



**BRANDON
UNIVERSITY**

CAMPUS MASTER PLAN

JUNE 2017



*This document has been prepared by DIALOG for Brandon University
as part of the Campus Master Planning Process.*



**BRANDON
UNIVERSITY**

DIALOG™



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LETTER FROM THE PRESIDENT



Dr. Gervan Fearon
President and Vice-Chancellor
Brandon University
Brandon, Manitoba

I am pleased to share with you a new Brandon University Campus Master Plan that represents an important component in charting the future course of the university in meeting its desired goals. Together, we share goals of contributing to the betterment of the City of Brandon, to continuing excellence in student, faculty and staff experience, to engagement between and among our faculties and schools, and to the physical environment of the university.

A focus on the future is at the root of much of what we do here at Brandon University. Our students, our teaching and learning, our research, our creative and scholarly activities all provide valuable contributions to our communities today. As the university grows, these contributions will only be magnified and form building blocks for continued progress. While the work we do today will be instrumental in shaping the world around us, inwardly we must also continue to look ahead at our own needs, as well as our opportunities to evolve as a university.

This Campus Master Plan represents guiding principles and possibilities for the future development of the University's facilities, buildings, properties and space over the coming decades. The previous BU Master Plan was completed in 1983, suggesting that the timespan we needed to examine extends to generations of students, faculty and staff members, as well as community leaders.

Months of engaged university community and public consultation helped inform this Campus Master Plan. The plan embodies as its touchstone the Brandon University Mission Statement, to promote excellence in teaching, research, and scholarly and creative activities. The plan recognizes our renewed commitment to First Nation, Métis, and Inuit people, including the Indigenous Dakota, Anishanabek, Oji-Cree, Cree and Métis peoples of Treaty Two, on whose homelands our campus is built. The plan speaks to our student-centred approach and supporting engaged citizens and leaders. The plan recognizes our aspiration and efforts to embrace cultural diversity, equality and inclusion. And importantly, the Campus Master Plan complements and advances the priorities we have set through the Brandon University Academic Plan, which was completed in 2015.

This Campus Master Plan does not rigidly detail the coming development of Brandon University. Rather it serves as a collective starting point, providing guidelines and context for future development at Brandon University while allowing us the flexibility to adjust for our changing needs, including new and emerging opportunities. Over the years and decades to come, the guidelines in this plan will help inspire the entire Brandon University community to imagine and to work towards improving our campus, our city, and the excellence of experience for all in the community, including students, faculty, staff and visitors, who enjoy Brandon University.

Your reading of the Campus Master Plan and engagement with Brandon University on these emerging initiatives allow you to be part of the building and shaping of these possibilities.

How We Got Here

Brandon University's roots begin in the late 1800s and reflect the rapid growth and optimism of the era, tempered now by the wisdom of nearly 120 years of shared learning and community growth.

The original Brandon College building and Clark Hall were erected on the outskirts of the city at the turn of the 20th century. By the turn of the 21st century, those first heritage buildings were fully restored, and were surrounded by a city and a university that had grown up to embrace them with leafy neighbourhoods and close-knit campus buildings.

Now, as Brandon University celebrates the 50th anniversary of receiving its official charter, BU is poised for a new period of growth and renewal. Building on the dedicated and visionary work of generations of students, faculty, staff and alumni, Brandon University continues expand its teaching, learning, research, scholarly and creative activities, with innovation and ambition. Brandon University also has rare new land acquisitions both to the west and also east, in Brandon's downtown.

Working collaboratively with all at Brandon University as well as with partners in the community, this Campus Master Plan was created to develop a clear shared vision that will guide the growth of Brandon University for years and decades to come. This plan, looking at the built form of the campus as well as its open spaces and how people move through it, is not a detailed blueprint but a broad summary, to help the diverse Brandon University community flexibly take best advantage of new opportunities as they arise.

Thank-you to all who participated in developing the Campus Master Plan. Your hard work and thoughtful consultation will help ensure that Brandon University's academic mission, guiding principles and collective vision inspire the years of growth to come.

Sincerely,

Dr. Gervan Fearon
President and Vice-Chancellor
Brandon University
Brandon, Manitoba

ACKNOWLEDGEMENTS

This document was developed for Brandon University in collaboration with the DIALOG and RPG consultant team, with input from a broad range of stakeholders from the University and wider community. The consultant team was greatly supported throughout the project process by the University Project Team, namely Scott Lamont, Susan Smale, and Steven Robinson, and the President, Gervan Fearon. The team was also assisted by Titus Lee, a Brandon University student in pursuit of a future in professional planning practice, who helped in the facilitation of events.

In addition, the team would like to acknowledge the involvement and contributions of the following groups, which comprised student, staff, faculty, and administrative representatives, along with key community stakeholders and experts in various fields. These include:

- **Brandon University students, faculty and staff from Brandon and Winnipeg campuses**
- **The Campus Master Plan Working Committee**
- **Brandon University Alumni Association**
- **Brandon University Foundation**
- **Brandon University Senate**
- **Brandon University Board of Governors**
- **City of Brandon**
- **Brandon Urban Aboriginal Peoples' Council**
- **Brandon Chamber of Commerce**
- **Brandon School Division**
- **Brandon Friendship Centre**
- **Assiniboine Community College**
- **Renaissance Brandon Development Corporation**
- **Brandon Neighbourhood Renewal Corporation**
- **The community at large**
- **Brandon Community Elders**

Thank-you to the entire University community for their input and collaboration throughout the engagement process, and to neighbourhood residents for their involvement and attendance at open houses.

A special thank-you to the University's Aboriginal representatives and the Aboriginal community for their participation and guidance in the pursuit of Indigenous placemaking on Brandon's campuses.

EXECUTIVE SUMMARY

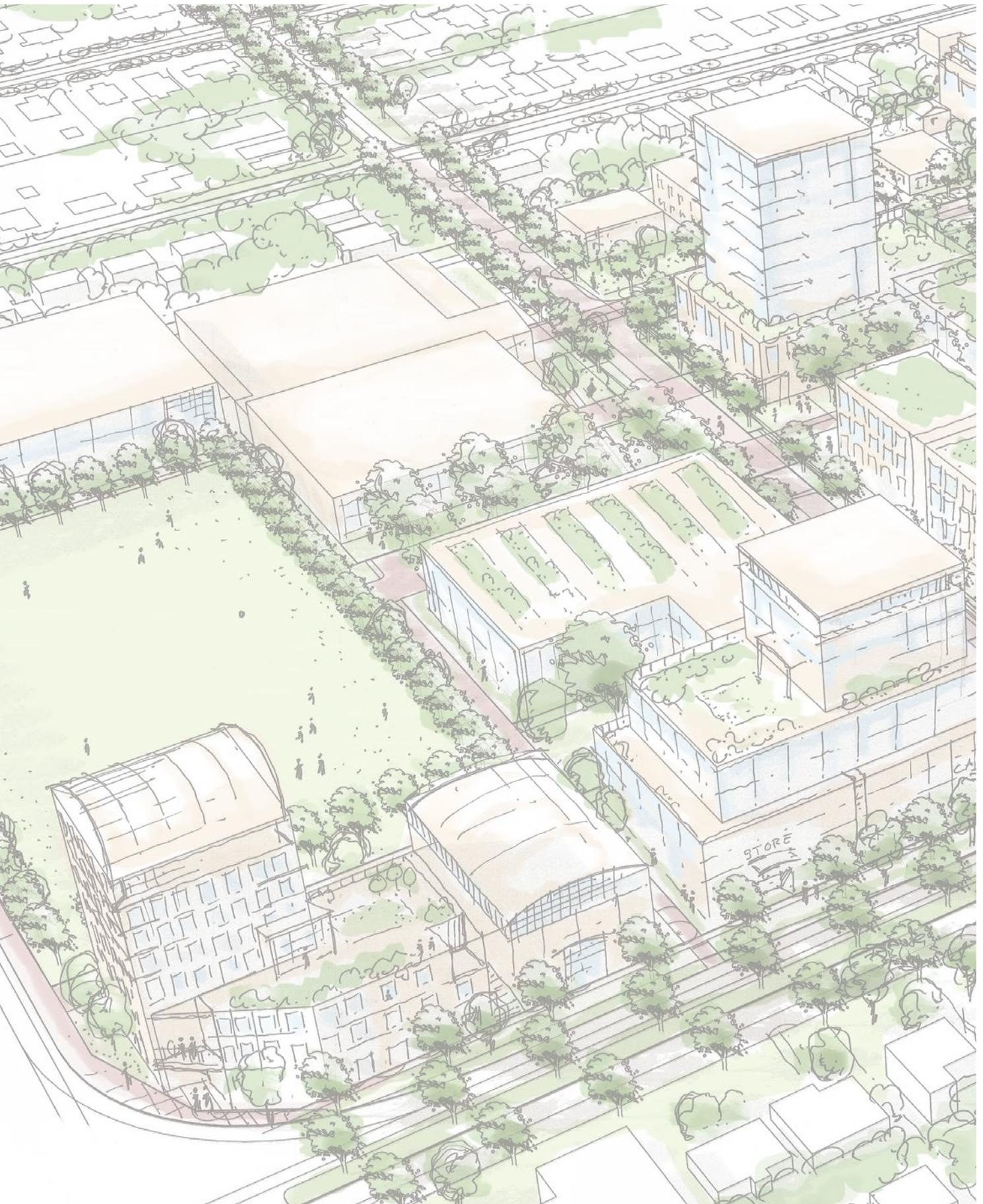
This Campus Master Plan (also ‘the Plan’) lays out a long-term Vision for the physical growth and enhancement of Brandon University’s (BU) Main Campus (the Campus), while providing high-level direction for the planning of the University’s other campus locations (refer to diagram on page 11). The Plan represents the collaboration and consensus of multiple and diverse stakeholder groups, including staff, students, faculty, and alumni, as well as a broad spectrum of external stakeholders including City of Brandon staff, the Mayor, City Council, the School Board, Assiniboine College, Indigenous Community members, neighbours, and community leaders.

Over the course of the project, and particularly through the engagement process, a clear Vision, Guiding Principles, Design Frameworks, an Implementation and Phasing Strategy, and a Campus Space Plan were established to direct the future of the University’s lands over a 20-30 year development horizon. The Plan envisions the Campus evolving into a community-oriented University District that is vibrant throughout the day and at all times of the year. The Plan offers a diversity of amenities, services, and experiences for both the Campus and neighbouring community, with new academic and mixed-use buildings, vibrant and functional open spaces, with an emphasis on pedestrian-oriented streets and pathways.

The Brandon University Campus Master Plan

The Campus Master Plan is not a blueprint for development; rather, it provides a structure and guiding framework for the future development of built form, open spaces, and movement networks on the Campus and ingrains sustainability, resilience, and the indigenization of the Campus as core threads throughout. The Plan represents the full physical build-out potential for the Campus and makes recommendations for the space planning needs of BU’s space at the University of Winnipeg. It also makes recommendations to enhance the physical relationship with the University’s Fleming student residential site as well as the downtown site in terms of connectivity and accessibility to the main campus.

The Plan is to be utilized in conjunction with BU’s planning and policy framework, which includes the Integrated Strategic Planning Framework and Strategic Academic Plan, and should be referenced when considering new investments and projects on the Campus.



PART 1: BACKGROUND

1.1 INTRODUCTION

This Plan is driven by a unique Vision and set of Principles, Concept Plan, and is structured around a set of frameworks that address built form, open space, movement, sustainability, and programming and steer the evolution of the Campus over the long-term. Specific projects and recommendations for future investment in the short, medium, and long term are identified in chapter 4.

The document comprises 4 chapters:

- **Chapter 1** outlines the project background, objectives, and process, and provides an overview of the engagement process. Included are the key drivers, or design considerations, that have informed this Plan, including an understanding of the Campus' history and evolution, an analysis of its existing conditions and opportunities, and early priorities and design ideas that emerged as outcomes of the engagement process.
- **Chapter 2** outlines the Vision and Principles, including the planning principles that provide the foundation for the design work, policies and recommendations. The chapter also contains the Concept Plan, which provides the concept for new buildings, open spaces, and movement networks.
- **Chapter 3** provides the Plan Frameworks that provide policy recommendations specific to implementation of the Campus' built form, open spaces, movement, and sustainability and resilience.
- **Chapter 4** provides a Phasing and Implementation Strategy for initiatives in the near, medium, and long term. It also includes recommendations on further studies, and parameters for administering the Plan.

Through these chapters, this Plan is designed to guide and support the growth and development of the Campus over the next 20-30 years, and set the stage for the evolution of buildings and spaces.

1.2 THE NEED FOR A CAMPUS MASTER PLAN

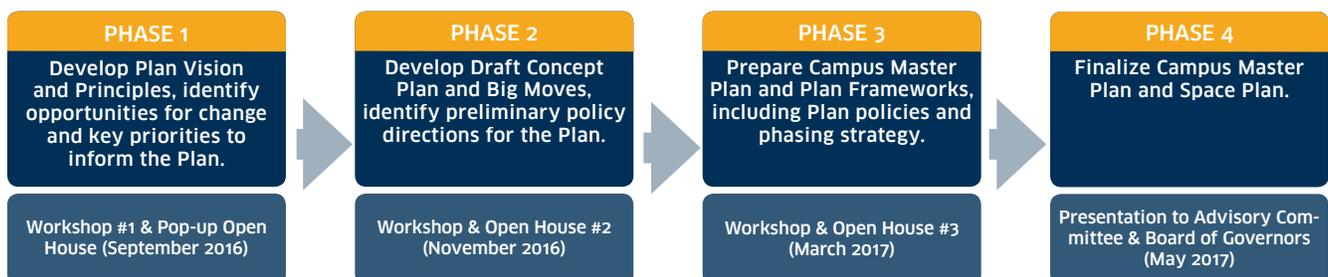
In 2016, BU embarked on a process to develop a Campus Master Plan that sets a direction for its future growth and development over the coming decades. Looking ahead, the Campus Master Plan will be a guide to: the placement and character of new buildings, building renovations, and expansions; the use, location, and character of open spaces; and, the hierarchy, character, and role of streets and paths in recognition of the academic and community engagement direction of the University. BU has locations in Brandon and Winnipeg, which form the basis for this report.

BU retained DIALOG to lead the consultant team, providing master planning, design and public engagement expertise. DIALOG is working with Resource Planning Group Inc. (RPG), who are providing space planning analysis and expertise.

1.2.1 BRANDON UNIVERSITY'S STRATEGIC OBJECTIVES

Brandon University outlined a series of overarching strategic objectives for the University as it shifts into a new cycle of planning for the campus through the launch of a 20-30 year Campus Master Plan. They have influenced the Vision achieved for the Plan, and through a highly integrated engagement process, guided the development of Policy Frameworks to enable the Plan's implementation over time. These objectives include:

- Creating a campus that meets community needs and strengthens neighbourhood relationships.
- Creating quality learning, teaching, research, and studying environments for all campuses that meet new and evolving needs.
- Creating an opportunity to build relationships with students, faculty, staff, the Indigenous community, the surrounding community, and the city.
- Increasing opportunities for continuing education and providing the necessary amenities.
- Aligning with the City's future development opportunities and initiatives.
- Creating partnership opportunities with institutions, businesses, industry, and government to realize opportunities for joint academic programs, collaborative research, and shared infrastructure and operating costs.
- Positioning Brandon University as a vital institution within Brandon, Winnipeg, and Manitoba, and as a catalyst for community and economic development within the south-western Manitoba region.



1.2.2 CAMPUS MASTER PLAN OBJECTIVES

The following are key objectives specific that guided the Plan and: are in keeping with the University's Strategic Objectives; respond to changing needs and trends; advance Indigenous Community representation; align opportunities of each land holding to benefit the University and broader community; and position the University as a unique district within Brandon and a significant destination within Manitoba. The Plan will:

- Serve the University's Mission Statement and Academic Plan.
- Serve as a flexible framework for future decisions regarding the long-range physical development of the Campus.
- Strive to maximize the appropriate and efficient use of built and green space, to provide new opportunities, and to manage circulation and movement on the campus in a way that prioritizes the pedestrian.
- Engage and serve the diverse academic and social needs and interests of the University community.
- Provide opportunities to enhance relationships with Indigenous peoples and cultivate culturally supportive facilities and services in future developments.
- Provide flexibility to respond to changing needs, trends, and future opportunities.
- Accommodate expanded enrolment.
- Address the role of the University in City growth and development.
- Address specific key issues facing the University related to physical development.

1.2.3 RESPONDING TO CHANGES IN POST SECONDARY EDUCATION

The world of post secondary education is changing. There are several trends that are changing the design of universities and affecting decisions around the design of classroom and social spaces, the approach to teaching and learning, and the quality and diversity of services and amenities. The following are trends that are important to the growth, development and identity of Brandon University.

- Creating a stronger community presence, collaboration and integration at various scales - campus, neighbourhood, city, and region.
- Creating an attractive and welcoming place - to attract domestic and international students, Indigenous students, and to draw the community in.
- Creating a mixed-use environment with services and amenities that respond to a growing immigrant and seniors population.
- Creating a more socially engaging environment and fostering interaction, diversity, and inclusiveness.
- Addressing health and wellness by supporting learning, active living, healthy eating, and recreation options.
- Addressing sustainability, resilience, and pedagogy in design.
- Aligning recent campus growth initiatives

1.2.4 ALIGNING RECENT CAMPUS GROWTH INITIATIVES

In recent years, the University has undertaken a series of notable initiatives, some of which include this Campus Master Plan. Others have unfolded during the process of this Plan. The initiatives are driven by the need to expand and diversify student housing; to provide affordable housing for students and seniors; to create a flexible Plan that takes a comprehensive and sustainable approach to developing buildings, open spaces, and movement networks to meet the University's strategic objectives. The initiatives include the following:

- The acquisition of a portion of the Fleming School site to develop student family housing in close proximity to the Campus.
- The development of a Campus Master Plan.
- The acquisition of consolidated properties in Brandon's downtown core, to expand the University's footprint in an area that will foster new academic, social, cultural, and community engagement opportunities, and help catalyze downtown revitalization.



Build on existing assets and take a sustainable approach to buildings, open spaces and movement

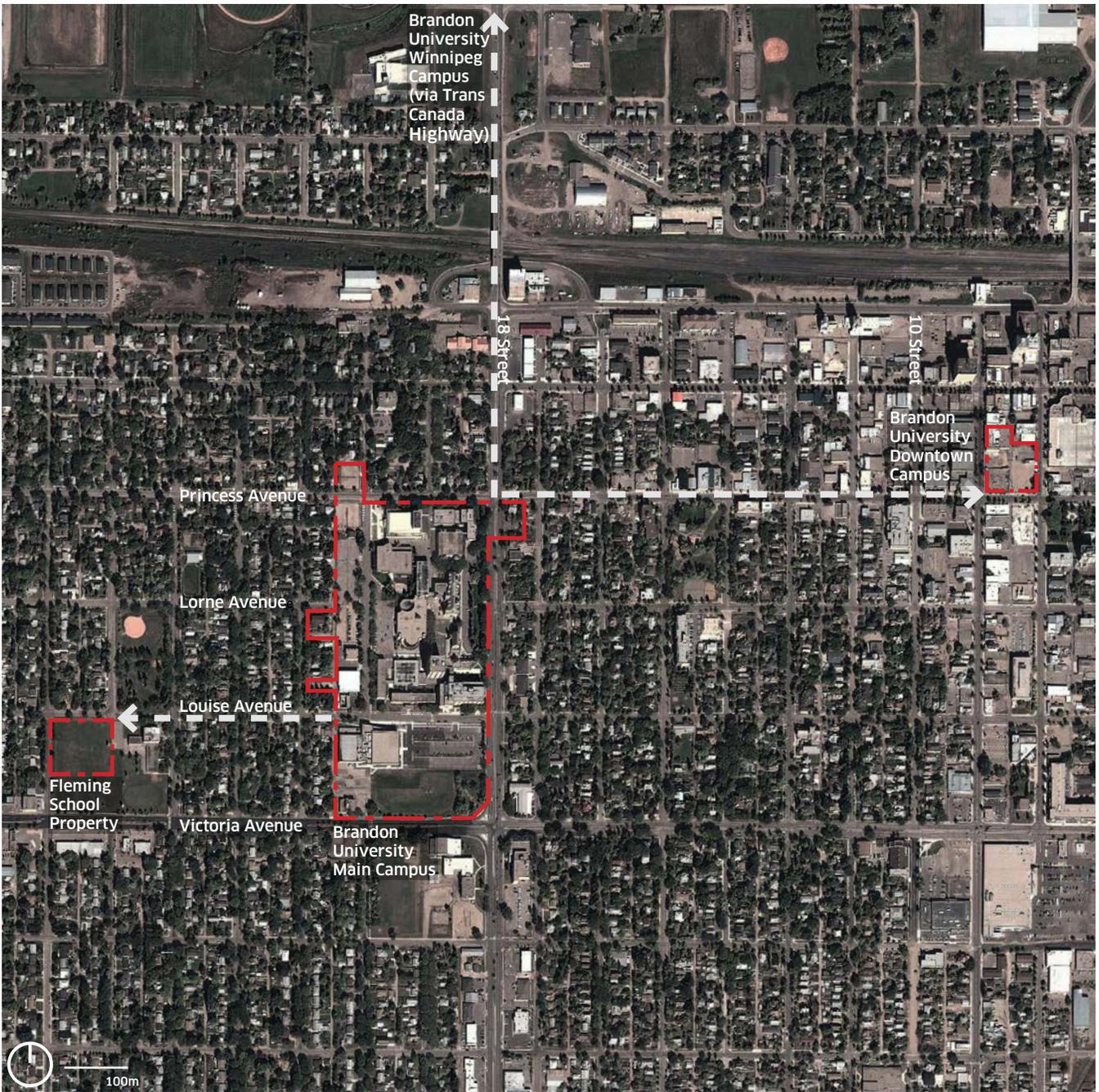
1.2.5 THE INDIGENOUS COMMUNITY AND BRANDON UNIVERSITY

BU seeks to position itself as a “home” - a welcoming and safe destination for Indigenous peoples. The Vision for the University is to create a place where the history, diversity, culture, language, and ceremony of Indigenous peoples is an integral part of the physical, social, educational, recreational, and operational environment on the Campus. The Plan is an opportunity to celebrate Indigenous peoples' cultures, enhance understanding of their culture, hear their stories, and support their needs. The following are relevant objectives, in this respect:

- Creating a welcoming and inclusive physical, social, cultural, academic, and safe environment for Indigenous peoples.
- Building a strong relationships through continued conversation and engagement, that starts by listening.
- Creating opportunities for Indigenous placemaking on campus, a forum in which the community can tell the past, present, and future story of Indigenous peoples, and be heard and respected.
- Creating opportunities to align initiatives with other institutions and organizations to address the needs of Indigenous peoples.



Engagement and continued conversations to build strong relationships



Brandon University: Main Campus and Extended Campus Sites

1.3 A COLLABORATIVE ENGAGEMENT PROCESS

The Plan was developed through a highly inclusive and collaborative process that was structured around engagement events that advanced the analysis, planning, and conceptual design laid out in this Plan.

The Engagement Process

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

Stakeholders that have been integral to the conversation and will continue to be include: BU students, staff, faculty, and alumni; City of Brandon staff; the Brandon Chamber of Commerce; representatives from the Indigenous Community including students, alumni, residents, and elders; representatives from Southwest Manitoba School Division and Assiniboine College; potential business partners; and, surrounding neighbours and community members.

The following provides an overview of the engagement process.



1.3.1 STAKEHOLDER INTERVIEWS

September-October 2016

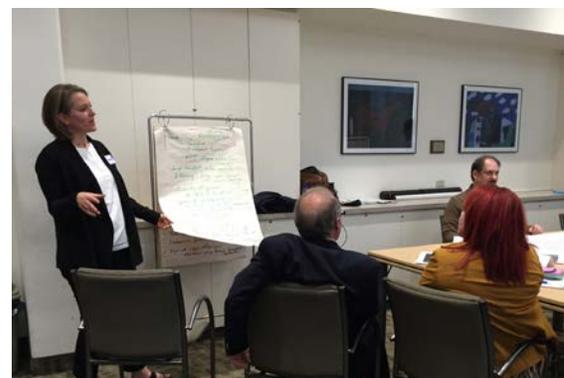
Throughout all consultation event stages, various key stakeholders were invited to meet the project team and participate in informal interviews. The interviews consisted of 1-hour sessions where participants voiced their issues and challenges from their varying perspectives. They provided opportunities and ideas toward defining a new future for the Brandon University Campus. In addition, some participants provided supportive information and materials including current and proposed initiatives, ideas and background documents. Stakeholders in attendance included:

- BU students, faculty, and staff
- BU senior management
- Indigenous peoples, including current students and alumni
- City of Brandon staff
- Brandon Chamber of Commerce
- Southwest Manitoba School Division Superintendents
- Assiniboine Community College representatives

1.3.2 POP-UP OPEN HOUSE & WORKSHOP #1

September 16, 2016

The Pop-up Open House and Workshop in September 2016 marked the start of the public consultation process. Based on a “fresh eyes” analysis of Brandon University, the consultant team brought forward a series of development themes to gauge the priorities that the BU community identified for the Campus. From these responses, emerging themes and a draft Vision and Planning Principles were established.





1.3.3 ROTATING POP-UP OPEN HOUSES

September-October 2016

Starting on September 16, 2016, a rotating series of Pop-up Open Houses were set up at several locations around the Campus to showcase the consultant team's "fresh eyes" analysis. The Pop-up Open Houses included a number of interactive display panels that invited comments from participants. These open houses were held at:

- Dr. James and Lucille Brown Health Studies Complex
- Education Building
- Queen Elizabeth II Music Building
- Harvest Hall
- Knowles Douglas Student Union Building
- Physical Plant Building
- John R. Brodie Science Centre
- John E. Robbins Library
- Healthy Living Centre (homecoming weekend)



1.3.4 POP-UP EVENT, PUBLIC OPEN HOUSE, AND WORKSHOP #2

November 28-29, 2016

At the second Pop-up Event, Workshop, and Public Open House, the consultant team met with the University faculty and staff, community stakeholders and the public to present a draft Vision and draft Planning Principles based on ideas generated in the first phase. Participants were also encouraged to provide their feedback on the draft Plan. The three engagement events provided robust feedback was used to inform the next stage of the Plan's development.



1.3.5 POP-UP EVENT AT THE WINNIPEG CAMPUS

November 28, 2016

A Pop-up Open House was also held on November 28th at BU's Winnipeg campus, which is home to its Psychiatric Nursing Faculty. The draft Vision and Planning Principles were presented. Faculty and staff also met with the consultant team and provided a tour of the facilities and faculty space and feedback on their spacial, academic, and amenity needs.

1.3.6 INDIGENOUS COMMUNITY FEAST & DISCUSSION

November 28, 2016

On November 28, 2016, members of the Indigenous Community, including current students and alumni, were invited to meet with the project team for dinner and a discussion on their needs, aspirations, and concerns as they relate to the Plan. During the meeting the draft Plan's Vision, Planning Principles, and Concept Plan were presented for comment. Stakeholders in attendance included representatives from:

- BU senior management
- BU students
- Brandon Community Elders
- City of Brandon staff
- General community members



1.3.6 PUBLIC OPEN HOUSE AND WORKSHOP #3

March 9, 2017

During this third workshop, the consultant team met with key stakeholders, including BU faculty and staff, City of Brandon staff, and the general public, to continue the conversation on the draft Plan and to start a new discussion on the BU Downtown campus initiative. The Public Open House followed the workshop, which provided a public forum for comments on the content as well as the results of the workshop. All stakeholders were invited to participate in the Open House Event, and listen to what the public had to say about the Plan and the BU Downtown campus initiative.



1.4 CAMPUS EVOLUTION

1.4.1 CAMPUS HISTORY

Brandon University traces its roots back to the late 19th century and the growth of higher education institutions in the City of Brandon. It began as a liberal arts college that offered some theological training and high school education, in addition to a school of music (since 1906). Brandon College was affiliated with McMaster University and the Baptist Union of Western Canada until 1938, when the Baptist Union decided it could no longer support the college due to financial reasons. In that year, Brandon College became a non-denominational corporation and joined with the University of Manitoba as an affiliated college.

BU received its charter on June 5, 1967, when Princess Alexandra and the Honourable Angus Ogilvie visited Brandon. Programming in baccalaureate programs expanded and evolved rapidly after 1967 and has continued to present day.

BU has since been recognized for its liberal arts and sciences programs, and has maintained a steady-growing student population from rural Manitoba and beyond. Its physical campus has grown building by building (the most recent which include the Clark Hall and the Original Building renovation in 1997, Health Studies building in 2003, Healthy Living Centre in 2013) to fill its campus west of downtown Brandon, and now requires a Campus Master Plan to best accommodate future growth and renew the existing campus condition.

1.4.1.1 Campus Buildings

Campus buildings display a variety of styles and materials, and as the University has grown, the scale and style of buildings has changed to reflect the times. The earliest structures prior to the University receiving its charter display a romanesque revival style such as historic Clark Hall, while buildings dating to the 1960's-1970's reflect modernist design elements and Brutalist styles, such as the Western Manitoba Centennial Auditorium. More recent structures have taken on more contemporary forms, with newer buildings emphasizing less concrete and stone, and incorporating more glazing and varying cladding materials.



Aerial View: Brandon University Campus c. 1967. Photo courtesy: S.J. McKee Archives, Brandon University.

1.5 PLANNING CONTEXT

The City's planning policies provide the University with considerable flexibility in planning for and developing the Campus. It provides guidance for expansion beyond its current boundaries; supports opportunities for diversifying uses; and, provides opportunities for additional height.

1.5.1 CITY OF BRANDON ZONING BY-LAW

The campus is zoned as Educational and Institutional (EI) land under the Brandon Zoning By-law, which permits a broad range of uses in addition to its principal use as a university. Under the by-law, there is no height limit in storeys for educational uses, which includes dormitories, food services, athletic facilities, and recreation, as well as research facilities. Other permitted uses on the campus are subject to a limit of 5 storeys. Where educational buildings are adjacent to a street, however, their height shall not exceed the sum of the required yard and the width of the street.

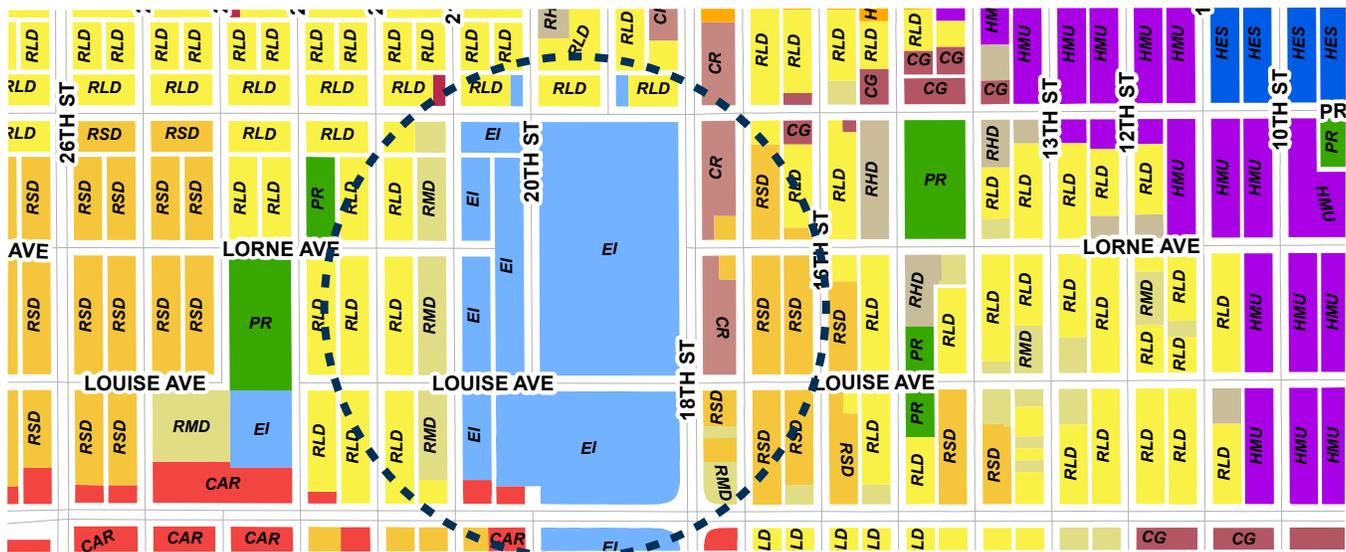
The height permissions in the by-law dictate what the University can do in terms of as-of-right development that complies with all applicable zoning regulations. Permission can be sought from the City for permitted deviations from the Zoning by-law to permit additional height, reduce setbacks, alter parking requirements etc., provided such changes can be supported with a rationale.

1.5.2 BRANDON AREA DEVELOPMENT PLAN

The Brandon Area Development Plan (BADP, 2015) outlines policies to shape development. The BADP contains policy direction that supports higher density development on the Campus, provided it is compatible with adjacent land uses.

The following are key policies from the Brandon Area Development Plan that impact Brandon University:

- Major institutions, such as Brandon University, may be permitted a high density of development, provided it is compatible with adjacent land uses.



Excerpt of City of Brandon Zoning By-law No. 7124 Schedule B - Map 2

Legend

	CAR Commercial Arterial		RSD Residential Single Detached
	EI Educational & Institutional		RHD Residential High Density
	HMU Hub Mixed Use		RMD Residential Moderate Density
	CG Commercial General		RLD Residential Low Density
			PR Parks & Recreation

1.6 EXISTING CONDITIONS & OPPORTUNITIES

The existing conditions analysis examined the Campus at various scales, in order to understand its relevance, significance, and opportunities within the region, within the city, and within its neighbourhood context.

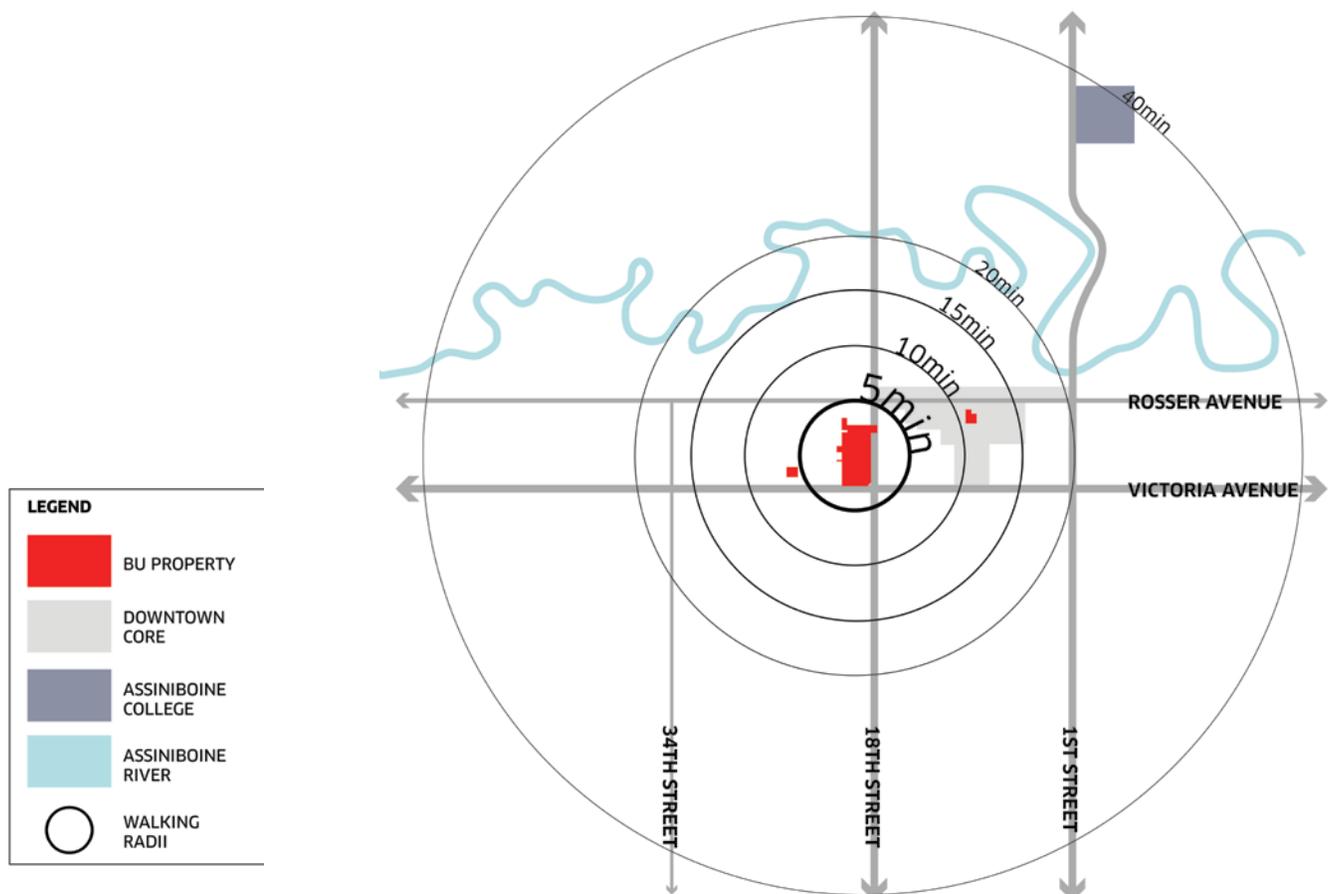
1.6.1 REGIONAL SCALE

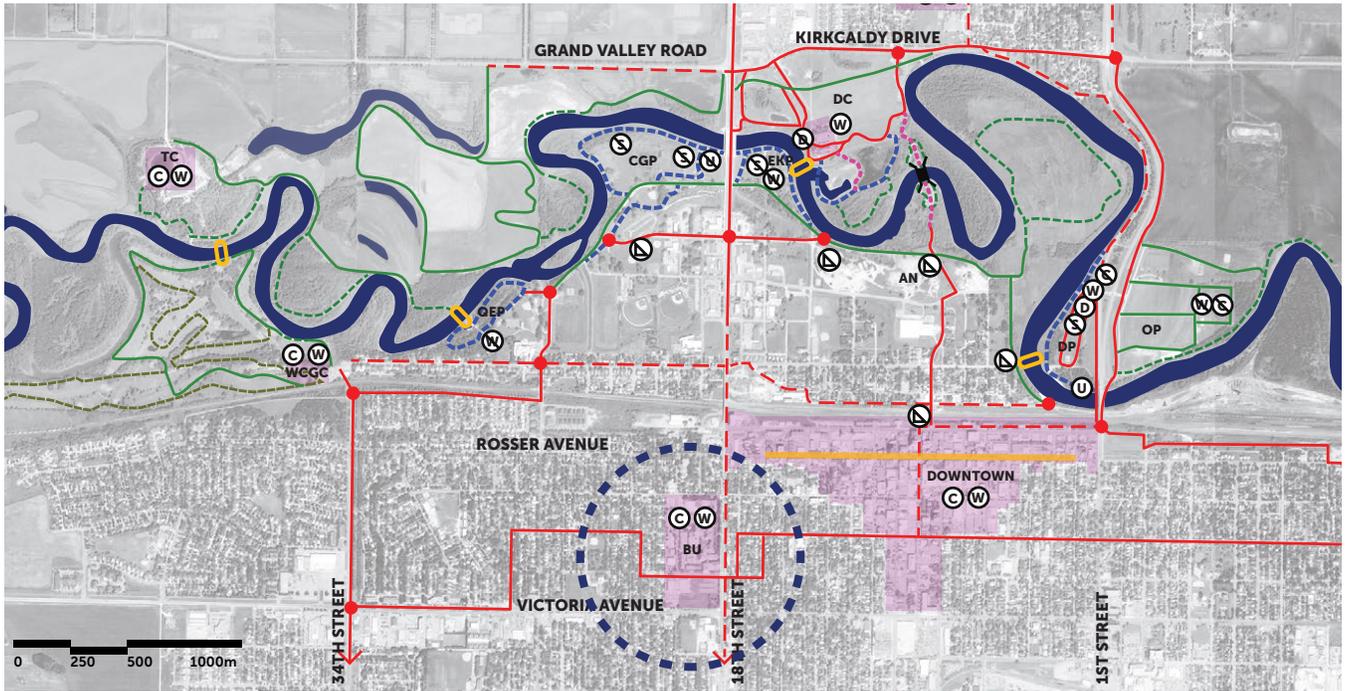
An Accessible and Connected Campus

BU, in a wider context, is an accessible and fairly well connected campus. The University is situated within a five to ten minute walking radius from the heart of downtown Brandon. It is twenty minutes from the Assiniboine River, valley and trails, and is within 40 minutes to the North Assiniboine College Campus. The Campus is connected to these key destinations, among others, via 18th Street, Rosser Avenue, and 1st Street.

Opportunities:

- Position the University as a key destination and amenity within Brandon
- Expand the trails system to connect an array of public spaces for recreation
- Provide additional services and amenities to meet the needs of the surrounding community and city
- Expand on educational and research offerings for greater partnerships and shared relationships with local elementary and post secondary institutions
- Implement the “missing link” identified in the City’s Active Transportation Plan that connects to Brandon University, which will better position the Campus as a key destination along the trail network.





Excerpt of Brandon Assiniboine River Corridor Master Plan 2015-2035, Figure 15: Active Transportation

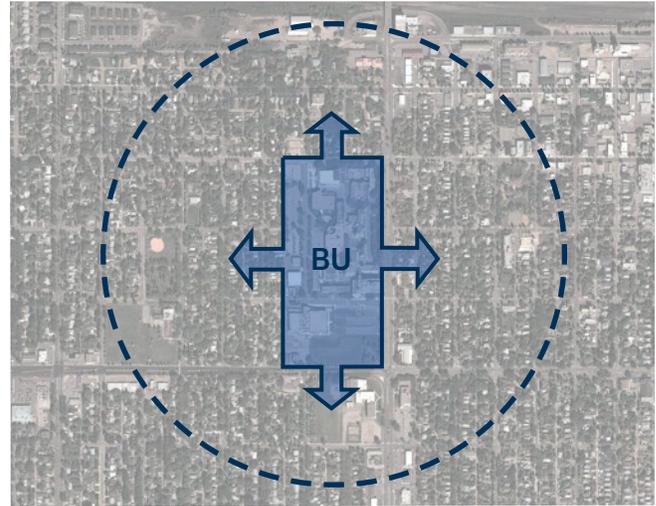
- MAIN ASSINIBOINE RIVER CHANNEL
- OXBOWS & OLD RIVER CHANNELS
- ACTIVE FULLY DEVELOPED A.T. ROUTE
- PART OF EXISTING A.T. ROUTE DAMAGED BY FLOODING
- MISSING LINKS TO CLOSE ROUTES
- LOW LEVEL DEVELOPED RIVERBANK TRAILS - CLOSED

1.6.2 LOCAL SCALE

Relationship to the Surrounding Community

BU's main campus is located close to Brandon's historic core, and a short walk from downtown. It is generally surrounded by residential development, with some commercial uses along adjacent major streets, such as Victoria Avenue and 18th Street. Two municipal parks, Coronation Park and Stanley Park, are a short walk from campus. The campus benefits from an excellent location in Brandon amidst an established and growing residential community. The University has easy access to local amenities and services, public transit services, and green spaces.

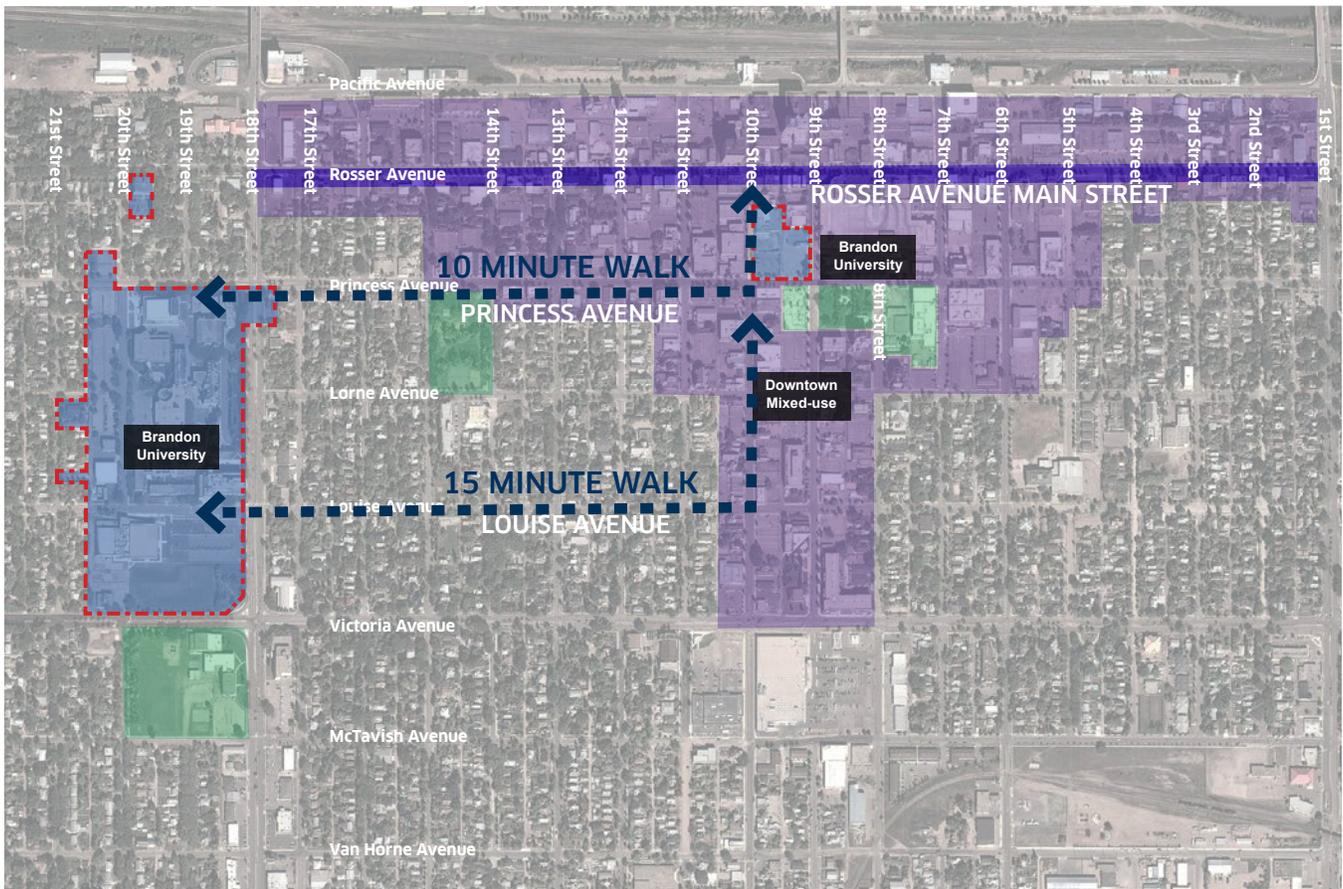
The relationship between the Campus and community can be mutually beneficial. Because of its location in the heart of a residential community, the University has the potential to provide additional services and amenities such as seniors housing on adjacent campus properties, student housing on campus, commercial and cultural uses, and a diversity of open spaces. All of these services and uses can increase the amenity base for the area and enhance relationships with the community.



Local land use diagram, DIALOG

Relationship to Downtown Brandon

The University is within a ten to fifteen minute walking distance from the predominantly mixed-use downtown area, and specifically to Rosser Avenue which is the main commercial corridor. Opportunities to enhance the walking and cycling experience between the two city destinations can be a collaborative effort between the City and the University, and mutually beneficial to both. The newly established land assembly for the University in the downtown core increases opportunities to service not only the surrounding community, but also the downtown community. Providing shuttle services to the downtown increases the accessibility to the campuses, and the increased use can be catalytic for downtown revitalization.



BU proximity to Brandon downtown diagram, DIALOG

1.6.3 CAMPUS SCALE

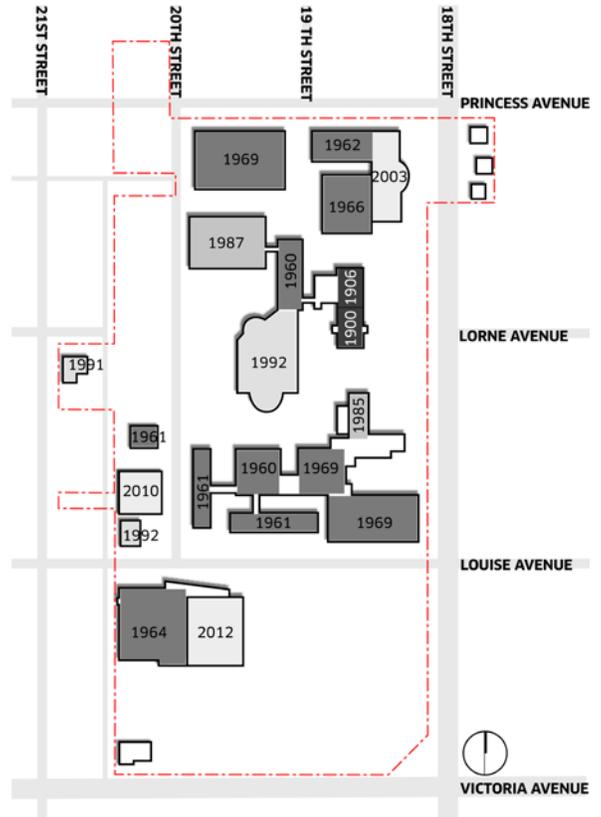
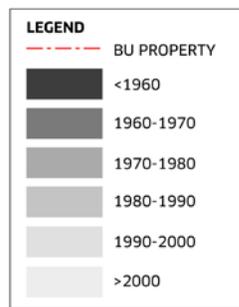
The following provides an analysis of the existing conditions and the opportunities within the Campus context.

1.6.3.1 Buildings and Campus Structure

The evolution of the campus began in the early 1900's. The diagram reflects the build-out of the Campus to date. It was designed to be very intimate and pedestrian in character, with vehicular moment and parking at its edges, and predominantly pedestrian circulation in the core. Its buildings include a mix of academic, administrative, student residential, and maintenance facilities. In addition, the University owns three residential buildings at the intersection of Princess Avenue and 18th street, used as housing rental units.

Opportunities:

- Grow the University within it's current boundaries, as there are many opportunities to expand on site with the development of the parking lot sites
- Incorporate existing heritage building assets in the Plan into the built form framework for future development

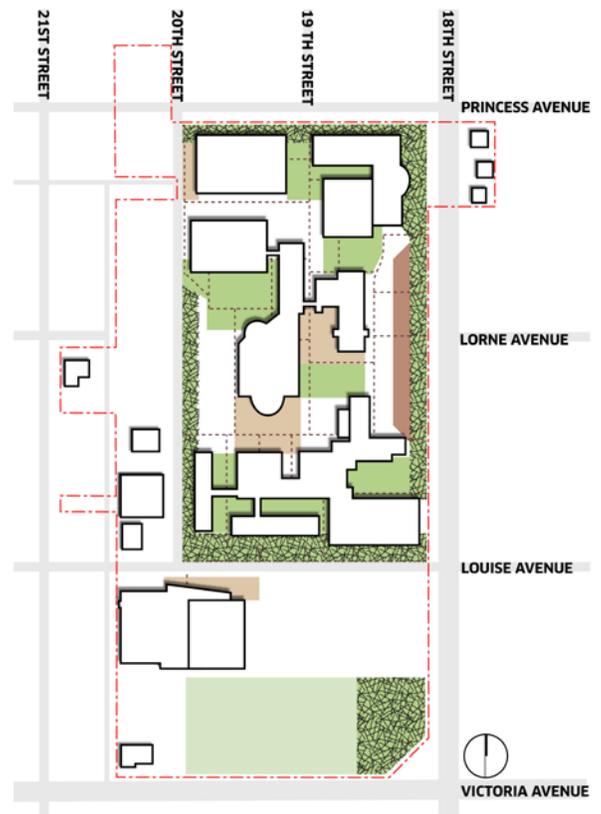
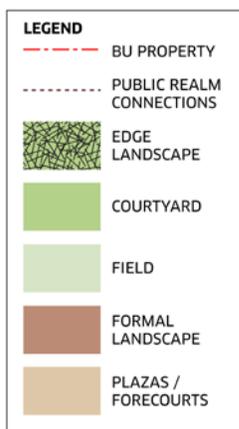


1.6.3.2 Campus Open Space

There are six different open space typologies identified on the Campus which include: a forested edge landscape, formal and informal courtyard spaces, an open field, small plaza spaces. Many of these spaces are remnant landscapes and open space alignments from the past campus structure.

Opportunities:

- Build on the many existing open space assets on the Campus and enhance structural components of the original framework that are still valid today
- Reinforce the north-south central spine through the Campus
- Bring the central open space adjacent to the library, and the formal Clark Hall open space to their original grandeur
- Create a new parking strategy for the campus so that existing lots can be used for new buildings and a diversity of open spaces



1.6.3.3 Circulation, Access, and Parking

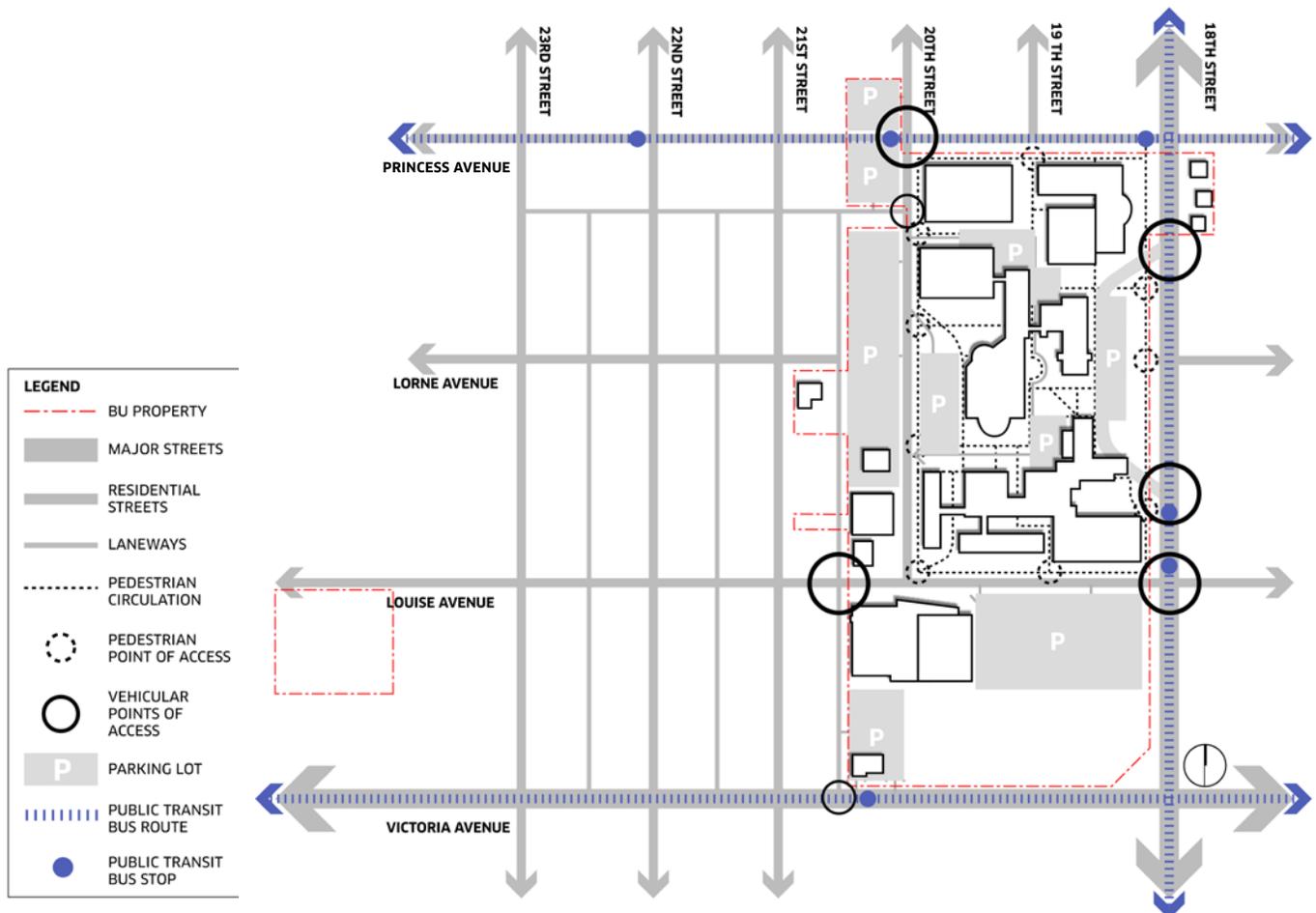
The University is an integrated part of the surrounding neighbourhood street and block network for the most part. Generally, the grid pattern of development makes the campus accessible and connected to its surrounding context via neighbourhood streets and major roadways, but mainly from a vehicular perspective. It is defined along the east and south boundary by two major vehicular corridors of Victoria Avenue (Hwy 1A) and 18th Street (Hwy 10), which are main highway connectors through the city. These corridors are major barriers to the Campus from a pedestrian perspective. The traffic speeds, the width of the right-of-way, and the aesthetic of the streets, create an unsafe environment to pedestrians and cyclists alike and make crossing them a hindrance.

There are five vehicular points of access into the Campus and at least 10 additional pedestrian points of access but there is no clear defined front door. Some of the neighbourhood streets such as Lorne Avenue have been dead-ended at the periphery of the campus. These streets can provide increased access and walkability to the Campus.

The public realm is generally defined by surface parking lots. That said, most of the larger surface parking areas are situated at the periphery of the campus, at the west, or “back”, of the campus and south of Louise Avenue. Only smaller parking lot footprints are located within the Campus’ core. The extent of the west parking lots presents a negative interface to the adjacent residential neighbourhood. In terms of transit, the Campus is well serviced by the City’s transit system, with at least five stops at its periphery.

Opportunities:

- Collaborate with the City and Province to create a strategy for the pedestrianization of the highways surrounding the Campus
- Open dead-end neighbourhood streets to connect to the Campus and make it more accessible
- Identify and define a hierarchy of gateways at key access points
- Enhance Campus’ streets as beautiful multi-modal but pedestrian prioritized movement corridors
- Enhance transit options with a new route through the Campus

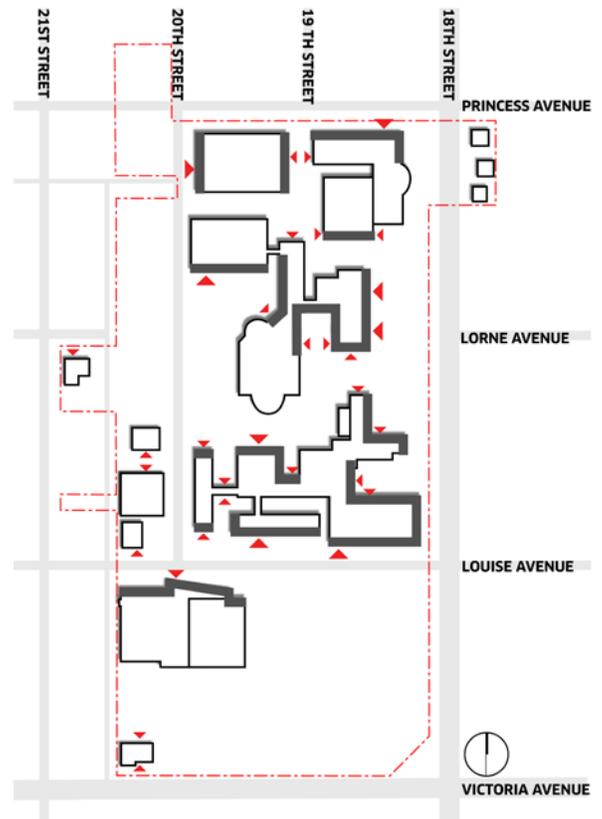
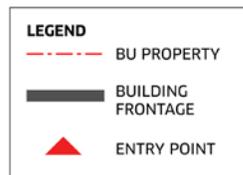


1.6.3.4 Existing Building Frontages

Historically, the main address to the Campus has been its east face. The structure is such that the earlier buildings provided an easterly “face” or address to the street and adjacent neighbourhood. The development pattern shows that as the Campus evolved, buildings were inward facing, with frontages primarily to courtyard spaces and along Louise Avenue. Frontages along Princess Avenue and 20th Street facing the neighbourhoods are fairly discontinuous. This is a typical pattern of development for institutions across Canada, where universities presented themselves on a podium to the community, and over time, gradually shifted to becoming more internally focused, turning their backs to the community.

Opportunities:

- Utilize the west parking lots as new development sites, to establish a building face to 20th street, and to repair the block by providing new buildings that respectfully transition to the adjacent residential buildings in height, scale, and massing
- Frame and define the sports field and create a frontage and identity along the highway corridors
- Use new developments to improve the face of the Campus, not only to the community, but also to the public realm within

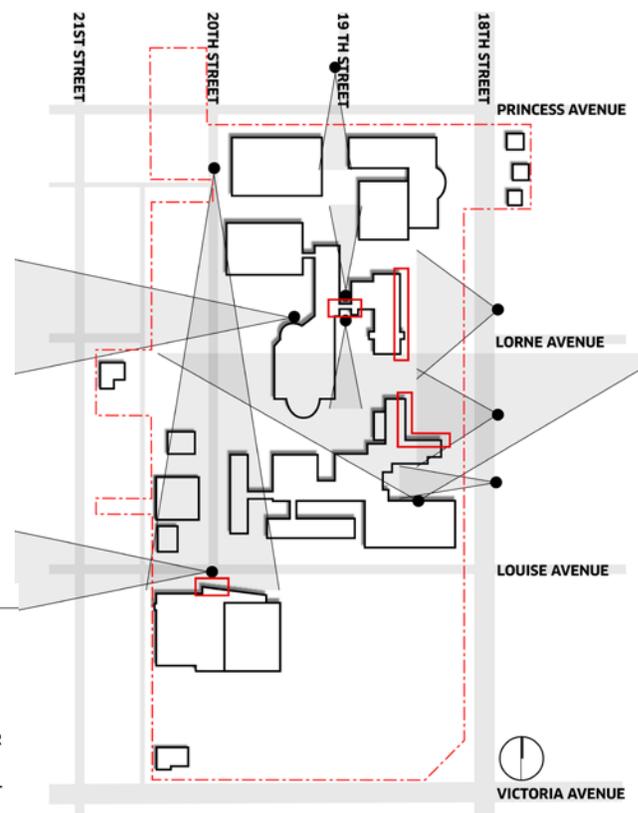
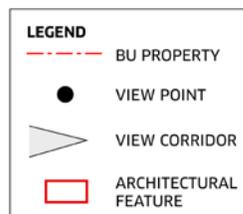


1.6.3.5 Existing Views and View Corridors

Identifying and enhancing views and view corridors are important to improving structure and wayfinding, building the Campus identity, and showcasing its assets. The University already has, or the bones of, key view corridors that terminate at key buildings and architecture, that visually connect the Campus to the adjacent neighbourhood, and that emphasize key pedestrian corridors.

Opportunities:

- Maintain key sight lines and enhance views to the original buildings of Clark Hall and the Student’s Union Centre
- Enhance long views through the campus as opportunities for clear wayfinding
- Frame views to existing and new open spaces with new buildings
- Enhance view corridors into and through the Campus from the surrounding neighbourhoods



1.7 CAMPUS SPACE PLANNING

As an integral component to the development of the Plan for the Campus, the physical areas within buildings needed be considered to achieve an understanding of the potential future build out plan. Academic, administrative, and social spaces, among others, were inventoried, and, together with predictions on student full-time equivalent (FTE) counts, were translated into high-level space projections to meet the University's needs. This space planning assessment of the Campus' interior spaces was addressed through three distinct yet related components, as outlined below.

Existing Space Inventory

The development of a database of existing campus spaces including academic learning spaces (classrooms and teaching labs), research laboratories, academic and administrative work spaces, library and student study spaces, and student & central services spaces, and their associated net areas, measured as the usable area, assignable to a specific function.

Generated Space Projections

Derived through use of post-secondary education guidelines, and considering the University's estimated student enrolment, the calculation of annual space requirements for the next 10 years across a variety of space categories.

Space Utilization

A review of current utilization of teaching spaces (classrooms and instructional labs) across the Campus, considering room bookings over availability and in-class seat occupancy over room capacity.

Refer to the Campus Space Plan Document for the complete analysis review.

1.8 DESIGN DRIVERS

A series of recurring themes and ideas emerged from the input provided by stakeholders during the project’s engagement events. These themes have helped to shape the Vision and Planning Principles and provide a clear direction and rationale for the Plan’s design and policy frameworks. They consider the opportunities identified through the existing conditions and space planning analysis; addressing shifting trends in post secondary education; and responding to the objectives outlined in this chapter.

They are the key drivers that will move Brandon University in a new and exciting direction, responding to a diversity of student, academic, community and City needs.



A University District

- Support the growth of a complete University District that is integrated with the surrounding community, serving as an anchor and hub of activity and animation within the city.
- Maintain and support the Campus’ intimate-scale, fostering a close-knit community.
- Create a student-centred institution supporting opportunities and initiatives to evolve as a centre for innovative research and creative learning.
- Position BU, including the main campus and the downtown campus, as a hub of activity and catalyst for positive change in Brandon.



Inviting and Accessible

- Take down physical barriers, such as landscaping (i.e. hedges), that keep the University from being visible and accessible by the surrounding community.
- Redefine the Campus entrance to make it more prominent and evident.
- Enhance pedestrian safety by locating crossings at key intersections, and prioritizing pedestrian movement on internal Campus streets.
- Improve internal and external connectivity between campus buildings and to the surrounding community.
- Provide spaces and services to support people from a diversity of social, economic, and cultural backgrounds.



Indigenization of the Campus

- Celebrate Indigenous people’s history and culture on campus with programs and events, and through the design of open spaces, buildings, and art.
- Support the Indigenous community by creating welcoming and inclusive spaces on campus.
- Create opportunities to strengthen the Indigenous presence within the University body.

Community Engagement

- Find new ways to engage the community and encourage their use and enjoyment of the Campus, and enhance the University's role in community growth and interaction.
- Forge new partnerships with private and public sector entities to create new programs, spaces, activities, and opportunities for students.
- Create better connections between BU's Main Campus and Downtown Campus, such as through a "University Mile" consisting of retail, restaurants, and pubs.
- Create an environment that contributes to the University-town feel.



Places for Social Gathering

- Enhance student life and encourage student activity, especially after hours, by providing more indoor and outdoor spaces for informal study, social interaction, and passive recreation.



24/7 Campus

- Create an animated environment by facilitating student, community, and city activities, events, and programming during the day, evenings, and throughout the year.
- Create flexible indoor gathering spaces and outdoor open spaces to accommodate a diversity of uses.
- Coordinate recreational events with other institutions such as elementary schools, to be held on campus.





A Walkable and Active Campus

- Prioritize walkability with a network of accessible sidewalks and pathways, to support active living and healthy lifestyles.
- Improve wayfinding and make it easier for visitors and newcomers to the Campus to find their way around.
- Provide alternate options of parking and travel for commuters that travel by car.



A Central Spine

- Re-establish the north-south and east-west pedestrian corridors that defined the Campus' original design.
- Create a connected network of open spaces that link to the corridors.



Campus Design and Identity

- Enhance the aesthetic appeal of the Campus through engaging architecture and beautiful and inviting open spaces.
- Create a stronger sense of place and arrival on campus with gateway buildings, art, landscaping, and landmark features.



Optimizing Campus Resources

- Optimize the use of existing Campus lands and buildings.
- Create spaces that are flexible and can respond to various forms of teaching, collaboration, and growth over time.
- Create spaces that accommodate virtual connections to the University's Winnipeg campus for shared learning.

Supporting Healthy Choices

- Diversify the selection of food services to offer healthy and nutritious options.
- Continue to provide recreation, housing, and health service options that will facilitate people's overall wellness.



Housing Supply

- Create more housing options, both on and off campus, to accommodate a variety of student needs and community groups.
- Refurbish existing student residences, including family and mixed-use residential accommodation, to meet student needs, enhance student housing experiences, and foster student engagement and socialization.



Resilience and Adaptability

- Plan for long-term sustainability using a multi-faceted and resilient approach to physical campus development that accommodates long-term future growth, flexibility, and adaptability.
- Recognize the importance of financial, environmental, and social considerations.



Ongoing Engagement

- Foster an ongoing engagement process that is inclusive of a diversity of voices.
- Host a continued, meaningful, and productive conversation towards achieving Brandon University Campus Master Plan goals, objectives, and implementation.





Combined Key Design Moves, DIALOG

1.9.1 IMPROVING THE INTERFACE AND ACCESS TO THE CAMPUS AND COMMUNITY

1.9 KEY DESIGN MOVES

The diagram on the adjacent page reflects a compilation of eight Design Moves for the Campus Master Plan that were derived from input garnered during the engagement process. The Design Moves are key structural components that define the Concept Plan. They illustrate an overall design direction that includes: defining campus edges and accessibility; identifying built form opportunities; creating open space diversity and enhancement; enhancing pedestrianization and connectivity; identifying parking and servicing strategies; and developing a compact mixed-use campus and a unique community destination.

The following looks at each of the Design Moves in terms of defining their contribution to the overall development and enhancement of the Campus.



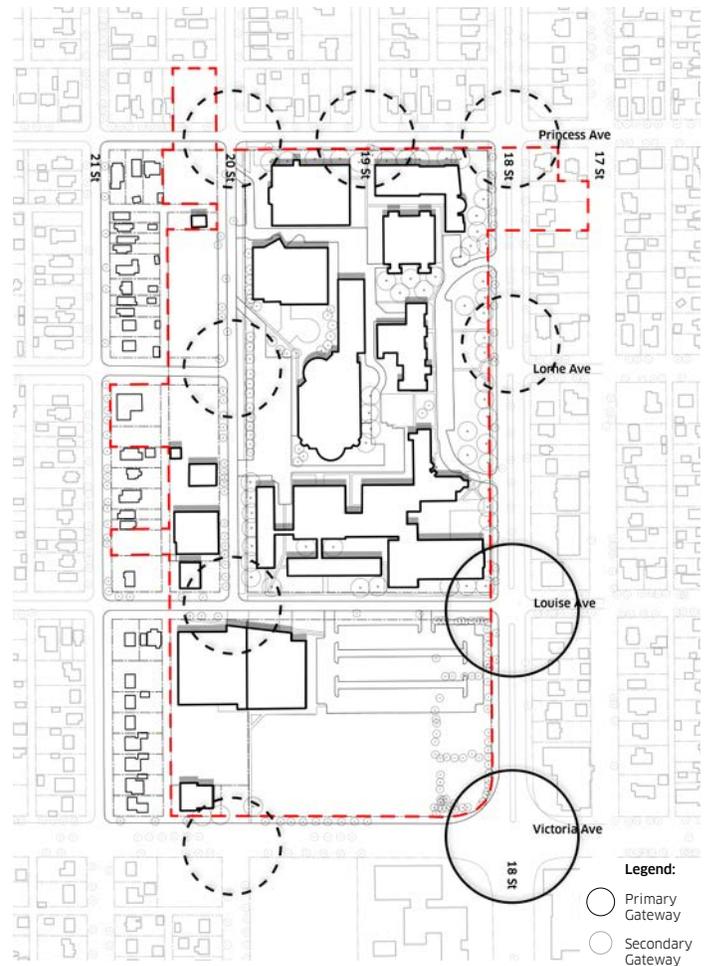
The Campus' frontages and edge condition will be improved, especially along 18th Street and Victoria Avenue. This will create a more pedestrian-friendly environment and present an improved face to the community that better represents Brandon University. It will highlight the Campus' high-quality design, unique identity, and presence, and reinforce the identity of the University District.



1.9.2 ENHANCING INTERNAL STREETS



1.9.3 DEFINING GATEWAYS TO A UNIVERSITY DISTRICT



Streets internal to the Campus will be enhanced to create a more pedestrian-friendly environment. For instance: enhancing the tree canopy and plantings along pedestrian walkways and streets; improving sidewalks and walkways; allowing on-street parking on both sides of the street; enhanced pedestrian-scale lighting along pathways; and, improving pedestrian markings at intersections and other potential crossing points. A key aspect of this Big Move is to re-connect Lorne Ave to 20th Street, creating two distinct development blocks and an additional connection point to the residential areas to the west.

The sense of entry to the campus will be improved, for pedestrians and vehicles, by defining a hierarchy of gateways to the campus. This can include emphasizing the architecture and design of new buildings at gateways, including public art in open spaces, and well-marked pedestrian crossings. These initiatives help to reinforce the Campus' identity, presence, and sense of place, improve people's experience of it, and facilitate safe connections to surrounding areas.



1.9.4 DEFINING SOFT SITES FOR DEVELOPMENT



1.9.5 CREATING PURPOSEFUL OPEN SPACES

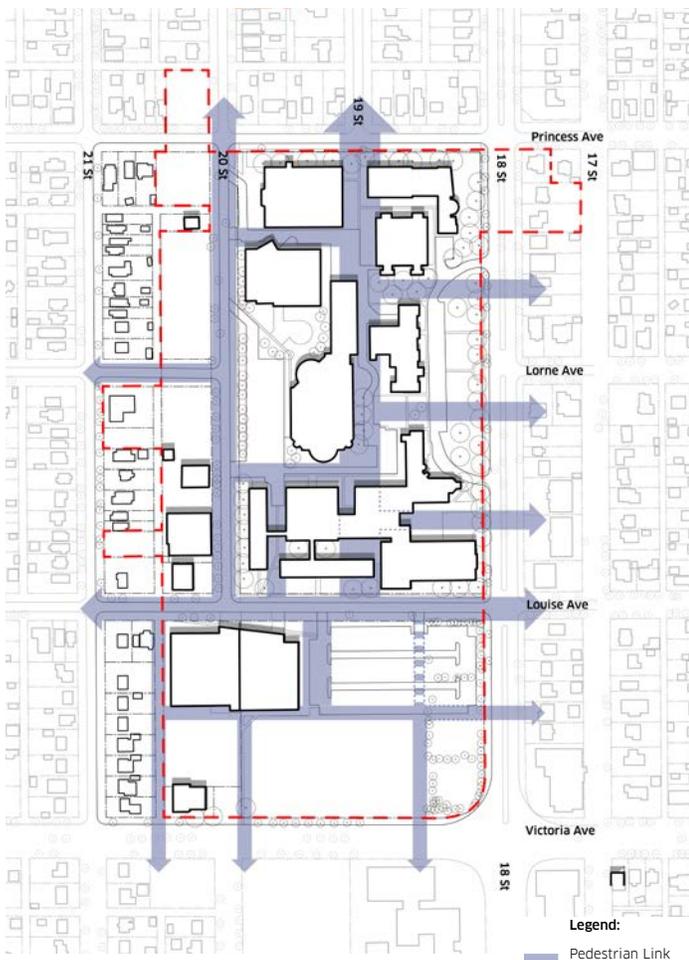


Soft sites are opportunities for new building development on campus. The Plan proposes a series of new buildings primarily along the west and south areas of the Campus for the purpose of: defining and framing existing and new open spaces, streets, and pedestrian linkages; expanding academic space and diversifying uses on campus; providing structured parking and below grade parking; creating gateway and landmark features at key locations; and, fostering iconic architecture.

The open space network on campus is rationalized to provide a clear structure of spaces with correlated uses and functions that meet a diversity of needs. A key aspect of this approach is to bring back some of the elements of the Campus' original design that have been eroded by surface parking lots. This includes creating a central green spine. Other open space opportunities include defining three major green spaces of distinct character at the centre of the Campus, and connecting different areas with green linkages.



1.9.6 IMPROVING PEDESTRIAN LINKAGES



1.9.7 DEFINING A PARKING AND SERVICING STRATEGY



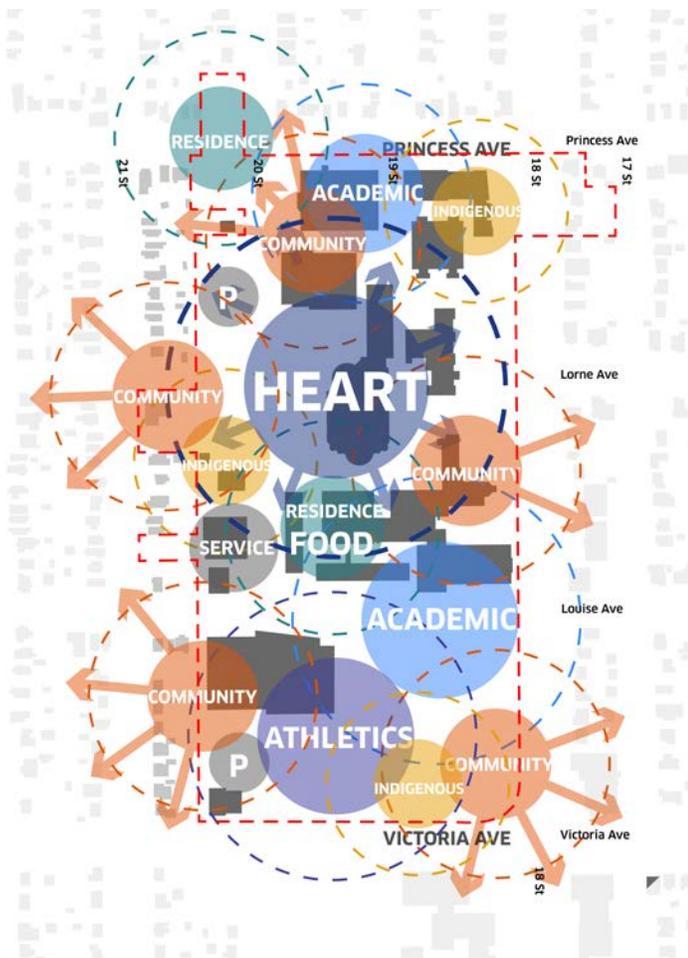
Pedestrian movement routes will be expanded and rationalized so they are legible, intuitive to navigate, and inviting and welcoming for pedestrians. This may involve a number of initiatives, such as: extending linkages to new and existing destinations internally, including the south campus area, and externally, including the BU Downtown Campus and the Fleming School site; emphasizing the prominence of the Campus' central spine as a movement corridor; improving landscape design in terms of planting, paving, and lighting. Pedestrian linkages within connect to broader movement networks such as Princess and Lorne Avenue, to improve the Campus' physical integration with the city.



One of the key Big Moves for the Plan is to define purposeful open spaces and an overall pedestrian-oriented environment on the Campus. While this is a key priority, access for service vehicles to existing and proposed buildings will be maintained. This can be accomplished through the design of internal campus spaces to demarcate areas for vehicles while facilitating the free-flow of pedestrians.



1.9.8 CREATING A MIXED-USE CAMPUS



Creating a mix of uses allows for a more complete experience where all aspects of the Campus are enjoyed and used by the University, the community, and the city. For example, this includes having amenities in all areas of the Campus that are highly accessible in order to draw the community in from all sides. There was also a recognition to identify opportunities to locate specific uses and amenities to support the Indigenous Community throughout the Campus and foster Indigenous placemaking.





PART 2: THE PLAN

2.1 THE MASTER PLAN VISION, PRINCIPLES, & THE PLAN

The following Vision and Planning Principles were developed in collaboration with the University community during public engagement events. The Concept Plan and Plan Frameworks have been developed based on the guidance of the Vision and Planning Principles. In addition, a series of design themes emerged through the engagement process that influenced the Plan. These themes are a response to the direction provided by the Vision and Principles.

The Vision and Principles are an important tool, as they are intended to provide guidance throughout the evolution of the Plan. As such, they should be reviewed and updated at regular intervals throughout the Plan's implementation process.

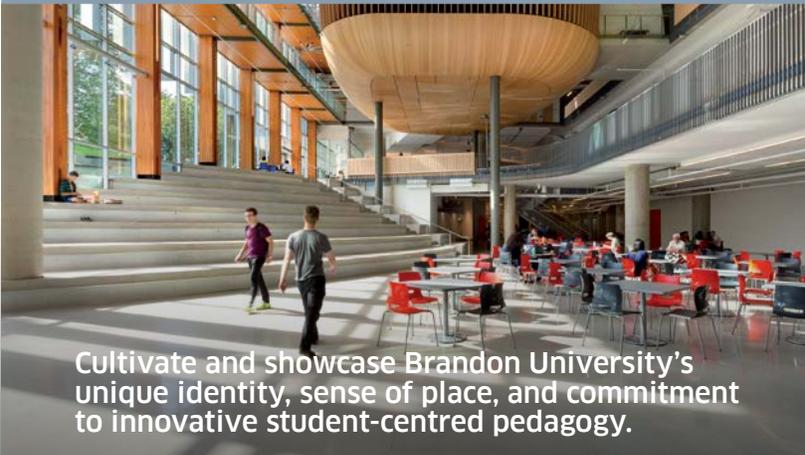
2.1.1 MASTER PLAN VISION

The Vision will help to inspire and guide decision-making as BU looks ahead to the future of its Campus.

The Brandon University campuses will be student-centered and experiential-learning environments that facilitate innovation, teaching and learning, research, recreation, and socialization within a unique University District. It will maintain the “small-town” feel as a welcoming, accessible, and community-oriented place, where diversity and culture is embraced and celebrated. It will be a high-quality environment in Brandon with state-of-the-art facilities, spaces, and services that create an inspiring place, new opportunities for learning, and for community partnerships and initiatives. Brandon University will be central to the community and city, adding value to the quality of life for community members and partners.

2.1.2 PLANNING PRINCIPLES

The following Planning Principles provide a foundation for design work, policies, and related recommendations in the Campus Master Plan, and guide the development of the Concept Plan and Plan Frameworks.



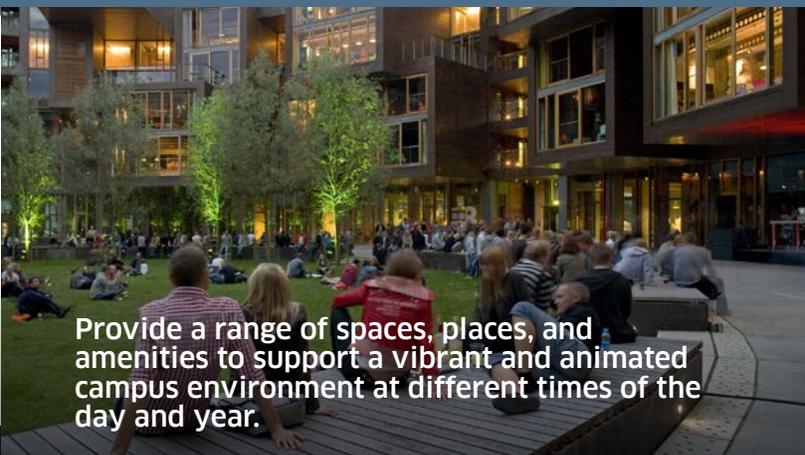
Cultivate and showcase Brandon University's unique identity, sense of place, and commitment to innovative student-centred pedagogy.



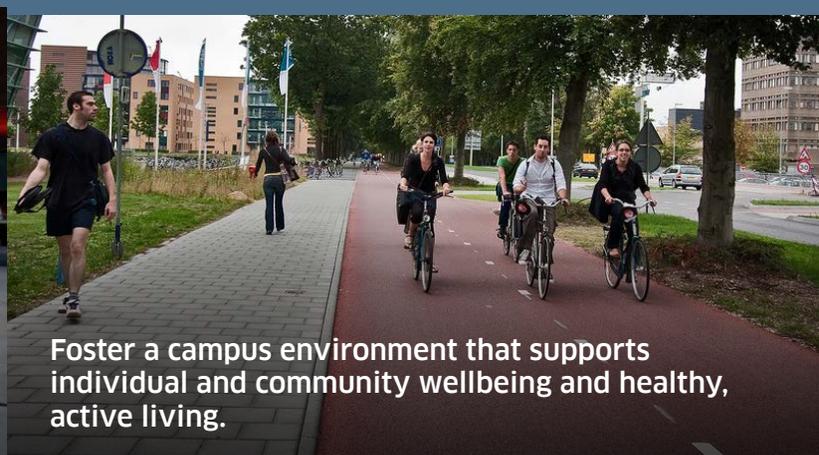
Create an inclusive, accessible, and welcoming campus that is integrated with the community around it.

2 All aspects of the Campus, from buildings, to open spaces, paths, and interior spaces, should convey a unique, and high-quality, sense of place. The Campus design and character should reflect BU's ambition to continue to strive for excellence as a student-centered institution of choice, while supporting its growth as a centre for innovative research and creative activity.

3 BU should design the campus to break down physical, social, economic, and cultural walls and facilitate pathways to a university education and community engagement. This includes creating a physically accessible campus with welcoming frontages to all surrounding areas, as well as providing the spaces and services to support people from a diversity of social, economic, and cultural backgrounds.



Provide a range of spaces, places, and amenities to support a vibrant and animated campus environment at different times of the day and year.



Foster a campus environment that supports individual and community wellbeing and healthy, active living.

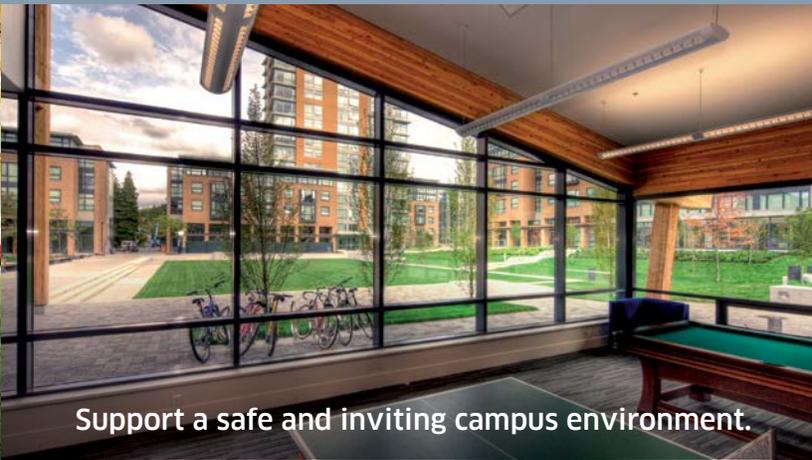
6 BU should create a diverse range of places, amenities, and services that meet a variety of needs for different users, including for Indigenous peoples, and that help to sustain a sense of activity, excitement, and energy on the Campus throughout the day, evening, and at all times of the year, especially during the winter.

7 BU should take steps to support the overall health and well being of the members of the Campus' community through the design and provision of spaces, programming, and amenities. This may include initiatives such as providing spaces to host ceremonial events in keeping with Indigenous peoples' tradition and supporting active living.



Provide a strong sense of belonging and identity within the Campus for our Indigenous Community

1 BU should embrace the opportunity to engage with its Indigenous Community through a series of placemaking initiatives to create a sense of belonging and identity. This may include cross-cultural listening and learning sessions and recognizing Indigenous history and cultural heritage through art, events and programs, landscape design, and the location of Indigenous structures and features.



Support a safe and inviting campus environment.

4 BU should be a leader in providing a safe and inviting campus environment and public realm. Its physical design should include beautiful and attractive internal and external social gathering spaces, pathways, corridors, and streets that are interconnected, well-illuminated, and universally accessible, with clear sight-lines, and intuitive wayfinding. All Brandon University locations should support a sense of safety and inviting students, faculty and staff, and community members to engage in post-secondary education and community development.



Strengthen relationships and explore new opportunities to connect with, and be supportive of, other institutions, the broader community, and the city.

5 BU should continue to find ways to engage and connect with the broader community, including individuals living in Brandon, and local businesses, leaders, artists, and community groups. Stronger relationships with other institutions and organizations will provide an opportunity to position BU as a hub of activity and catalyst for positive change in Brandon.



Design a compact, walkable environment that implements a sustainable approach to campus development and growth.

8 BU should guide the continued physical evolution of its campus growth in a compact manner, one that supports walking by creating safe and attractive, pedestrian-friendly spaces with short travel distances between buildings. It should support a multi-modal transportation strategy that promotes active transportation and environmentally-friendly options. These include walking, cycling, and transit in between campuses and to other institutions or satellite partnership locations.



Implement sustainable practices and design initiatives on campus.

9 The design of buildings, open spaces, and movement networks should implement sustainable design strategies and approaches that reduce waste and energy use. Other sustainable practices, strategies, and programs that have a positive influence on day-to-day life should also be promoted on the Campus.

21st Street

20th Street

19th Street

18th Street

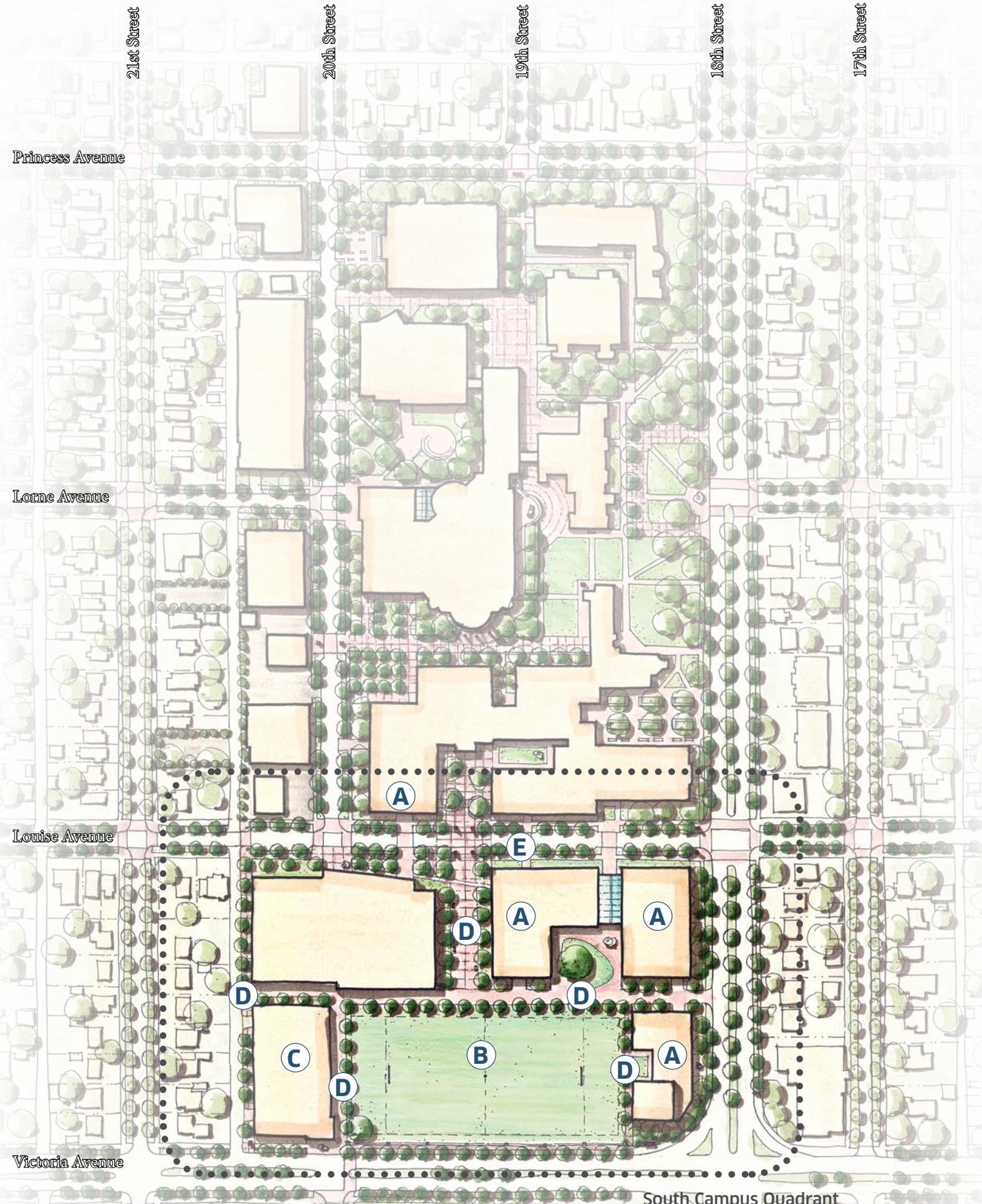
17th Street

Princess Avenue

Lorne Avenue

Louise Avenue

Victoria Avenue



South Campus Quadrant

2.2 CONCEPT PLAN

The Plan reflects a compact, walkable, pedestrian oriented and accessible campus.

The Concept Plan is a comprehensive illustration of the Campus Master Plan Frameworks and supportive policies and is to be used as a guide for future campus development. It reflects the design intent and direction set forth in the Vision and Planning Principles. Specifically, the Plan reflects a physical campus structure that is defined by the following:

- Three distinct and connected quadrants;
- Enhanced existing buildings;
- Compact structure to encourage walkability;
- A balance of built form and open spaces that create unique functioning places;
- New buildings for academic expansion, student housing, parking, services, amenities, and potential partnership initiatives;
- Enhanced existing and new open spaces that are beautiful, purposeful, flexible, diverse, and inspirational; and
- Pedestrian-oriented streets with multi-modal use, and pathways defined by street trees and landscaping that link the Campus internally, to the surrounding community, and beyond.

The Plan supports opportunities for quality architecture, placemaking, and sustainability that builds identity and defines BU as a unique, welcoming, and distinct place.

South Campus Quadrant

A New Campus Buildings:

- A continuous building frontage with a main address, entrances, and animated uses along Louise Avenue;
- A framing and enhancement of the south recreational field and pedestrian linkages;
- Wayfinding gateways at the south east corner of the Campus and the entrance to Louise Avenue with opportunities for tall landmark buildings at the corners;
- A University building frontage with a main address, entrances, and animated uses along Victoria Avenue;
- At least two levels of below grade parking in all new buildings; and
- An opportunity to provide a mix of uses and mixed use buildings.
- An opportunity to locate a Visitor and Information Centre at the campus main gateway entrances.

B Enhanced Recreational Field:

- An enhanced field designed to standard size for a diversity of varsity sports and recreational uses; and
- New street trees and pathways to frame the open space and provide accessibility all around.

C Mixed Use Structured Parking Facility:

- Structured parking at the south west corner of the campus that is accessible to Victoria Avenue, fronted by commercial uses to define the street and animate the field open space.

D New Pathways, Courtyards, and Plaza Spaces:

- A plaza open space defines the end of a continuous pedestrian spine that connects the campus north to south;
- Courtyard open spaces fronting the field and framed by new buildings; and
- East west and north south pedestrian pathways that connect the new spaces, buildings, streets and neighbourhoods.
- Landscape enhancements along Victoria Avenue to create a pedestrian friendly and attractive frontage.

E A Pedestrian Oriented Street:

- An enhanced Louise Avenue with a continuous canopy of street trees, reduced travel lanes, on-street parking, seating, bike racks, and pedestrian crossing zones.

West
Campus
Quadrant

21st Street

20th Street

19th Street

18th Street

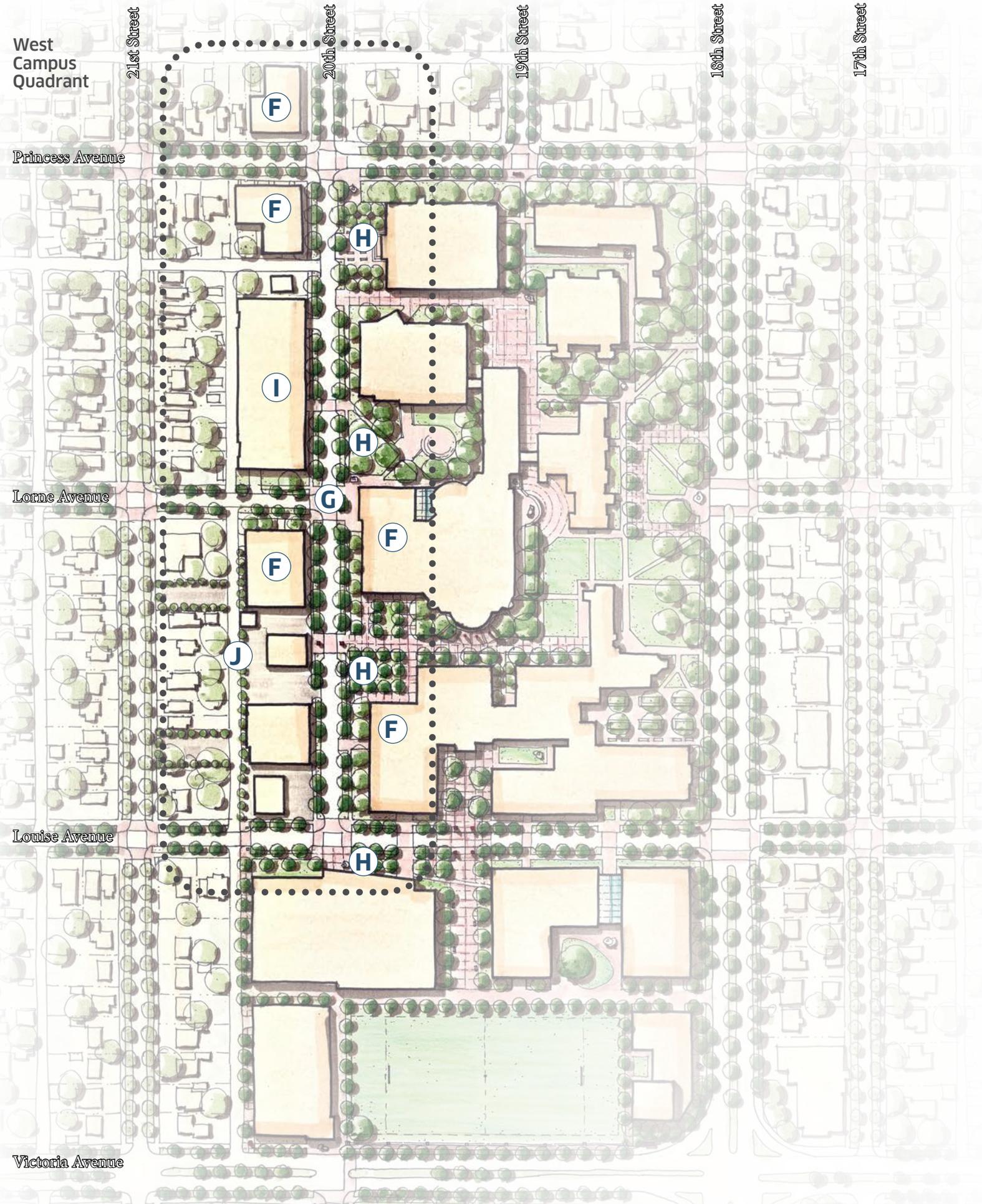
17th Street

Princess Avenue

Lorne Avenue

Louise Avenue

Victoria Avenue



West Campus Quadrant

F New Campus Buildings:

- A continuous building frontage with a main address, entrances, and animated uses along 20th Street;
- An improved adjacency and transition to the existing neighbourhood fabric;
- A framing and enhancement of existing and new open spaces, particularly the School of Music Outdoor Theatre Courtyard and new east-west plaza, providing new points of access.
- Gateway buildings that define the street corners, and are opportunities to locate tall landmark buildings for the purpose of wayfinding, terminating and defining views and view corridors, and identity building;
- Mixed residential buildings at the north end of 20th Street as a transitional use to the adjacent residences, and to provide housing diversity and amenities for the University and community;
- An opportunity for housing diversity sprinkled throughout the Campus, providing student housing; and for hotelling on campus for aboriginal, rural, or international families; and for sports teams during events, conferences; and
- At least two levels of below-grade parking in all new buildings.

G A Pedestrian Oriented Street:

- A new street cross-section for 20th Street with a continuous canopy of street trees, reduced travel lanes, on-street parking, seating, bike racks, and pedestrian crossing zones; and
- A new road connection from Lorne Avenue to 20th street, increasing accessibility to the Campus.

H New Pathways, Courtyards, and Plaza Spaces:

- A string of four distinct enhanced and new courtyard spaces define the length of 20th Street;
- East-west pedestrian pathways connect the open spaces to buildings, streets, the internal campus, and the neighbourhoods.

I Mixed-Use Structured Parking Facility:

- Structured parking located centrally along 20th Street, at the new Lorne Avenue entrance, fronted by uses to define and animate the street.

J Enhanced North South Pedestrian Route:

- An enhanced laneway at the edge of the west campus quadrant with enhanced paving and landscaping as an improved edge to the neighbourhood and a north south pedestrian route into the Campus.

21st Street

20th Street

19th Street

18th Street

17th Street

East Campus Quadrant

Princess Avenue

Lorne Avenue

Louise Avenue

Victoria Avenue



East Campus Quadrant

K Retrofitting Existing Buildings:

- New welcoming building frontages with a high degree of transparency to increase visibility into and out of the buildings, and improved pedestrian connections to existing and new adjacent open spaces.

L The North South Pedestrian Spine:

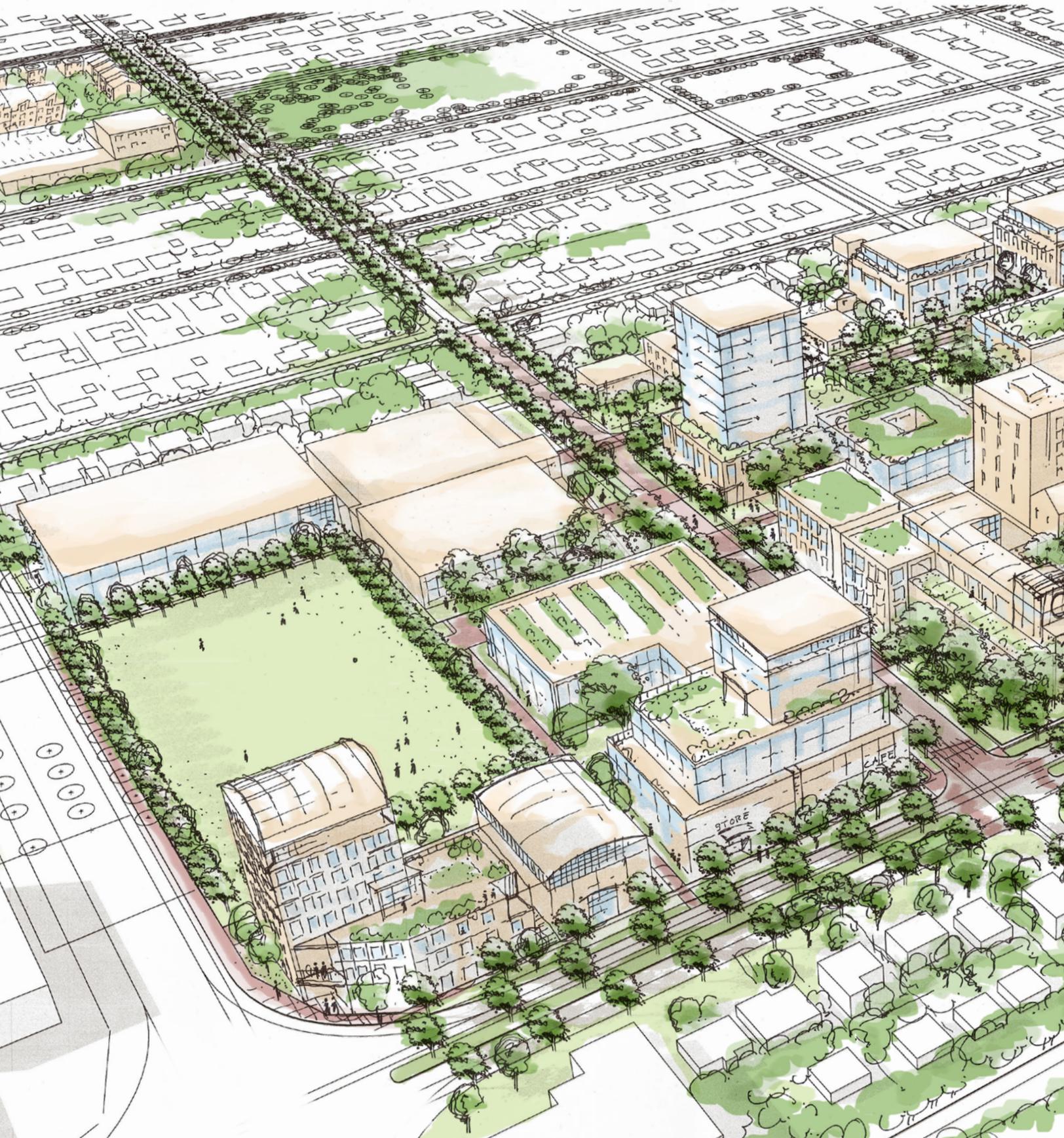
- Enhanced existing and new open spaces of quads, plazas, forested landscapes, and green connections define the central north south pedestrian route through the centre of the Campus, and linked to all east west pathways and major open spaces.

M A Welcoming, Accessible, and Attractive Frontage Along 18th Street:

- A string of four distinct enhanced and new courtyard spaces define the historic face of the Campus, including a northern forested landscape, a formal plaza gateway at Lorne Avenue, a quad open space, and a terraced courtyard.

N A Pedestrian Friendly 18th Street

- An opportunity to define a new road cross-section for 18th Street as a recommendation to the City of Brandon, in order to create a safe pedestrian campus interface and movement corridor.
- Clear wayfinding signage to Brandon's Downtown campus at the Princess and/or Lorne Avenue gateways.



Aerial rendering of full BU Main Campus build-out, DIALOG





PART 3: PLAN FRAMEWORKS

The Plan Frameworks are the policies that guide the comprehensive development of built form (the buildings), open space, and movement networks in line with the objectives outlined in this document. The policies provide a framework that mandates the development of a quality environment represented in both the built form and the open spaces. It will guide the long-term implementation of the Plan in keeping with the Vision.

3.1 BUILT FORM FRAMEWORK

The compact layout of the buildings is intended to encourage walking as the primary means of movement around the Campus.

The Built Form Framework provides a structure for new building development on campus, envisioned to be implemented over a 20 to 30 year horizon. It reflects the maximum build-out potential for the Campus in terms of building footprint, one that creates a well balanced ratio between buildings and open space. The Framework defines the desired character, location, orientation, quality, and massing of new buildings so that they are responsive to and enhance the Campus' open spaces. It provides a built form context that delivers on creating a comfortable, human scale, pedestrian environment that offers a mix of uses to serve both the student and community population. The Framework identifies opportunities to increase the development capacity of the site, if needed, by identifying locations for increased height, guided by policies that define a respectful transition to the adjacent low density neighbourhood fabric. The Framework allows flexibility in architectural design and expression, as an opportunity to add to the University's catalogue of unique buildings. The resultant buildings must support a quality environment, and positively contribute to achieving the Vision.

Specifically, the Built Form Framework identifies ten new building sites that form the Plan's West and South Quadrants, preserving the existing fabric of the University's heritage East Quadrant. In order to make this possible, the Plan consolidates surface parking into parking structures and below-grade parking in new buildings in order to create opportunities for new development. The new building sites serve various functions in the context of the Plan's physical structure. They are organized to define, enhance, and integrate existing and proposed public realm space. They provide active frontages to animate, engage, and provide "eyes" on the Campus' two streets, numerous pathways, and open spaces. They provide opportunities to increase the internal social gathering spaces, amenity spaces, and study areas, and to connect these places to areas external to the Campus.

The allocation of buildings focus on:

- Creating a frontage along 20th Street and framing the street so that it is more intimate and pedestrian friendly;
- Completing a frontage along Louise Avenue with new buildings to animate the street and define entry and gateway;
- Providing a gateway entrance at Princess Avenue and 20th Street;
- Providing an animated context around the south recreational field;
- Providing an address and frontage along Victoria Avenue; and
- Creating new opportunities for a mixture and diversity of uses on the Campus.

Note that in some cases the recommendations of the Built Form Framework may differ from the City of Brandon zoning by-law. In these cases the approval of the City (i.e. a Variance or Conditional Use) would be required to permit such deviations on a project-by-project basis.

3.1.1 CAMPUS STRUCTURE

The following section defines the approach to built form for the Campus.

3.1.1.1 Orientation & Placement

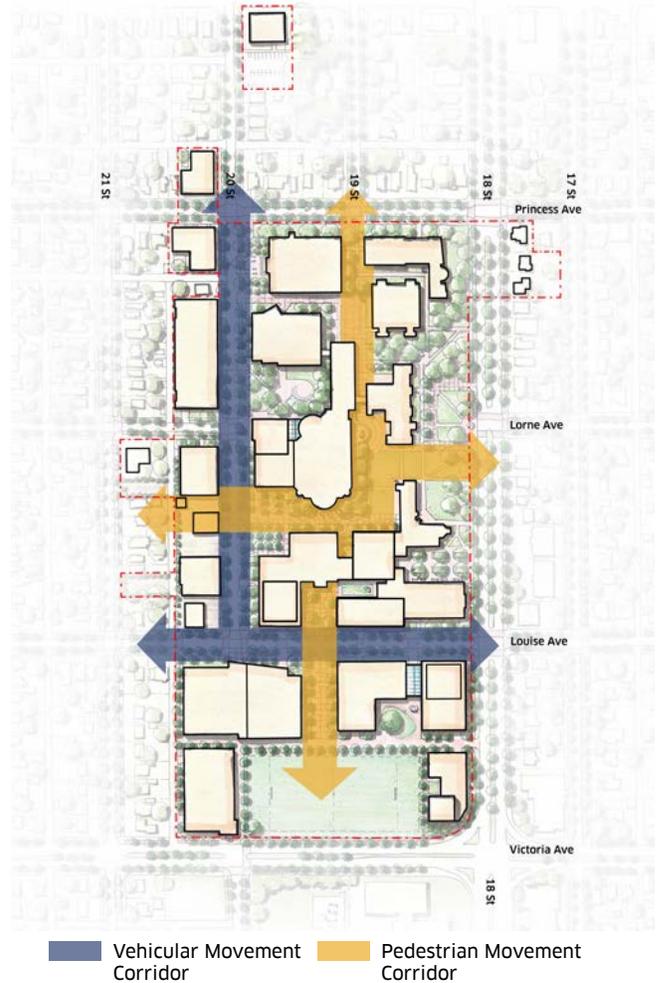
The orientation and placement of buildings is essential to creating a friendly environment and is an integral part of wayfinding to and within the Campus.

The physical structure of the Campus essentially follows the grid development pattern of the surrounding neighbourhood. It is defined by its two streets aligned north-south and east-west, and two primary pedestrian corridors also aligned north-south and east-west. These are the key structural elements that dictate the orientation and placement of buildings.

Most new buildings are hinged along the streets, as the adjacent lands present the best opportunities for development. The north-south pedestrian spine is a remnant structural axis of the heritage campus and is enhanced in the Plan with increased frontages and access onto the spine. The east-west pedestrian spine is located at the centre and heart of the Campus. New buildings are located along this spine and are oriented to engage and animate this movement corridor and pedestrian space.

Policies:

- All new buildings must provide a frontage and multiple entrances onto the Campus' streets and primary pedestrian movement corridors.
- All new buildings must provide a frontage and multiple entrances onto the Campus' open spaces.
- Site corner gateway buildings (such as at Louise and Victoria Avenues) to first address the intersection of the street with a visible primary entrance, then address the primary street frontages, and thirdly the public spaces.



Schedule 01: Orientation and Placement of Buildings

- Distinct architectural features and interventions such as enhanced architectural detail at building corners, are encouraged for buildings at gateway locations or fronting onto open spaces.
- Site buildings to allow for direct door connections to buildings that are adjacent or opposite to them.



Precedent: Pedestrian spine



Precedent: Buildings front open spaces

3.1.1.2 Compact Campus Form

The Plan reflects a compact form of development for several key reasons: to create a campus environment that fosters walking as the primary mode of movement, which contributes to the health and well-being of the campus; to create a pedestrian oriented environment that is intimate and welcoming; to build an accessible University District nestled within the community that can provide services, amenities, education, and other uses all in one place; and as a respectful neighbour, to discourage the erosion of the adjacent neighbourhood fabric to the west. The University has the capacity to manage growth for the Campus, within its current boundary, for the time-frame of the Campus Master Plan, and should focus development energies inward on creating a great and welcoming place to be.

Policies:

- Create a compact campus that is walkable, allowing for seamless experiences of both the buildings and the open spaces.
- Concentrate development so that buildings are within less than a five minute walk on campus from end to end.
- Locate buildings so that there are short walking distances in between. This is especially relevant for a winter campus.

3.1.1.3 Mixed-Use Campus Form - Creating Distinct Campus Hubs

The Plan's approach is to create a mixed-use context, creating distinct places or hubs of activity that are a mix of academic, residential, recreational, social, service and amenity, and community oriented uses. This mix of uses enables the animation of all areas of the campus and draws on the community from all sides. The following provides a recommendation for the general use and location of programs with the objective of creating distinct hubs of activity on campus. This structure is intended to be flexible, and used as a guide for placemaking.

A mixed-use structure provides opportunities to create distinct hubs of activity centred around social uses, amenities, and gathering spaces. The mix of uses are not only reflected as adjacencies to each other, but can also occur within a single building form, such as having academic uses at grade and residential or office uses above. All amenities accessible to the community should be located along the campus streets and main pedestrian passageways so that they are easily located and accessible. Campus-oriented amenity spaces (student focused spaces) can be located in areas internal to the Campus. Building on the existing structure and location of distinct uses such as the Centennial Auditorium to the north, the library in the centre of the campus, and the Healthy Living Centre in the south area, three distinct hubs can be developed accordingly, which collectively, provide a rich and unique campus environment.

North Campus Hub

The North Campus Hub can be built around the auditorium and the music building as the focus of activity, in addition to new uses that animate this area. Recommendations for the development of the North Campus Hub include the following:

- Locate student residences and hotelling residences as a complementary use adjacent to existing residential use and to diversify campus housing.
- Include amenities such as a daycare, or a “corner store” commercial use at grade to service the University community and surrounding neighbourhood.
- Enhance the Western Manitoba Centennial Auditorium building as a key local and city destination and centre of activity.
- Enhance the existing open spaces such as the plaza fronting the Queen Elizabeth II Music Building, the forest, the internal north spine, as useable, functional campus and community spaces that contribute to the animation of socialization of place.
- Provide a mixed-use parking facility with student, community, and Indigenous service and amenity space at the lower levels, and parking above.



Precedent: Develop a compact campus with short walking distances in between



Precedent: Create a seamless experience of buildings and open spaces

- Enhance the existing music faculty’s student lounge space as a student destination for the northern campus hub.
- Enhance the existing buildings along the east side of 18th Avenue as opportunities for family style short term housing.

Central Campus Hub

The Central Campus Hub is focused around the activity generated by the library and Harvest Hall, which have already defined this area of the Campus as a distinct and recognizable place, as the campus heart. Recommendations for the development of the Central Campus Hub include the following:

- Enhance the existing library and Harvest Hall as the centre of student activity.
- Create a strong academic focus in the heart of the campus to include space for: classroom and faculty, office, business partnerships, and incubator with the student hub as the social centre.
- Enhance the existing east heritage forecourt plaza and the new quad spaces as destination spaces for University, community, and city events.
- Create a mixed-use building adjacent to the existing daycare facility with complementary academic uses such as continuing education or faculty office space, or family residences (including Indigenous specific residences) with community service and amenity space at grade.
- Create mixed nodes focused on the east-west plaza and on Louise Avenue to include residential, academic, office, and campus and community services and amenities.
- Enhance existing and create new open spaces to support the mixed use nodes.

South Campus “Health and Wellness” Hub

The Healthy Living Centre, which is a significant University and community asset, and the athletic field has already defined the south area of the campus as an emerging health and wellness hub and should be enhanced accordingly. Recommendations for the development of the South Campus Hub include the following:

- Enhance the south campus as a hub for health and wellness on the Campus with complementary academic uses adjacent to the Healthy Living Centre and athletic field.
- Locate student residences fronting the field to animate and provide “eyes on the field”, and to create a 24/7 presence for the south campus.
- Provide a mixed-use parking facility fronting Victoria Avenue with student and community service and amenity space at the lower levels, and parking above.



Schedule 02 Mixed-Use Campus Form - Distinct Campus Hubs

- Create a new amenity space as the southern student hub for the Campus with a visitor’s and information centre as a prominent gateway feature and use.
- Create a new city-wide destination to animate the south end of the Campus and build identity for the University, such as a gallery space for art, or a research and incubator show space.
- Enhance existing and create new open spaces to support south campus uses and to animate the southern area of the Campus.

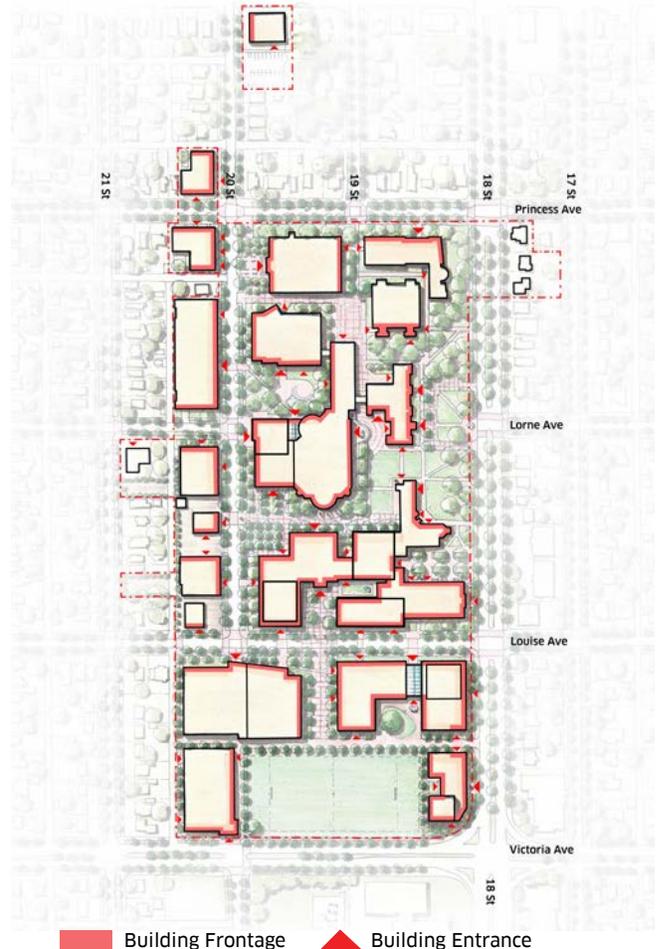
3.1.2 FRONTAGES AND ENTRANCES

The design of buildings is extremely important in a campus context. Buildings play a critical role in creating a welcoming, accessible, and safe environment by providing a face and eyes on the public realm. Essentially, there should be no back condition to a building, especially where there are few service laneways. This means that the service side of buildings must also be aesthetically pleasing and pedestrian friendly, with windows, door access points, and landscaping. Even laneways have to function as contributing components of the public realm and pedestrian circulation.

Buildings along the edge should reflect the pulse of the Campus. Building frontages should be designed to be animated, transparent, and engaging to the community. These buildings should reflect the Campus’ pedagogical function and internal activity such as learning labs, social gathering spaces, gallery and recreational space. They should also be the locations for community gathering spaces that are visibly and physically accessible from the Campus’ periphery.

Policies:

- All campus buildings should have articulated frontages on all sides in order to address, and provide an attractive face to, the surrounding public realm and open spaces.
- Building frontages must create a welcoming and attractive street environment for pedestrians. All buildings must have welcoming façades, with front door access connecting to the sidewalks, pathways, and streets.
- Buildings must engage all aspects of the public realm that surrounds them, whether it be a pedestrian corridor, an open space, a service route, or a street.
- Building must have multiple points of access, and a high level of transparency to all open spaces, streets, and pedestrian passageways to create a comfortable, and safe environment.
- Buildings should provide lighting, and weather mitigation, such as canopies to create safe and comfortable open spaces.



Schedule 03 Mixed-Use Campus Approach

- Large blank walls or uninterrupted building masses should be avoided.
- Building must have “unlocked” access to all open spaces to encourage use, passage, and enjoyment throughout the year, and to provide a greater level of permeability through the campus.
- Service entrances and areas should not be located in the front of buildings and should be consolidated where possible, along a shared service corridor. The design of service entrances and loading areas must be integrated as part of the public realm design.



Precedent: Building frontages that address the public realm



Precedent: Transparency at grade, canopies, and multiple access points create a comfortable and safe environment

3.1.3 HEIGHT, SCALE & MASSING

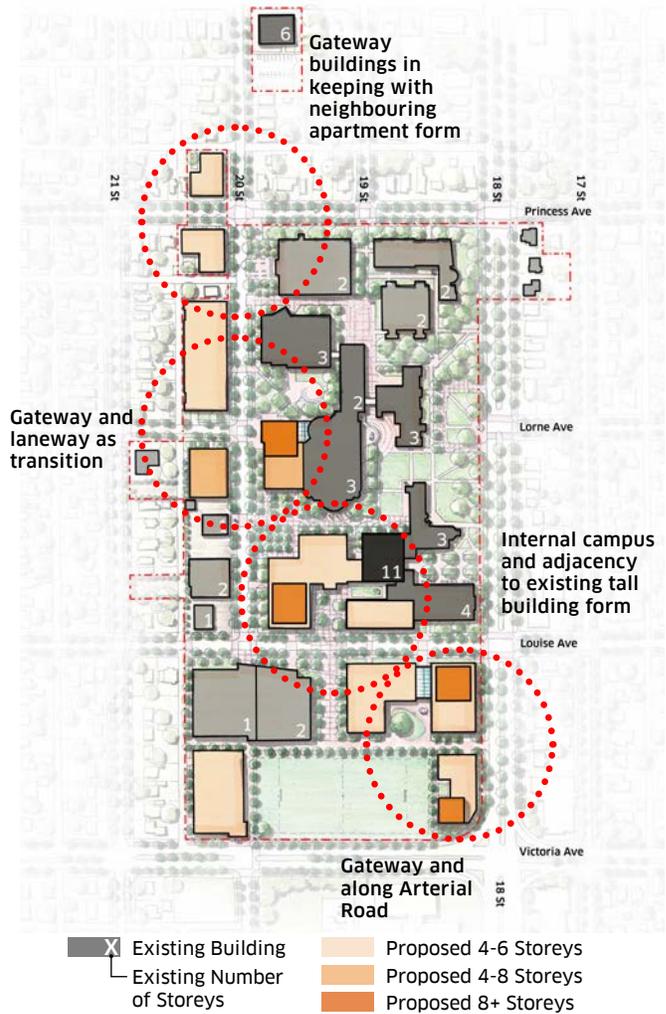
Generally, for academic buildings, a four storey maximum height benchmark is applied. This height limit maintains efficiency in classroom structuring, programming, and accessibility. There are opportunities for additional height beyond four storeys, to accommodate non-academic uses such as student residences, offices, or third party uses such as incubator partnerships. Additional building height also allows for landmark and gateway treatments, for wayfinding and framing views, and to maximize the Campus' visibility from internal and external streets, and the surrounding neighbourhood.

Building Height and Location

The height and massing of buildings must be carefully considered and situated because of the intimate scale of the Campus, to respect the prominent heritage fabric, and to respect the low density residential neighbourhood context. As such, taller buildings (8+ storeys) should be located: either in the interior of the Campus, allowing for a transitioning down in height towards the Campus edges, and towards existing prominent heritage buildings; or along the major arterial roadways (18th Street and Victoria Avenue). Opportunities for moderate building height (4-8 storeys) can be located at key gateway entrances into the Campus, primarily along 20th Street where the street or back laneway provides a buffer or transition to the neighbourhood, and where additional height does not have an adverse affect on adjacent buildings and open spaces.

Building Scale and Massing

As in height, the scale and massing of buildings (the size of buildings) must be designed to provide a respectful adjacency to other buildings and open spaces so that they do not over power other buildings, or create uncomfortable open spaces. Buildings must be designed and sculpted to create a comfortable, "human scale" experience in the public realm, and to allow for physical and visual permeability through the campus. The scale of a building needs to be balanced with the size of surrounding or adjacent open spaces. This is why it is important to develop buildings together with new adjacent open spaces as the campus unfolds.



Schedule 04 Mixed-Use Campus Approach



Precedent: Buildings that frame landmark spaces



Precedent: Four storey academic building height

Human Scale

The "human scale" makes reference to the experience of the building mass in relation to the size of its users. Buildings, and the elements that constitute their façades should have a proportion and scale that is welcoming. For example, the relative size of a door, a window, or a staircase should be proportioned with the scale of users. Human scale is most important in areas that are accessible or visible from the public realm, such as the first few storeys of a building facing a street or an open space.

Buildings on the Campus should be visually divided into a hierarchy of building volumes, have building frontages that introduce a pattern of doors and windows, and have a ground level that is transparent and animated. Of this hierarchy, the design, use, and animation of the ground level of buildings are the most significant in defining the character and experience of the Campus as a welcoming and safe pedestrian environment. Ensuring that all buildings provide an attractive and animated face to the open spaces and streets, especially at the ground level, is a priority.

The scale and massing of buildings must also be designed to create comfortable and plentiful interior open spaces, to maximize the amount of sunshine and light penetration, and to create a continuous physical and visual relationship with outdoor spaces.

Policies:

- Additional height should be concentrated along the Campus' streets and the arterial roads - Louise Avenue, 20th Street, Victoria Avenue, and 18th Street.
- Transition building heights to be respectful of the scale of adjacent buildings, the prominence of key existing buildings, and the proximity to open spaces.
- Create landmark (tower) forms at prominent gateway intersections for wayfinding - Lorne Avenue and 20th Street, Louise Avenue and 20th Street, Louise Avenue and 18th Street, and Victoria Avenue and 18th Street.

- Tower building forms should be slim in scale to respect the intimate and compact scale of the Campus and should step back beyond four storeys to create comfortable street and open space environments.
- Consider the shadow impact on the public realm when determining the appropriate height of a building, especially for tower forms. No building should have an adverse effect on the comfort and use of the open spaces and streets, in terms of shadow and wind effects.
- Consider appropriate building setbacks and step-backs to allow for maximum sunlight penetration onto the public realm spaces - plazas, quads, courtyards, streets, pedestrian corridors, and recreational areas.
- Buildings directly adjacent to the lower density residential fabric must respectfully transition in height or provide a respectful side yard setback to residential properties.
- Larger building masses should allow for mid-block passageway corridors (to the full width of the building), to allow for connections to key pedestrian circulation routes and open spaces, and to break up the building mass.
- New buildings along Princess Ave. are more conducive to residential development. Building should be no more than six storeys in height to be in keeping with the character of apartment buildings within the area. All other transition policies should apply.



Precedent: Slim tower form with step-back and "human scale" podium base



Precedent: Residential mixed-use building with massing, height and step-backs to allow for sunlight penetration

3.1.4 VIEWS, VIEW CORRIDORS, & LANDMARK SITES

Defined views and view corridors, and the integration of landmark building structures, landscaping, and art assists in campus wayfinding and building identity for the University. It also helps to create visual interest, and to visually link spaces. Having clear views through the campus supports the development of a safe environment. Pedestrians are able to see clear routes through the campus and easily identify where they are going.

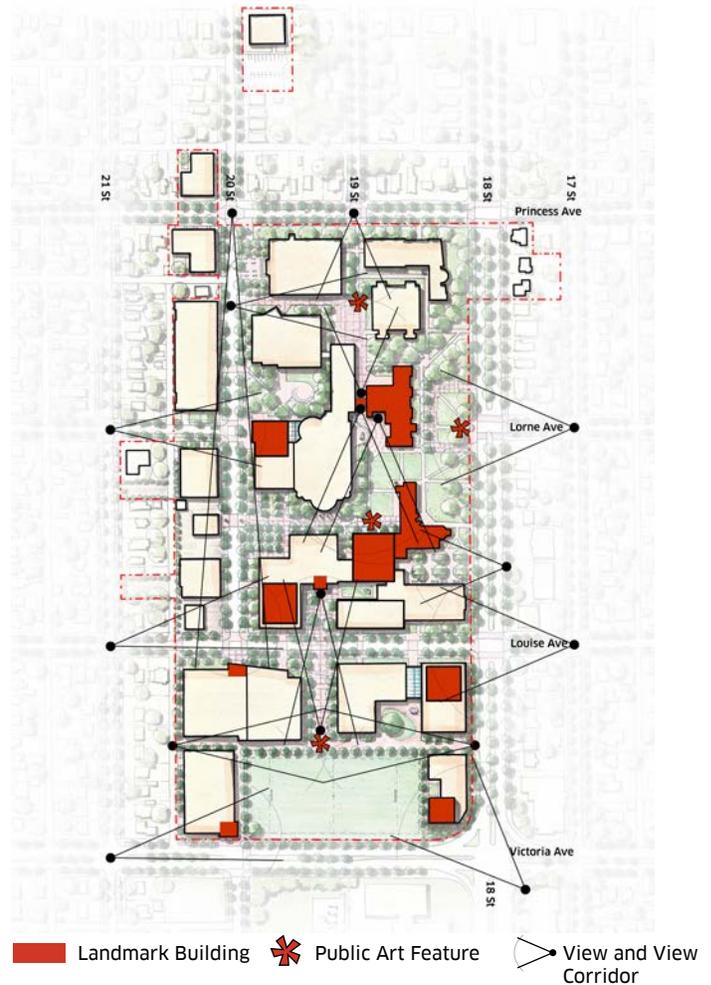
Views and view corridors should also be experienced from within as an opportunity to experience the campus spaces, understand the layout of the Campus and its connections beyond. Tall buildings provide opportunities to experience views through the Campus, to the neighbourhood, and to the city, and should be located accordingly.

Creating view corridors through and to the Campus provides opportunities to showcase unique architecture. Defined views to significant buildings enables the recognition and appreciation of prominent landmarks and architecture, new and old. Having landmark buildings as a terminus to views further enables wayfinding as it allows pedestrians to locate themselves throughout the Campus.

Locating significant buildings or distinct architectural form at entry points or along the Campus' periphery is a way in which to draw people into the campus as they approach the campus from a distance, or as they are at the Campus' edges.

Policies:

- The structure and placement of buildings and landscape should be designed to enhance existing views or establish new views throughout the Campus.
- There should be clear and unobstructed views at all points of access into the Campus.
- Views into the Campus at all gateway entrances should be terminated with or have a prominent landmark feature as a draw into the Campus, such as a building tower, a glassed atrium frontage, distinct tree planting, and a significant art piece.



Schedule 05: Views, View Corridors, and Landmark Sites

- Larger and more prominent features should be used to terminate long views into the Campus so that they can be seen from afar.
- There should be clear and unobstructed views along the north-south and east-west spines - Louise Avenue, 20th Street, the north-south spine, and the central east-west pedestrian plaza.



Precedent: Clear views to significant landmarks



Precedent: Pedestrian spines with long views

- The design of new buildings, or the retrofitting of existing buildings, should include public spaces in which to experience and appreciate views to adjacent open spaces within the Campus.
- There design of new tall buildings, or the retrofitting of existing tall buildings, should include public spaces in which to experience and appreciate views through the Campus and beyond as an opportunity to visually connect to the community and city context.
- Landmark buildings, especially at the Campus' periphery, should be designed to be welcoming, transparent, animated, and representative of the character and quality of place.
- Design landmark buildings intended to terminate or define view corridors, or to define gateways, as opportunities to showcase pedagogical uses and activity and draw people into the Campus.

3.1.5 HERITAGE CONSERVATION

Brandon University has a collection of prominent older buildings that represent significant architectural moments in time. The collection includes Clark Hall, the Western Manitoba Centennial Auditorium, the Health Studies Complex, the Students' Union Centre, the Education Building, the Music Building, the A.E. McKenzie Building, and the George T. Richardson Centre. Most of these buildings define the East Campus Quadrant and should be recognized and conserved as significant and contributing buildings in the context of the Plan. Some of these buildings are defined by surrounding existing cultural heritage open spaces. Both buildings and open spaces should be enhanced as significant assets for the University.

Policies:

- Preserve and enhance heritage assets and enhance the context in which they reside such that they are prominent landmarks for the University and community.
- Integrate heritage assets in a way that celebrates and commemorates the past and complements the current and future contexts.



Schedule 06: Heritage Conservation

- The design, orientation, and placement of new buildings must respectfully transition to and compliment heritage buildings.
- Consider all new buildings as significant heritage assets for future generations. Therefore, the design of new buildings should represent “expressions of their own time,” reflecting quality, sustainability, and innovation that will be appreciated by future generations and be representative of Brandon University's identity over time.



Opportunities to showcase campus heritage



Commemorate and celebrate heritage assets

3.1.6 BUILDING TRANSPARENCY

Transparency describes the ability to see into and out of buildings through glass windows and doors. Building transparency in a campus context is important because it helps to create a safe environment, allowing visibility indoors and outdoors. It is particularly important to have transparency at grade for this reason. Transparency allows for a seamless transition between interior and exterior spaces, especially public realm space.

Policies:

- Buildings should be transparent and animated at grade to encourage a level of safety with “eyes-on-the-campus”. This is especially important for buildings fronting streets, open spaces, and primary pedestrian circulation corridors.
- The design of buildings should locate interior study spaces and social gathering spaces along the periphery to visually and physically connect with the exterior open spaces, pathways, and streets.
- Transparency should also be considered in the design of buildings so that they feel light in form and are a primary means of illuminating open spaces at night.
- Direct passageways through buildings and between buildings in the form of breezeways, should be clearly visible, open, and highly transparent.

3.1.7 MATERIALS AND ARCHITECTURAL CHARACTER

Regardless of the building design or architectural era, BU has successfully maintained a consistency in materiality which has resulted in a cohesive look to the campus. The tan stone, wood, and concrete that is reflective of the original buildings has carried through in other buildings over time. The quality in materiality - the stone, wood, and concrete - has stood the test of time and is reflected in the buildings today. The use of glass has also been introduced as a new material on campus. A mix of materiality provides interest and diversity in the built environment and is encouraged for the University moving forward.

Campus architecture should be rich with a variety of traditional and contemporary styles.

All buildings should be treated as valued icons for the University. Therefore, the primary criteria for the choice of materials and building details should be sustainability, high quality and longevity, ease of maintenance, and timelessness in design. The consistency in high-quality design, and a cohesiveness in materials and architectural character is what builds campus identity. It shapes the look and feel of the Campus and is an integral part of how Brandon University is defined and assessed outwardly. It is important to create quality interior environments as well in which the materiality and architectural character creates friendly, bright, and inviting spaces whether it be classroom, study, lab, or social gathering space.

It is important to create quality interior environments as well in which the materiality and architectural character creates friendly, bright, and inviting spaces whether it be classroom, study, lab, or social gathering space.



Precedent: Windows at grade to create “eyes-on-the-campus”



Precedent: Building fronting open space with transparency

Policies:

- The design of any new building on the Campus should exemplify the highest quality and standard of architecture and evoke an image of excellence and leadership for the University.
- The architectural character of new buildings should be respectful of, and enhance where possible, existing campus buildings, and draw on the assets and qualities of existing building elements.
- Existing design themes and styles that are valued should be carried forward and integrated into new design compositions. This does not mean replicating the existing architecture, but instead, designing to complement and seamlessly integrate a new form that maintains the desired character of place.
- Design buildings with quality interior spaces that enhance the learning and social environments.

3.1.8 CLIMATE CONSIDERATIONS

Brandon University, like many universities across Canada, has the greatest number of users primarily in the colder months of the year. As such, the design of buildings must consider creating comfortable, walkable environments to mitigate the cold and wind, and also to enable the visual experience of the colder seasons. The warmer seasons also need to be considered such that the campus can be enjoyed during hot and rainy seasons. The design of buildings - scale, massing, height, orientation, materiality, and transparency play a key role in creating comfortable interior and exterior pedestrian environments throughout the year. In addition, the Plan encourages indoor-outdoor pedestrian circulation as a means of creating a healthy campus environment.

Policies:

- Buildings should be designed to allow for maximum sunlight in the interior of buildings.
- Provide canopies at grade fronting streets and along pedestrian passageways to protect from rain, snow, and sun conditions.
- Avoid the adverse affect of shade and shadowing of open spaces that make spaces uncomfortable.
- Locate entrances in close proximity to each other to allow for short distances between internal and external movement during colder seasons.
- Avoid the use of upper level pedway connections between buildings. This inhibits the socialization and animation of the campus at the ground level.
- If building connections are deemed necessary, they should be located at grade and should be open, bright, and transparent to allow for the visual experience of the outdoors and the orientation of place.
- Design internal pedestrian corridors along the building edges to allow for the visual experience of the outdoors and the orientation of place. Social gathering spaces and study spaces should be located accordingly.
- Set back niches within south-facing building façades to create “sun traps”, places that capture optimal sun exposure.
- When using tall building heights, design narrow towers to maximize solar penetration.
- Provide heated shelters and warming huts as places of respite from the cold, particularly for waiting areas such as in front of transit stops.
- Design buildings with breaks in frontages to provide shelter from the wind.
- Internally, maximize solar access through roof orientation, transparency, and the use of light wells.



Precedent: Canopies along pedestrian paths to provide weather protection



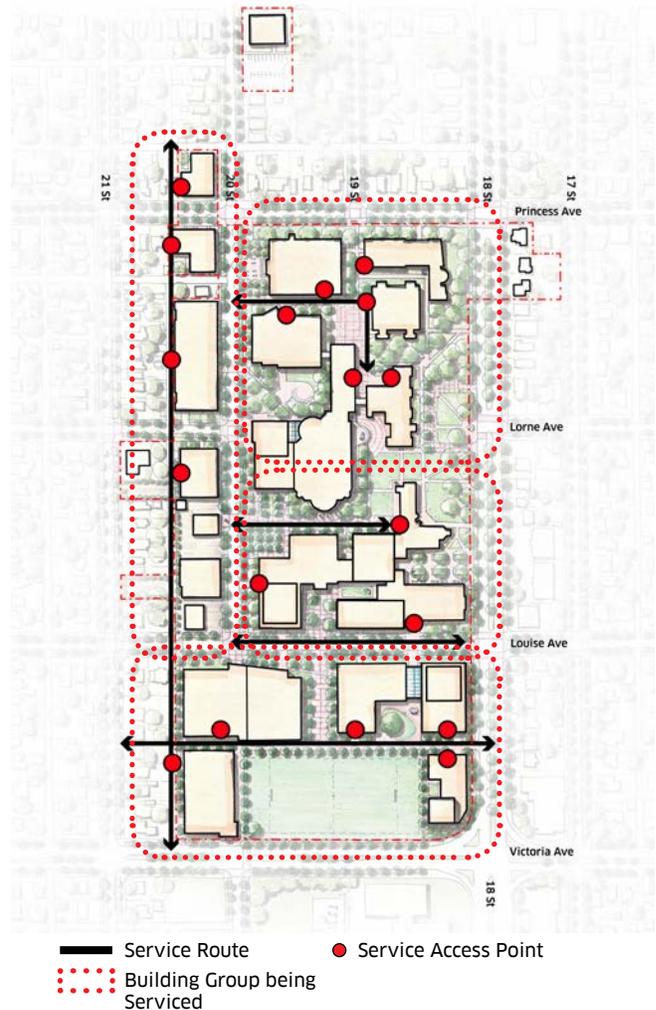
Precedent: Building design for transparency, and breaks in the frontage to provide shelter from the wind

3.1.9 LOADING & SERVICING

The compact scale of the Campus and the priority for a pedestrian-oriented environment requires a more integrated strategy for the loading and servicing of buildings. The Plan maintains the loading and servicing areas that are in the interior of the Campus, such as the area adjacent to the A. E. McKenzie building, as well as the servicing lane at the rear of the Healthy Living Centre. The lane along the Campus' west edge provides loading and servicing access for existing and new buildings. In addition, loading and servicing areas are expected to be integrated in the design of any new building.

Policies:

- All loading and servicing areas are to be designed and treated as part of the public realm and pedestrian circulation areas.
- The materials used for servicing areas must be in keeping with the materiality of the public realm design such that they are attractive circulation areas.
- Existing loading areas should be screened from view. Design innovation should be used for all screens such that they are integrated in the landscape design and contribute to the character of place.
- Loading and servicing along the westerly lane should be time and day controlled to be respectful to the adjacent residential neighbourhood.
- All new buildings that are not accessible by lane or by an existing service area, must integrate loading and service areas internal to the building with entrances that are not along the primary frontage of a building.
- Any building whose loading entrance point fronts a street, must integrate the entryway as an attractive component of the buildings' façade.
- All primary pedestrian routes must be designed to accommodate service and emergency vehicles.



Schedule 07: Servicing and Loading Access Routes



Precedent: Integrate street front loading and servicing access as an attractive component of the building façade



Precedent: Incorporate art, decorative elements, and enhanced paving into loading and service areas to attractively integrate within the public realm



Precedent: Open Campus Quad for Passive Recreation

3.2 OPEN SPACE FRAMEWORK

The Open Space Framework plays an integral role in the building campus identity and in defining the University as a welcoming and desirable place to be. Most notable campuses around the world are typically renowned for their impressive landscapes. One of the top considerations for choosing a University over the past decade has been the beauty and attractiveness of the campus, and the quality of the public realm - the open spaces and landscapes - regardless of whether the University is situated in a cold region. The Plan seeks to achieve a seamless relationship between buildings and open spaces which work together to create a high quality, attractive, and functioning environment for the University.

The Open Space Framework fosters a walking and cycling environment toward the health and wellness of the University and Brandon community.

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

The key initiatives of the Open Space Framework include the following:

- Redefining and revitalizing some of the elements of the Campus' original design and open space assets that have been eroded over time. This includes: redefining the central green spine as a major north south pedestrian connector; enhancing and in some cases redesigning three significant major open spaces - the forest, the plaza, and the quad - that function as the formal front forecourts to the University's first buildings (along its east face).
- Creating a formal quad and plaza that serves as the ceremonial heart of the Campus, and functions to accommodate major activities and events.
- Enhancing all of the existing courtyard open spaces so that they are useful, purposeful, and accessible spaces.
- Enhancing the field as an accessible open space, and as the main recreational field for a variety of University and community events.
- Creating two new significant plaza spaces, one of which completes the southern "leg" of the green spine and creates a new public place for the South Campus Quadrant. The other completes the beginnings of the east-west plaza fronting the George T. Richardson Centre, extending the plaza west to 20th Street and east to terminate at the Knowles-Douglas Student's Union Centre.
- Enhancing the Campus' streets as pedestrian oriented places, multi-modal circulation corridors, and linkages to the community.
- Enhancing the Campus' interface to the community by redefining the landscape and character of the open space to create a more visually and physically welcoming face to the Campus.



LEGEND

- | | | | | |
|--|--|--|---|---|
|  Edge Landscape |  Formal Plaza |  Campus Spine |  Athletic Field |  Streetscape |
|  Forest Landscape |  Campus Quad |  Courtyard |  Pedestrian Linkage | |

3.2.1 OPEN SPACE TYPOLOGIES

The Open Space Framework constitutes a variety of open space typologies that function to create a beautiful, welcoming, animated, pedestrian-oriented environment and destination. Each open space typology is intended to contribute holistically to accommodate a variety of needs, to enhance the tree canopy, to socialize the Campus, to engage and welcome the community in, and to foster healthy living for all. The open spaces are one of the best opportunities to represent and support Indigenous peoples' culture and history, through art, landscape design and planting, and through programming open spaces. The open spaces should be used as a pedagogical tool for the University, with opportunities for outdoor learning and teaching.

At the scale of the University, the Framework provides a variety of spaces to meet student and faculty needs, increasing the opportunity for social gathering, lingering and studying, learning, recreating, and for events and ceremony. In addition, at the scale of the community, it functions as the day-to-day playground and destination for the surrounding neighbourhood and local community for recreation, lingering, walking, cycling, and partaking in Campus' events. At the scale of the city, the Framework responds to creating a University District, with spaces that can accommodate citywide events and position the University as lively and animated throughout the day and year.

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

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

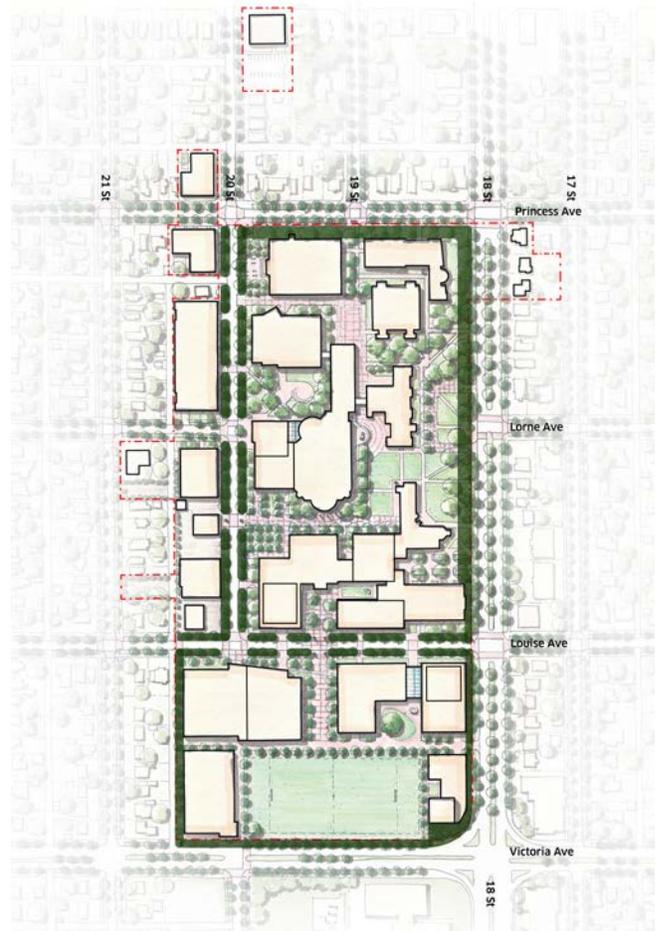
3.2.1.1 Edge Landscape

The north and east edge of the Campus is defined by a mature tree canopy and hedge landscaping that provides a very green edge to Princess Avenue and 18th Street. This mature landscape reflects the green character of the surrounding neighbourhood, which makes the Campus feel like it is part of the neighbourhood fabric.

The tree canopy represents a significant part of the University's original heritage landscape, but it needs to be maintained so that it is not a visual barrier to the Campus at ground level. The edge landscape is an important open space typology but should be designed to create a more open, welcoming, and accessible face to the Campus.

Policies:

- Conserve the heritage canopy but enhance it's physical structure to allow for clear views and access into and through the Campus. All trees including existing evergreens should be limbed up to provide a minimum 6-8 foot clearance underneath the tree canopy. This allows for increased comfort and safety of spaces framed by the trees.
- All hedges along the Campus edges should be removed. Generally hedges should not be used on the Campus as part of the landscape design unless used as a screen for loading and servicing areas. Hedges in such instances should be of a height no greater than 6 feet.
- Additional deciduous tree planting is encouraged south of Lorne Avenue and along Victoria Avenue to achieve a continuous overhead tree canopy along the periphery of the Campus and to add to the overall canopy for the neighbourhood.



Schedule 08: The Edge Landscape



Precedent: Clear views through the Edge Landscape



Precedent: BU Campus Edge Landscape

3.2.1.2 Forest Landscape

The forest landscape represents one of three significant open spaces that defines the heritage face of the Campus. This landscape, similar to the edge landscape, represents a significant remnant forest canopy. It provides a very attractive and bucolic setting for Clark Hall, the Education Building, and the Health Studies Complex. It is a very unique landscape that can function as a quiet reprieve within the Campus, which adds to the variety of open space experiences.

Policies:

- This space should be conserved, enhanced and identified as the Campus' "forest landscape".
- All trees including existing evergreens should be limbed up to provide a minimum 6-8 foot clearance underneath the tree canopy. This allows for increased comfort and safety of spaces framed by the trees.
- Provide clear pathways through to allow for a unique walking experience, and seating to allow for quiet contemplation and use of the open space.
- Enhance the canopy with additional tree planting and as an opportunity to build and diversify the tree species on the Campus.



Schedule 09: The Forest Landscape

The Plan recommends increasing the overall tree canopy to create a more sustainable environment.



Precedent: Forest Landscape - natural heritage assets



Precedent: Clear pathways and seating in a forested landscape setting

3.2.1.3 Formal Front Plaza Forecourt

The formal front plaza represents the front forecourt for the original buildings. Though it was originally designed as a grand landscape and formal entrance into the Campus, it lost its stature and formality over time with the overgrowth of its surrounding tree canopies. The open space has also given way to the predominance of drop-off and parking as the primary function. In response, the Plan aims to restore this open space as the formal heritage front door to Brandon University. Design recommendations focus on celebrating this space and positioning it as a more usable, pedestrian-oriented urban plaza. The Plan considers this space to have opportunities for art and attractive garden-style landscaping as a draw into the Campus and to build its identity. It is envisioned to function as the formal heritage front door to the Campus.

Policies:

- Create a pedestrian-oriented plaza by reducing the size of the drop-off loop and integrating it as part of a continuous plaza landscape. The plaza space can be framed with smaller ornamental trees to provide beautification of the space and seasonal landscape colour and interest.
- Integrate one or two short-term handicap parking spaces for drop-off and pick-up close to the building.
- The trees should frame and not hide the Clark Hall building. Opportunities to open up the canopy should be considered by selective removal of trees fronting Clark Hall only.
- All trees including existing evergreens should be limbed up to provide a minimum 6-8 foot clearance underneath the tree canopy.
- Pathways into the plaza space should align and connect with the crosswalks at Lorne Avenue for ease of access and clear wayfinding into the Campus.
- The plaza should provide a balance of soft and hard surfaces to accommodate a high degree of pedestrian circulation, as well as grassed areas for sitting, and garden areas for landscape beautification.



Schedule 10: The Formal Front Plaza

- The plaza should be a prime location for highlighting Indigenous peoples' culture, through art, landscape design, and the location of structures such as a tipi.



Precedent: Formal front plaza



Precedent: Formal front plaza

3.2.1.4 The Campus Quad

The Campus Quad is one of the primary open spaces within the Framework, due to its function as a central gathering space and student hub in the heart of the Campus. The space is an open green framed by Clark Hall, and by two of the key student destinations, the George T. Richardson Centre (the library), and the Knowles-Douglas Student Union Centre. The quad is intended to provide a high level of flexibility in terms of use and activity, accommodating a wide range of both active and passive recreation. It is also intended to function as the ceremonial space for the Campus, as the place to convocate, hold large gatherings, and host University and community events. When there is nothing programmed for the Quad, it functions as a place to sit and enjoy the outdoors in the summer, locate temporary art displays, and throw a frisbee. It is also the place to ice-skate, throw snowballs, or build a temporary warming hut in the winter.

Policies:

- The Quad should be visible and accessible from 18th Avenue as a welcoming and animated open space fronting the Campus, to draw the community in.
- The Quad should be designed as an open grassed area with pathways that link to building entrances and pedestrian circulation routes.
- Existing and new trees should define its edges and frame the space, providing opportunities to enjoy the space in the shade.
- Permanent or fixed seating could be provided along the edges of the Quad but not within the space, to allow for the highest degree of flexibility in use.
- The design of the Quad should be integrated in the design of the adjacent plazas so that it feels like a larger contiguous space.
- The space should be designed such that a portion of it can be flooded during the winter for skating.
- Electrical conduits for music events and festival lighting should be considered in the design of the space.



Schedule 11: The Campus Quad



Precedent: Open area to allow for the highest degree of flexible use year round



Precedent: Quad as a place to linger

3.2.1.5 The Campus Spine and the George T. Richardson Plaza

There are three substantive plaza spaces in the Open Space Framework. Two define the North-South Spine in its distinct upper and lower portions. The other defines the east-west pedestrian corridor. The upper plaza provides a connection from Princess Avenue to McMaster Hall. It constitutes a tree-lined pathway between the Centennial Auditorium and the Health Studies Complex, transitioning to an open, hard-surfaced plaza space that also functions as the main service corridor for the north campus buildings. The lower plaza provides a generous urban open space and destination for the south campus area, framed by two new buildings on the north side of Louise Avenue. The east-west plaza is very similar to the lower plaza in terms of function, flexibility, and quality of space. It functions as the central east-west pedestrian corridor through the Campus, connecting 20th Street to the Quad open space and to 18th Street.

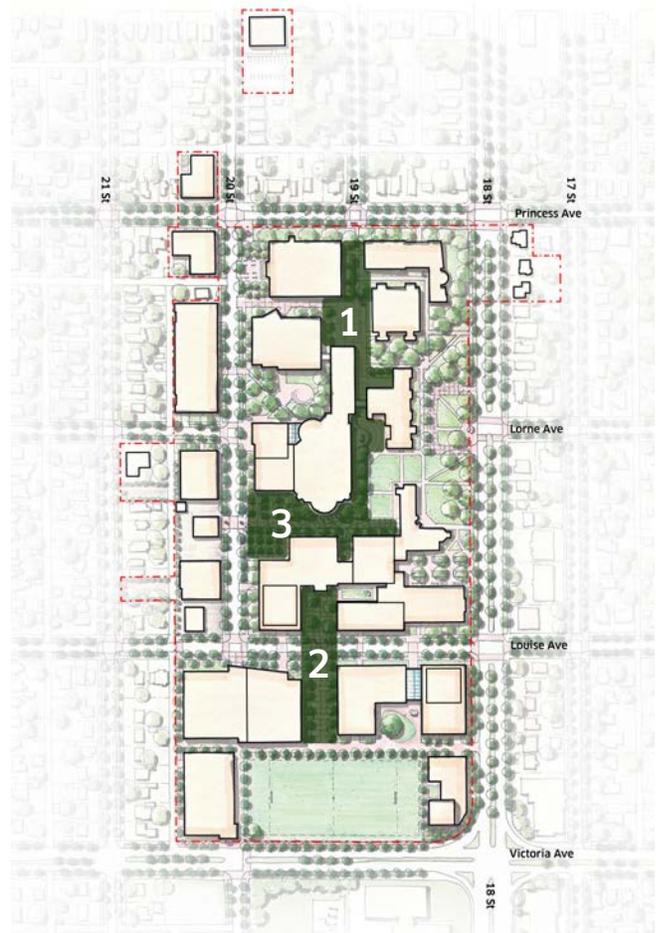
Upper Plaza - A. E. MacKenzie Plaza (1)

The upper plaza provides a connection from Princess Avenue to McMaster Hall. It constitutes a tree-lined pathway between the Centennial Auditorium and the Health Studies Complex, transitioning to an open hard surfaced plaza space that also functions as the main service corridor for the north campus buildings. The plaza extends to an enhanced central node that connects the Clark Hall entrance to the library entrance and engages the Quad. The plaza transitions again to a treed landscape passage that defines the edge of the Quad.

The upper plaza provides a sequence of travel experiences from neighbourhood edge into the heart of the Campus and turns what used to be a back door condition into an attractive pedestrian and service corridor.

Policies:

- The north entrance into the plaza should be treated as a gateway with opportunities for signage, art, and enhanced landscaping and lighting.
- There should be clear pedestrian pathway connections and access onto the plaza from each of the buildings that frame the space.



Schedule 12: The Campus Spine and the George T. Richardson Plaza

- Enhanced materials such as stone or brick paving should be used to create a more pedestrian character of place.
- Pedestrian-scaled lighting should be used along the length of the plaza.
- The service area must continue to allow for service and loading functions, but should be coordinated between buildings, and regulated by day and time restrictions.



Precedent: Plaza with enhanced paving treatment



Precedent: Plaza with enhanced paving treatment

- The plaza should be designed as an attractive place to look upon as it will be viewed from the pedestrian passageway above.

Lower Plaza - Healthy Living Centre Plaza (2)

The lower plaza provides a generous urban open space and destination for the south campus area. It is framed by two new buildings on the north side of Louise Avenue. These buildings are the redeveloped student residence sites. On the south side of Louise Avenue, the plaza is framed by the Healthy Living Centre and a new south campus building. This plaza engages Louise Avenue, and creates a bridge between mid and south campus. It provides opportunities to engage the street to host large events that encompass both plaza and street.

The lower plaza provides an opportunity to animate the South Campus Quadrant, providing opportunities for passive recreation to complement the more active field activities. The width of the plaza is generous enough to accommodate seating, landscaping, water and art features.

Policies:

- The lower plaza should be designed as a signature space for the University, using high-quality paving materials, furnishings, and design.
- The plaza should be designed as a primarily hard surfaced area, but include trees and landscaping for shade and shelter and to beautify the space.
- The plaza should be furnished with seating, landscaping, and bike racks.
- Provide pedestrian-scaled lighting to create a well-lit and safe open space to be enjoyed during the evening hours.
- The design should provide a flexible forum for a variety of passive activities such as sitting, lingering, and reading. It should accommodate uses such as an outdoor market, academic displays, and outdoor exercise related to the Healthy Living Centre.
- The at-grade use of all new buildings should provide “eyes on the plaza”, animate the space, and provide internal and external pedestrian linkages between the plaza and buildings.
- The plaza should be designed to be viewed and appreciated from the interior building spaces.
- The plaza should be an opportunity to locate indigenous art, temporary art installations, or the display of University activities.
- There should be clear and unobstructed views through the plaza, which can be terminated by landmark architecture, art or significant open spaces.
- The plaza should provide spill out eating space for the Harvest Hall during warmer seasons.

The East-West Plaza - George T. Richardson Plaza (3)

The east-west plaza is very similar to the lower plaza in terms of function, flexibility, and quality of space. It functions as the central east-west pedestrian corridor through the Campus, connecting 20th Street to the Quad and to 18th Street. The plaza is framed by two new buildings at the 20th Street entrance. These buildings are intended to animate the plaza and draw activity to the space.

Policies:

- All policies for the lower plaza apply to the east-west plaza in terms of quality, flexibility, function, use, animation, and visual and physical accessibility of the space.
- All policies for the lower plaza apply to the east-west plaza in terms of materiality, furnishing, lighting, landscaping and beautification of space.
- All policies for the lower plaza apply to the east-west plaza apply in terms of the building to open space relationships.
- The design of the plaza’s west face should be attractive and welcoming in order to draw the westerly neighbourhood into the Campus.
- The westerly portion of the plaza should be designed as a landmark and gateway open space, in keeping with the Quad landmark open space at the plaza’s east end.

3.2.1.6 Courtyards

The Courtyard open spaces are the opportunities to create beautiful, unique, and intimate places. Each courtyard adds to the variety of open spaces and open space design, thereby bringing a diversity of landscape characteristics and forms to the overall Framework. Generally, courtyards should be designed as flexible spaces for passive recreation and activity. There should be multiple entrances onto the spaces from the buildings that frame them. They should be well lit with pedestrian-scale lighting and transparent building frontages. At-grade uses should animate the space so that they are comfortable and safe places to be. The courtyards also provide the perfect opportunities to tell the Indigenous story through design, planting, and the integration of art as spaces that can be viewed and experienced from surrounding buildings.

The recommendations above apply to all existing and new courtyard spaces but the following sections provide more specific recommendations that speak to increased use of the existing courtyards spaces and the enhancement of the unique elements within.

School of Music Outdoor Theatre Courtyard

The School of Music Outdoor Theatre Courtyard is one of the University's key heritage landscape assets to be conserved and enhanced. The courtyard space is framed by a mature canopy of trees and is very similar in character to the Forest Landscape open space. It provides opportunities for passive activity, a quiet place to study, and appreciate art. It is a beautiful landscape to view and experience from the indoors in the cold seasons, and the outdoors in the warm seasons.

Policies:

- Preserve and enhance the existing trees and landscape features.
- Re-purpose the outdoor amphitheatre as a place for ceremonial use by Indigenous peoples, and for temporary and permanent art installations.
- Provide greater access onto the space. Remove the pit fronting the student lounge and provide a door access to the open space. Transform the pit with terraced seating or other innovative design measures.
- The at-grade use of all new buildings should provide "eyes on the courtyard", animate the space, and provide internal and external pedestrian linkages between the courtyard and buildings.



Schedule 13: The Courtyards



Precedent: Unique, quality landscape design



Precedent: Buildings front open space providing "eyes-on-the-courtyard"

- All new buildings that front the courtyard should provide multiple points of access to it, and a high degree of transparency fronting it. The building should help to illuminate the open space at night.
- Provide pedestrian-scale lighting to allow use of the courtyard space at night. Consider sustainable “Dark Sky Lighting” systems in the forested setting to protect wildlife habitat.
- Provide seating and benches to increase the use of the space.

McMaster Hall Courtyard

The McMaster Hall Courtyard is a very unique open space on the Campus. It is a space that is well viewed by the buildings that surround it. The terraced grading creates unique design opportunities for seating and increased use and enjoyment of the courtyard and the vegetable gardens within.

Policies:

- Redesign the planters with sitting edges and consider the use of high quality materials such as wood and stone in keeping with the character of the University, and to enhance the look and feel of the space.
- Integrate trees into the planter landscape to beautify the space.
- Accommodate plants and planting techniques that are significant for Indigenous peoples, in order to support ceremonial functions and cultural education.
- Redesign the pedestrian passageway so that it is more inviting and attractive as the face to the street.

Western Manitoba Centennial Auditorium Courtyard

This urban space functions both as a courtyard and the forecourt or “lobby for the auditorium. It should be the place to linger and socialize before and after an event. It must also function as a space to sit and linger during non-event hours. Because of its location, the courtyard space must also function as part of the north west gateway into the Campus and should be designed as a welcoming and attractive space, as the “meeting place” on the corner.

Policies:

- The courtyard should be designed as an extension of the streetscape design with places to sit and linger.
- Landscaping should be used to soften the architectural design and feel of the building.
- The drop-off area should be removed to provide a more generous space and to accommodate seating and landscaping. The drop-off area for the auditorium should be relocated within designated lay-by spaces on the street fronting the building.
- The “grand stairs” should be maintained and enhanced as a key component of the original design but should also be used as seating within the space.



Precedent: Planters with high quality materials and sitting edges



Precedent: Courtyard with places to sit and linger

3.2.1.7 Athletic Field

The Athletic Field is the largest open space on the Campus. It is the face and window into the Campus from Victoria Avenue and the south neighbourhoods. In the Campus Master Plan, the field is envisioned as a community magnet and destination. It is the opportunity to engage and draw in the community, other institutions, and the wider city. This open space should function like all other open spaces within the Framework, as an accessible, inviting, and flexible space. Its primary function is to accommodate the University's varsity sports, as well as support a variety of recreational activities for the University, surrounding schools, and the community in general.

Policies:

- Enhance the field to standard field dimensions to accommodate Canadian football and soccer.
- Enhance and frame the edges of the field with a row of canopied trees to define and beautify the space and create a more defined and attractive face to street. Fences should not be permitted to define the edge of the field open space.
- Choose tree species that will provide a distinguished architectural form, a significant canopy, and a change in colour throughout the seasons such as a maple, oak, or elm that is hardy in Manitoba's climate.
- Consider opportunities to accommodate winter recreational activities such as skating, cross country skiing (across the Campus in general), or other simply for passive recreation such as building a snowman.



Schedule 14: The Athletic Field



Precedent: Athletic Field



Precedent: Tree rows frame field space

3.2.1.8 Pedestrian Linkages

The Green Linkages are the pedestrian passageways through the Campus that are a key component of the circulation system, and contribute to greenery and a beautiful environment. They are typically key connectors between larger open spaces or are part of servicing routes through the Campus, such as laneways. The linkages are typically defined by trees, landscaping, and pedestrian-scale lighting to create a comfortable and safe walking experience.

Policies:

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



Schedule 15: The Green Linkages



Precedent: Corridor with clear and unobstructed views, and buildings providing overlook



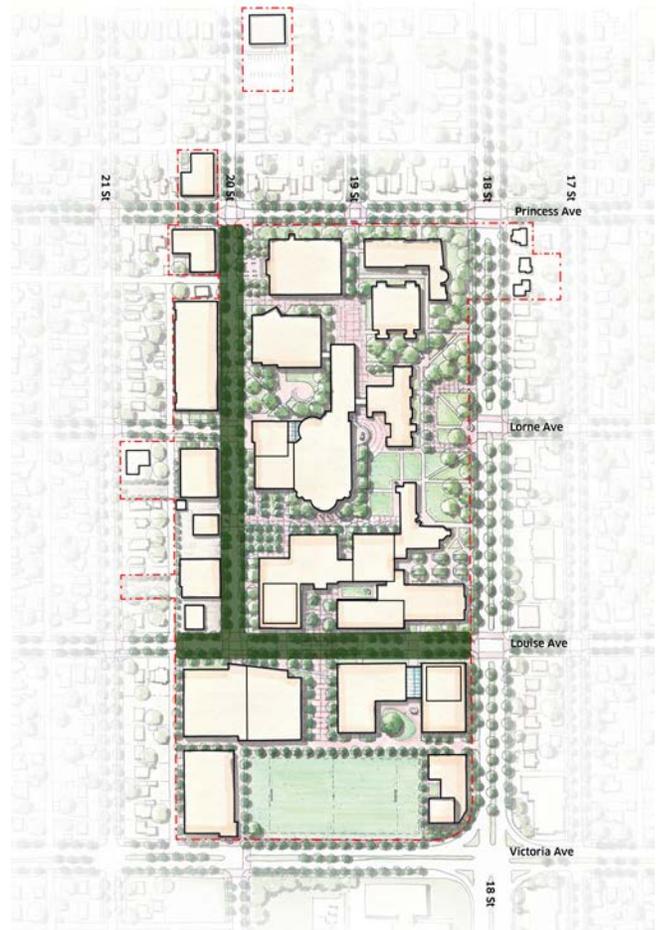
Precedent: Green corridor and pedestrian linkage with high quality landscape

3.2.1.9 Streetscapes

Streets are not just movement corridors. They are public places, and as such, are an integral component of the Open Space Framework. They function similar to the Green Linkages in that they provide attractive green connections to places throughout the Campus and beyond. They are opportunities to enhance and strengthen linkages to other University properties such as the Fleming School site and the BU Downtown Campus. They also function as Plazas, as places to walk, cycle, sit, linger, read, and wait for a bus. They are destinations and gathering spaces that allow for spontaneous interaction, planned programs and events. Importantly, they also help to define how people experience, move through, and use the campus with ease and comfort.

Policies:

- Streets should be designed to function as pedestrian-priority spaces, while accommodating all modes of transportation including bicycles, cars, buses, and service vehicles.
- Traffic speeds should be reduced along internal campus streets and physical measures to mitigate traffic should be integrated in the streetscape design. Such measures include raised crosswalks, signage, street trees and landscaping, parking bump-outs, on-street parking, and enhanced paving materials such as brick or stone.
- Streetscape design should create welcoming, beautiful, and comfortable places to walk in all seasons.
- Streets should have generous sidewalks, attractive landscaping, street trees, and lighting for both pedestrians and vehicles.
- Streetscape design should incorporate attractive signage to assist wayfinding within the Campus, to neighbouring University properties, and to satellite properties such as the Fleming School site and the BU Downtown Campus.
- Opportunities for storm water management should be integrated in the streetscape design such as rain gardens and bio-swales.



Schedule 16: The Streetscapes

- Sustainable design approaches should be used for the planting of street trees such as tree trenches and soil cells.
- Tree species with large canopies should be chosen to create shade, to act as wind breaks, and to increase the overall tree canopy for the neighbourhood. Trees should be limbed up to provide 6-8 metres clearance under the canopy for clear visibility and sight-lines along the street and into the campus.



Precedent: Attractive, comfortable pedestrian friendly streets



Precedent: Attractive streetscape design

3.2.1.10 Internal Gathering Spaces

The demand for bright, open, spacious internal areas for study, learning, and socializing is changing the design of buildings. As such, the internal social gathering spaces within buildings play a key role the Open Space Framework and require design guidance in relation to exterior open spaces. These spaces provide additional opportunities to invite the community in and to be an integral part of the Campus.

Policies:

- All internal public realm spaces should be open, bright, and spacious to create welcoming and inviting places to study, linger, socialize, eat, and in some cases, sleep.
- The location of these spaces should be along the periphery of buildings with a transparent face to allow for direct visual and physical connections to the external open spaces.
- The design of the interior and exterior spaces should be considered comprehensively so they compliment each other in terms of materiality, and character of place.

3.2.2 LANDSCAPE DESIGN

Each space should be designed to bring something unique to the overall Open Space Framework. That said, there needs to be a cohesiveness to the landscape that contributes to a strong campus identity and a distinct and recognizable character of place. Landscape design and the materials used should reflect not only a quality environment, but one that is sustainable and resilient.

Policies:

- The choice of plant material should be hardy, self sustaining, with minimal need for irrigation.
- Trees should be planted to define spaces, to create shade and shelter, to protect from extreme weather conditions, and to provide seasonal interest in terms of colour and form.
- Low-impact design (LID) strategies such as rain gardens, should be used for storm water management and are also a means of showcasing sustainability. Rain gardens can be incorporated in the design of the streets in the urban plaza spaces.
- The choice of plant material should provide beauty, colour and form throughout the seasons and provide opportunities to enhance the natural plant and animal habitat for the area.
- The landscape design should integrate food producing species in certain areas of the campus such as fruit trees, and edible berries that can be enjoyed by the University and surrounding community.
- The landscape design and use of space should be structured to engage faculty and program curricula as opportunities for teaching and learning, including of Indigenous cultures and traditions.



Precedent: Campus residences and high-quality materials



Precedent: Self-sustaining plantings with minimal need for irrigation

3.2.3 LIGHTING

Lighting is one of the primary means of making a place feel safe and inviting and facilitating its use beyond daylight hours. It can be used to elevate and enhance the quality and character of space by providing attractive architectural or artistic design form during the daytime, and a variety of ambiance levels during the night time. This allows the campus to have various types of unique open spaces.

Policies:

- Campus streets and open spaces should be well-lit to create a sense of safety and security, especially in winter, when daylight hours are short.
- Lighting design should provide adequate illumination while minimizing light pollution. Dark sky lighting standards should be used to be in keeping with achieving a sustainable design approach.
- Energy-efficient lights should be installed throughout the Campus to minimize energy usage.
- The lighting design of open spaces should be carefully chosen to complement the use and character of the space and to enhance the unique elements and landscapes within.
- Pedestrian scale lighting should be used within the open spaces and streets. Vehicular scaled lighting should be used primarily at street intersections.
- The choice and style of light fixtures should contribute to building campus identity and creating a quality environment. The fixtures should complement the architecture and landscape and read as part of an overall package of furnishings for the Campus.
- Lighting can be in the form of art, and can be integrated into art forms as well.
- The design for the open spaces should include electrical conduits for temporary or decorative lighting installations during festivals and events.
- Decorative lighting should not be used on trees. If trees are to be illuminated, lighting should be provided at the ground level or adjacent to the trees in the form of a bollard.



Precedent: Lighting pedestrian paths

3.2.4 PUBLIC ART

Public art is an art installation that resides within the public realm. Art plays an important role in building the University's identity. It provides opportunities to create a unique environment and enhance the quality and experience of the public realm. It is a means in which to convey the history and culture of Indigenous peoples. Public art also serves as an orienting and wayfinding mechanism, and can be used as a gateway feature located at key entrances into the Campus, along pedestrian corridors, at the terminus of streets, and within all open spaces. Art can be used to frame or terminate views as a focal point, or add interest to a streetscape or open space.

Policies:

- Art may be represented as permanent or temporary installations, water features, recreational features, furniture, landscaping, architectural design and signage.
- Art can function as an interpretive and educational tool and should be used as a means of telling the story of Indigenous peoples.
- The scale of art installations should correspond to the visual prominence of the site.
- At the planning of each phase of development, key locations for art within the public realm should be identified so that it can be integrated into the design.
- Temporary installations are encouraged as opportunities to animate the winter landscape, to create a dynamic campus environment year round, and to engage the community.
- All art within the Open Space Framework should be publicly accessible.
- Art should be used as a means of visibly representing and building Indigenous peoples' culture and identity on campus, and should be located in key locations and within significant places.



Precedent: Art may be represented as standing permanent or temporary installations

3.2.5 WINTER DESIGN AND PROGRAMMING

Designing for winter helps to animate the campus during the winter months, which are the busiest periods of the academic year for the University. It supports the development of a healthy and active environment by designing spaces so that they can be used year round. Designing for winter requires building flexibility into design, to allow for changes in space usage as seasons change. It plans for the use of the Campus as a winter destination and playground for the University and community after hours. It is also a way in which to build identity with winter activities, and undertake designs that are unique to the University.

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

Policies:

- Open spaces should be designed to maximize southern exposure to take advantage of sunlight. The massing and design of surrounding structures should maximize sunlight penetration to these spaces.
- Open spaces should include mitigation measures from wind, snow, and rain, such as trees, canopies from buildings, and stand alone structures heated winter huts, or art.
- Plant deciduous trees along the edges and in grouped patterns within open spaces to act as wind breaks. Evergreen trees should only be planted as windbreaks in the forested landscaped open spaces and should not block view corridors to and through spaces.
- Streets, sidewalks, and plazas or hard-surface spaces should be designed for efficient snow clearance in winter.
- Use collected snow from snow removal to create toboggan hills and snow mounds for winter play and to block winds.



- Consider the creation of ice rinks and other winter sports and celebrations in larger public spaces such as the field or the quad open spaces.
- Create year-round patios that are comfortable throughout the seasons. Use durable wood as materials for comfortable seating in the winter.
- Create a program for ongoing winter activities and opportunities to engage the community such as festivals, winter design competitions.



Precedent: Innovative outdoor uses



Precedent: Open space with year-round uses



Precedent: Walkable winter campus

3.3 MOVEMENT FRAMEWORK

By accommodating multiple modes of movement and prioritizing the pedestrian, car dependency will be lowered at Brandon University.

The Movement Framework supports the evolution of Brandon University in becoming an accessible, multi-modal place that puts the pedestrian first. It is designed to increase connectivity with the surrounding community and create a walkable environment for all users. A clear hierarchy and function for streets is presented in the Movement Framework with these objectives in mind.

3.3.1 GATEWAYS & WAYFINDING

Gateways are featured spaces that identify key points of entry and create a sense of welcome, arrival, and place. Beyond a welcome plaque, each gateway should be unique based on where it is situated, relative to the Campus and its surrounding environment. They should demarcate a transition between character areas within the Campus, and assist in wayfinding and orientation. Gateways can be created through the design of buildings, landscapes, art, signage or a combination of these elements.

As gateways are an essential part of a wayfinding strategy, they need to visibly stand out and be placed in strategic locations to draw visitors into the Campus. From there, other elements of the public realm and built environment should work together to contribute to wayfinding. Wayfinding tools include signage and mapping, streetscape elements, streetscape design, and building design such as gateway or landmark elements. As these elements are to provide easily understood and navigated routes for all users, accessibility must be of utmost priority when it comes to wayfinding.

The enhancement of 18th Avenue will be critical to the success of creating safe pedestrian crossings and connections to the Campus from the east neighbourhoods. It will also be important in providing a more welcoming interface. The pedestrian cross-walks and the signalization of the intersections need to be a coordinated part of the gateway design between the University and the City. The University should continue a conversation with the City and the Province to create a more pedestrian-friendly street condition for 18th Avenue where it engages the Campus.

One of the main issues the Campus has faced is the lack of a “front door” or arrival place. The Plan identifies nine gateway locations that would serve to mitigate this issue and create a better interface between BU and the surrounding community. The gateways reflect a hierarchy of entrances which include the main entrance into the Campus, intersections that represent the face and address of the University, and entrances that connect the University to the neighbourhood.

3.3.1.1 Primary Gateways

The Primary Campus Gateways are either the main entrances into the Campus or the major address and face to the community.

Victoria Avenue and 18th Street Gateway

Victoria Avenue is the busiest intersection and connection to the Campus and is one of the most prominent gateways. As a result, it is extremely important that the University establish a visible presence and identity at this intersection.

Policies:

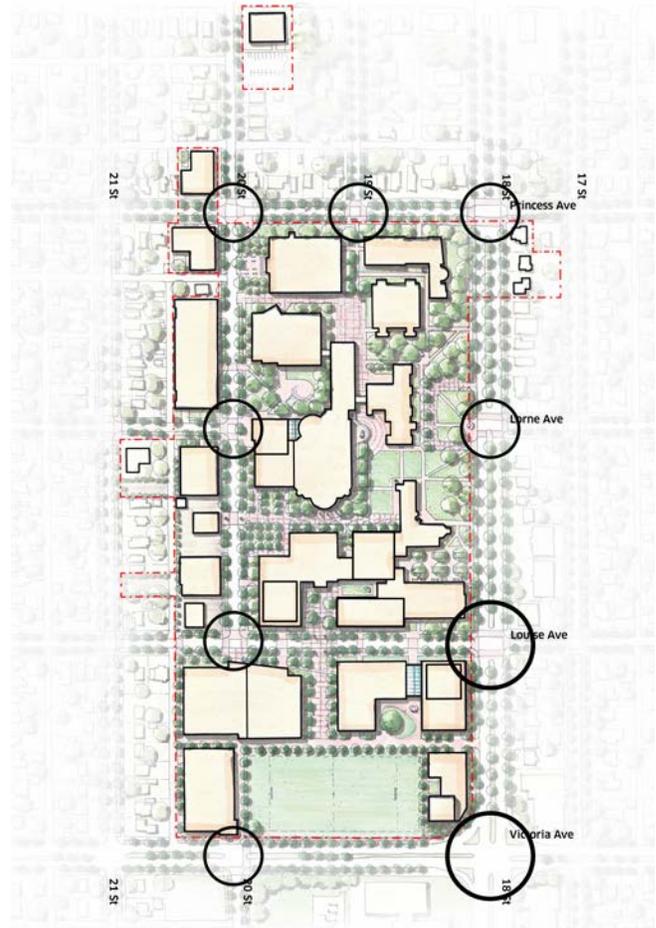
- The gateway should be represented by an iconic building of architectural significance and height at this corner. The building itself can function as a gateway treatment and should clearly represent BU's identity.
- Provide clear pedestrian access points into the Campus at the intersection, including passageways alongside the field, and through building entrances along 18th Street.
- Wayfinding signage should be used at this intersection.

Louise Avenue East and 18 Street Gateway

18th Street and Louise Avenue is the most important multi-modal gateway for Brandon University as it functions as the main entrance into the campus from the City. It is the primary face to surrounding neighbourhoods and is deserving of the most prominent architectural, landscape, and sculptural gateway features to suit.

Policies:

- Treatments at this gateway can include significant architectural building form, stand alone gateway treatments, significant landscape treatments, or a combination thereof.
- Gateway treatments must reflect high-quality design and materiality.
- Gateway treatments need to command visibility at this intersection. Consideration for colour, materiality,



Schedule 17: Campus Gateways

height, building transparency and animation should be part of the design objectives.

- The streetscape design must include safe pedestrian crossings at the intersection. Enhanced materials should be used for the crosswalk and a raised intersection treatment should be considered.
- The streetscape design must include clear and generous pedestrian pathway connections into the campus and to buildings at the intersection.



Precedent: Primary Gateway - defined by a significant open space



Precedent: Secondary Gateway - defined by a prominent building

3.3.1.2 Secondary Gateways

The Secondary Campus Gateways are not as prominent as the Primary Gateways in terms of vehicular entry or volume of exposure but are significant because of their heritage representation and link to downtown Brandon.

Lorne Avenue East and 18th Street Gateway

The Lorne Avenue and 18th Street Gateway has great significance in the Campus Master Plan as it represents the terminus to the first campus building, Clark Hall and therefore functions as the heritage gateway into the Campus. The alignment of Clark Hall is aligned on axis with what was a grand east-west avenue at the time. The placement of the building allows for long views to the University from the east neighbourhood, and back toward the City. This gateway is enhanced as a formal pedestrian-oriented entryway into the Campus, while defining a collegiate place of arrival.

Policies:

- This gateway is to be represented in the enhancement of the formal open space fronting Clark Hall. (Refer to Section 3.2.1.3 in the Open Space Framework for policies regarding design of the gateway space).
- Gateway treatments must reflect high-quality design and materiality and should be respectful of and enhance the significance of Clark Hall.
- Gateway treatments must not detract from Clark Hall, or obscure views to the building.
- Streetscape enhancement for 18th Street must include safe signaled pedestrian crossings at the intersection. Enhanced materials should be used for the crosswalk and a raised intersection treatment should be considered.

Princess Avenue and 18th Street Gateway

Princess Avenue is the main connection between the Campus and downtown. It is the north easterly face to the community and the first point of contact with the Campus for travellers coming from a northerly direction. This is the forested face of the University, represented by a remnant heritage landscape that, in itself, can be enhanced as a strong gateway feature.

Policies:

- The gateway treatment at this intersection should be of a scale that is complementary to the surrounding residential fabric and engage the heritage landscape. Subtle treatments such as free standing art framed by the trees, or a low stone wall with BU signage and integrated seating are welcoming and engaging.
- The streetscape design must include safe pedestrian crossings at the intersection. Enhanced materials should be used for the cross-walk and a raised intersection treatment should be considered.

3.3.1.3 Neighbourhood Gateways

The Neighbourhood Gateways are the main points of connection to the neighbourhoods and are intended to demarcate a transition between the Campus and surrounding community and provide clear wayfinding.

20th Street North and Princess Avenue Gateway

20th Street and Princess Avenue is a community-oriented gateway that connects most directly with surrounding residences to the north-west of the Campus. New buildings at the corners with animated uses at grade such as a corner store or cafe are envisioned to help define the entrance into the Campus and function as gateways in themselves.

Lorne Avenue West and 20th Street Gateway

The Lorne Avenue West Gateway is a new connection into the Campus and similarly to the 20th Street North Gateway, is defined by new buildings and open spaces that frame the entranceway into the Campus. It presents a new opportunity to integrate and welcome residents with quality buildings and a beautiful tree-lined entry.



Precedent: Secondary Gateway - defined by landscaping



Precedent: Neighbourhood Gateway - defined by an enhanced street

Louise Avenue West and 20th Street Gateway

The Louise Avenue West Gateway is enhanced as a more attractive and welcoming entrance into the Campus and is an opportunity to better integrate the Healthy Living Centre as a more prominent gateway building.

Policies:

- Gateway treatments for these neighbourhood-oriented connections should be welcoming in terms of design treatments and can include a mix of attractive architectural form and welcoming façades, inviting open spaces, beautiful and innovative streetscape design, public art, and enhanced materials.
- Each gateway should have safe pedestrian crossings at the intersections with pedestrian signalization, enhanced materials. A raised intersection treatment should be considered to mitigate traffic speeds.
- Gateway treatments should be located so that they can be viewed at a distance along the neighbourhood streets and function as a draw into the Campus.

3.3.1.4 Pedestrian Gateways

The Pedestrian Gateways are pedestrian-only points of access. These occur at the north and south ends of the Campus, at 19th Street and 20th Street South. The Lorne Avenue gateway is also primarily pedestrian but does provide drop-off and pick-up access to Clark Hall.

19th Street and Princess Avenue Gateway

The 19th Street Gateway is significant as it is the northern entrance to the Campus' central pedestrian spine and the beginning of a walk through the heritage campus. This gateway should tell the history of the Campus' original structure.

20th Street South and Victoria Avenue Gateway

The 20th Street South Gateway is the south pedestrian point of access into the campus from the south neighbourhoods. It is an opportunity to demarcate and enhance the link between the University and Earl Oxford Elementary School. New buildings and an enhanced recreational field should be key components of gateway treatments at the point of access.

Policies:

- The 19th Street Pedestrian Gateway should be demarcated with a heritage element that tells the story of the Campus' original structure. This can take the form of signage, free standing art or fixed art. A fixed art feature can continue along the length of the north-south spine and end at the 20th Street South gateway.
- Each gateway should have safe signaled pedestrian crossings to allow for safe pedestrian passage to and from the University.
- Enhanced materials such as a raised intersection treatment should be considered for the 19th Street gateway crossing.
- The new building at the 20th Street South Gateway should provide a prominent architectural feature as part of the building design. The design of the entrance should include an area to sit, or to stop and read signage to navigate the campus.
- The new building should provide an animated use at grade to contribute to the gateway treatment at the entrance point such as commercial uses, a coffee house, or an internal ice-skating rink that would compliment the adjacent health and wellness amenities and uses, and create a year-round southerly draw.



Precedent: Pedestrian gateway - defined by public art



Precedent: Pedestrian Gateway - defined by built form

3.3.2 VEHICULAR CIRCULATION

BU benefits from being well integrated into its urban fabric by means of a grid network of north-south and east-west streets. This allows the Campus to be well accessed by all modes of transportation from every direction. Once one reaches the periphery of the campus, however, vehicular circulation is primarily for the purpose of accessing parking, servicing corridors, or to connect to the neighbourhoods. Vehicular circulation through the Campus and the function of the streets gives priority to pedestrian and cycling movement. The Campus Master Plan recommends a strategy for surface parking either on street, below grade in new buildings, or in parking structures. Other than service vehicles, vehicular circulation functions primarily to get cars into parking facilities at the perimeter of the campus.

3.3.3 STREET NETWORK

The Movement Framework is defined by a system of external city streets, internal campus streets, laneways, and service routes. The Plan includes recommendations for the external city streets because they affect the way in which students and the community access the University. The character of these streets also play a role in defining the character and identity of the Campus along its edges. The following section defines the hierarchy of streets within the Framework and provides a structure for how the different modes of movement work together to create a walkable, safe, pedestrian-oriented environment. Each street is described below and cross-section details are provided, including for 18th Street.

3.3.3.1 18th Street and Victoria Avenue

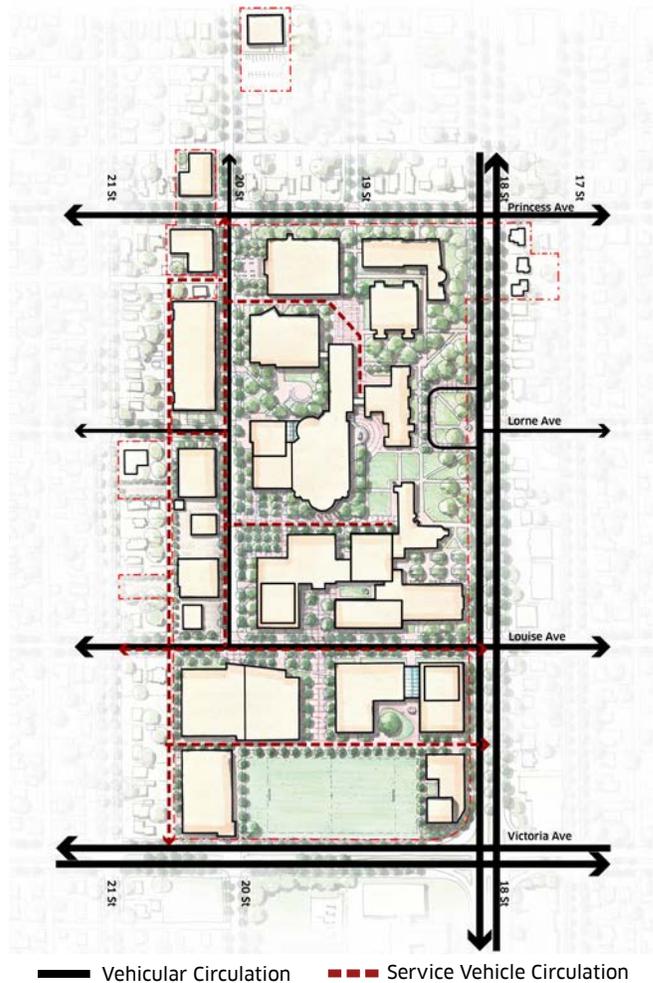
Victoria Avenue and 18th Street particularly, need to function to better serve pedestrian movement and connectivity to and from the campus. These streets should also be enhanced as attractive tree-lined corridors with generous sidewalks and safe signalized pedestrian crossing points to the Campus. They provide the opportunity to make the Campus very accessible for all modes of movement, and its edges welcoming for pedestrians and present and attractive face to the surrounding city.

Victoria Avenue

Victoria Avenue does not experience the traffic volumes of 18th Street, which may not necessitate a change to the cross-section of the street, but it still requires a level of enhancement to become more attractive and pedestrian-friendly, including a consistent planting of street trees, a minimum 2 metre wide sidewalk, and signalized pedestrian connection to the Campus.

18th Street

18th Street is an existing highway adjacent to Brandon University that functions as one of the main north-south vehicular corridors in Brandon. As such, it is one of the primary vehicular routes into and out of the Campus. It also carries the main north-south public transit route to



Schedule 18: Vehicular Circulation

and from Brandon University. 18th Street will continue to be a barrier to the Campus in terms of providing safe access unless the speed and profile of the street changes between Princess Avenue and Victoria Avenue to be more pedestrian friendly. To create a more pedestrian-friendly environment for 18th Street, signalized pedestrian crossings should be provided at Princess, Lorne and Louise Avenues.

Policies:

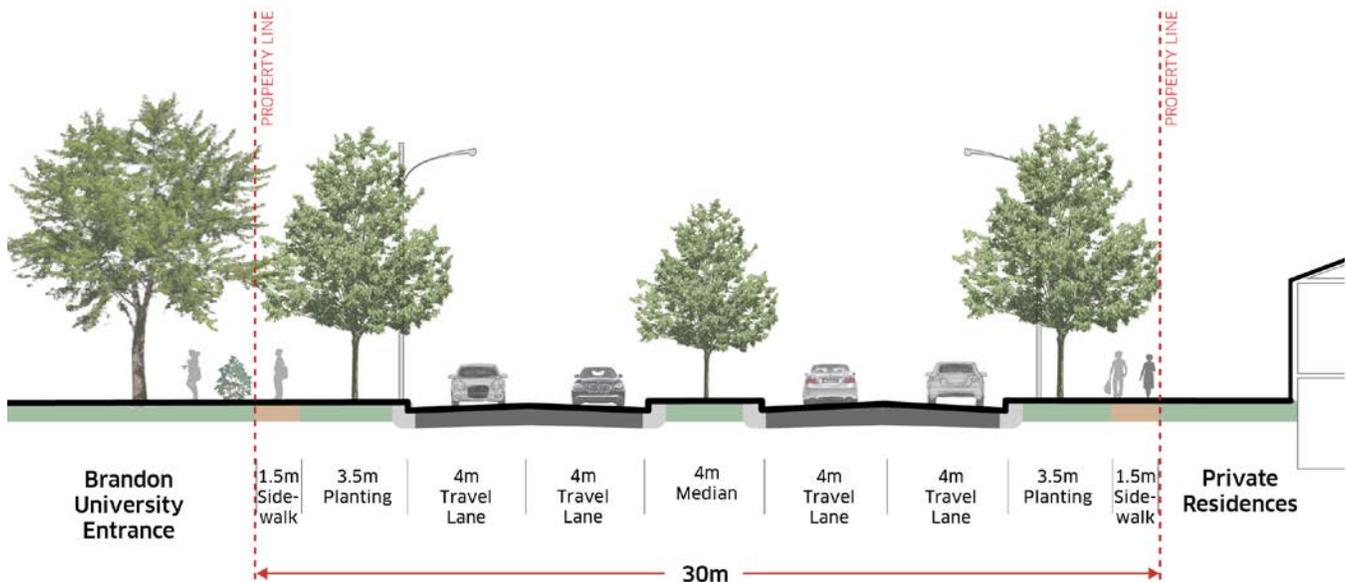
- Coordinate efforts with the City of Brandon to enable a change to 18th Street to make it a safe and accessible corridor. Including lowering the posted traffic speed.
- The Louise Avenue and Princess Avenue lights at the intersections should be coordinated to allow for a mid-block signalized pedestrian crossing at Lorne Avenue.
- The intersection treatments should be enhanced so that they are highly visible and signify that they are pedestrian priority crossing points. Treatments

can include patterning of the intersection, the use of materials such as brick or stone, and integrated BU gateway signage.

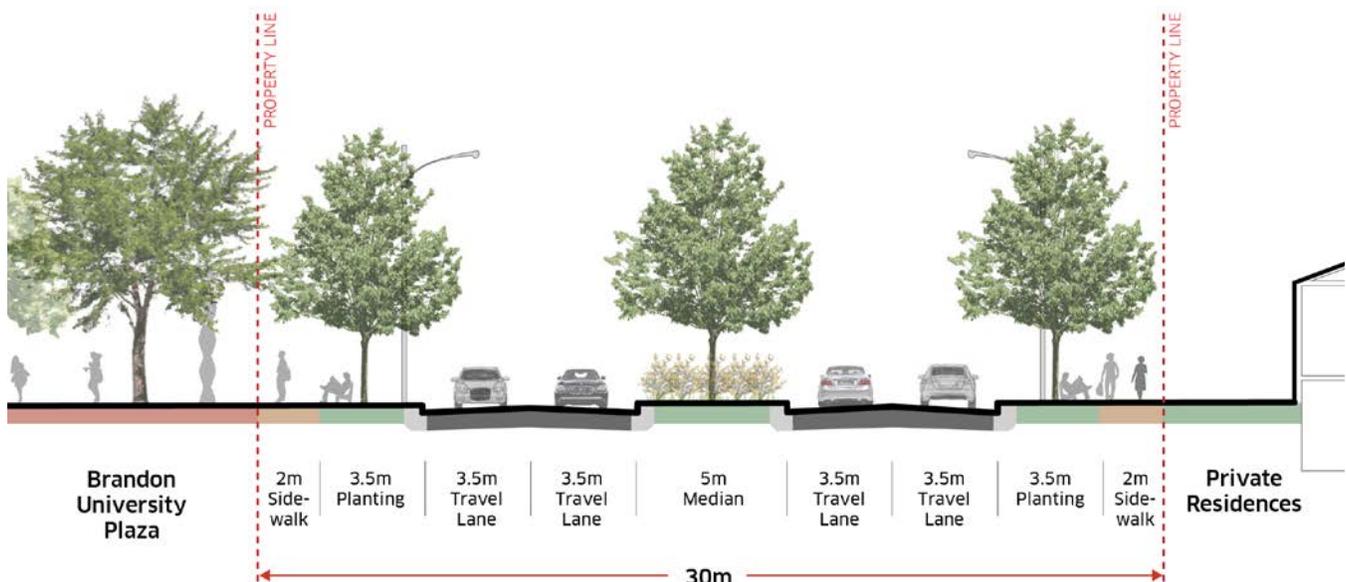
- Reduce the current 4.0m travel lanes to 3.5m to encourage a reduction in speeds, to create wider sidewalks, and for wider planting zones on either side of the street and in the centre median.
- Plant street trees on both sides of the street and in the median to create a significant tree-lined canopy, and to beautify the street so that the street becomes part of defining a beautiful University District.
- Coordinate with the City of Brandon to integrate any streetscape enhancements for 18th Street with the Campus Master Plan's design for adjacent open spaces.

Elements of the 18th Street Right-of-Way

- 30.0m R.O.W.
- 19.0m roadway, which includes two 3.5m travel lanes in either direction and a 5.0m landscaped centre median
- 3.5m planted boulevard on either side of the street
- 2.0m sidewalk on either side of the street
- 5.0m centre median with street trees and landscaping.



Existing 18th Street Cross-Section



Proposed 18th Street Cross-Section

3.3.3.2 Princess Avenue

Princess Avenue is also an important street in the Plan because it functions as a key connector linking the Campus to both the surrounding neighbourhood, as well as to downtown Brandon. It defines the northern edge of the Campus and functions as a residential street with slower moving traffic to allow for safe pedestrian crossing between the Campus and community. It is also the location of existing transit stops that service the University and community. The forested nature of the adjacent Edge Landscape should be enhanced to create a memorable walking experience along this corridor and comfortable waiting areas for transit.



Precedent: Tree-lined campus corridor

3.3.3.3 Internal Campus Streets - Louise Avenue and 20th Street

The internal campus streets are important in connecting Brandon University with the surrounding neighbourhood and in making the campus accessible to the community. They should function as walkable, animated pedestrian spaces. As such, the design of the streets focus on prioritizing the pedestrian while accommodating all modes of traffic including pedestrians, bicycles, cars, and transit. In addition, the streets have to function as habitable spaces for lingering, sitting, connecting open spaces, waiting for a bus, and hosting events. They are also the opportunities for sustainable design including storm water management and LID design.

Louise Avenue

Louise Avenue functions as the main entrance and introduction into the Campus, and provides the first impression and feel of the campus environment. As such, the profile of this street must reflect the quality, character, and identity that is representative of the Vision for BU. Together with new gateway buildings, Louise Avenue must support clear wayfinding and passage into the Campus' core, connecting to 20th Street and access to parking amenities. It is also the first introduction to the Campus' high-quality open spaces, as it is a key component of the Lower Plaza - Healthy Living Centre Plaza. Louise Avenue is the seam that stitches the south campus quadrant to the rest of the campus north, providing several enhanced pedestrian crossings that connect to the buildings and open spaces that frame the street.

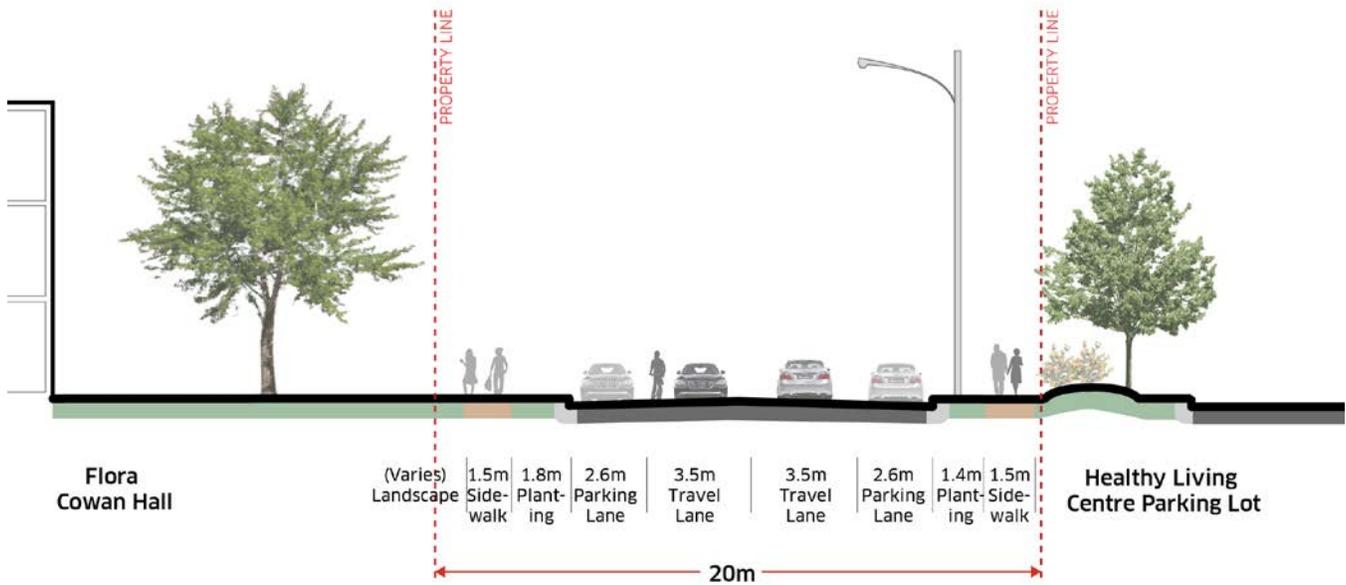
Policies:

- Louise Avenue must be designed to create a seamless continuity between the north and south campus quadrants with multiple pedestrian crossings and continuous materiality across the street.
- Design Louise Avenue to accommodate a high degree of pedestrian movement between the buildings and open spaces that define it.
- The profile for the street should be beautiful and inviting, with a full canopy of trees and landscaping on both sides of the street.
- Provide on-street parking in lay-by spaces integrated between parking bump-outs.
- Parking bump-out areas along the Avenue are the pedestrian crossing points, which should provide clear uncluttered passage and include wayfinding signage.
- Maintain the dedicated drop-off and pick-up zone fronting the Healthy Living Centre.
- Integrate the Healthy Living Centre front plaza into the streetscape design for Louise Avenue.
- Consider raised cross-walks at the crossing points as traffic calming measures.
- Provide a minimum 4.0m building setback on either side of the road for any new building for additional landscaping, tree planting, sidewalks space, furnishing, and art.

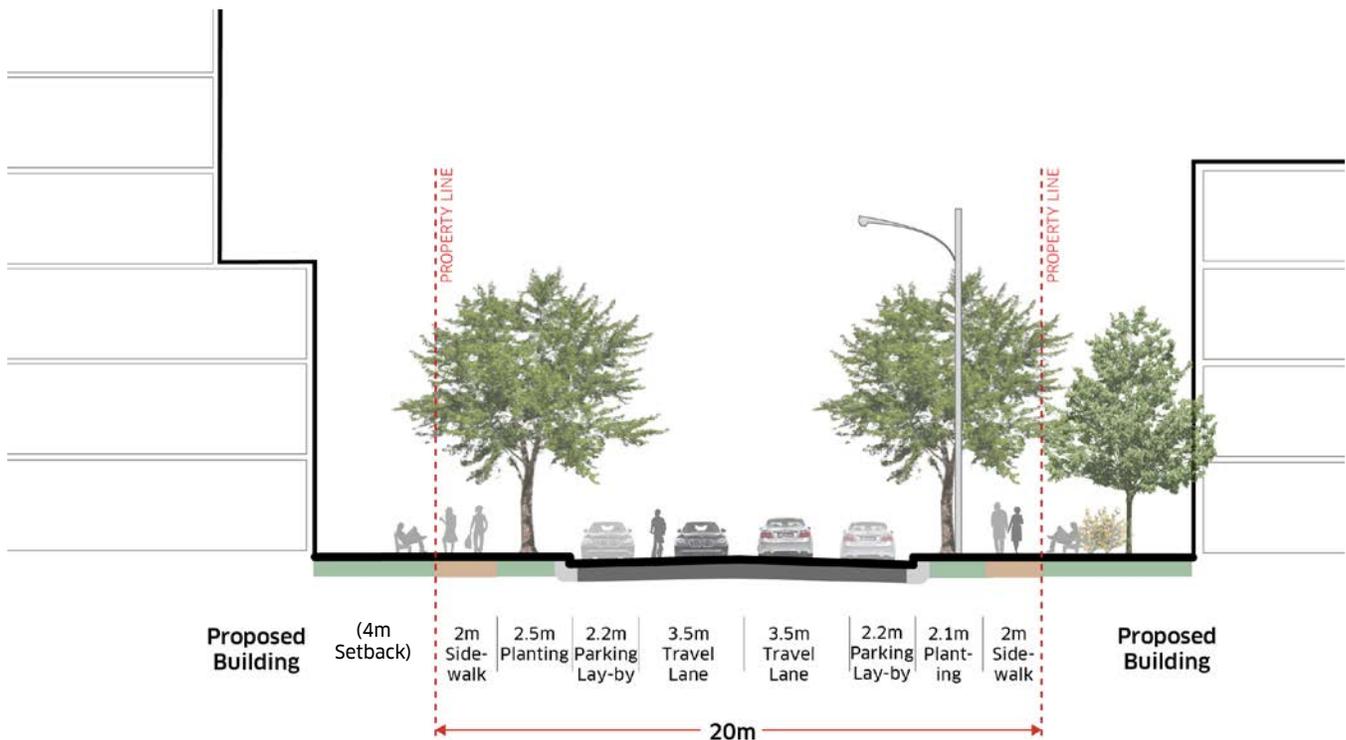
The Campus Master Plan increases road connections to the surrounding neighbourhood to make the Campus more accessible, and walkable.

Elements of the Louise Avenue Right-of-Way

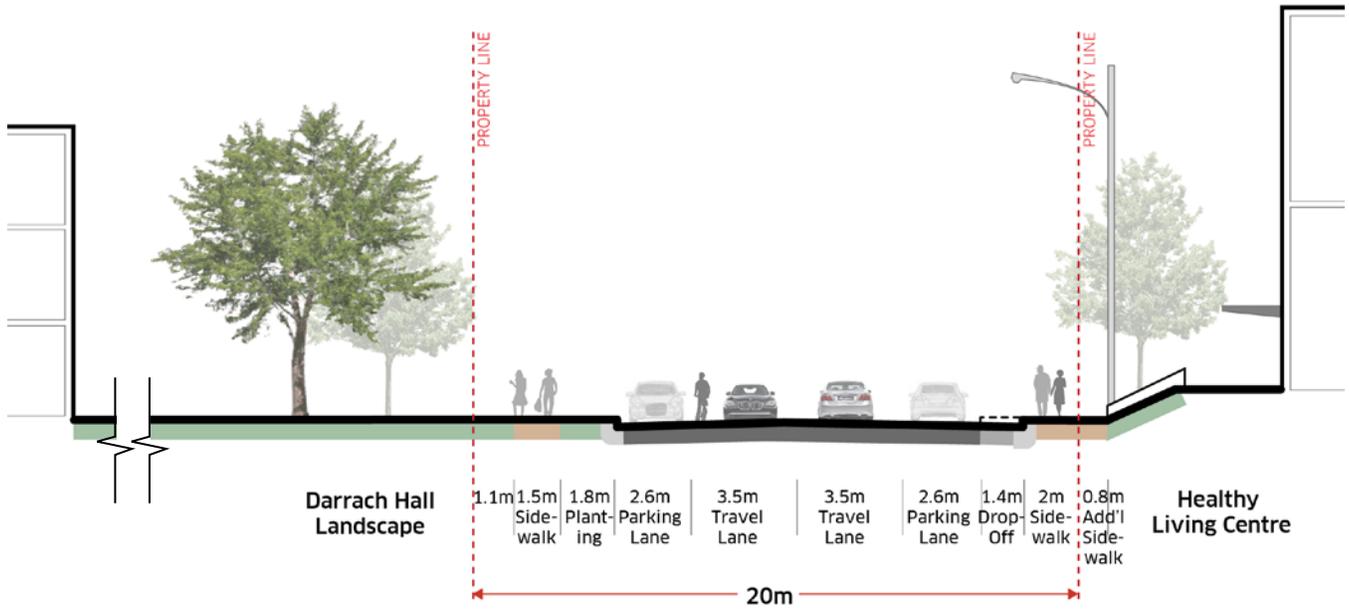
- 20.0m R.O.W.
- 11.4m roadway, which includes one 3.5m travel lane in either direction to accommodate shared vehicular, cycling, and transit circulation, and 2.2m on-street parking lanes on either side of the street.
- 2.2m dedicated drop-off and pick-up zone fronting the Healthy Living Centre.
- 2.5m planting and furnishing zone on the north side of the street and 2.1m on the south side of the street, with street trees and shrub landscaping in at-grade planting beds, and street furnishing such as benches, pedestrian scale lighting, garbage receptacles, and signage.
- 2.0m sidewalk on either side of the road.



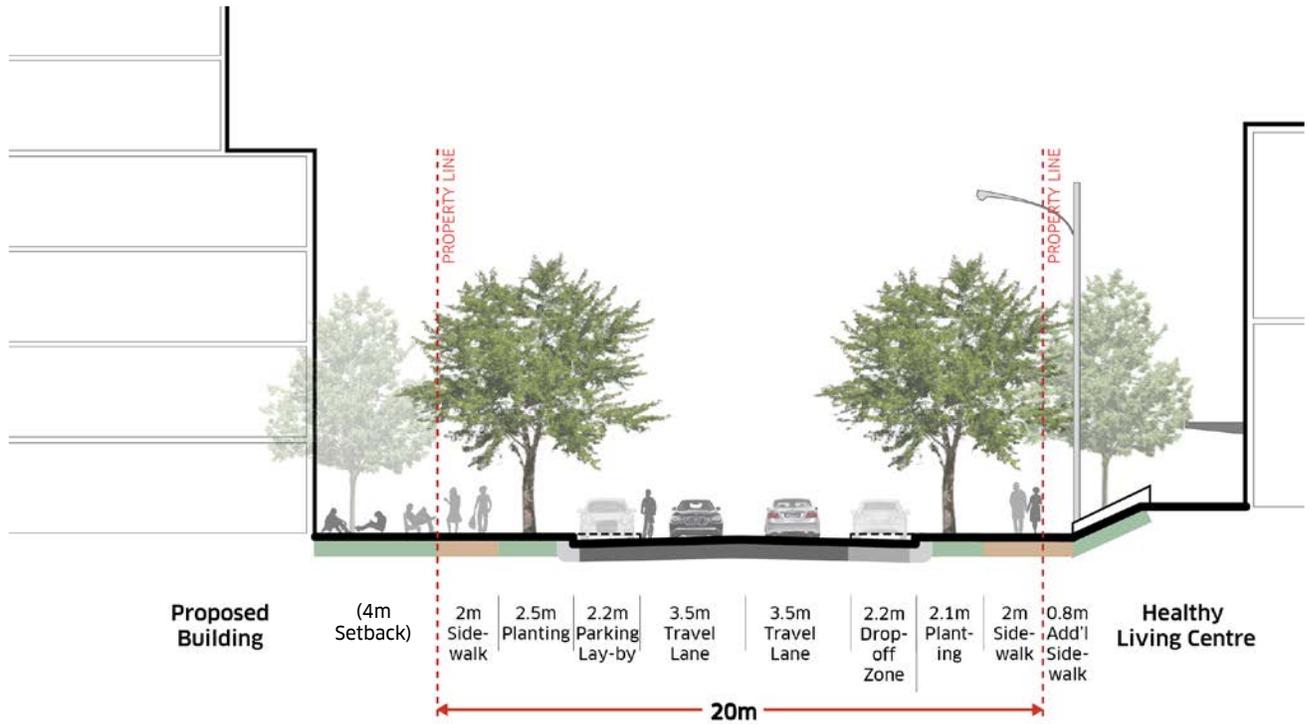
Existing Louise Avenue Cross-Section at Flora Cowan Hall



Proposed Louise Avenue Cross-Section at Flora Cowan Hall



Existing Louise Avenue Street Cross-Section at Darrach Hall



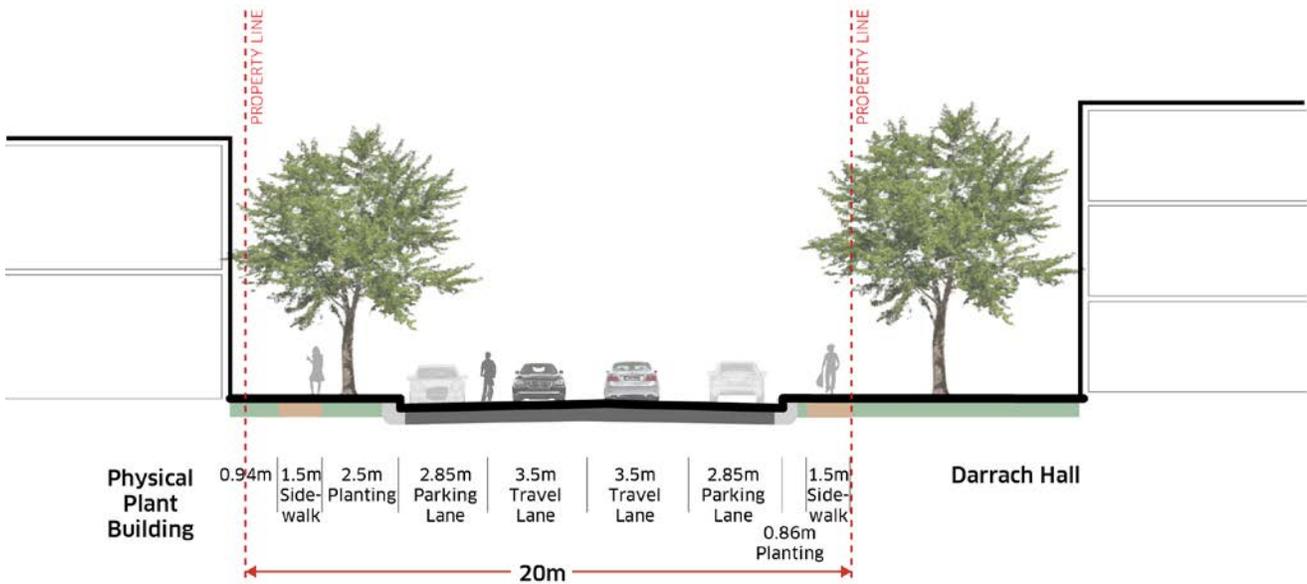
Proposed Louise Avenue Street Cross-Section at Darrach Hall

20th Street

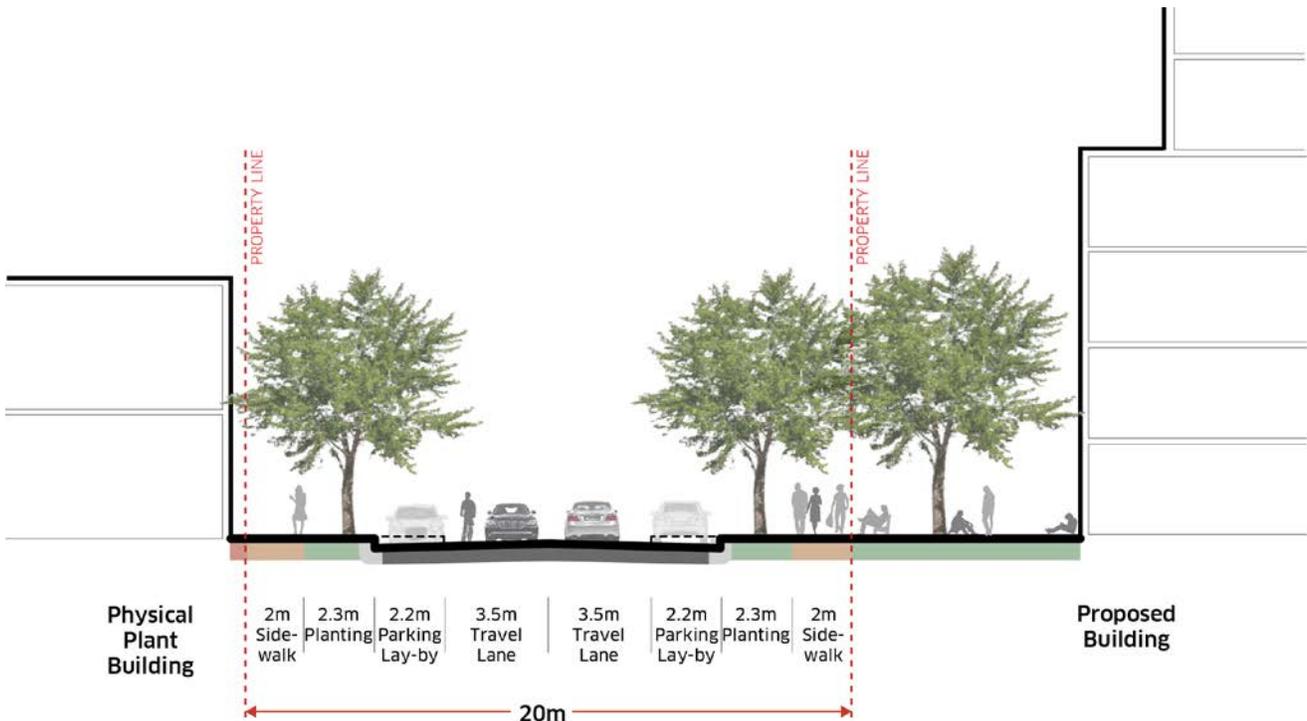
20th Street is an important street in the Movement Framework. It is envisioned as a beautiful, walkable, intimate two lane tree-lined corridor, with generous sidewalks, slow moving traffic, lay-by parking, and enhanced streetscaping and pedestrian crossings. It is the “string of pearls” connecting a series of significant and unique campus open spaces, and is the point of connection with the neighbourhood streets, parking amenities, and linkages to the Campus.

Policies:

- Design 20th Street to accommodate a high degree of pedestrian movement between the buildings and open spaces that define it.
- The streetscape design should allow for street closure for events and festivals.
- Provide on-street parking in lay-by spaces integrated between parking bump-outs. Parking bump-out areas should function as places for additional landscaping, wayfinding signage, art, and street furnishing such as benches and bike parking.



Existing 20th Street Cross-Section at Physical Plant Building



Proposed 20th Street Cross-Section at Physical Plant Building

- Provide a minimum 4.0m building setback on either side of the road for any new building for additional landscaping, tree planting, sidewalks space, furnishing, and art.
- Provide signage and clear visibility along the street to structured parking and below grade parking access points within buildings, and to service corridors access points throughout the Campus.

Elements of the 20th Street Right-of-Way

- 20.0m R.O.W.
- 11.4m roadway, which includes one 3.5m travel lane in either direction to accommodate shared vehicular, cycling, and transit circulation, and a 2.2m on-street parking lane (including curb and gutter) integrated in parking lay-by bays.
- 2.3m planting and furnishing zone on either side of the street with street trees and shrub landscaping in at-grade planting beds, and street furnishing such as benches, pedestrian scale lighting, garbage receptacles, and signage.
- 2.0m sidewalk on either side of the street.

3.3.3.4 Lorne Avenue Residential Street

The extension of Lorne Avenue provides the means of bringing the community directly into the Campus. The segment of Lorne Avenue that falls within the Campus boundaries should be designed as a continuation of the existing street.

Elements of the Lorne Avenue Right-of-Way

- 20.0m R.O.W.
- 11.4m roadway, which includes one 3.5m travel lane in either direction to accommodate shared vehicular, and cycling circulation, and a 2.2m on-street parking lane (including curb and gutter).
- 2.3m planting and furnishing zone on either side of the street with street trees and shrub landscaping in at-grade planting beds, and street furnishing such as benches, pedestrian scale lighting, garbage receptacles, and signage.
- 2.0m sidewalk on either side of the street.

3.3.3.5 Service Access Routes

There are several service access routes identified in the Movement Framework. These are essential for the purpose of building maintenance and servicing, to access parking, and for drop-off and delivery of goods for the University.

Policies:

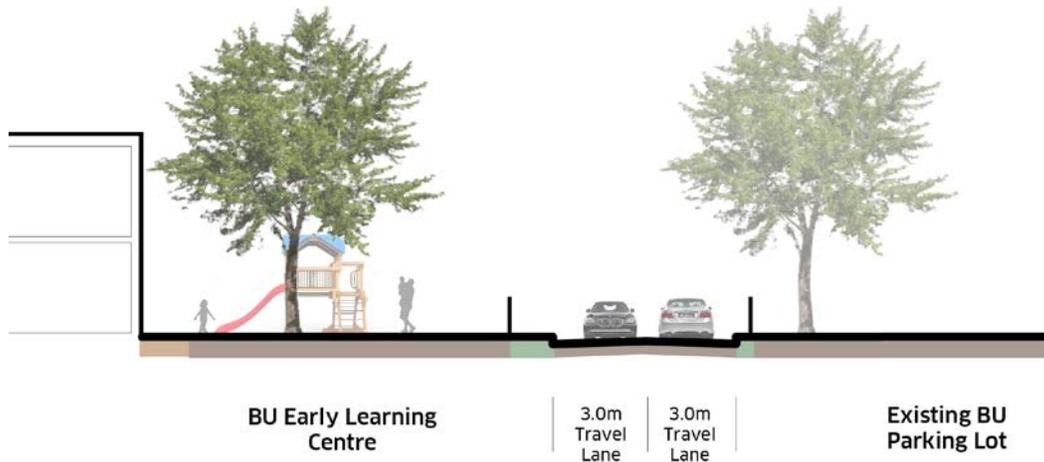
- The service access routes must be designed as part of the public realm space and should reflect the same quality and materiality used for all other pedestrian pathways and linkages through the Campus.
- The materials used for the access routes must be able to withstand the weight and regular use of service vehicles.
- The use of service access routes must be time and day controlled with clear and visible signage that reflects the regulations.

3.3.3.6 Laneways

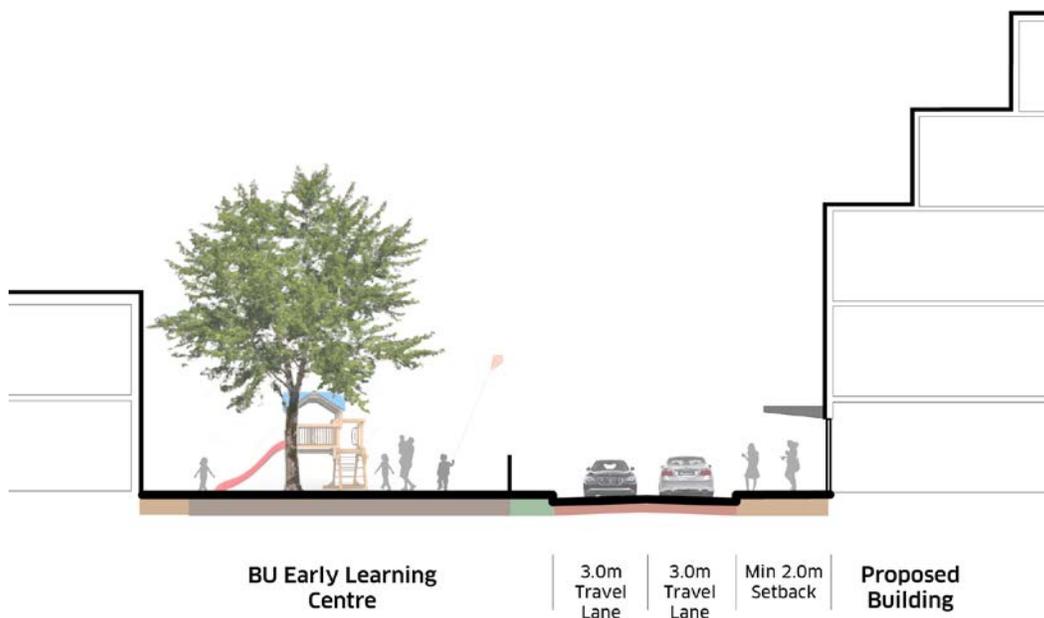
The shared laneway west of 20th Street serves two functions. It is a vehicular and service access route to existing and new buildings fronting 20th Street. It is also a pedestrian circulation route that connects to pathways and linkages into the Campus.

Policies:

- The laneway should be enhanced as a comfortable, safe, and aesthetically pleasing pedestrian corridor. Enhanced materials should be used for the laneway including concrete as the surface material.
- New buildings should provide a minimum 2.0m setback from the laneway right-of-way to accommodate a generous sidewalk alongside the buildings, and provide door access to the sidewalk.
- Enhanced materials should be used for the sidewalk in keeping with the quality and design proposed for the public realm.
- Buildings should provide exterior lighting to the laneway so that it can be comfortably accessed at night.
- Any landscape screening used for the maintenance yard should provide clear access to and through the Campus from the laneway.



Existing Laneway (Between 20th and 21th Street) at BU Early Learning Centre



Proposed Laneway (Between 20th and 21th Street) at BU Early Learning Centre

3.3.4 PEDESTRIAN CIRCULATION

The Movement Framework reflects an extensive circulation network for pedestrian and cycling movement that is needed for a pedestrian-oriented environment that is designed primarily for the pedestrian. The majority of the Campus is a car-free zone, with the exception of some areas for pedestrian drop-off and the servicing of buildings. As such, pedestrian circulation must be of highest priority when it comes to designing a vibrant and welcoming place that is accessible by all. This means that above all, pedestrian activity and the walking experience within the Campus is enhanced and improved for utilitarian, leisure, and recreational purposes. It is a means of fostering healthy lifestyles for both the University's population as well as the surrounding community and for creating an environment that is continuously animated.

Policies:

- Pedestrian pathways should be designed to accommodate use and circulation of the Campus 24/7 and year round.
- A maintenance regime for winter snow removal must be established to enable ease of circulation through the Campus' streets and pathways. Consider enhanced design features such as heated passageways within the plaza spaces.
- Expand the internal circulation network to connect to the external pathways and open spaces increase ease of pedestrian movement through the campus.
- All external pathways must also accommodate bicycle circulation.
- Locate and orient new buildings to provide short and direct distances between building entrances.
- All streets (including the road and sidewalks must be walkable in all seasons.
- Identify circulation routes through the Campus for cross-country skiing, snow shoeing, or long-distance running.



Schedule 19: Pedestrian Circulation



Precedent: Enhanced landscaping of streetscapes



Precedent: Internal circulation network to connect to external pathways

3.3.5 CYCLING CIRCULATION

As Brandon University moves towards a multi-modal movement strategy, cycling will become an increasingly dominant mode of transportation, especially now that the Fleming School Site and the BU Downtown Campus has been established. Cycling becomes more of an attractive and economical option for students living in the surrounding community as more services and amenities are provided on the Campus. Students can rely less on having to use a vehicle to go distances to shop, buy groceries, or go to an eating establishment as these services are now within walking and cycling distances to the neighbourhoods and the downtown.

The Movement Framework designs for safe cycling circulation along the pedestrian circulation routes, as well as the campus streets. Shared bike markings and signage provide clarity in movement between the integrated modes of transportation. In addition, new cycling amenities such as heated shelters and bike repair stations are recommended on campus.

Policies:

- Cycling should be accommodated on all campus streets and pedestrian pathways.
- Bicycle amenities such as bike parking posts, sheltered bike parking stations, and even a bike repair shop or free standing bike repair stations can encourage increased cycling.
- Heated or enclosed bike parking facilities should be considered in the north, central, and south campus areas to encourage use throughout the winter season. These facilities can be incorporated into the design of new buildings.
- Free standing bike posts should be located throughout the campus in close proximity to building entrances, in interior parking lots, and in the major open spaces.
- The location of the bike posts should not obstruct pedestrian passage along the circulation routes, and should be integrated into the design of the public realm.



Schedule 20: Bicycle Circulation

- With the exception of sheltered bike parking facilities, bike parking should not be designed in large groupings but should be spread in smaller groupings of four or five bike posts, throughout the campus
- Provide painted sharrow markings on Louise Avenue and 20th Street to indicate that the street is to be shared equally by vehicles and cyclists.
- Provide bike signage to demarcate cycling routes and connections to other destinations.



Precedent: Pavement markings to show shared road condition



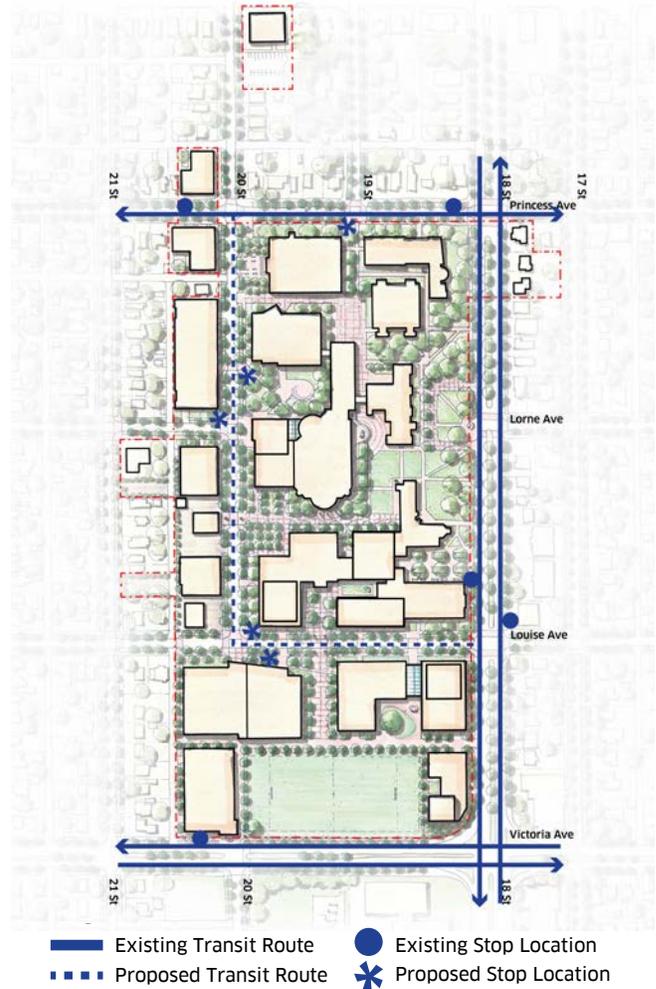
Precedent: Sheltered bicycle storage facilities

3.3.6 TRANSIT

BU currently benefits from a well-connected campus, with five public transit stop locations around its perimeter that connect to the rest of the city via Princess Avenue, Victoria Avenue, and 18th Street. However, there is room for improvement in Brandon University's internal transit route network, that would bring students closer to the heart of the Campus. The Campus Master Plan emphasizes an enhanced public transit experience to and from the Campus and introduces a new transit route along Louise Avenue and 20th Street with two new bus stop locations. The closer students are to the core of the Campus and in closer proximity to building entrances, the more willing they would be to use the transit system, especially in the colder seasons. This new route can be serviced by the City as an extension of a public transit route. It can also be provided as a Brandon University shuttle service, which connects to other Brandon University properties such as the Downtown Campus, as well as other institutions such as Assiniboine College. Incentives for transit should continue to be applied for a time until transit rider-ship becomes a primary mode of transportation to and from the Campus.

Policies:

- Locate a transit stop on both Louise Avenue and 20th Street. Provide stops on both sides of the street to service drop-off and pick-up in both directions.
- Transit stops can be free standing and incorporated in the streetscape design. If so, they should be heated sheltered stops with seating and timing of service information provided within.
- Transit stops can also be integrated at-grade in the buildings fronting the street as part of the front lobby space, or internal public realm space. This allows for year-round comfortable and sheltered waiting areas.
- Internal transit waiting areas should be located in areas where there is a high degree of transparency to the street and transit stop locations so that users can see when buses are approaching.



Schedule 21: Public Transit

- Bus stop location should have dedicated transit lay-bys to allow buses to pull over and stop without disrupting the flow of traffic.



Precedent: Frequent bus routes catered to student schedules



Precedent: Enhanced bus stop amenities

3.3.7 PARKING

Over the 30-year time horizon of the Campus Master Plan, surface parking on campus, and particularly along 20th Street will be phased out in order to accommodate future growth. As the Campus evolves, surface parking facilities will shift to below-grade parking in new buildings or to structured parking facilities that are part of the Campus' development. This is to make room for new buildings and open spaces. The only surface parking lots to remain on the Campus would be the two small lots along 21st Street. All other surface parking areas are for the purpose of accommodating pedestrian pick-up or drop-off in designated areas, and to provide handicapped-accessible parking close to buildings.

In addition, the Campus Master Plan's sustainable approach to movement is intended to shift the modal split away from vehicular use, and thus reduce the demand for parking. The Plan anticipates that the proportional need for parking will decline with time as the modal split increases. However, the Plan also recognizes that there is a significant rural-based student body that will continue to drive out of necessity, and requires parking. The parking strategy as such includes on-street parking on the internal campus streets, two dedicated mixed-use structured parking sites, located in the north and one south areas of the campus, and a minimum of two levels of below-grade parking in all new buildings.

Policies:

- Structured parking facilities should not be a stand alone use for any building development. Parking structures should be fronted by other uses that provide active use and animation at grade such as services and amenities.
- The design of structured parking facilities should be of the highest architectural design and material quality, in keeping with the quality of design recommended in the Built Form Framework for new campus buildings. Design innovation should be considered that contributes to the Campus' identity.



Schedule 22: Servicing and Loading Access Routes

- Structured parking facilities need to be open and transparent, allowing views into and through the building, at ground level and within the building
- Structured parking facilities must be well-integrated with the public realm, providing a friendly “human scale” presence on the adjacent public realm and contribute to a pedestrian-focused environment.



Precedent: Planting to reduce visual impact of surface parking lots



Precedent: Parking laybys on streets

- On-street parking is provided on the internal campus street as short-term, timed parking spaces.
- Two to three short-term, timed handicapped parking spaces are provided in the Clark Hall plaza.
- On-Street parking should be provided along the entire length of Louise Avenue with the exception of the Lower Plaza and pedestrian crossing areas, and the dedicated Healthy Living Centre drop-off and pick-up zone.
- On-Street parking must be provided along the entire length of 20th Street with the exception of the East-West Plaza and pedestrian crossing areas, and the dedicated Centennial Auditorium drop-off and pick-up zone.
- On-street parking is to be provided in the form of parking lay-bys with parking bump-outs at the intersections or at identified pedestrian crossing zones.
- The west surface parking lots integrated within the residential block should be enhanced with landscaping and sustainable surface paving treatments so that they are attractive parking areas within the neighbourhood. Landscaping along the parking lot perimeter should be used to create a green screen between adjacent residential buildings.



Precedent: Structured parking lots with active uses at grade



Precedent: Locate transit in the heart of the campus

3.3.8 TRANSPORTATION DEMAND MANAGEMENT

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

The Campus Master Plan recommends the implementation of a TDM Plan to be administered over time as the development of the Campus unfolds. The following are some of the TDM strategies that provide a means of reducing car dependency and shifting the modal split. These are either inherent in the Campus Master Plan design, or they are additional strategies to support TDM, and include:

- Creating a compact and pedestrian-oriented development to increase walking and cycling.
- Creating an expanded and enhanced transit network.
- Providing community-oriented services and amenities within a 5 to 10-minute walking radius.
- Providing bicycle parking and a diversity of amenities.
- Providing transit shuttle services between campus locations such as the BU Downtown Campus and the Winnipeg Campus site, as well as other institutions.
- Collaborate with the City to enhance the City of Brandon transit service to the campuses. Consider an integrated same day service between the Winnipeg and Brandon Main Campus.
- Providing incentives such as fee transit passes to encourage transit ridership.
- Locating transit in the heart of the campus.



Precedent: Convenient and plentiful bicycle parking

- Hiring or appointing a TDM Coordinator to assist students with information on alternative travel options.
- Continuing to institute the current carpooling strategy for the Campus and encouraging carpooling through the provision of preferential parking policies.
- Managing parking supply and pricing.
- Increasing and diversifying the housing stock on the Campus to reduce the need for vehicular travel. Locate housing in close proximity to the Campus, including the surrounding neighbourhood and downtown.

Transportation Demand Management supports the reduction of vehicular use on, and access to, the campus towards creating a walkable and pedestrian oriented environment.

3.3.8.1 Transportation Demand Management (TDM) Coordinators

The purpose of a TDM Coordinator for the campus would be to help provide information to students on the travel options and to assist them in finding other alternatives to the car. Example duties of a TDM coordinator include providing or coordinating a ride-matching service for student carpooling; acting as a point person for student transit passes; providing strategic input to University management on ways to improve and support use of non-auto modes; and coordinating awareness events for students and staff.

3.3.8.2 Parking Supply and Pricing

An important way of managing transportation demand will be through managing the cost of the parking at the campus. There is typically a direct relationship between parking charges and personal auto usage, such that a rise in parking fees will typically result in a decrease in parking demand and an increase in transit usage. This approach works well if supported by alternative transportation options.

3.4 INDIGENIZATION OF THE CAMPUS

One of the key considerations for the Plan is the Indigenization of the Campus. Brandon University continues to embrace the opportunity to inclusively and collaboratively engage with its Indigenous community and aims to provide a strong sense of belonging and identity within the Campus by various means. The Campus Master Plan considers the following as key guiding principles to this end. In addition, the Plan has identified a series of Indigenous Placemaking Initiatives that are infused in the Concept Plan Vision.

3.4.1 Design Principles

- **Foster an Indigenous sense of place.** The Campus Master Plan Frameworks structures the design of the physical campus to provide many opportunities for Indigenous placemaking, and telling the Indigenous story on campus.
 - **Commit to listening.** Through the campus planning process and the implementation of the Campus Master Plan, the voices of Indigenous people must be heard and recognized.
 - **Build Indigenous identity.** Reflect an Indigenous face to the community - at significant gateway points on campus and throughout the Campus - through building and open space design, as gateway and wayfinding signage, through permanent or temporary art, or integrated in furniture.
 - **Respect and enhance the land.** Upgrade existing open spaces and streetscapes by increasing tree planting and landscaping, incorporating sustainable design, integrating water features, enhancing plant and animal habitat, and planting food producing trees and gardens on the Campus.
 - **Represent Indigenous culture and teaching.** This could be done, among other things, through dedication and design of spaces within the Campus that nurture a curriculum and learning approaches relevant to Indigenous epistemologies in respectful research methodologies and ethics protocols. For example, there are opportunities to teach and learn about plant systems, animal habitat, food production, and medicine, with places for ceremonial planting, for ceremony and smudging, for cultural festivals and activities.
- **Recognize Indigenous history and cultural heritage.** All aspects of the Campus should commit to the recognition of Indigenous peoples' traditional territory and continued use of the land, while identifying the Campus as being located within an environment and place connected with Indigenous peoples' history and communities, and home to many Indigenous learners.
 - **Support Indigenous programming and student life.** Continue to build welcoming and respectful environments on the Campus through the implementation of academic programs and spaces, services, and support mechanisms dedicated to Indigenous students. Recognize the importance of sharing information within the institution and beyond to inform current and prospective students of the array of services, programs, and supports available to them on the Campus.
 - **Support cross-cultural learning.** This should be done by enabling resources, spaces, and approaches that engage students, staff, and faculty in experiencing Indigenous people's knowledge and cultural heritage in holistic and respectful ways. Flexible design of the physical campus can help create welcoming places for all, and destinations on campus from which to draw the outside interest. Recognize opportunities for promotion, reclamation, restoration, revitalization, and awareness of Indigenous languages throughout the Campus.
 - **Support the wellbeing of Indigenous peoples as a whole.** Support, promote, celebrate and record all Indigenous initiatives at Brandon University, through institutional platforms and the implementation of Indigenizing initiatives dedicated to the wellbeing of Indigenous peoples as a whole.



Commitment to listening

3.4.2 Indigenous Placemaking Initiatives

The Campus Master Plan Frameworks structures the design of the physical campus to provide many opportunities for Indigenous placemaking, and telling the story of Indigenous peoples. The following are physical interventions that can be undertaken throughout the implementation of the Plan to continue to enhance the Indigenousization of the Campus.

Building Indigenous Identity

Building Indigenous identity can be done by reflecting an Indigenous face to the community:

- at significant gateway points on campus and throughout the campus;
- through building and open space design;
- as gateway and wayfinding signage; and,
- through permanent or temporary art, or art integrated in furniture.

Respect for and Enhancement of the Land

This can be done through open space and streetscape design by:

- increasing tree planting and landscaping;
- incorporating sustainable design;
- integrating water features;
- enhancing plant and animal habitat; and,
- planting food producing trees and gardens on campus.

Representing Culture and Teaching

This can be done through landscaping and pedagogical design:

- through opportunities to teach and learn about plant systems, animal habitat, food production, and medicine; and,
- by providing places for ceremonial planting, for ceremony and smudging, and for cultural festivals and activities.

Fostering Community and Inclusiveness

This can be undertaken through flexible design of the physical campus to

- create welcoming places for all, and
- create internal and external social places and destinations for the community, and to draw the Indigenous community in.

3.5 CAMPUS LOCATIONS

Brandon University has identified various opportunities to grow its physical footprint to neighbouring or satellite sites, to increase the opportunities for the University and the wider community. The purchase of the Fleming School Site is an opportunity to increase and diversify student housing in close proximity to the campus. The presence of the Faculty of Health Studies Psychiatric Nursing Department on the Winnipeg Campus provides an opportunity fill a needed service for the community in the City of Winnipeg. The acquisition of the Brandon University's Downtown Campus lands is intended to revitalize the downtown core as well as increase academic and community services and amenities for the City of Brandon. The aspirations of the University for all of its land holdings and satellite institutions, is to create quality and attractive environments to benefit the Brandon community and beyond, and to achieve its strategic academic, social, environmental, and economic goals and objectives.

3.5.1 BU WINNIPEG CAMPUS

The University is currently initiating an expansion to the Faculty of Health Studies Psychiatric Nursing Department. A new learning laboratory is being added to the current faculty space at an upper level in the building, which allows for more wiggle room for current faculty and staff uses. In the near future, the University needs to explore opportunities to relocate the faculty in a location on the Winnipeg Campus that will provide an attractive quality learning environment in keeping with the recommendation of the Campus Master Plan. This would include:

- bright, spacious learning spaces and lab spaces;
- a high level of building transparency and visual relationships between the interior learning environment and exterior open spaces; and,
- increased services and amenities such as a cafeteria, meeting and collaboration space, social gathering spaces, increased faculty office space.

3.5.2 FLEMING SCHOOL SITE

The Fleming School Site will be the location of new family student housing for the University. The site is within a five-minute walking distance from the Campus. Connectivity and ease of access to the site is an important factor in the Campus Master Plan. Consideration has been given to creating a clear view corridor along Louise Avenue to the Fleming School Site as well as recommending the pedestrianization of Louise Avenue as a connector through to the neighbourhood west.

- The University should collaborate with the City to provide wayfinding signage along Louise Avenue as well as streetscape enhancements such as street tree planting, and sidewalk improvements for ease of walkability.

3.5.3 BU DOWNTOWN

Brandon University has embarked on a path to establish a presence in the heart of Downtown Brandon. This will entail the acquisition of properties to form a consolidated parcel of nearly 70,000 square feet of land for future development. The land parcels are located on the 100-block within the Downtown core, between Ninth Street and 10th Street. This is an exciting development that will be transformative for both the University, the downtown area, and for the entire city. This new initiative opens the door to a multitude of opportunities including: advancing the University's Academic Plan; enabling the implementation of the Campus Master Plan; and, meeting student and senior housing needs. This initiative will be catalytic for the future of downtown Brandon as it represents one of the most significant developments for the University and City in several decades.

In 2016, Brandon University announced that the initiative to expand the University's footprint downtown was approved by the City of Brandon and Renaissance Brandon. This initiative was sparked by the generous decision of Landmark Cinemas to make the former Strand Theatre available to the University, bringing all interested parties to the table to develop a collaborative vision for downtown.

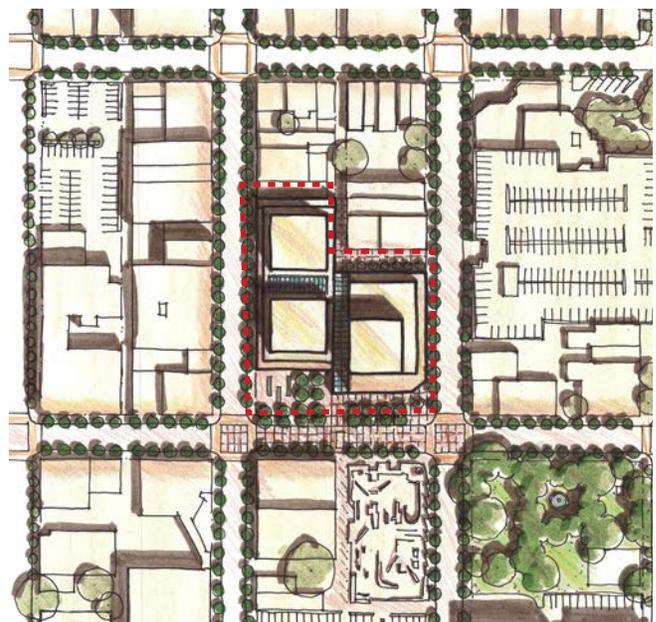
Serving the Community and Beyond

Brandon University has been serving the community as a post-secondary institution for over 115 years, providing education, amenities, and services. 2017 is an important year, as the institution celebrates its 50th year anniversary as a University. The initiative therefore has happened at an opportune time, as it represents an exciting new chapter in growth for the University that

together with the Campus Master Plan, will play a key role in shaping a direction for the University over the next 20-30 years. It is also an important initiative for the City as the University will play a key role in revitalizing Brandon's downtown. Working with the community, through the development of the BU Downtown Plan, the University will act as a catalyst for growth, innovation, and revitalization.

Specifically, Brandon University's Downtown Campus will meet some very specific needs of the University and its community. It is intended to:

- Create new uses and enhanced attractions to revitalize and animate the downtown core and to engage the community.
- Create new housing options to serve a diverse population and to foster a critical mass.
- Create incentives for downtown business development with new spaces for commercial businesses, incubator uses, and public market activities.
- Attract capital investment to the city and downtown.
- Address the gap in seniors and student affordable housing.
- Diversify the academic options for the University such as graduate and professional studies.
- Advance Brandon as a destination for arts and culture, post-secondary education, and vibrant downtown living.



BU Downtown Concept Plan, DIALOG



PART 4: IMPLEMENTATION

4.1 A LIVING DOCUMENT

The Campus Master Plan is intended to be a living document, written and structured to provide Brandon University with a flexible decision-making framework to accommodate specific opportunities and needs as they emerge over a 20 to 30 year time horizon.

It is anticipated that some aspects of the Plan, like the Campus, will continue to evolve and change over time but it is critical that through this process, the Plan remains true to its Vision, Principles, and Plan Frameworks. Some aspects of the Plan that may evolve include the specific use, height, and architecture of individual buildings. Other aspects should not evolve, or deviate, from this Plan. The building massing and open space typologies, for example, are designed to provide a balance between built form and open space, allow for the highest degree of accessibility and walkability, allow for the most efficient use of the Campus lands, and support the Plan's Vision overall.

The Brandon University Campus Master Plan as a Living Document:

- The Campus Master Plan is approved as University policy by the Board of Governors and maintained as an effective development directive through continuity of responsibility, consistent application, and regular updating and review.
- The Vision, Principles and Frameworks, are approved as University Policy by the Board of Governors.
- Applying the Campus Master Plan - Continuity and Interpretation - Facilities Management is to ensure that every project is measured against the Campus Master Plan at all stages of the project development and approval process. A Campus Master Plan Implementation Committee may be established as part of the implementation process as the review and governing body for the University.
- Updating the Campus Master Plan - The Plan is structured to respond to changing needs over time and therefore requires periodic updating which can occur in two ways: through a Plan Amendment Process, and through a General Review Process, recommended to take place every five years.

4.1.1 ONGOING ENGAGEMENT

As the Plan evolves, it is critical that the University community and stakeholders continue to be involved in conversations about its implementation and updates. This continued engagement and collaboration between the University and the rest of Brandon is an important aspect of the Plan's successful evolution over time as it will help ensure the Vision, Principles, Frameworks, and Implementation Strategy continues to meet BU's mission and values, as well as the needs and priorities of students, staff, faculty, surrounding community, and visitors of the Campus as it evolves. In particular, continued engagement with the City of Brandon, as well as the Indigenous Community leaders is critical to the development of the Vision over time.

Recommendations:

- The University should liaise with the City Planning staff on a regular basis to maintain an ongoing relationship and dialogue regarding the advancement of the Plan and to increase the University's familiarity with the City's Planning Approvals process.
- The University should maintain regular conversations with the Brandon Indigenous Education Committee of Senate, the Brandon Urban Aboriginal Peoples' Council, and the Brandon University Aboriginal Student Council regarding the evolution of the Plan and the cultural and physical Indigenization of the Campus.

4.2 ADMINISTERING & MONITORING THE PLAN

This Campus Master Plan plays an important role in shaping the evolution of the Campus, but it further impacts the evolution of the city itself. It serves as a long term decision-making framework to guide the physical evolution of the Campus.

For this reason, the Campus Master Plan should figure prominently in the University's planning processes. It should be referred to throughout all development planning and design processes so that it can effectively influence the each project's design in a comprehensive manner. All decisions regarding the physical form and ongoing management of the Campus should be consistent with the Plan and make reference to it. It should also be widely distributed amongst members of the Board of Governors, staff, faculty, students, and members of the broader Brandon community.

4.2.1 PLAN GOVERNANCE & JURISDICTION

The Plan will be used by BU as part of its strategic planning framework to plan and implement different projects in order to enhance and grow the Campus. An office dedicated to implementing the Plan, a Campus Master Plan Review and Evaluation Committee, should be created that consists of members from the Planning and Development Committee as well as members from the Board of Governors.

Ultimate authority over the Plan and its implementation will rest with the Board of Governors who have decision-making authority over major capital projects. Any revisions to the Plan must be undertaken in a transparent and collaborative process that involves the broader Brandon University community, and are subject to the approval of the Board of Governors.

4.2.2 PLAN REVIEW PROCESS

The Plan Frameworks are structured to deliver on creating an attractive and inclusive quality environment, on building campus identity and recognition, on achieving a quality campus lifestyle, and on placemaking for the

University and community. The Campus Master Plan Review Process is intended to ensure the delivery of these objectives as the Campus gets implemented over the long term. The review process should be flexible enough to allow for a comprehensive plan overview in the event that new opportunities or new approaches to the Plan arise that prove to be of a greater benefit to the University in the long term.

Generally, the Plan should be reviewed approximately every 5 years. There should be at least two review periods during each of the recommended phases of development outlined in Section 4.2 Development Phasing. A stakeholder engagement process should be included in the planning of every five year review period

4.2.2.1 Project Review

As projects come forward, any project, whether major or minor, constituent or communal, should be considered comprehensively in the context of the Vision for the Campus, and should be evaluated against the Principles, policies and design objectives of the Campus Master Plan.

For any given development project, a “Project Intent” report should outline all possible opportunities to achieve synergies with other development initiatives that are either happening concurrently or are being considered in the future. In this way, design ideas and potentially funding, can be consolidated toward achieving larger pieces of the vision, and to ensure that the project under review is complementary to future built form and open space opportunities in the same area.

Built form and open space projects should always be considered together. For each new planned building, there should be a plan for the development of an adjacent open space or the enhancement of an adjacent existing open space and their corresponding circulation. As the public realm is one of the primary opportunities to build community, integrate the University, and develop as a welcoming University District, priority consideration should be given to creating meaningful, useable, accessible, and connected places on campus that are well defined by the built form.

4.2.3 CITY PARTNERSHIPS AND APPROVALS

While decision-making authority for this Plan rests with the Brandon University Board of Governors, the City of Brandon is anticipated to play a key role in assisting the University with the development and enhancement of the Campus. Cooperation between the City and

University is of particular importance in regards to the enhancement of the public realm, including connectivity to the campus, addressing safe pedestrian access, and in the beautification of the city’s streetscape interface to the Campus. This is particularly important for 18th Street and Victoria Avenue street character, traffic speeds and signalization, and pedestrian crossings. It also includes traffic and street character considerations for Lorne Avenue, and of 20th Street as it develops. This Plan recognizes that these streets and right-of-ways are ultimately the jurisdiction of public agencies, but the University welcomes the opportunity to discuss how the design and provision of this infrastructure can be aligned with the Vision for the Campus.

As the Plan unfolds, particularly at the onset of development projects, the University will continue to engage and work with the City in the context of project development review and coordination as part of the City’s development approval process of campus projects. The City should continue to be a key stakeholder in the development of the Plan and should also be engaged during the five year review intervals.

4.2.4 AMENDING THE PLAN

If, and when, amendments of substance to the Campus Master Plan are required, these should be undertaken in a manner that recognizes the imperative of engaging the broader Brandon community—students, staff, faculty, the City, Indigenous community leaders, and surrounding residents.

Revisions to the Plan should be approved by the Board of Governors, and by any other regulatory bodies, as required.

4.3 CAMPUS SPACE PLAN SUMMARY

As an integral component to the development of a comprehensive Master Plan for the Brandon University Brandon Campus, the physical areas within the Campus' buildings need be considered to achieve an understanding of the potential future build out plan. To support the development of the Plan, a Campus Space Planning study was undertaken to provide:

- An Existing Space Inventory, as database of existing University indoor space; and
- A Utilization Study, providing an understanding of use of campus teaching space.

In addition to the above, to further support the Campus Master Plan, the following was undertaken to help guide the implementation strategy for the Plan:

- Space Projections, translating enrolment data into component Space Projections.

The process included an inventory of the campus space, translating student FTE predictions into high-level space projections for teaching, research, administrative, student, central and support spaces, and reviewing the current utilization of teaching space.

Together, the three parts of the study collectively concluded that, when considering the total amount of existing net assignable area available for primary academic purposes, with the existing frequency of use of teaching rooms, and the occupancy of space therein, that the University has sufficient space to meet present Undergraduate and Graduate loading requirements. However, while the total space allocation meets and exceeds industry standard space requirements per BU's undergraduate and graduate enrolment numbers, there exists over and under allocation of that total space across components. This is particularly noted for the Research Laboratory category of space which is under allocated.

Looking ahead ten years into the future, inputting BU's projected enrolments across Faculties and Schools, and anticipating that the University would take measures to reach industry standard utilization rates for its spaces, it is projected that the University will outgrow its current inventory of space in the Year 2025. It should be noted

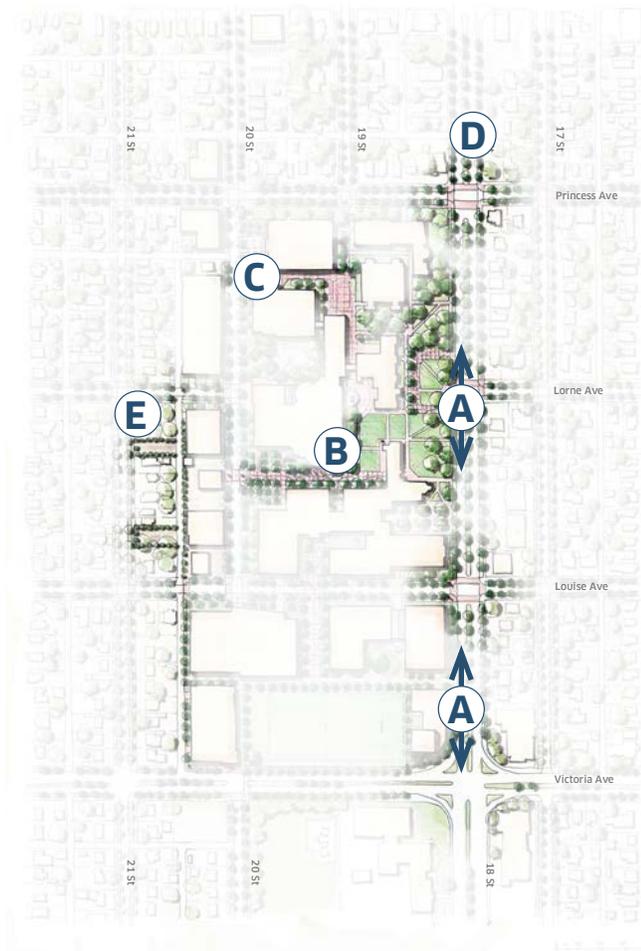
that this calculation does not factor in the existing life span or physical state of current buildings on campus. Further studies examining the Campus' infrastructure from structural, mechanical and electrical perspectives are recommended, in addition to targeted functional programs that would address the specific strategic growth plans and requirements of each Faculty and School, as well as certain other important stakeholders including the University's student body and affiliated services as well as the administration.

4.4 DEVELOPMENT PHASING

The Campus Master Plan reflects the recommended long-term development of Brandon University's Main Campus, and improves buildings and open spaces in an ongoing and simultaneous approach that is in keeping with the Vision and Guiding Principles. Early initiatives of the Plan can be implemented over the near-term and should be prioritized according to the University's strategic objectives. These initiatives can include "low-hanging fruit" or "quick wins," which are generally cost-efficient projects that can start soon after the Plan is approved and assist in continuing the positive momentum generated for the Plan.

Phase One initiatives may happen over a five to ten year period, which may entail greater capital or partnerships to fund the projects. The focus of development should be a response to creating more efficient use of space or the re-purposing of existing buildings as directed by the Campus Space Planning Study, as well as the enhancement and re-purposing of existing open spaces. No new building development would be anticipated in the early phases of development. That said, it does not negate development should the demand arise for a specific use, such as the need for a new residential building on campus or the need for a new gateway building along Victoria Avenue.

In the mid ten to twenty year time frame, development should continue to evolve in a compact manner, adding on to existing buildings where recommended in the Plan, and creating new interior and exterior adjacent open spaces. The long term, twenty plus development time frame, looks at the build-out of the south campus and the west campus parking lot areas.



Schedule 23: "Quick Win" Initiatives

4.4.1 QUICK WIN INITIATIVES

The following priority projects are considered **immediate** "low hanging" opportunities for improvements that do not require excessive groundwork or fiscal allowances. They should take place before the official first phase of development, and are simple yet effective steps towards revitalization. Most of the initiatives identified include landscape interventions that would increase the visibility, permeability, and accessibility of the Campus; make the campus feel more safe and pedestrian friendly; increase the use of the open spaces; and initiate TDM strategies to start shifting the modal split from predominantly single occupant vehicular use.

A East Campus Edge Landscapes

The formal front landscapes fronting 18th Avenue can be enhanced with minimal cost to the University and would have a high degree of impact on improving the

Campus. The overgrown hedges and landscaping fronting 18th Street and the landscaping at the corner of Victoria Avenue create an obstruction to sight-lines and prohibit physical access from one of the most trafficked roads into the Campus.

Recommendations:

- Remove the hedges and carefully limb up the mature evergreen trees to help create a more open and inviting environment along the street that grants the surrounding neighbourhood and passers-by visual and physical connectivity to the University.
- Remove the fence around the open space area to make the space and the Campus more inviting to the community.
- The landscape at the corner of Victoria Avenue and 18th Street should be maintained as a useable passive open space in the short term. Enhancements should include removal of the rocks, maintenance of the trees by either the University or a certified arborist.
- Consider the integration of a significant art piece at the corner of Victoria Avenue and 18th Street.

B Enhancing the Campus Quad

The transformation of the Quad into a primary central gathering space, provides the opportunity to create a significant open space in the short term, that can be animated year-round.

Recommendations:

- Remove the Lot 1 parking adjacent to the Student Union Centre and replace with open lawn to expand the existing quad space. Consider design of the open lawn to accommodate a skating area during the winter months.
- Consider removal of the storage building adjacent to the Student Union Centre in the short term to further enhance the Quad.
- Vehicular access other than to service the area, should be limited and priority given to pedestrian and bicycle circulation.
- Existing evergreen trees within the quad space should be limbed up to a minimum of eight feet from the ground to allow for clear passage, visibility, and use of space under the trees.
- The University should engage a certified arborist to prune the mature trees on the Campus.

C Enhancing the Internal Service Road - the A. E. McKenzie Plaza

Re-paving the internal service roads, called the A. E. McKenzie Plaza in this document, to significantly enhance the pedestrian realm of the Campus. This is the space between the Music Building and the Education Building.

Recommendations:

- Enhance the service corridor with unit pavers to create an internal plaza space that is more inviting and pedestrian friendly.
- Screen garbage storage areas and utility boxes with fencing and landscaping.

D Improving Crossings & Signalization Along 18th Street

Safe pedestrian crossings to the Campus are limited, especially for the majority of students that come from the east side who have to cross 18th Street. A quick and low-cost approach, to be undertaken by the City, is to re-paint existing crosswalks with highly visible markings, and revisit and refine the timing of vehicular signalization at the intersections to allow for safer crossing of the street.

Recommendations:

- Initiate conversations with the City and Manitoba Infrastructure and Transportation (MIT) regarding developing a strategy for the pedestrianization of the portion of the roadways that front the University.
- Encourage the City to implement high visibility crosswalk painting and potentially enhanced paving materials at the intersections to increase visibility of the pedestrian crossings.
- Encourage the City to initiate a transportation signalization review regarding the timing of lights at the intersections to allow for safer pedestrian crossing of the street.
- Encourage the City to improve the walkability and beautification of the streets by initiating a Streetscape Master Plan for the portion of street and avenue fronting the University.

E Enhancing the West Parking Lots and Laneway

The parking lots in the west campus area, including the small lots within the residential blocks, should be enhanced to provide an improved interface to the community and along 20th Street. The adjacent laneway that services both the residences and the University should also be enhanced.

Recommendations:

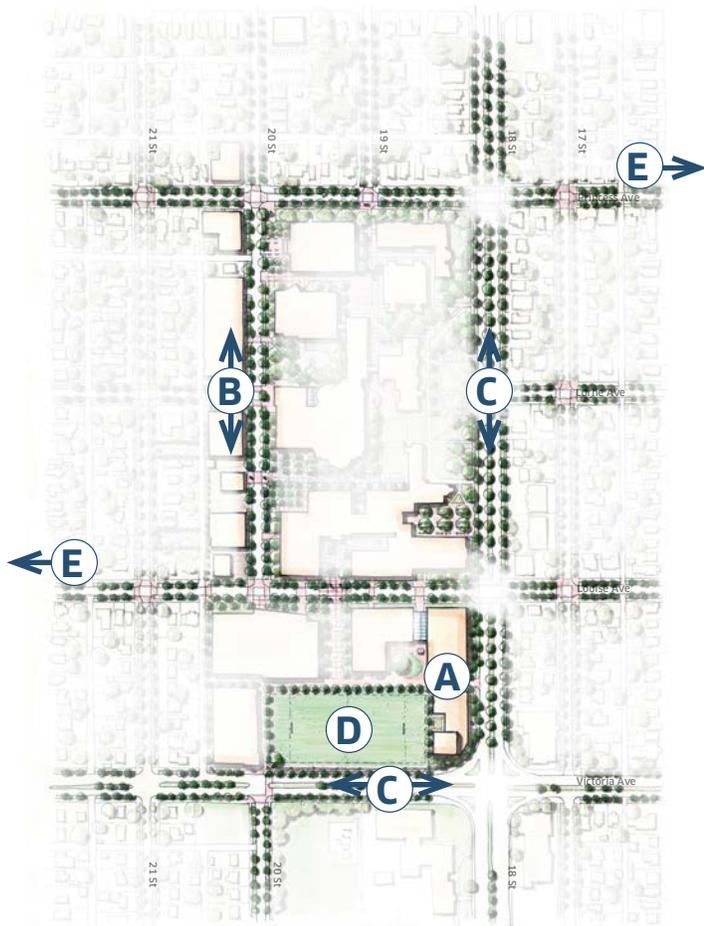
- Consider improving the pavement surface treatment to create a more formalized and attractive surface parking area. Consider using sustainable (permeable) surface materials such as Turf Stone or permeable asphalt.
- Define the edges of the parking lots with attractive landscaping, and signage and lighting to improve wayfinding and pedestrian safety.
- Maintain the laneway as a useable pedestrian and cycling corridor. Consider upgrading to concrete as a surface paving treatment and provide lighting to enable safe circulation.

F Transportation Demand management (TDM) Strategies

The University already undertakes some TDM strategies and should continue to do so while exploring opportunities to be more aggressive with these strategies.

Recommendations:

- Manage parking demand through pricing and parking passes.
- Provide cycling infrastructure, including an increased amount of bike parking posts or racks, as well as location(s) for sheltered bike parking and shower and change room facilities for cyclists.
- Program events around TDM awareness and opportunities offered on campus.



Schedule 24: Short-Term Priority Initiatives

4.4.2 SHORT-TERM PRIORITY INITIATIVES

Short term priority initiatives within a **five to ten year time frame** should focus on the efficient use and re-purposing of existing campus buildings and building space, and continue to enhance the Open Space Framework. The opportunity to create a building presence at the Victoria Avenue corner should also be considered in the short term as a revenue generating facility for the University. This initiative can be undertaken as part of a business partnership arrangement.

A 18th Street & Victoria Avenue Development

18th Street and Victoria Avenue is a prominent intersection that carries a high volume of traffic in Brandon. It therefore presents an opportunity for the University to create a visible mark on the city and re-frame its perceived identity.

Recommendations:

- Any new development should function as a main gateway to the campus, and should have the attributes to suit.
- Opportunities for this parcel of development can include mixed academic facilities, student residences and/or market residential development, the relocation of the Sutherland Gallery of Art, underground parking, and retail at-grade.
- Uses should generate revenue for the University.
- Partnership opportunities should be considered to enable the development of the property in the shorter term.

B Enhancing the Internal Campus Streets

Safe pedestrian movement and accessibility along the internal campus streets should be a priority in the short-term. Improvements to Lorne Avenue and 20th Street are opportunities to calm traffic and pedestrianize the public realm.

Recommendations:

- Consider retro-fitting Louise Avenue to integrate the street cross-section recommendations as defined in the Movement Framework, including the integration of the City's regional bike path, new trees, parking bump-outs, bike parking, and benches.
- Add pedestrian signalization at the Louise Avenue and 20th Street intersection and install high-quality paving materials at the intersections and key crossing points to help mitigate traffic speeds.
- Provide signage to better direct and mitigate the flow of moving vehicles, on-street parking, and pedestrian movement along Louise Avenue, giving a priority to pedestrian movement.
- Implement the new street cross-section for 20th Street in accordance with the Movement Framework including: narrowing of the roadway; widening of the sidewalks; adding street furnishings, pedestrian lighting, and signage; and a continued row of street trees and added landscaping.

C Streetscape Beautification of 18th Street and Victoria Avenue

As discussions unfold regarding the pedestrianization of the two major roadways, negotiations with the City to implement streetscape enhancements should be pursued.

Recommendations:

- Encourage the City to implement a Streetscape Master Plan for the street and avenue.
- The University should maintain and enhance the landscape adjacent to the public right-of-ways with additional tree planting, enhanced paving in the plaza areas, and furnishings such as benches and bike racks that are publicly accessible.

D Enhancement of the Field

Opportunities to enhance the sports field should be considered in the short term.

Recommendations:

- Remove the existing chain link fence and replace with a lower, more attractive and accessible fence surrounding the field.
- Enhance the field with tree planting, pedestrian pathways and seating around the entire perimeter.
- Enhance and maintain the turf and quality of the open space as an attractive green varsity field.

E Connectivity to the Fleming and Downtown Properties

Opportunities to enhance the connectivity and wayfinding between the Fleming Student Housing site and the BU Downtown site should be explored.

Recommendations:

- Collaborate with the City to implement streetscape enhancements along Princess, Lorne, and Louise Avenues such as street tree planting and sidewalk improvements to create walkable, attractive, and pedestrian friendly circulation routes between the Main Campus, the Downtown Campus, and the Fleming School site.
- Implement wayfinding signage at the Main Campus and downtown intersections to guide students and users back and forth between properties.

- Provide a University shuttle service between properties.
- Collaborate with the City to organize programming and special events along the connecting streets in order to bring an awareness of the wayfinding and connectivity between the downtown and the main campus.
- Collaborate with the City to implement BU/City of Brandon banners along Princess Avenue to enhance wayfinding and the visible connectivity between the properties.
- The University should initiate a regular “Jane’s Walk” from the Downtown Property through to the main campus, and on to the Fleming School site to familiarize the community with the University’s land holdings, and to enlighten the community about the Main Campus Master Plan opportunities and the Downtown Plan opportunities. Jane’s Walk is a global movement of free, citizen-led walking tours inspired by Jane Jacobs. The walks get people to tell stories about their communities, explore their cities, and connect with neighbours.



Schedule 25: Mid to Long-Term Initiatives

4.4.3 MID TO LONG-TERM INITIATIVES

The University should seek to manage growth and development of the campus in a compact way, focusing on the redevelopment of or additions to existing buildings as opportunities for growth rather than building new stand alone buildings in remote areas of the Campus. This means that any development or re-development within a **ten to twenty year time frame** would be focused within the campus core area, between 18th Street, Louise Avenue, 21st Street, and Princess Avenue. This includes the development or enhancement of adjacent open spaces. Opportunities to initiate new development in this time frame coincide with the Campus Space Planning Study, which has assessed that the University will outgrow its current inventory of space in the Year 2025.

Once the Campus' core has reached maximum development capacity the University can look to expand to its south and west quadrants for continued long term growth.

A Building Expansions, Redevelopment and Open Space Enhancement

New building expansion opportunities allow for the increase in academic space and other services, as well as the creation of gateways and new frontages along the internal campus streets. They also provide opportunities to frame and enhance existing open spaces and define new ones as guided by the Open Space Framework.

Recommendations:

- Develop the George T. Richardson building expansion as an opportunity to create a new gateway as a terminus to Lorne Avenue, to increase academic space and provide other campus uses such as new student amenities and social gathering spaces.
- Renovate the Music Hall Courtyard Space in conjunction with the George T. Richardson building expansion initiative. Consider providing access from the music building to the open space as part of a comprehensive development initiative of this node.
- Redevelop Darrach Hall & Flora Cowan Hall buildings as opportunities to create a new frontage for Louise Avenue and 20th Street, to replace and upgrade student housing, and provide other campus uses and services.
- Develop the George T. Richardson East-West Plaza in conjunction with the redevelopment of the Darrach Hall & Flora Cowan Hall buildings.
- Renovate the John R. Brodie Science Centre with upgraded facilities and enhance the courtyard adjacent to the building.
- Enhance the plaza open space fronting the Centennial Auditorium. This initiative can also happen in the short term as it is not tied to a building initiative.



Schedule 26: Long-Term Initiatives

4.4.4 LONG-TERM INITIATIVES

Long Term initiatives includes the build-out of **the balance of the campus** including the west parking lots and the south campus area. Although the Implementation and Phasing Strategy is intended to provide guidance for development of the Plan over the long term, opportunities or development pressures such as the need for student housing or the need for a parking structure, may dictate earlier development of the lands.

Development of the south and west lands may be implemented at their own pace, as opportunities arise. They are not necessarily coupled with a specific time frame but in the context of developing in a compact manner, recommendations for the development of these lands are over a longer term time horizon.

4.5 STRATEGIC PARTNERSHIPS

It is anticipated that certain components of this Plan may be implemented in partnership with private entities. These may range from partnerships with private businesses to provide support type services for the University (food service, retail operations, housing), to partnerships to develop land and new buildings (comprising potential market-oriented uses).

For the purposes of developing its lands, the University should consider different development strategies including administering development programs through an arms-length development trust that is accountable to the Board of Governors. The full range of development strategies should be closely investigated and considered with advice from qualified professionals. Any development of land will be subject to the Vision, Principles, and policies of this Plan.

For any development partnerships the University considers, highest and best use studies, detailed land use plan, market feasibility analysis, and architectural guidelines should be created to guide development. In addition, the studies outlined under Section 4.6 should be considered to further support and inform any partnerships and/or development opportunities.

4.5.1 SCHOOL DIVISION

The Campus Master Plan provides opportunities for increased synergies with the School Division. New open spaces and buildings provide opportunities for communal programs and events including sports, graduation, Indigenous education, summer programs, and integrated learning. Summer programming for students on the Campus enables the animation of the Campus throughout the year.

4.5.2 POST-SECONDARY INSTITUTIONS

Similar to the School Division, the Campus Master Plan as well as the Brandon Downtown Plan provides opportunities to increase and diversify student services and amenities as well as academic offerings for other post-secondary institutions such as Assiniboine Community College. The Downtown Campus provides the opportunity for graduate and professional studies and also the opportunity to create a significant central student hub and destination for 24/7 activity and socialization. This is in addition to the numerous offerings identified in the Campus Master Plan.

4.6 SUPPORTING STUDIES

4.6.1 CAMPUS SPACE PLAN

As part of this Campus Master Plan process, a Campus Space Plan was undertaken to inform and support the Plan and long term implementation strategy. The Space Plan analysed the supply of internal building spaces on the Campus and the anticipated space needs for each program, faculty, and department. The report draws on information from stakeholder interviews, as well as enrolment statistics, and existing space and allocation plans. Its conclusions reflect projected growth to 4,000 full time equivalent students by 2027, and projects the anticipated growth and space needs across each program. The Campus Space Plan Report should be read in conjunction with the Campus Master Plan.

4.6.2 ADDITIONAL STUDIES

The Campus Master Plan provides clear direction for the implementation of meaningful buildings, and for the creation of great quality places as well as a pedestrian-oriented and accessible public realm. In addition, the Campus Master Plan recommends further detailed studies to be undertaken in the future that are necessary in realizing the full Vision of the Plan.

To support future development and implement the Plan's recommendations, there are a range of studies and reports which can appropriately guide the design of new buildings and spaces. Some of these studies will likely be tailored to specific development applications, and as such, should be undertaken at an appropriate time to best support those projects, while others will provide long-term strategic guidance to support the implementation of the Campus Master Plan.

Campus Infrastructure Studies

As mentioned in Section 4.3, further studies examining the Campus' infrastructure from structural, mechanical and electrical perspectives are recommended, in addition to targeted functional programs that would address the specific strategic growth plans and requirements of each Faculty and School, as well as certain other important stakeholders including the University's student body and affiliated services as well as the University's administration.

Transportation Analysis Report

A report to examine mode share, circulation, traffic volumes, parking supply, transit ridership, cycling facilities and other components of the campus movement system will inform future parking demand, identify opportunities through development for greater multi-modal transportation integration, and provide analysis to support efficient operation of new and existing roads.

Utilities Analysis Report/Infrastructure Plan

An assessment of the functional servicing capacity of existing infrastructure will help to inform the analysis of the feasibility of new development, and identify potential infrastructure improvements. This can be complemented with an Infrastructure Plan that identifies improvements required to support the continued operation and expansion of the campus, along with appropriate phasing.

Housing Strategy

A survey of existing housing assets and analysis of anticipated housing demand can inform appropriate planning and phasing of new residential development.

Open Space Master Plan and Programming

An Open Space Master Plan builds on the structure and recommendations of the Plan's Open Space Framework, and provides a greater level on the design of each of the proposed open spaces, along with suggested design improvements to enhance or re-purpose existing spaces and to support increased use and greater connectivity and visibility. It is recommended that this study also examine programming strategies to promote efficient use of open spaces, as well as opportunities to increase community and year round use.

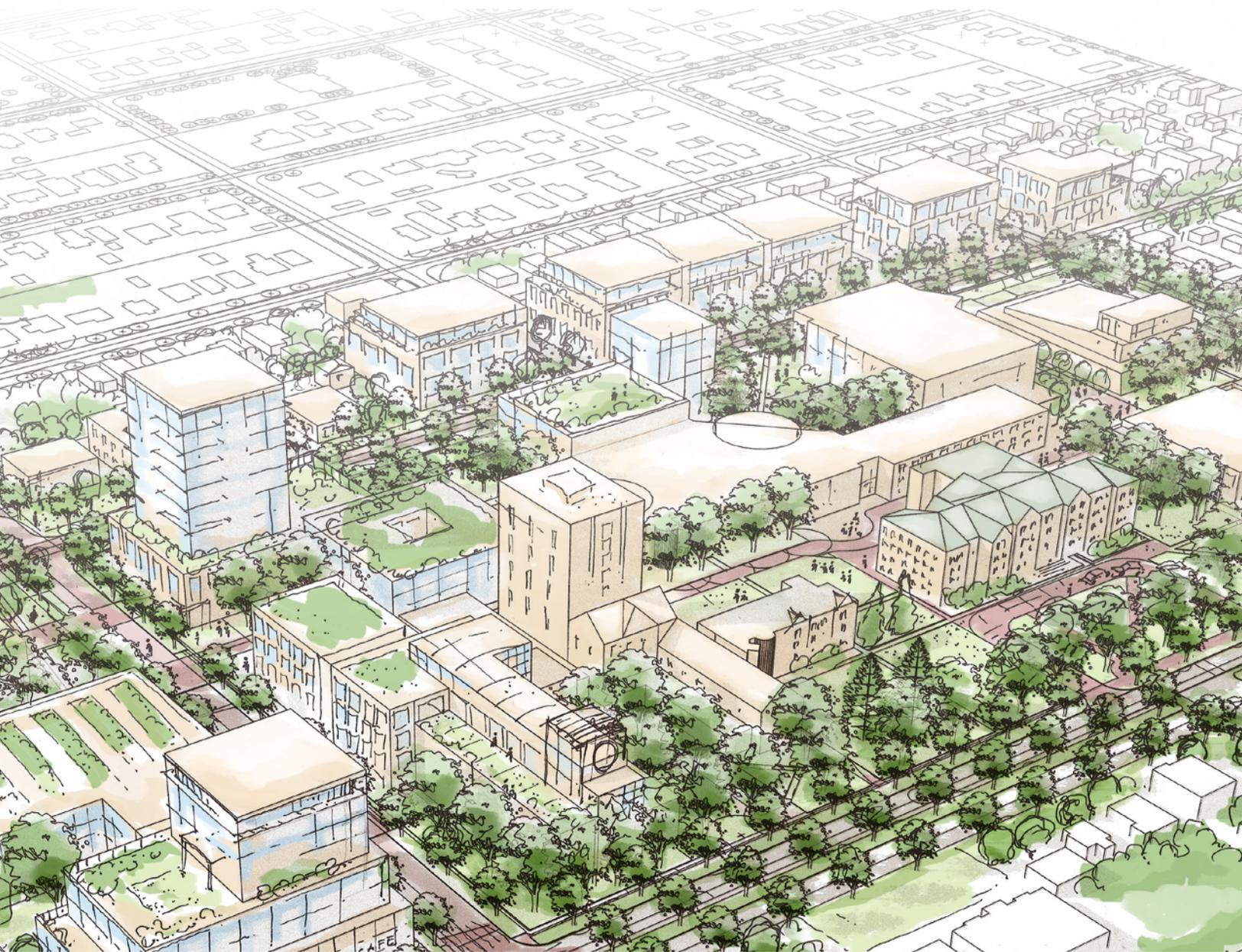
Wayfinding and Signage Strategy

This document can provide strategies to improve campus legibility and identity, facilitate connectivity and access, and foster a greater sense of place through cohesive signage and campus mapping.

Market Feasibility and Economic Analysis

In support of development opportunities, financial Proforma analysis should be undertaken, including analysing the market absorption rate of potential uses on Campus (retail, residential, and office).





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