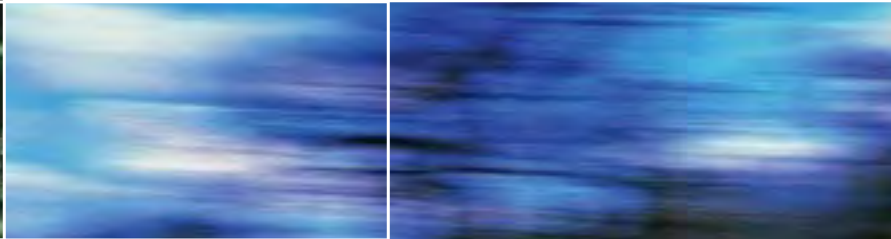## CAMOSUN COLLEGE CAMPUS PLAN 2005

Camosun College

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Hughes Condon Marler : Architects
Resource Planning Group

CONTENTS

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EXECUTIVE SUMMARY

Camosun College Campus Plan

Camosun Community College is one of the more comprehensive public post-secondary institutions in the Province of British Columbia and maintains two full-service campuses in greater Victoria: The "Interurban Campus" and the "Lansdowne Campus".

This plan was developed as a critical part of preparing the College for the next century and ensuring that it can continue to provide the highest quality of education and keep pace with a rapidly changing educational and funding environment.

The campus planning process was guided by a Campus Plan Steering Committee composed of faculty, staff, students and senior administrators and engaged the general campus community throughout 2005 by means of surveys, town hall meetings, public open houses and presentations.

The physical conditions of existing facilities and the current program space configuration and utilization were reviewed by consultants. Additionally the students and faculty contributed to an overall assessment of the learning and teaching conditions at both campuses.

While there is generally a large degree of satisfaction to be found in both the student body and the college staff, it was obvious that there are some very concerns that need to be addressed as the college moves forward over the next 10 years and beyond. It also became apparent that the college finds itself in an enviable position of possessing not only one, but two campuses that have significant room for further increased density and new development. And both strategically well located campuses have attractive natural and built qualities which can form a very encouraging starting point for the development of a vision for the future of Camosun College.

EXECUTIVE SUMMARY

Concerns

Some of the key concerns raised during the review and analysis of the existing campuses include the following:

- Missing "Sense of Place"
- Lack of formal and informal gathering and study spaces
- Inappropriate mix and locations of teaching spaces
- Inappropriate or inefficient affinities between programs
- Unequal utilization rates between campuses
- Part of the building stock has reached or will be soon reaching the end of its useful life span and requires or will soon require replacement
- Support spaces and services for students are insufficient or poorly located and this problem will increase with anticipated and desired growth of student population over the next 10 years

Vision and Objectives

The vision for the campuses is to create a place that is identifiable and distinct, a learning and teaching community that is lively and vibrant, safe and humanly-scaled, healthy and sustainable: a "**Village of Learning**".

In support of the ongoing strategic and educational planning processes of Camosun College, the following key objectives for the new campus plan have been formulated:

Create a stronger **Sense of Place**
Enhance Campus Life
Support **Economic, Social and Environmental Sustainability** of the College

Recommendations

Some of the key recommendations and accomplishments of the plan include:

- Develop unique and clear identities for each campus, both physically and based on educational program offerings
- Develop strategies to increase utilization at interurban campus such as relocation of the H&HS programs to the interurban campus
- Increase attractiveness and hours of operation (towards 24/7 operations) through new formal and informal gathering and study spaces as well as through on-campus housing options at one or both campuses
- Consider additional partnering opportunities that can help provide some of the missing teaching, amenity, gathering and study spaces
- Develop each campus to its full potential with higher density, pedestrian friendly design and landscaping, humanly scaled and attractive mixed-use facilities.

EXECUTIVE SUMMARY

Moving Forward

The creation of infrastructure and college facilities is a very long process from conception to construction. Without taking this long-range look at the possible future of the college campuses and developing a vision to shape this future, there is a danger that long-term needs will not be met adequately and this puts the long term operational sustainability of the institution at risk. The goals that have been articulated by the college in the strategic planning process, the education planning process and the campus planning process all work hand in hand to ensure that the college can maintain and increase its vital role in the provision of post-secondary education in British Columbia.
Priorities around the development of campus facilities need to now be defined and in a next step these should be translated into an action plan that considers funding realities and partnership potentials.

From a site planning perspective, the campus plan indicates an overall framework for future campus development. Phased implementation strategies are included, identifying some logical and likely first steps to start addressing the objectives of the plan.
It is recommended that the college adopt the overall planning concepts outlined in this campus plan and in a next phase start looking at urban design implications for all new development that are based on the overall framework developed here.

Tab 1

1 INTRODUCTION

A New Campus Plan for Camosun College

Camosun Community College is one of the more comprehensive public post-secondary institutions in the Province of British Columbia and maintains two full-service campuses in greater Victoria. The Interurban campus is located just outside of Saanich's urban containment boundary in a rural setting and the Lansdowne Campus straddles the municipal boundary between Saanich and Oak Bay just below Mount Tolmie in close proximity to the University of Victoria. Both campuses are within 10-20 minute driving distance from downtown Victoria.

Serving a diverse population of over 7,800 credit students, 10,000 non-credit students and 800 to 1000 International students each year, the college offers a variety of programs including Career, Technical, Vocational Training, first and second year University Transfer, Adult Basic Education and English as a Second Language. The college also offers several co-op work experience opportunities through the Co-operative Education Programs.

"Campus Centre" - Camosun College Interurban Campus

"Young Building" - Camosun College Lansdowne Campus

1 INTRODUCTION

Scope of the Campus Plan

This campus plan envisions how the campus can grow over the next decade and beyond to better meet academic and student requirements, to support increasing student enrollment and to make college operations sustainable.

The plan is built on sound campus planning principles as well input from users and shareholders provided through a range of surveys, forums, town halls, open houses, workshops and other consultation opportunities.

A review of a range of factors such as the strategic and educational directions of the college, general changes in trends and requirements as well as changing demographics and an analysis of the existing campus grounds in their context has culminated into a campus plan that includes:

• A vision for the shape and feel of the campus as it develops into the future;

• A translation of space needs that have been identified into a "master" program

• A site planning framework that will give structure to these developments while remaining flexible enough to adapt as time goes by and

• An outline of how these developments may be phased during the next 10-15 years

This Campus Plan will guide the college through the coming five to ten years by providing a clear path for development of the campus infrastructure focusing on

• long range planning options,
• academic mission,
• existing infrastructure analysis and
• future development opportunities

The plan includes a phasing strategy for the next 10 years and a framework for the long-range development of both campuses to build out of the existing sites.

The plan lines into the five-year capital plan submitted to the Ministry of Advanced Education.

Purpose of creating a Campus Plan

To keep pace with a rapidly changing educational and funding environment, the College needs a plan that looks at the current physical condition of the campuses and identifies challenges and opportunities that are present in its current assets.

Developing this new plan is a critical part of preparing the College for the next century and ensuring that it can continue to provide a high quality of education, fulfill its public service mission and remain one of British Columbia's leading community colleges.

Building infrastructure and college facilities is a very long process from conception to construction. Without taking a long-range look at the possible future of the college campuses and developing a vision to shape this future, there is a danger that long-term needs cannot be met adequately and this puts the long term operational sustainability of the institution at risk.

An Engaging Process

The campus planning process engaged the campus community in crafting a plan for the future of Camosun College. Several town hall meetings were widely-advertised and well-attended. Numerous smaller meetings were held with students, faculty and staff.

The process was guided by a Campus Plan Steering Committee (CPSC), a 14-member planning committee composed of faculty, staff, students and senior administrators. The process involved extensive stakeholder consultation from the Spring of 2005 to the Spring of 2006 and the continued support and involvement of these stakeholders will be important to the long-term success of this plan.

Consultants involved in the process include Terry Williams Architect Inc. (TWA), Hughes Condon Marler: Architects (HCMA), Resource Planning Group (RPG) and several specialist engineering consultants.

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1 INTRODUCTION

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A Vision for the Campuses

Feedback from students and employee groups regarding the campus environment has helped identify the following as some of the most pressing issues: a lack of opportunities for interacting in work and non-work activities, a lack of attractive and welcoming gathering spaces and the limited scope and the institutional quality of spaces and cultural services. In other words, the single most identified weakness that needs to be addressed through the new Camosun College Campus Plan is the lack of campus being an identifiable, recognizable identity that expresses a feeling of community. This can be referred to as lack of a "sense of place".

The vision for the campuses is to create a place that is identifiable and distinct, a learning and teaching community that is lively and vibrant, safe and humanly-scaled, healthy and sustainable: a "**Village of Learning**".

Using the analogy of a "Village", the characteristics that embody the desired feel for these campuses can be described as:

> **Community** - People know each other and share commonalities.
>
> **Mixed-Use** - By definition, a village is a mixed-use entity that caters to a plethora of needs in close proximity: residential, cultural, professional, commercial, leisure and recreational.
>
> **Identifiable Entity** - A village is recognized as an entity by all inhabitants, and distinguishes itself from other villages
>
> **Centre** - Villages are identified with having a recognizable centre or hub such as the "village square".
>
> **Lively** - People incidentally gather and meet on the streets, sidewalks, grocery store or cafe's while going about their daily business.
>
> **"Walkable"** - A village is almost always pedestrian friendly in scale and can be walked from one end to the other.
>
> **Green** - Villages are notionally identified with their - typically - green or rural surroundings.
>
> **Safe** – The scale and familiarity of villages generally creates a feeling of increased security through reduced anonymity.

Two Campuses – Two Unique Characters

TEC Building - Interurban Campus

Young Building - Lansdowne Campus

The Campus Plan envisions that each campus build on the strengths of their immediate surroundings to develop unique identities. Future development and programming focus should support and strengthen the creation of a distinct feel on each of the two campuses.

Student survey feedback indicates that having Camosun College maintain two full-service campuses does not pose a serious or insurmountable problem for the majority of students. Economic realities suggest that for the foreseeable future, the college will not be in a position to consolidate onto one campus, and that some effort to increase transportation options between the two campuses will mitigate most disadvantages.

Taking cues from the existing programming focus as well as the neighbouring Vancouver Island Tech Park (VITP) and the soon-to-be constructed Pacific Sports Institute (PSI), the Interurban Campus is envisioned as a dynamic, career-focused campus including the trades, technologies, health and human services, business, and English Language Development together with International Education and the college access programs. The rural setting will provide the background for a more dense, lively and thriving living and learning community, complete with on-campus housing and amenities.

The Lansdowne Campus in comparison will take its cues from an urban setting close to the University of Victoria as well as the existing programming that includes the School of Arts and Science and a large part of the University Transfer programs. Building on existing heritage buildings and expanding the notion of academic buildings forming an internal pedestrian street or concourse surrounded by a park-like setting, this campus will expand its presence in the community as a cultural, artistic and academic hub. The existing performance hall in the newly renovated Young Building, the addition of new gallery and exhibition spaces in conjunction with new facilities for the Fine Arts department, the addition of more student and employee space, and the provision of on-campus amenities will all contribute to making this campus a thriving academic and collegiate experience.

1 INTRODUCTION

Goals of the Campus Plan

Three 'big-picture' objectives are being addressed by the Campus Plan:

Objective 1: Creation of a strengthened **"Sense of Place"**

Camosun College Lansdowne Campus - "The Hub"

Strategies to create a **Sense of Place:**
- Iconic qualities of buildings and landscape
- Identification of special characteristics of and for each of the two campuses
- Critical mass of attractive amenities: gathering places (formal and informal), food and cultural services for students and recreational facilities for example
- Extended hours of campus life ("24/7", amenities/services, residences, recreation
- Recognizable, pedestrian and bicycle-friendly scaled open-plan and landscape organization concepts
- Development of a consistent landscape and public space language for paths and site furnishings (benches etc.)

These strategies are included in the plan as follows:

Interurban: Scaled appropriately for the overall scale of this campus, the physical centre of the campus becomes articulated with an iconographic, hard and soft landscaped 'commons'. The large commons is located at the intersection of vital pedestrian and traffic links between campus zones; and is framed by natural landscaping elements (topography, rock outcroppings and stands of trees) and the edges of buildings (existing and new: 'TEC' and 'CBA' on the hill, densified 'JW' and 'JD' and 'CC' as well as new services and amenities buildings adjacent to the 'CC' at the new bus loop). This commons becomes the hub of life on campus linking the existing and new program oriented facilities (JD, JW, TEC, CBA, H&HS, PSI) with the expanded CC, which is transformed into a place that hums with the "vibrancy of the true college experience - bright and talented students working with brilliant faculty formally in the classroom and informally over a cup of coffee, or lounging in the greenspace which forms the heart of the campus". Particular care is to be paid to the edges of all new and renovated buildings to ensure that they address the public space and create areas of increased activity and interest. This is accomplished through the inclusion of indoor/outdoor spaces, amenities, seating and gathering opportunities with covered outdoor spaces to address BC's typically mild, yet wet weather.

Lansdowne: Building on the established collegiate iconography of brick buildings and the hard-landscaped concourse, the east end of campus (ID, Paul) is opened up to a welcoming and expanded point of arrival. This arrival 'square' is framed by the new Campus Centre Building replacing ID, and two new mixed-use structures that start to address Foul Bay Road, provide built edges to the square and offer the potential of bringing the adjacent community onto campus through the provision of amenities, services, commercial and residential uses. The replacement of the Paul Building provides a dramatic transformation of the public concourse around the renovated and re-dedicated Dental Building (DNT), and allows the LRC, Wilna Thomas, Ewing, DNT and the new Campus Centre Building to frame the central 'Village Square' in the Heart of Campus - "where students, visitors, alumni, and faculty and staff members congregate. That place alive with the smell of brewing coffee, the sound of friends talking, and the whir of passing bicyclists".

1 INTRODUCTION

Objective 2: Enhance **"Campus Life"**

clockwise: gathering places, coffee shops, residences, study spaces

Strategies for enhancing Campus Life:
- Provide and appropriately locate a critical mass of attractive amenities: gathering places (formal and informal), food and cultural services for students, recreation facilities.
- Extend the hours in which people are on campus: spaces for cultural events, provide residences, on campus amenities ("24/7").

These strategies are included in the plan as follows:

Interurban:

The enhancement of campus life is addressed by the introduction of key elements into the plan such as on-campus student housing, a centre with a village character, adjacent transportation hub and axial organization. The facilities program includes informal study spaces and additional amenities. By decentralizing some of these amenity and mixed-use spaces as part of every new development, each new facility will provide opportunities for formal and informal gathering as well as increased interaction. At the same time there is a focus on physically concentrating a critical mass of new multi-use spaces and services in a centrally located extension of the "Campus Centre Building" in support of longer hours of operation. This includes the suggested long-term relocation and expansion of food services from the Cafeteria to this new home. By locating this hub of activity in this central location it will help to connect the PSI at the far south of the site with the new residence component at the far north. Through pedestrian friendly and pleasantly landscaped connections, the new PSI with its increased recreation amenities will be physically and visually linked to the heart of the campus and contribute to the quality of life on campus.

Together with the existing successful career and trades oriented programs, the new opportunities that present themselves with the combination of residences and sports and recreation facilities and programs (PSI) will provide a new impetus to life on interurban campus.

from left to right: recreation, green spaces, residences

1 INTRODUCTION

Lansdowne:

In addition to the focus on increased study and amenity spaces in the facilities program, the inclusion of a new art-gallery and exhibition space is intended to enhance cultural activities in conjunction with the visual arts programs on the Lansdowne campus. A great opportunity to improve campus life presents itself after the suggested relocation of H&HS spaces to the other campus with the re-organization of existing spaces within the Fisher Building and the re-use of the Dental Building for expanded food services, an expanded book-store, new coffee-shops and new gathering spaces. Given the different nature of the surrounding neighbourhood with it's proximity to off-campus housing opportunities, the facility program for Lansdowne does not include student residences at this time. Instead areas on campus have been identified that present themselves as opportunities to attract third-party development. This development could include mixed-use buildings with amenities in close proximity to the main drop-off spot along Foul Bay Road and residential buildings located further to the north on the current parking lots. The intent is a transformation of this campus into a flourishing collegiate environment with a focus on University Transfer programs within the Arts and Sciences. An environment that is as attractive to students as it is to the wider community that will be using the facilities and amenities that Lansdowne has to offer.

from left to right: art gallery, concourse, performance

Objective 3: Focus on environmental, economic and social **"Sustainability"**

Figure 1.a: Sustainable Development Definition Diagram

Strategies:
- Consideration of long-term expansion and development potentials, including residential uses, third-party development, program expansions, etc.
- Programming consideration of changing spacial requirements through technology
- Increased flexibility and adaptability of all new spaces to allow for multi-purpose use and changes in use over time.
- "Green" site planning and building strategies incorporated in all new construction and redevelopment projects - recommended third party certification (LEED® or other rating system) to validate green strategy decisions
- Improvement of transportation infrastructure on campus, continue and support TDM measures
- Programming of some dispersed amenity spaces (services for students, informal study and gathering spaces) into all new projects makes phased development more sustainable/viable

These strategies are included in the plan as follows:

1 INTRODUCTION

Interurban:

Creating a sense of place and enhancing campus life directly addresses the economic sustainability of Camosun College by increasing the colleges appeal and competitive standing. Identifying additional development areas that are attractive to compatible partners for development comparable to the success of the new Pacific Sports Institute (PSI) as well as the provision of on-campus residences and housing opportunities not only contribute to the attractiveness of this campus, but may at the same time facilitate non-traditional sources of funding and revenues.

Environmental sustainability is inherent in the campus plan site development strategies. These include a focus on increased density at the centre in order to preserve open spaces and the character of the green spaces. Vehicular parking has been concentrated on the perimeter of the campus to increase pedestrian friendliness in the centre. Green site development strategies such as south orientation and use of topography have been considered in the layout of the building sites and in the massing studies. Expanding and relocating a larger bus-loop so that it is more central to the new PSI oriented development at the south of the campus property will further support Traffic Demand Management (TDM) efforts that are already underway.

Lansdowne:

The focus on creating a dense and attractive centre along the existing concourse which dramatically contrasts to the park-like green features on the perimeter of this site will strengthen the identity of this campus. Physically and metaphorically opening up the campus to the wider community through the development of inviting new entrance situations at each end of this concourse is intended to contribute to its liveliness and as such to its economic sustainability. Additionally the identification of areas on campus that may be attractive for housing development or other types of development in partnership with compatible third parties could contribute to increased funding and revenue sources.

Environmental considerations include increasing density on already impermeable areas in order to maintain significant green buffer areas and the culturally and historically important large open green space on the south of this campus. Existing "Garry Oak" tree stands are respected in the determination of possible building sites and the building massing and orientation follows standard green building practices.

Campus Plan and Strategic Plan

Goals of the Campus Plan as they relate to Goals of the Strategic Plan

In support of these over-arching "big picture objectives" a set of goals, concepts and strategies have been developed that dovetail with and directly support the strategic and academic goals articulated in the strategic plan 2006-2008

Populations

Changing traditional student demographics and societal education needs require a diversification of the student population.

Goal: "Support the attraction of non-traditional students, international students, First Nations, working adults"

Offering a broad range of programs and services will help create a diverse student body.

Key Concepts with implications for the campus plan:

• Provide adequate space for services for students

• Provide residences

• Design and program places for planned and informal interaction between people and disciplines

Responsive Programming

The increasingly competitive nature of the educational market requires the programming curriculum to respond flexibly and quickly.

Goal: "Support variations in program organization and changes over time"

Key Concepts with implications for the campus plan:
• Provide of Multi-Purpose Spaces
• Build in flexibility and adaptability of spaces and uses

1 INTRODUCTION

Marketing and External Relationships

The college is committed to developing and nurturing strong relationships within our communities and our region.

Goal: "Support the advancement of camosun's reputation and assist in developing and nurturing strong relationships to communities through the strengthening of a recognizable image"

Key Concepts with implications for the campus plan:
• Create a sense of place
• Develop and strengthen campus characters
• Strengthen iconic qualities

Indigenizion, Multiculturalism & Global Citizenship

The college strives to distinguish itself as an institutional leader in cultural diversity through work with indigenous peoples and the international and multicultural communities.

Goal: "Support the attractiveness of the campus to all students including indigenous peoples and the international and multicultural communities"

Key Concepts with implications for the campus plan:
• Ensure accessibility
• Provide spaces for services for students, including residences and places for congregation
• Consider the placement of dedicated spaces for separate communities ("First Nations Building", "International House", "Student Society Building") to balance separation and integration

Competition, Affiliation and Partnership

The College recognizes the importance to developing strategic affiliations and partnerships with public and private organizations in order to combine strengths and resources.

Goal: "Strengthen Camosun's ability to successfully partner and affiliate with organizations that share compatible missions and values"

Key Concepts with implications for the campus plan:

• Support strategic alliances with other institutions (University of Victoria, Vancouver Island Tech Park) through considered placement of program components and transportation infrastructure (pedestrian, bicycle, public transit)

• Flexibility and adaptability allows shared use and increased utilization and efficiencies

• Identify compatible building sites that can support and attract partnerships on college properties

• Identify spaces on campus that are or can be attractive to third party partners (retail, housing, services)

Quality, Value & Service

The college is committed to excellence and outstanding value. It is recognized that the quality of services and facilities impacts the quality of campus life and is directly linked with attracting and retaining students and staff.

Goal: "Develop facilities that directly support delivery of high quality programs and services"

Key Concepts with implications for the campus plan:

• Program for integrated facilities so that synergies can develop and "the whole can be more than the sum of its parts"
• Provide services for students that are of high quality and well integrated
• Provide residences, retail (convenience) and food services towards a "24/7" type of extended service
• Provide high quality facilities including academic and research spaces, informal study spaces, gathering spaces, assembly and performance spaces, landscaped exterior spaces

1 INTRODUCTION

Sustainability, Productivity & Accountability

The college aims to strengthen the sustainability of the institution by developing practices that improve productivity, cost effectiveness and revenue generation while fostering ecological and social values. "sustainability" includes environmental sustainability as well as operational sustainability – maintaining services and student populations.

Goal: "Support the development of sustainable operations and sustainable facilities"

Key Concepts with implications for the campus plan:
• Review increase of utilization rates through programming
• Identify potential for increased land-use and future development opportunities
• Increase density, increase utilization and increase durations of use ("24/7")
• Make environmental sustainability integral to site planning, building orientation and transportation planning
• Increase provision of services and amenities on campus to reduce trip generation

Community Building - Involvement & Communication

A community college will flourish amid diversity as long as there is a culture of openness, trust and respect. Camosun College embraces a vision of consultation and collaboration.

Goal: "Support the colleges vision of openness, involvement and collaboration"

Key Concepts with implications for the campus plan:
• Integrate mixed-use and multi-use facilities
• Distribute casual and informal gathering and study spaces throughout both campuses
• Develop facility programming that encourages inter-disciplinary interaction as well as interaction between students and faculty
• Create recognizable multi-disciplinary organization units (villages, schools) that encourage sense of ownership
• Create of a "sense of place", a public forum or public space on campus that encourages casual and structured interaction, fosters dialogue and builds relationships

Community Building - Employee Development & Excellence

It is paramount that the college attract and retain high quality employees.

Goal: "Develop facilities that support the attraction, development and retention of emplyees who enhance the institutional commitment to excellence"

Key Concepts with implications for the campus plan:
• Provide amenities and services available to staff and faculty
• Provide high quality facilities and spaces
• Program and develop mixed- and multi-use facilities

Community Building - Campus Development & Campus Life

Camosun College is both blessed and cursed by its presence on two full-service campuses. This is a factor that impacts the building of a sense of community.

Goal: "Develop immediate and long-term plans for the configuration of campus programs, services and facilities that reflect programming and service directions and visibly enhance campus life for students and employees"

Key Concepts with implications for the campus plan:

• Explore the creation of two distinct campus characters, making the issue of two campuses a strength for campus life
• Provide amenities and services with extended campus hours ("24/7")
• Pursue residences and housing on campus to extend hours of campus life
• Plan for distributed informal gathering places as well as public fora and venues for increased sense of place
• Pursue partnerships, affiliations and associations with parties that can contribute to the enhancement of campus life through increased amenities, services or programs

1 INTRODUCTION

Campus Plan and Education Plan

Goals of the Campus Plan as they relate to Goals of the Education Plan

The Education Plan identifies 5 Goals and numerous strategies and strategic projects towards these goals. Some of these strategies and strategic projects directly or indirectly impact the campus plan and in particular the facility program that forms part of the campus plan. They are briefly touched upon below. The Education Plan is included in the appendix section.

Education Plan Goal 1 - Connecting to the Community

The College will connect with its external and internal communities in order to understand, anticipate and meet their needs. The college will provide learning opportunities that meet these needs when and how these communities prefer.

Education Plan Strategic Project 1.1: Research Future and Emerging Needs

Key Concepts with implications for the campus plan:
• Flexibility of spaces and buildings in order to adapt to emerging needs
• Create Multi-Purpose Spaces that can more easily meet a greater variety of potential future needs

Education Plan Strategy 1.4: Partnership Development

Key Concepts with implications for the campus plan:
• Minimize boundaries between various forms of institutions and other community interests
• Lower the threshold between external and internal communities by inviting the 'public' and compatible off-campus interests onto the campus
• Provide space on campus that can further relationships and Joint Ventures with other educational institutions and other community interests, including business and industry.

Education Plan Goal 2 - Programming Directions

The College will continue to review existing programming to insure curren-
cy, relevance to the College mission and community needs, and operation-
al effectiveness. Programming must also expand and change to include
new and emerging program areas.

Education Plan Strategic Project 2.3: New Programming Initiatives

Key Concepts with implications for the campus plan:
• New programming initiatives and expansion of existing programs form the basis
  of all projected student 'Full Time Equivalent' (FTE) assumptions in the campus
  plan space program.

Education Plan Strategic Project 2.5: Distributed Learning

Key Concepts with implications for the campus plan:
• A growing recognition of the colleges responsibility to service the educational
  needs of adult learners who do not participate in conventional full-time, campus
  based education programs impacts the projected space needs and configura-
  tion of future FTE assumptions.

Education Plan Strategic Project 2.6: Increased Access

Key Concepts with implications for the campus plan:
• In considering programming initiatives, the college will give some priority to
  proposals that effectively increase utilization of college facilities: The projected
  campus plan program is based on BC Ministry of Advanced Education utilization
  standards.

Education Plan Strategic Project 2.7: Planned Growth in First Nations Education

Key Concepts with implications for the campus plan:
• The success of camosun's programming for First nations people provide a basis
  for expanding programming and projected further growth, which is reflected in
  the campus plan.

Education Plan Strategic Project 2.8: Planned International Education Growth

Key Concepts with implications for the campus plan:
• International Education and international student populations at Camosun have
  been growing and expected further growth and expansion in this area is reflect-
  ed in enrollment projections of the campus plan program.

1 INTRODUCTION

Education Plan Goal 3 - Promote Student Success

Camosun will undertake a number of initiatives that focus on the primacy of student learning in all parts of the college. These initiatives will inform, connect, and enhance student learning experiences at camosun, broadening the College's involvement in student success

Education Plan Strategic Project 3.3: Connecting Our Students

Key Concepts with implications for the campus plan:
• The college recognizes its responsibility for supporting student success at all levels. The campus plan supports this recognition with its emphasis on creating new amenity, meeting and gathering spaces for students.

Education Plan Goal 5 - Organizational Renewal

The college will continually improve organizational effectiveness through the renewal of educational processes and structures.

Education Plan Strategic Project 5.2: Teaching and Learning Centre

Key Concepts with implications for the campus plan:
• The centre provides a physical space for development activities, online resources for research and knowledge transfer, and an umbrella for existing curriculum and development functions. Providing for adequate spaces, appropriately located on campus is part of the campus plan and the campus plan facility program.

Education Plan Strategic Project 5.3: Academic Schedule Review

Key Concepts with implications for the campus plan:
• Relatively even distribution of learning opportunities over available time periods and spaces is critical in achieving Ministry of Advanced Education utilization standards, upon which the campus plan is based.

Campus Site Plans

The following pages present the organizational structure and the long-range build-out site plans for each Campus.

- The 2015 **Lansdowne** campus plan reinforces the existing east west pedestrian concourse that hinges on the east end at Foul Bay Road, and is extended to the north-west to accommodate further growth and in particular, residential accommodation.

- The **Interurban** campus plan recognizes the addition of PSI at the extreme south end of the campus, by connecting PSI with a new campus centre adjacent the Campus Centre Building. The connection is in the form of a "green way" that extends from the south end of the campus through the enlarged central commons and to the north end of the site on the far side of Markham Road.

Lansdowne

2.1 Lansdowne Site Plan - Introduction

As outlined in the Facility Program Development, Lansdowne Campus will require about **9, 500** gross square meters (GSM) of new building within the next 10 years to accommodate anticipated growth of programs and replacement of existing buildings, if all assumptions regarding relocation of programs and administration are confirmed.

Should spaces related to Administration and Computer Science not relocate, the required amount of new areas increases to 12,650 gross square meters.

10 year - 1 story
increase in gross building area (w/o housing)

10 year - 3 story
increase in gross building area (w/o housing)

10 year - 4 story
increase in gross building area (w/o housing)

10 Year Growth Prediction
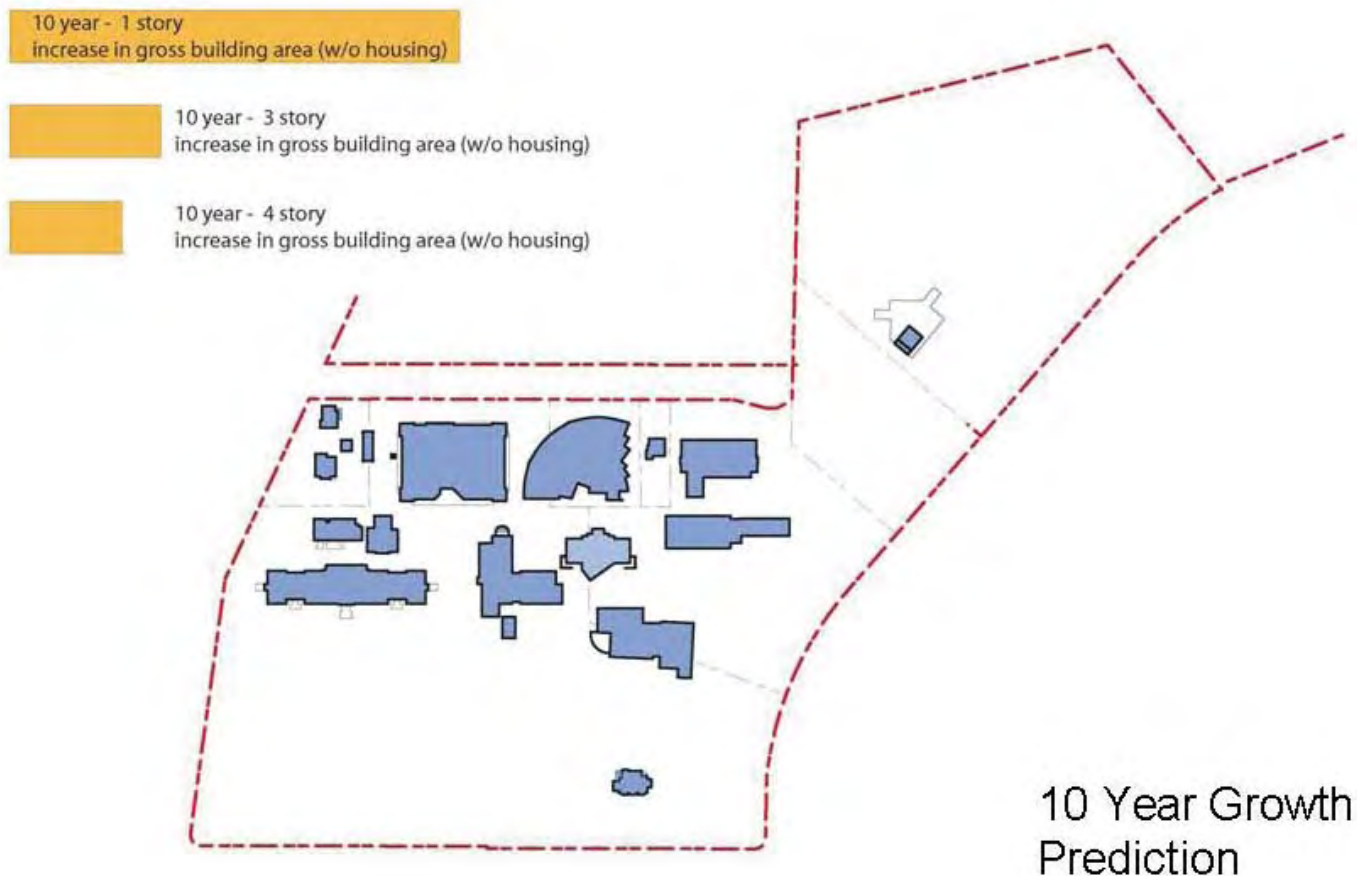
Figure 2.1.a Illustration of Predicted Growth - Lansdowne Campus

2 CAMPUS PLAN	**LANSDOWNE**

2.1.1 Existing Lansdowne Campus Site Plan

This diagram illustrates for orientation purposes the existing buildings on this campus.

Building Legend:

AH	Childcare Centre (Argyle House)
D	Dunlop House
DNT	Dental Building
E	Ewing Building
F	Grant L. Fisher Building
GMT	Grounds Building
HH	Hully House (Storage)
ID	Isobel Dawson Building
LCS	Chemical Storage
LMC	Alan Batey Library / Media Centre
P	Paul Building
PG	Portable G
PS	Pottery Studio
RH	Richmond House
VSA	Visual Arts / Fine Arts Building
WT	Wlna Thomas
Y	Young Building

N

90 SECOND WALK

0   50m   100m

GMT

AH

RH   LCS   F   LMC   HH   ID

VFA   PS   P

Y   E   DNT

PG   WT

D
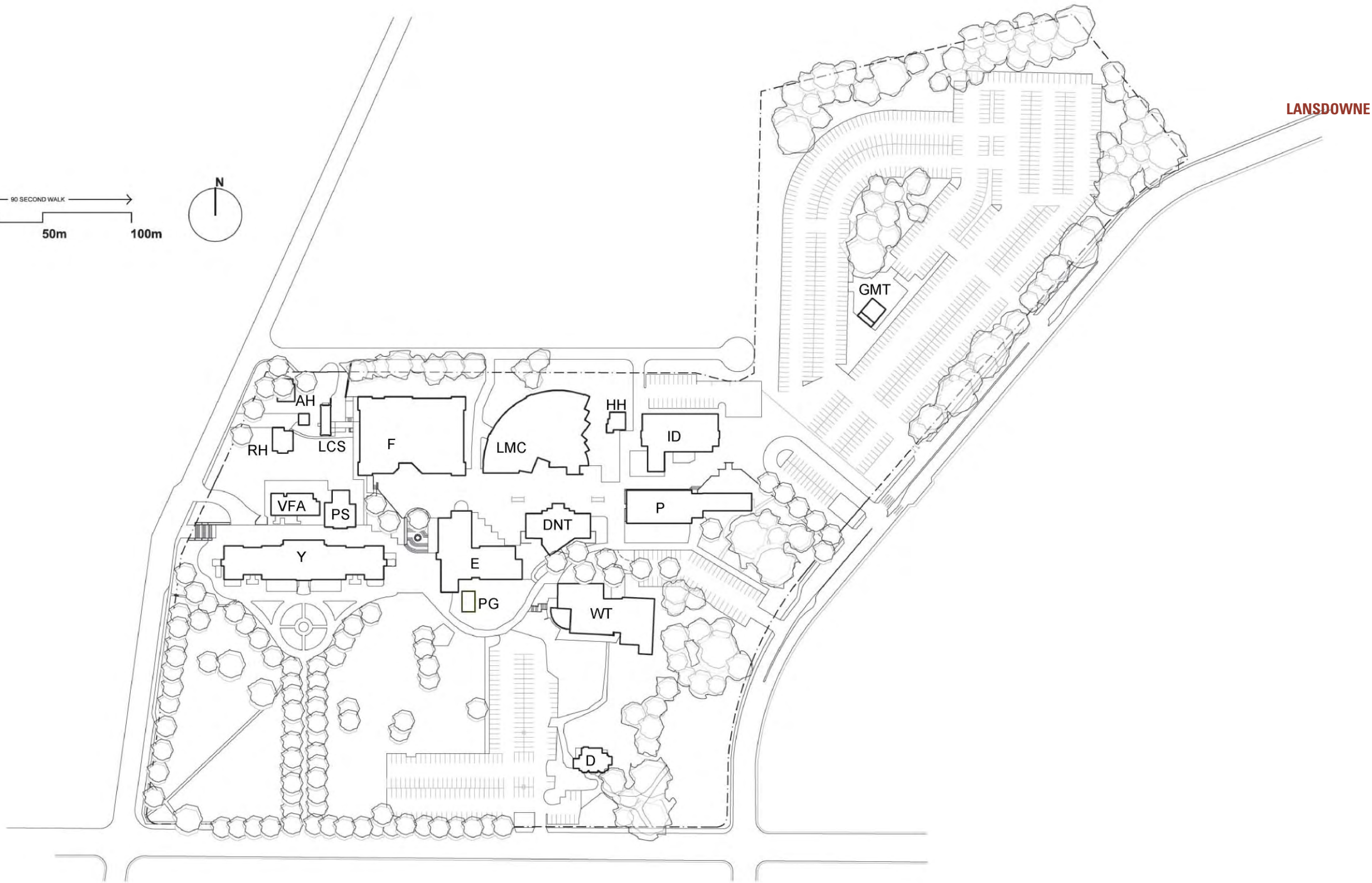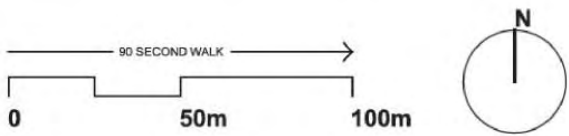
Figure 2.1.1.a - Lansdowne Existing Site Plan

2 CAMPUS PLAN   **LANSDOWNE**

Place 11x17 Lansdowne Organization Diagram foldout here

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2.1.2 Lansdowne Campus Organizational Concept

This diagram illustrates the organizational concept that was developed for this campus. Using the existing concourse as a starting point, the following considerations were addressed:

• Creation of improved connections and relationships between concourse to public streets

• Create a "knuckle" that connects to a new development axis/concourse direction in order to connect to the north-east part of the site

• Definition of identifiable academically oriented, service oriented and housing oriented neighbourhoods

A summary of the range of organizational concepts that were reviewed are included in the appendix section.

This organizational structure best suits the long term development of this site. While the structure respects the existing green space and strengthens the existing concourse with additional density, it also starts a new direction of development along Foul Bay Road. In the long term, it is believed that replacing the Paul Building with new buildings that better address the street, the entry situation and the entrance to Wilna Thomas provides the opportunity for an adequately scaled public "village square". The Dental Building would be renovated to house services for students taking advantage of its central location.

2 CAMPUS PLAN   **LANSDOWNE**

Academic
Zone

Service
Oriented
Zone

Residential
Oriented
Zone

Community Oriented
Point of Arrival and
Entrance to Campus
with Services and Amenities

Figure 2.1.2.a - Lansdowne Organizational Concept Diagram

2 CAMPUS PLAN **LANSDOWNE**

Place 11x17 Lansdowne Organization Diagram foldout here

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2.1.3 Parking Strategies

The program included in this campus plan sees the Lansdowne Campus increasing by 3,680 net square meters (NSM) or about 5,705 building gross square meters (BGSM) within the ten year planning mandate. According to current Saanich parking bylaws of 0.03 stalls per 1 GSM of "college" buildings, this would require a parking stall increase of 172 stalls. It is anticipated that this can be accommodated within the new buildings to be built short-term and mid-term on Site I and II.

In the long term, the plan sees providing structured parking to replace portions of the inefficient surface parking. The structured parking would be constructed in conjunction with possible additional building activity on the north-east portion of the campus (Sites IV, V and VI).

2.1.4 Sustainable Site Strategies

This plan calls for increasing density on already impermeable areas in order to maintain the significant green buffer areas and the culturally and historically important large open green space on the south of this campus.
Possible Building Sites have been determined so that disruption of existing "Garry Oak" tree stands is minimized and.
The building massing and orientation follows standard green building practices in order to harness active and passive means (solar, wind) for energy and indoor air quality efficiency through daylighting and natural ventilation,

2.1.5 Site Plan - Lansdowne Campus

The following site plan represents the potential long-term build-out state of the Lansdowne campus. Landscape and circulation become the defining framework for the development of a coherent campus.

2 CAMPUS PLAN   **LANSDOWNE**

90 SECOND WALK

0   50m   100m

N

Academic Zone

Services Zone

Residential Zone

New Arrival Square - Mixed Use
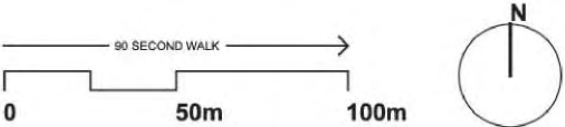
Figure 2.1.5.a - Lansdowne Site Plan

2 CAMPUS PLAN   **LANSDOWNE**

Place 11x17 Lansdowne Site Plan foldout

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2.1.6 Phasing Plans - Lansdowne Campus

The following plan summarizes the consideration of phased implementation. Appendix J provides more detail on this phasing.

The planning range of this campus plan is 10 years. However, in order to ensure that long-term development fits within an overall plan or "vision", potential long-range build-out scenarios beyond this 10 year planning mandate were reviewed as the first step.

The anticipated short term and mid term development was subsequently placed into this long term context.

Definition:
"Short-term":   1-5 Years / 2005-2010
"Mid-term":   5-10 Years / 2010-2015 (Planning Mandate)
"Long-term":   > 10-15 Years / > 2015-2020

Phase 1 (Figure 2.1.6.a) and Phase 2 (Figure 2.1.6.b) accommodate the short-term and mid-term requirements as identified for the 10 year planning mandate. Phase 3 (Figure 2.1.6.c) identifies additional building site opportunities that may be pursued in the long-term.

2 CAMPUS PLAN   **LANSDOWNE**

90 SECOND WALK

0   50m   100m

N

H&HS/ Bookstore to Services/ A&S
1,570 nsm (Renovation)

DNT to Services
695 nsm (Renovation)

New Fine Arts and Arts & Science (VFA/PS/RH/AH)
3,800 nsm (New Facility)

H&HS to A&S
425 nsm (Reuse)

Figure 2.1.6.a - Lansdowne Phasing Plan - Phase 1

2 CAMPUS PLAN   **LANSDOWNE**

Place 11x17 Phasing Plans foldout here

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**New Campus
Service Centre**
2,300 nsm
(Replacement of ID)

**Services and Amenities,
Housing**
(Partnership potential)

**Services and Amenities,
Housing**
1,900 nsm (Replacement)

90 SECOND WALK

0   50m   100m

N

Figure 2.1.6.b - Lansdowne Phasing Plan - Phase 2

2 CAMPUS PLAN   **LANSDOWNE**

Place 11x17 Lansdowne Phasing Plans

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2 CAMPUS PLAN

90 SECOND WALK

0   50m   100m

N

Housing and Parking
(Partnership potential)
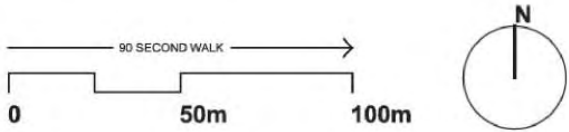
Figure 2.1.6.c - Lansdowne Phasing Plan - Phase 3

2 CAMPUS PLAN   **LANSDOWNE**

Place 11x17 Lansdowne Phasing Plans

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Interurban

2.2 Interurban Site Plan - Introduction

As outlined in the Facility Program Development Interurban Campus will require about between **59,200** and **62,500** Gross Square Meters of new building within the next 10 years to accommodate anticipated growth of programs and replacement of existing buildings. The question of relocating Administration and Computer Network Support from Lansdowne to Interurban is the reason this area is a range rather than a single number. The following graph illustrates the area to be built.

Bar 1 indicates the required footprint if buildings are built as single storey buildings. It is apparent that to accommodate this range of new building area a combination of three or four storey buildings is recommended.

10 year - 1 story
increase in
gross building area

10 year - 3 story
increase in
gross building area

10 year - 4 story
increase in
gross building area

10 Year Growth
Prediction
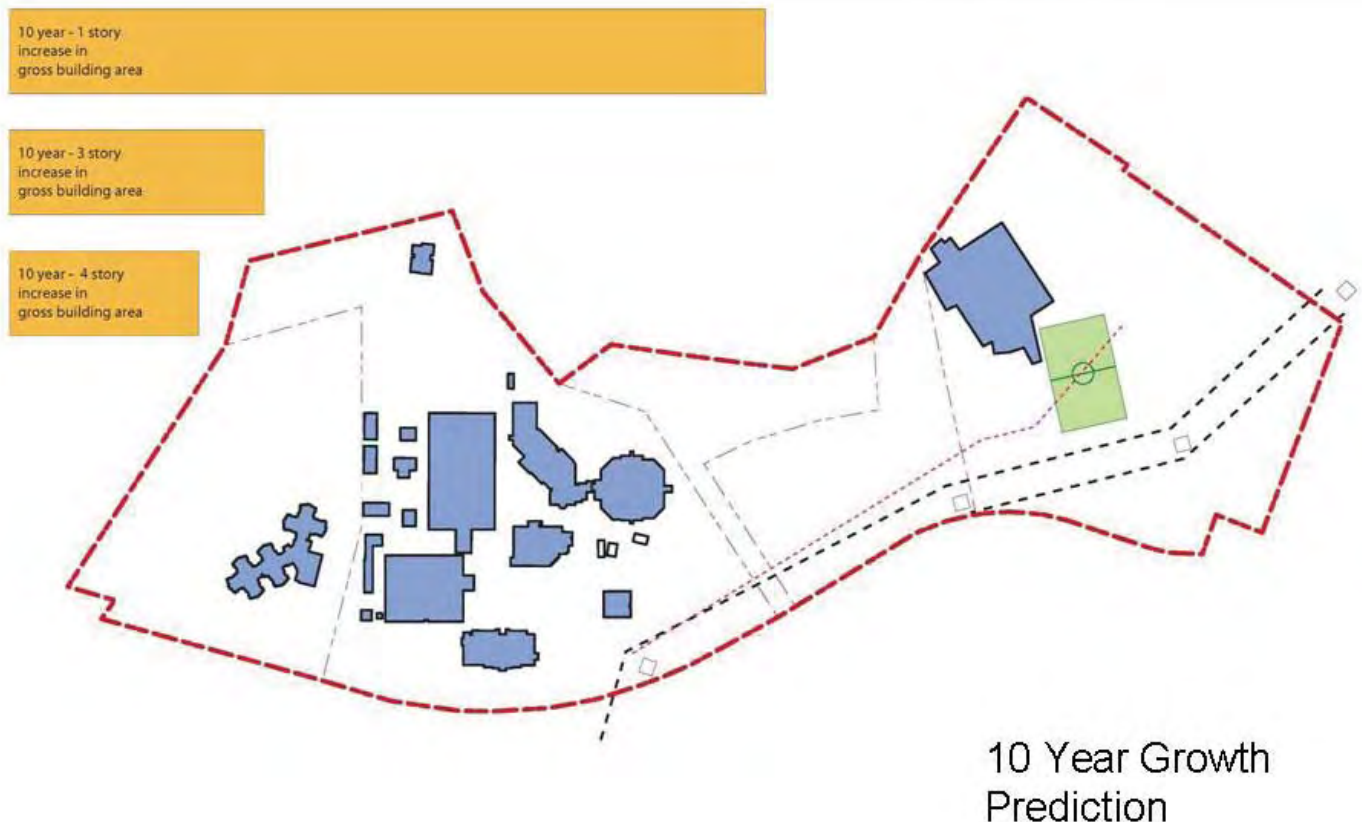
Figure 2.2.a Illustration of Predicted Growth - Interurban Campus

2 CAMPUS PLAN   **INTERURBAN**

2.2.1 Existing Interurban Campus Site Plan

This diagram illustrates for orientation purposes the existing buildings on this campus.

Building Legend

CAF	Helmut Huber Cook Training Centre (Cafeteria)
CBA	Centre for Business / Access
CC	Campus Centre
CDR	Carpentry Drafting Room
CE	Carpentry ELT
CECT	Continuing Education & Contract Training
COF	Coffee Shop
DAY	Childcare Centre
G	Greenhouse Complex
GAS	Welding Storage
ICS	Chemical Storage
JB	Compressor Building
JD	John Drysdale Building
JW	Jack White Building
MAI	Maintenance Building
PA	portable 'A' Classroom
PCC	Portable Carpentry Classroom
RPM	Receiving / Printshop Building
TEC	Technologies Centre
TL	Tillicum Lodge (Storage)
VPR	Veneer Press Room

Vancouver Island
Technology Park

90 SECOND WALK
0   50m   100m
N

DAY

ICS

GAS

MAI

JB

TEC

CBA

TILLICUM
LODGE

RPM

CE

JW

CDR

CECT

CAF

G

VPR

COF

PA

PCC

JD

CC

Figure 2.2.1.a - Interurban Existing Site Plan

Place 11x17 Interurban Existing Site Plan foldout here

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2.2.2 Organizational Concept Interurban

This diagram illustrates the organizational concept that was developed for this campus.

Using an analysis of the topography and circulation pattern axis as a starting point, the following considerations were addressed:

• Creation of improved connections and relationships between existing and newly created campus "anchors", such as the physical centre of campus, the newly to be created Pacific Sports Institute (PSI) and the neighbouring Technology Park

• Creation of a legible centre (commons) to this campus while respecting the landscape based nature of this context

• Integration of student housing into the mix of this campus

A summary of the range of organizational concepts that were reviewed are included in the appendix section.

This organizational structure best suits the long term development of this site.
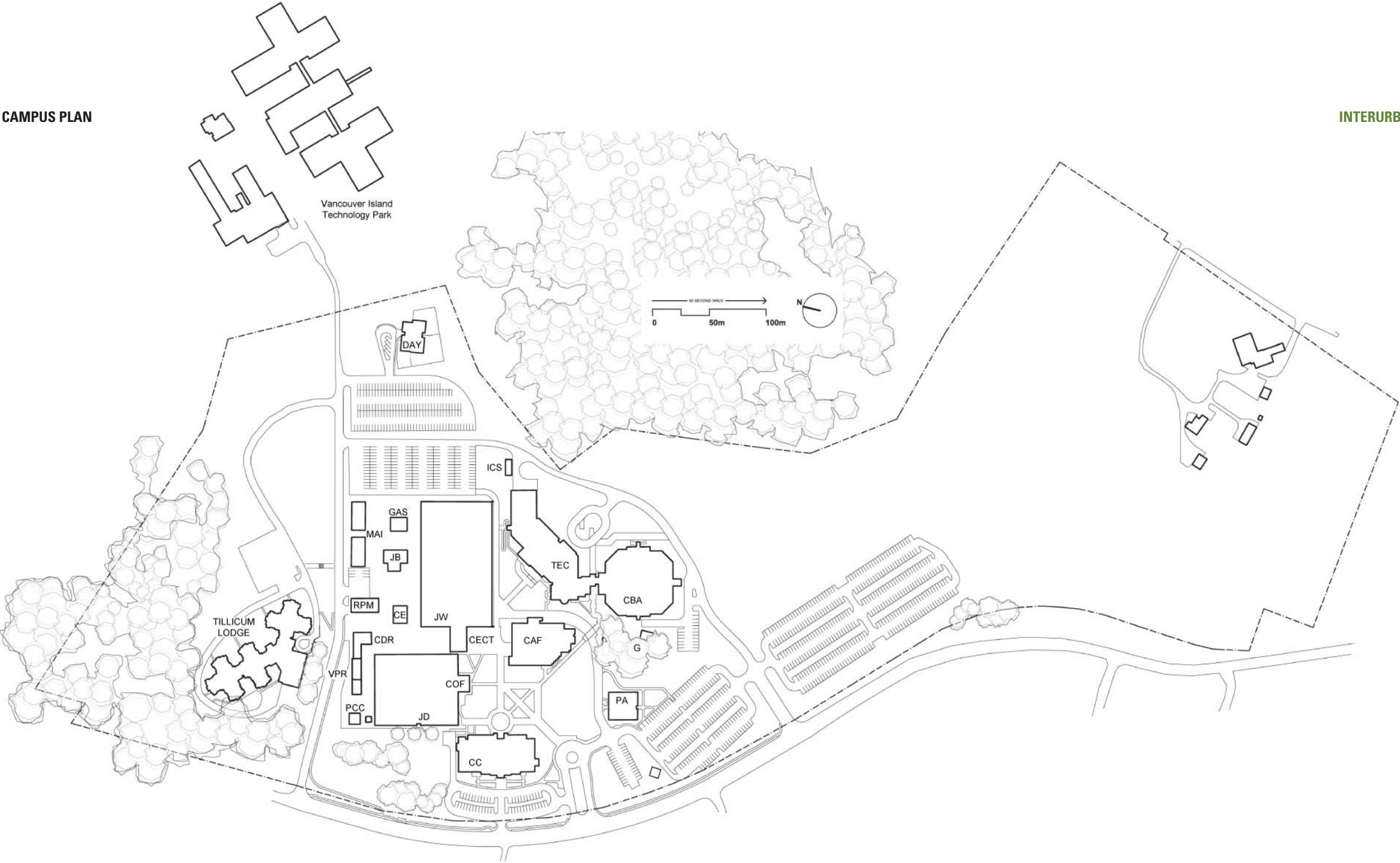The main two goals of the organizational structure are to give this campus some sense of place as well as to allow for a pedestrian friendly connection between the new PSI at one end and the available property on the north end of this campus.

While respecting existing circulation axis and landscape features, a strong connection between the centre of campus and the new PSI will form the backbone of development to the south of the site. Removal of the CE+CT annex (Jack White) is proposed in order to provide for a meaningful connection to the north property across Markham Street.

In the long run, it is recommended to remove the cafeteria building from it's current location in order to allow for more fluent pedestrian circulation between the north and the south of this campus.

Articulation of the east-west axes between the Campus Centre Building and the east side of the campus as well as the Vancouver Island Technology Park beyond is the third strong structuring element of this framework.

Where the three strong developmental axes overlap, a large, landscaped, active centre will be developed that accommodates free pedestrian movement between most centrally located campus buildings, becoming the heart of this campus.

2 CAMPUS PLAN   **INTERURBAN**

Vancouver Island
Tech Park

Career
Oriented
Zone

Trades
Oriented
Zone

Student Housing

PSI -
Recreation
and Program

Service Oriented
Mixed Use Zone

New Bus Loop
Service and
Community
Oriented
Point of Arrival

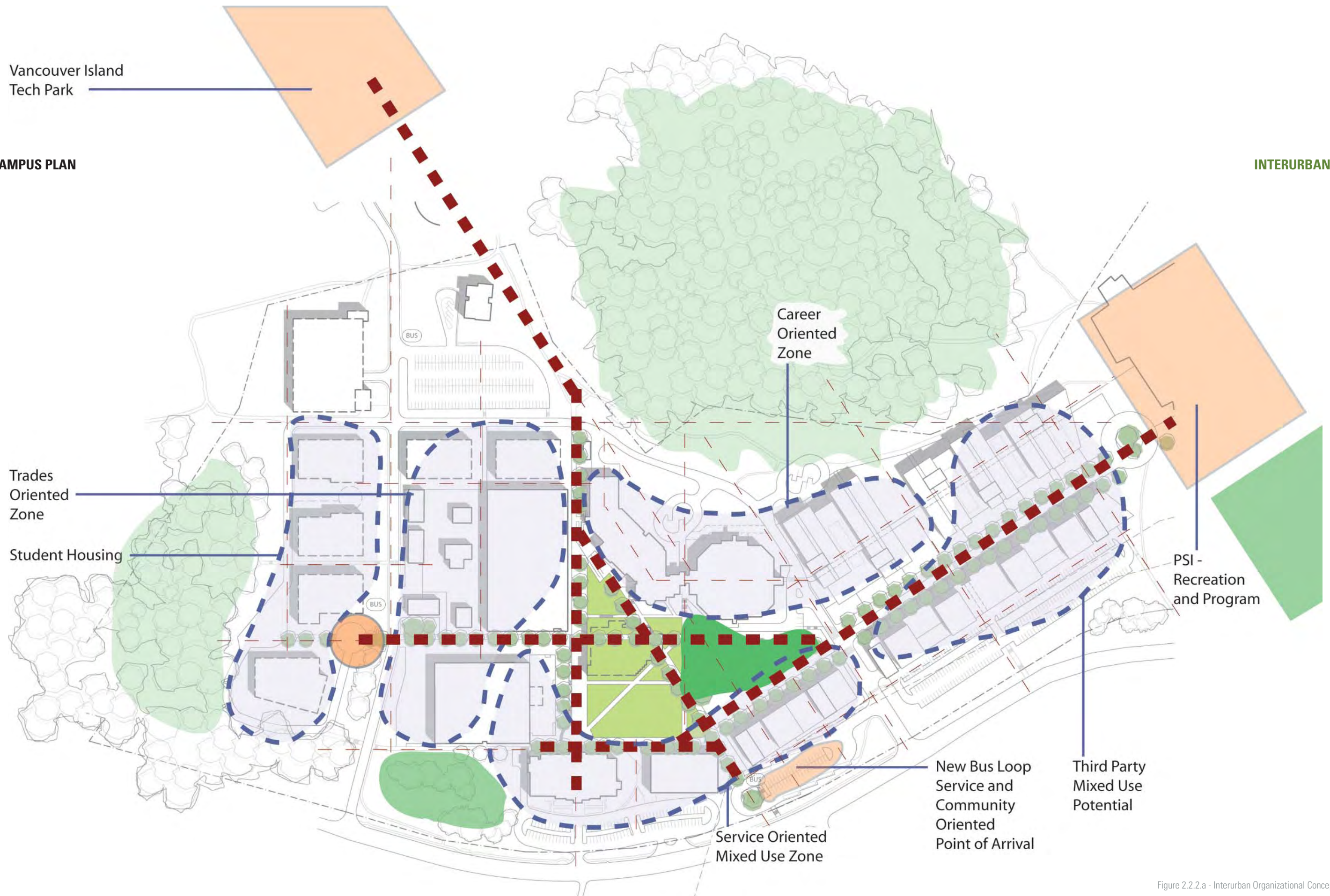Third Party
Mixed Use
Potential

Figure 2.2.2.a - Interurban Organizational Concept Diagram

2 CAMPUS PLAN   **INTERURBAN**

Place 11x17 Interurban Organization Diagram foldout here

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2.2.3 Parking Strategies

The proposed amount of new buildings required on Interurban campus has a significant impact on the parking requirements. The Housing component alone, which is programmed as 32,250 GSM, requires between 185 and 550 new parking stalls depending on their classification.

The programmed gross area of academic building space totals about 63,000 GSM which at current Saanich parking bylaw regulations requires a total parking count of ~ 2100 stalls.

This campus plan adopts parallel strategies to address the increased parking requirement in the context of an understanding that continued reliance on surface parking is economically and ecologically not sustainable.

Strategy 1 sees the inclusion of structured underground parking in most new building components. The topographical nature of building sites I, II and III make the inclusion and access to underground parking relatively convenient.

Strategy 2 sees taking advantage of the current stepped grading of existing surface parking on sites Ia, IV and Vb/Vc to create stacked or tiered multi-level structured parking.

2.2.4 Sustainable Site Strategies

Sustainable site strategies include a focus on increased density at the centre in order to preserve open spaces and the character of the green spaces. Vehicular parking has been concentrated on the perimeter of the campus to increase pedestrian friendliness in the centre. The layout of the building sites and the indicated massing consider green site development strategies such as south orientation and use of topography. The bus-loop has been expanded and relocated so that it is more central to the new PSI oriented development at the south of the campus property. This will allow the new bus loop to become a critical component of any future transit expansion and will further support Traffic Demand Management (TDM) efforts that are already underway.

2.2.5 Site Plan - Campus Plan Build-Out

The following site plan represents the potential build-out state of the Interurban campus. Landscape and circulation become the defining framework for the development of a coherent campus.

2 CAMPUS PLAN   **INTERURBAN**

Vancouver Island Technology Park

DAYCARE

Parking

Additional
Development
Potential

Career Zone

TEC

CBA

Pacific
Sports
Institute

Trades
Zone

Residential
Zone

JW

Parking & Additional
Development Potential

JD

Bus
Loop

CC

Services and
Amenities Zone

N

0   50m   100m

Figure 2.2.5.a - Interurban Site Plan

2 CAMPUS PLAN   **INTERURBAN**

Place 11x17 Interurban Site Plan foldout here

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2.2.6 Phasing and Build-Out

The following plan summarizes the consideration of phased implementation. Appendix J provides more detail on this phasing.

The planning range of this campus plan is 10 years. However, in order to ensure that long-term development fits within an overall plan or "vision", potential long-range build-out scenarios beyond this 10 year planning mandate were reviewed as the first step.

The anticipated short term and mid term development was subsequently placed into this long term context.

Definition:
"Short-term":   1-5 Years / 2005-2010
"Mid-term":   5-10 Years / 2010-2015 (Planning Mandate)
"Long-term":   > 10-15 Years / > 2015-2020

Phase 1 (Figure 2.2.6.a) identifies projects that are currently in design (PSI) or under consideration (third party development adjacent to PSI).

Phase 2 (Figure 2.2.6.b) and Phase 3 (Figure 2.2.6.c) accommodate the short-term and mid-term requirements as identified for the 10 year planning mandate. Phase 4 (Figure 2.2.6.d) identifies additional building site opportunities that may be pursued in the long-term.

2 CAMPUS PLAN   **INTERURBAN**

Pacific Sports Institute
(PSI)

Third Party Opportunity
and parking
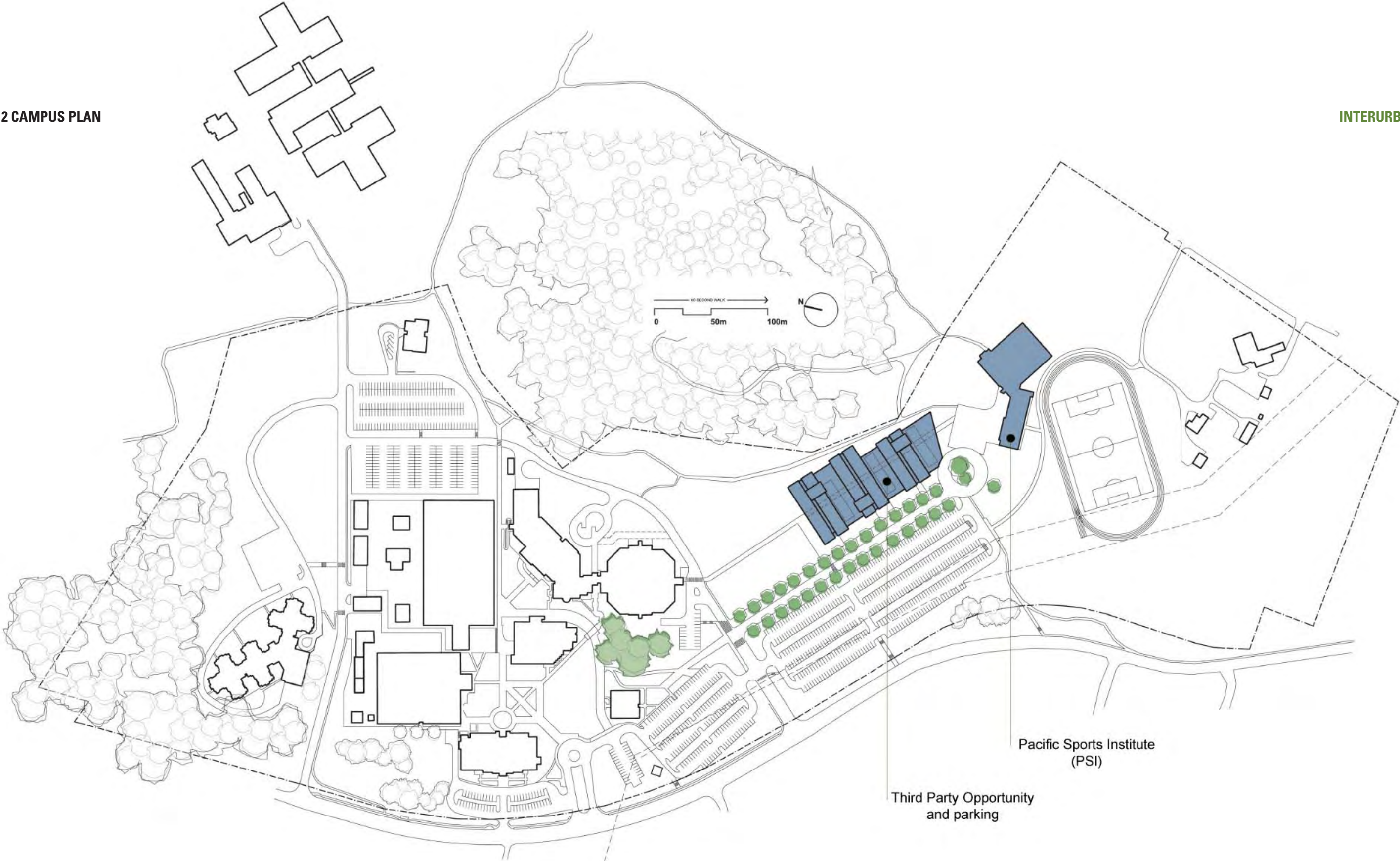
Figure 2.2.6.a - Interurban Phasing Plan - Phase 1: Currently in planning or under consideration

2 CAMPUS PLAN   **INTERURBAN**

Place 11x17 Interurban Phasing Plan foldout here

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Services and General Purpose Classrooms 2,200 nsm

H&HS, TEC/CBA, Services 7,300 nsm

Student Housing 10,750 nsm

Replacement of Temporary Classroom Buildings

Services and General Purpose Classrooms 2,200 nsm

N

0   50m   100m

90 SECOND WALK

Figure 2.2.6.b - Interurban Phasing Plan - Phase 2

2 CAMPUS PLAN   **INTERURBAN**

Place 11x17 Interurban Phasing Plan foldout here

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Parkade

Student Housing
10,750 nsm

Services General
Purpose Classrooms
2,200 nsm

Administration,
Services 1,700 nsm

Figure 2.2.6.c - Interurban Phasing Plan - Phase 3

2 CAMPUS PLAN   **INTERURBAN**

Place 11x17 Interurban Phasing Plan foldout here

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Future Expansion Areas

Parking and Third Party Opportunity

2 CAMPUS PLAN INTERURBAN

Place 11x17 Interurban Phasing Plan foldout here

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Tab 3

Aerial Image of Lansdowne Campus

Interurban Campus Main Entrance

3.0 Background Documentation

The following pages provide additional background information on the

- Process of the Campus Plan
- Principles and Assumptions
- Site Planning Principles
- Camosun College's Strategic Plan 2006
- Camosun College's Education Plan

The **Principles and Assumptions** that were developed and reviewed by the Campus Planning Steering Committee as well as the **Strategic Plan** and the **Education Plan** are vital foundations for the development of this campus plan.

The Principles and Assumptions are structured into

- General planning principles and assumptions
- Principles around campus life
- Principles and assumptions on academic programming
- Principles on increased utilization

The Strategic Plan formulates the College's Mandate, Values, Visions and Goals.

The Education Plan supports and articulates the College Mission in the educational endeavors of the institution and provides a tactical implementation of the College's Strategic Plan.

Both Plans are included in their entirety in the appendix. The key points as they relate to the development of this Campus Plan are summarized in this section.

3 BACKGROUND

3.1 Process of the Campus Plan

In January of 2005, Camosun College issued a Request For Proposals seeking a consultant to develop a Campus Plan to guide the college through the next five to ten years, taking into account educational needs, the strategic plan, existing sites, newly acquired land and the PSI initiative.

As a result of this RFP, **Terrence Williams Architect Inc.** (TWA), **Hughes Condon Marler: Architects** (HCMA) in collaboration with **Resource Planning Group** (RPG) were chosen by Camosun College to provide the consulting services to develop the plan.

Concurrent with the consultants work the college has undertaken a review of the Strategic Plan and the Education Plan.

Consultants for this project include:

Terry Williams Architect Inc.
Hughes Condon Marler : Architects
Resource Planning Group
Peterson Galloway Ltd.
Keen Engineering Ltd. (now Stantec)
Applied Engineering Solutions Ltd.
Thornley BKG Consultants Inc.

Members of the Camosun College Campus Plan Steering Committee:

Shirley Bassett
Kevin Carter
Suzanne Flannigan
Brian Genge - Resource
Gillyan Haden
Jacqueline Halliburn
Fred Hughes
Paul McGeachie - Chair
Paul Merner
Ybo Plante
Baldev Pooni
Rosemary Smedley
Iris Thomson-Glen
Josh Zotzman

The process of developing the campus plan for Camosun College largely followed a process of data and background gathering, data and background analysis, and a synthesis phase which focused on the development of planning and design criteria for the subsequent design of preferred development options.

The campus plan project was guided by a Campus Plan Steering Committee (CPSC) (see above). The committee established a series of planning principles and reviewed planning assumptions.

The following stakeholders were involved or consulted:

- Camosun College Student Society (CCSS) & Students
- School of Health & Human Services
- School of Business
- School of Arts & Sciences
- Registration & Student Services
- School of Trades & Technology
- School of Access & First Nations
- President / Human Resources / International
- Co-op / Cont. Education and Contract Training (CE/CT)
- Finance & Ancillary Services
- Physical Resources
- Technology & Learning Support

Data Collection Phase

Background data and information gathered during the development of this campus plan include:

- Camosun College Strategic Plan
- Camosun College Education Plan
- Principles and Assumptions established by the CPSC
- Facilities Information System (FIS) data on space usage
- Plans of current building stock and campus sites
- Stakeholder Consultation (Students, Staff, Administration)

- Architectural, structural, mechanical and electrical assessment of current building stock and campus sites

Analysis Phase

The analysis phase included review of the following

Facilities Program: The Facility Inventory System (FIS) data provided by the college was reviewed and compared against areas calculated from floor plans provided by the college. The spaces were categorized into functional components, based on the FIS classifications as well as on-site review of the actual or apparent use.

This component structure was used for all planning purposes and formed the basis for projected future area requirements.

Planning Directions: Stakeholder consultation meetings, steering committee meetings, public "town hall meetings" and online surveying took place in conjunction with the annual update process to the strategic plan.

From this body of information and feedback, key elements were distilled that gave direction to the campus planning process.

Figure 3.1.a: Process Framework Illustration
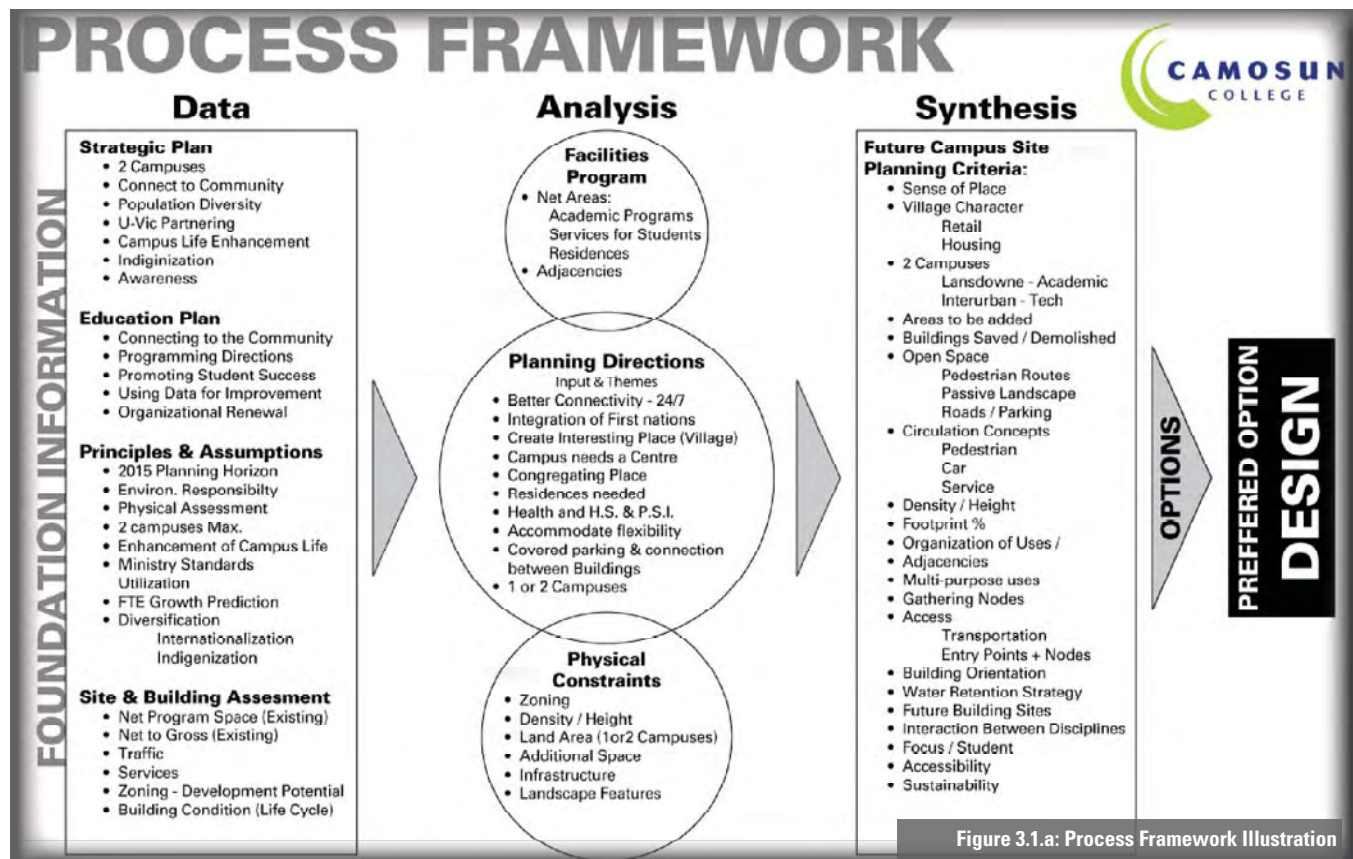
3 BACKGROUND

Physical Conditions: Individual buildings as well as the overall campus sites were assessed and analyzed. Buildings were reviewed for their age and condition as well as structural integrity and ability to withstand seismic activity. The building systems underwent a review. The findings of the building assessments are summarized in the attached building assessment document (Appendix F).

Each Campus then underwent a site analysis that reviewed and documented traffic networks and landscape features.

Key findings of both the building and the campus site analyses and their impact on the planning concepts are summarized in section 4.4.

Synthesis Phase

The findings of preceding phases were used to develop campus plans for the two campuses.

Facilities Program: In order to provide meaningful planning directions for the next ten years, it was important to determine not only the expected overall building areas required for each functional component, but also to make logical recommendations regarding the distribution of these areas between the two campuses.

A distribution matrix was developed that translated the planning directions and assumptions into a facilities program for each individual campus. A programmatic vision or focus was developed for each campus. Some of the functional components were assumed to be relocated from one campus to another in order to compliment these visions.

Combined with areas that are currently existing but need replacement, this future facilities program results in a prediction of required areas that need to be constructed within the next ten years in order to adequately serve the goals stated in the strategic and educational plans.

Site Planning: based on the site analysis of each campus, potential organizational concepts were developed and feasible building sites were determined.

For each campus, the organizational concepts were narrowed down to a preferred option, and this option was then further developed. A potential build-out site plan was developed that not only accommodated the projected growth within the ten year planning mandate of this process, but also looked beyond that period to include long range development visions.
Suggestions on phasing the development were formulated, addressing and prioritizing immediate and long term needs.

Critical in the development of these campus site plans was the incorporation of not only the physical site constraints, site potentials and immediate programmatic needs, but also of an overall vision for the long term character and image of each campus.

3.2 PRINCIPLES AND ASSUMPTIONS

General Planning Assumptions and Principles

1. The Campus Plan will be based on the 2003 – 2005 Education Plan and the 2004 Strategic Plan & Update. The Plan will be informed by the current work on Strategic Plan 2006, which is being conducted concurrently.
2. The Campus Plan will be based on community need as summarized in Strategic Plan 2006 and ascertained through consultation with the campus communities in the course of campus planning.
3. The planning horizon for the Campus Plan is 2015, with longer term trends considered.
4. The Campus Plan will consider a range of options for overall campus organization at the Lansdowne and Interurban sites; increases to the number of main campuses on Vancouver Island will not be considered.
5. The Campus Plan will identify facilities that are at or nearing the end of their functional and physical life cycles and will consider strategies for decommissioning facilities and changing their use in the face of reduced demand.
6. The Campus Plan must accommodate as much flexibility as is feasible to accommodate change in an unknown future and must support the functional needs of all members of its learning communities.
7. The Campus Plan will work to develop facilities that support and reinforce Camosun College's competitive edge.
8. The Campus Plan will be based on sustainable cultural design principles to support the College's goal as a known leader for environmental responsibility.
9. Following the College's stance on sustainable design principles, the Campus Plan will explore transportation strategies that minimize the need for additional parking.

10. Alternative funding and development strategies for enhancing student service spaces will be considered.
11. The Campus Plan will respect and build on the site and landscape features of each of the College's campuses.
12. The Campus Plan will assume that learning, services and operations make optimal use of technology, balancing innovation with cost effectiveness.

Principles Around Campus Life

13. Student, faculty and staff interaction and their increased connectedness with the College is an important goal of the College, which will be explored through enhanced food services, library services, informal study and lounge areas, recreation services, and other social and spiritual avenues.
14. The Campus Plan will acknowledge the significance of the "indigenization" of the campus.
15. The Campus Plan will acknowledge the increasing diversity and internationalization of the campus communities.
16. Student support services will be more visible and accessible.
17. The Campus Plan will include facilities for excellence in teaching and program development.
18. The Campus Plan will explore the provision of student residences.
19. A large congregating space will be provided to support official College functions. This space will be used to support the needs of Continuing Education and Contract Training, as well as being available to the community.

Assumptions and Principles Around Academic Programs

20. Build out to 2015 will accommodate a total workload of up to 8,275 student FTE's (see Assumption #21 below), including Base, Non-Base and International workloads, with cap-

3 BACKGROUND

acity retained at each campus to accommodate additional future growth along with strategies developed to accommodate changes in demand.

21. The following assumptions for Base- and non-Base-funded and International student growth to 2015 will provide an overall target size within which the Schools must allocate program growth:

School	Student FTEs
Access	1,145
Arts and Science	2,590
Business	1,575
Health and Human Services	1,045
Trades and Technology	1,780
Pacific Sport Institute	140

22. Andragogical and pedagogical developments and trends will be explored and incorporated into the Campus Plan.

23. Distributed learning will play an increasingly important role at Camosun College, both in the growth in numbers and participation of students in fully on-line and hybrid courses.

24. Continuing Education and Contract Training has unique program needs, which will be included in the Campus Plan.
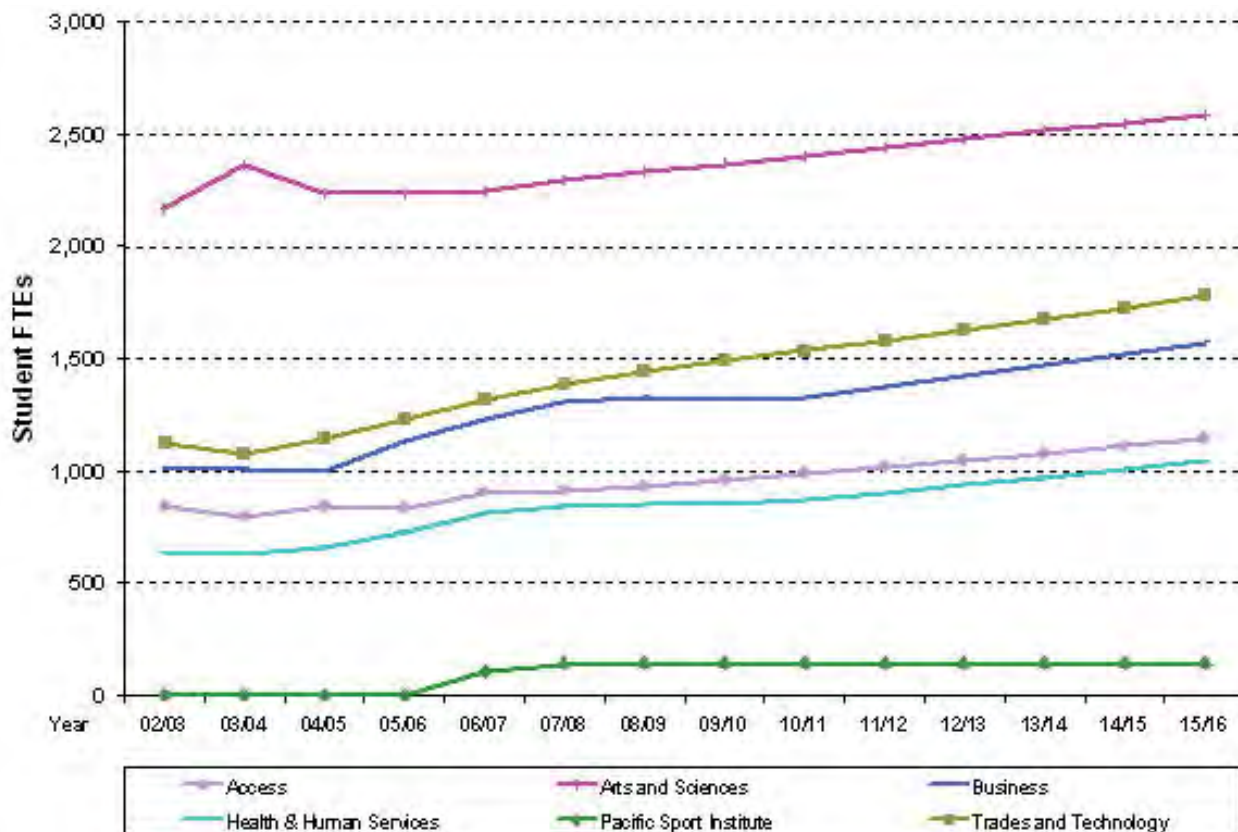

Figure 3.2.a: Targeted FTE Growth 2005 - 2015

Assumptions and Principles for Increased Utilization and Accountability

25. Planning will be based on Ministry instructional space utilization standards of 1,000 ASCH/ST ST for classrooms and labs and 825 ASCH/ST ST for teaching kitchen and shops. Increased utilization will be achieved by increasing student access through the delivery of programs at non-traditional periods in the day, week, and year, with workloads from May to August accounting for 21% of overall workloads, and through additional courses and programs offered through Continuing Education and Contract Training. A new and improved computerized scheduling system will be implemented, ensuring that scheduling practices are consistent between Schools and programs.

26. The total planned areas for food services; library, lounge and study; overall office space; and additional support space will be compared with overall Ministry guidelines based on student workload targets.

3.3 SITE PLANNING PRINCIPLES

The following site planning criteria form the basis for the development of the campus plan concept.

1. The plan must allow for the development of a "centre," a recognizable place of common ground that is the crossroads of the main campus circulation routes.
2. Schools and departments should be organized to form recognizable zones in the campus.
3. Pedestrian and vehicular circulation rights of way should be the framework of the campus plan, creating building sites that can be developed over time.
4. The framework should be reinforced by a landscape concept and also respect the natural landscape features of the site.
5. The plan must respect and respond to the surrounding context, be sensitive to municipal by laws and goals.
6. The plan should not only allow for separate residential zones, but also have the flexibility to integrate residential uses across the plan.
7. The plan must recognize the issues of phasing in considering existing structures and have the flexibility to change if campus development constraints change.

3 BACKGROUND

3.4 STRATEGIC PLAN 2006-2008

Concurrent with the campus planning process, the 2002-2005 Strategic Plan has been revisited and a new updated strategic plan was presented to the Board of Directors in early 2006. The campus plan was able to benefit from stakeholder consultation that took place during the Strategic Plan update and has been developed to support its goals.
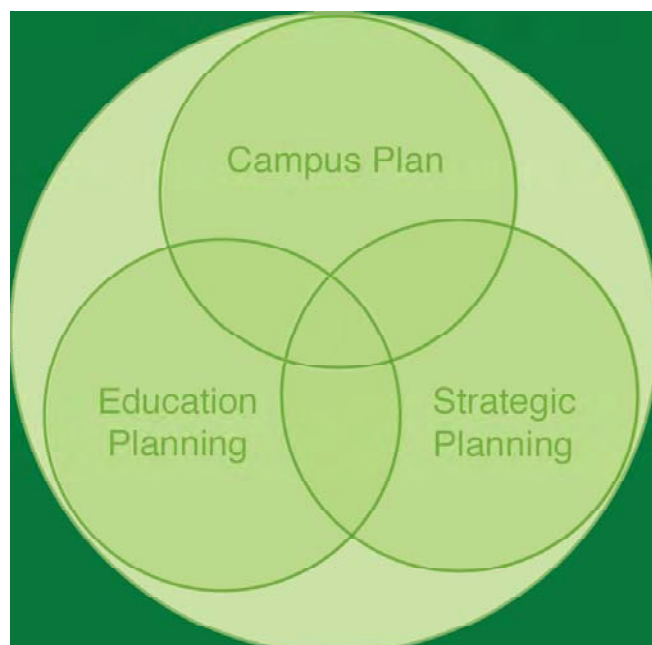
A summary of the strategic plan follows:

Mandate

Founded in Victoria, BC in 1971, Camosun College is a publicly funded post-secondary institution mandated by the Ministry of Advanced Education to provide comprehensive:

(a) courses of study at the first and second year levels of a baccalaureate degree program,

(b) courses of study for an applied baccalaureate degree program,

(c) post-secondary education or training

(d) adult basic education, and

(e) continuing education.

Mission

The College's mission statement, approved by the Board in March 2002, states:

"Camosun College is a comprehensive educational institution providing our community with access to the knowledge and skills relevant to the future economic and social development of the region."

Values

1. A Commitment to Learning
We commit ourselves to a community of learning and to the teaching and learning relationship wherever it is found.

2. A Focus on the Student
We meet the diverse needs of our communities in many ways, but the student must be the ultimate focus and beneficiary of our activity.

3. The College is its People
It is people who create the value in the learning relationship and in the services that support and sustain it. We all contribute to the teaching and learning environment.

Figure 3.4.a:
Inter-relationship between Strategic Plan, Education Plan and Campus Plan

4. A Dedication to Service
We dedicate our efforts to providing quality service and to continuously improving what we do. We focus our areas of expertise to meet our communities' needs and our actions continually strive for excellence and value.

5. A Spirit of Respect
Everyone matters. We engage our students, the public and each other with dignity, respect, compassion, honesty, openness and inclusiveness. We celebrate the diversity of our community.

Process

A Strategic Planning Steering Committee was formed that guided the process, which included:

- *Connections day input on strengths and opportunities*

- *broad input to a new Camosun Vision*

- *College-wide input to key planning questions*

- *extensive input from business, industry and community leaders on trends, issues and educational need*

- *a roundtable with regional education partners and providers*

- *extensive labour market research*

- *competitive analysis*

- *an extensive environmental scan*

- *focus groups and surveys with potential, existing and past students*

- *a survey of the general public*

- *College-wide input to strategy development and refinement*

- *communication and feedback throughout the process as it evolved*

Several key trends emerged, including:

- *a massive labour market shift as the baby boom generation retires and replacement workers fill employment vacancies*

- *expansion of the knowledge economy and in particular those sectors where the applied and technical skills of a college education are requirements*

- *the continued expansion of technology into education, commerce and service provision*

- *the need for responsive programming and flexible access to education*

- *increasing competition in our system resulting from capacity oversupply and increasing penetration by private enterprise*

Student Housing enhances Campus Life

3 BACKGROUND

- *the need to increase focus and awareness on our image and reputation*

- *increased consumer awareness and the demand for quality and service*

Vision

*" **Camosun is its' people. Our learners are our reason for being; our employees are passionate about education and service; our partners enhance our strengths; our graduates are our ambassadors; our record of success speaks for itself. "***

Camosun College is a village of learning, a gateway on the Pacific Rim. Here one can discover the pathway to one's passions or actualize the dream of a chosen career in an inclusive, open meeting of diverse local and international cultures. We proudly provide exceptional quality learning opportunities across the lifespan, across disciplines and for an ever-changing dynamic world citizenry.

Camosun is the college of choice for study and work, devoted to the learners' success and the well-being of the internal community, driven by a transparent, sustainable structure. Camosun positions itself in the local and international community with strategic partners and alliances that form unique learning partnerships to provide a competitive edge in securing satisfying careers and developing abilities for global citizenship. Our flexible programming supports all learners, and our commitment to renewal ensures development of all employees, programs, facilities, processes and services. By valuing respect, diversity, excellence, service, accountability, flexibility, professional renewal and team-work, Camosun sets and delivers a high standard of education for all its community members.

Issues and Goals

The Issues and strategic goals that emerged from the process are:

Issue 1: Populations

goal 1: Attract and serve a broader range of students by building on our programming strengths and experience

Issue 2: Responsive Programming

goal 2: Revitalize and reorient our existing programming to meet the increasingly diverse learning needs of our changing populations.

Issue 3: Marketing and External Relationships

goal 3: Develop and nurture strong relationships within our communities and our region, while continuing to advance our reputation by communicating our strengths and value through a unified, focused and impactful marketing campaign.

Issue 4: Indigenization, Multiculturalism & Global Citizenship

goal 4: Distinguish ourselves as an institutional leader in cultural diversity through work with indigenous peoples and the international and multicultural communities.

Issue 5: Competition, Affiliation & Partnership

goal 5: Strengthen our position as an institution of choice by building on our experience with successful partnerships and affiliations, in particular with organizations that share our mission and values .

Issue 6: Quality, Value & Service

goal 6: Commit to excellence and outstanding value in everything we do for the people and organizations we serve.

Issue 7: Sustainability, Productivity & Accountability

goal 7: Strengthen the sustainability of the institution

by building practices and workloads that improve productivity, cost effectiveness, and revenue-generation while fostering ecological and social values.

Issue 8: Involvement & Communication

goal 8: Build a culture of heightened respect, openness and trust and encourage effective involvement toward common goals.

Issue 9: Employee Development & Excellence

goal 9: Attract, develop, and retain members in all employee groups who enhance the institutional commitment to excellence, relevance and flexibility.

Issue 10: Campus Development & Campus Life

goal 10: Attract, develop, and retain members in all employee groups who enhance the institutional commitment to excellence, relevance and flexibility.

3.5 EDUCATION PLAN 2003-2005

The purpose of Camosun's Education Plan is to support and articulate the College Mission in the educational endeavors of the institution. The Education Plan also provides a tactical implementation of the College's Strategic Plan:

- *By identifying the major populations that the College will serve over the planning period, and their important characteristics and needs;*

- *By striving to meet the educational needs of these populations by establishing the strategic directions of our course and program offerings and mechanisms for access; and*

- *By setting the framework for educational services that enrich the learning environment and foster student success.*

The Education Plan also mediates between the

College Strategic Plan and the institution's operational planning and budget, providing a context and guide for the latter, based on the concepts and strategic direction of the former. In this regard the Education Plan has a three year planning window in parallel to the Strategic Plan but provides direction for annual activities of the College. It is accordingly based mainly on Goals 1 and 2 of the Strategic Plan, but references appropriate other parts.

The Education Plan is itself organized into five Goals, and within each are found the Strategic Projects and more general Strategies that provide guidance over the planning period.

Enabling Principles of the Education Plan

In the compilation of strategies and strategic projects that comprise the Education Plan, five guiding or enabling principles were established.

Principle 1: All strategic projects within the Education Plan will receive appropriate resource consideration through the budget development process.

Principle 2: All activities within the Education Plan will demonstrate fiscal responsibility and open accountability for results.

Principle 3: All programs and services within the Education Plan will attempt to maximize quality, effectiveness, and improved student outcomes.

Principle 4: All courses and programs within the Education Plan will attempt to maximize access and facilitate entry and exit transitions, as well as enhanced bridging and laddering between levels.

Principle 5: All services and processes within the Education Plan will be framed within the perspective of meeting student needs and enhancing the learning environments provided by the College, in recognition of the following principles:

Guiding Principles for a Learning-Centered College

The primary purpose of Camosun College, student

3 BACKGROUND

learning, invites us to continually focus on the goals, decisions, and processes that support learning-centered practice. In this way, we consciously and collectively foster the development of Camosun as a learning-centered college.

A Learning-Centered College:
- *Supports student learning consistently as a first priority*
- *Assesses and evaluates every service and program in the context of how it supports and contributes to student learning*
- *Fosters a climate in which the promotion and support of student learning is recognized as everyone's responsibility, and everyone is respected and valued for their contribution*
- *Fosters the learning needs of all of its members*
- *Demonstrates its effectiveness through a commitment and ability to change in order to improve learning*

With student learning as the purpose and focus of everything we do at Camosun College, we are guided by a number of principles:

Four Guiding Principles of Learning-Centred Practice

With student learning as the purpose and focus of everything we do at Camosun College, we are guided by the four principles listed below. In relation to each principle, there are several statements that focus and guide the actions and practices of all members of our college community.

Principle 1 People who access Camosun College are diverse.

Principle 2 Learning is an active process occurring in a variety of social contexts.

Principle 3 Assessment is fundamental to learning.

Principle 4 All staff, faculty, and administrators at Camosun College are learners.

Impact of Education Plan on Campus Plan

The following are those Goals, Strategies and Strategic Projects formulated in the Education Plan that directly impact the programmatic and physical considerations of the Campus Plan as well as the Facility Program that was developed for the next 10 years:

GOAL 1: CONNECTING TO THE COMMUNITY
Strategy 1.1 Research Future and Emerging Community Needs
Strategy 1.4 Partnership Development

GOAL 2: PROGRAMMING DIRECTIONS
Strategic Project 2.3: New Programming Initiatives
Strategy 2.5: Distributed Learning
Strategy 2.6: Increased Access
Strategic Project 2.7: Planned Growth in First Nations Education
Strategic Project 2.8: Planned International Education Growth
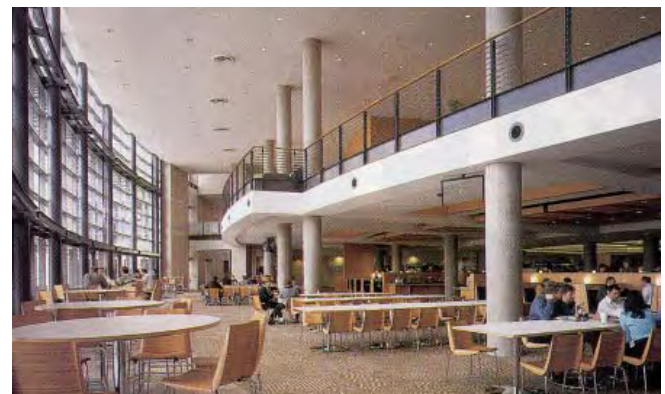
GOAL 3: PROMOTE STUDENT SUCCESS
Strategic Project 3.3: Connecting Our Students
Strategic Project 3.4: Student Services Review and Redevelopment

GOAL 5: ORGANIZATIONAL RENEWAL
Strategic Project 5.2: Teaching and Learning Centre
Strategic Project 5.3: Academic Schedule review

Quality Spaces and Services for Students enhance Campus Life

3.6 Environmental Sustainability

The *Executive Summary of the 1995 Environmental Guidelines* prepared for British Columbia's Universities, Colleges and Historians (attached in Appendix section) presented a series of environmental design guidelines, goals and strategies to support the realization of the objectives stated below:

• Respect for Natural Systems: New university, college and institute facilities should be conscious of and responsive to, the ecology of the site and of existing natural systems.

• Energy Use: Institutions should strive to reduce overall quantities of energy used and to use sustainable energy sources as much as is technologically possible.

• Resource Use: Institutions should approach facilities development and operation with the aim of using land, material and water resources in the most efficient and effective manner.

• Health and Well-Being of Users: Institutions should ensure that indoor environments are healthy and comfortable.

• Integration of Principles: Institutions should strive to effect a comprehensive and holistic environmentally sustainable approach to development and operation by consideration of all of the above issues.

Three distinct issues are emphasized, they are:

• Environmentally sensitive campus planning

• Effective maintenance and operation

• Comprehensive, integrated design approaches.

Since that time the Canada Green Building Council has been formed and **LEED®** (Leadership in Energy and Environmental Design) has been created which is increasingly being used as an evaluating tool for design and construction of sustainable buildings.

In October 2005, an application guide has been issued by the US Green Building Council that provides direction in applying LEED-NC ("New Construction") to projects in a campus or multi-building setting, such as corporate campuses, college campuses, and government installations (i.e. a single owner or common property management and control).

It is intended for projects where
a) several buildings are constructed at once or in phases, or
b) a single building is constructed in a setting of existing buildings with common ownership or planning with the ability to share amenities or common design features.

This campus plan recommends that Camosun strive to have all new construction LEED® certified and that the college develop a policy around the minimum level of LEED® to be achieved. The planned Pacific Sports Institute is anticipating LEED ® Gold.

Use of "grass-pavers" decreases impervious surfaces

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Tab 4

4 EXISTING CONDITION - ANALYSIS

Table of Contents Chapter 4

4 EXISTING CONDITION - ANALYSIS

4.1 Facility Inventory System (FIS) Data Review

The Facilities Inventory System (FIS) is a computerized inventory of all the rooms, buildings, lands and campuses for each college and institute in the British Columbia Post Secondary System. It includes a variety of information, such as the description of each room, its use, measurements, area, etc.

Each institution is responsible for the upkeep of its own inventory. The complete inventory is maintained by the British Columbia Ministry of Advanced Education.

The consultant team reviewed FIS information and compared the information contained therein with drawings provided by the College. In addition, the consultant team toured the College's facilities and generally noted the use made of each space.

The FIS information, which is based on the net area of rooms, generally conformed to the plans provided to the consultants and tour observations, with a 1% difference at Lansdowne campus and a 5% difference at Interurban campus.

For a detailed review of the results of this review and comparison see Appendix D - Facility Inventory System Data Review.

Specific concerns include:
* Classrooms (110) that are allocated to a program rather than identified as a College resource; this is evident across both campuses and all program areas;
* Inconsistency between room codes and room descriptions; and;
* Allocation of space for the Library, which appears to be substantially different from observed areas.
* For areas, the consultant team is not certain whether the FIS data or the drawings are more up-to-date. Ideally, these should correlate. A policy of amending both concurrently would serve to alleviate any discrepancies.

4.2 Stakeholder Input on Existing Conditions

During the stakeholder consultation undertaken as part of the strategic planning process, numerous "issues" or concerns were identified that were to find consideration in the development of the campus plan.

The following is a summary of some of these key concerns. Complete survey results as well as minutes of stakeholder meetings and workshops are included in the appendix.

•There is a lack of informal student study and gathering space throughout the campus, both linked with program areas and as a general campus amenity. These areas should be technologically enabled, through wireless networks and provision of power.

• Classroom activities would benefit from better environments: including less ambient noise; more appropriate space including problem-based learning labs and breakout rooms, and classroom sizes that better reflect the student cohorts.

• Students currently need to travel from one campus to another for their courses. This creates undue hardship. Programs should be organized to minimize or eliminate the need for this travel.

• In general, more amenities should be provided -- from project and breakout rooms, to general assembly areas, to the development of a campus centre -- all of which would ensure that the College is seen to be a destination, adding to the life and vitality of each of the campuses.

• Due to the need to operate two campuses, significant redundancy in services is required, increasing operating costs or, conversely, decreasing service levels. For example, in order to control costs, the Registrar and Student Services have hours that do not meet the needs of students enrolled in evening and weekend courses.

• Residences would assist in the development of a campus that operated on a 24/7 basis, increasing the vitality of the campuses.

• While some of the program areas minimized the need for the Library as an academic support, the campuses would generally benefit from the development of Learning Commons in conjunction with the Libraries that have significant computer resources, offered longer hours of operation and a variety of study environments for both groups and individuals. In addition, the development of student services in conjunction with the Learning Commons should be explored, integrating functions like assessment, advising and help centres with the Learning Commons.

The Clock Tower on the newly renovated Young Building

4.3 History of Camosun College

Camosun College enrolled its first students in September 1971 when it opened as a two-year institution offering university transfer, vocational and upgrading courses to the residents of southern Vancouver Island.

The roots of the College reach back as far as 1914 when the Young Building was built as Victoria's first Normal School on part of a seven and a half acre plot belonging to the Hudson's Bay Company. The school's enrollment at that time was about 275.

During the war, the Young Building was converted into a military hospital. It was not until 1946 when the building was returned to its original function. This time, however, it was shared by the Normal School and by Victoria College, which became united in 1955.

In 1967 the Normal School and Victoria College moved to the site of the Gordon Head Campus of the University of Victoria and the Institute of Adult Studies was established by the Greater Victoria School Board. The Institute of Adult Studies made its home in the Ewing Building and became the first centre in Canada to offer daytime courses for adults wishing to upgrade to high school graduation.

From the inception of the Institute, local interest in a community college grew. On October 9, 1970 Victoria residents voted in favour of establishing a college, and soon plans for "Juan de Fuca" College were underway. The provincial government formally approved the college on October 27, 1970.

In 1971 the college councilors voted on a name change, and "Camosun" (pronounced Cam-O-sun) was chosen, as it was an early name for Victoria. It is originally a Lekwungen (Songhees) name for an area of Victoria where different waters meet and are transformed.

3 BACKGROUND

By September of 1971 the final steps toward the realization of a college were taken when Camosun (Lansdowne campus) and the BC Vocational School (Interurban campus) merged to become BC's ninth community college - Camosun College.

During the 70's and 80's the college saw one major construction project with the opening of the Grant Fisher Building on the Lansdowne Campus in 1980. Other projects completed during the 1980's include:
- Receiving / Printshop Building (Interurban - 1983)
- Carpentry ELT (Interurban - 1984)
- Portable 'G' (Lansdowne - 1988)

During the early to mid 1990's Camosun College saw significant expansion of it's building stock. New construction during this phase included:
- Dental Building (Lansdowne - 1990)
- Alan Batey Library (Lansdowne - 1991)
- Technologies Centre, Maintenance Building, Chemical Storage and Portable 'A' Classroom Building (all Interurban - 1992)
- Grounds Building and Chemical Storage (Lansdowne - 1992)
- Campus Centre and Centre for Business/Access (Interurban - 1994)
- Coffee Shop and Childcare Centre (Interurban -1995)
- Wilna Thomas Building (Lansdowne - 1995)
- Pottery Studio (Lansdowne - 1996)

In 2000 the Young Building on the Lansdowne Campus was significantly renovated, including a complete re-build if the exterior facades.

4.4 Built Environment

This Section analyses the physical conditions, constraints and opportunities of the built environment. It focuses on a review of the built and natural environment including the site and building stock.

Camosun College is currently comprised of two campuses, the Lansdowne Campus and the Interurban Campus.

This poses both opportunities and challenges for the college and the students.

Among the opportunities are the possibility of tailoring the programs to the specific location to take advantage of nearby located institutions, such as the Vancouver Island Tech Park adjacent to the Interurban Campus or the University of Victoria located in close proximity to the Lansdowne Campus.

Challenges include transportation of students and staff between the two campuses, some required doubling up of administrative spaces and personnel and the need to provide adequate services for students at two locations.
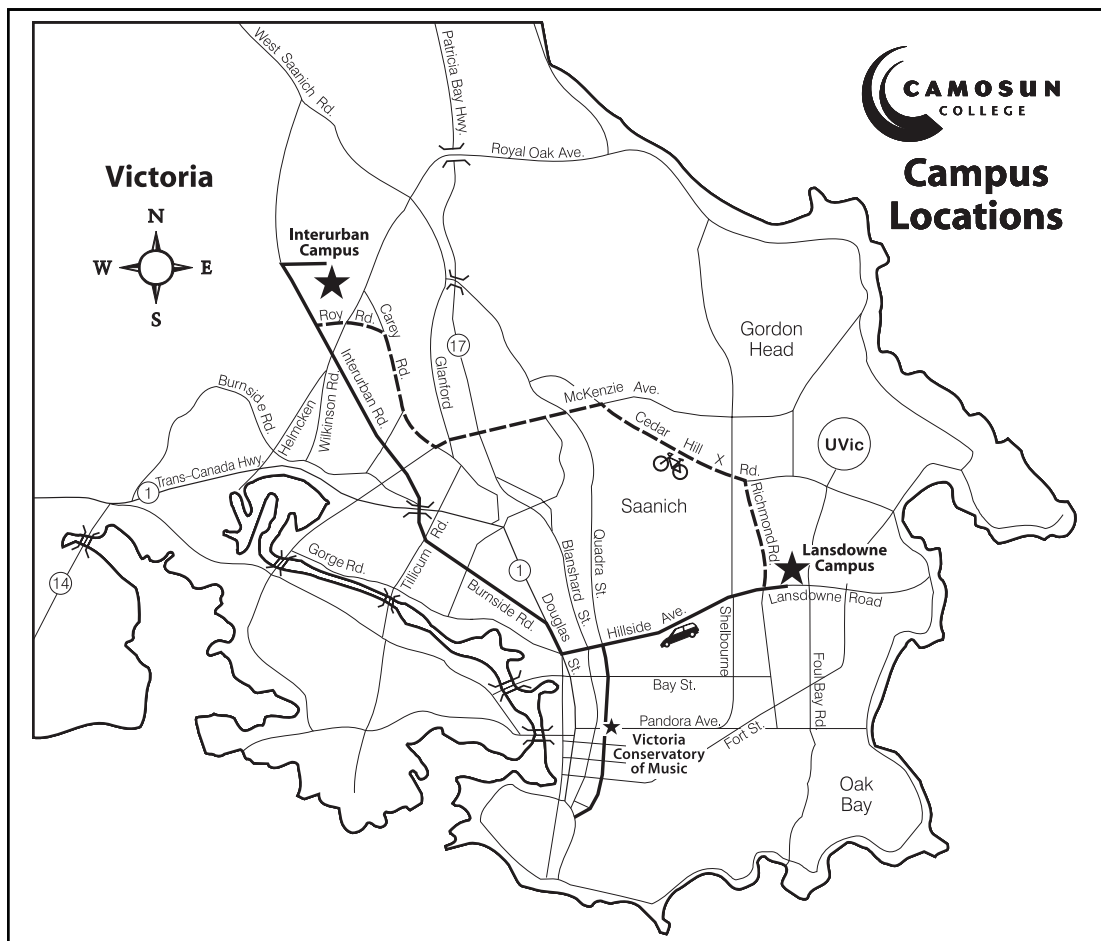

Figure 4.4 a: Overview map indicating both campus locations

4 EXISTING CONDITION - ANALYSIS   **LANSDOWNE**
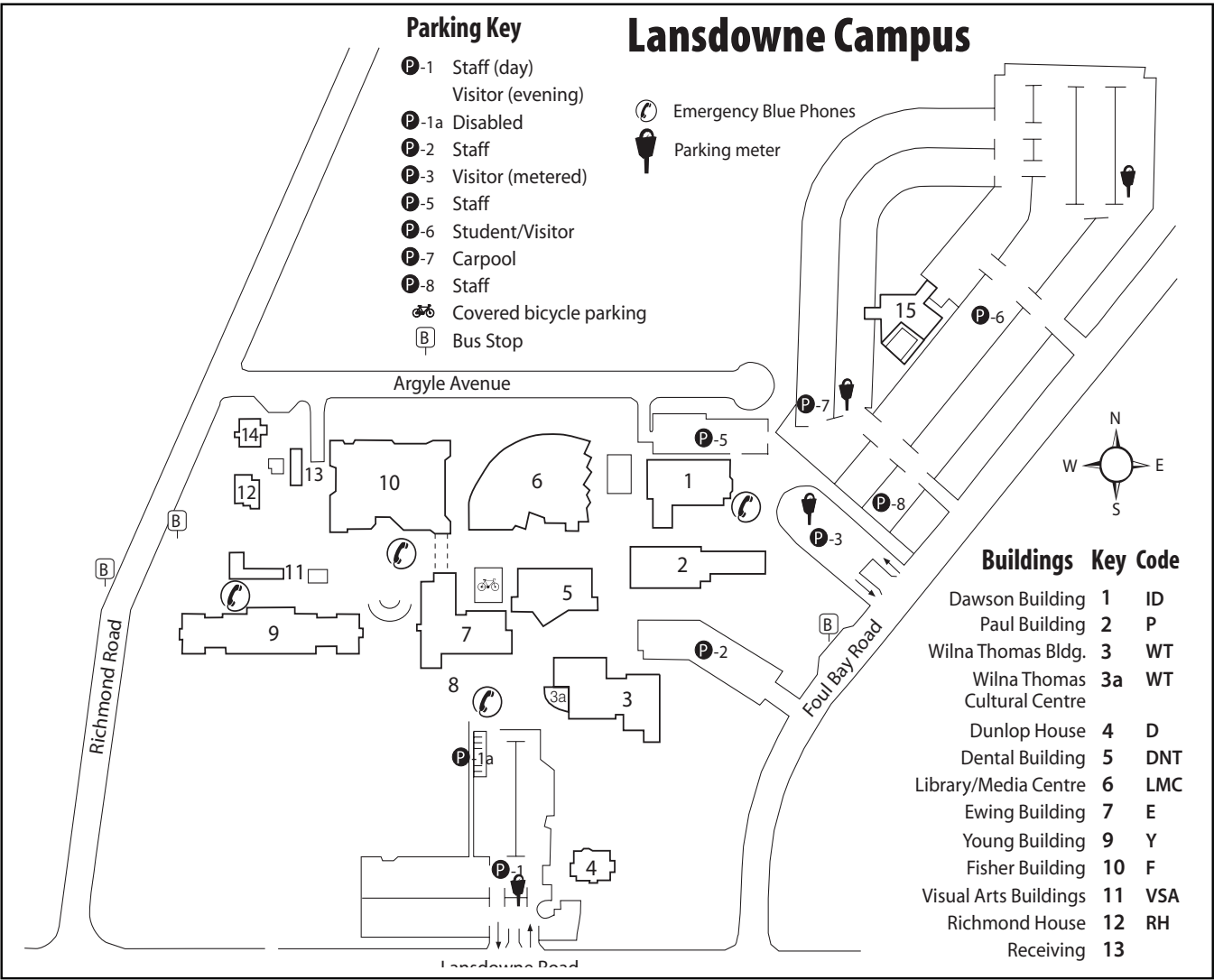
4.4.1 Lansdowne Campus

Figure 4.4.1.a: Orientation Map of Lansdowne Campus

4.4.1.1 Orientation and Description

Lansdowne campus is located high on the corner of Lansdowne and Foul Bay Roads, offering views of Victoria and the Olympic mountains.

Each semester, Lansdowne campus has roughly 4,500 students enrolled in university transfer, college preparatory and access programs, as well as career programs in arts, science, business, health and human services.

The campus facilities are surrounded by on-site tree-lined grounds.

Surrounding the campus are residential neighbourhoods.

4.4.1.2 Zoning and Community

Jurisdiction
The Lansdowne campus site straddles the border of the Corporation of the District of Saanich ("Saanich") and the Corporation of the District of Oak Bay ("Oak Bay"). All existing building with the exception of the Ground and Maintenance Building are located within Saanich Jurisdiction.

Zoning
Four individual properties make up the Lansdowne campus site. Of these one small property (Hully House) is zoned RS-6 (Single Family). The remaining properties are all zoned P-1, however the zoning regulations for a P-1 zone vary slightly between Saanich and Oak Bay.

Heritage Designation Bylaw
Heritage Designation Bylaw 4338 (1979) protects the Young Building (with exception of the north facing wall, which was excluded from protection to permit future expansion of the building to the north) as well as the grounds to the west and south of the Young Building.

Community Heritage Register
Two structures on this campus are included in the community heritage register: The former street car shelter along Richmond Road at the stairs that lead to the Young Building, and the Dunlop House.

Community Plan
On the Saanich side, the campus falls within the *Shelbourne Local Area Plan* adopted in 1998 and amended in 1999.
The local area plan addresses Camosun College within the context of '*10.0 - Institutions*'.

The notable points raised within the Local Area Plan regarding Camosun include:
- Recognition of the need to replace the Fine Arts Annex
- Recognition of ongoing renovations and updating of aging facilities to improve educational delivery
- Parking in adjacent residential areas poses a problem which is being alleviated by increased parking regulation enforcement

Policies developed for Institutional buildings that impact the development of this campus include:
- *10.3 Require that site design, building scale, and landscaping respect neighbourhood character and the natural environment.*
- *10.4 Investigate opportunities to enhance public access, circulation, and green space across institutional lands as part of the neighbourhood greenway plan.*
- *10.5 Review applications for new institutional uses or expanding facilities and minimize disruption to residential areas by:*
    a) prohibiting any access or egress via residential streets.
    b) requiring that parking areas are adequately screened or located away from residential property to minimize noise and visual impacts.
    c) considering the expected hours of operation and functions of the use.
- *10.6 Maintain the existing policy to ensure that Argyle Avenue and Ernest Avenue do not provide*

access to the major areas of Camosun College.

- *10.7 Continue to support the traffic demand management initiatives of Camosun College to reduce automobile trips and the need for additional parking.*
- *10.8 Consider reduction of parking requirements for new development at Camosun College, only if the traffic demand management initiative can be shown to have been successful.*

The Oak Bay Official Community Plan (1997, last updated 2005) addresses Camosun College in conjunction with the University of Victoria under

36 -EDUCATIONAL FACILITIES - Postsecondary:

...Camosun College also has direct effects upon the community because of its location along Foul Bay Road and adjoining low-density residential neighbourhoods."

(2) OBJECTIVE 1: Work with [...] Camosun College to address issues arising out of the presence of these large institutions in the Municipality.

(a) While there are benefits to having institutions of higher learning within the Municipality, those benefits are often accompanied by certain "side effects" which should be continually monitored and addressed to maintain harmony with adjacent neighbourhoods and the community as a whole.

(b) These effects include increased demands on sewer, water and road infrastructure as well as a significant number of calls for assistance to the fire department. In particular, spillover parking and traffic generated from these institutions should continue to be closely monitored to minimize their impact on adjacent neighbourhoods.

(c) In cases where [...] Camosun College submits a major development proposal which would be located in close proximity to residential properties in Oak Bay, the Municipal Council should offer its input [...] with a view of minimizing any negative impact of the development on nearby residents.

4.4.1.3 Buildings

The Alan Batey Library (Library Media Centre - "LMC", number 6 on above map), opened in 1991, is located prominently in the centre of the campus. The Dental Health Education Centre ("DNT", 5), opened in 1990, stands opposite the Library. The newest facility on campus is the Wilna Thomas Building ("WT", 3) with its adjoining Cultural Centre, built in 1995.

The Isobel Dawson building ("ID", 1) is the centre for most student services, including information & registration, advising, financial aid, assessment, counselling, and the career resource centre.

The Fisher building ("F", 10) houses the campus bookstore and cafeteria, as well as many classrooms, labs and offices for nursing, biology, physics, chemistry and other disciplines. The Paul Building ("P", 2) and Richmond House ("RH", 12) also provide space for classrooms, labs and offices. The child care centre is located in the Argyle House ("AH", 14) and looks after about 30 children on campus. The Paul Building is also home to the administration offices on the lansdowne campus.

Across the concourse from the Fisher Building sits the Ewing Building ("E", 7) which accommodates the First Nations Education and Services as well as classrooms and faculty offices for the business, access, geography, computer sciences, math and other disciplines.

In the southeast corner of the campus, the Dunlop House ("D", 4) built in 1928 serves as a heritage setting for the Hotel/Restaurant Management program's student-operated restaurant. This building is listed on the community heritage register.

The 1914 Young Building ("Y", 9), with its clock tower and Italian Renaissance architecture, presides over the south-west corner of the campus and recently underwent two years of restoration. This building as well as the grounds to the west and south are protected from development by heritage designation bylaw 4338.

4.4.1.3.1 Building Assessment - Lansdowne

Fig. 4.4.1.3.1.a: Summary of remaining building lifespan assessment

An assessment of existing building stock was completed by a team of consultants. Architectural, structural, mechanical and electrical issues were reviewed.

Additionally the current use of each programmed room was identified and classified according to a functional component structure that is further elaborated on in the Master Program (Chapter 5). This existing use was then compared against the FIS information and any significant discrepancies were noted.

The purpose of the building assessment is to determine the expected life span of each building based on structural or functional criteria and recommend to either **retain, recycle** or **replace** the buildings.

Numerous buildings have been classified as needing replacement within the time frame of this campus plan.

Others have been classified as deserving to be recycled, which can mean that the building is worth re-using, but possibly in a different location or for a different use. Alternately, the recycled classification can mean that continued use of this building will require significant upgrading in order to serve well into the future. It may also mean that it is more economical to replace the building all together rather than incur the cost of upgrading.

The final category is the category of buildings that are to be retained with little or no upgrading required over the next ten years.

The complete building assessment report is included as an appendix.

4.4.1.3.2 Figure Ground - Lansdowne

Figure 4.4.1.3.2.a: Existing Figure Ground

A review of the figure ground on this campus reveals that all buildings are clearly clustered into a concentrated area within the site. This is also apparent in the low FSR of .26 and Building Site Coverage of around 10%.

The buildings loosely fall into two categories:
• Institutional buildings with large footprints, and
• Residential scaled, smaller buildings

4 EXISTING CONDITION - ANALYSIS   **LANSDOWNE**

4.4.1.4 Site - Lansdowne

The following is a review of the physical site condi-
tions, including challenges and opportunities.

4.4.1.4.1 Traffic and Circulation

4.4.1.4.1.1 Vehicular Traffic - Lansdowne
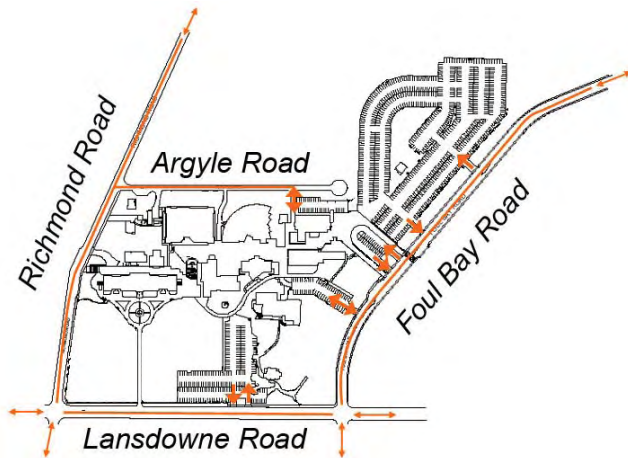
Figure 4.4.1.4.1.1.a: Vehicular Traffic

Roads
Most property lines around Lansdowne Campus
border on public roads. South of campus runs
Lansdowne Road, classified as a major road; to the
east is Foul Bay Road, classified as an artery. To the
west of the campus is Richmond Road, classified
as a collector road (north of Lansdowne Road) and
as a major route (south of Lansdowne Road). The
northern campus edge borders on Argyle Road, a
residential cul-de-sac as well as some back prop-
erty lines of adjacent residential properties.

On campus there are service roads providing emer-
gency vehicle access to buildings, as well as parking
lot traffic lanes. There are no public roads crossing
the campus.

Site Access
There is one parking lot access with a separated
entrance and exit lane from Lansdowne Road and

three parking lot accesses off of Foul Bay Road, two
of which have separated entrance and exit lanes.
One (staff) parking lot is exclusively access from
Argyle Road.

The day-care centre located at the corner of
Richmond and Argyle has a short-term drop-off
parking lot for exclusive use by day-care parents.

Service and Emergency Vehicle Access
The Fisher Building, Library/Media Centre and
Isobel Dawson Building are easily accessed from
Argyle Road, however this does present a potential
conflict with the adjacent residential land use.

Residential and Institutional uses along Argyle Road

Emergency Vehicle access is currently provided to
all buildings.

4.4.1.4.1.2 Parking - Lansdowne

Automobile Parking is provided on campus exclusively in form of surface parking. Staff are provided with decals and can park both in dedicated staff parking lots as well as all visitor and general parking stalls. There are also stalls that are reserved exclusively for car-pool vehicles. These vehicles must be registered as car-pool vehicles with the college.

Image of typical gravel parking stall and paved drive aisles

There are eight parking lots as identified on overview map (see 4.4.1.1):

- P1 and P1a provide 186 stalls that are dedicated for staff parking during the day and visitor parking in the evenings. Additionally there are 8 metered stalls in this lot.
- P2 provides 56 stalls of staff parking
- P3: 27 metered stalls in the drop-off loop
- P5: 42 stalls for staff parking and 4 service vehicle stalls
- P6 and P7 provide 458 and 201 stalls respectively that are available to staff and visitors (students)
- P8: 44 staff parking and dedicated car-pool vehicle stalls

The total parking count is 1020 stalls.

A majority of the stalls are constructed in a combination of paved drive aisles and crushed gravel stalls, reducing the overall impervious site coverage.

4.4.1.4.1.3 Transit and Bicycle - Lansdowne

Three bus lines provide service to the Lansdowne campus location. Bus stops on Richmond Road and Foul Bay Road come closest to the pedestrian concourse, but in both cases, pedestrians are required to cross the street at uncontrolled crossings depending on the direction of travel. There is currently no bus loop on campus grounds.

Covered bicycle parking is provided in a very central location along the main concourse.
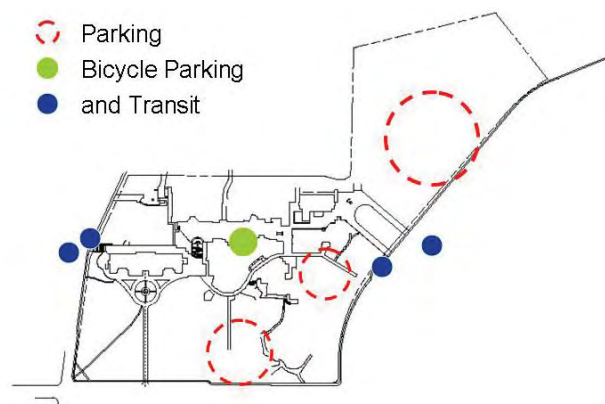
Figure 4.4.1.4.1.3.a: Public Transit Stops and Bicycle Parking

Covered Bicycle Parking

4.4.1.4.1.4 Pedestrian Circulation - Lansdowne

The main characteristic of this campus from a pedestrian perspective is the rather successful attempt at creating a human-scaled main concourse (A in plan below). This is accomplished through a combination of hard and soft landscaping, bicycle parking as well as seating opportunities and which provides access to main entrances of most main campus buildings. The connection between the drop-off area (B) and this concourse requires some improvement as part of any future development.

Concourse
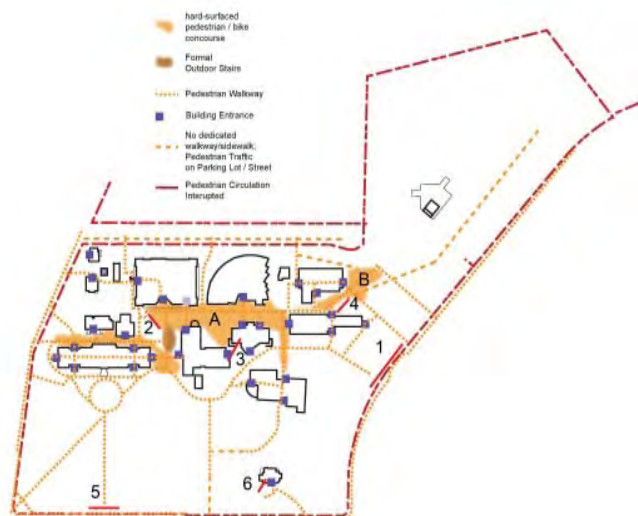
Figure 4.4.1.4.1.4.a: Pedestrian Path Network

The combination of dedicated pedestrian concourses and paths, as well as the use of service

lanes and access drives provide a relatively complete network of pedestrian circulation.

There are some noticeable exceptions where pedestrian traffic is interrupted and should be repaired by any future intervention:

1 - The bus stop on the west side of Foul Bay Road is not well connected to the pedestrian path system. Patterns in the grass indicate that a lot of pedestrians use the treed and grassed area as a short cut.

2 - The circulation between the lower concourse cafeteria and the upper concourse / Fine Arts Complex is a little cumbersome due to the topographical change and the current landscaping solution

3 - There is no direct exterior path between the covered bicycle parking area and the Wilna Thomas Building due to change in topography

4 - topography and landscaping create a perception of detour when accessing the main concourse from the bus stops on Foul Bay Road

5 - a locked gate at the end of the tree lined road leading up to the Young building belies the formal landscaping in this area

6 - The landscaping and topographical changes around the Dunlop House make for a less than ideal connection between the main campus and this building.

The Hub:

A prominent feature within the campus is the formal stair case that connects the lower concourse with the Young and Ewing buildings on the upper level. Regrettably, these stairs face north and as such are less inviting as informal gathering space than they could otherwise be due to lack of direct sunlight

4.4.1.4.2 Landscape and Site

4.4.1.4.2.1 Topography - Lansdowne
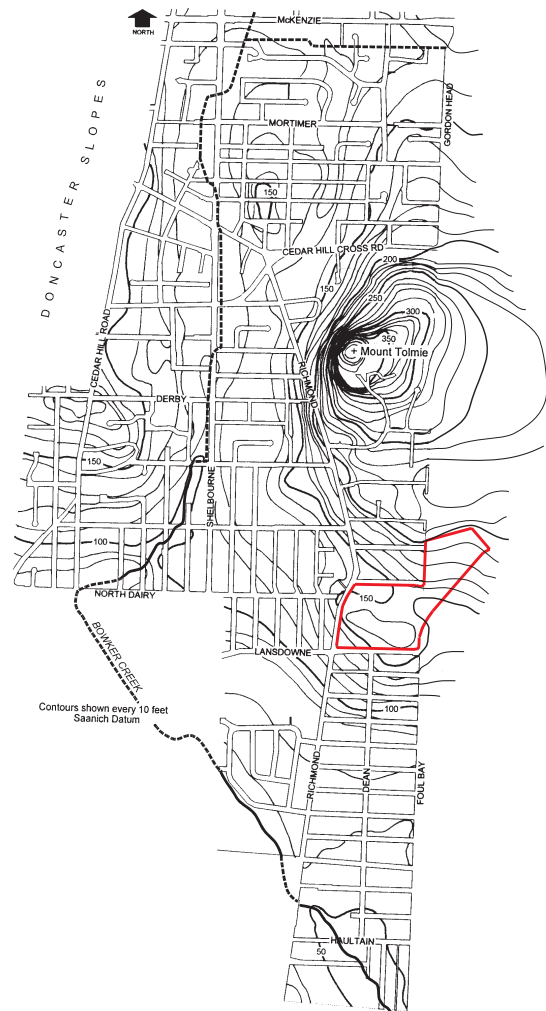
Figure 4.4.1.4.2.1.a: Topographical Context

Topography contributes strongly to Lansdowne Campus' sense of place.

Context: Against a back drop of Mount Tolmie - one of the higher topographical features in the vicinity - the site generally slopes from a high point in the north-east corner to a low point in the south-west corner.
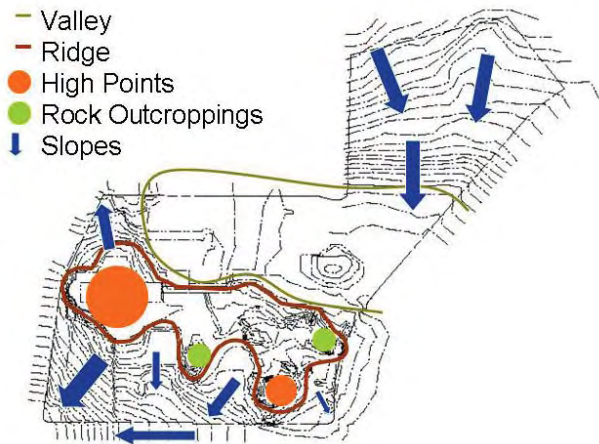
Figure 4.4.1.4.2.1.b: Topographical Features

The site exhibits four distinctly different topographical conditions:

1 The North-East Portion of the site consistently and gently slopes from north to south.

2 Ridge and Valley: In east-west direction across the entire site' a ridge with numerous rock outcroppings and high points can be discerned. This ridge conversely creates a flatter valley which currently provides the site for the majority of the buildings.

3 The Young Building sits atop the ridge, whereas the Ewing Building, The Dental Building and the Wilna Thomas Building all are placed along the edge of the ridge, accommodating a one storey grade change between the north and the south side of each building.

4 The south-west portion of the site, currently a park-like landscaped green space, slopes consistently towards south/south-west. It is this view of the landscaped green hill with the historical Young Building at the top that currently forms a large part of the identity of this campus.

Lansdowne Green Space

4.4.1.4.2.2 Green Spaces - Lansdowne

As indicated during the review of the lansdowne Campus topography, green spaces and park-like surroundings are a key feature of this campus.

Park-Like Setting

Two distinctly different quality green spaces can be distinguished. On the one hand, there is the park-like area to the south of the campus located between the buildings and Lansdowne Street. Despite the integration of a parking lot in this space, the general feeling is that of a large, formally landscaped park at the foot of historic Young Building.

Figure 4.4.1.4.2.2.a: Green Spaces: Existing or Future Feature Spaces

The second type of green space are the less formal green buffer zones that have established themselves between the adjacent roads and the parking areas or buildings respectively:

Figure 4.4.1.4.2.2.b: Green Spaces: Existing Green Buffer Zone

Green Buffer between parking lot and Foul Bay Road

Green Buffer along Richmond Road

Oak Tree Grove on Foul Bay Road

Throughout the campus, garry oak trees are both a great amenity as well as a challenge to the development of further building sites.

Within this second category, there are areas that have the potential of becoming more significant green spaces in the context of new development and increased density on the campus. In particular, the oak grove along Foul Bay Road between staff parking lot P5 and the drop off area presents a great opportunity to help shape the public perception of this campus. Another example is the green buffer along Richmond Road that could be elevated to a real feature space within the context of development in that area of the site.

4.4.1.4.2.3 Urban Spaces - Lansdowne

The grouping of campus buildings along the hard-surfaced concourse helps create an urban campus feeling in contrast to the surrounding green areas. It is recommended that strengthening - and possibly expanding - this quality should be one of the goals of any future planning for this campus. This may mean either or both expanding the concourse, analyzing and strengthening the edges of the concourse and increasing density along and at the end of the concourse rather than expanding into the current green areas.

Building materiality, in particular the use of red brick as well as detailed articulation of architectural detail in facades that are not built of brick further emphasize the urban quality of this campus and should be considered in all new buildings that may be constructed.

4.4.1.4.2.4 Edges - Lansdowne
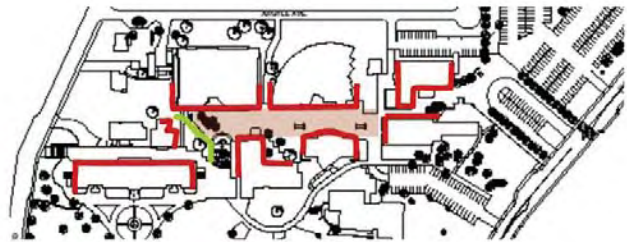
Figure 4.4.1.4.2.4.a: Edges shaping the campus concourse

The Fisher Building, Library/Media Centre, Ewing and Dental Buildings provide the clearest definition of edges along the concourse. The Paul Building currently provides a spatial endpoint to the concourse, even though the traffic flow continues beyond the Paul Building, in what is a compressed circulation space between the Paul and Isobel Dawson Buildings. On the west side, while the Young Building has the potential of defining a continuation of the concourse, the change in levels between the lower Fisher Building level and the upper level (Young Building, Pottery Studio and Fine Arts Building), as well as the trees and landscaping effectively end the concourse at the entrance to the cafeteria. Consideration of how to better connect and integrate the smaller buildings in the north-west portion of the site (Fine Arts, Pottery, Richmond and Argyle Houses) or their replacement in the future into the concourse layout are recommended.
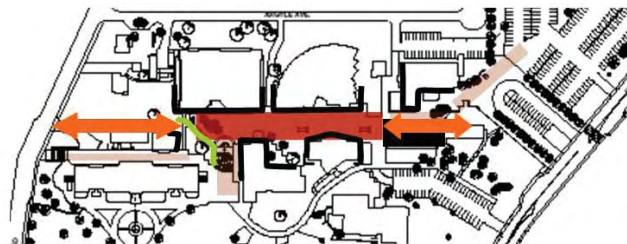
Figure 4.4.1.4.2.4.b: Can concourse be extended?

4 EXISTING CONDITION - ANALYSIS   **LANSDOWNE**

4.4.1.5 Lansdowne Building Sites - Options

In follow up to the site analysis described under 4.4.1 the site was reviewed in its entirety and numerous feasible building sites were determined.

The organization of these building sites is based on the organizational structure described previously.

It is apparent that there are more potential building sites than are necessary in the next 10 years. This allows consideration of additional opportunities on the Lansdowne campus lands including the incorporation of a housing component or pursuit of partnerships with other institutions.

The identification of these building sites takes into account design criteria that include
• Retention of the park-like nature of the green space south of the Young Building;
• Minimizing use of surface parking in favour of TDM strategies, as well as structured parking solutions;
• Establishment of a well-defined public, urban concourse with buildings and building sites located where they can strengthen the structure already found on this campus;
• Consideration of current parking lot areas on the north-east side of campus for potential development;
• Integration of this possible new development area into the overall organization structure; and
• Establishment of a new, more generous centre or "heart" to the campus in consideration of expanding student services and services for students, possible third-party service provision (coffee shops, copy shops, convenience store, etc.), housing opportunities, strengthening of this campus as the academic arts and UT oriented campus

Description of potential building sites:

Site I:
Bounded by Richmond Road/ Green Buffer, Argyle Road, Concourse and Fisher Building
Potentials:
• Street presence along Richmond Road

• Service access from Argyle (as Fisher Building)
• Provide end-point for concourse
• Relationship with Young Building
• Accommodate topographical changes
• Connection to Fisher Building and Young Building
Suggested Programming:
• Replacement of Fine Arts Building,
• Expansion of Arts and Sciences
• Informal gathering and gallery/exhibition spaces
Suggested Massing:
• Stepped building
• Combination of 3.5 to 4.5 storey building
• Consideration of impact on view to Young Building
• Possible interior courtyard layout in order to provide daylight into large footprint
Existing Buildings:
• Richmond House (Student Services): Possibly salvage/relocate the building, relocate program into new service centre (i.e. Site II)
• Argyle House (daycare): Detailed design to determine if existing building to remain, be relocated and re-used on site or replaced elsewhere
• Chemical Storage to be incorporated into new building as far as still required after relocation of H&HS to Interurban.

Site Ia:
Potential for
• Performance/gallery/atrium space to bridge the level difference between main level Fisher Building (lower concourse) and main level Young Building (upper Concourse) - entrances from both levels, vertical circulation

Existing Buildings: The Visual and Fine Arts Building is at the end of its useful life cycle and needs replacement.

The Pottery Studio is in an unfortunate location if Arts and Science programming expands onto Site I and replacement of this building is recommended

Site II:
Current Isobel Dawson Building site bounded by Argyle Road, Parking, LMC, Drop Off Area and Concourse (Paul Building).

Potentials:

- Replace the existing building which is nearing the end of it's useful life cycle with a larger, higher building
- Create a significant entry situation into campus (at drop off area)
- Attract public into campus together with drop-off area, short-term parking, services

Suggested Programming:
Student Services, Library and A/V expansion (see also Site IIa)

Site IIa:
- Potential of expanding Library/Media Centre (LMC) in location of current Holly House to be explored during detailed design of Site II.
- Relationship of existing LMC and new Building(s) to be considered
- Existing Holly House currently vacant (storage) - relocation of building to be considered

Site III:
Current staff parking lot bounded by garry oak groves, Foul Bay Road and Paul Building (to be removed)

Potentials:
- Street Presence on Foul Bay Road
- expansion of concourse to properly address Wilna Thomas Building
- new facade towards concourse (services and increased activity)
- Retention of tree groves
- establishment of new development direction (Sites iV and V) along Foul Bay Road on current surface parking lots.

Suggested programming:
- Student Services,
- Classrooms,
- Consider Housing or partnership with third party

Site IIIa:
new pavilion building site at important juncture between concourse and drop-off area (courtyard) in location of current Paul Building (east wing)

Potentials:
- Street and drop-off area presence
- Endpoint to existing concourse

- Camosun College image or address
- Provide "hinge" between existing and expanded concourse and new development direction along Foul Bay Road
- Draw public into campus area
- Possible connection to building on Site III provides a facade as well as animation of an expanded concourse

Suggested Programming:
- Services

Suggested Massing:
- Small footprint with permeable ground level 4-6 storey height ("tower") or 1-2 storey ("pavilion")

Site IV:
Current staff parking lot east of drop-off area bounded by Foul bay Road, drop-off area, and parking lots.

Potentials:
- Third space-shaping facade for drop-off area ("front door")
- Street presence along Foul Bay Road
- Public visibility, image
- Establishment of public "front yard" in conjunction with tree groves and buildings on Site II and III, IIIa
- Consideration of pedestrian link to new development direction along Foul Bay Road (Sites V)

Suggested Programming:
- Services,
- Potential Housing
- and/or third-party partnership

Site V and VI:
Current surface parking lots adjacent Foul Bay Road/Green Buffer and bordering residential areas to the north, east and west.

Potentials:
- Street presence along Foul Bay Road
- Retention of trees

Suggested Programming:
- Housing

Suggested Massing:
- 3-4.5 storey, narrow and long footprint; possibly combined 1-2 storey base, combined underground parking

4 EXISTING CONDITION - ANALYSIS **LANSDOWNE**

4 EXISTING CONDITION - ANALYSIS

90 SECOND WALK

50m   100m

N

SITE V

SITE VI

SITE VI

SITE V

SITE V

SITE I

SITE II

SITE IV

SITE III
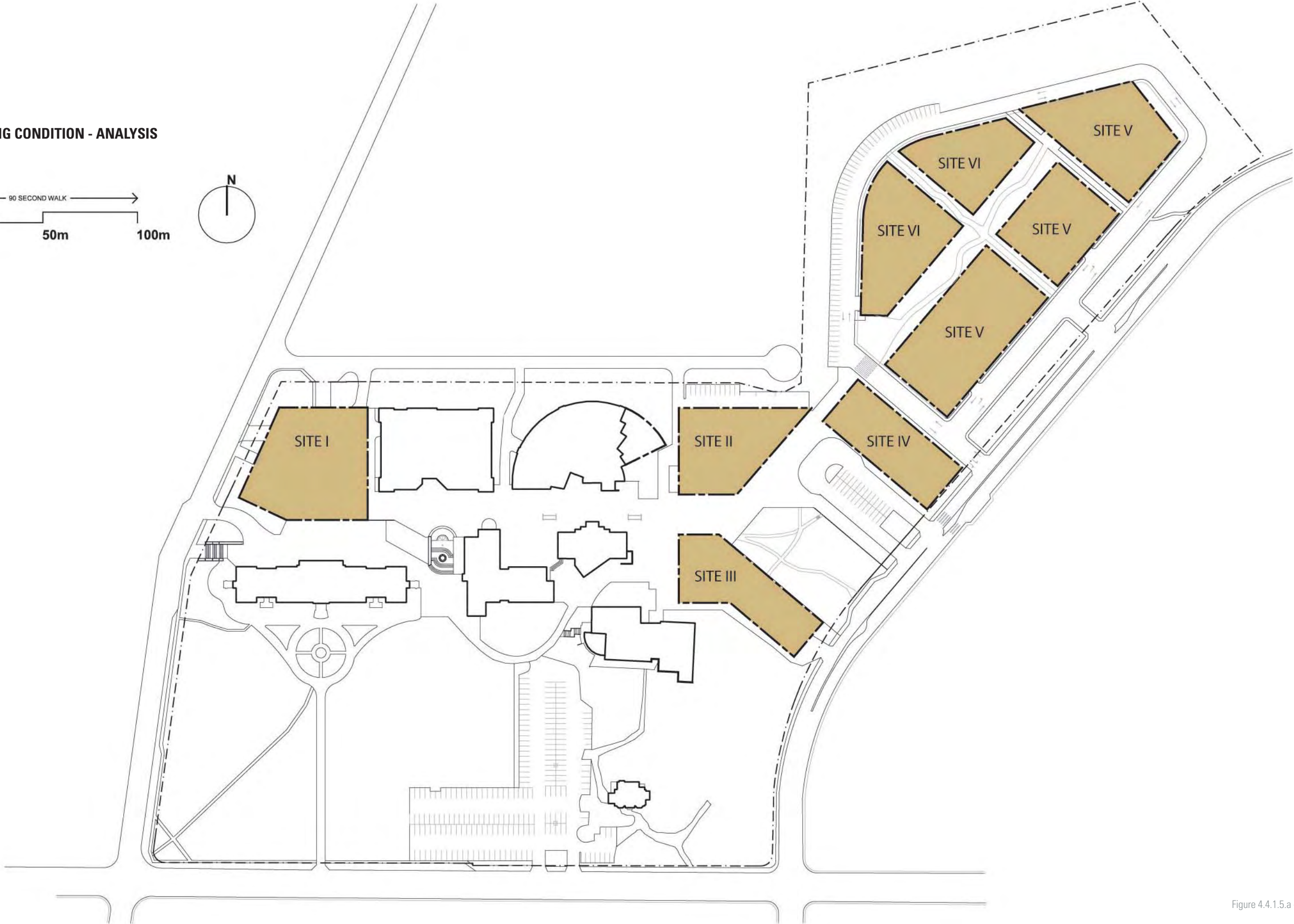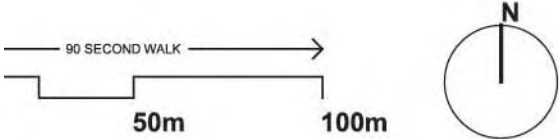
LANSDOWNE

Figure 4.4.1.5.a - Lansdowne Plan of Building Sites

Place 11x17 Lansdowne Plan of Building-Sites

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4.4.2 Interurban Campus

Interurban Campus

Parking Key

P-2a	Student/Visitor
P-2b	Staff
P-3	Student/Visitor
P-4	Staff
P-5	Staff/Student
P-6	Visitor (Metered)
P-7	Staff/Visitor (Metered)
P	Student/Visitor
B	Bus Stop
ℂ	Emergency Blue Phones
	Parking meter

Buildings	**Key**	**Code**
Campus Centre	1	CC
John Drysdale Building	2	JD
Jack White Building	3	JW
Technologies Centre	4	TEC
Centre For Business and Access	5	CBA
Helmut Huber Cook Training Centre	6	CAF
Portable A	7	PA
Coffee Shop	8	COF
Receiving / Printshop Building	9	RPM
Maintenance Building	10	MAI
Childcare Centre	11	DAY

Figure 4.4.2.a: Overview Map of Interurban Campus

4.4.2.1 Orientation Plan and Description

Located in Saanich, Interurban Campus enjoys a rural, country-like setting, about 15 minutes by car from downtown Victoria.

More than 3,500 students attend classes at Interurban campus, enrolled in trades, technology, business or access programs.

4.4.2.2 Zoning and Community

Jurisdiction
The interurban campus is located in the Corporation of the District of Saanich.

Glendale Lands Memorandum of Understanding
In April 1997, a Memorandum of Understanding was signed by Camosun College, BC Lands Ministry of Environment, Lands and Parks, the British Columbia Buildings Corporation and the Corporation of the District of Saanich.
Some of the items agreed upon in this memorandum that impact the development and implementation of this campus plan include:
- *4.3 [...] Camosun College agree not to install speed-bumps or gates on the internal connecting road (Markham Street)*
- *6.1 Camosun College [...] commit to utilizing Transportation Demand Management (TDM) practices*
- *6.2 Camosun College [...] will incorporate a commitment to develop a bicycle friendly campus [...]*
- *6.3 The TDM will address impacts associated with existing and new uses and development activity by Camosun College [...] The objectives will address the following issues: i) bicycle facilities; ii) techniques to encourage transit use; iii) promotion of car-pooling service; iv) pedestrian access needs*
- *6.4 The TDM will also address the provision for BCBC and Camosun College to limit developed parking to 50% of required number of spaces*

and the remainder 50% be held in open space. This initiative is part of the TDM commitment to reduce the amount of parking space on the lands
- *7.1 Camosun College [...] will establish an Advisory Committee including [...] representatives from local associations and societies as appropriate to review major development plans*
- *8.1 Camosun College [...] agree to consult with BC Transit on all future plans for lands under their control.*
- *9.1 Camosun College [...] acknowledge that the plan for the Lands embodies the concept of a multi-use trail system through the lands and agree to cooperate with the District of Saanich to ensure over time that a trail system is [...] implemented.*
- *11.1 Camosun [...] agree to utilize the Design Guidelines identified in the Aesthetic Analysis in all site and building design work for the lands including lighting. The present design guidelines address height, landscape and form. Camosun [...] recognize[s] the role of the Saanich Design Panel in ensuring the guidelines are met.*
- *12.1 All parties [...] agree to undertake assessments of the impact on biophysical and animal habitat of any major development [...]*
- *13.1 All parties [...] recognize the need to undertake mitigation measures for all storm drainage serving development [...]*
- *14.1 Camosun College undertakes to meet regularly as required with Saanich Planning Department to review projected building and development needs*

Currently, an addendum to this memorandum is being agreed upon in context of the development of the Pacific Sports Institute.

Zoning
Five individual properties make up the Interurban campus site. One property (Tillicum Lodge) is zoned P-11, with restrictive covenants on Title which place additional restrictions on land use and density.
The remaining properties are all zoned P-1, after a successful re-zoning of the south property for

purposes of constructing the new Pacific Sports Institute. Additional covenants have been placed on Title.

Community Plan

The campus falls within the Rural Saanich Local Area Plan currently under development and expected to go before council for approval in April 2006. References to Camosun College within the local area plan relate largely to proposed support for working with Camosun College and the Pacific Sports Institute to make the new PSI a successful community asset.

Capital Regional District (CRD) Green/Blue Spaces Strategy

Within the regional CRD Green/Blue Space Strategy (1997), Camosun College Interurban Campus as part of the "Glendale Lands" is identified as having [...] *a role to play in securing regional green/blue spaces, through education, land management and stewardship.*

Potential Contributions are identified as including:

1. Incorporate green/blue space values into the assessment of development projects and land use decisions.
2. Commit to the stewardship of green/blue space values on their lands.
3. Inventory green/blue spaces on their lands.

4.4.2.3 Buildings - Interurban

Close to Interurban Road, the Campus Centre ("CC", 1 on map) is the first point of entry for people seeking information about Camosun programs and services. The Campus Centre houses information & registration, the career resource centre, academic advising, counselling, student and alumni employment services, the bookstore, library, fitness centre, Student Society offices, and a number of administrative offices, meeting rooms and classrooms.

Central to the campus sits the Helmut Huber Cook Training Centre ("CAF", 6) providing cafeteria services for breakfast and lunch, prepared by students in the Culinary Arts program. In the evening, part of the cafeteria is transformed into the Classroom Restaurant, where chefs-in-training provide dining for the public.

On the north end of the campus, the Jack White and John Drysdale buildings ("JW", 3 and "JD", 2) house the offices of Continuing Education and Contract Training and most of Camosun's trades programs. Several entry level, apprenticeship, pre-employment and upgrading programs operate year-round, all providing an effective mix of in-class learning and hands-on shop work.

The Technology Centre ("TEC", 4) and the Centre for Business and Access ("CBA", 5) are located atop the hill, overlooking the campus. These buildings are joined together and internal courtyards organize and structure the circulation spaces.

In the campus Childcare Centre ("DAY", 11), infants and toddlers receive daily care.

To the north along Markham Street the Receiving/ Printshop building ("RPM", 9) and Maintenance Building ("MAI", 10) are located.

Currently one Portable building ("PA", 7) provides classroom spaces.

4 EXISTING CONDITION - ANALYSIS   INTERURBAN

To the north of Markham Street, the former Tillicum Lodge is located. This one storey building currently sits vacant, derelict and not suitable for use.

The south portion of the interurban campus site (not on the overview map) will be the new location for the Pacific Sports Institute: home to a number of highly-integrated programs – sports, recreation, health, wellness, education and sport-related research ("PSI", planned opening in 2007).

To the east of the campus sits the Vancouver Island Technology Park.

Southern portions of the site have been leased to the Forestry Research Centre on a long-term basis.

4.4.2.3.1 Building Assessment - Interurban

Just as for the Lansdowne Campus, an assessment of existing building stock was completed in order to establish expected remaining life times and categorize the buildings to be retained, recycled or replaced.

The complete building assessment report is included as an appendix.

Fig. 4.4.2.3.1.a: Summary of remaining building lifespan assessment

4.4.2.3.2 Figure Ground Plan - Interurban

Figure 4.4.2.3.2.a: Existing Figure Ground

As on the Lansdowne Campus, all buildings (with the exception of the daycare centre) are clustered into a concentrated area within the site. The planned PSI will not follow this pattern of development.
The FSR is very low at .11 and the Building Site Coverage is at around 7%.

On this campus the buildings loosely fall into the following categories:

• larger institutional style 2-3 storey buildings constructed within the last 10-15 years;
• older, 1-1.5 storey industrial warehouse type buildings with very large footprints;
• small footprint support buildings of varying age and quality

4.4.2.4 Site - Interurban
The following is a review of the physical site conditions, including challenges and opportunities.

4.4.2.4.1 Traffic and Circulation

4.4.2.4.1.1 Vehicular Traffic - Interurban

Roads
The majority of buildings currently forming the interurban campus are located within a roughly triangular shaped area between Interurban Road, Markham Street and a service road that links these two roads and provides access to the TEC and CBA buildings up on the hill.

Within the last five years in conjunction with the creation of the Vancouver Island Tech Park in the former Glendale Hospital Buildings, Markham Street has been made a quasi-public thoroughfare, so that there are now two ways to approach this campus from the direction of Victoria: from the south on Interurban Road or from the east on Markham Street.

Figure 4.4.2.4.1.1.a: Existing Roads

Site Access
Interurban Road follows the western property line. There are four turnoffs leading from Interurban onto Camosun's property:
• The service road, which provides access to the

largest areas of parking;
• The drop off and bus loop;
• Access to parking lot associated with the CC building; and
• Markham Street.

There are four turnoffs along Markham Street:
• Access is provided to the Receiving, Maintenance and Staff parking lot,
• To the service road,
• To the eastern parking lot and daycare as well as
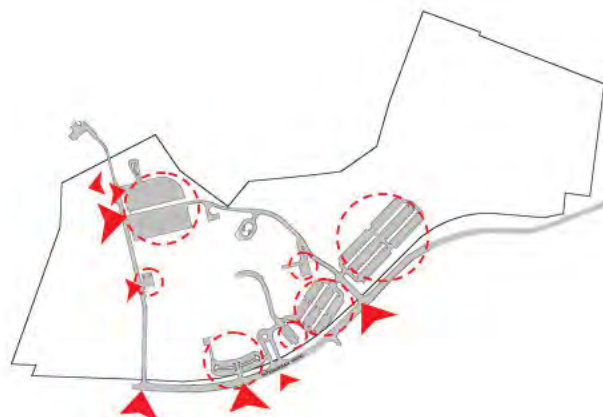• To the Tillicum Lodge access road.

Figure 4.4.2.4.1.1.b: Access onto site, Parking Lots

Service Roads provide access for emergency vehicles to all buildings.

4.4.2.4.1.2 Parking - Interurban

Automobile Parking is provided on campus exclusively in form of surface parking.

Staff are provided with decals and can park both in dedicated staff parking lots as well as all visitor and general parking stalls.

There are also stalls that are reserved exclusively for car-pool vehicles. These vehicles must be registered as car-pool vehicles with the college.

There are 8 parking lots as identified on overview map (see 4.3.2.1):
• P2a provides 95 stalls of Student/Visitor parking
• P2b provides 55 stalls of dedicated staff parking
• P3 provides 164 stalls of Student/Visitor parking
• P4: 29 staff stalls
• P5: 168 Staff/Student and Car-Pool stalls
• P6: 14 metered visitor stalls
• P7: 47 metered staff/visitor stalls
• P8: 378 student / visitor stalls
• PASD: 11 stalls
• Tillicum Lodge parking Lot: 51 stalls
• Daycare and various other locations: 15

The total parking count is currently 1027 stalls.

Parking Lot 8 will be expanded by 80 stalls as part of the development of the Pacific Sports Institute.

Parking Lot 8 has stalls that are constructed in a combination of paved drive aisles and crushed gravel stalls, reducing the overall impervious site coverage.

4.4.2.4.1.3 Transit and Bicycle - Interurban

Four bus lines provide service to the Interurban Campus location: 8, 21, 21N (Night Bus Service) and 39, one of which connects to the Lansdowne Campus, two to downtown Victoria, and one to the University of Victoria. There is a bus loop on the camosun college site, as well as a few bus stops along Interurban Road and Markham Street.

Covered and secured bicycle parking is provided in central locations.

Figure 4.4.2.4.1.3.a: Public Transit Stops and Bicycle Parking

Bus Loop and Covered Bicycle Parking

4.4.2.4.1.4 Pedestrian Circulation - Interurban

This campus is both larger in site area and less clearly developed from a pedestrian traffic circulation perspective than the Lansdowne Campus.

A combination of dedicated pedestrian paths together with service lanes and service access roads create the foundation of a pedestrian network. Additionally, there are painted markings on the paved support spaces for Jack White and John Drysdale buildings, indicating the designated pedestrian walkway that connects to the receiving and maintenance building as well as to the parking lot on the Tillicum Lodge site.

The interface between pedestrian traffic and the programmed activities taking place on the paved support spaces adjacent to Jack White and John Drysdale buildings needs to be considered in the development and expansion of the campus.

A final observation is that due to topography and green spaces, the current path network between CBA and the portable classrooms does not lend itself well to the south-west pedestrian traffic flow that is anticipated to develop with construction of PSI on the south end of the site.

Figure 4.4.2.4.1.4.a: Network of pedestrian walkways

It is recommended that future interventions address some of the shortcomings that the current pedestrian network exhibits. There are several locations where the path network is poorly adjusted to the actual pedestrian traffic flow, such as at the pedestrian crossing from Parking lot 8 which ends not on a pedestrian path but in green grass.

Pedestrian crossing and marked pedestrian paths

4 EXISTING CONDITION - ANALYSIS   **INTERURBAN**

4.4.2.4.2 Landscape and Site
4.4.2.4.2.1 Topography - Interurban

Figure 4.4.2.4.2.1.a: Topography

Topography is a major factor in the development and experience of the existing Interurban campus. The site has few level areas in which the prevailing slopes do not impact the type of development that is possible. Current flat areas located along Markham Street are mostly committed to the Trades and Technology buildings with their large footprints and large paved support spaces as well as terraced parking lots P2 and P3 and the Daycare Centre.

Level areas are limited on this site

Generally this campus is strongly characterized by the hill that forms a back-drop for about 3/4 of the site, which slopes away to the north, west and south. North of Markham Street, the topography rises to another high point just behind the current Tillicum Lodge location.

Stairs and Ramps up to TEC and CBA

Both the TEC and the CBA buildings have been constructed "up the hill" from the centre of campus, necessitating extensive use of stairs and ramps to access these buildings.

4.4.2.4.2.2 Green Spaces - Interurban

Figure 4.4.2.4.2.2.a: Green Spaces

Large portions of this site are currently undeveloped, although the planned PSI will start development within the southern portion of the site reducing the undeveloped areas significantly.

The character of the large green spaces on this campus is less park-like and more rural, forested and agricultural in appearance. This is to no small

part due to the adjacent hillsides covered in fir trees. This character is well in keeping with it's rural setting just outside of Saanich's urban containment area.

Smaller green spaces interspersed between the campus buildings have a more landscaped character with, deciduous trees and maintained lawns. In comparison to the Lansdowne campus, this campus is less defined by the quality or clarity of it's current green spaces.

Various types of green spaces are found on this campus

4.4.2.4.2.3 Urban Spaces - Interurban

The "urban spaces" between the buildings are also less clearly defined at this campus compared to Lansdowne. Currently there is no clearly legible organizational structure or backbone to the campus development. There is an axis that has been developed in conjunction with the construction of the CC building, but placement of the TEC and CBA buildings do not appear to have supported the development of this axis into an animated concourse.

4.4.2.4.2.4 Edges - Interurban

Few buildings address the public realm in a meaningful way
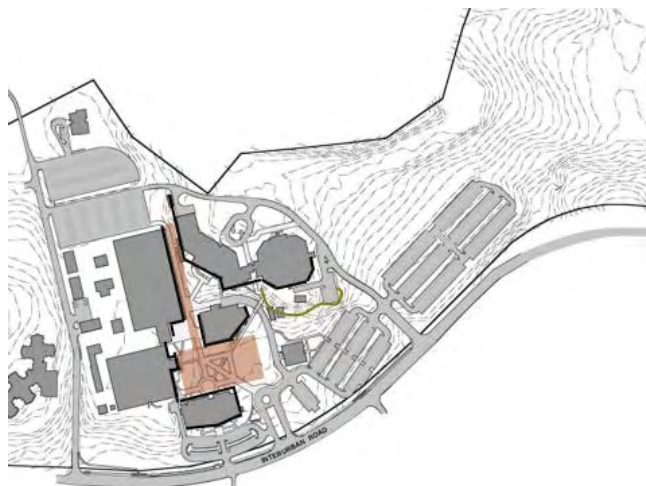
Figure 4.4.2.4.2.4.a: Edges

An analysis of building edges is less fruitful in the context of this landscape-based approach to campus development. The Campus Centre building has a symmetrically designed facade and attempts to define the public space in front of it as well as the east-west axis that is in line with the clock tower feature.

A second visible built edge follows the topography in shape of the TEC and CBA buildings, but has little relevance to the public space because of the centrally located cafeteria building. The Cafeteria Building itself, a one storey structure with a footprint that has been adapted to the surrounding pedestrian traffic flow, does little for the creation of a sense of place or identity on this campus.

4.4.2.5 Building Sites - Options

In follow-up to the site analysis the following is a description of numerous feasible building sites.

Site I:
Bounded by CBA and service road to the north; the hill to the east; PSI to the south; new road to PSI on the west

Features:
Gently sloped, moderately easy to develop, access from new road to PSI

Suggested Uses:
• H&HS because of proximity and relationship to PSI
• Potential for expansion of business or access possible built connection to CBA
• Housing (student):
  benefits (+):
  + close to recreation and more central on campus
  + potential for integrated student learning spaces; services and housing: "mixed use"
  + adds life to central campus
  drawbacks (-):
  - 3rd party ownership not as easy due to lot configuration

Planning and Design Potentials:
• Strengthen connection from campus centre to PSI
• Create pedestrian friendly scaled connection from campus centre to PSI
• Site large enough to permit massing that will take advantage of passive sustainable strategies (orientation, ventilation, views and daylighting)
• Take advantage of sloped site to accommodate structured parking beneath new buildings
• Create visible identity/image of Interurban Campus by creating quality buildings that strengthen the surrounding hill and take advantage of topography

Suggested Massing:
• Combined underground and lower level base(s) with front entrances facing the new road accommodating parking, lobbies and theatres/meeting rooms
• Upper levels (2-3) with narrower footprints accommodating classrooms and offices: north/south facing, natural ventilation, daylighting, overlooking planted lower roofs on base.

Site Ia:
Bounded by service road to the north; new PSI road to the east; PSI to the south; parking & hydro Right-Of-Way (ROW) to the west

Features:
Site is currently terraced for surface parking. There is the potential to fit some building between the new road and the parking/hydro ROW.

Suggested Uses:
• Parking
• Housing + views
           + animation of campus
           - hydro lines
• Programs/classrooms/services
           + moves campus closer to PSI
           - less defined campus centre

Suggested Massing:
• 1-2 levels of tiered structured parking with some individual 2-3 storey buildings spaced so that views from Site I are maintained

Site II:
Former Tillicum Lodge site

Suggested Use:
• Housing: + easy to partner with third party
           + easy to develop
           - low potential for integration/mixed use
• Future Program expansion

Suggested Massing
• Massing would depend on use

- Housing:
    - Mix of 2-3 storey low-rise development and several 5-6 storey buildings at strategic locations (bridgeheads, end of connection axis across the road (Markham Street))
    - Consideration of existing treed condition, rural setting
- Program extension: massing as required

Site III:
Bounded by the hill to the east, TEC to the north, CBA to the west and site I to the south. Location of current service road and drop off behind TEC/CBA

Suggested Uses:
- Program Expansion for TEC programs and/or Business Program:
    + Potential program expansion with connections to both TEC and CBA possible
    - Service road and drop-off require consideration on ground level of any development in this location; disadvantages of accommodating service infrastructure may be outweighed by advantages of immediate proximity for program expansion

Suggested Massing:
- 2-3 storey building(s) with connectors to existing CBA and TEC buildings

Site IV a-c :
Bounded by Markham Street on the north, property line on the east, JW on the west and the hill/TEC on the south

Features:
- Gently sloped towards the east with through traffic on service road.
- Stormwater collection ditches cross the entire site from south to north
- Site affords long distant views of the Dominion Astrophysical Observatory on top of Observatory Hill to the north across wetlands and the horticul-

ture centre property.

Potential Uses:
- Program Expansion
    + Proximity to VITP
    + Proximity, possible bridged connection to TEC
    + Proximity to T&T workshops / yards
- T&T consolidation and relocation
- Structured parking
- Potential VITP related third party development

Suggested Massing:
- Massing would depend on use, but should generally be dense (3-4 storeys) and address Markham Street (rhythm) and the hill to the south

Site IVc (daycare)
Potentials: the relocation of the current daycare use to another location could make this site available for VITP related partnerships, parking and programs.

Site Va:
Bounded by Interurban Road to the west, Markham Street to the north, JD to the east and CC to the south.

Potentials:
Central location with very close proximity to CC and JD (programs) as well as potential bridge connection to development site north of Markham Street.

Potential Uses:
- Library / Service expansion
- Program Expansion
- Develop as usable recreational green space

Suggested Massing:
- 2-3 storey (comparable to CC) building following and accommodating the topography

Site Vb:
Current bus loop and drop-off area:
Bounded by CC on the north, open space to the east, Interurban Road and site access roads on the

west and parking to the south

Potentials:
• Very prominent site with high image potential, highly visible from Interurban Road
• Depending on decision on final arrival point to campus this may be integrated transit hub and services location
• Affords long distant views to the south-west

Suggested Uses:
• Student Services and Services for Students
• Mixed-use, classrooms and informal study spaces

Suggested Massing:
• 2-4 storey building, possibly higher if developed as focal point and visual hinge between site planning axes

Site Vc:
continuation of linear site Ia between hydro ROW and new connection axis between PSI and centre of campus, bounded by Portable A (to be removed) on the north, treed topographical feature to the east, service road to the south and interurban/ROW to the west

Potentials:
• potential for marking entry onto campus
• edge forming building along new connection road to PSI
• high exposure to Interurban Road, image potential

Suggested Uses:
• Student Services and Services for Students
• Mixed-use, classrooms and informal study spaces

Suggested Massing:
• 1-3 storey building related to buildings on Site Ia and transit development on or near site Vc

Site VI:
Development site to the west of PSI, south of site Ia
Potentials:
• Direct proximity to PSI
• High exposure to Interurban Road
• Affords long distant views to the south-west

Suggested Uses:
• PSI related programming
• Potential for strategic partnership
• Structured parking

Suggested Massing:
• Massing would depend on use and range from two to four storey buildings.

Site VII:
Green space adjacent John Drysdale building, currently location of the Coffee Shop. Bounded by JD to the north, JW to the east, open space to the south and CC to the west.

Potentials:
• Adding higher density building in very central location close to CC
• Assists in shifting the "centre of gravity", the green centre of the campus plan to the south towards new developments near PSI
• Can provide a strong space forming edge in line with JW and the current strong east-west axis
• Allows creation of animated and inhabited south facing "edge" to the developing public green centre of campus with in and outdoor services for students

Suggested Uses:
• Student Services and Services for Students, food services
• Mixed-use, classrooms and informal study spaces

Suggested Massing:
• 3-4 storey building which addresses the developing green, open space

Site VIIIa:
Replacement of single storey classroom portions of JW building with multi-storey classroom and multi-purpose space structure adjacent to retained workshop spaces

Potentials:
• Replacement of low density, aging building stock in a very central location increases density without using vacant land
• South orientation beneficial for sustainable strategies
• Can provide a strong space forming edge along the current strong east-west axis/concourse
• Allows creation of animated and inhabited south facing "edge" along east-west axis/concourse
• Retention of coveted long-span workshop spaces

Suggested Uses:
• Classrooms
• Student Services and services for students, food services
• Mixed use and informal study spaces

Suggested Massing:
• 3-4 storey structure

Site VIIIb:
Replacement of single storey classroom portions of JD building with multi-storey classroom and multi-purpose space structure

Potentials:
• Replacement of low density, aging building stock in central location increases density without using vacant land

Suggested Uses:
• Classrooms
• Mixed use and informal study spaces

Suggested Massing:
• 3-4 storey structure

Site VIIIc:
Consolidation and re-structuring of works-yard between JW, JD, MAI and Receiving/Printshop as well as portable buildings to the north of JD

Potentials:
• Replacement of low density, aging or non-permanent building stock in central location increases density without using vacant land
• Creation of more permanent classrooms and support spaces in conjunction with re-organization of outdoor program spaces can increase efficiency without loss of coveted outdoor yard areas.

Suggested Uses:
• Classrooms
• Mixed-use and informal study spaces

Suggested Massing:
• Massing to be determined

INTERURBAN

Figure 4.4.2.5.a - Interurban Plan of Building Sites

Place 11x17 Interurban Plan of Building Sites

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Tab 5

5 FACILITIES PROGRAM

5.1 Introduction

This section summarizes the space required to meet the future vision and role of Camosun College. This information should be understood as a preliminary translation of planning directions, including role and scope of services and programs, into physical resource requirements.

A functional component is a cohesive grouping of spaces that are related by common functional needs and space type. Components may or may not be identical to a department or program since these terms may refer to an administrative organization rather than a functional organization of space and activities or space type.

The programs for both the Interurban and Lansdowne campus components have been combined to allow for the exploration of various programmatic and functional organizations between the two campuses during the campus planning task.

This section includes a summary of space requirements, which is followed by a more detailed space calculations. Space is organized into the following major component classifications, with individual components provided within each major classification:

> 1.0 Academic Programs
> 2.0 Student and Academic Support Services
> 3.0 Administrative and General Support Services

For each component, the following information is presented:

1. An outline of the major factors or scope description, which have assisted in determining preliminary space requirements.
2. Estimated future net and gross areas and total component existing area (in 8-point italic font).
3. Location priorities or affinities for each functional component relative to other components and functions.

5.2 Summary - Component Classification

The following component structure has been developed:

1.0 ACADEMIC PROGRAMS

1.1 Access
  A Academic Upgrading
  B Adult Special Education (ASE)
  C English Language Development (ELD)
  D Access Administration

1.2 Arts and Sciences
  A Academic Arts/Vocational Continuing
  B Applied Communications/Broadcast Journalism
  C Criminal Justice
  D Visual Arts
  E Sciences/Applied Chemistry/Environmental Technology
  F Arts and Sciences Administration

1.3 Business

1.4 Health and Human Services
  A Nursing and Allied Health
  B Dental
  C Early Childhood Education
  D Community Support/Mental Health Worker/ Social Worker
  E H&HS Administration

1.5 Trades and Technology
  A Engineering/Computer Science
  B Mechanical/Metal Trades
  C Building and Construction
  D Culinary Arts
  E Trades and Technology Administration

1.6 Continuing Education and Contract Training
  A CE&CT Administrative Offices
  B Executive Classrooms

1.7 CC International
  A CC International Office
  B International Student Centre

1.8 General Instructional Space
  A Classrooms
  B Computer Laboratories

5 FACILITIES PROGRAM

2.0 STUDENT AND ACADEMIC SUPPORT

2.1 General Student Services
A Student Services/Registrar
B Cooperative Education
C Bookstore
D Student Society
E Food Services
F Athletics and Recreation
G Informal Study
H Childcare
I Student Housing
J First Nations
K Gallery and Assembly

2.2 Technology and Learning Support
A Library/Learning Commons
B AV Services
C Imaging Services
D Networks & Telecommunications/Systems and Software Services/Client Services

3.0 ADMINISTRATIVE & GENERAL SUPPORT SERVICES

3.1 Administration
A Senior Administration/Policy Development
B Finance/Human Resources
C College and Community Relations/Foundation/ Alumni
D Purchasing
E Physical Resources
F Camosun College Research

Program includes Informal Spaces and Services for Students

5.3 Utilization Analysis
Ministry Standards Comparison

INCREASING UTILIZATION

While the general utilization for calculation of instructional space was based on Ministry standards, the following provides steps that may be taken by Camosun College to increase utilization of its campuses and achieve Ministry standards.

1. As much as possible, ensure that programs at each campus follow a common scheduling year. This will serve to minimize gaps in utilization. This can be achieved on a campus-by-campus basis and does not require both campuses to follow the same scheduling year. In fact, there may be opportunities to reduce staffing and the impact of peak periods by staggering the intakes between campuses.

2. For campuses that are generally program driven, augment utilization by offering courses that can make use of classroom space through the late afternoon and evening, such as ELT and developmental programs.

3. Categorize instructional spaces to reflect actual space needs. For example, some programs' basic format of instruction includes group and collaborative work. Designate rooms used for this purpose (problem-based learning labs) as a Lower Level Dry Lab, including small breakout rooms as support space.

4. Currently, Camosun College's classroom utilization rate is relatively low, but it lacks sufficient informal study space. Consider converting low grade and strategically placed classrooms into informal study areas by removing walls and opening up these spaces to general circulation. These spaces should have a mix of seating types and wireless connectivity.

5. Conduct a section-hour analysis to identify that the mix of classroom and labs is the best mix for program demands. Utilization suffers from placing two few students into a classroom or lab that is too large. And conversely, learning suffers from placing too many students in a classroom or lab that is too small.

5 FACILITIES PROGRAM

5.4 Building Space Summary

Table 5.4.a

Building Space Summary

The building space summary, below, tabulates Camosun campus area in terms of net square metres (NSM) and building gross square metres (BGSM) for each component group for existing and future phases of the campuses.

Summary of Camosun Campuses Facilities Program

Component Group	Existing Area - Lansdowne	Existing Area - Interurban	Total Existing Area NSM	Future Area NSM	Future Area BGSM
ACADEMIC PROGRAMS					
Access					
A Academic Upgrading	185.4	515.3	700.7	1 465	2 290
B Adult Special Education (ASE)	-	10.4	10.4	100	150
C English Language Development (ELD)	41.8	815.4	857.5	1 045	1 615
D Access Administration	79.6	66.6	146.2	240	375
Arts and Sciences					
A Academic Arts/Vocational Continuing	735.0	-	735.0	1 435	2 225
B Applied Communications/Broadcast Journalism	558.0	-	558.0	575	965
C Criminal Justice	45.8	-	45.8	72	112
D Visual Arts	541.0	-	541.0	590	865
E Sciences/Applied Chemistry/Environmental Technology	1 498.0	503.2	2 001.2	1 795	2 900
F Arts and Sciences Administration	96.0	9.6	105.6	295	455
Business	48.1	1 230.0	1 278.1	2 710	4 135
Health and Human Services					
A Nursing and Allied Health	883.0	-	883.0	1 650	2 605
B Dental	636.2	-	636.2	875	1 375
C Early Childhood Education	22.5	-	22.5	105	160
D Community Support/Mental Health Worker/Social Worker	123.2	-	123.2	480	740
E H&HS Administration	244.0	-	244.0	245	375
Trades and Technology					
A Engineering/Computer Science	193.5	2 873.2	3 066.7	5 360	7 925
B Mechanical/Metal Trades	-	6 221.7	6 221.7	2 240	3 355
C Building and Construction	-	2 255.0	2 255.0	6 415	9 945
D Culinary Arts	-	1 085.0	1 085.0	905	1 345
E Trades and Technology Administration	-	149.0	149.0	295	460
Continuing Education and Contract Training					
A CE&CT Administrative Offices	-	295.0	295.0	370	570
B Executive Classrooms	-	-	-	475	710
CC International					
A CC International Office	166.5	33.6	200.1	250	385
B International Student Centre	108.8	-	108.8	240	375
General Instructional Space					
A Classrooms	4 807.4	4 725.0	9 532.4	9 968	14 970
B Computer Laboratories	317.3	188.4	505.7	505	780
Total Component Area, 1.0	11 331.1.0	20 976.4	32 307.5	40 700	62 162

5 FACILITIES PROGRAM

Component Group	Existing Area - Lansdowne	Existing Area - Interurban	Total Existing Area NSM	Future Area NSM	Future Area BGSM
STUDENT AND ACADEMIC SUPPORT					
General Student Services					
A Student Services/Registrar	751.9	1 005.0	1 756.9	1 930	2 990
B Cooperative Education	107.4	122.4	229.8	380	595
C Bookstore	408.1	291.6	699.7	1 135	1 645
D Student Society	198.5	36.6	234.1	620	930
E Food Services	491.3	439.4	930.7	3 240	4 700
F Athletics and Recreation	422.7	170.1	592.8	530	765
G Informal Study	-	-	-	2 345	3 635
H Childcare	183.9	275.0	458.9	460	690
I Student Housing	-	-	-	21 500	32 250
J First Nations	107.8	8.3	116.1	765	1 150
K Gallery and Assembly	-	-	-	500	750
Technology and Learning Support					
A Library/Learning Commons	1 805.2	1 087.0	2 892.2	5 770	8 945
B AV Services	295.3	282.7	578.0	635	950
C Imaging Services	191.9	97.6	289.5	390	585
D Networks & Telecommunications/Systems and Software Services/Client Services	464.6	63.8	528.4	790	1 225
Total Component Area, 2.0	5 428.6	3 879.5	9 307.1	40 990	61 805
ADMINISTRATIVE & GENERAL SUPPORT SERVICES					
Administration					
A Senior Administration/Policy Development	201.5	408.4	609.9	670	1 040
B Finance/Human Resources	620.8	-	620.8	775	1 200
C College and Community Relations/Foundation/ Alumni	-	103.2	103.2	145	225
D Purchasing	26.5	-	26.5	180	260
E Physical Resources	122.9	-	122.9	170	265
F Camosun College Research	-	-	-	50	75
Total Component Area, 3.0	971.7	511.6	1 483.3	1 990	3 065
Total Building Gross Area	**17 731.4**	**25 367.5**	**43 097.9**	**83 680**	**127 032**
Area (m²) per student FTE			*7.00*	*10.14*	*15.39*

5 FACILITIES PROGRAM

5.5 Classroom Requirements

Table 5.5.a:

Classroom Requirements

The following table outlines the classroom requirements for each of the academic program components. It includes numbers of stations, net square metres (NSM) and building gross square metres (BGSM).

Component Group	Number of Classroom Stations	Future Area NSM	Future Area BGSM
1.1 Access			
A Academic Upgrading	408	1 098	1 650
B Adult Special Education (ASE)	35	91	150
C English Language Development (ELD)	327	880	1 320
Total – Access	770	2 069	3 120
1.2 Arts and Sciences			
A Academic Arts/Vocational Continuing	709	1 589	2 385
B Applied Communications/Broadcast Journalism	21	57	86
C Criminal Justice	119	224	337
D Visual Arts	-	-	-
E Sciences/Applied Chemistry/Environmental Technology	251	620	930
Total – Arts and Sciences	1,100	2 490	3 738
1.3 Business	634	1 570	2 355
Total - Business	634	1 570	2 355
1.4 Health and Human Services			
A Nursing and Allied Health	445	1 122	1 683
B Dental	72	177	266
C Early Childhood Education	39	96	144
D Community Support/Mental Health Worker/Social Worker	102	280	420
Total – Health and Human Services	658	1 675	2 513
1.5 Trades and Technology			
A Engineering/Computer Science	572	1 415	2 123
B Mechanical/Metal Trades	47	124	186
C Building and Construction	210	552	828
D Culinary Arts	28	73	109
Total – Trades and Technology	857	2 164	3 246
Total Classrooms	**4,019**	**9 968**	**14 972**

5.6 One Campus - Two Campuses Question

For the purposes of this campus plan, we are assuming that Camosun will not consolidate into one campus.

Each Campus is intended to develop a sense of identity revolving around the type of program focus.

Interurban is seen as a Career focussed campus and Lansdowne as a campus with focus on University Transfer programs.

5.7 Program Split between the Two Campuses

The campus plan strives to strengthen the individual identity and image of each of the two campus locations by encouraging the college to organize programs according to the criteria discussed above.

This leads to the following assumptions around the future split of functional components and associated programmed areas between the two campuses:

COMPONENT DISTRIBUTION (Percentage)

	Lansdowne	Interurban
Access	50	50
Arts & Science	100	
Business		100
Health & Human Services		100
Trades & Technology		100
Continuing Education & Contract Training		100
CC International	100	
General Purpose Classrooms	Split according to program demands	
Student Services & Registrar	40	60
Bookstore	40	60
Food Services	40	60
Athletics & Recreation	100*	
Informal Study & Assembly	60	40
Library & AV	60	40
Administration		100

*The program developed in the course of this campus planning process does not account for the recreation areas provided by the PSI and assumes that all recreation needs at Interurban will be satisfied by PSI associated spaces. All programmed recreation spaces in the program described in point 5 are assumed to be located at Lansdowne in order to satisfy the needs at that campus.

5 FACILITIES PROGRAM

Based on this future distribution of components and associated areas, the net changes in areas for each campus location were calculated:
The future combined net area for each component was split between the two campus locations according to above table. A number of service courses are delivered by one faculty to another. Teaching space for these courses has generally been included with the receiving faculty. However, some adjustment has been made to the strict percentages methodology to account for the faculty offices that may be required at an alternate campus. Based on this, the difference between these future areas and the existing areas was calculated. Finally, these differences were summarized, leading to a total net square meter area of new space for each campus that is required to accommodate the program.

This way of calculating the required new net areas takes into account the relocation of components between the two campuses and the areas made available by relocated programs.

In a last step, the areas that have been determined as requiring replacement according to the building assessment are added to the required new net areas.

In Summary, Lansdowne Campus requires about 3700 Net Square Meters to accommodate anticipated growth in programs and associated service spaces, plus an additional 3900 Net Square Meters to replace existing areas to be decommissioned. This assumes that no housing component is pursued on this campus within the next 10 years.

Interurban Campus requires roughly 36 900 Net Square Meters to accommodate anticipated growth, as well as an additional 3200 Net Square Meters to replace existing areas. Included in these areas are 21 500 Net Square Meters of housing.

Translated into Gross Areas, based on averaged current British Columbia Ministry of Education standards, these areas translate into the following:

Lansdowne Area (new)   3700 (N) / **5735 (G)**
Lansdowne Area (Replace)   3900 (N) / **6045 (G)**

Interurban Area (new)   36900 (N) / **57195 (G)**
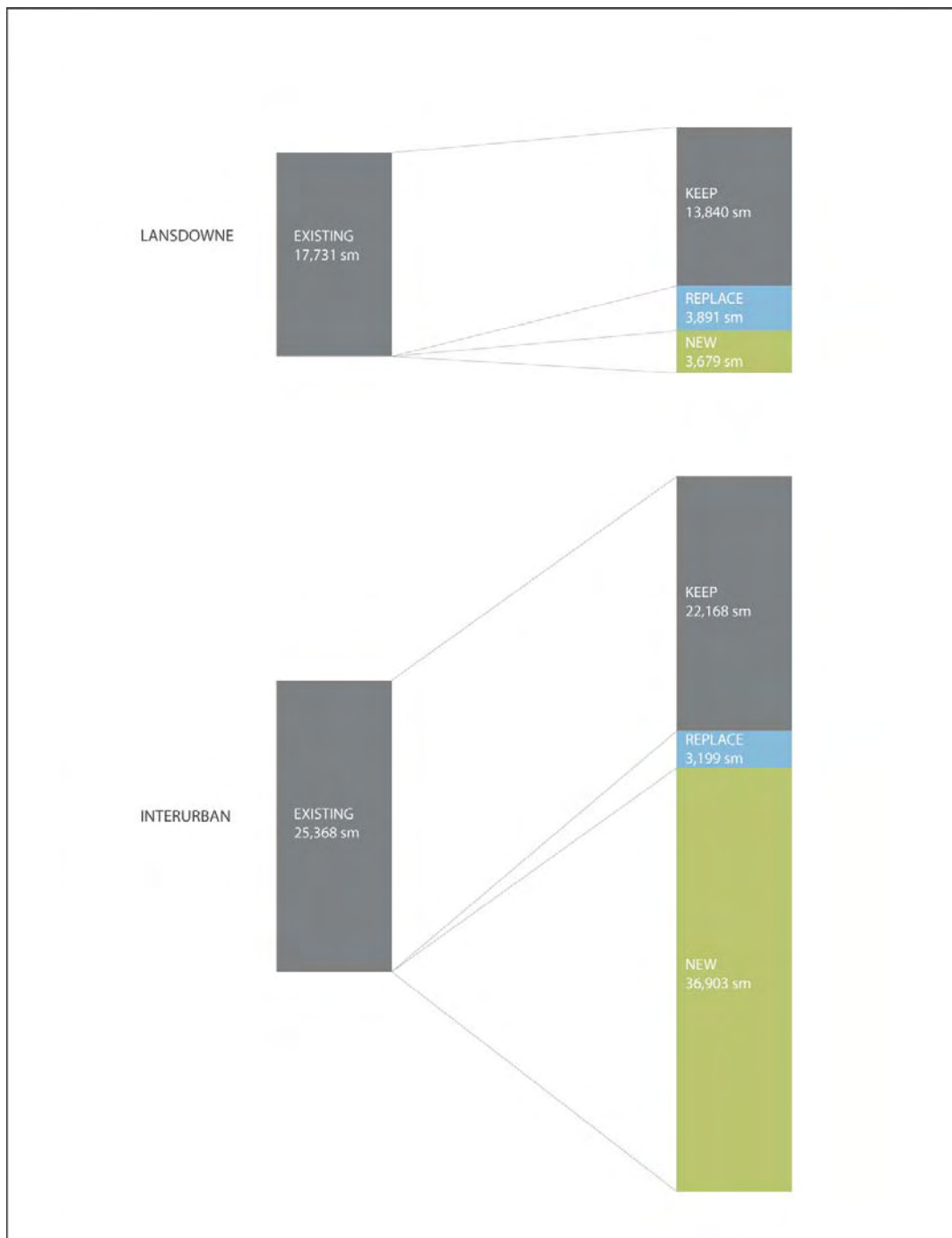Interurban Area (Replace)   3200 (N) / **4960 (G)**

Figure 5.7.a: Illustration of new and replacement net areas required each Campus

5 FACILITIES PROGRAM

Table 5.7.a Table of existing and future Net Areas translated into area changes by component and campus

Component Group	Existing Area NSM	Existing Area L.	Existing Area I.	Future Area NSM	Future Area L.	Future Area I.	Change in Area L.	Change in Area I.
1.0 ACADEMIC PROGRAMS								
1.1 Access								
A Academic Upgrading	700.7	185.4	515.3	1 465	732.5	732.5	+ 547.1	+ 217.2
B Adult Special Education (ASE)	10.4	-	10.4	100	50	50	+ 50.0	+ 39.6
C English Language Development (ELD)	857.5	41.8	815.4	1 045	522.5	522.5	+ 480.7	- 292.9
D Access Administration	146.2	79.6	66.6	240	120	120	+ 40.4	+ 53.4
1.2 Arts and Sciences								
A Academic Arts/Vocational Continuing	735.0	735.0	-	1 435	1 365	70	+ 630.0	70
B Applied Communications/ Broadcast Journalism	558.0	558.0	-	575	575	0	+ 17.0	0
C Criminal Justice	45.8	45.8	-	72	72	0	+ 26.2	0
D Visual Arts	541.0	541.0	-	590	590	0	+ 49.0	0
E Sciences/Applied Chemistry/ Environmental Technology	2 001.2	1 498.0	503.2	1 795	1 490	305	-8.0	- 198.2
F Arts and Sciences Administration	105.6	96.0	9.6	295	295	0	+ 199.0	- 9.6
1.3 Business	1 278.1	48.1	1 230.0	2 710	50	2 660	+ 1.9	+ 1430.0
1.4 Health and Human Services								
A Nursing and Allied Health	883.0	883.0	-	1 650	0	1 650	- 883.0	+ 1650.0
B Dental	636.2	636.2	-	875	0	875	- 636.2	+ 875.0
C Early Childhood Education	22.5	22.5	-	105	0	105	- 22.5	+ 105.0
D Community Support/Mental Health Worker/Social Worker	123.2	123.2	-	480	0	480	- 123.2	+ 480.0
E H&HS Administration	244.0	244.0	-	245	0	245	- 244.0	+ 245.0
1.5 Trades and Technology								
A Engineering/Computer Science	3 066.7	193.5	2 873.2	5 360	0	5 360	+ 51.5	+2 241.8
B Mechanical/Metal Trades	6 221.7	-	6 221.7	2 240	0	2 240	0	- 3 981.7
C Building and Construction	2 255.0	-	2 255.0	6 415	0	6 415	0	+ 4 160.0
D Culinary Arts	1 085.0	-	1 085.0	905	0	905	0	- 180.0
E Trades and Technology Administration	149.0	-	149.0	295	0	295	0	+ 146.0
1.6 Continuing Education and Contract Training								
A CE&CT Administrative Offices	295.0	-	295.0	370	0	370	0	+ 75.0
B Executive Classrooms	-	-	-	475	0	475	0	+ 475.0
1.7 CC International								
A CC International Office	200.1	166.5	33.6	250	250	0	+ 83.5	- 33.6
B International Student Centre	108.8	108.8	-	240	240	0	+ 131.2	0
1.8 General Instructional Space								
A Classrooms	9 532.4	4 807.4	4 725.0	9 968	3 524.5	6 443.5	-1 122.90	+ 1 558.5
B Computer Laboratories	505.7	317.3	188.4	505	303	202	- 14.3	+ 13.6
Total Component Area, 1.0	32 307.5	11 331.1	20 976.4	40 700	10179.5	30520.5	- 746.6	+9 139.1

5 FACILITIES PROGRAM

	Component Group	Existing Area NSM	Existing Area L.	Existing Area I.	Future Area NSM	Future Area L.	Future Area I.	Change in Area L.	Change in Area I.
2.0	**STUDENT AND ACADEMIC SUPPORT**								
2.1	General Student Services								
	A Student Services/Registrar	1 756.9	751.9	1 005.0	1 930	772	1158	+ 20.1	+ 153.0
	B Cooperative Education	229.8	107.4	122.4	380	0	380	- 107.4	+ 257.6
	C Bookstore	699.7	408.1	291.6	1 135	454	681	+ 45.9	+ 389.4
	D Student Society	234.1	198.5	36.6	620	310	310	+ 111.5	+ 273.4
	E Food Services	930.7	491.3	439.4	3 240	1296	1944	+ 804.7	+ 1 504.6
	F Athletics and Recreation	592.8	422.7	170.1	530	530	0	+ 107.3	- 170.1
	G Informal Study	-	-	-	2 345	1407	938	+ 1 407.0	+ 938.0
	H Childcare	458.9	183.9	275.0	460	185	275	+ 1.1	0
	I Student Housing	-	-	-	21 500	0	21500	0	+ 21500.0
	J First Nations	116.1	107.8	8.3	765	765	0	+ 657.2	- 8.3
	K Gallery and Assembly	-	-	-	500	500	0	+ 500.0	0
2.2	Technology and Learning Support								
	A Library/Learning Commons	2 892.2	1 805.2	1 087.0	5 770	3462	2308	+ 1 656.8	+ 1 221.0
	B AV Services	578.0	295.3	282.7	635	317.5	317.5	+ 22.2	+ 34.8
	C Imaging Services	289.5	191.9	97.6	390	195	195	+ 3.1	+ 97.4
	D Networks & Telecommunications/Systems and Software Services/Client Services	528.4	464.6	63.8	790	0	790	+ 167.4	+ 94.2
	Total Component Area, 2.0	9 307.1	5 428.6	3 879.5	40 990	10193.5	30796.5	+ 5 396.9	+ 26 285.0
3.0	**ADMINISTRATIVE & GENERAL SUPPORT SERVICES**								
3.1	Administration								
	A Senior Administration/Policy Development	609.9	201.5	408.4	670	0	670	- 201.5	+ 261.6
	B Finance/Human Resources	620.8	620.8	-	775	0	775	- 620.8	+ 775
	C College and Community Relations/Foundation/ Alumni	103.2	-	103.2	145	0	145	0	+ 41.8
	D Purchasing	26.5	26.5	-	180	0	180	- 26.5	+ 180
	E Physical Resources	122.9	122.9	-	170	0	170	- 122.9	+ 170
	F Camosun College Research	-	-	-	50	0	50	0	+ 50
	Total Component Area, 3.0	1 483.3	971.7	511.6	1 990	0	1990	- 971.7	+ 1478.4
Totals		**43 097.9**	**17 731.4**	**25 367.5**	**83 680.0**	**21410.0**	**62270.0**	**3678.6**	**36902.5**

5 FACILITIES PROGRAM
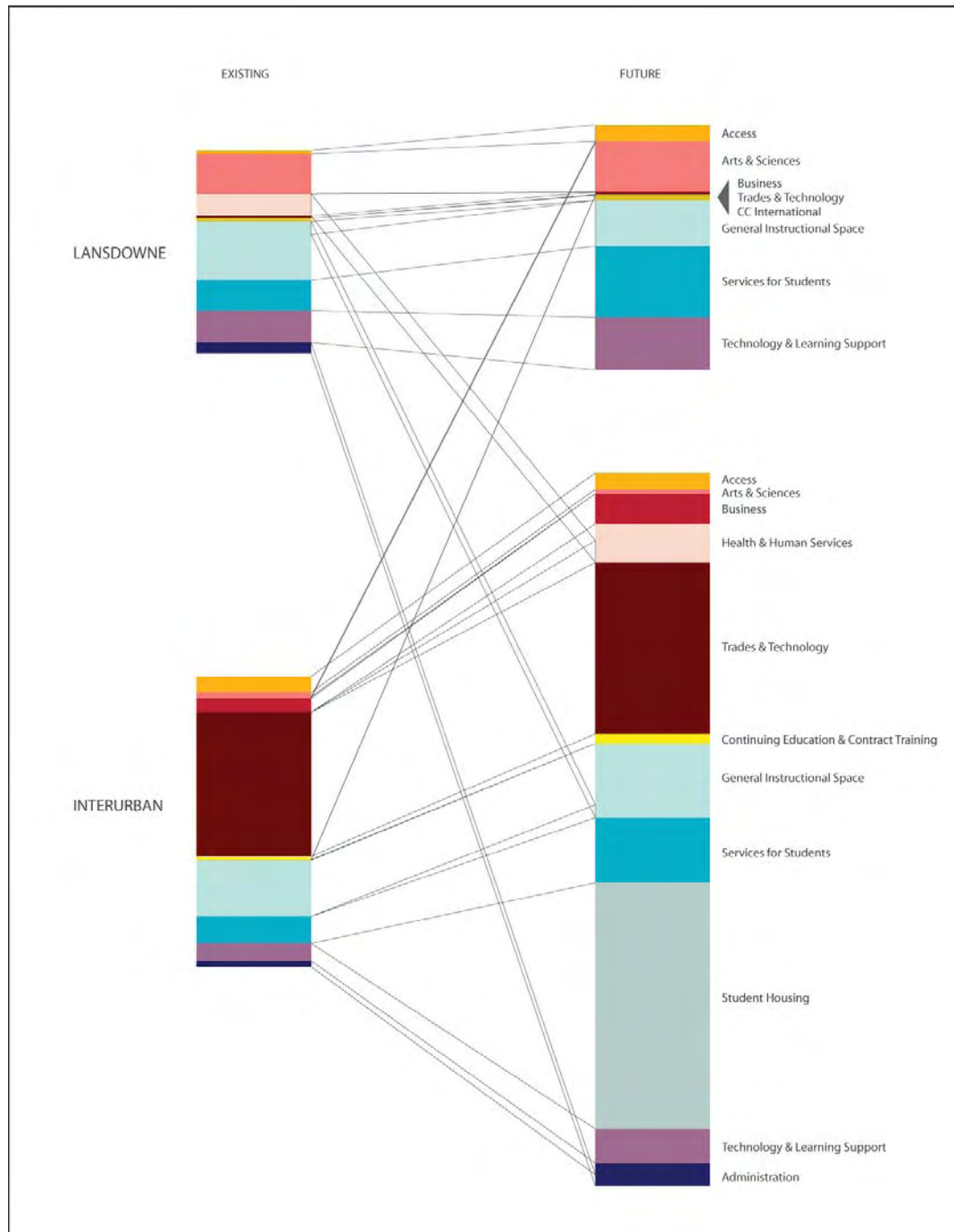

Figure 5.7.b: Illustration of Net Area Changes by campus and functional component

Table 5.7.b: Summary of Net Areas required each campus

Component Group	`	Existing Area Lans.	Existing Area Inter.	Future Area NSM	Future Area Lans.	Future Area Inter.	Change in Area Lans.	Change in Area Inter.
Total Component Area, 1.0	32 307.5	11 331.1	20 976.4	40 700	10 504.5	30 195.5	- 746.6	+9139.1
Total Component Area, 2.0	9 307.1	5 428.6	3 879.5	40 990	10 193.5	30 796.5	+ 5 396.9	+ 26 285
Total Component Area, 3.0	1 483.3	971.7	511.6	1 990	0	1990	- 971.7	+ 1 478.4
Totals	43 097.9	17 731.4	25 367.5	83 680.0	21 410.0	6 2270.0	**3 678.6**	**36 902.5**
Building Replacement Areas (FIS Net areas of Buildings determined to be replaced in Building Assessment):								
I: Portable A								1145.97
I: CECT								244.82
I: Cafeteria (Optional)								1808.4
L: Argyle House (Optional)							233.85	
L: Hully House							251	
L: Isobel Dawson (Optional)							1839.11	
L: Portable G							80	
L: Pottery Studio (Optional)							308.22	
L: Richmond House (Optional)							580.57	
L: Visual Arts / Fine Arts							598.00	
Total Net Square Meters of new area required per campus							**7 569.35**	**40 101.69**

Note that these Numbers account for re-use of areas that are vacated by components assumed to move from one campus to the other (in particular H&HS and Administration from Lansdowne to Interurban) If these relocations do not take place, the overall required areas of change will differ from the table above.

5 FACILITIES PROGRAM

5.8 Facilities Program Detailed Scope Description, Space Needs and Priorities

1.0 ACADEMIC PROGRAMS

Component	Scope Description	Estimated Space Need	Location Priorities
1.1 ACCESS **A** **Academic** **Upgrading**	This component accommodates Access programs for the various diploma and certificate programs offered by Camosun College as well as Foundations, job readiness and adult basic education programs. *Assumptions:* • 655 FTEs • 191 stations in various lab types (Health, Business, Trades) • 32 office "equivalents" • Testing/drop-in lab • Greenhouses (255 BGSM)	*Existing Area NSM: 700.7* Future Area NSM: 1 465 Future Area BGSM: 2 290	1 Centrally Scheduled Classrooms 2 Food Services 3 Student Services
B **Adult Special** **Education** **(ASE)**	This component accommodates the dedicated lab and office space to support Adult Special Education programs at the Camosun campuses. *Assumptions:* • 50 FTEs • 16 lab stations • 4 office "equivalents"	*Existing Area NSM: 10.4* Future Area NSM: 100 Future Area BGSM: 150	1 Centrally Scheduled Classrooms 2 Food Services 3 Student Services
C **English** **Language** **Development** **(ELD)**	This component accommodates the dedicated lab and office space to support English Language Development programs at the Camosun campuses. *Assumptions:* • 479 FTEs • 116 language lab/computer stations • 25 office "equivalents" • Drop-in language labs and ESL Learning Centre	*Existing Area NSM: 857.5* Future Area NSM: 1 045 Future Area BGSM: 1 615	1. Centrally Scheduled Classrooms 2. CC International 3. Food Services

Component	Scope Description	Estimated Space Need	Location Priorities
D **Access Administration**	This component accommodates the office and support space to support the School of Access at the Camosun campuses. *Assumptions:* • Base factor + student FTE factor	*Existing Area NSM: 146.2* Future Area NSM: 240 Future Area BGSM: 375	1. Academic Upgrading 2. English Language Development 3. Adult Special Education 4. Main Entrance
1.2 ARTS AND SCIENCES			
A **Academic Arts/ Vocational Continuing**	This component accommodates the lab and office space and support areas required to deliver Arts programs, including Anthropology, English, Geography, History, Modern Languages, Philosophy, Psychology and Sociology at Camosun campuses. It does not include the lab requirements for service courses but does include offices for faculty teaching service courses. *Assumptions:* • 1,597 student FTEs • 80 office "equivalents" • 161 lab stations	*Existing Area NSM: 735.0* Future Area NSM: 1 435 Future Area BGSM: 2 225	1. Centrally Scheduled Classrooms 2. Library 3. Food Services
B **Broadcast Journalism/ Applied Communicat- ions**	This component accommodates the lab, studio, office and support space required to deliver the Broadcast Journalism/Applied Communications at the Camosun campuses. *Assumptions:* • 75 student FTEs • 15 office "equivalents" pro-rata • 49 multimedia stations • Studio • Drop-in lab	*Existing Area NSM: 558.0* Future Area NSM: 575 Future Area BGSM: 965	1. Centrally Scheduled Classrooms 2. Student Society 3. Food Services

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Component	Scope Description	Estimated Space Need	Location Priorities
C **Criminal** **Justice**	This component accommodates the office and support space required to deliver the Criminal Justice program at the Camosun campuses. *Assumptions:* • 250 student FTEs • 7 office "equivalents"	*Existing Area NSM: 45.8* Future Area NSM: 72 Future Area BGSM: 112	1 Centrally Scheduled Classrooms 2 Food Services 3 Library
D **Visual Arts**	This component accommodates the studio, office and support space required to deliver the Visual Arts programs at the Camosun campuses. *Assumptions:* • 100 student FTEs • 9 office "equivalents" • 73 studio stations • drop-in lab	*Existing Area NSM: 541.0* Future Area NSM: 590 Future Area BGSM: 865	1 Food Services 2 Exterior Service Access
E **Sciences/** **Applied** **Chemistry/** **Environmental** **Technology**	This component accommodates the lab, office and support space required to deliver science programs, including Biology, Chemistry, Earth and Environmental Science, Applied Chemistry/Biotechnology, and Environmental Technology at the Camosun campuses. *Assumptions:* • 523 student FTEs • 61 office "equivalents" pro-rata • 175 lab stations (wet and dry) • Conference Room	*Existing Area NSM: 2 001.2* Future Area NSM: 1 795 Future Area BGSM: 2 900	1 Centrally Scheduled Classrooms 2 Food Services 3 Drop-In Computer Lab
F **Arts and** **Sciences** **Administration**	This component accommodates the School administrative office and support space required for Arts and Sciences at the Camosun campuses. *Assumptions:* • Base factor + student FTE factor	*Existing Area NSM: 105.6* Future Area NSM: 295 Future Area BGSM: 455	1 Central to Arts & Sciences Components 2 Main Entrance

Component	Scope Description	Estimated Space Need	Location Priorities
1.3 BUSINESS	This component accommodates the lab, support, faculty office, and School administrative office space required to deliver certificate, diploma, undergraduate, graduate and post-graduate Business Administration programs at the Camosun campuses, including the Hotel and Restaurant Management program. *Assumptions:* • 1,575 student FTEs • 371 lab stations • 68 office "equivalents" • Conference and breakout rooms • Dunlop House "equivalent" • School administration (275 nsm using base factor + student FTE factor)	*Existing Area NSM: 1 278.1* Future Area NSM: 2 710 Future Area BGSM: 4 135	1 Centrally Scheduled Classrooms 2 Food Services 3 Student Services
1.4 HEALTH AND HUMAN SERVICES			
A **Nursing and Allied Health**	This component accommodates the lab and office space to support the delivery of Nursing programs at the Camosun campuses. *Assumptions:* • 759 student FTEs • Incl. Complementary, Rehab. Assist., HSS • 115 lab stations • PBL labs for Nursing • 59 office "equivalents"	*Existing Area NSM: 883.0* Future Area NSM: 1 650 Future Area BGSM: 2 605	1 Centrally Scheduled Classrooms 2 Sciences 3 Food Services 4 Library/Learning Commons
B **Dental**	This component accommodates the clinic, lab and office space to support the delivery of Dental programs at the Camosun campuses. *Assumptions:* • 88 student FTEs • Slightly larger clinic area • 14 lab stations • 12 office "equivalents"	*Existing Area NSM: 636.2* Future Area NSM: 875 Future Area BGSM: 1 375	1 Centrally Scheduled Classrooms 2 Public Access 3 Food Services 4 Student Services

5 FACILITIES PROGRAM

Component	Scope Description	Estimated Space Need	Location Priorities
C Early Childhood Education	This component accommodates the lab, office and support space required for the Early Childhood Education program at Camosun College. *Assumptions:* • 55 student FTEs • 17 lab stations • 4 office "equivalents"	*Existing Area NSM: 22.5* Future Area NSM: 105 Future Area BGSM: 160	1 Centrally Scheduled Classrooms 2 Childcare 3 Food Services
D Community Support/ Mental Health Worker/Social Worker	This component accommodates the lab and office space necessary for the community support, mental health and social worker programs at the Camosun Campuses. *Assumptions:* • 143 student FTEs • 44 lab stations • 8 office "equivalents"	*Existing Area NSM: 123.2* Future Area NSM: 480 Future Area BGSM: 740	1 Centrally Scheduled Classrooms 2 Nursing/Allied Health 3 Food Services
E H&HS Administration	This component accommodates the School administrative office and support space required for Health and Human Services at the Camosun campuses. *Assumptions:* • Base factor + student FTE factor	*Existing Area NSM: 244.0* Future Area NSM: 245 Future Area BGSM: 375	1 Central to H&HS 2 Main Entrance
1.5 TRADES AND TECHNOLOGY			
A Engineering/ Computer Science	This component accommodates the lab, office and support space required to deliver Engineering and Computer Science programs at the Camosun campuses. *Assumptions:* • 1,185 student FTEs • Applied degrees • 385 stations in computer and engineering labs • 74 office "equivalents" • Drop-in labs and conference room	*Existing Area NSM: 3 066.7* Future Area NSM: 5 360 Future Area BGSM: 7 925	1 Centrally Scheduled Classrooms 2 Service Access 3 Food Services

Component	Scope Description	Estimated Space Need	Location Priorities
B Mechanical/ Metal Trades	This component accommodates the shop, office and support space required to deliver Mechanical/Metal Trades programs at the Camosun campuses. *Assumptions:* • 138 student FTEs • 124 stations in welding, auto, sheet metal shops • 24 office "equivalents"	*Existing Area NSM: 6 221.7* Future Area NSM: 2 240 Future Area BGSM: 3 355	1 Centrally Scheduled Classrooms 2 Service Access 3 Food Services
C Building and Construction Trades	This component accommodates the shop, office and support space required to deliver Building and Construction Trades programs at the Camosun campuses. *Assumptions:* • 373 student FTEs • 301 stations in carpentry, plumbing, horticulture, AC, fine furniture shops • 31 office "equivalents"	*Existing Area NSM: 2 255.0* Future Area NSM: 6 415 Future Area BGSM: 9 945	1 Centrally Scheduled Classrooms 2 Service Access 3 Food Services
D Culinary Arts	This component accommodates the teaching kitchen, office and support space required to deliver Culinary Arts programs at the Camosun campuses. Note that it does not include the cafeteria dining area, which is included in component 2.1.E. *Assumptions:* • 86 student FTEs (credit for Corrections FTEs) • Does not include dining • 92 teaching kitchen stations • 8 office "equivalents"	*Existing Area NSM: 1 085.0* Future Area NSM: 905 Future Area BGSM: 1 345	1 Food Services 2 Centrally Scheduled Classrooms 3 Student Services

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Component	Scope Description	Estimated Space Need	Location Priorities
E **Trades and Technology Administration**	This component accommodates the School administrative office and support space required for Trades and Technology at the Camosun campuses. *Assumptions:* • Base factor + student FTE factor	*Existing Area NSM: 149.0* Future Area NSM: 295 Future Area BGSM: 460	1 Central to T&T Programs 2 Main Entrance
1.6 CONTINUING EDUCATION AND CONTRACT TRAINING			
A **CE&CT Administrative Offices**	This component accommodates the office space to support the delivery of Continuing Education and Contract Training at the Camosun campuses. *Assumptions:* • Incl. open offices for program • Supports Quad program • 10% growth factor	*Existing Area NSM: 295.0* Future Area NSM: 370 Future Area BGSM: 570	1 Main Entrance 2 Executive Classrooms 3 Centrally Scheduled Classrooms 4 Food Services
B **Executive Classrooms**	This component accommodates the dedicated classrooms for Continuing Education and Contract Training. They are more spacious and have a higher level of finish than the standard classrooms. *Assumptions:* • 3 50-seat classrooms • Informal meeting and reception area	*Existing Area NSM: 0* Future Area NSM: 475 Future Area BGSM: 710	1 CE/CT Administrative Offices 2 Main Entrance 3 Food Services
1.7 CC INTERNATIONAL			
A **CC International Office**	This component accommodates the office and support space required to support the CC International programs at the Camosun campuses. *Assumptions:* • 25% growth factor	*Existing Area NSM: 200.1* Future Area NSM: 250 Future Area BGSM: 385	1 International Student Centre 2 Main Entrance 3 English Language Development

Component	Scope Description	Estimated Space Need	Location Priorities
B International Student Centre	This component accommodates the International Student Centre, which is a centre for socializing, meeting and outreach to the College community. *Assumptions:* • Lounge and reception for 100	*Existing Area NSM: 108.8* Future Area NSM: 240 Future Area BGSM: 375	1 CC International Office 2 Main Entrance 3 English Language Development

1.8 GENERAL INSTRUCTIONAL SPACE

Component	Scope Description	Estimated Space Need	Location Priorities
A Classrooms	This component accommodates the centrally scheduled classrooms that are available to and support all programs at Comosun College. *Assumptions:* • Centrally booked classrooms for all academic programs • Assumes 1,000 ASCH/station	*Existing Area NSM: 9 532.4* Future Area NSM: 9 968 Future Area BGSM: 14 970	1 Main Entrance 2 Program Areas 3 Food Services
B Computer Laboratories	This component accommodates the drop-in computer labs and support space for all Camosun students. *Assumptions:* • No increase in number of labs • 25% drop in number of stations per student • wireless environments in all areas of the campus will support use of personal computers	*Existing Area NSM: 505.0* Future Area NSM: 505 Future Area BGSM: 780	1 Central to All Schools 2 Main Entrance of Buildings

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2.0 STUDENT AND ACADEMIC SUPPORT

Component	Scope Description	Estimated Space Need	Location Priorities
2.1 GENERAL STUDENT SERVICES			
A Student Services/ Registrar	This component accommodates the counseling, educational advising and health care services areas of Student Affairs, including office, student waiting and support spaces. *Assumptions:* • 10% increase in area, due to efficiencies • Incl. Nexus, Women's Centre, Registrar, Financial Aid, Assessment	*Existing Area NSM: 1 756.9* Future Area NSM: 1 930 Future Area BGSM: 2 990	1 Library/Learning Commons 2 Central to Campus 3 CC International 4 Food Services
B Cooperative Education	This component accommodates administrative office space, meeting and interview rooms, information resources for the Cooperative Education programs. These will be distributed throughout the campus and will be associated with administrative areas of relevant Schools. *Assumptions:* • 25% increase in growth • Plus 4 meeting rooms • Plus 4 interview rooms	*Existing Area NSM: 229.8* Future Area NSM: 380 Future Area BGSM: 595	1 Distributed to Schools 2 Student Services
C Bookstore	This component accommodates the bookstore function, including office, display, storage and shipping and receiving areas. *Assumptions:* • 20% increase in size + pro-rated • Increased merchandizing • Loading dock connection	*Existing Area NSM: 699.7* Future Area NSM: 1 135 Future Area BGSM: 1 645	1 Major Circulation 2 Central to Campus 3 Service Access

Component	Scope Description	Estimated Space Need	Location Priorities
D Student Society	This component accommodates the student society functions, including offices, clubrooms, meeting room, pub and lounge areas. It is assumed that at Student Society space will be part of a development that is funded by the Student Society. Student centres may be provided at either one or both campuses. Areas provided are for one campus only. *Assumptions:* • Assumes passed referendum • Student Society offices • Deli, food services, meeting space • Lounge and small pub	*Existing Area NSM: 234.1* Future Area NSM: 620 Future Area BGSM: 930	1 Student Services 2 Central to Campus
E Food Services	This component accommodates all Food Service space at Camosun campuses, including food preparation, servery and dining areas. *Assumptions:* • Centralized Service with distributed satellite services • Seating for 1,650 students	*Existing Area NSM: 930.7* Future Area NSM: 3 240 Future Area BGSM: 4 700	1 Central to Campus 2 Satellite in each Academic Building 3 Main Entrance
F Athletics and Recreation	This component accommodates the recreation facilities required to support the students, faculty and staff at the campuses. *Assumptions:* • Lansdowne retained with 25% growth • PSI will provide all resources at Inter-urban	*Existing Area NSM: 592.8* Future Area NSM: 530 Future Area BGSM: 765	1 Central to campus
G Informal Study	This component accommodates informal study and socializing space for the students and staff of Camosun College. *Assumptions:* • Distributed throughout campuses • Use to create centres within building and for each campus	*Existing Area NSM: 0* Future Area NSM: 2 345 Future Area BGSM: 3 635	1 Central to Campus 2 Distributed in Each Academic Building

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Component	Scope Description	Estimated Space Need	Location Priorities
H **Childcare**	This component accommodates the day care facilities at the College. *Assumptions:* • Retain existing numbers at 24 + 36 places • Outdoor play area required	*Existing Area NSM: 458.9* Future Area NSM: 460 Future Area BGSM: 690	1 Along Traffic Route 2 Early Childhood Education
I **Student Housing**	This component accommodates residence space at the Camosun campuses. A total of 900 beds will be provided at a time and may be provided at either one or both campuses. Areas provided are for one campus only. *Assumptions:* • 300 beds X 3 units • Studio, 1-bedroom & quad suites • Incl. mail, lounge, breakout, laundry, storage	*Existing Area NSM: 0* Future Area NSM: 21 500 Future Area BGSM: 32 250	1 Food Services 2 Pacific Sports Institute 3 Executive Classrooms
J **First Nations**	This component accommodates the office and learning lodge space for the Camosun College First Nations community. *Assumptions:* • Offices (11) • First Nations Student Association • Learning Lodge for 200 with support space	*Existing Area NSM: 116.1* Future Area NSM: 765 Future Area BGSM: 1 150	1 Student Services 2 Central to Campus
K **Art Gallery and Assembly**	This component accommodates an art gallery that is available to both the Camosun College community and the wider community and congregating/reception space in association. *Assumptions:* • Gallery (100 nsm) • Theatre (350 nsm) • Support (50 nsm)	*Existing Area NSM: 0* Future Area NSM: 500 Future Area BGSM: 750	1 Central to Campus 2 Student Services

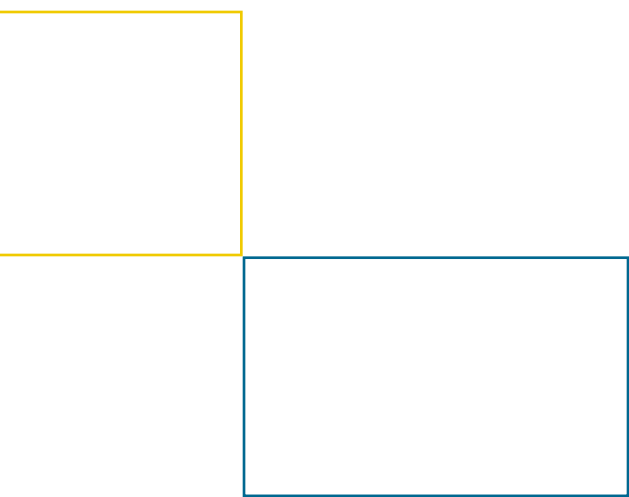| Component	Scope Description	Estimated Space Need	Location Priorities
2.2 TECHNOLOGY AND LEARNING SUPPORT			
A Library/ Learning Commons	This component accommodates the library and study space required to support programs at the Camosun campuses. *Assumptions:* • Development of Learning Commons • Writing/Math Centres • 100% increase	*Existing Area NSM: 2 892.2* Future Area NSM: 5 770 Future Area BGSM: 8 945	1 Central to campus 2 AV Services 3 Imaging
B AV Services	This component accommodates the staff and support areas required to support the audio visual and faculty educational technology support services areas, including office, workshop, storage, meeting rooms and resource areas. *Assumptions:* • Assumes 10% growth • Supports Centre for Teaching and Learning/ Learning Commons	*Existing Area NSM: 578.0* Future Area NSM: 635 Future Area BGSM: 950	1 Library 2 Imaging
C Imaging Services	This component accommodates the staff areas required to support computer services, networks and telecommunications. *Assumptions:* • Central to campus as used by all • Increasing importance of printing and graphics • 35% growth	*Existing Area NSM: 289.5* Future Area NSM: 390 Future Area BGSM: 585	1 Major Circulation 2 Library 3 AV Services
D Networks & Telecommuni-cations/ Systems and Software Services/ Client Services	This component accommodates the staff and support areas required to the print shop including the main printing areas and drop off areas. *Assumptions:* • 50% growth assumed (i.e., higher than campus overall)	*Existing Area NSM: 528.4* Future Area NSM: 790 Future Area BGSM: 1 225	1 Library 2 Computer Labs

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3.0 ADMINISTRATION AND GENERAL SUPPORT SERVICES

Component	Scope Description	Estimated Space Need	Location Priorities
3.1 ADMINISTRATION			
A Senior	This component accommodates senior administration areas for the College, including the board room. *Assumptions:* • 10% growth	*Existing Area NSM: 609.9* Future Area NSM: 670 Future Area BGSM: 1 040	1 High Profile At Campus Centre
B Finance/ Human Resources	This component accommodates the office and support functions of Finance, Human Resources, and Education Research and Development. *Assumptions:* • 25% growth	*Existing Area NSM: 620.8* Future Area NSM: 775 Future Area BGSM: 1 200	1 Purchasing 2 Senior Administration
C College & Community Relations/ Foundation/ Alumni	This component accommodates the office and support functions of College and Community Relations, the Foundation and CC Alumni. *Assumptions:* • 40% growth	*Existing Area NSM: 103.2* Future Area NSM: 145 Future Area BGSM: 225	1 High Profile 2 Senior Administration
D Purchasing	This component accommodates the office and support functions for Purchasing as well as shipping and receiving for each campus. *Assumptions:* • Provide central shipping & receiving at each campus	*Existing Area NSM: 26.5* Future Area NSM: 180 Future Area BGSM: 260	1 Service Access 2 Finance Services
E Physical Resources	This component accommodates the office, and office support spaces for Physical Resources. *Assumptions:* • Based on physical plant size • 40% growth	*Existing Area NSM: 122.9* Future Area NSM: 170 Future Area BGSM: 265	1 Senior Administration 2 Service Access

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Component	Scope Description	Estimated Space Need	Location Priorities	
F Camosun College Research	This component accommodates the office, and office support spaces for Camosun College Research. *Assumptions:* • Based on physical plant size • 40% growth	*Existing Area NSM:* 0 Future Area NSM: 50 Future Area BGSM: 75	1	Senior Administration
			2	School Faculty offices

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