

Campus Master Plan

Update on Consultation Results on Planning Principles



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EXECUTIVE SUMMARY

The Campus Master Plan (Plan), which was also prompted by BCIT's vision of being "Canada's Premier Polytechnic Institute", will provide BCIT with a long-term decision making and reference framework for planning, renewal and expansion of its campus buildings and infrastructures.

The development of the Plan is facilitated by Campus Planning with guidance from the Campus Master Plan Advisory Committee.

The Plan is being developed in two stages:

1. Stage 1: Facilities Review and Needs Assessment;
2. Stage 2: Campus Master Plan – identifies the planning principles leading to the desired physical form of the campus.

Stage 1 was completed in August 2005. However, it was identified that it would be prudent to validate the Stage 1 report and the planning principles with the BCIT community to ensure there are no major issues and/or concerns with what is being proposed before proceeding to Stage 2. The validation process entailed soliciting informal comments from the general BCIT community in open forums, department meetings, and online feedback to identify issues or ideas that may need to be considered going forward in the planning.

As part of the feedback process, the specific themes that were identified in Stage 1 were described to frame the discussions on the planning principles. These themes include:

1. Developing a new ***campus gateway***;
2. Investing in ***learner support infrastructure***, such as study spaces;
3. Creating ***landmark buildings*** and fostering ***school identity***;
4. Integrating ***training, academic and applied research activities***; and
5. Renewing ***existing space***.

The following are the key responses to the planning principles that were proposed for the development of the Plan.

1. ***Commuter or Residential Campus*** - It was recognized that:
 - a. BCIT is predominantly a commuter campus and the creation of a commuter-friendly campus was suggested;
 - b. There was a suggested need to provide residential options for full-students coming from outside of the lower mainland and from other parts of the country and world. However, there was no consensus as to whether residences should be on-campus or off-campus, or if accommodations should be provided by BCIT or a third party;
 - c. Services, amenities, etc. to support the residential population will be different for full-time, graduate, international, apprentice, and other students; and
 - d. If there were additional residences on campus there would be a need to provide enhanced services and/or amenities.
2. ***Integrated Part of the Surrounding Community*** – The respondents were supportive of:
 - a. Sharing BCIT services with the surrounding community if there is capacity to do so;
 - b. Providing a commercial precinct to support the BCIT community and the neighbouring businesses as an added revenue source, and preferred more options for food and other retail services;
 - c. Acquiring additional land to support long-term growth; and
 - d. Leveraging our land base to help support the capital needs.
3. ***Living Laboratory*** - The concept of living laboratories was seen as a key strategic initiative that is consistent with BCIT's vision of being "Canada's Premier Polytechnic Institute". Therefore it was encouraged to incorporate this planning principle to provide leadership in demonstrating emerging and innovative technologies and set an example to the broader community by using the campus to showcase the benefits.
4. ***Natural Environment*** - Most respondents commented that the:

- a. Natural environment is a critical consideration in our planning; and
 - b. Landscaping and green space is important to the health of the BCIT community and enhances the natural beauty of the campus.
- 5. **Sustainability** - The respondents believe that sustainability is a critical principle that needs to be embraced in the developments and operations; saving the environment should be a prime consideration for BCIT.
- 6. **Physical versus Virtual Facilities** - There is recognition that:
 - a. There will be a need to support other instructional delivery methods that entail a greater use of technology;
 - b. The mix of the types of learning spaces will change as a result of technological changes and the shift from a passive to an active learning environment; and
 - c. The change in learning methodology dictates that space is needed for student collaboration and ability to access technology anywhere and anytime.
- 7. **Industry Partners** – Most respondents have indicated that industry partnerships are necessary and recognized as a growing trend to provide:
 - a. Opportunities for funding dollars; and
 - b. Foster community, industry relations, and strategic partnerships.

There are a number of direct and indirect benefits that the Plan will provide.

- 1. Framework for an orderly development;
- 2. Recruitment and retention of students, faculty and staff;
- 3. Selling point for fundraising by identifying opportunities in a visual form; and
- 4. Change management with respect to organizational culture, business processes, and attitudes towards change.

To finalize the development of the Plan, there will be a need to commission a planning consultant to interpret the information collected in Stage 1 into a visual form. Upon completion, the Plan will support BCIT's strategic directions and

contribute to BCIT maintaining its vision of “**Canada’s Premier Polytechnic Institution**”.

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BACKGROUND

The Campus Master Plan (Plan) was predicated by a need to address the pressures of growth and program changes as well as a number of emerging concerns about the suitability and quality of the campus buildings in relation to the functions they accommodate. The Plan, which was also prompted by BCIT's vision of being "***Canada's Premier Polytechnic Institute***", will provide BCIT with a long-term decision making and reference framework for planning, renewal and expansion of its campus buildings and infrastructures.



The development of the plan is facilitated by Campus Planning with guidance from the ***Campus Master Plan Advisory Committee*** which is a subgroup of the President's Executive Council (PEC).

1. President;
2. Vice President, Education;
3. Vice President, Research and International;
4. Vice President, Student Services;
5. Chief Financial Officer;
6. Executive Director, Administrative Services;
7. Dean, School of Construction and the Environment;
8. Dean, School of Health Sciences; and
9. Director, Campus Planning.

The Plan is being developed in two stages:

Stage 1: Facilities Review and Needs Assessment - The facilities review and needs assessment outlines the long-term space requirements for BCIT based on the institution's academic and strategic plans, condition of the existing building inventory, and current and proposed patterns of utilization. With the assistance of Educational Consulting Services (ECS), this data gathering stage was completed in August 2005 and, subsequently, the findings were presented to the PEC and the Board of Governors (BOG) in September 2005 for comments and feedback on the findings and to confirm the next steps. It was identified that before proceeding to Stage 2, it was prudent to validate the Stage 1 report and the proposed planning principles with the BCIT community to ensure there are no major issues and/or concerns with what is being proposed.

Stage 2: Campus Master Plan - Stage 2 will reconcile and articulate the results of Stage 1 with existing infrastructure, and describes the discrete measures, alternatives and development principles leading to the desired physical form of the campus on a long-term basis. As the consultation process has been completed, this stage is ready to proceed.

FEEDBACK PROCESS

As a process of validation, a number of mechanisms were utilized to get feedback from the BCIT community and other stakeholders. The process was intended to identify any concerns with the general community and to identify potential issues that may require further investigation. It was not intended to provide specific solutions, but illuminate ideas that may need to be considered in determining the solutions in the Plan.

In all cases, the interested parties were advised of the following to frame the discussions around the proposed planning principles going forward.

1. The data collection process which entailed validating the existing space inventory and the projected space requirements that will be required by 2020.
2. The underlying themes that the data has suggested, which include the requirement for:
 - a. Developing a new ***campus gateway*** to:
 - i. Provide visual orientation and ease of access;
 - ii. Establish stronger links and strengthen connections between the north-south campus precincts; and
 - iii. Contribute to the overall campus image.
 - b. Investing in ***learner support infrastructure*** such as:
 - i. Expanding library services, group and self study spaces, and learning centres;
 - ii. Establishing a consolidated information commons and reference assistance; and
 - iii. Improving access to technology.
 - c. Creating ***landmark buildings*** and fostering ***school identity*** by:
 - i. Developing an advanced technology complex to consolidate technology intensive programs;
 - ii. Creating a motive power complex as a result of the proposed demolition of most of the buildings in the motive power portfolio; and
 - iii. Developing a health/life sciences complex to consolidate related programs and providing an opportunity to create a state-of-the-art facility consistent with BCIT's vision;
 - d. Integrating ***training, academic and applied research activities***; and
 - e. Renewing ***existing space***.

Internal Community

1. ***Open Forums*** – there were a total of four separate forums that were scheduled in November and December 2005 that were open to the general BCIT community to provide their input.
2. ***Department Meetings*** – specially scheduled presentations were completed in the following departments:
 - a. Administrative Services;
 - b. Finance;
 - c. Human Resources;
 - d. Student Services;
 - e. Foundation; and
 - f. Student Association.
3. ***Campus Planning Webpage*** – for those that could not attend the sessions and/or wanted to provide input, a webpage was set up to allow interested parties to review the information on-line and a Lotus Notes e-mail account was set up to allow for comments to be received on-line.

External Community

1. ***City of Burnaby*** – The proposed concepts, themes, and planning principles were described to the City Planning Department to get feedback on whether the proposed plans are consistent with Burnaby's Official Community Plan.
2. ***Other educational institutions*** – Discussions with public and private post-secondary institutions were conducted to identify campus planning trends in delivering education and associated services.

PLANNING PRINCIPLES

Commuter or Residential Campus

It was recognized by many that BCIT is predominantly a commuter campus. However, it was also recognized that there is a need to provide access to some residences to accommodate those coming from other parts of the province, country, or the world. Nevertheless, there was no consensus as to the demand for or the type of residences that would be required; whether it is on campus or off campus, or if it is to be provided by BCIT or a third party. More importantly, it was identified that the services, amenities, etc. to support the residential population will be different for full-time, graduate, international, apprentice, and other students. What was prevalent in the discussions is that if there were additional residences on campus, there would be a need to provide additional services, such as security, and longer operating hours for amenities such as food services, library, gymnasium, etc.

Commuter Needs

It was suggested to survey the campus to see what improvements would be required to create a friendlier commuter accessible campus. It is recognized that there will always be a large contingent of commuters to the campus; especially in part-time studies where most of the students are coming to BCIT after work and commute home during dark days of the year; thus reluctant to take other forms of transportation.

1. Provide ***alternatives transportation*** solutions:
 - a. ***Transit:*** Identify ways to encourage greater transit use. This could entail:
 - i. Lobbying for improved and more reliable bus service;

- ii. Negotiating with transit for better connections to the skytrain stations at Metrotown Centre and Brentwood Mall, and the Westcoast Express.
 - b. **Bicycles:** Encourage the use of bicycles. To support this initiative, it was suggested that it will require:
 - i. Lobbying for more bike lanes on the city streets;
 - ii. Providing bike lockers; and
 - iii. Providing easier access to shower facilities.
 - c. **Electric Powered Vehicles:** provide access to electrical outlets to charge the vehicles.
2. Develop a **parking strategy** which should include parkades or underground parking to better utilize the land for buildings, green spaces, and other amenities.

Residence

1. **Full-Time Students** - Most of the full-time student respondents indicated that they live at home or off-campus, but could see the need for residences for out-of-town students.
2. **Graduate Students** - When the issue of the potential growth of graduate programs and the associated research was discussed, it was identified that graduate students are typically older and there is a greater chance they may have a family. Therefore, it was suggested that family accommodations may be a requirement. In addition, it was identified that due to the research and study requirements, a residence location that is quiet and provides the privacy would be preferred. Furthermore, residences in close proximity with the graduate student's research would be beneficial. Moreover, it was identified that it could be a potential marketing tool to attract graduate students.

3. **International Students** - When the topic of the potential growth in international students was discussed and the pipeline arrangements with overseas institutions that could possibly provide these students, it was identified that the culture from which the international student is accustomed to will dictate the demand and amenities required to support the lifestyle that would be expected. It was identified that some cultures envision a safe gated campus setting which they are accustomed to in their homelands. To encourage these students to attend BCIT, the perception is that there is a need to offer student residences consistent with what they are expecting. It was recognized that these specific requirements are often difficult to determine as it will greatly depend on the country that the student will be coming from. In discussions with the smaller institutions that cater to international students, they have cautioned that unless there is a critical mass of amenities that this market sector can readily access on campus (close to their place of residence) or around the surrounding area, they will eventually move their place of residence to the environments that best fits with their lifestyles. A typical scenario is one in which a student will initially want on-campus residences as a safe and secure environment. However, once the student sees that there are more attractive locations that best fits their lifestyle needs, they will tend to move their place of residence to those areas. In other words, expect a higher initial demand and a higher attrition rate afterwards.



4. **Apprentices** – It was suggested that apprentices require short-term accommodations, mostly paid by their employers, and have indicated a

preference for a full-service delivery accommodation such as services offered by a typical hotel.

Integrated Part of the Surrounding Community

Most of respondents do not prefer sharing our existing amenities such as the gymnasium and library due to overcrowding. However, they were not against the notion if there was excess capacity. They also indicated that it was important that BCIT encourage other business ventures such as additional food establishments and other retail opportunities to provide the BCIT community with greater options. They were also receptive to providing a commercial precinct to support the BCIT community but also support the neighbouring businesses as an added revenue source.



Comments were also supportive of trying to acquire adjacent properties for future growth opportunities. Also comments support the notion of leveraging our land through leasing to assist with the financing for BCIT's capital needs.

Most find it extremely important to provide a gateway that invites the public to the campus; especially for prospective students. In discussions with the City of Burnaby they would also like to see a more inviting streetscape that will attract the public onto the campus. The perception of the campus at the moment is that BCIT is a closed community.

Living Laboratory

The concept of living laboratories was seen as a key strategic initiative that is consistent with BCIT's vision of being "Canada's Premier Polytechnic Institute".

Therefore it was encouraged to incorporate this planning principle to:

1. Boost our reputation nationally and internationally and thus provide BCIT more prominence;
2. Provide leadership in demonstrating emerging and innovative technologies and set an example to the broader community by using the campus to showcase the benefits; and
3. Incorporate modern architectural concepts into the developments. For example, to see how the building design can influence a healthy environment and enhance productivity through the use of natural light, foliage, colour, etc.



Natural Environment

Most respondents commented that the natural environment is a critical consideration in our planning. It was suggested that:

1. Landscaping needs to be enhanced to bring out the natural beauty that the campus has to offer. The redevelopment of Guichon Creek was noted as a good example of how the natural environment can be enhanced;
2. Parking lots can be better utilized by incorporating parkades and thus creating more possibilities for green space on the campus;
3. Green space is important to the health of the BCIT community and to provide relaxation space for the staff and students;

4. Landscaping be integrated into the building designs such as landscaped courtyards, green roofs, etc.;
5. Building designs that bring the outside into the interior environment. For example, introducing plants, natural products, natural light, etc. to provide a healthier interior environment; and
6. BCIT aim to at least achieve the City of Burnaby's goal of providing 25% green space.



Sustainability

The respondents strongly believe that sustainability is a critical planning principle that BCIT needs to embrace in our developments and operations. In particular, it is believed by most of the respondents that:

1. Saving the environment should be a prime consideration for BCIT in its designs.
2. BCIT should take a leadership role in:
 - a. Demonstrating and educating the next generation on the practice of reducing, reusing and recycling; and
 - b. Developing applied and cost effective sustainability strategies.
3. Alternative transportation strategies be considered to reduce the number of single occupancy vehicles coming to the campus



Physical versus Virtual Facilities

There is recognition that there will be a need to support other instructional delivery methods that entail a greater use of technology. It was also identified that the mix of the types of learning spaces will change as a result of technological changes and the shift from a passive to an active learning environment. This change in learning methodology dictates that space is needed for student collaboration and have the ability to access technology. Specifically it was suggested that:

1. Improved information technology is required to enhance learning anywhere and anytime. This may include providing data access in non-traditional learning environments such as outdoor space, student lounges, common areas, cafeterias, etc. This will also reduce the need to provide formal independent study space in schedulable instructional spaces;
2. Technology should be the primary learning delivery tool complementing the effects of in-class learning;
3. On-line learning will grow in demand but will not totally replace in-class learning. There will always be the need to have the social aspect of in-class sessions and provide the discipline for some students to learn;
4. Distance education will also grow in demand but this will entail a greater need for tutor space;
5. Video conferencing is growing in demand as a vehicle to help reduce the costs for out-of-town students to participate with their peers. However the technology is still very expensive if it is to be set-up effectively; and
6. Physical space is needed to support a greater emphasis on student projects where students are encouraged to solve problems through student collaborations and to facilitate an active learning environment.



Industry Partners

Although most respondents have indicated that industry partners are necessary and recognized as a growing trend, some have indicated that BCIT should pursue this initiative so long as it does not detract from student choices and/or viewpoints.

Some of the benefits that were identified include:

1. Establishing naming conventions that will provide opportunities for funding dollars and, in exchange, provide a fair recognition to secure a strong bond with these sponsors; and
2. Fostering community, industry relations, and strategic partnerships to help publicize BCIT's prestigious affiliations.



STRATEGIC BENEFITS OF THE CAMPUS MASTER PLAN

Framework for an Orderly Development

Although the Campus Master Plan is intended to be a living document that will allow for changes as strategies change, it nevertheless will provide a framework for development that will provide a campus that is consistent with BCIT's vision.

Recruitment and Retention

Research has shown that the appearance of the campus is a contributing factor in a student, staff and faculty's decision on attending or working at an institution. As such, as competition becomes more intense, the campus appearance will be increasingly more important for BCIT as a recruiting tool.

Moreover, as BCIT provides more ladder opportunities for our students, BCIT must look the part as "Canada's premier polytechnic institution" by providing state-of-the-art facilities and equipment to retain the students and faculty. Research has also shown that the perception of the quality of the facilities contribute to the students' perception of the overall quality of the education that they received. Therefore it is important to recognize the important role that a state-of the-art campus plan plays in this regard.

Selling Point for Fundraising

To complete the developments in the Plan will require a substantial amount of funding. The BCIT Foundation will play a major role in this regard as it is unlikely that government will solely fund this initiative. As such, the completed Plan will provide opportunities in visual form that the BCIT Foundation can promote and get potential donors excited to be part of this ambitious development.

Change Management

Although the Plan lays out the physical changes to the campus, its implementation will have a psychological affect on the campus constituents.

1. ***Organizational culture*** of the campus will be affected as the many functions are consolidated and other departmental relationships are created in the process. Changes to the physical space creates an

opportunity to rethink how best to provide an improved customer delivery model by the affected departments.

2. ***Business processes*** in the implementation of the developments will need to be streamlined to expedite the delivery of the projects so the customers are provided their requirements when they need it and/or take advantage of a funding opportunity that may arise. Additionally, the procurement processes are changing in the construction industry due to the huge volume of projects that are available and the inflationary pressures on construction costs has necessitated that BCIT develop processes that will contain costs and minimize its risk at the same time.
3. ***Attitude*** plays a key role in whether change is successful. As a result it is imperative that the change process is supported by all that is affected by the change. In particular, department heads will play a key role in promoting the changes in their respective areas.

Coordinated Short-Term Renovations and Upgrades

The Plan will identify the long-term requirements for the campus. However, there are short-term realities that must be supported in the immediate term. As such, each time a renovation and/or upgrade is implemented, it should contribute to the overall realization of the Plan. For example, the consolidation of the School of Construction and the Environment's administration offices in Building SE1 and their training programs into the north side of the campus promotes the notion of fostering a school identity. Moreover, there are short-term pressures to increase instructional spaces to support the immediate growth and thus strategies are being pursued to repurpose existing space to fill this gap in the short-term. One key project is the relocation of the Sheet Metal program from the second floor of NE1 to an area of the first floor of NE1 which is suited for this program but did not

function well for anything else. The space vacated by the Sheet Metal program can be repurposed for other instructional activities that will fill an immediate need.

NEXT STEPS

Selection of a Planning Consultant

The information that has been accumulated from Stage 1 of the exercise and the consultation process has provided sufficient information to develop a mandate for a planning consultant to proceed into Stage 2 of the development of the Plan. It is intended that a request for proposal be issued to prospective planning consultants that will work with ECS in identifying the physical form of the campus going forward; which will include developing a conceptual plan that will identify proposed locations for buildings, parking, roads, green space, etc. and provide conceptual renderings of key feature areas.

CONCLUSION

The consultation process identified no major concerns with respect to the themes that were derived and the proposed planning principles going forward. Although this initial consultation process was not intended to identify definitive solutions, the process has illuminated that there is general support for BCIT to proceed on its proposed path of completing the Plan.

It is intended that there will be further consultation processes at various stages of the development of the Plan. This proactive process will ensure as many of the stakeholders are informed on the developments and allows them to provide their input. Moreover, the process will ensure the Plan continues to support BCIT's strategic direction and contribute to BCIT maintaining its vision of being **"Canada's Premier Polytechnic Institution"**.

**APPENDIX A – PRESENTATION TO THE BCIT
COMMUNITY**