



# **City of Vancouver** *Land Use and Development Policies and Guidelines*

## **Planning, Urban Design and Sustainability Department**

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# **LANGARA COLLEGE POLICY STATEMENT**

*Adopted by City Council on March 3, 2005*

*Amended February 18, 2014*



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## **1.0 Introduction**

### **1.1 Policy Planning Process**

In February 2004, in response to a Langara College proposal to expand campus facilities at 100 West 49th Avenue, City Council instructed staff to undertake a public planning program with Langara College to develop a Policy Statement, to provide a policy and site planning framework to guide, and provide a basis for assessing, future phased rezoning and expansion.

This Policy Statement sets directions for development over the next 25 years in terms of the overall campus organisation, land use, density and building forms. Development phasing, parking and traffic circulation, and sustainability also have policies that apply to the relevant issues. General direction is also given regarding public amenities, such as childcare and public open space, which may be necessary to achieve civic expectations for College and community needs. Changes to the current zoning to accommodate the directions set out in this Policy Statement will require a subsequent rezoning process.

### **1.2 Background**

Langara College courses and programs were first offered in 1965 at King Edward Centre as part of Vancouver Community College. It was not until 1970, that the College assumed its current site. Langara College was established as an independent public college in 1994.

Langara's current instructional buildings house lecture theatres, multi-use classrooms, study and seminar rooms, science laboratories, technical-vocational workrooms, a theatre, and studios for the cultural and performing arts. Langara College also offers a library, bookstore, cafeteria, childcare centre, athletic facility, and Students' Union building. Langara provides a wide variety of regular studies courses and programs including first and second year Arts and Science university transfer courses, programs of study culminating in an associate degree, diploma and/or certificate, and over 500 Continuing Studies courses and programs.

In preparation for its relocation to its current site, CD-1 By-Law No. 4412 was enacted in 1969 to permit College and recreational uses and later amended to accommodate College expansion proposals in 1982 and 1995. Specifically, a 1982 CD-1 amendment to accommodate additions to Langara's main academic, library and gymnasium buildings established a total gross floor area of 32,892 m<sup>2</sup> (354,062 sq. ft.). The amendment also set out provisions for the introduction of a Students' Union facility. In 1995, to accommodate the construction of Building B along the southern edge of the site in replacement of the campus' playing field, the College's total permitted floor area was increased to 49,059.4 m<sup>2</sup> (528,088 sq. ft.). Through these amendments, limits on the amount of instructional floor space (13,166 m<sup>2</sup> or 141,722 sq. ft.) and the number of students under instruction at any one time (3,275) were also introduced. Most recently, a 2004 text amendment to provide for a replacement Library and Classroom building by increasing the total allowable floor area to 50,599.4 m<sup>2</sup> (544,665 sq. ft.) was approved by Council.

While the College's previous expansion proposals responded to its immediate programming and spatial needs, they did not set out coherent directions for continued growth. The current expansion proposal by Langara College is intended to present a long-term vision for the campus; one that provides for the needs of the current student population as well as prepares for eventual future growth scenarios.

### **1.3 Langara College Development Needs**

Over the past decade, Langara has faced significant facility space shortfalls compared to the guidelines set by the Provincial Ministry of Advanced Education. In 1993, the amount of academic floor space provided per full-time equivalent student (FTE) was about 4.75 m<sup>2</sup> per FTE, lower than any other college at that time. In 1995, the College in an effort to provide some much

needed instructional and office space increased its total floor area by 9,238.8 m<sup>2</sup> (99,448.9 sq. ft.) to develop Building B. This temporarily alleviated some of the academic and administrative shortfalls facing the College.

With Langara's student population reaching close to 6,000 FTE's, the area per FTE is presently about 4.78 m<sup>2</sup> per FTE, still well below the 6.27 m<sup>2</sup> per FTE guidelines set by the Ministry. The pressure on facility space is likely to continue given that Langara's student population is projected to increase by approximately 1% per year over the next 25 years, bringing total enrolment to about 7,500 FTE students by the year 2030.

The College therefore assessed their current facilities and set out what would be required to meet the needs of their current and future student populations. Library, reading, study and food service space totals about 40% of the space recommended by the Province while administrative and faculty office space achieve close to 60% of the provincial guideline.

To reduce the shortfall of facility space, improve its quality and prepare for future student growth, Langara has indicated that it will require, in order of need, a new replacement Library and Classroom building, a Creative Arts Centre, a Multi-Purpose Classroom building and an addition to the Gymnasium. While the required floor area for the replacement Library and Classroom building (7,700 m<sup>2</sup> or 82,885 sq. ft.) can be accommodated within the permitted floor space provided under the existing zoning due to the 2004 text amendment, to accommodate additional facility area, Langara has indicated that it will require about 35% more floor space, or an additional 17,900 m<sup>2</sup> (192,680 sq. ft.)

Also considered in the overall scope of possible expansion directions, although not specifically included in the College's expansion program, is the potential expansion and relocation of the current Langara Students' Union (777 m<sup>2</sup> or 8,360 sq. ft.) and public childcare (680 m<sup>2</sup> or 7,320 sq. ft.) facilities.

Langara proposes to accommodate its development needs for the 25 year foreseeable future, and consequently increase its building site coverage, on the western side of the site where the College's surface parking currently exists. The western side of the campus provides close proximity to the primary vehicle entry/egress point at the 49th Avenue and Columbia Street intersection, offers an expanse of underdeveloped land and is close to the South Slope YMCA and Langara Golf Course, providing possible complementary public and student connection opportunities. As development unfolds, existing surface parking will need to be relocated in underground parkades. Langara has also acknowledged that as a part of any expansion plans, it will need to ensure that specific measures are developed to limit College-generated traffic and parking from spilling into the community.

The College has examined the need for expansion into the eastern portion of the site, currently occupied by employee and student parking and the campus' loading area, and concluded that the program projected over the next 25 years does not require use of that portion of the site. Therefore, no form of development changes along the College's eastern edge are envisioned over the next 25 years.

## **2.0 The Site and Context**

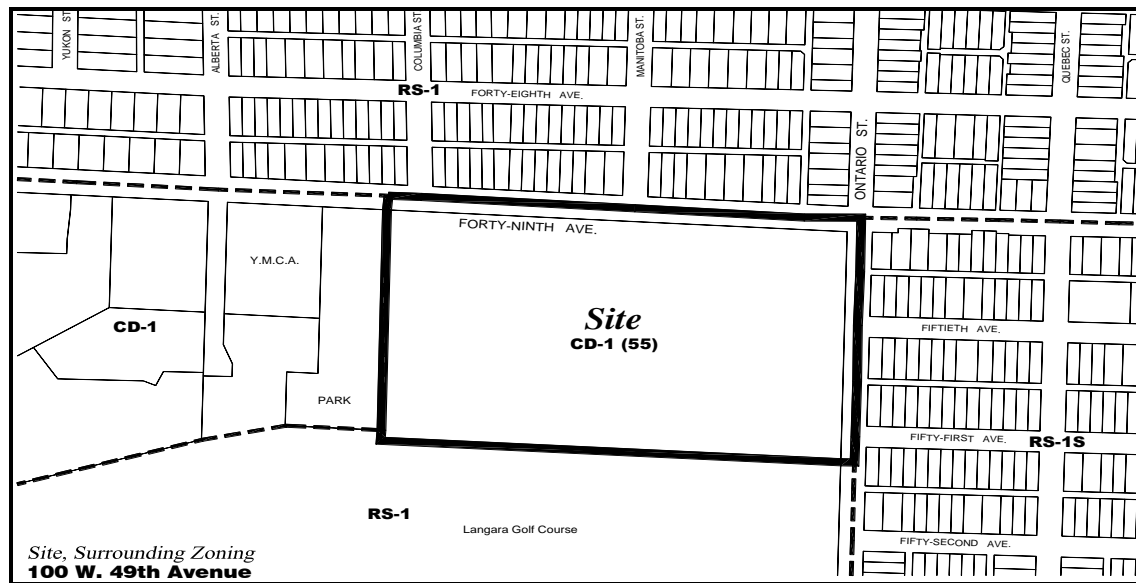
### **2.1 Policy Context**

*CD-1 (55)*

#### **(a) Permitted Uses**

- (i)** A College and related facilities, including accessory buildings and accessory uses customarily ancillary thereto.
- (ii)** A student resources building, including accessory buildings and accessory uses customarily ancillary thereto, but not to include a pub.

**Figure 1: Current Zoning Plan**



- (b) Maximum Floor Space
  - (i) College and related facilities: total gross floor area shall not exceed 50,559.4 m<sup>2</sup> (544,235 sq. ft.), of which no more than 13,166 m<sup>2</sup> (141,722 sq. ft.) shall be allocated for instructional purposes.
  - (ii) Student resource building: total gross floor area shall not exceed 1,858 m<sup>2</sup> (20,000 sq. ft.).
- (c) Maximum Number of Students under instruction
  - (i) The number of students in class and under instruction at any one time shall not exceed 3,275.
- (d) Parking
  - (i) A minimum of 1,250 off-street parking spaces shall be provided;
  - (ii) A minimum of 1,450 off-street parking spaces shall be provided should College or related facilities exceed a total gross floor area of 41,700 m<sup>2</sup> (448,870 sq. ft.). Council may, at its discretion, relax this minimum number of 1,450 parking spaces pending an assessment of the success of the College's traffic demand management strategies;
  - (iii) A maximum of 30 percent of parking spaces shall be for small cars.

## 2.2 Description of the Campus and its Surroundings

Langara's campus occupies an 8 ha (20 acres) site that is bordered by 49th Avenue to the north and the Ontario Street Greenway to the east. The South Slope Family YMCA is near by on 49th Avenue separated from the College by a 3-acre park (hereafter referred to as 'Langara Park'), which is situated immediately to the west of the campus, while the College shares its southern property line with the Langara Golf Course. The neighbourhood around the College is predominately residential with single-family dwellings present to the north and east and some multi-family to the west along 49th Avenue near Cambie Street.



**Figure 2: Site Context**



trees along with a pedestrian pathway that extends around the golf course. The western side of the site is mostly occupied by the campus' surface parking lot, which accommodates the majority of the College's on-site parking demand.

The campus' surrounding landscaping, setback buffers and commonly blank facades serve to limit Langara's presence on the street, making it difficult to identify the types of activities present on the site or the principal entry point. The perimeter



**Photo 2: Ontario Street Greenway**

landscaping does, however, effectively demark the site as a campus, signalling the change in use from the neighbouring residential. It also serves to reduce the visual impact upon the surrounding residential neighbourhood from the various inter-connected institutionally styled buildings that occupy the campus. The significant southward slope of the site further serves to limit the mass of the built form along the north edge of the site.

Langara is presently comprised of a total of 6 buildings: the central academic building known as “Building A” (22,220 m<sup>2</sup> or 239,000 sq. ft.); a library (5,720 m<sup>2</sup> or 61,550 sq. ft.); the academic building “B” (8,475 m<sup>2</sup> or 91,190 sq. ft.); and the gymnasium (2,010 m<sup>2</sup> or 21,630 sq. ft.). The College also provides a 62-space childcare facility (680 m<sup>2</sup> or 7,320 sq. ft.) for the toddlers and 3 to 5 year-olds of students, Langara employees and the public. Also on-site, there exists the Langara Students’ Union building (777 m<sup>2</sup> or 8,360 sq. ft.). The heights of the various buildings generally range from 3 to 4 stories with the library reaching 5-6 stories.



**Photo 3: Campus’ Built Form**

The “U” shaped configuration of the campus’ buildings provides an internal circulation spine that is augmented by a number of short, external pathways. The relationship between internal and external routes is limited and often counterintuitive to the pedestrian. Despite sharing a close proximity to a number of community facilities, the College provides little connectivity to surrounding uses. This serves to reinforce the College’s secluded rather than public identity.

While the conditions provided along the edges of the site are pleasant and provide a campus setting, internally the campus lacks a coherent and effectively linked series of designed open spaces for student and potentially public use. Through the configuration of the existing buildings, the College does provide a small central commons for students to congregate. However, its lack of coherent organisation makes it difficult to discern the intent of the space or the kinds of activities it is intended for. Also, the adjacent Langara Park is effectively cut off from the College by a fence. This limits opportunities to link park and campus activities.

### **2.3 Access and Parking**

Vehicle access to the campus is provided along two street frontages; 49th Avenue and Ontario Street. The primary access point is located to the west of the College buildings at the signalised intersection of 49th Avenue and Columbia Street. The bulk of the on-site surface parking is located to the west of the College. There are also 3 access points along the east side of the campus off of Ontario Street between 49th and 51st Avenues: a northern access point to the employee parking lot; a middle access point reserved for servicing and loading as well as egress for the employee parking lot; and a southernmost access point to a small student parking lot. This latter access point also connects Ontario Street to the main parking lot located on the west side of the College via an internal drive aisle situated along the southern edge of the campus.

There are currently 1261 parking stalls provided on-site, of which the majority are provided in the main parking lot on the western side of the College with limited student parking available along the eastern side of the site. The College’s employee parking lot is also provided along the campus’ eastern edge. Off site parking is limited by the existence of “Resident Parking Only” within about a five block radius of the College which extends from Cambie Street to Main Street and from 45th Avenue to 56th Avenue. However, off-site parking is available to College students



and the public along Alberta Street and along the College frontages (south side of 49th Avenue and west side of Ontario Street).

East-west transit service is provided along 49th Avenue by the #49 bus. The #49 service currently operates every 10 minutes in the peak AM and PM periods, every 12 minutes for regular service and every 30 minutes for evening service. In an effort to better accommodate existing College generated transit demand, TransLink has also recently added a dedicated bus service (1 every hour during peak periods) for the Langara College campus. TransLink has indicated that by 2006, it will upgrade the evening service of the #49 to one bus every 20 minutes. With a rapid transit station planned at 49th Avenue and Cambie Street and the potential introduction of the TransLink U-Pass program at Langara College, the #49 service may be subject to further review and upgrades by TransLink. North-south transit service is provided along Cambie Street (#15) to the west and along Main Street (#3) to the east.

Bicycle access to the campus is provided along the Ontario Street Greenway and along 49th Avenue. While bicycle improvements do not currently exist along 49th Avenue, the 1999 Bicycle Plan articulates improvements in the future. Cyclist facilities such as change rooms, shower facilities, and convenient, secure bicycle storage options are provided on site.

The College currently maintains and operates a Traffic Management Plan (TMP) in an effort to mitigate College generated traffic and parking conditions. The TMP promotes the use of alternative transportation modes (cycling, transit, carpooling) through innovative measures such as the introduction of a College initiated subsidised transit pass. However, even with the continued maintenance of the TMP, traffic circulation around the campus is a concern.

Specifically, the driveway at 49th Avenue and Columbia Street is intended to function as the main vehicle access point to the campus, however about 50% of all incoming and outgoing vehicles currently use the Ontario Street Greenway. The 49th Avenue driveway has in the past serviced the majority of the campus generated traffic and the installation of a traffic signal control at the intersection circa 2001 further reinforced this role. However, traffic patterns have begun to shift back onto Ontario Street as the traffic along 49th Avenue is congested, particularly where 49th Avenue intersects Columbia Street and Main Street. Also, more and more students are using the employee parking lot off of Ontario Street as a convenient pickup and drop off area.



**Photo 4: Ontario Street Edge**



**Photo 5: Western Parking Lot**



### **3.0 General Goals: Langara College Campus Expansion**

#### **3.1 Langara College Campus Vision**

Through the expansion of its campus facilities, Langara is seeking to improve upon a decade of sub-standard space for its current and future student populations. Langara is also looking to address many of the site challenges derived from incremental development and planning.

The campus expansion plan is expected to provide a built form and open space configuration that will provide the College with a greater street presence along 49th Avenue, and in doing so, create a greater sense of campus identity. By strengthening existing on-site pedestrian linkages and forming new connections with the surrounding neighbourhood and its community amenities, the campus plan seeks to improve the permeability and legibility of the campus and heighten the College's public image.

The College is also looking to enhance its already robust landscape treatment along its West 49th Avenue and other edges as well as create a sequence of better defined open spaces, including a central student quadrangle.

Langara is also interested in the continued delivery of measures that will minimise traffic and parking overflow into the community.

#### **3.2 General Goals**

The following statements set out broad goals that will inform the development of the campus expansion plan. These are followed by more specific urban design and related principles contained in later sections, covering the fundamental aspects of the existing and future development. The broad goals of the campus plan have been identified as:

##### *Site Design*

- (a) To establish a form of development that respects the existing neighbourhood context.
- (b) To create a series of collegiate and public open spaces on the campus, framed around a focal quadrangle, and designed for various activities, gathering and recreation.
- (c) To retain and enhance the usability and function of the existing landscape buffers surrounding the campus.
- (d) To enhance public safety and minimise opportunities for crime through careful consideration of built form, spatial layout, accessibility and natural surveillance.
- (e) To phase campus expansion so that each phase of development should improve the environment and functioning of the campus without the success and benefits of early phases being contingent on the implementation of subsequent phases.

##### *Sustainability*

- (a) To integrate sustainable methodologies into the campus plan, open space and built form.
- (b) To employ re-development and construction processes that minimize impacts on the learning, working and community environment.

##### *Presence and Identity*

- (a) To provide greater campus street presence on 49th Avenue, while preserving the existing landscape buffer.
- (b) To develop a more legible campus organization pattern that will foster a stronger sense of place and identity.

##### *Permeability and Connectivity*

- (a) To create a greater sense of campus permeability to help integrate it more effectively with the surrounding residential neighbourhood

- (b) To strengthen existing and create new campus linkages into and through the campus and with the adjacent community amenities, including the South Slope YMCA, Langara Park, Langara Golf Course, Sunset Community Centre and the Ontario Street Greenway.
- (c) To foster opportunities to increase community access to College grounds and facilities.

#### *Public Realm and Animation*

- (a) To maximise pedestrian oriented animation and provide a high degree of transparency to interiors of interest along the principal pedestrian connections, open spaces and entry points.

#### *Traffic, Parking and Transit*

- (a) To plan for and encourage vehicular access and circulation patterns that create a positive pedestrian environment, minimise conflicts between pedestrians/cyclists and vehicles, and moderate impacts to the surrounding residential neighbourhood and the City approved Ontario Street Greenway (specifically south of 51st Avenue).
- (b) To introduce Transportation Demand Management strategies that promote the use of more sustainable modes of movements such as walking, cycling, carpooling and transit.
- (c) To reinforce the intersection at 49th Avenue and Columbia Street as the principal vehicle entrance to the campus with Ontario Street providing a secondary access.
- (d) To reinforce transit orientation with a high level of pedestrian amenity and security for students, employees and visitors by strengthening links to 49th Avenue and fostering connections to the future rapid transit station at 49th and Cambie.
- (e) To accommodate College-generated parking demand on the campus rather than on surrounding residential streets, minimising at grade parking and optimising below grade parking opportunities.

## **4.0 Urban Design Principles**

This section sets out urban design principles to guide the planning for future campus development and consideration of rezoning applications for the site. These principles are intended to highlight opportunities and constraints associated with the redevelopment of the campus and to identify key urban design goals. As such they do not prescribe specific solutions but instead provide a framework of sound principles which encourage an appropriate development response to the site and its context without stifling innovation at either the rezoning or more detailed design stages. At the subsequent rezoning stage, these principles will form the basis for further, more detailed, design development conditions.

### **4.1 Campus Identity and Connectivity**

This section deals with the existing, very limited College presence and identity along 49th Avenue and the permeability and connectivity of building forms and edges on-site.

#### *Campus Presence and Identity on 49th Avenue*

The campus' large 52 m (171 ft.) setback area, existing building architectural expression, significant at-grade parking areas, and limited public realm treatments contribute very little to its presence or to the overall streetscape along 49th Avenue. This results in a lack of clarity about the type of activities or opportunities present on campus. Future campus expansion will need to strengthen the College's street presence by providing greater streetscape prominence.

#### *Urban Design Principles*

- (a) Provide a prominent new built form, through the introduction of the Library and Classroom building and Student Services and Sciences building, in the northwest area of the site, with a stronger street presence, but set back appropriately according to the surrounding context, to contribute to an improved sense of place and provide a stronger sense of campus identity along 49th Avenue.
- (b) Student Services and Sciences Building, if built over the vehicular and pedestrian circulation space on the west side, should emphasize its cantilevered form without the use of additional structural support.

- (c) Complement the 49th Avenue frontage and enhance the campus' relationship to the street with the provision of active and animated uses along building edges and with robust public realm treatments such as street trees, public art, generous sidewalks, landscaping and seating.
- (d) Articulate new building forms and enhance existing frontages to emphasize important functions/uses, nodes, entrances, links, open spaces, public edges and places and to diminish the institutional character of the campus.
- (e) Provide a variety of clearly marked campus entrances, oriented to principal open spaces and pedestrian connections, that are welcoming to the pedestrian.

#### *Permeability and Connectivity of the Campus Environment*

On-site campus movement is facilitated by a system of exterior pedestrian pathways and an interior circulation spine. The College's spatial relationship with the surrounding residential neighbourhood, adjacent public park areas (Langara golf course and Langara Park) and nearby community facilities (YMCA building on 49th Avenue and future Sunset Community Centre near 51st Avenue and Main Street) is faced with barriers, both physical and visual. The principal entrance into the campus is presently through a lower-level garden forecourt located in the northeast portion of the site. This access is not clearly visible from the street. It is imperative that the campus plan, in setting out the future organization of the College, improve the permeability and legibility of on-site and off-site campus links and foster a universally accessible environment. The ability to orient oneself within the composition of campus buildings will be an important aspect that will also need to be addressed.

#### *Urban Design Principles*

- (a) Provide a high degree of campus permeability and student, employee and public orientation by improving the legibility of the principal entry points and the primary internal and external movement corridors.
- (b) Provide a stronger public point of entry in the northwest area of the site to respond to the anticipated rapid transit station at 49th Avenue and Cambie.
- (c) Through the provision of the Library and Classroom building and Creative Arts Centre, frame and enhance the western point of entry along the alignment of the existing E/W external pedestrian corridor.
- (d) Strengthen existing pedestrian connections, especially the upper and lower east/west cross site pathways, and define new pedestrian routes, especially from the north through to the south of the site through the organisation of built forms and open spaces.
- (e) Provide physical and visual links for the important external and internal circulation routes.
- (f) Take advantage of the site's southwardly sloping change in grade from 49th Avenue to the Langara Golf Course to layer pedestrian connections and, wherever possible along public circulation routes, frame views through the site to the mountains and neighbouring green spaces to enhance the sense of openness and integration of the campus within its context.
- (g) Animate principal internal and external pedestrian routes and spaces with active uses.
- (h) Link the campus clearly and directly with surrounding neighbourhood open spaces and amenities as well as to future nodes such as the rapid transit station at 49th Avenue/Cambie.
- (i) Improve access into and through the campus for those with limited mobility.

## **4.2 Density, Built Form and Architectural Expression**

This section deals with the physical parameters and visual impacts of built form development, including massing, height, views, access to sunlight, as well as architectural expression.

#### *Massing, Height, Views and Access to Sunlight*

The campus is surrounded by a mostly low density residential (RS-1) neighbourhood, which has a permitted density of 0.6 FSR and maximum height of 10.7 m (35 ft.) or generally 2 1/2 storeys. There are a few multi-family developments further to the west along 49th Avenue near Cambie Street. Langara's current form of development achieves a density of about 0.65 FSR with a

height of generally 3 institutional storeys, although the existing library building has a height of 5 storeys. The site slopes 7.3 m (24 ft.) from the higher northwest corner to the lower southeast corner and offers considerable views from within the site to the northern mountains and to the landscaped golf course to the south.

The proposed uses reflect the current academic nature of the campus, but additional floor space resulting from expansion would result in a density increase relative to the surrounding residential neighbourhood. As with most institutional buildings, the various floor plates required by the proposed new campus facilities could be bulky and appear out of scale with the neighbouring residential context if not properly mitigated. In order to assess this increased density careful consideration will need to be given the building height, massing, form and orientation of the proposed developments and their impact on neighbouring residential properties.

New development will need to address potential scale, massing and height impacts and be in keeping with the scale of existing campus buildings and be sensitive to the surrounding neighbourhood context. Where possible, any large floor plate requirements should be located within the lower building mass. Also, the site slope should be utilised to help establish a transition in scale of the building components and to take advantage of available view opportunities.

### *Urban Design Principles*

- (a) New built forms should reflect the scale and massing of the existing on-site structures and respect the surrounding low-rise scale of development.
- (b) The height of new buildings should be sensitive to the existing on-site and community height context, achieving an appropriate transition in height with neighbouring on-site structures, while providing select opportunities for higher elements of architectural significance.
- (c) Configure higher massing elements to present their narrow dimension in a north-south orientation to minimise the disruption of views across the site.
- (d) Locate large floor plates, which are required to accommodate specific program needs, within lower massing elements.
- (e) Articulate large and/or long building masses to minimise its overall scale and bulkiness.
- (f) Organise and configure building height and massing to minimise overshadowing of pedestrian routes and open spaces.
- (g) Avoid an overly institutional uniformity of building facades and massing treatments.
- (h) Locate primary entries and active uses along building frontages where the mass and heights are oriented to maximise sun access, especially along any northerly-oriented building facades.
- (i) Develop opportunities from within buildings for direct access to outdoors.
- (j) Maximise access to daylight when new built forms extend internal buildings functions over pedestrian routes by creating transparent structures with minimal depths.
- (k) Built forms should maximise the provision of pedestrian oriented animation and a high degree of transparency to internal building activities and circulation routes.
- (l) Capitalise on opportunities arising from the site's unique physical slope characteristics to accentuate view opportunities from within on-site buildings and on the campus.
- (m) Ensure development safeguards the accessibility and utility of the adjacent Langara Park and Golf Course.

### *Architectural Expression*

This institutional use is challenged to establish an architectural expression that will give the campus an identity within its own context, while also respecting its residential and park-like setting. The campus, in developing a collegiate character, will also need to avoid uniformity and homogeneity. Key to this objective will be the treatment of the campus' public edges to maximise a sense of transparency and permeability.



### *Urban Design Principles*

- (a) Develop an architectural character that will build off of the site's park-like setting and surrounding context towards the establishment of a unified campus identity.
- (b) Develop an architectural palette that allows for variety and interest but contributes to its sense of identity.

#### **4.3 Open Space**

The campus is located on a large site bounded by parks lands to the west and south. Existing buildings are substantially removed from all its property line interfaces, with substantial greened setbacks (52 m or 171 ft.) along 49th Avenue to the north. As well, the easterly edge of the campus is also separated from the street by a green buffer, which is part of the north/south Greenway along Ontario Street. Further west along 49th Avenue, the South Slope YMCA also provides a significant building setback of approximately 15 m (49 ft.). Langara Golf Course, with its highly used pedestrian walking circuit, runs along the length of the southerly boundary of the site. To the west of the site, a fence separates Langara Park from the College's parking lot.

The existing campus has the potential to create a coherent series of public spaces. As well, the development needs of the campus will require an increase in the building site coverage, which will create opportunities to frame new open spaces. The location, configuration and design of future open space(s) should create a greater sense of identity, help order the pattern of buildings and facilitate wayfinding within the campus. Visibility and direct accessibility from public streets will make open spaces more welcoming. Well proportioned relationships between buildings and open space, in terms of setback and scale, are helpful in making the spaces more enjoyable to use. Efforts should be made to generally retain the generous existing setback along 49th Avenue, while striving to improve the campus' presence along the street, to respect the context of adjacent community buildings such as the YMCA facility as well as better integrate the campus and its open spaces with its surrounding neighbourhood. Active, publicly oriented uses should also be located adjacent to open spaces and pedestrian connections to ensure animation and safety.

### *Urban Design Principles*

- (a) Provide a coherent sequence of open spaces, oriented to pedestrian circulation pathways and building forms, along with principal entrances, by strengthening existing and developing new open spaces, including:
  - (i) a new central quadrangle should be provided, framed by existing and new built forms and pedestrian connections, to accommodate a variety of passive activities, such as seating, reading, etc. and potentially programmable student oriented activities such as artists studio demonstrations, activities related to the Students' Union Building and childcare facility, etc.;
  - (ii) a new westerly oriented open space should be provided to foster a better relationship between the College and Langara Park and offer seating opportunities that take advantage of its orientation;
  - (iii) A new forecourt open space, spanning from the northern frontage of the new Library and Classroom building and Student Services and Sciences building to 49th Avenue, should be provided with a strong public realm treatment to strengthen the public presence of the College from the street and to accommodate activities associated with the program of the adjacent buildings.
  - (iv) Improve the existing landscaped setbacks through the provision of safe and legible pedestrian pathways and seating opportunities and enhance the campus' north east corner wetland and associated environmental area.
- (b) Open spaces provided along 49th Avenue and Ontario Street should improve campus legibility and public presence.
- (c) Open spaces oriented to the centre of the campus (central quadrangle) should be designed for the College's population yet be accessible to the surrounding neighbourhood residents.

- (d) Create opportunities for the College's population to enjoy and use existing and planned open spaces off of the campus, such as the Ontario Greenway, the perimeter pathway around the Langara Golf Course and Langara Park.
- (e) Design open spaces to function as both a large gathering space and at the more intimate scale.
- (f) Orient open spaces to receive maximum access to daylight.
- (g) Design open spaces to feel safe and conformable for users, and review the design of all open spaces from a crime prevention point-of-view.

#### **4.4 The Quadrangle and Childcare & Students' Union Facilities**

The quadrangle open space is an integral element in the urban design and public realm planning for the campus. The long term vision for the quadrangle is a large rectangular open space designed for passive and programmable activities, with its edges lined with animating uses. The Students' Union facility is currently sited within this open space. It provides a direct source of student activity which should remain well connected to the quadrangle.

The Students' Union is currently contemplating an expansion of its facility in its current location. Prior to any further investment, either through expansion or upgrades to the existing facility, long range expansion options, including the potential for full relocation, should be explored early in the pending rezoning process. The process should identify a variety of options, including the reuse of existing buildings or the utilisation of new facility space. The discussions should compare and test options taking into account the expansion plans of both the College and the Students' Union, the urban design principles of this Policy Statement and the potential cost implications to the College and Students' Union. If a long-term (e.g. in phase three) relocation is decided upon, any short-term reinvestment and changes to the existing Students' Union facility should be accordingly limited and described through the subsequent rezoning. If a long-term relocation scheme is not determined, then the design for the quadrangle will need to be adjusted to accommodate the continuing existence of the Students' Union facility. Any improvements should beneficially contribute to the urban design and public realm role of the quadrangle.

Should the Students' Union facility relocate, the remaining edge condition between the existing campus built form and the quadrangle open space should be improved through measures that may include, but not be limited to, increasing the physical and visual accessibility of the existing building façade, introducing similar active uses, and an enhancement of existing north/south and east/west external pedestrian links into and through the quadrangle.

With regards to the childcare facility, noting how its program benefits from proximity to outdoor open spaces and from direct physical accessibility, the unused volumes available between the Gymnasium and the existing library buildings should be explored to provide an opportunity for this facility, and any future expansion, to remain in place along the northern edge of the quadrangle open space to retain its active and animating attributes. If expansion necessitates the relocation of the facility, the childcare facility should be accommodated in a similar, active and visible community serving location such as the northern edge of the Creative Arts Centre or as a part of the Gymnasium expansion proposal. The extent of any future expansion needs should be determined through the subsequent rezoning process.

##### *Urban Design Principles*

The expansion potential of childcare and Students' Union facilities should be accommodated in conjunction with the phased development of the quadrangle open space to facilitate the overall completed vision of the campus.

## 4.5 Public Realm Treatment and Animation

Programming functions often lead institutional buildings to be inwardly focused. It is important that the campus plan avoid siting such inward oriented activities along public pathways and open spaces to prevent the provision of inactive, blank edges. The extent of pedestrian oriented animation along the public pathway and open space systems of the site should be maximised with a high degree of transparency to building interiors of interest, while avoiding the provision of blank facades.

### *Urban Design Principles*

- (a) Deliver a public realm interface along new and, where possible, existing building edges adjacent to pedestrian oriented walkways and open spaces that provides a variety of campus oriented uses (such as entry lobbies, student lounges, study areas, studios, directly accessible offices, etc.) and community serving uses (such as food services, bookstore, childcare facilities, etc.) or other equally animating uses ancillary to the College.

For new building edges:

- (i) the north façades of the Library and Classroom building and Student Services and Sciences building should engage the forecourt open space, providing physical public accessibility and visual legibility to principal entries and internal circulation corridors (spine). Community oriented activities such as a theatre lobby and gathering space, gallery/display opportunities, information kiosk and other similar animating uses should be provided;
- (ii) the southern façade of the Student Services and Sciences building, as it relates to the westerly oriented open space, should take advantage of its southerly orientation and provide opportunities for highly active campus serving uses;
- (iii) the western façade of the Library and Classroom building, at both the ground and second storey level, should present legible points of entry/egress, particularly in the southwest corner of the building, to provide a strong pedestrian connection with the internal circulation spine, as well as with the external westerly oriented open space;
- (iv) the north façade of the Creative Arts Centre, as it relates to the both the westerly oriented open space and the external lower east/west pedestrian connection, should provide visually animating campus oriented uses that offer direct physical accessibility;
- (v) The north façade of the Creative Arts Centre should provide for an appropriate visual terminus to the external north-south pedestrian connection.
- (vi) the western edge of the Gymnasium expansion should provide animating uses and provide visual and physical connections into the facility;
- (vii) the northern edge of the Gymnasium expansion should engage the upper east/west external pedestrian connection, providing a strong sense of entry, particularly along the north-westerly and north-easterly corners of the building, and offer campus oriented animating uses;
- (viii) along the building edges adjacent to the intersection of the lower external east/west and north/south pedestrian connections, a high degree of community and campus serving uses should be provided to animate and contribute to both pathways and the quadrangle open space. The Creative Arts Centre should provide to the intersection community serving uses, such as food services, a possible expansion of Student Union activities and/or other equally animating uses. The Library and Classroom building should provide at grade campus oriented active uses with direct physical access onto both pathways and the quadrangle.

For existing building edges:

- (i) explore opportunities along the northern edge the existing classroom building (Building B) to provide further direct pedestrian connections with external east/west pedestrian connection.

- (ii) explore opportunities along the lower level of the southern and western edges of the main academic building (Building A) to provide increased accessibility and engagement between the artist studios and the quadrangle open space, especially with the removal of the foundry structure.
- (iii) If the Students' Union facility is relocated, explore opportunities to address the remaining edge condition between the existing campus built form and the quadrangle open space by increasing the physical and visual accessibility of the existing bookstore frontage, introducing similar community serving uses, and an enhancement of existing north/south external pedestrian links into the quadrangle. If the Students' Union facility does not relocate, explore opportunities to directly address and improve upon its interface with the quadrangle as well as the limited physical and visual accessibility currently provided.
- (iv) Explore the option of utilising the residual volumes available between the Gymnasium and the existing library building to provide an opportunity for the childcare, and any future expansion, to remain in place along the edge of the quadrangle as a community serving and animating use. Should the childcare facility be relocated, alternative community and campus oriented active uses (such as physical education activities related to the Gym, etc) should be pursued along this edge in an effort to animate and frame the adjacent quadrangle open space. The childcare facility, if relocated, should be accommodated in a similar community serving location such as the northern edge of the Multi-Purpose Building or within the expanded Gymnasium proposal.
- (b) Enhance 49th Avenue as an important pedestrian environ for both the College and the neighbourhood, with the orientation of primary building entry points along with a strong public realm treatment, which may include a network of pedestrian connections into the campus, street trees, generous sidewalks, landscaping, formal forecourt elements, public art and seating.
- (c) Enhance the public realm treatments along the Ontario Street frontage while accommodating the campus servicing needs, respect the residential neighbourhood and integrate with the treatment of the Greenway.
- (d) Incorporate strong common elements in the treatment of all pedestrian routes in order to create a sense of identity.
- (e) Improve access into and through the campus for those with limited mobility.

#### **4.6 Vehicular Access, Parking, Servicing and Transit Connections**

This section sets out principles that deal with parking and vehicular and service access as well as transit use.

##### **4.6.1 Vehicular Access and Parking**

Access and egress points for vehicular parking and servicing requirements should be located to moderate their conflict with pedestrian circulation. The focus of the existing intersection serving the campus at 49th Avenue and Columbia Street should be strengthened and include enhancements to the pedestrian environment. On-site below grade parking opportunities should be emphasized and traffic patterns should be developed to moderate potential impacts on the surrounding residential neighbourhood.

##### *Urban Design Principles*

- (a) Efficiently design streets, driveways, circulation aisles, parking and traffic controls for safety and to promote the campus' principal vehicle entry point while moderating impacts on the Ontario Street Greenway and other surrounding neighbourhood streets.
- (b) Strengthen cycling on 49th Avenue by incorporating any improvements recommended through current and/or future City policies for a 49th Avenue bike route.
- (c) Appropriately treat crossing points and streets, particularly along primary pedestrian routes, in a fashion that encourages caution by drivers.
- (d) To minimise surface parking along the westerly portion of the site with the majority of parking provided below grade.
- (e) Provide adequate loading and service access along Ontario Street with emphasis given to minimizing impacts on nearby residential neighbourhoods, access and campus activities.



- (f) Reconfigure points of access and egress where possible along the Ontario Street Greenway to improve the pedestrians and cyclist environment, reduce campus generated traffic volumes on Ontario Street (specifically south of 51st Avenue) and moderate impacts to the adjacent residential neighbourhood.

#### 4.6.2 Transit Connections

The College is well located for transit to continue to play a prominent role in the management of access and parking demands. Improvements to the quality and clarity of pedestrian linkages to and through the campus could help facilitate greater use of transit. Built form recommendations including height and setback measures are intended to enhance the pedestrian routes and where possible improve pedestrian convenience in transit linkages.

#### *Urban Design Principles*

Complement the 49th Avenue frontage with public realm treatments and active uses that will enhance the campus' relationship to the existing transit connections along 49th Avenue and to the future rapid transit station at 49th Avenue and Cambie Street.

## 5.0 Sustainability Principles

### 5.1 Sustainable Development Principles

Many of the principles established within this Policy Statement help emphasize Langara's intent to create a framework for sustainable campus development. Key principles relating to sustainability include:

- (a) The densification of an underused site within the urban area with good accessibility to transit.
- (b) The encouragement of public use of College facilities; enhancing the educational, social, recreational and cultural facilities available to the local community.
- (c) The incorporation of a mixture of uses, including both teaching and support services (e.g. childcare, recreation, food and beverage), which will contribute to the creation of a self-sustaining campus and minimise the need to travel.
- (d) The continued management and maintenance of Langara's Traffic Management Plan to discourage the use of the automobile and encourage sustainable modes of transport such as walking, cycling, transit and carpooling.
- (e) Integration of the new campus buildings and activities into the neighbourhood in a way that safeguards the amenity of existing residential properties.
- (f) The preservation and enhancement of on-site views from campus buildings and the public realm.
- (g) The planning of built form and massing to maximise access to natural light and minimise overshadowing impacts.
- (h) The provision of indoor and outdoor spaces for relaxation and interaction.

### 5.2 Green Building Design and Construction Principles

Within this broad framework, Langara has indicated its intent in pursuing sustainability further through the application of green building design and construction principles. Green building principles provide the tools to build in an efficient, healthy and ecological manner, with a variety of benefits including:

- Conservation of energy, water and other natural resources.
- Minimizing local environmental degradation through efficient site and building design, sustainable construction practices and low-impact building materials.
- Supporting greenhouse gas reductions and saving building owners and tenants money through operational efficiencies.
- Improving the health, well-being and productivity of occupants.

City Council and staff are in the process of developing a green building strategy which will be applied to new development in Vancouver. Prior to formal adoption of such a strategy, a condition of any rezoning approval for the Langara College campus will require the applicant

to submit a Green Building Strategy with each subsequent development phase in a Development Permit application. Each Green Building Strategy should demonstrate (through the provision of documentation) that the subject building(s) is at minimum LEED™ Silver or achieves the LEED™ standard adopted by City Council for all non-civic buildings which exists at the time of application, whichever is greater. Each Strategy should also involve consideration of measures including, but not limited to the following:

- (a) Energy efficiency
  - (i) Opportunities for natural lighting and ventilation through appropriate siting and building orientation to maximise environmental conditions.
  - (ii) Use and management of passive solar gain.
  - (iii) Opportunities for alternative heat and electrical energy generation including, but not limited to, photovoltaics, geothermal heat and hot water heat recovery.
  - (iv) Incorporation of energy efficient appliances for heating, lighting and other purposes.
  - (v) Incorporation of energy efficient mechanical systems.
  - (vi) Incorporation of high quality insulation to reduce heating and cooling requirements.
- (b) Water conservation
  - (i) Specification of measures such as low flow fixtures and dual flush toilets.
  - (ii) Rainwater reuse and/or high efficiency irrigation for landscape areas.
  - (iii) Integrated stormwater retention / management.
  - (iv) Drought tolerant landscaping.
- (c) Waste management
  - (i) Reduction and recycling of demolition and construction waste.
  - (ii) Waste management in three streams: recyclables, organic/composting and garbage for compaction.
- (d) Health
  - (i) Indoor air quality and liveability.
  - (ii) Management and staging of construction to minimize noise, noxious emissions and dust, particularly in proximity to the childcare while children are present.
- (e) Materials
  - Specification of building materials according to the following criteria:
    - (i) potential for use of recycled materials;
    - (ii) low embodied energy;
    - (iii) long-life, low maintenance properties;
    - (iv) well managed and sustainable sources; and
    - (v) locally produced/manufactured materials.
- (f) Habitat
  - (i) Protection and enhancement of the functioning wetland habitat existing in the northeast corner of the site.

## **6.0 Phasing and Implementation**

### **6.1 Introduction**

The nature and scale of the proposed expansion of facilities on the campus necessitates a phased approach to the development. The timing of the first phase is relatively clear given that its required capacity is available within the current zoning, however, the precise extent and timing of subsequent stages are difficult to predict at this time. Future stages of development will require a rezoning process be undertaken to provide for additional floor space. As well, there exists uncertainty relating to the College's possible program needs and availability of future funding.

Given these uncertainties it is necessary to establish a series of principles to guide the phasing strategy. These include both general phasing considerations as well as principles concerned with securing the delivery of key elements of the proposals, including facilities and infrastructure with public benefits. Requirements for facilities and infrastructure should be re-examined if the current phasing for institutional buildings is modified. These principles are outlined below:

## 6.2 General Phasing Principles

- (a) The phasing of the campus expansion should follow a logical and orderly strategy which minimises disruption to College operations and the amenity of local residents.
- (b) Each phase should ensure that a balance is maintained between teaching and support facilities so that the student population is adequately served throughout its growth.
- (c) Each phase of development should be sufficiently self-contained to provide coherent and complete improvements to the campus environment and facilities whether or not subsequent phases are carried out.
- (d) Each phase of development will require a Construction Management Plan developed in consultation with the Director of Current Planning and the General Manager of Engineering Services.

## 6.3 Delivery of Facilities and Infrastructure

The following sets out principles for the timing of the delivery of key elements of the proposals in terms of facilities, infrastructure, public realm and public benefits. Reference should be made to Figures 3 to 6, which illustrate each of four intended phases of development to take place.

As the master plan for the campus is ordered by both internal and external circulation routes that are structured around a series of key open spaces including a central quadrangle open space, each phase should be designed to enhance and support this organizational structure.

### *Phase 1*

The following should be delivered prior to completion of development within Phase 1 (Figure 3):

- (a) Principal Building Use
  - (i) Library and Classroom building
- (b) 49th Avenue Presence
  - (i) Figure 3 Item 1: Provide streetscape enhancements (e.g. surfacing, landscape, lighting etc) on 49th Avenue frontage to improve street presence and strengthen pedestrian permeability and access to campus facilities.
  - (ii) Figure 3 Item 2: Removal of existing tennis courts and creation of a landscaped area consistent in character with adjacent landscaped edge treatments, which will act both as an aesthetically pleasing buffer along 49th Avenue and as a useable green space for active and passive use.
- (c) Campus Connectivity and Circulation :
  - (i) Figure 3 Item 3: Provide a prominent new external pedestrian entry path spanning from 49th Avenue to the inner quadrangle that accommodates at grade pedestrian access and enhances the permeability and legibility of campus organisation.
  - (ii) Figure 3 Item 4: Deliver an extension to the existing lower east/west external pedestrian connection through the organization of the western portion of the quadrangle and Phase 1 building.
  - (iii) Provide a portion of internal circulation spine within the Phase 1 building to give clear definition of future internal circulation patterns.
- (d) Open Spaces
  - (i) Library Forecourt
    - Figure 3 Item 1: Complete the forecourt associated with the Library and Classroom building from the northern edge of library to 49th Avenue along with a robust public realm treatment including a reflective pool.
  - (ii) Quadrangle
    - Figure 3 Item 5: Reconfigure the existing childcare play area and provide seating and greened areas of the western portion of the quadrangle open

space to define its edges and enhance its structure/orientation as the central organizing element.

(iii) Western Oriented Open Space

- Figure 3 Item 6: Provide a workable interim solution to appropriately address the Phase 1 building and Langara Park edges and clearly designate the entry point to the lower east/west external pedestrian connection and quadrangle open space, noting that a permanent treatment will be provided with the delivery of the Student Services and Sciences building in Phase 2.

(e) Traffic and Parking

(i) Off-site

- Figure 3 Item 7: Provide improvements (such as stencilling and signage) to 49th Avenue between Cambie Street and Main Street that promote the intersection of 49th Avenue and Columbia Street as the principal point of vehicle entry to the campus as well as promotes 49th Avenue (between Cambie and Main) as a part of the City-wide bicycle network.
- Provide improvements to 49th Avenue, such as proposing new parking regulations, that sustain or support better through movements and passenger servicing.
- Provide introduction of off-site traffic calming measures designed to discourage College traffic from shortcutting through the residential neighbourhood to the east of the College.

(ii) On-site

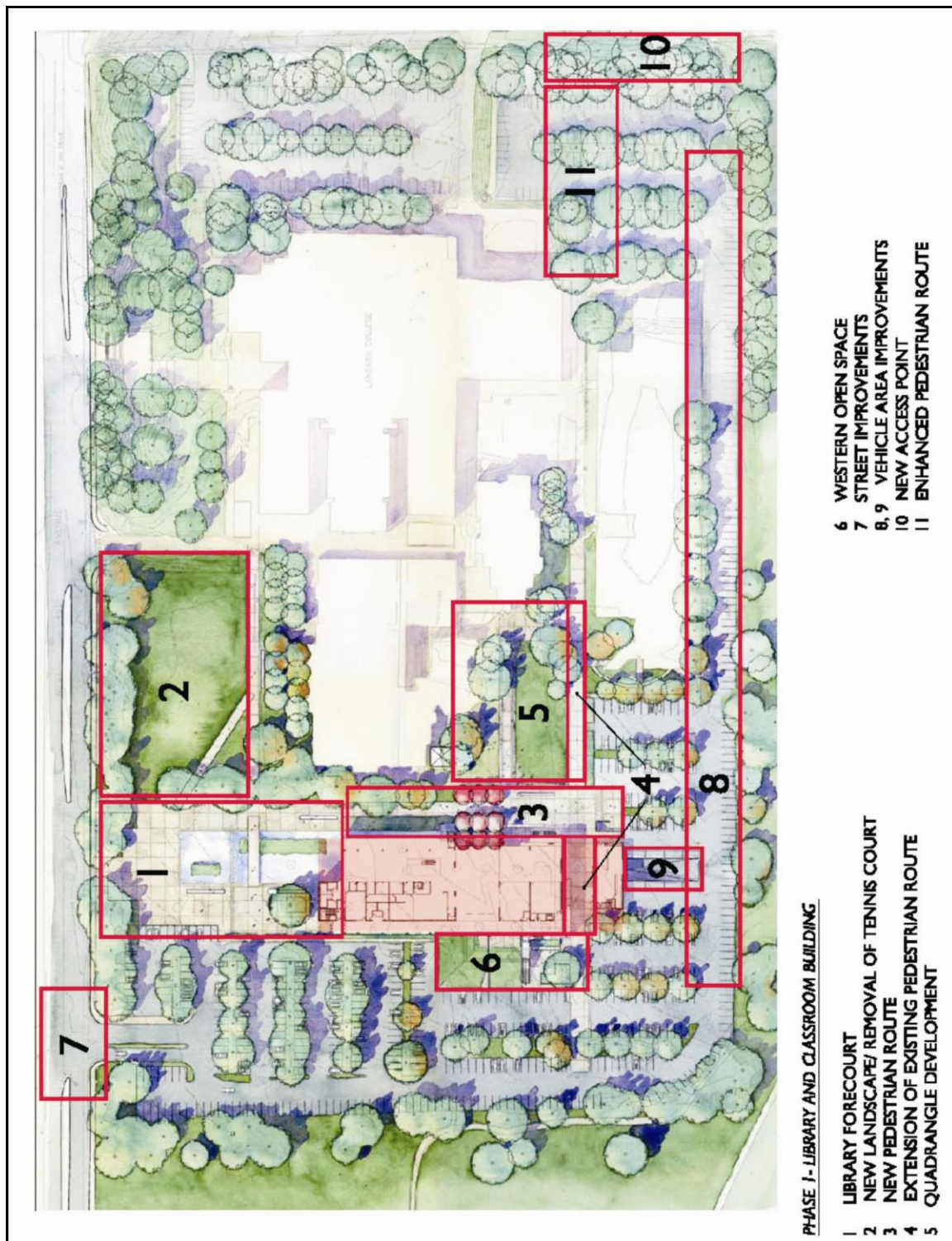
- Figure 3 Items 8 and 9: Provide improvements to discourage vehicle egress onto Ontario Street, such as conversion of the southern drive aisle to one way westbound, the introduction of a traffic diversion at the entry/exit of the underground parkade, and the reconfiguration of the access points along Ontario Street.
- Figure 3 Item 10: Provide improvements to strengthen pedestrian connections and minimise light pollution (i.e. headlights emanating from outbound vehicles), such as the realignment of the campus' southern access point with 51st Avenue.
- Figure 3 Item 11: Deliver an enhancement of the pedestrian link from the Ontario Street and 51st Avenue intersection to the lower east/west external connection.
- Provide direct access for childcare drop-off and pick-up needs.

(f) Ontario Street Improvements

- (i) Provide streetscape enhancements (e.g. seating opportunities, landscaping, lighting etc.) on Ontario Street



Figure 3: Phase One



### *Phase 2*

The following should be delivered prior to completion of development within Phase 2 (Figure 4):

- (a) Principal Building Use
  - (i) Student Services and Sciences building
- (b) 49th Avenue Presence
  - (i) Figure 4 Item 1: At the north-western corner of the campus, introduction of signature building and principal public entrance feature(s) along with improved pedestrian accessibility to Langara Park to improve the campus presence along 49th Avenue and connectivity with adjacent amenities.
  - (ii) Figure 4 Item 2: Deliver a new principal entry pavilion to strengthen the existing primary point of entry.
- (c) Campus Connectivity and Circulation:
  - (i) Figure 4 Item 3: Deliver a workable interim solution for that portion of the upper east/west walkway that connects Phase 1 and 2 buildings with new principal entry pavilion, noting that a permanent solution will be delivered with the expansion of the Gymnasium building in Phase 4.
  - (ii) Extend the internal circulation spine within the Phase 2 building so that it connects to that portion delivered by the Phase 1 building to give clear definition of future internal circulation patterns.
- (d) Public Realm
  - (i) Figure 4 Item 1: Provide streetscape enhancements (e.g. surfacing, landscape, lighting etc.) along the 49th Avenue frontage through to Langara Park to improve and enhance pedestrian movement from Cambie Street and the future rapid transit station at 49th Avenue and Cambie Street.
- (e) Open Spaces
  - (i) Student Services and Sciences building Forecourt
    - Figure 4 Item 1: Provide a forecourt associated with Phase 2 building, from the northern edge of the Student Services and Sciences building to 49th Avenue, including a robust public realm treatment and seamlessly integrating with the completed forecourt associated with the Phase 1 building.
  - (ii) Western Oriented Open Space
    - Figure 4 Item 4: Deliver permanent treatment for the western oriented open space to appropriately address the Phase 1 and 2 buildings edges, oriented to Langara Park to provide for programming opportunities and to strengthen the entry point to the on-site east/west pedestrian connection and quadrangle.
  - (iii) Figure 4 Item 5: Align existing western drive aisle with Columbia Street and create a landscaped edge adjacent to Langara Park with increased pedestrian accessibility.
- (f) Traffic and Parking
  - (i) Figure 4 Item 6: Reconfigure the northern employee access point from the Ontario Street Greenway to accommodate bicycle and pedestrian traffic. Provide other potential off-site traffic infrastructure improvements as determined necessary by ongoing traffic and TDM assessments, such as transit improvements along 49th Avenue, further off-site traffic calming measures designed to reduce campus generated traffic from shortcutting through the residential neighbourhood to the east of the College and upgrades to the intersection at 49th Avenue and Columbia Street and 49th Avenue and Main Street.

### *Phase 3*

The following should be delivered prior to completion of development within Phase 3 (Figure 5):

- (a) Principal Building Use
  - (i) Creative Arts Centre and related uses
  - (ii) Potential Students' Union facility expansion

- (b) Campus Connectivity and Circulation
  - (i) Complete and connect internal circulation between Phase 3 and Phase 1 building components.
- (c) Public Realm
  - (i) Figure 5 Item 1: deliver streetscape enhancements (e.g. surfacing, landscape, lighting etc.) along the internal drive aisle.
- (d) Quadrangle
  - (i) Figure 5 Item 2: Deliver the eastern portion of the quadrangle open space with increased accessibility and enhanced engagement between the quadrangle and the artist studios located along the lower level of the southern and western edges of the main academic building.
- (e) Traffic and Parking
  - (i) Provide other off-site traffic infrastructure improvements as determined necessary by ongoing traffic and TDM assessments.



Figure 4: Phase Two



**Figure 5: Phase Three**



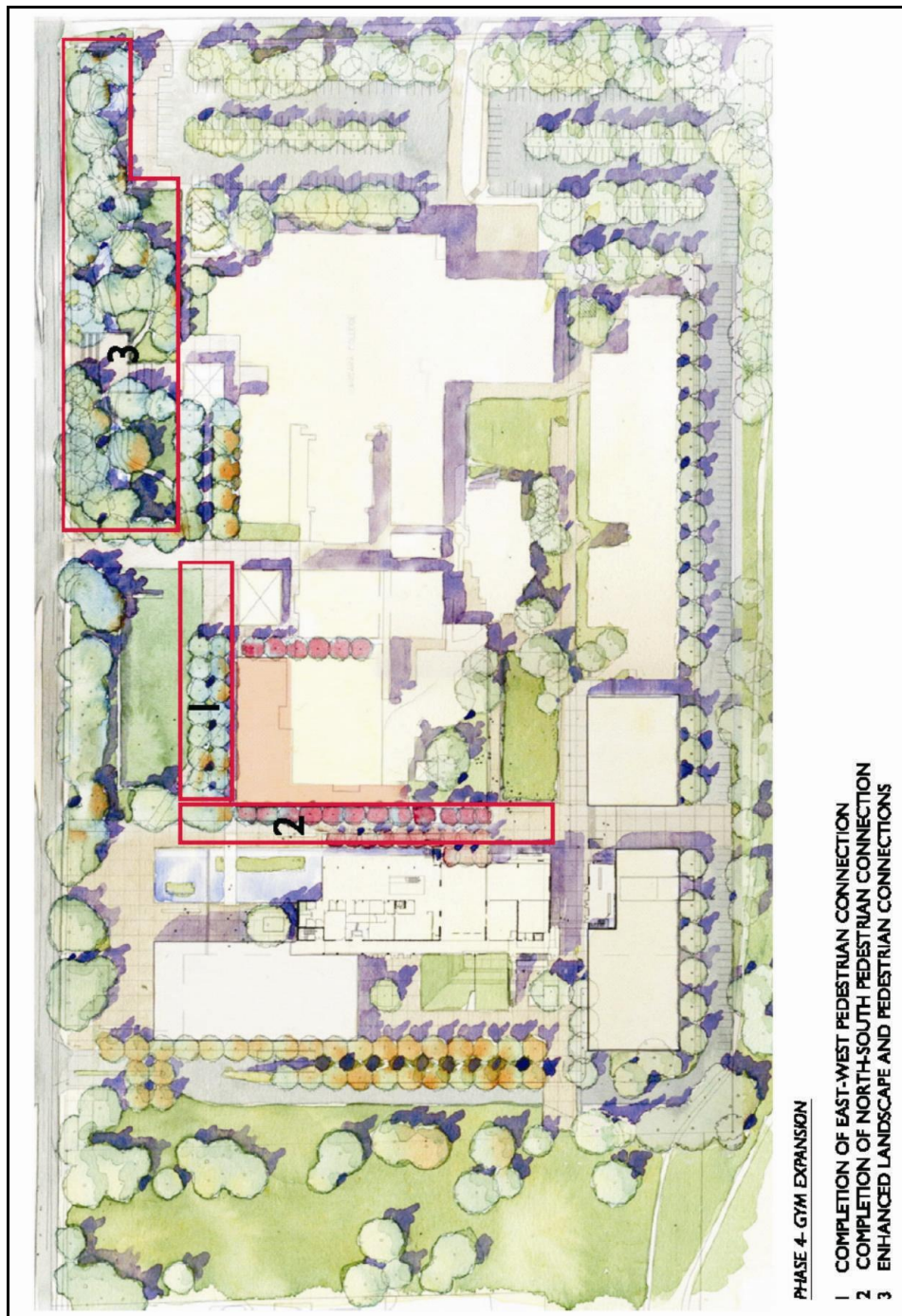
*Phase 4*

The following should be delivered prior to completion of development within Phase 4 (Figure 6):

- (a) Principal Building Use
  - (i) Gymnasium
- (b) Campus Connectivity and Circulation
  - (i) Figure 6 Item 1: Deliver a robust permanent treatment to the upper east/west walkway adjacent to and organised by the Phase 4 building.
  - (ii) Figure 6 Item 2: Return the treatment of the external north/south pedestrian pathway to the completed condition delivered in Phase 1.
- (c) Open Space
  - (i) Figure 6 Item 3: Provide enhanced pedestrian routes within the northeast landscaped buffer, remaining sensitive to the wetland area.

**Figure 6: Phase Four**







## **7.0 Community Amenity Strategy**

### **7.1 Introduction**

In addition to City-wide Development Cost Levies attributable to all new construction to provide for improved city infrastructure, all rezonings are expected to include the free offer by the developer of Community Amenity Contributions (CAC's) in order to help address growth costs, area deficiencies and/or other community impacts and needs related to the nature of the development proposal. Council may prefer to accept a cash contribution and/or an amenity provided 'in kind' by the development.

Since the size of the site is greater than 0.8 ha (2 acres), the subsequent rezoning of Langara College will be classified as a non-standard rezoning. Therefore, the CAC's to be accepted by the City will be determined through a negotiated approach, taking account of a range of factors including the adequacy of existing neighbourhood facilities, development economics and community impacts. Council resolved in February 2004 that, consistent with CAC policy, a contribution of at least the standard flat rate would be anticipated for Langara College. An analysis measuring demand for community amenities should be undertaken by City staff prior to rezoning to ensure that the impacts of campus expansion are appropriately identified.

### **7.2 Community Amenity Needs and Opportunities**

Through the development of this Policy Statement, staff along with Langara faculty and students and the local community have identified a number of preliminary needs and opportunities which the subsequent rezoning could address.

#### *Langara Park*

Located immediately west of the campus is the 1.2 hectare (3 acre) Langara Park. The park's character is natural, has a substantial number of mature trees, and provides access to the perimeter pathway around Langara Golf Course. The park currently does not provide any pedestrian pathways or seating benches, and a chain-link fence limits pedestrian access into the park along 49th Avenue and along the property line shared with the College.

Potential improvements to the park could focus on making the park more useable for students and local residents while protecting the park's natural character. Better visual and physical connections from the park to the campus and to the neighbourhood north of 49th Avenue would also be considered. If funding is offered for park improvements, a park concept plan would be developed by the Park Board in consultation with the College and the public.

#### *Childcare*

Langara currently provides a 680 m<sup>2</sup> (7,320 sq. ft.) childcare facility that offers 62 childcare spaces to students, College employees and the local community. Presently, the daycare is composed of 50 three to five year olds and 12 toddlers (eighteen months to three years old). While the childcare facility is open to the public, 75% of the children are from Langara students and employees. The facility, along with its outdoor play area, is located to the rear of the gymnasium building and is accessed by vehicle for pick-up and drop-off through the campus' western surface parking lots.

The expansion of the campus may need the current childcare facility to be expanded or potentially relocated, as a result of increasing demand and/or displacement from future development phases. An assessment of the demand for increased childcare spaces as a result of expansion will be undertaken through the subsequent rezoning.

#### *Ontario Street Greenway*

The campus' eastern edge abuts the Ontario Street Greenway which, once complete, will offer a green corridor through the City from False Creek to Kent Avenue for pedestrian and cyclists. The complete design of the Greenway between 49th Avenue and 51st Avenue is awaiting greater clarity from Langara College about their expansion plans and careful consideration of how that development should interface with the Greenway. Changes to the campus, especially to its access, servicing, internal circulation patterns (for pedestrian, cyclists and vehicles) and landscaping along Ontario Street pose opportunities to better integrate the College with the Greenway's non-automotive priorities. Improvements to the Greenway, along with possible

funding arrangements, should be considered as a part of the subsequent rezoning in conjunction with a neighbourhood Greenways planning process. Any planning process may also need to include neighbourhood traffic calming measures east of Ontario Street, which should be developed in consultation with the College and local area residents.

#### *Langara College and the Community*

The College currently provides a variety of services and opportunities to the local community, ranging from formal education classes to the use of ancillary facilities such as the cafeteria and daycare. Also, through its well recognised Creative Arts program which includes its Studio 58 theatre, Langara offers the public many exhibits, displays and theatrical performances throughout the year. The expansion of facilities on the campus provides potential opportunities to build on these initiatives and strengthen the College's ties with the community. Continued, and possibly expanded, community use of campus facilities should be considered at the subsequent rezoning stage and later during the more detailed planning and design of future expansion phases, to ensure that full advantage is made of these opportunities. These should consider, but not be limited to:

- (a) Provision of education and training courses, including short courses.
- (b) Access to libraries and other study resources.
- (c) Access to childcare facilities.
- (d) Use of auditoria and other venues for meetings and events.
- (e) Provision of community and/or cultural programs, events and facilities.
- (f) Events for seniors and people with disabilities.
- (g) Events for families with children and for women.
- (h) Access to indoor recreational facilities.
- (i) Opportunities to link programs with adjacent community centres.
- (j) Use of food and drink services.

Community use of facilities identified to be of public benefit would be finalised by a Community Use Agreement.

### **7.3 Public Art**

The City's Public Art Program applies to all rezonings of 15,000m<sup>2</sup> (161,463 sq. ft.) or greater. The Langara expansion provides the opportunity to improve the physical and visual interface between the College and community through artist contributions to the public realm. The Public Art Program offers three options for providing public art. Option A calls for the proponent to engage in a public art process with City staff which includes a review of art selection and siting opportunities by the City's Public Art Committee. Option B incorporates the principles of Option A, but also says the College can provide a portion of its public art contribution off-site near the campus. Option C permits contributions of cash in lieu of public art to the City's Public Art Reserve fund.

## **8.0 Transportation Demand Management Strategy**

### **8.1 Introduction**

Langara has undertaken a number of significant Transportation Demand Management (TDM) measures in an attempt to reduce single occupant vehicle trips to the campus and encourage the use of alternate, more sustainable modes of transportation such as walking, cycling, carpooling and transit.

### **8.2 Existing Langara Traffic Management Plan**

The College's existing Traffic Management Plan (TMP) currently sets out the following directions:

- (a) Alternative Transportation Committee: The role of this committee is to review and manage TDM measures.
- (b) Pay parking: As a result of the TMP, pay parking was initiated in 1997 with rates of \$1.50/day. However as a result of continued congestion on site, the rates were later raised in 2003 to \$4.00, consistent with the cost of a return one-zone transit fare.

- (c) Resident only parking: In 1997, the City and College implemented “Resident Only Parking” restrictions which extend in about a 5 block radius around the College, from Cambie Street to Main Street and from 45th Avenue to 56th Avenue.
- (d) Neighbourhood Traffic Coordinator: The role of the Coordinator is to liaise with the City and surrounding neighbourhood, and actively promote the College’s TMP to staff and the student body.
- (e) Carpooling: 61 carpool spaces are provided on site.
- (f) Traffic performance targets: The College has seen a significant increase in transit ridership since from 1998.
- (g) Subsidised transit pass: In 2003 Langara College initiated a subsidised transit pass program (up to 4000 passes sold per month). Funding for this program is offset by on-site parking revenues.

The projected increase in Langara’s student population associated with the proposed expansion of the campus will, however, generate an increase in the number of trips to and from the site each day. This will lead to additional vehicular, pedestrian, bicycle and transit movements in the vicinity of the campus and could create an increased demand for on-site parking. Traffic and parking implications of the proposed campus expansion should be managed to ensure that any potential negative impacts on the environment and functioning of the surrounding neighbourhood are appropriately moderated. This may include the continued monitoring and adjustment of the provision and cost of campus parking to prevent overspill parking onto the surrounding residential streets. Parking provision on-site should also be sufficient to accommodate all campus-generated demand at each phase of the College expansion, without encouraging greater use of single occupant vehicles. On-street parking management measures, outside of the already established “Parking for Residents Only” area, should also be monitored and reviewed.

### 8.3 Continuing Directions

To this end, the College will be required to further develop their comprehensive TMP as a condition of any rezoning approval. Improvements to the College’s TMP will be subject to agreement with City staff and should involve consideration of measures including, but not limited to:

- (a) Establishment of a ‘U-Pass’ programme with Translink to encourage transit use;
- (b) Establishment of new travel performance targets;
- (c) Implementation of measures to improve local pedestrian connections to bus and future rapid transit stops as well as community destinations;
- (d) Improvements to the level of secure and accessible bicycle parking provided;
- (e) Provide improved convenience to bicycle facilities by consolidating existing or locating new facilities such as bicycle parking, change rooms, lockers and showers in close proximity to one another in order to enhance or encourage their use;
- (f) Provision of adequate on-site parking spaces and appropriate fee levels;
- (g) A strategy to further encourage carpooling, walking and cycling.

The College’s TMP will be required to establish new travel performance targets, monitor travel patterns over time, and report on outcomes and progress of TDM measures for all modes of movement. This will enable measures to be introduced and/or adjusted if appropriate as the individual development phases of the campus expansion are implemented.

Also if appropriate, and where positive effects of TDM strategies can be successfully demonstrated, relaxations to the parking requirements under section 3.0 of CD-1 (55) Bylaw No. 4412 should be considered.

In concert with its TMP, the College will be encouraged to continue to maintain an environment fostering personal security such that students feel safe waiting for and walking to and from transit.

#### **8.4 Transportation Demand Management Principles**

- (a) The development and implementation of further TDM strategies to augment the College's existing TMP will be required as a condition of any rezoning approval.
- (b) TDM strategies will include setting new travel performance targets and monitoring and reporting on the progress of TDM measures at each phase of development approval, managed by the College.
- (c) All campus-generated parking demand should be accommodated on the site at each phase of development.
- (d) On-site parking supply should be phased in line with the campus expansion and with reference to the results of monitoring of the TDM strategies.
- (e) Through CPTED and campus planning the College should continue to foster a safe environment for pedestrians and transit users.

#### **8.5 Limit of Students Under Instruction**

In 1982, through a previous expansion process, a limit of 3,275 students under instruction was introduced in an attempt to address, and potentially mitigate, campus generated traffic and parking impacts on the surrounding residential neighbourhood. Since that time, the calculation of the number of students under instruction has become increasingly difficult given the changes to Langara's academic program in terms of hours/days of instruction and the increased enrolment of part-time students. Further, the relationship between the number of students in attendance and the number of vehicles trips to the site has vastly changed over the past two decades.

During the subsequent rezoning stage, a detailed accounting of the total number of student spaces that would result from any expansion in floor area and its relationship to the number of campus generated vehicle trips over the next 25 years should be undertaken. However, it is noted that many of the potential traffic and parking impacts derived from Langara student attendance are addressed through existing and proposed TDM initiatives. These strategies also provide greater opportunities for the ongoing monitoring and assessment of any possible impacts on the surrounding neighbourhood. It may therefore be appropriate, through the pending rezoning process, to remove the student under instruction limit or possibly replace its intended function with a more appropriate instrument.