



VANCOUVER ISLAND
UNIVERSITY

Supplemental Report

Vancouver Island University
Nanaimo Campus Master Plan Update



Prepared for:
Vancouver Island University

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Vancouver Island University's Nanaimo Campus is situated on the traditional lands of the SNUNEYMUXW FIRST NATION.

VIU is a proud partner in education with the Snuneymuxw First Nation

Uy'shqwaluwunts kw'us i ulup xwu 'i utl' Snuneymuxw

Executive Summary

This supplemental report is meant to be used in tandem with the Vancouver Island University Nanaimo Campus Master Plan (2009) (2009 Master Plan). This document is an amendment to the 2009 Master Plan and reflects current thinking and changes that are refinements to the Master Plan.

This supplemental report is not meant to be exhaustive does not revise all points, infrastructure, and systems in detail. The report reflects concepts that are a result of engagement, and projects and funding that have triggered these changes.

The updates have been broken into a 10-Year Plan and a 40-Year Plan in order to bring a sense of practicality to the overall vision and allow for a staged implementation.

The plans essentially follow the 2009 Master Plan with some refinements that permit them to support the feedback from recent engagement and more strongly support the vision for the campus.

The need for an accessible connected campus was the main idea expressed in the engagement. The 10-Year Plan begins to increase the accessibility and connectivity of the campus through the refinement of entrances, greenways, building concepts, and the creation of both an Academic Heart and a Community Heart.

In this update the Academic Heart and its connectivity now consider the construction of the new Health and Sciences Centre building that has triggered many of the modifications to the Plan. The plan for student housing and suggested parking is altered to create an around-the-clock student life on the campus through amenities and flow. The Harewood Neighbourhood Plan is considered to influence the development of the housing area next to the Trades Neighbourhood. The layout of the Trades Neighbourhood is also changed to improve its connection to the rest of the campus.

Accessibility and connectivity of the campus are increased through the refinement of a series of connectors that run North-South through the campus, creating a series of tiers that follow the campus' natural topography and change in levels.

An increase in density, variety in use, and a boulevard that runs through the Student Housing area connects the students more strongly with the campus both academically and socially. Connections with the surrounding community and partnerships developed through services in the PLEAC make the campus more accessible to the public.

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1.0 INTRODUCTION

1.1 BACKGROUND CONTEXT

1.1.1 VIU Nanaimo Campus Master Plan 2009

PURPOSE

The Vancouver Island University Nanaimo Campus Master Plan (2009) (2009 Master Plan) identifies the most productive and responsible use of campus land, establishes a rational and meaningful physical context for all future facilities, and provides a set of strategies to guide all future development. The Plan is a mechanism for addressing synergistic and incremental growth as well as environmental, operational and fiscal sustainability. The Plan is a way to collaboratively maximize future development.

VISION

The site presently houses a collection of generally small, and in many cases, obsolete buildings constructed incrementally over the years as funds became available and on sites that were chosen for ease of adding a building rather than the contribution they might make to a memorable organizing structure.

The 2009 Master Plan addresses the functional unsuitability and operational inefficiencies of many campus buildings, and identifies missing facilities and infrastructure systems essential to the success of a competitive and contemporary university.

2009 MASTER PLAN HIGHLIGHTS

Institution in Transition

The Plan:

1. Presents a vision that raises the profile of the University, emphasizes its leadership role in the community and the region, and serves as a mechanism for ongoing community support and involvement
2. Encourages transformation from a university-college into a comprehensive university
3. Proposes buildings and landscapes to enhance academic, social, and spiritual life and promote human health and well being
4. Proposes infrastructures and landscapes that restore natural features, promote environmental stewardship, reduce greenhouse gases, and bring the campus to its full potential
5. Results from an extensive consultative process that included the campus community, First Nations, the City of Nanaimo, and local, adjacent neighborhoods
6. Provides 38 long-term flexible strategies for managing growth and change

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7. Includes phased implementation: long-term in vision, short-term in the essentials, which will transform university-college facilities into a true university campus
8. Supports Government priorities, including reduction of greenhouse gases, aboriginal participation and programming, health and wellness of BC residents, and fiscal responsibility

Embracing the Community

The Plan:

1. Proposes a compact academic core surrounded by residential communities
2. Continues the integration of academic programs, trades and applied programs, campus services, and campus common space
3. Integrates First Nations academic program space, student service space, community services, and ceremonial facilities
4. Connects environmentally sensitive zones and features to the north and south of the campus
5. Integrates campus development with the City of Nanaimo's Official Community Plan; the campus can be a place of beauty and function of which the citizens of Nanaimo and British Columbia can be justly proud
6. Integrates future campus development with recreational and community amenities immediately to the north of the campus
7. Integrates campus development with that of immediately adjacent communities and anticipates future mutually complementary development of DND lands immediately to the south of the campus

Leadership in Sustainable Development and Operations

The Plan includes a multi-faceted, institution-wide Sustainability Policy. The policy is based on a broad interdisciplinary interpretation of sustainability described under the five sub-headings below:

Institutional Sustainability

Refers to the establishment of a distinguished destination with multi-faceted value to present and succeeding generations

The Plan:

1. Develops the campus to sustain recruitment and retention of students, faculty and staff; to maintain the ongoing support of the surrounding community; and to establish the identification of VIU as a distinguished regional destination
2. Develops institutional credibility with the provincial government, with the wider university community, with the local communities, and with the community of supporting donors
3. Builds legacies of life-long environmental stewardship as future generations of students internalize principles of sustainability
4. Displays active citizenship and promotes leadership initiatives and partnerships with local and regional governments, key economic development agencies, and sustainable development organizations

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Social Sustainability

Refers to the development of balanced and meaningful communities both on the campus and adjacent to the campus

The Plan:

1. Develops an urban focal point within the city of Nanaimo, including sensitive connections to adjacent environmental zones, adjacent recreational facilities, local communities and neighbourhoods, to the downtown core of the city, and the central Vancouver Island region
2. Promotes the development of complementary residential villages surrounding an academic core
3. Promotes the development of residential communities and community services in areas immediately adjacent to the campus
4. Establishes a critical mass of on-campus and local residents sufficient to create a daily, weekly, and year round sustainable, vital and functioning community
5. Introduces elements of symbolic cultural value, including those that acknowledge local history and indigenous culture
6. Acknowledges that physical beauty and natural features are essential to the spiritual health of the VIU community
7. Outlines strategies to preserve significant views from and to the campus and the character of the hill town campus development
8. Develops a homologous mixed-use functional layout that ensure vitality and avoids the compartmentalization of academic and research programs, administrative services, student services, and residential and ancillary activities
9. Establishes greater connectivity with the SD.68 and partnership opportunities.

Fiscal Sustainability

Refers to the development of financial policies and strategies designed to ensure future viable operations

The Plan:

1. Provides opportunities to develop endowments and income streams to fund scholarships, facilities, maintenance of the campus infrastructure.
2. Introduces infrastructure concepts and operational standards for building construction, energy and water consumption, and waste management with full consideration of long-term operating costs

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Operational Sustainability

Refers to the development of policies designed to ensure the future carbon neutrality and optimally efficient operation of the campus

The Plan:

1. Introduces Integrated Planning as a mechanism for developing and maintaining additions to a cohesive and rational campus plan
2. Introduces infrastructures and access systems that reduce the exposure of campus operations to inclement weather and optimize sustainable operations
3. Consolidates the academic campus, including the Trades and Technology precinct, in the smallest, most tightly knit, practically accessible and efficiently-serviced land area
4. Optimizes functional cohesion by ensuring that critical adjacencies and travel times are respected and connective infrastructure systems are optimally efficient
5. Proposes the central scheduling of facilities to optimize daily and year-round utilization of all facilities
6. Introduces a standard spatial profile for academic and research buildings that incorporates ground level features generally useful to the campus and that minimizes long-term operating costs
7. Proposes design guidelines and standards for connecting with neighbours, entries and gateways, open spaces, and campus facilities.
8. Introduces equitable space and environmental standards that promote general human health and psychosocial well-being in all campus facilities
9. Includes traffic and parking plans to reduce the number of private vehicles on campus, the volume of carbon emissions, the distribution of peak parking requirements, increasing the use of public transportation, and diminishing the amount of surface parking spaces provided

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Environmental Sustainability

Refers to the stewardship of primary natural resources

The Plan:

1. Introduces compact, efficient and economically serviced development of the primary land resource
2. Preserves existing functional structures and infrastructures
3. Introduces new LEED Gold facilities, sustainable building systems construction practices and performance standards
4. Establishes building massing, orientation strategies and design guidelines that optimally address opportunities for passive environmental design, natural heating, ventilation, and lighting, and minimal energy consumption
5. Commits to the demolition of poor quality inefficient facilities; and includes environmentally upgraded systems in retained buildings
6. Includes sites and facilities for local food production
7. Includes the restoration of indigenous vegetation, landscapes and watercourses, adding hundreds of trees to form a wildlife corridor
8. Includes the implementation of long-term water reduction strategies
9. Includes development of a geo-exchange energy infrastructure with significant reductions in long-term carbon emissions

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Growth and Development

The Plan:

1. Is based on academic planning and programming for incremental planning horizons, culminating in a 50-year view
2. Includes a prioritized list of capital projects
3. Includes developments focused on improving the quality of teaching and learning spaces, research activities, and student life
4. Is infrastructure intensive: it proposes the development of facilities and infrastructures that have permanent viability and functional flexibility. It proposes major capital investments required to bring about the reality of a fully functional and distinguished university
5. Addresses regional development goals by encouraging a shift from a predominantly commuter campus to a sustainable balance of commuter and on-campus residential communities
6. Includes facilities designed to improve the quality of the formal and informal learning experience, to provide opportunities for emerging research activity, and to showcase activities and demonstration projects
7. Identifies and accommodates growth in academic programs, vocational and associated programs, and remedies current space shortfalls and needs
8. Includes the establishment of a complete student centre
9. Includes a health and wellness centre and community clinic in conjunction with Vancouver Island Health Authority
10. Includes the development of university-level recreational and athletic facilities

PHASE III

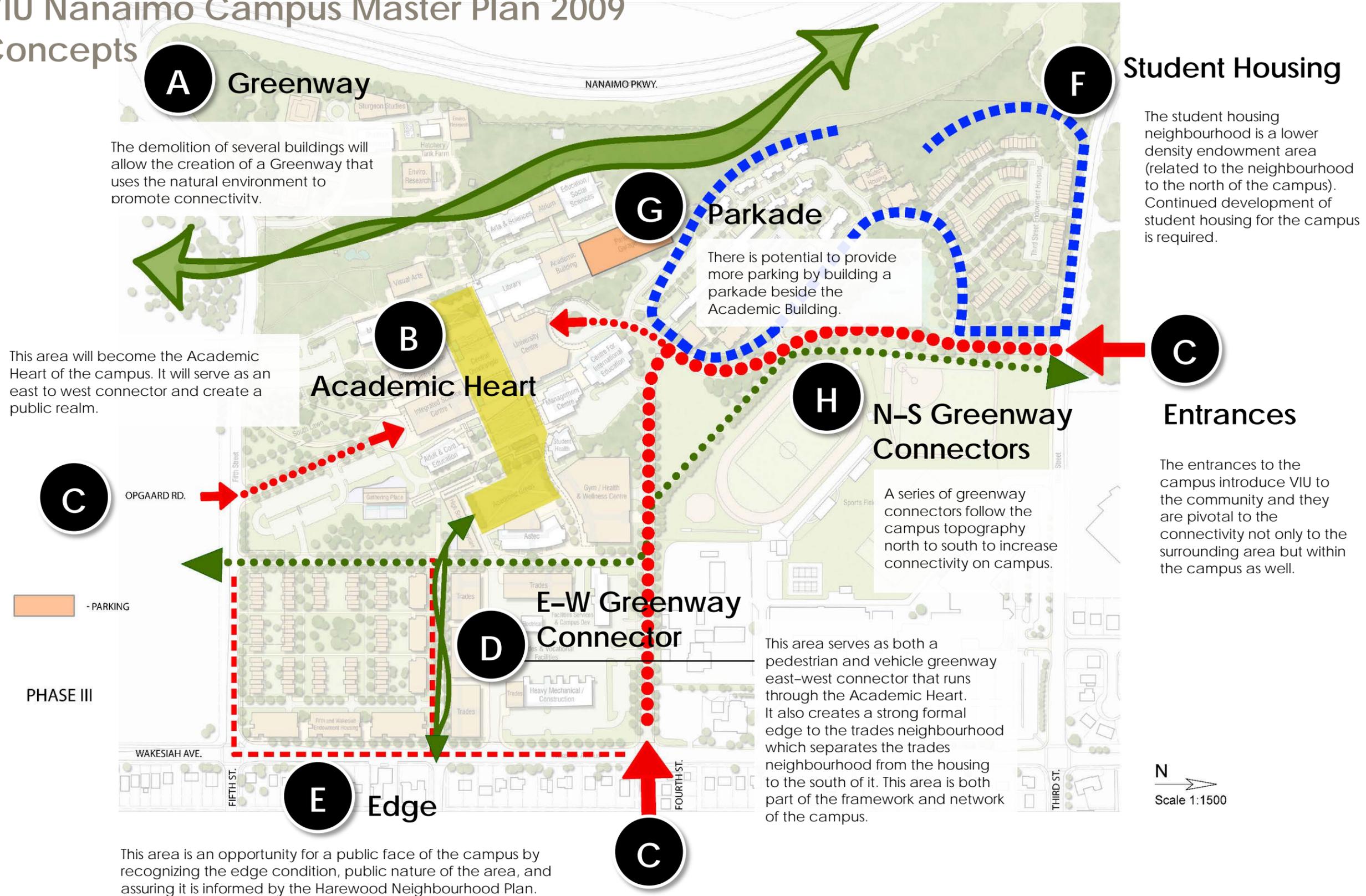


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VIU Nanaimo Campus Master Plan 2009

Concepts



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1.2 UPDATE PROCESS

The process for the VIU Nanaimo Campus Master Plan Update included a targeted review of the 2009 VIU Nanaimo Campus Master Plan with a focus on the following:

- Trades Neighbourhood
- New Health and Science Centre building delivered in two phases
- Demolitions of selected Science buildings
- Options for expanded student housing and services
- Expected replacement of the Physical Literacy Education and Activity Centre (PLEAC)
- A student-driven design charrette to evaluate the strengths and weaknesses of the current Master Plan, feedback on the five areas listed above
- An appropriate level of First Nation/stakeholder/community input in the process that includes a re-examination of the plan's applicable strategies and the incorporation of amendments made since the plan was last approved.

The following table describes the process, approach, and timelines that were followed to achieve this update.

VANCOUVER ISLAND UNIVERSITY CAMPUS MASTER PLAN UPDATE SUPPLEMENTAL REPORT

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Stage	Scope	Timeline
Stage 1: Discover	The purpose of Stage 1 is to evaluate the programming and implementation strategies for the targeted review areas. As part of this collaboration, we will provide an effective engagement process that is tailored to ask the right questions, provide transparency, and enhance opportunities for innovation. Consultation will target key stakeholders, including University staff, the City of Nanaimo, First Nations, the school district, and neighbours, as well as participation in a student-driven design charrette.	Nov 2–Dec 19, 2016
	Prepare Consultation Plan and supporting materials for approved consultation process	Nov 7–8, 2016
	Consultation Period <ul style="list-style-type: none"> Key Stakeholders (incl. School District) Snuneymuxw First Nation* Community 	Nov 10–Dec 20, 2016
	Prepare Update TOC and Framework for supplementary amendment report for approval	Nov 2–8, 2016
	Summary of Consultation Process	Dec 19, 2016
Stage 2: Co Create	The purpose of Stage 2 is to identify the strengths and weaknesses of the targeted areas for review and present the draft Master Plan amendments to VIU. For clarity and usability, we propose a new, supplementary report that anticipates and grounds future iterations of the Master Plan as well as a value-added implementation framework.	Dec 13, 2016–Feb 2, 2017
	Prepare DRAFT Master Plan Updates to reflect new projects and priorities	Dec 13, 2016–Jan 26, 2017
	Develop DRAFT specific, measurable targets, as well as a sustainable implementation framework for the targeted review areas.	Jan 1–Feb 2, 2017
	Issue DRAFT package to VIU for review	Feb 13–20, 2017
Stage 3: Plan and Implementatio	Work under Stage 3 focuses on finalizing and approving the Master Plan update and any value-added reports.	Feb 2–Mar 15, 2017
	Steering Committee review and comments period on DRAFT	Feb 20–Feb 24, 2017
	Prepare FINAL Master Plan Update/Implementation Framework	Feb 27–Mar 6, 2017
	Presentation to VIU and approval of Board.	Mar 30, 2017

* Despite several attempts to meet with representatives from Snuneymuxw, the team was unable to schedule a consultation. It is recommended that VIU engage the Snuneymuxw First Nation to understand their vision and plans beyond 5th Street to provide a complete understanding of the broader community context.

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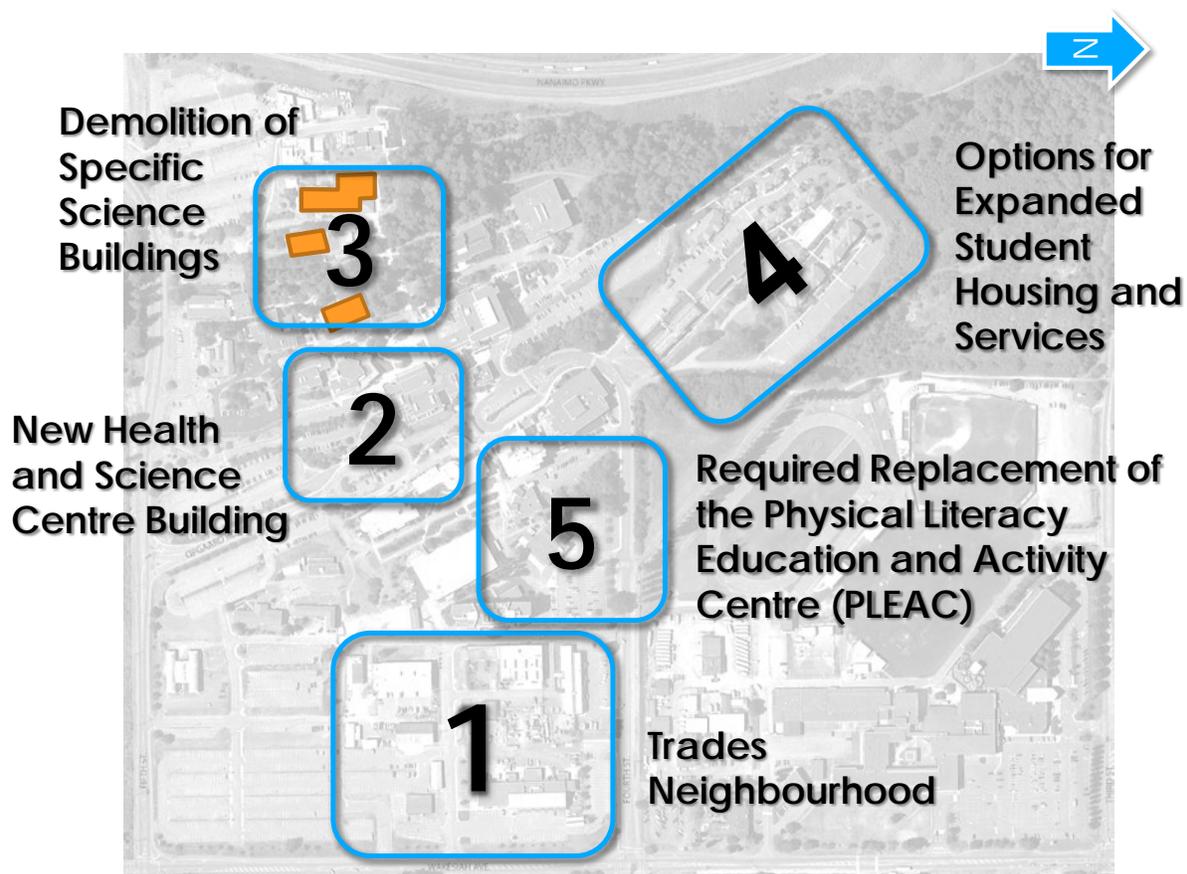
1.3 WHAT WE HEARD

The public and stakeholder engagement for this project included a student-driven design charrette and consultation with key stakeholders, including University staff, the City of Nanaimo, First Nations, the school district, and neighbours. The engagement included a review of the strengths and weaknesses of the current Master Plan, feedback on five focus areas (Trades Neighbourhood, New Health and Science Centre Building, Demolition of Specific Science Buildings, Options for Expanded Student Housing and Services, and Expected Replacement of the Physical Literacy Education and Activity Centre (PLEAC), and a review of the initial feedback from the charrette.

1.3.1 Strength, Weakness, Opportunity and Threat Analysis

Overall, the focus on sustainability (capitalizing on views and natural entrances, expansion of green space, and a focus on alternative forms of transportation) was seen as a strength of the current Master Plan. Circulation was noted as the main weakness of the current plan, as well as the lack of outdoor gathering space and accessibility issues. An opportunity for the plan to create a sense of place at VIU (campus life in the day and evening, more services, outdoor gathering areas, better circulation, and a connection to the surrounding community) was strongly voiced by participants. The lack of funding and lack of control over the funding was the main threat noted, and poor accessibility was also raised as a threat to the plan.

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1.3.2 Five Focus Areas

TRADES NEIGHBOURHOOD

Connectivity and ensuring that the Trades Neighbourhood is not isolated from the rest of the campus were the principal concerns raised. Participants expressed the need for the Trades Neighbourhood to be connected to the commons and then through to Wakesiah Avenue to increase the connectivity up and down the campus. Improving pedestrian pathways and wayfinding was a factor of connectivity in particular that was highlighted.

NEW HEALTH AND SCIENCE CENTRE BUILDING

Participants see this building as an opportunity to set the benchmark for future design on the campus and to provide another gathering space—potentially a covered outdoor area.

DEMOLITION OF SPECIFIC SCIENCE BUILDINGS

Discussion on this focus area raised the issue of connectivity and the lack of a pathway up and down the campus. Participants noted that the design would be a chance to mitigate the sense

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of isolation of the upper campus and connect to the common space. Internal connectivity was also raised as an issue and communal classrooms that would allow for interaction among students and faculty was suggested.

OPTIONS FOR EXPANDED STUDENT HOUSING AND SERVICES

Affordability, variety, and density of housing were the central concerns regarding student housing. Participants suggested connecting the housing to the rest of campus (the gym) and offering more amenities to create a campus life around the clock and beyond the classroom.

EXPECTED REPLACEMENT OF THE PHYSICAL LITERACY EDUCATION AND ACTIVITY CENTRE

Participants proposed that the Physical Literacy Education and Activity Centre could serve to connect both student housing and the Trades Neighbourhood to the main campus/commons. They stressed the importance of the location of the building and the fact that it is the central point of campus and connects the community to the campus. The lack of outdoor recreational needs (tennis courts, basketball hoops) was also raised by participants.

1.3.3 Overall Feedback

PHYSICAL LITERACY EDUCATION AND ACTIVITY CENTRE

There was general agreement that the new Physical Literacy Education and Activity Centre must be a community asset, the new facility will be seen as both a community heart and a campus heart. Physically it should not act as a blockage on the site, but rather act as a connector building. Due to the significance of this building, the planning of the gym should be within the 5-year Master Plan.

PARKING

There is agreement that the parking location shown on the previous Master Plan is too concentrated and close to the campus core. While there are parking pressures on campus and the neighbourhood, VIU also recognizes that future modes of transportation such as autonomous vehicles will reduce the need for parking. The City expressed that parking is a major concern for the community and if a reduction in parking is proposed, the neighborhood will want to see an action plan and a parking strategy for the reduction in stalls.

CONNECTIVITY TO THE BROADER COMMUNITY CONTEXT

The Master Plan update will take into account the neighbourhood context and the network of community trails and pathways. It was also suggested that the VIU walkways be put into the City's trail network maps to create an integrated network.

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SCHOOL DISTRICT REDEVELOPMENT AREA

The School District has plans to redevelop the land where the current maintenance yard and District Office are located. The maintenance yard and the existing District Office will be relocated off the site. This will assist in breaking down the physical barrier between VIU and the school.

NEXT STEPS

The Master Plan revision also identified several gaps which are recommended as next steps in the process.

Feedback from the Snuneymuxw First Nations has been identified as one of these holes. Despite several attempts to meet with representatives from Snuneymuxw, the team was unable to schedule a consultation. It is recommended that VIU engage the Snuneymuxw First Nations to understand their vision and plans beyond 5th Street to provide a complete understanding of the broader community context.

A public realm Master Plan was also deemed as an important next step in the campus. This document will further investigate the framework and character of the spaces between the buildings.

1.4 HOW TO USE THIS DOCUMENT

This supplemental report is meant to be used in tandem with the 2009 VIU Nanaimo Campus Master Plan. This document is an amendment to the 2009 Master Plan and reflects current thinking and changes that are refinements to the Master Plan.

This supplemental report is not meant to be exhaustive does not revise all points, infrastructure, and systems in detail. The report reflects concepts that are a result of engagement, and projects and funding that have triggered these changes.

10-Year Plan Updates
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2.0 10-YEAR PLAN UPDATES

The 10-Year Plan largely follows the 2009 Master Plan with some refinements that permit the Plan to support the feedback from recent engagement and more strongly support the vision for the campus.

The need for an accessible connected campus was the main idea expressed in the engagement. The 10-Year Plan begins to increase the accessibility and connectivity of the campus through the refinement of entrances, greenways, building concepts, and the creation of both an Academic Heart and a Community Heart.

The Academic Heart and connectivity now take into account the construction of the new Health and Sciences Centre building that has triggered many of the modifications to the plan. The plan for student housing and suggested parking has been altered to create an around-the-clock student life on the campus through amenities and flow. The Harewood Neighbourhood Plan is taken into account to influence the development of the housing area next to the Trades Neighbourhood. The layout of the Trades Neighbourhood is also changed to improve its connection to the rest of the campus.

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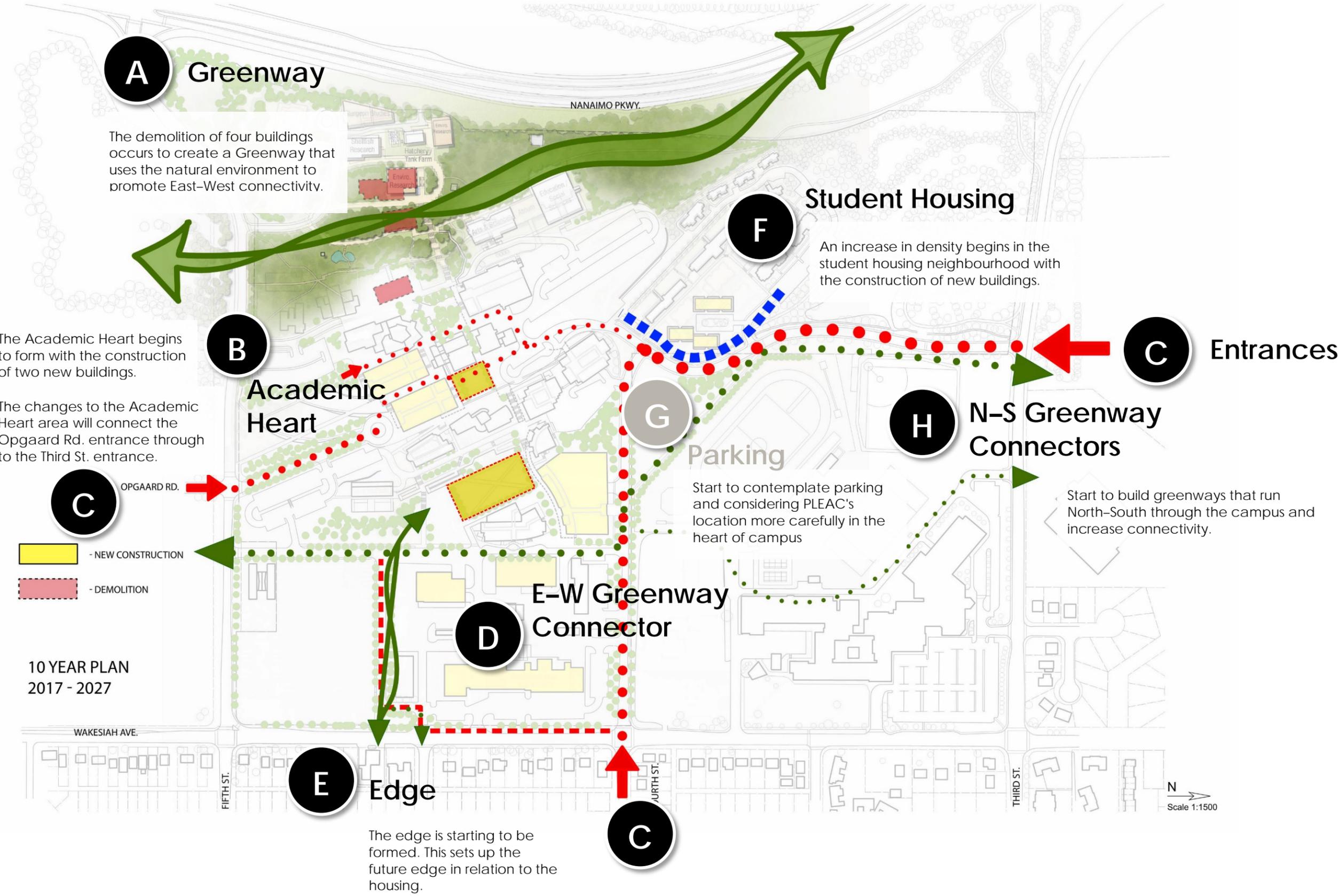
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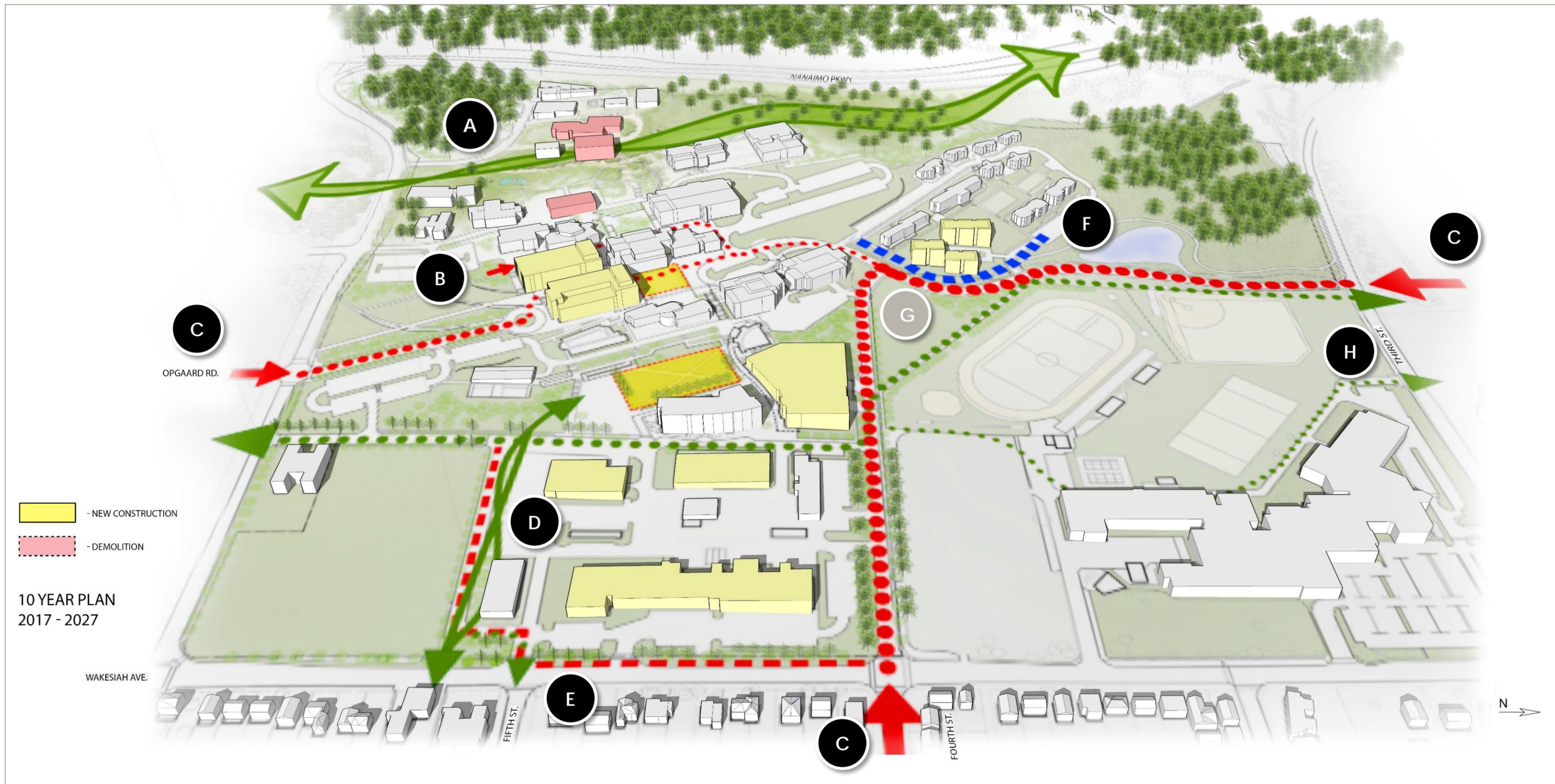


10-Year Plan



10-Year Plan Concepts





10-Year Plan Updates
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2.1 KEY FOCUS AREAS

The following is an overview of how the 10-Year Plan and concepts affect the Five Key Focus Areas.

2.1.1 Trades Neighbourhood



By changing the layout of the buildings in the Trades Neighbourhood it opens this area to the East-West Greenway Connector and subsequently its link to the Academic Heart which increases the North-South connectivity to the rest of campus.

The East-West Greenway Connector acts as an edge in relation to the housing without isolating the Trades Neighbourhood. At this time it is important to keep in mind that the edge along Wakesiah Avenue should be developed in alignment with the Harewood Neighbourhood Plan to connect it with the community.

- Improve connectivity (pedestrian pathways and wayfinding)
- Ensure it is not isolated
- Connect to commons and through to Wakesiah Ave.

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2.1.2 New Health and Sciences Centre Building



The new Health and Sciences Centre Building will be constructed in what is to become the Academic Heart of the campus. This building will be the benchmark for future design on campus and create opportunities for public realm.

- Set the benchmark for future design on the campus
- Create a gathering space (outdoor)
- Strengthen the north/south connection from Third Street entry and the Opgaard entry

10-Year Plan Updates
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2.1.3 Demolition of Selected Science Buildings



The demolition of the selected Science buildings will improve the connectivity of the upper campus to the lower campus by opening the area to the Academic Heart.

- Improve connectivity, pathway up and down campus
- Use design to connect to common space
- Communal classrooms to allow for interaction among students and faculty

10-Year Plan Updates
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2.1.4 Expansion of Student Housing



Buildings that provide more density with a smaller footprint support future housing planning.

- Affordability, variety, and density
- Connect to the rest of campus (PLEAC)
- More amenities = campus life 24 hours/day

10-Year Plan Updates
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2.1.5 Replacement of the Physical Literacy Education and Activity Centre

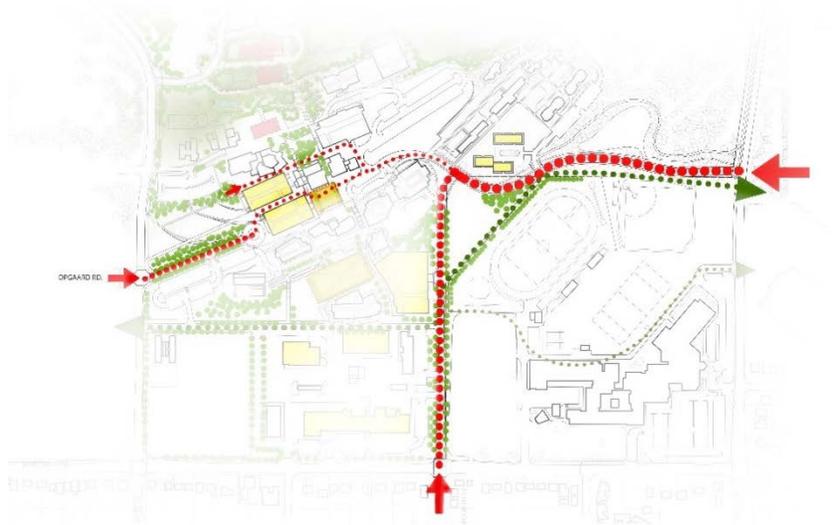


Because the variety of activities the PLEAC offers, it serves as a connector building between the campus and the community. Partnerships with the City of Nanaimo and the community can further link this area with the nearby community and create a community heart on campus.

- Connects student housing and Trades Neighbourhood to main campus/commons
- Connects community to campus
- Is the location right?
- Outdoor recreation needs (tennis courts, basketball hoops)

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2.1.6 Other



Street Connector Campus Third

The Third street connector is an important new entry way into the campus. This entry road will act as a ceremonial boulevard and allow the current Fourth street connector to potentially become more pedestrian orientated.

40-Year Plan Updates

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3.0 40-YEAR PLAN UPDATES

The 40-Year Plan continues to increase the accessibility and connectivity of the campus through the refinement of a series of connectors that run North–South through the campus, creating a series of tiers that follow the campus’ natural topography and change in levels.

An increase in density, variety in use, and a boulevard that runs through the Student Housing area connects the students more strongly with the campus both academically and socially. Connections with the surrounding community and partnerships developed through services in the PLEAC make the campus more accessible to the public.

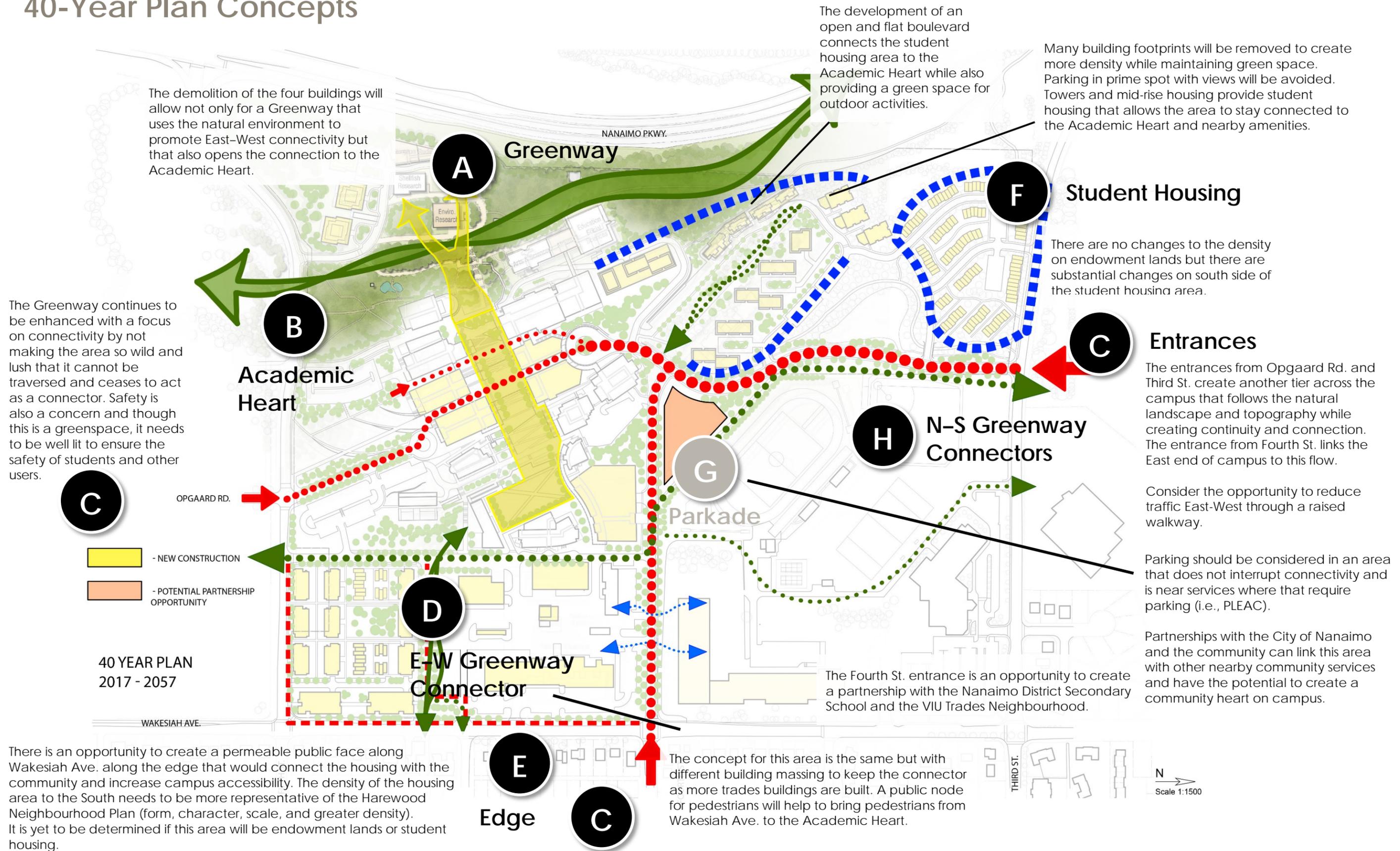
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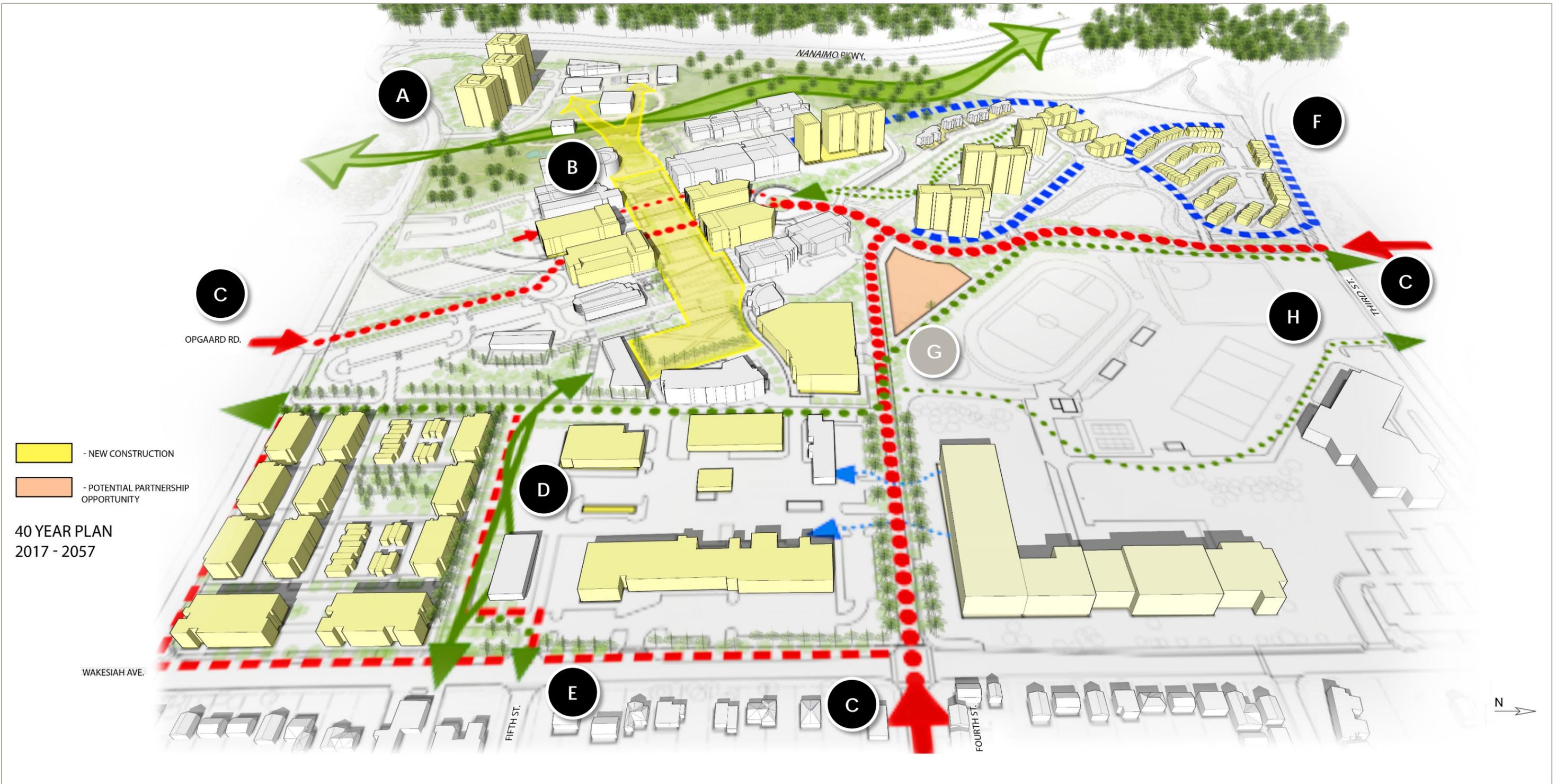


40-Year Plan



40-Year Plan Concepts





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3.1 KEY FOCUS AREAS

The following is an overview of how the 40-Year Plan and concepts affect the Five Key Focus Areas.

3.1.1 Trades Neighbourhood



A village concept and increased density for the housing to the South of the Trades Neighbourhood better aligns the area with the Harewood Neighbourhood Plan which creates a public face that relates to the surrounding community.

- Expands to include housing, improves connectivity to academic heart/quad and student services (Refer to 10-year plan)
- Introduces connectivity between High school and Trades facilities

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3.1.2 New Health and Sciences Centre Building



The new Health and Sciences Centre buildings are anticipated to be completed in the 10 year plan. The remainder of this area will complete the academic heart of the campus. This area, as the main artery of the campus, will strengthen the connections throughout by creating an area to which all entrances and connectors lead or pass through.

- Expanded gathering space includes student services, program quad and connects all neighborhoods enhancing the idea of academic heart for the entire campus. (Refer to 10-year plan)

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3.1.3 Demolition of Selected Science Buildings



The demolition of selected science buildings creates the potential to further build out the South campus and are anticipated to be completed in the 10 year plan. During the 40-year the opportunities are to continue to enhance the greenway and create connectivity. The notional ideas of massing to the south/west should consider the potential for revenue generation in this area through amenities such as food services and a fuel station.

3.1.4 Expansion of Student Housing



A variety of housing types creates the opportunity to increase density and create mixed use buildings such as student oriented social spaces (e.g., movie area, cafeteria) or academia use on the bottom level with student residences above. This mixed use helps create a campus life around the clock which was strongly expressed in the engagement. The boulevard that runs

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through the student housing area creates a green space that connects the area to the Academic Heart.

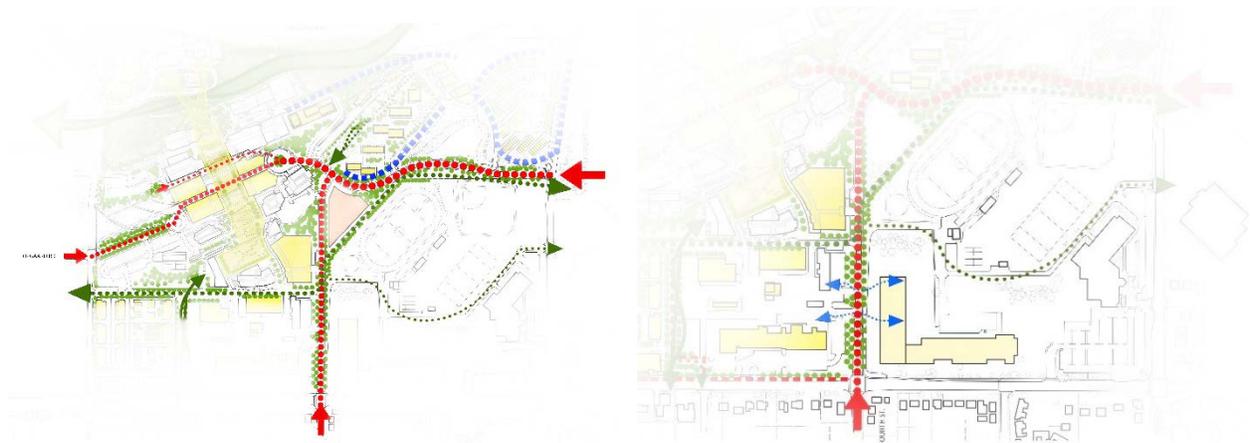
3.1.5 Replacement of the Physical Literacy Education and Activity Centre



As partnerships continue to develop PLEAC's role as a community heart is strengthened as it continues to connect the campus to the community.

The need for more parking has not been solved and options continue to be reviewed for land use, location, and the option of underground. The area North and slightly West of the PLEAC can be explored as an alternate option.

3.1.6 Other



40-Year Plan Updates

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The School District's redevelopment of the Nanaimo District Secondary School has the potential to break down the physical barrier between VIU and the School. This could generate opportunities to create a partnership between the School and the VIU Trades Neighbourhood, which would make the campus more accessible to the community.

Recommendations

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4.0 RECOMMENDATIONS

4.1 STRENGTHEN PARTNERSHIPS

Continue to collaborate with community partners including Snuneymuxw, SD 68, City of Nanaimo, and all the students, faculty, and staff to continue to create a campus that supports the ideas inherent in the campus Master Plan.

4.2 CREATE PUBLIC REALM MASTER PLAN

A public realm Master Plan is as an important next step in the future of the campus. This document will further investigate the framework and character of the spaces between the buildings.

4.3 BUILD BUSINESS CASES

Create business cases for both the student residences and the PLEAC to develop these areas to their full potential and to explore funding options. Prioritize the building of business cases that support the implementation of the Master Plan in a way that is both practical as well as meets the overall vision.

Recommendations
March 14, 2017



**APPENDIX A
ENGAGEMENT SUMMARY–STAKEHOLDER
WORKSHOP CONSULTATION SESSIONS:
DECEMBER 1, 2016, DECEMBER 13, 2016,
AND JANUARY 5, 2017**



VANCOUVER ISLAND
UNIVERSITY

Engagement Summary:

Stakeholder Workshop Consultation Sessions

December 1, 2016, December 13, 2016, and January 5, 2017

Vancouver Island University
Nanaimo Campus Master Plan Update



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Vancouver Island University

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January 2017

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A constant theme throughout the SWOT Analysis and five focus areas was the importance of connectivity and increasing amenities in the Campus Master Plan. Sustainability and maintaining or improving views also emerged as important parts of the plan. Parking was brought up as an element that requires more attention and further discussion.

Accessibility was raised as a major issue and as an important part of the Campus Master Plan update. A number of documents to consider for the update were suggested: VIU's Accessible Design Criteria Manual and Accessible Facility Design Criteria, VIU Access Initiative: A Strategy to Increase Meaningful Access for People with Disabilities Older Adults and Seniors to Vancouver Island University–Site Audit and Recommendations, BC Building Access Handbook 2014.

Date: December 13, 2016

Location: Vancouver Island University

Total attendees that signed in: 8

Purpose of Engagement:

The purpose of this workshop was also to obtain user group feedback on the current Campus Master Plan and the update process; to get participant input on the five focus areas that will be impacted by changes in the near, medium and long term; and to identify any other opportunities or constraints. We provided a summary of the feedback from the December 1st workshop.



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Date: January 5, 2017

Location: Vancouver Island University

Total attendees that signed in: 7

Purpose of Engagement:

VIU and Stantec met with representatives from the City of Nanaimo and the School Board to review the current Campus Master Plan, the five focus areas and the results of the user group consultation process. The objective of the meeting was to receive feedback from the City and the School Board in order to finalize the VIU Campus Master Plan Update Supplemental Report.

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1.1 SWOT ANALYSIS

Overall, the focus on sustainability (capitalizing on views and natural entrances, expansion of green space, and a focus on alternative forms of transportation) was seen as a strength of the Current Master Plan. Circulation was noted as the main weakness of the current plan, as well as the lack of outdoor gathering space and accessibility issues. An opportunity for the plan to create a sense of place at VIU (a campus life in the day and evening, more services, outdoor gathering areas, better circulation, and a connection to the surrounding community) was strongly voiced by participants. The lack of funding and lack of control over the funding was the main threat noted, and poor accessibility was also raised as a threat to the plan.



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1.2 FIVE FOCUS AREAS

Trades Neighbourhood

Connectivity and ensuring that the Trades Neighbourhood is not isolated from the rest of the campus were the principal concerns raised. Participants expressed the need for the Trades Neighbourhood to be connected to the commons and then through to Wakesiah Avenue to increase the connectivity up and down the campus. Improving pedestrian pathways and wayfinding was a factor of connectivity in particular that was highlighted.



New Health and Science Centre Building

Participants see this building as an opportunity to set the benchmark for future design on the campus and to provide another gathering space—potentially a covered outdoor area.

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Demolition of Specific Science Buildings

Discussion on this focus area raised the issue of connectivity and the lack of a pathway up and down the campus. Participants noted that the design would be a chance to mitigate the sense of isolation of the upper campus and connect to the common space. Internal connectivity was also raised as an issue and communal classrooms that would allow for interaction among students and faculty was suggested.

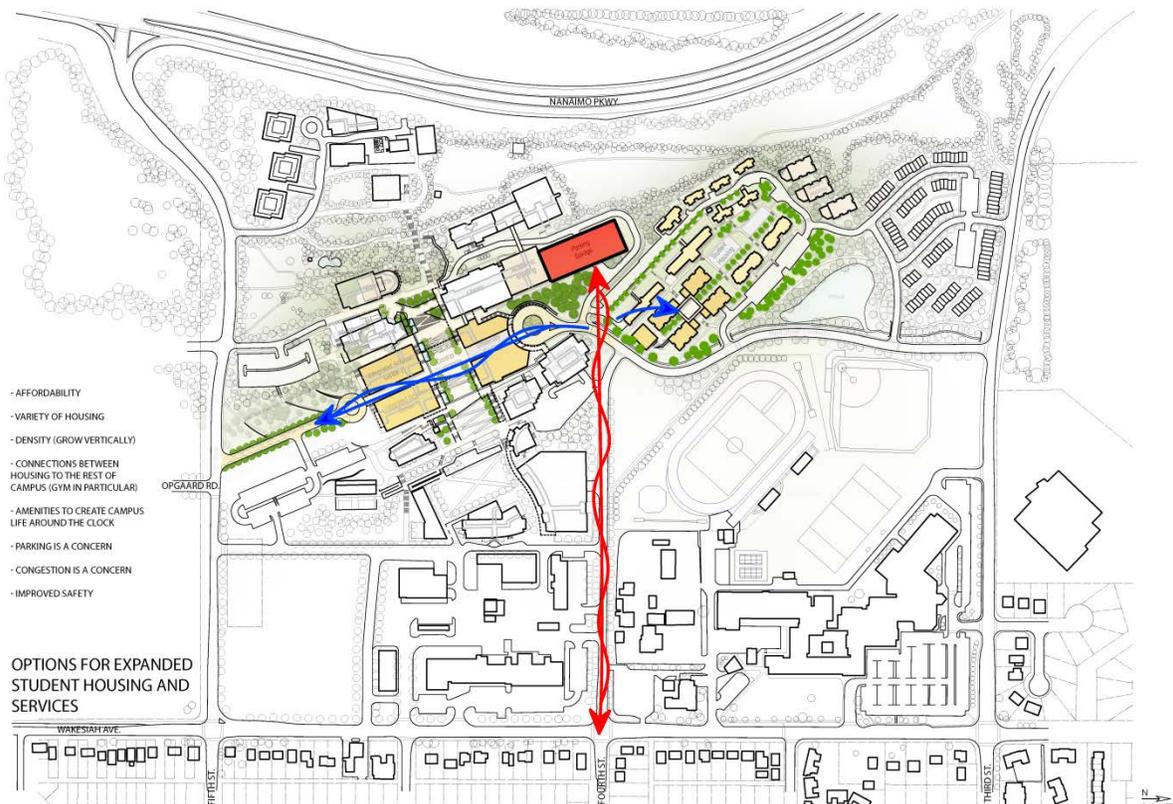


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Options for Expanded Student Housing and Services

Affordability, variety and density of housing were the central concerns regarding student housing. Participants suggested connecting the housing to the rest of campus (the gym in particular) and offering more amenities to create a campus life around the clock and beyond the classroom.



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Expected Replacement of the Physical Education Building (Gym)

Participants proposed that the Physical Education Building could serve to connect both student housing and the Trades Neighbourhood to the main campus/commons. They stressed the importance of the location of the building and the fact that it is the central point of campus and connects the community to the campus. The lack of outdoor recreational needs (tennis courts, basketball hoops) was also raised by participants.



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SWOT Analysis
January 25, 2017

2.0 SWOT ANALYSIS

After discussing the SWOT Analysis in groups, the results were discussed as a whole and the comments that were noted are listed below.

2.1 STRENGTHS

- Ambitious
- Intentional expansion of green space, outdoor common space
- Centralization of buildings and campus
- Intentionality of plan
- Integration/compression of academic zones
- Consolidation student life/services
- Natural entrance vs many non-prime entrances
- Encouragement of alternative forms of transport (walking, cycling, etc.)
- Views
- Proximity to D/T
- Diversity
- Soon to be built bldg.
- Focus on sustainability
 - Social
 - Environmental
- Celebrate connection to nature–all around us
- Closer community cluster
- Multipurpose/diverse use of the space
- Public realm
- Sustainability–holistic

2.2 WEAKNESS

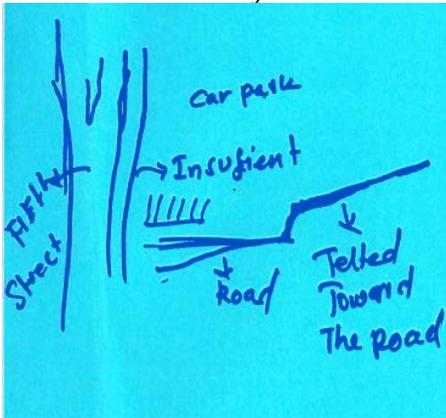
- Traffic flow(vehicles, cycling, pedestrian)
- Land use (expansion of uni. vs. housing)
- Provision for future commerce/business
- Define + enhance walking/cycling routes
- Move smoking area to the edge of campus: create central covered area for the 93% of pop. that does not smoke.
- Segregated classes
 - Classes are all focused in one specific area
- Covered outdoor areas
- Gathering spaces
- Place to hang around at the koi pond
- Wayfinding
- Timing of plan
 - Need to be:
 - o Funded
 - o Quicker



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SWOT Analysis
January 25, 2017

- o Governmental interest
- Public access to gymnasium challenging (ie. no close parking), many weekend activities (eg. Tournaments, varsity games) accessed by public
- Parking plaza in central area
- Timing: implementation is delayed
- Accessibility from housing → campus
- Orientation of “spine” –up & down scope as opposed to across–w/a flat grade
- Pedestrian walk way
 - Insufficient
 - No walk way entering to campus by road when entering for buildings 335, 325
- Less activities for student residence
- Increase density + market place near University
- Pedestrian walk way on fifth street on University site



- Covered areas are lacking around campus (rain protection)
- Smoking area in quad is hideous—so contrary to vision of health + sustainability
- 3rd street connector top of 4th too congested—traffic patterns need further assessment
- Trades needs its own individual focus
- Pedestrian mobility, pathways, linkages, and wayfinding between top & bottom of campus
- Maintenance challenges/costs on existing aging buildings/infrastructure around campus
- Limited feedback opportunities from staff
- Plan realization—do small fixes
- Poor accessibility for those with mobility issues
- Edges (entry in/out)
- Integration with neighbourhood
- Shared awareness of the plan
- Campus life
- Accessibility
- Areas of safety
- Focus of actual public realm projects
- % of public realm
- Lack of accessibility
- Lack of continuity
- Lack of trades precinct details for vision & direction

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SWOT Analysis
January 25, 2017

2.3 OPPORTUNITIES

- Growing evening activity on campus
- Utilizing on-campus expertise to enhance/inform future planning
- Introduce collegia home away from home
- Nanaimo neighbourhood plans—cohesive vision
- Dense downtown Nanaimo
- Vacuum of coolness
- Connect components in plan (eg. Housing within new gym)
- Place making
 - Gathering place
- Food services @ night
- Improve student residence
- Campus activity @ night
- Capitalize on access to view (ie. Roof-top patios, view areas, workspaces w/view, public realm w/view)
- Cultural Differences
- Increase in green spaces + landscaping guidelines
- Crowd source outdoor student commons with landscaping into existing space (eg. lower campus x 180)
- To create a central gathering place
- To increase accessibility
- To remove the central smokepit
- Partnership—connectivity, lateral relationship, very important
- Linkage + connections—bikes + housing
- Housing types
- More campus life
- Culinary Arts Program—greater connection with community/Nanaimo
- Enhance athletic teams (hockey, swim)—currently do not exist but should
- Attract greater student-faculty campus life through partnerships with neighboring communities (amenities on Wakesiah, varied student housing, topography, strategic parking, connection to community, public amenities, etc.)
- Renewable resources
- Capitalize on views around campus (create public spaces, classrooms, meetings, etc. that utilize view)
- Covered public areas around campus are currently centered around bikes and smoking only.'
- Campus neighbours—synergies with adjacent properties
 - Suggest a “Node planning” committee with partners
 - o VIU
 - o First Nations
 - o City
 - o SDG8

2.4 THREATS

- Funding is an issue
 - Direct source funding



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SWOT Analysis
January 25, 2017

- We cannot spend on what we want: need to move to profit
- Ministry Funding
- Poor lighting @ night
- Poor accessibility
- Centralize designated smoking area
- Funding is based on gov. interest→ can either delay or stream line plan
- Political “flavour of the day”
- Funding availability
- Lack of action—lose momentum for plan
- Lack of broad community (VIU & other) awareness of ideas
 - Need a vision 2050 VIU awareness campaign
- Funding for green space
- Clarity of vision
- The mode issue
- Funding
- Loss of parking
- Funding model—sources
- Funding outside ministry
- Funding—ministry funding has many restrictions that limits much of the development to make campus a destination

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Five Focus Areas Feedback
January 25, 2017

3.0 FIVE FOCUS AREAS FEEDBACK

The five focus areas were discussed as a group and the comments that were noted are listed below.

3.1 TRADES NEIGHBOURHOOD

No group papers were created.

3.2 NEW HEALTH AND SCIENCE CENTRE BUILDING

Group A

- Showcase, destination, campus
- Communal public area

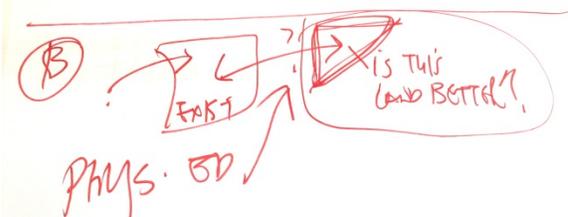
3.3 DEMOLITION OF SPECIFIC SCIENCE BUILDINGS

Group A

- Safety/Security
 - Safe and secure, connectivity
 - Increase classes
 - Use

Group B

- Rebuild–Design
 - Open studio
- Phys. Ed.



Group C

- Clear paths and site lines

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Five Focus Areas Feedback
January 25, 2017

3.4 OPTIONS FOR EXPANDED STUDENT HOUSING AND SERVICES

Group A

- Congestion
- Parkade—incorporate housing with pkde?
- Variety of student houses—family types, mature student housing,
- Lens—encompassing types of student, attractive
- Connection to school
- Less trad classroom
- Commercial street
- Deinstitutionalize

Group B

- Integrating amenities—closer to housing
- Efficient density
- Reduce cost of housing (1–5 years, integrd. views)
- Pedestrian Use—safety

Group C

- Family/integrating housing onto campus
- Provide
- Parkade—may be issue, blocking
- Stronger connection to campus
- Amenities—pathway
- Endowment lands—potential first phase–? Commercial mixed use
- Identity
- Density→16+ storey
- 60% housing
- Commons space
- Lose balcony
- Stronger connectivity
- Community spaces

Group ?

- Housing uses “off season”
- Are they fully utilized?
- Revenue
- 12 month curriculum

Parking vs. Transit/Ped Vision

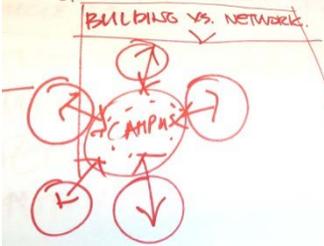
- Perception of student housing
- Accessibility—variety → typologies (based on need in 1st year)
- Commuter campus vs. dest. Campus



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Five Focus Areas Feedback
January 25, 2017

- Market costs—housing student
- Partnership (nodes: biking, closer)
- Shared—park and ride
- Linkages to building vs. network



- Working collaboratively with transit regional BC transit
- Hawthorn student-housing
- Laterally moving
- Shared parking facilities—school district

3.5 EXPECTED REPLACEMENT OF THE PHYSICAL EDUCATION BUILDING (GYM)

Group A

- Significant impact on community-health education
- Vehicle free
- Raise structure
 - Allow
 - Parking
- Community/passes
- Strong connect. to ice arena
- Health/weakness

Group C

- 3 way partnership
- Concern parking—parking that area, standpoint
- Gym—teaching space
- Location to trades—food services
- To trades—bring together
- Phasing—CIS? Is this eligible
- Outdoor facilities—sports, campus, community

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Workbooks
January 25, 2017

4.0 WORKBOOKS

Participants handed in their workbooks after the workshop and the comments that were noted in them are listed below.

4.1 TRADES NEIGHBOURHOOD

1. Given the outcomes of the SWOT analysis and discussion what resonates from that session with this project?

Group B

- Pedestrian experience needs to be heightened
- Connectivity & wayfinding improved to other areas of the uni
- Housing should be considered off Wakesiah Ave. (the road leading in) → Queen St

Group Unknown

- Better integration with rest of campus

2. What elements or design concepts should be considered in the execution of this project? What should be prioritized?

Group B

- Eastern portion of precinct is dangerous should not encourage pedestrian use
- Need pedestrian way connecting common space → Wakesiah Ave (linkages!)
- If you could put all Mechanicals together would be awesome!—Accessibility!

Group C

- The proposed design still isolates the trades. Having a building literally block the “grand boulevard” keeps it isolated.
- Pathways & connectivity to the trades area is important to bring it onto campus

Group Unknown

- Linkages



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Workbooks
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3. What academic and operational elements will be impacted or benefit from the delivery of this project?

Group B

- All trades programs
- Yard space enhancing
- Introduction common discovery space interdisciplinary room

Group C

- Opening up the trades, perhaps a discovery/viewing space with prominent entrances to bring people in
- Trade precinct is neighbourhood-facing, should be campus-facing
- Student commons for trades students
- The pathway through campus has a terminus with a building effectively cutting the trades off from campus, perhaps a walk through at the least instead of walking around the building

4. In what priority should this project be delivered.

Group B

- Phase 1A & Phase 1B First!

5. Are there other projects that should be considered?

Group B

- Welding blg→ should consider future relocation?
- Connectivity btwn commons & Wakesiah

Group C

- Community access to the trades precinct to take advantage of available services

4.2 NEW HEALTH AND SCIENCE CENTRE BUILDING

1. Given the outcomes of the SWOT analysis and discussion what resonates from that session with this project?

Group A

- Destination center on campus
- Set a benchmark for further design/new technology/modernize educational experiences/partnerships



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2. What elements or design concepts should be considered in the execution of this project? What should be prioritized?

Group A

- Covered outdoor area–pub
- Capture as many natural views/light as possible
- Showcase programs (health, sciences, technology)
- LEED standards
- Flexible/adaptive structure/design

Group C

- The interface with the plaza needs to be considered:
 - Landscaping
 - Seating
 - Covered
- The unfunded features of this building needs to be leveraged

Group Unknown

- Covered outdoor

3. What academic and operational elements will be impacted or benefit from the delivery of this project?

Group A

- Opportunity to enhance programs, to modernize educational experience

Group C

- Increased capacity with this purpose-built facility:
 - Better services
 - Reduced crowding
 - Increased opportunity to majors

Group Unknown

- Opportunity to strengthen programs and provide another gathering place
- Set the standard for following development

4. In what priority should this project be delivered.

Group A

- Highest in academic building (age of science buildings)



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Group C

- Immediate

Group Unknown

- High priority–buildings are far outdated

5. Are there other projects that should be considered?

Group A

- 21st century learning?
 - Distance learning
 - Connection with international institution
 - Less traditional–more integrative learning

Group C

- Change/elimination of Opgaard Loop could be made to be a gateway feature that really stands out
- The unfunded features needs to be considered, perhaps for public funding opportunities

4.3 DEMOLITION OF SPECIFIC SCIENCE BUILDINGS

1. Given the outcomes of the SWOT analysis and discussion what resonates from that session with this project?

Group B

- Desire for more communal classrooms with interdisciplinary interaction with students & faculty

Group Unknown

- Sustainability, opportunity to improve viewscapes & built form
- Threat→ Loss of classroom space

2. What elements or design concepts should be considered in the execution of this project? What should be prioritized?

Group A

- Connectivity–research building to centralized areas
- Safety & security for isolated building



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Group B

- Common space should be integrated in building design

Group C

- Perhaps an opportunity to include Alumni

Group Unknown

- Isolation of upper campus
- Safety

3. What academic and operational elements will be impacted or benefit from the delivery of this project?

Group A

- Class sizes

Group C

- Concern of deconstruction causing disconnection during this process. Need a plan to ensure people aren't inconvenienced to access campus

Group Unknown

- Upper campus
- Green belt/wildlife corridor

4. In what priority should this project be delivered.

Group C

- Get them down fast!

Group Unknown

- When classes can be accommodated

5. Are there other projects that should be considered?

Group C

- Mobility issues. No pathway from top ↔ bottom
- Currently have to leave campus property to access top or bottom



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Group Unknown

- New buildings

4.4 OPTIONS FOR EXPANDED STUDENT HOUSING AND SERVICES

1. Given the outcomes of the SWOT analysis and discussion what resonates from that session with this project?

Group B

- Pricing too high relative to surrounding areas
- Amenities too far from housing
- Common area/space with computers
- Different housing options for diff. student types (graduate students, 1st years)

Group C

- Congestion issue would follow new construction. Location of parking lends to problems. Density proposed is not great enough, more varied types and in greater volume.

Group Unknown

- Threat → safety
- Opportunity → affordable housing
- Strength → grow university & student opportunity

2. What elements or design concepts should be considered in the execution of this project? What should be prioritized?

Group B

- Additional lighting
- Increase density → grow vertically
- Needs more connectivity & integration with rest of campus
- Should heighten on views → as a selling point

Group C

- Student gathering space & food services needs to be incorporated
- Family housing
- Real need for lighting—motion sensor
- Incorporate housing with campus, not isolated
- Perhaps start with endowment housing
- Need to tie in housing with the new gym, current proposal isolates them both



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Group Unknown

- Typology of housing
- Sustainability → social & environmental
- Independent living
- Affordability
- Off campus private opportunities?
- Commercial & retail opportunities?

3. What academic and operational elements will be impacted or benefit from the delivery of this project?

Group B

- Create a more thriving student life on campus

Group C

- Increased food services within on-campus housing would boost capacity of VIU to feed people & to lessen the burden on the main cafeteria
- Night time & weekend services would have to increase
- Services such as counselling could be moved to this area

Group Unknown

- Better student experience recruitment tool

4. In what priority should this project be delivered.

Group C

- Endowment lands first to integrate with the neighbourhood
- Based on need, where is the demand? Family housing?—more of the same

Group Unknown

- High?

5. Are there other projects that should be considered?

Group C

- Family housing, hotel-apartments for visiting guests
- Integrated housing in campus/academic area & greater integration of endowment housing
- Mixing housing with commercial big housing option (density, go high, don't make only a few condos/rooms etc. ...)



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- Bring residences throughout campus
- Offering different options ie. 1 bedroom condos with kitchens

Group Unknown

- Off-campus nearby private options

4.5 EXPECTED REPLACEMENT OF THE PHYSICAL EDUCATION BUILDING (GYM)

1. Given the outcomes of the SWOT analysis and discussion what resonates from that session with this project?

Group B

- Partnership with city, VIU & school district to provide more opportunities
- Gym could be located on undeveloped land next to arena → suggested location could be parking

Group C

- Parking for the gym is weak, there is a lot of public access
- The gym is a teaching space & needs connectivity with the rest of campus
- Has ability to become a hub

Consultation Session

- Parking will be an issue. Nanaimo is not pedestrian friendly. Work with City to make VIU part of TransCanada Trail would help bike commuters and walkers.

2. What elements or design concepts should be considered in the execution of this project? What should be prioritized?

Group B

- Need change rooms
- Can be a bridge between university & community
- Financially more feasible to locate by arena all parties share cost
- Can be a joint use facility
- Should be facing the University → utilized for Uni students
- Can act as a filter for high school to VIU

Group C

- Facing of new gym perhaps needs 2-sides/entrances (from campus, from community)
- Need a drop-off for the gym



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Workbooks
January 25, 2017

- Location is crucial
- Outdoor education needs (tennis courts, basketball hoops)
- Need to connect it with residence
- Is this space large enough?

3. What academic and operational elements will be impacted or benefit from the delivery of this project?

Group B

- Will provide connectivity with the community
- Anchor point for the university
- Provide linkages
- Improve sports programs & gymnasium events
- Teams still at university/college level
- Sports teams will move to the next league & will qualify to play bigger unis!
- Need improve facility

Group C

- Benefit of ability to deliver greater services (classes, food, clinic)
- Potential to increase programming
- Ability to join CIS/varsity level programming

Consultation Session

- Operational
 - Food Service Delivery
 - Additional dining options should be considered for the trades areas.
 - Under serviced currently and will be more of an issue when the lower cafeteria is demolished for the new Gym building

4. In what priority should this project be delivered.

Group B

- Should be phase 2 in the Master Plan
- Gym facility is aged → past due!

Group C

- Immediate priority. Has so much potential to benefit & centre the campus around health & wellness
- It also connects trades to main campus



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Workbooks
January 25, 2017

Consultation Session

- Gym Building—lots of opportunities to build community around sport and recreation

5. Are there other projects that should be considered?

Group B

- Village common dev. should be hand in hand done simultaneously
- Student res. mixture
- All buildings go through LEED certification
- Sustainable & alternative energy (passive design) should be considered with implementation

Group C

- Outdoor recreation needs (tennis courts, basketball)
- Varsity/CIS requirements
- Working with the community to gain funding
- PPP—public/private/partnership
- Food services—added benefit of serving the trades precinct
- Housing is a key area of concern, there is immediate need for more housing of 1st and 2nd years
 - Expressed interest for grad housing, single apartments, family housing
- Lighting/CEPTED principle to be considered
- Accessibility of campus for all. Not only is it difficult to be impaired mobility, little connectivity/walkability in a meaningful way
- Parking cannot be ignored. This remains a commuter campus so consideration of that while public transit remains inadequate is necessary

Consultation Session

- Indoor meeting & gathering common areas. Outdoor is great but it rains all the time, more indoor options should be available and part of discussion

4.6 DID TODAY'S SESSION PROVIDE THE NECESSARY INFORMATION YOU NEED?

There were no comments in the workbooks that were returned.

4.7 ARE THERE ELEMENTS OR IDEAS THAT WERE MISSED TODAY?

- Parking Lot—topics that require extra time/discussion



ENGAGEMENT SUMMARY–STAKEHOLDER WORKSHOP CONSULTATION SESSIONS: DECEMBER 1, 2016, DECEMBER 13, 2016, AND JANUARY 5, 2017

January 5, 2017 Consultation Session Comments
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5.0 JANUARY 5, 2017 CONSULTATION SESSION COMMENTS

Some of the key discussion points that were brought forward during the January 5th Consultation Session include the new gymnasium, parking, connectivity to the broader community context, and the school district redevelopment area.

New Gymnasium:

There was general agreement that the new gymnasium must be a community asset, the new facility will be seen as both a community heart and a campus heart. Physically it should be act as a blockage on the site, but rather act as a connector building. Due to the significance of this building, the planning of the gym should be within the 5-year Master Plan.

Parking:

There is agreement that the parking location shown on the previous master plan is too concentrated and close to the campus core. While there are parking pressures on campus and the neighbourhood, VIU also recognizes that future modes of transportation such as autonomous vehicles will reduce the need for parking. The City expressed that parking is a major concern for the community and if a reduction in parking is proposed, the neighborhood will want to see an action plan and a parking strategy for the reduction in stalls.

Connectivity to the Broader Community Context:

The master plan update will take into account the neighbourhood context and the network of community trails and pathways. It was also suggested that the VIU walkways be put into the City's trail network maps to create an integrated network.

School District Redevelopment Area:

The School District has plans to redevelop the land where the current maintenance yard and District Office are located. The maintenance yard and the existing District Office will be relocated off the site. This will assist in breaking down the physical barrier between VIU and the school.

The master plan revision also identified several gaps which are recommended as next steps in the process.

Feedback from the Snuneymuxw First Nations has been identified as one of these holes. Despite several attempts to meet with representatives from Snuneymuxw, the team was unable to schedule a consultant. It is recommended that VIU engage the Snuneymuxw First Nations to understand their vision and plans beyond 5th Street to provide a complete understanding of the broader community context.



**ENGAGEMENT SUMMARY–STAKEHOLDER WORKSHOP CONSULTATION SESSIONS:
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A public realm master plan was also deemed as an important next step in the campus. This document will further investigate the framework and character of the spaces between the buildings.

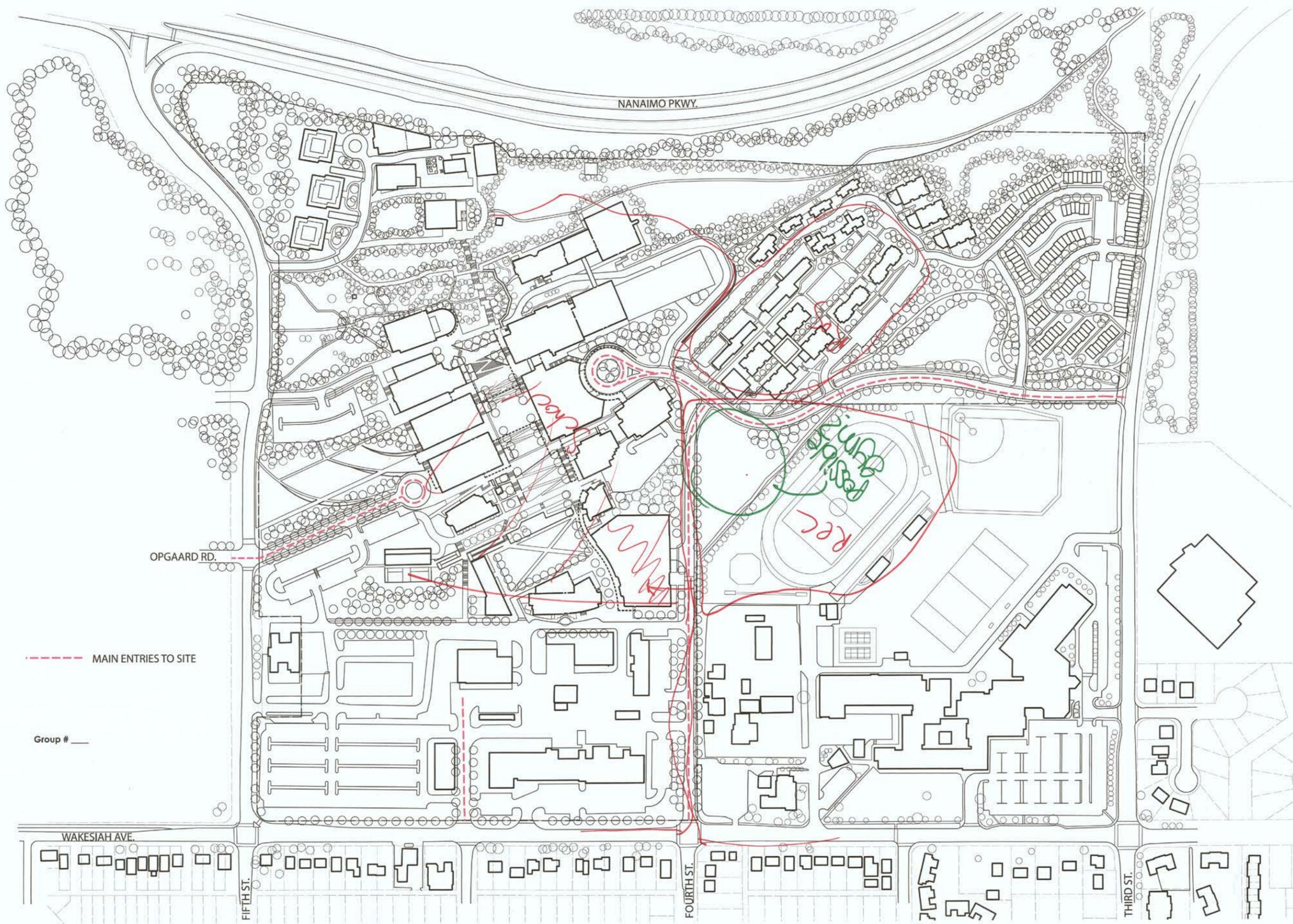
APPENDIX A MAP MARKUPS

**ENGAGEMENT SUMMARY–STAKEHOLDER WORKSHOP CONSULTATION SESSIONS:
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Appendix A Map Markups
January 25, 2017

Appendix A MAP MARKUPS

A.1 ENTRIES MAP



NANAIMO PKWY.

OPGAARD RD.

--- MAIN ENTRIES TO SITE

Group # _____

WAKESIAH AVE.

FIFTH ST.

FOURTH ST.

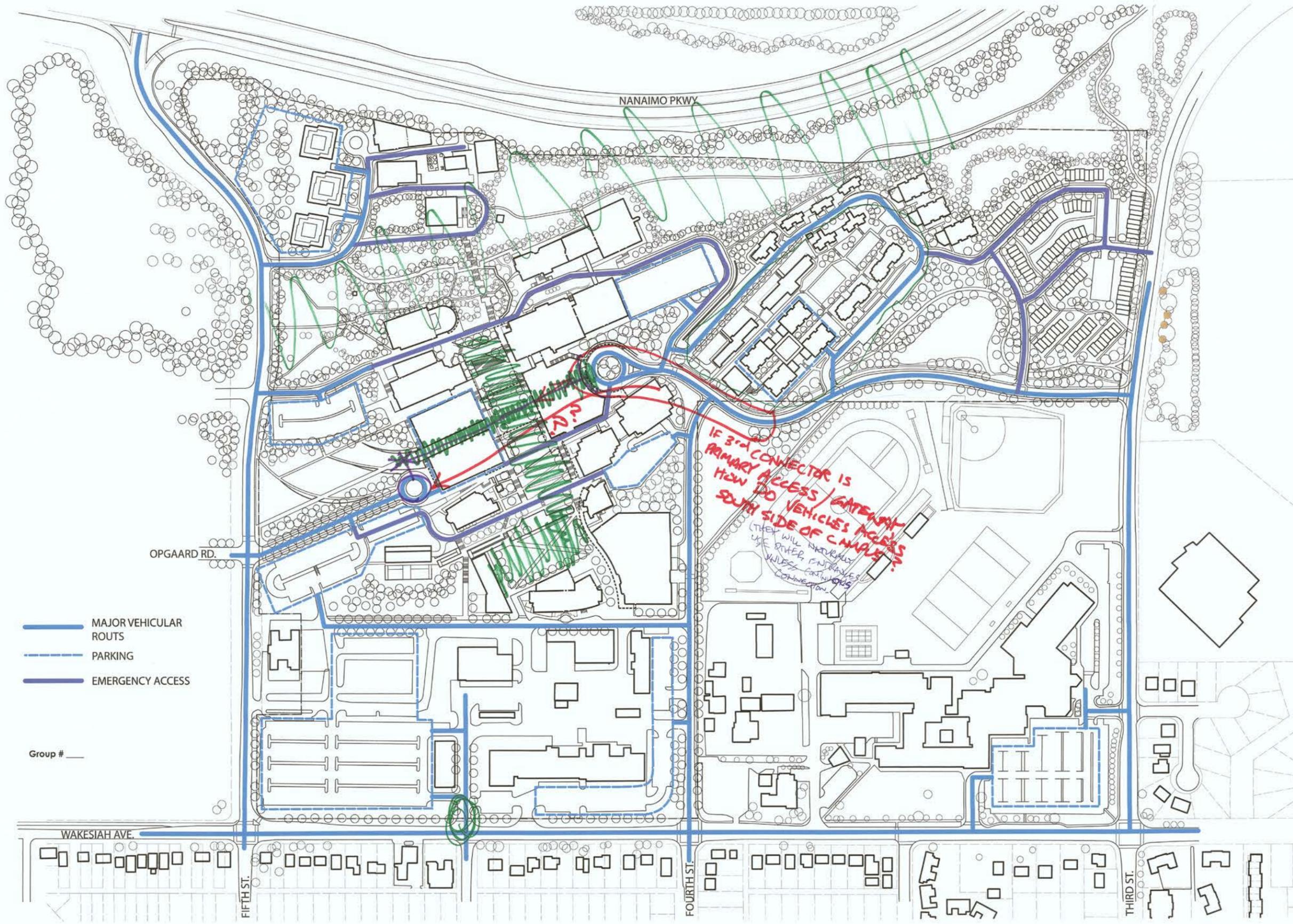
THIRD ST.

N
Scale 1:1500

**ENGAGEMENT SUMMARY–STAKEHOLDER WORKSHOP CONSULTATION SESSIONS:
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Appendix A Map Markups
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A.2 ROUTES MAP



- MAJOR VEHICULAR ROUTS
- PARKING
- EMERGENCY ACCESS

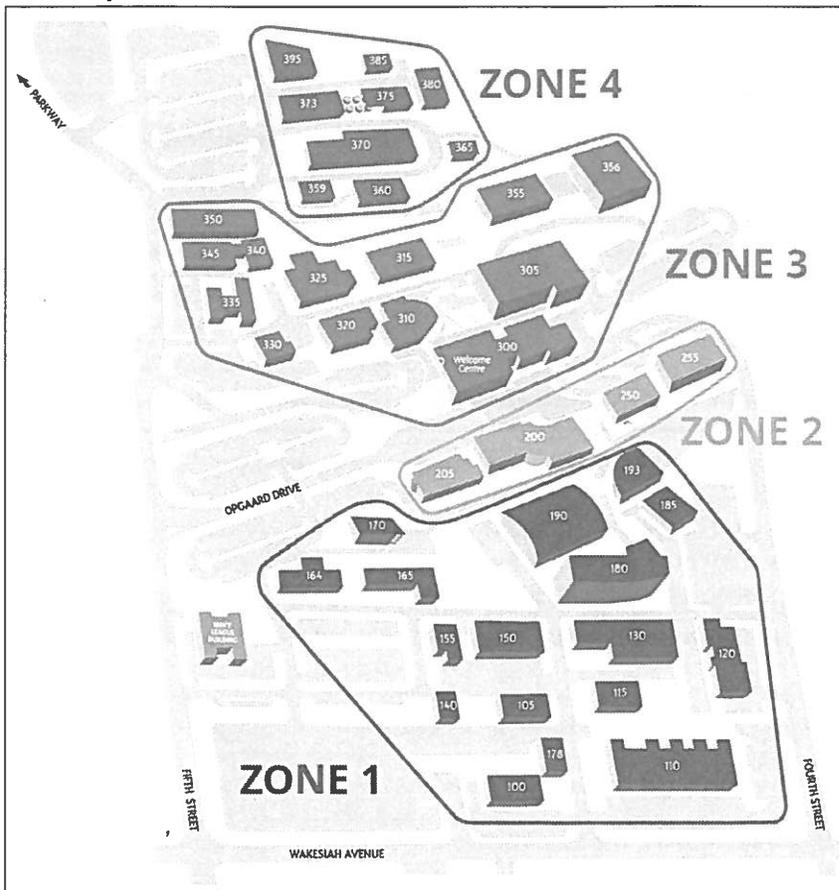
Group # _____

**ENGAGEMENT SUMMARY–STAKEHOLDER WORKSHOP CONSULTATION SESSIONS:
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Appendix A Map Markups
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A.3 ZONING MAP PROVIDED BY PARTICIPANT

Exhibit 3.1
University Zones



Source: Vancouver Island University.

Exhibit 3.2 shows the campus zone in which respondents spend the most time while they are on campus.

Exhibit 3.2
Zone Respondents Spend the Most of Their Time On-Campus

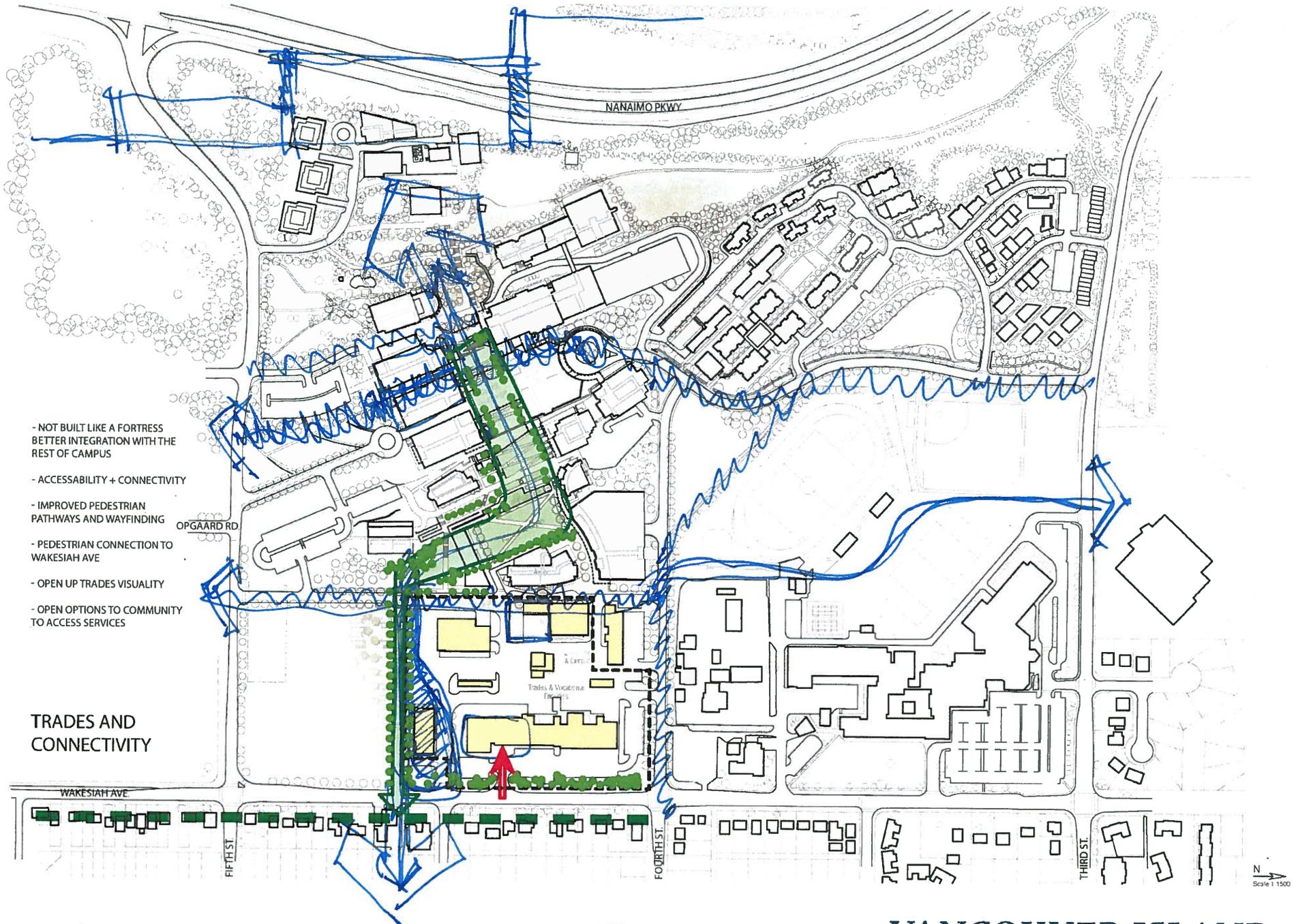
	Employees	Students		All Groups		Weighted Percentage
		Day	Residence	Count	Percentage	
Population	1,176	6,725	386	8,287	--	100%
Respondents	566	1,494	130	2,190	100%	--
Zone 1 - 100 Level - Buildings #100 - 193	84	248	13	345	16%	16%
Zone 2 - 200 Level - Buildings #200 - 255	151	387	29	567	26%	26%
Zone 3 - Central 300 Level - Buildings #300 - 356	271	677	64	1,012	46%	46%
Zone 4 - Uppermost 300 Level - Buildings #360 - 395	41	179	22	242	11%	12%
Don't Know/Not applicable	19	3	2	24	1%	1%

Source: fsSTRATEGY Inc.

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Appendix A Map Markups
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A.4 MAPS FROM DECEMBER 13 SESSIONS



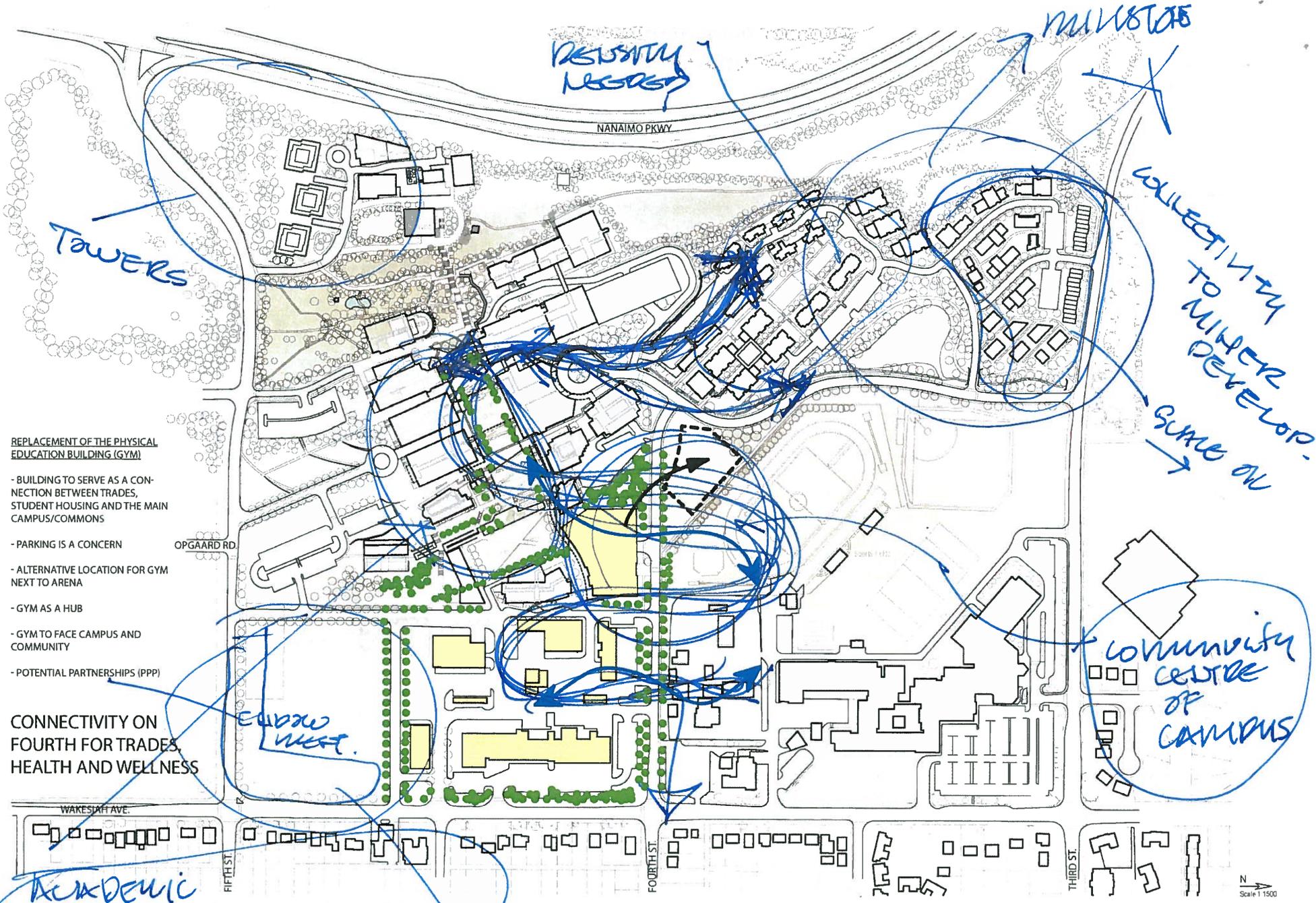
- NOT BUILT LIKE A FORTRESS
BETTER INTEGRATION WITH THE
REST OF CAMPUS
- ACCESSABILITY + CONNECTIVITY
- IMPROVED PEDESTRIAN
PATHWAYS AND WAYFINDING
- PEDESTRIAN CONNECTION TO
WAKESIAH AVE
- OPEN UP TRADES VISUALITY
- OPEN OPTIONS TO COMMUNITY
TO ACCESS SERVICES

**TRADES AND
CONNECTIVITY**

N
Scale 1:1500



**VANCOUVER ISLAND
UNIVERSITY**



REPLACEMENT OF THE PHYSICAL EDUCATION BUILDING (GYM)

- BUILDING TO SERVE AS A CONNECTION BETWEEN TRADES, STUDENT HOUSING AND THE MAIN CAMPUS/COMMONS
- PARKING IS A CONCERN
- ALTERNATIVE LOCATION FOR GYM NEXT TO ARENA
- GYM AS A HUB
- GYM TO FACE CAMPUS AND COMMUNITY
- POTENTIAL PARTNERSHIPS (PPP)

CONNECTIVITY ON FOURTH FOR TRADES, HEALTH AND WELLNESS

ACADEMIC CENTRE OF CAMPUS



VANCOUVER ISLAND UNIVERSITY

MIXED USE COMMERCIAL

N
Scale 1:1500

