

CAMPUS DESIGN GUIDELINES

I INTRODUCTION

The Campus Plan provides an overall vision and framework that guides future campus development in a coherent way, ensuring that each future project fits appropriately within the larger intended character and limits of the campus.

These guidelines are intended to assist campus planning committees, campus staff, user and building committees and building design teams in making decisions about campus development including new construction, renovation, infrastructure improvements, and campus planning.

The guidelines are informed by a number of sources including historical campus planning documents, the Campus Plan (2003), input from the campus coordinating architect and the consulting landscape architect, facilities management staff, and a review of approaches used by other campuses. These guidelines are still in draft form. They are intended to facilitate discussion by the members of the campus planning committees: Campus Planning Committee (CPC) and the Facilities Development and Sustainability Sub-committee (FDSS). The guidelines would also benefit from a review by the architects currently engaged by the university on the various construction projects.

The campus is presently undergoing significant change as new buildings and facilities are developed to meet existing needs and projected growth. Recognition of the limited land base within the campus required a new approach to development: a greater emphasis on compact form, more efficient building footprints, a greater concentration of development within the inner ring road, particularly on existing parking lots.

The initial approach to campus development emphasized low-scale buildings, surrounded by extensive landscaping, with no dominant architectural theme. The new development approach will require a more intense form of development, bringing buildings closer together, often increasing the height and massing, and creating tighter interfaces between buildings, roads, and pathways. While this creates an efficient form of development, it places far greater emphasis on building siting and design in order to retain an appropriate level of campus coherence and design compatibility. These guidelines are a starting point in the conversation on what constitutes an appropriate design response to a more intense development pattern on campus. They are intended to evolve in response to committee review and input.

II DESIGN & DEVELOPMENT CONSIDERATIONS

The Campus Design Guidelines establish general criteria to be used in directing future building and site design initiatives as the Campus Plan is implemented. These guidelines do not prescribe specific design solutions but rather suggest directions for those who will design and manage campus facilities in the future. While each new project will present its own set of unique circumstances, having design guidelines as reference ensures that all projects developed over time can exhibit the desired degree of consistency in form and character, while simultaneously allowing flexibility for positive innovation. The goal is to achieve an integrated, coherent campus environment of high quality whose parts relate to one another regardless of when they are built.

The purpose of a campus is to bring together diverse people and their ideas in an environment that creates potential for academic excellence, continual learning, and social interaction. All developments should support these objectives

The overall intent of the campus planning and the project design processes is to:

- Accommodate new projects in a manner that is respectful of existing buildings and development, yet an appropriate response to the campus plan policies for compact, efficient development patterns
- Accommodate projected growth and development in a manner that strengthens the overall appearance, spatial organization, and functionality of the campus
- Improve campus legibility, wayfinding, and visual cohesion by defining a uniform treatment of circulation corridors, outdoor spaces, entranceways and gateways and campus perimeters
- Enhance the aesthetic and functional character of the central quadrangle, utilizing plantings, pedestrian pathways, landscape elements, and appropriate buildings to reinforce its edges
- Reinforce the concept of the campus as a primarily pedestrian and cycling environment, by clarifying the pathway/corridor network, reducing potential for vehicle-pedestrian conflicts, and enhancing the aesthetic elements of these corridors
- Enhance the visual quality and user enjoyment of key open spaces, including the quadrangle, major courtyards and plazas
- Incorporate the principle of sustainable design that conserves resources, improves energy efficiency, and promotes building durability.
- Recognize that the campus is constrained by the surrounding community settlement pattern, calling for development at the edges to be compatible with, and welcoming to the community.

The design guidelines will provide the basis for reviewing and evaluating all proposals for physical development, including buildings, facilities, structures and the like on the Gordon Head campus.

III GUIDING PRINCIPLES

District sense of place: make the campus a distinctive and memorable place for all members of the campus community and the surrounding region.

Reinforce the strategic vision: organize buildings, facilities and places so as to reinforce the university's academic mission and commitment to research excellence.

Retention & recruitment function: reinforce the environmental and aesthetic qualities of the campus that help attract and hold students, faculty and staff.

Visual coherence through landscaping: visual unity is to be achieved through the design and application of landscaping.

Reinforce the core: orient buildings, entranceways, and pathways to acknowledge the prominence of the quadrangle, the library building, and the Petch fountain.

Strive for sustainability: design buildings and landscapes to be compatible with the regional environment, and to conserve natural resources

Recognize limits of land: develop new spaces and provide for future expansion in a manner that effectively utilizes the campus's limited land resources.

Enhance academic & social interaction: locate campus buildings and facilities in close proximity to enhance learning, research and social interaction.

Pedestrian-first orientation: maintain the core of the campus as a pedestrian-dominant area, and place academic buildings within a ten-minute walk radius of each other

Recognize vehicles: recognize and sensitively accommodate the need for vehicles on campus without compromising the convenience and safety of pedestrians.

Ensure access: ensure that persons with disabilities can effectively and safely access campus buildings and facilities.

Campus-community interface: design and place buildings, facilities, and structures in a manner that respects the massing, scale and residential nature of buildings at the community interface.

IV Design & Development Guidelines

1.0 THE BUILT ENVIRONMENT

Campus planning and design addresses the physical manifestation of the university's strategic mission: *academic and research excellence* as identified in "A Vision for the Future: A Strategic Plan for the University of Victoria" February 2002.

The purpose of the campus is to bring together diverse people and their ideas in an environment that creates opportunity for intellectual and social interaction. While the physical character and quality of the campus is defined by its buildings, open space and landscaping, it is the open space which has the greatest potential for encouraging interaction and communication. The campus open spaces, comprised of pathways, streets, commons, the quadrangle, courtyards, plazas, gardens, playfields, the fountain, and the ziggurat create the unifying structure to the physical campus and the campus community.

Individual buildings should also be designed to enhance opportunities for intellectual and social interaction. Public spaces, such as courtyards should be generous enough to provide usable and inviting spaces and should provide places for sitting, congregating and conversing.

1.1 Building Design

Buildings on campus reflect many styles and the era in which they were built. Although there is no uniform architectural style, the landscaping and public spaces serve to unify these buildings into a more coherent design. In the very long term as buildings are renewed and replaced, the campus image can be subtly but effectively enhanced by a consistency of design for certain elements.

The main library is to serve as the primary visual architectural statement for the campus and anchor at the east end of the Quadrangle

The design of new buildings should fulfill three objectives:

- meet the needs of its intended users;
- address its physical context, and
- contribute to an improved campus environment.

1.2 Building Site Considerations

As each new project is planned, the University must take care in its siting by considering the project's relationship to the physical and programmatic goals for the campus. New buildings should not be considered in isolation from one another, but as important elements that have the potential to create and reinforce the exterior spaces, courtyards, and corridors of the campus.

Siting decisions shall be informed by the following considerations:

- *The functional relationship of a new building to existing and planned facilities:* The campus plan suggests the use of the inner ring road area as the primary location for academic and student support uses. A concentration of student-oriented services and facilities is supported in the area of the McKinnon Gym, campus centre, student union building and graduate students building.
- *A new project's intended use, desired scale, and massing should be paramount when selecting a building site.*
- *The new building's role in defining the spatial framework established in the campus plan:* All new buildings should enhance the spatial clarity of the campus and contribute to a more compact, walkable campus. The resulting exterior campus spaces should be inviting to users and accommodate a range of formal and informal gathering spaces.

1.3 Building Adaptability

New development needs to be flexible enough to respond to future change in program, research, and academic priority without the need for extensive structural renovations.

Buildings are to incorporate as much internal flexibility as possible in order to accommodate future programs and user needs.

1.4 Building Height & Massing

Building heights need to reflect a number of considerations: opportunity to minimize building footprint and extent of impervious surface; ability to accommodate movement of students between classes; financial prudence etc. Buildings should be in scale with the surrounding structures and the land uses and streets adjacent to them.

Building heights have historically been limited to three and one-half stories by virtue of the regulations of the adjacent municipalities, the desire to maintain a relatively small building scale on the campus, and the desire to move between floors by stairwells rather than elevators. Building coverage and size have also been limited to maintain an overall character of individual buildings located within a substantially landscaped setting.

Where the requirements of the academic programs require larger buildings, consideration will be given to higher structures.

Program requirements should be balanced with the desire to maintain the mid-size campus feel, so that buildings should generally respond to the heights of buildings around them. Heights of buildings organized around defined open-spaces or corridors should be in the same range to ensure consistency and legibility of the building edge.

Structures over 4 storeys shall be designed to minimize their visual bulk and relate to the human scale of pedestrians

Buildings directly adjacent to the municipal residential interface shall not exceed three (3) stories.

Building widths will be determined by the optimal floor-plates of their specific use. Building length should be limited to avoid excessive consumption of land and to avoid creating a barrier-effect

1.5 Building Orientation and Siting

Building orientation establishes the basic relationship between the campus, the connecting streets and corridors and the surrounding community.

Buildings should reinforce the pedestrian network by orienting the main building façade parallel to the main pedestrian corridor.

Building setbacks should be consistent with adjacent buildings and the 20 m Ring Road setback. Limited intrusions into this setback may be permitted where it can be demonstrated that the building design concept produces a more sensitive design response to the campus plan objectives.

Normally, buildings are to be oriented on the university's north/south, east/west axis within the Ring Road area. Areas outside the Ring Road largely align with the existing road pattern. Deviations to this may be considered when it can be demonstrated that the program and surrounding open spaces are significantly improved through this alternative design.

1.6 Building Entrances

The design and orientation of building entrances affects the legibility of the campus and its informal way-finding system.

Building entrances are frequently the meeting places and gathering places of those using buildings, and should be designed to encourage interaction.

To assist with campus way-finding, building entries should be obvious, accessible, and clearly visible from the main corridors and access routes

Entries should be coordinated with the placement of trees and other landscape features to reinforce the area

Building entrances should be designed as active transitions between indoor and outdoor areas.

1.7 The Campus-Community Interface

Buildings at the campus perimeter and bordering residential neighbourhoods should maintain adequate setbacks and be limited to a height respectful of the adjacent neighbourhood.

- Buildings located adjacent to residential developments shall not exceed three stories. For structures over 2 stories in height, set back upper floors a minimum of 10 ft from lower floor facades to minimize scale and bulk changes that would stand out significantly from buildings along the adjacent streetscapes
- Buildings should utilize materials that are more consistent with adjacent residential uses: stone, brick, wood, rather than concrete.
- Landscaping should include trees, shrubs and flowering plants sympathetic to the adjacent neighbourhood to assist in softening the institutional nature of the campus, and providing a more pleasant pedestrian environment

1.8 Sustainable Design

Campus architecture should support the University's commitment to optimize energy usage, reduce resource consumption, protect air and water quality, and conserve materials and resources associated with the construction of buildings. The Leadership in Energy and Environmental Design (LEED™) system is but one example of the type of standard that the university will consider for sustainable design.

Architects are encouraged to seek opportunities for incorporating sustainable characteristics into their designs within the parameters of each project process, beginning with issues of building siting and continuing through in decision of building materials, building systems, energy consumption, and material re-use.

Each development should address energy-efficiency, resource conservation, and environmentally-sensitive design. The university is committed to creating a campus that goes beyond operational sustainability to create well-designed, responsibly sited buildings that can adapt to meet the needs of future populations.

Design teams should refer to the UVic Campus Sustainability Guidelines

2.0 CAMPUS OPEN SPACES

2.1 Quadrangle

The campus quadrangle functions as a central open space and serves as the major pedestrian and cycling circulation route within the central core. The quadrangle is oriented on an east-west axis, with formal landscaping and "street" trees framing the north and east side, and a more informal arrangement of landscaping along the south edges. The University fountain (by the library) anchors the east end of the quadrangle, providing an animated public gathering space.

The Quadrangle will remain the primary open space and the focal point of the academic core. To facilitate the campus plan policy of more compact form and the more efficient use of land for academic purposes, consideration will be given to defining the overall spatial extent of the quadrangle at the south end, providing it retains its formal, central open space function.

Future developments should consider ways to anchor and animate the west end of the quadrangle to provide a more inviting, useable public space.

2.2 Courtyards

A series of courtyards are incorporated around the main academic buildings within the central core. These courtyards are defined by the adjacent academic buildings, serve as convenient meeting and socializing places, provide settings for special landscaping, and provide access to natural light for the adjacent offices and classrooms.

Open spaces and building courtyards are to be designed as intentional places between campus buildings, not “land left over”. Courtyards are encouraged where they can provide usable, inviting spaces for the campus population. They shall be sized relative to the surrounding building(s) such that the majority of the space receives adequate sunlight for at least three hours of the day (measured in October or March).

The courtyards should be designed to make people feel comfortable in terms of weather and their immediate environment. Microclimatic design considerations include: rain, sun, shade, and wind.

2.3 Campus Entries

All design and development near the periphery of the campus should consider the impact of the project on the campus gateways.

The use of distinctive signage, paving, plant material and other site elements should be used to signal entranceways for visitors.

The entranceways should signal to the visitor that they are entering the University grounds and indicate landmarks and signals to assist visitor way-finding

Entrance features should be included and enhanced at campus entry locations to provide a sense of arrival at campus. Landscape treatments shall create a sense of arrival by bringing plant materials close to the road and then opening these plantings up at entry points

University Drive (an extension of Henderson Road) serves as the entrance from the south and as such shall be landscaped to emphasize its “gateway” character. No buildings or parking areas should be developed within this corridor between Cedar Hill Cross Road and the Ring Road.

McGill Road and McKenzie is a secondary entry that has been increasing in use and importance over time, and serves as the primary entrance serving the north end of campus.

3.0 ACCESS & CIRCULATION

3.1 Ring Road Circulation

A circular ring road was established to guide vehicular circulation around the campus. This defining physical element around the academic core was sized with a diameter of 2,000 feet, a distance which could be easily covered within a 10-minute walking time.

The road was designed for one-way traffic as a means to improve safety; limit vehicular/pedestrian conflicts; and assist visitors in finding their way on campus.

Campus roadways are to be limited in number and size, and to be contoured and landscaped to reduce their visual impact. Pedestrian crosswalks are to be emphasized as architectural landscape elements. In general and in visual terms, pedestrian access of the campus is to dominate that of vehicle access.

3.2 Pedestrian Circulation

The pedestrian circulation network was developed as a hierarchy of walkways and paths of varying widths and treatments. The primary routes are defined by the north and south edges of the quadrangle, and connect the academic core to specialized academic uses, housing, and parking areas outside of the Ring Road.

New public spaces on campus should be created and connected by clearly articulated pedestrian circulation paths.

Pedestrian needs are the priority travel mode on campus and take precedence over the demands of drivers. All planning, design, and development should support this orientation, while meeting the needs of emergency services, those with mobility challenges, and transit providers.

Paving materials may include: exposed aggregate, concrete pavers, blacktop or gravel. Pervious paving materials should be incorporated to the extent possible to reduce stormwater runoff from sites and parking surfaces.

3.3 Barrier Free Design

Pedestrian routes and usable open spaces should be designed and landscaped to permit access and use by physically handicapped persons. Buildings, parking facilities, and any grade-separated crossings must be accessible to the physically disabled.

All building designs shall be reviewed by the Accessibility Coordinator prior to receiving schematic design approval.

3.4 Parking Areas

Except for visitor and handicapped parking, the reserved parking lots located within the inner-Ring Road are considered temporary uses and will be phased out over time to accommodate future academic facilities.

Surface parking area should not extend beyond the existing area, unless to replace parking displaced through redevelopment activity. Any additional surface parking shall be designed to minimize environmental impact, particularly stormwater runoff. Future supply demands should be met through more land-intensive forms such as parking structures in order to facilitate redevelopment on surface lots for university buildings and facilities.

Over time, all major parking facilities are to be accessed as directly as possible from the campus perimeter to minimize traffic volumes on the Ring Road.

3.4.1 Surface Parking

Landscaping should be incorporated into larger lots to break up visual expanse of parking lot and to decrease the amount of impervious surface on the lot.

Landscape buffers, berms and/or low walls and landscaping should be incorporated at parking lot edges adjacent to public roads

The visual impact of parking lot lighting should be reduced by using energy-efficient luminaries with shielding to direct light downward and avoid glare

Stormwater runoff from parking lots shall be managed through the use of landscaping, curb cuts, bio-swales, and the application of pervious paving.

3.4.2 Parking Structures

Parking Structures can be a challenge to site and incorporate sensitively into the campus due to their large size and functional requirements. Design approaches should:

- Be sensitive to scale and form so as not to detract from the campus image
- Limit height to that of adjacent buildings or tree canopy
- Work with existing topography where possible
- Use facades to screen views of cars and the sloped parking decks

Parking facilities shall be visually screened from the principal roads and buildings on campus. Such screening shall be accomplished by the use of architectural treatments, plants and trees, and through the use of berms and swales.

Safety and security should be a significant design consideration, including the location and visibility of vertical circulation, signage, and night-lighting.

Designs should address the CPTED principles (crime prevention through environmental design) of informal surveillance, lighting, defensible space, appropriate landscaping and logical way-finding. Stair towers should be well-lit and transparent to enhance safety.

Parking structures shall be designed to serve multiple functions where possible.

4.0 CAMPUS LANDSCAPING

The campus plan was initially designed as an *Open Garden Campus* with groups of buildings set within a well landscaped environment of lawns and trees. Plant material native to Vancouver Island was emphasized with a major tree framework used to frame vistas, soften architectural elements, and provide continuity among the building clusters. The Quadrangle was conceived of as the only significant *formal* landscaped area of the campus.

Landscaping and open space is to be used to visually unify the campus buildings and provide a visual transition between buildings and/or building clusters. Landscaping shall be used to soften the appearance of buildings and to integrate new construction into the existing campus

At the outset of any building or open space (e.g. new courtyard), a thorough site survey should locate and identify all on-site plantings. Healthy specimen trees should be preserved "in situ" to the extent possible. If this is not possible, relocation should be considered in preference to tree-cutting.

4.1 Landscape Elements

Architectural elements of landscape design, such as benches, light standards, garbage and recycling receptacles, bike racks, bike shelters and storage lockers, signs, and other site furnishings shall be consistent throughout the campus to provide a unifying influence on the campus.

4.2 Functional and Mechanical Facilities

Areas devoted exclusively to building loading and services, to garbage disposal or to mechanical equipment should be designed so that their visibility from public areas, including walkways, is minimized.

Rooftop mechanical equipment should be enclosed in structures that are integrated into the building design. Where parapets are not of sufficient height to screen roof-top equipment, the

equipment should be clustered and placed as far as possible from building edges. The visible equipment should be painted a colour that will blend the equipment visually with the building.

Parking payment machines shall utilize UVic colours (yellow, blue & white)

The following new facilities should be screened from view:

- Central garbage and recycling collection areas
- Delivery & loading areas
- Outdoor storage areas
- Major above-grade utility installations
- Most surface parking lots (see section on landscaping)

Utility Elements (e.g. transformers, valves, emergency generators) should be located where they will be least visible from major roads and pedestrian corridors. If possible, they should be located underground. At minimum, utility elements shall be screened from view with walls and landscaping that relate to the remainder of the project.

Exterior vending machines are to be phased out and not replaced on campus property.

4.3 Campus Signage

In the design and location of signage, the intent is to minimize its aesthetic impact while effectively serving the purpose of conveying information and assisting with way-finding. The landscaping, open space, and academic buildings should dominate the campus experience, and signs should not compete for attention

Signage shall reflect the approved visual standards for the campus. To improve readability, no more than two font types per sign should be used. Signage should generally reflect the industry standard: 1" of letter height for every 40-50' of viewing distance.

Commercial signage and advertising is to be temporary and event-related and not a permanent feature. Care is to be taken to avoid the insertion of permanent advertising in the form of ancillary service facilities such as vending machines, bank machines, taxi stands, etc.

4.4 Plant Materials

Plant materials should be selected based on soil conditions, water requirements, and the size of the site. The use of native plants is encouraged. Non-native plants must be limited to non-invasive species

- Evergreen tree species will include: Douglas fir, Western Red cedar, Sitka Spruce, Arbutus
- Deciduous trees will include: oak, maple and dogwood
- Ornamental plantings are intended for building-oriented landscaping. Trees may include specimens such as: sweetgum, crabapple, cherry, tulip trees, dove trees, red oaks, and vine maples.
- Shrubs shall be incorporated in landscape schemes to complement buildings, control circulation and provide wind screening.
- Landscaping should consist of at least 50% low maintenance plants (those that require minimal mowing, trimming, and irrigation)
- Diversity in plant materials is encouraged, particularly plants that grow naturally together and are self-sustaining.
- Tree planting should provide adequate shade coverage for pedestrians and users of plazas and courtyards

The following characteristics are desirable for plantings on campus:

- low water requirements/summer drought tolerant

- non-allergenic
- ease of maintenances, with a preference of non-deciduous species, and clean species requiring little pruning
- non-invasive root systems
- pest and disease-resistant

There are certain exceptions to all of the above, depending on location, use, and historical value

5.0 Campus Art

The University has a large and diverse collection of artworks, including the Maltwood Gallery collections and public art. The University encourages building projects to include a budget and/or space for works of art. These may be integral to the building, exterior pieces of art or works commissioned for the building.

Whenever possible, projects should strive to incorporate art that informs students and visitors about the goals and aspirations pertaining to the building's academic users.

6.0 THE CAMPUS DESIGN REVIEW PROCESS

The capital project development process will ensure compliance at all stages with established policy, standards and guidelines, and with the campus plan. The process will invite stakeholder input at the planning/programming stage and whenever variations to the Campus Plan are proposed.

The Board of Governors of the University of Victoria has the final responsibility for reviewing and approving building projects on campus.

The Facilities Development and Sustainability Sub-committee (FDSS) reviews specific projects, advises on the application of design guidelines, offers advice, and provides recommendations to the President and where appropriate, to the Campus Planning Committee (CPC).

The Campus Planning Committee (CPC) advises on campus planning policy, reviews campus plans and design guidelines, and ultimately recommends to the Board that plans be approved. The Board is also advised in these decisions by the president, vice president finance and operations and the FDSS.

5.1 Project Start-up

An information package will be provided to the design team following its selection including:

- The Program of Requirements (functional program)
- The Campus Plan
- Design guidelines (this document)
- The UVic Campus Sustainability Guidelines
- Any existing site assessment studies: preliminary geo-technical study, vegetation assessment, any related planning studies.
- Pedestrian and vehicular circulation routes
- Ring road setbacks and any other know limitation on the site
- Details of any other proposed projects in the immediate vicinity.

5.2 Preliminary Design Assessment

Design consultants will be expected to work with facilities management staff and the campus coordinating architect and landscape architect to develop a preliminary design assessment. The site, surrounding context, landscape, topography and adjacent buildings shall be researched and

analyzed to determine an appropriate design response to the site. This assessment may consider building heights and massing to be respected, open spaces and pathways to be maintained, predominant materials to be used in the building so that it harmonizes with its surroundings, scale, and other contextual factors.

The design framework should be prepared early in the schematic design phase. The framework should address:

- Site context
- Analysis of the fit of the program and the site
- Massing, height, and bulk possibilities
- Setback lines (where relevant)
- Pedestrian entry points
- Loading areas and service entry points
- Ground level expression and relationship to open space
- Orientation to major pedestrian routes and the campus core (esp. quadrangle)
- Landscaping options & opportunities
- Other requirements as indicated by facilities management

The design assessment will typically include diagrams, photographs, and text and will be discussed with the campus consulting architect and/or consulting landscape architect, members of the building committee, representatives from facilities management, and the vice president finance and operations (or designate) prior to finalization and approval of the schematic design.

5.3 Schematic Design

Schematic designs must be reviewed by the Facilities Development & Sustainability Sub-Committee (FDSS). The schematic design presentation to the FDSS should include enough of a portrayal of the building in its context so that judgments can be made of its appropriateness. This will typically include elevations with surrounding buildings shown, through renderings and a model (usually 1:200 scale).

The design consultant(s) shall demonstrate:

- How the design concept addresses the functional program requirements
- How it will be seen from surrounding buildings, the campus core, and the ring road.
- How it will be seen and experienced from major campus entry points (where relevant)
- How the building will be experienced by pedestrians at ground level
- How it will impact open spaces, courtyards and pedestrian pathways (e.g. shadowing)
- How access will be provided for students, visitors/drop-off, disabled, and service vehicles
- How loading and loading vehicles will be accommodated
- How the building and site will address the campus sustainability objectives (as per the Uvic Campus Sustainability Guidelines) .

5.4 Design Development and Construction Documents

In order for the impact on utility infrastructure to be adequately planned for, the design team should provide an energy budget for the project by modeling energy consumption and conservation options. Plans should also be developed to address:

- Stormwater management (in a manner that acknowledges the campus' integrated stormwater management plan)
- Construction access, marshalling area, and waste management
- Opportunities for water reuse, water use reduction and conservation
- Alternative transportation (e.g. shower and change facilities, bike shelters and racks)
- Other infrastructure requirements as indicated by facilities management

Responsibility for ensuring that the agreed upon design principles are respected during the course of preparing construction documents falls to the staff of facilities management. Where significant departures are necessitated, proposals may be resubmitted to FDSS for review and advice.

Design palettes should be refined at this stage and discussed with facilities management and the campus consulting architect and/or landscape architect.

Construction

The objective of the construction phase is to build the project as represented in the contract document within the parameters approved by the Board of Governors. The design team and relevant university personnel should clearly communicate the design goals with the construction manager/ contractor.

Works of public art will be reviewed by the Office of External Relations, for their compatibility with the architectural and campus context.

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