



2020 CAMPUS MASTER PLAN

SHINGWAUK SITE, SAULT STE. MARIE



As we move forward in our planning on the Shingwauk Site in Sault Ste. Marie, the words of Shingwauk Alumnus and Elder Dr. Daniel Erskine Pine Sr. (Shingwauk) (1900-1992) regarding Algoma University College's move to the Shingwauk Site in partnership with Keewatinung Anishinaabe Institute and the Anishinaabe people in 1971 still resonate today.

Dan was the grandson of the legendary Ojibway Chief Shingwaukonse (1773-1854), whose Vision of The Teaching Wigwam and subsequent journey to Toronto in 1832 to request Lt. Governor John Colbourne provide a teacher for his people, led to the establishment of the first Shingwauk Mission School in Sault Ste. Marie, chartered in 1832 and built on the top of Pim Hill behind the Ermatinger Old Stone House in 1833. The current Shingwauk Hall built in 1935 on the Shingwauk Site purchased in 1874 is the fifth incarnation of the Vision.

"The Shingwauk School never closed. It just entered a new phase of development. It has to be given a chance to finish what it started. It has to put back what it took away. Bring the people together. Let them gather and they will know what to do." (1979)

Elder, Dr. Dan Pine Sr. (1900-1992)
(Grandson of Shingwaukonse)

MESSAGE FROM THE PRESIDENT

“Setting the Stage for Our Future”

The Sault Ste. Marie campus of Algoma University (on the Shingwauk Site) is foundational to who and what we are as a University. The Shingwauk Site is a special place, steeped in history, tradition and accomplishment. It is a place shaped by the early vision of Chief Shingwauk (1773-1854) and his fellow Anishinaabe and European founders to establish a “Teaching Wigwam” in Baawaating (place of the rapids) for the “purpose of educating the Anishinaabe people in the ways of the Europeans and teaching the newcomers how to live in harmony with the Anishinaabe and all of creation,” a truly cosmological project.

This is an exciting time for Algoma University as we move through this period of transformational change. We are experiencing unprecedented and record growth, we are moving forward with new academic and research programs and in partnership with the communities we serve, we are making significant investments in capital projects and infrastructure. Now in 2020, Algoma at Shingwauk is a unique place of multinational cross-cultural education and research, as we welcome increased local and Indigenous students along with international students representing over 50 countries around the globe, all of which bring a beautiful and rich diversity to our community and our classrooms.

Accordingly, the Algoma University 2020 Campus Master Plan - Shingwauk Site, Sault Ste. Marie is bold, innovative and inclusive. It guides and offers insight into where we are going and what we want to become. Inclusivity and environmental stewardship have been woven throughout the document. I want to take this opportunity to thank the many, many voices from the community who put spirit, mind and body into this consultation. Together, we have created something exceptional that will support Algoma University's strategic development, institutional priorities and continued enrolment growth over the next ten years.

As part of our commitments to the Truth and Reconciliation Commission's Calls to Action, we will as part of our planning ensure that the site and Shingwauk Hall (formerly known as Shingwauk Indian Residential School, 1874-1970) continues to be preserved and respected for the work it must do to teach the truth of Canada's residential schools history and its impacts on Indigenous people and Canadian society as a whole. This is part of our legacy, this is part of our responsibility.

As we embark on the exciting next chapter of our campus development, alongside the important partners who share this site, the Master Plan will continue to keep Chief Shingwauk's vision at the forefront as together, and in partnership, we prepare the next generation of graduates and future change leaders who will, because of their experience at Algoma, go on to do great things in this world.

Chi-Miigwech, thank you to all community members who have contributed to shaping the development of this living document and to those who will execute the initiatives outlined within these pages moving forward. When completed, there will be nothing quite like it in the world.



Asima Vezina, President and Vice-Chancellor, Algoma University

"No one among us is king." Chief Shingwauk (1773-1854) It is through the mobilization of our collective strengths that we will achieve the extraordinary.



ASIMA VEZINA
President and Vice-Chancellor
Algoma University



MESSAGE FROM THE CHANCELLOR

As the out-going Chancellor of Algoma University, it has been my honour and my privilege to be able to work with the many people that have put their efforts, their thoughts and their hearts into the creation of the Campus Master Plan. I have had the privilege of being a part of it, along with many partners, and being invited was so important to me. I can say that it really felt like a connecting thread that carried me from the Vision of Chief Shingwauk's Teaching Wigwam to where I am today, and to my role in helping the University.

I reflect back on the Special Mission of Algoma University and the Vision of Chief Shingwauk. His wish was to create a place for his people to learn and benefit through education while retaining the cultural beliefs and practices that sustained Anishinaabe people through time. The changes and challenges were great, and how we chose to meet those challenges with the help and commitment of this institution was, and remains, crucial. There are many who are committed to meeting and working through these challenges and doing it in the spirit of community where all the Shingwauk Partners work together to seek common ground benefitting all the Children of Shingwauk, which includes everyone who has and will share and learn on the Shingwauk Site.

The Children of Shingwauk Alumni Association has been a part of bringing Shingwauk's vision to life, they have worked tirelessly through the many phases and history of this journey of keeping the Vision of Chief Shingwauk alive. The connections to land and the sacredness of the site have been the cornerstones of the development of the Campus Master Plan; it provides dedicated spaces to support the vision of a Teaching Wigwam. A Master Plan is crucial to the growth and expansion of ideas and work needed to reach the goals set out by the Indigenous community and family of Algoma University, such as joint planning with Shingwauk Kinooamaage Gamig's New Discovery Centre to provide the best services to all.

It has been my blessed experience to witness the hard work and achievements of the University and the Shingwauk Partners, along with the individual and community sharing, learning and serving that together keep Shingwauk's vision strong, true and well underway to full realization.

Shirley Horn, Past-Chancellor, Algoma University



SHIRLEY HORN
Past-Chancellor
Algoma University



ACKNOWLEDGEMENTS

PROJECT TEAM

Project Team – comprised of members of the Physical Plant and Operations department together with David Ellis Architect, IBI Group, Two Row Architects, NOR MECH Engineering, and STEM Engineering.

ALGOMA LEADERSHIP TEAM

ALT-The executive group is comprised of senior leaders from both the academic and non-academic groups at Algoma University. The leadership group will make final decisions on proposed recommendations.



NOR MECH
ENGINEERING



STEM
ENGINEERING GROUP



Special thanks to the Algoma University Board of Governors and all contributing faculty, staff and students for their valuable feedback and collaboration through the Master Planning process;

To the Shingwauk Education Trust (SET), Shingwauk Kinoomaage Gamig (SKG), the Algoma District School Board (ADSB), the Children of Shingwauk Alumni Association (CSAA), and the Anglican Diocese of Algoma for partnering with the University in helping to create the roadmaps for ongoing collaboration while taking care of the land entrusted to all partners;
and to the Northern Ontario Heritage Fund Corporation (NOHFC) for providing the necessary financial support for this important study.



LAND ACKNOWLEDGEMENT

ENGLISH

We acknowledge that we are on the traditional lands of the Anishinaabek Nation, in the area of the Robinson-Huron Treaty of 1850, also home to the Métis. We are on sacred lands set aside for education as envisioned by Chief Shingwauk for our children and for those as yet unborn.

ANISHINAABEMOWIN

Nasdwaamdaanaan sa wi yaa'iing omaa akiing Anishinaabek ko gaa-dibendamowaad, Ketegaunseebee miinawa Batchewana Ojibway manpii sa Robinson-Huron Treaty of 1850 ezhnikaadeg, miinwaa go Aapita-wemtigozhiiwag. Manpii gdaa'aami gchitwaa akiing wii-gnawenjigaadeg sa, wi gkinoomaagoziwin Ogimaa Shingwaak gaa-onmaandang abinoonjiinyag onji miinwaa go gewek nendaadzisgog mishi.

FRENCH

Nous reconnaissons que nous sommes sur les terres traditionnelles de la nation Anishinaabek, dans la région du Traité Robinson-Huron de 1850, où vivent également les Métis. Nous sommes sur des terres sacrées réservées à l'éducation, comme l'avait envisagé le Chef Shingwauk pour nos enfants et pour ceux qui ne sont pas encore nés.



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CREATING A VIBRANT, CONNECTED & RESILIENT CAMPUS

Introduction

This Master Plan study contains the conceptual plan and technical details to guide Algoma University forward as it carefully examines future planning considerations on the Shingwauk Site in Sault Ste. Marie. This is a 5-10 year ‘road map’ not a mandate or inflexible document. The University will make decisions in the future that will be informed by this plan, but there is flexibility in this plan in terms of the exact uses, mix, and size/ configuration of the public realm and buildings. The future implementation of the Master Plan will depend on political will, market-forces, access to resources/capital, and commitment of leadership. However, this plan is a strong conceptual framework, containing recommendations on land stewardship, building use, campus functional and operational configuration, landscape and open space, infrastructure, urban design and aesthetics, and phasing.

Why Plan?

Creating a Master Plan is an endeavor that attempts to guide growth and prioritize enhancements on campus. It is a visionary and strategic document that offers five important opportunities:

- Think big and explore new ideas
- Improve efficiencies and ensure that proper infrastructure is in place
- Create a ‘sense of place’ and weave connections back to the community
- Identify needs, develop cost-effective solutions, and prioritize investment
- Align with the strategic goals of the institution

More Than a Plan. A Call for Action.

This ‘living document’ is about more than creating a Campus Master Plan. It is about reinforcing a vision, establishing priorities and enhancing campus identity. It is about maximizing the utilization of existing resources while fostering a physical environment to support academic goals into the future. It is about stewardship and respect for the land. It is about honouring history and heritage on campus. It is about conceiving innovative approaches to campus improvement, ensuring student access and success.

Algoma University is poised to play an ever increasing role in its community locally, nationally and globally. It provides a broad and comprehensive range of educational and research opportunities, it is an employment center, and it has the potential to become a vibrant and cultural hub. This Master Plan seeks to capitalize on the University’s positive community impact by providing a roadmap to guide Algoma University forward.



PURPOSE, GOALS AND OBJECTIVES

Purpose

A Plan for the future - the next 5-10 years.

Helps prioritize Algoma's near and long term needs.

Addresses specific goals and strategies of the institution.

Provides recommendations for physical improvements including land/building use, open space, transportation, pedestrian and vehicular circulation, and phasing.

Project Goals

- **Refresh** the visual identity of the campus.
- **Sustainable Design** to reduce energy use, increase water efficiency, and reuse materials.
- **Provide a framework for growth**, including campus amenities.
- **Incorporate 'Inclusive Design' principles:**
 - Inclusive, so everyone can use it safely, easily, and with dignity
 - Responsive, taking into account what people say they need and want
 - Flexible, so different people can use it different ways
 - Convenient, provides ease of access for all.
 - Accommodating for all people, regardless of their age, gender, mobility, ethnicity or circumstances
 - Welcoming, with no disabling barriers that might exclude some people
 - Realistic, offering more than one solution to help balance everyone's need and recognizing that one solution may not work for all

Objectives

The objectives of the Master Plan include:

- Establishing a clear and implementable vision and guiding planning & design principles
- Providing an analysis of servicing, infrastructure, landscape characteristics, and transportation networks
- Creating clear frameworks for development including built form, open space, and transportation
- Developing an implementation and phasing strategy that provides key direction and development sequencing in preparation for the approvals process and realization of the Plan
- Incorporating a strategic and flexible approach to managing and responding to both current and future market conditions
- Engaging in a collaborative process that generates interest and participation from University partners, key internal + external stakeholders, and the community





All Decisions Should...



HELP BUILD PARTNERSHIP



CREATE A VIBRANT HUB

for Algoma University Campus. Make it a destination of choice: “unique site”



IMPROVE AMENITIES & ACCESS

around and throughout campus. Engage community beyond campus edge



ENHANCE USER EXPERIENCE

for students, faculty, staff and visitors



INTEGRATE INCLUSIVITY OF SPACES

buildings and landscape, spaces that can support Algoma University's Special Mission



FOSTER ENVIRONMENTAL STEWARDSHIP

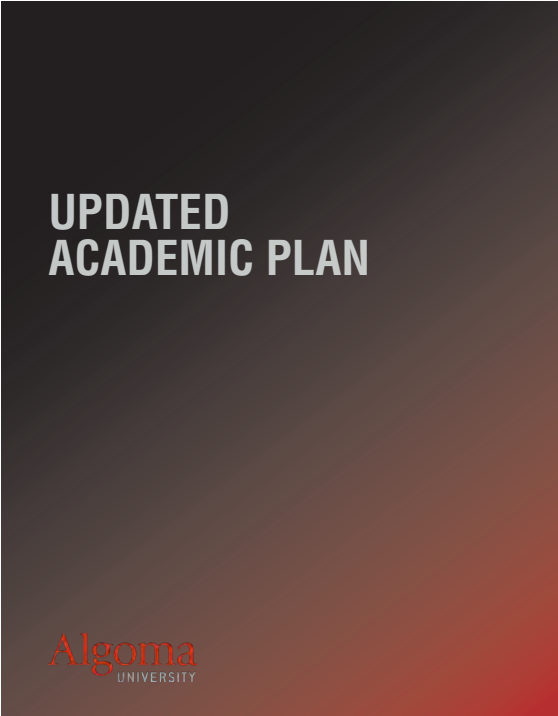
respect, take care of the land



Alignment with Other University Plans

The Campus Master Plan provides the framework for the physical evolution of the University and its site, but also provides support to the University's Strategic Plan, and will provide reference and background to the development of an updated Academic Plan.

The Campus Master Plan also supports potential requests to amend Bill 80 which, when passed in 2008, established Algoma University as an independent university. Such amendments to legislation will allow the University to expand its degree-granting authority to include graduate level programming.



Special Mission

Algoma University was gifted a very Special Mission, one that came with its move as a fledgeling University College in partnership with the Keewatinung Anishinabek Institute to Shingwauk Hall in 1971. The historic Shingwauk Site, a part of which has been Algoma’s home ever since, is land set aside by Chief Shingwauk’s descendants and their missionary partners in trust for Indigenous education – education in the ways of the Europeans, not only to improve Indigenous lives but also to help Europeans live in harmony with Indigenous peoples and their lands. Chief Shingwauk’s vision of the Teaching Wigwam, a place of cross-cultural sharing and learning, was an essential component of his self-determination strategy, along with Treaties, and Partnerships with colonial institutions and organizations.

Since Algoma’s move to Shingwauk, members and friends of the College, the Keewatinung and Indigenous communities, locally and beyond, developed projects and initiatives inspired and informed by the cross-cultural vision and ways of the original Shingwauk Founders. Partnerships in research, policies, courses, programs, and especially community-based activities and organizations, developed as needed.

The Shingwauk Reunions, Residential Schools Centre (SRSC), Children of Shingwauk Alumni Association (CSAA), National Residential Schools Survivors’ Society (NRSSS), and even CSAA representation on UN World Council of Indigenous Peoples, all enabled and mobilized support for Healing and Reconciliation in Canada and beyond.

Algoma’s acceptance of Shingwauk’s vision upon its relocation to the Shingwauk Site in 1971, however confusedly and haltingly embraced and implemented, is responsible in part for Canada’s Indian Residential Schools Settlement Agreement (IRSSA), National Apology (received by Shingwauk/ AUC Alumnus and NRSSS President, June 11, 2008) and its own Special Mission Charter that followed (June 18, 2008).

The Special Mission was confirmed by the Province of Ontario in section 4 (b), entitled Special Mission, of the Algoma University Act, 2008, S.O. 2008, chapter 13. This section reads, “It is the Special Mission of the University . . . to cultivate cross-cultural learning between Aboriginal communities and other communities, in keeping with the history of Algoma University College and its geographic site.”

As such, and as Algoma has been doing in one way or another for half a century, Shingwauk’s vision and the Special Mission are also recognized as one of the main pillars of Algoma’s 2016-2021 Strategic Plan. They are also the primary responsibility of the Shingwauk Site, which the Shingwauk Partners are entrusted to fulfil. Algoma’s Vision and Mission precede the Truth and Reconciliation Commission Calls to Action and is largely embraced in them. It’s the same with the United Nations Declaration on the Rights of Indigenous People (UNDRIP) which Indigenous Canada played a large role in developing and Canada itself only recently ratified. The challenge is in turning promises into action.

Algoma University Strategic Priorities

The University's most recent five-year Strategic Plan was developed through collaboration and input from Algoma University administration, faculty, staff, students, alumni, Anishinaabe partners, board members, and community representatives. It contains the new Vision, Mission, and values that materialized from the consultation process. Since the inception of the Strategic Plan in 2016, Algoma University has focused its efforts on five key strategic directions:

- 1. Campus Culture:** A dynamic hub for community and student life with spaces and activities that support inspired and engaged learning and a strong sense of pride. This strategic direction will be achieved in close collaboration with student leadership to ensure all decisions reflect students' needs.
- 2. Vibrant Programs:** An integrated suite of programming that is current, relevant, attractive, and aligned with students' needs and expectations.
- 3. Research and Innovation:** A culture of research and innovation that leverages existing strengths and produces an exceptional student experience while contributing to the community sustainability and region.

- 4. Anishinaabe Inendamowin:** A recognized leader in Anishinaabe learning through partnerships, the incorporation of Anishinaabe language and culture throughout the institution, and advancement on Algoma University's Special Mission.
- 5. Institutional Excellence:** A talented community of lifelong learners in which students, faculty, staff, and administration work together to engage in planning, professional development, and the generation of revenue that supports fiscal stability and clear institutional identity.





STUDY PROCESS

Starting in the spring of 2019, Algoma University has been working with the consultant team from David Ellis Architect + IBI Group to develop the Sault Ste. Marie Campus Master Plan on the Shingwauk Site. The process evolved over three main phases:

Phase 1: Embark / Evaluate

- This phase included document collection and review of existing background studies
- Goal-setting and initial project visioning that helped set the tone and direction of the project

Phase 2: Engage / Envision

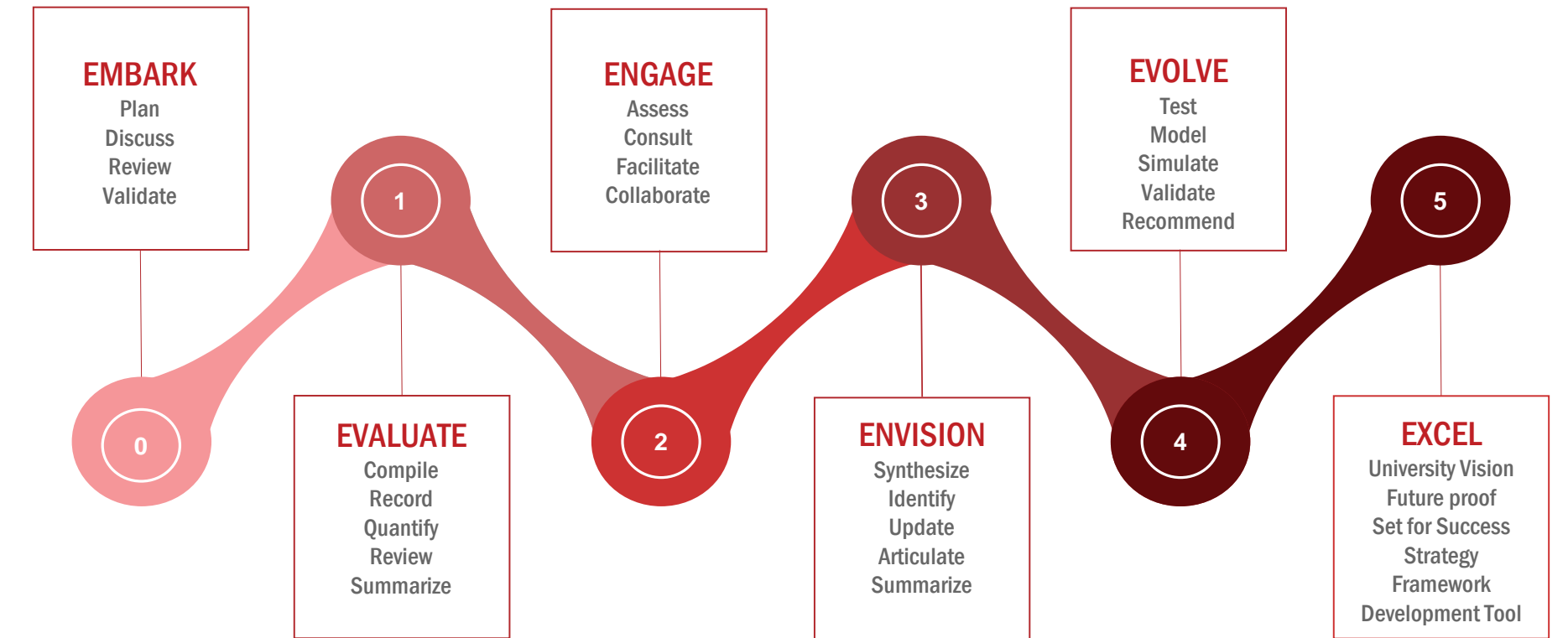
- This phase included stakeholder engagement, and multiple Core Team meetings with the Algoma University community. Transparency, communication and constant feedback has been encouraged through multiple modalities (websites, email updates, social media, public input sessions, informal sessions, among others)

- Engagement with the broader community was a key driver, which led to conversations with external stakeholders, surrounding institutions, and the City of Sault Ste. Marie
- Generation of the “Big Moves” involved physical conceptualization of the vision, as well as established a set of guiding principles for the Master Plan
- Through this conceptualization, the team explored different physical layouts for the campus that tested variables at a very high level

Phase 3: Evolve / Excel

- This phase involved adding detail to the preferred physical planning big ideas concepts. Included considerations on phasing, analysis on probable costs and implementation feasibility
- Included the delivery of draft report, final meeting with Algoma Leadership Team, presentation to University Senate and Board of Governors, and final report issuance

The Master Plan Process





CAPITAL PROJECT DESIGN UNDERWAY

As part of a truly innovative and collaborative process, the planning and design team that is currently undertaking the Campus Master Plan study has been commissioned by the University to undertake two capital projects and various renovations of existing spaces occurring on campus at the same time as the Master Plan.

This has created the opportunity to establish true synergies with the design decisions related to building expansion siting, space configuration and connectivity, views, green space, pedestrian path, access, equity of space, and connection to the student experience on campus. The different campus projects have also informed -and are being informed by- the Vision and Design Goals developed as part of the Campus Master Plan.



Below is a list of the projects currently being developed in conjunction with Phase One of the Campus Master Plan.

New Construction & Renovation:

- New academic spaces to west side of Shingwauk Hall
- Renovation and building addition to existing Shingwauk Hall east wing -new Mukqua Waakaa'igan building
- Speakeasy bar & cafeteria
- School of Computer Science and Technology
- Student Success Central
- Bookstore
- Student Union offices
- International student lounge 'The Globe' and exterior terrace
- Recruitment area



SPEAKEASY BAR



SCHOOL OF BUSINESS & ECONOMICS

INTRODUCTION

Since the early 1970's, Algoma University has been located on the sacred site envisioned by Chief Shingwauk as a place to foster cross-cultural learning. The University is surrounded by Baawaating's (place of the rapids) natural beauty, in the heart of the great lakes, the Boreal forest and Turtle Island. Much like the land on which the University is located, Algoma University is small, intimate and community-focused. As the University has evolved over the decades, so has the socio-economic impact the institution has within the region.

Over the past 5 years, the University has focused considerable attention on expanding its academic and research capacity. Increasing interest from around the globe, the anticipated introduction of graduate level studies and an increasing national presence tied to Algoma's efforts to support truth, reconciliation and healing have resulted in the need to formalize plans for long-term development. At the same time, five strategic objectives outlined in the "2016-2021 Strategic Plan" have helped accelerate and refine institutional development efforts.

The Campus Master Plan builds upon these efforts, providing the foundation for continued planning and development over the next five- to ten-years. The intent is to take advantage of its opportunities for this smallest university in Ontario to "deliver excellence in student-faculty interaction, undergraduate research opportunities, and experiential learning".

The implementation of the strategic objectives and goals of the Strategic Plan included: the preparation of a Program Proposal to apply for government funding for an Economic Impact Study, and the preparation of Campus Master Strategic Plans for Algoma University's three campuses -Sault Ste. Marie, Timmins, and Brampton.

The program proposal identifies the specific items to be carried out for both the Economic Impact Study and the Campus Master Plan. This section describes the historical, regulatory, and physical context of the existing campus, while also identifying opportunities to support continued progressive change and evolution.





CAMPUS CONTEXT

Algoma University's Sault Ste. Marie campus on the Shingwauk Site is located very near the St. Marys River and forested areas of the city. The greater region is surrounded by the typical Northern Ontario environment of forests, lakes, rivers, hills and low mountains. It offers its faculty and student body a wide range of rich opportunities for study, outdoor activities, and employment.



City Policy Context Plans and By-laws

The Master Plan recommendations are aligned with the overall policy direction of the City of Sault Ste. Marie Official Plan and other regulations supporting Algoma University's growth and development objectives.

This includes compact development and intensification, with flexibility to incorporate a mix of university institutional and residence uses, as well as other commercial uses and amenities.

A successful implementation of the Master Plan will result in the consolidation of a welcoming University campus within the Shingwauk Site where people from all ages can live, learn, work and play.

Official Plan

The City of Sault Ste. Marie official plan (OP) provides high level guidance to shape development and growth for the city. The OP's policies for the University recognize the social and economic impact of such institutions as important drivers at the city and regional scale. Section 2.4 - Regional services of the OP refers to this as follow:

"Rs.2 The expansion of Algoma University College and Sault College as provincial centres of academic excellence shall be supported."

The OP designates the site where the University campus is currently located as institutional use, reflecting its long-term commitment for the land to be used for the purpose of learning, as expressed in the mandate for the site under the care of the Shingwauk Education Trust (SET)

Some of the elements from the OP applicable to the Algoma University Campus are identified below:

Direction for the creation of more compact forms of development, taking into consideration local climate and the creation of a compact, walkable built framework. Protection of the natural environment and cultural heritage of the site.

Identification and protection of identified and suspected archaeologically significant zones. Creation of vibrant and animated public areas, including support for mixed-uses. Support for increased active transportation and public transit usage, with a focus on improving wellbeing.



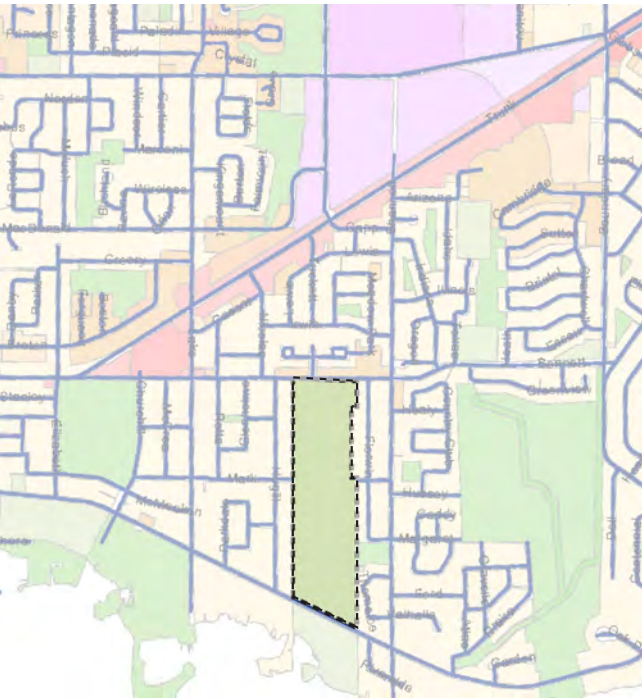
Extract from **OFFICIAL PLAN SCHEDULE 'C'** of Sault Ste. Marie Official Plan: Land Use. Light green shading denotes zones designated as Institutional use.

Zoning By-law

Zoning for the campus is covered under the City of Sault Marie Zoning By-law 2005/150, and Special Exceptions By-law 2005/151.

Under these by-laws, the area currently occupied by the University campus is land designated as Institutional (I) district. This category allows a wide range of uses, including post-secondary educational, institutional, open space, ancillary commercial, and residential uses (subject to Site Plan Control).

The zoning by-law also provides high level development standards applicable to the campus lands, such as density, setbacks, landscaped areas and parking requirements.



Extract from the **CITY ZONING BY-LAW**. Within the site boundaries, light green represents the Institutional (I) zone.

Flood Protection

The Sault Ste. Marie Region Conservation Authority (SSMRCA) has defined vulnerable areas around the shoreline of the St. Marys River as potential hazards either as flood or fill interim zones.

Portions of the south end of the existing Algoma University campus bordering Queen St. East are currently identified as fill interim hazard areas in Ontario regulation 176/06: Regulation for Development, Interference with Wetlands and Alterations to Shorelines and Watercourses (SSMRCA Ont. Reg. 176/06).



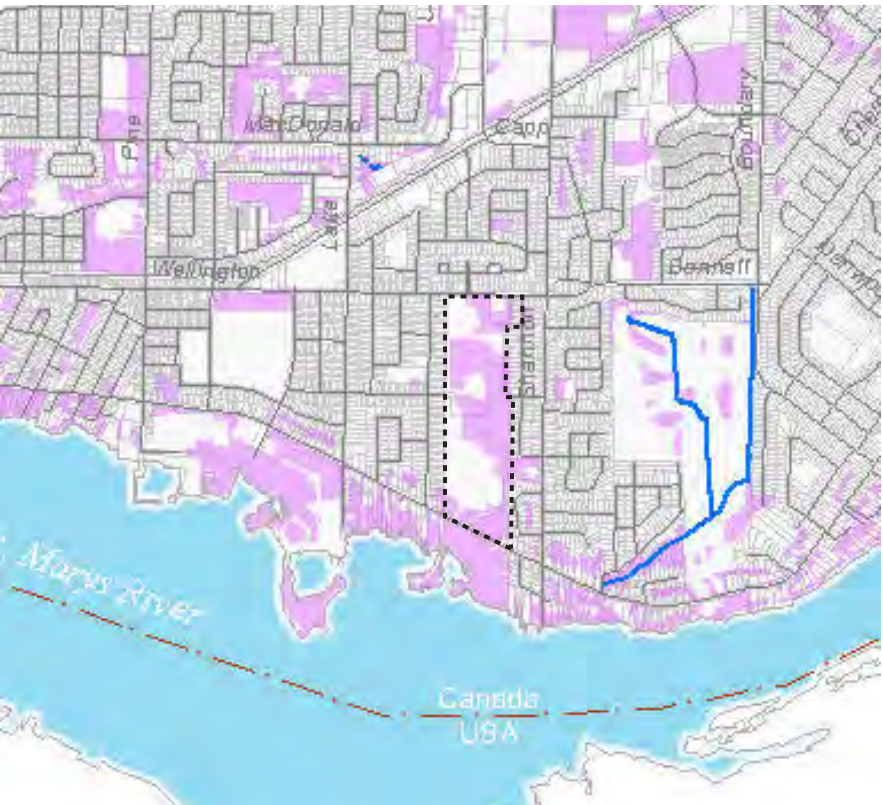
Extract from SSMRCA APPROXIMATE REGULATED AREA MAP. "Ontario Regulation 176/06: Regulation for Development, Interference with Wetlands and Alterations to Shorelines and Watercourses". Within the campus boundaries, green hatched area represents Fill Interim Hazard Limit.

Archaeologically Sensitive Areas

The land where Algoma University is currently located has a long and deep cultural history that began thousands of years ago and continues to the present. The significant legacy of the site can be treasured through many tracks and physical remains of the history of the settlement. All of this represents a fragile and non-renewable human and cultural legacy resource.

In 2011, the City of Sault Ste. Marie commissioned a study of Sault Ste. Marie's archaeological resources.

As part of the recommendations of the archaeological report, a significant portion of the lands within the site being administered by the Shingwauk Education Trust (SET), Algoma University, the Algoma District School Board (ADSB), and Shingwauk Kinooamaage Gamig (SKG) have been identified as having a significant archaeological potential.areas and parking requirements.



Extract from OFFICIAL PLAN SCHEDULE 'E' ARCHAEOLOGICAL RESOURCES. Areas In Pink Within Site Boundaries Denote Areas With Archaeological Potential With Integrity And No Slope Exceeding 10Degrees



THE CAMPUS TODAY

Originally conceived as an "introverted" facility, one that took special efforts during planning and development in isolating itself from the rest of the community, the former Residential School building cluster, which was inherited and forms the core component of the existing Algoma University campus, still feels somewhat isolated and disconnected from the community.

Set within well defined boundaries, the University campus is distinctively separated from the urban fabric of the City of Sault Ste. Marie.

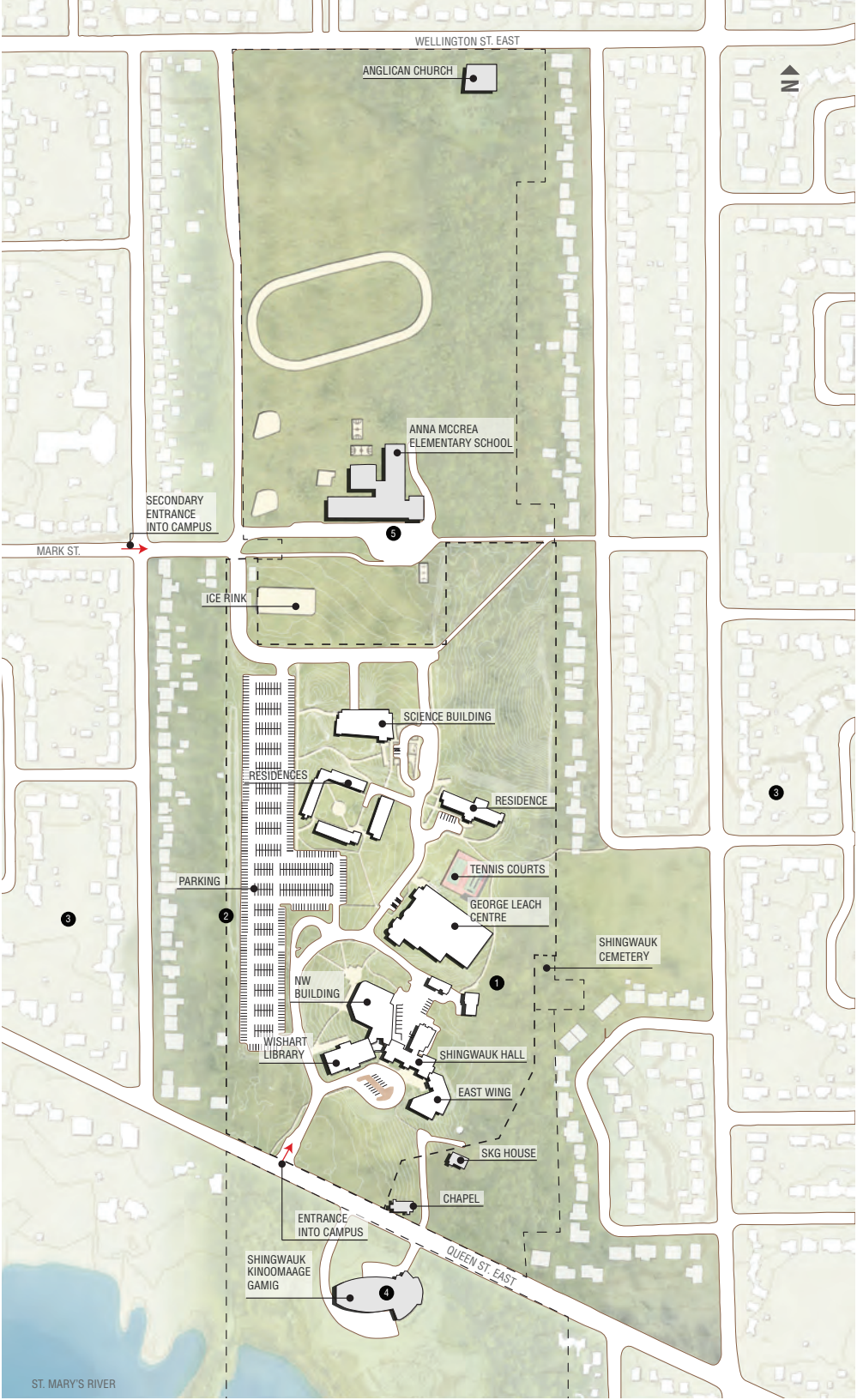
Algoma University has a variety of small and medium scale buildings ranging from historically inspired, predominantly brick structures to newly constructed facilities with modern finish materials like stucco and glazing.

The use of a non-unified traditional and somewhat historicist building design has prevented the consolidation of a campus architectural identity, whereas the lack of integration of traditional Indigenous knowledge into the design of the campus structures can be somewhat identified as a disconnect of the built form from the site and the cultural elements that are present in the area.

Understanding the campus surrounding conditions helps to inform decisions for future campus growth opportunities; enhance the identity and presence of the University; inform shared synergies with Algoma University partners; and dictate and align shared uses, connections and linkages.

Existing Campus Structure

Within the City of Sault Ste. Marie, the Algoma University campus is easily accessible from one major city street: Queen St. East. A secondary entrance allows vehicular traffic into the campus from Mark St. There is a potential to activate a north entrance into the campus from Wellington St East, but that will require the completion of the road from the north entrance to the Anna McCrea Public School site immediately north of the University.



The campus east edge is well defined by the existing forested area, whereas the west is dominated for the generally north-south oriented surface parking and an open space sliver that acts as a buffer to the residential areas located beyond the campus boundaries. The south of the existing campus is defined by Queen St East, which physically separates the University from the recently completed Shingwauk Kinooomaage Gamig building, and the lands bounding the St. Marys River.

The Algoma University campus grew generally around the existing Shingwauk Hall building, and loosely following what is noted as the main street through campus. Campus growth has been undertaken on an as-needed basis which resulted in an existing organic campus sprawl configuration.

- ❶ The Forest
- ❷ Buffer Open Space Zone
- ❸ Low Rise Residential Neighbourhoods (East & West of the Campus)
- ❹ Shingwauk Kinooomaage Gamig
- ❺ City Sport Facilities & Elementary School

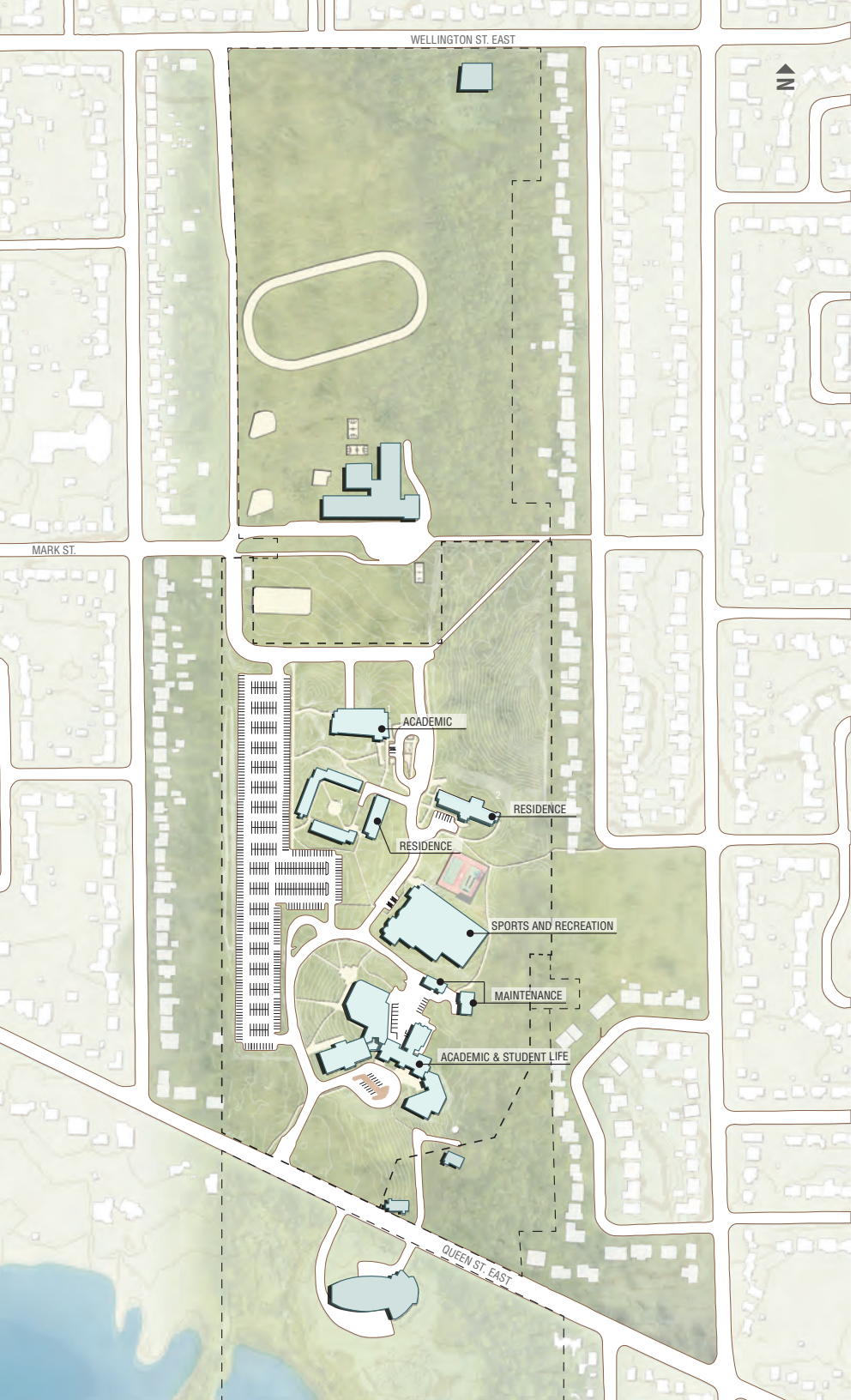


Building Condition and Usage

Whereas a detailed facility condition report was not available for this study, existing condition analysis show that Algoma's newer or recently renovated structures, such as the Science building, the George Leach Centre, and Residence #4 are in a good state of repair with comparatively low maintenance costs. Many older structures, such as Shingwauk Hall, Northwest & East wings, and the Wishart Library wing are due for deferred maintenance and represent moderate ongoing costs to maintain continued operations.

In addition, the rest of the residence buildings on campus have a significant backlog of deferred maintenance issues, and are currently requiring a large cost to maintain and operate.

In general, deferred maintenance backlog on campus is increasing, which reflects in inequalities in the condition, function, suitability and character of spaces throughout the campus.



Open Space

The Algoma University campus is blessed with a lush natural environment. To the south is the St. Marys River accessible through the Shingwauk Kinoomaage Gamig land on the south side of Queen Street East. As described above, to the east is a span of virgin Carolingian forest with an existing footpath from Queen Street East to a protected Shingwauk Cemetery in the woods. The remainder of the surrounding area is single-family homes on tree-lined streets and the open space with the public school property to the north.

The open spaces throughout campus have a significant variation in quality, and there is an apparent lack of connectivity between the spaces and do not have a consolidated identity.

- 1 New Signature Open Space Opportunity
- 2 New/Redevelopment Opportunity
- 3 Open Space Consolidation/Programming Opportunity
- 4 Greening of Surface Parking Opportunity
- 5 Food Community Garden Opportunity
- 6 Enhanced Campus Buffer Opportunity



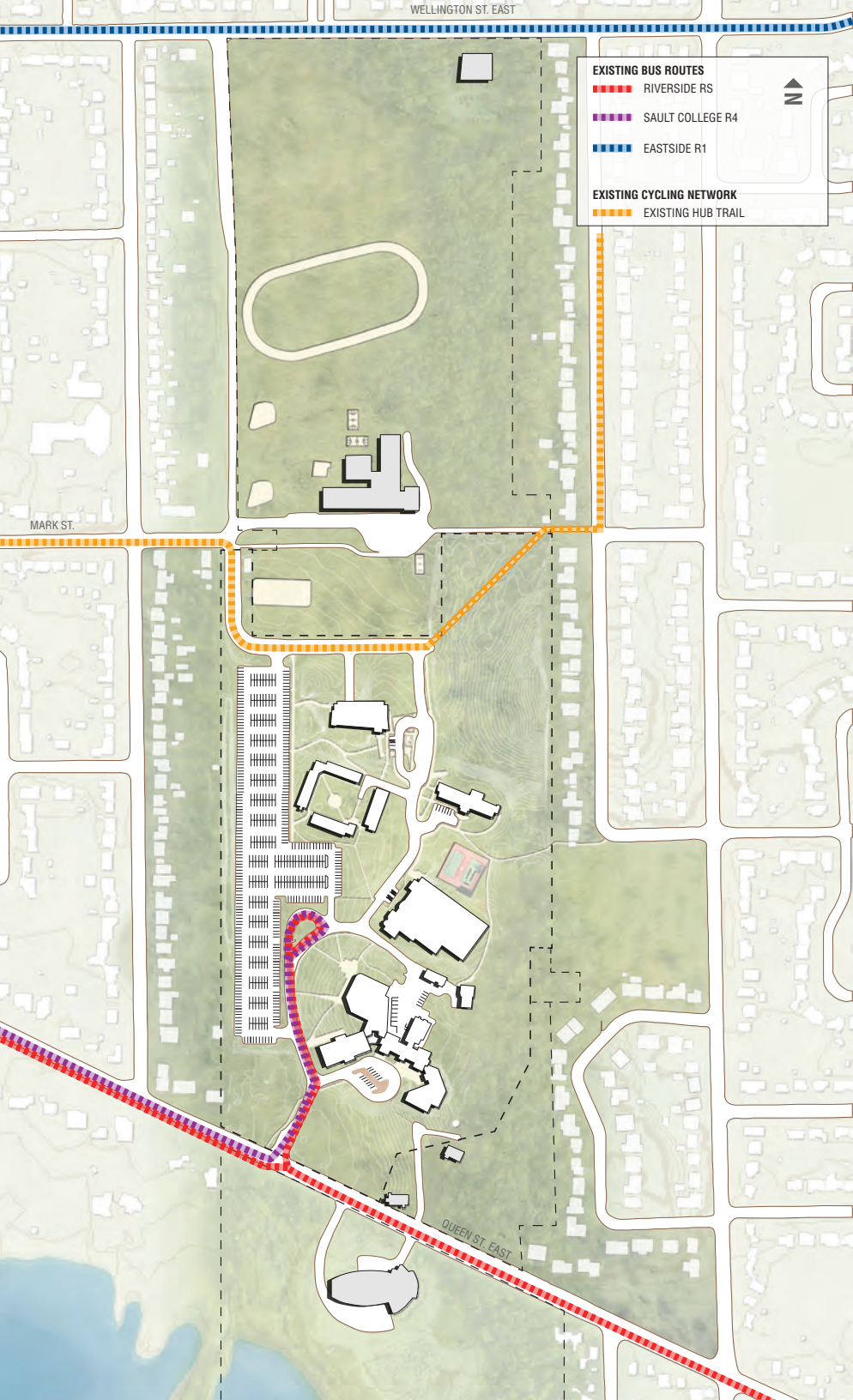
Public Transit & Bicycle Network

City bus routes currently serve the Algoma University campus from the Queen Street East side on a 30-minute schedule; however, the route does not travel through the entire campus and reportedly does not even enter the campus unless a rider has requested a stop on campus. Campus users often have to walk some distance to access a bus stop and face lengthy wait times that are a hardship in inclement weather.

Algoma University campus is currently serviced by two bus routes -R4 and R5.

Current service access to the campus occurs off Queen St. East through the main entrance and loops in the existing transit loop area to exit through the same entrance.

There is an existing bus route servicing the north end of the site along Wellington St. East. -bus route R1- but the lack of appropriate pedestrian infrastructure and connections from Wellington St. East. to the north end of the campus prevents this service from being utilized more frequently and efficiently as part of the campus commute.



Parking

The University campus currently counts with approximately 566 surface parking spaces, with an additional 13 dedicated barrier free accessible parking spots.

The majority of the parking supply on campus is concentrated in a single surface parking lot that runs generally in the north-south direction on the west side of the site.

The existing supply of parking for the University exceeds the parking requirements as set out by the City of Sault Ste. Marie in By-law 2005/150.

In addition, the presence of a large paved area dedicated to surface parking puts a strain to the University maintenance services, as it requires cleaning and removal of large amounts of snow during the winter months. The lack of permeability of the paved surface also limits the site capacity to deal with rain water, and water runoff from heavy storms has been observed to take place on site.

From a growth potential perspective, the large parking surface represents a limitation to the campus expansion potential by new construction and intensification within its own boundaries.



Constraints Summary

The existing site layout devotes an excess of parking spaces and this has resulted in the campus buildings to be arranged in a lengthy north-south direction that makes travel between buildings difficult especially in snowy or rainy weather. The arrangement of the facilities is not meeting the needs of the current students, staff, and faculty.

The site needs to be reorganized for the immediate uses as well as the longer term development of Algoma University's objectives for additional and enhanced programs, increased student body, and a vibrant campus.

The south end of the site falls within the 100 year flood plain and thus should not be considered for any new construction or other long term uses.

The heavy volume of snow that Sault Ste. Marie receives each winter has been an ongoing problem for the University's facilities staff. Keeping the roads and walkways clear is a major effort and along with stockpiling the removed snow on site represents an added burden to the maintenance departments on campus. Additionally, snow contaminated with road salt damages the vegetation.

City bus routes and schedules are difficult for faculty and staff as well as students who live off-campus.

Better integration with the adjacent lands on the Shingwauk Site is an aspiration for the future, but is not yet at a stage where all details are thoroughly evaluated and agreed upon.





Opportunities

- Algoma's existing and new open spaces could be linked together to create a larger network
- Unified public realm design elements and signature open spaces could enhance Algoma's identity and branding
- Municipal and private partnerships could provide the means to share improvements and maintenance costs of the open spaces
- Work with University partners and the City of Sault Ste. Marie to extend programming to adjacent public spaces and create improved linkages that would benefit the surrounding community
- Open spaces could incorporate elements of Indigenous design or dedicated areas for ceremony and celebration
- Student-facing functions and University destination hubs could be located at grade to animate open space
- Open spaces could be designed to offer year-round programming and activities

THE CAMPUS MASTER PLAN VISION

Algoma University offers a transformative education through a student-centered approach to teaching and learning.

We work together with the city, the community, and all partners entrusted to care for our unique site to promote a safe, inclusive, and welcoming environment that facilitates research and education excellence, and creativity.

As a catalyst for change within the City of Sault Ste. Marie, our campus evolves to create dynamic, resilient, and accessible spaces that celebrate the legacy and purpose of the land it occupies.





CAMPUS MASTER PLAN GOALS

- 1.** A Campus that Aligns with the Original Vision for the Land
- 2.** A Multicultural, Welcoming and Inclusive Campus
- 3.** A Vibrant Campus
- 4.** A Resilient Campus
- 5.** A Connected Campus with a Strong Sense of Identity
- 6.** A Campus that Fosters Academic, Research, and Creative Excellence

CAMPUS MASTER PLAN GOAL #1: A Campus that Aligns with the Original Vision for the Land

The campus should positively contribute to the realization of Shingwauk's vision, the University Special Mission and the site's Trust.

Drivers for Change

- Continue the dialog with the University's Anishinaabe partners, the Algoma District School Board, and the Survivor community to advance reconciliation as part of the past, present and future of the land
- Protect spaces that commemorate the tangible and intangible history and legacy of the site.
- Integrate Indigenous knowledge and history practices through all design scales and construction phases for new projects
- Consider human wellbeing and viability of natural systems in design decisions
- Support diverse and affordable residential options, including provisions for multi-generational living
- Promote events and programming to encourage student success and help promote and celebrate Anishinaabe culture on campus



CAMPUS MASTER PLAN GOAL #2: A Multicultural, Welcoming and Inclusive campus

The campus should respond to the diversity of Algoma University and create a destination that is inviting, open, and accessible to all.

Drivers for Change

- Design through collaboration and engagement with the community
- Foster a universal accessibility approach as a base in design
- Promote universal access to outdoor spaces.
- Create a balance of weather protected and open spaces through campus
- Create spaces to serve the equity, diversity and inclusion of the community
- Prioritize the enhancement of the green spaces



CAMPUS MASTER PLAN GOAL #3: A Vibrant Campus

The University should become a catalyst for change within the city by creating designs that prioritize functional, aesthetically pleasant, and safe spaces.

Drivers for Change

- Provide visible transparency and porosity into and out of buildings to engage with pedestrians within the public realm
- Create community social spaces at grade that promote activity and collaboration
- Support a pedestrian-friendly campus in all seasons
- Provide accessible open spaces to enable a broad range of users and activities
- Create safe and respectful classroom and non-classroom spaces of long-term value for current and future occupants



CAMPUS MASTER PLAN GOAL #4: A Resilient Campus

Buildings and spaces within the Algoma University campus should incorporate a high-level of sustainable design practices and foster resiliency.

Drivers for Change

- Foster the use of low-carbon, natural materials -including wood and lumber products- as part of the unique palette defining the campus buildings, open space, and infrastructure
- Renovate existing buildings and spaces to improve spatial quality and energy performance
- Design spaces to optimize access to natural light, green spaces, and views to the exterior
- Champion sustainable design and practices throughout campus
- Foster sustainability in campus operational and maintenance practices
- Minimize consumption of non-renewable energy sources
- Protect and conserve water
- Foster local food production on campus
- Promote active transportation on campus



CAMPUS MASTER PLAN GOAL #5:
A Connected Campus with a Strong Sense
of Identity

All Algoma University campus elements should support a sense of place, and create a unique environment that enhances the University identity while improving inter-connectivity within all campus components, and connections with the surrounding community and the city.

Drivers for Change

- Create feature places that signal entrance and arrival to the campus
- Incorporate signature landmarks and distinctive design associated to significant open space systems (e.g. outdoor learning spaces, community gardens, gathering places, warming stations)
- Provide wayfinding and clear signage throughout the campus
- Use environmentally preferable and durable materials
- Create an integrated high-quality design language across campus



CAMPUS MASTER PLAN GOAL #6:
A Campus that Fosters Academic, Research,
and Creative Excellence

The campus should foster Algoma University's mission of becoming a place of academic and research excellence.

Drivers for Change

- Create inspiring environments for learning and teaching
- Design the campus as a "living lab"; incorporate and learn from natural systems
- Create spaces supporting Indigenous, interdisciplinary, scholarly, research, creative community collaborations, cultural, and social practices
- Showcase Algoma students' work throughout campus
- Provide spaces that support innovation in pedagogy and foster excellence in research
- Create flexible spaces to allow future adaptability and shifts in use





THE ROOTS...
THE DRIVERS...
THE OUTREACH...

As a way to integrate traditional knowledge, teachings, culture, and traditions of the Shingwauk Site into the Master Plan, the Plan Vision and Goals are weaved into Planning Principles (the **Roots**) that are deeply rooted in the Seven Grandfather Teachings gifted to the University by the Anishinaabek people.

The Planning Principles are further articulated into a set of Actionable Drivers (the **Drivers**). These Drivers can provide a toolset to implement the vision and both current and future initiatives described in the Plan.

A successful implementation of the Planning Principles can have a profound effect on campus design, can give it a truly unique sense of place, while also aim to achieve global goals within the context of resiliency, sustainability and inclusivity, among others (The **Outreach**).

The Roots Planning Principles

Being true to the unique and significant history and legacy of the site where Algoma University is currently located, our Master Plan Vision calls for a decolonizing approach to the land, based on overarching Planning Principles that have been established to guide planning and design on all University lands.

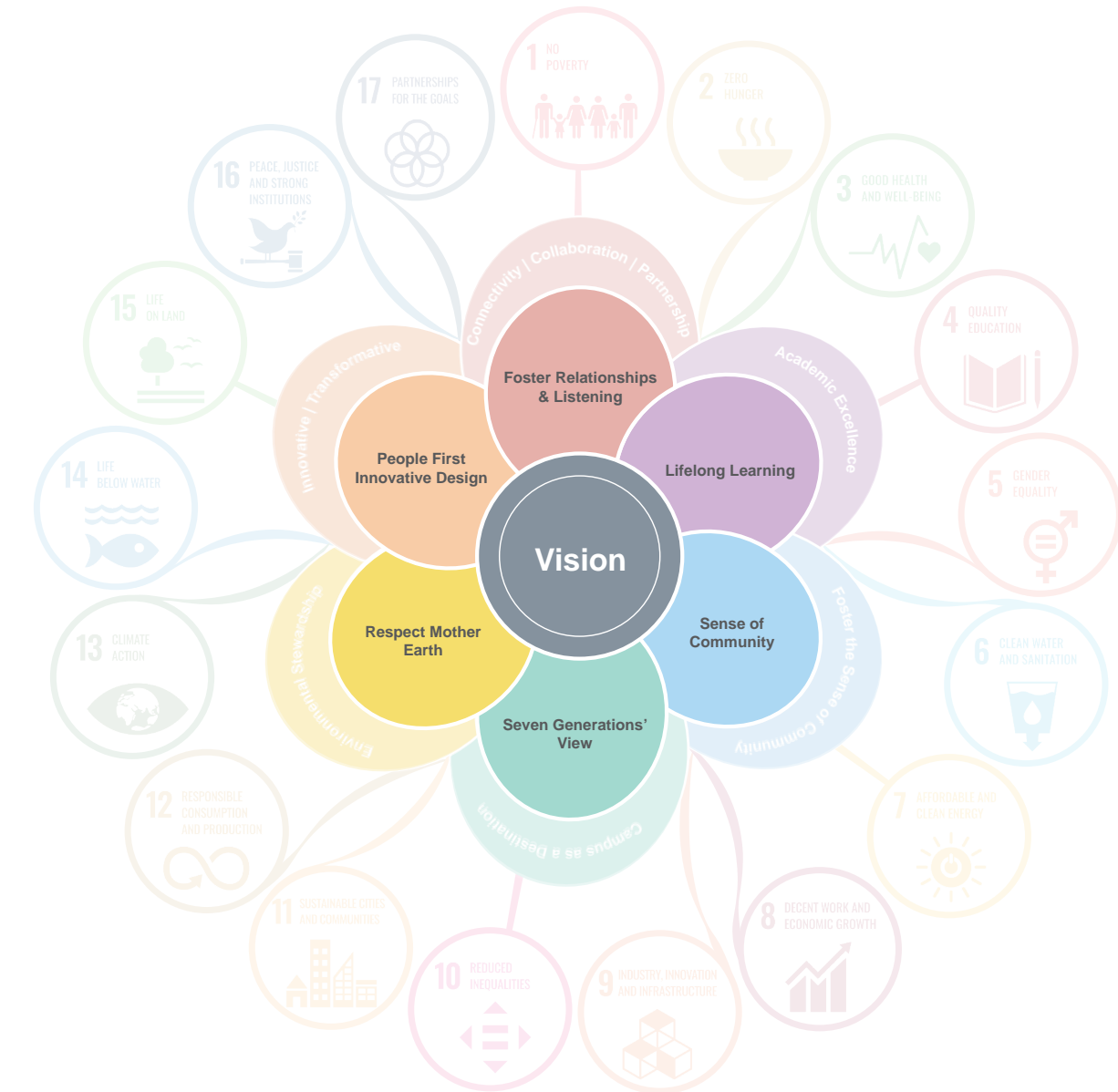
The Planning Principles reference back to Chief Shingwauk's vision, the idea of a "Teaching Wigwam," committed to native self-conscious education set within the context of the larger Canadian cross-cultural and international ethos. The design of buildings, open spaces, and campus operations will support the preservation and enhancement of Indigenous culture, based on the seven Grandfather Teachings that were gifted to the University by the Anishinabek people.

These principles have been developed collaboratively under the guidance of the Anishinaabe partners, and supported by the University's project Committee during the Campus Master Planning process.

The following Planning Principles are listed in the Plan for the University campus in the Shingwauk Site:

- Foster Relationships and Listening
- Embrace a People-First and Innovative Design Approach
- Respect Mother Earth
- Embrace a 'Seven Generations' View
- Foster a Sense of Community
- Enable Lifelong Learning Opportunities

Although the principles are a source of design and planning guidance, they do not encapsulate the depth and complexity of Indigenous teachings, knowledge, and cultures. In this respect, the principles represent a starting point, and implementing them in campus projects will require further engagement with Indigenous Elders, traditional knowledge holders, and leaders.



The Drivers Actionable Drivers

In order to implement the Planning Principles in a holistic and comprehensive manner to all different areas of the Master Plan, we have articulated the Master Plan Goals into a set of actionable Drivers, that will inform the actions recommended as part of the Master Plan response to the site challenges and opportunities.

While these Action Drivers will be subject to ongoing discussion and consultation with all internal and external stakeholders of the University, the following ones have been identified as part of the toolset that should guide the overall vision of the site

- Celebrate purpose of the land, foster **cross-cultural learning**
- Honour heritage and history on campus.
- Define the University as a **destination** within the community and the city
- Foster **environmental stewardship**
- Foster sense of **belonging & community**
- Promote active transportation
- Design spaces that showcase the University's **academic excellence**
- Improve **collaboration** & generate **partnership** opportunities
- Implement **inclusive design** to improve campus accessibility and equity
- Create framework for **ongoing dialog** and **stewardship** of the plan by all actors "everyone's campus"
- Create user-specific design feedback sessions



The Outreach Global Indicators

Based on unique and site specific Planning Principles (Roots), and supported by actionable Drivers (Drivers), the Vision for the Campus Master Plan can be projected beyond a local or regional context, giving the University the opportunity to become an active actor on the most pressing issues of the planet.

The University Master Plan Principles and Goals are aligned with the 17 Sustainable Development Goals (SDG's) that were adopted by all United Nations Member States in 2015 as a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity by 2030.

The SDGs are integrated—that is, they recognize that action in one area will affect outcomes in others, and that development must balance social, economic and environmental sustainability.

By embracing the 17 SDGs (adjusted to suit the specific characteristics of Algoma University), the Campus Master Plan can be provided with a set of fully measurable Key Performance Indicators (KPI's) that can be utilized to monitor progress during the implementation period of the plan while providing the University with the creativity, knowhow, technology and resources to contribute to achieve the SDGs in every context.



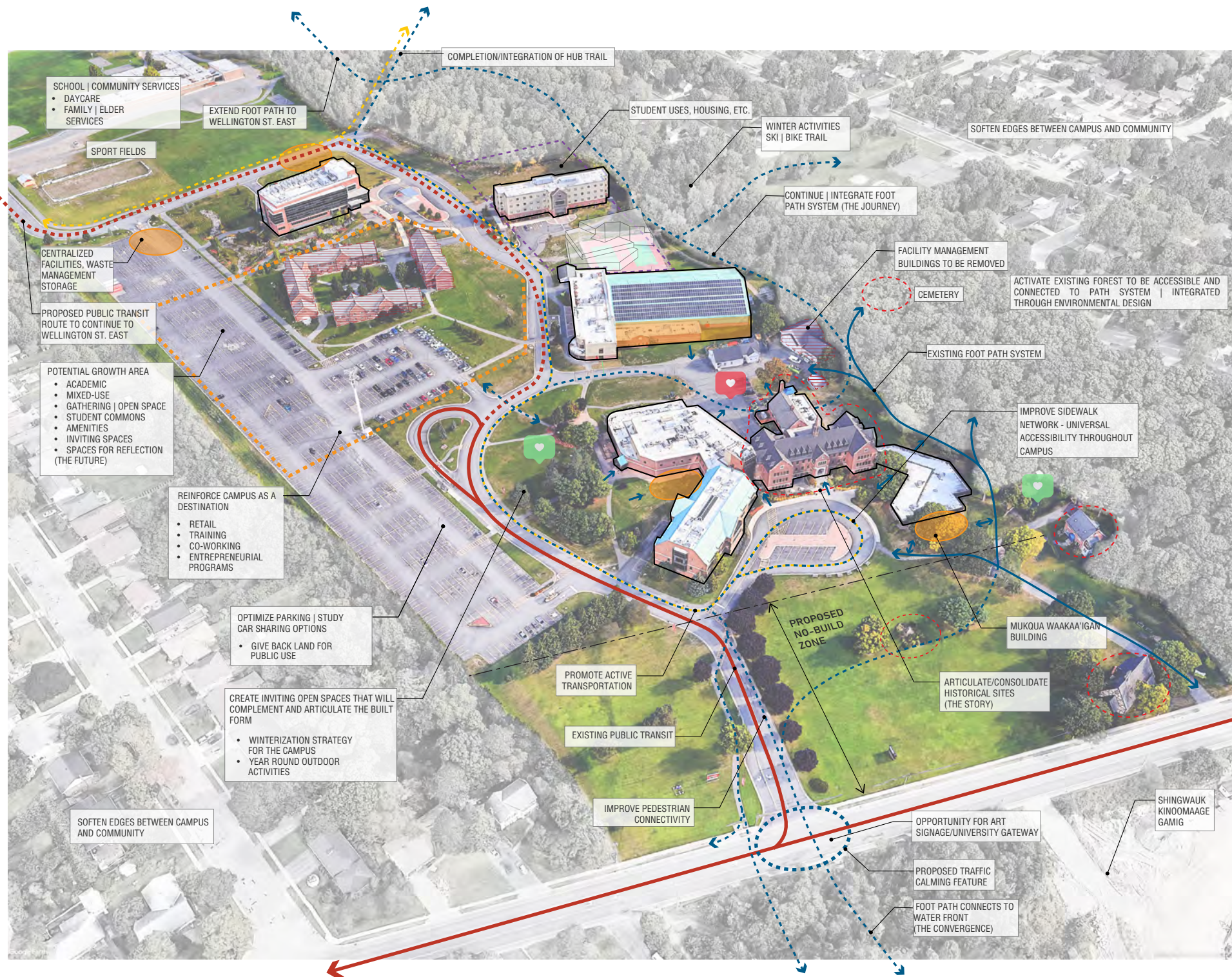


A VISION FOR THE SITE

An overarching objective identified for the Shingwauk Site is to improve the connectivity and interdependence of all the different social, natural, and functional systems that make use of the land.

As part of the vision for the future of the Site set out in the Master Plan, the complex relation and the connections between all components of the place -the land, water, movement networks, open spaces, buildings, and the people- must be reinforced and enhanced in a holistic manner.

- CREATE A NETWORK OF INTERCONNECTED OPEN SPACES
- IDENTIFY OPPORTUNITIES FOR BUILDING EXPANSION
- ➔ IDENTIFY ACCESS POINTS INTO THE SITE
- ➔ MAXIMIZE ACCESS TO PUBLIC TRANSIT THROUGH THE CAMPUS
- ➔ FOSTER PEDESTRIAN CONNECTIVITY ACROSS THE SHINGWAUK SITE
- IMPROVE ACCESSIBILITY THROUGH THE SITE



BIG MOVES

Throughout a highly collaborative process, the following actions on the campus were identified as the main Big Moves that would help define the direction of the Campus Master Plan framework.

- EXISTING PEDESTRIAN PATH
- PROPOSED PEDESTRIAN PATH
- EXISTING TRANSIT ROUTE
- PROPOSED TRANSIT ROUTE
- PROPOSED CYCLING ROUTE
- POTENTIAL GROWTH AREA
- PROPOSED - TO BE REMOVED
- INFILL / ADDITION
- HISTORICAL SITE

CAMPUS CONCEPT

The Master Plan concept for the Shingwauk Site campus is to be a connected network of distinct areas and spaces linked by corridors of green that reference the natural and cultural history of the site as a gathering place.

It is the integration of buildings, open spaces, and the collection of trees, multi-modal transportation and circulation, as well as the traces of its original layout and composition. It is a recognition and representation of traditional Indigenous lands and Indigenous planning principles.

The Master Plan reflects a 5-10 year time horizon for the Algoma University campus. The Plan builds on the concept of creating a complete, sustainable, “return to nature” environment, where each element, be it building, open space, circulation, or parking, contributes to and supports a green context (“Respect Mother Earth”). In addition, the structure of the campus is redefined to emphasize and establish the prominence of key buildings, places, streets, views, and landscapes.



A Vibrant Community

The strength of this new community is predicated on the Sault Ste. Marie campus being a landmark institution and destination, such that it becomes the catalyst for new development, and for creating a great place to live, work, study, learn, innovate, and play. The Master Plan enhances the existing campus context as a priority, providing opportunities for future academic growth and development. It focuses campus amenities and services along new animated pedestrian pathways, streets and squares.

Existing streets are enhanced with new building frontages, pedestrian walkways and connections, inspiring landscaping, and tree canopies, which become an integral part of creating a walkable, healthy community, connected to its natural assets.

A Connected Community

The campus as a whole will be designed to blur the boundaries between itself and the surrounding community, the connections with the campus surroundings will be improved by greenways, trails, bike paths, transit, and enhanced pedestrian oriented streets.

New mixed-use programs within campus will support the concept of redefining the University as a destination within the City of Sault Ste. Marie. Improved campus connectivity is achieved by the transformation of both north and south gateways into the site. A new street will connect the campus to Wellington St East, providing opportunity for public transit to connect through campus.

The Queen St. East entrance will be modified by the introduction of a traffic calming feature. This iconic element will act as a gateway into the campus from the main access to the south, allowing for a safer pedestrian connection to Shingwauk Kinoomaage Gamig across the street, while also acting as a draw to the river's edge.

A Resilient Community

Each aspect of design and planning incorporates measures of sustainability and promotes healthy living. The Plan is designed to encourage walkability by locating key areas, destinations, and amenities within a five to ten minute walking radius of each campus zone.

It considers building orientation and maximizing sun exposure, green roofs, comfortable walking environments, plentiful trees and landscaping, green streets, maintenance and preservation of natural assets, integrated stormwater management; multi-modal transportation options to reduce the carbon footprint, and social and economic sustainability.

Appropriate land use decisions and structure encourage sustainability and active living. Making the best use of the available open space amenities such as parks and trails promote and encourage physical activity – through walking, cycling and active recreation.

Intensification, like the new proposed housing situated north of the George Leach Centre, facilitates the creation of specific residential typologies that cater and promote family living.

Providing multi-modal options, such as transit, walking and cycling, increases access to safe and convenient transportation for everyone in a diverse community.



SPACE UTILIZATION AND GROWTH ANALYSIS

Introduction

The purpose of this Space Utilization and Growth Analysis is to gain a high-level understanding of current conditions and address the anticipated future development of Algoma University, to inform the overall Master Plan. The high-level study considers overall enrolment trends and current space inventory to predict space requirements to meet the University's mandate.

By analyzing trends from available data, a number of issues have been identified. The findings were used as a tool to develop recommendations for strategies to optimize utilization and determine where physical growth is required. In some cases, the need for further detailed investigations (i.e. preparation of a Facilities Assessment Report) beyond the scope of this study have been recommended to allow for a comprehensive analysis.

Data used includes enrolment numbers, both current and projected, class sizes per course and space utilization by term. The analysis also looked at anecdotal information collected during user engagement sessions and surveys.

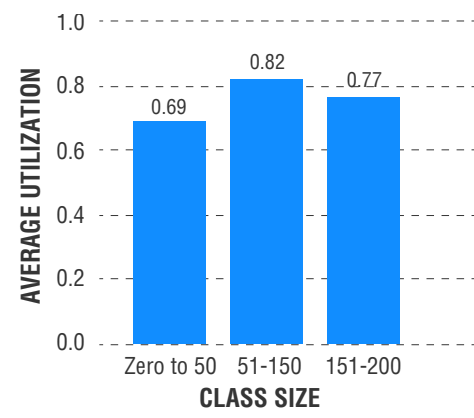
The space utilization assessment was done on a classroom basis, determining the suitability of each space for its current use. Data provided by the University categorized each classroom as either 'good', 'mediocre', or 'poor'. This assessment has been based on both quantitative and qualitative criteria. For example, some spaces rated 'poor' such as EW 200 had adequate space, however lacked appropriate furniture.

This rating system was then applied to each individual academic building. As shown in Figure 5, while most buildings are deficient to some degree for their current use, buildings WW and EW appear to be the most deficient and will require significant upgrades to bring them to an acceptable standard.

Since only limited data regarding spaces other than classrooms was available from the University, space utilization analysis for non-classroom spaces was based on data from the Council of Ontario Universities' (COU) 2016-17 Inventory of Physical Facilities of Ontario Universities' report, dated June 2018.

According to the COU data from 2015, 32.5% of Algoma's facilities are in excellent condition, none are in fair condition and 67.5% are in poor condition.

FALL 2018 SPACE UTILIZATION



WINTER 2019 SPACE UTILIZATION

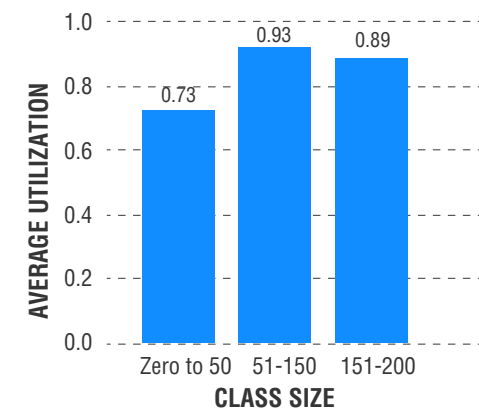


Figure 1. Space Utilization

Building (Total # of Rooms)	# of Rooms (0 – 50)	Space Utilization (0 – 50)	# of Rooms (51 – 150)	Space Utilization (51 – 150)	# of Rooms (151 – 200)	Space Utilization (151 – 200)
EW (4)	3	66.0%	1	79.8%	0	-
NW (1)	0	-	0	-	1	76.6%
SH (4)	2	76.1%	2	81.4%	0	-
WW (4)	4	68.6%	0	-	0	-
CC (4)	2	67.0%	2	84.6%	0	-

BUILDING LEGEND

- EW = EAST WING
- NH = NORTH WING
- SH = SHINGWAUK HALL
- WW = WEST WING
- CC = CONVERGENCE CENTRE

Figure 2. Classroom Size & Utilization Per Building

The following figures represent a rank of the campus buildings according of the quality of their classroom inventory.

The classrooms are ranked based on how they enhance the learning objectives, configuration that inspires/promotes learning, the instructional needs, flexibility, and classroom capacity.

BUILDING RANKS

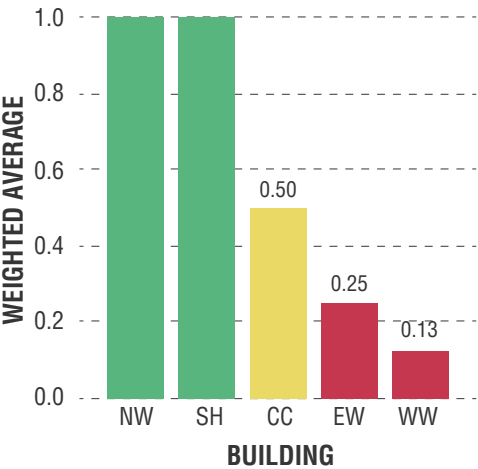
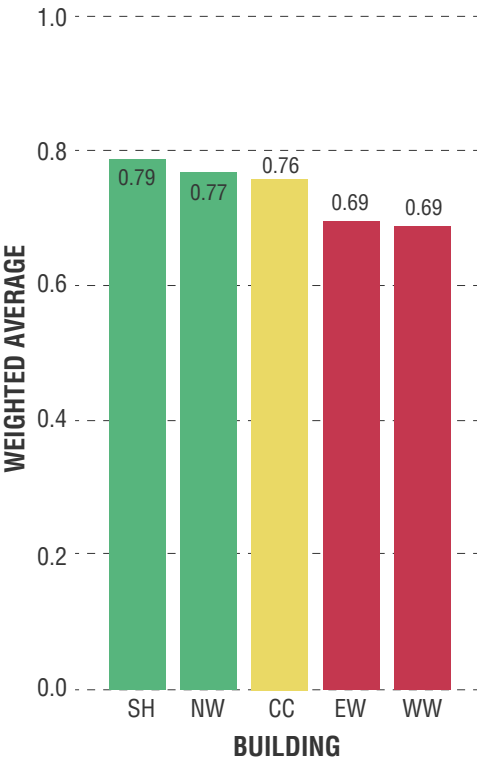


Figure 3. Building Rankings Classroom Quality

FALL 2018 SPACE UTILIZATION



WINTER 2018 SPACE UTILIZATION

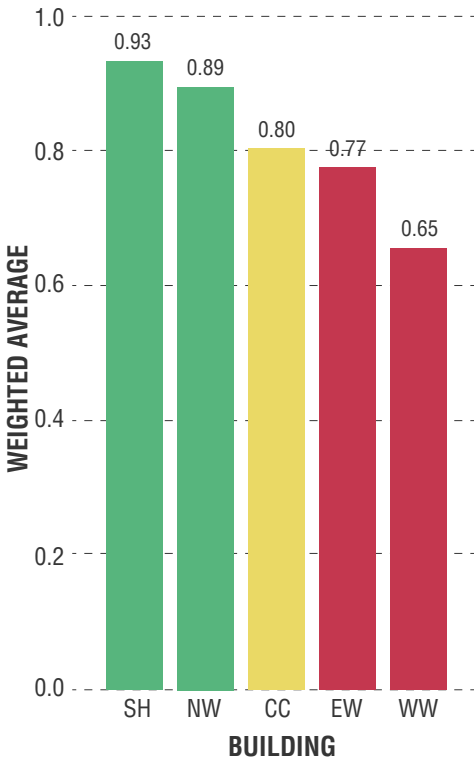


Figure 4. Classroom Ratings per Building Based on Utilization - Fall & Winter 2018

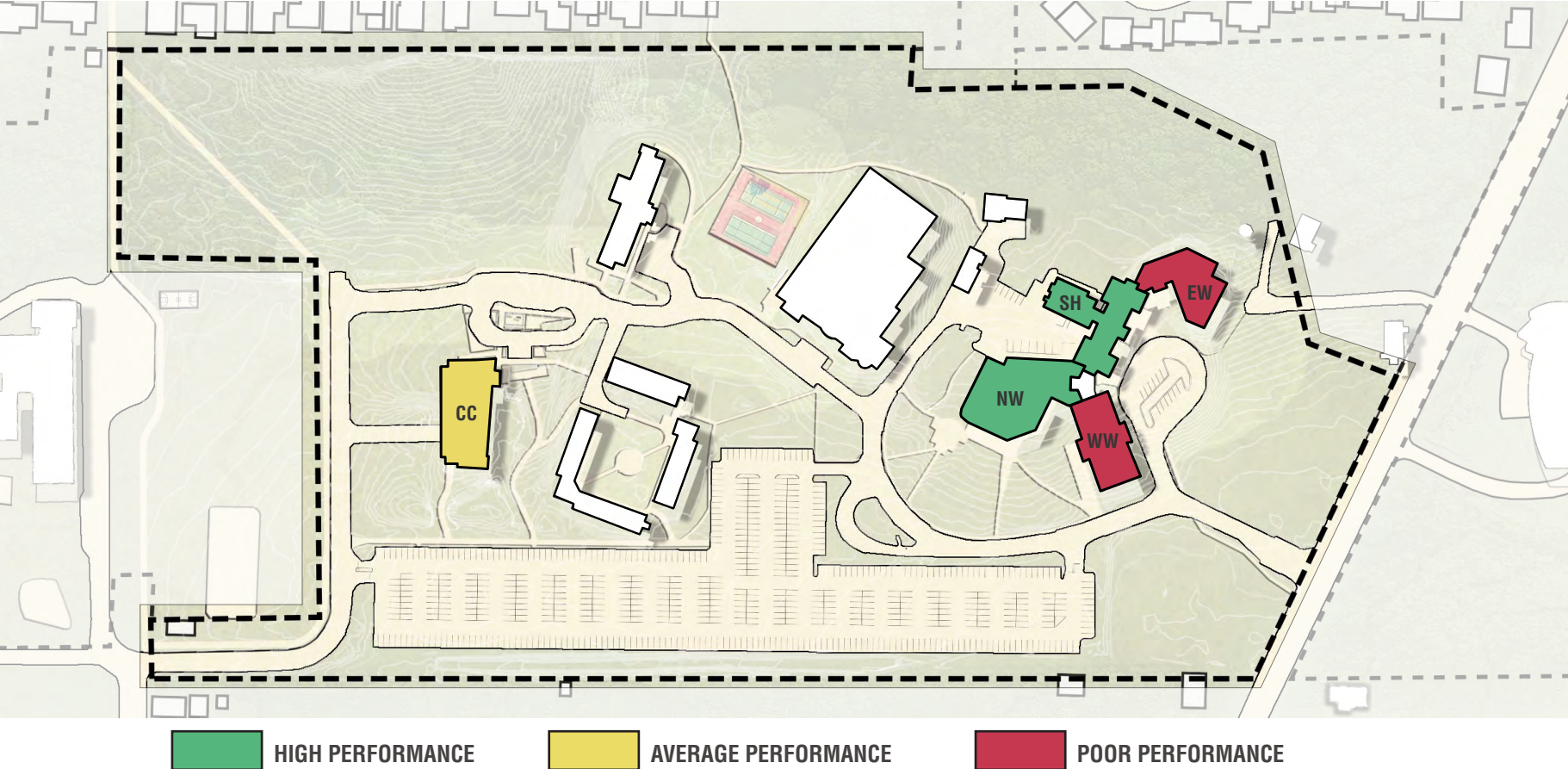


Figure 5. Campus Buildings - Classroom Ranking

Projection and Trends

Enrolment at the Algoma University Sault Ste. Marie campus over the period from 2011 to 2019 has increased approximately 16%. Currently the FTE student count is 1375, with 49 full-time faculty, 54 part-time faculty, and 97 non-academic staff. Within this period, four new programs have been launched. The targeted enrolment growth from present to 2023/2024 is approximately 625 (from 1375 to 2000) or 68.75%. This is referenced as Algoma3000 Plan (FTE 2000 in Shingwauk Site, Sault Ste. Marie).

In addition to meeting anticipated growth needs for students, staff and faculty, the University must also consider meeting other space requirements to keep pace with its peers.

A widely used benchmark for assessing institutional space requirements is the Council of Ontario Universities (COU) Building Blocks which provides guidelines for 15 categories of assignable space. The COU looks at the ratio of space available at an institution (Inventory) relative to the

space required to accommodate current activity (Generated) based on the guidelines. The outcome provides an indication of the general position of each university compared to its peers in the system. The comparison provides a high-level guide for estimating the likely trajectory of facilities growth over time as institutions improve their physical infrastructure to match the needs generated by institutional development.

The COU report indicates that currently the University has an excess of 2,165 net assignable square metres (NASM) when compared to the COU standards. Expressed as gross floor area, the difference between the inventory and generated space is approximately 3,615 square metres. Figure 6 illustrates the University's inventory compared to the COU benchmarks for selected space categories, based on a student FTE of 1375.

A relation percentage between Inventory and Generated space (I/G) of 121.3%, is substantially higher than the system average, and higher than the ratings of peer institutions. In particular the University is above its peers in classrooms, student and central services, but below in academic offices and library & study spaces. Recreation space is substantially higher at 437% but this is most likely due to the fact that Algoma has a low enrolment compared to most peer institutions whereas standard athletic facility sizes (eg. gymnasium) would be relatively consistent across all institutions.

The high rating may also indicate that some athletic space is redundant and therefore underutilized, which could present an opportunity for repurposing some of that space for other uses. The projected FTE by 2023/2024 is 1520. If facility resources remain the same, area per FTE will be below the average system

Space Inventory Compared to COU Standards

SPACE CATEGORY	CURRENT SPACE INVENTORY (NASM)	GENERATED SPACE (NASM)	I/G
CLASSROOMS	1,495.11	1,526.25	97.96%
TEACHING LABORATORIES	1,461.01	1,694.00	74.39%
RESEARCH SPACE	559.01	605.00	92.40%
ACADEMIC OFFICES	1,234.52	1,738.50	71.01%
ADMINISTRATIVE OFFICES	1,444.07	1,746.00	82.70
LIBRARY AND STUDY SPACE	1,719.96	1,199.87	69.76%
NON-LIBRARY STUDY SPACE	211.61	550.00	38.47%
STUDENT & CENTRAL SERVICES	2,232.21	2,062.50	92.40%
RECREATION	4,204.73	1,237.50	339.78%
MAINTENANCE	265.19	303.04	87.51%
TOTALS	14,827.42	12,662.66	117.10%
AREA PER FTE (1,375)	10.78	9.21	
SYSTEM AVERAGE	8.3	10.7	

Figure 6. Space Inventory Compared to COU Standards

Growth Driving Factors

Other pressures for growth implicit in the University's strategic plan include:

- A planned increase in the faculty complement, which will drive the need for new research and office space. New faculty will support the proposed increases in student enrolment and graduate students who will require suitable work and meeting space.
- The need to upgrade the University's teaching space with high quality lecture halls and flexible teaching spaces.
- Incremental growth in space demands in all faculties in response to program change, enrolment shifts, and changing pedagogy that will incorporate more project-based, experiential learning, and group-based activity in the curriculum.
- The variable but increasing scale of research spaces. Graduate level and research-based space depends on the nature of the activity but is typically larger per person than traditional university space.
- The need for swing or surge space on campus to facilitate incremental improvements and change to the existing space inventory.
- Providing sports and recreation facilities that address the demand for access from the University community.
- Expectations of students for access to suitable social and informal study space.

Campus Development Scenarios

Algoma University has approximately 14,827 net assignable square meters (NASM) of institutional space. To meet institutional space needs regarding increase in student enrolment and improve its rating amongst its peers, the University needs to build new facilities or expand the existing ones.

Figures 1 to 5 show a two-phase sequential scenario on how the University's facilities might grow over the next 5 years to meet campus space needs (Figure 2). The first phase looks at how much space will be needed to accommodate planned short-term student enrolment & faculty growth (Figure 4). The second phase projects the amount of new institutional space that is required to meet a 2000 FTE student enrolment target (Figure 5).

Figures 6 and 7 show a potential scenario for a long-term (10+ year) campus development, complemented by projections on student enrolment numbers & staff that could be serviced by the resulting increase in institutional net assignable square meters (NASM).

This option would include the complete build-up of the zone categorized as Academic-Institutional expansion within the campus.

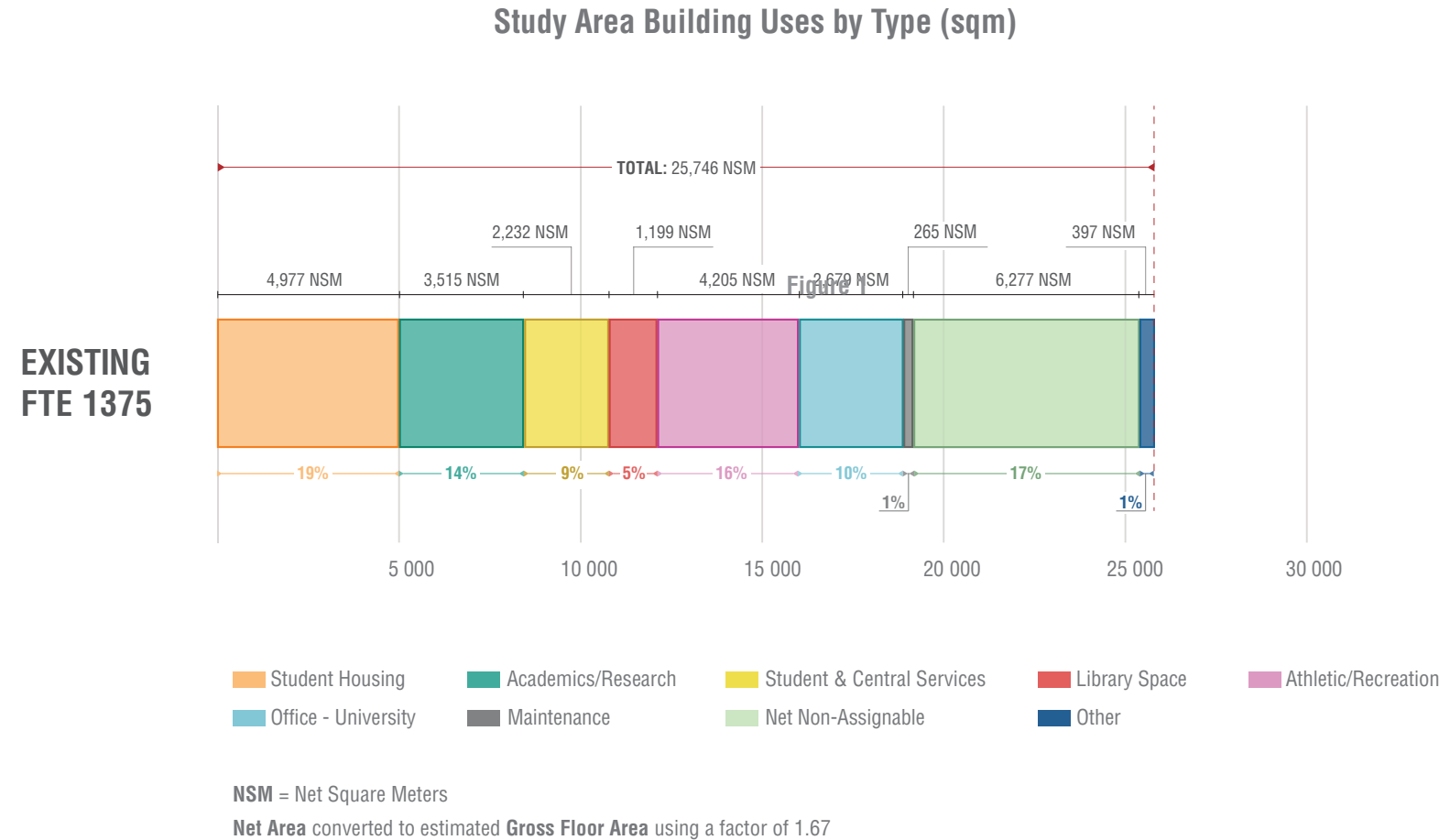
Lastly, Figure 8 shows a comparison between the current campus space allocation, and both the target and the potential projection scenarios. From this chart, it is estimated that the University will need to build a minimum of 6,460 gross square metres (3,868 NASM) of additional academic space in the mid-term.

A potential long-term target of 3000 FTE student enrolment could be achieved with the construction of additional 13,000 gross square meters (7,826 NASM) of institutional space. This includes the addition of approximately 3,400 gross square meters (7,826) of student housing space to cater to first-year student housing demands and other family groups.

A minimum COU rating of 85% has been assumed for all projections.

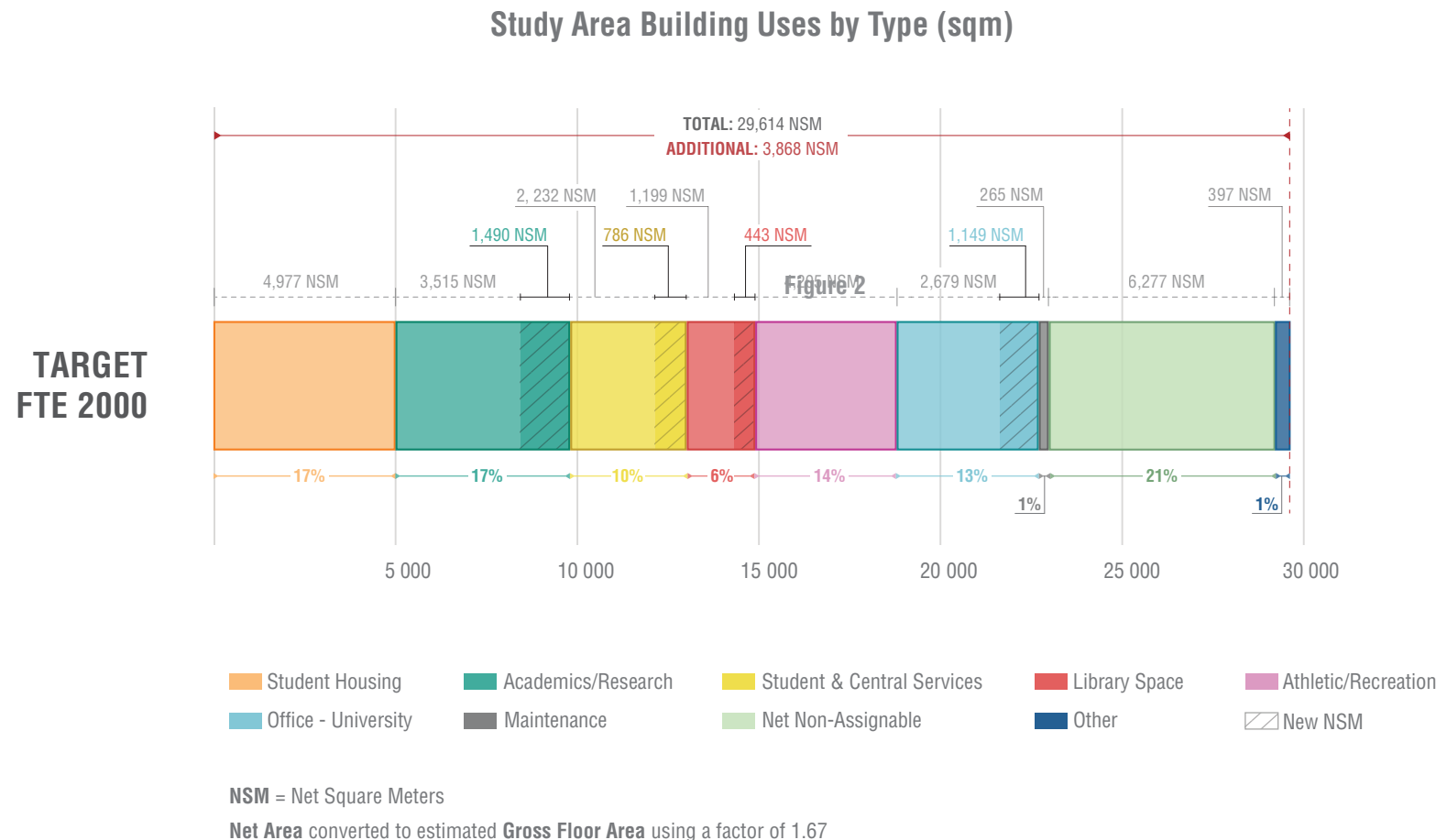
THE CAMPUS TODAY

Figure 1



ALGOMA3000 TARGET (2000FTE) - 5 YEAR SCENARIO

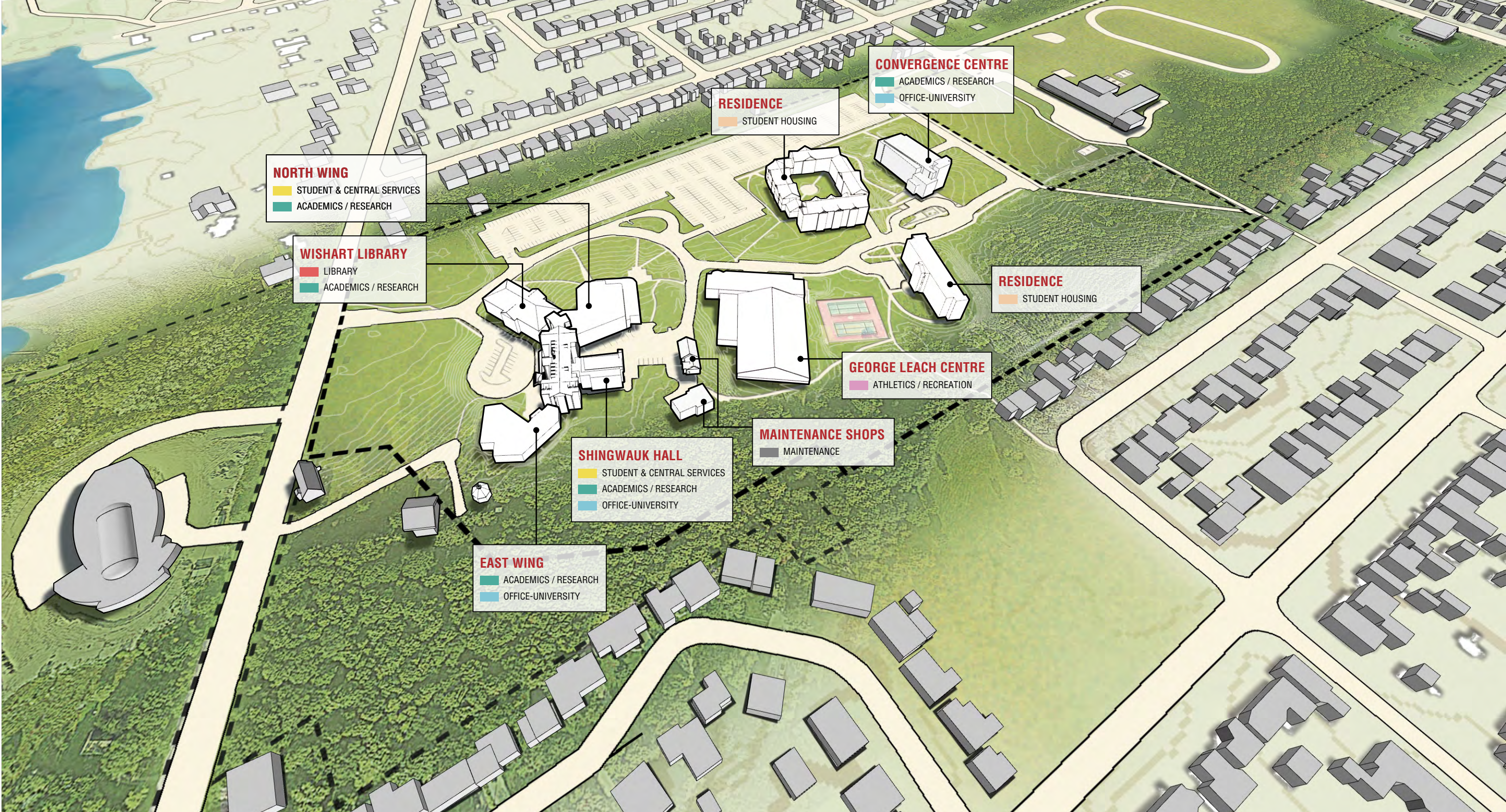
Figure 2



THE CAMPUS TODAY

Figure 3

- STUDENT HOUSING
- STUDENT & CENTRAL SERVICES
- ACADEMICS/RESEARCH
- ATHLETICS/RECREATION
- LIBRARY
- OFFICE, UNIVERSITY
- MAINTENANCE



ALGOMA3000 (2000FTE) - PHASE 1
SHORT-TERM DEVELOPMENT SCENARIO

Figure 4

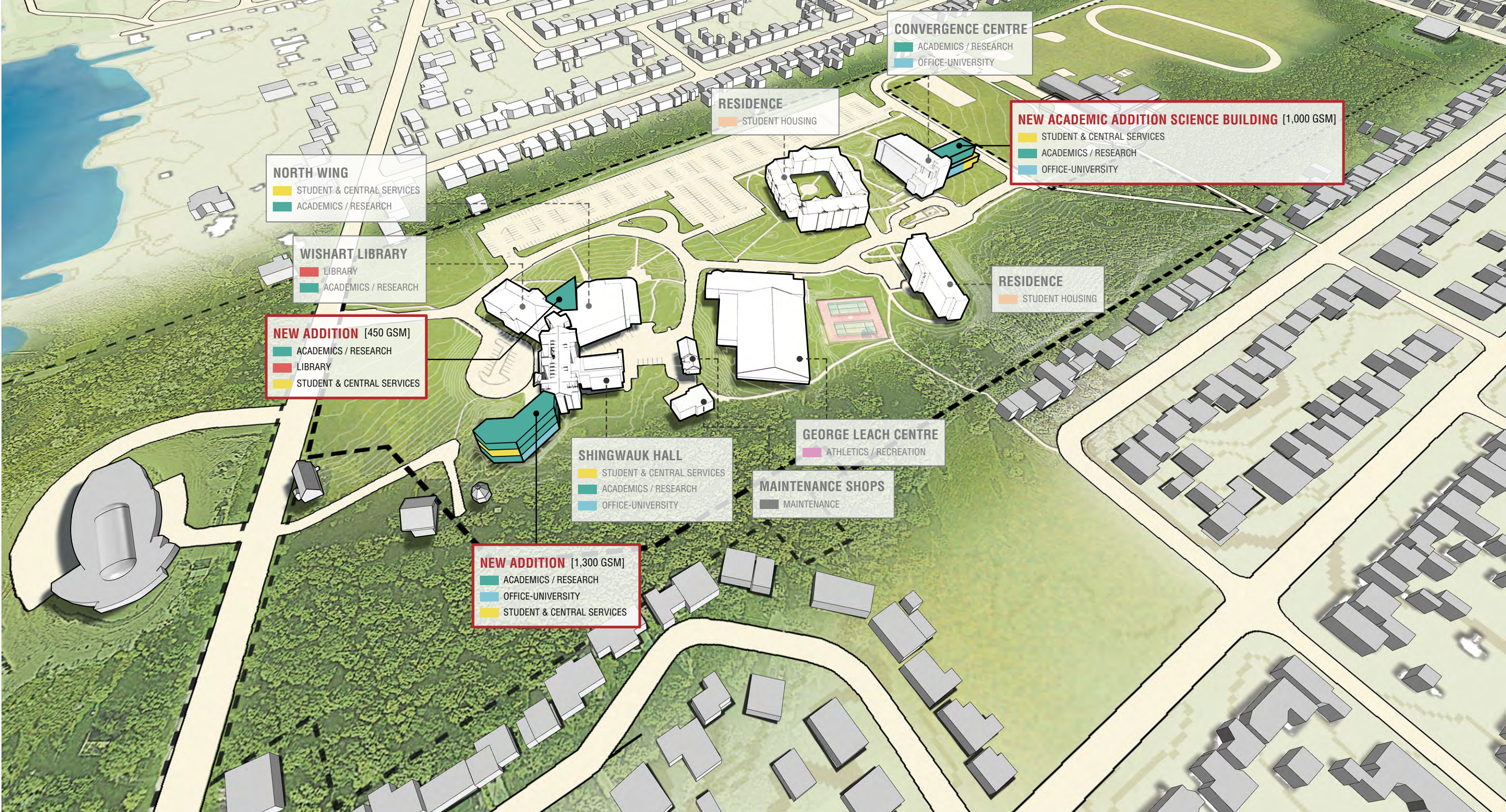
REQUIRED SPACE PER CATEGORY (GSM)	SPACE PROVIDED	NSM	GSM	ADDITIONAL SPACE REQUIRED TO MEET TARGET (GSM)
2488.08	NEW SCIENCE ADDITION	359.28	600.00	
	NORTH / SCHOOLBE	119.76	200.00	
	NEW EAST WING	467.07	780.00	
	TOTALS	946.11	1,580.00	-908.08

REQUIRED SPACE PER CATEGORY (GSM)	OFFICE-UNIVERSITY	NSM	GSM	ADDITIONAL SPACE REQUIRED TO MEET TARGET (GSM)
2488.08	NEW SCIENCE ADDITION	179.64	300.00	
	NEW EAST WING	155.69	260.00	
	TOTALS	335.33	560.00	-1,359.51

REQUIRED SPACE PER CATEGORY (GSM)	OFFICE-UNIVERSITY	NSM	GSM	ADDITIONAL SPACE REQUIRED TO MEET TARGET (GSM)
740.03	NORTH / SCHOOLBE	89.82	150.00	
	TOTALS	89.82	150.00	-590.03

REQUIRED SPACE PER CATEGORY (GSM)	ACADEMIC / RESEARCH	NSM	GSM	ADDITIONAL SPACE REQUIRED TO MEET TARGET (GSM)
1312.92	NEW SCIENCE ADDITION	59.88	100.00	
	NEW EAST WING	155.69	260.00	
	NORTH / SCHOOLBE	59.88	100.00	
	TOTALS	275.45	460.00	-852.92

- STUDENT HOUSING
- STUDENT & CENTRAL SERVICES
- ACADEMICS/RESEARCH
- ATHLETICS/RECREATION
- LIBRARY
- OFFICE, UNIVERSITY
- MAINTENANCE



ALGOMA3000 (2000FTE) - PHASE 2
MID-TERM DEVELOPMENT SCENARIO

Figure 5

REQUIRED SPACE PER CATEGORY (GSM)	ACADEMIC / RESEARCH	NSM	GSM	ADDITIONAL SPACE REQUIRED TO MEET TARGET (GSM)
2488.08	NEW SCIENCE ADDITION	359.28	600.00	
	NORTH / SCHOOLBE	119.76	200.00	
	NEW EAST WING	467.07	780.00	
	NEW ACADEMIC BUILDING E	754.49	1,260.00	
	STUDENT COMMONS	116.77	195.00	
	TOTALS	1,817.37	3,035.00	

REQUIRED SPACE PER CATEGORY (GSM)	ACADEMIC / RESEARCH	NSM	GSM	ADDITIONAL SPACE REQUIRED TO MEET TARGET (GSM)
2488.08	NEW SCIENCE ADDITION	179.64	300.00	
	NEW EAST WING	155.69	260.00	
	NEW ACADEMIC BUILDING E	502.99	840.00	
	STUDENT COMMONS	350.30	585.00	
	TOTALS	1,188.62	1,985.00	

REQUIRED SPACE PER CATEGORY (GSM)	OFFICE-UNIVERSITY	NSM	GSM	ADDITIONAL SPACE REQUIRED TO MEET TARGET (GSM)
740.03	NORTH / SCHOOLBE	89.82	150.00	
	TOTALS	89.82	150.00	

REQUIRED SPACE PER CATEGORY (GSM)	ACADEMIC / RESEARCH	NSM	GSM	ADDITIONAL SPACE REQUIRED TO MEET TARGET (GSM)
2488.08	STUDENT COMMONS	700.60	1,170.00	
	NEW ACADEMIC BUILDING E	125.75	210.00	
	NEW SCIENCE ADDITION	59.88	100.00	
	NEW EAST WING	155.69	260.00	
	NORTH / SCHOOLBE	59.88	100.00	
	TOTALS	1,101.80	1,840.00	

STUDENT HOUSING

STUDENT & CENTRAL SERVICES

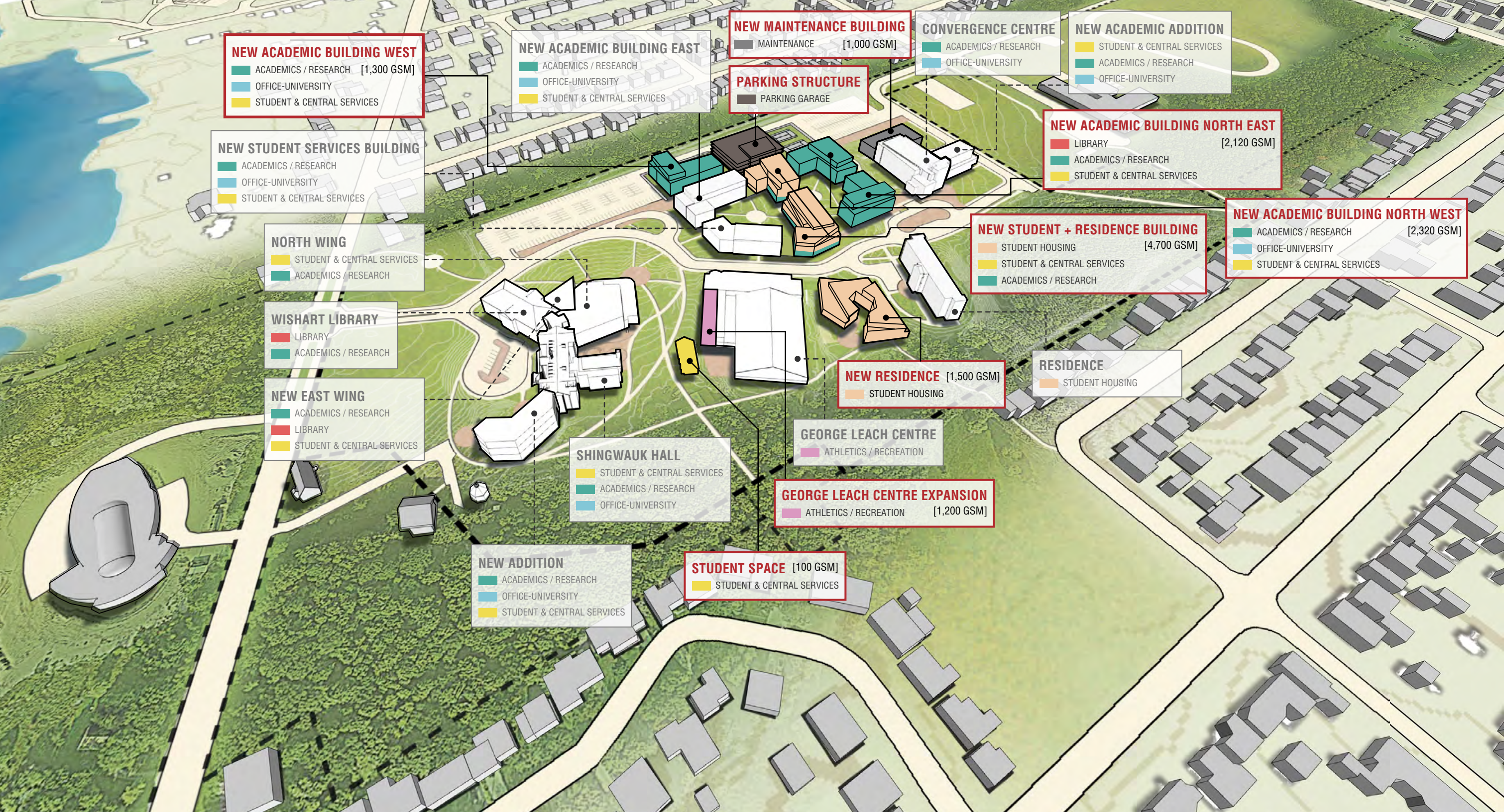
ACADEMICS/RESEARCH

ATHLETICS/RECREATION

LIBRARY

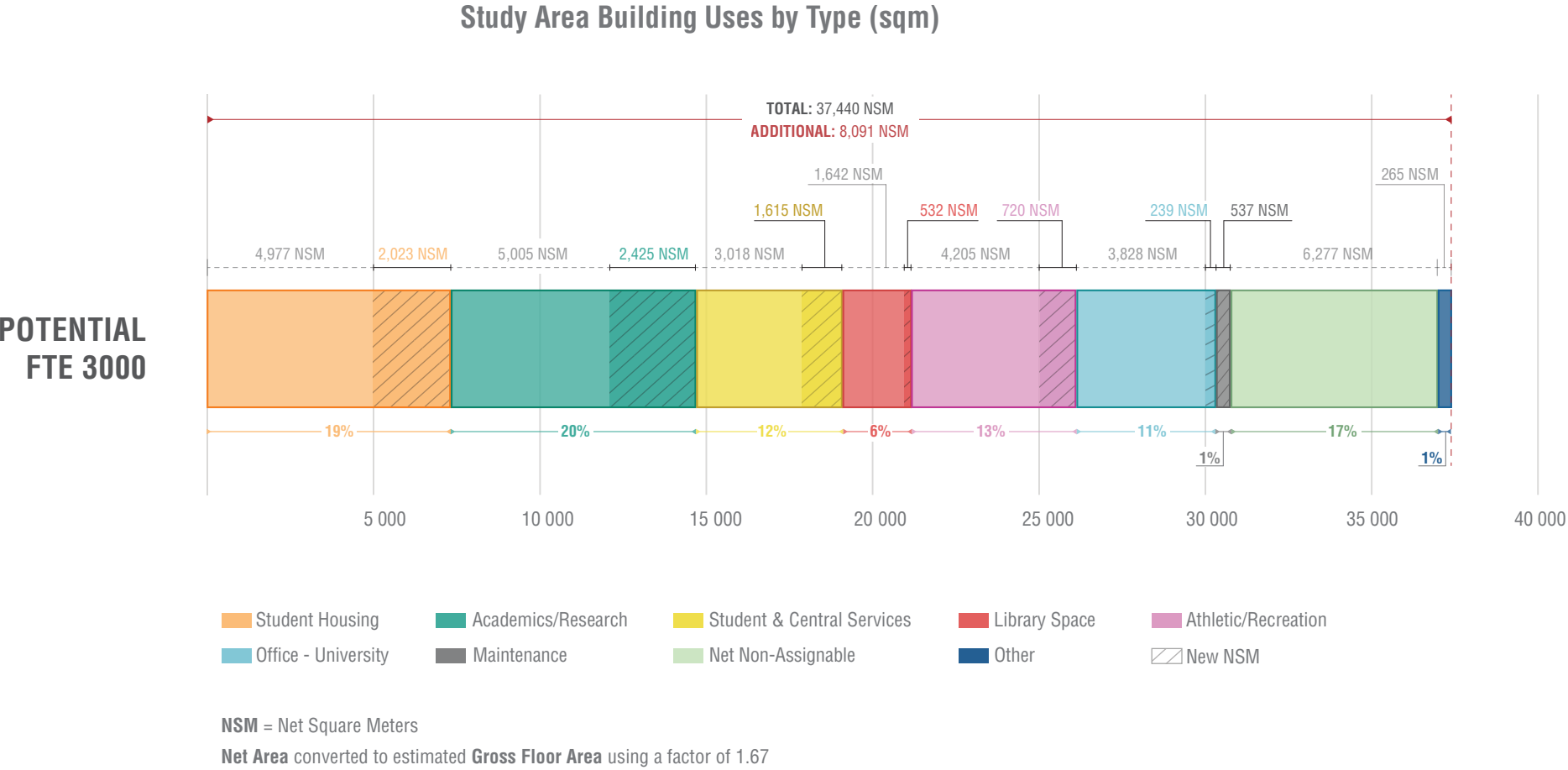
OFFICE, UNIVERSITY

MAINTENANCE



ALGOMA (3000FTE) - 10+ YEAR POTENTIAL

Figure 6



ALGOMA (3000FTE) - 10+ YEAR SCENARIO
UNLOCKING CAMPUS POTENTIAL

Figure 7

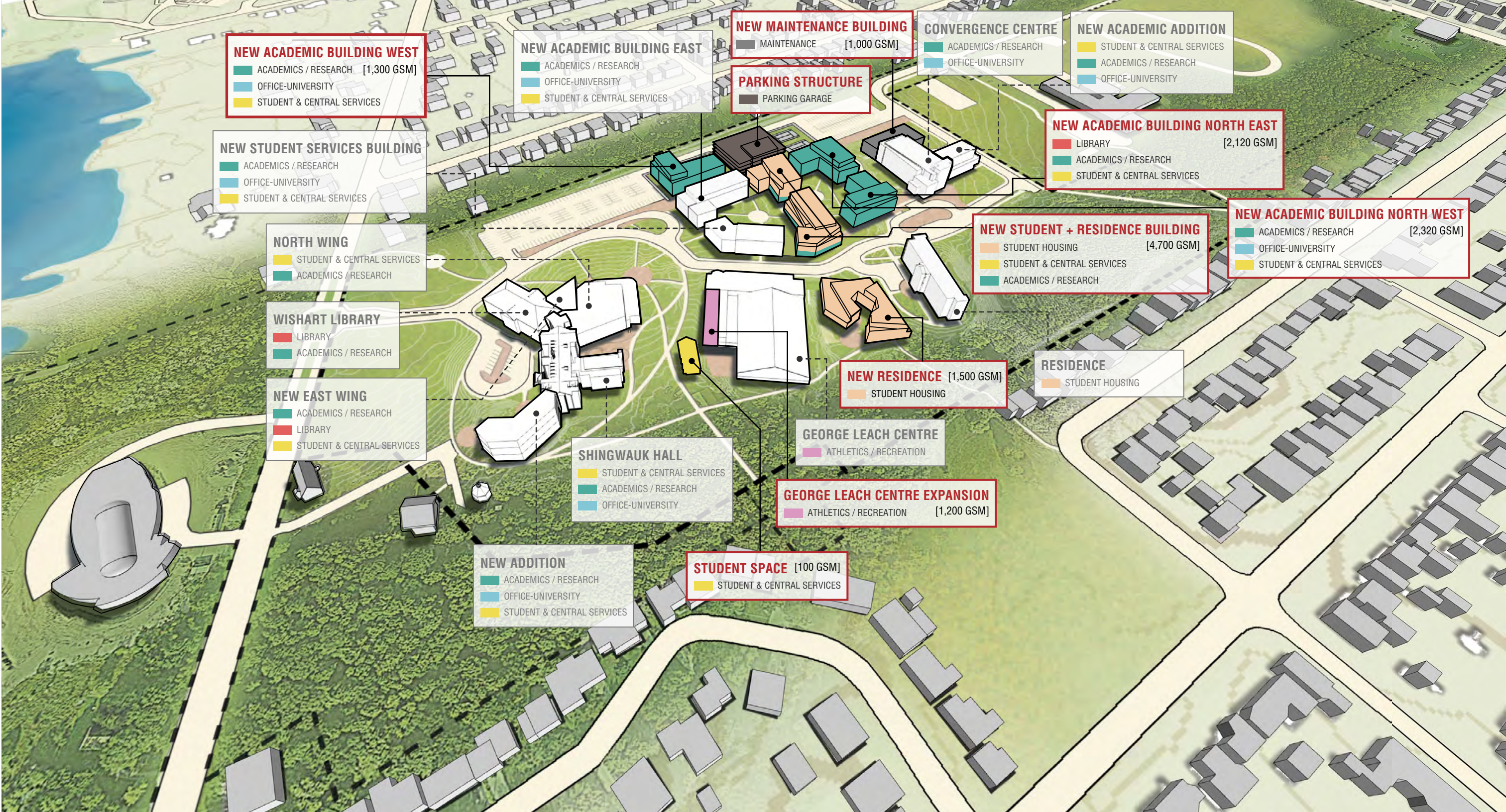
REQUIRED SPACE PER CATEGORY (GSM)	ACADEMIC / RESEARCH	NSM	GSM	ADDITIONAL SPACE REQUIRED TO MEET TARGET (GSM)
4049.5	NEW ACADEMIC BUILDING W	628.74	1,050.00	
	NEW ACADEMIC BUILDING NW	976.05	1,630.00	
	NEW ACADEMIC BUILDING NE	580.84	970.00	
	SPINE (LOWER LEVELS)	239.52	400.00	
	TOTALS	2,425.15	4,050.00	

REQUIRED SPACE PER CATEGORY (GSM)	ACADEMIC / RESEARCH	NSM	GSM	ADDITIONAL SPACE REQUIRED TO MEET TARGET (GSM)
399.13	NEW ACADEMIC BUILDING W	134.73	225.00	
	NEW ACADEMIC BUILDING NW	137.72	230.00	
	TOTALS	272.46	455.00	

REQUIRED SPACE PER CATEGORY (GSM)	OFFICE-UNIVERSITY	NSM	GSM	ADDITIONAL SPACE REQUIRED TO MEET TARGET (GSM)
888.44	NORTH / SCHOOLBE	538.92	900.00	
	TOTALS	538.92	900.00	

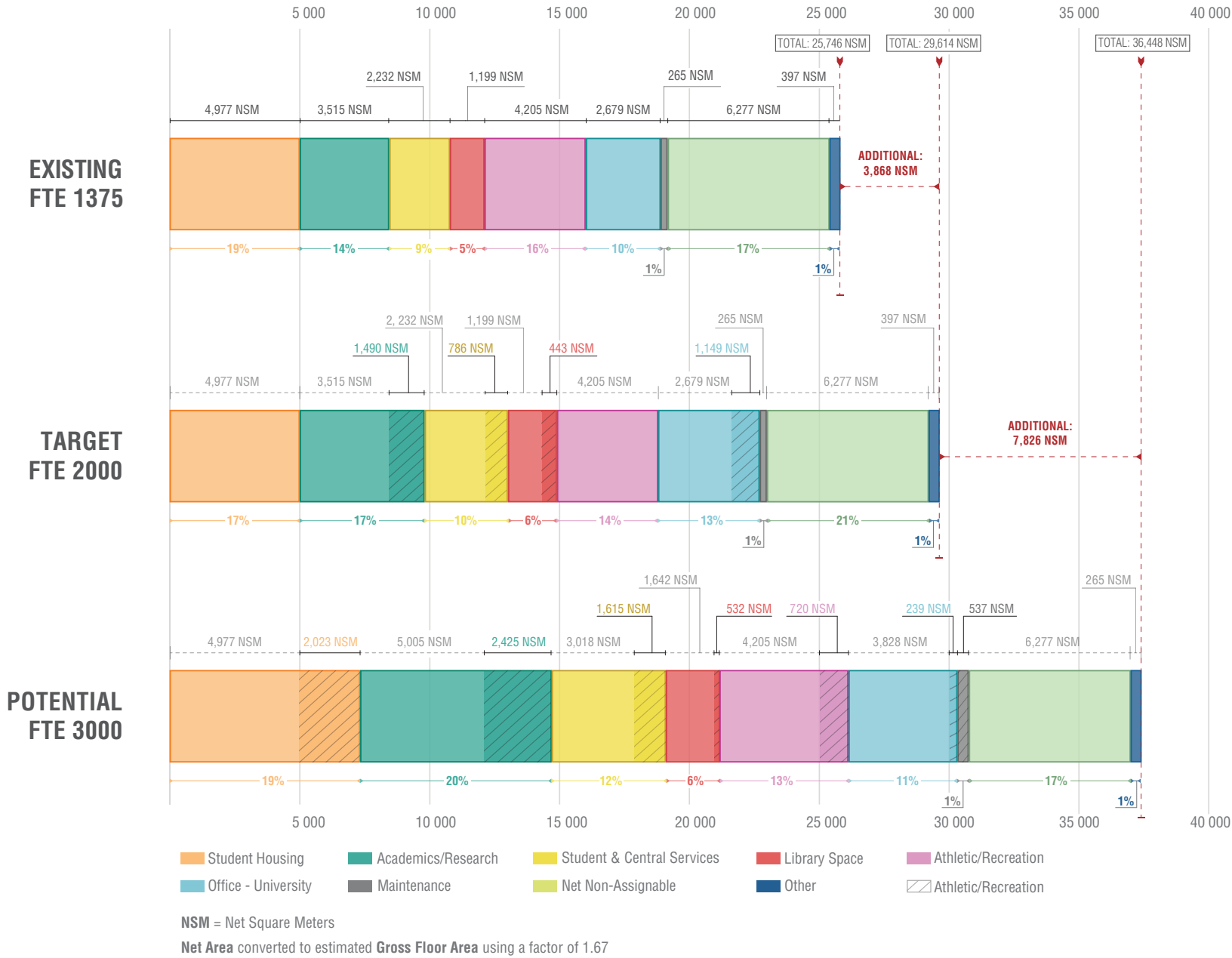
REQUIRED SPACE PER CATEGORY (GSM)	ACADEMIC / RESEARCH	NSM	GSM	ADDITIONAL SPACE REQUIRED TO MEET TARGET (GSM)
2697.05	NEW ACADEMIC BUILDING W	134.73	225.00	
	NEW ACADEMIC BUILDING NW	275.45	460.00	
	NEW ACADEMIC BUILDING NE	149.70	250.00	
	SPINE (LOWER LEVELS)	1,077.84	1,800.00	
	TOTALS	1,637.72	2,735.00	

STUDENT HOUSING	ACADEMICS/RESEARCH	LIBRARY	OFFICE, UNIVERSITY
STUDENT & CENTRAL SERVICES	ATHLETICS/RECREATION		MAINTENANCE
			PARKING GARAGE



DEVELOPMENT SCENARIO COMPARISON

Figure 8



CONCEPTUAL VIEW - CAMPUS MASTER PLAN

LONG-RANGE PLAN

Algoma University Long-Range Plan presents a demonstration of the potential evolution for the campus over the coming decade. Informed by the Vision, the Goals, and Driving Principles identified in the Master Plan, the plan is intended to provide a consolidated open space concept throughout the campus, which will in turn provide the canvas for the development of future buildings and systems that will guide the campus for the next 10 years.



PLAN FEATURES

Flexible

A Flexible Plan which sets the framework for the development of the campus in the near to long-term scenario, and contains the **tools to incorporate changes** related to future collaboration with the University partners or as a result of new funding opportunities.

Academic Excellence

Reimagined, modern, connected and distinctive buildings showcase design and dedication to research and academics, with **a diversity of study spaces** for groups or individuals, flexible spaces for scholarly collaboration, socialization and study, and world-class laboratory facilities encouraging interdisciplinary synergies.

A Welcoming Destination

Inviting and **pedestrian-friendly** campus entrances and open space systems that contribute to consolidate a strong sense of place and identity for Algoma University, the different campus settings are designed to enable a walkable and accessible environment. High quality open spaces for gathering, learning, playing, and healing will promote creativity and well-being.

Resilient

Maximized green space with increasingly naturalized areas, low-impact development landscaping, reduction of hard surfaces and infrastructure, prioritizing of active transportation and transit, green roofs, urban agriculture pave the way for a future **low carbon campus**.

Multi-Generational

A multi-generational campus that provides common ground through both planned and spontaneous interaction, affordable and age appropriate housing, and **opportunities for lifelong learning** within a context that promotes well-being.

Preserving History and Legacy

The unique history and legacy of the site is preserved for generations of student learning in **cross-cultural education** and research, and as a means to realize the original purpose of the land while advancing Algoma University's Special Mission.

Land Use Plan and Built Form

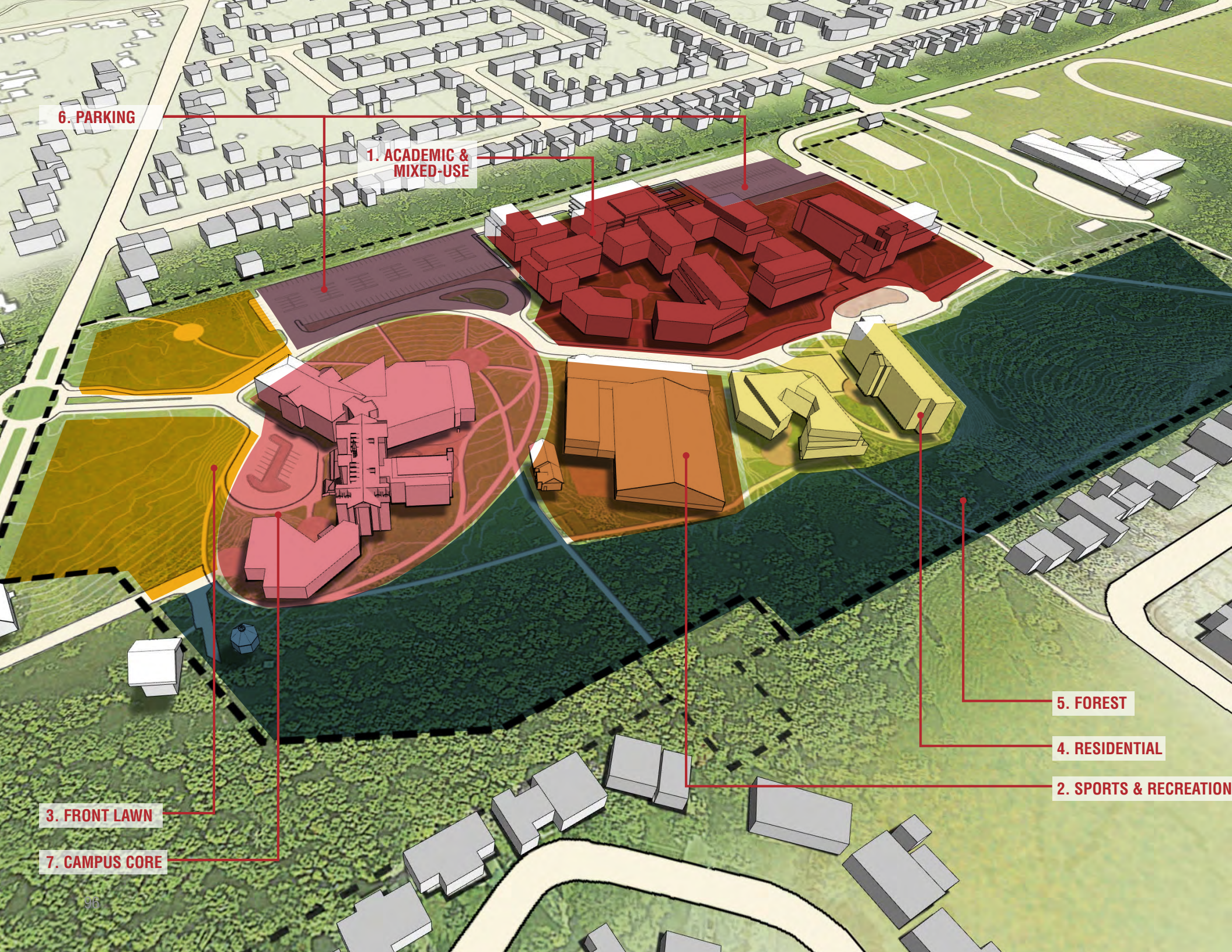
Campus Land Uses and Built Form define the desired future character, function, location, and massing of built elements within the public realm.

In this Plan, the Built Form strategy reinforces a coherent and appealing compact and walkable environment where buildings are harmoniously integrated within a naturalized setting, where exterior spaces are the extension of the interior spaces. The Plan guides building design to contribute to the enhancement of the public realm in terms of animation, comfort, safety and accessibility. The Built Form strategy creates a structure where new buildings define the character of connectors and open spaces for each of the campus zones, providing a “human-scale”, pedestrian and environmentally friendly environment.

The strategy also guides building orientation, massing, and heights to make a positive contribution to adjacent structures and open spaces, and to the campus formal integration of the surrounding community.

The Plan establishes a land use structure for development that identifies new or enhanced distinct areas, and creates a harmonious mixture of uses to support the vision. In terms of building character and form, the Built Form strategy provides a flexible design structure that fosters and encourages architectural expression in a way that positively contributes to the vision of creating a vibrant, connected and resilient campus.





Campus Zones

The campus is organized into 7 distinct zones that help conceptualize the grouping of anchor uses in a compact way. These areas are defined by “ecological” corridors and linked by a network of open spaces, pathways, streets, bicycle & pedestrian paths, and naturalized landscapes, which become an integral part of creating a walkable, healthy community, connected to its natural assets.

Each zone is physically defined by both landscape and street | path edges. The campus zones help organize the overall Master Plan, improve wayfinding and access, and enhance the image of the overall place.

There are seven distinct character zones:

1. Academic & Mixed-Use
2. Sports and Recreation
3. Front Lawn
4. Residential
5. The Forest
6. Parking
7. Campus Core



1. ACADEMIC & MIXED USE

This zone is dedicated to redevelopment and future growth within the campus. This will be the area where new academic buildings, first-year student residences, and associated public spaces & outdoor gathering areas will be developed within a 10+ year timeframe to accommodate the University growth requirements while bringing an opportunity to improve the quality of the learning spaces to support the vibrant programs and other strategic priorities of the University.. The design of the public realm, connections, and building massing will provide opportunities to densify the campus, while also creating a better interconnectivity of the built environment tailored towards enhancing the user experience and campus culture.



2. SPORTS & RECREATION

This zone includes the George Leach Centre (GLC) and associated open spaces that can support sports programs and activities. The existing GLC could be expanded and renovated to support additional outdoor and sports related activities taking place within its immediate vicinity, as well as in other areas within the University campus. Further partnership discussion should be explored to enhance and expand field space. The area located south of the existing GLC could be considered for a future addition to the building that can provide amenities and support to the Shingwauk Plaza, and other public spaces proposed in the Core Zone. Possible uses to be considered in the immediate areas of the GLC can include skating, game areas, winter sports, bike rental, among other outdoor activities.



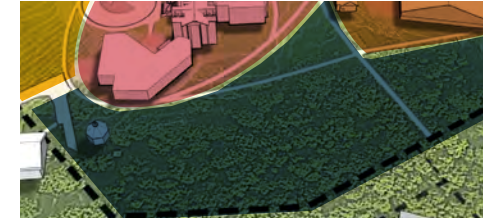
3. FRONT LAWN

The front lawn celebrates the history of the site and respects the legacy of the land. This zone -as per the consultation- will be preserved as an open space, with preference to open lawn and low-profile landscaped elements. Permanent structures in this zone should be avoided and only permitted when associated to open space systems or in support of outdoor purpose built spaces (i.e. land-based learning, gardens).



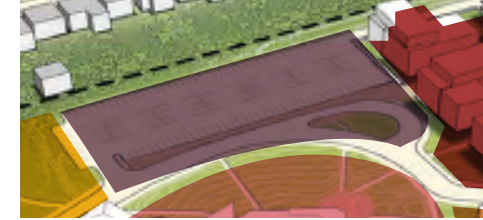
4. RESIDENTIAL

This zone -currently occupied by the residence 4 building, will remain primarily dedicated to residential and related support uses. A new residential building is proposed for this area that will cater to the needs of multi-generational families and members of vulnerable groups. The design of the new residential building spaces will take into consideration the need to accommodate persons from multiple age groups.



5. THE FOREST

This area represents one of the main structural pillars on the organization of the University campus, and the overall site. The presence of the continuous forest lands from Wellington St. in the north, to the St. Marys River in the south, acts as an anchor and a visual element to the campus structure. The green canopy that defines the east edge of the campus -and to a lesser degree the west side- will be protected and maintained as a core feature of the site. Opportunities for land-based education, outdoor activities, and an improved trail system through the forested area should be considered.



6. PARKING

These zones on campus will remain dedicated to surface parking to meet the demand to provide adequate parking for the site users and visitors. The area will include two main surface parking areas -North & South lots. The parking shall be redesigned to incorporate green areas and mitigate the water runoff by improving the permeability of the surfaces. Additional low-impact development design solutions will be implemented to improve water infiltration and storm water management on all parking surfaces. The proposed new service street will provide vehicular access between the North and South parking lots.



7. CAMPUS CORE

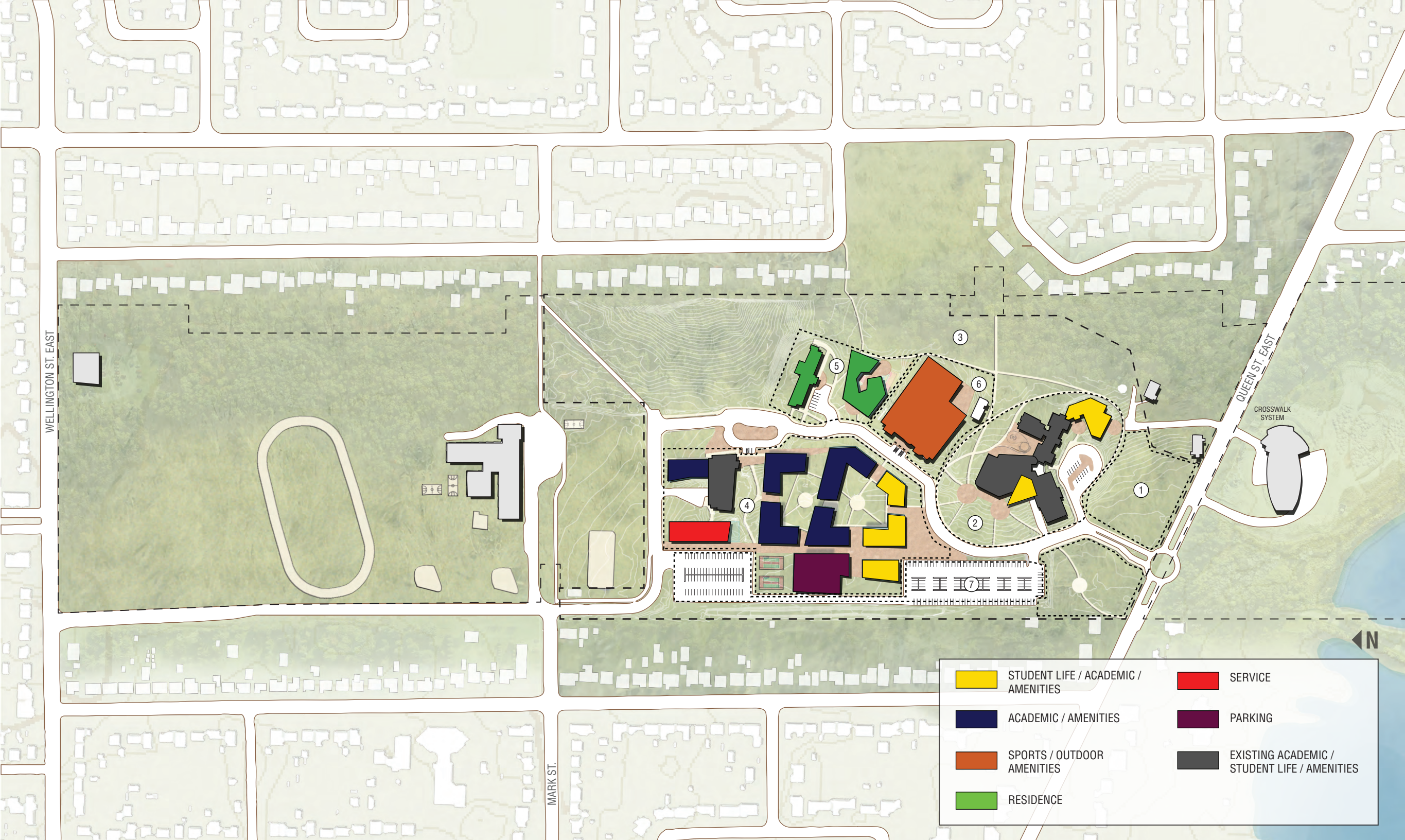
This zone includes the historical section of the University and the original buildings that form the core of Algoma University. The buildings -especially Shingwauk Hall- along with the open spaces associated with them, are closely tied to the history that defines the site, and the University's Special Mission. The buildings and spaces in this zone will be preserved within the campus fabric, and enhanced with functional and spatial renovations to improve the quality of the program spaces, along with the creation of a coherent system of interconnected interior gathering areas throughout the complex. The public space surrounding the Shingwauk Hall shall be redesigned as to allow for multiple points of entry and exit from the building complex, while maximizing the access to exterior pedestrian-oriented spaces. Similarly, there are areas identified for future redevelopment to accommodate growth in the future Mukqua Waakaa'igan building, and associated with the Library Building.

LAND USE PLAN

The campus Land Use Plan sets the general parameters for main uses throughout the different campus zones.

Notwithstanding the predominant use assigned to a zone or a particular building, the Plan promotes the addition of academic, student life, and amenities spaces throughout the campus buildings, especially at grade level.

The use of a comprehensive approach in the planning and programming of all buildings and open spaces will help to create a compact, mixeduse, vibrant, and animated campus environment intended to create a stronger sense of place, identity and community for the University and the overall site.



BUILT FORM CHARACTER

Building Height Strategy

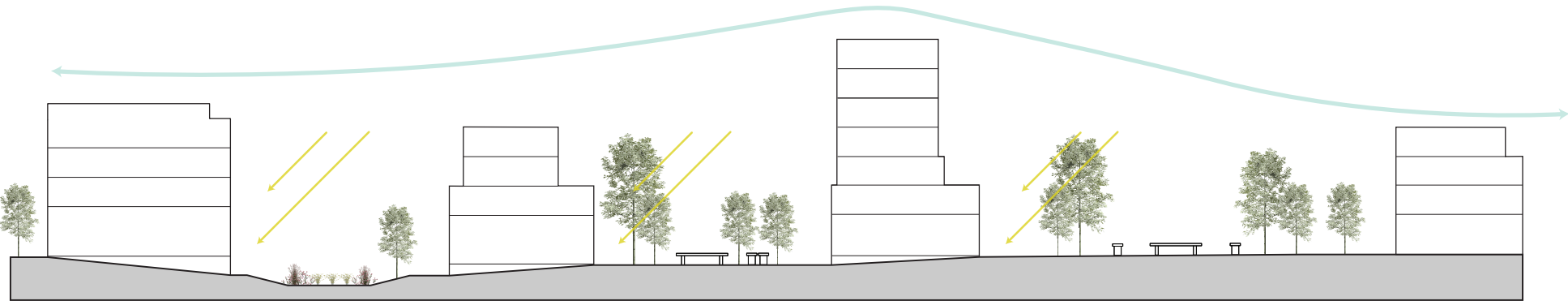
The building height strategy is intended to provide respectful transitioning to open spaces, adjacent buildings, and varying uses; to allow for a comfortable and “human scale” pedestrian realm; and to rationalize density in the Plan.

New buildings or additions in the Core Campus zone have heights represented by 3-5 storeys. The Academic Mixed-Use Zone reflects additional height up to 8 storeys to accommodate uses such as student residences, administrative and faculty offices, and services and amenities.

Microclimates and Sun Penetration

The new buildings should be strategically positioned and structured so as to create and optimize sunny, comfortable public realm environments, and allow light penetration into buildings. Sunlight and the resultant warmth and brightness contribute to healthy living and the comfort of space, encouraging outdoor activity and animation of place especially when needed during colder months of the year. The desire to create comfortable micro-climates that would extend the "outdoor season" will be complemented by other design means such as wind breaks, use of vegetation, and allowing for multiple access

points to and from the buildings, thus encouraging physical activity. The design of the new buildings should also take into consideration the massing, setbacks, and appropriate width-to-height ratios to ensure the sun incidence into the public spaces.

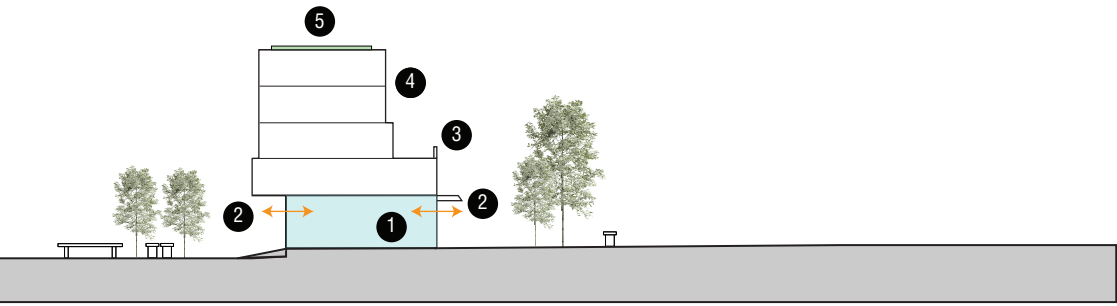


Building Massing Strategy

In general terms, the massing for new buildings and additions on campus should reflect the specific conditions and surrounding environment of the zone where the new construction will take place. All structures on campus should be built with a "people first" principle, responsive to the principles of occupant wellbeing, universal accessibility, inclusiveness and safety. Spaces within the buildings should be aesthetically pleasant, and allow for both the intended functionality of the program while also planning for future adaptability and flexibility to respond to potential shifts in the educational delivery methods.

Building Massing Recommendations

1. Provide a porous and transparent ground floor plane
2. Provide building protection for the adjacent open space at the pedestrian level
3. Provide terraces and programmable open spaces in upper levels
4. Provide building setbacks to allow for direct sun incidence in the open space when required
5. Provide vegetative roofs or account for future solar panel arrays



DESIGN EXCELLENCE

The design and materiality of campus buildings should respect and celebrate the traditional character of the site, commemorate and implement traditional environmental knowledge, while also striving to achieve a beautiful, attractive, and unique environment for the Algoma University campus.

Emphasis should be placed in the use of traditional, local materials in the construction for new buildings and landscaped structures. Following a general approach for decolonization of the land, the University should avoid the use of foreign -and often seen as imposed- building materials, assemblies and aesthetics into new constructions or renovations.

General Recommendations:

- The design for all campus buildings should prioritize the use of local, traditional materials
- Develop a unique design language to be implemented throughout campus to help define and reinforce the University's identity and commitment to decolonization
- All buildings should be designed to deliver inspirational, highly functional, and vibrant spaces with an emphasis on sustainable practices



Additional Space Planning | Land Use Recommendations

The following ideas and suggestions have been compiled from several engagement sessions with students, staff, and the general campus community to address the more pressing issues Algoma University is currently facing. This list is the result of the more frequent items that were mentioned on those sessions as needing to be addressed within the campus:

- On campus teaching lodge
- Smudging in residence
- Daycare
- Communal kitchen areas
- Accessible space - Increase access 24/7
- Washrooms: gender neutral washrooms
- New water fountains
- Blue boxes - defibrillators
- Naloxone kits/ first aid kits
- Separate space for bar and food services as part of residence #4
- Dome in winter / Multi season use
- Dedicated Anishinaabe residence
- Gallery for art students and increased art work presence
- Expanding people's garden / food security.
- Workshop space
- Actual walkway to water
- Student run store
- Food waste management: donating and/or composting
- Bike storage (indoor, secured, monitored)
- Outdoor sitting spaces: comfortable, enjoyable
- Landscaping on the front lawn (monument)
- More family style housing (communal style)
- Rooftop garden/ patio space
- Amphitheater behind new residence
- Complete all sidewalks and crosswalks across campus
- Housing office into studio space
- Locate accessible parking near building entrances
- Provide more options for food services on campus
- Improve safety on building and open spaces (lighting, CCTV systems, walk safe programs)
- New urban furniture system
- Renovated wayfinding throughout campus
- Wayfinding signs/ Special Mission signs
- Solution for sports field space (soccer, intramurals, frisbeeegolf)



SHINGWAUK PLAZA - CONCEPTUAL OPEN SPACE PROPOSAL FOR THE NORTH OF SHINGWAUK HALL



CONCEPTUAL VIEW - CAMPUS MASTER PLAN

OPEN SPACE & STREETSCAPE

The Algoma University campus is located in a setting with a rich cultural heritage, a notable history, and a strong community. This Plan leverages these aspects of the site, holistically integrating natural and outdoor spaces with the built environment.

The concept envisions a campus being defined by its natural features, where the natural environment, ecological zones, and other open spaces define the built environment of the site in a way that celebrates the Indigenous and natural history of the land.

The Algoma University campus can be interconnected by a series of green spaces that support both learning, outdoor activities and wellbeing, while also contributing to the creation of a complete community and setting up the framework for continuous indoor and outdoor learning environments.

OPEN SPACE AND PUBLIC REALM VISION

The Open Space vision will guide the development of the existing and future green and open spaces of the University campus as part of the Campus Master Plan.

This vision articulates a series of actions that will help integrate all new developments on site with the existing structure into a holistically interconnected campus. All of this being against the background of an enhanced natural environment.

The quality of the open spaces will have a paramount importance in shaping the form and complementing the functions of the University as a community to learn, live, and play. All of this deeply rooted in Indigenous values and traditional environmental knowledge that has been passed through many generations and remains strongly reflected on the site.

Improving Campus Connectivity

The design approach to open spaces on campus should focus on increasing the opportunities for social interaction, maximizing the use of programmable open spaces for social activities, learning and research, and the consolidation of the campus as a permeable and accessible site. Open or green corridors should act as campus "connectors" that will link all green open spaces and will provide the necessary framework for the campus built form to be structured.

Experiencing the Algoma University campus and its story will be closely linked to a connection to the land, to the existing ecosystems, and the surrounding natural and physical environments. Connections should offer a continuous, pedestrian oriented flow of spaces through the site with a focus on applying Traditional Environmental Knowledge (TEK) as part of the design vision and implementation of the open space strategies.

Green linkages between different campus areas should be utilized as an opportunity to showcase a continuous landscape habitat of native species.



OPEN SPACE NETWORK

The Algoma University Open Space Network establishes the natural ecology of the site as the canvas that defines the campus in a holistic manner. Building upon the unique and rich natural environment setting of the University, as well as the relation to the St. Marys River and the Forest, the Plan aims to create a series of linked spaces that will improve connectivity and become an expression of Algoma University's identity, history and Special Mission, and its Institutional Mission.

The vision for the Open Space shifts the focus of the campus development from the isolated building or structure to the interconnected, distinctive built form. It encourages the softening of the physical edges of built form and open space to allow the extension of functions between both environments. Simultaneously, the Open Space network will promote a lower urban impact on campus, and create a direct connection between the natural world and core university functions and the nature.

The Open Space network focuses on three key elements:

- Enhancing the existing campus structure and connect it with existing and new open spaces and the surrounding natural environment on campus (the Forest);
- Expanding the network to connect the diverse open spaces;
- Creating a series of interconnected spaces that commemorate the cultural heritage and continued presence on the land.

These moves will guide the overall strategy for the initial phases of the campus redevelopment, which relies heavily on the improvement of the open space system on site.



Open Space Typologies and Character

One of the fundamental tasks in the regeneration of educational campus landscapes is to integrate more environmentally sensitive knowledge regarding green infrastructure, in order to leverage the land and natural capital to its greatest functional capacity and efficiency. Balancing this perspective, traditional Indigenous knowledge carries a deep understanding of the natural environment, its functions, and our place within it. The open space character reflects a commitment to living in harmony with the land (akii). This is about an integral connection of people to the land, and a respect for life and all that is required to sustain it.

The Algoma University campus includes a variety of distinct landscapes - the open space, the forest, the west buffer area, and internal campus areas. Building upon the natural heritage of the site, these landscapes will be further enhanced by the interconnected open space network.

As defining elements of the Plan's structure, this document identifies five unique open space typologies – these are the (1) buffer open spaces, (2) green corridors, (3) green connections, (4) internal plazas and courtyards, (5) the forest learning landscape.

Each typology is distinguished by its own set of characteristics, integrating naturalized environments, active and passive landscape infrastructure, green linkages, community gardens, and communal spaces for gathering and outdoor activities.

The overall Plan promotes the creation of a sustainable network of open spaces for the Algoma University campus in the Shingwauk Site. The implementation of the open space vision will create the spatial framework for the campus built form, and will contribute to the transformation of the campus as an environmentally, socially, economically, respectful and humane destination.

General Recommendations:

- All open spaces must be beautiful and attractive, reflecting the highest quality in design, innovation, function, and sustainability
- Urban open spaces such as corridors, parks, plazas, courtyards, quads, and streetscapes should be useable, animated, safe, and programmatically functioning spaces
- The natural open spaces such as the forest should be enhanced and protected with clear pathways, defined areas of use, and a long term natural conservation strategy



SCOTT OUTDOOR AMPHITHEATRE, SCOTT ARBORETUM OF SWARTHMORE COLLEGE, PHILADELPHIA

Buffer Open Spaces

Bounding the western edge of Algoma University campus, and around the proposed surface parking areas, there are a series of open green spaces that are envisioned as naturalized landscape buffers.

These open space reserves enable a continuity of the green framework throughout the campus, provide a natural setting and a visual buffer for the parking infrastructure, and allow for the provision of integrated bio-swales and other storm water facilities.

In addition to the buffer spaces described above, the south portion of the campus bounded by Queen St. East. is defined by the Front Lawn. This large extension of predominantly passive green areas plays a fundamental role preserving historical significance and ongoing mission of the site. It provides the setting and visual complement to the Core Campus structure and built form, while also allowing for the presence of commemorative uses and potential gathering areas or spaces for outdoor learning.

General Recommendations:

- The existing character of these areas shall be preserved and further naturalized
- The existing tree canopy should be made denser in areas where it has thinned out, in order to create well-defined canopy forms
- Increase the tree canopy along the west edge of the campus to improve the buffer with the adjacent residential neighbourhood
- The Front Lawn represents an ideal setting for commemorations, gathering places, outdoor learning, or healing gardens





Green Corridors

Streets have the potential to be much more than passages for vehicular traffic. Acting as multifaceted sustainable design elements, streets can integrate vehicular, bicycle, and pedestrian flows together with green infrastructure, forming an aesthetic and functional network of the campus public realm. The existing main campus street is to be enhanced wherever possible, with new streets envisioned to create a precedent of sustainability for Algoma University.

Recommendations:

- Streets shall be designed using a ‘complete streets’ approach – enabling safe, convenient, and comfortable travel and access for all users regardless of their mode of transportation.
- The enhanced street network should implement best practice sustainable features and materials, integrating -“green”- infrastructure into the streetscape designs.
- Street trees shall be integrated as primary defining components of each corridor, using proven methods for healthy growth.
- A matrix of street furnishings should be created to provide a distinct, consistent identity to the campus stories and historical features.

Green Connectors

The spaces within this category include the open spaces such as mid-block connections and spaces, and corridors -the so called inbetween spaces. Taking cues from the naturalized vegetation of the adjacent river edge and the regional habitats, these spaces provide an opportunity to integrate the naturalized environment within the campus setting, and can be used to service and enhance the function of natural systems. Strengthening environmental and historical connections encourages spontaneous interactions with native flora and fauna in the campus context, weaving the natural and social ecosystems of the site into the built environment.

Recommendations:

- The green connections shall provide a continuity of native landscape habitat when connecting to the more structured zones of the campus and historical references.
- Emphasize the planting of trees as a primary defining feature in the landscapes such that they function and are visibly recognized as significant contributors of the overall tree canopy.

Internal Plazas and Courtyards

New developments in the Academic & Mixed-Use zone have an opportunity and responsibility to contribute to the holistic open space system envisioned for the Algoma University campus through their internal plazas and courtyards. While maintaining design characteristics unique to each block, these developments will integrate components that form visual and physical relationships with each of the other open space typologies, allowing for a continuity of socio-natural habitats across the entire campus community.

The plazas and courtyards must be welcoming, attractive, and comfortable places for people, places that allow for interaction and engagement with the environment and with one another.

General Recommendations:

- Development sites shall implement low impact development strategies, emphasizing history, conservation and use of on-site natural features to filter, store, and detain runoff water
- All development sites shall contribute quality design and sustainability features within the public realm, including furnishings appropriate to the enhancement of resting and social spaces
- Hardscape and green space are to be appropriately balanced within each development site, relative to their use
- Spaces shall be designed to be flexible, to accommodate seating, spontaneous activity, events, memories and memorabilia, passive recreation and play
- Spaces shall be designed for use during all seasons, with shelter from winds, and open areas to allow for sun exposure



The Forest Learning Landscape

The forest is envisioned to evolve as both a learning landscape for the University and a recreational amenity for the extended community.

This unique landscape asset can be positioned as a key part of creating a centre for environmental sustainability and innovation. This consists of an exploration of “living labs” that are not just aesthetic but have other uses such as educating, harvesting/growing, healing, and engaging people with past practices and natural systems.

As a recreational amenity, the land (akii) provides a unique opportunity for the entire community to connect from Wellington St. East to the river front and landscape through a series of trails.

General Recommendations:

- In the short-term, additional portions of the Forest could be made accessible to both University users and the community to program year-round activities
- The area could transition into an open and accessible landscape amenity where agricultural research can be interacted with and experienced by the public
- Future community gardens could be located within this area as a hands-on complement to associated agricultural research
- The current land-based learning programs currently offered by Algoma University and Shingwauk Kinoomaage Gamig can be expanded throughout the complete area and diversify its offerings





MOVEMENT

As a relatively low density place, transportation across the campus is defined mainly by the use of vehicular movement.

This Master Plan promotes the shift to a multimodal model for movement, with an emphasis on active modes of transportation. Recommendations for campus movement encourage enhancing and improving pedestrian and cycling infrastructure, with safe, convenient and accessible facilities. Improved connections to transit are also supported. Vehicular access and parking continue to play important functions, particularly for accessibility, as well as for servicing and loading.

While this Plan recommends several enhancements to transportation systems, Algoma University is connected to the city by public streets. Improvements will need to be co-ordinated with the City of Sault Ste. Marie. In addition, measures to introduce new transit services and facilities, bike lanes, shared transportation initiatives, and other physical modifications affecting city transportation will be subject to municipal processes, direction, timing and funding.

This is particularly important for the proposed future street connection to Wellington St. East, as the new street would be constructed outside of the current boundaries of the University campus, the development of the project will have to be further coordinated with both the city, the Algoma District School Board, and the other Shingwauk Trust partners, and will be subjected to additional consultation with the community.

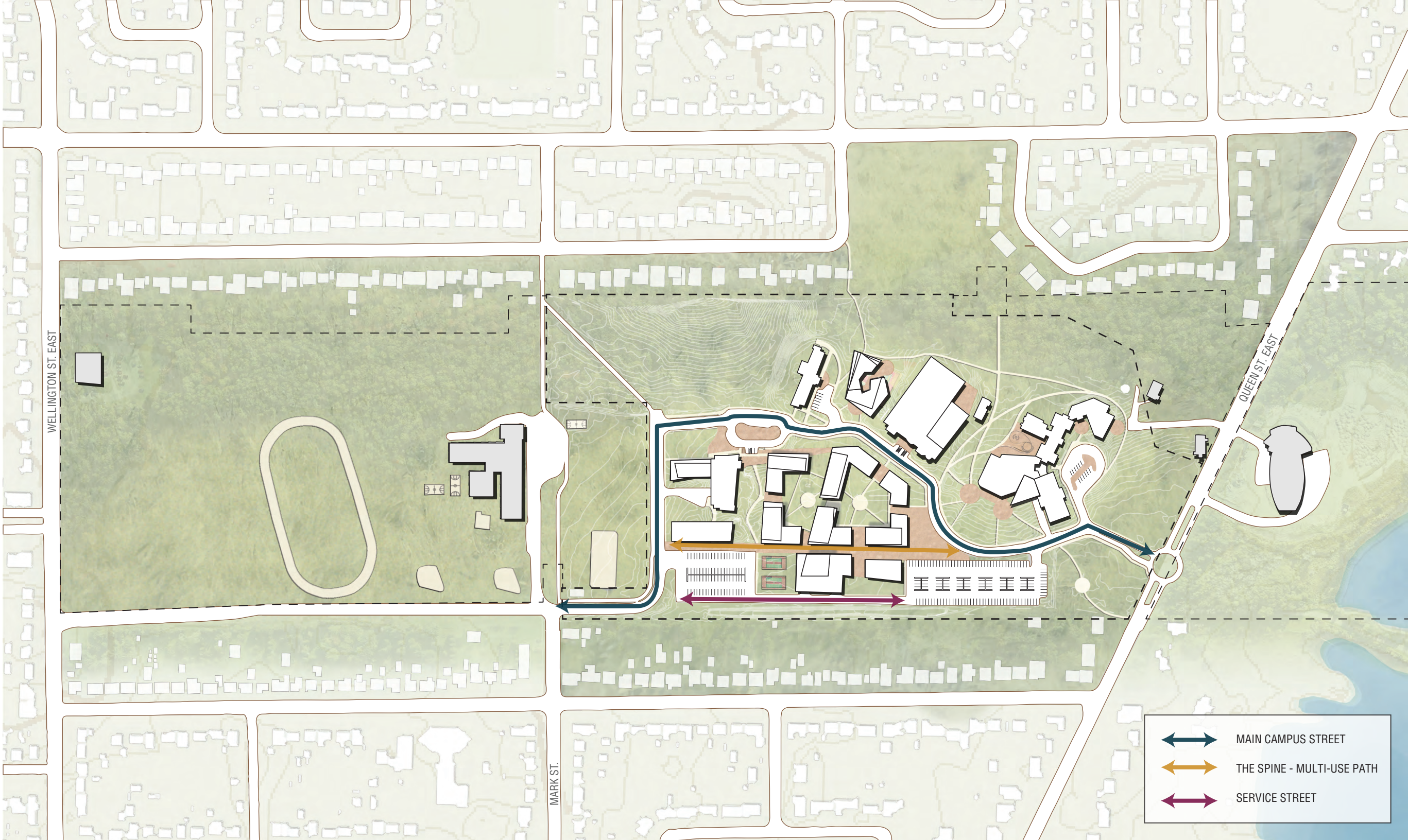
STREET HIERARCHY

The Plan defines a street hierarchy that is intended to support a walkable pedestrian oriented campus. Building upon the existing main campus street, the network is further enhanced by the construction of two additional street connectors with specific main purposes within the overall movement framework of the site.

The main street on campus will remain as the principal artery to convey vehicular circulation, with the potential to be connected to Wellington St. East to the north by completing the road between Wellington St. East & Mark St. Further coordination with the City of Sault Ste. Marie will be necessary to develop this potential scenario.

In addition, the Plan defined one new street intended to become the animated linear “heart” of the future growth zone on campus. The new multi-use path will be pedestrian oriented, with provisions for multi-modal use for low speed bikes and eventual off-regular hours service thorough small size vehicles that could utilize the shared pedestrian & cycling infrastructure.

Lastly, a new service road is envisioned to the west side of the campus that will connect the north and south portion of the surface parking areas, providing access to the future parking structure on site. This road will be utilized as an alternative for heavy snow removal services, loading & offloading for the Academic & Mixed-Use Zone, and as a relief for the service requirements that currently take place on the main street.



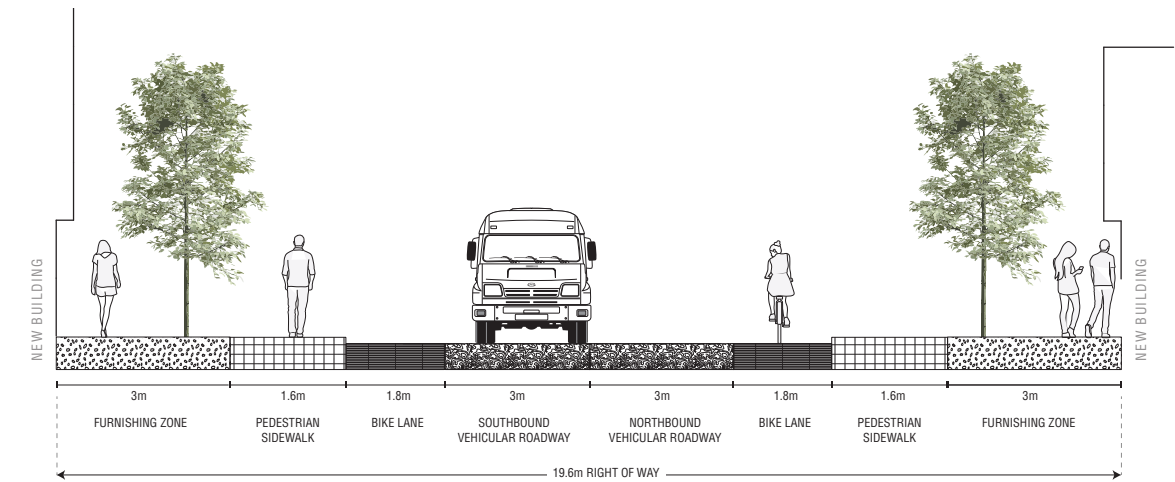
Street Cross Sections

The following street sections are a demonstration of the probable character of the main campus streets and their relation with adjacent buildings and open spaces.

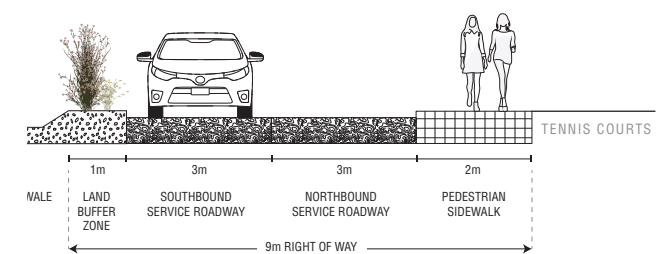
The cross-sections demonstrate potential street widths and some typical requirements. Additional study and consultations will be required to develop the design for these connectors on the site.

Main Campus Street

As the main street through the site, this street would anchor the proposed development of the different zones throughout the campus, and could be enhanced by transforming it into a pedestrian and active transportation oriented space, with the addition of dedicated bike lanes, expanded sidewalks on both sides of the vehicle lanes, and the introduction of a unified design language streetscape elements. This transformation would be complemented by the addition of a tree canopy across the length of the street corridor.



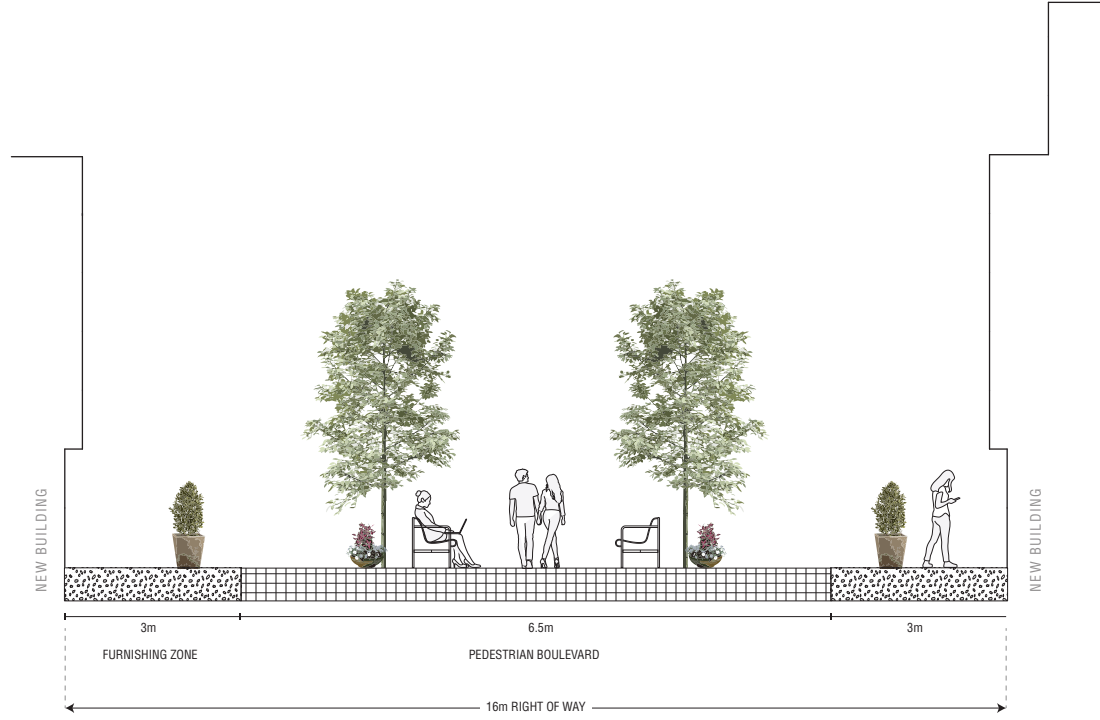
Main Campus Street - Recommended Section



Service Street - Recommended Section

Pedestrian-Oriented Street

This multi-use link intimate scale is defined with a relatively low-rise building form, along with a proposed virtual Right Of Way (ROW) of 16m to achieve a pleasant, human scale corridor that will be dedicated to pedestrian circulation and can be activated for outdoor uses as a linear plaza.



Pedestrian-Oriented Street 'The Spine' - Recommended Section



CIRCULATION

Circulation systems across the campus are envisioned to be integrated and connected, accommodating multiple ways to move through the campus.

The Campus Master Plan supports a variety of transportation forms, but prioritizes pedestrian activity and accessibility above all.

The Plan's recommendations complement the City of Sault Ste. Marie's initiatives to create more pedestrian-friendly spaces in the area around the campus.



PEDESTRIAN NETWORK

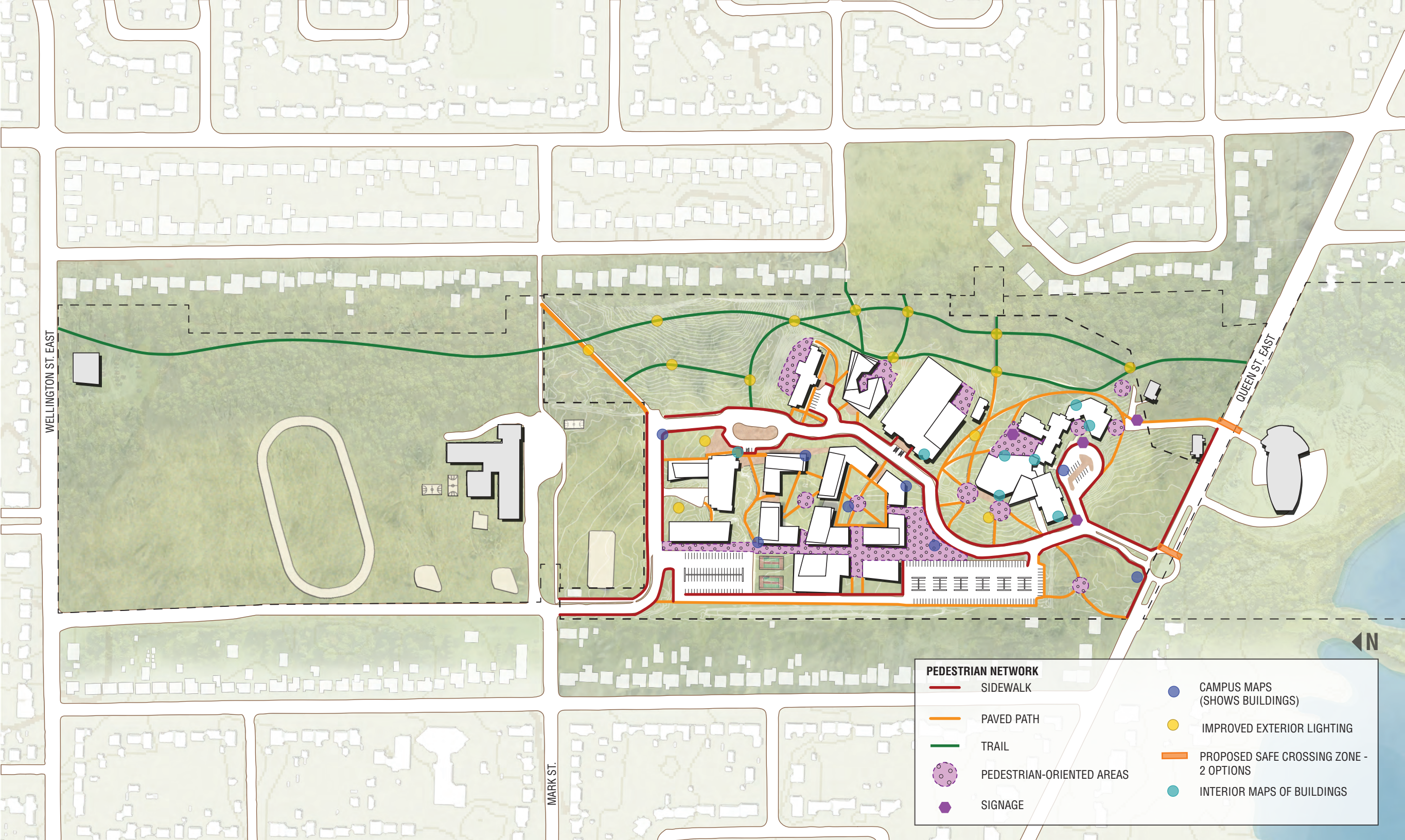
Pedestrian circulation on Algoma University campus should accommodate the need for safe and accessible connectivity between the different zones of the campus, while promoting an active lifestyle for persons of all ages and levels of mobility.

All streets, shared paths and trails on campus should contribute to an increase in the flow of pedestrians to accessible, intuitive pedestrian infrastructure.

Special attention is to be provided to existing streets and access driveways on campus where the provision of sidewalks and accessible pedestrian facilities is deficient (i. e. main access to Shingwauk Hall, front area of the George Leach Centre)

General Recommendations:

- Implement a policy of pedestrianization of the Algoma University campus, prioritizing the design and accommodation of pedestrian flow over other modes of transportations
- Work with the City of Sault Ste. Marie to improve the pedestrian infrastructure in the areas immediately connected to the University campus to create enhanced pedestrian circulation and amenities. Special attention should be paid to the development of a future pedestrian crossing of Queen St. East
- Identify and provide seating areas and gathering zones throughout the campus (see open space network)
- Collaborate with map service providers to provide internal mapping within the campus



CYCLING NETWORK

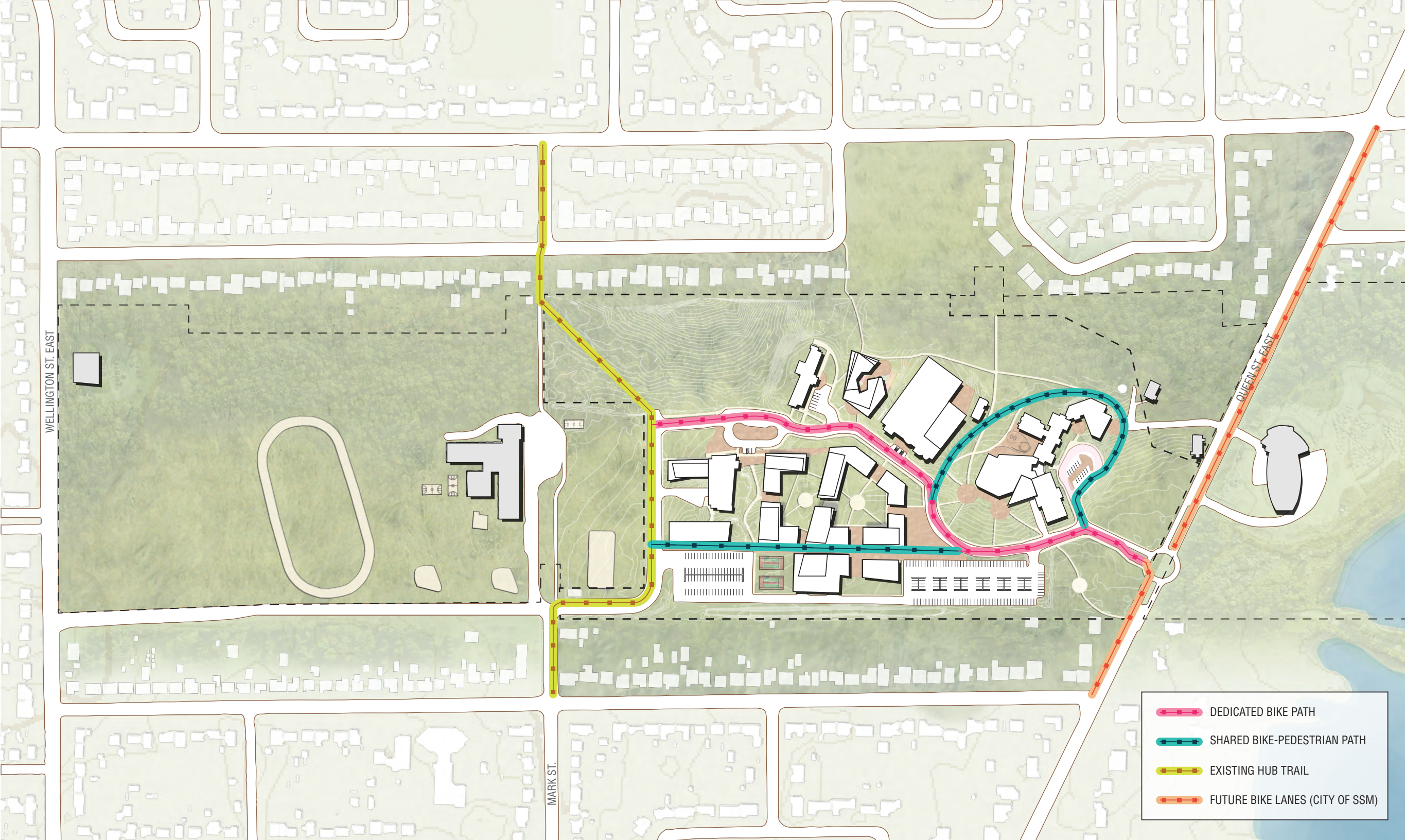
The cycling network is intended to facilitate travel within the University campus and increase the connectivity with the rest of the site and the city

Bicycle parking and bicycle share stations should be provided throughout the campus. Bicycle facilities should vary in scale and scope, corresponding to a type of bike infrastructure provided within streets or paths, the anticipated volume of automobile traffic -and pedestrian traffic for shared streets- and the street's target operating speed.

On low volume traffic paths and trails, shared street facilities (including sharrows) are appropriate. On roads that will have vehicular traffic or where important cycling links are necessary, protected lanes, cycle tracks, or in-boulevard cycle routes coupled with buffer zones are appropriate.

General Recommendations:

- Locate bicycle parking away from pedestrian circulation paths while clearly visible
- Collaborate with the City of Sault Ste. Marie to implement a pilot bike sharing program on Algoma University campus
- Consider the incorporation of indoor bike parking and shower/changing facilities in the planning or retrofit of campus buildings to support year-round cycling
- Integrate when possible bike parking into the open space implementation plan Structures created for this purpose can also support other outdoor programs on campus -public art, outdoor learning, gathering places



PUBLIC TRANSIT

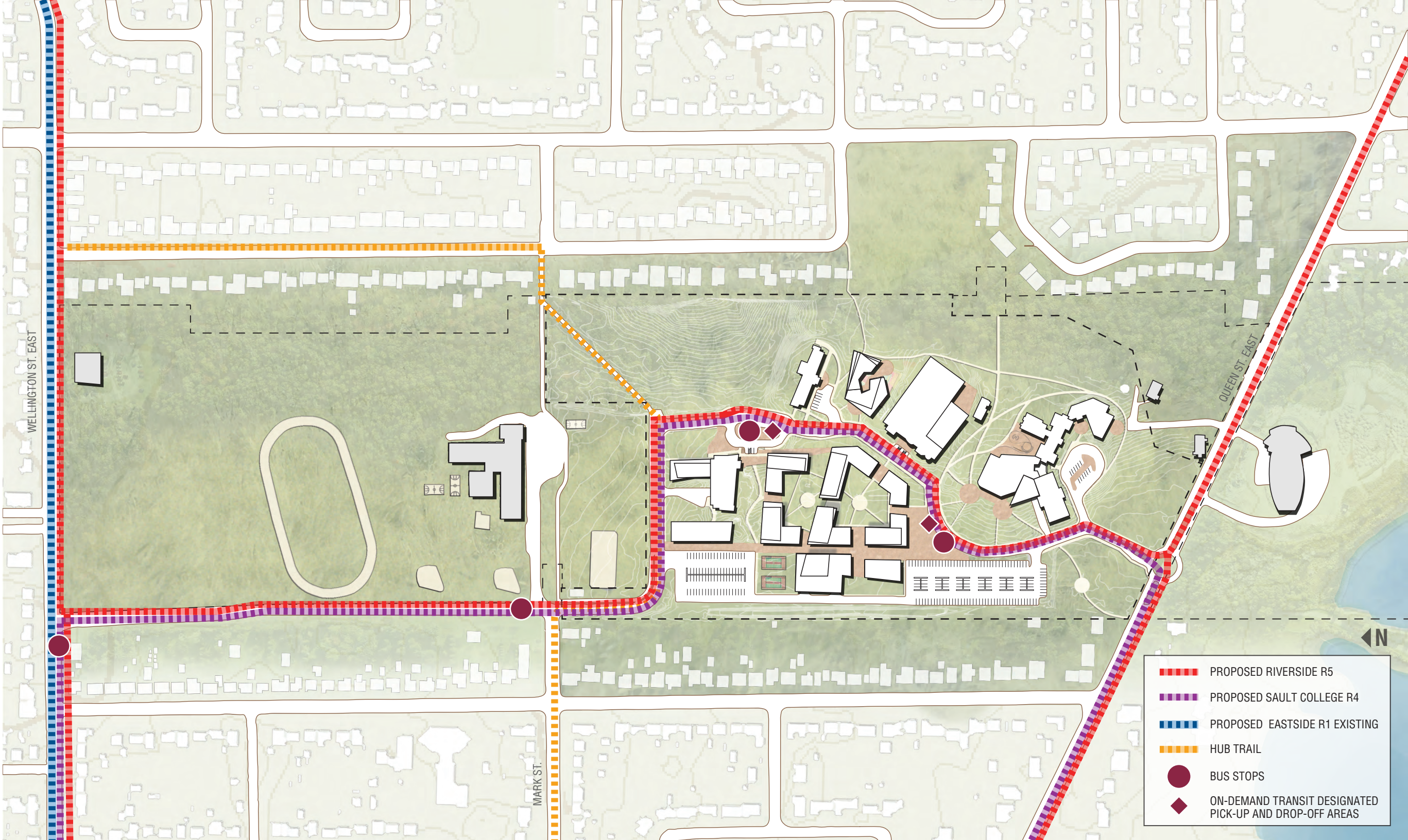
The proposed plan includes recommendations to improve the access to public transit within all campus areas of the University. In order to incentivate the use of public transit in-lieu of car use, each building -existing and new- within the campus should be accessible by public transit. The principle of “5-minute walk” from any point on campus should be used as a reference to plan the location and accessibility to public transit stops.

The campus could also benefit from the program piloted by the City of Sault Ste. Marie to provide on-demand transit service to specific destinations during peak demand dates and times.

The proposed changes to the bus routes on campus are dependent on the successful completion of the road linking Mark St. & Wellington St. East north of the University campus. As such, additional coordination and study is required to be undertaken by the University with the City of Sault Ste. Marie and other community partners to advance this initiative.

General Recommendations:

- Algoma University can coordinate with the City of Sault Ste. Marie the deployment of an on-demand transit service to the campus that can be tailored to student attendance and class schedules
- Possible opportunity to deploy a sharing software with the city that can get updated from the Registrar's Office scheduling system to inform the provision for a Transit Demand Management (TDM) system on campus



CAMPUS LOADING | SERVICING

The main concept for servicing, storage, waste collection on campus is to implement a centralized strategy, supported by a smaller de-centralized core areas associated to each of the main campus zones. A new service | loading | maintenance building is proposed at the north edge of the current campus boundary -west of the existing science building. The new building would be serviced from the main service access into the campus off Mark St.

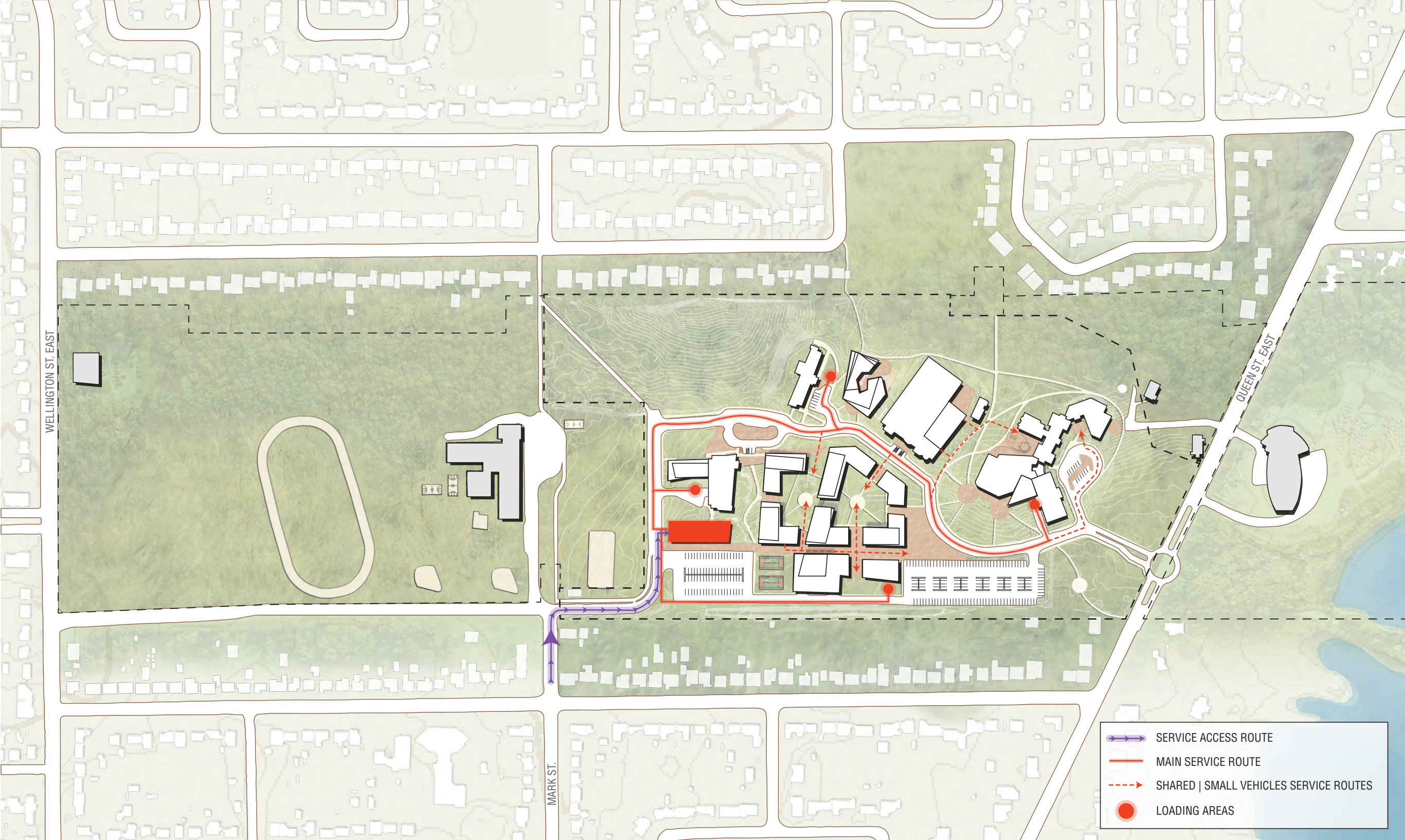
New buildings in the Academic & Mixed-Use Zone should be provided with internalized loading and servicing facilities, these facilities should be accessible from the pedestrian oriented north-south street. Deliveries and waste collection that is to utilize the existing or new pedestrian oriented infrastructure -pedestrian streets, open spaces should utilize small "kubota" style trucks.

Entrances to loading areas should be screened with architecturally designed enclosures. Provisions are also to be made to allow for curbside loading and servicing from the main campus road during off-hours. Curbside deliveries and pick-ups should be limited to coincide with non-peak campus operation hours.

The new service | parking access road proposed in the west end of the campus will provide alternative access to the academic areas for curb-side deliveries that could operate during peak-hours.

The rest of the buildings on campus will maintain the current service & loading facilities when they are directly accessible from the main campus street.

Within each zone or buildings cluster, a designated area(s) should be identified to store waste on-site and have loading areas integrated into the built form. Generally this would include services associated with solid waste, both dry and wet, and recyclables.



- SERVICE ACCESS ROUTE
- MAIN SERVICE ROUTE
- SHARED | SMALL VEHICLES SERVICE ROUTES
- LOADING AREAS

CAMPUS PARKING

The approach to parking for all buildings within the Algoma University campus prioritizes the pedestrianization and beautification of the public realm. As such, the existing surface parking structures will be gradually reduced in size while low impact development strategies will be implemented to "soften" the infrastructure and contribute to the concept of the campus being inserted within a green canvas.

Prioritizing pedestrians and beautification of the public realm is particularly important for the Core Campus Zone. In this area, there should be no real back conditions to the Shingwauk Hall building. The relocated parking stalls from these areas can be redistributed across the campus while paying special attention to the provision of accessible parking spots near building entrances.

These spaces have to be designed to perform the necessary service requirements, but must also be designed as part of the overall open space and pedestrian circulation space.

General Recommendations:

- All aspects of the parking spaces shall be considered part of the open space systems and designed accordingly
- Parking should be integrated into the overall public realm design and look like quality open spaces
- Parking lots should be safe environments for combined, pedestrian, and bicycle movement
- Vehicular movement can be controlled for safety through design interventions such as removable bollards, landscaping, and paving patterns that delineate movement
- Areas should be well lit and enhanced with the same consideration and materials given to pedestrian-only circulation areas.
- Incorporate low impact development and tree planting strategies into the surface parking lot designs



GATEWAYS AND SIGNIFICANT FEATURES

Prominent building frontages and view termini are locations with exceptional visibility and opportunity for signature or landmark architectural treatments or features. These sites can enhance the quality of public areas, reinforce the campus identity, and orient pedestrians. Accordingly, development on these sites will consider the highest possible design and material quality. The design of the public spaces, buildings or portions of buildings located in these areas will provide distinctive massing articulation and architectural features so as to reinforce their visual prominence.

Gateway

A Gateway treatment is a design feature intended to signify entrance to a distinct area, usually in places where a new character or sense of identity should be recognized. Achieved through details of the built form, or through landscaping. The Gateway will present the opportunity to attract visitors into the campus, and can be complemented by wayfinding, campus information, and branding, as well as allowing a valuable opportunity for Algoma to showcase environmental art. The main entrance into Algoma University off Queen St. East will be identified as the true legacy Gateway to the campus.

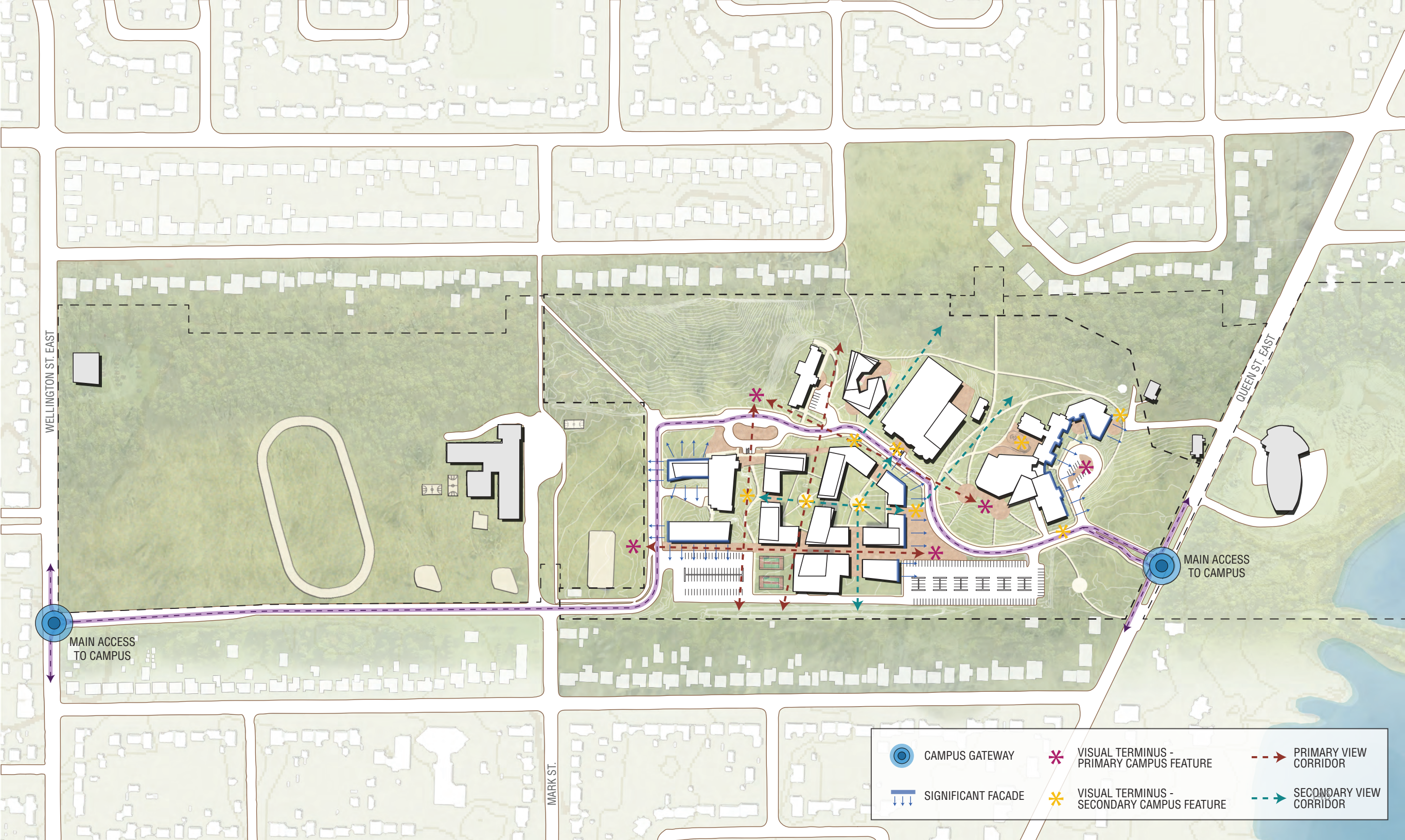
A similar gateway marker tower is proposed at the north entrance into the site from Wellington St. East, in order to identify the arrival at the campus from the north.

Visual Terminus - Campus Feature

These sites identify existing or potential buildings and sites that terminate important view corridors and that can strengthen visual connectivity across the campus. On these sites distinctive environmental, and architectural treatments should be provided. Design elements should be aligned to the view axis. Artwork, combined with landscape and unique urban furniture, will help define these spaces.

Significant Facade

These frontages identify highly visible building sites that front onto important open spaces, street intersections, or will become the main canvas of the campus built form as visitors enter the site. The opportunity exists within these locations to provide a prominent and recognizable design treatments. The buildings located in the identified areas should have unique landmark design.



TAKING CARE OF THE LAND

Algoma University has the potential to become a leader in sustainability by integrating a deep wealth of available Indigenous traditional environmental knowledge with regional and global approaches to create a sustainable and resilient campus.

This plan sets forth a preliminary vision for a future sustainable framework and initiatives to be incorporated into the day-to-day campus operations and considered for all new university projects

A Sustainable Campus

Sustainability in the context of the Algoma University Campus Master Plan is defined as the preservation of environmental, economic, and social well-being for the present and future generations.

The scope of the sustainability strategy for the University should involve the academic and research component, operations, and internal and external partnerships.

The academic component spans from research and academic projects to awareness training and public outreach, while the operations are defined as the planning, design, and construction, as well as facilities and internal campus operations. Internal and external partnerships refer to relationships with the University partners and external stakeholders.

The University campus should also implement a strategy for the conservation and smart management of resources to achieve a responsible balance over the long term, which is reflected socially by providing universal access to healthy and affordable resources.



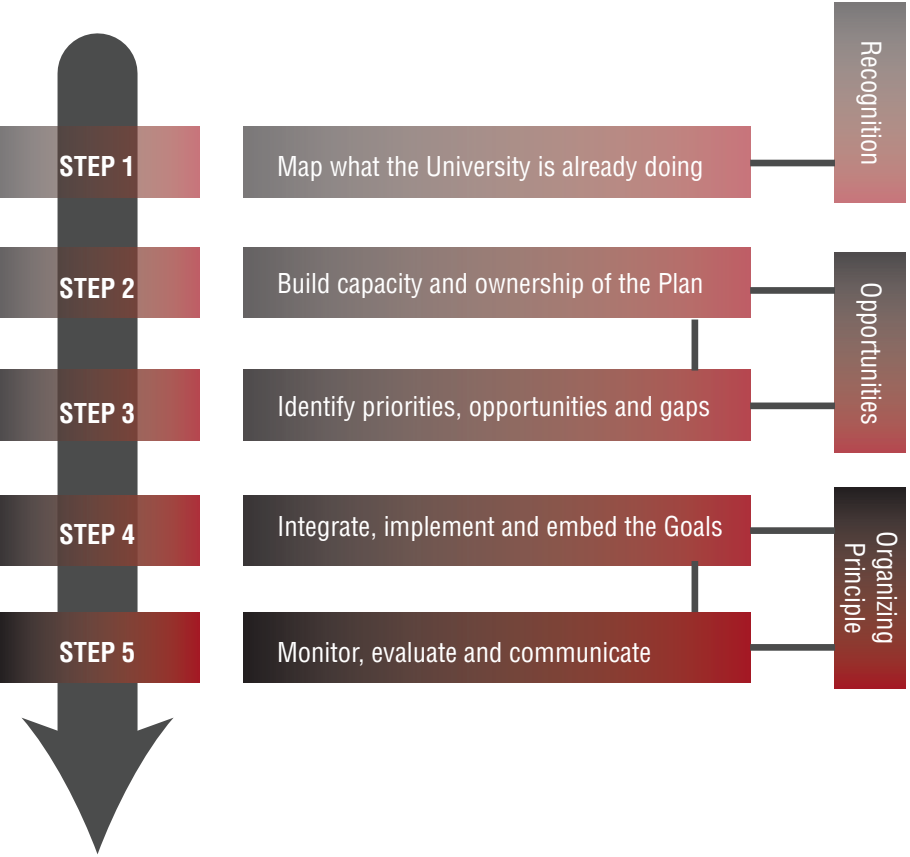
Traditional Environmental Knowledge and the United Nations Sustainable Development Goals

The 17 Sustainable Development Goals (SDGs) comprise a shared global vision and framework of sustainable development priorities to 2030. Algoma University can play a critical role in addressing global challenges and achieving the SDGs. Through integration of the Traditional Environmental Knowledge embedded into the six Roots or Indigenous Planning Principles, the University can pioneer the necessary innovations through its own campus operations to set an example on economic, social, and environmental sustainability.

By embracing and integrating the SDGs into a future University Sustainability Strategy, Algoma would be well positioned to engage with private and non-profit entities to frame efforts of sustainable development, with also having the possibility to join global initiatives to improve the campus academic, operational and social sustainability scope.



THE FOLLOWING IS A DIAGRAMMATIC EXAMPLE OF A POSSIBLE ROADMAP TO INTEGRATE A SUSTAINABILITY PLAN (INCLUDING THE EMBEDMENT OF THE UN SUSTAINABLE DEVELOPMENT GOALS) INTO THE UNIVERSITY OPERATIONS.



Additional Development Areas

A possible approach for a future Sustainable Master Plan for the University can be focused in improving the academic curriculum and create a framework for sustainable investments.

The academic section includes the expansion of sustainability in the curriculum, sustainability learning outcomes, immersive and land-based experience programs, additional courses on literacy, and incentives for developing sustainability courses.

Algoma University students, faculty, staff and external and community partners would collaborate on projects that use campus as a living lab to advance Algoma’s sustainability strategic plans and priorities.

The expansion of these programs and initiatives could foster the creation of collaborative relationships with external partners to advance the sustainability strategies.

- General Recommendations:**
- Develop an integrated Sustainability Campus Plan for the University
 - Include Traditional Environmental Knowledge (TEK) as a fundamental pillar of the University Sustainability strategy
 - Implement a plan to monitor and benchmark energy performance of existing campus buildings
 - Include life-cycle costing analysis in capital planning for all new projects on campus
 - Use passive and low carbon design approaches when designing new buildings on campus
 - Promote the use of green roofs when possible for new buildings
 - All building retrofits should include provisions for the installation of energy efficient systems, equipment, and fixtures
 - Explore the viability of implementing renewable energy sources on campus (e.g. solar, wind, geothermal)
 - Promote active transportation on campus to minimize circulation-related carbon emissions
 - Implement Low Impact Development (LID) strategies in the design and retrofit of exterior open spaces and parking areas (e.g. incorporation of bioswales and rain gardens as part of the design of new spaces and parking areas reconfigurations)
 - Increase permeability of hardscaped surfaces to reduce water run-off and improve soil infiltration

BARRIER FREE DESIGN

Fostering a welcoming and accessible campus includes creating open spaces enjoyable for all. The design of buildings and open spaces should employ barrier-free design strategies to support all users.

The following set of recommendations should be taken into consideration when designing buildings, open spaces, or circulation networks on campus.

General Recommendations:

- Design buildings holistically
- Apply the principle of universal accessibility
- Level building entrances to be flush with adjacent streets and avoid stairs or ramps for access
- Provide visible and intuitive vertical circulation access from entrances, lobbies and other floors
- Include intuitive wayfinding and avoid meandering or indirect routes along paths.
- Integrate barrier-free access into paths and at connection points across campus and between buildings
- Provide barrier-free path surfaces through open spaces to permit full access
- Design street furniture to maximize use by all ages and abilities
- Establish accessible parking spaces and accessible transit locations in proximity to key campus functions and building entrances
- Snow storage space should permit regular and quick clearing of primary circulation paths
- Where steep grade changes and ramps are unavoidable, provide tactile indicator strips or equivalent anti-slip surfaces
- Employ tactile, visual and audio cues at intersections and transition areas





DESIGNING FOR WINTER

Designing for winter should be a priority at every level of planning and design. Connections should be improved throughout the Algoma University campus through strategies at street level and within the buildings. Providing shelter and promoting active living during the cold months can be achieved through many creative strategies within the development of architectural form, the design of landscape elements, and the organization of the public realm and open spaces.

The following recommendations should be taken into consideration as part of the design of the different components of the campus.

General Recommendations:

- Incorporate building setbacks to allow for optimal sun penetration to adjacent open spaces
- Utilize cover elements along paths of travel adjacent to buildings to create shelter
- Provide heated shelters and warming stations as places of respite from the cold throughout campus. These can be associated to significant open space features and transit designated waiting areas
- Design buildings with breaks in frontages to provide shelter from the wind.
- Maximize solar access through building massing
- Plant deciduous trees adjacent to buildings and exterior public spaces -especially the south facing facades- to allow the sun to shine during the winter
- Plant trees near large building walls to help reduce the severity of the wind tunnel effect.
- Utilize evergreen plantings to screen predominant winter winds
- Create snow mounds throughout campus during winter for playing and blocking winds
- When planning for new development, create green spaces with south-facing exposure.
- Consider the creation areas for winter sports and celebrations in larger public spaces for winter activity
- Create year-round spaces that are comfortable throughout the seasons

PUBLIC ART

The showcase of public art across Algoma University campus helps to commemorate the unique identity and history of the site, and will simultaneously contribute to enhancing the quality of the open and interior spaces. Public art can act as part of the wayfinding system, by providing orientation for different zones on campus, it can frame views, or act as focal point on significant areas.

As a general principle, this plan recommends the use of public or environmental art in the areas that have been identified as unique open space features throughout the campus. In addition, opportunities to showcase art should be provided in the design or renovation of interior spaces, especially in areas dedicated to multiple uses, or social interaction.

This section provides recommendations to implement a public art strategy on campus.

General Recommendations:

- Promote the installation of Indigenous art throughout the site. These can act as anchoring elements to the open space network character
- At the planning of each phase of development, key locations for art within the public realm or inside building areas should be identified
- The scale of art installations should correspond to the visual prominence of the site
- Public art can also consist of temporary installations located in primary public gathering places such as commemorative and ceremonial spaces





SAFETY

Although a relatively safe campus environment, Algoma University's unique location and natural surroundings pose challenges to the feeling of safety within its users, especially students who use the different site areas late at night.

In addition to a holistic open space approach and an overall campus outdoor lighting plan, there are a range of design approaches that could be implemented on campus to improve the user sense of security.

General Recommendations:

- Buildings should be designed to provide at grade interior and exterior transparency, especially at grade, through lighting and defined building access points and routes
- Overall campus building and open space design should focus on the creation of clear sightlines, avoiding the creation of secluded areas, and internal unobserved commons spaces within buildings
- Create enclosed and open spaces that promote uses that generates activity at all times of the day
- All open space design should foster a high degree of physical and visual interaction, porosity, and accessibility
- Illuminate streets, paths and trails with pedestrian oriented outdoor lighting, complemented by building exterior lights.
- Avoid the addition of elements that constitute visual and physical barriers as part of the campus open space plan
- Avoid design of spaces that limit, or impede pedestrian access

A TRUE LIVING DOCUMENT

This document serves as the a wayfinder for the realization of Shingwauk's vision, Algoma University's Special Mission and Strategic Plan. It sets the general design parameters for a series of future building and infrastructure projects. Ideas and quantitative information herein should be used in conjunction with established qualitative drivers. The findings and vision represented in this Master Plan will serve as a reset point for building programming and design processes to follow.

Continued involvement of all the site partners, the University community, the City of Sault Ste. Marie, other external stakeholders, and surrounding neighbourhoods will be an important part of the Plan's evolution over time. An appropriate proposed framework for ongoing dialog and collaboration will help ensure the Plan's vision and implementation continue to cater to the original purpose of the land, reflect the University's mission and values, as well as the needs and priorities of students, staff, faculty, and visitors at the Sault Ste. Marie campus on the Shingwauk Site. The Plan therefore, will continue to evolve, while remaining true to its vision.

While certain aspects of the Plan may evolve and change over time, such as the specific location or form of future buildings, some aspects, including the vision, goals and principles, should only evolve through a comprehensive review and update of the Plan. This would be supported by robust consultation and development through a collaborative process.





IMPLEMENTATION

The Campus Master Plan identifies projects and initiatives that can be implemented in short-and long-term scenarios. The timing for the projects, however, is not meant to be prescriptive and it is expected to shift and be adjusted across the implementation period of the Plan in response to evolving priorities, availability of funding, partnerships, and research opportunities.

Implementation planning should be a continuous and dynamic process that should take into consideration wide range of variables that will ultimately impact the decision-making priorities.

All projects and initiatives that are to be implemented on campus should ensure the following key outcomes:

- Support Algoma University and Shingwauk partners Strategic Vision and Plans
- Improve and enrich the campus experience for students, faculty, staff, and visitors
- Address aging infrastructure and deferred maintenance for existing campus assets
- Respond to funding and partnership opportunities
- Reduce and/or improve the University campus resilience and protect the land
- Lower the campus carbon footprint
- Facilitate a phased approach to minimize campus operation disruptions
- Align with the vision, goals, and desired outcomes of the Campus Master Plan

COMPREHENSIVE IMPLEMENTATION

All opportunities identified in the Master Plan should be implemented holistically as part of fully integrated projects, including the built form, the open spaces, and all related improvements to infrastructure and circulation networks. Each new building or major renovation should be accompanied with plans for the development of adjacent public realm and circulation, as a key strategy to incrementally strengthen the environmental quality, character and identity of the campus.

In line with these approach, the phasing strategy developed in this section identifies projects that affect buildings, open space, and circulation in each stage of the Master Plan implementation period as a methodology to fully realize the "big picture" goal of the Plan in a comprehensive manner.

PHASING STRATEGY

This section provides an example of a phased implementation of the Campus Master Plan. Prior to implementing any project, there are a series of steps required to determine program, suitability and specific requirements for each initiative. However, some of the main concepts and guidelines can be considered in advance.

One of the findings of the campus analysis exercise was that the current utilization rate of many of the existing Algoma University research and purpose built spaces is below the threshold considered efficient or fit-for-use according to comparisons with data from peer institutions. This is due to a variety of causes, some of them are:

- The inability of the spaces to adapt to current methods of delivery of the educational curriculum
- The lack, or obsolescence of the equipment required for research labs or teaching spaces, which in turn limits the capacity of a space in a given time

- Excessive redundancies and inefficient planning of some of the program within the existing buildings, resulting in a decrease in the percentage of net areas dedicated to academic programs
- connectivity issues, lack of appropriate collaboration spaces

Quick Wins

There are more immediate initiatives that are relatively low cost, have fewer barriers to activate and can serve as early catalysts for change across the campus. These are also opportunities that can be independent of large and capital-intensive development projects and can occur at the outset of the Plan's implementation. Some of these opportunities, such as the spatial renovations to improve functionality and efficiency already exist or are underway and can be expanded upon to further build momentum and energy around the process of campus transformation.

Additional open space interventions have the potential to activate areas of the campus, while also increasing accessibility and visibility, and safety throughout the site. These "quick wins" will be an opportunity to increase the amount of areas programmable for learning or other activities on campus, generate momentum, provide tangible evidence of progress, and spark opportunities for future investment and project development.

Some of these immediate projects are listed below:

- Renovate the Speakeasy and cafeteria spaces.
- Retrofit spaces for the new **School of Computer Science and Technology**
- Complete a comprehensive **Functional Master Plan for the Wishart Library**
- Continue the refresh and renovation of existing program spaces within the **Core Campus Zone** (Shingwauk Hall and adjacent buildings).
- Implement a general **tree planting strategy**, particularly along the main campus street

- Create **new paths, trails** and viewcorridors in the Forest Zone, particularly to improve connections through the complete site by coordinating with the University partners and the City of Sault Ste. Marie
- **Enhance programming and events** within the campus public realm
- General **street enhancements** and improved landscape treatment of the public realm
- Designate and build **Indigenous-specific open spaces** to promote land-based learning, gathering, healing gardens, and similar outdoor programs. These spaces will additionally provide opportunities for the display of environmental art
- **Improve public lighting** (vehicular and pedestrian) and a **wayfinding strategy** throughout campus
- Provide of **indoor bike storage**
- Everyone's Plan- encourage the Algoma University community to engage and generate momentum towards the realization of the Master Plan vision, goals, and desired outcomes



Short-Term Phasing Strategy

Short-term initiatives include sites that have a relatively shorter timeline for redevelopment or are required to support future phases as enabling works. Short-term initiatives may include implementing some projects identified as planning phase sites, as these are at a more advanced level of concept development.

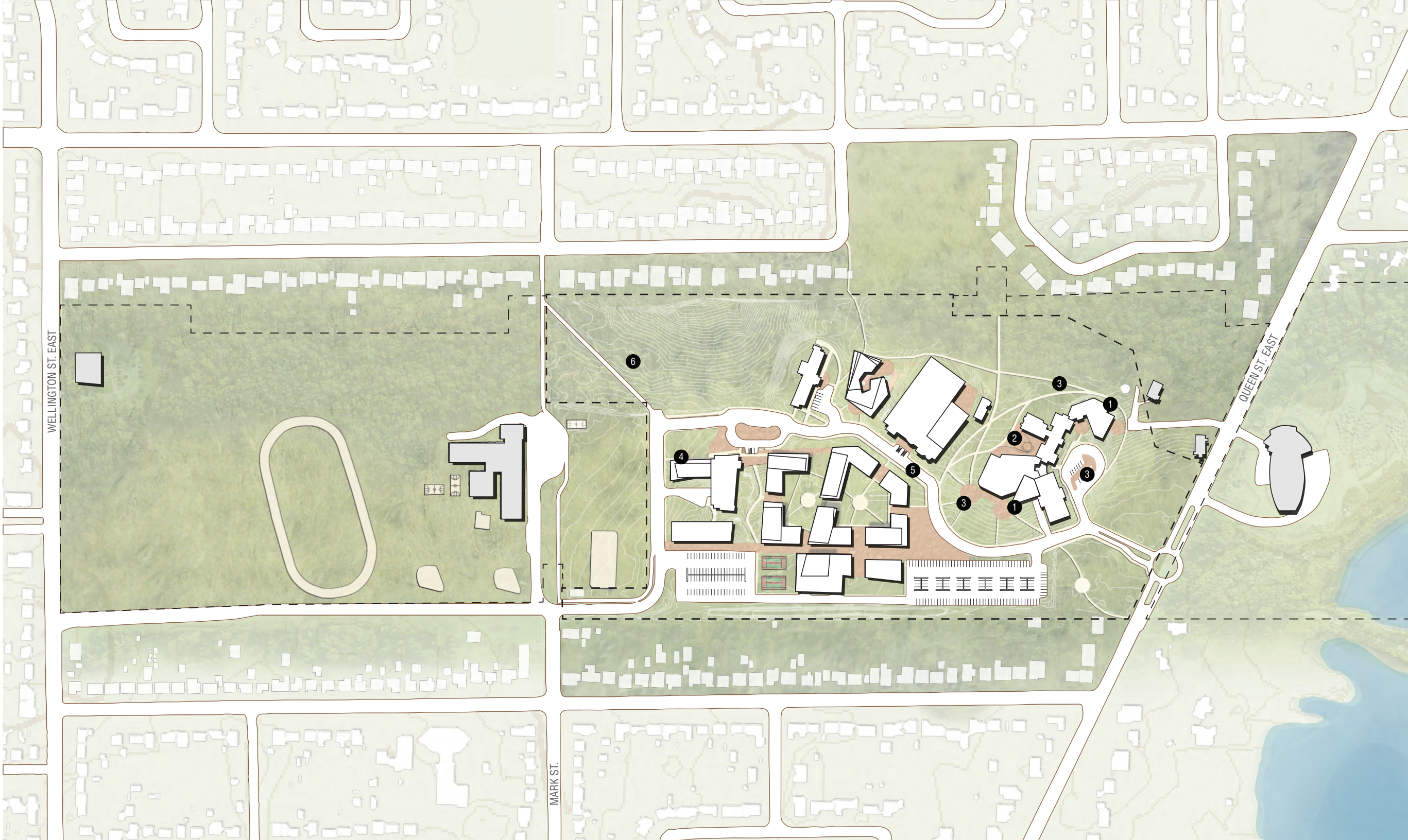
Phase-One priority areas include repurposing, intensification, and addition to the existing Shingwauk Hall complex. The rationale for starting with these areas is to respond to short-term campus growth needs with new campus buildings and open spaces, and to define two new animated destinations for the campus, which include: the new hub for the core campus community at the back of Shingwauk Hall and start defining the proposed future pedestrian oriented lane along new growth zone.

In addition to the mentioned initiatives, there is also an opportunity to incorporate an addition to the existing science building to accommodate new academic and research facilities. The project will benefit from the lower enabling costs associated with its implementation -as the

original building was constructed to allow a future expansion. In addition, identifying this area for short-term academic growth will help channel any short-term funding or partnership opportunities that may be available to Algoma University.

A list of possible development initiatives for this period include:

- ❶ Academic building expansion in the Core Campus Zone
- ❷ Construction of Shingwauk Plaza
- ❸ Open space improvements in the Core Campus Zone
- ❹ Academic building addition to the science building
- ❺ Streetscape enhancements to the main campus street
- ❻ Improvements to trails on campus (lighting, wayfinding, surfacing)



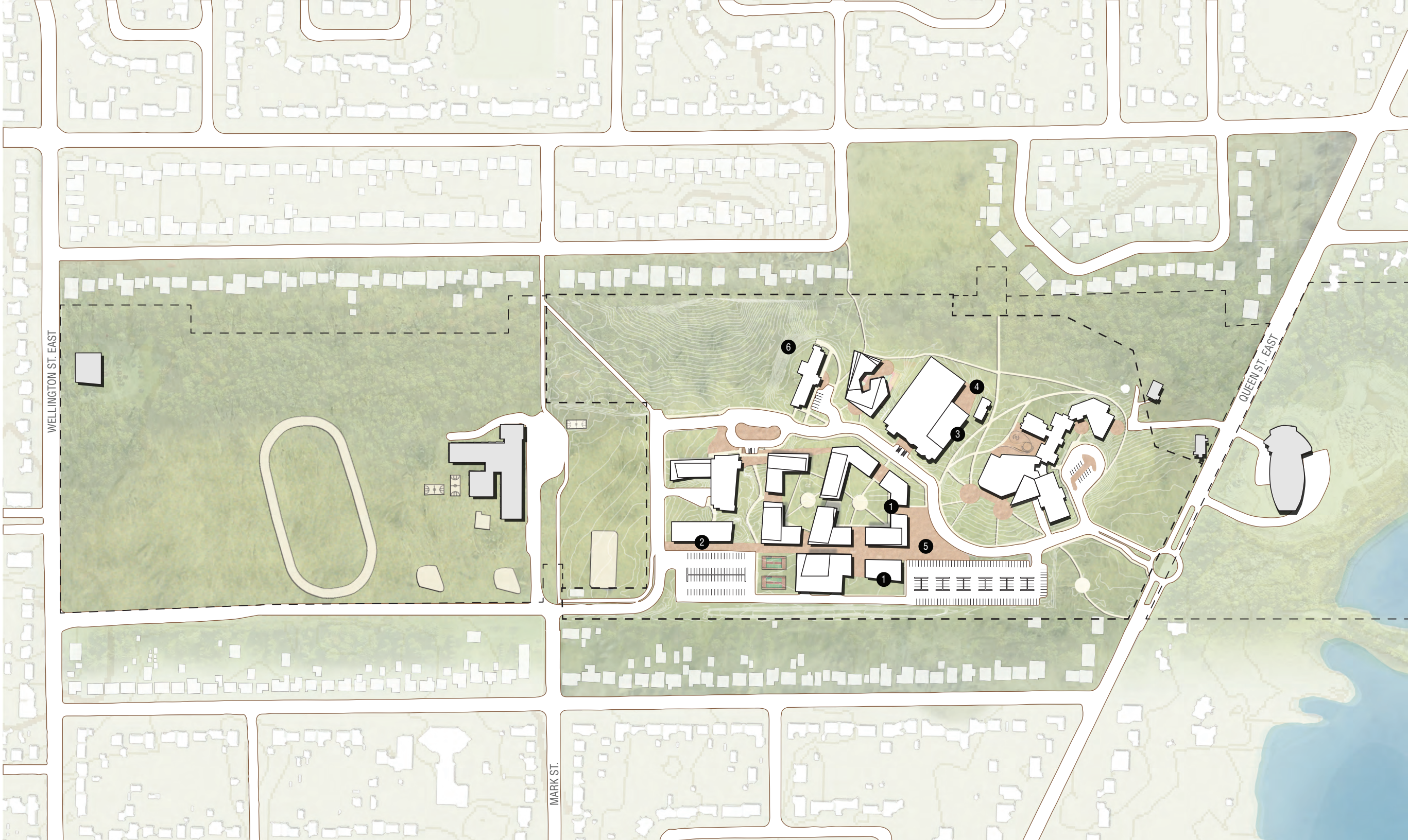
Medium-Term Phasing Strategy

The medium-term initiatives will build upon the enabling projects identified under the short-term scenarios to start the campus evolution and build-out of the Plan, this will be represented in the start of the substantial transformation of the Academic & Mixed Use Zone, and the consolidation of all campus maintenance services into a new centralized facility. The medium-term projects will also enhance the campus zones east of the main campus street by creating a number of open spaces associated with existing or retrofitted buildings.

These spaces will offer diverse opportunities for programming activities in the public realm, along with solidifying the campus identity and improving site connectivity.

A list of possible development initiatives for this period include:

- ➊ New student life & academic buildings
- ➋ New service & maintenance building
- ➌ Expansion & retrofit of the George Leach Centre (GLC)
- ➍ Open space refresh / reprogramming of areas surrounding the GLC
- ➎ Construction of south portion of the Spine
- ➏ Construction of outdoor amphitheatre



Long-Term Phasing Strategy

The long-term phasing strategy includes some of the most transformative projects that support the realization of the Master Plan Vision, Goals, and desired Outcomes.

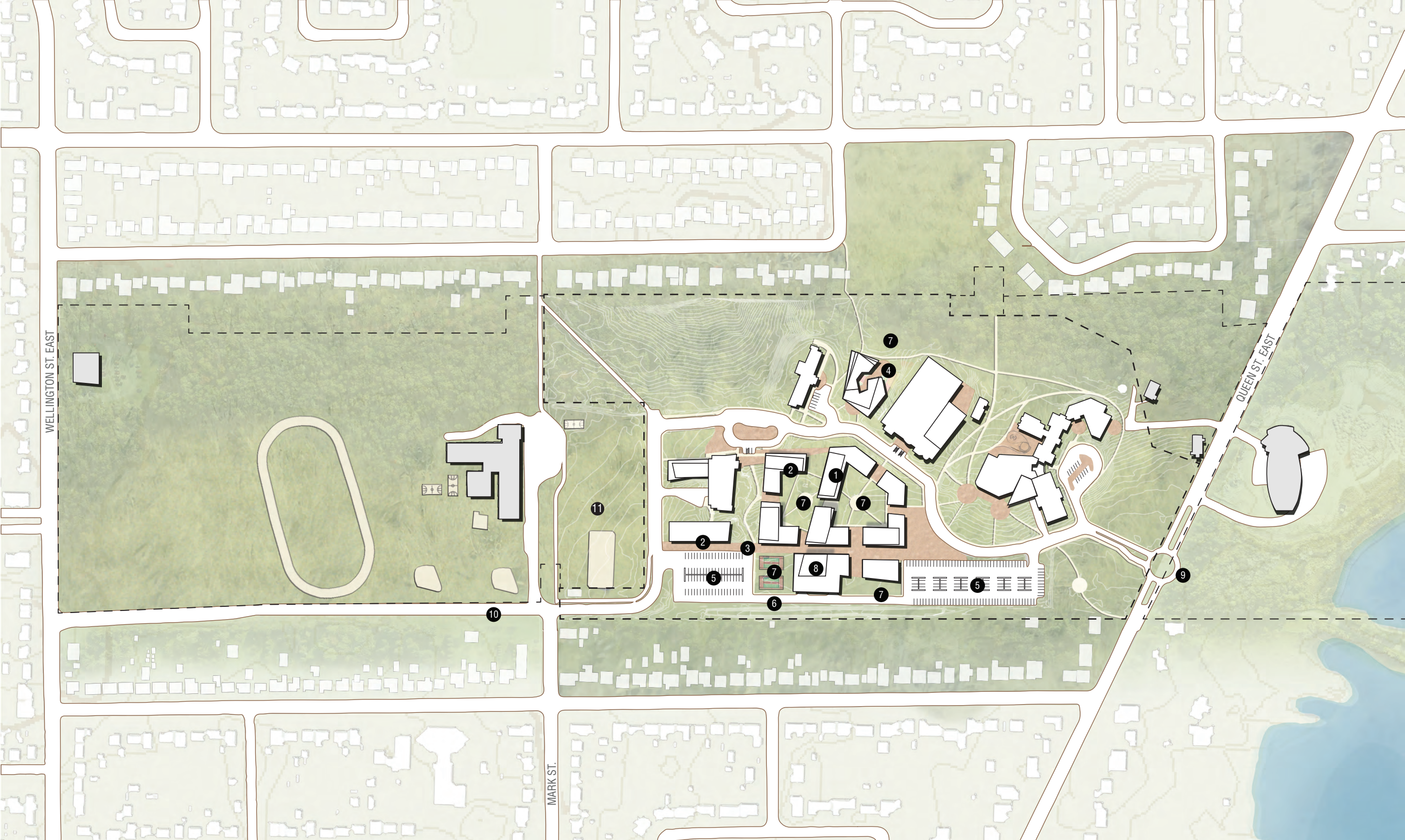
This phase includes the addition of considerable floor area on the Academics & Mixed-Use Zone to support future University growth -up to a 3000 FTE scenario, and includes the creation of significant open spaces that will realize the vision for a comprehensive placemaking campus strategy.

The long-term scenario also will see the realization of joint-projects, where coordination with University partners and the City of Sault Ste. Marie will be required to implement significant transformations to the accessibility and potential physical and functional integration of the site beyond the areas currently utilized by Algoma University.

In addition to the above, this final phase of the Master Plan implementation will see the finalization of operational and infrastructure projects that will help reduce the campus's carbon footprint and further enhance the image of Algoma as a green, resilient, vibrant, inviting, and inclusive university space.

A list of possible development initiatives for this period include:

- ❶ New Academic & Student Residence buildings
- ❷ New Academic buildings
- ❸ Completion of The Spine
- ❹ New family residence
- ❺ Surface parking reconfiguration
- ❻ New service street
- ❼ Finalization of open space projects
- ❽ Potential construction of parking structure
- ❾ Reconfiguration Queen St. East campus entrance
- ❿ Extension of road from Mark St to Wellington St East. New entrance into the campus from Wellington St. East
- ⓫ New sport fields - In coordination with University partners and the city



Additional Initiatives

- Undertake feasibility studies for the new building additions identified in Phase 1 of the Campus Growth analysis
- Furthering the conversation with the City of Sault Ste. Marie for the location of sports fields and facilities in the area between the University campus and the Anna McCrea elementary School site
- Continue the conversation with the city regarding a gateway landscape initiative and potential roundabout at the south Queen St. East entrance as a means of signaling a University presence and improve pedestrian connectivity between Shingwauk Kinoomaage Gamig and Algoma University
- Continue to work with University partners to improve transit connection through the site and create a northern gateway along Wellington St. East future entrance into the campus
- Continue to work with the city to expand the city cycling infrastructure along Queen St. East.
- Look at opportunities to implement the Indigenous “footprint” - start to develop the Indigenous-designated public realm spaces

- Progressively implement the Master Plan's pedestrian network, starting with the completion of sidewalks for main circulation thoroughfares on campus
- Implement a universal accessibility program throughout campus buildings and public realm
- Implement the Master Plan's campus cycling network in the near-term
- Continue dialog with the Shingwauk partners (SET, SKG, CSAA, ADSB, Anglican Church) to develop joint programs that will benefit the University and the community
- Develop and implement initiatives to improve resilience and sustainability on campus
- Review any current or near-term building initiatives to include public realm enhancements that can contribute to the creation of new spaces, or enhance existing spaces
- Pave the road for the creation of an Office of Sustainability on Campus to coordinate planning initiatives

The Advancement Office should continue to develop a list of initiatives that can be undertaken in the short to mid-term horizon.





PLAN GOVERNANCE AND JURISDICTION

Development of campus lands within the Campus Master Plan area (especially the lands being currently used by the University) will be undertaken and administered by Algoma University with direct involvement of the Shingwauk partners.

The Plan is intended to be a flexible document to shape the direction for physical transformation of the campus over the next 5 -10 years. As short, medium, and long-term initiatives have been set out in this section, they will remain responsive and flexible to the specific financial and planning conditions at the time of implementation. As Algoma University updates its Strategic and Academic Plans, aspects of the Campus Master Plan are expected to adapt in order to reflect future detailed planning.

Some of the elements of this Plan that are envisioned to evolve are:

- Building massing and spatial relationships
- Building uses in the Core Campus and Academic & Mixed Use Zones
- Programming of the Public Realm
- Parking provision and configuration within the final Master Plan vision

Notwithstanding the above, the Campus Master Plan Vision, Goals, and desired Outcomes, along with the recommendations for built form, open space, and circulation networks should remain intact throughout the implementation period of the Plan.

Approval of the Plan

Ultimate authority over the Plan and its implementation will rest with the Algoma University Board of Governors, which has decision-making authority over major capital projects.

The Campus Master Plan report is approved by the Algoma University Board of Governors.

Application of the Plan

The Plan will be used by Algoma University to guide and inform the physical growth and development of the campus.

An Executive Summary version of this Plan will be posted on the University's website.

As development projects arise, they should be reviewed comprehensively in the context of the Plan.

A Campus Master Plan Implementation Committee will be established to evaluate new opportunities. The committee will include -but not be limited to- the following members:

- Office of the President,
- Office of the Vice-President, Finance and Operations,
- Office of the Vice-President, Growth, Innovation & External Relations,
- Office of the Vice-President, Academic Research,
- Office of the Director, Student Life,
- Office of the Director, Physical Plant,
- Office of the Director responsible for: Equity, Diversity and Inclusion,
- Algoma University Student's Union (AUSU), Shingwauk Anishinaabe Students Association (SASA),
- Shingwauk Residential Schools Centre (SRSC),
- Children of Shingwauk Executive Representative,
- Nyaagaaniid -Student Success & Anishinaabe Initiatives,
- Shingwauk Kinoomaage Gamig.

The Committee should meet on an bi-annual basis, or as needed.



ADMINISTERING AND MONITORING THE PLAN

The Master Plan plays an important role in shaping the evolution of the campus. Along with the Strategic and Academic Plans, Capital Plan, and other University documents, it serves as a long-term decision-making framework to guide the physical evolution of the Sault Ste. Marie campus on the Shingwauk Site.

As such, the Plan will figure prominently in the University's planning processes. It will be referred to at the outset of, and during all, development planning and design processes so that it can effectively influence the evolution of the design of the project. All decisions regarding the physical form and ongoing management of the campus will be consistent with, and make reference to, the Master Plan. The Plan will also be widely distributed amongst members of the Board, staff, faculty, potential development partners, students and members of the broader Algoma University community.

More specifically, procedures will be established to ensure that the Plan is followed, is effective, and regularly monitored. Annual reporting on the Plan's progress will occur, and metrics or indicators established to measure its success.

A comprehensive review of the Plan shall be conducted every five years. The Plan, and its principles and frameworks, will be part of the evaluation process for all new campus projects related to physical development and design.

AMENDING THE PLAN

Periodic review of the Master Plan is recommended –every five years maximum– to ensure that it continues to reflect and be consistent with the broader goals of the University.

If, and when, amendments of substance to the Plan are required, these should be undertaken in a manner that recognizes the imperative of engaging the broader Algoma University community.

Once edits are agreed upon, these should be approved by the Board of Governors, and by any other regulatory bodies, as required.



NEXT STEPS

The following are planning studies and reports that are suggested to be undertaken by the University as part of the realization of the Campus Master Plan:

- Traffic, Parking, and Active Transportation Plan.
- Campus Open Space Implementation Plan.
- Campus Sustainability Plan.
- Campus Services & infrastructure Master Implementation Plan.
- Student Housing Market Demand & Real Estate Strategy.
- Campus Functional Programming Study.
- Feasibility studies on short-term and medium-term initiatives.
- Archaeological Assessment and Report of the University Campus.

In addition to the studies mentioned above, there are a number of recommended strategies to advance the Plan. Primarily, these include continuation of a collaborative and inclusive process throughout implementation, with regular points of engagement and consultation with stakeholders. A summary of these recommendations is listed in the next column.

Recommendations:

- Report back to Algoma University community, Anishinaabe partners, and general community upon approval of a new capital project on how that project will move Algoma towards this Plan's vision and goals
- Continue the ongoing dialog and regular conversations with the Anishinaabe community and other University partners on the Master Plan evolution
- Create multi-disiplinary project review committees to evaluate major capital projects on campus for buildings, open space, and infrastructure. The committees should include members of Algoma administration, faculty, staff and students, the Anishinaabe community, and University partners
- Continue to liaise with the City of Sault Ste. Marie planning staff and developers on a regular basis regarding the advancement of the Plan
- Undertake development of building standards, accessibility standards and specifications for public realm unified design (include Indigenous design principles) to ensure consistent quality of space is provided throughout implementation



