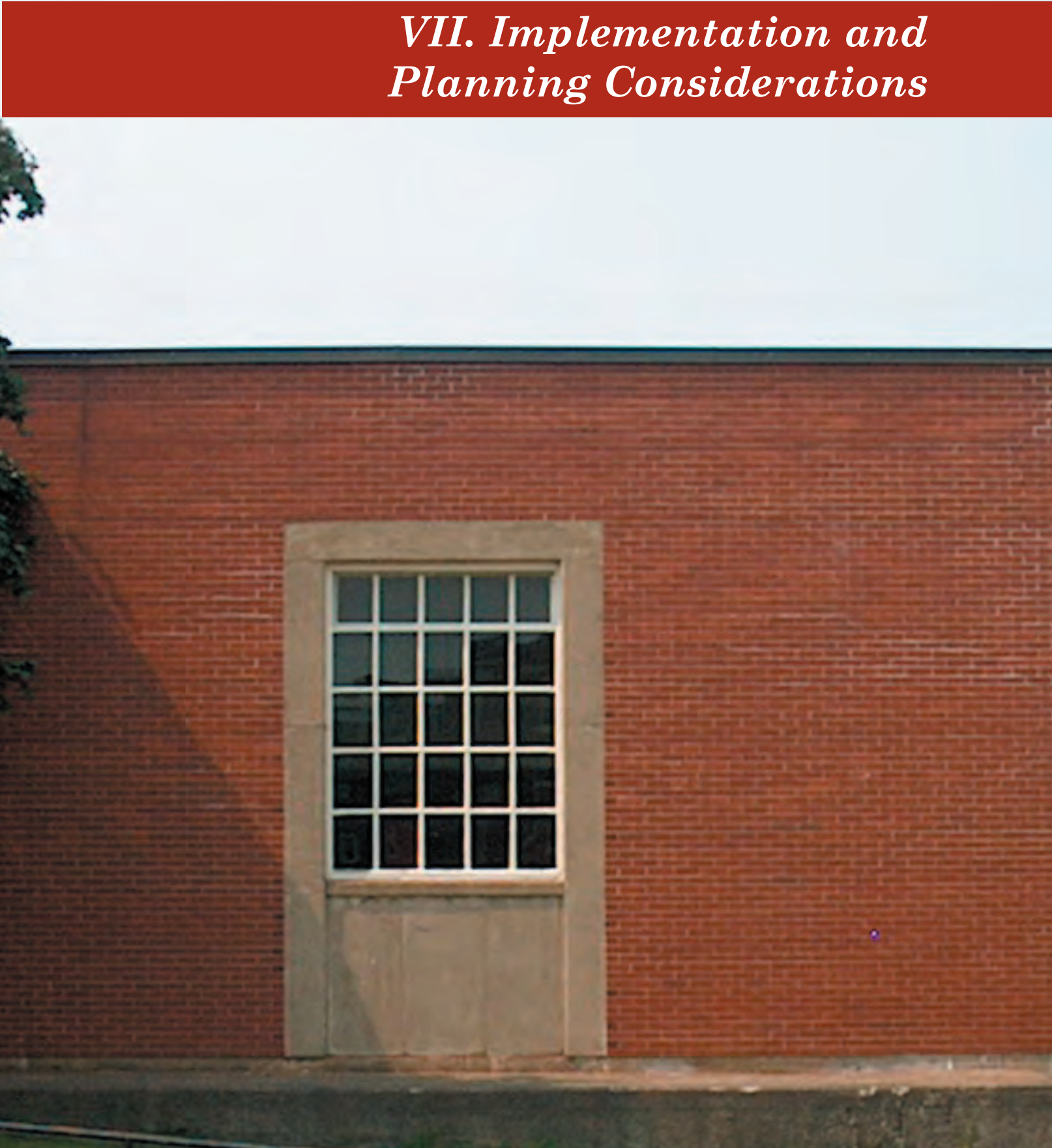


*VII. Implementation and  
Planning Considerations*



## 7.1 Plan Review

As the official campus plan for the University of New Brunswick at Fredericton, the Fredericton Campus Plan should be the regulatory document that directs land use decisions related to the Fredericton cluster of campus lands. As such, it should be adopted by the Board of Governors as a policy statement designed to facilitate change and growth management on the UNB Fredericton campus lands over the coming decades. The Fredericton Campus Plan is presented, in this document, as a long-term vision and direction for campus development. Adherence to this vision will ensure that a sustainable, compact, vibrant campus develops with respect for dynamic and meaningful open spaces. At the same time, while this plan presents a vision, it must continue to respond to evolving realities, and possibly, changing priorities. In short, it must be construed as a living document.

A biennial **Plan Review** is an effective way to ensure that the intent and vision of the Fredericton Campus Plan are maintained over the long-term, and yet integrated with development realities. As a mechanism to conduct the Plan Review, the office of the Associate Vice President (Campus Services and Planning) should issue a Report Card every other year that evaluates on-going development activity on campus in accordance with a predetermined series of indicators. As an outcome of this Report Card, elaborations or amendments may be proposed to the Fredericton Campus Plan so that it remains a relevant regulatory document. Prior to presenting any such amendments to the Board of Governors for approval, they may be the subject of a Public Open House in order to allow for comment.

## 7.2 Implementation Approach

The Fredericton Campus Plan has implications in terms of the overall vitality of the campus in the future, as well as short-term operational and financial implications that need to be evaluated and integrated into a larger Implementation Plan. Derived from the framework for development as presented in this plan, the Implementation Plan will be directed by the office of the Associate Vice President (Campus Services and Planning), with the intent of operationalizing the policies and guidelines presented in this plan.





## 7.3 Environmental Planning

### 7.3.1 Developing An Approach

Across North America, universities are becoming leaders in environmental planning and design. As a result, they have engaged in strategic decisions related to land development, building forms, and operation efficiencies. As an institution, UNB Fredericton should consider generating an overall approach to environmental issues.

The UNB Fredericton Students' Environmental Society recommends the adoption of an overarching environmental vision and the creation of an environmental committee. Other types of entities can be adopted — such as a working group or a department — to ensure that environmental responsibility becomes a priority on the University's policy agenda. Regardless of the approach, all activities that pertain to environmental planning should evolve at a high level, generating direct linkages to the core functions of the University and external agencies, such as the Municipal and Provincial governments. To be successful, sustainability initiatives must take operational, fiscal and political imperatives into account, and the mechanism to do so must involve a diversity of players with jurisdiction over a broad range of areas.

The University should consider creating an **Environmental Plan** to guide the overall approach to environmental planning on campus.

### 7.3.2 Partnerships for Sustainable Development

The University should consider exploring linkages with the City of Fredericton with respect to research/academic sustainability partnerships. For example, the City of Fredericton is interested in exploring the viability of alternative energy sources, and, if appropriate, the University could make its interest known in participating and even leading such initiatives. A process towards this kind of integrated activity could be further explored in the context of an Environmental Plan.



## 7.4 Universal Design Policies

Universal design speaks to a planning and design method that seeks to achieve full public access to an environment by considering a variety of user perspectives and needs. Approaches to design are redefined and advanced through the integration of a variety of large and small-scale mechanisms that facilitate full access.

Recent research conducted by the Working Group on Accessibility to Post-Secondary Education in New Brunswick suggests that the participation of disabled students drops from high school to university. A certain number of students who could attend university are discouraged from doing so due to the challenge presented by navigating university campuses. UNB Fredericton faces significant challenges towards becoming a university campus for all. By embracing barrier-free design as an immediate priority and integrating it into the approach to campus development, UNB Fredericton will not only serve its current students better, but will also provide an enhanced environment for prospective students who might otherwise be limited in their desire and ability to pursue a post-secondary education.

### 7.4.1 Barrier-free design

Barrier-free design should permeate all aspects of the campus, not only making it possible for students with a disability to access buildings and rooms, but also as convenient as possible. For example, library stacks should not be dead-ended and sloped sidewalks are preferable to ramps. The objective is to provide full public access to the physical campus.

Within the realm of physical design, considerations other than mobility exist, particularly for visually impaired students. To this effect, design guidelines often aim at making the environment *predictable* and hence safe. For example, doors should not directly open onto stairs, adequate lighting should be provided and contrasting colours and surfaces should be used to mark edges.

The National Building Code should be supplemented with additional guidelines governing new construction and renovations. Internal standards should also contain provisions concerning circulation on campus, including parking spaces and curb cuts. The standards should be included in the Development Application Guide. Several Universities in Canada, including the University of Toronto, the University of Western Ontario, and McGill University, have created guidelines unique to a campus and academic environment that are used in development review processes. UNB Fredericton would benefit from similar guidelines.

Strong and clear processes related to planning for barrier-free design will result in significant savings by ensuring that necessary accessibility features are embedded in an original design rather than as a retrofit. Integrating barrier-free design early in campus planning processes raises costs marginally at the outset. Retrofits tend to be complicated and costly.

All new construction and renovation should satisfy internal standards for accessibility, including elements such as ramps, door openers and elevators. An objective of UNB Fredericton should be to make extensive progress on physical improvements to make the campus accessible, so that future funding can be directed towards leading-edge technologies to assist students with a variety of disabilities in their day-to-day learning activities.



### 7.4.2 Five Strategic Policy Directions: Towards a Universal Design on Campus

#### 1. Identify an advocate

Identify an advocate on the Board of Governors and/or among senior management who is specifically interested and knowledgeable in cross-disability issues. This individual will be responsible for keeping accessibility at the fore of campus planning across departments. The mandate for this role includes an obligation to actively consult with external community-based disability groups to allow for comprehensive cross-disability and/or technical input that extends beyond representation of a specific group of campus users.

#### 2. Establish a standing committee to monitor universal design issues

The role of this standing committee should be to provide focus and direction for universal design initiatives on campus. In addition, working with the office of Services for Students with Disabilities, this committee should facilitate the preparation of a plan for retrofits (see point #4). Committee members should participate in the planning process for the construction of new buildings and major renovations to ensure that accessibility standards are built into the process. To do so, some members should participate on the Development Application Review Panel.

The chair of the Universal Design Committee may be the Accessibility Advocate, or the Accessibility Coordinator. Committee membership should be broad, including student representatives and members of community-based disability organizations.

#### 3. Agree on standards

The Universal Design Committee should assess the various accessibility standards above and beyond the Building Code to create standards that are specific to UNB Fredericton. Examples include the University of Toronto standards, the McGill University standards and the Canadian Standards Association (CSA) standards. These standards should be updated, monitored and implemented through the work of the Universal Design Committee, working in collaboration with the office of Services for Students with Disabilities.

#### 4. Prepare a plan

The Universal Design Committee should spearhead the preparation of a long-term plan for retrofits, identifying priorities, timelines and budgets. In terms of scope, the plan should consider the outdoor campus environment, all facilities and buildings for students, campus visitors, faculty and staff, and the interiors of buildings. To be effective, the plan should be realistic and include a funding strategy. A portion of the on-going capital and maintenance budget should be reserved for universal design retrofits in addition to any new funds that might be obtained for such projects. Each year, the Committee will report on progress through a public report.

#### 5. Explore a student levy

In collaboration with student organizations, the possibility of a universal design levy should be explored. Such levies have been instituted at a variety of institutions in Canada following a student referendum, and the funds have been apportioned through a variety of mechanisms that include student representation. The University should convey its own commitment by matching the funds raised.





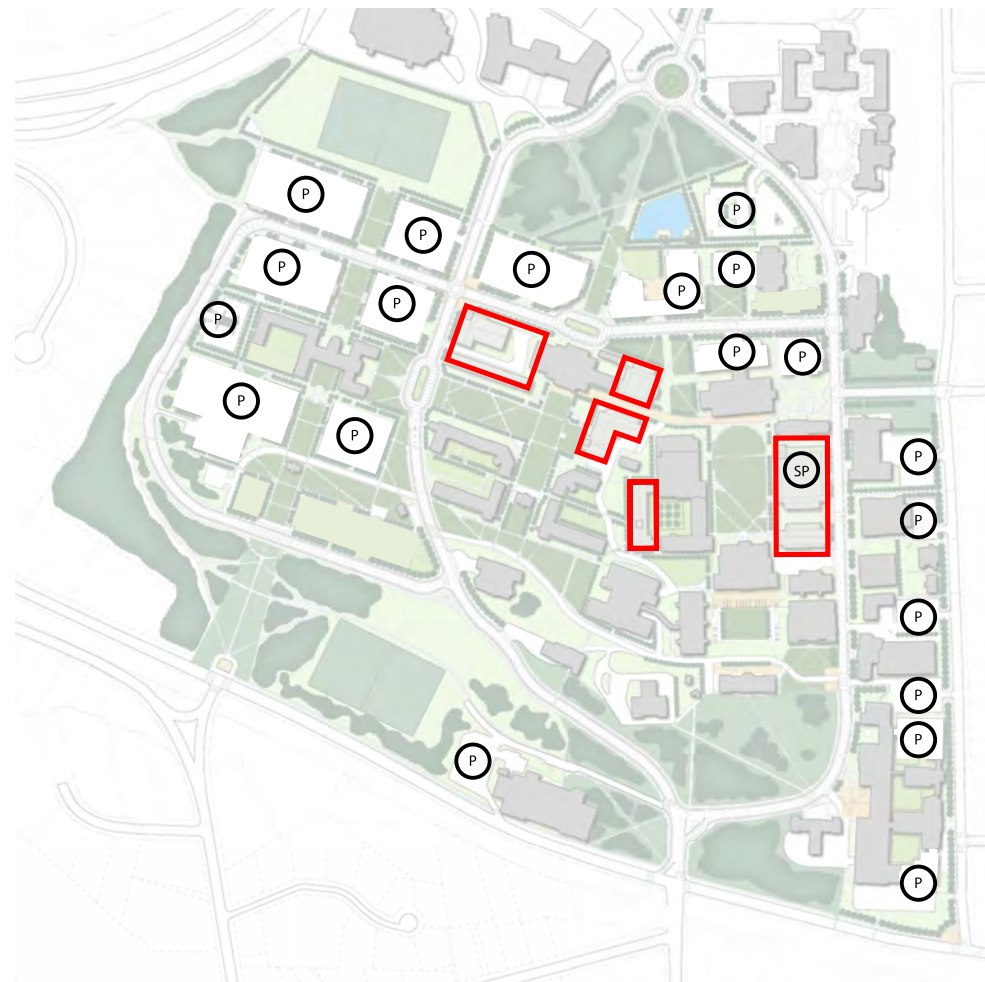
## 7.5 Staging

The build-out of the Fredericton Campus Plan should be determined by two key factors: the need and demand for more floor space, and the availability of funding to support the building program.

It remains difficult, if not impossible, to assign a time line to the phasing of new buildings on campus. And yet, as the concept plan suggests, it is clear that certain priorities should be met in the sequencing of new development in order to respond to the intent of the Plan.

For example:

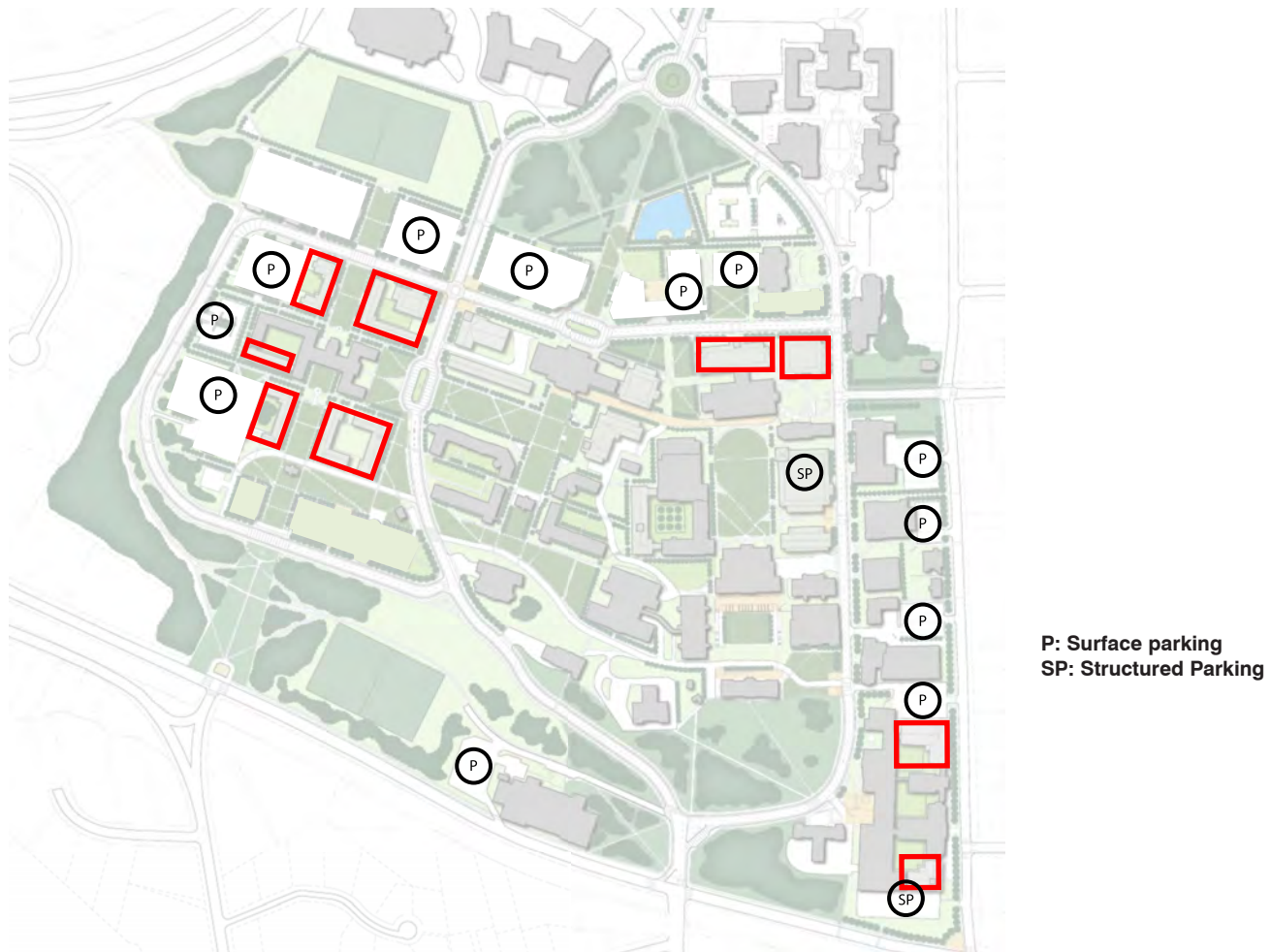
- The Open Space framework should be protected, even in the absence of an on-going building program. The landscaping, trees and character of the Open Space can begin to evolve immediately.
- Interim uses should support the proposed open space system and future building sites;
- The infilling of the core is necessary to support a pedestrianized environment;
- A logical progression should be pursued with respect to the removal of parking from the core. In the meantime, and prior to the building of structured parking, parking areas should be established at the periphery.



P: Surface parking  
SP: Structured Parking

## Stage One

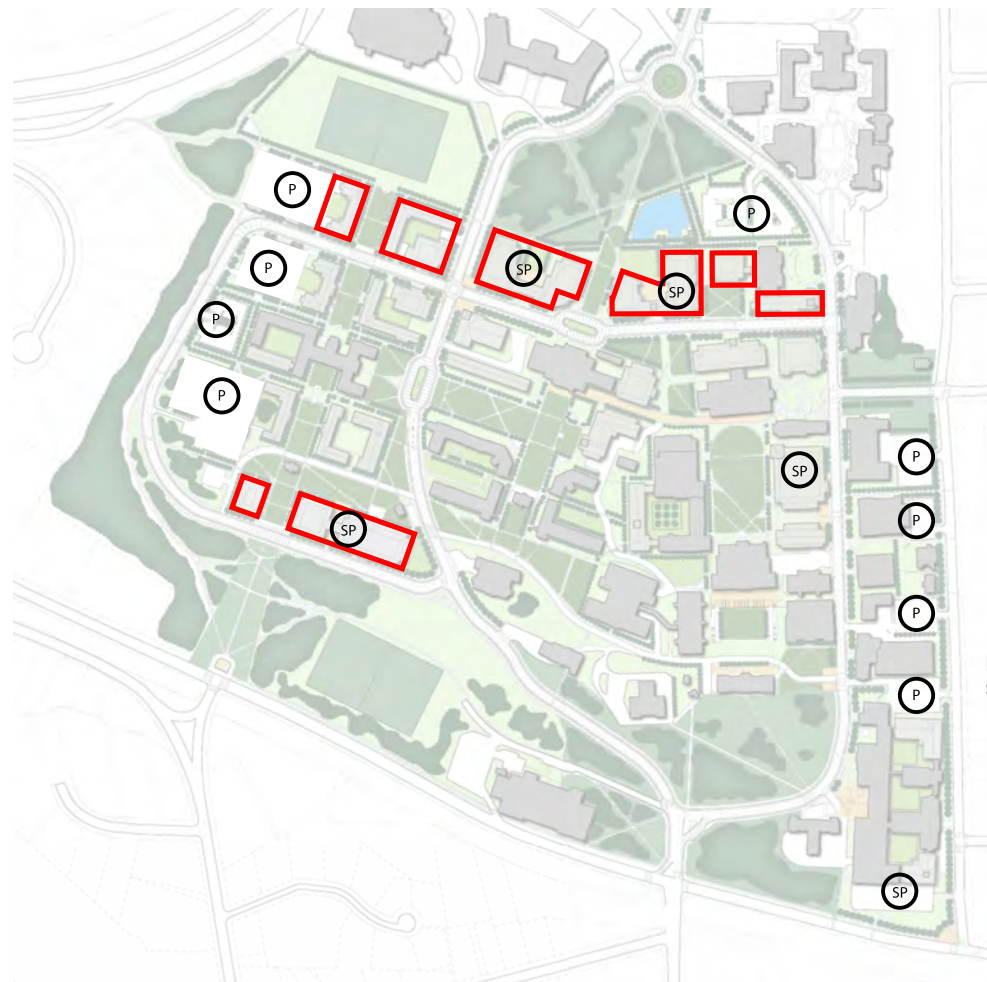
- Bailey Drive becomes a limited access road and is treated with a paving pattern;
- New roads are built to the east of campus to facilitate access to parking;
- A right-turn exit lane is added at the Beaverbrook and University Road entrance;
- Character elements are added to all streets (bike lanes, cross walks, paving patterns, street furniture, lighting);
- A new gateway feature that includes a lay-by and a map for visitors is added directly south of the main University entrance, near the beginning of Dineen Drive;
- Windsor Street streetscaping improves the interface with the community;
- Open space system is planned and defined; parking is established as an interim use on future development site footprints;
- The pond is built in the woodlot directly south of the Student Union Building;
- In order to complete the Jacob's Yard quad and the Dineen Drive edge, two new buildings are proposed across from the Bookstore and MacLaggan Hall;
- To shape/form the new Pedestrian Mall, three buildings infill to both the east and the west of the Student Union Building, and directly to the north and west. This last building serves to define the space outside of the Student Union Building and to complete the Lady Dunn Residence quad;
- To the north and east of Tilley Hall, a building addition completes the quad and creates an important new interior courtyard.



## Stage Two

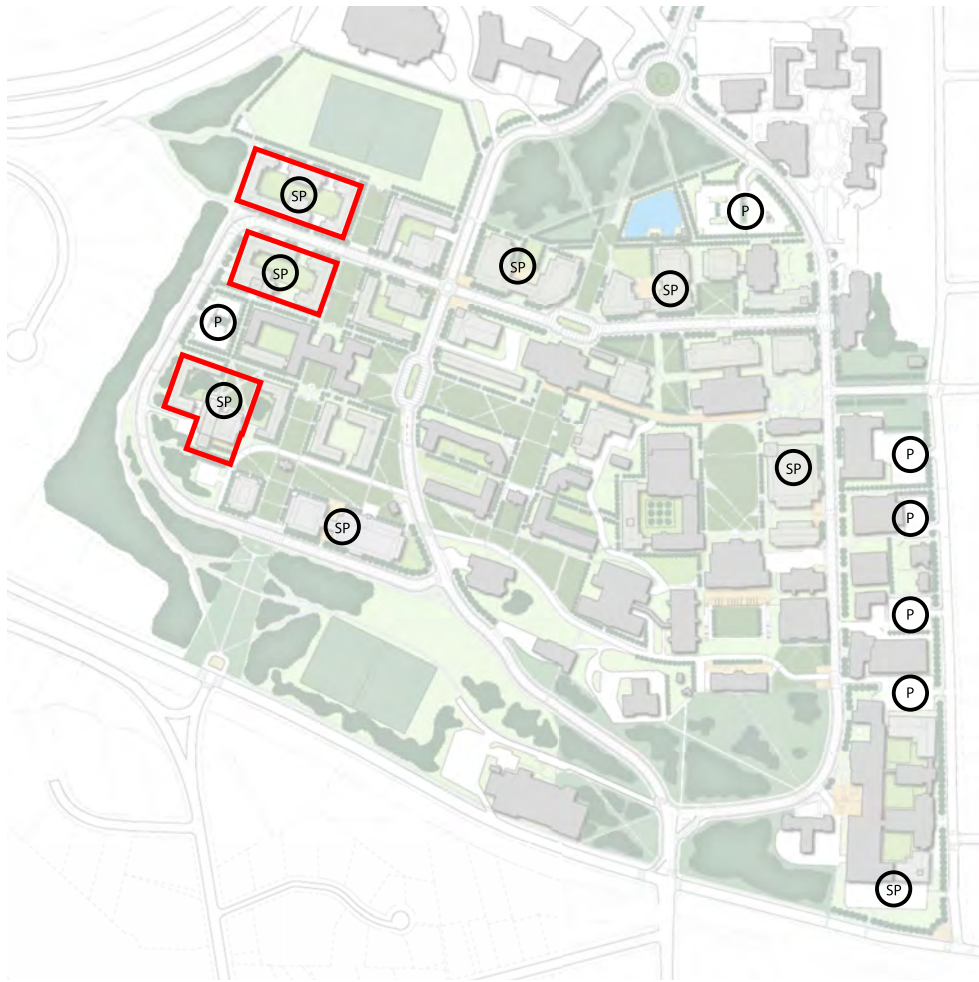
- At the corner of Pacey and Dineen Drives, two new buildings complete the building program in the core area;
- To the east of Mackay Drive, several new buildings (possibly residences) infill to the north and south of Lady Dunn residence;
- To the west of Head Hall, two existing quads are completed and open spaces are added.





### **Stage Three**

- Structured parking is added in several key locations;
- Pacey is developed as a Promenade;
- Sites are developed to the south of Pacey Promenade.



**P: Surface parking**  
**SP: Structured Parking**

## Stage Four

- Represents the full build-out of the campus;
- The last four remaining sites are developed on the eastern edge of campus;
- Most parking is contained in structures.



## 7.6 Concluding Remarks

The UNB Fredericton Campus Master Plan presented in this document provides a framework for growth and revitalization in the coming years. The Fredericton Campus is one of the most breath-taking University settings in Canada. A central objective of the Plan is to initiate renewed interest and investment in this unique campus setting recognizing the potential of this asset to offer students, academics, researchers, staff and the broader community of which it is part, an unrivalled environment of excellence.

Subsequent to the adoption of this Plan, a series of implementation strategies will be prepared to assist in identifying both immediate and long-range capital projects that will gradually build toward the transformation of the campus. Progress will be linked to the ability to identify sources of capital funding including new opportunities for partnerships and fund-raising through the development campaign.

Today the vision of a revitalized campus resides in documents, pictures and in the imaginations of the many people who contributed to the creation of the Campus Plan. Consistent momentum and discernible progress is required to make this vision a reality. It is therefore strategically important to identify and implement campus improvement projects on an annual basis — including initiatives that may require relatively small investments — as a means of demonstrating progress and the University's sustained commitment to the realization of this vision. The transformation of the campus is just one of many parallel initiatives being undertaken by the University of New Brunswick to secure a healthy and vibrant future for one of Canada's most cherished institutions.







WILFRED KEIRSTEAD HALL