



# CAPILANO UNIVERSITY

## CAMPUS MASTER PLAN

December 2018



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This Campus Master Plan was commissioned by Capilano University and prepared by DIALOG with Howes Technical Advantage Ltd. and Kerr Wood Leidal.

# LETTER FROM THE PRESIDENT



Our campus's location on nearly 40 acres of Coast Salish territories makes our University environment unique, memorable and treasured. In the last 50 years, we've grown to meet the needs of our students and programs and we're now at the exciting stage of considering how to plan a sustainable, dynamic future for our campus. This Campus Master Plan will guide us in preparing our campus's future.

Over the past year, Capilano University invited its campus community to share their thoughts and feedback on the Campus Master Plan. Through charrettes, forums and social media, we have connected with our students, faculty, employees and neighbours. Thank you to everyone who participated in these conversations, exchanges, emails, posts and calls. Your input was crucial in creating this Campus Master Plan, which will navigate us as we continue to grow.

***"This Campus Master Plan will guide us in preparing our campus's future."***

We're excited about the next steps for our campus: being innovative in the use of our land, maximizing the use of our existing facilities, making better use of our outdoor spaces and integrating more with the North Shore community.

Thank you again for your participation and helping shape the future direction of our campus.

Paul Dangerfield  
President

# FORWARD

The Capilano University Campus Master Plan provides a long-term framework with a planning horizon of 12 years looking to the future of the campus in the year 2030. This Plan will shape the evolution and growth of the campus, with specific direction for the integration of current and future initiatives and capital projects and renewal, while also developing a framework that can accommodate growth and help ensure the University is prepared for the future. The vision of the future articulated in this Campus Master Plan will help to ensure that Capilano University provides an experience second to none.

In broad terms, the Plan considers future University needs as identified from strategic planning. It responds to key issues such as climate change and underground services, reviews previous planning principles, and suggests new directions relating to campus land use and buildings, natural and landscaped open space, and transportation and parking.

This is Capilano University's first Campus Master Plan and it serves as an important consolidation of aspirations for the future of the campus. This is a pivotal movement for Capilano University, a moment where a clear path has been set forth towards achieving the mission of the University, as defined in the 2018–2019 Operational Plan:

**“We are a teaching-focused university offering a wide range of programs and services that enable students to succeed in their current studies, in their ongoing education, in their chosen careers, in their lifelong pursuit of knowledge and in their contribution as responsible citizens in a rapidly changing and diverse global community.”**



Many other factors provide additional context and set parameters for the Master Plan including: existing commitment and policies; current land uses and natural features; the campus setting and its relationship to its surrounding neighbours; and changing values that may impact future campus development.

Extensive engagement with the campus and surrounding communities informed the development of this plan, the outcomes of which are further explored in Section 1.2.3.

## What is a Campus Master Plan?

A Campus Master Plan articulates a shared vision for the future of campus. It defines a strategy towards built form, open space and mobility. This Campus Plan sets forth a vision for Capilano University in the year 2030.

## How to use this document

The Campus Master Plan provides a long-term framework to guide decision making about development over the next 12 years at Capilano University. It is not a blueprint for construction. It provides a reference point for anyone with a stake in Capilano University and its vision for the future including: students, alumni, private sector partners, staff and faculty. The Plan should be used by Capilano University staff when making decisions about development on campus and can help to guide decision making about when and where to develop.

Capilano University is honored to be part of the North Shore community, and acknowledges with respect the Lil'wat, Musqueam, Sechelt, Squamish, and Tsleil-Waututh First Nations on whose unceded traditional territories we live, learn and work.

# ACKNOWLEDGMENTS

This plan would not be possible without the students, faculty, staff, neighbours and friends of Capilano University who participated in the campus planning process and provided invaluable input through interviews, workshops, open houses and surveys.

A special thank you to Nathalie Volo, Assistant to the Director, Facilities Services and Campus Planning at Capilano University who was instrumental in seeing this project through to its completion.

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PART 1:  
BACKGROUND



“*The Capilano University North Vancouver campus will provide an experience second to none.*”

*- President Paul Dangerfield*





# 1.1 INTRODUCTION

## 1.1.1 The Need for a Campus Master Plan

Capilano University was founded through a referendum in 1968 by the school boards and residents of North Vancouver, West Vancouver and Howe Sound. Classes occurred after-hours in the West Vancouver Secondary School and eight other locations throughout the North Shore. Five years later, the North Vancouver campus opened. Since then, development has occurred to meet academic needs as they arise.

Over the last 50 years, the University has grown considerably. Today, Capilano University has approximately 8,300 students enrolled in for-credit programs, 3,300 in non-credit courses, and over 1,000 employees. As Capilano University continues to grow— attracting both local and international students—the Campus Master Plan (CMP) will help set forth direction for the future and support the University to achieve its vision, mission and values. The University’s current vision statement, as articulated in the 2018–2019 Operational Plan, is as follows:

**“Students are drawn to our dynamic and unique programs, passionate faculty, welcoming staff and close-knit learning environment; graduates are independent learners, thinkers and doers actively contributing to their communities.”**



# 1.2 CAMPUS PLANNING PROCESS

## 1.2.1 Work Plan Overview

### **Phase 1 - Create a Baseline and Launch Engagement**

The first phase consisted of a background inventory of the campus as it operates today. This research helped create a robust physical baseline that informed our planning work and will allow us to measure the success of the Campus Master Plan. Engagement during this phase sought to understand how people experience the campus: what they think is working well and what they think could use improvement. Phase 1 engagement captured the big ideas and aspirations for the campus in the future.

### **Phase 2 - Develop the Plan**

The second phase of the project took the outcomes of the first phase and applied them to design development. A future campus statement was developed which articulated the shared vision for the campus in the year 2030. This statement is supported by a series of Principles and Big Moves which inform design development and policy development. Next, a series of framework diagrams were developed that were workshopped with a variety of stakeholders. The input received during the second phase engagement was used to refine the framework diagrams, Principles and Big Moves.

### **Phase 3 - Finalize the Plan**

The third phase sought to finalize the Plan through the development of supporting policy and implementation approaches and culminated in this final Campus Master Plan.

Figure 1.2.1 outlines the Campus Master Plan process. Further detail on the engagement processes and outcomes are described in Section 1.2.2.

Figure 1.2.1 | The Campus Planning Process

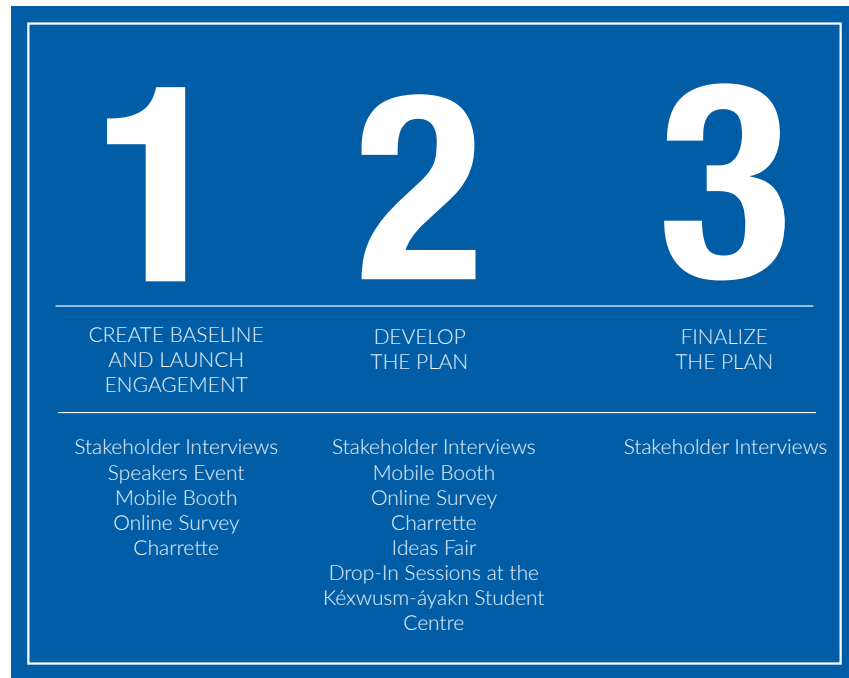






Figure 1.2.2 | Various Engagement Activities

## 1.2.2 Engagement

A rich and varied engagement process informed the development of the Campus Master Plan (CMP) throughout all three phases. The outputs of the engagement process were used to inform the development of the Future Campus Statement, the Big Moves, and the Principles which serve as the backbone for this CMP and Plan Frameworks. The following pages outline the engagement activities that were undertaken.

### Stakeholder Interviews

A series of stakeholder interviews were held throughout all three phases of the process. These sessions provided stakeholders with an opportunity to learn about the process, to share their input and provide feedback on the Campus Master Plan as it developed.

### Speakers Event

A Speakers Event was the first major public event of the CapU 2030 project and took place on October 11, 2017. The event broadly launched the planning process with inspiring presentations on opportunities and best practices surrounding campus planning. The event began with remarks by Paul Dangerfield, President of Capilano University. The keynote speaker was Martin Nielsen, Principal Architect within DIALOG who presented on what is included in a campus plan, campus sustainability priorities and provided nine sources of inspiration for campus planning. The keynote speech was followed by a panel discussion that included the following participants:

Figure 1.2.3 | Engagement Participation Summary



- Martin Nielsen, Principal, DIALOG
- Susan Doig, Director, Campus Planning, Capilano University
- Owen Sigurdsson, Vice-President Equity and Sustainability, Capilano Students Union
- Christina Shultz, Student, Capilano University
- Julia Denholm, Dean of Arts and Sciences and kálax-ay Sunshine Coast Campus

### **Mobile Booths**

Mobile booths were stationed in high visibility locations across campus and took place in Phase 1 and Phase 2. These mobile booths reached a broader audience on campus, including those who would not otherwise be likely to participate in a campus plan process. The booths raised awareness about the process – including opportunities for involvement and building understanding about campus planning issues and opportunities – and were a method of obtaining feedback as the CMP was developed. The mobile booths were stationed in the Birch lobby, Library, Fitness Centre/ University Centre for Sport and Wellness, Bosa Building, Transit Exchange and the Maple building (Capilano Students' Union Lounge). The mobile booth was also present during International Student Orientation and the Holiday Fair.

### **Online Survey**

Two online surveys were conducted throughout the process with over 300 respondents.

Demographic questions revealed that there was representation from students, staff, faculty and community members during both surveys.

### **Charrettes**

Two design charrettes were held during the Campus Master Plan process. One to work towards developing a Future Campus Statement and a series of Big Moves and Principles on January 18, 2018, and a second charrette to refine the built form, open space and mobility frameworks as well as to discuss the implementation of the plan on April 20, 2018. Approximately 40 people were in attendance at the first charrette, and 30 were in attendance at the second charrette.

### **Ideas Fair**

The Ideas Fair took place on April 18 in the Birch Building cafeteria and had an attendance of almost 100 students, faculty and staff.

The Fair welcomed the CapU community to share their thoughts on the Future Campus Statement, draft Principles, Big Moves and Campus Master Plan frameworks.

Acknowledging that for some, this was the first time they were hearing about the CapU 2030 master planning process, four panels displayed contextual information including work done to date.

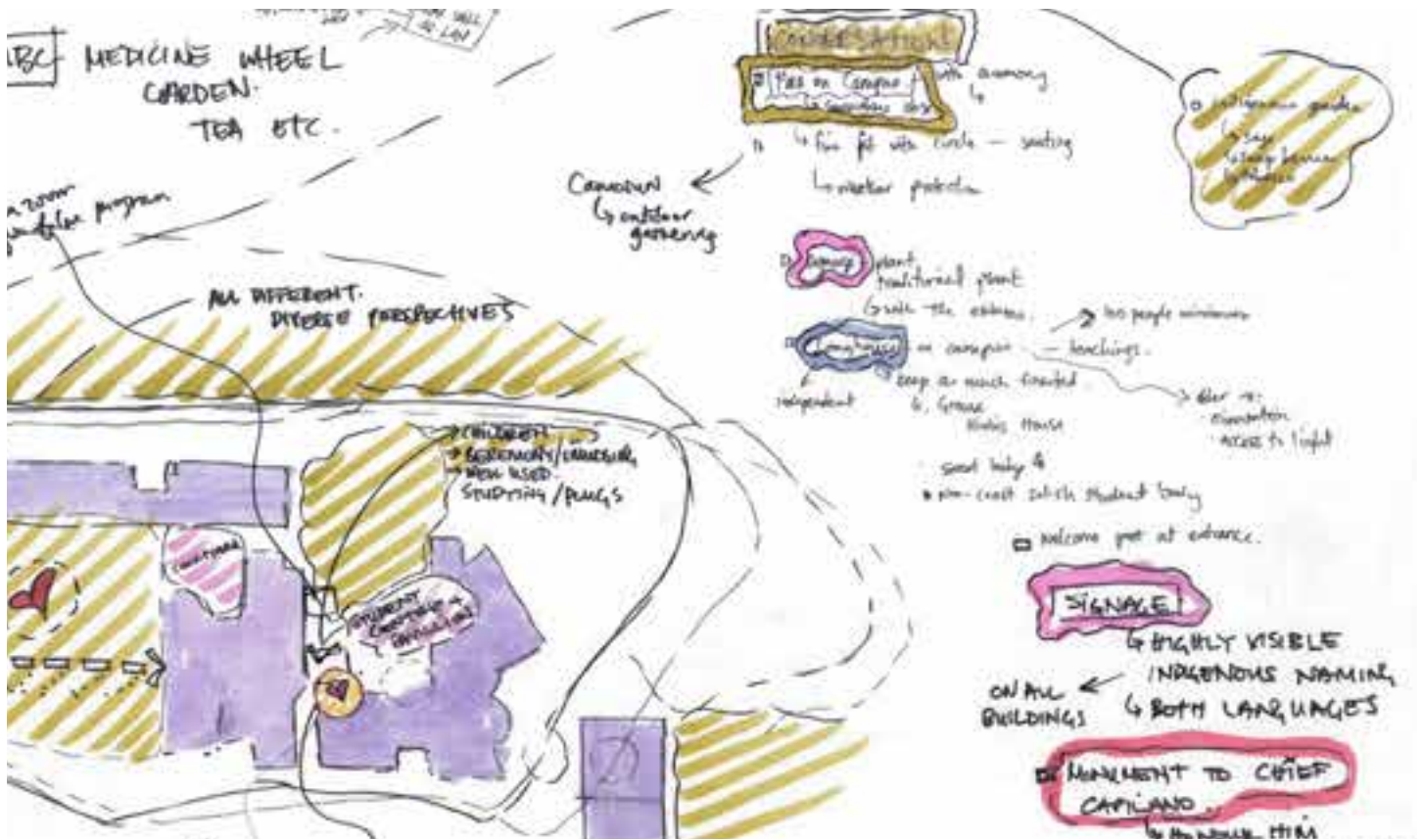


Figure 1.2.4 | Kéxwusm-áyakn Centre Mapping

A highlight of the Fair was an interactive activity that invited attendees to place a physical marker where it was felt more wayfinding direction on campus is needed.

### Drop-In Sessions at the Kéxwusm-áyakn Student Centre

Two drop-in sessions were held at the Kéxwusm-áyakn Student Centre, allowing participants to sit with a facilitator to share their ideas for the future of the campus. On the first day the visit coincided with the community lunch. On the second day the visit coincided with a visit from

a Campus Elder who shared their invaluable input as to how Indigenous Values may be embedded within the physical form of campus. Two maps were generated during this session, one of which is included above as Figure 1.2.4.

### Website

Throughout the process, updates were provided on a project website [capu2030.capilano.ca](http://capu2030.capilano.ca)



### 1.2.3 What We Heard

The graphic below summarizes the key outcomes of the engagement process. These major themes informed the development of the Future Campus Statement, the Big Moves and the Principles.



Figure 1.2.5 | Key Engagement Themes



## 1.3 CAMPUS HISTORY

The following section outlines some of the critical dates in the development of Capilano University. The timeline demonstrates that the campus grew over the years with incremental development and was not structured by a Campus Plan. The result of this has been a campus with a diverse and organic built form.





# TIME IMMEMORIAL

Since time immemorial the Lil'wat, Musqueam, Sechelt, Squamish and Tsleil-Waututh First Nations and their ancestors have cared for and stewarded the lands that Capilano University now calls home.

Capilano College opens with 784 students. Classes are held after hours at West Vancouver Secondary School.



The permanent 13-hectare (34-acre) North Vancouver campus opens. The first programs are offered in portable buildings.

The original library, the first permanent building, opens.



In 1964 the school boards of North and West Vancouver, Howe Sound and Sechelt formed a committee to discern the need for a community college on the North Shore. In 1968 a plebiscite was held to propose a college on the North Shore and passed by 67 percent.

Construction begins on the North Vancouver campus, then called Lynnmour.



The Arbutus Building opens.



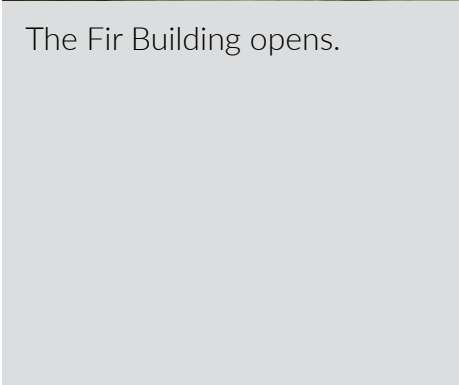


The Birch building is completed. It houses a 375 seat performance theatre, classrooms and student services. It also provides teaching space to accommodate 400 new full-time students.

The new Children's Centre opens.



Kéxwusm-áyakn Student Centre opens and provides a support network for First Nations students at Capilano University while helping First Nations culture to flourish in the University community.



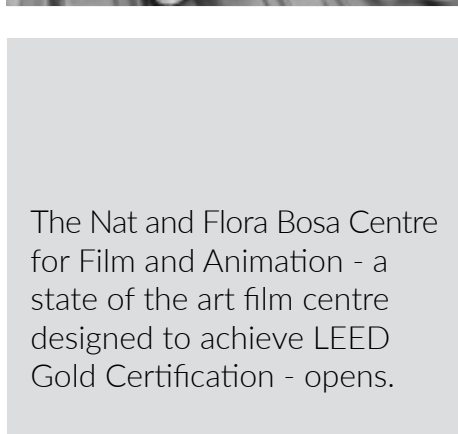
The Fir Building opens.



Construction of the Cedar building is completed.

Development begins on the south end of campus, with the completion of the Centre for Sport and Wellness.

The Horticulture building opens.



The Nat and Flora Bosa Centre for Film and Animation - a state of the art film centre designed to achieve LEED Gold Certification - opens.



Capilano University opens the doors of its first student residence, a mix of shared and single accommodations.





## 1.4 CURRENT CONDITIONS

An important part of the Campus Master Plan process is building a baseline understanding of the current physical conditions. The following pages summarize the understanding of the physical baseline established during the first phase of the project.



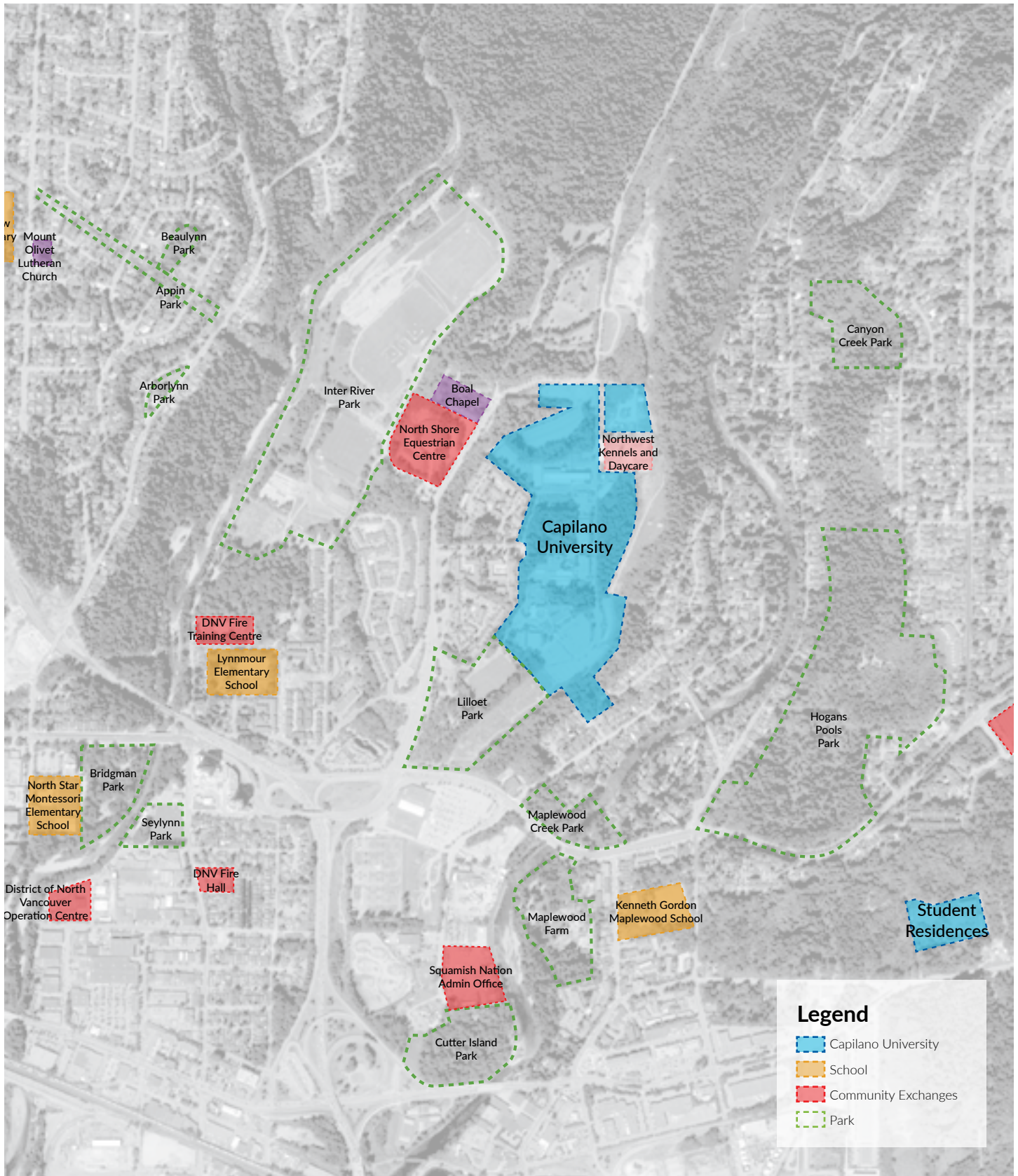


Figure 1.4.1 | Context Map

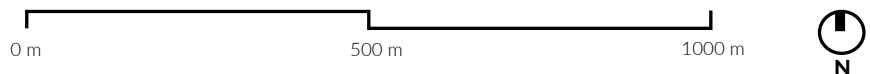




Figure 1.4.2 | Aboriginal Gathering Pavilion

## COMMUNITY CONTEXT

Capilano University is surrounded for the most part by residential neighbourhoods, large forested areas and parks. Figure 1.4.1 highlights key features of the community surrounding Capilano University including, parks, schools, places of worship, emergency services and community centers. It is important to note that developments occurring in Lynn Creek and Maplewood will provide increased opportunities for synergies and connections.

## OPEN SPACE

### Natural Areas

Capilano is endearingly known as a “campus within a forest” and is prized for the quality and prominence of its vegetation. Several of the natural areas on campus are currently informally used as outdoor classrooms. The natural areas on campus were identified by stakeholders as one of the most valued components of the campus. There is ample opportunity to expand opportunities for outdoor learning.

The campus is currently composed of a mixed terrain with both forested and formally landscaped areas. The topography varies greatly throughout the campus which has an effect on vegetative conditions.

The forested areas consist mostly of Douglas Fir and Western Red Cedar, with the majority in excellent condition. An arborist’s study determined that the tree canopy is narrow, and stems are tall and spindly, lacking trunk taper and basal flare. A tree inventory is updated every six months.

### Wooded Areas

Central to the campus is a forested “green heart” also known as the “Capilano Carmanah.” This central woodland connects the north and south ends of campus. Several walking paths intersect this area. There are also large wooded areas to the south and east.

### Northern Woodland and Wetland Area

North of the Bosa Building is a forested area and wetland.

### Aboriginal Gathering Pavilion and Arbutus Pavilion

These two pavilions, located in between the Birch Building and the Library, offer well-used public gathering spaces with weather protection.

### Cedar Plaza

The Cedar Plaza is a formal landscaped plaza, well used by students and faculty as a gathering and study space in good weather.



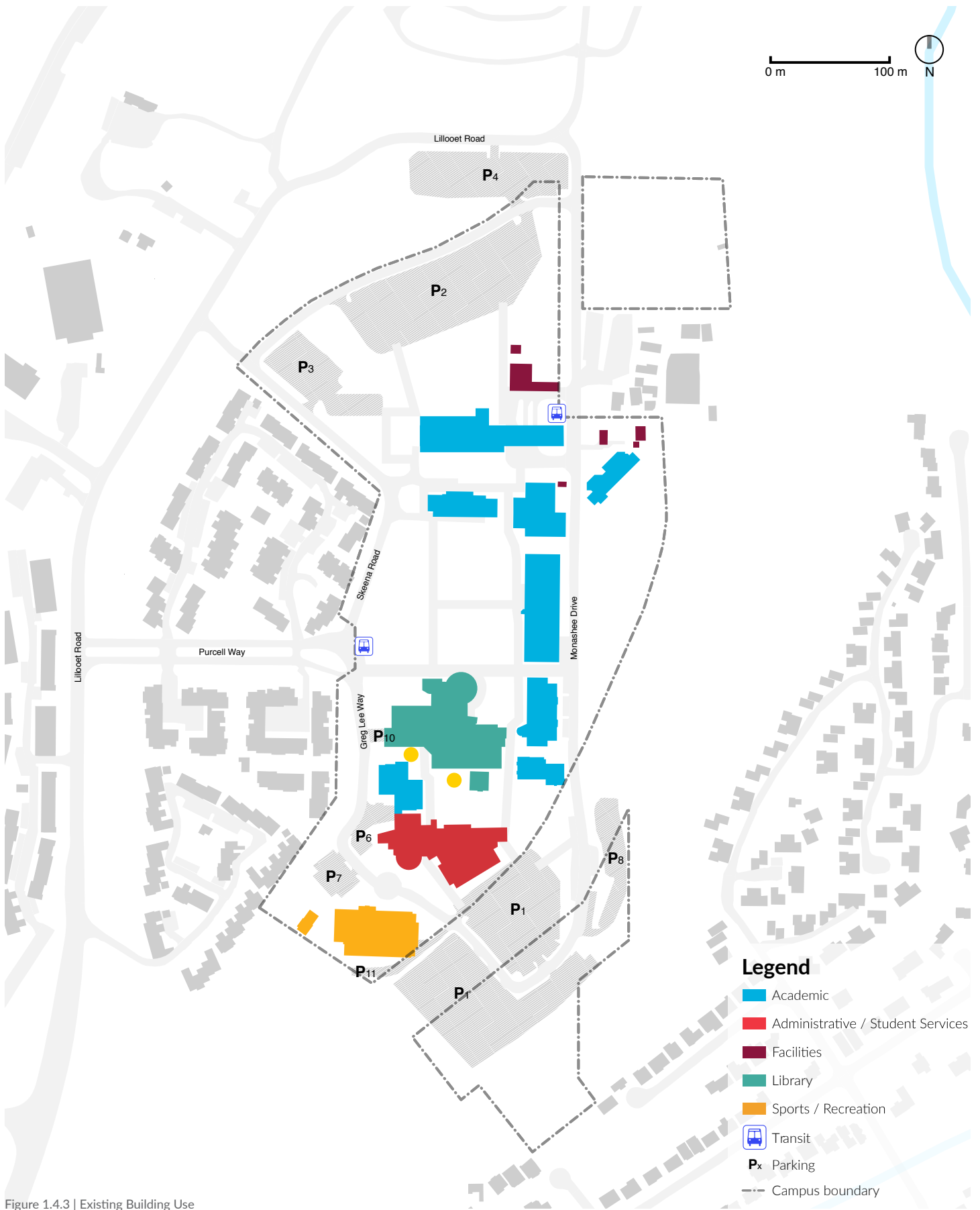


Figure 1.4.3 | Existing Building Use

### **Campus Community Garden**

Built in 2013, with an official opening on Earth Day, the Campus Community Garden consists of 58 regular plots, 7 special access plots and 8 smaller cement plots. These plots are for use by the campus community at large which may include students, faculty, staff administration, alumni and neighbours. Also included in the community garden is an outdoor classroom.

## **LAND USE AND BUILT FORM**

### **Uses and Destinations**

Figure 1.4.3 illustrates some of the different uses on campus. There are classrooms, laboratories, administrative buildings, facilities, a library, childcare space and sports and recreation spaces.

As a result of the program and location of development there is a disparity in activity between the north and south ends of campus. The campus can benefit from a better sense of character zones. The small scale of the campus is both an opportunity and a constraint. Its compact size allows for a highly personable experience, while it also is difficult to provide services and amenities.

### **Residences**

In the fall of 2017, CapU's first student residence opened off campus. Located at 2420 Dollarton Highway, CapU Residence houses approximately

250 students in a mix of shared and single accommodations. Planning is underway to determine location and size of additional accommodation on campus as part of surrounding development.

### **Food Services**

Currently, the largest food service area exists in the Birch Building, which includes a food court, two additional vendors and a large seating area. A small cafe is located in the Bosa Building at the north end of campus. In addition, there are small cafés in the Fir Building and the Library.

### **Green Building Rating Systems**

Currently, only one building has accreditation with Green Building Standards such as Leadership in Energy and Environmental Design (LEED). The Bosa Building, which opened in 2012, has LEED Gold accreditation.

## **MOBILITY**

Capilano University is located in a rapidly changing area of North Vancouver. While current access to campus via cycling or walking is a challenge, these will become increasingly viable options as the area becomes more dense.

### **Pedestrians**

The campus is marked by a steep change in

topography that has given the walkway connecting the south of campus to the Bosa Building the nickname the “Bosa Grind.”

Walking is the primary manner that people get around campus, however, stakeholders expressed challenges relative to wayfinding and accessibility (see Appendix 1 for mapping of these areas). Typically, a distance of around 400m, which takes approximately 5 minutes to walk, is considered a ‘walkable distance’ that most people are willing to walk. Much of the campus falls within a 400m walkshed from a transit stop.

Informal walking routes are not depicted in Figure 1.4.4. The main Campus Walk depicted in Figure 1.4.4 is taken from a “Campus Walk” map generated in 2015 by Capilano University.

As a mode of getting to campus, walking is not a popular method. A 2017 transportation survey indicated that only 3% of students and 4% of employees walked to campus.

### **Cycling**

Figure 1.4.4 indicates location of both formal and informal cycling paths on and around campus in green. The map utilizes Metro Vancouver’s cycling route designations.

As a method of getting to campus, cycling remains one of the least used modes of transportation. A

2017 transportation survey indicated that only 1% of students arrived to campus by bicycle, while 4% of employees arrived to campus by bicycle.

Capilano University is currently undertaking a Campus Bike Storage development project, which will provide additional cycling facilities.

### **Transit**

Figure 1.4.4 indicates the routing and locations of transit stops on campus in red.

A 2017 transportation survey indicated that 55% of students arrived to campus by transit, an increase of 22% since 2006.

A summary of current travel mode to campus of both students and employees indicated that while an average of 40% of both students and employees arrived to campus via transit, only 15% of employees arrived by transit.

All eligible students of Capilano University receive a U-Pass as part of their student fees. A U-Pass gives students access to bus, SeaBus and SkyTrain services.

### **Vehicles**

Figure 1.4.4 indicates the locations of vehicle access and circulation in orange. A 2017 transportation survey indicated that in 2017, 40% of students

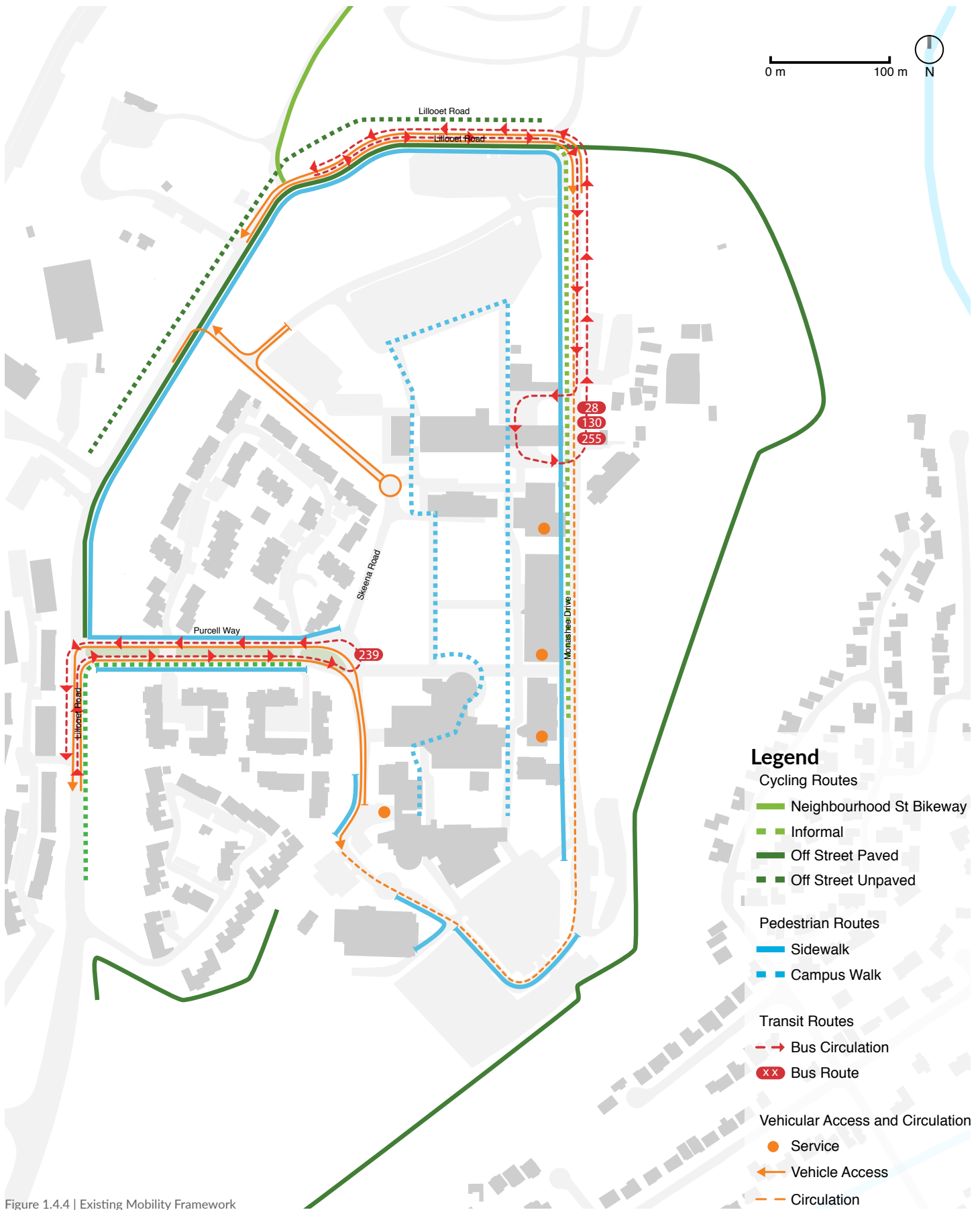


Figure 1.4.4 | Existing Mobility Framework



arrived to campus by vehicle - compared to 81% in 1991 and 61% in 2006.

A summary of current travel mode to campus for both students and employees indicated that a total of 48% drove their own vehicle to campus, while 2% were a passenger in a carpool and less than 1% car-shared.

Traffic entering volumes at Purcell Way/Greg Lee Way have decreased by 50% in the morning peak hours since 2006 (currently 425 vehicles per hour), and by 14% for the afternoon peak hours (currently 475 vehicles per hour). Traffic entering volumes at Lillooet Road/Purcell Way have decreased by 40% since 2006 (currently 860 vehicles per hour) and by 3% during the afternoon peak hours (1,040 vehicles per hour). The speed limit is 20km/hr throughout campus.

### **Parking**

There are a total of 1442 parking spaces on campus. See Figure 1.4.3 for locations of parking lots.

All parking on campus is surface parking, both in lot and on road. Pay parking is in effect 24 hours a day, 7 days a week including weekends and statutory holidays.

The Campus is divided into two payment zones plus two parking lots designated for short-term stays. Each payment zone is comprised of General Parking in addition to other designations.



## PART 2: THE PLAN





## 2.1 FUTURE CAMPUS STATEMENT

The Future Campus Statement articulates the aspirations for the future of Capilano University's North Vancouver campus and serves to guide decision making for future development on campus. It incorporates both the strategic direction of the University and a rich array of input received from the campus community and external stakeholders.

Future Campus Statement:

Capilano University is inspired by nature and honours the spirit of the surrounding forest and mountains. The campus respects the history of the First Nations relationship to these lands and celebrates their continued presence here.

The campus's physical form assists CapU to deliver on its academic mission. It responds to the context of the Pacific Northwest, and the built form integrates seamlessly into the lush surrounding landscape. The campus is highly walkable and connected, all week long and all year round. The campus is welcoming and accessible to all. The campus is a living lab with outdoor classrooms and learning opportunities that help to embody a commitment to sustainability, wellness and enhances the academic experience.

This Future Campus Statement serves to inspire and inform development in support of the Strategic and Academic Plans at the Capilano University North Vancouver campus.





## Ongoing Engagement

Through the campus planning process and through the implementation of the Plan, Capilano University engages broadly with internal and external community members.



## Indigenized Academic Community

Capilano University celebrates the continued presence of the Indigenous community and actively works to incorporate Indigenous values and heritage into the physical campus. Initiatives such as the provision of places for ceremony and gathering, and highly visible Indigenous place naming embody a commitment to reconciliation and respect for Indigenous culture.

## 2.2 PRINCIPLES

*The following Principles were generated through extensive engagement. Each Principle captures a key theme from the engagement and serves as a cornerstone for the development of the CMP. The Principles provide guidance for policy directions and implementation of the Master Plan.*



## Collaboration

Capilano University has strong connections to its surrounding neighbours, businesses and other institutions and is an engaged participant of the community. Strategic partnerships are explored to help enable new development on campus.



## Academic Priorities

The entire campus is a place of pedagogy. Buildings, open spaces, paths and interior spaces support experiential learning and embody a pursuit of academic excellence and a rewarding academic experience.



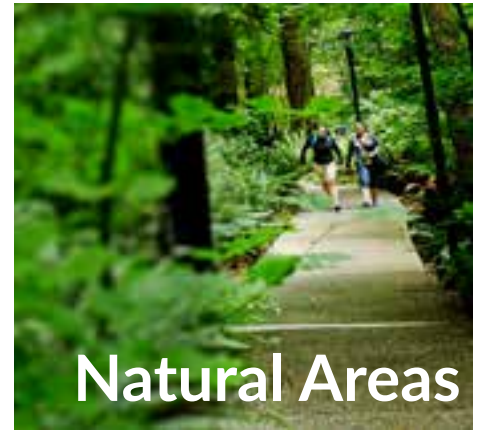
## Wellness

Capilano University takes a comprehensive and holistic approach to wellness on campus considering wellness through a social, environmental, economic and cultural lens. Health and vitality are supported by the physical campus through delightful paths for active modes of transportation, places for socialization and connection, access to conserved natural and cultural heritage and other initiatives.



## Sustainability & Resilience

Sustainability is a core value of Capilano University, and the physical campus embodies this value and demonstrates CapU's leadership. Future development of buildings, open spaces and movement networks on campus embody sustainable best practice and provide opportunities for pedagogy. Future development is resilient and able to adapt to potential hazards and long-term change including changes in climate, demographics, technology, the economy and others.



## Natural Areas

The natural areas on and around campus are one of Capilano University's and North Vancouver's greatest assets. Future interventions respect and enhance the natural heritage, biodiversity, and functioning of natural systems, as well seeks to retain the feeling of being a "campus in the forest."



## Accessibility

The physical campus is accessible to all. The physical campus provides a space that breaks-down physical, economic, social and cultural barriers. Capilano University provides a sense of welcome for the internal and external community through physical spaces that enhance a feeling of security and wellbeing.

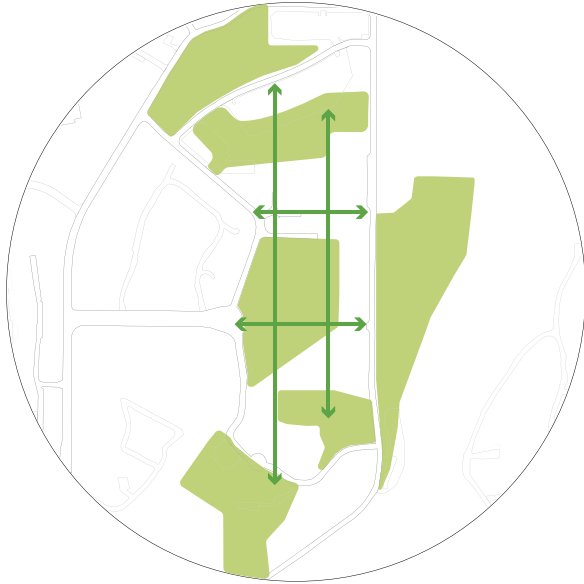




## 2.3 DESIGN APPROACH

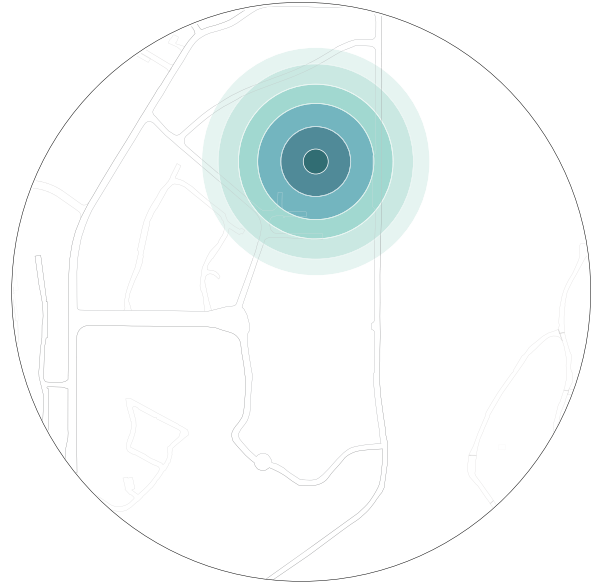
Bringing the aspirations for the future of campus to life are a series of “Big Moves”, or design approaches, that serve as the foundation for the CapU 2030 Campus Master Plan. These “Big Moves” were developed throughout the consultation process and articulate the backbone of the physical design of the CMP and are depicted on the following pages.

## 2.3 BIG MOVES



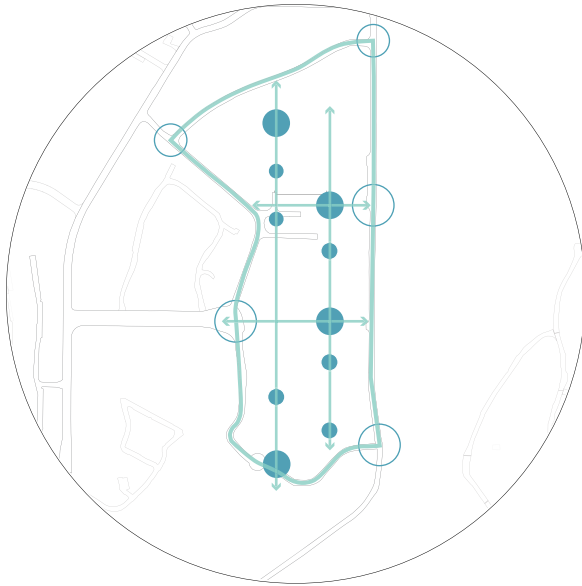
### Green is the Glue

Reinforce and protect existing green spaces including forested areas, wetlands, formal courtyards and community gardens. Natural assets serve as the string that unifies the different elements of the physical campus and embody the core campus values of sustainability and well-being.



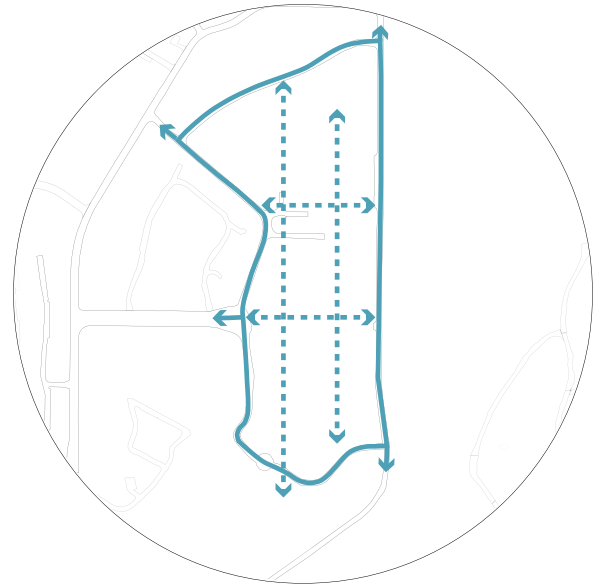
### Animate the North

Strengthen the north part of campus as a centre of animation, building off existing activity at the transit exchange. New development and open spaces help to make a more vibrant campus community by providing amenities, student housing and spaces for socialization and learning.



### Cohesive and Connected Public Realm

Strengthen the quality of the existing public realm, ensuring that there is a clear hierarchy of public space, with building frontages that add animation and permeability. This public realm is enhanced through place-making and wayfinding. Open spaces enhance and contribute to a sense of place, and the definition of clear gateways and places of gathering help to welcome visitors and students to campus.



### Efficient and Delightful Transportation

Prioritize pedestrians throughout the campus. Cycling is a viable option to arrive on campus. The perimeter ring road is enhanced for active modes of transportation and provides a continuous and enjoyable experience for pedestrians. The pedestrian experience on pathways that link different areas of campus are improved and are safe and delightful.





## 2.4 CONCEPT PLAN













## 2.5 PLAN FRAMEWORKS

2.5.1 Open Space and Natural Areas Framework

2.5.2 Land Use and Built Form Framework

2.5.3 Mobility Framework





## 2.5.1 Open Space and Natural Areas Framework

### Goals

Capilano University is known as a “campus in the forest.” The natural areas of campus emerged as highly prized features of the campus throughout our engagement process. This framework seeks to reinforce and protect existing open spaces including forested areas, wetlands, formal courtyards and community gardens.



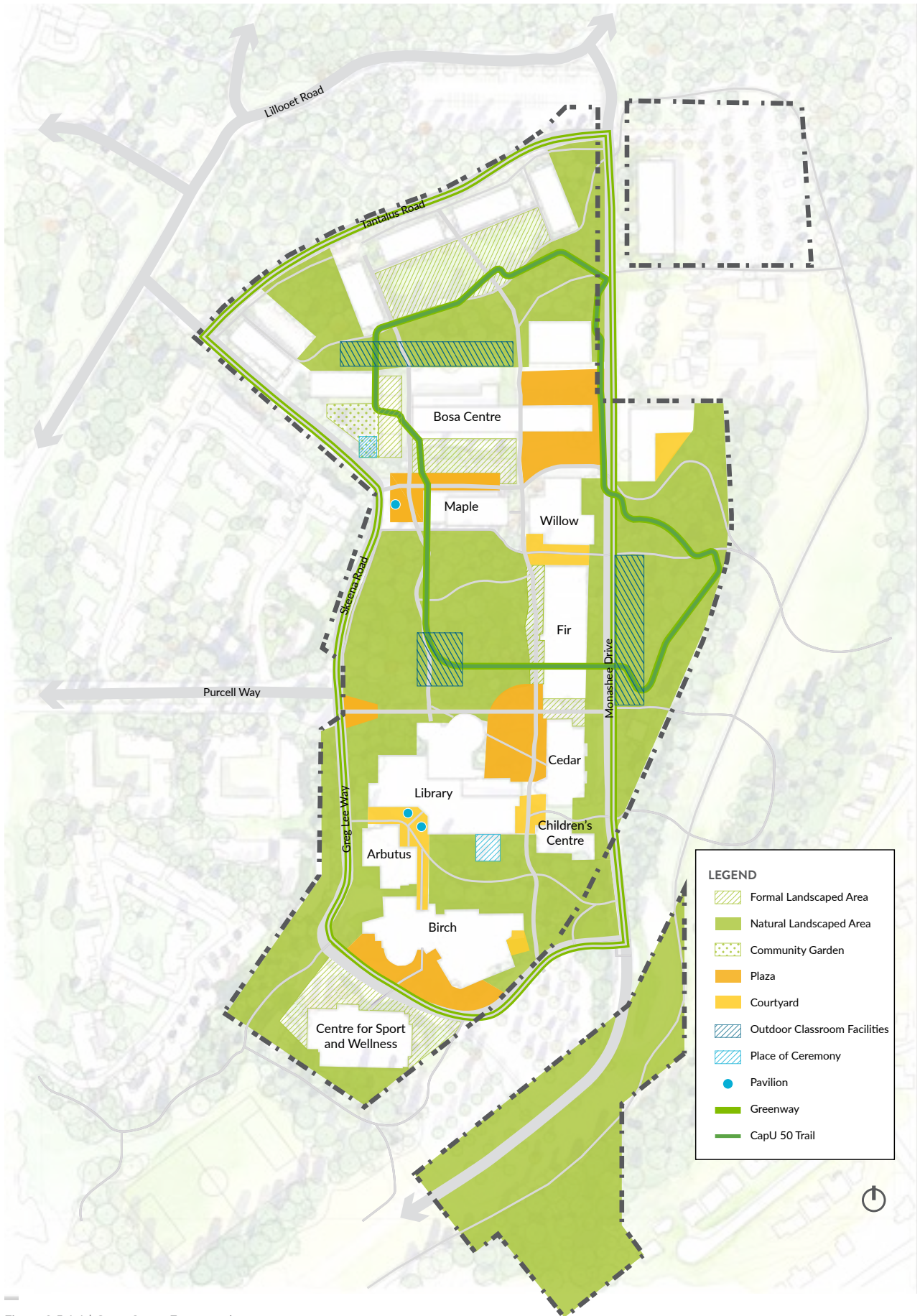


Figure 2.5.1.1 | Open Space Framework



Figure 2.5.1.2 | Enhanced Natural Connections | Deer Lake Park



Figure 2.5.1.3 | Places for Ceremony | Indigenous Health Research and Education Garden at UBC Farm

## 2.5.1.1 NATURAL AREAS

Natural features are the string that unify the different elements of the campus landscape. As such, commitments will be made to increasing the overall health and ecological function of existing natural areas and developing and strengthening connections. The Open Space Framework also makes provisions for the development of improved outdoor spaces for learning and socializing. Policies are as follows:

### Enhanced Natural Connections

Connect existing natural areas within the campus and look for opportunities to retain or enhance connections to surrounding natural areas. The 50th Anniversary Trail will unify the northern wetland, the central wooded area and the forested area to the east of Monashee. In natural areas, development will only be considered for the use of outdoor classroom or socializing spaces. Any development in natural areas is contingent on further ecological assessment.

### Outdoor Spaces for Learning and Socializing

Provide opportunities for outdoor learning and socialization through the provision of low-impact, weather-protected gathering spaces.

### Restoration

Continue stewarding and enhancing the health of existing natural areas on campus.

### Drought Tolerant and Native Species

Priority will be given to native and drought tolerant plant species.

### Traditional Uses

Explore partnerships with local First Nations to create opportunities for land-based learning and stewardship. Consider the cultivation of an Indigenous garden. Explore opportunities for the provision of outdoor places for ceremony. These are outlined in Figure 2.5.1.1.

### Protected Areas

Protect the ecological integrity and character of the wetland north of the Bosa Building. Development will not be considered except for pathways which will be informed by ecological impact studies.





Figure 2.5.1.4 | Artist Rendering of Maple Plaza Concept



Figure 2.5.1.5 | Greenways

## 2.5.1.2 FORMAL LANDSCAPED AREAS

The CMP seeks to strengthen the quality of the existing public realm through the development of an interwoven system of open spaces. This includes the improvement of existing open spaces as well as the provision for ample open space to anchor development in the North end of campus. The formal landscaped areas and open spaces enhance and have a relationship with existing natural areas. Policies are as follows:

### Plazas

Plazas are medium to small hardscaped areas that are able to facilitate a higher degree of foot traffic and are typically associated with building frontages. Plazas can be activated with complimentary uses as the ground floor of adjacent buildings like cafés or student lounges. Areas designated at plazas are depicted in Figure 2.5.1.1. These spaces can be strengthened by:

- Establishing weather protected areas for study and socializing
- Planting visually appealing and low-maintenance vegetation
- Providing dynamic and varied seating options
- Ensuring safety through sight lines and lighting
- Ensuring that new buildings are designed to activate the open space, with a high degree of transparency and complimentary uses

- Creating a program of use for campus-wide events

### Courtyards

Courtyards are smaller sized gathering spaces enclosed by building edges that can also act as connectors for pedestrian movement. Like plazas, elements such as weather protection, planting design, maintenance, plentiful seating, visibility and lighting, and ease of access are paramount to their success. Unlike plazas, courtyards are more suited to passive uses and can provide quiet refuge for studying, eating lunch and socializing and should be designed with these uses in mind. Courtyards are identified in Figure 2.5.1.1. As more detailed design occurs in the north end of campus, further opportunities for the integration of courtyards shall be explored while being mindful of Crime Prevention Through Environmental Design (CPTED) principles.

### Outdoor Classrooms

Opportunities for outdoor classroom spaces shall be encouraged, especially in the central wooded area and the forested area to the east of Monashee.

### Pavilions

Pavilions are covered outdoor spaces that facilitate socializing, studying and ceremony. Locations of pavilions are located in Figure 2.5.1.1. Further opportunities for pavilions shall be explored as development occurs in the North end of campus.





Figure 2.5.1.6 | East to West Pedestrian Promenade Concept Sketch

### **North-South Spine**

The eastern pathway serves as the primary pedestrian route connecting the north and south of campus. The relationship of this pathway to the existing building frontages and forecourts shall be strengthened by widening the path and creating stronger links with public spaces.

### **East to West Pedestrian Promenade**

The existing east-west pedestrian route at the centre of campus shall be improved through the implementation of the 50th Anniversary Trail and will become a place of informal gathering with a sense of place that emphasizes the Central Wooded Area as the green heart of campus.

### **Greenways**

Greenways are pedestrian pathways that provide linear connections to natural areas on campus. Greenways should act as extensions of natural areas through their planting design. One such Greenway is the 50th Anniversary Trail.

### **Community Gardens**

Allow for the continued use of the community gardens as identified in Figure 2.5.1.1, with potential expansion to include an Indigenous Planting Garden (an idea generated through engagement at the Kéxwusm-áyakn Student Centre). Should these lands be needed for other uses, provision shall be made for a replacement site in consultation with community garden users.

### **Places for Ceremony**

Provide outdoor places for Indigenous Ceremony. Two potential locations have been identified in Figure 2.5.1.1. This idea was generated through engagement at the Kéxwusm-áyakn Student Centre. Work with the Kéxwusm-áyakn Student Centre to determine appropriate location and programming.



Figure 2.5.1.7 | Storm Water Management | Seattle Department of Transportation



Figure 2.5.1.8 | Public Art | Capilano University 50th Anniversary Murals

### 2.5.1.3 HYDROLOGY AND RAINWATER

The CMP acknowledges the importance of hydrology and rainwater considerations given the climate conditions of the North Vancouver campus.

#### Wetlands

Preserve and enhance the wetland north of the Bosa Building.

#### Integrated Stormwater Management

Support the development of an Integrated Stormwater Management Plan.

#### Irrigation

Continue to monitor and implement approaches to irrigation to reduce water consumption.

### 2.5.1.4 PUBLIC ART

Public art can contribute to an overall sense of identity on campus as well as assist with orientation and wayfinding.

- Public art should be located in a place so as to help define the public realm, support wayfinding, protect views or enhance a sense of entry to campus.
- Public art should be selected with the goal of enhancing and building upon the unique character of the campus and to support

commemoration or interpretation opportunities. A selection process in collaboration with the Kéxwusm-áyakn Student Centre is encouraged.

### 2.5.1.5 PROGRAMMING OPPORTUNITIES

The CMP supports programming in open spaces to create an active and inclusive campus that supports wellness, sustainability and pedagogy and helps to further the University's commitment to the Okanagan Charter for well-being. Policies are as follows:

#### Events

Accommodate special and ceremonial events in open spaces of a variety of scales including concerts, performances, outdoor movies, etc.

#### Passive Recreation

Provide spaces that are comfortable year-round in the public realm for passive uses such as reading, socializing and studying.

#### Active Recreation

Strengthen the accessibility of existing active recreational spaces and provide additional recreational spaces in the North end of campus as development occurs.

#### Living Laboratory

Support the entire campus as a place of pedagogy





Figure 2.5.1.9 | Maple Plaza Concept Sketch

through an incorporation of educational opportunities throughout the open spaces on campus. These might include knowledge walks, outdoor classrooms and/or community gardens.

### 2.5.1.6 SENSE OF ARRIVAL

The CMP seeks to improve the sense of arrival to campus. When one arrives at Capilano University, they will feel welcome, safe and have a clear sense of Capilano University's identity.

The purpose and character of these gateways vary. Policies are as follows:

#### **A Clear Sense of Arrival**

Entry points onto campus will be designed to serve as gateways, which will welcome people onto campus. Visual indicators of this sense of arrival may include public art, signage, lighting and landscape features which will clearly articulate Capilano University's unique identity to those arriving on campus.

#### **Northern Transit Exchange**

Improve the sense of arrival at the Transit Exchange by emphasizing connection to existing pedestrian networks. Explore design options

to improve the connection between the Transit Exchange, Bosa Centre and the potential site of the new Student Union Building at the Maple Building site, thus creating an entry plaza into campus.

#### **Purcell Way**

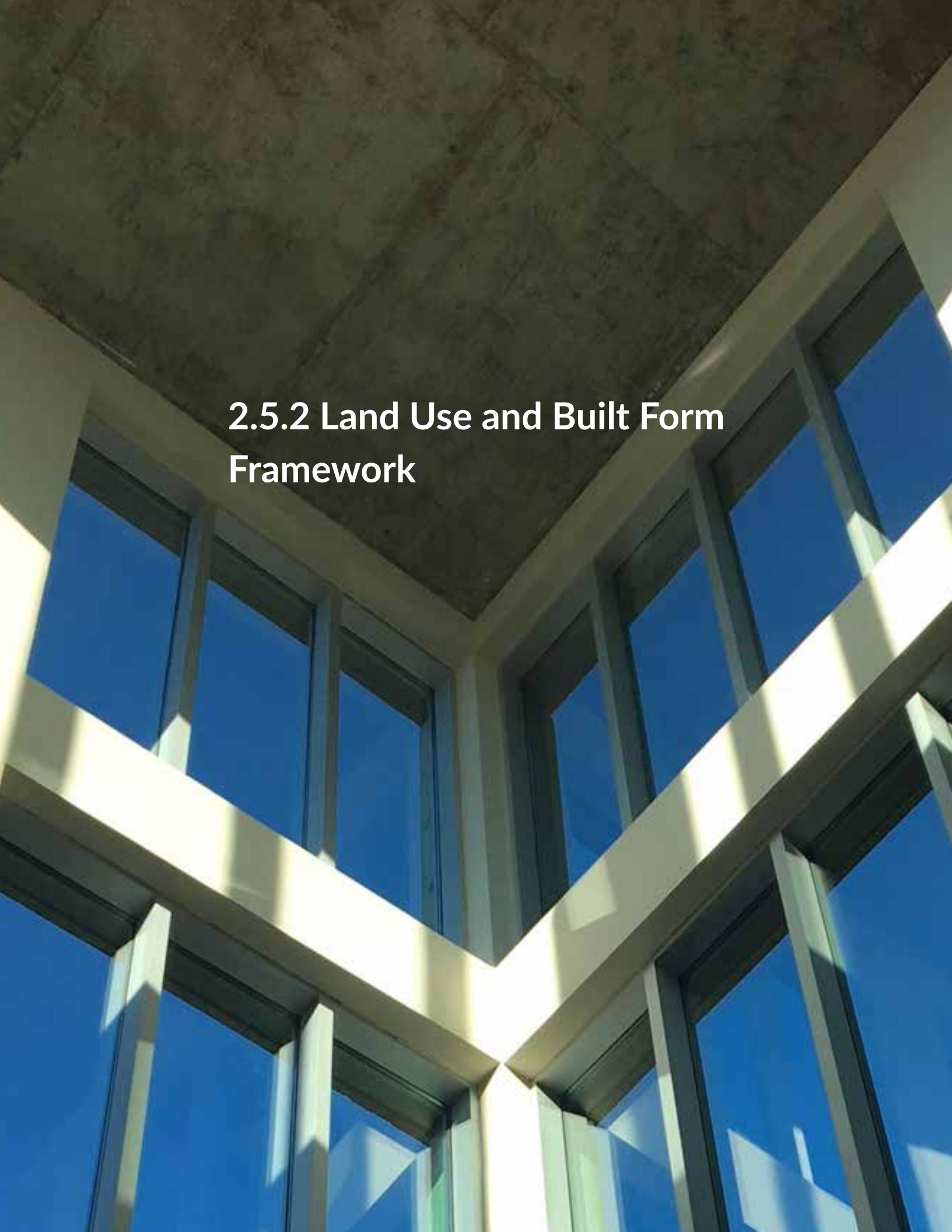
In the near term, the Purcell entrance will remain as the main gateway into campus for vehicular traffic and those who arrive to campus on the 239 bus. With the elimination of the 239 bus in 2019, transit will no longer arrive at this gateway and its purpose will shift to a ceremonial place of entry. Consider small plaza design options that highlight the East to West Pedestrian Promenade and the natural character of the campus.

#### **Southern Access Road**

This plan endorses the Southern Access Road project, which is seen as a new gateway to campus that will be formed at the intersection of the Southern Access Road and Lillooet Road. This will be the primary multi-modal entry point into campus and as such should accommodate motorists while also considering the safety of pedestrians and cyclists.







## 2.5.2 Land Use and Built Form Framework



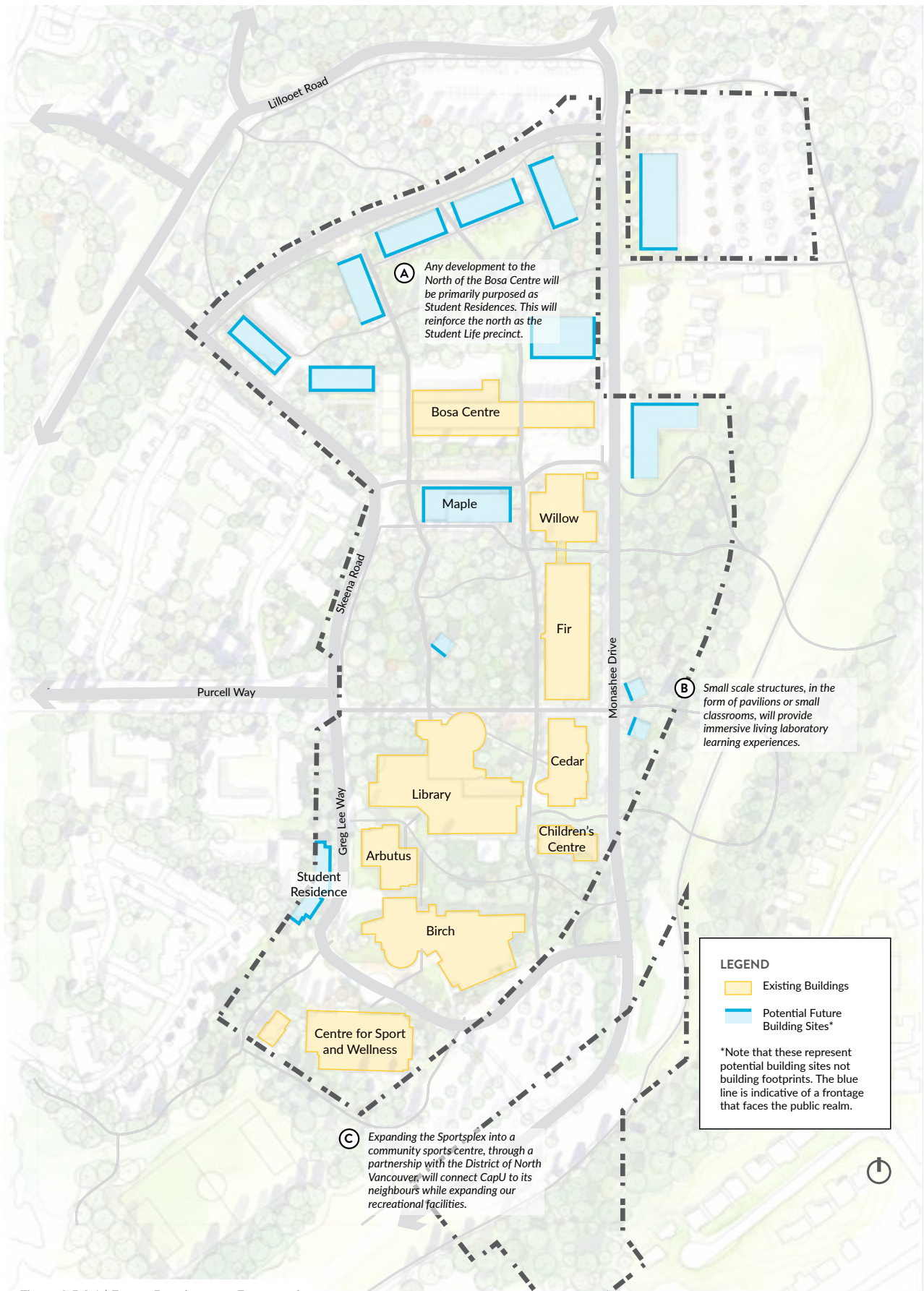
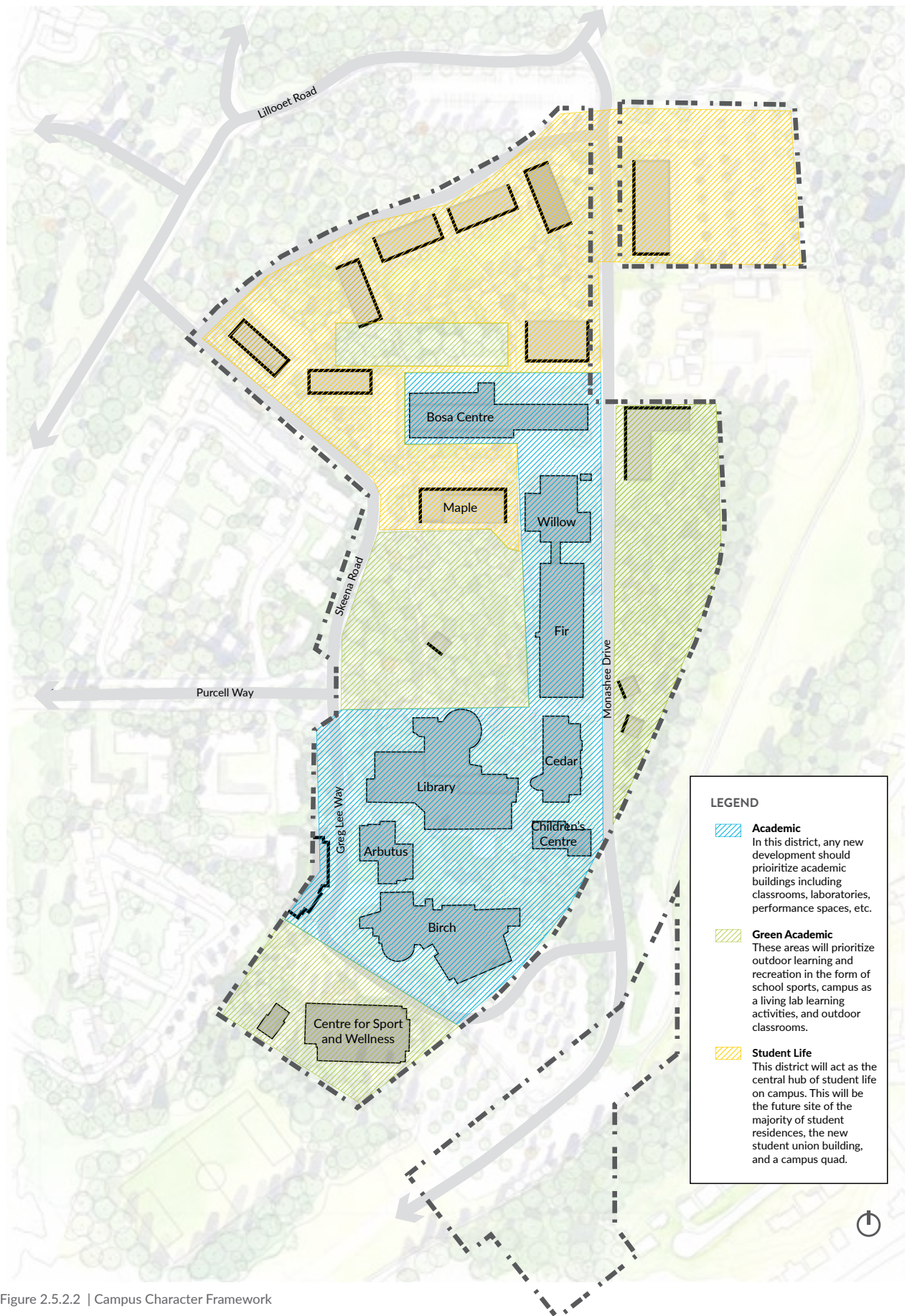


Figure 2.5.2.1 | Future Development Framework





**LEGEND**

- Academic**  
In this district, any new development should prioritize academic buildings including classrooms, laboratories, performance spaces, etc.
- Green Academic**  
These areas will prioritize outdoor learning and recreation in the form of school sports, campus as a living lab learning activities, and outdoor classrooms.
- Student Life**  
This district will act as the central hub of student life on campus. This will be the future site of the majority of student residences, the new student union building, and a campus quad.

Figure 2.5.2.2 | Campus Character Framework



## 2.5.2.1 POTENTIAL FUTURE DEVELOPMENT SITES

The CMP identifies potential future development sites on campus that reflect the big moves. These sites were identified to support animation at the north end of campus, to improve and enforce the relationship with the Perimeter Road and to contribute to an overall sense of vibrancy on campus. Policies are as follows:

### Potential Future Development Sites

Locate future buildings on the sites identified in Figure 2.5.2.1, with consideration for the Character Districts outlined in Figure 2.5.2.2. While Figure 2.5.2.1 identifies potential future development sites, the specific building orientation and footprint will be determined through site planning. However, a general sense of frontages and relationships to nature has been emphasized in Figure 2.5.2.1.

Priority will be for sites that:

- Do not encroach on existing natural spaces.
- Serve to further animate the north end of campus, especially those sites that are on existing surface parking.
- Reinforce and animate the Perimeter Road.
- Enforce the concept of a compact campus, where building development encourages synergies.

### Future Building Expansion

Where needed or possible, expand existing

buildings to reinforce open spaces and connections. Expansion of the University Centre for Sport and Wellness could serve to connect Capilano University to its neighbours while also expanding recreational facilities.

### Phasing

When possible, give priority to development that occurs on the north end of Campus or takes place upon existing building footprints.

### Mixed Uses

Encourage mixed-use buildings to encourage a village-like environment that serves the campus community through the provision of academic spaces, enhanced food and beverage vendors, residences and other commercial activities.

### Academic Programming

Encourage future development to foster collaboration and knowledge exchange through the programming of buildings.

### Active Uses

Encourage active uses such as food services and other commercial activity to be on the ground floor fronting open spaces and pedestrian walkways with as much transparency as possible.

### Outdoor Classrooms

Opportunities for outdoor classroom spaces shall be encouraged, especially in the Carmanah and the woods to the east of Monashee.



Figure 2.5.2.3 | Built Form Character



Figure 2.5.2.4 | Sheltered Outdoor Learning Spaces

## 2.5.2.2 BUILT FORM GUIDELINES

### Character

- Development shall be responsive to the natural form and character of campus including topography.
- Materials should be locally sourced when possible, durable and sustainable, with a visually coherent palette.
- Development shall encourage expression of First Nations culture in building and site design.
- New development should visually and spatially connect the indoors to the outdoors, encouraging interaction with nature and the environment.

### Orientation and Scale

Orient buildings to reinforce open spaces and pedestrian pathways by:

- Providing entrances that connect directly to sidewalks and pathways.
- Providing frontages that face open spaces.
- Reducing setbacks along the Perimeter Road.
- Avoiding large blank walls, especially at ground level, and uninterrupted building massing.

### Visual Permeability

- Transparent facades shall be provided at grade to encourage passive surveillance, natural light, and visual interest within development occurring along pedestrian pathways, fronting on streets or open spaces.

- Buildings shall include broad windows to create a connection to surrounding natural areas.

### Weather Protection

- Weather protection for wet winter months shall be provided in the form of canopies, roof overhangs, short distances between new development when possible and siting buildings to connect to the existing pedestrian network.

## 2.5.2.3 ENERGY AND GHG REDUCTION

Capilano University has shown initiative and leadership in sustainability, and this plan seeks to enable the continuation of this good work in future development. This plan is in support of the University's commitment to environmental stewardship through both the University and College Presidents' Climate Change Statement of Action for Canada and BC Hydro Power Smart Partner Energy Conservation Pledge and is further guided by the University's Sustainability Policy and Strategic Energy Management Plan (SEMP).

To achieve the University's GHG reduction target of 67% below a 2007 baseline by 2020, the campus will work collaboratively to identify and develop strategies for emissions reductions. Currently, space heating in buildings accounts for approximately 89% of the University's emissions. This relationship with the built

environment will need to be addressed through infrastructure improvements, such as retrofits of existing buildings and energy systems, as well as operationally through organizational behavior change.

Although traditional energy conservation measures will improve the environmental performance of the University, there is a need to transition from traditional concepts of sustainable development to a regenerative relationship with the University's resources.

## **Buildings**

Given the relative impact of the built environment on GHG emissions, the University will need to implement stringent requirements for high-performance buildings. Although each new building will need to respond to its specific context and position within the broader campus plan, the following are a list of considerations that should be discussed early in the design process:

### ***Passive-First Approach***

- Require high-performance, air tight building envelopes
- Specify high-performance glazing with an appropriate window-to-wall ratio
- Utilize natural ventilation with heat recovery
- Provide solar shading specific to each facade's orientation
- Maximize daylight penetration and views for occupants

### ***Building Orientation***

- Orient buildings to optimize solar gain
- Design glazing that responds to each façade's orientation
- Balance solar radiation with internal heat loads and space programming

### ***Shape and Massing***

- Prioritize compact building forms with decreased envelope to volume ratio

### ***Alternative Energy Sources***

As identified in the University's Strategic Energy Management Plan, fuel switching to less GHG intensive sources of energy, such as electrification of heating, can be financially sustainable and environmentally beneficial. The SEMP also provides direction for which forms of renewable energy generation require investigation and which have been eliminated as uneconomical. As prices of renewable energy technologies continue to decrease, such as solar photovoltaics, the University should continue to explore the economic feasibility of installing these energy sources on campus. Further, the University should also explore the feasibility of creating a district energy system with consideration for minimal connection costs – this approach could be complemented by energy sharing between buildings and spaces.



### ***Integrated Design***

Truly energy efficient design requires an integrative process, with project team members of various disciplines seeking mutual advantages across building systems and components. An integrated team is better positioned to identify innovative strategies for high level building performance across design, construction, and operations. Potential actors that should be present early on in the design process include: architects, mechanical engineers, structural engineers, energy modelers, campus planners, landscape architects, interior designers, operations and maintenance staff, as well as regular occupants such as staff and students.

### ***Integration with Nature***

- Embed principles of biophilia within each building
- Ensure that any trees removed due to future development will be replaced by plantings elsewhere

### ***Green Building Certification***

Although it's possible to mandate a campus-wide minimum building certification, such as LEED® Gold, the University could establish a broader requirement to pursue other forms of green building certifications as well.

These include:

- Passive House
- Living Building Challenge/Petal Certification
- Net Zero Energy
- Well Building Standard
- Salmon-Safe Certification

### ***Life Cycle of Materials***

- Consider requiring life-cycle assessments (LCA) as part of the building design and construction process. The embodied emissions of materials could also be offset as part of the campus' carbon neutrality
- LCAs could be completed through course curriculum or other University engagement programs such as CapU Works





A photograph of a university campus walkway. In the foreground, a paved path leads into the distance. Several people are walking along the path. To the left, there are lush green trees and a brick-paved area. To the right, a modern building with large windows is visible. The scene is brightly lit, suggesting a sunny day, with shadows cast on the ground. A large, bright lens flare is visible in the lower right quadrant of the image.

## 2.5.3 Mobility Frameworks

### Goals

The ambition of the mobility frameworks is to provide an accessible and delightful transportation experience on campus. The pedestrian framework prioritizes pedestrians throughout campus and seeks to increase active transportation while also ensuring that those arriving by transit have a convenient and safe experience. The vehicular framework also looks to make vehicular circulation more efficient by connecting the Perimeter Road and re-opening Skeena Road north of Purcell Way to create a Perimeter Road.



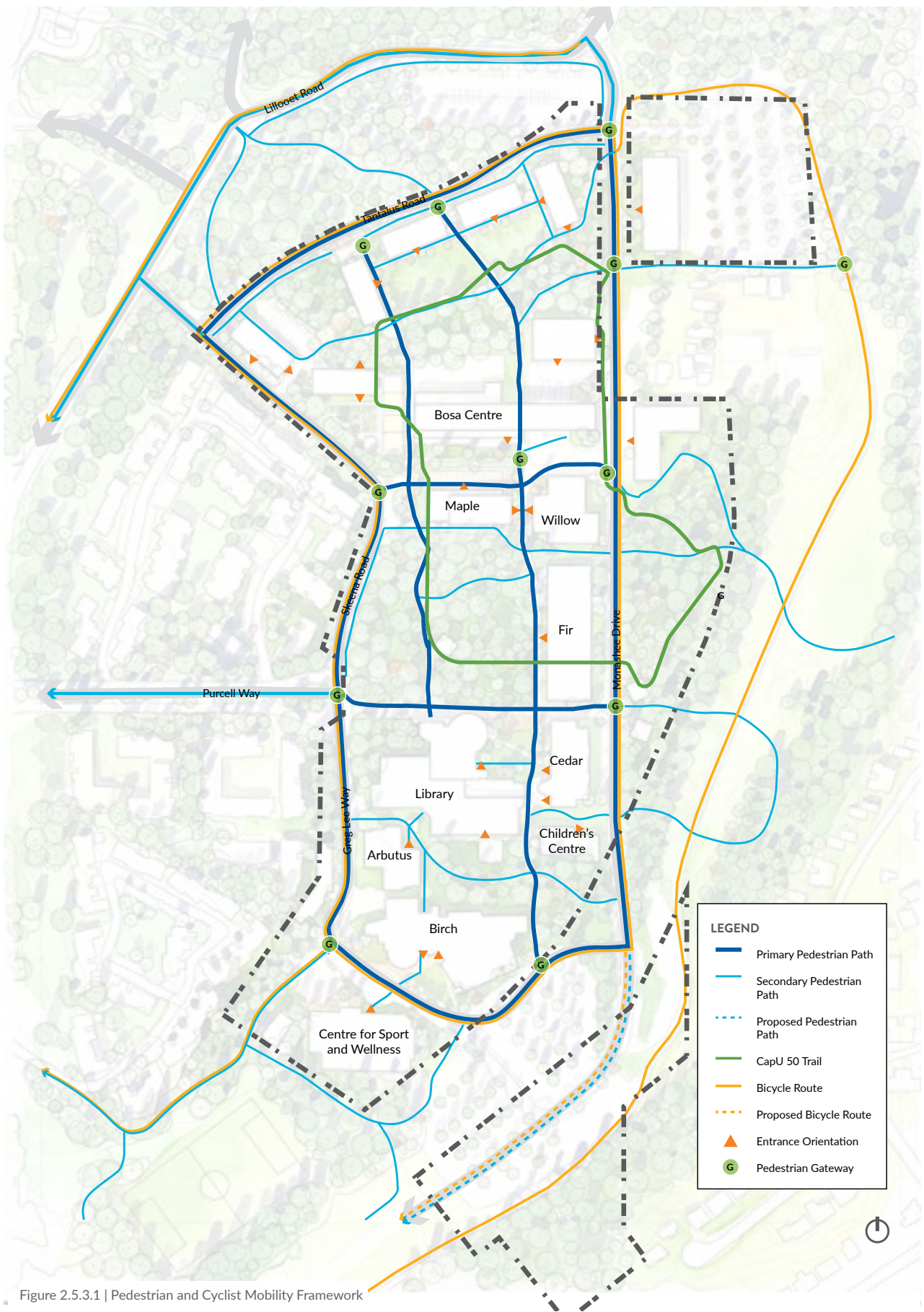


Figure 2.5.3.1 | Pedestrian and Cyclist Mobility Framework

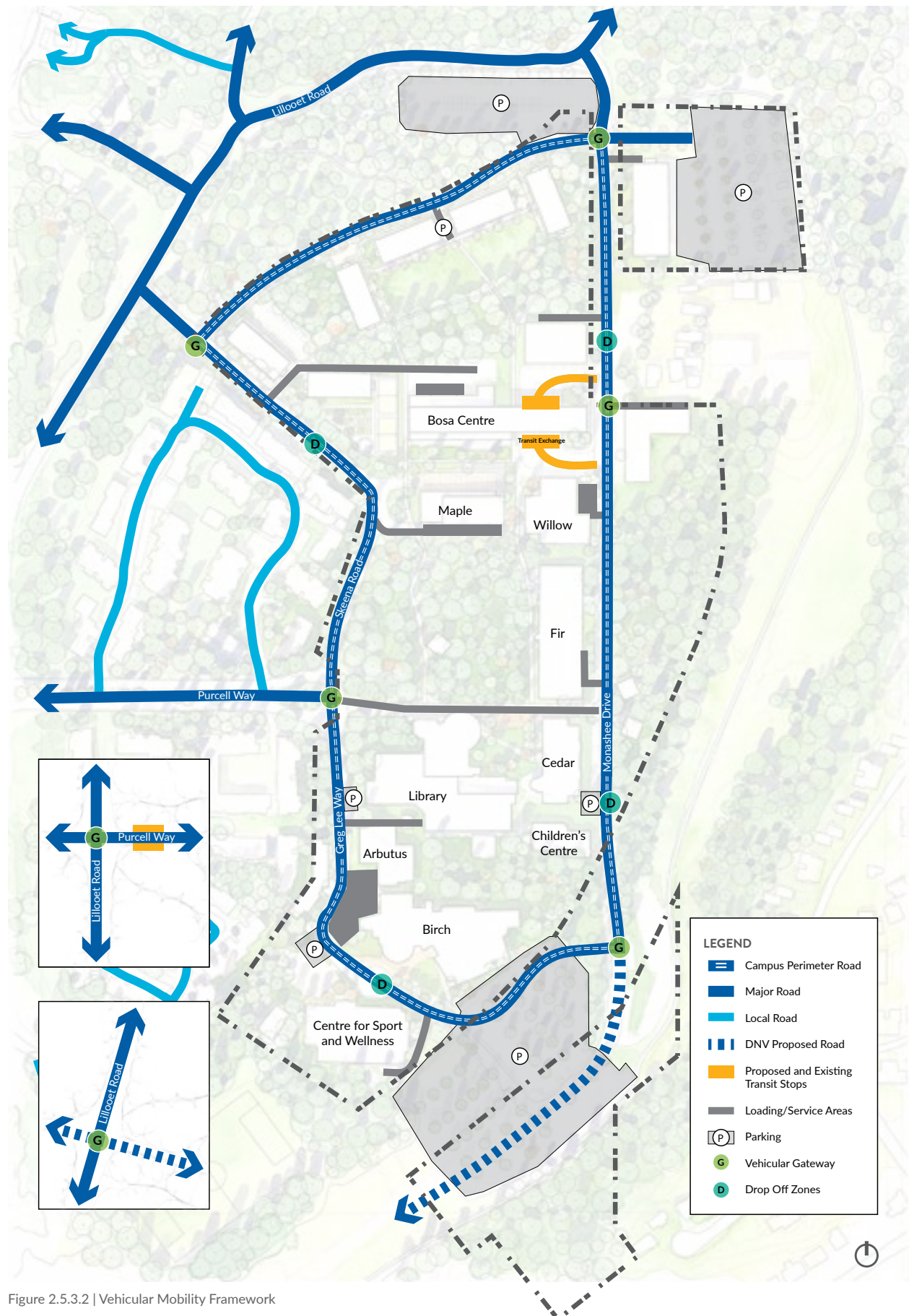


Figure 2.5.3.2 | Vehicular Mobility Framework



### 2.5.3.1 PEDESTRIAN NETWORK

The CMP encourages walking and wheelchair use through an accessible and efficient pedestrian network. Provision for a diverse system of connection is established within the Perimeter Road ensuring safety and accessibility. The pedestrian experience around the Perimeter Road is also improved by providing continuous side walk and landscaping. Policies are as follows:

#### Diverse Circulation Routes

Enhance and expand the existing pedestrian network with a clear system of both meandering and direct pedestrian connections including forest trails, sidewalks, paths, the West Walk, and a central east-west promenade, as per Figure 2.5.3.1.

#### Trails and Paths

Maintain the existing network of trails and paths throughout campus. These trails encourage the continued enjoyment of Capilano's unique natural setting and varied topography. Explore didactic opportunities throughout these trails to encourage stewardship. The 50th Anniversary Trail is an example of one such important trail.

#### Direct Connection

Enhance direct pedestrian connections between major destinations on campus. Explore weather protection where possible and ensure that these



Figure 2.5.3.3 | Sheltered Benches

pathways are well maintained to promote safety. Enhance the north-south spine along Willow, Fir and Cedar to serve as the direct main north south connection, while retaining the West Walk as a forested pathway. This will improve the connection to the Transit Exchange.

#### Safety and Security

Ensure a sense of safety throughout campus through the following measures:

- Ensure effective pedestrian-oriented lighting throughout the central wooded area, major pathways, building entrances, parking areas, courtyards. Prioritize areas that have been identified through the CMP engagement as feeling unsafe, such as Skeena Road.





Figure 2.5.3.4 | End of Trip Cycling Facilities



Figure 2.5.3.5 | Wayfinding Signage | City of Adelaide

- Design future development to have transparent building facades, with orientation to allow for natural surveillance.
- Apply the principles of Crime Prevention Through Environmental Design (CPTED) in all future development on campus.

### Universal Accessibility

Enhance connections to better allow those who are differently-abled to move around campus freely and safely.

### New Development

New development on campus, such as development on the north end of campus, shall provide direct connections to the existing pedestrian network.

### Improved Connections

Look to improve connections to existing pedestrian trails and pathways in the surrounding community.

### Access

Provide a continuous pedestrian sidewalk and establish highly visible pedestrian crossings at key connection points around the Perimeter Road. Ensure that sidewalks connect effectively to the internal trail system.

## 2.5.3.2 WAYFINDING

The CMP creates a campus that is easy to navigate, by combining the intuitive guidance of building and landscape design with additional orienting devices.

For example, devices such as maps, directional signage, naming, and iconography. Priority should be given to intuitive wayfinding strategies such as clear sight lines and a sense of place with signage being used only when necessary. Policies are as follows:

### Develop a Strategy

Develop a comprehensive signage and wayfinding strategy that sets forth a clear hierarchy of signage.

### Sense of Arrival

Strengthen the sense of arrival at the two major gateways: Purcell Way and the Transit Exchange, with future provision for a gateway at the entrance of the Southern Access Road.

### Unifying Elements

The use of colour, landscape features and/ or public art should be use strategically throughout campus as an element of wayfinding.

### Connections

Reinforce connections between open and landscaped areas on campus.

## 2.5.3.3 CYCLING

This plan looks to increase the number of people who arrive to campus by supporting cycling through the provision of improved facilities that make this option a comfortable, safe and convenient way to arrive on campus. Policies are as follows:



Figure 2.5.3.6 | Protected Bus Shelter



Figure 2.5.3.7 | Digital Transit Signage

## Connections

Enhance connections between the Perimeter Road and the internal road system on campus to the existing cycling network of the District.

## Parking and End-of-Trip Facilities

Provide end-of-trip facilities at convenient locations on campus including covered and secure locking stations located near campus gateways, building entrances when possible and where existing shower facilities are located. Ensure new development includes end of trip amenities such as showers and storage lockers.

## Safety

Bicycle parking should be well lit at night, and be located in a secure environment at all times.

## 2.5.3.4 TRANSIT

The TransLink plan for the east-west B-Line on Main Street includes the discontinuation of the 239 bus route that currently stops at Purcell Way. As a result, a new shuttle service will replace this route between Phibbs Exchange and the campus. The CMP calls for the consolidation of transit arrivals on campus to occur at the Northern Transit Exchange. The CMP seeks to improve the sense of arrival for those arriving by transit, and to elevate the comfort, safety and convenience of transit on campus.

Policies are as follows:

### Transit Stops and Circulation

The primary transit stop on campus will be at the Northern Transit Exchange. Capilano University will work with TransLink and Coast Mountain Bus Company to work towards a mutually beneficial solution to the elimination of the 239. This plan recommends that the current termination point at Purcell Way be removed with the discontinuation of the 239 bus route. This will ensure accessibility for those who may have challenges with the grade at the north end of Campus. Optional routing for the future shuttle may include using the Perimeter Road. In the near term, before the construction of the Southern Access Route, buses will continue to access campus by approaching the Northern Transit Exchange via Lillooet Road, using the stop at the intersection of Purcell Road.

### Northern Transit Exchange

The Northern Transit Exchange will be enhanced as a major gateway to campus, with special consideration for pedestrian linkages and the interface with the open space between the Bosa Building and the proposed new plaza development at the Maple Building site.

### Digital Information

Digital Information on routes and route timing shall be displayed in key areas around campus, such as the Birch Cafeteria.

### **Southern Access Road**

This plan endorses the Southern Access Route, which will become the primary mode of access to campus for transit once built. Buses will travel up Monashee Drive, with a stop midway to ensure accessibility.

## **2.5.3.5 VEHICULAR CIRCULATION, PARKING AND SERVICING**

### **Access to Campus**

The future main vehicular access will be the South Access Road. Vehicular access will still be maintained through at Purcell and Entrance 2. This is shown as per Figure 2.5.3.2.

### **Circulation**

The Perimeter Road shall be the primary continuous means of vehicular transportation around campus, with provision for the comfort and safety of pedestrians and cyclists.

### **Drop Off**

Provide safe and marked drop-off areas that reduce conflict between different modes, especially at the Children's Centre. Ensure access to all buildings for those who are differently-abled.

### **Car Share, Carpooling and Ride Share**

Continue to support car share, carpooling and ride share through the provision of free parking for those who participate and commit to reducing single occupancy vehicle use.

### **Servicing**

Service areas and loading bays shall be dispersed throughout campus, so as to minimize impact.

### **Parking Supply**

The supply of parking on campus needs to be reviewed in the context of a Transportation Demand Management (TDM) Strategy. This will allow the reduction of supply with the increase in use of alternative commuting modes such as cycling and transit. Some parking will need to be removed off the Perimeter Road to allow for transit.

### **Parking Design**

Reduce the negative visual impacts of surface parking and inefficient use of space where possible by:

- Developing parking structures in conjunction with new development on the north end of campus either within or under new buildings.
- Not providing a net increase of parking.
- Planting shall be provided to reduce the visual impact of surface parking lots, with consideration for clear sight lines to ensure safety.
- Priority placement of handicapped parking.
- Parking lots shall be designed with consideration for CPTED principles.
- Introduce rainwater management strategies for all Campus parking lots.

## **2.5.3.6 TRANSPORTATION DEMAND MEASURES**



The CMP supports the reduction of single occupancy vehicle use through the development and implementation of Transportation Demand Management (TDM) Techniques.

### **Transportation Demand Management Program**

Continue to implement transportation demand management strategies such as Capilano U Carpool Program, Jack Bell Ride-Share Program, Bike to Work Week, Capilano Fleet Program.

### **Other TDM Measures**

- Set 5-year mode targets, which can be measured against the transportation surveys that are conducted.
- Review if a bike share program is feasible.
- Increase parking fees, with additional revenues set aside for TDM measures.
- Work with TransLink and Coast Mountain Bus Company to provide efficient, frequent and reliable transit service for the Campus that supports the Northern Transit Exchange and well positioned stops within Campus.
- Provide residences on Campus to reduce commuting by students.
- Improve pedestrian and cycling connections to the community and the District pedestrian and cycle facilities.

## **2.5.3.7 THE PERIMETER ROAD**

The CMP sets forth a new vision for the Perimeter

Road, and imagines it as lively people place that encourages walking and cycling around Campus in addition to continuous vehicular circulation. Future development serves to enhance the Perimeter Road by creating a relationship between building frontages and road.

### **Re-opening Skeena Road**

Provide a continuous circulation loop around campus by re-opening Skeena Road to connect to Purcell Way.

### **Buildings**

Future development should be located near the Perimeter Road, as outlined in Figure 2.5.2.1, with minimal setbacks and entrances and plazas oriented to the street so as to enhance the circulation road as a people place. Refer to the Built Form Guidelines on Page 52.

### **Naming**

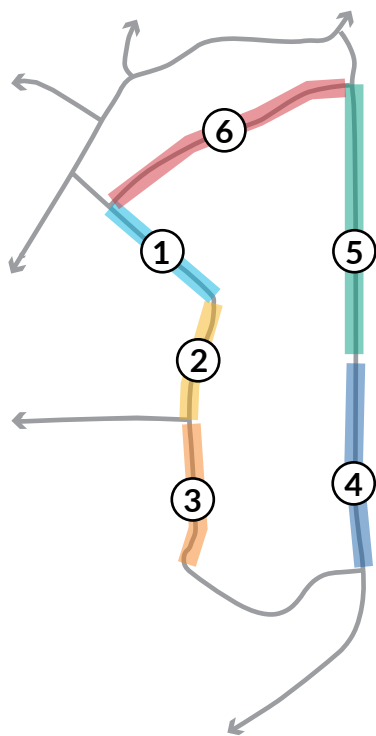
Rename the Perimeter Road to underscore its continuity, exploring opportunities for inclusion of a name that honours North Shore Indigenous Culture and Communities. This idea was generated through engagement at the Kexwusm-ayakn Student Centre.

### **Southern Access Road**

This plan endorses the Southern Access Road. When built, it will connect to the circulation road and will become the primary vehicular gateway to campus for both cars and transit.

### Typical Perimeter Road Sections

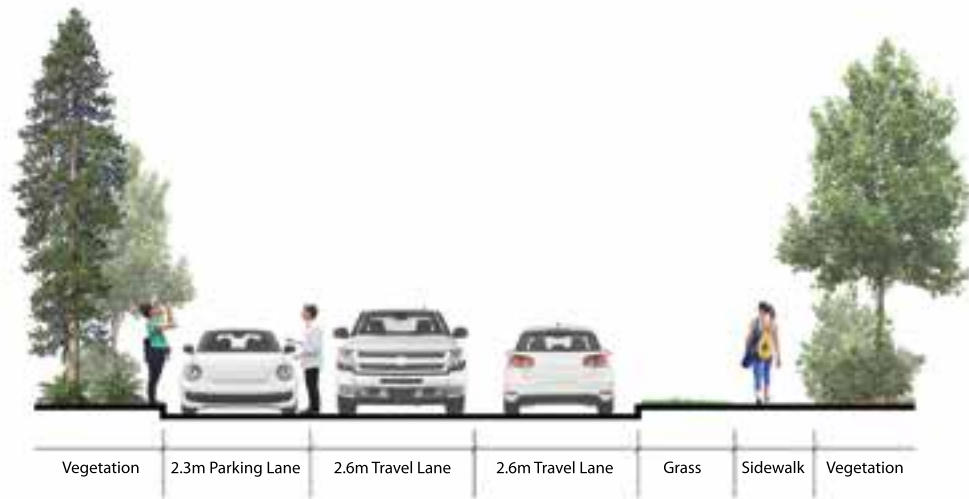
The following sections depict representations of the existing and typical proposed conditions for six areas throughout the Perimeter Road.



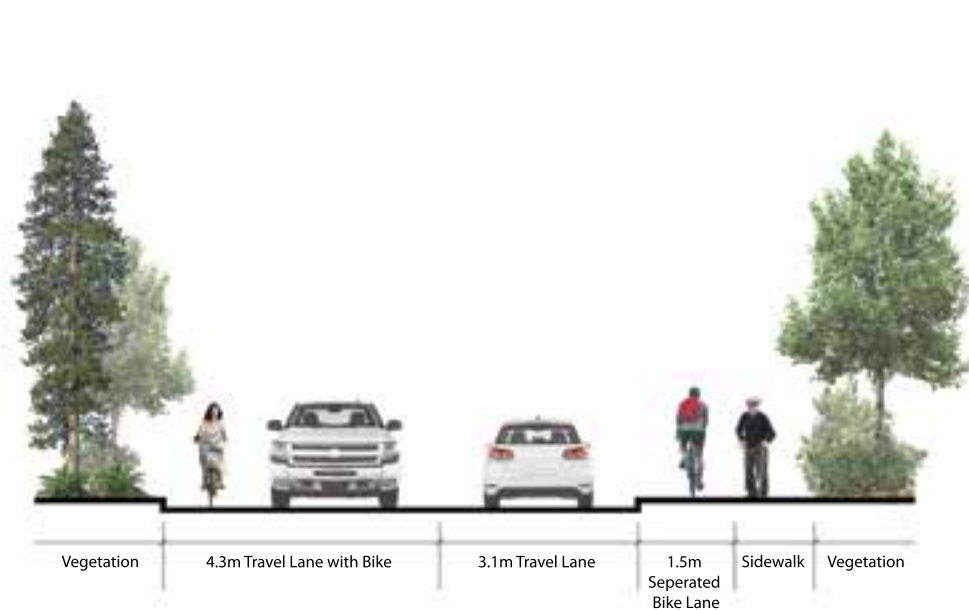
### Section locations

## ① South Skeena Road

In the proposed condition, parking will be removed from Skeena Road to provide a wide enough lane to accommodate cyclists. A 1.8m sidewalk will be introduced on the western side of the Skeena.



### Existing Conditions



### Proposed Conditions

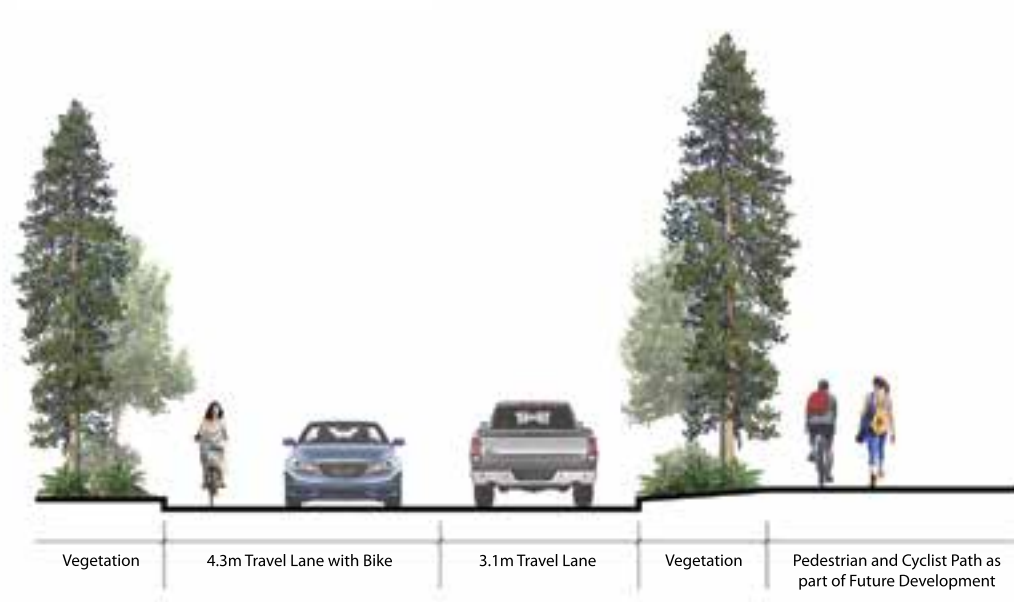
Figure 2.5.3.8 | South Skeena Road Sections

## ② North Skeena Road

In the proposed condition, parking will be removed from Skeena Road. Separated shared pedestrian and cycling will be explored as part of future development.



Existing Conditions



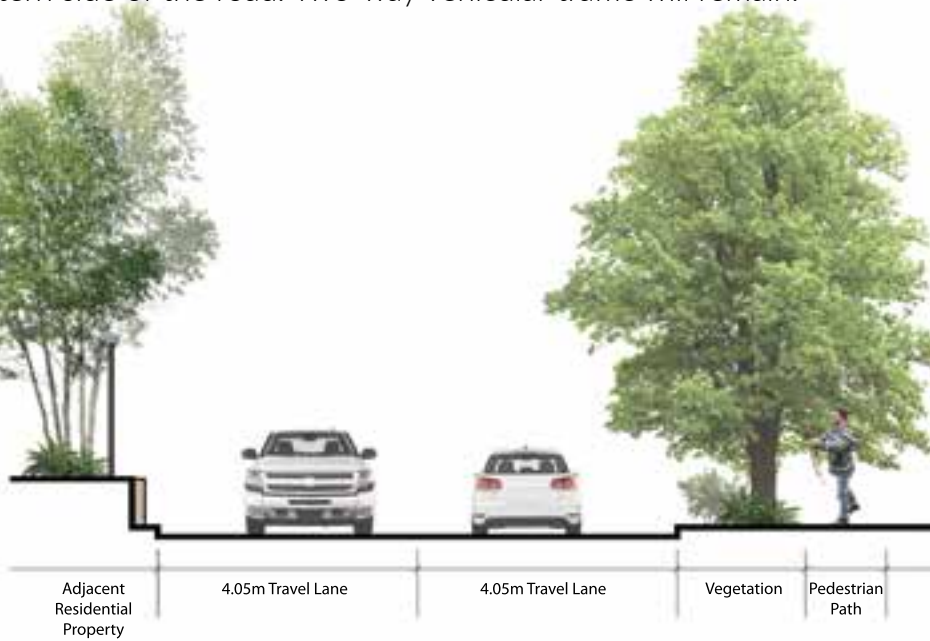
Proposed Conditions

Figure 2.5.3.9 | North Skeena Road Sections



### ③ Greg Lee Way

In the proposed condition, a sidewalk will be provided on the western side of the road. Two-way vehicular traffic will remain.



Existing Conditions

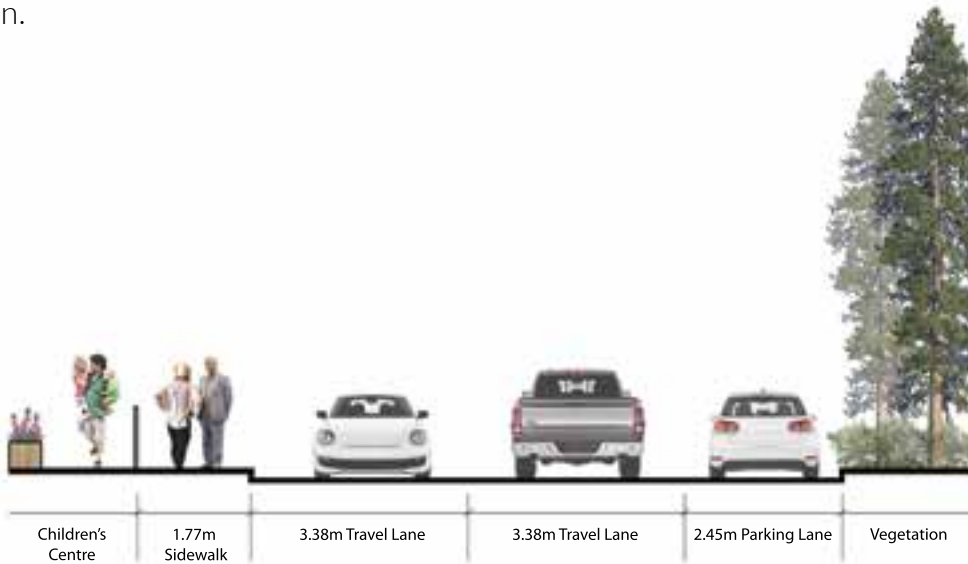


Proposed Conditions

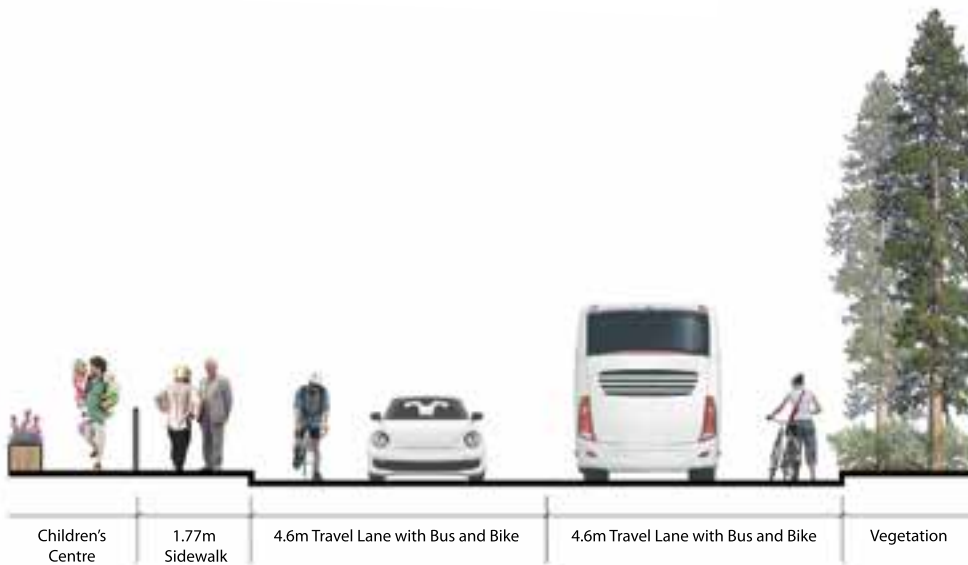
Figure 2.5.3.10 | Greg Lee Way Sections

#### ④ Monashee Drive at Children's Centre

In the proposed condition, a 2.45m parking lane will be removed to accommodate a bus stop. The proposed bus stop will provide an accessible entrance to campus for differently-abled individuals and children.



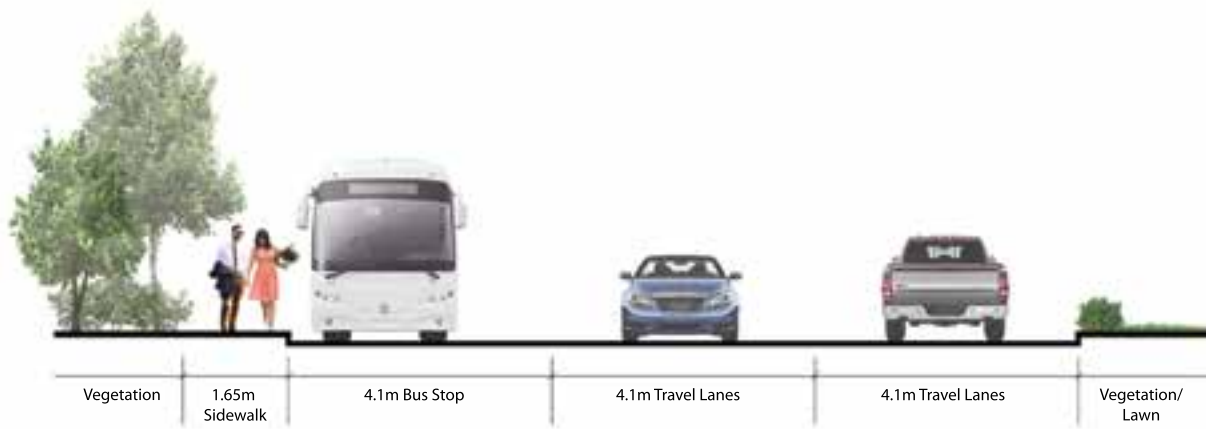
#### Existing Conditions



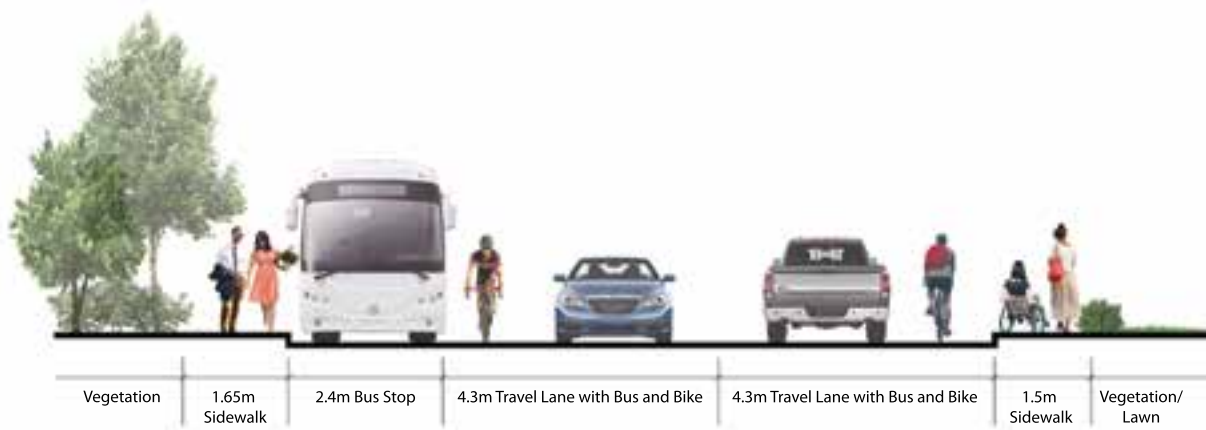
#### Proposed Conditions

Figure 2.5.3.11 | Monashee at Children's Centre Sections

## ⑤ Monashee Drive at Bus Loop



Existing Conditions



Proposed Conditions

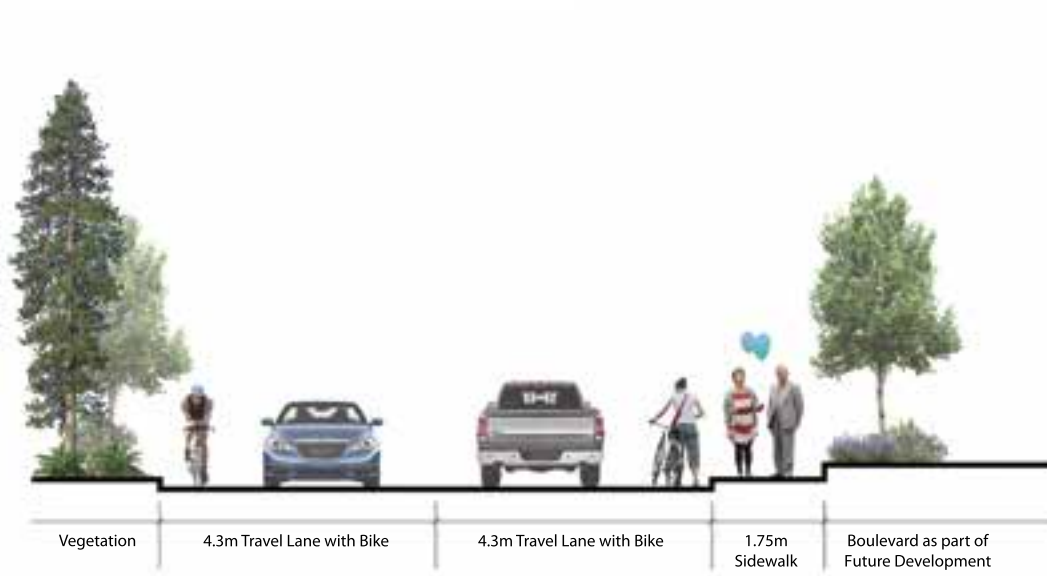
Figure 2.5.3.12 | Monashee at Bus Loop Sections



## ⑥ Tantalus Road



Existing Conditions



Proposed Conditions

Figure 2.5.3.13 | Tantalus Road Sections





A photograph of two young women sitting at a wooden picnic table outdoors, engaged in a drawing activity. The woman on the left has long dark hair and is wearing glasses and a black shirt. The woman on the right has long, wavy brown hair and is wearing a light blue t-shirt and blue jeans. They are both looking down at a large sheet of paper on the table, which has some hand-drawn sketches and the word 'MADISON' written in large, stylized letters. A box of Crayola markers is visible on the table to the left. The background shows a modern building with large windows and some greenery.

# PART 3: IMPLEMENTATION



The CMP articulates the collective vision for the future of Capilano University which was developed, in part, through extensive engagement with both internal and external stakeholders. The ownership of this CMP lies with the broad campus community - and it will take a collective effort to implement it.

Continuous engagement and collaboration will help to ensure that the CMP's Future Campus Statement, Big Moves and Principles are met over time.

### **3.1 PLAN GOVERNANCE**

Capilano University will use this plan as a strategic part of its planning framework. This plan will help Capilano University to strengthen and grow the Campus.

This plan will be implemented by the Director of Facilities Services and Campus Planning and the newly formed Campus Steering Committee, who will work collaboratively with the President's Office to implement the vision outlined in the CMP.

Land Use approvals related to zoning will go through the District of North Vancouver.

### **3.2 ADMINISTERING THE PLAN**

This CMP plays a vital role in the development of Capilano University. Alongside the Strategic and

Academic Plans, it serves as one of the critical decision-making frameworks to guide the physical evolution of the campus. As such, this CMP should be a touchstone document for decision making. Each planning project should reference the CMP to ensure that it is in support of the broader vision for the future of the campus. It should also have wide distribution amongst Board Members, the Executive, staff, faculty, students and other members of the Capilano University community.

### **3.3 MONITORING SUCCESS**

At the outset of the CMP project, a robust baseline analysis was undertaken. This baseline will inform an assessment of the success of the implementation of the plan. A procedure should be established for the monitoring of the implementation of the CMP including annual reporting of the CMP progress with precise metrics and indicators. This plan should be revised in the year 2029, and every ten years subsequently.

Should the CMP need to be amended, it will be done so with proper engagement of the relevant stakeholders.

### 3.4 PHASING AND PRIORITIES

This Campus Plan is a living document which will adapt to changing circumstances and opportunities. While the planning horizon for this plan is to the year 2030, it also makes provisions for longer term goals and ambitions.

The following sets forth an approach to strategic directions including identifying some of the priority actions to be taken in support of the implementation of the vision of the CMP. Actions have been categorized into low- hanging fruit, priority projects, medium term projects, and long term milestones.

Immediately implementable projects are “quick wins” that can establish momentum behind the Campus Master Plan and that announce to the campus community know that action is being taken towards the implementation of the plan. These should be highly visible projects.

Priority projects are projects that have high priority due to their importance in supporting the vision of the CMP. Many of these actions are additional studies and or plans, which are needed to help inform smart and strategic development going forward. Some of these additional studies are included in the next section, 3.5 Supporting and Additional Studies.

Mid-Term Projects are projects that require additional studies or plans to inform their development or that require additional design consideration. These are larger in scale than some of the work that will be taken prior, and will represent some of the most significant visual steps towards the implementation of the plan.

Longterm Milestones are projects that will occur in the longer term and that may require partnership to implement.

It is important to note that the designation of particular projects into different phases of implementation takes into account current circumstances. It will be important to continually monitor these initiatives to determine what level of priority they should receive. As stated at the outset, this CMP is a living document which will adapt to changing circumstances.

- Open Space
- Built Form
- Wayfinding
- Mobility
- Indigeneity
- Infrastructure

50th Anniversary Trail

Public Realm Improvements

Mural Festival

TransLink Engagement

Re-open Skeena

TDM Study

Space Needs Assessment

VFA/FCI Comprehensive Assessment

Built Form Design Guidelines

Development Partnership Cost-Benefit Analysis

Student Housing Needs Assessment

Student Housing Feasibility Study

Student Housing Opportunity Assessment

Student Housing Business Analysis

Universal Accessibility

Ecological Assessment of Development Sites

Places of Ceremony Engagement

Bike Share Feasibility Study

Parking Demand Analysis

Energy Infrastructure Feasibility Study

Underground Infrastructure Plan

Stormwater Management Plan

Redesign of Maple Plaza

Well-being Strategy

Student Housing Design and Construction

Outdoor Classroom Design and Construction

Wayfinding Strategy

Indigenous Garden

Ceremonial Areas

Cycling Plan

Energy Infrastructure Development Guidelines

Landscape Master Plan

Southern Access Road Study

Landscape Master Plan Implementation

Construction of Maple Plaza

**Immediately Implementable**

PHASE 1

**Priority Projects**

PHASE 2

**Mid-Term Projects**

PHASE 3

**Long-Term Milestones**

PHASE 4

Figure 3.5.1 | Implementation Plan



### 3.5 PHASING PLAN

The Phasing Plan provides a high-level framework for implementation. Each action item has been coded according to the either one of the Campus Master Plan's frameworks: Open Space, Built Form, and Mobility, or according to a priority thematic area: Wayfinding, Indigeneity, and Infrastructure.

In many cases the action items of the first phases build towards an action of the latter phases. For instance, the redesign of the Maple Plaza is intrinsic to the development of the Landscape Master Plan, the Places of Ceremony Engagement will directly contribute to the creation of an Indigenous Garden and Ceremonial Areas.

While actions can be taken individually as fiscal partnerships arise, all action items should be viewed as a component of the larger frameworks and priority areas.

### 3.6 IMPLEMENTATION OF MOBILITY IMPROVEMENTS

This plan sets forth a vision for a continuous Perimeter Road. This continuous road will be safe and accessible for all modes of transportation, including at minimum a continuous sidewalk on the inside of the Perimeter Road and two way bike operation within the Perimeter Road.

This CMP endorses the development of the Southern Access Route, while acknowledging that significant future planning and discussion will be required to enable this project to go forward. This project also envisions the upgrade of the Northern Transit Exchange.

In order to implement these strategic moves, it is imagined that the improvements and changes in road function will be triggered by specific events.

Namely:

- The elimination of the 239 bus route will create the opportunity for the re-opening of Skeena Road at Purcell.
- Improvements to Northern roads and sidewalks will be triggered by new development adjacent to the Perimeter Road.
- Development of the Southern Access Route will trigger changes in transit routing.

## 3.7 SUPPORTING AND ADDITIONAL STUDIES

Additional studies and policies are recommended, to bring the CMP to life. They are:

### Built Form

- **Architectural Design Guidelines** – Campus-wide Architectural Design Guidelines will help to ensure that there is a consistency amongst future development that occurs on campus. It will also provide direction on sustainability, building height, scale, orientation, character, and relationship to open spaces.

### Open Space

- **Landscape Master Plan** - A Landscape Master Plan would build upon the direction set forth by the CMP in the Open Space Framework and provide further detail about key public realm improvements that would help to define the Big Moves. As part of the Landscape Master Plan include the following strategies:
  - **Tree Replacement Strategy** - Develop a comprehensive Tree Replacement Strategy.
  - **Redesign and Construction of Maple Plaza** - Redesign and reconstruct the Maple Plaza

as a major public realm improvement.

- **E-W Pedestrian Promenade Study** - The E-W Pedestrian Promenade will be the key east - west pedestrian route. Further exploration of the public realm and built form improvements needed shall be undertaken.
- **Design Guidelines** - Develop design guidelines that reflect the Big Moves, Principles, and Open Space Framework policies.
- **Stewardship Guidelines** – Develop Stewardship Guidelines, including input from First Nations Elders.

### Mobility

- **Detailed Parking Demand Analysis** - A Detailed Parking Demand Study will help to inform further direction around parking on campus, especially as development in the north commences.
- **Transportation Demand Management Strategy** - A comprehensive analysis and strategy for a Transit Demand Management Strategy will help to support an increase in those who arrive to campus via active modes of transportation.

- **Bike Share Feasibility Study** - Explore the possibility of an on-campus bike share program to provide options for getting around campus beyond transit or car.
- **Cycling Plan** - Prepare a Cycling Plan that considers a strategic approach to end of trip facilities on campus and that integrates with municipal transportation networks.
- **Southern Access Road Study** - Work with the District to explore feasibility and alignment of the Southern Access Road, including exploration of cycling and pedestrian infrastructure.
- **Universal Accessibility** - Prepare a comprehensive plan for universal accessibility on campus, including strategic approaches to challenges around topography change and transit access.

#### Other

- **Integrated Stormwater Strategy** - Develop an Integrated Stormwater Management Strategy that includes ecological approaches to stormwater management,
- **Wayfinding and Signage Strategy** - Develop a comprehensive strategy surrounding Wayfinding and Signage on campus.

- **Well-being Strategy** - In support of the CMP Wellness Principle, a comprehensive Wellness Strategy should be undertaken.

### 3.8 STRATEGIC PARTNERSHIPS

It is anticipated that there may be specific components of this Plan that would be implemented in partnership with private entities. These may range from partnerships with private businesses to provide support type services for the University, with local industry, or with developers to develop land and new buildings.

For new buildings, the University should explore different development strategies including partnering with developers. Development strategies should be carefully investigated and considered with advice from qualified professionals. Any development of land will be subject to the Future Campus Statement, Big Moves, Principles, and policies of this Plan.

For any development partnerships, the University should undertake further detailed analysis will need to be undertaken to ensure that this development occurs in support of the CMP. It is not recommended to sell any lands during development processes.







# APPENDICES





# WAYFINDING ENGAGEMENT OUTCOMES

