

**OLDS COLLEGE CAMPUS PLANNING STUDY**

**by**

**BEVERLY A. SANDALACK**

**A Practicum**

**Submitted to the Faculty of Graduate Studies  
in Partial Fulfillment of the Requirements  
for the Degree of**

**MASTER OF LANDSCAPE ARCHITECTURE**

**Department of Landscape Architecture  
University of Manitoba  
Winnipeg, Manitoba**

**© April 1991**



National Library  
of Canada

Bibliothèque nationale  
du Canada

Canadian Theses Service    Service des thèses canadiennes

Ottawa, Canada  
K1A 0N4

The author has granted an irrevocable non-exclusive licence allowing the National Library of Canada to reproduce, loan, distribute or sell copies of his/her thesis by any means and in any form or format, making this thesis available to interested persons.

The author retains ownership of the copyright in his/her thesis. Neither the thesis nor substantial extracts from it may be printed or otherwise reproduced without his/her permission.

L'auteur a accordé une licence irrévocable et non exclusive permettant à la Bibliothèque nationale du Canada de reproduire, prêter, distribuer ou vendre des copies de sa thèse de quelque manière et sous quelque forme que ce soit pour mettre des exemplaires de cette thèse à la disposition des personnes intéressées.

L'auteur conserve la propriété du droit d'auteur qui protège sa thèse. Ni la thèse ni des extraits substantiels de celle-ci ne doivent être imprimés ou autrement reproduits sans son autorisation.

ISBN 0-315-77039-2

Canada

OLDS COLLEGE CAMPUS PLANNING STUDY

BY

BEVERLY A. SANDALACK

A practicum submitted to the Faculty of Graduate Studies  
of the University of Manitoba in partial fulfillment of the  
requirements of the degree of

MASTER OF LANDSCAPE ARCHITECTURE

© 1991

Permission has been granted to the LIBRARY OF THE UNIVERSITY  
OF MANITOBA to lend or sell copies of this practicum, to  
the NATIONAL LIBRARY OF CANADA to microfilm this practicum  
and to lend or sell copies of the film, and UNIVERSITY MICRO-  
FILMS to publish an abstract of this practicum.

The author reserves other publication rights, and neither  
the practicum nor extensive extracts from it may be printed  
or otherwise reproduced without the author's permission.

## **ABSTRACT**

Although Olds College has been in existence for over seventy five years, the present day campus is essentially only twenty years old. The original buildings and landscape forms have been replaced with a modern landscape that does not effectively express the continuity or individuality of Olds College. After the Second World War, many places in North America were subjected to profound changes similar to that which occurred at Olds College. The continuity of the development of the landscape was interrupted and the qualities which traditionally distinguished many places were lost or diluted.

Landscape should be expressive of the dominant culture and its values. Olds College is, historically and currently, a rurally located educational institution whose mission is to provide current quality agricultural education. The physical environment should contribute to the image of the college, conveying the values expressed in its Mission Statement. However, a functional analysis and historical review of the academic campus and farm suggest that there are several problems that detract from the perception of the Olds College campus as an institution that considers excellence in agriculture its mission. These problems are related to the function, image and legibility of the campus and to the processes shaping the forms.

A design approach should be developed that treats what is left of the historic landscape in a special way while allowing the evolution of a landscape that will be functional and expressive of its culture and context. In this way what is already distinctive in the campus environment will be encouraged and the possibility will exist for the evolution of a campus environment that will be human in its scale and organization, expressive of both its physical and cultural context and filled with significance for those who live and work in it.

I would like to thank the members of my  
Practicum Committee  
for their advice and encouragement:

Garry Carson  
Ted McLachlan, Chairman  
Carl Nelson, Jr.

I would also like to thank  
Olds College  
for providing funding for this practicum as an  
Innovative Instructional Project.

## TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGEMENTS	ii
1. INTRODUCTION	1
1.1 Statement of Purpose	
1.2 Goals and Objectives	
1.3 Methodology	
2. OLDS COLLEGE	11
2.1 Profile	
2.2 Geographical Context	
2.3 Ecological Factors	
Drawing no. 1.- Location Map	14
Drawing no. 2 - Location Map	15
Drawing no. 3 - Key Plan	16
Drawing no. 4 - Location of Olds	17
3. HISTORICAL EVOLUTION OF THE OLDS COLLEGE CAMPUS	18
3.1 Evolution of the physical campus	
Drawing no. 5 - 1913, 1915-16, 1927	35
Drawing no. 6 - 1947, 1962, 1965-66	36
Drawing no. 7 - 1968, 1970-72, 1978-79, 1983-88	37

4. FUNCTIONAL ANALYSIS OF THE OLDS COLLEGE CAMPUS (1988)	38
Drawing no. 8 - Instruction - regular programs	39
Drawing no. 9 - Instruction - regular programs	40
Drawing no. 10 - Extension	41
Drawing no. 11 - Research	42
Drawing no. 12 - Agricultural production	43
Drawing no. 13 - Housing	44
Drawing no. 14 - Social	45
Drawing no. 15 - Recreation	46
Drawing no. 16 - Alumni Activities	47
Drawing no. 17 - Historic Landmarks	48
Drawing no. 18 - Community Service	49
Drawing no. 19 - Parking, storage and access	50
Drawing no. 20 - Campus maintenance and service	51
Drawing no. 21 - Campus maintenance and service	52
Drawing no. 22 - Presence in Town	53
5. THE DECISION-MAKING PROCESS - CAMPUS PLANNING AND DEVELOPMENT	54
5.1 Historical Evolution	
5.2 Issues and Opportunities	
5.3 Development of a Campus Planning and Design Process	
5.3.1 Value Statements	
5.3.2 The Planning and Design Process	
5.3.3 Development of a Conceptual Plan	
5.3.4 Campus Planning Committee	
6. CONFLICTS, ISSUES AND OPPORTUNITIES	68
6.1 Summary of conflicts and issues identified in the functional analysis	
Drawing no. 23 - Conflicts, Issues and Opportunities	72
Drawing no. 24 - Conflicts, Issues and Opportunities	73

6.2 Opportunities and constraints for future development	
Drawing no. 25 - Opportunities and Constraints	75
7. RECOMMENDATIONS, PLANNING AND DESIGN GUIDELINES	76
7.1 Proposed Campus Structure	
Drawing no. 26 - Proposed Campus Structure	78
Drawing no. 27 - Conceptual Site Plan	79
7.2 Development of Landscape Zones	
7.1.1 Pedestrian Precinct	
Drawing no. 28 - Design Example - Social Space	83
7.1.2 Public Facade	
Drawing no. 29 - Design Example - Main Entry	86
7.1.3 Residential	
7.1.4 Recreation	
7.1.5 Farm and Plots	
Drawing no. 30 - Design Example - College Arena	94
7.1.6 Parking and Service	
8. IMPLEMENTATION	97
9. BIBLIOGRAPHY	99
10. APPENDIX	

•1986 Olds College Mission Statement

## 1. INTRODUCTION

The word *campus* calls to mind the unique physical character of the North American college and university. First used in the late eighteenth century to describe the grounds of Princeton, in Princeton, New Jersey, *campus* had simply its Latin meaning, a field, and described the green expansiveness characteristic of North American schools. Gradually the word came to mean the entire college property, including buildings, and not necessarily containing a field. It has taken on other connotations, suggesting the pervasive spirit of a school, or its *genius loci*, as embodied in its architecture and grounds. (Turner 1984, p. 4)

Through the centuries, the North American campus experienced major changes in its form which reflected the evolution of architectural planning principles as well as changes in educational and social conditions. English and European schools influenced the early forms, which then developed in response to the social and geographic conditions unique to North America. Through the eighteenth and nineteenth centuries a North American campus tradition emerged resulting in buildings, grounds and spaces that are quite different from schools elsewhere. After World War II, modern progressive planning and modern architectural styles suggested new approaches to development which produced a type of design concerned more with growth and change than with traditional concepts of campus form. There were many conflicts between the demands of a more complex post-war institution and the retention of the positive qualities of the traditional college.

Present day campuses are landscapes of unique sub-cultures that have emerged and evolved in response to many influences.

### 1.1 Statement of Purpose

Landscape is not merely an aesthetic background to life. It is one infrastructure of our culture that develops as we develop and is a composite of the natural and built environment that both expresses and conditions cultural

attitudes and activities. Landscape is much more than plant material - it includes the arrangement and definition of space, circulation patterns, landmarks, signage, colors and building materials, as well as plant material and its arrangement. Landscapes are also important sources of individual and communal identity and are often profound centers of human existence to which people have deep emotional and psychological ties. Landscapes evolve over time, reflecting development patterns and land utilization, and encompass the evolution of cultural values, norms and attitudes towards the land. This historic quality does not mean a nostalgia for styles or objects, but a continuity of local tradition and care. Landscapes, then, are an accumulation of ideas and events in which can be read much of a place's character and purpose.

Olds College is a special place to many people. Students and staff of the College continue to develop strong ties with the school, and the campus functions as a significant resource for the community. The College's strong reputation as one of Canada's leading agricultural colleges is firmly based in tradition. It has been in existence for over seventy five years during which time it has served western Canada's needs for agricultural education. However, the existing Olds College campus is essentially only twenty years old with the original forms and structures having been almost completely replaced. Although the College has been in existence for most of this century much of the meaning that can be conveyed through the landscape has been lost, through the destruction of most of its historic landscape and through the development of a modern landscape that does not effectively express the continuity or individuality of Olds College. After the Second World War, many places in North America were subjected to profound changes similar to that which occurred at Olds College. The continuity of the development of the landscape was interrupted and the qualities which traditionally distinguished many places were lost or diluted.

Landscape should be expressive of the dominant culture and its values; Olds College is, historically and currently, a rurally located educational institution whose mission is **to provide current quality education, training and services for people who are involved directly and indirectly in**

**agricultural endeavors.** (Olds College Mission Statement, CRISP Document, 1986, p. 4)

The College Mission Statement, a statement of College philosophy, should also serve as an Image Statement, defining how the college will present itself to the public and to its students. The physical environment, that is, the landscape, of the College should contribute positively to this image and should visually convey the values that are expressed in the Mission Statement. At Olds College, the landscape of the academic campus and the farm are also important instructional resources; addressing the educational needs will produce a functional, efficient and up-to-date campus. The mission, if authentically expressed, would project an aesthetic of integrity and tradition. At present there are several problems that detract from the perception of the Olds College campus as an institution that considers excellence in agricultural education its mission:

1. Issues related to **function**, such as the effective use of the academic campus, farm, research and demonstration plots as instructional resources.
2. Issues related to **legibility** of instructional, research and demonstration areas and of functional areas such as entries, circulation pathways (pedestrian, vehicular, farm and service) and parking environments.
3. Loss of a quality physical **image** as a unique institution.
4. Related to these issues is the need for an effective decision-making **process** for campus development.

When a place "pleases us because of its distinct character, it is usually because" its' elements seem to express "a common form of life, a common way of being on the earth." (Norberg-Schulz 1980, p. 65) The individual distinctiveness of a place lies not so much in its physical forms and arrangements as in the meanings accorded to it, and in the continuity of these meanings. Much as with a craft, man imparts something of his personality to the things he makes; similarly a community can transfer its character to a

landscape. (Relph 1981, p.172) This process appears to involve a combination of local responsibility with local traditions of building and doing. These responsibilities and traditions are preserved and conveyed from generation to generation through example. Tradition and continuity will be apparent as long as this process of building environments is respected. Although there is scope for autonomy, for individual craftsmanship and for being responsible for the environment in which one lives and works, (Relph 1981, p. 210) there is also the need for overall planning and direction to monitor and direct change and to ensure that levels of competence and care are maintained and that a continued respect for tradition is present.

Many modern landscapes are characterized by their monotony rather than by meanings and symbols. They no longer possess the same entries, enclosures or density that were found in the old organic order and usually consist of new buildings freely placed in a generic park-like space. (Norberg-Schulz 1979, p.189) Olds College has followed this pattern of modern development. The present landscape is generally comfortable and efficient but it lacks depth and variety. Although a general order may be present, it doesn't bring about any sense of place. This uniformity of the environment causes what Edward Relph calls "placelessness". (Relph 1976, p. 85)

It has often been pointed out that the modern environment makes human identification and orientation difficult. A setting where there are no clear spatial limits to urban development, where the countryside is becoming industrialized, and where new development is replacing familiar scenes challenges our sense of order, and our images of how landscapes ought to be no longer fit with our experiences. We find increasingly that we are confronted and confused by landscapes that lack clear centers and boundaries and which are constantly changing identity. The resulting alienation and "loss of place" are due to man's loss of identification with the natural and man-made things which constitute his environment. (Norberg-Schulz 1979, p. 168) The development of individual and social identity with place is a slow process which cannot take place in a continuously changing environment, and in one that is replacing the recognizable and meaningful landscape with one that is meaningless and illegible.

Legibility refers to the ease with which parts of the environment can be recognized, through their location, shape, color or arrangement, and organized into a coherent mental pattern. The work of Kevin Lynch took this as its point of departure, and he implies that legibility gives comfort and emotional security, and makes people feel competent through their ability to understand their environments. (Lynch 1960, p. 2) Confusion and disorientation result from a lack of focuses, a lack of definition of discrete regions or a lack of any familiar pattern. (Relph 1976, p. 139) The sense of place and of identification with an environment is greatest when the environment is both familiar and distinctive; this heightens the potential depth and intensity of human experience, although this does not mean complete and final order where there is no chance to change one's environment, or that environments should be obvious at a glance or plain. (Lynch 1960, p. 10)

Landscapes should be a function of their complex cultures, their historical traditions and their natural setting, and should speak of the complicated functions and movements of the place. Clarity of structure and vividness of identity are first steps to the development of such an environment. (Lynch 1960, p. 119) A sense of place enhances every human activity that occurs, therefore, we need an environment which is not simply well organized, but symbolic as well. Symbols point to something beyond themselves and open up levels of reality which are otherwise closed. (Relph 1976, p. 137) They express profound meanings in and attachments to landscape. The present day North American landscape though is often characterized not by symbols pointing to deeper levels of reality, but by images or 'myths' that are often contrived and deeply fabricated. By themselves, myths are not necessarily contradictory - they appear to mean something by themselves and will not become better or worse with time or knowledge. (Relph 1976, p. 139) But their danger is especially insidious, because the elements that are introduced, although large enough to be noticed, are usually introduced in quantities too small to be upsetting. North American landscape myths present at Olds College are the collection of new academic buildings that deny the institution's history and context, farm enterprise buildings and landscapes that present an unclear and inauthentic image of their actual function, and

landscape elements, such annual beds that lie empty and exposed for two-thirds of the year and un-hardy cedars that require winter wrapping in burlap, that do not express the local climatic context.

There are various levels of interacting with one's environment and in understanding the nature of the phenomenon of place (Relph 1976, p. 143) ranging from a subconscious association with place as home, where one's roots are, to cultural and communal participation in the symbols of a place and with named and significant places of a home region, to deliberate attempts to understand environments as a sensitive and open-minded outsider, lastly to just being in a place, not attending to the significant but being swayed by mass culture and technique, with no care or commitment for places. This last level is the basis for placelessness. Placelessness describes both an environment without significant places and the underlying attitude which does not acknowledge significance in places. It cuts roots, it erodes symbols, it replaces diversity with uniformity and replaces experiential order with conceptual order. Places are treated either as interchangeable and replaceable or as trivial and insignificant. (Relph 1976, p. 143) The result is the undermining of the importance of place for both individuals and cultures, and the casual replacement of the diverse and significant places of the world with anonymous spaces and exchangeable environments. (Relph 1976, p. 145) Landscapes of this type are created through attitudes and approaches that involve no awareness of the deep and symbolic significances of places and no appreciation of their identities. Relph (1976, p. 82) describes two ways, *kitsch* and *technique*, through which these landscapes have been, and continue to be, created.

*Kitsch* signifies the mediocre, the styleless, and the sentimental which is present in affluent cultures where people can afford the trivial and the showy and where objects are created and produced solely for consumption by a mass public. It stems from an uncritical acceptance of fashion and mass values that can be adapted without real involvement, and results in mediocrity and inauthenticity rather than excellence and honesty. In landscapes it is typified by decoration, which occurs in the form of horticultural fads and fashions, ranging from garden gnomes to grafting of plants to produce

"weeping" forms of trees and shrubs, and taken to the extreme, in the creation of "enchanted forests". It is an attitude of inauthenticity where places are treated as things from which man is largely alienated and in which the trivial is made significant, the significant is made trivial, and where value is measured almost entirely in terms of the superficial qualities of cost, color and shape. (Relph 1976, p. 83) This type of landscape has appeared at Olds College, where, in the absence of form and image guidelines, the only available approach is to solve each landscape problem in the context of what might be acceptable in terms of mass values and fashions. Hence, a landscape consisting of mown lawn, ornamental shrub beds, and planter boxes filled with annuals is the solution that has been uniformly applied to problems as diverse as the pig barn, the arena, some temporary classroom trailers, staff residences, as well as the new multi-million dollar library. This type of development, where farm, housing, academic and service facilities have been mixed together within a suburban landscape, has been identified by Nairn (1965, p. 7) as *subtopia*, signifying a mindless mixing of all man-made objects without any pattern or purpose or relationship. Several subcultures (academic, agricultural, residential) exist within the Olds College campus, and while overall unity and coherence is one aim of campus development, and while some areas of mixed use is expected, these subcultures have separate functions and demand separate images that cannot be achieved through the generic application of currently fashionable suburban landscape materials and methods.

*Technique*, most apparent in the physical and social planning of the 1960's is founded on an assumption that space is uniform and objects and attitudes can be manipulated and freely located within. (Relph 1976, p. 93) The greatest quality of environments is thought to be their development potential. The result of this type of planning is that it becomes impossible to tell one locality from another - they all look alike and feel alike, and it becomes difficult to tell parts within the locale apart since there is little spatial ordering. Although each situation and landscape problem is unique, this type of planning tends to create wholly designed environments into which people must be fitted. They have been developed not on the basis of direct experience or analysis but from a remote and abstract perspective of maps and plans. (Relph 1976, p.

107) At Olds College this occurred, for example, in the planning of some of the roads. The solutions to parking and road layout problems may look good on paper, and may satisfy maintenance needs and requirements, but may not address functional (instructional and social) issues and may not fit in with the overall best image for the campus. Landscapes are complex and the worst mistakes are made when they are forced to fit a superficially understood order. (Relph, p. 172) Landscapes should be made in the interest of those who will be experiencing them.

Details in landscape are as important as is the big picture. If landscape details are being eroded by insensitive design and planning practices, then there is a case for overhauling the process so that care and competence will be more evident in details and so that guidelines will be developed to define what is acceptable and good. (Relph 1981, p.195) Excellence in landscapes, that is, placemaking, can only occur when each detailed part is shaped and cared for by those who have the time, patience and knowledge to understand the forces acting on it. (Relph 1981, p. 164)

Authentic landscapes are rare in North America - the trend is toward an environment of few significant places - a placeless geography. However, negative interpretations of modern landscapes can be wrongly construed to mean that the past was better and is to be restored. This attitude ignores the fact that the present landscape, no matter how inauthentic it may be, has a life and has evolved in response to certain forces. The possibilities for maintaining and reviving man's sense of place do not lie in the preservation of old places - that would be museumization, nor can they lie in a return to traditional ways of place making - that would require the regaining of a lost sense of innocence. (Relph 1976, p. 145) One cannot design tradition and image but it is possible to create conditions in which tradition and care for places can develop. It is perhaps more appropriate to create a sense of historic perspective, treating what is there and what is left of the historic landscape in a special way by giving it a purpose while allowing the evolution of a landscape that will be authentic and that will include its own historic markers. The existing landscape should be managed to acquire more cohesion, and to become as rich as possible. A place's social and cultural life

must be turned back to those inhabiting it and, because the evolution of an authentic landscape can't be left to chance, must be directed by those with vision, understanding and competence.

An approach to design must be developed through which this type of development can be planned. Relph discusses the concept of *environmental humility* in which ways of thinking - compassionate intelligence, description and tending, rather than technical methods of explanation and manipulation become the basis for design and planning. (Relph 1981, p. 185) It is concerned with encouraging what is already distinctive in environments, and with re-establishing identity where environments have been eroded, not merely allowing events to occur and the identities of places to vanish into placelessness. Important is a willingness not to use all one's knowledge and not to impose techniques simply because they are available, but instead to allow communities and places to be themselves. It should blend a concern for the continuity of traditions and obligations with a willingness to respond carefully, gently and appropriately to changing circumstances and should encourage the making and maintaining of places by the people who are competent to do so, and who understand and work in them.

Sinclair Gauldie (1969, p. 182) has written: "To live in an environment which has to be endured or ignored rather than enjoyed is to be diminished as a human being." The modern landscape, and processes producing it, should be criticized whenever it threatens the freedom that comes with taking responsibility for one's environment, whenever it threatens values, and whenever it demonstrates manipulation through detached expertise or incompetence. (Relph 1981, p. 212) If we choose to ignore the need for the development of significant places, and allow the forces of placelessness to continue unchallenged, then the future can only hold an environment in which places simply do not matter. (Relph 1976, p. 147) If we respond to the need for identification with significant places, then the potential will exist for the evolution of a campus environment that will be human in its scale and organization, expressive of both its physical and cultural context, and filled with significance for those who live and work in it.

## **1.2. Goals and Objectives**

The goal of this study is to develop a landscape form and process that will reflect the Olds College culture and mandate of agricultural education and that will enhance its function, legibility and image. This goal will be achieved through the following objectives :

1. To develop a physical site plan which will address the existing disfunctions of the campus.
2. To develop planning and design guidelines, which will assist in the implementation of the conceptual plan and in the planning of future projects.
3. To recommend a decision-making process by which the form of the Olds College Campus can be developed to reflect the College mandate, to create a positive and appropriate image and to address the functional needs.

## **1.3. Methodology**

1. Literature review.
2. Review of the historical evolution of the campus form (academic campus and farm), the college mandate and values and the planning and decision-making processes that shaped the form.
3. Reiterate the historical purpose of Olds College, validate the current College mandate and translate the mandate into value/image statements.
4. Perform comprehensive functional analysis of the existing campus, and review the economic, social and geographical context of Olds College.
5. Identify conflicts, issues and opportunities raised by the functional analysis.
6. Develop planning and design guidelines to address specific issues and guide ongoing campus development.
7. Develop a conceptual site plan that addresses the conflicts, issues and opportunities.
8. Demonstrate the planning and design principles through selected detailed design to resolve specific problems identified in the study.

## **2. OLDS COLLEGE CONTEXT**

### **2.1 Profile**

Olds College is a rural college offering primarily two year diploma programs in agricultural production and other land based areas. It emphasizes practical, hands-on training and currently has an enrollment of approximately 900 full time students from both rural and urban backgrounds. In addition, over 10,000 extension students are served by evening courses, short courses, correspondence courses and special programs.

Currently, Olds College offers programs in:

- Agricultural Business
- Agricultural Engineering Technology
- Agricultural Mechanics
- Agricultural Production (Crop, Farm and Ranch and Livestock Production)
- Animal Health Technology
- Commercial Floristry
- Dairy Herdsman Assistant
- Equine Science
- Farrier Science
- Fashion Merchandising
- Horticulture (Landscape, Turf and Greenhouse Management Majors)
- Land Agent Program
- Land Resource Management (Agronomy, Integrated Pest Management, Soil and Water Conservation, Land Classification and Reclamation Majors)
- Meat Processing
- Secretarial Arts
- Apprenticeship Programs - Agricultural Mechanics, Heavy Duty Mechanics, Landscape Gardener

## 2.2 Geographical Context

Olds College is situated 90 kilometers north of Calgary on the eastern border of the Town of Olds. This location, in the center of one of the richest farming areas in Alberta, is an ideal setting in which to provide agricultural education.

The Town of Olds is a typical example of a western Canadian railway/agricultural town, with its townsite form conforming to one of the standard Canadian Pacific Railway town layouts. (Holtz, 1987) Set in a prairie landscape with the Rocky Mountains as a backdrop, it acts as a service center for a rich agricultural area. Its location makes it easily accessible from the heavily used north-south corridor, Highway 2 and the newly improved east-west Highway 27, which serves as a gateway to the eastern slopes of the Rocky Mountains.

Founded in 1891, the town still retains many of the turn of the century commercial and residential buildings. The town's population has grown to over 5000, and new commercial developments have occurred both within the downtown core and along Highway 27. It is a vibrant community, and with tourism and agriculture identified as main areas of growth for Alberta, Olds is in an enviable position.

Olds College has historically provided an added cultural and economic dimension to the town of Olds. Although the College is technically outside the town limits, with Highway 2A acting as a visual and functional dividing line between the two, negotiations are currently underway for the annexation of the academic campus by the town.

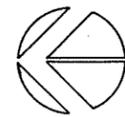
### 2.3 Ecological Factors

Olds is located in the Parkland eco-region of Alberta, a climatic and ecological transition zone between the grassland environment and the boreal forest. The region has a mean annual precipitation value of 450mm, two thirds of which falls during the summer months. The temperature shows continental characteristics with a large daily range of values and large annual variations. The climate is marked by short cool-to-warm summers and long cold winters, often interrupted by Chinooks, periods of sudden and dramatic warming accompanied by strong westerly winds. The Chinooks make outdoor living possible even during the winter months.

Olds has an elevation of 1041 meters. Climatic data for the area are as follows:

TEMPERATURE	
Annual average	2.7C
January	-13.2
April	2.9
July	15.7
October	5.1
PRECIPITATION	
Annual Average	488.0mm
Rain	353.2mm
Snow	1351.0mm
FROST FREE DAYS	109
HOURS OF SUNSHINE FOR YEAR	2079.4

The Parkland region is characterized by its mixture of grassland, shrub communities and aspen stands. The Parkland region represents one of the most productive agricultural zones in Alberta. The land is typically flat to gently rolling.



To Highway 2

College Boundary

Highway 2A

Railway Line

Town of Olds Boundary

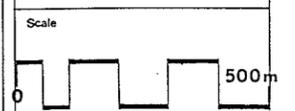
Highway 27



### 1988 Campus Planning Study

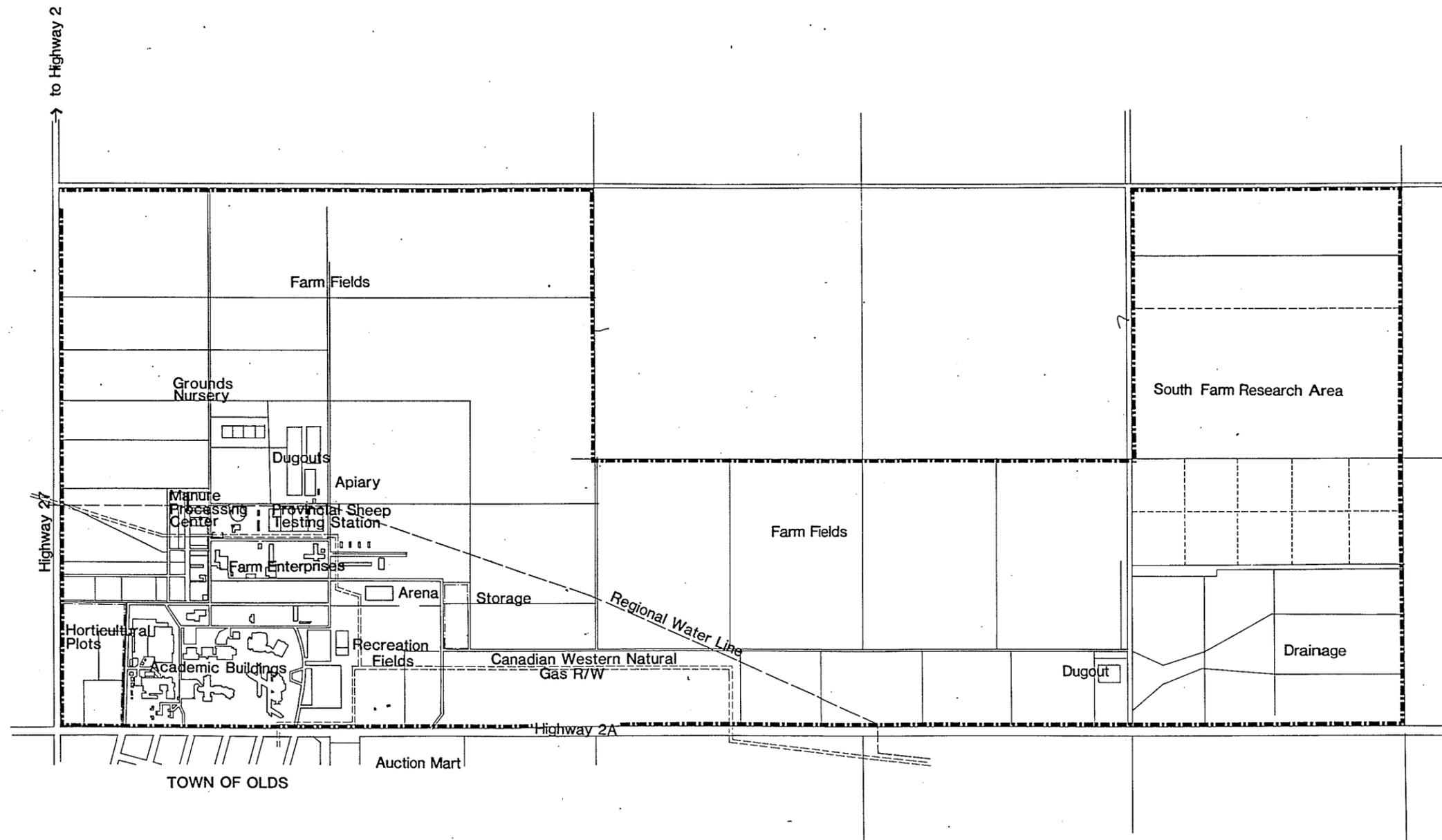
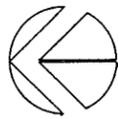
Drawing title  
**LOCATION MAP**

Date  
**MAY 1989**



p.14

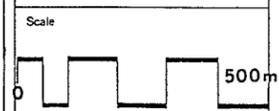
Drawing no  
**1**



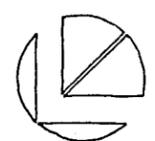
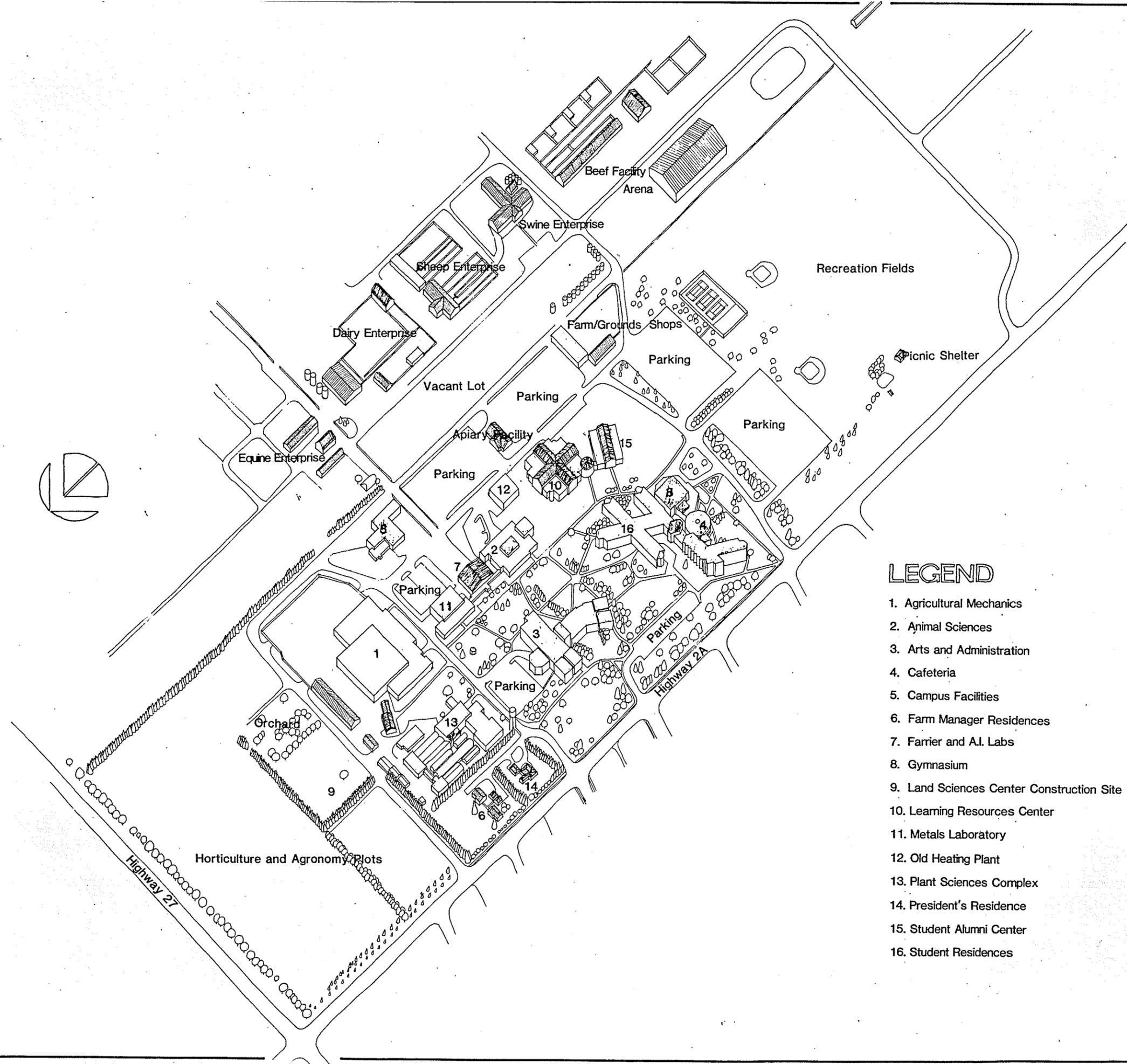
**1988 Campus Planning Study**

Drawing title  
**KEY PLAN**

Date  
**MAY 1989**



Drawing no <b>p.15</b>	Drawing no <b>2</b>
---------------------------	------------------------



### LEGEND

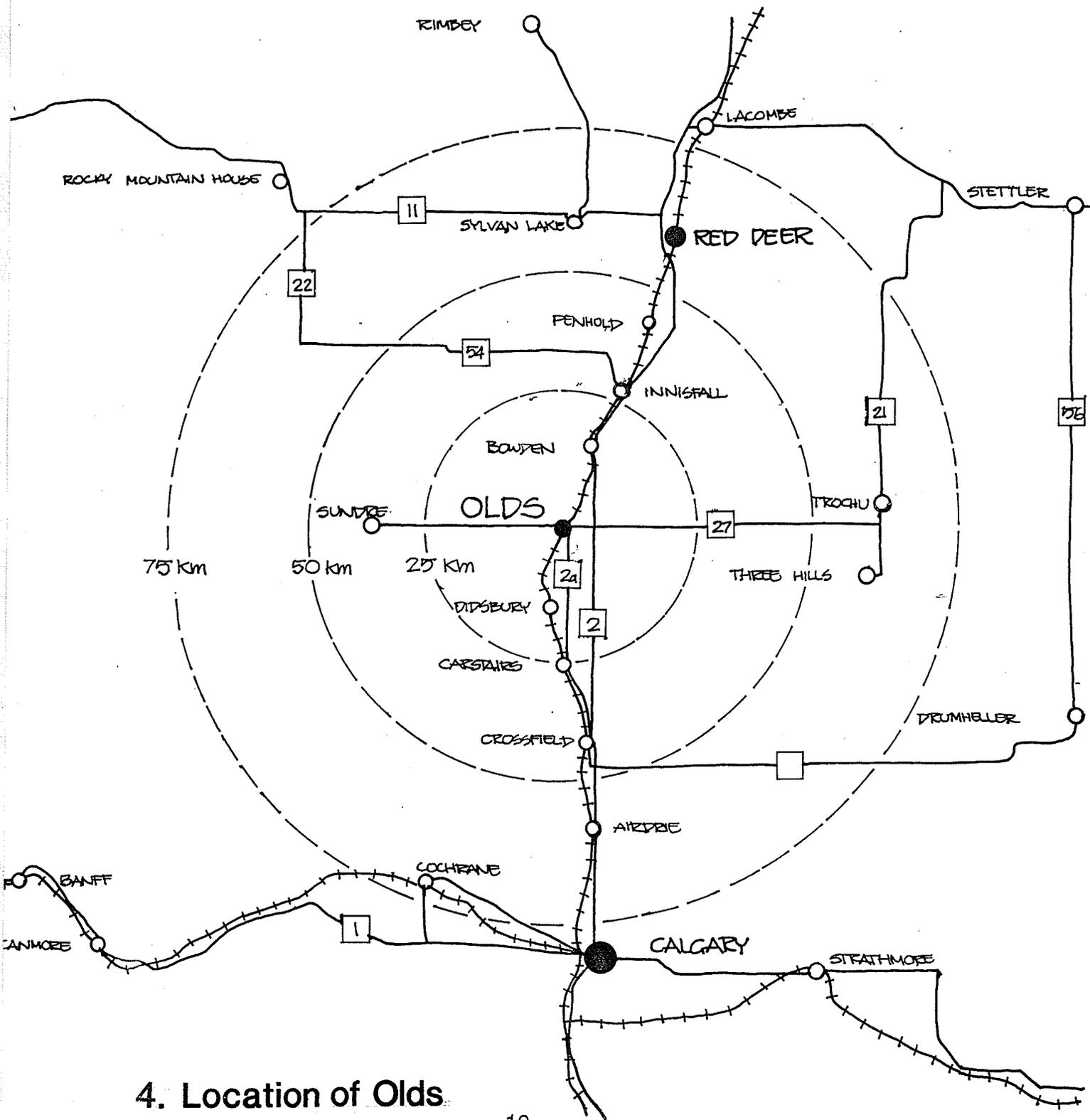
- 1. Agricultural Mechanics
- 2. Animal Sciences
- 3. Arts and Administration
- 4. Cafeteria
- 5. Campus Facilities
- 6. Farm Manager Residences
- 7. Farrier and A.I. Labs
- 8. Gymnasium
- 9. Land Sciences Center Construction Site
- 10. Learning Resources Center
- 11. Metals Laboratory
- 12. Old Heating Plant
- 13. Plant Sciences Complex
- 14. President's Residence
- 15. Student Alumni Center
- 16. Student Residences



### 1988 Campus Planning Study

Drawing title	KEY PLAN
Date	MAY 1989
Scale	0 100m

Drawing no	p.16 3
------------	--------



4. Location of Olds.

### 3. HISTORICAL EVOLUTION OF THE OLDS COLLEGE CAMPUS

In 1905 the Province of Alberta was formed and with it the Departments of Education and Agriculture. In 1912, with the aim of offering agricultural education on a regional, decentralized basis, the Department of Agriculture purchased seven farms situated throughout the province on which to demonstrate modern agricultural techniques to Alberta farmers. In 1913, with the help of federal funds, the department established Schools of Agriculture on three of these farms: at Olds, at Vermillion and at Claresholm, and a Board of Agricultural Education was created to supervise the operating of these schools, whose purpose was to "provide practical training in agriculture to farm boys and home economics courses for farm girls, with the goal of educating farmers in modern agricultural methods and thereby increasing the productivity of agriculture in the province". (Berghofer and Vladicka, 1980, p. 5)

The first buildings of the three agricultural schools were the original farm buildings with school buildings added on that were in many cases identical in design, for example, the Main Building at Olds was duplicated at both the Vermillion School and at Claresholm. Other early buildings at Olds included the farm manager's residence (later to become the principal's residence) and the water tower. A seed shed, carpenter and blacksmith shop were built in 1915-16 as the college developed. (Two of the barns and the water tower are the only existing original structures today.) Student housing at Olds was provided by College-approved boarding houses in the Town of Olds. Later, the College rented large houses in town and operated them, together with one house on campus, as girls' dormitories while the boys continued to board in town. Student enrollment during these early days at the three agricultural colleges ranged between about 200 in 1913 to over 450 in 1920.

Agricultural education was affected by agricultural and economic conditions and events during the period between the two wars. In 1920, to further decentralize the offering of agricultural programs the department created three additional Schools of Agriculture at Raymond, Youngstown and Gleichen. But partly as a result of the succession of droughts in the mid-twenties and thirties,

and partly because there was a lack of an effective coordinating government body to supervise the schools (the Board of Agricultural Education had been disbanded after a change in governing provincial political parties in 1921), these schools experienced temporary or permanent closures: the Schools at Olds and Vermillion were the only two remaining agricultural schools by 1931.

During the 1920's much of today's landscape infrastructure was planted. Several rows of white spruce were established as windbreaks and demonstration plantings at the Prairie Farm Rehabilitation Act recommended spacing of four feet. Some of the early Plant Science instructors were responsible for bringing in tree species then uncommon on the prairies. An apple and crabapple orchard was established on the north part of the college property, and plantings of oak, larch, elm, spruce, douglas fir and several crabapple varieties were introduced in the landscaping around the buildings. Many of these trees still survive and can still be considered uncommon in this area of Alberta.

In 1927, 200 bed students' residences were opened at Olds and Vermillion, complete with a library, gymnasium, food center and administration facilities. This greatly increased their attractiveness relative to the other schools, so despite the government's attempts to decentralize, agricultural education was focused in these two centers. Enrollments were low at the schools - the Vermillion school was temporarily closed in 1933, and although the Olds school continued to operate, no campus development was seen.

Olds College was the sole agricultural college during World War II, since Vermillion had been taken over by the Department of National Defence during the war years. Agricultural education was further set back and enrollment declined by over half, from 365 in 1938 to 166 in 1942.

However, toward the end of the war, the government showed a renewed interest in agricultural education, and the Board of Agricultural Education was re-established to supervise the agricultural schools at Olds, Vermillion (which was reopened in 1945) and later Fairview (which was established in 1951 to further decentralize agricultural education). Increased mechanization of the

farm business and industrial and agricultural requirements for skilled labor changed both rural social structure and the requirements of agricultural education. Alberta had experienced a general growth in industrialization and mechanization as a response to the war and to the construction of the Alaska Highway, and in 1947 the oil boom began with the discovery of the Leduc oil field. In 1947 at the Olds School of Agriculture the beginning of a response to these changes was seen in some new developments. The seed shed and carpenters shed were removed and replaced by a heating plant building, and a used air force hangar was relocated from Bowden to serve as the mechanics building. However, due to changing conditions of rural life, such as the higher costs of establishing a farming business and better opportunities for other types of employment, a general trend towards urbanization and the inability of the outdated programs and facilities to fulfill the educational needs, enrollments at the three schools of agriculture declined, from close to 400 in 1953 to just over 200 in 1957. The low enrollments caused the per-student operating costs of the colleges to soar, the physical plant was deteriorating and there was serious consideration by the government to close the schools or convert them to other uses. The agricultural schools were pressured to reform and revitalize their administration and operations which had remained basically unchanged for over forty years. At the same time as it was recognized that there was a real need for change and adaptation, provincial financial health together with federal involvement in financing higher education made significant expansion of the educational system economically feasible. Although major reform of the agricultural school sector was not to occur until the 1960's, post-secondary education in Alberta was to be transformed.

New pressures for higher education and technological development were generated, both by maturing 'baby-boomers' and by an influx of people attracted by Alberta's continuing industrial and resource boom. However, despite this growth, agricultural education was declining in the 1950's and a period of review began. The Cameron Commission on Education in Alberta, the first important discussion of the role of the colleges, made a number of recommendations regarding post secondary education in Alberta, based on principles of decentralization and coordination of services and regional

administration. It dealt with agricultural education in part, noting that the schools' programs had "not kept pace with modern needs", and recommended a major reorganization of the Agricultural Schools including their transformation into community colleges through both the expansion and modernization of the agriculture courses and through the introduction of non-agricultural vocational programs to increase enrollment of an expanded clientele. Although its recommendations were neither completely endorsed nor immediately followed, it provided an impetus for change.

At the Olds School of Agriculture, prompted by the loss of one of the original buildings (a dual-purpose building which contained Animal Husbandry and Field Husbandry) to fire in 1960, some capital development took place. A faculty planning committee and the Department of Public Works collaborated on the planning process for a new Plant Science Building. A concrete block building, typical of the institutional architecture of the time, was opened in March 1962, and within a year or two was used to its limit. Additional office space and greenhouses were added. (In the 1980's several free-standing structures were to be added to what became colloquially known as the "hort ghetto", and it wasn't until 1989-90 that this overstretched building was to be replaced). A similar concrete block structure for metal work replaced the old blacksmith shop in 1965.

Some basic changes were also made to school policy affecting entrance requirements and program structure. Home Economics as a program was replaced by courses for women in stenography and sewing, and new courses were developed to train students in various phases of agribusiness for off the farm employment. The original Diploma course in Agriculture was replaced with majors in Agriculture, Animal Science, Plant Science, Farm Management, Mechanics, Agri-business and a separate Diploma course in Horticulture. Enrollment increased almost threefold and included an increase in urban students who brought with them urban attitudes and philosophies; however the emphasis of education continued in agricultural programs and the majority of students still came from and returned to the farm.

Perhaps partly to symbolize the new orientation that the Agriculture Schools were taking, a name change for the Schools of Agriculture and Home Economics was approved by the government. In 1963, an unofficial name change to Olds Agricultural and Vocational College took place, highlighted by the placing of a cairn by the Province of Alberta to commemorate both the name change and the College's 50th anniversary. Despite the change of name, the Agricultural and Vocational Colleges were still under the jurisdiction of the Department of Agriculture rather than becoming an integral part of the College system, as the Cameron Commission had recommended.

In 1964 the student residences were surveyed to decide whether to renovate or replace them. It was decided to replace, since it was thought that the estimated renovation work would have been excessive, and the capacity inadequate to meet the existing and projected needs. It is interesting to note that the same residence building at Vermillion College was renovated, as a survey found that it was economically sound to do so.

In 1966 a Campus Long Range Plan was developed for the Government of Alberta, Department of Public Works by A. Dale and Associates along with several engineering subconsultants. It consisted of a survey of the campus and emphasized engineering (water, sewer, etc.) services and needs, and included a long range building development plan, based on forecasts of a maximum student population of 500. The plan attempted to retain the 'informal, relaxed yet busy atmosphere of the existing campus' and a 'park-like setting' was envisaged. Pedestrian access would be emphasized by restricting vehicle traffic to service areas at the rears of the buildings. The notion of separating the campus from the farm appeared in this report with the idea of creating a buffer zone, with roads forming a 'natural separation line between the campus and the farm operations'. The plan called for a drastic change to the College layout, function and appearance. It recommended the destruction of the old historic buildings including the Main Building and the Residence - only two buildings, the Plant Sciences and Metals Buildings were to remain - and their replacement with new buildings of urban architectural character. The basis for these planning decisions is unclear - there is no mention of college functional relationships or requirements, no reference to a

historic perspective, no analysis of ecological considerations, and no real mention of the place of the farm within the college function and structure. Yet it essentially called for the razing of most of the significant buildings on campus, construction of many new buildings which were urban in flavor, a realignment of the roads and interior circulation and a pushing back of the farm from the academic buildings.

But as unclear as the rationale for many of the recommendations may be today, this study typified in many ways the development trends that were widespread in North America at that time. Other equally important factors were the cultural and social attitudes and pressures of this time. The 'progressive' move towards industrialization and mechanization demanded modern structures and perhaps saw the old ways and forms as archaic reminders of another age, so saw no need to conserve the existing structures or preserve the historic dimension of the College. It has been argued that this newness is a fundamental symbol of our culture, representing the progress that took place in pioneer North America only through the conquest and organization of the land and that became entrenched as part of our aesthetic sense. (Erickson, 1968) Perhaps as well, with the move towards expanding the clientele beyond the traditional rural student, the College may have been eager to shed its 'cow-college' image.

Somewhat later an architect of the Department of Public Works was appointed 'campus planner' and he modified the 1966 plans. Changes were in campus layout rather than the total requirements, however several of the recommendations from the 1966 report were actualized and a number of the buildings were constructed. In 1966 a new Animal Science Building was opened, offering room for the livestock classes which had been held under very poor conditions since the time of the fire in 1960. It was the first of the new buildings to be designed by a private architect, the firm of A. Dale, and incorporated such 'innovations' as brick and stone facing, in contrast with the concrete block government buildings. With the new buildings came both destruction of some of the old landscape and additions of plant material in the new landscaping around the buildings. The newly established Horticulture

Program influenced the development of the landscape as new instructors became involved with plant material selection and installation.

In 1967 the Agricultural and Vocational Colleges Act officially renamed the colleges, and redefined the administration and role of the public colleges. The colleges were removed from school board control to become provincially supported and administered institutions.

In 1968 construction of a new residence complex was completed and the old residence demolished. The new complex included accommodations for 500 students, food service facilities, library, gymnasium, health services office, Dean's suites and a chapel. A new heating plant was also completed in 1968, also designed by A. Dale. (It was recently replaced by individual heating systems and was refurbished in 1989 for use by new leather work courses.)

The original Main Building had a 'great deal of historic significance for the community as well as for staff and students.' When an Administration and Academic Building was planned to replace it, 'the good deal of nostalgia generated was met by constructing a scale model for display in the new building.' (Birdsall 1975) Some faculty teaching at the college at that time have described how they were prohibited from saving even laboratory equipment or distinctive architectural trim from the buildings as reminders of the 'old days'. The official opening of the new building, Duncan Marshall place, took place in March 1970, and the Main Building was demolished, although it was apparently structurally sound and was not physically in the way of the new construction. Planning for a new Agricultural Mechanics Building, the W. J. Elliott Building designed by architect E. Proppe of Calgary, started early in 1968 with construction beginning near the end of 1969 and the official opening taking place in March 1971.

Between 1961 and 1973 attention was given to roads, sidewalks and landscaping, required as the original building and road configuration was modified. The interior of the campus was developed primarily for pedestrians and new sidewalks were constructed reflecting the new emerging circulation routes. Many of the original trees were left standing in the campus interior and

although they no longer served their original functions such as lining the main entry road, they provided a sense of history and continuity that the modern buildings did not.

In 1970 "Agricultural and Vocational" was dropped from the names of Olds College, Fairview College and Vermillion College. It was hoped to change the image again by removing the negative stigma attached to the notion of 'vocational training' and symbolize the comparable nature of the colleges' programs and facilities with those of the technical-vocational sections of the public colleges. In 1971, the 36 - year old Social Credit party was defeated in the provincial election, and the Conservative party gained control, taking action to integrate the agricultural colleges into the college system by transferring their administration to a new Department of Advanced Education and Manpower, ending 58 years under the Department of Agriculture. The trend away from strictly agricultural education was increased with a community college concept being brought forward again and the capability to deliver Continuing Education courses and programs introduced.

In June of 1975 a Development Plan was adopted whereby several of the farm buildings, including two original barns, were moved east to allow for campus expansion. Reference is made in a later Alberta Housing and Public Works Long Range Development Plan to an agreement in the 1975 Plan to move "all non-academic buildings" out of the campus area and develop an enlarged farmstead east of the campus. As the Animal Science Department expanded, the 'old grey barn' was altered to accommodate horse husbandry and artificial insemination programs. This barn was relocated to make room for a new Farrier/Artificial Insemination Building which was constructed on that site during 1977. As well, in 1977 a new 60-cow free stall dairy barn with several silos was opened.

In 1977 a Long Range Development Plan was prepared for the College by Alberta Housing and Public Works Design and Development Branch, Calgary. This study was based on the current full time student population of 600 and a clientele of over 1500 students in continuing education courses. It was expected that enrollment would increase to 750 full time students, that

enrollment in short term courses would increase significantly, and that the foreseeable projected enrollment would be 1000, which today seems to have been accurate and realistic. The college mission at that time was "to provide up-to-date career oriented courses and programs with major emphasis upon agricultural service, management and marketing (or merchandising)." The philosophy of the college was "education to earn a living and education to live a life". In addition to pure agriculture courses, Olds College provided a number of liberal arts and academic development programs, business programs including fashion merchandising technology and secretarial arts, as well as continuing education courses and community services and programs "designed to meet the needs of the agricultural and rural people of Alberta." The focus was still clearly agriculture, with continuing education and applied research being other recognized worthwhile functions of the college. It was expected that there would be no major shifts in program emphasis nor addition of a wide variety of new programs - the emphasis on agricultural education was to be maintained although applied research would increase as the agricultural industry became aware of the college's capability to do research. The college's role was seen as a "provincial and regional special purpose agricultural college".

By this time the college property consisted of 1280 acres, 80 of which were used for campus, farmstead and plots. The 1977 Plan set out a number of objectives addressing function and integration of the farm and the campus. The farm was used primarily to support instruction, with horticultural plots supporting the Plant Science programs. The study recommended that farm facilities be moved further away from the campus partly to meet the newly determined environmental standards and codes. It also made recommendations regarding drainage on the farmstead, landscaping including the planting of shelterbelts, and circulation, parking and other utilities and services. Program needs at that time indicated that some facilities should be expanded - the Plant Science building had for some time been inadequate to meet the increasing number of students and the increasing technological requirements of the programs. The new library had been inadequate for some time and there were new plans for a Learning Resource Center to be built south of the heating plant. The other academic buildings

were thought to be adequate with the expansion to the existing buildings handling any increasing demands. The residence was inadequate with the food service area too small and congested and the recreation facilities and gymnasium were inadequate; married students accommodations were also needed.

The 1977 Development Plan was largely conceptual - there was no detailed design proposed but it provided some good general guidelines. No major departures from how the college was actually developing were made and although the objectives and planning principles were sound and in keeping with the college mandate, it accepted the 1966 Development Plan as providing a good framework for future development and did not question the recommendations, including the idea of creating a "buffer zone" between the campus and the farm.

In 1978 Olds College (as well as Fairview, Keyano and Lakeland Colleges) changed from a Provincially Administered Institution to a college administered by a Board of Governors and President, continuing the provincial trend for expanding institutional autonomy.

In 1979 the new Board of Governors of Olds College commissioned a planning study by the Chandler Kennedy Architectural Group to "review the previous planning studies in light of current needs and to prepare a report setting down guidelines for short and long term development". Regarding the 1977 study, it was thought that there were "a number of questions raised and areas left requiring further and more detailed study before development could take place". It is interesting to note that the farm was omitted from this study; it was felt it had been covered adequately in the 1977 study.

The objectives of the 1979 study seem to have been fairly sound - they planned to include an examination of the relationship between the campus and the educational programs, a relationship between campus planning and the community, and the development of an implementation strategy. However, the general recommendations were focused more on the development of new construction projects, with only the recommendations for

the development of a main entrance at the south end of campus, revisions to the loop road and development of the "mature landscaped area" in the center of the campus as the "focus of the College" relating to overall campus development, and even these recommendations were predicated on the construction of new buildings, which ultimately were not built when or where planned. Furthermore, the only part of the study that related to a strengthening of the connection with the community was mention that recreation facilities and possibly the Learning Resource Center could be joint use facilities. The development and road reconfigurations were based on a potential student enrollment of 2,000 students, which was twice that suggested by the 1977 study.

Campus and farm upgrading were attended to by the new College Board of Governors and President. In 1978 extensive work was done to the recreation fields and three tennis courts, two ball diamonds and three golf greens were constructed. In 1979 farm development continued with the construction of a few farm sheds, the moving of two buildings, and general renovations. Drainage was improved and an additional dugout was constructed. An extensive shelterbelt planting program took place during the early 1980's, helped in part by government grants for wildlife habitat establishment. Several rows of mixed species were planted along the major approach roads to the college and along the perimeter of some of the fields.

Pressures for expanded facilities had been increasing, and to address the needs for space, in 1979 the Library moved from the second floor of the residence to the old Dairy Barn which had been enlarged by the addition of a double wide trailer. In 1980 the two greenhouses associated with the Plant Science Building were connected and several hoop houses and a small solar greenhouse were constructed, increasing the greenhouse capabilities of a still expanding Horticulture program.

In 1981 an Olds College Development Plan was prepared by the Olds College Role and Mandate Committee, with participation by a number of individuals representing various college constituencies. It was a fairly detailed document that outlined the College Mission Statements, discussed

the role of the College, and set down some directions for the future, projected to 1985. It seemed to be an attempt to consolidate this information internally for the benefit of the institution which was in transition from a Provincially Administered Institution to a self-governing institution under a Board of Governors and President.

The Mission Statement at that time was articulated in this way: "The primary mission of Olds College is to provide education, training and service for agriculture. The College has a further role in other non-urban land-based renewable resource programs, and other disciplines, relevant to the needs of the greater community." A subtle but important change in the College mandate appears, as it is implied that Olds College could become more general in its scope of programs and that it could begin to serve as a type of community college. The study forecasted more than doubling of enrollment, from 589 full time equivalents in 1979 to 1380 in 1985, and predicted that the Town of Olds population would grow to 10,000 by 1991; estimates of building space requirements and capital projects were based these figures. This type of ambitious planning was coherent with the Alberta oil boom during the early 1980's, during which time the province saw unprecedented growth. The College planned on becoming a "community college" by developing the following facilities: community library, community theatre, physical recreation facilities, childrens library center, cable tv studios, academic expansion, and extensive farm development.

In the same year, a Farmstead Masterplan was prepared by the Chandler Kennedy Architectural Group, in consultation with several Olds College committees and individuals involved with the Olds College Farm. The need for this study was predicated on the realization that the farm no longer conveyed to producers and visitors the image of successful agriculture; the physical facilities had deteriorated "below that achieved on many commercial farms in the province", and were inadequate for the use the programs demanded of them. The farm was considered an integral part of the College as it was still needed to teach students both management techniques and applied agricultural research. It was affirmed that "without the farm, Olds College would lack credibility".

Committees were formed for each farm enterprise, who worked to upgrade and revitalize the facilities which in some cases were primitive and extremely out of date. Out of this study came statements of renewed commitment - to applied research, to demonstration, and to hands-on teaching, and many recommendations of a detailed nature regarding each farm enterprise.

However, during the early 1980's, despite repeated requests from Olds College, funding from the government for capital development was not given. Although the province was enjoying a major economic boom, the ambitious plans at Olds College would not yet be coming to fruition. Problems facing the Board at that time included inadequate, obsolete or non-existent facilities related to the farmstead, learning resource center, residence and recreation facilities. This situation, in which teaching, demonstration and research, as well as the actual production of the farm, were not in keeping with modern efficient agricultural practices was seen as contributing to problems of credibility to students, producers and visitors.

The overall design concept envisioned by the recent Masterplans was one that would create an attractive farmstead and "provide an appropriate interface with the academic campus in order to achieve the desired farmstead image", one of an efficient, successful and up-to-date operation. The plans depicted a landscaped buffer area along which the farm enterprises would present a public face. The "park-like buffer area" with pedestrian routes linking the farm with the academic campus was thought to be necessary to "give the farm identity and presence". A major feature of the landscaped area was to be a large retention pond - the water was to be aerated and filtered for use on the farm. An agricultural pavillion and a pioneer farm were to be located in this area as well. Exterior and interior signage, fencing and lighting were also addressed as ways of integrating the various and visually diverse farm and campus components.

However a review of some of these components suggests that the image that was created diverged significantly from the objectives. The idea of having the farm enterprises face a "front street" was sound from the perspective of

organizing the farm so that it could be easily accessed and easily viewed by the public. The landscaped buffer, however, would only further isolate the farm as the character of the academic campus was pushed out against the edge of the farmstead. Over the next few years some of these concepts were realized.

In August 1982 the Olds College Development Plan Facilities Update was prepared by an internal committee. It reiterated the aims and ideals of the Board of Governors, which considered agricultural education and "other disciplines relevant to the needs of the greater community" its mission, and addressed itself to capital requirements, reflecting the intent to become a Community College. However, the continued importance of the farm in the instructional process was recognized and the upgrading and development that had been recommended in the 1981 Farmstead Masterplan was further refined. In 1983 the farm/classroom connection was strengthened with the introduction of the Farm Enterprise concept which would continue to facilitate student use of the farm facilities in a cost-efficient manner. To address the problems of waste handling related to the intensive farm operations, the College acquired the Harvestore Waste Management System in 1983, which further modernized the farm and introduced direct industry involvement on campus in this joint venture operation.

However, no campus expansion was to occur for a number of years as the College was repeatedly turned down by the government in its requests for capital development, despite demonstrated and overdue need for expanded facilities for the library, plant science programs, recreation and housing. The Library and Plant Science had already expanded into trailers and old farm buildings and in January 1982, the existing residence capacity having been exceeded, three Atco trailers were brought on campus to serve as additional residence space. (With the construction in 1986 of the Learning Resource Center in the space occupied by the trailers they were removed. It was found that there were more accommodations for students in town than was earlier assumed, so there was no further need for the extra residence space.) The image of the College declined as these ad hoc structures detracted from the idea of Olds College as a modern educational institution.

In 1984, following changes in administrative personnel, including the president, there was a change in the way that the college appealed to the government for capital development. Olds College revised its message to focus on the economic importance of agriculture provincially, nationally and internationally, and positively restated its position within a provincial plan for agricultural education. "Big A" Agriculture was the message that was carried throughout the province, reflected in the refined College mission which now stated the following: "The primary mission of Olds College is to provide current quality education, training and services for people who are involved directly and indirectly in agricultural endeavors." The implications were that Olds College was returning to its historical purpose and place within the educational system and would be concentrating on delivering quality programs in its area of specialization - agriculture.

Although the College had a new focus, the only development plans were those reflecting a previous thrust, that of becoming an urbanized community college. So, when new construction took place, it did so within the context of these ideas, although they were now somewhat outdated. In 1984 a new Swine Facility and a 300 ewe facility were constructed south of the dairy. The farm enterprises were realigned so that they now generally faced onto a common spine which still serves as a major road for service, farm and visitor vehicles. It was recognized that "historic farm construction techniques have evolved to produce a new aesthetic that is more industrial in nature", and it was affirmed that "the Olds College Farm is a statement about the nature of agriculture in Alberta", so new farm enterprises were constructed to reflect modern practices. Farm buildings added at this time were based on modern techniques, and were built as frame buildings with metal or vinyl siding in Harvest Gold color. Because of this more industrial nature of some of the farm enterprises, in which the animals are constantly confined indoors and not visible to the public, legibility as agriculture was decreased. This was further diminished by the new landscaping around some of the farm buildings that was more representative of urban or suburban developments than of modern agricultural enterprises. The proposed developments to the central area between the campus and the farm envisioned in the 1981 study were not

completely realized; although the pioneer farm and the agricultural pavillion would have been an appropriate, practical and effective transition between the farm and the campus, aspects such as the pond would not have been appropriate for Olds College and would not have been representative of the values and image of rural agriculture.

As well at this time, new electrical services, storm and sewage drainage and waste transport systems were instituted as part of the Province's Farmstead Upgrading Program, and the farm became more efficient and modernized. During 1986 the College Arena and Beef Facility was constructed which expanded the farmstead and moved it further away from the academic campus. These facilities soon became heavily used, both by the College and by outside groups.

In keeping with its renewed agricultural focus, Olds College hosted the International Plowing Match in May of 1986. Associated with this event were the construction of a new major access road to the south of the recreation fields, the destruction of a few groves of trees, as well as significant increases in public awareness of Olds College, both locally and internationally.

The college and the town had at one time the intention of building a joint use library and cultural center, something that had been identified as a necessity by both groups for many years. Progress was slow and since funding was apparently not forthcoming from the government, the Town of Olds built a library on their own in town. However funding was finally approved for a college library and in March 1987 the new Learning Resource Center and Student Alumni Center were opened on campus, replacing the old dairy barn and trailer that had been serving as the library for some years. The architectural design of the buildings was based on agricultural images and themes, and was situated so that the main spine of the building, faced with large windows on both ends, visually and symbolically connected the farm and the academic campus. However, the site development associated with this building did not contribute to this concept. The landscape forms and materials did not relate to the architectural elements, and did not provide an

effective visual or functional connection with the rest of the campus, so the opportunities of this development were not optimized.

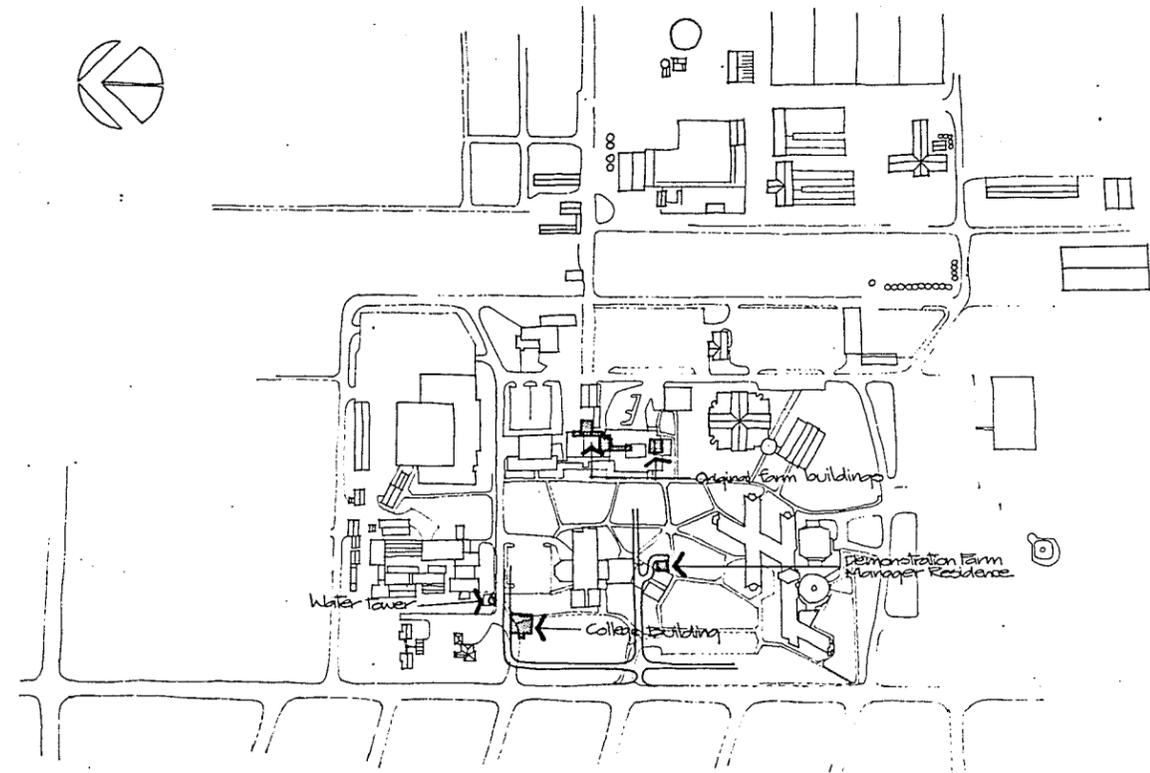
Few changes to the farmstead occurred in the mid-1980's. In 1988 industry involvement on campus was increased with the construction of the Greenleaf Project to process and market manure from the farm enterprises, and the old foaling barn east of the Farrier-Artificial Insemination Lab was destroyed to make room for parking and access. The area between the academic campus and the farm, designated as a "buffer zone" in the earlier studies, had now become two very large parking lots and a very large empty lot, which served to separate the two areas visually, functionally and spacially.

A new Land Sciences Center to house Horticulture, Agronomy, Floristry, Land Agents and Landscape Gardener Apprenticeship Programs is under construction at the north end of the campus and is scheduled for completion in 1990. Architecturally it resembles the Learning Resources Center. To make way for the building, the nursery was relocated from the horticultural plots to the farm, one of the spruce windbreaks was destroyed and horticultural plot space was displaced.

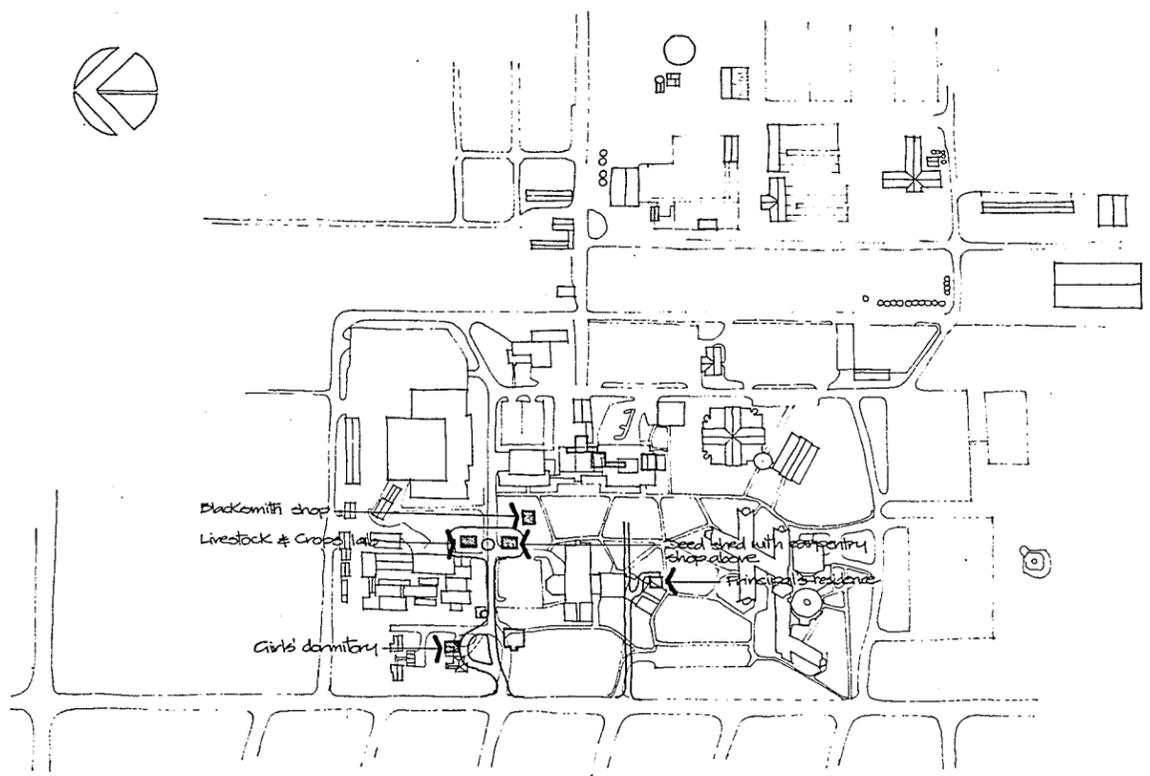
Planning is in progress for an Aqua-Leisure Center, a joint town and college venture. Preliminary planning for this building suggests that it will be sited at the south end of the campus, connected to the existing residence and gymnasium.

# LEGEND

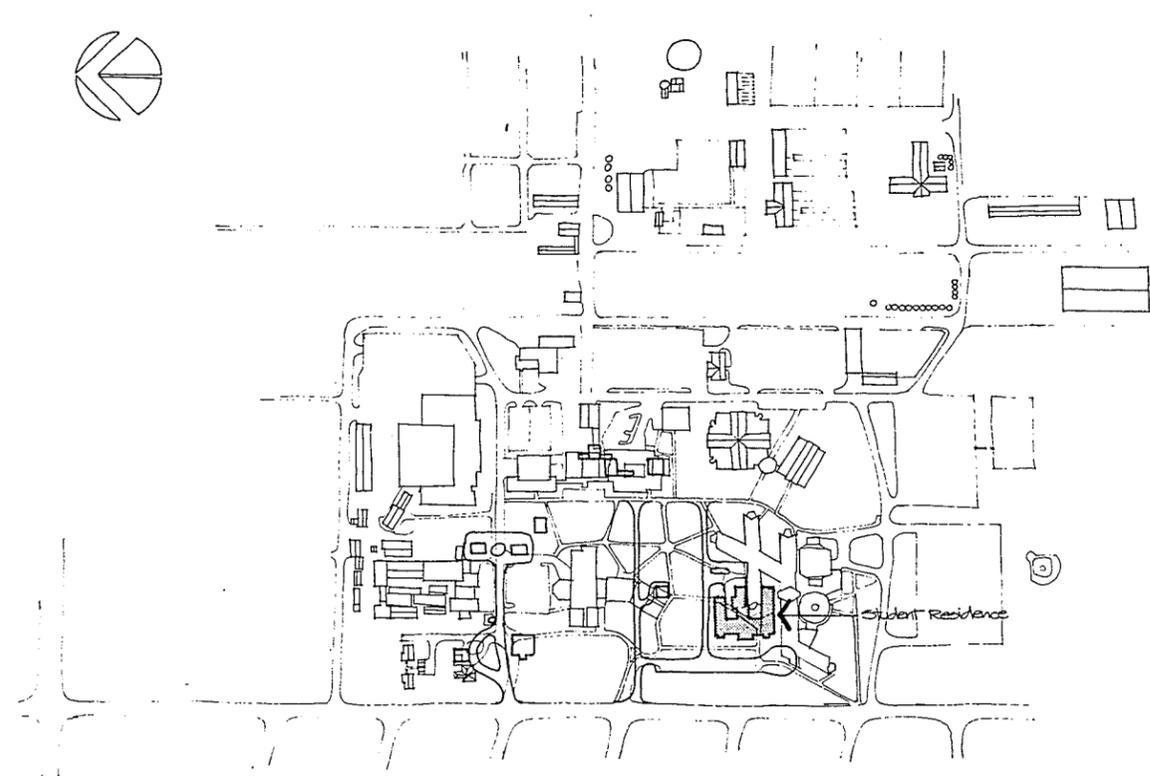
-  EXISTING - 1988
-  NEW CONSTRUCTION
-  EXISTING AT DATE SHOWN



1913



1915 - 16



1927

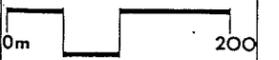


Olds - Alberta - Canada

## 1988 Campus Planning Study

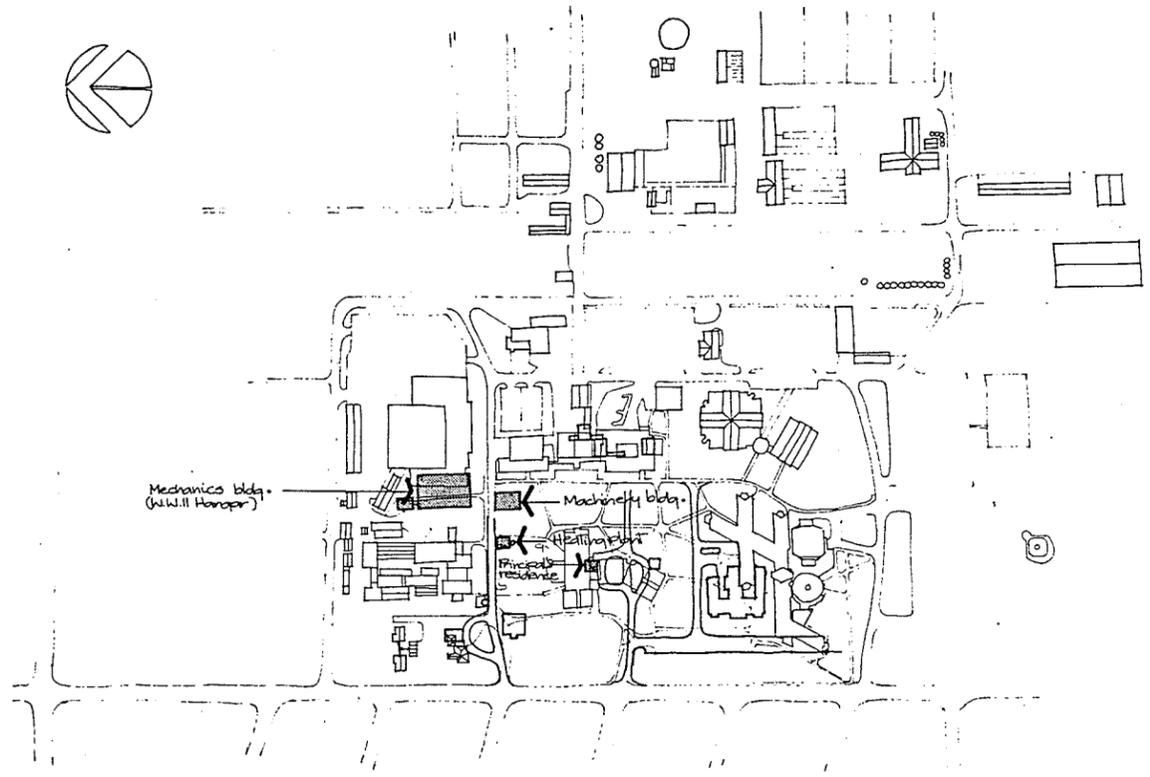
Drawing title  
**HISTORICAL EVOLUTION**

Date  
**JUNE 1988**

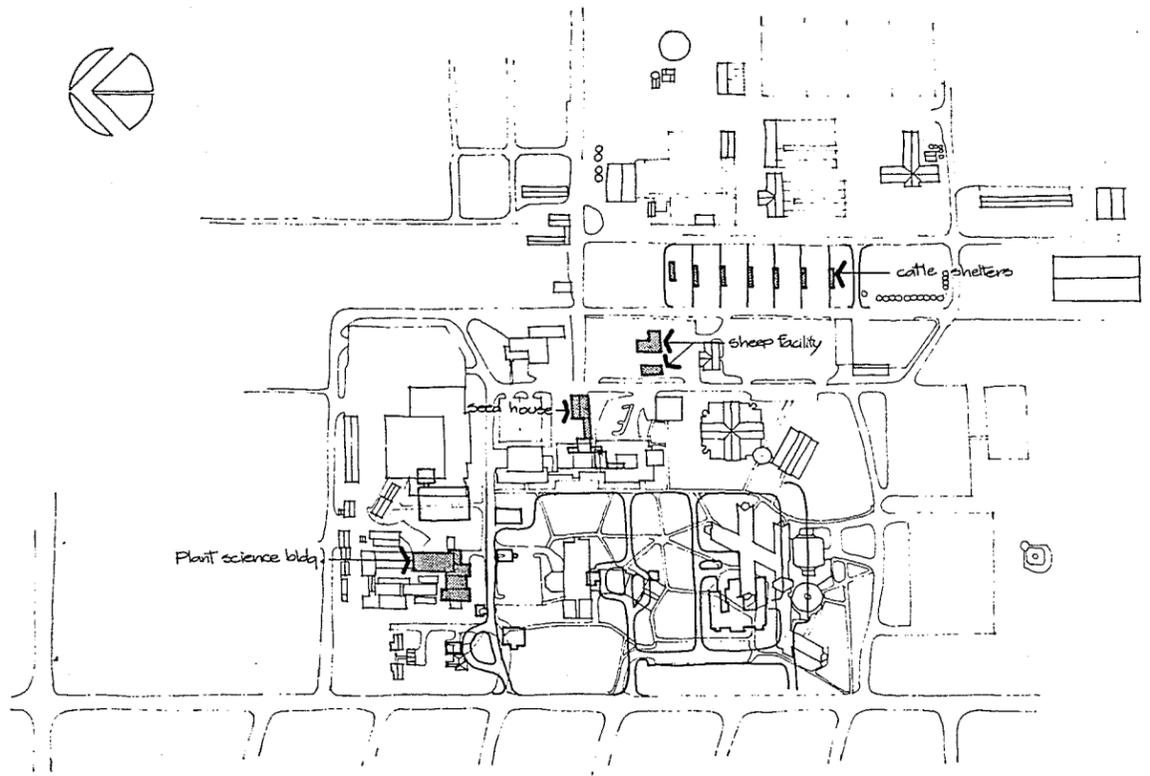
Scale  


P. 35

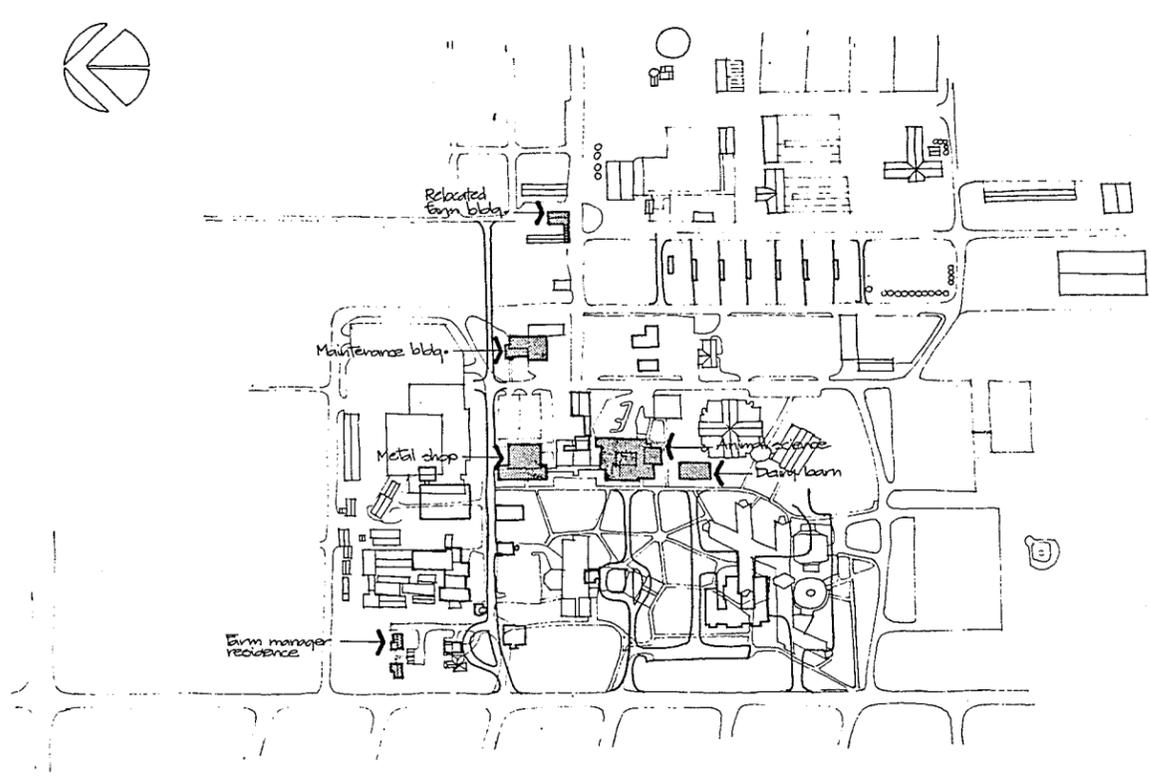
Drawing no  
**5**



1947



1962



1965 - 66

**LEGEND**

-  EXISTING - 1988
-  NEW CONSTRUCTION
-  EXISTING AT DATE SHOWN

**Olds College**  
Olds - Alberta - Canada

**1988 Campus Planning Study**

Drawing title  
**HISTORICAL EVOLUTION**

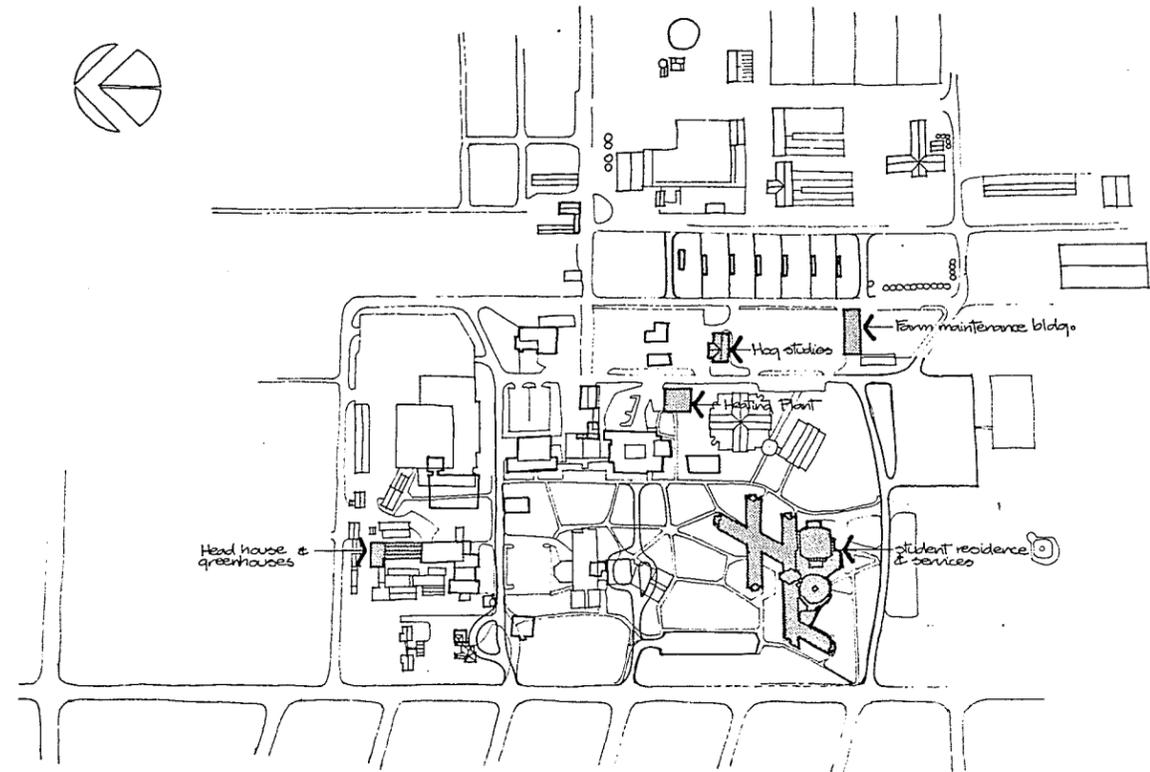
Date  
**JUNE 1988**

Scale  
0m  200

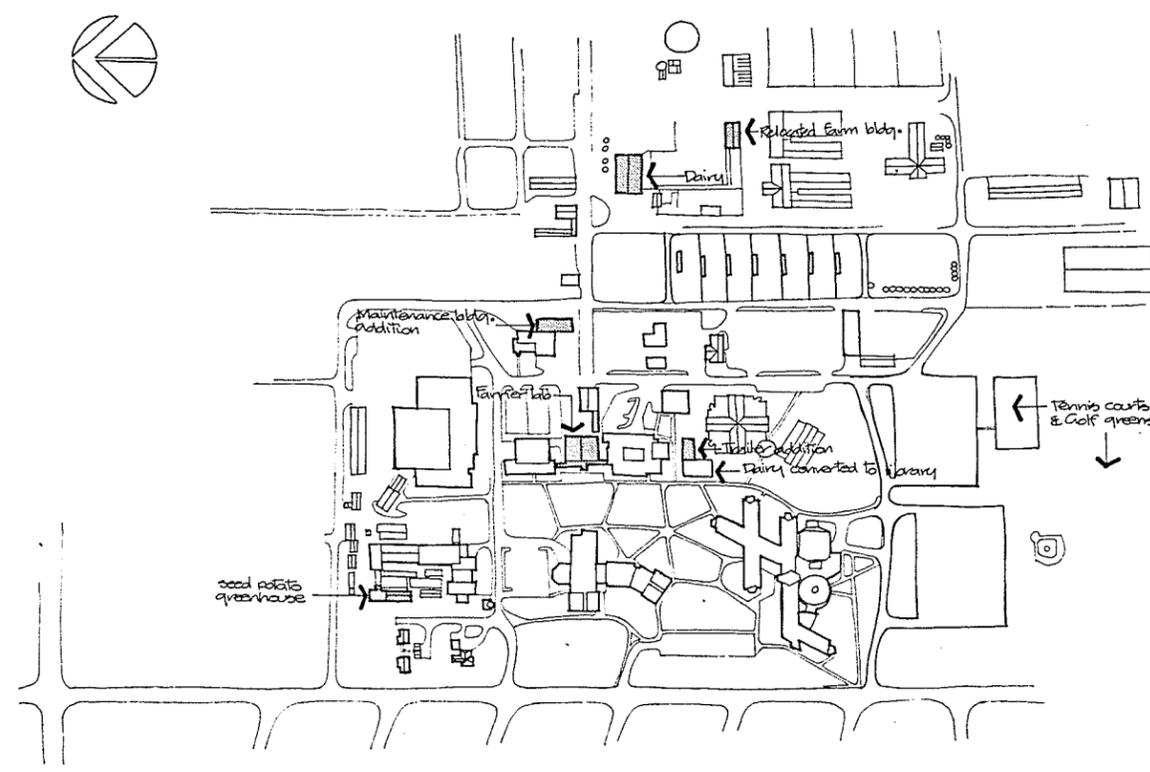
Drawing no  
**p. 36** **6**

# LEGEND

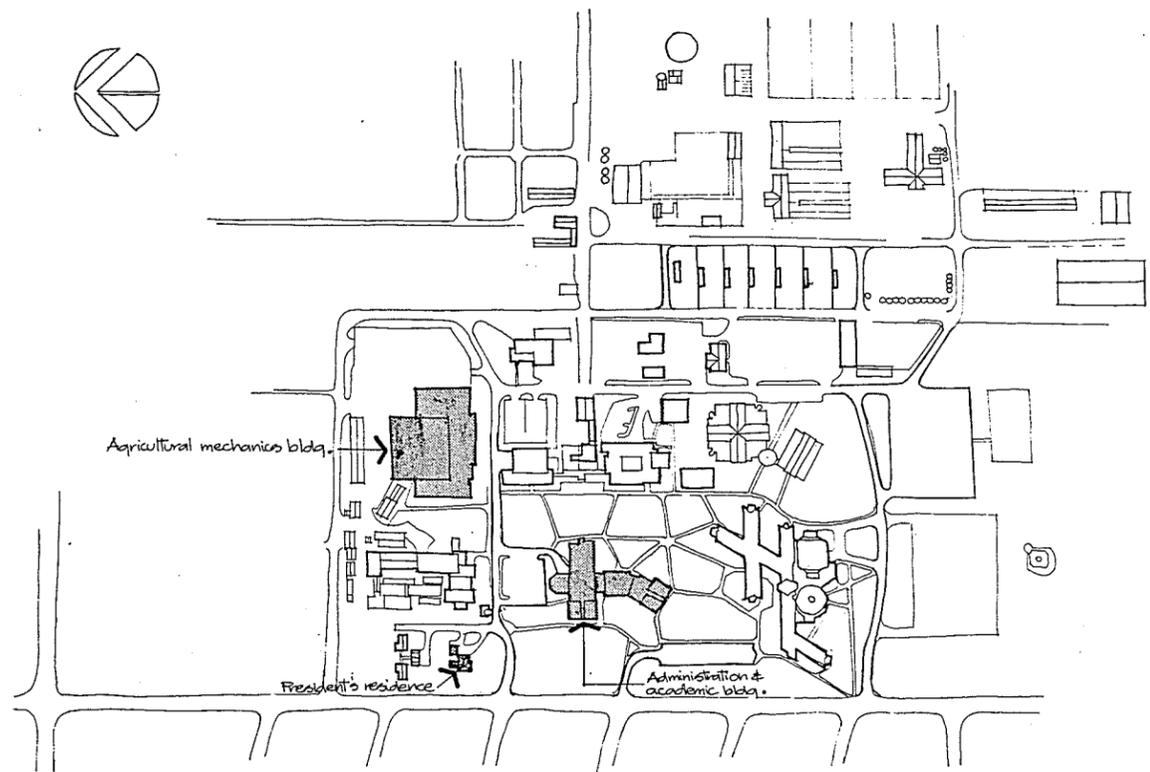
-  EXISTING - 1988
-  NEW CONSTRUCTION
-  EXISTING AT DATE SHOWN



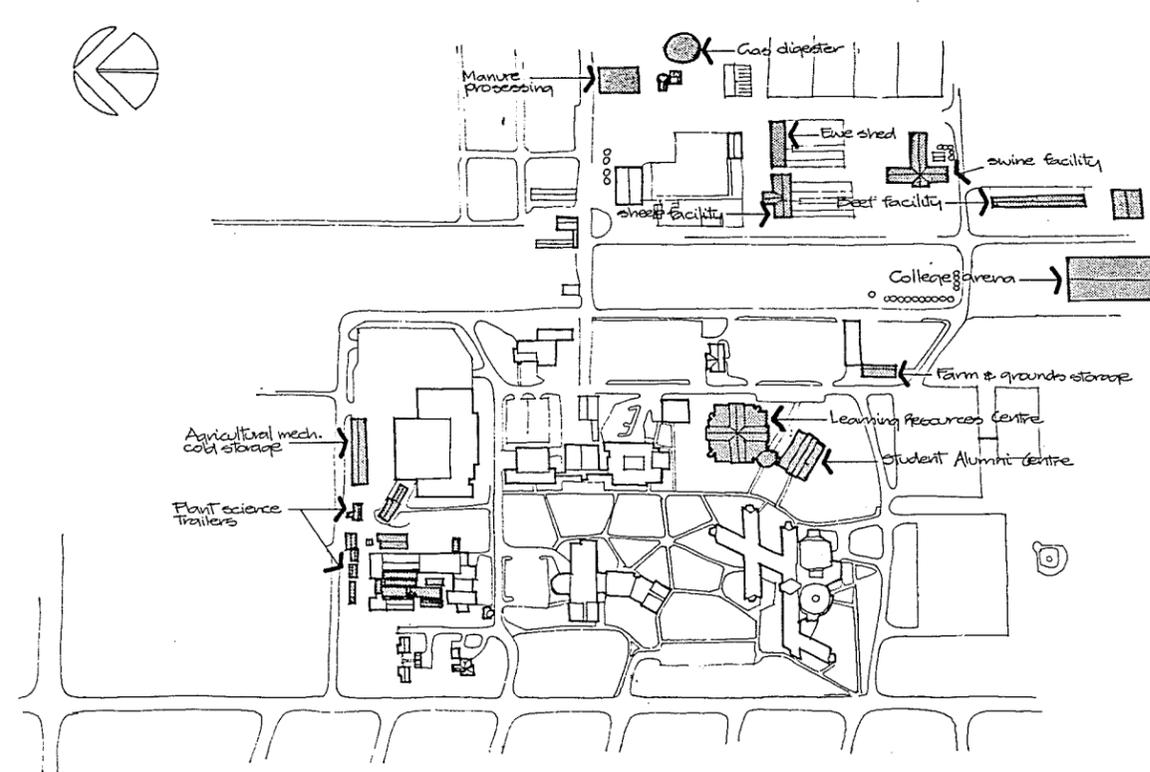
1968



1978 - 79



1970 - 71



1983 - 88

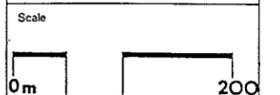


Olds · Alberta · Canada

## 1988 Campus Planning Study

Drawing title  
**HISTORICAL EVOLUTION**

Date  
**JUNE 1988**



Drawing no  
**p.31 7**

#### **4. FUNCTIONAL ANALYSIS OF THE OLDS COLLEGE CAMPUS (1988)**

There are a great many functions of, and within, the Olds College campus. It is necessary to understand the ways in which these elements utilize the facilities and spaces prior to recommending any changes or interventions.

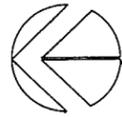
The following functions have been analysed and mapped:

- Instruction - regular full-time programs
- Extension programs
- Research
- Agricultural production
- Housing
- Social
- Recreation
- Alumni activities
- Historic landmarks
- Community service
- Parking, storage and access
- Campus maintenance and service
- Presence in Town

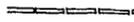
The information for the functional analysis was gathered by direct observation, through discussion with individuals and groups associated with the various functions and by review of various Olds College and Town of Olds publications. It was then synthesized and graphically illustrated on maps. The circulation patterns of pedestrians and vehicles related to each separate function were included on the appropriate maps.

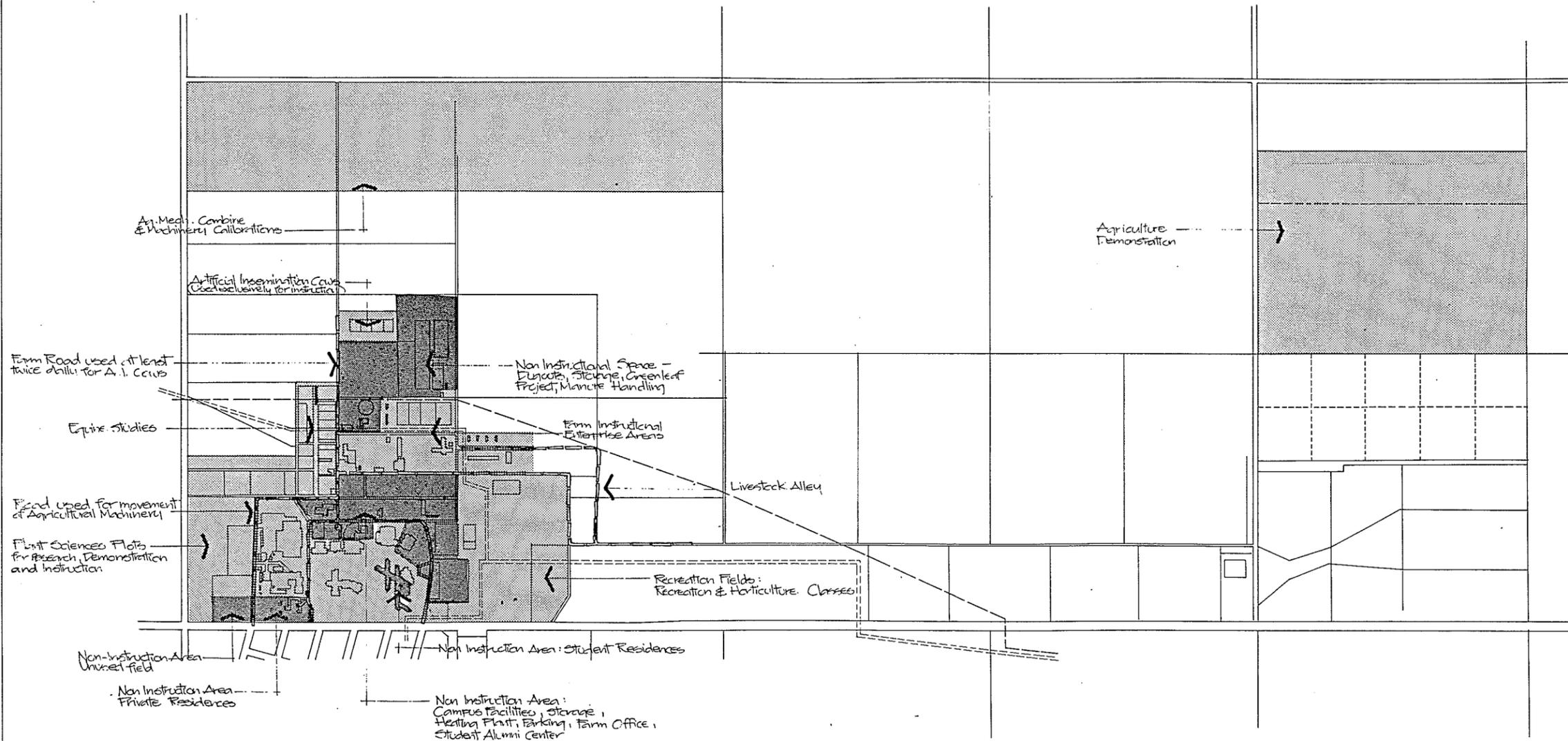
The information was plotted onto one of two base maps: a plan view of the entire campus, or an axonometric view of the academic campus and farm enterprises.

It is important to note that the functional analysis is only relevant for the period during which it was performed. Conditions can be expected to change since dynamism is a characteristic of all colleges, therefore the functional analysis must be updated periodically to help in identifying issues and opportunities for development.



# LEGEND

-  Instruction Area
-  Non-instruction Area
-  Major circulation



# INSTRUCTION

## REGULAR FULL TIME STUDENTS



### 1988 Campus Planning Study

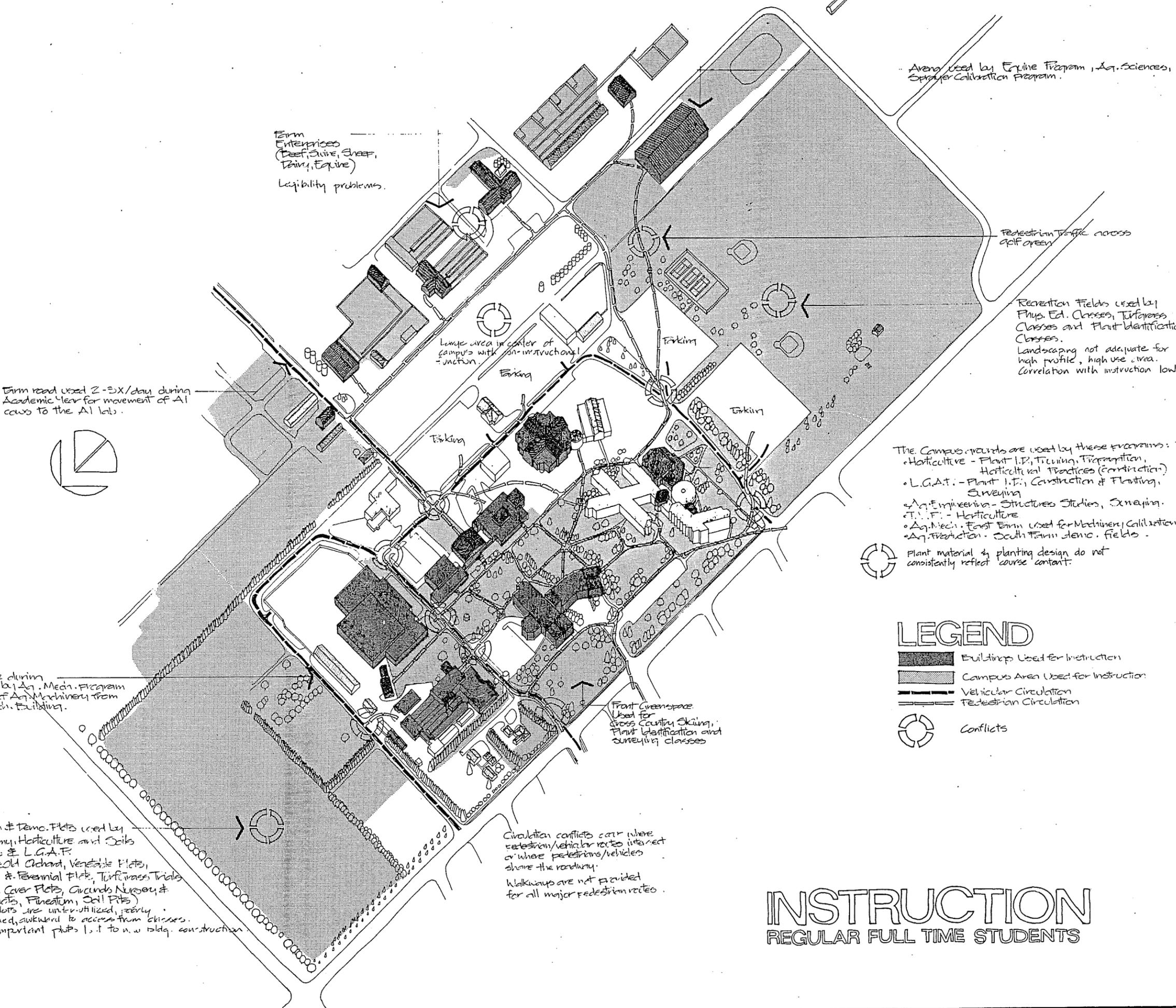
Drawing title  
**FUNCTIONAL ANALYSIS**

Date  
**JULY 1988**

Scale  
0  100m

p. 39

Drawing no  
**8**



Farm Enterprises (Beef, Swine, Sheep, Dairy, Equine)  
Liability problems.

Avenue used by Equine Program, Ag. Sciences, Sprayer Calibration Program.

Pedestrian Traffic across golf green

Recreation Fields used by Phys. Ed. Classes, Turfgrass Classes and Plant Identification Classes.  
Landscaping not adequate for high profile, high use area.  
Correlation with instruction low.

Farm road used 2-3X/day during Academic Year for movement of AI cows to the AI lab.

Large area in center of campus with non-instructional use

- The Campus grounds are used by these programs:
- Horticulture - Plant I.D., Training, Preparation, Horticultural Practices (Construction)
  - L.G.A.T. - Plant I.D., Construction & Planting, Surveying
  - Ag. Engineering - Structures Studies, Surveying
  - T.L.F. - Horticulture
  - Ag. Mech. - East Farm used for Machinery Calibrations
  - Ag. Production - South Farm demo. fields

Plant material & planting design do not consistently reflect course content.

Occasional use during Academic Year by Ag. Mech. Program for movement of Ag. Machinery from town to Ag. Mech. Building.

Front Greenspace Used for cross country skiing, Plant Identification and surveying classes

Research & Demo Plots used by Agronomy, Horticulture and Soils classes & L.G.A.T.  
(New & Old Orchard, Vegetable Plots, Annual & Perennial Plots, Turfgrass Trials, Ground Cover Plots, Circumference Nursery & Sod Plots, Pineapple, Soil Pits)  
Some plots are unutilized, poorly maintained, awkward to access from classes.  
Some important plots lost to new bldg. construction

Circulation conflicts occur where pedestrian/vehicular routes intersect or where pedestrians/vehicles share the roadway.

Walkways are not provided for all major pedestrian routes.

## LEGEND

- Buildings Used for Instruction
- Campus Area Used for Instruction
- Vehicular Circulation
- Pedestrian Circulation
- Conflicts

# INSTRUCTION

## REGULAR FULL TIME STUDENTS

**Olds College**  
Olds, Alberta, Canada

**1988 Campus Planning Study**

---

Drawing title  
**FUNCTIONAL ANALYSIS**

---

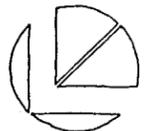
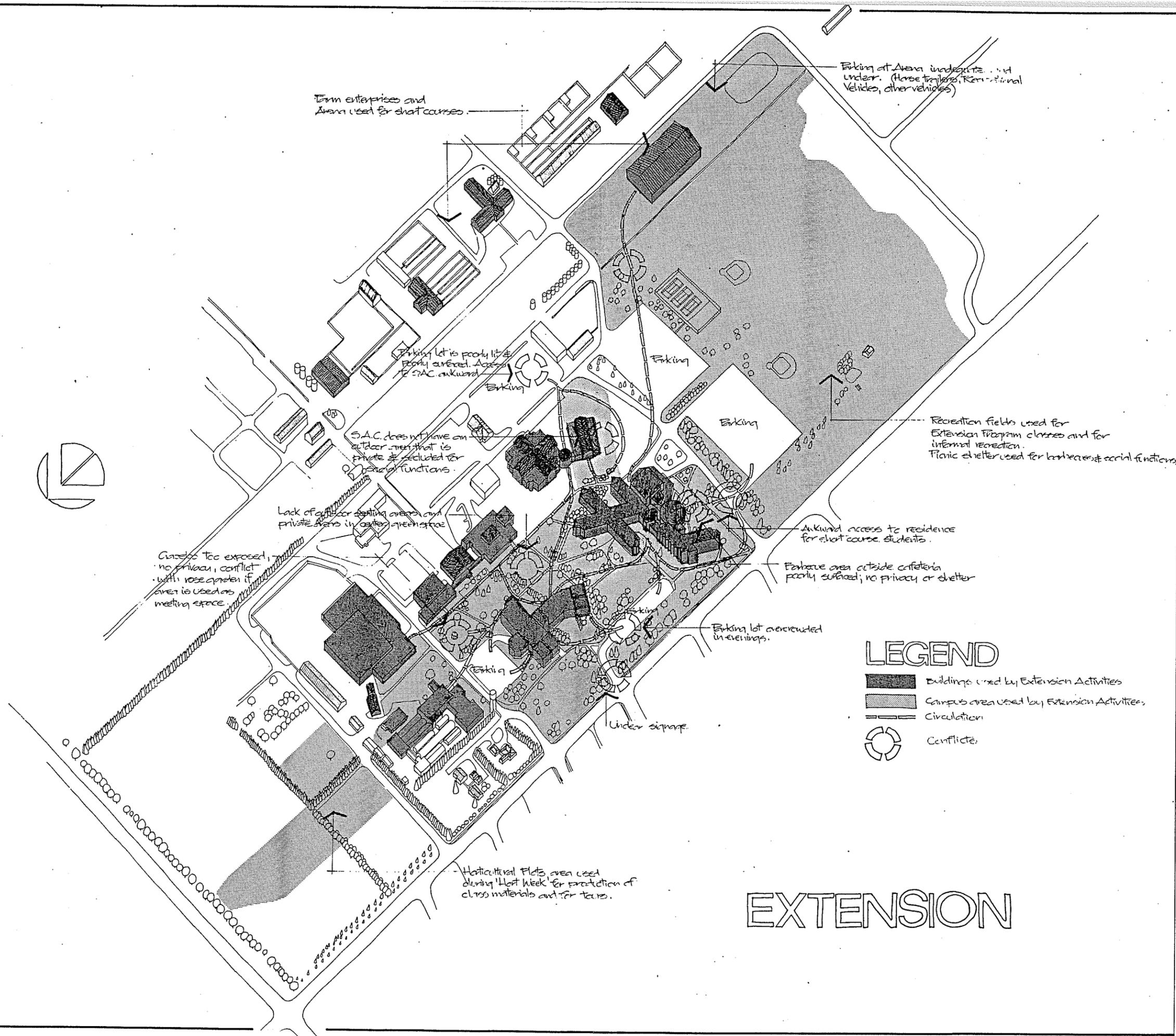
Date  
**JULY 1988**

---

Scale

---

Drawing no  
**p.40**      **9**



**LEGEND**

-  Buildings used by Extension Activities
-  Campus area used by Extension Activities
-  Circulation
-  Conflicts

# EXTENSION

**Olds College**  
 Olds · Alberta · Canada

**1988 Campus Planning Study**

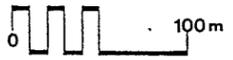
---

Drawing title  
**FUNCTIONAL ANALYSIS**

---

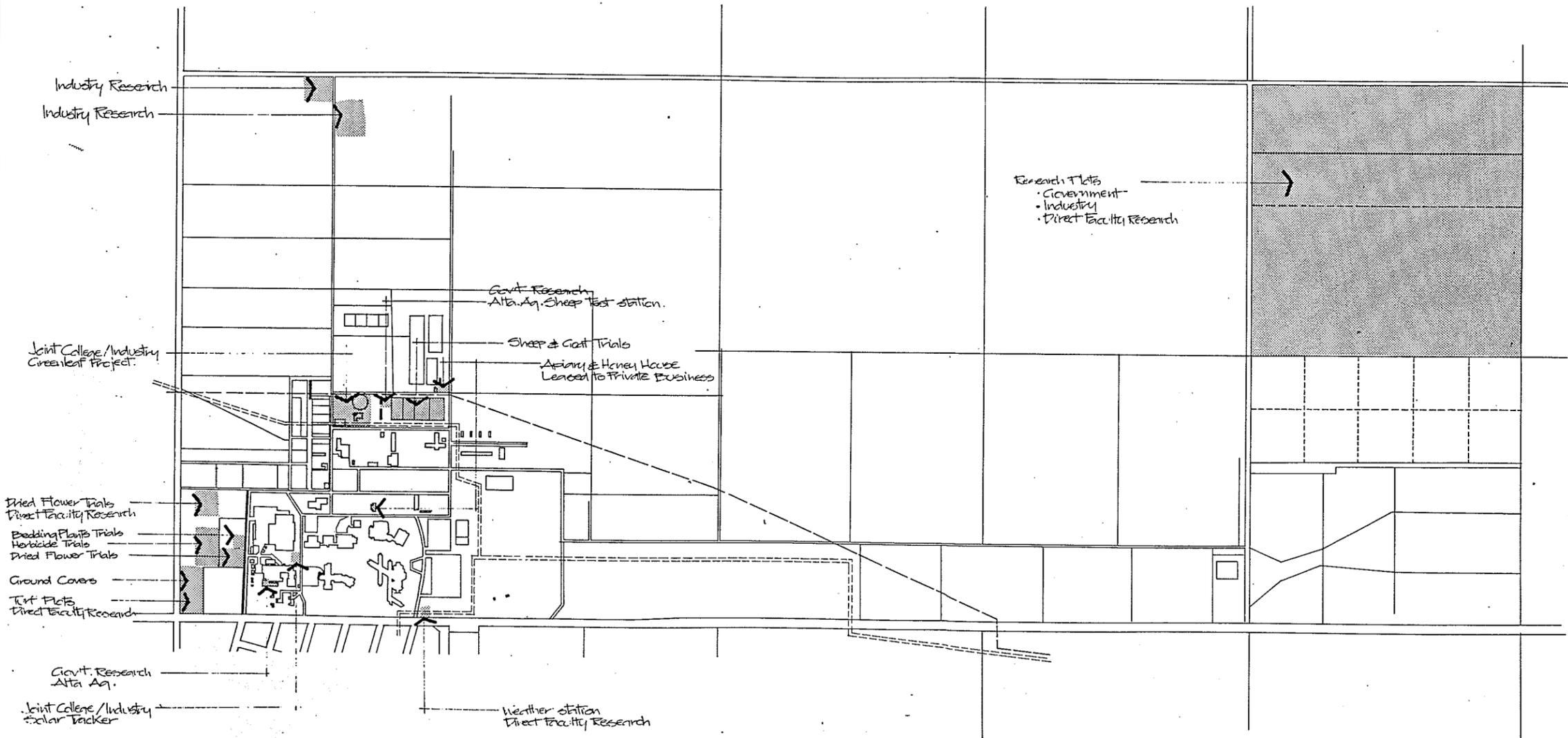
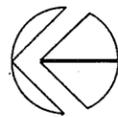
Date  
**JULY 1988**

---

Scale  


---

Drawing no  
**10**



# RESEARCH



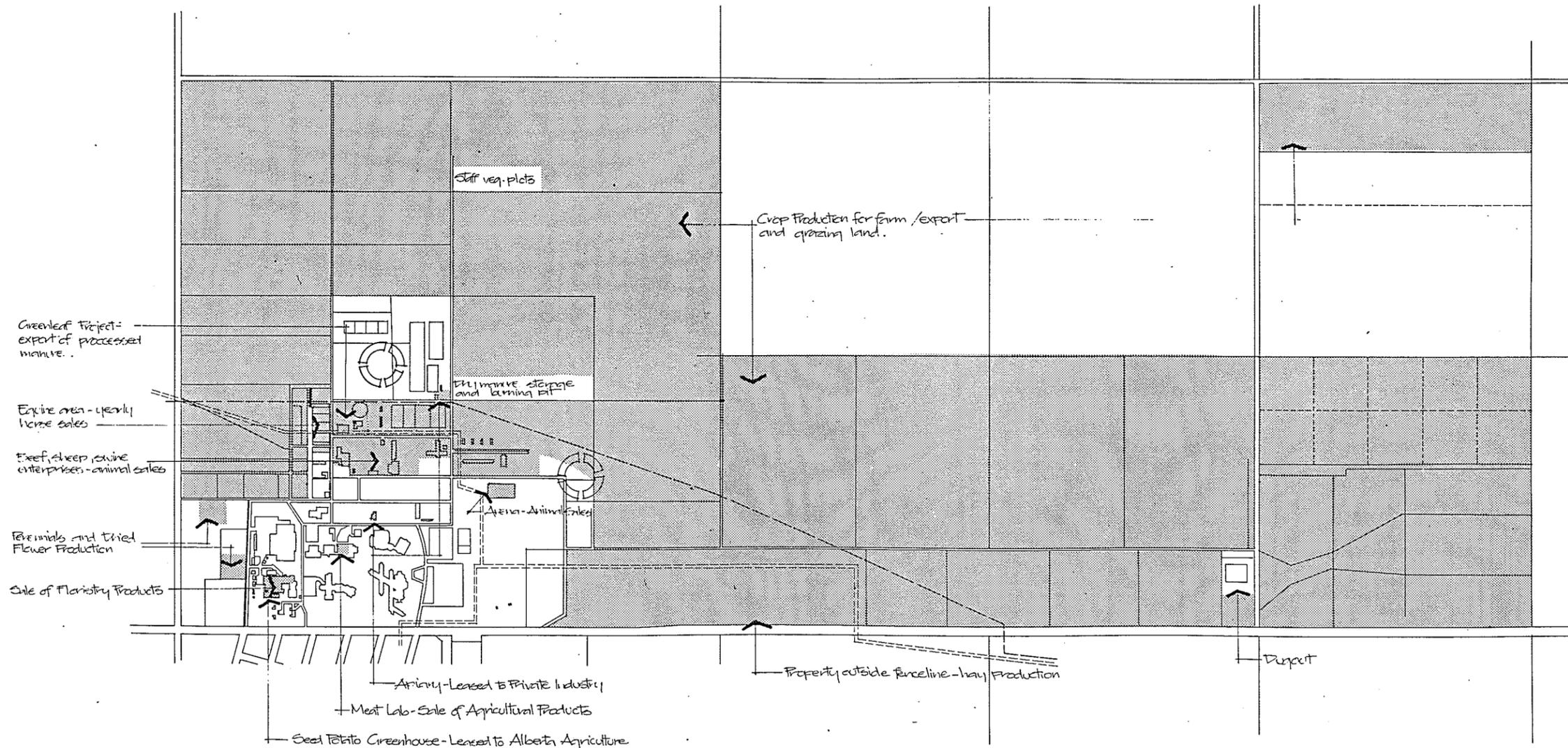
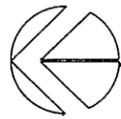
## 1988 Campus Planning Study

Drawing title  
**FUNCTIONAL ANALYSIS**

Date  
**JULY 1988**



Drawing no  
**p. 42 11**



**NOTES:**

Presently approximately 1000 acres of useable agricultural land - decreased from 1200 acres at one time.  
 Unexploited enterprises - orchard and small fruits;  
 vegetable market garden.  
 26 km of shelterbelts have been established to improve production and provide habitat for birds.

Loss of agriculturally productive land

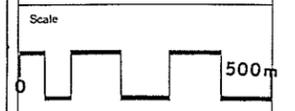
# AGRICULTURAL PRODUCTION



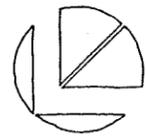
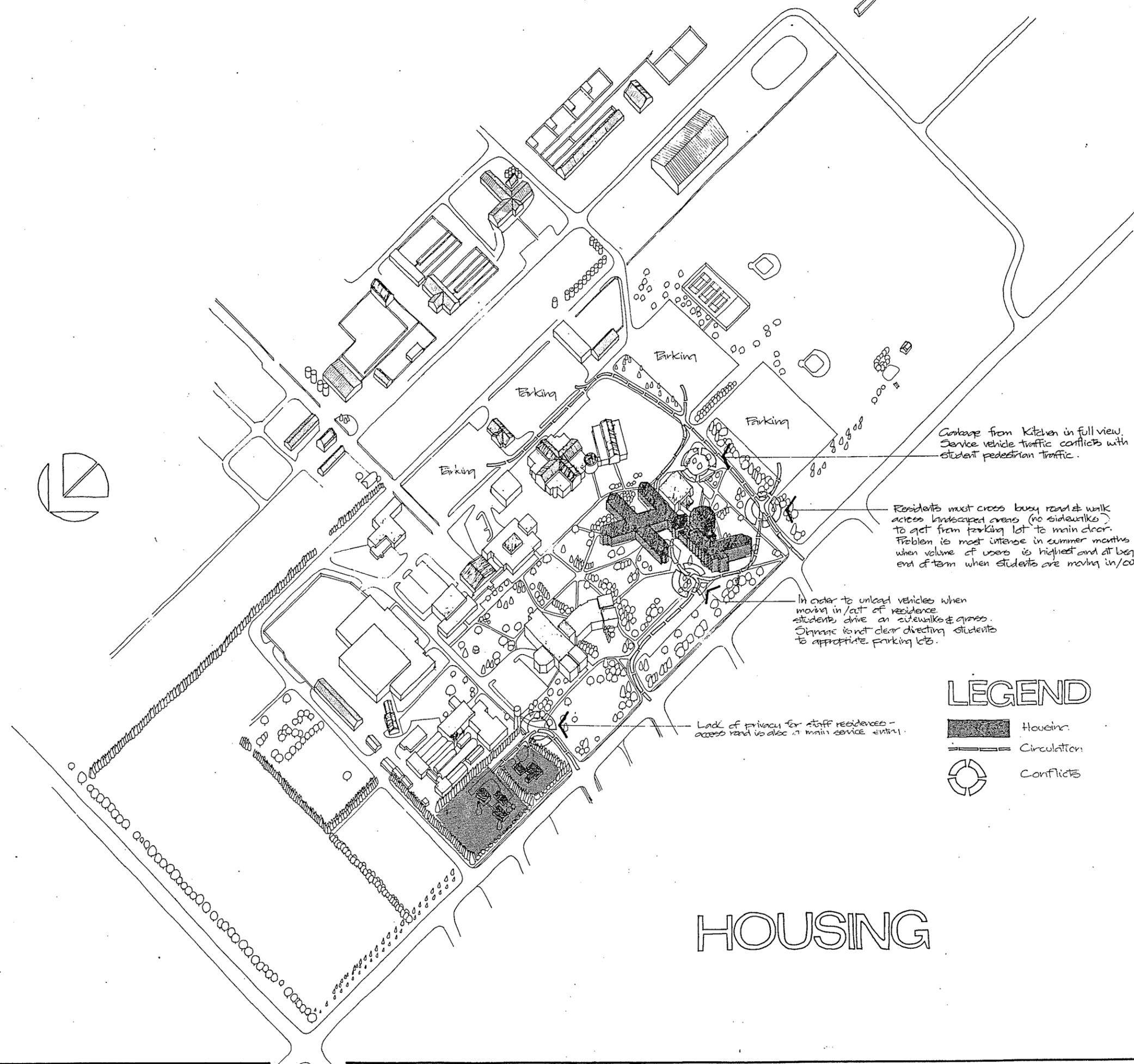
## 1988 Campus Planning Study

Drawing title  
**FUNCTIONAL ANALYSIS**

Date  
**JULY 1988**



Drawing no  
 p.43 **12**



Garbage from Kitchen in full view. Service vehicle traffic conflicts with student pedestrian traffic.

Residents must cross busy road & walk across landscaped areas (no sidewalks) to get from parking lot to main door. Problem is most intense in summer months when volume of users is highest and at beginning & end of term when students are moving in/out.

In order to unload vehicles when moving in/out of residence students drive on sidewalks & grass. Signage is not clear directing students to appropriate parking lots.

Lack of privacy for staff residences - access road to also in main service entry.

### LEGEND

-  Housing
-  Circulation
-  Conflicts

# HOUSING


 Sport area used for occasional skating parties. Problems - access is poor, poorly advertised, poorly maintained.


 Area - capacity +/- 500. RV and camper parking is unorganized.

Picnic shelter locked approximately once/week. Commercial vehicle traffic on grass (walk-in facility).

Student Alumni Center - no suitable outdoor area for social functions. Access is awkward & unattractive. East parking lot is poorly lit and surfaced.

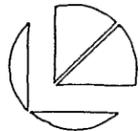
The only bus turnaround area at residence is at back gym entrance - space is very visible, cafeteria service vehicles conflict with pedestrian traffic.

Outdoor barbeque area - exposed, lack of privacy, poor surfacing. Underused area - courtyard behind chapel.

Interior campus lacks suitable outdoor social spaces, seating areas, gazebo is exposed with lack of privacy.

Major gathering areas at Plant Sciences Building at front fair and at rear between trailer and Plant Sciences Building.

When social functions are held in Ag. Med. Building, pedestrian traffic conflicts with vehicle traffic.



### LEGEND

-  Buildings used for social activities
-  Areas used for social activities
-  Conflicts

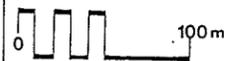
# SOCIAL



## 1988 Campus Planning Study

Drawing title  
**FUNCTIONAL ANALYSIS**

Date  
**JULY 1988**

Scale  

 100m

Drawing no  
**p.45 14**



Point used occasionally for skating in winter. The ice is not reliable and location is not convenient to users. This is one of the only outdoor skating facilities in the town of Olds.

Recreation Fields - the landscape is not adequate for high profile area or for its functions. - shelter, protection from wind, shade, and space definition not addressed.

- Recreation fields include:
- 5 Hole Golf Course - used occasionally
  - Frisbee Golf - very seldom used
  - 2 Soccer / Football Fields - used for a few weeks by intramurals - unused during remainder of school year. Summer use by outside groups.
  - 5 Tennis Courts - seldom used by college. Booked 2x/week during summer by outside groups.
  - Tennis Courts - used for a few weeks by Phys. Ed. classes. Frequent recreational use during spring - summer. Fall. Shrub border around courts creates maintenance problems.

Unloading area for groups, visiting teams - access is awkward, signage at kitchen is visible, unloading lanes generates traffic through gymnasium.

Wellness Center users & fitness classes in L.A.C. restaurant lot - this conflicts with designated use as staff parking lot.

Forcuse fitness trail used by College and public. Maintenance not sufficient. Stations should be in high visibility areas to promote use. Map of trail & campus should be developed.

College front lawn area used in winter by Cross country ski classes.

Streets adjacent to College used occasionally as jogging route.

## LEGEND

- Buildings used for recreation
- Areas used for recreation
- Circulation
- Conflicts

# RECREATION

Olds College  
Olds - Alberta - Canada

## 1988 Campus Planning Study

Drawing title

FUNCTIONAL ANALYSIS

Date

JULY 1988

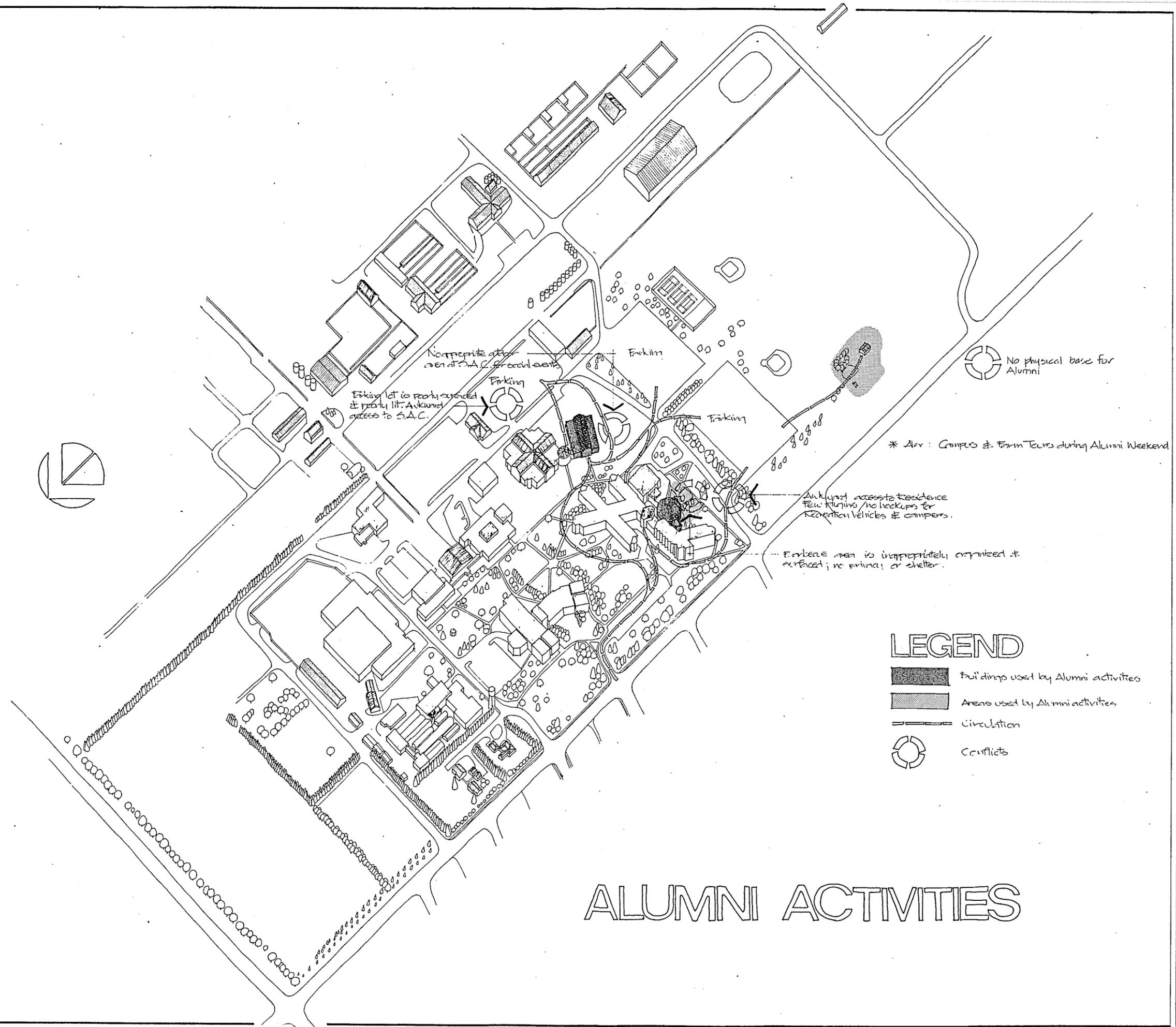
Scale



Drawing no

P.46

15



# ALUMNI ACTIVITIES

## LEGEND

-  Buildings used by Alumni activities
-  Areas used by Alumni activities
-  Circulation
-  Conflicts



Olds - Alberta - Canada

### 1988 Campus Planning Study

Drawing title  
**FUNCTIONAL ANALYSIS**

Date  
**JULY 1988**

Scale  
 100m

p.47

Drawing no  
**16**

Original Farm Buildings  
Pre-1912  
Decreasing legibility with location  
and paint color changes.

Olds Flower Match  
Commemorative Cairn  
1966.

4H Sculpture Recognizing  
100 Year Alberta History  
1967

Flaese commemorating  
100 Years of Olds College  
as Agricultural College

Plant Material as Historic Monuments  

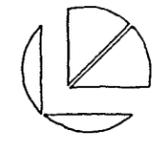
- Original Farm Managers Home Landscaping - 1912
- Trees Planted as old residence Landscaping - 1917
- Specimen Trees of Note:
  - Several Malus baccata (Siberian Crabapple) 1912
  - Picea canadensis (Burk's Fir) 1937
  - Quercus macrocarpa (Bur Oak) Planted by Arthur Kemp 1920's

Old Fruit Orchard  
Planted in 1920's by Arthur Kemp, early Plant Science  
instructor. Includes row of Felsch Coalbottle,  
one Hayer #20 and several  
numbered varieties.  
Most will be destroyed for construction  
of new building.

Space windbreak planted at  
PFAA spacing for demonstration.  
Some destroyed for construction  
of new building.

Original Landscaping 1912

Water Tower - 1913  
- non functional



# HISTORIC LANDMARKS



## 1988 Campus Planning Study

Drawing title  
**FUNCTIONAL  
ANALYSIS**

Date  
**JULY 1988**

Scale  
0 100 m

Drawing no  
**p.48 17**



Figure used occasionally for winter skating. For advertising of are the only outdoor skating rink in Olds. Access is poor.

East Farm area used for shift vegetable plots.



Visual conflict - Storage area on main access road inconsistent with positive image of College to visitors.

Arena is heavily used by outside groups and spectators. Parking (camper, R.V., trailer, car) is poorly organized/unclear.

Campus & Farm are popular for tours by car & foot. Problems of legibility - farm enterprise public facades do not reflect their functions

- lack of interpretive signage
- same unsightly storage areas are on the main circulation road
- parking lots form a visual and functional barrier between campus & farm.

Recreation fields, Picnic shelter and fitness trail used more by public than by College. Landscape does not provide shelter or definition of space.

Access to parking at West End of Farm is inadequate.

Visual conflict - storage area on main access road.

Parking problems for use of L.R.C., Alumni Center, Wellness Center, Gymnasium, Cafeteria

- Access to facilities from parking lots is awkward
- Orientation to building location, parking lot locations is difficult (no campus map, signage unclear)
- Access to Wellness Center through Residence front door makes circulation from south parking lots awkward.

Olds College campus is a popular spot for photographs of special occasions (weddings etc) frequently used as a recreation 'social space' and for walking. Few seating areas with shelter and seduction.

Numerous entry points to campus. Directional signage is unclear or absent. Campus security a problem with no entry/circulation control. Information center in T.M.I. not readily accessible & only open during regular daytime office hours. Campus map for student/visitor distribution should be developed.

College entrance almost from across roads - Hwy 2, 2A, 27. Reorientation. Post signs facing Hwy 27 unclear & difficult to read. The 200+ cars parked on Hwy 27 are unaware of Olds College - missed opportunity to attract visitors. Lack of information & signage regarding Olds College in the town of Olds.

### LEGEND

- Buildings used by community
- Areas used by community
- Circulation
- Conflicts

# COMMUNITY SERVICE



Olds - Alberta - Canada

## 1988 Campus Planning Study

Drawing title  
**FUNCTIONAL ANALYSIS**

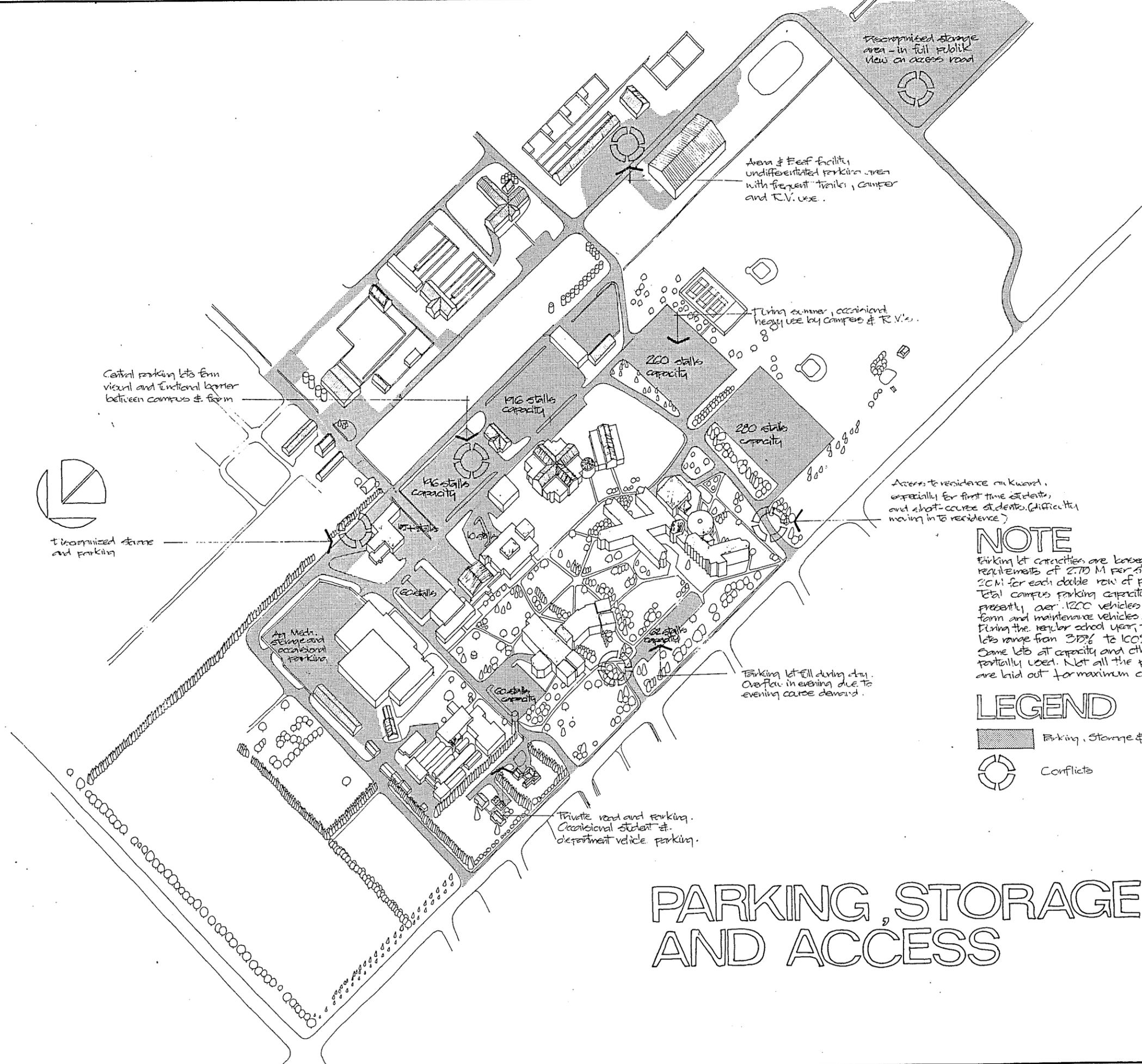
Date  
**JULY 1988**

Scale

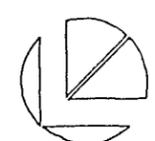
p. 49

Drawing no

**18**



Central parking lots form visual and functional barrier between campus & farm



Decommissioned storage and parking

For Mech. Storage and occasional parking

116 stalls capacity

176 stalls capacity

200 stalls capacity

280 stalls capacity

Area of Fest facility undifferentiated parking area with frequent trailer, camper and R.V. use.

During summer, occasional heavy use by campus & R.V.s.

Access to residence on ward, especially for first time students, and short-course students. (difficultly moving in to residence)

Parking lot full during day. Overflow in evening due to evening course demand.

Private road and parking. Occasional student & department vehicle parking.

Decommissioned storage area - in full public view on access road

### NOTE

Parking lot capacities are based on the requirements of 2.70 M per stall, and 20 M for each double row of parking. Total campus parking capacity is presently over 1200 vehicles, not including farm and maintenance vehicles. During the regular school year, the parking lots range from 35% to 100% full; with some lots at capacity and others only partially used. Not all the parking lots are laid out for maximum capacity.

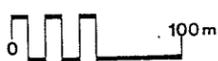
### LEGEND

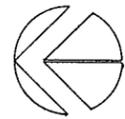
-  Parking, Storage & Access Areas
-  Conflicts

# PARKING, STORAGE AND ACCESS

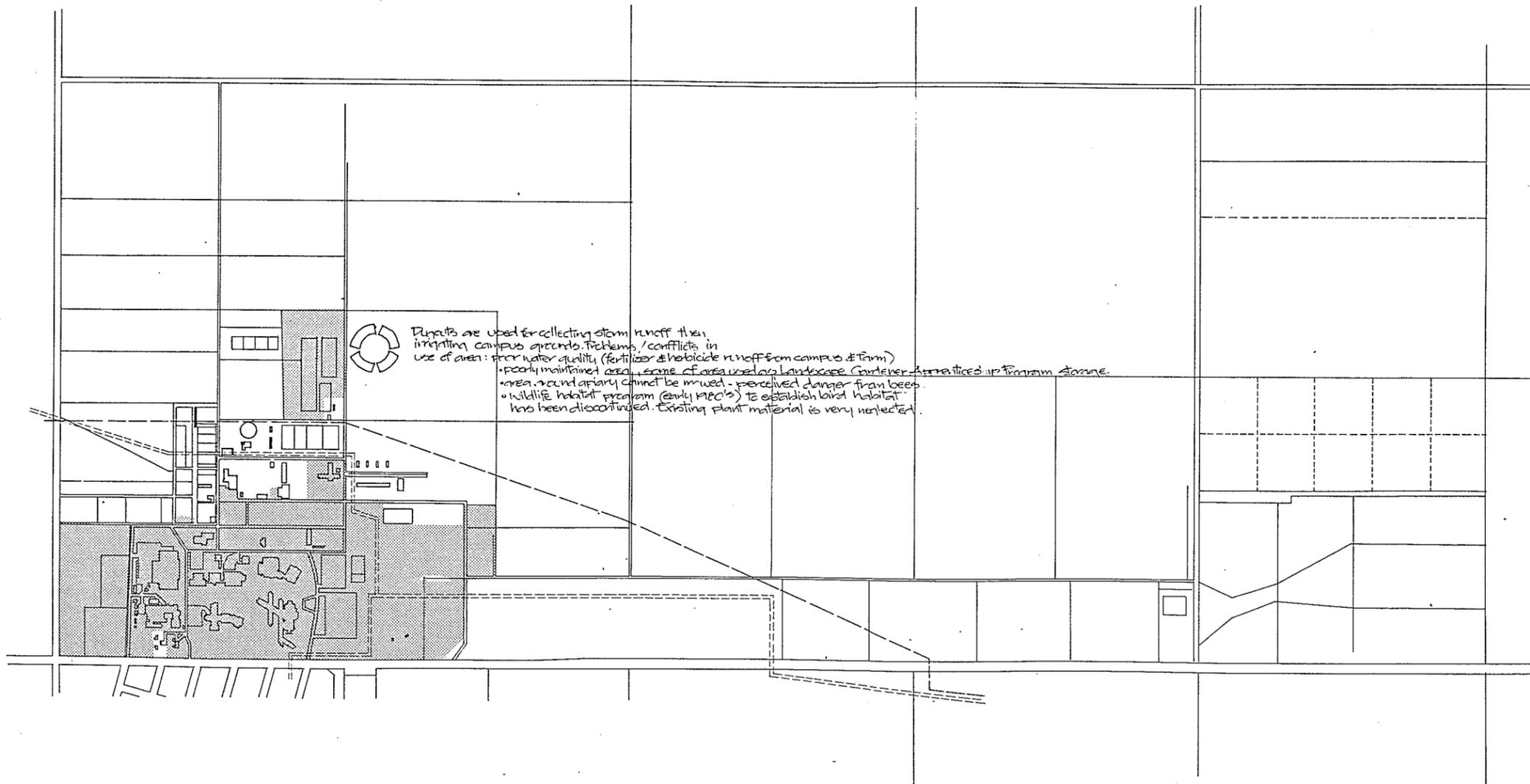
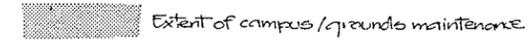


## 1988 Campus Planning Study

Drawing title	
FUNCTIONAL ANALYSIS	
Date	
JULY 1988	
Scale	
	
Drawing no	
p. 50	19



# LEGEND



# CAMPUS MAINTENANCE AND SERVICE



## 1988 Campus Planning Study

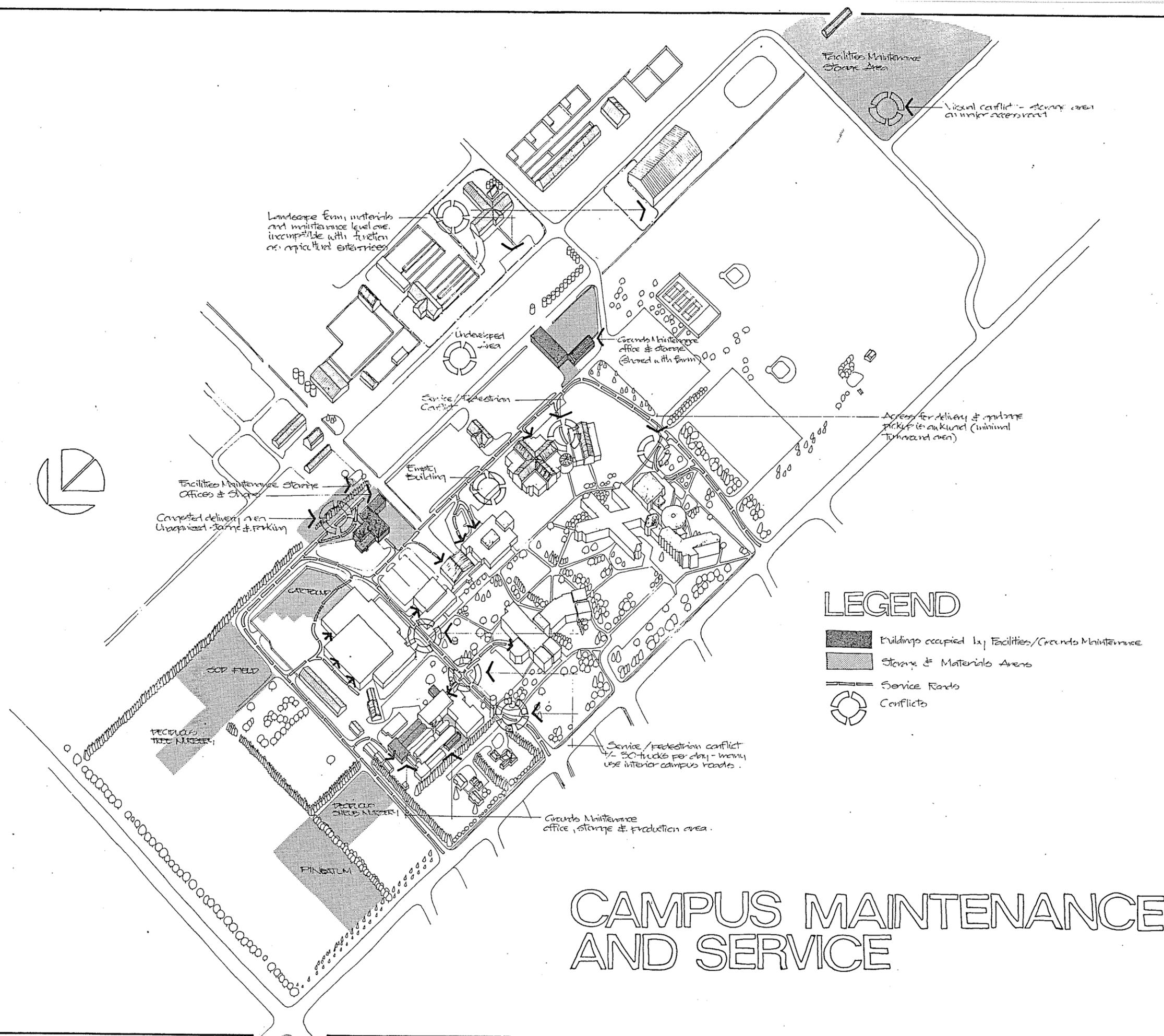
Drawing title  
**FUNCTIONAL ANALYSIS**

Date  
**JULY 1988**

Scale  
0 500m

p. 51

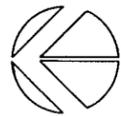
Drawing no  
**20**



# CAMPUS MAINTENANCE AND SERVICE

## LEGEND

-  Buildings occupied by Facilities/Crews Maintenance
-  Storage & Materials Areas
-  Service Roads
-  Conflicts



Absence of clear signage on Hwy 2, 2A and 27.  
Absence of signage in town.

One College sign on Hwy 2A - not clearly visible and non-descript.  
Only one pedestrian crossing on Highway 2A.

Town streets used by students for parking although there is adequate space for parking on campus.

Town and College main access roads are not aligned.

Town commercial area is used by students and staff. Some businesses target market with College students in mind.

High school gym rented 1/week.

Exercising Alley used occasionally for classes and for recreation.

Olds Legion used twice/year for College social functions.

Cow Palace used by Rodeo clubs & club for agricultural activities. Twice/year Cow Palace is used for College dances. Arena is rented for curling & hockey.

Residential function of town is historical. Some of the first College dormitories were rented houses in town. Presently over half the students live in town (& most staff), but the college does not own or maintain residences in town.

# LEGEND



# PRESENCE IN TOWN

Olds College  
Olds - Alberta - Canada

## 1988 Campus Planning Study

Drawing title  
FUNCTIONAL ANALYSIS

Date  
JULY 1988

Scale  
0 500m

Drawing no  
p.53 22

## **5. THE DECISION MAKING PROCESS RELATED TO CAMPUS PLANNING AND DEVELOPMENT**

### **5.1 Historical Evolution of the Campus Planning Process**

Decisions regarding the physical environment of Olds College are a reflection of the values of the time and result in the creation of the cultural and historical landscape. A review of the evolution of the decision-making process as it relates to the campus is as important as is the history of the development of the physical campus and programs in understanding the current issues as well as the opportunities for change.

The authority for campus development and maintenance was the responsibility of various government departments and individuals through the early years, with grounds maintenance being a responsibility of the College administration through its entire history. The early campus area was cleared from heavy willow brush and some of the earliest grounds work was done by the first students, who report spending some of their time "picking roots and levelling the grounds, part of which was used for a football field". (Birdsall, 1978, p. 59) Initially, college roads and parking lots developed organically, in response to gradual expansion and development, and landscaping was done by College personnel. Horticulture had a place in the instructional programs from the beginning and so landscaping and grounds maintenance was a "logical responsibility of the horticulturist or the horticulture division of each College". (Birdsall, 1975, p. 207) Many of the trees planted during the 1920's by Arthur Kemp, an early plant science instructor, are still in existence on campus; additional plant material was added by various horticulture staff through the years and a good instructional resource developed.

For the first fifty years of its existence, the development of the Olds College campus was slow, with buildings being added in response to program needs and with roadways developing organically according to established circulation routes. After the program restructuring in the early 1960's, it was evident that the physical campus required updating. To guide its physical development, the College commissioned the preparation of a number of

Masterplans as it expanded, the first in 1966 by a private architectural firm; the physical image and functional relationships of the College were to change dramatically as a result of this plan. Regarding campus planning processes taking place in North America at this time, the concern was expressed by Scott Consultants, a firm in the business of planning, design and development, that "the approach of architects in campus planning was often superficial and their solutions simplistic. The establishment of strategies for the development of a campus is an extremely complex process requiring many types of specialized knowledge, all carefully orchestrated. Universities and colleges often compound the problem by expecting their consultants, architects or planners to take on responsibilities they themselves should assume." (Scott, 1969, p. 36) With possibly the exception of the 1981 Farmstead Master Plan, there was not a great deal of involvement by College personnel in the first or in subsequent masterplans, and only a brief and superficial analysis of campus and farm function was performed. Some of the planning that was done appears now to have been socially, culturally and environmentally insensitive. But these plans were accepted as providing the basis for subsequent development and constituted the framework around which more detailed planning was done.

When major re-landscaping became necessary as the campus was rebuilt beginning in the 1960's, the Department of Public Works became involved. Landscape plans were developed co-operatively between College faculty and landscape architects in the DPW with the actual re-landscaping carried out by College personnel. At the end of the decade suggestions were coming forward that grounds maintenance should become a responsibility of the Physical Plant Division of the DPW, however to "safeguard the horticulture instructional aspects of the College" related to the campus landscape, it continued to fall under the Plant Science and did not become part of the Physical Plant operation. (Birdsall 1975, p. 208)

When Olds College became a more autonomous institution in 1978, the Board of Governors worked to develop ways to effectively handle the development of the campus, the connection with the government design and planning personnel having been severed. The Farm Committee and the Campus

Planning Committee were two such bodies that were created to handle this function and at one time (around 1982) there was also in existence a Grounds Development Sub-Committee, made up of administrators, the physical resource managers (including the first non-faculty full-time Grounds Foreman) and the Plant Science Department Head, and reporting to the Board of Governors. The Board had in 1980 and 1981 approved significant funds for landscape development and the Grounds Development Sub-Committee made several recommendations regarding the disposition of the funds, including tree replacement, development of the dugouts for recreational skating, development of a picnic/barbecue area south of the residence, rebuilding of the golf greens, installation of a campus irrigation system and upgrading of the shelterbelts.

As the campus grew in size and complexity, the responsibilities of the Grounds Foreman, now called the Grounds Manager, also increased and the position's function became more remote from instruction. Although the grounds area was officially connected to the Plant Science Department, the integration of planting programs with instructional needs depended more on informal channels of communication.

During the 1980's there had been several significant changes to the College's layout and physical environment, such as the addition of the Learning Resources Center, the Arena and the Beef Facility and the construction of the south access road for the Plowing Match. The work of several groups and processes was used in planning of these new facilities, and it was found that the siting of the buildings with respect to the Campus Development Plan didn't work. An example was the Learning Resources Center which was built as a free-standing structure in the south part of the academic campus, but which was to have been an addition to Duncan Marshall Place according to the Campus Development Plan. It was recognized that the plan was largely obsolete and could no longer be accurately applied and with the rearticulation of the college mission the plan also no longer accurately reflected the strong agricultural values of the institution.

By late 1986 the Campus Planning Committee was no longer in existence, and the Grounds Development Sub-Committee was also defunct. Decisions regarding campus development and the design and planning of the landscape now frequently fell, somewhat by default, into the physical resource areas of the Farm, Grounds and Campus Facilities who had begun to operate more autonomously. Given the developing complexity of the College, and in the absence of a relevant plan and with no effective decision-making process that would integrate the work, there occurred many instances of poor coordination and communication and many missed opportunities.

With the development of courses in horticultural practices and the introduction of the Landscape Gardener Apprenticeship Program, the needs for on-campus practical landscape construction projects increased. During the first half of the 1980's there were no major building projects on campus for these courses to take advantage of, however smaller projects were undertaken, such as installation of walkways, tree and shrub planting, and landscaping around some of the farm buildings. Design of these additions to the landscape was done by the individual instructors and decisions regarding plant material were made by informal communication between instructors, instructional assistants and the Grounds Manager. With the construction of the Learning Resource Center, the College had, as had often been done in the past, employed the services of a professional landscape architect for the site planning and landscape design; however any process to integrate this planning with the actual construction by the Grounds area was not effective as meanwhile the Grounds area had prepared and then implemented their own landscape plans. Further compounding this was a change in Grounds Managers during the landscape development so that the landscape was designed in two dissimilar styles, since there were no guidelines regarding landscape development. The result is a significant building that is not effectively linked to the campus, which is surrounded by two separate landscapes. Several smaller projects implemented by the physical resource areas have subsequently taken place that can further illustrate the lack of coordination and the need for a comprehensive process of campus development.

In 1987 a Campus Planning Committee was formed, as it was recognized that some coordination and discussion was required, but this coordination did not occur. It also struggled with an attempt to define its mandate and with its perceived isolation and ineffectiveness in the decision making process, and by early 1989 it was essentially non-operational.

Presently, decisions regarding the landscape are being made by numerous individuals, groups and committees, and although there are processes to coordinate these decisions and provide checks to ensure that the decisions and their implementation are of a uniform and appropriate character and quality, they are not effective.

## 5.2 Issues and Opportunities

The review of the evolution of the decision-making process and the physical form of the College raises a number of issues and suggests that opportunities exist for the development of a more effective process for the design and development of the campus. The creation and perpetuation of a cultural and historic landscape that is an effective expression of the educational function and agricultural context is a responsibility of the College that needs to be continually addressed. Environmental design issues such as circulation, signage, and landscape design have sometimes been viewed as having only an ornamental function, so the design process used to achieve campus development has at times been deficient with design decisions being relegated to those whose skills lie in areas other than environmental design. The result of this type of development significantly detracts from the image of the college.

Design decisions being made by numerous individuals and without some kind of decision-making process or framework is a piecemeal approach to campus development. At best it may result in a somewhat disjointed collection of spaces reflecting many individual tastes and levels of expertise. At worst, actual damage to the operation and image of the college can occur. A certain degree of frustration and ineffectiveness is experienced by College personnel and campus users when responsibilities for the landscape are not clear and where the landscape is subject to change and modification by many individuals according to their individual needs and styles and outside an accepted planning process. The gradual accumulation of piecemeal acts will create many mistakes of organization, twisted relationships and missed opportunities.

In the absence of a clear and comprehensive development plan that provides guidelines regarding form and quality, and without an effective decision-making process that integrates the people with the plan, decision-making regarding design and implementation is fragmented. The Masterplan has been the conventional way of approaching this issue. The Masterplan attempted to set down enough guidelines to provide coherence in the

environment as a whole and still leave freedom for individual buildings and open spaces to adapt to local needs. Nearly every campus has one - Olds College has had several. The Masterplan is a kind of 'map' which portrays the campus as it ought to be, in the eyes of the planners, but it usually fails because it creates totalitarian order, established by somewhat remote professionals, that is impractical and impossible to follow explicitly, so the plan is abandoned and considered to be obsolete. In fact it is obsolete, because it cannot adapt to change. The Masterplan often alienates the users, since with a map that portrays the campus landscape as being already complete, they have very little input. The usefulness of Masterplans depends on accurate long-term predictions of growth, a constant administrative and academic structure and a set of undivided social and academic goals around which a physical environment can be molded, a situation that is uncommon since campuses and College processes are dynamic. Olds College has had experience with Masterplans that have become obsolete, at least in part, as economic, social, political or administrative conditions changed. Of additional concern is that Masterplans usually deal only with macro-level development and broad concepts. Equally important are the day-to-day micro-level decisions that cumulatively build the landscape; too often Masterplans do not describe how these decisions should be guided.

A more appropriate method of landscape development is by means of a process that enables the college to draw its order not from a fixed and finite map of the future, but from a more flexible conceptual plan. It is a process in which change is anticipated and where the function of the landscape is continually evaluated, and where input from the college community is utilized. Through this process, a landscape will eventually be shaped that is more relevant to the dominant culture of agricultural education at Olds College.

## **5.3 Development of a Campus Planning and Design Process**

### **5.3.1 Development of Value Statements**

Olds College's mandate has always been to provide hands-on agricultural education, with landscape and farm enterprises being an integral part of the instructional base. The College Mission Statement is an expression of this function and is more than just a statement of purpose. It provides the basis from which all other decisions and values can be derived, including those to do with the campus. Currently the College Mission Statement is as follows:

**The primary mission of Olds College is to provide current quality education, training and services for people who are involved directly and indirectly in agricultural endeavors.**

(CRISP document, page 4)

Recognizing that the Olds College physical environment is an important instructional resource, and that it is important in conveying information about the college and in creating its image, a series of value statements, derived from the Mission Statement and CRISP document, can be developed that describe how this mandate can be translated in terms of the landscape.

- 1. The instructional function of the campus should be optimized.**
- 2. Agriculture, Olds College's primary differentiating strength, should be visible, legible and accessible.**
- 3. Olds College has been built on tradition and is celebrating seventy-five years as a practical training and learning institution. This fourth dimension - historic continuity - should be enhanced and made more visible.**

### **5.3.2 The Planning and Design Process**

The value statements should be used as the reference point for all campus planning decisions. Of critical importance to appropriate landscape development is an ongoing process to guide the planning and design decisions that will facilitate and coordinate campus development, while continually feeding back to the College mission and value statements. It is already recognized that the development of high quality programs and

courses of instruction result from the work of informed, qualified, competent and caring individuals. The same process should be applied to the physical development of the campus. Olds College recognizes the value of consultative decision-making (CRISP Document, p. 3); consequently the process by which the physical environment is planned and evaluated should include involvement from various College constituencies. Campus planning and landscape architecture, as with building architecture, involve a process of problem solving that requires specific analysis and design skills, so a design professional, who is trained to make objective design decisions within an environmental and cultural context, and who has the ability to identify where consultation with other areas is necessary, is important in the process so that development requirements, issues and ideas can be most appropriately translated into physical form and image. Although design decisions should not be made independently by those responsible for instruction, implementation, administration or by students or other users, they should neither be made in isolation by a remote professional. A process should be developed to ensure the coordinated involvement of the College community and of designers that will achieve the most effective development of the campus.

### 5.3.3 Development of a Conceptual Plan

It has been argued that a Masterplan is not the most effective way to achieve appropriate campus form; a more flexible Conceptual Plan, based on current and anticipated issues, translated in terms of the value statements, should be developed to provide a guide regarding future development and to provide the framework around which detailed planning and design decisions can be made. The Conceptual Plan should be prepared by a design professional in consultation with the College community after an up-to-date inventory and analysis of the campus functional components has been performed. Growth predictions, economic factors and current needs and issues are considerations, and since it is recognized that these factors will change over time, the conceptual plan should be periodically reviewed and updated.

#### 5.3.4 The Campus Planning Committee

The Olds College Mission Statement acknowledges the value of collaborative decision making. A collaborative approach will be the most effective and reliable method of achieving a functional and high quality landscape at Olds College. It recognizes that there are various constituents within the College structure with unique and specialized abilities who have an important stake in campus function and image

Some degree of input or information exchange is necessary from the policy and image makers of the college (Board of Governors and administration), the users of the landscape (primarily instructors and students ) and the implementers of the landscape (physical resource managers) to achieve effective design and to serve as a feedback mechanism.

A standing committee composed of representatives from these areas together with a design professional should constitute the working team that will meet to deal with specific requirements and issues. The campus planning committee will gain experience in the process as time passes, so membership on the committee should be carefully determined. To make sure that this team can function, it is necessary to establish an upper limit on the size of the group, fixed at no more than six or eight permanent members. It is impossible to have a working team with each member playing a real part if the group becomes much larger. Core members of this team should be:

- **Administration**, representing the mission and mandate of the institution. Participation of the group charged with policy-development and decision-making serves as a check to ensure that campus development is coherent with the College image and to provide information on changing policies and values.

- **Instruction**, to ensure that the campus facilitates instruction and reflects what is taught in the classroom. Participation of users in the design process results in a higher level of fit between the needs of the users (in this case instructors and students) and the product (the campus as an instructional

resource). The instructional member(s) should be selected from those who have the greatest involvement with the campus physical resources.

- **Implementation**, or the physical resources of the campus (grounds, campus facilities and farm) used for instructional and other supporting functions. Participation of the three physical resource managers (the Farm Manager, the Grounds Manager and the Facilities Manager) is important in determining design solutions that will be efficient to build and maintain. They have had experience in working with the campus and are an irreplaceable source of information regarding both the current functional level of the landscape and problems encountered in previous construction and maintenance. (Some small projects can be continued to be handled by the physical resource managers, but must go through a feedback loop of planning committee review for information and to ensure that they are done within the scope of the value statements.)

- **Design professional**, to guide the design and planning process, to synthesize the information and issues brought forward by administration, instruction, physical resource managers and others into physical design proposals, to translate administrative directives into detailed design, to communicate landscape development plans graphically, to interface with other design consultants that might be retained by the college and to provide supervision and inspection services of campus development projects. The selection of the design professional to participate in this process is critical to its effectiveness. Olds College's programs and mandate relate very clearly to agriculture, landscape and the environment, and less to building architecture or engineering functions, therefore an environmental design professional would best address those issues and relate them to an overall development process, although other professionals such as architects, engineers or agricultural professionals would continue to be consulted when required. Although many larger colleges and universities have included design and planning departments in their structure, Olds College is not of the size that would require or justify a separate department, however there are a number of ways to obtain the needed design expertise in a way that is appropriate to the size and requirements of Olds College. The College could retain the services

of a consultant to be involved with the planning and design process on a regular and ongoing basis, or could add to the existing structure a design professional (part-time or shared position) or could utilize existing expertise of College faculty.

In addition to the core members, the committee should also include visiting or consulting members, such as students or individuals representing some special interest group or area on campus such as alumni, student services, recreation, etc., as it is vital to invite people in on an ad hoc basis to work out some part of the process or plan. But it is necessary to utilize consulting members only with respect to the areas that affect them. People will take part in a planning process only if they are assured that their input is attended to and if they feel responsible for their environment, and they feel responsible only if they can identify the parts of the environment that belong to them.

The campus planning committee would work within an accepted process continually referencing back to the value statements which would serve as a feedback mechanism to ensure that development proceeds in accordance with the College mission. It would tie in to the existing planning process of Olds College:

1. Long Range Planning would occur on a five year cycle and would coincide with the Capital Planning Process. It would require Board of Governors approval and would be part of the formal submission to the Department of Advanced Education and Manpower. The Value Statements would also be reviewed by the Board and the Committee to ensure their ongoing relevance to the College Mission.
2. Annual Planning would occur in synchrony with the College Annual Budget. It would take the form of a Conceptual Site Plan and would provide the physical framework around which detailed planning and design decisions during the year would be made. The initial functional analysis performed in the 1989 study would be updated, utilizing input from the College Community, and new issues, conflicts and opportunities would be determined. The

Conceptual Site Plan, as well as an outline of projects for the year, would be presented to the Board of Governors for approval.

3. The ongoing work of campus planning and development would be coordinated through regular scheduled monthly (or more frequent) meetings. Issues and opportunities would be brought forward to the group by either standing committee members or by visiting members for discussion and information. All campus development would go through the channel of review by this committee, which would serve as: a) a coordinating body to ensure that all campus development takes place within the scope of the value statements, and b) a facilitating mechanism to enable members of the College Community to be involved in the planning and evaluating of their environment. The design professional would translate the problem solving work of the committee into physical design, which would then be brought back to the team for feedback and as a check to ensure that the solutions are within the framework of the value statements. This committee would report to the Personnel, Finance and Facilities Committee of the Board, in the same way as the College Farm Advisory Committee is accountable to the Board Farm Committee.

Implementation of the work would be done by the physical resource areas under direction of the administration, with periodic inspection with the design professional to enhance quality control. Post-construction evaluation would be another important part of the design process. In addition to work on new development, diagnosis of existing campus landscape problems should also occur to determine which new development is successful as planned, which existing spaces continue to work effectively for instruction and campus function, and which spaces are dead and unusable or need reconfiguration.

Because of the close association of campus development with overall College function and image, and because of the importance of the campus and farm in the instructional function, the direction of the process should be a responsibility of the administration and of instruction. A relatively senior academic member should chair the committee and be responsible for the flow of information both to and from the committee, for the development of the

agenda of the meetings for monthly, annual and five year planning processes, for the receiving of proposals for development from instruction and special interest groups, for the determining of appropriate visiting or consulting members to be involved, for the direction of the design professional and for the overseeing of the development process.

## **6. CONFLICTS, ISSUES AND OPPORTUNITIES**

### **6.1 Summary of conflicts and issues identified in the functional analysis**

The review of the historical evolution of the campus and the functional analysis of the existing campus has revealed a number of issues and opportunities. The College Mission Statement and the Value Statements derived from them should provide the basis for determining the degree of importance of the issues and for resolving conflicts in function, and should be used as guidelines for all decisions regarding the landscape.

Instruction must be considered the most important of the functions, with all other functions supporting its existence. When conflicts emerge, the appropriate mitigating action should be based on this relationship and on the value statements.

The conflicts and issues identified in the functional analysis and historical review can be summarized as follows:

1. Numerous Entries - There are five entries into the college along Highway 2A, and several entries around the perimeter. There is no clearly identified main entrance which could serve as an orientation point and as the ceremonial entry, and there is confusion as to the appropriate entry for students and visitors. There are also security problems associated with numerous entries.
2. Central Pedestrian Space - Although all the academic buildings open onto the central space, i.e. the physical core of the campus, the opportunity to create a special pedestrian environment has been largely missed. There are several conflicts between pedestrians and vehicles, a lack of appropriate social spaces & seating areas, a lack of focal points, and plant material and planting design do not always reflect the instructional program. This large space has been divided up into small park-like areas by a network of sidewalks that does not reflect current circulation patterns.

3. Signage - There is a total lack of signage on Highway 2 referring to Olds College, inadequate signage on Highway 27 and Highway 2A, and a lack of signage in the Town of Olds acknowledging Olds College. Internally, there is signage from several different eras, in several different colors, styles and repair. Signage is generally confusing, redundant, obsolete or absent.

4. Land Sciences Plots Area - With the present construction of the new Land Sciences Building much of the demonstration and research area has been lost. The remaining plots have poor legibility and are difficult to access for class use and for visitors. Several plantings of historic or horticultural importance have been destroyed (spruce windbreak planted in the 1920's and most of the fruit orchard), and the Grounds Nursery, previously used as an instructional resource, has been relocated. The new building will have access, circulation and parking needs that will need to be addressed.

5. Research Areas - Most research activities are located in areas with poor legibility and visibility, and there is a lack of signage and lack of land available for faculty research activities. Research activities should be located in high profile areas to advertise and subsequently encourage more support and involvement from government and industry and to function more effectively for instruction.

6. Buffer Zone - The area between the academic campus and the farm is locally known as the Buffer Zone. It has been developed as two very large parking lots and a very large empty undeveloped area, forming a functional and visual barrier between the academic campus and the farm and creating a negative image. Although there is considerable pedestrian traffic between the academic campus and the farm, there are no pedestrian paths.

7. Farm Areas - The farm enterprises have generally poor legibility through an inappropriate image conveyed through 'suburban landscaping' and a lack of interpretive signage. The farm fields do not always convey a positive image, such as through the loss of agriculturally productive land to storage areas, the inefficient use of land in wide internal road allowances and incomplete

shelterbelt planting resulting in exposed fields. The College's farm layout says a great deal about the way it values land. The College began as a model farm, and the farm was identified in earlier studies as giving Olds College credibility; to do this effectively it must convey the impression that Olds College is involved in the teaching and demonstration of the best agricultural practices.

8. Perimeter Land - Olds College is bounded by two major highways leading into the Town of Olds. There is a lack of signage acknowledging Olds College, and poor legibility as an agricultural educational institution. The land bordering main access roads does not always demonstrate best agricultural practices, which is inconsistent with the positive image that the College tries to convey. The edge of the academic campus is well defined by landscaping (the college grounds are well treed with a wide green area between the road and the college buildings, while the town properties are generally sparsely landscaped or dominated by parking lots) and by the difference in building density and use (the town properties are more heavily built up with residential or commercial buildings). This definition of edge should be maintained, and should be strengthened around the entire campus perimeter.

9. Dugout Area - Several functions conflict (recreational use, apiary, wildlife habitat, maintenance), rendering this area unusable for little more than storm water storage. A poor visual image is conveyed through the disorganization and poor maintenance of this area which is in a high visibility area.

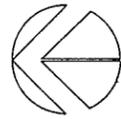
10. The College Arena - This high-profile and high-use area is poorly organized for parking (users with horse trailers and recreational vehicles, spectators, students), has poor legibility, and requires a well-developed show ring area.

11. Recreation Fields - The golf greens are in poor condition, betraying their importance as an instructional resource and as a community and student recreational facility. There is a lack of landscaping to provide shade and screening of wind or to provide spatial definition. The fitness trail is in poor repair and is not laid out for optimum use.

12. Parking Lots - The proliferation of very large parking lots forms visual and functional barriers. There is presently space for over 1200 vehicles on campus, and although a detailed parking study has not been done, estimated parking needs are far less than the actual capacity. Parking lots are poorly organized (for example, some lots have space for three double rows of cars but are laid out for two rows), are inefficiently located, are generally not well surfaced or well lit, and lack landscaping to buffer winds or provide shade or screening.

13. Historic Dimension - The 75 year history is not physically apparent, and there are few historic markers. The strongest visual landmark is the water tower, which has been non-functional for some years. The strong Alumni Association does not have a physical base, and with the evolution of the modern campus alumni have had greater difficulty with orientation and identification with the campus.

14. Presence in Town - Although the Town of Olds and Olds College have developed together, and are interdependent, there is no signage in Town acknowledging the presence of Olds College. There are only two college roads that presently align with a town road, contributing to the separation. (The Town and the College are currently negotiating the annexation of the academic campus; this will create a stronger psychological connection.) The College academic campus functions as a major public open space for the Town and contributes greatly to the Town of Olds open space system and town image.



PERIMETER LAND  
 • lack of signage  
 • lack of legibility as Olds College

RESEARCH ACTIVITIES  
 • lack of legibility - located in low profile areas  
 • informational signage lacking

DUGOUT AREA  
 • maintenance, signage, access poor for use as recreation area  
 • functional conflicts - trees/recreation/maintenance  
 • visual conflicts

STORAGE & SERVICE AREAS  
 • erosion of agricultural land base  
 • visual conflicts along highway roads

EXPOSED FIELDS  
 • shelterbelt planting not complete

PERIMETER LAND  
 • lack of signage  
 • lack of legibility as Olds College  
 • high profile area doesn't always demonstrate best cultural & maintenance practices.

Olds College  
 Olds - Alberta - Canada

1988 Campus Planning Study

Drawing title  
**CONFLICTS & ISSUES**

Date  
 JANUARY 1989

Scale

p. 72 Drawing no  
**23**

**ARENA**  
 • very high use, high profile area should have positive image & good legibility  
 • parking disorganized, trailer & RV parking areas required; student, visitor & spectator use

**FARM ENTERPRISES**  
 • poor legibility (especially confinement enterprises)  
 • lack of appropriate landscaping  
 • exposed to wind  
 • parking disorganized

**STORAGE & SERVICE AREAS**  
 • loss of agriculturally productive land  
 • visual conflict along high use roads

**LARGE PARKING LOTS, EMPTY LOT, & NON-ACADEMIC BUILDINGS**  
 • form a large visual & functional barrier between campus & farm.

**RECREATION FIELDS**  
 • condition not optimum for use or for positive image to students & community  
 • exposed; lack of effective landscaping  
 • fitness trail in poor condition, location

**PARKING LOTS**  
 • large lots form barriers, visual conflicts  
 • lighting, surfacing, location not always appropriate for need

**SIGNAGE**  
 • lack of external signage on College perimeter, on approach roads & highways & in town  
 • internal signage confusing, inadequate, some obsolete

**CENTRAL GREENSPACE**  
 • pedestrian/vehicular conflicts  
 • lack of effective social spaces & seating areas  
 • plant material & planting design do not always correspond to instructional needs.

**PRESENCE IN TOWN**  
 • no physical presence of the College in town (signage, buildings)  
 • town & college roads generally do not align, cutting college off from town

**HISTORIC DIMENSION**  
 • 75 year history is not physically apparent  
 • loss of historic landmarks  
 • strong Alumni Association has no physical base

**NUMEROUS ENTRIES**  
 • confusion to students & visitors  
 • lack of main entrance  
 • security problems

**SITE OF NEW LAND SCIENCES BUILDING**  
 • loss of Plant Science plots  
 • destruction of historic windbreak and orchard trees  
 • loss of Grounds Nursery as instructional resource  
 • new parking & access needs

**LAND SCIENCES PLOTS**  
 • signage & access do not optimally respond to program needs or visitor use  
 • legibility poor

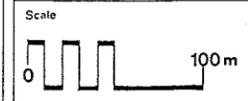
**ECOLOGICAL ISSUES**  
 • portions of campus & farm exposed to wind



**1988 Campus Planning Study**

Drawing title  
**CONFLICTS & ISSUES**

Date  
**JANUARY 1989**



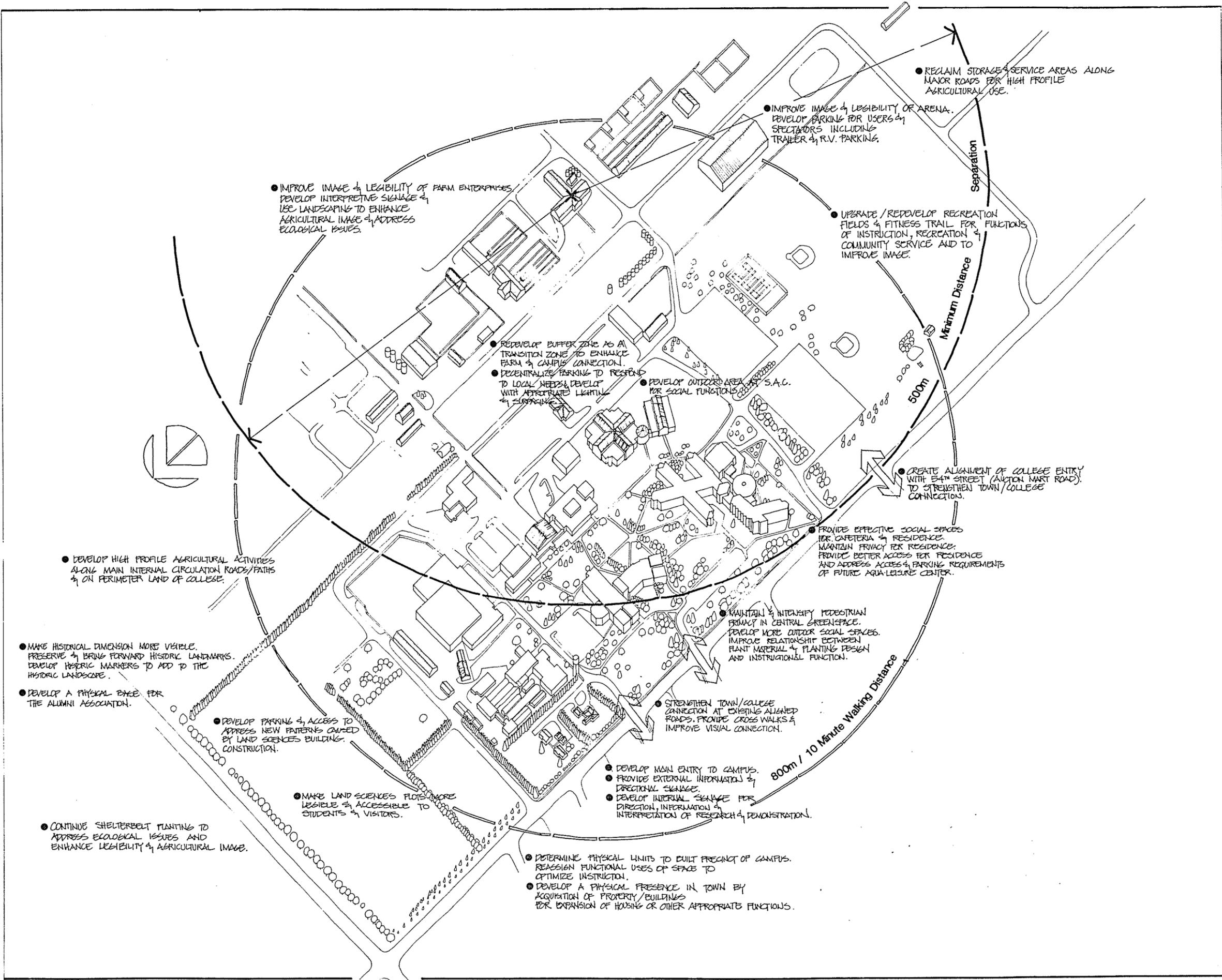
Drawing no  
**p. 73 24**

## **6.2 Opportunities and Constraints for Future Development**

Current predictions and current College planning have determined the maximum enrollment to be 1500 full time student equivalents. With the exceptions of the Land Resources Center, in 1989 under construction, and the Aqua-Leisure Center, now in the planning phase, all major buildings on campus have been constructed, and there is no indication of needs for further expansion in the near future. Siting of future buildings therefore is not a consideration at this time. Any small scale academic expansion that may be required over the next 10-15 years can occur on an in-fill basis, as additions to existing structures.

The limits to the built campus are defined by these factors:

1. The maximum walking distance possible within a 10 minute class break, approximately 800 meters, will determine the maximum distance between academic buildings. The built precinct is currently within this range with the distance between the Learning Resource Center and the Land Sciences Center indicating the maximum acceptable distance between academic buildings.
2. The County and Municipality Health and Agriculture Boards have determined a 500 meter Minimum Distance Separation required between confinement agricultural enterprises and residential or eating establishments and the Town. The existing campus layout conforms approximately to this guideline, and with over 90% of the prevailing winds coming from the west and north west, odors from the farm operations will usually be carried away from the built up areas.



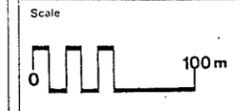
- IMPROVE IMAGE & LEGIBILITY OF FARM ENTERPRISES. DEVELOP INTERPRETIVE SIGNAGE & USE LANDSCAPING TO ENHANCE AGRICULTURAL IMAGE & ADDRESS ECOLOGICAL ISSUES.
- REDEVELOP BUFFER ZONE AS A TRANSITION ZONE TO ENHANCE FARM & CAMPUS CONNECTION.
- DECENTRALIZE PARKING TO RESPOND TO LOCAL NEEDS & DEVELOP WITH APPROPRIATE LIGHTING & SURFACING.
- DEVELOP OUTDOOR AREA FOR SOCIAL FUNCTIONS.
- RECLAIM STORAGE & SERVICE AREAS ALONG MAJOR ROADS FOR HIGH PROFILE AGRICULTURAL USE.
- IMPROVE IMAGE & LEGIBILITY OF ARENA. DEVELOP PARKING FOR USERS & SPECTATORS INCLUDING TRAILER & R.V. PARKING.
- UPGRADE / REDEVELOP RECREATION FIELDS & FITNESS TRAIL FOR FUNCTIONS OF INSTRUCTION, RECREATION & COMMUNITY SERVICE AND TO IMPROVE IMAGE.
- DEVELOP HIGH PROFILE AGRICULTURAL ACTIVITIES ALONG MAIN INTERNAL CIRCULATION ROADS/PATHS & ON PERIMETER LAND OF COLLEGE.
- MAKE HISTORICAL DIMENSION MORE VISIBLE. PRESERVE & BRING FORWARD HISTORIC LANDMARKS. DEVELOP HISTORIC MARKERS TO ADD TO THE HISTORIC LANDSCAPE.
- DEVELOP A PHYSICAL EDGE FOR THE ALUMNI ASSOCIATION.
- DEVELOP PARKING & ACCESS TO ADDRESS NEW PATTERNS CAUSED BY LAND SCIENCES BUILDING CONSTRUCTION.
- MAKE LAND SCIENCES PLAZA MORE VISIBLE & ACCESSIBLE TO STUDENTS & VISITORS.
- CONTINUE SHELTERBELT PLANTING TO ADDRESS ECOLOGICAL ISSUES AND ENHANCE LEGIBILITY & AGRICULTURAL IMAGE.
- DEVELOP MAIN ENTRY TO CAMPUS.
- PROVIDE EXTERNAL INFORMATION & DIRECTIONAL SIGNAGE.
- DEVELOP INTERNAL SIGNAGE FOR DIRECTION, INFORMATION & INTERPRETATION OF RESEARCH & DEMONSTRATION.
- DETERMINE PHYSICAL UNITS TO BUILT PRECINCT OF CAMPUS. REASSIGN FUNCTIONAL USES OF SPACE TO OPTIMIZE INSTRUCTION.
- DEVELOP A PHYSICAL PRESENCE IN TOWN BY ACQUISITION OF PROPERTY / BUILDINGS FOR EXPANSION OF HOUSING OR OTHER APPROPRIATE FUNCTIONS.
- STRENGTHEN TOWN / COLLEGE CONNECTION AT EXISTING ALIGNED ROADS. PROVIDE CROSS WALKS & IMPROVE VISUAL CONNECTION.
- MAINTAIN & INTENSIFY PEDESTRIAN PRIVACY IN CENTRAL GREENSPACE. DEVELOP MORE OUTDOOR SOCIAL SPACES. IMPROVE RELATIONSHIP BETWEEN PLANT MATERIAL & PLANTING DESIGN AND INSTRUCTIONAL FUNCTION.
- PROVIDE EFFECTIVE SOCIAL SPACES FOR CAFETERIA & RESIDENCE. MAINTAIN PRIVACY FOR RESIDENCE. PROVIDE BETTER ACCESS FOR RESIDENCE AND ADDRESS ACCESS & PARKING REQUIREMENTS OF FUTURE AQUA-LEISURE CENTER.
- CREATE ALIGNMENT OF COLLEGE ENTRY WITH 54th STREET (AUCTION MART ROAD) TO STRENGTHEN TOWN / COLLEGE CONNECTIONS.



**1988 Campus Planning Study**

**OPPORTUNITIES AND CONSTRAINTS**

Date  
**JANUARY 1989**



Drawing no  
**p.75 25**

## **7. RECOMMENDATIONS, PLANNING AND DESIGN GUIDELINES**

### **7.1 Proposed Campus Structure**

Confusion and disorientation result from a lack of foci, a lack of definition of discrete regions or a lack of any familiar pattern. (Relph 1976, p. 139) There exist at Olds College some problems of legibility of some campus areas that are partly a result of a generalized approach to development. In the absence of form and image guidelines, the only available approach has been to solve each recent landscape problem by a generic application of a standard solution or in the context of what was acceptable in terms of mass values and fashions, i.e. the current suburban ideal of mown lawns, shrub beds, lockstone paving and planters of annuals. This type of development has tended to create an environment where it has become difficult to tell parts within the college apart since they all look alike and feel alike and since there is little spatial ordering.

Together with the need for spatial ordering through the definition of distinct spaces is the necessity of creating and maintaining important linkages between different campus areas and to achieve a visual and functional unity. The academic campus and the farmstead, once indivisible, are now quite separate. Although they are still academically and philosophically linked, the campus layout has developed in such a way that there is a visual and functional barrier between the two. The Olds College academic campus and farm should be functionally, visually and organically linked, with easy movement between the two that recognizes pedestrian primacy. As well, linkages should be developed to the recreation fields and to the Town of Olds. This would address circulation needs and emphasize existing functional connections.

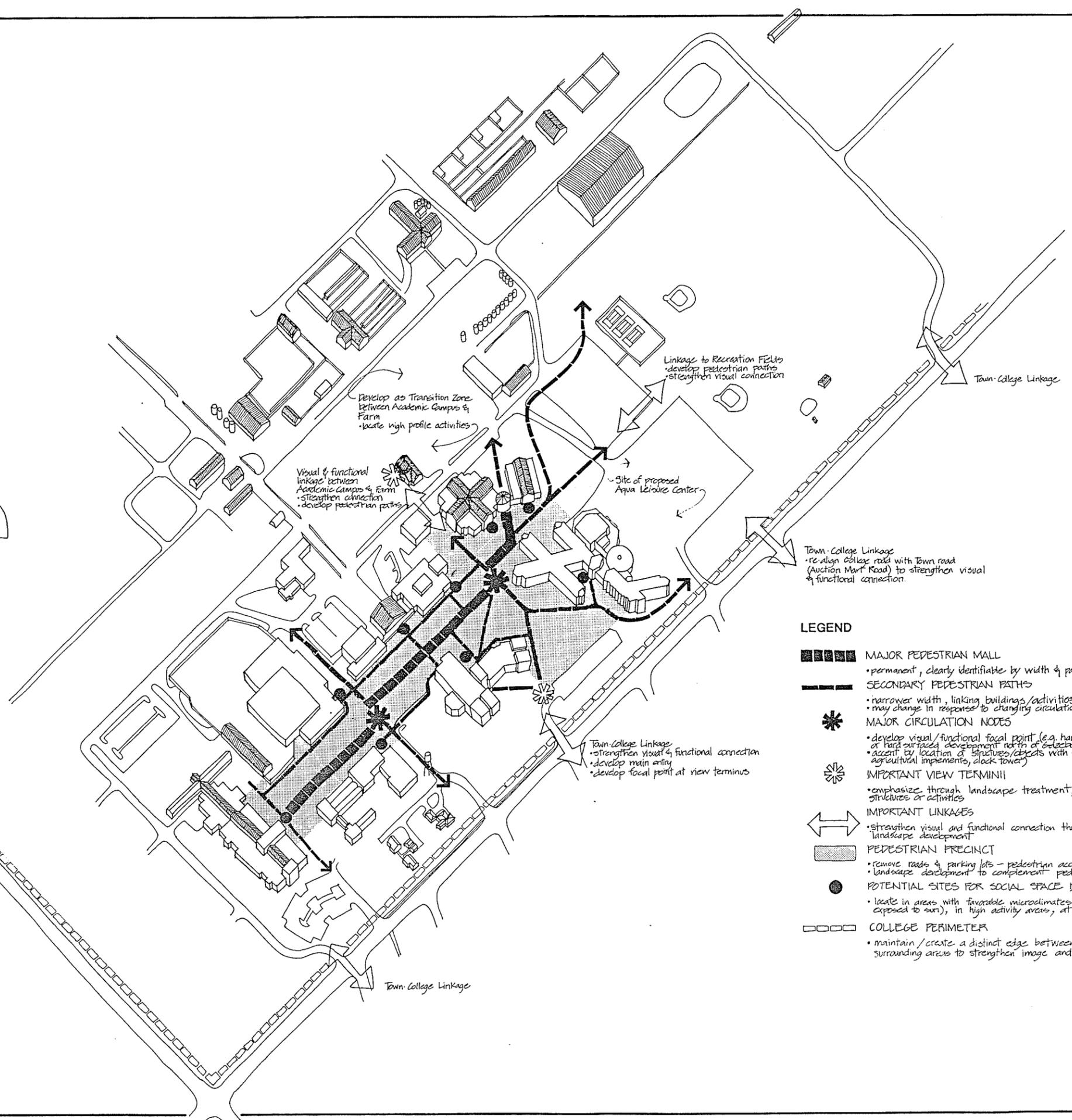
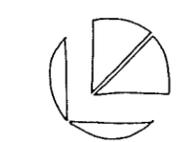
The original layout of buildings and roads has been replaced by the evolution of a mall with all the academic buildings opening onto it, anchored at the north and south by the Land Sciences Center and the Learning Resources Center. This configuration presents the opportunity for the development of a significant pedestrian space that is unlikely, given current growth predictions, to be disturbed by future development. A pedestrian precinct should be developed

in this central space and should be given more meaning and richness through the ordering of the circulation system and the development of significant social spaces and focal points.

The re-landscaping of the academic campus has resulted in a park-like environment which functions both as campus grounds and as a public garden for the town. Many of the trees of the early campus landscape remain, although in many cases their location no longer reflects their original function, such as the rows of spruce that once lined the main entry road but now appear somewhat out of place in the informal landscape. Landscape development should address functional needs and instructional requirements, and should also be concerned with finding ways to give new meaning to the old landscape.

Campus development should respect the spirit of the place. The agricultural and historical dimensions of Olds College, so important to its reputation, are not readily apparent in the academic campus as its buildings have been replaced by modern urban architecture. An exception to this is the Learning Resources Center whose design employed agricultural images. The oldest buildings on campus, two original barns, are part of the farmstead and not easily visible from the academic campus. The agricultural tradition and historical dimension should be brought forward and made more visible to enrich the character of the campus.

There are problems of orientation and identification outside and within the campus, caused by absent or confusing signage and the lack of a clearly identified main entry. A main entrance should be designated and developed that would serve as the front door to the campus, with other entrances designated and designed as secondary or destination entries. To begin to address orientation along roads, a signage study should be performed to indicate the needs of external and internal signage. The existing campus signage should be replaced with simple and clear signage consistent with accepted College graphics.



- LEGEND**
- MAJOR PEDESTRIAN MALL
    - permanent, clearly identifiable by width & paving material as the major path
  - SECONDARY PEDESTRIAN PATHS
    - narrower width, linking buildings/activities to pedestrian mall
    - may change in response to changing circulation patterns
  - MAJOR CIRCULATION NODES
    - develop visual/functional focal point (e.g. hard surfaced plaza north of LRC or hard surfaced development north of sector)
    - accent by location of structures/objects with symbolic meaning (sculpture, agricultural implements, clock tower)
  - IMPORTANT VIEW TERMINI
    - emphasize through landscape treatment, location of important structures or activities
  - IMPORTANT LINKAGES
    - strengthen visual and functional connection through alignment of roads & landscape development
  - PEDESTRIAN PRECINCT
    - remove roads & parking lots - pedestrian access only
    - landscape development to complement pedestrian scale
  - POTENTIAL SITES FOR SOCIAL SPACE DEVELOPMENT
    - locate in areas with favorable microclimates (sheltered from wind, exposed to sun), in high activity areas, at building entries.
  - COLLEGE PERIMETER
    - maintain/create a distinct edge between the college and the surrounding areas to strengthen image and character



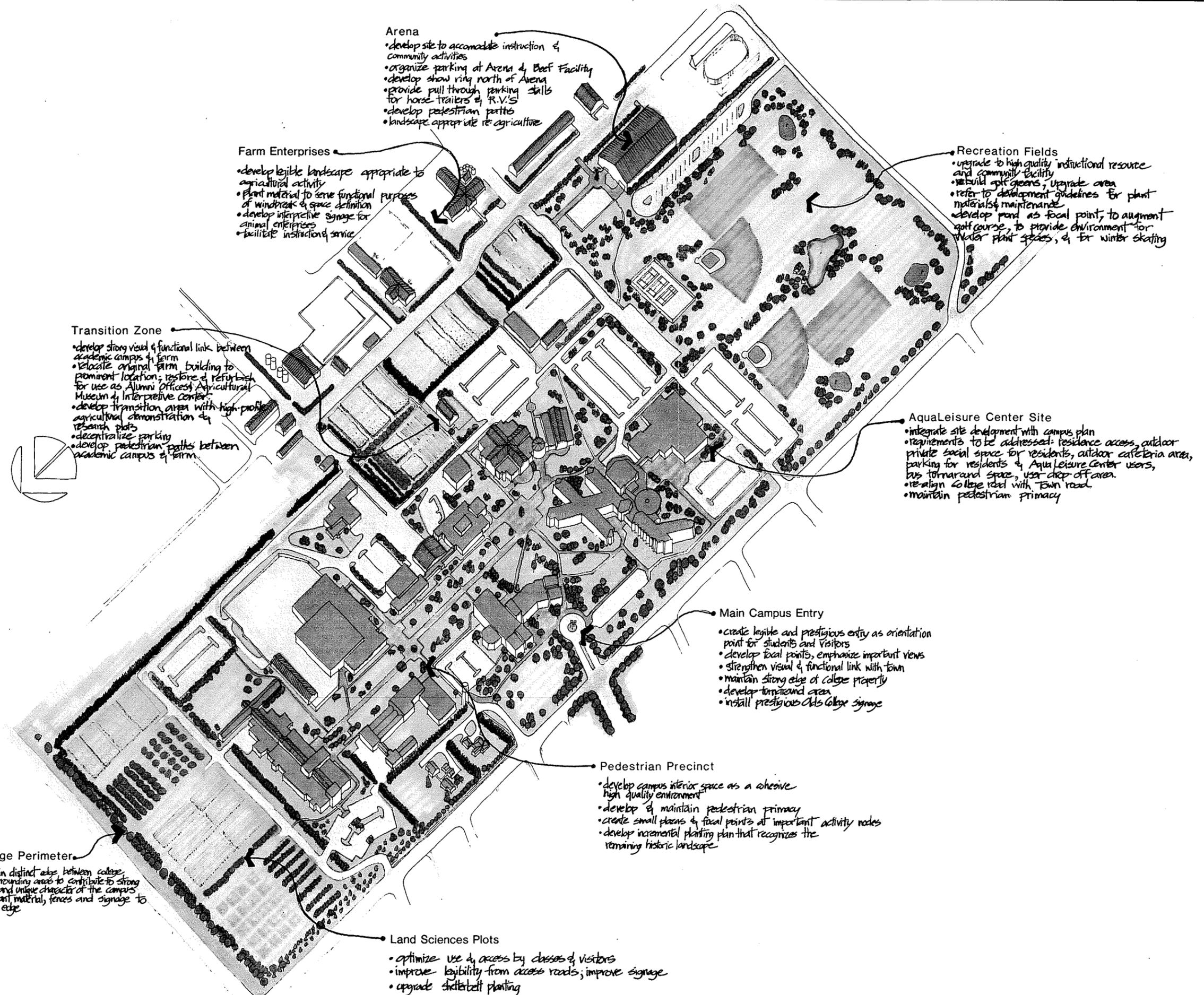
**1988 Campus Planning Study**

Drawing title  
**PROPOSED CAMPUS STRUCTURE**

Date  
**AUGUST 1989**

Scale  
0 100 m

p.70 Drawing no  
**26**



**Arena**

- develop site to accommodate instruction & community activities
- organize parking at Arena & Beef Facility
- develop show ring north of Arena
- provide pull through parking stalls for horse trailers & R.V.'s
- develop pedestrian paths
- landscape appropriate to agriculture

**Farm Enterprises**

- develop legible landscape appropriate to agricultural activity
- plant material to serve functional purposes of windbreak & space definition
- develop interpretive signage for animal enterprises
- facilitate instructional service

**Recreation Fields**

- upgrade to high quality instructional resource and community facility
- rebuild golf greens, upgrade area
- refer to development guidelines for plant materials & maintenance
- develop pond as focal point, to augment golf course, to provide environment for water plant species, & for winter skating

**Transition Zone**

- develop strong visual & functional link between academic campus & farm
- relocate original farm building to prominent location; restore & refurbish for use as Alumni Offices, Agricultural Museum & Interpretive Center
- develop transition area with high-profile agricultural demonstration & research plots
- decentralize parking
- develop pedestrian paths between academic campus & farm

**AquaLeisure Center Site**

- integrate site development with campus plan
- requirements to be addressed: residence access, outdoor private social space for residents, outdoor cafeteria area, parking for residents & AquaLeisure Center users, bus turnaround space, user drop-off area.
- realign College road with Town road
- maintain pedestrian primacy

**Main Campus Entry**

- create legible and prestigious entry as orientation point for students and visitors
- develop focal points, emphasize important views
- strengthen visual & functional link with town
- maintain strong edge of college property
- develop turnaround area
- install prestigious Olds College signage

**Pedestrian Precinct**

- develop campus interior space as a cohesive high quality environment
- develop & maintain pedestrian primacy
- create small plazas & focal points at important activity nodes
- develop incremental planting plan that recognizes the remaining historic landscape

**College Perimeter**

- maintain distinct edge between college and surrounding areas to contribute to strong image and unique character of the campus
- use plant material, fences and signage to define edge

**Land Sciences Plots**

- optimize use & access by classes & visitors
- improve legibility from access roads; improve signage
- upgrade shelterbelt planting



1988 Campus Planning Study

CONCEPTUAL SITE PLAN

APRIL 1989



## **7.2 Development of Landscape Zones**

The functional analysis has shown that the campus is used in many ways for many diverse activities. There exists a type of ordering of the campus according to function, with similar facilities being generally grouped together. Through the functional analysis, conflicts were identified that indicate where incompatible uses occur or where legibility or function are issues. By identifying the existing general use areas, and addressing the functional conflicts, various landscape zones can then be described.

Spatial ordering can come about by developing these areas of the campus to reflect their various functions. The functional requirements and desired image of each area are unique and should be reflected in their form and materials. Because landscape materials and maintenance practices can contribute to the desired image, guidelines should be developed to help create an appropriate image and to enhance legibility.

### **7.1.1 Pedestrian Precinct**

The modern layout of the Olds College campus has resulted in the formation of a mall. All the academic buildings face onto this area creating an ideal opportunity for the development of a significant pedestrian precinct. There is no need for vehicular traffic through the area, since all the buildings are serviced at their rears and since perimeter roads address access needs. This area has evolved as a large greenspace, divided into small park-like areas by a series of pathways of various widths, intersecting at locations that at one time had significance but now seem random. Although there are numerous benches in this area, there are few effective social spaces. There is no hierarchy of spaces and no focus. The plant material is generally a combination of very old trees with new plant materials that do not consistently reflect the instructional needs. Since there is a lack of a master plan for landscape development, new plantings are added in a piecemeal way. This area should function in two ways: as a significant pedestrian and social space, and to serve the instructional needs of the regular and extension programs for plant material and landscape design examples.

**Guideline • The method of ordering the central space should be simple and legible.**

The central space should read as one unified environment. The existing path system should be replaced by a major, permanent, north-south pedestrian spine, reflecting the north-south configuration of the buildings and the major circulation patterns through the space. A secondary path system of a narrower width would link the buildings and activity areas to each other and to the major spine. These paths can be changed as circulation patterns change, but the tendency to lay down more and more sidewalks as areas become bisected by traffic should be avoided, and the park-like character of the campus should be preserved and enhanced.

**Guideline • Focal points should be developed at major circulation nodes or at visual termini to provide opportunities for orientation and identification, as well as to serve as historical landmarks.**

Focal points could be in the form of a clock tower, sculpture, or commemorative cairns such as that marking the International Plowing Match, or could be the gazebo near the Plant Sciences Building. A major focal point could be the development of a large hard-surfaced plaza at the main circulation node north of the Learning Resources Center. This space could serve as a ceremonial space or activity area.

**Guideline • Opportunities for the development of social spaces at most of the building entries, with their sheltered microclimate and high volume of pedestrian traffic, should be exploited.**

Social spaces should be located at each building entrance and at nodes of activity, and should take advantage of concave spaces, sheltered spots or sun traps. The opportunity to develop building entries with distinct character or flavor should also be exploited. Hard surface development, rather than so much grass, should be encouraged to take advantage of the year-round opportunities for outdoor education and living afforded by the moderating effect of the Chinook winds.

**Guideline • The most detailed quality and development should take place in the pedestrian precinct to reflect the degree of**

**personal involvement possible and to demonstrate the best landscape practices to classes.**

Landscape development in this pedestrian area should be expressed in terms of variety and richness of color, form, shape and texture, with special attention to winter months. An image of highest quality reflecting the importance of the space should be conveyed.

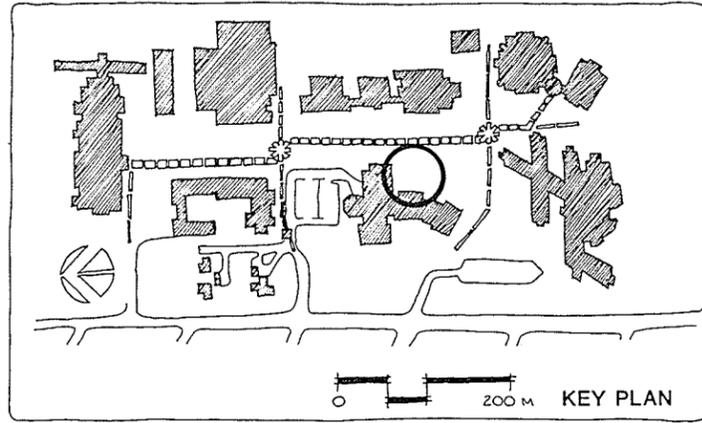
**Guideline • Planted areas should be developed around the existing rich resource of plant material, which should be preserved and given new meaning where possible.**

The academic campus has historically functioned somewhat as an arboretum, and this function should be maintained and strengthened. Plant material should be labelled to complement the instructional function and to make more legible the historical dimension of the landscape.

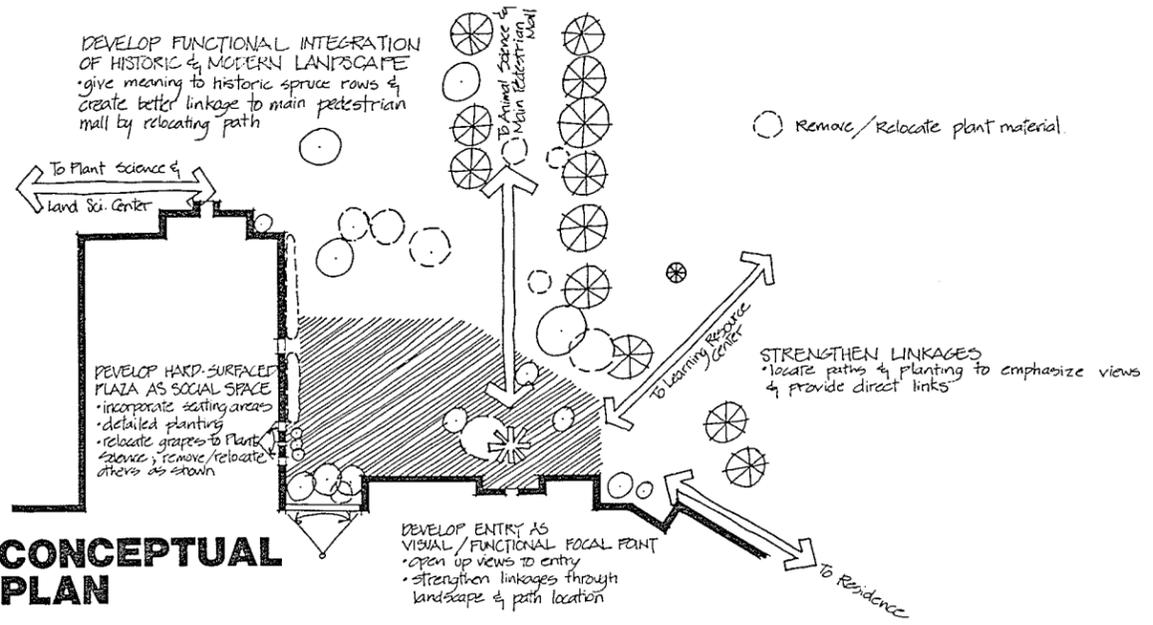
**Guideline • A planting program should be developed to address instructional needs and to ensure that there are no significant gaps in landscape development.**

**Guideline • A common vocabulary of plant material, hard landscape materials, furnishings, etc. should be established, and should be consistent with the image of integrity and tradition.**

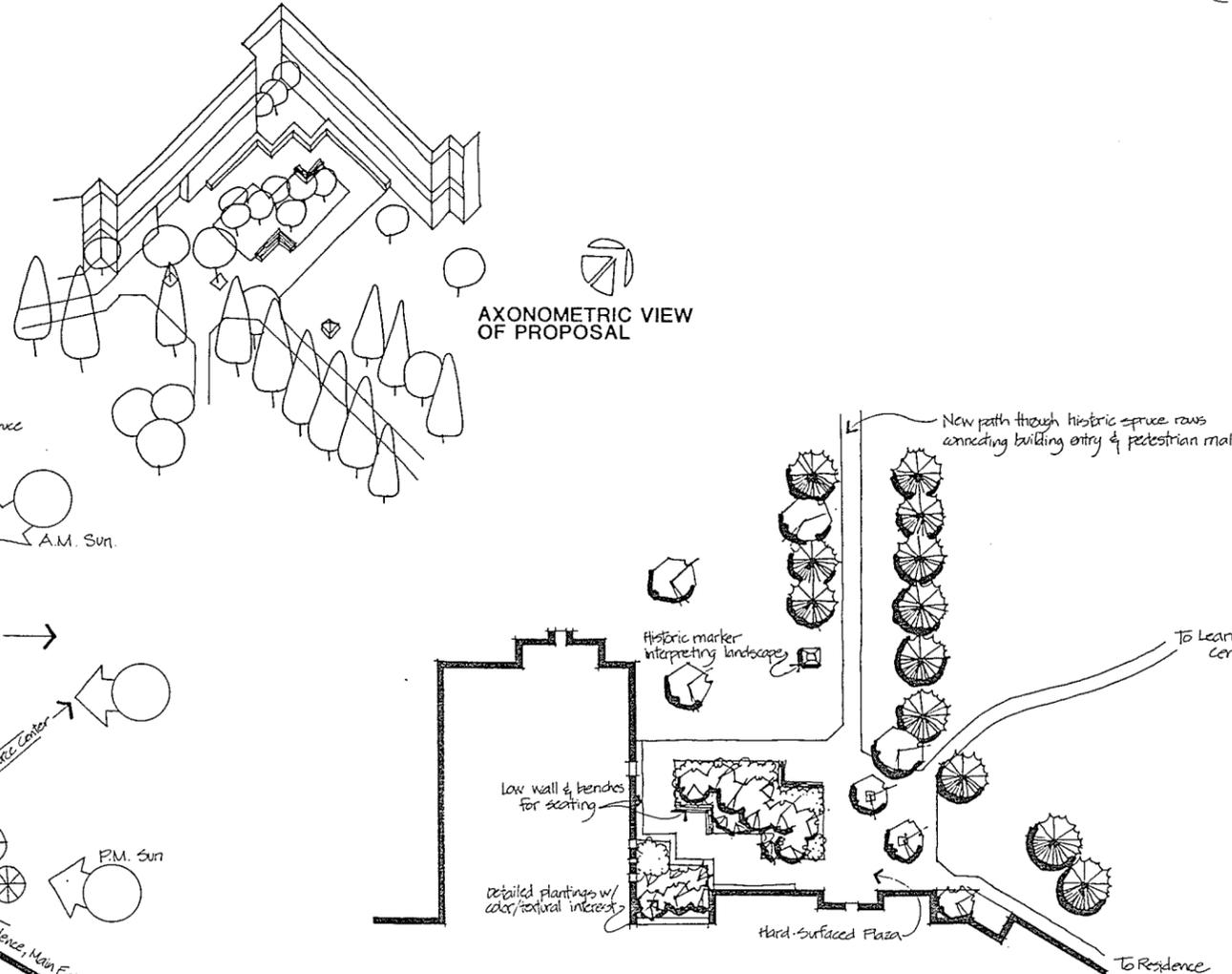
Timber construction should be discouraged in this zone, with retaining walls, steps and other hard structures to be constructed of concrete or brick, indicative of a more permanent facility. Spring and summer flowering displays should be in the form of perennials, self-renewing bulbs and flowering trees and shrubs, with displays of costly annuals limited to areas where their instructional function will be greatest. The planted areas should have winter appeal through the use of material with bark color or texture, and through the use of hardy evergreens for color. This area should continue to be irrigated so that grass areas will be appealing to the eye and comfortable to sit on during the summer.



## 2. CONCEPTUAL PLAN



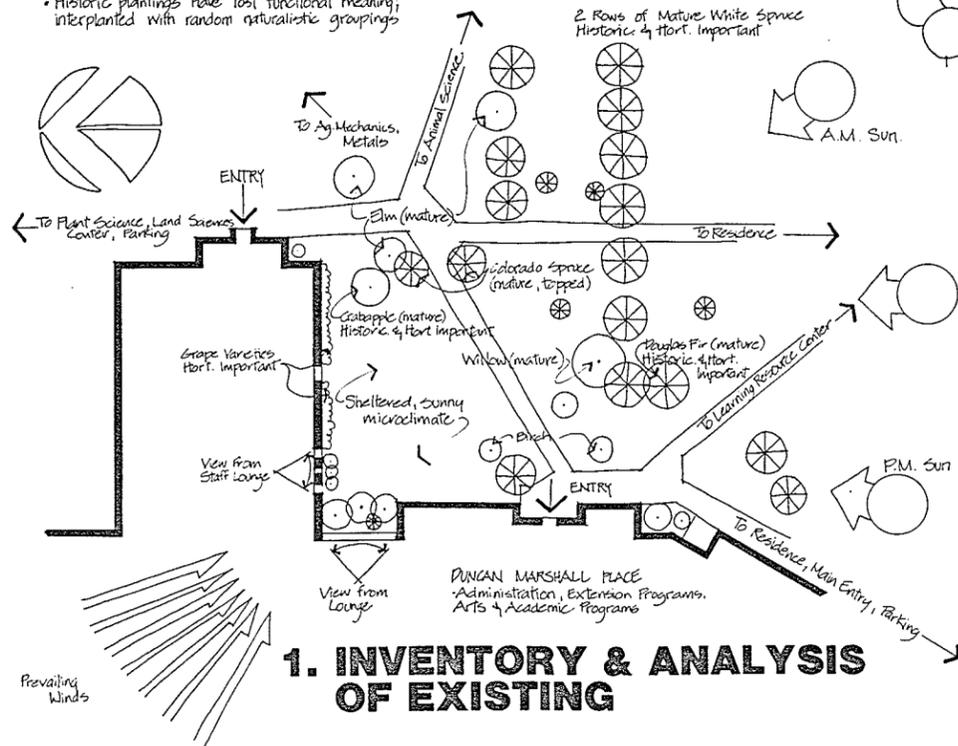
## AXONOMETRIC VIEW OF PROPOSAL



## 3. PROPOSAL

### NOTES:

- Opportunity for social space development (sunny/sheltered microclimate, high traffic) is unexploited
- Views to main entry obscured by planting & indirect paths
- Historic plantings have lost functional meaning; interplanted with random naturalistic groupings



## 1. INVENTORY & ANALYSIS OF EXISTING

Olds College  
Olds Alberta Canada

1988 Campus  
Planning Study

Drawing title  
DESIGN EXAMPLE :  
SOCIAL SPACE  
DEVELOPMENT

Date  
AUGUST 1989

Scale

Drawing no  
P.83 28

### 7.1.2 Public Facade

The public areas consist of the campus perimeter, especially along the major approach roads (Highway 2A and 27) and entries. They present opportunities to present a strong public image and make a clear and concise statement about Olds College. At present many of these opportunities are missed. The public facade of the campus is important as the first message that students, staff, visitors or passers-by receive about Olds College. The image to be conveyed is one of efficient, up-to-date agricultural education and agricultural practices as well as one of stability and tradition.

**Guideline • Signage should be clear, with a minimum of detail, and should be located at strategic locations.**

It should be located at the edges of the College property, along Highways 2, 2A and 27 and within the Town of Olds. (At one time signage in the form of an annual flower display was planned for the most easterly corner of the College farm. This type of costly and inappropriate development should be strongly discouraged.)

**Guideline • The publicly visible land should demonstrate the best agricultural practices, indicative of a high quality agricultural college.**

The perimeter land is the first visual message about Olds College and presents an opportunity to say much about the College's activities and values. Research and demonstration plots would be highly appropriate activities, but should be well maintained and with legible signage.

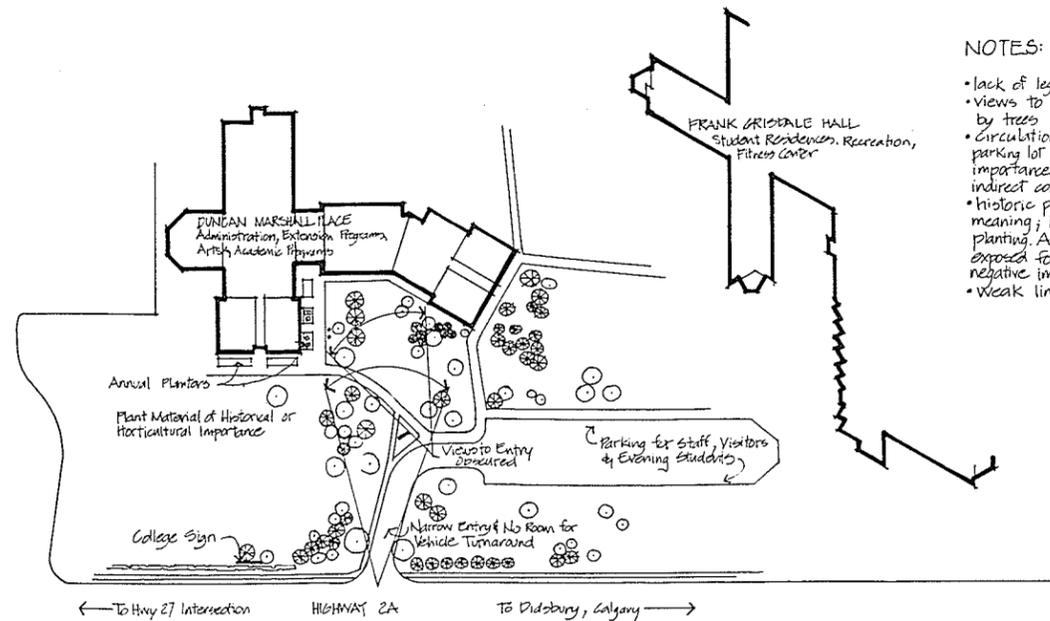
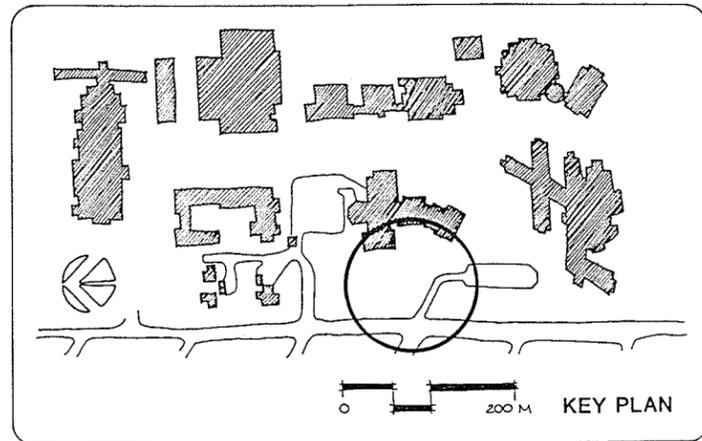
**Guideline • Entries provide an excellent opportunity to develop a strong public image and a welcome to the college.**

Presently there are numerous entries that appear to have equal hierarchy, resulting in considerable confusion for students and visitors, difficulty in orienting oneself to the campus, and associated security problems. The entry corresponding to the Town of Olds 50th Street should be developed as the Main Entrance, and all other entries developed as destination entries. The 50th Street entrance is generally thought of as the main entrance and is closest to the the front door of the main administration building. Entries are points of

transition, and signify change, so visual and physical elements should be used to emphasize this change and to signal the importance of the entry. Large formal tree plantings should be developed in the entire intersection to signal the entry and to provide visual integration with the town main road. To strengthen the axis, the roadbed into the college should be widened and kept in alignment with the Town road. A turnaround should be developed, and clear directional signage be provided. The entry to the Administration building should be further accented by the development of a hard surfaced plaza, to provide easy access and good appearance during the entire year.

**Guideline • Main entry signage should be developed that conveys a message of tradition, integrity and competence.**

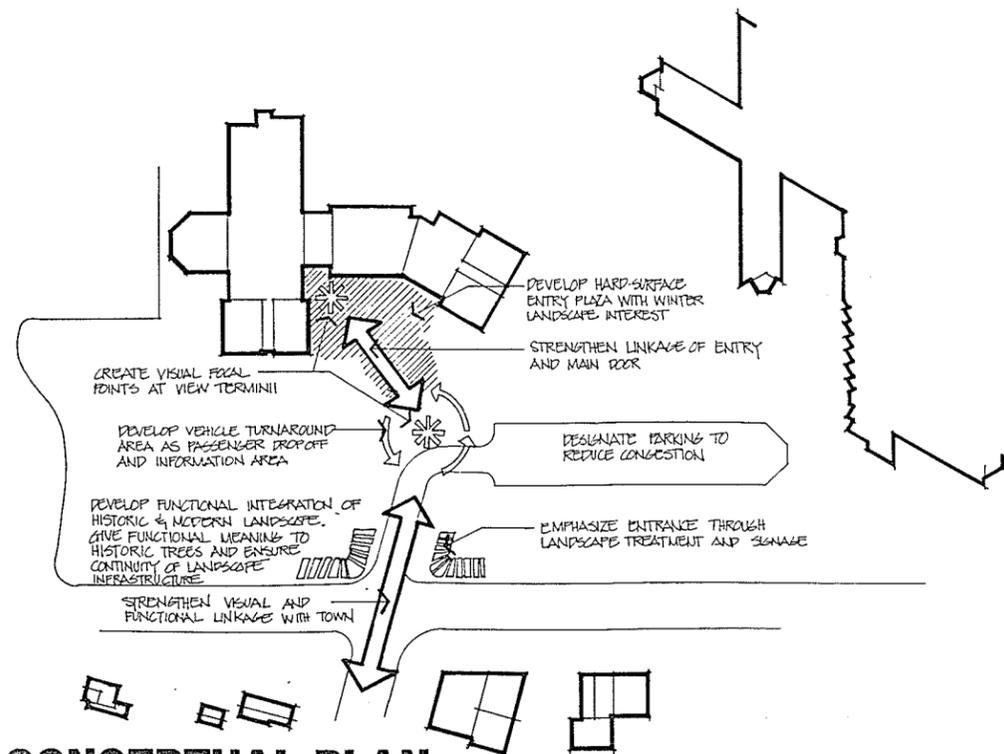
Signage of concrete with brick facing would complement the architectural finishing of the academic campus buildings, providing unity and identity.



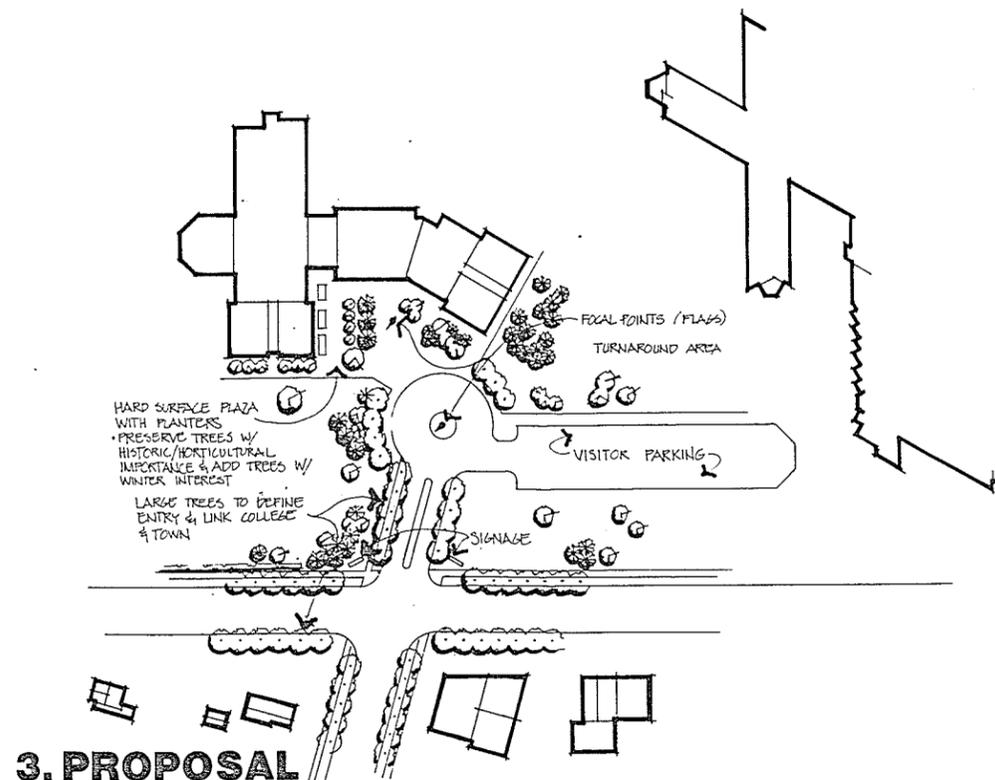
NOTES:

- lack of legibility as main entry
- views to entry & to building obscured by trees
- Circulation problems - no turn-around space, parking lot crowded, narrow road betrays importance of entry, pedestrian paths have indirect connection with main door
- historic plantings have lost functional meaning; interplanted with park-like modern planting. Annual planters are empty & exposed for most of the year creating negative impression at main entry door.
- Weak linkage with Town of Olds.

**1. INVENTORY AND ANALYSIS OF EXISTING**



**2. CONCEPTUAL PLAN**



**3. PROPOSAL**

### 7.1.3 Residential

The residences on campus present unique issues and opportunities. They are twenty-four hour homes to 500 students and three staff families, and as such have the same requirements as other residences for privacy, outdoor living spaces, accesses and parking for cars and bicycles, all this contributing to a sense of 'home'.

The student residence is part of the academic campus, housing not only students but also some staff offices, the gymnasium and fitness center, the student pub and the cafeteria, so privacy for the residents is difficult to achieve. There are currently plans for the construction of an Aqua-Leisure Center to the south of and attached to the residences, so privacy and good access will be even more challenging to achieve.

**Guideline • It is essential that the site planning of the Aqua Leisure Center be done in conjunction with the architectural planning to ensure that the residential needs are addressed at the same time as the programming of the Aqua-Leisure Center.**

**Guideline • Parking and access for the residents should be provided and should be well-surfaced and well-lit, since it is used at all times throughout the day and throughout the year.**

There should be good pedestrian access from the parking lots to the front door of the residence, and loading/unloading areas should be provided.

**Guideline • Private outdoor spaces should be provided for the residents.**

These could be located between the residence wings, spaces that are essentially unusable at present. The courtyard at the south of the residence has good potential for use in that it is located in a sunny and sheltered location, however it is rarely used by individuals or groups. At present a solid eight foot fence bounds the south side of the courtyard, presenting a very uninviting facade and creating a closed-in feeling when in the space. This fence should be removed and some seating provided in the space. This area is bounded on two sides by residence rooms, so care should be taken to

maintain privacy for these rooms. When the Aqua-Leisure Center is constructed, this area will have a new configuration and should be re-evaluated so as to plan for its continuing use as a private courtyard for the residence.

**Guideline • The landscape in the residential zones should be developed at a detailed scale to respond to the personal level of use and enjoyment that this area should provide.**

A unique identity should be created in these spaces to give the residents a feeling of 'home'. Plant material should have year round interest and color, and should be utilized to provide enclosures, shading, screening from winds, and privacy.

**Guideline • The most appropriate location for additional College residences is within the Town of Olds.**

Since the 1960's a need for married students housing has been identified, and with the continuing trend of older students attending Olds College, this need has become more acute. There have been several schemes proposed to construct housing in the area south of the existing residences. This type of development would impinge upon the recreation fields and force further expansion of the built campus into the farm. The agricultural land base must be protected from this type of erosion, since the amount of land available to sustain the farm enterprise is finite, and since Olds College should be communicating not only farming techniques, but values for land. By preserving the agricultural land base, Olds College would be making a statement about its values.

Needs of the married students include proximity to schools and town services as well as seclusion and privacy which could be better achieved in a development within the Town. A study recently done for the Town of Olds identified an area close to the downtown commercial area of Olds and within ten minutes walking distance of the College that is ideal for this type of high density development. (Nicolai, 1989) Development within the town would benefit both the Town and the College, and would strengthen the relationship between the two.

**Guideline • Staff housing should eventually be phased out.**

Historically on-campus housing has been provided for the Principal/President, and the Farm Manager has, since the establishment of the Olds Demonstration Farm in 1912, lived close to the farm. However, recent informal surveys have suggested that there is no apparent need for staff to be housed on campus, and the use of this area could be more advantageously used for academic expansion.

#### 7.1.4 Recreation Fields

The recreation fields are used by the instructional programs (turf management and physical education), by extension programs, for student recreation, and by the community for organized sports and recreation. They have an important instructional function and as such should be accorded the same high quality treatment as any of the other instructional resources. Their high-profile location next to Highway 2A and their heavy use by the Extension Programs and by the community provide a good opportunity to make a strong statement about the nature of the College programs and the College's values.

**Guideline • The recreation facilities that are provided (tennis courts, playing fields, baseball diamonds, golf greens, fitness trail) should be designed and maintained according to the highest standards, providing an example to both students and visitors of the best practices.**

Plant material should be used to define spaces, to provide depth perception behind the golf greens, to define shots, to provide screening from the wind, to provide shade, and to screen views; this will make the area more legible and improve its safety and appearance. Landscape materials should reflect the functional purpose of the area; plant material used on the recreation fields should be restricted to trees and large shrub massings as detailed or ornamental planting design is inappropriate in this space. The recreation fields should be irrigated and the best turf maintenance program employed. This area functions as a demonstration and active use area, and should not be used for research activities.

These same guidelines should be applied to the fitness trail. The trail provides a good opportunity for the user to tour the campus, so stations should be located to give the best experience. Fitness trail stations should be visible, sheltered, and well maintained.

A pond could be incorporated into the low lying central area of the recreation fields. This would provide opportunities to develop a water hazard for the golf holes, to introduce water-loving plant species to augment the horticulture program, and to increase the recreation potential of the area. The farm

dugouts are currently designated for winter skating, however they function very poorly for this and are difficult to access. A skating pond in the recreation fields would be easy to access for the College residents and the community and would enhance the usefulness of the area during the winter. A simple fountain could be incorporated to add to the visual appeal in summer and enhance the views of the fields from the residence and the Aqua-Leisure Center. The picnic shelter currently located close to Highway 2A should be relocated close to the pond where it could be used as a summer and winter shelter. Its existing high-visibility location could then be developed in a way that would convey a stronger image, with high quality recreation fields replacing the ambiguity of the image of the picnic shelter and toilet building.

### 7.1.5 Farm and Plots

The College Farm is, and always has been, a vital part of Olds College. It presents the most direct opportunity to convey a strong agricultural image. With the development of factory farm enterprises where farm animals are confined indoors, the legibility of the farm is not as strong. This legibility as well as the integrity of the enterprises is further diminished by the existing suburban-type landscaping around many of the buildings (shrub beds, red shale and white gravel mulching, mown lawn, wood planters with annuals, lockstone paths and entries). In this zone as with the other landscape zones, landscaping should be appropriate to the functions.

**Guideline • Landscape design and materials should contribute to functional efficiency and should convey an image of modern, efficient farming practices.**

The farm functions as an instructional resource and as a demonstration area for students and visitors, and should convey a strong agricultural ethic. This should be translated in the landscape not by the myth of suburban images but by appropriate agricultural practices.

Landscape materials should be functional and reflect good agricultural practices. Plant material has historically been used to modify the effects of wind and sun on farm enterprises. Trees and shrubs should be planted to screen winds, provide shade, screen views, and define spaces. Windrows of tall shrubs such as caragana, honeysuckle or lilac would provide an effective functional windbreak as well as an easily recognizable agricultural image. Large trees could be planted where shade was desired or where a more significant wind break was necessary. Ornamental plantings, such as shrub beds, should be strongly discouraged as inappropriate for this area. To illustrate appropriate farmstead practices, the area should not be irrigated; ground cover material should be gravel or low maintenance grasses or other perennial ground covers suitable for a farm. Paved areas should be concrete, with the use of lockstone strongly discouraged.

**Guideline • Signage should be developed that would provide interpretive information about the farm enterprises while enhancing the demonstration function of the farm.**

**Guideline • Research and demonstration plots should be located in high-profile areas.**

They should be well maintained and include identifying and interpretive signage. Pedestrian paths should be provided to facilitate access by classes and by visitors.

**Guideline • Land should be used efficiently, to maximize its productive potential, and to convey the College's values for land.** Excessively wide road allowances should be discouraged. Currently, much land is wasted by the wide grassed ditches which also increases the maintenance requirements.

**Guideline • Horticulture and agronomy plots should be laid out for maximum efficiency, and should be reviewed continually to ensure that this resource most effectively addresses instructional needs.**

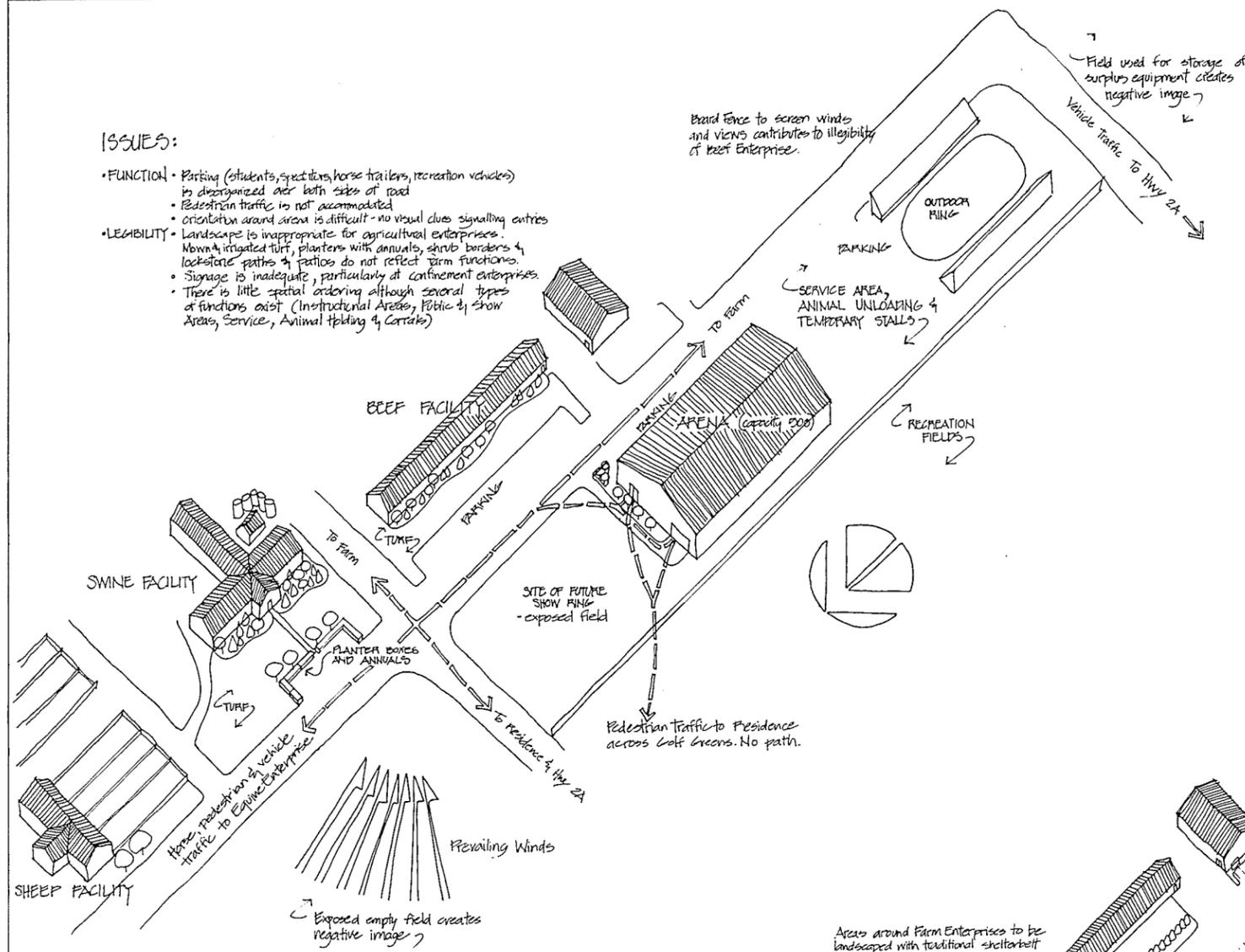
The Grounds nursery should continue to be an important source of material for campus landscaping as well as for research and demonstration purposes and should be accessible for instructional purposes.

**Guideline • The area between the academic campus and the farmstead should be developed as a transition area.**

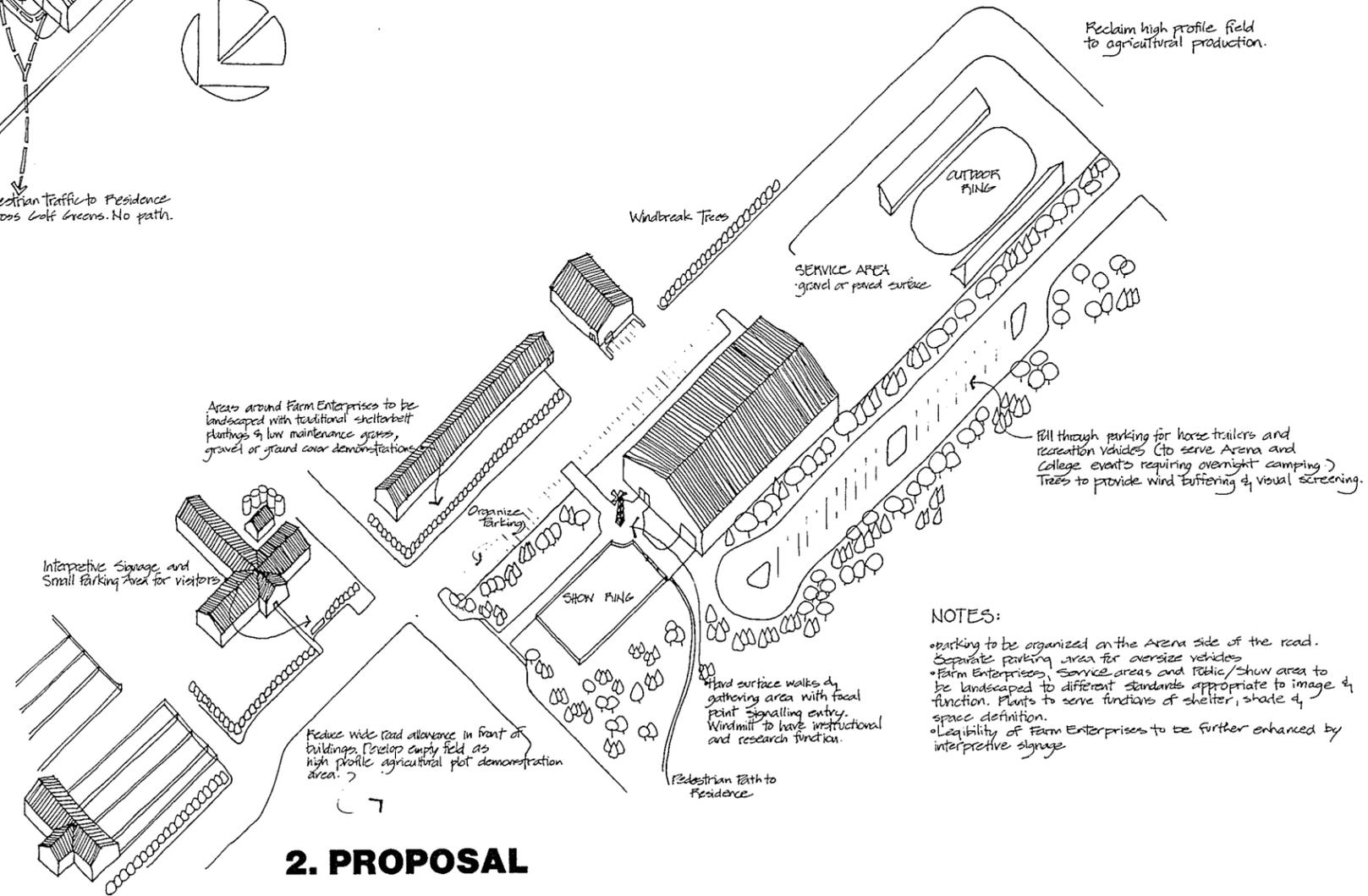
One of the original barns, currently serving occasionally as a calf barn could be relocated to this area and developed as an agricultural interpretive center or museum or as Alumni Association offices and archives. This would provide a visual and functional link and address some functional issues. The land in this area should be developed as demonstration plots of agricultural and horticultural crops. This would serve an instructional purpose as well as providing a community service.

**ISSUES:**

- **FUNCTION** - Parking (students, spectators, horse trailers, recreation vehicles) is disorganized over both sides of road.
- Pedestrian traffic is not accommodated.
- Orientation around arena is difficult - no visual cues signalling entries.
- **LEGIBILITY** - Landscape is inappropriate for agricultural enterprises. Mown & irrigated turf, planters with annuals, shrub borders & lockstone paths & patios do not reflect farm functions.
- Signage is inadequate, particularly at confinement enterprises.
- There is little spatial ordering although several types of functions exist (Instructional Areas, Public & Show Areas, Service, Animal Holding & Corridors).



**1. INVENTORY & ANALYSIS OF EXISTING**



**2. PROPOSAL**

**NOTES:**

- parking to be organized on the arena side of the road.
- Separate parking area for oversize vehicles
- Farm Enterprises, Service areas and Public/show area to be landscaped to different standards appropriate to image & function. Plants to serve functions of shelter, shade & space definition.
- Legibility of Farm Enterprises to be further enhanced by interpretive signage.

**Olds College**  
Olds, Alberta, Canada

**1988 Campus Planning Study**

Drawing title  
**DESIGN EXAMPLE : COLLEGE ARENA**

Date  
**AUGUST 1989**

Scale  
0 50m

Drawing no  
**p. 94 30**

### 7.1.6 Parking and Service

Vehicular movement and parking is an essential part of the campus. Current vehicle/pedestrian conflicts will be addressed by the conceptual site plan; continual care must be taken to ensure that the parking lots contribute to the functional efficiency of the campus and do not detract from a positive visual image.

**Guideline • A comprehensive parking study should be performed to determine the number of parking stalls required for students, staff and visitors and the acceptable walking distance between parking lots and destinations.**

Then the location, size and designation of each lot can be determined. The location and size of parking lots should be flexible, adapting to changing needs and patterns, so ongoing evaluation of parking requirements should be part of the campus management strategy.

**Guideline • Parking lots can easily form visual and functional barriers, therefore the individual lots should be laid out with respect to certain guidelines.**

Large parking lots, both when empty and full, are unsightly and unpleasant environments. Each lot should not be more than two double rows wide. There should be a 20 meter distance between rows, and each stall should be 2.75 meters wide, conforming to accepted North American parking lot standards. Lots being used during the evenings should be well lit, such as the residence parking lots and the parking lots servicing the Learning Resource Center and Student Alumni Center. Ideally, all lots should be paved.

**Guideline • Parking areas associated with all the College buildings, including the farm buildings, should be legible and well organized.**

This would reduce the amount of disorganized parking along the roadways. A parking area for oversized vehicles such as horse trailers and recreational vehicles should be provided close to the arena, the heaviest generator of this type of traffic. This would help to reorganize the parking around the arena, and address the needs for RV parking identified in the functional analysis.

**Guideline • Landscaping in the parking zone should serve functional purposes such as to screen winds, provide shade, direct circulation and screen views.** Parking lots and service areas should be low-maintenance areas; ornamental plantings should be discouraged and ground covers requiring little moisture should be installed. The landscaping, although simple and functional, should also contribute to a positive image of the campus and be part of the overall landscape strategy.

## **8. IMPLEMENTATION**

The campus planning and design process needs to be recognized and accepted by the entire college community in order for it to work; only then will it be effective. For this to happen, a number of things should occur:

1. The Value Statements (Chapter 5.3.1) should be accepted campus-wide as providing valid guidelines for all campus planning and development.
2. The level of involvement of the instructional group in the planning and evaluation of the academic campus and farm should be increased, the coordinated participation of the physical resource managers should be encouraged and the design professional(s) should be designated. (Chapter 5.3.2)
3. The Campus Planning Committee (Chapter 5.3.4) should be activated and made accountable for the planning process, with its authority derived from the Board of Governors.
4. The Planning and Design Guidelines (Chapter 7) should be validated by the Campus Planning committee and continually evaluated and updated.

There are numerous anticipated benefits of the planning and design process. Firstly and most importantly are the ways in which the educational process will benefit when the campus and farm more directly and accurately respond to instructional needs. A good process will ultimately result in a high quality campus landscape while defining more clearly the areas of responsibility of individuals and groups, enabling them to be more effective and encouraging a continued level of quality and care. The work of individuals and departments with regard to the landscape will be more fully understood and respected, and the individuals will be able to take increased pride in what they do. Because instructors, administrators, students and implementers alike will be involved in the planning process, there will be minimized perception of criticism, since it will be recognized that landscapes are dynamic and that change is expected. The process will create an atmosphere whereby continual re-evaluation and

change will be ways to support organic development of the landscape as an appropriate reflection of the College. The College's image will be enhanced as the landscape becomes a more honest expression of its function, culture, history and values, and its tradition and reputation will continue with even more strength.

## 9. Bibliography

1. Alberta Department of Public Works, University of Calgary. Long Range Development Plan, 1967.
2. Alberta Housing and Public Works, Olds College Long Range Development Plan, 1977.
3. Alexander, Christopher, Murray Silverstein, Shlomo Angel, Sara Ishkawa, Denny Abrams, The Oregon Experiment. New York, Oxford University Press, 1975.
4. Ancher, Mortlock, Murray and Wodley Pty. Ltd., Architects and Planners, Landscape Elements Report, University of Melbourne, Melbourne, Australia.
5. Balmori, Diane, Diane Kostul McGuire and Eleanor M. McPeck, Beatrix Farrand's American Landscapes: Her Gardens and Campuses. Sagapress Inc., New York, 1985.
6. Berghofer, Desmond E. and Alan S. Vladicka, Access to Opportunity 1905 - 80, Alberta Advanced Education and Manpower, Access Alberta Educational Communications Corporation, Edmonton, 1980.
7. Birdsall, J.E., The Sixth Decade at the Alberta Agricultural Colleges. Alberta Agriculture and Alberta Advanced Education and Manpower, Edmonton, 1975.
8. Birdsall, J.E., Sixty Years of Service: A Brief History of the Olds College Alumni Association, Friesen, D.W. & Sons Ltd., Altona, Manitoba, 1978.

9. The Chandler Kennedy Architectural Group, Olds College Planning Study, 1979.
10. The Chandler Kennedy Architectural Group, Olds College Farmstead Masterplan, 1981.
11. The Cohos Evamy Partnership, Olds College Learning Resource Center and Alumni Center. Preliminary Design Report, 1984.
12. Colvin, Howard, Unbuilt Oxford, Yale University Press, New Haven and London, 1983.
13. Cullen, G., Townscape, The Architectural Press, London, 1961.
14. A. Dale and Associates, Planning and Engineering Report on Campus Long Range Plan. Olds Agricultural and Vocational College, 1966.
15. Erickson, A., The University: A New Visual Environment, The Canadian Architect, January, 1968.
16. Holtz, Ann, Small Town Alberta: A Geographical Study of the Development of Urban Form. Master of Arts Degree Thesis, Department of Geography, University of Alberta, 1987.
17. Jacobs, Jane, The Death and Life of Great American Cities. Random House, New York, 1961.
18. Koh, Jusock, "Ecological Design: A Post-Modern Design Paradigm of Holistic Philosophy and Evolutionary Ethic". Landscape Journal, Vol. 1, No. 2, 1982, p. 76-84.

19. Larson, Jens Fredrick and Archie MacInnes Palmer, Architectural Planning of the American College, McGraw-Hill Book Company, Inc., New York and London, 1933.
20. Lynch, Kevin, The Image of the City, The M.I.T. Press, Cambridge, Massachusettes, 1960.
21. Lynch, Kevin, Site Planning, MIT Press, Cambridge, Massachusettes, 1971.
22. Meinig, D.(ed.), The Interpretation of Ordinary Landscapes, Oxford University Press, New York, 1979.
23. Nairn, Ian, The American Landscape, Random House, New York, 1965.
24. Nicolai, Andrei, Town of Olds Period Restoration and Downtown Revitalization Study, Master of Science in Architecture Degree Thesis for the Center for the Conservation of Historic Towns and Buildings, Katholieke Universiteit, Leuven, Belgium, 1989.
25. Norberg-Schulz, Christian, Genius Loci - Towards a Phenomenology of Architecture, Rizzoli International Publications, Inc., New York, 1979.
26. Olds College Council on Renewal and Strategic Instructional Planning (CRISP) Document, At the Head of Its Class. An Educational Mission and Plan for Olds College into the 1990's, updated March 1986.
27. Olds College, Olds College Development Plan. Facilities Update, August 1982.
28. Olds College Role and Mandate Committee, Olds College Development Plan, 1981.

29. Relph, Edward, Place and Placelessness, Pion Limited, London, 1976.
30. Relph, Edward, Rational Landscapes and Humanistic Geography, Croom Helm Ltd., London, 1981.
31. Rose, James, Gardens Make Me Laugh, Silverwalk Publishers, Inc., Norwalk, Connecticut, 1965.
32. Rosenberg, Ann M., "An Emerging Paradigm for Landscape Architecture", Landscape Journal, Vol. 5, No. 2, fall 1986, p. 765-782.
33. Schmertz, Mildred F., Senior Editor, Architectural Record, Campus Planning and Design, McGraw-Hill Book Company, New York, 1972.
34. Schumaker, E. F., A Guide for the Perplexed, Harper and Row, New York, 1977.
35. Skolimowski, Henryk, Eco-Philosophy - Designing New Tactics for Living, Marion Boyars, Boston, 1981.
36. Strong, W. L. and K. R. Leggat, Ecoregions of Alberta, Alberta Energy and Natural Resources, Edmonton, 1981.
37. Turner, Paul Venable, Campus - An American Planning Tradition, The Architectural History Foundation, New York, The MIT Press, Cambridge, Massachusetts, 1985.
38. University of Manitoba, Department of Landscape Architecture, A Framework for the Planning, Design and Development of the Exterior Environment of the Fort Garry Campus, 1985.

39. University of Manitoba, Office of the Vice President of Planning, An Outline of the Physical Planning Proposals for the Growth of the Fort Garry Campus, March 1971.

# **AT THE HEAD OF ITS CLASS**

## **AN EDUCATIONAL MISSION AND PLAN FOR OLDS COLLEGE into the 1990's**

*The primary mission of Olds College is to provide current quality education, training and services for people who are involved directly and indirectly in agricultural endeavors.*



## HISTORY

Olds College has existed as a practical training and learning institution for the last 72 years. Initiated as a demonstration farm in 1911, the College was established in 1913 and has matured with the farming and agricultural service community as they have grown over the years.

In 1978 the College received its own corporate status under the Colleges Act and began operation under the jurisdiction of its own Board of Governors. The new Board and staff worked vigorously to develop the variety of personnel, financial control, purchasing and budget development systems required to support an independent operation.

In 1981 Olds College produced its first Development Plan as a response to the need for systematic planning and to highlight the College's need for expenditures on modern agricultural and educational technology.

This plan has been used with limited success over the past three years to convince government of the need for support. One year ago it became apparent that rapid change, competition for scarce government funds, a continuing severe cycle for agriculture and the need to foster positive change at Olds College called for a serious review of the 1981 Plan. This review began under the auspices of the Board's Program and Campus Planning Committee. A group of representatives from the various segments of the College, plus the Board Committee, came together under the Chair of the President to form a Council on Renewal and Strategic Instructional Planning for the College (CRISP College).

CRISP initially undertook to do a Strengths, Weaknesses, Opportunities and Threats analysis of the College with all college staff. This review led to a restructuring of the College to give proper priority to an instructional division with an instructional design capability, and with integration of on and off campus learning. This restructuring took approximately six months to achieve and today it is essentially complete.

Throughout these efforts there was a growing realization of the distinct place that Olds College holds among Alberta's Colleges, technical institutes and universities. Two decades of rapid growth in Alberta Colleges were coming to a close. Comprehensive two year career colleges had received significant capital and operating support in the 60's and 70's. With roots deep in agriculture and surrounded by comprehensive colleges north and south, the collective consciousness of Olds College began to sense in its past a rationale for its future. Accordingly the Council turned its attention to issues associated with philosophy of learning, and planning designated to reaffirm the role of Olds College as the province's only College with a concentrated focus on practical agricultural education.

## OLDS COLLEGE'S DISTINCTIVE EXCELLENCE

No two people are alike, nor are any two organizations' the same. Olds College will not become excellent by mimicking other successful colleges. The Council realized that it is important for Olds College to recognize the differentiating, particular strengths characteristic of our College. In response to present challenges, we must consciously state what Olds College does extremely well as a consequence of its particular skills and knowledge.

Olds College strives to prepare people for success in the world of direct agricultural production and technical support, agribusiness support and agricultural products processing, in a learning environment which recognizes the importance of:

- a caring, yet demanding instructor/student relationship;
- practical, problem-solving application of knowledge in the "hands-on" tradition; and
- demonstration of productively sized enterprises, and use of operating enterprises as laboratories.
- the student's subsequent integration into an ever-changing environment.

This focus is the basis for the distinctive excellence of Olds College. In a more detailed way, Olds College strives to achieve the following ideal conditions:

- Olds College believes in the primacy of a learning environment where students, teachers, staff and governors are ALL learners. The learning enterprise is a partnership in which all participants are lifelong learners.
- Olds College strives to develop a high quality learning environment characterized by regular and meaningful input from a wide range of appropriate communities.
- While Olds College focuses its training initiatives on wide aspects of the agricultural sector, it strives to educate students through an integration of counselling information, the provision of career skills, information management skills, and life and learning skills.
- Olds College will strive, through involvement with demonstration and field testing, to infuse its learning environment with the application of agricultural technology from broad, yet appropriate, sources.

- Olds College strongly recognizes through its Board-governed status, the need to maintain high levels of independence and responsibility in the choices which shape its future. Yet the College does not exist in a world of its own and must work to establish cooperative relationships with all participants in agricultural education.
- Due to rapid change in both agricultural and educational technologies, Olds College strives to be flexible and responsive to a wide range of learners' needs.
- In the midst of change, Olds College strives to create an organized and systematic commitment to the retraining and nurturing of the College's people as an essential condition for a healthy learning environment.
- Olds College believes in orderly, planned and controlled development that emphasizes fiscal responsibility to the public.
- Olds College is convinced of the long term value of a consultative, democratic and participative environment in the making and implementing of policy. Shared information is strength in an organization.
- Olds College recognizes the influence of both international and national markets on successful agricultural endeavors and believes in creating an environment where staff and students are made familiar with these markets.
- Agriculture's continuing success will require the efficient management of labor, capital, technology and information. The key to success, then, is access to information and the development of skills in managing information designed to produce excellent decisions.
- The College believes it should take an active role in the surrounding community, and strives to cooperate as a good corporate citizen with its immediate community. In addition, the College acknowledges it plays a leadership role in the broader agricultural community, in western Canada, Canada and around the world.
- Olds College recognizes that it is a publicly funded institution and as such has a responsibility to deliver public service to appropriate communities. However, the primary function of the College is educational and public service must always occur as a complement to and not a sacrifice in the quality of any programs or services.
- To encourage Olds College employees to contribute to the economic and social development of the community.

## MISSION STATEMENT

Olds College's Mission Statement is a designation of our overall purpose. The statement describes the College's ultimate aim and characterizes our central values, strengths and personality. Our mission statement captures the connection between the opportunities we have selected to serve and the particular, unique excellence that characterizes the College.

The primary mission of Olds College is to provide current quality education, training and services for people who are involved directly and indirectly in agricultural endeavors.

## OUTCOME GOALS

Outcome Goals are the primary aims the College seeks to achieve.

### Vocational Preparation

- THE COLLEGE WILL PROVIDE RELEVANT QUALITY PROGRAMS FOR:
- PRE-SERVICE TRAINING
  - RETRAINING AND UPGRADING OF SKILLS, AND
  - CAREER PLANNING ASSISTANCE

### Vocational Preparation Objectives:

- V.P. 1 - To provide programs that offer sufficient levels of career-orientation and learning skills to enhance employability and also to provide a core program base that includes adequate levels of basic and generic skills designed to enhance students' quality of life.
- V.P. 2 - As an aid to allocation of fiscal resources, to review annually program majors offered by the College to establish priority rankings.
- V.P. 3 - To evaluate regularly all aspects of individual College programs, regardless of length or offerings, and maintain procedures for upgrading and improvement.
- V.P. 4 - To coordinate the College's range of offerings with other agricultural colleges and ensure that Olds College provides opportunities consistent with its agricultural program focus, its geographic location and its off-campus delivery capability.
- V.P. 5 - To liaise with Alberta Agriculture and other agencies to maximize the use of all resources in the provision of agricultural education for the College's students.

- V.P. 6 - To provide programs that offer sufficient levels of career-oriented skills to enhance employability and also to provide a core program base that includes adequate levels of basic and generic skills designed to enhance students' quality of life.
- V.P. 7 - To maintain systematic and efficient procedures for identifying changing education and training needs, and for implementing new programs, and modifying or formulating existing programs according to these needs.
- V.P. 8 - To maintain effective, representative, industry-based program advisory committees that meet often enough to ensure the provision of relevant training and whose membership is reviewed at the time of program review to ensure appropriate representation.
- V.P. 9 - To consult with appropriate high school jurisdictions on such matters as secondary course content, course equivalency and portability, program prerequisites and specialized agricultural programming.
- V.P. 10 - To negotiate with appropriate universities and colleges to ensure courses and programs receive transfer credit.
- V.P. 11 - To create a Learning Assistance Program designed to help students with learning problems or prerequisite deficiencies.
- V.P. 12 - To provide retraining and upgrading opportunities for graduates and any other appropriate group who express need for skill improvement in response to changes in their field of work.

Individual Personal Development

THE COLLEGE WILL OFFER ASSISTANCE TO STUDENTS IN THE IDENTIFICATION AND ACHIEVEMENT OF PERSONAL GOALS AND IN THE ENHANCEMENT OF STUDENTS' SENSE OF SELF WORTH AND CONFIDENCE.

Individual Personal Development Objectives:

- I.P.D. 1 - To facilitate student development by providing a range of student services, such as:
  - financial aid services,
  - career advising and counselling, and
  - up-to-date career and placement information.

- I.P.D. 2 - To use the College environment as an opportunity for developing leadership and for developing responsible behavior.
- I.P.D. 3 - To facilitate cooperation, coordination and communication with the student body by ensuring student participation on Board committees, Academic Council and other bodies as is appropriate.
- I.P.D. 4 - To support the students in their effort to improve liaison with the Town of Olds.
- I.P.D. 5 - To provide required advice and support to the Students' Association.

#### Lifelong Educational Opportunities

THE COLLEGE WILL PROMOTE LIFELONG LEARNING AND PROVIDE OPPORTUNITIES FOR LEARNERS TO ACCESS EDUCATION AND TRAINING RELEVANT TO THEIR PERSONAL AND CAREER GOALS.

#### Lifelong Educational Objectives:

- L.E.O. 1 - To provide instruction and services to lifelong learners in programs that have traditionally served only full-time students.
- L.E.O. 2 - To explore the relevance of recognizing other agencies' courses for credit in Olds College courses and programs.
- L.E.O. 3 - To establish course equivalencies with other related institutions to ensure portability of credit.
- L.E.O. 4 - To develop delivery techniques that will allow learning to occur closer to the home or workplace of the student.
- L.E.O. 5 - To establish credit for a broad range of continuing education courses.
- L.E.O. 6 - To provide on-site cooperative training opportunities for Olds College students in cooperation with all appropriate agencies including local farms.
- L.E.O. 7 - To provide procedures for learners to demonstrate the equivalency of their experience to all or any portion of college credit courses.
- L.E.O. 8 - To ensure that advisory committee input to programs also applies to the offering of related continuing education credit courses.

Meeting Public Service Needs

THE COLLEGE WILL MANAGE ITS RELATIONSHIPS WITH OTHER INSTITUTIONS, AGENCIES, FIRMS AND INDIVIDUALS TO ENHANCE THE VITALITY OF OLDS COLLEGE.

Meeting Public Service Needs Objectives:

- M.P.S.N. 1 - To encourage the immediate community of Mountain View County, and the broader agricultural community, to use the College as a community resource that contributes to the life of its citizens.
- M.P.S.N. 2 - To develop library, cultural, physical activity, and agricultural service facilities at the College in cooperation with appropriate community groups since joint facilities can be created and services provided that would likely not be possible separately.
- M.P.S.N. 3 - To initiate, on a cost-plus recovery basis, the international sale of agricultural education projects and expertise in cooperation with public and private agencies.
- M.P.S.N. 4 - To implement a cost-recovery mechanism for the demonstration and field testing of agricultural technology at a College-based centre operating in partnership with individuals and agencies in the private and public sectors.
- M.P.S.N. 5 - To consult with graduates, government, industry and accrediting groups to ensure College graduates are receiving skills and abilities that enable them to meet their goals.
- M.P.S.N. 6 - To cooperate with other educational institutions to deliver high quality programs and facilitate the emergence of comprehensive secondary and college-level educational opportunities in agriculture.
- M.P.S.N. 7 - To encourage Olds College employees to contribute to the economic and social development of the Community.

Accessibility

THE COLLEGE WILL OPTIMIZE ACCESS TO CURRENT AND FUTURE EDUCATIONAL RESOURCES AND ENHANCE THE OPPORTUNITIES IT PROVIDES.

Accessibility Objectives:

- A. 1 - To utilize alternate ways of organizing and delivering learning experiences so that offerings are influenced by learners' needs.
- A. 2 - To increase the number of entry dates for programs and courses.
- A. 3 - To maximize access and utilization of resources through careful, creative and extended scheduling of both on and off campus facilities.
- A. 4 - To eliminate entry-level barriers and screens that are questionable from the perspective of Human Rights.
- A. 5 - To rationalize program and course offerings to ensure maximum ease of student progression and efficient use of human and space resources within and between programs.
- A. 6 - To eliminate artificial entry-level barriers and ensure that selection processes are as closely related to future student performance as possible.
- A. 7 - To develop an Instructional Design and Delivery capacity as a service to faculty in dealing with effective and efficient organization of traditional and alternate approaches to learning.
- A. 8 - To continue working with government to provide an improved standard of campus life in terms of living and recreational opportunities.
- A. 9 - To seek capital funds required to improve the quantity and quality of learning space for existing and new programs.
- A. 10 - To seek funding for programs of study designed to meet agricultural training needs that are of urgent priority, often not being met anywhere in Canada.
- A. 11 - To create a Learning Assistance Program designed to help students with learning problems or prerequisite deficiencies.

## SUPPORT GOALS

Support Goals are those activities that facilitate the achievement of Outcome Goals and they are concerned with College climate and process.

### Democratic Governance

THE COLLEGE WILL PROVIDE A CLIMATE, ENCOURAGE BEHAVIOR AND DEVELOP PROCESSES NEEDED FOR AN EFFECTIVE ORGANIZATION WHERE OPPORTUNITIES EXIST FOR INDIVIDUALS TO PARTICIPATE IN DECISIONS AFFECTING THEM AND WHERE GOVERNANCE RESPONDS TO CONCERNS OF ALL THE COLLEGE.

### Democratic Governance Objectives

- D.G. 1 - To develop and refine mechanisms to assist the Board in receiving wide input and thus make informed decisions on policy.
- D.G. 2 - To use College expertise at all levels in planning and decision making.
- D.G. 3 - To develop a climate that is enterprising, democratic, egalitarian, participative and balances control with creativity.
- D.G. 4 - Within the context of approved policy, ensure that decisions are made by persons closest to the consequence of the decision, and to hold decision makers accountable for consequences.
- D.G. 5 - To ensure the College's general policy framework is used by managers and staff at all levels in order that delegated decision making is achieved consistently.
- D.G. 6 - To establish mechanisms which recognize all staff for creative and innovative activities attempted in the best interest of Olds College.
- D.G. 7 - To develop, through such means as Quality Circles, an understanding among management, the faculty association and the support staff union of the need to share responsibilities with respect to the performance of individual staff members working on behalf of the students at Olds College.
- D.G. 8 - To create the opportunity for an effective, representative student voice in College decisions and to make this

activity a valuable educational experience for all participants.

- D.G. 9 - To maintain an organization structure that is effective and efficient.

#### Quality of Campus Life

RECOGNIZING THAT OLDS COLLEGE IS A RESIDENTIAL COLLEGE IN A SMALL TOWN, THE COLLEGE WILL STRIVE TO DEVELOP A POSITIVE RESIDENTIAL AND RECREATIONAL ENVIRONMENT THAT IS CONDUCIVE TO STUDENT DEVELOPMENT AND SUPPORTIVE OF THE LEARNING ENVIRONMENT.

#### Quality of Campus Life Objectives:

- Q.C.L. 1 - To provide an environment in which free time activities help to balance intellectual, cultural and recreational needs.
- Q.C.L. 2 - To seek development of new residential and recreational facilities required to provide a balanced atmosphere for education and living at Olds College.
- Q.C.L. 3 - In cooperation with the Students' Association, to develop appropriate recreational and entertainment events.
- Q.C.L. 4 - To support the initiatives of the Students' Association in fostering improved relations with the Town of Olds.
- Q.C.L. 5 - To create a College widely known for its positive student/faculty relationships and known for stimulating practical approaches to learning and problem solving.

#### Innovation

THE COLLEGE WILL MAINTAIN A LEARNING ENVIRONMENT THAT SUPPORTS INNOVATIONS ESSENTIAL FOR LEADERSHIP IN PRACTICAL AGRICULTURAL EDUCATION.

#### Innovation Objectives:

- I. 1 - To design and develop performance based program configurations related to the performance requirements of industry.
- I. 2 - To create a centre for innovative and effective instructional design, development and delivery of learning materials.
- I. 3 - To implement widespread use of electronic data bases in agriculture to support the teaching process.

- I. 4 - To become an information and course provider to the College's own and other data bases.
- I. 5 - To continue experimentation and implementation of alternate methods for delivering learning, i.e., teleconference, telecourse, competency-based organization, involvement with more than one consortium, and Computer Managed Learning.
- I. 6 - In order to provide current industry experience for staff and employment opportunities for graduates, establish partnership with industry in areas associated with international marketing, and the demonstration of agricultural technology.
- I. 7 - To implement plans for developing employees' abilities to respond to pressures for change and innovation.
- I. 8 - To effect an improved integration of credit and non-credit learning into meaningful relationships for traditional and non-traditional campus and off-campus students.

Accountability/Efficiency

THE COLLEGE WILL ENSURE ITS ECONOMIC VIABILITY BY CONSTANT MONITORING OF: UTILIZATION OF CAPITAL ASSETS, RATE OF GROWTH IN DEMAND FOR SERVICE, AND THE SERVICES TO STUDENTS, AND ALSO BY DEVELOPING ADDITIONAL INFORMATION TO SUPPORT AN EDUCATIONALLY SOUND AND FISCALLY RESPONSIBLE ORGANIZATION.

Accountability/Efficiency Objectives:

- A/E 1 - To establish mechanisms and supply information for the Board of Governors to assess whether:
  - programs, courses and services meet objectives; and,
  - a balance exists between cost-effectiveness and quality.
- A/E 2 - To maintain effective, representative, industry-based program advisory committees that meet often enough to ensure the provision of relevant training and whose membership is reviewed at the time of program review to ensure appropriate representation.
- A/E 3 - To continue to develop and refine a College-wide, participatory planning process.
- A/E 4 - To review regularly this Statement of Mission, Goals and Objectives, and ensure integration with performance appraisal procedures for all College personnel.

- A/E 5 - To expand the revenue base for Continuing Education, short course, and demonstration programs.
- A/E 6 - To expand the base of alternate funding through the Foundation.
- A/E 7 - To share resources between programs and services in order to maximize such resources.
- A/E 8 - To establish systems of accountability to support delegation of authority, to increase the cost recovery of enterprise operations and to ensure there is no loss of overall control of expenditure and revenue.
- A/E 9 - To increase revenue from goods and services provided in the course of training and technology transfer.
- A/E 10 - To bring major building projects to completion on time, according to plan and within budget.
- A/E 11 - To prepare and integrate into the capital budget, as required, multiyear plans for the purchase of major capital items.
- A/E 12 - To prepare learning justifications and integrate into the capital budget plans for the purchase of computer/communication systems.
- A/E 13 - To update and maintain the management classification system and management compensation plan.
- A/E 14 - To prepare a plan for upgrading the residence complex.
- A/E 15 - To develop a plan for systematic maintenance of all capital facilities.
- A/E 16 - To renew and update the Farmstead Master Plan.

Resource Reallocation

THE COLLEGE WILL REGULARLY REVIEW OPERATIONS TO DETERMINE THOSE ACTIVITIES THAT MUST CEASE IN ORDER TO MAKE RESOURCES AVAILABLE FOR USE IN ACHIEVING OTHER OBJECTIVES.

Resource Reallocation Objectives:

- R.R. 1 - To terminate the provision or sale of goods and services that cannot be justified on an educational and/or financial basis.

- R.R. 2 - To work with everyone at Olds College to eliminate waste, reduce inefficiency, and ensure that productivity is at the highest possible level.
- R.R. 3 - To review regularly, programs and services which, for lack of student demand or lack of employment justification, should be amalgamated with other activities or be terminated.

### Marketing

THE COLLEGE WILL AGGRESSIVELY DEFINE ITS POSITION IN THE AGRICULTURAL EDUCATION ENVIRONMENT BY EFFECTIVELY MARKETING TO NEW AND EXISTING CLIENTS.

### Marketing Objectives:

- M. 1 - To become an aggressive and effective marketing-oriented institution through the development of an annual marketing plan.
- M. 2 - To conduct annually an analysis of marketing effectiveness for inclusion in the annual review of the College Mission.
- M. 3 - To describe annually the constituencies of Olds College.
- M. 4 - Consistent with Olds College's position of leadership in applied agricultural education, to establish appropriate partnerships with commercial and international agencies to both purchase and provide educational services.
- M. 5 - To develop mutually beneficial agreements with other provincial, regional, national and international educational institutions.
- M. 6 - To increase the College's influence on agricultural education sectors through participation with relevant organizations, committees and industries.

### HUMAN RESOURCE DEVELOPMENT

THE COLLEGE WILL DEVELOP ITS PEOPLE TO THE HIGHEST POSSIBLE AND PRACTICAL LEVELS OF SKILLS AND ABILITIES.

### Human Resource Development Objectives

- H.R.D. 1 - To ensure that staff are continually challenged and recognized for responding to these challenges.

- H.R.D. 2 - To ensure candidates for positions are chosen in a manner that matches the College's needs and the candidates' abilities.
- H.R.D. 3 - To prepare and review annually a Human Resource Development Plan in coordination with the College Plan through input from Faculty, Support Staff and Management Development groups.
- H.R.D. 4 - To relate this development plan to ongoing performance appraisals for all employees.
- H.R.D. 5 - To encourage all College employees to view personal and professional development as an ongoing responsibility that will call for investment of College and personal time and energy and could call for investment of personal funds.
- H.R.D. 6 - To develop additional ways to assist faculty, particularly those in areas of rapidly changing technology, to regain experience in the field through such mechanisms as exchanges with industry, joint appointments, participation in demonstration or international projects, or any manner of regular contact with the work place.
- H.R.D. 7 - To encourage all College employees to contribute to the growth of their own external professional organizations.
- H.R.D. 8 - As well as being effective administrators, managers will model themselves as "managers and leaders" concerned with motivation and development of staff.

Updated March 25, 1986