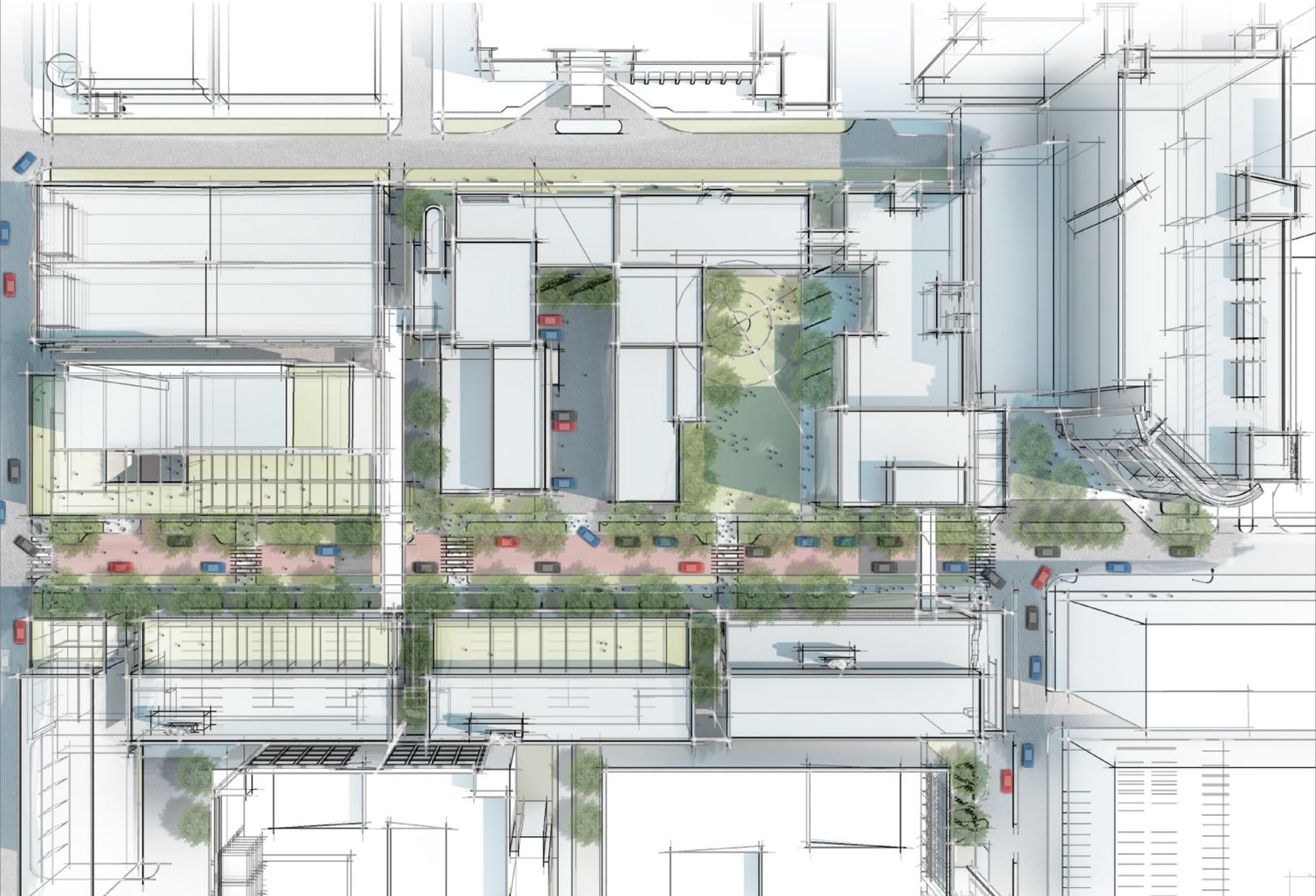


the University of Manitoba  
**BANNATYNE CAMPUS MASTER PLAN**



**UNIVERSITY  
OF MANITOBA**

Cibinel Architects Ltd



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### Adopted March 2014

*On March 18, 2014, the University of Manitoba's Board of Governors approved in principle the Bannatyne Campus Master Plan, as recommended by the Senate in February 2014. This Campus Master Plan will be used to guide the future growth and development of the Bannatyne campus; subject to periodic review and amendment.*

**STEERING COMMITTEE:** Dr. Neal Davies, Dean, Faculty of Pharmacy; Ada Ducas, SPPC / Space Planning Committee; Dana Erickson, Vice-President & CEO, Health Sciences Centre Winnipeg; Dr. Emily Etcheverry, Director, School of Medical Rehabilitation; Dr. Anthony Iacopino, Dean, Faculty of Dentistry; Andrew Konowalchuk, Associate Vice-President (Administration); Dr. Beverly O'Connell, Dean, Faculty of Nursing; Dr. Brian Postl, Dean, Faculty of Medicine.

**CORE DRAFTING TEAM:** Jonathan Hildebrand, Planner, Campus Planning Office; Michelle Richard, Director, Campus Planning Office; Cibinel Architects Ltd.

**UNIVERSITY OF MANITOBA BANNATYNE CAMPUS PLANNING TEAM:** Rejeanne Dupuis, Associate Director, Campus Planning Office; Sonja Stroud, Space Planner, Campus Planning Office; Denisa Gavan-Koop, Community Engagement Associate, Government & Community Engagement; Karen Cook, Community Engagement Project Manager, Faculty of Medicine.

**TECHNICAL INPUT & ASSISTANCE:** Brian Rivers, Director, Physical Plant; Joe Lucas, Manager, Engineering Services, Physical Plant; Bill Schellenberg, Manager, Architectural Services, Physical Plant; Ian Hall, Director, Office of Sustainability, University of Manitoba

**CONSULTANTS:** Cibinel Architects Ltd., Educational Consulting Services Corp., The Scion Group LLC.

### LIST OF SUPPORTING DOCUMENTS

- Bannatyne Space Master Plan
- Student Housing Market and Demand Analysis Report
- Bannatyne Campus Master Plan Community Engagement Report
- Campus Master Plan by Floor Level

# 1. BACKGROUND

## Plan Overview

A campus is more than a collection of teaching facilities. It is a network of people, ideas, activities, information and infrastructure that creates a vibrant and enhanced sense of place. A city within a city, it has to balance social, recreational and other community needs with its academic and research focus in a way that will allow the campus to function, grow and thrive. A beautiful, functional, and sustainable campus sends the message that it is serious about accommodating the needs of a diverse student body where principles of universal design are integrated to provide a safe, healthy and physically accessible academic experience.

The initiative to create a Bannatyne Campus Master Plan is a response to the current needs of the University of Manitoba and its campuses. The Plan focuses on community integration and interprofessional exchange, establishing opportunities for shared programming, facilities, and amenities. It does this by addressing the need for shared hubs and learning commons that engage students, staff, the Health Sciences Centre and the broader community.

The Plan also identifies the issue of student housing and promotes urban density in a mixed-use community that is pedestrian-friendly and allows for an enhanced connection to the outdoor environment. It is about an enhancement of the public realm that creates a sense of place, emphasizing an interactive and interdisciplinary community of scholarship that provides a safe, healthy and accessible campus environment.

This document provides an overall vision and framework to

guide change and development at the Bannatyne campus. It is meant to be flexible, not rigid and unchanging, allowing for more detailed and specific inputs such as the Bannatyne Space Master Plan (which will outline more detailed space management strategies and directions once completed). It also outlines the general goals and principles for the campus while laying out a scenario for its physical development in line with these goals and principles.

## Engagement and Planning Process

The development of the Bannatyne Campus Master Plan has occurred through extensive community engagement with both University and neighbourhood stakeholders. Through this process, stakeholders have provided a strong sense of their priorities, concerns, and ideas regarding the current situation of the campus, as well as the goals and vision for its future. This input has been crucial in the formation of the Plan, ensuring that it is informed by the priorities, needs, and vision of the University; its Bannatyne campus; its faculties, schools, staff, and students; as well as the wider community.

Also crucial to this document is the space planning analysis currently being undertaken for the Bannatyne campus. The buildings and development framework outlined in this Plan are directly informed by this work. Space inventories, requirements, and analyses have been incorporated for all of the Bannatyne faculties and schools, as well as Nursing. This work represents a current snapshot of space needs at this time. Space needs assessments are ongoing, and will continue to be integrated into the Campus Master Plan.

## First Phase

The first planning and engagement phase began in July 2012, when the Bannatyne Campus Master Plan Steering Committee was formed. The Committee consists of the Deans and Directors of Dentistry, Medical Rehabilitation, Medicine, Nursing, and Pharmacy, in addition to representatives from University Administration, Senate, the Campus Planning Office, Health Sciences Centre, and Cibinel Architects.

This first phase focused particularly on the needs and requirements attendant with the Faculty of Nursing's relocation, along with the needs and perspectives of the Bannatyne faculties and schools. Regular Steering Committee meetings, along with numerous individual meetings with Deans and Directors, Faculty members, Administration, Physical Plant representatives, and other stakeholders resulted in the drafting of a Bannatyne Campus Master Plan Discussion Paper. The Discussion Paper outlined the general ideas and overall vision developed through the engagement process up to that point, and formed the basis of engagement with the University community and surrounding neighbourhoods.

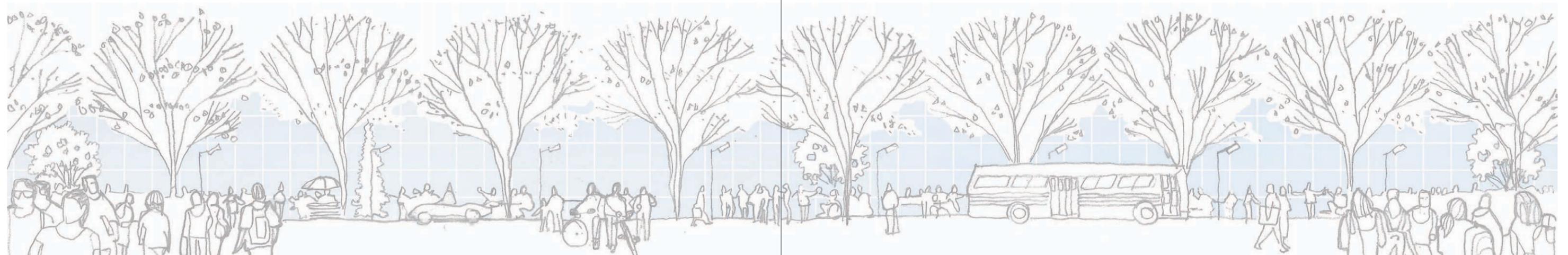
## Second Phase

The Campus Planning Office along with the University's Office of Government and Community Engagement undertook a major second phase of engagement from February to June 2013. This process involved more than 800 people and over 30 stakeholder groups including student, faculty, staff, administration, and neighbourhood residents, who participated in the engagement process through informal 'community conversation' meetings and large open house events. Feedback from this process has been an important input into the drafting of the Plan.

Some of the major themes raised by stakeholders include the following:

- **Services and amenities** (student housing, daycare, food and grocery options, more student services, green space, active living)
- **Transportation** (enhanced public transit service, more active transportation options, parking concerns, traffic congestion, pedestrian safety)
- **Sustainability** (an integrated approach that considers social, ecological, and economic aspects)
- **Building and space issues** (existing space, potential locations of new Nursing building and new interdisciplinary clinic, need for expansion of Dental teaching clinics, centralization of Medical Rehabilitation programs)
- **Interprofessional education** (designing spaces that align to this goal)
- **Safety and security** (particularly at night, as many students are on campus at very late hours)
- **Relationship with surrounding community** (becoming a welcoming campus and building a strong campus-community relationship)

Full details on the engagement process including the stakeholders involved, events held, feedback, and responses to feedback, can be found in the Bannatyne Campus Master Plan Community Engagement Report, a supporting document to this Plan.





3 *Medical College Building, constructed in 1921*  
770 Bannatyne Avenue, (currently Pathology Building), University of Manitoba

## Historical Context

### *Beginnings and Early Development: 1883-1917*

From its earliest years Bannatyne has been a distinctly urban campus, and part of an urban neighbourhood. The University of Manitoba's long history in the West Alexander and Centennial neighbourhoods dates back to 1883, when the Manitoba College of Medicine was founded. From its beginnings the Medical College was independent from, yet affiliated with the University (which had been founded six years earlier). Medical lectures commenced in late 1883, in a room of the Winnipeg High School. The Medical College's affiliation was a key factor in the University's shift from being solely an examining and degree-granting body to being a teaching institution as well.

The first Medical College Building was erected in 1884 at the corner of Kate Street and McDermot Avenue, about six blocks east of the current campus, in the Centennial neighbourhood. In 1904 the Medical College acquired a parcel of land bordered by Emily Street, McDermot Avenue, and Bannatyne Avenue (the approximate location of the current campus). The first structure (the current Medical Services Building) was constructed on this site in 1905, and the Medical College moved here in 1906. A southern addition to this building was constructed in 1911. The Medical College Building (now Pathology) was constructed along with T-Building in 1921. In the same year, the Manitoba College of Medicine officially became the University's Faculty of Medicine, after transferring its land and charter to the University in October 1917.

### *Expansion: 1950s-1970s*

While the early nineteenth century was important in terms of the campus' inauguration, the mid-twentieth century was significant as a period of intensive campus development. Beginning in the 1950s, the Faculties of Dentistry, Pharmacy, and the School of Medical Rehabilitation would all join the Faculty of Medicine at the Bannatyne campus, but over a lengthy period.

A new building was added south of the Pathology Building in 1956. Now the Medical Rehabilitation Building, this structure originally housed the medical library. In 1959, the Faculty of Dentistry moved into its current building, having commenced its first classes in 1958 using space provided by the Faculty of Medicine. An addition to the Dentistry building was completed in 1968.

Although the School of Medical Rehabilitation did not move into its current building (previously the library) until 1996, the School had already been established in 1960 as a response by the University to a growing need for occupational and physical therapists. While the current Medical Rehabilitation Building is the School's primary location, it also utilizes space in the Health Sciences Centre. The Medical Rehabilitation and Dentistry buildings also saw additions throughout the 1960s. Other significant building projects through the 1960s and 1970s included the Chown Building (completed in 1964) and the Basic Medical Sciences Building (completed in 1974).

### *Recent Developments*

In 1995, the Brodie Centre and atrium was opened. This building is shared jointly by the University of Manitoba and the Health Sciences Centre, and houses offices and research facilities, as well as the Joe Doupe recreation centre. With its current amenities, Brodie serves as the major social hub of the campus.

In 2003, project planning began for the relocation of the Faculty of Pharmacy from the Fort Garry campus to the Bannatyne campus. Planning commenced with an initial analysis of the Bannatyne campus in order to determine the most suitable location for Pharmacy within the existing health related campus. This analysis resulted in the identification of a site for Pharmacy, and the potential for a 'green' campus centre concept with a focus on McDermot Avenue as a vibrant campus street. The Faculty of Pharmacy moved from the Fort Garry campus into the new Apotex Centre (which also houses Immunology) in 2008.



*Visioning Session for the Bannatyne Campus Interdisciplinary Clinic, June 5, 2013*

## U of M Planning Context

The Bannatyne Campus Master Plan is a significant milestone as it is the first initiative aimed at establishing a comprehensive overall vision for future planning and development at the campus. As the campus' previous development indicates, its history has been one of constant change and flux, with faculties and programs moving to and from different spaces and often spread throughout different locations in various buildings. While change will still occur into the future, the Plan presents an opportunity to consciously guide and direct this change through a framework that is comprehensive yet flexible, and that is supported by a clear vision for the future. The Plan also exists within the context of other key strategic and planning initiatives at the University including the following:

### **Campus Planning**

The re-opening of the Campus Planning Office in 2011 signaled a renewed focus at the University on the planning, design, physical development, and spatial quality of both the Bannatyne and Fort Garry campuses. The Bannatyne Campus Master Plan is being developed within this context, and has emerged concurrently with the University's "Visionary (re)Generation" Open International Design Competition for a new Fort Garry Campus Master Plan. While the goals and principles for each of these processes have similarities and commonalities, they are also specific to each campus' unique context.

### **Strategic Planning Framework**

The University's Strategic Planning Framework emphasizes the importance of academic enhancements and innovations particularly in the areas of public and population health. These innovations and areas of expertise can be found in a variety of University faculties, including those located on the Bannatyne campus. The Strategic Planning Framework also calls for the University to deliver an exceptional student experience, to be an outstanding employer, and to make Indigenous student achievement a priority, all of which are supported by the Bannatyne Campus Master Plan.

### **Academic Structure Initiative**

The University's Academic Structure Initiative is exploring ways to simplify and improve the University's current academic structure, and identify options to reduce the current number of faculties and schools. This is being pursued through the idea of 'clustering' together faculties and schools that possess various sorts of natural affinities. The first step in this initiative is the proposal to establish a Faculty of Health Sciences at the Bannatyne campus. This will initially include all the faculties and schools currently on campus along with the Faculty of Nursing.

### **Space Planning**

Due to the present lack of an up-to-date space management policy or strategy, the University is currently undergoing a major space planning exercise to formalize and centralize comprehensive space planning at the Bannatyne and Fort Garry campuses. This effort departs from the previous decentralized 'ad hoc' approach to space planning and management and will result in space master plans for both campuses. The Bannatyne Campus Space Master Plan, once complete, will be a crucial input into the Campus Master Plan. While the Master Plan outlines high-level long-term goals and strategies, the Space Master Plan will provide more detail on space inventories, needs, requirements, and directions.

## 2. EXISTING CONTEXT



### CAMPUS BUILDINGS

BUILDING	AREA	NO. FLOORS
1 Dentistry	95,958 SF	5
2 Med. Rehab.	46,454 SF	5
3 Pathology	39,549 SF	5
4 T-Building	33,917 SF	4
5 Medical Services	42,774 SF	4
6 Chown	56,704 SF	7
7 Basic Med. Sciences	194,512 SF	8
8 Brodie Centre	210,075 SF	5
9 Apotex Centre	94,967 SF	5
<b>TOTAL</b>	<b>827,386 SF</b>	

### CAMPUS PARKING

LOCATION	AREA	CARS
10 Bannatyne Parkade	65,000 SF	299
11 Lot A & H	44,000 SF	119
12 Lot B	2,600 SF	8
13 Lot C	10,300 SF	37
14 Lot E	40,500 SF	130
<b>TOTAL</b>	<b>162,400 SF</b>	<b>593</b>

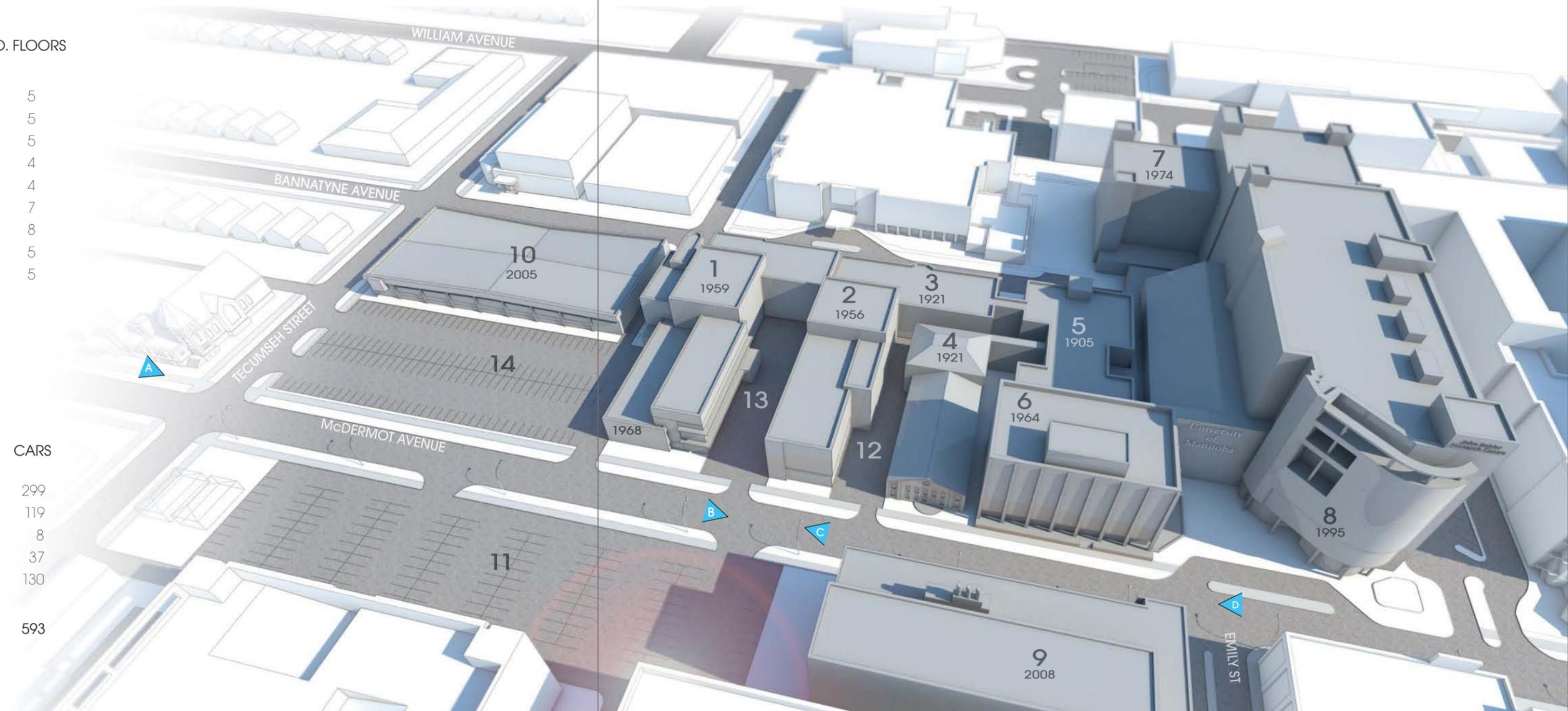


Diagram 1 - Existing Campus Overview

## 2. EXISTING CONTEXT (continued)

### University of Manitoba Bannatyne Campus

The University of Manitoba's Bannatyne campus currently accommodates approximately 2,000 students and 1,600 staff, offering an education within Medicine, Medical Rehabilitation, Pharmacy, and Dentistry. The campus is surrounded on three sides by the Health Sciences Centre and benefits from this co-location. The campus occupies 8.4 acres of contiguous land, thirty percent of which is used for surface parking, and includes approximately 830,000 square feet of building floor area.

McDermot Avenue, with on-street parking, has become a major thoroughfare through the heart of the campus, which has raised concerns for public safety. A positive feature of McDermot Avenue is its existing tree-lined boulevards that provide a shaded green canopy in the summer months.

With a large atrium and event space that also houses a bookstore, library, fitness facility and a Tim Hortons, the Brodie Centre is the social hub of the Bannatyne campus. From the Brodie Centre, other campus buildings are connected via a network of double-loaded corridors and an underground tunnel system.

The most recent addition to the campus is the Apotex Centre, home to the Faculty of Pharmacy and Department of Immunology. The building offers modern educational spaces, flexible lab facilities and single-loaded corridors that set the path for a more integrated campus with increased visual connectivity to the outdoors.

One of the campus' oldest facilities, the T-Building, is a three-storey brick building which has proven too costly to upgrade in terms of accessibility, fire protection, HVAC, and building envelope. It is home to Student Services offices, and some of the Faculty of Medicine's teaching and office spaces. As demolition seems inevitable there is an opportunity to replace it with public green space and move its current functions to other locations on campus.

#### LEGEND

- - - UM Property Line
- Express Bus to Ft. Garry Campus
- Existing Buildings
- Circulation/Public Space
- Steam & Chilled Water
- Tunnel System
- Purified Water
- Bus Stop
- Information Technology
- Emergency Code Blue Telephone

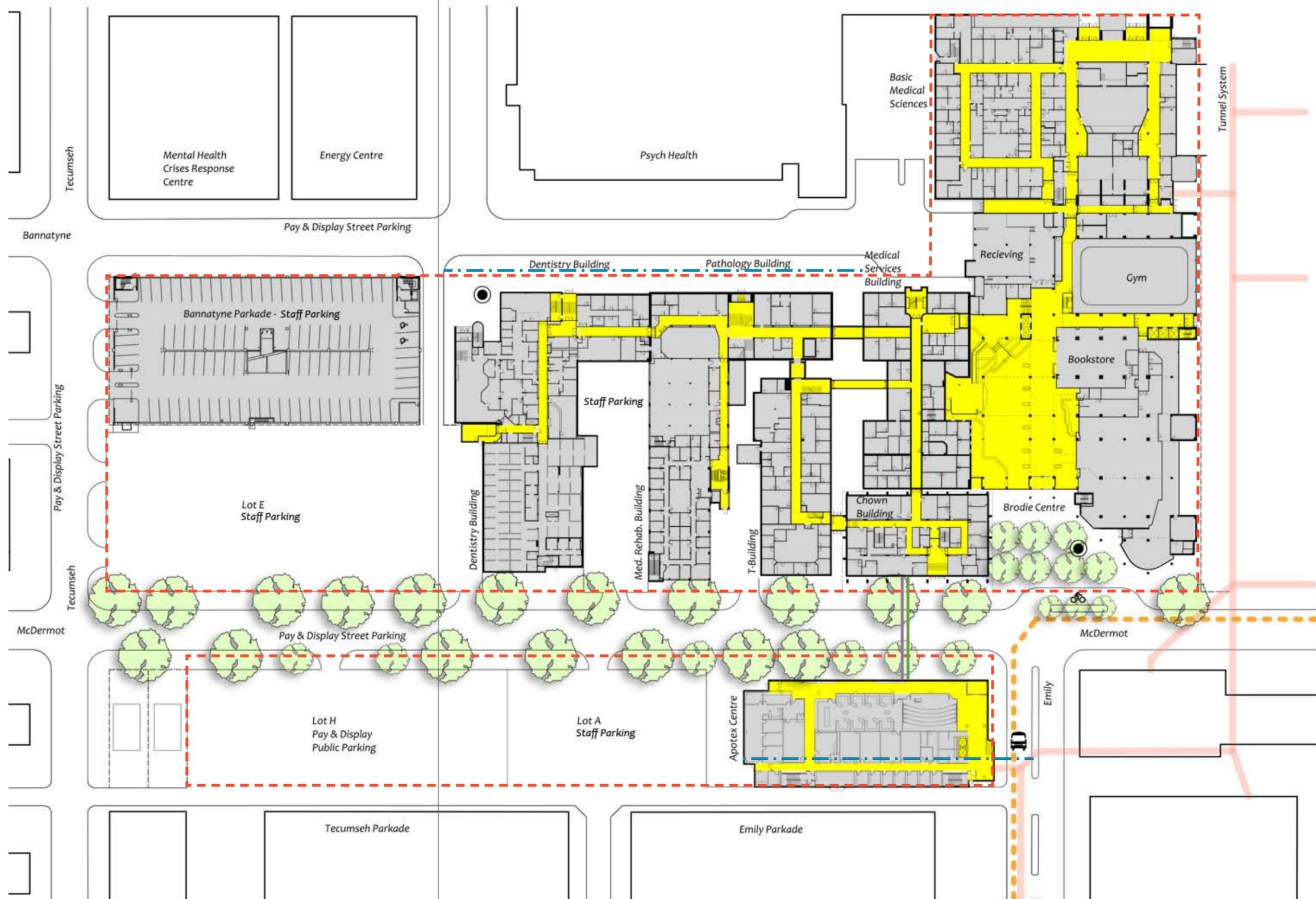
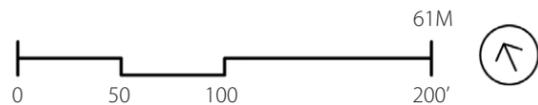


Diagram 2 – Existing Campus Grade Level Plan

## West Alexander and Centennial

The Bannatyne campus has been part of the West Alexander neighbourhood since the first Medical College building was constructed in 1905. The neighbourhood is one of Winnipeg's original mixed-use residential, commercial and industrial areas. Located immediately west of Winnipeg's downtown, it has a population of approximately 4,000 (2006), with the majority of dwellings built previous to 1946 and generally lower incomes compared to City of Winnipeg averages. Commercial development is well established on arterial roads such as Notre Dame Avenue and Sherbrook Street. It is a culturally diverse and engaged community with an active residents association (the West Alexander Residents Association). The Centennial neighbourhood is located to the east of the campus. Approximately 2,225 people live in this neighbourhood (2006), which is one of the most ethnically diverse in Winnipeg (almost 50% of residents identify as Aboriginal and 24.9% identify as visible minorities, 13% of whom are Filipino). Centennial is identified as a Housing Improvement Zone by the City of Winnipeg. Priorities and concerns for West Alexander and Centennial include housing, area safety, education, neighbourhood amenities (including a lack of grocery stores), and institutional encroachment. The *West Alexander and Centennial Neighbourhood Plan* (2008) is the City of Winnipeg's secondary plan for the area.

## Health Sciences Centre

The Health Sciences Centre Winnipeg (HSC) is a large patient care, research centre, and teaching hospital located on thirty-two acres of land next to the Bannatyne campus in West Alexander. It is formally affiliated with the University of Manitoba, whose students learn there and where many HSC staff teach and conduct research. Designated as the Trauma Centre for Manitoba, HSC is also the Centre for transplants and most hospital-based pediatric care in the province. It was created in 1973 with the amalgamation of The Winnipeg General Hospital, The Children's Hospital of Winnipeg, The Manitoba Rehabilitation Hospital and the D.A. Stewart Centre (Respiratory Hospital). An extensive development program unfolded over the next thirty years, through the replacement of aging turn-of-the-century buildings with modern state-of-the-art facilities. In 2000, HSC was amalgamated with the Winnipeg Regional Health Authority (WRHA) and has since been governed by the WRHA's Board of Directors. Today HSC is an operating division of the WRHA. HSC recently developed a new master plan to guide its development over the next forty years.



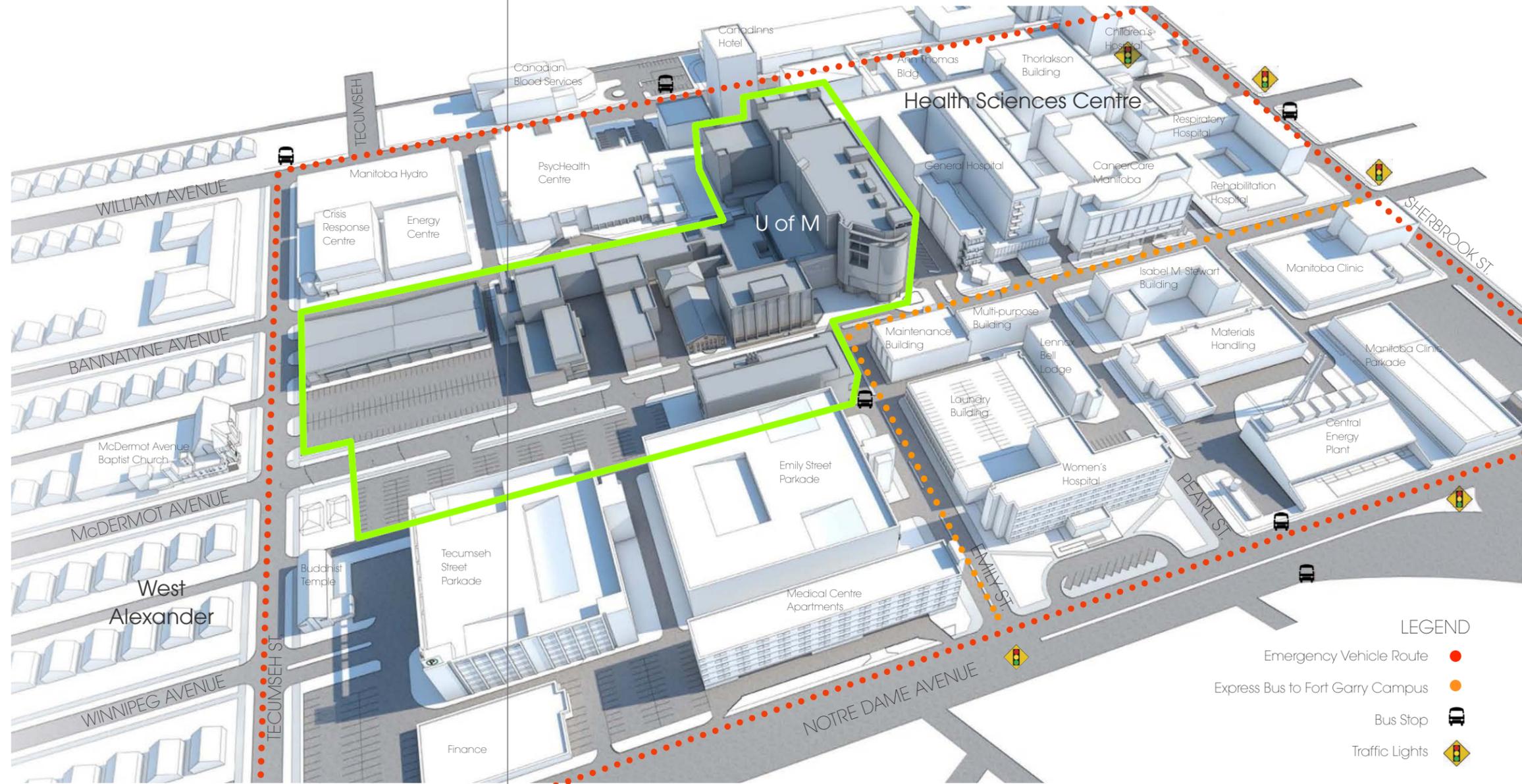
McDermot Avenue, west of the campus between Arlington and Tecumseh Street



Hugh John MacDonald School, east of the campus on Bannatyne Avenue



McDermot Avenue Baptist Church, on McDermot Avenue at Tecumseh Street



### LEGEND

- Emergency Vehicle Route ●
- Express Bus to Fort Garry Campus ○
- Bus Stop 🚏
- Traffic Lights 🚦

Diagram 3 – Existing Campus Neighbourhood & Context Overview



### Plans and Zoning

#### **OurWinnipeg and Complete Communities**

*OurWinnipeg* (2010) is the City's official development plan. Four separate Direction Strategy documents are companions to the overall plan: *Complete Communities*, *Sustainable Water and Waste*, *A Sustainable Winnipeg*, and *Sustainable Transportation*. Of these companion documents, the *Complete Communities* Direction Strategy has been approved as a secondary plan for the city as a whole. This strategy calls for the realization of "complete communities" that support a variety of lifestyles and provide a range of options for living, working, learning, and playing, all within close proximity. This includes having the daily necessities of life within reach, along with a diverse range of housing types and transportation options (including public transit and active transportation) for varying incomes, abilities, and stages of life. The Bannatyne Campus Master Plan presents an opportunity to plan and design the campus in line with these 'complete community' principles.

Under *Complete Communities* the Bannatyne campus is identified as an "Institutional Campus" land type within an area defined as "Employment Lands." Employment Lands are intended to provide a range of market opportunities by accommodating new investment and economic development while contributing new jobs. *Complete Communities'* approach to Employment Lands allows for a broader and more flexible range of uses, while the Institutional Campus land type is intended to support increased mixed-use opportunities and encourage the establishment of more employment lands close to and/or within residential areas where contextually appropriate.

#### **Educational and Institutional Zoning**

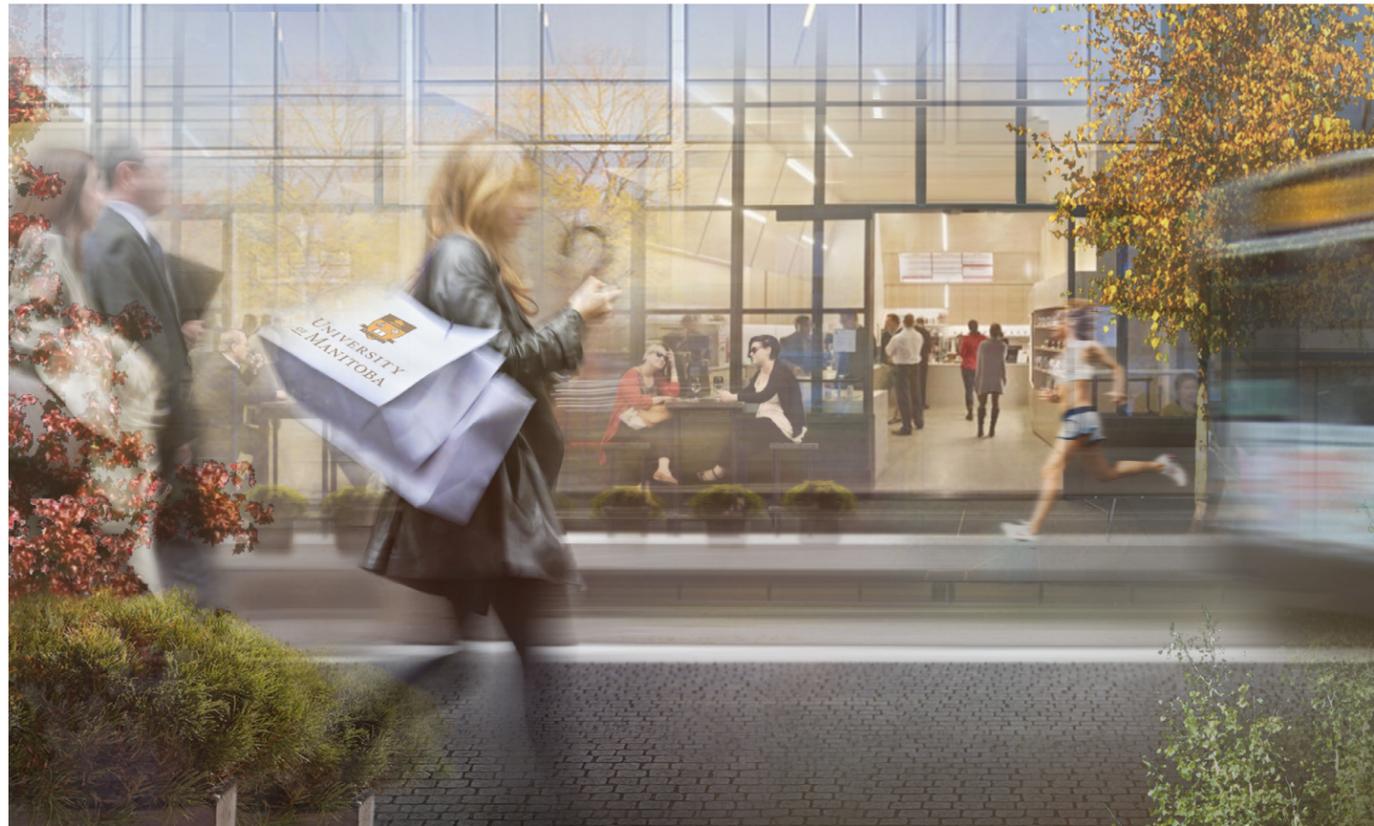
Under Winnipeg's zoning bylaw, the Bannatyne campus falls within an "Educational and Institutional" (EI) zoning type. EI zoning is intended to provide for large and significant areas containing multi-building, public, quasi-public, or private facilities (for example, schools, places of worship, universities, hospitals, and cultural facilities). EI zoning is also flexible in that it allows for a variety of commercial and non-commercial uses that support the main functions of the zone's main facilities and its population. These would be considered as accessory uses.

#### **West Alexander and Centennial Neighbourhood Plan**

The Bannatyne campus falls within the boundaries of the City of Winnipeg's *West Alexander & Centennial Neighbourhood Plan* (WACNP) (2008), which is the secondary plan for the area. The overall vision of the plan is to "tie together the important role of the neighbourhood institutions with the values of neighbourhood health and sustainability to forge a new, positive vision for the community" through an emphasis on health and wellness.

The WACNP situates the Bannatyne campus within the neighbourhood's "Institutional Element," and recommends that this element have a dense, compact campus feel that is distinct yet connected with the rest of the community. The Institutional Area is envisioned to contain a range of neighbourhood uses, green spaces, services, and street activity. The Bannatyne Campus Master Plan corresponds well to these principles by emphasizing connections and openness to the surrounding community as well as lively street activity and vibrant public green space.

Diagram 4 – Context



*Envisioned Campus Character, supporting a range of uses and activities along a vibrant campus streetscape.*

### 3. BANNATYNE CAMPUS VISION AND PRINCIPLES

The vision and principles speak specifically to the Bannatyne campus context and were developed through the Campus Master Plan engagement process. However, there are also overarching planning goals for both the Bannatyne and Fort Garry campuses, which are reflected in the "Planning Context" section of this document. There are also commonalities between the Bannatyne vision and principles and those outlined for the Fort Garry campus through the "Visionary (re)Generation" open international design competition. These will be further developed through the master planning process at Fort Garry.

The vision of the Bannatyne Campus Master Plan is for a dense, vibrant, sustainable, and urban live/work/learn/play campus community that emphasizes health, active living, and safety for its students and staff, and also for the broader community. The campus will foster a strong sense of place, encouraging connections within it, and with the surrounding neighbourhood. Its buildings will adhere to principles of universal design and will be accessible to people of all ages, abilities, and stages of life. The campus will be a place that maximizes cross-disciplinary sharing of resources and supports interprofessional education. The Plan's main principles are:

#### 1. Character

The campus is a distinctly urban environment, and the Plan encourages this unique urban character. The campus will nurture a distinct sense of place and of arrival – arrival to a campus that is dense, filled with activity, and that contains a mix of uses from educational to recreational, residential, retail, and other services and amenities, all within a small footprint. This compact urban form will necessitate dense vertical development that emphasizes building up rather than sprawling out.

#### 2. Healthy living

Bannatyne's status as a health sciences campus presents an ideal connection to health not only in the academic and professional spheres, but also in active everyday lifestyles. The campus will be a place that encourages active and healthy living through the provision of a variety of recreational and fitness facilities, universally accessible green spaces and open areas that can be used safely in all seasons, and through an emphasis on active transportation options such as walking and cycling.

#### 3. Connectivity

The campus will become increasingly interconnected for all modes of transportation with McDermot Avenue as its central corridor. A long-term goal is for a gradual mode-shift from private vehicle use to alternative forms of transportation. The Plan emphasizes universally accessible pedestrian connections while still providing for a range of transportation options from walking and cycling to public transit and private vehicles. The Plan also encourages safe indoor and outdoor connections through the campus that link to the surrounding community.

#### 4. Sustainability

Guided by the *Sustainability at the University of Manitoba: A Strategic Vision for Action* document (2012), the University is

committed to sustainability that entails the pursuit of ecological preservation and enhancement, social equity, and economic prudence. Through sustainable urban design, the Plan promotes low-impact lifestyle for the University community – a safe, well-connected, compact, and dense campus layout allows people to use active and sustainable modes of transportation. By adhering to the Manitoba Green Building Policy, ensuring that new buildings meet LEED standards, and pursuing AASHE STARS accreditation, the Bannatyne campus will pursue a high level of sustainable design. Ongoing community engagement, best-practices research, and continuous monitoring of environmental impacts and sustainability measures ensure that the University adapts to changing needs and availability of resources.

#### 5. Integration

Changes in health sciences education favour increased interprofessional learning, teaching, and research, and greater cross-faculty interaction. The campus will reflect these changes through increased integration of knowledge from different faculties, and more spaces that encourage interprofessional interaction, while still recognizing the unique needs of the various faculties and schools. This will result in a more integrated learning experience for students, researchers, and staff.

#### 6. Community

The University recognizes that it is not an isolated institution but is part of a broader community. The campus will be a place that is open and inviting to the surrounding neighbourhood, providing spaces and amenities for community members as well as for students and staff. By focusing on development within the campus' existing footprint, the Plan is sensitive to the boundaries with the community, while also seeing the need to soften those boundaries to become a welcoming neighbourhood space.

## 4. CAMPUS PLAN RATIONALE

This document has been developed in response to the current challenges and needs of the University as well as issues identified through the planning and engagement process. The key factors necessitating the development of the Campus Master Plan are:

### **The need to plan for the relocation of Nursing**

The prospective move of the Faculty of Nursing to the Bannatyne campus brings several opportunities. These include the need to integrate a new building for Nursing into the campus, the need for different types of spaces, the potential for Nursing's involvement in outreach with the surrounding community, and the necessity of planning to accommodate an influx of students and staff. This should be done in a way that maintains the Faculty's unique identity while allowing for collaboration with other Bannatyne faculties and schools.

### **The need to plan for interprofessional education**

The movement away from 'siloe'd' educational approaches must be accommodated through planning and design that emphasizes flexible teaching and learning spaces, shared hubs, and spaces that encourage cross-faculty collaboration. New campus buildings should emphasize opportunities to bring faculties and schools together. Medical Rehabilitation for example currently has its Respiratory Therapy program located in the HSC's Isabel M. Stewart Building; this Plan presents an opportunity to bring this program onto the campus with the rest of Medical Rehabilitation. Also, a new interprofessional clinic for the campus, with representation from all faculties and schools, presents one opportunity to pursue interdisciplinary education while providing primary care.

### **A lack of amenities and services**

The Plan addresses the lack of on-campus amenities and services by exploring opportunities for more green space, more varied food options, more comprehensive student services, daycare, and housing. The relocation of Nursing, along with a demonstrated demand for student housing (see the *Student Housing Market Demand Analysis*, a supporting document to the Campus Master Plan), opens up opportunities to serve a larger on-campus population through more cafés, restaurants, student services, and small shops. The Plan also guides development at the periphery of the campus by addressing the potential for student housing that is "connected" to the academic campus, promoting safety and convenience in the movement of students and staff at all hours, and contributing to a more vibrant campus environment. A larger campus population also raises the need for more active living facilities and opportunities on campus.

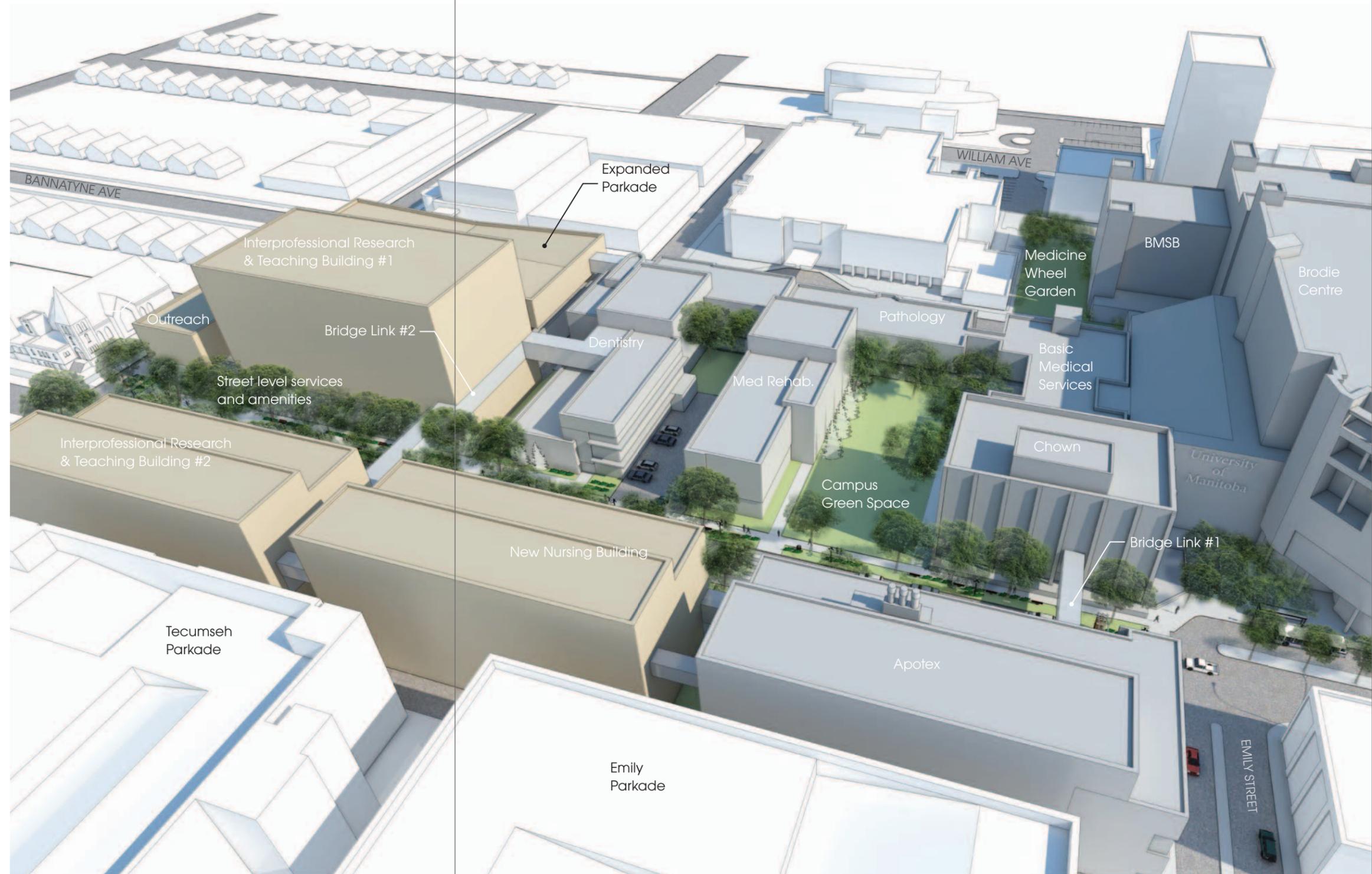


Diagram 5 – Bannatyne Master Plan Looking North

**A need for a greater sense of place and campus identity**

Stakeholder engagement also emphasized the need for a coherent campus identity that is welcoming, fostering a sense of arrival and a unique sense of place. This is currently lacking on campus, and will be accomplished through more clearly defined and distinct entranceways, streetscaping, landscaping, and site furnishings, along with a coherent wayfinding system for the campus.

**The importance of a strong campus-neighbourhood relationship**

Although the University has existing community programs at the Bannatyne campus (such as Bannatyne Mini-U, the Biomedical Youth Summer Camp, and the SWISH program), there is still plenty of opportunity to strengthen the campus' relationship with the surrounding community. As the University's *Connecting to Kids* report (2010) states, "the Bannatyne campus is a mystery to most people" in the neighbourhood, and the Campus Master Plan is committed to improving this situation.

The Faculty of Dentistry's teaching clinic represents one area in which community outreach could be enhanced and integrated with the Plan's principle of interprofessional education. The facility is currently limited in size, capacity, and technology and a new state-of-the-art clinic is required. A new Dentistry teaching clinic will not only increase the capacity to train students, but also to further reach out to the community and provide a much-needed service to more patients. The existing Dentistry clinic's proximity to the proposed interprofessional clinic also presents an opportunity to link an expanded Dentistry teaching clinic to a new interdisciplinary facility.

The need for student residences also provides an opportunity to support the surrounding neighbourhood if done properly.

**LEGEND**

- New Construction
- Renovation
- Security Office
- Campus Gateway
- Circulation (dashed = 2nd or 3rd storey)
- Bus Stop with Shelter
- Bicycle Parking
- New Bus Route
- New Services Location (electrical, steam, chilled water, purified water, IT)

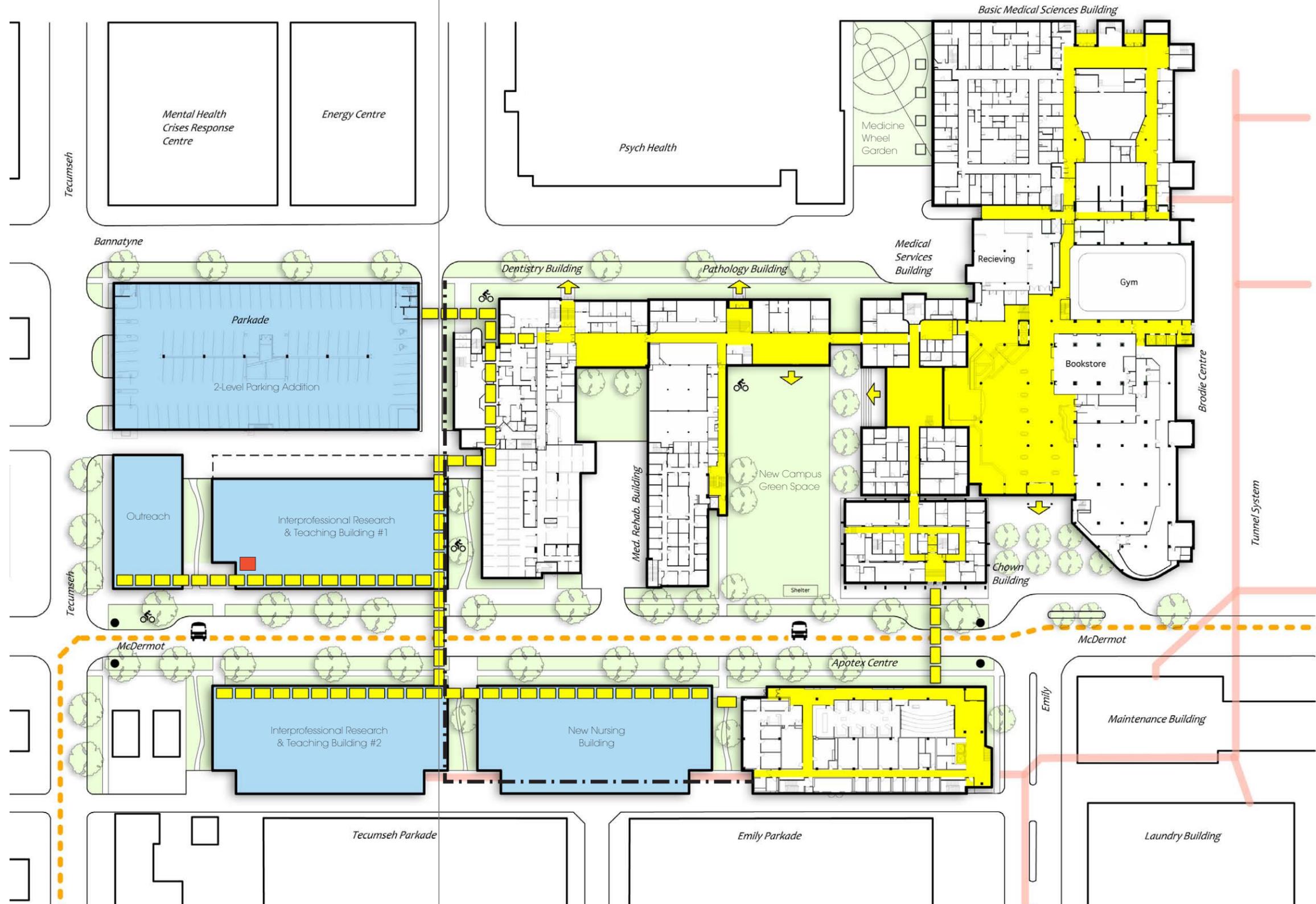
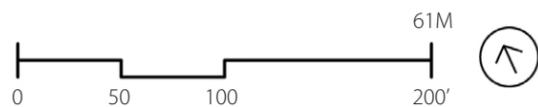


Diagram 6 – Master Plan Diagram shown at Grade Level

## 5. CAMPUS PLAN FRAMEWORK

### Built Form and Land Use

The Master Plan emphasizes development within the campus' current footprint and boundaries, and therefore focuses on compact and vertical built form with McDermot Avenue as a central 'spine.' Because of the demanding nature of University programs, work/play/live amenities need to be available and proximal. By building along its core street, the University will begin to create a pedestrian-friendly and interactive village streetscape and that adheres to the principles of universal design. At ground level, new buildings should emphasize visual connectivity between indoor and outdoor spaces.

Currently, all of the academic buildings are under constant change in order to accommodate the on-going changing needs of their programs. The buildings have been updated through these renovations to maintain a level of life safety commensurate with the current building codes. With the exception of the T-Building, these buildings will continue to serve as functional spaces while new buildings are developed around them that include additional decanting space. Eventually, this co-location of buildings at the core of the campus, such as the current Dentistry, Medical Rehabilitation, Pathology, Medical Services, and Chown buildings, may someday be 'taken off-line,' and replaced with new structures that are built to the same height and mass as the Brodie Centre. These new structures should have matching floor elevations, and should exist in a configuration allowing for a new outdoor campus quad and other student life amenities. It will be important to consider, as much as possible, the heritage value of existing buildings in any redevelopment plan.

New buildings should also meet or exceed Manitoba Hydro Power Smart standards and the Manitoba Green Building Policy. Elements such as green roofs, living walls, solar collection, and heat recovery options must be considered in building design. By planning for durability and considering the entire lifecycle of buildings and infrastructure, the social, economic, and environmental impacts of building construction can be managed. Specific details on built form and land use types are described below.

#### Academic

Academic spaces and buildings should have an interprofessional emphasis. The proposed Interprofessional Research and

Teaching Building, and the Nursing Building, on the south side of McDermot will present opportunities for new types of academic spaces, such as shared and flexible classrooms, labs, and research spaces capable of facilitating interprofessional learning (along with student life and amenity functions).

The Interprofessional Building proposed on Parking Lot E will include academic functions such as the expansion of the Faculty of Dentistry and additional space for Medicine, as well as an interprofessional teaching clinic. This clinic should include representation from all faculties, integrating teaching and research with primary care for core area families and individuals. This facility should also provide an accessible street-front presence and act as a gateway to more specialized care in other areas including Dentistry's teaching clinic, which requires expansion and renovation.

Academic buildings should also accommodate a centralization of Medical Rehabilitation's programs onto the main campus, whether in a new building or on the upper floors of the current Medical Rehabilitation Building.

Academic functions in the Basic Medical Sciences Building will also require updating, in particular the relocation of Gross Anatomy out of the basement and onto the fourth floor, along with an expansion of the vivarium in the basement and part of the main floor. Animal Services functions currently housed in the fifth floor of Chown and fourth floor of Brodie will be brought together in the newly expanded vivarium space, and the vacated space in Chown will be reconfigured to address future needs.

#### Housing

The *Student Housing Market & Demand Analysis* describes a significant demand and interest in new student housing for the Bannatyne campus. Although space is limited on campus for a large-scale residence, a smaller housing facility could possibly exist at the corner of McDermot and Tecumseh, next to the Interprofessional Building on E Lot. Tecumseh could be developed as a compact residential street in order to create a soft transition between the academic campus and the surrounding single family neighbourhood, thereby allowing a step-down in scale between the two environments.

As there is also a significant population of students with families who may want to live near the campus, opportunities will be sought with the surrounding community for housing options that could cater to these students, perhaps in conjunction

with community housing, that is appropriately and sensitively integrated into the neighbourhood, addressing both student and community housing needs. This can increase the attractiveness of the campus for prospective students and contribute to a livelier environment during the day and after business hours.

#### Amenities and Services

The campus is currently in need of more amenities and this need will only increase with more people living, working, and learning there. More food options such as restaurants and cafés should be included in the planning of future buildings, particularly the Interprofessional Research and Teaching Buildings. A small grocery or convenience store, and/or seasonal farmers' market should also be considered as a service for a larger on-campus population, in addition to meeting a need for more fresh produce options in the surrounding neighbourhoods. Consideration for rooftop gardens on new buildings should be given both in terms of a local food option and as a connecting point with the neighbourhood.

The University's *Child Care Working Group Briefing Paper* (2013) states that there is an absolute shortfall of access to childcare spaces at both of the University's main campuses. This shortfall is particularly acute at Bannatyne, where there is no campus daycare facility at all. Community engagement also identified this as a serious need, and a daycare facility should be a priority in campus development. The lack of space on campus for a sizeable daycare with sufficient green space and pick-up/drop-off areas opens an opportunity to partner with community stakeholders near or adjacent to the campus, as daycare has been identified as a neighbourhood issue as well.

A larger student population at Bannatyne will also necessitate



Additional amenities such as cafés, and small grocers will provide needed services to the campus and neighborhood alike. Source: [www.flickr.com/photos/21495793@N00](http://www.flickr.com/photos/21495793@N00)

a widening of the range of student services available at the campus. Student Services' current location is in the T-Building. The eventual demolition of the T-Building raises the possibility of relocating and expanding Student Services (for example, into the main floor of the Interprofessional Research and Teaching Building #2, or into space in the Medical Services Building). A more visible student services presence should be considered, such as 'one stop shop' and welcome centre or office. This could serve community members accessing the campus in addition to students. Along these lines, a more central and visible security services office should be considered, with a more public face than its current location in the Medical Services building.

A larger on-campus population will also put a strain on the current active living facilities, which are already undersized. Future planning will take into account how active living options can be integrated into new buildings, and also how larger facilities and opportunities could be accommodated (possibly through partnering with HSC and/or neighbourhood organizations).

#### Mixed-Use

New buildings will emphasize a mix of uses from classrooms, labs, and research space, to student services, amenities, and community outreach. The Plan's emphasis on vertical development allows for uses such as commercial establishments, student services, or a teaching clinic to be accessible at street level, contributing to a vibrant street that is safe and well used. These street-level functions would help give a 'human face' to the campus. Above these should be academic functions such as classrooms, research spaces, and offices. The location of laboratories must be carefully planned within this mixed-use framework to account for issues such as ventilation and hazardous or sensitive materials.

#### Operations and Maintenance

This project provides the opportunity to address the poor quality of Physical Plant's current space in the basement of the Medical Services Building by offering a new and expanded location in the basement and small main-floor section of the new Interprofessional Building #1. This would include an adjacent loading area and offices on the north side of the building.

Sustainability standards will be integrated into the campus' built form and infrastructure with ongoing interaction of programs in areas such as water conservation, energy efficiency, and waste diversion will help manage impacts of campus operations.

## Mobility

### Active Transportation

As the central and defining external corridor of the campus, McDermot Avenue will be oriented to the pedestrian experience, with a plaza-like streetscape and a distinctive character defined by its architecture, spaces, lighting, plantings, artwork and other infrastructure, encouraging a mix of vehicular and pedestrian traffic. Street-calming measures such as boulevard bump-outs can help emphasize the pedestrian nature of McDermot Avenue. North-south pedestrian connections and inter-connected green spaces will also increase pedestrian activity throughout the campus and surrounding community.

Along with an active pedestrian realm on McDermot, cycling will be encouraged as a transportation option, with infrastructure such as bicycle parking locations situated across the campus. A focus on active transportation options such as cycling can further encourage the Plan's emphasis on healthy and active living. The University is working with the City of Winnipeg and neighbourhood organizations to ensure that active transportation options for the campus connect to surrounding networks.

### Public Transit

The Plan proposes bus service and shelters along McDermot Avenue to help accommodate a larger on-campus population, and to service what will become the most active and vibrant street within the campus. Community engagement revealed a strong preference for transit service that accesses the heart of campus rather than skirting around it. This would increase the campus' overall livability for new students. In the long term an emphasis on public transit would also help mitigate parking and



Example of an accessible and pedestrian-friendly streetscape with centralized public transit service, and personal vehicle use. Source: [www.architectureweek.com](http://www.architectureweek.com)

traffic congestion issues on campus, and community engagement revealed openness among stakeholders to explore alternative transportation options such as car-shares, park-and-rides and shuttles to and from campus. The University is working with the City of Winnipeg to ensure that public transit is sufficiently emphasized and planned for at the Bannatyne campus.

### Indoor Connections

The internal pedestrian circulation system is an important component in connecting the campus and allowing for the safe and secure movement of equipment between buildings. Indoor pedestrian corridors in new buildings should be situated at the street front where possible, helping to animate and connect visually to the outdoor pedestrian experience. Visual connections between indoor and outdoor circulation spaces, along with the ability to move safely between buildings, will help foster an environment that is safe and secure for its users. A renovated and expanded pedestrian hallway through the heart of the campus (see Diagram 6) will enhance this quality by opening out into campus green spaces. Indoor pedestrian bridges across McDermot Avenue would help complete the indoor circulation system.

### Single-Occupant Vehicles

While the Plan emphasizes active transportation options such as walking and cycling, McDermot Avenue must still accommodate multiple transportation modes, including personal vehicles, while emphasizing a safe pedestrian experience. McDermot will remain open to traffic due to its importance as a pick-up and drop-off area, and as an access point for people using services such as the CancerCare Building. Street closure to single-occupant vehicles could be considered at certain times, but private vehicle transportation is an important component of an active street providing vital access to commercial establishments. Bannatyne Avenue will continue to serve as an access route to the campus' shipping and receiving area, but will also contain green spaces and pedestrian connections.

### Parking

Due to the Plan's emphasis on compact growth within the current campus footprint, future expansion of the campus will see development on prime real estate that currently functions as surface parking. The University's parkade was built to structurally receive another two levels. Given the current demand for parking spaces, the University will need to add these levels before it gives up its existing surface parking stalls to future development.

The long-term vision of the Plan is to reduce some of the need

for vehicle parking through promoting active transportation and working toward better transit service for the campus. However, parking needs for staff, students, and Dentistry clinic patients is still acute, and the University will work with partners on opportunities to address these issues.

## Public Realm and Spaces

Along with urban density comes a need to be connected to nature; this is an important part of health and wellness. McDermot Avenue will be seen as a primary 'green corridor' with new and existing planting. Along the street will be gathering spaces of varying scales creating a dynamic campus centre. Green fingers will connect the campus to the surrounding community, spreading into building interiors and interconnected atrium spaces.

Public and open spaces must adhere to principles of universal design, to ensure that they are accessible and enjoyable for people of all ages, abilities, and stages of life. Principles of Crime Prevention Through Environmental Design (CPTED) along with adequate and well-designed lighting will help foster a campus environment and streetscape that encourages more activity, more 'eyes on the street,' and a safer atmosphere.

### Campus Plaza

In the place of the current location of the T-Building, there is an opportunity to replace the building with a public green space where recycled brick from the T-Building's façade can be used to surface parts of the new plaza. This central green space in the heart of the campus will be open for students as well as for the wider community's use. Renovated and expanded circulation corridors in the Pathology and Medical Services Building could open into this space.

### Rooftops

Given the limited amount of space within the campus boundaries, opportunities for developing lower level rooftops for recreation, gardening and/or green space activities should be considered when constructing new buildings. This can increase the amount of open space within a dense urban campus by utilizing space in innovative ways.

### Medicine Wheel Garden

A key aspect of social sustainability in the Plan is to respect, reflect, and learn from Indigenous cultures through culturally relevant design of open space and the built environment. This is

a response to community engagement concerns and also part of the University's commitment to Indigenous achievement. One component of this is the Medicine Wheel Garden (a joint effort between the Office of the President, Indigenous Achievement, and the campus' Elder-in-Residence in the Faculty of Medicine's Department of Community Health Sciences). A cross-cultural teaching tool, the medicine wheel garden will reflect a way of life and provide cultural teaching, learning, and research opportunities for students, in addition to being a place of ceremony. Its immediate location will be on Bannatyne Avenue between the Basic Medical Sciences Building and the PsychHealth Centre. In the longer term, this type of space can also be integrated into the future main campus plaza.

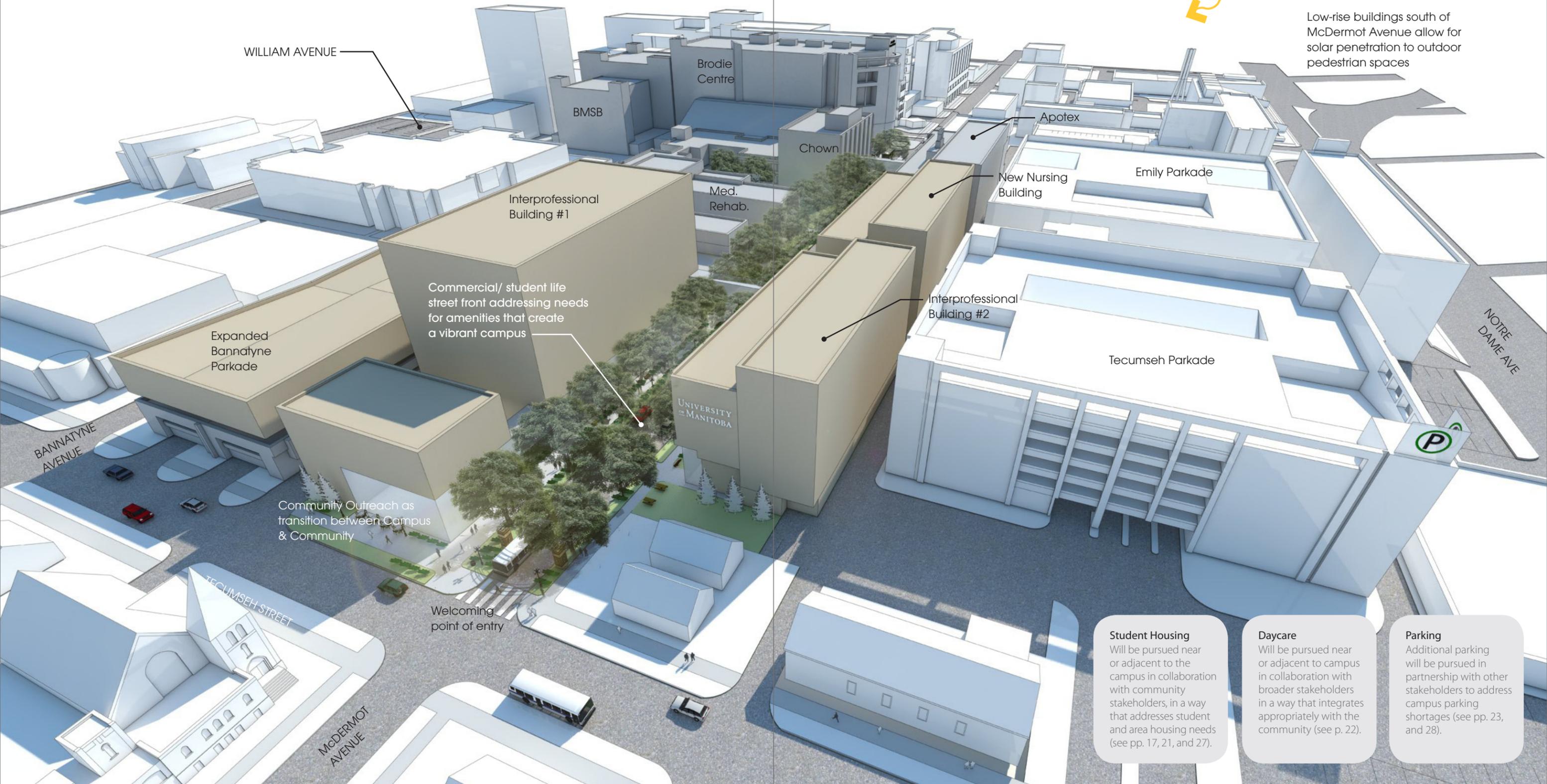


Example of vibrant campus street front at the University of Pennsylvania. Source: [www.flickr.com/photos/universityofpennsylvania](http://www.flickr.com/photos/universityofpennsylvania)

MASTER PLAN  
Bannatyne Campus  
LOOKING EAST



Low-rise buildings south of McDermot Avenue allow for solar penetration to outdoor pedestrian spaces



**Student Housing**  
Will be pursued near or adjacent to the campus in collaboration with community stakeholders, in a way that addresses student and area housing needs (see pp. 17, 21, and 27).

**Daycare**  
Will be pursued near or adjacent to campus in collaboration with broader stakeholders in a way that integrates appropriately with the community (see p. 22).

**Parking**  
Additional parking will be pursued in partnership with other stakeholders to address campus parking shortages (see pp. 23, and 28).

Diagram 7 – Bannatyne Campus Master Plan Looking East

## 6. OPPORTUNITIES FOR COLLABORATION

Given the Bannatyne Campus' northern, eastern, and southern borders with HSC, and its location in the West Alexander neighbourhood, the Master Plan must carefully consider its development within the context of the surrounding area. Both of these relationships offer opportunities that will be important to consider in the future development of the campus. In planning for the future, it is crucial for the University to strengthen and build upon its relationships with the surrounding community and with HSC.

### Working Together with the Neighbourhood

The University is committed to being a good neighbour to the surrounding community. Planning should occur in a collaborative way that does not set up hard and rigid boundaries between campus and community. This Plan seeks to be inviting to the neighbourhood, to soften campus-community boundaries, and to help create an environment that is enjoyable for residents in addition to students and staff. In working to build a strong campus-community relationship the Campus Master Plan endeavours to support existing services and initiatives in the community rather than duplicate them.

The Campus Master Plan does not call for expansion into the community or for acquisition of properties outside of campus boundaries. It remains committed to developing within the campus' current footprint, which will necessitate dense, compact development. However, the Plan also remains open and flexible to pursuing opportunities for collaborations with the neighbourhood outside of the campus boundaries where appropriate.

The following items outline some key neighbourhood issues and priorities, identified through community engagement, which could become points of partnership between the campus and the community.

#### *A Welcoming and Inviting Campus*

The campus' physical development can foster a more welcoming environment and greater integration with the neighbourhood through green spaces, varied mixed-use development, and campus gateways.

The green space proposed for the T-Building's current location is envisioned as a community space as well as a campus space. Neighbourhood use of the green space can be encouraged by improved streetscaping along McDermot Avenue that draws pedestrians in to an attractive and interesting street, en route to the main green space. Mixed-use buildings that include services and amenities at street level where they are easily

accessible, particularly on foot, can further enhance this street-level character around the green space. Finally, gateways to the campus should be distinct in signifying a university campus but should not contribute to a 'barrier feel' – people should feel able to move through the campus to access green spaces and other amenities, rather than feeling the need to skirt around it.

Beyond the campus' physical development, there are also often resources (such as programs, workshops, or speaking events) at the Bannatyne campus that neighbourhood residents would be interested in accessing or attending, but are unaware of due to a lack of advertising and publicity in the neighbourhood. The Campus Master plan commits to more continuous open dialogue with neighbourhood stakeholders to establish increased awareness of resources available on campus, and to develop a greater understanding of neighbourhood priorities and concerns.

#### *Amenities*

The Campus Master Plan also commits to working with the neighbourhood by encouraging a campus that provides much-needed amenities. These could include functions identified by the neighbourhood as key needs, such as a small-scale grocery store to compliment (not replace) other small stores in the area. Other amenities envisioned for the campus include restaurants, coffee shops, or cafés. An interprofessional teaching clinic is also being explored by the Bannatyne faculties and schools, which could help provide affordable health care services to area families and individuals. Finally, as the campus population is expected to grow, enhanced active living opportunities and facilities will have to be considered, in addition to ways in which such opportunities could be accessed by neighbourhood residents.

#### *Housing*

Housing is a major issue for both the Bannatyne campus and the neighbourhood. There is significant demand for student housing, outlined in the *Student Housing Market Demand Analysis*. As there are also significant community housing needs, the

Campus Master Plan is open to exploring housing development opportunities in collaboration with community stakeholders, to address student housing needs as well as housing issues in the neighbourhood.

### Working Together with HSC

Given the symbiotic relationship between the University and HSC, mutual opportunities for ongoing collaboration exist as the respective campuses develop for efficiencies in planning and development, increased interprofessionalism, and interconnected recreational and green spaces through the campuses. Research conducted at (and between) both institutions is not only a source of improved health for individuals but is also an economic driver through the employment of knowledge workers in Manitoba, and through medical advances that contribute to people's health and ability to work productively. The Bannatyne campus' relationship with HSC should therefore not be at cross-purposes or risk duplicating services. Although both institutions have unique identities there is a strong existing relationship that should be built upon in the future. The University will continue to work with HSC on future collaborative opportunities between the HSC and Bannatyne campuses, in particular the urgent need for parking, the creation of a continuous, vibrant and welcoming corridor along McDermot Avenue, and the possibilities surrounding shared and central active living spaces and facilities.

## 7. IMPLEMENTATION

The vision for the Bannatyne campus is long-term, and will therefore have to be undertaken through a phased approach. An important part of this approach is the inclusion of spaces that can accommodate people displaced by renovations (or in the case of T-Building, demolition). This is often referred to as decanting space. The inclusion of decanting space in the Plan allows for development to occur while ensuring space for employees and students. This approach ensures that current programming and building uses can continue despite new development and relocation. For example, sufficient decanting space must be in place before the demolition of the T-Building, to provide space for the building's current users.

The implementation outline below is not a timeline with dates attached to it. It is a framework to guide and give some coherence to how campus development should unfold in the future. While the parkade expansion should happen first to replace surface parking spots lost due to new buildings, beyond that the Plan is flexible in terms of the sequence of new buildings and projects. The Plan is not meant to be rigid or unchanging, and will be reviewed every five years by the Campus Planning Office. This allows for evaluation of the Plan's progress and its continued congruity with the overarching goals and vision for the campus.



University of Manitoba Bannatyne Campus, McDermot Avenue at Emily Street

## NEW BUILDING DEVELOPMENTS

### A. Faculty of Nursing Building

New 5-storey building for the Faculty of Nursing including decanting space in the basement.

### B. Interprofessional Research & Teaching Building 1

New 8-storey building to accommodate an expansion of the Dentistry program as well as relocated medical programs. The main floor will include an interprofessional teaching clinic with an accessible 'storefront' feel, incorporating space for a new expanded Dentistry teaching clinic, and possible student life amenities. A portion of the main floor and all of the basement will become home for the campus Physical Plant.

### C. Interprofessional Research & Teaching Building 2

New 5-storey academic building with ability to provide shared access to state-of-the-art research and teaching facilities; including space for student life amenities on the main floor, contributing to a vibrant street-front environment; and including decanting space in the basement.

### D. Gateway / Amenities Building

New building at the corner of McDermot and Tecumseh (or possibly and expansion of the adjacent proposed building) dedicated to amenities and services that can be accessed by both the campus and the community in order to enhance the campus gateway and community-campus interface.

### E. New Circulation Spaces

Bright and transparent pedestrian spaces linking buildings, including indoor pedestrian bridges across McDermot Avenue.

### F. Parkade Expansion

2-level addition above the existing parkade accommodating approximately 200 cars.

## RENOVATIONS TO EXISTING BUILDINGS

### G. Dentistry Building

Renovations to the existing Dentistry Building to update the spaces and accommodate adjacencies required for the expansion project (item B under New Building Developments above).

### H. Existing Circulation Spaces

Renovations to existing hallways through Dentistry, Med Rehab, Pathology, and Medical Services (to improve wayfinding, to widen and provide for study/common areas overlooking the new green space, and to provide access to the green space).

### I. Basic Medical Services Building

Renovations to BMSB to expand the Vivarium and consolidate Central Animal Care space in the basement and main floor, as well as the relocation of the Gross Anatomy to the fourth floor.

### J. Medical Rehabilitation Building

Consolidation of the Med Rehab programs within the Med Rehab Building, including the third floor, as space needs of Medicine are consolidated elsewhere.

## CAMPUS CHARACTER & COMMUNITY INTERFACE

### K. The Street

Streetscaping along McDermot to enhance it as a welcoming and comfortable place to be.

### L. Campus Green Space

New green space with access from adjacent buildings.

### M. Medicine Wheel Garden

Located between the PsychHealth Building and BMSB.

**Student Housing**  
Will be pursued near or adjacent to the campus in collaboration with community stakeholders, in a way that addresses student and area housing needs.

**Daycare**  
Will be pursued near or adjacent to campus in collaboration with broader stakeholders in a way that integrates appropriately with the community.

**Parking**  
Additional parking will be pursued in partnership with other stakeholders to address campus parking shortages.

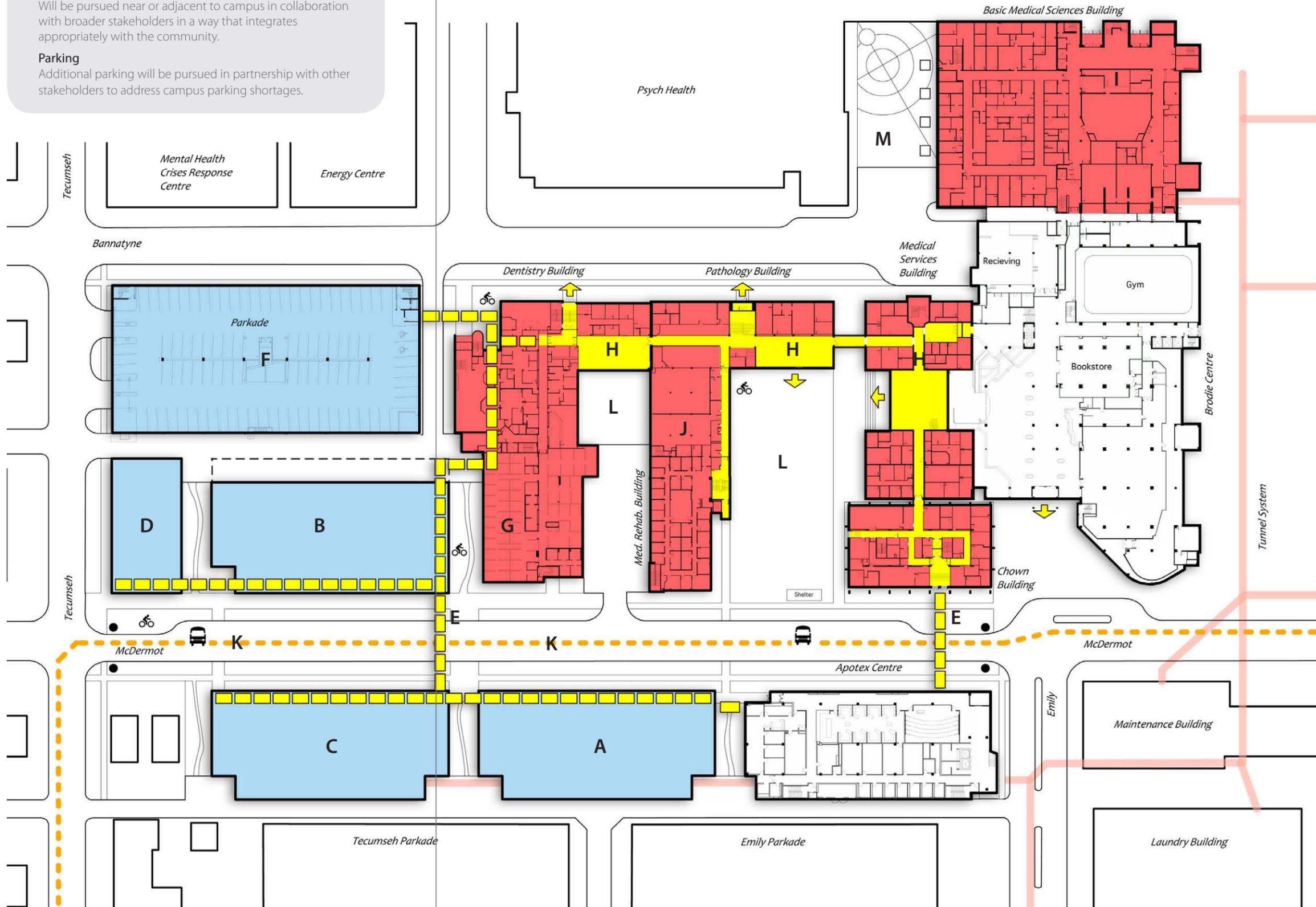


Diagram 8 – Implementation Diagram showing proposed new developments, and renovations to existing buildings



THE UNIVERSITY OF MANITOBA BANNATYNE CAMPUS MASTER PLAN

Cibinel Architects Ltd