KPU 2050

OFFICIAL CAMPUS PLAN

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

Kwantlen Polytechnic University (KPU) is honoured to operate in the region south of the Fraser River which overlaps with the unceded traditional and ancestral lands of the Kwantlen, Musqueam, Katzie, Semiahmoo, Tsawwassen, Qay'Qayt and Kwikwetlem peoples who, since time immemorial, have stewarded and cared for the lands on which we study, work and live.

KPU takes its name from the Kwantlen First Nation, whose traditional territory extends from Richmond and New Westminster in the west, to Surrey and Langley in the south, Mission to the east, and to the northernmost reaches of Stave Lake. The word 'Kwantlen' means Tireless Runner, and is reflected in the university's motto: "through tireless effort, knowledge, and understanding."

President's Message

KPU's first-ever campus master plan – the KPU2050 Official Campus Plan – has been over a year in the making – and for good reason. The Plan evolved from many months of consultation with the KPU community, including our Indigenous Advisory Committee, the President's Diversity and Equity Committee, the Environmental Sustainability Committee, Kwantlen Student Association and Faculty Councils, along with external stakeholders. These conversations have resulted in a comprehensive and flexible framework that will guide how campus buildings, open spaces and mobility networks will grow, evolve and become progressively more sustainable over the next 30 years.

The plan's priorities include:

- Create a Vibrant Campus Life
- Be Connected
- Keep The Green
- Be Resilient

These priorities were not created by someone sitting in a back office tucked away in a corner of one of our campuses. Quite the contrary: they were developed through one of the most robust engagement and consultation processes that this university has ever undertaken. This Plan was shaped by our university community for our university. It will serve us well over the next three decades.

I would like to congratulate all those who led and participated in the process of developing this Plan, especially the team in Campus and Community Planning for leading this project. Their commitment to consultation was outstanding. Thank you as well to all who took advantage of the opportunity to participate.

While the Plan is now complete, the conversations will continue as together we develop our shared future based on this framework.

Sincerely,

Alan Davis, PhD

President and Vice Chancellor

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CAMPUS PLANS

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THE FOUNDATION

Figure 1 — The Plan Process

Introduction

KPU was established in 1981 to serve the needs of the South Fraser region of British Columbia. Starting with only two locations, KPU has now grown to five campuses including three in the City of Surrey, one in the City of Langley and another in the City of Richmond. Across the five campuses, KPU offers more than 140 programs to nearly 20,000 students. KPU aims to provide students with the skills and understanding necessary to be engaged, aware and responsible citizens and to pursue fulfilling careers.

In the Spring of 2019, KPU initiated a process to develop an Official Campus Plan ("the Plan") for all five of its campuses, and especially its four physical campuses; namely, Langley, Richmond, Surrey, and Tech. The Official Campus Plan sets forth a strategic direction to guide all campus development over a thirty-year planning horizon, looking to the year 2050. The Official Campus Plan provides a bold vision, principles, a concept plan and a set of recommendations to shape KPU's campuses to be resilient to the evolving needs of the campus community. It is brought to life through its implementation strategy and ongoing engagement with the KPU community.

The Civic Plaza campus, while part of the consideration for the Plan's vision and principles, is not included as part of physical directions outlined within the Plan given its constraints as an air-space parcel.

The Official Campus Plan Process

KPU2050 was a five-phase process including background research, extensive engagement with stakeholders, partners and the campus community, and design exploration. The process was led by Campus and Community Planning with oversight from the Campus Plan Steering Committee. Figure 1 illustrates a summary of the process.

Why 2050

The Plan adopts a 30-year planning horizon so that future development can be considered within the context of a long-term vision for KPU's campuses. The year 2050 also aligns with Metro Vancouver's emerging Regional Growth Strategy and TransLink's anticipated Transport2050 strategy — two documents that will profoundly shape the region in which KPU's campuses are situated.

Alignment with Existing University Plans

KPU's governance is guided by an umbrella of policy, planning and strategic documents. Together, these form a framework to support Vision2023 and the Academic Plan 2023. The Campus Plan adds to KPU's policy framework by providing crucial recommendations for the physical evolution of KPU's campuses.

Figure 2 — A Holistic Campus Plan

Approach

A HOLISTIC CAMPUS PLAN

The Campus Plan has grown out of a period of unprecedented change. The world is confronted with a pandemic, a surge of momentum towards addressing systemic injustice experienced globally, an economic downturn, global demand for actions to address climate change, a commitment to the United Nations Declaration on the Rights of Indigenous Peoples and, in Canada, the Truth and Reconciliation calls to Action.

In this context, we have intentionally explored the ways in which KPU's campuses, as physical environments, can address climate change, uplift equity and inclusion and connect our community. This is important because we know that KPU's campuses shape the experiences of those who study and work on them everyday. They provide moments for learning, discovery, interaction, work and play. They create destinations for neighbours and serve their surrounding communities. As an institution that is teaching the next generation of leaders, workers and professionals, KPU's campuses can set the stage for a future of progress.

KPU's campuses can set the stage for a future of progress.

To do so, the Plan takes a holistic lens. The totality of its recommendations aims to be reflective of a philosophy of a holonarchy, a nested framework which envisions each component part as both a discrete entity and as one that intrinsically relates to a larger whole. While each campus has its own conceptual design and planning recommendations, these branches are offshoots of a unified vision for the future.

In crafting that vision, the Plan adopted a design process and planning approach that centred around engagement with the KPU community to understand the needs of today and envision the goals of tomorrow. The product is a Campus Plan that recommends actions to uphold sustainability targets, deepen efforts towards reconciliation and improve the day-to-day experience of campus life.

Our KPU Story

KPU was founded in 1981 as a college in response to a need for increased vocational training south of the Fraser River. Following a provincial government initiative designed to increase access to degree programs in British Columbia that began in 1988, five community colleges were granted authority to offer baccalaureate degrees. These five institutions, one of which was Kwantlen, were renamed university colleges. Initially, they offered degrees under the guidance of one or more of the three provincial universities. However, in 1995 Kwantlen was given the authority to grant degrees in its own right.

In 2005, Kwantlen University College began a campaign to become a university. Removing "college" from its official name would require approval from the government of British Columbia. In its case for university status, the benefits of the shift to Kwantlen University would:

- Enhance Kwantlen's ability to help British Columbia become the best educated, most literate jurisdiction in North America
- Bring multiple benefits to the fastest growing region in BC and help BC achieve long-term growth and prosperity.

In 2007, Murray Coell, Minister of Advanced Education and Minister responsible for Research and Technology released the Campus 2020 report that recommended Kwantlen University College become Kwantlen University.

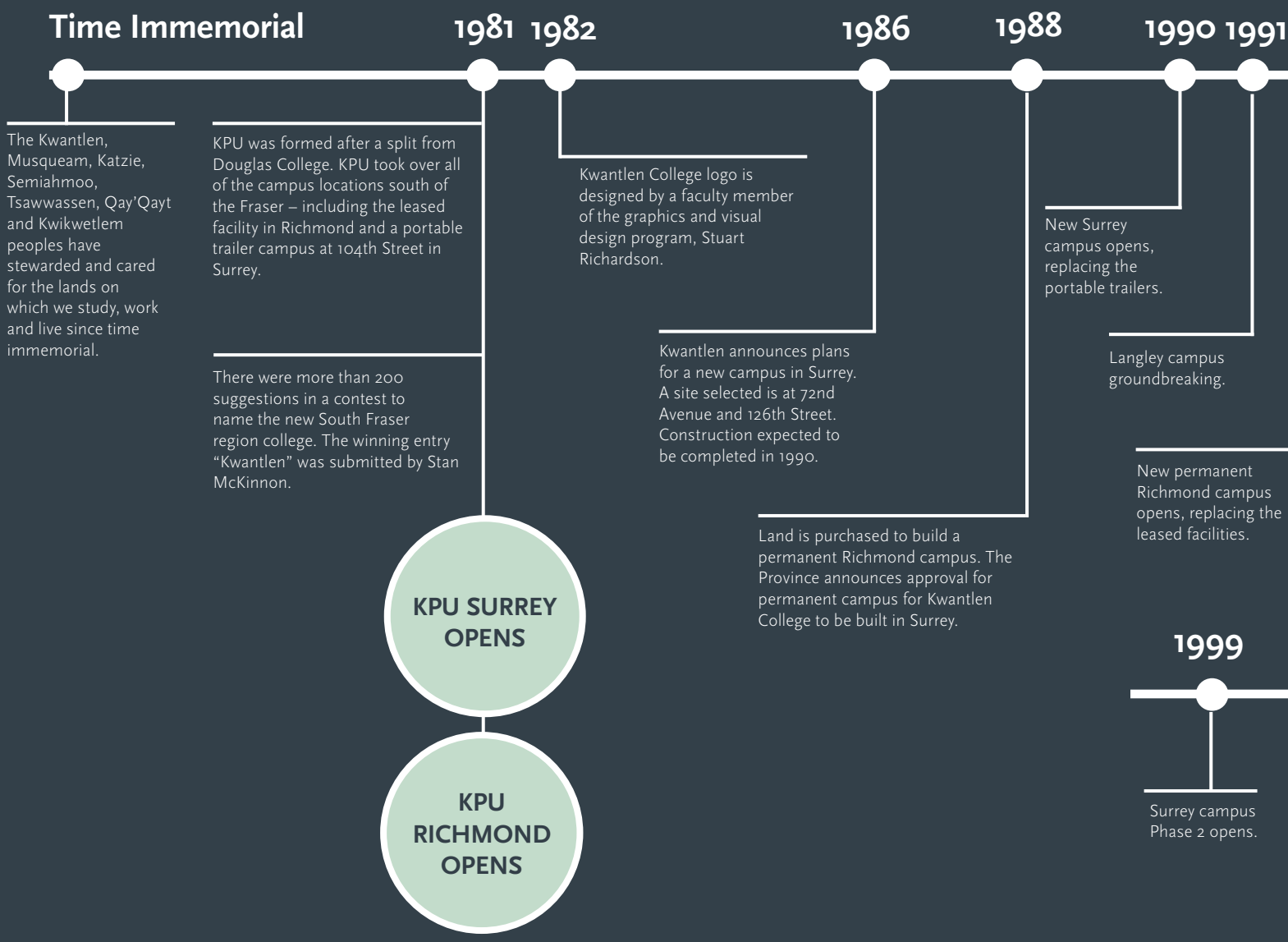
On April 22, 2008, British Columbia Premier Gordon Campbell announced that Kwantlen would become Kwantlen Polytechnic University. On the same date, the provincial government announced its intention to amend the University Act to make Kwantlen a polytechnic university, in recognition of its "versatility in providing academic, trades and horticultural training."

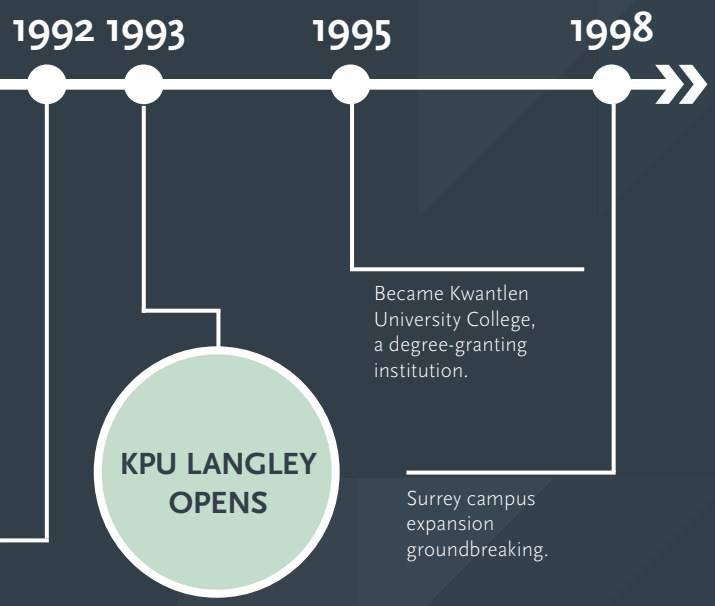
KPU's designation as a polytechnic institution speaks to an integration of theory and applied learning that is unique among university programs. More than most institutions, this presents a powerful opportunity to integrate applied learning into the design of each campus.

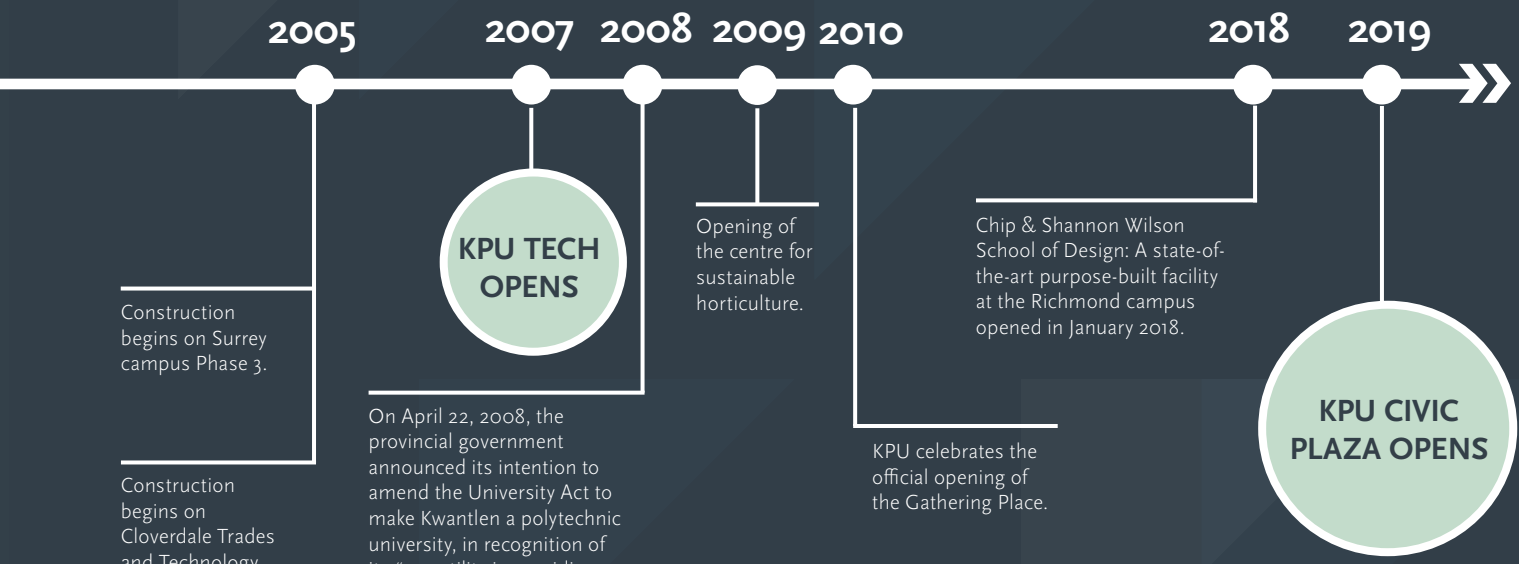
KPU's presence south of the Fraser River has grown incrementally since its original founding, adding a campus each decade.

Figure 3 — KPU Campus Locations

Our History


Time Immemorial
1981
1982
1986
1988
1990
1991
The Kwantlen, Musqueam, Katzie, Semiahmoo, Tsawwassen, Qay'Qayt and Kwikwetlem peoples have stewarded and cared for the lands on which we study, work and live since time immemorial.
KPU was formed after a split from Douglas College. KPU took over all of the campus locations south of the Fraser – including the leased facility in Richmond and a portable trailer campus at 104th Street in Surrey.
There were more than 200 suggestions in a contest to name the new South Fraser region college. The winning entry "Kwantlen" was submitted by Stan McKinnon.
KPU SURREY OPENS
KPU RICHMOND OPENS
Kwantlen College logo is designed by a faculty member of the graphics and visual design program, Stuart Richardson.
Kwantlen announces plans for a new campus in Surrey. A site selected is at 72nd Avenue and 126th Street. Construction expected to be completed in 1990.
Land is purchased to build a permanent Richmond campus. The Province announces approval for permanent campus for Kwantlen College to be built in Surrey.
New Surrey campus opens, replacing the portable trailers.
Langley campus groundbreaking.
New permanent Richmond campus opens, replacing the leased facilities.
1999
Surrey campus Phase 2 opens.


1992
1993
1995
1998
KPU LANGLEY OPENS
Became Kwantlen University College, a degree-granting institution.
Surrey campus expansion groundbreaking.


2005
2007
2008
2009
2010
2018
2019
KPU TECH OPENS
Construction begins on Surrey campus Phase 3.
Construction begins on Cloverdale Trades and Technology campus.
On April 22, 2008, the provincial government announced its intention to amend the University Act to make Kwantlen a polytechnic university, in recognition of its "versatility in providing academic, trades and horticultural training."
Opening of the centre for sustainable horticulture.
KPU celebrates the official opening of the Gathering Place.
Chip & Shannon Wilson School of Design: A state-of-the-art purpose-built facility at the Richmond campus opened in January 2018.
KPU CIVIC PLAZA OPENS

Policy Context

PROVINCIAL POLICY

THE UNIVERSITY ACT

The University Act was enacted by the Legislative Assembly of British Columbia to establish degree-granting universities in British Columbia. The Act regulates how universities operate and are governed and provides broad powers for universities to acquire property and construct buildings to ensure that universities can achieve their mandates.

AGRICULTURAL LAND COMMISSION ACT

Eight hectares (7. 83 ha) of the land on the Langley campus is part of British Columbia's Agricultural Land Reserve (ALR), therefore falling under the purview of the Agricultural Land Commission (ALC) Act. The ALC Act is "the high-level statute that sets out the principles and broad rules for the protection of agricultural land in British Columbia."

REGIONAL POLICY

REGIONAL GROWTH STRATEGY

The Regional Growth Strategy (RGS) was adopted by Metro Vancouver's 23 partner municipalities in 2011 to accomplish the following vision by 2040:

"Metro Vancouver is a region of diverse communities where people in all their infinite variety live, work and play, aspiring to create a region even more livable for future generations than it is for those who live here today. The pattern and form of development is seen as critical in maintaining harmony with nature, fostering community well-being and ensuring economic prosperity. Local and regional land use plans and transportation services and infrastructure are carefully integrated through inclusive and respectful planning processes which characterize Metro Vancouver's collaborative governance system."

The Regional Growth Strategy is currently under review to extend the Vision to 2050.

Implications

KPU has a unique, multi-campus identity. KPU exists as an ecosystem of campuses that stretches across Metro Vancouver. This puts KPU in a distinct position to leverage its significance as a progressive institution to address Metro Vancouver's growth strategies through the Plans for each campus. Specifically:

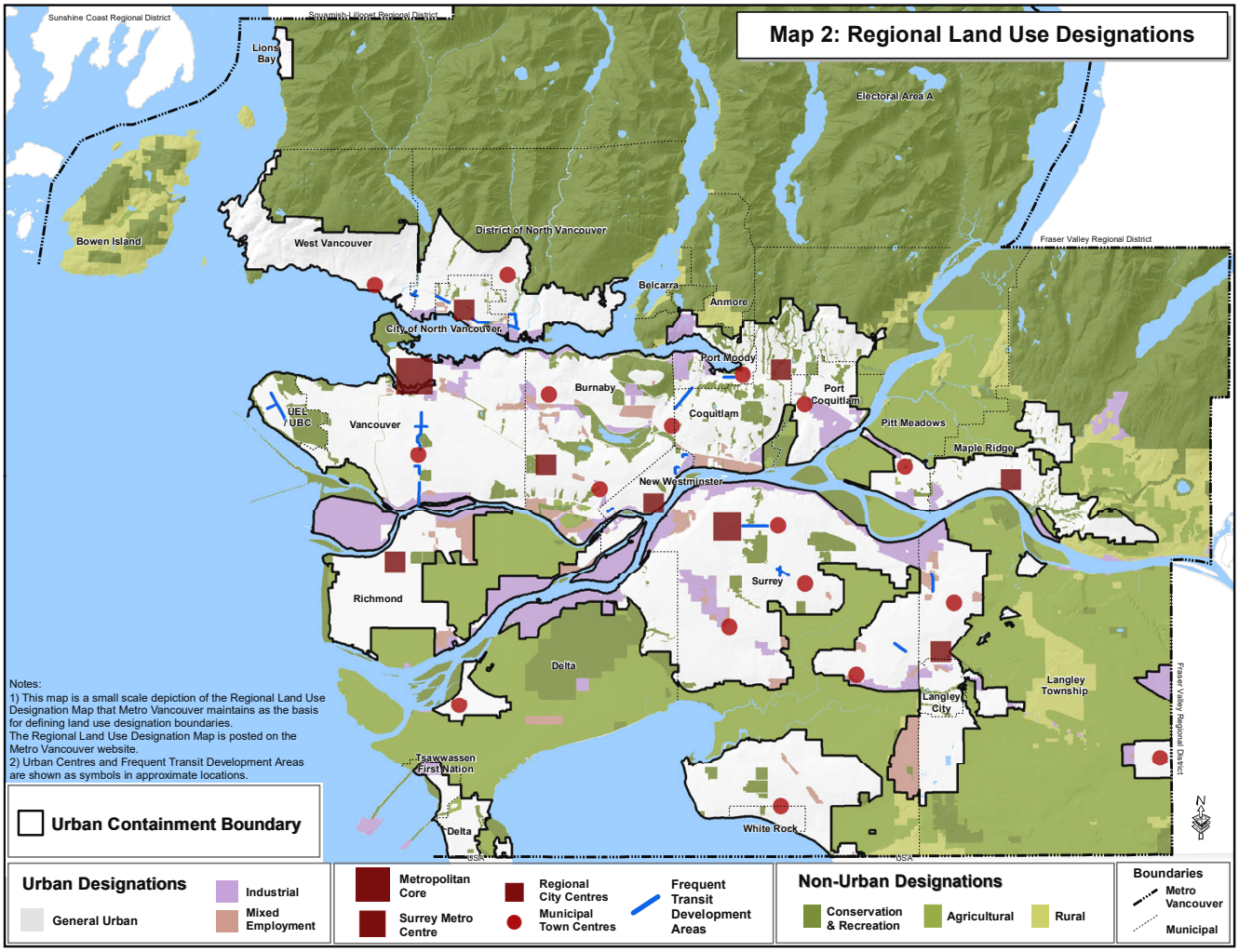


Figure 4 — Meto Vancouver Regional Growth Strategy Land Use Designations source: Metro2040 Regional Growth Strategy

Strategy 2.1 Promote land development patterns that support a diverse regional economy and employment close to where people live

Strategy 2.2 Protect the supply of industrial land

Strategy 3.2 Protect and enhance natural features and their connectivity

Strategy 3.3 Encourage land use and transportation infrastructure that reduce energy consumption and greenhouse gas emissions, and improve air quality

Strategy 3.4 Encourage land use and transportation infrastructure that improve the ability to withstand climate change impacts and natural hazard risks

Strategy 4.2 Develop healthy and complete communities with access to a range of services and amenities

Strategy 5.1 Coordinate land use and transportation to encourage transit, multiple-occupancy vehicles, cycling and walking

Strategy 5.2 Coordinate land use and transportation to support the safe and efficient movement of vehicles for passengers, goods and services

As the RGS is updated, KPU should pursue synergistic opportunities to align campus planning with planning efforts in the region.

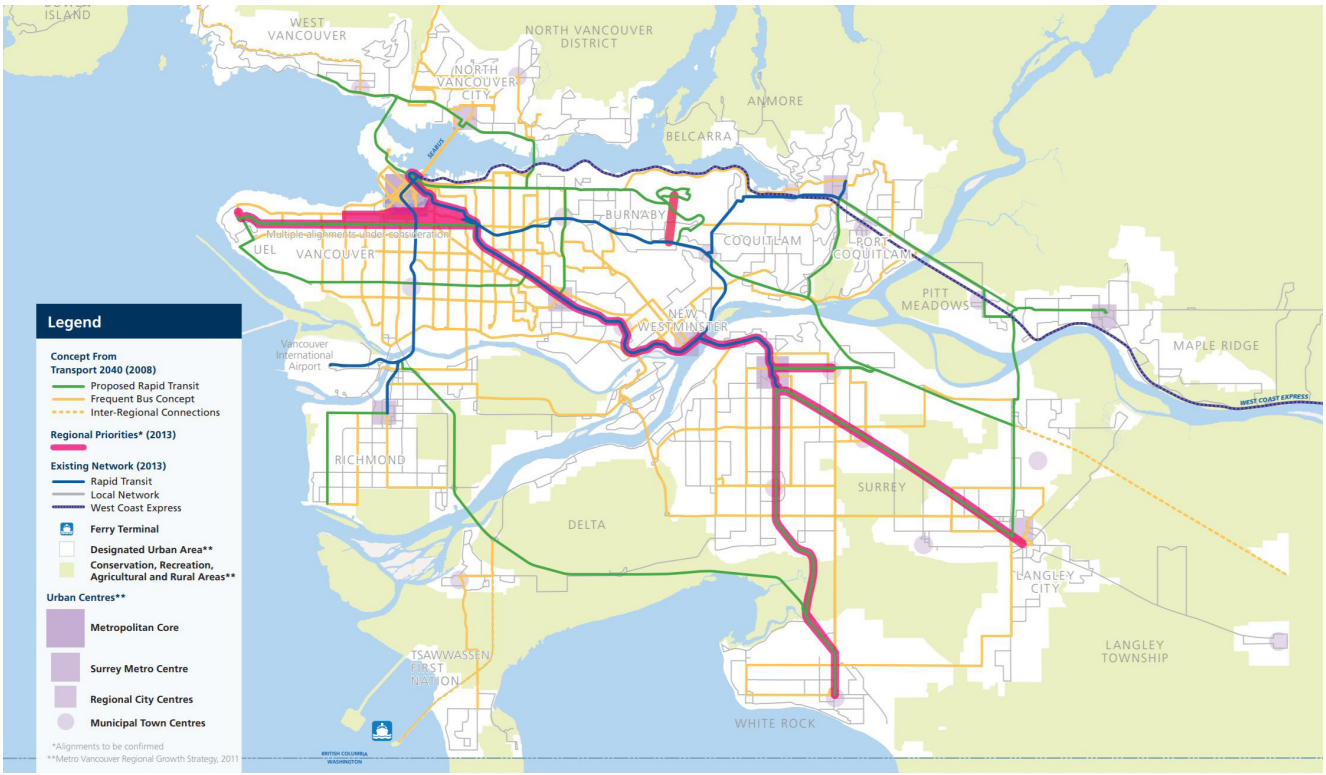


Figure 5 — Regional transit network, 30-year concept from Transport 2050 (2008) with regional priorities (2013) source: RTS Strategic Framework 2013

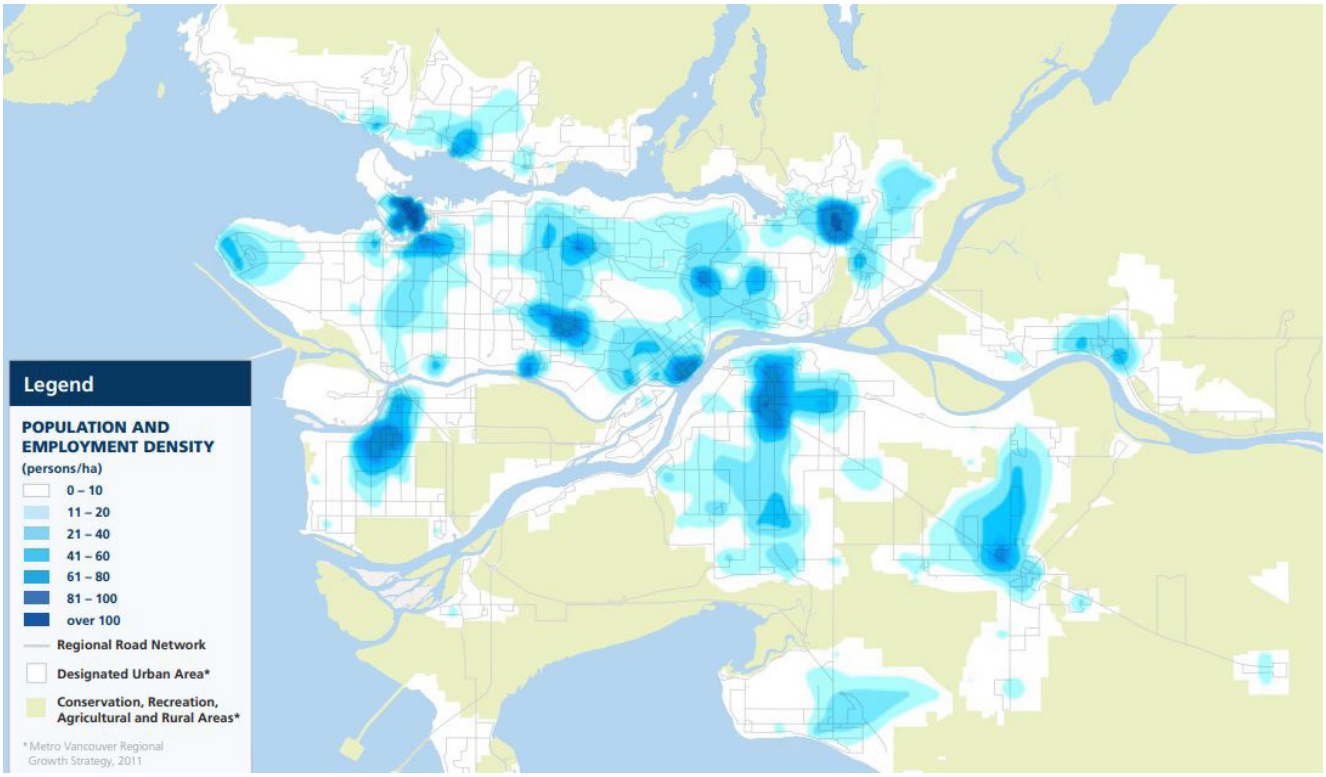


Figure 6 — 2011-2041 population and employment density changes. source: RTS Strategic Framework 2013

RTS 2045 STRATEGIC FRAMEWORK

The Regional Transportation Strategy (RTS) 2045 is an update to TransLink's Transport 2040 plan. It seeks to support the 2011 Regional Growth Strategy prepared by Metro Vancouver. By 2045, the region is expected to welcome one million additional residents and three million more passenger trips every day. RTS 2045 outlines progress towards a transportation system that is consistently efficient and affordable to taxpayers even as the population grows. The RTS contextualizes pricing models, outlines investment priorities and shares proposed extensions of TransLink's services.

The strategic framework contains a transportation vision, goals and targets for the future of transportation in Metro Vancouver.

Vision

As a region, we maintain our global position as one of the best places in the world to live because we meet our transportation needs in a way that simultaneously enhances the health of our people and communities, economy, and environment.

Goals:

Choice

- Provide sustainable transportation choices
- Support a compact urban area

People

- Foster safe, healthy, and complete communities

Economy

- Enable a sustainable economy

Environment

- Protect the environment

Targets:

- Make it possible for half of all trips to be made by walking, cycling, and transit
- Make it possible to reduce the distances people drive by one-third

TRANSPORT 2050

TransLink is leading the development of a new shared regional transportation strategy called, "Transport 2050" while Metro Vancouver updates the Regional Growth Strategy. Developed together, these two strategies will shape the region over the next 30 years.

At the time of writing this document, Transport 2050 has completed Phase 1 of a three-phase process to develop a new, shared regional strategy for the Metro Vancouver region.

- Phase 1: Share ideas, develop vision
- Phase 2: Consider ideas and trade-offs
- Phase 3: Create Transport 2050

Transport 2050 will evaluate known future opportunities and challenges like climate change, new technologies, and a shifting global economy alongside public participation at each phase of the planning process to develop the strategy.

MUNICIPAL POLICY

Municipalities have two policy levers to directly influence the evolution of university campuses: their zoning bylaw and Official Community Plan (OCP). A zoning bylaw is a method for municipal governments to prescribe the physical development of land and the permitted uses within each individual property.

The Provincial government describes OCPs as follows "Official Community Plans describe the long-term vision of communities. They are a statement of objectives and policies that guide decisions on municipal and regional district planning and land use management. These decisions impact communities' sustainability and resilience."

Long term in nature, OCPs also dictate public policy as it relates to transportation, utilities, land use, recreation, and housing. Municipalities will often create additional plans and strategies to further support these sub-areas. Additional detail about the municipal policy context of each campus is included in Appendix A: Background Report.

Community Context

THE KPU REGION

The region served by KPU consists of the cities of Richmond, Delta, Surrey, White Rock, and the City and Township of Langley. The KPU region is within the traditional and unceded territories of the Kwantlen, Semiahmoo, Tsawwassen, Kwikwetlem, Qay'qayt and Musqueam First Nations. This entire area covers the school districts of Richmond, Delta, Surrey, and Langley.

In 2018, just over one fifth of the entire BC population lived in the KPU region. In addition to comprising a significant portion of the BC population, the KPU region is younger than BC as a whole. In 2018, one quarter of BC's high school-aged population (13-18) lived in the KPU region.

Within the KPU region, the school districts of Langley, Surrey, and Delta all had 19% or more of their total populations under the age of 18. For Richmond, this percentage was 16%, lower than the percentage for all of BC (17%). The average for the entire KPU region was 19%. This figure is important to consider, as it can indicate the number of potential KPU students in the region.

The content included in the Community Context section is a summary of the strategic context included in KPU's Accountability Plan and Report (2018/2019).

POPULATION GROWTH IN THE KPU REGION

Between 2013 and 2018, the population in the KPU region grew by 11%, compared to 8% in all of BC. The KPU region accounted for 29% of the province's overall population growth in this period. Growth varied across the KPU region, ranging from 13% in the Surrey school district to only 6% in the Delta school district.

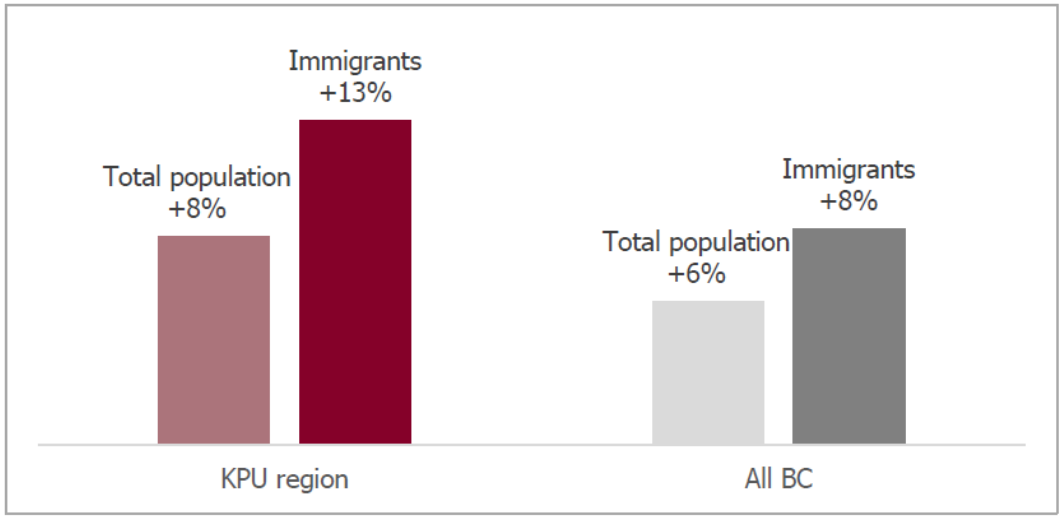
The international newcomer population in the KPU region has also grown. Based on the two most recent censuses, from 2011 to 2016, the number of immigrants in the KPU region grew by 13%, while the immigrant population in BC as a whole grew by only 8%.

DIVERSITY IN THE KPU REGION

In 2016, 41% of residents in the KPU region were immigrants, compared to 28% in all of BC. Almost one third (31%) of BC's immigrants lived in the KPU region in 2016. Also, in 2016, over half of the people living in the KPU region were a visible minority, compared to a smaller percentage for all of BC.

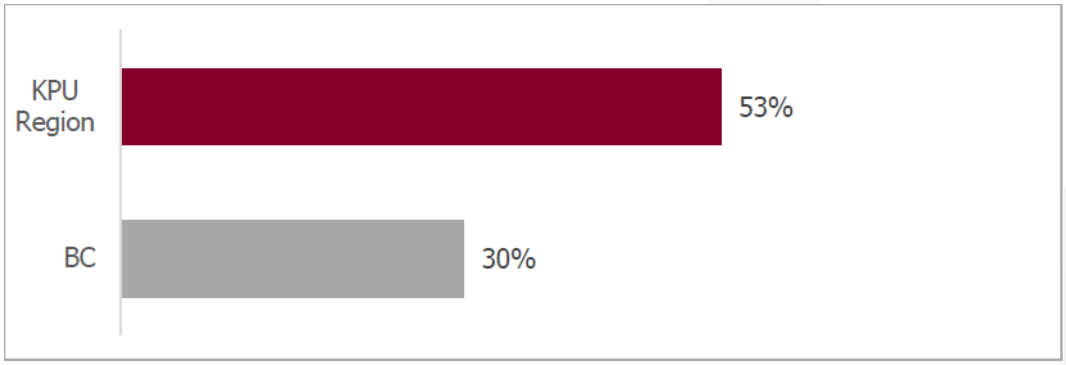
Another measure of ethnic diversity is the percentage of the population having a non-official mother tongue (i.e., a language other than English or French). Across all age groups, Richmond had the greatest proportion of its population with a non-official mother tongue. Langley was the only KPU school district that, compared to all of BC, had a consistently smaller proportion of its population reporting a non-official mother tongue.

Figure 7 — Population growth in the KPU Region



Source: Statistics Canada 2011 and 2016 Censuses

Figure 8 — Percent of the population that is a visible minority



Source: Statistics Canada 2016 Census

Engagement

A COLLABORATIVE PROCESS

The Plan came together through transparent and collaborative engagement with KPU community. As current users of the campuses, we know that KPU students, faculty members and staff offer a wealth of experience to draw from to inform strategic decision-making and design options for the future of KPU's campuses.

The planning process sought to hear from as many voices as possible so that the Plan could reflect the diverse aspirations, values, ideas and concerns of the KPU community. In turn, the process created an opportunity for the KPU community to rally behind a shared long-term vision of the future. The KPU2050 process sparked a culture of planning at KPU that will be carried forth through the Plan's implementation.

Engagement activities began in September 2019 and continued through the spring, summer and fall semesters of 2020. In light of the COVID-19 pandemic, the engagement approach was adapted to virtual methods to continue the momentum and contributions of the KPU community to the planning process. The following is a summary of the engagement activities undertaken as part of KPU2050.

ENGAGEMENT ACTIVITIES

INDIGENOUS PARTNERSHIP

The KPU2050 campus planning process presents an exciting and momentous opportunity to not only look ahead, but also to the history of the land. Working with Kwantlen First Nation elders, and in reflection that our campuses are located within the unceded traditional and ancestral territory of the Coast Salish peoples, we recognize the importance of listening to Indigenous voices to help guide the progress of KPU.

Throughout the planning process, ongoing meetings with KPU's Indigenous Advisory Committee (IAC) and KPU's Indigenous Student Council, along with our surrounding Indigenous communities, have been held to share stories, ideas, wisdom, and aspirations about reconciliation, teaching and learning, and the future of KPU.

IDEAS FAIRS

Drop-in Ideas Fair events were held at the Langley, Richmond, Surrey and KPU Tech campuses. They were designed to obtain broad input and share information through a variety of interactive stations. Participants were given an overview of the scope of a Campus Plan, what to expect during the KPU2050 campus planning process, background on the history of KPU and the context of each the physical campuses. Informed with background knowledge, participants were then asked to participate in a number of engaging activities to share what they value about KPU today, what they would like to see on campus in the future and their big ideas for 2050.

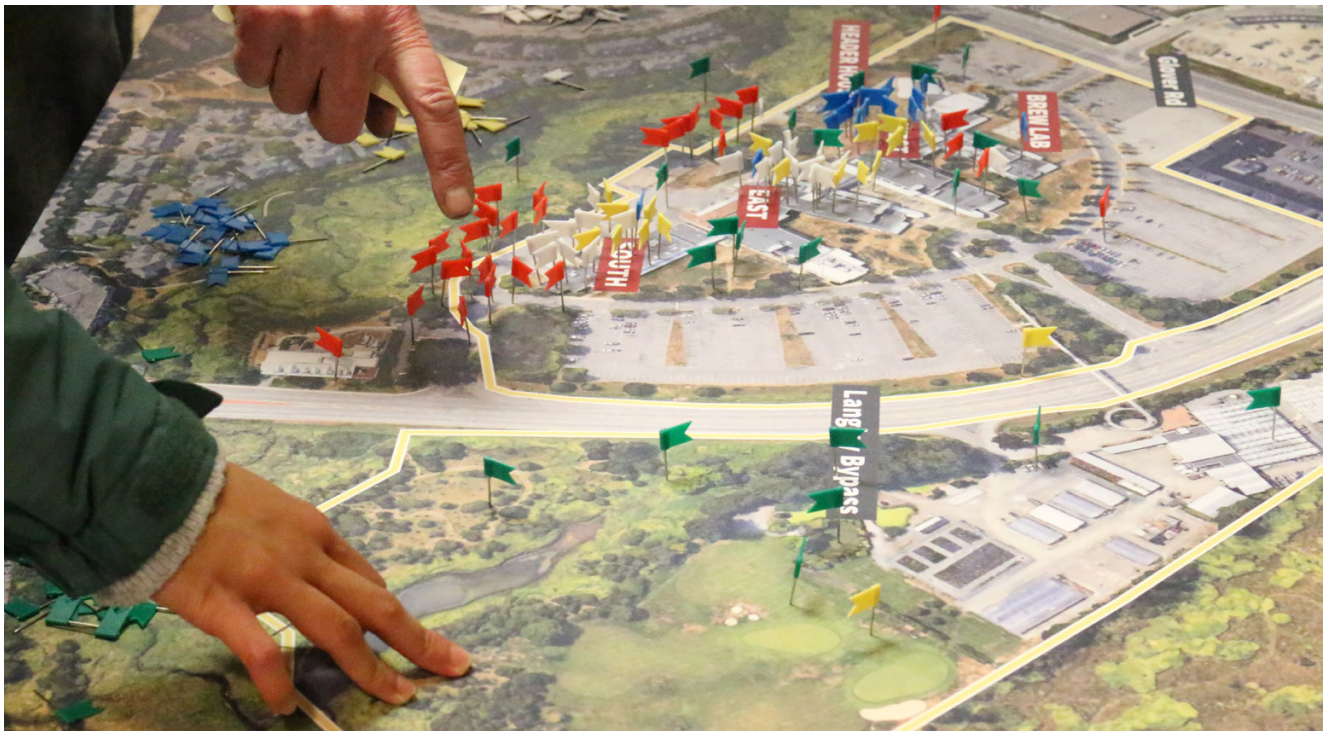


Figure 9 — Mapping activity at the Langley campus Ideas Fair

POP-UP DISPLAYS

Pop-up displays, staffed with members of the project and consultant teams, were positioned throughout the planning process at high-traffic areas on campus to meet people where they already were instead of relying on attendance at a scheduled event. Pop-up displays were used throughout the planning process to keep the campus community updated and provide broad input on the design process.

ONLINE SURVEYS

Online surveys were launched at the beginning and conclusion of the KPU2050 process to engage as broadly as possible on the KPU community's aspirations for the Campus Plan, and then on their priorities for implementation.

STAKEHOLDER WORKSHOPS

Workshops provided an opportunity for internal stakeholders to dive deeper into the campus planning process. Participants split into groups that represented a mixture of faculty and staff, to gain insight into various priorities and perspectives.

The workshops combined messages heard throughout the completed engagement activities to develop the founding vision and principles, design directions for each campus concept, and the overall priorities for the implementation of the Plan.

STAKEHOLDER MEETINGS

The engagement process included touch points with the Kwantlen Faculty Association, Kwantlen Student Association, Deans, Associate Deans, the President's Diversity and Equity Committee, G6, Faculty Councils, the City of Surrey, the City of Langely, the City of Richmond, TransLink and the Fraser Health Authority.

WEBSITE

Throughout the planning process, outcomes and project updates were provided on the project webpage: www.kpu.ca/kpu2050.

WHAT WE HEARD

Throughout the course of the KPU2050 engagement process, we heard a breadth of comments that echo an aspiration for sustainability, inclusivity, wellbeing, vibrancy, flexibility, and connectivity on KPU's campuses. These form the four priorities that underscore the realization of the Campus Plan.

LIVING CAMPUS

We heard a call for campuses that foster amenities, services and destinations that bring vibrancy to campus life and create new revenue streams for the university. Students, faculty and staff all want a reason to stay on campus after their school or work day comes to a close. For students, this extends further to include the interest in on-campus student housing and the creation of a consolidated student hub building.

CONNECTED

For some, this meant the ability to be connected to the events and programs offered in their neighbouring community or on other campuses. For others, this meant the ability to travel between the campuses conveniently. Noting the COVID-19 pandemic, this goal takes on the potential to see the KPU community be better connected digitally, through online learning and working platforms.

GREEN

Students, faculty and staff are eager for KPU to continue its efforts to be a leader in sustainability, starting from the physical campus in acknowledgment of KPU's commitment to be carbon neutral by 2050 and extending out to the many facets of the university. They also want to see green spaces on campus that can allow for biophilia, recreation or outdoor study.

RESILIENT

The KPU community wants the campuses to be resilient through an uncertain future. This was expressed through the theme of adaptable spaces and sustainable resource stewardship.

Figure 10 — Priorities from the KPU2050 engagement process

ALL-CAMPUS DIRECTIONS

CP.1.
Campus Plan Vision

KPU's campuses are transformational learning environments that are landmarks within their communities. They are a connected ecosystem, responsive to their local contexts while being cohesively KPU.

They are welcoming, inclusive centres of knowledge exchange and hubs of thriving social and recreational activities. KPU's campuses are known as vibrant destinations at all times of day.

The campuses are resilient. They are adaptable to technological, social, environmental and economic change to meet the evolving needs of the University.

The Campus Plan Vision is a tool to inspire and guide decision-making as KPU implements the Campus Plan over the next 30 years. It is reflective of the diverse contributions received from students, faculty, staff, stakeholders and partners throughout the duration of the campus planning process.

KPU'S CAMPUSES ARE TRANSFORMATIONAL LEARNING ENVIRONMENTS THAT ARE LANDMARKS WITHIN THEIR COMMUNITIES. THEY ARE A CONNECTED ECOSYSTEM, RESPONSIVE TO THEIR LOCAL CONTEXTS WHILE BEING COHESIVELY KPU.

THEY ARE WELCOMING, INCLUSIVE CENTRES OF KNOWLEDGE EXCHANGE AND HUBS OF THRIVING SOCIAL AND RECREATIONAL ACTIVITIES. KPU'S CAMPUSES ARE KNOWN AS VIBRANT DESTINATIONS AT ALL TIMES OF DAY.

THE CAMPUSES ARE RESILIENT. THEY ARE ADAPTABLE TO TECHNOLOGICAL, SOCIAL, ENVIRONMENTAL AND ECONOMIC CHANGE TO MEET THE EVOLVING NEEDS OF THE UNIVERSITY.

CP.2.
Design Principles

The Campus Plan Design Principles describe the fundamental lenses through which the Campus Plan vision must be realized. As the Campus Plan is implemented one must ask, “does this initiative support the principles embedded in the Plan?”

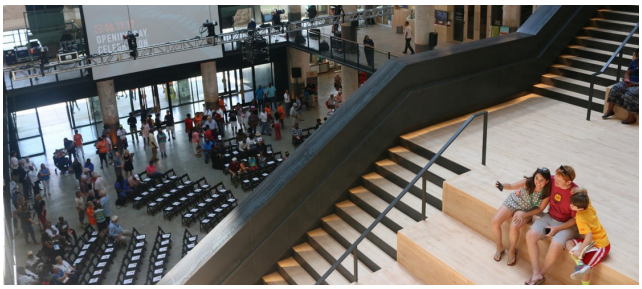
In doing so, the design principles, along with the other principles set out in this Plan, act as a foundation for design work and recommendations.

1 DISTINCTLY KPU

CELEBRATING KPU’S POLYTECHNIC IDENTITY AND PROGRAM OFFERINGS

2 INNOVATIVE PEDAGOGY

PRIORITIZING THE LEARNING EXPERIENCE WITH ADAPTABLE AND SCALEABLE SPACES THAT ARE RESPONSIVE TO EVOLVING TEACHING AND LEARNING NEEDS



3 PEDESTRIAN ORIENTED

ELEVATING THE PEDESTRIAN EXPERIENCE TO MAKE WALKING A DELIGHTFUL, SAFE, AND PREFERRED OPTION YEAR-ROUND

4 CONNECTED

CONNECTING THE CAMPUSES DIGITALLY AND SUPPORTING IMPROVED TRANSIT OPERATIONS

5 SELF-SUSTAINING

SUPPORTING RESPONSIBLE STEWARDSHIP OF KPU'S FINANCIAL ASSETS AND BUILDING OPERATIONS

6 ROOTED IN PLACE

VIEWING THE CAMPUSES AS A GATHERING PLACE THAT CELEBRATES THE INDIGENOUS HISTORY OF THE LAND AND REFLECTS THE LEGACY OF THE INSTITUTION

7 COMMUNITY SERVING

A WELCOMING DESTINATION FOR KPU'S NEIGHBOURS, PARTNERS AND EXTERNAL COMMUNITY MEMBERS

8 RESPECTFUL OF THE ENVIRONMENT

SUPPORTING KPU’S COMMITMENT TO ACHIEVE CARBON NEUTRALITY BY 2050 WHILE ENHANCING THE NATURAL ENVIRONMENT AND MEETING KPU’S OPERATIONAL NEEDS

9 ACCESSIBLE TO ALL

UNIVERSALLY WELCOMING, INCLUSIVE AND ACCESSIBLE

CP.3.
Indigenous Principles

KPU's campuses are on the unceded territory of the Coast Salish Peoples. The following Indigenous Principles were developed through ongoing dialogue with the Indigenous Advisory Committee (IAC) and are complemented with recommendations included throughout the Plan. The principles, themes and actions developed with the IAC will impact KPU beyond the implementation of the Plan and should be considered during curriculum planning, student recruitment, developing protocol and policies, and in internal and external communications.

1 CAMPUS DESIGN TO REFLECT THE LAND AND PEOPLES

Honour the unceded territory on which the campuses are situated so that each new building and open space feels like an extension of the Gathering Place.

Be welcoming hosts to students of all backgrounds, reflecting a multicultural identity that is present in the KPU community.

2 YOUNG VOICES MATTER

Through ongoing engagement with Indigenous students, support the spaces, programs or resources that Indigenous youth need to succeed at KPU.

3 OPEN TO COMMUNITY

Act as an extension of the broader community and welcome the expression of broad and diverse voices.

4 WEAVING WORLDVIEWS

Be a forum for cross-cultural dialogue. Through the design and programming of new buildings, open spaces, movement networks and signage, worldviews can be woven together.

5 HOLISTIC LEARNING + WELLBEING

Support the emotional, spiritual, physical and mental health of each member of the campus community.

6 SUPPORT UNIVERSITY ELDER PROGRAM

Provide space for the University Elder(s) to share knowledge, wisdom and counsel with students.

7 ENCOURAGE SAFE & RESPECTFUL DIALOGUE

Be a platform for critical discourse through the provision of spaces that encourage open minds and open hearts.

8 EVOLVE CULTURAL AWARENESS

Reflect Coast Salish culture and values, from history to present-day while discovering everyone's unique spirit.

9 RECOGNIZE INDIGENOUS ACHIEVEMENT AND CONTRIBUTION

Recognize current Indigenous achievements through the design of the campus' buildings, open spaces, streetscapes, public art, site furniture and event programming.

CP.4.
Sustainability Principles

The Sustainability Principles describe the sustainability priorities shared through engagement with KPU's students, employees and the Environmental Sustainability Committee. They are the foundation of the Sustainability Plan and offer lenses through which the Built Form, Open Space and Movement Framework recommendations have been developed.

In many ways, the Sustainability Principles are the next step in building upon KPU's demonstrated sustainability to-date.

1 A DEEP COMMITMENT TO CARBON NEUTRALITY

All campus buildings and facilities operate using net zero greenhouse gas emissions. New buildings are high performance, prioritizing passive first design approaches and on-site renewable energy generation.

2 CONNECTING STUDENTS AND STAFF WITH SUSTAINABLE TRANSPORTATION CHOICES

Walking and rolling are the most convenient, safe, and enjoyable choices to move around on campus.

Alternative modes of transportation including walking, cycling, carpooling, the intercampus shuttle, teleworking, telelearning, and public transit are prioritized for commuting to and between campuses.

Electric vehicle infrastructure and campus fleet electrification support a transition to zero emissions.

3 WATER IS RESPECTED AND CELEBRATED

Building water use is reduced through high efficiency fixtures and supplemented by capture and re-use of rainwater and greywater.

Landscape water use is reduced by specifying only drought tolerant/climate appropriate species with priority given to plant species native to the ecoregion. Specified plants should require no irrigation, and/or irrigation supply should be limited to captured rainwater and greywater.

4 ECOSYSTEM-BASED APPROACHES INTEGRATE LIVING SYSTEMS

Future interventions on all campuses protect, preserve, and enhance vegetated areas, and explore opportunities to enhance biodiversity and biophilia through open space and building design.

Rainwater is managed through green infrastructure systems and low-impact development practices such as bioswales, rain gardens, and constructed wetlands, reflecting the unique ecological context of each campus.

5 OPERATE WITHIN FINITE PLANETARY RESOURCES

Campus waste is managed holistically, reducing source generation and prioritizing creative zero-waste solutions for reuse, donation, re-selling, recycling, or composting.

On-campus food production is expanded, and local, nutritious, culturally appropriate food is readily available for the KPU community.

CP.5.
All-Campus Design Frameworks

USING THE FRAMEWORKS

The Frameworks support the Vision and Principles, and provide guidance for the Implementation Strategy to form an integrated Campus Plan. The Frameworks detail the Built Form, Open Space, Movement, Sustainability and Indigenous recommendations. The recommendations will provide guidance for future development as the Campus Plan is implemented.

The Frameworks and recommendations in this section apply to the Richmond, Langley, Surrey and KPU Tech campuses. Recommendations that are specific to the unique conditions of each campus are included in each respective plan. The all-campus frameworks and campus-specific Frameworks work together to provide recommendations for future development at KPU.

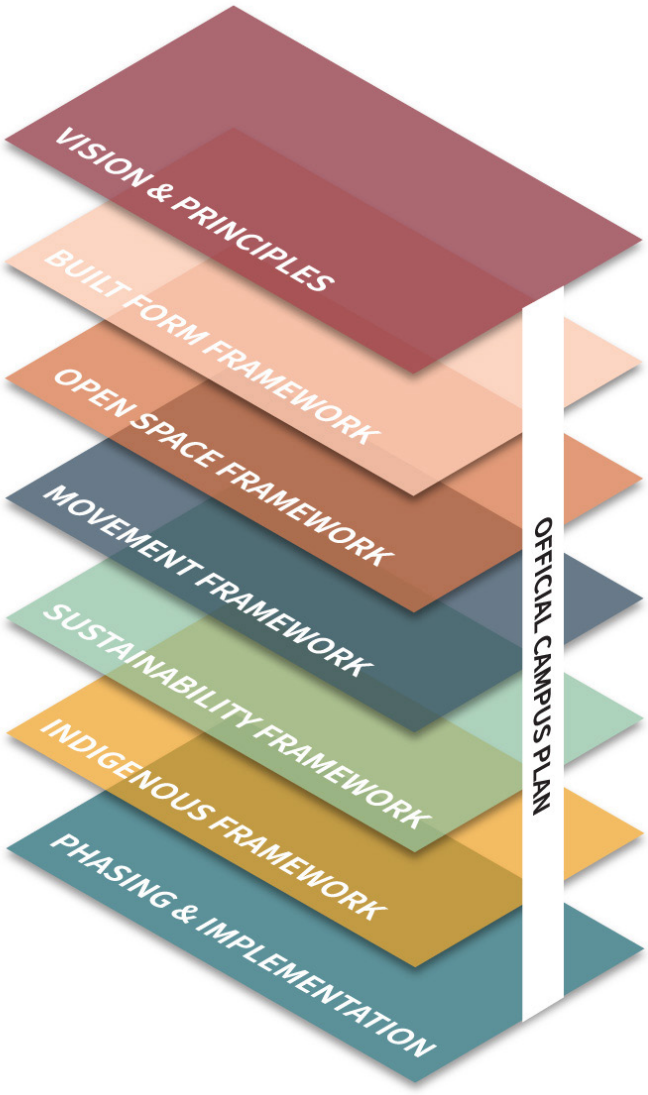


Figure 11 — Integrated Campus Plan

CP.6.
Built Form Framework

The Built Form Framework provides guidance for the full build-out of the campuses over a 30-year horizon. The Framework identifies potential building sites and general massing orientations, along with building expansion areas with the goal of facilitating a harmonious relationship between open spaces, circulation routes and new buildings.

The Built Form Frameworks are geared toward bringing vibrancy to the campuses through the introduction of new and dynamic uses that aim to meet the needs of KPU's on-campus community as well as those of the surrounding community. The built form will enliven the public realm by framing new and existing open spaces with active uses (social spaces, food outlets, gallery spaces, convenience shops, visitor/student centres etc.) provided within new buildings. To accommodate new development opportunities, parking is consolidated into structured or below-grade parking as part of new development on each campus.

The following provides direction on the desired location, orientation, quality, general height and massing of new buildings. The recommended footprint of a building site is based on several criteria including: address to main streets, relationship to open space, circulation, protection of sensitive landscapes, the potential for the creation of precincts and alignment with existing buildings.

KPU should seek collaboration and engagement with the Indigenous Advisory Committee on building design and development of the campus, providing input in areas such as architectural form, orientation and siting, and landmark and gateway features.

The KPU Official Campus Plan Architectural Design Guidelines complements the Built Form Framework and provides greater level of direction for the design of campus buildings. It should be read in conjunction with the Plan Frameworks.

Figure 12 — Create campus neighbourhoods that have unique character, amenities and destinations

CP.6.1. EXISTING AND PROPOSED BUILDINGS, BUILDING ORIENTATION AND PLACEMENT

▶ Recommendations

- Locate buildings to front onto and animate street edges, primary pedestrian movement corridors and open spaces
- Position and design landmark buildings to accommodate animated, amenity, and destination oriented uses. This may include student housing, daycares, recreation facilities, conference centres, a student hub, as well as buildings and structures that celebrate the Indigenous legacy of the land
- Collaborate with local Indigenous Peoples to apply Indigenous design principles
- Seek collaboration with the Indigenous Advisory Committee to site and orient buildings
- Orient buildings to create a comfortable and safe public realm by protecting from inclement weather, maximizing sunlight, increasing visibility, and enhancing sightlines and wayfinding
- Orient buildings to frame and support adjacent open spaces, and to define key gateway entrances
- Setback buildings to allow for forecourt landscape spaces, additional streetscaping, and to create generous walking zones
- Provide direct access from main doors on to sidewalks and pedestrian pathways
- Align main entrances of buildings to minimize travel distances from building to building in inclement weather
- Site and orient all buildings to maximize opportunities for the creation of open spaces
- Organize the built form to create campus neighbourhoods that have unique character, amenities and destinations

Figure 13 — Significant architecture frames a view across the campus

Figure 14 — Ground-level transparency into indoor public spaces

CP.6.2. FRONTAGES, ENTRANCES, AND TRANSPARENCY

Building frontages play a critical role in defining the campus identity and experience. Frontages support way finding, safety, and overall campus animation by providing clear building addresses, entrances, and eyes on the public realm. The frontages of buildings both at-grade and at upper levels should provide a window into the pedagogical function and community life of the campus. As such, the Plan positions buildings to provide frontages to all streets, pathways and open spaces.

Buildings should be designed to contribute to the pulse and animation of the campus, and support the variety of existing and new open spaces in the Plans. Building transparency promotes a synergistic relationship between indoor and outdoor spaces. It is an important mechanism for achieving campus vibrancy, animation, and the feeling of safety in the public realm. The Plan encourages the placement of active uses on the ground floor and near entrances to animate the surrounding public realm.

▶ Recommendations

- Design a high degree of transparency at the ground level of buildings, allowing views within and through buildings and on to the public realm
- Animate the ground level of buildings with uses such as gathering and social spaces, gallery spaces, libraries, food services, study spaces and maker spaces, or a KSA Student Hub building
- Locate indoor public spaces to have a direct relationship to outdoor spaces, both visually and physically, to encourage ease of access and flow between spaces, and eyes on the spaces both internally and externally
- Complement service sides of buildings with windows, door access, and landscaping to avoid a “back-door” condition
- Avoid large blank walls or uninterrupted building masses
- Consolidate shipping and receiving service entrances and connect to a shared service corridor where possible
- Balance the need for transparency with achieving building sustainability objectives, including bird friendly design. Consider the use of solar shades, increasing the visibility of window glass or other design innovations to maximize sustainability objectives while achieving building transparency

Figure 15 — Building masses punctuated through articulation and ample internal public spaces

CP.6.3. HEIGHT, SCALE, AND MASSING

The Plan supports a height of four-storeys for academic uses. This height maintains maximum efficiency for accessibility and academic circulation. The Plan identifies opportunities for building height to increase beyond four-storeys when lab and research space and non-academic uses such as student housing, administrative and office space, and other partnership or synergistic uses are included in a building's programming.

Additional building height can be positioned strategically on the campuses to define gateway entrances and function as landmarks to support campus identity, visibility and wayfinding. As additional building height opportunities arise they must be vetted through a formal Plan review process as identified in the Implementation Strategy.

Building development should respect the scale of adjacent buildings, the prominence of key existing buildings, the proximity to open spaces, and the desired vision for the campus.

Two of the most measurable impacts that a building mass can have on its surroundings are in the areas of light penetration and shade. Façade elements should have a proportion and scale that is welcoming to its users.

▶ Recommendations

- Minimize the shadow impact on the public realm and neighbouring properties when determining the appropriate height of buildings
- Large building masses should provide generous pedestrian corridors, multiple connections and views to the outdoors, maximize light penetration, and provide ample internal public spaces to support pedestrian circulation and contribute to a human-scale environment
- Buildings should be articulated to identify main entrances and gateways into the campus and to define the edges of outdoor open spaces
- In order to achieve a more compact campus form and intensify outdoor spaces, greater height for select buildings may be considered
- Review opportunities for alternative building heights alongside the vision and the frameworks presented in the Plan

Figure 16 — Use of building articulation to identify main entrances

Figure 17 — Prominent landmark frontages terminate views

CP.6.4. BUILDING VIEWS AND LANDMARKS

Building views and landmarks can define the campus' identity and signal a sense of arrival. Views and landmarks work together to create links between campus spaces for intuitive navigation. Landmarks may include significant architecture, landscape design, public art, significant trees and outdoor spaces. Prominent landmark buildings and gateway art features should be placed at the campus entrances and at the end of view termini to mark the arrival on campus and identify key wayfinding junctions. Views in, out, and through the campuses help people interpret and navigate the campus, creating a feeling of safety, accessibility and welcome.

Recommendations

- Maximize view opportunities onto the public realm at the ground level of buildings by providing a high level of building transparency
- Frame existing or define new views throughout the campuses through the massing and orientation of buildings and the design of landscape features
- Building landmarks, distinct architectural features and unique open space elements should be used to terminate views into the campuses and draw people in
- Position landmark features at each primary campus gateway to denote a clear sense of arrival

Figure 18 — Maximize view opportunities into the public realm

Figure 19 — Functional Landscape - Logan Creek at KPU Langley

CP.7. Open Space Framework

The Open Space Framework provides recommendations for unique open spaces that comprise the public realm. In a campus context, the public realm is defined as all open spaces surrounding the built form including the streets, the natural environment, plazas and gardens, and field spaces. It also includes internal public open spaces of a building.

Open space initiatives should be reviewed in collaboration with the Indigenous Advisory Committee and other Indigenous representatives identified by KPU and the Indigenous community, towards the application of Indigenous design principles. KPU should seek collaboration with the Indigenous Advisory Committee and local Indigenous Peoples to design large spaces conducive for gathering, such as plazas and recreational fields, so that they can function for ceremony and events where/when applicable.

Each open space type provides a specific function that contributes to the overall open space framework. The recommendations included in the framework aim to achieve a seamless relationship between buildings and open spaces which work together to create a high quality, attractive, universally accessible and functioning environment for the university.

The KPU Official Campus Plan Public Realm Design Guidelines complements the Open Space Framework and provides greater level of direction for the design of campus buildings.

CP.7.1. FUNCTIONAL ECOSYSTEMS

Each open space typology can contribute to a functional ecosystem. The Framework supports a functioning ecosystem through stewardship, building design that supports and enhances the open spaces, and the integration of Indigenous and sustainability principles. These recommendations serve to encourage all open spaces on KPU's campuses to contribute to the local ecosystem.

- Steward and enhance functioning ecosystems on campus
- At the time of redevelopment, determine the siting, orientation and scale of buildings to maximize opportunities for the creation of open spaces and the contribution to functioning ecosystems
- In the pursuit of learning landscapes, create opportunities for Indigenous interpretation and storytelling of the land and its ecosystems

CP.7.2. RECREATIONAL FIELDS

Recreational Fields are a flexible open space for varying degrees of informal active recreation from throwing a flying disc to kicking a soccer ball. They can also be used for passive recreation, large outdoor gatherings and events.

- Plant trees at the field edges to provide shade, windbreaks, and to support biodiversity
- Review and enhance irrigation strategies for field grass in order to reduce water consumption
- Provide seating for viewing field events and activity, and for rest and repose

Figure 20 — Courtyard seating that provides shelter from wind and sun

CP.7.3. PLAZAS

Plazas are primarily hardscaped outdoor areas that are urban in character. Plazas can host large-scale functions like convocation ceremonies, orientation events and club days. Plazas provide the opportunity to bring the campus community and wider community together for gatherings, celebrations, academic, local and regional events, art displays, winter activities, and even children's play.

▶ Recommendations

- Animate plazas with active building uses at the ground level
- Furnish plazas with movable seating, lighting and bike racks
- Include trees and landscaping to contribute to greening the campus
- Design the plazas to be flexible and accommodate a variety of events and programs including passive activities like studying and eating, and active events such as: food truck days, outdoor exercise and ceremony
- Provide access to water, power and WiFi to support events
- Explore opportunities to locate temporary and permanent public art installations or displays of university activities within plazas
- Provide weather-protected seating for year-round comfort

CP.7.4. COURTYARDS

Courtyards are open spaces that are generally framed by buildings on all sides and function as outdoor rooms of either open lawns framed by trees and shrubs, or intimate spaces with garden landscaping. They provide continuous opportunities to visually connect to the outdoors, especially in the colder seasons.

▶ Recommendations

- Provide multiple connections to courtyards from buildings and adjacent open spaces
- Provide views into courtyards from adjacent buildings and open spaces
- Provide lighting and weather-protected seating to encourage usage throughout the day and the seasons
- Provide areas for quiet study and repose

CP.7.5. EDGE LANDSCAPES

The edge landscape refers to the landscape condition at the edge of the campus. The goal of the edge landscape is to create a welcoming face to the campus while improving upon pre-existing pedestrian pathways that connect beyond the campus.

▶ Recommendations

- Provide opportunities for enhanced streetscaping within the Edge Landscapes including additional street trees, landscaping and seating, widened sidewalks, and plaza areas
- Work with the relevant municipality to provide pedestrian-scale lighting within the landscape
- Design the landscape with special landscape and paving treatments, pedestrian-scaled lighting, bike racks, and seating
- Incorporate sustainable treatments such as rain gardens, bioswales and other Low Impact Development (LID) for stormwater management

Figure 21 — Street trees and pedestrian-scale lighting in the streetscape

CP.7.6. CAMPUS STREETSCAPES

Streetscapes facilitate the movement of vehicles through the campus but they are also significant components of the public realm. Like pedestrian linkages, they connect buildings and open spaces and serve and support the structure and connectivity of the open space network.

▶ Recommendations

- Design streets to function as universally accessible, pedestrian-priority spaces
- Incorporate physical design elements such as raised crosswalks, speed bumps, parking bump-outs, on-street parking and unit pavers to mitigate speed and promote a safe pedestrian experience
- Provide opportunities for banner signage and lighting standards to emphasize KPU's identity
- Plant street trees with large canopies to create shade, act as a wind break and contribute to the beauty of the streetscape

CP.7.7. ART OPPORTUNITIES

All campuses should be viewed as an opportunity for pedagogy. Public art plays an important role in this context, not only for beautification but also for teaching, inspiring, and innovating. Public art can tell the history of a place, foster dialogue, spark joy and contribute to the beautification and identity of the campuses. As the campus develops, key locations for additional art on campus should be identified.

▶ Recommendations

- Position art to focus views and terminate long view corridors
- Use art throughout the campus as navigational tools to support wayfinding
- Collaborate with Indigenous creators to celebrate the Coast Salish Peoples through public art

CP.8.
Movement Framework

The Movement Framework is grounded in sustainability. Finding ways to reduce car dependency and single occupancy ridership is a priority for the Plans. The Framework encourages a modal shift to walking, cycling and public transit and in doing so, promotes health and wellness, not only for the KPU community, but also to support a healthy environment. The Movement Framework is structured to foster connectivity within the campus context and with the surrounding community to create an accessible environment for all. A clear hierarchy and function for streets is presented in the Movement Framework with these objectives in mind.

The Movement Framework promotes campus environments where the pedestrian is prioritized, therefore encouraging walking as the preferred method of travel around and to the campuses. In turn, the Movement Frameworks work alongside the Open Space and Built Form Frameworks to foster campuses that feel safe, and provide intuitive wayfinding and quality urban design that offers a delightful pedestrian experience.

In addition to fostering a pedestrian environment, the Movement Framework promotes sustainability by finding ways to minimize the environmental impact of transportation demands in order to improve the health and wellness of the campus users and the environment.

The Movement Framework is geared toward providing transportation choices, especially for students as they are the largest user. The experiential benefits of a reduced car environment provide a critical opportunity to educate and encourage sustainability-focused behaviours. Whether it be a decision to take transit, bike, or carpool, these choices will be heavily influenced by their day-to-day experience on campus, and if done well, can lead to long-term behaviour change.

To support a modal shift, the Movement Framework recommends high-quality amenities such as end-of-trip facilities to enhance the cycling experience and safe, generous, and maintained pathways to encourage walking. The Framework also recommends collaboration with each municipality in the KPU region and TransLink to enhance transit services' quality and frequency.

Information and incentive programs also represent an important opportunity to further influence students and staff and are included in the Sustainability Framework recommendations.

Figure 22 — Gateway defined by a signature open space and architecture

CP.8.1. CAMPUS GATEWAYS

Gateways are the special places and features that are meant to identify the face and address of the campus and the primary points of entry. The gateways are the first measures in defining the boundaries of the campus in terms of establishing an identifiable character, place, and quality.

▶ Recommendations

- Design the gateways to provide clarity in signage and wayfinding into the campus
- Design to provide clarity in the modes of movement that can access the campus at the gateway points
- Design the gateway entrances as destinations, as memorable places with signature open spaces and iconic buildings that represent KPU identity. Each gateway can be distinct in form, whether it be a building, signage, landscape, or a combination of these, and should have unique and identifiable characteristics
- Gateways are meant to provide specific functions at strategic locations, such as a welcoming visitor amenity or wayfinding outside of and within the campus

CP.8.2. PEDESTRIAN CIRCULATION

The Movement Frameworks for each campus prioritizes pedestrian circulation, reflecting a fine grained network that connects internal and external circulation routes and connects buildings to open spaces and to the surrounding community. The walking experience on campus is encouraged throughout the seasons by providing a high quality, attractive and accessible public realm, with generous sidewalks and short distances between buildings. By encouraging walking, the fine-grained pedestrian networks intend to enhance the health and wellbeing of the campus community.

▶ Recommendations:

- Provide an intuitive, universally accessible, connected network of paths that connect to the internal and external streets, gateways, all building entrances, and to all open spaces
- Clearly identify and enhance the main pedestrian circulation routes through the campus through signage and the materiality, orientation, connection and view corridors of path networks
- Key intersections should be enhanced with special paving treatments, signage, and signalization for safe crossings
- Provide weather protection along the main circulation routes through the campus for pedestrian comfort and protection during inclement weather
- Provide seating along the pedestrian paths at regular intervals and near drop-off and pick-up areas
- Provide direct walking routes to buildings to manage time efficiency in getting to classes
- Provide weather protection through building and landscape design to improve pedestrian comfort and to make the outdoor walking experience attractive
- Prioritize universal accessibility throughout the campus to ensure people of all ages and abilities can move freely through the site
- Provide seating, lighting, and furnishings along all walking routes to create a safe 24/7 and comfortable walking experience

Figure 23 — Connected pedestrian network

CP.8.3. UNIVERSAL ACCESSIBILITY

Fostering a welcoming and accessible campus includes creating an environment that is enjoyable for all. The design of buildings, open spaces, and movement corridors should employ barrier-free design strategies to support all users.

▶ Recommendations

- Prioritize universal accessibility throughout all campuses to ensure people of all ages and abilities can move freely
- Integrate barrier-free access onto paths and at connection points from buildings
- Locate ramps, railings, and other accessibility elements in the entrance and access locations to the public realm
- Provide barrier free pathway and trail surfaces to allow full access and enjoyment by all.
- Include intuitive wayfinding and avoid meandering or indirect routes along paths unless purposely designed to experience an aspect of the public realm
- Avoid creating new grade changes that require additional stairs and curbs to navigate
- Design street furniture to maximize use by all ages and abilities
- Refer to local municipal or other provincial Universally Accessibility Standards at the outset of any campus development project

CP.8.4. BICYCLE CIRCULATION AND AMENITIES

Cycling is encouraged on all campuses to stimulate a shift from vehicular use to alternate modes of transportation. The Movement Framework connects the local municipality's existing and proposed bike circulation systems to the campuses and allows bike circulation on all campus streets and along major pedestrian routes that can accommodate safe shared circulation. In addition, cycling on campus is complemented by quality cycling infrastructure as an incentive to bike use.

▶ Recommendations

- Provide bike circulation connections to all adjacent municipal cycling networks
- Provide direct connections to bike end-of-trip facilities such as showers, changing rooms, secured bike store etc.
- Design for safe bike circulation through servicing and loading corridors by providing clear signage and sightlines through the servicing areas.
- Clearly delineate cycling routes on campus through signage and design
- Provide high-quality bike storage areas that are safe, accessible and secure for all users
- Locate bike storage and parking in areas that are sheltered, weather protected, well lit, and visible to passersby
- Provide e-bike charging stations throughout the campus

Figure 24 — Weather-protected seating close to transit stops

CP.8.5. TRANSIT

Similar to cycling, the use of transit as a primary mode of movement is encouraged on all campuses to encourage a shift from vehicular use to alternate modes of transportation. The Movement Framework recommends the enhancement of existing transit stop locations that service the campuses, and new stop locations and circulation routes through some campuses to make transit as accessible as possible.

▶ Recommendations

- Continue to work with TransLink to provide improved transit service to each of the campuses
- Work with TransLink and municipalities to enhance existing transit stops adjacent to the campuses and identify and design new transit stops
- Provide weather-protected seating close to transit stops
- Locate transit waiting areas within buildings that are adjacent to transit stops. These can be separate atrium or vestibule spaces, or part of the building's internal social gathering spaces
- Work with TransLink to extend transit routes and stops through the campuses where it makes sense, in order to increase accessibility to transit

CP.8.6. VEHICLE CIRCULATION

Vehicular movement on the campuses is clearly defined and reflects a purposeful restructuring of movement to prioritize the pedestrian and maximize public realm space. The approach taken on all campuses is to minimize vehicular circulation through the campus as much as possible allowing for the creation of highly pedestrian oriented places.

That said, vehicular circulation on the campuses must support access to services such as operations and maintenance, servicing, loading, pick-up/drop-off, and other needs such as barrier-free access and access for emergency vehicles. Streetscaping treatments to prioritize pedestrians will involve measures to calm vehicular traffic.

▶ Recommendations

- Reduce vehicular speed on campus through signage, campus policy and design

Figure 25 — Road designed to calm vehicular traffic with pavers and bollards

CP.8.6.1 Street Hierarchy

The Street Hierarchy defines the type of character each street will have and the streetscape elements incorporated into its design. The hierarchy also gives an indication as to the priority modes of movement and, to a degree, the volume of traffic that is expected on each road.

▶ Recommendations

- The street network should function to provide safe circulation that reduces conflict between the various modes of movement and supports a pedestrian oriented campus
- Provide ample space to walk, cycle and drive vehicles safely within the campus and along the edges
- For all internal campus streets, traffic speeds should be mitigated to facilitate the priority and volume of pedestrian and cycling movement. Measures to mitigate speed include enhanced pedestrian crosswalks, reduced intersections, reduced speed limits, on-street parking, and landscaping

CP.8.7. PARKING

The shift from surface parking to structured or below-grade parking facilities will happen incrementally over time, as the campuses build out. The reduction in vehicular dependency with the increase in use of other modes of transportation will change the parking profile on each campus. Other conditions that will that will reduce the need for parking on campus include ongoing virtual delivery of teaching and learning, remote work and changes in vehicular ownership

The eventual introduction of autonomous and connected vehicles and their required infrastructure should be carefully considered and balanced in the context of maintaining a pedestrian-priority campus, as requirements can be land and infrastructure consumptive. Future-proofing to accommodate new types of vehicular uses and required infrastructure, needs to be part of ongoing planning.

▶ Recommendations

- Regularly review campus mode-share, parking counts and the aforementioned considerations to ensure that vehicular parking is not over built over the life of the Plan
- Design for new vehicle types should be comprehensively considered in the overall future planning for vehicular use on the campuses, and be properly integrated into the design for drop-off and pick-up areas, and below grade or structured parking and servicing facilities
- As development occurs, accommodate parking in structured or below grade facilities rather than appropriate valuable open space for surface parking needs

- Provide at least one to two levels of below-grade parking in all new development where topographical conditions allow
- Where below-grade parking is not possible, prioritize opportunities for structured parking facilities. Front any structured parking facility with animated uses
- Include Electric Vehicle charging infrastructure in new parking areas, while expanding the number of existing on campus electric vehicle charging stations available

CP.8.8. LOADING AND SERVICING

Loading and servicing corridors are part of the pedestrian and cycling network. As such, loading/servicing circulation should be considered in the same context as vehicular circulation in terms of prioritizing safe pedestrian and cycling movement.

▶ Recommendations

- All servicing corridors should be designed in keeping with the overall design quality and aesthetic of the campus so that they look as though they are part of the pedestrian circulation network
- Design servicing and loading entrances so that they are seamlessly integrated into the architectural design of the building's façade
- Provide servicing and loading at or below grade for any new building on campus where possible

CP.8.9. WAYFINDING AND SIGNAGE

Wayfinding is important in assisting the first time visitor and potential student to the campus, as well as the novice campus user who eventually becomes accustomed to the campus over time. It is also important to guide the various modes of movement through the campus. Intuitive wayfinding through design should be prioritized in order to minimize the amount of signage on campus.

▶ Recommendations

- Provide intuitive wayfinding through building and landscape design to reduce the need for excessive signage
- Integrate signage design with other KPU design elements such as street furniture, lighting, garbage receptacles, banners to create a cohesive overall design language that builds KPU identity
- In response to health and wellbeing, provide signage for pathways and trails that identify estimated walking and cycling travel times and distances
- Provide directional signage to key destinations on- and off-campus
- Use a wayfinding system that is consistent across all campuses which clearly identifies active transportation amenities such as bike racks and lockers, end-of-trip facilities, etc
- Ensure that any wayfinding signage is appropriately lit, and that designated routes have sufficient lighting for all times of day
- Work in collaboration with Coast Salish Peoples and the Indigenous Advisory Committee to incorporate həńq̓əmiṅəṁ into campus signage and naming

THE GATHERING PLACE
THE GATHERING PLACE

CP.9. Indigenous Framework

KPU's campuses are on the unceded territory of the Coast Salish Peoples. As part of KPU's commitment to reconciliation, the Plan recommends ongoing engagement with local Indigenous communities on whose ancestral lands our campuses are located, through the Indigenous Advisory Committee (IAC) throughout the Plan's implementation. The Indigenous Framework is an extension of the Indigenous principles. It provides recommendations to make the campuses more welcoming, inclusive and reflective of the Indigenous principles and values.

The following recommendations were articulated through ongoing engagement with the Indigenous Advisory Committee. It is envisioned that as the Official Campus Plan is implemented, continued collaboration and relationship-building through the Indigenous Advisory Committee will advance and further define the Indigenous Principles and Framework.

CP.9.1. UPHOLD A COAST SALISH LANDSCAPE

▶ Recommendations

- Consider the wellness of everyone: the four-legged, the winged ones, the ones under the water and in the air in the design of the campus
- Reflect Indigenous values, presence, and histories in the design of open spaces, buildings, streetscapes and installations to foster cross-cultural exchange
- Make the hən̓q̓əmin̓əm̓ dialect visible on all campuses to encourage participating in understanding/learning the language and culture of this place
- Create spaces and time for traditional place-based celebrations

CP.9.2. FOSTER INTERGENERATIONAL SHARING

▶ Recommendations

- Inspire and support Indigenous youth engagement
- Provide the spaces, programs and services needed for Indigenous Youth to succeed at KPU
- Provide spaces on campus to welcome Elders from across Indigenous communities and make them feel supported
- Allow for as many voices as possible through broad continuing community engagement

CP.9.3. SUPPORT THE WHOLE PERSON

Recommendations

- Design the campuses to support emotional, spiritual, mental and physical wellbeing
- Ensure that Indigenous students feel supported and welcomed

CP.9.4. RESPOND AND TAKE ACTION

Recommendations

- Approach critical discourse with an open mind and open heart
- Continuously hold meaningful and reciprocal conversations with Indigenous Peoples always at the table
- Work to seek out racism in the systems and structures and to bring justice to the injustices
- Encourage discussions about colonization that includes students and their viewpoints from around the world
- Identify opportunities to respond to United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and the Truth and Reconciliation Commission (TRC) Calls to Action in the implementation of the Plan
- Reflect Indigenous values and histories in the design of open spaces, buildings and streetscapes to foster cross-cultural exchange

CP.9.5. CELEBRATE ACHIEVEMENTS AND CONTRIBUTIONS

Recommendations

- Support new and upcoming Indigenous voices and leaders and recognize current Indigenous scholarship, athletic, artistic and other achievements in the design of signage, public art, displays, and other public space elements

The Indigenous Principles and Official Campus Plan Policy Matrix (right) provides a visual overview of how the recommendations within each Plan Framework respond to the Indigenous Principles. Some recommendations provide tangible opportunities to carry out the Principles, such as through the Wayfinding and Signage Recommendations. Others are intangible, but express opportunities to embed Indigenous Principles throughout KPU's campuses, such as how the redesign of the movement network will foster improved health and wellbeing.

Indigenous Principles and Official Campus Plan Policy Matrix

	Campus Design to Reflect the Land and Peoples	Young Voices Matter	Open to Community	Weaving Worldviews	Holistic Learning + Wellbeing	Support University Elder Program	Encourage Safe + Respectful Dialogue	Evolve Cultural Awareness	Recognize Indigenous Achievement and Contribution
BUILT FORM FRAMEWORK RECOMMENDATIONS									
CP.6.1. New Buildings, Building Orientation and Siting	●	●	●	●	●	●	●	●	●
CP.6.2. Frontages, Entrances and Transparency	●		●		●				
CP.6.3. Height, Scale and Massing	●		●						
CP.6.4. Building Views and Landmarks	●		●		●			●	●
OPEN SPACE FRAMEWORK RECOMMENDATIONS									
CP.7.1 Functional Ecosystems	●	●		●	●	●	●	●	●
CP.7.2. Recreational Fields	●	●	●	●	●	●	●		●
CP.7.3. Plazas	●	●	●	●	●	●	●	●	●
CP.7.4 Courtyards	●	●		●	●	●	●	●	
CP.7.5 Edge Landscapes	●		●		●				
CP.7.6. Campus Streetscapes	●		●		●				
CP.7.7 Art Opportunities	●	●	●	●	●		●	●	●
MOVEMENT FRAMEWORK RECOMMENDATIONS									
CP.8.1 Campus Gateways	●		●	●					●
CP.8.2. Pedestrian Circulation	●		●		●				
CP.8.3. Universal Accessibility	●		●		●				
CP.8.4. Bicycle Circulation and Amenities			●		●				
CP.8.5. Transit			●		●				
CP.8.6. Vehicular Circulation			●		●				
CP.8.7. Parking			●						
CP.8.9. Wayfinding and Signage	●	●	●	●	●	●	●	●	●

Find Out More

This Official Campus Plan was commissioned by Kwantlen Polytechnic University and was a collaborative effort between Campus and Community Planning, DIALOG Design, Bunt and Associates, Kerr Wood Leidal and Colliers International.

For more information visit:

www.kpu.ca/kpu2050

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