

Flad Architects

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A. Identity

The campus wants a clear identity and to be a place of inclusion. Identity for a campus can include graphic and visual identity throughout the campus, to buildings and departments, and to site features, and also includes a sense of belonging and pride.

- A-1. sense of place
- A-2. unique reflection of activities and disciplines in landscape and at buildings
- A-3. place for all types of students to call home
- A-4. shift campus to student-centric not car-centric
- A-5. identity and connection to remote campuses

B. Connections

Strong physical connections foster important relationships and educational opportunities. Connections on a campus can mean feeling that all regions of a campus are part of a whole, that getting from one part of campus to another is without boundaries, and that traversing across campus is clear and safe and inviting. Connections can also mean how the campus connects with the broader community.

- B-1. improve wayfinding and legibility of campus internally and at the intersections to the neighboring community
- B-2. improve connectivity and cohesion of physical spaces on campus
- B-3. provide framework for diverse modes of transport (scooters, bikes, avoiding electric carts, peds)
- B-4. streamline commute and transportation less time in their cars more time teaching
- B-5. Connect to DT and regional transport

C. Activation

Activation in the context of a campus environment means extending the life of the campus beyond typical class hours, and making the campus accessible for its diverse population of students and the community at large. It means the campus is a place where things are happening and can happen, and that people want to be there.

- C-1. safety – pedestrian/wheels and night-time
- C-2. create campus heart – quality hang-out places
- C-3. provide 24/7 amenities
- C-4. increase utilization of campus land
- C-5. housing

D. Learning

Core to the function of a campus, the physical environment must support academic programs, instill the desire to be there and to learn, and provide the means to teach and learn in the most effective and contemporary ways. This includes removing distractions, allowing for spontaneous interaction, having safe and comfortable spaces to think and decompress – for students and faculty alike.

- D-1. create spaces that foster interdisciplinary collaboration, learning, innovation,
- D-2. flexible spaces for after-hour use
- D-3. streamline parking – more time to learn
- D-4. create spaces for informal learning
- D-5. create spaces that support staff who are working to meet the needs and expectations of students

E. Values

Putting on display the values of the student body and of the faculty and staff is a priority. This includes celebrating the diversity of campus, sharing its commitment to sustainability and social equity, and to having the campus reflect out the value that is placed on the students by faculty and staff.

- E-1. create spaces that reflect students' contributions to student life
- E-2. 21st century infrastructure – like us (students)
- E-3. quality formal learning environments
- E-4. reflections of sustainability, social equity, diversity values on campus
- E-5. campus environment reflects value placed on students