

LANGARA COLLEGE

2024/25 FACILITIES MASTER PLAN UPDATE

March 2025

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Acknowledgements

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snəwəyəl leləm'ə ʔə ʔ xʷməθkʷəyəm

snəwəyəl leləm' Langara College (snəwəyəl leləm') is located on Musqueam (xʷməθkʷəyəm) territory. The xʷməθkʷəyəm people, their language, culture, and history all come from the land. The college has the responsibility to uphold and honour this relationship within the college's campus master plan.

The xʷməθkʷəyəm have lived here and taken care of the land since the end of the last ice age. This history and xʷməθkʷəyəm place names are recorded within their oral history. The oral history speaks of xʷməθkʷəyəm winter villages always being located at the mouth of the Fraser River, including the ancient village of cəsnaʔəm. It is important to recognize that cəsnaʔəm is located just a short walking distance from campus. In addition to their winter villages, the xʷməθkʷəyəm had many other seasonal villages, as well as hunting, fishing, and ceremonial sites across the Lower Mainland.

snəwəyəl leləm' is a part of this history and cultural landscape. The college has a strong relationship with xʷməθkʷəyəm. Beginning in 2014, the xʷməθkʷəyəm gifted new college presidents with a xʷməθkʷəyəm name. Two years later in 2016, xʷməθkʷəyəm gifted the college the name snəwəyəl leləm', meaning "House of Teachings". The following year, the college was also gifted with a traditional house post to welcome visitors to campus. In 2023, the college permanently raised the xʷməθkʷəyəm flag on campus and signed a Memorandum of Agreement (MOA) with xʷməθkʷəyəm. This agreement is the foundation of our relationship and outlines our shared intentions for strengthening our relationship. Two important intentions of the MOA are raising the voices of xʷməθkʷəyəm people at the college and teaching the college community about xʷməθkʷəyəm language, culture, history and territory.

During November of 2017 and again in 2019, the Facilities Master Plan consultation team met with xʷməθkʷəyəm elected, administrative, and cultural

leadership. xʷməθkʷəy̓əm leadership provided important guidance on how to honour this relationship within the master plan. The following are starting points for further conversation with the community. For a full transcript, see Appendix F:

- Langara College is on traditional Musqueam territory, so having a place where the nation is welcomed is desired.
- Indigenous students should feel comfortable at Langara and have somewhere to go, particularly for those students not raised in urban areas
- Welcoming House posts at the entrance of important buildings are recommended- would be a good idea for the main gathering place for the campus that all share
- A dedicated Indigenous gathering place is a necessity for people who will feel uncomfortable
- The new space should be integrated- there is a need for a dedicated space
- A dedicated library within the Indigenous gathering space focusing on Indigenous content is suggested
- Negative effects of residential schools are still visible in [First Nations] families
- The longhouse environment is [the Musqueam Nation's] true traditional learning environment- traditional classroom with desks can scare [Indigenous people] and make them feel uncomfortable. A First Nations influence should be applied to some of the teaching spaces that reflect this type of environment
- Smudging is not practiced by Musqueam people but is important to other nations; there is a need to accommodate smudging outdoors and indoors
- First Nations artwork should be integrated into the Campus. It would be nice to have different types of artworks around campus not only from Musqueam Nation; other nations should not be excluded- there are 32 languages in BC.

On November 24, 2024, and again on March 11, 2025, meetings were held with xʷməθkʷəy̓əm leaders regarding a new concept master plan and the concept design for the replacement of Building A. Both concepts were well received with xʷməθkʷəy̓əm leaders saying the two projects are great examples of being listened to. We are very grateful for the time and teachings they shared with us to make this a better plan and campus for everyone.

1 Executive Summary

It has been five years since the last Facilities Master Plan was completed in 2019. Langara College acknowledges the importance of keeping its Facilities Master Plan relevant; hence it is updating the 2019 Facilities Master Plan with the goals of addressing the Provincial mandate letter, the Provost's Group needs and addressing the ageing infrastructure. Langara College retained MAKE Projects to review and update the 2019 Facilities Master Plan, and MAKE expanded the team to include Thinkspace Architecture.

Langara College's 2025-2028 Strategic Framework presents the institution's most current strategic goals, objectives and priorities, which includes an increased emphasis and focus on priorities such as equity, diversity and inclusion, advancing sustainability on campus, and supporting Indigeneity on campus. Langara has a strong partnership with the Musqueam Nation and recognizes the importance of the land on which the campus is located. Langara College is appreciative and honoured to be the only college that the Musqueam Nation has bestowed the Musqueam name *snəweyəl leləm*. Langara will continue to strengthen this partnership with further capital and educational investments.

Part of the Masterplan Refresh project includes an update of space needs, and a review for capital facility requests. Input from the Provost's Office indicated spatial adjustments to improve student experience and create greater program or service efficiencies. These inputs were reviewed in terms of spatial requirements and then grouped into either delivering the program in the short term (within the next 5 years) or in the long-term (greater than 5 years).

The major capital facilities project continues to be the Building A replacement project (including the Musqueam Welcome House). The second priority is to address student housing on campus. While these are separate projects from the Masterplan Refresh, information regarding the Building A replacement is summarized in Section B.

The summary table below provides a snapshot of the existing space on the Langara College campus, and future expanded capacity for Building A and Student Housing.

Building	Scheduled Capacity	Net m ²	Gross m ²	Gross ft ²	Original Year Built
ACADEMIC	5080	22283.5	25675	276,363	1970
"C" BUILDING	676	5394	5671	61,047	1970
GYMNASIUM	92	2009	2205	23,734	1970
"B" BUILDING	1398	8669	9239	99,446	1996
DAYCARE BUILDING	0	679.5	758	8,159	1998
LIBRARY BUILDING	1799	6664	7754	83,464	2007
LIBRARY - PARKADE	-	-	14742	158,686	2007
SUB BUILDING	302	1443.5	1667.5	17,949	2009
SCIENCE & TECH BUILDING	1106	11049	13808	148,628	2016
Totals	10,453	58,192	81,520	877,476	-
Proposed Future Capacity Building A	-	21,875	35,000	376,736	-
Student Housing*	400 beds + Daycare	-	-	-	-

*Net space (m2) required for Student Housing unknown at time of writing.

In the fall of 2024, the College announced that it is moving from a traditional faculty model of structure and education to a Centres of Excellence model to further develop curriculum, improve community engagement, attract talent, enhance research output, and provide opportunities to increase funding for targeted sources. As the draft Facilities Master Plan was completed prior to the new academic direction, the college should review the capital plan presented in this report to ensure these projects align with the new Centres directive.

1 Organization of this Document

This 2024 Facilities Master Plan Update is a refresh to the 2019 Facilities Master Plan by Teeple Architects. The goal of this refresh document is not to develop a new master plan, but to add new and updated information to the existing framework that was developed in 2019. New priorities are highlighted and expanded upon and have been based on the Provincial Mandate letter, the updated 2025–2028 Strategic Framework as well as Langara community engagement that was conducted with the Provost’s Office. There was staff representation to develop the short-term capital project needs.

The following framework illustrates the organization of this document, which has been divided into four separate sections and corresponding subsections:

Introduction, Background & Context:

- Provincial Mandate Letter Summary
- Musqueam Support Letter (*in progress*)
- Langara College 2025–2028 Strategic Framework
- 2019 Facilities Master Plan Objectives– Updates
- Population growth and Student Enrollment Growth – Update
- Student Housing – Regional Update
- City of Vancouver Policy Summary
- Langara Neighbourhood Development
- Cycling & Vehicular Parking Summary (from 2019 Masterplan) & Electrical Upgrade – Updates

Section A. Master Plan Refresh

- Masterplan Refresh Background
- Space Needs Assessment
- Space Programming & Planning for Building A Replacement

Section B. Building A Replacement and Students Housing and Childcare

- Needs for Building A Replacement Project
- Summary & description of Student Housing and Childcare Project

Section C. Short-term Capital Projects

- Priority 5-Year Campus Capital Plan Projects
- Short-term Capital Projects

Appendices

- Appendix A Facilities Capital Request Forms
- Appendix B Provost Group Ideas & Feedback
- Appendix C Building A Space Program- Summary Table
- Appendix D Priority Projects- Capital Request Forms
- Appendix E Provincial Mandate Letter
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- Appendix G Planning Directions & Priorities
- Appendix H 2019 Traffic Study
- Appendix I Strategic Energy Management Plan 2015-2020
- Appendix J Utilization Report

2 Provincial Mandate Letter

The Province of British Columbia presented Langara College with a Mandate letter (dated June 22, 2023, see Appendix E) that sets out overarching principles and specific direction on priorities and expectations for Langara College.

The mandate letter specifies that Langara College continue to prioritize working towards a lasting and meaningful Reconciliation with First Nations by supporting opportunities for Indigenous Peoples. The mandate letter also stipulates implementation of targets and strategies for minimizing greenhouse gas emissions and managing climate risk. This includes achieving carbon neutrality each year, and aligning with the CleanBC target of a 50 per cent reduction in public sector building emissions and a 40 per cent reduction in public sector fleet emissions by 2030. Additionally, the mandate letter outlines the public sector’s responsibility in tackling systematic discrimination through the adoption of a Gender Based Analysis Plus (GBA+) lens to ensure gender equity is reflected in operations and programs. This approach puts Equity, Diversity and Inclusion in the forefront, with the expectation that measures will be taken to even the playing field in all aspects for all students, faculty, staff and visitors to Langara College.

The following summary includes key points in the mandate letter that apply to Langara College:

- Continue working towards lasting and meaningful Reconciliation by supporting opportunities for Indigenous Peoples to be full partners;
- Minimize greenhouse gas emissions and managing climate risk, including achieving carbon neutrality each year;
- Align with the CleanBC target if a 50% reduction in public sector building emissions and 40% reduction in public sector fleet emissions by 2030;
- Adopt the Gender-Based Analysis Plus (GBA+) lens in operations;
- Deliver educational and training programs as described in the StrongBC Future Ready Action Plan;
- Work with SkillTradesBC, Indigenous leadership and partners to ensure Indigenous voices are reflected in trades training decision-making that impacts Indigenous workers, businesses and communities;
- Continue to provide culturally sensitive and safe learning environments for Indigenous learners to maximize their participation and success in post - secondary education;

- Develop and implement protections for international students that support their fair treatment;
- Meet or exceed financial targets; and
- Comply with the Tuition Limit Policy.

This 2024 Facilities Master Plan Update focuses on those Provincial priorities as outlined above which impact facilities and space on campus.

3 Langara College Policy Review – Update

3.1 2025–2028 STRATEGIC FRAMEWORK UPDATE SUMMARY

The Langara College Strategic Plan was updated for the *2025–2028 Strategic Framework– Weaving a Shared Future with a Year 1 Update*. Summarized briefly below¹, these strategic priorities provide an expanded foundation and direction for the 2024 Facilities Master Plan Update.

- **People:**
 - Enhance Indigenization throughout the College
 - Develop and implement an equity, diversity, and inclusion (EDI) framework
 - Provide learning and professional development opportunities for employees
- **Mission:**
 - Implement Student Success Plan
 - Streamline credentials and create guided pathways
 - Enhance community engagement and partnerships
- **Organization:**
 - Design and implement new student information system
 - Revise campus master plan to meet organization space needs
 - Advance Sustainable Development Goals (SDGs) throughout the college

The updated strategic priorities are in alignment with the Provincial Mandate letter, and planning takes these as directives to impact the Master Plan 2019 Goals & Principles as seen in the sections below.

3.2 Values

Langara College’s values of excellence, collegiality, innovation, and integrity are interwoven into the space requirements defined in this report. While these values do not have direct space connections to the additional spaces defined by the five faculties, they are rooted in the supporting spaces on campus. The master plan update has highlighted the need for campus-wide student space outside the classroom and faculty and staff workspaces. These spaces are directly connected to the college’s values and can be layered with meaning and intention.

¹ [410450-2024-strategic-priorities.pdf \(langara.ca\)](#)

3.3 Langara College Sustainability Updates

Langara College continues to follow its 2017 Sustainability Policy with its commitment to fostering an institutional culture characterised by leadership in environmental, social and financial sustainability.

Some key highlights of sustainability initiatives on campus since the 2019 Facilities Masterplan was conducted, include the following, and are detailed below:

- Langara College received **AASHE** (Association for the Advancement of Sustainability in Higher Education) **STARS** (Sustainability Tracking, Assessment and Rating System) Silver rating in recognition of Langara College's sustainability achievements (2021); Langara College will continue to pursue Gold rating status
- 40% of buildings on campus are **LEED gold** certified.
- Langara College signed the **UN SDG Accord** (UN Sustainable Development Goals) to declare its steadfast commitment towards sustainability (2023)
- Significant progress towards net zero through reduction of GHG emissions – with the goal of an **80% reduction of greenhouse gas emissions by 2026**
- Due to infrastructure upgrading of the central heating plant project in 2022, the Langara College campus will potentially achieve a 25% reduction in GHGs
- Addition of new EV Charging stations and recent initiative to acquire an EV fleet (2024)

In 2021, Langara College embarked on participating in the Sustainability Tracking, Assessment and Rating System (STARS) and program of AASHE. In June of 2021, the College received a Silver rating with an overall score of 51.63. The STARS program is a wholistic sustainable program that reviews sustainability offering in the areas of academics, campus and public engagement, operations, planning and administration, and innovation and leadership. Langara continues to pursue a Gold rating through STARS.

Under the Operations category and the subsection Building Design and Construction the College has accomplished a LEED Gold Certified rating for four buildings which translates to 40% of the campus. The Science and Technology (T) building (completed in 2017) received LEED Gold certification in 2019 and is the most recent addition to Langara's list of LEED Gold certified buildings. The other three LEED Gold buildings on campus, which were constructed more than 5 years ago, are: - Langara Student Union Building (LSU Building), 1,668 m² - Library Building (L Building), 7,754 m² - C Building, 5,671 m².

Langara is also a [signatory of the UN SDG Accord](#), which advances education's critical role in achieving the United Nation's Sustainable Development Goals. The SDGs aim for peace and prosperity for people and the planet.

Canada has committed to achieving net-zero emissions by 2050; Langara is well underway to meeting this target much sooner. "Net zero" describes a state where greenhouse gas emissions produced are in balance with the greenhouse gas emissions taken out of the atmosphere.

Langara will continue to use this rating system for future infrastructure improvements on campus.

3.4 Langara College Master Plan 2019 Goals & Principles Update

The *Langara College Master Plan 2019* proposed six fundamental Goals & Principles (see Master Plan Vision & Principles 4.1, pg. 63). These objectives have been reviewed alongside the 2025–2028 Strategic Framework and updated as per the following table.

Facility Masterplan 2019 Goals	2024 Updates
<p>1. Proactively address Space Needs: Langara College has demonstrated need for significant additional space to support student population growth, future enrollment growth, and replacement of existing aging infrastructure. The master plan proposes a campus form framework that will make efficient use of Langara’s limited site resources and accommodate the amount and type of spaces needed to address current space shortfalls and anticipated future needs. It seeks to address these needs within a form that is respectful of Langara’s surrounding context.</p>	<p>Masterplan Refresh: Focusing on the first portion of student population growth, the plan updates the areas of spatial expansion based on current needs and provincially mandated priorities. The plan is subdivided into three-time frames: short term (2024-2025), medium term (2-4 years) and Building A replacement (5 years). Longer term campus landscape changes are also addressed but at a higher level of review.</p>

Facility Masterplan 2019 Goals	2024 Updates
<p>2. Reflect & Support Langara’s Institutional Mission & Identity: Langara is Canada’s Pathways College, dedicated to providing an exceptional learning experience and environment that opens up academic, personal and professional opportunities. The campus form, vision and guidelines have been conceived directly, support and showcase Langara’s commitment to teaching and learning excellence – both inside and outside of the classroom.</p>	<p>Equity, Diversity and Inclusion: The 2025–2028 Strategic Framework priorities 1.1–1.3 point to a focus on enhancing and supporting the culture, including measures to support <i>equity, diversity and inclusion</i> on campus, also aligning with the Provincial Mandate letter. To this end, Langara College has recently:</p> <ul style="list-style-type: none"> ○ Developed the Office of Equity, Diversity and Inclusion (2019) ○ Developed the Equity, Diversity and Inclusion Framework (2024) and Roadmap 2024–2027. <p>Within the context of the Master Plan Update 2025, this specific priority will create safe and inclusive spaces where students, staff, faculty and visitors feel included and have a sense of belonging.</p>
<p>3. Support Campus permeability and natural connectivity: Connections are at the heart of a successful institution – among people, among programs and spaces. The master plan establishes a campus form framework that enhances connectivity and permeability between the campus and the surrounding city, that expands the campus’ intuitively navigable indoor and outdoor circulation network, and that encourages social and academic connection among students, faculty, staff and</p>	<p>Connecting students, faculty and staff to the greater Vancouver community are achieved both by permeability, circulation and supporting social, community and academic connections. In terms of space, functional programming has been completed using a reasonable but generous gross-up factor, by considering the connective possibilities of co-location within buildings, and by re-enforcing the effort of the master plan to support Indigenous and sustainable landscapes on campus.</p>

Facility Masterplan 2019 Goals	2024 Updates
<p>the community as part of the day-to-day life of the college.</p>	
<p>4. Recognize, celebrate and Support Indigeneity: Langara has taken important strides in recent years to embrace and advance the principles of indigeneity and reconciliation. The master plan has been conceived to shape the development of the physical campus to reflect and advance Langara’s recent meaningful work to recognize and celebrate its place on unceded Musqueam territory and further prioritize welcoming and support of Indigenous students and community members and build meaningful relationships across cultures.</p>	<p>Indigenization Strategy: Langara College has developed an Indigenization Strategy (2025–2028 Strategic Framework) with the following key commitments, which all play a vital part in the Master Plan Update 2024:</p> <ul style="list-style-type: none"> o Decolonize curriculum and integrate Indigenous ways of knowing and learning (2.3) o Informed by the recommendations from the Truth and Reconciliation Commission, initiate and implement Indigenization strategy (5.2) o Maintain and deepen our relations with Musqueam (5.2) o Develop and implement strategies to recruit and retain Indigenous students and employees (5.3) <p>This master plan supports, recognizes and celebrates Indigeneity through physical space by providing high-quality student support spaces, maintaining the Indigenous Meeting House and Indigenous landscape, and recommending all classrooms be considered for indigenized classroom design principles.</p>
<p>5. Prioritize forward-looking: Langara has been a leader in sustainable campus development and energy efficiency. The master plan proposes a physical framework and principles that build on Langara’s record of leadership that will guide the</p>	<p>The most sustainable campus development is highly utilized and allows for multiple uses over time. In addition to the significant sustainability policy changes made in recent years, this plan uses functional planning tools that support flexibility and adaptability over time with</p>

Facility Masterplan 2019 Goals	2024 Updates
<p>College over the coming decades, with enough flexibility to adapt to the evolving landscape of sustainable practice.</p>	<p>minimal renovations. Key planning strategies include:</p> <ul style="list-style-type: none">• In short-term planning recommendations, emphasize furniture solutions and space allocation policies (such as hybrid work, shared offices and non-allocated works spaces) over suite renovations, particularly for groups anticipated to be relocated in future domino plans• Minimize space customization to support multi-disciplinary use and future-proof strategic priorities. Using furniture solutions rather than fixed millwork elements allows for changes to pedagogy, organizational priorities and staff reporting structures without requiring demolition and renovation.• Minimize classroom size variability to two standard flat-floor classroom sizes, a tiered classroom type, and a teaching theatre. These classrooms have been right sized for current class and seat utilization and account for increasing flexibility and collaboration in post-secondary education.• The space plan uses increments of 6 m² to support future changes to spaces. Classrooms and labs are also sized to support merging or subdividing classrooms in the future.• Office and workspaces are programmed into repeating suites at the highest unit-level possible, supporting allocation flexibility over time.

Facility Masterplan 2019 Goals	2024 Updates
<p>6. Enhance the indoor/outdoor learning environment: students, staff, faculty greatly value the College’s balance of greenspace and built form, which has been a focus since the 2005 Masterplan. The new masterplan evolves a campus form that conserves, enhances and expands the College’s greenspace as part of a holistic environment.</p>	<p>By supporting and enhancing the indoor/outdoor learning environment, the master plan update furthers Langara’s sustainability, indigeneity, wayfinding and connectivity goals.</p>

3.5 City of Vancouver Policy Summary

This section of the masterplan provides a summary of the Langara College community within the City of Vancouver, outlining some of the contextual factors which may impact growth and development in the future.

3.5.1 City of Vancouver, Cambie Corridor Plan

The Cambie Corridor extends from Oak Street as the western boundary to Ontario Street as the eastern boundary, Marine Drive in the south, and 10th Ave. to the north.

The Langara College campus falls within these boundaries. Historically, the Cambie Corridor has been made up of single-family homes and car-oriented travel along the corridor and surrounding arterial roads. The focus for municipal planning has been to transform single-family homes to a diverse range of housing types including townhomes, and multifamily residential buildings, by adding increased height and density to the corridor. A vision for the Oakridge location at Cambie and 41st Ave. is to become a designated Municipal Town



Centre, through providing a significant increase in housing and the creation of commercial/retail opportunities- this location, which is not far from the Langara College site, will represent the largest concentration of development and density in the Corridor.

As seen in the concept plan for the vicinity directly surrounding Langara College, significant density is expected to continue to increase along Cambie Street and along 49th Avenue, directly surrounding Langara College. This will increase the population in the community directly surrounding the college, having an impact on future student enrolment. The population of the entire Cambie Corridor by 2041 is expected to grow to almost 70,000 (doubling from 2016).

Image Source: City of Vancouver, Cambie Corridor Plan, Concept Plan

3.5.2 Langara Neighbourhood Update

Development surrounding the Langara College site is rapidly changing the neighbourhood context of the college. Density will continue to increase directly north and west of the college.

This includes the 2024 proposed YMCA mixed-use development being directly adjacent to the Langara College site. The proposed development includes significantly increased density and height with a 37-storey tower (market condominiums), a 22-storey rental tower and a 9-storey social housing building- connected by a shared podium level providing outdoor amenity space. The development will include space for the YMCA's community programming, fitness facilities, a childcare facility, and retail. The Musqueam Capital Corporation will own and operate the rental tower, 100% of which will be below-market rental housing. As well, a 20-storey student housing development has been proposed immediately north of the Langara-49th Skytrain station on Cambie Street. This development will be owned and operated by Global Education Communities (GEC).

These neighbouring developments will impact density around the Langara College site, including additional amenities for community (i.e. fitness facilities, childcare, retail opportunities etc.), but also potentially impacting traffic, site access and transit on 49th Avenue.

3.5.3 Transportation 2040 Plan and Other Active Transportation

The City of Vancouver 'Transportation 2040 Plan' emphasizes increasing the use of cycling, walking and public transit use. Public transit infrastructure for the Langara

College site is easily accessible, and the neighbourhood has been identified as an “inclusive transit-oriented neighbourhood”. The Langara-49th Ave. Skytrain station, being on the Canada Line is in very close proximity to Langara College as are multiple Route 49 Translink bus stops. The Route 49 Bus (running along 49th avenue) is the second busiest bus line in Vancouver, second only to the 99 B-Line, for example in 2019, had 10 million annual boardings. No additional public transit is being planned along 49th Avenue at this time.

Active Transportation

49th Avenue is not a dedicated cycling corridor (the closest designated cycling route is on 45th Avenue for east-west directions) however, Ontario St. on the east boundary of the site is also the *Ontario Greenway*, which is a protected bike lane at the Langara College site with cycling infrastructure in the North-South directions. The *Ontario Greenway* links False Creek to the north with 59th Avenue to the south of the site with plans to connect further south to Fraser River.

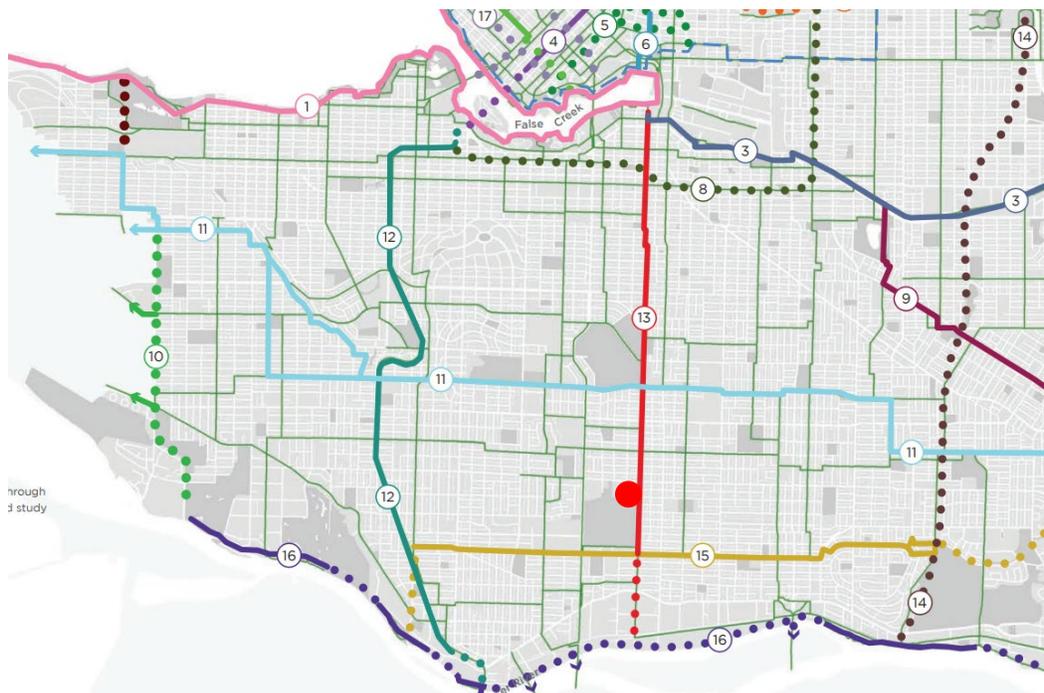


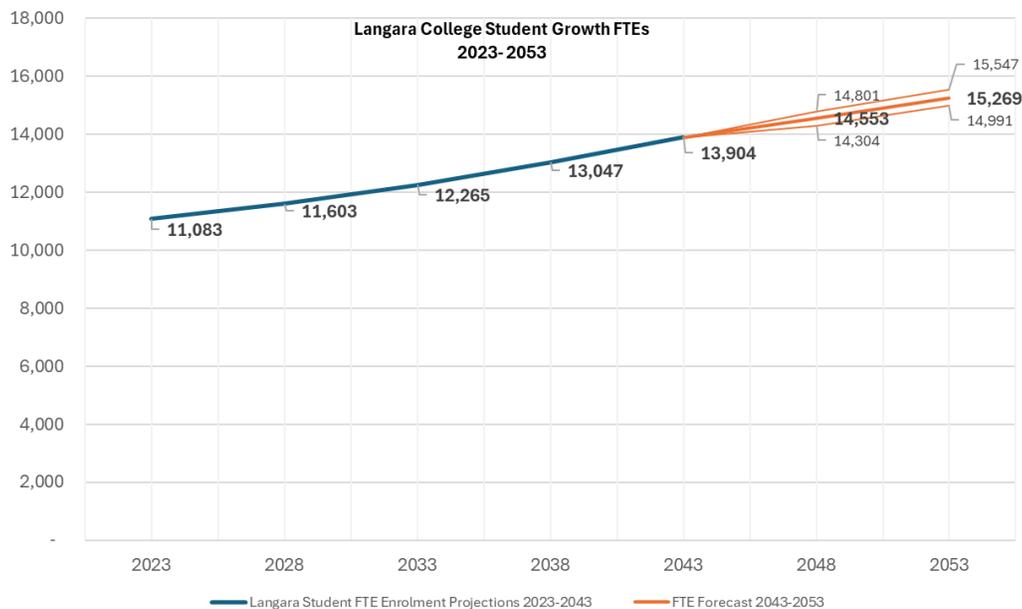
Image Source: City of Vancouver Greenways Plan, Ontario Greenway shown in red (#13)

Electric Vehicle Recharging stations

In addition to supporting active transportation, Langara College has implemented an initiative called the *EV Charging Lab* to accommodate and encourage use of electric vehicles commuting to and from campus. When complete, this initiative will double the EV charging infrastructure to campus (from 36 free charging stations to 72 stations). This plan utilizes the charging infrastructure after-hours with fleets (similar to organizations such as IKEA, City of Vancouver, Uber, etc) and collect significant carbon credits related to this initiative, also bringing revenue to Langara.

3.6 Population Growth & Overall Student Growth

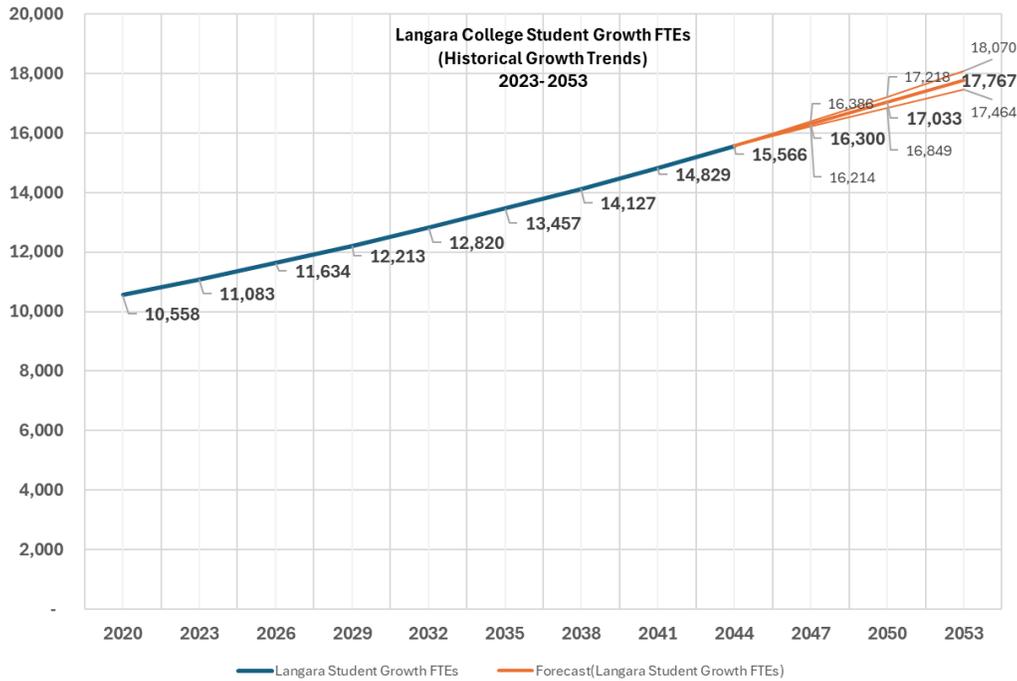
Population is one of the key indicators for projecting future student enrolment. Population projections in the City of Vancouver, and the local vicinity surrounding Langara College shows an upward growth trend in the upcoming decades. The graph below, based on BC Statistics population growth trends² for the municipality of Vancouver, provides a forecast for Langara College’s future FTE growth for thirty years from 2023 to 2053. In this forecast based on population growth alone, the 12,500 student FTE enrolment growth is estimated to occur in 2035.



Graph 1. Langara College Student Enrolment Growth based on population projections (BC Stats/P.E.O.P.L.E. 2024 version) 2023–2053.

² 2024 BCStats’ P.E.O.P.L.E Population Estimates & Projections for British Columbia: <https://bcstats.shinyapps.io/popApp/>

A second methodology for calculating enrolment trends includes analysis of historical student enrolment FTE growth data and projecting that forward into the future. The graph below presents the projections for Langara College based on historical growth data. In this data, the 12,500 FTE enrolment is estimated to occur in 2031.



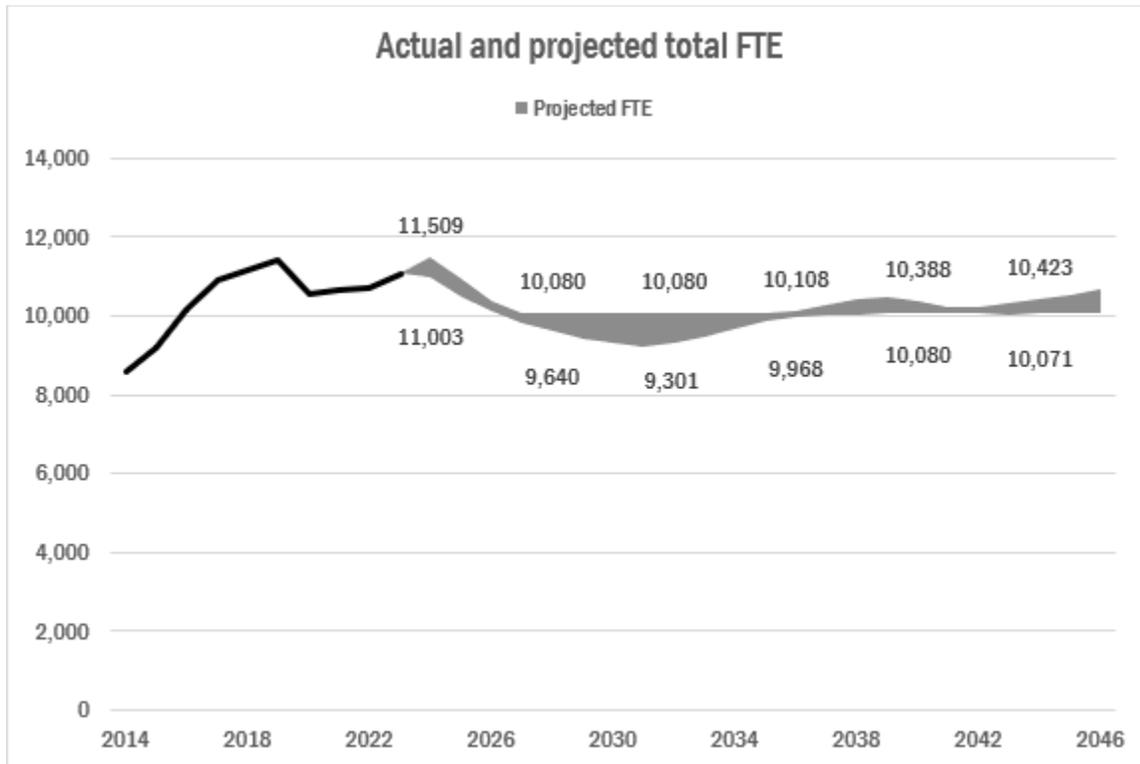
Graph 2: Enrolment based on Historical Growth Trends for Langara College, 2023-2053.

The following factors are likely to impact the enrolment forecasts:

- Intense density and growth in the community immediately surrounding Langara College, as is planned in the City of Vancouver neighbourhood plan for the Cambie Corridor;
- Federal and/or Provincial policies impacting funding (i.e. international student enrolment).

Both forecasting methodologies illustrate that in general, Langara College is estimated continue to grow in enrolment, and that the 12,500 FTE count will likely occur between 2031 and 2035.

From the institutional perspective, Langara has created an actual and projected FTE count as illustrated below. This projection illustrates a flatter growth than the above two methods. This methodology accounts for the new federal legislation limiting the number of foreign students in Canada and its impacts on student enrolment in the future.



The college is anticipating a decline in international students over the next number of years due in part of the reduced demand they have seen in 2024, in response to IRCC study permit and post-graduation work permit changes. This includes an organizational response to the provincial government’s expectation for the international student population to be no more than 30% of the total student population (note that 30% is understood as 30% headcount; FTE calculate differently than 1 FTE per 1 student, hence why the proportion in the projections heads towards 35% and not 30%).

Related specifically to these projections, there are three different scenarios for domestic enrolment:

1. Assumes domestic FTE will remain flat at the average value that the college saw over the past 10 years.
2. Assumes domestic FTE will change proportionally with the projected population age 18-24 in the Langara service area. This age group has typically made up a majority of Langara students.
3. Assumes domestic FTE will change proportionally with the projected population age 18-34 in the Langara service area. The college typically has fewer students aged 25-34, but this scenario assumes that a larger share of Langara students come from this age group, helping to offset temporary decreases in the 18-24 population.

The total FTE projection is built on the domestic projection. Based on changes to study permit allocation and international application numbers, it is assumed international enrolment will decrease as a percentage of total FTE (from 45% in 2023) until it reaches 35% in 2027 forward. So, assuming that domestic FTE will be 65% of the total, it is possible to calculate a minimum and maximum total FTE.

The decrease in the early years of the projection is driven by the assumption that international enrolment will drop. BC Stats also projects that the population age 18-24 will decrease over the next several years, which gives some low projected numbers in the early 2030s in scenario 2. Later in the projection, the population-driven scenarios expect increasing domestic enrolments, which start to offset but don't fully make up for the reduced international numbers.

Student Enrolment Summary

There are various ways to calculate projections and enrolment. Projections which look only at overall population growth in the district or region are less accurate than projections developed by the institution which capture the local nuances. While Langara's projections of growth are considered the most accurate of the three methodologies given above, the population-driven projections capture contextual growth- the overall population will continue to grow despite the cap in international students. Should this federal policy change in the future, the enrolment trends at Langara should be revisited.

3.7 Student Housing & Affordable Housing in Metro Vancouver

The Metro 2050 Regional Growth Strategy indicates that between 5-10% of the total Metro Vancouver population consists of temporary residents such as international students as well as foreign workers (*Metro 2050 Regional Growth Strategy*, pg.11).

While recent federal policies have impacted the numbers of new international students, the challenge of providing housing for students remains constant in Metro Vancouver. Projections for the region include a growth of 35,000 residents per year (ibid., pg 12), providing the need for higher residential densities and diversity of land uses, driving the need to ensure students studying in the municipality and the region have access to dedicated, affordable housing.

To address the student housing shortage the Langara College Executives have determined the College should supply housing options for its students. The Executives have directed staff to investigate where and how the college can meet this demand; the outcome of this exploration generated the Student Housing and Licensed Childcare project, which is one of the four priority capital projects.

See *Section B: 5.4 Student Housing & Childcare Initiative* for how Langara will address these needs, and *Section C: 6.1 Capital Projects- Four Priority Projects*.

3.8 Parking Assessment

The 2019 Facilities Masterplan includes a TAMS study (see Appendix H), which identified that parking demand at Langara College had seen a reduction from a 10-year period, specifically highlighting the opening of the Canada Line skytrain station in 2009 and the introduction of the U-pass in the same year. At the time of the study, the parking ratios were as low as 0.01 spaces per FTE student. The current count of vehicular spaces on the campus is 1,012 total spaces. The table below illustrates Vehicle Parking Projections additional to the current peak demand. The TAMS study recommends Langara College to **target a campus parking supply of 1,100 parking spaces**. The City of Vancouver has no parking requirements for post-secondary institutions that impact this analysis.

SCENARIO	STUDENT POPULATION	PARKING RATE	PROJECTED PARKING DEMAND
Low Projection	+2,000 FTE Students	0.05 per FTE	+100 spaces
Medium Projection	+4,000 FTE Students	0.05 per FTE	+200 spaces
High Projection	+6,000 FTE Students	0.05 per FTE	+300 spaces

Bicycle Parking Requirements Summary

There are City of Vancouver bylaws for post-secondary institutions for bicycle parking. In the 2019 study, the existing count for bicycle parking has been counted at 460 spaces (51 spaces above the City bylaw requirement). The TAMS study

determined the following bicycle parking requirements for the site, shown in the following table indicating an additional bicycle parking spaces of +24 (or 484 total) spots by the time Langara College reaches 12,500 students, and a varying mix of Class A and Class B parking spaces³.

SCENARIO	PARAMTER	EMPLOYEES	MAXIMUM STUDENT ATTENDANCE*	CLASS A	CLASS B	TOTALS
Current 10,500	Existing Supply	1026	3500	146	314	460
Current 10,500	Bylaw requirement	1026	3500	200	210	410
Future 12,500	Bylaw requirement	1150	4160	234	250	484
Future 14,500	Bylaw requirement	1265	4830	268	290	558
Future 16,500	Bylaw requirement	1383	5500	301	330	631

Note: *based on one-third of students on campus at any one time.



2019 Bicycle Parking Masterplan

The Bicycle Parking Site Plan above (2019 TAMS study) illustrates where future Class A and Class B bicycle parking for the campus should be located.

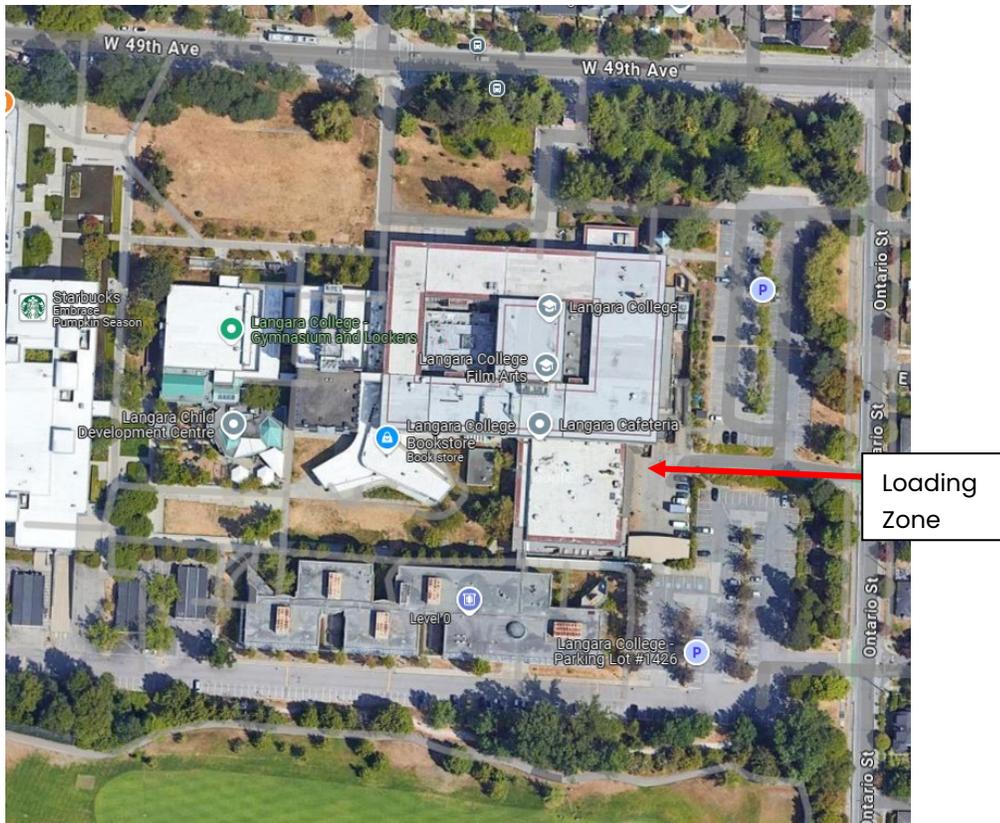
³ The City of Vancouver defines Class A as a bicycle space primarily designed to provide long-term parking for employees (students/faculty/staff) of the building; Class B means a bicycle space primarily designed to provide short-term transient parking.

Loading Requirements Summary

The City of Vancouver also has loading requirements that apply to the Langara College site. Future loading supply numbers, as seen in the table below, are based on the existing campus supply rates and the City bylaw rates⁴. The following table is a loading review/ requirements based on 91,679 m².

PARAMETER	CLASS A	CLASS B	CLASS C	TOTALS
Bylaw Rates	0	32	0	32
Langara Rates	11	7	1	19
Planned Supply	12	8	2	22

This facility, located as part of Building A, is critical to the day-to-day operation of the campus. Careful consideration as to how service is to be maintained while construction of a new Building A is taking place as access is constrained (see graphic).



⁴ For Loading Space, Class A means a designated space, clear of any driving or manoeuvring aisles or means; Class B means a designated space, clear of any driving or manoeuvring aisles or means of emergency egress, for the loading or unloading of single-unit trucks and other medium-size vehicles. Class C means a designated space, clear of any driving or manoeuvring aisles or means of emergency egress, for the loading or unloading of semi-trailers or other vehicles of overall length equal to or greater than 17m used for delivery activities.

3.9 Electrical Upgrades

Major electrical upgrades are required for the Langara College site servicing Buildings A, B, C, D and G. The existing areas served by the aging electrical distribution infrastructure includes over 100 classrooms and labs, a datacentre, food services, a licensed daycare and the gymnasium building. Upgrading of infrastructure is required to avoid and reduce the risk of future failures and interruptions to the college's operations. Coordination with the replacement for Building A is required, however, the electrical upgrade project is a separate priority capital request project in keeping with the Strategic Energy Management Plan (see Section C for summary of this priority capital request and Appendix D, and Appendix I For the Strategic Energy Management Plan for details).

Section A. Master Plan Refresh

2024 MASTER PLAN REFRESH



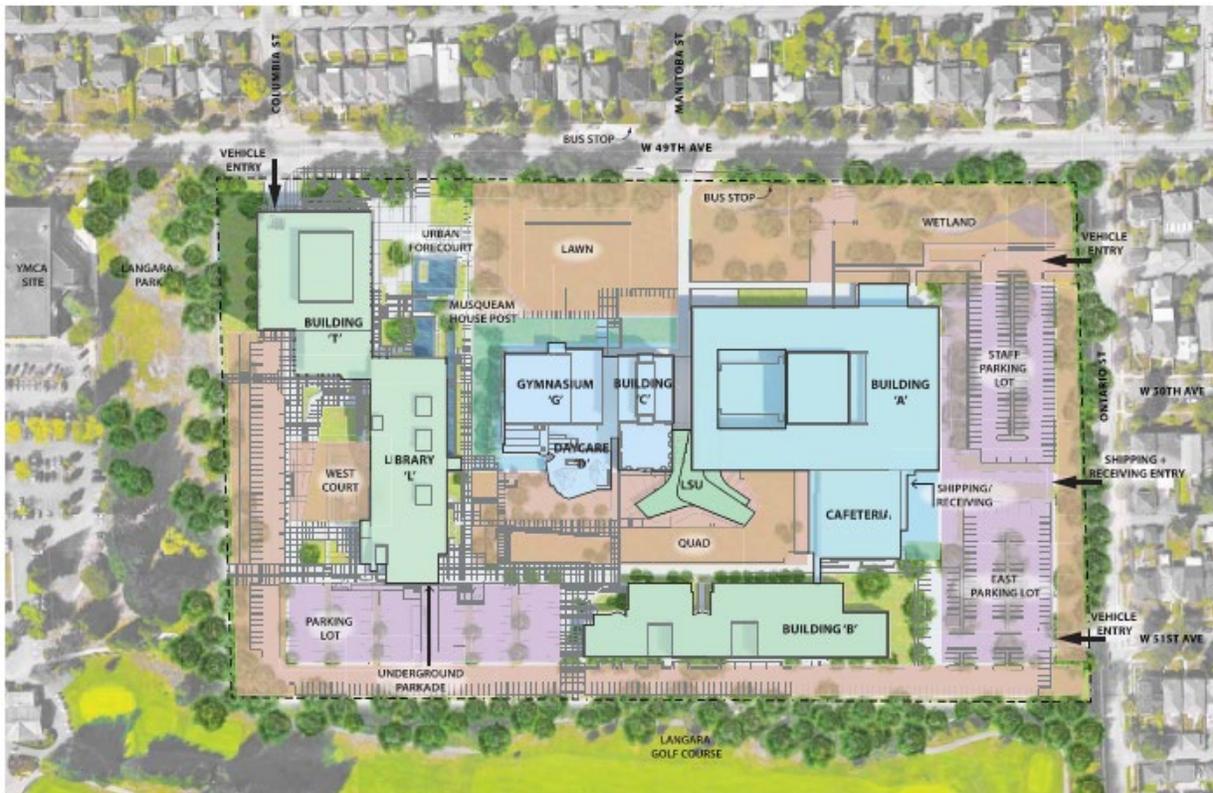
Dialog Design's rendering of the future Building A (Creative Community & Technology Complex)

4 Facilities Masterplan Refresh Background

This Facilities Master Plan Update presents a new concept plan that meets with current space demands and provincial priorities. The previous assumptions have been reviewed and updated to ground the details of this update. These background requirements are then analyzed for built-space implications to adjust the recommended master plan.

4.1 Existing Campus

Langara’s existing campus is comprised of seven buildings with a combined gross floor area of approximately 67,000 square meters (m²), (720,000 ft²), which has not changed since 2019. The available sites for construction also have not changed since 2019 and are illustrated in the site plan below (2019 Facilities Masterplan).



Langara College Site Plan (2019 Facilities Masterplan)

4.2 Student Population: connection to space implications

The Facilities Master Plan outlines the college's potential growth in four increments of 2,000 full-time equivalent students, from 10,500 FTEs to 16,500 FTEs.

While student enrolment is expected to stay around the 10,500–11,000 mark for the next 20 years as per Langara college's student enrolment projections, the space standards table shown on pages below indicate that there is already a space deficiency on campus with the existing student enrolment. This is explained below.

The current campus occupies 65,947m² of building space and in the 2023–24 academic school year, there was a total of 11,083 FTEs. Using the benchmarking table in the 2019 Facilities Master Plan (see following pages), it is evident that every benchmarking standard (5x benchmarking standards are detailed) shows this amount of total building space along with this number of FTEs equates to an overall average space deficit. Importantly, the Facilities Master Plan recommends the use of the *2000 BC College Standards* as the most appropriate benchmarking standard; this standard indicates a space deficit of -14,061m².

4.3 Space Benchmarking and Utilization

It is important to benchmark Langara's current space against other similar institutions. According to the *B.C. Space Standards Review: College, University College, and Institute System*, one of the main reasons for using standards in analysing space on a campus is:

"To establish a baseline to measure the utilization of currently used facilities. The measure indicates the effectiveness with which an institution is able to use its physical resources to deliver its educational programs and services. This measure may be used to identify or support the need for new construction" (pg. 24).

Using standards provides a snapshot of how an institution is doing in regards to space utilization, as well as identifying *how much* space is being used, in comparison with other similar institutions in other jurisdictions. The metrics are used for multiple purposes but importantly, can be used for building Business Cases for capital funding requests when it is evident that space is undersized or in deficit and/or new facility projects are in need.

Langara’s 2019 Facilities Master Plan included detailed high-level target growth benchmarking using five standards and systems that represent current post-secondary space standard recommendations in Canada. The 2017 Langara Benchmark Achieved standard and the 2000 BC College standards are the most appropriate for use as they denote local planning within the College and the BC system (see highlighted yellow line ‘row B2’ for 10,500 FTEs).

The following table shows the 5 space standards and the identification of space deficit by standard at Langara (indicated in red).

Reference		Inventory Input					
		A	B	C	D	E	
		Classrooms	Computer Lab - General	Comp Lab, Graphic or Specialized	Life and Physical Sciences	Media, Performing & Graphic Arts	
Space Inventory							
2017 Building A Inventory - SM		4,249	807	463	1,517	2,259	
2017 All Other Main Campus Buildings Inventory - SM		4,504	1,681	108	2,676	123	
2017 Trailers M1/M2/M3 Inventory - SM							
A1		8,753	2,488	571	4,193	2,382	
NASF Variation from Standards or Guidelines							
Based on 10,500 FTE Student Population							
10,500 FTE	B1	As per Langara Benchmark Achieved - Langara 2017	+0	+0	+0	+242	+0
	B2	BC College, University College and Institute System - RPG 2000	-1,868	+649	+419	+1,853	+1,075
	B3	Colleges Ontario Facilities Standards and Inventory - COFSI 2015	-2,761	+1,093	+456	+1,094	+891
	B4	BC Universities Space Manual - TUPC 2003	-1,989	-524	+427	-1,710	-324
	B5	Council of Ontario Universities - COU 2016	-2,797	-524	+427	-1,710	-324
NASF Variation from Standards or Guidelines							
Based on 12,500 FTE Student Population							
12,500 FTE	C1	As per Langara Benchmark Achieved - Langara 2017	-1,667	-474	-109	-511	-454
	C2	BC College, University College and Institute System - RPG 2000	-3,891	+298	+391	+1,408	+826
	C3	Colleges Ontario Facilities Standards and Inventory - COFSI 2015	-4,954	+827	+434	+504	+607
	C4	BC Universities Space Manual - TUPC 2003	-4,035	-1,097	+400	-2,834	-839
	C5	Council of Ontario Universities - COU 2016	-4,997	-1,097	+400	-2,834	-839
NASF Variation from Standards or Guidelines							
Based on 14,500 FTE Student Population							
14,500 FTE	D1	As per Langara Benchmark Achieved - Langara 2017	-3,334	-948	-218	-1,263	-907
	D2	BC College, University College and Institute System - RPG 2000	-5,914	-52	+362	+962	+577
	D3	Colleges Ontario Facilities Standards and Inventory - COFSI 2015	-7,147	+561	+412	-87	+323
	D4	BC Universities Space Manual - TUPC 2003	-6,081	-1,671	+373	-3,958	-1,355
	D5	Council of Ontario Universities - COU 2016	-9,397	-2,245	+345	-5,083	-1,870
NASF Variation from Standards or Guidelines							
Based on 16,500 FTE Student Population							
16,500 FTE	D1	As per Langara Benchmark Achieved - Langara 2017	-5,002	-1,422	-326	-2,016	-1,361
	D2	BC College, University College and Institute System - RPG 2000	-7,937	-403	+333	+517	+328
	D3	Colleges Ontario Facilities Standards and Inventory - COFSI 2015	-9,340	+295	+390	-677	+39
	D4	BC Universities Space Manual - TUPC 2003	-8,127	-2,245	+345	-5,083	-1,870
	D5	Council of Ontario Universities - COU 2016	-9,397	-2,245	+345	-5,083	-1,870

Table showing 5 Standards and space at Langara College

Reference	F	G	H	I	J	K	L	M	N	O	P	Q	R=P+Q	S	A to O+S	U	V=R x U
	Patient Care Skills / Simulation / Therapy	Learner Support	Academic Operations	Student Services & Administrative Offices	Food Services	Athletics / Wellness	Welcome / Assembly	Retail & Commercial Services	Technical Services / Campus Operations	Building & Grounds Maintenance	Deficit Space	Surplus Space	Total Deficit / Surplus Space	Building Services	Sub-Total - Assignable Areas	Gross Up Factor	Total Gross Deficit / Surplus Space
Space Inventory	471	136	1,751	1,193	1,319		22	85	475	288				10,697	25,732		
	632	5,320	2,844	4,245	827	1,369	357	498	9	221				15,401	40,815		
		-200		-400											-600		
	1,103	5,256	4,595	5,038	2,146	1,369	379	583	484	509				26,098	65,947		
NASF Variation from Standards or Guide Based on 10,500 FTE Student Population	+0	+0	-453	-605	+0	+0	+0	+0	+0	-21	-1,079	+242	-837				-1,390
10,500 FTE	+493	-4,618	-3,533	-1,511			-1,430				-12,960	+4,490	-8,470			1.66	-14,061
	+506	+405	-957	-2,533	-1,120	-4,917	-1,270	-394	-1,354	-244	-15,547	+4,444	-11,103		Current Space Needs		-18,431
	+535	+6	-5,425	-5,412	-3,104	-6,086	-1,196	-467	-1,091	-411	-27,737	+968	-26,769				-44,437
	+535	+6	-2,958	-4,367	-3,104	-8,081	-1,196	-467	-1,091	-466	-27,084	+968	-26,116				-43,352
NASF Variation from Standards or Guide Based on 12,500 FTE Student Population	-210	-1,001	-1,415	-873	-409	-1,891	-72	-111	-92	-112	-9,400	+0	-9,400				-15,604
12,500 FTE	+377	-6,499	-6,040		-2,208		-2,336				-20,974	+3,300	-17,674			1.66	-29,339
	+393	-519	-2,014	-3,016	-1,742	-6,114	-1,584	-580	-1,704	-373	-22,599	+2,764	-19,835				-32,926
	+427	-994	-7,333	-5,910	-4,104	-7,506	-1,496	-667	-1,391	-565	-38,771	+827	-37,945				-62,988
	+427	-994	-4,396	-4,815	-4,104	-9,881	-1,496	-667	-1,391	-631	-38,143	+827	-37,317				-61,946
NASF Variation from Standards or Guide Based on 14,500 FTE Student Population	-420	-2,002	-2,376	-1,110	-818	-2,412	-144	-222	-184	-202	-16,562	+0	-16,562				-27,492
14,500 FTE	+261	-8,380	-8,548		-2,904		-3,241				-29,040	+2,162	-26,878			1.66	-44,617
	+279	-1,443	-3,072	-3,462	-2,364	-7,312	-1,898	-766	-2,054	-502	-30,103	+1,574	-28,528				-47,357
	+318	-1,994	-9,242	-6,348	-5,104	-8,926	-1,796	-867	-1,691	-719	-49,751	+691	-49,060				-81,439
	+210	-2,994	-5,835	-5,209	-6,104	-13,481	-2,096	-1,067	-1,991	-933	-58,305	+555	-57,749				-95,864
NASF Variation from Standards or Guide Based on 16,500 FTE Student Population	-630	-3,003	-3,338	-605	-1,226	-2,934	-217	-333	-277	-283	-22,972	+0	-22,972				-38,134
16,500 FTE	+145	-10,261	-11,056		-3,601		-4,147				-37,404	+1,322	-36,081			1.66	-59,895
	+165	-2,367	-4,129	-3,025	-2,986	-8,509	-2,212	-952	-2,404	-617	-37,215	+889	-36,327				-60,302
	+210	-2,994	-11,150	-5,412	-6,104	-10,346	-2,096	-1,067	-1,991	-853	-59,337	+555	-58,782				-97,578
	+210	-2,994	-7,273	-4,367	-6,104	-13,481	-2,096	-1,067	-1,991	-942	-58,910	+555	-58,355				-96,869

While not a standard in the strictest sense, the 2017 Langara Benchmark Achieved standard benchmark takes Langara's current space allocations and proportionately projects future space needs for the four student population growth increments. The high-level space requirement estimates show that the Langara College campus is under-sized, particularly in classroom and support spaces.

- Overall, specialized labs are under-sized using the 2017 Langara Benchmark Achieved standard, starting at 10,500 FTEs;
- Using the 2000 BC College, University College and Institute System standard, specialized labs are generally over-provided, except for general computer labs;
- Classroom space is significantly undersized, as is all support and service space on campus;
- For Primary Care Skills, Simulation and Therapy spaces, Langara benchmarking shows an increasing deficit of 210m² for each 2,000 student increase. BC College shows a surplus of these lab types even at the highest student population scenario.

Having analyzed the utilization of space in several post-secondary institutions, we have found that we should be looking at two related metrics. One is the use of the classroom itself as part of the overall schedule. The second is the use of the number of seats within the classroom. For example, if the room seats 40 students but only 10 seats are occupied, the use of the seat capacity is 25% for that class during that period. Our analysis does this hour by hour, or it can aggregate the use over the entire day.

Our targets have evolved over the years. Accordingly, we recommend that classroom use targets should be in the vicinity of 75%. If the use goes beyond 75%, it becomes increasingly difficult for the institution to assign its course sections to space.

The seat utilization target we recommend is 85%. Seat utilization can highlight the match between actual use and room size. This match can have a huge impact on the operations of the buildings due to the costs of lighting, HVAC, heating, cleaning, and other maintenance requirements. The optimization strategy is to balance the demand against available seats such that the room capacity is a reasonable match to class seat use.

ROOM AND SEAT UTILIZATION SUMMARY

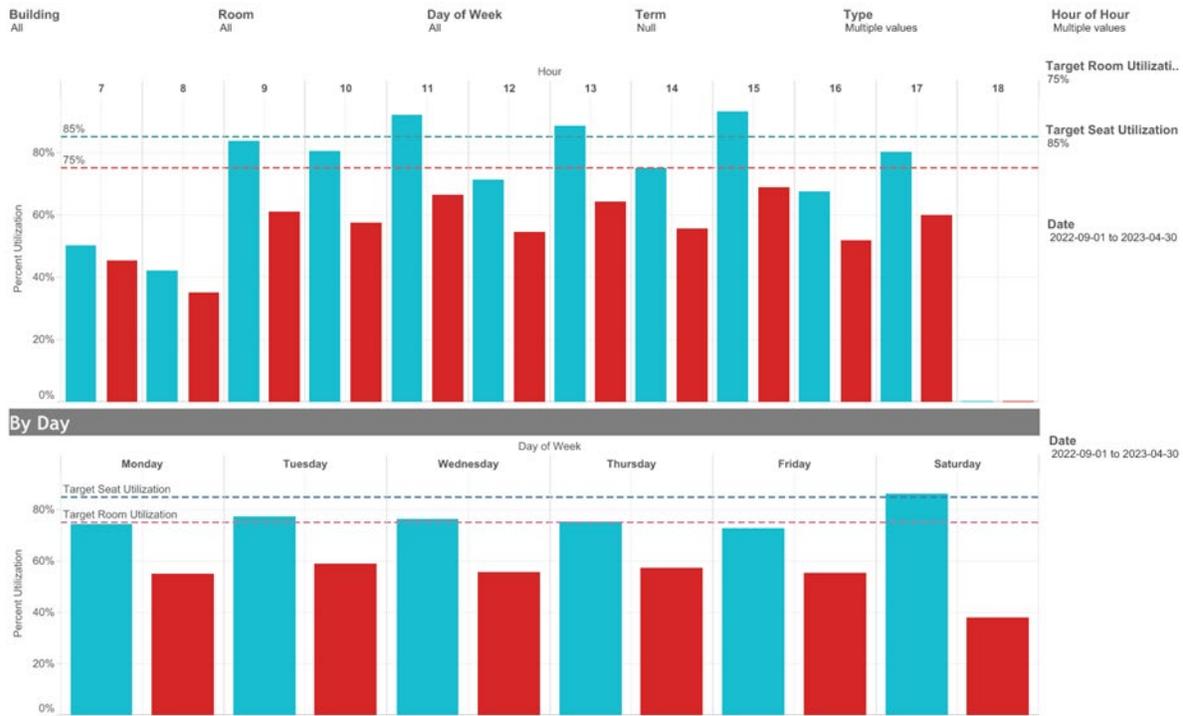


Figure 1 – Performance Summary Campus Wide

Figure 1 summarizes use aggregated across campus by hour and day of the week. Room utilization is blue, and seat utilization is red. It illustrates high utilization for rooms and a somewhat lower seat utilization overall. In general, Langara has above average utilization across campus for post-secondary institutions however further work can be done to address space that are not administered by the Registrar. Further detailed information can be found in Appendix J.

4.4 Campus Form and Vision

The campus form and vision has changed to align with the college’s evolving needs, focusing on the Centres of Excellence, sustainability, inclusivity, and meaningful connections to the land and community.

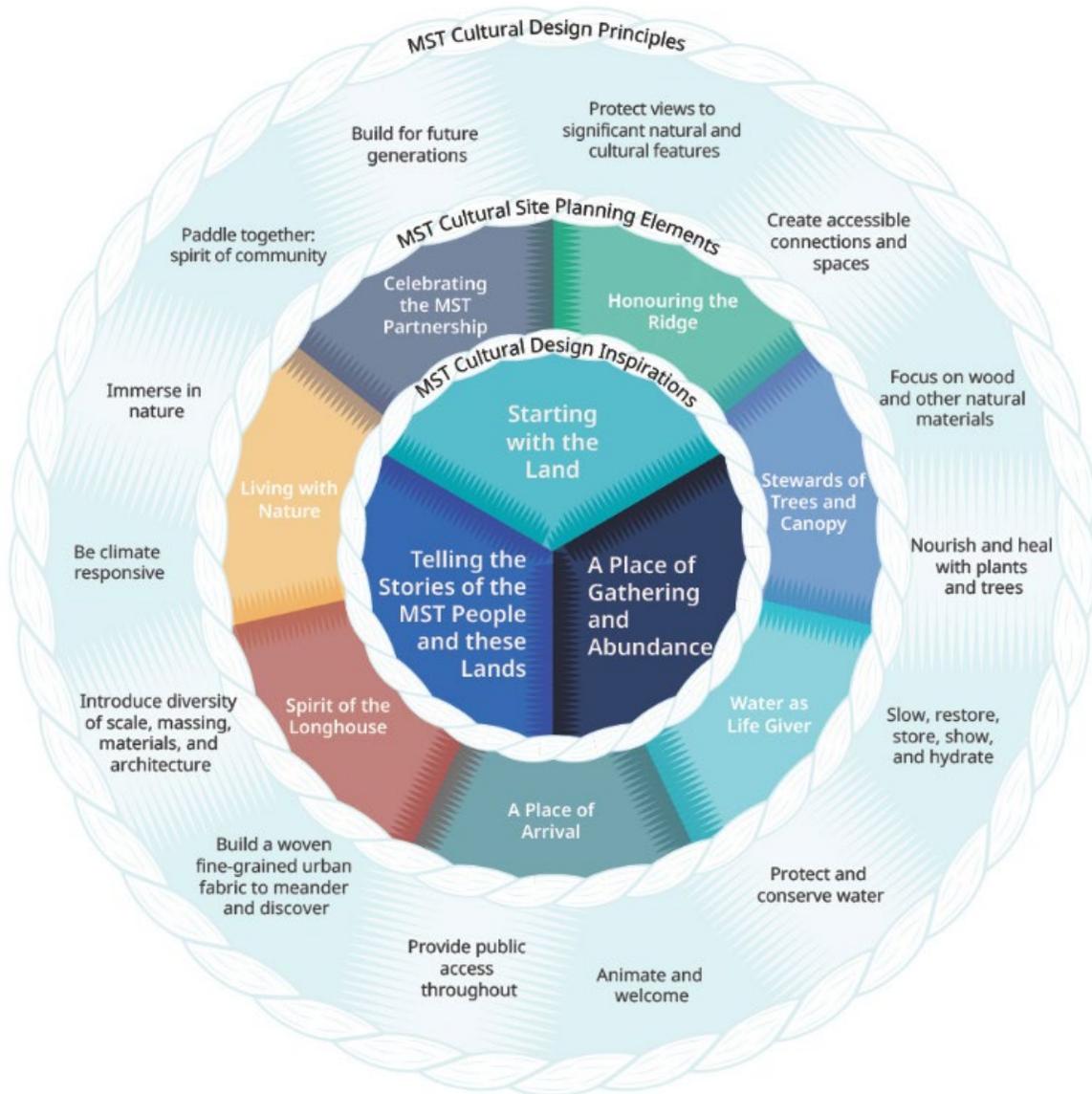
The changing urban context surrounding Langara College also informs this refreshed plan, The Cambie Corridor Plan, Transit-Oriented Development (TOD) initiatives, and major projects like Oakridge Park are reshaping the area with increased density, enhanced transit, and significant growth. These changes show how Langara can deepen community ties, improve accessibility, and adapt to the evolving neighborhood while remaining a strong centre for education and culture.

As a starting point, we have suggested three broad approaches for cultural inclusivity to guide the new concept plan. These are inspired by past discussions with the Musqueam during the 2019 Masterplan process, a meeting with Musqueam representatives on November 26, 2024, and the Cultural Whorl developed by the Musqueam, Squamish, and Tsleil- Waututh nations on other projects.

The Cultural Whorl is a concept created by the Nations through their work on significant projects such as Jericho and Heatherlands in Vancouver.

The spindle whorl, a tool historically used by Coast Salish peoples, spun wool into tightly woven fabrics with intricate patterns. The Cultural Whorl embodies this process, weaving shared knowledge and stories from the Nations into a framework of cultural design.

At its core, it features three Cultural Design Inspirations, expanded by seven Cultural Site Planning Elements and fourteen Cultural Design Principles, guiding how Indigenous culture shapes the new community. Like threads spun with a whorl, these elements are interconnected, reflecting the depth and unity of the Indigenous culture.



Cultural Whorl developed by the Musqueam, Squamish and Tsleil-Waututh nations

This section proposes strategies for cultural inclusivity to guide the concept plan, aiming to integrate cultural values and storytelling into the meaningful design of the land. These principles are a suggested path that will be discussed further with and vetted by the Musqueam.

This approach aims to create a regenerative campus that rejuvenates the built environment and also fosters a deeper connection to cultural heritage, laying the foundation for its application in this concept plan. The purpose of this framework is to shape the campus in a way that honors and reflects Musqueam values, and promotes cultural, ecological, and social renewal.



Photo from the Langara college Naming Ceremony



5 Telling the stories of the Musqueam people and these lands

Honour our relationship with Musqueam by incorporating the Musqueam history, protocols and teachings.

Way of Doing:

- Musqueam names for buildings, streets, and areas.
- Prominent land acknowledgment signage.
- Ceremonial and/or cultural gateways at campus and building entrances.
- Musqueam cultural center at a prominent location.
- Integrate storytelling spaces, carving studios, weaving rooms.
- Collaborate with Musqueam leaders for co- design.
- Authentically Integrate art, language, and narratives.
- Share the campus open spaces with Musqueam community to conduct events and ceremonies.



6 A place of Gathering and Abundance

Create spaces and pathways that are welcoming to Musqueam students, staff and visitors.

Way of Doing:

- Create a sense of arrival at the entrances.
- Use flexible layouts and multipurpose spaces for cultural and community use.
- Propose central outdoor gathering hub for learning and Indigenous ceremonies.
- Design pathways, landscapes, open spaces, and buildings in harmony with the land's natural flow, topography, habitat, and water. Prioritize walkable, nature-focused paths.
- Treat circulation as a journey: an experience of moving through spaces and landscape.
- Introduce diversity in scale, massing, materials, and architecture.
- Create accessible spaces and connections.



7 Starting with the Land

Reflect the Musqueam way of land stewardship and living with nature by recreating sustainable environments.

Way of Doing:

- Collaborate with Musqueam ecologists and knowledge Holders.
- Use native plants aligned with traditional practices.
- Establish sacred relationships with water.
- Rewilding to create eco-sensitive spaces.
- Incorporate medicinal gardens, food forests, quiet areas, bioswales, and rainwater harvesting systems, as part of the landscape design.

8 Policy Context

The following policies and strategies are applicable to the master planning of the campus:

- Cambie Corridor Plan (2018)
- Cambie Corridor Public Realm Plan (2018)
- Langara College Campus Master Plan (2019)
- Transportation 2040 Plan (2014)
- Transport 2050 Draft Regional Transportation Strategy (2021)
- Vancouver Plan 2050
- Ontario Street Greenway plan (2020)
- Transit Oriented Areas Rezoning Policy (2024)
- Regional Transportation Strategy (2014)



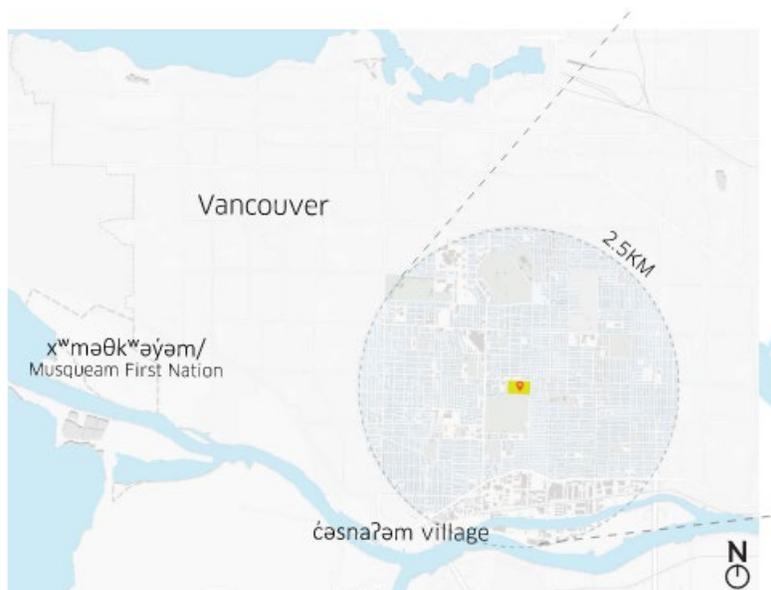
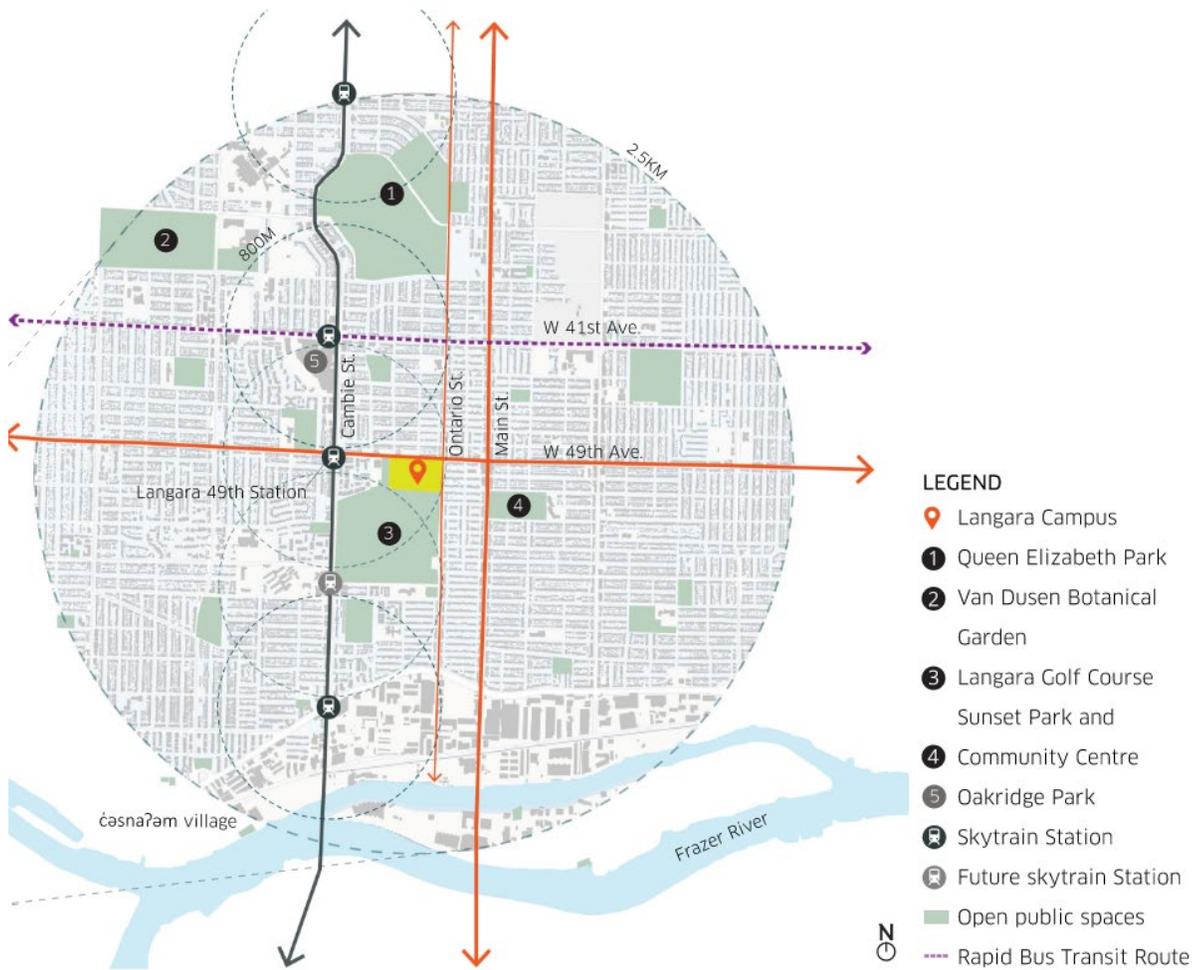
These policies provide a framework for sustainable, transit-oriented development and public space enhancement, which will shape the future growth and environmental sustainability of Langara College.

9 Site Context

Langara College is located in the heart of the city of Vancouver, approximately 8 kilometers south of Downtown. The site is prominently situated along West 49th Avenue, bordered by Cambie Street to the east and Ontario Street to the west, offering strong connectivity to the city’s transit network through the Canada Line SkyTrain at Langara-49th Avenue Station and multiple bus routes.

The site’s proximity to the Langara Golf Course on the southern edge provides a natural framework, offering opportunities for integration with green space and

ecological networks. The surrounding neighborhood features a mix of mid-density residential housing, local commercial amenities, and public parks, creating a dynamic urban fabric that supports active and passive recreational uses.



10 Future Context of Langara

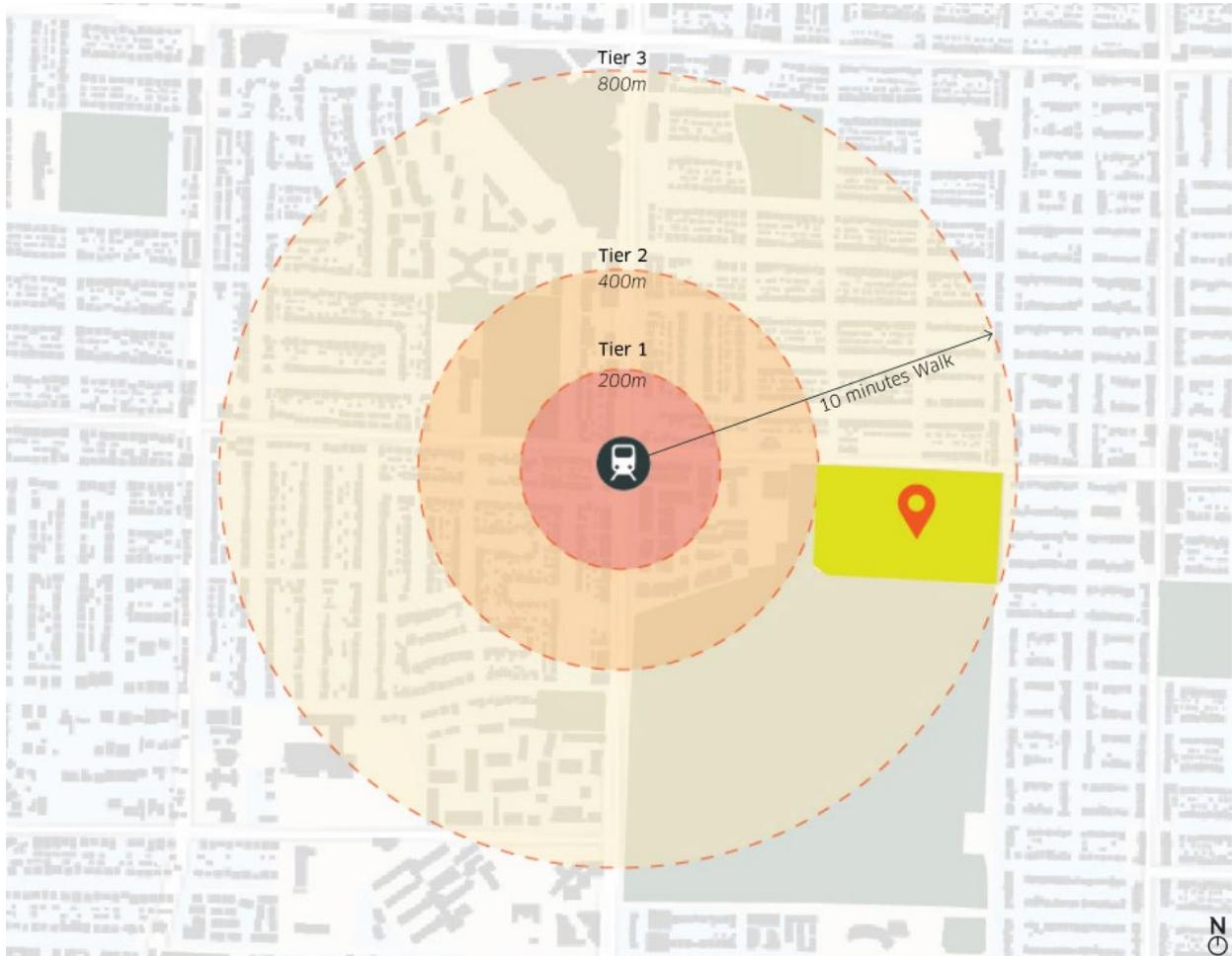
Cambie Corridor Plan and Transit Network



11 Transit Oriented Development

The Government of British Columbia has proposed 52 transit-oriented development (TOD) zones across the region, with Langara–49th being a significant one in Vancouver. As Langara College is situated within the 800-meter catchment area of this zone, new regulations allow buildings of up to eight storeys and a floor space ratio (FSR) of up to 3. This zoning encourages high-density developments near public transit, aligning with sustainability goals and fostering accessible living.

For Langara College and its surrounding neighborhood, the change supports the transformation of building heights and densities. This also allows for less ground coverage, opening up possibilities for more open spaces, better infrastructure, and a more vibrant, transit-connected community.

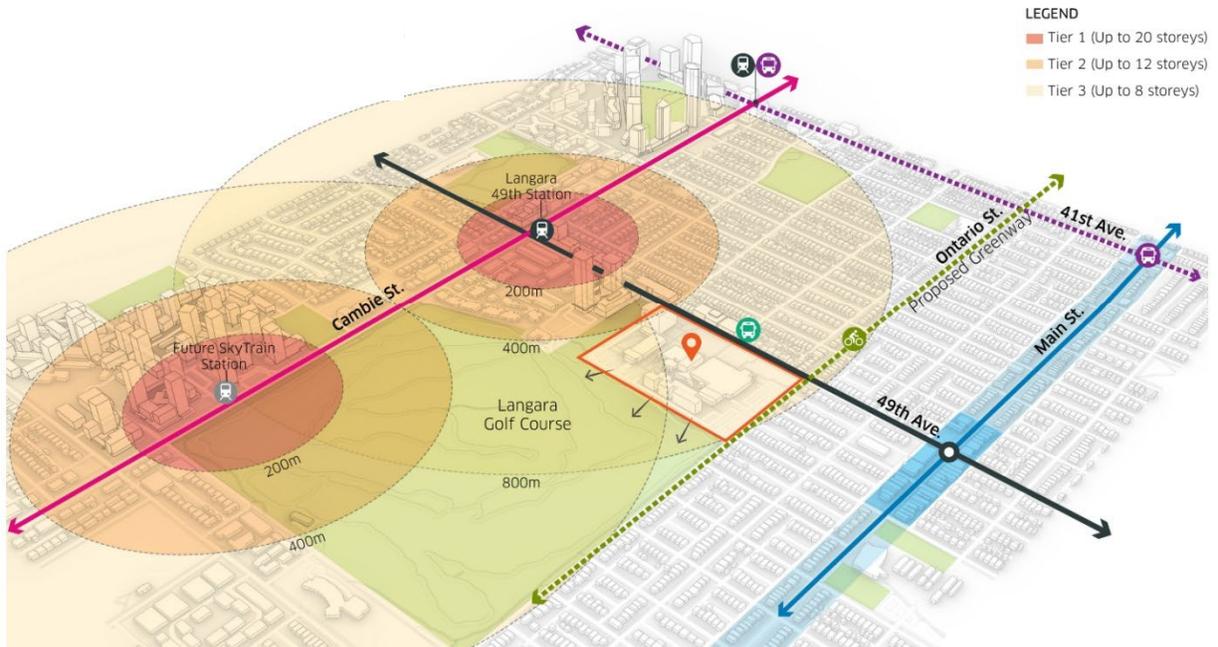


Tier	Catchment Area	Height	Density (FSR)
Tier 1	< 200 m	Up to 20 storeys	Up to 5.50
Tier 2	200-400 m	Up to 12 storeys	Up to 4.00
Tier 3	400-800 m	Up to 8 storeys	Up to 3.00*

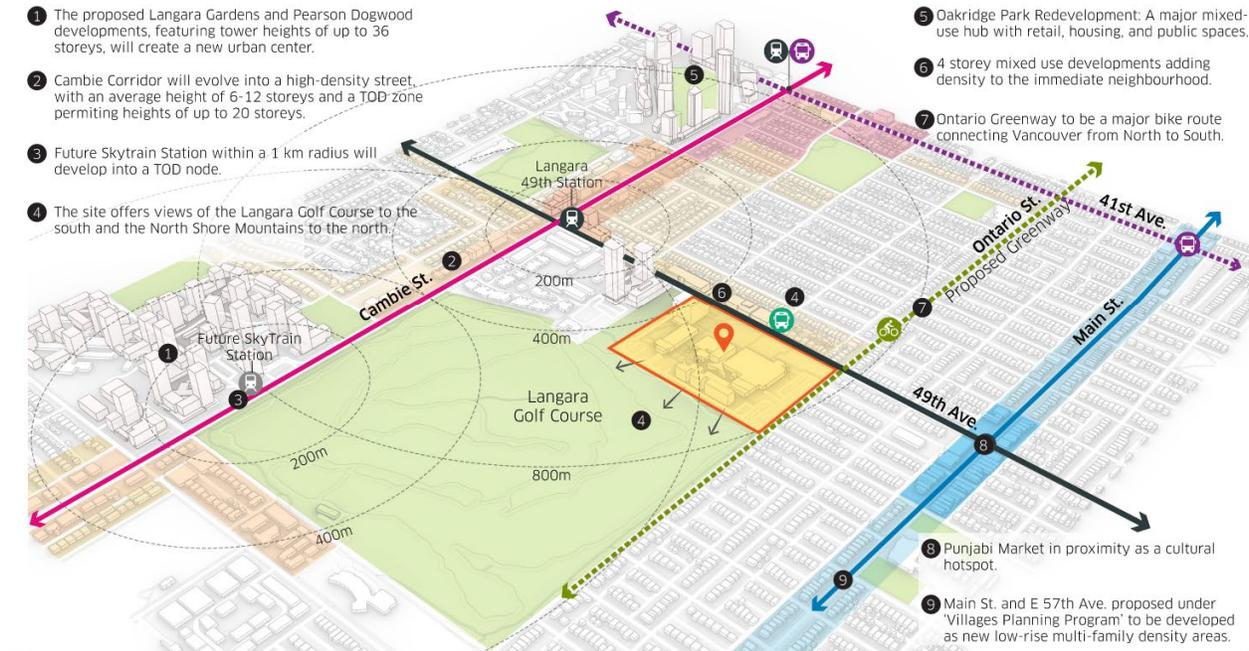
LEGEND

-  Langara Campus
-  Langara 49th Skytrain Station
-  Tier 1
-  Tier 2
-  Tier 3

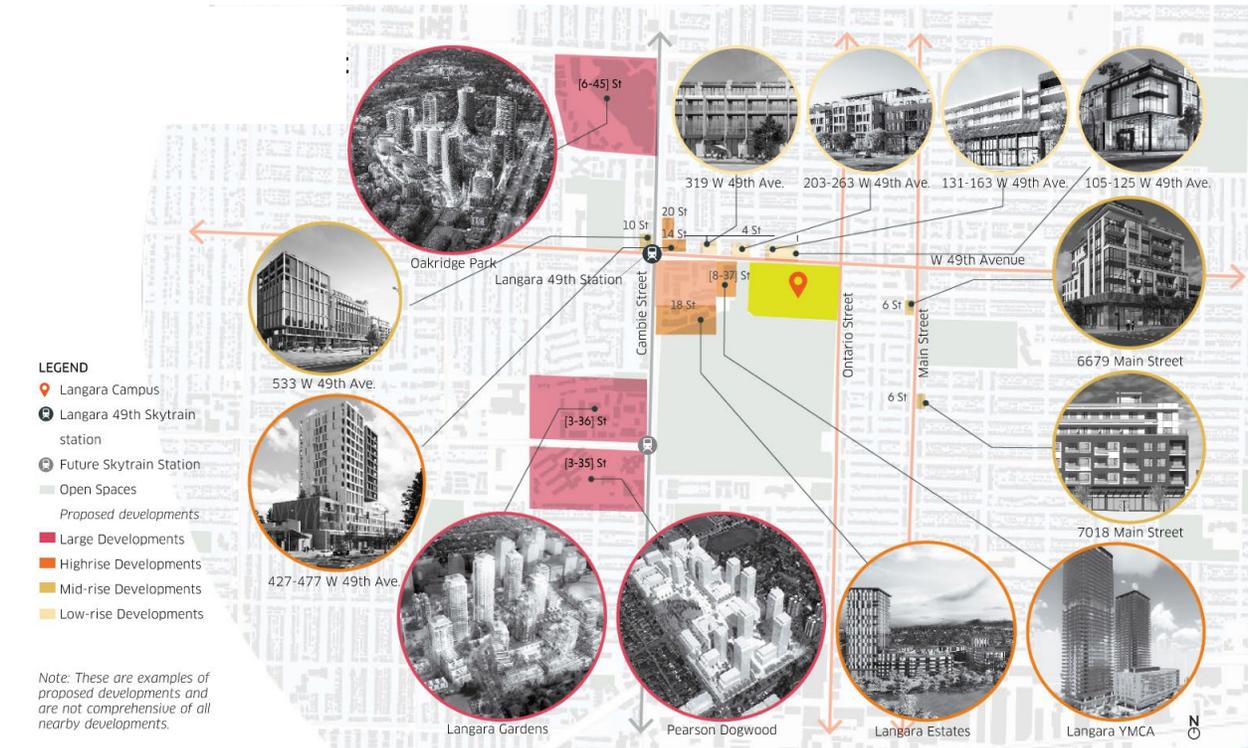
Utilizing TOD regulations will increase density along the Canada Line, with heights ranging from 20 to 8 storeys. The campus benefits from its proximity to the Langara-49th Avenue TOD zone.



12 Overview of Context Analysis



13 Future Adjacent Developments



14 The Existing Site

The Langara College campus spans approximately 20 acres (80,988 m² or 871,747 ft²) and has evolved over the years to accommodate its growing academic, recreational, and service needs.

Pedestrian circulation occurs mostly from the north and north-west entry, while vehicular movement is restricted to the periphery for safety and accessibility.

The northeast corner contains marshy terrain and thick vegetation, influenced by one of Vancouver’s lost rivers that used to pass through this area.

The Geothermal fields are located in one part of the site, which restricts underground construction in this area.

Alternatively, the field may need to be relocated. The geothermal system and thermal loop are a key part of the campus’s net-zero strategy, and the thermal loop is to be expanded to service future buildings.

Large, mature trees line the edges of the site, enhancing the natural character and providing a green buffer.

The site offers scenic views southward towards Langara Golf Course and northward towards the Northshore mountains.



LEGEND

- Geothermal Fields
- Site Boundary
- Parking Lot
- Central Heating Loop Tunnel
- Gym
- Student Union
- Science and Technology
- Library and Parkade
- Building A
- Building B
- Building C

15 The 2019 Masterplan

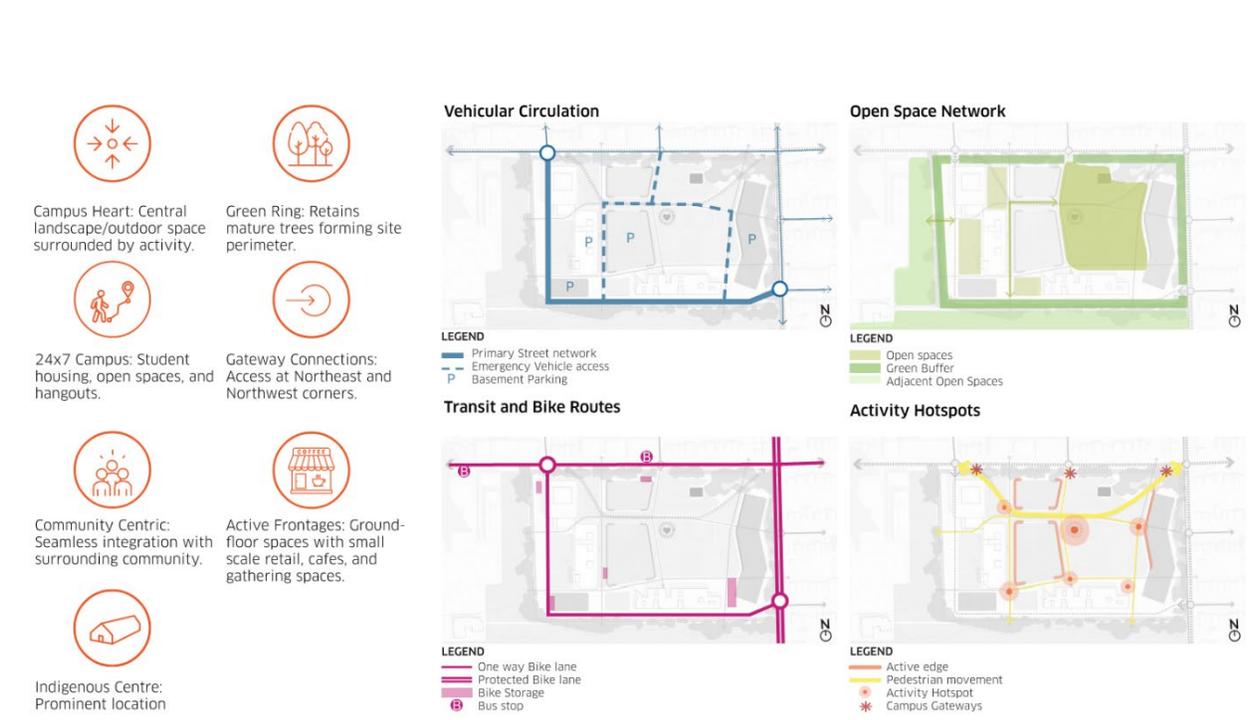
The 2019 masterplan for Langara College outlined a comprehensive vision to support its growth and evolving needs, focusing on accommodating a projected enrollment increase to 25,000 students.

It aimed to improve campus facilities across the 20-acre site, prioritizing flexible academic spaces, enhanced outdoor areas, and improved transportation connectivity.

However, the context has shifted faster than anticipated with the influence of Cambie Corridor Plan and the proposed TOD zone. Indigenous reconciliation now represents a vital priority, offering opportunities for collaboration and a meaningful connection with the land. Our updated masterplan revisits this vision, advancing sustainability goals and optimizing land use efficiency.



16 Proposed Campus Concept Plan Principles



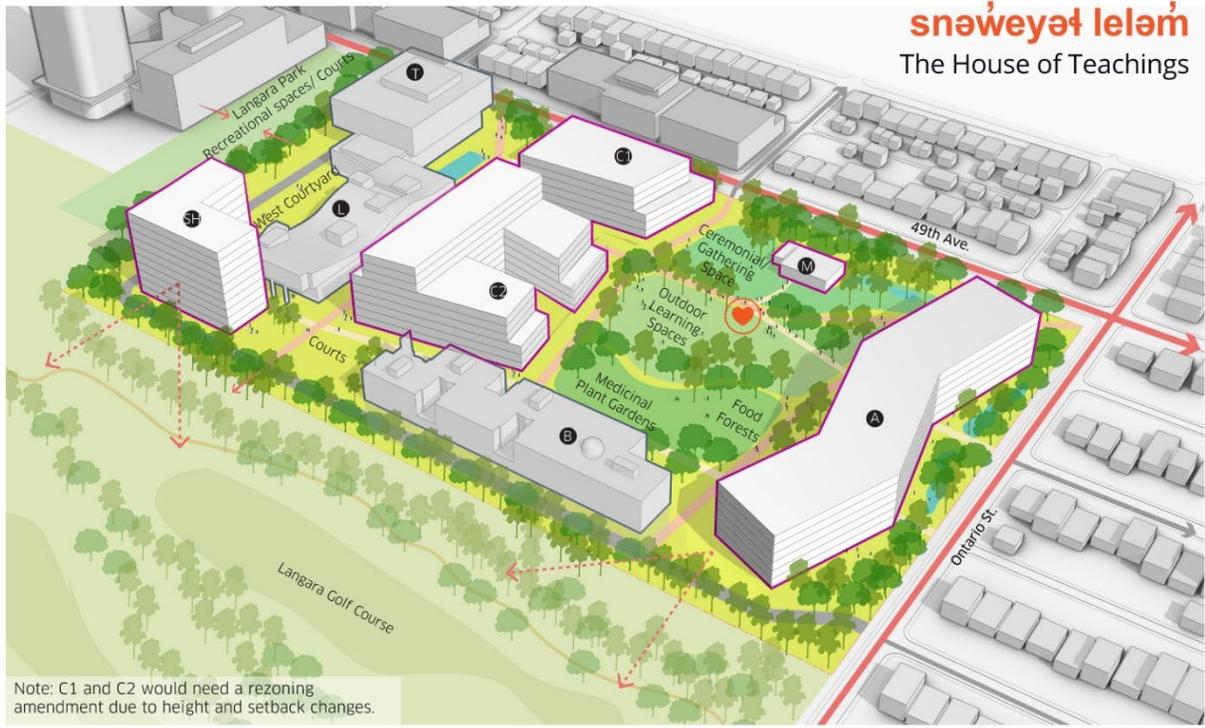
17 Proposed Campus Concept Plan

The new proposed Campus Concept for Langara positions the campus as a landmark within the evolving neighborhood, while addressing the increasing density and future needs of its growing student population. Guided by Musqueam values and design principles, the framework reflects a deep commitment to the land, culture, and sustainability.



LEGEND

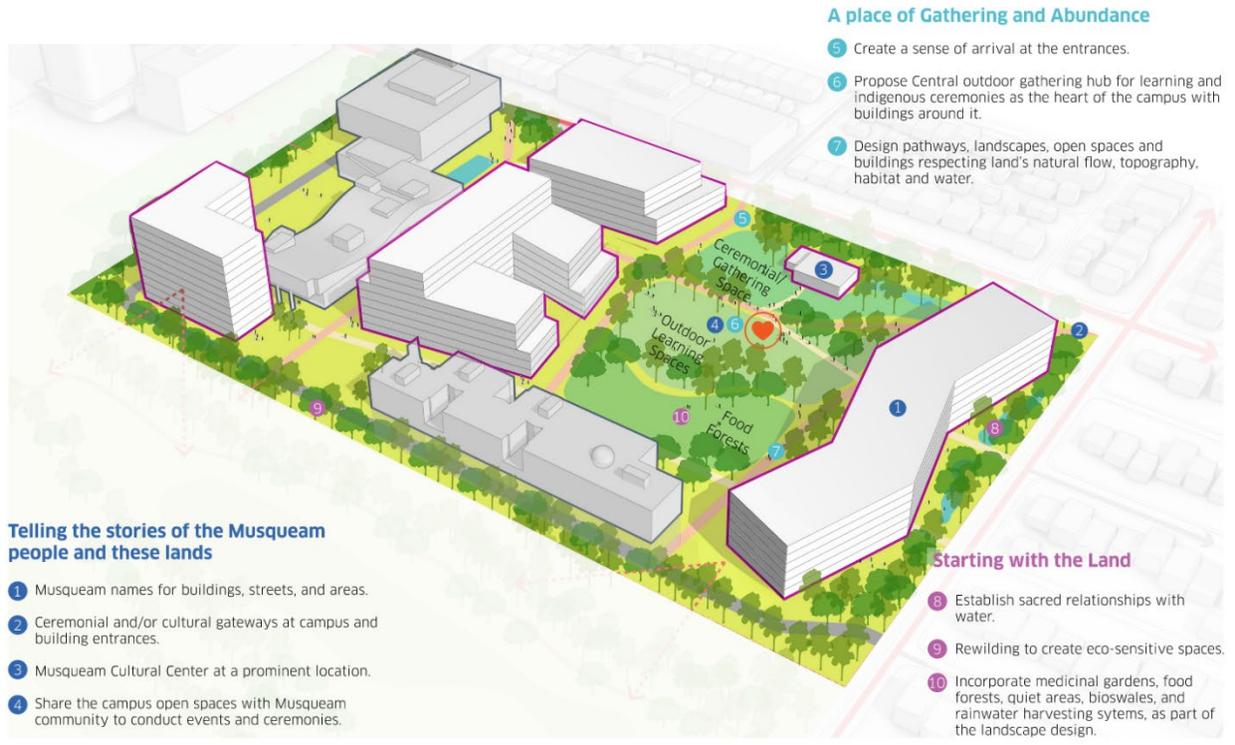
- ♥ Campus Heart- Pub/Art Gallery
- Proposed Building Phase 1
- Proposed Building Phase 2
- Green Open Spaces
- Green Buffer
- Main Pedestrian connections
- Active building edges
- M Musqueam House
- T Science and Technology Building
- L Library and Parkade
- A Building A
- B Building B
- H Student Housing
- C Future Buildings
- / Geothermal Fields



18 Proposed Centres of Excellence



19 Proposed Strategies for Cultural Inclusivity



20 Program Summary

The redesign concept plan for Langara aims to achieve the same Floor Space Ratio (FSR) as the 2019 master plan, but with a focus on larger open spaces and a denser campus. This updated approach reflects the fast-changing context and responds to evolving needs and opportunities in the surrounding area.

Total Site Area 80988 m² (20.01 acres)

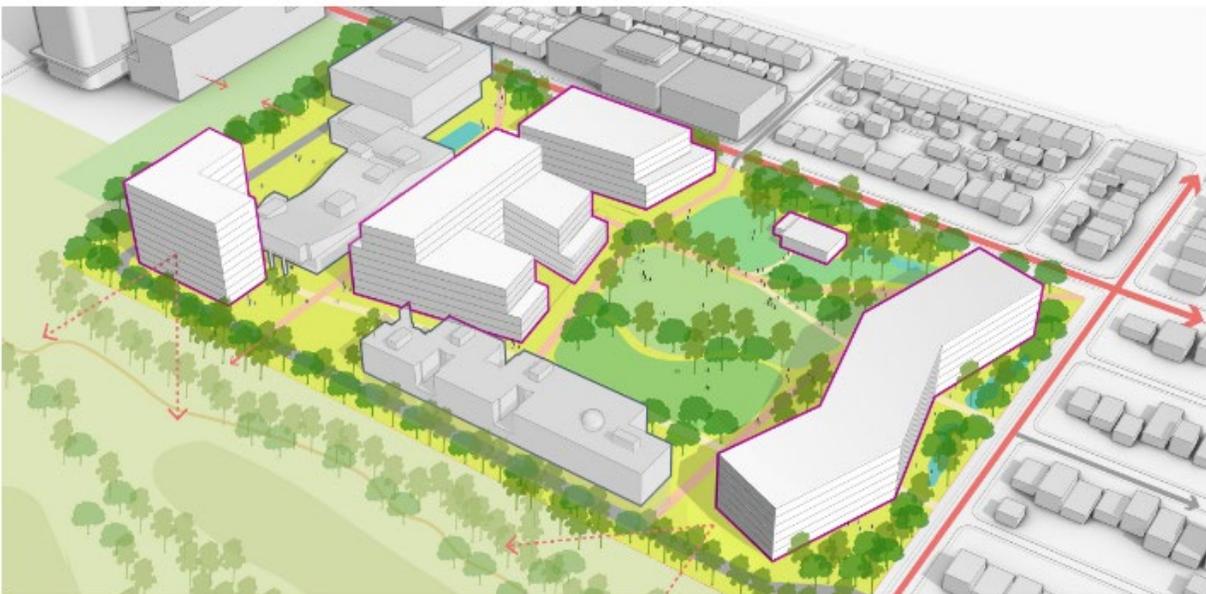
Current GFA on campus 66,788 m²

Built FSR on campus 0.71



2019 Masterplan

Proposed GFA as per 2019 Masterplan	128,859 SQM
Proposed FSR as per 2019 Masterplan	1.59



Proposed Campus Concept Plan

Proposed GFA	129,000 SQM
Proposed FSR	1.59

The proposed Campus Concept for Langara can achieve up to 2.4 FSR if the allowable density under Transit-Oriented Development regulations is fully utilized. This includes increasing the height of all new proposed buildings to 8 storeys and incorporating the additional area for the Phase 2 Student housing building.

20.1 Capital Planning Methodology

The 2024 Master Facilities Plan has many data inputs (short-term capital applications, a restacking plan to provide greater intuitive sense of spatial relationships, and a major capital plan) requiring a multi-phase planning approach hence the functional plan was developed in the following manner:

- A. Review strategic directions and the new Facilities Master Concept Plan to develop an understanding of the planning framework.
- B. Gather the space requirements for short-term wins and domino planning.
- C. Develop space requirement documents for the short-term wins and domino planning using existing Langara spaces as space types.
- D. Develop the planning assumptions and space standards for the long-term plans.
- E. Review current spaces and define space allocation
- F. Reconcile current spaces in Building A to a space standard
- G. Reconcile current labs and specialized instructional spaces based on planning assumptions
- H. Reconcile current total classroom count to standardized seat/station sizes based on seat utilization.
- I. Reconcile workspace by program and unit, using the current office sharing count from the site tour.
- J. Rationalize the space requirements for the short-term wins and domino planning against the space standards and the long-term plans.
- K. Redistribute the total space deficits of growth areas from life sciences labs and other spaces to healthcare labs.

20.2 Planning Assumptions

Developing a campus master plan requires making assumptions to create a framework of space requirements. This plan includes the following assumptions that are explained in the following sections

20.2.1 Campus Growth Targets and Reconciliation to Current Provincial Priorities

Langara's 2019 Facilities Master Plan includes detailed high-level target growth benchmarking using five current post-secondary space guidelines for four growth scenarios. Since the publication of the masterplan, the B.C. Government sent a mandate letter to Langara College in 2023 outlining the growth priorities. The plan is aligned with the StrongerBC Future Ready Action Plan, which focuses on healthcare, Indigenous Education, and computing-related education.

In completing this update, each faculty identified potential areas of growth based on the BC mandate letter. The Faculty of Nursing anticipates a 50% increase in FTEs and additional graduate cohorts in Nursing in Canada, Nurse Practitioner, and Healthcare Aide programs. There is also growing demand for space in Registered Massage Therapy programs, which use patient care labs.

Specialized computer labs were also required to support the growth of psychology, language, graphics and computer design, and journalism/ broadcast programs. The growth in all of these programs will require significant laboratory space not accommodated within the master plan space envelopes.

Drawing from the utilization study completed earlier in 2024, lab utilization is shown at 78–84%, near or exceeding 80% of target room utilization. Seat utilization is 74–77%, just below the 80% target utilization. The exception to this is simulation labs, which do not map into typical utilization standards as these laboratories provide specialized teaching experiences and are generally booked outside the typical weekly booking pattern.

The analysis above shows a discrepancy between the spaces requested by academic leadership, the mandate letter, and the 2019 Facilities Master Plan. These findings support adjusting space requirements between space type categories to accommodate mandated growth areas within the reasonable ranges defined by the five benchmarking standards/ guidelines.

All offices, including academic technical support, are in shared suites to increase collaboration and connection. Office suites should be distributed throughout buildings, adjacent to related academic and administrative functions.

20.2.2 Gross-Up

As a high-level planning exercise, this plan uses an overall gross-up⁵ of 60%. This is not an excessive gross-up factor as it allows for flexibility and generosity in circulation spaces, both in public zones and within suites while also accommodating the support and technical operations required within buildings. For space planning exercises, 30% gross-up was used within suites.

20.2.3 Growth Assumptions

As a multi-phase programming document, the growth assumptions within are accommodated using different methodologies. For short-term projects, growth is based on user-provided hiring and approved growth patterns, often within the next fiscal year. The growth associated with medium-term (2-4 year) projects was also based on user input, with the additional consideration of expansion within existing space envelopes.

The long-term growth in the Building A Replacement project and the long-term campus plan are based on the forecasted student population increases. The Building A Replacement project supports the campus growth to 12,500 FTEs, considering current staff workspace and student gathering space deficits. A detailed review of existing faculty offices was undertaken to account for the significant office sharing that currently occurs. These findings were included in the faculty and staff workspace analysis.

The campus plan anticipates growth to 16,500 FTEs.

20.2.4 Space Standards

The development of the functional plan is based on the following space standards:

1. Overall planning standards:
 - Planning grid- 9 m²
 - Interchangeability, multi-function and flexibility

⁵ Gross-up for this project is defined as including both the public circulation and in-suite circulation spaces, as well as the support spaces such as washrooms, mechanical and electrical systems and rooms. Wall thickness of interior walls is also included within the gross-up factor.

- Repeatable, divisible blocks

2. Classrooms:

- 2.5 m² per seat to allow for flexibility, conferencing, movable furniture, indigenization, collaboration.
- Station count determined based on current seat utilization and simplified to 24 and 36 seat count
- Small classroom 60 m²
- Medium classroom 90 m²
- Medium, tiered classroom 90 m²

3. Laboratories

- Flexible/ multi-functional labs and simulation spaces to increase utilization and reduce renovation requirements as mandates evolve.
- Standardization of laboratory sizes and fit out to allow for multiple functions over time. Typical lab sizes include 36, 48, 60, 72, 90, 120, 150, 210, 300 m² increments to support future consolidation or separation within the 9 m² grid.
- Increase in multi- disciplinary labs for simulation, increased collaboration between program units.
- Support spaces sized at 3, 9, 18, 24 m² increments

4. Offices and workspaces:

- Assumption that office spaces are developed as suites following the office: collaboration: support ratio of:
 - 80:10:10 ratio (for suites with mostly enclosed offices)
 - 70:20:10 ratio (for suites with mostly open workstations)
- Collaboration space includes meeting rooms, focus/ breakout rooms, informal collaboration spaces, gathering spaces
- Support space includes kitchens/ coffee nooks, copy and filing space, storage, reception and lobby
- Individual workspace allocation is as follows:
 - Leader office 15 m²
 - Office 12 m²
 - Workstation 6 m²
 - Touchdown 3 m²

20.2.5 Trends and Future Considerations:

In classroom and lab settings, operational changes such as hybrid and remote learning are changing the amount of space required within classrooms and the overall classroom count. Increasing online learning can reduce the amount of classroom space required. The advent of HyFlex or hybrid learning, where students are synchronously learning but either in class or in a remote location, also impacts class sizes. Larger student stations in the classroom accommodate increased technological demands, but fewer student stations may be required within these hybrid classrooms. HyFlex is rarely used in laboratories due to the hands-on nature of experimental/ experiential learning.

Classroom Indigenization is also requiring thoughtful space design as well as larger student/ station ratios to account for collaborative and inclusive pedagogy.

As a result, individual classrooms are increasing in size to accommodate a variety of technological and teaching layouts while also potentially decreasing the total number of in-person classrooms required.

Office use changes are also occurring including the increase in hybrid work, shared workspace, work from home policies and the desire for both increased collaboration and increased focused solo work. These changes are impacting workspace suite design and layouts for both administrative and faculty workspaces.

21 Space Needs Assessment

To develop the space needs assessment, the specific growth targets for each faculty are blended with the space needs defined in the Facility Master Plan. Faculties provided the specialized spaces required to increase the student population. Supporting spaces such as classrooms, faculty and administrative office spaces, and general university spaces are added to the space assessment to define the complete campus growth requirements for a larger student population. The utilization study completed as the first phase of this project (conducted in spring 2024) shows high utilization across the campus, supporting the case that additional classroom and laboratory spaces are required.

The space needs assessment was developed in four phases:

1. Short-term need: Quick Wins (2024-2025 projects)
2. Medium-term need: Restack/ Domino planning (2-4 years)
3. Building A Replacement (5 years)
4. High-Level Campus Master Plan Adjustments (5+ years)

21.1 Short Term need/ Quick Wins (2024-2025 projects)

These quick wins include small renovations, furniture replacements and unit consolidation that pack a big punch in minor space changes. These projects were defined in the Langara Facilities Projects and Initiatives for Spring and Summer 2024. Each mini-scope in this document includes a brief overview of the proposed change, a written description, a mini-program listing the types and quantities of spaces required, and potential locations for the unit. The locations may come from the recommending leader, from the project team, or may still need to be sought out. A summary table outlining these needs is also found in Section C. Capital Projects (also see Appendices A-B for feedback/request forms).

The 11 project bundles include:

21.1.1 Centralized Academic Advising Hub and Career Services

A centralized advising hub is envisioned to support Langara’s vision of being a premier pathways college. Phase one of this vision consolidates staff and resources from both Academic Advising and Career Services into the Career Centre space. When the Academic Advising Centre consolidation is complete, the space can be reverted to Career Services work.

Minor renovations and furniture upgrades are anticipated.

Space Types	Area (m2)	Notes
Partial suite renovation and furniture replacement	160	Furniture, minor renovations, technology upgrade to support booking
TOTAL	160 m²	Includes circulation

As this is the first phase of a more significant consolidation, anticipate minor renovations and furniture upgrades focused on the suite's open area.

Proposed location in Phase One: C121

21.1.2 Academic Success Centre and other Library Renovations

Using the underutilized space in the library, the Academic Success Centre will provide a centralized and dedicated space for learning and applying academic success skills. By bringing together group study, presentation practice, and supporting staff spaces, the ASC consolidation creates a hub of knowledge on campus. Providing space for Peer-Supported learning, the Langara Student Success Course, Langara Return to Learning, and the consolidate student support currently housed in three buildings across campus. The existing Peer Support space in A367 can be repurposed into student study space.

While there are multiple locations within this renovation scheme, each is a minor renovation and furniture scope which could be accomplished quickly. New collaborative furniture, including staff workspace, minor renovation upgrade (paint, flooring, ceiling/ lights) Potential to add furniture into the open area of the library to continue the learning commons feel.

Space Types	Area (m2)	Notes
Gathering Space	36	Open advising, individual carrels, informal seating
Computer Stations	12	2-person computer stations for collaborative learning
Advising Room	12	2-3 people
Storage	6	
Staff Workspace	12	Shared enclosed office
Supervisor’s Office	9	
Student Workrooms	20	
Study Rooms	32	
Staff workspace	40	2 offices, shared open office
TOTAL	179 m²	

Proposed and supported location: L109, L115, L125, L119, L346

21.1.3 Inclusive 2SLGBTQIA gathering space

In alignment with the EDI framework, a safe and inclusive gathering space for members of the College’s queer community supports a vision of inclusion and belonging. This is a space allocation change with minor cosmetic renovations and furniture requirements.

Space Types	Area (m2)	Notes
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Gathering Space	36	informal seating, inclusive artwork and design
TOTAL	36 m²	Safety, dignity, quiet, opening from a secondary corridor, central location

Proposed location: vacated RBC space

Supported location: A, B or L building

21.1.4 Gender Neutral Washroom Renovation

Renovate existing gendered washrooms into single-occupant gender-neutral washrooms. In alignment with the College’s vision of being an inclusive space, these washrooms will help the community feel included and increase a sense of belonging.

Space Types	Area (m2)	Notes
Washroom renovations	14	Fixture, signage upgrades, renovation
TOTAL	14 m²	

Proposed and supported locations: A245 and 246

Recommendation: Include additional gender-neutral washrooms within the Integrated Student Support Centre

21.1.5 Multi-faith Space

The multi-faith space provides a safe space for prayer and reflection, in alignment with the college's vision of inclusion. It is recommended that this space be renovated or relocated within the Integrated Student Support Centre.

Space Types	Area (m2)	Notes
Multi-faith space	10	Renovation, furniture, signage
TOTAL	10 m²	

Proposed Space: C327

Recommended space: Within the Domino Integrated Student Support Centre below.

21.1.6 HUB Renovation

Create a single space for students and student groups to gather. Increase the common area and add three multi-purpose rooms for student-led gatherings.

Space Types	Area (m2)	Notes
Hub	90	Renovation, furniture, signage
3 Meeting Rooms	90	Renovation, furniture
TOTAL	180 m²	

*Proposed Space: A140 and addition in breezeway between A and C buildings
 Recommended space: A140 and A110. Requires potential relocation of the A110 computer lab.*

21.1.7 Faculty of Management Workspace

Create a large meeting room and a smaller breakout room in the Faculty of Management. Replace furniture in B201open workspace to increase privacy and improve productivity.

Space Types	Area (m2)	Notes
Meeting Room	24-30	12-15 people, collaboration technology, conference table and chairs, renovation and expansion of B201b,c
Small meeting room	12	Repurpose existing B201a. New furniture is required. No additional space required
Furniture replacement: workstations		New furniture is required. No additional space required
TOTAL	36 m²	Safety, dignity, quiet, opening from a secondary corridor, central location

Proposed and supported location: within B201

21.1.8 Facilities and Finance Workspace Consolidation

Collaborative workspace for the Facilities and Financial departments. Currently located in this suite and in a portable workspace, these units will use hotelling and desk sharing to accommodate fifty-one people in twenty-six workstations. This change includes minor renovations and furniture replacement.

Space Types	Area (m2)	Notes
Total suite renovation and furniture replacement	370	Furniture, minor renovations, technology upgrade to support booking
TOTAL	370 m²	Includes circulation

Proposed and supported location: within B203-205 and the B10-235 suite

21.1.9 People and Culture Workspace

With the expansion of this team, a hotelling model is being proposed within the existing People and Culture workspace. New furniture and a desk scheduling software is required, as well as potential minor renovations.

Space Types	Area (m2)	Notes
Total suite renovation and furniture replacement	270	Furniture, minor renovations, technology upgrade to support booking
TOTAL	270 m²	Includes circulation

Proposed and supported location: A350

21.1.10 Interactive Classrooms in B Building

Several general access classrooms in the B Building can be renovated into interactive classroom set-ups to support the pedagogical requirements of collaborative learning. While there are many technological solutions to achieve learning pods, the simplest uses a 6-8-person collaborative furniture with a monitor on a moveable stand abutted to the end of the table. The monitor can be equipped with a Raspberry Pi or similar technology to enable sharing within the table and the teaching wall. The table is ideally hard-wired for power, supporting student technology.

Interactive classrooms can also be created without sharing technology using flip-top tables on wheels and chairs that can be clustered as required.

Space Types	Area	Notes
Classroom renovation and furniture replacement	TBD	Furniture and technology upgrade to support interactive use
TOTAL	TBD	

Proposed and supported locations: B Building general access classrooms

21.1.11 Applied Research and Work Integrated Learning

Consolidated front door and staff workspace to feature Applied Research and Work Integrated Learning. This workspace is the first phase in an expanding need for applied research workspace and research lab space. Occupying the vacant office in T211 creates a visible front door for the team.

Space Types	Area (m2)	Notes
Partial suite renovation and furniture replacement	18	Furniture replacement, wall graphics in the T2-A corridor
TOTAL	18 m²	No circulation or gross-up required.

Proposed location: T211

Recommended long-term location: The T204-206 suite will hopefully be vacated with student services centralization to the A and B buildings. This suite, along with the adjacent student lounge, would make an ideal growth zone for applied research with its excellent visibility, adjacency to meeting rooms and the potential to renovate labs into research-focused labs. It should be noted that other PSIs in BC are moving away from dedicated lab space for applied research and are anticipating shared use of labs for academic and research purposes.

21.2 Medium Term need: Restack/ Domino planning

The moves defined in this phase represent more extensive moves and renovations within the existing space. These projects encompass requirements defined by Langara leadership and align with strategic initiatives and the provincial mandate.

21.2.1 Mental Health Initiatives

A consolidated, central space for the Mental Health Initiatives team is required. Currently, the team is sharing space or in an unsuitable space that is inaccessible to students seeking support. Current staff includes the Director of Student Conduct, two

case managers, a Program Assistant, a Mental Health Consultant, a co-op student, and volunteer student ambassadors.

While several options were suggested for medium-term renovations, this recommendation combines these initiatives into a more extensive renovation and move.

Space Requirements:

Space Types	Area (m2)	Notes
Gathering Space	24	Student Ambassador workspace, mental health initiatives meeting space, including small coffee counter
Director, Office	12	Enclosed office
2 Case Managers, Offices	18	Enclosed offices
Mental Health Consultant	9	Enclosed office
PA, workstation	6	Shared office of 12 m ² for PA and Coop Student possible
Coop Student, workstation	3	
Meeting Room	24	Adjacent to gathering space to increase security, Student Ambassadors storage, drop zone
TOTAL	96 m²	153 m² gross NOTE: Security considerations, including a secondary exit

Langara Proposed Location: Level 3 of Library or B Building

While this restack accommodates current needs, it is recommended that it is bundled into the larger integrated student support project defined below.

21.2.2 Integrated Student Support Centre: A Building, Level 1

While the Mental Health Initiatives adjacency move provides the first step in a consolidated student support system, a more significant renovation and domino plan for the first floor of the A Building would bring together all the supports and services required by future, current and graduating learners. This integrated student support model reflects current student support and student affairs best practices. Co-locating the supports that students seek in one single space provides several benefits to both the student and the institution:

- Alignment to campus and provincial goals of equity, diversity and inclusion, including increasing support to Indigenous students and other equity-seeking groups.
- Increased sense of welcoming and belonging
- Single point of access to support, reducing the need for students to 'understand the organizational chart' to receive help
- Dignity in access to support services that may bring stigma or embarrassment to students seeking service
- Cross-pollination of service, including warm handoff from unit to unit.
- Reduction in total space dedicated to waiting and reception rooms as these spaces are consolidated into welcome zones
- Reduction in area required for dedicated advising, meeting and support spaces as these spaces are shared among like groups
- Reduction in renovation as spaces are shared among larger groups, allowing space allocation and assignment to flex based on current needs.

The Integrated Student Support Centre could include the following units:

- Welcoming HUB and advising spaces
- Office of the Registrar, Finance, Admissions and Awards
- Counselling
- Health Clinic
- Accessibility
- EDI Office
- Langara International and Homestay
- Indigenous Student Centre
- Career Centre (CCDC)

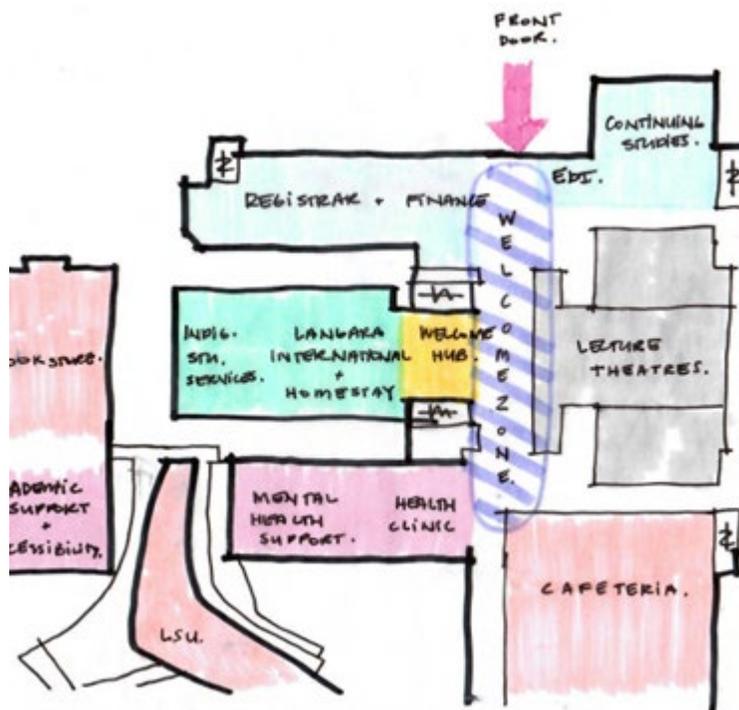
As the front door to campus, the consolidated student support centre is logically located on the Main Floor of the A building.

A welcome zone at the front door of Building A and extending to the cafeteria greets potential and current students (and their support systems), providing a single access point to specialized services. Functions are grouped and may have secondary welcome zones to access their specific services. Providing shared entry and access zones through engagement centres and informal student life spaces increases porosity and reduces the intimidation factor of crossing thresholds to seek support.

The registrar and student-facing financial services are the first and last doors students access at Langara College. Locating these services at the front door of the campus, adjacent to the services and support they require throughout their learning journey, sends the important message that they are welcome and will be supported in their time at the college.

Integrating student supports, including counselling, health and academic support as well as specialized supports and spaces for equity-seeking students, including 2SLGBTQIA, international and Indigenous students, into the same zone of campus rounds out and eases the student journey to seek and find support.

This program is only a proof of concept based on existing space requirements. It is anticipated that with detailed programming, additional space savings can be found by reducing shared support spaces such as copiers and lunchrooms.



Potential adjacencies in Building A and adjacent buildings

This plan anticipates relocating IT services, faculty and administration offices, and four classrooms and labs to the vacated spaces in the B, C, and T buildings. With this programming complete, it may be found that not all functions will be required to move.

Suite #	Current Use	Future Use	Area (m2)
T 101	Registrar, Finance	IT Services	712
T204	Student Conduct	Applied Research + Work Integrated Learning	54
A103	IT Services	Integrated Student Service Centre	552
A 107	Langara International and Homestay	Langara International and Homestay	424
A118	Offices and corridors	Integrated student services	190
A140,110	Computer lab and office block	Central HUB and multi-purpose space	180
A101, 108, 109	Classrooms and Labs	Integrated student services	888
C120	Library computer lab	Co-op and Career Development, Mental Health Initiatives	159
B101, 111, 146	Accessibility, Health Clinic, Counselling	Replacement classrooms, general office space	603

High Level Accommodation	Area (m2)	Groups
A Building Integrated Student Service Consolidation	2051	Registrar and Finance, Langara International, CCDC, Mental health initiatives, Accessibility, Health clinic, Student Conduct
Available in A building	2234	
Units to be located in other locations	1810	IT Services, Faculty offices, marketing, A101, 110, 108, 109 classrooms
Available in other buildings	1528 m ²	

21.2.3 Nursing Lab Expansion and Shared Labs

The Faculty of Nursing needs expansion space to meet the provincial healthcare mandate. The faculty has identified the remainder of the floor they occupy in the T building as a potential expansion space, completing the original program requirements for their unit. While a detailed space review has not been completed for these requirements, they align with similar programs and space requirements in Schools of Nursing in other BC post-secondary institutions.

This expansion impacts the current occupants of this space, namely, physics and astrophysics. The current space utilization of the three impacted labs is between 70 and 82%, indicating that consolidation of these labs will have to be spread across many other science labs. It is recommended that a further study of the remaining labs in the T building be undertaken to determine if the current spaces can be changed to flexible scientific labs to accommodate several course types.

The space request noted the current office space in Building C. Further exploration of the office space requirements is also required.

21.2.4 Faculty of Nursing

The Faculty of Nursing anticipates significant growth in the programs currently offered and the addition of new programs to support BC’s Future Ready Action Plan. To support 50% growth in the current Bachelor in Nursing (BSN) and Advanced Entry BSN programs. The post-degree diploma in Nursing Practice is a two-year re-entry program for internationally trained nurses. New programs in Nursing in Canada and Nurse Practitioner anticipate 40 students per program. Health Care Assistance is anticipated to graduate 200 healthcare assistants a year.

To accommodate these changes, additional nursing labs, flexible care labs, and simulation spaces are required. All programs within the Faculty of Nursing meet the mandate letter growth requirements.

Space Types	Area (m2)	Notes
Labs	560	*T342,346,350
Storage	74	*T340
Offices	115	*T300 suite
General Access Classroom	62	*T313
TOTAL	811 m²	Does not include central circulation

22 Building A Replacement Space Program

The first phase of the 2019 Campus Master Plan defined a new building on the eastern edge of campus. This building replaces the current functions in Building A and provides additional space to meet the Stronger BC mandate and the first phase of campus growth. This replacement building also removes the need to complete seismic upgrades to the current building and creates a vacant site that supports the long-term domino of building replacement on campus.

In the 2019 plan, this new 30,127 m² building is sited and sized based on the principles and zoning requirements defined by the City of Vancouver. The key elements of the building siting and massing included:

- Maintaining a 47 M wetland setback from W 49 Avenue for the creation of an Indigenous landscape and the Indigenous Meeting House
- Maintaining a 13 M setback from Ontario Street at grade and an 8m setback from overhanging upper levels. The existing tree buffer along Ontario Street should be maintained or restored.
- Stepping the building from 4 to 6 storeys, both north and south.

As an urban campus, it is important to maintain and enhance green space where possible. The urban wetland enhances the community, particularly when linked to the Indigenous landscape and the future Indigenous Meeting House. Similarly, maintaining the setbacks from Ontario Street is an essential buffer to adjacent residential neighbours.

While the original plan calls for a stepped building of just over 30,000 m², the medium-term space needs on campus exceed this area. An expansion on the southeast corner of campus to the building massing is proposed to increase the building capacity. While the Campus Master plan recommends stepping the building mass from 6 storeys in the middle down to 4 storeys at the southeast corner, it is possible to maintain the 6-storey height in this corner. Adding these two additional storeys provides approximately 5,000 m² of additional programmable space results in a 35,000 m² programmable envelope. While this change would require consultation with the City of Vancouver, it is relatively minor. It does not significantly alter the intent of the master plan or the current bylaws. Ideally, the replacement Building A would accomplish all the following Langara growth goals:

- House all the current components of the A Building based on current space guidelines
- House all the mid-term goals in the StrongerBC Future Ready mandate and other Langara institutional goals
- Accommodate the master plan-defined campus growth requirements to 12,500 FTE students.

Align the current space requirements to a modern campus, including student life, equity, diversity and inclusion, and Indigenization components.



Potential Building A replacement placement and height

22.1 Right-sizing Building A Components

To initiate programming of the new building, we determine how much space a new replacement Building A would require based on current space planning standards. We right-sized labs and classrooms to complete this exercise based on current utilization and rationalizing learning space sizes.

This program includes a simplified, flexible menu of classrooms, Fine Arts, theatre, healthcare and social sciences laboratories and studios as well as best practice

office workspace. The Integrated Student Support Centre described in the domino planning above is also expanded, to be located at grade as a welcoming front door to campus.

Due to low utilization and in recognition of current teaching trends to flat floor, flexible classrooms, we reduced the overall number and sizes of the largest tiered classrooms from five to three. Office workspaces were increased to accommodate increased staffing levels, and right-sized and shared support and collaboration spaces were added. Other support spaces were right-sized based on current space standards.

Space Type	Current Bldg A (m2)	Proposed Replacement (m2)
Labs, Studios and Computer Labs	4,532	4,578
Classrooms	2,886 (56)	3,480 (56)
Tiered Classrooms	731 (5)	270 (3)
Office Work Space	3,126	3,806
Other support	3,362.5	3,863 (includes existing cafeteria)
TOTAL	14,637.5 25,732 TOTAL	15,997 25,595 m² with 60% gross

See Appendix C for detailed space program.

22.2 Additional Growth Needs

Senior academic leaders suggested the following spaces to meet the demands of the Stronger BC mandate. Note that the Faculty of Nursing requests are not shown below as they are accommodated in the Domino Planning above.

Faculty:	Space Types	Area (m2)
Faculty of Arts: Web and Mobile App	Computer Lab, Lab Support, Student Collaboration	189
Faculty of Science: Computer Science and Kinesiology	Computer lab, Kinesiology Lab	208
Faculty of Social Sciences and Community Programs: Early Childhood Education	Early Childhood classroom lab and lab	187

Continuing Studies: RMT and multi-disciplinary health, Hospitality Management, Custom and Corporate Training, PLAR testing, and other programs	RMT clinic, simulation labs, computer labs and Testing Centre	1,506
TOTAL		2,090 3,344 m² with 60% gross up

22.2.1 Faculty of Arts

Space	Space Type	Existing Room #	Exist Area m2	Space Factor m2	Notes	Student Count
Faculty of Arts					50% growth	
Web and Mobile App	Computer Lab	B014, 018	210	105	Additional Laboratory	75
	Lab Support			24	Additional student storage	
	Student Collab			60	Informal Student collab	

The Faculty of Arts Web and Mobile App program is anticipating 50% growth or 75 students, all of which meets the mandate letter. This collaborative computer lab, support and informal collaborative student space supports the existing space in the B building.

22.2.2 Faculty of Science

Space	Space Type	Existing Room #	Exist Area m2	Space Factor m2	Notes	Student Count
Faculty of Science						
Computer Science	Computer Lab			126	36 students x 3.5m2	36
Kinesiology	Kinesiology Lab	T515	81.42	82		32

The Faculty of Science is anticipating growth in both Computing Science (36 students) and Kinesiology (32 students). Both programs meet the mandate letter.

22.2.3 Faculty of Social Sciences and Community Programs

Space	Space Type	Existing Room #	Exist Area m2	Space Factor m2	Notes	Student Count
Faculty of Social Sciences and Community Programs					100% growth noted	
Indigenous Studies	Indigenized Classroom			-	Space within the Classroom calculation	20
ECE	Class/Lab			134	ECE Class/lab for 28 learners	60
ECE	Lab			53	ECE lab for 16 learners	

In the Faculty of Social Sciences and Community programs, there is also demand for a classroom/ lab and laboratory for Early Childhood Education. While there was a request for an indigenized classroom from the Native Studies program, the space requirements are accommodated within the overall classroom growth of the building.

Space	Space Type	Existing Room #	Exist Area m2	Space Factor m2	Notes	Student Count
Continuing Studies						
Hospitality Management	Sim lab Dining Room	C512/514	74	75	Additional Simulation lab	50
Health, Safety & Enviro Compliance	Sim Lab			-	Use existing	25
RMT	Clinic Rooms			280	20x 14m2	75
RMT	Shared Lab			100	25 students	
RMT	Laundry Support			20	Add 6 to 14	

Custom & Corp Training	Hybrid Classroom			50	20 students	
2D and 3D Animation programs	Computer Lab			120	2 classrooms	20
Multi-disciplinary Health Simulation Lab	Simulation			120	2 sim labs	120
AR/VR Design Development Program	Green Screen lab			80	1 Green Screen lab	40
Supply Chain & Logistics	1 Computer lab			90	30 students	30
Digital Music Production	Computer Lab			96	32 students x 3m2	30
PLAR Testing	1 Testing Centre			400	Based on Norquest Testing Centre, 12 rooms, 1 shared room	
Professional Accounting	Computer lab			75	25 per term – 150 on an ongoing term	25

22.2.4 Continuing Studies

Continuing Studies provided an extensive list of spaces to be added to the campus, all supporting the mandate to support both micro-credentials and health-focused programs.

Registered Massage Therapy and the multidisciplinary health simulation space support health programming. The remaining programs support micro-credentialing. The PLAR testing lab supports international students, as well as the EDI and student success mandates.

22.3 Campus Growth Target (12,500 FTE students)

The 2019 Master Plan shows a shortfall of over 23,694 m² in several space types across campus to accommodate 12,500 FTE. Significant growth is required in the classroom and learner support spaces, staff workspaces, and food and campus spaces. While it would be ideal to accommodate all the necessary growth within the

Building A replacement project, it is not feasible to meet this and all of the above requirements within the available building envelope.

The right-sizing and additional growth program areas accommodate some of the growth. This program also includes 500 m² of classroom space, 488 m² of staff workspaces, and a full-size food service expansion. These changes address approximately a quarter of the total growth recommendations to accommodate 12,500 FTEs. Of note, the increases in academic program space include 960 additional FTEs or 48% of 2,000 additional FTEs.

Space Type	Total Growth Recommendation (m2)	Recommended Building A (m2)	Including from Right Sizing and Additional Growth (m2)
Classrooms	3,891	580	1,174 (594 in Bldg A)
Learner Support	6,499	500	900 (400 in Testing)
Staff Workspace	6,040	500	1,180 (680 in Bldg A)
Food Services	2,208	2,208	2,208 in Bldg A
Campus Spaces	2,336		
TOTAL	20,974 23,694 m ² Gross	3,788 6,061 m² Gross	5,462 8,739 m ² Gross

In total, the 35,000 m² Building A replacement could accommodate the following:

- All of the Building A components based on current space guidelines
- All of the additional growth needs, not accommodated in the Domino plan.
- A total of 6,000 m² of growth space

Section B provides further design details and the business case for the building replacement.

See Appendix C for the detailed space program for Building A Replacement.

Section B. 'Building A' Replacement

22.4 Building A Replacement

This section of the Masterplan document summarizes the need for replacement of Building A and an outline of the Student Housing building. A Business Case for each of these initiatives are currently underway.

22.4.1 Building A (Creative Community & Technology Complex) – Current State

The Creative Community & Technology Complex/'Building A' is now over 50-years of age (c. 1970). This facility has been deemed well past the viable functioning for the demands of a post-secondary facility in the 21st century. Concerns with the quality of space within learning environments in Building A (technology-enabled classrooms), outdated and non-functioning performance space (Studio 58), and multiple facility renovations of Building A over the years have led to wayfinding and navigation challenges within the building. Because of multiple additions and renovations, the facility also has issues with rooms without windows and the inability to standardize for faculty and staff workspaces and offices. Finally, building condition analyses have highlighted serious seismic safety issues that point to the requirement to entirely replace Building A. The 2019 Facilities Masterplan also highly recommended the replacement of Building A as a top priority for the college. The details for this capital project request is outlined in Section C, however a high-level summary of the future Building A concept design for business case is described below.

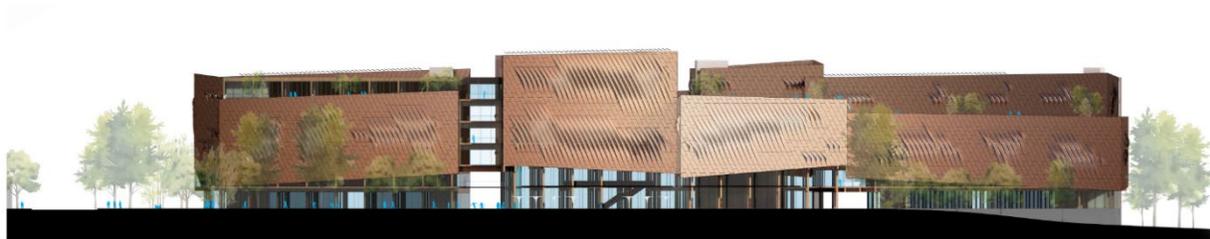


22.4.2 Building A (Creative Community & Technology Complex) Replacement Summary & Future Plans

The Creative Community & Technology Complex will be a new six story 35,000m² (376,735 square foot) building that will replace the existing Building A program, provide additional space to address current and future space shortages and include program for Indigenous education. The Creative Community & Technology Complex with an adjacent 4,150 square foot Indigenous Meetinghouse will be located on the two eastern sites of the campus (site I and V of the master plan). This building

will replace the existing Building A, which has severe seismic, functional, systems and maintenance challenges. This replacement building will include all programs currently offered in the existing Building A with improved spaces, as well as additional program in various areas that support Ministry goals such as technology-rich classrooms, healthcare education, labs, study spaces and an Indigenous education centre.

The new Creative Community & Technology Complex will be an industry-leading, sustainable and low-carbon energy-efficient building that will include flexible classrooms and labs that can support a range of learning delivery modes. These innovative spaces will meet the expectations of current and future students and faculty and be equipped with the latest IT systems that will enable inclusive, diverse and evolving teaching methods. The new building will be designed with adaptable, engaging, naturally lit study spaces and organized to promote social connection and collaborative learning in and out of the classrooms.



West Elevation



East Elevation

Dialog Design's rendering of the future Building A (Creative Community & Technology Complex)

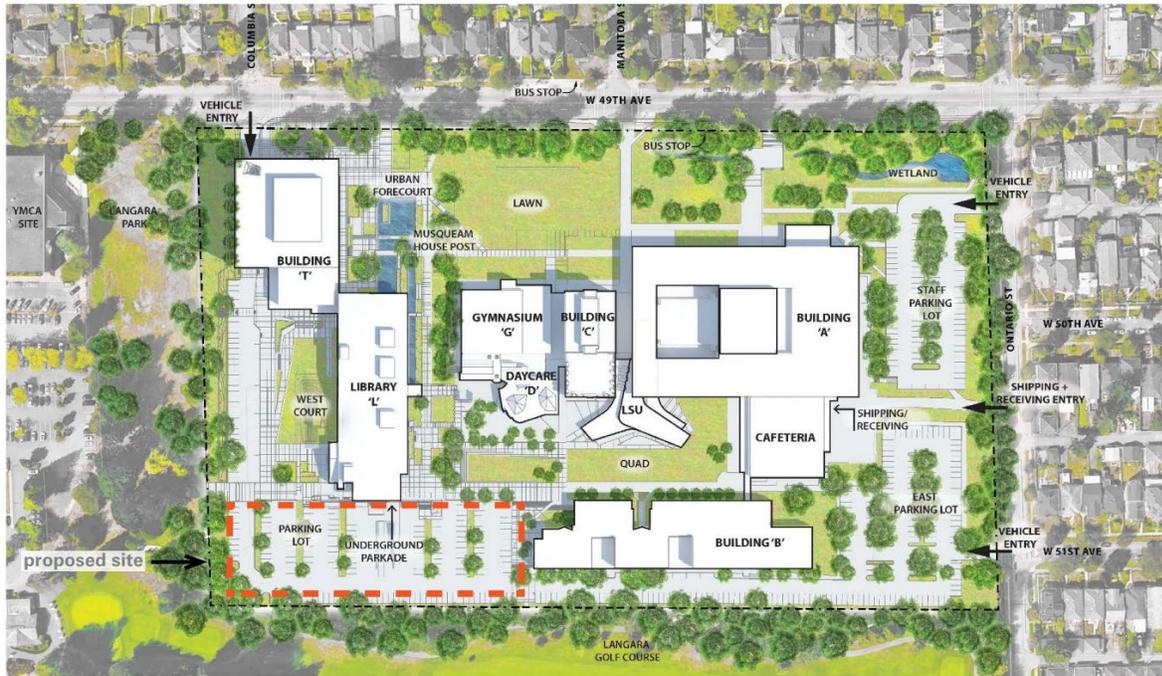
Section C. Student Housing

22.5 Student Housing and Childcare Initiatives

Planning for student housing at Langara College indicates that there is a need for student housing to address the critical need for affordable housing for post-secondary students in the Lower Mainland. On-campus housing demonstrates a commitment to post-secondary studies by providing students with a housing option that is safe, comfortable, attractive, and competitively priced. Additionally, on-campus student housing provides students with other benefits such as meal plans, access to amenities and support spaces that are appropriate to their year of study. In addition to dedicated student housing, this initiative includes a new quality, affordable and licensed childcare, which would be utilized by Langara College faculty, staff and students as well as the broader community as an on-site amenity. Specifically, it has been identified that there is a requirement for:

- 400 student beds for first and second-year students in semi-suite and quad living units including accommodation for Student Life Coordinators;
- Other social amenities needed to support housing and students (kitchen, lounge, laundry) to enable student gathering, promote inclusivity, a sense of belonging and to help foster community-building;
- A new licensed childcare facility (with 62 net new licensed childcare spaces to augment the existing 62 spaces); and
- Office space to support both programs.

The site plan below indicates the proposed location for the Student Housing project (indicated with a dashed orange line).



Langara College Proposed Student Housing Site

Section D. Capital Project Options

23 Langara College Capital Projects

The 2024 Facilities Masterplan Refresh is accompanied by four identified priority capital projects as well as a list of short-term capital project options which came directly out of Langara internal community partner engagement conducted in Spring 2024 (see Appendix A-B).

23.1 Capital Projects–Four Priority Projects

The 5-Year Capital Plan outlines **four major priority capital projects** for Langara College, which have been ranked in order of priority. The section below provides a high-level summary of the four major capital projects for 2025/26- 2029/30. See Appendix C for the Priority Investment/5-Year Capital Plan funding request long forms.

PRIORITY CAPITAL PROJECT #1 – The Creative Community & Technology Complex (Building A Replacement)

The Creative Community & Technology Complex will be a new 6-storey 39,136m² building not including the parking structure, which will replace the existing 'Building A program' and provide additional space to address current and future space deficits. This new space will include program space for Indigenous education including a 4,160ft² Musqueam Welcome House

The existing Building A has severe seismic, functional, systems and maintenance challenges. A replacement building will provide flexible, technology-rich classrooms and labs that can support a range of learning delivery modes. The new core building features will include:

Program:

- Technology-rich classrooms and labs
- Indigenous Meetinghouse
- Improved studio space for Creative Arts currently in Building A
- New Studio 58 Theatre and supporting spaces
- Large event space to highlight student performances and creative work also engaging the rapidly growing community with the College

- Indigenous landscaping/art will be introduced in and around the Meetinghouse and main buildings
- 1,100m²/10,763ft² of expanded daycare space
- Connection to a Net Zero Energy Heating plant, use of Passive House strategies, energy efficiency and renewable resources such as geothermal and solar
- Continuing Studies, International Education and Intercultural programming
- New cafeteria with kitchen and dining area that supports FeedBC initiative
- Interconnected with the adjacent buildings and other campus outdoor spaces
- Underground parking with 320 parking spaces, complete with EV charging stations
- Consolidated shipping and receiving infrastructure

Indigenous Education:

- Indigenous education centre to support creative learning and short training
- Event spaces
- Indigenous student support spaces
- Indigenous landscapes and planting that incorporates Indigenous art and outdoor spaces

Inclusivity:

- Design and building features to meet Rick Hansen Accessibility Gold Certification
- Gender neutral washrooms
- Purpose-built spaces for equity-seeking communities (2SLGBTQ+ and multi-faith communities)

Project Objectives: Indigenous Reconciliation, Sustainability, Accessibility and Inclusion, Curriculum, Community and Capacity

Project Costs (Class D): Building A: **\$586M** (Provincial Funding \$536M, PSI Contribution \$50M)

Target Business Plan Approval Date: July 2026

Target Construction Start Date: Fall 2027

Target Occupancy date: Fall 2032

PRIORITY CAPITAL PROJECT #2– Student Housing and Childcare

The project will consist of new student housing and childcare spaces.

Project Scope:

- Approximately 400 student beds for first and second-year students in semi-suite and quad living units including accommodation for Student Life Coordinators
- Housing to include shared study and amenity spaces (kitchen, lounge, laundry) to enable student gathering, promote inclusivity, sense of belonging and to help foster community building
- 62 net new licensed childcare spaces (will augment current complement of 62 spaces)
- Office space required to support delivery of both programs.

Project Objectives:

- Establish on-campus housing operations/ housing capacity to address the critical need for affordable student housing in the lower mainland; Student Success; Indigenization; Sustainable Operations; Support Childcare BC Initiatives

Project Costs (Class D): Student Housing: **\$142M** (Provincial Funding \$127.8M, PSI Contribution \$14.2M)

Childcare Facility: **\$14M** (Provincial Funding \$14M) **TOTAL COSTS (Student Housing + Childcare) \$156M**

Target Business Plan Approval Date: July 2026

Target Construction Start Date: June 2027

Target Occupancy date: January 2030

PRIORITY CAPITAL PROJECT #3– Nursing Department Expansion

The nursing program is expanding to include increasing the intake of Bachelor of Science of Nursing (BSN) students; increasing of intake of Advanced Entry Bachelor of Science of Nursing (AEBSN) students; increasing the intake of Nursing Practice in Canada (NPIC) students and the addition of new programming to intake international Health Care Assistants (HCA) and possibly other new programming under 'health programs'. The Faculty of Nursing admin and faculty spaces are collocated to this expanded lab space.

Scope:

- Renovate and re-utilize existing physics/astronomy classrooms and storage spaces into 3 much needed additional nursing laboratory spaces inclusive of

simulation options. The faculty of nursing will be collocated with this space requiring additional space on the 3rd floor of T Building.

- This project will allow for 2x20 additional student intakes per year (additional to the 2 intakes of 40 students per year), and a new post-masters NP program (25 students per year), and potential for an International HCA program

Project Objectives:

- to expand the laboratory footprint and fulfill the Ministry of Post-Secondary and Future Skills wish for Langara to expand its BSN, AEBSN and NPIC programs: Increase output of BSN program by 50%, increase output of the NPIC program by 50%, add much needed programming for international HCAs

Project Costs (Class D): \$4.5M (Provincial Funding: \$3.6M + PSI Contribution \$900K)

Target Business Plan Approval Date: April 2025

Target Construction Start Date: February 2026

Target Occupancy date: March 2027

PRIORITY CAPITAL PROJECT #4– Campus Electrical Distribution Upgrades

The Campus Electrical Distribution Upgrades serving Buildings A, B, C, Gym and Daycare, including switch gear, panel boards and branch wiring throughout the 1970s building needs to be upgraded.

Scope:

- The areas served by the aging electrical distribution infrastructure includes Buildings A, G, C, D, and B. These buildings include over 100 classrooms and labs, a datacentre, food services, daycare and gymnasium building.

Project Objectives:

- The key objective is to upgrade aging infrastructure to reduce risk of electrical system failures that would have a major impact on college operations. This includes class cancellations and IT system disruptions. Upgrades would consider how the main electrical distribution could be moved to a different area of the college to minimize disruptions related to Building A renewal.

Project Costs (Class D): \$30M (Provincial Funding: \$24M + PSI Contribution \$6M)

Target Business Plan Approval Date: April 2025

Target Construction Start Date: February 2026

Target Occupancy date: March 2028

23.2 Short-Term Capital Plan and Projects

This section of the document includes a review of the short-term capital project requests and suggestions from the Provost’s Group that improves the student experience on campus and/or creates greater program or service efficiency by adjusting space. These inputs were reviewed in terms of spatial requirements and scenarios were developed to address each of these requests in the short term (within the next 5 years) and in the long-term (greater than 5 years). For the 5-Year Capital Plan (2025/26 – 2029/30) see Section 7 of this masterplan.

Methodology

The methodology in developing a short-term capital plan is to find projects that can be completed in one to two years and given a priority ranking⁶. The ideas and projects presented were reviewed in the overall context of the students experience and educational opportunities that are in alignment with the Provincial goals.

The Langara College campus was audited to detail usage of all spaces on campus and a determination of the user(s) of the space was sought. To complete the audit, floor plans of all the spaces on campus were provided and cross referenced with the registrar’s classroom booking system. Classrooms not identified were highlighted, and faculty were asked questions about the space's use. In addition to classroom space, offices, storage rooms were also reviewed by visiting these spaces on campus and collecting information as to the users of the space. It was discovered that some rooms are block booked by a department that are not allocated by the Registrar. This background information provided the grounds for the recommendations in the table below. See Appendices A + B for detailed information.

The list of facility capital requests are as follows:

Project #	Project Name	Priority Rank #	Submitted by	Create New Floor Space	Renovate existing space	Creates space	Description	Recommendation Short term/long term
1	HUB Renovation	Priority 4	Students Engage	None	yes	No	Creation of a common space for	Short term (1-5 years)

⁶ Priority Rankings included the following criteria: Indigenization, EDI Framework, PD Opportunities, Student Success Plan, Credentials/Guided Pathways, Community Engagement, Student Info System, Campus Masterplan, Sustainable Development Goals, Health/Safety/Code Compliance, Operational Efficiency, Hybrid Work

Project #	Project Name	Priority Rank #	Submitted by	Create New Floor Space	Renovate existing space	Creates space	Description	Recommendation Short term/long term
			ment & Athletics				students to gather using a portion of A140 and repurposing corridor/crusher space.	
2	Multi-Faith Space	Priority 15		None	yes	no	C327 - relocate to Peer supported learning space in A367. Turn C327 into office space	Short term
3	Collaborative Work Project	Priority 10	Dept. of Facilities and Finance	None	yes	Yes, M3 becomes available	Move Facilities team from M3 trailer to merge with Finance team on 3rd floor of B Building	Short term
4	Academic Success Centre	Priority 6	Library	No	yes	yes	Secure student meeting space and staff office space for ASC. Consolidation of services that are in three different buildings	Short term
5	Gender Neutral Washrooms	Priority 12	Facilities	No	Yes	No	Change washrooms A245 and A246 to meet Gender Neutral	Short term

Project #	Project Name	Priority Rank #	Submitted by	Create New Floor Space	Renovate existing space	Creates space	Description	Recommendation Short term/long term
							washroom requirements	
6	Peer Supported Learning	Priority 20	(part of Student Success Centre)	No		No	A367 - relocate to Library as part of Academic Success Centre	Short term
7	Nursing Renovation – C North & Part of C South	Priority 19	Nursing	No	Yes	No	3rd Floor C North and portion of C South that is Nursing space and expand meeting room C359 into adjacent office	Long Term
8	Academic Deans Work Areas	Priority 14	Faculty of Management	No	Yes	No	B201 - Create open area workstations for 4 staff	Short term Combine with Project 9
9	Academic Deans Meeting Room Expansion	Priority 3	Faculty of Management	No	Yes	No	B201 - Meeting room expansion with capacity 12-15 (to replace the meeting room lost in B241)	Short term
10	Inclusive Space for 2SLGBTQIA Students	Priority 11	Equity, Diversity & Inclusion	No	yes	No	Create inclusive space for 2SLGBTQIA students - Vacated RBC space is recommended	Short term

Project #	Project Name	Priority Rank #	Submitted by	Create New Floor Space	Renovate existing space	Creates space	Description	Recommendation Short term/long term
11	People & Culture Office Space Renovation	Priority 5	People & Culture	No	Yes	No	Reconfigure office space to accommodate new staff (see attachment for details)	Short term
12a	Student Services reno/consolidation	Priority 1	Students Services	No	Yes	Possibly	Create new centralized advising hub in current CCDC space. Consolidating CUPE advisory roles from Counselling and LSM to the current CCDC space.	Short term
12b	Student services	Priority 2	Students services	No	Yes	No	SCM office Reconfiguration	Short term

The Provost’s Office and key Langara community partners were consulted to obtain needs of each group. This group was asked to provide an idea that improves the student experience on campus or creates greater program or service efficiency by adjusting space. Suggestions from the Provost’s Office are as follows, and priority rankings (as per above) are indicated:

Project #	Department	Priority Rank #	Issue	Possible Solution	Space requirements	Implementation (short/long term)
13	Faculty of Manage	Priority 18	Outdated non-specialized classrooms in B	New tables and chairs, easily moveable with	No space required	Short term

Project #	Department	Priority Rank #	Issue	Possible Solution	Space requirements	Implementation (short/long term)
	ment Equipment, Furniture & Space Update		building which do not easily support interactive pedagogy – instructors not encouraged to move away from lecture, chalk and talk teaching.	hardwired monitors around the room (6–8) w/connections to support group-based activities, case- and scenario-based learning. Walls painted with whiteboard paint, so collaboration can happen anywhere in the classroom, alongside the monitors.		
14	Student Services	Priority 16	Student Conduct Office is located in a difficult to locate space in T Building.	Student Conduct needs to be fully student facing and should be in a location close to other Student Services (B Building?) and with a secondary exit for safety.	New space request	Long term
15	Faculty of Nursing Expansion- Reclaim T300 A-H	Priority 8	Opportunity to expand our program but cannot do so without expanding our laboratory space.	Reclaim T340, T342, T346, T350, T313 and T300 A-H. have funding, need to relocate programs currently in space	New space request	Short term-study Long term-implementation
16	Applied Research Access to	Priority 9	Need more space to meet growth opportunities that	Access to office T211 which is empty and T520	New space request in	Short term

Project #	Department	Priority Rank #	Issue	Possible Solution	Space requirements	Implementation (short/long term)
	T211 + T520		address Mandate letter		the long term	T520 may not be available Suggestion T211 only
17	Library & Academic Success Centre	Priority 7	Centralized and dedicated space where students can access programs and services that support the development of critical and transferable academic success skills. a physical focal point is needed to create equitable access to and expand services to include professional and peer-to-peer support.	Spaces within the Library which are underutilized and outdated in design have been identified to create a physical Academic Success Centre	No space required if the Library space is available	Short term Included with two other projects (Academic Success Centre, Peer Supported Learning)
18	Student Services – Mental Health	Priority 13	Mental Health Initiatives, a department that includes an excluded leader at the Director level, a CUPE program coordinator,	Some student-facing faculty offices in L Building third floor but have been unable to secure those to spaces.	New space request	Long Term

Project #	Department	Priority Rank #	Issue	Possible Solution	Space requirements	Implementation (short/long term)
			mental health student ambassadors, and an annual co-op student, has no location where they can be together and be accessible to students			
19	Student Services – New Welcome Centre	Priority 3	Student services are located in many buildings at Langara, causing students to be referred back and forth across campus for their questions or requests. Students are frustrated or simply do not get the support they need due to the barriers of finding the right service and being sent to many different separate locations.	Ideally a number of student services would have a welcome location at a logical building entrance for students. It could be A building, with a student services welcome space involving reps from various distributed services to come together to answer primary student question and directly provide service	Consolidation opportunity	Last item in the short-term list-study required to ensure right sizing



In closing, MAKE Projects has been honoured to work alongside representatives of the Musqueam Nation, Langara educators, senior leaders, and students to develop a shared vision for the Facilities Master Plan. We look forward to supporting the continued growth and vitality of the Langara campus by growing this vision together.