



# Clear Dimensions Wayfinding

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We propose the much overdue rethinking of post secondary wayfinding systems to be universally inclusive to all including the visually impaired.

## The Team

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Our primary research through Ontario college and university site visits has shown how difficult current navigation can be. Maps are missing, or in various formats, overheads signs can be difficult to see or understand, and rooms are rarely numbered well or inclusive with Braille. By focusing specifically on students, staff, and visitors with visual impairments we created a tactile, visual system that everyone can benefit from. While navigating using Clear Dimensions, users will have the autonomy and comfort to find their way from building entry to specific room spaces without anxiety or embarrassment while retaining self-reliance.

## The focus

Our solution had to incorporate simplicity while being intuitive, flexible, and equitable for all to use allowing a focus on ease for the visually impaired. The design allows for a system scaled to any post secondary building across Ontario with low physical effort in both implementation and use. The system works for all in a socially invisible way that reduces the segmentation of any one group. The Clear Dimensions Wayfinding system includes, raised tactile maps/signage, Braille support, redundancies of safe colour, and textures throughout the system for easy recognition to all.

## The Result

- A complete intuitive wayfinding system
- All major building entries or throughways have standardized raised maps with colours, textures and Braille labelling.
- Overhead signs replaced with easy to follow colour separated marked paths matching maps and signage.
- All doors labelled at standard placed heights with system matched colours, texture, and Braille.
- All users have access in a multitude of ways to see, feel, and discern the wayfinding system with ease.
- All users are given the autonomy and confidence to use post secondary spaces equally.
- The visually impaired can be represented in post secondary spaces without being marginalized or segregated.