

Lethbridge College Campus Development Plan

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Executive Summary

The Campus Development Plan provides an overall strategy and guiding framework for the ongoing redevelopment and expansion of the Lethbridge College Main Campus site and buildings.

Lethbridge College is moving forward confident in the new strategic directions it has established. The current planning environment recognizes the challenges faced by the College in terms of accurately forecasting enrolment trends and defining the scope of its future program and facility needs. The *Alberta Access Planning Framework* recently issued by Alberta Advanced Education & Technology sets out a province-wide direction for post-secondary education program access and demand.

To best serve the College's needs at this time, the Plan is intended to be a resilient and living document and one that is not contingent upon continued enrolment growth. It outlines a development strategy that is flexible, effective and accessible, while focusing on innovation, collaboration and sustainability. It sets the stage for the College to renew and develop its current and future facilities in alignment with its new strategic directions - *a College whose vision is green, global and socially responsible*.

Need

Lethbridge College has a number of priority facility development needs, some due to the outdated condition and functionality of its aging infrastructure. Of critical note is the need for:

- Renewal of the old Trades Building.
- Consolidation and expansion of Student Services and student amenities.
- Renewal of the Library / Learning Resources Centre.
- Renewal of other Campus infrastructure and support services.
- Student Housing expansion.

Framework

The overall framework for the Campus Development Plan entails four key directions that the College is pursuing:

1. Building on Current Program Strengths, e.g. Environmental Science, Health, Justice, Trades and Technologies and ensuring that space is available to accommodate pressure in programs subject to growth in the current Alberta economy and to support collaborations with industry and business in areas such as product development and application.

2. Demonstrating Leadership in Environmental Sustainability - green, global, responsible.
3. Focusing on Excellence in Learner Services and being Student Centered.
4. Addressing the Challenges Resulting from Alberta's Booming Economy and Societal Shifts.

Principles

Three overarching principles guide the Campus Development Plan:

- Optimizing the use of existing facility resources and site infrastructure.
- Ensuring prudent stewardship of available capital funding.
- Creating a unified, cohesive and compact campus that focuses on student needs and services and effective clustering of programs/functions.

Other guiding principles include: increased attention to security, focus on building performance and economy, and respect for the College land that is recognized to be a major asset for the College and the community.

Existing Building Summary

The current total amount of government supported building space on the Main Campus is approximately 72,000 gross square metres. Based on the 2007-08 total enrolment of 3,600 to 3,700 FLE's, this represents about 19.5 to 20.0 m² per FLE. This area per FLE is believed to be close to that of other post-secondary institutions in Alberta whose educational program mandate is similar to Lethbridge College.

Including the student residences and other non-supported buildings (e.g. buildings leased to the government), the total gross area of building space on the Main Campus is approximately 89,800 gross square metres.

Building & Space Needs

The Campus Development Plan recognizes the 'temporary' limitations the College faces on enrolment growth and the challenges presented by the booming economy and societal shifts. The College will carefully control the amount of 'net new space' in the initial stage of development. Instead, it will focus on optimizing the utilization of existing space and refreshing and modernizing the campus to reflect the renewed direction of the College and to counter potential negative impacts on the recruitment and retention of students and staff.

Trades Building Renewal and the Centre of Innovation in Trades and Sustainable Technology

Two key components of the Plan are the renewal of the Trades Building and the development of a Centre of Innovation in Trades and Sustainable Technology. The College is examining the opportunity and benefits of combining these into one combined facility.

As an exemplary and innovative project, it would integrate the required renewal of the time-expired Trades Building with a facility that embodies leadership in environmental sustainability that aspires to achieve a zero carbon footprint. The vision entails a highly functional, flexible and interdisciplinary 'living' ecological laboratory that is focused on developing and teaching innovative ideas and new initiatives in alternative energy and building construction technology, their day-to-day application to other College programs, and their role in product development in collaboration with industry and business.

Short Term Plan

The Short Term Development Plan outlines development strategies intended to resolve areas identified as being a priority issue and to help improve those identified as key opportunities. In addition to focusing on the Trades Building renewal and Centre of Innovation in Trades and Sustainable Technology, the Short Term Plan concentrates on development strategies for renewing and improving the functionality and effectiveness of the existing campus buildings and infrastructure.

Longer Term Plan

The Long Term Development Plan outlines a development framework that will provide direction to long-term future growth on Campus. It focuses on providing a future vision and concept, i.e. a set of campus development directions and strategies within which sector plans and building projects can be developed. It will guide both short term building renewal and expansion, as well as the anticipated construction of new buildings, including those for academic, student housing, applied research, support or other purposes.

Accordingly, the Plan is intended to be more 'suggestive' than 'prescriptive' in its approach and application. The plan is not contingent on growth but rather facilitates it in a planned and orderly fashion.

1. Introduction

1.1 Purpose

The primary purpose of the Campus Development Plan is to establish an overall strategy and framework for the ongoing redevelopment and expansion of the College's site and buildings at its main campus. The Plan is intended to serve as a guiding document for the implementation of capital projects and facility upgrades over both the short term and longer term. The plan is not contingent on growth but rather facilitates in a planned and orderly fashion.

A critical goal of the Campus Development Plan is to ensure that the College's current and future facilities are renewed and developed in alignment with its new strategic directions - *a College whose vision is green, global and socially responsible*.

The Campus Development Plan is based on identified needs and priorities determined through a consultative planning process and supported by observations, analysis, relevant data and comparative benchmarks. It translates these needs - academic, student, operational and physical - into a general facility renewal and growth plan.

It is important to note that the focus of the Campus Development Plan is on establishing an overall direction and high level framework to facilitate the implementation of ongoing facility renewal and capital projects. It sets the stage for subsequent project planning and design work at a more detailed level, including sector studies and the planning/design of specific capital projects.

1.2 Background

While celebrating its 50th anniversary in 2008, Lethbridge College is embarking into its second fifty years with a new brand, name and strategic direction. A key part of the strategy is to become a 'College of Distinction' through innovation and excellence, while focusing on environmental sustainability.

Although the College enrolment has not increased in recent years, there are opportunities for change and growth in a variety of program areas; particularly since receiving ministerial approval in 2007 for its new mandate that allows greater depth in the scope of its programs.

The last new learning space added to the campus is the Instructional Building (2002), a well-designed facility containing state-of-the-art instructional and learning spaces. Most recently (2007), the College completed an extensive upgrade to the Cousins Building, which among

other things enabled the consolidation and modernization of its science labs, and extended the life of the building for another 20+ years. Most of the recent facility development focus at the College has been on the zoning and renewal/ expansion of academic space.

However, the College continues to have high-priority facility development needs, a number of which are due to the outdated condition and functionality of its aging infrastructure. These needs include, for example:

- Renewal of the old Trades Building that among other issues has a high rate of deferred maintenance (FCI).
- Student Services consolidation and expansion.
- Renewal of the Library / Learning Resources Centre.
- Other Campus renewal, e.g. AN1700 Wing, Food Services, Shipping & Receiving, student study and social/amenity spaces, and other campus infrastructure and support services.
- Development of a Centre of Innovation in Trades and Sustainable Technology.
- Student Housing expansion.

These will all be capital projects that will require funding approval. These projects (and any others) need to be reviewed, confirmed and potentially re-positioned within the redevelopment of the overall campus and to ensure the College makes best use of available government funding. For example, there may be cost benefits and other advantages in bundling two or more projects together.

1.3 Planning Process & Participants

The College commissioned a consultant team to review and update its space needs and prepare the Campus Development Plan. The scope of the work evolved as it proceeded, based on the following initial key objectives:

- An identification of planning parameters and assumptions that help to establish the framework and context for the Campus Development Plan, e.g. the College's strategic directions, academic/program initiatives, trends and changes in existing programs, anticipated role and scope of activities in applied research, future enrolment projections, staff growth projections, service delivery principles, etc.
- An identification of future directions and initiatives in areas such as student services, staff services, and community services.
- A high level assessment of the College and its 'components' (i.e. school, program, department) in terms of: functions, locations and functional relationships, adequacy of space, functionality of

space and layout, quality of the learning/working environment, capacity and ability to serve future service volumes, its potential role in environmental sustainability, and the amount of growth space required.

- A general review of current space allocation and utilization and additional space requirements, including benchmark comparisons on a component basis and at a campus-wide level.
- An assessment and summary of projected College-wide space requirements, related to key space determinants such as future enrolments, classroom, seminar room and lab utilization and occupancies, number of offices, etc.
- An identification of functional relationship priorities among all College components and how they are impacted by: student and staff movement patterns, work flows, pedestrian and vehicular routes, material flows, building links, and other campus elements.
- The translation of all of the above into a description of requirements that provides the foundation for pending and future capital projects.
- An assessment of current opportunities, constraints and issues regarding: on-campus land use, adjacent sites land use, environmental sustainability initiatives, vehicular circulation and parking, pedestrian circulation, transit, movement of goods, site services, green/open spaces, functional space zoning, existing and future building locations, etc.
- The identification of key campus/site planning directions, principles and objectives, i.e. a vision of what the future Lethbridge College campus should be.
- A review of campus development options including factors such as alternative building locations, phasing scenarios, varying growth strategies, short term versus longer term growth, etc., leading to the recommendation of an overall development strategy.
- A graphic presentation and description of the Campus Development Plan including possible short term and longer term building growth strategies.

The planning work is being led by the Senior Leadership Team of the College. The principle members of the consultant group include Ferarri Westwood Babits Architects, Peter Milne of RMC, Len Rodrigues of Stantec, and Bert Stromstedt.

2. Planning Context

2.1 College Vision

Lethbridge College is committed to a new vision and direction that is bold and innovative, while based on meeting the needs of learners, business and industry, and the community. This bold new vision entails:

- Being recognized as one of Canada's finest comprehensive colleges providing world-class education and training through its commitment to excellence and innovation.
- Focus on Wider Horizons - Faculty and students will be known as global citizens and industry leaders who impact their professions through innovation, contribution to society, and the development of partnerships around the world.
- Ecology is a Cornerstone - The College will continually pursue ecology initiatives across the curriculum, in its facilities, on its land and in partnership with the community and industry.
- Canada's Green College - Lethbridge College will be recognized as Canada's Green College and its students, faculty, staff and graduates will hold sustainability and social responsibility as a fundamental value.
- The College will be a model example of collaboration, passion and culture and will be a place that supports its people and is looked upon as an employer of choice.

Related elements of the College vision include excellence in learner services, staff renewal and development, and ongoing campus diversification.

2.2 College Mission & Mandate

The College Mission states:

Lethbridge College provides high quality, innovative programs and services, enabling learners to achieve their educational and career goals.

Lethbridge College recently received Ministerial approval for its revised mandate statement. It informs the planning context of the Campus Development Plan.

Established in 1957, Lethbridge College is a board-governed public college operating under the authority of the Post-secondary Learning Act of Alberta. Its main campus is located in Lethbridge, and it maintains learning centres at other locations in southern Alberta to increase access to Aboriginal and rural learners.

Lethbridge College offers programs that lead to further education or to career employment through its apprenticeship, certificate, diploma, applied baccalaureate degree, and baccalaureate degree programs. Working collaboratively within Alberta's system of public post-secondary education, Lethbridge College provides a range of educational opportunities in a variety of academic program areas, including Business Management, Design and technology, Justice Studies, Health and Human Services, Agriculture and the Environment, Trades, Preparatory Studies and University Transfer. The integration of applied research into College programs enhances learning by providing faculty and learners with opportunities to address immediate real-world problems leading to innovative solutions that help improve productivity.

Lethbridge College uses various educational delivery methods including face-to-face, distributed, and blended learning to address diverse learning styles and increase access for students.

Lethbridge College offers a broad range of student support services that enhance learner success for both on- and off-campus students.

The College's program categories are:

- *Certificates and Diplomas that prepare graduates for career employment and, in some areas, further study.*
- *Pre-employment and Apprenticeship trades programs that provide graduates with education and training in specialized skill areas for the workplace.*
- *A University Transfer program, which provides a pathway for students' completion of undergraduate degree programs.*
- *Applied Baccalaureate Degrees that prepare graduates for career employment.*
- *Collaborative Baccalaureate Degrees offered in co-operation with Alberta universities that offer students degree completion opportunities.*
- *Baccalaureate Degrees that prepare graduates for further study and employment and offer unique learning opportunities that complement, but do not compete with, opportunities already provided in the region.*
- *Preparatory Studies that assist students in making the transition to college certificate and diploma programs through a range of academic preparation and English as a Second Language programs.*

Lethbridge College serves a diverse population of learners, predominantly located in southern Alberta, while also attracting students from other regions, provinces and countries.

Through formal partnership agreements with other institutions locally and internationally, the College helps students become global citizens, increasing their opportunity for economic prosperity. The diversity of student backgrounds also serves to enrich the educational experiences of the entire student body.

The College is an important catalyst for economic, social and personal development for the city and the region by actively engaging with employers, the community and individual learners. Through contract training, applied research and scholarly activity, partnerships with business, industry, government and community are developed and strengthened. This contributes to the continuing economic growth of the area, supporting an innovative and competitive local economy.

The College is an important community resource that provides a range of educational, cultural and recreational opportunities to local residents. It provides non-credit and part-time credit courses for the community, and access to its facilities for educationally related community groups and organizations. The College's recreation facilities provide a venue for its athletics and intramural programs, and access to high school and other community sports teams.

Lethbridge College is a dynamic, innovative and progressive post-secondary institution and a proud member of Campus Alberta.

2.3 College Goals

The College's five strategic Goals are:

Sustainability - To cultivate a College environment that is positive, collaborative and sustaining.

Accessibility - To create and maintain flexible learning pathways that enable students to achieve their educational and career goals.

Quality - To ensure the highest standards of performance and innovation in all areas of the institution, including programs, services, applied research and scholarly activity.

Diversity - To provide educational opportunities for a diverse population of learners, including Aboriginal and international students.

Collaboration - To develop strategic alliances with business, industry, government, agencies and other post-secondary institutions to enhance student learning, mobility and employment.

2.4 Key College Directions

The Campus Development Plan has established four key directions to be pursued by the College:

1. Build on Current Program Strengths / Pillars
 - Environmental Science, Justice, Trades & Technologies and Health & Human Services.
 - Ensure space is available to accommodate expansion pressures in programs that are subject to growth in the current Alberta economy, e.g. Health programs.
 - Leverage the College's reputation and geographic reach and its equipment and facilities.
 - Exploit the potential to increase depth and offerings, including taking programs to a university level.
 - Leverage and expand international programming.
 - Enhance the opportunities for collaboration with industry and business partners focusing on applied research and product development.
2. Be a Leader in Environmental Sustainability
 - Demonstrate the science of preserving what we have.
 - Recognize that the Campus Development Plan cannot be dependant upon continual growth.
 - Take responsible steps to minimize the carbon footprint of the campus and its buildings.
 - Infuse sustainability principles in the architectural design, engineering systems and quality of materials of all campus buildings, whether renovated or new.
 - Provide a 'living lab' demonstrating energy conservation.
 - Build upon the 'Southern Alberta Advantage' and energy partnerships.
 - Focus on innovation and ties to applied research.
 - Enhance the strength and viability of the engineering technology programs.
3. Focus on Excellence in Learner Services
 - Ensure the Campus Development Plan is student centered in its basic approach.
 - Provide facilities and tools for enhancing student recruitment and the student experience on campus.
 - Develop a 'Learner Centered' service model, including the physical consolidation of Student Services.
 - Increase learner housing accommodation.

- Expand alternative delivery options to better meet the needs of diverse learners.
 - Develop clusters / nodes of student services, student social life and experiencing innovation and research.
 - Focus on being best at what we do versus getting bigger.
 - Use and increase access to technology that is now second nature to students.
4. Address the Challenges Resulting from Alberta's Booming Economy and Societal Shifts
- Find innovative and collaborative pathways to educating the skilled workforce and meeting the needs of business and industry.
 - Increase access to Health programs (recognizing the cost implications of program delivery).
 - Increase participation rates among all Albertans, including First Nations, Metis, Inuit (FNMI) learners, rural Albertans, immigrants, and those who are socio-economically disadvantaged.

2.5 Focus on Trades & Sustainable Technology

Of particular note and importance is the priority placed by the College on the development of a proposed Centre of Innovation in Trades and Sustainable Technology.

One emerging concept of this endeavor is to integrate the required renewal of the outdated and high FCI Trades Building with the development of a facility that embodies leadership in environmental sustainability. It has the potential to also address a number of key campus planning needs related to improving wayfinding and circulation, entrances and access, student spaces, and other priorities.

In addressing the needs of renewing the Trades Building, some key objectives include:

- Ensuring the facility can respond to periodic fluctuations in the demand for training in specific trades.
- Going beyond 'just replacing' the existing shops to explore new models of apprenticeship training that make best use of these costly facilities and equipment.
- Developing a learning facility that is highly functional, flexible and designed for optimum utilization; one concept being to ensure that the large trades shop spaces can easily be re-purposed with 'movable' teaching aids and technology.
- Optimizing the recycling of existing facilities, materials and resources.

- Incorporating the concept of a Product Development Centre to foster and support collaboration and partnerships with industry and business.

With respect to demonstrating leadership and innovation in Sustainable Technology, some key objectives that help to define the project include:

- A highly functional, flexible and interdisciplinary 'living' ecological laboratory that is focused on developing and teaching innovative ideas and new initiatives in alternative energy and building construction technology.
- It should highlight and demonstrate renewable energy and sustainability practices that are already well-positioned in Southern Alberta, e.g. solar, wind, geo-thermal and bio-energy, as well as water conservation measures.
- A building that minimizes its carbon footprint.
- It should incorporate Applied Research, supporting its commercial application and product development.
- It should demonstrate how being environmentally sustainable will impact on our day-to-day lives in the future and on its application to other College programs.
- To the extent possible, all College programs should have a role and stake in it and use it as an opportunity to enhance cross-program integration.
- From a campus planning perspective, the Centre of Innovation in Trades and Sustainable Technology will serve as a major element in improving the north-south pedestrian spine that forms the foundation of the campus layout.

3. Planning Strategies & Directions

3.1 Planning Strategies

Planning strategies help to provide a more detailed and explicit framework for the Campus Development Plan. They have been developed from discussions with College staff and students and the review of facility development needs and priorities.

General Strategies

- Enhance and optimize the use of existing facilities by planning and packaging the capital projects around the needed reinvestment in the Lethbridge College buildings and infrastructure, i.e.:
 - Renew or replace facilities that are outdated and/or have a high FCI.
 - Ensure that the capital investment will result in a decrease in deferred maintenance.
 - Ensure also that the capital investment will improve facility functionality and utilization and enhance program delivery.
- Provide a balanced approach that is student centered and focuses on academic program and student service needs as the foremost priority, but also addresses (in an integrated manner) required upgrades to campus infrastructure and support services.
- Use student movement patterns throughout the campus as a key determinant in assessing where components should be relocated to, being sure the benefit of relocation outweighs its cost and disruption.

Zoning Strategies

- Give priority to locating student-related functions versus 'administrative/support' functions in the most accessible and high profile locations.
- Where feasible, locate heavily used and centrally scheduled facilities in proximity to the main north-south spine, particularly if it leads to improved utilization of these facilities.
- Take into consideration the point that for some of the College's schools/programs, identity is very important, especially for their students. A strategy of the Campus Development Plan is to build upon and strengthen these identities through measures such as functional zoning and visual cues.
- Where feasible, cluster program/faculty offices to enhance program integration, academic collegiality and student access.
- Group spaces by function (versus organizational entity) where it achieves efficiencies in operation,

utilization, servicing and/or building design, e.g. heavily serviced labs or shops, common use classrooms.

Student-Centered Strategies

- Renewing the heart of the campus to provide a more welcoming, engaging and informative main entrance is a priority in the Campus Development Plan.
- Clustering Student Services in this same area to provide one, easily accessible location (i.e. one-stop shopping) is a related priority.
- Addressing the shortage of a variety of facilities for student study (individual and group) and socialization is a priority across the campus. For today's students, it is recognized that study and social spaces need to be interchangeable.
- Redeveloping and renewing the Library / Learning Resources Centre is considered a priority need in order to effectively serve the evolving learning methods and needs of students, as well as those of the College staff and community.
- The development of student services and spaces should consider the demographics of the Lethbridge College student body, i.e. predominantly female (two-thirds), students from both urban and rural homes, growing numbers of Aboriginal and International students, students of various generations, and an increasing number of students residing in on-campus housing.

Operational & Space Planning Strategies

- Optimize instructional room sizes (primarily classrooms) to align with the learning cohorts and class sizes, i.e. to maximize seat occupancies. As an example, this could entail converting two adjacent 60-seat classrooms into three 40-seat classrooms.
- Monitor and assess trends in program delivery, learning and instructional methods, and class sizes to effectively plan for future needs. Just providing 'more of the same' may not be the right answer.
- Apply the principles of sustainability, process re-engineering and effective space utilization in the planning and redevelopment of College components and services, e.g. Student Services, Library and Learning Resources, Bookstore, Food Services, Shipping & Receiving, Facilities Management, administrative & logistical support services, etc.
- Plan staff offices and work spaces according to 'standard' sizes and equitable distribution, while also addressing the needs of part-time/sessional staff.

3.2 Academic Program Plans & Directions

Fundamentally, the Campus Development Plan has to respond to academic program delivery needs, priorities and future directions and yet at the same time, not be reliant solely on growth in programs and enrolment. In essence, the facilities are there to serve the mission and mandate of the College. Key academic directions and growth opportunities that need to be considered in the Campus Development Plan include the following:

- Health programs - continued pressure to increase access/enrolment in response to the growing needs of the health care sector; potential to expand offerings at the university level; impact may be the need for additional health lab and simulation facilities.
- Technology programs - expand into post-diploma training.
- Bio-technology programs - expand into diplomas and develop off-shoots such as food safety.
- Sciences - potential to increase the depth within majors, e.g. add another year; need to monitor the impact of growth in the health programs on science courses such as biology; recently upgraded science labs provide the opportunity to accommodate growth; there is the identified need for a new greenhouse.
- Language programs - add more languages; need to monitor the impact on language lab requirements.
- Growth of new programs, e.g. sustainable building design and management.
- Wind Turbine program - bring it on site.
- Physical education & wellness - growth in response to societal needs.
- Justice programs - potential growth in demand and extent of offerings; need to improve the existing lab facilities and strengthen the School's identity; also need to monitor the impact of the proposed training facility in Fort Macleod.
- Innovation and Product Development Centres - attract funding from sources such as NSERC; focus on applied research and commercial applications in the areas of water and aquaculture, wind and geothermal energy, environmental sustainability and green building technology.

3.3 Student & Enrolment Trends

The current total enrolment is about 3,650 FLE's, which is down more than 10% from the 4,100 to 4,300 FLE's experienced during the 2001-02 to 2004-05 period.

For the next four years the College is forecasting level enrolment numbers, which is due in part to the strong Alberta economy, declining numbers in the K to 12

system and societal changes. During this time, the focus will be on improving recruitment and retention rates and enhancing accessibility to the College programs.

The College is expecting growth in its apprenticeship numbers, i.e. an additional 628 seats which represents a 98% increase.

In looking beyond the four year horizon, according to the Alberta Access Planning Framework issued by Alberta Advanced Education & Technology in June 2008, the estimated enrolment growth in the Lethbridge Region (i.e. served by both Lethbridge College and the University of Lethbridge) is 550 FLE's, which represents only about a 5% increase over the current enrolment in the region. The report forecasts that almost all of the enrolment growth in the Province between now and 2017 will be in the Edmonton, Calgary and Central regions, as well as at Athabasca University.

For Lethbridge College the Province's forecast implies a relatively low expectation on enrolment growth over the next decade, perhaps at best re-attaining the level of 4,100 to 4,300 FLE's experienced previously. It will be critical for the College to maintain efficient levels of enrolment to ensure the sustainability and quality of its programs. Part of the College's enrolment management strategy will be built on meeting the needs of a diverse population including FNMI, immigrants and international learners.

3.4 Instructional Delivery Trends & Needs

Program delivery trends that can have an impact on the College's facility requirements include:

- Increased emphasis on active participation learning and interactive and group learning which increases the demand for hands-on and simulated instructional environments, more small group project/study/seminar spaces, and flexible classroom settings.
- The College's growing focus on innovation and partnerships could generate the need for access to highly flexible project-type space to accommodate activities such as applied research and incubation.
- For certain types of specialized training spaces, the ability to achieve high levels of utilization may be a challenge.
- Growth and trends in alternative program delivery formats including off-campus and distance delivery has an impact on the on-campus space in terms of program and curriculum development, integration of program delivery, and in student and technical support.

4. Space Review

4.1 Overview of Current Buildings & Space

Summary information about the existing buildings on the Main Campus is provided in the following table, including both government supported and non-supported space.

Building Name	Constr Year	Renov Year	GFA ¹ (m ²)	FCI ²
Andrews Building	1962	2008 ³	10,598	
Animal Husbandry Building	1986		[1,115 ⁴]	
Aquaculture Building	1997		836	
DA Electric Barn	1950		1,081	
College Centre Building	1985		8,781	
Cousins Building	1966	2007	6,639	
Instructional Building	2002		6,206	
Maintenance Building & Garage	1977		1,064	
Paterson Building	1969		4,673	
Physical Education Building	1989		8,681	
Technologies Building	1983	2000	8,151	
Trades 1800 Building	1983		5,108	
Trades 1900/2900 Building	1964/ 1968/ 1970		7,895	
Building Links & Tunnels	Var		808	
Miscellaneous Sheds & Outbuildings > 50 m ²	Var		422	
Miscellaneous Sheds & Outbuildings < 50 m ²	Var		[118 ⁵]	
Subtotal Gov't Supported Space on the Main Campus			72,009	
AQ Buildings (leased to Gov't)	1997-2003		674	
Cullen Residences			7,827	
30 th Avenue Residences			9,173	
Total Main Campus Building Area			89,801	

Notes:

1. GFA = Gross Floor Area.
2. FCI = Facility Condition Index, i.e. deferred maintenance as a percentage of the replacement cost. Numbers require updating.
3. Only the 1700 Wing was renovated in 2008, which represents approximately 42% of the total building area.
4. The Animal Husbandry Building is also government supported space that, however, is not located on the Main Campus and is not included in the above totals. The utility and future disposition of the AH space is being reviewed, including its potential use as decant space in support of the Main Campus redevelopment.
5. Not included in the subtotal of government supported space.

The College currently has approximately 72,000 square metres of gross floor area of government supported space distributed among about 17 buildings, which excludes student residences and other non-supported space.

At the current enrolment level of 3,650 FLE's this translates to approximately 19.5 to 20 gross square metres per FLE, which places Lethbridge College in the same range as comparable institutions such as Medicine Hat College and Red Deer College whose mandates also include apprenticeship training.

4.2 Existing Space Allocation & Utilization

Classroom Space

The College has close to 70 classrooms and lecture theatres with a total of more than 2,800 seats (includes the renovated classrooms in the Andrews Building). Based on a generally accepted benchmark of 0.65 to 0.70 classroom seats per FLE, the current space has the capacity to accommodate in the range of 4,000 to 4,500 FLE's. This will be affected by the degree of alignment between classroom sizes (i.e. # of seats) and the numbers of students enrolled in each class. At this time there appears to be a potential surplus of larger classrooms in the 50+ seat size.

4.3 Space Planning Parameters

The Campus Development Plan recognizes the current limitations the College faces on enrolment growth and the challenges presented by the booming economy and societal shifts. The amount of 'net new space' will be limited in the initial stage of development. Instead, the College will focus on optimizing the utilization of existing space and refreshing and modernizing the campus to reflect the renewed direction of the College and to counter potential negative impacts on the recruitment and retention of students and staff.

4.4 Future Space Requirements

From the perspective of the Campus Development Plan, space needs tend to be driven primarily by academic program delivery needs, including in no small manner enrolment trends. Accordingly, within the short term planning horizon, it would appear to be most prudent for the College to focus more on facility renewal, upgrading and/or replacement in lieu of any significant facility/space expansion. However, it should be noted that certain targeted growth programs, new programs and/or initiatives may in fact require additional space to meet their needs. Furthermore, the College's objective to increase its student housing accommodation will not only influence the need for additional residences but also the accompanying support services.

5. Campus Review

5.1 Main Campus Overview & Site Context

This section of the report provides an overview of the existing main campus and its context for future planning. It includes the following plans:

1. *City Map* - locates the College's Main Campus and Animal Husbandry site within the City of Lethbridge and indicates their geographic relationships with the major transportation routes and other City landmarks.
2. *Main Campus Site Plan* - identifies and describes the Main Campus site within the context of the surrounding neighbourhoods, adjacent property uses, the coulee views and west winds, and the main access roads to the campus, i.e. College Drive and 28th Street from the north, and Tudor Boulevard and eventually 34th Avenue from the east. The College's existing ring road is highlighted as it forms an important planning element.
3. *Existing Nodes & Pedestrian Routes* - outlines the current pattern of pedestrian movements throughout the campus and the key destination nodes. Of particular note are the strong north-south axis and the overall complexity of routes.
4. *Existing Un-built Land Usage* - indicates current land use - primarily parking, green space and the one sports field. Of note are the large areas of undeveloped 'available' green space as well as the extensive amount of land dedicated to surface parking. In fact, currently there are approximately 2,300 parking spaces on site that occupy close to 6.7 hectares of land (the roadways occupy an additional 3.8 hectares).
5. *Existing Condition Summary* - combines and overlays the information from the previous plans and highlights the heart of the campus as a key landmark.
6. *Issues & Opportunities* - summarizes the facility-related issues/shortfalls and opportunities on the current campus including in particular, the outdated Trades Building that needs to be renewed or replaced. Also of note is the transit bus loop that causes problems with vehicle exhaust entering the adjacent building spaces.
7. *Proposed Access, Landmarks & Vehicular Routes* - focuses on the two vehicular access points to the campus (not anticipated to change) and the ongoing commitment to the on-campus ring road. Of note is the suggested idea of restricting or eliminating over time the internal portion of the ring road on the east side of the campus, which reduces the impact of vehicular traffic without restricting access. Also of note is the

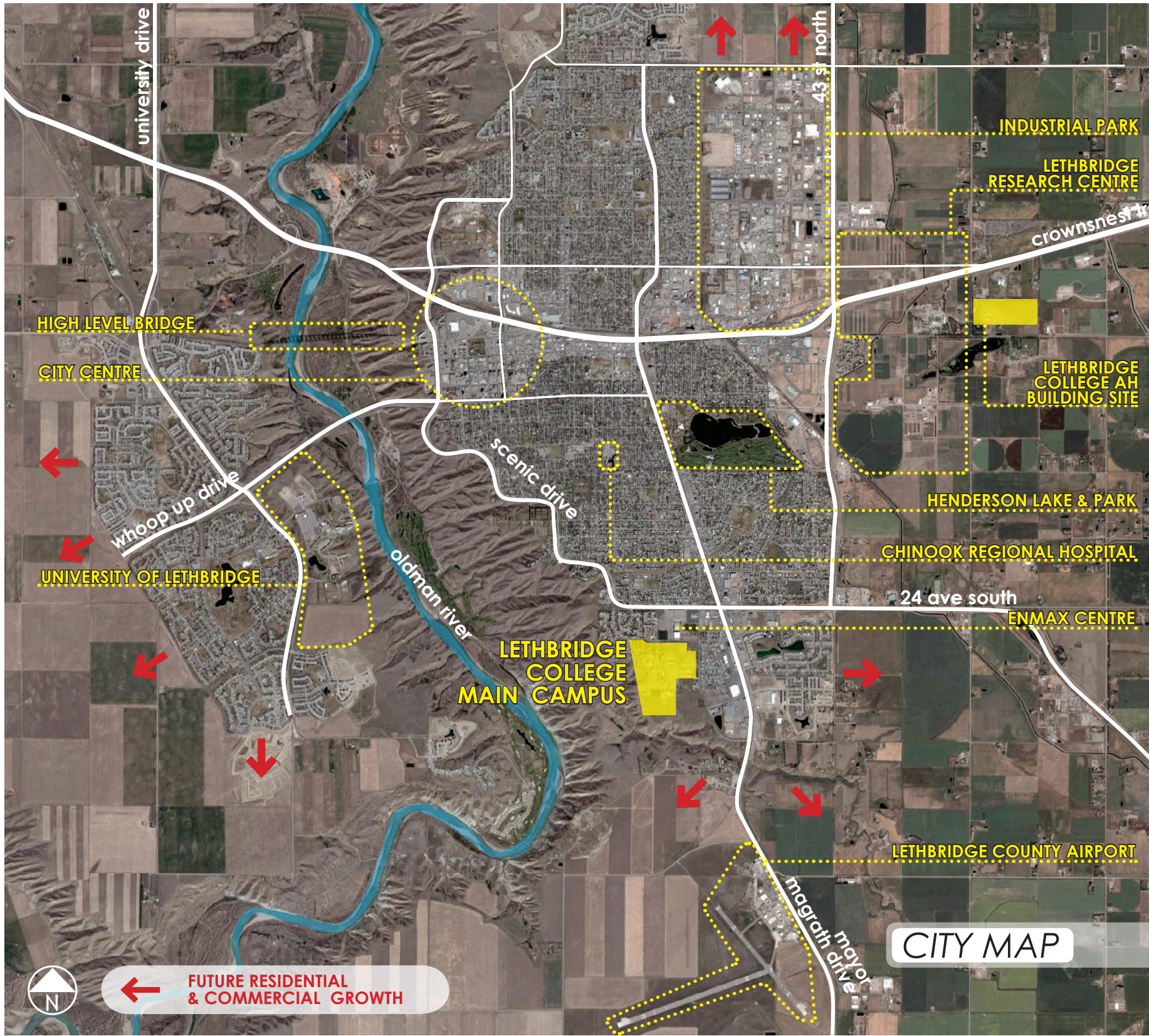
proposed new vehicular access route to the campus that aligns with 38 Avenue South.

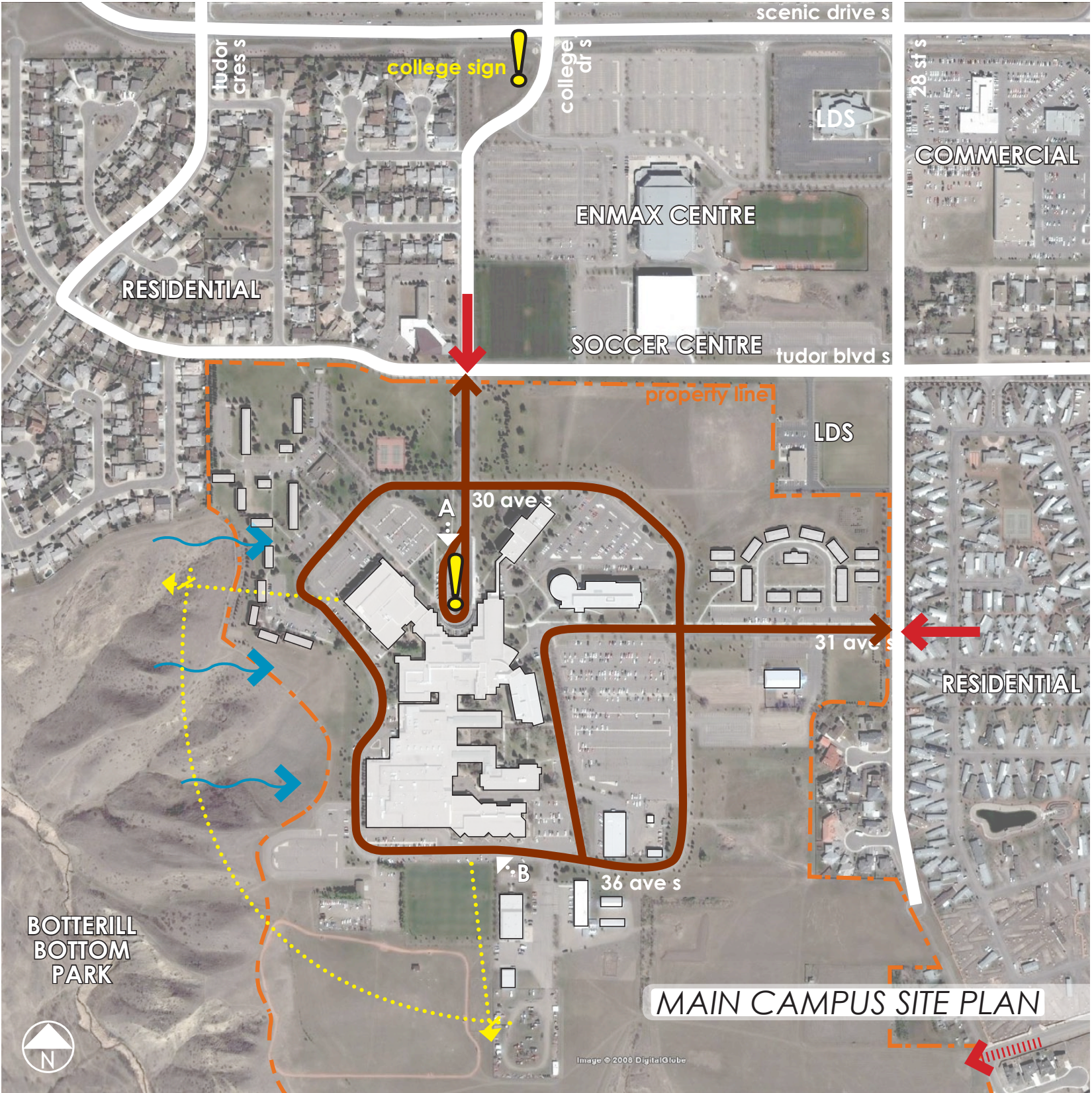
8. *Proposed Nodes & Pedestrian Routes* - builds on the current layout of the major pedestrian paths. It suggests the potential to place a stronger emphasis on the key north-south and east-west axis and their intersection at major nodes. The overall intent is to establish a clear and unambiguous grid that will help to improve access and wayfinding at both the macro and micro campus level.
9. *Proposed Land Use* - sets out suggested land uses for the campus at a high level with one of the primary objectives being to create the opportunity for a variety of new building projects that are integrated and 'connected' to the existing network of buildings. Another other key objective is the development of campus 'quad' areas between buildings. Also of note, is the focus on developing future academic buildings within the ring road.
10. *Recommended Structure* - brings together the information from the previous plans to show how the various elements combine into an integrated site development strategy.

5.2 Animal Husbandry Site

Located on the eastern edge of the City in proximity to the Lethbridge Research Centre, the Animal Husbandry site totals approximately 23 hectares. It presently houses a relatively small agricultural program component and serves as the temporary home of the new and expanding Wind Turbine program.

Within the framework of the Main Campus Development Plan, the Animal Husbandry site provides the opportunity for a more effective utilization of its land and buildings in support of the Main Campus redevelopment. For example, considerations may be to utilize the existing buildings as decant space and/or to eventually divest of the asset, which would reduce the College's overall inventory of government supported space.





LEGEND

- red arrow → access points
- red dashed arrow → future access point
- brown arrow → vehicular routes
- yellow exclamation mark ! → landmark
- blue wavy arrow → west wind
- yellow dotted arrow → coulee views






LEGEND

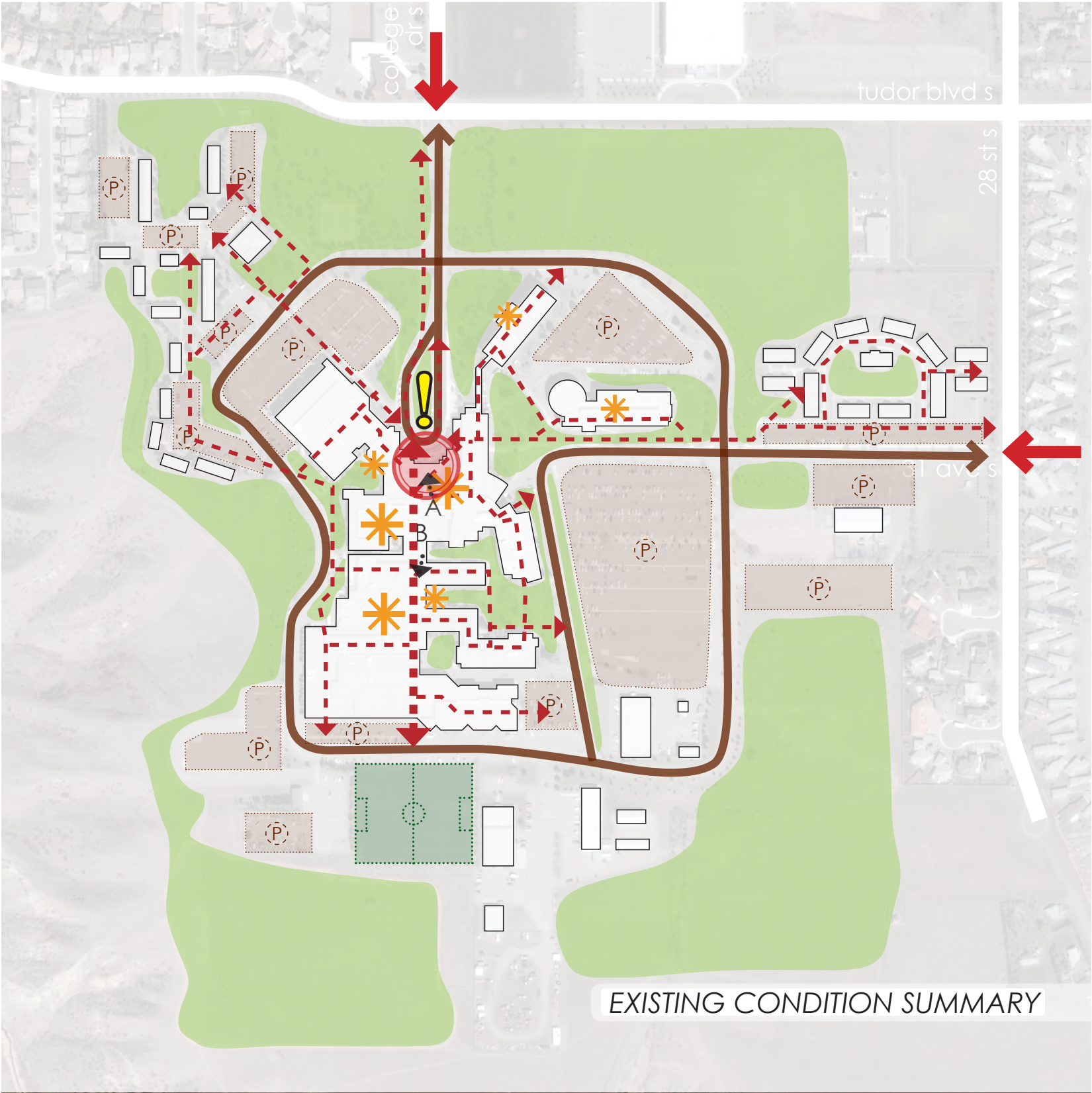
---> pedestrian routes

* nodes



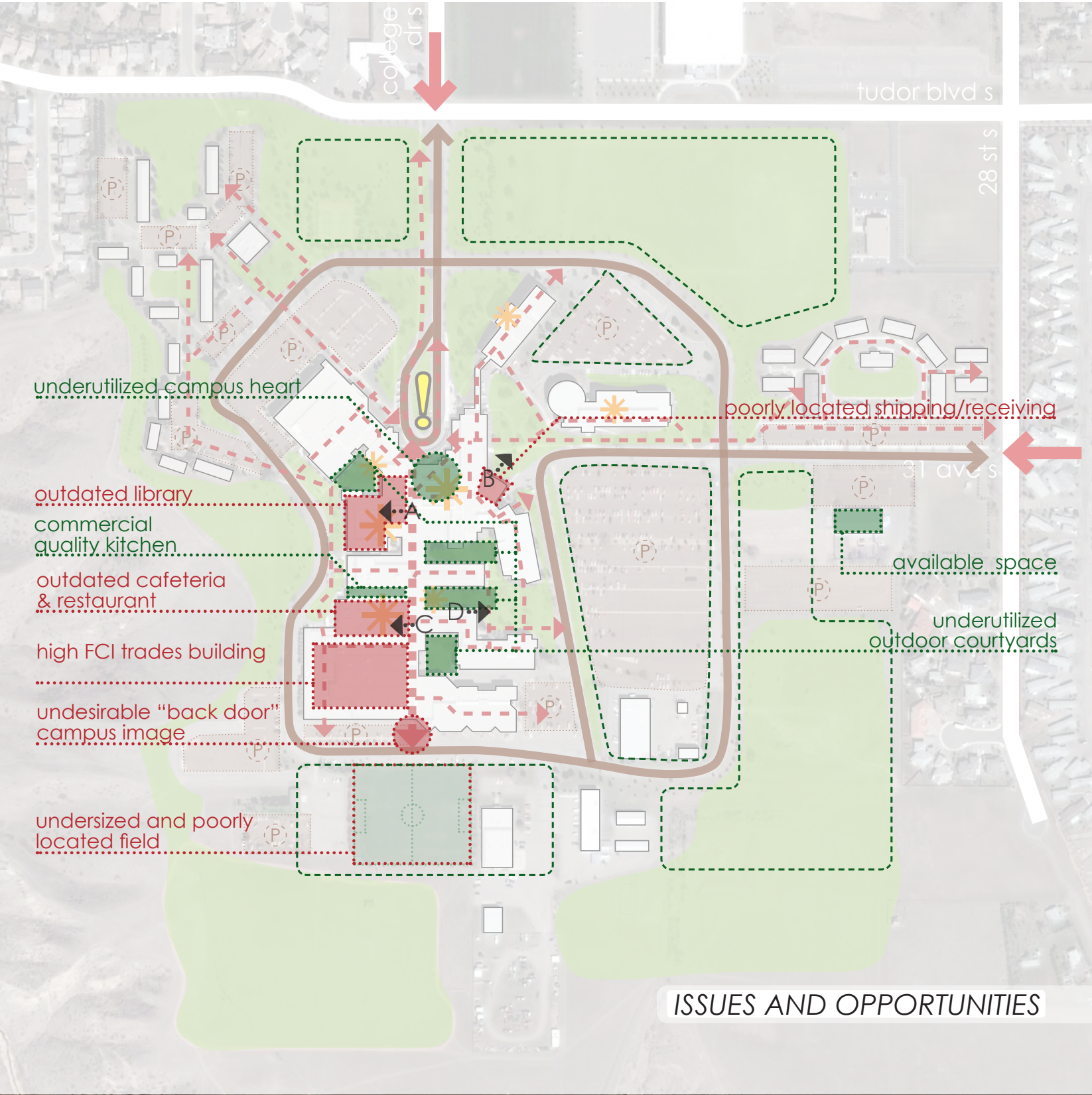
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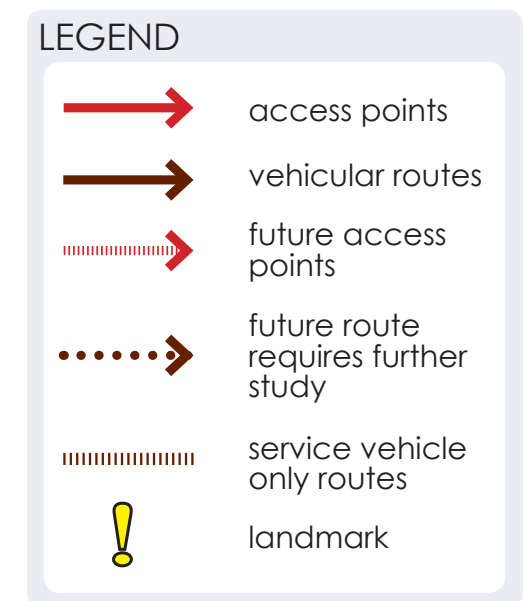
	green/public space
	sports field
	parking

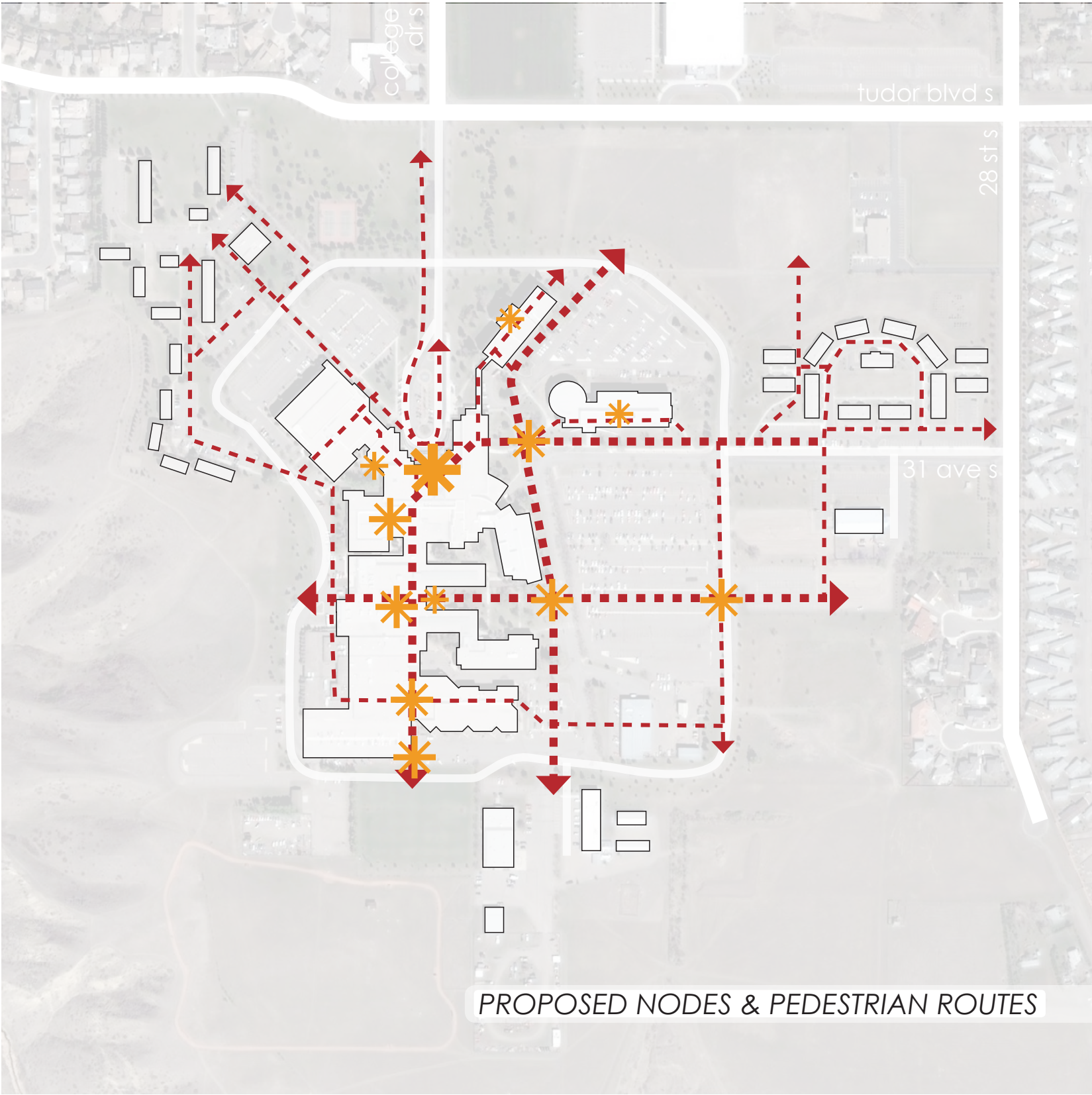


LEGEND



- access points
- vehicular routes
- pedestrian routes
- green/public space
- sports field
- parking
- landmark
- nodes
- heart of campus

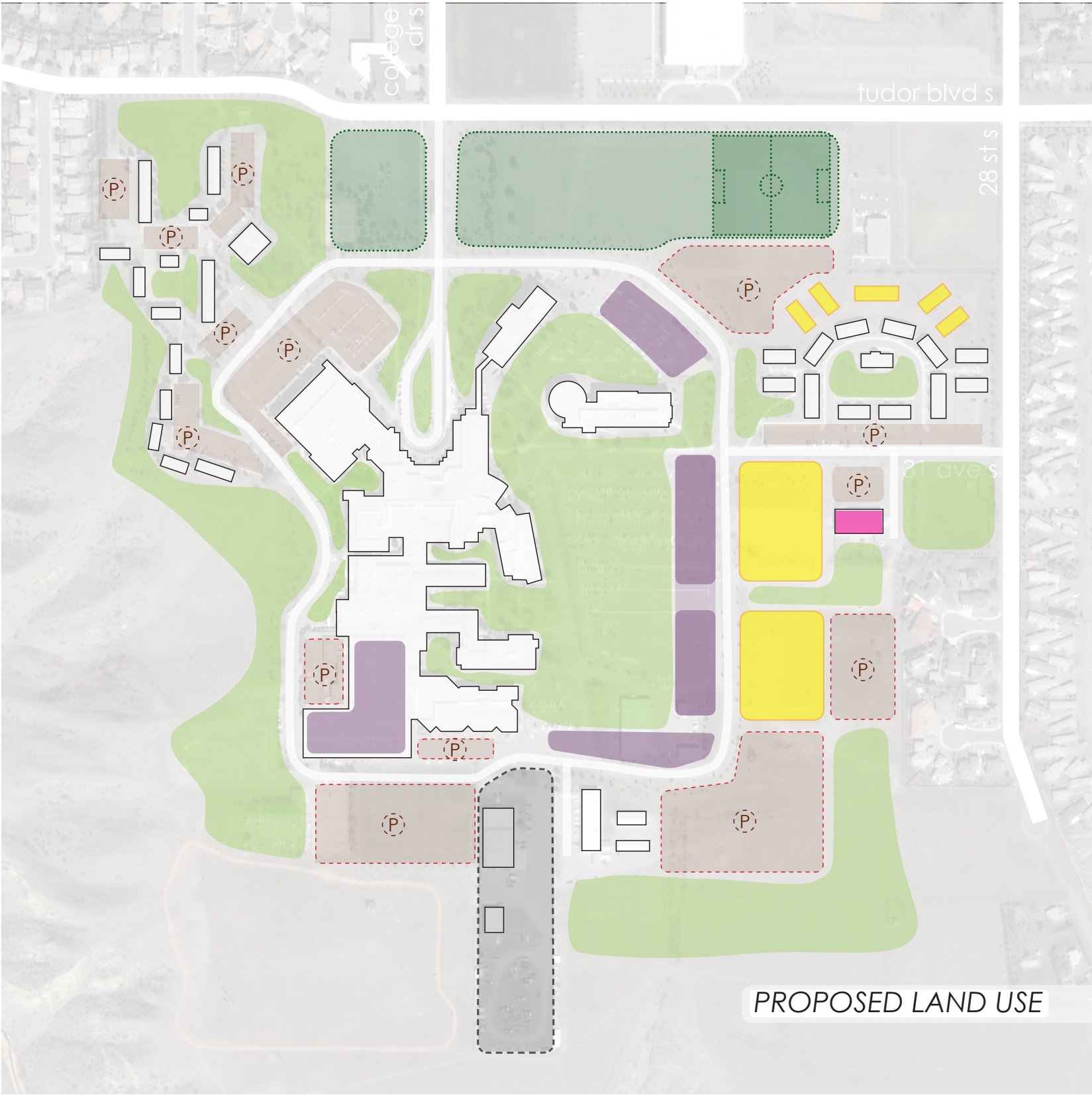






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	pedestrian routes
	nodes

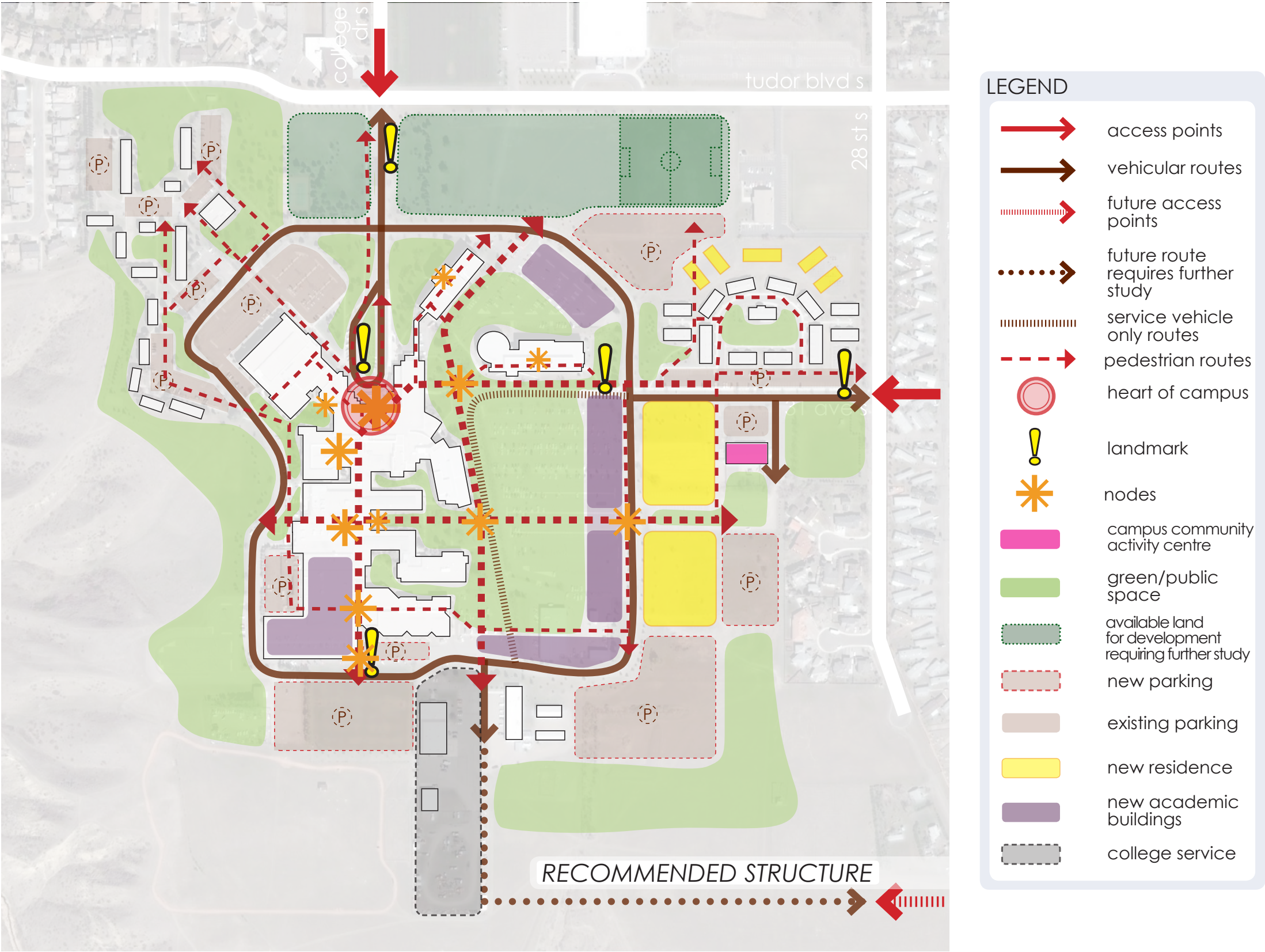


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	campus community acitivity centre
	green/public space
	available land for development requiring further study
	existing parking
	new parking
	new residence
	new academic buildings
	college service

NOTES

- sports field relocated
- buildingMB decommissioned



6. Campus Development Plan

6.1 Development Plan Overview

The Campus Development Plan provides an overall strategy and guiding framework for the ongoing redevelopment and expansion of the College's Main Campus site and buildings. One of the intentions of the Plan is to generate a future vision and concept, i.e. a set of campus development directions and strategies that will guide both short-term building renewal and expansion, as well as the anticipated construction of new buildings, including those for academic, student housing, applied research, support or other purposes.

Accordingly, the Plan is intended to be more 'suggestive' than 'prescriptive' in its approach and application. Of importance to note is that the success and effectiveness of the Plan is not contingent on the major expansion of facilities or ongoing growth in enrolment.

Lethbridge College is moving forward confident in the new strategic directions it has established. The current planning environment has to recognize the challenges faced by the College in terms of accurately forecasting and defining the scope of its future program and facility needs. While change is certain, enrolment shifts and trends and their impact on facility needs are much less certain. It is clear that the Plan needs to address the College's increasingly diverse population of learners, that it needs to embrace a collaborative approach including international partnerships, and that it must facilitate innovation and new opportunities.

To best serve the College's needs in the current planning environment, the Campus Development Plan must be a resilient and living document, outlining a plan that is flexible, effective, accessible and sustainable. As individual capital projects are defined, planned and implemented, it is assumed that each will be guided by the Campus Development Plan while at the same time each will inform and hopefully improve the Plan.

6.2 Development Plan Principles

Three overarching Principles guide the Campus Development Plan, e.g.:

1. Optimize the Use of Existing Facility Resources.
 - Ensure effective utilization of existing space.
 - Carefully control the creation of 'net new space' in the initial stage(s) of development.
 - Refresh and modernize the campus to reflect the renewed direction of the College and to counter potential negative impacts on the recruitment and retention of students and staff.

- Address the miss-match between classroom sizes and the numbers of students per class.
- Balance the need for specialized / dedicated lab space with flexible / multi-use labs, i.e. the new Trades and Sustainable Technology labs/shops should be a model of this.

2. Provide Prudent Stewardship of Available Capital Funding, e.g.:
 - Phase / stage the Development Plan.
 - Address in the initial phase:
 - Renewal/replacement of the old Trades Building.
 - The additional or reconfigured space needs of program areas that will experience growth pressures over the short term.
 - The beginning stages of the Centre of Innovation in Trades and Sustainable Technology.
 - Take advantage of opportunities for collaborating with partners in business, industry, community and government, including partnerships with the University of Lethbridge and the fostering and support of a Product Development Centre.
3. Create a Unified/Cohesive Campus that Focuses on Student Needs and Services and Effective Clustering, e.g.:
 - Address the priority need to improve student work / study / social spaces throughout the campus - develop 'student activity' zones and nodes.
 - Enhance student access and the student experience on campus, e.g. consolidate Student Services and improve the 'heart' of the campus.
 - Renew the LRC / Library within in its existing footprint as a state-of-the-art focus for learning; addressing in particular, the need for individual and group learning spaces and access to the latest technology.
 - Strengthen the College identity as well as individual school / program identity - the latter being the primary focus of many students.
 - Balance the clustering of like functions and needs with the desired grouping of organizational entities.

Other key Development Plan Principles include:

- As a general principle, development on the main campus should increase the density of building space and minimize the amount of site occupied by buildings, parking, roadways, etc. Reflecting the College's vision of Green and Sustainable, this will help to minimize the footprint of the built environment and maximize the amount of site retained as natural/green space. For example, building higher than one

to two floors and increasing the height of existing building footprints should be considered.

- Improve and enhance the internal pedestrian north-south spine that forms the backbone of the campus through measures such as:
 - Create a new major south entrance / focal point utilizing the Centre of Innovation in Trades and Sustainable Technology as a key landmark, e.g. incorporate wind turbines, solar energy, sustainable greenhouse, etc.
 - Widen the existing north-south corridor and open it to the exterior views and green spaces.
 - Create nodes of student study, activity and gathering spaces along the spine.
- Renew and refresh the existing main entrance / atrium space to improve its sense of arrival and openness, its functionality and way finding, and to bring more life and activity into it.
- Increase student housing to a benchmark target of 20 to 25% of enrolment.
- Relocate shipping/receiving as soon as possible to address its current space and location issues - but move it only once if possible.
- Renew food services facilities where they are currently located (i.e. it is assumed that the commercial kitchen production and teaching facilities will not move), and improve access to food services in the more remote academic buildings.
- Optimize the use of technology that is now second nature to students.

6.3 Short Term Development Plan (see accompanying drawing titled Short Term Development)

The Short Term Development Plan outlines development strategies intended to resolve areas identified as being an issue and to help improve those identified as opportunities. Although numbered (for identification on the accompanying drawing) the development strategies are not presented in any determined order or priority. Nevertheless, some development strategies have a logical precedence with others relative to how one strategy opens opportunities for another.

In all cases, redevelopment, renewal and densification are favoured approaches, in keeping with the overall sustainable campus strategy.

Public Space & Circulation

1. Ceremonial Gathering Space

The central gathering space of the College Centre Building's functions as a social and ceremonial focus for the College community. In its current condition, the recessed floor and sizable stair have the adverse effect of restricting any flexibility and large group gathering potential that would otherwise be present. Additionally, the hallmark of the building and image of the College, the large pyramidal skylight, is unfortunately obscured by these elements and the concrete bridge across the space.

Possible development strategies could involve relocation of the stair and bridge, the filling-in of the recessed floor, and changing the boundary conditions of those components opening on to this space. This would increase the inherent potential of achieving an impressive, flexible and functional ceremonial gathering space.

2. Campus Main Street

The College Centre, Andrews, Paterson, Physical Education and Trades Buildings are linked together by a north-south internal street originating at the north entrance of the ceremonial gathering space and terminating at the south entrance of the Trades Building. As a circulation corridor for the College community, this is the most active and heavily-traveled of all campus corridors. In its current condition it has poor connectivity, narrows in many locations, is mostly isolated from any exterior views, and generally lacks any architectural intent.

Suggested development strategies involve reworking the corridor as an intentional "Main Street" to the campus through widening, opening up exterior views, connecting to exterior green spaces, providing comfortable seating nodes in strategic locations, developing a cohesive architectural theme, and incorporating nodes of activity where people will gather and spend time together.

3. Improved Connection to the Cousins Building and Instructional Building

From a circulation point of view the College Centre Building's central gathering space is connected to the stand-alone Cousins Building and Instructional Building by a circuitous series of corridors. Rather than the result of intentional planning, the almost accidental connection to these more remote buildings exacerbates the 'separateness' of them from the rest of the campus. It also tends to result in a greater

sense of isolation for those in the College community working within either of these buildings.

A potential development strategy to remedy this condition involves providing a new gathering node axially aligned to the ceremonial gathering space, from which both the Cousins and Instructional Buildings would be easily seen and accessed.

4. Cafeteria and Restaurant

The College cafeteria and restaurant are outdated and in need of significant renewal. As likely one of the most active social nodes for students on the campus, the cafeteria is uninviting, has no natural light, and is adversely connected to the Campus Main Street through a tight throat. The restaurant is set-up to be accessed from the exterior and overlook the dramatic coulee view, however, the Trades Building to the south restricts full views and the entry is less than ideal in terms of direction and general impression. Also, the split level layout reduces its functionality.

Possible development strategies to improve the condition involve opening up the cafeteria to the Campus Main Street, updating both facilities, and reconfiguring the Trades Building to allow both the cafeteria and restaurant more natural light and better views towards the south as well as a new entry.

5. Student Activity Centre

The intended social activity node for the College students, known more commonly as 'the Cave', is currently located between the Physical Education Building and the Library in the College Centre Building. Geographically within the campus this location is isolated from the Trades and Andrews Buildings and too far from the Food Services area to benefit from it. Student utilization of the Cave appears to be far less than desired.

Potential development strategies to improve activity, relevance and functionality of the Student Activity Centre could entail relocating it across from the cafeteria in an expanded portion of the Andrews Building and connected with the east-facing courtyard. The flexibility and functionality of the space may be improved through the use of movable partitions that allow multiple spatial configurations and openness to the Campus Main Street during the daytime as part of the cafeteria.

6. Courtyard Lounges

Development strategies to improve the connection of the Campus Main Street to the exterior could involve

the creation of courtyard-oriented seating nodes and study areas with both windows and doors for access and view. These courtyard spaces may involve the absorption of some rooms into the realm of circulation, through the removal of walls.

7. Renewed Campus-Community Activity Centre

There is the opportunity to upgrade and renew the facility known as the DA Electric Barn, which at this time represents the only multipurpose, large-group social/conference/gathering space on campus. The facility, which has a long history serving the College and the community, needs renovation to address its physical deterioration and to improve its functionality.

8. Showcase - Campus Main Street

Part of the concept of developing the Campus Main Street is to strengthen the identity of elements along the street such as Programs/Schools, the Library, Food Services, the Cave, and even perhaps individual buildings or wings. Not only will this help to improve wayfinding, it will also provide an opportunity for the College to communicate and showcase its mandate and its strengths. An excellent example of this could be the use of glazing between the street and the proposed Centre for Innovation in Trades and Sustainable Technology so that people can see into and appreciate what is occurring in the labs and shops; in particular demonstrating the College's undertakings and activities in sustainable technology.

9. Gathering Space

The vision of the Campus Main Street includes the development of a significant destination/entrance point at its south terminus in conjunction with the Trades Building renewal and Centre for Innovation in Trades and sustainable Technology. This could tie in with the aforementioned demonstration of sustainable technology initiatives, including for example, the use of wind turbines as a notable symbol and marker.

Student Services

10. Bookstore with Improved Access

With the previously-identified strategy of realigning the circulation connecting the Cousins Building and Instructional Building to the ceremonial gathering space, the Bookstore could possibly relocate to create an exterior presence on the turnaround, in front of the College Centre Building. This would allow the Bookstore to be immediately visible from the exterior, from the gathering space 'down the hall' and provide improved visibility from Student Services. Additionally, the storage could remain where it is.

11. Enhanced Facilities for International and Aboriginal Student Services

With the potential development strategy of relocating the Student Activity Centre, the vacated space could allow the creation of 'centres' for Aboriginal students and for International students. The location would benefit from adjacency to the ceremonial gathering space, to the Library / Learning Resource Centre, to Student Services, and direct connection to the courtyard that, for example, could be developed as a First Nations outdoor gathering space.

12. Consolidated Student Services

The main Student Services area is strategically located off the ceremonial gathering space. It needs to expand to consolidate service components presently located elsewhere on campus, e.g. Counselling. Also, the ability of the space to accommodate periods of high activity should be improved as well as the effectiveness of its student/client interface.

With the potential relocation of Shipping/Receiving and changes in how printing services are delivered, one or both of these adjacent areas could become available to accommodate Student Services expansion. Furthermore, the current Print Shop represents an inefficient use of space.

With the potential to expand Student Services into this adjacent area, space could be provided for additional staff and the consolidation of services. Additionally, the orientation of the offices could be reconfigured to dissolve the wall interface with the ceremonial gathering space. The redeveloped gathering space would allow greater crush space than is currently available, especially during the times of high demand such as at the start of semesters. This concept also retains the adjacent relationship between Student Services and the Bookstore.

13. Student Union and Alumni

The Student Union functions as an orientation and information hub for students during their time at the College. Currently, the Student Union opens onto a wider portion of the Campus Main Street but, beyond a blank wall, is actually well-located immediately adjacent to the Ceremonial Gathering Space.

Possible development strategies to improve the identity, accessibility, functionality and effectiveness of the Student Union offices might re-orient the area to open directly on to the Ceremonial Gathering Space. Future expansion towards the south into what

is now under-utilized space is possible by reconfiguring exits. Furthermore, relocating the Alumni Association Offices adjacent to the Student Union could provide a natural fit and capitalize on the synergy of proximity and the sharing of resources. The former location of the Alumni Offices then would provide space for the Library to have a far more functional and effective direct connection with the Ceremonial Gathering Space.

Designated Program Space

14. Renewed Library / Learning Resource Centre

The College Library is well located near the main entrance, immediately off the Ceremonial Gathering Space and with beautiful views of the coulees. As a facility that needs to be centrally accessible to all students and programs on campus and open during extended hours and to the community, its location is relatively ideal.

However, the current space is outdated, tired and unwelcoming in appearance, has a poor interface with the public circulation zones, and is overly compartmentalized (due in part to the different buildings that have been added over time). Moreover, it fails to capitalize on its large expanse of windows and the views of the coulees. In some aspects, it reflects a Library of the 1970's and 80's, with ineffective utilization of space to serve present day needs.

These shortcomings have the adverse effect of making the Library a less than desirable location for students to gravitate towards other than out of necessity. Additionally, as one of the primary components of the College, universally accessed by all students, the image of the Library becomes synonymous with the image of the College as a whole.

There are a number of inter-related development strategies that need to be examined that could make more effective use of the existing Library space and its building footprint, and at the same time potentially address other College-wide space needs. These include, for example:

- Moving non-LRC functions out of the Library such as Counselling.
- Opening the library towards the Ceremonial Gathering Space to increase its visibility and permeability.
- Utilizing a compact shelving system to free up needed space for student work and study stations, group study/project work rooms, access to

technology and resources, etc. At the same time, the book shelves could be concentrated in the interior areas, leaving the windowed areas for student spaces.

- Reconfiguring and consolidating staff work areas, including the circulation and reference counters, client help stations, etc.
- Adding a café type service that would diversify the appeal of the Library as a gathering space beyond its immediate functions.
- Providing a much-needed venue to display the valuable art collection that is currently hidden away in storage.
- Potentially adding a second floor to the Library footprint, not only to architecturally improve the Library itself, but perhaps more importantly to provide replacement and/or decant space as an integrated piece of the Trades Building renewal project.

15. Centre of Innovation in Trades and Sustainable Technology

The Trades Building renewal and Sustainable Technology project is discussed previously in this Campus Development Plan. The physical condition of the Trades Building has been identified through various studies as requiring major remedial work. The large open-span varied structure could provide the backbone for possible development strategies that involve renovation, retrofit and/or expansion (more in-depth study of these options is required). Furthermore, a reconfiguration of the building footprint so that it is oriented more in the north-south direction or perhaps in an L-shape would provide definite improvement to the west face of the College in terms of access, views to the coulee, etc. and create a prominence from the south-easterly approach.

Of particular importance to note is that integration of the new/renovated building and program with the Campus Main Street is critical to its success from a sustainability and functionality point of view. Equally important will be the visual prominence of elements that demonstrate the College's role in sustainable technology (i.e. teaching, applied research, etc.) as well as its commitment to achieving a green and sustainable campus.

A key component of this will be to accommodate the relocation of the Wind Turbine program on to the Main Campus as an integral component of this Centre. Revolving wind turbines could form a major visible marker at the new south entrance of the

revitalized Campus Main Street, providing electricity for various sustainable practices on campus.

Other Short Term Developments

16. New Housing Development

College Housing is currently located in two low-density zones both northeast and northwest of the academic precinct. In line with a sustainable approach, greater densification and proximity of student residence buildings to academic buildings, is a proposed development strategy that proposes to locate new Student Housing southeast of the Instructional Building. The housing block serves an immediate need in the Short Term Development plan but fulfills an important part of the Long Term Development plan.

17. Shipping/Receiving and Facilities Maintenance

The cramped, unsecured, and poorly located Shipping/Receiving function necessitates the movement of dangerous heavy truck traffic in a pedestrian zone between the Paterson Building and Instructional Building. Possible development strategies to remedy the situation could involve relocating the Shipping/Receiving, together with Facilities Maintenance, in one or more peripheral but consolidated areas that are more directly connected with the road network. A fleet of alternatively powered vehicles (charged from electricity generated by the wind turbines!) could then serve the Campus from various designated access points, again demonstrating the College's commitment to sustainability.

6.4 Longer Term Development Plan (see drawing titled Long Term Development)

The Long Term Development Plan outlines a development framework that will provide direction to long-term future growth on Campus. As noted previously, it is a future vision and concept that is intended to serve as an overall framework, within which sector plans and building projects can be developed.

New parking areas are identified in relation to the suggested elimination of current parking areas, as part of the overall development strategy. However, the amount of on-campus parking required in the future will need to be carefully examined within the context of the College's commitment to reducing its carbon footprint and creating a sustainable environment. Accordingly, the College may decide to place greater emphasis on improving and facilitating alternative lower-energy modes of transportation throughout the campus.

A. Main Pedestrian Paths

Primarily identified as exterior circulation paths, these might be considered an established network of robust pedestrian paths providing greater opportunity for the development of a pedestrian-oriented site, again in keeping with the overall sustainable campus strategy.

B. Campus Quad / Geothermal Field

The Campus Quad provides the potential to become the main exterior outdoor gathering space and focus for the entire campus. Additionally the field would provide a formalizing element around which a new series of future academic buildings could be organized. As a geothermal field the new Campus Quad could provide a living lab demonstrating the use of geothermal energy as one component of the College's commitment to sustainable technology.

C. New Academic Buildings

The longer term growth of Lethbridge College (i.e. likely beyond the 5 to 10 year horizon) is expected to necessitate the construction of new academic facilities. These buildings might be considered as part of a new realm for the College that reinforces an 'edge' and a 'pedestrian-oriented' Campus around a central green field, the aforementioned Campus Quad. These buildings have the potential to reinforce the massing of the Instructional Building and thus harmonize building massing on Campus.

The total amount of new academic space shown on the Longer Term Development Plan is in the order of at least 40,000 to 50,000 square metres, which provides the capacity for Lethbridge College to virtually double its current enrolment. It also indicates that the College has adequate land resources for the long term foreseeable future.

D. New Housing Development

The positioning of the proposed student housing project that is currently being planned, embraces the overall concept of the Longer Term Development Plan and the creation of a future Campus Quad.

E. Conference Centre / Housing

The College houses a number of conferences on an annual basis, some being of a renowned international stature. Facilities that can accommodate major conferences are not readily available in Lethbridge, a shortcoming recognized in the community.

Part of the College's vision is to improve and expand its conferencing capabilities, utilizing on-campus facilities such as student housing, food services, instructional/meeting spaces, and student amenities.

As indicated on the Long Term Development Plan, the concept envisions a multipurpose student housing and conference facility, located on the west side of the campus where it can take advantage of existing College infrastructure such as its extensive major kitchen and culinary resources, dining facilities, the views to the coulee, etc.

F. New Parking Area

With the proposed development of the future Campus Quad and the transition to a more pedestrian-oriented campus, the Long Term Development Plan indicates future zones for vehicular parking that are generally located around the periphery. In accordance with the College's commitment to sustainability, the Plan anticipates that the required amount of 'traditional' vehicular parking will diminish in the future with far more emphasis being given to supporting alternative modes of transport that are less energy consuming, e.g. public transit, bicycles, alternative powered vehicles, etc.

G. Potential Future Development

Zones of potential future development are indicated that present numerous opportunities for uses such as green space, buildings, recreational areas, etc. One example could be the development of facilities for College-business/industry collaborations. These development zones will be subject to further studies.

6.5 Implementation, Phasing & Next Steps

It is anticipated that the Short Term Development Plan will be implemented in a series of phases or stages that are interdependent and overlapping. To move forward on implementation, further planning is required, in particular the following steps are suggested:

- Prioritize both the campus facility needs and the development strategies.
- Define and 'package' the development strategies into capital projects and prepare appropriate Business Case documentation to obtain required approvals and funding.
- Develop and/or acquire decant space, as many of the suggested development strategies entail the renewal/renovation of existing space.
- Develop College-wide space management data to support facility utilization and planning activities.
- Identify and define other planning studies that may be required to support the Campus Development Plan, e.g. space allocation guidelines, sector studies, transportation planning, landscape planning.

