

## 8.0 Built Form



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New academic development will be concentrated within the campus core. The reason for this is to facilitate greater interaction between disciplines; foster academic interaction between students and faculty; consolidate the open space network; support a pedestrian and bicycle friendly campus; and better utilize existing facilities and infrastructure. Key sites will be protected for the future development of significant teaching, learning and research facilities.

### 8.1 | Built Form Guidelines

The design and expression of buildings plays an important role in achieving a Campus Master Plan character. This reinforces a unique sense of place, showcases academic research and activities, and animates and brings vitality to the campus. The massing of each new building should be employed in a creative and harmonious way to achieve these objectives.

- New buildings and additions need to convey the idea of University by incorporating the complex notions of permanence, innovation, pre-eminence, community, and sustainability;
- Design of new buildings must draw from, and reinforce, the campus' unique setting;
- Building and landscape should be programmed, conceived, and designed as a single composition. All projects are to provide strong physical and visual connections to campus and site elements;
- New campus buildings should be sympathetic to past, significant architectural forms on campus, (e.g. University Hall);
- New campus buildings should be light and transparent, in contrast to the heavier, architectural brutalism of the existing buildings;
- The use of a simple and dignified palette for the dominant cladding materials should be established to build visual cohesion on campus;
- Projects should include dark concrete block, zinc (or copper) cladding, and/or natural concrete as part of their primary material palette as a feature that threads all University of Lethbridge architecture together;
- In addition to the primary materials, buildings should include a broader range of other secondary and accent materials that may be employed to bring depth and vitality to the architecture;
- New buildings should be designed to work together with adjacent buildings, so that the overall composition is well considered;

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- The designs of individual building facades should respond to the hierarchical importance of plazas, commons, boulevards and pathways onto which they face. This ensures the building facades are read as a single composition;
- The building and its circulation design on the coulees must gracefully transition the grade change to support enhanced accessibility and use it to the advantage of the building program;
- An inviting entrance should be provided for each corridor, street, public space, and major pathway that the building faces;
- Entries should be legible from a distance, with visual prominence of each entry reflecting the hierarchy of the exterior corridor space it serves;
- The main door should to address the most prominent corridor or street;
- All new buildings designs are to include a dignified and welcoming universal access at the main door that does not segregate users based on physical abilities;
- An accessible entrance should be provided on at least two and preferably more sides of the building. Building-entry locations should consider the prevailing wind direction;
- Building height must be managed to achieve a future campus that does not detract from the low horizontality, prairie character of the campus. Proposed buildings should

not detract and hover over University Hall when viewed from across the Oldman River. Buildings adjacent to University Hall should step down and not exceed it in height; and

- Green roofs should be innovative with respect to managing storm water, improving building energy efficiency, and reducing the heat island effect.
- It is imperative that all rooftops visually integrate with the surrounding prairie landscape. Rooftop systems should not block view corridors nor be a detriment to the campus skyline. Consideration should be given to utilizing rooftops as communal public spaces with clear views of the surrounding landscape.

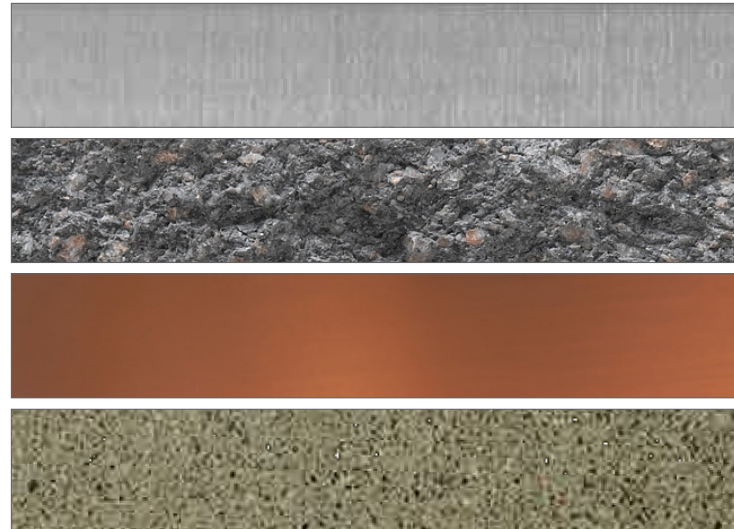


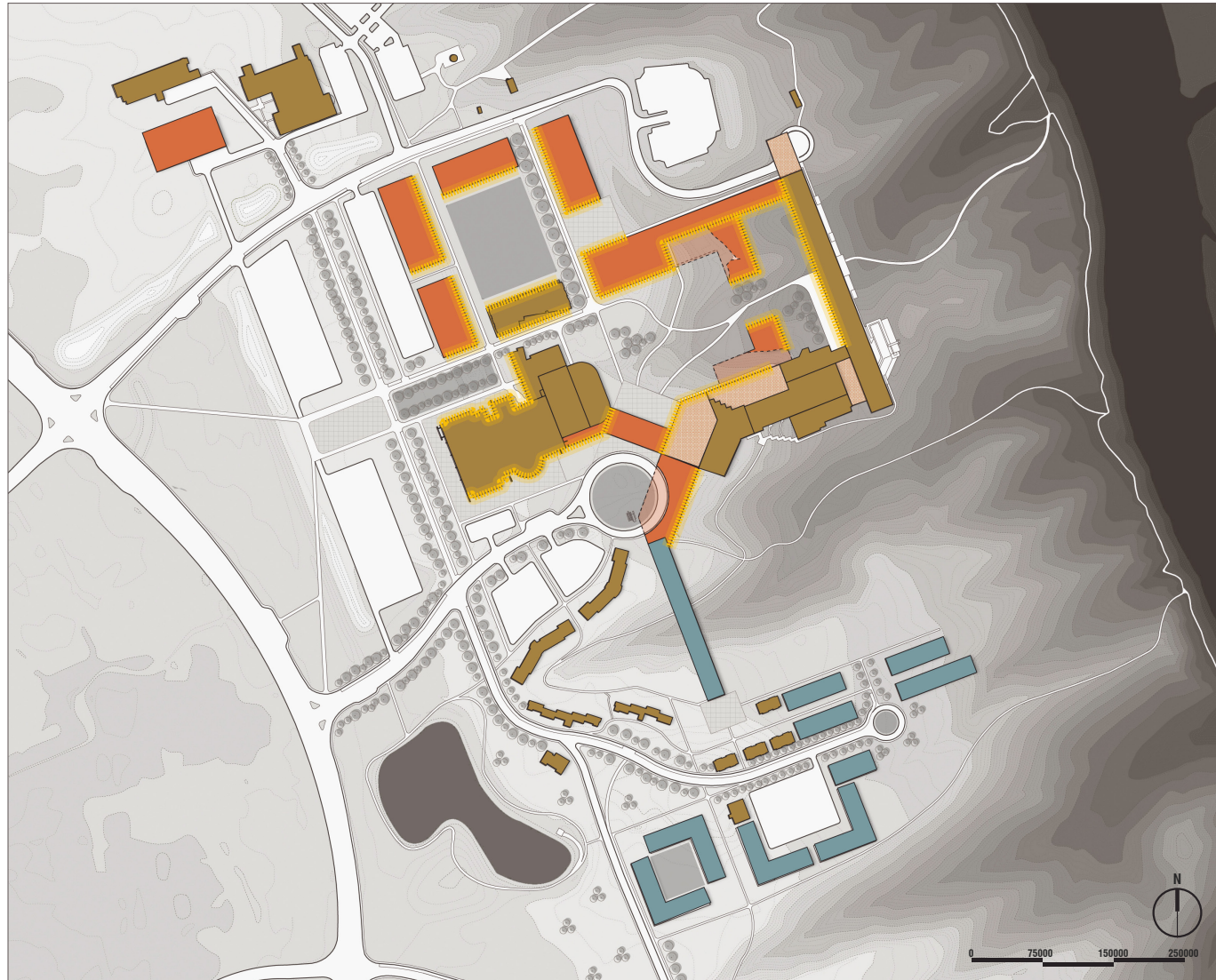
Fig. 8.1 | PROPOSED PRIMARY MATERIAL PALETTE (top to bottom: Zinc, Split-face Concrete Block, Copper, Pre-cast Concrete)

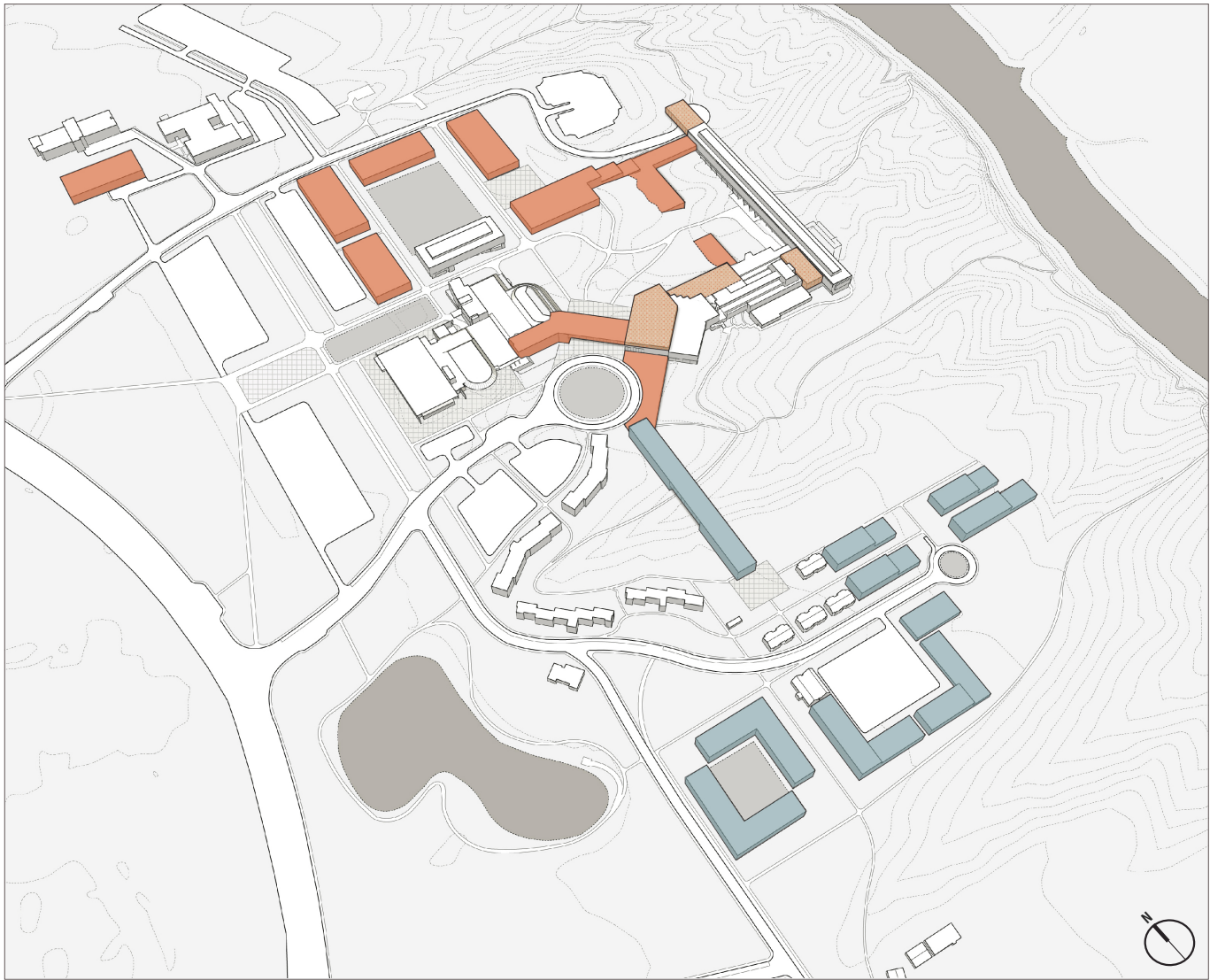


*New academic development will be concentrated within the campus core. This will facilitate greater interaction between disciplines; foster academic interaction between students and faculty; consolidate the open space network; support a pedestrian and bicycle friendly campus; and better utilize existing facilities and infrastructure.*

Fig 8.2 | DEMONSTRATION PLAN:  
**EXISTING & PROPOSED  
BUILDINGS**




- Existing Buildings
- Proposed Renovations/Additions
- Proposed Academic/Research Buildings
- Proposed Residential Buildings
- Quad/Plaza Frontage





*New buildings should be designed to work together with adjacent buildings and the surrounding landscape, so that the overall composition is well considered.*

Fig 8.3 | DEMONSTRATION PLAN:  
**EXISTING & PROPOSED  
BUILDINGS**






-  Proposed Renovations/  
Additions
-  Proposed Academic/  
Research Buildings
-  Proposed Residential  
Buildings



*New buildings, additions, and renovations need to convey the idea of University by incorporating the complex notions of permanence, innovation, pre-eminence, community, and sustainability.*

Fig 8.4 | DEMONSTRATION PLAN  
(PERSPECTIVE VIEW):  
**PROPOSED BUILDINGS &  
RENOVATIONS**



**Proposed Buildings/Additions  
(No. of Storeys):**

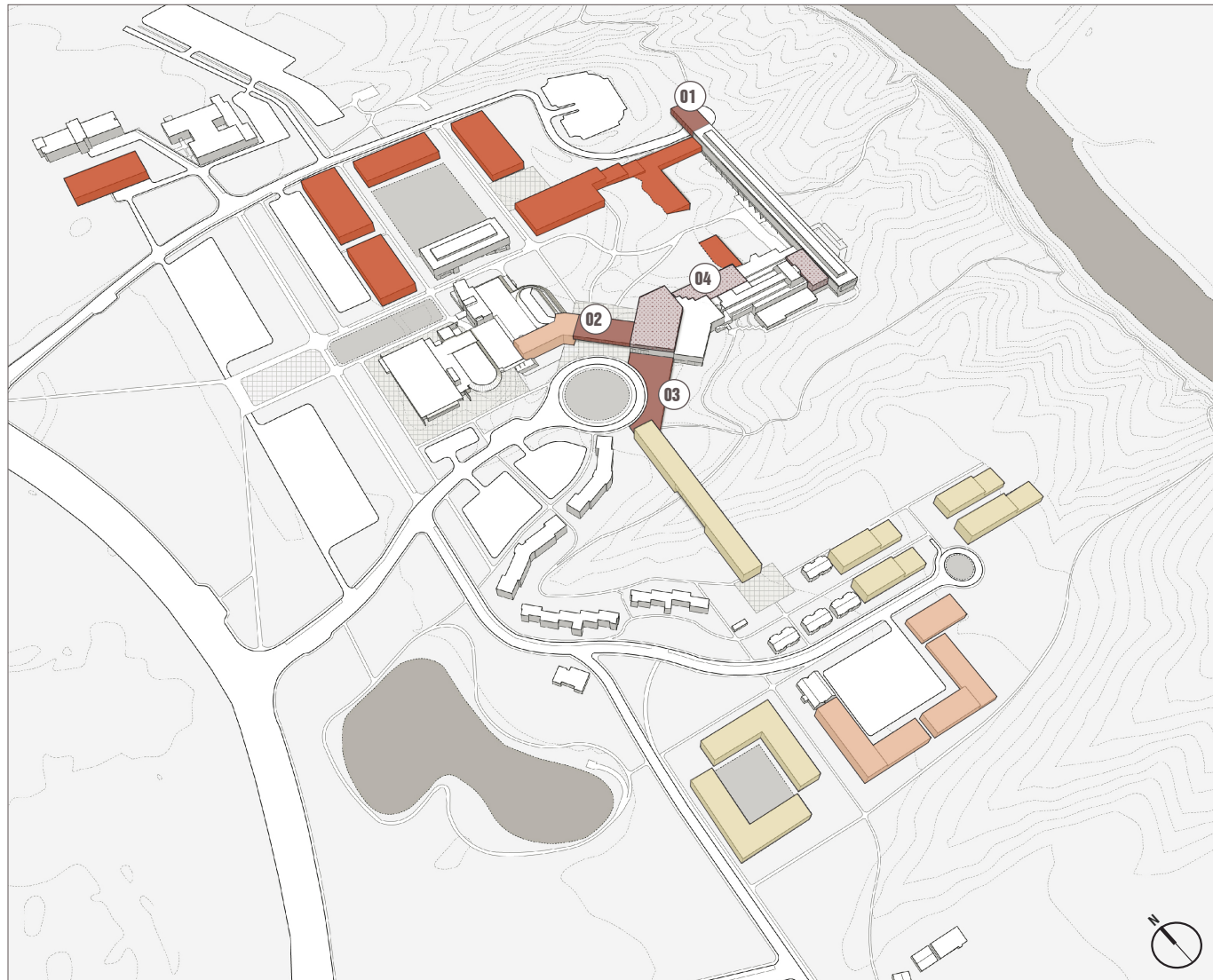
1 storey	
2 storeys	
3 storeys	
4 storeys	
5 storeys	

**Proposed Renovations (Floor  
Additions):**

1 floor	
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**Clarifications:**

Cantilevered	
Elevated Gateway	
Steps Down	
Glazed Galleria	



# 8.0 Built Form

## 8.2 | Signature Buildings

Certain sites serve critical place-making roles on campus, with potential to strengthen the overall campus character and legibility due to their prominent positions marking a gateway, a boundary, or other important campus outdoor places. Buildings and structures on these sites must mark the site as a welcoming entry point into the campus for pedestrians, cyclists, and vehicles, and achieve architectural design excellence.

**Type 1a Signature Buildings:** Buildings within the Coulee-Quad should:

- Define the edges of the Coulee-Quad as a quality public space;
- Work design and massing together with that of adjacent buildings;
- Strongly express the academic, teaching, learning and research environments within;
- Appropriately acknowledge the corner of the site if the building is located there;
- Break the building mass into parts that step/berm into the site;
- Building roofs should be accessible as prime public space from the different levels of ground plane (due to the undulating topography);
- Coordinate with the renovations of adjacent buildings;
- Be highly transparent and act as an beacon for the University; and
- Frame a gateway.

**Type 1b Signature Renovations:** Buildings within the Coulee-Quad should:





- Coordinate the renovation of existing buildings with the abutting new-build construction; and
- Provide glazed gallerias at grade -- ensuring transparency and facilitating the direct access to the Coulee-Quad;

**Type 2 Signature Buildings:** Buildings located at the edge of the academic core should:

- Facilitate the viewing experience of the surrounding coulee landscape;
- Break building mass into portions that step/berm into the site;
- Building roofs should be accessible as prime viewing plinths;
- Not disrupt visual desire lines to the surrounding coulee landscape;
- Bridge coulee formations (if needed); and
- Accommodate pedestrian movement routes.

*Certain sites serve critical place-making roles on campus, with potential to strengthen the overall campus character and legibility due to their prominent positions marking a gateway, a boundary, or other important campus outdoor places. Buildings on these sites must mark the site as a welcoming entry point into the campus.*

Fig 8.5 | DEMONSTRATION PLAN:  
**SIGNATURE BUILDINGS/  
STRUCTURES**

- |    |   |
|----|---|
| 1a |  |
| 1b |  |
| 2  |  |
| 3  |  |





# 8.0 Built Form

**Type 3 Signature Buildings:** Buildings framing the Prairie-Quad should:

- Strongly express the academic, teaching, learning, research, residential environments within;
- Program public amenities at the ground level;
- Work design and massing together with that of adjacent buildings;
- Step building mass down to account for sloping sites;
- Create a street wall at the build-to line accommodating for landscape, pathway routes and plazas; and
- Be highly transparent



Fig. 8.6 | BECTON DICKINSON CAMPUS CENTRE (Design Precedent)



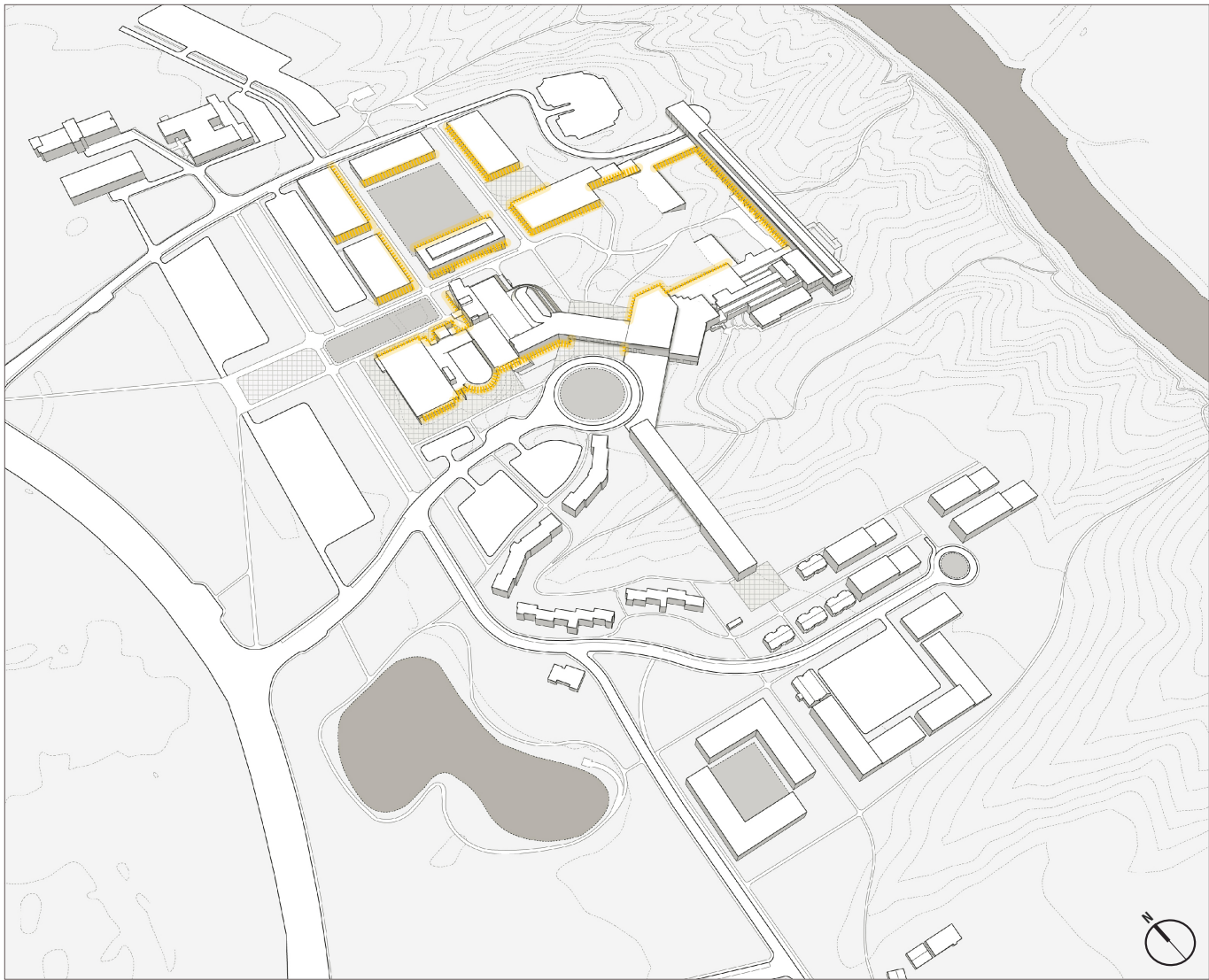
Fig. 8.7 | BECTON DICKINSON CAMPUS CENTRE (Design Precedent)





Fig. 8.8 | EWHA UNIVERSITY,  
SEOUL, SOUTH KOREA  
(Design Precedent)





*Buildings must support outdoor academic commons and their interconnections to other campus open spaces. Buildings should not encroach upon these open spaces. These open spaces should be designed to facilitate a wide variety of outdoor activities framed by porous and fully accessible building frontages.*

Fig. 8.9 | DEMONSTRATION PLAN  
(PERSPECTIVE VIEW):  
**QUAD/PLAZA FRONTAGE**

||||||| Quad/Plaza Frontage



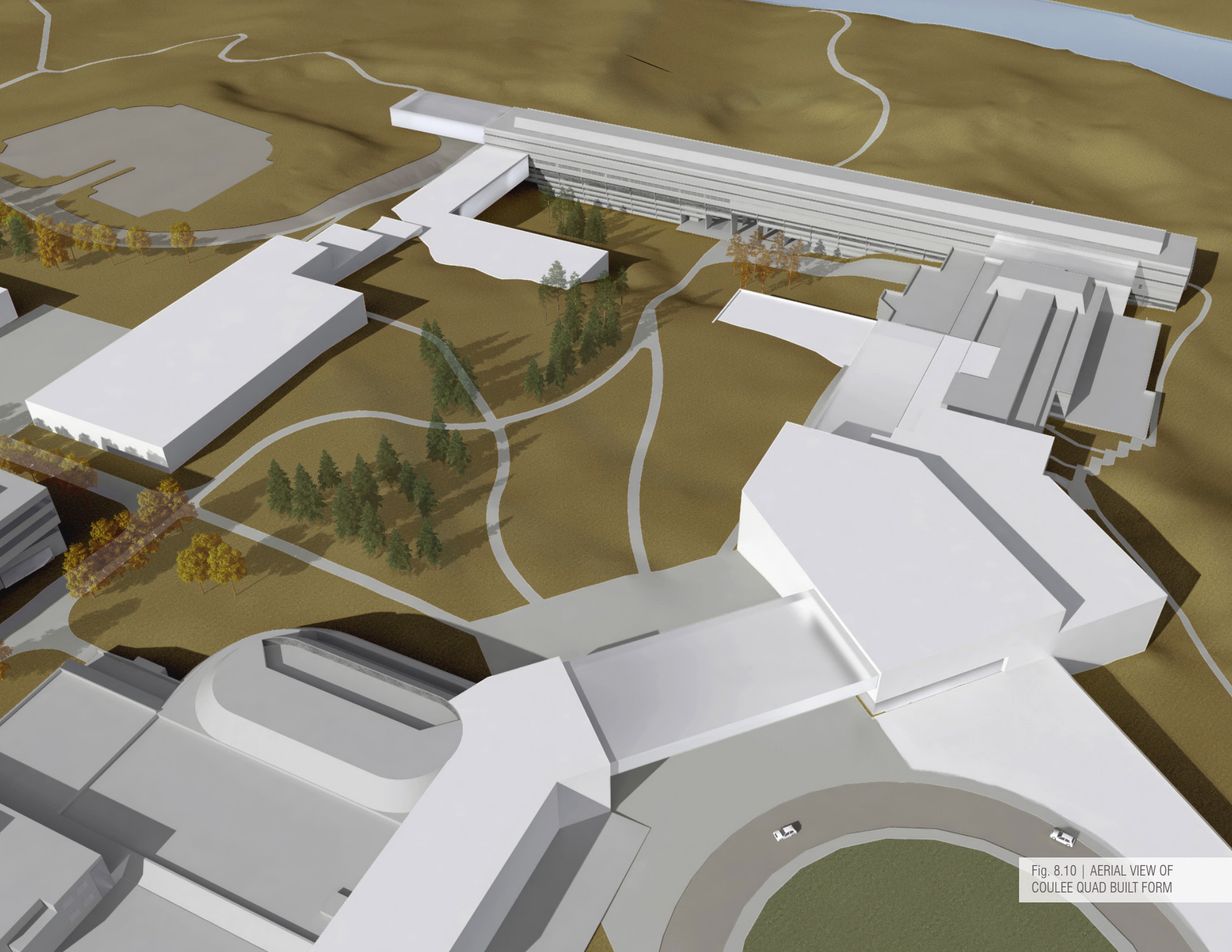
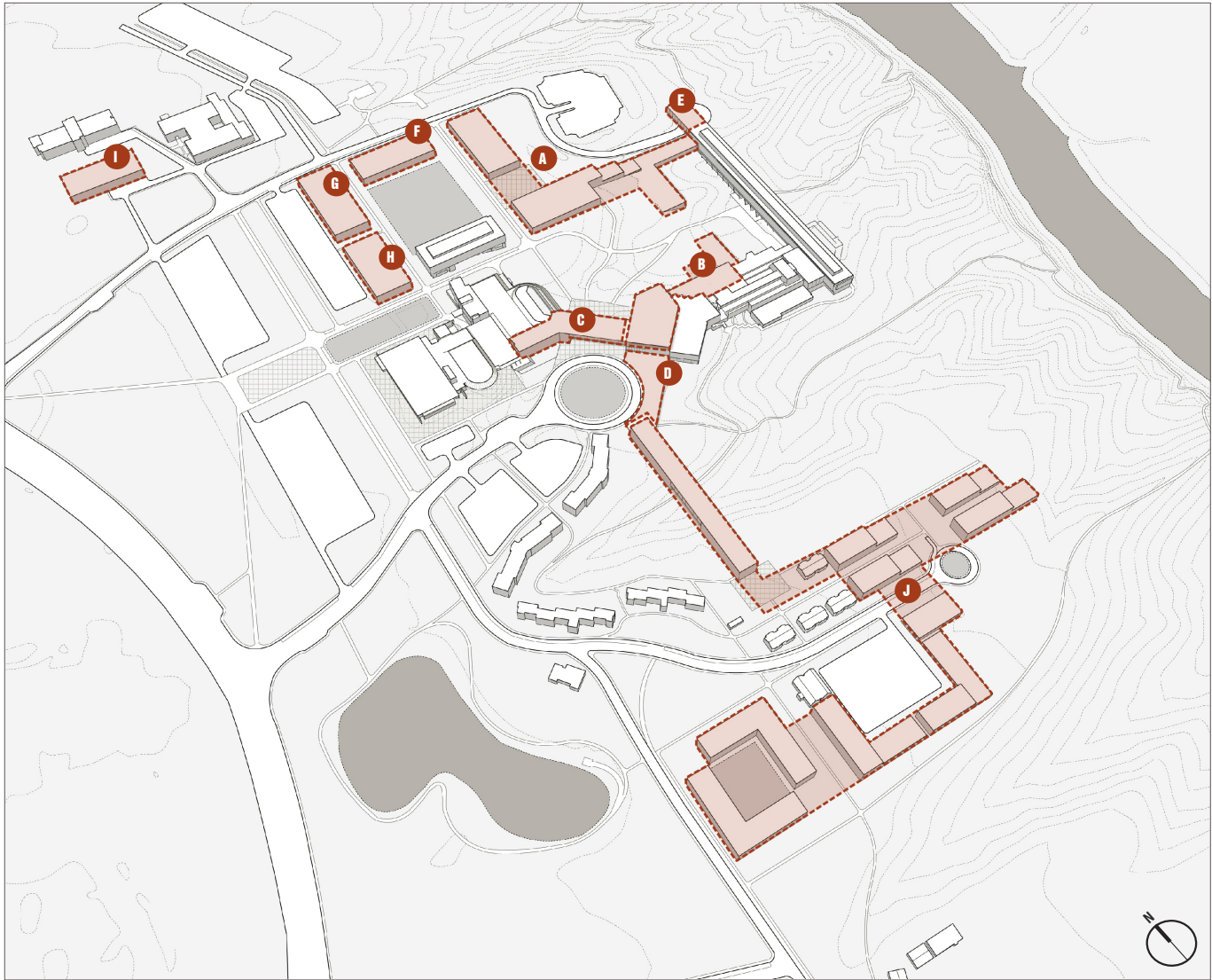


Fig. 8.10 | AERIAL VIEW OF  
COULEE QUAD BUILT FORM





*An increase in enrolment is expected at the main campus. This future growth requires additional gross floor area (GSM) to be added to the campus inventory -- primarily in instructional and office space. The University also aims to provide housing to 20% of the projected enrolment by 2036.*

**Fig. 8.11 | DEMONSTRATION PLAN  
(PERSPECTIVE VIEW):  
GROSS FLOOR AREAS (GSM)**

- A** 38,963 GSM
- B** 12,788 GSM
- C** 2,562 GSM
- D** 3,909 GSM
- E** 694 GSM
- F** 6,434 GSM
- G** 9,639 GSM
- H** 9,639 GSM
- I** 5,912 GSM
- J** 97,825 GSM



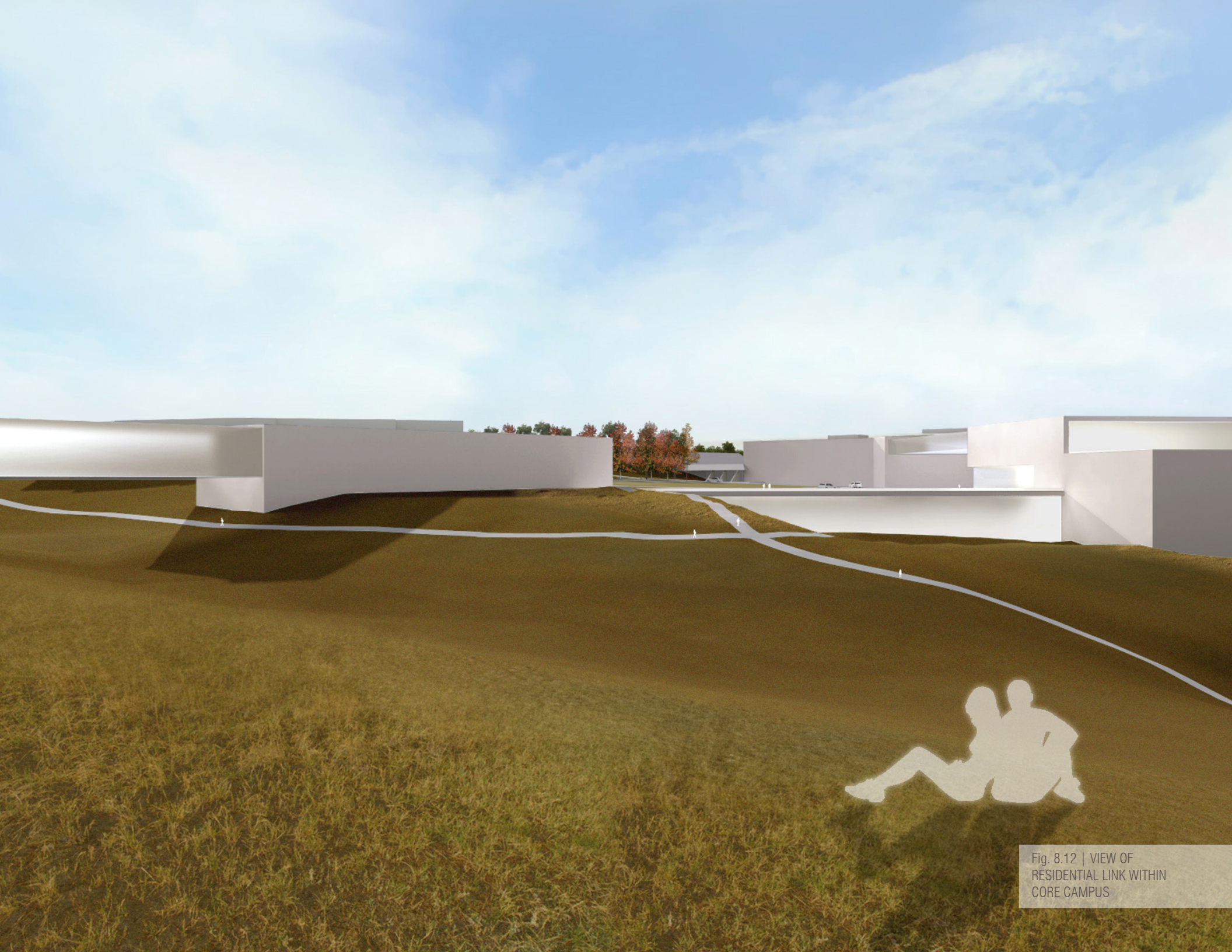


Fig. 8.12 | VIEW OF  
RESIDENTIAL LINK WITHIN  
CORE CAMPUS

