



Mount Royal College

Lincoln Park Campus Plan Update

Table of Contents

1 executive summary and background

page 1

2 the campus plan concept

page 25

3 sustainability

page 53

4 built-form and architectural character

page 63

5 open space

page 75

6 transportation

page 91

appendix a
appendix b
appendix c



1 EXECUTIVE SUMMARY AND BACKGROUND

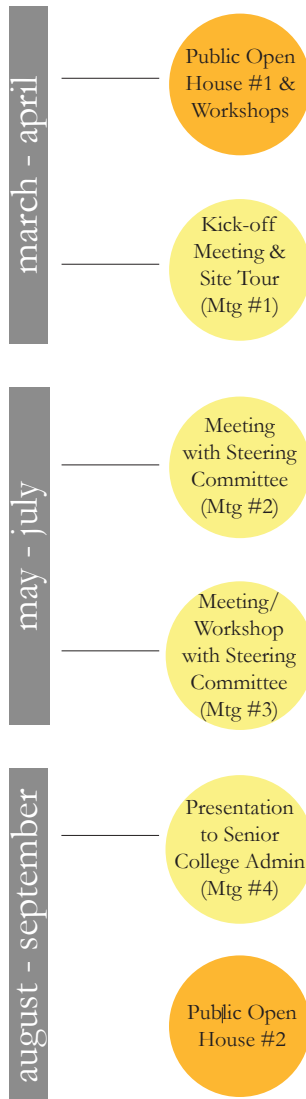


Executive Summary

The Master Plan for Mount Royal College’s Lincoln Park Campus has been developed to address the organization of future buildings and open spaces at the College and address the role of the Campus relative to the surrounding neighbourhoods by establishing a vision for the College and its role in the community. Establishing a strong relationship with the neighbourhood builds the centuries-long tradition of intertwining educational institutions with their surrounding communities and neighbourhoods to establish symbiotic ‘place making’ relationships.

The College is heading in a new direction by offering degree programs in Fall 2008. The Campus Plan is structured to respond to both the immediate and long term growth needs that will result from this transition. The plan also builds on the College’s reputation as an institution that provides an intimate learning environment for full and part-time students and faculty.

The recommendations in this document focus on the structuring elements of the Campus, including buildings, open spaces, roads, parking lots, sports facilities, and circulation. The Plan identifies core directions for future development through consultation from campus faculty, staff and students. These directions include goals for sustainability, facility organization, building design, accessibility, transit and transportation.



Project Timeline

1.1.2 The Project Team

Brook McIlroy Planning and Urban Design / Pace Architects (BMI/Pace) was retained by Mount Royal College in early 2008. The consultant team was supported and guided by the Mount Royal Campus Master Plan Steering Committee. The Steering Committee provided valuable feedback to shape the core values of the plan and to identify opportunities for future campus expansion. The firm of Poulos and Chung assisted BMI/Pace by reviewing the existing transportation opportunities and constraints and by developing strategies for managing future transportation demands.

1.1.3 The Process

The development of the master plan followed a three phase process that involved: Background Review and Stakeholder Interviews; Development of a Vision for the Campus; and, the preparation of the Master Plan Recommendations. A public consultation event was held in each of the three phases to garner feedback and develop ideas. Public consultation events were attended by students, staff, faculty and external stakeholders.

1.1.4 The Plan

As the Mount Royal College Campus evolves, the Master Plan will provide a framework for growth to direct the expansion of the campus. The Plan should be used to guide the placement and phasing of new buildings, the design and integration of open spaces, built-form, the supply of necessary support infrastructure such as parking and pedestrian pathways and the overall creation of a single unified urban Campus that reflects the College’s goals as a community oriented education institution.

Key Concept Plan Recommendations

The following provides an executive summary of the key recommendation for Mount Royal College's Lincoln Park Campus Mater Plan. Many of the recommendations from the 1999 Development Master Plan are reiterated in this document. Key departures from that plan include:

- the specific building sites identified for construction in the short to long term;
- a transfer of campus circulation to the external municipal roads surrounding the campus
- a focus on the role of the College within the community; and,
- the diversity of transportation solutions to address the growth of the College in the long term, especially the focus on creating transit supportive functions (dedicated terminals) within the campus to accommodate increased transit service.

Below is a summary of the structuring elements of the plan.

Pedestrian and Cyclist Circulation

- An inter-connected system of trails and paths are recommended from the edges of the campus to the core buildings, especially through existing parking lots.

Entrances and Access

- The Main Gate at 50th Avenue SW is retained as the primary campus vehicular entrance, the other entrance focus more on the accommodation of pedestrians and cyclists with a more urban entrance condition.
- The vehicular entrance at the west gate is moved further north to align with the municipal road across the street and a new minor entrance is added off of Richardson Way SW approaching the intersection with Richard Road SW.

Vehicular and Bus Circulation

- The internal campus roads and accesses are reconfigured to get people out of their cars as soon as they arrive on Campus
- The function of the existing ring road is retained but its overall appearance is minimized with the transition of the eastern portion of the road into a pedestrian priority street.
- Two dedicated transit terminals are recommended at the east and western entrance to Campus.

Streetscapes

- Two primary streetscape conditions are recommended. Mount Royal Circle by the West Court Residences is retained as a conventional roadway with a more urban condition. Mount Royal Circle by the East Gate Entrance and the E4 parking lot is envisioned to become a more pedestrian oriented streetscape with minimized vehicular travel.

Building Placement

- New buildings are located to create stronger street oriented buildings with a focus on pedestrian friendly streetscapes.
- 16 potential new buildings sites are identified, 6 building sites could move forward with little to no changes to the existing circulation patterns and buildings.
- In the short term a parking deck is recommended to be located over lot S3 to double its capacity. An alternate suggestion is the location of a parking garage on lot S4/V2.

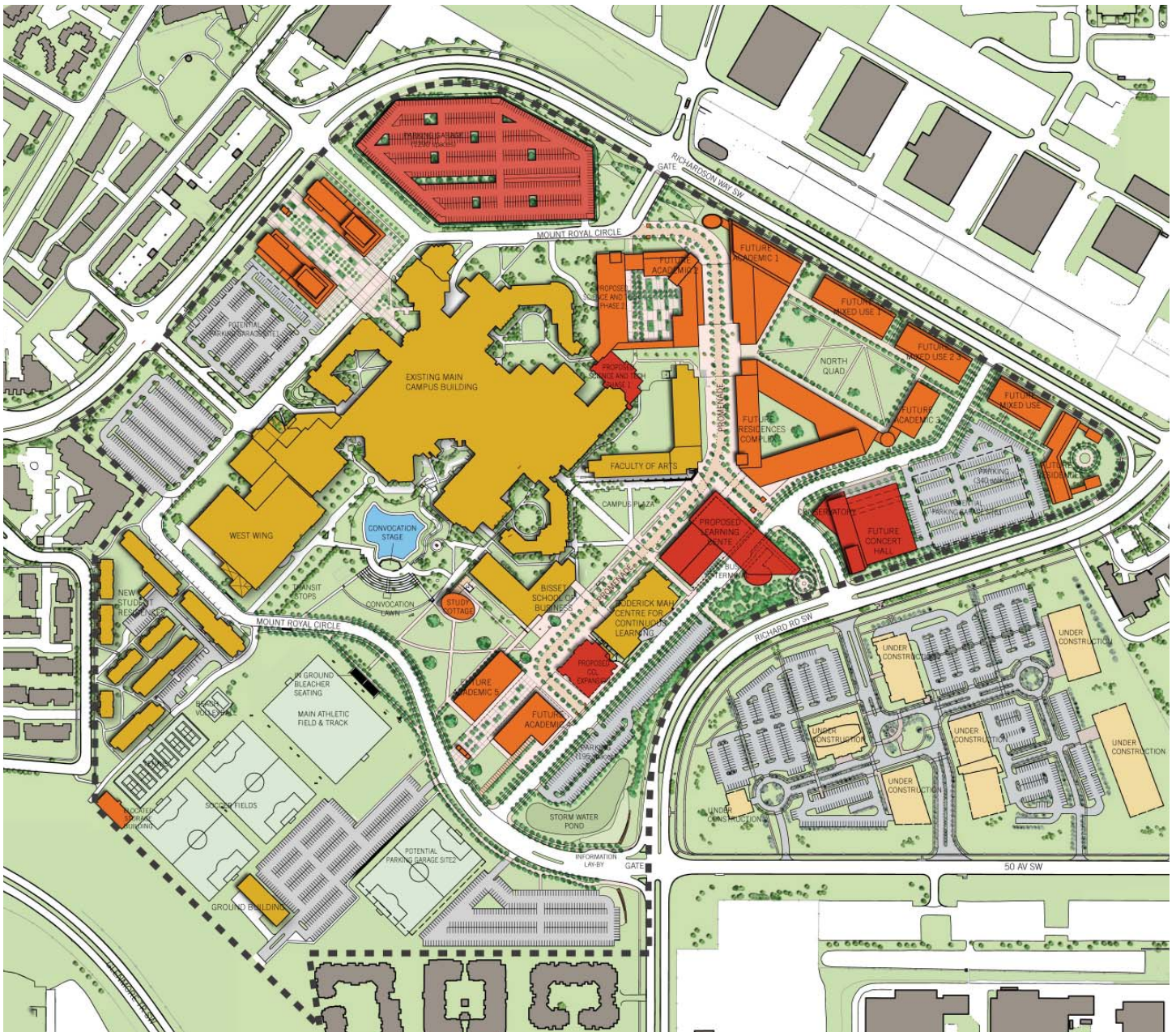
Open Space Organization

- There are 7 new formal open spaces proposed within the Master Plan, each acts as an organizing feature for new buildings and is framed on a minimum of three edges with new or existing built-form.
- An expansion to the existing convocation lawn is proposed with a new study pavilion within the open space to promote student activity and use in the area.

Utilities and Infrastructure

- New building placements avoid all existing utilities and infrastructure corridors.
- The parking deck for the S3 parking lot would have to consider the column locations to avoid the existing easement.

Campus Master Concept Plan



1.2. ANALYSIS AND BACKGROUND

1.2.1 Overview of the Existing Campus

Mount Royal College's Lincoln Park Campus is a compact and well defined 51.55 hectare property located in the south-west district of Calgary, Alberta. The Campus serves a wide range of part-time, full-time and continuing education students coming from all across Calgary. The diverse student population adds to the dynamic nature of the College and helps inform the recommendations in this Plan.

Today, the neighbourhoods surrounding the Campus are in transition. An extensive office development is under construction to the south and a new mixed-use residential neighbourhood is planned to the north. With this new growth, the College is ideally positioned to become the central focus of the community in this burgeoning area.

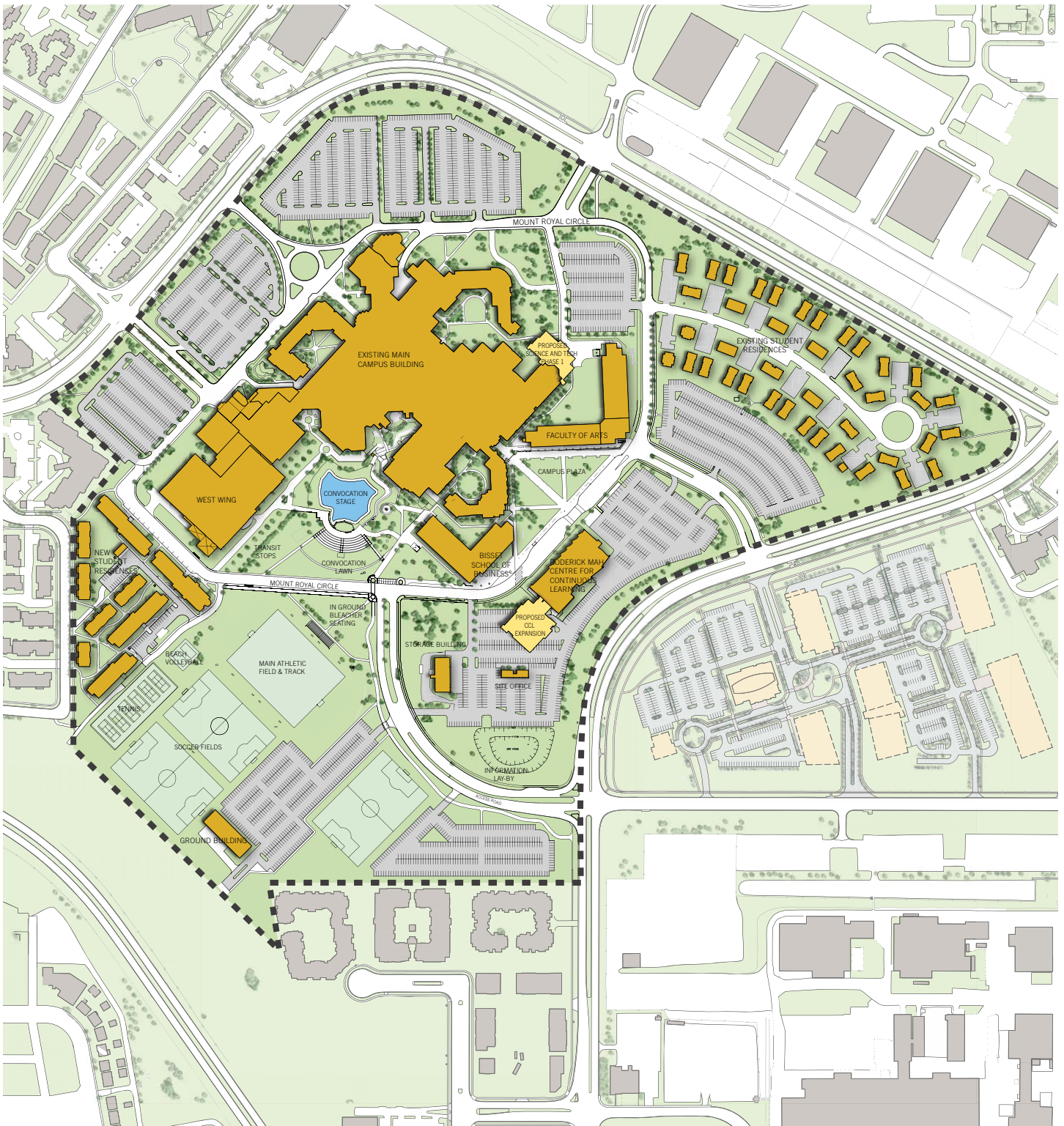
In the 2006-2007 academic year, the total student population enrolled at Mount Royal College was approximately 7,500 FLE. Over the next seven years the full-time student population will significantly increase. Nearly 9,300 FLE students will be enrolled at Mount Royal College by the year 2015. In the 2006-2007 academic year there were 1,407 faculty and staff. The faculty population growth is expected to match the student growth. Just over 300 faculty staff are expected to join Mount Royal College over the next seven years. The total campus population, including students, faculty, staff and management will increase 24% by 2015. This campus master plan provides a structure by which the campus can accommodate these increases with recommendations for additional academic building area and residences while managing the associated parking requirements.

INDICATORS	2006-07	2010-11	2012-13	2014-15
Student Population	7,498 FLE	8,874 FLE	8,874 FLE	9,305 FLE
Faculty Population	1,407	1,665	1,665	1,746
Staff and Management Population	709	839	839	880
Total Campus Population (FLE Student population only)	9,614	11,379	11,379	11,932

Eight Year Campus Projection Student population does not include part time students taking continuing education, conservatory and language institute and international courses.

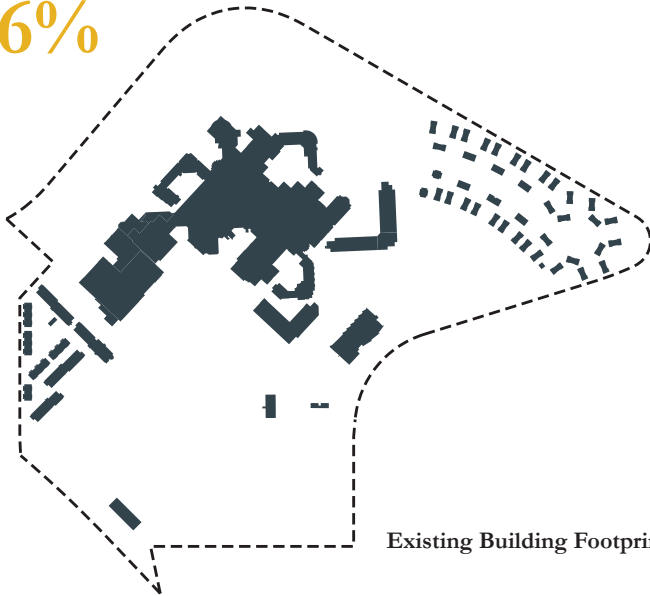
1.2.2 Existing Campus Structure

To better understand the Campus and the constraints associated with its development a series of studies were developed to analyze the Campus' structuring elements and constraints. These elements include buildings, parking, roads, pathways, open spaces and infrastructure.



Existing Campus Plan

16%



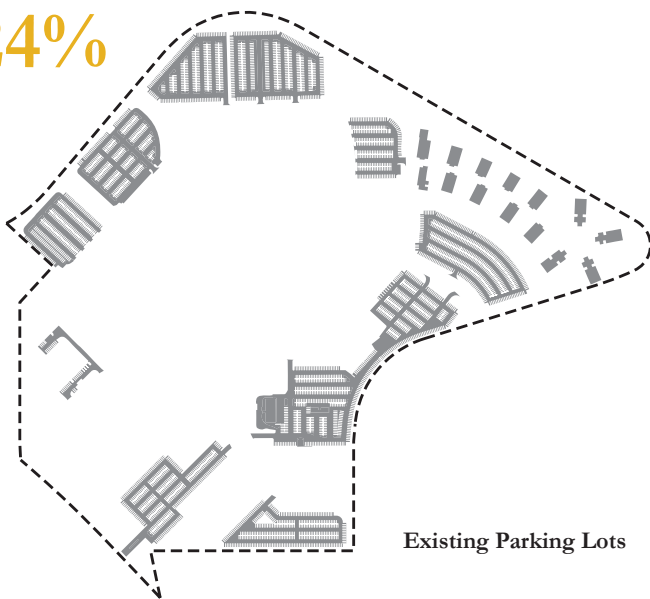
Existing Building Footprint

Built-form

Mount Royal College Lincoln Park Campus is situated within the southwest district of the City of Calgary. The Campus is comprised of four main buildings that house classrooms, laboratories, faculty and staff offices, study lounges, food services areas, recreational and athletic facilities and circulation space. The total building area is approximately 1.6 million square feet of covered space and occupies 16% of the total campus area. Three of the four main buildings are located in the centre of the two campus ring roads.

Student residences, the Centre for Continuous Learning and all of the surface parking lots are located on the periphery of the campus adjacent to the external municipal road network.

24%

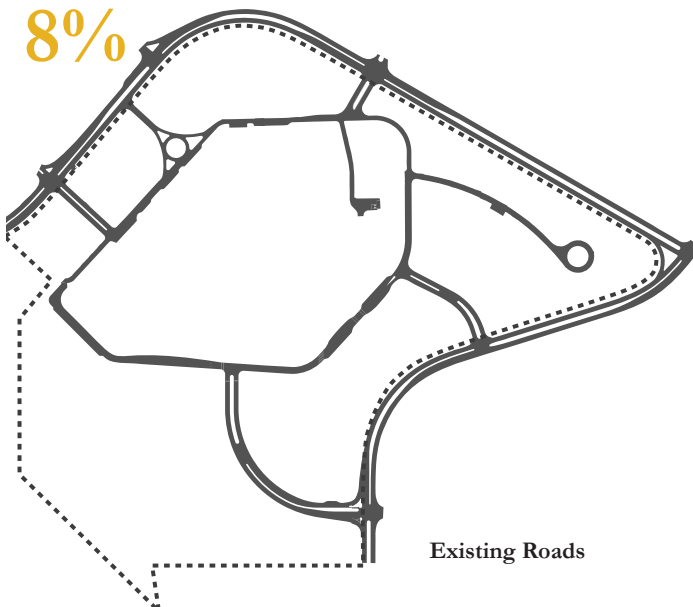


Existing Parking Lots

Surface Parking

The total land used for surface parking is significant and is almost 8% more than the total building space (24% for surface parking compared to 16% for built-form). The majority of the parking spots are allocated to students (2,815 spots) with the remaining assigned to staff (830 spots) and visitors (350 spots). A key goal of this master plan is to manage existing parking requirements by recommending alternate modes of transportation to and from the Campus.

8%

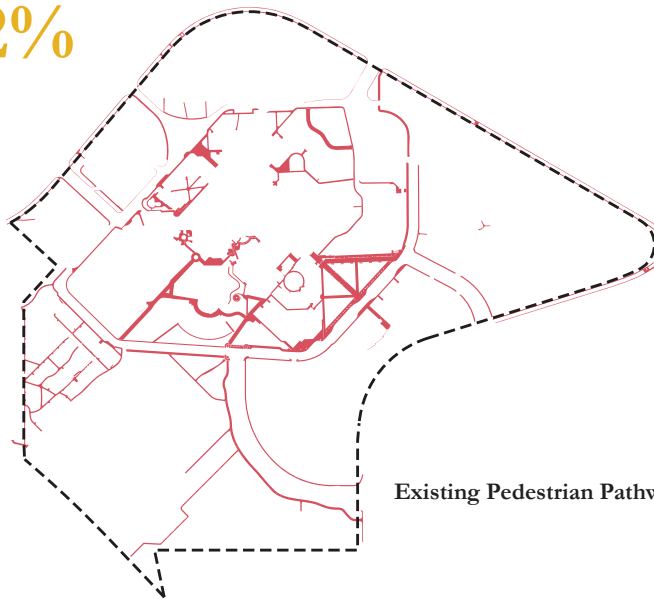


Existing Roads

Road Network

The existing road network is made of a private campus ring road (Mount Royal Circle) and public municipal roads (Richardson Way and Richard Road SW). These two road systems form a parallel ring road structure. The ring roads are connected through a series of streets which establish the vehicular entrances to the Campus. The Campus has five entry points. Mount Royal Gate is considered the primary entranceway with four others campus entrances closely aligned to connect the campus with the existing surrounding neighbourhoods. The road networks make up 8% of the existing campus. The total area dedicated to the road network is significant, given the duplication between the public and private street network.

2%

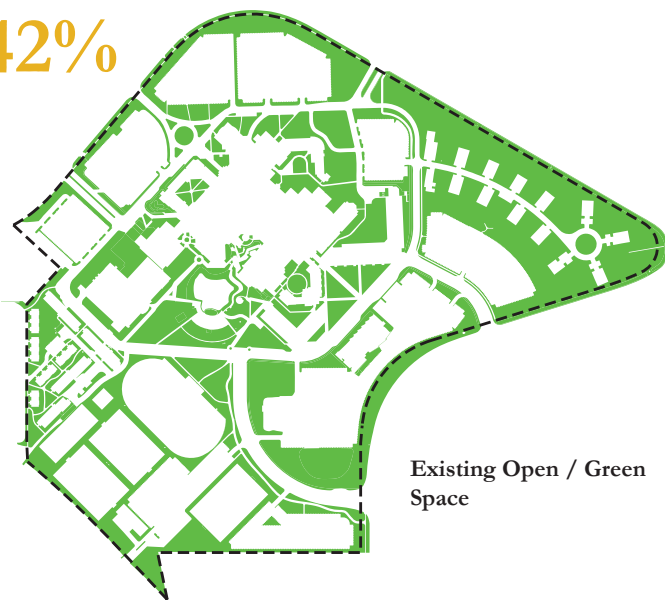


Existing Pedestrian Pathways

Pedestrian Paths

The pedestrian path network is extensive yet it only makes up approximately 2% of the total land area of the campus. Outside of Mount Royal Circle, pedestrian pathways are sporadic, non-existent, or end abruptly at parking lots. Within Mount Royal Circle and surrounding the main Campus building there is a well established network of pedestrian pathways.

42%

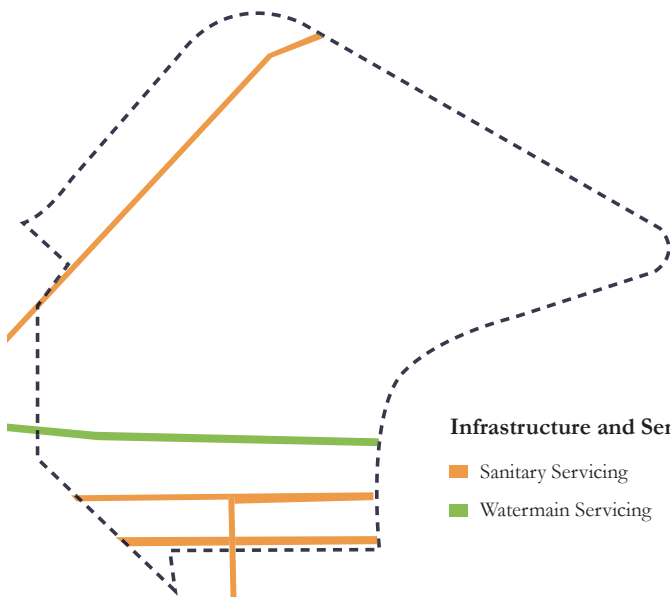


Existing Open / Green Space

Open Spaces & Athletics

The combined land areas from open space (42%) and athletics (8%) represent more than half of the total land uses on the campus. Open spaces are evenly distributed within the site boundary but the athletics areas are concentrated in the south west corner of the site. The athletic space includes a track and field space, four soccer fields, six tennis courts and two beach volleyball courts.

Throughout the public consultation process the existing open spaces were often highlighted as one of the single most important Campus amenities to be retained. The potential to reduce the number of sports fields from four to three was discussed if significant improvements were made to the two remaining sport fields.



Infrastructure and Servicing

- Sanitary Servicing
- Watermain Servicing

Infrastructure and Servicing

Within the campus there are significant constraints relative to the existing infrastructure and servicing. There are three right-of-ways, two sanitary and one watermain that bi-sect the campus and prohibit significant construction. These should be avoided with new Campus buildings. Wherever possible, existing servicing should be maintained and not relocated to save costs and avoid potential development delays.

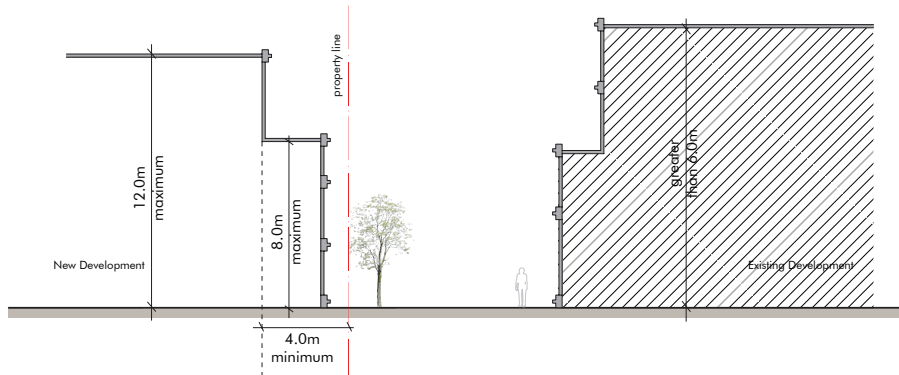
1.2.3 Existing Land-uses

An understanding of the City’s planning and policy framework was crucial to identify the appropriate steps to ensure the successful implementation of the recommendations within this Master Plan. Recommendations regarding amendments to the existing zoning by-laws are included in Chapter 7.0. The following is a summary of the existing zoning bylaws.

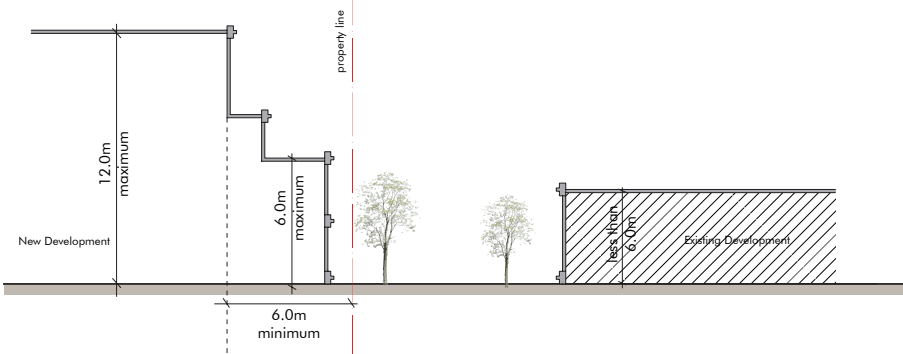
The current land use designation for the campus lands fall under a Special Purpose District (S) designation. This designation includes land uses such as parks, places of worships, educational and recreational facilities, and government offices. There are nine divisions within the “S” land use designation and the Lincoln Park Campus falls within the Community Institution (S-C1) District, which is intended to provide direction for large educational facilities.

The college is currently surrounded by Multi-Residential (M) land uses on the south and west side, which permits developments of 14.0 metres to 16.0 metres in height. On the north and east side of the campus, the lands are designated as Direct Control (DC) sites. Though DC is a “custom made” designation designed to one

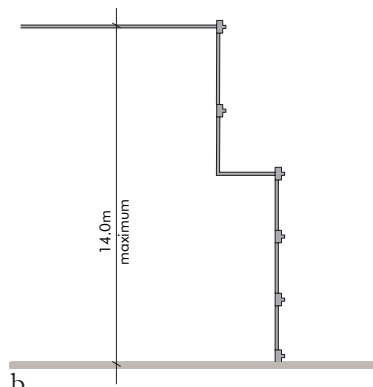
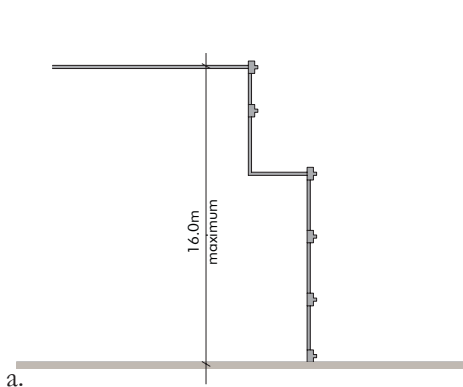
Maximum Building Height Based on the S-C1 Designation



Where a parcel shares a property line with a parcel containing a building greater than 6.0 metres in height and designated as a low density residential district, M-CG, or M-G District.

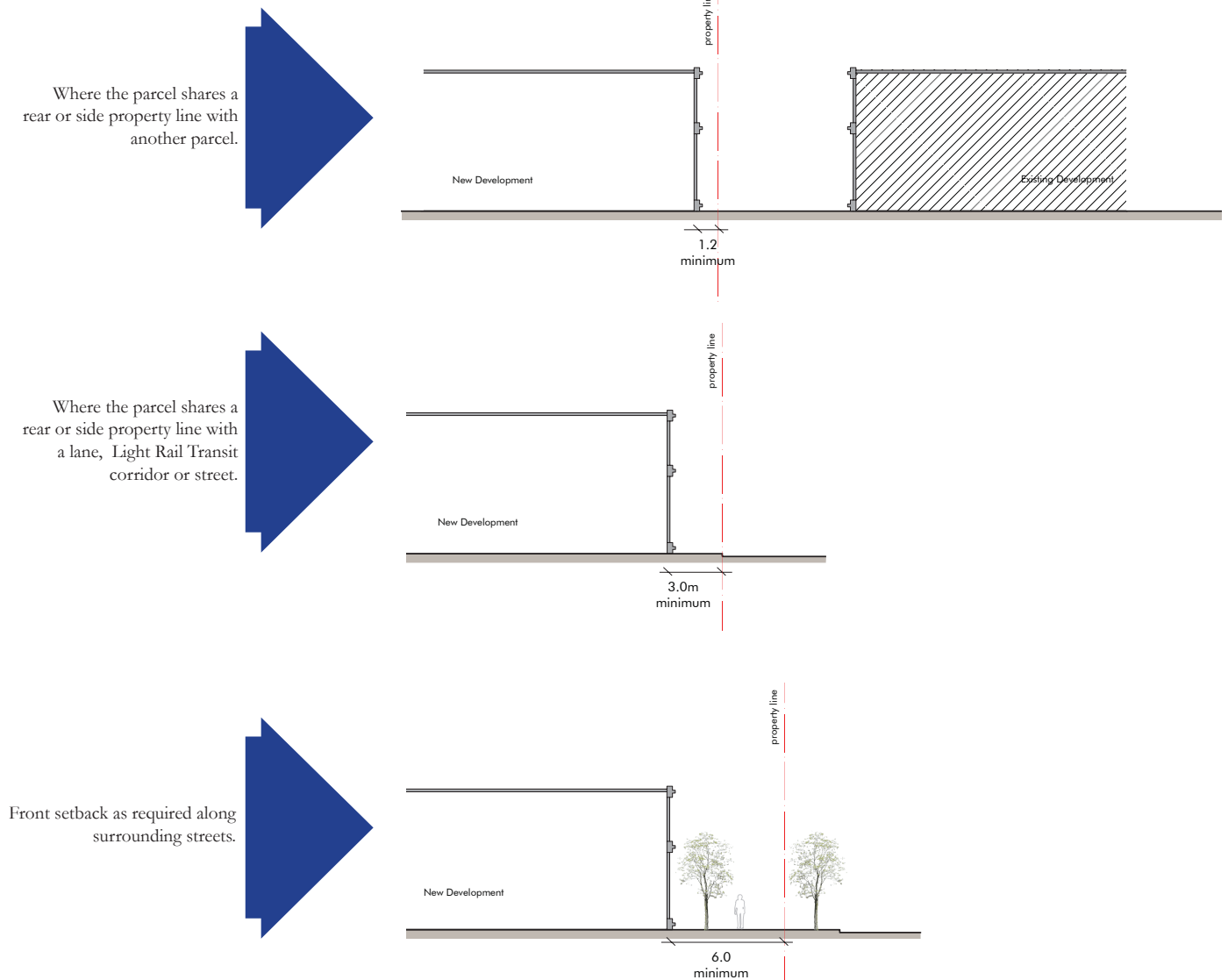


Where a parcel shares a property line with a parcel containing a building less than or equal to 6.0 metres in height and designated as a low density residential district, M-CG, or M-G District.



a. Where a parcel shares a property line with a parcel designated as M-C1, M-1, or M-X1 District.
 b. Where a parcel shares a property line with a parcel designated as M-C2, M-2, or M-X2 District.

Setback Requirements Based on the S-C1 Designation



specific area or project only, it is still considered subject to the full public hearing redesignation process. The campus also shares a parcel with a Special Purpose District – School, Park and Community Reserve District (S-SPR) and Community Service District (S-CS) on the east side.

The existing Special Purpose District C1 designation controls building height, front, rear and side setbacks, landscaping and parking stalls. The allowable development on any parcel with an S-C1 District designation is also constrained by adjacent land uses. Building heights for any development on the Mount Royal College Campus can range from 6.0 metres to a maximum of 16.0 metres. While front setbacks are to be a minimum of 6.0 metres, rear setbacks must be a minimum of 1.2 metres, and/or side setbacks must be a minimum of 3.0 metres. Areas not being used for vehicle access, sidewalks must be soft surfaced landscaped. The land use designation places specific regulations for tree to shrub ratios for landscaped areas. It should be noted that existing height regulations will need to be adjusted if the College is to achieve taller, more compact building footprints. For further detail on the land use designations and allowable development please see Appendix A.

1.3. HISTORY OF THE CAMPUS

1.2.1. The Campus and its evolution

Mount Royal College was granted a charter in 1910 and was named after a nearby prestigious housing development. For the first 32 years the College was under the direction of George William Kerby and offered primary and secondary schooling in a variety of fields of study. During this first phase the school was a secondary school of the United Church of Canada only changing its affiliation in 1931 when it became University of Alberta's Junior College. During the second phase, under the direction of Reverend Dr. John Garden, the college saw an increase in veteran enrollment after the Second World War. The Business Administration Department,



The original Mount Royal campus on 7th Avenue and 11th Street SW, Calgary.



Conservatory students in front of the original Mount Royal campus in downtown Calgary.



A 1947 boxing match at Mount Royal

which went on to become the highly respected Bissett School of Business and the Reflector, the independent newspaper of Mount Royal's Student body were also established during this era. With a steady increase in enrollment rates, the College began actively seeking a new location for its main campus. The campaign for a new campus began in earnest in 1964 when enrolment had reached capacity. The Lincoln Park Campus was the site of an abandoned Second World War airbase and was of interest to the Calgary Exhibition, the Stampede and the expanding College. In 1972, the main campus was relocated to the present day location at Lincoln Park, in the southwest outskirts of the City of Calgary. Satellite campuses were introduced in 1981. Twenty-nine years after becoming a public institution of the Province of Alberta, Mount Royal College began offering Canada's first two applied baccalaureate degree programs in 1995. Since the move to Lincoln Park, two major expansion projects were completed in the 1980s the campus facility increased by thirty-percent; and in early 2000, two new academic buildings were constructed, the gymnasium complex has tripled, construction on the Centre for Continuous Learning began and 594 beds were created in a residential complex. (Source: Mount Royal College History website, 2008)

1.2.2 Transition to a degree granting institution

Mount Royal has come a long way since its humble beginnings on 7th Avenue and 11th Street Southwest in Calgary. Today the College is in transition to become a baccalaureate degree-granting institute. In 1999, the College commissioned a long term campus development strategy plan to help lead the campus into the next 25 years as it becomes a full-credential undergraduate college. The completion of the Learning Centre represents the end of phase two of the six phase Master Plan. At this nine-year mark the College is ready to review and update the 1999 Campus Development Plan (CDP). A Campus Transportation Strategy has already been prepared for Mount Royal College in 2006, updating the transportation portion of the 1999 CDP. The next step in the process is the preparation of this comprehensive Campus Master Plan.

1.3. CONSULTATION SUMMARY

1.3.1 The Master Plan Process

The preparation of the Campus Master Plan followed an iterative three step public consultation process. The three consultations stages included:


1. Background research / opportunity and constraints analysis;
2. Campus visioning / key directions development; and,
3. Preparation of recommendations and a Campus Master Plan document.

The following is a summary of the consultation process undertaken as a part of this Master Plan.

1.3.2 Phase 1 - Background Research

The consulting team first met with campus staff, faculty and students in one-on-one interviews to discuss the key directions of the plan. These initial discussions were followed by meetings with City Staff, Calgary Transit, key adjacent land owners and campus architects to gather feedback on the initial Master Plan directions. These meetings were all structured as stakeholder interviews and were undertaken over several months at the beginning of the Master Plan process.

During this first phase a total of 26 individual stakeholder interviews were undertaken. The interviews allowed the consultant team to better understand the needs and opportunities within the Campus. An information website and kick-off open house meeting were also hosted during the first phase. At the public meeting and through the online questionnaire, students, faculty and staff were asked to respond to initial directions for the Campus Master Plan and identify development opportunities for the Campus in general. The public consultation material is included in Appendix B.



WHY A CAMPUS PLAN?
The current Campus Development Plan is now eight years old and in order to remain current and address the College's changing needs, regular updates to the Campus Plan are required. This process will update the existing Campus Development Plan and focus on the College's changing goals. A special focus will be placed on strategic environmental sustainability and public campus spaces.

THE PLAN'S OBJECTIVES
The Campus Plan has four main objectives:


- Provide a feasible and flexible physical framework to accommodate growth over the next ten to fifty years through recommendations for the placement of new buildings and facilities, and their relationship to campus open spaces.
- Identify opportunities for high-quality open spaces and a safe, functional and attractive pedestrian network.
- Analyze space utilization and recommend strategies to use space more efficiently in the short term in existing buildings, as well as in new buildings.
- Guide the design of new buildings and significant additions to ensure that they contribute to a high quality Campus setting and provide animated people-friendly spaces year-round.

YOUR THOUGHTS
The input of students, faculty, staff, and the surrounding campus community is central to the development of a comprehensive Campus Master Plan. Throughout the process, there will be opportunities to review work and provide feedback, either by attending a workshop, an open house or by providing direct feedback via e-mail and interactive web surveys. The input offered by Mount Royal College stakeholders will help have a major role in shaping the future campus.

An interactive discussion forum has been set-up to facilitate participation throughout the process and the summer months. New discussion topics, questionnaires and surveys will be posted regularly. Please visit the discussion forum at:

www.brookmcilroy.com/interactive/MRC_Forum

In addition to the consultation and public open house sessions we will provide direct contact with the study team through the Mount Royal College website. We encourage you to share any comments, concerns or thoughts you have regarding the Campus Master Plan.



Existing Campus Map

IMPORTANT MEETINGS & WORKSHOPS

august - september	<ul style="list-style-type: none"> <li style="margin-bottom: 10px;">Presentation to Senior College Admin (Mtg #4) Public Open House #2
may - july	<ul style="list-style-type: none"> <li style="margin-bottom: 10px;">Meeting with Steering Committee (Mtg #3) Meeting/ Workshop with Steering Committee (Mtg #2)
march - april	<ul style="list-style-type: none"> <li style="margin-bottom: 10px;">Public Open House #1 & Workshops Kick-off Meeting & Site Tour (Mtg #1)

Sample of the public consultation material handed out at the public meeting. See Appendix C for more public consultation material.

1.3.3. Campus Visioning and Key Directions

During the second phase a student, staff and faculty workshop was undertaken to review preliminary concepts prepared by the consulting team. At this workshop attendees developed several important recommendations that would be carried forward within the Master Plan concept. These recommendations include:

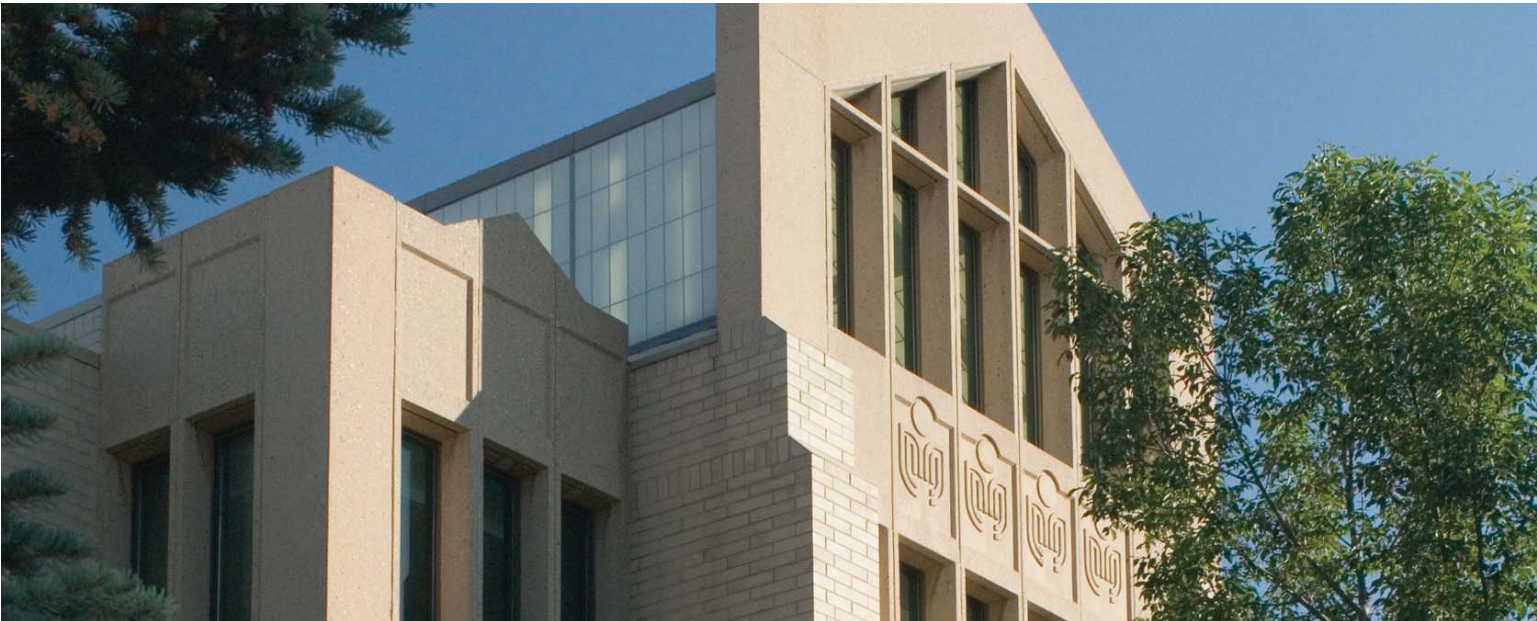
- Mount Royal should set the bench mark that other campuses and communities can strive for.
- Environmental sustainability should be incorporated into campus design.
- The campus should build taller buildings with smaller footprints.
- The campus should not duplicate the city's road network.
- All spaces and buildings on the campus should be fully accessible.
- Getting to and from the campus by transit needs to be easier and more efficient.
- Parking structures should be addressed as new buildings are built. The campus cannot accommodate all cars.
- The campus should be designed for all seasons with adequate protection from the elements especially during the winter.

1.3.4 Consolidated Campus Master Plan

The final public meeting is scheduled for September 11, 2008. BMI/Pace will present the Campus Master Plan followed by a question and answer session and a request for formal feedback from the attendees. NOTE: A detailed summary of that meeting will be included in this document at that time.

1.4. GUIDING PRINCIPLES

Guiding principles were developed to guide decision-making in the development of the campus in the short, medium and long term. The following principles represent a campus vision that was developed through ongoing discussions with the campus community and the Steering Committee.



1

The Plan should provide flexibility to implement the College's Strategic Priorities over the long term;

Universities operate in a fast-changing world. Demographics and the state of the economy dictate undergraduate enrolment, while government and industry support determines the viability of research programs. Care should be exercised not to respond only to immediate needs, but rather to identify a variety of development opportunities that can respond to changing needs over time.



Mount Royal College should continue to emphasize learning and research as key activities.

2

The Plan should assist the College in placing continued emphasis on excellence in teaching and research;

As the College moves towards becoming a baccalaureate institution, its main mission will be teaching and research. All recommendations should prioritize the long-term viability of these two activities, while accommodating other uses whenever possible, including athletics, cultural activities and residence life.



An example of a campus art exhibition.

3

The Plan should help strengthen physical and virtual linkages with the world at large; Opportunities to bring the world to the Campus through art, exhibits, exchanges and facilities that support diverse needs should be emphasized.



Accessible design should be incorporated across the campus.

4

The Campus should be accessible to all;

Students with disabilities represent about 7 percent of the college and university population in Canada, while it is believed that about 14 percent of the working age population has a disability. Mount Royal College should continue its commitment to improving accessibility for both visual and non-visual disabilities. All development and redevelopment on campus should seek to improve accessibility to students, staff, faculty and visitors with a broad range of disabilities. The removal of existing obstacles should be addressed as a priority.



There is a lot of development occurring on the north and east side of campus.

5

Campus growth should be mindful of its neighbours and minimize adverse outward expansion;

The development of Mount Royal College should continue to be mindful of its residential neighbours by involving its representatives in planning for growth. Mount Royal and its neighbours should pro-actively coordinate on common issues, such as traffic and parking, and seek to identify opportunities for mutual interest, such as community use of open space, cultural and athletic facilities on campus.



Biofiltration is a pollution control technique using living material to capture and biologically degrade process pollutants.

6

Campus growth should be based on the principles of sustainable development and demonstrate proactive and responsible stewardship for Campus green spaces;

Future campus growth should incorporate principles and practices of sustainability. This is understood as financial sustainability - building for the long-term considering the lifecycle cost of campus elements; social sustainability - creating a diverse, welcoming and accessible Campus and knitting strong ties to the community in which it operates, and an environmentally sustainable Campus that uses resources responsibly and strives to minimize its impact on the local and global environments.



Students taking part in campus activities.

7

The Campus should become a vibrant place throughout the day, in all seasons and offer an unparalleled quality of life;

A rich cultural and intellectual life on campus is a fundamental element of the College's recruitment strategy and an important step to welcoming the community on campus. Through the addition of compelling cultural, study and communal spaces, and the improvement of outdoor spaces, the College can create a more vibrant environment throughout the day and the year.

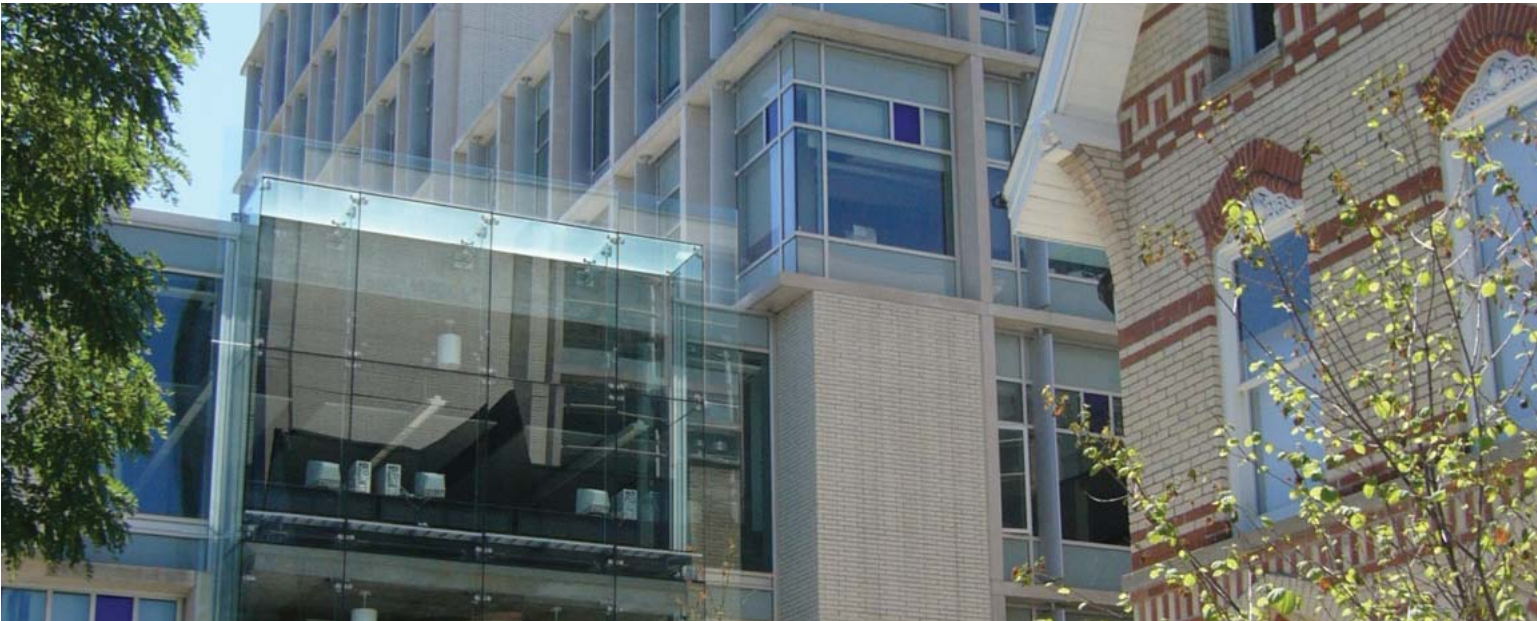


Communal work space is important for group work.

8

The Campus should encourage interdisciplinary collaboration and informal interaction;

Learning techniques have changed. Students no longer just study alone at a library table or in their dorm room. Students, faculty and staff seek strategically located informal spaces to meet and interact, as well as a range of well-equipped and easily reserved meeting rooms. As the campus develops and redevelops, new communal spaces should be added to existing and new buildings in easily accessible and clearly visible locations to encourage informal interaction among all members of the campus community. New study spaces for groups and individuals should be interspersed throughout the Campus. A series of small café outlets could be provided with these spaces. With the encouragement of interdisciplinary collaboration it is also important to establish concentrated locations that encompass entire fields of study and/or student services.

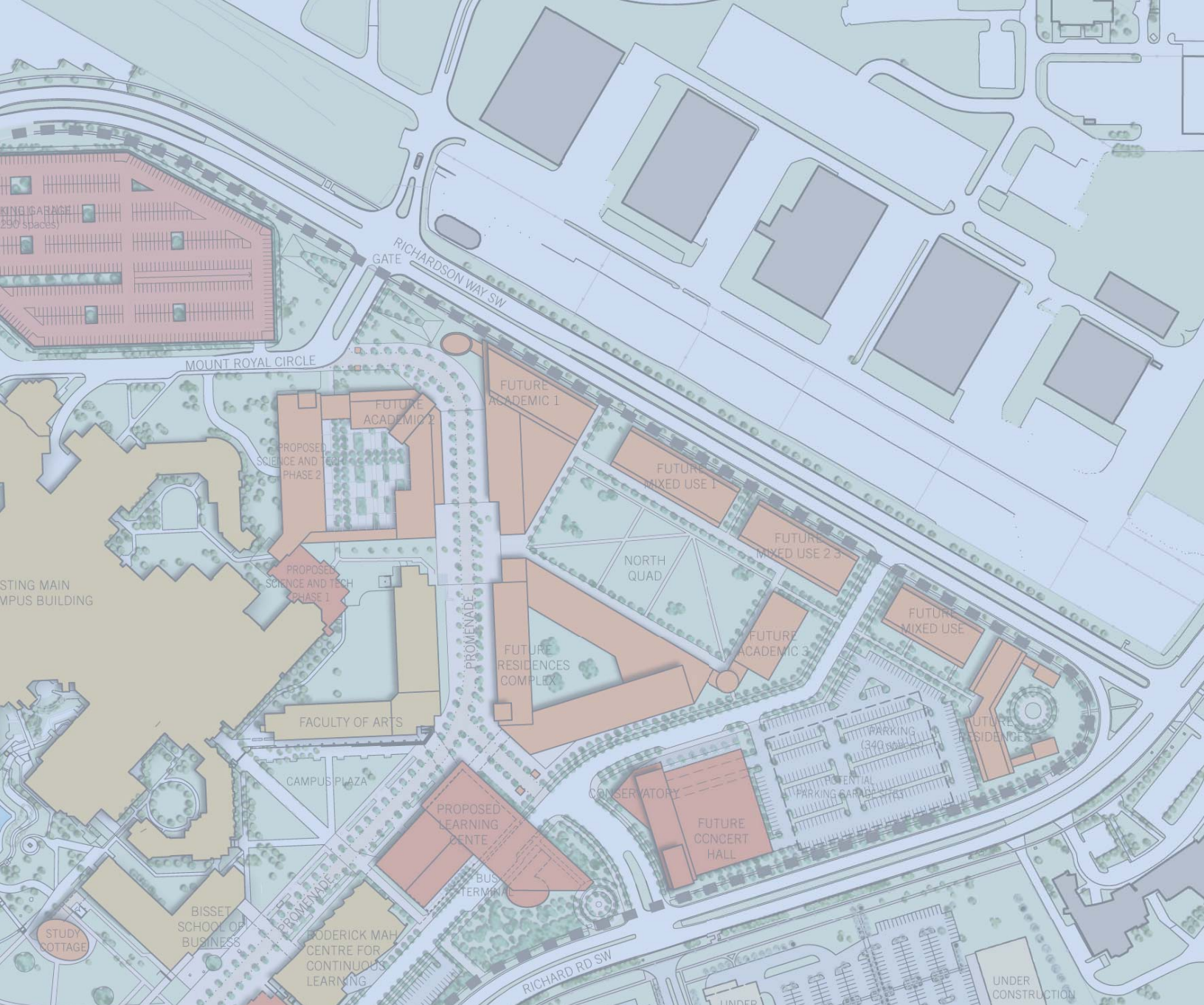


New buildings should be designed to integrate into the campus seamlessly.

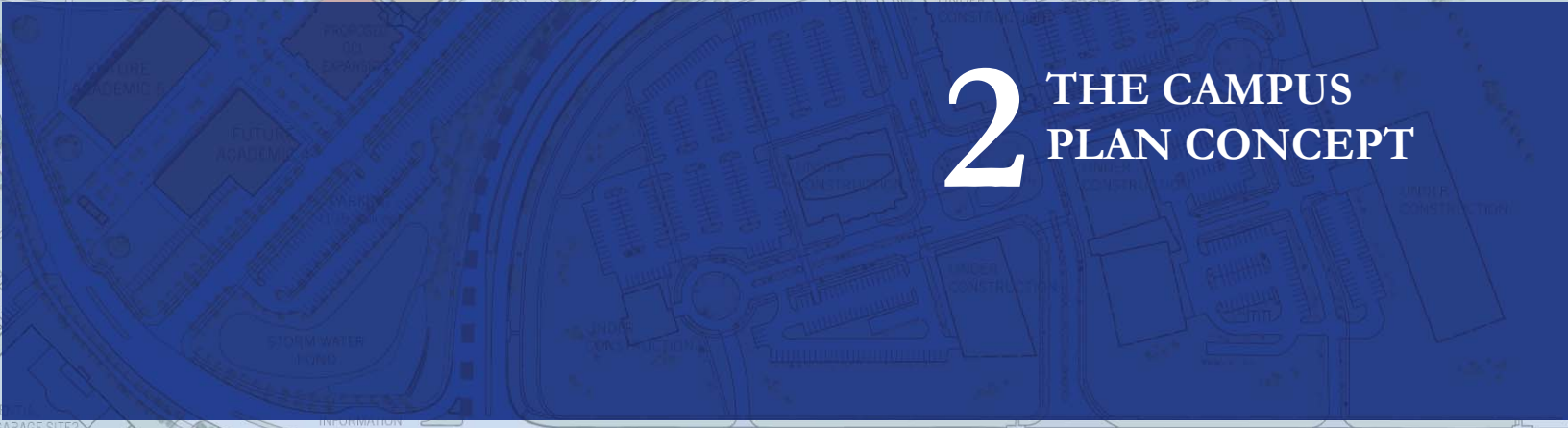
9

New buildings should complement existing facilities and building;

New buildings should be respectful of existing campus buildings and seamlessly integrate within the campus fabric, while seizing opportunities to create new campus landmarks and improve the campus edges to portray a dynamic and prestigious image of Mount Royal College to the outside world.



2 THE CAMPUS PLAN CONCEPT



2.1. INTRODUCTION

The campus master plan focuses on the long term, sustainable growth for the Lincoln Park Campus. The purpose of the Campus Plan Concept is to demonstrate how new development can and should occur in the future, as well as how the necessary infrastructure (transit, roads, parking, etc) should be implemented to support this growth.

A central focus of the Campus Master Plan is to create a series of new easily identifiable areas within the overall Campus Structure. Each area should have a primary use and designation that when built-out provides the campus with all of its growth needs. The campus areas are described in detail in Chapter 2.2.

Design and planning considerations that are central to the Master Plan are summarized in the following paragraphs. The considerations were developed through the stakeholder interviews, discussions with the Steering Committee, workshop directions and through a review of current trends and best practices.

In the future Mount Royal College students will spend more time on campus.



1. Transitioning into a University Level Campus format

The College is transitioning several of its diploma/advance standing courses into four year university degrees beginning in Fall 2008. These new programs will result in a significant growth in full-time students on campus. To facilitate this transition to a degree granting program the campus will need to evolve by providing more flexible study areas for students, new research and development spaces, and a more formal structure of interior and exterior spaces that is conducive to a university environment.

The primary shift will be evident in how students will use the Campus. It is likely that students will spend more time studying and living on Campus which will lead to a more established academic community. The Campus Master Plan ensures that this transition is

a priority and focuses on the creation of spaces for students and faculty to enhance the quality of life on the Mount Royal Campus.

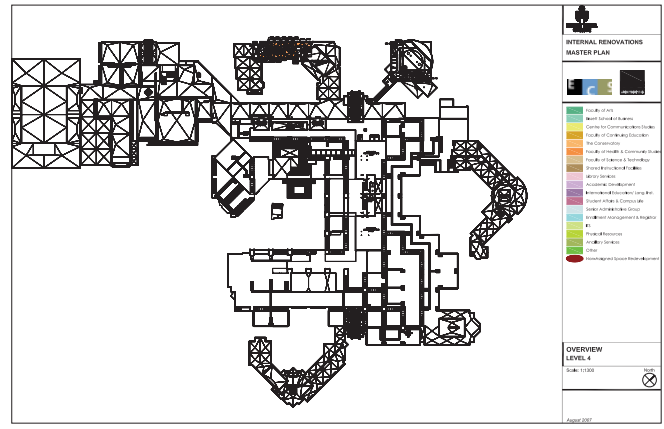
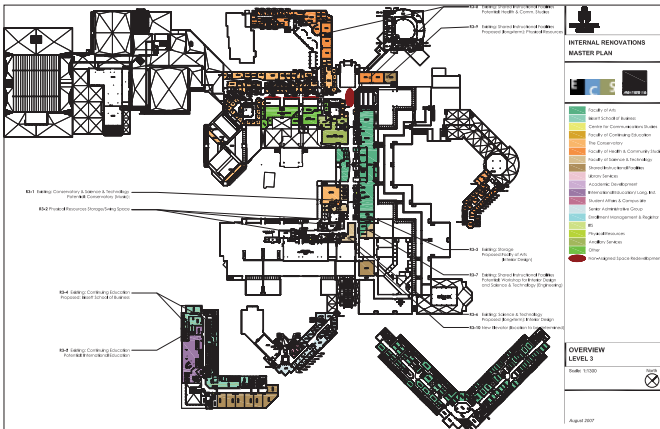
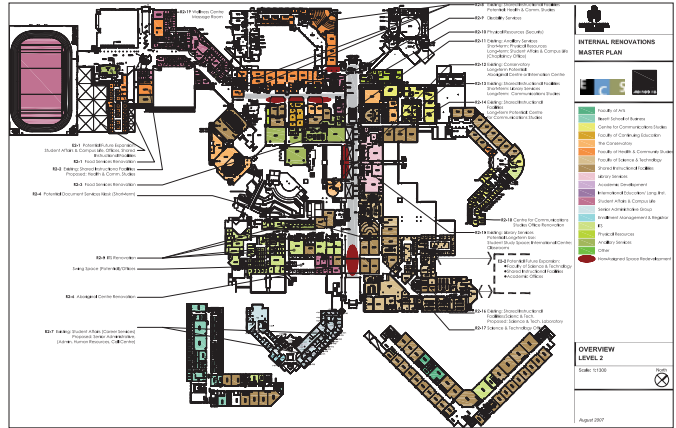
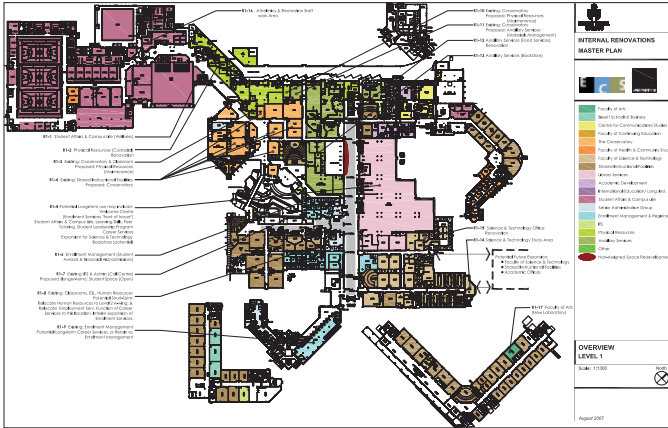


2. Connecting with the surrounding community

To truly establish a relationship with the surrounding communities it is essential that Mount Royal College physically, emotionally and virtually connects with its context. This can be achieved through several changes to the existing campus configuration including extending the existing built-form to the Campus edges, introducing amenities within the campus that are inviting to the community and creating buildings that make the Campus a central focus within the larger community.

With future development and intensification of the surrounding lands there is an opportunity to maximize the College’s central geographic position, creating a learning institution that is fully integrated within the community. To achieve this the Campus’ programming, open spaces and built-form

should have strong physical, virtual and emotional connections to the community.



Interior Renovation Plans completed in 2006 by Educational Consulting Services Corp. and HFKS Architects Inc.

3. Enhancing the existing facilities

The Master Plan process determines how new buildings are incorporated into the overall Campus. There are three distinct phases that need to be addressed. The first phase is the short term which addresses the immediate needs of the Campus to accommodate the student, staff and faculty growth resulting from the transition into a degree granting institution. This phase builds on the work completed in the Interior Renovations Master Plan (Completed 2006) and includes new buildings that are currently in the planning stages. It also addresses the forthcoming parking supply and demand imbalance that will result from the immediately scheduled construction projects. The next two phases address the medium and long term growth of the Campus. Through the second and third phases priority areas for redevelopment and future development sites were identified.



Naturalized Landscape

4. Introducing sustainable campus planning measures

Mount Royal College has already begun to take significant steps towards implementing sustainable building practices, evident in the recently built LEED Gold Roderick Mah Centre for Continuous Learning. Other sustainable social and physical measures are recommended in the Master Plan and are outlined in more detail in Chapter 3.0.



Indoor waiting areas are planned for two bus terminals on Campus.

5. Creating transportation terminals on Campus

Currently the Campus is serviced by Calgary Transit through a series of bus routes. The buses circulate on campus on Mount Royal Circle. The Campus Master Plan proposes to provide two dedicated locations for transit service; one at the entrance off of Richard Road Southwest and the other at the West Gate. Both proposed terminals are located on axis with the Core Campus' "Main Street". The terminals have been located to eliminate bus traffic within the campus and are recommended as one way bus routes. Each terminal should provide an indoor waiting area for the bus, a food services kiosk and wireless internet access for students. The terminals are also intended to be used by the surrounding community.



The Campus should be design around pedestrians.

6. Creating a pedestrian friendly Campus

All vehicle traffic, including private automobiles and buses are directed away from Mount Royal Circle. The concept plan directs cars immediately to parking lots and away from central campus areas. This will enable the transformation of Mount Royal Circle to an appropriately scaled campus main street.

The existing street should be divided into two distinct portions, the eastern portion will be developed as a pedestrian and cyclist priority street, not intended for high vehicular use and the western portion will remain as a conventional street. Formal pedestrian routes are also recommended outside of Mount Royal Circle with a special concentration on creating pedestrian connections within parking lots and to and from new buildings.



Alternative modes of transportation will decrease student's car dependency.

7. Making other modes of transportation more feasible

The larger transportation system around Mount Royal College should accommodate alternative modes of transportation to the car for travel to and from campus. This will include strengthening the existing cycling networks and wherever possible, increasing the friendliness of pedestrian routes through safety and urban design measures.



Housing choices and amenities need to reflect the future vibrant and active 24 hour community.

8. Providing a variety of housing choices on Campus

It is anticipated that with the new degree granting programs there will be an increased demand for student housing on campus. This will transform the campuses daily functions by creating a more vibrant and active 24 hour community. To support this new student community, new residences are considered as an important part of this plan. Other supportive services and amenities may be required including food services, retail amenities, etc. These are also critical to the support of the continuous education students, staff and faculty during evening hours.

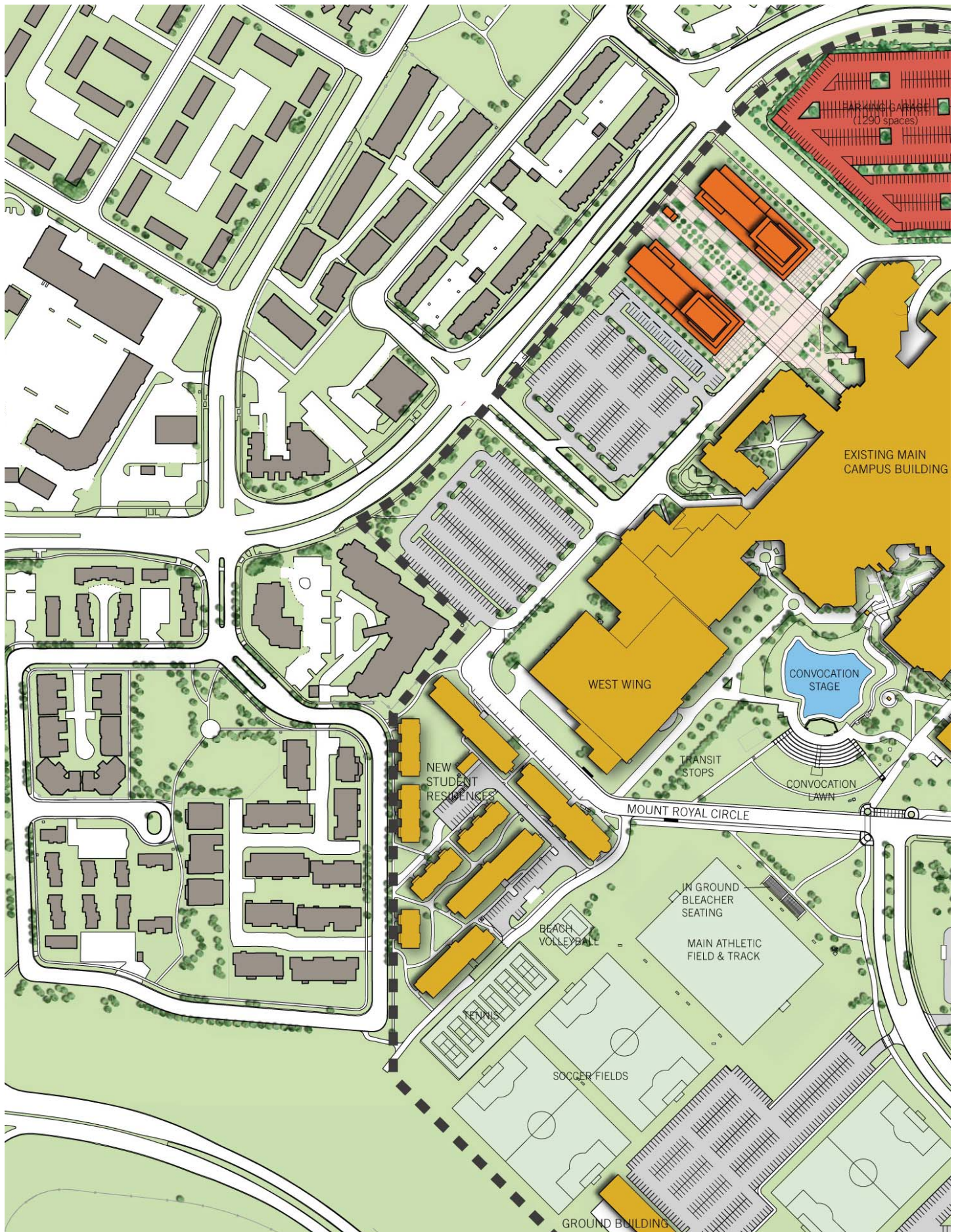


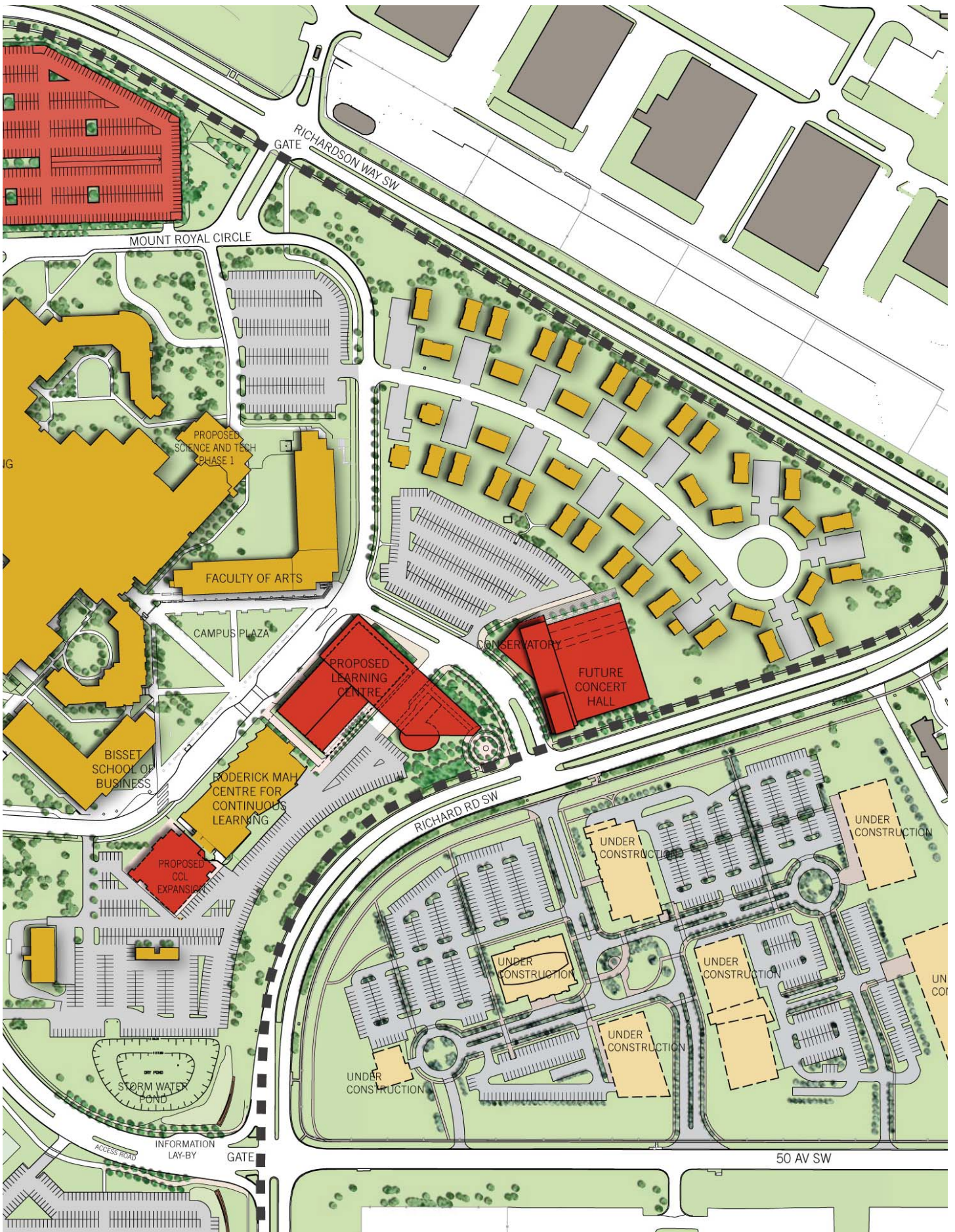
Open spaces should be an organized feature of the campus.

9. Focusing on the creation of new open spaces

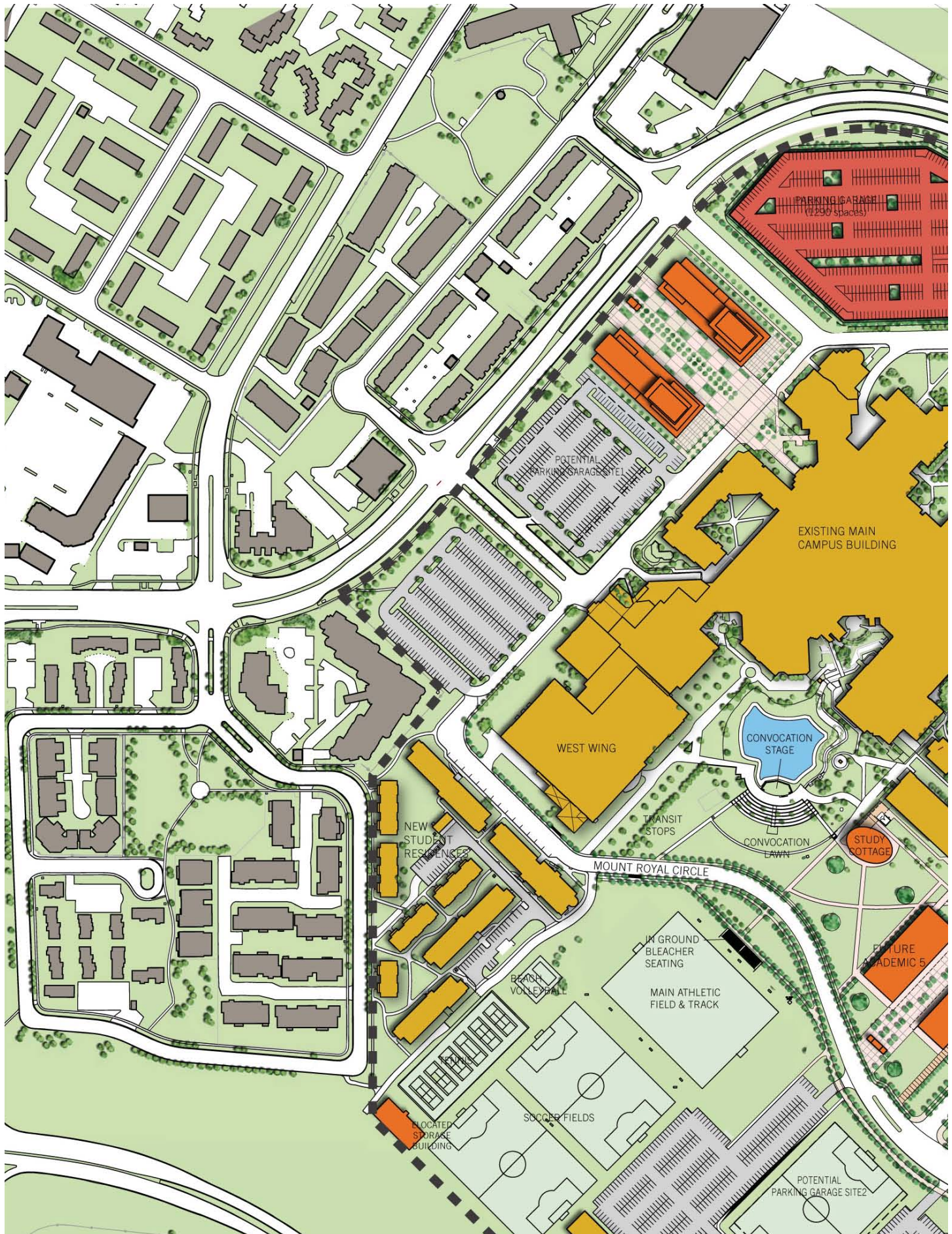
A series of new open spaces are proposed throughout the Campus. These shared spaces are central to the Campus Plan Concept. Each of these shared spaces are oriented to provide outdoor amenities for future buildings. New open spaces provide the central organizing feature around which new buildings are situated. All new and existing open spaces are to be usable in all seasons and fully accessible with covered walkways and cleared paths where required.

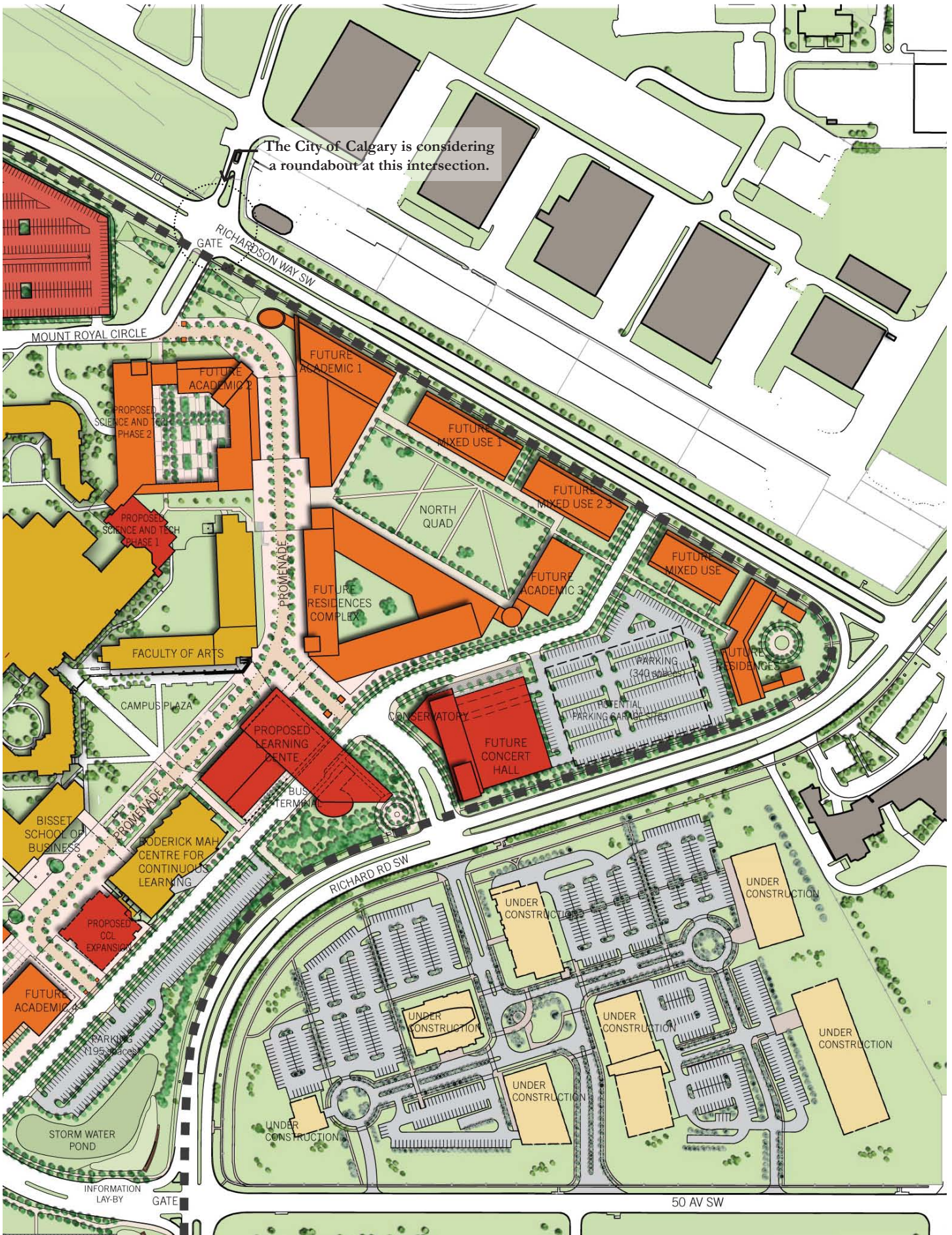
2.2. THE CAMPUS MASTER CONCEPT PLAN - PHASE 1 (Immediate and Short Term)





THE CAMPUS MASTER CONCEPT PLAN - ALL PHASES

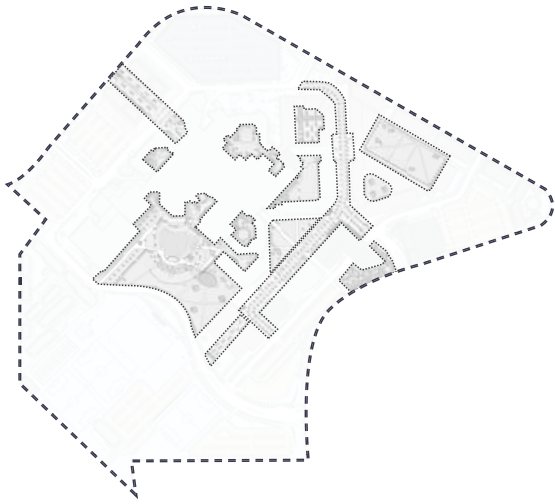




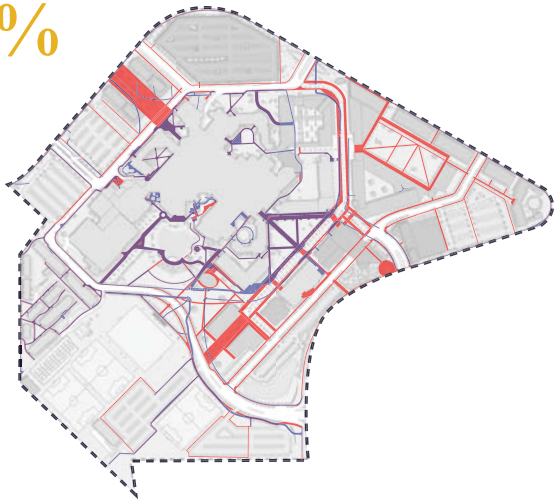
2.3. KEY STRUCTURING ELEMENTS OF THE CAMPUS PLAN

2.3.1 Pedestrian Zones

Several new “pedestrian zones” are created within the Campus Plan. Pedestrian zones are defined as areas where cyclists and pedestrians have priority over vehicular travel or vehicular travel is prohibited. Each zone has a unique character and design reflective of its function within the overall campus. The character of the individual areas are described in more detail in Chapter 4.0. A well-established network of pedestrian zones that are complimented with interconnected paths will help establish Mount Royal as a pedestrian-friendly campus.



6%

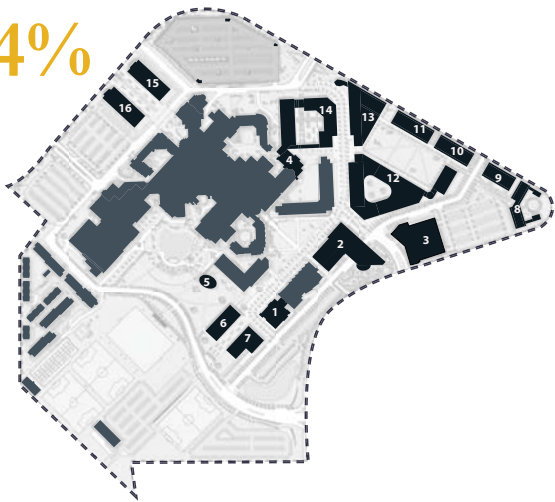


■ Proposed Pedestrian Path ■ Existing Pedestrian Path

2.3.2 Pedestrian Paths

New pedestrian paths are proposed to connect new buildings, transform surface parking lots and rationalize the existing circulation system. The goal is to achieve an overall increase of new pathways and to better connect all proposed and existing pedestrian zones.

24%



■ Existing Buildings ■ Proposed Buildings

2.3.3 Building Sites and Potential Footprints

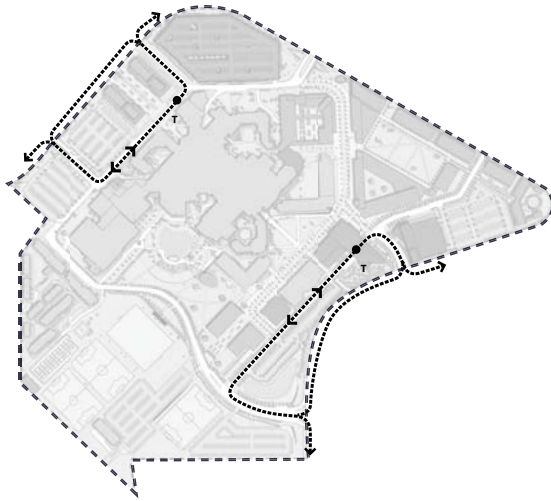
Within the Master Plan sixteen new building sites have been identified, 7 of which can be constructed with little or no change to the existing road networks. The new road located between the existing Mount Royal Circle and Richard Road connecting to Richardson Way additional access opportunities are provided to new builds and parking area. Southwest can be constructed with the new Library and the CCL extension as soon as an alternate parking solution has been finalized and constructed.

Once the immediate sites are built out, the College will need to consider the reconfiguration of Mount Royal Circle and the West Gate Entranceway as well as the demolition of the original residences on the eastern portion of Campus.

2.3.4 Bus Terminals and Routes

Two transit terminals have been located within the Campus Master Plan to support the use of transit. These terminals should provide indoor waiting areas with amenities such as food kiosks, work stations and wireless internet services.

A one-way bus system coming into campus is recommended to minimize bus traffic and to limit the requirements for bus turning radii in the street design.



T ● Bus Terminal - - - Bus Route

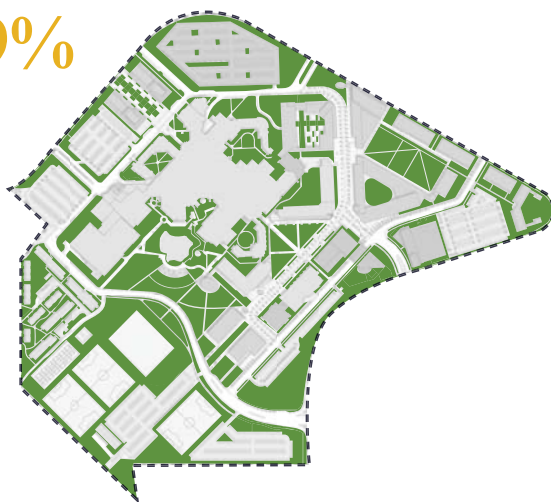
2.3.5 Open and Green Spaces

Functional formal green spaces on Campus are significantly increased with the introduction of several new public open spaces. Although the overall amount of open space decreases by 3%, existing and future open spaces are better situated to support year round student use and designed to be usable by the campus community.

New open spaces provide organizing features for future buildings thus minimizing left over or residual spaces that sometime surround buildings.

A green buffer or enhanced streetscape treatments are encouraged along all public edges of the Campus to encourage usable open spaces.

39%

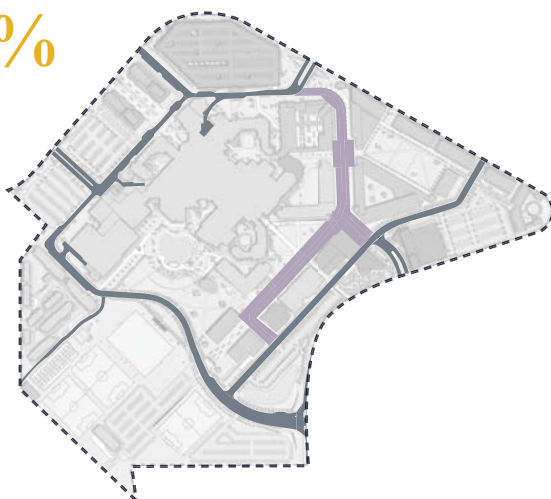


■ Open Space

2.3.6 Vehicular Circulation

Given the small size of the Campus, Mount Royal is uniquely positioned to create a more urban and compact environment. In the long term, the existing campus ring road system (Mount Royal Circle) should be de-emphasized. A central recommendation of this strategy is to minimize roads within the campus boundaries and to maximize the use of the existing municipal road system. It is recommended that the eastern portion of Mount Royal Circle be considered for a pedestrian priority street and the western portion be retained in its current configuration. New long term street designs have been developed for both portions, and illustrated in Chapter 6.0.

6%



■ Roads ■ Promenade

2.3.7 Parking

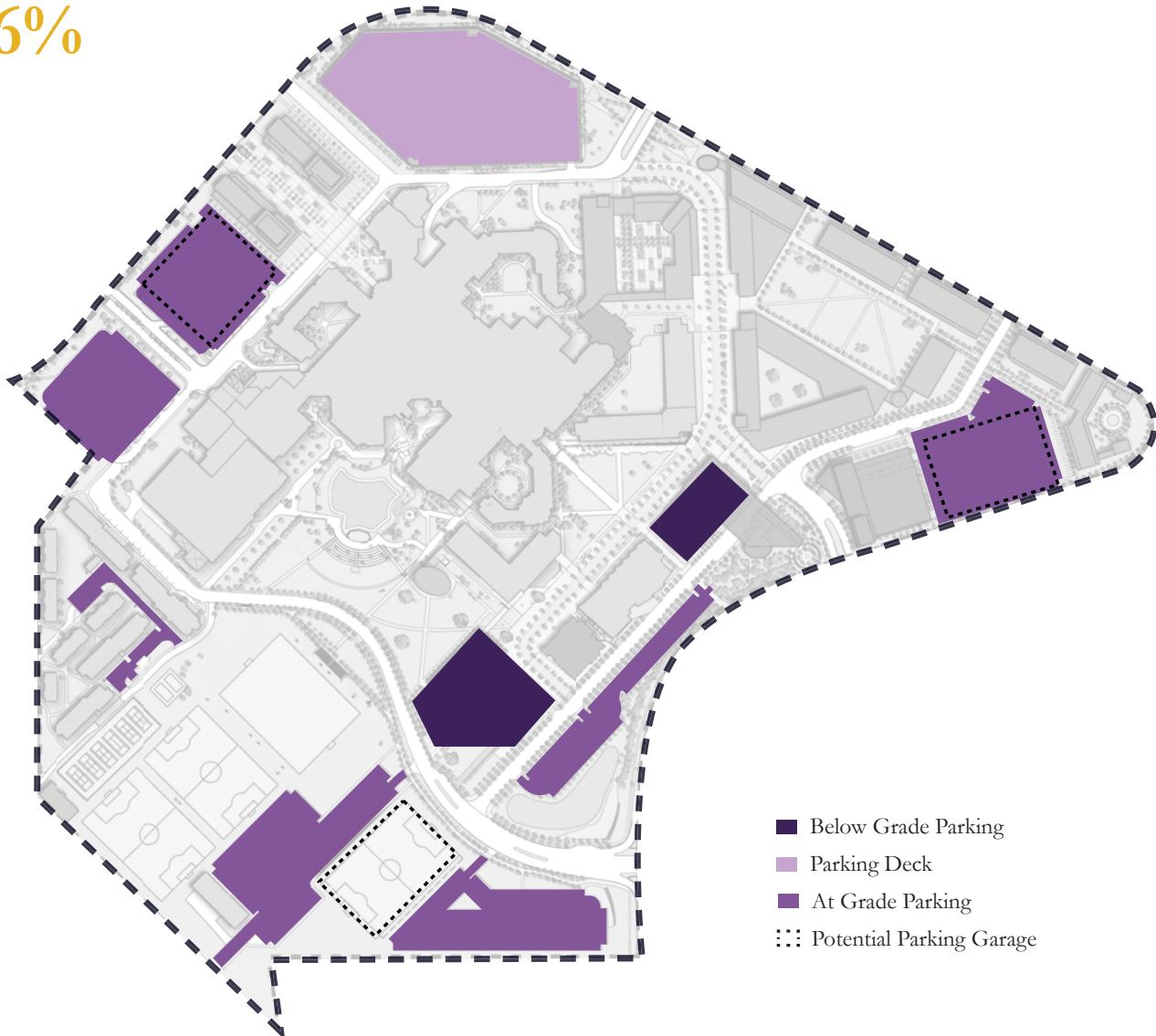
To accommodate future parking requirements multiple parking solutions will be required throughout the campus. Four parking solutions have been identified including below grade parking, surface parking, parkade structures and deck parking. Following the construction of the currently planned buildings, many parking spaces will be lost. To address this immediate loss two potential parking options have been identified. The first is the creation of a double layer parking deck on the eastern side of the West Gate Entrance; and the second is the construction of a parkade on the western side of the West Gate Entrance. It is also a recommendation of this Master Plan that all new buildings are constructed with one or two levels of below grade parking.

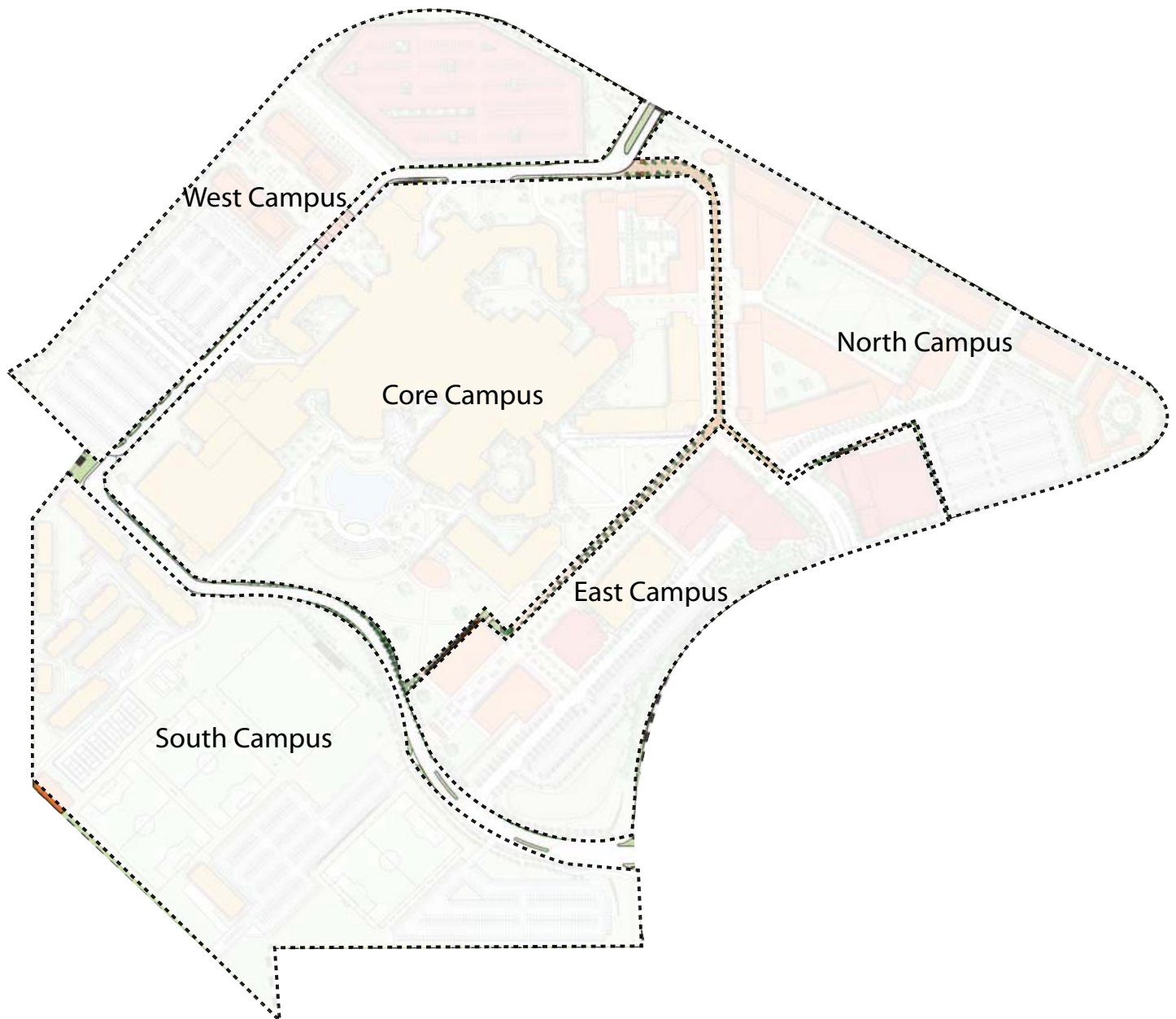
When planning for immediate parking solutions it is important to consider that a change in future travel is anticipated. The major change will be an overall increase of transit ridership, for this reason today's parking solutions will not necessary be needed in the future. Tools to achieve this shift in travel are outlined in Chapter 6.0.



Precedent image of how structured parkades can be designed to fit within surrounding development.

16%





The five districts of the Campus.

2.4 CAMPUS MASTER PLAN AREA

DESCRIPTIONS

The Campus is easily subdivided into five distinct districts. Of the five districts there are 4 new campuses proposed. The four new campuses, north, south, east and west, are in addition to the existing Core Campus. The Core Campus includes the majority of the existing Campus buildings. The majority of new campus development and redevelopment is planned for the East and North Campus. Minor road alignments and some new development will be introduced in the South and West Campus.

2.4.1 Core Campus

The Core Campus area includes the buildings located within Mount Royal Circle and contains the Campus' original buildings. Several buildings have recently been built, including the new Bisset School of Business and the new Faculty of Arts Building.

Currently Phase 1 and 2 of the Science and Technology Building are proposed for the north eastern area of the Core Campus area. After a recent review of the building proposal, the Phase 1 portion of the building remains as it was originally conceived. For Phase 2 of this building, the Concept Plan proposes a new configuration that is the first step in establishing a hierarchy of open spaces and street-related buildings. It is proposed that Phase 2 of the Science and Technology Building create a protected open space with the proposed Future Academic Building #2.

The existing open spaces within the Core Campus are greatly valued by the College and should be retained with better connections to the existing buildings. To facilitate enhanced year round use of the open spaces, a Study Pavilion is recommended adjacent to the Convocation Lawn and the Bisset School of Business.

It is anticipated that changes to the interior of the Existing Main Campus Building (based on the recommendations of the Interior Renovations Master Plan) will also include improvements and provisions for natural lighting and connectivity of the Core Campus Area.



Site Plan of the Core Campus



East Wing Courtyard.



Core Campus Rendering.

2.4.2 North Campus

The vision for the North Campus is a dynamic community living centre with a mix of new student residences, academic buildings and retail uses to support students living on Campus.

The area is currently a combination of student residences and surface parking lots. The 426 residential units built in 1989 for the Calgary Olympics are located around an internal road structure ending at a cul-de-sac. Aside from the 290 residential parking spaces assigned to the existing residences, there are 508 parking spaces located just south of the residence in the S1 parking lot (See Appendix A for existing and proposed parking spaces).

In the Campus Concept Plan, the North Campus will continue to accommodate student residences through taller buildings with more compact footprints. Both academic and mixed-use buildings will be located in the North Campus. New buildings include four to six storey academic buildings, a five-storey residential complex, and six-storey mixed-use buildings facing Richardson Way Southwest.

The six-storey buildings along Richardson Way Southwest will define the campus edge and create a stronger presence for the College along its northeast boundary.

The focus of the North Campus is an interior common open space or quadrangle and is fronted by retail, academic, and residential buildings. The new open spaces will provide a place for students to congregate and use through out the day and school year.



North Campus Site Plan



Detailed Rendering of the North Campus.



Rendering of Proposed Development in the North Campus.

2.4.3 East Campus

The vision for the East Campus is a designated area that expands on the College’s community oriented programming. By grouping current and proposed facilities that house public programming, the East Campus becomes the public face of the Campus.

The East Campus is currently home to the newly built Centre for Continuous Learning, parking lots E1, V1, and S7, the Storage Building and the Site Office. With the introduction of five new buildings, the East Campus will experience the most dramatic change and will require significant reorganization of existing pedestrian and vehicular circulation.

The redesign of Mount Royal Circle will allow for a pedestrian promenade that will act as a Campus “Main Street”. It is recommended that all buildings along the promenade have direct pedestrian connections to the promenade and are street oriented in design.

The Library, Concert Hall and Conservatory located at the Richard Road Southwest Campus entrance should create a formal, highly-visible Campus gateway, with a dedicated location that provides campus transit services and information for visitors and campus users.

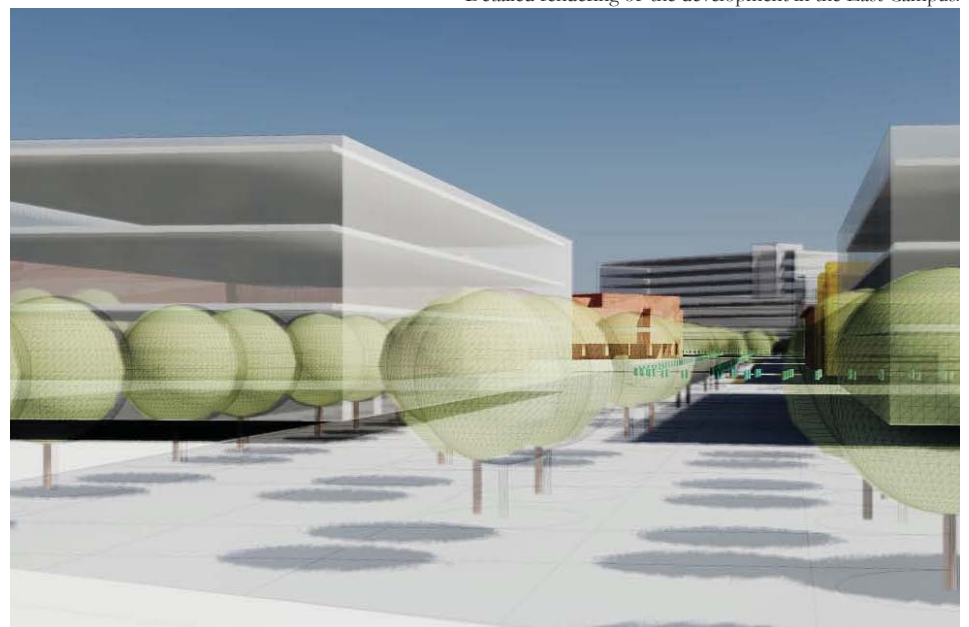
Proposed buildings for the East Campus include a new Library, Conservatory Building with Concert Hall, a Visitor’s Centre/Transit Terminal, an extension to the Centre for Continuous Learning and two new academic buildings.



East Campus



Detailed rendering of the development in the East Campus.



Detailed rendering of the development in the East Campus.

2.4.4 South Campus

The South Campus is currently a student recreation and residential area, to which few changes are proposed. The existing road alignment will be changed to create a continuous connection from 50th Avenue Southwest into the Campus. In the long term there is potential for a new parkade on one of the existing sports fields (if deemed surplus) or within the existing parking lot located between the sports fields.

The new Student Residences in the South Campus were completed in 2003 and accommodate housing for 634 students. The residences are adjacent to the athletic (sport) fields, with tennis and beach volleyball courts, and soccer fields. The two parking lots provide a total of 730 parking spots. (See Appendix A for a summary of existing and proposed parking counts by area).



South Campus



The current athletic facilities.

2.4.5 West Campus

The vision for the West Campus creates a grand pedestrian entranceway from Richardson Way Southwest that connects the existing West Gate the 'Main Street' in the Core Campus. To achieve this, vehicular access will have to be relocated north of its current location to align with the existing road on the opposite side of Richardson Way Southwest. This relocation creates the needed space for a grand pedestrian entrance as well as two future academic buildings.

The pedestrian entranceway will be lined with two three-storey academic buildings which will perform a ceremonial role and offer opportunities to signal arrival at Mount Royal College from the western edge of Campus.

Currently, the West Campus provides parking for students, faculty, staff and visitors to the Campus. There are five parking lots with a total of 1,374 spots. A new parkade in the southern portion of the campus or a new parking deck in the northern portion will increase the number of parking spaces in this campus.



West Campus



Rendering of the development in the West Campus.



Rendering of the development in the West Campus.

2.5. PHASING

The timing of implementation and construction for new buildings, open spaces, way finding and circulation is critical to maintain ongoing activity on Campus. Significant restructuring work should occur during the summer months to avoid disruption to the campus community however non-disruptive building construction could continue throughout the year. Key recommendations have been divided into immediate, short, medium and long term phasing.

2.5.1 Immediate Term (1-2 years)

Buildings

In the immediate term the College is preparing to accommodate the growth of the student, faculty and staff population. To enable that growth, several buildings and one parking deck are proposed to proceed immediately with detailed design. This includes the Phase 1 of the Science and Technology Building, the CCL Expansion and the construction of a new parking deck (reconfiguration the West Gate vehicular entrance). Phase 1 of the Science and

Technology building is retained as proposed. The Phase 2 should be re-evaluated to conform with the built-form recommendations outlined in this document. No existing buildings will be demolished in the immediate term.

Since many of the buildings proposed in the immediate and short term are located on existing surface parking lots, a new parkade or parking deck will be required immediately to meet the campus' parking requirements in the short term.

Circulation

No major changes to the existing campus circulation are recommended in the immediate term. Opportunities to create formal pedestrian paths through parking lots should be examined and established wherever possible.

Way-Finding

A way-finding strategy should be undertaken for all interior and exterior spaces on campus. The way finding should address building signage, directional signage, mapping and visitor information.

Immediate Term Campus Plan Projects and Sites



Phase Summary

Phase	IMMEDIATE
Year	2008 - 2010
Existing Building Area	106,320 sq.m.
Proposed Building Area	9,255 sq.m.
Total Building Areas	115,575 sq.m.
sq.m. per Student FLE	15.4
Student	7500 FLE
Total Campus Population (includes FLE students only)	9,600
Parking Spaces	4,270
Ratio of people/parking space	2.25

2.5.2 Short Term (2-5 years)

Buildings

New buildings and interior renovation projects recommended in the short term have already been identified by the College. These buildings include the Phase 2 of the Science and Technology Building, the Conservatory/Concert Hall, the Library and re-purposing on the existing Library within the Core Campus. The preliminary designs and locations of the Science and Technology Buildings and the Conservatory/Concert Hall should be re-evaluated based on the recommendations from this Master Plan and should focus on the creation of street oriented built-form.

An alternate configuration for the Library has been proposed to better fit with future development. The original Library proposal is ideally situated to frame a new entrance condition for the Campus off of the Richard Road Southwest intersection. This Master Plan proposes that the library be extended towards Richard Road Southwest and that the

proposed Bus Terminal/Visitors Centre be integrated on the ground floor. The site at Richard Road Southwest is recommended for the Conservatory and the future Concert Hall. This building can be constructed without displacing any of the existing student residence buildings in that area. The Conservatory is recommended for this location to create a strong public face for the Campus and to provide easy access to its services allowing for convenient and safe student pick-up and drop-off.

Circulation

No major changes to the existing campus circulation are recommended.

Way Finding

Implementation of the way finding strategy should begin in the short term.

Short Term Campus Plan
Projects and Sites



Phase Summary

Phase	SHORT
Year	2011 - 2014
Existing Building Area	115,575 sq.m.
Proposed Building Area	64,905 sq.m.
Total Building Areas	180,480 sq.m.
sq.m. per Student FLE	18
Student	9300 FLE
Total Campus Population (includes FLE students only)	11,930
Parking Spaces	4,880
Ratio of people/parking space	2.5

2.5.3 Medium Term (5-10 years)

Buildings

In the medium term two potential building sites have been identified. The first site contains two new academic buildings and a new pedestrian entrance at the West Gate. The second site contains a new Academic Building located beside the Phase 2 of the Science and Technology Building.

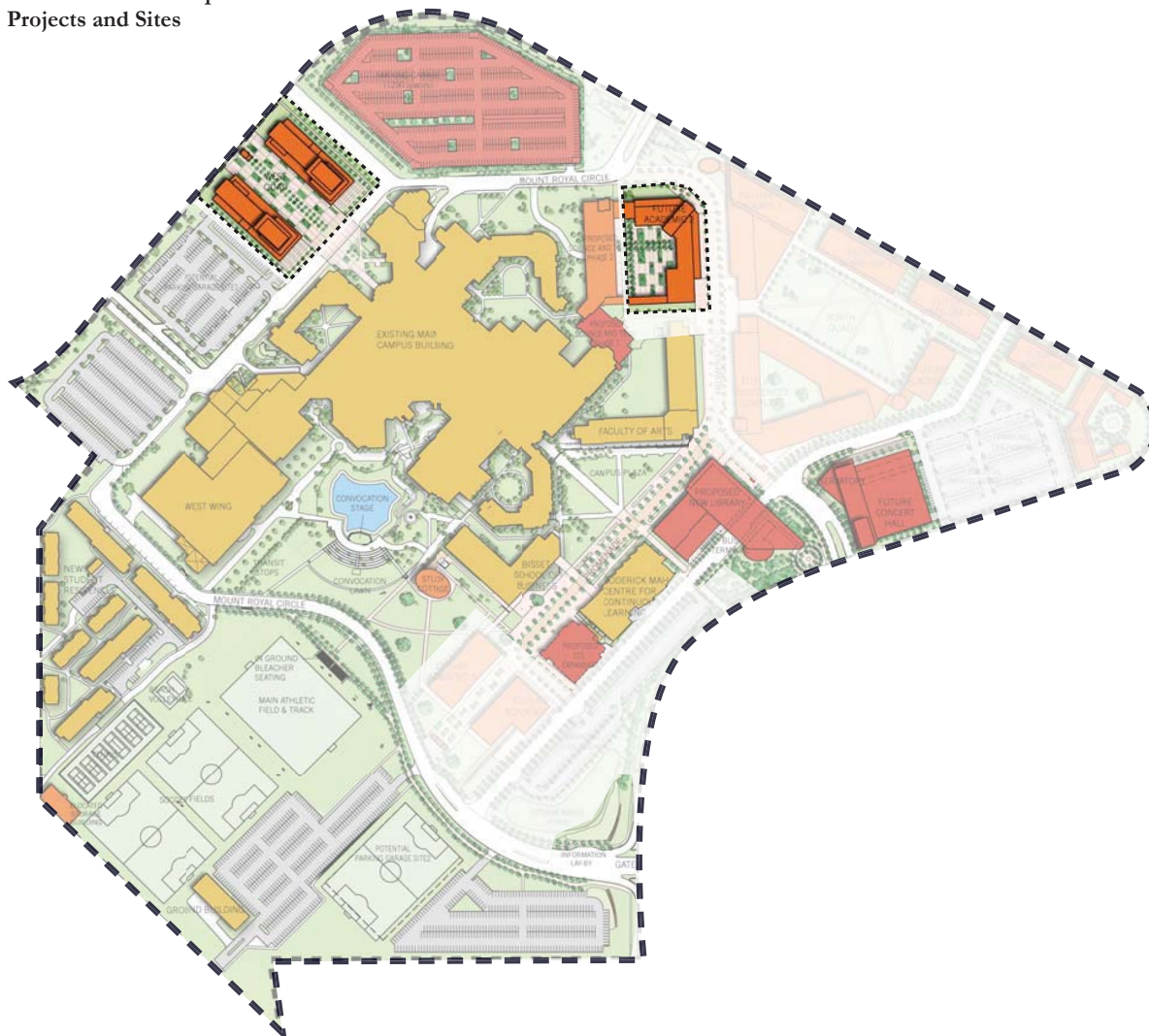
At the West Gate, two academic buildings are proposed. These will frame a new urban pedestrian entrance to the Campus and will connect the Campus to the City at its northern most boundary. A new bus terminal is recommended to be included within the construction of these buildings or as a minor addition to the existing student centre.

The proposed academic building located adjacent to the Phase 2 of the Science and Technology Building will create a strong street edge along the promenade and complete a courtyard space with the Phase 2 of the Science and Technology Building. This site is the last building site within the boundary of the Core Campus.

Circulation

To accommodate the buildings proposed in the medium, term, 1 minor circulation change should occur. This is the relocation of the West Gate entrance further to the north along Richardson Way SW (aligning with the road on the other side).

Medium-Term Campus Plan
Projects and Sites



Phase Summary

Phase	MEDIUM
Year	2015 - 2019
Existing Building Area	180,480 sq.m.
Proposed Building Area	44,200 sq.m.
Total Building Areas	224,700 sq.m.
sq.m. per Student FLE	18
Student	12,000 FLE
Total Campus Population (includes FLE students only)	15,350
Parking Spaces	4,703
Ratio of people/parking space	3.26

2.5.4 Long Term (10-25 years)

Buildings

Four potential building sites have been identified in the long term. These sites include lands that will be vacated once the existing low density residence buildings are removed. It is recommended that this area be redeveloped in the future for a student village that will include student services, some academic uses, a mix of commercial along Richardson Way Southwest and a new landmark building at the corner of Richardson Way and Richard Road Southwest.

The proposed buildings adjacent to the Main Entrance by the Convocation Lawn should be developed in the long term. This site is prominent and should be reserved for a landmark building and program that defines the character of the College. The existing circulation of Mount Royal Circle should be retained as a pedestrian plaza with limited vehicular access.

Circulation

The majority of the circulation changes can be implemented in this phase. The primary change is the transition of Mount Royal Circle into the pedestrian promenade and “Main Street” that connects the extension to the North Gate. The other circulation change is the construction of the new minor roadway that will run parallel to Richard Road Southwest between Mount Royal Gate and Richardson Way Southwest. This new road will allow for direct vehicles access from the public destinations located within the East Campus.

Long Term Campus Plan Projects and Sites



Phase Summary

Phase	LONG
Year	2020 - 2035
Existing Building Area	224,700 sq.m.
Proposed Building Area	90,350 sq.m.
Total Building Areas	315,050 sq.m.
sq.m. per Student FLE	18
Student	17,700 FLE
Total Campus Population (includes FLE students only)	22,650
Parking Spaces	5,045
Ratio of people/parking space	4.5



3 SUSTAINABILITY



3.1. DEFINITION

In 1987, the World Conference on Environment and Development defined sustainable development as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (WCED, 1987). Since then, sustainability has been understood as the need for all development to take place in an environmentally, socially and economically responsible fashion – over the long term.

3.2. PURPOSE

In every community, academic institutions are entrusted with the role of catalyst for change, acting as a source and champion of innovation in the development and application of knowledge, technology and ethics. As a prominent community leader, employer and educator in the City of Calgary, Mount Royal College’s influence ranges from the community to the national scale. In light of this impact, it is clear that the transformation of the Campus into a catalyst for environmental sustainability should be an integral part of Mount Royal College’s mission.



Roof top gardens could be incorporated into appropriate new development to reduce runoff from buildings.

Increasingly, students, faculty and staff have strong views about the health of the environment. Institutions themselves are increasingly realizing that some environmental initiatives not only result a healthier environment in the long term, but can have an effect on the bottom line within a relatively short term. For instance, energy savings as a result of the replacement of light bulbs with power-saving models or window replacements yield recognizable savings in operating costs. In addition, a sustainable campus can:

- Enhance the reputation of the institution and serve as a recruiting tool for faculty, staff and students;
- Provide opportunities for research and information sharing;
- Help fulfill Canada’s international emissions reduction commitments; and,
- Contribute to a healthier campus and local environment.

Because sustainability impacts virtually every aspect of campus growth and operations, sustainability principles permeate the Master Plan as a whole. This Chapter captures and summarizes key initiatives that should be pursued to make Mount Royal College a leader in sustainability.

3.3. STATUS AND BENCHMARKS

A strategic plan for sustainability will be required to inform the Campus Plan it is anticipated that a campus sustainability audit may be an important source of information. The audit will determine the current levels of sustainable practices on Campus and will provide a status quo upon which future benchmarks can be set.

3.4. A COMPREHENSIVE APPROACH

For the implementation of sustainable guidelines to be effective, a comprehensive, systematic and strategic approach must be pursued. This means that every process and activity on campus is reviewed for its environmental impact, taking into account social and economic implications. Mount Royal College has the benefit of an established Sustainability Committee to help implement and identify sustainable opportunities on Campus. The following components are suggested as part of this approach. This group has established general principles and recommendations to be supported in this master plan, they include:

- The principles of energy efficiency and sustainability should be maximized in the planning, financing, design, construction, renewal, maintenance, operation, space management, facilities utilization, and decommissioning of facilities and infrastructures.
- The use of sustainable materials and design principles that preserve natural resources and minimize negative impacts to the environment are vital.
- Research, analysis, and experience gained over time are critical components in developing specific targets, priorities and timetables for achieving sustainability objectives.
- A commitment to measuring and monitoring progress in achieving sustainability principles, goals, and objectives is necessary.
- The concepts of sustainable design and use of “green” building materials apply at all stages of the design process (program plans, architect selection, design, construction, and closeout).
- Environmental stewardship and other sustainable practices are an individual and collective responsibility shared by all community members.

3.4.1 A Bottom-Up Approach

The vision of a more sustainable campus is everyone’s job. While champions are needed at the senior level of Mount Royal College’s administration, everyone on campus should be involved in carrying out this vision. A number of methodologies have been developed to assist organizations in this regard. One is ‘The Natural Step’, an approach originally developed in Sweden for municipal governments. In ‘The Natural Step’, a ‘bottom-up’ approach is pursued: instead of change being imposed from the top, sustainability becomes everyone’s responsibility. Workshops should be conducted in every department to ensure that all faculty and staff are made aware of the importance of sustainability and empowered to contribute solutions and implement sustainable practices on the job. Targets and responsibilities are established at the department level.

The ‘Bottom-Up’ approach must be complemented with a ‘Top-Down’ approach whereby senior management provides the leadership and initiative to empower the organization to change.

3.4.2 Lifecycle Costing

An important step in the implementation of sustainability is the consideration

of lifecycle costs: the added cost of acquisition, maintenance, replacement and operation over the lifetime of an object. The relevance of lifecycle costing to sustainability stems from the role of energy in the operation of buildings, machinery and vehicles. Since a premium is often attached to energy efficiency, it is important to consider lifecycle costs and coordinate capital and operational budgets. In parallel, discussions can be held with funding organizations and governments to explain the benefit of lifecycle costing, especially as part of fundraising efforts for new buildings.

In addition to lifecycle costing, external costs and benefits must be recognized as much as possible. This means that costs and benefits not normally accounted for, either environmental or financial, are taken into account in decision-making.



Learning about sustainability.

3.4.3 Sustainability in the Curriculum

By weaving sustainability into its curriculum, Mount Royal College can establish itself as a leader in environmental education and research, in addition to sparking new ideas on how to constantly improve its own practices. Because sustainability has social, environmental and economic dimensions, every discipline presents opportunities to include sustainability in its curriculum. Students can be provided with opportunities to work on long term study projects that involve sustainability, and research programs can be established to further advance the state of knowledge in environmental science and education, with opportunities for partnerships with internal and external entities involved in the day-to-day implementation of sustainability. The sustainability program can also constitute a source of on-campus employment for students, for example in recycling, composting, manual grounds maintenance and training others in sustainability practices. Finally, a sustainable campus provides opportunities for outreach programs such as summer camps and community outreach programs.

3.4.5 A Proactive Approach

Mount Royal College should actively pursue relationships and service agreements with companies and institutions that maintain a high standard of sustainability. By pro-actively supporting best practices in sustainability. The campus will have a far reaching affect with its own sustainability policies.

3.4.6 Monitoring Systems

Once the Sustainability Audit is complete monitoring systems will be needed to track progress against pre-established targets and to identify areas in which further progress is needed. Over time, partnerships can be established with compatible institutions to agree on a common measuring system to allow benchmarking. Each year, a report should be produced to publicize Mount Royal College's progress, inspire other organizations and encourage further efforts.



Native plant species should be used whenever possible.

3.5 CAMPUS SUSTAINABILITY INITIATIVES

The following Chapter provides an overview of areas where sustainable practices should be incorporated into the design and operation of the campus and its functions.

3.5.1 Buildings

Through their construction, maintenance and operation, buildings have a significant impact on the environment. The LEED (Leadership in Energy and Environmental Design) model is the most popular emerging standard for the design and construction of buildings and was used in the construction of the recently completed Centre for Continuous Learning. LEED can help minimize the building's impact on the site and reduce energy and water consumption during construction and throughout the building's life. LEED also emphasizes human health through a healthy indoor environment. See Chapter 4.0 for additional details.

3.5.2 Open Space

There is significant scope to improve the environmental quality of Mount Royal College's open spaces; particularly though by the selection of plant species that require less maintenance, and by integrating species and planting patterns typical to Alberta's native forests, where appropriate. Additional details on the design of open spaces can be found in Chapter 5.0.

3.5.3 Procurement

Procurement covers the sourcing of all products and services on campus. By actively managing its procurement policies, Mount Royal College can obtain products and services that can result in a cleaner environment at Mount Royal College and where they are produced. The following principles should be followed in the selection of products and services (Please note that they can at times appear to contradict one another; The net benefit must therefore be determined):

- Repair and reuse before purchasing:
- Select products and services that are produced locally, employ local people and help perpetuate local culture and practices. An important practice is the sourcing of food on campus. Institutions across North America have struck agreements with local farmers to ensure that a stable supply of healthy and locally produced food is provided to the Campus.
- When products from developing countries must be purchased, choose products that have been produced with improved social practices (e.g. fair trade coffee);
- Determine the lifecycle costs of options and opt for durable goods; and,
- Select renewable materials instead of man-made alternatives, where possible.

3.5.4 Processes

Switching to more innocuous materials and tools will not in itself ensure sustainability. New processes developed specifically to achieve sustainability must be adopted as well. Examples include:

- Lower thermostats in the winter and educate users with the reason for doing so. Temperatures can be as low as 19 degrees. In the summer, thermostats can be raised as high as 26 degrees.
- Minimize the use of chemicals that have impacts on the local environment and human health, for example Volatile Organic Compounds.
- Explore economizing processes, such as duplexers in printers that allow double-sided printing, or the use of a printer tray that contains scrap paper.
- Select plants that require less watering, fertilizing and pest control. Review mowing schedules and times.
- Discourage idling on campus.
- Encourage barter and 'garage sales' in residences to minimize disposal.

3.5.5 Water Efficiency

Clean water requires energy to produce and transport, while wastewater must be treated at great expense. Hot water requires energy to produce. Some opportunities include:

- Low-flow faucets and showerheads in existing and new buildings.
- Low-flow toilets in existing and new buildings.
- An effective process to report and repair leaks as they occur.
- Selection of plants that require less watering.
- Water-saving watering practices.
- Rainwater collection.
- Runoff reduction through permeable surfaces, green roofs and filtration swales or ponds.

3.5.6 Parking and Transportation

Mount Royal College can easily ensure that institutionally owned energy-efficient vehicle models are selected, that they are used conservatively, and fine-tuned for optimal operation. However, a significant amount of energy is consumed by campus users commuting to and from the campus. Mount Royal College should acknowledge its responsibility in transportation-related energy use, and adopt a program to encourage alternatives to establish reduction targets.

Managing access to the Campus is strongly related to the supply of parking. In the future it is anticipated that the price of owning and driving a car to campus will be cost prohibitive relative to taking transit. This increase in cost with some encouragement of other modes of transportation can eliminate the need for new parking lots, thus resulting in the following benefits:

- Reduced paving of open space or the need to construct a concrete parking garage.
- Reduced heat island effect in the summer defined as the localized increase in temperature due to absorption of solar energy in flat paving surfaces.
- Increased opportunity to plant trees that capture carbon dioxide and enhance the appearance of the campus.
- Reduced use of asphalt.
- Reduced power use for lighting.
- Reduced use of salt and melters.
- Reduced plowing.



Dedicated bicycle paths will encourage students to use alternative transportation methods.

Additionally, the College can encourage alternative modes of transportation by restricting parking supply.

Additional information on transportation alternatives can be found in Chapter 6.0.



Precedent of residential development with an incorporated natural water management feature.

3.5.7 Waste Reduction and Management

Mount Royal College can make progress in the following waste reduction and management areas:

- Through the procurement process, favour goods with minimal packaging. Work with local suppliers to reduce the amount of packaging used.
- Reduce the packaging used for food services on campus.
- Strengthen education efforts of off-island students to increase compliance.
- Explore opportunities for on-campus composting and use (e.g. in grounds maintenance). It is possible to start small, for example with coffee grounds.
- Collaborate with the City of Calgary to address recycling and disposal of computer and electronic equipment.
- Provide a centralized recycling and waste management facility. This should be included in a location with easy pick up and drop off capabilities that is somewhat central to the Campus.



4 BUILT-FORM AND ARCHITECTURAL CHARACTER



4.1. INTRODUCTION

The design, location and orientation of new buildings will greatly influence the character and identity of the Campus. This Chapter focuses on the elements of buildings that will allow them to positively influence the current Campus character while reflecting the uniqueness of Mount Royal College. These guidelines should be used as a starting point for new development and direct building design and construction as the Campus grows. The guidelines are not intended to curb architectural creativity, but should be understood as an articulation of the Campus' long term goals for growth.

4.2. GUIDELINES

4.2.1 Introduction

Mount Royal College's existing buildings reflect the spirit of an era when the Lincoln Park Campus was first developed, primarily the 1970's. Generally, newer buildings have been designed quite differently to that original style. Newer buildings also reflect a more modern aesthetic that is complementary to a campus environment. This should be seen as a positive advance and should be continued in future building projects.

While the original Core Campus building responds to the functional needs of the College, it lacks the welcoming character that is generally associated with more classic College and University campuses. Mount Royal College should strive to develop buildings that offer a rich community ambiance and 'sense of place' which students seek in selecting their place of higher education. To address this issue, the Campus Plan proposes an architectural language that remains consistent with College's more recent building style, while providing those aspects of design that are richer, humane and more supportive of a dynamic campus life.

Mount Royal College should avoid replicating a traditional Campus style of buildings and should instead develop buildings that are reflective of its contemporary approach and institutional age. This will help create a consistent campus character and will diminish the creation of unique built-form character that is unique to Mount Royal.

Precedent image showing courtyard buildings with transition in height.



The quality of the campus cannot be enhanced through a program of new buildings alone. Substantial effort should be made to the renovation of existing campus buildings that define the Core Campus Area, including enhancements to the exterior of existing buildings by introducing new windows and light wells to bring natural light into the buildings and to provide views to the Campus' open and green public spaces. Subtle interventions that respect the spirit of the building era can radically improve the building while creating a more open, accessible and inviting character.

4.2.2 Key Considerations

Several key consideration should be addressed early in the schematic design and throughout the entire development process. These consideration are addressed in the following paragraphs.

Human Scale

Buildings should be designed to respond to the natural contours and features of the campus and to the building's own programmatic divisions. Large and tall buildings should be highly articulated and designed to reduce their perceived mass and impart a human scale to the campus. All buildings should have an articulated base to address the street and create a pedestrian scale at the ground plane.

Defined Architecture

The Campus will include an ensemble of buildings of different scale and form in response to different programmatic needs. While these buildings can be diverse in style, they should be united by their palette of materials, elements and by their common approach to the site. This should not preclude innovations in design and materials but balanced with a strong contextual understanding of any new buildings and its surroundings.

Coherent Design

Each new building should be a coherent architectural composition and should employ a unifying vocabulary of forms, elements, details and materials on all building facades. A coherent vision for the building program can be represented within the visual design of the building.

Architectural Elements

Architectural elements are components of a structure that add to or change its main volume such as windows, doors, columns and colonnades. These elements reinforce the building's architectural style, but also enhance the quality of life for the building's occupants. Architectural elements should always provide a formal building function and should never be simply applied facade treatments.

Materials

Building materials should be selected to convey an image of quality, durability and permanence. Suitable primary materials include brick, stone and concrete. Visual interest should be created by the articulation of planes and volumes, not by arbitrary changes in materials.

Building Details

Building details are the crafted pieces that compose the larger elements. The quality of these details and how they fit together contribute to the building's visual interest and its ability to convey a human scale. Building details should be well resolved and should reflect the greater building vision.



Precedent image of high quality building materials.

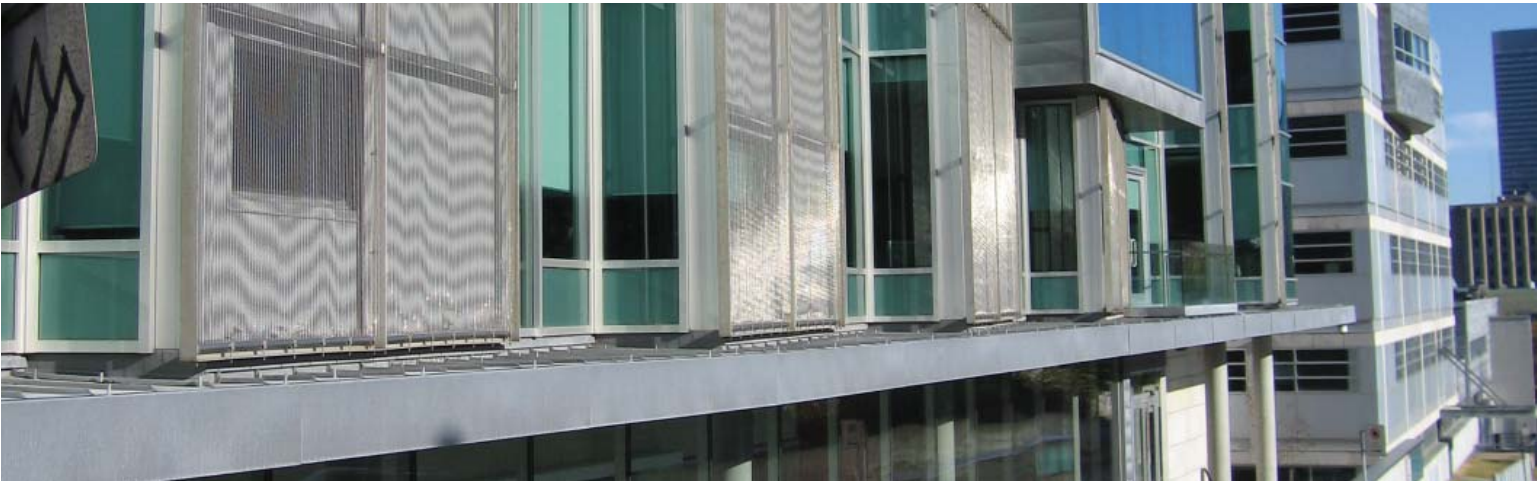
4.2.3. CORE GUIDELINES

4.2.3.1 Built-form and Architectural Character

The built-form and architectural integrity of a campus can greatly enhance the identity of a institution, attract faculty and students and provide for an environment conducive to academic advancement and lifelong learning. Urban design and architecture can compel and inspire, particularly in a place of higher learning. It is a logical objective that excellence in quality and design of buildings and open spaces should reflect the excellence in quality of learning that is fundamental to institutional objectives. These qualities are recognized as defining characteristics that give academic institutions their stature within society.

The following principles apply to Built-form and Architectural Character:

- Buildings should be designed for permanence. The use of high quality materials and construction that are appropriate for this topography and climatic region should be used.
- The architecture of campus buildings should fit with the future urbanized vision for the campus, integrating street oriented building design that frames open spaces.



Precedent image of sustainable solar shading and a pedestrian friendly grade transition.

- Building design should aspire to beauty. A place of higher learning that represents excellence warrants compelling and inspiring architecture.
- The selection of building materials, construction methods and interior partitioning should support the objectives of longevity, adaptability and human health.
- New buildings should reinforce and enhance the architectural integrity of the campus without resorting to historic replication. Instead, they should establish a new modern architectural context and aspire to design excellence and innovation. The objective should be to achieve a level of campus continuity through the consistent use of building elements and materials within a common palette and adherence to central campus plan concepts such as the strong interface between buildings and outdoor spaces and views, pedestrian shelter, transparency and active uses at the ground floor, etc.
- Buildings should be designed to be fully accessible for all people with ramps, tactile materials and automatic doors.
- Building design should adhere to principles of sustainability in their location, construction and their day-to-day operations.



Precedent image of an institutional building with innovative materials, a high level of glazing and a clear functional organization.

4.2.3.2 Building Scale and Massing

The scale and massing of buildings impacts the ‘sense of place’ within the campus. To date, much of the built-form pattern on the campus has been achieved through a consistent low rise building scale and proportion. The original building form and proportions are applicable to the creation of a compact campus. In the future, new buildings should be taller and have smaller building footprints and maximize future open spaces. Although existing buildings are two to three storeys in height new building should range from three to 7 storeys. Taller buildings should be located at key focus areas to establish campus landmarks. A key design strategy for the creation and enhancement of a pedestrian oriented campus is for new buildings to establish a strong linear and interconnected system of exterior spaces that will define travel patterns within the Campus.

Both the footprint and the massing of a building should reflect the role it will play in the larger composition of buildings on campus, for example, framing an open space or quad. Principles for building massing include:

- Building depths should be narrow to ensure access to natural light, particularly for residential uses.
- Where possible, buildings with longer floorplates should be arranged around courtyards to provide shelter from wind and create intimate spaces.
- Atriums should be introduced in larger floor plates for the provision of natural light, visual orientation and seasonal relief.
- Taller buildings should be located in such a way as to minimize shadows on public open spaces. Maximum building height should be seven storeys.
- Taller landmark building elements extending above the roofline should be used to terminate view corridors and mark key building entrances, gateways or significant public spaces.
- Where possible, building massing should articulate transitions from a pedestrian scale and give expression to the building at higher floors through the use of building envelope variation or rhythm.
- Larger or excessively long buildings should introduce articulations in massing to provide variation that is scaled to the surrounding buildings.

4.2.3.3 Interface With Paths and Open Spaces

Presently, buildings on campus are designed in a manner that defines a formal open space, such as the main quad, or a formal path or street. In some instances, particularly at the periphery of the campus, buildings appear to be sited less formally to take advantage of the views to wooded areas or simply placed to take advantage of parking. The design of proposed buildings or renovations and additions of existing buildings should reinforce a pattern of path-oriented and open space-oriented buildings. In many cases, a building or building site may relate to both a street and an open space. Build-to lines are identified for new building or expansion sites to ensure that key spaces and streets are consistently framed and treated as principal facades.

Buildings should be designed to encourage active ground floor and small scale uses to support pedestrian vibrancy. Buildings need to be permeable with multiple public entrances to appear open and welcoming to visitors and day-to-day users. In particular, some buildings may require facades that are animated or articulated on all sides. Front doors and entrances should be designed to respond to the open space and pedestrian system. Other principles include:

- Pedestrian pathways and active building uses, such as offices, lounges, food areas or interior circulation routes, should be placed to visually or physically connect with streets and open spaces and to provide increased animation, surveillance and safety.
- Informal areas for socializing or studying should be easily accessible from main circulation corridors and provide views to the outdoors to encourage informal interaction and engagement.
- Principal pedestrian entrances should be located on paths, streets and open spaces.
- Blank building walls (without windows) should be avoided to the great extent as possible particularly at the ground floor level. Where necessary, they should be located to minimize exposure to public areas of the campus, particularly paths, streets and open spaces. Landscape screening should be used to mitigate the appearance of blank walls. Where blank walls currently exist steps should be taken to introduce new glazing and entrances. Especially adjacent public open spaces such as the Convocation Lawn and Stage.
- Pedestrian and bicycle traffic should be given priority and generous space consideration at main building entrances.
- Exterior grade and interior floor levels should be aligned at pedestrian entrances to ensure full accessibility and to establish a physical and visual connection between the exteriors and interiors of buildings.
- Service areas and service access should be discreetly located separate from main public areas and incorporate visual screening.
- Security should be promoted through self-surveillance, as opposed to the use of video-surveillance, and facilitated through attention to:
 - Ensuring that buildings or groupings of buildings do not create dead-end exterior spaces;
 - Strategic lighting;
 - Visual transparency between interior and exterior at grade.



Indoor pathways should be connected to open spaces.

4.2.3.4 Facades

The building facade is key to creating a campus that is both compelling and conveys a strong sense of identity, permanence and community. Campus buildings are to represent the image of the campus. Other guidelines for building facades include:

- Buildings at ground level should be highly engaging, transparent and incorporate pedestrian-sheltering elements, such as canopies, breezeways and colonnades.
- The use of colour in the composition of facades should generally convey a sense of permanence and dignity through the use of high quality materials that are ‘timeless’ in their appeal. This includes the use of stone, brick and high quality precast concrete, wood, man-made stone and metal products. The use of colour should generally reflect materials in their natural state. While bright and vibrant colours should be encouraged as accents in the composition of facades, this should be achieved by applying colour to key interior spaces (entrance vestibules, lobbies, lounges, stairways, etc.) that are visible from the outdoors through large windows.
- Building facades should provide a minimum of forty percent window-to-wall ratio with a higher ratio at the ground floor.



Precedent image highlighting mid-block green connections between buildings.

- Building materials should be selected that convey a sense of prestige and permanence and capital budgets must provide adequate resources to ensure that high-quality, durable materials and building components are used. Priority should be given to the use of local materials from Alberta. Vinyl and aluminium siding, corrugated and sheet metal panels and concrete block should be avoided.
- Buildings facades should incorporate, where appropriate, projections which assist in the articulation of the facade and provide relief to long flat surfaces. These projections or bays should coincide with public areas of the buildings such as lounges, key meeting rooms, café/food areas, stair and elevator towers or the ends of corridors and integrate high levels of glazing to facilitate two-way views. These interior areas should be painted utilizing vibrant colours to enhance their visibility from the outdoors.
- Window glazing should facilitate two-way visual connections between

indoor and outdoor areas. Window and doorway compositions which incorporate a combination of clear and frosted glazing should be encouraged. The use of dark tinting, ‘smoked’ and ‘mirrored’ glass should be avoided as it limits visibility from the outdoors.

- New additions and renovations should incorporate a material palette and composition in keeping with, or complementary to, the existing structure.
- Mechanical penthouses and service areas should be screened utilizing attractive materials that complement the overall building design.
- Where possible, exterior materials should continue into entrance lobbies to aid in pedestrian orientation and navigation.
- Architectural detailing should be used to highlight window and door frames, cornices and corners.
- Blank walls should incorporate detailing such as material variety, projecting brick patterns and other techniques for articulation.
- Dated corner stones, dedications, building names and other inscriptions add to the visual appeal and provide the campus with historical meaning.

4.2.3.5 Roof Forms and Materials

- The colour of roofing materials should reflect a natural palette. For instance metal roofing should avoid the use of colours (greens, reds, blues) and emphasize colours which reflect the material’s natural state: for instance:
 - Copper – copper colour eventually transforming to a patina.
 - Aluminium – silver or light grey.
 - Galvanized metal – silver or light grey.
 - Zinc or Coated Copper - silver or light grey.
- Roof membranes should be light coloured to reduce heat absorption and the ‘heat island’ effect.
- Roof gardens should be encouraged as they minimize heat absorption, reduce the ‘heat island’ effect on site and reduce storm sewer loads by collecting, filtering and storing rain water for on-site use.
- High quality roofing materials should only be used for slope roofs including: standing seam metal roofing (natural colours only – light grey, dark grey, silver), copper, lead coated copper, zinc, slate and cedar shakes.
- Rooflines should be designed to emphasize key features such as main entrances or a visual terminus.
- Mechanical penthouses and service areas should be incorporated as part of the building massing and utilize the same high quality roofing and cladding materials used on the main body of the building.

4.2.3.6 Landmark Elements

Taller landmark and tower elements are encouraged to extend above the height of buildings to articulate highly visible strategic sites, entrances or key public areas of the building. The location of these higher elements can correspond to axial views, primary frontages, main entrances or a combination of these. This pattern of landmark elements will enhance the sense of place, orientation and connectivity of the campus.

4.2.3.7 Building Entrances

Entrances are distinguishing elements in a building elevation. They indicate principal building facades and orienting movement to and through the building.

- Entrances should have clear and prominent architectural expression to aid both orientation and campus identity.
- Entrances should be located and designed to reinforce a visual terminus, key open space or gateway.
- Entrances should project from or be recessed from the main building wall to further articulate the facade and to create shadow lines.
- Entrances should generally be highly transparent either through glazed doorways or solid doorways with a glazed surround.
- Architectural elements, such as special light fixtures, porches, canopies and colonnades, which reinforce the identity of entrances, should be utilized.



Precedent image of a prominent building entrance.

4.2.3.8 Sheltered Pedestrian Walkways

A continuous system of sheltered pedestrian walkways should be integral to all new buildings and should be added to existing buildings undergoing renovation. This sheltered pedestrian circulation system will facilitate inter-building links while keeping the pedestrian engaged with the public life of the campus - ideally located at grade and between the indoor and outdoor areas of the campus. The system can at time take the form of glazed corridors located on the ground floor and exterior edge of buildings and between buildings through 'breezeways' which are a single or double storey colonnade. Both elements feature a high level of glazing with the opportunity to 'open-up' to the outdoors in the warmer months through a series of operable windows, sliding wall panels and doors. These at-grade systems should be used wherever possible. Pedestrian tunnels or overhead bridges should generally be avoided, except where it is necessary to traverse roadways and assist with accessibility.

- Sheltered pedestrian walkways should be located adjacent to public spaces quad, paths, streets and other major pedestrian traffic corridors, to ensure year round campus accessibility (see accessibility section for additional recommendations);
- These walkways should link key campus wide destinations and functions;
- As primary circulation corridors, their design should be considerate to all users and incorporate ramping at key points of entry and egress;
- Where added to existing buildings, the architectural language and materials should complement and enhance the existing structure;
- Where possible, sheltered walkways should link buildings of close proximity, either as a continuous enclosed corridor or as a covered connection;
- To reinforce visual and physical connection with the exterior spaces, as well as light penetration, breezeways should incorporate a sixty to seventy percent glazing-to-wall ratio;
- As much as possible, the glazing elements should be designed as operable doorways to allow for opening in the warmer months;
- Adjacent to open spaces and important intersection, elements such as several continuous steps or other protrusions should be incorporated at the base of the breezeway to encourage sitting and interaction.



Precedent image of a sheltered walk way.

4.2.3.9 Sustainable Building Systems

- New buildings on campus should be designed to meet and preferably exceed LEED gold standard or equivalent
- Operational energy consumption is the most significant source of negative impact of a building on the ecosphere. The budgeting process for new projects should recognize lifecycle costs of building structures and factor reduced future operating costs into the review of initial capital costs.
- Natural ventilation and underfloor distribution systems should be encouraged to promote passive convection cooling and ventilation. Passive systems can minimize or eliminate mechanical systems for heating, cooling and ventilating buildings.
- Innovative wastewater treatment, water reduction and sustainable irrigation strategies, including the use of water efficient plumbing fixtures, should be encouraged.
- Protocols should be implemented to measure and verify the operation of building systems over their life cycles to provide both optimal performance as well as quantitative results.
- Building systems should be designed to be adaptable to future change in use or possible change in program. Designing for flexibility prolongs the longest possible useful life of buildings which in turn reduces waste, conserves resources and reduces environmental impacts of manufacturing and transport.
- Preference should be given to low impact energy sources (i.e. geothermal heating, solar power, passive heat gain, wind power, etc.). The selection of low impact energy sources is fundamental to reducing negative impacts from a building's energy consumption.
- Efficient lighting equipment should be used and unnecessary lighting of occupied space should be eliminated by using room and task light switches, occupancy sensors and photocells as energy efficient occupant controls.
- The highest possible indoor air quality should be provided by minimizing the contamination of indoor air and the penetration of pollutants present in outdoor air.



Photovoltaics



5 LANDSCAPE AND OPEN SPACE



5.1 INTRODUCTION

Mount Royal College's Lincoln Park Campus already has a multitude of well landscaped high quality open spaces that are enjoyed by the campus population. The following chapter describes the existing conditions and status of open spaces on campus and provides recommendations for existing and future landscaping. Also highlighted is the correlation between the built form recommendations and the design of future open spaces.

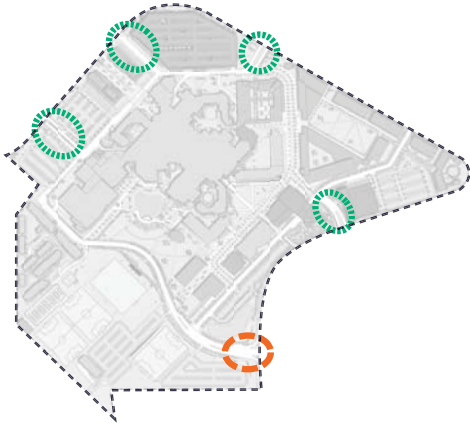
Below is a summary of the key Master Plan recommendations and existing opportunities that should be considered when planning for new development and designing new open spaces.



- Open space on the campus is already an asset, playing an important role in defining the character and identity of the campus. Generally, outdoor spaces in the campus are well tended and maintained.
- Active building bases (ground floors) and good indoor-outdoor relationships should be a key objective of new development. Buildings should frame open spaces and relate physically and visually to the outdoor environment.
- Landscapes and open spaces should promote use during all seasons of the year particularly in the winter months. Protection from wind and precipitation will be key factors in ameliorating the outdoor environment in the winter.
- All campus open spaces should be accessible.
- Open spaces should be useful and meaningful, relating to a theme or concept that ties into the campus culture. Spaces should generally be perceived as “public” and not private, being open and easily accessed both physically and visually.
- New campus development will promote a reduction of vehicle infiltration into the Core Campus. Parking areas will be arranged along the edges of the Core Campus. This area should still be considered as a significant “open space” and should receive a high level of treatment that provides for pedestrian comfort.
- More residential buildings are proposed as part of the new development on campus. New and existing open spaces should respond to the potential increase of usage and the provision of different programming to provide places to socialize throughout the day and into the evenings and weekends.
- Infrastructure and amenities for cycling should be integrated into all new and existing campus open spaces.
- Generally, way-finding and building identification is problematic and should be improved.



5.2. OPEN SPACE TYPOLOGIES AND GENERAL RECOMMENDATIONS

Campus open spaces have been grouped into six typologies. The evaluation of new types of open spaces within these categories will assist with maximizing the open space opportunities that will be presented with new development.



-  Primary Entrance/Gateway Space
-  Secondary Entrance/Gateway Space



Secondary entrances should be unique and pedestrian oriented.

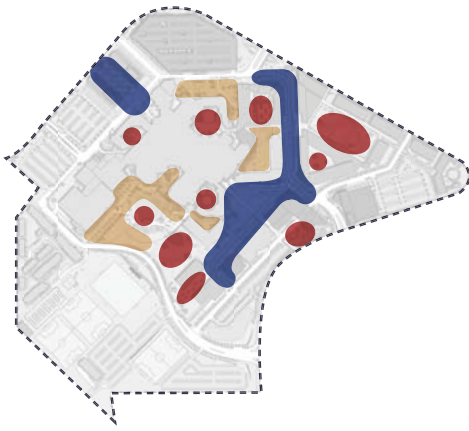
5.2.1 Entrance / Gateway Spaces

Primary - Campus Loop Road and Richard Road SW

- Although this intersection is primarily a vehicular space, it should have a high quality of landscape treatment that reinforces the character and identity of the campus.
- The intersection should be memorable so that it is recognized as the main entrance to the campus.
- There are opportunities to enhance the look of the storm pond by incorporating landscaping, naturalized areas and pedestrian paths.
- Explore opportunities for public art or feature elements that will support the trademark or branding of the College.

Secondary - Richardson Way SW and Richard Road SW and Campus Loop Road and Richardson Way SW – West and East entrances

- Design treatment should reinforce the hierarchy of entrances.
- Each entrance should have a variation in design so that they can be recognizable, contributing to the general improvements needed for way-finding on the campus.
- Secondary entrances will require a more pedestrian friendly character with sidewalks on both sides and a direct route toward building entrances and bike parking.



- Urban (Through Spaces)
- Passive (Through Spaces)



Covered walkways between buildings should be provided to protect pedestrians from wind and precipitation.

5.2.2 Through Spaces

Urban/High volume

More urban, high volume through spaces should provide the following features:

- A level of design and materials appropriate for a high volume of use
- Lighting and way-finding features
- Seating and gathering area opportunities
- Cycling access, networks and amenities
- Shade trees, landscaping and protection from wind and precipitation
- Universal accessibility , with access to reserved accessible parking

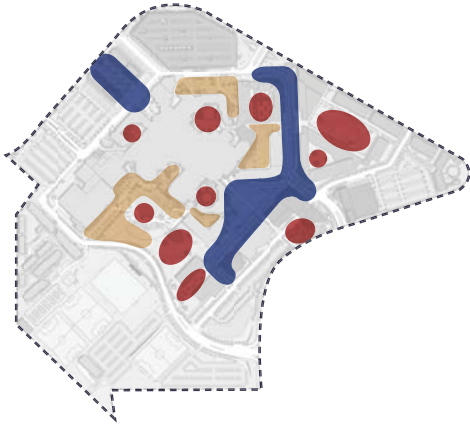
The West Quad and the Promenade are classified as urban through spaces

Passive / Low Volume

Passive through spaces are defined as areas that see a lower volume of use and are generally located along the desire-lines between buildings and parking areas. Passive through spaces should provide the following features:

- Way-finding features
- Lighting and security beacons
- Pavement design to accommodate snow removal equipment

The existing Fine Art Building Courtyard and internal courtyards are classified as passive through spaces



● Destination Space

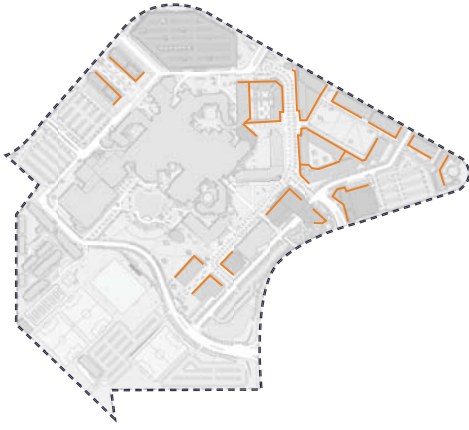


An example of a destination space.

5.2.3 Destination Spaces

Destination spaces are locations where people will gather and remain for longer periods of time. The Study Pavilion, East Campus and the proposed Courtyards are classified as some of the new destination spaces. These kinds of spaces may include:

- Design themes and concepts should developed relative to adjacent buildings or the College in general. Space should have an identified role and provide features to support the intended use(s).
- High quality landscaping and design features such as tree and shrub planting, public art, water features, site furnishings, etc.
- Patios and seating areas
- Open air shelters or other outdoor structures
- Hierarchy of spaces, for example, small intimate gathering spaces versus larger open spaces for large groups
- Way-finding and interpretive features



— Primary Interior Circulation

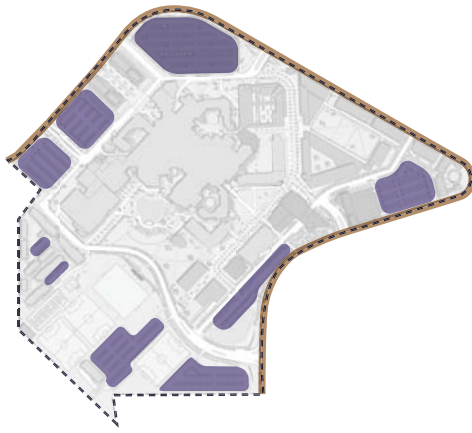


Planting along street edges should be consistent throughout the campus grounds.

5.2.4 Streetscapes and Edges

Streetscapes and campus edges should receive a consistent treatment that will identify the boundaries of the campus. Streetscapes and edges should include the following:

- Consistent treatment of boulevards including setbacks, sidewalks, curbs, tree and shrub planting location (species could vary), lighting, signage, bike lanes/trails, transit stops and parallel parking
- Pedestrian crosswalks
- Legible and logical way-finding features



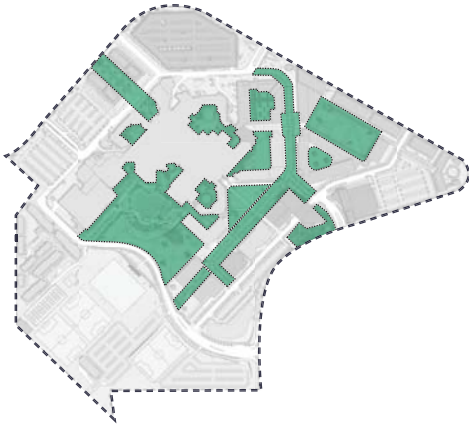
- Street Space/Edges
- Visible Parking Area



Landscaping is an important design element for campus parking lots.

5.2.5 Visible Parking Areas

- New campus development will promote a reduction of vehicle infiltration into the Campus Core. Parking areas will be arranged along the edges of the core campus. A parking area is still a significant “open space” and should receive a high level of design that provides for pedestrian comfort.
- Parking areas should be designed to include the following features:
 - Lighting
 - Directional signage
 - Pedestrian networks that can also be identified in the winter months
 - Landscaping – shade trees, island planting, storm water management
 - Emergency beacons
 - Snow storage and melt filtration areas
 - Stormwater management
 - Drop-off loops should be included for areas with high volume drop-off and pick-up requirements, such as the Day care or the Conservatory
 - Dedicated parking for alternative energy and auto-share vehicles, motorcycles, mopeds and bicycles



■ Proposed and Existing Open Spaces on Campus



Existing campus open space.

Existing Open Space

5.2.6 Existing Spaces

Existing destination and through spaces should be maintained with improvements as required to integrate with new spaces and campus circulation.

- Development of a site furnishing replacement plan that harmonizes site furnishings on campus.
- Conversion of large expanses of surplus lawn area into naturalization areas to improve infiltration of run-off, reduce general maintenance and the maintenance of sloped areas.
- Reinforce character of existing landscaping.
- Promote the use of coniferous plantings in all new landscaping.
- Preserve existing healthy and mature trees and landscaping.



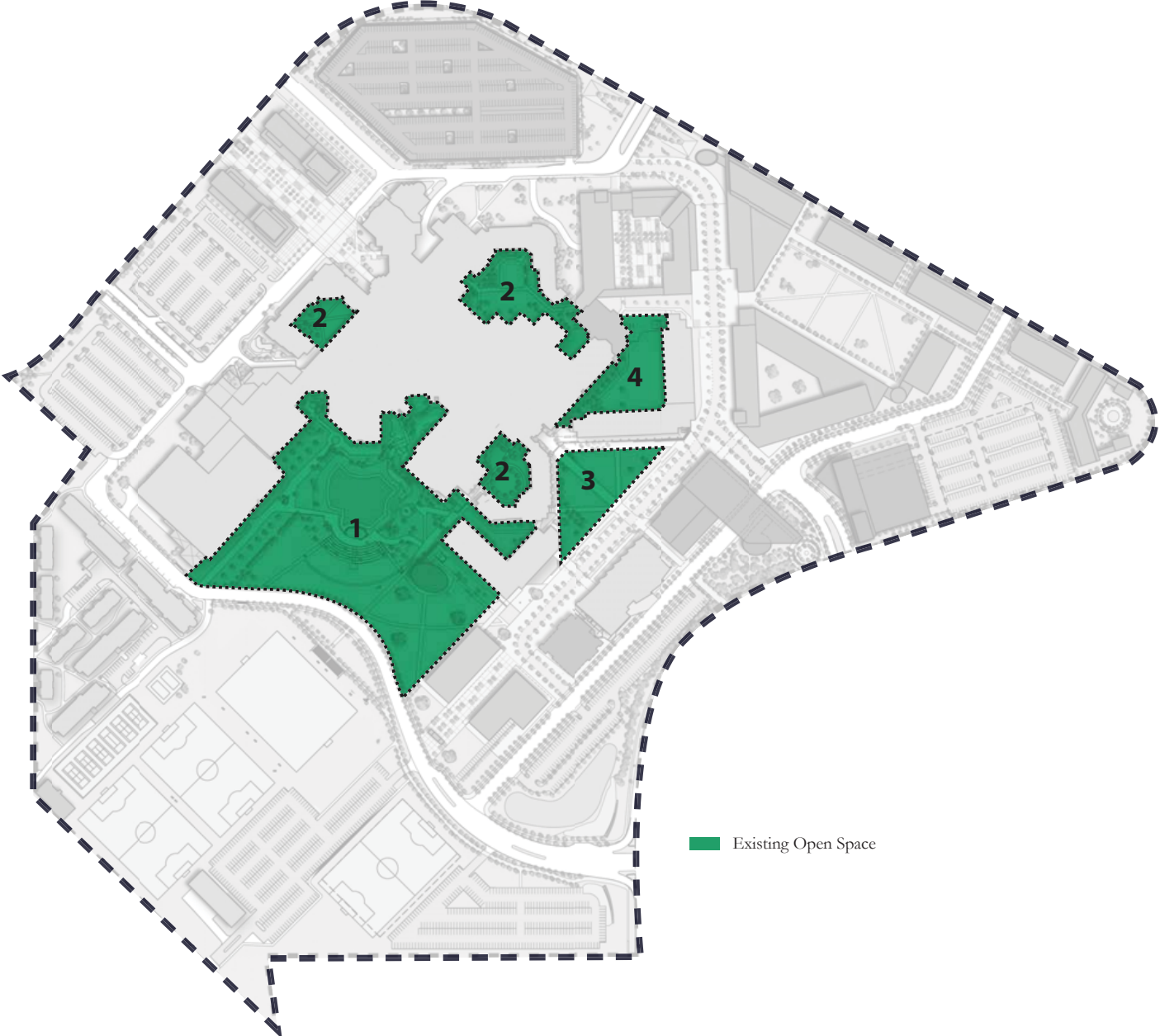
Existing Open space near convocation lawn.

5.3 OPEN SPACE SUMMARY AND AREA SPECIFIC RECOMMENDATIONS

The following is a summary of the key existing and proposed open spaces for the Master Plan. Each space will form either a passive or active function and are open spaces all intended to become the primary organizing features for the Campus. Each open space is numbered to reflect its position on the Campus on the adjacent map. All of the recommendations outlined in Section 5.2 of this Chapter should be considered for all the areas summarized below.

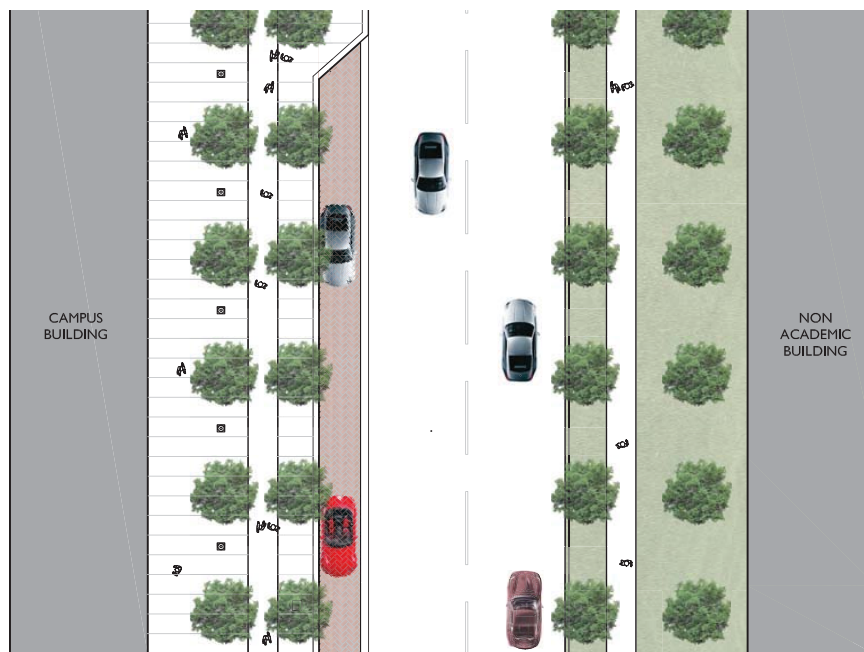
5.3.1. Existing Open Spaces

- 1. The Convocation Green**
 The Convocation Green is an expansive existing open space that is framed by the original Core Campus. The Green is the place where people arrive on Campus. Currently the Convocation Green contains a pond, a tower,

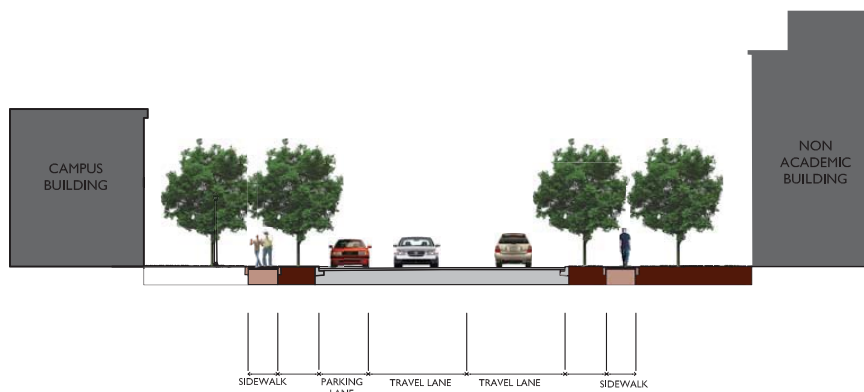


an amphitheatre, a lawn area and a series of well connected pedestrian pathways. Although the area is well loved by the Campus community it is at times underused. The Master Plan proposes several changes to the existing buildings, the open space boundaries and the programming within the space. Key recommendations for the Convocation Green include:

- Introduction of windows wherever possible looking on to the Convocation Green from the existing Core Campus Building
- Reconfiguration of the adjacent street to better address the open spaces and create a pedestrian friendly street
- An expansion to the Convocation Green to the south is recommended. This expansion will frame Mount Royal Circle with a linear green space. Within this new space an interior study pavilion is recommended to encourage students to work and meet within the Green itself, through the provision of a public working and studying area.
- All publicly accessible doorways off of the Green should be unlocked and available for entry. Where doors cannot be accessible paths should be clearly marked. This is to encourage pedestrian traffic through out the area
- Where lawn areas are determined to be surplus naturalized planting areas are recommended to minimize maintenance and to increase the number of native species on Campus. All plants should be marked and labeled for education and information purposes



Mount Royal Circle - Vehicular Road with a focus on pedestrian amenities





Existing pedestrian paths leading to interior courtyards.

2. The Interior Courtyards

The interior courtyards surrounding the core building are well landscape and maintained and are appreciated for their individual characters. Some are more active for hanging out and meeting with friends and others are quieter for reading a book or studying. There are no recommendations to change the character of these areas but all publicly accessible doorways off of the courtyards should be unlocked and available for entry. This is to encourage pedestrian traffic through out the area. Doorways should also be glass so that someone exiting has a full view of the courtyard.



Existing East Wing interior courtyard.

3. The Grand Plaza (East Gate)

The Grand Plaza is the formal entrance to the Core Campus Building. It is well serviced with pedestrian walkways and the protected walkway that is adjacent to the new Faculty of Arts Buildings. This colonnade condition is recommended adjacent to all new open spaces to ensure year round accessibility and use. Additional cyclist parking should be added to encourage ridership and provide a visible and central location to store bicycles.



Precedent image of naturalized planting areas.

4. The Arts Courtyard

The existing Arts Courtyard is located between the new Faculty of Arts building and the existing Core Campus Buildings. Currently the courtyard has rock formation displays and information and a meandering pathway that connects to the East Gate entrance. Key recommendations for the courtyard include:

- The entrance to this open space from Mount Royal Circle is somewhat unresolved with pedestrians crossing parking lots to enter into the space. A new green space entrance is proposed.
- The area needs additional way finding so that people are aware that this is a viable circulation route.
- Where lawn areas are determined to be surplus naturalized planting areas are recommended to minimize maintenance and to increase the number of native species on Campus. All plants should be marked and labeled for education and information purposes

5.3.2. Proposed Open Spaces



Precedent picture of a courtyard space.

5. Science and Technology Courtyard

A new hardscaped courtyard is proposed in the centre of the Phase 2 Science and Technology Building and a future academic building. The courtyard is intended to be passive in nature with hard and soft landscaping. There should be ample benches, evergreen trees, naturalized planting and signage. The courtyard should be fully accessible from the surrounding buildings with a minimum of one public entrance on each side.



Precedent image of connecting pathways.

6. South Campus Pedestrian Plaza

The South Campus Pedestrian Plaza is framed by two new academic buildings adjacent to the Convocation Green. The space is envisioned as a pedestrian and cyclist area which connects to the Promenade to the east. The plaza area is a transition space that brings pedestrians from Mount Royal Circle into the Core Campus Area and is envisioned as a predominately hardscaped area with planters and tree pits to delineate the length of the plaza.



Precedent image of a mixed-use building.

7. North Quad

The North Quad is proposed to be framed by academic, mixed use retail and residence buildings. The Quad is located at the core of the North Campus and organizes future buildings. The Quad is a place for passive and active recreation, providing students with an all season outdoor amenity space. It is envisioned as a landscaped courtyard with open lawn, trees, benches and pathways. All pathways should terminate at public entrances into the buildings or passage ways to the rest of Campus.



The residential courtyard space will provide a space for students to congregate.

8. Residence Courtyard

The Residence Courtyard is internal to the Residential Complex. The area is intended for use by students living on Campus and is to be a passive recreational space. The courtyard provides natural light into the centre of the building and as well as being a study/retreat area for residents. The courtyard is envisioned as a naturalized landscaped area with no active lawns and to contain benches and tables for studying and hanging out.



Precedent image of pedestrian and cyclist path.

9. West Quad

The West Quad is the new pedestrian campus entrance that connects the Main Street to Richardson Way SW. The pedestrian and cyclist only plaza provide a much needed open space feature on the west side of the Core Campus. The Quad is framed with two new academic buildings and connects to a future bus terminal facility located on Mount Royal Circle. The West Quad is envisioned as a hardscaped area with a central double row of trees. Planters, benches and a glazed ground floor conditions will give the space a transparent and inviting feel, drawing people into the Campus.



Special paving treatment will delineate pedestrian pathways.

10. The Promenade

A new road configuration and streetscape design is proposed for Mount Royal Circle. The length of the street is recommended from the Proposed CCL addition to the North Gate off of Richardson Way SW. Mount Royal Circle is to have a special paving treatment and flexible streetscape design that blends the divisions between pedestrian and vehicular areas. This street design is called a woonerf (which means streets for living) and is typically used to slow traffic in pedestrian oriented areas. The design of this street should reinforce the high quality pedestrian environment that is recommended for Mount Royal College's Campus Master Plan.



The Transit Terminal will be located the existing access point off Richard Road SW.

11. Transit Terminal Open Space

The Transit Terminal Open Space located and the Richard Road SW entrance is a combination hard scaped plaza and gateway feature for the College. The plaza itself is the roof deck for a parking garage tucked below. Due to the garage below in some areas it is somewhat difficult to accommodate large trees but clustered planting areas, small trees and large trees around the edges would provide the necessary greenery. The plaza area is envisioned to act as a gateway entrance and provide a pedestrian connection to the East Gate and the proposed transit terminal.



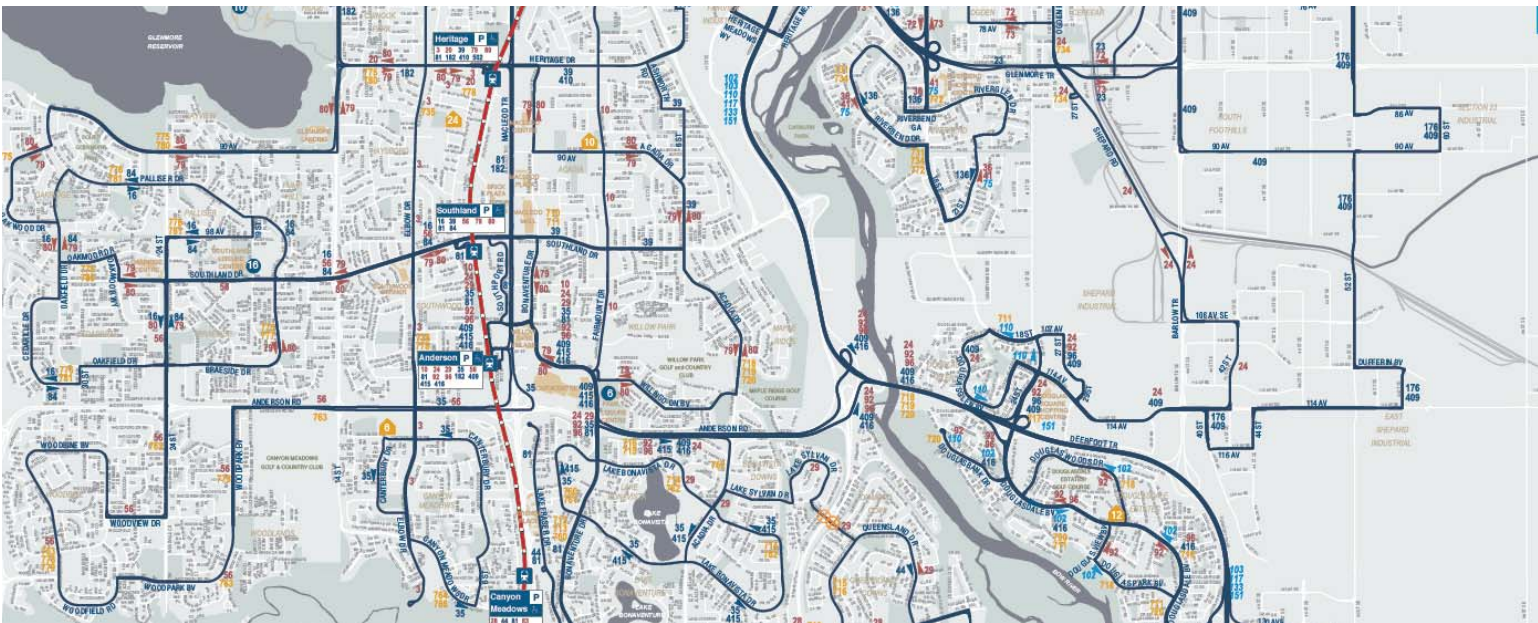
6 TRANSPORTATION

INTRODUCTION

This transportation, traffic and transit overview has been prepared based upon:

- Review of the Mount Royal College Campus Transportation Strategy (2006), March 31, 2006 prepared by D. A. Watt Consulting in conjunction with Swanson Transportation Consultants, Brown & Associates Planning Group and Research Works Inc.;
- A site visit and discussions with senior officials;
- Review and input to the Campus Master Plan prepared by McIlroy Planning + Urban Design / Pace Architects;
- Extensive experience in all disciplines of transportation including providing guidance and assistance in the preparation of development plans, site vehicle circulation plans, parking strategies and related travel demand measures for numerous institutional uses.

The following sections describe our interpretation of available information. This information was also used to extrapolate future operational considerations to assist in achieving not only the goals of the Master Plan but directing efforts towards sustainable transportation.



Calgary Transit Map

TRANSPORTATION SUSTAINABILITY

The Campus Transportation Strategy (2006) clearly indicates that Mount Royal College enjoys a high degree of accessibility from all areas of the City of Calgary. The accessibility is primarily provided by a hierarchy of municipal roads which provide direct connections to the campus.

Calgary Transit provides a regular scheduled service through eight (8) bus routes. Most of these routes are considered to be part of the normal route structure of the municipality and not strictly designed to meet the travel desires and patterns of students and faculty / staff.

Walking and bicycling are other modes of transportation that are used by students, faculty and staff.

Analysis of boundary road and site intersections indicates that virtually all locations

achieve very good levels of service with minimal delays to vehicle operations. Certain improvements are required to the internal road system to facilitate transit and possibly vehicle movements at sharp curve locations.

The modal choice characteristics that have evolved can be summarized as follows (students, faculty and staff):

- The automobile accounts for approximately sixty-six (66) percent of all travel;
- Transit accounts for approximately twenty-seven (27) percent of all travel;
- Walking, bicycling and car pooling accounts for approximately seven (7) percent of all travel.

The above resultant modal choice or transportation sustainability characteristics are strongly influenced by:

- Student on-site monthly parking charges in the order of \$25.00;
- Faculty / staff on-site parking charges which vary;
- A site parking provision model based upon maintenance costs, operations costs and monetary reserve allocations;
- A mandatory student yearly charge of \$95.00 for a Calgary Transit pass.



Parking in behind the Roderick Mah Centre for Continuous Learning

The Campus Transportation Strategy (2006) indicates that the opportunity to continue the above transportation sustainability approach is feasible from an off-site perspective but in our opinion not feasible from an internal site perspective.

Population and employment is growing in the City of Calgary. Also it is expected that the student population could be in excess of 14,000 by 2015 / 2016. The Campus Transportation Strategy (2006) took into account all of this growth potential and concluded that area roadway network including key boundary road intersections and campus entrance locations would still be able to achieve very good levels of service with minimal delays to vehicles.

It is concluded from an off-site perspective that the area roadway network is fully capable of accommodating the total vehicle demands (of maintaining current transportation sustainability characteristics).

However, the Campus will not be spared the impact of the increased vehicular activity associated with the growth in students, faculty and staff.

The price that will be paid to maintain this level of transportation sustainability is:

- Increased vehicle flows within the campus requiring adjustments and modifications to the ring road;
- Increased vehicle / pedestrian / bicycle conflicts within the campus;
- Introduction of vehicle calming measures to control vehicle movements and speeds;
- A site parking provision model designed to continue the provision of a supply to meet the increasing demand;
- Reduced flexibility in the location and design of Campus buildings and Master Plan elements.

The continued dependency upon the automobile as the primary means of campus access has direct implications on the parking supply provision which in turn directly affects building configurations and locations. This also impacts the ability to create a proper pedestrian environment within the Campus.

The costs associated with such an approach can be quite high. It is evidenced at many institutions across Canada that the most effective means of accommodating site travel demands is increasingly in favor of transit. Such an approach inherently permits more flexible building configurations and locations and strongly encourages greater pedestrian movement within the institutions.

The ability to achieve planned building infrastructure with significantly reduced parking provides immediate and long term financial benefits. Additional benefits accrue to the environment with reduced automobile travel.

Increased walking and bicycling provides significant health benefits to participating persons.

FACTORS WHICH INFLUENCE TRANSPORTATION SUSTAINABILITY

In the context of the City of Calgary and the Mount Royal College Campus the following considerations are brought forth with respect to transportation sustainability.

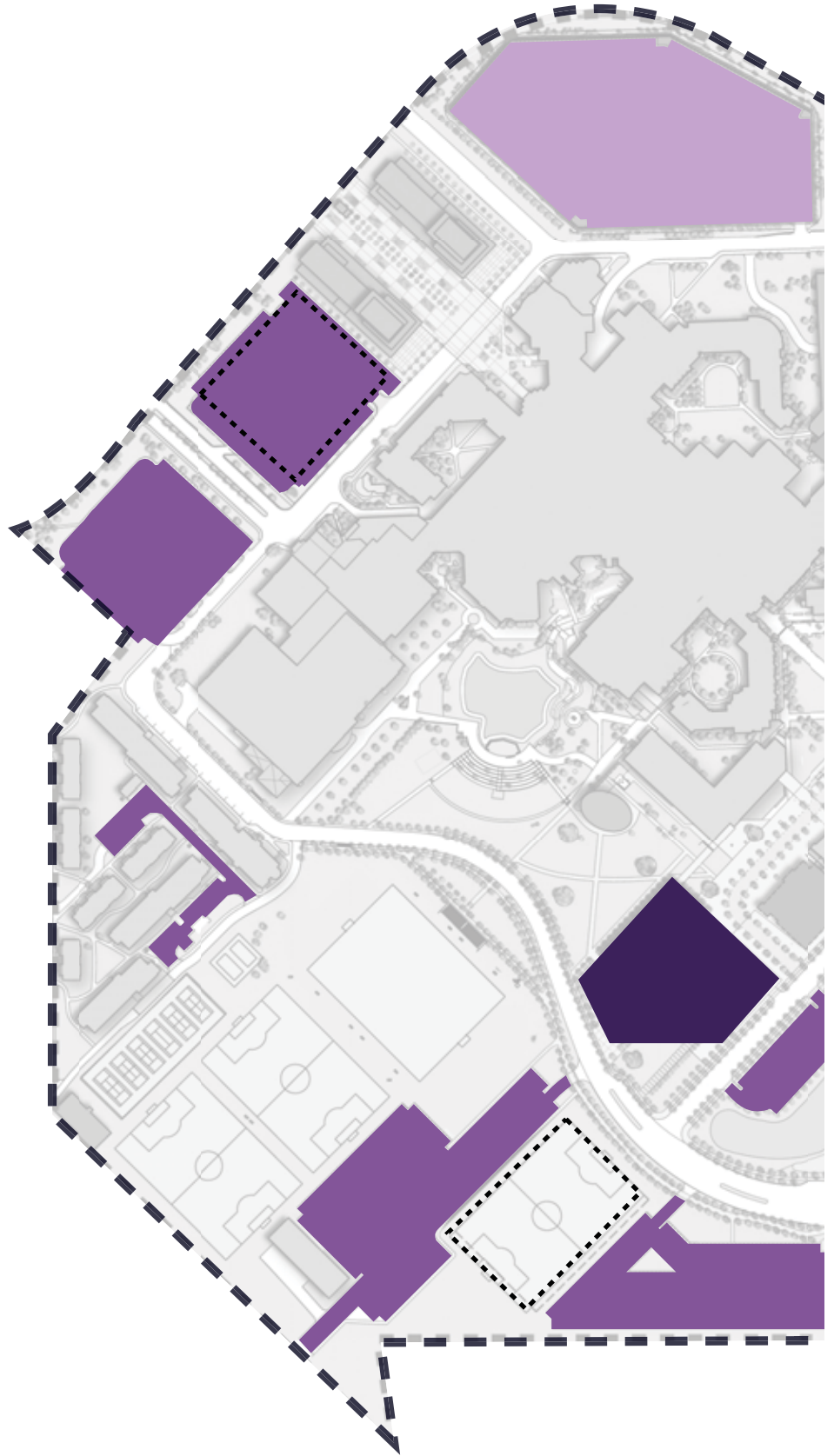
There is no doubt that the cost of owning and operating a vehicle will continue to increase. As these costs continue to climb, one segment of the population that will immediately seek alternative modes of transportation will be students.

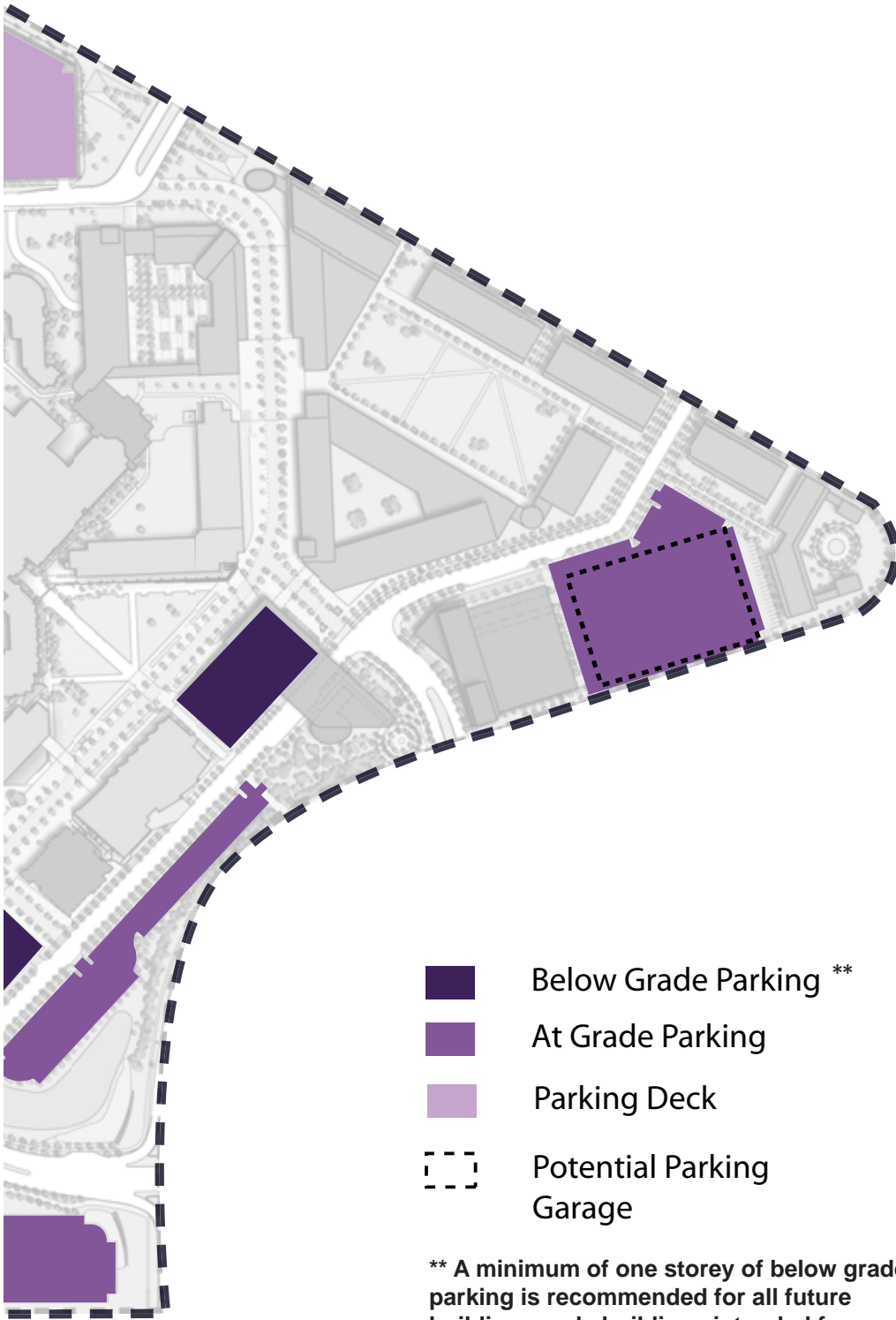
Since students have now made a modal choice their next selection will be an evaluation of not only the availability of alternative modes (primarily transit) but an evaluation of the Campus itself. In other words how well is the Campus organized and configured to accommodate transit, pedestrian and bicycle movements.

When the Campus population reaches 14,000 persons Mount Royal College will be in the top 5 of the “50 Largest Employers List” in the Province of Alberta.

If the student transit pass is maintained at \$95.00 then Calgary Transit will receive each year approximately \$1.3 Million. How will that money be spent to assist the travel demands of Mount Royal College? How will Mount Royal College receive Calgary Transit within the Campus and how comfortable will it be to get on and off the bus?

THE CAMPUS MASTER CONCEPT PLAN - PARKING RECOMMENDATIONS





- Below Grade Parking **
- At Grade Parking
- Parking Deck
- - - Potential Parking Garage

**** A minimum of one storey of below grade parking is recommended for all future buildings, only buildings intended for construction in the immediate and short term are indicated on this plan.**

Of equal importance is how the automobile is treated on the Campus. Does it pay its own way or is it subsidized?

The monthly Calgary Transit pass for an adult is \$95.00. This represents the least motorized cost in the City of Calgary notwithstanding car pooling or car sharing opportunities.

This motorized cost should be considered as the bench mark for establishing monthly parking charges at Mount Royal College. The lowest on-site monthly parking pass should always be greater (at least \$5.00 more) than the Calgary Transit monthly adult pass. As Calgary Transit increases the pass cost so should the Campus parking pass.

This can be considered to be a localized approach to transportation sustainability. It is understood that other modes of transportation have a role to play (walking and bicycling) and should be accommodated. However, in respect to fall and winter months, transit becomes the pre-dominant consideration towards sustainability.

Also, there is no doubt that the College and Calgary Transit must work together to initiate new services and facilities. The College must ensure that transit vehicles can circulate quickly and efficiently while on-site. One or more transit terminal facilities need to be strategically placed within the campus. These facilities must be climate controlled, offer food services and be within steps of the bus bays.

THE MASTER PLAN AND TRANSPORTATION SUSTAINABILITY

The Mount Royal College – Lincoln Park Campus Master Plan prepared by Brook McIlroy Planning + Urban Design / Pace Architects directly focuses on creating an environment which places the pedestrian first.

All primary modes of transportation; automobile, transit, bicycling and walking are accommodated but once the site is entered it is understood that pedestrians and bicyclists have priority.

The internal circulation system and building patterns permit the ability to achieve the necessary transportation sustainability levels. The remaining efforts can now be directed towards managing the provision of an appropriate parking supply based on placing transit first.

THE MASTER PLAN PARKING SUPPLY

The Master Plan proposes the introduction of additional on-site parking in a strategic manner designed to achieve the necessary transportation sustainability level.

The strategy in parallel with increased transit services and supportive on-site parking measures increases the supply in strategic locations both on-street and off-street.

This approach permits the introduction of additional buildings without an early commitment to parking structures. The existing parking lot in the northern corner of the site can provide additional parking in stages. This flexibility permits the College to monitor the change in demand as the transit initiatives and parking charges take hold prior to the commitment of parking structures.

Mount Royal College Campus Parking					
Building		Design Plan			
		FLE	Campus Population	Parking to Student Ratio	Parking Spaces
Immediate		7,500	9,600	2.25 (44%)	4,270
Short Term		9,300	11,900	2.44 (41%)	4,878
Medium Term		12,000	15,350	3.26 (31.9%)	4,703
Long Term		17,700	22,650	4.5 (22%)	5,044

Summary of existing and future Campus population relative to parking supply.

TRANSPORTATION DEMAND MANAGEMENT STRATEGIES

The primary travel demand strategy as discussed in the above sections for Mount Royal College should be the strong support of transit combined with appropriate on-site parking charges and minimal provision of an increased on-site parking supply.

There are other remaining relevant travel demand measures for implementation by Mount Royal College. These include:

- Supporting increased walking and bicycling to and from the Campus;
- Car-pooling;
- Telecommuting.

While transit supportive measures can shift significant portions of the total travel demand the remaining measures are likely only to shift a very small percentage of the demand. Even if the shift is in the order of 1 to 2 percent it is appropriate to encourage and support these remaining measures.



APPENDIX A



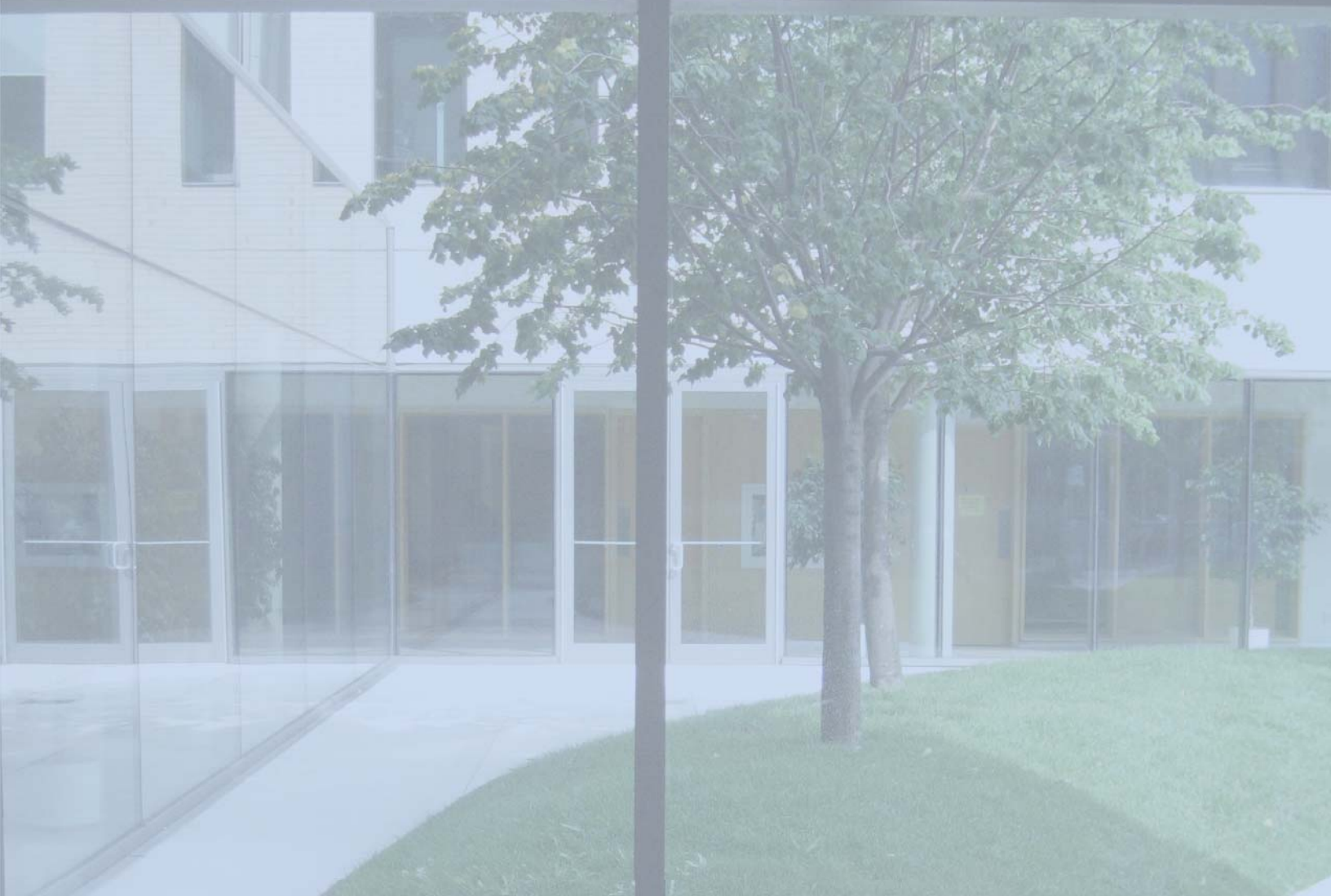
Mount Royal College Campus Building Area Take-off Summary Chart

Building	Design Plan			
	Building Footprint (sm)	# of Storeys	Total Built Floor Area (sm)	Underground & Below Grade Parking Area (sm)
Future Academic 1	4,955	6	29,730	120
Future Academic 2	2,890	5	14,450	70
Future Academic 3	1,235	4	4,940	30
Future Academic 4	1,985	5	9,925	288
Future Academic 5	1,895	5	9,475	included elsewhere
Future Academic 6	2,475	6	14,850	60
Future Academic 7	2,475	6	14,850	60
Total Future Academic	17,910	—	98,220	628
Future Mixed Use 1	2,185	6	13,110	50
Future Mixed Use 2	1,990	6	11,940	45
Future Mixed Use 3	1,625	6	9,750	40
Total Future Mixed Use	5,800	—	34,800	135
Proposed Science & Tech Phase I	1,295	3	3,885	30
Proposed Science & Tech Phase II	6,365	6	38,190	150
Total Proposed Science & Tech	7,660	—	42,075	180
Future Residence Complex	8,115	7	37,335	195
Future Residence	2,045	6	12,270	50
Future Concert Hall	3,015	1	3,015	70
Conservatory	1,805	5	9,025	45
Study Cottage	625	1	625	15
Proposed CCL Expansion	1,790	3	5,370	included elsewhere
Proposed New Library	3,900	4	15,600	116
Potential Parking Garage Site	7,200	—	—	—
Parking Deck	21,115	—	—	—
Total Structure Parking	28,315	—	—	—
TOTAL PROPOSED CAMPUS BUILDING AREA	80,980	—	258,335	1,434
*Existing Buildings	—	—	106,320	—
*TOTAL CAMPUS BUILDING AREA	—	—	315,050	1,434

*Excluding residence buildings

Mount Royal College Parking Inventory by Option Summary Chart

Parking Lot	Existing (stalls)	Phase 1 (stalls)	Phase 2 (stalls)	Phase 2 +Garage1 (stalls)	Phase 2 +Garage1 & 2 (stalls)	Phase 2 +Garage1, 2 & 3 (stalls)	Additional Parking (stalls)
S5	277	277	277	277	277	277	0
S4	247	247	247	23	23	23	-224
V2	118	118	33	0	0	0	-118
E2	298	118	0	0	0	0	-298
S3	434	1290	1290	1290	1290	1290	856
S10	300	300	300	300	300	300	0
E4	231	231	0	0	0	0	-231
E - Overflow (East Res)	34	34	0	0	0	0	-34
East Res	258	258	0	0	0	0	-258
S1	508	270	380	380	380	80	-428
E1	307	245	306	306	306	306	-1
CCL	73	73	73	73	73	73	0
V1	204	65	0	0	0	0	-204
S7	211	211	288	288	288	288	77
S8	366	366	366	366	366	366	0
S9	372	372	372	372	372	372	0
West Res	35	35	35	35	35	35	0
Underground Parking		235	1030	1030	1030	1030	1030
Garage 1				1300	1300	1300	1300
Garage 2					1300	1300	1300
Garage 3						1300	1300
TOTAL	4,273	4,745	4,997	6,040	7,340	8,340	4,067



APPENDIX B



APRIL 1, 2008 OPEN HOUSE PRESENTATION BOARDS

INTRODUCTION

Why a campus plan?

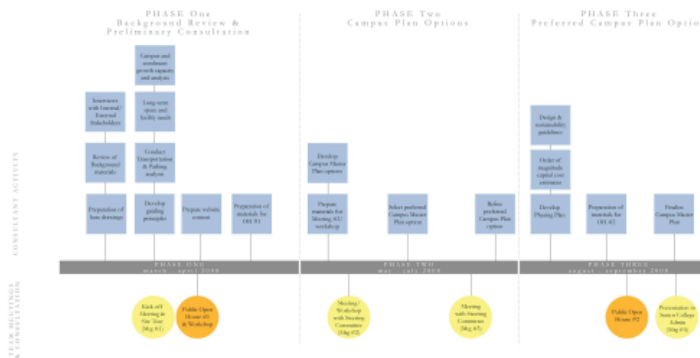
The current Campus Development Plan is now eight years old and in order to remain current and address the College's changing needs, regular updates to the Campus Plan are required. This process will update the existing Campus Development Plan and focus on the College's changing goals. A special focus will be placed on strategic environmental sustainability and public campus spaces.

THE PLAN'S OBJECTIVES

The Campus Plan has four main objectives:

- 1 Provide a feasible and flexible physical framework to accommodate growth over the next ten to fifty years through recommendations for the placement of new buildings and facilities, and their relationship to campus open spaces.
- 2 Identify opportunities for high-quality open spaces and a safe, functional and attractive pedestrian network.
- 3 Analyze space utilization and recommend strategies to use space more efficiently in the short term in existing buildings, as well as in new buildings.
- 4 Guide the design of new buildings and significant additions to ensure that they contribute to a high quality Campus setting and provide animated people-friendly spaces year-round.

What is the process?



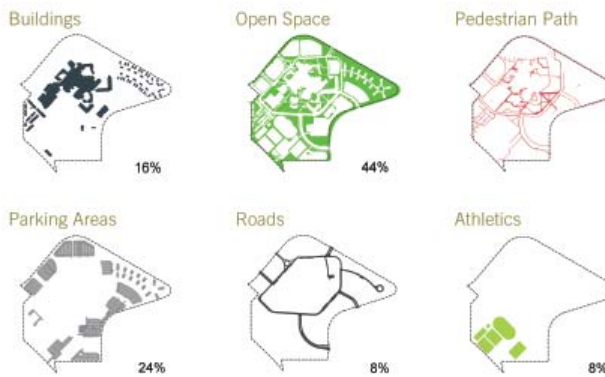
DRAFT CAMPUS PLAN DIRECTION

The Campus In Context



Preliminary Guiding Principles

1. The Plan should provide enough flexibility to implement the College's strategic priorities over the long term.
2. The Plan should assist the College in a continued emphasis on excellence in teaching and research.
3. The Plan should help strengthen linkages with the world at large.
4. The Campus should be accessible to all.
5. Campus growth should be mindful of its neighbours and minimize adverse outward expansion.
6. Campus growth should be based on the principles of sustainable development and demonstrate proactive and responsible stewardship for Campus green spaces.
7. The Campus should be a vibrant place throughout the day and in all seasons, and offer an unparalleled quality of life.
8. The Campus should provide a network of high-quality open spaces and a pedestrian priority environment.
9. The Campus should encourage interdisciplinary collaboration and informal interaction, and.
10. New buildings should complement and be well integrated with existing facilities and building.



WHAT ARE YOUR IDEAS FOR THE CAMPUS

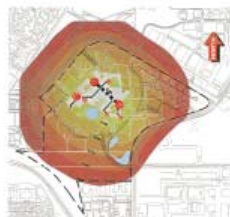


Consider the following:

1. How can the campus be improved to support campus life and the learning environment?
2. How could open spaces be improved to project an image that corresponds to Mount Royal College Community?
3. Is walking to and within the campus safe, convenient and comfortable? Are there improvements you would suggest? (e.g. new pathways, lighting shortcuts through buildings, etc.)
4. How can transit use to the Campus be encouraged?
5. What type of Academic or non-academic space or use do you think is missing or in short supply on campus?
6. What are the appropriate locations for new buildings? Conversely what sites should not be built on?
7. How should new buildings be designed (style, material etc.)? What buildings in Calgary and elsewhere do you think are appropriate for Mount Royal College's Lincoln Park Campus?
8. How can environmental sustainability be better integrated into the design of the Campus?

SUMMARY OF 1998 CAMPUS DEVELOPMENT PLAN

Key Recommendations



1 Support major academic development and the restoration of the pedestrian system west, east, and south, to facilitate future expansion.



2 Enhance walkways to increase accessibility for students, incorporate bicycle commuter routes and provide public access through the campus.



3 Maintain campus access from all campus directions, including primary routes such as 50th Avenue SW, Richard Road, and Richardson Way.



4 Provide a ring road within the campus that maintains the academic buildings within or on the ring road, with other uses such as parking, residences and playing fields on the outside.



5 Introduce new roadways to provide circulation and offer alternate streetscapes of low bay points. This traffic-calming concept will establish rich campus environments for future development.



6 Adopt a land use zoning plan based on the overall design principles to allow coordinated growth outward from the existing campus and to guide the long term development of the college.



7 Maintain the orientation of significant Open Spaces to the south to capture the sun and provide a green "heart" for the campus.



8 Place new buildings to create the environments and organization necessary for future expansion. A "Grand Campus Plaza" on the east side evokes a sense of place and arrival.



9 Introduce a utility corridor concept based on the proposed building layout to allow efficient investment for future campus development.



10 Identify the principles of conservation and sustainability including developing storm water retention systems.

STAKEHOLDER BACKGROUND INFORMATION AND OPEN HOUSE

01 INTRODUCTION

Why a Campus Plan?

The current Campus Development Plan is now eight years old and in order to remain current and address the College's changing needs, regular updates to that plan are required. This process will update the existing Campus Development Plan and focus on the changing goals of the campus. A special focus will be placed on strategic environmental sustainability and public campus spaces.

The Consultant Team

To prepare the Campus Master Plan, the College has commissioned a multi-disciplinary team led by Brook McIlroy Planning + Urban Design and Pace Architects (www.brookmcilroy.com) in association with Poulos and Chung Engineers.

Towards a Campus Plan

The Lincoln Park Campus of Mount Royal College is embarking on a new strategic Campus Master Plan that will address multi-year budgeting, sustainable growth, long term development strategies and academic planning and investment in facilities for renewal and growth.

At Mount Royal College's Lincoln Park Campus there are four main buildings in which classrooms, laboratories, faculty and staff offices, study lounges, food services areas, recreational and athletic facilities and circulation space are housed. Approximately 1.6 million square feet of covered space is used for these purposes.

Mount Royal College has undertaken two major expansion projects since it moved to its current location in Lincoln Park. The first expansion, in the mid 1980's, increased the size of the original 1972 facility by 30%. The expansion of the early 2000's included construction of two new academic buildings, a triple gymnasium complex, a Centre for Continuous Learning and a 594 bed student residence complex. With continued and rapid enrolment growth, new program development and with the recent approval to offer university degree programs, facilities have once again reached their capacity, and it is now necessary to revisit the 1999 Campus Development Plan in order to plan for the future.

To address the need for a new long term development plan, Mount Royal College is undertaking the preparation of a comprehensive Campus Master Plan. The plan will focus on establishing a high quality and implementable campus vision that is developed through an inclusive consultation process.

The Plan's Objectives

The Campus Plan has four main objectives:

1. Provide a feasible and flexible physical framework to accommodate growth over the next ten to fifty years through recommendations for the placement of new buildings and facilities, and their relationship to campus open spaces.
2. Identify opportunities for high-quality open spaces and a safe, functional and attractive pedestrian network.
3. Analyze space utilization and recommend strategies to use space more efficiently in the short term in existing buildings, as well as in new buildings.
4. Guide the design of new buildings and significant additions to ensure that they contribute to a high quality Campus setting, and provide animated people-friendly spaces year-round.

Campus Community Consultation

The input of students, faculty and staff, as well as input from the community around the campus is central to the development of a comprehensive Campus Plan. Throughout the process, there will be opportunities to review work to date and provide feedback, either by attending a workshop, an open house or by providing direct feedback via e-mail. The input offered by MRC's Lincoln Campus stakeholders will help shape the future of the campus.

A Campus Plan website will be launched, on which key information about the project will be made available, including important dates, a feedback form and an interactive discussion forum.

Mount Royal College Campus Master Plan

CONSULTATION QUESTIONNAIRE #1

This Questionnaire can be filled out digitally at www.brookmcilroy.com/interactive/MRC_Forum

1.0 EMERGING GUIDING PRINCIPLES

The following are emerging Guiding Principles for the Lincoln Park Campus Plan. What changes would you make? Is anything important missing?

1. The Plan should provide enough flexibility to implement the College's strategic priorities over the long term;
2. The Plan should assist the College in a continued emphasis on excellence in teaching and research;
3. The Plan should help strengthen linkages with the world at large;
4. The Campus should be accessible to all;
5. Campus growth should be mindful of its neighbours and minimize adverse outward expansion;
6. Campus growth should be based on the principles of sustainable development and demonstrate proactive and responsible stewardship for Campus green spaces;
7. The Campus should be a vibrant place throughout the day and in all seasons, and offer an unparalleled quality of life;
8. The Campus should provide a network of high quality open spaces and a pedestrian priority environment;
9. The Campus should encourage interdisciplinary collaboration and informal interaction; and,
10. New buildings should complement and be well integrated with existing facilities and building.

1



bmi | pace



LINCOLN PARK
CAMPUS MASTER PLAN

March 2008

MOUNT ROYAL COLLEGE HANDOUT



WHY A CAMPUS PLAN?

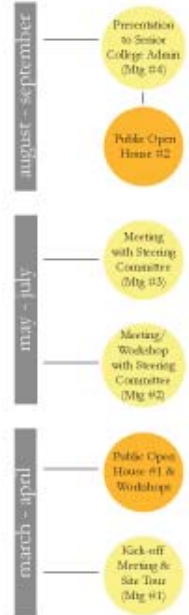
The current Campus Development Plan is now eight years old and in order to remain current and address the College's changing needs, regular updates to the Campus Plan are required. This process will update the existing Campus Development Plan and focus on the College's changing goals. A special focus will be placed on strategic environmental sustainability and public campus spaces.

THE PLAN'S OBJECTIVES

The Campus Plan has four main objectives:

- Provide a feasible and flexible physical framework to accommodate growth over the next ten to fifty years through recommendations for the placement of new buildings and facilities, and their relationship to campus open spaces.
- Identify opportunities for high-quality open spaces and a safe, functional and attractive pedestrian network.
- Analyze space utilization and recommend strategies to use space more efficiently in the short term in existing buildings, as well as in new buildings.
- Guide the design of new buildings and significant additions to ensure that they contribute to a high quality Campus setting and provide animated people-friendly spaces year-round.

IMPORTANT MEETINGS & WORKSHOPS



YOUR THOUGHTS

The input of students, faculty, staff, and the surrounding campus community is central to the development of a comprehensive Campus Master Plan. Throughout the process, there will be opportunities to review work and provide feedback, either by attending a workshop, an open house or by providing direct feedback via e-mail and interactive web surveys. The input offered by Mount Royal College stakeholders will help have a major role in shaping the future campus.

An interactive discussion forum has been set-up to facilitate participation throughout the process and the summer months. New discussion topics, questionnaires and surveys will be posted regularly. Please visit the discussion forum at:

www.brookmcilroy.com/interactive/MRC_Forum

In addition to the consultation and public open house sessions we will provide direct contact with the study team through the Mount Royal College website. We encourage you to share any comments, concerns or thoughts you have regarding the Campus Master Plan.



Existing Campus Map

The background of the page is a photograph of a modern, light-colored building with a long, narrow vertical window. In the foreground, there are several young trees with green leaves. A solid blue horizontal band is overlaid across the middle of the image, containing the text 'APPENDIX C' in white, serif, all-caps font.

APPENDIX C

Building Height

On the south and east side where the campus parcel shares property lines with Multi-Residential At Grading Housing District (M-G) and Grade Oriented District (M-CG) land uses, new development heights are dependent on whether the adjacent buildings are greater than or less than 6.0 metres high. In the instance that the existing adjacent building heights are greater than 6.0 metres, new development is limited to 8.0 metres measured from grade at the shared property line increasing proportionately to a maximum of 12.0 metres measured from grade at a distance of 4.0 metres from the shared property line. If the adjacent building heights are less than 6.0 metres, new development is limited to 6.0 metres measured from grade at the shared property line and increasing proportionately to a maximum of 12.0 metres measured from grade at a distance of 6.0 metres from the shared property line. In the two instances where the campus parcel shares property lines with Multi-Residential Contextual Low-Profile District (M-C1) the maximum development height is 14.0 metres. A Multi-Residential Medium-Profile District (M-C2) parcel located in the southeast corner establishes a maximum height of 16.0 metres for any adjacent new development. The remaining parcels which are DC districts do not stipulate limitations on the height of new developments on the campus lands.

Setbacks

All Special Purpose Districts must have a minimum front setback of 6.0 metres. Rear and side setbacks for new developments that share a rear or side property line with another parcel must have a minimum depth of 1.2 metres. Along Richardson Way SW, Richardson Road SW or any other lane, street or LRT Corridor that the new development may share a parcel with, the setback in the rear and side shall be a minimum of 3.0 metres.

Landscaping

Areas not being used for vehicle access, sidewalks, or any other purpose allowed by the Development Authority, must be soft surfaced landscaped. Along all four sides of the campus, not including the adjacent Special Purpose District parcels, the setback areas must provide 1.0 tree and 2.0 shrubs for every 30.0 square metres, or 1.0 tree and 2.0 shrubs for every 50 square metres, where irrigation is provided by a low water irrigation system. Where the campus shares a parcel with other Special Purpose District parcels (along the east side of the campus) the setback area must provide a minimum of 1.0 trees and 2.0 shrubs for every 45.0 square metres; or 1.0 trees and 2.0 shrubs for every 60.0 square metres, where irrigation is provided by a low water irrigation system. The landscape requirements for the campus development adjacent to Multi-Residential properties must be 40.0 per cent of the area of the parcel. This can be a combination of hard and soft landscaped area. The hard landscaped area can not be more than 30.0 percent of the required landscaped area. Trees and shrubs must be planted in an overall minimum ratio of 1.0 tree and 2.0 shrubs per 45.0 square metres of required landscaped area.

Landscaping for Parked Areas

Landscaping is required in a parking area when the total surface area containing the required drive aisles, motor vehicle parking stalls and vehicular access for a development is equal to or greater than 5000.0 square metres. The landscaped area must be a combination of hard and soft surface landscaped area in the form of islands and strips. There should be 0.15 square metres for landscaped area for every 1.0 square metres of the total surface area.

Islands need to be provided at the beginning and end of every row of motor vehicle parking stalls and for every 20 metre vehicle parking stalls in a row. Islands should be 12.0 square meters with at least one side of the island being a minimum length of 2.0 metres. There should be a minimum of 1.0 tree and 2.0 shrubs and be surrounded by a concrete curb.

Parking

Parking requirements for any new development located within 400.0 metres of an LRT platform can be reduced by 10.0 per cent.

Sidewalks

Buildings with one main or multiple entrance(s) should be connected to a public sidewalk or the nearest street. Parking lots should be connected to the public entrances of building with at least one sidewalk. Sidewalks need to be hard surfaced landscaped, with a minimum 2.0 metre width, different from the parking area on the parcel area and must be raised above the parking area.

