing Medicine Wheel.
08 Phasing and Implementation
Summary and Future Phases

The Master Plan provides for the phased implementation of building and site improvements, based on the College’s priorities and available funding. Three major phases of development are anticipated.

Phase 1 will include the STTC building, the Heart of the Campus, student housing, and the new campus entrance which the college has identified as priorities. Phase 1A will consist of the STTC building, which is currently funded and is expected to move forward in 2014. Phase 1A will also include the first phase of student housing, comprising fifty beds. Phase 1B will include the Heart of the Campus, coupled with the relocation of the campus entrance along Notre Dame Avenue.

Phase 2 will include the renovation or replacement of the remainder of Building B (STTC Phase 2), and construction of another 250 beds of student housing as demand warrants. Phase 3 will include new classroom buildings, the Wellness Centre, and a 550-space parking structure. Another parking structure could be developed, if required over the long term.

Other site improvements, including the campus loop road, parking lot relocation and construction, and landscape enhancements, should be calibrated to the extent possible with each new building project.

The following is a summary of the major Master Plan projects and site improvements within each phase.

### Phase 1A

**Projects**
- STTC building
- Phase 1 student housing (50 beds)

**Site Improvements**
- Skinner Road improvements for STTC service access
- Phase 1 student housing site access and associated landscape improvements

**Displacements**
- Small parking area east of CARSI
- Parking area east of Building B
**Phase 1B**

**Projects**
- Heart of the Campus building including new entrance to Building C
- Pedestrian link to STTC building

**Site Improvements**
- New campus entry including arrival area, road, parking area and entry landscape
- Plaza improvements around Building C
- Service area to the north of the Heart of the Campus

**Displacements**
- West portion of Building B
- CARSI could be relocated as part of this project, although the relocation is not required

**Phase 2**

**Projects**
- STTC Phase 2 (renovation or replacement of central portion of Building B)
- Phase 2 student housing (200 beds)

**Site Improvements**
- Student village quadrangle
- Campus park east of student village with possible second Medicine Wheel
- Student village access road coupled with reconfiguration of existing campus entrance road
- Service area to the north of the central portion of Building B

**Displacements**
- Existing campus entrance road
- South portion of Parking Lot 1W
Phase 3

Projects
- Future academic buildings
- Wellness Centre
- West parking structure (550 spaces)

Site Improvements
- Academic building quadrangle
- Wellness Centre landscape

Displacements
- South parking lot
- Portion of Parking Lot 2W
- Parking Lot NW

Other Projects
The following projects can be implemented over time as funding becomes available:
- Campus loop road and bioswales
- North parking structure (550 spaces)
- Recreation field relocation and additional fields
The following are gratefully acknowledged for their contribution to the campus master plan:

**Campus Master Planning Committee:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Rew (Project Leader)</td>
<td>Vice President, Student Services and Planning</td>
<td>John Baryliuk, Director, Information Technology Solutions</td>
</tr>
<tr>
<td>Ted Maciurzynski</td>
<td>Director, Campus Planning</td>
<td>Don MacDonald, Dean, Transportation, Aviation &amp; Manufacturing</td>
</tr>
<tr>
<td>Sara MacArthur</td>
<td>Manager, Sustainability</td>
<td>Karen Wall, Chair, Nursing</td>
</tr>
<tr>
<td>Cindee Laverge</td>
<td>Dean, Student Services</td>
<td>Tom Skraba, Director, Facilities Management</td>
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<tr>
<td>Ashley Blackman</td>
<td>Director, Research and Planning</td>
<td>Jason Ilagan, Architectural Technologist, Facilities Management</td>
</tr>
<tr>
<td>Paul Little</td>
<td>Dean, School of Learning Innovation</td>
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<tr>
<td>Marti Ford</td>
<td>Dean, School of Indigenous Education</td>
<td>Don Robertson, Board of Governors, Aboriginal Elder</td>
</tr>
<tr>
<td>Raeann Thibeaut</td>
<td>Dean, School of Continuing and Distance Education</td>
<td>Mae Louise Campbell, Aboriginal Elder</td>
</tr>
<tr>
<td>Ray Hoemsen</td>
<td>Director, Applied Research and Commercialization</td>
<td>Jules Lavallee, Aboriginal Elder</td>
</tr>
<tr>
<td>Twylla Krueger</td>
<td>Director, College Relations / Business Development</td>
<td>Levinia Brown, Aboriginal Elder</td>
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</tbody>
</table>

**Aboriginal Elder Group:**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Levinia Brown</td>
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In addition to numerous staff and students who provided invaluable input through surveys and commentary throughout the process.
Acknowledgements