



Beginning the Conversation

Phase One Engagement Summary
University of Victoria Campus Plan Update
March 18, 2015

REVISED DRAFT



University of Victoria

Your Campus Plan 2015-2025

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Appendix: Photo Contest Entries & Raw Responses to Final Survey Question

This document was prepared by DIALOG for UVic as part of the Campus Plan Update process. Further project information can be found here:

<http://www.uvic.ca/campusplanning/campus-plan-update/>

or please contact Neil Connelly, Director of Campus Planning and Sustainability at 250-472-5433 or planning@uvic.ca.

EXECUTIVE SUMMARY

Engagement Purpose, Breadth, and Outcomes

The primary purpose of public engagement during Phase I of the University of Victoria Campus Plan Update was to: educate and raise awareness about the Campus Plan update process; and to provide opportunities for stakeholders to share their input about priorities for the physical development of the campus. Engagement was successful in obtaining broad and deep input from diverse audiences.

Engagement activities were designed to broadly reach a range of stakeholders, while providing the opportunity for focused input as desired. Building on preliminary stakeholder interviews at the project outset, Phase I engagement activities included: a mobile booth situated in several high-traffic locations around campus, two public open house events (“Ideas Forum”); a broad stakeholder workshop; an online survey; and a photo contest. Input was obtained through interactive panels and survey questions covering topics ranging from open space to mobility, and facilitated discussions in a smaller group formats. Other activities designed for outreach and to raise awareness included a Speaker’s Event featuring two keynote speakers on the topic of campus planning, as well as a myriad of communications efforts ranging from a project website and social media presence (tweets and Facebook posts through Campus Planning & Sustainability) to posters, promotional handout material, and newspaper advertisements both on and off campus.

In Phase I alone, there were an estimated 1000+ individual engagements (e.g. survey participants, event attendees, mobile booth visitors), with over half of these being face-to-face engagements. Based on event participation and demographic information collected via the survey, it is clear that input was provided by a broad range of stakeholders, including students (undergraduate, graduate, international, and continuing studies), faculty, staff, and members of the broader community, including neighbours.

In order to effectively and accurately synthesize and summarize the input for this report, the following steps were undertaken:

- Every comment received was transcribed and recorded.
- For questions with many responses, comments were coded by emergent themes, counted to determine frequency, and presented in pie charts. Written descriptions are also provided for each theme.
- For questions with fewer responses – including specific questions on some interactive panels, small-group discussions at the Ideas Forum Workshop, and the Career Fair at the Tsawout First Nation – themes are outlined in bullet points or provided as raw transcriptions.

Top overarching themes that emerged from the engagement include the following priority areas: natural beauty; active transportation; growing up rather than outward; vibrancy all day and week long; welcoming and inclusive campus; social spaces; First Nations history and presence; safety; ecological sustainability; and addressing neighbourhood parking impacts.

PHASE I ENGAGEMENT SNAPSHOT*

6 MOBILE BOOTHS

2 OPEN HOUSES

1 STAKEHOLDER WORKSHOP

1 SURVEY

1 PHOTO CONTEST



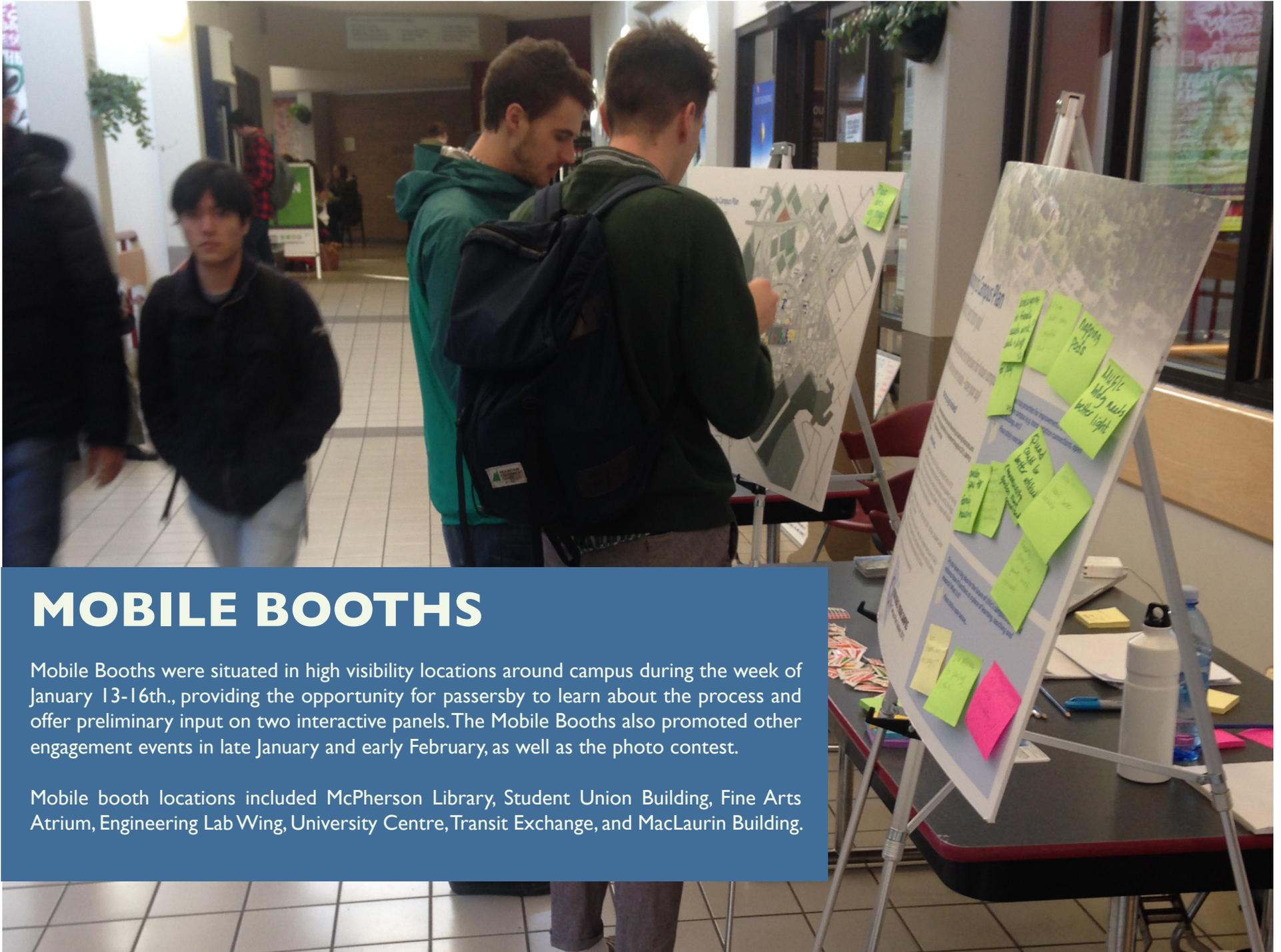
over 1000 DISTINCT ENGAGEMENTS

* while not summarized here, preliminary stakeholder interviews were also undertaken at project outset, in addition to extensive outreach including a Speakers Event (i.e. lecture)

Overarching Themes

A detailed analysis, categorized by event and topic area, is outlined in this report. While there were some divergent viewpoints, overall, strong themes emerged across groups and engagement events. They are:

- **Natural Beauty** – Participants deeply value UVic’s natural beauty, namely its green spaces, gardens, and natural areas. Participants wish to see all of these areas maintained, and specifically they wish to see natural areas protected.
- **Active transportation** – Participants feel that the campus is currently walkable, however there is a desire to make it even more so. Participants feel that cycling infrastructure – namely separated lanes/routes on Ring Road – is a priority. Integrating active modes with better transit access is also important to participants, as well as better way-finding.
- **Growing Up Rather than Outward** – Largely in the interest of preserving natural areas, participants support the idea of a campus that grows up rather than outward. While some participants do not wish to see taller buildings heights (though specific heights rarely indicated), more participants indicate that tall buildings are an acceptable measure to maintain a compact form.
- **Vibrancy 24/7** – Participants want to see UVic function as a 24/7 campus, which involves more: functional amenities and destinations such as food vendors, shops, and social spaces; better and longer-running transit service; more on-campus housing; and longer (evening and weekend) access to buildings, specifically libraries and eating establishments.
- **Welcoming and Inclusive** – Participants want campus to feel more welcoming to the broader/external community, with amenities and spaces that range from entertainment destinations to social places like cafes.
- **Social Spaces** - Related to the previous point, participants also want to see more informal and often outdoor learning and social spaces that are flexible, accommodating group study (in addition to independent study) and other types of gatherings and social activity.
- **First Nations History and Presence** – Participants wish to see a stronger recognition of First Nation history and presence (e.g. with references being general in nature or specific to buildings/uses that focus on First Nation art and other activities) and they wish to see a continued focus on an inclusive engagement process for planning work.
- **Safety** – Participants feel that safety needs to be improved at night, and that better lighting would help, including in specific locations such as through wooded areas that connect buildings. Participants also identify the need to address pedestrian and cyclist safety issues relating to conflicts with vehicles, particularly on Ring Road.
- **Ecological Sustainability** – Participants feel that innovation in ecological sustainability is important, and it includes measures such as composting, renewable energy production, and ecosystem protection. Urban agriculture – such as the existing community garden – has also been identified as something that is valued.
- **Neighbourhood Parking Impacts** – Participants from neighbouring communities have expressed concerns with parking and congestion in adjacent neighbourhoods that stems from UVic vehicular traffic. This was generally not raised as an issue by on-campus stakeholders.



MOBILE BOOTHS

Mobile Booths were situated in high visibility locations around campus during the week of January 13-16th., providing the opportunity for passersby to learn about the process and offer preliminary input on two interactive panels. The Mobile Booths also promoted other engagement events in late January and early February, as well as the photo contest.

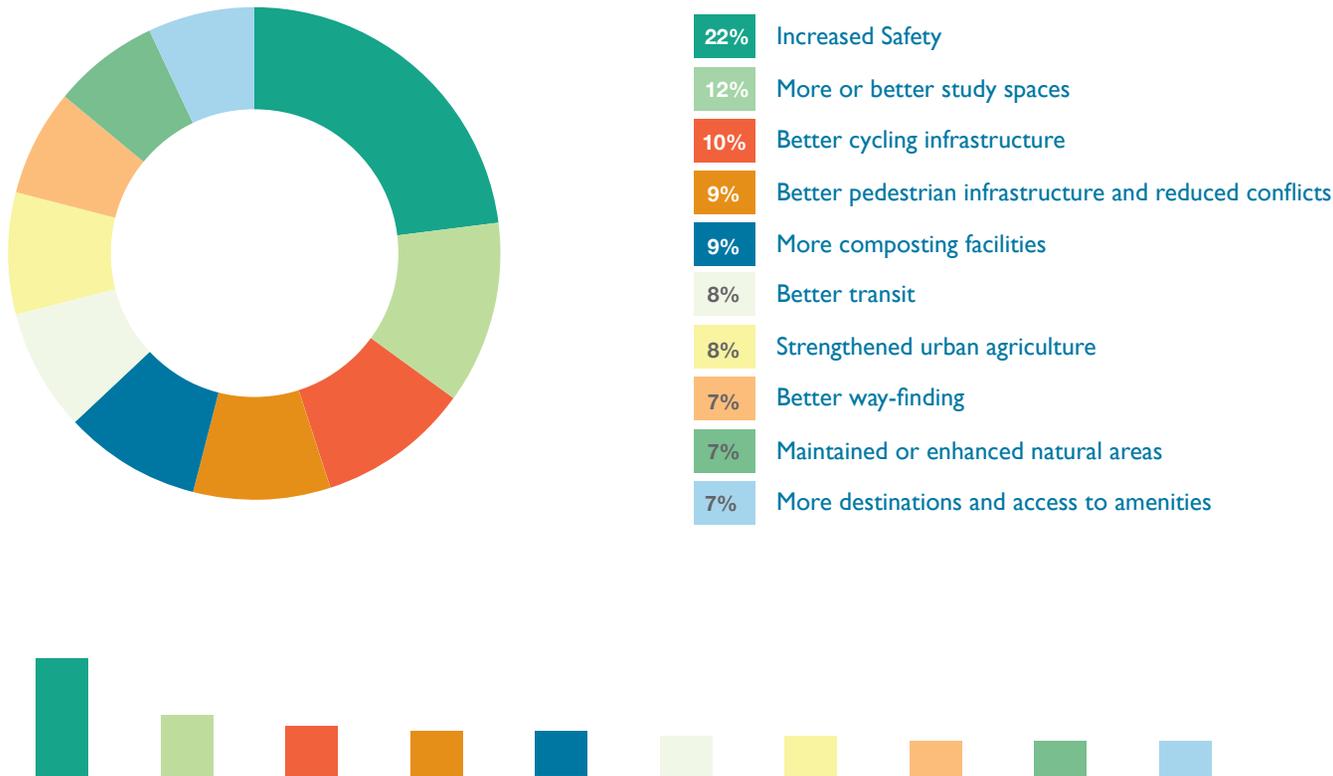
Mobile booth locations included McPherson Library, Student Union Building, Fine Arts Atrium, Engineering Lab Wing, University Centre, Transit Exchange, and MacLaurin Building.

PRIORITIES AND BIG IDEAS

One of two interactive panels introduced the process, described the purpose of a Campus Plan, and offered information on how stakeholders can get involved in the process. This panel asked stakeholders for their priorities regarding physical improvement on campus, including their “big idea” for the future of UVic’s campus that would enhance how it functions as a place of learning, teaching and research. The UVic Urban Development Club assisted with booth facilitation, and the majority of mobile booth participants were students.

Comments were generally left in an uncategorized manner – blurring between priorities and big ideas – and they totaled almost 200. The top 10 themes, based frequency of greater than five comments each, were as follows:

Top 10 Priorities and Big Ideas - Mobile Booth



The priorities and big ideas included the following themes:

- **Increased safety** – Comments focused on the need for better lighting to increase sense of safety, particularly at night. Common locations include pedestrian connections between buildings, transit stops, and the Student Union Building.
- **More or better study spaces** – Comments focused on more spaces for studying individually or in groups, including in outdoor weather-protected spaces and food vendors.
- **Better cycling infrastructure** – Comments included a desire for covered bike parking, separated cycling lanes/paths, and other cycling amenities.
- **Better pedestrian infrastructure and reduced conflicts** – Comments ranged from better pedestrian connections to reduced conflicts with other modes (cyclists and vehicles).
- **More composting facilities** – Comments focused on increasing the number of compost bins across campus.
- **Better transit*** – Comments referenced better transit service, ranging from increased frequency, increased number of stops, and enhanced routes.
- **Strengthened urban agriculture** – Comments included a desire for protected or more community garden space, as well as other edible landscaping such as rooftop gardens, orchards, and more.
- **Better way-finding** – Comments underscored the need for better signage and other visual cues for navigating campus.
- **Maintained or enhanced natural areas and green spaces** – Comments indicated that the natural setting is valued, and there is a desire to maintain or improve natural areas (such as the removal of invasive species) and green spaces.
- **More destinations and access to amenities** – Comments indicated a need for more destinations, with longer access (i.e. into the night) to amenities such as libraries and food vendors.

Other themes included: upgrades to open spaces, including spaces between buildings; more vibrancy and elimination of “dead zones”; enhanced physical accessibility; increased housing on campus; more parking (including multi-level parking); and maintain current campus character.

Twenty-seven comments touched on areas that are well outside the scope of a Campus Plan, and they ranged from more internal academic spaces for specific departments to interior building quality. However these and other comments that fall outside the scope of the Campus Plan have been shared with UVic for consideration in other university planning processes.

*Given its weighting as a strong emergent theme in the input, transit-related comments are included in the summary, despite the fact that BC Transit is the service provider and transit falls outside the jurisdiction of the UVic.

INTERACTIVE MAPPING

Participants were invited to post stickers on an interactive map in response to four questions about spaces on campus. For each day of the Mobile Booth, a fresh map was provided to avoid a “follow the leader” tendency. Popular locations identified on the map are outlined below.

Note that this exercise was also undertaken at the Ideas Forum (refer to page 33), and for ease of review of this report, the outcomes have been consolidated with the outcomes from the Mobile Booth, and are outlined on the following pages. Themes for popular locations were very similar at both events.

What outdoor spaces do you enjoy most?

- The Quadrangle, Finnerty Gardens, natural areas such as Mystic Vale

What learning and study spaces do you enjoy most?

- Academic buildings within the Ring Road, with McPherson Library being the most frequently identified location

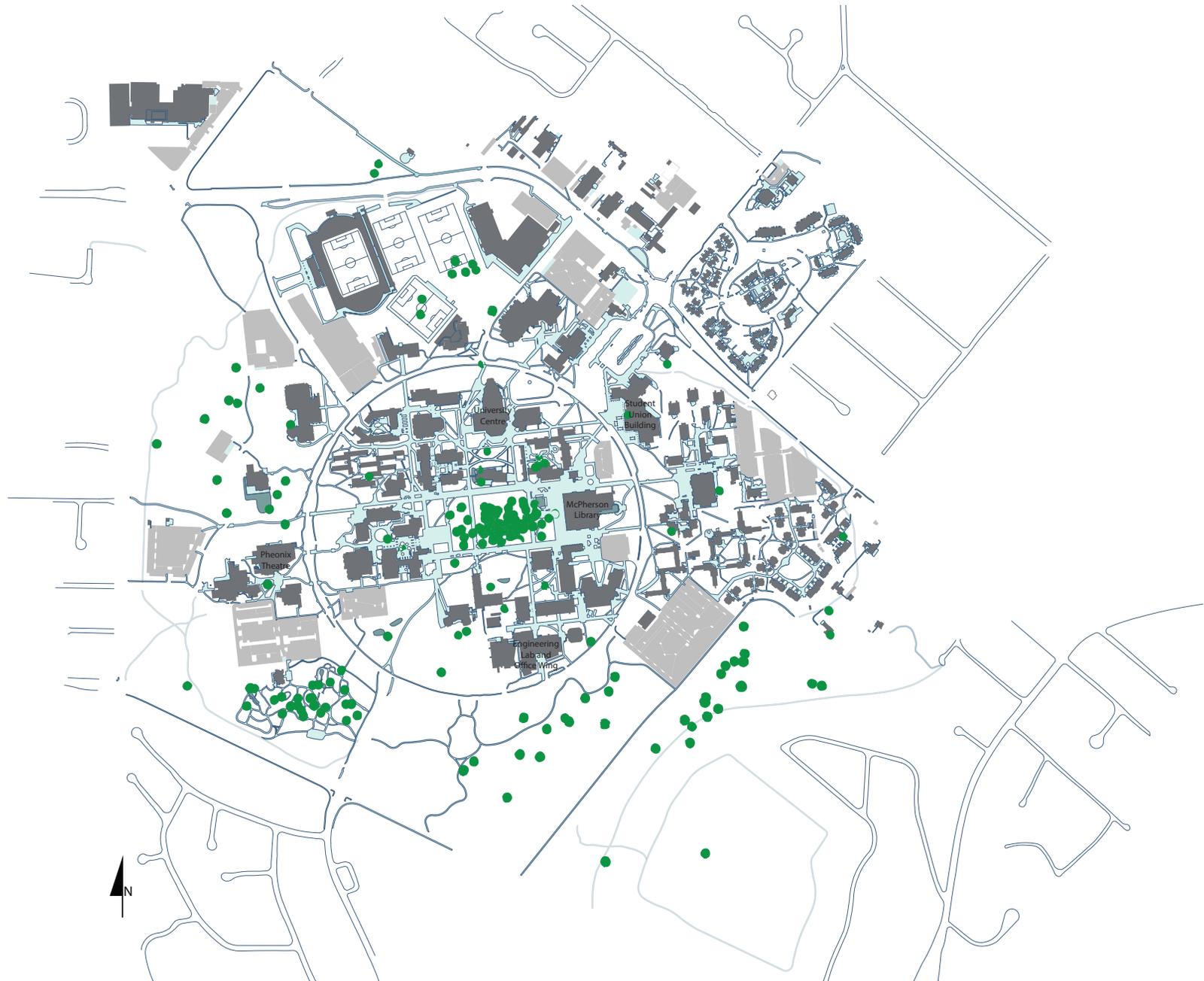
What is your favourite social space?

- McPherson Library, University Centre, Student Union Building

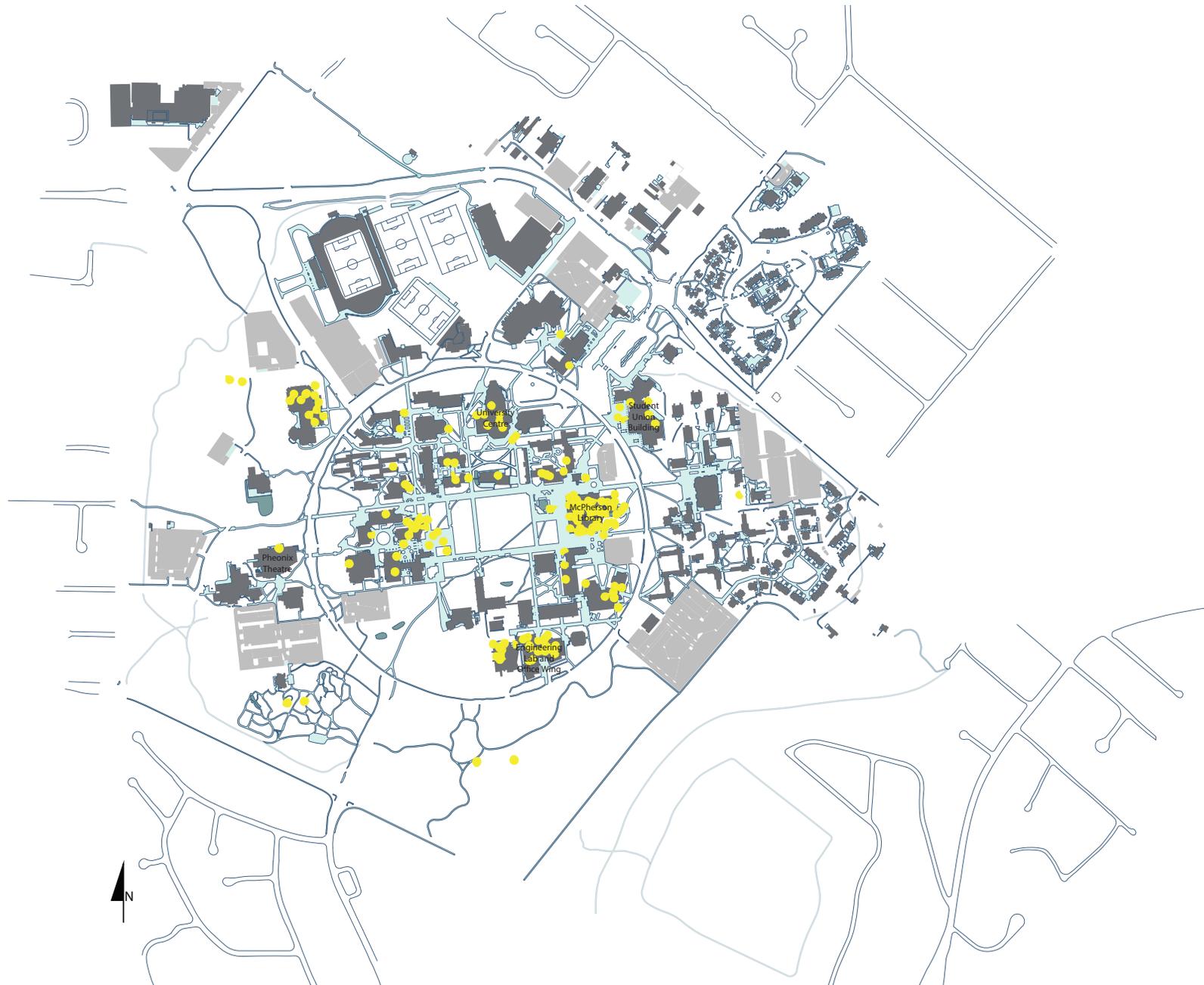
What spaces can be improved?

- Few emerging themes/locations, except perhaps the McKinnon Building (e.g. older, outdated condition) and Island Medical Building (e.g. pathway in the forest to the south)
- Both buildings and outdoor spaces were identified; outdoor spaces requiring improvement include interstitial spaces between buildings, parking areas, and elements of open spaces including the Quadrangle and Finnerty Gardens
- According to comments left on the mapping panel, reasons for wanting to improve these spaces include: better walking experience (i.e. currently too dark/unsafe or soggy); and a desire for better building aesthetics

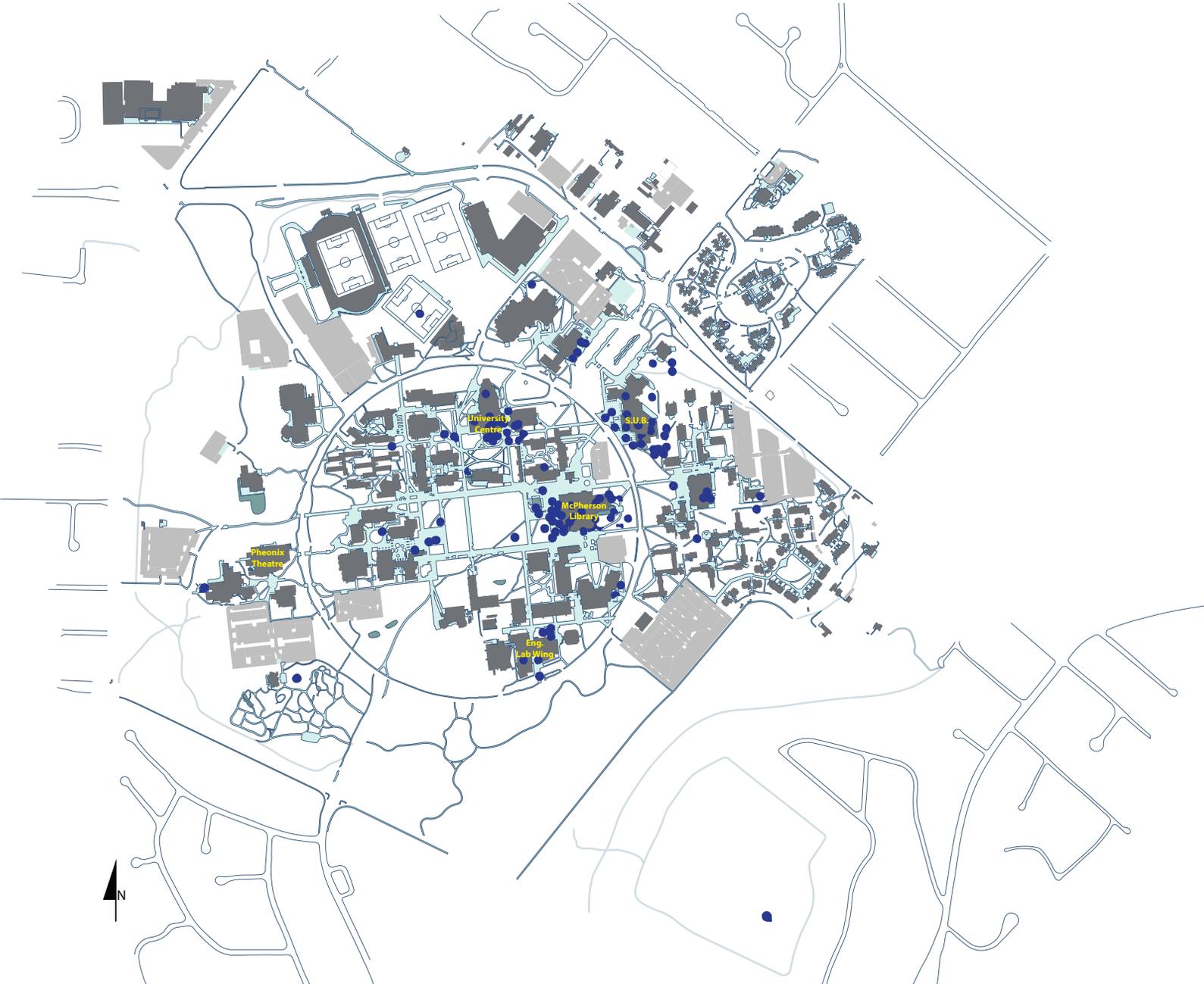
WHAT OUTDOOR SPACES DO YOU ENJOY MOST?



WHAT LEARNING AND STUDY SPACES DO YOU ENJOY MOST?



WHAT IS YOUR FAVOURITE SOCIAL SPACE?



WHAT SPACES CAN BE IMPROVED?





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ONLINE SURVEY

An online survey was posted for a four weeks in January and February 2015, and received 510 responses from diverse demographics, including students, faculty, and staff, as well as members of the broader off-campus community. Seventy-two percent of participants completed the entire survey, which is a high completion rate.



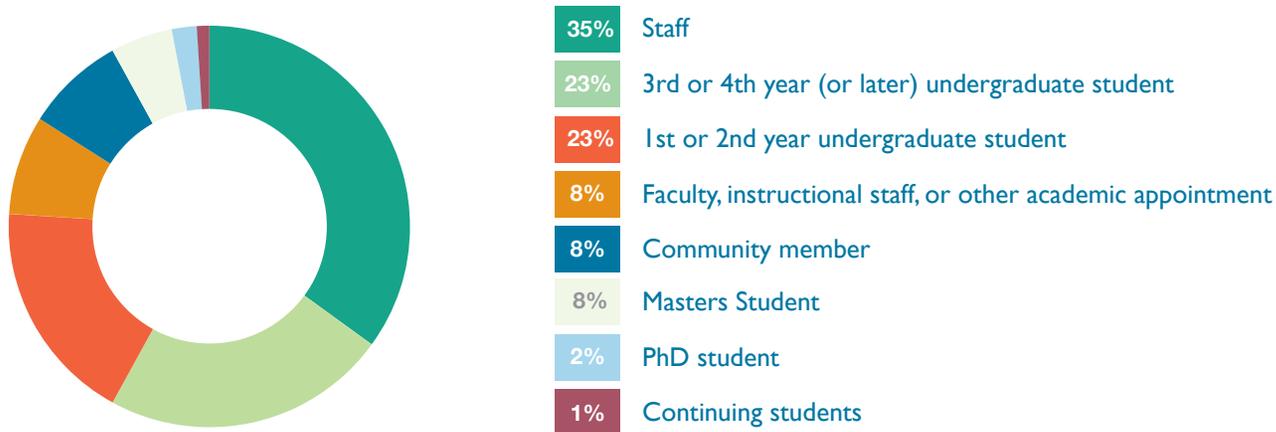
PARTICIPANT DEMOGRAPHIC INFORMATION

One of the benefits of online surveys is the ability to collect demographic information, which is more difficult to do through other engagement avenues. Based on the information provided, survey participants represent a broad spectrum of stakeholders. Over half of participants are students (57%), most of whom are undergraduate students. Approximately one-third of participants are staff (35%), and an equal number of faculty/staff (8%) and members of the broader community (8%) participated.

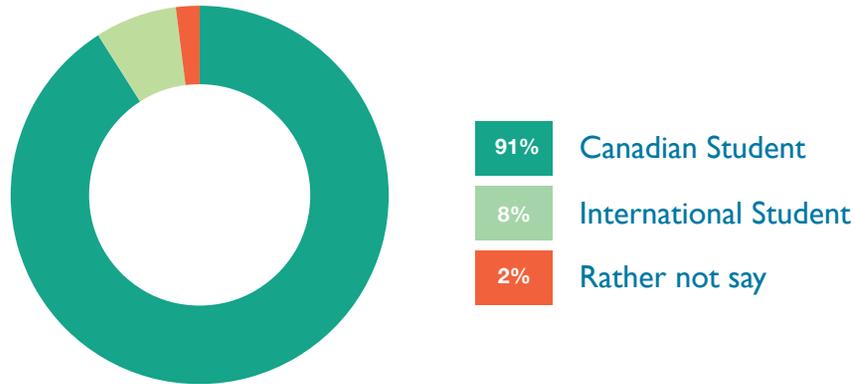
The proportion of student participants who are international students generally aligns with the proportion of international students on campus.

Approximately three quarters of participants live beyond a 10-15 minute walk of campus, of whom the large majority live within the Greater Victoria Area. Fourteen percent live within a 10-15 minute walk of campus, while eight percent live on campus.

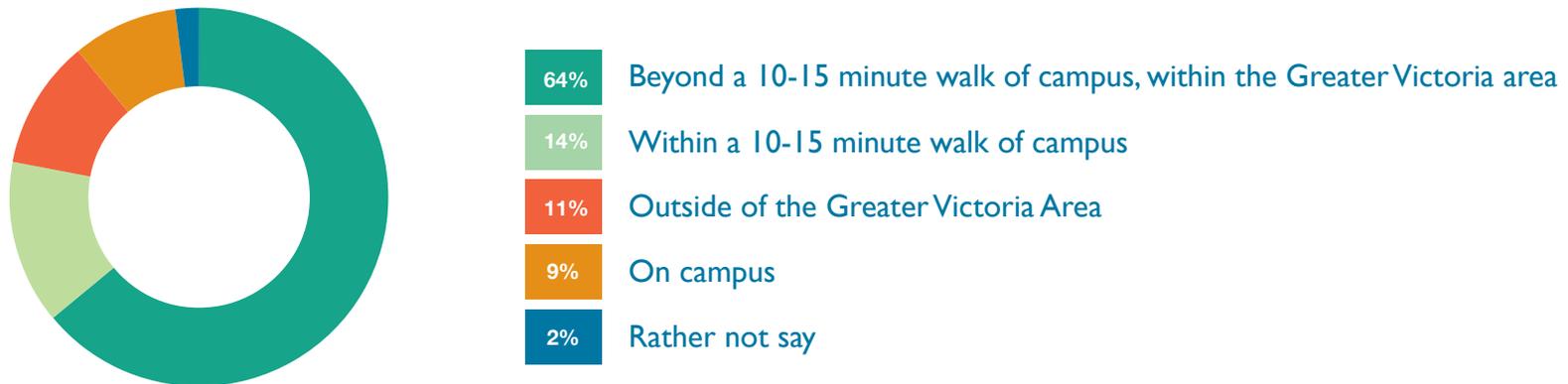
What best describes your status?



If you are currently a student, what class of student best defines you?



Where do you live in proximity to campus?



RESPONSES TO QUESTIONS ABOUT CAMPUS

The graphs on the following pages offer detailed summaries of responses to each question. Overall, the following themes emerged:

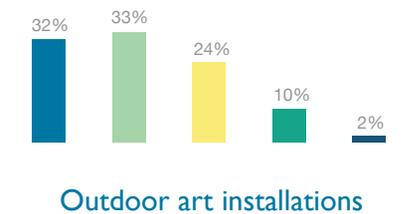
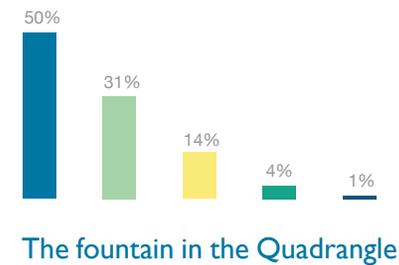
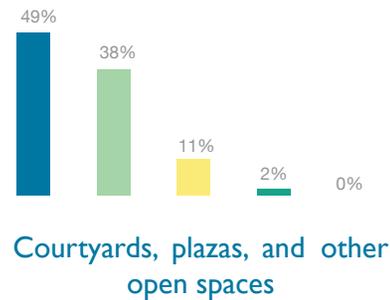
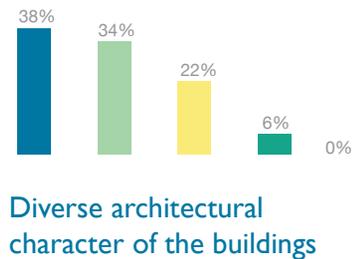
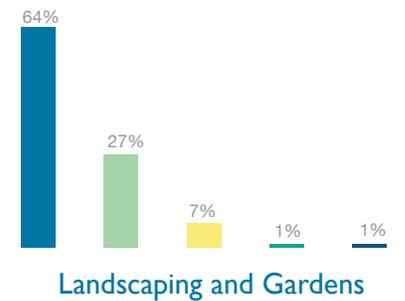
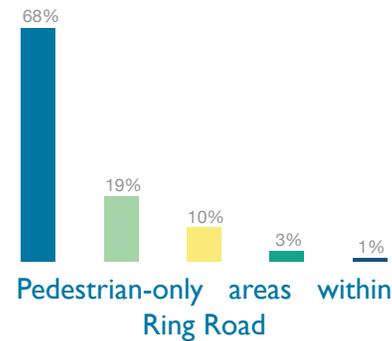
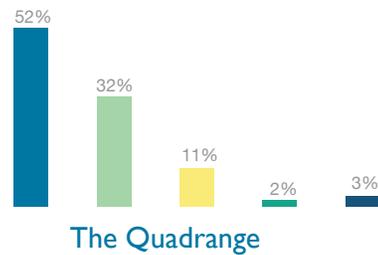
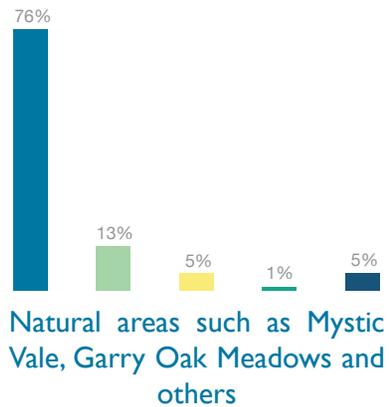
- The most valued physical attributes of UVic (based on a provided list), include: natural areas such as Mystic Vale and Garry Oak Meadows; pedestrian-only areas within the Ring Road; and landscaping and gardens.
- The most valued outdoor spaces are: natural areas with unique qualities such as Mystic Vale, Garry Oak Meadow, and Bowker Creek Wetland; the Quadrangle; wooded areas within the Ring Road such as Cunningham Woods; and Finnerty Gardens.
- The majority of participants access campus by private vehicle (34%) or transit (31%).
- Most participants (72%) indicate that it is very enjoyable to get around campus by walking, while the most common response for cycling is that it is somewhat enjoyable (33%).
- Most commonly referenced ways in which UVic could be a better place for getting around by foot include “better walking connections between buildings and other destinations” and “better or more distinct spaces for pedestrians, cyclists and cars”.
- Highest ranked ways in which UVic could be a better place for getting around by bike are “better or more distinct and separate spaces for pedestrians, cyclists and cars” and “separated cycling lanes on Ring Road”.
- Most frequently identified physical spaces that support learning and academic interaction with others include “libraries and/other study and meeting rooms” and “natural areas”.

The large majority of participants identified online surveys as the best way to obtain input for this process.

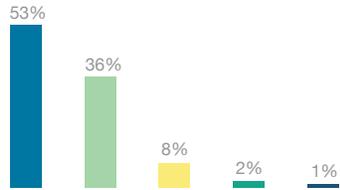
154 responses were provided to a final open-ended question about “other ideas” – many of which include longer narratives – and they are enclosed in the appendix.

UVic has many elements that make it special and distinct. How much do you value the following physical attributes of UVic's campus?

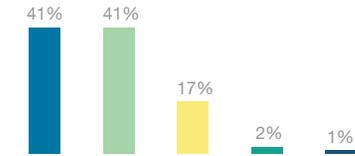
■ Value a Lot
 ■ Value Somewhat
 ■ Neutral
 ■ Do Not Value
 ■ I Have Never Visited This Location



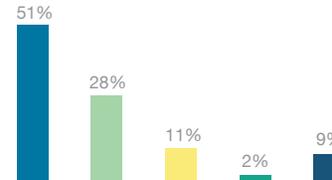
How much do you value the following outdoor spaces?



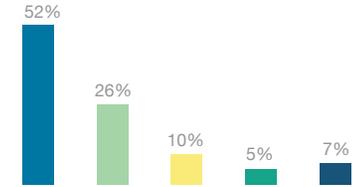
The Quadrangle



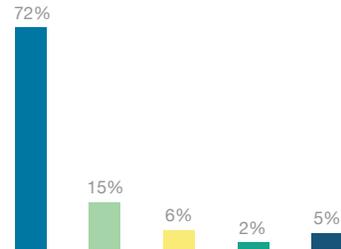
Open areas for informal play and recreation



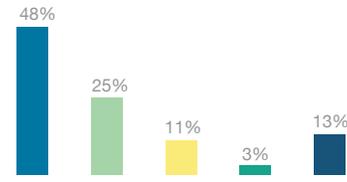
Finnerty Gardens



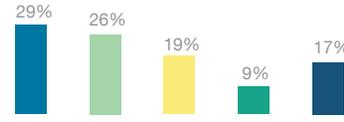
Wooded areas within the Ring Road such as Cunningham Woods



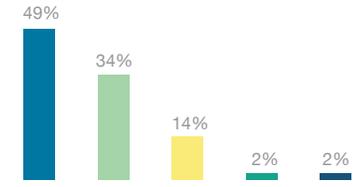
Natural areas with unique qualities such as Mystic Vale, Garry Oak Meadow, and Bowker Creek Wetland



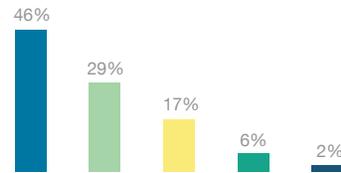
Other natural areas such as South Woods



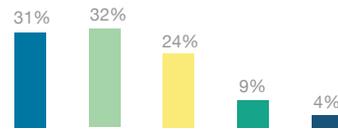
Campus Community Garden



Smaller, quieter spaces for work, study, or reflection such as smaller spaces between buildings

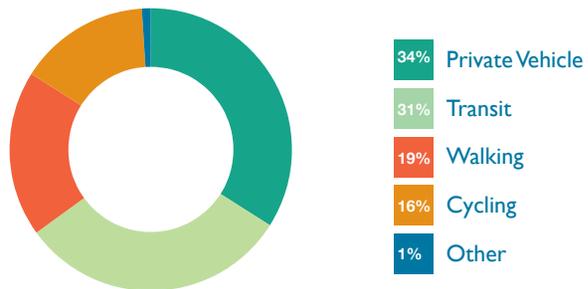


Spaces that celebrate unique cultural assets, such as First Nation art

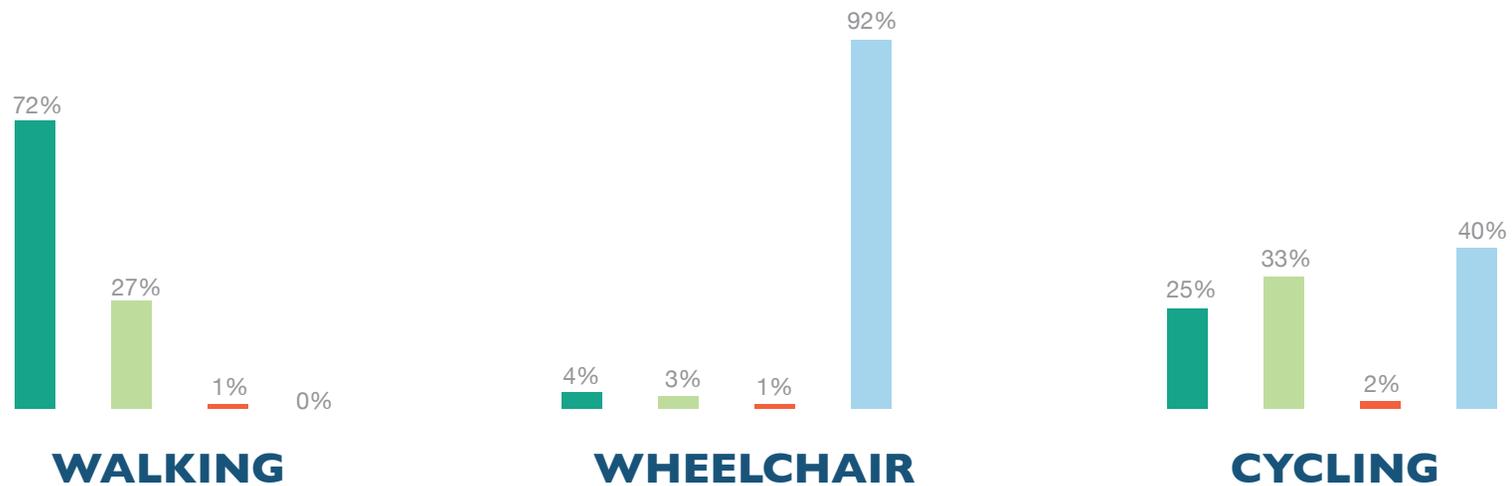


Outdoor athletic facilities

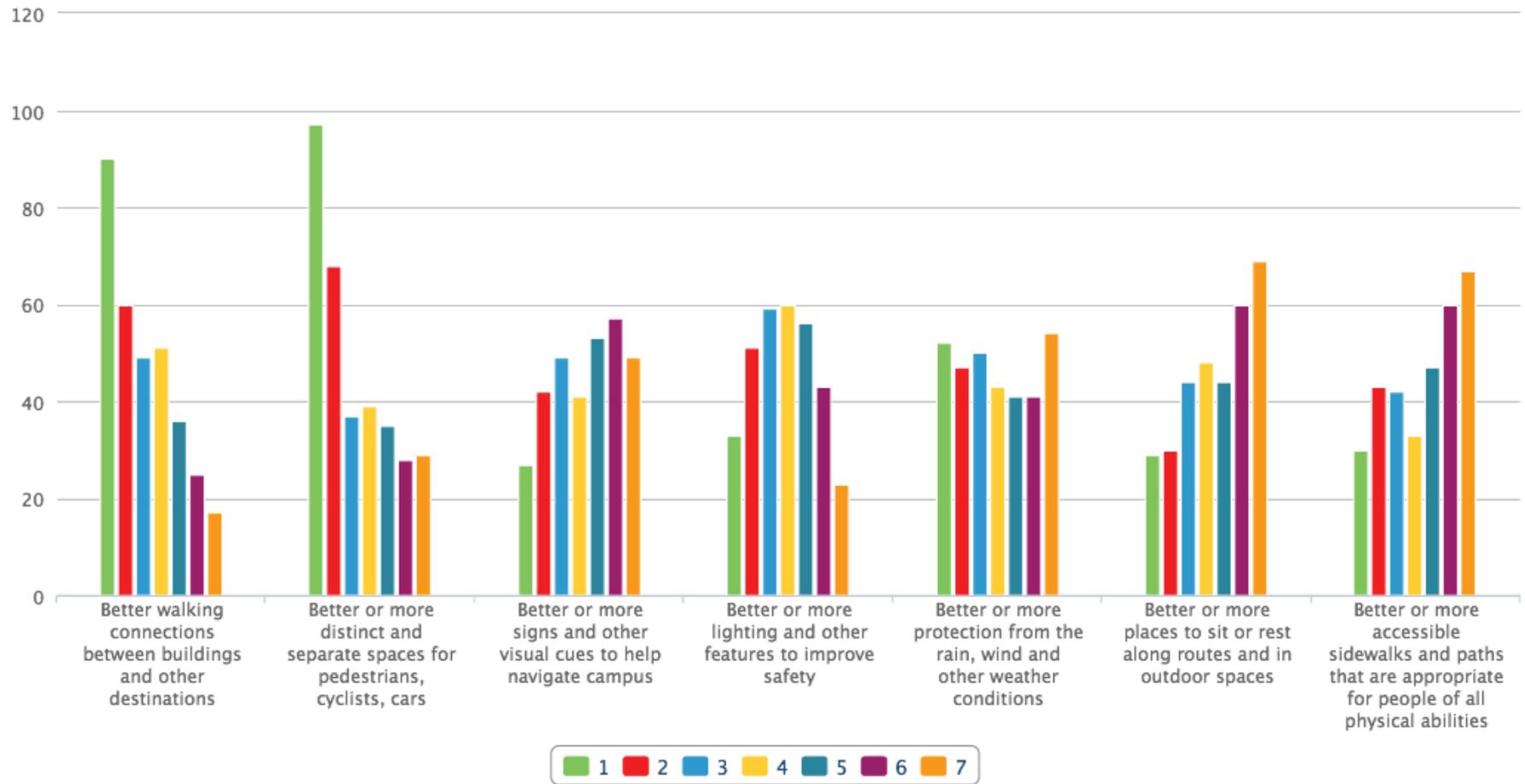
What is your primary means of transportation to access the campus?



The UVic Campus has a compact design that encourages walking and cycling. How enjoyable is it to get around by each mode?

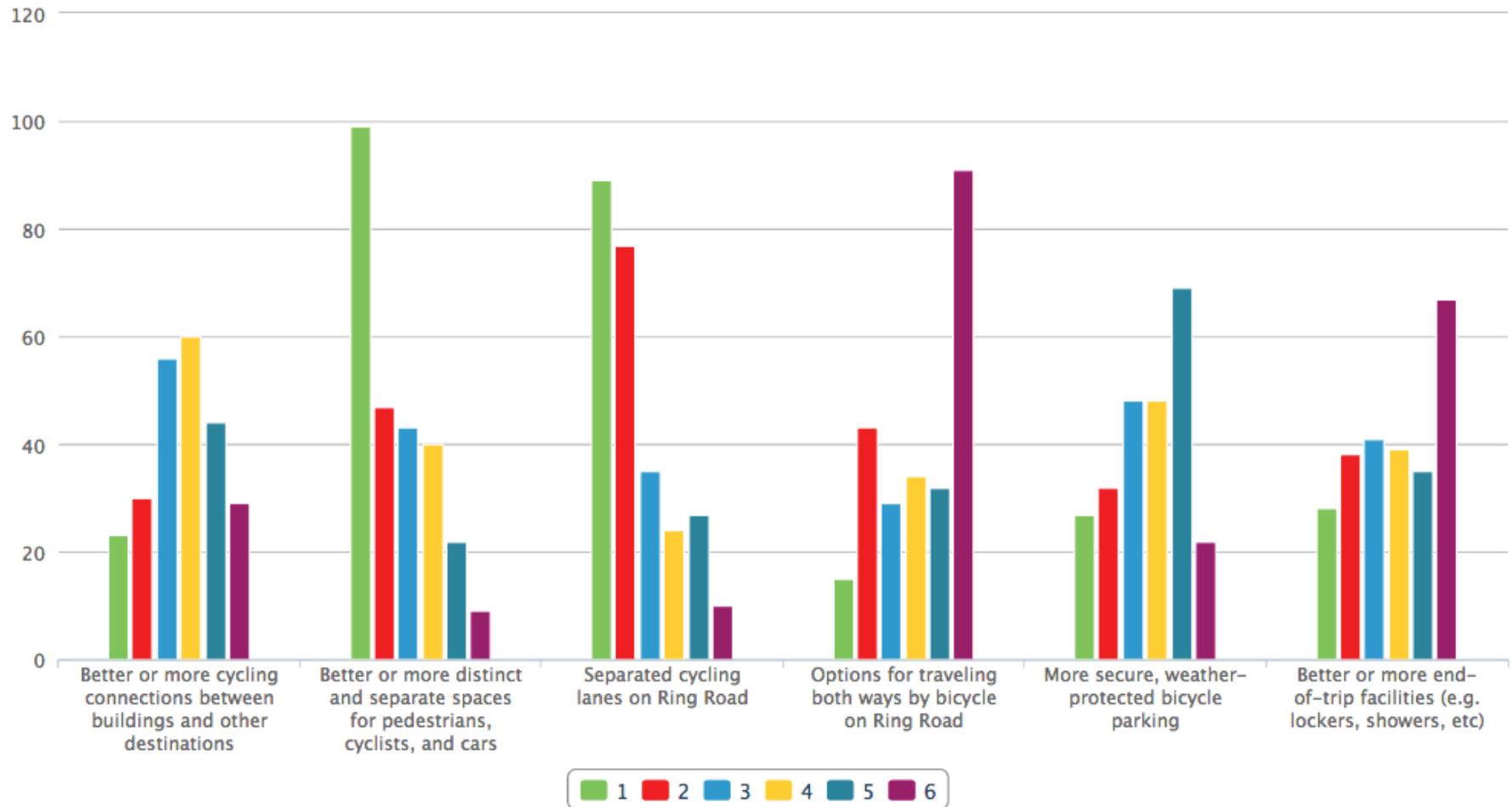


How could UVic be a better place for getting around by foot? Please prioritize the following areas, with “1” being the highest/best:



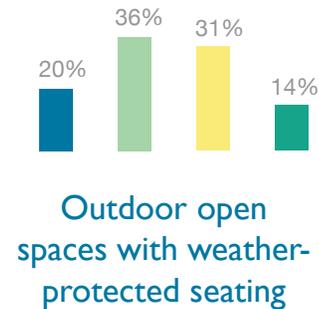
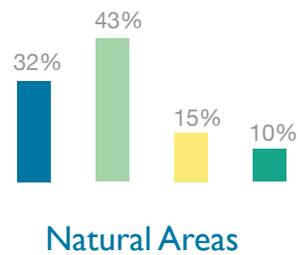
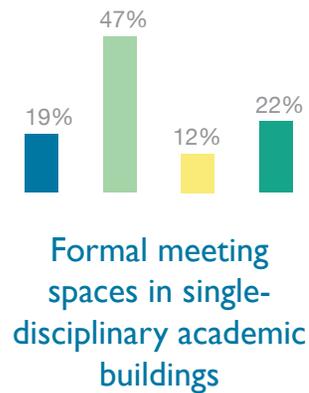
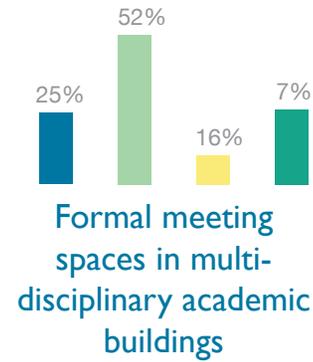
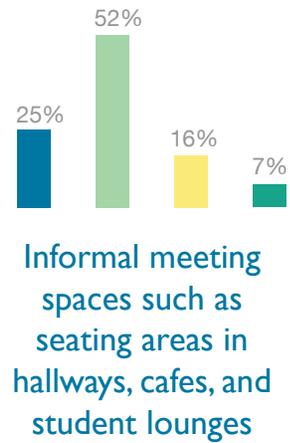
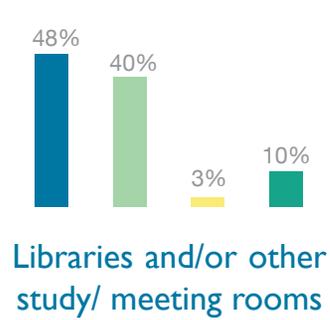
14% of respondents stated that none of the above applied because they are very satisfied with pedestrian infrastructure on campus.

How could UVic be a better place for getting around by bicycle? Please prioritize the following areas, with “1” being the highest/best:



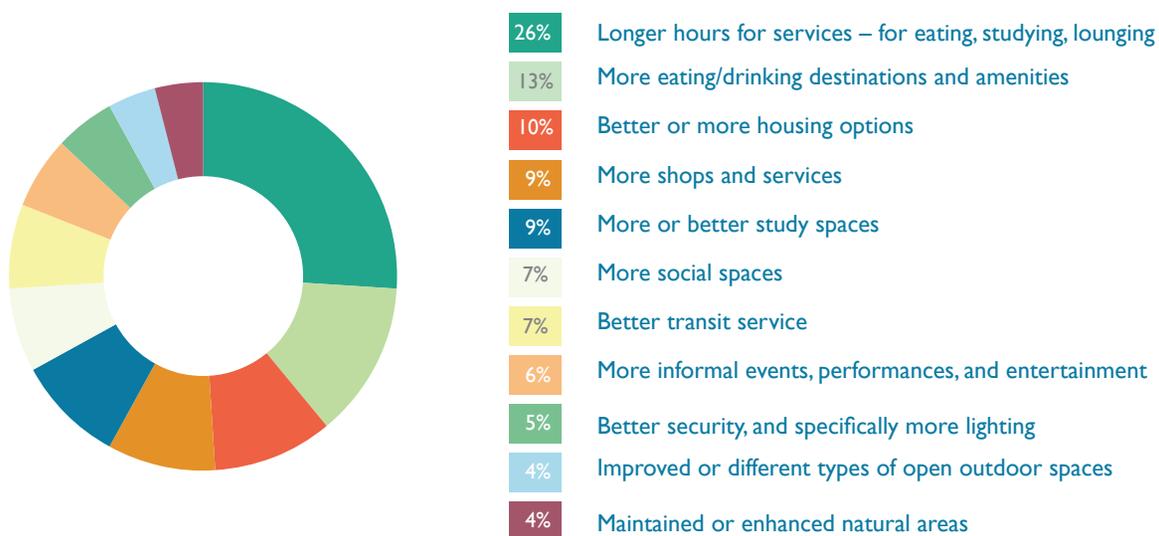
24% of respondents stated that none of the above applied because they are very satisfied with cycling infrastructure on campus.

How well do the following physical spaces support learning and academic interaction with others?



For UVic to be an engaged campus, vibrant seven days week – as a place to live, interact, learn, work, and play – is there something that could be improved upon? If so, what is it?

Top 10 Most Frequently Identified Themes (from 219 participants entries, each of which often containing several ideas/themes):



Comments for each theme included the following:

- **Longer hours for services – for eating, studying, lounging** – Comments included references to service hours that would allow students to eat, study, lounge, and socialize in more spaces on campus during the evenings and on weekends. Most commonly referenced services were library and food destinations.
- **More eating/drinking destinations and amenities** – Comments focused on more eating and drinking establishments, including restaurants, coffee shops and cafes, and pubs.
- **More or better housing options** – Comments included references to more housing overall, as well as more housing options, ranging from more housing for non-first year students to being better integrated with other uses on campus.
- **More shops and services** – Comments focused on increasing the number and variety of shops and services on campus, with the most commonly identified one being a grocery store.
- **More or better study spaces** – Comments referenced more or better solo and group study spaces, and more study spaces that are quiet, comfortable, and flexible/informal (e.g. allowing eating while studying).
- **More social spaces** – Comments focused on more space for gathering, with examples ranging from informal outdoor spaces to lounges and night spots.
- **Better transit service** – Comments focused on better transit service overall, including longer hours, greater frequency, more stops, and more.
- **More informal events, performances, and entertainment** – Comments included reference to more events, performances, and entertainment on campus, including for both students and the broader community.
- **Better security, and specifically more lighting** – Comments focused on the need for better security measures to increase safety, particularly at night, with the most commonly referenced measure being more lighting.
- **Improved or different types of open outdoor spaces** – Comments ranged from usable outdoor spaces in the evenings, to spaces for play such as those for children (e.g. playground) and skate parks.
- **Maintained or enhanced natural areas** – Comments referenced the desire to maintain or enhance natural areas.

Other themes from comments include: urban agriculture; weather-protected outdoor spaces; reduced dominance of vehicles and parking; enhanced cycling and pedestrian infrastructure; spaces for napping and relaxation; stronger First Nations presence such as indigenous place names and art gallery; better way-finding/signage; respect for neighbours (e.g. reduced campus related parking); composting and recycling; more recreation and athletics; new buildings and distinctive architectural character; better or free parking; leading sustainability practices; and more arts and culture amenities. A handful of comments touched on topics that are well outside the scope of the Campus Plan, and they ranged from academic programming and staffing, to smoking restrictions and provision of microwaves.

What are the best ways to obtain your input?

- **89%** said **online surveys**
- **35%** said **social media**
- **32%** said **mobile booths**
- **29%** said **drop-in open houses**
- **21%** said **workshops and meetings**
- **6%** said **other**

In the “other” category, participants most commonly identified email as the best way to obtain input. It is also notable that the highest ranking method of engagement was “online surveys”, which is perhaps not surprising given that the question was posed via an online survey.

DIFFERENCES IN RESPONSES ACROSS DEMOGRAPHIC CATEGORIES

Generally there were not significant differences across demographic categories in responses. Notable exceptions include the following:

- 1st and 2nd year undergraduate students – and in some instances 3rd and 4th year undergraduate students – are under-represented among respondents who note that they “value a lot” or “value somewhat” natural areas, open spaces, gardens, and pedestrian-only areas within the Ring Road. This demographic category was also more likely to indicate that “I have never visited [these locations]”.
- 1st and 2nd year undergraduate students are over-represented among respondents who state that walking is their primary means of transportation to access campus, and they are under-represented among respondents who state that cycling is their primary means of transportation to access campus. 3rd and 4th year undergraduate students are over-represented among respondents who state that transit is their primary means of transportation to access the campus. Staff are under-represented in the walking category, and well over-represented in the driving category.
- 1st and 2nd year undergraduate students are under-represented among respondents who state that walking and cycling are “very enjoyable” on campus.
- 1st and 2nd year undergraduate students are over-represented among respondents who live on campus, and community members are over-represented among residents who live within a 10-15 minute walk of campus.
- 1st and 2nd year undergraduate students are under-represented among respondents who say that currently informal meeting spaces (e.g. seating areas in hallways, cafes, and student lounges) and formal meeting spaces in multi-disciplinary academic buildings support learning and academic interactions “very well”. Faculty are more likely than all students to indicate that spaces in single-disciplinary academic buildings support these activities “very well”. The opposite is the case for outdoor open spaces with weather protected seating.
- Undergraduate students are more likely than others to indicate that social media is the best way to obtain their input, and staff are more likely than others to indicate that come-and-go open houses, workshops, and meetings are the best ways to obtain their input.



IDEAS FORUM – OPEN HOUSES

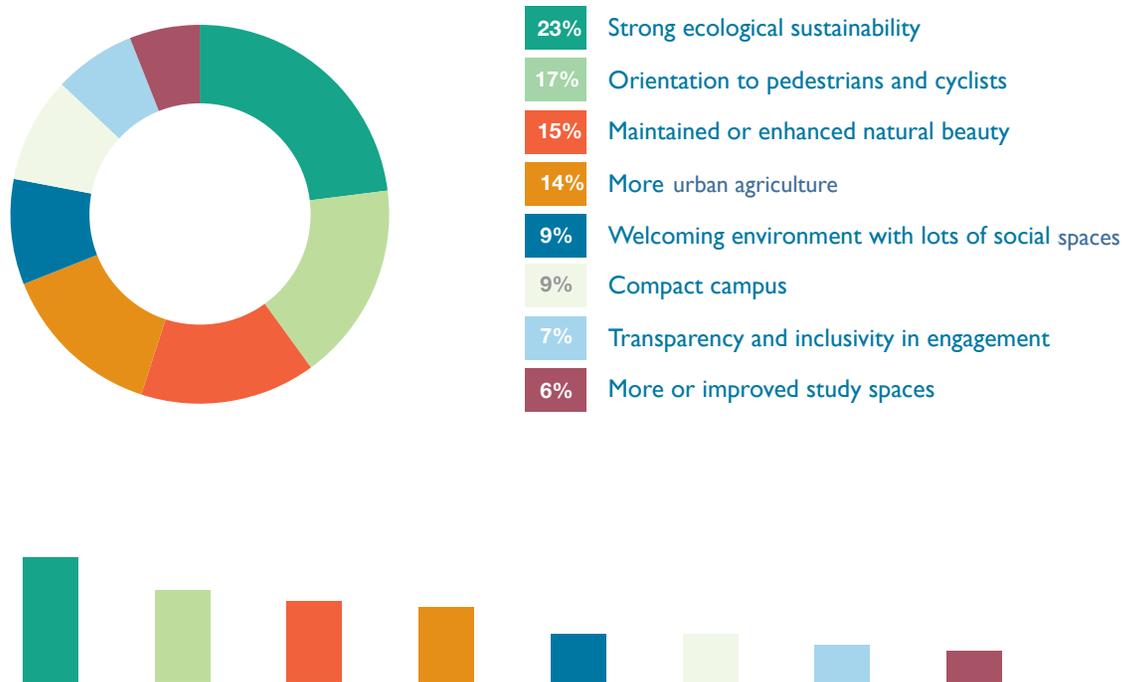
Two open houses offered drop-in opportunities for the campus community and broader community to learn about the process, review background information, and provide input on priorities and ideas for the future of campus. The first open house took place on February 4th in the Michele Pujol Room in the Student Union Building from 12 until 2 pm, with approximately 220 visitors during this time period. Over 400 comments were posted by participants on interactive panels and sheets.

The second open house took place later in the day, from 6 until 8 pm, and drew over 50 visitors who left close to 200 comments.

10 YEAR SUCCESS BANNER

A large banner was posted during the event that asked the following question, inviting comments from participants: “If this Campus Plan Update is exceptionally successful, what will the campus look like in 10 years?” Almost 150 comments were received over the course of both open houses, with the following most common emergent themes, each receiving between five and 21 comments:

If this Campus Plan Update is extremely successful, what will the campus look like in 10 years?



Comments for each theme included the following:

- **Strong ecological sustainability** – Comments included references to zero emissions, renewable energy use, water conservation, and composting and other waste diversion techniques.
- **Orientation to pedestrians and cyclists** – Comments focused on enhanced pedestrian and cycling infrastructure, and more amenities and services for cyclists.
- **Maintained or enhanced natural beauty** – Comments focused on preserving natural areas and green spaces, and increasing access to these spaces.
- **More urban agriculture** – Comments focused on increasing food production on campus through community gardens and edible landscaping in open spaces, on rooftops, and more.
- **Welcoming environment with lots of social spaces** – Comments referenced a welcoming environment and culture generally speaking, as well as specific ideas such as more destinations like cafes and outdoor spaces for interaction.
- **Compact campus** – Comments focused on “quality over quantity”, and growing the campus on the existing footprint – such as on parking lots – rather than growing outward into natural areas or elsewhere.
- **Transparency and inclusivity in engagement** – Comments focused on the desire for ongoing engagement in an open and democratic planning processes, involving campus stakeholders as well as the external community.
- **More or improved study spaces** – Comments included reference to more or better (e.g. more comfortable, weather protected) solo and group study spaces, both indoors and outdoors.

Eight comments touched on areas that are well outside the scope of a Campus Plan, and they included detailed preferences for food services, academic programming, tuition, and classroom amenities (e.g. outlets).

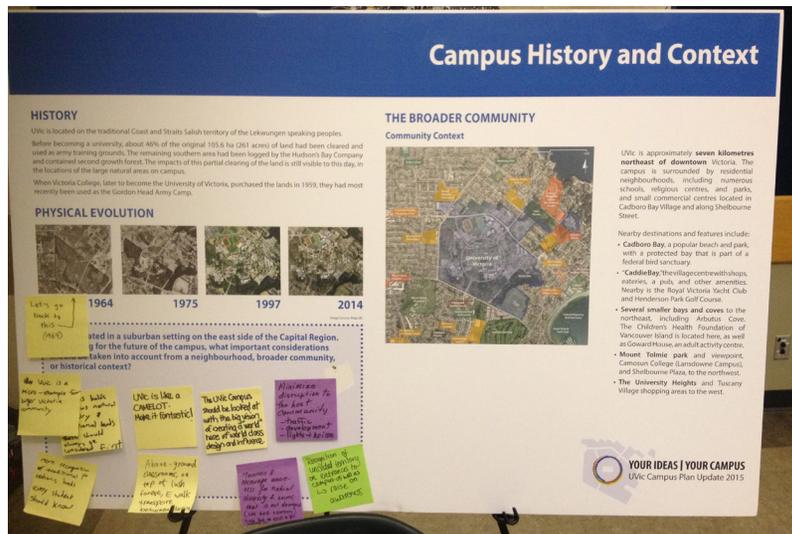
INTERACTIVE PANELS

Approximately 650 comments were posted on interactive panels over the course of two open house events. Emergent themes are outlined below and, where relevant, indication is provided where there are key differences between the afternoon and evening events.

CAMPUS HISTORY AND CONTEXT

UVic is located in a suburban setting on the east side of the Capital Region. In planning for the future of the campus, what important considerations should be taken into account from a neighbourhood, broader community, or historical context?

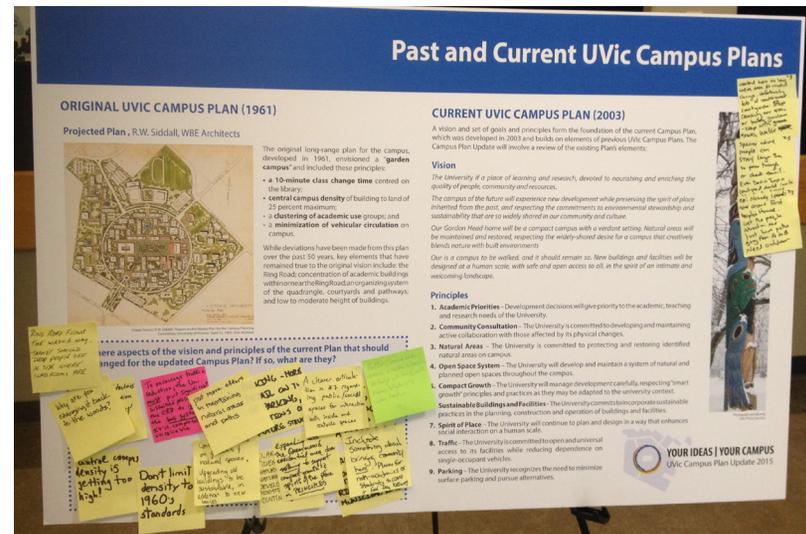
- Continually recognize that UVic is situated on traditional First Nations lands
- Ensure respect for adjacent communities, including through effectively managing traffic pressures
- Strengthen connections (e.g. cycling, transit) to broader region
- Prioritize and celebrate natural assets on campus



PAST & CURRENT UVIC CAMPUS PLANS

Are there aspects of the vision and principles of the current Plan that should be changed for the updated Campus Plan? If so, what are they?

- Keep or enhance the gardens and natural areas
- Enhance welcoming atmosphere and way-finding (Open House #1)
- Manage traffic congestion and parking (Open House #1)



USES AND BUILDINGS

How can UVic be a better place to socialize, exchange ideas, and learn with others? What does this mean for its physical space?

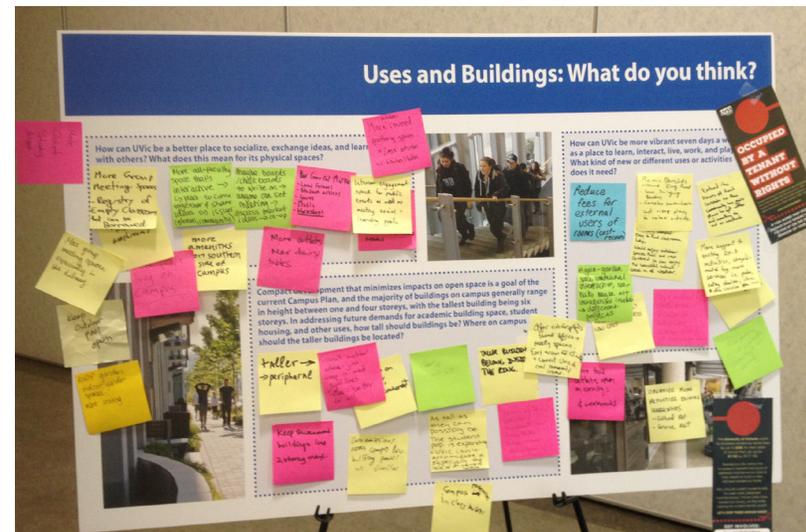
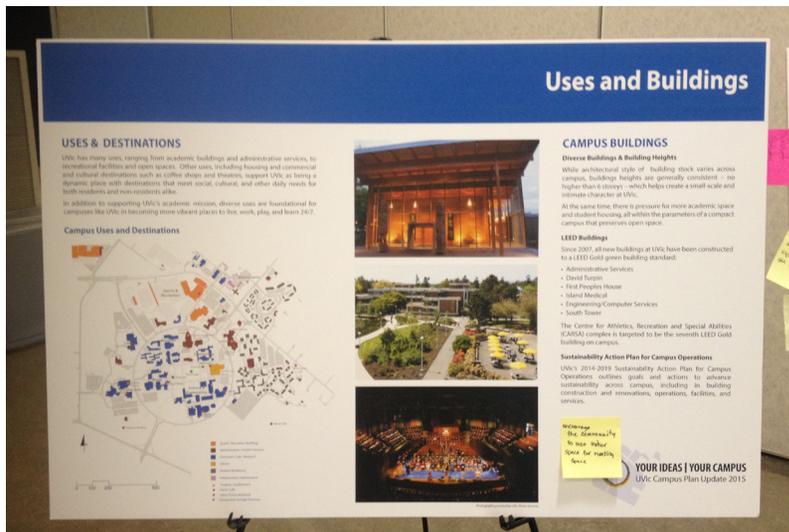
- More group meeting spaces, both indoor and outdoor, and both formal and informal
- More communal spaces (e.g. clubs, inter-faculty space, kitchens)
- More amenities/destinations and people living on campus

How can UVic be more vibrant seven days a week, as a place to learn, interact, live, work, and play? What kind of new or different uses or activities does it need?

- More services (transit, food vendors, study spaces) with longer hours during the day and open on weekends
- More spaces like coffee/snack shops, pubs, and shops
- More weather-protected outdoor areas

Compact development that minimizes impacts on open space is a goal of the current Campus Plan, and the majority of buildings on campus generally range in height between one and four storeys, with the tallest building being six storeys. In addressing future demands for academic building space, student housing, and other uses, how tall should buildings be? Where on campus should the taller buildings be located?

- Place tall buildings inside the Ring Road, away from neighbourhoods
- Some comments identified a desire to grow up and not out, and therefore taller buildings (including greater than current heights) are welcomed
- Some comments identified a desire to maintain current height restrictions and/or keep building heights low



TRANSPORTATION

Comments included on the information panel (below), along with another information panel on transit, vehicle use, and parking, included references to enhanced pedestrian and cyclist experience.

Parking lots are potential future buildings sites, for use when space is needed for student housing, academic buildings, or other buildings. What areas are important to maintain as parking?

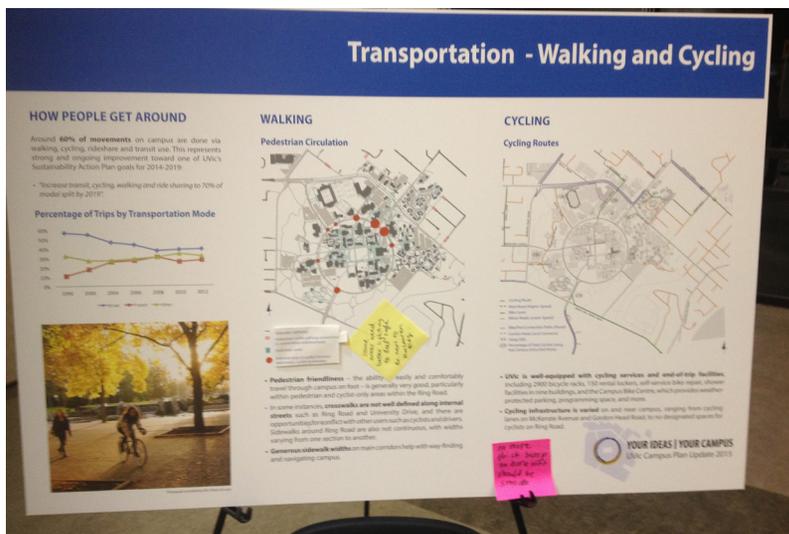
- More multi-level and underground parking
- Focus parking outside of Ring Road
- Important parking lots include those adjacent to McKinnon and Glover Greenhouse
- Concern about congestion and parking in areas outside of campus
- More buses (e.g. #12 route)

In what ways can UVic's campus be improved for people walking on campus?

- Safer connections (lighting and walkway quality)
- Better conditions for crossing Ring Road
- Dedicated pedestrian areas, separate from cycling areas
- Integrate with other modes (e.g. car-share and better transit)
- Better accessibility for all physical abilities

In what ways can UVic's campus be improved for people cycling on campus?

- Separated cycling lanes/connections
- More bike parking, including weather-protected facilities



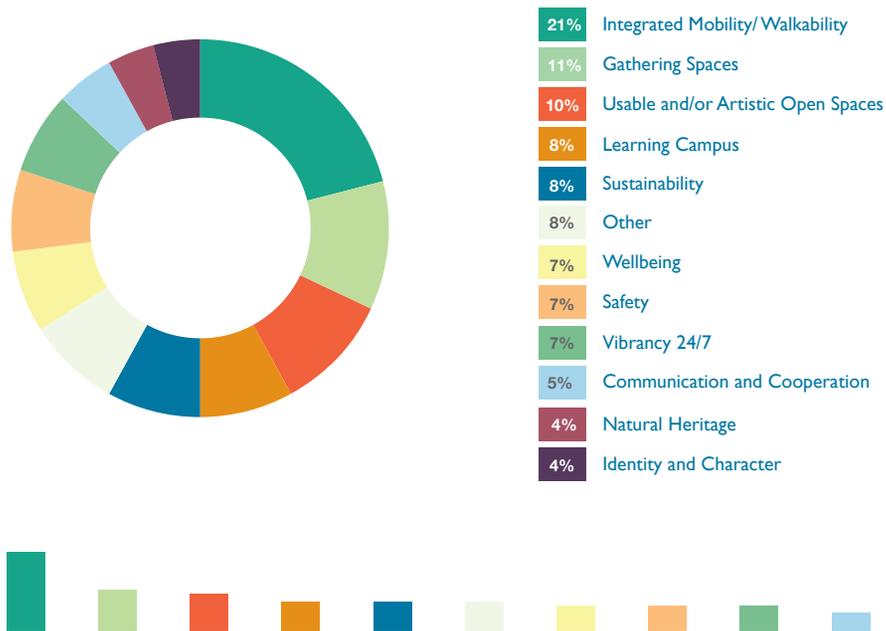
IDEAS FORUM – WORKSHOP

A 2-hour afternoon workshop brought together approximately 60 people representing faculty, staff, students, and neighbours / the broader community to discuss priorities and ideas. The event included a large group ice-breaker discussion and small group discussions.



LARGE GROUP “BIG IDEA” BRAINSTORM

As an icebreaker, each participant was asked to share their big idea for the future of UVic. These were collected on post-it notes and categorized while the groups were involved in discussion. Twenty percent of the comments collected had to do with integrated mobility and walkability, almost double the amount of comments on other categories.



Comments for each theme included the following:

- **Integrated Mobility / Walkability** – Comments focus on the prioritization of walking and cycling, through measures such as separated facilities for active modes on Ring Road and elsewhere, controlled crosswalks, and reduced or eliminated vehicular use in areas.
- **Gathering Spaces** – Comments focused on increasing amount of informal common/social spaces, both indoors and outdoors, and to creating a welcoming environment.
- **Usable and/or Artistic Open Space** – Comments focused on strengthening community gardens (e.g. permanent space), preserving natural areas, and including opportunities for art and interaction.
- **Learning Campus** – Comments focused on integration of learning spaces, creating more outdoor learning and study spaces, and supporting innovative facilities such as living laboratory.
- **Sustainability** – Comments focused on renewable energy production and food production.
- **Well-Being** – Comments focused on holistic health approaches, such as creating spaces and supports that promote both emotional and physical health (e.g. access to trees and nature, spaces for relaxation).
- **Safety** – Comments focused on increasing sense of safety, particularly at night, through better lighting.
- **Vibrancy 24/7** – Comments focused on creating more residences, functional night time activities, and destinations such as food vendors and other businesses.
- **Communications and Cooperation** – Comments focused on engaging with the community and regulators.
- **Natural Areas** – Comments focused on protecting natural areas.
- **Identity and Character** – Comments focused on emphasizing quality of architectural design.
- **Other** – Other comments referenced a desire for new academic facilities and specific amenities and events. Minimal comments seemed well outside the scope of a Campus Plan, and they included a desire to see gender neutral washrooms and a gluten-free kitchen.

SMALL GROUP DISCUSSIONS

In small groups, participants discussed the existing Campus Plan vision and principles, as well as opportunities and constraints, and big ideas. Emergent themes are as follows:

Which revisions (additions) need to be made to the existing vision and principles?

- Needs to be more inspiring
- Needs to be focused on planning direction and less on process
- Link with and be welcoming to broader community
- Focus on inclusivity
- Health and wellness
- More explicitly reference First Nations presence and history
- Emphasis on social areas
- Stronger sustainability statement
- Spirit of place
- Multi-modal emphasis (people above cars)
- Natural area protections/celebration

What constraints exist?

- Currently facilities are not used as efficiently as possible (so lack of space may be perceived and not real)
- Operation of campus already expensive and challenging
- Without late night transit service, the campus struggles to stay alive in the evenings
- Some places are currently unpleasant, such as the recycling area (creates noise) and Ring Road, which is highly car-oriented
- Parking in adjacent neighbourhoods is problematic, yet often parking lots are not full
- Lack of functional amenities such as a grocery store

What are the opportunities and big ideas for the future of the campus?

- Campus should be awe-inspiring
- Build up and concentrate growth
- Focus on integration of users and activities

- Celebrate natural features by protecting and creating access to them – arrive to campus through “wilderness”
- Enhance way-finding and lighting on campus
- Create more flexible gathering / social spaces – create a stronger sense of community
- Increase art presence/visibility - create spaces for art and performance
- Create innovative learning and research spaces such as a living laboratory
- Integrate the campus into the regional transit plan
- Link planning to academic priorities
- Focus on pedestrians first (e.g. take cars off of Ring Road)
- Better integrate different transportation modes, and support cycling with separated facilities
- Make UVic a 24/7 campus, with functional amenities around the clock and throughout the week – more vitality
- More mixed use buildings
- More gender neutral washrooms
- Grow more food on campus
- Engage a coordinating architect to ensure a cohesive vision
- Provide more weather protection for outdoor sitting and other activities
- Emphasize sustainability and put it on display
- Older buildings require a facelift
- Cedar Hill site needs careful consideration
- Focus on holistic wellness

CAREER FAIR AT THE TSAWOUT FIRST NATION

The Mobile Booth was set up at the Career Fair at the Tsawout First Nation, and comments were offered by community members, students (university/college and high school), and alumni. Fifteen comments were received, and they are generally consistent with themes emerging through other engagement activities, with a particular emphasis on issues of way-finding on campus. In order of frequency of reference, themes are as follows:

- **Campus is currently confusing to navigate**, including on Ring Road and walking paths, and in finding buildings/destinations such as the University Centre. Enhanced way-finding such as signs would help and also make it feel more welcoming to visitors.
- **The green spaces** – natural areas, gardens, trees, and other outdoor spaces – **are beautiful** and make UVic special.
- **Some spaces would be better used if they were enhanced.** For example: lighting would help make the sports fields useful at night; better seating or other additions to the hardscaped space near Mac's bistro would make it more useable and enjoyable; more spaces for studying and inspiration within the Ring – including beautiful pathways, outdoor study areas, art, and trees – would make it an amazing place; and generally campus would be better if there were more spaces to study or have coffee. and more spaces for enjoyment and studying within the ring – including beautiful pathways, outdoor study areas, art, trees, and other inspiring qualities
- **The carving hut at the First People's house is an important space** because it brings together so many people and engages them in meaningful, experiential learning, which is important for programming and would benefit a permanent (sheltered outdoor) space.
- Accessing campus from further distances is difficult by car and transit.

CONCLUSIONS

The objective of engagement in Phase I was to: educate and raise awareness about the Campus Plan update process; and to provide opportunities for stakeholders to share their input for the physical development of campus. Key take-aways from the engagement process are summarized as follows:

The engagement successfully reached a broad and diverse audience.

Several opportunities were provided for engagement, and a broad and diverse audience was successfully reached through a range of activities that included interviews, workshops, open houses, an online survey, a mobile booth, and a photo contest. Extensive communications and outreach included a Speaker's Event on campus planning, social media presence on Twitter and Facebook, posters, promotional handout material, newspapers advertisements on and off campus, and a project website with project background, updates, and reports.

The success of the outreach is in part measured by the quantity of participants – which included an estimated 1000+ individual engagements – and a diversity of participants providing demographic information in the online survey, which included input from students (undergraduate, graduate, and international students), faculty and other academic appointments, staff, and off-campus community members, as well as residents living on campus, near campus, and in the broader region.

Strong themes emerged through public input.

While in some cases there was stronger emphases placed on specific topics depending on the audience (e.g. neighbours were more likely to report concerns about neighbourhood parking impacts, and students were more likely to identify the need for better or more study spaces, and enhanced safety on campus), strong themes generally emerged that cut across engagement activities and demographic categories. Top overarching themes include the following priority areas: natural beauty; active transportation; growing up rather than outward; vibrancy all day and week long; welcoming and inclusive campus; social spaces; First Nations history and presence; safety; ecological sustainability; and addressing neighbourhood parking impacts.

As such, with input that was broadly collected and in which strong themes emerged, the Campus Plan update process can move forward with strong direction for the refinements of the current vision, goals, and principles, and in the development of new concepts for the Campus Plan.

NEXT STEPS & STAYING INFORMED

The outcomes of the engagement are being used to revise the existing vision, goals, and principles, and to inform the development of early campus plan concepts. Other engagement inputs that will be considered include outcomes of a February 12th meeting with the Gordon Head Residents Association, and recommendations in the Uvision Report, which was developed by UVic volunteer students – the University of Victoria Sustainability Project (UVSP) – can be found here: <http://uvsp.uvic.ca>

Further opportunity for broad engagement will be undertaken in Phases 2 and 3.

Engagement outcomes and project updates will be provided on the project webpage at: <http://www.uvic.ca/campusplanning/campus-plan-update/index.php>

