The Campus Master Plan for Queen’s University is a framework for change that will guide how the University physically evolves over the next 10 to 15 years within the context of a 50-year vision.

The Campus Master Plan focuses on the University’s Main Campus and West Campus but also includes recommendations pertaining to other University land holdings such as the Donald Gordon Conference Centre and the Isabel Bader Centre for the Performing Arts. The University’s relationship to its physical context — the places, streets and infrastructure that are shared with its neighbours — is also addressed.

The vision and recommendations contained in this Plan will ensure that as the University physically evolves in response to contemporary learning, research, and social needs, its campus continues to be an exceptional place for students, faculty, staff and their neighbours.
Introduction
1.1 Study Process

The Queen’s Campus Master Plan study process was conducted over a 15-month period, with completion in spring of 2014. Regular meetings with the Campus Master Plan Advisory Committee (CMPAC) ensured that the Plan evolved in alignment with broader University objectives and responded to the needs of all users of the Queen’s campus.

A comprehensive consultation program was developed to ensure the Plan was developed collectively with Queen’s faculty and staff, students, Kingston residents, City staff and officials, and other interested parties. The consultation program consisted of numerous in-person and online engagement opportunities.

The in-person consultation program included three open houses, a public lecture, a series of stakeholder interviews, and a visioning workshop with invited Queen’s and City of Kingston representatives.

The online engagement program provided an additional forum for community input. The University hosted a central website with access to study information and materials, while the Consultant Team managed a blog, Twitter account and Facebook page to share information, gather input, and host an ongoing dialogue about the physical campus and Queen’s life.

**Project Team**

The Campus Master Plan study process was managed by a project team overseen by the Deputy Provost, consisting of University representatives from Physical Plant Services, Campus Planning, and Communications. The following is the membership of the project team:

- Laeeque Daneshmend, Deputy Provost
- Tony Gkotsis, M PL., ’14
- Yvonne Holland, Campus Planning
- Donna Janiec, Associate Vice-Principal (Finance)
- Charles Sumbler, Senior Associate to the Provost
- Craig Leroux, Senior Communications Officer, University Communications
- John Witjes, Physical Plant Services
- Robin Moon, Group Manager, Electronic Communications, University Marketing
- Julie Gutelius Clarke, Business Officer/Executive Assistant, Office of the Provost/Planning and Budget

The University retained a team of experienced consultants with a range of skills and expertise to assist in the project. The team was led by Urban Strategies, providing expertise in planning, urban, and landscape design, Rickes Associates providing expertise in space programming, Betty Dion Enterprises for accessibility, Willowbank for built heritage, and Stantec for transportation, utilities, and environmental sustainability.

**Campus Master Plan Advisory Committee**

The process has been guided by the Campus Master Plan Advisory Committee (CMPAC), with representation from faculty, staff, students, community and alumni. The CMPAC was established by the Principal to provide ongoing oversight of the development of, and adherence
Each consultation event provided an opportunity at different stages in the process for the Queen’s and Kingston communities to meet the project team and provide input into the development of the Campus Master Plan.

to, campus planning policy and consisted of the following members:

- Toby Abramsky
- Aaron Ball
- Eril Berkok
- Yvonne Cooper
- Laeeque Daneshmend
- Leslie Dal Cin
- John Fisher
- Bruce Griffiths
- David Gordon
- Yvonne Holland
- Craig Leroux
- Sue Lounsbury
- Robin Moon
- Keith Pilkey
- Mary Purcell
- Martha Whitehead
- John Witjes

Other committees were regularly consulted throughout the project process, including:

- Board of Trustees
- Senate
- Vice-Principal's Operations Committee
- Queen’s University Planning Committee
1.2 Coordination with Existing University Policy and Other Projects

The Campus Master Plan is aligned with existing University policy, and has been coordinated with ongoing current planning initiatives. A full listing of studies that have informed the creation of this Plan are listed in the appendix.

Existing University Policy

Academic Plan and Strategic Research Plan
Together, the Queen's Academic Plan (approved by Senate in fall of 2011) and the Queen's Strategic Research Plan (approved by Senate in the spring of 2012) provide a blueprint to ensure Queen's remains a balanced academy that offers an outstanding undergraduate experience enriched by high-quality graduate and professional programs within a research-intensive environment. The content of the Campus Master Plan has been developed to ensure the University’s physical environment evolves in a way that supports the principles and content of both these documents.

Comprehensive Strategic Framework for Accessibility and Queen’s Accessibility Guidelines
The Comprehensive Strategic Framework for Accessibility enables the development and implementation of annual Accessibility Plans. The Queen’s Accessibility Guidelines, published in 1997, provide guidance to the design of new facilities. The Campus Master Plan supports all new development and complies with the University’s priorities and guidelines as identified in all documents. It is encouraged that the accessibility guidelines be updated to comply with current provincial standards as outlined in the Accessibility for Ontarians with Disabilities Act, 2005.

Sustainability Initiatives
Queen’s has pursued a number of initiatives to target, plan and implement measures to decrease annual energy consumption and Green-House Gas (GHG) emissions. This has included small scale upgrades, retrofits and large scale studies to improve central systems serving both Main Campus and West Campus.

Sustainability Mission
To ensure the long term well-being of the Queen’s University campus and community by creating a culture of sustainability that guides everyday activities to encourage conservation, innovation, and effective use of resources in facilities and operations, education and research, engagement and outreach.
Climate Action Plan
The Climate Action Plan identifies benchmarks, milestones and timelines to gradually reduce GHG emissions and energy consumption. Queen’s University has committed to the plan for all existing facilities, proposed redevelopment and expansion.

A baseline was established for the University based on the GHG inventory in 2008 from which to measure future emission reductions. Between 2008 and 2010, Queen’s has implemented measures which reduced GHG emissions by approximately 20%.

The targets set by the University are as follows:
- 35% reduction by 2020
- 70% reduction by 2030
- 100% reduction/climate neutrality by 2040

Sustainability Strategic Framework
The Sustainability Strategic Framework sets out a system in the pursuit of sustainability and performance upgrades.

The framework establishes the following and is designed to bring together all interested parties within the greater University community:
- An organizational structure
- A project exploration process
- Guiding principles

Other Projects
Active development projects, including two new residences buildings on Main Campus and plans for a new stadium and sports facilities on West Campus, have been integrated into the Campus Master Plan, while other planning documents and guidelines were considered in order to ensure complementary recommendations and directions. The following is a summary of other major University planning documents which have guided the development of this Plan.

Library and Archives Master Plan
The Queen’s Library and Archives Master Plan (LAMP) began in May of 2012 and was approved by the Board of Trustees in December, 2013. The LAMP will guide the development of Queen’s Library and Archives facilities over the next 20 years, in the context of the University’s strategic framework. The Campus Master Plan project team and consultants have worked closely with the LAMP team and consultants to ensure consistency and complementary policies in both plans. The Campus Master Plan incorporates LAMP initiatives such as the re-imagining of the Union Street and University Avenue as “Library Square” as well as the Library Information Network at Queen’s (LINQ) concept.
1.3 The Study Area Today

The primary focus of the Campus Master Plan is Main Campus and West Campus, the University's two largest land holdings. These are where the majority of day-to-day activities take place today and are expected to in the future. The Plan also considers the physical relationships with other Queen's land holdings including the Donald Gordon Conference Centre and the Isabel Bader Centre for the Performing Arts. Each campus is a distinct place and contains its own strengths, opportunities, and challenges.

Today, the Main Campus is highly valued by students while West Campus is seen as a distant location, isolated from Queen's life.

With an array of gathering places, great proximity to Downtown Kingston and Williamsville, and historic buildings, Main Campus already has many assets. However, change here will be challenging as there are very few remaining development sites.

West Campus is farther removed from the core of the City, and lacks many of the same social infrastructure and gathering spaces as Main Campus. However, it is located in proximity to Portsmouth Village and, has a large amount of land available for development. With the recent acquisition of the former Prison for Women site and installation of the multi-purpose sports field at its northern portion, change on West Campus has already begun. Changes nearby on non-University land holdings, such as the decommissioning of the Kingston Penitentiary for Men and the possible relocation of Correctional Services of Canada Headquarters, provide significant opportunities for change for this area of Kingston.

With each campus providing a different set of challenges, a different approach was required to envision the future of each setting.
1.4 Why a Plan was Needed

With the rise of new technologies, increasing global competitiveness, and changing pedagogical models, this is a time of dramatic change and opportunity at Queen’s. It is also a time of limited resources. Balancing these opportunities and constraints, the University must carefully assess its goals and objectives for the future of its campus. Future investments must be carefully considered to ensure the greatest return on investment while simultaneously addressing contemporary needs and ensuring flexibility for the future.

The Campus Master Plan has been initiated in order to:

- Define priorities for renewal
- Ensure capacity for growth

With Main Campus nearing capacity, there is a need to identify the location of additional capacity across Queen’s multiple land holdings. This Plan provides a base understanding of the type of development appropriate for each site as well as other considerations regarding form and character.

The renewal of the Queen’s campus, in the form of repairs, redesign, new buildings, or retrofits, must be carefully considered to ensure deferred maintenance is addressed. Based on a comprehensive analysis of facility assessments, this Plan will help the University prioritize and coordinate investment in both the short and long term.
The Queen’s campus contains many highly valued historic buildings and landscapes dating back to 1834. This historic fabric is one of the most memorable aspects of the Queen’s experience and must be protected. This Plan identifies places that require preservation or special consideration, and provides recommendations as to how to renew facilities in a cost effective manner that does not compromise the qualities that make these places special.

Incorporating landscape projects into development plans ensures a cost-effective way to improve the campus’ public realm and operating systems. This Plan identifies public realm, streetscape, public art, and other infrastructure improvements alongside recommendations for new facilities and renewal projects.

Like master plans before, this Plan will continue to protect what is loved about the Queen’s campus, while ensuring new facilities contribute to the University’s local, national, and global competitiveness. This will be achieved through design guidelines and policies ensuring the highest quality design of buildings and public spaces.
1.5 How to Read this Document

Part 1
Part 1 provides a vision for Main Campus, West Campus and the City lands between. This includes recommendations for the different systems that make up the overall physical campus structure, such as open space and movement networks, as well as guidance regarding the location and characteristic of new development.

Chapters 1 and 2: Introduction and Existing Campus Conditions and Needs
Chapter 1 outlines the process involved in creating this Campus Master Plan update. Chapter 2 documents the historic evolution of Queen's campus planning, provides an overview of the existing physical condition, capacity and quality analysis, and a summary of anticipated space needs and trends informing the Plan.

Chapter 3: Campus Vision
This chapter outlines a high-level direction for the evolution of Queen's physical setting, described through guiding principles and images. The physical vision informs the detailed framework recommendations provided in the Main and West Campus Master Plans.

Chapter 4: The Campus at the City Scale
This chapter provides a framework for campus systems and networks – such as movement, parking and street character – at the city scale. It also provides guidance regarding the physical aspects of the University that have impact on surrounding neighbourhoods and the city-at-large, such as housing.
Chapters 5 and 6: The Main and West Campus Master Plans

The Main and West Campus Master Plans provide direction regarding all the change that will occur on each campus. Each chapter is divided by the different systems that make up the overall physical structure of each campus, including land use patterns, heritage, development sites, and movement.

Chapter 7 and 8: Building Design Guidelines and Implementation

Chapter 7 provides general building design guidelines and Chapter 8 describes how the Campus Master Plan should be used and maintained by Queen’s.

Chapter 9: Precinct Plans

The precinct plans provide a convenient and simplified framework in which to plan and evaluate campus projects within the comprehensive guidelines of the Master Plan. While illustrating the inter-related nature of the campus environment, they consolidate the opportunities and requirements for campus evolution for each renewal and development site on a place-by-place basis.

Part 2

Part 2 serves as an implementation manual for the plan, providing specific design direction for University projects.
Existing Campus Conditions and Needs
Principal Woolf has penned this point in time as “The Third Juncture,” and with it we are again at a period where significant cultural and societal shifts are beckoning a re-assessment of how to maintain Queen’s competitiveness, and stresses the importance of ensuring the campus meets the need of today’s and tomorrow’s students, faculty and staff. In a time where new economies, technology, and global migration patterns have radically shifted the way people learn, research and innovate, Queen’s must continue to evolve. This chapter documents the historic evolution of Queen’s campus planning, provides an overview of the existing physical condition, capacity and quality analysis, and a summary of anticipated space needs and trends informing the Plan.

Since Queen’s inception in 1841, the physical campus has grown and evolved incrementally, while still retaining a close physical relationship to Kingston’s neighbourhoods. New spaces and facilities have responded to shifts in pedagogy, demographics, and a changing university culture.

Since the 20th Century, Queen’s has been managing growth and change through a series of master plans that have responded to the issues of their time. Remnants from plans of the past can be seen in today’s buildings, open spaces, and pathways. The following highlights some of the plans over the years and the legacy that they have left behind.
Canadian landscape architect and planner Frederick Todd envisioned an east-west road between Ontario Hall and Alfred Street. While this road was never constructed, the route informed the siting of Richardson and Ellis Halls.

The first formation of the Queen’s campus began shortly after the young institution acquired Summerhill, the estate of John Okill Stuart in 1853. This began the formation, over the next century, of the central Queen’s campus as currently understood and experienced.

The Sheppard and Calvin Plan envisioned a grouping of new buildings in what was referred to at the time as “North Campus” and the area west of University Avenue. This Plan informed the development and location of some of the buildings on the west side of University Avenue, including the current location of Ban Righ Hall.

In 1955 Queen’s University retained landscape architect Gordon Culham to prepare a plan for the campus lands. His plan addressed the need to re-evaluate how campus buildings addressed the pedestrian network and internal courtyards and how to more sensitively incorporate parking into University life.

In response to the rise of the automobile, the Barott, Marshall, Merret and Barott Plan envisioned an inward facing campus, with surface parking lots located at the periphery. Remnants from this plan can be seen in the existing parking lot west of Tindall Field. The effects of this plan compromised the pedestrian-scaled nature of Queen’s and disconnected the campus from many of its neighbouring communities.

DuToit Allsopp Hillier (DTAH) switched focus from modern buildings and parking lots to protecting the heritage buildings and landscapes at Queen’s. Expansion was achieved through infill development, working within the existing urban street network. University Avenue and Union Street were envisioned as the centre of campus. The plan was updated in 2003, reflecting the current practice to update master plans on a five or ten year basis.

*Research courtesy of Tony Gkotsis, M.Pl ’14
2.2 Determining Capacity and Promoting Renewal

In order to fully understand the potential of Main and West Campus, existing conditions were analysed through a number of different lenses to determine the places on both campuses suitable for change. This section reviews the different steps in determining the University's existing capacity.
Land Utilization

Each property has been assessed to determine sites on campus that are underutilized. Sites were considered underutilized if they are undeveloped, only partially developed, or contain low density/obsolete buildings that could be redeveloped to perform better. Surface parking lots were also identified as sites that could be put to a better use.
Building Condition

To determine if any existing buildings should be considered for renewal, the building condition of each building was evaluated using existing Building Condition Assessments that utilize the Facility Condition Index (FCI) to rank buildings on campus. The FCI is calculated using the ratio of deferred maintenance (cost of repairs) divided by the replacement value (the cost to replace the entire building in today’s dollars). Based on its index, an individual building is categorized as good, fair, poor, or critical. Those buildings with a critical FCI are considered sites which may be suitable for redevelopment as the cost of repair exceeds its current value. The building condition analysis did not include recently constructed buildings or residences, as these were assumed to be in good condition. Of the 81 buildings studied, roughly 50% were assessed to be in fair or good condition.

![Figure 2-2 Building Condition](image-url)
Historic Significance

Buildings were assessed for their historic significance in order to fully understand the highest development potential on campus. Each building on campus was evaluated based on individual architectural significance, as well as its contribution to Kingston’s historic landscape (the rationale in determining historic significance of buildings is described in fuller detail in Section 5.2). Buildings in the drawing below in blue are those that must be protected or incorporated into new development. Houses in purple indicate sites that may be considered for redevelopment, but will require special design attention regarding compatibility with adjacent historic neighbourhoods.
Figure 2-4  Development Capacity on Main Campus
Development Capacity

All of the determination criteria have been considered against one another to arrive at total development capacity numbers on campus. These were then conceptually modeled on a site-by-site basis to determine the total gross floor area potential across campuses. Development opportunities consist of three types of sites and have been separated across Main and West Campus:

<table>
<thead>
<tr>
<th></th>
<th>Main Campus Capacity</th>
<th>West Campus Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Large Vacant Sites:</strong></td>
<td>46,000 m² (495,140 ft²)</td>
<td>60,000 m² (645,834 ft²)</td>
</tr>
<tr>
<td><strong>Large Sites with Considerable Constraints:</strong></td>
<td>12,000 m² (129,166 ft²)</td>
<td>29,000 m² (312,153 ft²)</td>
</tr>
<tr>
<td><strong>Small Sites with Considerable Constraints:</strong></td>
<td>22,000 m² (236,806 ft²)</td>
<td>0 m² (0 ft²)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>80,000 m² (855,112 ft²)</td>
<td>89,000 m² (967,987 ft²)</td>
</tr>
</tbody>
</table>

Large Vacant Sites:
These are less-constrained sites that can be considered for more immediate and less-constrained sites for redevelopment. These are places that can accommodate modern academic buildings.

Large Sites with Considerable Constraints:
These are clusters of buildings and vacant land with financial or logistical constraints such as demolition, phasing, or historic buildings to be retained and incorporated into new design.

Small Sites with Considerable Constraints:
Smaller clusters of buildings and vacant lands with similar financial or logistical constraints. None of these types of development sites exist on West Campus.
The Queen’s “footprint” has steadily increased over time, having grown an average of 9,000 to 10,000 square metres per year since World War II to arrive at its current area of 681,500 square metres. Though Queen’s has grown steadily in the past, Queen’s future growth will be determined by the University’s enrolment plans over coming years and other strategic planning decisions. The Campus Master Plan does not presuppose growth, but illustrates potential physical opportunities and challenges, should the University choose to grow.

2.3 Evolving Space Needs

Regardless of future enrolment, rapidly evolving pedagogy has created a need for Queen’s to assess current space requirements. An analysis of space needs was conducted by Rickes Associates Inc. in August 2013* to assess existing and required facilities to support research, teaching, and campus life. The findings indicate Queen’s does not have a deficit of space overall, but rather, it requires more of certain types of spaces and less of others. The renewal and retrofitting of existing spaces will be required to meet pedagogical and technological evolution.

ECS is currently preparing a utilization study of both centrally and non-centrally booked classrooms at Queen’s to determine whether the University has the appropriate number and mix of sizes of classrooms. This study will provide an overview of classroom inventory by building, capacity, capacity range, room type and room characteristics along with a breakdown of both time and seat utilization. This will inform the University as to whether additional teaching space is required, and if so, the approximate sizes and types of these rooms. Future analyses may include both an overall review of the quality of each of Queen’s teaching

![Growth in the Building Area Over Time](image)
spaces (which will inform future projects that would bring these rooms up to current teaching standards), as well as a review of time utilization of existing classrooms (which may inform the decision to extend the number of hours that they are used i.e. additional evening teaching will reduce the requirement for additional construction).

Current Performance
To date, Queen’s has done a relatively good job of maintaining the appropriate amount of facilities in relation to its enrolment. The space analysis used a number of points of comparison to evaluate how Queen’s space supply compared to other institutions in USA and Canada, as well as Council of Ontario University standards (performance standards developed by the organization that co-ordinates and advocates on behalf of Ontario’s 20 publicly funded universities). The analysis concluded that while it does have deficits for some types of space like all the other institutions, Queen’s is among the top at offering appropriate amounts of space to students.

Should enrolment increase in the future, roughly 20 net assignable square metres (NASM) of space would be required per additional full time enrolment (FTE) as a general rule of thumb. This translates into approximately 30 gross square metres of development per FTE.

<table>
<thead>
<tr>
<th>University</th>
<th>NASM/student</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Toronto</td>
<td>28.5</td>
</tr>
<tr>
<td>Queen's University</td>
<td>27.2</td>
</tr>
<tr>
<td>University of Western Ontario</td>
<td>24.9</td>
</tr>
<tr>
<td>University of Waterloo</td>
<td>24.3</td>
</tr>
<tr>
<td>Average</td>
<td>24.1</td>
</tr>
<tr>
<td>McMaster University</td>
<td>22.8</td>
</tr>
<tr>
<td>University of Ottawa</td>
<td>16.8</td>
</tr>
</tbody>
</table>

*Findings in this section refer to The Queen’s University Campus Master Plan Analysis of Space Needs, Rickes Associates Inc., August 2013*
Space Needs
Regardless of Queen’s good performance, there are still types of spaces that should be added to its campus. The University currently lacks appropriate instructional and research laboratory space, classroom facilities, and study space, as well as social spaces that support Queen’s role as a predominantly residential campus. These spaces should be considered and prioritized in future development. In particular, a phasing and implementation plan should be developed identifying the specialized instructional spaces that are candidates for right-sizing, maintenance and other upgrades. This Plan would consider the enrolment, course scheduling, and potential need for expanded facilities to support new programs, adjusting as the institution changes. Ultimately, this will provide Queen’s with the appropriate array of specialized instructional spaces, both now and in the future.

Renewal
Queen’s challenge is not necessarily to build new facilities (though for certain types of large, purpose-specific spaces this will be necessary), but rather, how to renew and retrofit existing facilities to align with current space needs. This means re-assessing how certain spaces might be re-purposed, or performing interior upgrades and renovations.

Queen’s should carefully review appropriate options for addressing current need by balancing the creation of new space with renovation of older spaces (guiding by the building condition assessment presented on page 20), and the opportunity to eliminate outdated or poorly located rooms. It is not simply a matter of having a sufficient quantity of space, but they must be of an acceptable quality if they are to be used at all.

The Nature of New Spaces
A symbiotic convergence of cultural shifts and technological changes is transforming higher education, disrupting not just the traditional “in-person” method for course delivery, but also the traditional spatial organization and disciplinary silos and the experience of academic life more broadly. These changes - inclusive of new permutations, yet to be imagined - suggest a significant need to examine the value of the physical campus and its collection of spaces. Chief among cultural shifts impacting higher education are large-scale, wide-ranging pushes toward greater collaboration and flexibility reflected and refracted in numerous ways.

As teaching and learning evolves, the nature and character of space needs are changing. Whereas campus space planning of the past focused on categorizing spaces with a particular programming purpose, new learning and research spaces are more so defined by their quality and characteristics – places for gathering or working individually, loud spaces or quiet spaces. New spaces will need to respond to existing learning trends and also be flexible to
anticipate further changes, new technologies, and the uncertain needs of both future Queen’s staff and students. New spaces should prioritize flexibility, mixed and overlapping uses, multiple loci of activity, and the convergence of functions and services. By creating these sorts of “fusion spaces”, the University can eliminate redundant space, increase the utilization of facilities, and potentially save future costs.

Student demographics are also changing the future. Queen’s students will likely be somewhat older and increasingly diverse and Queen’s will be challenged to accommodate these new students, which may include providing space for graduate students; special-interest, religious, and cultural groups, clubs and events; as well as amenities such as family housing, child care facilities and medical facilities to support adult students. Attracted by life-long learning opportunities, aging baby boomers may be attracted once again to university life, further extending the range of ages served by the campus and creating the need for specialized dining, recreational, and care facilities.

A comparison of traditional and contemporary office configurations

New ways of working and collaborating are changing the type and configuration of space Queen’s requires.
This chapter outlines a high level direction for the evolution of Queen’s physical setting, described through guiding principles and images. The physical vision informs the detailed framework recommendations provided in the Main and West Campus Master Plans.
3.1 Planning Principles

The planning principles define the assumptions and philosophies driving the vision and recommendations of the Campus Master Plan. They also provide a means of evaluating future Campus Master Plan updates and possible amendments.

Planning Principle 1
Support Queen’s academic mission

Queen’s delivers a transformative student experience in a research intensive environment. The Campus Master Plan will help drive the University's success as Canada’s quintessential balanced academy.

1.1 Align campus planning with the University’s teaching and research mission
1.2 Align campus improvements and development with the University’s goals and Strategic Plans
1.3 Respond to evolving pedagogy, research, teaching and learning needs by providing state-of-the-art facilities, technological support, and ancillary amenities
1.4 Create open, adaptable learning environments that promote collaboration and innovation

Planning Principle 2
Enhance the campus experience

The Queen’s campus, with its iconic limestone buildings and inviting green spaces, is a vital part of our heritage and identity. The Campus Master Plan will preserve this remarkable legacy while enhancing the livability of our campus locations.

2.1 Protect Queen’s architectural and historic legacy, and its cultural landscape, while enhancing areas in need of improvement
2.2 Ensure the campus is accessible, adhering to existing campus policy and guidelines regarding universal design
2.3 Enhance campus safety through design
2.4 Support Queen’s role as a residential university by offering a range of housing options, social spaces and services for students, staff, faculty and the community
2.5 Improve the quality of the West Campus experience
2.6 Queen’s is one campus with several locations; improve connections between those locations to enhance continuity and facilitate movement
2.7 Tell the rich stories of Queen’s, Kingston and indigenous peoples through public art and design.

Planning Principle 3
Promote good facilities management

Buildings and landscapes endure for decades, even centuries. The Campus Master Plan encourages careful stewardship and smart investment to meet the University’s current and future needs.

3.1 Act as stewards of our land and consider the best use of that land over time
3.2 Ensure flexibility to respond to changing projections for growth
3.3 Assess sites for potential renewal in the context of a full range of issues and objectives, including building maintenance and site capacity
3.4 Identify opportunities to leverage equity in property and lands
3.5 Ensure higher energy performance standards and technologies are integrated with improvement projects
Sustainability is an important value for Queen’s. The Campus Master Plan aims to lessen the University’s impact on the environment through good planning, stewardship and development practices.

Planning Principle 4
Foster a more sustainable campus

Sustainability is an important value for Queen’s. The Campus Master Plan aims to lessen the University’s impact on the environment through good planning, stewardship and development practices.

4.1 Promote green building technologies in new and renewed development
4.2 Improve active transportation infrastructure, including cycling routes and pedestrian pathways
4.3 Invest in buildings and landscapes of enduring quality
4.4 Direct new development to sites already accessible to services, facilities, and infrastructure systems
4.5 Diversify and integrate campus uses to create complete campus communities
4.6 Encourage public transit by working with Kingston Transit and ensuring transit waiting areas are safe and comfortable environments

Planning Principle 5
Integrate the campus with its settings

Queen’s is fortunate to be situated in Kingston, in proximity to historic neighbourhoods, waterways, and numerous parks. The Campus Master Plan aims to enhance Queen’s connection with its surroundings in ways that are sensitive to the uniqueness of our location.

5.1 Enhance connections to Lake Ontario through new pathways and careful placement of new buildings
5.2 Ensure new development transitions sensitively to adjacent residential neighbourhoods and parks
5.3 Seek partnerships and city-building opportunities with the City of Kingston
5.4 Partner with the City to create a diversity of housing opportunities that minimize strain on stable residential neighbourhoods
5.5 Explore opportunities to integrate non-university uses on West Campus
5.6 Continue to co-ordinate infrastructure projects with the City and Kingston General Hospital.

Planning Principle 6
Create a campus that supports health and wellness

Our physical campus and the location of services and amenities can play an important role in promoting the health and wellness of our students, staff and faculty. The Campus Master Plan envisions a campus which is conducive to physical and mental wellbeing.

6.1 Create a diversity of open spaces that offer places to rest, play, and learn
6.2 Ensure convenient access to healthy food across campus
6.3 Integrate physical and mental health services across campus
6.4 Enhance infrastructure and services to promote active transportation such as walking and biking
6.5 Develop a health and wellness focus on West Campus
3.2 The Long-term Vision for Queen’s Campus Lands

Queen’s University is an institution with a rich legacy, reflected in its traditions, setting and historic campus places. It is also a forward looking institution that promotes a transformative learning experience balanced with and enhanced by excellence in research and the advancement of our collective knowledge.

Though the campus has and will continue to evolve, Queen’s University will always be a place recognized by returning alumni. The essential qualities of its identity will endure, yet many facilities and places will have been renewed to reflect contemporary teaching and learning objectives. The physical and programmatic relationships between Queen’s various campus locations and facilities will be strengthened. The University will have evolved in step with its neighbouring communities, preserving historic assets, respecting physical relationships and supporting community life.

As Main Campus becomes more built out, West Campus will play an increasingly significant role in the life of the University. Main and West campuses will complement each other. Each will have a unique role and identity, but the quality of experience, although not the same, will be equivalent.

Growth will have occurred where required, but the majority of change will be a result of renewal. The changes illustrated in Figure 3-1 represents the full range of opportunities that Queen’s may consider - demonstrating how building, open space and infrastructure projects can be realized in a holistic manner. Over the coming decade, Queen’s will be able to prioritize these projects and initiatives, selecting which are to be implemented with confidence that the physical implications of these projects has been fully explored and documented within the Campus Master Plan.
The long-term vision illustrates the full-range of development and open space opportunities described in this plan. Buildings in white illustrate potential new buildings, while existing buildings and those under construction are illustrated in yellow.
3.2.1 The Vision for Main Campus

To students, staff, faculty and alumni alike, Main Campus will continue to be understood as the symbolic heart of the University’s identity. The physical aspects of this “traditional campus” – iconic architecture and picturesque open spaces situated on a compact, walkable street and pathway pattern – will be maintained, however uses will evolve.

Services and programming will be dispersed across the campus reflecting the growing diversity of the Queen’s community and an increasingly integrated and collaborative style of learning and research. This evolution will be reflected in an increase of multi-disciplinary and flexible spaces.

With a limited amount of space left on Main Campus, new facilities and uses will be of the highest and best use for their location, and will mostly be in the form of facility upgrades and building expansions that respect the existing character of campus, alongside modest amounts of new development.

The Main Campus will be better integrated within its setting with campus landscapes and streets seamlessly transitioning to the surrounding communities and open spaces. The pedestrian and cycling environments will be improved and better balanced with local and city vehicular movement patterns. A University shuttle will connect Main Campus to West Campus, the Isabel Bader Centre for the Performing Arts and the Donald Gordon Conference Facility, improving access to both facilities and parking.
3.2.2 The Vision for West Campus

West Campus has long been perceived as isolated from the majority of campus life and disconnected from the central part of Kingston. While some growth and change of past years has sought to remedy this sense of isolation, there is still a long way to go. The West Campus of the future will see a number of new uses and destinations, better services, new public spaces and an improved mobility system.

West Campus will have a new and unique character, distinct from Main Campus. It will be a 24 hour mixed-use campus, supporting a full range of activities including teaching, research, and housing. West Campus will become a hub of activity that embraces the community around it, and provides amenities and activities to support Portsmouth and other nearby communities. It will continue to be a place for large scale, space intensive uses such as athletic fields and parking, as well as a location for administrative offices and service functions that do not require placement on Main Campus.

With its existing sports fields and potential for other public spaces to promote healthy living, it will have a focus as a health and wellness campus, potentially hosting clinics and other health related facilities. It may also be the place for innovation facilities that partner with the private sector or that serve the broader Kingston community.
3.2.3 Sustainability Vision

Reflecting this Plan’s guiding principle to foster a more sustainable campus, the Campus Master Plan aims to lessen the University’s impact on the environment through sound planning, stewardship of valued natural resources, and green development practices. An holistic approach to sustainability means ensuring sustainable principles are considered in every aspect of campus development.

Accordingly, recommendations to reduce impacts on the environment and promote resilient campus-building have been integrated into every chapter of this Plan:

**Section 1.2, Coordination with Existing University Policy and Other Projects**, provides an overview of existing University policies and documents that have been considered in the development of this plan.

**Section 2.3, Evolving Space Needs**, provides a summary of the type of flexible spaces that new facilities should include to ensure new development does not become obsolete.

**Chapter 4, the Campus at the City Scale**, provides co-ordinated movement networks that promote safe, comfortable and attractive environments to ensure walking, cycling and public transit are desirable movement choices for the Queen’s community. It also directs housing to areas on or close to campus so students and staff can live in a pedestrian-oriented environment close to amenities, reducing dependency on the private automobile.

**Chapters 5 and 6, The Main Campus and West Campus Master Plans**, implement sustainable development at a more local scale. The movement networks introduced in Chapter 4 are supported by recommendations to ensure balanced transportation infrastructure and facilities that support all modes of travel, with a priority on pedestrian and cyclist safety. Sections 5.4 and 6.4, Open Space Network, seek to enhance the existing open space network through the addition of new open spaces as well as design enhancements that benefit the environment, such as the addition of native species to support bio-diversity and healthy ecosystems, material treatments that reduce or filter stormwater runoff, and an increased tree canopy that contributes to reducing the heat island effect. Sections 5.6 and 6.6, Utilities, recommend small scale upgrades, retrofits and new systems that will decrease annual energy consumption and Green-House Gas emissions.

**Chapter 7, Building Design Guidelines**, provide performance standards for new development that promote green building, as well as ways new development should be massed and oriented in a way that enhances the pedestrian experience.
3.2.4 Accessibility Vision

Queen’s University is committed to building a campus community that is inclusive for all individuals, and ensuring that its services and spaces are accessible for persons with disabilities to achieve success in their academic and employment endeavors.

This policy is reflected in the Campus Master Plan planning principles. Specific reference to improving accessibility in both existing and proposed environments is made in the General Landscape Guidelines (Section 5.4) and Building Design Guidelines (Section 7.1).

In the future, all new development and campus improvements will comply with the Queen’s Accessibility Guidelines, and the University will continue to take steps to improve accessibility in existing facilities.