CAMPUS PLANNING CONSULTATION PROCESS

1.0 Guiding Principles for Consultation

To respond to both the policies of the Campus Plan and the recommendations of the Hanen report, the following consultation principles shall guide future campus planning initiatives:

Transparent: ..... The University will ensure that communication with all stakeholders is open, honest, transparent, and continuous.

Inclusive: ..... The campus planning process will provide an opportunity for people to be meaningfully involved in matters that affect them.

Access to Information: ..... The process will provide participants with timely and convenient access to all relevant information in an understandable and user-friendly way.

Respect for Diverse Interests:... The process will foster respect for the diverse values, interests and knowledge of those involved.

Fairness: ..... The planning process will be conducted impartially without bias toward any stakeholders.

Adaptability: ..... The process will be adaptable to allow the level of public involvement to be reflective of the magnitude of the issues and the needs of the participants.

Feedback: ..... The participants will be provided with feedback as to how their input influenced the decisions as they are made.

Follow-up: ..... The success and results of the process will be measured, monitored and evaluated.

2.0 Good Practice Considerations

Consultation is included in land use planning processes for three important reasons:

1. Better decisions – informed decision making using local knowledge and expertise can ensure that all perspectives have been considered and all pertinent information included in the planning process

2. Better product – the range of expertise, ideas and knowledge available is increased and better end product can be produced

3. Good practice – a greater sense of ownership of issues and solutions develops among stakeholders and a higher level of understanding, credibility and trust is developed among participants and decision-makers.

Consultation can be an important part of the decision-making process, however, it is not intended to change or negate the established roles of those ultimately responsible for making policy decisions in this institution.

When to Consult: While it is important to keep people informed throughout any planning process, there are circumstances that warrant a *two-way* consultation process:

- The issue directly affects a significant group on campus and/or in the community
- The issue directly and significantly affects the environment
- A significant number of people or particular groups are likely to have strong views on the issue
- The issue is likely to directly affect the quality of life for people
- The University has insufficient information on which to make a decision about an issue and requires additional input.

When It Is Not Possible To Consult: There will be times and circumstances where it is not possible or appropriate to engage in a formal consultation process. In those instances where additional input cannot be used to alter the decision or course of action (such as decisions which are mandated through legislation), it is not appropriate to seek it out. In these cases, an information model should be used to disseminate information to the campus community regarding the decision.

It is recognized that on occasion decisions have to be made as to whether the lack of time and resources available to consult properly would be more detrimental than not consulting at all. In this and other cases where it is not possible to consult, the justification for *not* consulting needs to be clearly recorded, and wherever possible, mechanisms put in place to carefully monitor the effect of the decision.

Good Practice Considerations: Consultation processes can add considerable value to the decision-making process, when they are done well. When the decision is made to carry out a comprehensive public consultation process, consideration should be given to the following

Commitment: The consultation process must be compelling and legitimate so that people will want to be involved. A major barrier to participation is the uncertainty over how, and if, input will actually be considered. A good consultation process requires a commitment to seek out, consider, and respond to input.

Adequate time: It takes time to prepare information for consultation, just as it takes time for people to consider and respond to information. The time provided for input must be appropriate to the scale of the project and the type of planning decision to be made. Projects of fundamental significance to campus users and the surrounding community require several opportunities to provide input throughout the course of the plan's development.

Stakeholder Involvement: The process should identify and include those people with a stake in the project. People affected by the planning decisions should be included in the process to develop the plan. Those with an interest in the plan should, at minimum, be provided with the opportunity to receive information and provide feedback on the plan before it is finalized.

Accessible process: The consultation process should acknowledge and respect people's time constraints and obligations, and provide opportunities for them to participate and contribute in ways that don't demand significant investments of time and effort.

Feedback: Participants expect feedback from consultations. They require appropriate and timely feedback on:

- the steps in the decision-making process
- the range of issues and concerns raised by others
- the decision(s) made and the reasons for it.

3.0 Consultation Commitments

The University's responsibilities for Master Campus Plan and Area Plan consultation process are to:

1. Clearly identify all project stakeholders.
2. Provide timely information.
3. Obtain feedback by providing a variety of means appropriate to the project.
4. Consider and assess all input received through the consultation process.
5. Communicate how input was used and how the consultation influenced the final decision.

The level of effort required in each of these steps will differ by project. The following section provides different models of consultation for projects of varying scope, complexity, and impact.

4.0 The Project Initiation Report

Basic information about each planning initiative will be communicated to planning committee members and key stakeholders through a *Project Initiation Report*. This report will:

- identify the purpose of the project
- identify key project issues
- outline the expected outcomes and deliverables *(what will be addressed; what will be produced)*
- include the anticipated project timelines *(if known)*
- identify the key decision points and approval requirements
- include a site map.

Project Initiation Report			
	Topic	**Questions**	**Comments**
1	**Project Rationale**	What is the project?	*Indicate linkages to Strategic Plan & Campus Plan*
		Why is it needed?	
		What issue(s) should it address?	
		What problem should it solve?	
2	**Issue Assessment**	Which issues will require stakeholder input?	*Include explanation of Ministry & municipal requirements*
		Which issues are likely to have external impacts? (off-site and off-campus)	
		What decisions have already been made?	
		What decisions are dictated by other jurisdictions or required through existing legislation or regulations?	
3	**Resource Requirements**	How much time, money and effort are required to carry out the project?	
		What technical assessments are required? What type of information currently exists?	
		What are the siting requirements for the undertaking?	

4.1 The Project Consultation Plan

It is recommended that a project consultation plan be prepared for major planning initiatives. This document can be used to inform the CPC and FDSS about the project(s) and enable members to make informed decisions about what type of consultation process is needed and appropriate for each undertaking. The plan will vary for each project and the nature and extent of input required through the planning process.

Project Consultation Plan			
1.	**Project Description**	Identify key information & messages to be included in subsequent communications	*Include information from the project initiation report*
2	**Stakeholder Identification***	Who may be directly impacted or affected by the plan/project?	*Develop data base*
		Who may be able to influence the scope of the plan/project? (include regulating agencies)	
		Who needs to be consulted? What are there interest areas?	
		Who may have an interest in the outcome?	
		Who may want to be informed, but not necessarily involved?	
3	**Decision-makers**	Who is responsible for making decisions on the plan?	*Include committee decision points*
		Who is responsible for approving each of the key project milestones and/or project deliverables?	
4	**Time & Resources**	How much time is available before having to make a decision?	*Include project timelines*
		Are adequate staff & time resources available to conduct a quality process?	
		What are the key timelines/dates for workshops, public forums, media releases, etc.?	
5	**Tools & Techniques**	Based on the information obtained above, what type of consultation process is needed and appropriate?	*Identify recommended tools & events*
6.	**Feedback Mechanisms**	Establish a mechanism to communicate what input was received through the planning process and how it affected the outcome.	

A stakeholder refers to anyone who can affect, and is affected by, the project. Stakeholders include:

- those who are or could be directly or indirectly affected
- those who could affect implementation (e.g. regulators)
- those who could affect implementation of potential solutions (could interest groups, government agencies, etc.)

Stakeholder groups will be identified in consultation with committee members, student services, local government representatives, and others, as appropriate. Stakeholder identification often continues past the pre-plan stage. Additional people, groups, and organizations may be suggested by committee members as the project proceeds.

5.0 Consultation Approaches

The following chapter identifies different models of consultation for different types of projects, where they differ in scope, complexity and interest-level. These approaches are not mutually exclusive; often a planning initiative will incorporate elements of each model. A consultation process must reflect the fact that not all people desire the same level of participation, or can afford the time required. A comprehensive planning process should include many options for people to obtain information, consider options, and supply input.

6.1 Information Model

This model is intended for two types of situations to provide updates to government bodies, service providers, funding agencies and the like, who have an interest in the University's initiatives, but may not be directly involved in the development of the project or planning initiative: and to inform those members of the campus and local community of *implementation* initiatives. In some cases, the stakeholders have already contributed to a planning process, and do not require extensive consultation through the implementation phase: they just require confirmation that the plan is moving forward. This condition does not necessarily hold true for controversial policies or initiatives that may have significant financial impacts.

The elements of the information model may include:

1. Preparation of an information brief describing the project/planning initiative, including the rationale, the relationship to approved planning documents (e.g. University Strategic Plan and/or Campus Plan)

2. Indication of project timelines and key decision-points

3. Project initiation report, Status reports and updates posted to Campus Planning web site

4. Contact information and opportunity provided for people to make comments & suggestions

Suitable for: Project updates & status reports, straight-forward implementation initiatives, Final plans, Feedback reports (reports prepared at the conclusion of a process, where no additional input is requested; to inform campus community of actions taken/decisions made/lessons learned)

6.2 The Project Consultation Model

This consultation model is suitable for most planning projects, except for those with significant campus impacts (as determined by the planning committee(s).

The consultation steps *may* include:

1. Preparation of a project information package for stakeholders and user committee members containing:
   - a description of the project/planning initiative
   - a site map
   - copy of FDSS planning report (if one was prepared)
   - summary of relevant background information and technical studies
   - preliminary project schedule and key decision-points

2. Paper and online feedback/comment forms as a means of stakeholder input

3. Periodic meetings with planning committee(s): FDSS & CPC

4. Periodic meetings with user groups and/or key stakeholders (those directly affected by the decisions) to obtain information on needs, preferences, concerns related to the project.

5. Key informant interviews with decision-makers (University, Municipal, Regional, Provincial, as appropriate)

6. Resource materials posted to the campus planning web site, providing relevant project information, access to background reports, project updates, copies of committee reports, hyper-links to related information (e.g. planning & sustainability-related web sites)

7. Press release and backgrounder for campus media.

Suitable for: Building programming, Capital Plan initiatives, and most Campus Plan implementation initiatives, including area and quadrant studies, new campus housing projects.

6.3 The Comprehensive Planning Model

The approach listed below is appropriate for comprehensive planning initiatives which may have broad-reaching impacts across campus and/or require considerable input to enable the planning committee(s) to make a decision.

The consultation steps *may* include:

1. Preparation of an information package containing the project description, site map, summaries of relevant background and technical information, and anticipated project tasks/phases, to planning committee members and identified stakeholder groups. Depending on the nature and scope of the project, this information may also be directed to the adjacent municipalities and community associations.

2. On-going meetings with campus planning committees (FDSS & CPC as appropriate) through the duration of the project.

3. Creation of a dedicated web site providing relevant project information, copies of reference committee meeting minutes, copies of draft reports, status reports, and site maps.

4. Key informant interviews with decision-makers (University, Municipal, Regional, Provincial, as appropriate)

5. Development and distribution of project newsletters at project initiation, development of draft land use concepts, development of the preferred option and/or draft plan, and final plan with indication of implementation/next steps.

6. Focus groups and/or workshops with stakeholders. The number of workshops required will depend on the complexity of, and level of interest in, the project. At minimum, a focus group or workshop should be held following project initiation to provide an overview of the project, provide and clarify information, facilitate question and answers, and obtain input regarding issues, concerns and suggestions from stakeholders.

7. Open houses and public forums. Open houses usually begin with a presentation from the project team and open the session up to questions. Displays of planning concepts and design alternatives are posted on the walls for people to review. Project team members are available to explain the concepts and answer questions. Comment forms are distributed. Public forums often include a panel discussion of content experts. For example, this could involve a panel of environmental experts speaking advising on mitigation and restoration ideas, or it could include experts with differing views on how to design mixed use centres. A facilitated discussion usually follows the panel discussion

8. Development of press release and backgrounder for media.

Options which may also be considered, depending on the nature of the planning initiative:

- Development of concept maps. These are base maps of the area that people use to spatially identify their preferences, concerns, development & design ideas, and suggestions. The concept maps are used for both plan development and consultative purposes. They are used to generate discussion on what works, what doesn't , and what needs improvement. They are refined throughout the process and incorporated into the final plan.

- Design charrette and/or design competition: A design charrette is an intensive and interactive meeting of project stakeholders and architects geared toward developing design solutions for specific sites or areas. As ideas are generated, the designers/architects sketch them to enable people to see the three-dimensional implications of the proposed concepts.

- Planning Resource Centre & Campus Displays: For large scale projects a resource centre should be set up. This should be a space that is centrally located and convenient for the campus population to access information. The centre is a place to display materials, maps, reports, and provide opportunities for people to provide feedback.

Suitable for: New master plans and large scale redevelopment plans

Note: the models are not mutually exclusive: elements can be combined to better reflect the requirements for each individual project, and the needs of the planning committee(s).

7.0 Consultation Tool Kit

There are a number of tools, techniques and models for consultation. More detailed information on the various techniques, including their advantages and disadvantages will be developed in more detail for the next meeting of the Campus Planning Committee.

TECHNIQUE	BENEFITS	CAUTIONS
1. TOOLS FOR DISSEMINATING INFORMATION		
Printed Information material - Fact sheets - Newsletters - Brochures - Issue papers	Can reach large target audience Encourages written responses if comment forms are attached Facilities documentation of consultation process	Only as good as the distribution/mailing list Limited capacity to communicate complicated concepts No guarantee materials will be read
Technical Reports - technical documents reporting research or policy findings - may include site assessments, environmental assessments, geo-technical reports	Provides for thorough explanation of project decisions May need to distribute technical assessments where recommendations are questioned or solutions depend largely on the basis of assessment results	May be more detailed than desired by many participants Often not presented in clear, accessible language
Advertisements Paid advertisements in newspapers and magazines	Can potentially reach a large target audience Useful when looking for community representation on committees and for informing the general public about upcoming events	Can be expensive Allows for relatively limited amount of information
Newspaper Inserts	Provides community-wide distribution of information; or campus-wide if using Ring or Martlett Can incorporate a large amount of data, graphics, maps, and photos Tends to be read, providing it looks like an extension of the paper and not a retail flyer Provides opportunity to include public comment form	Can be expensive, particularly if using an urban/regional newspaper
Feature Stories Focused stories on project-related issues	Can raise profile of an initiative Can heighten perceived importance of the project More likely to be read and taken seriously by the public	No control over what information is presented and what angle the story may take.

TECHNIQUE	BENEFITS	CAUTIONS
Press releases	Informs media of key project milestones Useful for issues and events of community-wide interest	Low media response rate Frequent poor placement of press release within newspaper. Message may get buried
Web sites A project web site provides information and links to relevant information and sites	Makes information accessible anywhere at any time Saves printing and mailing costs Very quick turnaround time for posting information	Requires access to internet Large files and graphics can take a while to download Assumes people know how to access the site and are motivated to read through the information and links.
Planning Resource Centres A space that is centrally located for the campus population to access information	Facilitates display of information, planning documents and maps	May require staffing Needs to be in a safe place, or subject to vandalism/inappropriate modification.
1. **TOOLS FOR CONSULTATION** *(obtaining input)*		
Expert panels Public meeting designed in "meet the press" format. Media panel interviews experts offering different perspectives	Provides opportunity for balanced discussion of key issues Provides opportunity to dispel technical and scientific misinformation	Requires substantial preparation and organization May enhance public concerns by increasing visibility of issues
Key Informant interviews One-on-one meetings with key stakeholders to gain information for developing or refining public involvement and consensus building programs	Provides opportunity for in-depth information exchange in non-threatening forum Provides opportunity to obtain feedback from all stakeholders Can be used to evaluate potential committee members	Scheduling multiple interviews can be time consuming Needs to be balanced with other tools to ensure balanced representation.
Response Sheets Mail in or hand in forms often included in fact sheets or distributed at open houses and workshops to gain information on stakeholder concerns and preferences	Provides a written record of responses Provides an opportunity for people to make their views know, even if they cannot attend meetings/workshops	Do not generate statistically valid results Results can be easily skewed because people will more often take the time to respond if they are against something or have strong feelings on it.
Mailed Surveys & Questionnaires Inquiries mailed randomly to sample population to gain specific information for statistical validation	Provides input from a cross-section of people Statistically tested results are more persuasive with decision-makers and the public Most suitable for general attitudinal surveys	Response rate is generally low Requires time and money to produce statistically significant results Level of detail may be limited

TECHNIQUE	BENEFITS	CAUTIONS
Community Briefings Use regular meetings of community associations, business improvement areas, neighbourhood associations, and the like, to share information and obtain feedback on planning concerns	Provides opportunity to obtain information from larger community. Provides information on how the university is viewed externally Opportunity to expand stakeholder list Can build community goodwill	Community associations are not always representative of the larger community. Can become a forum for airing past grievances, rather than contributing constructive input.
Web-based Surveys and Feedback Forms	Provides input from individuals who would be unlikely to attend meetings Provides input from cross-section of campus community: extends beyond the "usual suspects" Higher response rate than other communication forms	Generally, not statistically valid results Hard to control geographic reach of the survey Results can be easily skewd.
Computer-based Polling Surveys conducted via computer network. Participants are provided laptops with polling software. Questions are projected on screen.	Useful for attitudinal research and for assessing the strength of feelings toward an initiative. Particularly useful for situations where people are reluctant to share concerns publicly and/or in front of their peers/employers/council Novelty of technology improves response rate.	Can be expensive Requires high degree of organization Requires expertise in crafting survey questions; otherwise results can be manipulated
3. TOOLS FOR COLLABORATION *(bringing people together)*		
Focus Groups A small-group discussion guided by a trained facilitator; it is used to learn more about opinions on specific issues	Differs from a regular meeting: is focused; specific discussion topic; facilitated and structured Useful for gauging public perceptions, strength of opinions & reactions, and basic awareness levels Useful for obtaining qualitative needs assessment information (use in conjunction with, or to supplement, quantitative survey)	Rarely used correctly. Many "focus" groups are just small meetings. Topics are rarely focused. Protocols are usually too ambiguous to be useful for stated purpose of a focus group.

TECHNIQUE	BENEFITS	CAUTIONS
Site/Campus Tours Provide tours for key stakeholders, elected officials, advisory committee members, and/or the media	Opportunity to develop rapport with key stakeholders Useful when looking at site impacts and site alternatives	Number of participants is limited by logistics Potentially attractive to protesters
Open Houses An open house allows stakeholders and community members to obtain information, ask questions of resource people, provide input through response forms May include a formal presentation	Provides opportunity to present & display a lot of information at one time. Can foster small group discussions Can draw on range of project team expertise to answer questions Ideal for presenting options, alternatives, growth & development scenarios.	Requires significant expenditure of effort to prepare displays, presentations and to staff the event. Hard to ascertain turnout Can be at the mercy of weather, & competing events. Never schedule during key playoff games, season finales, or elections.
Small Group Meetings Small meetings with existing groups or specific stakeholder groups	Provides opportunity for in-depth information exchange in non-threatening forum *(especially if you are meeting them on their turf)*	May be too selective and leave out important groups & individuals. Limited to the "joiners". Not all interested parties are members of organized groups.
Computer-facilitated Workshop Any sized meeting when participants use interactive computer technology to register opinions	Provides immediate graphic results which prompt focused discussion Areas of agreement/disagreement easily portrayed Responses are private	Requires trained facilitator and IT support Technology may fail (require contingency plan)
Design Charrettes Intensive session where participants re-design project features	Promotes joint problem solving and creative thinking Works best when scope is very focused (otherwise stays too theoretical)	Requires design and drawing expertise. Facilitation skill is critical
Consensus-Building Techniques Techniques for building consensus on project decisions such as design criteria and development options. Techniques include Delphi, nominal group technique, public value assessment, and others Need to define level of	Encourages problem-solving among different interests Provides structures and trackable decision making	Not appropriate for groups with no interest in compromise, consensus and group work. Not statistically valid Very resources intensive Limited to participants who can afford the time. May leave key representatives out.

TECHNIQUE	BENEFITS	CAUTIONS
consensus at outset: i.e. a group does not have to agree entirely upon a decision but rather agree enough so that discussions can move forward; their interests are not compromised; they can live with the decision		
Advisory Committee and/or Reference Group A group of representative stakeholders assembled to provide input to the planning process. Usually provide oversight on process, not content	Provides for detailed analyses for addressing planning issues Participants gain understanding of other perspectives, the complexity of the issues, and the challenges to solution-building	Selection process and criteria is critical to success of the group. Members must be able to work together. Sponsor must be open to suggestions Time & labour intensive. Requires significant staff support.
Task Forces A group of experts or representative stakeholders formed to develop a specific product or policy recommendation	Useful for addressing contentious issues that require technical, scientific, and/or leadership expertise for resolution Can bring a balanced and objective perspective to issues. Will challenge mis-information, rhetoric, and vague policy directions..	Credibility of the representatives is critical to its success Time and labour intensive
Panels & Forums A group assembled to debate or provide input on specific issues	Provides opportunity to hear content experts Can provide different perspectives to a problem	Level of expertise and credibility is critical Requires balanced representation
Open Space Technology A type of workshop where participants offer topics for discussion and others participate according to their interest	Shares responsibility for identifying and discussing issues with workshop participants. Can quickly identify level of interest in planning issues	Need to have a compelling theme to generate and sustain interest Requires clear ground-rules and procedures
Workshops & Public Problem-solving Forums An informal public meeting that may include a presentation, exhibits, question & answer period, and interactive working groups	Useful for discussions on criteria, analysis of alternatives & scenarios Shares the problem-solving process Gives people of diverse backgrounds a chance to express their views	Hostile participants may resist what they perceive to be the "divide and conquer" strategy of breaking into small groups. Skilled facilitation is critical

Adapted from International Association of Public Participation (IAP2) and the Community Toolbox (University of Kansas).

There is no ideal consultation technique or one-size-fits-all approach. The number and combination of tools used will vary according to project scope, level of public interest, degree of consensus and controversy associated with the planning issues, and the perceived risk associated with the decision.

8.0 Sample Land-Use & Master Planning Process

Strategic Planning Approach

The strategic planning approach is vision-driven, utilizes a comprehensive environmental scan and SWOT analysis, and includes implementation actions. While designed for business applications, the process is often applied to land-use plans and master planning exercises.

SWOT stands for strengths, weakness, opportunities and strengths. Strengths and weaknesses are *internal factors*: these are the characteristics of an organization that the organization has some control over and can influence through policy, investment strategies, marketing efforts, HR development, and the like. Opportunities and threats are *external factors*: these are conditions that affect and/or are imposed on an organization. External conditions may include: demographics (e.g pool of potential students), government policy and regulations, public policy (e.g. immigration policy affecting foreign students, type and availability of research grants, university funding priorities), fiscal policy, competition from other organizations, etc.

A land-use planning process can incorporate a strategic planning approach at two levels: First, it may be guided by the organization's strategic plan and will provide the spatial manifestation of the organization's vision and key strategies. The University's campus plan is informed by its strategic plan, *A Vision for the Future.* Secondly, a land-use plan can develop another level of the SWOT analysis which focuses on the spatial elements.

The strategic planning approach has four main objectives:

1. Build on strengths
2. Minimize weaknesses
3. Seize opportunities
4. Counteract threats

Starting points for the strategic planning approach is to identify the strengths and weaknesses of the campus as they pertain to achievement of the University's vision and academic mission. Using a range of consultation tools, input is obtained on physical assets (land, buildings, landscaping, open spaces, etc.), infrastructure, research and teaching facilities, recreational opportunities, athletic facilities, areas available for future growth, etc. Weaknesses may be identified as physical constraints to realizing the university's vision. This could include: lack of research and classroom space, inappropriate space utilization, infrastructure and servicing constraints, limited capacity for expansion, etc.

The basis steps in the planning process include:

1. Defining the issues *(assuming vision & strategic issues are already defined)*
2. Setting goals
3. Collecting information
4. Preparing maps
5. Analyzing data
6. Developing options & alternatives
7. Assessing the options against criteria
8. Formulating the recommended course of action
9. Write the draft plan and review with stakeholders
10. Refine and approve plan
11. Implement the action plan and tactics
12. Periodically review and update the plan

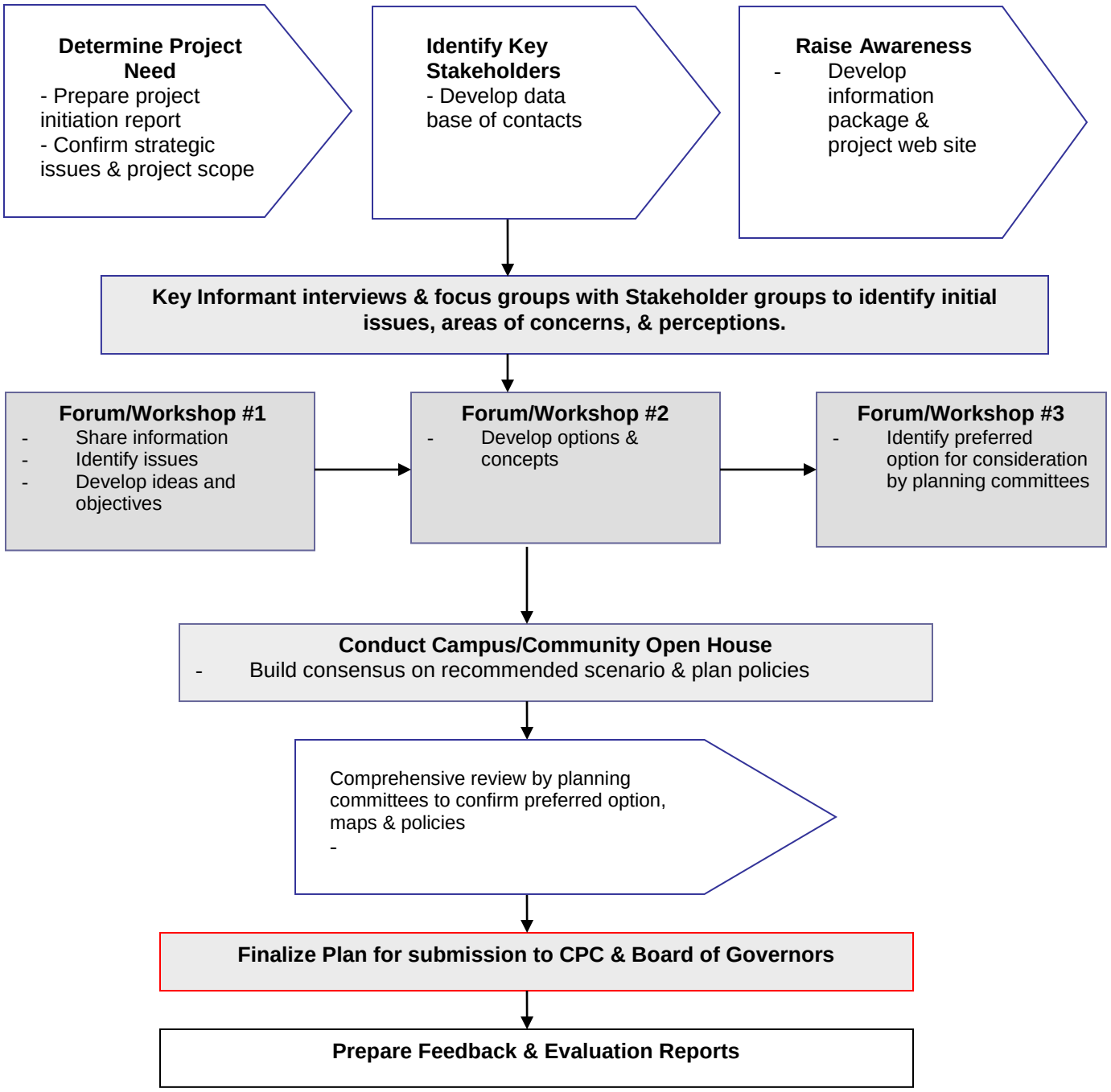
The following is an example of the steps in a master campus planning process, and the associated information needs.

			Time Period 1	Time Period 2	Time Period 3	Time Period 4	Time Period 5	Time Period 6	Time Period 7	Time Period 8
Master Plan Tasks										
1	**Issues, Goals, Information Collection, Mapping**									
		Historical context - Describe								
		Goal formulation & Plan Objectives		*Collect information from facilities management, operations, housing, parking, academic, etc.*						
		Physical analysis of existing conditions:								
		▪ Campus grounds		*Involve municipal & regional district staff in discussions of infrastructure, servicing alignments, transportation connections, where relevant*						
		▪ infrastructure								
		▪ Setting								
		▪ Environmental features & systems								
		▪ Transportation & circulation								
		Base mapping & concept maps								
2	**Analyzing Data**									
		Future academic program		*Identify & discuss issues; assess needs; verify planning assumptions; identify capacities & constraints in buildings and servicing. Identify problems/issues Involve space planning, athletics, campus security, operations & maintenance, etc.*						
		Space needs analysis								
		Parking, Transit, access requirements								
		Athletic & recreational space								
		Campus infrastructure								
		Land acquisition/disposition								
		Open space & land protection								
		Sustainability standards/benchmarks								
3	**Developing Options & Alternatives**									
		Growth projections & patterns		*Involve broad range of stakeholders Develop agreement on sustainability criteria to evaluate scenarios, including financial, environmental and social considerations. Develop a range of options for consideration by planning committees Conduct workshops & focus groups in this stage. CPC to consider preferred alternative*						
		Open space & pedestrian circulation								
		Vehicular circulation, transit hubs, etc.								
		Car & bike parking areas & connections								
		Sustainable infrastructure alternatives								
		Campus development options & concepts								
		Develop concept maps showing options								
4	**Assessing Options & Formulating a Course of Action**									
		Overall development concept								
		Building sites & development density		*Stakeholder & public review of preferred alternative. Clear communication on tradeoffs, costs & benefits, impacts on sustainability Ensure review with all responsible for implementing, regulating, building and maintaining the campus Determine the preferred solution/alternative*						
		Protected areas & features								
		Circulation patterns								
		Athletic & recreational areas & facilities								
		Infrastructure & servicing improvements								

			Time Period 1	Time Period 2	Time Period 3	Time Period 4	Time Period 5	Time Period 6	Time Period 7	Time Period 8
5	**Prepare Draft Plan & Finalize**									
				Refine as required by planning committee(s)						
6	**Implement**									
		Capital improvement program		*Involve key stakeholder groups in development of implementation plan(s). Ensure the connection is made between Master Plan, Capital Plan, Area Plans, etc.*						
		Infrastructure improvements/upgrades								
		Design guidelines								
		Sub-area plans								
6	**Periodic review, Update and Improvement**									
		Feedback report		*Maintain reports/database on what consultation elements worked well and which did not. Assess reasons and document. Obtain input from participants. De-brief with committee members.*						
		Plan & process evaluation report								
		Continual improvement process								
	Ongoing review by Campus Planning Committee(s) CPC & FDSS ; Final approval through Board of Governors									

The associated planning process may be structured as follows:

PLANNING PROCESS FLOW CHART



8.0 SUMMARY

Comprehensive planning is complex, involves many stakeholders, uses many resources, involves discussion regarding potentially divisive issues, and may take place over several years. The key to making the consultation component effective and manageable is to clarify expectations and be upfront about constraints very early in the process.

Consultation processes can be vastly improved by simply removing barriers and improving access to information. Only a few planning initiatives warrant extensive collaborative processes, but all of them demand the timely sharing of information to those affected by the University's decisions.