



KING'S UNIVERSITY COLLEGE

CAMPUS DEVELOPMENT STRATEGY

FEBRUARY 2019

LAND ACKNOWLEDGEMENT

We acknowledge that our campus at King's University College is situated on the traditional territories of the Anishinaabeg, Haudenosaunee, Lenapeewak, and Attawandaron peoples, all of whom have longstanding relationships to the land of Southwestern Ontario and the City of London. The First Nations communities of our local area include Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. And in our region, there are eleven First Nations communities, as well as a growing indigenous urban population. King's University College values the significant historical and contemporary contributions of local and regional First Nations, and all of the Original Peoples of Turtle Island (also known as North America).

CONTRIBUTIONS



The planning process was guided by a dedicated Steering Committee who represented different perspectives of the King's community. The following individuals should be recognized for their contributions in guiding a principled approach to planning:

STEERING COMMITTEE

CHRIS MACNEIL
JEFF MAJOR
MARILYN MASON
JOE HENRY
SAURO CAMILETTI
JANA GORDON

CONSULTANT TEAM



PERKINS+WILL

ALISON HANNAY
MAGDALEEN BAHOUR

REBECCA RAMSEY
JANICE CHEUNG
ANDREW FRONTINI
PAUL KULIG
SAFDAR ABIDI
LESLIE JOHNSON

ADVANCING THE KING'S MISSION

King's is a public Catholic University College engaged in the open pursuit of truth and the discovery and sharing of knowledge in service to humanity. By integrating academic programs rooted in the liberal arts with comprehensive student support, King's creates an inclusive and empowering space for students by nourishing their capacity for critical thought, articulate expression, creativity, and ethical action.

TABLE OF CONTENTS

01 EXECUTIVE SUMMARY

| | |
|--------------------------------|---|
| TOOLS FOR FUTURE CONVERSATIONS | 5 |
| ORGANIZATION OF THE STRATEGY | 6 |

02 INTRODUCTION

| | |
|---------------------|----|
| A HISTORY OF KING'S | 9 |
| CAMPUS CONTEXT | 12 |

03 DRIVERS OF THE PLANNING PROCESS

| | |
|--|----|
| CONTINUUM OF CAMPUS PLANNING PROCESSES | 15 |
| THE DESIGN PROCESS | 16 |

04 THE CAMPUS TODAY

| | |
|-------------------------|----|
| EXISTING CAMPUS PROFILE | 19 |
| PROGRAMMING | 20 |
| CIRCULATION | 24 |
| OPEN SPACE | 28 |

05 VISION FOR AN EMERGING CAMPUS

| | |
|--------------------------------------|----|
| ROOTED IN GUIDING PRINCIPLES | 31 |
| EMERGING CONCEPT & STRATEGY PLAYBOOK | 34 |
| STEWARD | 36 |
| SHIFT | 42 |
| ADD | 50 |
| THRIVE | 56 |

06 REALIZING THE VISION

| | |
|---|----|
| PARTNERSHIPS AND CONTINUING CONVERSATIONS | 63 |
|---|----|

07 APPENDIX

| | |
|---|----|
| KING'S SPACE AND FACILITY RENEWAL PROJECT SUMMARY | 66 |
| FOCUS GROUP SESSION NOTES | 67 |



01

EXECUTIVE SUMMARY



EXECUTIVE SUMMARY

CAMPUS DEVELOPMENT STRATEGY: TOOLS FOR FUTURE CONVERSATIONS

You stand at the end of the past; where the future begins, you stand. You are the link between what has been and what is yet to be.

The King's Campus Development Strategy represents a long-term generational plan that will guide thoughtful relationship building and development over the coming years. It represents a proactive strategy that can be used as a platform for future conversations with neighbours, students, staff, alumni, and the broader community. The Strategy represents a comprehensive and principled approach to campus design, in which year-long discussions around new space have been informed by the analyses of existing space and conditions. The planning process began with a Space and Facility Renewal analysis, which was an initial study conducted to create an assessment that reflects various aspects and conditions of the buildings on campus.

The outcome of the Campus Development Strategy and planning process is this report and the interactive Space and Facility Renewal Database, but it is

also the new and strengthened relationships that will carry forward through implementation. These relationships include those built through aligning the Strategy with the Strategic Plan (2017-2024), the Mental Health Wellness Plan (2018), the Okanagan Charter (International Charter for Health Promoting Universities and Colleges, 2015) and other initiatives that articulate the values and priorities of King's. The Campus Development Strategy offers a visionary concept with placeholders for short-term and long-term change that will be refined with future input. Lastly, the Strategy is a commitment to thoughtful sustainable campus infrastructure and programmatic investment, in service of the spirit of King's, the beauty of the campus landscape, and the overall mission of the institution.

ORGANIZATION OF THE CAMPUS DEVELOPMENT STRATEGY

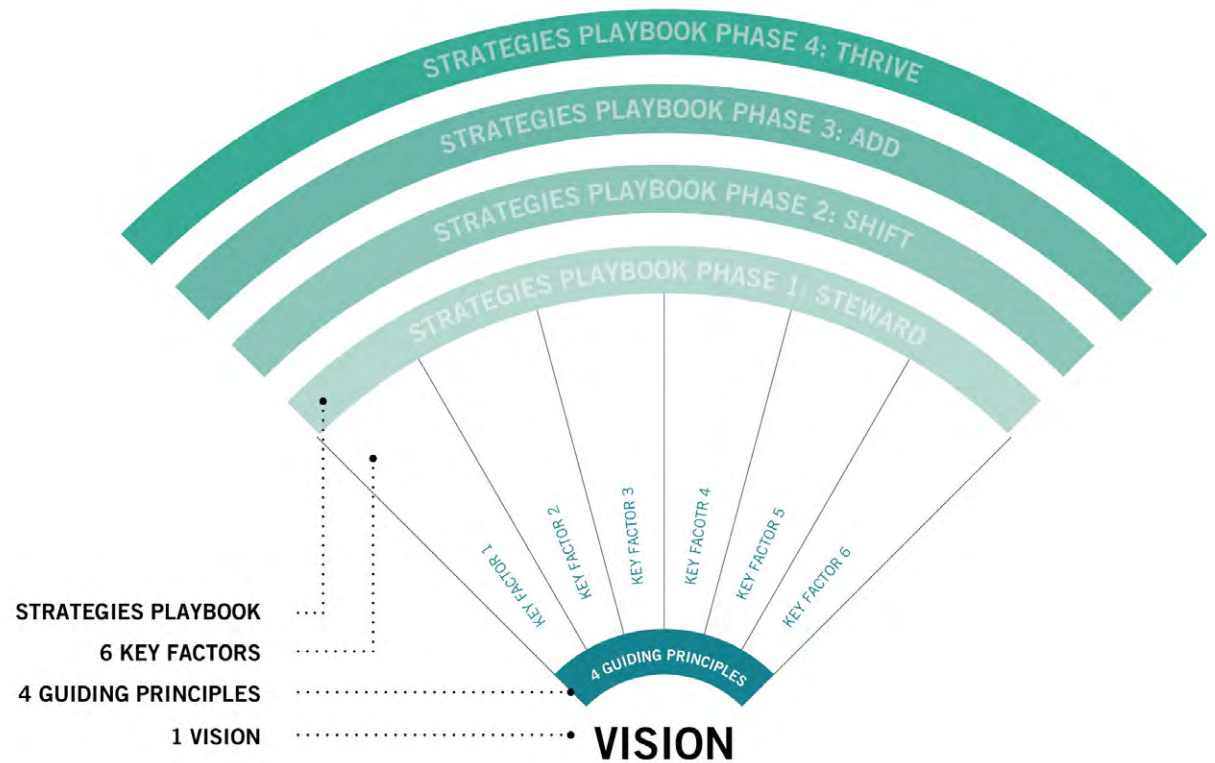
The Campus Development Strategy is organized around a principled approach to the planning process and the need for both strategic flexibility and implementation logic.

An overall **Vision** for a “hopeful future campus” was developed through stakeholder engagement and further articulated as **guiding principles** – aspirational attributes that should be fulfilled in every phase of campus change.

Six key **implementation factors** – or ways to operationalize these principles – were identified, flowing into potential projects that help realize the overall Vision through a **“Strategy Playbook.”** This Playbook provides a loose logical sequence to different priority opportunities and projects, allowing King’s to pursue opportunities and partnerships at their own pace.

Figure 1 summarizes the relationship between the Vision, four guiding principles, key implementation factors, and the four phases of the Strategy Playbook (*Steward, Shift, Add, and Thrive*). These are detailed further in Section 5 (Emerging Campus).

FIGURE 1. ORGANIZATION OF THE CAMPUS DEVELOPMENT STRATEGY & “STRATEGY PLAYBOOK”



An innovative centre of higher learning that inspires the open pursuit of truth and discovery through inclusive campus experiences.

FIGURE 2. REPRESENTATION OF A HOPEFUL, FUTURE CAMPUS





02

INTRODUCTION



INTRODUCTION

A HISTORY OF KING'S

Founded in 1954, King's University College at Western University is a Catholic, liberal arts university college affiliated with Western University of Ontario. King's University College is situated in the City of London Ontario, adjacent to the Thames River, near the Richmond Gates of the University of Western Ontario. The majority of the campus is surrounded by residential neighbourhoods, with elevated scenic views of the Thames River on the north side of campus.

Following the announcement in 1945 that the Diocese of London would establish an arts college, several key issues pertaining to the size and location of the campus were resolved. Because of the attendance of the seminarians and the necessity of staff going from the Seminary to the new College, the site on the Seminary grounds became the favourable location. The original 10-acre (40,000 square metre) parcel of land upon which the College would be built was donated by St. Peter's Seminary to the Episcopal Corporation of the Diocese of London. Construction of the new building that was to become Christ the King College (now Monsignor Wemple Building) began in June 1954. The ground was blessed and broken by Bishop Cody and the cornerstone for Wemple Hall was laid; the first classes at King's were held in the Monsignor Wemple Building, which remained the sole educational facility until 1982

when the institution began using lecture theatres in Dante Lenardon Hall. In its early years following its opening in 1955, King's initially consisted of 55 double residence rooms, 7 classrooms, a library, a dining hall, two reception rooms and a chapel. The institution's name was changed to King's College in 1966 after it became affiliated with the University of Western Ontario. In 1972, King's took responsibility for the overall operations and governance of the College. The incorporation process represented the next step in King's development as a major Catholic university in Canada. As part of the transfer completed in December 2013, King's obtained official ownership of the land and buildings currently held in its footprint.

Over the past 7 decades, the College has undergone significant physical and social change, reflecting an evolution in the King's culture and service. The 25 buildings that comprise the King's campus vary in age from Wemple Hall, which was completed in 1954 to the Darryl J. King Student Life Centre, completed in 2014. The first class that enrolled in September 1955 was 46 men in total, with 150-full time students registered in 1958. Today, King's represents a diverse community recognized, both nationally and internationally, for its academic programs, scholarships, and comprehensive student services. Offering degree programs in the

GROWTH OVER THE PAST 60 YEARS



Construction of Christ the King College/Wemple building begins



Enrolment: approx. 750 Students
Construction of townhouse residences



Enrolment: 3244 Students
Opening of Labatt Hall



Opening of the Darryl J. King Student Life Centre

1954

1955

1970

1977

1991

1995

2003

2007

2008

2010

2012

2014



Enrolment: 46 Students
Opening Day



Enrolment: 2356 Students
Alumni Court Residences Open



Enrolment: 3669 Students
Opening of the Faculty Building



Enrolment: 1196 Students
Purchase of Silverwood Mansion, eventually renamed to Dante Lenardon Hall



Enrolment: 2185 Students
Opening of Cardinal Carter Library



Enrolment: 3689 Students
Opening of Broughdale Hall



Enrolment: 3768 Students
Purchase of International House & Purchase of Faculty Guest House



Enrolment: 3771 Students
Rental of Chapel at the Mount

FIGURE 3. TIMELINE OF GROWTH AND CHANGE AT KING'S



FIGURE 4. FORMER ORCHARD NORTH WEST OF ST. PETER'S SEMINARY / UNKNOWN YEAR



CHRIST THE KING COLLEGE OF ARTS.
LONDON ONT. DATE Sept. 29.57/NO. 4

FIGURE 5. FOUNDATIONS OF WEMPLE BUILDING / 1951



FIGURE 6. CONSTRUCTION OF ALUMNI COURT HOUSING / 1990



FIGURE 7. DARRYL J. KING STUDENT LIFE CENTRE / 2014

A HISTORY OF KING'S (CONTINUED)

arts, social sciences, management, and social work, King's is home to approximately 3,500 full and part-time students from Canada as well as 35 other countries.

King's students enjoy "the best of both worlds" – small classes led by outstanding faculty on an intimate, beautiful campus while enjoying the experiences of being part of a comprehensive university. King's students have complete access to all the facilities and services at Western University and graduate with a Western degree. As a Catholic university, King's emphasizes the value of each individual; students from all faith backgrounds are welcome and respect for the human person is behind King's commitment to diversity, accessibility, social justice and to building the common good.

CAMPUS CONTEXT

King's University College is located in the north-central area of London Ontario, on the northern edge of the residential community known as Old North. The existing campus is bound by the North Branch of the Thames River to the north, and St. Peter's Seminary to the east, a Catholic institution with which King's has been associated with since its inception. King's maintains an affiliate college status with Western University, and benefits from its proximity to the main campus, which is located just west of the King's campus.

A defining feature of the King's campus is its integration within the fabric of the City of London. The campus straddles two municipal streets: Epworth

Avenue, which runs east-west, and Waterloo Street, which runs north-south. Epworth Avenue is the main connector between King's and Western University, while Waterloo Street is the main connector to the City of London. The campus is embedded within a residential neighbourhood, and benefits from its connectivity to the area, the scale of the local fabric, as well as the mature trees that line the surrounding streets. Its adjacency to the Thames River is another significant aspect of King's location, however, there are currently few connections from the existing campus to the river.

The majority of the academic buildings that form the King's campus are located in the southwest quadrant of Epworth and Waterloo, while the main administrative building and residences are located on the north side of Epworth Avenue. Additional buildings have also been acquired further west on

Epworth Avenue, including Broughdale Hall, and several residential buildings.

With King's acquisition of the Seminary lands on the east side of Waterloo Street, a large area of green space (7.33 hectares), will become part of the King's campus providing future potential for growth and for enhancing its relationship with the surrounding community.

"Undertake a campus space assessment and revise our campus development plan"

"Create and maintain a physical environment that fosters a spirit of community..."

"Become a leader in environmental responsibility & sustainability"

"Understand & respond to the challenges & opportunities presented by the Truth & Reconciliation Commission Report, in partnership with our Indigenous neighbours"

- *Strategic Plan 2017-2024*

Key Themes from Strategic Planning Workshops



March 2016

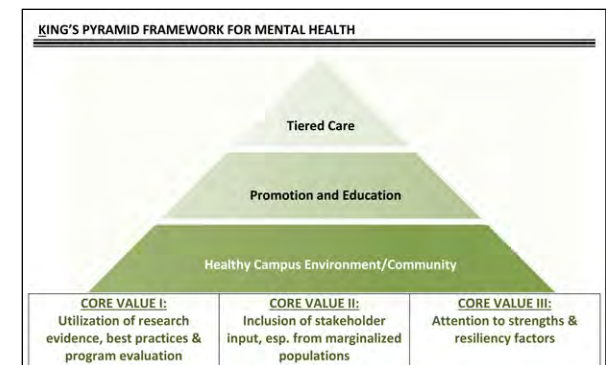
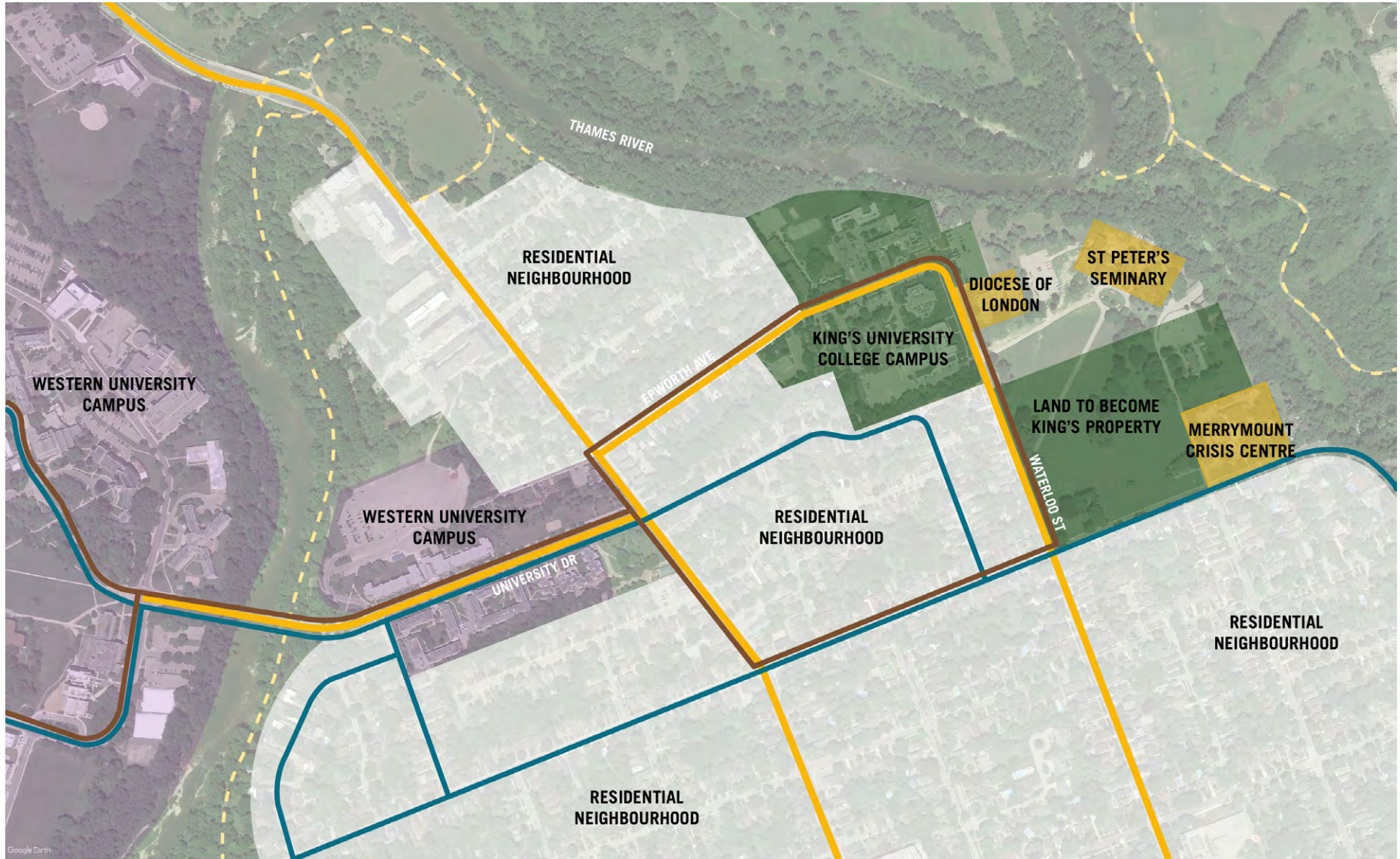


FIGURE 8. SURROUNDING CAMPUS CONTEXT



- MAIN ROADS
- BRESCIA-KING'S BUS ROUTE
- CYCLING ROUTES
- THAMES VALLEY PARKWAY TRAIL



03

DRIVERS OF THE PLANNING PROCESS



DRIVERS OF THE PLANNING PROCESS

CONTINUUM OF CAMPUS PLANNING PROCESSES

This planning process represents one step in a longer planning continuum and follows on the heels of the recently completed Strategic Plan (2017-2024). The strategic planning process undertaken in 2016 was rooted in broad stakeholder consultation and reflections on how to take the King's educational project into the next decade. The new parameters for funding, coupled with an emphasis on student satisfaction were particular considerations explored, while several visioning questions were workshopped with staff and students. One of these questions is particularly insightful for future campus change: ***why would students choose to come to King's five years from now?*** The key themes identified in response to this question were the following:

- Programming (choices, unique, blended, and online learning; experiential learning, clustering, interdisciplinary collaboration, continuing education, graduate level)
- Facilities (residences, compact village, world class, accessible, green, cutting edge technology)
- Connection to Catholic faith/roots
- High quality student experience (small class size, strong student supports, welcoming, open, wellness, community feel)
- Faculty (access to/available, approachable, reputable, personal, diversity)
- Career development and preparedness

Many other bold ideas and common thoughts emerged from the strategic planning process, including the use of and need for more space and the need to create an Indigenization plan. Together with the Strategic Plan document itself, the themes from these stakeholder consultations provide a nuanced picture of what is driving the Campus Development Strategy and the mission-critical issues to which the physical campus must respond. The purpose of the Campus Development Strategy captures the intention to connect all future capital planning projects to the goals of the Strategic Plan and the overall mission. The intention is not to dictate capital planning timelines, but to help contextualize and communicate all opportunities in a long-term framework for sustainable change. The generational time horizon reflects the need to consider immediate opportunities as well as new trends in pedagogy, faith-based learning, Catholic social teaching, and community service that will continue evolve over the coming decades.

The purpose of this document is to translate consultation into a long-term campus development strategy in support of the Strategic Plan, that communicates a hopeful future rooted in Catholic intellectual tradition and inspired by future generations of learners.

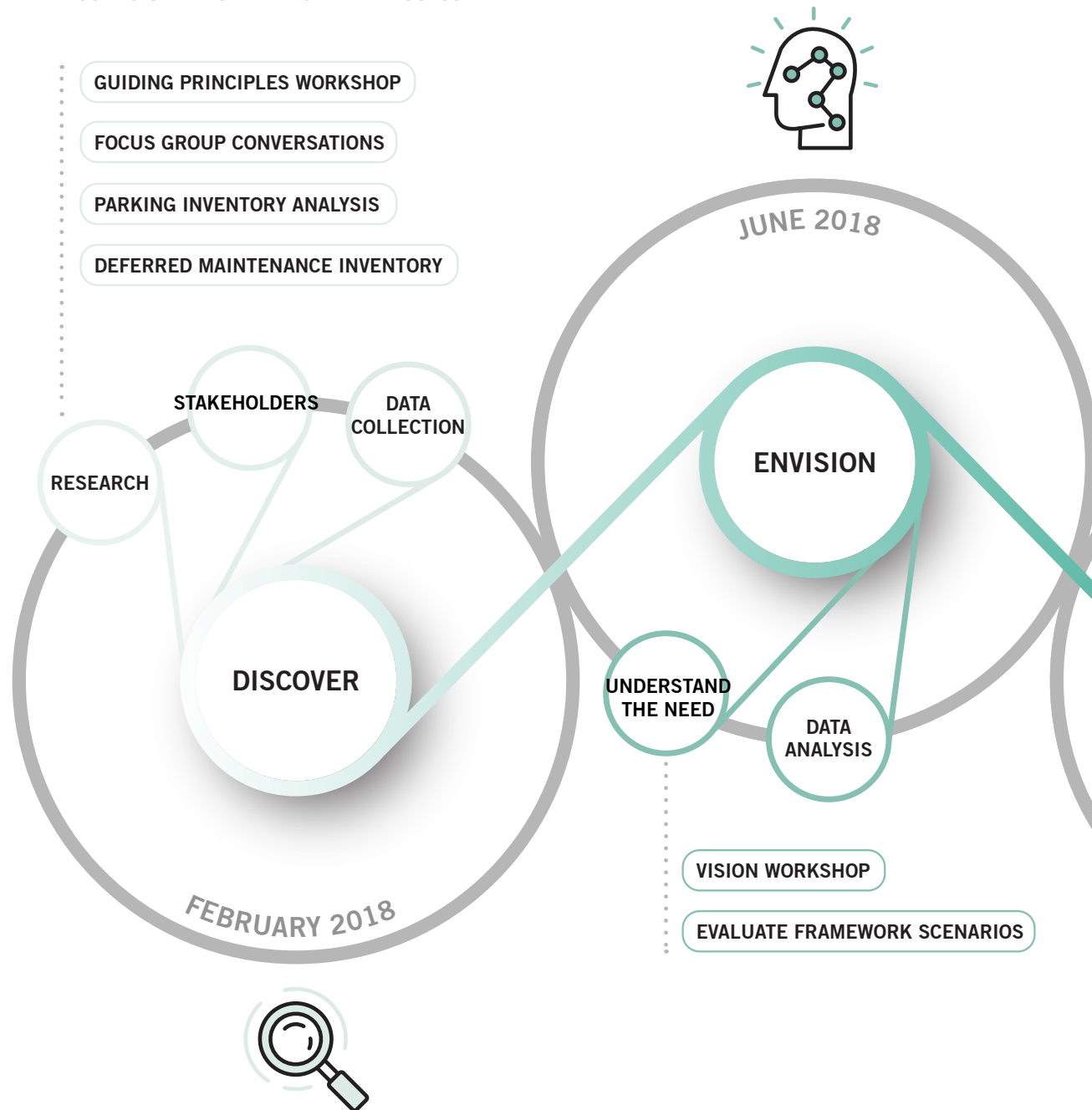
FIGURE 9. STRATEGY DEVELOPMENT PROCESS

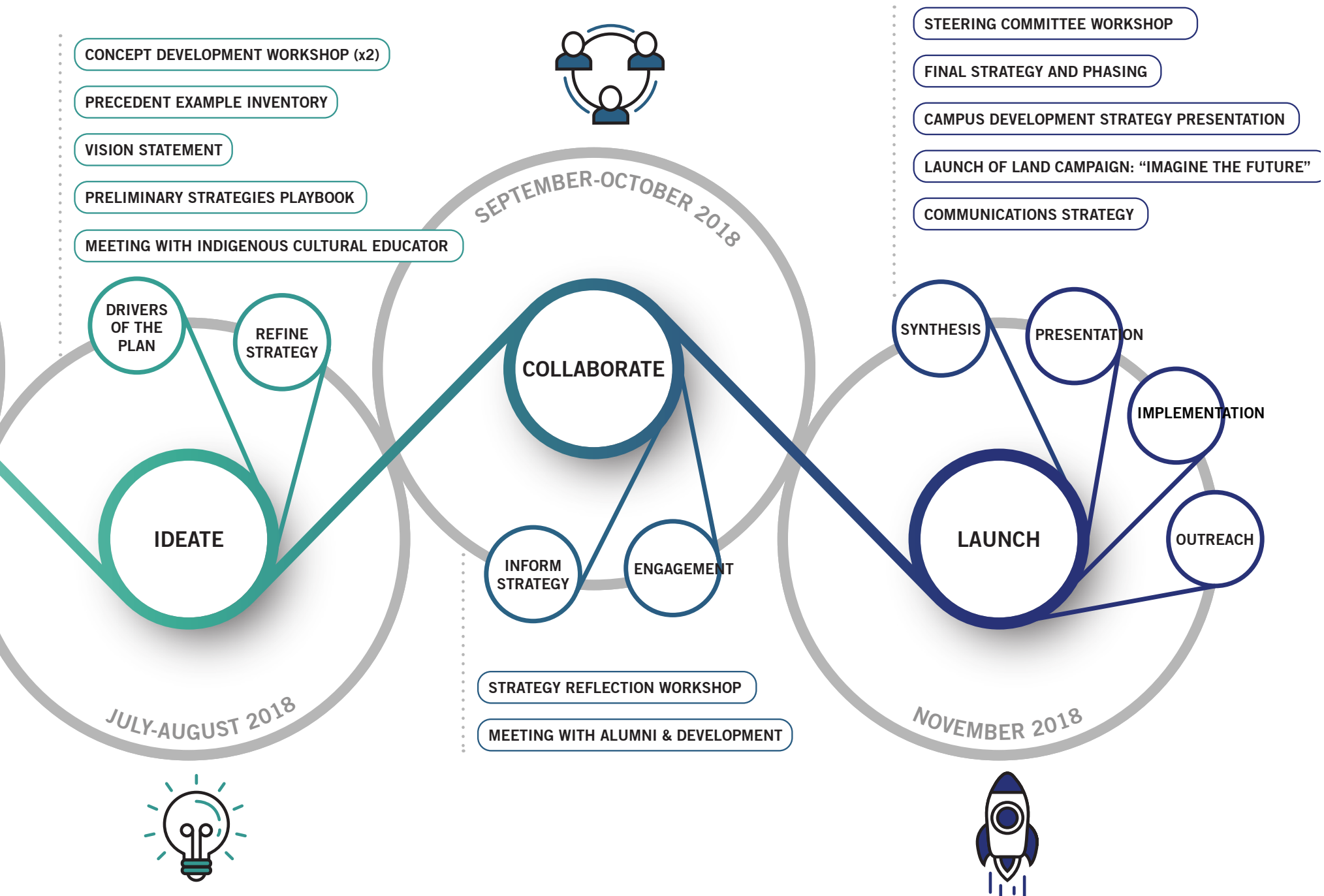
CAMPUS DEVELOPMENT STRATEGY: THE DESIGN PROCESS

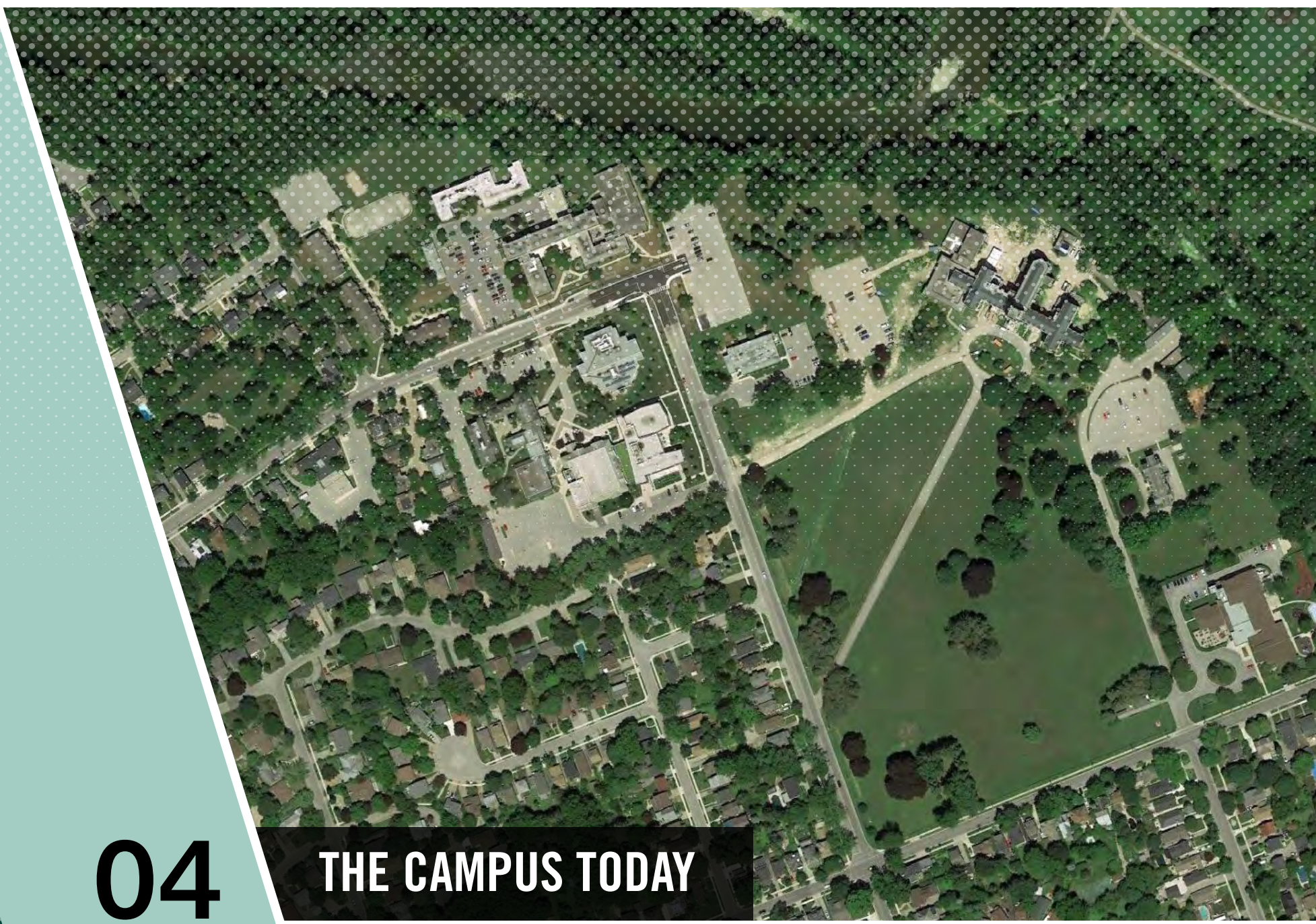
The Campus Development Strategy represents a year-long planning process that began in early 2018 with documentation of existing conditions and focus group sessions with over 75 participants. A Steering Committee was formed during this period to guide the analysis, focus group session findings, and the forthcoming vision and concepts.

Moving from discovery, ideation, and launch of a new fundraising campaign – Imagine the Future – the planning process was shaped by powerful conversations with students, staff, and stakeholders about what they cherish about King’s and what they look forward to. The Steering Committee discussed different design ideas and communication materials during 6 on-campus workshops. Also critical to this process was meeting with the King’s Indigenous Cultural Educator to begin a conversation about the path to reconciliation and the social justice goals aspired to by the College.

The planning process represents a foundation for immediate and future conversations on the changing campus landscape and the opportunities highlighted in this Strategy.







04

THE CAMPUS TODAY



THE CAMPUS TODAY

EXISTING CAMPUS PROFILE

King's today represents a residential and commuter campus with a steady enrolment of just over 3,500 students and physical plant of 17 buildings. As a largely undergraduate educator, King's offers a unique on-campus housing experience within the Western affiliate network. Described as a safe, calming, and natural setting by students interviewed in the planning process, the student life experience represents a collection of residential amenities. The following are properties owned by King's, on or near to campus:

- **Townhouses (on-campus):** residence buildings located on campus to the west of Wemple Hall. While referred to as townhouses, they represent 3 separate buildings that are divided into 10 sections for residences (18 Meadowdown Drive, 8 Meadowdown Drive, 260 Epworth Avenue).
- **Alumni Court (on-campus):** residence building on the north side of Wemple Hall.
- **International House:** a residence adjacent to the southwest corner of campus, located at 138 University Crescent.
- **Epworth Condos** located at 265, 267, 275 and 277 Epworth Avenue and are part of the Epworth Place Enclave located between Broughdale Hall and the Faculty Building. These houses are not located on campus.

With student beds owned and operated by King's accommodating 10% of the 2017/2018 student population, many students live in private student accommodation in the greater London community. The information presented on the right of the page provides a baseline from which the impact of future development can be discussed (change in parking spaces, number of beds, etc.). However, it should be taken as a baseline in the current environment of campus expectations, with consideration given to how programmatic trends, diverse students, sustainability initiatives, and future technologies will impact the physical grounds of the campus.

EXISTING
2017/2018

| LAND | |
|----------------------|--------------|
| Current Campus | 15.93 |
| Seminary Lands | 18.15 |
| Total / Acres | 34.08 |
| ENROLMENT | |
| Undergraduate | 3,495 |
| Graduate | 48 |
| Total | 3,543 |
| EMPLOYMENT | |
| Faculty (FT) | 99 |
| Staff (FT) | 137 |
| Total | 236 |
| BUILDINGS | |
| Number | 17* |
| Gross Floor Area | 30,550 sqm |
| Student Housing | 361 beds |
| % Enrollment | 10.2% |
| PARKING | |
| On-Campus | 537 |
| Accessible | 13 |
| Total | 537 |

* Includes Maintenance Building (townhouses grouped as 3 buildings: 1-3, 4-7, 8-10). Excludes St Thomas Aquinas and 277 Epworth

PROGRAMMING: READING THE CAMPUS

Where do students and staff build community?

An investigation of the different zones on campus, programmatic uses, and student housing profile led the analysis to a critical question: Where do staff and students build community? Not only is this an important consideration for creating a welcoming environment, it is also important when considering the mental health and wellness of students entering King's from different backgrounds and countries. Spaces that support gathering, casual study, or socializing can be found in different formal and informal configurations across campus, and support different levels of community building. The map on the following page highlights the active, passive, and off-campus partner spaces that support community building in the immediate King's campus environment. Outdoor spaces such as the open space quads in Zone 1 and Zone 2 also support activities such as frosh events and informal recreation. However, the following conclusions drawn from the analysis of existing conditions are important considerations for future space programming:

- There are few intentional spaces for formal & informal gathering/activity
- There is a lack of space for events; lack of swing space to make renovations

- While surrounded by supportive natural areas, the interior of residential spaces offer limited common areas that could support informal gathering and socializing

Figures 7 and 8 on the following pages also document the current pattern of programming. While a mix of program uses in different facilities is generally supportive of a dynamic learning environment, the fragmentation of uses in the Wemple Building is indicative of a layout and facility design that is not intuitive to navigate. As one of the core facilities of campus life that includes housing, dining, administrative uses, and instruction, future space programming should consider how to clarify and open-up this building's design.



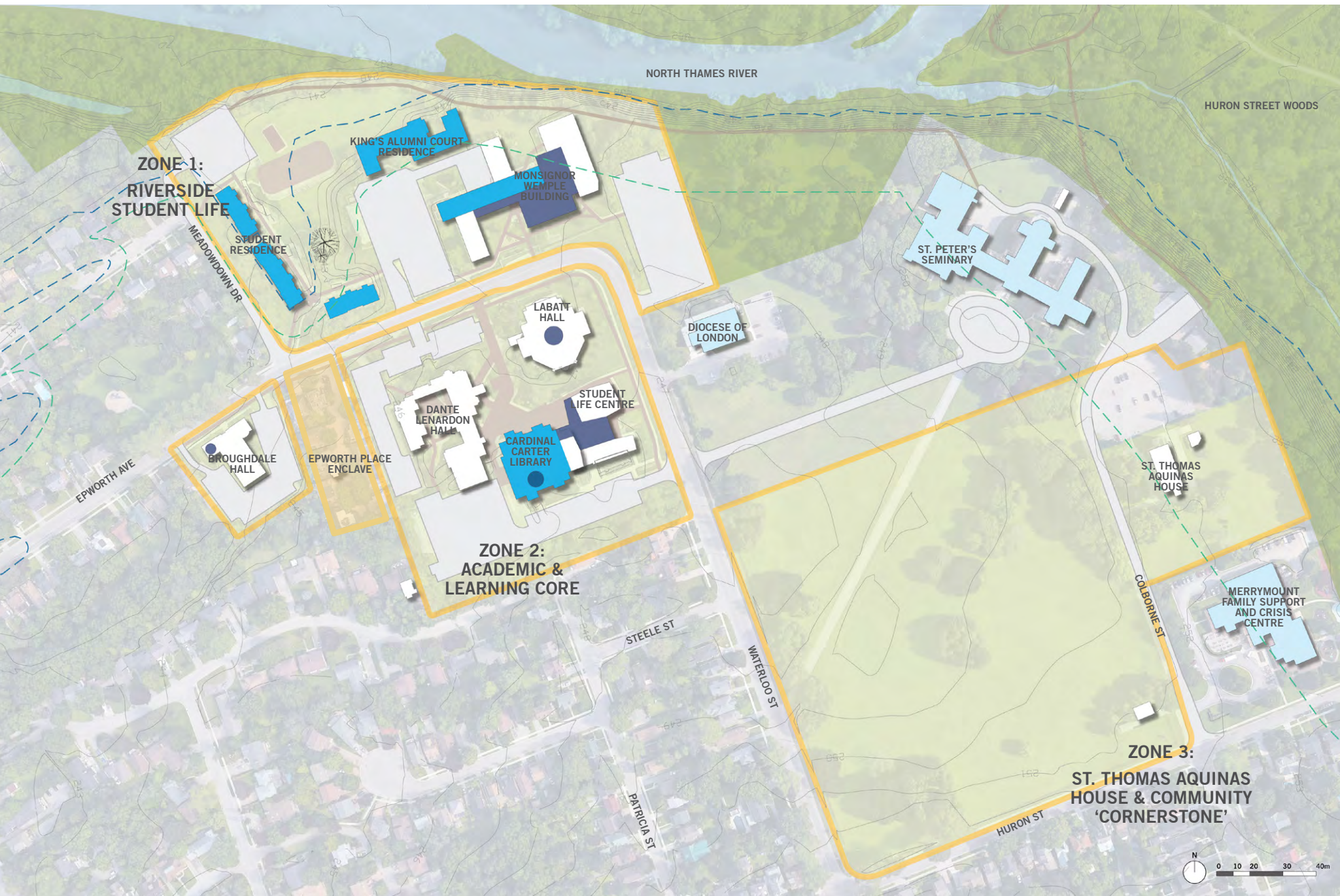
LEGEND

-  BUILDINGS
-  ROAD NETWORK
-  PEDESTRIAN NETWORK
-  CAMPUS LANDS
-  OPEN SPACE NETWORK
-  LANDS SUBJECT TO UTRCA
-  REGULATORY FLOOD LINE
-  WALKING TRAIL

EXISTING COMMUNITY-BUILDING SPACES

-  ACTIVE
Open student spaces for formal and informal gatherings
-  PASSIVE
Student spaces with specific functions or more passive/private uses
-  SPECIAL OFF-CAMPUS PARTNER SPACES
Perimeter spaces that are connected to the mission of the college and serve the broader neighbourhood
-  CAMPUS ZONES

FIGURE 10. PROGRAMMING & COMMUNITY-BUILDING ON THE CURRENT CAMPUS



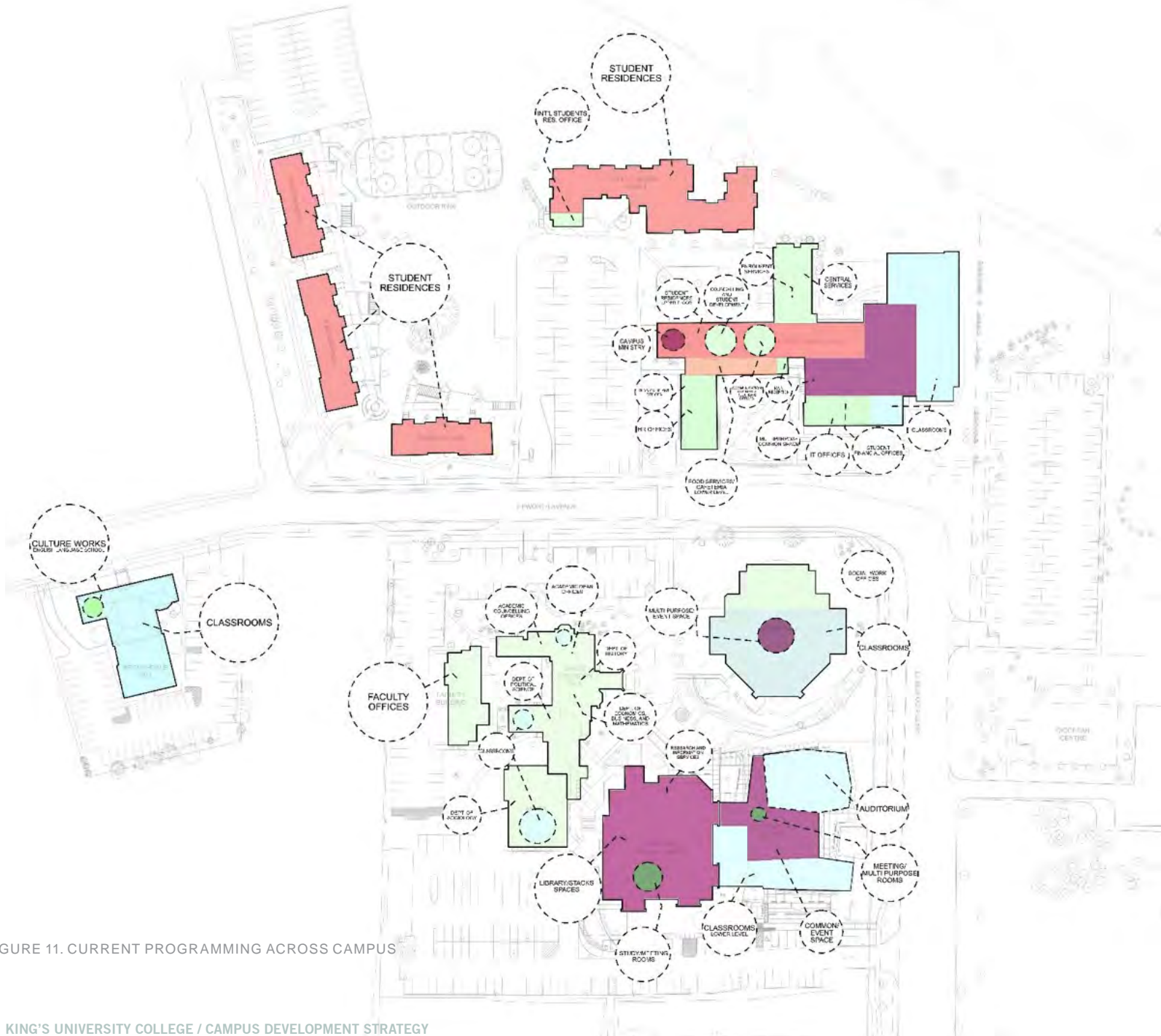
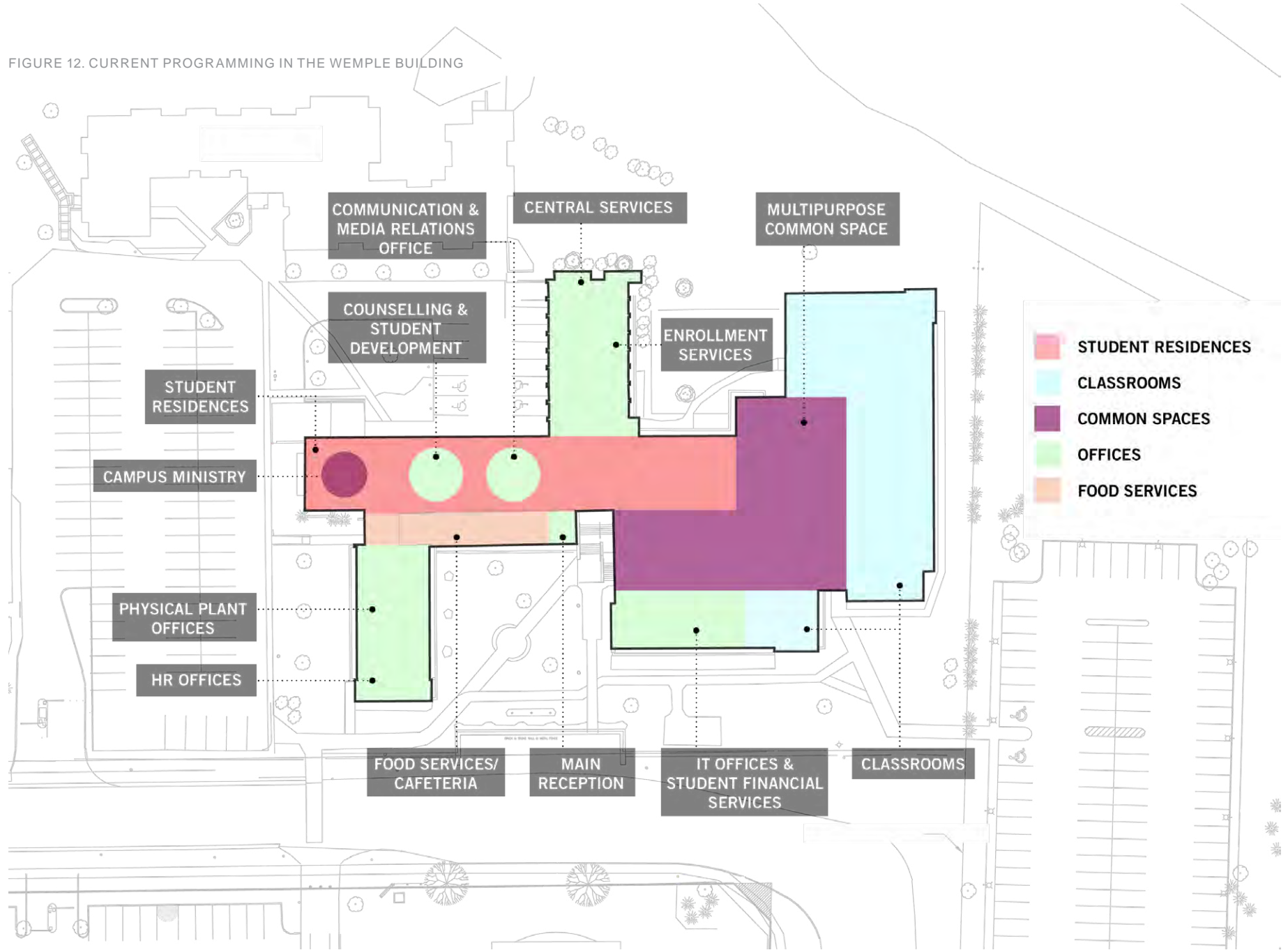


FIGURE 11. CURRENT PROGRAMMING ACROSS CAMPUS

FIGURE 12. CURRENT PROGRAMMING IN THE WEMPLE BUILDING



CIRCULATION: ENABLING DISCOVERY

How can people connect to campus destinations safely & quickly, while enjoying the journey? How do we enable discovery?

Pedestrian circulation on campus is aided by the compact nature of the existing campus. Many destinations on campus require no more than a 5 minute walk within the campus grounds. However, with many students commuting from nearby neighbourhoods and with the anticipated growth of the campus property under evaluation, pedestrian movement across the campus can be strengthened for a comfortable all-season experience. For example, it takes an average of 7 minutes to walk from the Wemple Building to St. Thomas Aquinas House, yet much of this path is through an exposed field. To address this and other issues, the following considerations should be noted for future circulation planning:

- Desire lines (where people want to walk) do not align with crossings and paths, and are often blocked by property line fences
- There are opportunities to connect two sides of campus (Zone 1 and Zone 2) through the enhanced articulation of existing crosswalks, in ways that capture current jaywalking across Epworth Avenue

- The accessibility of quad and courtyard space need to be improved to meet compliance standards
- The informal riverside pathway is well used for jogging and walking, and supports several beautiful outlook areas. Formalizing access to this path with the local authorities would provide a signature campus amenity, that would need to be adequately explored in tandem with erosion control and bank stabilization efforts



LEGEND


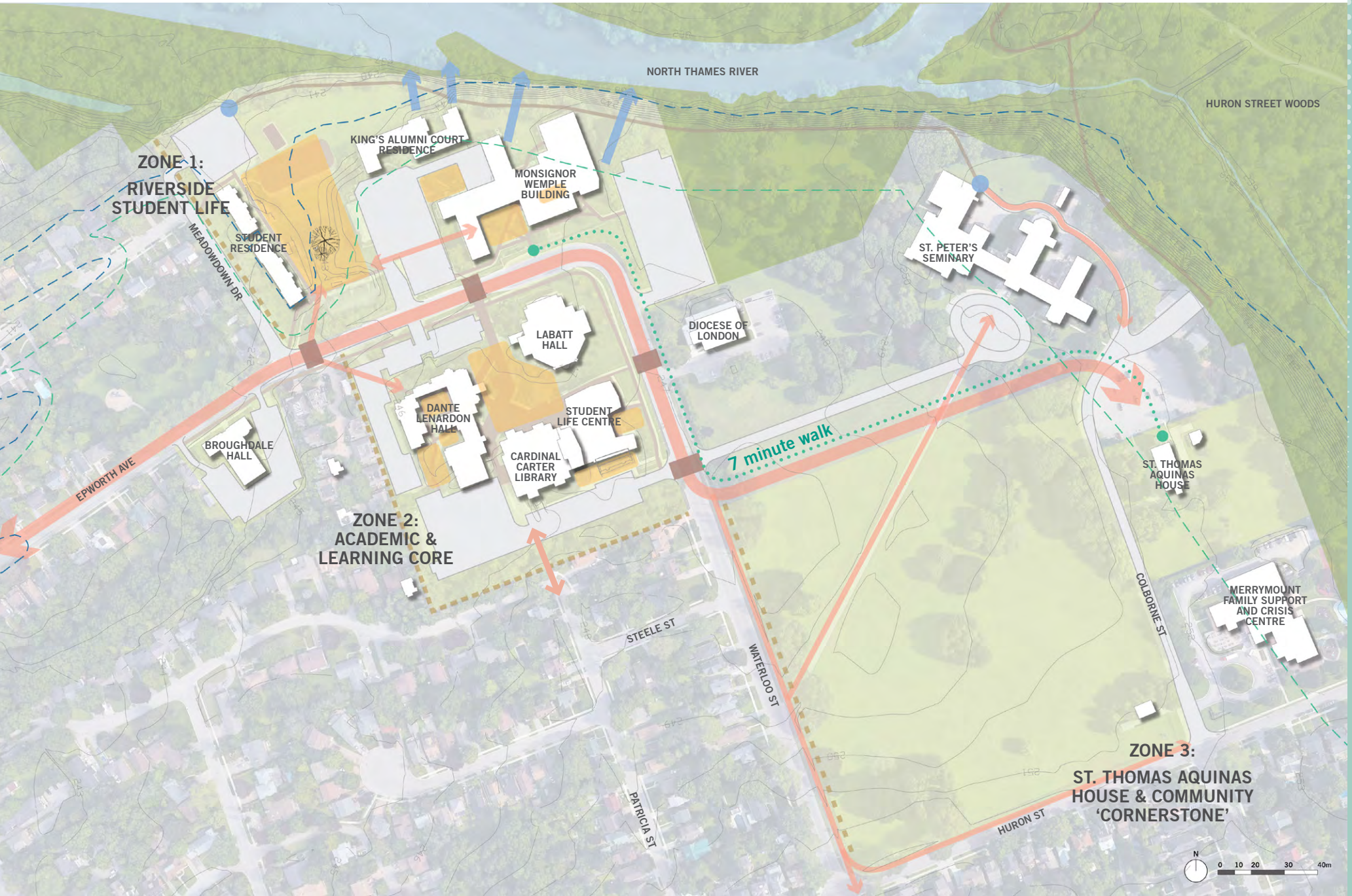
-  BUILDINGS
-  ROAD NETWORK
-  PEDESTRIAN NETWORK
-  CAMPUS LANDS
-  OPEN SPACE NETWORK
-  LANDS SUBJECT TO UTRCA
-  REGULATORY FLOOD LINE
-  WALKING TRAIL
-  INFORMAL CAMPUS QUADS
-  MAJOR PEDESTRIAN DESIRE LINES
-  MINOR PEDESTRIAN DESIRE LINES
-  NEEDED PEDESTRIAN CROSSING + SAFETY UPGRADES
-  FORMAL/INFORMAL CAMPUS EDGES
-  RIVERWALK CONNECTIONS

FIGURE 13. CURRENT CIRCULATION



PARKING: UNDERSTANDING CAPACITY

How can people connect to campus destinations safely & quickly?

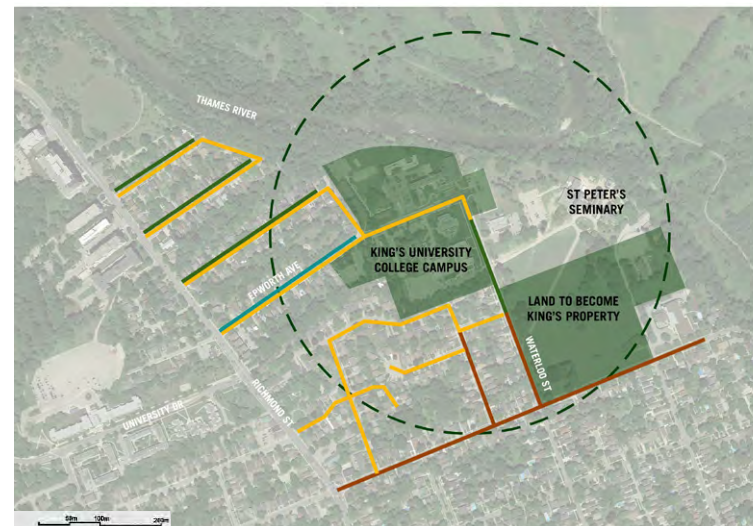
There are 6 surface parking lots on the King's University College campus that support approximately 537 spaces. These lots are monitored by King's with the following usage constraints:

- P1 Wemple Hall – Parking with transponder and limited space for pay-per-use parking after 3:00 p.m.
- P2 East Lot – Parking with transponder and limited spaces for pay-per-use parking.
- P3 Library – Daily pay-per-use on a first-come basis. \$5 entry.
- P4 Dante Lenardon Hall – Reserved for parking pass holders.
- P5 Meadowdown – Residence parking permit required.
- P6 Broughdale Hall – Parking permit required.

Due to space constraints, the number of parking spaces at King's is limited. With the current enrolment of 3,543 (total program enrolment), there is a general parking ratio of 6.5 spaces per student. This ratio becomes less generous when staff demand is included, but is higher than many of King's peers with a larger commuter population. To lessen student

demand for parking spaces, students are encouraged to make use of their LTC passes and the free shuttle service to and from the UWO main campus and Brescia. Parking on the streets adjacent to King's is also limited (as seen in Figure 10) and parking restrictions are strictly enforced. As King's responds to demands for additional parking and considers additional even activity on campus, higher density parking will need to be considered to preserve open spaces.

FIGURE 14. OFF-CAMPUS PARKING



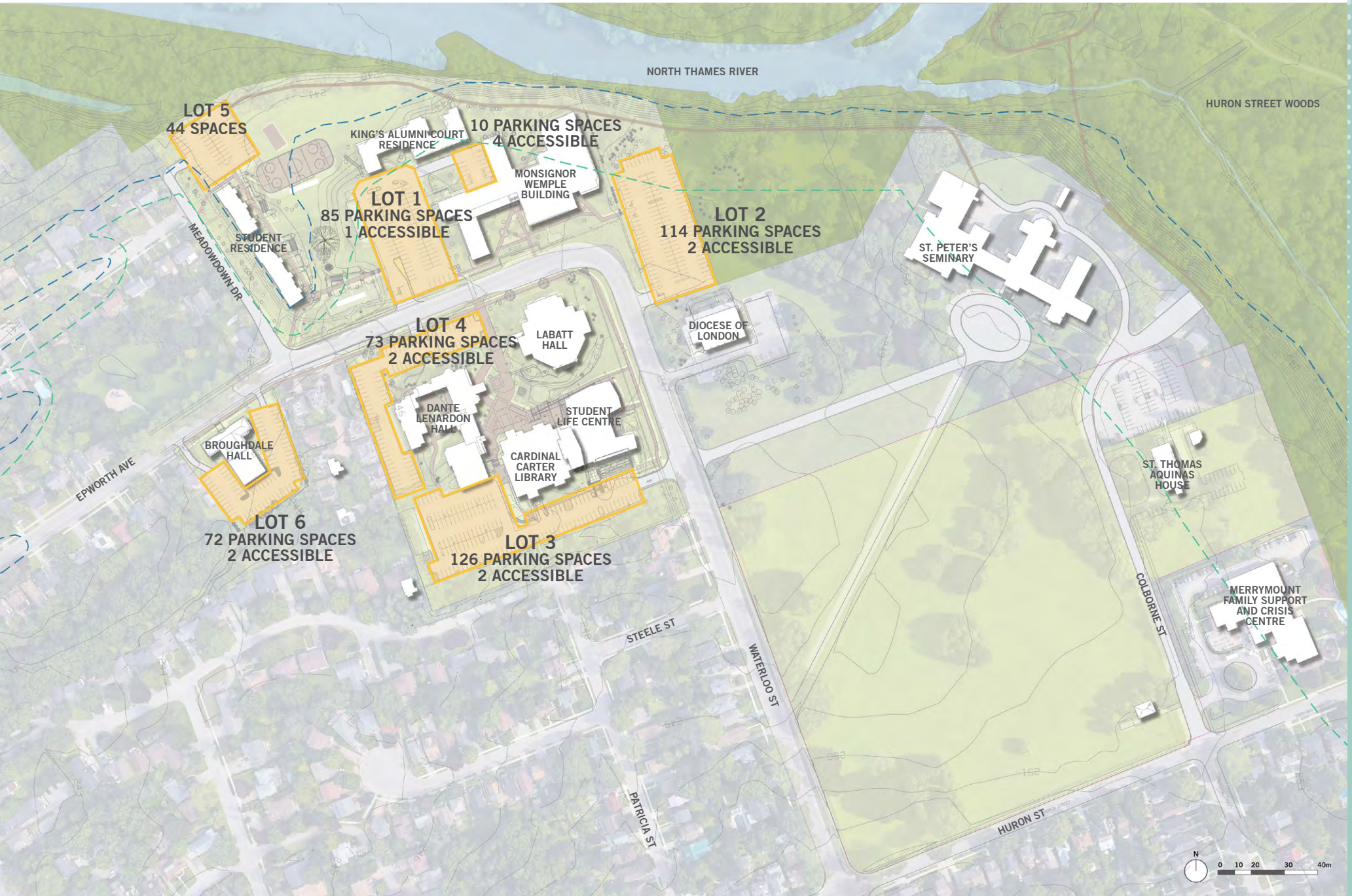
LEGEND

- BUILDINGS
- ROAD NETWORK
- PEDESTRIAN NETWORK
- CAMPUS LANDS
- OPEN SPACE NETWORK
- LANDS SUBJECT TO UTRCA
- REGULATORY FLOOD LINE
- WALKING TRAIL
- PARKING LOTS

OFF-CAMPUS PARKING LEGEND (Figure 14)

- Restricted Parking Zone 1 (Pass holders only)
- Free Street Parking, 2-hr limit
- Free Street Parking, 1-hr limit
- Parking not permitted on street

FIGURE 15. ON-CAMPUS PARKING SPACE COUNTS



OPEN SPACE: NOURISHING CAPACITY

How does the King's community connect with nature?

How can we nourish capacity & spirituality through inspirational surroundings?

The King's campus is a verdant landscape cradled by the Huron Street Woods and the North Thames River. The campus canopy represents a mature deciduous canopy of oaks and maples. The north side of the campus features an informal east-west walking path just a few feet away from the south bank of the river. The North Thames River itself sits approximately 20-35 feet below a steep drop-off that is separated from the walking path by tree cover.

Two organizing patterns that can be observed in the layout of campus open space are the heritage views and the quad pattern. The plaza spaces framed by the campus quad pattern serve as quality outdoor gathering spaces with varying amounts of seating. The ice rink on the north side of campus is used informally for soccer and floor hockey, and ice skating in the winter. Figure 16 highlights several historic views that are prominent wayfinding and landscape landmarks: most notably the diagonal view of St. Peter's Seminary is the result of the former right of way that oriented visitors to

the Seminary entrance. Aside from the drop-off to the river and the elevations around the residence quad, the topography of the campus is relatively moderate in comparison to other parts of London. Overall, the river pathway and Huron Woods are unique untapped amenities that give the King's campus a protected, village feeling described as being valued by students in the strategic planning process. The historic views and quad pattern of the campus offer suggestions on how to organize and connect newly acquired land.



LEGEND














-  BUILDINGS
-  ROAD NETWORK
-  PEDESTRIAN NETWORK
-  CAMPUS LANDS
-  OPEN SPACE NETWORK
-  LANDS SUBJECT TO UTRCA
-  REGULATORY FLOOD LINE
-  WALKING TRAIL
-  INFORMAL CAMPUS QUADS
-  CAMPUS CANOPY
-  RIVER VIEWS
-  PROTECTED CHIMNEY HABITAT
-  HISTORIC VIEWS

FIGURE 16. CAMPUS OPEN SPACE CONNECTIONS & PATTERNS





05

VISION FOR THE EMERGING CAMPUS



VISION FOR THE EMERGING CAMPUS

An innovative centre of higher learning that inspires the open pursuit of truth and discovery through inclusive campus experiences.

ROOTED IN GUIDING PRINCIPLES & FLEXIBLE TO CHANGING OPPORTUNITIES

To guide the thoughtful exploration of future campus design concepts and to honor a range of perspectives, a principled approach to planning was pursued. Technical analyses of building and site conditions were followed by six focus sessions in January 2018, in which over 75 participants discussed several key questions. Input was also obtained through an on-line survey. These key questions included:

- What do you appreciate most about the King's campus?
- What would you change?
- Which spaces on the existing campus work well and are well used?
- Which spaces on the existing campus do not work well or are not well used?
- What kinds of spaces would best support your work or learning?
- What is the biggest need on campus?
- What does the current campus say about King's?
- What should the future campus say about King's?

Participants represented many different stakeholder groups at King's, including Faculty, Staff, Enrollment Services, Student Council representatives, and Accessibility Services. One of the six sessions was a focused discussion with community representatives, including the local City Councilor, a representative from St. Peter's Seminary, and Broughdale residents.

In February 2018, the Campus Strategy Steering Committee workshopped the results of the focus group discussions and synthesized the highlights into several themes. These themes shaped the concept development phase in the spring and summer months, and evolved from thematic touch-points to valuable principles that must be reflected in every aspect of the Strategy.

The four Guiding Principles – **Community, Public Realm, Legacy and Growth, and Connectivity** – are intended to serve as guideposts for future design, planning, and implementation processes. A Strategy rooted in principles, yet flexible to changing conditions and opportunities best serves the King's campus in its mission to engage future generations of learners.

COMMUNITY

- SAFETY
- INCLUSIVITY
- DIVERSITY
- SENSE OF COMMUNITY
- HEALTHY ON-CAMPUS LIFESTYLE
- HIGH QUALITY RESIDENTIAL OPTIONS

LEGACY AND GROWTH

- FLEXIBILITY
- FUNCTIONALITY
- STEWARDSHIP AND PRESERVATION OF RESOURCES
- OPTIMIZE EXISTING AND NEW SPACES
- CAMPUS CORRIDORS WITH LANDMARK VIEWS
- RECOGNIZE INDIGENOUS CULTURE AND SPIRITUALITY

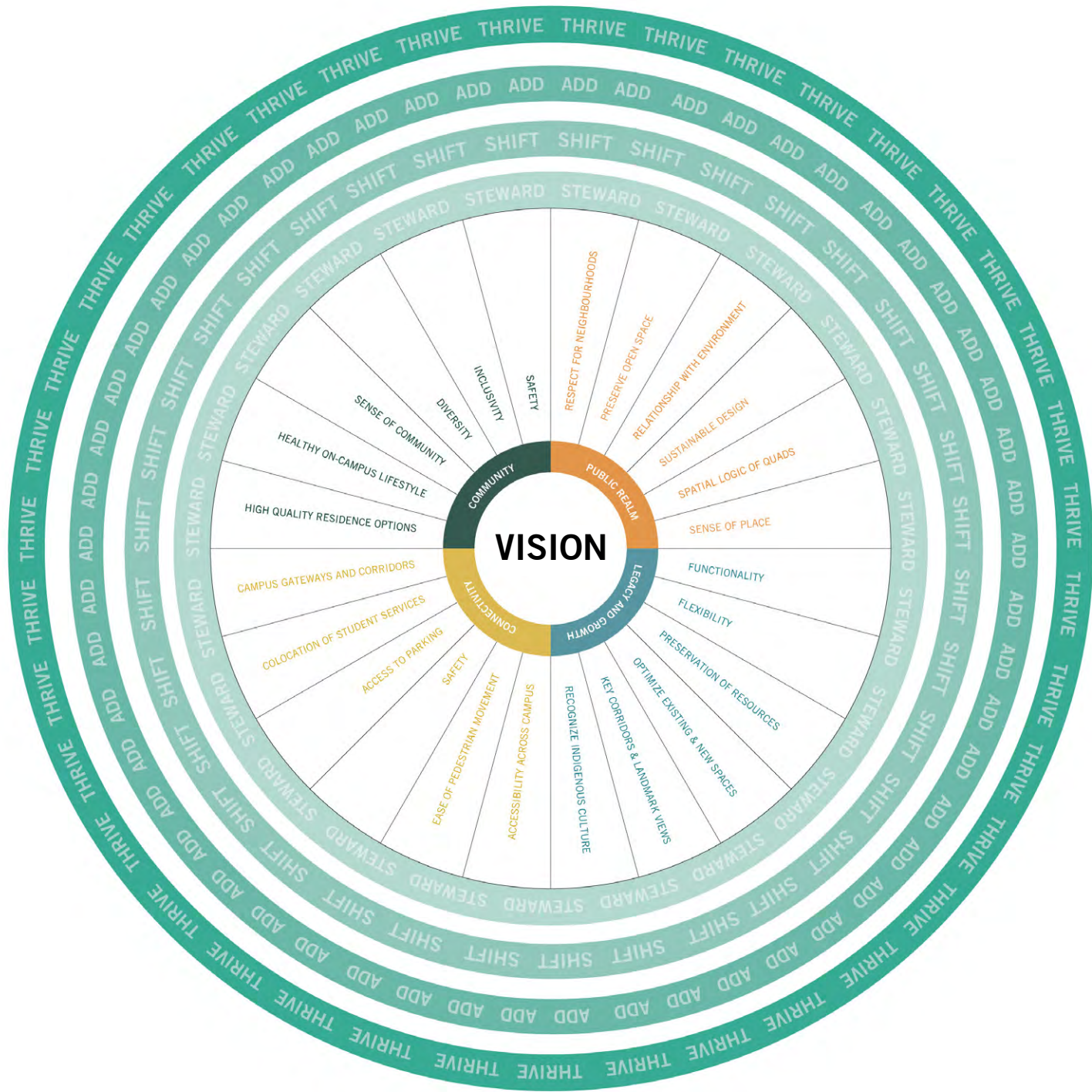
PUBLIC REALM

- QUADS AS A SPATIAL LOGIC
- SENSE OF PLACE
- RESPECT FOR AND WELCOME OF NEIGHBOURS
- SUSTAINABLE DESIGN
- RELATIONSHIP WITH THE NATURAL ENVIRONMENT
- PRESERVATION OF OPEN SPACE THROUGH COMPACT DEVELOPMENT

CONNECTIVITY

- ACCESSIBILITY ACROSS CAMPUS
- EASE OF PEDESTRIAN MOVEMENT
- SAFETY
- ACCESS TO PARKING
- COLOCATION OF STUDENT SERVICES
- GATEWAYS AND CAMPUS CORRIDORS THAT TIE CAMPUS TOGETHER

FIGURE 17. (ON RIGHT PAGE) VISION, BUILDING PRINCIPLES, AND KEY IMPLEMENTATION FACTORS

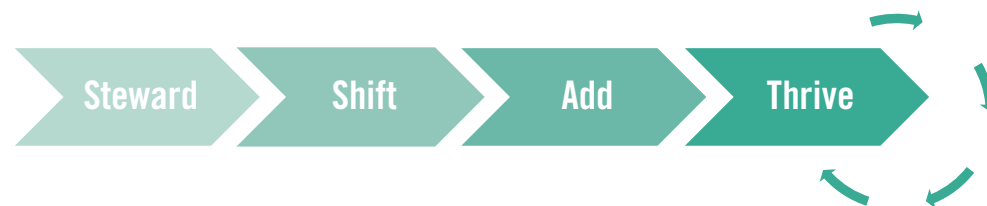


EMERGING CONCEPT & STRATEGY PLAYBOOK

The emerging concept serves a long-term Campus Development Strategy in support of the Strategic Plan, that communicates a hopeful future rooted in Catholic intellectual tradition and inspired by future generations of diverse learners.

The planning process tested two different scenarios for future campus change, one of which emerged as a preferred expression of how the campus could breathe and mature. The preferred concept that emerged reflects an inspirational landscape that maintains an intimate, village feel. While new buildings and facility renovations are envisioned to provide an immersive, high quality university experience, some of the greatest propositions for future change are landscape elements. The north riverbank connection and southern Seminary lands represent significant opportunities to make elegant connections with the surrounding neighbourhood.

The vision for a future campus presented on the following page begins to rationalize issues of complexity, logical development sequence, and the need to be mindful of future generations as learned from Indigenous cultural teachings. Different logic “plays” were considered in relationship with the Strategy, Vision, and Guiding Principles and have been organized into four sequential phases. Together, these four phases form a “Strategy Playbook”: a framework from which aspects of project ideas can evolve in relationship to broader needs. The four phases – *Steward*, *Shift*, *Add*, *Thrive* – are detailed in the



following pages with common attention to:

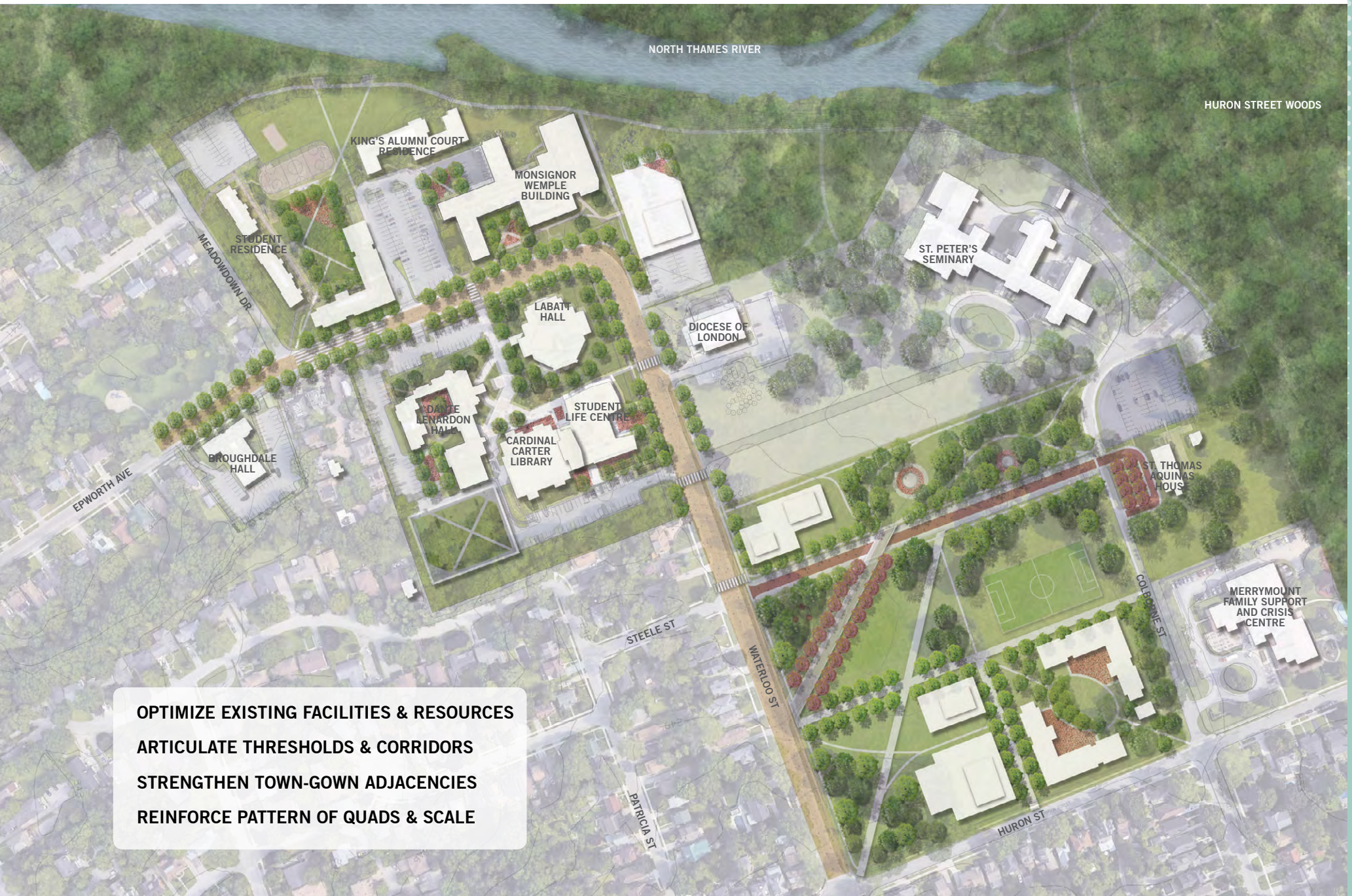
- Potential projects to stage
- Precedent project examples
- Case studies on particular topics
- Sustainability highlights that can elevate future conversations around environmental impact

The Strategy Playbook is not a prescriptive timeline of events, nor does it identify a time horizon by which time development projects must be completed. The focus of the design exercise was to explore the highest and best use of resources given residential life, open space, parking, and event space aspirations. The drawings presented for each Strategy Playbook phase represent preliminary, scaled design concepts for future articulation and design exploration.

LEGEND

| | |
|---|------------------------|
|  | BUILDINGS |
|  | ROAD NETWORK |
|  | PEDESTRIAN NETWORK |
|  | CAMPUS LANDS |
|  | OPEN SPACE NETWORK |
|  | LANDS SUBJECT TO UTRCA |
|  | REGULATORY FLOOD LINE |
|  | WALKING TRAIL |

FIGURE 18. REPRESENTATION OF A HOPEFUL, FUTURE CAMPUS



OPTIMIZE EXISTING FACILITIES & RESOURCES
ARTICULATE THRESHOLDS & CORRIDORS
STRENGTHEN TOWN-GOWN ADJACENCIES
REINFORCE PATTERN OF QUADS & SCALE

STRATEGY PLAYBOOK: STEWARD

The stewardship of existing facilities, resources, and relationships represents the focus of the Strategy’s first phase. Some highlighted projects – the Wemple Building boiler study – are high priority needs that must be addressed as part of deferred maintenance in the next year. Other projects, such as the accessibility improvements in the core of the campus, represent compliance issues that should be resolved as soon as possible. Steward also embodies the beginning of significant gestures on the north and southeast sides of campus. One of the proposed ‘plays’ for this phase is finalizing the acquisition of the Seminary lands and the ongoing relationship development with local stakeholders, residents, the Archdiocese of London, and the King’s student and alumni community. These relationships could involve the exploration of how to open up the new lands to interim community use and recreation as long-term conversations develop.

On the north side of campus, continued relationship building remains equally important. The Upper Thames River Conservation Authority remains a valuable partner in conversations around riverside landscape improvements. Recent discussions on the future of the south riverbank have included alternative interventions (dyke, berm, trail development) that protect lands in the floodplain while maintaining community access to an existing walking path. Also in this area of campus, the completion of the north residential quad through the construction of a compact residential building along Epworth Avenue provides an opportunity to attract off-campus students into a supportive housing

environment. This location provides appropriate connections to open spaces and a calm natural setting for students, while framing the western gateway with a street-front “face.” Figure 19 on the right highlights the range of opportunities in Steward that lay the groundwork for future programming, circulation, and open space concepts.

LIST OF POTENTIAL PROJECTS

- Complete acquisition of the Seminary lands and work with the community to understand their interests. This may include the provision of active and passive recreational uses. With the acquisition, King’s will gain approximately 75 parking spaces north of St. Thomas Aquinas House.
- Establish community access points (removal of the fence) and parameters for community use (both in the interim and the long-term). Introduce passive recreational uses in Seminary Lands.
- Pedestrianize the diagonal walkway to up to the edge of Steele Street and celebrate the historic view of the Seminary.
- Conduct a tree preservation and historic view preservation study.
- Improve riverbank landscape conditions and connections to the river, in collaboration with Conservation Authority and Broughdale Dyke alternatives.

- Address accessibility and maintenance issues in the 1-year priority category of the maintenance inventory.
- Complete a feasibility study for the replacement of the boiler in Wemple Building.
- Complete a riverside student residence quad with new L-shaped facility along Epworth Avenue.

LEGEND

-  BUILDINGS
-  ROAD NETWORK
-  PEDESTRIAN NETWORK
-  CAMPUS LANDS
-  OPEN SPACE NETWORK
-  LANDS SUBJECT TO UTRCA
-  REGULATORY FLOOD LINE
-  WALKING TRAIL

STEWARD








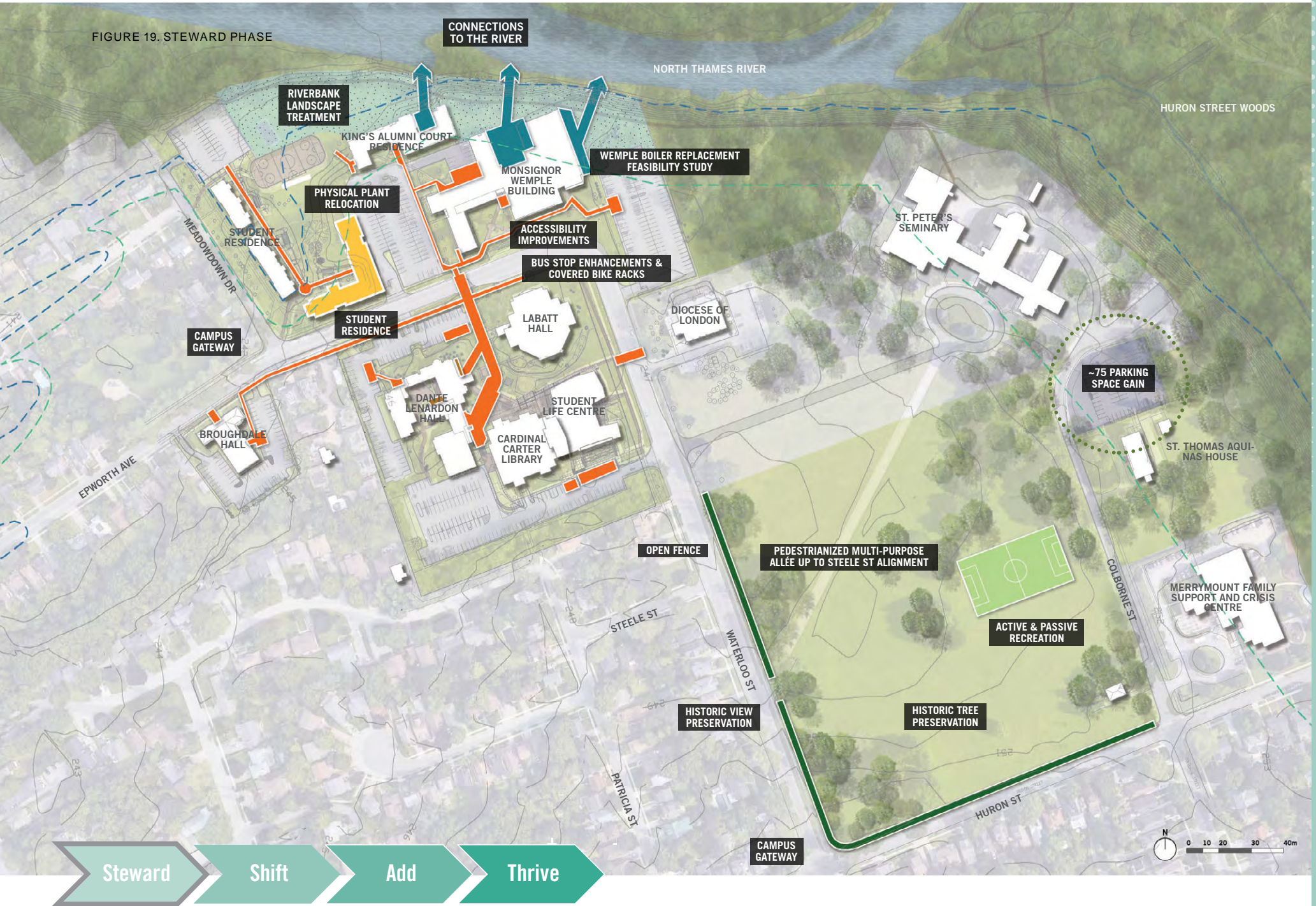
-  NEW BUILDINGS
-  NEW ACCESSIBILITY FACILITIES
-  UPGRADED ACCESSIBILITY FACILITIES
-  INTERIM ACTIVE/PASSIVE RECREATIONAL USE
-  EXISTING FENCE TO BE REMOVED
-  PEDESTRIANIZED WALKWAY
-  RIVER CONNECTIONS

FIGURE 19. STEWARD PHASE



Steward

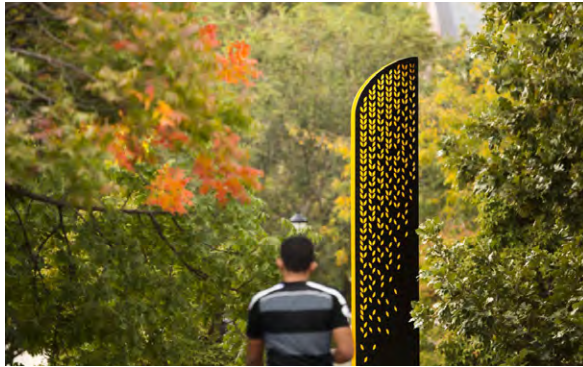
Shift

Add

Thrive

PRECEDENTS: STEWARD

RIVERSIDE LANDSCAPE TREATMENT



SINAGE AT WICHITA STATE UNIVERSITY



CANYON COMMONS DINING CENTER, OVERLOOKING HESS CREEK, GEORGE FOX UNIVERISTY



GARDEN OF DESTINY MEMORIAL



CANYON COMMONS DINING CENTER, OVERLOOKING HESS CREEK, GEORGE FOX UNIVERISTY

SUSTAINABILITY: POTENTIAL SOLUTIONS

Additional sustainability initiatives at this phase may include the following:

(a) Development of minimum sustainability targets that all future developments must achieve and that may assist King's in achieving sustainability certifications. Setting minimum sustainability targets for individual projects on campus ensures that the overall campus achieves its targets. Categories for consideration may include:

- Energy savings & renewable energy
- Outdoor water use reduction
- Indoor water use reduction
- Minimizing site disturbance during construction
- Light pollution reduction
- Solid waste management
- Material selection: high recycled content, sourced regionally, low-emitting
- Habitat and ecology assessment framework

(b) Integrate additional renewable energy generation infrastructure into campus development (e.g. wind turbines, solar photo voltaic, geothermal). A district energy plant can also be considered as it can offer significant savings and provide a single point of upgrade as technologies advance.

CASE STUDIES: STEWARD

RIVERBANK LANDSCAPE TREATMENT

As the south side of campus becomes the focus of planning energy and development ideas, the north edge of campus holds similar potential as an expanded student residence community. However, to become a true amenity for students, staff, and community, the south bank of the North Thames River must be treated as a carefully managed natural landscape. The bank is characterized by steep embankments, heavily wooded and at risk of run-off erosion in extreme rain events and melting conditions. The low-lying river is only accessible along a few steep trails leading from the campus down to a wider river view.

The Upper Thames River Conservation Authority has developed several alternative solutions to stabilize parts of the riverbank, provide trail access, and to

protect adjacent property from flooding. Future improvements to the Wemple Building, Alumni Court residence, and outdoor recreation space should be considered in concert or subsequent to an effective landscape solution.

STUDENT HOUSING COMMUNITIES

The opportunity to capture more students in on-campus housing represents a neighbour-relations and investment strategy that also promotes a high quality student experience. The concept of an expanded north riverbank student village strengthens the existing community feel of the townhouses and completes the quad on one of the most attractive corners of campus. This strategy can build on the success of the townhouses to provide safe accommodation that is private,

surrounded by nature, and close to key learning and student life spaces. As this quad model is explored, consideration can be given to providing a range of options for first-year and senior students, through different unit types and accommodation styles that support residential communities.

Research on student life / housing expectations across North America indicate that the top 10 considerations that influence student choice are the following:

1. Continuum & Options
2. Making Connections
3. Privacy
4. Social Community
5. Co-Ownership / Co-Creation
6. Amenities
7. Living Learning Communities
8. Healthy Choices
9. Sustainable Commitment
10. Location / Perimeter



FIGURE 20. SOUTH LOWER BANK OF THE NORTH THAMES RIVER, STEPS AWAY FROM THE WEMPLE BUILDING

PEDESTRIANIZED WALKWAY / ALLEÉ

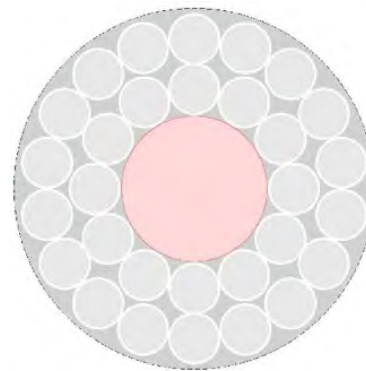
The alignment of the new roadway to St. Peter's Seminary opens up opportunity to preserve and enhance the historic, diagonal right-of-way. The narrow road currently serves as an important view corridor and as an access route for pedestrians and cyclists. The terminus of the corridor is framed by the impressive Seminary in the background and by statuesque, mature pine trees. In addition to the preservation of this corridor and historic tree canopy, King's can further pedestrianize this route by introducing branded paving patterns and materials; seating and furniture; lighting and artwork. Additional tree and shrub plantings can further enhance the corridor, providing shade and wind cover for all-season use. While this corridor mainly serves recreation purposes in its current form and placement, it can serve as a key pedestrian spine that diagonally links Waterloo Street to destination in the newly acquired campus lands.

Figure 21 provides a snapshot of physical conditions in the autumn of 2018 and Figure 23 provides a conceptual rendering of what an activated alleé could look like with fairly simple landscape design interventions.



FIGURE 21. CURRENT SEMINARY RIGHT OF WAY

THE COMMUNITY CLUSTER MODEL...



... TO INFLUENCES OF COMMUNITY

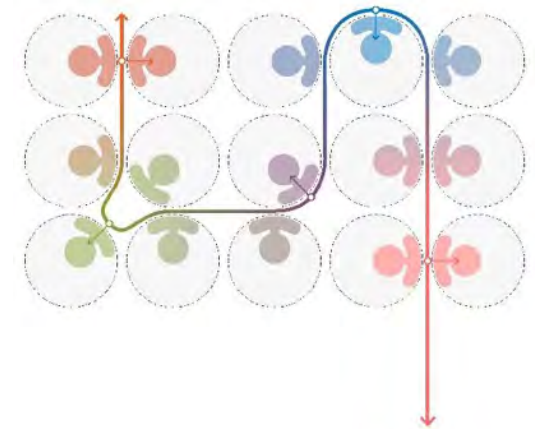


FIGURE 22. EVOLVING STUDENT HOUSING MODELS

PEDESTRIANIZED WALKWAY / ALLEÉ CROSS SECTION

AN ARTFUL DIAGONAL ALLEÉ THAT LEADS TO LANDSCAPE DESTINATIONS
& PRESERVES HISTORIC VIEWS



KEY MAP



FIGURE 23. CROSS SECTION REPRESENTATION OF A LANDSCAPED ALLEÉ


As conversations evolve and immediate needs are met, King's can position itself to move into the Shift phase. The intention of this second phase is to make physical connections to the newly acquired land and to create “edge” uses that support the core of campus life. In particular, the alignment and continuation of a landscaped Steele Street eastward would support connections to St. Thomas Aquinas House and future programming. Connecting to the Steele Street realignment is the Epworth-Waterloo spine, which is proposed as a calmed, shared corridor for pedestrians, cyclists, and motorists. This corridor can be further defined by wide crossings that stitch across the street at key junctures, reinforcing natural pedestrian patterns.

The development of a multi-use spiritual event building was identified as a high priority aspiration that could support events that elevate traditions and the core of the campus. An enabling consideration of an event space is the additional parking demands it generates. Alternatives proposals for a multi-storey parking structure have been discussed as optimal behind the library, but varying in form (modular vs permanent) and features (integrated with other uses; green roof). An estimated net gain of 40-90 parking spaces is envisioned with the addition of a 2 to 3 storey parking structure and other lot/on-street gains. Together, these proposed projects shift the energy of the campus and support programmatic growth in appropriate areas and connections to future reaches.

LIST OF POTENTIAL PROJECTS

- Re-design the Epworth Avenue–Waterloo Street corridor as a continuous shared road, stitching the campus together north/south and east/west. Design a wide crosswalk along Epworth Avenue in front of the new residence facility, capturing natural student travel patterns and providing a destination plaza on the south side. Open the fence where appropriate and introduce enhanced pedestrian crosswalks along this corridor.
- Construct a 2-3 storey parking structure behind Cardinal Carter Library, exploring modular designs that allow for future flexibility of land use and investment in other high student life impact uses.
- Construct a multi-use, spiritual event building east of the Wemple Building.
- Extend Steele Street eastward and incorporate complete street features such as landscaping, on-street parking, street furniture, and accommodations for pedestrians and cyclists.
- Design a commemorative ceremonial open space, with a circular design and seating for spiritual and cultural exchanges. These spaces can be used as outdoor learning spaces and community gathering points, in partnership with Indigenous and non-Indigenous community members.

LEGEND

| | |
|---|------------------------|
|  | BUILDINGS |
|  | ROAD NETWORK |
|  | PEDESTRIAN NETWORK |
|  | CAMPUS LANDS |
|  | OPEN SPACE NETWORK |
|  | LANDS SUBJECT TO UTRCA |
|  | REGULATORY FLOOD LINE |
|  | WALKING TRAIL |

SHIFT









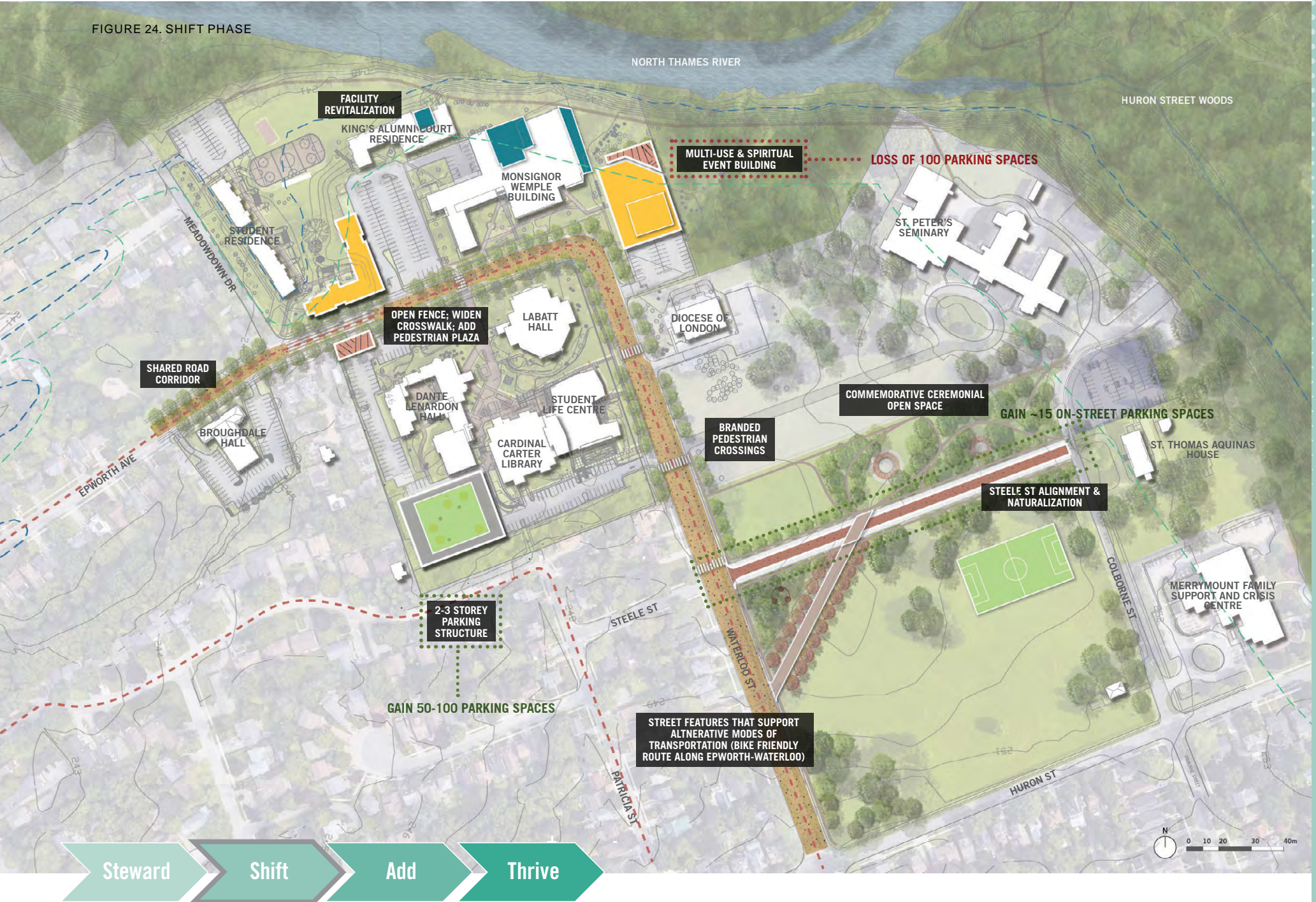
| | |
|---|---|
|  | NEW BUILDINGS |
|  | PROPOSED PARKING STRUCTURE |
|  | INTERIM ACTIVE/PASSIVE RECREATIONAL USE |
|  | MULTI-USE ALLÉE |
|  | RIVER CONNECTIONS |
|  | PEDESTRIANIZED WALKWAY |
|  | PEDESTRIAN PATHS |
|  | PEDESTRIAN CROSSINGS |

FIGURE 24. SHIFT PHASE



PRECEDENTS: SHIFT

MULTI-USE EVENT CENTRE



MCMURTY COLLEGE, RICE UNIVERSITY, HOUSTON (TEXAS)

OUTDOOR LEARNING & GATHERING



AUDAIN ART MUSEUM, WHISTLER (BC)



CANYON COMMONS DINING CENTER, GEORGE FOX UNIVERSITY, OREGON

INTEGRATED STRUCTURED PARKING



PARKADE UNDER COHOS COMMONS FIELD,
SOUTHERN ALBERTA INSTITUTE OF TECHNOLOGY



GARLAND CENTER (BOOKSTORE & GARAGE),
UNIVERSITY OF ARKANSAS

MODULAR PARKING



SUSTAINABILITY: POTENTIAL SOLUTIONS

Additional sustainability initiatives at this phase may include the following:

(a) Encourage alternative modes of transportation

- Coordinate with local transit increased bus services to offer convenience to users
- Offer shuttle services, as needed
- Offer carpool permits, and charge for on-campus parking, along with incentives for carpooling vehicles in order to deter single occupancy rides, such as carpool permits and designated preferred parking.

(b) Mitigate Heat Island Effect

- Using high Solar Reflectance Index for hardscaping (min SRI of 29)
- Use of porous surfaces (min 50% porosity)
- Using high SRI for roof surfaces, to mitigate heat island effect, as well as maximizing green roofs which can allow both stormwater mitigation as well as access to views if placed on lower roofs.

PRECEDENTS: SHIFT

MEMORIAL & LEARNING LANDSCAPES



UNIVERSITY BOULEVARD, UNIVERSITY OF BRITISH COLUMBIA



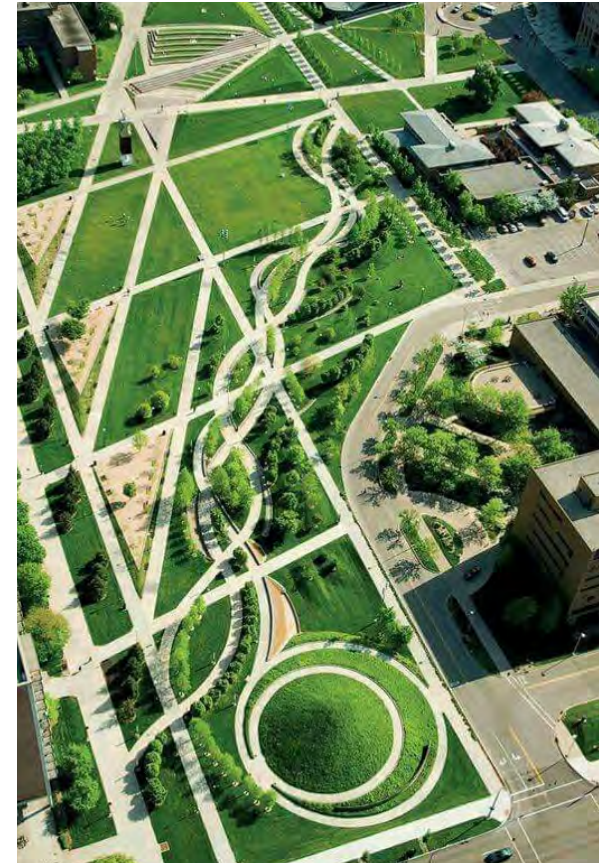
UNIVERSITY BOULEVARD, UNIVERSITY OF BRITISH COLUMBIA



UNIVERSITY BOULEVARD, UNIVERSITY OF BRITISH COLUMBIA



OURDOOR CLASSROOM, MANASSAS PARK ELEMENTARY SCHOOL, VIRGINIA



CAMPUS GREEN, UNIVERSITY OF CINCINNATI (OHIO)

PEDESTRIAN ALLEÉ (DIFFERENT WIDTHS) & HERITAGE VIEW CORRIDORS



OUTSIDE ROBARTS LIBRARY, UNIVERSITY OF TORONTO



THE UNIVERSITY OF CHICAGO, MAIN QUAD

SHARED ROAD PAVING PATTERNS



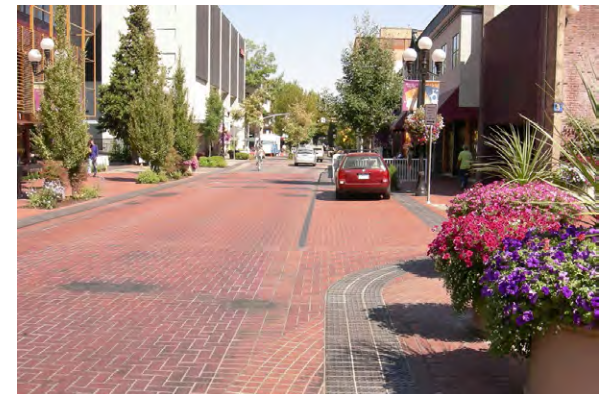
SHOPS AT DON MILLS, TORONTO



TEMPLE UNIVERSITY, LIACOURAS WALK, PHILADELPHIA (PENNSYLVANIA)



GEORGIA INSTITUTE OF TECHNOLOGY, HARRISON SQUARE



SHARED STREET IN THE CITY OF EUGENE, OREGON

CASE STUDIES: SHIFT

STEELE STREET ALIGNMENT

The alignment of Steele Street involves extending a current right of way east across the new campus lands – a symbolic and physical gesture across the land that begins to set the stage for a new relationship with the southern reaches of the land. This new segment of Steele Street would continue at what is now a dead-end and is envisioned as a one-way eastward corridor with on-street parking to accommodate short term campus visitor parking. The new right-of-way would require coordination with the City of London to create a complete street, with generous sidewalk and bicycle lane space, with

naturalized edges. Trees and shrubs are envisioned as a palette that supports the City of London's Urban Forest Strategy as well as the [re-naturalization initiative of the Upper Thames River Conservation Authority](#). Some of these species have cultural value that should be considered for integration and display along this visible route, such as the Cardinal Flower and Blue Vervain.

The overall effect of the Steele Street alignment is a new point of passage east across campus that reaches outward towards St. Thomas Aquinas House and the southern property.

Blue Vervain (*Verbena hastata*). Low- to mid-height, perennial pollinator with local heritage value (recommended for re-naturalization by UTRCA)



Cardinal Flower (*Cardinalis*). Perennial named for the colour and shape of a Roman Catholic Cardinal's miter and robes (recommended for re-naturalization by UTRCA)



FIGURE 25. CURRENT TERMINUS OF STEELE STREET

STEELE STREET ALIGNMENT CROSS SECTION

AN ACTIVE, NATURALIZED CORRIDOR WITH SOFT EDGES & PARKING CAPACITY



KEY MAP

Recommended native tree species in support of the City's Urban Forest Strategy

Wind protection for pedestrians

Historic view of Seminary & St. Thomas Aquinas

Parking capacity



FIGURE 26. CROSS SECTION REPRESENTATION OF THE STEELE STREET ALIGNMENT

STRATEGY PLAYBOOK: ADD

The vision for this phase of the Strategy Playbook is a logical moment to begin adding new facilities and to complete major renovations that open up the student experience and new programmatic spaces. While the Steward phase involved marshalling existing resources sustainably and the Shift phase involved some cornerstone development projects, the Add phase begins to create a presence for King's on the south property, through a thoughtfully sited gateway building along Waterloo Street and a facility presence along Huron Street. These facility additions are meant to alleviate some of the current space utilization in existing facilities, where additional space can benefit new active learning and mixed-method pedagogies, as well as the School of Social Work. One of the major moves of this sequence is a significant renovation of the Wemple Building, creating a one-stop shop for Student Services and clarifying the mixture of programs present in this anchor facility. The Wemple Building will remain a hub of student life activity and administration, but the residential beds currently in this facility will not be retained and instead captured in new or adequately renovated space.

The Add phase also opens opportunities to explore amenity spaces that can be mutually beneficial to the King's campus community and the broader neighbourhood, such as recreation and indoor meeting space.

While the facilities represented in the diagram on the following page remain flexible for future conversations, no residential development along Waterloo Street and Huron Street is envisioned at this time. The following are potential projects that have been discussed as appropriate for this phase of time:

LIST OF POTENTIAL PROJECTS

- Rationalize, decant, and complete major building renovation of the Wemple Building.
- Develop an academic gateway building along Waterloo.
- Enhance diagonal pedestrian walkways on the south side of campus.
- Develop 2 flexible academic buildings, which could provide community amenity or recreation space.
- Complete major renovations of St. Thomas Aquinas House.

LEGEND


















| | |
|---|---|
|  | BUILDINGS |
|  | ROAD NETWORK |
|  | PEDESTRIAN NETWORK |
|  | CAMPUS LANDS |
|  | OPEN SPACE NETWORK |
|  | LANDS SUBJECT TO UTRCA |
|  | REGULATORY FLOOD LINE |
|  | WALKING TRAIL |
| ADD | |
|  | NEW BUILDINGS |
|  | PROPOSED PARKING STRUCTURE |
|  | INTERIM ACTIVE/PASSIVE RECREATIONAL USE |
|  | MULTI-USE ALLÉE |
|  | RIVER CONNECTIONS |
|  | PEDESTRIAN WALKWAYS |
|  | PEDESTRIAN CROSSINGS |
|  | COMMUNITY QUADS |
|  | PEDESTRIANIZED WALKWAY |

FIGURE 27. ADD PHASE



PRECEDENTS: ADD

FLEXIBLE ACADEMIC / COMMUNITY AMENITY FACILITIES



BICKMAN FITNESS CENTER, CLARK UNIVERSITY, MASSACHUSETTS

STUDENT-CENTRED RENOVATIONS OF 1950s-ERA SPACES



HUSKY UNION BUILDING,
UNIVERSITY OF WASHINGTON



FRANK C. PETERS BUILDING, WILFRID LAURIER
UNIVERSITY



HUSKY UNION BUILDING,
UNIVERSITY OF WASHINGTON



FRANK C. PETERS BUILDING, WILFRID LAURIER
UNIVERSITY

SUSTAINABILITY: POTENTIAL SOLUTIONS

Additional sustainability initiatives at this phase may include the following:

(a) Compact development & access to amenities

- Encourage compact development that conserves land and protects wildlife and habitat.
- To reduce vehicle distance traveled and automobile dependence, encourage daily walking, biking, and transit use, and support car-free living by providing access to diverse land uses. Integrating a variety of retail and services within the campus is an added convenience for those on campus, and limits the time and effort required to leave the campus and locate alternate off-campus sources.

(b) Use industry-developed material health precautionary lists to inform construction projects

- Designing healthy buildings means specifying healthier building products. Demand transparency of building materials from manufacturers, and request that design teams screen for particular harmful ingredients proven through science and research to impact human health. For more resources, visit the Perkins+Will Material Health website: <https://transparency.perkinswill.com/>

CASE STUDIES: ADD

HURON STREET

Huron Street is currently characterized by large, mature trees that frame a quiet residential corridor. The opportunity along this corridor represents a new and sensitively designed experience that is framed by appropriately scaled facilities, vegetation, lighting, and street furniture. Vegetation and landscape design can be introduced along the narrow boulevard space to discourage jaywalking and to create a pleasant and interesting pedestrian experience. Facility development on new campus lands can be contextualized with community feedback on height, facade treatment, pedestrian front doors, and access to create an inviting experience for all community members. Street furniture such as benches, improved sidewalks, and lighting can be provided for the comfort and use of all community members, further humanizing this corridor for different users.

WEMPLE BUILDING RENOVATIONS

As described in Section 4, the Wemple Building was assessed for its programmatic function and condition in the analysis phase of this planning process. The Building plays a key role in daily life on campus, but is characterized by significant deferred maintenance and space use issues, such as a lack of program clarity, an aging quality, and the need for boiler replacement in the next 1 to 5 years. However, small renovations of critical needs

in the building is likely not an efficient investment strategy for the Building. Upgrades should be considered in the context of a major renovation that opens up the core of the building for circulation and the creation of a one-stop shop for student services. Precedents on earlier pages provide inspiration for what can be achieved through the renovation of 1960s-era education facilities. Major renovation of the Wemple Building is contingent on the creation of swing space in earlier phases that adequately allows King's to temporarily re-configure space functions while renovation occurs.

FIGURE 28. CURRENT HURON STREET STREETScape



HURON STREET CROSS SECTION

AN INVITING NORTH SIDE OF HURON, WITH APPROPRIATELY SCALED AMENITIES SURROUNDED BY NATURE



KEY MAP



FIGURE 29. CROSS SECTION REPRESENTATION OF HURON STREET

STRATEGY PLAYBOOK: THRIVE

The Thrive phase represents the last phase in the Strategy Playbook that positions King's to continuously evaluate how the campus and physical plant are supporting student and staff success. The Thrive phase involves focusing on strategies that activate and program spaces in support of initiatives like the Mental Health and Wellness Plan (2018). This includes the all-season activation of the new quad spaces that repeat across campus in the north, core, and south zones, as well as the small, outdoor courtyard spaces framed by the Wemple Building and multi-use event facility. King's has a strong tradition of programming welcoming social experiences – building on traditions like the Friendship Bench initiative in new indoor and outdoor spaces represents a continuation of this heritage.



LIST OF POTENTIAL PROJECTS

- Complete quad enhancements, such as the riverbank residence community quad. Activate the quad and plaza open spaces with seasonal programming.
- Further pedestrianize the south side of campus by adding pathways and pedestrian amenities (lighting, seating, wayfinding, and programming).
- Re-evaluate bus connections through campus and establish a bus loop around St. Thomas Aquinas House.
- Develop flexible academic and community space along Huron Street, while making necessary street enhancements with community input.

LEGEND

- BUILDINGS
- ROAD NETWORK
- PEDESTRIAN NETWORK
- CAMPUS LANDS
- OPEN SPACE NETWORK
- LANDS SUBJECT TO UTRCA
- REGULATORY FLOOD LINE
- WALKING TRAIL

THRIVE

- NEW BUILDINGS
- PROPOSED PARKING STRUCTURE
- INTERIM ACTIVE/PASSIVE RECREATIONAL USE
- MULTI-USE ALLÉE
- RIVER CONNECTIONS
- PEDESTRIAN WALKWAYS
- PEDESTRIAN CROSSINGS
- COMMUNITY QUADS
- PEDESTRIANIZED WALKWAY

FIGURE 30. THE FRIENDSHIP BENCH IS UNVEILED IN 2017 BY SAM FIORELLA (CENTRE), KING'S UNIVERSITY COLLEGE STUDENT COUNCIL PRESIDENT VIOLETTE KHAMMAD AND DEAN OF STUDENTS AT KING'S, JOE HENRY (FAR RIGHT). (GARY ENNETT/ CBC NEWS)

FIGURE 31. THRIVE PHASE



STRATEGIES PLAYBOOK: THRIVE

SUSTAINABILITY: POTENTIAL SOLUTIONS

Additional sustainability initiatives at this stage may include the following:

(a) Consider LEED Neighbourhood Development certification

LEED for Neighborhood Development can offer significant advantages that balance the project needs with environmental and human impact. The Guide on applicability of LEED for Colleges and Universities is attached to this document.

King's College can choose to either pursue certification, or simply use LEED ND for guidance to benchmark achievements.



EPWORTH-WATERLOO GATEWAY CROSS SECTION

A CALMED, SHARED-USE STREET THAT STITCHES ACROSS TO PUBLIC REALM DESTINATIONS & PRIORITIZES PEDESTRIAN MOVEMENT



KEY MAP

Riverbank residential quad,
with street-facing activity

Fence removed, soft edges, wide crosswalk

Branded gateway lighting & seating

Plaza as a crossing destination

Landmark view of event centre

Slip lane

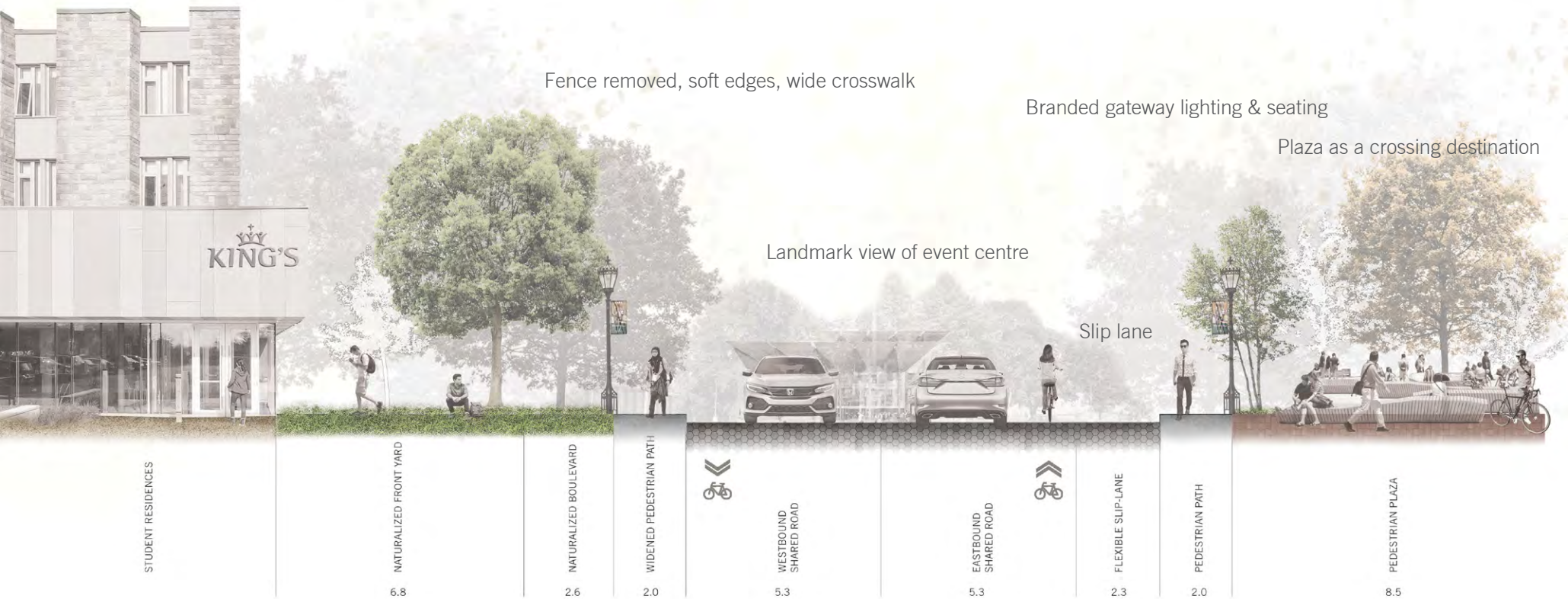


FIGURE 32. CROSS SECTION REPRESENTATION OF THE NEW WEST CAMPUS "GATEWAY" ALONG EPWORTH AVENUE & NEW RESIDENTIAL FACILITY

PRECEDENTS: THRIVE

ACTIVATING PLAZAS & QUADS



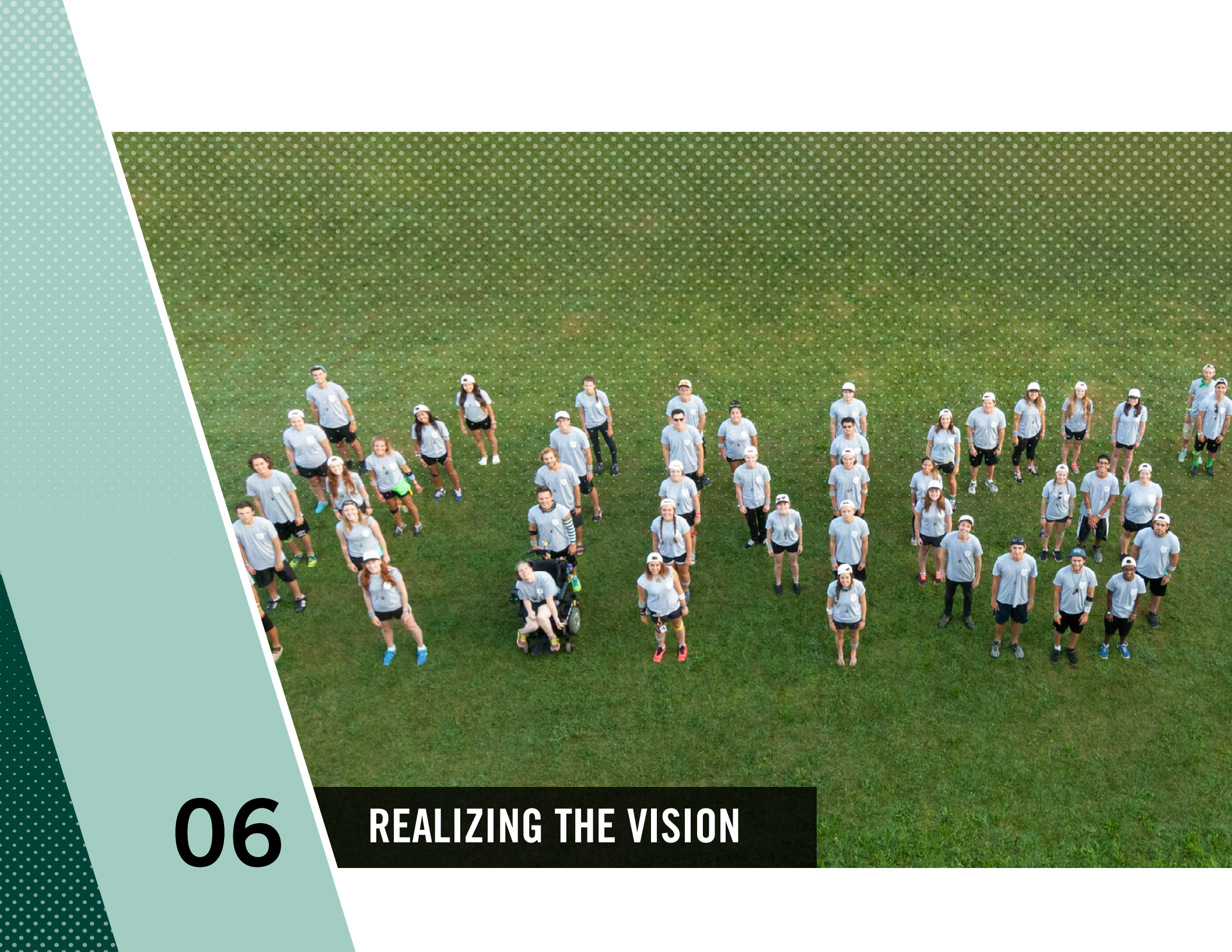
“CURLING ON THE PLAZA” - SCIENCE CENTER PLAZA, HARVARD UNIVERSITY



WINTER FEST, UNIVERSITY OF CHICAGO



NATHAN PHILLIPS SQUARE, TORONTO



06

REALIZING THE VISION



REALIZING THE VISION

PARTNERSHIPS & CONTINUING CONVERSATIONS

The Vision and concepts put forth in this Strategy represent one piece in a continuum of planning. As the current Strategic Plan continues to be implemented, a variety of stakeholders and King's community members are working to guide the future development of the campus. These stakeholders include the Steering Committee which guided this planning process, as well as:

- Alumni and Development
- Campus Development Committee
- Property Committee
- Foundation Board of Directors
- Students' Council (KUCSC)

In November 2018, King's launched a campaign focused on raising publicity and funds for the acquisition of new campus lands on the southeast side of campus. The "Imagine the Future" campaign has already received generous support from the Students' council and alumni and will continue over the short-term to realize the vision for campus evolution articulated through concepts in this Strategy. Future conversations on the development of campus lands will involve detailed follow-up studies of property history, landscape

conditions, soil, and other environmental dynamics. Future conversations will also continue to involve local neighbourhood representation, City staff, and Conservation Authority representatives to find mutual benefit in different design solutions. In this way, this Strategy positions King's to continue to have thoughtful conversations on amenity spaces, community access, and strategies to steward resources and relationships in the most sustainable manner.



07

APPENDIX



APPENDIX

KING'S SPACE AND FACILITY RENEWAL PROJECT SUMMARY

FOCUS GROUP SESSION NOTES

KING'S SPACE AND FACILITY RENEWAL PROJECT SUMMARY

The Space and Facility Renewal Project at King's University College is an initial study conducted to create an assessment that reflects various aspects and conditions of each of the buildings on campus.

The study provides an overall review and database on the space use, Council of Ontario Universities (COU) Standards comparison, Ontario Building Code (OBC) and Facilities Accessibility Design Standards (FADS) compliance, in addition to deferred maintenance recommendations for architectural, mechanical and electrical disciplines.

The first phase of the project constituted of visits to the buildings on campus to assess space usage patterns, which have been illustrated on building floor plans, utilizing a colour scheme applied to all drawings to demonstrate a uniform graphic representation. An excel database was generated in addition to the drawings, providing an extensive list of information on each of the spaces, such as room identification (number), area, usage, maximum capacity, current time utilization per week as well as COU and OBC capacity compliance per use. Additionally, focus sessions were carried out with students, staff and community groups to obtain feedback on the campus as it currently is and any issues faced, with further need and future visions for King's.

The outcome of the second phase is the building life cycle analysis and deferred maintenance plans for architectural, mechanical and electrical. This was accompanied by site visits that entailed exterior and interior reviews to assess general conditions and provide a recommendation for maintenance over

a period of time depending on the condition and priority of maintenance.

The final segment of the project consisted of consolidating the information into a graphical viewer that illustrates the buildings on campus while providing high level descriptions and references to the more detailed spreadsheets.

The Space and Facility Project provides a foundation for further planning and efficient use of space on campus in addition to illustrating the existing conditions and spaces within each building for reference and ease of use for Facility Management.

Project components and deliverables:

1. Drawings:

- a. PDF scaled drawings for all buildings on campus, including St Thomas Aquinas House
 - i. Space use
 - ii. FADS mark-up plans

2. Excel Spreadsheets:

- a. Space Use Database
- b. COU standards compliance and calculations
- c. Deferred Maintenance
 - i. Architectural – Exterior Buildings Review
 - ii. Mechanical Review
 - iii. Electrical review
- d. FADS Checklists
- e. Maintenance Tracking Log

3. Graphical Database

Viewer displaying each building on campus with spaces identified with statistics, such as Room Number, Occupancy and Area (dimensions).

FOCUS GROUP SESSION NOTES

KING'S UNIVERSITY COLLEGE – FACILITY REVIEW

FOCUS GROUP 1

Jan 16th, 2018 – 11 am

ATTENDEES:

| | |
|----------------------|--|
| Sarah Morrison | Social Work (Field Education) |
| Todd Morrison | ITS |
| Matt Henry | SJP – Student |
| Melissa Page Nichols | Student Services |
| Joanna Bedggood | Accessibility, Counselling, & Student Development |
| Doug Mantle | Accessibility Services |
| Lisa Tenhor | Student Support Services |
| Adrienne Sauder | Student Support Services/Learning Skills |
| Lisa Bayer | HR |
| Anna Domingues | Library |
| Ewa Czachorowski | Library |
| Susan Ackland | Student Services – Counselling Student Development |
| Doreen Vautour | Associate Dean of Students |
| Jim Zucchero | Academic Counsellor, Academic Dean's office |

1. What features do you appreciate most about the King's Campus?

- Size
 - Small
 - Permits ease of access
- Lots of trees – green space
- Parking for staff is good
- Hidden gems – gazebo behind Wemple
- Location

2. What would you change about the King's Campus?

- More flexible event space
 - Limited space when planning for community events
- Road divides the campus, separating the flow
- Problems with accessibility
 - Classrooms too tight for students with mobility issues
 - Elevator in Wemple – old and unusual, found in a corner of the building
 - Need to schedule classrooms better – considering accessibility needs in terms of getting to class for students with mobility impairment
- Ramp to join 2 areas of the college for accessibility [two sides split by the road]
- More spaces for meetings – faculty and staff
- Appropriate office spaces
 - Departments divided on different floors/wings of the building [upstairs, downstairs, corners] – communication between staff impacted by fragmentation and inconvenient for students
 - Office space shared – full-time staff/faculty
 - Logistics of sharing space is challenging
 - Disjointing and throws things off
 - Offices are not good when meeting with students with accessibility needs [need to move around furniture to accommodate the student]
 - Office doors not wide enough for wheelchairs
 - Mental concerns – no windows, basement location – is a challenge for students to come to offices as such

FOCUS GROUP SESSION NOTES

3. Which specific spaces on the existing campus work well/ are well used?

- Vitale Lounge
 - Flexible seating
 - Located next to door
 - Accessibility needs
- Student Life Centre
 - Student oriented events
 - Clubs week
 - Orientation
 - Student study/gathering space
 - Reflection room
- Student Life Centre works well for community event
- Auditorium in SLC – for large events
- Green spaces – gathering areas
- KC119 – good lighting

4. Which specific spaces on the existing campus do not work well/ are not well used?

- Everywhere else
- Auditorium in SLC – for large events
 - Does not work well – seating is not flexible
 - Limited by lecture-style design
- Auditorium in SLC – not an actual theatre – not good for theatre productions
- Meeting rooms on campus
- Event planning in SLC – spaces too big or too small
- Events spaces become challenging in terms of accessibility after set-up is in place
- Closed events in open spaces
 - Student flow within the space
 - More security/control needed
- Spaces are crammed as much as possible
 - Pushing limits
 - Maneuvering within the spaces is difficult
 - Accessibility issues
- SLC being an extension space to the library – makes collaborative work space not enough in library
 - Open to all students, as well as other campuses
- Broughdale hall
 - Accommodated exam room – not enough

- Basement of the faculty building
- Library is too public
- Catering and services vs event spaces – fragmented on both sides of the road – becomes challenging with bad weather conditions
- Services/Cafeteria in Wemple
 - Not central
 - Not within student flow
- Student Support Services & IT Services are in corners that students do not know exist
- Wemple – W055
- Door at crosswalk – no quick access for students
- Building/room numbering – Wayfinding
- Washrooms in Wemple – not convenient during workshops/events in Vitale lounge
 - Location and gender
- No universal washrooms on campus
- Amenities in classrooms
 - Not enough power outlets
 - Software/hardware compatibility
 - Limited desk space
 - Too many desks crammed
- Academic Dean's office space
 - Overcrowding
 - Waiting area inadequate
 - Service window punched in as a hole on wall with ramp
 - Fragmentation of offices
- Cafeteria doesn't have good acoustics
 - Cannot be used for meeting area for staff/faculty

5. What kinds of spaces would best support your work/ learning?

- Big shared space with separation techniques – to split the spaces and re-organize depending on space needs
- Centralized student 'hub' for services with good accessibility and wayfinding
- 2 sides of the road – having more than one way to cross safely
- Flexible spaces
 - Rooms to host 150-200 people
 - Movable walls and seating

- Audio-visual support
- Flexible storage
- Move away from 'silo'
 - Residence buildings are independent – cannot get beyond front door if not a resident
 - Spaces in residence for community use – helps older students be informal mentors for new students in residence
- Gathering spaces/group spaces for faculty/admin staff
 - Lunch space
 - Hangout community space
- Community space for students
 - Pub – relaxed environment/casual
 - Gives reason for student to come and stay on campus
 - No gathering/lounge spaces
 - No place for their stuff
 - Need to move their cars every 2 hours if parked on the street
- Separate waiting area for student services
- Separate microwave/sink for students
- Limitation of accepting interns due to space restriction
- Space for growth – limited
 - Plans that would require additional people/new team members is restricted due to space limitation

6. What is the biggest need on campus?

- Number 1: accessible space – should be the main drive to spaces
 - If it is accessible then it could be used by anyone and everyone
- Number 2: flexible space
- Centralization of services
- More offices with windows
- Faculty/staff meeting spaces
- Parking
- Lockers
- New space – usability
 - End users – front and center of design
- Extended spaces
- Centralized shopping/cafeteria

- Food services in every building
- Gender neutral washrooms
- Universal/accessible washrooms
- Change rooms in men's washroom – to cater for family needs
- Driving by – not much is known about King's
 - Light display
 - Mall maps [wayfinding]
- Tunnel

7. What does the current campus say about King's?

- Cramped
- Tight-knit community [cozy, not crowded]
- Green spaces – views to wooded area
- Pretty outside – mess on the inside
- Looks clean
- Catholic – symbolism visible
 - Need counter symbols for other groups
- Splintered/fragmented [services provided]
 - Band-aid solutions – accumulating effect on how students are served

8. What should the future campus say about King's?

- Space to grow – intellectually and physically
- Welcomes everyone – respectful and open
- Vibrant and accessible
- Modern
- Variety in foods and services
- Fun for students
- Centralization
- Transparency – physical and philosophical
- Appropriate parking for students
- Campus to celebrate diversity
- Symbiosis with the environment around King's
- Collegial – mingling of staff and faculty

FOCUS GROUP SESSION NOTES

KING'S UNIVERSITY COLLEGE – FACILITY REVIEW
FOCUS GROUP 2

Jan 16th, 2018 – 2 pm

ATTENDEES:

| | |
|-----------------|--|
| Erin Wilson | HR Coordinator |
| - | Admissions & Liaison Officer – Enrollment Services |
| - | Executive Assistant to Principal – Principal's Office |
| - | Coordinator of Field Education - School of Social Work |
| - | Manager, Infrastructure, ITS |
| - | Counselling & Student Development |
| Maureen Moore | Student Support Services/Services for Students with Disabilities |
| - | Library |
| - | ISA, Library |
| Tom Jory | Director, ITS |
| - | Finance Department |
| Shaila Matthews | HR |

1. What features do you appreciate most about the King's Campus?

- Aesthetics – pretty
- Location
- Feel of landscape
- Size – compact
- History
- Green space

2. What would you change about the King's Campus?

- Reduce traffic through campus [road used as a shortcut]
- Division by road – close off the street if possible
- More accessibility
 - Retrofitting buildings/new buildings – making sure accessibility is number one priority
 - Older buildings on campus were not built with accessibility in mind
- Office space
- Meeting spaces
- Classroom spaces
 - Inaccessible
 - Small
 - Accommodating exam room – not enough
- Efficient use of classrooms
- Gathering space for faculty and staff
- Flexibility in space to accommodate a large number of people (150-200)
- Storage space
- Cycling routes – give more safe modes of transport to campus
- Designated space for indigenous community to gather
- Campus open to all

3. Which specific spaces on the existing campus work well/ are well used?

- Vitale Lounge
 - Hosts community partners nicely
 - Family friendly
- SLC – informal meeting space around cafeteria

- W150 – small meeting room, employee/confidential
- LH105 – efficient sectioning of space
- Students make good use of library space
- Courtyard at Wemple during the summer/good weather

4. Which specific spaces on the existing campus do not work well/ are not well used?

- Cafeteria – not very accessible, too many tables
- Reflection room at SLC – not well used
- Theatre (SLC) – not flexible with structured seating
 - Good space for a keynote
 - No breakout space after
- No space can flexibly accommodate large groups
- Courtyard behind Wemple – has potential
 - Good space – not found/used
 - Could be opened/more welcoming
- Broughdale lower lounge
- File storage is in female residence – restricted male access – far from offices
- Some faculty offices rarely used
- Parking disconnects flow of campus
- Exam room at maximum occupancy during exam period – not enough space
- Lower level of SLC – Open area not well used

5. What kinds of spaces would best support your work/ learning?

- More space
 - Student placement on campus – restricted opportunities due to space limitation
- Not enough space to accommodate community events
 - Job fair
 - Receptions
 - Training sessions
- Confidential meeting rooms
- More HR office spaces
- Student services spaces – one central hub
- Departmental offices – on same floor
 - With accessible routes and widths
- Counselling – reception area/waiting room

- Privacy for students
- Space currently not big enough – overflows into the hallway
- Flexible, interactive, diverse classrooms
- Kitchenette area for students
 - Instead of washing dishes in washrooms
 - Will allow off-campus students to bring their food and stay for longer periods with appropriate amenities
- Gender neutral washroom
- Washrooms distributed well in buildings/on floors
- Daycare
- Audio-visual representation of campus [signage]

6. What is the biggest need on campus?

- Accessible space
- Meeting rooms
- Safety of students on Waterloo Street

7. What does the current campus say about King's?

- Quaint
- Intimate
- Religious/catholic
- Integrates with neighborhood – not overbearing
- Tucked-away/hidden
- Aesthetically nice/green space
- Well maintained (small)
- Friendly/inviting/warm
- Outdated
- Maze/hodgepodge
- Wayfinding not easy
- No sense of centralization
- Offices without accessibility
- Cold or hot (interior temperature)
- Cramped
- Random
- Student Services not in Student Life Centre
- Road within campus used as shortcut

FOCUS GROUP SESSION NOTES

8. What should the future campus say about King's?

- Progressive
- Accessible
- Inviting
- Green visually & environmentally
- Fenceless/ no boundaries between buildings [closing off the road]
- Multimodal
- Classroom design permits interactive learning [w/ flexible modular furniture]
- Diversity of space to reflect diversity of students
- Architectural diversity
- Flow/interconnection
- Sustainable
- Acoustically insulated [sound/noise travels]
- Community use of space
 - Citizen Center – for the future growth of students beyond school years
- Technology for wayfinding
- Universal design
- Overall size/feel to remain the same
- Fragrance-free
- Smoke-free campus

KING'S UNIVERSITY COLLEGE – FACILITY REVIEW

FOCUS GROUP 3

Jan 19th, 2018 – 3 pm

ATTENDEES:

| | |
|----------------------|---|
| Danielle Vanderven | Student Support Services |
| Phyllis Fidler | Finance |
| Kim Malcom | Alumni + Development |
| Vishal Kothan | Finance |
| Sauro Camiletti | Vice Principal |
| Erma Jacob | Office Manager – Academic Dean's Office |
| Martha Gordon | Library |
| Tiffany Chisholm | Central Services |
| Natalie Walzch | Student Finance |
| Tracy Cunningham | Enrollment Services |
| Kylene Dube | Social Work |
| Nikki Sasso Mitchell | Communications |
| Adrienne Co-Dyre | Library |
| Jane Antoniak | Communication |

1. What features do you appreciate most about the King's Campus?

- Green space/nature
- Compactness
 - Function with student and activity space – easy to navigate
- Good enough space in some offices
- Old & new
 - Keep old buildings and modernize
- Cafeteria good for staff and student use
- Space has increased for students
 - SLC has added more life on campus
 - Students spend more time on campus between classes
- Integration and connection for students – campus community
- SLC open and comfortable
- Community feel for everyone

2. What would you change about the King's Campus?

- Difficulty with departments spread out
 - Different floors/areas of building
- Areas of the college where space is determining function rather than function determining space
- Makeshift spaces
 - Shoehorned function into space
- Services within the college
 - Student services are engaged at different levels, and programs changed and evolved – spaces have not evolved to fit with the growth
- Accessibility – space size, hallways
 - Old buildings
- Central services – space limits services to offer
- Admin assistance on different floors
 - No direct access between staff
- Parking facility – difficult for students
- Visitor parking
- Office space for faculty in wheelchairs
- Communications staff on different floors – put them together
- Interactive work space for staff to come together for collaborative projects and communication – lab space

- Food services are 'across the street' from student hangout [SLC] – ripped connection
- Pub
- Flexible space
 - Not standard lecture style
 - For community – SLC too large and rigid
 - LH105 – booked for classes most of them time
- Spaces to be used for events and activities – more space to keep the vibrant feel of kings
 - With storage space for event furniture
- Road-cutting through campus
 - Design campus away from road instead of having the road go through it
 - Want the road to become more peripheral
- Skywalk bridge to connect 2 sides
 - Cannot tell that both sides are part of one campus

3. Which specific spaces on the existing campus work well/ are well used?

- Vitale lounge and extension
 - Various uses
 - Versatile
 - Decent size
- LH 105 – flexible space
- Dante boardroom
- SLC
- Library is usually full
- Outdoor quad area – intersection of community
- Faculty building
 - All faculty offices
 - Close proximity
 - Social element

4. Which specific spaces on the existing campus do not work well/ are not well used?

- Central services
 - Too small
 - Too much stuff [deliveries coming in]
 - Packed hallway
 - Machines

FOCUS GROUP SESSION NOTES

- Flow of people
 - Accessibility
 - Enrollment
 - Storage
 - Boxes of bulk orders
 - Finance Office – in the middle of hallway
 - Different conversations
 - Not an ideal location
 - Support offices
 - Distributed all over campus
 - Student counselling
 - No reception
 - No privacy/confidentiality
 - Library – capacity too low
 - Conflict between SLC and Library space use
 - SLC used for events, social gathering space and group study space
 - Storage – offices across the street from archive file spaces – access to archive
 - Lobby of Wemple
 - Dead zone
 - Reception behind glass/door and locked
 - Entrance for future students
 - Not reflective of vibrancy of King's
 - Residence space
 - Fallen behind
 - Newest built in 1990
 - Quality of residence space became un-competitive
 - Interns/work-study
 - No space to house them
 - They provide good support to students/departments
 - Vitale student lounge not actually used by students
 - Labatt hall – used for quiet study by students – different vibe from before
- 5. What kinds of spaces would best support your work/ learning?**
- Model of waiting room with attached offices
 - Importance of front desk/reception/waiting area
 - Current spaces at full capacity or exceeding

- No small meeting rooms – need bookable space for office team meetings and the community
 - Shortage of seminar and office spaces with flexible seating
 - Reception for student support services
 - Intern space
 - Departmental meeting area
 - Accessible washroom/gender neutral
 - Central services – new space
 - Currently cannot serve the community and students well due to spaces
 - Staff and employees
 - Space for gathering/lunch room
 - Kitchenette
 - Student services building
 - To house all student services
 - One-stop shop
 - Would vacate current spaces to host more offices/classrooms
 - More student social spaces
 - More library spaces
 - Community space
 - Quiet areas
 - Coffee nooks
 - Collaborative/open space – flexible to arrange
 - Large enough spaces
 - Better design
 - Chairs
 - Tables
 - Spaces/welcoming
 - Outlets
 - Broughdale
 - Accommodated exam room – to be larger with washrooms
 - Washrooms
- 6. What is the biggest need on campus?**
- Classrooms and meeting space
 - Accessibility – washrooms, heights, widths
 - Office space
 - Student services space

- Parking for students

7. What does the current campus say about King's?

- Beautiful and cozy
- Good sense of community
- Wemple is confusing, numbering doesn't make sense [difficult wayfinding]
- Tucked away
- Refuge
- Friendly and supportive
- Safe
- Homey
- Warm and welcoming
- Community
- Impeccably clean
- Outdoor art
- Very diverse, although it is a catholic college

8. What should the future campus say about King's?

- Growth – potential of future
- Progressive
- Forward thinking
- Tell King's story – experience and integrate more into London's community
- Modern campus – high end
- Child care for everyone
- Placement opportunities – work experience for students
- Innovative
- Cool/awesome/rad – words to describe
- Same but better
- Make people more aware of King's and its identity [awareness]
- Efficient – space to reflect
- Flow
- Theatre to bring more people from the community – integrate community
- New residence – main floor to be cafeteria/meeting spaces and classrooms
- Modern amenities and space to draw more international students
- Adult day care – retire on campus
- Change the world

KING'S UNIVERSITY COLLEGE – FACILITY REVIEW

FOCUS GROUP 4

Jan 22nd, 2018 – 10 am

ATTENDEES:

| | |
|------------------|--|
| Jessica Woods | Student Support Services – Counselling & Accessibility |
| Linda Weber | International |
| Maggie Barton | International |
| Joe Henry | Dean of Students |
| Shelly Guerin | Student Financial Services |
| - | Student Council GM |
| Krista Lysack | Chair, Department of English, French & Writing |
| Tiffany Chisholm | Purchasing, Central Services, Conference Services |
| Wendy Scanlan | Central Services |
| Linda Whidden | Library |
| Janet Loo | Campus Ministry |
| Violette Khammad | King's Student Council [KUCSC] |
| Jen Jones | Alumni + Development |
| Katrina Clarke | Alumni + Development |
| Jen Jeffrey | EBM (Faculty) |
| Ben Muller | KUC Faculty/Associate Chair |

FOCUS GROUP SESSION NOTES

| | |
|-----------------|---------|
| Emma Suiatck | Library |
| Samantha Murray | Library |
| - | Faculty |

1. What features do you appreciate most about the King's Campus?

- Dante – historical and architectural buildings
- Site
- Location
- Most buildings have a variety of services
 - Classes
 - Meeting spaces
 - Offices
- SLC
 - Great addition
 - Good public space
 - Showcases King's well
 - Conference services – useful spaces
 - Lifts image of King's
 - Brings people on campus
- Close proximity of buildings to parking
- Natural setting
 - Trees
 - Proximity to river
- Close to residence
- SLC & library attachment
 - Flow through
 - Not fragmented
- Classrooms that have windows

2. What would you change about the King's Campus?

- More meeting rooms
- More study space for students
 - Tables set-out
 - More individual rooms
- Classrooms should have windows
- Consistent quality in terms of classroom spaces
 - Enough and accessible space
- Administration Departments should be in the same building
 - Fragmentation – students go back and forth
- Student development services
 - More offices to meet with students
 - Counselling and development services
 - Group and wellness activities space
- Student Support Services – in one area instead of different buildings
- Accessibility in classrooms
- Offices for contract faculty
- Open up the campus outdoors along the river
 - Setup a trail
 - Remove the trees to clear up view and access
 - Visually open, appealing area to the river
- Boardwalk for safety use
- Ministry
 - SLC theatre is not functional in terms of acoustics and use
 - Improvements with lighting and sound
 - Chapel is used for other purposes
- Medium sized general-purpose space
- Bigger sacred space to be able to host the community
- Using rooms not for its purpose – limits actual use
- Versatile space for all purposes
 - Larger groups of 200-300 people - lacking space for this crowd size
- Using the river area for social gathering – outdoor space
- Different styles and different configurations of residence rooms
- No variety of event spaces for bigger groups
 - Only options are Vitale lounge or Kenny Theatre
- SLC is a student building
 - Space has limitation for use – purposed for students

- Residence
 - A separate space to host conference visitors or international guests
- Labatt Hall – space could be better used
- More parking
- An open social space similar to the wave at UWO

3. Which specific spaces on the existing campus work well/ are well used?

- Vitale Lounge
 - Versatile in terms of different uses – reception, lecture
- Library
- SLC 119
- Dante Boardroom
- Wemple 150
- Leaning Commons
 - SLC and Library
- Classrooms in lower level of SLC
 - Large classroom with breakout space
- Tiered classrooms – can see students better
 - LH100, LH101
- Picnic tables – in good weather
- Games room – always used

4. Which specific spaces on the existing campus do not work well/ are not well used?

- Cafeteria
 - Not warm, welcoming or friendly
 - Feels odd
- Central services – S-shaped offices
 - Limited services to offer due to space
- The road
 - Runs through campus
- Student services
 - Setup
 - Forms dictates function
 - Privacy/confidentiality lacking - 'hallway of shame'
 - Keeps students away
 - Color contrasts
- Kitchenette and waiting room of counselling services – not enough space

- Locations of washrooms
- Lack of gender neutral washroom
- Washrooms in general
 - Washroom doubles as locker space for people that work in food services and cafeteria
- Club space
 - No space for use, or storage space
- Reception space at Wemple
 - Acoustics of space – sound travels to nearby offices
- W150 – used a lot
 - Only meeting room in Wemple
 - Could use small size meeting room for 4-8 people

5. What kinds of spaces would best support your work/ learning?

- HR designated breakout rooms
- Smoking area – instead of areas in-front of each of the buildings
- Transition services towards a smoke-free campus [Western]
- Library accessible service desk
- Transparent office allocation procedure
- Central services
 - Accessible counter
 - Mail drop-off from outside – mail is rolled through the building
- Accessibility to mail boxes
- Parking – separate space for trucks to load/unload
- Students services integrated along student flow
- Student service space distributed in a single building around a foyer that leads to the different departments
- Bring ITS to library
- Student Services – awkward placement
- Academic and Student counselling offices together
- No Health Services – first aid offices
- Cafeteria – staff eat lunch there during the summer, with less student traffic, not enough room during academic year for everyone
- Campus wellness
 - Social break spaces
- Pub space
- Space for indigenous students
- More mid-sized classrooms with windows [20-30 people]

FOCUS GROUP SESSION NOTES

- Classroom allocation with a ratio of 80% capacity utilization of space
- Combine SLC gear shop with a bookstore
 - Students walk to Western to get their books

6. What is the biggest need on campus?

- Student services centralization
- Accessibility in offices and routes
- Residences – more single rooms options
- Parking
- Pathway for student safe travels

7. What does the current campus say about King's?

- Sense of community
- Green
- Small and intimate
- Church-y (religious)
- Comfortable
- Place of connection
- Connected – everything is within a 2-minute walking proximity
- Has character [different buildings]
- History of growth in King's reflected through buildings

8. What should the future campus say about King's?

- Accessible
- Inclusive
- Globally connected [visuals to portray]
- One-stop shop for student services
- Community sense to remain
- More autonomous but still connected to UWO
- Student focused
- Innovative hub
 - Bring in key stakeholders on campus
 - Outside community on campus
- London's university
 - Campus to respond to commuter services
 - Accessibility to university education
- Space for parents that are nursing

- Serves local community
- Traditional and post-modern buildings
 - Unique place
 - Innovative residences
- Co-op space
 - Connection to London's community to supply opportunities for students
- Community walk-in service to provide students with co-op opportunities on campus
- Keep campus together not as separated by the road

KING'S UNIVERSITY COLLEGE – FACILITY REVIEW
FOCUS GROUP 4

Jan 16th, 2018 – 10.30 am

ATTENDEES:

Jennifer Jeffrey Classroom

1. What kind of spaces would support you [as a student]?

- Lecture spaces
 - Tiered classrooms
 - More space in classrooms
 - Crowded and tight space
 - More outlets
- Extended cafeteria hours
 - During exam season
- Heating in buildings [too hot or too cold] – distracting for students
- Bringing back Tim Horton's
- Classrooms locked during exam time
 - Useful for group studying
- Larger fitness area [gym]

2. What is the biggest need on campus?

- Main campus students occupy more study space in library
 - More study space in library
- Student Parking

3. What does the current campus say about King's?

- Outdated
- Good location – separate from Western
- A lot of green space – not best option for school
 - Courtyards are unnecessary

4. What should the future campus say about King's?

- Convenient
 - Food
 - Seating
 - Temperature
- Modern
 - Updated buildings
 - Outlets
- Underground tunnel – weather related
- Better fitness facility
 - Healthy environment for students
 - Cafeteria food
- Teaching model – collaborative space instead of teaching classrooms with lots of white boards
 - Learning structure
- Seating arrangement – challenge to see the professor with overcrowdedness
- Window placement – cannot see the board well

FOCUS GROUP SESSION NOTES

KING'S UNIVERSITY COLLEGE – FACILITY REVIEW

FOCUS GROUP – Community Session

Jan 22nd, 2018 – 5.30 pm

ATTENDEES:

| | |
|-----------------|--------------------------------|
| Phil Squire | City Councilor – Ward 6 |
| F. Peter Keller | St Peter's Seminary |
| Susan Bewley | Broughdale CA. Mayfair Dr. |
| Marie Blosch | Broughdale Community Assistant |

1. What features do you appreciate most about the King's Campus?

- River edge of campus
 - Valued
 - Appreciate that the college didn't develop further into it
- Green
- Community
- Open to use facilities for community events [Vitale Lounge]
- Good facility for meetings
- Architecturally nice
 - Low-rise
 - A little dense
 - Fits within the neighborhood
- Open yet intimate spaces
- Interaction of International and Canadian students through its programs [ministry]
- Shuttle buses

2. What would you change about the King's Campus?

- Manage parking on the streets
 - Combination with speed of traffic
- Busy street – tight corner
 - Epworth Ave and Waterloo St
- Crosswalk/sidewalk along Waterloo St
- More green space
- Bring the Tim Horton's back
- King's to get more involved in events
 - Average person doesn't know it exists
 - Hidden gem in old North
- More connection between Seminary and King's
- Vistas for views of campus
- Behind Townhouse dorms
 - Only way for pedestrian is down the street
 - Safety issue for pedestrians
 - Need a sidewalk along Meadowdown Dr.
- Space allocated for a trail north of the campus
- Parking lots – speed bumps to control speed of cars
- More of SLC design

- Ease of access
- Visible connection between what is inside and outside of the building
- Same level access – not staircase similar to Wemple
- King's to take other buildings at Epworth
 - Currently not a beautiful entrance driving through residences to get to King's core
- Hill behind Wemple
 - Eroding
 - Unsafe
- Park on Epworth
 - 'adopt a park'
 - Better seating – more benches and picnic tables

3. Which specific spaces on the existing campus work well/ are well used?

- SLC
 - Open
 - Great setup for people and community
 - Easy-sell to bring people in [aesthetics and feel of the building]
 - Social space
 - Nice ambiance
 - Easy to walk through
 - Courtyards

4. Which specific spaces on the existing campus do not work well/are not well used?

- Wemple
 - Awkward to get into to
 - Way-finding
 - Easy to get lost
 - Main entrance is not obvious
- Pedestrian flow to Broughdale
- Road through campus
 - It's a cut through route for drivers not actually going to King's
 - People get off Richmond through Epworth
 - Epworth to become a dead end for traffic
 - Not let cars drive through campus
 - The street is too wide
 - If narrower – made more difficult as a shortcut

- Seminary new plans show 85 new parking spots adjacent to King's – will bring in more traffic

5. What does the current campus say about King's?

- Complimentary to neighborhood
 - Physically
 - Operated as 'part' of the neighborhood
- Comfortable and homey
- Cohesive look and feel
- Eclectic – different styles of buildings on campus
- Architecture blends and compliments each other
- Compact but a little dense

6. What should the future campus say about King's?

- Areas of engagement between buildings
 - Pods to connect spaces and buildings
- Intimate and open
- More openness
 - To allow community to walk through - Create communication and interaction with students
- Faces all directions – no 'back' of building
- Shift traffic – different/move parking lots
 - Currently in the middle of campus/at the entry
- Size of the school/expansion
 - If it gets too big, will it lose the community feel?
- Physical connection to be created between King's, the Seminary and Mary Mt.
 - Historic connection to promote its uniqueness

Further Comments

- Phil Squire – to meet with the community associations and BRT project manager + traffic person to chat about Epworth Ave issue related to King's opinion about it
- Huron is also a major corridor adjacent to campus
- Plans for the seminary lands on Huron St
- How will King's use the new lands it will acquire? – Master plan of seminary will shift slightly as King's plans land use
- Friendly neighborhood community surrounding campus

KING'S UNIVERSITY COLLEGE CAMPUS DEVELOPMENT STRATEGY

