

University of Alberta

Augustana Campus Planning & Design Guidelines

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Purpose – Development Opportunity Guidelines

The University of Alberta's Augustana Campus Long Range Development Plan (LRDP), amended in 2018, aligns with the five key academic priorities as set out in the Institutional Strategic Plan (ISP, 2016) and the Sustainability Plan (2016). Building on the Universities strategic priorities, the LRDP is intended to support the University in the implementation of the Integrated Asset Management Strategy (2019) and development of the Augustana campus.

The Augustana Campus Planning and Design Guidelines are to be implementation focused and aligned with the vision and principles of the LRDP. The guidelines are intended to be a living document updated throughout the campus development to ensure the design principles are applied consistently as the campus builds out.

Moreover, it is envisioned that these guidelines, as a companion document to the LRDP will provide a vision, framework and guidelines for a diversity of development possibilities and scenarios, from institutionally driven development to Public Private Partnerships (P3), Property Trust, or development by a third-party(s). The guidelines respond to the LRDP vision for facilities and infrastructure and are intended to improve the University's capacity to recruit and retain students, staff, and faculty.

Through a 2018 physical condition assessment and development analysis, a number of opportunities across four (4) districts have been identified, subject to institutional priorities and associated funding limitations and constraints. These opportunities for development within the Augustana campus will be highly integrated with existing campus facilities, open spaces and the surrounding community. Development within this existing fabric should be understood as reinforcing the character of each district, adjacent districts and the campus (Figure. 3).

The following section briefly introduces the background, development principles and measures of success as identified in the LRDP and provide a reference document for applicants to ensure future development proposals align with existing planning and development guidelines.



LEGEND

- | | | |
|-------------------------|-----------------|-----------------|
| Academic | Surface Parking | Campus Boundary |
| Residence | Joint Use | |
| Recreation / Open Space | Mixed Use | |

Figure 1: Land Use Concept 1,200 to 1,600 Student Enrollment (LRDP)

Introduction & Background

Background

The LRDP represents a planning framework intended to accommodate and guide physical development on University lands. The LRDP provides direction for the next two to three decades of campus development and is responsive to the Comprehensive Institutional Plan and a set of campus planning principles developed with the Augustana LRDP Amendment Steering Committee.

The LRDP recognizes the unique characteristics and attributes of Augustana, and promotes development that:

- fosters desirable campus life;
- supports teaching and research;
- uses physical and financial resources efficiently and effectively;
- creates, preserves and enhances the significant physical assets of the University; and
- values the planning initiatives of its neighbours and partners

Vision

The University is committed to becoming recognized nationally and internationally for its excellence in scholarly teaching, research and community service. The Augustana Long Range Development Plan's (2018) vision and principles were developed in support of the University's strategic plan and academic mission.

In order to create a dynamic campus experience, one which supports and enhances all facets of the university experience, future development of the Augustana Campus should create an environment which is safe and secure, healthy, sustainable, and which allows for a range of academic, recreational, and social activities.

The Campus Planning and Design Guidelines are intended to create a diversity of gathering spaces that support mental health and wellness, consider safety, and provide for comfortable working, living and academic spaces. The design of buildings should support the University's Sustainability Plan (2016) and maintain a human scale of development which promotes positive, active relationships to the Campus's outdoor spaces.

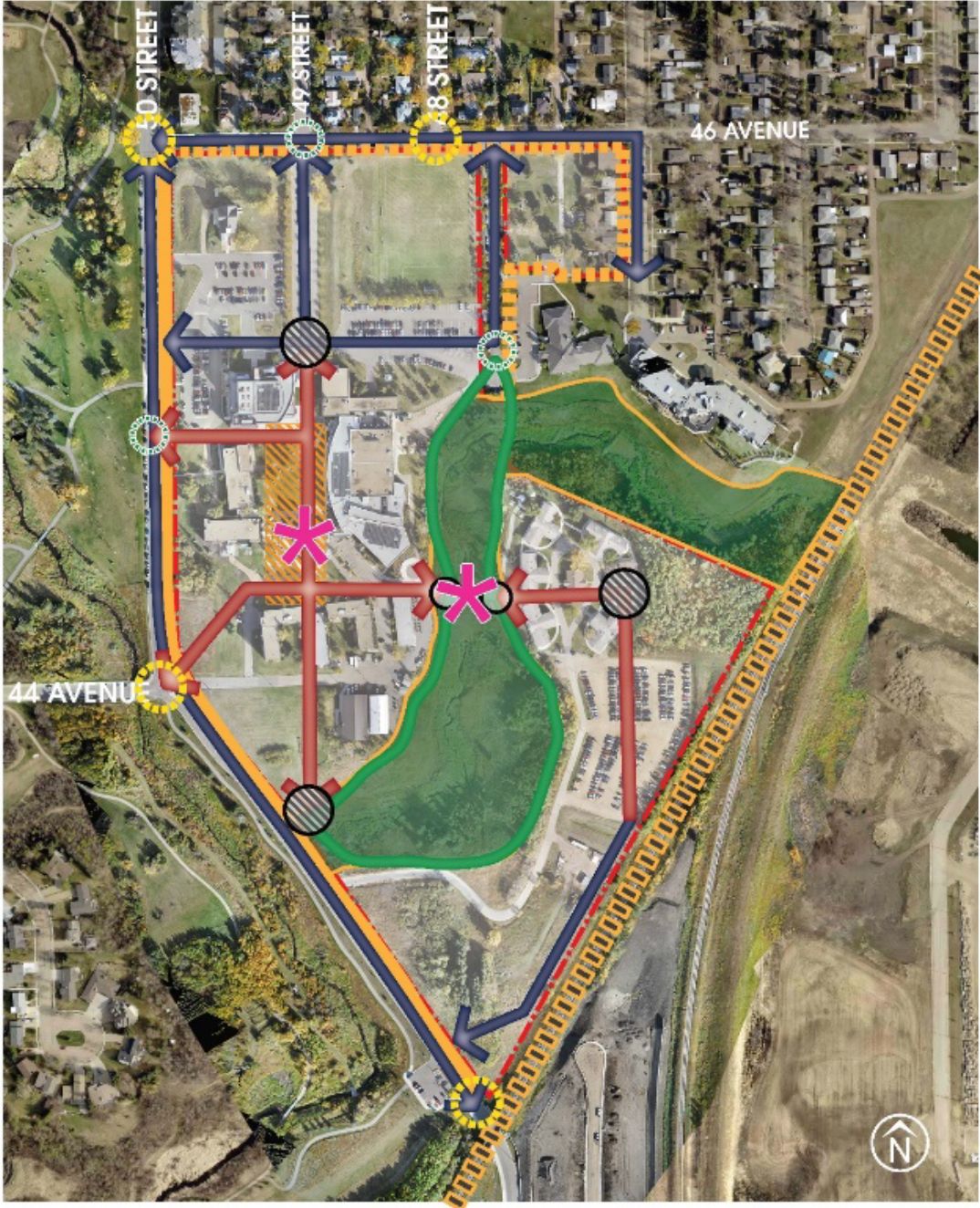
Requirements for Planning Within the LRDP Framework

Through the *Long Range Development Plan* amendment process, a set of 11 strategic planning principles were developed to guide campus planning and future campus development. These principles and strategies provide the foundation upon which this document has been developed. These guiding planning principles allow the implementation of planning and design guidelines to be flexible and responsive to the vision of the LRDP and to best ensure attractive, functional and efficient development that will accommodate the research, teaching and campus life needs of the University.

Guiding Planning Principle(s)

- #1: Quality of Campus Life
- #2: Enhanced Transportation Options
- #3: Diverse Student Housing Options
- #4: Academics
- #5: Athletics and Recreation
- #6: Capacity to Accommodate Enrollment
- #7: Sustainability Leadership
- #8: Informal Study Spaces
- #9: Quality Open Space
- #10: History, Pride and Culture
- #11: Community Coordination and Engagement

In addition to these principles and as part of the LRDP amendment process, short-term (Figure.1) and long-term land use concepts were developed and finalized. Any future development should have regard for the land-use concept as shown (Figure. 2)



LEGEND

- | | | |
|-------------------------|---------------|----------------|
| Vehicular Path | Major Node | Primary Edge |
| Pedestrian/Bicycle Path | Minor Node | Secondary Edge |
| Ravine Path | Major Gateway | Rail |
| Campus Quad | Minor Gateway | Ravine |
| Landmark | | |
| Campus Boundary | | |

Figure 2: Urban Design Framework (LRDP)

Campus Development Framework

There is at Augustana an existing fabric of recreation, celebration, education, and movement that is essential to the campus experience and identity. This vision has been developed through the LRDP and uses a Lynchian framework to organize the campus' existing and future landscape. Using distinct districts, nodes, paths, gateways, edges, and landmarks will increase the landscape's legibility and thereby increase a user's mental understanding, ability to navigate, and attachment to the Campus.

Four distinct districts have been identified based on the concentrations of land uses within the sector and natural physical boundaries such as the edges of campus, open spaces, patterns of development, movement corridors and areas of interface with the City of Camrose and adjacent neighborhoods. While these four districts are practical in delineating campus development, fundamental to successful implementation of the campus vision is a universally accessible and barrier free experience for all users. It is envisioned that while developing a distinct character., each district will reinforce the campus identity and contribute seamlessly to the overall fabric of the Augustana Campus experience

To further break down and understand the complexity of the campus function and identity. The urban design framework (see Figure. 2) can be conceived of through these five key structural elements:

Districts – Relatively large areas which tend to have a common character

Nodes – key locations of campus activity

Paths – routes along which campus users travel

Gateways – locations of entry to the campus

Edges – transitional spaces between areas of different character

Landmarks – point references that are easily recognized as unique

Future development should reinforce these key, nodes, paths, gateways, edges and landmarks as developed in the LRDP. Development which considers and further refines this framework will allow the character and function of the campus to be preserved, enhanced, and interconnected. All development should consider existing assets, pedestrian networks and building relationships both within the districts and across campus.



LEGEND

-  1 (A&B) : Student Living Districts
-  2 (A&B): Campus Open Space Districts
-  3 (A&B): Central Academic Districts
-  4 (A&B): Academic / Community / Commercial Mixed Use Districts
-  Campus Boundary

Figure 3: Campus Districts Overall

1 Student Living Districts (A,B&C)



LEGEND




-  1 (A&B) : Student Living Districts
-  1 (C): Transitional Student Living District - Hoyme Hall
-  Campus Boundary

Figure 4: Student Living Districts

1.1 Existing Context

Lands designated as District 1 (A, B&C) from the eastern boundary of campus and about the existing rail line and District 2 open spaces. District 1 (A&B) are relatively underdeveloped but are well positioned for future use as a campus residence village and as an area for future expansion of campus life services. District 1(C) is the existing Hoyme Hall, built in 1964 and expanded in 1986. Hoyme Hall serves as a primary first year residence facility.

District 1A – Is located in the north east corner of the campus lands and is uniquely integrated into the adjacent community through proximity and through connectivity to public roads, 47 Street to the east 46 Avenue to the north and 48 Street south of 46 Avenue which will remain an open public connection to Viewpoint Assisted Living Facility. These hard elements form the physical edges of this District. District 1A is currently undeveloped, as it was recently acquired by the University.

District 1B – Is located in the south east area of the Augustana campus and is predominantly characterized by campus residence uses, as well as parking and University support uses. The northern and western edges of the district are formed by the Ravine. An impermeable rail edge forms the south east edge to its intersection with 50 Street.

Within District 1B, as identified in the LRDP, are the seven “Ravine Residences” which were developed in the 1970’s and are located at the north edge of this sub-district. There is an opportunity to upgrade or replace these current residences in order to better serve students and to market the campus to prospective students, parents and for off-season use.

District 1C (Transitional) – Is located in line with the 49th Avenue view corridor and within the south end of District 3(B). This district is a transitional district with residence uses to be relocated to areas within District(s) 1 (A&B). The current site area is highly connected to campus and serves as a landmark connection to Founders Hall and Campus Quad.

1.2 Campus Planning Goals, Character and Community Building

Residence life is an essential element of the Augustana experience, and future facilities should offer a variety of residence experiences and accommodate diverse student residence needs. More than simply a greater number and variety of student housing options, residences will be places of community building, places for students to gather and socialize in a setting that is well connected to the Central Academic District and well-integrated with open spaces that underly the identity of the Augustana Campus.

Augustana has a large number of international students and those that move to Camrose specifically to attend the University. Design of student residences should encourage and facilitate natural community building that connects students to campus life and each other.

Student residences should offer a diversity of student living options, particularly flexible, cohort-based group living and self-catering options that allow the University to compete

with private housing in Camrose. Functionally, residences are in proximity to amenities such as quiet study areas.

New facilities and significant renovations should pursue the creation of purposeful, timeless and quality campus architecture that lends a sense of permanence to the campus and should seek to find efficiencies and reductions in campus energy use through the pursuit of sustainable design and systems. Furthermore, students health and wellness considerations such as access to sunlight, community building, outdoor spaces, natural landscapes and recreation areas are to be encouraged.

Opportunities within the Student Living District must express their alignment with the following principles of the LRDP:

Guiding Planning Principle(s)

- #1: Quality of Campus Life
- #2: Enhanced Transportation Options
- #3: Diverse Student Housing Options
- #6: Capacity to Accommodate Enrollment
- #7: Sustainability Leadership
- #8: Informal Study Spaces
- #9: Quality Open Space
- #10: History, Pride and Culture
- #11: Community Coordination and Engagement

1.3 Reinforcing the District Identity and Campus Framework

Nodes - key locations of campus activity

- Create and encourage a student village character. Student residences should play a significant role in creating and maintaining a vibrant campus identity.
- Relate residences to each other visually and through the orientation of building entrances and social spaces in order to establish the residence village as a hub of activity and social living
- Ensure a human scale in future development
- Improve the quality of campus residence spaces, with the aim of improving recruitment and senior student retention

Paths – routes along which campus users travel

- Limit vehicle routes within this district to those accessing surface parking lots and functional circulation for residence uses (i.e. loading)
- Support existing public transportation options and future possibilities by considering access corridors through campus
- Enhance facilities for walking and cycling, considering pedestrian connections, and enhancing existing infrastructure where appropriate
- Ensure adequate parking availability through integration of parking into development opportunities
- Development of the Land Bank within the northeast portion of District 1B should provide for a mid-block pedestrian connection and open space, to allow for ease of movement, community gathering space and reduced massing adjacent to public and private open spaces.

Gateways – locations of entry to the campus

- Reinforce a sense of identity and place through design, landscaping, and orientation of buildings that clearly defines the campus boundary, access and character of uses within the district
- Recognizing that districts 1A and 1B do not share a border, connection between these two sites is critical in reinforcing the community of student residences

Edges – transitional spaces between areas of different character

- Capitalize on ravine edges and ensure future development is highly connected to signature open spaces throughout campus
- Establish and/or reinforce an active pedestrian realm
- Use Building heights and massing to transition adjacent to Secondary Edges, respecting the scale of adjacent development
- Locate residences and joint use facilities that align with the community character adjacent to Secondary Edges
- Provide a buffer to the rail edge and parking facilities through building orientation, setbacks, landscaping, fencing, berms and walls.

Landmarks – point references that are easily recognized as unique

- Reinforce the relationship with the ravine / access to the ravine / views of the ravine
- Consider view corridors of existing and future facilities to ensure successful wayfinding and a cohesive campus experience

1.4 Campus Planning Guidelines

Buildings within Districts 1 (A,B&C) are subject to a range of guidelines to ensure they support the campus vision and adhere to the provisions of the LRDP. The guidelines listed below are intended to provide built form and site development controls. While a range is given to identify the land use type, likely built form and programming requirements, as development parcels are finalized site specific requirements will be confirmed. For the purpose of calculating site coverage, the following guidelines shall apply to District 1A, District 1B and District 1C independently.

1.4.1 Acceptable Uses

- Residential: multi-unit housing including low to mid- rise housing
- Parking Facilities: combination of surface and structured parking facilities
- Social and Recreational: indoor and outdoor spaces designed for active and passive recreational use, where provided in conjunction with residences
- Open Space: natural landscape integrated into campus, intended to conserve, protect and enhance significant campus assets

1.4.2 Orientation and Massing

- Setbacks:
 - 2.0 – 3.0 m along internal vehicle corridors
 - 0.0 – 1.5 m along pedestrian and shared use pathways
 - Min. 3.0 m at building entrances to allow gathering spaces and activities such as outdoor seating.
- Stepbacks:

- Where a building abuts a public roadway and is over 10.0 m in height, the portion of the building above this height shall require a minimum stepback of 1.5 m per storey.
- Building Heights:
 - Maximum 23.0 m (~4-5 storeys) in residence areas
 - Maximum 16.0 m (~3-4 storeys) for campus operational uses
- Site Coverage:
 - Maximum 65%
- Design Guidelines:
 - Development should remain predominantly in a low-rise built form.
 - Primary entrances should be oriented to pedestrian circulation routes and natural gathering spaces.
 - Entrances to buildings should focus on reinforcing internal connections to other campus facilities and residences.
 - Architectural treatment containing residential uses must strengthen the pedestrian oriented experience.
 - Exterior building materials shall be sustainable, durable, high quality and appropriate for the development.
 - Scale of development should reflect a village character and not a housing project style of development.
 - Massing of buildings shall be minimized through a combination of building orientation, step backs, roof treatment and variation of exterior materials and color.
 - Open spaces and buildings should consider use throughout the day and in all seasons. Development should respond to sun orientation and provide for a safe, comfortable environment throughout the year.
 - Development should create a sense of welcome for student residents.
 - Entrances should be well lit and provide semi-private spaces for lingering (e.g. Porches, stoops, landings).

2 Campus Open Space Districts (A&B)



LEGEND

-  2 (A&B): Campus Open Space Districts
-  Campus Boundary

Figure 5: Campus Open Space Districts

2.1 Existing Context

Lands designated as District 2 (A&B) stretch the length of campus and are utilized as the primary unstructured open spaces on campus. A defining feature of the campus, the ravine bisects the site and serves to enhance the pedestrian character and established a pattern of building which follows the natural site division created by the ravine.

District 2A – Is located at the north edge of campus and serves as a multi-sport field and open space for both the campus and for the adjacent community. South of 46 Avenue and defined between 48 and 49 Street, this relatively small district should continue to function as a primary sports and recreation amenity, as well as serving as a formal forecourt of the campus, presenting an academic face to the community.

District 2B – Is the ravine area running through the campus. The ravine is located north of 50 Street and is characterized by its naturalized landscape and the hilly edges which bisect the site north to south. There is currently no development within district 2B and the ravine should be preserved as a natural amenity and defining characteristic of the Augustana Campus.

2.2 Campus Planning Goals, Character and Community Building

Campus open space is a key component of the identity of campus, and provides essential space for social, recreational and celebratory or ceremonial activities. Campus open space should be treated as an asset and designed to support high quality experiences. Future development should strive to achieve the preservation and integration of natural spaces such as the ravine, as well as connections to surrounding open space amenities.

Athletics and recreation are both key elements of a well-rounded campus experience, and opportunities to enhance or add to facilities that support both should be pursued. Existing assets such as the sports field in District 2A should be used to enhance and expand on-campus athletic recreation.

The physical landscape and location of Augustana Campus is critical to continued growth and success. Open spaces play a key role in attracting new students, faculty, staff and researchers. Future development within or adjacent to District 2 should support physical activity and passive recreation, enhance the campus' character and beauty, support universal accessibility, foster a sense of safety and security, enable efficient wayfinding, and promote environmental stewardship.

Opportunities within the Campus Open Space District must express their alignment with the following principles of the LRDP:

Guiding Planning Principle(s)

- #1: Quality of Campus
- #2: Enhanced Transportation Options
- #5: Athletics and Recreation
- #7: Sustainability Leadership
- #9: Quality Open Space
- #10: History, Pride and Culture
- #11: Community Coordination and Engagement

2.3 Reinforcing the District Identity and Campus Framework

Nodes - key locations of campus activity

- Pursue a diversity of athletic and recreational options on campus through the enhancement of existing facilities and/or the addition of new facilities at existing recreation nodes
- Emphasize a continuity between District 2 A&B, that fortifies the campus experience
- Establish nodes as hubs of activity, creating opportunities to define the character of the district and the campus experience overall

Paths – routes along which campus users travel

- Provide recreational routes which utilize the ravine as a natural asset
- Facilitate a connected open space network throughout the campus
- Maintain and enhance the pedestrian focus within the district and throughout campus
- Enhance connections from the center of campus to the residence area

Gateways – locations of entry to the campus

- Emphasize the southern gateway to campus at the 50 Street terminus of District 2B
- Reinforce the sense of arrival and entry into campus at 48 and 49 Street

Edges – transitional spaces between areas of different character

- Strengthen the interface with the Camrose community, through joint-use facilities and through existing interface locations at the north and south edge of the Augustana Campus
- Reinforce the existing Primary Edges as identified along the highly visible 50 Street and 46 Avenue corridors
- Reinforce the future 49 Street promenade.

Landmarks – point references that are easily recognized as unique

- Open field /formal forecourt for programming and community engagement events
- Compliment the ravine path and embrace the sites natural topography and materials
- Integrate development with the surrounding landscape to provide students, faculty, staff, and visitors access to nature
- Maintain important viewpoints to the ravine as a defining landscape feature of the campus
- Embrace internal views of this landmark

2.4 Campus Planning Guidelines

Buildings within the Districts 2 (A&B) are subject to a range of guidelines to ensure they support the campus vision and adhere to the provisions of the LRDP. The guidelines listed below are intended to provide built form and site development controls for allowable uses within this open space district. As development parcels are finalized, site specific controls will be confirmed.

2.4.1 Acceptable Uses

- Recreation: passive recreation facilities, gathering places, and open space
- Social: limited facilities for social programming and campus life

2.4.2 Orientation and Massing

- Setbacks:
 - 2.0 – 3.0 m along vehicle corridors
 - 0.0 – 1.5 m along pedestrian and shared use pathways
- Building Heights:
 - Maximum 4 m (~1 storey)
- Design Guidelines:
 - Landscaping should be high quality, durable and incorporate native plant species.
 - Development should reinforce the campus identity and brand.
 - Paths and future hardscaping should promote connection with uses that animate the pedestrian space and enhance the experience of these spaces in all seasons.
 - Vehicular access is not permitted within District 2, except for existing service routes.
 - Development should have consideration for the University's Universal Access guidelines and ensure the safety and security of users through application of CPTED principles.
 - Development of buildings within the district should reinforce the open space character and respond to the natural topography of the site.
 - Landscaping should be used to define the campus boundary.

3 Central Academic Districts (A&B)



LEGEND

-  3 (A&B): Central Academic Districts
-  Campus Boundary

Figure 6: Central Academic Districts

3.1 Existing Context

Lands designated as District 3 (A&B) form the primary campus area and can be referred to as the academic core of Augustana.

District 3A – Is located on the north edge of campus lands and is defined as the major vehicle route and formal arrival corridor to campus (The district supports and enhances the formal approach to Augustana campus). This district accommodates several surface parking facilities. While District 3A offers arrival by car, it is important to consider permeability and connectivity within the district, beyond use by automobiles.

District 3B – Can be described as the academic and institutional heart of campus containing the majority of academic, learning and working spaces on campus. The district is formed by a north south view corridor along 49 Street centered on the historic Founders Hall and campus quad.

3.2 Campus Planning Goals, Character and Community Building

District 3 contains a great diversity of building types and accommodates a variety of uses, from campus support to residence buildings and celebration spaces. Buildings vary in architectural style, typology and age. This diversity is a strength and an opportunity for future development. As the campus continues to develop, its history, diversity and character should be embraced and maintained.

Enrollment at the Augustana campus is anticipated to continue growing. Through this growth the University must ensure that adequate capacity is available to accommodate it, both in terms of facilities and the land base. Future development must be attractive, functional and efficient in order to accommodate the research, teaching and campus life needs of the University.

Priority development within District 3 includes renewal or replacement of the First Year Residence (Hoyme Hall), to create a supportive living environment and enhance campus character. 49 Street is considered a primary gateway to campus and development should support a sense of arrival along this corridor.

Opportunities within the Central Academic District must express their alignment with the following principles of the LRDP:

Guiding Planning Principle(s)

- #1: Quality of Campus
- #2: Enhanced Transportation Options
- #3: Diverse Student Housing Options
- #4: Academics
- #5: Athletics and Recreation
- #6: Capacity to Accommodate Enrollment
- #7: Sustainability Leadership
- #8: Informal Study Spaces
- #9: Quality Open Space
- #10: History, Pride and Culture
- #11: Community Coordination and Engagement

3.3 Reinforcing the District Identity and Campus Framework

Nodes - key locations of campus activity

- Create a diversity of gathering spaces with the opportunity for multiple uses throughout the year, with consideration for both campus users and the broader Camrose community
- Consider safety and security in the design of campus facilities and outdoor spaces
- Pursue a greater variety of dining and social gathering options on campus.
- Carefully consider building placement on the campus to maximize the efficient use of the campus land base
- Create opportunities to further define the character the campus quad and adjacent open spaces
- Embrace views to the ravine

Paths – routes along which campus users travel

- Consider pedestrian connections which are currently missing and enhance existing infrastructure where appropriate
- Manage on-campus parking to maximize existing facilities as enrollment grows
- Consider Universal Access Guidelines in planning and design activities
- Reinforce the pedestrian and cycling spine as identified along the axis of 49 Street, visually connecting with Founders' Hall
- Consider emergency vehicle access

Gateways – locations of entry to the campus

- Strive to achieve a strong sense of place, unique to Augustana and the campus experience intended to be provided there through the design of open spaces
- Through building design and orientation, reinforce Major Gateways in order to establish a sense of place
- Consider signage, landscaping, and how buildings communicate district boundaries and campus access

Edges – transitional spaces between areas of different character

- Consider the transition to adjacent off-campus use
- Prioritize pedestrian connections between District 2 and 4
- Activate and provide opportunities for permeability along Secondary Edges such as the ravine edge and building edges at regular intervals to encourage interaction and student connection

Landmarks – point references that are easily recognized as unique

- Preserve and enhance view corridors and pedestrian connections to Founders' Hall
- Design campus open space and campus buildings to reflect the historic architecture and building materials while achieving excellence in contemporary design

3.4 Campus Planning Guidelines

Buildings within Districts 3(A&B) are subject to a range of guidelines to ensure they support the campus vision and adhere to the provisions of the LRDP. The guidelines listed below are intended to provide built form and site development controls. While a range is given to identify the land use type, likely built form and programming requirements, as development parcels are finalized site specific requirements will be confirmed. For the purpose of calculating site coverage, the following guidelines shall apply to District 3A and District 3B independently.

3.4.1 Acceptable Uses

- Academic: any facilities developed to achieve the goals, objectives and strategies expressed in the academic, research and business plan
- Social and Recreational: indoor and outdoor spaces designed for active and passive recreational use
- Office: non-academic office spaces
- Campus support: operations and maintenance facilities
- Parking Facilities: combination of surface and structured parking facilities
- Amenities and services: primarily intended to serve students, faculty, and staff
- Residential: where provided in conjunction with existing residences

3.4.2 Orientation and Massing

- Setbacks:
 - 2.0 – 3.0 m along internal vehicle corridors
 - 5.0 – 7.5 m along the 50th Street Corridor
 - 0.0 – 1.5 m along pedestrian and shared use pathways
 - Increased setbacks permitted for up to 25% of the facade, only to allow for pedestrian oriented activities to spill out of buildings adjacent to entrances such as seating areas.
- Building Heights:
 - Maximum 23.0 m (5-6 storeys)
- Site Coverage:
 - Maximum 65%
- Design Guidelines:
 - Support the University's Sustainability Plan in the design of buildings and outdoor spaces, reducing energy use through energy-conscious architectural design, materials and technology.
 - Architectural treatment containing residential or academic uses must strengthen the pedestrian oriented experience.
 - Exterior building materials shall be sustainable, durable, high quality and appropriate for the development.
 - Development should maintain a human scale of development.
 - Massing of buildings shall be minimized through a combination of building orientation, step backs, roof treatment and variation of exterior materials and color.
 - Open spaces and buildings should consider use throughout the day and in all seasons. Development should respond to sun orientation and provide for a safe, comfortable environment throughout the year.
 - Building entrances should be clearly delineated from the façade utilizing architectural features and/or materials, clearly presenting a sense of welcome.

- Consider adaptive re-use, expansion, retrofit and modification of existing buildings to reinforce the existing campus character.

4 Academic / Community / Commercial Mixed Use Districts (A&B)



LEGEND

-  4 (A&B): Academic / Community / Commercial Mixed Use Districts
-  Campus Boundary

Figure 7: Academic/Community/Commercial Mixed-Use Districts

4.1 Existing Context

Districts 4 (A&B) are located along the 50 Street corridor from 46 Avenue to approximately 44 Avenue to the south. This edge is a major transportation corridor, interface with the city of Camrose and connection to Jubilee Park to the west.

District 4A – Is defined on its southern edge by the Jeanne and Peter Lougheed Performing Arts Centre (LRDP, Figure 2) and surface parking adjacent to the west. This sub-district is bound by the 49th Avenue promenade to the east and 46 Avenue to the north.

District 4B – Is a key district with borders including 50 Street to the west, the ravine to the south, and campus quad to the east. The district currently contains a large percentage of unstructured open spaces and two academic facilities, the classroom building and science extension.

4.2 Campus Planning Goals, Character and Community Building

Districts 4 (A&B) are characterized by a unique mix of uses and engaging edges. This district provides an interface with the broader Camrose community, through joint-use facilities and opportunities for commercial uses. The intended character of this district harnesses the energy of these diverse uses.

A sustainable and engaging campus is one which is not wholly dependent on automobile travel. Opportunities exist to enhance pedestrian movement, bicycle travel, and to support the City of Camrose's transit service. Partner with the City of Camrose to enhance off-campus facilities for walking and cycling, and complement with improvements on campus, completing pedestrian connections which are currently missing, and enhancing existing infrastructure where appropriate.

Development in this district must provide opportunities for a range of teaching and research facilities and support development of a range of facilities that enables the continued growth of campus.

Opportunities within the Community Mixed Use District must express their alignment with the following principles of the LRDP:

Guiding Planning Principle(s)

- #1: Quality of Campus
- #2: Enhanced Transportation Options
- #4: Academics
- #6: Capacity to Accommodate Enrollment
- #7: Sustainability Leadership
- #8: Informal Study Spaces
- #9: Quality Open Space
- #10: History, Pride and Culture
- #11: Community Coordination and Engagement

4.3 Reinforcing the District Identity and Campus Framework

Nodes - key locations of campus activity

- Utilize major nodes at the periphery of the district to provide for different uses, for both campus and community users.

Paths – routes along which campus users travel

- Limit vehicular routes on peripheral public roadways, and routes to access surface parking lots
- Consider pedestrian connections which are currently missing and enhancing existing infrastructure where appropriate.
- Manage on-campus parking to maximize existing facilities as enrollment grows.
- Consider Universal Access guidelines in planning and design activities.

Gateways – locations of entry to the campus

- Establish and enhance the sense of arrival to campus through location of buildings at highly visible locations on the perimeter of the campus
- Communicate the campus identity through special consideration of building facades at gateway locations
- Prioritize development opportunities at gateway locations where built form and public realm design can be used to establish campus identity

Edges – transitional spaces between areas of different character

- Design future buildings and open spaces to achieve a strong sense of place, unique to Augustana and the campus experience for both visitors and passersby.
- Develop pedestrianized connections to 50 Street through campus buildings
- Use buildings to visually reinforce edges and support creation of open spaces and amenities internal to campus
- Reinforce the new campus edge along 50 Street adjacent to Jubilee Park

Landmarks – point references that are easily recognized as unique

- Consider view corridors and enhancement of landmarks on campus through building placement, orientation and massing.

4.4 Campus Planning Guidelines

Buildings within Districts 4(A&B) are subject to a range of guidelines to ensure they support the campus vision and adhere to the provisions of the LRDP. The guidelines listed below are intended to provide built form and site development controls. While a range is given to identify the land use type, likely built form and programming requirements, as development parcels are finalized site specific requirements will be confirmed. For the purpose of calculating site coverage, the following guidelines shall apply to District 4A and District 4B independently.

4.4.1 Acceptable Uses

Districts 4 A&B are uniquely positioned within the City of Camrose and along the 50 street corridor. Given the location and opportunities for partnership with the City of Camrose, uses within Districts 4(A&B) should be generally compatible with the uses as permitted in the City of Camrose Land Use Bylaw (2929-17) section 15.1 C1 – Central Commercial District and 15.2 C2 – Highway Commercial District.

- Academic/Community Mixed Use: any facilities developed to achieve the goals, objectives and strategies expressed in the academic, research and business plan
- Social and Recreational: indoor and outdoor spaces designed for active and passive recreational use.
- Office: non-academic office spaces
- Campus support: operations and maintenance facilities
- Parking Facilities: combination of surface and structured parking facilities
- Retail and services: where provided as part of a mixed use or joint use facility in conjunction with academic, recreational, office, or campus support uses

4.4.2 Orientation and Massing

- Setbacks:
 - 2.0 – 3.0 m along internal vehicle corridors & 50th Street Corridor
 - 0.0 – 1.5 m along pedestrian corridors and shared use pathways
 - Increased setbacks considered for up to 25% of the facade, only to allow for pedestrian oriented activities to spill out of buildings adjacent to entrances such as seating areas.
- Building Heights:
 - Maximum 16.0 m (3-4 storeys)
 - Maximum 23.0 m (6 storeys where a building contains student residence facilities)
- Site Coverage:
 - Maximum 65%
- Design Guidelines:
 - Buildings fronting this type of edge should build to the edge for at least 75% of their frontage where grade permits, to establish a street wall addressing 50th Street.
 - Slope should be utilized to provide access to buildings at multiple storeys. This will improve campus accessibility from 50th Street by providing access to internal elevators to campus quad.
 - Building entrances should be clearly delineated from the façade utilizing architectural features and/or materials, clearly presenting a sense of welcome.

5 Implementation

5.1 Purpose and Outcomes

The design guidelines are intended to establish a framework for evaluating future development proposals and to further refine the campus development framework established in the LRDP (Figure. 2).

Proponents and development partners should use these planning and design guidelines as a reference and bridging document to the Augustana Campus Long Range Development Plan (LRDP, 2018). These guidelines are to be used not only by the University but also by any other public or private development partners as a framework supporting the University in the implementation of the Integrated Asset Management Strategy (2019).

These guidelines are intended to assist proponents in complying with the LRDP and integrating their projects with the campus. No project proposal should proceed beyond the planning stage if it does not comply with the LRDP.

5.2 Opportunity Guidelines Checklist

This checklist is to be used as a terms of reference for future development opportunities and should be understood as preliminary or basic requirements for evaluation of all development within the Augustana Campus. Additional requirements and detailed scoping documents will be provided as specific development opportunities are finalized.

KEY DESIGN GUIDELINES	DESCRIPTION OF RESPONSIBILITIES	INCLUDED
Campus Design Criteria	Proposals should articulate a vision for the site and district. The vision should include design standards which will establish and protect the vision for the overall campus, while allowing appropriate interpretations for specific elements or building requirements.	
Overall Site Layout	Graphic illustrations should identify how appropriate massing, connectivity, and urban edges will be utilized to align specific development opportunities with development across the district and broader campus lands.	
Principles of Development (11 LRDP)	Design rationale and response to strategic planning principles and directions should identify how proposed development ensures an attractive, functional and efficient campus that accommodates the research, teaching and campus life needs of the university.	
Nodes	Proposals should identify how development aligns with the campus framework and how it intends to establish or reinforce hubs of activity that define the character of the district and campus experience overall.	
Paths	Proposals should identify a hierarchy of paths, important patterns of movement and consider multiple modes as identified on campus. Proposed development should respond to the unique circumstances and requirements of the district.	

Gateways	Proposals should identify, respond to, and suggest treatment at major and minor gateways. Proposals for development should consider placemaking and the arrival and entry experience and provide a rationale for inclusion of signage, landscaping, and buildings as they are intended to define the campus boundary and access.	
Edges	Proposals should identify how development responds to and reinforces the campus framework and achieves the goals as set out in this document.	
Landmarks	Proposals should acknowledge and incorporate identified landmarks and view corridors to these landmarks in their design rationale.	
Accessibility	New and redevelopment projects should be designed to provide universal accessibility, personal safety and security and legibility. Development proposals should present design considerations that support a safe and accessible campus environment. This will be achieved through application of the principles of Universal Design for buildings and through provision of accessible and safe open spaces that consider lighting, signage and gathering spaces that encourage activity, both in day and night.	

5.3 References

5.3.1 Augustana Campus

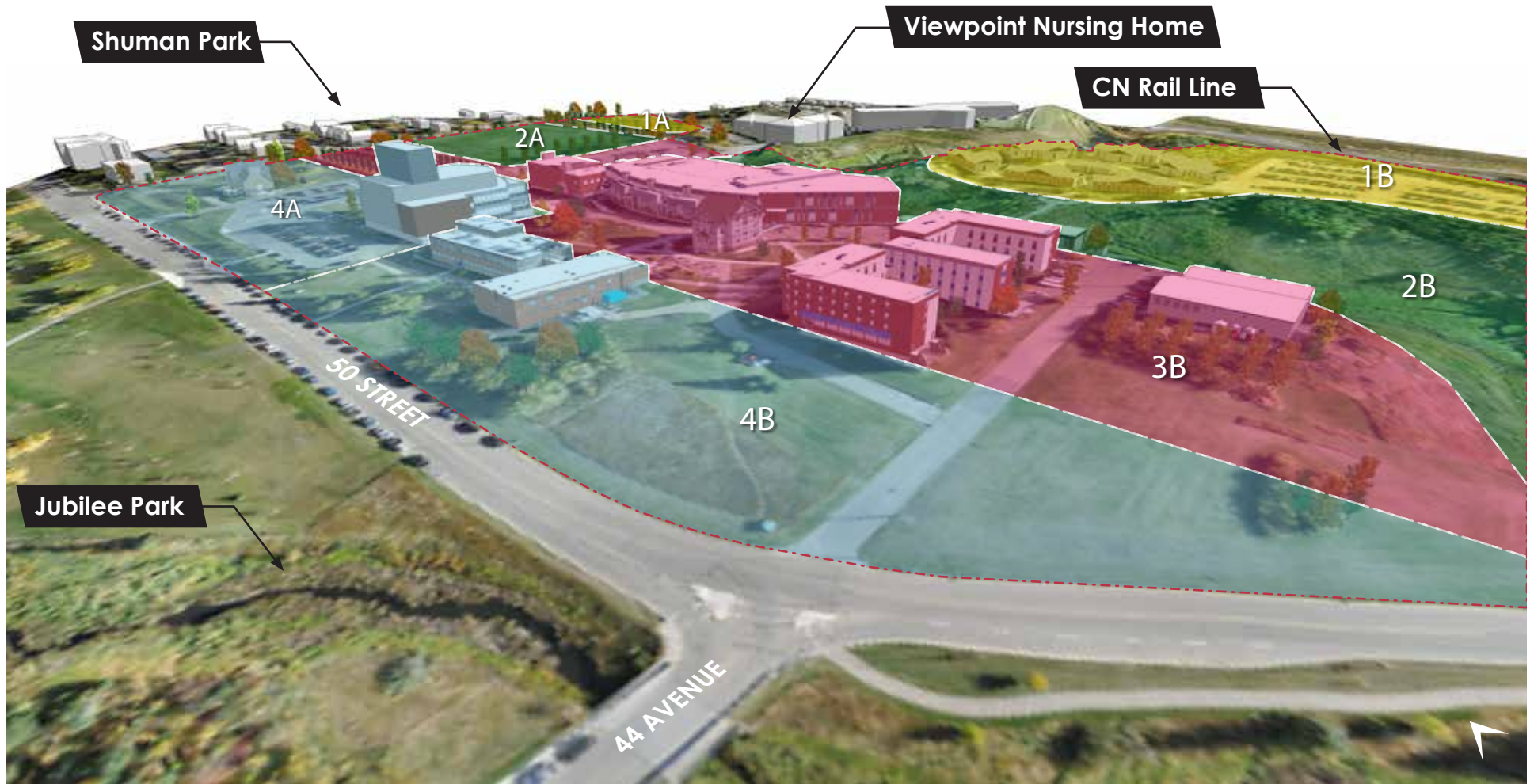
- Long Range Development Plan (January 2005)
- General Space Program - *Phase 1 Academic* (August 2012)
- General Space Program - *Phase 2 Non-academic* (April 2015)

5.3.2 U of A Guiding Documents

- Institutional Strategic Plan - *For the Public Good* (2016)
- Integrated Asset Management Strategy – *Taking Care Of Our Campus* (2019)
- Sustainability Plan – *Building a Sustainable Future* (2016-2020)
- Strategy for Residences (2015-2040)

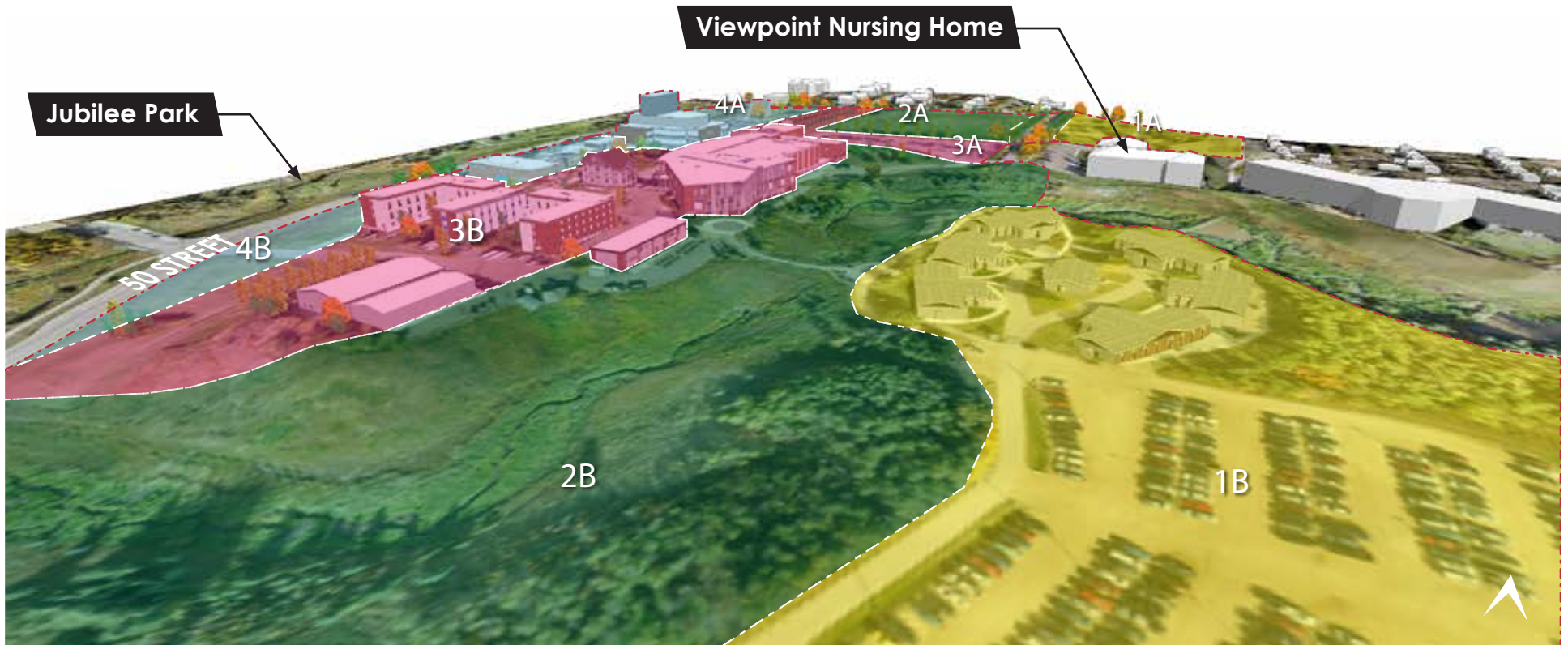
6 Appendix 1

6.1 South-West Axial View – Augustana Campus Districts



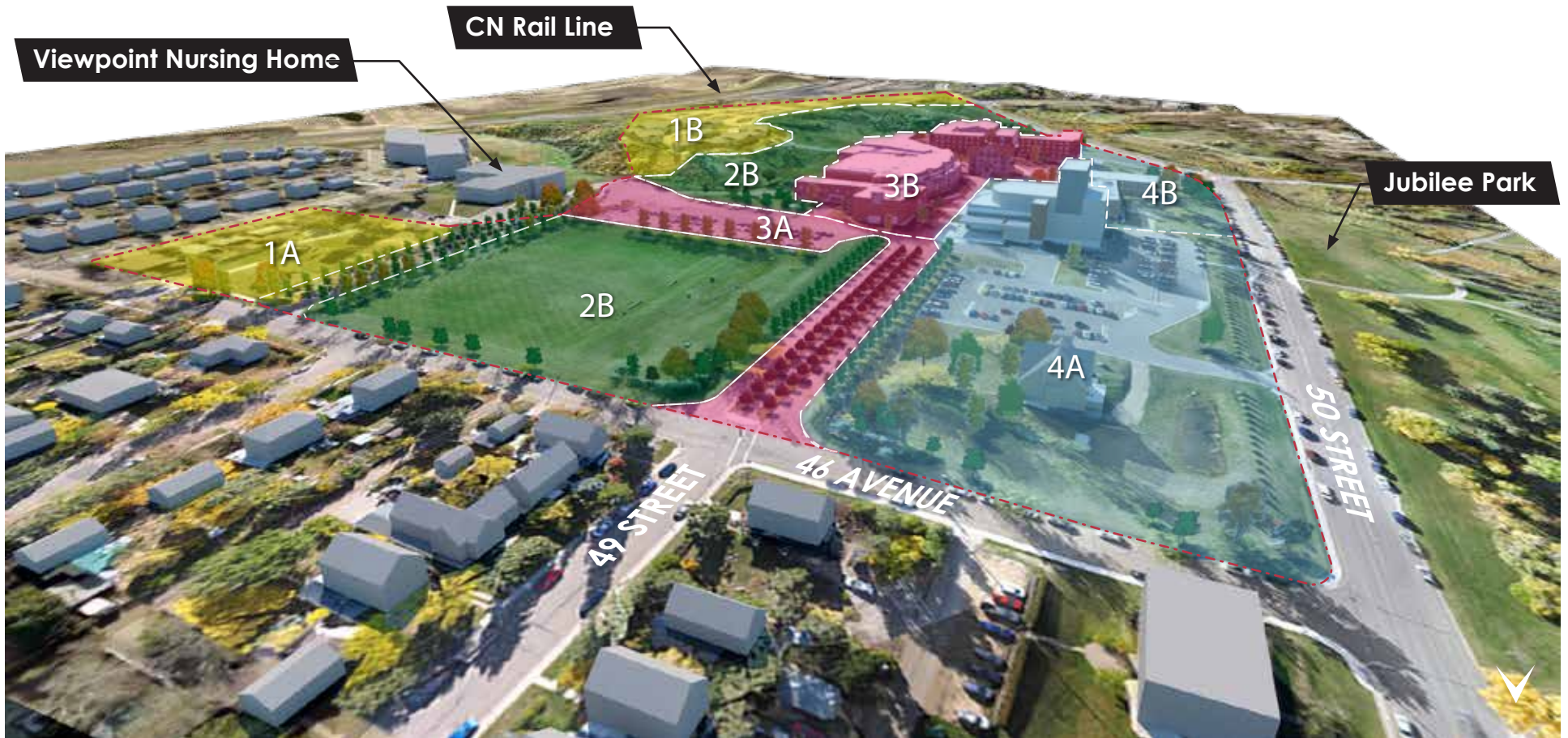
- 1: Student Living Districts
- 2: Campus Open Space Districts
- 3: Central Academic Districts
- 4: Academic / Community / Commercial Mixed Use Districts
- Campus Boundary

6.2 South-East Axial View – Augustana Campus Districts



- 1: Student Living Districts
- 2: Campus Open Space Districts
- 3: Central Academic Districts
- 4: Academic / Community / Commercial Mixed Use Districts
- Campus Boundary

6.3 North-West Axial View – Augustana Campus Districts



- 1: Student Living Districts
- 2: Campus Open Space Districts
- 3: Central Academic Districts
- 4: Academic / Community / Commercial Mixed Use Districts
- Campus Boundary

6.4 LRDP Figure 2: Campus Facilities by Period of Construction

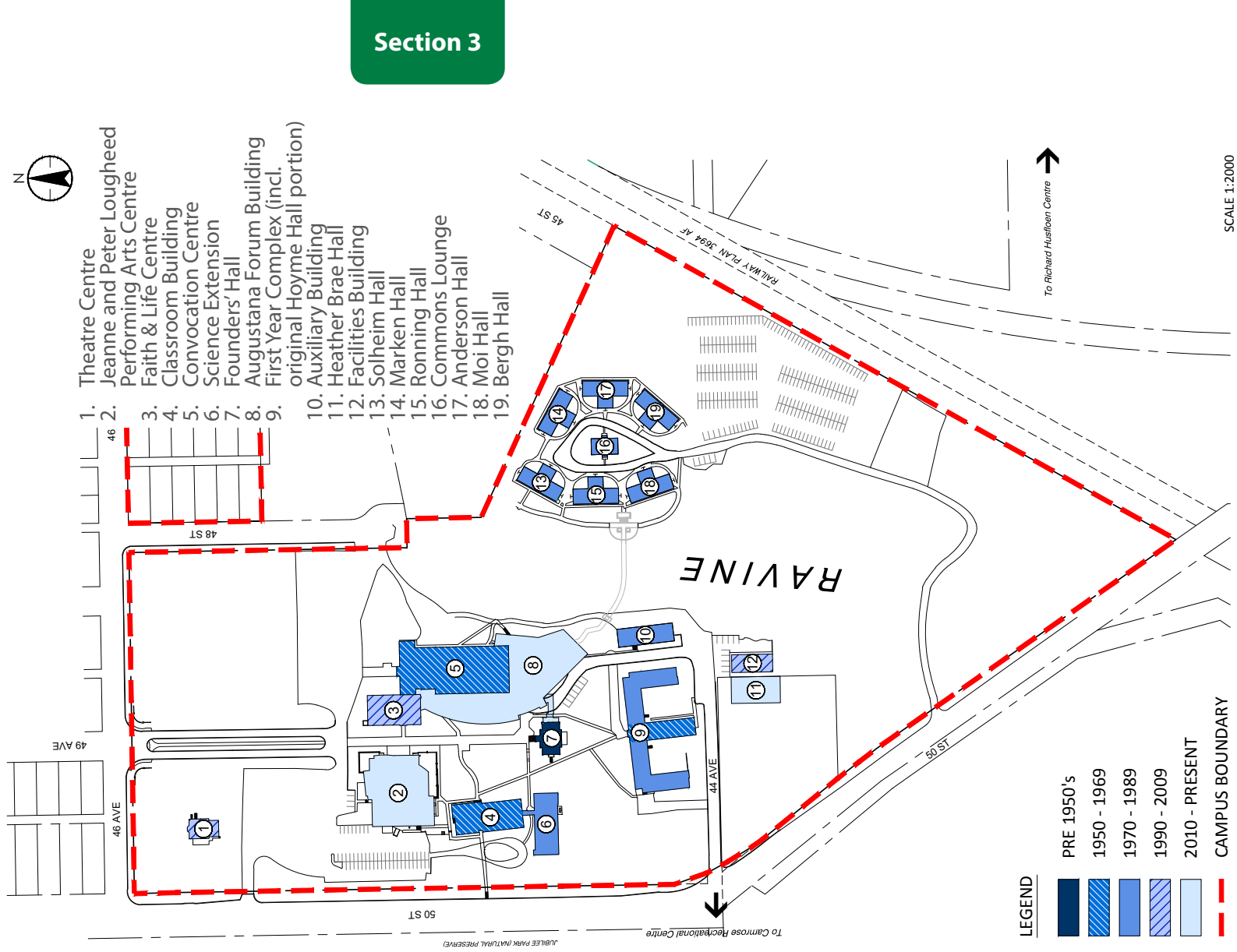


Figure 2: Campus Facilities by Period of Construction