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Western College of Veterinary Medicine
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# WCVM STRATEGIC INFRASTRUCTURE AND SPACE MASTER PLAN

March 2022

BE WHAT THE WORLD NEEDS

# Contents

# Executive summary

In fall 2019, the Western College of Veterinary Medicine (WCVM) began the process of developing a strategic infrastructure and space master plan to direct the future use of the building's space and inform priorities to accommodate research, academic, clinical and administrative needs. A master plan working group, with the support of the University of Saskatchewan (USask) Canadian Hub for Applied and Social Research (formerly the Social Sciences Research Laboratories) and overseen by the master plan advisory group, consulted with all areas of the WCVM to understand the current use of space and what needs are not being met.

This master plan is an agile document to be used in the planning of infrastructure and capital investment, annual and long-term budget planning, capital equipment renewal, and space/occupancy needs. The report begins with a point-in-time snapshot of the current use, occupants and space allocations in the WCVM building. Section 3 outlines the consultation process for gathering the data used to develop the themes and needs discussed in section 4. Section 5 provides a recommendation for the review, prioritization and approval of projects based on the feedback heard from the college, as well as the WCVM and university strategic plans. The master plan recommends that these decisions be made by the dean through discussion at the executive committee table.

Section 5.4 recommends that this master plan and its components be reviewed annually and a thorough consultation, similar to what is outlined in section 3, be conducted every five years. For the 2022 review, it is recommended that special consideration be made of the effective use of college space in light of the COVID-19 pandemic's impact.

Section 6 provides a list of the initiatives resulting from the extensive consultations with the college. The ideas are sorted into major initiatives requiring thought and development that address themes arising from the consultation process. Section 6.2 is a list of priority initiatives that are smaller in scope but still require review and final approval. Section 6 also identifies a few operational projects (such as room scheduling) that would result in a more efficient and effective use of space.

Section 7 sets out the first steps that college leadership can take to put this plan into action. The processes listed in section 5 should be approved, introduced to the college and initiated. A list of projects that could be started in the 2021-22 fiscal year are provided for discussion by the executive committee.

As part of the strategic planning processes for both the university and the WCVM, it is recommended that the college develops a long-term capital plan to ensure that its longer-term strategies are infrastructurally supported in a timely way and continue to meet accreditation standards.

Finally, it is important that the WCVM communicates its plans within the college, to the university leadership and to its provincial stakeholders.

This *Strategic Infrastructure and Space Master Plan* should provide a solid foundation for an effective capital review and approval process — resulting in successful, strategic project initiation.

**Questions or comments? Please contact ginger.appel@usask.ca.**

# 1.0 Introduction and history

The Western College of Veterinary Medicine (WCVM) building was constructed in the mid-1960s with major additions and updates introduced in 1973 and then between 2004 and 2011. Over the years, much has changed at the college in terms of increased growth in enrolment (both undergraduate and graduate), increased research activities, increases and changes in clinical activities, as well as other college needs. The demand for additional and renovated spaces has increased greatly. Internal partnerships, such as Prairie Diagnostic Services, Inc. (PDS), have also created unique challenges within the existing footprint.

The WCVM facilities require modernization, renewal and technological upgrades in classrooms and multi-user flexible teaching spaces, multi-user research laboratories, single laboratories and expanded clinical spaces. As part of its overall strategic and operational planning program, the college determined that an infrastructure and space master plan was needed. A master plan will more precisely identify the WCVM building and space needs that will inform future capital-related decisions and ensure that the college continues to meet or exceed accreditation standards (further explained in section 3.2). This master plan will also help to direct and guide the future use of the WCVM's space as well as inform priorities to accommodate our research, academic, clinical and administrative needs.

To that end, the college established a team to "... develop a comprehensive WCVM building master plan to align with the WCVM Strategic Plan and to document and guide future collegial facilities development and planning."[1] The charter (appendix 1) outlines this project's purpose as follows:

- To develop a comprehensive building master plan, consistent with the WCVM's strategic plan, which considers the medium- and long-term needs of the WCVM.
- To create an agile document used in the future planning of WCVM infrastructure and capital investment, annual and long-term budget planning, capital equipment renewal and space/occupancy needs.
- To augment current collegial processes in order to better align institutional-, college- and facilities-designated resources.

This project is sponsored by the WCVM's dean's group and receives advice and comment from a master plan development committee. A master plan working team (MP working team) of four carried out the daily functions of the project. Deliverables include:

- Development of a current state occupancy report
- Review and understand current space allocation and usage
- Identify future state needs for research, academic, clinical and administrative functions
- Prioritization model creation for optimal decision making
- Develop the master plan

The work is based on five basic assumptions:

- Class size of 90
- Graduate student complement of 150
- Facilities improvement fund (TBD)
- Faculty and staff complement to remain as current
- Occupancy rate of approximately 98 per cent

The criteria for measuring the benefits and success are:

- Co-ordination of planning with the multi-year and annual budget process
- Ready to take advantage of funding opportunities as they arise
- Multi-year occupancy plan is identified
- College plan linked to institutional capital decision making
- Acceptance of documented recommendations provided in this report

When the COVID-19 pandemic interrupted this project, the MP planning group revisited these topics — considering the effects of moving an entire college and university to remote operations as much as possible.

This master plan is primarily referring to the infrastructure and space demands of the main WCVM building, but there are some references to three outbuildings: the Bovine Teaching Unit (BTU), the Reproduction Centre and the Ryan/Dubé Equine Performance Centre (EPC). These buildings could be used to a greater extent and their use could be more clearly defined. For example, cadaver teaching could be limited to the BTU which may help alleviate space constraints in the VMC.

The WCVM is also a partner in the Livestock and Forage Centre of Excellence (LFCE). While the LFCE is governed independently of the WCVM, work occurring at the LFCE site can affect the WCVM's space needs. There is also potential for space needs to be met by moving some services to the LFCE. In this same vein, any opportunities for collaboration across campus should be considered when looking for solutions to space needs.

This section provides a point-in-time understanding of the current conditions of the building and use of space, accreditation standards WCVM must meet, and the number of occupants. This data helps to inform the project ideas included in section 7.

[1] Project Charter

# 2.0 Existing conditions review

## 2.1 Current conditions assessment

USask compiles condition assessment reports for each building on campus as part of an institutional infrastructure risk and deferred maintenance assessment. Using the 2019 Conditions Assessment for the WCVM building, infrastructure needs have been categorized according to risk as seen in appendix 2. Most important to highlight in this report are those items that have been determined to be high risk. For example, many sections of the college's roof need replacing as insulation and vapour barrier deteriorate beyond repair at the end of their life expectancy. Another high-risk item is replacement of the breezeway flooring, which is a current project. The only other high-risk need identified in the university conditions assessment is the installation of elevator car door restrictors to meet elevator code requirements. The issues highlighted through these conditions assessments are monitored and addressed by the university as able/needed. It is important for the college to be aware of these needs when considering projects and how the institutional renewal funding model may affect these maintenance needs.

## 2.2 Accreditation standards

The WCVM is accredited by the American Veterinary Medical Association (AVMA) Council on Education. Each accredited veterinary college prepares a self-study, reporting on 11 accreditation standards. A site visit is organized for each accreditation review. The WCVM currently enjoys a full accreditation of seven years with the last site visit completed in 2017. Preparation for the site visit provides an opportunity to go through the building and address facility improvements such as painting, major and minor repairs, outstanding safety concerns and any deficiencies previously cited.

We have read through the AAVMC accreditation rubric and considered those standards when putting together the recommendations for projects in section 6.

The Canadian Council of Animal Care (CCAC) certifies the college to conduct research with animals. They perform a thorough inspection every six years and visit every three years to ensure that the college is making progress on any recommendations and requirements. The University Animal Care Committee (UACC) monitors and enforces CCAC requirements for the entire University.

The VMC is accredited by the Saskatchewan Veterinary Medical Association (SVMA), which is required in order to operate a veterinary clinic in the province. The SVMA conducts an inspection every five years or when a major change is made to the clinic's infrastructure. The last site visit took place in 2019 with a follow up completed in 2020. The VMC is also voluntarily accredited under the American Animal Hospital Association (AAHA), which completes a site visit every three years.

Recommendations and requirements from these different accreditation bodies are dealt with as quickly as possible. Some of the bigger projects that have been highlighted in the accreditation reports are listed as high priority in this report. Examples include: replacement of the breezeway flooring, improvements to the HVAC system (particularly important in the Animal Care Unit) and replacement of all wood surfaces in animal exercises rooms (highlighted areas include the physiology lab and medical exercises rooms).

## 2.3 Occupancy data

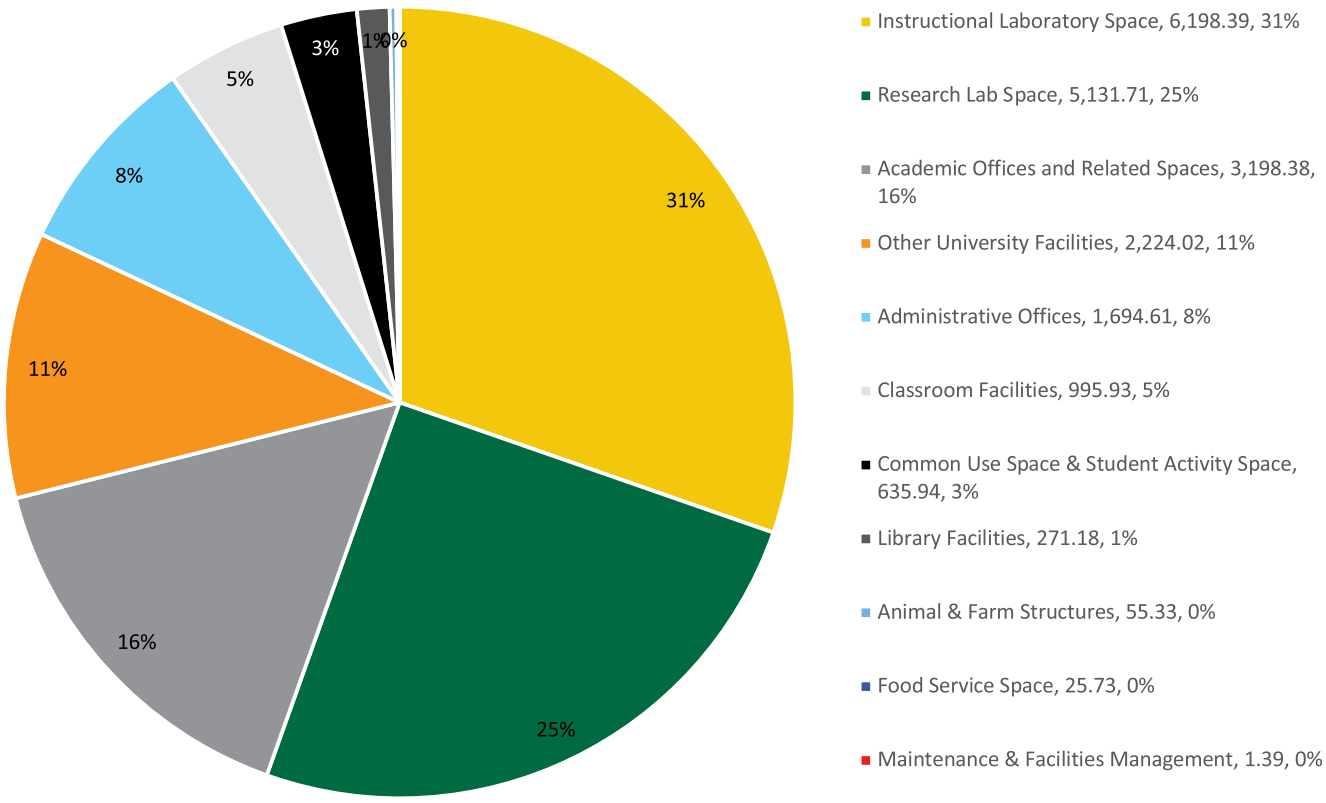
The Council of Ontario Universities (COU) has developed a set of standards that the University of Saskatchewan currently uses as the guideline for space allocation and space need across campus.[2] It is important to note that these calculations are meant to be used on a macro level when looking at space use for the entire campus; however, it does provide context at the college level.

The data shows that WCVM has the square footage to meet its needs but as will become clear in the rest of the report, the size and layout of these rooms effects their functionality.

The WCVM building has a total gross area of 37,938 square metres, with 32,778 net assignable square metres (NASM). Of that, 12,345 NASM are taken up with spaces not assigned to any one group such as stairways, washrooms, corridors and mechanical/custodial/computer closets. The remaining 20,433 NASM is assigned a category as you can see in chart 1. A map of the building (colour-coded by room type) can be found in appendix 3.

[2] 2016-17 Inventory of Physical Faciliites of Ontario Universities, June 19, 2018

### Chart 1 - WCVM NASM by space type




## *2.3.1 Classroom facilities*

COU provides a formula for assessing space needs by space type. For classrooms, the assumption is 1.34 square metres per full-time student.[3] Using only Years 1 to 3 in the calculation and the assumption of 90 students per year, there is more than enough classroom space (995.93 NASM) in the college to accommodate need.

**(90 x 3) x 1.38 = 372.6 NASM**

It should be noted that there are a number of very large lecture theatres that are not flexible spaces — limiting their usability. The large room capacity of room 2302 (lecture theatre) affects the calculation as this room is only at approximately half-capacity when used by WCVM classes.

USask sets a utilization benchmark of 30 hours per week for classroom space — anything above that meets or exceeds that target. Table 1 shows that most WCVM classrooms are below that target and many are well below. The data is pulled from the room booking records in VetNet.

## *2.3.2 Instructional lab space*

For the university's agriculture, engineering and veterinary medicine colleges, the COU formula for calculating instructional lab space needs assigns 0.8 NASM per weekly student lab contact hours. Years 1 to 3 students are in labs for an average of 11.2 hours per week. Using the assumption of 90 students per year, the calculation is as follows:

**11.2 (hours/week) x (90x3) x 0.8 NASM = 2,424 NASM**

The instructional lab square footage in the WCVM building, as designated by USask Infrastructure, Planning and Land Development (IPLD), is 6,198.39 NASM; however this includes many spaces assigned to the Veterinary Medical Centre (VMC). If the VMC space is removed from the current instructional lab space, the total becomes 1,618.07 NASM. This calculation does not include the Bovine Teaching Unit (BTU), Ryan/Dubé Equine Performance Centre (EPC) or the Reproduction Centre buildings. The BTU is booked an average of 19 hours per week for student labs and has 728 NASM. The Reproduction Centre is booked an average of

[3] The formula provided by COU assumes 1.7 sq. m per student (A), a room utilization standard of 34 hours per 5-day week (H) and 65% seats occupied when the room is used (S). The average weekly student contact hours (non-laboratory) for Years 1 to 3 in WCVM are 18 (WSCH). These variables are plugged into the formula [A / (HxS)] x WSCH = NASM per FTE Student.
NASM / FTE Student = [1.7 / (34 x 0.65) x 18 hours] = 1.38 NASM

three hours per week for student labs and is 207 NASM. Combining the lab space in the main WCVM building with these two outbuildings, the veterinary college has the right amount of space assigned to instructional labs.

The utilization benchmark from COU is 18 hours per week for instructional lab space. Table 2 shows that nearly all of our instructional labs are under that utilization rate. The data in the table is pulled from the room booking records in VetNet and Sharepoint calendars used in departments.

### *2.3.3 Research lab space*

The COU formula for calculating research lab space needs is based on the number of FTE faculty and 50 per cent of the postdoctoral students, graduate students and research associates working in the building multiplied by a space factor of 45 (specific to the Health Professions, Physical Sciences, Agriculture and Biological Sciences). Using the FTE data found in section 3.3, the calculation is as follows:

**101.3 (#FTE Faculty) + 87.5 (50% postdoctoral fellows, graduate students and interns) x 45 = 8,496 NASM**

The area categorized as research laboratory space in WCVM currently totals 5,131.71 NASM. As with the other calculations above, this total does not include the BTU, EPC or Reproduction Centre buildings.

## 2.4 Full-time equivalent

The data in table 3 was collected the 2019-20 WCVM Operating Budget and other financial information to serve as a snapshot measurement of the number of full-time staff and students working and studying in the building. These numbers demonstrate how many people are in the building and help inform what kinds of spaces are needed.

**Table 3 - WCVM 2019-20 full-time equivalents (FTE)**

| | |
|---|---|
| Senior admin. (incl. dept. heads) | 10 |
| Faculty | 101.3 |
| Admin staff (office) | 81.1 |
| Technical staff | 197.68 |
| Graduate students, PDFs and interns | 175 |
| Projected students | 360 |
| Research, external and other | 43 |
| Total | 968.08 |

## 2.5 Space audit data

The information included in section 2 has been used to inform the project ideas included in section 7. For example, lecture theatre room 2104 is only booked for 12 hours a week and is a large space that adds to the impression that the college has a lot of classroom space. However, because of its layout and the fact that the college has multiple tiered lecture theatres, the data contributes to the recommendation that both lecture theatres (rooms 2104 and 2105) should be renovated.

The recommendation to develop a better system for scheduling and booking rooms was partially informed by the difficulty in collecting complete data sets for this section. Many rooms are not tracked in VetNet or 25Live, the university's booking system. Developing a better system will ensure that future occupancy data will provide a more complete picture.

**Table 1 – Average classroom utilization**

| Room number | Room size (NASM) | Max. capacity | Average weekly hours | | | Target usage (hrs/wk) | Average usage (hrs/wk) |
|---|---|---|---|---|---|---|---|
| | | | Winter 2019 | Fall 2019 | Winter 2020 | | |
| 2102 | 51.87 | 30 | 23.9 | 18.1 | 19.7 | 30 | 20.6 |
| 2103 | 51.53 | 30 | 24.9 | 18.2 | 24.3 | 30 | 22.5 |
| 2104 | 103.27 | 80 | 18.1 | 17.7 | 12.3 | 30 | 16 |
| 2105 | 103.65 | 80 | 25.6 | 23.8 | 22.4 | 30 | 24 |
| 2106 | 32.37 | 20 | 17.2 | 11.5 | 11.9 | 30 | 13.5 |
| 2110 | 32.08 | 20 | 24.4 | 20.1 | 17 | 30 | 20.5 |
| 2115 | 204.17 | 110 | 30.3 | 29.8 | 23.9 | 30 | 28 |
| 2302 | 229.58 | 160 | 27.9 | 34.1 | 25.9 | 30 | 29.3 |
| 2437 | 24.02 | 10 | 26 | 20 | 18.6 | 30 | 21.5 |
| 2585 | 42.8 | 20 | 22 | 15.9 | 13.7 | 30 | 17.2 |
| 2587 | 39.25 | 20 | 20.6 | 18.7 | 18.5 | 30 | 19.3 |

### Table 2 – Average instructional lab utilization

| Room number | Room size (NASM) | Average weekly hours | | | | Average usage (hrs/wk) |
|---|---|---|---|---|---|---|
| | | Winter 2019 | Fall 2019 | Winter 2020 | Target usage (hrs/wk) | |
| 1204 | 220.28 | 4.2 | 4.6 | 4.3 | 18 | 4.3 |
| 1364 | 229.36 | 2.4 | 3.3 | 1.8 | 18 | 2.5 |
| 1365 | 193.13 | 0.8 | 3.4 | 0.6 | 18 | 1.6 |
| 1589 | 111.34 | 13.9 | 49.7 | 21.4 | 18 | 28.3 |
| 1700 | 138.27 | 2.7 | 3.2 | 2.4 | 18 | 2.8 |
| 2304 | 110.4 | 13.1 | 17.1 | 19.2 | 18 | 16.5 |
| 2641 | 223.67 | 3 | 6 | 0 | 18 | 3 |

# 3.0 Consultation process

## 3.1 Process overview

The MP working team, as part of its consultation process, followed a number of different paths to gather the data required to inform the recommendations included in this master plan.

### *3.1.1 Focus group process*

**a) Canadian Hub for Applied and Social Research (CHASR) involvement**

To ensure an independent, objective and broad overview of the WCVM's capital and space needs, the MP working team engaged the USask Social Sciences Research Laboratories (SSRL) — now known as the Canadian Hub for Applied and Social Research (CHASR) — to carry out most of the focus group meetings.

The purpose of the group meetings was to:

- inform the development of a comprehensive building master plan that is consistent with the WCVM's strategic priorities and considers the medium- to long-term needs of the WCVM and its partners
- support the creation of a flexible document that can be used in the future planning of WCVM infrastructure and capital investment, annual and long-term budget planning, capital equipment renewal and space/occupancy needs
- ensure WCVM collegial processes align with potential institutional, college and facilities designated resources
- be prepared for funding opportunities as they arise

The goals were to highlight specific needs of various areas in the college, to highlight general space concerns and to identify capital needs. The intent was to also align the college's strategic plans, as well as to envision facility and infrastructure needs and changes for future development. CHASR has an appropriate amount of background and experience to carry out this important piece of data collection. Members of the MP working team also organized other focus group meetings in order to gather the additional information that the CHASR meetings did not cover and to try to ensure that those who wished to participate had an opportunity to do so. A CHASR project information sheet can be found in appendix 4.

**b) Focus group selection**

Each focus group was a reasonably small size, allowing all members to easily participate and to offer their insights and opinions. Each focus group consisted of a broad range of faculty and staff along with undergraduate and graduate students. The eight focus groups were as follows:

- Researcher group 1
- Researcher group 2
- Teaching faculty Years 1 and 2: teaching faculty, IT support and student services administration
- Teaching faculty Year 3: teaching faculty, IT support and student services administration
- Teaching faculty Year 4: clinical faculty, clinical associates and student services administration
- Clinical and community services group: clinical faculty, clinical associates, VMC staff and administrative representatives
- Graduate student group
- WCVM staff and administration group: administrative staff (dean's office and unit support staff)

Section 4.1.2 lists a number of other groups that were consulted in addition to these focus groups.

**c) Focus group discussions**

Focus group discussions were held in October and November 2019. Each session was based on a focus group session guide (see appendix 5) which included a predetermined set of questions and discussion points to ensure consistency between the eight groups. Confidentiality of group discussions was stressed, and MP working group members did not attend the focus group sessions.

*Western College of Veterinary Medicine Building Master Plan: Qualitative Report* (see appendix 6) was prepared. The report outlined the focus group discussion content and established four main space- and facility-related categories as a way of organizing the data:

- Space needs and sentiments across WCVM
- specific spaces and facilities
- specific needs of functional groups
- emergent topics

### *3.1.2 Other consultations*

The MP working group contacted other groups and discussions were guided by the CHASR session template. If requested, the working group also met with individuals and offered contact information for anyone wishing to offer suggestions.

- Veterinary Medical Centre (clinical and administration)
- Animal Care Unit
- Prairie Diagnostic Services
- Veterinary students
- Dean's group
- Faculty
- WCVM executive dommittee
- WCVM long-term planning committee)
- Associate dean academic
- Associate dean research
- Individual department heads

## 3.2 Communication

The WCVM community was updated on the master planning process during a town hall presentation by the dean, through email updates and online surveys posted on the college's website.

The master plan web page was developed to update and inform the WCVM faculty and staff of the project progress, to invite capital and space planning suggestions, and to respond to surveys and specific questions. The surveys covered the folllowing:

- Library and student space
- Academic and teaching space
- Research space and Animal Care Unit
- Administration and office space
- Veterinary Medical Centre/clinical space

These surveys were very helpful in providing the project team with additional ideas as well as providing additional information and ideas as they pertain to existing identified projects. See the full list of questions and responses in appendix 8.

# 4.0 Results and themes

## 4.1 Highlights of the focus group report and other consultations

CHASR created a detailed report of the results from the focus groups and sorted that data into four large categories:
- space needs and sentiments across the WCVM
- specific spaces and facilities
- specific needs of functional groups
- emergent topics

For the full report, see appendix 6. A list of all project suggestions, organized by focus group and room, is included in appendix 7. The following is a summary of the information gathered in the focus groups and the other consultations.

**1. Space needs and sentiments across the WCVM**

Flexible, modular, multi-user, multi-purpose spaces needed.
- Modernization of existing spaces (includes providing additional electrical capacity; providing technology friendly spaces; and consistent internet access in the building).
- Improved use of existing spaces due to inconsistent use of space and greater demand of space. Need to review scheduling so we can ensure more effective use of space. This also includes better communication for room availability (online booking or online viewing).
- Natural lighting.
- Lack of storage is identified as a major issue throughout the college.
- The college's basement needs to be cleaned and organized for better use and for security/safety reasons.
- Allocation processes — ensure those who need space, get it.
- Major issue for students is adequate, safe study spaces.

**2. Specific spaces and facilities that require closer examination**

- Veterinary Medical Centre (such as exam rooms, surgical space)
- Bovine Teaching Unit (underutilization)
- Ryan/Dubé Equine Performance Centre
- Library
- Prairie Diagnostic Services and other external affiliates
- Animal Care Unit
- WCVM basement
- Office for faculty and staff

**3. Specific needs of functional groups**

- Research (including graduate students, faculty, etc.)
  - Update and renew existing spaces
  - Develop more multi-user spaces of varying sizes
  - Graduate students in close proximity to labs — need for more additional graduate student spaces
  - Reduce territoriality
  - Animal care facilities should be reviewed
  - Space needed for clinical research outside of the clinics
- Teaching faculty
  - More collaborative and small-group teaching and learning
  - Not enough medium-size rooms that are flexible and modular
  - Need a second space for small animal clinical teaching
  - In old teaching labs, space is not conducive to newer teaching styles —need flexibility and modularity
  - Modernize and update lecture halls
  - Improve AV layouts
  - Need examination rooms
  - Need more space in the VMC for fourth-year teaching
  - Larger class sizes will require more locker spaces for students
- Undergraduate students
  - Need additional secure study spaces
  - Locker spaces are cramped
  - Dedicated Indigenous space
  - View of screens in lecture theatres is inadequate — lecture theatre design needs to be modernized
  - Need flexible, modular lab spaces (for example, microbiology lab)
  - Clinical rounds rooms close to the clinic (scheduling could help with this issue)
  - A niche for students working in the clinics near food services, etc.
- Clinical and community services
  - VMC space shortages (clinical examination rooms, work flow needs and ergonomic concerns)
  - Lack of a standardized and reliable communication system
  - Parking for clients

Staff and Administration
- General recognition of space shortages for office space and graduate student carrels

Animals
- Development of new animal care space has been identified. Need to improve space for teaching animal housing as well as modernize and expand research animal spaces.
- A shortage of overall animal spaces.

- Additional topics:
  - Need to relate to broader university policies and practices
  - Suggestion for a space audit (completed)
  - Appropriate kennel space and dog runs
  - Dedicated emergency space in the VMC
  - Ergonomics and occupational health and safety in the clinic
  - Client space: waiting room, private euthanasia space, teaching room
  - Mid-size teaching spaces (40-person rooms)
  - Casual spaces indoors and outdoors
  - Conventional housing for livestock
  - Dedicated clinical research space for procedures and surgery
  - Basic amenities (bathrooms, showers, lockers and change rooms) in certain units and departments, with appropriate proximity
  - Dedicated/safe spaces and accommodations for LGBTQ community
  - Appropriate student exam space
  - Food services

## 4.2 Identified needs

Feedback received in these consultations has been summarized into key needs. These needs inform the recommendations included in sections 6.0 and 7.0.

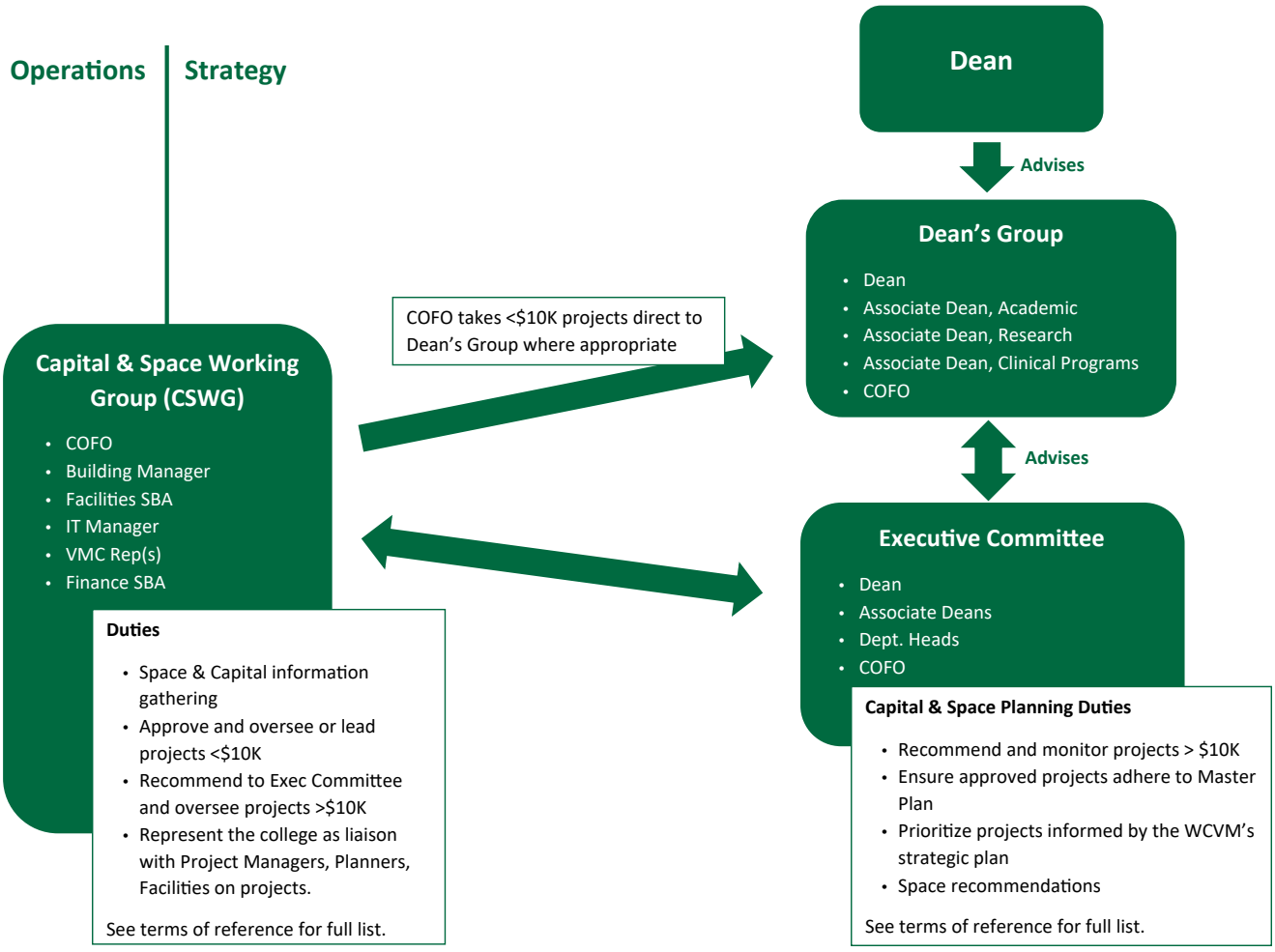
- Flex, modular, multi-user, multi-purpose spaces needed.
- Modernization of existing spaces (includes providing additional electrical capacity; providing technology friendly spaces; consistent internet access in the building; upgraded audiovisual resources).
- More storage. The basement needs to be cleaned and organized to enhance use as well as safety and security.
- More adequate and safe study, exam and gathering spaces.
- Improvement of the student clinical experience.
- Improvement of VMC client experience.
- More space for the ACU.
- More space for PDS.
- More mid-size, flexible spaces.
- Improved safety.

# 5.0 Capital and space planning policies and procedures

The consultations identified a number of needs in the college, and many projects have been suggested to meet these needs. This section provides a process for approval and review of capital priorities that are consistent with the WCVM's strategic plan to assist with prioritizing project ideas as they come forward. Oversight of the capital process is the responsibility of the dean as advised by the dean's group and the WCVM executive committee. Chart 2 illustrates the communication paths and decision-making responsibilities.

The administrative work of accepting project requests, gathering more information about space and capital needs, and leading projects under $10,000 will be handled by the capital and space working group (CSWG). Projects will follow the capital intake process set out in appendix 9 and be evaluated using the project evaluation model found in section 6.2.

### Chart 2 – WCVM capital and space planning communications path



## 5.1 Capital intake process

All project requests will be required to follow the WCVM project intake procedure found in appendix 9. The first step for all projects is to complete the first page of the project request form (appendix 13) and have it approved by the department or unit head. The project request form is then submitted to the capital and space working group (CSWG). Projects that are likely to cost less than $10,000 will be handled by the CSWG and those that cost greater than $10,000 will be moved up to the executive committee for prioritization. Chart 3 shows a process map of the intake process (also available in appendix 10).

### *5.1.1 The executive committee (capital and space planning responsibilities)*

It is recommended that the overall oversight of the WCVM's capital process be added to the responsibilities of the WCVM executive committee. It is also suggested that where applicable, the appropriate administrative staff (such as SBA facilities or advancement staff) be invited to these meetings to remain informed of developments and priorities and to provide expertise when required.

#### Purpose

Oversight of and recommendation of capital projects for approval by the dean with input from the dean's group. Establish and oversee space management policies and guidelines.

#### Responsibilities

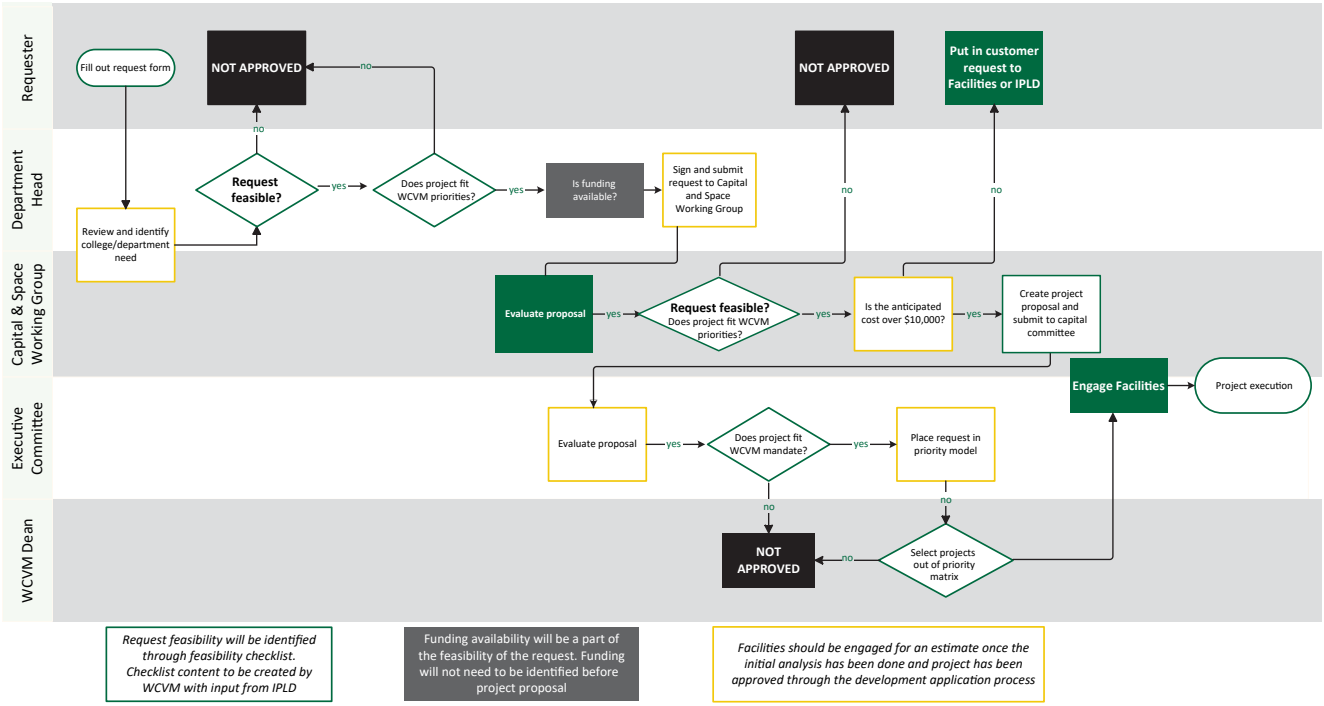
- Master Plan oversight and review and annual update.
- Be informed of potential projects and identify major projects consistent with the WCVM's strategic plan.
- Rank, categorize and prioritize the projects based on criteria established in the master plan and using the prioritization matrix information prepared by the working group.
- Establish and maintain an inventory of the current and proposed capital projects of the WCVM building.
- Ensure college and university leadership are informed of WCVM needs and high-priority items.
- Review scope and cost estimates for projects as appropriate.
- Where possible, suggest potential funding sources per project.
- Make recommendations to the dean and dean's group on capital proposals.
- Establish and oversee space management policies and guidelines.

#### Other

Minimum anticipated capital project threshold - $10K

- The committee may, from time to time, invite representatives from groups for input on projects of interest to those groups (such as student-specific projects).

### Chart 3 - Capital intake process map



### *5.1.2 WCVM capital and space working group*

**Purpose**

Daily management and oversight of WCVM capital projects and space management as guided by the WCVM master plan. Supports capital and space planning duties of the executive committee.

**Responsibilities**

- Maintain and update an inventory of the current and proposed capital projects at the WCVM.
- Develop and maintain an inventory of current space usage at the WCVM.
- Provide data gathering and informational support to the executive committee.
- Define scope and obtain cost estimates for projects as appropriate.
- Develop project proposals for funding as required.
- Based on established policy and under the direction of the COFO, assign and approve changes to space usage.
- Make recommendations to the COFO on projects with a value under $10K.
- Monitor progress on projects and handle issues that arise.
- Forward project requests greater than $10K to executive committee and assist with the management of those projects.
- Acts as liaison between institutional supports and the WCVM.

**Committee Membership**

- Chief operations and finance officer (COFO)
- WCVM building manager
- SBA facilities
- SBA finance
- VMC representative(s)
- IT representative

**Reports to:**

- COFO

**Other**

- Maximum capital project threshold - <$10K

## 5.2 Project prioritization

To assist in making decisions around the priority or relevance of proposed projects, an evaluation scoring tool has been created (table 4 and appendix 11). The model should be used as a tool to guide discussion for the CSWG and the executive committee. The evaluation score is inserted into a larger prioritization matrix that includes a number of other factors such as meeting the needs identified in section 5.0, aligning with the WCVM strategic plan, and funding potential. The prioritization matrix spreadsheet can be found in appendix 12.

Projects related to an immediate accreditation or safety risk do not have to go through this process and will be reviewed more quickly by the dean and executive committee.

## 5.3 Key project considerations

Indigenous engagement, sustainability and impacts on the college operating budget are the three factors that need to be considered when discussing any potential projects:

**Indigenous engagement**

USask is dedicated to Indigenous student success, to fostering meaningful relationships with Indigenous communities and to promoting Indigenous knowledge and scholarship. This commitment should also be reflected in decisions around infrastructure and space strategies.

The need for an Indigenous gathering space was raised in the focus groups, and we have included this point in the section about library renovations. The USask Office of the Vice-Provost Indigenous Engagement (OVPIE) should be approached for guidance on what that space should look like and how we can ensure it is a welcoming gathering space where smudging can occur. The OVPIE could also provide guidance on other areas in the college where we can ensure WCVM spaces reflect the college's commitment to reconciliation.

**Sustainability**

The university's strategic plan includes a commitment to the United Nations Sustainable Development Goals (SDGs). Sustainability isn't merely another problem to be tackled or solved. Rather, it needs to pervade all decisions within the institution. By 2030, the university has committed to reducing its greenhouse gas emissions by 45 per cent from its 2010 levels and to achieve net-zero emissions by 2050.

All plans for renovations and building improvements should consider how the work can decrease the building's greenhouse gas emissions — whether by reducing natural gas consumption for building heating or reducing electricity consumption. It is essential to ensure that the building is as efficient as it can be for heating, cooling, ventilation, lighting and plug loads and water conservation. The main WCVM building is an old structure, which brings many opportunities to improve current systems as well as challenges for retrofitting. Projects that result in utility savings (directly or indirectly) through behaviour change on campus can apply to the university's sustainability revolving fund.

**Impact on operating budget**

All projects need to consider ongoing operating funds. Many projects may have little impact to the operating budget but some would add considerable ongoing costs. Possible budget savings or surplus is listed as a criteria in the evaluation model. However, understanding the impact that a project will have on the college's ongoing finances cannot be overstated.

### Table 4 – Evaluation Model

| CRITERIA | WEIGHT | SCORING VALUES | SCORE | TOTAL (weight x scoring value) |
|---|---|---|---|---|
| **Need (25%)**<br>• Accreditation, regulatory<br>• Academic<br>• Research<br>• Clinical impact | 5 | 0 \| 3 \| 6 \| 9<br>0: none are true<br>3: one is true<br>6: two are true<br>9: three or more are true | | |
| **Strategic alignment (20%)**<br>• Campus initiatives<br>• University strategic priorities<br>• WCVM strategic priorities<br>• Educational innovation<br>• College/departmental plans | 4 | 0 \| 3 \| 6 \| 9<br>0: aligns with one<br>3: aligns with two<br>6: aligns with three<br>9: four or more are true | | |
| **Benefit (20%)**<br>• Infrastructure/capital enhancement<br>• Value to students/staff/faculty<br>• Value to campus<br>• Community benefit | 4 | 0 \| 3 \| 6 \| 9<br>0: none are true<br>3: one is true<br>6: two are true<br>9: three or more are true | | |
| **Feasibility (15%)**<br>• Supported by current infrastructure<br>• Operating resources available<br>• Feasible timeline<br>• Space available<br>• Possible budget savings or surplus | 3 | 0 \| 3 \| 6 \| 9<br>0: aligns with one<br>3: aligns with two<br>6: aligns with three<br>9: three or more are true | | |
| **Risk mitigation (15%)**<br>• Would campus or other be exposed to risk or impact if the product or service was not offered?<br>• Financial risk<br>• Reputational risk<br>• Potential safety risk | 3 | 0 \| 3 \| 6 \| 9<br>0: no risk if not offered<br>3: little risk if not offered<br>6: some risk if not offered<br>9: high risk if not offered | | |
| **Leverage potential**<br>• Can be leveraged for other users on campus or for partnership relations<br>• Adds value to partners or campus<br>• Capitalizing on other projects<br>• Financial cost sharing | 2 | 0 \| 2 \| 4<br>0: little leverage potential, isolated service<br>2: some leverage<br>4: can be leveraged by many | | |
| | | | **Evaluation score (total):**<br>*The maximum score is 175 | |

## 5.4 Annual review of the master plan

It will be the executive committee's responsibility to review the full project list (appendix 12), prioritization matrix (appendix 12), evaluation model (appendix 11) and identified needs (section 5.2) on an annual basis to ensure everything is consistent with college plans. The COFO, supported by the facilities SBA, will assist in highlighting any areas of focus from these sources that need to be reviewed or updated. For the 2022 review, it is recommended that special consideration be made of the effective use of college space in light of the COVID-19 pandemic's impact.

Every five years, in alignment with the strategic plan, consideration should be given to reengaging the college community through focus groups and surveys.

## 5.5 Project management

All projects will be assigned a team lead from the capital and space working group who will ensure that all those that should be consulted are included in the discussion. The team lead will also serve as the liaison with central services such as USask Facilities, IPLD and EPMO. Major capital projects will likely be assigned a project manager (PM) from the USask Enterprise and Project Management Office (EPMO) who will work with the team lead, project sponsor and an assigned WCVM project team.

## 5.6 Capital equipment purchases

Although this is not part of the master plan's scope, it is strongly suggested that purchases of any new or replacement equipment follow a similar review and approval process. It is suggested that a plan be developed and maintained for the monitoring and replacement of critical pieces of equipment that would have a significant impact on college operations — including capital equipment being purchased through research grants.

# 6.0 Strategic infrastructure plan

Using the tools described in section 6.0 and the information that came out of the consultations (ideas and themes from sections 5.1 and 5.2), the recommendations have been sorted into two major headings.

- **Substantial initiatives** are larger projects that would address major needs and, once completed, allow for the next stage of infrastructure changes to take place. These initiatives often include several of the projects listed in the priority initiatives section.
- **Priority initiatives** were established through the extensive consultation process and analyzed using the prioritization matrix (see section 6.2). They are ideas that were frequently raised during consultations, projects that addressed an obvious need in a unit's area, or projects addressing safety concerns. This section also includes some smaller projects that could proceed relatively easily.

It is important to note that the ideas in each section are not listed in any specific order of priority. Through the recommended annual review of the master plan and project list, the next group of projects — as well as newly identified ones — can be brought forward for consideration in the future.

***Additional note:*** Several WCVM spaces, such as the EPC, BTU and the Reproduction Centre, often sit idle. But their use is unpredictable, which makes regular scheduled use difficult. On the other hand, other spaces are overcapacity at certain times of the year. Perhaps more can be done to get better usage from these under-used spaces.

**Funding opportunities**

Some research infrastructure projects can quickly become high priority and are feasible if grant funding is provided. OneHealth, the first project listed in substantial initiatives, is an example of this kind of opportunity. Grant funding might enable some projects to proceed more quickly. In other cases, initiatives such as the library development or classroom expansion might be attractive fundraising campaign projects. In the hospital, clients and vendors may have an interest in supporting clinical projects. These types of opportunities should be taken advantage of, especially if they also help to address the college's overall facility and space issues and don't interfere with progress on high-priority projects.

## 6.1 Substantial initiatives

For some of these ideas, proposals have been developed and submitted to different granting bodies. These ideas are very much dependent on funding and often meet several of the needs identified in the college. They should be kept top of mind when funding opportunities present themselves. The scope of these projects could be adapted and may result in new projects if they can move forward.

**OneHealth**

In partnership with the Vaccine and Infectious Disease Organization (VIDO), two proposals for funding have been submitted to the federal government. They include constructing a separate building that would include a multi-user lab, space for Prairie Diagnostic Services, level 2 animal housing for the ACU and VIDO, shared touchdown space for faculty and graduate students, and possibly a conference room. One of the proposals also included paddock renovations (phase 2 paddock infrastructure changes for better drainage), instructional lab renovations in the Departments of Veterinary Microbiology and Veterinary Biomedical Sciences, and some server upgrades. The success of these submissions would have a potential impact on a number of WCVM spaces: VMC expansion, ACU space, PDS spaces and others.

**ACU space**

As mentioned in the OneHealth proposal, a need has been identified for animal care facility renewal and expansion for a variety of reasons, particularly for more level 2 facilities. General consensus from the focus groups and others was that the current ACU space was too small and needed more Level 2 containment areas. In addition, CCAC guidelines require changes to the air handling (more details provided in section 7.2). There is an increased demand for animal care space — resulting in a significant waiting period for some faculty to proceed with projects.

If a strategic move toward an increased level of research and research collaboration is desired, updating and expansion of ACU space is highly recommended. A general overall expansion of space and species-specific spaces are needed. Break space, lockers and washrooms for the animal care staff should be included in any renovation or addition to ACU space. Operating costs relating to expanded space would likely be offset by revenue generated by users. Some consideration should be made for possible partnerships with other on-campus groups with animal care facilities and any investigation into efficiencies that can be gained.

### Students and the student experience

A number of ideas and themes came out during the focus groups, meetings with students and other consultations. A major theme was that flexible, modular spaces and furniture be incorporated in plans whenever possible. These items will allow for more efficient and more effective use of teaching and studying spaces. Part of this overall theme would be developing the library space into additional student study rooms and group areas.

As student numbers rise and the male-female ratio dictates, it will also be necessary to add or change locker rooms to meet the demand.

The student residence lounge and kitchen should be renewed and the use of this space expanded to include rounds and VMC staff/student break space.

In the future, a review of simulation needs is suggested. If deemed necessary, simulation space might be allocated in a redeveloped first-floor teaching laboratory space.

### Expanding VMC space

The need for more space in the field services garage was identified. A substantial project for increasing space in the VMC could include building a new field services garage on the west side of the building, with the possibility of adding more floors as funding allows and needs arise. This would open up space for the VMC to expand into the old garage, and increase client parking at the Small Animal Clinic.

A need has been identified for primary care to be separated from the main hospital, whether through renovations or construction of a separate building. A thorough risk-benefit analysis would need to be developed, considering the financial and labour implications and relationships with the external veterinary community.

The other major need identified by VMC staff and faculty is an upgrade to the small animal intensive care unit (ICU). The ICU needs to be separated from the emergency ward, it needs separate areas for cats and dogs, and needs to be moved from its current location where people from other services regularly pass through it. A proposal has been drawn up to swap the small animal ICU and treatment ward spaces, which would help to solve many of these problems.

Here are other thoughts and ideas for clinical space:

- Additional exam rooms (although it has been suggested that this lack of space could be solved through better scheduling)
- Move VMC administrative offices to the second-floor medical records space
- Shared service and research space for clinicians
- Exam rooms with two-way mirrors and cameras for observing students
- Storage of field services equipment and other clinic equipment
- Dermatology space – hosting these services in a dedicated multi-use, flexible area would allow them to have a home base that could also serve other needs when not in use
- Quiet student work and break space with computers and phones available
- More surgery space/operating theatres
- Redesign of the client waiting area and client consult room to make it more calming, inviting and fear-free for patients
- Move dentistry out of the hospital's centre and into a larger space

### Revisioning large animal clinical space

There is a need to review the layout and use of the large animal clinical space. The food animal ward and bovine unit have been identified as spaces not laid out well for their current use. At a minimum, it would be useful to reevaluate the entire Large Animal Clinic space and update it to better meet current and future needs. For example, the bovine calf scours area has narrow hallways that are difficult to manoeuvre in, which results in wasted space. The food animal ward could be reorganized to include central supply, which would allow the pharmacy area to expand into the current central supply space.

There have been discussions about moving the Large Animal Clinic into its own building. This building could be located off site, possibly at the LFCE Goodale Farm.

A need has also been identified for reorganizing or restructuring the Reproduction Centre to better serve its current purpose: equine reproduction. However, if the decision is made to move these services off site, this space should be re-imagined as it is rarely used for bovine reproduction (its original use). This building could assist with the need for separate large animal isolation facilities.

### Storage

The topic of storage arose at virtually every focus group and is needed by all in the college. Establishing an effective storage policy would enable storage for those who need it and avoid accumulating a large volume of old supplies, equipment and furniture that take up valuable storage space. Refrigerated walk-in cooler space is also needed. This work can be separated into a few phases.

For phase 1, part of the storage problem would be solved through cleaning, renovating and organizing the basement. Its current state presents a fire hazard and safety concerns for staff. There may be a need for building a separate storage facility or securing off site storage for the college, but in-house solutions should be considered first. One suspects that if basement items were sorted based on need rather than simply storing items, much space could be gained. All of these options require the development of policies and inventory tracking to better understand what should be

stored and where it can be stored. Refrigerated storage is also a need at the college and should be a part of this plan.

### West-side expansion

An area adjacent to the west side of the WCVM building is available for building expansion in the near future, if necessary, and in the longer term. It is possible to build possibly four storeys plus basement space. Recent past discussions have included the development of a cancer centre, a rehabilitation medicine area, faculty offices, multi-user laboratories, and additional classrooms. As mentioned earlier, this space could also be considered for a new field services garage. The development of this location must be linked closely to the college's strategic plan. An operating plan must be developed to ensure funds are available to support its operation.

### Research laboratories

Many research facilities, including laboratories, have not had any significant upgrades in many years. An annual lab upgrade budget could be considered to upgrade these facilities over time. Where possible and if opportunities arise, lab equipment rooms should be considered to help reduce crowding in labs and the costs associated with many owning the same piece of equipment. A focus on moving toward shared labs should be a part of all upgrade plans.

### Operational projects

**Room scheduling.** Through the consultations, it became clear that some space issues could be dealt with through consistent, transparent and available room booking and scheduling. A scheduling review would help identify times when rooms are and are not being used. Consideration could then be given to rescheduling activities when the rooms are available.

**Review of office use.** COVID-19 pandemic protocols and remote working arrangements have led to the question of whether some activities could remain as they were during the pandemic. It is possible that the college may move toward more shared office arrangements or bookable touchdown spaces where faculty and staff could locate for a day or two when it is necessary for them to be present in the WCVM building.

**Space allocation guidelines.** Space allocation decisions are currently made *ad hoc* and as needed by the building manager, in consultation with the COFO and those in need of space. The university and other colleges are in the process of developing space management frameworks. It would be helpful for WCVM to also look at developing these frameworks for use in the college.

**VetNet renewal.** VetNet supports the VMC and all academic scheduling, admissions and room bookings. The program needs modernization. An analysis of what the needs are and what system will best support those needs is underway.

**Site analysis.** Engaging an external contractor to conduct a site analysis of the WCVM building and all outdoor facilities would provide an idea of the opportunities available and restrictions of the current space. This analysis would provide important information for estimating the magnitude of costs for many of the substantial projects considered in this report.

### Prairie Diagnostic Services (PDS)

PDS needs more space to meet current and future demands. Some of the organization's existing issues arise because the WCVM HVAC systems are unable to handle the air movement load that PDS places on them. In addition, the diagnostic laboratory's current space is spread out in pockets on the first and second floors — making internal communications difficult. PDS plays an important role in the WCVM's teaching, research and clinical program support. Having the organization in the building has been a great benefit to the college. At times, particularly during peak research periods and possibly for a large disease outbreak, it would be very useful to have a space designated for dealing with a caseload surge (both anticipated and unanticipated). This measure would at least temporarily help to address the laboratory's shorter-term space needs until a longer-term solution is developed.

Space requirements for PDS and the WCVM warrant considering a separate building or portion of a building for PDS to carry out its activities. Finding a location that is adjacent or near to the current building would be the optimal location choice. The necropsy area and the digester facility could remain in their current location while vacated space in the WCVM building would allow the college to renovate and expand areas such as the Small Animal Clinic, small animal surgery area and others.

It is recommended that PDS develop a long-term space plan to ensure that their long-term goals can be met as well as provide the support that the WCVM requires. It is strongly suggested that that this plan be developed in close consultation with its partners and stakeholders, making sure that the mission of PDS can be properly carried out. As stated in the WCVM/PDS operating agreement, PDS project proposals presented to the college will follow the same processes laid out in section 6.0.

A number of other initiatives and suggestions were raised that, if acted upon, would create opportunities for the reallocation of space. There are too many to include here, but there are two major ones:

- construction of a Large Animal Clinic on the city's outskirts
- construction of an equine research facility, possibly at the LFCE Goodale Farm

It is considered premature to further discuss these types of projects until further details are available.

## 6.2 Priority initiatives

The priority initiatives listed below are chosen from feedback gained from broad consultations in the college (focus groups, students, department heads, follow-up consultations, faculty, administrator and university facilities) considered against the criteria included in the project prioritization matrix as outlined in section 6.2.

### Electronic card access (in progress)

Electronic card access for external, and select internal doors assists with maintaining the security of the building. All students and staff currently have keys to the building and there is no process in place for keys to be returned. Access cards can be controlled remotely as needed. Card access also provides data for tracking the use of the building. Electronic access allows for doors to automatically lock when closed, reducing the instances of unlocked doors due to human error.

### Breezeway (in progress)

The breezeway flooring is an ongoing problem for the Veterinary Medical Centre, and it has been identified as a high-risk need in the university's condition assessments. Flooring quickly becomes damaged because of continuous use and washing of the area. Through extensive research, the installation of an epoxy flooring has been identified as a better, longer-lasting surface. The university has assigned a planner and project manager to the breezeway resurfacing project, and it should be complted during summer 2021.

### ACU ventilation (in progress)

The ventilation in the ACU does not reliably attain the 15 to 20 air changes per hour needed as per accreditation standards. A mechanical consultant has been hired to review the operation of the fan systems that serve both portions of the animal holding areas. The purpose of their work is to identify improvements in the operation of the existing equipment that may help to reliably attain the 15 air changes per hour needed. Once those improvements are identified, a project scope can be developed.

### Library

A number of years ago, the USask main library reduced its need for space and turned over the fourth-floor area to the college. That space was developed into student study, meeting and small group rooms that can be used during exam times, for individual study or for relaxation.

The university library has now vacated the remaining third-floor space and has turned over the area to the college. Through the master plan consultations, the general consensus is that the area should largely be maintained as a flexible, modular student gathering and study space. Small group study tables and chairs and study lounge areas should be expanded. It was suggested that some of the periphery areas be turned into small, bookable undergraduate and graduate student study rooms. This would also help to address examination room needs during exam time. With the increase in virtual teaching, developing a second videoconferencing room might be beneficial. Creating an Indigenous student space in this overall area should also be explored.

This type of project would result in some space renovations, the purchase of furniture and the potential development of an IT-equipped area for library searches and other uses. This project would be attractive to college donors, particularly alumni.

### Large animal isolation facility

It has been noted that the VMC needs a stand-alone large animal isolation facility for accreditation purposes. The hospital's current isolation room is too small and becomes a safety risk for clinical team members once a distressed animal is in the space. As a result, a large animal that should remain isolated has to be moved out of isolation so team members can examine their patient. Large animals requiring isolation is a monthly or even weekly occurrence at the hospital.

If a stand-alone facility is not feasible, another option is to wall in the stalls beside the current isolation room — allowing room for necessary examinations.

It should be investigated as to whether the Reproduction Centre could be renovated to include an isolation facility and more suitable for equine reproduction and breeding, for which it is currently being used. The isolation area would need its own entry and ventilation, and it would be completely separated from the rest of the building.

### Paddock area

Problems with the WCVM paddock area's drainage system were identified in the preparation for a CCAC inspection in 2013. Phase 1 of this project was completed in 2015. More repair work, which is needed to fully address the drainage issue in the paddock area, will need to be planned and funded.

### Small Animal Clinic expansion

The Small Animal Clinic is in need of more examination rooms, an expanded pharmacy and central supply, surgery areas, treatment room and other spaces. The best solution is to build on to space that the clinic already occupies.

A number of suggestions have been put forward to resolve this problem. One idea is to convert the existing VMC administrative office into a treatment area. Another suggestion is to build a central supply area in one of or part of the large animal wards, providng the pharmacy with some space to expand. Switching the ICU and treatment ward spaces is an additional recommendation.

The space being used to park field service vehicles on the east side of the hospital is prime clinic area. If the field

services garage is moved to another area, possibly on the west side of the building or behind the Ryan/Dubé Equine Performance Centre, the existing garage could be repurposed for small animal clinic space and could include additional parking spaces for hospital clients. The new garage could be a temporary structure or built in such a way that a second floor could be added in the future. As well, this garage could potentailly be used to store equipment used by the Department of Veterinary Pathology's field program. Another possibility is to convert part of the current field services garage into an isolation facility.

**Expand and modernize lecture theatres**

People have expressed their concerns about the need to modernize the WCVM's teaching spaces, and lecture theatres in rooms 2104 and 2105 were highlighted as particularly problematic rooms. Students stated that these rooms were cramped and that it was difficult to see the screen from some of the seats. If the college's class size continues to grow, a re-imagining of these rooms will become even more important.

One possibility is to combine the two theatres and move the lectern space into the middle of the expanded room's front area. In addition to that option, it may be possible to expand the front areas of the combined rooms and include existing space behind the theatres' front walls. If such an expansion is physically feasible, the remodelling could create a teaching area with modular furniture for group activities in the front of the room to complement the traditional lecture use.

**Small classroom needs**

Classroom flexibility was also identified as a need. Where possible and needed, it would be useful to replace existing furniture with more movable pieces to enable breakout group teaching and better use of the classroom space.

One suggestion was to replace the permanent walls between rooms 2102 and 2103 and rooms 2585 and 2587 with movable dividers. With this option, people could use the rooms for both large and small gatherings. Updating the rooms would also ensure that audiovisual equipment and other technical requirements are current in these areas.

**Update and renew instructional laboratories**

Instructional laboratories in the Department of Veterinary Biomedical Sciences (rooms 1340, 1364 and 1365) and the Department of Veterinary Microbiology (room 2641) have not been significantly renewed or updated in many years.

These laboratories require updating and redesigning into modern, flexible teaching spaces with movable furniture and fixtures. These updates and renovations could be achieved over two years by renovating one lab area during each summer period. More flexible teaching spaces that allow for group teaching and lectures would increase the use of these laboratories.

If these updates could be made, medical exercises and some simulation activities could be scheduled in the Veterinary Biomedical Sciences laboratories. That option could open up the current medical exercises space for the Small Animal Clinic's needs.

The Departments of Veterinary Biomedical Sciences and Veterinary Microbiology have developed detailed plans for these instructional lab spaces.

Accreditation bodies, such as CCAC, now require that any spaces in which live animals are used have no wood surfaces. It would require a major renovation of the lab space in the Department of Veterinary Biomedical Sciences to meet that requirement.

**Collaborative clinical research laboratory (CCRL)**

The idea for the development of a collaborative clinical research laboratory (CCRL) has been discussed for a number of years. The Departments of Large Animal Clinical Sciences and Small Animal Clinical Sciences use the lab space in rooms 2500, 2534, 2536, 2540 and 2560 for various research-related uses. It would be worthwhile to imagine and discuss opening up some of this space, incorporating some of the hallway space behind the labs, renovating the space to maximize use, and developing collaborative space wherever possible.

**Research surgery suite**

The need to develop the large animal surgical suite (room 1570) has been on the college's priority list for some time. In 2017, the college completed a renovation scoping project to explore what was needed for updating this area into a more functional, collaborative surgical suite that could be used by research teams and the Large Animal Clinic. The revamped area could also be used for small animal surgeries and even small labs. The renovation scope included infrastructure only and did not include possible equipment to outfit the new surgical suite.

**Student residence lounge and kitchen**

This area of the WCVM building has not been renewed for quite some time. The area should be cleaned, painted, and refurnished with new appliances. The use of the space could also be expanded; it could be a break space for VMC teams during the day as well as a possible space for rounds when needed.

**Plastination**

Since the Department of Veterinary Biomedical Sciences' plastination lab was closed in 2017, there has been a need to investigate the safety and infrastructure requirements that must be in place before the lab could resume operating. The specimen library needs to be expanded, and it would be beneficial to investigate the untapped potential of developing external partnerships with schools and museums across Western Canada. As a first step, the WCVM needs to

seek the necessary expertise so infrastructure needs can be set to meet all safety guidelines. This process should also include consultation with other plastination labs in Canada and the United States.

**Outdoor seating area**

Many people commented that there is a shortage of lunch and coffee break space in the college. Some outdoor seating away from public entrances, dog runs or loading docks would help to address this issue. One such area that could be expanded is the memorial garden seating area beside the WEAMS entrance/flight pen.

# 7.0 Next steps

There is a lot to take in and to move forward with in this report. The master plan working group suggests the following immediate steps to ensure the work continues to move forward.

**Step 1**

Review and approve the capital intake process, the evaluation model and the role and responsibilities of the executive committee and the capital and space working group. Present these processes to the college and begin implementing them.

**Step 2**

For 2021-22, start with initiating these projects:

- renovate the third-floor WCVM library space
- begin the clinical research laboratory project (2500 wing)
- renovate and upgrade the instructional laboratories (Departments of Veterinary Biomedical Sciences and Veterinary Microbiology)
- upgrade and renovate the space currently used for overnight stays by students, interns and residents. The lounge area could serve as a break area during the day for others
- Clean and organize the WCVM basement (phase 1, storage)
- outdoor seating area
- operational projects

**Step 3**

Consider establishing an annual budgeted amount for upgrading and modernizing research areas in the college.

**Step 4**

In the first annual review of the master plan document (as outlined in section 5.4), include a review of WCVM facility usage during the COVID-19 pandemic to see if more flexible arrangements are possible (for example, office use and classroom use).

## 7.1 Long-term planning

A 10-year plan should be developed that aligns with the WCVM strategic plan and college planning cycle. This plan will also be a part of operating the current strategic plan.

Part of this long-term plan is determining what substantial projects should be considered. These decisions should take into account possible future accreditation risks identified in this report such as the ACU, large animal isolation facilities and wood surfaces in the physiology lab. While the WCVM is not directly responsible for PDS, the diagnostic laboratory's services and the college's growing need for these services should be part of any long-term planning.

In the longer term, the college could consider creating a position such as a strategic program officer who reports to the COFO or the dean and oversees the college's strategic direction — including managing this master plan.

## 7.2 Documenting and presenting college needs

It is intended that the *Strategic Infrastructure and Space Master Plan* be a working document. Once the plan is reviewed by college leadership and presented to the college community, it is important that the college shares the plan beyond college borders. This document should be used to inform university leadership of the college's needs. It will also help to assist in identifying possible funding projects or opportunities for collaboration.

## 7.3 Final thoughts

This master plan provides capital planning processes, assesses what is needed, and prioritizes ideas and projects. In addition, the broad consultation process required to collect information has been a major benefit in itself. The focus groups and other wide-ranging consultations provided a long list of suggestions covering both capital projects and feedback on the college's operations. These ideas have been sifted down to those contained in the report's body and listed in the appendices. People who participated in the project consultations often commented about how pleased they were to be part of the process. While not all suggestions are cited in this report, these comments often supported other ideas and remain on the compiled list of valuable suggestions.

We highly recommend that ongoing consultation be part of the plan's review and when the college moves forward with new projects. By identifying its needs and priorities, the WCVM is now better positioned to take advantage of opportunities that may present themselves through new government funding, donor gifts and alumni fundraising projects.

By including all of the feedback gathered during the consultation in the appendices, this document is a rich source of information that should be used in annual and long-term planning processes and consulted when developing project plans.

Capital and space planning should be kept on the "front burner" to support all capital, space and operating decisions and actions. The WCVM should make an effort to widely communicate the plan's contents so that college faculty and staff remain engaged with the master plan and the college's strategic plans.

# Appendices