

# CAMPUS MASTER PLAN

2020 — 2035

Selkirk  College

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# Acknowledgments

November 1, 2020

On November 1, 2020, the Selkirk College Steering Committee approved in principle the Selkirk College Campus Master Plan. The Campus Master Plan will be used to guide future growth and development of Selkirk College.

We would like to thank the following key stakeholders who participated throughout the course of the project:

<b>PRESIDENT'S OFFICE</b>	Angus Graeme
<b>COLLEGE SERVICES</b>	Kerry Clarke Emily Moorhead
<b>FACILITIES</b>	Ron Zaitsoff
<b>EDUCATION</b>	Rhys Andrews
<b>COMMUNICATIONS</b>	Bob Hall, Maggie Keczan
<b>CONSULTANT</b>	SAHURI + Associates Architecture Inc.

Further to this, we would like to acknowledge the amazing input from staff and students at multiple campus locations who took the time to provide thoughtful input in this discussion.

# Letter from the President

November 1, 2020

At Selkirk College, we are so fortunate to serve a diverse and vibrant region with campuses, facilities, and learning centres in six communities within the traditional territories of the Sinixt, Syilx, Ktunaxa and Secwépemc First Nations. In each facility, Selkirk College delivers a wide range of accessible, relevant, high quality, and innovative programs and services to thousands of students. Each year, Selkirk College serves approximately 9,000 students in credit and non-credit programs, equating to almost 3,000 full-time equivalent enrolments. Our mission as the local public post-secondary institution for the West Kootenay and Boundary regions is to support learners as they build remarkable futures. This mission implies a responsibility to provide the most relevant and current learning experiences and facilities possible that support high quality education and a quality of college life that each student expects.

The 2020 Campus Master Plan is a critical step and necessary process to describe our vision of modernization and transformation of Selkirk College facilities and infrastructure for the coming decades. This plan is the result of many hours of consultation and inspiring discussion about the future of our facilities by students, staff and community members. I extend my thanks to everyone who was involved in providing ideas and input. The future of Selkirk College will be truly remarkable!

Sincerely,



Angus Graeme  
President and CEO

# Executive Summary

Master planning is the creation of a framework in which development parcels, massing, heights, relationships of buildings, circulation and streets are provided in enough detail to define predictable outcomes, but with sufficient flexibility to allow various responses of actual developers and designers of which there may be several or many within one master plan area.

The 2020 Campus Master Plan for Selkirk College provides an overall vision and framework to guide change and long-term strategic development at Selkirk College for a horizon of 20 -25 years. The master planning process was an intensive nine-month process that required a coordinated effort between Sahuri + Associates Architecture and campus/student stakeholders. It was an inclusive process involving work sessions and presentations at key milestones to which the staff and student body were encouraged to participate. Stakeholder engagements were critical to building relationships and identify opportunities to drive the development of key frameworks that would guide the campus through stages of redevelopment and new development.

The Campus Master Plan document comprises of three parts:

1. **Part A** outlines the project background, objectives and summarizes the key drivers or design considerations that have informed this Campus Master Plan, including campus history, an analysis of its existing conditions and opportunities.
2. **Part B** is the plan frameworks and the guiding principles that form the core of the Campus Master Plan. These frameworks and principles provide design and policy recommendations specific to implementation of the campuses built form, open spaces, movement and sustainable resilience.
3. **Part C** provides a phasing and implementation strategy for initiatives in the near, medium- and long-term future.

## GUIDING PRINCIPLES

Identified within the Campus Master Plan are design guidelines and recommendations that seek to accomplish site and program specific goals. The goals provide adaptability and resilience, promoting change and refinement of the master plan over the 25-year period. The identified goals shaped from the overall campus vision are:

1. Flexible planning framework;
2. Enhanced student & staff experience;
3. Connectivity; and
4. Sustainable development.

## FRAMEWORKS

This Campus Master Plan is structured around a set of frameworks that will direct the evolution of the campus over the short and long-term by addressing built form, open space, movement and sustainability. These four primary frameworks create a distinct, functional and aesthetically pleasing campus while supporting the overall vision and goals of Selkirk College's campus. The recognized frameworks are:

1. **Built Form Framework** defines the overall structure for guiding the order and hierarchy of the future development of the campus.
2. **Public Realm Framework** provides the opportunity to introduce visual cohesiveness and a sense of place to Selkirk College.
3. **Access and Circulation Framework** intention is to address accessibility across the campus with the focus on creating a pedestrian oriented campus development.
4. **Sustainability Framework** aims to incorporate sustainable principles into the design of the buildings and landscape.



# Part A: The Background

## 1.0 Introduction

### 1.1 PURPOSE & INTENT

The Selkirk College Campus Master Plan is a significant milestone as it is the first step in establishing a comprehensive vision for future planning and development for the College. The objective of the report is to provide a clear and integrated framework in which future decisions about the development of the campus can effectively be made. The Campus Master Plan primarily focuses on the Castlegar Campus, but the frameworks developed will extend to all Selkirk College locations.

The goal of the Selkirk College Campus Master Plan is to articulate a shared identity and a long-range vision for the built and connected environment of the College. It defines a strategy and a set of principles that guide future development of institutional and non-institutional development for the College through:

1. The development of new built form and the renovations/additions of existing facilities;
2. The creation and enhancement of open spaces and the public realm;
3. The integration of engaging student spaces throughout the campuses;
4. The establishment of an overall vision for the future planning and development of the College.

### COVID-19

Although the long-term impacts have yet to be seen, it can well be imagined that pandemic planning will become a key driver of change in the future. Online delivery methods, remote access and home offices will need to be determined to see if they balance out the reduced room capacity and limited ability to gather.

### 1.2 DRIVERS OF CHANGE

The following drivers establish a foundation and priority for the future development of Selkirk College.

#### CREATING A COMMUNITY

During early conversations, stakeholders expressed a clear desire for a campus that offers a range of amenities, services and experiences that would create and contribute to a lively and vibrant environment on campus. The intention of the Campus Master Plan is to strengthen the campus by creating a sense of place, encourage connections within it, and with the surrounding neighborhoods and the communities within which these campuses exist.

#### PREPARING FOR FUTURE GROWTH

Selkirk College has started along a path that questions how it will teach in the future. This calls into question the types of facilities that are needed to support faculty and students:

1. The creation and access to the online environment
2. Access to technology
3. Student spaces that are geared to study, group work and socializing

#### OBSTACLES TO CHANGE

While some of the constraints that the College has encountered are outside the scope of this Campus Master Plan, it is important to recognize the impact of external forces on the ability of the College to influence change:

1. Transportation
2. Location factors
3. Funding opportunities
4. Staffing recruitment, office and related workplace accommodations

### 1.3 BENEFIT OF OWNERSHIP

In the context of drivers for change, barriers to change must also be recognized. Selkirk College operates out of a number of facilities, some owned and some leased. These conditions impact decisions on future development, and how best to spend College funds.

#### OWNED PROPERTY

With ownership of buildings and site, Selkirk College has a significant opportunity to dream and envision what the location can support going into the future. The advantages to ownership include:

1. **Equity.** Ownership stake in the property grows. This equity can be used as collateral for future financing needs.
2. **Appreciation.** Property tends to appreciate or grow in value with time. Although institutions do not typically sell off their land, portions of a site can be sold to aid in financing alternate endeavors.
3. **Rental potential.** As the owner of a property, one can rent it out to other tenants. The rental income can serve as a passive income stream. This is evident at the Silver King Campus. Following the recent renovations, the Carpentry Program moved to new accommodations, allowing its old building to be leased out to a third-party group.
4. **Master Plan opportunities.** With ownership of a given Campus, Selkirk College can master plan the future opportunities available at that site. This includes the addition of buildings, zoning of the academic precincts, etc. The College can invest in its locations, understanding that the value they put into the location will be retained by the College.

Of course, the cost of ownership places responsibility for all the maintenance and upgrades of the facilities squarely on the College's shoulders.

### LEASED PROPERTY

While Selkirk College does enjoy long-term leases in its current locations, leasing does present limitations on the work that the institution can and will undertake.

1. **Limited Investment Opportunity.** Monies invested into leased properties will not be retained by the College should the lease be abandoned or not renewed by the property owner.
2. **Administration.** As the College is not the building or land owner, change to buildings and the site must be communicated and approved by the owner.
3. **Lease Agreement.** There is also ongoing administration required to understand and maintain a lease agreement that was often created and signed without the input of the current College Leadership Team.

That said, there was and is reason and rationale for entering into leases that can benefit both the College and the land owner, typically the Town or Municipality within it is functioning. This can vary from the creation of a strategic partnership, availability of appropriate space to support the required activities or a shorter-term commitment to meet current needs.

Moving forward, Selkirk College recognizes the opportunities afforded by property ownership. Currently, Selkirk College has undertaken a business case to review the opportunity of purchasing the Trail Campus.

Other opportunities will continually be reviewed as they become available and lease terms come up for renewal.

### 1.4 THE CAMPUS VISION

A campus is more than a collection of teaching facilities. It is a network of people, ideas, activities, information and infrastructure. The vision of the Selkirk College Campus Master Plan is for a compact, animated, active and sustainable campus community. The plan articulates a vision for the College that balances quality outdoor space, enhanced student space and a focus on accessibility throughout to create a welcoming and intimate campus experience.

## 1.5 MASTER PLAN GUIDING PRINCIPLES

The key guiding principles were developed to guide the College's growth and ensure that future projects develop as part of a cohesive whole. To achieve this vision, four overarching objectives for the physical development of the campus were identified: flexible framework, enhanced student experience, connectivity and sustainability. These principles align with the goals and directions of the College's current strategic plan and are important planning and design principles that have influenced the development of the Campus Master Plan concepts.

### FLEXIBLE FRAMEWORK

A goal of Selkirk College Campus Master Plan is to identify a long-term framework for growth that can slowly be achieved over many decades, allowing for future growth and development as funding becomes available.

### ENHANCED STUDENT & STAFF EXPERIENCE

The primary vision of Selkirk College Campus Master Plan is to create a campus that is organized and will enhance the student experience to aid rather than hinder people as they study, interact with faculty and staff, socialize, and play. It is important that the Campus supports various desired activities on campus through a mix of open spaces, diverse housing types and a variety of amenities.

At Selkirk College, this desire to provide excellent student spaces, is complimented with a desire to provide appropriate staff spaces for both teaching and offices. By supporting the staff, it is understood that the teaching environment itself will continue to flourish.

### CONNECTIVITY

Selkirk College has integrated campuses into its surrounding sites and landscapes. As a result, accessibility into and through some of the campus buildings is a challenge. Accessibility should be continuously addressed as campuses develop.

Connectivity to the exterior campus environment is also critical to both furthering the structure of the existing campus and enhancing the nature of Selkirk College. Visual and physical connections to the adjoining landscape areas are a primary focus of future development projects. The utility of these spaces can be further enhanced through landscape and exterior furniture to actively invite students to use the exterior spaces.

### SUSTAINABLE DEVELOPMENT

The Selkirk College Campus Master Plan looks to incorporate sustainable principles into the design and renovation of the buildings and landscape wherever possible. A resilient and versatile Campus can be created through the use of durable materials and energy efficient buildings to promote a healthy environment.



*Selkirk College Gathering Place on the Castlegar Campus*

## 1.6 WHAT WE HEARD

The internal consultation sessions provided important feedback and advice that normally would be outside the scope of a master plan process. This information will inform future campus projects, provide feedback for administration and operations, as well as establish potential avenues of communication in the future.

1. Better connectivity between Castlegar Campus and the City of Castlegar
  - **Bridge to downtown**
    - Property on the west side of the Columbia River is privately owned. This would necessitate landing the bridge at Zuckerburg Island
    - Funding for this project through the College would be a difficult ask
  - **Better/safer bike paths**
    - Bikes need to share the road over either Columbia Bridge or Brilliant Bridge
  - **Expanded transit service**
    - Bus service stops at 6 PM
    - No service on Sundays or holidays
2. Concern that programs are not well known, and can be difficult to find information (Tenth Street Campus programs such as Contemporary Music & Technology and Ski Resort Operations & Management)
3. The course catalogue did not clearly define the workload associated with some of the programs
4. Later hours would allow for study at school
5. Limited transportation options – Castlegar Campus
6. Cost and limited availability of housing can be a barrier to education
7. Funding is strongly tied to building utility. Through the discussions to date, it is understood that until Selkirk College can demonstrate a higher classroom utility, capital funding for expansion of academic will be scarce



*View from Zuckerburg Island to the north tip of Selkirk College Castlegar Campus*



*Castlegar Campus - existing pedestrian pathways*

## STRATEGIC PLAN COMPARISON

PRIORITIES FROM 2013-2018 STRATEGIC PLAN		PRIORITIES FROM 2019-2024 STRATEGIC PLAN
1.	Increase Enrollments	Learner Success
2.	Build on strengths and successes to develop innovative programs and services	Excellence in Education
3.	Modernize infrastructure for state-of-the-art learning environments	Community Development
4.	Expand impact on community development and innovation	Healthy Workplace
5.	Be the employer of choice for the region	Modernization of Facilities, Technology and Operations

## IN SUMMARY

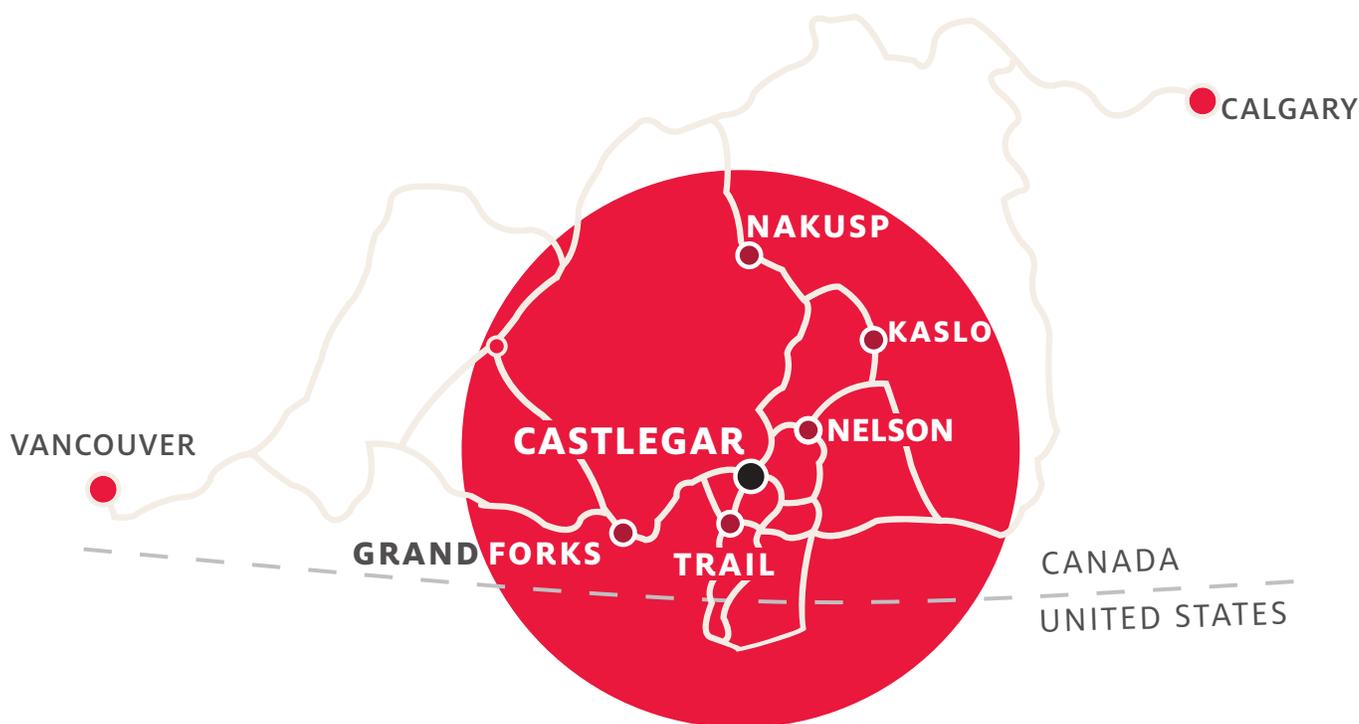
1. The current Strategic Plan “*Building Remarkable Futures*” (2019-2024) specifically references renewing the Facilities Master Plan for Selkirk College. “5.1 Renew and utilize the facilities Master Plan for Selkirk College to reflect the strategic directions envisioned for the facilities, both owned and leased, at the college”
2. In terms of the modernization of campus facilities, there is a mandate consistent in both plans to invest specifically in technology, connectivity, welcoming spaces, learning commons spaces and capital equipment.
3. There is a shift from the previous Strategic Plan “*Beyond Imagination*” (2013-2018) that specified “state-of-the-art learning environments” to the current Strategic Plan “*Building Remarkable Futures*” (2019-2024) that calls for modernizing existing infrastructure and ensuring efficient and effective use of existing facilities.
4. There is a consistent push to improve student and support services with an emphasis on Indigenous students and others with barriers to access.
5. There is an emphasis on environmental sustainability in all new projects.

## 2.0 College History

**Selkirk College has been inspiring lifelong learning and transforming lives through education for more than 50 years.**

The College began the 1966-1967 school year with 458 charter students based in Castlegar and has grown ever since. For five decades, Selkirk College has provided learners with a wide range of program offerings well suited to the needs of an evolving workforce. Today, Selkirk College offers more than 60 nationally recognized programs to 2,700 full-time students and more than 9,000 community learners in eight campuses and learning centres throughout the West Kootenay and Boundary regions.

In 1966, the College consisted of only one campus in Castlegar and was BC's first regional community college. Today, Selkirk College is a lively, growing institution with six campuses, learning centres and applied research centres spread throughout the West Kootenay and Boundary regions of British Columbia. The Campuses include Castlegar, Nelson (three campuses), Trail, and Grand Forks. The Learning Centres are in Kaslo and Nakusp.



*Regional Context*

## 2.1 REGIONAL CAMPUS CONTEXT

### CURRENT CAMPUS LOCATIONS

#### CAMPUSES

- Castlegar Campus (Main Campus)
- Tenth Street Campus (Nelson)
- Victoria Street Campus (Nelson)
- Silver King Campus (Nelson)
- Trail Campus
- Grand Forks Campus

#### LEARNING CENTRES

- Kaslo Learning Centre
- Nakusp Learning Centre

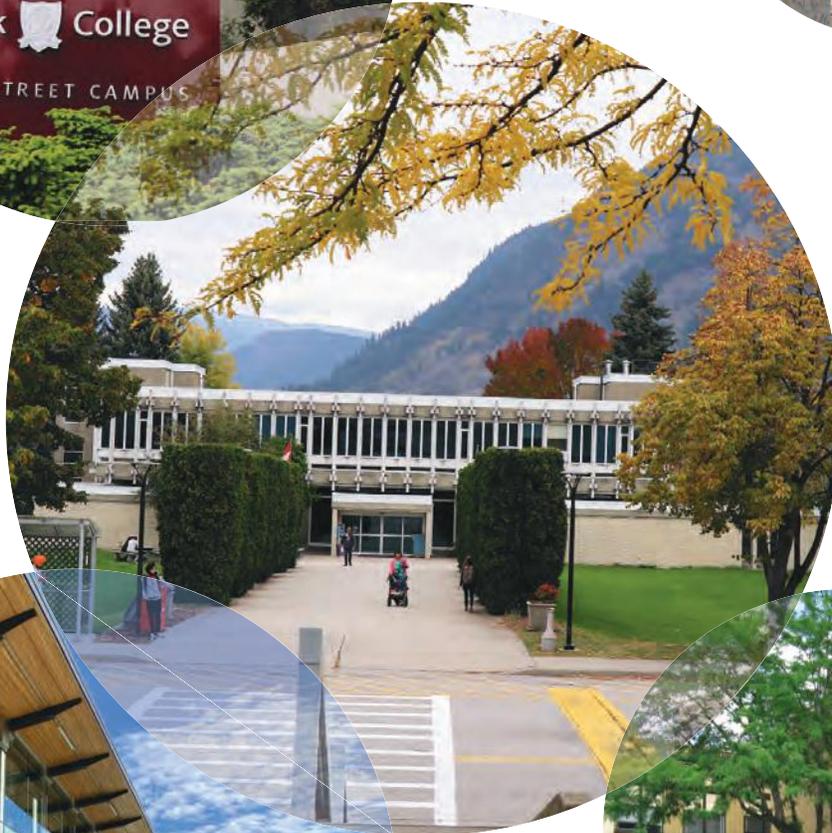
#### APPLIED RESEARCH

- Applied Research & Innovation Centre (Castlegar)
- Selkirk Technology Access Centre (Trail)

Selkirk College includes several regional campuses strategically located throughout British Columbia's south eastern and south-central interior regions. The main campus is located in Castlegar with regional campuses located in Trail, Nelson, and Grand Forks, as well as learning centres in both Kaslo and Nakusp. Each campus provides general education opportunities as well as unique curricula suited to each community.

As a college with many locations, there is a desire to balance regional character with a stronger "brand" image at each campus. By infusing each location with a common theme to recognize that they are all an important part of "Selkirk College", while recognizing the individual spirit of each place. It was identified that this could be done with common signage and perhaps a standardized colour and material palette to guide interior renovation. As a starting point, this could incorporate the signage that was included at the Silver King Campus in the renovated trades buildings, corridor colour and bench details inserted into the corridors of the Silver King Classroom block, and/or the vinyl skins that clad the lockers in the Tenth Street Campus. The actual logo / theme / photomontage and signage would be a separate design project managed directly by the College, but should be established to ensure that the Selkirk College image is: a) captured; and b) implemented in a consistent manner.

A significant move would be to create consistency in the building signage at each location to reinforce the visual impact of the existing logo and name.



## CAMPUSES

1. Castlegar Campus (Main Campus)
2. Tenth Street Campus (Nelson)
3. Victoria Street Campus (Nelson)
4. Silver King Campus (Nelson)
5. Trail Campus
6. Grand Forks Campus

Another common issue that was identified at each of the regional campuses was student housing. This is an issue at several campuses because of limited housing opportunities and the seasonal demands on the housing market from tourist activities throughout the year. This is an important issue, but must be carefully managed within each individual community considering academic enrollment, housing demand and supply, economic benefit / feasibility and management costs. As you will see later in this master planning document, student housing is a critical first step in the development of the campus.

Each campus has its own unique challenges and opportunities based on the individual sites and buildings, space utilization rates, programming and community needs and requirements. Through the course of this process it became evident that the regional campuses face many of the same challenges as those seen in both Nelson and Castlegar. This included everything from increasing student space, improving wayfinding, accessibility and relocating spaces for potential efficiencies.

In some instances, it does appear that there is a perception of have and have-not with some of the regional campuses. This was noted in reference to having furniture passed down from the main campuses to some campus locations, as well as the perception of being in an 'owned' facility vs. a 'leased' facility. With the idea of branding noted above, quality of furniture and perceived investment can greatly contribute to the pride of place.

The following section provides a synopsis of each individual campus for the College's consideration in the future planning and decision making for each community.

## LEARNING CENTRES

1. Kaslo Learning Centre
2. Nakusp Learning Centre



## APPLIED RESEARCH

1. Applied Research & Innovation Centre (Castlegar)
2. Selkirk Technology Access Centre (Trail)



# Trail Campus

Offering diverse programming, the campus caters to a variety of students as well as local community needs.

**Building:** Leased  
Currently owned by the Regional District of Kootenay Boundary

Acquisition of the Trail Campus is anticipated to go through. This includes a \$1M ask for upgrades.

Office space is at a premium at the Castlegar Campus, but not at the Trail Campus.

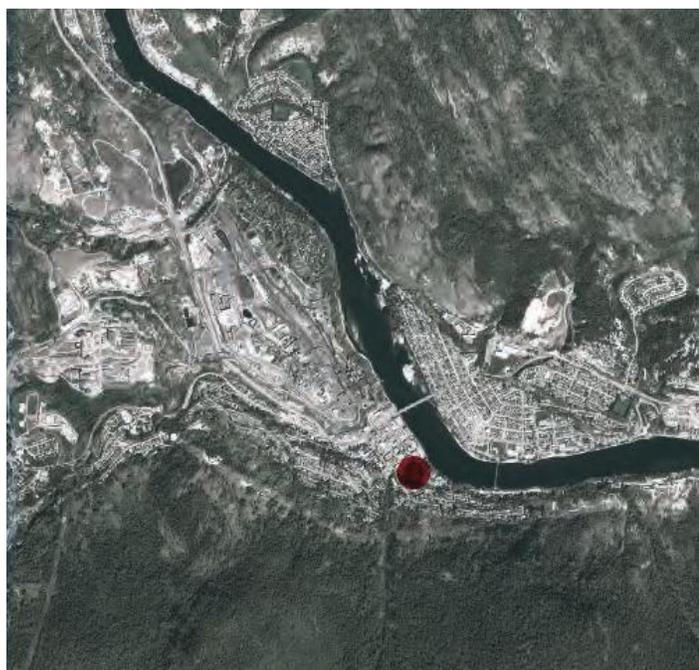
Given the proximity of the two facilities, there is an opportunity for office space to be provided to support the Castlegar Campus staff. For this to be a realistic possibility, the quality of space will need to be on par with the main campus.

## PROGRAMS

- Community Education & Workplace Training (CEWT)
- School of Academic Upgrading & Development
  - Steps to Opportunities and Academic Readiness (SOAR) Food Service Worker Program
- School of Health and Human Services
  - Health Care Assistant Program
- School of the Arts
  - Digital Fabrication & Design Program

## CAMPUS FACILITIES

- Administration Office
- Cafeteria



Trail Campus Location



Trail Campus Property Area



Selkirk College

GRAND FORKS CAMPUS

# Grand Forks Campus

Just minutes from the Kettle River, this campus hosts a variety of programs serving the needs of the local community.

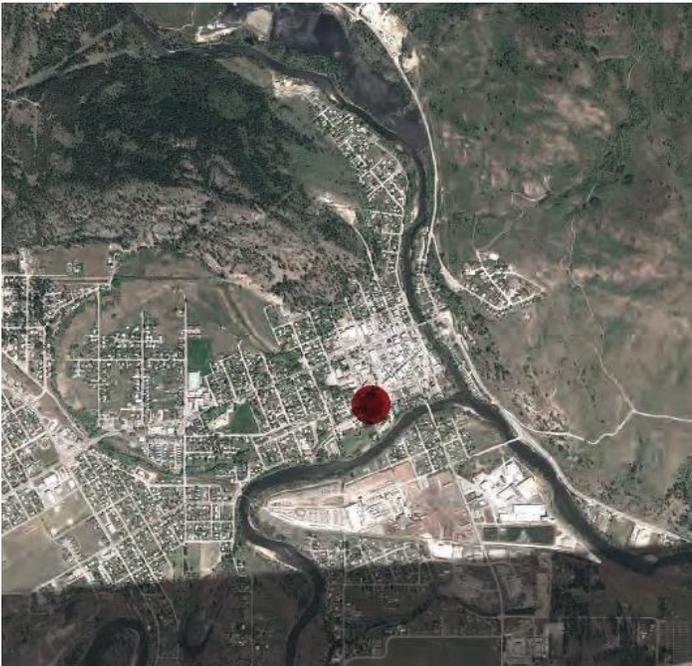
**Building:** Leased  
On two-thirds of the building

## PROGRAMS

- Community Education & Workplace Training (CEWT) programs
- School of Academic Upgrading & Development

## CAMPUS FACILITIES

- Administration Office



Grand Forks Campus Location



Grand Forks Campus Property Area

Selkirk  College

RESTAURANT



 Selkirk College

**PROPORTIONAL Representation**



# Kaslo Learning Centre

A resource centre and meeting place for current and potential students, the Kaslo Learning Centre is located downtown to serve the needs of the local community.

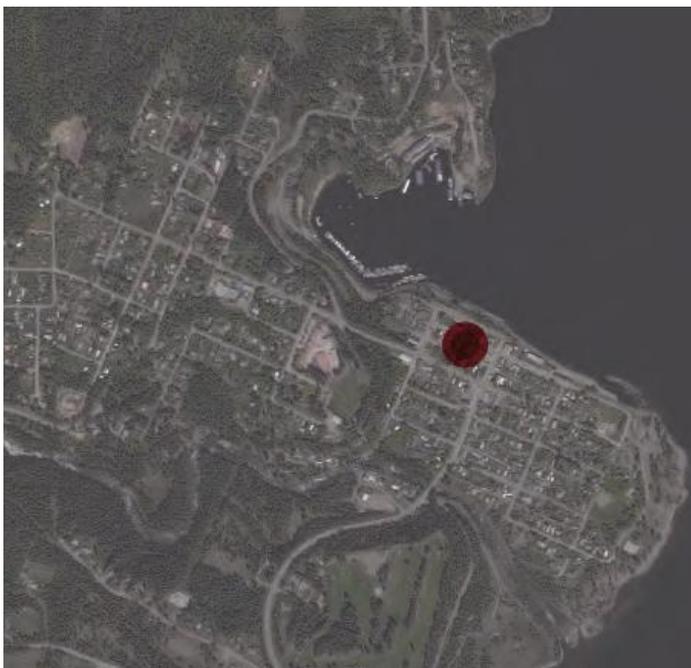
**Building:** Leased  
Storefront

## PROGRAMS

- Community Education & Workplace Training (CEWT) programs
- School of Academic Upgrading & Development

## CAMPUS FACILITIES

- Administration Office



*Kaslo Learning Centre Location*



*Kaslo Learning Centre Property Area*

Selkirk College  
WELDING CENTRE

311



# Nakusp Learning Centre

Founded in 1978 and located in downtown Nakusp on Broadway Street (Highway 6), dedicated staff host almost 1,000 students each year

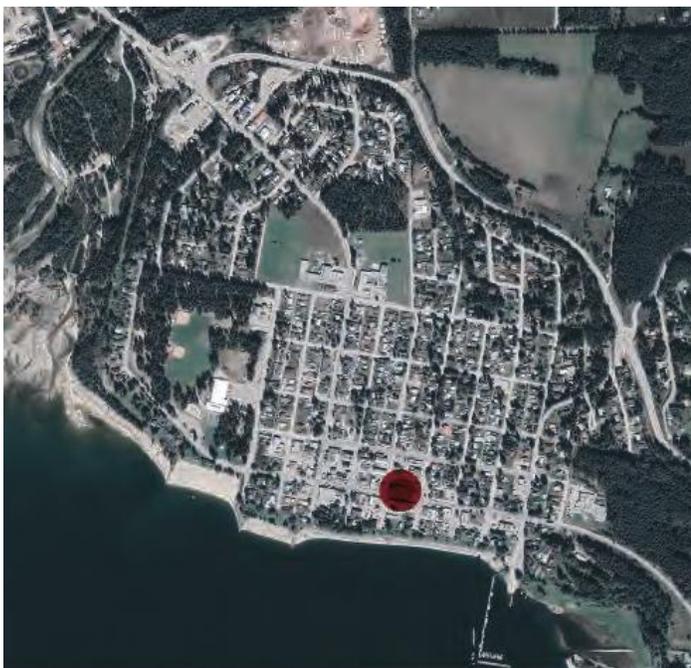
**Building:** Owned

## PROGRAMS

- Community Education & Workplace Training (CEWT) programs
- School of Academic Upgrading & Development

## CAMPUS FACILITIES

- Staff and Student Lounge
- Administration Office



*Nakusp Learning Centre - Location*



*Nakusp Learning Centre - Property Area*



## 2.1.1 CASTLEGAR MAIN CAMPUS

# Castlegar Main Campus

The Castlegar Campus is situated on gently sloping bench land overlooking the confluence of the Columbia and Kootenay rivers. The site is located across the Columbia River from the City of Castlegar. The site consists of an irregularly shaped property which encompasses several hectares of land that is bisected with numerous walking trails. Soft landscaping consisting of trees, shrubs and ground cover are used extensively around the campus buildings and large open-air courtyards are found within the main building configuration.

**Established:** 1966

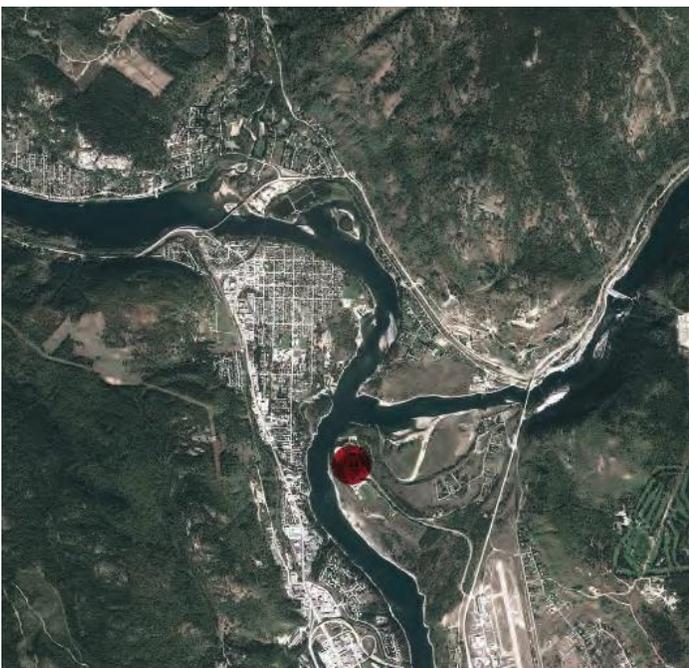
**Building:** Owned

## PROGRAMS

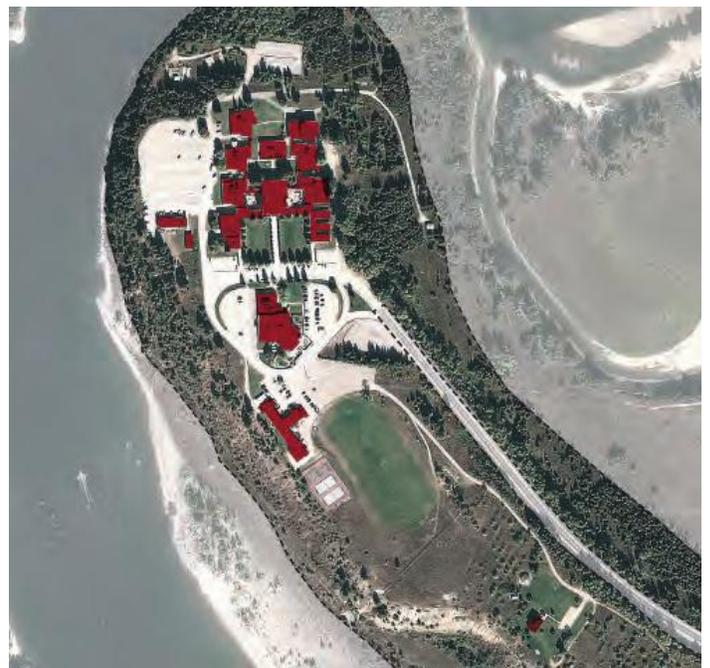
- Community Education & Workplace Training (CEWT)
- School of Academic Upgrading & Development
- School of Business
- School of Environment & Geomatics
- School of Health & Human Services
- Selkirk International
- School of University Arts & Sciences

## CAMPUS FACILITIES

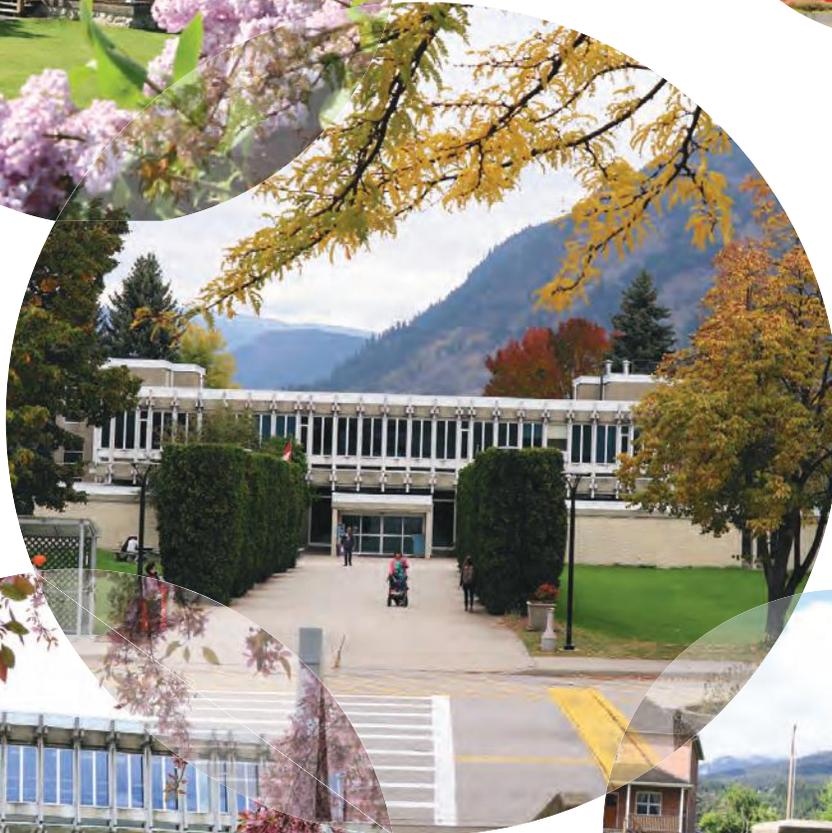
- Administration Building
- Bookshop
- Cafeteria
- Children's Centre Daycare Facilities
- Indigenous Gathering Place
- Library
- Student Housing (Kekuli House)
- Weight Room & Gymnasium



*Castlegar Main Campus, Castlegar - Location*



*Castlegar Main Campus - Property Area*



The site consists of 16 owned buildings. It consists of six interconnected classroom blocks which are linked to the Library Block which is the hub of the campus. Five of the classroom blocks as well as the Library Block date back to the time of the initial campus opening in 1966. It is referred to as 'The Main Building'.

The Library Block, the Cafeteria Block, the Faculty Block, and the East and West Wings are connected to the Main Building and each other through linear interior corridors. The Administration Block and the Gymnasium Block are separate buildings located in close proximity to the main campus buildings.

In addition to the Main Campus, the Mir Centre for Peace, an early 20th Century Doukhobor communal dwelling, is a restored building to the south of the campus. The College inherited this building with the site in 1966. It became the Mir Centre in 1999 and is used for meeting rooms and conference space for education on building cultures of peace.

Two additional structures are located at the Castlegar Airport which is located approximately 2km to the east of the main campus. These are the Flight Training Centre and the Air Hanger previously occupied by the Aviation Program (discontinued in 2012). This space now houses the Applied Research & Innovation Centre, Selkirk Geospatial Research Centre, the Columbia Basin Rural Development Institute and classrooms and labs for students in the School of Environment and Geomatics (Bachelors and Advanced Diploma in Geographic Information Systems).

Several large paved parking areas are available to staff and students around the campus.

Available recreation and amenities are tennis courts, athletics fields, hiking /biking trails and a city bus stop.

## SERVICES & AMENITIES

- Co-op Education & Employment Services (CEES)
- Counseling / Assessment Services
- Duplicating and Copy Centre
- Information Technology Services
- Learning Resource Centre
- SCSU (Selkirk College Students' Union) office
- The Writing Centre

## KEY CONCERNS

1. Accessible access throughout the building
2. A variety of student spaces for meetings, group work, social space
3. Access to exterior space
4. Access to student services
5. Aged facilities (lab space)
6. Sufficient office space
7. Sufficient meeting spaces
8. Utility of classrooms

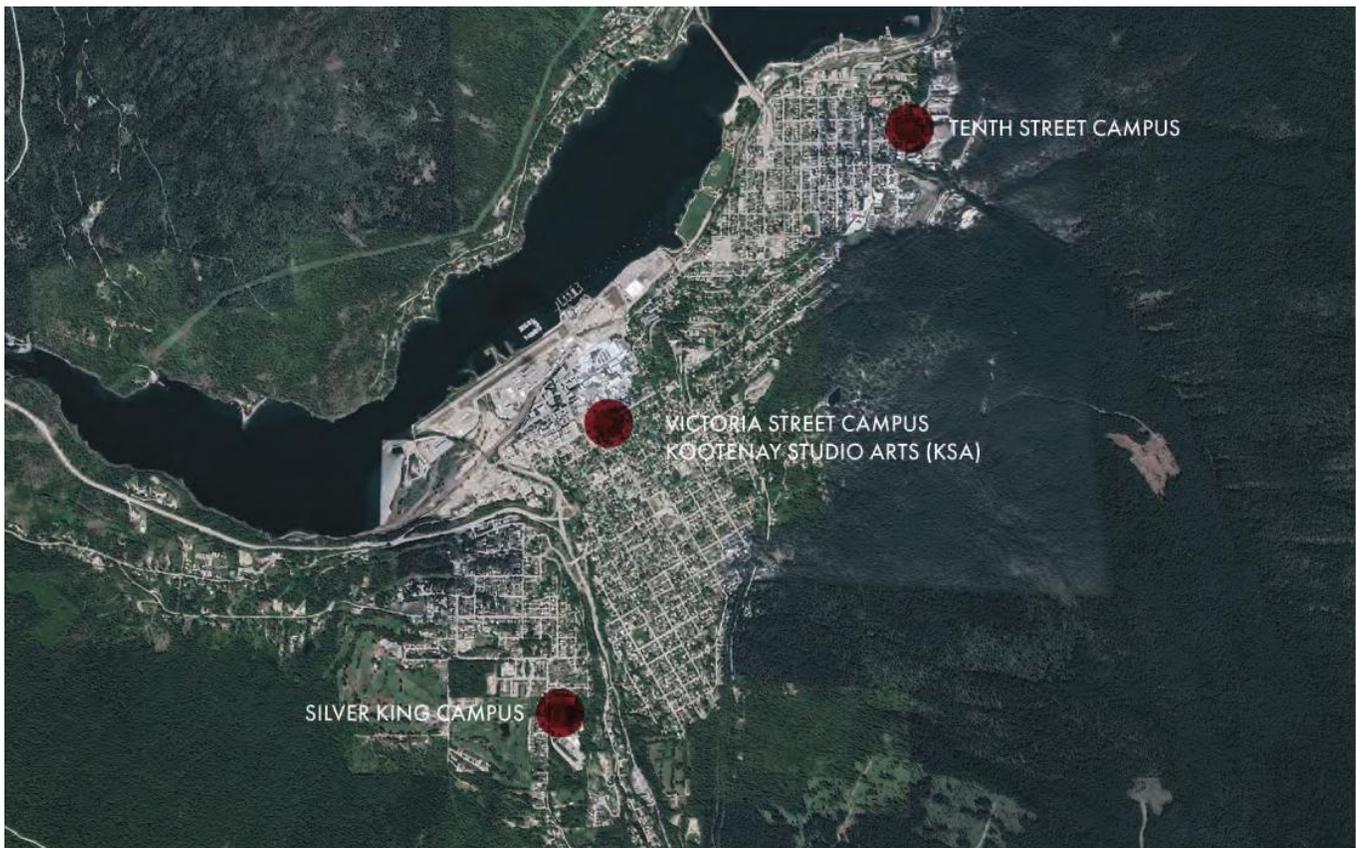


Selkirk  College

SILVER KING CAMPUS

## 2.1.2 NELSON'S THREE CAMPUSES

1. **Tenth Street Campus**
2. **Victoria Street Campus**  
(KSA) Kootenay Studio Arts
3. **Silver King Campus**



*Nelson Campus Map - Locations in Nelson*



Selkirk College

TENTH STREET

# Tenth Street Campus

**Building:** Leased  
Long term capital lease

Surrounded by forests and overlooking Kootenay Lake, you'll find the Tenth Street Campus in Nelson's Fairview neighborhood. The campus itself offers lots to do between classes, including access to recreation facilities and proximity to hiking trails.

Recently upgraded and renovated, this campus also has on-site student housing, the Shambhala Music & Performance Hall, as well as the Scholar's Dining Room, run by students in the School of Hospitality & Tourism.

## PROGRAMS

- Community Education & Workplace Training (CEWT)
- School of Academic Upgrading & Development
  - Commercial Kitchen Program
- School of Hospitality & Tourism
- School of The Arts

## CAMPUS FACILITIES

- Mary Hall
  - Cafeteria
  - Scholars Dining Room (open to the public)
  - Weight Room & Gymnasium
- Patenaude Hall
  - Bookshop/Library
  - Classrooms, labs and recording studios
- Student Housing (Tenth Street)
  - Shambhala Music & Performance Hall (open to public)

## CAMPUS SERVICES AND AMENITIES

- Co-op Education & Employment Services (CEES)
- Counseling / Assessment Services
- Information Technology Services
- Learning Resource Centre
- SCSU (Selkirk College Students' Union) office

## KEY CONCERNS

1. Accessible access into the main classroom block
2. Accessibility between buildings – Patenaude Hall, Mary Hall and Tenth Street Residence
3. Centralized student space that is opening and inviting
4. Institutional feel



*Tenth Street Campus - Property Area*

SCHOOL OF THE ARTS AT SELKIRK COLLEGE

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# Victoria Street Campus - Kootenay Studio Arts

**Building:** Leased  
Long term capital lease

Right in the heart of downtown Nelson, you'll find the Victoria Street Campus (Kootenay Studio Arts). Centrally located in Nelson's historic downtown core, the Victoria Street Campus is housed in one of the city's impressive heritage buildings.

The structure's interior has been upgraded and renovated to accommodate KSA's (Kootenay Studio Arts) diverse art, craft and design programming and create studio spaces that are intimate learning areas and purpose built for their use.

## PROGRAMS

- Community Education & Workplace Training (CEWT)
- School of The Arts
  - Kootenay Studio Arts Programs

## CAMPUS FACILITIES

- Studios: textiles, ceramics, jewelery, blacksmithing, bronze casting
- Classrooms and computer labs

## KEY CONCERNS

1. Open and direct building entry
2. Accessible access
3. Centralized student space that is opening and inviting
4. Parking



Victoria Street Campus (Kootenay Studio Arts) - Property Area



# Silver King Campus

**Building:** Owned

Selkirk College is in the final phases of a large capital project at the Silver King Campus. This was a \$23.2M investment in trades, complete with a student commons building, a new carpentry building and renovations of the north and south trades building.

## PROGRAMS

- Community Education & Workplace Training (CEWT)
- School of Academic Upgrading & Development
- School of Industry & Trades Training

## CAMPUS FACILITIES

- Student Commons Building
  - Cafeteria
  - Admissions & Student Services
- Classroom Block
  - Bookshop / Library
  - Classrooms, labs, and recording studios
- North and South Trades Buildings
  - Shops: Carpentry, Electrical, Fine Woodworking, Hairstylist, Heavy Duty Mechanical, Metal Fabricator, Millright/Machinist, Plant Operator, Welding

## CAMPUS SERVICES AND AMENITIES

- Counseling/Advising Services
- Cashier
- Information Technology Services
- Learning Resource Centre

## KEY CONCERNS

1. Lack of affordable student accommodations limit accessibility for some.



*Silver King Campus - Property Area*

# 3.0 Existing Conditions

## DEVELOPMENT OPPORTUNITIES

The Selkirk College Land Use Plan, representing an assessment of the overall physical site of the Castlegar Campus including available land and the built environment, informed the identification of potential development areas within the campus boundary.

**Opportunity:** Future development of both open landscape and select surface parking lot areas provides the most opportunity in the long term, but increasing density amongst existing infrastructure in the medium term repositions the College to successfully answer the immediate needs of the campus community.



1. Development Opportunities

## BUILDING AGE

The Castlegar Campus is comprised of a variety of academic, administrative, student life, recreational, support and residential facilities. The campus originally consisted of five interconnected classroom blocks that linked to the centralized library. Several additions and renovations have added to the College's main campus since its original construction in 1966.

**Opportunity:** Many of the core academic buildings original to the Castlegar Campus have served well beyond their anticipated lifespan. Modernizing these structures within their existing footprint will create impactful revitalization while allowing for bigger moves in the future.



### 2. Building Age

## EMERGING PRECINCTS

The existing main campus is organized into five main precincts which include the core academics precinct, the cultural precinct, the health and wellness precinct, the residential precinct, and the athletics precinct. These precincts are generally characterized by their programmatic use.

**Opportunity:** Utilizing these emerging precincts along with the unique physical characteristics of the site to guide the location of new buildings and significant additions/renovations will lend itself to an increasingly connected campus community while enhancing the College's open and inviting building language.

As the core academic buildings are renovated and updated, there is the ability to further define academic precincts within the main buildings. This includes a geoscience and nursing building in Granite and Monashee respectively.



### 3. Emerging Precincts

## BUILDING FRONTAGES & GATHERING SPACES

Selkirk College's main campus already possesses a clear and cohesive foundation in terms of its buildings' orientations and their overall organization. The academic core is compact and has a strong, inward focus toward the administration building.

**Opportunity:** The opportunity to further develop the connection to student housing and athletic facilities to the south as well as the potential to enhance interaction between the interior and exterior spaces of the campus through transparent and animated frontages. This will lend itself to an engaged, modern, and inspired framework for the community. Connectivity to the surrounding environment remains at the core of Selkirk College's identity.



4. Building Frontages & Gathering Spaces

## LANDSCAPE & OPEN SPACE TYPOLOGY

Most of the Castlegar Campus site remains pristine and untouched, surrounded by vast natural vegetation, an extensive trail network, and the convergence of the Kootenay and Columbia rivers. The inhabited area, however, stretches along a predominantly north-south axis that lacks in overall cohesiveness.

**Opportunity:** Provide a variety of landscape typologies that reinforce the existing courtyard and campus quad typology to create lively outdoor spaces at varying scales for use all year round. An emphasis on inviting people into the outdoors through landscapes designed for social gathering, outdoor learning and universal accessibility will incorporate athletic, student housing, learning and cultural spaces into a cohesive and recognizable strategy.



5. Landscape & Open Space Typology

## PEDESTRIAN CIRCULATION

The College’s main campus at Castlegar boasts an unparalleled trail network through surrounding natural landscape and a compact campus core that is conveniently walkable. Key challenges at present lie in overall ease of accessibility for all members of the campus community, both in terms of internal and external pedestrian circulation.

**Opportunity:** Creating a campus that is pedestrian-oriented and accessible to all – both internally and externally – while emphasizing connection to the outdoors and universal access to all campus facilities will improve the movement of all pedestrians without impacting the overall flow of traffic on the campus.



6. Pedestrian Circulation

## TRANSIT & SHUTTLE NETWORK

Currently there are two bus stops located on the Castlegar Campus serviced by the West Kootenay public transit system. Public transit currently ends at 6pm and does not operate on Sundays or holidays. The college does support a shuttle bus to create connection for residents.

**Opportunity:** Allow and encourage the development of further shuttle service to the campus, especially as evening and weekend service is currently insufficient in meeting the needs of the campus community. Fostering a diversity of offerings and users on campus through evening and weekend classes and hosting community events both at present and through future expansion cultivates economic and social benefits between the College and the City of Castlegar.



7. Transit & Shuttle Network

## VEHICLE CIRCULATION NETWORK

The main campus is currently serviced by Frank Beinder Way as a primary vehicle access route. There are multiple parking options that serve the campus community.

**Opportunity:** Improvements to road, bike, pedestrian and transit networks will reinforce Selkirk College as a community hub. The compact nature of the campus allows for greater pedestrian-focused circulation supported by strategically designated parking zones and vehicle circulation routes.



8. Vehicle Circulation Network

## PARKING

Parking lots currently meet the needs of the Castlegar Campus and are generally situated towards the periphery of existing campus infrastructure.

**Opportunity:** Redevelopment of surface parking lots to the west and north of the existing core academic hub are ideal areas for potential development and future buildings. Establishment of parking for an expanded athletic and recreational precinct in the future will be key to its accessibility for both the College community and the Castlegar community at large. All campus parking facilities hold the potential to double as effective storm water management and landscaping strategies.



9. Parking

# Part B: The Master Plan

## 4.0 Campus Plan Framework

### Castlegar Campus

Selkirk College is a unique facility. The established strength of the built environment lends itself to developing in place, rather than looking at extensive development on the site.

The campus vision was used to develop a planning framework, which was developed in conjunction with an analysis of the existing site to inform campus form, open space, circulation and infrastructure requirements. Collectively these frameworks provide the foundation for a cohesive and comprehensive Campus Master Plan that supports the values and goals of Selkirk College.

#### 4.1 BUILT FORM FRAMEWORK

The built form has an immense impact on the personality of spaces and their success as a campus. The built form of the campus contributes to the success of the College as a whole by coordinating the type of street, integrating landscape and facilitating the inclusion of the natural environment. The intertwined dependencies between each element form the campus experience and are enriched through time and growth.

The built form framework defines an overall structure for guiding the order and hierarchy of the future development of the campus as shaped by the desired future character and function of the built elements within the campus landscape. The framework ensures that future buildings follow a coherent and attractive language with the consideration of the building use, design, massing, scale and type.

#### BUILT FORM FRAMEWORK PRINCIPLES

1. Reinforce existing campus structure; and
2. Buildings as space makers.

#### 4.2 PUBLIC REALM FRAMEWORK

Urban design largely focuses on the relationships between buildings and on the spaces they create in between each other. These spaces are often called the “public realm”. The public realm is complex system comprised of a series of networks, open spaces, gateways and nodes that create campus connectivity and vibrant campus spaces.

The public realm framework presents an opportunity to introduce visual cohesiveness and a sense of place to the Selkirk College campuses by defining and strengthening public streetscapes, pathways, parks and amenities. The built form is largely established, but the streetscape treatments and public spaces need to be addressed to create an attractive, safe and comfortable pedestrian environment, while maintaining the overall visual cohesiveness of the area. This can be achieved through a variety of design responses, which include; ground level facade treatments, where new buildings are implemented, paving, plantings, seating, lighting, adequate sidewalk widths and other features.

#### PUBLIC REALM FRAMEWORK PRINCIPLES

1. Place making
2. Landscape structure
3. Designing for the seasons; and
4. Campus safety and security

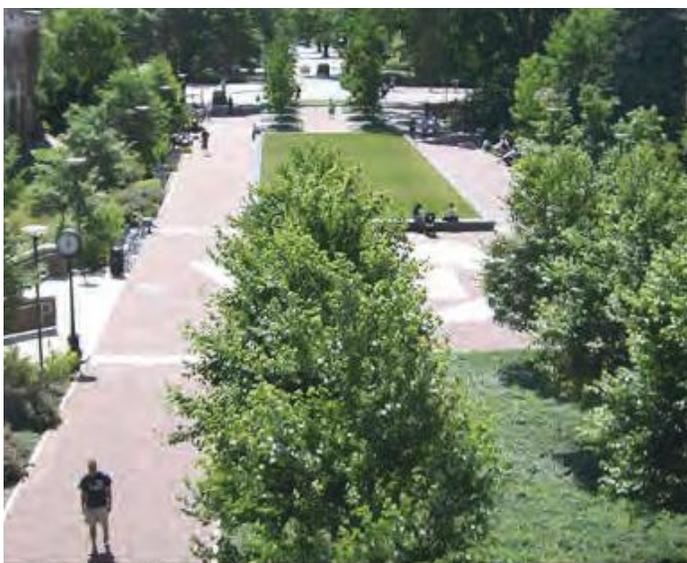
### 4.3 ACCESS & CIRCULATION FRAMEWORK

Accessibility across campuses is dependent on the integration of a circulation system that supports a variety of transportation forms and allows them to co-exist. Connectivity, however, extends beyond the walkability of the campus. Mobility is produced as the pedestrian environment is interwoven and expanded at key junctions through the plan. Visual cues mark the entryway and boundaries for pedestrians as they flow through the campus activating space and drawing on services. Vehicular movement is not subtracted out of space, but is slowed to permit sites, such as drop of zones - where pedestrians and other modes of transportation can safely interact and compliment the overall mobility of the site.

The access and circulation framework aims to address accessibility across the campus with the primary focus on a walkable pedestrian-oriented campus.

#### ACCESS & CIRCULATION FRAMEWORK PRINCIPLES

1. Increase connectivity to the campus;
2. Pedestrian first;
3. Campus entry, orientation and wayfinding; and
4. Provide universal access and design.



*Example of Pedestrian Circulation*

### 4.4 SUSTAINABLE FRAMEWORK

Sustainable development concept emphasizes the importance of maintaining and improving the quality of life by ensuring that decisions made today take into consideration social, economic and environmental consequences that affect the future of tomorrow.

The sustainable framework aims to incorporate sustainable principles into the design of the buildings and landscape wherever possible through the use of durable materials, sustainable plantings, energy efficient building technologies, and the overall promotion of a healthy environment.

#### SUSTAINABLE FRAMEWORK PRINCIPLES

1. Landscape and plantings
2. Integrated storm water management; and
3. Sustainable building design

#### CAMPUS DEMONSTRATES LEADERSHIP

1. Ensure that campus inventories are aligned with growth plans, funding opportunities and condition of facilities;
2. Use the campus as demonstration setting for best practices in sustainable buildings and land use;
3. Achieve balanced growth and quality of student experience by ensuring a personal, small community of learners and researchers. The Campus Master Plan will retain the intimate environment characteristic of the best liberal arts universities;
4. Enhance support of Indigenous students. Similar to existing design elements, including the Gathering Place (Castlegar Campus) and the designated circle space in the Silver King Student Commons, buildings and interior spaces should consider the opportunity to celebrate Indigenous culture on campus. For new construction, Selkirk College has an opportunity to reflect the language and culture of regional partner Indigenous communities.
5. Further engage and attract the local and regional community to campus with shared facilities and programs.

## 5.0 Campus Master Plan

The Campus Master Plan was developed over the course of several months and reflects the vision and objectives of the College.

The following design principles address different aspects of the campus's built form, open spaces and movement while supporting the College's vision, objectives and planning frameworks. These design principles were developed based on conversations with staff, students and faculty and were informed by the existing conditions and opportunity analysis in **Section 3.0**.

### 5.1 BUILT FORM FRAMEWORK

#### 5.1.1 CAMPUS STRUCTURE

A Campus is more than a collection of teaching facilities. It is a network of people, ideas, activities, information and infrastructure. The structure of a Campus dictates and influences how people experience spaces and interact with their surroundings.

#### MAIN AXIS

A key element of the plan is to reinforce the structure that is already evident at the Castlegar Campus. Selkirk College has a solid foundation from which it can start to develop the buildings and spaces. As a first step, developing density within the existing building outline can increase the utility of the current footprint and leave space for bigger moves in the future.

By further exploiting the north south axis, the student housing and the athletic facilities can be further developed as an integral component for the College.

### CAMPUS GRID

Redevelopment of surface parking lots and open landscape provides the most opportunity to grow the Campus buildings. With the existing college structure, the goal is to further reinforce the existing grid. This can be achieved by completing the overall 'courtyard' with a building to the north.

The existing campus is compact and has a strong point of view, with the inward focus toward the administration building. While additional buildings to the west of Monashee and Granite are future potentials, working with the existing infrastructure is the best medium term option. Building south from the existing building entry again reinforces the existing building structure and allows for additional square footage, and reuse of more central spaces.



Selkirk College - Internal Open Space

## 5.1.2 BUILDINGS AS SPACE MAKERS

Potential building development on site is based on several criteria; these criteria are access to open space, circulation, proximity to existing buildings and precincts. The opportunities for development on site contribute to larger compositions or groups of buildings and open spaces. At the Castlegar Campus, Selkirk College already has an open and inviting building language. The master plan looks to guide future development to compliment the existing architectural language to enhance the student and public experience on campus.

### BUILDING STRUCTURE

The existing language of Selkirk College prioritizes the relationship between the building occupant and the exterior environment. The main corridors are fully glazed and run along the interior of the campus, creating a visual relationship that is focused inward toward the administration building. The goal of the Selkirk College Campus Master Plan is to activate this relationship and invite people into the outdoors and creating exterior classrooms, study spaces, and lounge areas.

In the future buildings, there is also an opportunity to refocus the view and create more connectivity to the surrounding environment that is the focus of studies at the school.

It is important to note that the buildings have an important role in animating public spaces and should enhance the character of open spaces by framing them. This has been done very well at Selkirk College. As development occurs, it is important to note that building height and scale can impact the feel of the exterior space. Future development needs to be cognizant of the impact it will have of the interior courtyard spaces.

As the project looks at expansion of both Monashee and Granite wings, the master plan proposes to maintain a maximum of two storeys in this region to maintain the feeling of the campus.

Future development also needs to find better ways of engaging the exterior space in a physical sense. The layout of the Castlegar Campus strongly defines interior open spaces and courtyards. These spaces have excellent visual connection between the interior and exterior, but feel off limits. By creating amenity areas that invite people out into the space, the utility of the open area can be greatly increased. As noted below, this includes the creation of obvious and convenient access doors that lead people into the space.

## ENTRANCES

Building entrances serve as key points of connections between indoor and outdoor spaces. Entryways are to be inviting, easily accessible and must be legible and clear. To open up a physical connection between the interior and exterior spaces, these entry points need critical consideration in terms of location and scale to be successful.

## STUDENT HOUSING

Selkirk College is actively pursuing student housing and currently has a business case submitted and under review with the BC Government for additional housing at the Silver King, Trail and Castlegar campuses. Additional student housing is a key to tackling a barrier to education that faces both domestic and international students. Currently the College's housing is limited in both capacity and the types of housing available to students.

With a significant number of international students attending Selkirk College and the campuses being located in areas with limited rental availability, this will be an ongoing issue.

Anticipated to be an apartment style building, the 100-bed facility at Castlegar will need to consider the scale of the existing two storey housing. A larger building form should look at breaks in the massing to fit the style of the existing campus buildings and surrounding site.



*Selkirk College - Proposed New Student Housing Project on the Castlegar Campus*

## 5.2 Public Realm Framework

### 5.2.1. PLACE MAKING

At its heart, urban design incorporates a “people first” design philosophy. This philosophy promotes healthy and socially interactive communities. Successful campuses include vibrant places, with a strong sense of identity, and are integral to community life and the public realm.

#### PEDESTRIAN FRIENDLY STREETS AND CORRIDORS

The urban form promotes mobility for the site and respects the pedestrian environment by providing corridors that are designed to limit interactions with vehicular traffic, supporting a compact walkable campus structure. The master plan aims to maintain this environment as it already exists at the Castlegar, Tenth Street and Silver King campuses. Parking has been located to the periphery of the site with pedestrian networks on the interior of the site. These networks can be strengthened through a focus on accessibility as well as landscaping and surface treatments, furniture and lighting features.

Where the Castlegar Campus can also improve is its universal accessibility and in the linkages beyond the campus to the City of Castlegar. Separation of pedestrian, bicycle and vehicular traffic at the larger scale will support a safer environment for staff and students.



Central Student Gathering Space

#### CENTRAL STUDENT SPACE

A sense of community in a campus is fostered by social, cultural and recreational activities. Central spaces are confluences where students and activities are united. A mosaic of activities is most effective when diverse services are integrated among each other providing structure and resources. The centre of these spaces flourish with activity and taper into the campuses fringes.

The Campus Master Plan recognizes the connecting corridors at the Castlegar Campus that act as the main axis and should be a focal point to activate space and cultivate student culture. As the campus develops, Selkirk College needs to support student spaces by creating more diversity in the space provided. This includes creating group meeting areas, quiet study areas as well as maintaining the loud active spaces like The Pit.

At both the Victoria Street Campus (KSA) and the Tenth Street Campus, student gathering and community space is tucked away and does not support a shared community space.

At Patenaude Hall, reorienting the building entry will support an obvious community space that can link the various programs that are supported in this building.

At the Victoria Street (KSA) Campus, the nature of the building supports smaller student areas within their various program areas. The introduction of student space as noted above would be a larger intervention that would require a culture change.

#### INDIGENIZATION

In support of a “people first” design philosophy, Selkirk College has developed a focused plan, *Our Journey Together: Land, Life, Learning, Indigenization Plan 2019 - 2024*. As it relates to the public realm framework, this mandate can be infused in the design approach through signage on campus, designated space and the orientation of classrooms.

Existing currently are the Gathering Place at the Castlegar Campus and designated circle in the Silver King Commons Building.

## 5.2.2 EXTERIOR FURNISHINGS

A variety of different types of seating options contribute to the character of the public realm. Exterior furnishing should be designed to be low maintenance, attractive, comfortable and be conducive to the environment they occupy by providing diversity and activity to the space. Furnishings should be located to take maximum benefit of seasonal climatic changes, site characteristics such as grade changes and allow users to customize space to their needs.

At the Castlegar Campus there is ample exterior space, but it is not actively used. By addressing furniture solutions close to convenient access doors, it is believed that this space can be significantly impacted.

### SOCIAL GATHERING

Seating areas should be designed to promote social gatherings. Open spaces should include seating areas that foster the opportunity for people to connect and engage with one another.

### OUTDOOR LEARNING

Open spaces can incorporate a variety of elements such as seating berms and stairs that provide spaces for classrooms of students to gather and sit, or for social events that take place on campus.

### SEMI-PRIVATE SOCIAL GATHERING

Open spaces should include designated areas with smaller clusters of seating surrounding by landscape elements to create more privacy in open areas.

### PRIVATE SEATING

Open spaces offer an environment that can often exclude single participants. Private seating creates buffered zones for individuals to observe or participate in activities.



*Example of formalized exterior seating area*

### 5.2.3 LANDSCAPE STRUCTURE

The campus is organized by the building structure and includes both courtyard/defined space on the interior and naturalized landscape on the exterior of the buildings. The landscape design will enhance and expand desirable campus features and add landscape elements that promote environmental and social sustainability.

#### COURTYARD / QUAD

Courtyard and campus quad landscapes constitute and identify the inner campus. They should be heavily used, visually prominent, and most highly developed and maintained. These open spaces should be activated by the buildings framing them.

At the Castlegar Campus, this space exists but is currently a passive space. By revisiting the landscape design, introduction of exterior furniture as referenced above, this space can be significantly transformed.

#### FORECOURT

Outer campus spaces, formed by buildings, will be developed as forecourts that welcome and receive people approaching the campus. These spaces should incorporate more natural and organic landscape features.

At the Castlegar Campus, this space exists but should be revisited to create a landscape that is inviting.

#### ATHLETIC FIELDS

Athletic fields have specific functions, but they should still be attractive and comfortable. Planting should define the fields as spaces and provide climatic buffers for spectators to enjoy activities. Integrated seating can be used opposed to bleachers to create a more attractive venue.

#### PARKING LOTS

While a parking lots primary purpose is vehicle storage, they are visible and heavily used. Parking lots should feature effective storm water management facilities and extensive planting to reduce visual impact. Bioswales in parking lots provide areas for snow piling in winter while providing a visual barrier and rainwater management system during other seasons.

#### NATURAL LANDSCAPE

Selkirk College is surrounded by large areas of natural vegetation that provides a significant network of hiking trails. It is the goal of the Campus Master Plan to maintain as much of these features as possible.



*Courtyard*

#### 5.2.4 DESIGNING FOR THE SEASONS

Design the public realm with the seasons in mind to allow for year-round enjoyment.

##### WINTER-PROOF

All landscape elements and materials should be designed and selected to withstand cold climates. Design of open spaces should be suitable for winter climates which include protected areas from cold winds, durable materials and designs that incorporate areas for snow removal and piling.

##### SUN AND SHADE

Public spaces should address seasonal fluctuations in temperature by providing areas for summer shading where people can relax on hot days, as well as areas exposed to winter sun. The use of deciduous trees and canopies can be used to achieve seasonal sun/shade benefits.

##### CANOPY ABOVE

Weather protection in the form of canopies and covered walkways to be implemented to improve the pedestrian experience and help create a sense of arrival. As shown in the precedents, these can be extensions of the building that draw people in.

##### WIND PROTECTION

Design of pedestrian corridors should use plantings and other elements like glass breeze ways to provide protection against adverse weather conditions.

#### 5.2.5 CAMPUS SAFETY AND SECURITY

The development of a campus which is safe for all users is a high priority for all future developments. A safe campus will extend the use of the facility into the dark winter evenings, enhancing the vitality of the College and increasing the effective utilization of facilities. This can be achieved by enhancing the quality of campus security throughout the design of paths, types of lighting, signage and wayfinding.

##### CAMPUS LIGHTING

Campus streets and open spaces are to be well-lit to create a sense of safety and security. Exterior lighting should increase user safety and comfort at night, reinforce the spatial structure and organization of the campus and provide necessary uses for orientation and wayfinding at night. Lighting fixtures are an important part of the street furniture that embellishes the open spaces network during the day and re-invigorate space at night.

##### EMERGENCY CALL STATIONS

Installation of emergency call stations should take place at key nodes on campus providing a sense of safety, guidance and confidence to pedestrians.



*Example of Impact of Campus Lighting*

## 5.3 Access & Circulation Framework

### 5.3.1 INCREASE CONNECTIVITY TO THE CAMPUS

Integrate the campus with its surroundings by strengthening visual and physical connections between the campus, neighboring communities and landscape.

A long term goal that has been put forth is a bridge connection spanning the Columbia River between the Castlegar Campus and the City of Castlegar. While this would be a wonderful addition, concerns around project funding and landownership on the town side exclude this project from being included in the Campus Master Plan.

An attainable project is the addition of the pedestrian/bike lane beside Frank Beinder Way. It is understood that this can potentially run in parallel with an infrastructure project to minimize cost. This project will separate vehicular traffic from pedestrian and bike traffic, increasing safety for commuters.

### 5.3.2 PEDESTRIANS FIRST

One of the most powerful ideas of the Campus Master Plan is to create a more walkable campus by accommodating vehicles at the periphery of the campus and pedestrians at the core. Creating a compact campus core concentrates development and strengthens the intimacy of space.

The Campus Master Plans goal is to reinforce this compact and efficient pattern of development with a highly walkable campus structure that already exists at the Selkirk College campuses. This structure optimizes the efficient use of space, supports active transportation modes and creates a lively public realm by removing cars from the centre of the campus.

### 5.3.3 CAMPUS ENTRY, ORIENTATION AND WAYFINDING

Campus gateways are the primary routes into and out of the campus and should celebrate the campus identity and enhance the sense of arrival. Visitors, students and staff should be welcomed and directed through an intuitive wayfinding and signage system.

Gateways and wayfinding signage should be designed in scale with their surrounding context and their function as either vehicular, combined or pedestrian gateways. This can be achieved through landscape enhancements and architectural improvements.

### 5.3.4 PROVIDE UNIVERSAL ACCESS

Recognizing the changes on site, the Campus Master Plan aims to provide access to people of all levels of ability across campus by mitigating the impact of the physical environment on people with mobility, sight, hearing and other physical challenges. By integrating solutions which meet the needs of the disabled mobility will be increased across campus improving the overall permeability for all other users on campus.

### 5.3.5 INFORMATION TECHNOLOGY

As technology, learning practices and student culture shift, IT access will need to be considered as closely as physical access. Online learning and webinars require students to have the ability to easily access and navigate the online learning environment. Educators need access to the space and technology required to create content and easily upload it. This changing model will require consideration to appropriately integrate it into the college campus.

## 5.4 Sustainable Framework

### 5.4.1 LANDSCAPE AND PLANTINGS

The goal for the Campus Master Plan is to bring nature back into the campus by introducing native trees and plant materials that adapt to the site conditions. Developing the public realm with regionally appropriate durable and environmental sound landscape elements and materials will ensure a more sustainable campus development over time.

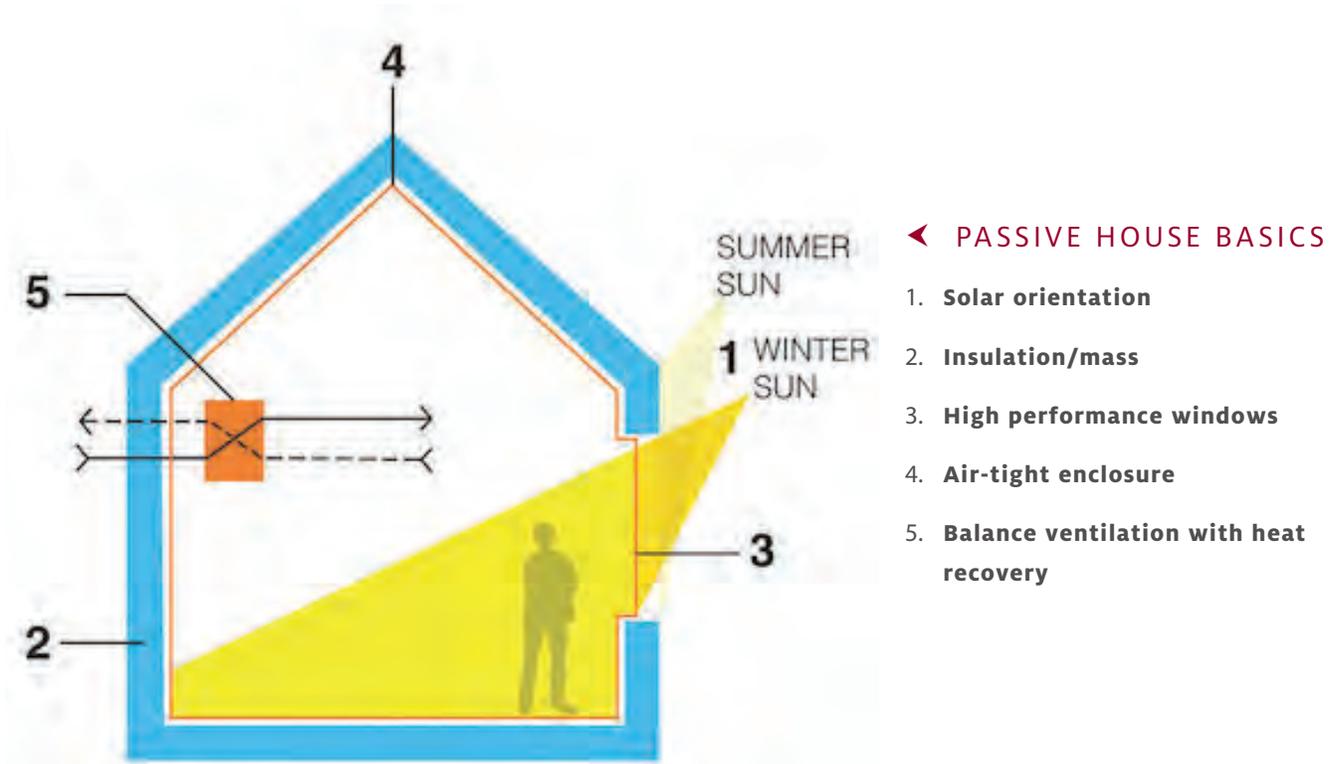
### 5.4.2 INTEGRATED STORM WATER MANAGEMENT

Integrate storm and rainwater management practices in the landscape through the use of bioswales and rain gardens to mitigate, capture and filter run off will promote the sustainable goals of the project.

### 5.4.3 SUSTAINABLE BUILDING DESIGN

Opportunities should be sought to make new and existing buildings as energy efficient as possible. Strategies for consideration include increased building envelope construction, natural ventilation, operable windows, solar shading, grey and black water recovery, rainwater and solar energy harvesting, and heat recovery.

Interior spaces should have ample amount of access to daylight to reduce the use of electric lights, which should be converted to LED, and improve the quality of spaces.



*Passive House - An Example of Sustainable Design*

# Part C: Implementation

## 6.0 Implementation – Castlegar Campus

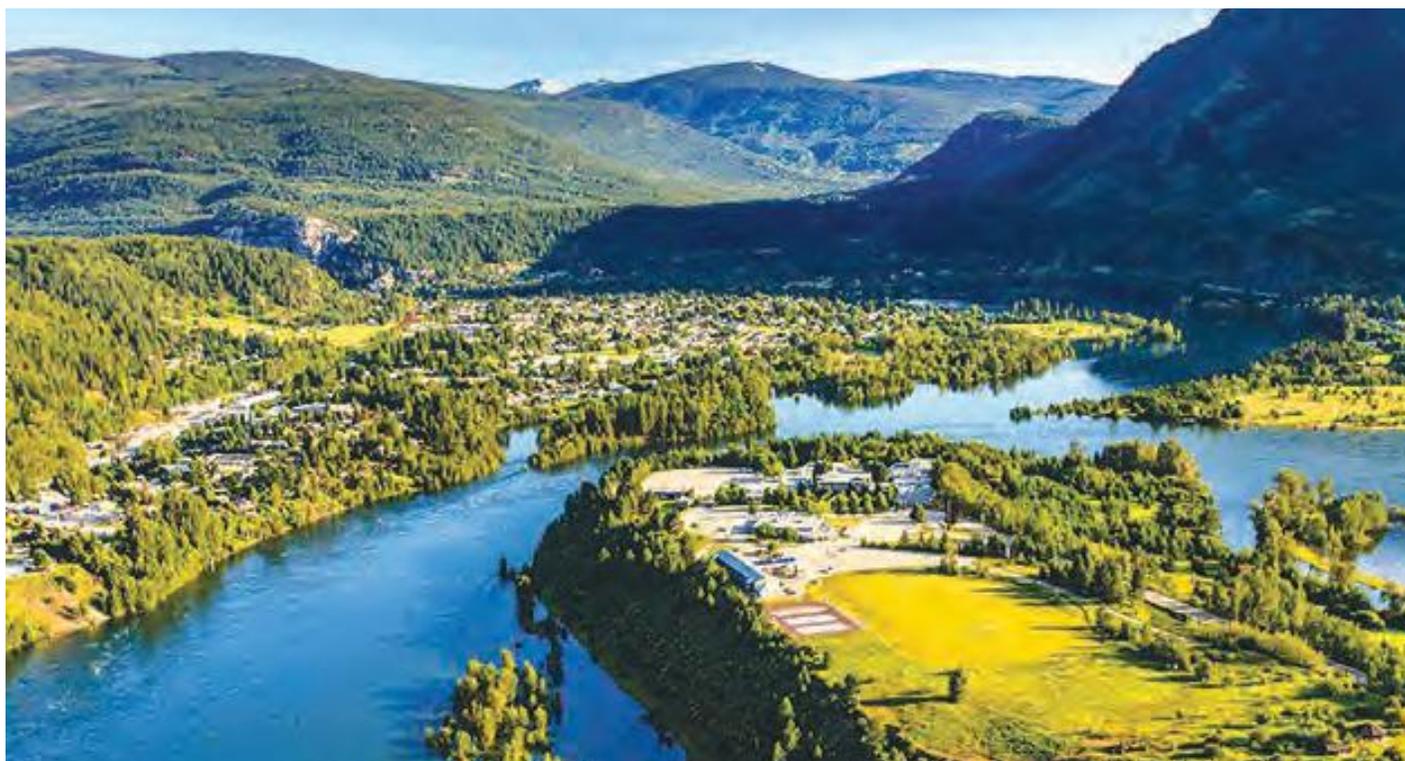
### 6.1 DEVELOPMENT PHASING & INTEGRATION

The Campus Master Plan identifies a long-term framework for growth that can slowly be achieved over many decades. The implementation outlined below is a framework to guide and give some coherence to how campus development should unfold in the future. The plan is flexible in terms of sequence of projects and is by no means required to occur in the provided sequence of development shown. The focus is successive growth that enriches the campus supporting student demand.

The plan illustrates a proposed phased development of the campus structure, which over time, reinforces the campus plan that is already established and provides structure for how this space can evolve. Areas of growth are situated to blend with existing buildings, enhance key open spaces and contain overall development.

### EXISTING | 2019

The current campus is in a position to capitalize on the existing building structure, densify service delivery and create integration across existing programs and the development of future facilities.



*Aerial view of the Selkirk College Castlegar Campus*

# Current Initiative | 2020

## NEW STUDENT HOUSING

The addition of new student housing is currently under review with the BC Government. The goal of this project is to provide additional housing at the Castlegar Campus. This includes 100 beds in an apartment style complex. Integrated into this plan are significant sustainability concepts including:

1. Passive House / BC Building Code Step 4/5
2. Solar Arrays
3. Accessible Roof Top Gardens

In concert with this, student housing at the Silver King Campus, is also in for review with the BC Government and will greatly increase availability of housing in the Nelson area. This facility will include a daycare, already approved, as well as family housing to further eliminate barriers to education.

With a proposed modular construction methodology, Selkirk College is also pursuing a 26-bed student housing facility at the Trail Campus. A business case has been developed and submitted.

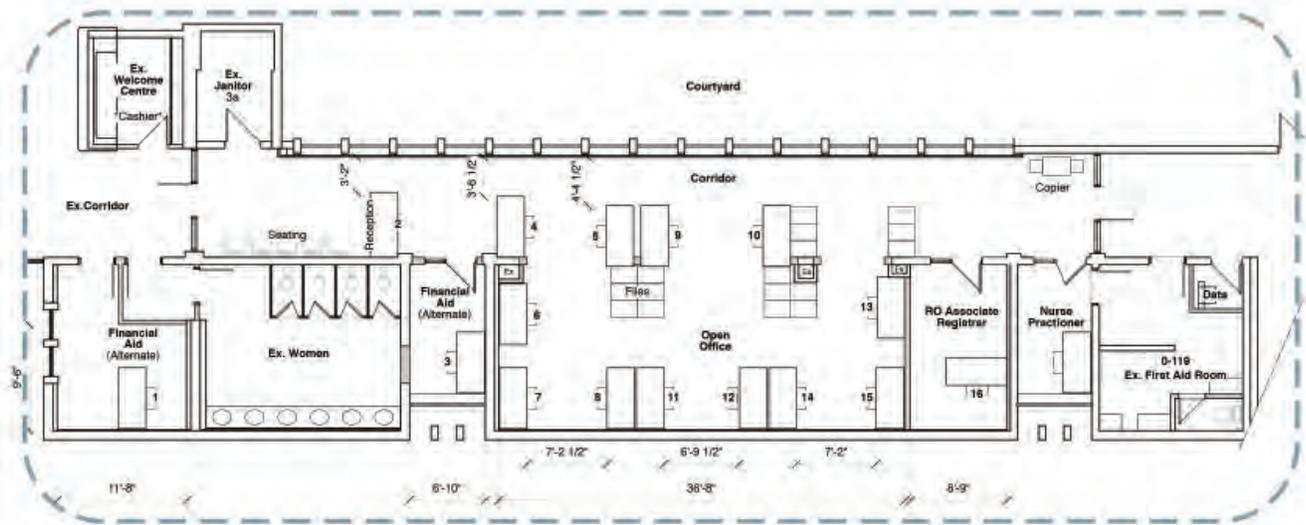
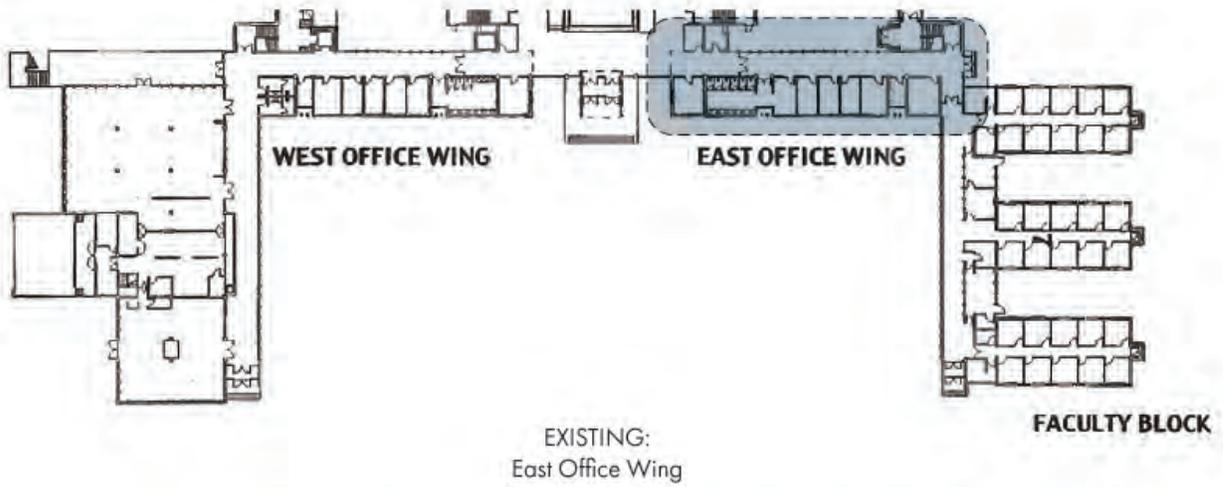


## STUDENT SERVICES

A current project being undertaken by Selkirk College Facilities is the renovation of 'O' Wing to accommodate student services. This will take office requirements from the Administration Building and locate them all in one location, adjacent to the building entry. This move allows for expansion of administration offices within the footprint of the existing Administration Building.

From a master planning perspective, the renovation of 'O' Wing is seen as an interim move.

In light of the COVID-19 pandemic, the need for additional office space will need to be reconsidered. With staff now accustomed to working remotely, the need for additional physical office space in the Administration Building may no longer be required.



PROPOSED RENOVATION:  
Expanded + consolidated Student Services



## Phase 1 | 1-5 Years

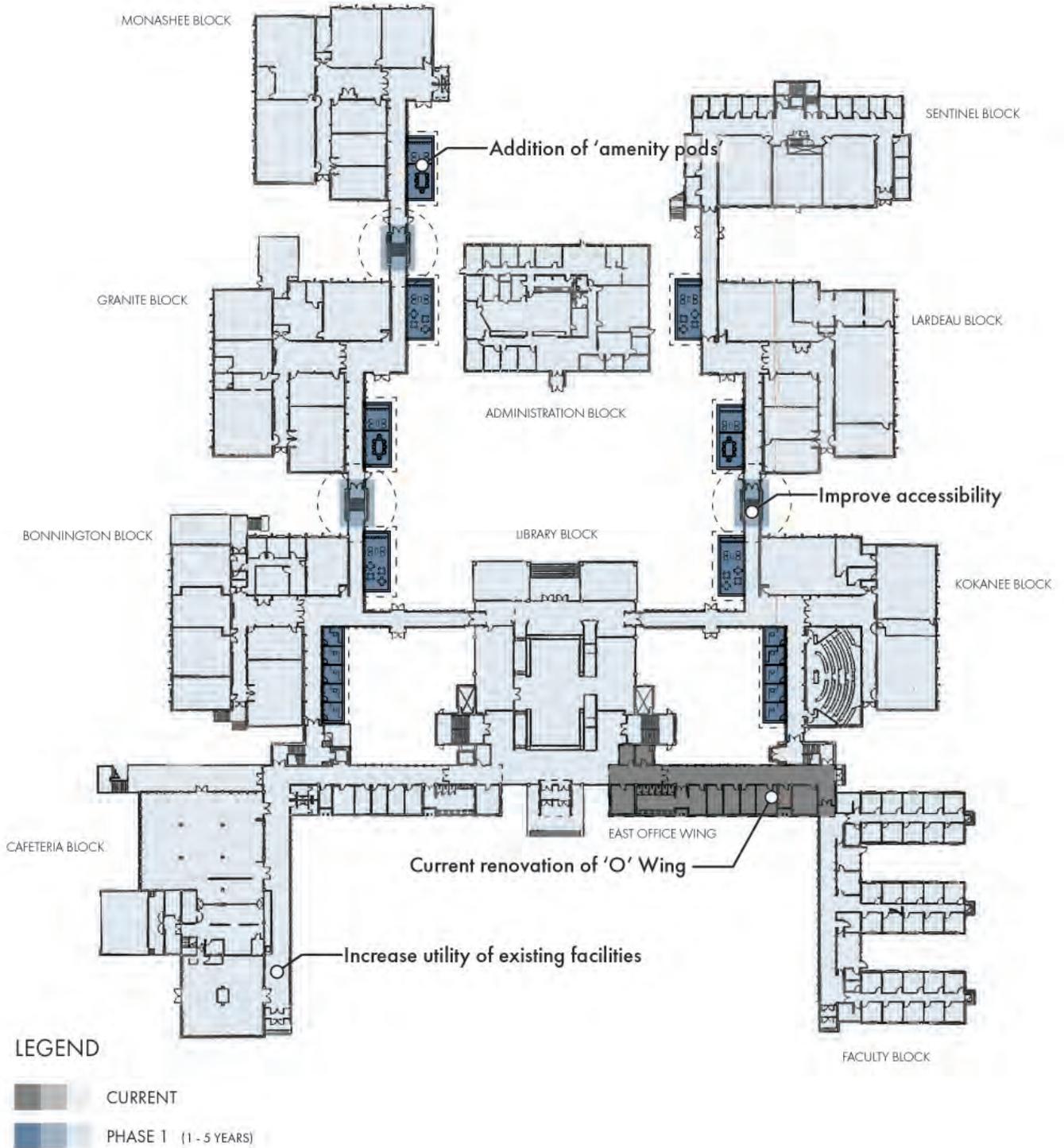
Although Selkirk College has high demand on its classroom and meeting spaces during regular business hours, the buildings are under-utilized in the evening hours. Prior to an application or significant capital dollars that are directed towards academic space, Selkirk College needs to increase the utility of existing classrooms and facilities. As a first step in the pilot project, evening classes are being held at the Castlegar Campus starting in January 2020.

### COVID-19

As Selkirk College develops their re-opening plans, utilization of classrooms and common areas will need to be revisited. Should social distancing measures persist, a classroom for 24 may now only hold 12. Balanced with increased online content, an new baseline requirement will need to be determined.

Pending the success of evening classes, Selkirk College anticipates the following impacts:

1. Increased enrollment – Evening classes open the College up to a different population, with the opportunity to provide upgrading and continuing education courses to professionals in the community.
2. Additional access to professionals as part-time or sessional instructors. These are individuals who work during the regular business hours and are not available in that time slot.
3. Demand for class and meeting rooms may decrease during the day as part of the demand moves to off hours.
4. Additional utilization of the College after hours will put additional pressure on BC Transit to support the request for bus service to the Castlegar Campus after 6PM on weekdays.

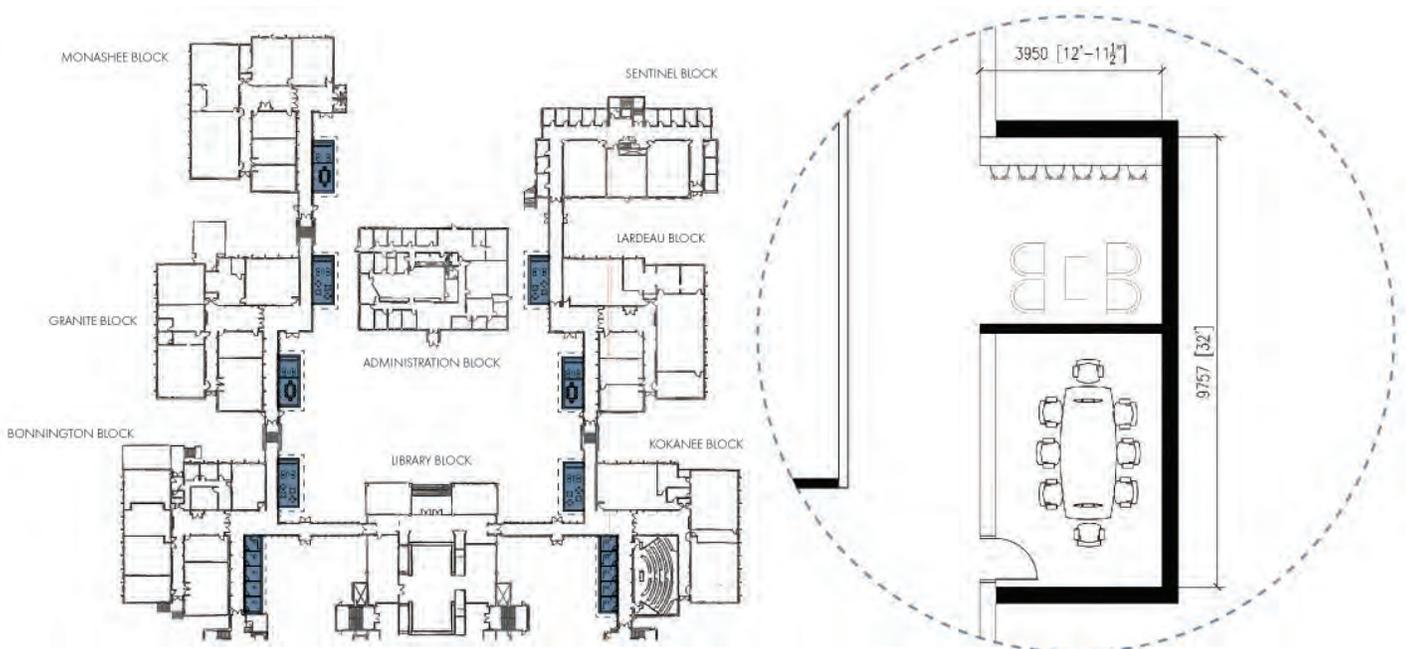


## RE-PURPOSING OF EXISTING SPACE/SMALL INTERVENTIONS

The repurposing of existing spaces within the existing campus buildings aims to maximize utilization of current spaces while modernizing existing lecture theatres and classrooms, as well as increase office space and access to the external spaces.

As the College increases its utilization, attention can be given to upgrading the existing spaces, including the following:

1. Removal of existing sound boards in classrooms
2. Upgrades of existing lab spaces
3. Upgrade of existing Nursing Lab to meet accreditation requirements
4. Renovation of the Administration Building following the departure of Student Services
5. Find new location for Prayer Room
6. Branding continuity at all campuses
7. Additional, smaller renovations identified in the Renovation Opportunities Report



*Small Interventions: Amenity Pods*

## SMALL INTERVENTIONS

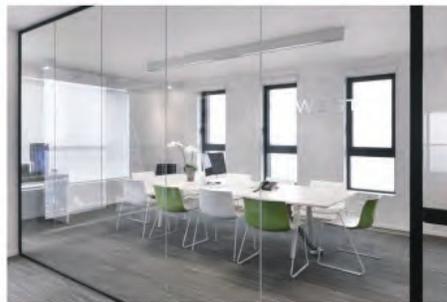
One of the main goals of the Campus Master Plan is to create a variety of student spaces that support individual study, group projects, as well as lounge spaces. This is to compliment offices with an increased number of instructors.

With the introduction of small pods on the interior side of the main circulation pathway, additional space for offices and student amenity areas can be created at minimal cost or impact as funds become available. The intent would be to increase the building footprint without requiring extensive mechanical upgrades.

Concurrent with the work proposed at the Castlegar Campus, accessibility needs to be addressed at all Selkirk College locations. Based on the findings of the Rick Hansen Foundation review of the facilities, interventions will be required to support accessibility of the entire Selkirk College Community. Of particular importance are the building entrances at both Tenth Street Campus, Patenaude Hall and Victoria Street Campus (KSA) .

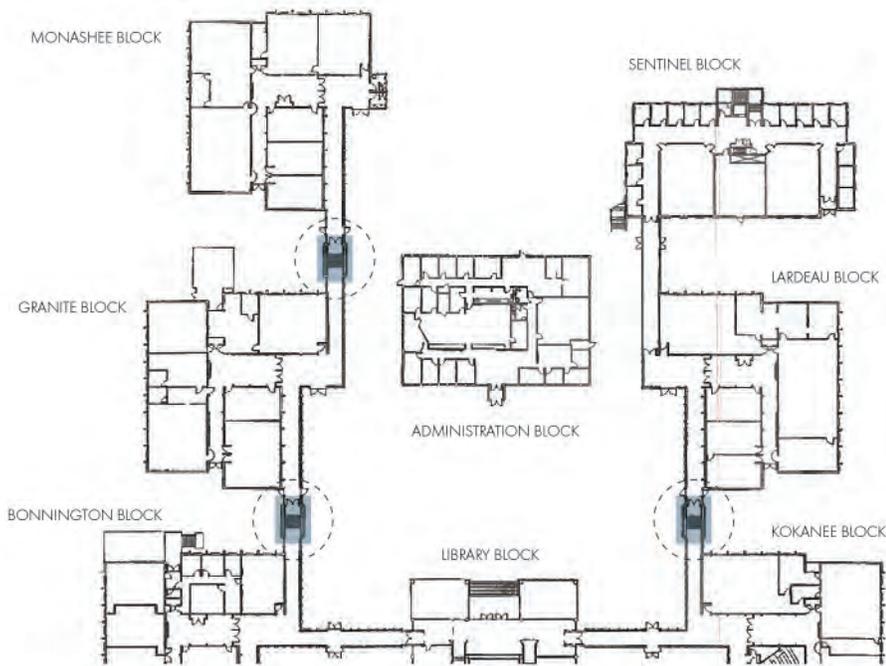
*Rick Hansen Report is being undertaken in Winter 2019-2020*

In Phase 1, the Campus Master Plan would support the renovations of Patenaude Hall and Victoria Street Campus (KSA) to develop appropriate student spaces that are central to the campus and foster a sense of community.



*Precedent Images*

## ACCESSIBILITY CONCERNS



Existing vs. potential

*Excerpt from 2019.06.18\_Visioning Session*

Interior renovations at Patenaude Hall should also be considered to create a shared student lounge at the building entry to create a connection between the students who share this site.

## Phase 2 | 5-10 Years

### ACADEMIC BUILDING EXPANSION

The expansion of the Monashee and Granite wings will double the capacity of these building and provide an opportunity for the buildings to have a more singular voice – nursing in one, geoscience in the other. As part of this intervention, Selkirk College will have an opportunity to address the following space requests:

1. Updated labs, if not achieved in phase one
2. Exterior Classrooms. This again will reduce demand on classrooms space that is currently used for staging during the start of the class time
3. Upgrade to washrooms in the area

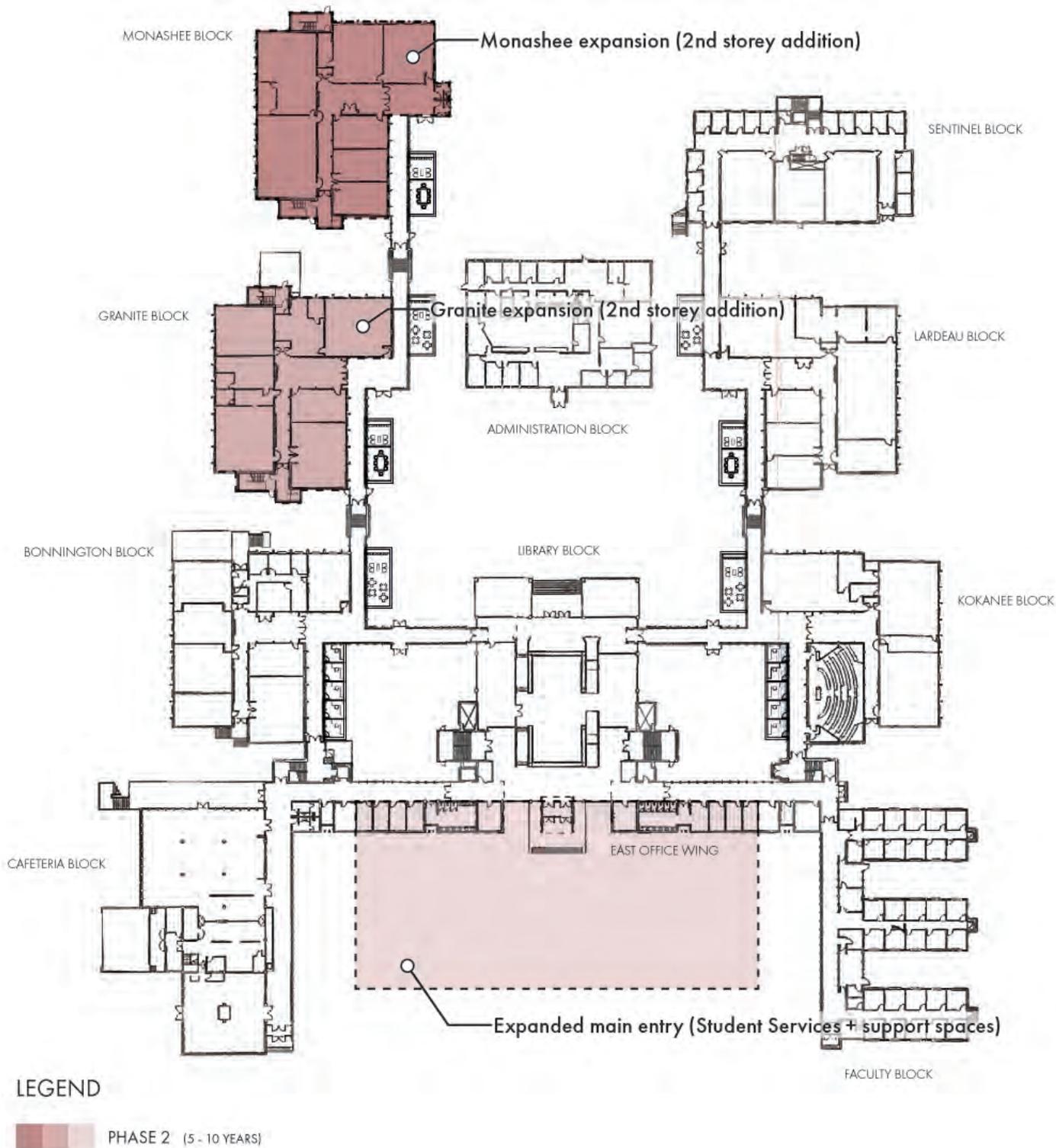
The expansion of Monashee and Granite should be maintained at a maximum of two storeys, and should not extend over the connecting corridor. By maintaining the connecting corridor at one storey and the buildings at two, we will respect the overall scale of the existing campus.

### EXPANDED BUILDING ENTRY

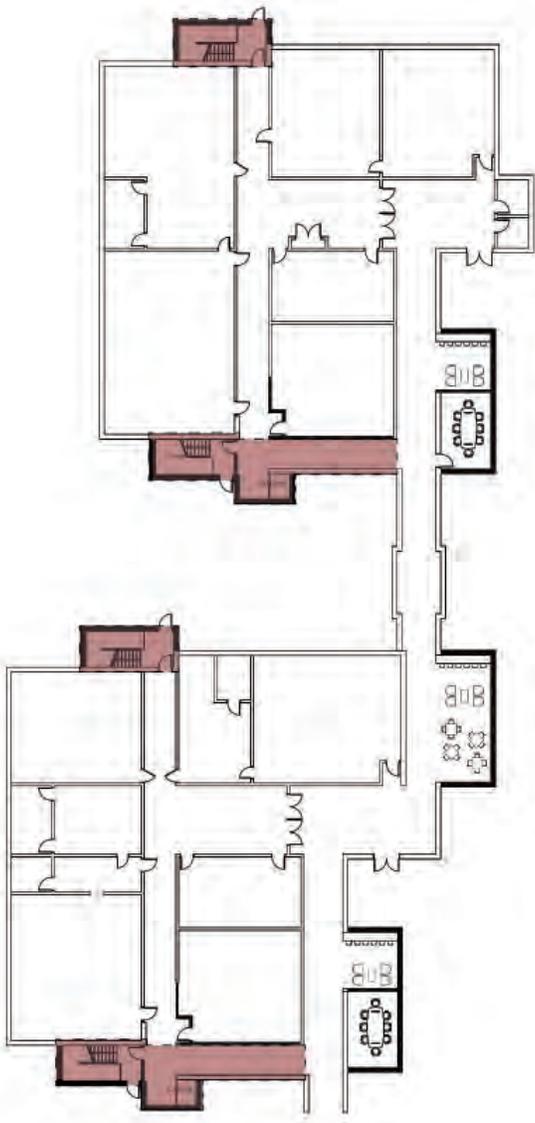
A relatively unused area, the building entry to the Selkirk College on the Castlegar Campus provides an amazing opportunity to custom build Student Services and Student Support spaces at the building entry. This is inclusive of office/administration space, student amenity areas and the bookstore.

This modest expansion will allow 'O' Wing to return to its use as a main thoroughfare, with the open office area providing much needed study area.

With the renovations and additions proposed, Selkirk College will need to start to develop the associated green spaces/landscaping. This may include expanded access to the West Courtyard, once the bookstore has been relocated.



Phase 2 - Overall

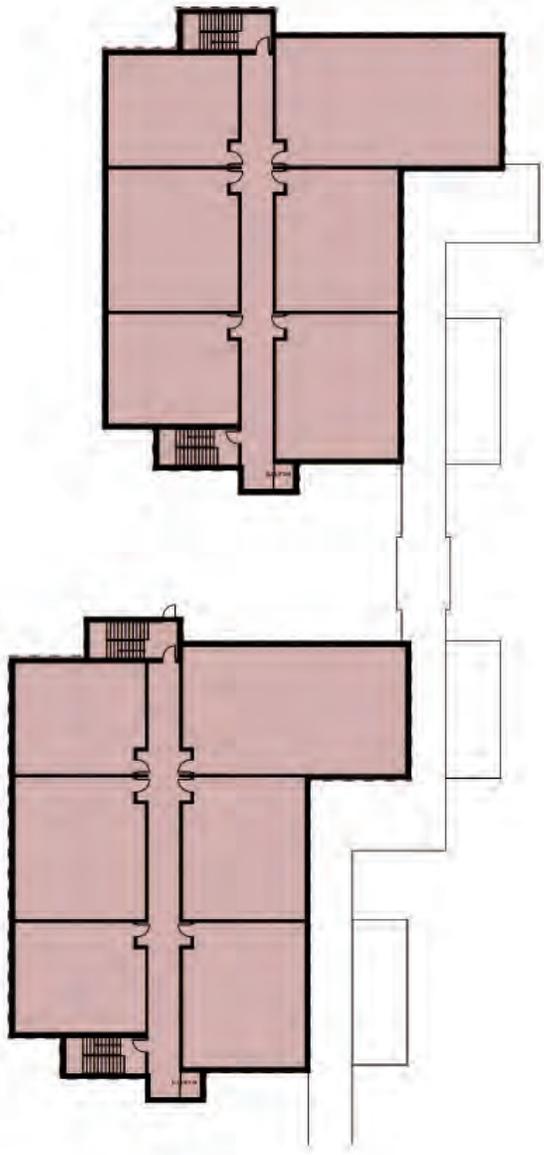


MONASHEE BLOCK

GRANITE BLOCK

**MAIN FLOOR**

± 40m<sup>2</sup> (430 sq. ft.) / POD  
 TOTAL ADDITIONAL AREA = ± 121.5m<sup>2</sup> (1,310 sq. ft.)



**SECOND FLOOR**

± 700m<sup>2</sup> (7,535 sq. ft.) / BLOCK  
 TOTAL AREA = ± 1,400m<sup>2</sup> (15,070 sq. ft.)

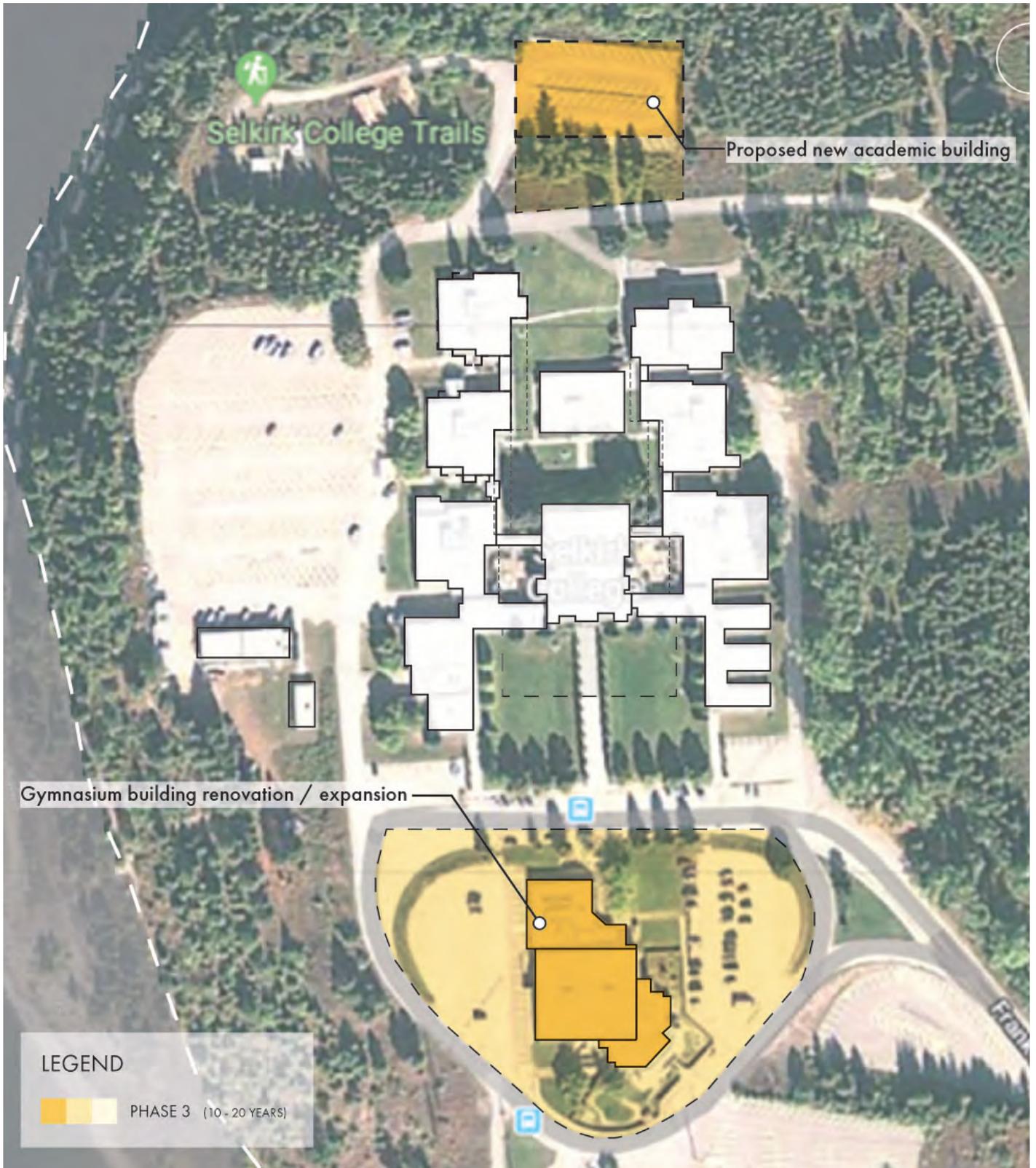
## Phase 3 | 10-20 Years

### ACADEMIC BUILDING EXPANSION

Proposed new academic building along the North end of the campus for additional space requirements for existing or new programs at the College.

### ATHLETIC PRECINCT / GYMNASIUM BUILDING RENOVATION/EXPANSION

In this timeframe, the utility and condition of the gymnasium building will need to be revisited to ensure that it can still meet the demands put on it.



Phase 3 - Scope

## Phase 4 | 20+ Years

### NEW ACADEMIC BUILDING

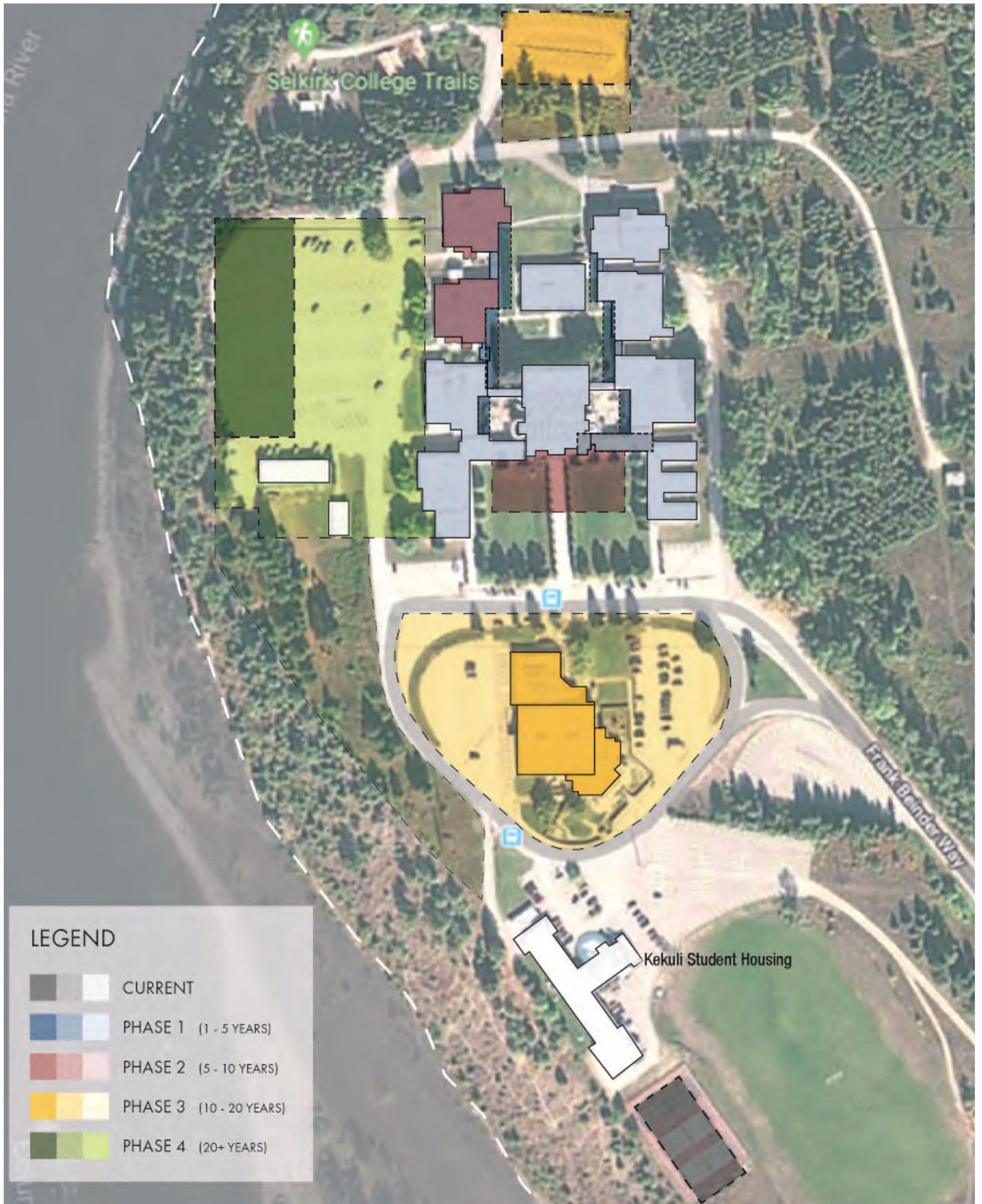
Redevelopment of existing west parking lot for additional buildings as need requires.

### ADDITIONAL GREEN SPACES

Promote a more walkable and green campus by creating conditioned campus quads and courtyards to spur student activity.



Phase 4 - Scope



Castlegar Campus - All Phases

# Silver King Campus Master Plan



## CURRENT INITIATIVES

### STUDENT HOUSING

As noted previously, the addition of the new Student Housing is currently under review with the BC Government. Along with the Castlegar and Trail Business Cases, the Silver King Campus is requesting funding for a 50-bed facility that will be greatly support student accessibility to appropriate accommodation in a tight Nelson housing market.

At the Silver King Campus, the new housing is planned to be collocated with a daycare facility, the funding for which as already been approved.

### FUTURE PHASES

As part of a Campus Master Plan, there are no upcoming major capital projects anticipated at the Silver King Campus. The work completed to date put this campus in good stead to support the College into the foreseeable future.

# Tenth Street Campus Master Plan



## CURRENT INITIATIVES

Address accessibility and pedestrian linkages based on the findings of the Rick Hanen Assessment. This will likely be a multi-phased project that looks at how the existing campus buildings relate to each other given the significant grade changes across the site.

## PHASE ONE - 1 - 5 YEARS

The Tenth Street Campus is a leased site that is owned by the City of Nelson. The lease is coming up for renewal in the next three years and this may be an opportunity to review the potential of purchasing the site.

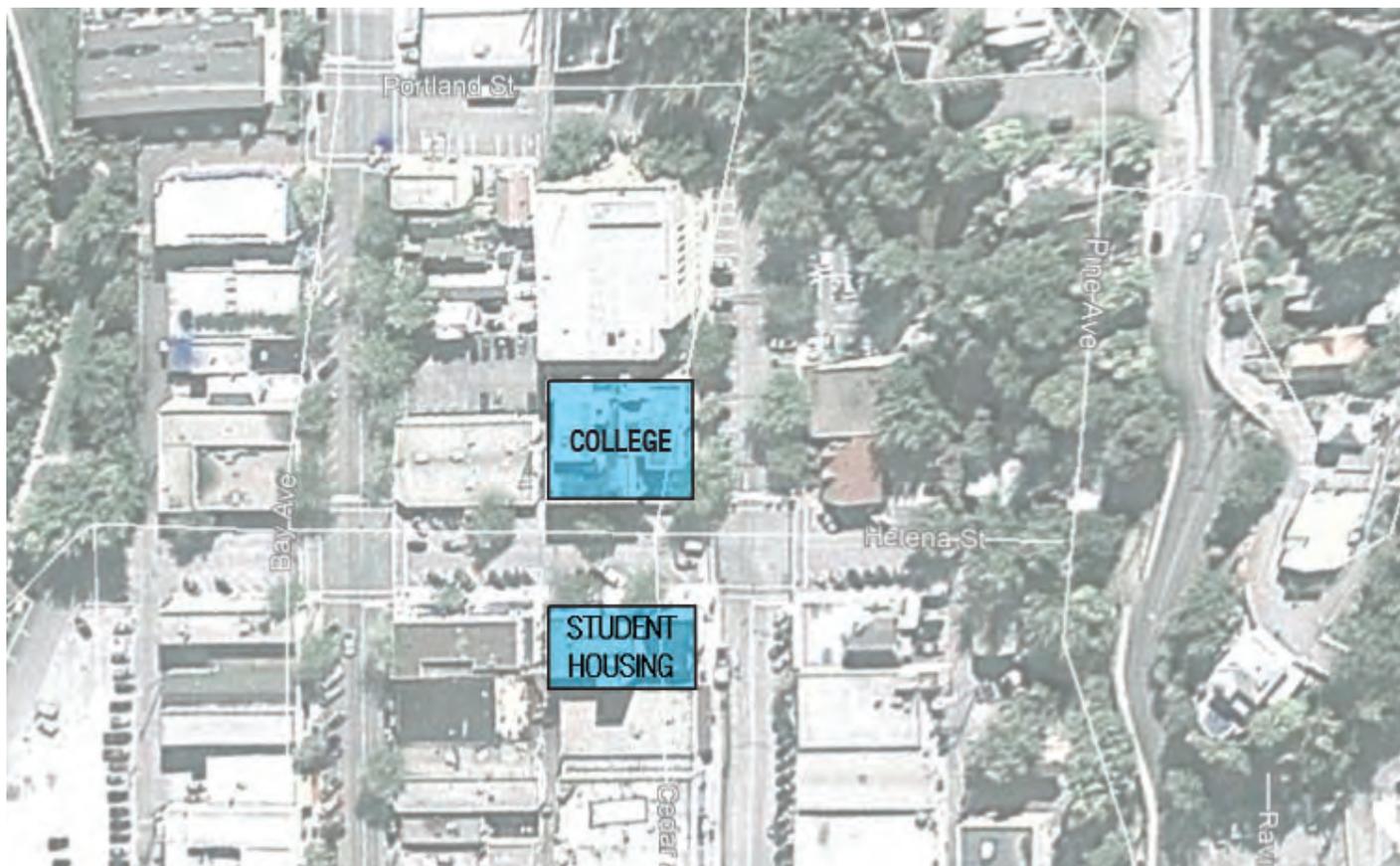
## SMALL SCALE RENOVATIONS

During this phase of time there is an opportunity to review the existing flow of the building and undertake targeted renovation work. In addition to the accessibility enhancement noted above, the creation of a central student area has the ability to redefine the experience of the Tenth Street Campus.

## PHASE TWO - 5 - 20 YEARS

Pending the direction endorsed by the College around ownership, there is an opportunity to add an academic building to the site. This will need to consider the pedestrian accessibility on the campus to be able to support increased activities on the site.

# Trail Campus Master Plan



## CURRENT INITIATIVES

Along with Castlegar and Silver King, Selkirk College has created a Business Case requesting funding for a 25-bed facility that will greatly support student accessibility to appropriate accommodations in a tight housing market.

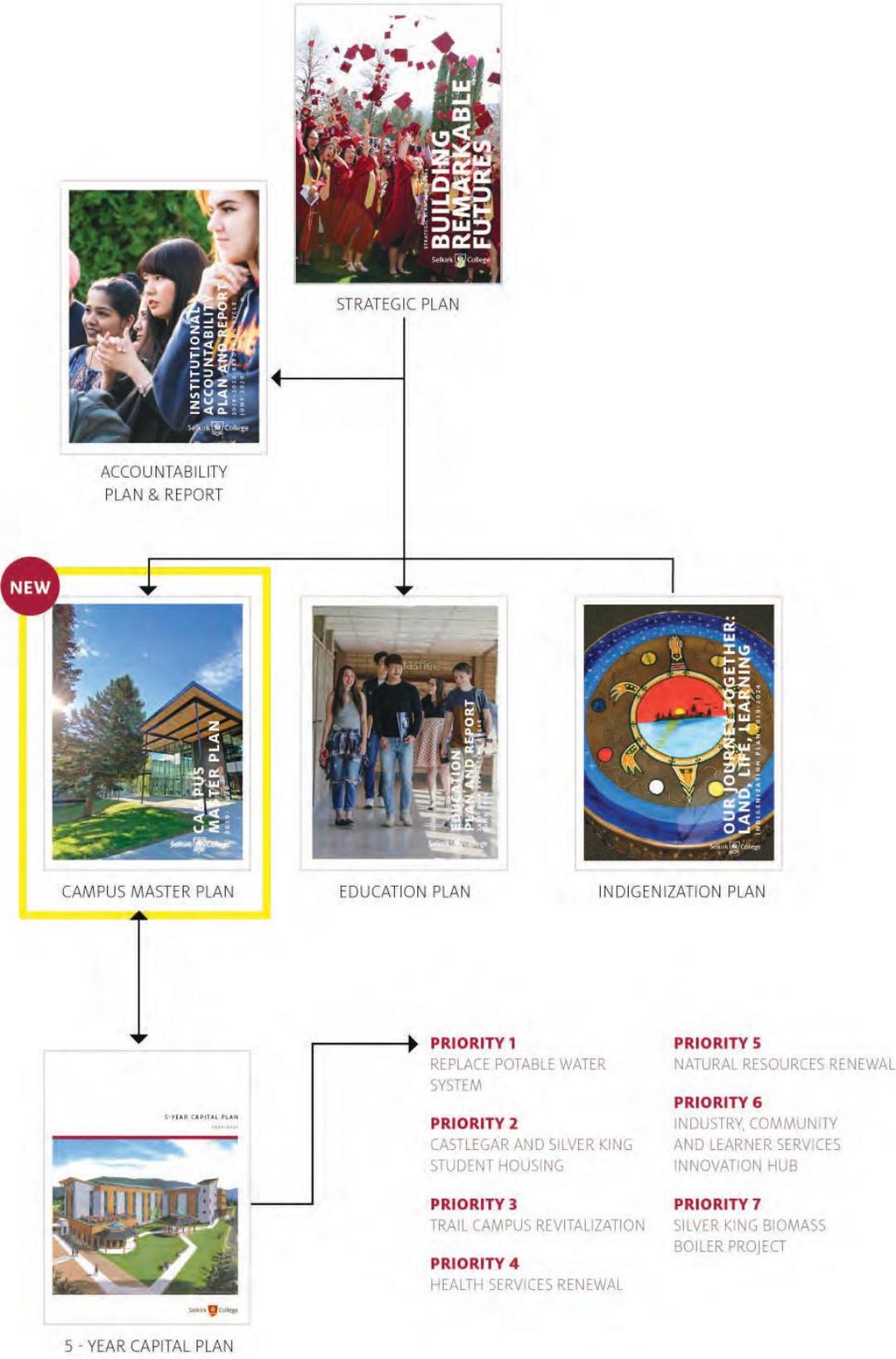
### Ownership

Selkirk College has developed a Business Case to purchase the Trail Campus. This would include \$1M building upgrade project as a condition of the sale. From a master plan perspective, we would anticipate that these funds would be used to further the building infrastructure, accessibility, and classroom requirements.

## FUTURE PHASES

As part of a master plan, there are no upcoming major capital projects anticipated at the Trail Campus. The work completed to date put this campus in good stead to support the College into the foreseeable future.

# Supporting Documents



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