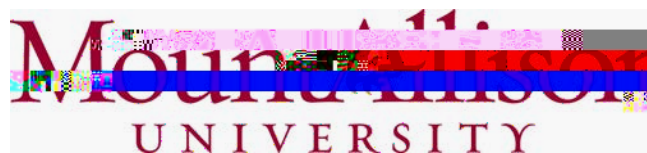


# Facilities Master Plan

February 2017



In 2015-2016 and 2016-2017 the University undertook an integrated planning process to assist and guide University planning and decision-making. This integrated planning process involves an overall Presidential Advisory Committee (PAC) and five working groups focused on academic matters, research, student affairs, advancement, and campus facilities.

The Presidential Advisory Committee drafted the following mission, vision, and values statement:

### Mission

Mount Allison University is committed to learning, to creating and disseminating knowledge, and to engaging critically in the liberal arts, so that members of our community are prepared to make meaningful contributions as citizens in our community and the wider world.

### Vision

Mount Allison University will enhance its position as one of Canada's best undergraduate universities through creative and innovative teaching and research. We will be a national leader in engaged, active learning.

### Values

- Excellence and integrity: Individual and institutional goals are fully realized by empowering the members of our community (students, faculty, and staff) to apply the highest standards in all of their activities.
- Academic freedom: Intellectual freedom, which includes both free inquiry and scholarly responsibility, is a foundation of quality education and scholarship.
- Collegiality and University governance: We are committed to shared governance. This includes transparency and collegial processes involving members of our community.
- Equity, diversity, and inclusion: In all aspects of our academic mission, we affirm our belief in the fair treatment of all persons. We embrace diversity, and we seek to ensure an educational and work environment that is inclusive for all members of our community.
- Respect: We are a diverse community with different experiences and backgrounds, and we perform different roles in the university. Everyone at Mount Allison is to be treated with dignity and respect.
- Community and connection: Personal relationships are central to the Mount Allison experience. These connections span the local – where the University is an important anchor in the community of Sackville and the Tantramar region – through the global, and are aimed at improving our world. Our relationships provide the basis for building and sustaining connections through our teaching, through our research and creative activities, and through our service and outreach.
- Sustainability: We are committed to sustainability and stewardship. We are guided by the principle of intergenerational equity.

## Facilities Plans

The University's overall Campus Master Plan was completed in 2002 and divides the campus into three sections: the north side (north of Main Street), the south side (south of York Street), and a central campus area between York and Main Streets. The north side of campus is dedicated to large student residences and the University dining hall (Jennings Dining Hall), the south side to student life and student service facilities along with smaller residences, and the central section to academic and administrative facilities.

From 2002 to 2015 various projects were completed consistent with this master plan. This report is primarily focused on facilities planning related to the centre of campus.

Process

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The FPAC recommends that:

- C1 a separate teaching space committee, including various stakeholders, be established to ensure that classroom upgrades are completed in a planned manner designed to meet the current and future pedagogical needs of the University. This committee should work with existing committees, such as the Senate Teaching and Learning Committee.
- C2 teaching space improvements be consistent with and support actions to increase experiential teaching and learning activities consistent with recommendations made by the other working groups.
- C3 the University attempt to complete some classroom upgrades each year so each generation of students benefits from improved teaching facilities.
- C4 not all classrooms be upgraded in the same way with the same resources. Rather than uniformity, the aim should be to provide classrooms of various types and sizes to suit the teaching and learning taking place at Mount Allison. This may mean certain equipment and resources are located only in certain classrooms, that faxes, tunifor5 ( faxes,.5 (y)]J 6.1y.5 (sourc)0no5 ( faxes

## E. Library Facilities

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The Ralph Pickard Bell Library is in need of a refurbishment and replacement of building systems. No significant work has been completed in this space since it opened in 1970. The building's systems are past their expected life span and public spaces do not reflect current library design.

Updating the Library's systems and spaces while maintaining the Library's operations requires a phased approach covering a number of years. The entire building cannot be closed during construction. Instead, spaces in the library will be closed as they are renovated, and services and collections will need to be moved during phases of the project. It is anticipated that each floor will require one summer of intense work with additional work taking place from September to April. This would mean it could take five to six years of construction to complete the entire project.

It is recommended that:

- E1 the draft space plan be confirmed to allow for design work to begin.
- E2 the Library project be scheduled after completion of the Barclay and Gairdner projects, subject to availability of financial resources.
- E3 the refurbishment of Library spaces centre around the Library's primary mission while accommodating, to the extent feasible, related functions. This reflects the Library's location in the centre of campus, the linkages between the Library's functions and other learning activities, and the fact the Library is open and staffed longer than any other facility at the University.

## F. Student Space

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There are a number of unused common spaces in various buildings that offer the potential to become study and/or gathering places for students with the purchase of appropriate furniture. This is noted in Appendix B.

The FPAC recommends:

- F1 the completion of the pilot project to purchase study-type furniture for common spaces commensurate with the needs of students with the purchase of appropriate furniture.

## G. Other Central Campus Facilities

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The Committee recognizes that deferred maintenance and facilities challenges exist in other central campus buildings not specifically mentioned in this report. The FPAC recommends:

- G1 building assessments and, as appropriate, design work should be completed for projects that can be accomplished while other larger projects are undertaken. Furthermore, having the assessment and design work completed in a proactive manner will assist in attracting funds should new fund raising or other opportunities arise.

## H. Co-location and Underutilized Space

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The Committee notes that there are departments that may benefit from being physically adjacent (eg: Modern Languages and Literatures with other Humanities departments and Computing Services with Facilities Management), that the University has underutilized space in some buildings, and that maintaining space requires significant financial resources. It is recommended that:

- H1 co-location of departments be considered where such a change supports the overall goals of the integrated plan and is financially supportable.
- H2 opportunities should be explored to remove the cost of some facilities from the Operating Fund by repurposing the building. For example, if Computing Services and the PCTC could be moved from the Bennett Building, that facility could be leased or otherwise a.p"

## Appendix B — Policy 7610 — Accessible Facilities Policy

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Subject: Accessible Facilities Policy  
Group: Institutional  
Approved by: The President  
Approval date: June 20, 2013  
Effective date: June 20, 2013  
Administered by: Vice-President, Administration

### INTRODUCTION

Mount Allison must take reasonable steps to accommodate those with mobility challenges so that they can be employed by, and receive services from, the University.

Unfortunately, making all of the University's facilities accessible over the short term is far beyond the University's financial capacity given that most of its facilities were constructed before making them accessible was a requirement or an expectation.

As a result, the University must deal with this issue in a planned way so that it makes the most effective use of available financial resources while at the same time ensuring that it meets its obligations in this area.

### POLICY

It is the University's policy

- a) to deal with accessibility issues whenever it is reasonable to do so as part of a capital project,
- b) to take whatever steps are necessary and reasonable to accommodate a specific individual, which steps could include
  - i. making an area accessible to that individual, or
  - ii. moving an activity to another area, and
- c) to provide information to the community, through appendices to this policy which are updated on an annual basis, about
  - i. the steps that have been taken (See [Appendix A](#)) and
  - ii. the steps that are planned (see [Appendix B](#))

to make the University's facilities accessible.

[https://www.mta.ca/Community/Governance\\_and\\_admin/Policies\\_and\\_procedures/Section\\_700/Policy\\_7610/Policy\\_7610/](https://www.mta.ca/Community/Governance_and_admin/Policies_and_procedures/Section_700/Policy_7610/Policy_7610/)



## Appendix C

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The Master Plan update report (Appendix A) provides information on both current use and the most appropriate use (fit for function) for a number of buildings. The following table provides a synopsis of that information.<sup>3</sup>

Building	Current Use	Optimal Use
Barclay	Chemistry and Biochemistry department Teaching and research labs, offices, and support space	Laboratory space (teaching and research) related to "wet" activities
Sir James Dunn	Mathematics and Computer Science and Physics departments Physics laboratories, offices, and support space Common use classrooms Common use computer lab	"Dry" activities such as classrooms, offices, and dry research
Flemington	Biology department Teaching and research labs, offices, and support space Large auditorium space	"Dry" activities such as classrooms, offices, and dry research activities consistent with cellular layout
Gairdner	Vacated in 2013 by Fj	"Wet" lab spaces with requirement for large

Avard Dixon

Social Sciences research space, offices:  
Common classrooms (15) (5) (2) (2) (m)-