

# MacEwan University

## Campus Master Plan

September 2018



## Traditional Territories Acknowledgment

MacEwan University welcomes Indigenous peoples from across the world as our students, faculty, staff and guests. We celebrate the rich cultural heritage of these peoples and the ancestral lands on which our university sits today.

Acknowledging traditional territory is one part of recognizing and moving beyond colonization, and strengthening our relationships in a positive way. All university conferences and public events are opened with the following Treaty 6 territory land acknowledgment, presented here in syllabics, Cree and English.

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kā-kī-isi-nākatēyīhtāhkik ōma askiy, kistanaw ta-kī-kanawēyīhtamāhk êkwa ta-manācihtāyāhk kikāwīnaw askiy. kā-nistawēyīhtamāhk otaskiwahk, pēyakwan mīna nikistēyimānānak nistamiyimākanak êkwa mīna awāsisak ōta kā-kī-nahinēcik, asici iskwēwak kā-wanihēcik, kā-misawinācihēcik, nāpēwak wīstawāw, êkwa mīna kahkiyaw ayisiyiniwak kā-māmawinātaiwēhisocik. tāpitaw ê-kiskisomitoyahk kahkiyaw ê-tākopisoyahk kihci-asotamātowin êkwa kwayask ka-nākatēyīmitoyahk.

We acknowledge that the land on which we gather in Treaty Six Territory is the traditional gathering place for many Indigenous people. We honour and respect the history, languages, ceremonies and culture of the First Nations, Métis and Inuit who call this territory home.

The First People's connection to the land teaches us about our inherent responsibility to protect and respect Mother Earth. With this acknowledgment, we honour the ancestors and children who have been buried here, missing and murdered Indigenous women and men, and the process of ongoing collective healing for all human beings. We are reminded that we are all treaty people and of the responsibility we have to one another.

# Letter from the President

As MacEwan University evolves and grows in step with the world around us, our campus will be the physical manifestation of our values, mission and strategic directions. This document provides the framework for how our physical spaces will grow and change over the next 25 years.



We are Edmonton's downtown university. We are educators. We are city builders. We are agents of social change.

The plan recognizes, and takes advantage of, our unique location as an urban university in a winter city. We envision a campus that is compact, walkable (both indoors and outdoors) and welcoming to the community. A campus that accommodates future growth by maximizing our available space. That provides open space and prioritizes people.

Our place on the urban landscape brings with it a responsibility to the communities we serve - our students, the people who work here and our neighbours. The Campus Master Plan will help us define how we interact with - and form a bridge between - the high-rises, businesses and condominiums in the city's downtown core, and the neighbourhoods that are home to some of our most vulnerable citizens and the services on which they rely.

Through an inclusive and collaborative process, we have created a vision for the future of our campus, one that: enhances the learning experience for our students, supports our institutional priorities - including sustainability and answering the Truth and Reconciliation Commission's Calls to Action and brings life to the neighbourhoods that surround us and to our city as a whole.

Sincerely,

Dr. Deborah Saucier  
President



# Letter from the Associate Vice President of Facilities

Throughout MacEwan's 47 year history, institutional growth and expansion has been guided by a campus master plan. There have been four previous campus plans that have been instrumental in charting a course for distributed campus locations, centralized and consolidated campuses, major capital projects and campus disposition. This new 2018 campus plan becomes the fifth plan for MacEwan, and as the previous ones were a map for physical institutional change, so too, the Campus Master Plan provides exciting and ambitious steps for consolidation, growth and development onto the City Centre Campus.



In many ways, the 2018 version of the Campus Master Plan distinguishes itself from previous plans with a more externalized focus for its role, contribution and integration with the community and beyond. Providing a plan to consolidate and develop the site, the Campus Master Plan also accepts its responsibility as a community bridge that unifies and integrates the urban activities of Edmonton's arts and warehouse districts with the residential and commercial activities of an expanding and revitalized downtown. The Campus Master Plan ensures the student is central with exposure and opportunity to academic excellence and social, cultural and environmental events. The Plan considers city growth and development with an urban and environmental transformation that projects MacEwan from the downtown campus to a university district. The planning vision leads to one consolidated campus that is walkable in all directions and connects adjacent neighbourhoods. It is a vision that encompasses indoor and outdoor use over all seasons. It's a vision that transforms open spaces and a building expansion program that should ensure MacEwan is positioned as a centre for higher learning at the national level.

The 2018 Campus Master Plan represents a highly collaborative effort of the MacEwan internal and external communities that provides the continuum of academic growth and development for the university's next half century of operation. We acknowledge the contributors of this Plan and we are moving forward with the implementation.

Sincerely,

Stuart MacLean  
Associate Vice President of Facilities

# Foreward

This Campus Master Plan lays out a long-term Vision for the physical growth and enhancement of MacEwan University City Centre Campus. It represents the collaboration and consensus of multiple and diverse stakeholder groups, including staff, students, and faculty, as well as external stakeholders including neighbouring communities and business associations, and members of the public.

Over the course of the project, and particularly through the engagement process a Vision was formed, Principles were identified, Design Frameworks were produced, and an Implementation and Phasing Strategy was established to direct the future of MacEwan University over a 25 year development horizon. The Plan envisions the campus evolving into a complete community that is vibrant throughout the day and evening, and at all times of the year. The Campus Master Plan supports a diversity of amenities, services, and experiences to both the campus and neighbouring community, and broader city, with new academic and mixed-use buildings, vibrant and functional open spaces (both interior and exterior), pedestrian-oriented streets, and multi-modal connections.

Initiated in 2018, MacEwan University retained a Consultant Team of DIALOG, RMC, and Acumen Consulting, to prepare the Campus Master Plan (the Plan) as the second phase to the Single Sustainable Campus Plan Update which was completed in 2017. Bunt & Associates was also engaged to review the Movement Framework, as part of the university team. The process unfolded over an eight month period.

This Plan provides a structure for the future development of built form, open spaces, and movement networks on the campus and ingrains sustainability, resilience, and the indigenization of the campus as core threads throughout.

The Plan is to be utilized in conjunction with MacEwan University's strategic planning and policy framework, which includes the Integrated Strategic Plan, the City Centre Campus Space Needs Assessment, and the Comprehensive Institutional Plan. It should be referenced when considering new investments and projects on campus.

## What is a Master Plan?

A Campus Master Plan articulates a shared Vision for the university and defines a strategy and set of principles that guides: the development of new built form; the laying out of streets and supporting infrastructure; the integration of mobility networks; and, the creation, enhancement of new and existing open spaces.

## How should I use this Plan?

This Plan provides a long-term decision making framework to guide decisions about developing and investing in the MacEwan University City Centre Campus. It also provides a common frame of reference for anyone with a stake in MacEwan University to understand its planned evolution, including students, alumni, private sector partners, staff, and faculty. The Plan should be referenced by MacEwan staff, and its Campus Planning Committee, when conceptualizing new buildings and construction projects, as well as during functional programming, schematic design, detailed design, tendering, and construction phases.

## Document Structure

The Plan is structured around a set of frameworks, which address built form, open space, movement, sustainability and programming that will steer the evolution of the campus over the long-term. Specific projects and recommendations for future investment in the short, mid, and long-term are identified in the Phasing and Implementation Strategy.

The document comprises 7 chapters:

- **Chapter 1** outlines the project background, objectives, plan alignment, campus history and previous master planning initiatives, as well as an analysis of its existing conditions and opportunities.
- **Chapter 2** summarizes the key drivers, or design considerations, that have informed this Plan, including an understanding of the consolidation of MacEwan University to the City Centre Campus, as well as early priorities and design ideas that emerged as outcomes of the engagement process.
- **Chapter 3** provides an overview of the engagement and consultation process and highlights early priorities and design ideas that emerged as outcomes from project stakeholders.
- **Chapter 4, 5 + 6** are the Plan Frameworks and policies that form the core of the Campus Master Plan. Chapter 4 includes the Plan Vision, Principles, "Big Moves" and Concept for the campus's evolution. Chapter 5 outlines the Plan Frameworks that provide policy recommendations specific to implementation of the campus's built form, open spaces, movement, and sustainability and resilience. Chapter 6 describes opportunities for programming based on anticipated uses, within a short term time frame.

- *Chapter 7* provides a Phasing and Implementation Strategy for initiatives in the near, medium, and long-term. It also includes recommendations on further studies, and parameters for administering the Plan.

Through these chapters, the Plan is designed to guide and support the growth and development of the campus, and will set the stage for the evolution of buildings and spaces.

#### **Document Terms**

The following terms will be formally used in the Campus Master Plan:

- *Campus Master Plan (the Plan)*
- *Frameworks*
  - *Built Form Framework*
  - *Movement Framework*
  - *Open Space Framework*
- *Implementation and Phasing Strategy*
- *Principles*
- *Vision*

# ACKNOWLEDGMENTS

This Campus Master Plan was developed by an interdisciplinary Consultant Team led by DIALOG (campus planning, urban design, public engagement) that included RMC (facility planning) and Acumen Cost Consulting (cost consulting). The process was iterative and collaborative with the university and all key stakeholders including the numerous staff, students, and faculty who attended events and workshops in the preparation of the MacEwan Campus Master Plan.

We would like to thank the following key stakeholder groups who participated throughout the course of the project:

- MacEwan University:
  - Deans' Council Steering Committee
  - Campus Planning Committee
  - MacEwan University Board of Governors
  - Alberta College Campus Faculty and Staff
  - City Centre Campus Faculty and Staff
  - kihêw waciston
  - Sustainability Committee
- MacEwan Sport and Wellness and Athletics
- Facilities Maintenance and Operations, IT Services, and Security
- Campus Services
- Office of the Registrar, Student Affairs, International, and Financial Affairs
- Scheduling and Institutional Analysis and Planning
- Students
- Alumni
- John L. Haar Library
- Queen Mary Park Community Association
- Central McDougall Community Association
- Oliver Community Association
- Downtown Business Association
- North Edge Business Association

**To everyone involved: Thank you!**



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Figure 1. Reference Plan, MacEwan University City Centre Campus 2018

# PART A: BACKGROUND





MacEwan University Campus, 2018

# 1.0 // INTRODUCTION

## 1.1 THE NEED FOR A CAMPUS MASTER PLAN

*We are a community of diverse voices and visions. Students, employees, stakeholder groups, downtown business associations, community members – the perspectives of these individuals and groups guide our plans for the future.*

MacEwan University is entering a critical stage in its evolution as an institution. Most notably, the university's mandate has shifted after transitioning from a college to a university, and the Single Sustainable Campus Plan (2009/2010) has achieved its purpose following the successful consolidation of many programs and services to the City Centre Campus. This evolution is evidenced in the recent physical expansion of the main campus, with the acquisition of contiguous land along 105 Avenue, the recent completion of Allard Hall and the Students' Association of MacEwan University (SAMU) facility currently under construction. Furthermore, there is the ongoing need to update, renovate and maintain existing facilities to address infrastructure needs and to inform grant requests and capital funding. As the university further defines the role of the campus within downtown Edmonton, the need for long-term strategic investment, coordinated campus building and prioritization of development is greater than ever.

In 2018, MacEwan University embarked on the process to develop a new Campus Master Plan to advance the university's collective vision and ensure that all efforts can be aligned and coordinated for future growth over the next 25 year planning horizon. The university has conducted the foundational work through the initiation of several other initiatives, providing recommendations for programming, space usage and investment priorities. This precursory and concurrent work includes the Single Sustainable Campus Plan Update (2017), the MacEwan Comprehensive Institutional Plan (2018/19), the Integrated Strategic Plan (2014/15 to 2018/19), the Indigenous Initiatives Strategy and data related to institutional enrollments and space needs assessments.

The future land use and urban design considerations for MacEwan are also influenced by municipal plans and initiatives including the 105 (Columbia) Avenue Streetscape Project, the Central McDougall/Queen Mary Park Redevelopment Plan, the Valley Line West LRT extension and the Capital City Downtown Plan (CCDP) and associated zoning. With a multitude of plans and influences, the Campus Master Plan envisions a university twenty five years from now. It will be a road map for future development and a guide to prioritize key changes to the campus open spaces and its buildings, and to identify the cultural and social values of a downtown university. It is a decision making framework that not only plans for long-term growth

and development, but also guides investments and space-usage decisions and priorities, with a focus on the next ten years.

MacEwan University retained DIALOG to lead the Consultant Team to provide master planning, design and public engagement expertise. DIALOG worked with RMC (Resource Management Consultants) and Acumen Cost Consulting, who provided space planning and costing expertise respectively.

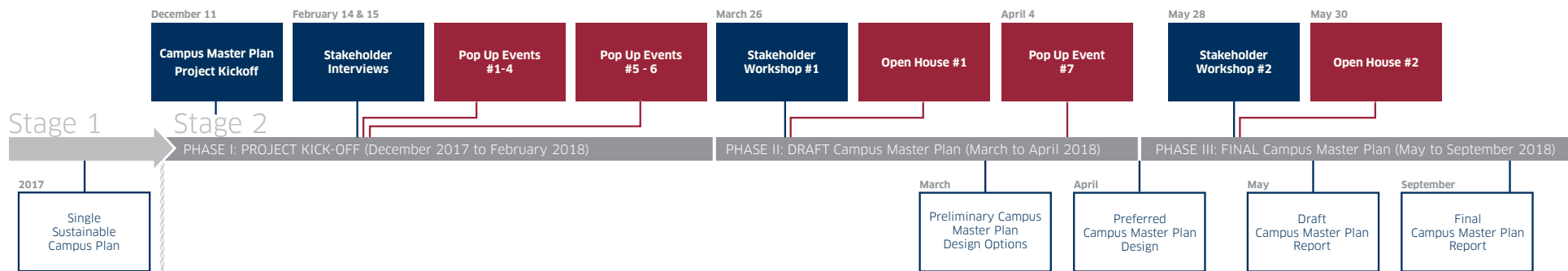


Figure 2. Project Process Diagram

## 1.2 MASTER PLAN OBJECTIVES AND PROCESS

Through the launch of this Campus Master Plan, MacEwan University has outlined a series of overarching strategic objectives for the university as it shifts into a new cycle of planning for the campus. These key objectives include:

- A 25 year planning horizon outline with a 10 year focus on a plan to address academic requirements.
- Confirmation of academic special requirements and co-location recommendations.
- Prioritization of academic development.
- A campus land use and massing plan.
- Development opportunities for existing campus expansion.
- A recommendation for the continued growth of Alberta College Campus.
- An order of magnitude capital cost estimate.
- A capital implementation plan.

Two final critical overarching objectives involved the development and implementation of an engagement plan to solicit stakeholder review, opinion and input, as well as consult the Steering Committee (Deans' Council), Executive Council and the MacEwan Board of Governors over the course of the project.

## 1.3 INSTITUTIONAL PLAN ALIGNMENT

The Campus Master Plan is aligned with other key MacEwan Plans described below, including the Single Sustainable Campus Plan (SSCP), which set the stage for development of the Campus Master Plan.

### 1.3.1 INTEGRATED STRATEGIC PLAN

MacEwan's five year Integrated Strategic Plan (ISP) sets goals, strategies and objectives for the period starting in July 2014 and ending in June 2019. The ISP lays out a vision for the institution and is the primary source for the plans outlined in the university's annual development of the Comprehensive Institutional Plan.

Prior to the creation of the ISP, the university recognized the multitude of issues and challenges to be addressed in

its planning and so began its strategic planning initiative by examining and articulating the key characteristics that define MacEwan's unique identity to be reflected in planning for future development. This process, which occupied much of the 2012/13 academic year, resulted in the articulation of eight key pillars, or value statements:

- **Students First:** Focused on learner-centred teaching, student growth, opportunity and achievement.
- **Personal Learning Experiences:** We are a welcoming, intimate and inspiring learning environment where the individual student – the whole person – thrives.
- **Quality Education:** Excellence is achieved here by combining a first class education with an extraordinary student experience.
- **An Engaged University:** A 'connected' culture where students, faculty and the community are linked – and collectively, collaboratively engaged in realizing their full potential.
- **At the Heart of the City:** A vibrant and vital urban experience. We are a hub of creative, scholarly and cultural activity in the core of the city – building, sharing in and contributing to its growth and prosperity.



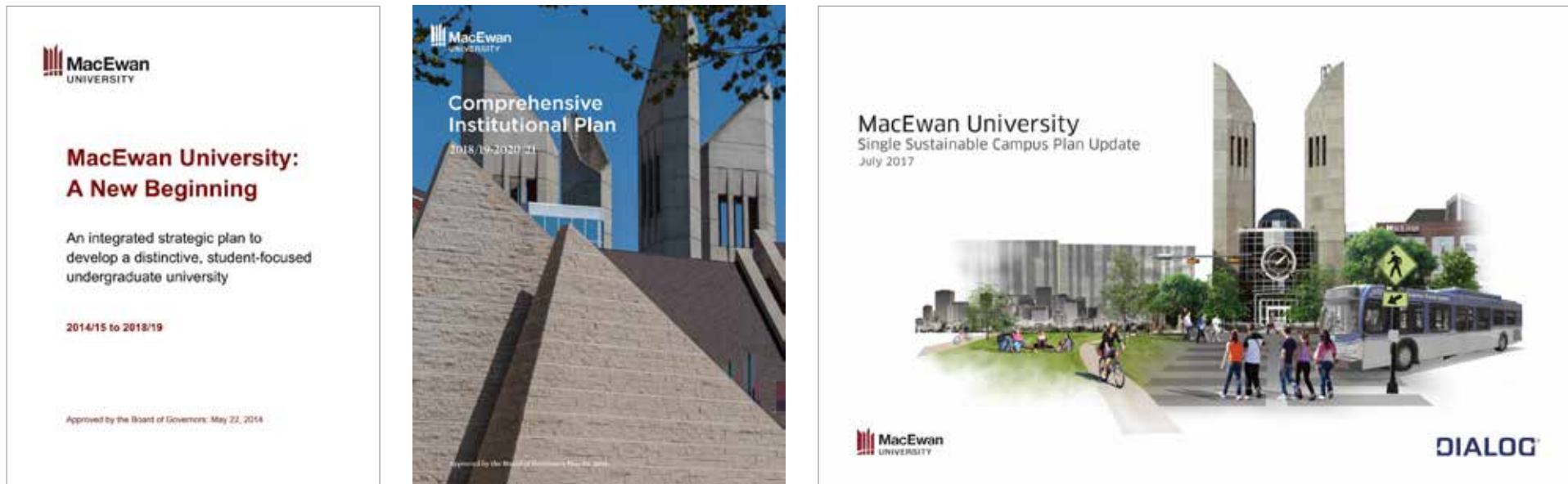


Figure 3. Institutional Plans

- **Sustainability:** We are committed to creative approaches to sustainability in education and campus operations – activating solutions for positive environmental, social and economic impact.
- **Student-Engaged Research:** We support and foster research and innovation that engages students, faculty and the community across all our programs.
- **The MacEwan University Spirit:** Our youthful energy comes from a pervasive excitement about the future – about how all of us can contribute to helping the university grow and succeed.

The current ISP expires at the end of the 2018/19 academic year. As such, MacEwan has begun the process of developing a new strategic plan and extensive consultation and plan development will occur in the lead up to the 2019/20 academic year.

### 1.3.2 COMPREHENSIVE INSTITUTIONAL PLAN

On an annual basis, the university's Comprehensive Institutional Plan submissions to the Government of Alberta provide a framework for implementation by identifying shorter-term priorities, initiatives and timelines and relating plans to resource requirements (human, financial and physical) through an operating budget and capital plan. In addition, a detailed three-year enrollment plan reflects the university's academic directions in terms of anticipated student numbers and program mix.

In the previous capital plan, priorities have been centered on the provision of new state-of-the-art facilities and the consolidation of programming at the City Centre Campus. The main goals of this dual strategy is to provide increased access to education opportunities and to improve the quality of the educational experience of MacEwan's present and future students. To this end, the current Comprehensive Institutional Plan has continued this trajectory and the university has begun investigating the feasibility of moving the School of Continuing Education from the Alberta College Campus to the fifth floor in Allard Hall. Concurrent with space consolidation MacEwan has plans for program

consolidation which will modestly help the institution meet increased space demands across the campus.

Larger space deficits identified in the Space Needs Assessment will be addressed through projects such as an unfunded proposal for a new building for the School of Business and a capital project that would allow MacEwan to repurpose current space allocated to Business for the expansion of the Arts and Science programming and lab space in Building 5. In alignment with this Plan, the 2018/19-2020/21 Capital Plan contained in the Comprehensive Institutional Plan also identifies a new space to support the university's Indigenous Centre - kihêw waciston, as well as enhancements to the library.



MacEwan University City Centre Campus Buildings Construction (Credit: MacEwan University Archives)



City Centre Campus Original Forecourt Design

## 1.4 HISTORY OF THE CAMPUS AND CAMPUS PLANNING

Since its establishment as a post-secondary institution in 1971, MacEwan University has developed four long-range master plans. The first plan, prepared in the mid-1970s, reflected the institutions need to grow and proposed the original distributed campus model with learning centres geographically spread across the city. Subsequent master plans have seen the campus evolve and expand through the process of creating a consolidated centrally located campus at MacEwan's City Centre Campus. The following outlines key milestones in MacEwan's history:

### 1.4.1 DISTRIBUTED CAMPUSES

Named in honour of Dr. J.W. (Grant) MacEwan, the Grant MacEwan Community College was officially established in 1971 at the Scona Campus (now Strathcona High School). The college opened a second campus in 1973 in a space leased from an elementary school in Jasper Place. Construction of the Mill Woods Campus (later known as MacEwan's South Campus) began the following year and completion of construction saw the closure of the original Scona Campus. In the early years MacEwan operated out

of several small store-front style campuses throughout the city, including the Cromdale Campus (formerly a Dominion Store) and the 7th Street Plaza Campus, in the downtown. The Jasper Place Campus also eventually moved into a purpose-built space in 1981. This distributed campus model was guided by MacEwan's first master plan.

### 1.4.2 A DOWNTOWN CAMPUS

Now with two established and purpose-built campuses, the College received approval to offer university transfer programs in 1988. The second master plan, developed in the latter half of the 1980's, maintained a distributed campus model but proposed the development of a main, centrally located campus. Funding received from the provincial government initiated construction of the City Centre Campus in the same year.

### 1.4.3 CAMPUS CONSOLIDATION

Informed by the second master plan, the City Centre Campus, which is built on the former Canadian National Railway yard, was opened in 1993. In this location, the campus established a perception that the campus formed the north boundary of downtown Edmonton. Since opening,

the college achieved several additional milestones as an institution: the college was renamed Grant MacEwan College in 1999 and a fourth campus, Alberta College Campus, located on the south edge of downtown Edmonton was officially integrated in 2002. However, by the early 2000's, the growth and success of the MacEwan programs exposed the inefficiencies and inequities of the distributed campus model. In 2003, the third master plan addressed the limitations of multi-campus distribution and, for the first time, proposed a consolidated two-campus model. The 2003 master plan proposed the disposition of the Mill Woods, Jasper Place and Alberta College campuses with the City Centre Campus and a new greenfield campus progressing as the two consolidated campuses. The following year the college became an accredited degree-granting institution and, in 2009, the College became Alberta's sixth university.

### 1.4.4 SINGLE SUSTAINABLE CAMPUS PLAN & UPDATE

By 2010, the two campus consolidation plan made little advancement and a major revision to the master plan was completed. The 2009/10 master plan continued with the direction of consolidation but proposed unification onto one City Centre Campus site. That plan, branded as the





City Centre Campus View Looking East (Credit: MacEwan University Archives)



View along 108 Street Towards the Legislature Building from the Campus Forecourt

Single Sustainable Campus Plan (SSCP), served as the framework for MacEwan's recent expansion and status as a university.

In 2013, the university rebranded as MacEwan University for public communication and marketing but retained Grant MacEwan University as the official name. In 2017, MacEwan University initiated an update to the SSCP to review the currency of the vision and key strategies and to adjust them to better align with the current academic planning and with the opportunities afforded with emerging municipal plans and initiatives, including completion of the Ice District and expansion of the LRT. It was determined that the SSCP Update should take place in two steps. The first step was to complete an assessment of the currency of the SSCP, to identify future needs and opportunities and to develop key recommendations for the SSCP Update. The second step was to create a new Campus Master Plan and implement the updated recommendations.

Over its history, the campus has evolved and expanded through the process of developing a consolidated centrally located campus at the City Centre Campus. This evolution of the campus has coincided with the evolution of the institution from Grant MacEwan College to MacEwan University, a degree granting institution.

### 1.4.5 CAMPUS DESIGN DRIVERS

The history of the MacEwan campus provides helpful insights into the university's evolution. For the downtown campus, this history includes specific design drivers that shaped the original planning and design. The original decision to site the College in its current location, was borne of a desire to invigorate an area of downtown Edmonton impacted by the demise of railway operations, especially passenger train services and the interconnection between Canadian National and Canadian Pacific Railway. A site specific Area Redevelopment Plan was approved for the development of the College and the Government of Alberta's purchase of the railway's lands.

Planned and designed as a community college, the concept for the campus, buildings and grounds was to create a collegial setting inside and outside, spanning from 105 to 109 Street.

Primary drivers in the original campus design included:

- Addressing the program for a community college from classrooms to theatre, food services and recreation (swimming) facilities.

- Developing the overall college plan with a focus on the library, expressed in its neo-gothic form.
- Creating a collegial identity through building architecture that expressed the tradition of college campuses through materials and variety of building styles.
- Addressing all four sides of the site with an emphasis along 104 Avenue and through the development of an esplanade of a triple arcade of trees.
- Acknowledging the planned redevelopment of 104 Avenue as a major east-west arterial into downtown.
- Recognizing and addressing the site's long linear form and extending the street and block network while restricting north-south vehicular through traffic.
- Outdoor spaces focused on street alignments expressed through the forecourts and 'village squares' with the distinctive tower structures.
- Creating a clear formal entrance on 107 Street in alignment with the road network and traffic signal pattern.
- Sports fields were planned west of 109 Street, anticipating no change to the 109 Street underpass (known as the 'rat hole').



Figure 4. MacEwan City Centre Campus Context



Figure 5. Alberta College Campus

## 1.5 EXISTING CONDITIONS AND OPPORTUNITIES

### 1.5.1 CAMPUS CONTEXT

With MacEwan's development as a university, and following the recommendations of the SSCP, campus expansion has been directed westward from the original community college core which was established in the 1990's and located east of 109 Street. This expansion was, in part, facilitated by the closing of the 109 Street underpass known as the "rat-hole", in 2000, and its replacement by a surface road through an easement agreement. The expansion that followed saw the development of a thirteen-storey student residence, the Robbins Health Learning Centre, Allard Hall and a five-storey parking structure, with the university Service Centre added as a sixth floor. The new Students' Association of MacEwan University (SAMU) building on the west side of the Christenson Family Centre for Sport and Wellness is slated for completion in 2019. Until recently, development has primarily been situated on the former Canadian National Railway lands. The result is a long linear campus stretching from 105 to 112 Street (seven city blocks) extending 0.85 kilometres, and adjoining four communities: Downtown Edmonton, Oliver, Queen Mary Park and Central McDougall).

For the City Centre Campus land holdings, the university has negotiated and created zoning approved by the City of Edmonton that reflects its status as a post-secondary institution. The current zoning is Urban Institutional Zone (UI). The purpose is to provide for facilities of an educational or institutional nature, within mature areas of the city that could include additional uses that would complement the institutional development. Specific regulations are outlined for MacEwan University City Centre Campus. The zoning is inclusive of 109 Street, which affords unique opportunities for the university. Additionally, the north portion of the campus is influenced by the Central McDougall/Queen Mary Park Area Redevelopment Plan and 104 Avenue, east of 111 Street is influenced by the 104 Avenue Corridor Area Redevelopment Plan.

MacEwan has acquired a subsequent property on the east side of 109 Street, north of 105 Avenue. The existing building on the site was under renovation at the time of this plan development. This is planned as the new location for the MacEwan University Health Centre and is the outcome of a unique collaboration that includes the University of Alberta's Department of Family Medicine and MacEwan University. The centre was opened in July 2018.

### 1.5.2 SURROUNDING CONTEXT

In recent years, downtown Edmonton has undergone a transformation unlike anything the city has experienced in the last 50 years. New projects including the Ice District, the MacEwan LRT Station, the new Royal Alberta Museum, the Stanley Milner Library upgrades, the Brewery District, the Norquest College expansion, residential and commercial development west of 109 Street with the removal of Canadian Pacific Railway lands, and ongoing development of office towers and high rise residential condominiums continue to contribute to the growth and new vitality in the city's core. Streets surrounding the campus are also seeing significant change, including 104 Avenue with the expansion of the LRT, the streetscape upgrades to 105 (Columbia) Avenue and Capital Boulevard (108 Street) and the completion of the Downtown Bike Network.

### 1.5.3 ANALYSIS AND OPPORTUNITIES

This section outlines the analysis of the City Centre Campus's existing conditions and some of the opportunities identified over the course of the project. This analysis is an update of the analysis completed as part of Stage One of the process (SSCP Update).





Figure 6. Existing University Buildings



Figure 7. Existing Campus Open Space

### 1.5.3.1 Area of Influence

MacEwan is located in downtown Edmonton between 104 and 105 Avenues and 105 and 112 Streets. The institution has seen significant redevelopment in all adjacent communities as well as within its own boundaries in recent years. Located relatively close to City Centre Campus are several other post-secondary institutions.

#### Opportunities

- Position the university as a key destination and amenity for downtown, the city and the province.
- Expand on its educational and potential research offerings for greater partnerships and shared relationships with the surrounding community and institutions in the city.
- Provide additional services and amenities to meet the needs of the surrounding communities and downtown core.

### 1.5.3.2 University Buildings

109 Street represents a significant building age threshold with buildings east of 109 Street constructed in the early 90s and west of 109 Street after 2000. This is distinguishable in the design of buildings and the site furnishings and landscaping. The Students' Association of MacEwan University (SAMU) building will be the first phase of reprogramming an original façade to create a more vibrant streetscape.

#### Opportunities

- Grow the university within its current property boundaries by redeveloping surface parking, transforming non-active building façades to create visibly animated places and enhance visible pedagogy, and constructing additions where sufficient land exists.
- Develop a strategic plan to repurpose building stock that does not align with the university's Campus Plan and vision.
- Introduce character defining buildings that support the MacEwan identity and engage the community.

### 1.5.3.3 Campus Open Space

Currently the open space on campus does not provide sufficiently usable, functioning, or programmable space for students, staff and adjacent communities.

#### Opportunities

- Re-examine the existing open spaces to determine how they can be used effectively to support the full range of campus life.
- Provide a significant central open space for active and passive recreation and events to support a new campus heart.
- Create a new parking strategy for the campus so that existing lots can be used for new buildings and a diversity of open spaces on campus.
- Provide alternate commuting transportation modes and thereby reduce the reliance on single occupant vehicle parking.



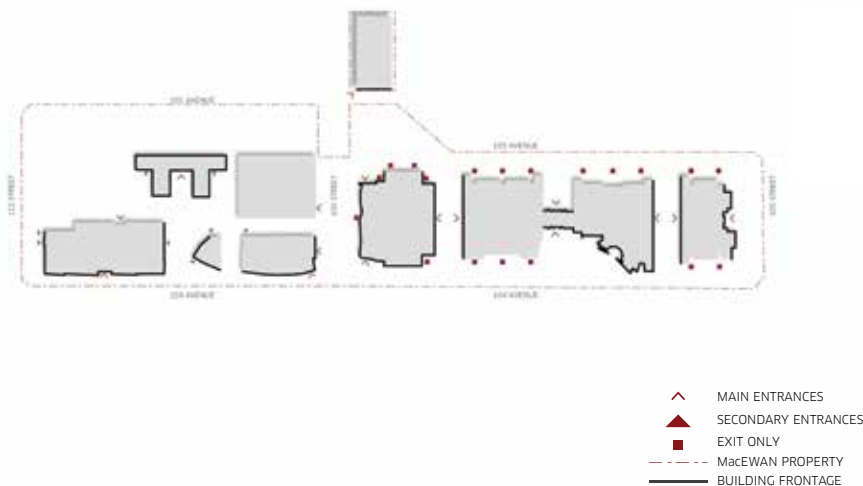


Figure 8. Existing Building Frontages and Entrances

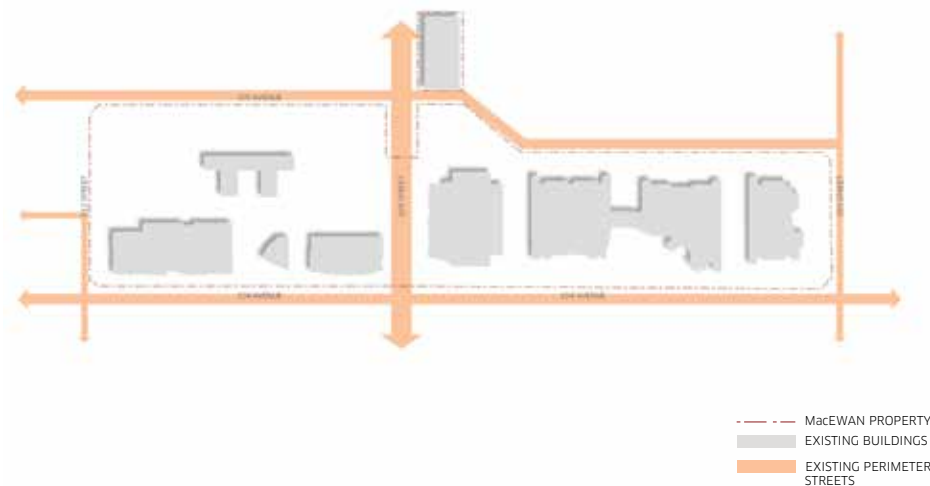


Figure 9. Existing Perimeter Streets

#### 1.5.3.4 Building Frontages

The building frontages of the campus differ dramatically between the east area of the campus and the west area of the campus, the former having frontages set back from the street that provide little to activate the street and engage the community. This is the result of a building approach at the time that focused on an internal campus environment with minimal relationship to the external environment. In addition, there is a clear sense of “front of building” and “back of building” within most of MacEwan’s building stock.

##### Opportunities

- Redevelop the university’s east façade on 105 Street to create a stronger “front door” and a better connection to the MacEwan LRT Station.
- Open up sections of the original building’s south elevation to create more active animation between the campus and the adjacent communities.
- Develop additions to the north side of the original campus buildings between 109 and 105 Streets that create a renewed façade to the north as well as provide needed flexible program space for the university.

#### 1.5.3.5 Perimeter Streets

The campus is set within three key vehicular arteries, namely 104 and 105 Avenue and 105 Street. A fourth major artery, 109 Street, crosses through the centre of campus in a north-south direction. The design of these perimeter streets largely influences the character of the public realm and the image of the campus. They act as the ‘faces’ for MacEwan University and play a role in defining a sense of place.

##### Opportunities

- Enhance the overall public realm of perimeter streets to support safe and enjoyable pedestrian and cyclist movement, and to connect to the surrounding community and transit network.
- Provide amenities and landscape along the streetscape to support an animated environment and support active transportation throughout the seasons.
- Design the perimeter streetscapes at a human-scale to support a walkable environment.
- Work with the City to improve streetscapes and to create safer pedestrian crossings at intersections.

#### 1.5.3.6 Circulation and Connectivity

Circulation for the buildings east of 109 Street exists on an internal central east-west corridor. On the west side of 109 Street the movement is less connected between buildings from east to west. 106th, 107th, and 108th streets are used as the north-south pedestrian routes through the “village squares” that are located under the central towers, however their overall character is vehicular oriented.

All campus buildings (with the exception of MacEwan Residence) are connected by a second-level pedway system that also crosses 109 Street. To create a more vibrant and animated campus, the ground level pedestrian connection should be improved and strengthened, including along 109th Street.

##### Opportunities

- Improve overall physical connectivity, removing barriers, to encourage pedestrian activity and assist in easy and intuitive navigation throughout.
- Create a clearer and more direct central spine east-west through all buildings on the east side of campus.

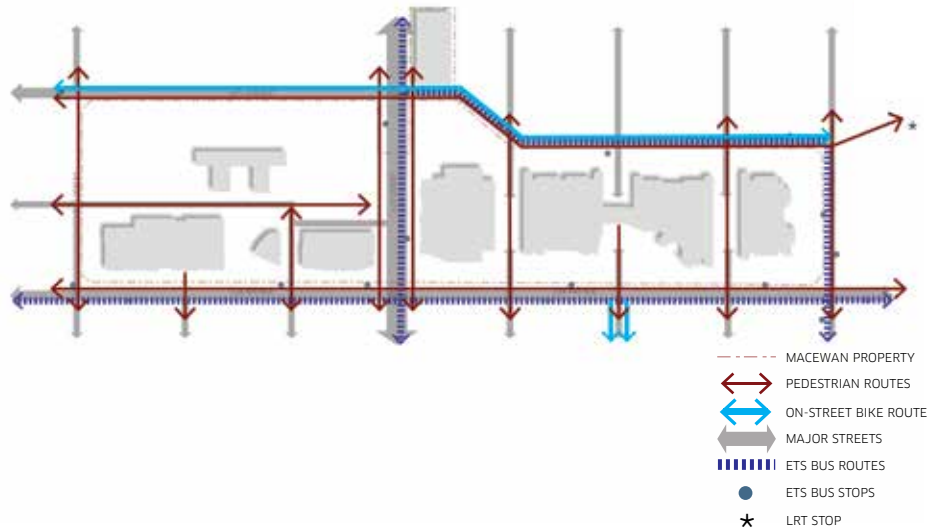


Figure 10. Existing Circulation and Connectivity

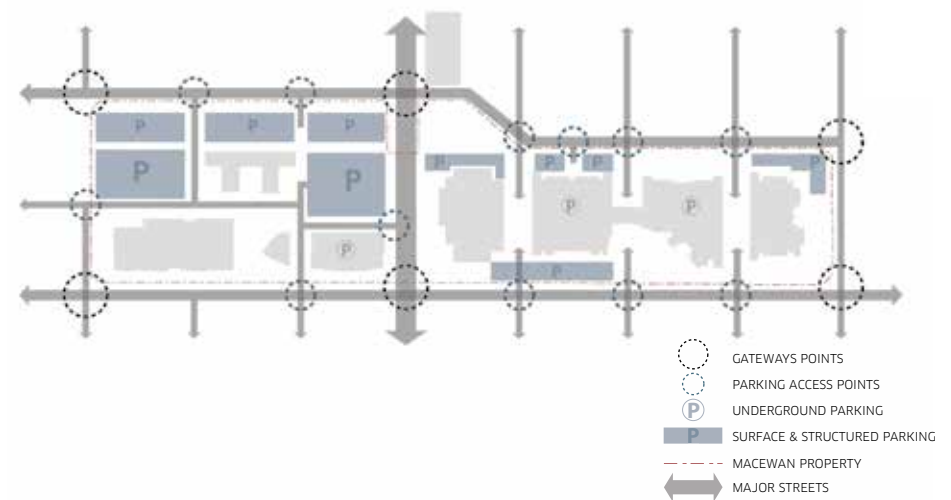


Figure 11. Existing Access and Parking

- Improve connections for pedestrians, emphasizing at-grade activity, and the experience with the outdoor environment throughout the seasons.
- Transform the forecourts and village squares to green commons that supports new opportunities for student and community informal learning and social activity. There is an opportunity to test the concept through setting up temporary uses prior to permanent changes.

#### 1.5.3.7 Access and Parking

Surface parking exists adjacent to many of the original campus buildings east of 109 Street. In addition, there are six vehicle drop-offs and short term vehicular parking within the forecourts that are located off of 104 and 105 Avenues. They currently serve as main access points for both vehicles and pedestrians on the east side of campus. The west side is accessed from the perimeter streets.

The West Parkade is located on the west side of 109 Street with additional surface parking along 105 Avenue and adjacent to MacEwan Residence. Below-grade parking is provided in Allard Hall, Robbins Health Learning Centre, and Building 6 and 7.

The opening of the MacEwan LRT station has significantly improved access to the campus, as will the future opening of the Valley Line West LRT stations on 104 Avenue at 112 Street. However, pedestrians arriving on the east side of campus must cross surface parking lots to enter into Building 5.

#### Opportunities

- Redevelop the existing surface parking to create both open space and built form to meet the needs of the university.
- Create an entrance to the campus from MacEwan LRT station across 105 Street.
- Re-examine university hours and building access to allow the campus to be more permeable and to encourage interaction with the neighboring communities.





## 2.0 // DRIVERS FOR CHANGE

Several key influences, referred to as drivers for change, have shaped the Campus Master Plan process. The drivers consider the opportunities identified through the existing conditions analysis and strategic planning initiatives being undertaken by the university.

### 2.1 FOCUSING ON AN ENHANCED EDUCATIONAL EXPERIENCE

The university has confirmed intentions to consider the sale of the Alberta College Campus. The Single Sustainable Campus Plan proposed moving all university operations to City Centre Campus, an intention that is highlighted in the Comprehensive Institutional Plan (2018/19-2020/21). As described in the plan, MacEwan University has pride of place in downtown Edmonton and, over the past decade, has focused capital development efforts towards providing new state-of-the-art facilities while consolidating programming at the City Centre Campus. This includes the development of Allard Hall and the University Service Centre, along with the consolidation of the South Campus and Jasper Place Centre for the Arts Campus.

The main goals of consolidation and investment into new development on City Centre Campus is to provide increased access to education opportunities and to improve the quality of educational experience of present and future students, while still maintaining a “MacEwan Feel” moving forward. By consolidating students at City Centre Campus,

MacEwan can provide an enhanced educational experience through diversity of programming and social interaction.

### 2.2 PREPARING FOR FUTURE GROWTH

Concurrent to campus consolidation, MacEwan is also moving forward with the consolidation of the programs which will require new and expanded programming and laboratory spaces. The Communications Studies department will be moving to Allard Hall. The School of Business and Faculty of Arts and Science have also been identified as priority. Although program consolidation will serve to make available small amounts of space across City Centre Campus, program consolidation will not be able to address the university's increasing space demands. A space needs assessment was conducted by MacEwan which identified significant deficits in current space allocations on campus. The assessment compared current space allocation per full-time student, space utilization and other benchmark metrics. The assessment found that MacEwan ranks below comparable post-secondary institutions in the province. Additionally, MacEwan is experiencing growing demand to increase its enrollment, however, to undertake this, the university will require increased capital support in order to maintain a high quality learning experience for students. The creation of additional spaces will not only provide for new academic program delivery, but also provide new amenities, services, and gathering spaces that enhance the overall campus environment.

### 2.3 AN EMERGING DOWNTOWN AND NEIGHBOURHOOD CONTEXT

In addition to evolving to a single downtown campus, MacEwan is taking further steps that acknowledge the role the university can play as a city builder. Once perceived as the north boundary of downtown Edmonton, today the downtown has grown around and enveloped the campus. Development continues to the north of MacEwan, spurred by the advocacy of the North Edge Business Association, and major projects such as Rogers Place and Valley Line West LRT expansion along 104 Avenue, and the 105 (Columbia) Avenue streetscape project which includes a multi-use cycling path will change how visitors and the adjacent communities experience MacEwan University, as well as how students, faculty and staff will travel to and from the campus. Major university projects such as Allard Hall and the Students' Association of MacEwan University building have contributed to the evolution of MacEwan as a more urban campus. Future development of MacEwan will continue to influence changes to the surrounding urban fabric.

## **2.4 CREATING A UNIQUE CAMPUS IDENTITY AND CHARACTER**

As MacEwan University has transitioned from a college to a university, the position that MacEwan holds within the city and the region continues to grow. During early conversations, stakeholders expressed a clear desire for a more “complete” campus that offers the full range of amenities, services, and experiences to contribute to a lively and animated environment at all hours of the day and in all seasons. Currently, campus activities and vibrancy diminishes in the evening, on the weekends, and over the summer months. There is an opportunity to foster a campus energy that transcends traditional school calendar and establish a sense of identity and character that is uniquely MacEwan.

## **2.5 FOSTERING INDIGENOUS AWARENESS AND INDIGENIZATION**

The university has identified strategic directions to address implementing the calls to action of the Truth and Reconciliation Commission and to focus on being an inclusive institution. The university has set out a comprehensive response with the creation of an Indigenous Advisory Council, comprised of Indigenous members from

within MacEwan and from the surrounding communities. Growth of enrollment and increased retention of indigenous students and learners has been identified as a specific priority. Additionally, the university has prioritized the development of a new space to support the university’s Indigenous Centre - kihêw waciston. Other opportunities to create inclusive and welcoming spaces exist in the redesign and development of existing buildings and open spaces.

## **2.6 PLANNING FOR A HEALTHY CAMPUS**

MacEwan’s Campus Sustainability Plan is intended to provide a positive direction forward while maintaining flexibility to respond to many new challenges and opportunities. It provides a comprehensive framework to help guide MacEwan towards a sustainable and resilient future. MacEwan’s approach to sustainability is comprised of four areas: (i) academic program, teaching and research, (ii) engagement, outreach and education, (iii) campus operations and maintenance, and (iv) leadership. In the context of the Campus Master Plan critical steps to achieving the university’s sustainability objectives include fostering wellbeing by prioritizing walking, cycling and transit, providing opportunities for informal learning and play, and supporting community engagement.



## 3.0 // A COLLABORATIVE PROCESS

The Plan was developed through a highly inclusive and collaborative process that was structured around engagement events that advanced the analysis, planning, and conceptual design laid out in this Plan. In addition to the broad consultation, the project Steering Committee, which consisted of the members of the Deans' Council, and the Board of Governors provided high level direction to ensure alignment with the ongoing strategic planning for the university.

### 3.1 THE ENGAGEMENT PROCESS

The evolution of the Plan's design and supportive frameworks were advanced through a series of engagement events held throughout the process including stakeholder interviews, workshops, pop-up events located throughout the campus, targeted meetings with key stakeholders, and public open houses as a broader outreach to the community. This process was designed to create a plan that will meet a diversity of stakeholder's needs. These are stakeholders that will be influenced by, will benefit from, and will continue to play a key role in the growth and development of the university now, and into the future.

Stakeholders that have been integral to the conversation and will continue to be involved, include: MacEwan students, staff, and faculty, representatives from Queen Mary Park Community Association, Central McDougall Community Association, Oliver Community Association, Downtown Community

Association, Downtown Business Association, and the North Edge Business Association, as well as members of the public. The engagement process occurred over the three phases of the project.

- **Phase I – Project Kick-Off (January to February 2018)**
- **Phase II – Draft Campus Master Plan (March to April 2018)**
- **Phase III – Final Campus Master Plan (May to June 2018)**

The following provides an overview of the engagement process.

#### 3.1.1 STAKEHOLDER INTERVIEWS

**February 14 and 15, 2018 (Phase I)**

The stakeholder interviews marked the start of the consultation process. Over the course of two days, the project team met with 18 stakeholder groups who shared their aspirations for the university, and identified opportunities and constraints that could inform the Campus Master Plan. Interviews lasted 50 minutes each. The interviews began with a presentation by the project team, followed by an open discussion where stakeholders provided input from their various perspectives. The information was recorded by the project team during the process. Stakeholders included faculty, staff, student, and community league representatives.

#### 3.1.2 ALBERTA COLLEGE CAMPUS WORKSHOP

**February 15, 2018 (Phase I)**

A focused workshop was hosted with the Steering Committee to discuss the future of Alberta College Campus. As a key consideration for the Campus Master Plan, Alberta College Campus offers unique opportunities and challenges for the delivery of programming and for MacEwan's identity and experience as a downtown university. The workshop was a forum for the Deans' Council/Steering Committee to voice their aspirations for Alberta College Campus. The workshop focused on gathering insight on what is working, what is not working, and where opportunities for change exist. The workshop was structured around a brief introductory presentation by the project team, followed by a group discussion. Ultimately, clear direction was provided and it was confirmed that the Single Sustainable Campus model should continue to be pursued as part of the Campus Master Plan.

#### 3.1.3 POP-UP EVENTS

**February 14, 15 and 22, March 7 (Phase I)**

**April 4, 2018 (Phase II)**

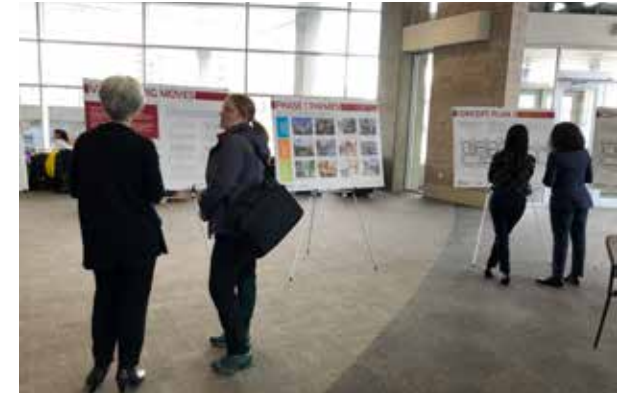
The pop-up events were an opportunity for the students, faculty, staff, and the general public to provide input into the campus planning process – specifically those passersby that would not necessarily have the opportunity to participate in



Stakeholder Interviews (top)  
Pop-Up Event (bottom)



Stakeholder Workshop #1 (top and bottom)



Community Open House #1 (top)  
Pop-Up Event (bottom)

targeted events. The pop-ups were hosted at various locations across the campus.

In Phase I, the pop-ups were structured as informal drop-in events, with interactive panels displayed that provided information on the project purpose, process, and preliminary analysis. Highly graphic precedent panels were used to start the conversation around what the future of the university can be, asking the question: *Select the ideas that you would like to see explored further in the Campus Master Plan*. Participants were free to provide input using sticky notes, or via dotmocracy (applying dots on images that resonated with them).

In Phase II, the interactive panels displayed the emerging themes from the first phase of engagement and presented the emerging concepts.

Similar to the activity in Phase I, participants were asked to indicate what they liked about the draft concepts, including specific opportunities for public spaces and streetscapes. Participants were again free to provide input using sticky notes, or via dotmocracy.

### 3.1.4 STAKEHOLDER WORKSHOP #1

**March 26, 2018 (Phase II)**

The first stakeholder workshop was held in Phase II. The workshop consisted of a presentation by the project team, followed by a facilitated workshop session in small groups. Over 60 stakeholders participated representing the stakeholder groups who participated in the stakeholder interviews. The presentation provided a refresher on the project background, objectives and process and an overview of “what we heard” to date through the stakeholder interviews and pop-up events.

The workshop session was dedicated to affirming the Vision, Principles, and direction for the Draft Concepts and Frameworks. The session also focused on reviewing key priorities and how they have been translated into concept options. Outcomes of the workshop were captured on table plans and flip charts and were used to inform refinements to the Vision, Principles, Draft Concepts and Frameworks, which enabled the project team to define a preferred concept.

### 3.1.5 OPEN HOUSE #1

**March 26, 2018 (Phase II)**

Following the stakeholder workshop, the project team hosted the first public event. The open house presented the Campus Master Plan process and draft concepts on interactive panels. Faculty, staff, students, and community





Stakeholder Workshop #2 (top and bottom)



Community Open House #2 (top and bottom)



Snapshot of Dedicated Project Web Page

representatives were invited to leave their comments directly on the boards using sticky notes, or via dotmocracy. The panels provided project background information and presented the outcomes of the first phase of engagement. Following the same approach as the stakeholder workshop, the public open house solicited feedback on the key priorities and the direction of the draft concepts and frameworks.

### 3.1.6 STAKEHOLDER WORKSHOP #2

**May 28, 2018 (Phase III)**

The second stakeholder workshop presented the key design directions, as informed by the previous engagement activities, as well as the refined frameworks and preferred concept. Small group workshop sessions followed the presentation by the project team. The first part of the workshop focused on reviewing the preferred concept

and frameworks. The second part asked stakeholders to review ideas that could be implemented in the short term and to provide input on project priorities. Outcomes of the workshop were captured on table plans and flip charts. The feedback was used to inform the final concept plan and proposed implementation phasing.

### 3.1.7 OPEN HOUSE #2

**May 30, 2018 (Phase III)**

The final open house presented the progress to date. Similar to the second stakeholder workshop, interactive panels presented the preferred concept and frameworks. Faculty, staff, students, community representatives and City of Edmonton Council and administration representatives were invited to leave their comments directly on the boards using sticky notes. Participants were also asked to leave their feedback on proposed short term implementation projects.

### 3.1.8 ONLINE ENGAGEMENT

With the support of the MacEwan's Office of Communications and Marketing, a dedicated project web page was hosted on the MacEwan website. Although the website does not specifically provide an opportunity to gather input, it was intended to present information on the project process, engagement events, and deliverables to the university community and members of the public. In addition to encouraging participation in event, the website contained all materials presented at the events and provided project contact information.

Over the engagement process, many ideas have been shared. The following is a sample of some of the common feedback heard.

## 3.2 WHAT WE HEARD

The feedback gathered throughout the engagement process provided design guidance and direction, and influenced the development of the Vision, Principles, Plan and Frameworks. The following highlights the key themes that emerged.

### 3.2.1 KEY THEMES

#### A Unique Academic Experience

- Maintain a MacEwan feel moving forward
- A unique academic environment
- A campus that is sustainable
- Indigenize the campus

#### A Downtown Campus

- Consolidation of MacEwan campuses
- Connected and permeable with and within downtown neighbourhoods
- Partnerships and collaboration with internal and external communities
- A bigger presence in the region

#### A Healthy Campus

- Walking and cycling as a priority
- Foster wellbeing
- Informal learning and play
- Strong community engagement





# PART B: THE PLAN



MacEwan  
UNIVERSITY

A

5 Building 5  
West Entrance

## 4.0 // CAMPUS PLAN

### 4.1 VISION

The Vision for the campus (outlined on the right) is one articulated around ideas of openness, wellbeing, inclusivity, connectivity and a positive relationship with nature. The Vision is of a campus open and accessible to all, linked to its communities, the natural environment and a history tied closely to the land.

The Vision for MacEwan University recognizes its location in the heart of downtown Edmonton and the opportunities this presents in terms of physical campus, social and economic structure, and responsibility towards the community.

The Vision will showcase quality, leadership, sustainability and resilience in all aspects of design, with quality learning and academic spaces, signature entryways, pedestrian and cyclist connections, public realm animation, seasonal activity, transit mobility and links, and the preservation of built form and the natural environment. With the Vision, the university will focus on creating a vibrant, healthy, active, year-round campus: a destination that offers unique experiences for both the university and the city for decades to come.

### Campus Master Plan Vision

*MacEwan University provides an exceptional, student-centred undergraduate learning environment, and is uniquely positioned in the heart of Edmonton's increasingly vibrant urban core.*

*The university strives to demonstrate leadership in academic excellence, in campus Indigenization, in environmental, social, economic, and cultural sustainability, and to support the wellbeing of the diverse communities and a growing downtown.*



## 4.2 PRINCIPLES

Ten Principles govern the MacEwan Campus Master Plan, and it is upon these principles that the Concept Plan was developed. The Principles, outlined here, have evolved from a series of 'Big Moves' identified in the Phase I Plan for the campus. The Principles have been, and will continue to be, a key cross reference for any design and implementation decisions as the campus grows and develops. They are the overarching lenses through which the university can assess the success of its development over time.

### 1 *Create an exceptional educational and pedagogical environment*



*MacEwan should showcase its leadership in design, innovation, technology, sustainability, learning and pedagogy. It should also celebrate both its own history and that of the land upon which it sits.*

### 2 *Create a welcoming and inviting physical campus environment*



*The edges of the campus should be enhanced so that the university integrates with and provides value to the adjacent neighborhoods and the city. The program for all faces of the campus should be determined to animate the edges, engage the streets, visibly showcase a unique learning environment, and attract a variety of users year-round.*

### 3 *Create a permeable and connected campus*



*MacEwan should be designed so that it is open to the neighborhood, improving physical and visual connections between the university and the surrounding neighbourhoods and the downtown. The campus should be designed to encourage ease of movement year-round; it should connect the internal and external spaces on campus not only to each other but also to the surrounding community. Passageways – whether street, sidewalk, shared-use path or internal corridor – should be designed with both the campus community and surrounding community in mind. The public realm should be enhanced to support safe and enjoyable pedestrian and cyclist movement and to better connect to the surrounding community and transit network.*

## 4 *Create an animated and vibrant campus*



*MacEwan University should be designed as a place that brings life to the community and contributes to the vibrancy of the downtown core. Campus spaces should be designed to encourage year-round pedestrian activity and create a vibrant internal environment throughout all levels of campus buildings and in external public spaces. Campus spaces should provide a mix of formal and informal learning and social spaces for students, faculty and staff.*

## 5 *Create an inclusive and community oriented campus*



*MacEwan should be a destination for all to participate in a beautiful, inspiring, innovative and pedagogical environment. It should be an inclusive place that supports Indigenous cultures and people. It should be a safe and accessible place for surrounding residents and the downtown community to access and enjoy services and amenities. Ultimately it should be designed as a hub that fosters the integration of a diversity of people of all ages and cultures.*

## 6 *Create a compact campus*



*City Centre Campus should be designed to allow for the efficient use of its lands, provide opportunities for new buildings, expand buildings and create significant and functioning open spaces that support the vision and goals of the university. The campus organization should also allow for ease of movement and circulation to and from buildings and open spaces, and encourage use of the external public realm.*



### 4.3 THE CONCEPT PLAN

The Concept Plan for MacEwan University envisions the campus as an animated, walkable, pedestrian-oriented environment that is welcoming to both the university and broader community. The Plan prioritizes the pedestrian, shifting the focus from vehicular mobility to walking, cycling and transit as preferred mobility options. The Plan accounts for, and responds to, existing and future LRT and cycling routes and provides a new parking strategy that shifts from surface parking in order to create new opportunities for buildings and a variety of complementary spaces and places. The Plan redefines vehicular routes as enhanced mews streets that become integrated into the design of open spaces and buildings, which will focus vehicular circulation to concentrated areas primarily for service access and drop-off.

The Concept Plan structure creates a series of distinct places across campus, these will be defined by buildings that frame unique open spaces, which function as gathering spaces, social hubs and community destinations. The Plan enhances and protects existing views into and out of the campus and creates new ones to increase the level of permeability and visibility. It reclaims the existing forecourts and village squares as key open spaces, as places to play and be animated and programmed for recreation, events, celebration and ceremony. In doing so, it provides an improved context for the landmark towers of the original campus buildings. It enhances the adjacent streets with new gateways, pedestrian crossings and special paving treatments to provide safety and build identity and connectivity to the campus, the surrounding neighbourhood and the downtown. At a broader scale, it responds to the axial relationship with the Legislature, and the campus's connectivity to the Railtown Park shared-use path, the surrounding community, the Ice District and the downtown core.

The Plan describes three distinct areas that are unique unto themselves: the West Campus Character Area, the Central Campus Character Area and the East Campus Character Area. These are described in detail in the following sections.

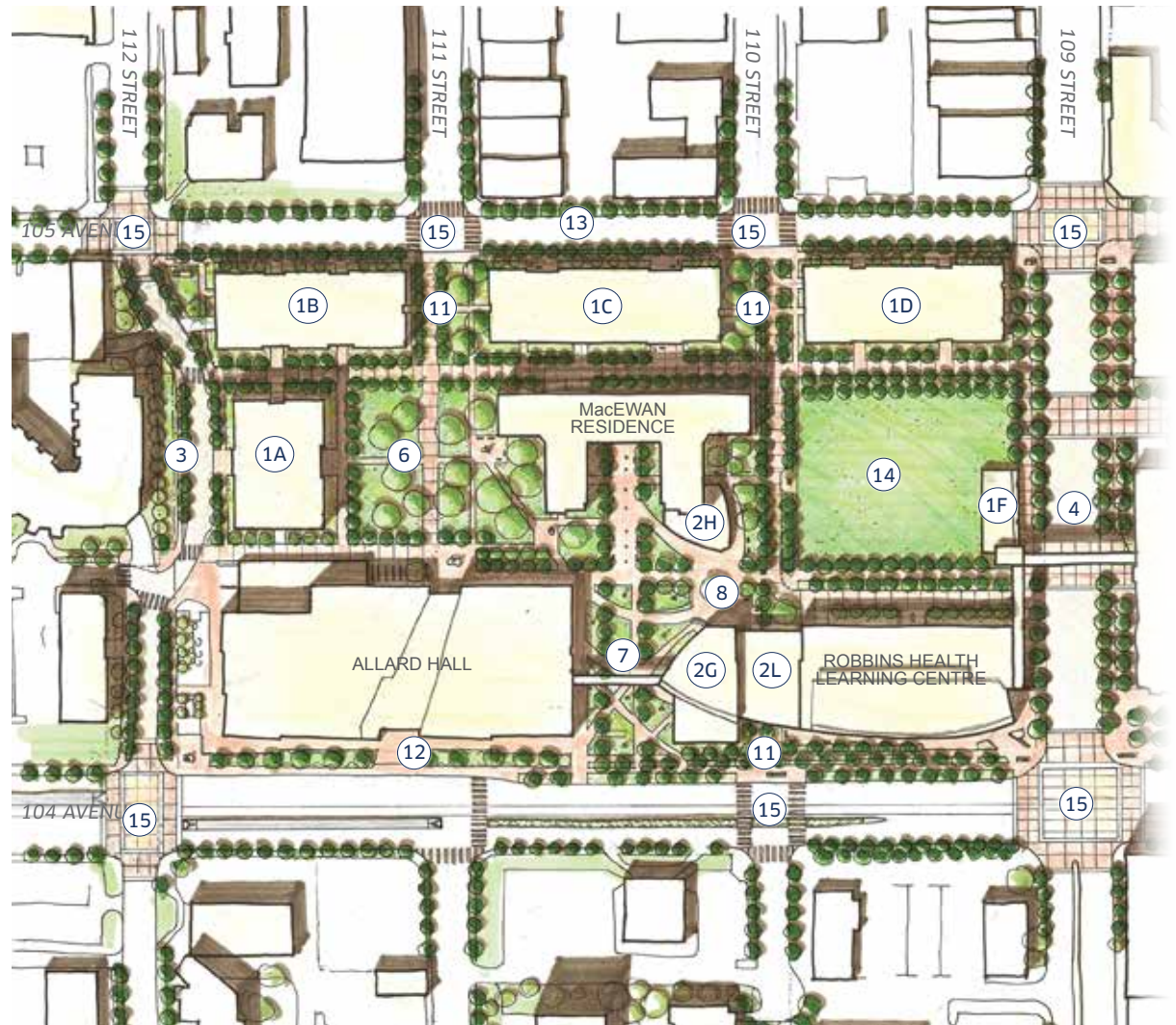


Figure 12. The Concept Plan

#### BUILDINGS

##### New Buildings

- ①A to ①D New Build
- ①E School of Business
- ①F Quad Pavilion

##### New Building Expansions

- ②G Indigenous Centre
- ②H Student Residence Addition
- ②I Animated Frontages along 104 Avenue
- ②J Building Expansion along 105 Avenue

- ②K The Gallery along 105 Street
- ②L Robbins Health Learning Centre (110 Street Infill)





## PUBLIC REALM

- |                          |                                    |                                 |                                   |
|--------------------------|------------------------------------|---------------------------------|-----------------------------------|
| ③ 112 Street Enhancement | ⑦ Art Gardens                      | ⑩ Enhanced Forecourts           | ⑬ Enhanced 105 Avenue Streetscape |
| ④ 109 Street Enhancement | ⑧ Student Residence Park and Plaza | ⑪ New West Forecourts           | ⑭ University Quad                 |
| ⑤ 105 Street Enhancement | ⑨ Ceremonial Green and Plaza       | ⑫ Enhanced 104 Avenue Esplanade | ⑮ Enhanced Crosswalks             |
| ⑥ The Commons            |                                    |                                 |                                   |

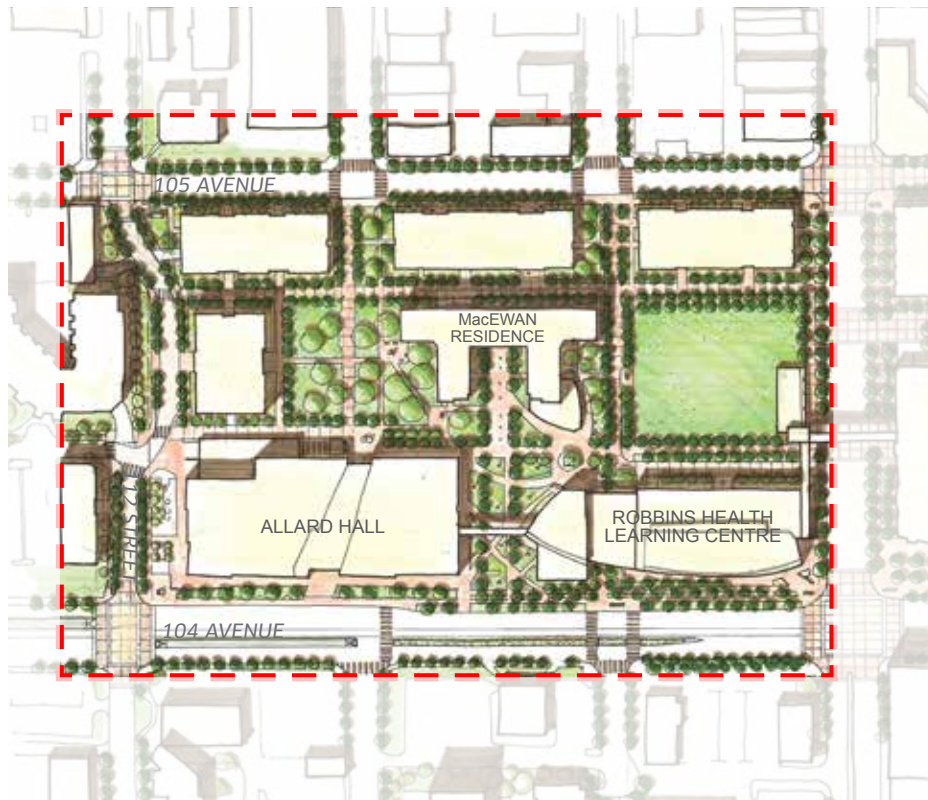


Figure 13. West Campus Character Area

#### 4.3.1 WEST CAMPUS CHARACTER AREA

The West Campus Character Area is primarily defined by existing and new buildings framing significant open greens, with the MacEwan Residence positioned centrally as a “residence in the park.” This forms a new heart and destination for the campus. The majority of the open space area is designed as a free-flowing pedestrian circulation zone, limiting vehicular access to shared mews streets and incorporating traffic-calming elements. A new pavilion in the Campus Quad, an addition to MacEwan Residence, and the relocation of the Indigenous Centre to Paul Byrne Hall in the Robbins Health Learning Centre, provide a new presence for the West Campus Character Area and an opportunity to create a highly animated place.

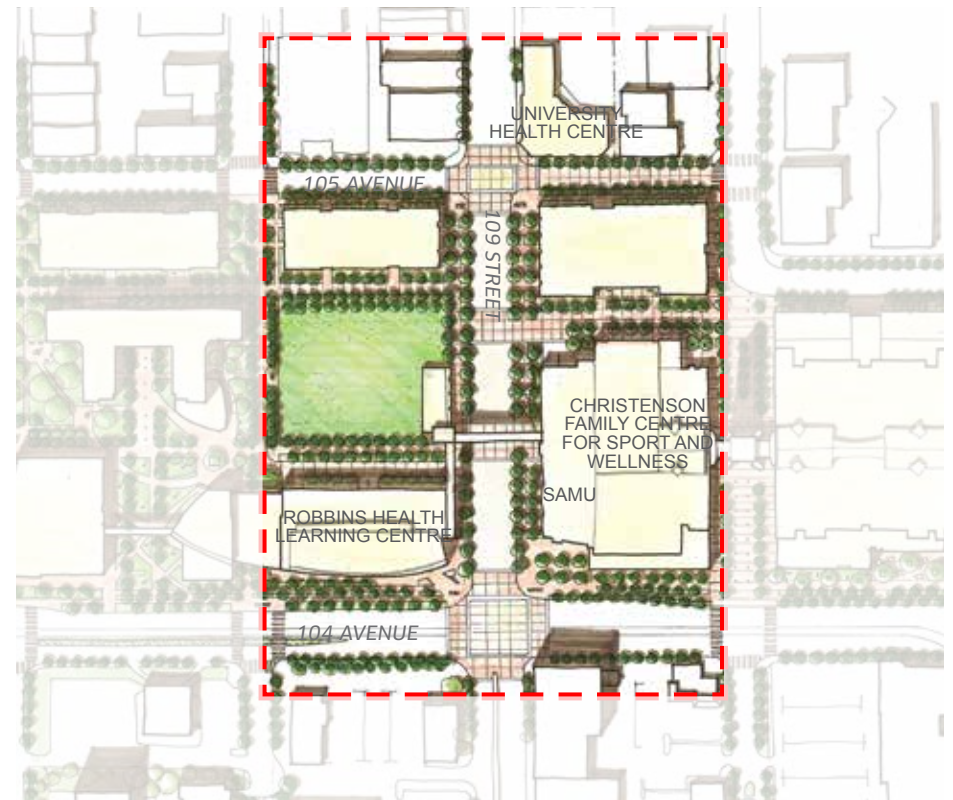


Figure 14. Central Campus Character Area

#### 4.3.2 CENTRAL CAMPUS CHARACTER AREA

The Central Campus Area is primarily defined by the enhancement of 109 Street, which is repositioned as a central spine that unites the east and west sides of the campus. The profile of the enhanced street is designed to continue to accommodate traffic but at a slower pace as it passes through the campus, and to support a higher degree of pedestrian circulation and activity with pedestrian promenades on either side of the street. The new 109 Street character is defined and animated by new building frontages with academic, commercial and amenity uses, which expands activity to a new quad open space, with a prominent frontage to the street. The new School of Business at the intersection with 105 Avenue accentuates the northern edge of the campus, while a new pavilion building sits as the gateway to the open space and is the crossroad connection to the above-grade pedway system.

109 Street also functions as the crossroads for two major east-west pedestrian circulation corridors that run internally through the campus, and is the crossroad of movement at the 104 Avenue and 105 Avenue gateways into the campus. The 105 Avenue gateway is enhanced as the link to the University Health Centre, which is part of the university lands and provides medical services for students.



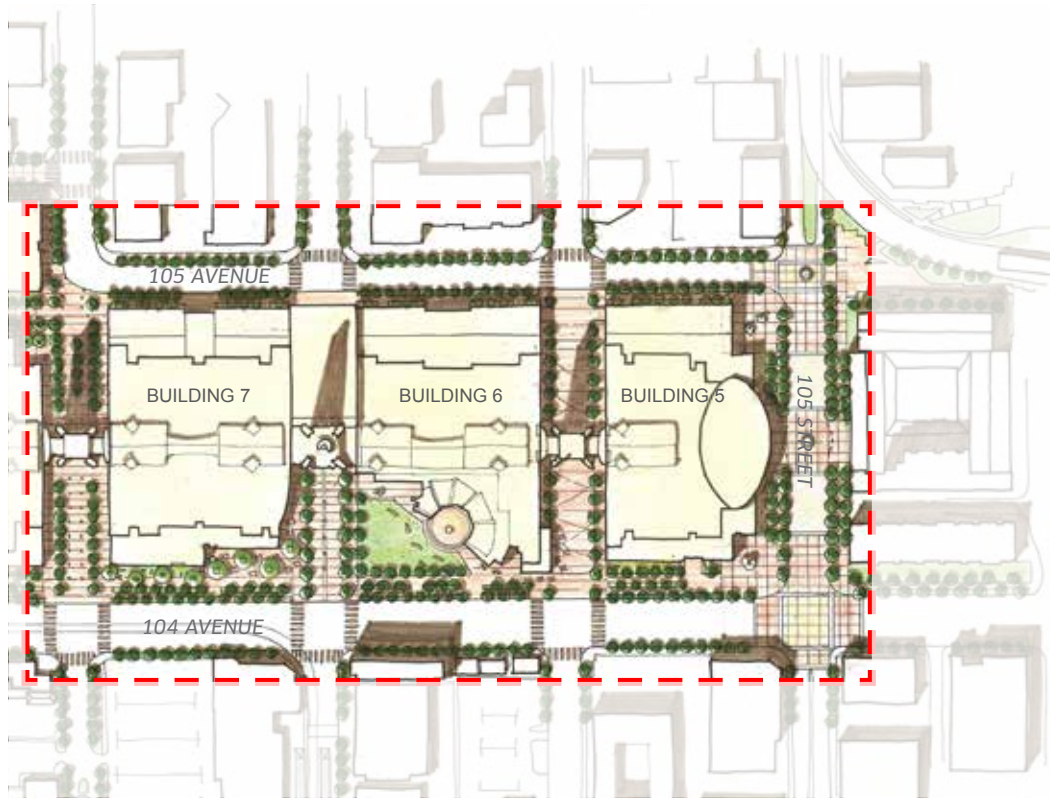


Figure 15. East Campus Character Area

### 4.3.3 EAST CAMPUS CHARACTER AREA

The East Campus Character Area is defined by Buildings 5, 6 and 7 and adjacent open spaces. The design emphasis for this area focuses on the revitalization of the north-south links through the campus as animated pedestrian spaces which will accommodate a variety of program uses and enhance connectivity to the north neighbourhood and the south downtown core. It places priority on creating inviting and functional external open spaces that front 104 Avenue, and enhancing building frontages to animate the street and reflect the academic activity within the buildings. The gem of the East Campus Character Area is the Ceremonial Green, the heart of the east area of the Campus. The area will feature the bookstore and cafe in a new street-front location; expanded internal social space; a new central plaza and drop-off zone; and enhanced external space (including cafeteria spill-over space, an open flexible lawn and amphitheatre), all of which will combine to bring life to the area and make it a unique destination. The area also functions as the link to the Ice District and the MacEwan LRT Station, claiming 105 Street as the new forecourt for the east entrance into the campus, and a new landmark building expansion representing the eastern campus gateway.



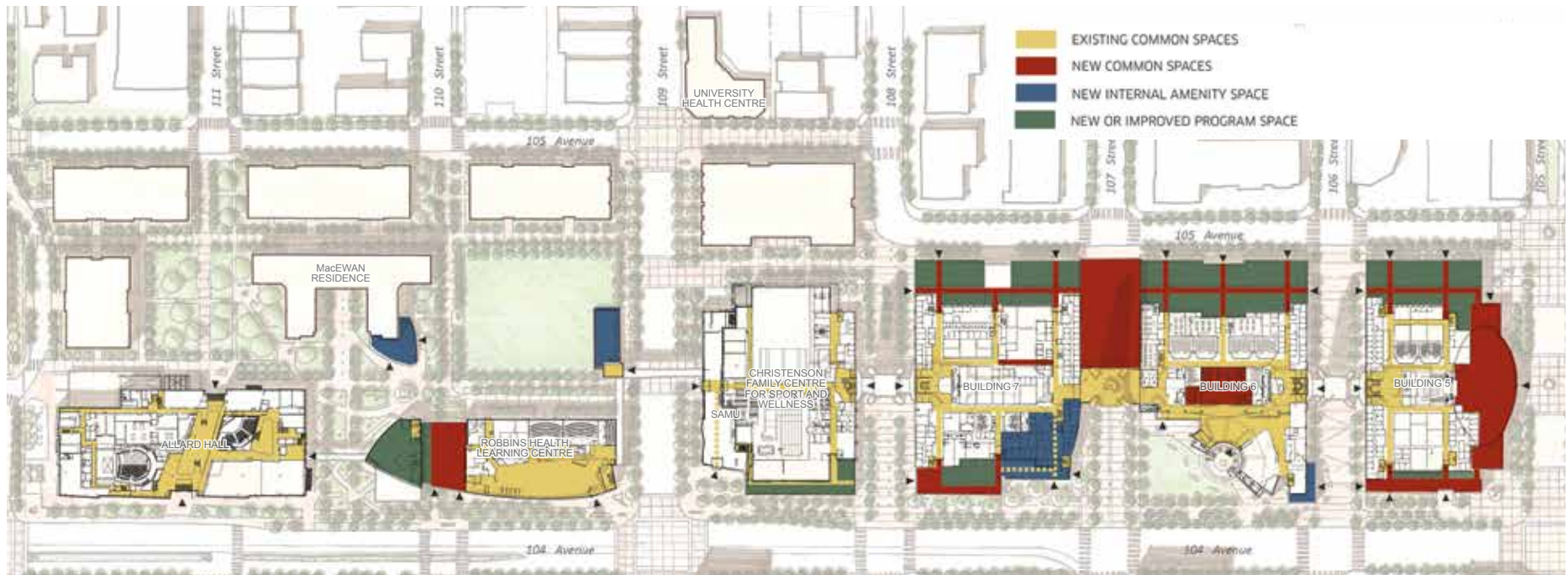


Figure 16. Internal Concept Plan - Ground Level

#### 4.3.4 INTERNAL CONCEPT PLAN

MacEwan has identified several needs related to internal program spaces and circulation. Overall, the intent is to reduce congestion, locate open and informal collaborative spaces and secondary circulation routes along the outside perimeter of additions to activate the street, create opportunities to make better use of adjacent open spaces, and visually and physically open the university up to the surrounding community by adding glazing and converting one-way entrances and exits to two-way.

##### 4.3.4.1 Ground Level

The ground-level interior circulation of MacEwan University is the product of years of internal departmental changes and policy changes. A reassessment of the entire circulation network was necessary to establish a more functional and intuitive space for movement and social gathering, in addition to providing space for academic program expansion. The internal concept plan identifies existing internal social gathering space and circulation routes, new internal spaces and routes, new amenity spaces and new program space.

Key recommendations for ground-level circulation include:

- Additions to Buildings 5, 6, and 7 facing 104 and 105 Avenues.
- New entrance and additions to Building 5.
- Two-storey atrium addition to Building 6 and 7.
- Relocation of the existing bookstore to a more public-facing location in the southeast corner of Building 7.
- Redesign the cafeteria in Building 6 to provide access between the cafeteria and Ceremonial Green and Amphitheatre space.
- At-grade access between SAMU and Robbins Health Learning Centre.
- Removal of lockers from primary circulation corridors to widen existing routes.
- Convert one-way entrances and exits to two-way.
- Infill space between the Robbins Health Learning Centre at the 110 Street access.
- Redevelopment of Paul Byrne Hall in the Robbins Health Learning Centre as the Indigenous Centre will provide additional gathering space for students and visitors with connections to the adjacent open space.

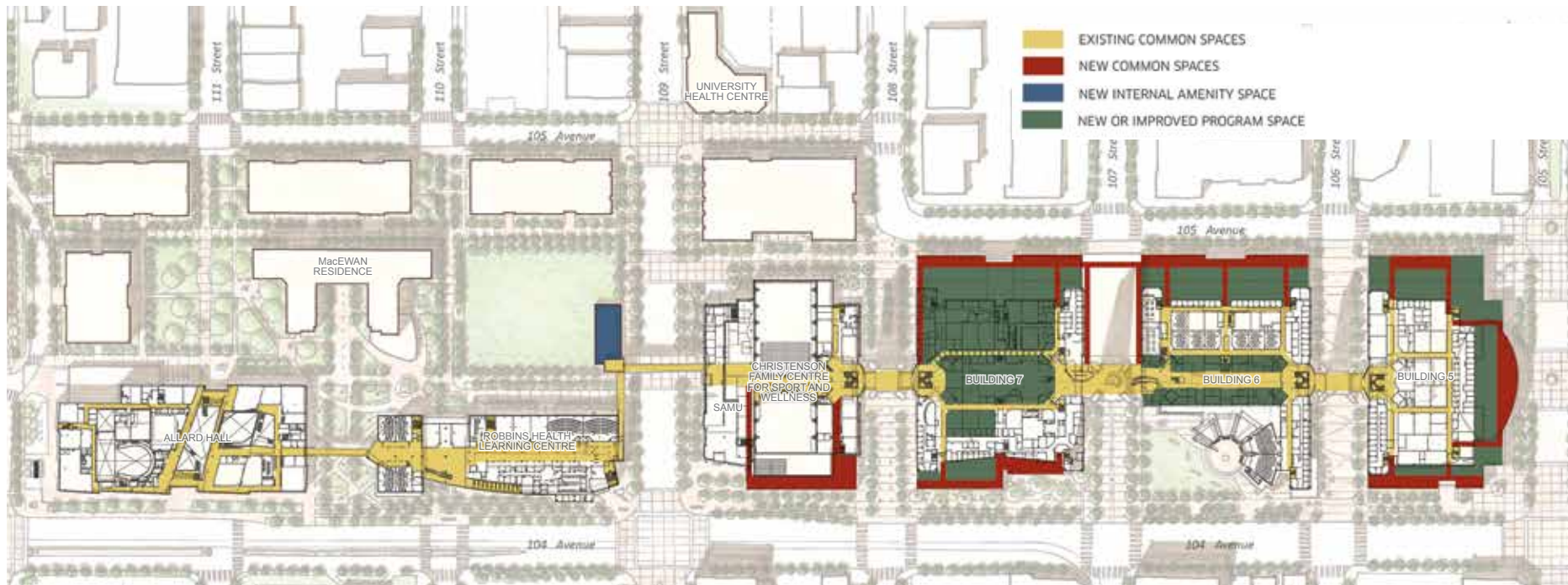


Figure 17. Internal Concept Plan - Second Level

#### 4.3.4.2 Second Level

The continuous pedway system has made the second-level interior route across campus the most popular means of travel. While this serves a practical function on cold winter days, during the rest of the year it means that students, staff and faculty do not engage with the edges and outdoor spaces of campus. This has contributed to making the university appear less vibrant and reinforces the dominance of vehicular traffic along 104 Avenue and 109 Street. With improved ground-level circulation, there will be a more balanced distribution of foot traffic between the floors and less strain on circulation congestion points. Circulation congestion is exacerbated by the student lockers.

The library has been identified as having multiple points of circulation congestion. A long-term solution will be to expand the library with an addition to the north of Building 7, and redesign and consolidate library spaces within the existing spaces in Building 6 and 7 on both the second and third levels. Additionally, the east-west corridor located south of the existing library space in Building 7 will be widened and locked doors that create barriers to access will be removed to improved movement through the buildings.

Key recommendations for the second-level internal circulation include:

- New program and circulation space along the perimeter of Buildings 5, 6, and 7, facing 104 and 105 Avenues.
- Enhanced primary circulation corridors and library function through the consolidation and expansion of the library in Building 6 and 7 on the second and third levels. This will include widening the east-west corridor located south of the library in Building 7.
- Removal of student lockers from major circulation routes.

4.4 KEY DESIGN MOVES

The following reflects the heightened value and repositioning of MacEwan University, through the Campus Master Plan, at three different scales: the city, the neighbourhood and the campus.

4.4.1 CITY AND NEIGHBOURHOOD DESIGN MOVES

City Centre Campus becomes the heart of MacEwan University, a destination for downtown Edmonton and a catalyst for renewal in our city centre. In the local context, the campus is an attractive learning environment and a local recreational destination for the community. The campus grounds expands the city’s public realm and bridges the gap between the growing neighbourhoods to the west and north and the urbanization of the downtown to the south and east.



Figure 18. Campus Context - City Scale

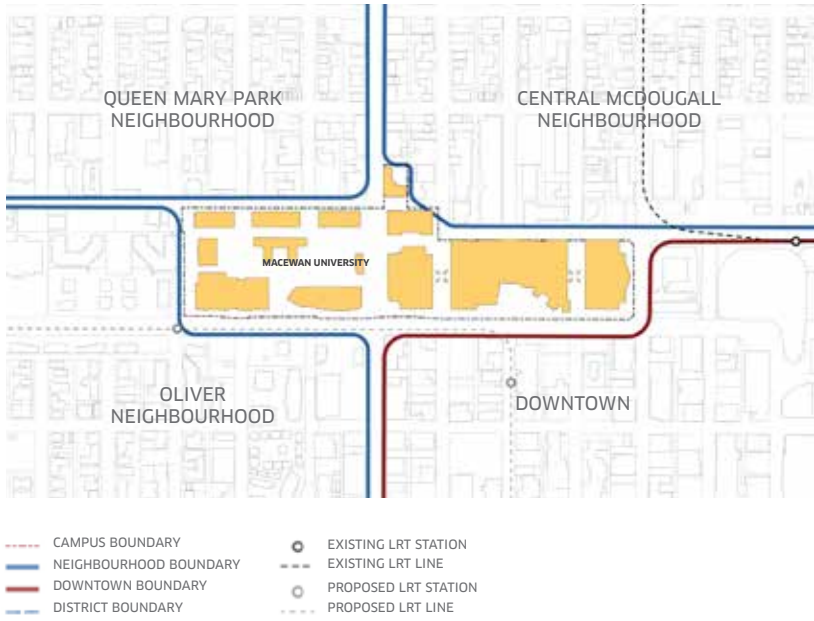


Figure 19. Campus Context - Neighbourhoods Scale

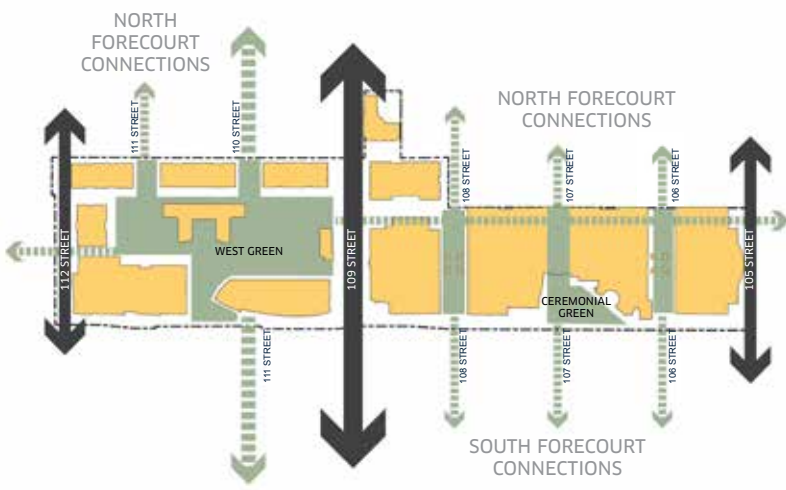


Figure 20. Campus Context - Campus Scale



## 4.4.2 CAMPUS RELATED DESIGN MOVES

### 4.4.2.1 NEW ACADEMIC PROGRAM SPACES

Academic spaces will be accommodated in both new buildings and expansions/renovations of existing buildings on campus. This will serve to provide more teaching, learning, researching, collaboration and social spaces across the campus.

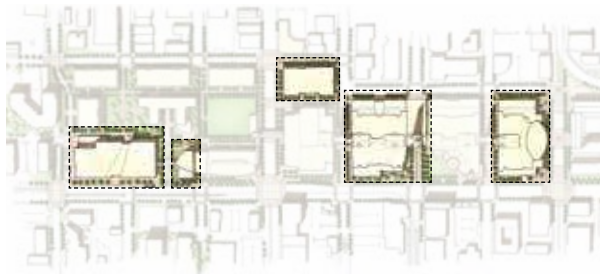


Figure 21. New Academic Program Spaces

### 4.4.2.4 A NEW LARGE CENTRAL OPEN SPACE AND AMENITY SPACES

The West Green, a new large open space, serves to create an outdoor central heart on campus. This active open space can facilitate a variety of everyday and special event uses. A pavilion along 109 Street and an addition to MacEwan Residence will animate the spaces.



Figure 24. New Central Open Space and Amenity Spaces

### 4.4.2.2 A DISTINCT CHARACTER OF PLACE FOR 104 AND 105 AVENUES

The design of buildings, open spaces, and public realm elements will enhance and reinforce the distinct character and scales of 104 and 105 Avenues. The design and character of 104 Avenue will create a sense of place that is responsive to MacEwan's interface with downtown Edmonton. The design and character along 105 Avenue will reflect the scale and interface with the neighbourhoods and businesses to the north, and feature a new galleria atrium in Building 5.

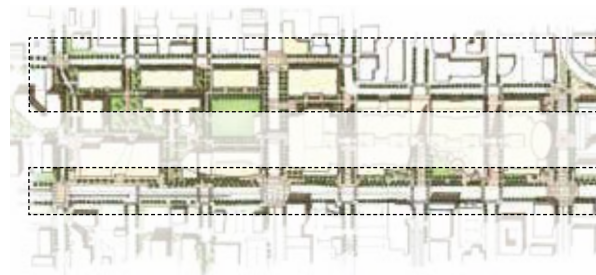


Figure 22. 104 and 105 Avenue Character

### 4.4.2.5 ENHANCED EXISTING AND NEW FORECOURTS AS ANIMATED OUTDOOR SOCIAL SPACES

The existing forecourts provide connections into and through the campus and increase the amount of social space. These are designed to be places for casual gathering, are contextual to the surrounding built form and interior spaces and offer additional programmable spaces. Some of the forecourts will feature softscaping and landscape elements while others will be designed as enhanced entrance corridors that expand the adjacent public realm.

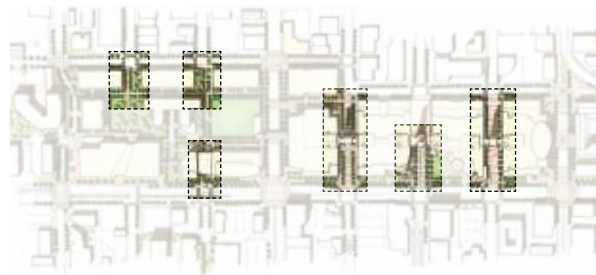


Figure 25. Enhanced Existing and New Forecourts

### 4.4.2.3 GATEWAY STREETS: BUILDING IDENTITY AND EXPANDING THE PUBLIC REALM SPACE

Gateway streets along 105, 109, and 112 Streets will be designed to establish pedestrian-oriented scale and character. The result will be a unified streetscape that will signify to drivers that they have entered the campus. The gateway streets stitch together the east and the west side of the campus and create an inviting, identifiable connection to surrounding destinations.



Figure 23. Gateway Streets

### 4.4.2.6 AN ENHANCED CEREMONIAL GREEN (MACEWAN WAY) AND 104 AVENUE ANIMATION

The Ceremonial Green (MacEwan Way) along 104 Avenue will interface with both the renewed building frontages along the south sides of Building 5, 6, 7 and 8, as well as the new design for 104 Avenue which will feature the West LRT. Enhancements will allow for visual activation between the city and the campus and will include a redesign of the existing amphitheatre structure and open space to encourage a mix of uses.

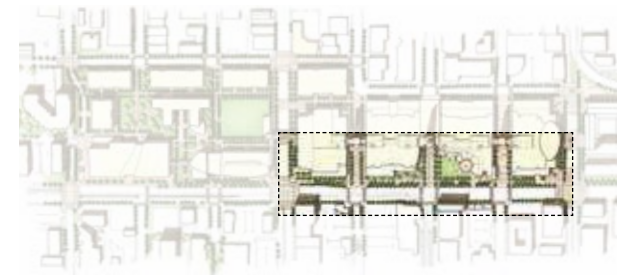


Figure 26. Enhanced Ceremonial Green and 104 Avenue Animation





 **MacEwan UNIVERSITY**

104th Street  
Building

# 5.0 // PLAN FRAMEWORKS

The Plan Frameworks constitute the various layers of the Master Plan. They guide decision making around the design of improvements to and development of the campus. The Plan Frameworks address: built form, open spaces, movement, and sustainability and resilience.

## 5.1 BUILT FORM FRAMEWORK

The Built Form Framework provides a structure for new building development on campus, envisioned to be implemented over a 20 to 30 year horizon. It reflects the maximum build-out potential for the campus in terms of building footprint, and creates a well-balanced ratio between buildings and open space. The Framework defines the desired character, location, orientation, quality, general height and massing of new buildings so that they respond to the surrounding context and open spaces, while enhancing the environment and building identity and a strong sense of place.

The Framework provides a built form context that delivers on creating a comfortable, human-scale, pedestrian environment that offers a mix of uses to serve both the student and community population. It also identifies opportunities to increase the development capacity of the site, and outlines guiding policies that address respectful transition from one building to another, as it relates to both the internal campus environment and the neighbouring community.

Attention is also given to the at-grade public realm environment with respect to improving its quality, comfort, and aesthetic, strongly influenced by the character, design, and location of building frontages. All new buildings must support this quality environment, and positively contribute to achieving the Vision.

### Human Scale

Human scale refers to a building's mass in relation to the size of its users. Buildings and the elements that constitute the building façade should have a proportion and scale that is welcoming to users. For example, the relative size of a door, a window or a staircase should be proportional to the scale of users. Human scale is most important in areas that are accessible or visible from the public realm, such as the first few storeys of a building facing the street. Buildings should have frontages that introduce a pattern of doors and windows, and have a ground level that is transparent and animated.

### 5.1.1 BUILT FORM DESIGN APPROACH

The Built Form Framework supports the creation of a compact campus to support greater walkability, efficiency and sustainability. The MacEwan Framework identifies a concentration of new buildings and additions to existing buildings along 105 Avenue, 112 Street, 104 Avenue and 105 Street to create a new animated campus frontage to the streets, and a face to the community. The new buildings

also provide a frontage and address to new internal campus open spaces. A proposed series of additions to buildings along 104 and 105 Avenues and 112 and 105 Streets - these will create visible pedagogical and recreational uses to animate the urban street fronts. The addition along 105 Street is specifically intended to create a notable building landmark at the east gateway of the campus. The Framework also identifies a new pavilion building and an addition to MacEwan Residence. Adjacent to these buildings will be new open spaces intended to compliment and animate the buildings. All new buildings and expansions are intended to increase classroom and program space, study space, internal social and gathering space, amenity space, and improve internal and external circulation and wayfinding.

The Built Form Framework also proposes a reorganization of existing internal space to allow for strategic planning initiatives identified in the planning process, including the consolidation and expansion of the library, the relocation of the bookstore, the relocation of the Indigenous Centre and the enhancement of the internal circulation corridors. Through the campus space planning process, the Plan also acknowledges the relocation of the Alberta College Campus programs to City Centre Campus.





Figure 27. Buildings and Internal Enhancements

### 5.1.2 BUILDING ORIENTATION AND PLACEMENT

Buildings are oriented to provide an address to streets, to define and create a human-scale relationship with the public realm, to provide eyes on the streets and open spaces, to define views and view corridors, and to support a pedestrian-scale context with opportunities for street front animation. All sides of buildings should be safe, accessible, welcoming, and address the public realm.

#### Recommendations:

- Establish a compact form of development for land efficiency and to support a more walkable campus.
- Locate buildings to front street edges and open spaces. Provide direct main door connections to sidewalks and pedestrian pathways.
- Align main entrances to buildings to create short travel distances from indoors to outdoors especially in inclement weather.
- Building expansions along 104 Avenue should respect the current alignment of existing buildings using Allard Hall as the minimum setback limit.
- The pavilion building within the Campus Quad and the addition to MacEwan Residence should have multiple entrances to enable a high degree of connectivity and permeability to the surrounding public realm.
- All new buildings along 105 Avenue should be oriented to front the street with primary entrance points located along 105 Avenue and additional entrance/egress to the open spaces and mews streets to the south.
- The distance between the new buildings fronting 105 Avenue should reflect the same spatial relationship as the existing forecourts of the east area campus buildings and align with the frontages defined by the north-south connecting streets. This allows for a regular and recognizable pattern of north-south open links and long views into and out of the campus.
- Buildings and building expansions along 105 Avenue should be set back a minimum of 4.0 m from the property line to allow for a spacious relationship to the street, to create an enhanced walking zone, and to allow for healthy tree planting along the street and landscaped forecourts which co-ordinate with improvements within right of way.
- The building setback along 109 Street should be a minimum of 4.0 m to allow for an enhanced streetscape and promenade fronting the buildings, allowing for a spacious walking zone, commercial animation and spillover space, and a robust planting of trees along the street.

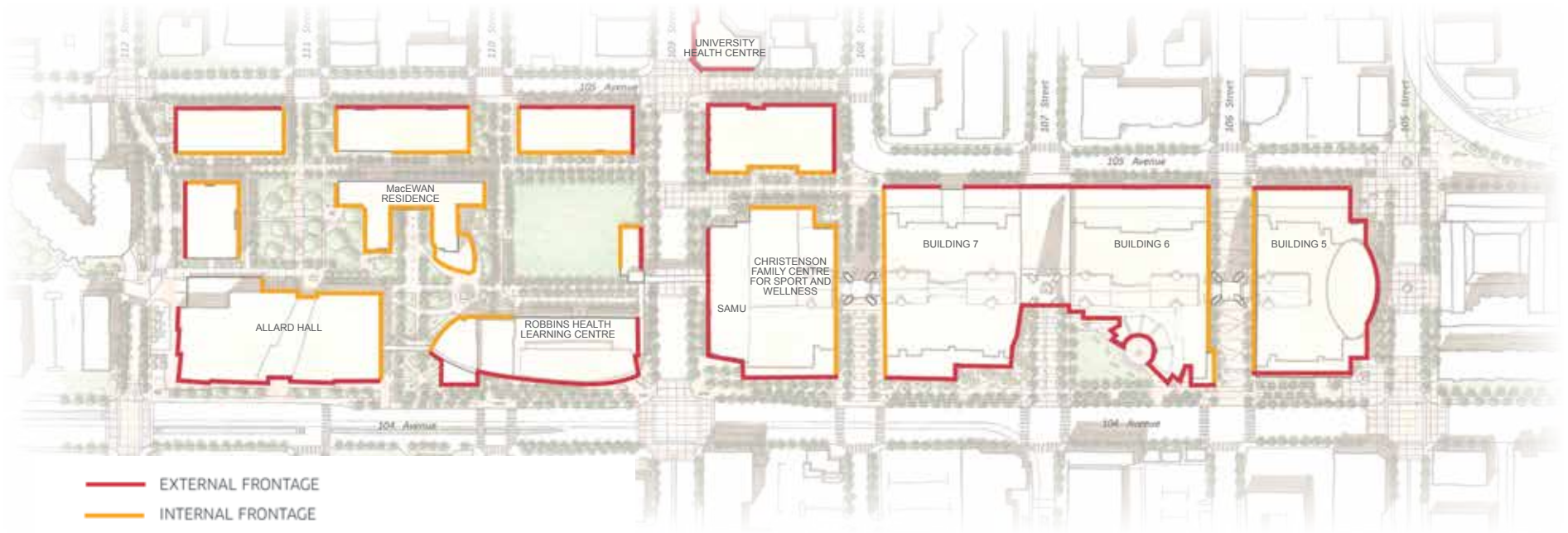


Figure 28. Active Building Frontages

### 5.1.3 BUILDING FRONTAGES, TRANSPARENCY AND ANIMATION

The Campus Master Plan positions all buildings to provide frontages to all aspects of the public realm creating a relationship to the external context as well as internal spaces. The frontages of buildings are critical to creating friendly, human-scaled environments and ensuring that there is a positive relationship to the public realm with eyes on the open space at all hours. The design of building façades, the amount of building transparency and the level of fenestration can also create welcoming, accessible, safe and comfortable walking zones for the university and surrounding neighbourhoods. The treatment of building fenestration (doors and windows) should provide a high degree of transparency between the building interior and the open space exterior, especially at grade. This is particularly important for winter city campuses where natural light and visual connections with the outdoors help mitigate the negative impact of harsh weather and shorter darker days on students and staff.

Building transparency is also important in animating the campus. The plan proposes new social, gathering, and study spaces at the frontages of buildings both at grade and at the upper levels. These spaces provide a window into the activities of the campus, and offer views out to the open spaces and activities from within.

#### Recommendations:

- The ground level of buildings at minimum, should have a high degree of transparency, to a minimum of 75 per cent of the at-grade façade, allowing views within and through buildings where possible.
- Buildings should have active uses and transparent ground-level designs and on all sides. Campus uses, programs, and spaces at all building levels should foster an animated and social environment throughout all times of day and night, seven days a week.
- Above-grade public spaces such as social space, common space, study space or primary corridors should be located at the front of any new building to create visible animation of the building and to allow for views out to the streets and the public realm.

### 5.1.4 BUILDING HEIGHT AND MASSING

#### Gateway Landmark Sites

The approach to building height and massing for City Centre Campus protects original building design assets such as the spires, providing a respectful transition to the lower building form north of the campus, and also to existing and new open spaces. As most development on the campus is for the purpose of academic growth, the general height recommendation is four to five storeys for new buildings, with the exception of the pavilion within the Campus Quad and the addition to MacEwan Residence, both of which are proposed at one to two storeys.

Opportunities for additional height can be considered for uses such as administration, office and residential uses. In this plan, taller buildings may be considered for the purpose of demarcating key architectural gateways into the campus along 105, 109 and 112 Streets - while also building on the campus's unique architectural identity and enhancing wayfinding. For example, the new building along 112 Street presents an opportunity to use height as a landmark to visibly demarcate the west entrance into the campus. A taller building in this location is also appropriate as it will





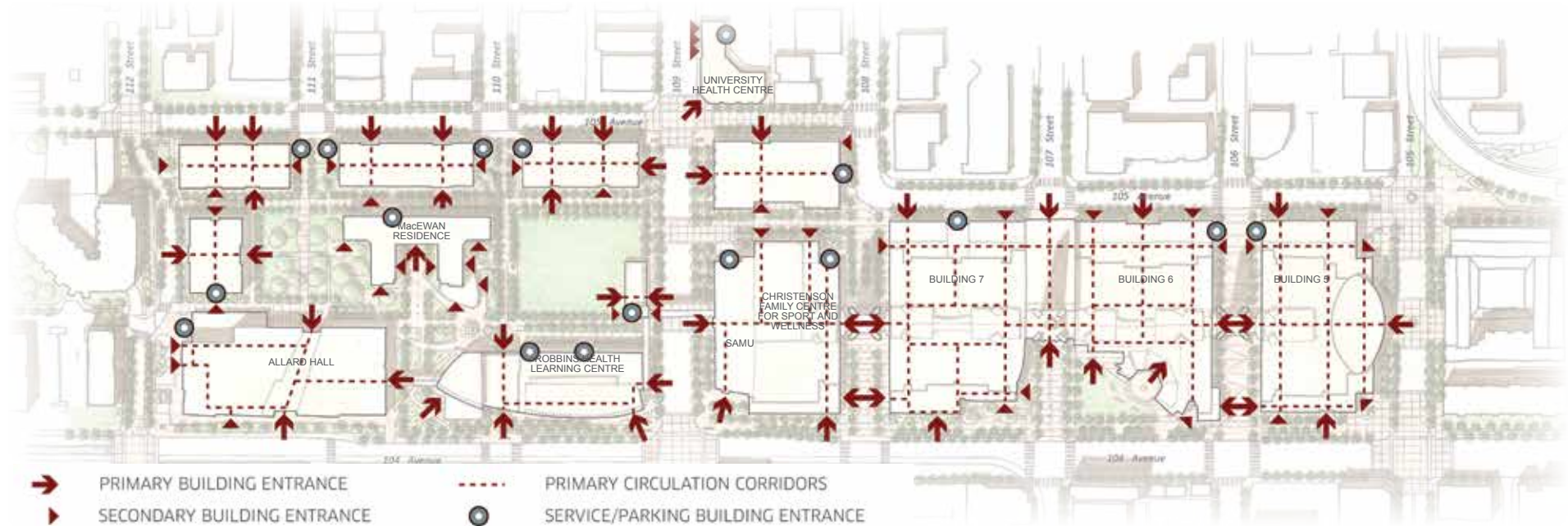


Figure 30. Building Entrances

#### Recommendations:

- Provide more building entrances where feasible to improve ease of flow.
- All pedestrian entrances must be clearly visible, and doors must be open and operable.
- Primary building entrances should be directly connected to the main internal circulation corridors.
- All primary and secondary entrances must be transparent and accessible at grade.
- Primary building entrances should be designed to open into internal public spaces such as open foyers, atriums, gallerias and social gathering spaces. These spaces should be generous, open, welcoming and clearly visible from the entrances.

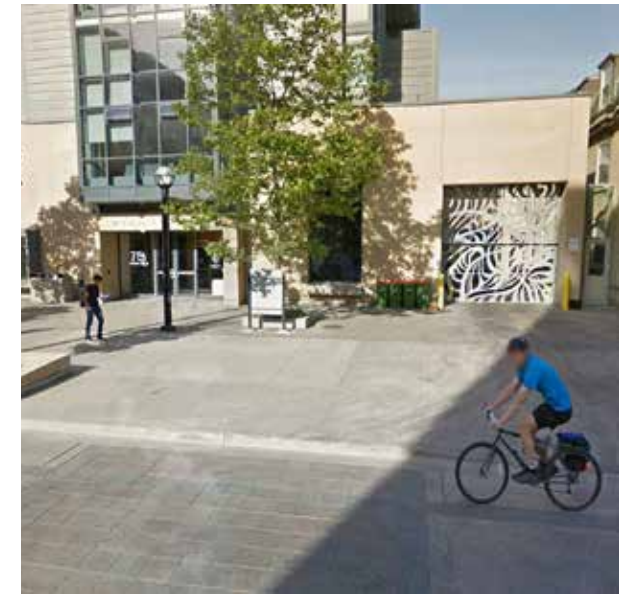
#### 5.1.7 PARKING, LOADING AND SERVICE ACCESS

The approach to parking, loading and service access for all buildings prioritizes the pedestrian realm and circulation. The location of access points must be carefully considered and should have the smallest possible impact on pedestrian circulation routes and public open spaces.

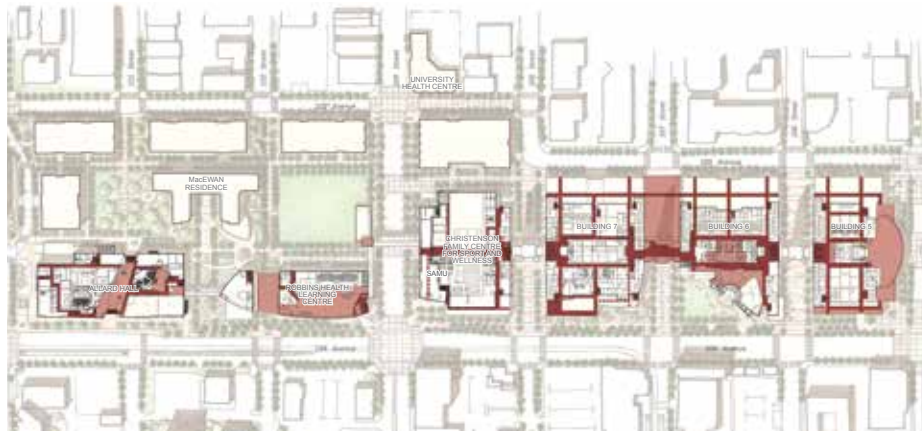
As most buildings in a campus context have multiple frontages, the servicing of buildings should be managed internally to minimize external and often unsightly conditions. All new development is envisioned to have levels of parking below-grade. The location of entrances to below-grade parking should be treated in the same manner as service access. They should be located to minimize conflicts with pedestrian circulation and be integrated as part of the building façade and public realm design.

#### Recommendations:

- Wherever possible, vehicular access to parking, loading and service facilities should be provided from external streets and mews streets.



Sensitively designed service entry

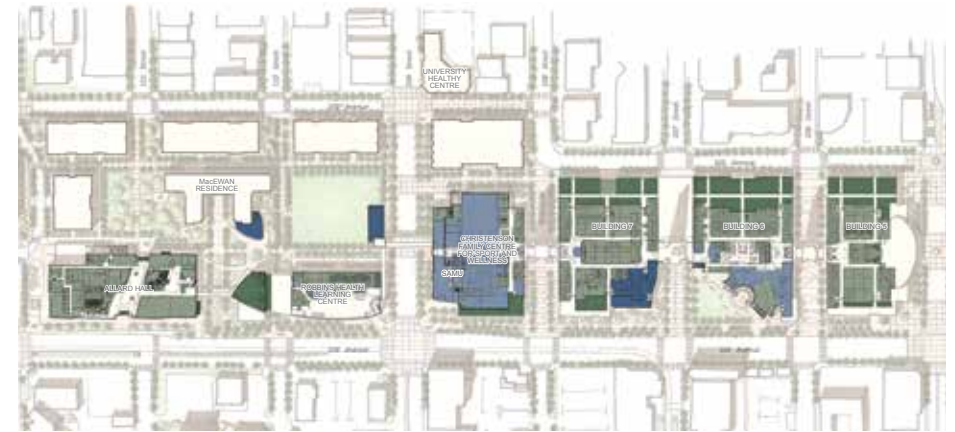


#### COMMON SPACE

- SOCIAL, COLLABORATION, STUDY AND OPEN SPACES (NEW + EXISTING)
- MAIN INTERNAL CIRCULATION CORRIDORS (NEW + EXISTING)

Figure 31. Internal Circulation and Common Spaces - Ground Level

- Locate service, garbage removal and loading dock access internally within buildings rather than in adjacent structures or in outdoor areas.
- Entrances to the service and below-grade parking areas should be integrated into the building façade design.
- Service entrances for existing buildings such as Allard Hall and the Robbins Health Learning Centre should be internalized through building additions or screened from view with landscaping.
- Location of service entrances should not be in conflict with main pedestrian circulation corridors.
- Routes to service access should be short and direct upon arrival to minimize the presence of service vehicles within the campus core.
- All service and parking access roads should be designed as pedestrian-friendly spaces with enhanced paving treatments.
- Building service design should be coordinated with waste-reduction strategies to provide adequate space for innovative approaches.



#### AMENITY SPACE

- EXISTING
- NEW

#### PROGRAM SPACE

- EXISTING
- NEW

Figure 32. Internal Amenity and Program Space - Ground Level

### 5.1.8 INTERNAL PLAN STRUCTURE

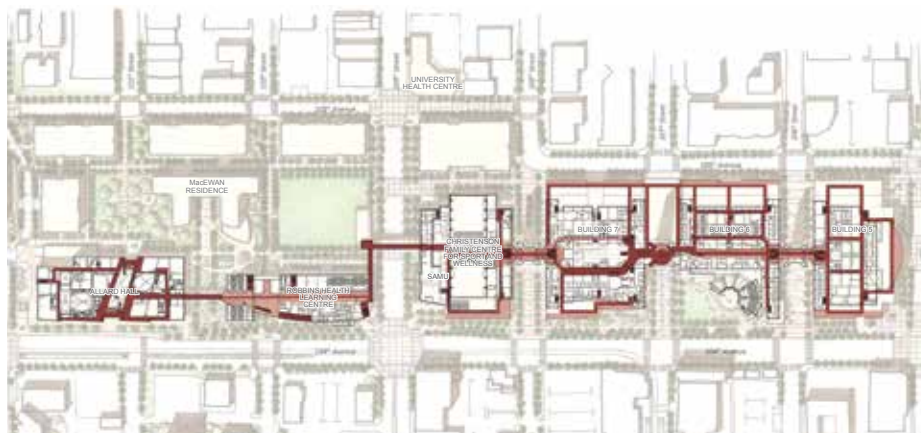
The Campus Master Plan identifies a series of internal building initiatives that focus on the reorganization of space and academic uses to achieve a more efficient spatial organization and relationship of uses, to enhance internal circulation, and to increase social, informal learning, study and amenity space. All primary circulation corridors are considered “places” in the Campus Master Plan. As such, the Plan places great emphasis on the design of the corridors so that they function accordingly and contribute to the diversity of internal public space.

#### Recommendations (Ground Level):

- All primary circulation corridors should be directly accessible to the external circulation system of pathways and sidewalk connections.
- The design of the building for any at-grade use – whether classroom, study or common space adjacent to a street or public open space – should provide a high degree of visibility to the street or open space to foster at-grade animation and eyes on the space.

- Existing public spaces that are connected to the primary circulation corridors should be enhanced as destinations along the corridors, and should be redesigned and furnished to be useful, functioning, welcoming, open and spacious places.
- New public spaces must be connected to the primary circulation corridor and should build on the variety of internal destinations.
- Internal public spaces should be flexible in design to allow for a diversity of program use including student study and informal learning.
- Circulation corridors, existing and proposed, should be designed to be spacious, bright and welcoming. Removal of student lockers in existing corridors should be considered as a way to reduce congestion.
- All public and amenity spaces must be connected to the primary circulation system.

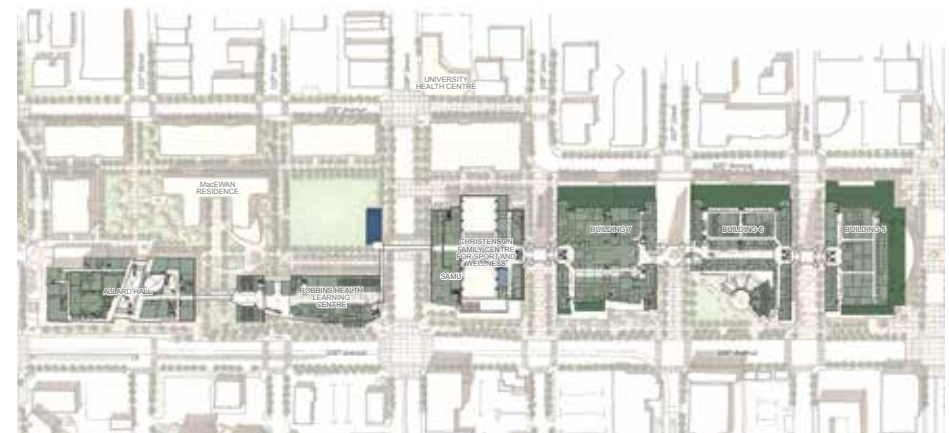




#### COMMON SPACE

- SOCIAL, COLLABORATION, STUDY AND OPEN SPACES (NEW + EXISTINGS)
- MAIN INTERNAL CIRCULATION CORRIDORS (NEW + EXISTING)

Figure 33. Internal Circulation and Common Space - Second Level



#### AMENITY SPACE

- EXISTING
- NEW

#### PROGRAM SPACE

- EXISTING
- NEW

Figure 34. Internal Amenity and Program Space - Second Level

### Recommendations (Second Level):

- All relevant ground-level policy recommendations should apply to the second level of buildings.
- Public spaces above-grade such as social space, common space, study space, or primary corridors should be located at the front of any new buildings or building additions along 104 Avenue, 105 Avenue, 105 Street and 112 Street to create visible animation of the building and to allow for views out to the streets and the public realm.
- The consolidation and expansion of the library should be flexibly designed to respond to new and future trends in use, function and layout. It should include additional social and collaboration space, a diversity of study and informal learning spaces and quiet spaces for concentration and quiet repose.
- The consolidation and expansion of the library should be directly connected and accessible to the east-west primary corridor, and the corridor should be designed as an extension of the library space and used for flexible study and collaboration library space.
- A secondary east-west circulation corridor should be considered through the library to enhance the pedestrian circulation through the space.

- The north and west faces of the library should be highly transparent, with views onto the 108 Street forecourt. This should be done to maximize the amount of natural light into library spaces and to visibly animate the forecourt.
- The north and west face of the library should be reserved for public space – for circulation and social milieus for all to access and enjoy.
- Existing public spaces that are connected to primary circulation corridors should be enhanced as destinations along the corridors, and should be redesigned and furnished to be useful, functioning, welcoming, open and spacious places.



Visible connection between interior and exterior environments



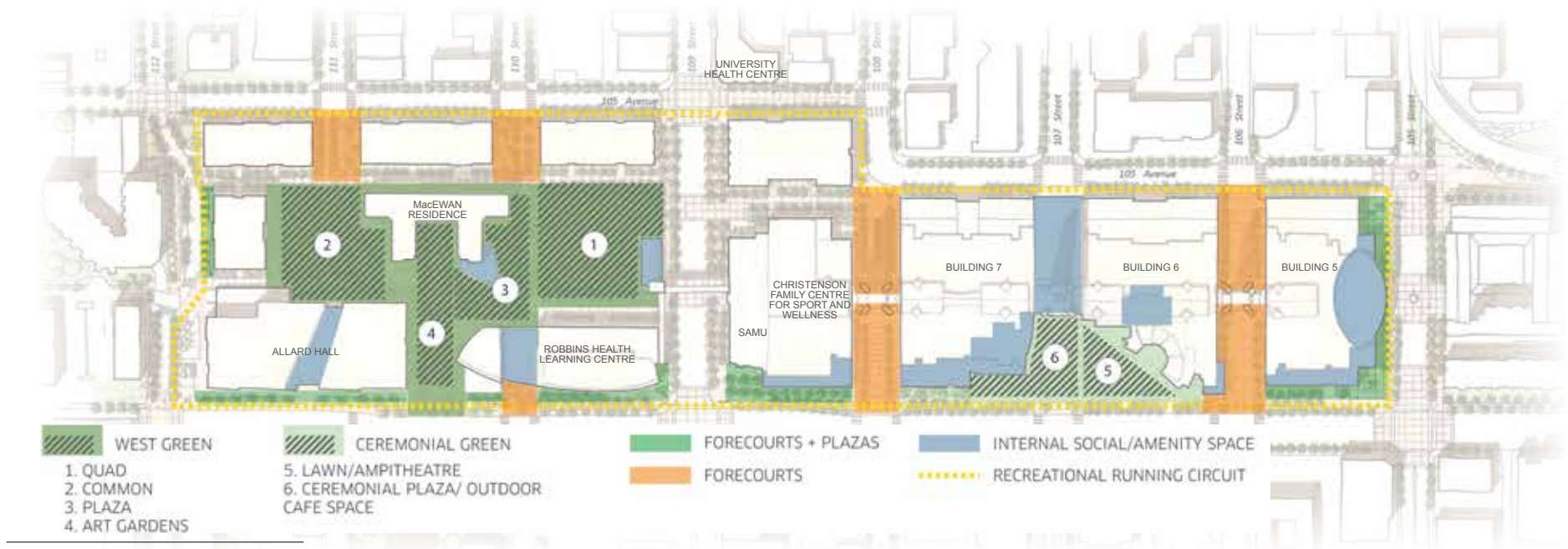


Figure 35. Open Space Concept

## 5.2 OPEN SPACE FRAMEWORK

The Open Space Framework plays a key role in the building of campus identity and in defining the university as a welcoming and desirable place to be. Most notable campuses around the world are renowned for their impressive landscapes. One of the top considerations for choosing a university over the past decade has been the beauty and attractiveness of the campus, and the quality of the public realm – the open spaces and landscapes – regardless of whether the university is situated in a cold or warm region.

The Open Space Framework for MacEwan University is intended to provide a clear and flexible structure of existing and new open spaces to meet a variety of social and recreational needs, and to elevate the quality, attractiveness and comfort of the campus. The Framework constitutes all aspects of the public realm, including a diversity of open spaces, pathways, pedestrian corridors, links and streets. It provides the context for the built form and takes into consideration the treatment of internal open spaces and their relationship to the external environment.

### 5.2.1 OPEN SPACE TYPOLOGIES

The Open Space Framework consists of a variety of open space typologies that serve to create a campus environment that is welcoming, animated, pedestrian-oriented and identifiable. Each open space typology is intended to contribute holistically to address a variety of needs, to expand and enhance green space and tree cover, to socialize the campus, to engage and welcome the broader community in, and to foster well-being for all. The open spaces also present an opportunity to support and reflect Indigenous peoples' cultures and history, through art, horticulture and open space programming.

At the scale of the university, the Framework provides a variety of spaces to meet student and employee needs, and increase the opportunities for social gathering, lingering, studying, learning, recreating, and for events and ceremony. In addition, at the scale of the community, the Framework functions as the day-to-day playground and destination for the surrounding neighbourhood and local community - a place for recreation, walking, cycling and participating in campus events. At the scale of the city, the Framework creates a university district, with spaces that can accommodate events and position the university as lively and animated throughout the day and year.

This includes outdoor design appropriate to cold climates, with an emphasis on shoulder and winter seasons.

The following section provides an overview of each of the open space typologies defined in the Framework.

#### 5.2.1.1 The Ceremonial Green

The Ceremonial Green is a high-profile open space that doubles as the historic gateway to the campus. Located directly north of the intersection of 104 Avenue and 107 Street, the space combines the hardscape plaza and drop-off area between Buildings 6 and 7, with an open lawn area (storm water management) and amphitheater area to the east and an outdoor café space to the west. The new combined space is envisioned as a highly active front door to the campus, notable for its animation and its function as a place for convocation ceremonies and other events.

#### Lawn / Amphitheatre

The Lawn and Amphitheater in front of Building 6 is a key part of the campus open space system, notable as the chosen location for convocation ceremonies and other campus events. Located adjacent to the 104 Avenue esplanade and directly adjacent the ceremonial vehicular drop-off of the campus, the space is emblematic of the



The Lawn and Ceremonial Green as it Exists Today



Open Greens



Campus Quad

university's openness to the surrounding community. As a welcoming space for ceremonies and casual gatherings, the Amphitheatre and Lawn's connection with the Ceremonial Plaza and 104 Avenue, must be further reinforced.

#### Recommendations:

- The design of the amphitheatre should include a generous and accessible stage area that is visible from all areas of the lawn, without obstruction.
- The lawn should be an open green with a minimal slope toward the amphitheatre stage to support campus stormwater management strategies.
- Playful sculptural seating should be incorporated along the perimeter of the lawn area.

#### Ceremonial Plaza / Outdoor Café Space

As the primary gateway of the eastern portion of the campus, this plaza area is recognized as a highly traveled formal space, with hardscape surfacing and organized plantings, including a defining tree allée connecting the esplanade and the main building entrance. Because of its location, the Ceremonial Plaza must also function as part of the campus gateway experience and be designed as a welcoming and attractive meeting place.

#### Recommendations:

- The drop off should be designed as a pedestrian-oriented entrance plaza with continuous paving and no curbs or traffic island. Trees, bollards and feature light poles should define the bounds of vehicular access.
- The parking area in front of Building 7 should be replaced with an animated public realm zone consisting of hardscape paving, seating and shade trees.
- The at-grade use of all new building extensions should provide "eyes on the courtyard," animate the space and provide internal and external pedestrian links between the forecourts and building.

#### 5.2.1.2 The West Green

The West Green is one of the primary open spaces within the Framework – a veritable green heart of the campus. Located in the west area of the campus, it encompasses four major outdoor spaces – the Campus Quad, the Common, the Plaza, and the Art Gardens. The West Green acts as an important connective tissue within the campus that ties together key facilities including the MacEwan Residence, the Robbins Health Learning Centre, Allard Hall and new proposed infill buildings to the north and west. The area is

notable for its prioritization of pedestrians, and as a prime area of social gathering including for small and large events.

#### Campus Quad

The Campus Quad is proposed as a major open space within the west green that functions as a central gathering space and student hub in the heart of the campus. The space fronts onto 109 Street and is framed by the Robbins Health Learning Centre to the south and a proposed new building to the north. A connection point to the pedestrian overpass is located at the south-east corner of the space, adjacent to a new pavilion building. In character the Campus Quad should be a generous open green edged with broad pathways lined by a double row of trees. The space is intended to provide a high level of flexibility in terms of use and activity, accommodating a wide range of passive recreation including the hosting of university and community events. When there is nothing programmed for the Campus Quad, it should function as a place to sit and enjoy the outdoors in the summer, install temporary art displays or throw a frisbee. It is also a place for ice-skating, throwing snowballs or to install temporary warming huts in the winter.





Central Plaza and Gardens



Building Courtyards



Incorporating Seating Areas and Other Amenities into Open Spaces

### Recommendations:

- The Campus Quad should be highly visible and accessible from 109 Street as a large welcoming green space within the core of the campus.
- The Campus Quad should be designed as an open grassed area with pathways that link to building entrances and pedestrian circulation routes.
- Trees should define its edges and frame the space, providing opportunities to enjoy the space in the shade.
- Permanent or fixed seating could be provided along the edges of the Campus Quad but not within the space, to allow for the highest degree of flexibility in use.
- The design of the Campus Quad should be integrated in the design of the adjacent plaza so that it feels like a larger contiguous West Green.
- The space should be designed such that a portion of it can be flooded during the winter for skating.
- Electrical conduits for music events and festival lighting should be considered in the design of the space.

### The Common

The Common is a large open space in the western end of the campus. It creates a welcoming entrance into the campus from 105 Avenue and the neighborhoods to the north. In the Campus Master Plan, the Common is envisioned as an informal campus and community green space with large

trees and open lawn with opportunities for art features and naturalized plantings. Bisected by a mews connection extending from 105 Avenue to the back entry of Allard Hall, the Common is at once, accessible, flexible and inviting.

### Recommendations:

- The Common should be visible and accessible from 105 Avenue as a welcoming open space to draw the community in.
- The Common should be designed as a casual open grassed area with shade trees. It should provide a flexible forum for a variety of passive activities such as sitting, lingering and reading.
- Fixed Seating should be provided to encourage comfortable use.
- The Commons should be designed to be integrated into the design of the West Green.

### The Plaza

The Plaza provides an animated urban open space within the West Green in west area of the campus. Located between the MacEwan Residence building to the north and the Robbins Health Learning Centre to the south, the Plaza consists of a hardscape area mixed with seating, landscaped gardens and art. As a vibrant urban space between the Common and the Art Gardens, the Plaza will serve as a key destination and social draw within the campus.

### Recommendations:

- The plaza should be designed primarily as a hard-surfaced area, but include trees for shade and garden landscaping to beautify the space.
- The plaza should provide spill out eating space for Student Amenity space during warmer seasons.

### The Art Gardens

The Art Gardens provide a direct open space connection from 104 Avenue to MacEwan Residence and the core of the western area of the campus. With a playful layout of crisscrossing paths, food gardens and 'art moments,' the space is one of circulation, production and discovery. With its location next to the Indigenous Centre, the Art Gardens will provide opportunities for outdoor cultural education through Indigenous art and medicinal horticulture.

### Recommendations:

- The Art Gardens should be an opportunity to locate Indigenous art and temporary art installations.
- Planting should include food-bearing and medicinal species and opportunities for horticultural and land-based education.
- The forecourt area of MacEwan Residence building should include an expansive hardscape area and fixed seating.





Integrating Sculptural Seating



Pedestrian Connections Through Forecourts



Integration of Seating and Planting

### 5.2.1.3 Forecourts

The forecourt are opportunities to create unique and beautiful entrance places. Generally, forecourts should be designed as flexible spaces that accommodate the movement of people between spaces. They should be well lit with pedestrian-scale lighting and transparent building frontages. At-grade uses should animate the space so that they are comfortable and safe places to occupy and circulate through. The forecourts also provide opportunities to tell the Indigenous story through design, planting and the integration of art as features that can be viewed and experienced from surrounding buildings.

#### Enhanced Forecourts

The Campus Master Plan identifies six entrance courts to the original campus buildings in the eastern area of the campus as key campus forecourts. Originally designed as formal entrance points into the campus from 106, 107 and 108 Streets, these spaces have been by limited by their design and the predominance of drop-off and parking as the primary function. In response, the Plan aims to restore these as open spaces and the formal front doors to MacEwan University. Design recommendations focus on integrating these spaces with the 'village squares', celebrating their role and positioning them as more usable, pedestrian-oriented forecourts. The Plan considers these spaces as opportunities to present evocative lighting, art installations and innovative programming as draws into the campus and to build the university's identity.

#### Recommendations:

- The south forecourt at 108 Street should be designed to acknowledge the axial alignment with the Legislature and include a water feature of in-ground jets or bubbles that integrate with the hardscape.
- The design of the north forecourts at 106 and 108 Streets should be designed to accommodate service access to the buildings.
- A day-care drop-off area should be integrated into the north forecourt at 108 Street.
- The at-grade use of all new buildings extensions should provide "eyes on the forecourts," animate the spaces and provide internal and external pedestrian links between the forecourts and building.
- Electrical conduits for events and installations should be considered in the design of each of the forecourts.
- Feature lighting, such as overhead string lighting, should be considered in the design of the forecourts to encourage night time use.
- Programming of the forecourts should be prioritized and may include activities and events such as farmers' markets, craft fairs, food trucks, basketball games, film showings, art installations and skateboarding.

### New West Forecourts

Within the western area of the campus, forecourt spaces have been added to the Plan in three key locations. At the northern edge of the campus two gateway landscapes mark the entrance to the campus at both 110 and 111 Streets. These spaces, composed of mews roads, pedestrian paths and generous planting, serve as open space forecourts to the West Green, continuing the pattern of forecourts on the east campus area. A third forecourt is found to the south of the Robbins Health Learning Centre, where a new internal social space has replaced the vehicle pass-through at 110 Street. This forecourt space highlights and extends the vibrancy of the interior space through to 104 Avenue, further connecting the campus to downtown.

#### Recommendations:

- Design the width dimension of the north forecourts so that the buildings that define these entry spaces are in line with the building setbacks of the connecting streets. This is to allow for an open and generous view corridor into the campus from the neighbourhood.
- Create a recognizable design feature or theme in the landscape of the forecourts that is common to all and functions to demarcate these spaces as key campus entrance points and to build campus identity at the street-face. Landscape features can include art, signage, unique planting and paving treatments, and lighting and furnishings.

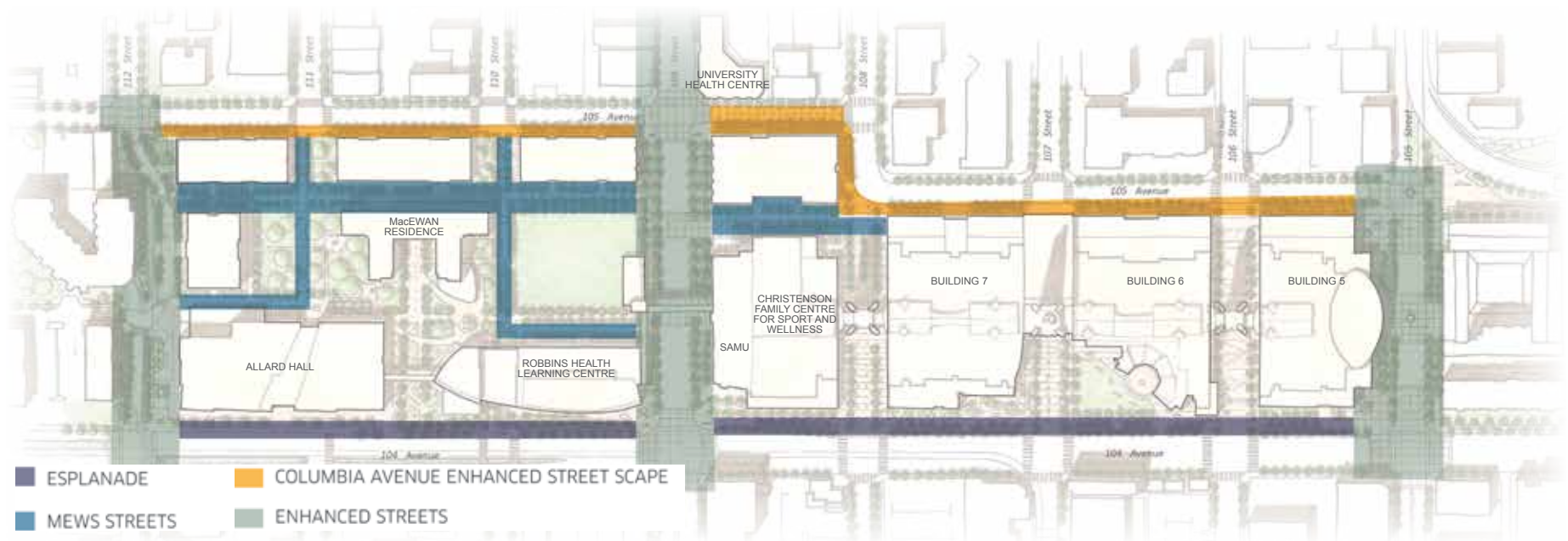


Figure 36. Public Realm Concept

#### 5.2.1.4 Streetscapes

Streets are not just movement corridors. They are public places, and as such, they are an integral component of the Open Space Framework. They are opportunities to enhance and strengthen links within the campus, to the adjoining neighbourhoods and the city at large. As attractive green connections they also function as plazas, as places to walk, cycle, sit, linger, read or wait for a bus. They are destinations and gathering spaces that allow for spontaneous interaction, planned programs and events. Importantly, they also help to define how people experience, move through, and use the campus with ease and comfort.

The street public realm will reinforce a pedestrian-oriented environment within the campus and along major corridors. To encourage more exterior movement, the street public realm should employ a range of design elements such as paving patterns, site furniture, landscaping and lighting to signal that the pedestrian has the highest priority. Intersection crossings should be designed to enhance pedestrian safety, slow vehicular traffic and to reinforce the identity and character of the campus.

#### Recommendations:

- Streets should be designed to function as pedestrian-priority spaces, while accommodating all modes of transportation including bicycles, cars, buses and service vehicles.
- Traffic speeds should be reduced along internal campus streets and physical measures to mitigate traffic should be integrated in the streetscape design. Such measures include raised crosswalks, signage, trees and landscaping, parking bump-outs, on-street parking, and enhanced paving materials such as brick or stone.
- Streetscape design should create welcoming, beautiful and comfortable places to walk in all seasons.
- Streets should have generous sidewalks, attractive landscaping, trees and lighting for both pedestrians and vehicles.
- Streetscape design should incorporate attractive signage to assist wayfinding within the campus and neighbouring university properties.
- Sustainable design approaches such as tree trenches and soil cells should be employed for the planting of trees along streets.

- Tree species with large canopies should be chosen to create shade, to act as wind breaks and to increase the overall tree canopy for the neighbourhood. Mature trees should be limbed up to provide 6.0 to 8.0 m clearance under the canopy for clear visibility and sight-lines along the street and into the campus.
- Coordinate all streetscape designs and approaches with the City of Edmonton.

#### 105 Avenue / Columbia Avenue

The streetscape along 105 Avenue represents the primary interface between the campus and the neighbourhoods to the north. The design of the streetscape within the MacEwan property boundary is intended to support a residential character for the avenue, and provide a more intimate and pedestrian interface with the neighbourhood. The design of the landscape should foster walking, lingering and sitting, and reflect the identity, quality and beauty of the university.

The roadway between 108 and 109 Streets should be designed to bridge the gap between the university properties, and to create safe pedestrian connections and passage to the north property.





Animation of the Esplanade (104 Avenue) - Winter Huts

#### Recommendations:

- Streetscape planting and boulevard enhancements should compliment the City of Edmonton's current initiative for Columbia Avenue which encourages walking, strolling and lingering along the avenue.
- The design should accommodate vehicular service access and egress to buildings and the campus streets, while allowing for the safe passage for pedestrians and use of the public realm.
- Pedestrian sight lines to and from service access and egress points should be clear and unobstructed.
- The portion of the roadway between 108 and 109 Streets should be designed with enhanced paving treatments along the entirety of the roadway and at the intersections. This should be undertaken in partnership with the City of Edmonton.

#### 104 Avenue Esplanade

104 Avenue is an important traffic artery in Edmonton and one of the main roads used to access the campus. It will be part of the Valley Line West LRT corridor with stops serving the university. Along the north side of the street a triple row of streets, a feature known as the Esplanade, defines this streetscape as the signature streetscape of the campus.

#### Recommendations :

- Retain and respect the unique character of the street, which is defined by generous building setbacks, animated building frontages, a triple row of street trees and grade-level planting. It should continue to serve as a welcoming face to the city, supporting the campus's identity as a green and sustainable urban place.
- Provide pedestrian-oriented 'scramble' crossings and traffic signals at 105th, 109th and 112th Streets.

#### 105 Street Enhancement

105 Street is the eastern face of the campus. As a key link between the nearby MacEwan LRT stop and the downtown core, the street should be designed as a pedestrian-priority space with expansive sidewalks and generous crossings. Corner plazas at 104 and 105 Avenues augment its civic character, while a new gallery addition to the 105 Street Building presents an inviting architectural entry point to the campus at large.

#### Recommendations:

- The streetscape design should be in keeping with the recommendations for 109 and 112 Streets to build campus identity.
- The street should be designed as an extension of the public realm along the entirety of the roadway and at intersections to reduce vehicular speeds and support a pedestrian-priority environment.
- The roadway should be raised to sidewalk level to create a continuous streetscape design that allows for a free-flowing pedestrian movement across the street and from the MacEwan LRT station.
- The streetscape elements should include street tree planting, enhanced landscaping, and specialized paving and furnishings.
- Opportunities for gateway elements such as public art within the roadway should be explored.
- Provide a pedestrian-oriented 'scramble' crossing at 105th.

#### 109 Street Enhancement

Located at the centre of the campus, 109 Street serves as a vital stitch point between the new and original areas of the campus. The street is envisioned as pedestrian centred with narrowed vehicular lanes and an expanded and enhanced public realm that addresses the Students' Association MacEwan University building, the School of Business building and the Campus Quad. Raised crosswalks, including two new mid-block crossings support the circulation patterns of the campus.

#### Recommendations:

- The streetscape design should be in keeping with the recommendations for 105 Street and 112 Street to build campus identity.
- The street should be designed as an extension of the public realm along the entirety of the roadway and at intersections to reduce vehicular speeds and support a pedestrian-priority environment.
- The roadway should be raised to sidewalk level at intersections and at the proposed mid-block crossings.
- The streetscape elements should include tree planting, enhanced landscaping, and specialized paving and furnishing.

#### 112 Street Enhancement

At the western edge of the campus, 112 Street serves as an important connection to the community. Formerly a truncated street with a narrow pedestrian linkage through to 105 Avenue, the new street is envisioned as a complete street, with vehicular roadway and pedestrian sidewalks that reconnect the neighbourhoods to the north and south and provide greater access to campus buildings and spaces. 112 Street will act as a main service access point for Allard Hall and proposed new buildings A and B, as well as a connection between 104 Avenue and 105 Avenue. It will continue to function as the primary access point for the existing residential and commercial developments to the west.

#### Recommendations:

- The streetscape design should be in keeping with the recommendations for 105 and 109 Streets to build campus identity.





Incorporating Public Art in the Landscape and Along Walkways

- The road should be designed with sufficient turning radii to adequately support access and egress of service vehicles to Allard Hall and the east-west mews street.
- The streetscape elements should include tree planting, enhanced landscaping, specialized paving and furnishing.
- Opportunities for gateway elements such as public art should be explored.

### Mews Streets

The mews streets represent an important aspect of the public realm. As routes that transition between service-oriented streets and pedestrian-only links, they provide direct access to buildings and spaces throughout the campus. With wide sidewalks, generous boulevards for tree plantings and connections to buildings, the mews streets create a lively and green walking environment. This is supported by a smaller right-of-way and roadways, which encourage slower vehicle speed.

### Recommendations:

- The mews streets should be designed with clear and unobstructed long views for ease in wayfinding.
- Mews streets should be well lit with pedestrian-scale lighting, and fronted by doors and windows where possible so that these routes can be used safely at night.
- Quality paving materials should be used to clearly define these passageways.



Highlighted Culture through Public Art

### 5.2.2 INCORPORATING PUBLIC ART

Public art can provide a creative showcase for artistic expression, as well as create moments of joy and whimsy across the campus. Installations can also contribute to the fostering of a unique identity, and aid in wayfinding by providing distinctive and recognizable landmarks across the campus.

#### Recommendations:

- Existing public art pieces should be incorporated into the public realm design to provide continuity and support campus history.
- Art may be represented as permanent or temporary installations, water features, recreational features, furniture, landscaping, architectural design or signage.
- The scale of art installations should correspond to the scale of the building or the site.
- At the planning of each phase of development, key locations for art within the public realm should be identified so that it can be integrated into the design.
- Temporary installations are encouraged as opportunities to animate the winter landscape, to create a dynamic campus environment year round, and to engage the community.
- All art within the Open Space Framework should be publicly accessible.



Tree Canopy Lining Pathways

- Art should be used as a means of visibly representing and building awareness of Indigenous peoples' cultures and identities on campus, and should be located in key locations and within significant places.

### 5.2.3 PLANTING STRATEGY

Planting plays a major role in the enjoyment and sustainability of the campus evident by the current tree canopy's status as a truly cherished feature. The approach to planting for MacEwan includes an emphasis on increasing and diversifying the tree canopy and providing ample planted garden areas that beautify, express locale seasonality and educate.

#### Recommendations:

- Enhance the tree canopy with new tree plantings and as an opportunity to build and diversify the tree species on the campus.
- Emphasize the street trees and other plantings along all pedestrian walkways and streets to promote comfort, shelter and delight as people move through the campus.
- Add deciduous tree planting along 105 Avenue, west of 109 Street, to create a continuous overhead tree canopy along the periphery of the campus. Planting should be in alignment with the City's streetscape design for 105 Avenue (Columbia Avenue). This will add to the overall canopy for the neighbourhood.



Enhanced Landscaping Along Streetscapes

- Combine planting and art within courtyards and forecourts where it can be viewed and experienced from surrounding buildings.
- Continue to employ leading edge sustainable design approaches such as tree trenches and soil cells for the planting of trees to maximize health and longevity.
- Adopt a maintenance strategy that includes integrating soils, watering and planting.
- Select plantings that are native, hardy and adaptive species to reflect a sense of place and support biodiversity and habitat creation.
- Include teaching gardens and planting areas with medicinal and food-producing plants as a tool for education.

## 5.2.4 LIGHTING

Lighting is one of the primary means of making a place feel safe and inviting and extending its use beyond daylight hours. It can be used to elevate and enhance the quality and character of spaces by providing attractive architectural or artistic design form during the day, and a variety of ambient levels during the night. This provides added variety to the look, feel and use of campus open spaces.

### Recommendations:

- Campus streets and open spaces should be well-lit to create a sense of safety and security, especially in winter, when daylight hours are short.



Providing Adequate Lighting for Safety on the Street

- Lighting design should provide adequate illumination while minimizing light pollution. Dark sky lighting standards should be used to be in keeping with a sustainable design approach.
- Energy-efficient lights should be installed throughout the campus to minimize energy usage.
- The lighting design of open spaces should be carefully chosen to complement the use and character of the space and to enhance the unique elements and landscapes within.
- Pedestrian-scale lighting should be used within the open spaces and streets. Vehicular scaled lighting should be used primarily at street intersections.
- The choice and style of light fixtures should contribute to building campus identity and to create a quality environment. The fixtures should complement the architecture and landscape and read as part of an overall package of furnishings for the campus.
- Lighting can be in the form of art, and can be integrated into art forms as well.
- The design for the open spaces should include electrical conduits for temporary or decorative lighting installations during festivals and events.
- If trees are to be illuminated with decorative lighting, lighting elements should be provided at the ground level or adjacent to the trees in the form of a bollard.



Animating Spaces with Programming

## 5.2.5 PROGRAMMING

An important tool to creating an animated campus environment relates to the programming of its outdoor spaces. Thoughtful programming strategies that facilitate academic, student, community and city activities and events during the day and evenings throughout the year bring energy to the campus and promote efficient use of its spaces. Spaces like the Campus Quad, the Art Gardens and the forecourts are particularly well-suited to festivals, art installations and pop-up events that enrich campus life and make the university an exciting community destination.

### Recommendations:

- Collaborate with the City of Edmonton to organize programming and special events along the connecting streets in order to bring an awareness of the wayfinding and connectivity between the downtown and the main campus.
- Emphasize summer programming for students on the campus that enables the animation of the campus throughout the year.
- Create a program for ongoing winter activities and opportunities to engage the community such as festivals and winter design competitions.
- Leverage campus social spaces with programming that draws people outdoors, captures the imagination and amplifies the open space experience.



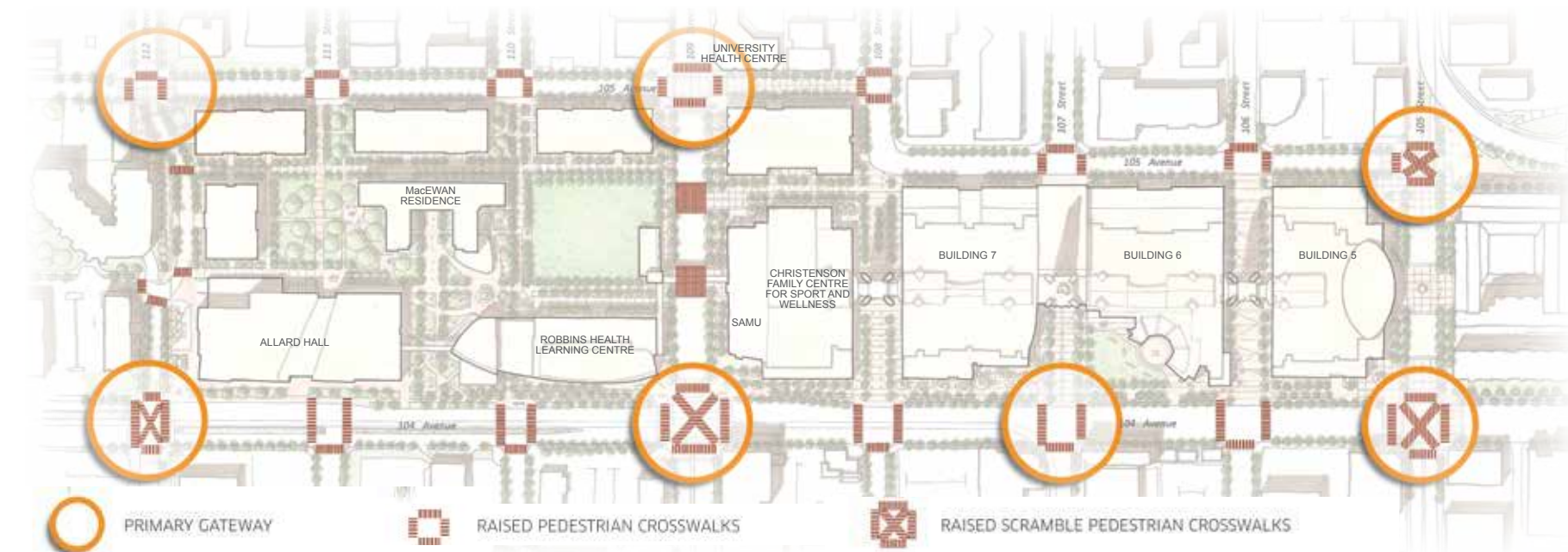


Figure 37. Gateways and Crossings

## 5.3 MOVEMENT FRAMEWORK

The Movement Framework supports the Vision for MacEwan University as a walkable, accessible and community oriented campus. It focuses on those key aspects that contribute to a multi-modal network for circulation, that improves efficiencies and wayfinding, increases visibility and safety, promotes active transportation and wellbeing, and enhances overall connectivity across and into the campus. This approach weaves the built environment together with open spaces by means of organization and orientation, and assists in creating a physical environment that feels not only comfortable and safe, but also one that is enjoyable to maneuver through.

The Movement Framework focuses on promoting transit and active transportation such as a cycling network with supporting amenities, and the pedestrian environment as a whole. As such, it advanced traffic-calming measures, employs CPTED principles, outlines parking strategies to manage and reduce demand, and promotes accessible design principles. It also outlines recommendations on comfort, safety, and aesthetics of the pedestrian circulation network. The Framework also defines new streets and their

characteristics, form, function, streetscape design and a hierarchy of movement. The overall network aims to not only improve movement through the campus, but to also be inviting, accessible, and connected to the adjacent community and the city at large.

### 5.3.1 GATEWAYS AND CROSSINGS

Gateways are featured spaces that identify key points of entry and create a sense of welcome, arrival and place. Each gateway's character and design should respond to its context and its intended function based on its location relative to the neighbourhood and campus. Gateways signal a change in character and place and as such, can assist in wayfinding and orientation. They can be created through the design of buildings, landscape features, landmark structures, signage, or a combination of thereof.

As gateways are an essential part of a wayfinding strategy, they need to visibly stand out and be placed in strategic locations to draw visitors into the campus. Other elements of the campus public realm and built environment should

also work together to reinforce gateway moments and contribute to overall campus wayfinding. Important wayfinding tools include signage and mapping, streetscape elements, streetscape design, and building design such as gateway or landmark elements. As these elements are intended to provide easily understood and navigated routes for all users, accessibility must be of utmost priority.

Primary entry gateways identified for MacEwan University are organized along 104 and 105 Avenues, and include the notable clock tower at 107 Street that is generally considered the formal front door to the campus. These include the entry roads at 105, 109, and 112 Streets. 105 and 112 Streets signal an entrance into a new destination within the community. 109 Street is considered to be the central north/south organizing spine for the campus and a street intended for a high concentration of activity.

Raised pedestrian crosswalks are promoted at each intersection along the perimeter of the campus lands, as well as on 109 Street. Scramble crosswalks, which support





Incorporate Scramble Crosswalks at Gateway Intersections



Incorporate Safe Pedestrian Crossings



Wayfinding Through the Use of Clear Directional Paths Delineated with Landscaping

an even greater level of safety, are located at the points of highest pedestrian volume and at locations with potential conflict points with vehicle traffic, specifically at 105, 107 109 and 112 Streets along busy 104 Avenue. Coordination will be required with the City of Edmonton to implement all new crosswalks and associated signaling, as well as overall streetscape improvements relative to enhancing gateway moments and community interface. Establishing a coordinated hierarchy of gateways will help with wayfinding and improved connections between the university and neighbourhood.

#### Recommendations:

- Gateways should be welcoming, attractive and well lit.
- Gateways should contribute to the identity of the university and create a sense of place.
- Gateway design should incorporate a feature element visible from the street in the form of a built structure, landscape feature or signage.
- Gateway treatment should reflect high-quality design and materials.

- The streetscape design at gateway moments should incorporate an open space in the form of a plaza, or connect to a building forecourt.
- Clear pedestrian access via a crosswalk should be provided at each intersection along the perimeter of the campus.
- All crosswalks at gateway intersections should be raised and scramble intersection located at 105, 109, 112 Streets along 104 Avenue and 105 Street along 105 Avenue.
- All crosswalks should connect to the broader pedestrian network of sidewalks and pathways.

#### 5.3.2 WAYFINDING

Wayfinding strategies support a range of methods to aid people in orienting themselves and navigating across campus, and directing them to specific buildings and places. A clear and efficient wayfinding system also helps promote a stronger sense of place, and promotes walkability by orienting gateways, landmarks, signage and other visual cues to the pedestrian scale.

#### Recommendations:

- Employ gateway features and public art as wayfinding landmarks.
- Use distinctive streetscaping and landscape design, such as differentially coloured pavers or garden pods, to identify locations and areas across the campus.
- Line pathways and corridors with tree planting or landscape beds to direct movement flow and help with orientation.
- Develop cohesive signage and labeling.
- Locate wayfinding signage at intersections throughout the campus.
- Install wayfinding kiosks with easy to read mapping and directions.

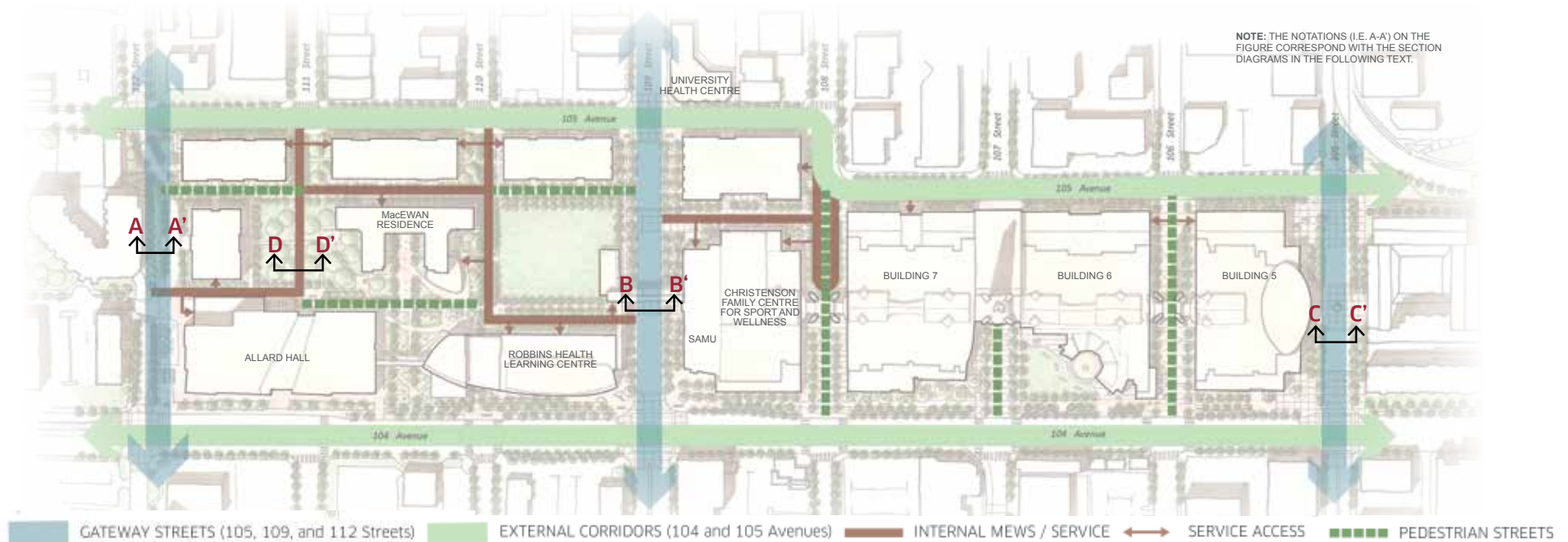


Figure 38. Street Hierarchy

### 5.3.3 STREET HIERARCHY

The road network provides a hierarchy of streets to move people into and around the campus. The character and form of streets provides definition to the public realm, and assists in wayfinding through unique and identifiable designs. MacEwan University is well connected with Edmonton's downtown, alongside 104 Avenue, a major east-west connector and 105 and 109 Streets as the north-south connectors. 105 Avenue also holds a strong presence as a key neighbourhood roadway. Within the campus, these mid to high capacity routes transition to a collection of traffic-mitigated or fully pedestrianized north-south oriented connectors, as well as a series of pedestrian and cycling oriented mews streets that serve to funnel service vehicles to their respective areas. Cycling and transit routes are an integral part of the overall movement network to support a multi-modal and sustainable campus environment.

Roadway design reinforces a 'pedestrian first' priority by providing comfortable and continuous pathways and features to support street-level activity, including street furniture, public art, tree planting and landscaping.

#### 5.3.3.1 External Corridors

External corridors are considered as major connectors between the campus, the community and the city. They also serve to feed students, staff, faculty and visitors into the campus via gateway moments using all modes of transportation. The animated public realm character of these corridors, together with a continuous built form frontage, support a highly attractive and visible face to the university.

#### Recommendations:

- The design of the streetscape should promote a strong presence and identity for the university.
- The design should be inviting and respectful in character and feel vis-à-vis the community.
- The pedestrian realm along the street should incorporate a diversity of spaces for mobility, lingering and socializing, and programming where identified as per the open space framework.
- Generous sidewalks, with a minimum width of 2.0 m should be provided in support of increased pedestrian activity.

- Where multi-use paths are proposed, a minimum of 3.0 m should be provided.
- Overall, all streets should be designed according to Complete Streets principles.

#### 104 Avenue

104 Avenue is an existing six-lane artery in the city with sidewalks on either side, which has been approved for the incorporation of the West Valley LRT route west of 107 Street. The upgrades and re-design of the roadway, currently underway, include a dedicated LRT trackway, reduced vehicular travel lane widths and overall greening of the corridor.

The intention is that 104 Avenue will become a highly animated street with a breadth of programming and open space opportunities for gathering and socializing along its length, connecting directly with building entrances and forecourts. Building façades on the campus side will be highly transparent and animated as well. The esplanade, which features a triple row of trees along the integrated sidewalk and an additional parallel sidewalk on MacEwan property is enhanced with upgraded surface materials and additional landscaping to frame the adjacent open spaces.





104 Avenue Esplanade Fronting the Ceremonial Green



Animated Public Spaces Alongside 104 Avenue: Incorporating Public Art, Programming and Seating (Credit: Brett Boardman)



Example Character for 105 Avenue

104 Avenue plays an important role within the campus context as it features four key gateway entrances along its north side: two at the corners of the campus, one centrally on 109 Street and a fourth ceremonial gateway on 107 Street. The latter is a particularly important integral space and moment along the streetscape, with a grand role to invite, celebrate and gather with the whole community.

### 105 (Columbia) Avenue

105 (Columbia) Avenue acts as another strong face to the community on the north side of the campus which is more neighborhood-oriented in character and programming. The avenue is envisioned as a generous green corridor with maintained tree planting and a wide pedestrian walk, with a collection of quieter moderate public spaces – both external and internal – that focus on study, contemplation and smaller group gathering.

### Gateway Streets

Gateway streets constitute the north-south connecting roadways at either end and centrally through the campus – namely 105, 109, and 112 Streets. The main purpose of gateway streets is to promote campus identity and draw people into the heart of the campus by signaling a change

in character and incorporating gateway moments and landmarks. They are designed to be pedestrian-oriented with an emphasis on comfort, safety and aesthetics through furnishings and tree plantings. Cycling is also incorporated into the streetscape design, either within the roadway as a shared street or into the pedestrian zone as a shared-use or separated path.

- Gateway streets should help create a sense of place for the university and strengthen and reinforce its identity.
- Generous planting is encouraged with double rows of trees on either side of the street where the public realm width allows.
- Special paving should be employed on the entire length of each gateway street as a traffic-calming measure, signaling to drivers that this is a predominantly pedestrian environment, to encourage them to reduce speed.
- Road markings (called 'sharrows') or upright signs should be incorporated to encourage cycling and provide a safe environment.
- Sidewalks, with a minimum width of 2.0 m, should be provided in support of increased pedestrian activity.

### 105 Street

105 Street is the east face of the campus. It signals arrival into the campus from the MacEwan LRT station and supports multi-modal travel. The proposed design features a generous central boulevard which incorporates landscaping, and is an opportunity for a significant gateway landmark. Trees and corner plazas are incorporated into the public realm design to frame the campus grounds and comfortably draw people directly into the campus buildings. View corridors through these plazas and towards the entry doors are maintained for easy and clear access.

#### Elements of the street:

- 28.0 m right-of-way (R.O.W).
- 18.0 m roadway with four travel lanes.
- 3.0 m lane widths.
- Large boulevard in the centre with a gateway feature.
- 3.0 m furnishing zone and 2.0 m sidewalk on either side of the street.
- Sidewalk width varies and increases closer to the intersections to incorporate corner plazas.



## 109 Street

109 Street is a critical route through campus and supports both high volume of vehicular traffic and a pedestrian-oriented environment within the heart of the university. In recognition of its role as a key connection point between the east and west sides of campus, its design includes enhanced pedestrian crossings at 104 Avenue and 105 Avenue and two additional mid block crossings. Critical to the fulfillment of its intended use will be the narrowing of lane widths and reduction of speed limits and further slowing down of traffic through the use of special paving and the incorporation of raised crosswalks for pedestrian safety. These are the minimum gestures that should be considered to signify entrance into the campus. The university should work closely with the City of Edmonton to implement these initiatives.

The design promotes the beautification and enhancement of the street through generous sidewalks, a double rows of trees and landscaping. Amenities – such as designated area along the street on the east side to accommodate food trucks – that cater to the pedestrian activity at street level should also be included.

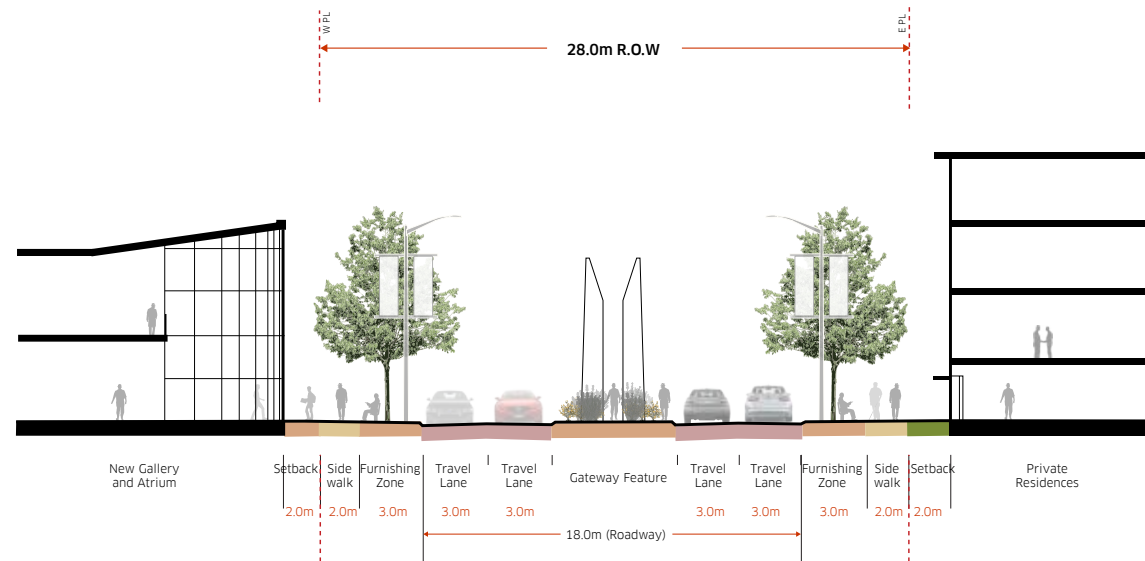


Figure 39. 105 Street Section: View North (Section A-A')

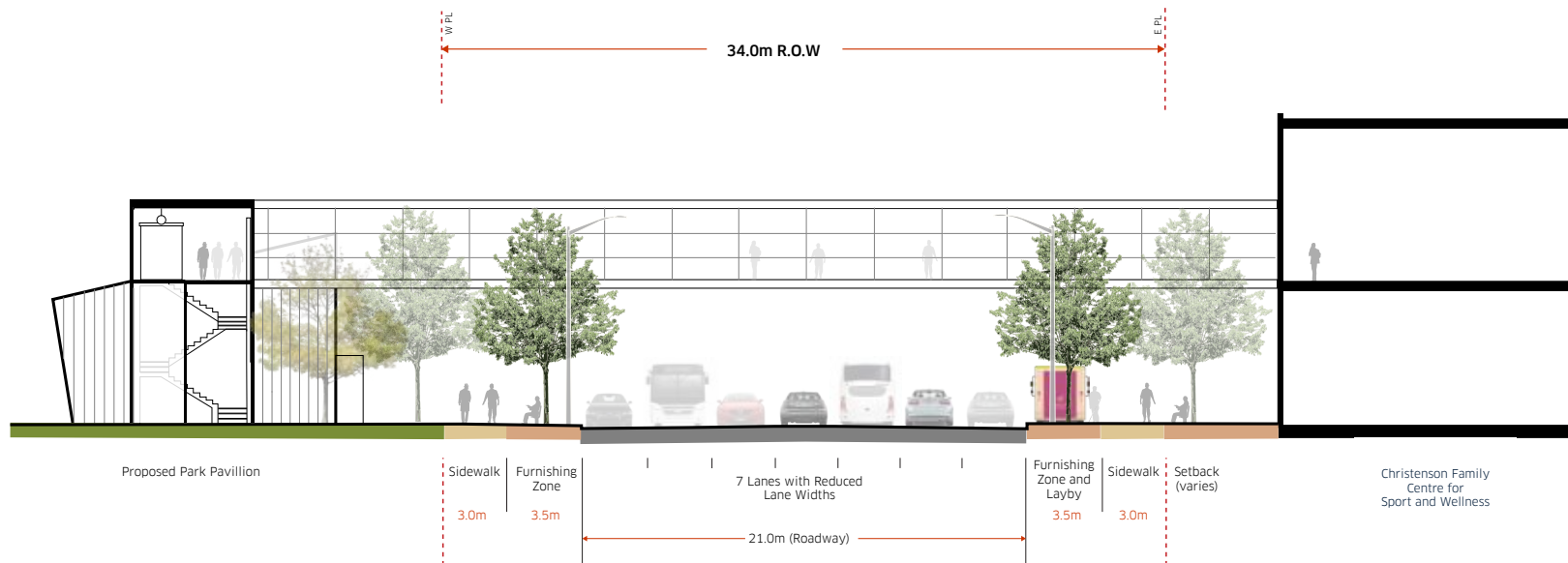


Figure 40. 109 Street Section: View North (Section B-B')



Special Paving to Slow Down Traffic and to Signalize a New Place Along the Street

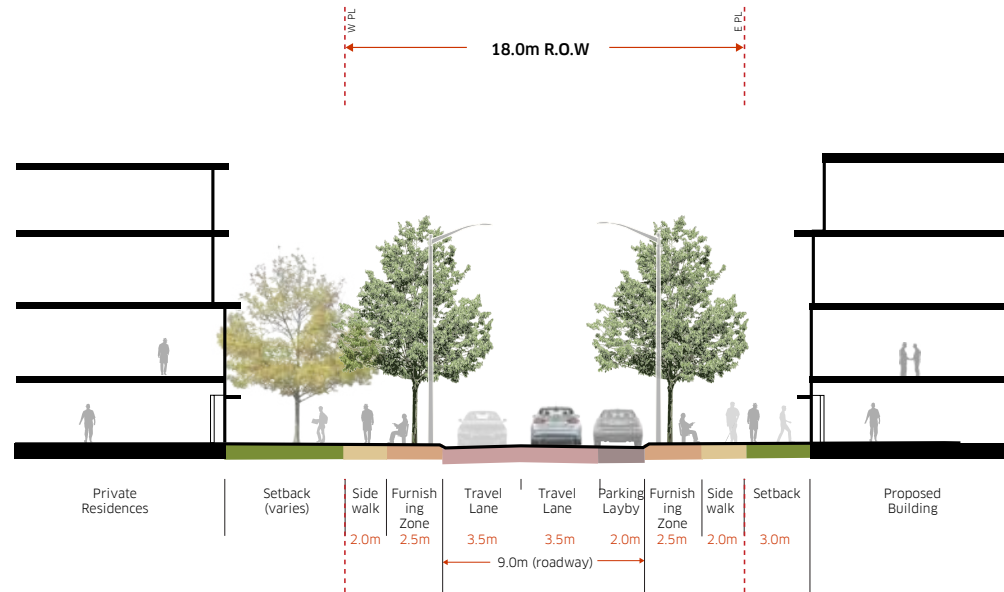


Figure 41. 112 Street Section: View North (Section C-C')

#### Elements of the street:

- 34.0 m right-of-way (R.O.W.).
- 21.0 m roadway with seven travel lanes.
- 3.5 m lane widths (reduced from existing).
- 3.5 m furnishing zone on either side of the street, with a dedicated area for uses such as food trucks.
- 3.0 m sidewalk on either side of the street.
- Proposed park pavilion and connection to pedway on the west side.

#### 112 Street

112 Street is a new connector street on the far west end of the campus. It is an extension of the existing south portion of 112 Street, connecting up to 105 Avenue. It functions as a western gateway to the campus, providing service and drop-off access, while also serving as an alternative north-south pedestrian passageway to the north neighbourhood. The re-envisioned 112 Street, also creates a tree-lined interface with the neighbouring residential community to

the west and offers a new face to the university. It should be designed for slower-moving traffic with pedestrian and cycling safety in mind, and incorporate raised crosswalks.

#### Elements of the street:

- 18.0 m right-of-way (R.O.W.).
- 9.0 m roadway.
- Two 3.5 m travel lanes and a 2.0 m parking lay-by/drop-off zone on the east side.
- 2.5 m furnishing zones and 2.0 m sidewalk on either side of the street.

#### 5.3.3.2 Internal Mews and Pedestrian Streets

Internal mews streets are an integral part of the street network as they provide service access to buildings. However, they should be designed to be attractive pedestrian circulation corridors that are a part of the public realm. Mews streets feature enhanced street paving, pedestrian-scale lighting and are lined with tree planting. They offer niche gathering spaces along the length and amenities such as bike parking.

As shared space, service accessibility to them should be limited to specific off-peak hours. Service access would be provided from the existing intersections at the 110, 111, and 112 mews entrance, as well as from 109 Street along the Robbins Health Learning Centre lane, the 108 Street loop and 106 Street directly to the side entrances of the building. No additional service access is provided directly from 105 Avenue. With the exception of the existing service entrance of Building 7, all service entry points will be from the north south streets to internal side entrances.

Pedestrian streets should be designed similarly to the mews streets but allow for pedestrian circulation only. Building forecourts form part of the pedestrian street network and also function as public gathering space.

#### Elements of the street:

- 7.0 m right-of-way (R.O.W.).
- Pedestrian-scale lighting.
- Treed lined to increase canopy and provide comfort and protection in all seasons.

- Surface paving should be blend with the pedestrian realm.
- Amenities for pedestrians and cyclists such as seating and bike racks.
- Short term on-street parking for drop-off and pick-up functions.

### 5.3.4 TRANSIT NETWORK

The MacEwan campus is well-served by Edmonton's Transit Service's bus routes along 104 and 105 Avenues, and 105 and 109 Streets. 104 Avenue is also part of a plan for a new LRT line with stops near the 112 Street intersection. There is also an existing LRT line along 105 Street north of the campus, with a stop at the northeast corner that serves the university and the Ice District. The combination of the existing and new networks will adequately serve the university and as such, no new routes are proposed.

While the campus is well served by transit vis-a-vis the broader community and the downtown, opportunities persists for better transit related amenities such as covered shelters and additional seating, to promote transit use. Coordination with the City of Edmonton should also be prioritized to promote the implementation of safe crossings aligned with LRT and bus stop locations.

### 5.3.5 CYCLING NETWORK

As MacEwan completes and enhances its streets and overall circulation network, working towards a multi-modal environment, it will be important to incorporate opportunities for cycling alongside and through the campus. The City of Edmonton has identified cycling routes along 105 Avenue east-west and 110 Street to the south of 104 Avenue, as part of the downtown bike network. The Campus Master Plan highlights that 105 and 112 Street should be designed for slower-moving traffic with pedestrian and cycling safety as a priority. As no dedicated cyclist routes are provided on 105 and 112 Streets, cyclists are expected to share the road with vehicles. Additionally, any pedestrian route through campus should be shared with cyclists.

Cycling in general should be promoted as an active mode of transportation for community health and wellbeing. Routes should be designed with winter in mind for year-round use.



Mews Street with Shared Space Between Pedestrians and Vehicles



Mews Street that Incorporates Bollards, Roll Curbs and Continuous Paving

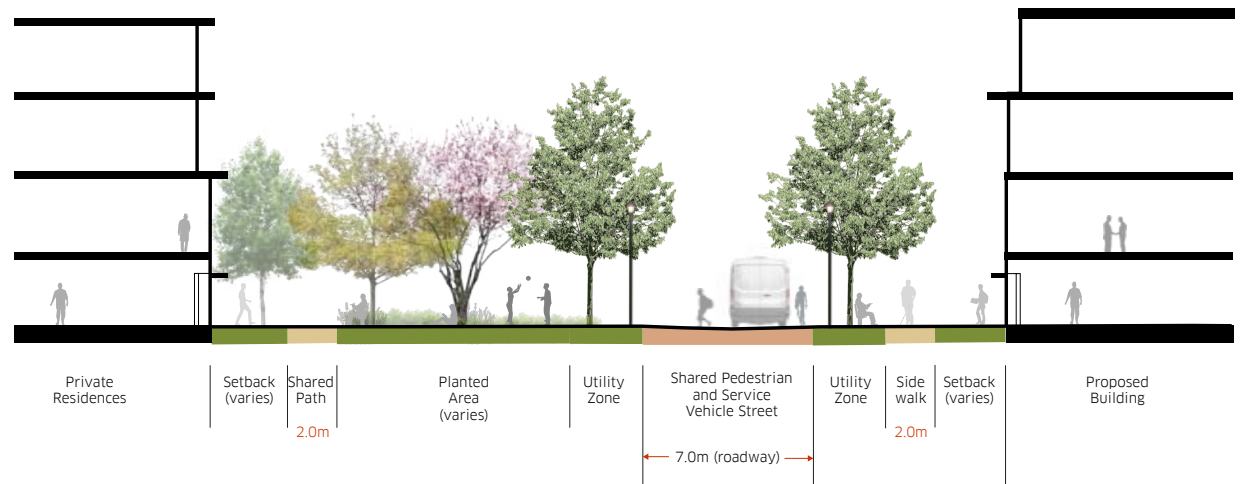


Figure 42. Mews Street Section: Typical (Section D-D')



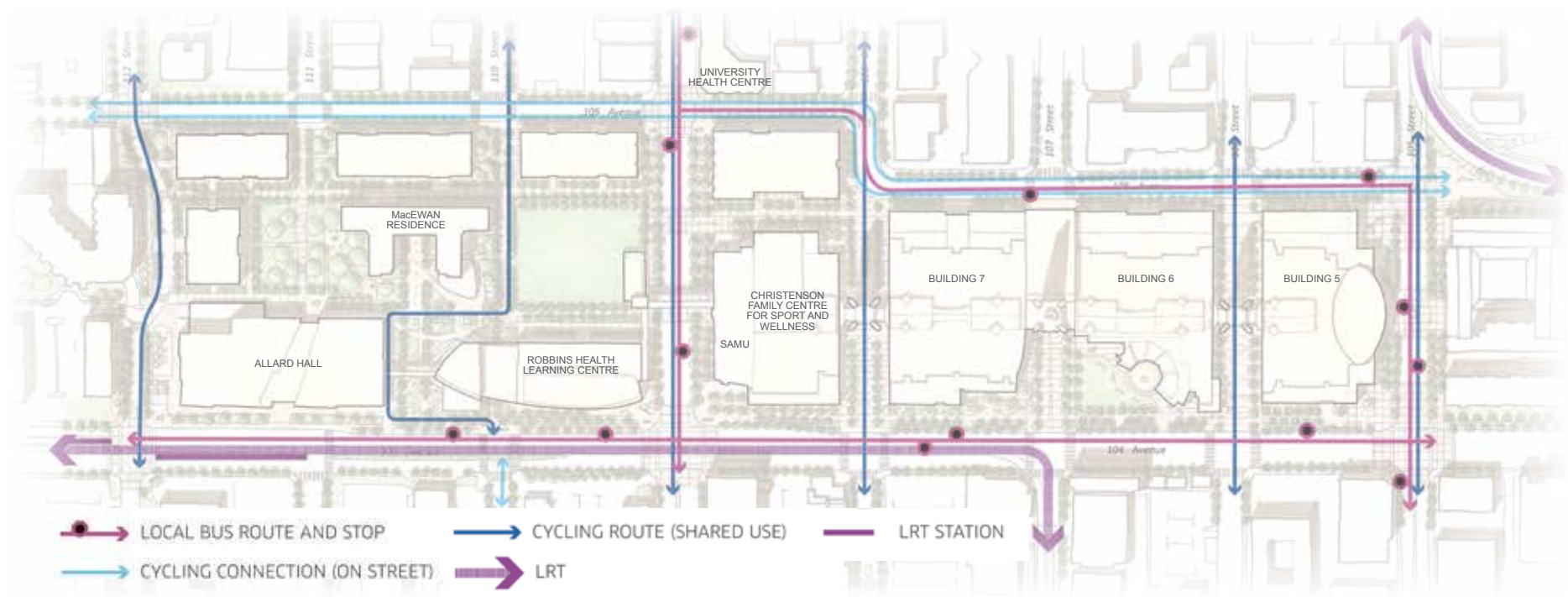


Figure 43. Transportation and Cycling Network

#### Recommendations:

- All formal cycling routes should align with policies outlined in the City of Edmonton's Bike Plan and Transportation Master Plan.
- All other streets should incorporate cycling as a shared use with signage to assist in wayfinding and safety.
- Bicycle amenities should be provided to encourage cycling, such as heated shelters and bike repair stations. The inclusion of shower facilities in new buildings should be considered.
- Free-standing bike posts should be located throughout the campus in close proximity to building entrances, in interior parking lots and adjacent to major open spaces.
- The location of bike posts should not obstruct pedestrian passage along the circulation routes and should be integrated into the design of the public realm.
- Explore the feasibility of on-campus bike share or bike co-ops.



Cycling Paths



Cycling Amenities

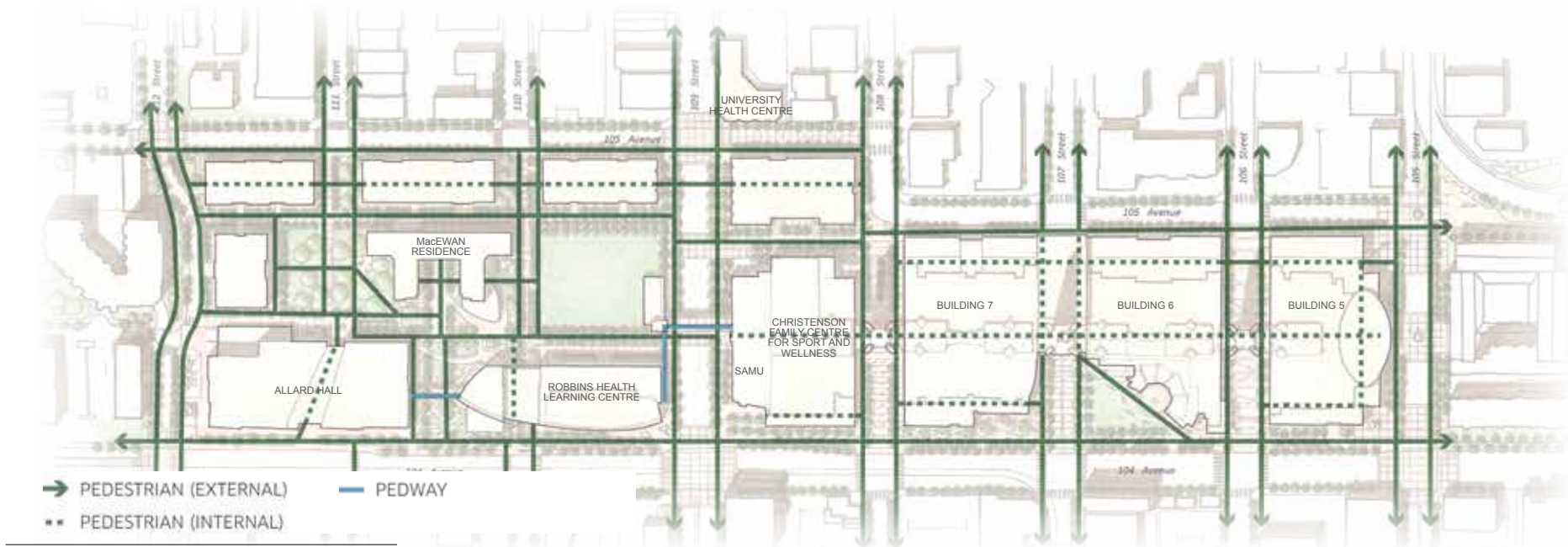


Figure 44. Pedestrian Network

### 5.3.6 PEDESTRIAN NETWORK

The pedestrian network comprises sidewalks, pedestrian streets, and paths to provide comprehensive walking connections across the campus and to adjacent neighbourhoods. The network is intended to increase wayfinding and connectivity between and through buildings and to open spaces. The network should encourage walking as the predominant mode of movement year-round, and should provide safe and convenient accessibility for all.

The Master Plan for MacEwan University proposes a much more comprehensive and connected pedestrian pathway system than exists today. It solidifies and enhances two strong east-west connections across campus, moving between internal and external environments and integrating social spaces. It also establishes and enhances formal north-south connections. The network should be designed to encourage pedestrian animation and lingering, as well as provide ease of movement.

#### Recommendations:

- Pedestrian pathways should be a minimum width of 2.0 m.
- Pathways should be designed to accommodate use and circulation year-round and at all hours.
- The network should include pedestrian-scale wayfinding, signage and lighting.
- The network should allow for direct and accessible connections to building and open spaces.

### 5.3.7 PARKING

A new approach to parking is envisioned for MacEwan, in which all new buildings should accommodate at least two to three levels of parking below-grade. Parking can also be accommodated under large open spaces such as the Quad.

The reduction of surface parking will be phased in over time as new building occurs that incorporates Transportation Demand Management initiatives to reduce parking demand, increase modal split, encourage use of transit, and support a comfortable walking and cycling environment.

#### Recommendations:

- Surface parking lots should be phased out as new buildings are developed. Refer to the Phasing and Implementation Section 7.0.
- Provide incentives to incorporate TDM strategies that reduce the demand for parking on campus.



Connected Pedestrian Realm





On-Site Stormwater Control



Green Roof



Passive Building Design

## 5.4 SUSTAINABLE DESIGN

The university's sustainability practices are guided by the Campus Sustainability Plan. This plan provides direction for academic programming, outreach activities, campus operations and leadership. In alignment with the Sustainability Plan, the Campus Master Plan recognizes that building and open space design can have a significant impact on energy and resource usage, and contribute to a more sustainable campus. Achieving energy efficiencies and a reduced carbon footprint can be accomplished through green building design and a range of other strategies.

### Recommendations:

- New buildings should be designed to achieve a minimum of a LEED® Gold standard or equivalent.
- Retrofits of existing buildings should use the opportunity to install energy- and resource-efficient materials, equipment and fixtures.
- Employ full life-cycle costing in capital planning.
- Explore expansion of centralized, district-energy style heating and cooling systems for new buildings.

- Employ passive design techniques in all new buildings and retrofits.
- Design new facilities to be solar power ready.
- Explore opportunities to include green roofs on new facilities.
- Develop new buildings using compact design to provide heating/cooling efficiencies.
- Employ on-site stormwater control to reduce run-off rates.
- Incorporate Low Impact Development strategies, such as rain gardens and bioswales into landscape designs to treat water on-site.
- Use permeable paving to reduce run-off and demands on stormwater infrastructure.
- Increase the tree canopy to provide natural shading and cooling during warmer months.
- Limit the use of paving to maximize natural infiltration, and reduce run-off or use permeable paving to reduce run-off and demands on stormwater infrastructure.
- Use locally-adaptive and indigenous species for plantings to support local ecology.
- Employ xeriscaping in planting and landscape design.

### 5.4.1 TRANSIT ORIENTED DEVELOPMENT (TOD)

Transit oriented development (TOD) is development that is planned and integrated with transit stations to make the most efficient use of both land and infrastructure. Areas located within walking distance of a transit station (generally within 400 m or a five minute walking distance) should emphasize transit and active modes of transportation such as walking and cycling as the primary mode of transportation. These TOD areas should also stand out in a distinctive manner and possess features which contribute to a unique character including increased density, a mix of uses and enhanced streetscapes to create dynamic and pedestrian oriented environments.

MacEwan University is located within the context of area that is intensifying around existing and planned LRT stations. These are the MacEwan LRT station and the Alex Decoteau Stop (located on 102 Avenue between 105 and 106 Streets), the NorQuest Stop (located on 107 Street between 103 and 104 Avenues) and the MacEwan Arts/112 Street Stop (located on 104 Avenue at 112 Street) which are planned as part of the Valley Line West LRT. The Campus Master





Example CPTED Initiative: Clear Sightlines



Example CPTED initiative: Transparency into Buildings



Example CPTED initiative: Front Entry Lighting

Plan is reflective of the intent TOD principles, emphasizing the creation of a compact campus that is highly permeable, connected, walkable and transit supportive.

## 5.4.2 TRANSPORTATION DEMAND MANAGEMENT (TDM)

Transportation demand management (TDM) is defined as a series of measures and strategies to reduce vehicular use and increase the proportion of trips made by transit, walking, cycling and other active or communal modes of transportation. TDM is comprised of various strategies that change travel behaviour in order to achieve transport system objectives. There are numerous TDM strategies using various approaches to influence travel decisions. Some improve the transport options available; some provide incentives to change travel mode; others improve the accessibility of a site; and some try to affect the need to travel to and from a location.

The Campus Master Plan recommends the implementation of a TDM Plan to be administered over time as the development of the Campus unfolds. The following are some of the TDM strategies that provide a means of reducing car

dependency and shifting the modal split. These are either inherent in the Campus Master Plan design, or they are additional strategies to support TDM.

The following are specific strategies that provide a means of reducing car dependency and shifting the modal split:

- Transit use can be encouraged by improving amenities provided at transit stops (including covered shelters); bringing buildings closer to the street so that connections from bus or LRT to the indoor environment are shorter and more comfortable; and incorporating waiting areas within buildings, adjacent to stops.
- More cycling amenities provided in close proximity to main entrances and in consolidated areas.
- The pedestrian-environment that is compact and welcoming to encourage walking and cycling.
- Providing incentives such as free transit passes to commuters from surrounding communities such as St. Albert, Sherwood Park and Fort Saskatchewan.
- Encouraging car-pooling with incentives such as offering reduced parking fees or a discount towards a car-share program.
- Managing parking supply and pricing.

## 5.4.3 CRIME PREVENTION THROUGH ENVIRONMENTAL DESIGN (CPTED)

Safety and security are priorities to be addressed in design. Accordingly, all open spaces should be well lit in a sustainable way, and visible and accessible from numerous vantage points both internal and external so that they are safe and comfortable.

### Recommendations:

- Buildings should be transparent and animated at grade to encourage a level of safety with “eyes-on-the-campus.” This is especially important for buildings that front streets, open spaces and primary pedestrian circulation corridors.
- Enhanced pedestrian-scale lighting should be employed along all pathways.
- Sightlines should be maintained along movement corridors and through spaces. Tall and dense plantings, such as evergreen trees, should be placed so as to avoid blocking views.



Providing Opportunities for Winter Activities and Warm Seating Material

- Enhance pedestrian safety by locating crossings at key intersections and prioritizing pedestrian movement on internal campus streets.
- Include highly visible pedestrian markings at intersections and other potential crossing points.

## 5.5 DESIGNING FOR WINTER

A variety of strategies can be employed to position the campus to support an active environment, year round, focusing specifically on the more challenging winter months, which coincide with the busiest periods of the academic year. These apply both to buildings, with respect to energy efficiency in buildings, and programming, amenities and maintenance in open spaces.

Designing for winter requires building flexibility into design to allow for changes in space usage as seasons change. It plans for the use of the campus as a winter destination and playground for the university and community after hours. It is also a way to build identity through winter activities and undertake designs that are unique to the university.



Incorporating Appropriate Amenities to Support Transit Use

Providing shelter, maximizing sunshine and promoting active living during the cold months can be achieved through many creative strategies, both in the design of the built form, and in the design and organization of the landscape and its elements.

The following outline a series of recommendations, as they pertain to designing for winter.

### Recommendations - Built Form:

- Locate and mass buildings to allow for adequate sunlight penetration to open spaces, including streets, courtyards, plazas, quads, parks and pathway links.
- Locate taller buildings on the north side of the street to minimize shadows over outdoor spaces.
- Design roofs to shed snow and ice away from entrances and walkways.
- Create setback niches within south-facing building façades to create “sun traps,” places that capture sun exposure.

- Create mid-block pathways and crossings, which can provide relief from the wind and create multiple route options.
- Allow for sunlight penetration to building interiors through appropriate building orientation and massing, including light wells in the design.
- Consider the location and orientation of buildings to create pedestrian shelters from the wind.
- Provide canopies, arcades and awnings against building edges to provide shelter for pedestrians.
- Design buildings with breaks along frontages to provide shelter from the wind.
- Provide warming huts as places of respite from the cold.
- Plan for multiple snow storage areas to allow for quicker melt.
- Use durable materials that can withstand freeze-thaw cycles.

### Recommendations - Open Space:

- Open spaces should be designed to maximize southern exposure to take advantage of sunlight. The massing and design of surrounding structures should maximize sunlight penetration to these spaces, especially during winter and shoulder seasons.
- Open spaces should include mitigation measures from wind, snow and rain: trees, canopies on buildings, stand-alone structures (e.g. heated winter huts) or art.
- Plant deciduous trees along the edges of, and in grouped patterns within, open spaces to act as wind breaks. Evergreen trees should only be planted in areas where they do not block view corridors to and through spaces.
- Hard-surface spaces such as streets, sidewalks and plazas should be designed for efficient snow clearing in winter.
- Consider the creation of ice rinks, snow play mounds (using cleared snow) and encourage participation in other winter sports and activities in larger public spaces such as the Campus Quad or The Common.
- Create year-round patios that are comfortable throughout the seasons. Use durable wood as material for comfortable seating in the winter.







## 6.0 // CAMPUS SPACE PROGRAMMING

Addressing academic space needs is key to the development of the Campus Master Plan. As part of the strategic planning process, MacEwan University periodically assesses and establishes baseline data to inform priority initiatives related to the development and upgrades of academic spaces and programming in proposed and existing buildings. Recent space needs assessments – along with feedback gathered from the Deans' Council, the Provost and Vice Provost – identified current and estimated needs and flagged several key considerations and priority needs for the university.

### 6.1 KEY CONSIDERATIONS

The following outlines the key considerations for MacEwan space programming.

#### 6.1.1 ENROLLMENT

MacEwan ranks far below comparators in the province for space allocation per full-time student. This has been compounded in recent years as a result of significant pressures in enrollment and due to campus consolidation. However, in order to continue to provide high-quality programming, MacEwan cannot entertain enrollment expansion without addressing space needs. As such, significant investment in facilities is needed to support further growth. Opportunities to address both immediate- and long-term space needs are identified through renovations to existing buildings and addition of new buildings on campus.

#### 6.1.2 PROGRAM NEEDS

Classroom fill rates in many programs have reached saturation level and additional program growth can only be supported through the addition of new course sections. However, this requires new hiring and additional supports across the university. Some of the greatest demand is in science programming where lab spaces are at capacity: increasing enrolments will require the addition of new labs. Existing labs are also under pressure to meet operational regulations and to accommodate growth in student and faculty research projects. Proposals for new degree programming across the university add to space pressures, as do increased demand and regulatory compliance for student supports. These include supports for student mental health, students with disabilities, general student advising and access to the various services. Priority initiatives such as the new *kihêw waciston* Indigenous Centre; relocation of the School of Continuing Education; lab space expansion and updates for the Faculty of Arts and Science; and a new building for the School of Business serve to address immediate and anticipated program needs.

#### 6.1.3 FULL-TIME FACULTY

As a result of changing enrollment and program needs, MacEwan University is also targeting changes to the mix of full-time and sessional faculty. An increase in the number of full-time faculty will create a need for additional space to

accommodate teaching, research and office spaces for full-time faculty, as well as shared workspaces and common areas. Implementation of priority initiatives will include further engagement with specific-user groups to address their needs.

#### 6.1.4 TRANSFER PROGRAMS AND NEW DEGREE PROGRAMS

As part of the transition from college to university, MacEwan University has repositioned its few remaining transfer programs to emphasize its continued role as an able partner with other Alberta institutions. Physical Education and Engineering, for example, attract students who enrich MacEwan during periods of study that are shorter than those in pursuit of a degree but whose program requirements carry ongoing space requirements.

#### 6.1.5 CAMPUS CONSOLIDATION

The main goal of full campus consolidation to City Centre Campus is to provide increased access to educational opportunities and to improve the overall quality of the educational experience for all students. Based on the recommendations contained in this Plan, the School of Continuing Education will relocate from Alberta College Campus to Allard Hall. In addition, MacEwan will be undertaking program consolidation to bring together faculty and introduce new learning facilities across the campus.



Figure 45. Space Programming Priority Areas

## 6.2 PRIORITY AREAS

The key priority areas for MacEwan Space Programming are as follows:

### 6.2.1 KIHĒW WACISTON

MacEwan University's Indigenous Centre, known as kihēw waciston (which means "eagle nest"), offers personal, academic, financial and cultural advice and support directed at Indigenous students, but is available for all students. It is a space that welcomes everyone in the MacEwan community. The activity in the centre has increased in volume over the last several years. Students drop in to use the centre as a place to work, study, socialize and access resources. The centre hosts small-scale student and community activities, however, the size of the space significantly limits the number of visitors. In addition, its location is difficult for visitors to find. Access to outdoor space is important in supporting the centre's land-based ceremony and learning opportunities. However, outdoor access is limited at the current location. As such, relocation and expansion of kihēw waciston has been identified as a priority initiative for the university to address substantial space needs to enhance

the presence of the centre on campus. The new space will provide additional ceremonial and gathering space (both indoor and outdoor), student space and staff workspace. The recommended location for the centre is Paul Byrne Hall in the Robbins Health Learning Centre.

### 6.2.2 LIBRARY

The City Centre Campus library has a substantial space deficit which has been exasperated by the campus consolidation process. Recent assessment estimates a significant space need to address current deficits and accommodate future growth. As a priority project, a deeper analysis of the amount and types of spaces in the library is needed to modernize the space and respond to the changing model for libraries. This will include an evaluation of the potential impact of increasing research activity, as well as trends towards reduced demand for computer labs and the shift to virtual desktop environments, laptop-based programs, use of personal devices and the need for additional study and collaboration spaces. The Plan ultimately identifies an expanded library area within Building 7 and redesign of the existing library spaces within Building 6 and 7 on the second and third level. This will proceed as

a phased renovation and expansion to address the most urgent needs, beginning with incorporating adjacent spaces vacated by the Students' Association. This will also include changes to the primary east-to-west circulation corridor to improve circulation.

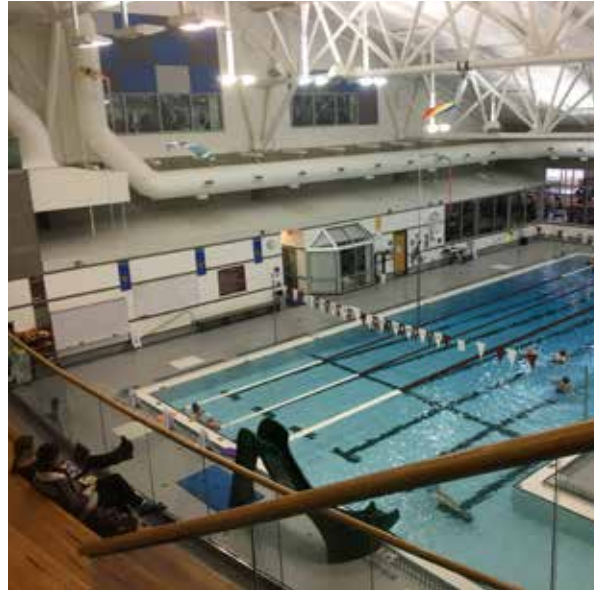
### 6.2.3 SCHOOL OF BUSINESS

Centralizing and enhancing the presence of the School of Business has been identified as a priority project for MacEwan. The School of Business anticipates undergoing a process of right-sizing, which will include some reallocation of programs and students and potentially phasing out certain certificate and diploma programs. New spaces to accommodate learning, research and collaboration are also needed. As such, development of a single, purpose-built building is proposed to accommodate the anticipated space needs for the school. The plan locates the new School of Business building on 105 Avenue, immediately north of the Students' Association of MacEwan University building on the east side of 109 Street.





Existing Library



Existing Aquatics Facility

#### 6.2.4 FACULTY OF ARTS AND SCIENCE

As the Faculty of Arts and Science continues to grow, additional space is needed for program delivery (e.g. laboratories) and for faculty and student research and support. In the short term, existing spaces will be updated and long-term plans will see a redesign of Building 5 to accommodate program requirements. Specific spaces include specialized research laboratories, offices and work spaces for students and faculty.

#### 6.2.5 SPORT AND WELLNESS/ATHLETIC FACILITIES

Sport and Wellness offers a wide variety of programs and services for MacEwan students, employees, alumni and the public. Although the core functions and services provided are not expected to change significantly in the near term, the finding of the space needs assessment identified critical space needs for the Sport and Wellness and Athletics facilities. Most of the current facilities are in high demand and undersized compared to standards and benchmarks. Identified priorities include expanded fitness facilities and a flexible multipurpose field house to accommodate a wide

range of recreational and athletic functions such as track and field and courts. While appropriate solutions to reallocate or expand existing spaces have yet to be determined, there is an opportunity to provide additional sport and wellness and athletics facilities in future buildings in the longer term.





# PART C: IMPLEMENTATION



# 7.0 // IMPLEMENTATION

## 7.1 A LIVING DOCUMENT

The Campus Master Plan is intended to be a living document, written and structured to provide MacEwan University with a flexible decision making framework to accommodate specific opportunities and needs as they emerge over a 25-year time horizon.

It is anticipated that some aspects of the Plan, like the campus, will continue to evolve and change over time but it is critical that through this process, the Plan remains true to its vision, principles and plan frameworks. Some aspects of the Plan that may evolve include the specific use, height and architecture of individual buildings.

Other aspects should not evolve, or deviate, from this Plan. The building massing and open space typologies, for example, are designed to provide a balance between built form and open space, to create an interface with adjacent streetscapes, to allow for the highest degree of access and walkability, to allow for the most efficient use of the campus lands and to support the Plan's overall vision.

Continued engagement and collaboration will help ensure that implementation of the Plan's Vision and Principles continue to meet MacEwan's mandate, pillars and strategic objectives, as well as the needs and priorities of students, staff, faculty and the broader community over time.

## 7.2 PLAN GOVERNANCE

The Campus Master Plan is approved as a university policy by the Board of Governors and Campus Planning Committee and maintained as an effective development directive through continuity of responsibility, consistent application and regular updating and review. The executive sponsor, MacEwan's president and the project sponsor, the university's vice-president of Resources and People will provide ongoing organizational leadership and will ensure that the Plan continues to reflect the strategic direction to guide and prioritize campus planning objectives, resources and investments.

## 7.3 ADMINISTERING AND MONITORING THE PLAN

This Plan plays an important role in shaping the evolution of the campus. Along with MacEwan's Integrated Strategic Plan, it serves as a long-term decision making framework to guide the physical evolution of the campus.

### 7.3.1 ADMINISTERING THE PLAN

The Plan should figure prominently in the university planning process. It should be referred to throughout all development planning and design processes so that it can effectively influence each project's design in a comprehensive manner. All decisions regarding the physical

form and ongoing management of the campus should be consistent with the Plan and make reference to it. Facilities and Space Management will be responsible for managing administration of the Plan and future updates to ensure that every campus projects are measured against the Campus Master Plan at all stages of the project development and approval process. The Plan should also be widely distributed amongst members of the Board of Governors, Campus Planning Committee, staff, faculty, students and members of the broader community.

### 7.3.2 MONITORING THE PLAN

The Plan is structured to respond to changing needs over time and therefore requires periodic updating. Procedures should be established for the regular monitoring and review of the Plan, a process that may be handled by the Facilities and Space Management departments. Updates to the Plan can occur in two ways: through an amendment process and through a general review process, which is recommended to take place every year to report on progress, track metrics and indicators, that measure success. Because the Campus Master Plan is part of a broader planning and policy framework, the metrics for determining success should be aligned with other university policies, including the Integrated Strategic Plan and Sustainability Plan.

A comprehensive review of the Plan should be completed every 10 years.



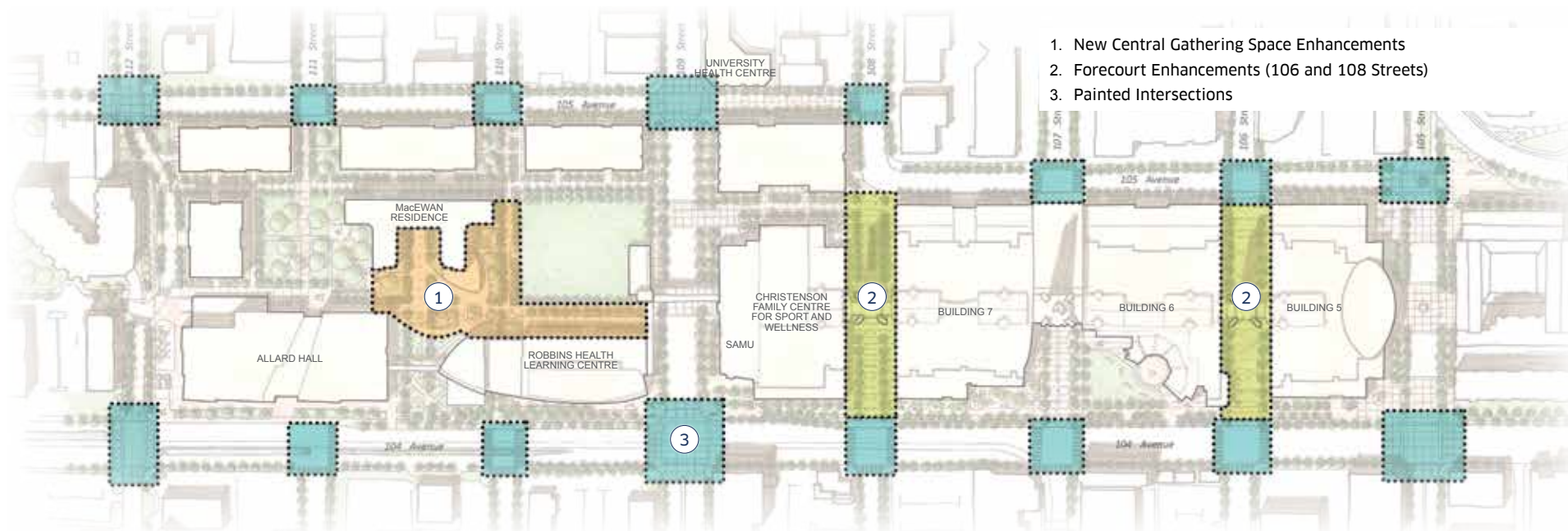


Figure 46. Rapid Prototype Initiatives (Cross-reference numbers above, with descriptions in section 7.4.1)

### 7.3.3 AMENDING THE PLAN

If, and when, amendments of substance to the Campus Master Plan are required, these should be undertaken in a manner that recognizes the imperative of engaging the broader MacEwan University community – faculty, staff, students and community members. Major revision to the Plan should be overseen by the Steering Committee (Deans' Council) and approved by the Board of Governors and the Campus Planning Committee.

## 7.4 DEVELOPMENT PHASING AND COSTING STRATEGY

The Campus Master Plan shows the maximum long-term build-out of the campus, and improves building, open spaces, and mobility in an ongoing and simultaneous approach, in keeping with the vision and Principles. The early priority initiatives of the Plan may be implemented over the near-term and should be prioritized according to the university's strategic objectives and needs. These early works will assist in generating positive momentum for the Plan. Longer-term development should continue to focus on the existing lands within the City Centre Campus, building out undeveloped lands and creating new interior and adjacent spaces.

### 7.4.1 RAPID PROTOTYPE INITIATIVES

The following priority projects are considered immediate "low hanging" opportunities for improvements that do not require excessive groundwork or fiscal allowances. These are to occur within the next year and will require minimal resources to implement. These rapid prototype initiatives are particularly related to open space improvements and placemaking on campus to improve the visibility, vitality, and permeability of the campus; make the campus feel more inviting and pedestrian-friendly; and increase the use of open space through a tactical or pilot project approach. Following the pilot project stage, each of the rapid prototype initiatives will be formalized and completed as permanent interventions over the short to mid-term time frame.

The rapid prototype initiatives are:

#### 1. New Central Gathering Space Enhancements

A new central gathering space will be located between Paul Byrne Hall in the Robbins Health Learning Centre and MacEwan Residence. The existing space is comprised of a small surface parking lot and intersections of internal streets. The enhancements will include traffic control

1. New Central Gathering Space Enhancements
2. Forecourt Enhancements (106 and 108 Streets)
3. Painted Intersections

measures such as bollards, planters and gates to remove vehicular access; pavement painting to redefine the space as pedestrian-oriented; and programming to encourage daily use and support events that will contribute to activating the space. Other elements will include movable seating and tables and decorative lighting.

#### 2. Forecourt Enhancements (106 and 108 Streets)

The forecourts located at 106 and 108 Streets can be enhanced to encourage outdoor use of grounds by the campus and the surrounding community. Each forecourt will be contextual to the interior program of the surrounding buildings.

The 108 Street forecourt will be an active and playful outdoor space which will complement the uses within the Christenson Family Centre for Sport and Wellness. The space will be primarily hardscaped and will feature elements such as basketball courts and ping pong tables. A small drop-off zone at 108 Street in the north forecourt will remain.

The 106 Street forecourt will be a primarily softscaped gathering space that complements the Towers Pub patio

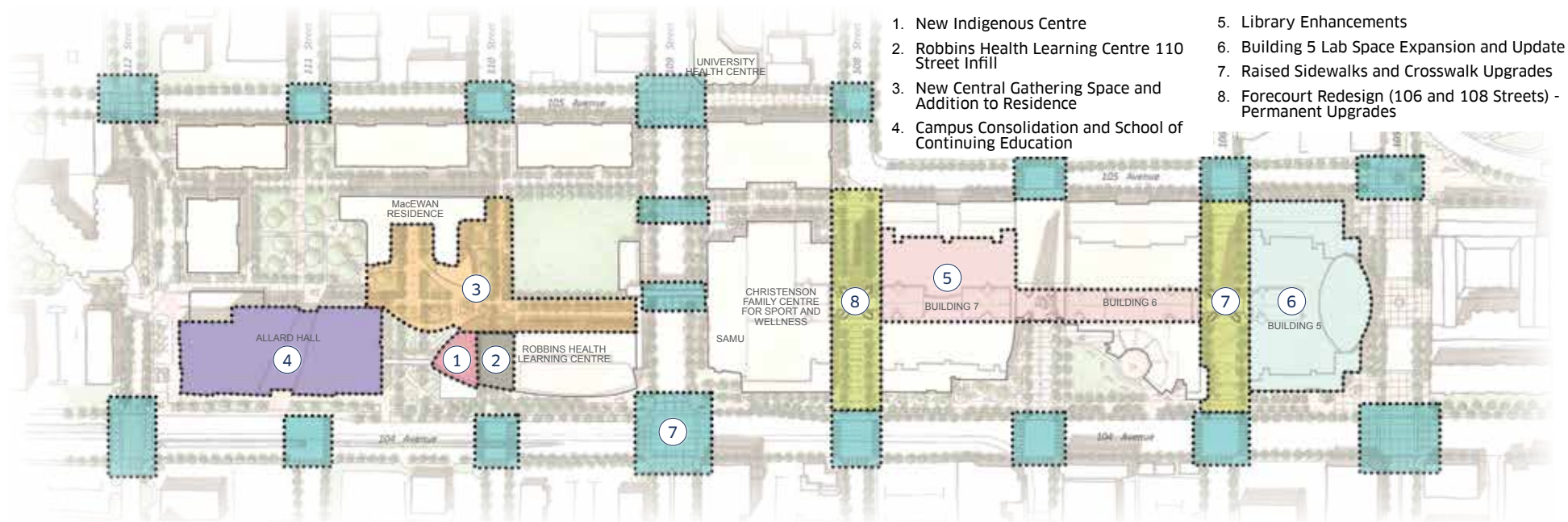


Figure 47. Short-term Initiatives (Cross-reference numbers above, with descriptions in section 7.4.2)

space in Building 6. The 106 Street area will also feature areas to allow for food truck access and space for movable community garden plots and raised planters.

Both forecourts will include movable seating and tables, traffic barriers such as planters and bollards to remove access and parking for private vehicles, and bike parking. Pedestrian-scale lighting will also be added to both, as well as heating elements to encourage use during cooler months. Programming by the university will be a critical aspect of the success of these spaces.

### 3. Painted Intersections

Painted intersections will reinforce the campus as a pedestrian-oriented and be a low impact way to improve safety. In advance of more significant upgrades, painted crosswalks should be considered. The cost of these is minimal, but will require endorsement by the City of Edmonton.

## 7.4.2 SHORT-TERM INITIATIVES

Short-term initiatives will occur within the next three years and focus on addressing priority space needs and alignment with strategic initiatives. This includes formalization of the

rapid prototype pilot projects, new builds and renovation of existing space, as well as continued enhancements to open spaces and the public realm. Each of the short-term projects will serve to improve the overall presence and experience of MacEwan University.

Short-term initiatives are:

### 1. New Indigenous Centre

MacEwan University has given priority to a number of Indigenous initiatives, including a direct response from MacEwan to the calls for action of the Truth and Reconciliation Commission. Initiatives include the development of new space to support the *kihêw waciston* Indigenous Centre. The new space will be designed and developed to create a community gathering place for students, and provide access to a variety of services, supports and resources. It will be accessible, functional, and reflective of the elements of community and culture in an Indigenous context. The centre will be located in Paul Byrne Hall, adjacent to a new interior space that will infill the drive aisle at 110 Street (access from 104 Avenue will be removed). The new location of the Indigenous Centre is a high-profile one and is adjacent to central gathering and open spaces.

### 2. Robbins Health Learning Centre 110 Street Infill

The Robbins Health Learning Centre 110 Street Infill will involve the removal of the existing roadway into campus from 104 Avenue. Access via 110 Street will be limited as a result of the West LRT running along 104 Avenue. Infilling this portion of the building will provide additional interior common and circulation space for the campus, adjacent to the new Indigenous Centre.

### 3. New Central Gathering Space and Addition to MacEwan Residence – Permanent Upgrades

Removal of the existing surface parking lot and internal streets between in the Robbins Health Learning Centre and MacEwan Residence will create a permanent pedestrian-oriented gathering and programming space at the crossroads of key destinations in the centre of campus. The space will add outdoor amenity to the *kihêw waciston* Indigenous Centre (in its new location), Allard Hall and the Robbins Health Learning Centre. This will involve the removal of the existing roadway and addition of permanent plantings, walkways, seating and lighting. With the infill of the Robbins Health Learning Centre at 110 Street, vehicular access will be removed from 104 Avenue. Access to the Robbins below-grade parking will still be provided from 109



Street and access to the West Parkade will be provided from 105 Avenue through the surface parking lot to the north: this will require removal of an existing gate. Vehicular movement through the centre of the site will be limited to service vehicles only.

A ground-level addition to MacEwan Residence will create a more active and permeable interface between the residence and the central gathering space. This space may be common amenity space for students or may support a food service.

#### **4. Campus Consolidation and School of Continuing Education**

The 2009/10 campus master plan, titled the Single Sustainable Campus Plan, proposed the consolidation of all university operations onto City Centre Campus. To date, the remaining major academic unit that has not been brought on to the campus is the School of Continuing Education. The school's location at Alberta College Campus poses challenges to the delivery of its services; the inherent inefficiencies of the distributed, two-campus model have a measured impact and cost on the school's effectiveness and viability. A business case that assesses the potential integration of the School of Continuing Education onto City Centre Campus is in the commencement stage.

#### **5. Library Enhancements**

The demands on the City Centre Campus library have exceeded its capacity. The library's capacity has been further stretched with the move of the Faculty of Fine Arts and Communications students to City Centre Campus in Fall 2017. There is a plan to review the library configuration to meet the most urgent space requirements. This will include incorporating adjacent spaces that will be vacated by the Students' Association when they move into their new building in 2019. These enhancements will be considered alongside other recommendations that address long-term library requirements, including improvements to the east-west corridor south of the existing library space in Building 7 to improve circulation.

#### **6. Building 5 Lab Space Expansion and Update**

Enrollment in the sciences continues to grow, resulting in over-utilized laboratories, with challenge of providing an effective and optimized lab experience. These over-utilized laboratories have the potential to undermine the quality and appeal of undergraduate science programs, as well as restricting access to laboratories for student and faculty research projects. Furthermore, the Faculty of Arts and

Science is in a position to introduce new programs over the next few years for which there is no lab space. A concept plan has been developed to add science labs and support space in Building 5 and displace centrally scheduled classrooms to Allard Hall.

#### **7. Raised Sidewalks and Crosswalk Upgrades**

Raised sidewalks across drive aisles and raised crosswalks will reinforce pedestrian priority and improve safety. Similar to the painted crosswalks, this will require endorsement by the City of Edmonton. Additionally, there is an opportunity to provide scramble crosswalks at primary pedestrian routes such as 104 Avenue and 109 Street and 104 Avenue and 112 Street.

#### **8. Forecourt Redesign (106 and 108 Streets) - Permanent Upgrades**

The permanent upgrades to the forecourts (106 and 108 Streets) will formalize the pilot project initiated as part of the early priority initiatives. This will include permanent removal of short-term parking and vehicular access and permanent addition of elements such as basketball courts and ping pong tables (108 Street), areas for food truck access (106 Street), movable seating and tables, traffic barriers such as planters, community gardens, bollards and lighting in both forecourts. The permanent redesign will also include addition of raised sidewalks across drive aisles to signify that vehicular access is no longer permitted.

### **7.4.3 MEDIUM-TERM INITIATIVES**

Medium-term initiatives will be completed within a three- to five-year time frame. These will focus on new buildings to address academic space needs, and further improvements to existing buildings, open spaces and streetscape enhancements.

Medium-term initiatives are:

#### **1. New School of Business Building**

Since the previous campus master plan, the consolidation of the School of Business has been identified as a top priority for the university. Currently, the School of Business is encumbered by a decentralized operation, with faculty, students and facilities distributed across three buildings on City Centre Campus. The new School of Business building will provide opportunities for active street-oriented uses along 109 Street with School of Business program areas distributed across the remainder of the ground, second and third levels. There is an opportunity to accommodate additional sport and wellness facilities on the top floor.

#### **2. Building 5 Entrance Improvements**

Building 5 will be upgraded with an improved entrance from 105 Street. The current entrance is recessed from the street edge and is flanked by a small surface parking lot to the east and north along that is the primary route traveled between campus and MacEwan LRT Station. Improvements to the entrance (both interior and exterior) will serve to create a more inviting, safe and navigable gateway into the campus from the east. Improvements will also include closure of the parking on the northeast corner of 105 Street and redesign of the landscape area to facilitate improved pedestrian movement between the station and campus. There is an opportunity to time Building 5 upgrades to coincide with the renovation and expansion of Building 5 for the Faculty of Arts and Science, as well as upgrades to 105 Street.

#### **3. Building 5 Renovation and Expansion for Faculty of Arts and Science**

Following the lab space expansion and update, a comprehensive renovation and update will be completed for Building 5. It is advantageous to coordinate this with the overall Building 5 renovations. This will involve a complete redesign of the internal spaces, including program areas, amenity spaces and social/gathering spaces. Changes to the exterior of the building will include additions to the north and south of the building to provide for circulation and student study/collaboration space. These additions will be highly glazed and permeable with secondary entrances that will create an active edge condition that better addresses the adjacent public realm. Upon completion, Building 5 will be used primarily by the Faculty of Arts and Science.

#### **4. 105 Street Redesign and Public Realm Improvements**

Since access from 104 Avenue onto campus will be restricted by the LRT, 105 Street will become a primary vehicular route to access the campus from 105 Avenue. 105 Street is also a primary route for pedestrians who are traveling between the campus and the MacEwan LRT station. As such, 105 Street will be redesigned to establish a pedestrian-oriented scale and character. The street elements will include wider sidewalks, tree plantings, furnishings and special paving to create a unified plaza and to signify to drivers that they have entered onto campus. The intersection of 105 Street and 105 Avenue will feature an element such as signage or an art piece to define an east gateway onto campus. This is an opportunity for this project to occur in conjunction with the Building 5 entrance improvements and renovation.



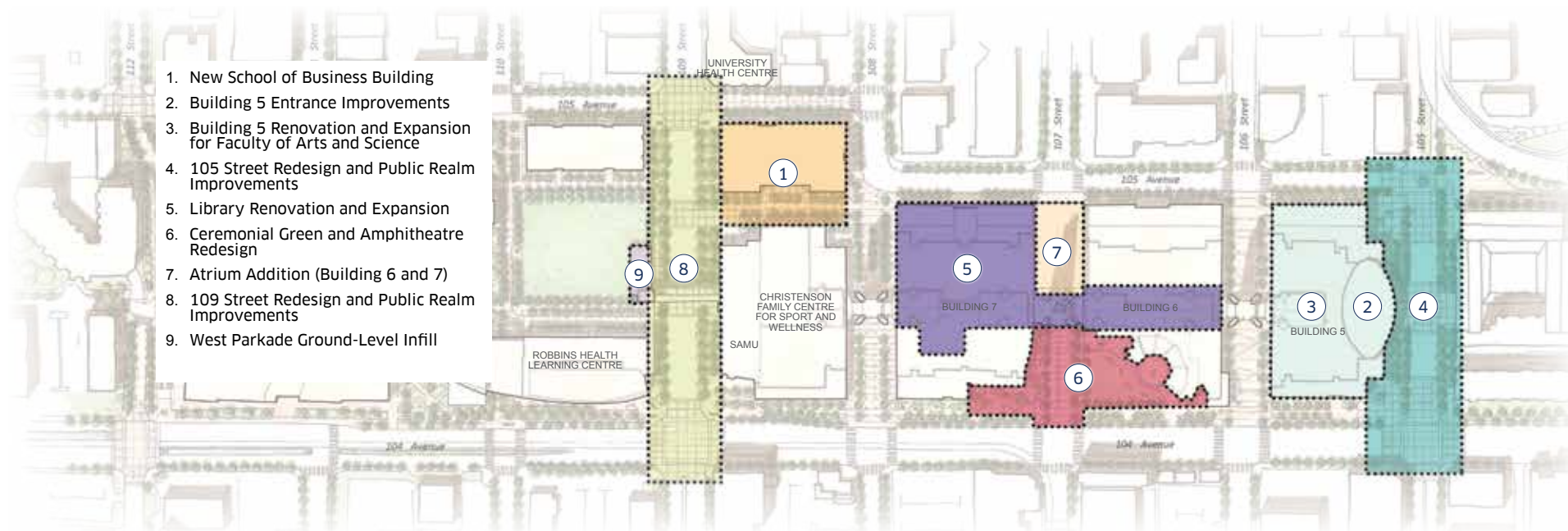


Figure 48. Medium-term Initiatives (Cross-reference numbers above, with descriptions in section 7.4.3)

## 5. Library Renovation and Expansion

The City Centre Campus library has exceeded the limitations of its capacity as a result of increased enrollment and campus consolidation. The first step in the library redesign will be a reconfiguration of the space to address the most urgent needs. This will involve incorporating adjacent spaces made available as a result of the opening of the new SAMU building. An addition on the second-level of Building 7 and interior renovations to the second and third floors of Building 6 and 7 will then serve to address anticipated future space needs. Widening the corridor on the south edge of the current library location will improve east-west circulation and relieve congestion while providing adjacent flexible study and collaboration space. The redesign and expansion will relocate the primary library functions, including collection areas to Building 7 and will also include additional seating, study and collaboration spaces in Building 6. The library will continue to span both Building 6 and 7, on both the second and third levels. Available funding, as per the budgeted capital priorities, is \$8 million.

## 6. Ceremonial Green and Amphitheatre Redesign

The Ceremonial Green (MacEwan Way) and Amphitheatre enhancements will include a redesign of the amphitheatre structure and surrounding open space to encourage daily use by students and better support special event programming. Changes to the amphitheatre may include the use of the existing functional doors to provide access to the adjacent cafeteria space and encourage people to eat outside in the space. Elements may include addition of movable tables and chairs, permanent bench seating on the lawn area, improved pathways and lighting through the site. Programming by the university will be a critical aspect to encourage use of the space.

## 7. Atrium Addition (Building 6 and 7)

The north face of the campus between Buildings 6 and 7 will be retrofitted to add a multi-story glazed atrium space. The addition will provide daylight penetration and visual permeability into the informal learning, gathering and circulation spaces, while maintaining the original architecture of the adjacent buildings. This will create an inviting gateway into the university from 105 Avenue at 107 Street and will include ground- and second-level additions along the north edge of Building 6 and 7 with second-level north and south walkways flanking the atrium space.

The glazed wall and roof structure will have the ability to be opened up to the exterior (motorized) at both grade- and roof-level. There is an opportunity to coordinate this addition with the redesign and expansion of the library.

## 8. 109 Street Redesign and Public Realm Improvements

The portion of 109 Street between 104 and 105 Avenues is owned by MacEwan University. 109 Street is a significant gateway through the campus, as well as through downtown. However, the street forms a significant barrier for the campus and presents a safety hazard for pedestrians. Traffic speed and congestion are critical issues for the university. The redesign and public realm improvements will include a new raised, mid-block crosswalk to connect the Students' Association of MacEwan University building to the Campus Quad and pavilion on the west side of campus. The mid-block crossing will serve as an alternative to the pedway and will contribute to a more active street edge. The redesign will also include raised crosswalks at the intersection of 104 and 105 Avenues, raised sidewalks across drive aisles along 109 Street and reduced land widths. Public realm improvements will include increased pedestrian zone widths, specialized paving and addition of boulevard trees.



Figure 49. Long-term Initiatives (Cross-reference numbers above, with descriptions in section 7.4.4)

## 9. West Parkade Ground-Level Infill

Infilling a portion of the ground level of the West Parkade will allow for the addition of active uses to enliven the 109 Street public realm. Uses will include small-scale retail and/or student galleries. This includes the removal of one row of parking stalls along the east side and/or the south side of the parkade at grade-level. This change is one intervention in series of improvements along 109 Street to create a pedestrian-friendly environment. Prefabricated units or shipping containers will be used, considering that this will be a temporary infill, prior to the complete removal of the parkade and redevelopment of the parcel as a new green space. Additional improvements to 109 Street will include reduced travel lanes widths, increased sidewalk widths and the addition of furnishings and trees along the boulevard, a raised mid-block crossing, raised intersection crosswalks, raised sidewalks across drive aisles and specialized paving. This will include removal of understorey plantings to open views and access.

## 7.4.4 LONG-TERM INITIATIVES

Long-term initiatives include the build-out of the remainder of the campus including redevelopment of the West Parkade, improved access on the west side of campus with a new north-south connection along 112 Street, and additions to the south face of existing buildings on the east side of campus. Although the development of additional buildings along 105 Avenue is identified to occur over the long-term, opportunities or development pressures such as the need for additional academic program space may dictate earlier development of the lands. The long-term initiative are intended to occur over a five- to twenty five-year time frame.

Long-term initiatives are:

### 1. New Central Quad and Pavilion (removal of West Parkade)

A central quad, the Campus Quad and pavilion will complete the large central gathering space on the west side of the campus. This open space will serve to create an outdoor central heart for use by the campus community as well as

visitors. The open space can facilitate a variety of everyday and special event uses. A pavilion located along 109 Street will establish active uses to animate these spaces and provide additional amenity. The pavilion will complement the amenity space addition to MacEwan Residence. Creation of this space will require the removal of the West Parkade. There is an opportunity to provide below-grade parking on the site.

### 2. New Buildings (West Campus) and Forecourts (facing 105 Avenue)

Additional new buildings will be provided on the west side of the campus fronting 105 Avenue. Specific programming has not yet been identified for these sites but development will serve to address future space and program needs. Opportunities for low impact development and green building design, as well as innovative use of roof-top spaces will be considered.

### 3. East-west Mews Street and the Commons

East-west mews will be a pedestrian-oriented space to serve the new buildings and will provide a connection to The Commons open space. The mews will also function to provide service access to the MacEwan Residence and new buildings.





Short Term Initiative: Central Gathering Space Enhancements



Medium Term Initiative: Public Realm Improvements



Long-Term Initiative: New Buildings and Open Spaces

#### 4. 112 Street Connection and Streetscaping / Allard Hall Servicing Area and Mews Street Enhancement

Access from 104 to 105 Avenue will be provided along a new alignment of 112 Street. This will occur on MacEwan owned lands and, similar to the 105 Street design, will create vehicular access with a focus on pedestrian-oriented design. 112 Street is an important link into the communities to the north and west. The street elements will include wider sidewalks, tree plantings, furnishings and special paving to create a unified streetscape and to signify to drivers that they have entered onto campus. This will also include upgrades to the access to service and parking areas for Allard Hall from 112 Street, including a drop-off area for the new buildings.

#### 5. Building 6 Addition

An addition to Building 6 will create secondary circulation routes as well as new student gathering/study spaces. This addition, like the other building additions, will be highly glazed and permeability to allow for visual interest and to contribute to activity at street level.

#### 6. South Additions to Building 7 and Building 8

Additions to Building 7 and 8 will create secondary circulation routes as well as new program spaces and student gathering/study areas. This addition, similar to other building additions, will be highly glazed and permeability to allow for visual interest and to contribute to the activity at street level.

Other initiatives to be incorporated into all projects, where possible, are overall improvements to the Indigenization of the campus through the use of commemorative and interpretive art, improved wayfinding, conversion of existing one-way entrances and exits to two-way entrances and exits (may require updates to hardware and timed locking mechanisms), provision of convenient bicycle parking and sustainability initiatives. One aspect of the sustainability initiative is to assess the impact of projects on the existing naturalized areas on campus, including the impact of reduced low impact development on 104 Avenue at Allard Hall, as a result of the construction of the Valley Line West LRT.

### 7.5 STRATEGIC PARTNERSHIPS

It is anticipated that certain components of the Plan be implemented in partnership with community organizations or private entities. These may range from partnerships with private businesses to provide services or amenities on campus or partnerships to develop land, build new buildings, and support new programs. The new University Relations group will be a significant resource in supporting this process.

#### City of Edmonton

The City of Edmonton will be a partner in implementing many of the transportation improvements related to streetscapes and intersection redesigns. This will be of particular importance along 104 Avenue in coordination of the Valley Line West LRT, the completion of both the Columbia Avenue (105 Avenue) streetscape improvements and the downtown bike grid, and improvements to the streetscapes on 105, 109 and 112 Streets.



### **Business Community**

The local business community, including the Downtown Business Association and the North Edge Business Association, will continue to be critical stakeholders as the campus continues to develop and evolve.

### **Indigenous Community**

As MacEwan University moves towards implementing the Truth and Reconciliation Commission Calls to Action, the university will continue to collaborate with the local Indigenous community.

### **Other Post-Secondary Institutions**

MacEwan will continue to explore opportunities to partner with NAIT, Norquest College, University of Alberta, and other potential institutions to provide facilities for inter-institutional programming and research opportunities.

## **7.6 SUPPORTING STUDIES**

### **7.6.1 COSTING**

A costing estimate was prepared by Acumen Cost Consulting. The costing provides a high-level estimate for the initiatives recommended in this Plan. The costing is intended to provide an estimated budget for construction cost based on the best information available and the expertise of the consultants. This will help the university refine priorities for investment, pursue grant opportunities

and understand the capital commitment of implementing the Campus Master Plan. Further costing studies will be required as the initiatives are advanced into preliminary design, detailed design, and construction.

### **7.6.2 PROGRAM AND SPACE PLANNING**

A review of the Campus Master Plan was completed by RMC Resource Management Consultants to analyze the supply of internal building spaces on campus to confirm that the anticipated space needs can be met. The review drew on information contained in the City Centre Campus Space Needs Assessment report which outlined enrollment statistics, existing spaces and current deficits, as well as allocation plans provided by MacEwan.

### **7.6.3 TRANSPORTATION ANALYSIS**

A Transportation Analysis was completed by Bunt & Associates Transportation Planning and Engineering to review components of the transportation system on and immediately around campus. In particular, this study focused on the redesign of 109 Street.



