



McGill

MASTERPLAN

2019

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Approved by the Board of Governors on May 23, 2019

MESSAGE FROM THE PRINCIPAL AND VICE-CHANCELLOR

Dear Members of the McGill Community,

At McGill University, we pride ourselves on having beautiful and vibrant campuses, both at Macdonald and nestled in the heart of downtown Montreal. Our campuses are more than just a space for our classrooms, libraries, labs, arts and sports facilities, and student residences; they bring together all of these elements to create an ecosystem for growth and learning.

The University will soon be celebrating its 200th anniversary, and our campuses have greatly expanded since our beginnings. As we look towards our third century, more than ever, we must ensure that McGill's campuses enable us to become more open, connected, and purposeful.

We are therefore proud to present McGill University's Master Plan, which supports our priority of transforming our campus. The Master Plan establishes the principled framework to ensure that the university's physical resources help further McGill's priorities and mission.

As we approach our third century, McGill is committed to providing opportunities that open doors, leading research that will change lives, fostering innovation, and ensuring that our students are future-ready. Our surroundings must therefore create an environment that breeds collaboration, bold ideas, and critical thinking.

Our new Master Plan focuses on the permeability of our campuses edges, and on transformational projects that will create an educational experience that is stimulating and enriching.

We look forward to working together to build McGill's third century.

Suzanne Fortier

Principal and Vice-Chancellor



MESSAGE FROM THE PROVOST AND VICE- PRINCIPAL (ACADEMIC)

Dear Members of the McGill Community,

The Master Plan for the McGill University Campuses speaks directly to the University's Strategic Academic and Research Plans by driving the renewal of existing research, teaching and work spaces, and ensuring our facilities anticipate the needs and opportunities of the 21st century.

State-of-the-art active classrooms will encourage collaboration and support new ways of learning; research spaces will be designed to respond to changing methodologies and will have the flexibility to accommodate investigative work that cuts across disciplines. Reoriented campuses will offer new spaces for formal and informal engagement among staff and students and inspire and encourage new ways of doing scholarly work.

The Master Plan will likewise enable engagement with our communities by fostering collaboration and transversal learning through spaces shared with local and global partners in educational,

commercial and policy sectors, and by supporting participation through a commitment to accessibility across all McGill campuses.

Where there is opportunity to do so, our physical infrastructure will be similarly reimagined to better reflect the complexity of our history, the diversity of our community, and our aspirations for the future.

As a world leader in teaching and research, we look forward to seeing our campuses transformed over time in such a way that supports and reflects the academic values and mission of our University.

Christopher Manfredi

Provost and Vice-Principal (Academic)



MESSAGE FROM THE VICE-PRINCIPAL (ADMINISTRATION AND FINANCE)

Dear Members of the McGill Community,

We are very pleased to present McGill's University's Master Plan that will guide our university's physical evolution over the short, medium, and long term. The Plan is the result of several years of activities including drawing on studies, previous plans, and taking into consideration conversations with a wide range of stakeholders.

We are proud to unveil a plan that will serve as a framework to guide the transformation of our campuses by creating connections between buildings, transportation, landscape, and the utilization of space. The Plan includes guiding principles that will align the development of our campuses. The Plan was developed with an emphasis on safeguarding McGill's heritage and legacy while building for the university's future in a flexible, sustainable, accessible and safe manner.

The Master Plan accommodates the growth of McGill's research and teaching space needs, and includes many elements to improve everyday campus life. This includes releasing certain proper-

ties and repurposing others, as well as expanding into new innovative facilities. The Plan also aims to increase efficiency and collaboration to allow the open flow of knowledge and ideas by increasing communal spaces.

At McGill, we are also committed to building a sustainable future. As such, our Master Plan aims to maximize green spaces on our campuses as well as improved links for pedestrians.

The Master Plan presents a vision to adapt our physical space to the changing needs and realities of staff and students.

We look forward to building better campuses for all.

Yves Beauchamp

Vice-Principal (Administration and Finance)



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01





INTRODUCTION

This master plan is a dynamic document that guides the physical evolution of McGill over the short, medium and long term. It serves as a framework that will translate the strategic directions of the University to tangible actions and it will make the connection between buildings, transportation, landscape and the utilization of space. In this way, the master plan establishes a common vision by engaging a broad range of stakeholders in a discussion about the future. This plan is a document that will allow the university to effectively allocate resources, functions and manage change in the pursuit of its mission.

This section will review the structure of the plan, the process by which the plan was created, as well as its approval and governance.

STRUCTURE OF THE PLAN

This master plan is one part of three volumes that articulate a vision for the future. The master plan is at the center with a supporting synopsis document and an implementation document:

1. Master Plan Synopsis (under development)

The master plan synopsis is intended to act as a summary document that is accessible to a broad audience. The synopsis outlines the vision and the transformative interventions of the master plan.

2. The Master Plan (current document)

The master plan document is the primary institutional document that presents the elaborated plan in a thorough and comprehensive manner. It is a structuring framework that views the campus as complex and continuously evolving. It is a living document and it articulates a long-term strategy. As such, it is expected to only be amended periodically when priorities shift, new opportunities are identified or progress is made on particular

interventions. It provides an elaborated vision, sets guiding principles and captures the stakeholder engagement process that informed the plan. The document also provides a well-elaborated set of larger transformative interventions that is informed by a qualitative and quantitative analysis of the campuses. These interventions are supported by a set of specific orientations that are aligned with the guiding principles of the plan. Finally, the master plan discusses implementation and addresses governance and the sequencing of interventions in a general way. The details associated with the implementation of the plan will be further elaborated in the implementation document.

3. Implementation Document (under development)

The implementation document will elaborate a strategy for an implementing and monitoring the master plan. This document will be actively maintained and amended regularly to reflect changes in the interventions and orientations for the master plan while also setting specific scopes, timelines and budgets for those items. This document is more tactical

in nature and will serve as an important tool for the ongoing monitoring and evaluation of the projects that support the objectives of the plan. This document will incorporate the input of a range of stakeholders and consider operational dimensions in greater detail.



STRUCTURE OF THE DOCUMENT

This master plan is a complex document that addresses many subjects at a variety of different scales, scopes and timeframes. The document is organized into seven sections.

Following an introduction, transformative interventions are described to showcase the positive impact that the plan will have on the campuses. This section is followed by a discussion of the planning framework, history and built heritage as well as an assessment of the existing campuses. Later in the document, detailed orientations are elaborated along specific themes such as real estate, landscape and transportation. Finally, implementation measures are discussed in a general sense. More specifically, the structure of the document is as follows:

01 | INTRODUCTION

This master plan is a dynamic document that guides the physical evolution of an institution over the short, medium and long term. It serves as a framework that will translate the strategic directions of the University to tangible actions and it will make the connection between buildings, transportation, landscape and the utilization of space. In this way, a master plan establishes a common vision by engaging a broad range of stakeholders in a discussion about the future. This plan is a document that will allow the university to effectively allocate resources, functions and manage change in the pursuit of its mission. This section will review the structure of the plan, the process by which the plan was created, as well as its approval and governance.

02 | TRANSFORMING OUR CAMPUSES

This section provides an overview of the transformative interventions that will collectively contribute to the creation of campuses that are open, connected and purposeful. These interventions are presented early in the document to clearly outline the tangible impacts that the plan will have on the campuses.

New pavilions, repurposing of existing buildings, new pedestrian links, plazas and squares will transform our campuses over time. New spaces for research, teaching and student life will support the mission of the university while also enhancing the experience of all campus users. The plan envisions a campus of well-connected neighbourhoods and these interventions link specific needs to the University's long-term strategic vision.

STRUCTURE OF THE DOCUMENT (CONTINUED)

03 | PLANNING FRAMEWORK

The planning framework outlines the foundation on which the plan is built. First and foremost, it articulates a common vision for the campus that is reflective of the mission of the university as well as key strategic documents and sustainability targets. This vision is then translated into a set of guiding principles, to which specific interventions and orientations are aligned.

The stakeholder engagement process, through which the McGill community provided input into the plan is described in greater detail. This section also discusses the scope and reach of the plan, presents McGill's campuses in a regional context and touches on the regulatory and zoning environment that the plan responds to.

04 | HISTORY + PHYSICAL HERITAGE

In order to develop a plan for the future, it is important to understand the campuses in a historical context. Physical heritage is one of the defining characteristics of McGill's campuses and its buildings and landscapes are in many ways unique. As such, this physical heritage is extremely valuable and McGill must act as a responsible steward of these resources so that they can be preserved for future generations.

This section begins with a statement on the importance and challenges of physical heritage as it relates to the maintenance of these resources and aligns the responsibility of stewardship with the teaching and research mission of the university. Next it provides a historical overview of the growth of the campuses over time emphasizing specific factors that shaped them.

05 | OUR STARTING POINT

To set a course for the future, it is critical to understand the current state of the campuses. This section sets the analytical foundation on which the plan is built. It identifies current challenges and opportunities on our campuses, allowing the plan to respond directly to specific needs and prescribe effective solutions to realize desired outcomes.

This section starts by reviewing the current allocation of space on our campuses by function and use as well as historical growth over time. The portrait of the current campuses is further elaborated through an analysis of teaching and learning spaces including classrooms and teaching labs. The current state of research space is also examined through the lens of fostering collaboration and innovation. This section also outlines the opportunities and challenges that exist with respect to transportation, mobility and accessibility.

06 | THE PLAN

This section uses a thematic approach to illustrate and present specific orientations for shaping the campuses. These orientations are presented along three interrelated axes of land use and campus functions, landscape and open space as well as movement and circulation. These orientations vary from general directions that apply to all campuses while others address specific locations, buildings and functions. In this way, some orientations can be interpreted as general controls and guidelines while others have focused intentions to affect specific outcomes.

07 | IMPLEMENTATION

All plans require a sound implementation strategy. The master plan articulates a long-term vision for the campuses at a conceptual level. While specific implementation measures such as budgeting, design and scheduling will be elaborated further in a more detailed document, this section will discuss an approach to implementation in general terms. Specifically, it reviews governance processes relating to the monitoring and implementation of the plan. This section also organizes and sequences the interventions described in the plan into five-year periods.

CREATION OF THE PLAN

The Master Plan is the result of various activities that took place over several years. The process included the review and production of several studies and plans, as well as extensive stakeholder engagement. The main shaping elements of the plan are three-fold:

McGill's Vision

The University's goals are expressed in the Principal's Priorities and the Strategic Academic and Research Plans. They play an overarching role and provide the strategic pillars for the plan. The Principal's vision of an open, connected and purposeful campus, the Strategic Academic Plan's core ideas of a university that is open to the world, expands diversity, leads innovation, connects across disciplines and sectors and connects with our communities, as well as the Strategic Research Plan's commitments to fostering creativity, promoting innovation, problem solving through collaboration and partnership, promoting equity, diversity and inclusion, transcend the plan in every layer. The reports of the Principal's Task Force

on Respect and Inclusion in Campus Life, the Provost's Task Force on Indigenous Studies and Education as well as McGill's Commitments to Sustainability, including achieving carbon neutrality by 2040 (as stated in the Vision 2020: Climate & Sustainability Action Plan), elaborate on these goals and further inform the plan.

Studies and Plans

Several plans and studies played an important role in creating the analytical basis for the plan. In 2015, the prospect of major new constructions such as the reinvented library and new pavilions on the former Powell and Royal Victoria Hospital (RVH) sites, in combination with McGill's increasing deferred maintenance challenges, led to a study of the condition of the university's buildings as well as an assessment of space needs. A strategy of new construction, renovation and asset release was put forward in a draft real estate plan in 2017. An urban design study followed, which tied the real estate plan to an overall vision for campus space transformations. A draft landscape master plan, produced

in 2017, further informed the planning process and a 2019 transportation study helped confirm assumptions related to mobility and accessibility. A 2018 assessment of space needs updated existing 2015 data and was informed by the 2019-2020 faculty capital priorities exercise as well as a detailed analysis of classrooms. Finally, the 2008 Planning and Design Principles, produced by Diamond Schmitt Architects, should be mentioned in this context as they provided a valuable starting point for many of the discussions that took place as part of the stakeholder engagement process.

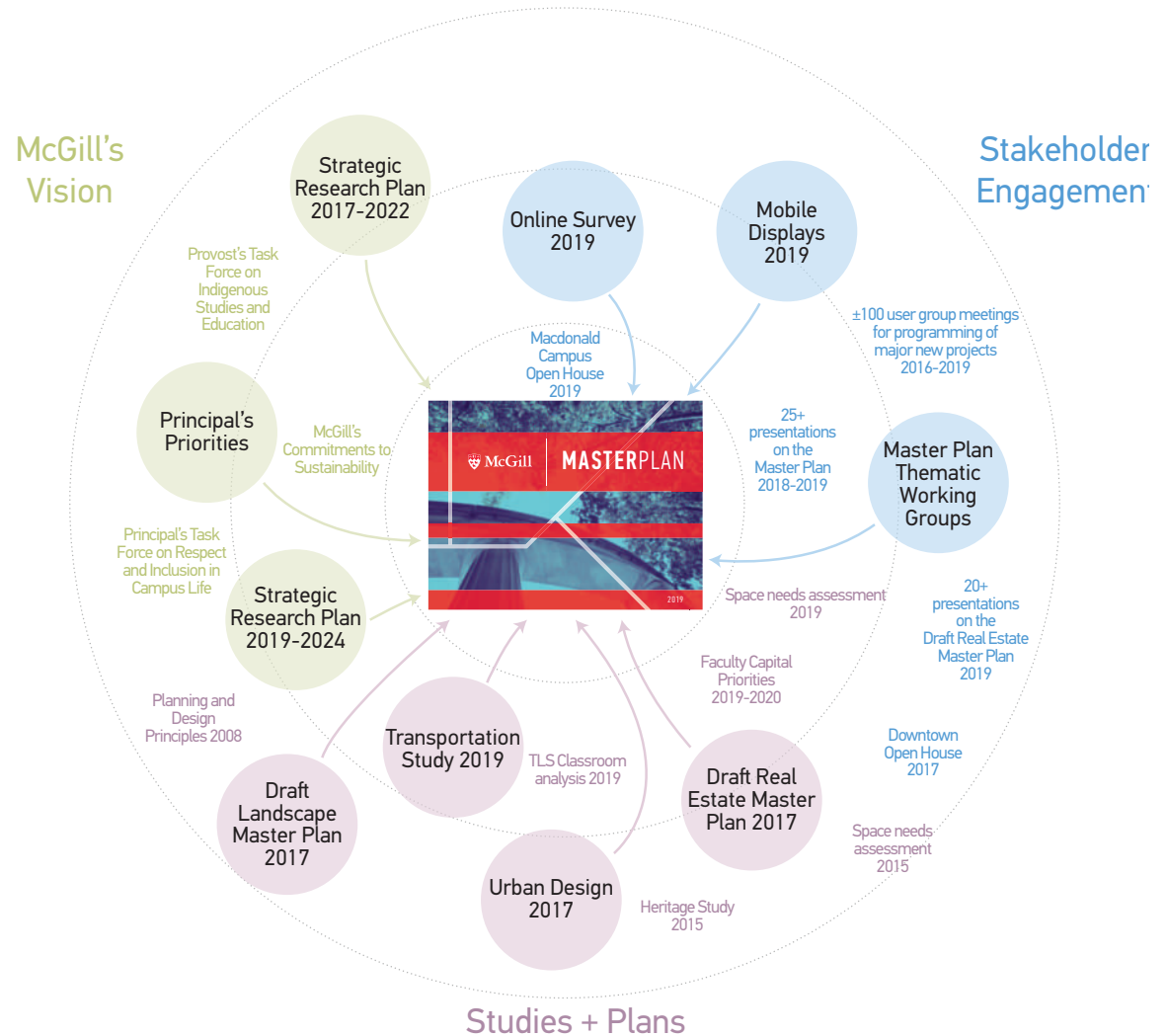
Stakeholder Engagement

One key element that shaped the master plan was an elaborate stakeholder engagement process that began to inform the plan as early as 2016. Specifically, over 60 user group meetings helped shape a vision for a new pavilion on the former RVH site as a destination for multi-disciplinary research and teaching. In 2017, an open house informed the McGill community and solicited feedback regarding

ongoing and planned projects as well as the draft real estate master plan. The open house included over 20 presentations to targeted stakeholder groups to seek feedback on these topics. Over the course of 2017 and 2018, engagement processes were put in place for visioning and programming for projects such as a new pavilion on the Powell Site and for a new research and innovation pavilion at Macdonald Campus.

A targeted engagement for the plan started in the fall of 2018, with over 25 presentations to specific stakeholder groups, an open house at Macdonald Campus, thematic working groups on specific themes, mobile displays and an online survey. Throughout the engagement process, stakeholders were asked to provide input on the vision of the plan and feedback from these groups played an important role in articulating the final guiding principles, as well as in shaping its interventions and orientations.

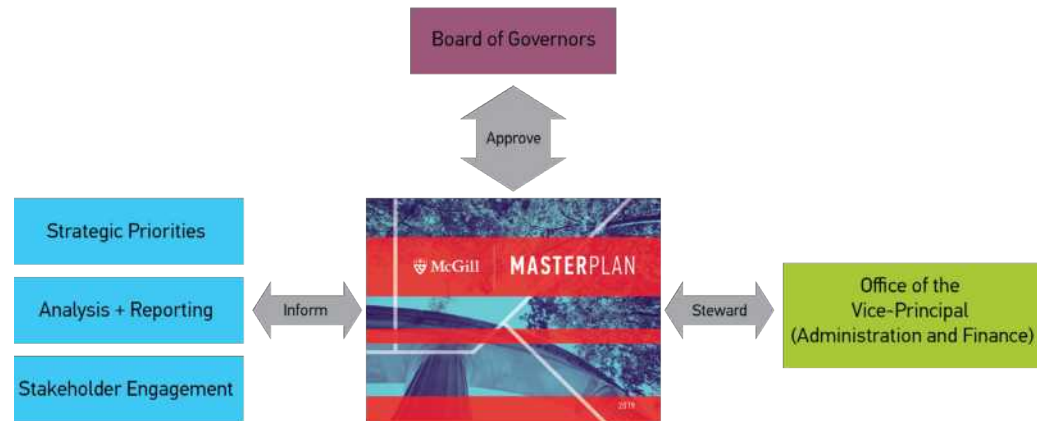
The master plan was at the centre of a process based on McGill's strategic vision, studies and previous plans as well as a stakeholder engagement process.



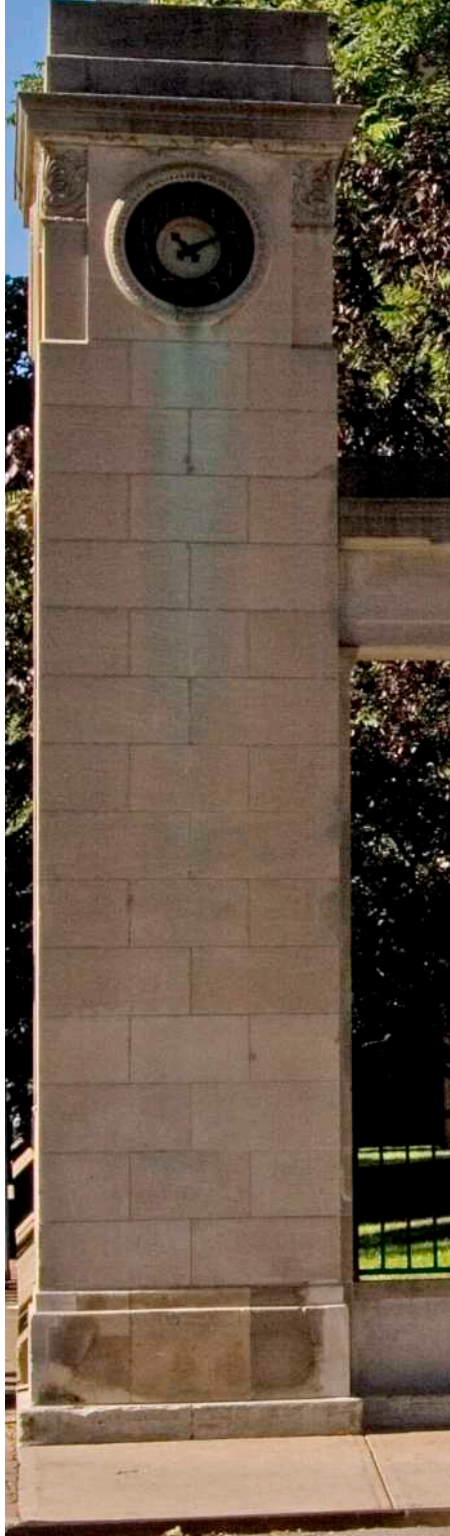
APPROVAL + GOVERNANCE OF THE PLAN

The master plan is an institutional document that is intended to evolve over time as interventions are realized and new University initiatives emerge. It is approved at the level of the Board of Governors, in accordance with the terms of reference of its Building and Property Committee. The master plan will continue to be informed by the University's strategic priorities, ongoing analysis and engagement with the McGill community.

Stewardship of the master plan will be provided through the Office of the Vice-Principal (Administration and Finance) in order to ensure continued application of the plan, monitor progress and adapt to changing conditions.



The master plan is approved by the Board of Governors and it is stewarded by the Office of the Vice-Principal (Administration and Finance). It is continuously informed by the strategic priorities of the University, analysis and reporting as well as ongoing stakeholder engagement.





TRANSFORMING OUR CAMPUSES

This section provides an overview of the transformative interventions that will collectively contribute to the creation of campuses that are open, connected and purposeful. These interventions are presented early in the document to clearly outline the tangible impacts that the plan will have on the campuses. Specific analyses and a set of precise orientations that support the following interventions are presented in subsequent sections.

New pavilions, repurposing of existing buildings, new pedestrian links, plazas and squares will transform our campuses over time. New spaces for research, teaching and student life will support the mission of the University while also enhancing the experience of all campus users. The plan envisions campuses comprised of well-connected neighbourhoods and these interventions link specific needs to the University's long-term strategic vision.

DOWNTOWN CAMPUS

The Downtown Campus is comprised of four neighbourhoods, Lower Campus, Upper Campus East, Campus North and Upper Campus West.

The neighbourhoods are multi-faculty and new developments in each area will further strengthen the neighbourhoods' roles as new destinations for students and staff from all around campus. All major new developments, the new pavilion on the RVH site, Powell, Wilson Hall and Fiat Lux, strive to be multi-disciplinary spaces open to all of McGill. In concert with improvements to existing spaces as well as a green active network of pedestrian links, plazas and squares, the transformations will ensure that each neighbourhood will provide welcoming, safe and state-of-the-art spaces for the McGill community. The identities of each neighbourhood are unique, yet connected to the rest of the campus.

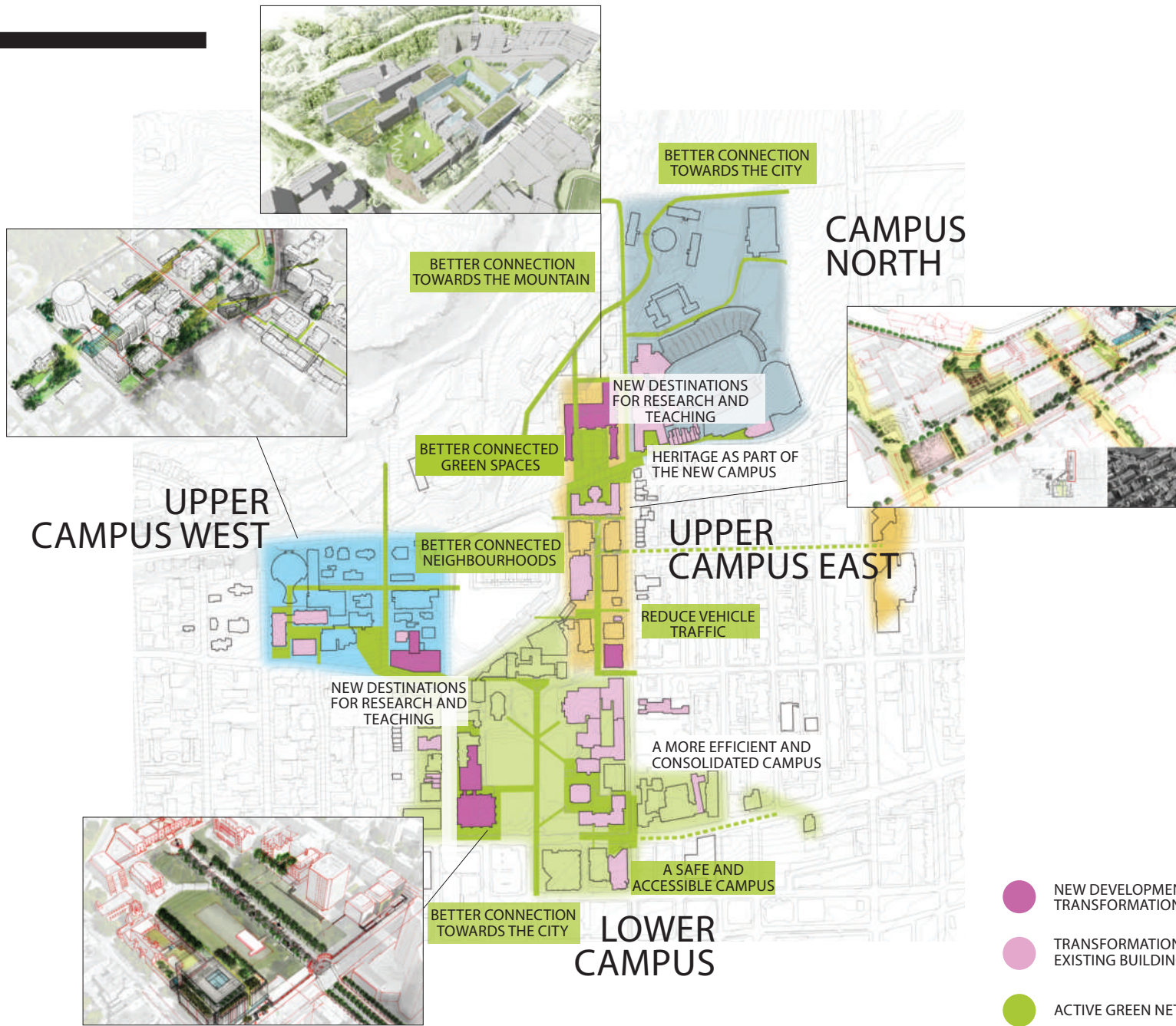
The 26 interventions that will transform the downtown campus are identified over the following pages. Interventions will enhance each neighbourhood's character, improve spaces for research and teaching, focus on promoting student life and contribute to a green network of open areas, plazas, squares and green corridors that will connect the neighbourhoods with each other as well as towards the city and the mountain.

Downtown campus transformation characteristics:

- New developments act as triggers for the repurposing of existing buildings and for the improvement of the surrounding open spaces.
- Permeability of the campus edges is achieved through the introduction of new, intuitive ways of entering the campus from and towards downtown, the Plateau Neighbourhood and the Mount Royal. These new entrances will be carefully chosen and planned to ensure safety and

the conservation of the campus' spatial distinctiveness within the downtown context.

- Neighbourhoods will be linked to each other through new accessible pedestrian paths that will connect existing open spaces such as McTavish Street, the Main Road, James Square and create a connected, safe and intuitive network of green spaces.
- New developments will offer state-of-the-art research and teaching spaces.
- Reduction of vehicular traffic on campus.



LOWER CAMPUS

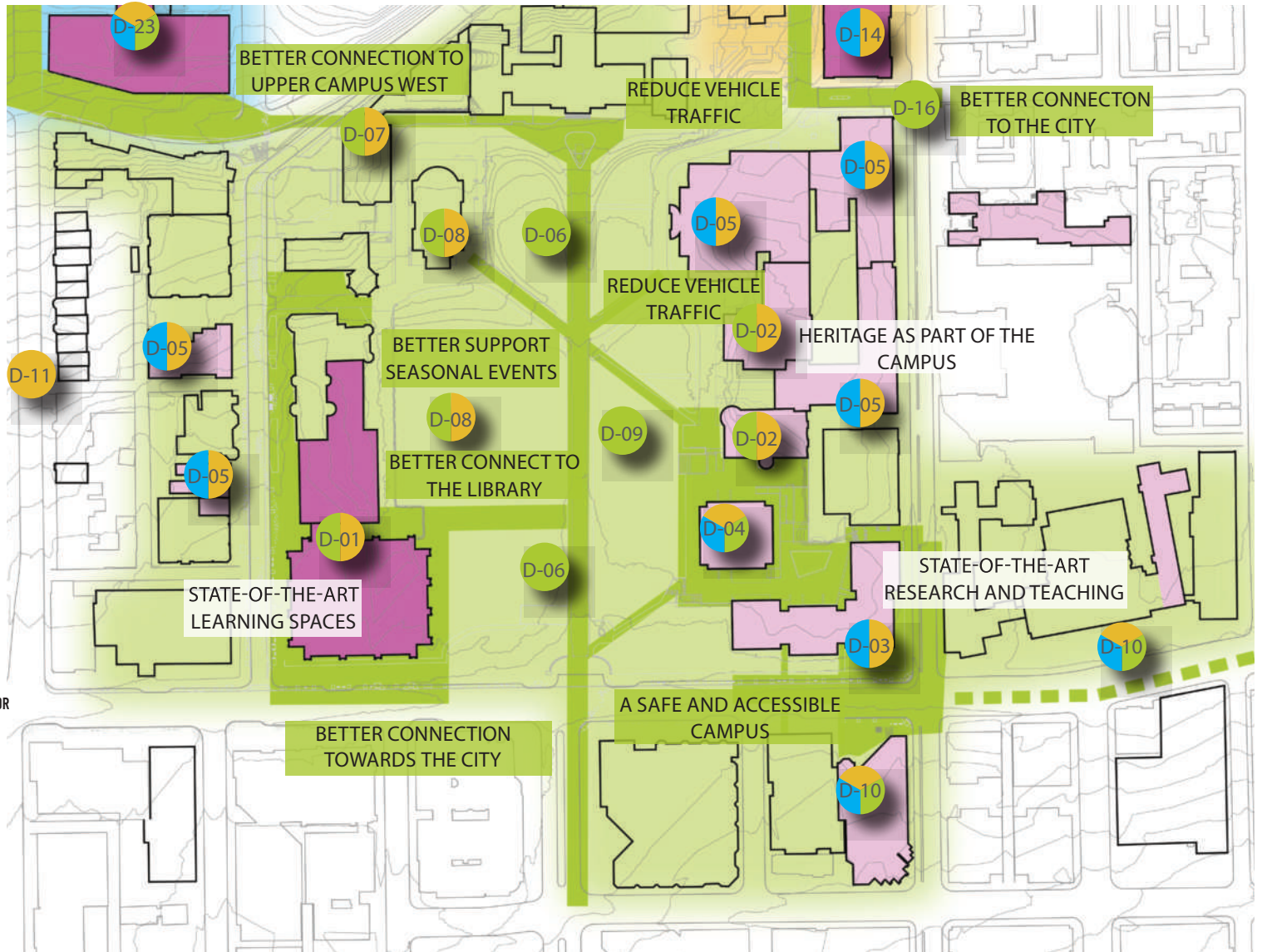
As the heart of the campus, lower campus is the most prominent and defining neighbourhood. A reinvented library in the McLennan and Redpath Library buildings will offer large study and collaborative work spaces, drawing students into this area, from all over campus.

Relocations to the new pavilion on the former RVH site will vacate significant amounts of space in existing buildings, offering opportunities to repurpose for research, formal and informal learning, community, food and lounge areas.

Increased permeability of the campus edges will enhance visibility of McGill towards downtown and create new pedestrian links from McTavish and University Streets as well as Dr. Penfield Avenue.

Lower Campus transformation characteristics:

- Dedicated exterior spaces for events.
- New points of access to campus at strategic locations.
- New east-west pedestrian links.
- New student services on McTavish Street between Sherbrooke Street and Dr. Penfield Avenue, including food services and student advising functions.
- Pedestrians should be prioritized and networks should be designed to ensure safety and accessibility. Reduction of vehicular space and parking to improve connections between the buildings and the lower green.



NEW DEVELOPMENTS AND MAJOR TRANSFORMATIONS

TRANSFORMATION OF EXISTING BUILDINGS

INTERVENTIONS

ACTIVE GREEN NETWORK

STUDENT LIFE

RESEARCH + TEACHING

LOWER CAMPUS INTERVENTIONS

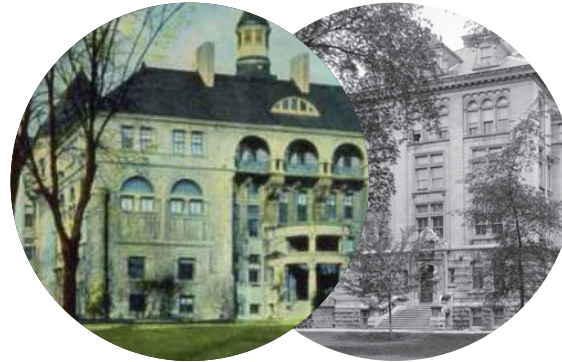
D-1 A reinvented library

Reconfiguration of the McLennan and Redpath Libraries. Space for new state-of-the-art learning areas that foster creativity and collaboration will become available through the creation of an off-site collection facility. Strategically located at the corner of Sherbrooke and McTavish Streets, the transformed library will offer additional pedestrian access points from Sherbrooke Street, both to the building and to the lower field, increasing the permeability of the south-west corner of the campus. Access to and across the library complex will be possible from the west field.



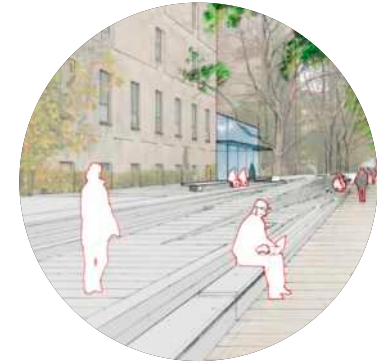
D-2 Embracing our core heritage buildings as iconic features of the campus

Macdonald Stewart, Macdonald Harrington and other heritage buildings dating back to the first expansion of the campus are defining elements of the east field. Landscaping around these buildings will reveal their iconic features and reconnect them to the campus while also improving accessibility.



D-3 Otto Maass as a teaching hub and gateway to campus

The relocation of research laboratories out of the building will allow for the transformation of Otto Maass into a major teaching lab hub, with state-of-the-art, multidisciplinary and flexible wet teaching laboratories. Strategically located at the corner of Sherbrooke and University Streets, Otto Maass will act as a gateway, increasing permeability of the south-east corner of the campus, leading students through and around the building, onto the lower field.



D-4 Opening the Burnside Terrace

Large areas in Burnside Hall will be affected by relocations into a new pavilion on the former RVH site. A reconfigured Burnside Hall will concentrate student life promoting spaces on the lower levels of the building, including a food venue while visually and functionally opening the ground level towards the lower field. The Burnside Hall garage edicules will be redesigned to create new views from the east field towards Macdonald Stewart and the new terrace. Student flow will be possible through

and around Otto Maass and onto this redefined terrace. The Burnside Hall garage will become a major bike parking facility on campus.

D-5 Improved spaces for research, teaching and student life in repurposed buildings

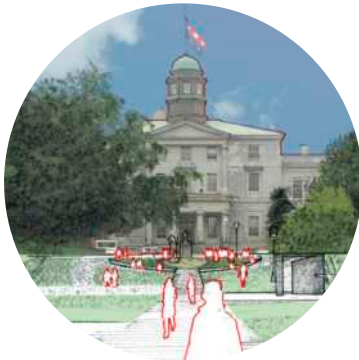
Significant areas in Frank-Dawson-Adams, Macdonald Engineering, McConnell and Peterson Hall will be vacated through relocations to a new pavilion on the former RVH site. Renovation of these spaces will offer the opportunity to increase areas for informal study and food services while adding active learning classrooms and state-of-the-art research labs to this neighbourhood.



LOWER CAMPUS INTERVENTIONS (CONTINUED)

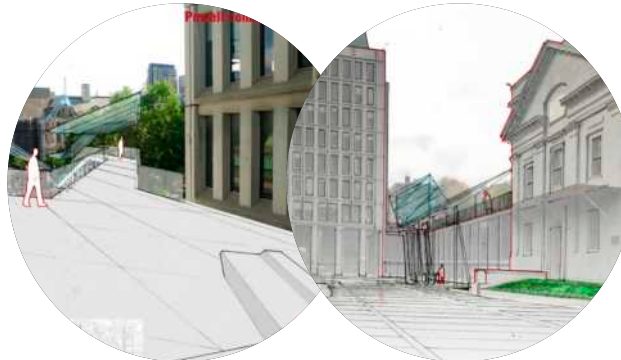
D-6 Embrace the main road as a green artery of the campus

Covering the area from Sherbrooke Street up to the Arts Building, this intervention will transform the main road to better reflect and celebrate its new role as a pedestrian zone. With the area around Roddick Gates completed, and the lower main road expected to be redesigned, the y intersection and a belvedere in front of the Arts Building will complete the transformation of the main road into a major pedestrian axis and plaza. Motorized vehicle access in the entire area will be further restricted.



D-7 Leacock as a key strategic link

The lower Leacock terrace has recently been renovated and the upper terrace is slated to be turned into a new plaza and outdoor classroom. A new stair linking the space in front of Leacock, towards Dr. Penfield Avenue will complete the transformation of the Leacock terraces. This will create a new strategic link between the Lower Campus and Upper Campus West neighbourhoods, significantly reducing travel times between the new and existing teaching hubs in Leacock and the new pavilion on the Powell site.



D-8 Embrace the West Field as McGill's events destination

A custom-designed seasonal structure will accommodate all major outdoor events that draw large numbers of people, such as convocation, Pow Wow, and orientation activities. Strategically located on the west field, it will be accessible from the main road and will be in dialogue with the new lower field access from the west, across and around the reinvented library. A more accessible Redpath Museum dedicated to its specific museum functions will further contribute to the public nature of this part of the campus.



D-9 A clearly defined identity for the east field

The reconfiguration of the east field into a bioretention zone will redefine this prominent location on campus. Groundcover and vegetation that promote permeability and rain water retention, combined with pedestrian walkways and other means of crossing the area, will allow for effective rainwater management on campus while showcasing McGill's sustainability efforts. Design elements and vegetation will celebrate Indigenous cultures.



D-10 Better connect to McGill's buildings along Sherbrooke Street

680 Sherbrooke will undergo transformations in several phases. Short- and medium-term interventions will focus on accommodating growth for existing functions in the building as well as providing space for new programs and units that need to be relocated out of inadequate spaces on campus. After construction of RVH and Powell, and the subsequent renovation of Strathcona Anatomy and Dentistry, repatriation of academic units into other areas of campus will allow for lease consolidation in the building.



D-11 Give a home to McGill-allied functions in the Peel Street row houses

The Peel Street row houses are part of the campus. Existing McGill-allied functions in this area will be appropriately accommodated in the heritage buildings. In addition, academic functions that cannot be housed in more central areas of the campus and that are compatible with the buildings' characteristics, such as offices and seminar rooms, will continue to be part of this area.



UPPER CAMPUS EAST

Upper Campus East covers the area from Milton Gate to Dr. Penfield Avenue. With the new pavilion for Sustainability Systems and Public Policy, this area of the campus reaches across Pine Avenue and links the campus towards the Campus North neighbourhood, the mountain and the Plateau Neighbourhood.

Wilson Hall is strategically located at a pedestrianized Milton Gate. It will be renovated, opened and reoriented towards the campus.

A new green corridor will enhance this major pedestrian link between Milton Gate and the new research and teaching hub on the former RVH site.

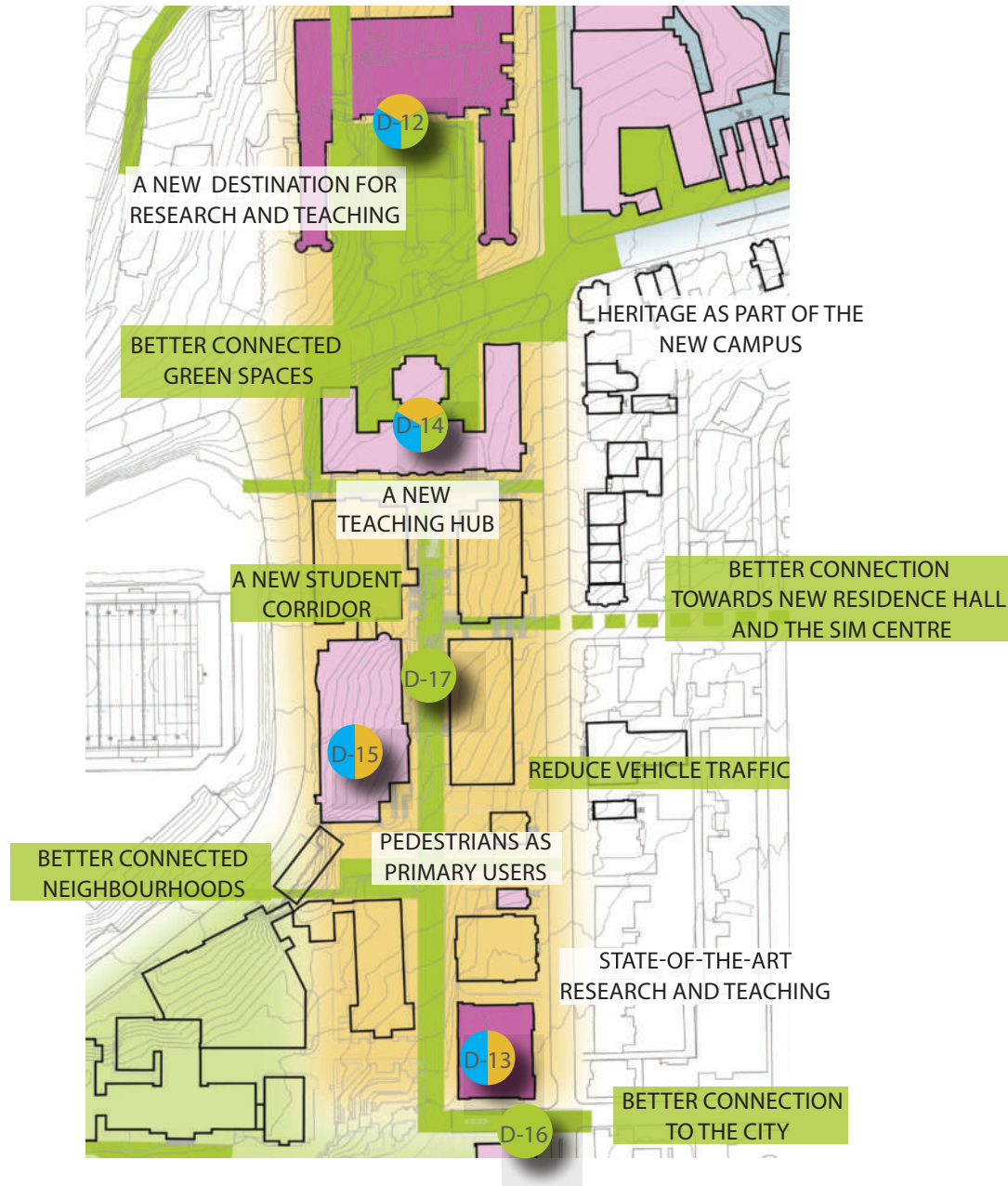
Upper Campus East transformation characteristics:

- A new pavilion for Sustainability Systems and Public Policy on the site of the former Royal Victoria Hospital.
- A renovated Wilson Hall, with a new entrance from within the campus.
- A new student corridor along Tomlinson lane, connecting lower campus through and around Strathcona Anatomy and Dentistry with the new pavilion of Sustainability Systems and Public Policy (former RVH).
- New east-west pedestrian links to better connect towards Dr. Penfield Avenue towards the reservoir and towards New Residence and the Sim Centre on Park Avenue.
- Dedicated and reduced delivery entrance and circulation areas.
- Increased student services in buildings repurposed after the relocation of selected units into new developments including the former RVH and Powell.

- NEW DEVELOPMENTS AND MAJOR TRANSFORMATIONS
- TRANSFORMATION OF EXISTING BUILDINGS

INTERVENTIONS

- ACTIVE GREEN NETWORK
- STUDENT LIFE
- RESEARCH + TEACHING



UPPER CAMPUS EAST INTERVENTIONS

D-12 Expanding the campus towards the mountain into a new destination for multidisciplinary research and teaching (former RVH)

A pavilion in new and heritage buildings on the site of the former Royal Victoria Hospital will give a home to Sustainability Systems and Public Policy. These are two anchors that will feature spaces for state-of-the-art research, events, quiet and group study, as well as a major classroom hub, teaching labs, and a food venue. The new spaces will address the University's critical need for space while expanding the campus towards the mountain and the Plateau Neighbourhood.



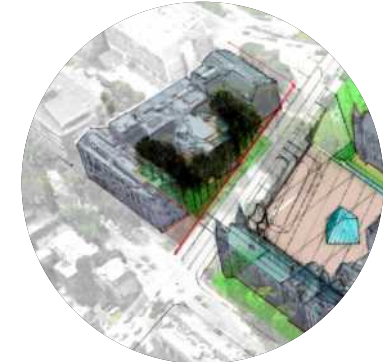
D-13 Renovate and reorient Wilson Hall

The building's renovation will include a main and accessible entrance from the square in front of the James Building as well as student life promoting spaces on the near-ground levels to seize the building's prominent location at Milton Gate, the campus' main entry point from the East. New spaces for teaching, learning and student life, including a food venue, will be included in the renovated building.



D-14 Position Strathcona Anatomy and Dentistry as a gateway

Relocations to a new pavilion on the Powell site will allow for a transformation of this iconic building. State-of-the-art dry research and teaching spaces as well as a food venue will make this building a student destination at a strategic hinge on campus. A new entrance from Tomlinson Lane will lead students into and through the building and will act as a gateway towards the new pavilion on the former RVH site.



D-15 Improved spaces for research, teaching and student life in repurposed buildings

Significant areas in Wong will be vacated through relocations to a new pavilion on the old RVH site. Renovation of these spaces will offer the opportunity to increase areas for informal study and food services while adding active learning classrooms and state-of-the-art research labs to this neighbourhood.



D-16 Embrace the Milton Gate as the primary entrance for pedestrians and cyclists

Elevating pedestrians and cyclists as primary users, motorized vehicle traffic will be limited and controlled. The majority of deliveries will be rerouted and managed appropriately. While ensuring safety, the Milton Gate will be redesigned, similar to Roddick Gates, so as to project an open and connected campus.



D-17 A new green corridor from Milton Gate to Strathcona Anatomy

A major student axis, from Milton Gate to Strathcona Anatomy and Dentistry will be transformed into a new green space linking James Square to the expanded campus, north of Pine Avenue and through Strathcona. A new stair and square behind James Administration will link up to Dr. Penfield. The University Street row houses will be welcomed into campus through better access from the lane and landscaping that will anchor these buildings towards the campus.



CAMPUS NORTH

At present, the area is separated from the rest of the campus a new pavilion on the former RVH site will physically link this area to Upper Campus East and to the rest of the campus. Campus North will play a defining role in connecting the University to Mount Royal and to the Plateau Neighbourhood through a new entrance from the north. Existing spaces for research will be improved to allow for state-of-the-art flexible and interdisciplinary research laboratories. Rerouting and the pedestrianization of existing links towards Upper Residences and the mountain will allow for better student flow towards the campus and through this neighbourhood. To reinvigorate Campus North as McGill's health and wellness destination, better links towards athletics and improvement of services are part of the plan for this neighbourhood.

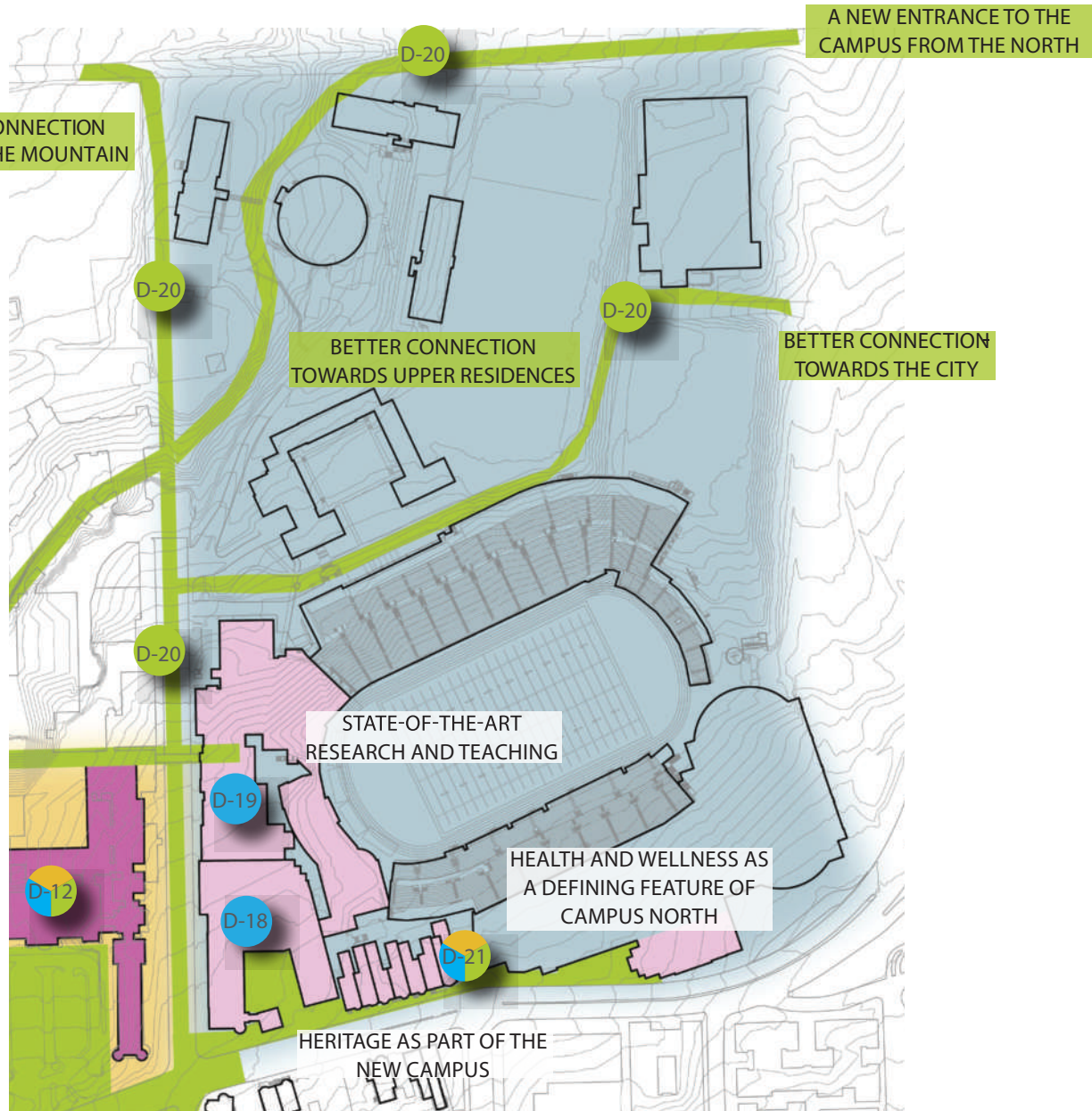
Campus North transformation characteristics:

- University Street as a new link to the mountain and towards the Plateau Neighbourhood.
- A new entrance to campus from the north.
- Improve accessibility to athletics and to Upper Residences.
- Embrace Campus North as McGill's health and wellness destination.

- NEW DEVELOPMENTS AND MAJOR TRANSFORMATIONS
- TRANSFORMATION OF EXISTING BUILDINGS

INTERVENTIONS

- ACTIVE GREEN NETWORK
- STUDENT LIFE
- RESEARCH + TEACHING



CAMPUS NORTH INTERVENTIONS

D-18 State-of-the-art research spaces that connect across disciplines in Lyman Duff

Lyman Duff's new wing will offer state-of-the-art research labs. The heritage wings of the building will undergo renovations that will favor dry functions to better respond to the building's original design. Space vacated through relocations to the new pavilion on the Powell site will allow for the accommodation of expansion spaces for the neighbouring Neuro.



D-19 Neuro as a destination for neurosciences

Allow the Neuro to pursue its mission as a world-leading institution for brain research and advanced patient care. The plan supports cutting-edge research initiatives through the revitalization of laboratories and the installation of new major equipment. This transformation will facilitate the expansion of the Neuro over time into the Lyman Duff complex.



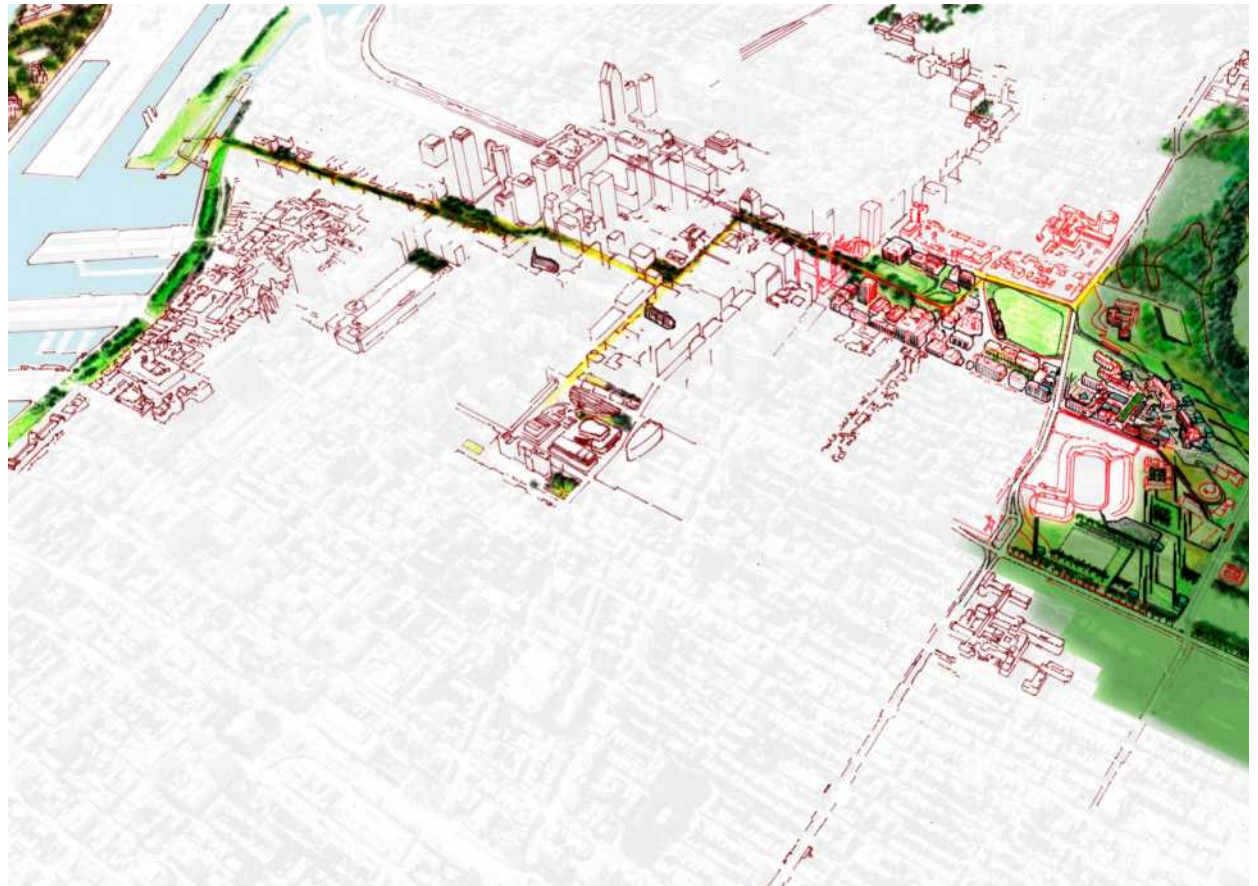
D-20 New pedestrian links to the mountain and the Plateau

Redesigning the existing access routes that lead from University Street to the Upper Residences as well as Douglas Hall will prioritize pedestrians in this area of campus. A new gateway to campus from the north will transform this area. Existing pedestrian links between Park Avenue, the mountain and the campus will be improved to allow for pedestrian flow onto campus from the north and to define a clear entrance from the Plateau Neighbourhood.



D-21 Embrace Campus North as McGill's health and wellness destination

A reinstated and accessible entrance to athletics through Memorial Hall and the expansion of health and wellness related research into the Pine row houses will be part of this intervention. Improvements to safety and greening of the pedestrian axis along Pine Avenue will allow for a better pedestrian flow from Upper Campus East towards athletics. This intervention will also address the southeast corner of this area of the campus, at the intersection of Pine and Park avenues, as a campus edge.



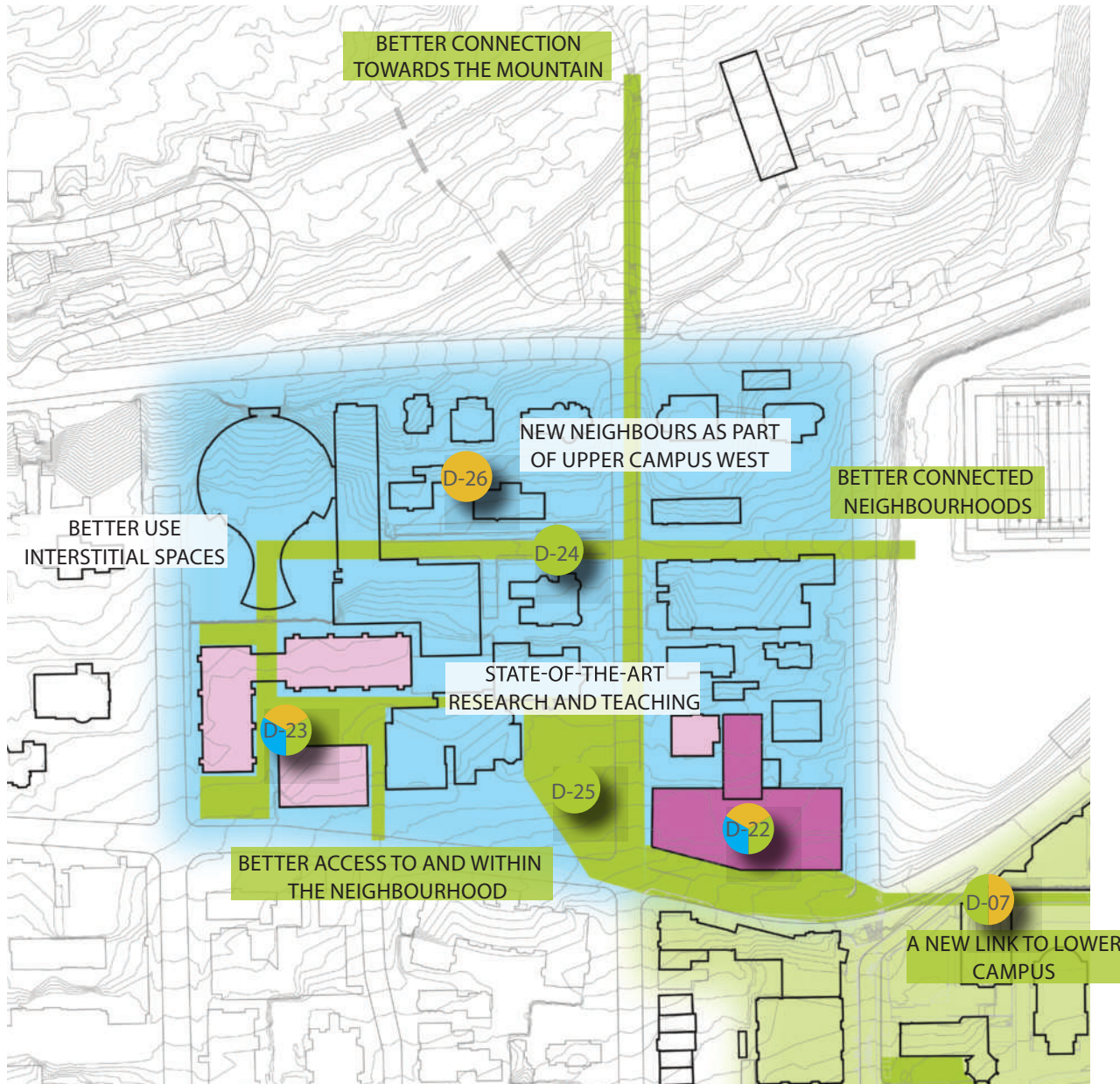
The new pavilion on the former RVH site connects the campus towards the Mountain and the Plateau

UPPER CAMPUS WEST

The Upper Campus West area is characterized by the many mansions along Peel and McTavish streets as well as Dr. Penfield and Pine avenues and the large research buildings that were added over time. Access to and around this area of campus is often difficult with steep slopes to climb from the lower campus and high-traffic streets cutting through. Academic functions that are currently located in the mansions are inefficient with many of them being in a state of ill-repair.

Upper Campus West transformation characteristics:

- Better links between Upper Campus West and the Lower Campus as well as towards McTavish.
- A continuous network of green, safe and accessible pedestrian routes through the neighbourhood.
- Integration of new functions and neighbours into the area, with some of the mansions to be released from the academic inventory.
- State-of-the-art, flexible spaces for research that connect across disciplines.
- A new hub for research and teaching on the Powell site.



- NEW DEVELOPMENTS AND MAJOR TRANSFORMATIONS
- TRANSFORMATION OF EXISTING BUILDINGS

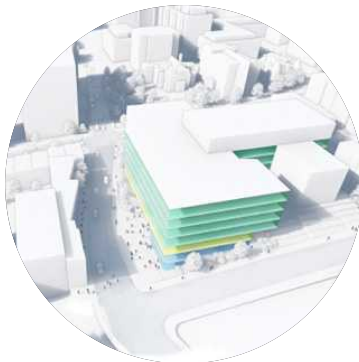
INTERVENTIONS

- ACTIVE GREEN NETWORK
- STUDENT LIFE
- RESEARCH + TEACHING

UPPER CAMPUS WEST INTERVENTIONS

D-22 Powell as a gateway and research and student hub

New spaces for research, teaching and student life, including a food venue, in a new pavilion that will redefine the entrance to Upper Campus West. The 3647 Peel Street mansion will be renovated and incorporated into the project. The building's implementation on the site will improve pedestrian flow from Lower to Upper Campus West, through widened sidewalks and accessible entrances at several levels, improving accessibility in this area of the campus.



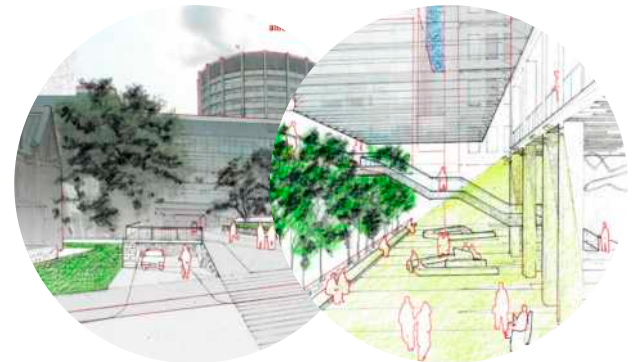
D-23 Stewart Biology as a new edge

The renovated Stewart Biology building will be a major hub for research and teaching. Improved connections of the existing courtyard towards the law atrium and the McIntyre and Life Sciences buildings will link this complex of three blocks to a loop of pedestrian walkways that will tie together the Upper Campus West neighbourhood. State-of-the-art flexible research and teaching labs, active-learning classrooms and auditoria, as well as a food venue will be part of the renovation.



D-24 A green structuring axis for the neighbourhood

McIntyre lane is one of the main access points to this neighbourhood. The elimination of motorized vehicle through-traffic and the creation of a separate access to the McIntyre garage will make McIntyre lane a safe, accessible and green pedestrian axis that will allow for student flow from the McTavish student corridor towards the McIntyre building. Reaching from the Education Building across the neighbourhood towards William-Osler Drive, the lane links two edges of campus. A new space for students between Stewart Biology and the McIntyre Building is part of this intervention.



D-25 Old Chancellor Day Hall landscaping

Significant differences in height characterize the corner of Dr. Penfield Avenue and Peel Street. Large classrooms in the Upper West Campus area generate high pedestrian traffic. The proposal is to improve pedestrian traffic along Peel Street and Dr. Penfield Avenue through creating additional paths that will lead students from Powell directly onto the Old Chancellor Day Hall lawn. This will create a complete and coherent network from Lower Campus to Upper Campus West.



D-26 New neighbours along McIntyre lane

The mansions along Pine Avenue will be released from the academic inventory, redefining McIntyre lane as an edge of the campus, with new neighbours as part of the neighbourhood.

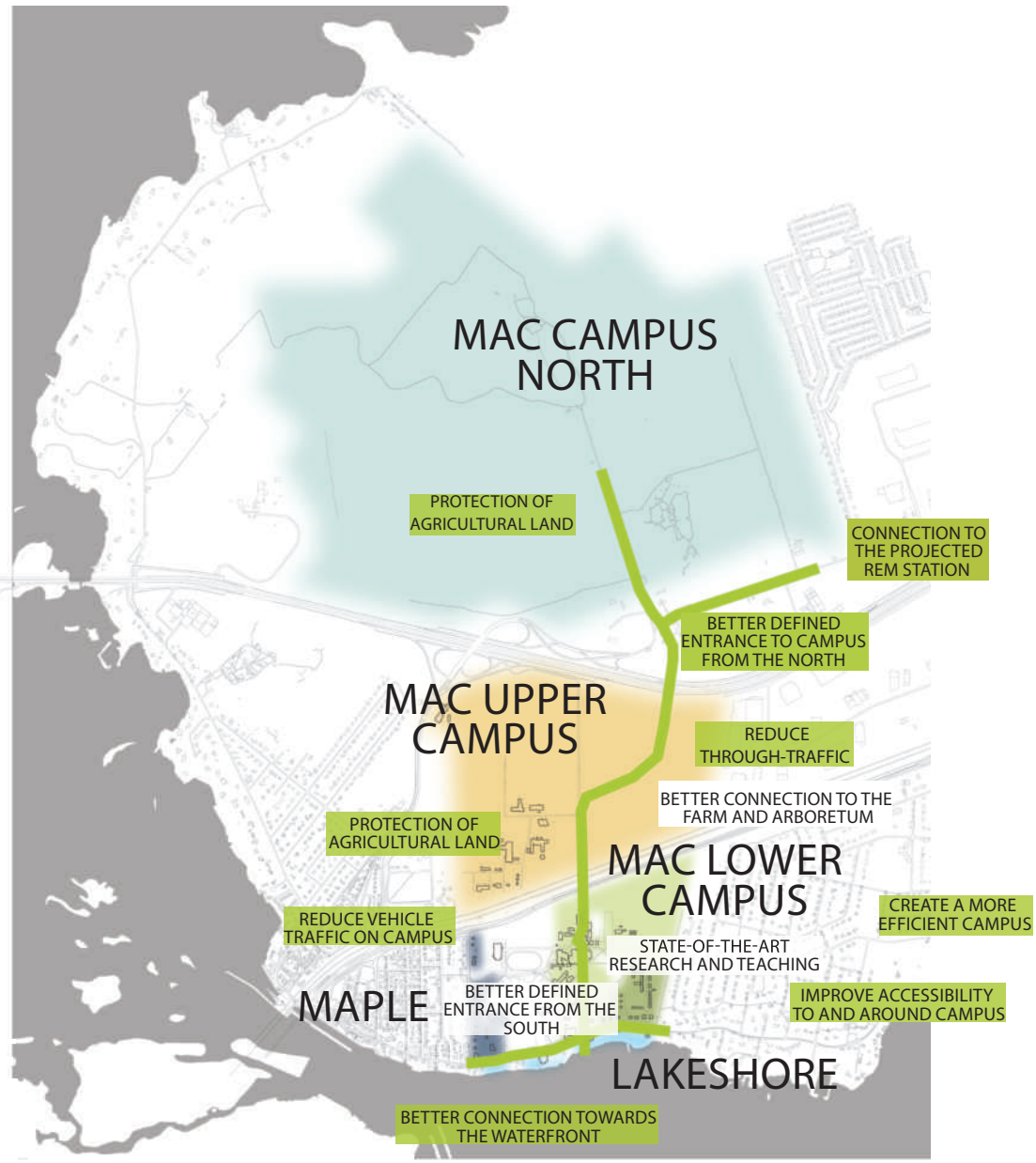


MACDONALD CAMPUS

The Macdonald Campus is comprised of five neighbourhoods, Mac Lower Campus, Mac Upper Campus, Mac Campus North, Maple and Lakeshore. The plan emphasizes the importance of connecting the neighbourhoods in order to fully exploit the Macdonald campus' vast and beautiful spaces. The future REM station that will be located not far from the campus will offer a new connection to downtown. Mac Lower Campus will be transformed by new landscaping initiatives, the improvement of existing spaces, a new pavilion for research and innovation and, in the longer term, a new pavilion for student life. The proposal also includes measures to better connect the campus to the lakeshore and to identify clear entrances and a campus core. The rebalancing of the real estate portfolio at Macdonald Campus will increase efficiency and allow for a more compact lower campus area.

Macdonald Campus transformation characteristics:

- Utilize the future REM station as an opportunity to better connect the Macdonald and Downtown Campuses while also enhancing links locally.
- Create a new heart for the campus.
- Connect the campus to the lakeshore.
- Improve student experience.
- Renew existing research and teaching facilities and expand into new spaces.
- Steward the campus' natural environments in a responsible way.
- Naturalize areas of the lakeshore that cannot be used for student life promoting outdoor spaces.
- Reduce the fragmentation of the campus through the consolidation of academic functions as well as through the release of buildings that are inadequate for academic functions.

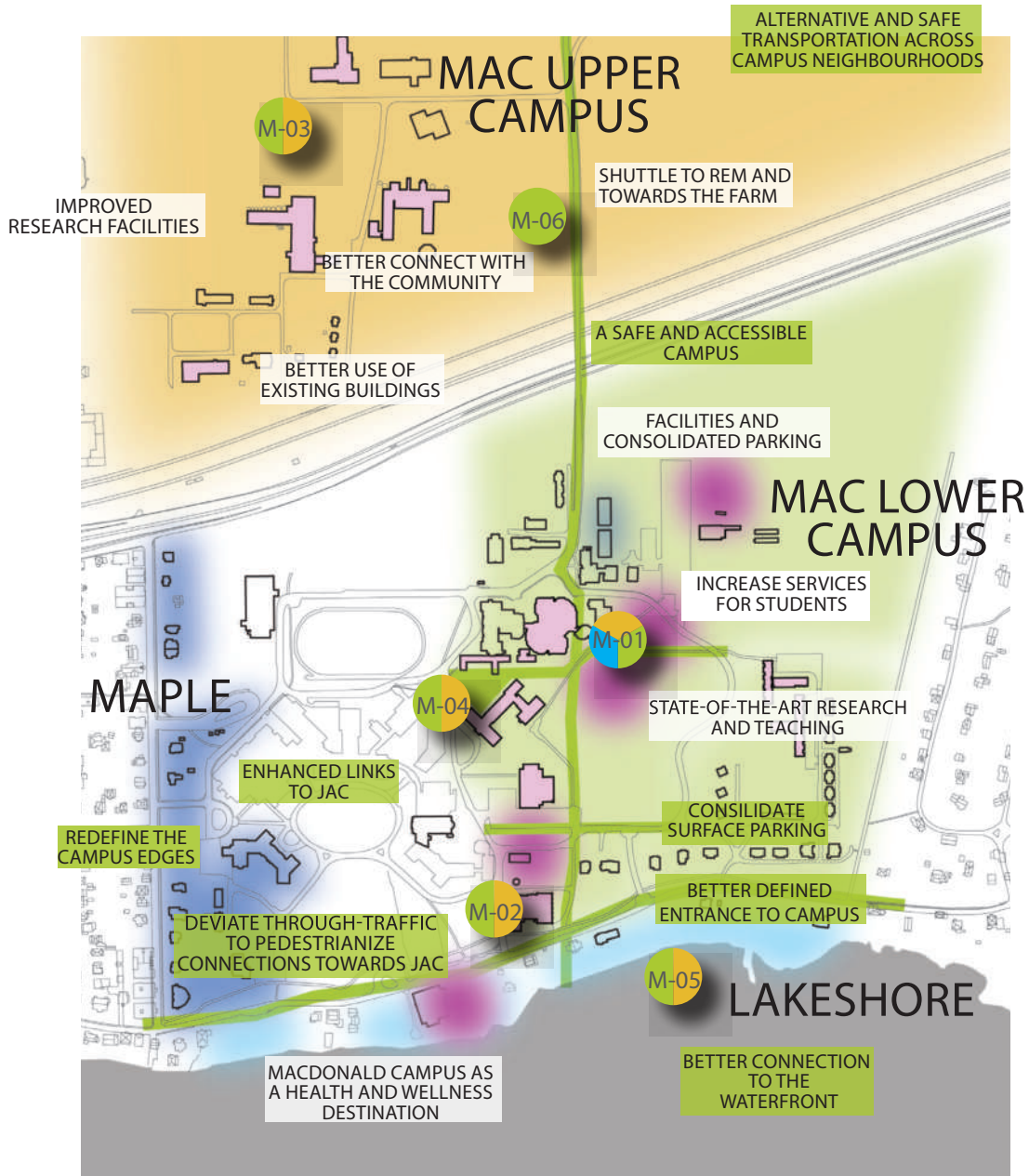


MAC LOWER + UPPER CAMPUS

The interventions proposed for Macdonald Campus focus on improving research and teaching facilities through the strategic addition of new constructions. This rebalancing will give the campus a stronger core. Interventions will also better define entrances to the campus and the lakeshore will be recognized as an iconic natural feature that will be better connected and will bring activities that promote student life the waterfront. Increased and more diverse transit will better connect the campus to downtown.

Mac Lower and Upper Campus transformation characteristics:

- Strategically place new pavilions in an effort to rebalance the campus around a new core.
- Improve and locate student services along an enhanced green corridor that links research and teaching facilities to the waterfront.
- Create distinct and character defining entrances to campus from the north, south and west.
- Improve open and green spaces and introduce leisure and sports activities on the lakeshore.
- Replace the existing overpass with a new structure that will allow for safe pedestrian and cycling routes towards the farm and the rest of campus.



MACDONALD CAMPUS INTERVENTIONS

M-1 Embracing research and innovation as defining features on campus

A new pavilion for research and innovation will be strategically located on an enhanced research axis. Spaces that promote student life on the ground and near-ground-floor levels, and state-of-the-art research and collaboration spaces will allow the building to become a major new destination on the campus. This new hub will affect many buildings through relocations and subsequent repurposing. This will allow for improvements to research spaces in existing buildings throughout the campus.



M-2 Reinvigorating student life at Macdonald Campus

Key student-life functions will be included in the new research and innovation pavilion. In the longer term, a new pavilion for student life will create a new student core. This pavilion will address the campus' needs for improved student-centered activities including teaching labs, collaborative learning spaces, as well as a new home for athletics. Strategically located near the south edge of campus, the new pavilion will strengthen the campus' presence on Lakeshore Road.



M-3 Embrace the farm and arboretum as defining areas of Mac Campus

A new community engagement centre will draw visitors to the farm. The consolidation and improvement of research spaces in the farm and arboretum will further reinvigorate the campus. The protection of agricultural and preservation of natural land plays a decisive role in both areas.



M-4 A new public hub for the campus

Creating a new entrance to campus from the west, a new square Laird Hall and the greenhouses will host Mac Market and other campus-defining functions. The new square will anchor Laird Hall towards the campus and connect the green corridor to the consolidated public and shuttle transport stop located between the Macdonald and John Abbott College campuses.

M-5 Waterfront improvements

Waterfront walkways, greening and the introduction of new and relocated sports activities will reinvent the Macdonald Campus central lakeshore area and will bring student life activities into this bucolic area of the campus. Naturalized areas of the lakeshore will return sections of the shore to its natural state, with aquatic research as a vital part of the activities. The lakeshore neighbourhood will emphasize the natural beauty of Macdonald Campus and become a new leisure and research destination.

M-6 Better links between the Macdonald and Downtown Campuses

The Sainte-Anne-de-Bellevue REM station will be located at short distance from the Macdonald Campus. A new REM shuttle will play an important role in connecting the two campuses. These public transportation enhancements will further increase transportation options, and traveling between the two McGill campuses will be transformed. In addition, a new overpass towards the farm will allow for safe lanes for pedestrians and bicycles.

M-7 Rebalance real estate to better serve academic functions

Academic functions on the Maple Street houses will be consolidated on campus. This will create a more compact lower campus area and will support the creation of a clear entrance to campus from Lakeshore Road.



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PLANNING FRAMEWORK

The planning framework outlines the foundation on which the plan is built. First and foremost, it articulates a common vision for the campus that is reflective of the mission of the University as well as key strategic documents and sustainability targets. This vision is then translated into a set of guiding principles, to which specific interventions and orientations are aligned.

The stakeholder engagement process, through which the McGill community provided input into the plan is described in greater detail. This section also discusses the scope and reach of the plan, presents McGill's campuses in a regional context and touches on the regulatory and zoning environment that the plan responds to.

A VISION FOR MCGILL'S CAMPUSES

Above all else, the Master Plan seeks to support the continuous pursuit of McGill's mission articulated as follows:

The mission of McGill University is the advancement of learning and the creation and dissemination of knowledge, by offering the best possible education, by carrying out research and scholarly activities judged to be excellent by the highest international standards, and by providing service to society.

In fulfilling its mission, McGill University embraces the principles of academic freedom, integrity, responsibility, equity, and inclusiveness.

The Principal's Priorities

The Principal has set five specific priorities that reflect McGill's strengths and values and set a specific direction for the institution. The master plan seeks to advance and support the pursuit of all of these priorities as follows:

The McGill Commitment: providing all students with a stimulating, innovative, and inquiry-based educational experience.

Unleashing our Full Research Potential: Laying the foundation for McGill to excel in the increasingly competitive and challenging global research environment.

Community Partnerships: Making McGill a responsive and dynamic collaborator with a wide range of communities and partners, locally, nationally and globally.

My Healthy Workplace: Turning McGill into a true learning organization, where staff are

empowered to use their knowledge to increase agility and effectiveness.

Transforming our Campus: Providing our physical and virtual campuses with the resources necessary to continue our missions in a sustainable, safe and welcoming environment.

While the master plan supports all of these priorities, it has the largest impact on the transforming our campus priority. The master plan will directly address the areas of focus including campus expansion, respecting our heritage footprint, sustainability, accessibility and maintaining a safe and welcoming environment for students, staff, faculty and researchers. Furthermore, the plan supports the specific projects of articulating a campus space plan, greening the campus and supporting the upgrading of classrooms and teaching labs.

The 2017-2022 Strategic Academic Plan

The Strategic Academic Plan articulates a clear vision for McGill's campuses. This vision is built on a set of three core ideas for a university that is open, connected, and purposeful. Such a university is:

Open to new ideas, other ways of looking at the world; open to cultural and human diversity; open to new ways of doing things; connected to its local and global community; connected across disciplines, boundaries of geography and sectors; and imbued with a clear sense of purpose, because what we do – learning, using and advancing knowledge, exploring new paths in knowledge – has never mattered more to our community and our world.

This vision is translated into five key objectives:

- Be open to the world
- Expand diversity
- Lead innovation
- Connect across disciplines and sectors
- Connect with our communities

McGill's Strategic Research Plan

The master plan seeks to support McGill's Strategic Research Plan articulated as seven research excellence themes, five core commitments and four strategic objectives. The master plan seeks to ensure that McGill's research mission is supported through enhancing and revitalizing research facilities and infrastructure while also ensuring that these facilities support new ways of conducting research and allowing researchers to collaborate, interact and innovate in a dynamic environment.

In order to achieve the vision articulated by the aforementioned strategic documents, the plan defines nine specific guiding principles that describe, in greater detail, how the plan translates the broader vision into specific intentions for McGill's campuses.



GUIDING PRINCIPLES

01. Foster a Dynamic Academic Community

Create high-quality campuses that foster close relationships between research, teaching and learning with an emphasis on spaces that prioritize interdisciplinary and experiential activities as well as spontaneous interactions. New facilities should be developed around academic and research themes that are shared by multiple faculties, departments and institutes while allowing for flexibility over time. Spaces must be designed to support a mix of formal and informal activities.



02. Support Sustainability Through Governance

Establish practices, processes and governance structures that support the long-term viability of McGill's campuses by developing the capacity to implement the plan in a way that is economically, socially and environmentally sustainable. Define evidence-based interventions that seize opportunities, are appropriately scaled and are prioritized to maximize feasibility while actively monitoring the implementation of the plan through well-defined targets.



03. Strategically Manage Physical Assets

Holistically manage real estate and landscape assets to ensure that there is sufficient high-quality interior and exterior spaces that support the mission of the university. This includes the development, adaptive reuse and acquisition of these assets as well as the careful release of properties that are not well suited for academic functions.



04. Conserve and Enhance Historic Buildings and Landscapes

Act as a responsible steward of historic buildings and landscapes by recognizing heritage as a strength and a significant defining feature of the campuses. Built heritage is a part of the identity and branding of McGill. Enhance the viability of historic assets by aligning their vocation and ongoing use with current best practices and environmental considerations.



05. Express the Uniqueness of our Campuses

Recognize and enhance the unique contemporary and patrimonial characteristics, qualities and symbolic spaces of the campuses. Any physical modifications should improve and enrich the fundamental character-defining qualities of the campuses, while also respecting their specific settings.



06. Enrich Student Life

Prioritize and protect formal and informal spaces on and off campus for services that support and enhance the student experience. In particular, ease access to services throughout the campus and where students congregate as well as maintain and allocate appropriate spaces for these functions.



GUIDING PRINCIPLES (CONTINUED)

07. Create and Maintain State-of-the-art Campuses

Improve the allocation of space and construct new facilities to ensure that physical resources are available, up to date and optimally used. Ensure that facilities and infrastructure meet high standards for quality, efficiency and performance. The development and allocation of new spaces should consider life-cycle analysis and reflect industry standards with a focus on environmental sustainability.



08. Improve Campus Accessibility and Mobility

Create open campuses that can be easily accessed by a variety of users including the McGill community, academic partners as well as other visitors. Improve accessibility and mobility to, between and within the campuses by promoting sustainable and viable transportation options including walking, cycling and public transit. The pedestrian experience must be prioritized through safe and accessible links and pathways while minimizing parking and the negative impacts of vehicular circulation.



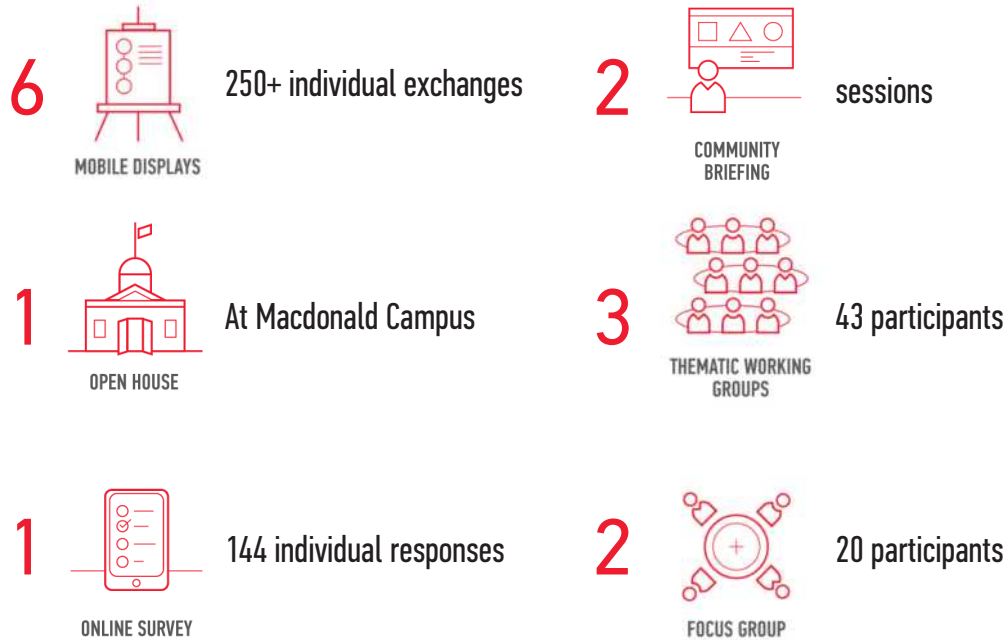
09. Invest in Exterior Spaces

Enhance and maintain exterior spaces on all campuses to make them safe and welcoming. Exterior spaces should serve as visible expressions of exemplary environmental sustainability, support climate adaptation and be appropriate for local weather conditions. Exterior spaces should maximize the number and types of activities that they can host while also being flexible enough to allow for a variety of community, ceremonial and seasonal uses.





STAKEHOLDER ENGAGEMENT



Objectives

From January 16th through February 15th, 2019, a series of activities were conducted on both of McGill's campuses with the following objectives in mind:

01. Inform and raise awareness about campus planning exercises, including the master plan and the objectives they seek to achieve.
02. Obtain broad and diverse input on different aspects of campus planning.
03. Provide platforms for the community to ask questions and seek clarification.
04. Build capacity among stakeholders to participate in ongoing engagement dialogues.

Over 480
Direct Engagements

The information gathered through these exercises both enriched and validated the content of the master plan. This iterative community engagement process maintains a continuity with past efforts and serves as a foundation for future initiatives.

The Stakeholders

As the impact of the master plan is mainly self-contained to McGill University's campuses, the engagement process focused on internal stakeholders: students, staff and faculty members.

Engagement with these different groups was coordinated in collaboration with the following units within the university: Communications and External Relations, Indigenous Initiatives, First Peoples' House, Teaching and Learning Services, Office of Sustainability, Library Services, Office for Students with Disabilities.

Process of Engagement

The methodology that was adopted used diverse platforms to share information and solicit input in order to reach a broad range of stakeholders within the McGill community:

Online Survey

A bilingual online survey was conducted using open-ended questions from January 16th to February 6th, 2019. The goal of this survey was to elicit opinions pertaining to individual space preference and sustainability and the results were reviewed using qualitative analysis. The survey was made available to the McGill community at large.

Thematic Working Groups

Individual Working Groups were established to examine the themes of sustainability, teaching and learning space as well as communal space and accessibility. These working groups

solicited input from faculty and staff members over a set of three, half-day, work sessions. The key takeaways from each session were validated through a second follow-up presentation.

Building upon the key takeaways from the thematic working groups, members of McGill's Indigenous community (primarily students) were also engaged to solicit their input on each theme in addition to other Indigenous-related topics.

Mobile Displays

In order to reach as many students as possible, seven large panels about the master plan were displayed in high-traffic areas in six venues across campus, including Bishop Mountain Dining Hall for students living in



STAKEHOLDER ENGAGEMENT (CONTINUED)

residence. The panels were accompanied by members of the planning team to solicit open-ended feedback and answer questions.

Community Briefings

Two public information sessions were held on both campuses. A presentation on the master plan was made by the Campus Planning and Development Office which was then followed by a question period. A video recording of the full briefing was made available online.

Open House

Annual open houses are held at McGill, alternating their venues between the two campuses. As the last open house in 2017 was held on the downtown campus, the 2019 open house took place at Macdonald Campus in February 2019. It focused on the master plan and its key initiatives.

Working Sessions

In addition to the community engagement activities listed above, several work sessions took place with different university units in different spheres of responsibility. This included sessions related to design, sustainability, teaching and learning, accessibility and, student services. These exchanges allowed for a better understanding of their specific priorities and preoccupations which helped identify how the master plan can respond to their needs.



Communication Tools

The McGill University community was informed about the engagement activities through several channels including internal student and university newspapers, social media and the Campus Planning and Development Office web page. The communication with the Macdonald Campus community was further complimented with the Macdonald Campus Newsletter as well as the Macdonald Campus Students' Society.



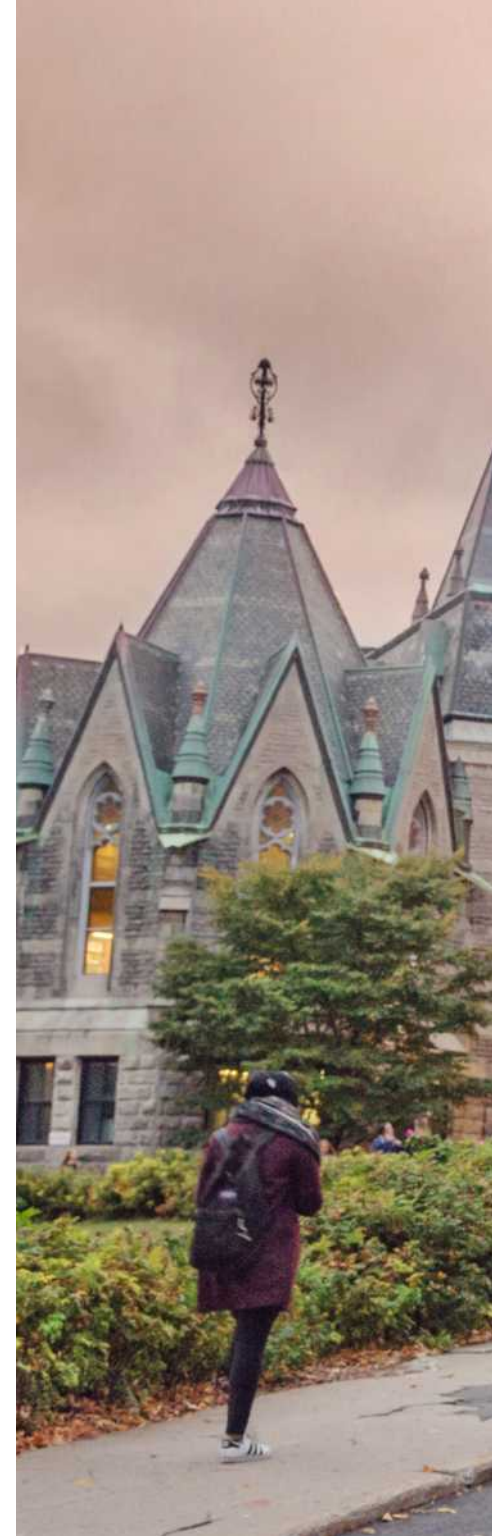
SCOPE + REACH

The master plan is intended to guide the future of the Downtown and Macdonald Campuses. The plan is primarily concerned with the physical spaces and assets of the university however, in order to provide feasible and actionable directions, it also examines how these spaces and assets are used. In this way the plan considers operational and administrative dimensions but it does not prescribe specific actions at that level.

The master plan acts as a framework through which interventions and orientations are put forward and from which projects can be generated. As such, it does not provide specific design directives nor does it provide detailed scopes or costs. The plan does however provide specific

orientations in potentially sensitive areas or for locations where particular outcomes are desired.

The plan also recognizes that McGill's campuses must not be considered in isolation and they interact with their surroundings both physically and administratively. In this way, the plan makes proposals for interventions to areas that are outside of McGill's direct administration and control, such as municipal roadways and as will be discussed later, the plan is subject to regulatory framework and approval processes at the municipal, provincial and federal levels. Therefore, in these areas, the plan articulates specific intentions and it will serve an important starting point for discussions with the relevant external stakeholders, regulators and service providers.





OUR CAMPUSES IN A REGIONAL CONTEXT

McGill University is much more than a downtown campus and it plays an important role in a regional context. Since the establishment of the downtown campus in 1821 and Macdonald Campus in 1907 the regional metropolitan area of Montreal has grown and the campuses now form an integral part of the Montreal Metropolitan Community.

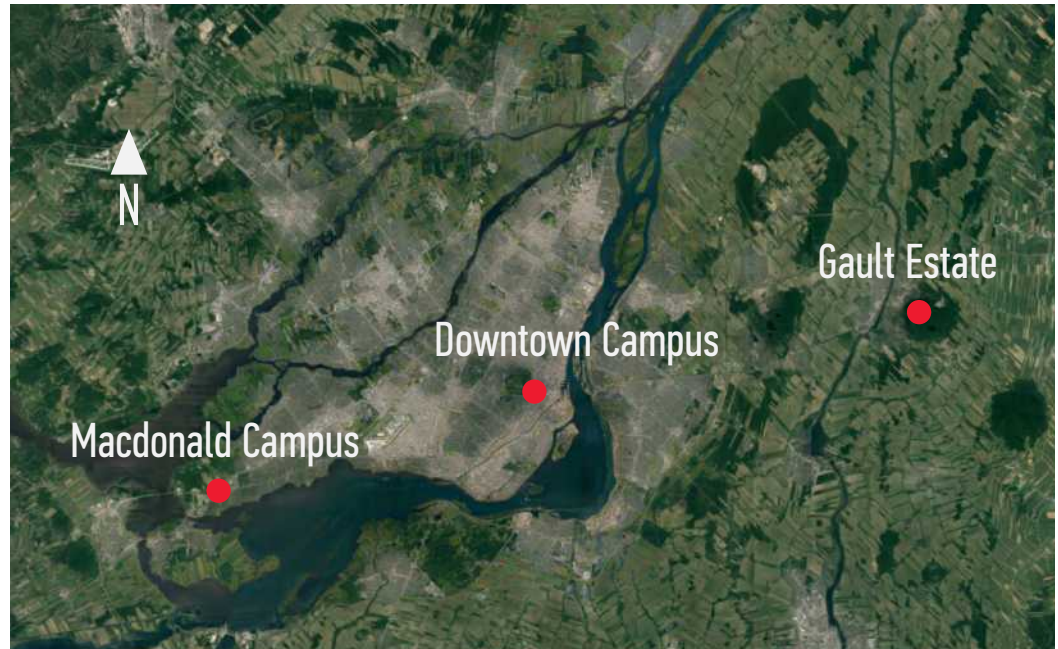
The downtown campus is positioned uniquely between Mount Royal and the central business district. This location makes it an important link and transition between the urban environment of the city core and the natural landscape of the mountain. The campus also rests almost entirely within the Mount Royal Heritage Site, which recognizes the campus as a prominent Montreal landmark.

Macdonald Campus, located in Sainte-Anne-de-Bellevue, is thirty kilometers from the downtown and it plays an important role in the regional context as one of the few remaining agricultural areas on the western side of the island of Montreal. Furthermore, the arbore-

tum, farm and sports facilities at Macdonald Campus all play an important role for the local and regional communities.

Complementing McGill's campuses but not directly addressed in the plan is the Gault Nature Reserve. The reserve serves a mix of academic, research, teaching and preservation

functions. The reserve is unique in that it consists of two distinct sectors. The Preservation Sector is the only unmanaged old-growth forest in the region, which protects biodiversity. The Public Sector includes a series of trails open to use by the community while also supporting a range of research activities.



REGULATORY + ZONING FRAMEWORK

McGill's campuses are located in a number of different jurisdictions and they are subject to different regulatory and planning requirements. In addition to conforming to regulations that govern the physical campuses, it is also important to align the master plan with the strategic orientations of the province and the municipalities in which they are located.

The Mount Royal Heritage Site

In 2005, the Quebec government designated Mount Royal and its surroundings as a Historic and Natural District. This represents a strong intention to protect the natural environment, recognize the archeological significance for Indigenous and European-Quebecois populations while also featuring the large institutional properties of historical significance, of which McGill's downtown campus is one. Now renamed the Mount Royal Heritage Site, the City of Montreal and the Ministère de la Culture et des Communications share jurisdiction for the evaluation of modifications to properties in the site.

Permanent Agricultural Zone

The Act to Preserve Agricultural Land and Agricultural Activities established the Permanent Agriculture Zone with the intent to protect the agricultural land of Quebec. This zone covers a total of 2,000 hectares on the island of Montreal, of which a significant amount rests within the boundaries of Macdonald Campus. This includes both the Morgan Arboretum as well as the farm. Within this zone, farming activities must be prioritized and, with limited exception, it is prohibited to remove top soil or use the land for any non-agricultural purpose.

Municipal by Laws

McGill's campuses are located within five municipal jurisdictions each with its own set of zoning and associated by-laws that control and in some cases restrict development. In particular, the downtown campus is subject to the regulations within the Ville-Marie and Plateau boroughs of Montreal, Macdonald Campus

is regulated by Sainte-Anne-de-Bellevue and Senneville. The Gault Nature Reserve is located almost exclusively within the City of Mont-Saint-Hilaire.

1995 Programme de développement

In 1995, McGill University concluded an agreement with the City of Montreal that provided the framework for the global development strategy of the downtown campus. The agreement was adopted by Council as a by-law and set specific requirements and interpretations for building height, density and land use. This agreement served an important role in guiding the evolution of the campus. Although the 1995 Programme de développement is still active as a by-law, the accompanying framework agreement document is no longer in effect.

04



HISTORY + PHYSICAL HERITAGE

In order to develop a plan for the future it is important to understand the campuses in a historical context. Physical heritage is one of the defining characteristics of McGill's campuses and its buildings and landscapes are in many ways unique. As such, this physical heritage is extremely valuable and McGill must act as a responsible steward of these resources so that they can be preserved for future generations.

This section begins with a statement on the importance and challenges of physical heritage as it relates to the maintenance of these resources and aligns the responsibility of stewardship with the teaching and research mission of the university. Next it provides a historical overview of the growth of the campuses over time emphasizing specific factors that shaped them.

THE IMPORTANCE + CHALLENGES OF PHYSICAL HERITAGE

Physical heritage is one of the defining features of McGill University and its cultural and physical legacy is unique. In this way, heritage is integral to the brand of the institution.

McGill's campuses sit on traditional Kanien'ke:hà:ka land, shared territory between the Haudenosaunee and Anishinaabeg peoples, and as such, the locations are important cultural elements for the local Indigenous populations. As one of Canada's oldest institutions for higher education, the university was the first large institution on Mount Royal and it predates the park, cemeteries and colleges.

Not only is the downtown campus one of the largest collections of heritage buildings in Montreal, but the physical development of the downtown campus over time is also of notable heritage significance. The architectural style and names of buildings are a strong reference

to the Scottish heritage of Montreal and the growth of the campus with majestic buildings around a central green quadrangle is a defining feature of North American colleges designed in the Jeffersonian style. In this way, the heritage value of the downtown campus extends well beyond the buildings themselves and it is the overall assembly of these buildings and their relation to the open spaces that hold significance.

The same holds true for Macdonald Campus as a representation of agricultural education in Canada. Although many of the original buildings are no longer a part of the McGill campus, the master plan recognizes that several of the remaining structures as well as the relationship of the campus to the waterfront and the surrounding agricultural land represent an important heritage ensemble.

The stewardship of these built heritage resources is not without its challenges. Balancing requirements for revitalization with the protection of physical heritage and heritage landscapes is critically important. At the same time, the maintenance of heritage buildings is substantially more financially and technically demanding than new construction. Furthermore, efforts must be made to ensure that the quality and authenticity of these heritage properties are maintained to a high standard.

It is in this context that the master plan views the responsibility of physical heritage protection and it puts forward a comprehensive strategy to ensure that the heritage assets of the university are sustainably maintained for future generations.



EVOLUTION OF DOWNTOWN CAMPUS

In order to understand the current form of the campus it is important to explore its evolution. Each phase of growth had its own characteristics and is a unique chapter in McGill's history. These phases responded to specific conditions and challenges. It is the sum of these phases that gives the campuses their character defining features and structuring elements.

As such, they create the legacy on which the current plan is built. The continually evolving nature of the campus means that this plan serves as the starting point for future phases. These phases represent an opportunity to continuously recognize and strengthen the built heritage of the university.

Pre-founding (before 1840)

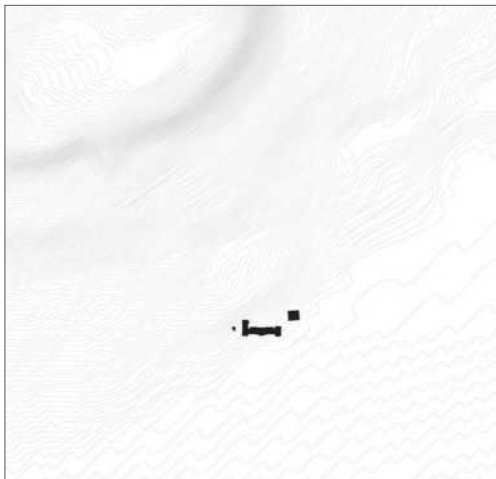
The land on which the campuses are now located has been home to the Kanien'kehà:ka Nation and served as a meeting place for the Haudenosaunee and Anishinaabeg peoples well before the founding of McGill. The mountain acted as an important and sacred landscape and continues to hold significant cultural importance to the local Kanien'kehà:ka Nation.



Founding (1840 - 1874)

1% of the current campus

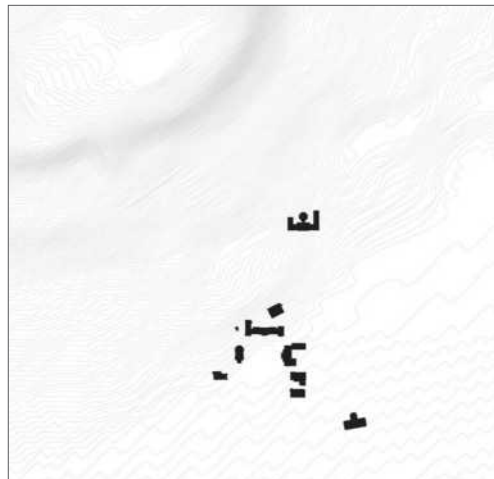
McGill University was founded in what was a rural setting with the construction of the Arts Building and Dawson Hall. Development occurred slowly during this period as enrolment numbers were limited. The iconic Arts Building and the main road access still remain the defining features of the campus and McGill University as a whole.



First Expansion (1875 -1909)

7% of the current campus

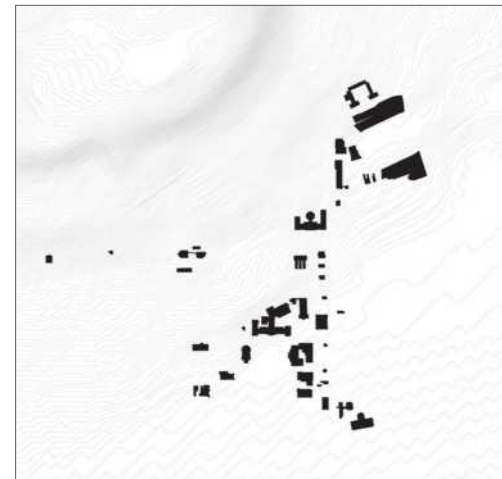
This period saw a significant expansion of the campus that was driven by donor-funded buildings. These buildings shared a common architectural style and were conceived as a comprehensive assembly of pavilions on a green landscape. The development of the campus during this period defined the central quadrangle which continues to exist to this day. It was also during this period that the first pavilions of the Royal Victoria Hospital were completed, giving McGill a new neighbour on the mountain.



Wartime Growth (1910 – 1945)

11% of the current campus

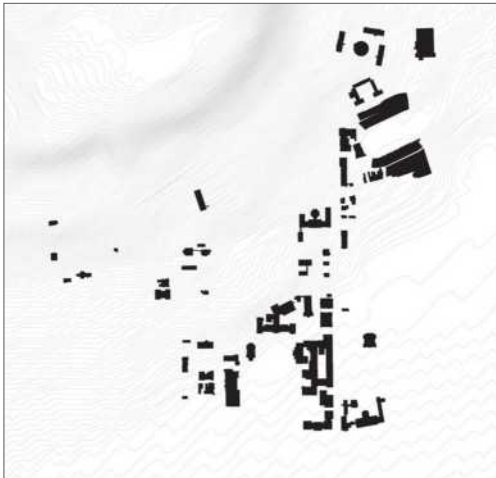
In the first half of the 20th century, the campus experienced a period of slow growth resulting from the disruption caused by the First and Second World Wars. Nevertheless, the campus expanded to the north during this time and the stadium, Douglas Hall and the Montreal Neurological Institute and Hospital were constructed. At the same time, McGill affiliated theological colleges started to be founded nearby.



Rapid Expansion (1945 -1964)

35% of the current campus

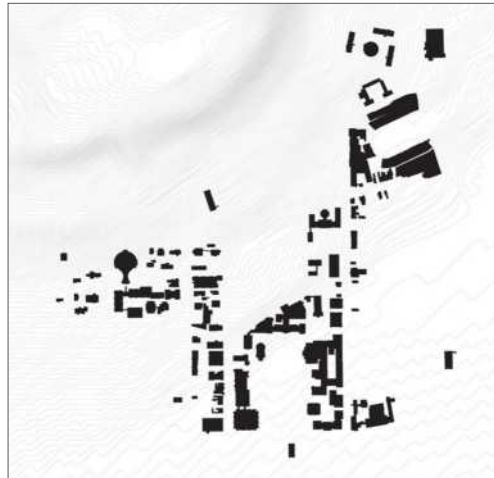
The post-war period saw rapid expansion driven by increasing enrolment and new programs. Increased demand resulted in substantial development in the areas of engineering, science and medicine as well as new student service buildings and residences to the north. This represented a substantial growth in new laboratory infrastructure. During this period the eastern edge of the campus became well defined, accompanied by westward growth into mansions and row houses acquired through purchase and donation.



A Growing Footprint (1965 - 1982)

20% of the current campus

Driven by the baby boom, the campus grew substantially and developed most of its remaining vacant land. The upper campus saw significant growth to accommodate Medicine, Law and Education. The development that occurred during this period also represented a continued growth of laboratory space on campus and reflected new construction methods and standards. These new constructions tended to use lower-quality materials and focused on functional specificity.



Consolidation+Renewal(1983 - present)

27% of the current campus

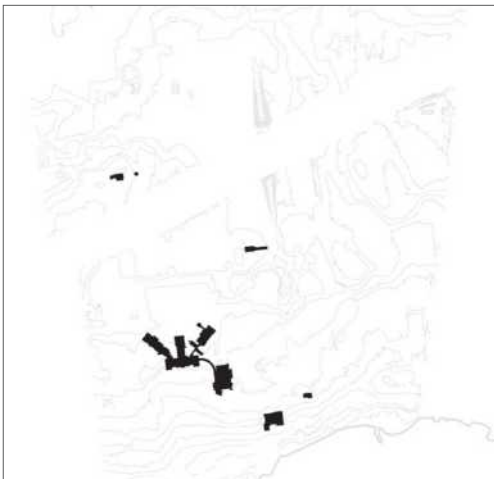
This period saw slowing population growth and added financial pressures on public institutions. Consequently, this period was defined by a retraction into existing properties and favored renovating existing spaces over constructing new pavilions. It was also defined by the increased leasing of space and the occupation of office towers south of Sherbrooke Street. It is from this position that McGill is now embarking on a new phase of renewal to meet new challenges for the future.



EVOLUTION OF MACDONALD CAMPUS

Founding + Early Years (1905 - 1928)

Founded as the Macdonald College of McGill University, Macdonald Campus was planned and funded by William Macdonald on 561 acres of farmland. The campus began as a small ensemble of buildings that started to take shape around the central oval of what is currently John Abbott College. It was during this initial period that some small residences were constructed on the campus.



A Growing Footprint (1929 - 1971)

During the subsequent decades, the campus saw substantial expansion. The farmland increased to 1,600 acres and there was an increase in the amount of teaching space, labs as well as investment in services and student residences. This period also saw increased development in the farm with new buildings to support expanding agricultural research.



A New Neighbour (1972 - present)

In the early 1970s a large portion of the campus's buildings were leased and eventually sold to CEGEP John Abbott College. This significantly fractured the campus and left the remaining Macdonald Campus with a significant lack of structuring or defining features. It was also during this time the Faculty of Education was moved to the Downtown Campus, which further reduced the population and rendered it a single-faculty campus.



15



OUR STARTING POINT

To set a course for the future it is critical to understand the current state of the campuses. This section sets the analytical foundation on which the plan is built. It identifies current challenges and opportunities on our campuses, allowing the plan to respond directly to specific needs and prescribe effective solutions to realize desired outcomes.

This section starts by reviewing the current allocation of space on our campuses by function and use as well as historical growth over time. The portrait of the current campuses is further elaborated through an analysis of teaching and learning spaces including classrooms and teaching labs. The current state of research space is also examined through the lens of fostering collaboration and innovation. This section also outlines the opportunities and challenges that exist with respect to transportation, mobility and accessibility.

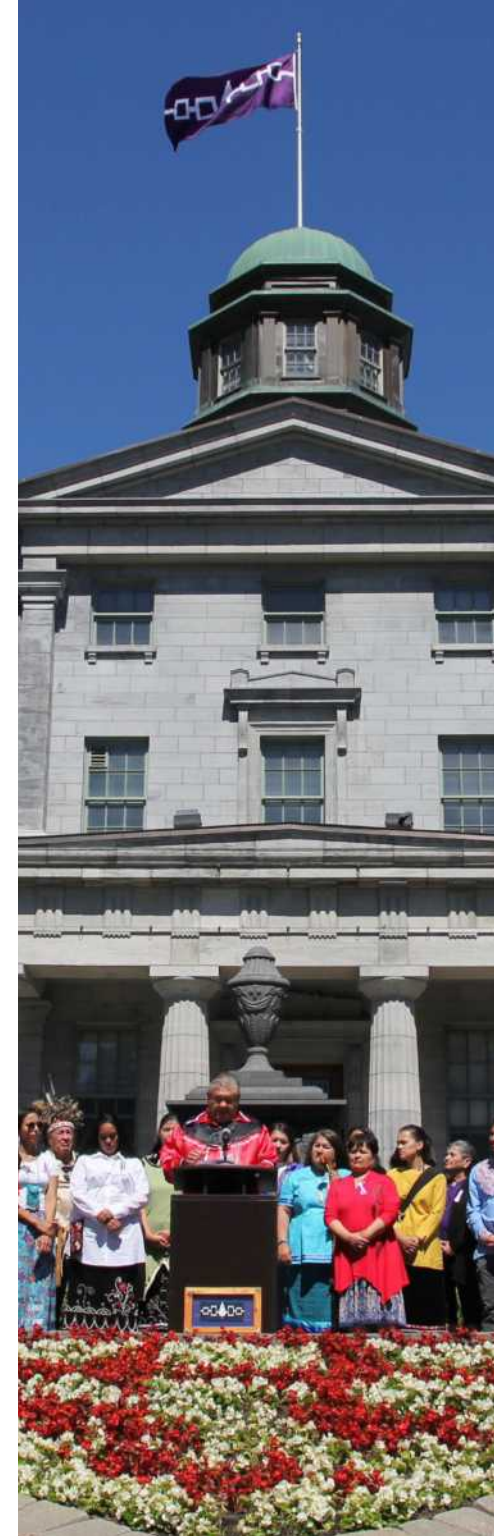
INDIGENEITY + OUR CAMPUSES

The plan acknowledges that the campuses are located on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinaabeg. It is the intention of the plan to honour, recognize and respect these nations, particularly the Kanien'kehà:ka, as the traditional stewards of the lands and waters on which the campuses are located.

The Truth and Reconciliation Commission of Canada (TRC), having published its final report in 2015, called on all Canadian institutions and citizens to “honour the past and reconcile the future.” The TRC defined a set of calls to action that highlight the important role that education plays in the mission of truth and reconciliation. Universities Canada (UC) has also identified Indigenous education as a priority, and the organization has identified postsecondary institutions as having a key role in confronting and

dismantling barriers that Indigenous students face in the pursuit of higher education. In this context, the final report of the Provost’s Task Force on Indigenous Studies and Indigenous Education, delivered in 2017, articulated specific calls to action for McGill University.

The Provost’s Task Force on Indigenous Studies and Indigenous Education indicated that Indigenization must go beyond simply increasing the numbers of Indigenous students, staff and faculty. To ensure success, measures must be taken to make McGill University a hospitable and compassionate place for Indigenous peoples and Indigeneity must be imbedded in all facets of university life. In particular, the physical campus must display representational symbols such as artwork, flags, ceremony and language.



This plan provides a unique opportunity to articulate a clear vision for Indigenous representation on campus through ongoing consultation and dialogue with Indigenous peoples. Throughout the creation of the plan, a conscientious effort was made to ensure that Indigenous voices were present and the stakeholder engagement process worked to elevate and emphasise Indigenous perspectives.

The outcomes of this engagement are reflected throughout the plan and they informed both the historical perspective of the campus as well as the interventions that are put forward. Most notably, Section 6 opens with a part entitled Onkwehonwenéha tsi ion-teriwaionstahkwakó:wa, The Way of Original People. This part of the plan puts forth specific orientations for Indigenous representation on campus with the intention of making McGill's campuses hospitable and compassionate places for Indigenous peoples in support of reconciliation. The formal inclusion of this section in the master plan reflects McGill's commitment to establish a sustained relationship.



GROWTH OF THE CAMPUSES

Over the long history of McGill, growth of the campuses has not been constant and certain periods have been defined by slow growth while others were very rapid. For its first 100 years the campus remained relatively small and grew slowly over time. Many of the campus's iconic buildings were constructed during this period and approximately 13 percent of the campus space is over 100 years old, which makes McGill unique among peer institutions. While these older buildings are a defining feature of the campuses, they do represent significant challenges for maintenance and usability. This is particularly the case with former residential buildings that cannot be effectively renovated to meet the necessary space or energy efficiencies required of modern academic and research facilities.

It was during the period from late 1940s through to the mid 1980s that the campuses grew dramatically and the space that was added during that time represents over 50 percent of McGill's current campuses. Many of

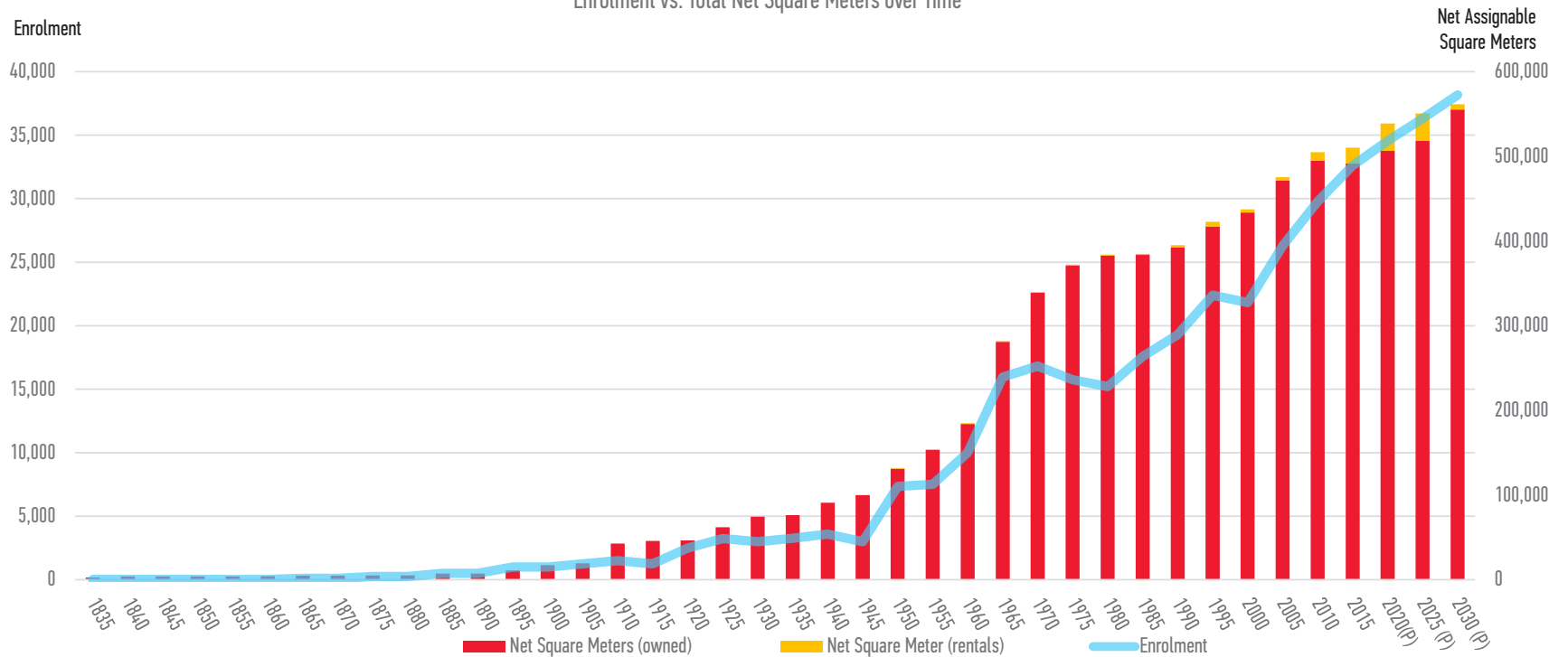
these spaces are up to 60 years old and used for research and teaching. These spaces represent a significant requirement for renewal and they must be adapted to meet current standards for efficiency and energy usage.

More recently, enrolment has outpaced the growth of campus space. This is particularly evident in the period from 1980 to 2015 when enrolment increased approximately 114 percent and campus space only grew 28 percent over the same period. At the same time, the modernization of certain facilities has also required more space to meet standards and facilitate new ways of teaching and learning. This misalignment has put pressure on space and has meant that the use of inefficient buildings, often adapted from other uses (such as residential), no longer meet the real estate needs of the university.

Recently, the university has become increasingly reliant on rental space in order to address urgent space pressures. However, as space pressures have continued to grow, these

short-term solutions have become the norm. Over the fifteen-year period from 2003 to 2018 there was nearly a five-fold increase in the amount of leased space occupied by McGill. The increasing occupation of rented spaces has created several issues. In particular, they are not eligible for government subsidies, they represent no return on investment, they are subject to taxation and the average cost of rent has steadily increased over the past several decades. Moreover, these rented spaces are often poorly suited to accept academic and research functions such as classrooms and laboratories. As such, it is the intention of the plan to substantially reduce the amount of leased space occupied by the university.

Enrolment vs. Total Net Square Meters over Time



McGill maintains buildings dating back to its founding in 1840. The campus experienced rapid growth during the post-war period from 1945 to the mid 1970s. Recently, McGill has been renting more space and enrolment has increased faster than new space has been created.

SPACE ON OUR CAMPUSES

In order to make sound evidence-based decisions regarding the allocation of space resources it is critical to understand the current state of space use across the campuses.

Downtown Campus

Spaces dedicated to research and teaching account for just over 30 percent of McGill's space. These spaces directly support the core mission of the university and highlight McGill's vocation as a research university.

Offices occupy approximately 27 percent of all space. This is split almost evenly between academic and administrative offices.

Residences account for approximately 19 percent of the space on the downtown campus. Although this is less than some other North American universities, the urban context of the downtown campus means that there is limited demand for student housing.

On the downtown campus food and lounge space only accounts for 4 percent of the total campus space. It is the intention of the plan to increase this proportion in order to improve the overall quality of the campus environment and promote health and wellness.

Macdonald Campus

Residences account for 36 percent of the space at Macdonald campus. Student residences are an important part of the campus as it is located outside of the urbanized area of Montreal and housing options are limited. This also includes residences for staff in the form of small cottages. These cottages are one of the defining features of the campus.

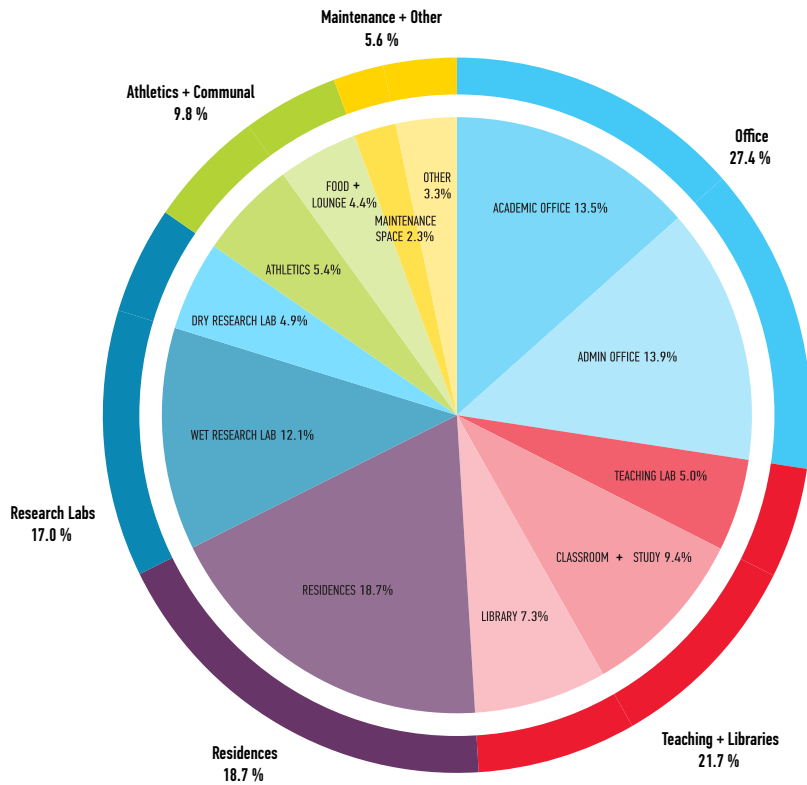
Indoor research and teaching labs represent approximately 19 percent of the space at Macdonald Campus. Farm and farm support spaces, including greenhouses, account for an additional 15 percent of the campus space. These spaces are critical to the ongoing operation and distinct agricultural vocation of the

campus. These types of spaces also highlight the important role of research within the Faculty of Agriculture and Environmental Science as well as the campus more generally.

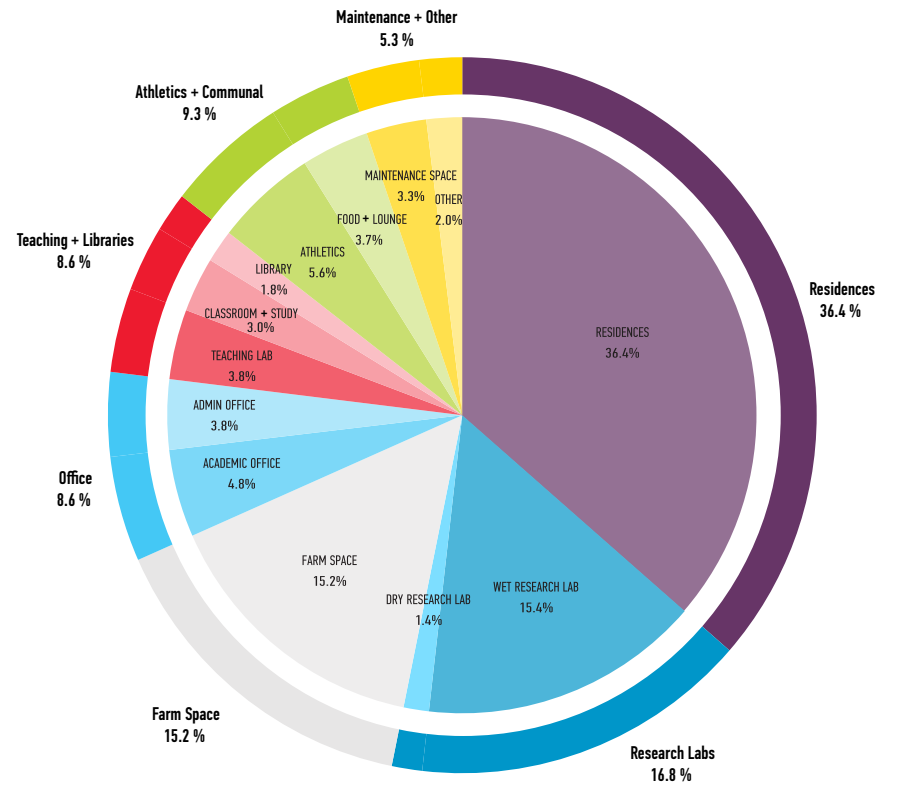
Classrooms account for under 3 percent of the total campus space. This lower proportion of teaching space is indicative of a campus that is primarily focused on research. These classrooms tend to be smaller and do not exceed a capacity of 180 seats. These limited teaching resources are currently not meeting the need for larger classrooms to support undergraduate classes.

Food and lounges represent under 4 percent of the indoor space on campus. The limited amount of this type of communal and informal space represents a significant challenge for the campus population as the campus is relatively isolated and there are limited services available off campus.

Downtown Campus



Macdonald Campus



Space on McGill's campuses is comprised mostly of office, teaching and learning, and research spaces. Residences is also a large component of the space mix on both campuses. Farm space is a unique feature at Macdonald Campus.

TEACHING + LEARNING SPACE

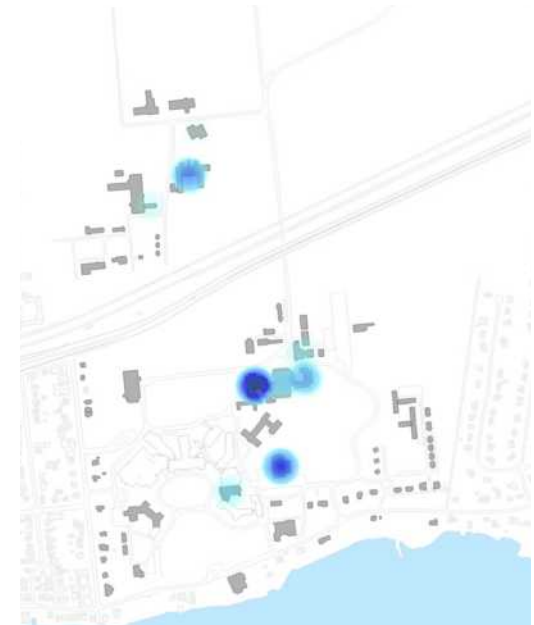
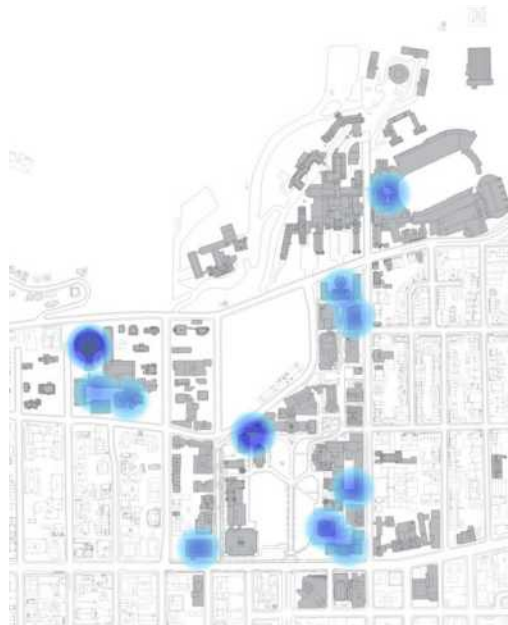
Classrooms and teaching labs play a critical role in the support of McGill's teaching mission. However, teaching and learning spaces face several challenges.

Many of the larger classrooms and teaching labs are located on the periphery of the campus. The large distances between these classrooms and labs increases travel time for students and creates issues for scheduling.

Many of the teaching labs at McGill were built during the period of rapid post-war campus growth. Approaches to teaching have shifted substantially and new technologies and efficiency standards have also emerged. It is the intention of the plan to identify locations for new cutting-edge teaching labs that support a more flexible and interdisciplinary approach to teaching in laboratory environments.

The quality of many classrooms is not reflective of current standards for teaching and learning. This is particularly evident in the fact that the seating density of many class-

rooms falls significantly below the university's standard of 2m² (net) per student. This not only limits the potential of classrooms to be organized as active learning spaces and use technology like laptops or tablets but it also presents challenges for basic comfort like space for bags and personal belongings.



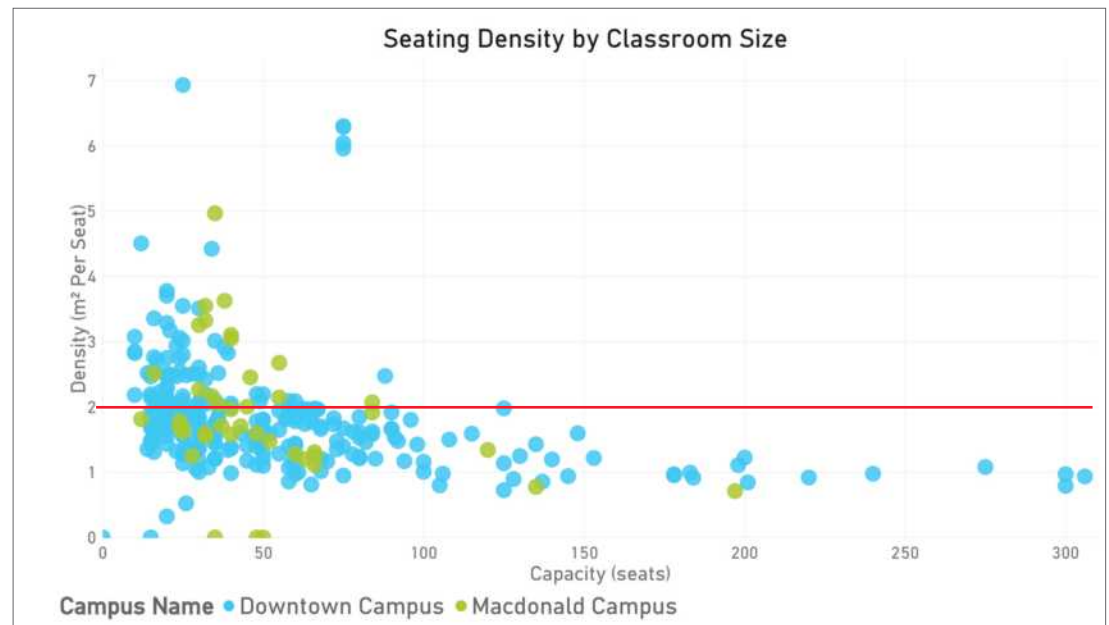
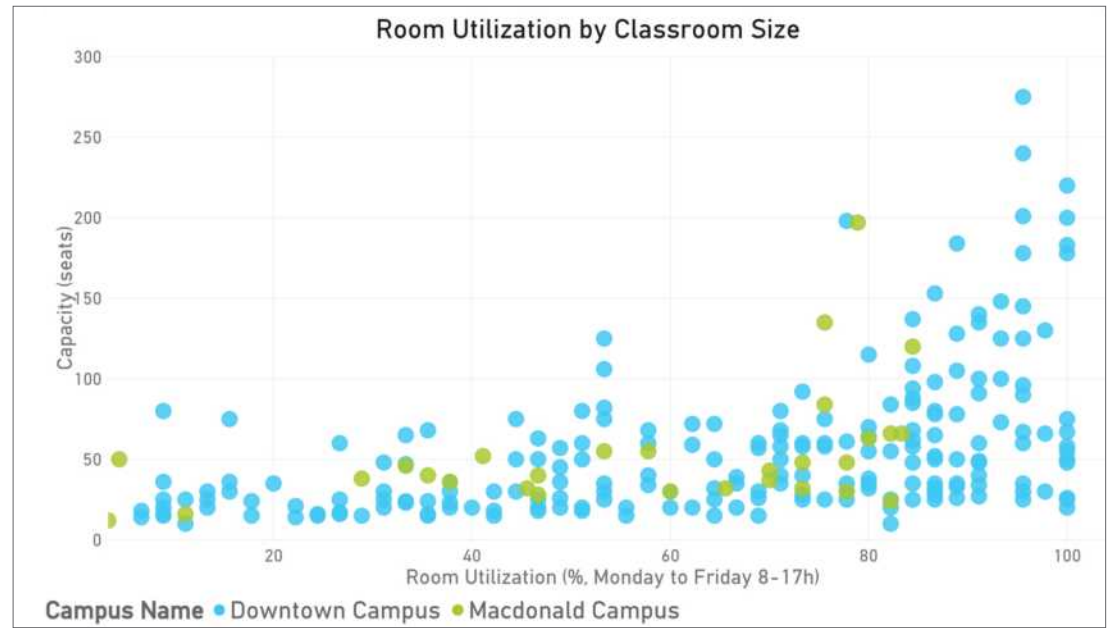
The location and concentration of larger classrooms (100 seats and more) on the Downtown and Macdonald Campuses.

In addition to challenges with quality, the offering of classrooms in terms of capacity is not reflective of current and projected demand. Large classrooms have become overcrowded which has placed additional pressures on scheduling. At the same time, many smaller classrooms with 50 seats or less are underutilized.

Therefore, the plan puts forth a two-tiered strategy that seeks to reduce average seating density while also rebalancing the offering of classroom sizes and types. Specifically, the plan calls for the creation of new larger, flexible classrooms, between 100 and 350 seats, in strategically accessible locations that will meet future demand, facilitate the renovation of rooms to lower seating densities and allow for the introduction of more flexible spaces.

Larger classrooms are used at nearly full capacity while many smaller classrooms (under 50 seats) have lower utilization rates.

A target of 2m² per seat ensures that classrooms are comfortable and support effective teaching and learning. Many classrooms, especially the larger ones, fall below this threshold.



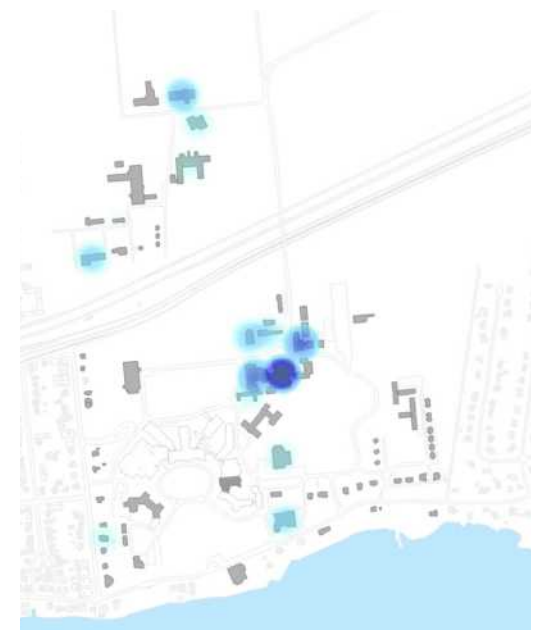
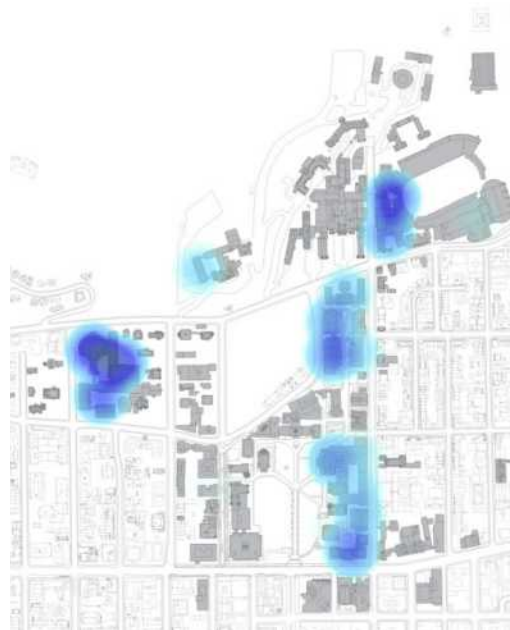
RESEARCH + LABORATORIES

Many of McGill's research spaces are located in buildings that were built during the post-war construction boom on campus. The age of these labs means that they do not support current approaches to research and they are configured in such a way that they limit creativity and innovation.

Over the past several decades, many research activities at the Downtown and Macdonald Campuses have become more infrastructure and resource intensive. These requirements have been further compounded by increasing energy standards. This has resulted in a misalignment between the modern needs of researchers and the condition of the spaces that they occupy. This misalignment is further intensified by the high cost and limitations associated with renovations and new equipment installation in older and heritage buildings.

The plan intends to address these challenges by building several new, state-of-the-art research facilities on the Downtown and Macdonald campus while also taking the opportunity to renew existing infrastructure. These spaces will embrace new interdisciplinary approaches, maximize interaction among

researchers and allow McGill to continue the pursuit of research excellence over the long term.



The location and concentration of wet research facilities on the Downtown and Macdonald Campuses.

INFORMAL + COMMUNAL SPACE

Informal study spaces and communal spaces are areas of the campus where contact between disciplines, communities and visitors can be maximized. It has been increasingly recognized that a vibrant intellectual life is supported on the one hand by formal academic and research programs, but also by the presence of spaces promoting the informal interaction between all community members. Moreover, since time spent on campus by students in informal spaces often exceeds time spent in class, it is critical that a robust network of informal and communal spaces be created to allow for chance encounters and allow for continued learning and interaction outside of formal classrooms and research spaces.

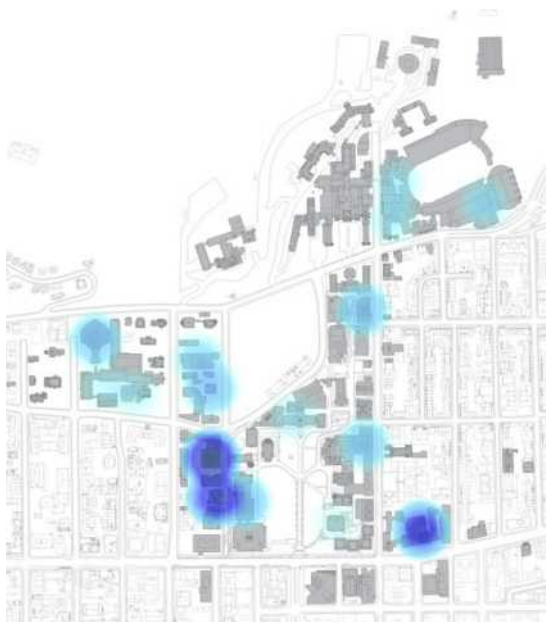
Over the years, many communal spaces have been slowly repurposed into offices or academic and research spaces to respond to urgent needs. This has left fewer, higher-quality, spaces for students, faculty and staff to meet in an unstructured manner.

In addition to an overall lack of communal and informal spaces, many of the existing spaces are not well distributed on the campus.

To support a vibrant intellectual community, the plan aims to compliment formal study and research spaces with a variety of different spaces that accommodate different users' needs and range from immersive and solitary to those that are conducive

to social interaction and collaboration. In particular this includes the provision of accessible food locations that will enhance the overall campus experience and allow users to comfortably use the campus for longer periods.

The location and concentration of communal and food services on the Downtown and Macdonald Campuses.



CIRCULATION + MOBILITY

Transportation has a significant impact on the daily lives of all campus users and on how people experience the campus.

Walking + Cycling

Walking and cycling are very common modes of transportation used by the McGill community and they account for approximately 35 percent of all trips to campus. It is also true that all trips start or end as a pedestrian. Therefore, it is critically important that the campus eases movement for pedestrians and promotes active modes of transportation.

On the downtown campus, Milton Gate is the primary entrance for active transportation users and it is the entrance closest to the rental units directly east of the campus and the Plateau Neighbourhood. Nevertheless, this area and others on lower campus still retain vehicle-

oriented features. As a result of its urban context the campus has a number of public roadways that intersect it. These roadways act as barriers to movement.

Macdonald Campus remains very much a car oriented campus and there is limited pedestrian and cycling infrastructure available. In particular, access from the southern areas of the campus to the farm and arboretum is extremely limited.

It is the intention of the plan to support the ongoing transition to pedestrian-oriented campuses that are also supportive of cycling. In this way the plan seeks to increase the permeability of the campuses, consolidate and limit vehicular traffic while also improving pedestrian movement on campuses and providing additional bike parking.

Public transit

The Downtown Campus is highly accessible by public transportation and it is well served by metro and by bus. This level of accessibility is reflected in the fact that over 50% of campus users arrive by public transit. This mode will be further supported by the future Réseau express métropolitain (REM). This light rail system will have a station less than 200 meters from the Roddick Gates and will effectively serve a regional population.

It is anticipated that this new system will also have a significant impact on the accessibility of Macdonald Campus as it will be in close proximity to the Sainte-Anne-de-Bellevue REM station. To ease connection between the two campuses, a shuttle bus is currently offered to students and staff needing access to or from the Macdonald campus.

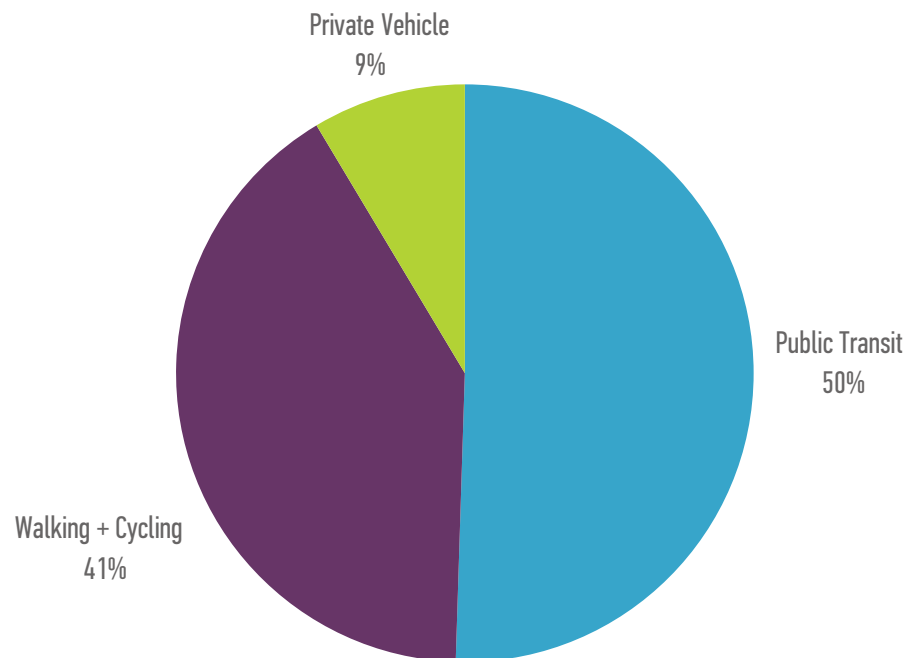
The intention of the plan is to continue encouraging the use of public transportation in order to meet the university's sustainability targets. This includes ensuring that transit services can be easily accessed and our campuses are well connected to each other and to the greater metropolitan region.

Vehicular Circulation and Parking

In the past, large institutions managed their transportation needs by supplying more parking. This supply-driven approach is no longer aligned with current trends and it is estimated that less than 9 percent of all campus users arrive by car. Despite this small and continually-declining proportion of private vehicle users, the legacy of automobiles is still visible on the campus and paved roads, sidewalks, parking lots and delivery zones remain prominent.

It is the intention of the plan to mitigate the negative impacts of vehicular traffic on both the Downtown and Macdonald Campuses and to reclaim more space that prioritizes pedestrians and active modes of transportation.

McGill's Modal Split



The urban nature of the downtown campus supports sustainable modes of transportation over private vehicle use.

ACCESSIBILITY + WAYFINDING

Accessibility and wayfinding are important factors for how people experience the campus. In particular, it is essential that the built environment be accessible to all people, regardless of age, disability or other factors.

For McGill's campuses, topography, the state of the built environment, distances between functions and the age of the buildings create significant barriers for members of the community and visitors to the campuses. The plan recognizes the importance of removing and mitigating these barriers without adding new ones, while also opening the campuses to the widest variety of users possible.

Accessibility and wayfinding are addressed at a variety of different scales at McGill. Recommendations for accessibility were put forward in the 2018 final report of the Principal's Task Force on Respect and Inclusion in Campus Life. Additionally, a set of design standards for accessibility exists and is applied on a proj-

ect-by-project basis for the construction and renovation of buildings. In this way, the master plan plays an important role by identifying specific interventions and orientations that foster a climate of understanding and mutual respect while allowing for meaningful participation of all in all aspects of campus life.

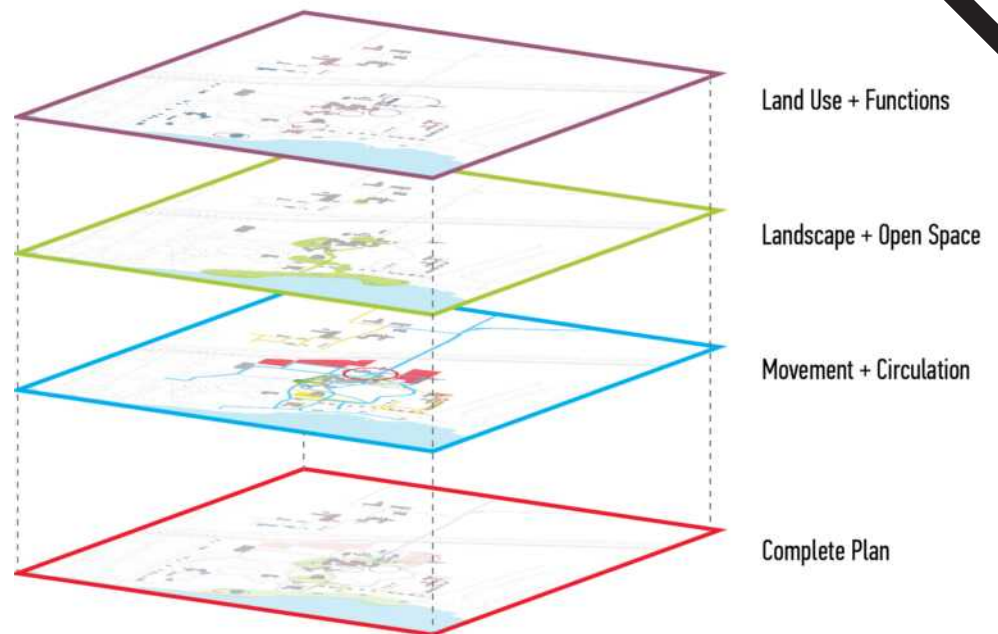




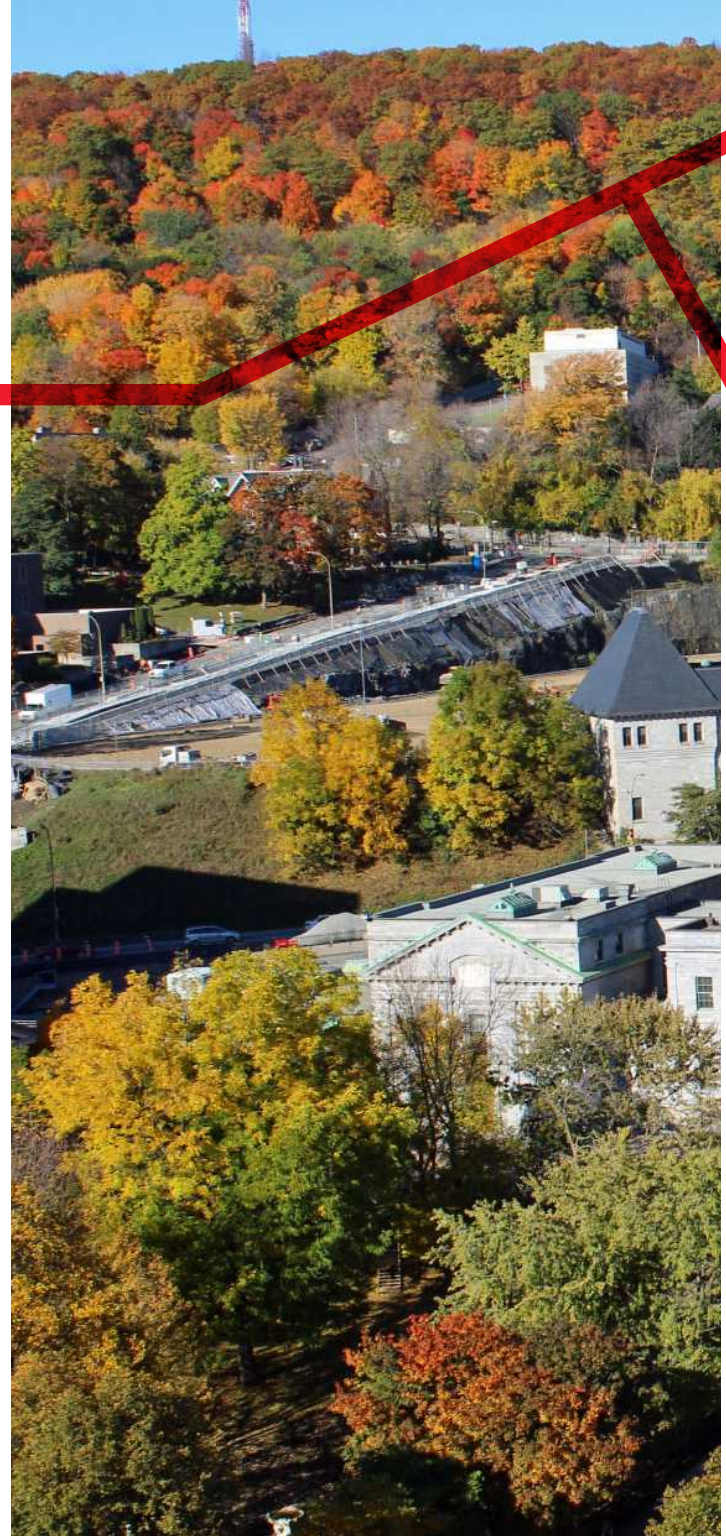
06

THE PLAN

This section uses a thematic approach to illustrate and present specific orientations for shaping the campuses. These orientations are presented along three interrelated axes of land use and campus functions, landscape and open space as well as movement and circulation. These orientations vary from general directions that apply to all campuses while others address specific locations, buildings and functions. In this way, some orientations can be interpreted as general controls and guidelines while others have focused intentions to affect specific outcomes.



THE PLAN DOWNTOWN CAMPUS



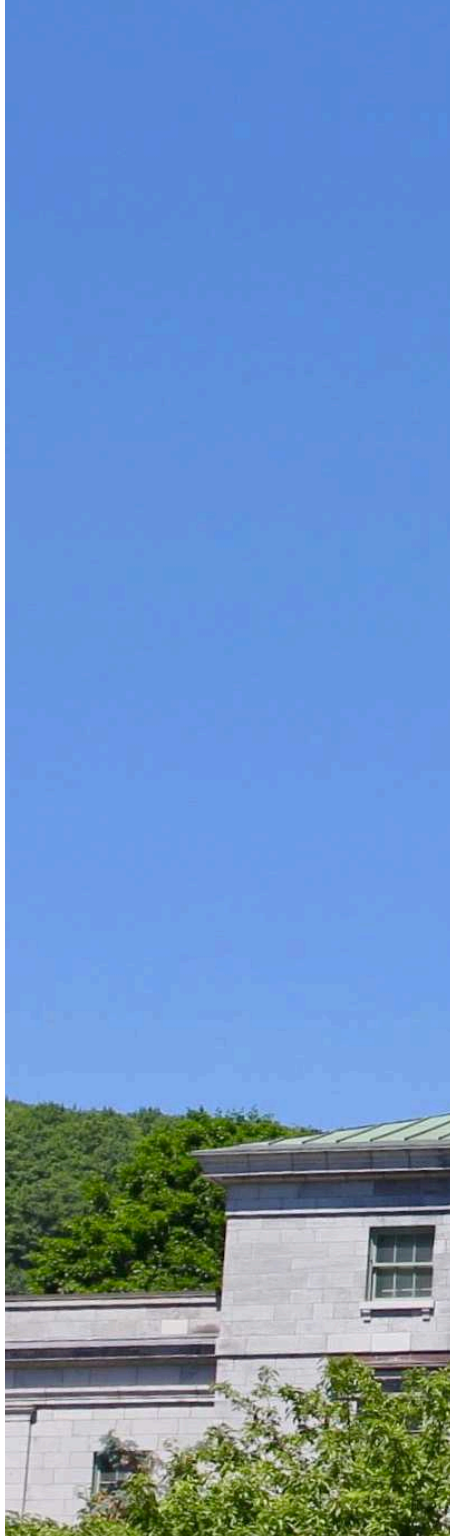


ONKWEHONWENÉHA TSI IONTERIWAIONSTAHKWAKÓ:WA INDIGENOUS REPRESENTATION

The plan acknowledges that the downtown campus is located on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinaabeg nations. It is the intention of the plan to honour, recognize and respect these nations, particularly the Kanien'kehà:ka, as the traditional stewards of the lands and waters on which the campus is located.

The plan supports the intention to engage and collaborate with Indigenous communities to identify, explore and advance ideas and initiatives that embed Indigeneity in the life and activities of the University, while also enhancing the presence and success of Indigenous students, faculty and staff. It is in support of reconciliation that the plan articulates specific orientations that focus on the tangible recognition of Indigenous history and contemporary presence. Furthermore, the establishment of a sustained relationship is central to advancing reconciliation.

Specifically, the plan seeks to recognize and respect the specific and diverse cultural practices of Indigenous members of the community by providing interior and exterior spaces that serve their needs. Furthermore, the plan intends to foster a sense of belonging by providing suitable cultural space for Indigenous students, staff and faculty that reflect McGill's commitment to Indigenous education and support increasing enrolment targets for Indigenous students.



ONKWEHONWENÉHA TSI IONTERIWAIONSTAHKWAKÓ:WA

INDIGENOUS REPRESENTATION (CONTINUED)

Orientations:

01. Identify and site a new structure allowing for the colocation of Indigenous studies including academic offices, teaching spaces, ceremonial spaces, common study space as well as counselling and other services.
02. Provide year-round access to medicinal and culturally-significant plants through a greenhouse that also serves an educational function.
03. Create a water retention element that features design elements and vegetation that celebrates Indigenous cultures.
04. Elevate the status and highlight the importance of the Hochelaga Rock by reimagining its surroundings as a contemplative space. This space must include commemorative plaques, seating, indigenous plants, a permanent Hiawatha Belt flag while also respecting the perspectives and voices of local Indigenous communities.
05. Prominently display Indigenous art and culture on the campus. This includes interior and exterior public spaces, specifically near Roddick Gates.
06. Maintain the First Peoples' House as an important gathering place.
07. Create dedicated Indigenous residence spaces separate from the First Peoples' House.
08. Name specific buildings, interior spaces and exterior spaces on campus to recognize and celebrate Indigenous cultures, thus enriching the physical and symbolic landscape.
09. Provide space throughout the campus to support cultural practices such as smudging and burning of ceremonial medicines.
10. Ensure that activity spaces on the west field support the ongoing use for large Indigenous events.

Indigenous Representation

- Areas supporting Indigenous representation
- Indigenous naming opportunity



NEIGHBOURHOODS

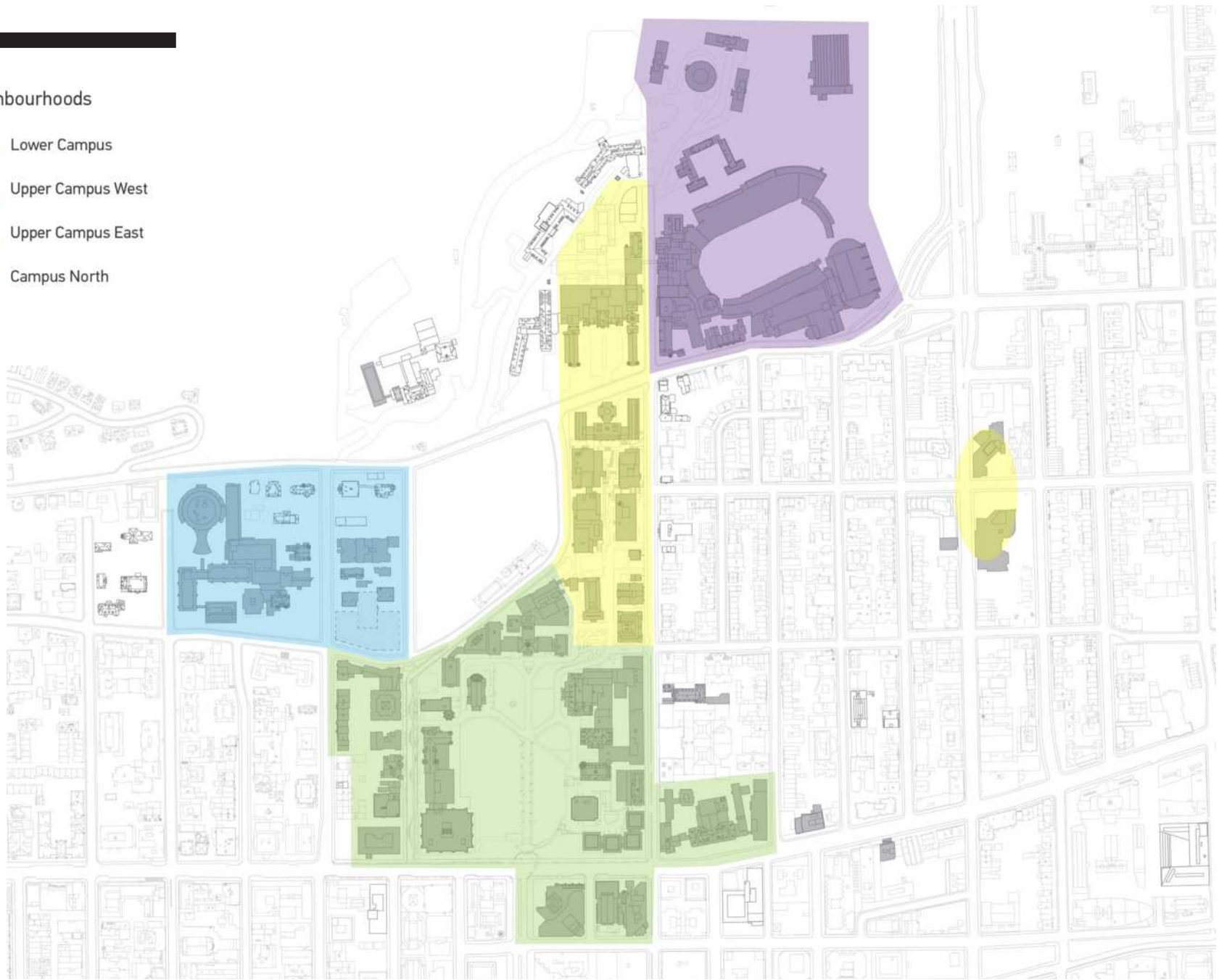
In order to conceptualize the Downtown Campus, it has been divided into a set of neighbourhoods. These neighbourhoods are independent of faculty, they support inter-disciplinarity and they act as a way distribute services and activities across the campus. Additionally, these neighbourhoods will create a dynamic community that will allow students, staff and faculty to access local amenities and interact with each other more effectively.

Orientations:

- 01.** Neighbourhoods must be complete and contain a mix of services, academic spaces and research spaces that support the local populations.
- 02.** Each neighbourhood should contain sufficient flexible informal space to support gathering, studying and interaction between students, faculty and staff.
- 03.** Neighbourhoods should be well connected to enhance accessibility on campus.

Neighbourhoods

- Lower Campus
- Upper Campus West
- Upper Campus East
- Campus North



REAL ESTATE STRATEGY

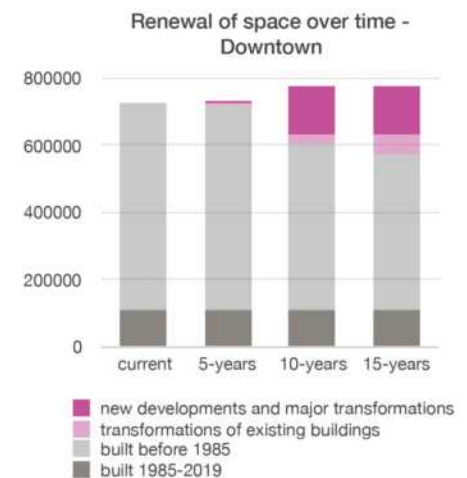
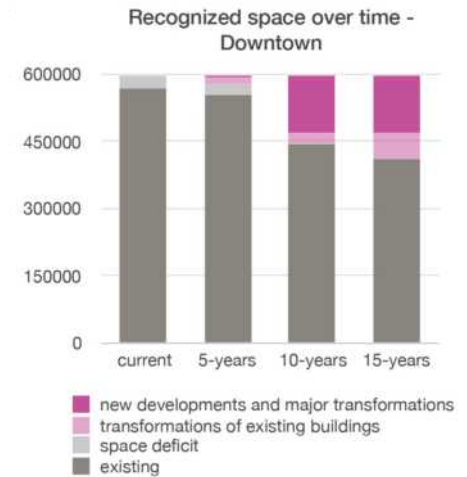
The real estate strategy of the master plan builds on the 2017 Draft Real Estate Master Plan which combined a targeted reduction of real estate assets inadequate for university needs with a well-planned expansion of the campus into new pavilions, custom-built for specific space needs. In addition, the real estate plan identified multiple existing buildings for renovation and reuse.

McGill owns buildings amounting to approximately 730,000 gross m² in the downtown campus area. Close to 570,000 gross m² or about 80 percent of the space is recognized by government. The remaining 20 percent account for residences and arenas and other unrecognized space.

McGill currently has a space deficit of approximately 28,000 gross m². With new projects on the horizon, the plan seeks to eliminate this deficit and reach a recognized space target of approximately 600,000 gross m² within the next 15 years. However, in order to fully meet the space needs of the university, the plan seeks to reach a total campus size of 770,000 gross m² over the next 15 years.

New pavilions on the RVH and Powell sites will provide for about 70,000 gross m² of custom-built space for research and teaching. Many buildings will be touched by major transformations and renovations such as the McLennan and Redpath Libraries, Lyman Duff, Stewart Biology, Strathcona Anatomy and Dentistry, the Macdonald Stewart Library, Wilson Hall, Burnside Hall, Frank-Dawson-Adams and Otto-Maass.

This will lead to a transformational renewal of space on campus. While over 85 percent of current downtown space was built before 1985 and in consequence offers many challenges, this percentage is projected to drop to about 78 percent through the release of selected mansions and row houses. Out of this remaining stock of older facilities, 20 percent will undergo substantial renovations, bringing a total of 40 percent of our downtown campus spaces into the 21st century.



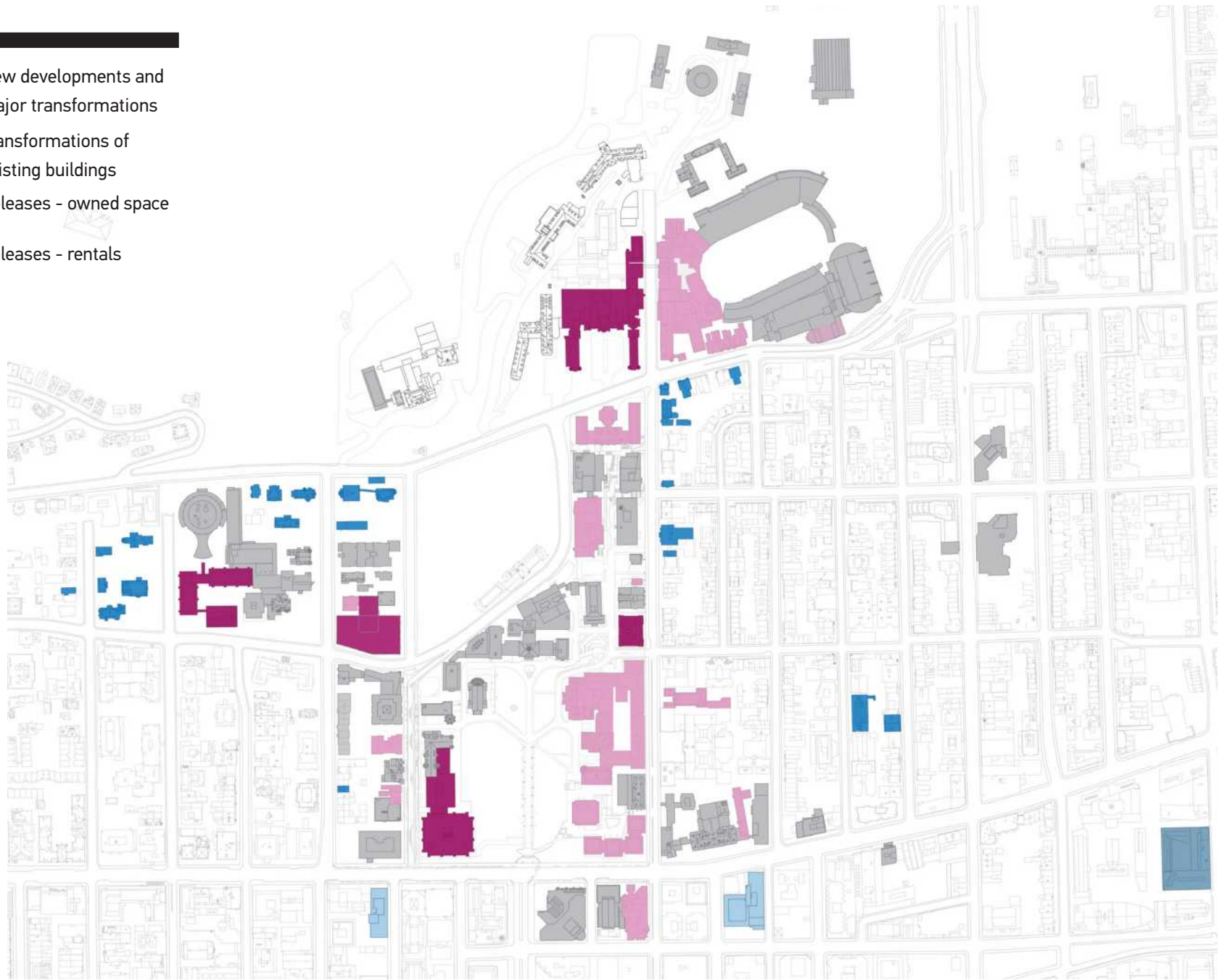


REAL ESTATE STRATEGY (CONTINUED)

Orientations

- 01.** Increase the total amount of space by about 5 percent to achieve a total downtown campus size of approximately 770,000 gross m².
- 02.** Release the Davis House and annex, Duggan House and annex, Durocher 3465, Hosmer House and annex, Charles and Lady Meredith Houses, Martlet House, Meredith Annex, Mountain 3605, Pine 1140, Peel 3437, Peel 3704, Peel 3710, Peel 3712/14 and Peel 3715, Pine 546, Purvis Hall, Rabinovitch House and University 3661. Where close to campus, prioritize functions associated to McGill in the reuse of these buildings.
- 03.** Target the renewal of aged facilities to increase percentage of state-of-the-art facilities on our campuses.
- 04.** Seek rapid elimination of the space deficit to increase percentage of subsidized space.
- 05.** Enhance the flexibility and efficiency of space wherever possible to ensure the long-term viability of the real estate strategy and allow our real estate assets to adapt to changing methods of research.
- 06.** Facilitate the creation of cutting-edge facilities by prioritizing wet labs and large teaching spaces in new developments over retrofitting existing buildings.
- 07.** Maintain or increase informal study space, food services, administrative functions, student services and smaller classrooms when retrofitting existing buildings.
- 08.** Create sufficient space to minimize rentals. Any remaining rental space should be close to existing McGill functions and only be considered to address temporary needs or facilitate the creation of non-subsidized programs while also directly supporting the global real estate strategy. Repurposing of existing buildings, post Powell and RVH will allow for the repatriation of rentals out of UQAM, Sherbrooke 550 and 1010.
- 09.** Build new developments on the former RVH site and the Powell site, creating a total area of approximately 70,000 gross m².
- 10.** Create major transformations at the McLennan and Redpath Library buildings, Wilson Hall and Stewart Biology.
- 11.** Burnside Hall, Frank-Dawson-Adams, Lyman Duff, Macdonald Engineering, Macdonald Harrington, Macdonald Stewart, McConnell, McTavish row houses, Memorial Hall, the Neuro, Otto-Maas, Peel 3647, Peterson Hall, Pine 501, 505, 509, 515, 523, 527, Sherbrooke 680, Strathcona Anatomy and Dentistry, University Hall, 3534 University and Wong will be touched by transformative renovations.
- 12.** Spaces vacated through relocations to the new developments will be renovated.

- New developments and major transformations
- Transformations of existing buildings
- Releases - owned space
- Releases - rentals



TEACHING + CLASSROOMS

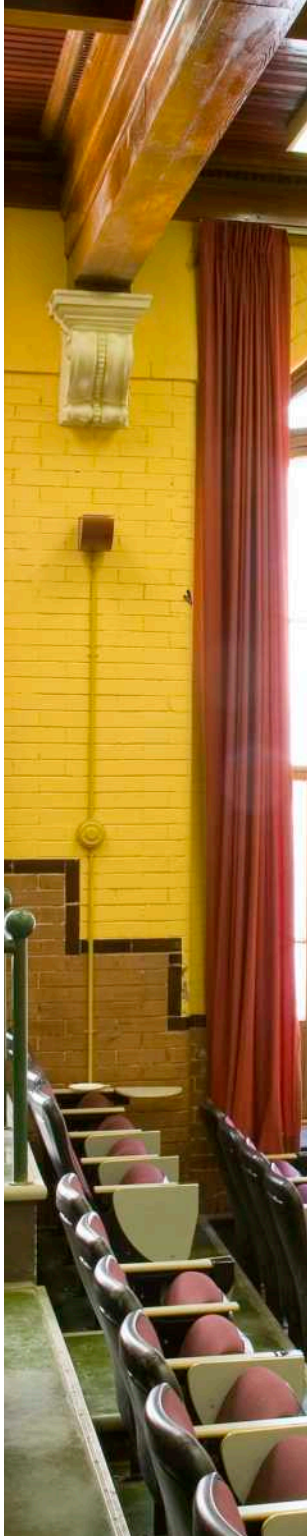
Classrooms and teaching labs are the core platforms on which the university pursues its teaching mission. The centrally scheduled classroom system allows classrooms to be used by all faculties. However, many classrooms were constructed in the 1960s and require renovation and adaptation to support current approaches to teaching, such as active learning. Additionally, it has been demonstrated that demand for larger classrooms has been exceeding supply while at the same time, the average utilization rates for smaller classrooms is low. The locations of larger classrooms has also been identified as an issue as many of these larger spaces are located on the periphery of the campus, extending travel time between classes.

Teaching labs currently face several challenges. Many of these labs are overspecialized and are accessible only to individual departments and faculties. At the same time, many

of these facilities are due for renewal and must be adapted to respond to current approaches to teaching.

The plan seeks to ensure that a sufficient number of appropriately sized classrooms are available on the downtown campus. At the same time, it seeks to ensure that these classrooms are located in areas that are easily accessible in order to facilitate the movement of students between classes. The plan also calls for the revitalization of key teaching laboratories focusing on promoting interdisciplinary teaching and learning.








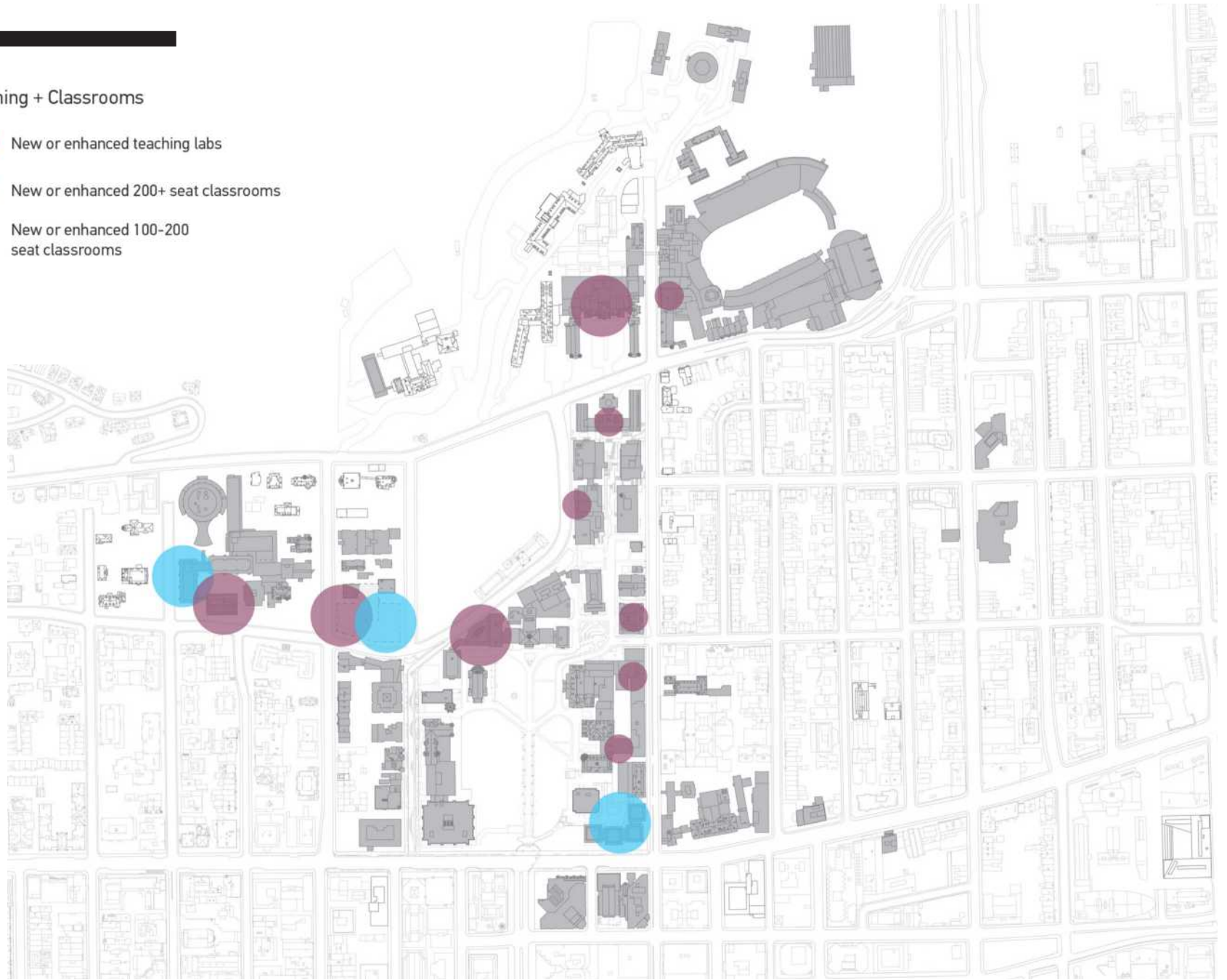
TEACHING + CLASSROOMS (CONTINUED)

Orientations:

01. Ensure the availability of accessible and inclusive teaching and learning facilities that will respond to the varied needs of the McGill community.
02. Increase teaching capacity with new flexible interdisciplinary wet teaching labs in Otto Maass, Stewart Biology and the new pavilion on the Powell site. These labs must be designed as shared facilities that can be used by multiple faculties and disciplines.
03. Provide a wide offering of classroom types to reflect changing pedagogical methods.
04. Classrooms must provide a minimum of 2 m² per student to ensure that the quality of teaching and learning environments is maintained.
05. Site new classrooms in central locations and under-served areas to maximize accessibility and limit travel time for students.
06. Limit the capacity of new classrooms to a maximum of 350 seats with a focus on creating new 100-200 seat rooms.
07. Rebalance the classroom offering to better align with usage. Eliminate smaller, underutilized classrooms below 50 seats and prioritize the creation and renovation of new classrooms with capacities over 100 seats.
08. Promote health and wellness in teaching by eliminating low-quality rooms and prioritizing accessible locations with access to daylight for new and renovated teaching spaces.
09. Promote classroom designs that are flexible to allow for multiple uses including exams and conferences. Employ technology that supports coupling of rooms for larger uses.
10. Leverage large classrooms by collocating smaller rooms to accommodate breakout sessions.
11. Higher-capacity classrooms must be included in new constructions to ensure that functionality is maximized and the seat density can be reduced for existing classrooms.
12. Create adequate accessible spaces dedicated to alternative exam purposes.
13. Create 1,200 new classroom seats at a new pavilion on the former RVH site.
14. Create 740 new classroom seats at a new pavilion on the Powell Site.
15. Over the long term, Stewart Biology North and South blocks should offer one 80 seat, one 90 seat and one 120 seat active-learning classroom.

Teaching + Classrooms

-  New or enhanced teaching labs
-  New or enhanced 200+ seat classrooms
-  New or enhanced 100-200 seat classrooms





RESEARCH + LABORATORIES

Research is a large part of McGill's core mission and it is critical that the university maintains a sufficient amount of space to support cutting-edge research. At the same time, it is critical that research facilities be of a high quality to allow for the effective pursuit of inter-disciplinary research and innovation. The plan calls for the construction of new dynamic research facilities that will support excellence in research. The movement of activities into these new buildings will be the catalysts for the revitalization of many existing facilities. In this way, the plan will enhance research capacity and enable researchers and scientists to collaborate, interact and innovate in a dynamic environment.

Orientations:

01. Laboratories will be flexible and allow rapid reconfiguration based on changing scientific needs and new technologies.
02. Research activities will be colocated based on thematic subjects rather than by discipline.
03. Promote the creation of core facilities in central locations to ease access, leverage investment and create operational efficiencies.
04. Prioritize wet research functions in new constructions over retrofitting.
05. Create a major inter-disciplinary research hub focused on sustainability and public policy at the former RVH site.
06. Construct a new research pavilion on the Powell Site focusing on wet laboratories.
07. Revitalize wet laboratory facilities at Stewart Biology.

Research + Laboratories

-  New research + laboratory space
-  Improved research + laboratory space



COMMUNAL + INFORMAL SPACE

Communal and informal spaces are important functions that promote better learning and enhance the overall experience of students and other campus users. These common spaces facilitate the exchange of ideas and they can take many forms, ranging from food and eating areas to quiet study spaces. They can also vary in size from large open areas to smaller more intimate environments.

The plan also recognizes access to nutritious food on campus enhances communal and informal spaces on campus and it is strongly linked to effective learning. Staff and faculty also benefit from an abundance of high-quality food on campus as it contributes to a healthy work environment.

It is the intention of the plan to protect and enhance existing informal and communal spaces on campus. At the same time, the plan seeks to increase the overall amount of communal and informal spaces, including those that allow for the provision of food services, to support a vibrant intellectual community and create a comfortable environment for all campus users.

Orientations:

01. Ensure each neighbourhood has an appropriate amount of informal and communal space. Focus on providing this type of space in buildings that are repurposed.
02. If a communal, informal or food space is removed it must be replaced with a new space of equal or greater quality in the same neighbourhood.
03. Include common amenities, which are technologically equipped, such as informal lounge, meeting, and study space in new buildings and in major renovations of existing facilities.
04. Reimagine the McLennan and Redpath libraries as a destination and a major concentration of communal and informal spaces. Include accessible food locations in strategic areas to enhance the learning and social experience for campus users.
05. Provide new food service locations along McTavish Street, Wilson Hall, Powell site, RHV, Strathcona Anatomy and Dentistry, Burnside Hall and Stewart Biology.
06. Recognize the strategic location of Burnside Hall by adding communal spaces to the ground floor, which relate directly to the surrounding terrace.
07. Create a new interior event space to support large events at RVH.
08. Create a new demountable structure to support large seasonal events up to 3,000 people on the lower west field.
09. Create a new informal study space between the west block of Stewart Biology and McIntyre.

Communal + Informal Space

- Existing spaces
- Improved spaces
- New spaces
- Existing food services
- New food services



SERVICES + STUDENT ASSOCIATIONS

The availability and accessibility of services is central to the health and wellness of students and it contributes to a successful and enjoyable student experience. The plan aims to support a hub-and-spoke model of service provision whereby services and activities are centered around a robust hub and localized front-line service points are distributed throughout the campus to reach students where they live, learn and study.

Orientations:

- 01.** Ensure that each neighbourhood has an appropriate amount of space dedicated to student services.
- 02.** Reinforce McTavish Street as the primary hub of student services and activities.
- 03.** Maintain access to daycare services on or adjacent to the downtown campus.
- 04.** Support a hub-and-spoke model by creating spaces for local service provision in strategic locations in each neighbourhood.
- 05.** Create a centre for international student services.
- 06.** Repatriate student services units currently housed in rental space located on the periphery of the campus.
- 07.** Create an accessible space for administering deferred examinations for persons with disabilities.

Services + Student Associations

-  Student services hub
-  Satellite service location



STUDENT RESIDENCES

Student residences play an important role in the experience of students. The transition from living at home to living in residences is a big step for many first-year undergraduate students. The programming in McGill's residences creates a respectful and supportive environment for students, providing a community foundation within which they can flourish personally, socially and academically.

However, many buildings that are occupied by residences are small and inefficient. Therefore, it is the intention of the plan to maintain student residences as a key part of the university, while streamlining the spaces that they occupy.

Orientations:

- 01.** Support the guarantee for housing for first-year students.
- 02.** Prioritize and consolidate student housing in residences that have a strong student life and student services presence.
- 03.** Actively pursue partnerships with the private sector to widen the offering to students and better respond to market conditions.
- 04.** Maintain residence spaces specifically for Indigenous students.
- 05.** Improve the efficiency of the residences portfolio by no longer operating small and inefficient assets as residences.

Student Residences

- Retained residences
- Released residences



GATEWAYS + ENTRANCES

Gateways play an important role as visible entrances to the university, connecting the campuses to their surroundings. They can take many forms including gates, archways or passages and they serve as visual focal points that draw people into the campus. In this way, they define the first impression for visitors and as such, they provide a distinctive sense of arrival, place and a clear point of transition.

Orientations:

- 01.** All gateways must prioritize pedestrians over vehicles, be accessible and provide a distinctive sense of arrival, place and act as a clear point of transition to the campus from its surroundings.
- 02.** Recognize Roddick Gates as the emblematic main entrance to the downtown campus and as such, it must interface strongly with McGill College Avenue and Sherbrooke Street.
- 03.** Enhance Milton Gate and seize the renovation of Wilson Hall as an opportunity to redefine it. Prioritize this gateway as an entrance for pedestrians and cyclists by installing discreet traffic control measures. Evaluate the potential to reinstall the original gate.
- 04.** Establish a new gateway at the former RVH site, opening the downtown campus to the mountain and Mount Royal Park.
- 05.** Develop the Powell site as a critical link between upper and lower campus. Ensure that the gateway facilitates pedestrian traffic across Dr. Penfield Avenue and integrates with the McTavish Street pedestrian corridor.
- 06.** Establish a new gateway on the south-east corner of lower campus to facilitate the entry of pedestrians from the city and ease movement to and from 680 Sherbrooke, across Sherbrooke Street.
- 07.** Establish a new gateway on the south end of McTavish Street that facilitates entry to lower campus through the McLennan building and acts as a significant and legible link to upper campus.

Gateways + Entrances



Gateways



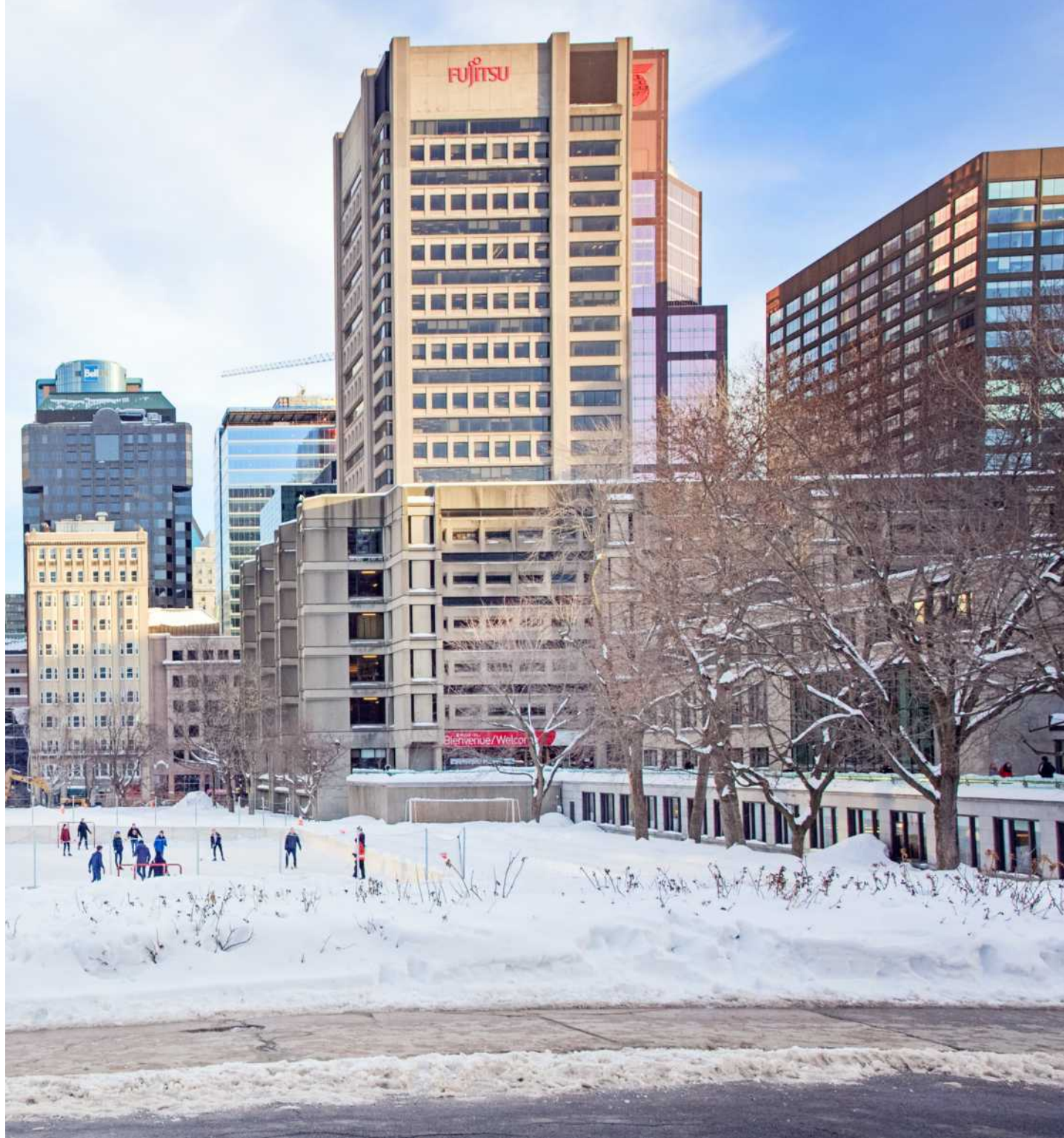
Secondary entrances



EXTERIOR + GREEN SPACE NETWORK

Exterior and green spaces are one of the most defining elements of a university's campus. They perform many important functions as connectors, activity spaces and defining structural features. The plan views these outdoor spaces and the links between them, as parts of a complete open-space network. This network must facilitate movement on the campus, engage well with the exterior and interiors of buildings as well as communicate effectively with the surroundings of the campus. Furthermore, given that the majority of McGill's academic year is in the winter months, it is critical that the exterior and green space network include comfortable spaces that are accessible and useable all year round.





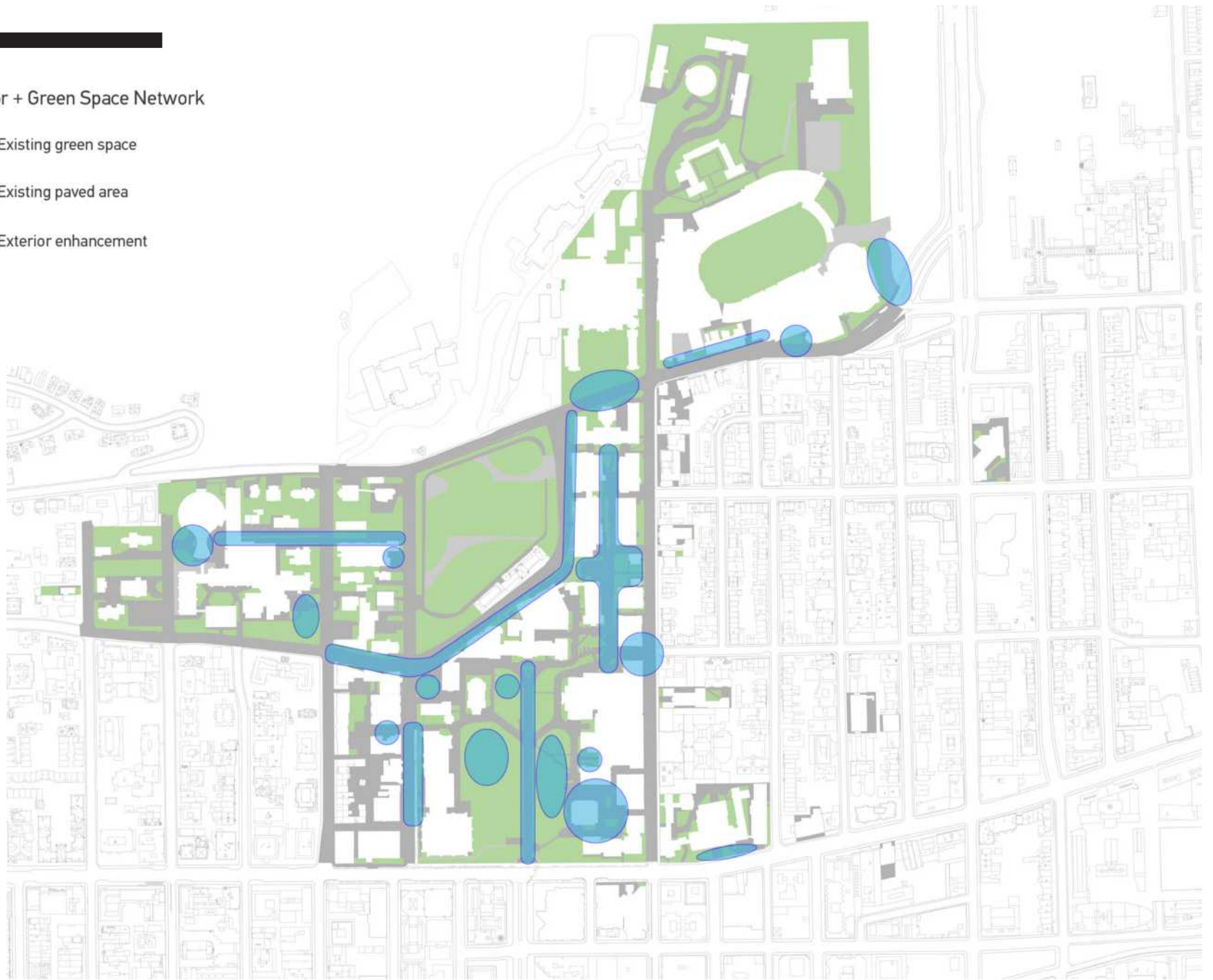
EXTERIOR + GREEN SPACE NETWORK (CONTINUED)

Orientations:

01. Exterior spaces should be inclusive, safe and accessible, ensuring that they will be enjoyed in a dignified and similar manner by the widest variety of users possible.
02. Reduce the amount and impact of hard surfaces on campus by increasing green space, using porous ground cover materials and increasing tree canopy cover.
03. Always consider and include features that will maximize and encourage the utilization of exterior spaces in winter.
04. Eliminate vehicle-centric features and elevate the status of pedestrians on campus.
05. West Field must accommodate large and small formal events, formal and informal sports, as well as ceremonial activities.
06. Create a new demountable structure on the west field to accommodate larger ceremonial events. A permanent and durable groundcover must be maintained when the structure is not in place.
07. Reimagine Burnside Terrace, Otto Mass Court and the south side of Macdonald Stewart as a comprehensive ensemble that increases physical and visual permeability through Burnside Hall and its edicule. Include a strong emphasis on urban agriculture in this area.
08. Give lower east field a specific character by integrating a water retention element that maintains pedestrian links that connect strategic points along the main road and campus pavilions.
09. Maintain the Three Bares area as a congregating space and improve usability and accessibility by addressing drainage issues.
10. Reimagine the full corridor from Milton Gate to the Strathcona Anatomy and Dentistry Building. This includes the creation of a new public square behind James Building that emphasizes east-west linkages and eliminates parking.
11. Encourage the informal occupancy and animation of lower McTavish Street with events, activities and installations.
12. Reimagine main road, as a pedestrian plaza, providing space for congregation, socialization and events.
13. Remove parking functions from the area adjacent to the University Centre and redevelop the space as a community focal point where events and social interaction can occur.
14. Reorganize the area in front of the music buildings to make the spaces more functional and appealing.

Exterior + Green Space Network

- Existing green space
- Existing paved area
- Exterior enhancement



RAINWATER MANAGEMENT

Rainwater management plays an important role in maintaining the sustainability of the campus. Hard surfaces such as asphalt and roofs generate more runoff than permeable surfaces like grass and gardens. Large amounts of impermeable surfaces increase flooding risk and result in a host of negative impacts on the environment while also creating a burden for municipal infrastructure such as sewers and roadways. Furthermore, effective rainwater management represents an important climate change mitigation measure as the potential for rainfall increases.

Provincial and municipal governments have both recognized the importance of rainwater management and have instituted requirements in this respect. Consequently, all new construction and specific renovations must include water retention measures that support a broader rainwater management strategy. The plan proposes specific measures to support the mitigation efforts.

Orientations:

- 01.** Minimize the amount of impermeable surfaces to decrease the amount of runoff that the campus generates.
- 02.** Ensure that each neighbourhood has sufficient water management measures in place to address the runoff that is generated locally.
- 03.** Prioritize rainwater management techniques that are sustainable, natural and plant-based over more cost-intensive concrete and plastic basins.
- 04.** Employ methods that are intentionally visible to increase awareness where appropriate.
- 05.** Wherever possible, proactively exceed the minimum requirements for rainwater retention to address future changes in climate as well as more restrictive municipal and provincial policies and regulations.
- 06.** Align rainwater management measures with the ongoing execution of projects to ensure that capacity is always maintained.

Rainwater Management

 Retention areas



STEWARDSHIP OF PHYSICAL HERITAGE

The downtown campus is defined by physical heritage and it is unique in many ways. In particular, the central green quadrangle and the original buildings that sit on it are of great significance. This significance extends far beyond the spaces and buildings themselves. In this way, the plan recognizes the campus as a comprehensive ensemble, which represents a significant value that is greater than the sum of its individual parts. It is the entirety of the buildings, their positioning on the campus as well as the landscape of which they are a part that must be protected.

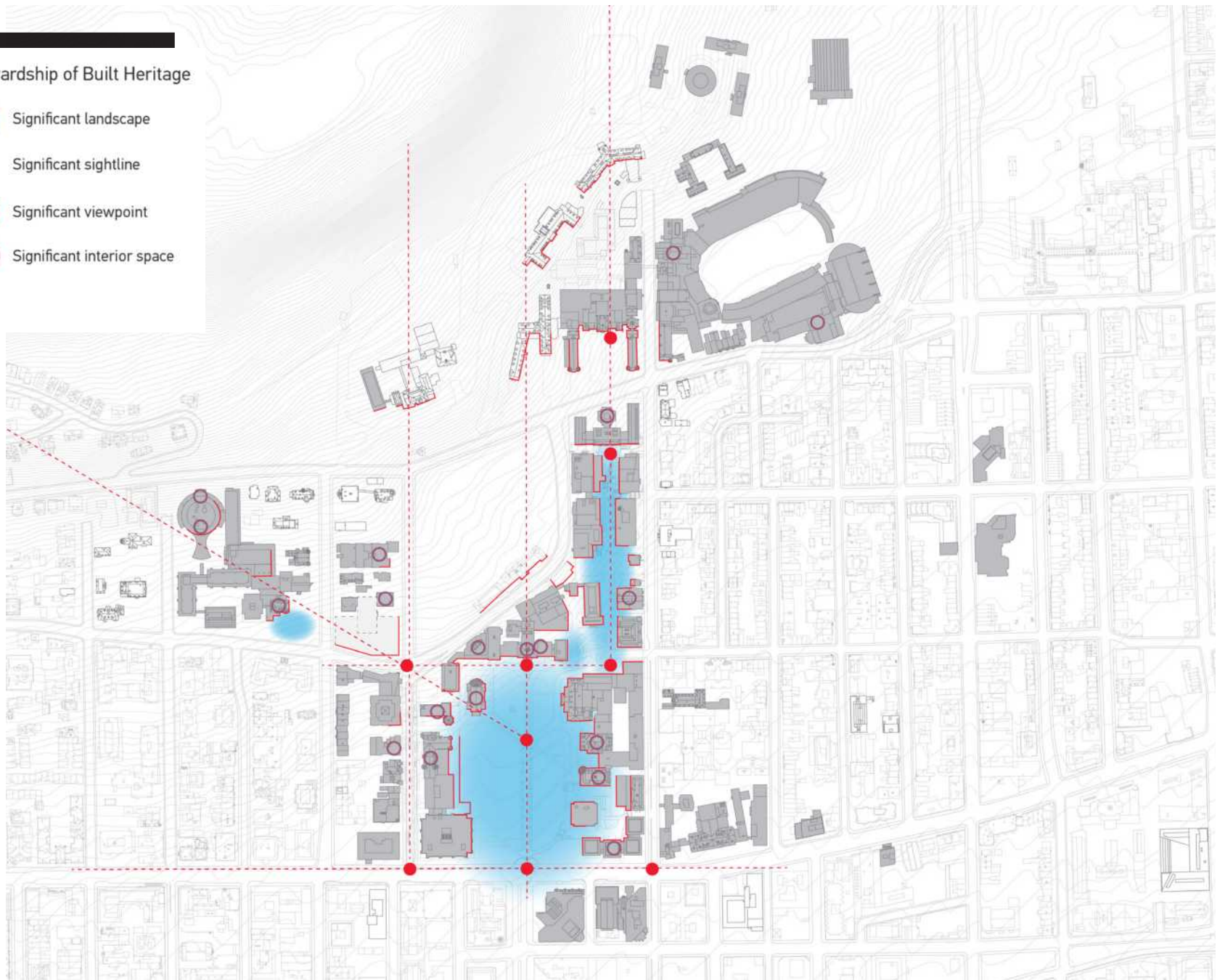
The campus exists in three dimensions and topography plays a critical role in defining its identity. Changes in elevation associated with the mountain have created a distinct layering of the campus. As such, the plan recognizes that specific views and sightlines must be maintained to ensure that specific buildings and landscapes are not blocked, obscured or diminished in quality.

Orientations:

01. Any modifications to McGill's buildings or landscapes must enhance and enrich the campus while being particularly respectful of built heritage. Any visible modifications must be subject to a rigorous review process that places an emphasis on elevating the quality of the landscape and built environment.
02. Specific sightlines and views onto buildings and landscapes must not be obstructed in order to maintain the character of the campus. It is particularly important to preserve and enhance the relationship of the campus and the mountain.
03. The lower campus and the Milton Gate to Strathcona Anatomy and Dentistry corridor are areas of particular significance. Any modification to or visible from these areas must preserve and demonstrably enhance historical quality.
04. Any changes to the built form of the campus must carefully consider how new buildings or modifications to buildings are inserted. These modifications must be respectful of their context and consider landscape and views. In particular, building height, width, frontage and orientation must be evaluated.
05. Interior spaces with heritage significance must be protected and must be maintained as part of any renovation or adaptive reuse.

Stewardship of Built Heritage

- Significant landscape
- Significant sightline
- Significant viewpoint
- Significant interior space



PEDESTRIAN NETWORK + ACCESSIBILITY

Promoting accessibility and mobility for pedestrians on campus is an important aspect of sustainability while also supporting health and wellness for the McGill community and all campus users. Given that all trips start and finish on foot, it is imperative that the pedestrian experience be the best that it possibly can.

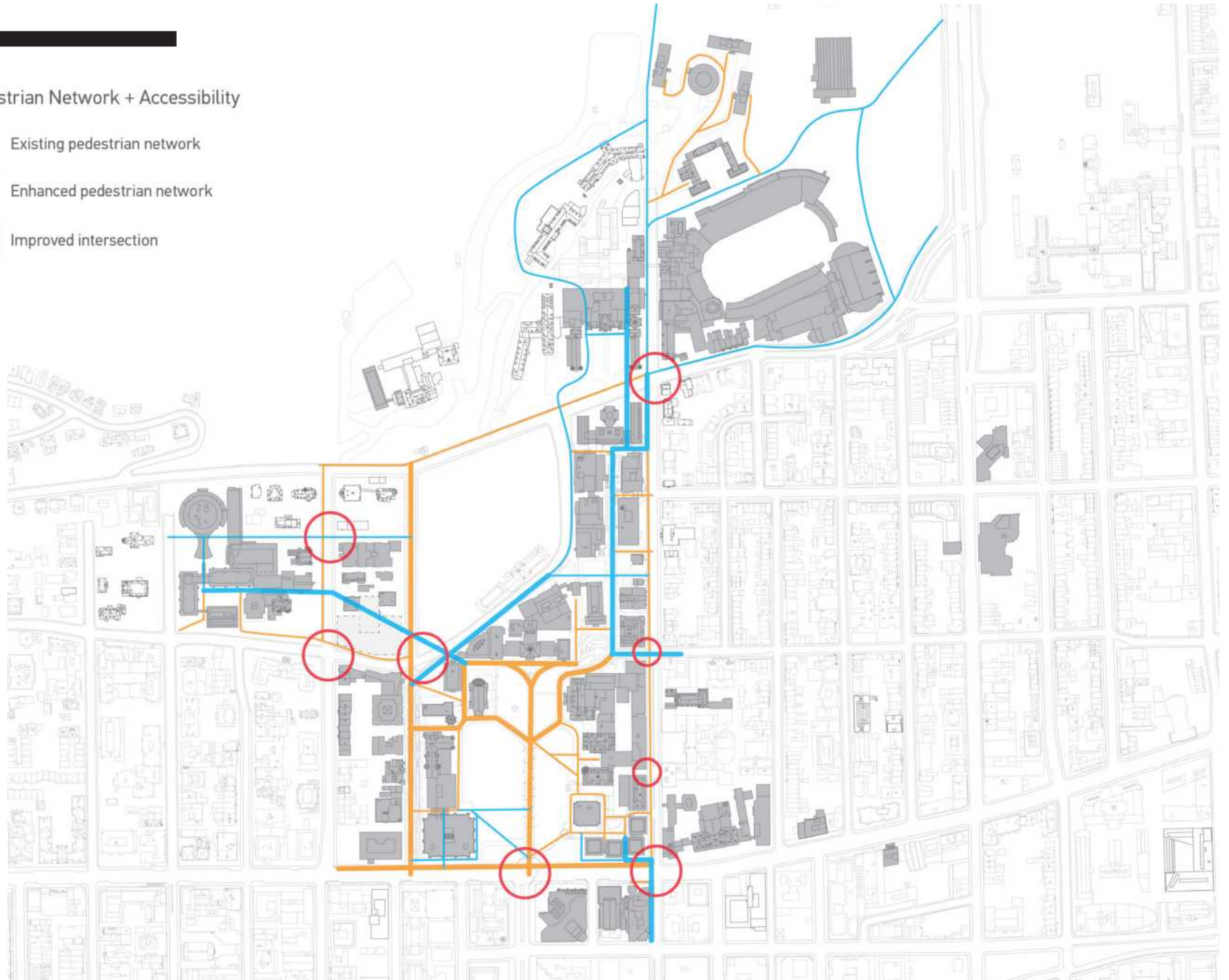
The downtown campus faces several challenges associated with topography and barriers. The plan seeks to overcome these challenges by creating new links that facilitate better pedestrian access to and across the campus.

Orientations:

01. Facilitate access to buildings and navigation on campus by developing a pedestrian network that is safe, accessible and leads to the main accessible entrances of buildings.
02. The plan recognizes that the interior of buildings are a critical part of the pedestrian network. As such, accessibility must extend beyond the entrances of buildings and include interior spaces.
03. When the main entrance of a building is a barrier, ensure that a second entrance that is accessible and visible is available. The second entrance must receive equal consideration and attention as the main entrance.
04. Facilitate accessible wayfinding strategies on campus to support accessibility and inclusion.
05. Apply a peoples-first approach to the pedestrian network that recognizes that persons are the main users of these spaces as opposed to vehicles or deliveries.
06. Create new pedestrian links at key gateways along Sherbrooke Street at University and McTavish streets.
07. Create a new strong pedestrian link from Lower Campus to Upper Campus West across the Powell Site.
08. Create strong pedestrian links through Strathcona Anatomy and Dentistry to the RVH and Mount Royal Park beyond.
09. Reorient Milton Gate as the primary functional entrance for pedestrians and cyclists to the downtown campus.
10. Create a strengthened east-west pedestrian link north of Education and link it to McIntyre lane. Redesign McIntyre lane to prioritize pedestrians.
11. Create a new pedestrian access point through the library that links the west field to McTavish and Sherbrook Streets.

Pedestrian Network + Accessibility

-  Existing pedestrian network
-  Enhanced pedestrian network
-  Improved intersection



CYCLING NETWORK + BIKE PARKING

Cycling is an important part of McGill's transportation mix and it is estimated that between 11 and 16 percent of the McGill community uses bicycles as their primary mode of transportation when travelling to the downtown campus during temperate seasons. This number is further increased by occasional cyclists.

Separated bike paths along De Maisonneuve Boulevard, Robert Bourassa Boulevard and University Street as well as bike lanes on Milton and Prince Arthur Streets provide access to the campus by bicycle. Of these, the Milton entrance serves as the primary entrance to the campus for cyclists. The circulation network on campus is treated as a shared space where pedestrians are prioritized but cyclists and other modes of transportation are able to freely circulate while maintaining safe speeds.


Proper bicycle parking is a critical element in supporting and promoting cycling as a viable form of transportation for campus users and a lack of parking and amenities has been cited as one of the primary barriers to adoption.

The plan seeks to address these challenges and support cycling as a viable and desirable mode of transportation that is sustainable and supports the health and wellness of the community.

Orientations:

01. Maintain the shared space policy for the campus circulation network by prioritizing cycling second only to pedestrians.
02. Install speed mitigation measures as needed in locations where a high risk of conflict exists. This includes careful consideration of pathway width, surface treatment and positioning of outdoor furniture.
03. Increase the amount of bike parking on the Downtown Campus by approximately 28 percent to 2,300 spaces. Continuously increase bike parking to support the ongoing adoption of cycling as a mode of transportation for commuting.
04. Strategically place bike parking at primary arrival locations and common destinations for cyclists.
05. Implement bike parking solutions that are visually appealing, durable, crime resistant, weather resistant and cost effective. This includes parking that is sheltered, indoor and/or access controlled.
06. Provide amenities on campus to support cyclists including showers and lockers.
07. Target under-utilized parking garages as significant indoor bicycle parking areas. Prioritize the Burnside Hall parking garage for this purpose.

Cycling network + bike parking

-  Existing shared-space network
-  Significant cycling routes
-  Significant bike parking locations

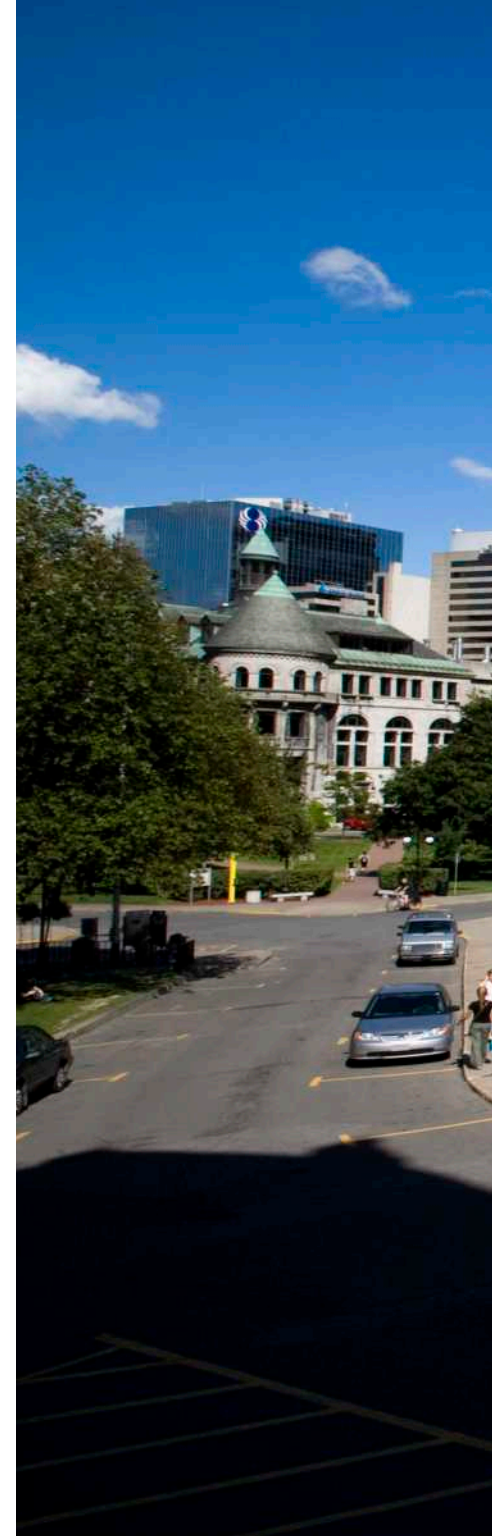


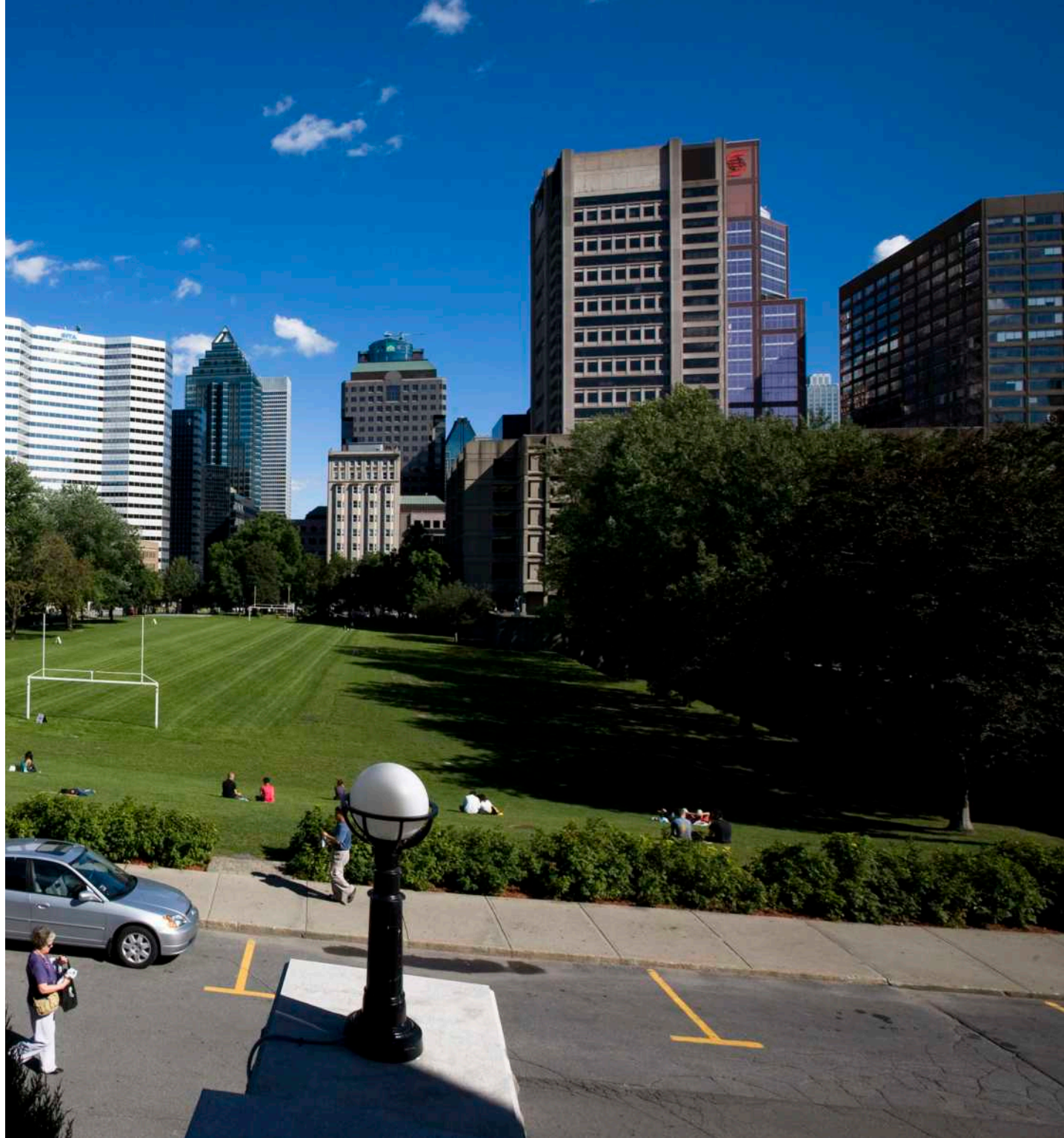
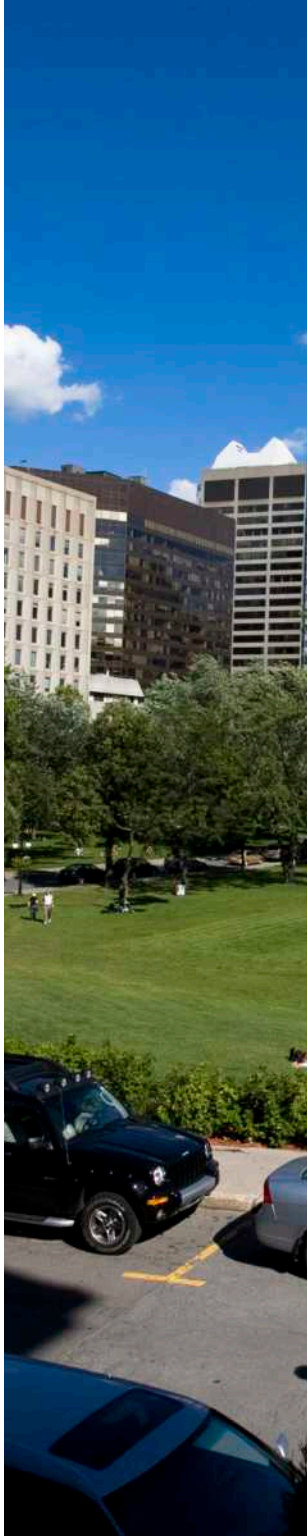
VEHICULAR CIRCULATION + PARKING

Vehicular circulation on campus must be carefully balanced with other modes of transportation to ensure that accessibility for specific uses is maintained while the aesthetic quality of the campus is enhanced.

The downtown campus is highly accessible to public and active modes of transportation and private vehicle use has been continuously declining among campus users. Transitioning the university to more sustainable transportation modes is an important part of meeting McGill's carbon neutrality goals.

The plan sees parking as a part of the overall transportation system and as such, its management plays an important role in shifting travel behavior to more sustainable modes. While limited parking will be required to support the operations of the university, the plan intends to limit and channel parking into locations where it will not affect the pedestrian experience or the landscape of the campus. As such, the plan has specific orientations for deliveries and operations as well as permit and accessible parking.





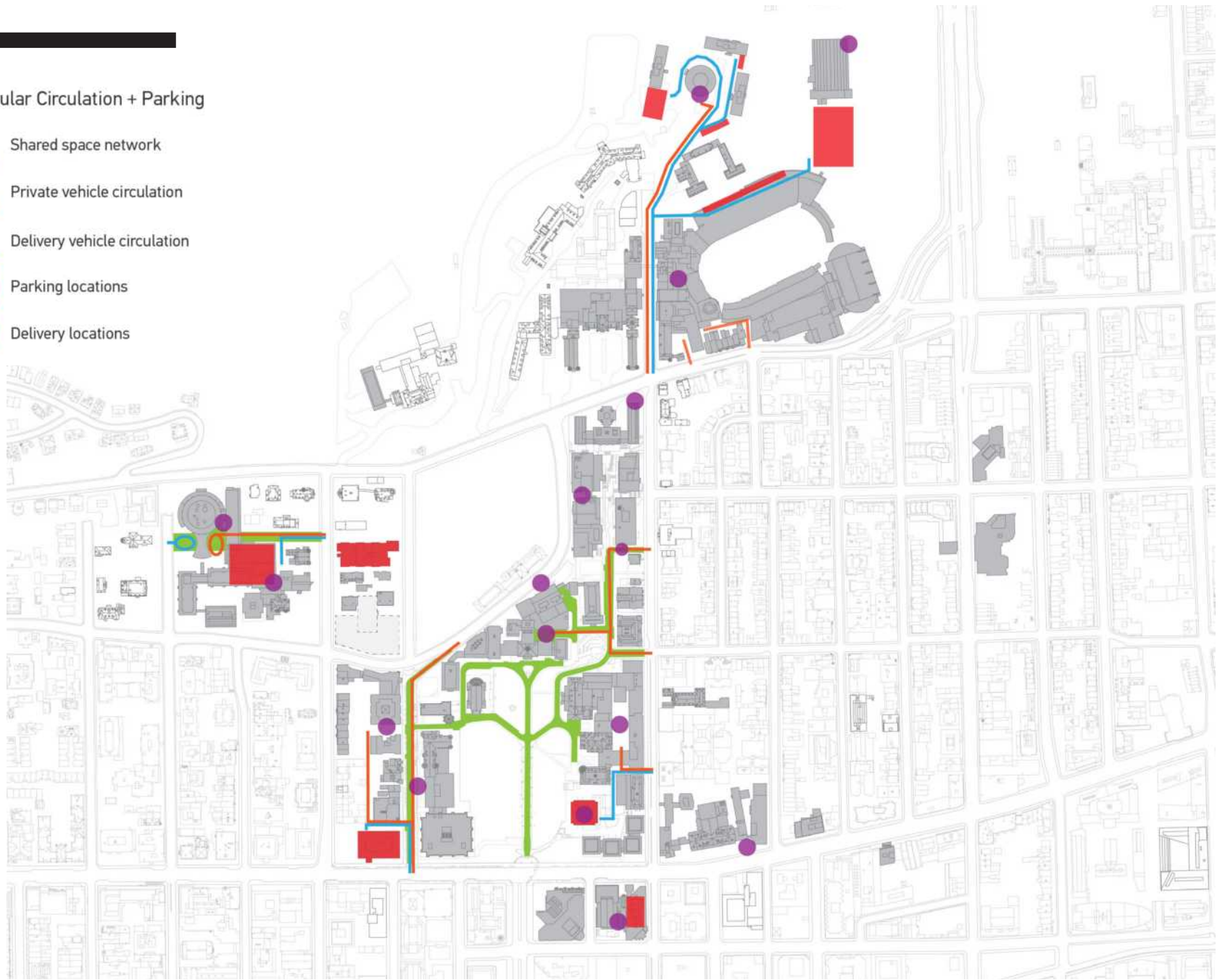
VEHICULAR CIRCULATION + PARKING (CONTINUED)

Orientations:

01. Support a shared space approach for Lower Campus and McIntyre lane by restricting all vehicular traffic.
02. Heavily restrict vehicular traffic through Milton Gate and limit access to McGill fleet vehicles and specific delivery vehicles only.
03. Open the lane next to the Rutherford Building as a point of vehicular access to support deliveries to Upper Campus East.
04. Redesign McIntyre lane to eliminate vehicular through-traffic while still allowing for access to the McIntyre parking garage and large delivery vehicles.
05. The total amount of parking on the downtown campus should be capped at 1000 spaces. If new parking is constructed or acquired, the cap must be maintained through the elimination of surface parking and by converting indoor spaces to other uses such as bike parking or parking for electric fleet vehicles. The conversion of parking spaces in the Burnside Hall parking garage should be prioritized for these purposes.
06. Permit parking for staff and students must be reduced over time to reflect changing commuting patterns and support a shift to active and sustainable modes of transportation.
07. Eliminate all surface parking on the downtown campus with the exception of the current provision of accessible parking for persons with disabilities and the parking lots that support Athletics and Residences in Campus North.
08. Concentrate permit and visitor parking in existing parking structures located on the periphery of the campus.
09. Identify and provide specific short-term parking locations for deliveries and fleet vehicles in locations that do not compromise pedestrian movement.
10. Enhance the aesthetics and reduce the environmental impact of remaining paved areas that support vehicular circulation. This includes but is not limited to using permeable surfaces and increasing the presence of vegetation and tree canopy.
11. Electric vehicle charging infrastructure must be deployed to support the transition of McGill's vehicle fleet to electric.
12. The number of parking spaces for electric vehicles and charging stations for staff and students must be continually increased in line with provincial targets for EV adoption and market demand. EV spaces must be visible, have clear signage and be prioritized second only to accessible parking spaces. EV parking infrastructure should be installed in indoor locations and be clustered to enhance accessibility and minimize infrastructure costs.

Vehicular Circulation + Parking

- Shared space network
- Private vehicle circulation
- Delivery vehicle circulation
- Parking locations
- Delivery locations



THE PLAN MACDONALD CAMPUS





ONKWEHONWENÉHA TSI IONTERIWAIONSTAHKWAKÓ:WA



INDIGENOUS REPRESENTATION

The plan acknowledges that Macdonald Campus is located on land which has long served as a site of meeting and exchange amongst Indigenous peoples. It is the intention of the plan to honour, recognize and respect these nations as the traditional stewards of the lands and waters on which the campus is located. The plan supports the intentions, ideas and initiatives that embed Indigeneity in the life and activities of the University while also enhancing the presence and success of Indigenous students, faculty and staff at Macdonald Campus.

Orientations:

01. Provide year-round access to medicinal and culturally-significant plants through a greenhouse that serves a prominent educational function.
02. Leverage the presence of the Centre of Indigenous Peoples' Nutrition and Environment to increase Indigenous representation on campus through visible changes to the landscape.
03. Display Indigenous art and culture within new projects and public spaces.
04. Ensure the availability of student residences for Indigenous students.
05. Name specific buildings, interior spaces and exterior spaces on campus to recognize and celebrate Indigenous cultures, thus enriching the physical and symbolic landscape.
06. Identify a distinct gathering place for Indigenous students and communities.
07. Provide indoor space at Macdonald Campus to support cultural practices such as smudging.

Indigenous Representation

-  Areas supporting Indigenous representation
-  Indigenous naming opportunity



NEIGHBOURHOODS

In order to conceptualize Macdonald Campus, it has been divided into a set of neighbourhoods. These neighbourhoods are independent of faculty, they support interdisciplinarity and they act as a way to distribute services and activities across the campus.

Additionally, these neighbourhoods will create a dynamic community that will allow students, staff and faculty to access local amenities and interact with each other more effectively.

Orientations:

- 01.** Neighbourhoods must be complete and contain a mix of services, academic spaces and research spaces that support the local populations.
- 02.** Each neighbourhood should contain sufficient flexible informal space to support gathering, studying and interaction between students, faculty and staff.
- 03.** Create strong and safe links between the neighbourhoods to enhance accessibility on campus.

Neighbourhoods

- Macdonald Lower Campus
- Macdonald Upper Campus
- Macdonald Campus North
- Lakeshore
- Maple



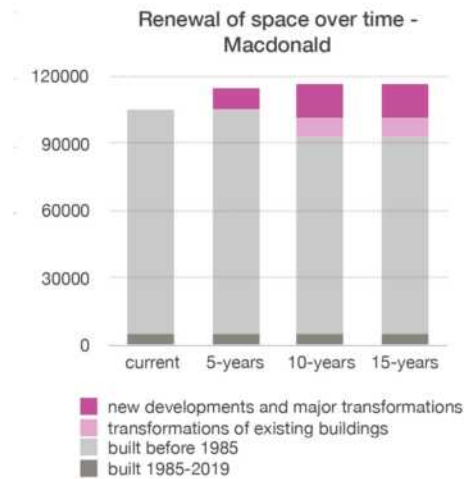
REAL ESTATE STRATEGY

McGill owns about 105,000 gross m² at the Macdonald campus. About 60,000 gross m², or about 59 percent is recognized by government. With new developments at Mac assumed to be non-recognized space, the amount of recognized space at Macdonald campus is projected to remain constant. With two new pavilions planned, Macdonald campus is projected to reach close to 120,000 gross m² over the next 15 years.

New pavilions for research and innovation and student Life will provide for about 16,000 gross m² of custom-built space for research, teaching and student life. Many buildings will be touched by renovations such as Macdonald-Stewart, Laird Hall and the South Power House.

This will lead to a transformational renewal of space on campus. While the majority of current Macdonald space was built before 1985 and in consequence offers many challenges, the percentage of older facilities is projected to drop to from 95 to about 82 percent through the release of buildings that are inadequate for academic use. Out of this

remaining stock of older facilities, close to 8 percent will undergo substantial renovations, bringing a total of 26 percent of the Macdonald campus spaces into the 21st century.





REAL ESTATE STRATEGY (CONTINUED)

Orientations:

01. Increase the total amount of space by approximately 11 percent to achieve a total campus size of approximately 120,000 gross m² at Macdonald Campus.
02. Channel development on Macdonald campus into specific zones to enhance connectivity while maintaining the character of the campus.
03. Target the renewal of older facilities to increase percentage of state-of-the-art facilities on our campuses.
04. Enhance the flexibility and efficiency of space wherever possible to ensure the long-term viability of the real estate strategy and allow our real estate assets to adapt to changing methods of research.
05. Maintain or increase informal study space, food services, administrative functions, student services and smaller classrooms when retrofitting existing buildings.
06. Construct a new research pavilion that prioritizes wet labs and large teaching spaces as well as a new pavilion for student life.
07. Remove 1 and 7 Maple Street from the academic inventory.
08. Relocate facilities management from 21300 Lakeshore Road to a more central location in the Lower or Upper Campus.
09. Demolish the LARU, 21300 Lakeshore Road and the Natural Resource Science Barns.
10. Revitalize and expand the Cattle Complex and the Swine Research Complex.
11. Create a new Macdonald Farm Community Engagement Centre in Upper Campus.
12. Give a new vocation to the South Power House.
13. Relocate the Macdonald market out of the Horticultural Centre to a more central and accessible location.
14. Provide additional land for the expansion of the EcoMuseum.
15. Restrict construction within the protected agricultural lands to functions that directly support agricultural teaching and research.
16. Explore opportunities with John Abbott College for shared services and athletics facilities.
17. Maintain the East Cottages and Laird Hall as defining residential features of the campus.
18. Redefine the Eco Residence.

Real Estate Strategy

-  Zones for new developments
-  Transformation of existing buildings
-  Releases - owned space



TEACHING + CLASSROOMS




Classrooms and teaching labs are the core platforms on which the university pursues its teaching mission. At Macdonald Campus there is an overall need for updated and larger classrooms. Additionally, the majority of the classrooms fall below the density standards that support effective teaching and learning.

Therefore it is the intention of the plan to create new larger classrooms in new buildings while also increasing the quality of older classrooms to meet modern teaching needs and methods.

Orientations:

- 01.** Ensure the availability of accessible and inclusive teaching and learning facilities that will respond to the varied needs of the Macdonald Campus community.
- 02.** Provide a wide offering of classroom types to reflect changing pedagogical methods.
- 03.** Classrooms must provide a minimum of 2 m² per student to ensure that the quality of teaching and learning environments are maintained.
- 04.** Create a new classroom with a 250 seat capacity in a central location.
- 05.** Rebalance the classroom offering to better align with usage by eliminating smaller, underutilized classrooms below 50 seats and prioritizing the creation of new classrooms with capacity over 100 seats.
- 06.** Promote health and wellness in teaching by eliminating low-quality rooms and prioritizing accessible locations with access to daylight for new and renovated teaching spaces.
- 07.** Promote classroom designs that are flexible to allow for multiple uses including exams and conferences. Employ technology that supports coupling of rooms for larger uses.

Teaching + Classrooms

-  New or enhanced teaching labs
-  New or enhanced 200+ seat classrooms
-  New or enhanced 100-200 seat classrooms





RESEARCH + LABORATORIES

Research is a primary activity at Macdonald Campus and as such, it is critical that a sufficient amount of space be provided to support these activities. Research on agriculture, food and the environment have very specific needs with respect to these facilities. In particular, they include food labs, animal facilities, horticultural fields and environmental reserves. New and revitalized facilities will enhance research capacity and enable researchers and scientists to collaborate, interact and innovate in a dynamic environment.

Orientations:

01. Ensure that agricultural and farmland are protected as well as the arboretum to ensure the ongoing pursuit of agricultural, food and environmental research.
02. Enhance and consolidate animal facilities to maximize efficiencies and meet or exceed current and anticipated accreditation requirements.
03. Create a new pavilion focused on research and innovation that prioritizes wet laboratories.
04. All research spaces should be flexible and allow rapid reconfiguration based on changing scientific needs and new technologies. They should be allocated based on thematic subjects rather than by discipline.
05. Promote the creation of core facilities in central locations to ease access, leverage investment and create operational efficiencies.
06. Prioritize wet research functions in new constructions over retrofitting older buildings as a result of the technical limitations of these spaces.
07. Strategically revitalize research spaces that are vacated through relocations to new developments.
08. Relocate the Mary Emily Clinical Nutrition Research Unit from Maple Street to the Lower Campus.

Research + Laboratories

-  New research + laboratory space
-  Improved research + laboratory space



COMMUNAL + INFORMAL SPACE

Communal and informal spaces are important functions that promote better learning and enhance the overall experience of students and other campus users. At Macdonald Campus, communal spaces are limited and concentrated primarily on the Lower Campus with a particular lack of these spaces in the farm. It is the intention of the plan to increase the amount and quality of these spaces on the campus while ensuring that they are well located to serve the local population.

The plan recognizes the importance that the availability of food plays on campus and that it contributes to a healthy environment. As such, the plan intends to maintain the availability of food on campus and maximize it wherever possible.

Orientations:

01. Ensure that the campus has an appropriate amount of informal and communal space. Prioritize this type of space in buildings that are repurposed.
02. Enhance existing communal and informal spaces, particularly within Macdonald-Stewart and the Centennial Centre.
03. If a communal, informal or food space is removed it must be replaced with a new space of equal or greater quality and capacity.
04. Explore opportunities to collaborate with John Abbott College for joint food offerings.
05. Maintain or enhance the existing food offerings.
06. Create a new community engagement centre that is open to the broader community and serves as a hub for communal and informal activities at the farm.
07. Enhance the waterfront to enable it to act as an important area for gathering and unstructured activities.
08. Create a new public square that will act as a hub of informal interaction.

Communal + Informal Space

- Existing spaces
- Improved spaces
- New spaces
- Existing food services
- New food services



SERVICES + STUDENT ASSOCIATIONS

The availability and accessibility of student services is central to a successful and enjoyable student experience. At Macdonald Campus, the spaces allocated for student services are inadequate for the current needs. The plan supports a shared-space model whereby a variety of different services are concentrated and consolidated in one central location.

Macdonald Campus offers a variety of athletics facilities that serve the McGill and broader community. Many of the facilities are out of date and will require investment in the coming years. It is the intention of the plan to maintain access to these athletics services while exploring opportunities for partnership to maximize their quality.

Orientations:

01. Provide sufficient space to accommodate the staff required to provide face-to-face services on a rotating basis.
02. Ensure that space for student services is of a sufficient quality to maintain privacy and accessibility.
03. Support the consolidation of student services and associated function in a central location.
04. Ensure that space meets the minimum requirements for hosting health professionals and counselors.
05. Explore opportunities to collaborate with John Abbott College for the provision of health and other services.
06. Maintain access to daycare services on or close to Macdonald Campus. Continue operating a daycare jointly with John Abbott College in order to maintain the ongoing viability of the service.
07. Explore opportunities to construct a new athletics pavilion at Macdonald Campus. Maintain access to athletics services through strategic partnership with John Abbot College and the broader community.

Services + Student Associations

- Student services hub
- Satellite service location



STUDENT RESIDENCES

Student residences are an important feature of Macdonald campus because of the limited options for housing that exist for students in the area. Nevertheless, these residences are due for renewal. It is the intention of the plan to continue to provide access to residences on the campus, particularly in support of the first-year guarantee for undergraduate students.

Orientations:

- 01.** Support the guarantee for housing for first-year students.
- 02.** Maintain an offering of residence spaces specifically for Indigenous students.
- 03.** Maintain Laird Hall as a student residence and remove administrative uses.
- 04.** Renew the Eco Residence.

Student Residences

- Retained buildings
- Renewed buildings



GATEWAYS + ENTRANCES

Gateways play an important role as visible entrances to the university connecting the campus to its surroundings. They define the first impression that visitors have of the campus and as such, it is important that these entrances provide a distinctive sense of arrival, place and a clear point of transition.

Orientations:

- 01.** All gateways must provide a distinctive sense of arrival, place and act as a clear point of transition to the campus from its surroundings.
- 02.** Enhance the southern entrance by making it distinct from that of John Abbott College and easily identifiable. Eliminate surface parking in proximity to the gateway to enhance the sense of arrival.
- 03.** Reorganize the northern entrance to the lower campus to create a clear transition from the farm.
- 04.** Create a new gateway in the farm that emphasizes accessibility and legibility.
- 05.** Create a new northern gateway that serves as a transition point to the Arboretum and enhances navigation to the farm and lower campus.

Gateways + Entrances

- Gateways
- ▲ Secondary entrances



EXTERIOR + GREEN SPACE NETWORK

Exterior and green spaces are a one of the most defining elements of a university's campus. They perform many important functions as connectors, activity spaces and defining structural features. Macdonald Campus is unique in this respect and its exterior and green space network is defined by an open landscape with bucolic features that dialogue with the countryside.

The master plan seeks to balance this natural and agricultural landscape, which is open and expansive, with the need for connectivity, mobility and accessibility.

Orientations:

01. Exterior spaces should be inclusive, safe and accessible, ensuring that they will be enjoyed in a dignified and similar manner by the widest variety of users possible.
02. Reduce the amount and impact of hard materials, particularly in surface parking lots.
03. Recognize McEwen Field as the central green space for the campus.
04. Create a new public hub that will prioritize pedestrians and act as a central point for public transit. This hub must include specific attractors like the Mac Market and it should interface with adjacent greenhouses and Laird Hall.
05. Restructure the area North of Macdonald-Stewart to prioritize pedestrian links and allow better connectivity to the Parasitology and CINE buildings. This space should include traffic calming measures and the realignment of the road to slow vehicular traffic while maintaining access for fleet vehicles and deliveries.
06. Improve landscaping at the community engagement centre at the farm to define it as a point of arrival and make it conducive to outdoor use.
07. Rethink the main entrance as a visually appealing gateway that provides a clear sense of arrival. Eliminate surface parking in this area.
08. Develop and emphasize a landscaped, structuring north-south axis that runs from Macdonald-Stewart to the waterfront. This corridor should include vegetation and features that protect pedestrians in the winter season.
09. Convert remaining surface parking south of Centennial Centre into a vegetated green space.
10. Reimagine the waterfront and create a strong link to the campus. This area should provide a mix of naturalized areas as well as structured activity and research spaces.

Exterior + Green Space Network

Improved exterior space



RAINWATER MANAGEMENT

Macdonald Campus does not have a great deal of built surface and buildings are not frequently modified. Nevertheless, proper rainwater management practices remain an important part of maintaining the sustainability of the campus. This is particularly important given that runoff from agricultural lands tends to contain high levels of pollutants. Additionally, location of the campus on the waterfront positions it at a critical point for the management of runoff.

Orientations:

- 01.** Minimize the amount of impermeable surfaces to decrease the amount of runoff that the campus generates.
- 02.** Wherever possible, proactively exceed the minimum requirements for rainwater retention to address future changes in climate as well as more restrictive municipal and provincial policies and regulations.
- 03.** Prioritize rainwater management techniques that are sustainable, natural and plant-based over more cost intensive concrete and plastic basins.
- 04.** Where appropriate, employ methods that are intentionally visible to increase awareness.
- 05.** Naturalize areas of the waterfront to help capture pollutants and debris.
- 06.** Use best practices to minimize the impact of agricultural activities on the watershed.

Rainwater Management

 Sensitive areas



STEWARDSHIP OF PHYSICAL HERITAGE

The character of Macdonald Campus is defined by bucolic open spaces with low pavilions surrounded by farmland with a southern edge defined by a waterfront. This landscape is a critical element of the brand of Macdonald Campus and it speaks to its heritage as an agricultural institution. This built and natural heritage must be protected in order for the campus to maintain its identity and be available for the enjoyment of future generations.

Macdonald Campus is one of the last remaining reserves of agricultural land and activity on the island of Montreal. Additionally the Arboretum is a significant concentration of natural forest ecosystems that play an important role for researchers, educators and the general public. In this way, McGill has a responsibility to act as a steward of these natural features and amenities.

It is the intention of the plan to ensure that the bucolic nature of the campus is maintained and agricultural land is protected.

Orientations:

01. All land within the provincially protected agricultural zone must adhere to all associated rules and regulations. The same standards should be applied to all land that is outside the protected zone but is still used for agricultural purposes.
02. Any modifications to buildings or landscapes must enhance and enrich the campus while being particularly respectful of natural and built heritage. Any visible modifications must be subject to a rigorous review process that places an emphasis on elevating the quality of the landscape and built environment.
03. Specific sightlines and views onto buildings and landscapes must not be obstructed in order to maintain the character of the campus.
04. Any changes to the built form of the campus must carefully consider how new buildings or modifications to buildings are inserted. These modifications must be respectful of their context and consider landscape and views. In particular, building height, width, frontage and orientation must be evaluated. Buildings at Macdonald Campus should be limited in height.
05. Interior spaces with heritage significance must be protected and must be maintained as part of any renovation or adaptive reuse.

Stewardship of Built Heritage

- Significant landscape
- Significant sightline
- Significant viewpoint
- Provincially protected agricultural land
- McGill agricultural land



PEDESTRIAN NETWORK + ACCESSIBILITY

A robust pedestrian network is critical to allow people to effectively move across the campus. At Macdonald Campus pedestrians face several challenges because the campus is accessed primarily and frequently by private vehicles. Therefore it is important that the plan creates a strong pedestrian network that is not compromised by the essential vehicle presence.

Another challenge facing pedestrians at Macdonald campus is the distance between buildings and amenities as well as barriers such as the highway and rail line that separate the lower campus from the farm. The plan recognizes these challenges and seeks to improve the quality, safety and connectivity of the pedestrian network.

Orientations:

01. Facilitate access to buildings and navigation on campus by developing a pedestrian network that is safe, accessible and leads to the main accessible entrances of buildings.
 02. Facilitate improved wayfinding strategies on campus to support accessibility and inclusion.
 03. The plan recognizes that the interior of buildings are a critical part of the pedestrian network. As such, accessibility must extend beyond the entrances of the building and include interior spaces.
 04. Preserve connectivity between Macdonald Campus and Downtown Campus by maintaining shuttle services. Leverage the anticipated Réseau express métropolitain (REM) by localizing and reorienting shuttle services to improve access to the REM station and better connect the Macdonald Campus neighbourhoods.
- Embarking and disembarking of passengers should occur in a central location.
05. Create a new public square that prioritizes pedestrians and acts as a central point for public transit including shuttle services. The square should have strong links in all directions, especially the central green and McEwen Field.
 06. Create a strong structuring pedestrian axis that connects the farm to the waterfront.
 07. Reorganize the intersection north of Macdonald-Stewart to create a shared space that prioritizes pedestrians, restricts vehicular access and eliminates car-centric design features.
 08. Provide a dedicated and safe space for pedestrians on the overpass that crosses Autoroute 20 in order to facilitate movement between the lower campus and the farm.

09. Improve the pedestrian crossing at Lakeshore Road to facilitate access to the waterfront.
10. Improve pedestrian crossings at strategic locations to facilitate access to the main parking lot, Eco Residence and the cottages on the eastern part of the campus.

Pedestrian Network + Accessibility

-  Existing pedestrian network
-  Enhanced pedestrian network
-  New shared-space network
-  Improved intersection



CYCLING NETWORK + BIKE PARKING

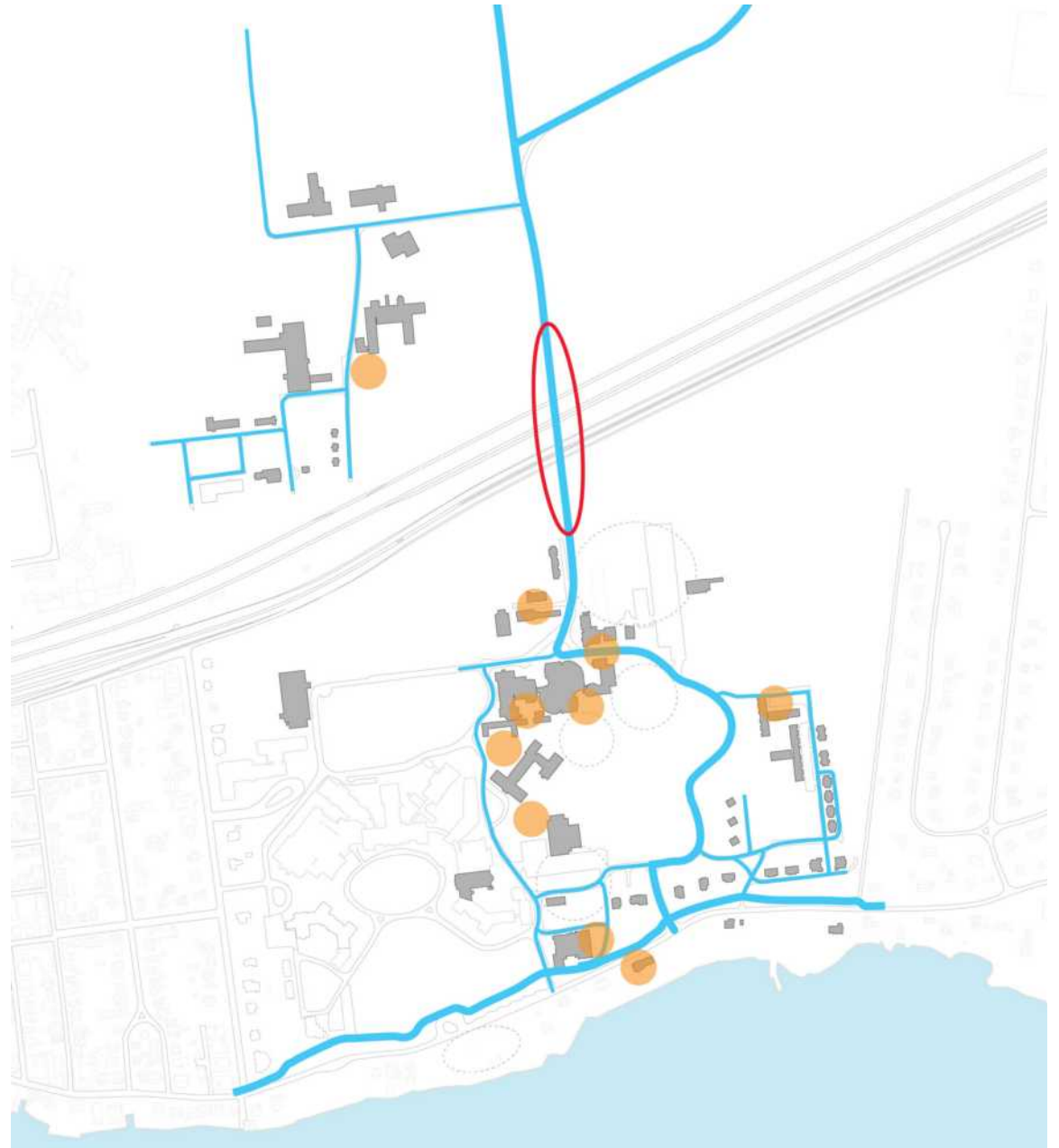
Cycling is an important active transportation mode that allows people to cover larger distances more efficiently and in less time. As such, the plan recognizes that cycling is an essential transportation mode for the Macdonald campus community and it represents one of the most effective ways to move between the lower campus, farm and arboretum. Proper bicycle parking is a critical element to support and promote cycling as a viable form of transportation. As such the plan seeks to ensure that there is sufficient bike parking in key destinations.

Orientations:

- 01.** Provide a safe space for cyclists on the overpass that crosses Autoroute 20 in order to facilitate movement between the lower campus and the farm.
- 02.** Encourage the presence of cyclists in shared spaces and prioritize cycling second only to pedestrians.
- 03.** Strategically place bike parking at primary arrival locations and common destinations for cyclists.
- 04.** Implement bike parking solutions that are durable, crime resistant, weather resistant and cost effective. This includes parking that is sheltered, indoor and/or access controlled.
- 05.** Provide amenities on campus to support cyclists including showers and lockers.

Cycling Network + Bike Parking

- Significant cycling routes
- Significant bike parking locations
- Improved link



VEHICULAR CIRCULATION + PARKING

At Macdonald Campus private vehicles are an essential mode of transportation given the location of the campus and the limited public transit options that exist. Additionally, the day-to-day operations of the farm require the use of specialized fleet vehicles. As such, it is important that an effective road network and sufficient parking be maintained. Nevertheless, it is important that the negative effects of vehicular infrastructure be properly mitigated to maintain the quality of the campus landscape and minimize conflicts.

Orientations:

01. Reorganize the intersection north of Macdonald Stewart to direct vehicular traffic to centralized parking areas while maintaining access to John Abbott College.
02. Eliminate vehicular circulation, with the exception of fleet vehicles, between Barton and Parasitology and reroute vehicles further north to discourage through traffic on the east side of campus and reduce conflict with pedestrians.
03. Restrict vehicular circulation through a new pedestrian plaza to eliminate through traffic on the west of campus.
04. In the short term, explore opportunities to reduce through traffic by restricting the flow of traffic at key points to and from Autoroute 20 and Autoroute 40.
05. Facilitate access to the campus for public transit and shuttle vehicles. Concentrate embarking and disembarking in a central, pedestrian-friendly location such as the new public square.
06. Relocate surface parking for permit holders from the core of the lower campus to a centralized parking area.
07. Maintain the current provision of accessible parking for persons with disabilities.
08. Permit parking for staff and students must be reduced over time to reflect changing commuting patterns and support a shift to active and sustainable modes of transportation.
09. Identify and provide specific short-term parking locations for deliveries and fleet vehicles in locations that do not compromise pedestrian circulation.
10. Enhance the aesthetics and reduce the environmental impact of remaining paved areas that support vehicular circulation. This includes but is not limited to using permeable surfaces and increasing the presence of vegetation and tree canopy in parking areas.

11. Electric vehicle charging infrastructure must be deployed to support and accelerate the transition of McGill fleet vehicles to electric.
12. The number of electric vehicle parking spaces and charging stations for staff and students must be continually increased in line with provincial targets for EV adoption and market demand. EV spaces must be visible, have clear signage and be prioritized second only to accessible parking spaces. EV parking infrastructure should be clustered to enhance accessibility and minimize infrastructure costs.

Vehicular Circulation + Parking

-  New shared space network
-  Vehicle circulation
-  Consolidated parking areas
-  Relocated parking areas
-  Improved intersection
-  Shuttle + transit hub



17



IMPLEMENTATION

All plans require a sound implementation strategy. The master plan articulates a long-term vision for the campuses at a conceptual level. While specific implementation measures such as budgeting, design and scheduling will be elaborated further in a more detailed document, this section will discuss an approach to implementation in general terms. Specifically, it reviews governance processes relating to the monitoring and implementation of the plan. This section also organizes and sequences the interventions described in the plan into five-year periods.

PROCESSES + GOVERNANCE

The master plan is a framework that articulates a clear direction for McGill's campuses. As such, it will enable capital projects and other modifications to the campuses to be aligned in support of a common vision. Nevertheless, the successful implementation of the master plan will require strong governance and stewardship. A well-elaborated implementation plan will allow for the effective sequencing and scoping of projects.

Implementation + Monitoring Process

McGill's campuses are in a state of constant change and the master plan must be actively maintained to respond to these evolving conditions and remain relevant as an institutional plan. Given that the master plan includes a vision and guiding principles for the development of our campuses in the long-term, all capital projects will be considered in the context of the master plan. In addition, each

capital project will be evaluated individually in accordance with existing University policy and funding for each individual project will be identified at the time of consideration.

In order to inform the Board of Governors of the progress on the implementation of the master plan, a biannual report will be presented to its Building and Property Committee. In its role as steward of the plan, the Office of the Vice-Principal (Administration and Finance), will monitor its implementation.

Implementation Plan

As a framework the master plan will require an elaborated implementation plan that translates guiding principles, interventions and orientations into defined projects. This implementation plan will identify areas that must be studied in greater detail and define the scopes, priorities and sequencing required to affect positive

tangible changes on McGill's campuses. The implementation plan will also integrate emergent ideas and needs to maintain flexibility and respond rapidly to shifting priorities. Internal processes for the implementation and monitoring of the plan will be developed by the Office of the Vice-Principal (Administration and Finance), as steward of the plan, and will be identified in the implementation plan.

The action plan will define the timing for specific studies while also defining boundaries and important programmatic elements. This will allow for the cohesive and rationalized implementation of the plan over time. The detail included in the implementation plan will also facilitate precise monitoring and evaluation of the plan's implementation.



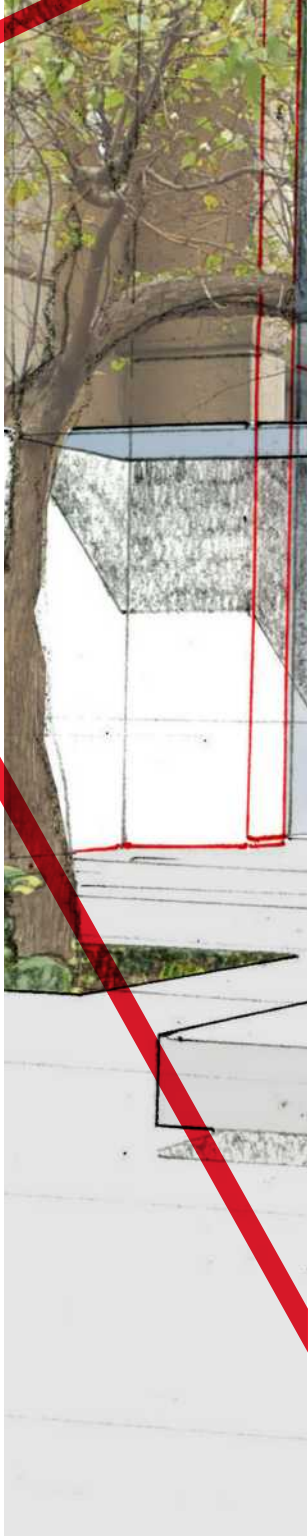
INTERVENTIONS OVER TIME

The campus transformations outlined in this document are composed of 33 interventions, 26 Downtown and 7 at Macdonald campus. Each intervention is typically composed of a range of existing and proposed landscaping, renovation and construction projects. Rather than prescribing specific timelines for each intervention, this chapter identifies the components that are necessary to complete them. This exercise allows to sketch the overall scope of the plan. Additionally, some of the projects are already scoped which allows them to be linked to interventions within a more comprehensive implementation scenario.

Only the completion of all identified components will complete an intervention and in consequence contribute to the transformation of the campus as laid out in this document. Typically, a major development project is tied to specific landscape and open space interventions in its vicinity and aligned with the renovation of spaces that are vacated through relocations into the new pavilions.

This chapter identifies short-, medium- and long-term timeframes for each intervention, oftentimes stretching over more than one timeframe. Short-term interventions focus on greening and the reduction of vehicular traffic. Medium-term interventions are mostly linked to high-priority infrastructure projects. Finally, long-term interventions are linked to the repurposing of buildings vacated through relocations to new pavilions, as well as proposals that require further study before a clear implementation strategy can be put forward.





INTERVENTIONS OVER TIME: LOWER CAMPUS

Short term (5-year timeframe)

Over the first 5-year timeframe, the Lower Campus neighbourhood will be transformed by an array of greening projects, with new gateways from Sherbrooke Street, the prioritization of the pedestrian as primary user on campus as well as the importance of events as part of the Lower Campus' identity. Interventions include the redesign of the Main Road, a bioretention garden on the east field, a new seasonal structure for events on the west

field, the renovation of the Macdonald Stewart Building and new entrances to campus from Sherbrooke Street.

Interventions:

D-2 Embracing our core heritage buildings as iconic features of the campus

D-6 Embracing the Main Road as a green artery of the campus

D-8 Embrace the west field as McGill's events destination

D-9 A clearly defined identity for the East

Field

D-3 Otto Maas as a teaching hub and gateway to campus

D-11 Give a home to McGill-allied functions in the Peel Street row houses

2019

2024



D-2

D-6

D-11

D-8

D-9

D-3

D-4

Medium term (10-year timeframe)

This period will address better links towards Upper Campus West, across the Leacock terrace, a reinvented Library and increased campus permeability from the east, across a new Burnside terrace.

Interventions:

D-4 Opening the Burnside terrace

D-1 A reinvented library

D-7 Leacock as a key strategic link

Long term (15-year timeframe)

In the long term, buildings affected by relocations to new developments will offer new spaces for research, teaching and student life in repurposed buildings. In addition, landscaping along Sherbrooke Street, east of University Street will create improved pedestrian links towards the buildings located in this area.

Interventions:

D-4 Opening Burnside terrace

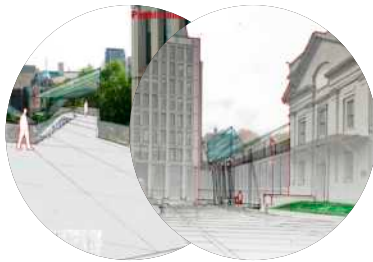
D-5 Improved spaces for research, teaching and student life in repurposed buildings

D-10 Better connect to McGill's buildings along Sherbrooke Street

2029



D-1 D-10



D-7 D-4



D-5



INTERVENTIONS OVER TIME: UPPER CAMPUS EAST

Short term (5-year timeframe)

Transformations in the Upper Campus East neighbourhood in the 5-year timeframe include the pedestrianization of Milton Gate, new spaces for teaching, learning and student life in Wilson Hall, as well as a new green corridor towards Campus North.

Interventions:

- D-16 Embrace the Milton Gate as the primary entrance for pedestrians and cyclists
- D-13 Renovate and reorient Wilson Hall
- D-17 A new green corridor from Milton Gate to Strathcona Anatomy

Medium term (10-year timeframe)

Major transformations characterize the 10-year timeframe, with the construction of a new pavilion for Sustainability Systems and Public Policy on the former RVH site, and a reinvented Strathcona Anatomy and Dentistry building that will offer renovated spaces for teaching, learning and student life as well as act as a gateway to the new development on the RVH site.

2019



D-16

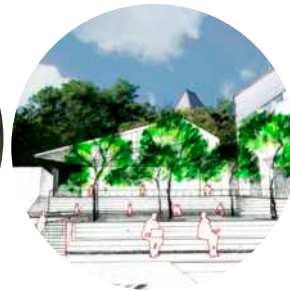


D-13



D-17

2024



Interventions:

D-12 Expanding the campus towards the mountain into a new destination for multi-disciplinary research and teaching (former RVH)

D-14 Position Strathcona Anatomy and Dentistry as a gateway

Long term (15-year timeframe)

In the long term, the Upper Campus East neighbourhood will experience an increase of space for informal study, food services, active learning classrooms and state-of-the-art research labs in buildings repurposed after relocations to new developments.

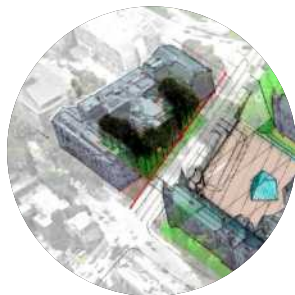
Interventions:

D-15 Improved spaces for research, teaching and student life in repurposed buildings.

2029



D-12



D-14



D-15

INTERVENTIONS OVER TIME: CAMPUS NORTH

Short-term (5 year timeframe)

In the short term, this neighbourhood will be affected by renovations in Lyman Duff and the Neuro, increasing the offering of state-of-the-art research spaces in this area of campus. The Pine Avenue row houses will be renovated, expanding health and wellness related functions along Pine Avenue.

Interventions:

D-18 State-of-the-art research and teaching spaces that connect across disciplines in Lyman Duff

D-19 The Neuro as a destination for neurosciences research

D-21 Embrace Campus North as McGill's health and wellness destination

Medium term (10-year timeframe)

Renovations in Lyman Duff will expand into the remaining floors of the new wing as well as portions of the older wings, once wet research functions will be relocated to a new pavilion on the Powell site. Existing pedestrian links towards the mountain and the Plateau Neighbourhood will be improved and new links will be created to embrace the Campus North neighbourhood as a new gateway to campus from the north.

2019

2024



D-18



D-19



D-21

This will include interventions to pedestrian walkways through and around the Athletics complex, recognizing the strategic location of Athletics at the intersection of Parc and Pine avenues.

Interventions:

D-18 State-of-the-art research and teaching spaces that connect across disciplines in Lyman Duff

D-20 New pedestrian links to the mountain and the Plateau Neighbourhood

Long term (15-year timeframe)

This period will include greening interventions that will further improve access to and through the neighbourhood.

Interventions:

D-20 New pedestrian links to the mountain and the Plateau Neighbourhood

2029



D-18



D-20

INTERVENTIONS OVER TIME: UPPER CAMPUS WEST

Short term (5-year timeframe)

The Stewart Biology west and north block renovation initiates this complex' renewal and transformation into a major state-of-the-art research and teaching destination in the Upper Campus West neighbourhood. Easier access from the west will embrace this building's gateway function. A new green link along McIntyre Lane and improving pedestrian links along Dr. Penfield Avenue are part of the short term transformations.

Interventions:

- D-23 Stewart Biology as a new edge
- D-24 A green structuring axis for the neighbourhood
- D-25 Old Chancellor Day Hall landscaping

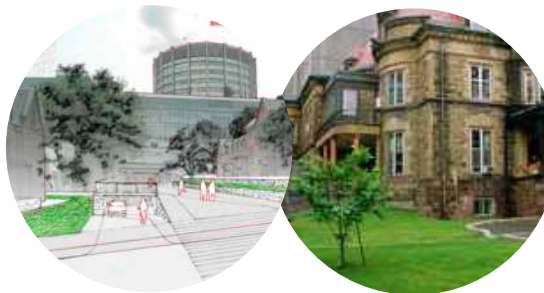
Medium term (10-year timeframe)

New spaces for research, teaching and student life in a new pavilion on the Powell site will redefine the entrance to Upper Campus West and will create a new research and teaching hub at the crossroads of Upper Campus West and Lower Campus. A new atrium between Stewart Biology and the McIntyre Medical Building will create a new study space at a strategic location.

2019



D-23



D-24



D-25

2024



D-22

Interventions:

D-22 Powell as gateway and research and student hub

D-23 Stewart Biology as a new edge

D-24 A green structuring axis for the neighbourhood

Long term (15-year timeframe)

The mansions north of McIntyre Lane will be released following completion of the RVH project.

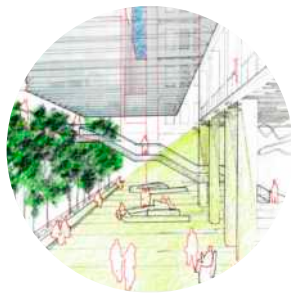
Interventions:

D-26 New neighbours along McIntyre Lane

2029



D-23



D-24



D-26

INTERVENTIONS OVER TIME: MACDONALD CAMPUS

Short-term (5-year timeframe)

Interventions at Macdonald Campus in the short term address the enhancement of the farm and arboretum areas as defining features of the campus. A new research and innovation pavilion, efforts to implement new ways of accessing and navigating the campus, as well as waterfront improvements will further transform the campus.

Interventions:

M-1 Embracing research and innovation as defining features on campus

M-2 Reinvigorate student life at Mac Campus

M-3 Embrace the farm and arboretum as defining areas of the campus

M-5 Waterfront improvements

M-6 Better links between the Macdonald and downtown campuses

M-7 Rebalance real estate to better serve academic functions

Medium term (10-year timeframe)

Creating a new entrance to campus from the west, a new square north of Laird will host the food market (Mac Market), complemented by new dining services in the ground floor of Laird Hall. The square will connect the north-east green corridor to the consolidated public transportation stop located between the Macdonald and John Abbott College campuses. Renovations in existing buildings will renew

2019

2024



M-3



M-1



M-2



M-5



M-6

existing research facilities. The strategic release of buildings will create efficiencies and improve adjacencies.

Interventions:

M-1 Embracing research and innovation as defining features on campus

M-4 A new public hub for the campus

M-7 Rebalance real estate to better serve academic functions

Long term (15-year timeframe)

A new pavilion for student life will address the campus' needs for improved student-centered activities including teaching labs, collaborative learning spaces, as well as a new home for athletics. Strategically located near the south edge of campus, in proximity to the Centennial Centre and a reimagined South Power House, the new complex will strengthen the campus'

presence on lakeshore. A bridge to better link the Macdonald Campus neighbourhoods will further enhance connectivity.

Interventions:

M-1 Embracing research and innovation as defining features on campus

M-2 Reimagining student life at Mac Campus

M-6 Better links between the Macdonald and downtown campuses

2029



M-1



M-4

M-7



M-2



M-1

M-6

ANNEX

Referenced Documents



Amendment Log

