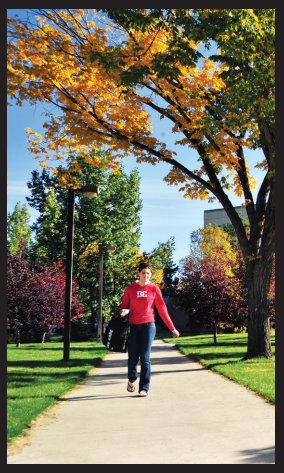
UNIVERSITY OF REGINA

# CAMPUS MASTER PLAN 2016



dtah | University of Regina

**University of Regina**
3737 Wascana Parkway
Regina, Saskatchewan
S4S 0A2

Main switchboard: 306-585-4111
www.uregina.ca

Planning, Design & Construction
Facilities Management
University of Regina
Phone: 306-585-4648
Fax: 306-585-5064

**DTAH**
Architecture /
Landscape Architecture /
Urban Design

50 Park Road
Toronto, Ontario  M4W 2N5
Phone: (416) 968-9479
Fax: (416) 698-0687
www.dtah.com

Robert Allsopp, Roger du Toit
Brent Raymond, Peter Fletcher Smith
Yasmine Abdel-Hay, Rene Biberstein
Seven Chen

The 2016 University of Regina Campus
Master Plan is dedicated to

## Roger du Toit / 1939 - 2015

Roger was Architect Planner and Chair of Wascana Centre Authority's Architectural Advisory Committee since 1982. His passion for quality planning and design is evident throughout Wascana Centre, and his authorship of numerous Wascana Centre and University of Regina Campus Master Plans leaves a legacy for generations to come.

# Letter from the President

The title of the University of Regina's 2015-2020 strategic plan – peyak aski kikawinaw – is Cree for "We are one with Mother Earth." It is fitting, then, that our 2016 Campus Master Plan flows naturally from the institutional strategic plan by paying particular attention to how our physical campus develops and interacts with our own patch of "Mother Earth."

The Master Plan aligns the physical development of our campus with our strategic priorities – student success, research that has impact, and commitment to our communities. At the same time, it addresses our two overarching areas of emphasis – Indigenization and sustainability – and in doing so gives us the means by which we can realize the goals we have set together for our University and the communities it serves.

Our main campus and the College Avenue Campus (CAC) in Regina are located on Treaty Four land. For this reason, we have the honour and responsibility of being stewards of this historical land as we plan for future development. There are strong elements of our commitment to stewardship in the 2016 Campus Master Plan. For example, the Master Plan identifies our campus as "A Prairie Place" – and recognizes the value of both the natural and the cultural prairie landscape in future development. Strategies for responsible and sustainable development include using native and hardy trees and shrubs and naturalized grasses where possible, reducing our reliance on irrigation, and collaborating with First Nations to incorporate culturally relevant symbols and settings into the campus landscape.

As we move forward, we look to and build on our past even as we change, adapt and plan for the future. Nowhere is this more apparent than with our original College Avenue Campus. More than 100 years ago, the University of Regina began its history at CAC. Now home to the University's Centre for Continuing Education (including the Lifelong Learning Centre and the Conservatory of Performing Arts), each year CAC serves approximately 8,000 learners between six months and 97 years of age, and hosts dozens of community and cultural events.

Now the time has come to restore and revitalize this historical property, and the 2016 Campus Master Plan helps us envision future space and considerations as we prepare to educate the next century of learners and leaders in Saskatchewan.

The 2016 Campus Master Plan is rich in its vision, and is built on the inspired participation of the many members of our community who contributed to its development. It will be an invaluable guide for future decisions. It is grounded in our history, culture, and principles, but at the same time it moves us forward with common purpose, making us stronger, together.

Dr. Vianne Timmons

President and Vice-Chancellor

# Acknowledgements

The creation of University of Regina 2016 Campus Master Plan was a fourteen month process that required extensive effort and consultation. The Working, Steering, and Advisory Committees were the groups that were instrumental in guiding the development of the plan and, for that reason, they are specifically listed below. In addition, the Steering Committee vetted all documents and briefings prior to being presented to broader audiences and the Board of Governors for approval.

Extensive consultations also took place and included: the University Board of Governors and Senate, First Nations University, Campion and Luther Colleges, the City of Regina, the Wascana Centre Board of Directors, and the many members of the University of Regina community including students, faculty, alumni, and staff who shared their thoughts and comments and provided valuable input into the Campus Master Plan. In addition, Facilities Management staff were consulted to obtain their grass roots ideas and suggestions for improvement. Finally, the excellent work and support of the DuToit Allsop Hillier (DTAH) Consultant team (see below) greatly assisted the consultation efforts, analysis of the information provided, and the production of this formal plan.

All of this effort lead to the creation of an inspiring Campus Master Plan that will guide the development of both campuses for the next five years. Thank you to everyone who participated in this exceptional process and outcome. This is your Campus Master Plan.

Nelson Wagner
Associate Vice-President
Facilities Management

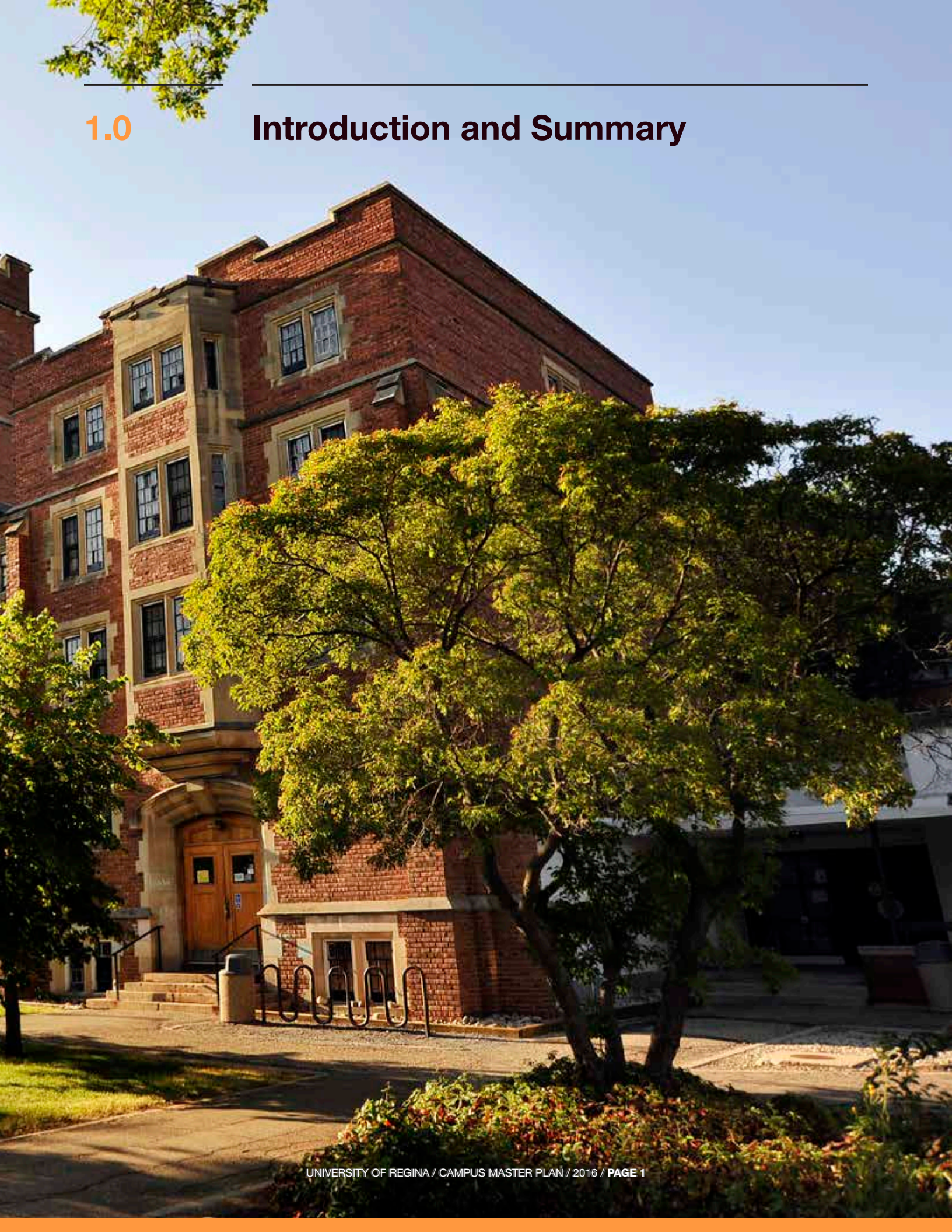
**Steering Committee**

| Name | Position |
|---|---|
| Vianne Timmons | President and Vice Chancellor |
| Annette Revet | University Secretary |
| Tom Chase | Provost and VP Academic |
| David Malloy | VP Research |
| Dave Button | VP Administration |
| Dale Eisler | Senior Advisor, Government Relations |
| Kim McKechney | Director, Communications, Marketing and Alumni Relations |

| Advisory Committee | | |
|---|---|---|
| **Name** | **Position** | **Representing** |
| Shauneen Pete | Indigenization Lead | Strategic Plan, Faculty |
| Carol Reyda | Sustainability Coordinator | Presidents Advisory Committee on Sustainability, Facilities Management |
| Nwakaku Okere | Student | Student Rep, Presidents Advisory Committee on Sustainability |
| Ryan Weir | Senior Property Manager | Innovation Place |
| Dena McMartin | AVP Academic & Research | VP Research, VP Academic |
| Bettina Welsh | Director – Student Affairs Operations | Residence, Food Services, Bookstore |
| Harvey King | Director - Centre for Continuing Education | CCE, Faculty, College Avenue Campus |
| Devon Peters | President - URSU | Student Union |
| John Smith | AVP Student Affairs | Student Affairs |
| Bruce Anderson | AVP Development | Donor Relations, Faculty, Chamber of Commerce, Strategic Plan team |
| Colleen Murphy | University Librarian | Library |
| Kaytlyn Barber | Alumni Association Board | Alumni |
| Lynn Wells | Vice President – Academic | First Nations University |
| Bernadette McIntyre | CEO Wascana Centre Authority | Wascana Centre Authority |
| David Keeping | Director of Planning & Special Projects – Luther College | Luther College |
| Louise Folk | Director, Development Services | City of Regina |
| Terri Phillips | Manager – Centre for Student Accessibility | Accessibility |
| Ken Yanko | Director of Facilities - Campion | Campion College |
| **Working Committee** | | |
| Paula Matz | Project Manager, FM | |
| Carol Reyda | Project Manager, Sustainability Coordinator | |
| Alex Buehler | Manager, Campus Planning and Design | |
| Mike Baril | Campus Planner | |
| Darcy Strinholm | Campus Planner | |
| Neil Paskewitz | Director, Planning, Design & Construction | |
| Everett Dorma | External Relations | |
| Therese Stecyk | Web Strategist | |

# Contents

# 1.0 Introduction and Summary



# 1.1

## Role and Scope of the Campus Plan

**The Whole is Greater than the Parts.**

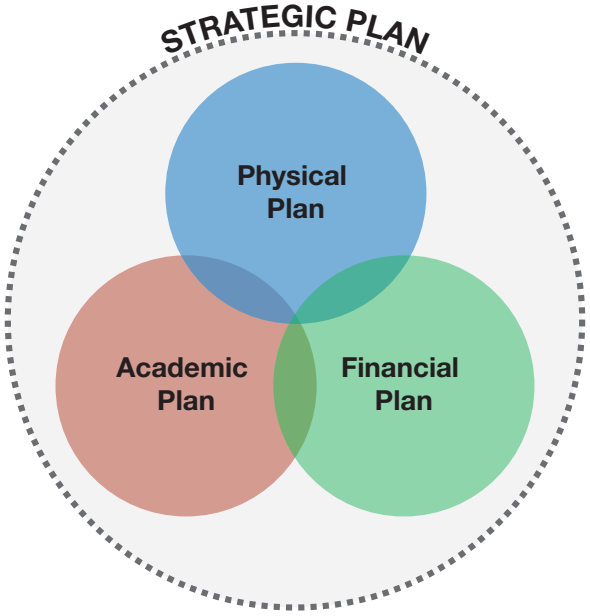
The idea behind preparing a campus plan is that quality of the physical environment matters. People would rather enrol, teach, work or study in a campus which is pleasant to inhabit, and which is organized to assist rather than hinder people as they work, study, socialize or play.

The Campus Plan for the University of Regina is therefore aimed at ensuring that the physical environment, both built and natural, meets the needs and aspirations of its inhabitants and the community around it, and enables institutional goals to be realized in a coordinated way. The Plan is the vehicle for implementing new projects, for repairing deficiencies, and for preserving valuable facilities, landscapes and infrastructure. It is a major component of the Wascana Centre Authority Master Plan, and provides a means for articulating a common purpose within the University, and for communicating it to the outside world.

The campus of the future is a family of projects, many now existing and others yet to be designed by many different people at different times; and therefore a fixed blueprint representing a construction scenario at a single point in time is inappropriate. The Plan must be firm about the principles, but flexible about the detailed building programs which will be developed to meet needs as they arise or can be funded. The participatory process used to prepare this plan was designed to clarify what the principles are.

**A Component of the Institutional Plan.**

A comprehensive Institutional Plan for the University of Regina has three primary components — academic and related needs planning, financial planning, and physical or development planning (the Campus Plan)—each of which is founded on the broad goals and objectives of the University's mission, and which specify the means whereby those goals and objectives are to be realized. All components are guided by the University's Strategic Plan. While each plan focuses on a different field, they are highly interdependent: the policies of one exercise influence and/or respond to the conclusions of another as they are developed and implemented.




Institutional Plan Components

# 1.2

## A History of Planning

The development of the University of Regina campus has been guided by a series of Master Plans that each attempted to incorporate new requirements and circumstances into a fabric that was only partially realized. Early ideas (Yamasaki, 1962) about pavilions and small court yards connected by a continuous podium level gave way to a pattern of large, freestanding buildings that were to be linked through long corridors at ground level (Long 1972). All Plans imagined a central open space as a focus to the campus. The 1982 du Toit Plan envisioned a compact series of interconnected buildings that provided a continuous indoor pedestrian circulation system around the focal open space, now identified as the Lloyd Barber Academic Green. The Academic Green was at the head of a ceremonial Mall about which development in the south part of the campus was to be organized.

The success of the original 1962 University plan depended upon the completion of many phases of building within a relatively short period of time. When development slowed down in the 1970s, the campus was left in an 'unfinished' state with a weak sense of focus and structure. The incomplete indoor pedestrian 'street' system and the disproportionate number of isolated buildings put students and faculty to some inconvenience and discomfort during the winter. Most of the development that has occurred since 1989 has sought to remedy the situation by developing a compact series of linked buildings that together define a logical and clearly defined open space network.

The planning process at the University of Regina Main Campus has an interesting history. When the current location for a new campus was selected in the early 1960s and it became apparent that most of the considerable land area around Wascana Lake would be in public ownership, the idea of Wascana Centre was born. The University's Master Planner and first architect, Minoru Yamasaki, planned the campus and then went on to produce a Master Plan for Wascana Centre as a whole. Because of *The Wascana Centre Act*, which initially required a revision of the plan every five years (although the Centre now updates their plans every seven years) , the University has a history of Master Plans in five year increments.


Main Campus:
The First Phase of Development

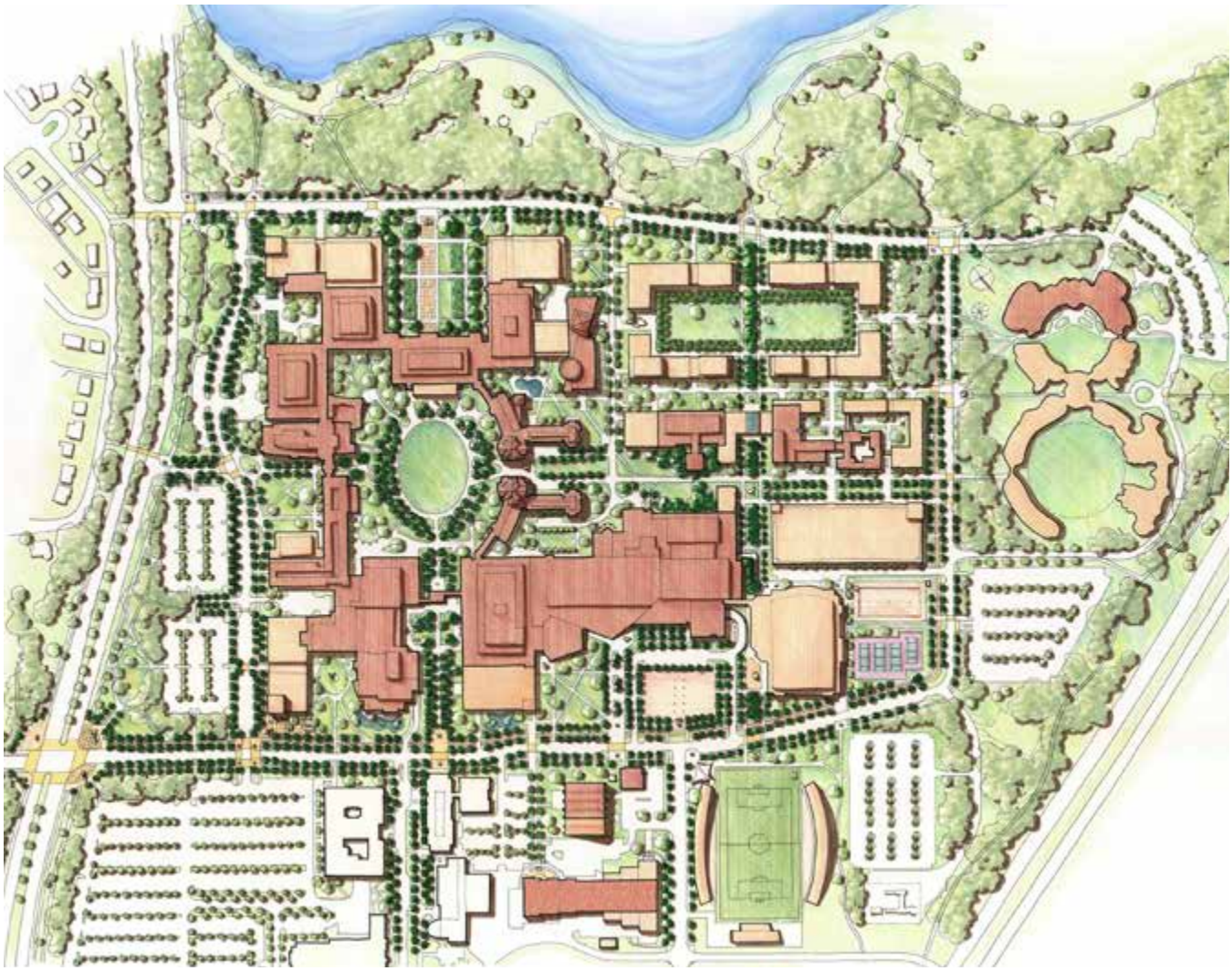
# 1.3

## The 2011 Plan

As the campus matures, the differences between successive Master Plans have become less pronounced. The 2016 Master Plan continues the tradition by confirming or refining the directives of previous plans and, in particular, the 2011 Master Plan. While the style and format is different, the 2011 Master Plan sets out a vision for the campus that is itself a direct extension of that contained within the 2003 Master Plan.

The 2011 Plan promotes a campus that is “welcoming, sustainable, diverse and connected”. The built form of the campus will be compact and interconnected, and will accommodate a student/faculty/staff population sufficient to support a full range of services and social opportunities. The 2011 Plan identifies the University as a Campus in the Park with a well-developed, four-season open space framework that facilitates academic and social interaction, and provides high connectivity between buildings and between the campus and adjacent uses. The Plan suggests that the campus could be more welcoming and have stronger ties to its context through improvements to the Wascana Parkway and Wascana Lake frontages. In the 2011 Plan, campus streets are upgraded, more parking is accommodated in structures, public transit is improved, and bicycle facilities are upgraded.

2011 Plan:
Main Campus



# 1.4

## Significant Changes in the 2016 Plan

The major objectives and strategies in the 2011 Plan are all carried forward to the 2016 Master Plan. Changes in the new Plan are primarily refinements and extensions, and adaptations to emerging circumstances. Key changes include:

- **A Prairie Campus, and a Campus in the Park.** The 2016 Plan extends the idea of a "Campus in a Park" to include greater consideration of native plants and design motifs. The 2016 Plan identifies the University as a "Prairie Place". The University is very much rooted in the prairies in terms of it origins, history and present character. Ongoing landscape design should embrace natural and cultural prairie themes to produce a sustainable campus connected to the local context.

- **Campus Landscape Structure.** The "Green Connections" concept set out in the 2011 Plan is extended to include additional corridors and spaces. The 2016 Plan recommends that these landscape corridors be highly developed and protected from future development.

- **The Outer Campus.** Strategies for enhancing the Wascana Parkway and Wascana Lake frontages are refined and strengthened. The key strategy involves the organization of new buildings to form plazas that reach out to the Wascana Parkway and the Wascana Lake shoreline.

- **The Maturing Campus.** The 2016 Plan recognizes that significant portions of the Main Campus are in a mature state in that buildings and landscapes are well-established and generally permanent. While change and adjustment will continue to occur over time, these areas are valuable assets to protect and carefully manage.

- **Landscape Maintenance and Management.** Water is a precious commodity across the prairies. Campus landscapes need to become less reliant on artificial irrigation and intensive maintenance. Campus landscapes should be maintained in accordance with their specific roles and importance. A limited number of priority landscapes that perform important functions should be identified for high maintenance. Other landscapes that perform more of a background role should evolve into self-sustaining places that celebrate drought-resistant native plantings and local materials.

- **Materials Handling.** A materials handling strategy is a new addition to the 2016 Plan. To reduce conflicts between trucks and pedestrians and the visual impact of loading docks and equipment, the 2016 Plan outlines a building pattern that embeds servicing yards and facilities within groups of buildings and away from heavily travelled pathways and streets.

- **The Northeast Residence Quadrant.** Consistent with the development of an "Outer Campus", future development of the Residence Quadrant is organized to create plazas that reach out to embrace the Lake and shoreline landscapes.

- **The Southeast Mixed-use Quadrant.** The future parkade and arena are reorganized and coupled with a possible academic facility or residence. The new development pattern strengthens the landscape corridor structure in this part of the campus, and places servicing in a discreet location within the block.

- **College Avenue Campus.** Future development at the College Avenue Campus is organized to preserve the unique College Avenue frontage, protect valuable heritage buildings and embrace the Lake and park landscapes to the south. Significant new developments extend south from the existing buildings to form a linear mall or plaza centred on the axis of the College Building. Parking is accommodated beneath existing buildings and in surface lots, which remain available for users off hours.

# 1.5

## 2016 Campus Plan Structure

The organization of the 2016 Campus Plan document is modeled on campus plans that preceded the 2011 Plan. These Plans presented recommendations in the form of clearly articulated strategies supported by a demonstration plan. This format gives precedence to the intent and purpose of individual strategies, and permits the design of future projects to unfold at such time as specific programs and circumstances are defined. This format also provides project proponents and project reviewers with clear guidance and succinct tools for evaluation.

**Components of the 2016 Campus Plan.**

The 2016 Campus Plan is a principle-based directive intended to guide physical development decisions as they arise while retaining the flexibility necessary to accommodate many possible futures. It is made up of two primary components.

Planning Strategies set out the essential approach to be followed relative to the various topics that require coordination and forethought as the campus develops. They include strategies for the siting and arrangement of academic and communal facilities, the infrastructure of circulation, the landscape that ties the campus together, and the design parameters for projects as they come on stream.

The Demonstration Plan illustrates one way in which the planning strategies might be implemented given current development expectations and possibilities. Over the life of the Main Campus, seven demonstration plans have been prepared (see Chapter 5). Each has varied from its predecessor, sometimes greatly, sometimes little. The future will see further refinements, while the strategies or principles will remain constant.

The plan does not deal with a fixed Development Program. It illustrates development opportunities and sometimes suggests where actual proposals could be located. However, it does not fix, for example, that a particular university program will be located in a specific building made for it in a particular location. This is because development programs change over time. The plan deals with more enduring aspects of the campus buildings and landscapes that will act as the lasting container for ever-changing program offerings.

## Plan Flexibility and Longevity

Master Plans may express an institution's expectations at the time they are drafted, but these expectations are not static. The Campus Plan itself must be able to evolve along with the University's needs and resources or it will soon become redundant.

The 2016 Campus Plan, based on a set of strategies rather than a single design, will remain as a firm basis on which to direct campus development if it is adopted as University policy and if mechanisms are established for its periodic review and updating. This discipline will ensure that the Plan is sufficiently current and relevant to protect the University community from arbitrary or single-constituent decisions while retaining the flexibility necessary to accommodate genuine evolution. It also provides a consistent method of collaboration with the Wascana Centre Authority through the Architectural Advisory Committee review process and integration of the University's plan in to the Wascana Centre Authority Master Plan.

## Planning Horizon

In preparing a Campus Plan, the planning horizon is a critical question. How far ahead can we see and reliably predict (and direct) how development will unfold? Realistically, the answer to this is, "With any precision or confidence, not very far". The economic, academic, political and technical factors that enable and drive campus development are predictable only within a certain range; the further we look ahead, the less clear our perspective.

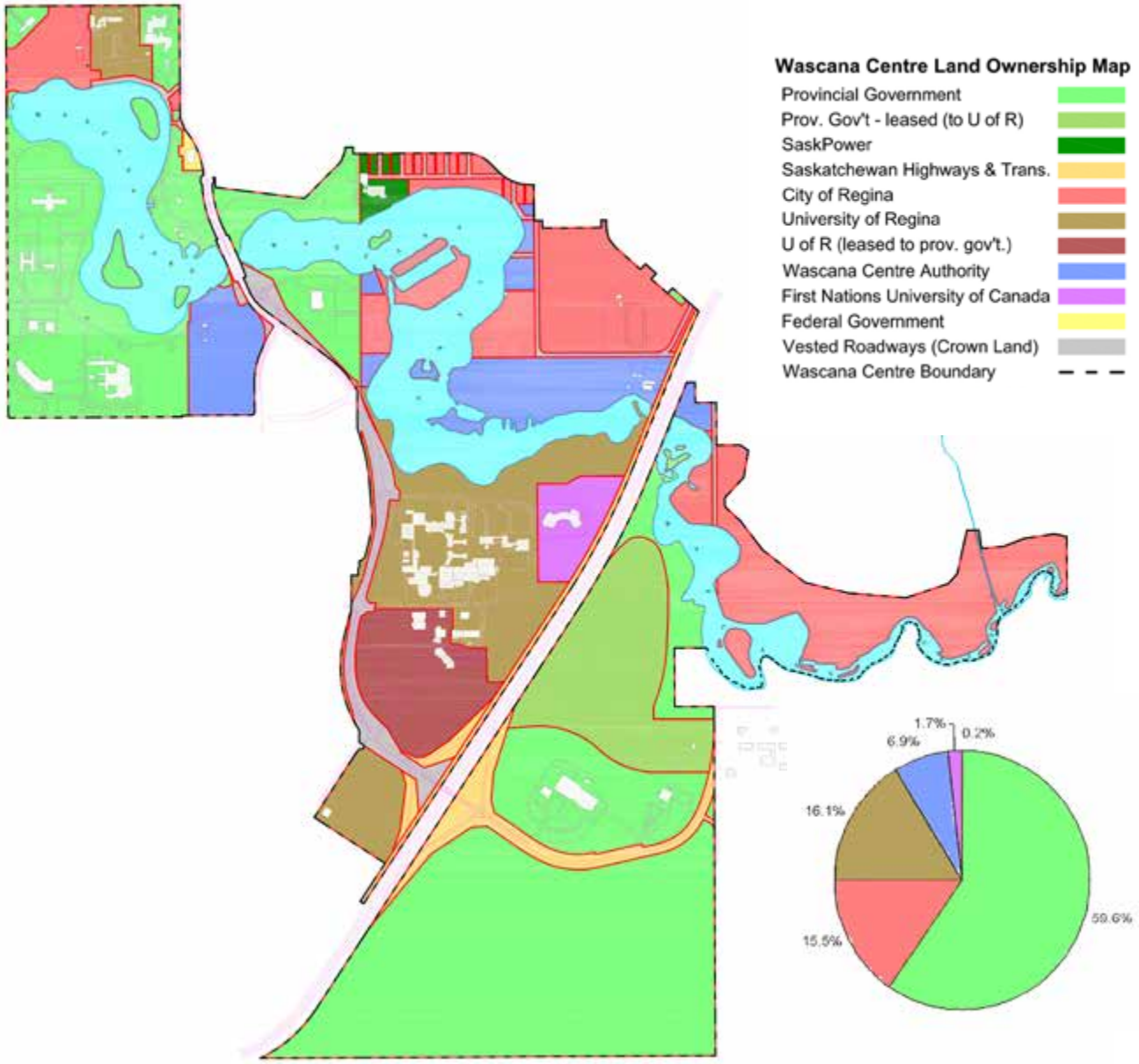
At the same time, the Plan must look ahead as far as possible because decisions taken today will determine or, at least, influence future options and opportunities. In the worst case scenario, short-term decisions taken without regard for a long-term future

may seriously compromise the ability to meet future objectives. Conversely, good decisions today will enable a future that is yet to be fully defined.

The 2016 Campus Plan addresses planning horizons at two levels:

- **Medium Term.** The Demonstration Plan represents a Medium Term planning horizon, which extends, perhaps, 25 years in the future. The Plan represents current academic goals and known projections. Some projects shown are fairly certain to proceed; others are more speculative, but quite possible given certain conditions.

- **Long Range.** The planning Strategies presented in the Campus Plan present a long range perspective. The Strategies represent goals and objectives that should guide all projects both now and well into the future. Open-ended in terms of implementation, the Strategies are the part of the Campus Plan that protects for future development requirements that cannot now be seen.




General Land Ownership

# 2.0 The Campus Today

**This section describes the main features of the existing campus and associated land holdings:  the buildings and the units they house, landscape and infrastructure.**

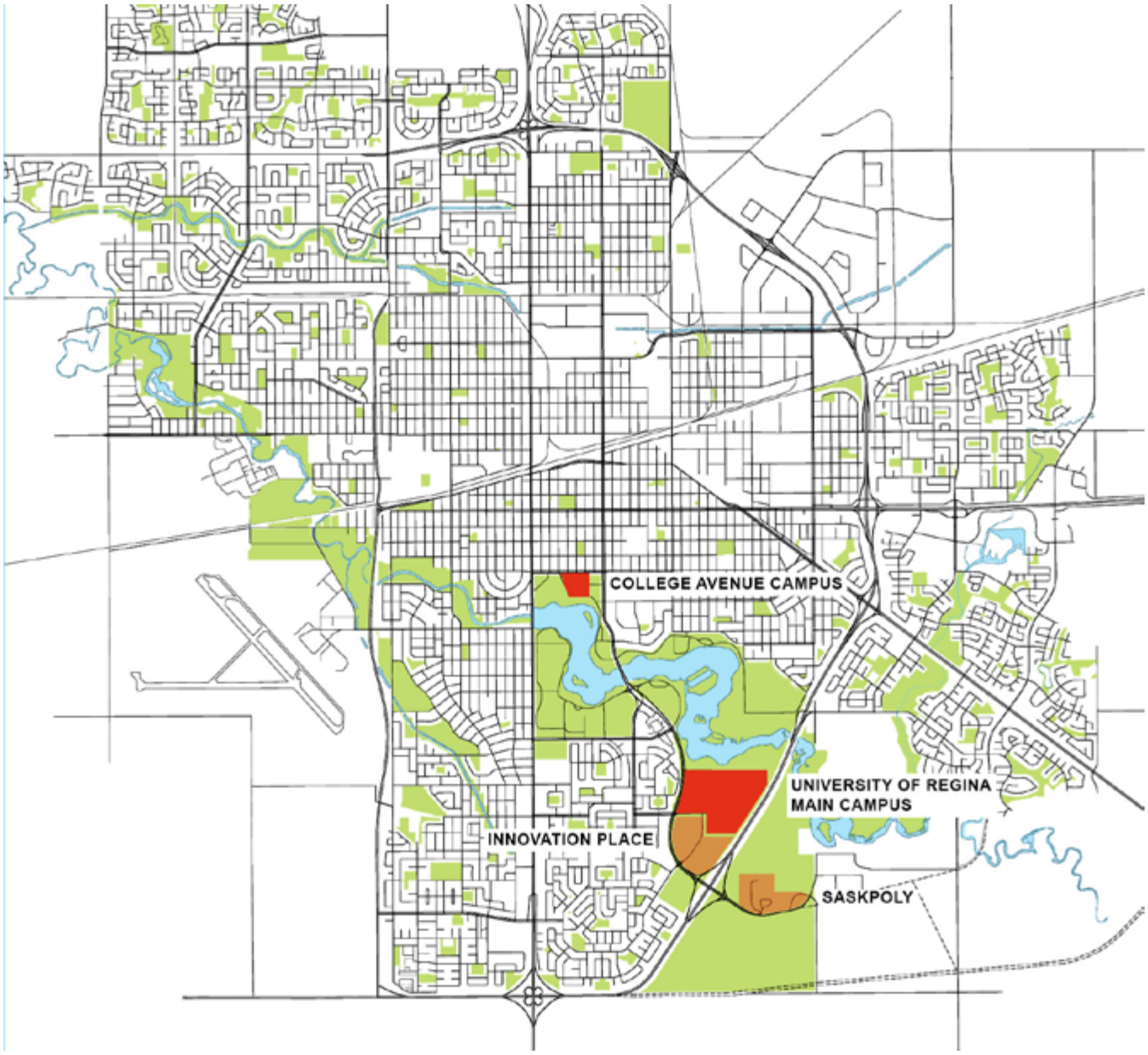
# 2.1

## The University's Location in Regina

The University has three land holdings within Wascana Centre: Main Campus, College Avenue Campus, and Wascana East University Expansion.

The South East part of Wascana Centre is developing into a "Knowledge Corridor" in which separate but interconnected institutions are housed: the University of Regina, the First Nations University of Canada (FNUniv), Saskatchewan Polytechnic (SaskPoly), and Innovation Place Research Park. Further studies and Master Planning of this area are currently in progress by these four partners in concert with the Wascana Centre Authority, City of Regina, Saskatchewan Ministry of Central Services, and the Provincial Department, SaskLearning Advanced Education.

University campuses in Regina



# 2.2

## The College Avenue Campus

The College Avenue Campus is approximately 21 acres (8.5 hectares) and contains four buildings, three of which are linked together:

- **College Building** (1912; 60,500 sq.ft. (5,620 sq.m.)), housing the Centre for Continuing Education;
- **Conservatory** (1916; 33,100 sq.ft. (3,075 sq.m.)), housing the Conservatory of Performing Arts;
- **Gallery Building** (1953 and 1957; 20,500 sq.ft. (1,904 sq.m.)), housing the Life Long Learning Seniors Education Centre, and Johnson-Shoyama Graduate School of Public Policy; and
- Darke Hall (1928 and 1963; 26,500 sq.ft. (2,462 sq.m.)), containing a recital hall/ performance theatre and practice rooms.

These are for the most part heritage buildings, clad in brick, in a collegiate Gothic style, surrounded by generous treed grounds. The large parking lot to the south of the buildings is slightly depressed and surrounded by landscaping which conceals the cars, so that the lot, although large, is well-integrated into the landscape.

Aerial photo of College Avenue campus

# 2.3

## The Main Campus

The Main Campus lands north and east of Wascana Parkway are approximately 270 acres (110 hectares) in extent. Most of the campus buildings and parking lots are contained within the University Drive loop on approximately 90 acres (36 hectares); the fields take up about 25 acres (10 hectares), the Innovation Place Research Park Phase One area is about 86 acres (35 hectares) and the FNUniv land about 30 acres (12 hectares).

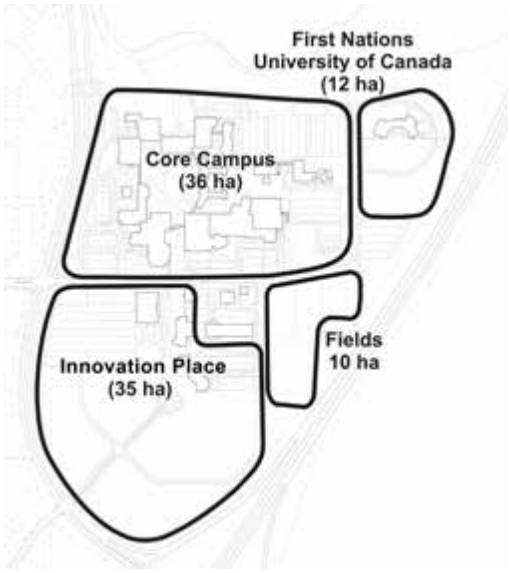
The buildings within the University Drive loop form a rough circle around an open space called the Academic Green. Working counter-clockwise from the north-east side of the Main Campus, they are:

- **Kisik Towers** (Completed 2015; 319,500 sq. ft. (29,700sq.m)), the first building in the Residential Precinct. Includes 600 beds of student housing, as well as a 90 child daycare, and 140 vehicle below-grade parking structure.

- **The Language Institute** (1991; 74,600 sq.ft. (6,930 sq.m.)), consisting of a two-storey base and six-storey residence tower above, clad in Tyndall stone. It contains offices, seminar rooms, a theatre, dormitory rooms, and a cafeteria to serve residence students and others.

- **Administration Humanities Building** (1973; 110,000 sq.ft. (10,220 sq.m.)), four storeys over a one-storey podium base, clad in pre-cast concrete, containing offices and seminar rooms surrounding an interior atrium space. It houses the main administrative offices of the University, the Faculty of Graduate Studies and Research, a number of departments of the Faculty of Arts, and Printing Services.

- **The Dr. John Archer Library** (1968; 137,800 sq.ft. (12,800 sq.m.)), four storeys over a podium base with a central two-storey reading room. This is one of the original Yamasaki buildings, of a stripped down, faintly stylized Gothic-inspired “modern” style.



Main Campus Context

- **Classroom Building and Lecture Hall** (1965; 119,500 sq.ft. (11,100 sq.m.)), three storeys over a one-storey podium in similar architectural style and cladding to the Library. It houses lecture theatres, computer labs, and the main offices and a number of departments of the Faculty of Arts.

- **Laboratory Building** (1965; 137,800 sq.ft. (12,800 sq.m.)), three storeys over a one-storey podium in similar architectural style and cladding to the Library. It houses the main offices and a number of departments of the Faculty of Science, as well as classrooms.

- **Research and Innovation Centre** (2008; 168,500 sq.ft. (15,650 sq.m)), housing wet labs, dry labs and a lecture theatre. Primarily occupied by the Faculties of Science, Engineering, Arts and Nursing.

- **College West** (1973; 240,300 sq.ft. (22,325 sq.m.)), a six-storey brown brick clad building, housing the College West Residence on the upper floors, and on the lower floors several departments of the Faculty of Science, the University Bookstore, the University Club, the Saskatchewan Police College, Parking Services, and the Gabriel Dumont Institute.

Aerial photo of Main Campus and Innovation Place


Plan of Proposed Main Campus and Innovation Place as of 2014. Toned Buildings are existing, white buildings are proposed by 2011 Master Plan.

- **Day Care Centre** (1993; 6,400 sq.ft. (595 sq.m.)), a one-storey residential style building housing the Wascana Daycare cooperative. The daycare has undergone a major renovation in 2015/2016.

- **Dr. William Riddell Centre** (1996; 282,000 sq.ft. (26,200 sq.m.)), a two-storey pre-cast concrete and glass building, the main social hub of the campus, housing a food court and commercial spaces, the Students' Union, many Student Service offices, and the Faculty of Fine Arts, including both an "environmental" and a proscenium theatre, with parking for 100 cars.

- **Education Building** (1969; 225,300 sq.ft. (20,930 sq.m.) plus in 2002 a 5th and 6th storey; 68,000 sq.ft. (6,300 sq.m); totaling 293,300 (27,230), five storeys above a one-storey podium; upper storeys clad in light pre-cast concrete, lower podium base clad in exposed aggregate concrete. This building houses the Faculties of Education, Engineering, Administration, and Social Work; Information Services; the Department of Media Production and Studies; AV Services; classrooms; and a large auditorium.

- **Centre for Kinesiology, Health and Sport-CKHS** (2004; 260,000 sq.ft. (24,150 sq.m.)) two-storey metal panel and glass building with a triple gym with spectator seating, classrooms, laboratories, lecture theatres, a running track, the Dr. Paul Schwann Centre, sports medicine, physiotherapy, movement studios, and 204 car parking.

- **Physical Activity Centre** (1967; 95,600 sq ft. (8,880 sq.m.)), two-storey high volume building clad in pre-cast concrete. It appears as a "box" over a one-storey podium. This building houses the Faculty of Kinesiology and Health Studies, including gymnasia and pool.

- **Paskwaw and Wakpa Towers** (2004; 317,500 sq.ft. (29,500 sq.m.)), are finished externally with buff and grey, split face Tyndall stone and buff, sawn faced Tyndall stone, featuring glazed tower corners and pedestrian concourse. Two twelve-storey towers, connected with an underground pedestrian concourse, flanked by five storey north, south and east wings, housing 692 residence beds in apartments and dorm rooms. The north-south wings curve to reflect the shape of the Academic Green promenade.

- **Campion College** (1967; 61,700 sq.ft. (5,730 sq.m.)), four storeys over one-storey podium clad in pre-cast and in situ concrete. It houses Campion College, a Jesuit College federated with the University.

- **Luther College** (1971 plus extension 1991; 113,400 sq.ft. (10,535 sq.m.)), two and four storey complex housing a residence, cafeteria and Luther College, a Lutheran college federated with the University.

- **First Nations University of Canada** (2003; 140,000 sq.ft. (13,000 sq.m.)) unique, curvilinear, cantilevered terraced four storey building housing the First Nations University of Canada, designed by Douglas Cardinal. Exterior clad in split-face Tyndall Stone.

- **Central Heating Plant** (1967; 28,800 sq.ft. (2,675 sq.m.)), distinctive and architectural award-winning pitched-roof building housing the central heating and cooling equipment for the campus.

- **Emergency Energy Centre** (2004; 4210sq.ft. (391 sq.m.)) one and a half-storey building housing four generators.

- **Maintenance Building** (1972; 38,700 sq.ft. (3,595 sq.m.)), and Greenhouse Gas Technology Centre (2002; 35,000 sq.ft. (3,250 sq.m)), three-tiered glass and metal-clad addition on the west end of a one-storey brick building partially depressed into the grade on the north side. It houses Facilities Management, including Central Receiving, and Greenhouse Gas Technology Centre labs and offices.

- **Student Engineering Garage** (1992; 1,300 sq.ft. (120 sq.m.)), for student research.

- **ISM Building, Innovation Place** (1990; 86,200 sq.ft. (8,010 sq.m.)), two-storey "high-tech" glass and aluminum building housing Information Systems Management offices. This was the initial building in the University's research park.

- **Two Research Drive, Innovation Place** (1994 and 2008; 71,000 sq.ft. (6,600 sq.m.)), three-storey "high-tech" glass and aluminum frame building housing a number of small research entities.

- **Petroleum Technology Research Centre, Innovation Place** (2000; 70,000 sq.ft. (6,500 sq.m.)), three-storey tyndall stone and metal clad office/ laboratory/pilot plant facility houses the Saskatchewan Research Council, a number of University of Regina institutions, and the PTRC.

- **Titanium Building, Innovation Place** (2004; 4250 sq.ft. (395 sq.m.)), three-storey metal clad pilot plant facility housing the Titanium Corporation Inc.

- **The Terrace, Innovation Place** (2000: 124,000 sq.ft. (11, 500 sq.m.)) a three storey Tyndall stone clad building, with a unique central glass Rotunda reaching almost four stories in height to a large round skylight. It is a multi-tenant, multi-purpose building focused on the information technology industry. It is the focal point and signature building of Innovation Place.

- **Saskatchewan Disease Control Laboratory, Innovation Place** (2010: 113,000 sq.ft. (10,500 sq.m.)). The SDCL building was constructed for the Ministry of Government Services and the Ministry of Health. The four story building houses collaborative work spaces, flexible lab environments, and sustainable design.

Main Campus: Research and Innovation Centre, 2008

View South of Main Campus: 1970s (top) ; 2014 (bottom: credit: Bryan Schlosser, Leader-Post-files

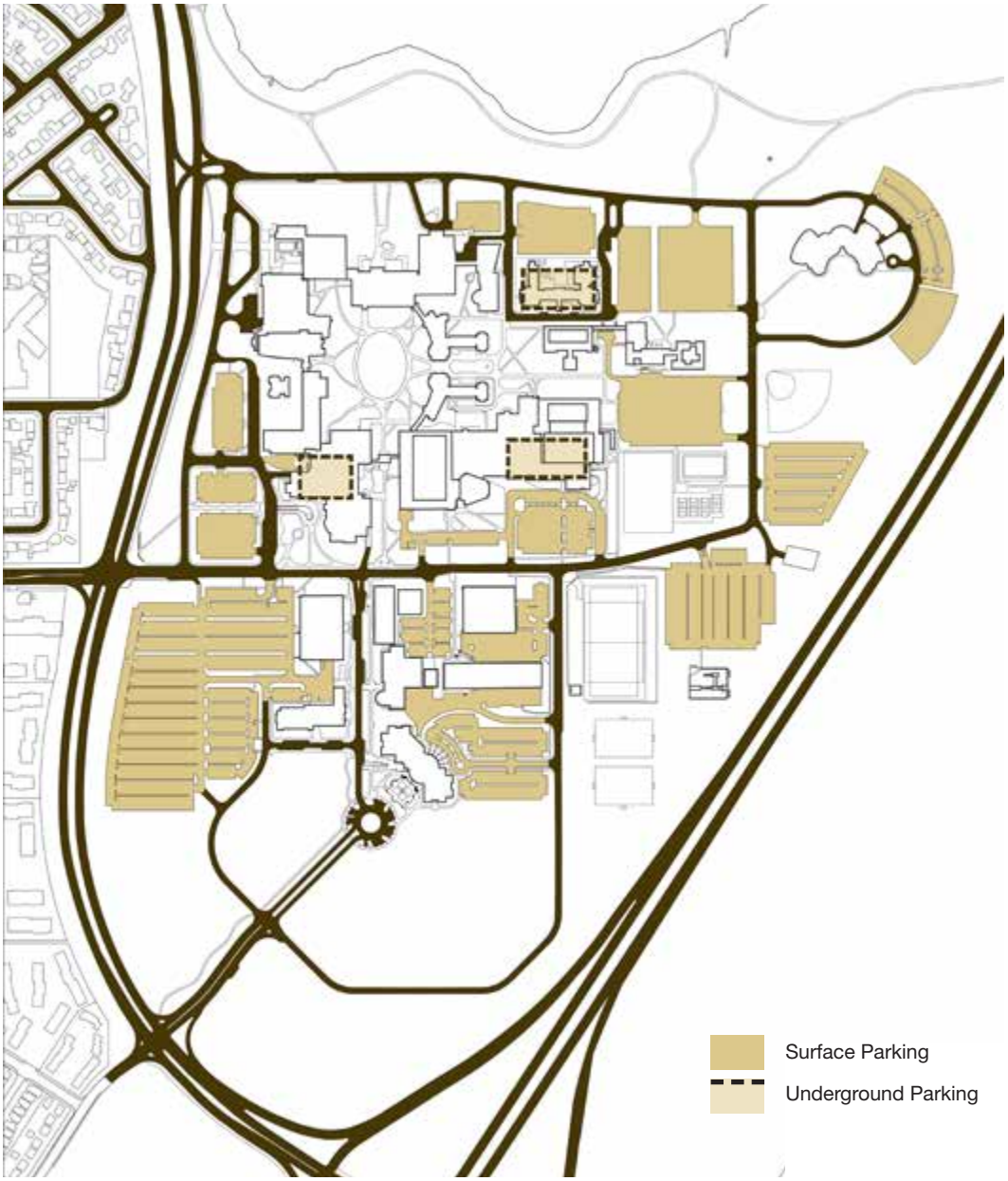
# 2.4

## Campus Infrastructure

The campus infrastructure consists of roads, paths and underground utilities including piped steam for heating and chilled water for cooling, water, gas, sanitary sewers, and storm drainage.

- **Road Systems:** The campus is served by two primary roads: the looped perimeter University Drive north, east, south and west, and Research Drive. Secondary routes feed into parking lots and building entrances.
- **Paths:** The path system within the main campus area provides a number of pedestrian routes between building entrances and other destinations. Some roads have sidewalks, many do not. There is also a trail system along the lakefront which connects into the larger Wascana Centre trails.
- **Heating/Cooling Service Tunnels:** A tunnel system extends from the central heating plant to service most of the campus buildings.

Existing Campus Roads and Parking

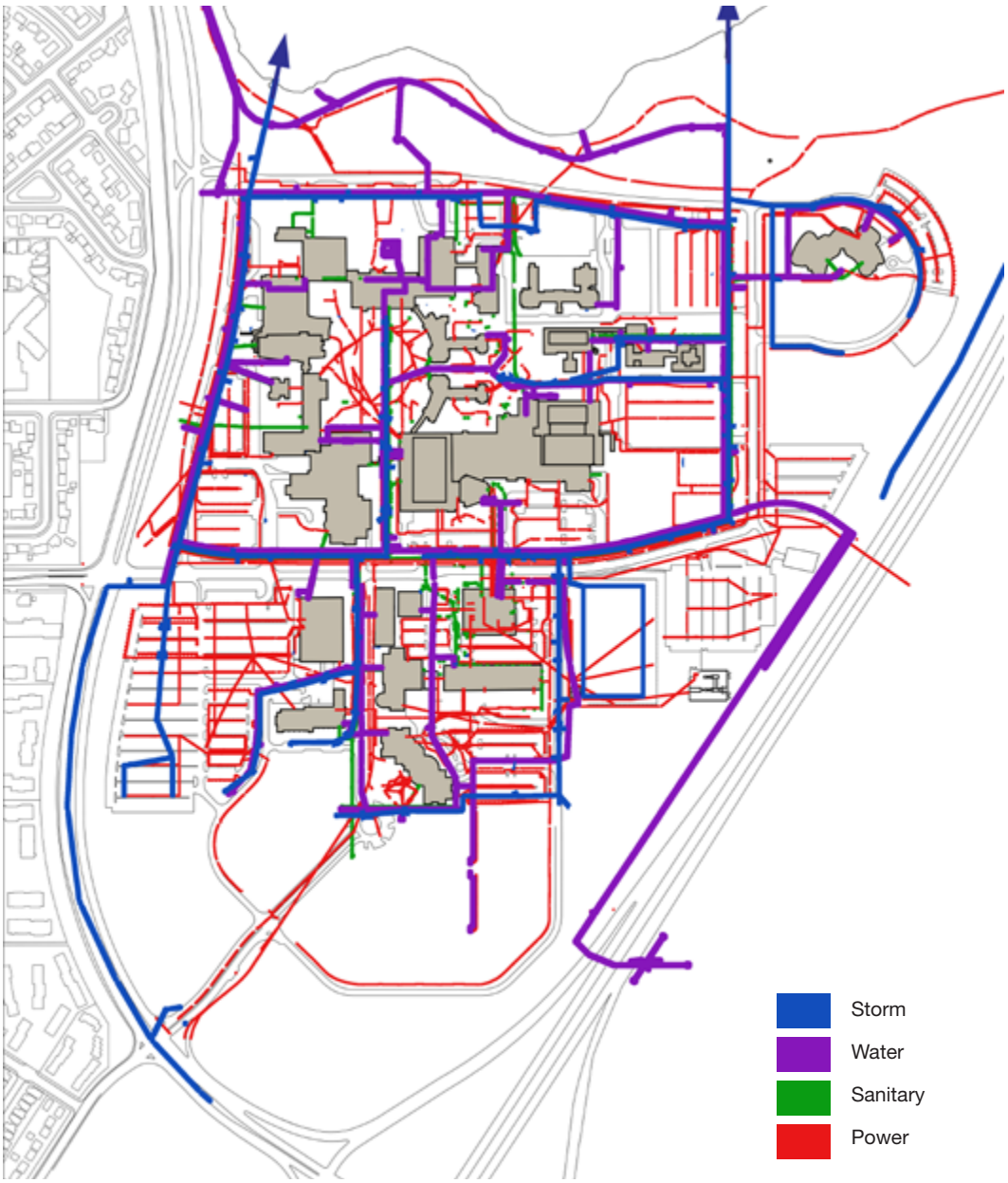


- **Storm Drainage:** The main campus drains through two trunk lines directly into Wascana Lake and does not interconnect with the City system. The lake therefore acts as a storm water management facility.

- **Sanitary Sewers:** The main campus system ties into the City system on the west side. The College Avenue Campus system ties into the City system on College Avenue.

- **Utility "Corridors":** The major underground utility corridors parallel the west, north, east and south drives. The west and south drives corridors also include a high-pressure natural gas line which should only be realigned if it would result in major campus planning benefits.

Existing Campus Utilities

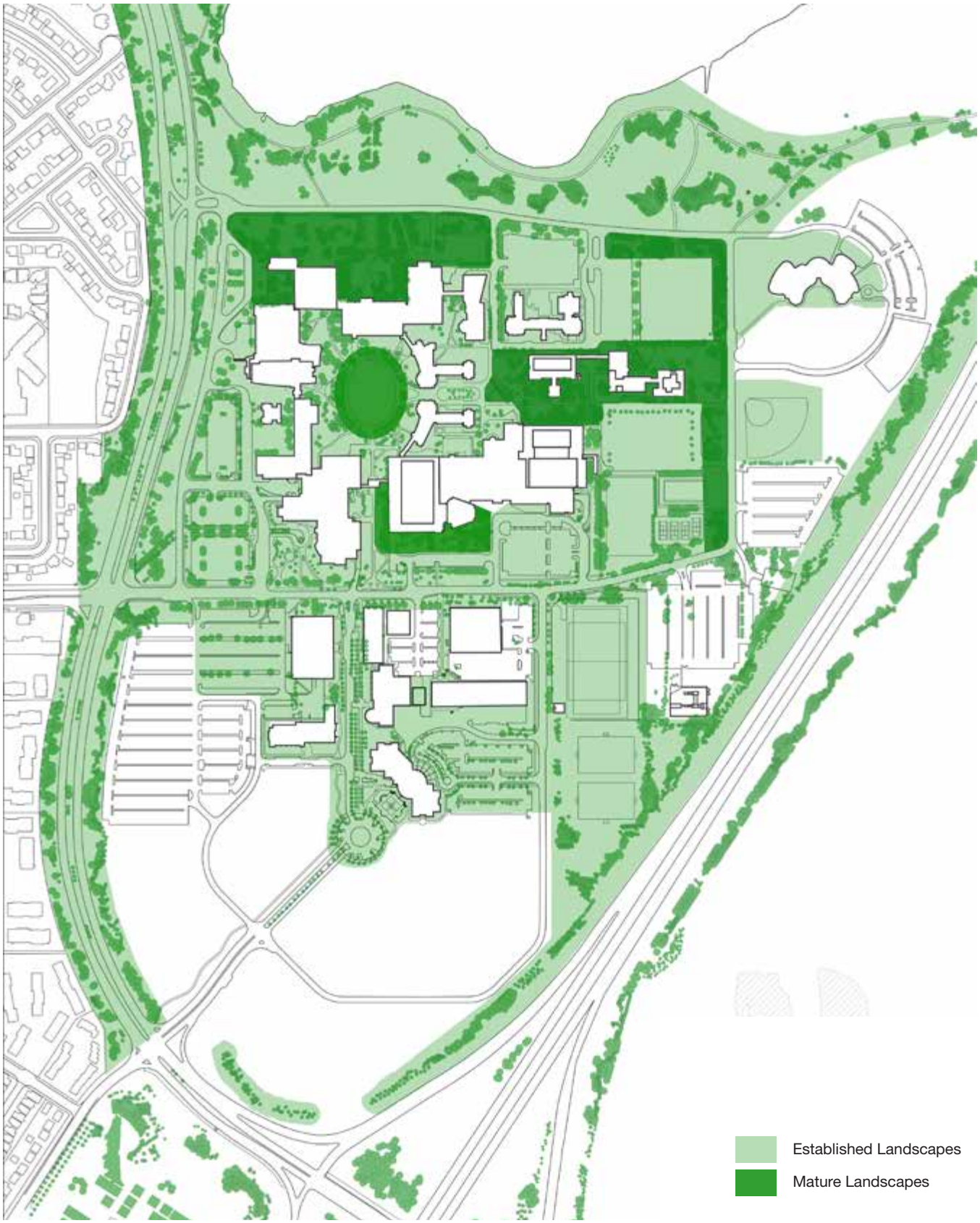


## 2.5

## Landscape

The University is located within Wascana Centre, which is one of the world's foremost examples of an extensive planned landscaped development area. Parts of the campus were landscaped over fifty years ago in the initial enthusiasm at the establishment of Wascana Centre and are today great assets of the campus. These are the areas facing the lake and Wascana Parkway as well as, to a somewhat lesser extent, the treed areas south of Campion College and the surrounds to the fields and courts east of CKHS. In a 2002 joint project of the University of Regina and Wascana Centre Authority, extensive landscaping occurred as a result of 288 mature trees being relocated from the central campus areas to less developed landscaped areas, including the north-south pedestrian spine, University Drive South, East Loop Road, First Nations University of Canada, and Lot 17. Other relatively recent landscapes of note are the entrance garden to the Riddell Centre, the Research Park Drive streetscape, and the Academic Green and Residence landscapes.

The Maturing Campus Landscape



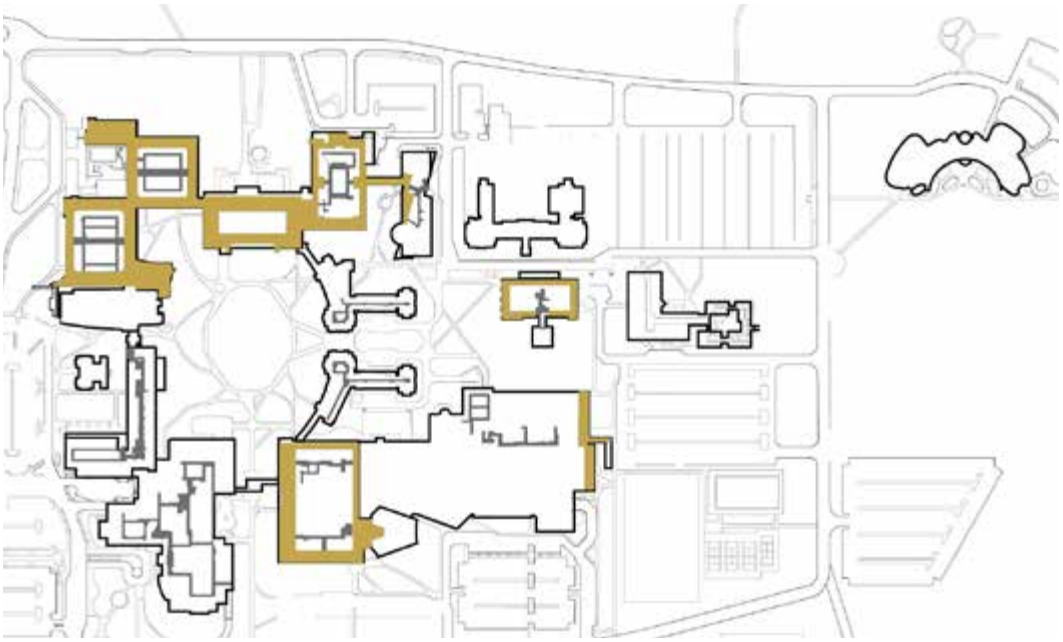

Existing Main Campus:  Valued Landscapes

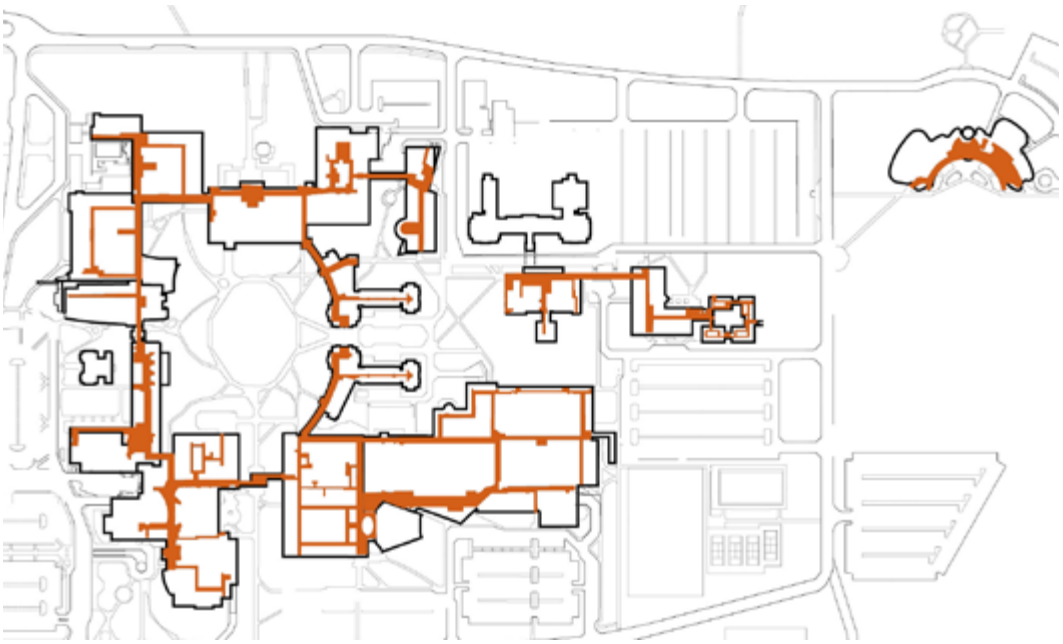
# 2.6

## Pedestrian Concourse System

The drawings above and on the next page show the ground and podium level pedestrian concourse system of all the buildings within the University Drive perimeter road. This provides a sense of the interior connective system, as well as the relationship of the building interior with the exterior. The Residence buildings are connected below grade to allow emergency access into the Academic Green.

The Existing Pedestrian Concourse: Podium Level (above) and Interior System (below)





# 2.7

## Other University Facilities

- **Technology Development Centre** (Grant Road Fire hall transferred to University in 1991; 6,600 sq.ft. (613 sq.m.)), one-storey timber construction; an incubator research facility accommodating University Research Facilities.

- **Community Education Centres - Saskatoon** (3000 sq.ft. (280 sq.m.), leased in Innovation Place University of Saskatchewan), Prince Albert (2000 sq.ft. (185 sq.m.), leased in Woodland Academic Centre, SaskPoly), off-campus locations for the Faculty of Social Work. They house offices, classrooms, and communications labs.

- **Cypress Hills Field Research Station** - near Fort Walsh National Historic Site (1973; 1640 sq.ft. (150 sq.m.)), three University trailers on leased Saskatchewan Government land house a wet lab and living accommodations.

Cypress Hills Inter-Provincial Park, home of the University's Field Research Station

# 3.0 Planning Strategies

## This section provides the planning strategies which are the key directives for the future development of University of Regina.

The strategies are set out in three groups:

**3.1 - General**: This group of strategies deals with the overall philosophy and approach to campus development.

**3.2 - Form and Organization:** This group of strategies relates to the site plan or development pattern. It begins with the establishment of campus size, and proceeds through enhancements of the physical environment, the basic structure of parking, built form, landscape, roads, transit, and pedestrian concourses, to ways in which the two main outdoor spaces in the campus and research park should be treated. The group concludes with priorities for early development initiatives.

**3.3 - Implementation**: The third group deals with implementation of the plan: ways in which the principles can be effectively incorporated into future development efforts, and ways in which the plan itself can be kept relevant and up to date.

The strategies form a cumulative whole. Each strategy builds on other strategies, but by breaking the totality down into defined topics, they can be examined (and potentially refined) independently.

## GENERAL STRATEGIES

### Strategy 1: A Prairie Place

### The University of Regina will develop as a "Prairie Place".

The 2011 Plan characterizes the Main Campus as a "Campus in a Park". Quite rightly, this approach recognizes the location of the campus within the verdant setting of Wascana Centre. The campus fronts onto Wascana Lake and is surrounded by open landscapes and parkways that generate an atmosphere that is almost rural in character. The park-like setting of the campus has, over time, stimulated the development of well-landscaped spaces and corridors within the campus. The 2011 Plan recommends that the Campus in a Park idea be advanced in order to create a full range of outdoor places where people will "linger, learn and be active within a park environment".

The well-developed, park-like landscapes of Wascana Centre and the University are valuable assets that are cherished by all. Introduced by Thomas Mawson and Fredrick Todd early in the 20th Century, the prevailing landscape character of Wascana Centre had its roots in 18th Century Britain and Europe, where garden designers adopted a romantic, picturesque and painterly approach to the creation of idealized landscapes.

Importing an approach to landscape design from a distant land was an understandable response to the rigours and, sometimes, unforgiving nature of the prairie environment. The open, windswept and sun-baked vastness of the Prairie was countered by the development of landscapes that would create a sense of oasis and evoke images of places that were gentler and more nourishing.

The 2016 Master Plan embraces the thinking behind the "Campus in a Park" idea, but extends it to recognize the reality of the larger Prairie setting that has been and will continue to be so influential in the development of the University and its context. Moving forward, the University will embrace the dramatic and dynamic beauty of the Prairie, recognizing a pride of place in the natural setting and developing an expression that is rooted in the natural patterns emanating from the local surroundings.

The University also recognizes that ongoing climate change is creating conditions that will make it increasingly difficult to sustain traditional thinking about landscape design and management. A positive response to rising temperatures and increasing drought conditions will be the adoption of new strategies that accept and work with, rather than against, the forces and tendencies of the natural prairie environment.

As a "Prairie Place", the University of Regina will evolve towards a state where landscapes offer shelter, comfort and a sense of scale, but in ways that are sustainable over the long term, and expressive of local context and experience.

In order to create a "Prairie Place", there are two primary groups of strategies:

**The Natural Prairie Landscape**

The natural patterns and features of the native prairie landscape offer a surprisingly diverse palette of landscape forms and materials that can be incorporated into existing campus landscapes, and employed to develop new ones. These natural processes will become fundamental components of a campus "Prairie Place". Strategies will include:

- Maintain and enhance existing prairie-like places such as north of University Drive and in the vicinity of FNUniv;
- Develop reserve lands as open prairie landscapes, or cultivate until required for University purposes;
- Use native and hardy trees and shrubs where possible;
- Use naturalized grasses and ground covers rather than imported turf;

- Plant coniferous trees only for edge definition and wind abatement;
- Express the prevailing horizontal topography of the prairie; avoid the use of berms;
- Reduce reliance upon irrigation;

**The Cultural Prairie Landscape**

The prairies have been inhabited for many centuries, and reveal the values, practices and technologies of those for whom it was home. Some evidence is subtle, such as the traces of First Nations peoples. Other evidence, such as the layout of fields and roads, and the signs of agricultural cultivation, is clear and unmistakable. The cultural dimension of the prairies is fundamental and should be incorporated into the making of a "Prairie Place". Strategies will include:

Express the orthogonal prairie survey pattern in the layout of buildings, sports fields, parking lots, and other primary open spaces and built form;

- Actively collaborate with First Nations to incorporate relevant symbols and settings into the campus landscape;
- Embrace the use of campus lands for food production and large-scale cultivation where feasible;
- Where possible, maintain and develop long view corridors from the campus out into the open prairie;
- Through peripheral landscape development, maintain the sense of the Main Campus as a discrete, compact "prairie town" set in an open landscape.

The process of transforming the campus into a recognizable "Prairie Place" will consist of many small steps undertaken over a number of years. It is, as much as anything, a way of thinking that places value on natural and cultural character of the local context, and that recognizes that working with, rather than against, the natural processes of the local context will realize real benefits in the short term and will achieve true sustainability in the long term.

Main Campus (1960s) at the boundary between City and Prairie

## Strategy 2: The Main Campus and the Knowledge Corridor

**The Main Campus will continue to be consolidated as the focus of academic and related activity. The southerly part of the campus will continue to be developed as a major research park. A portion of the Wascana East Lands will be held in reserve for future university growth.**

### A Consolidated Main Campus

The name "university" implies a community of scholars which relies for its strength on the exchange of information, the inter-change of ideas, and peer review. These fundamental activities are enhanced by close contact among members of the community. The simple convenience of classrooms, faculty offices, research labs, the library, and study spaces located close to each other and to residences, as well as the proximity of many scholars and diverse fields of study, enhance the quality and efficiency of teaching, learning, and research. A student's life is enriched when the University's offerings are close at hand.

At this stage in the University's growth, the Main Campus will remain as the primary location for the University's academic, cultural, social and recreational functions, which, with few exceptions (First Nations University of Canada, Maintenance Building, Research, and Sports Fields), fit primarily within the University Drive roads. Further growth on the Main Campus will be through intensification, infill development and dis-placement of non-essential land-uses.

### Federated Colleges

Two of the federated colleges, Luther and Campion, occupy the eastern part of the Main Campus. Any expansion of the Colleges will occur within close proximity.


The Main Campus as Part of the Knowledge Corridor

The First Nations University of Canada (FNUniv) is located to the east of the Main Campus on lands to be dedicated as an Indian Reserve.

This institution is a special case, since it will not fully comply with the principle of consolidation. FNUniv has chosen to favour an enhanced sense of identity (obtainable through a separate site with Reserve status and distinctive architecture) over close connection to the rest of the campus. It will, therefore, remain somewhat isolated from other campus buildings for a considerable period of time. In the long term, however, it will become more adequately connected as the rest of the campus grows toward it.

### Campus East

Lands in Wascana East immediately adjacent to the Main Campus will be leased or transferred to the University for future reserve. The base area will be approximately at least 110 acres (45 hectares), which is the equivalent to land ceded to the first two phases of the Research Park (112 acre/45 ha). Campus East will be developed in a holistic way, providing the entire range of facilities/amenities (residences, recreational facilities, classrooms, labs, etc.) that make up a University.

### Innovation Place Research Park

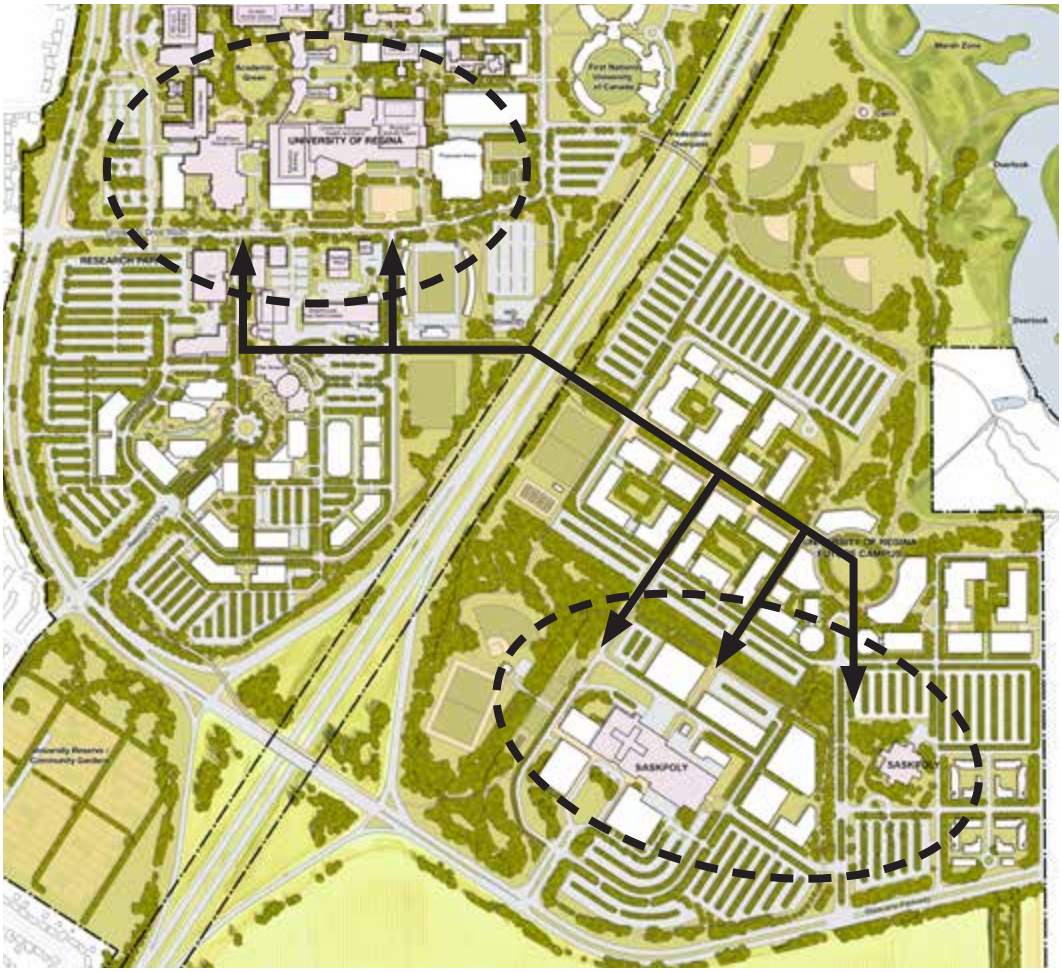
The principal buildings of Innovation Place Research Park will be developed on sites in close proximity to the Main Campus to encourage a synergy of activities, and will include the integration of future academic facilities. Community facilities in Innovation Place such as food services, lounges, and other meeting places will be complementary to those on the Main Campus and located for easy shared use.

Lands south of Wascana Parkway, previously assigned to Innovation Place, have been returned to the University for other uses, as yet undefined.

### Saskatchewan Polytechnic (SaskPoly)

SaskPoly occupies land adjacent to the University of Regina Campus East and as such, extensive joint planning on these lands will continue. A new road, pedestrian and cycle route passing under the Trans-Canada Highway will improve connections between the University and SaskPoly even prior to development of the University's Campus East.

Proposed Connections between the Main Campus and SaskPoly



## Strategy 3: Role of the College Avenue Campus

**The College Avenue Campus will accommodate academic and non-academic functions that will reinforce the University's presence within the larger Regina community.**

The College Avenue Campus is a great asset to the University in maintaining and enhancing links between "Town and Gown". It forms an identifiable location for viable extension programs, contains attractive heritage buildings, and is conveniently located close to the downtown core. The major disadvantage is the high cost that will be will be incurred to protect and preserve the heritage structures while upgrading them to current functional needs and Building Codes.

The south wing of the Conservatory is structurally failing and is currently being studied for potential demolition.

The expectation is that considerable redevelopment will occur. This development will primarily be organized about an axis that extends south from College Building. This pattern recognizes the heritage character of the existing buildings and protects the unique College Avenue frontage.

The old Normal School has been developed along with the CBC Building as the Canada-Saskatchewan Production Studio. The University is a not a partner in this venture.

College Avenue Campus

## Strategy 4: The Provision of Space

**Of the four basic ways of providing new additional space — Improved Utilization, Renovation, Infill and Expansion— the University will emphasize consolidation (the first three) rather than expansion.**

There are four ways in which a demand for building space can be met. For each project these will be investigated in sequence to optimize land and plant utilization. First priority will be placed on the most efficient utilization of existing space, next, on the renovation of existing space, and then on infill development. Only when the potential for these has been exhausted should expansion beyond the broader campus perimeter be considered. Particular projects may use a combination of approaches, but this sequence of priority will be applied in all cases.

This Campus Plan stresses that there must evolve an appropriate balance between development and open space. Development for academic and other uses should be dense in order to use land efficiently, maintain a compact campus, and house a campus population that is large enough to support a full array of services and amenities.

At the same time, due regard must be placed on the development of an open space network that accommodates all modes of movement, that provides the landscapes necessary to fulfill social and recreational requirements, and that works with campus buildings to project a dignified and forward-looking public image.


Potential Sites for Main Campus and Innovation Place Park Expansion

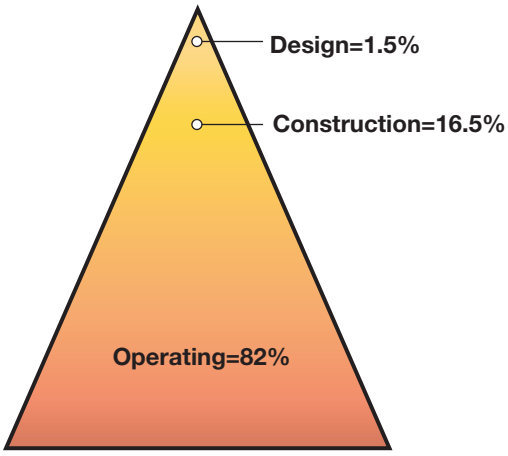
## Strategy 5: Quality, Permanence and Economy

**The University is committed to quality, permanence and life-cycle economy in building and landscape construction, maintenance and renewal.**

To many faculty and students, it seems that the University is always short of building space and other facilities and that funding to meet even urgent needs is often long delayed. Consequently, the tendency to push for as much space as possible (and sometimes more than the budget will allow) can lead to the development of inferior facilities and the deferral of both facility maintenance and landscape improvements. Capital "savings" can often lead to much higher ongoing operating and maintenance costs.

To counter this, the University has now formally adopted the approach that quality should precede quantity. This implies a three-part commitment: first to high quality design, construction and maintenance with greater attention given to the life cycle costs; second to the eventual replacement of temporary facilities; and third to the planned renewal of aging and inferior facilities in all aspects of the University's physical plant.

When balancing quality and quantity, the emphasis must be placed on quality. This means that all new and renewed facilities should be flexible, functional, innovative and maintainable, as well as cost effective over the long term. Proper planning and resource allocation are essential to supporting and sustaining this commitment to the quality of the buildings and landscapes on campus.




Comparative expenditures for a typical building over a 35 year life cycle. The smaller, earlier costs greatly influence the larger, later costs.

## Strategy 6: Sustainable Development

**The University intends to provide community leadership in responsible and effective environmental action through sustainable developments that are land, energy, and waste efficient.**

Creating a sustainable campus is essential, and should be what measures and defines quality on campus.

As an educational servant and intellectual leader in Regina, Saskatchewan and beyond, the University should, through example, point the way to "a form of development that meets the needs of the present without compromising the ability of future generations to meet their own needs" (1984 Brundtland Commission definition of Sustainable Development). By establishing and implementing explicit development strategies, and by arousing the awareness of its members to environmental concerns, the University of Regina will join with other major institutions and corporations in providing leadership in responsible, effective, and sustainable environmental action.

The successful programs now in place or being developed should be encouraged, and new initiatives undertaken. Planning for and managing environmentally sustainable development should permeate all facets of campus life and must go beyond just doing "less damage", and head toward improving the environmental, social, and economic integrity of our community through our interventions.

Six goals for sustainable development for this improvement are:

- Protect ecosystems and support restoration of natural systems;
- Promote development of livable communities;
- Use resources efficiently, including energy, water, land, and materials;
- Create healthy indoor environments;
- Move toward eliminating waste and pollution for the life cycle of the project;
- Consider alternatives to fossil fuels.

These sustainable development goals are reinforced throughout the Campus Plan. The University will seek ways to improve transit service (Strategy 21) and efficiently manage our parking resource (Strategy 20). The University is committed to a consolidated compact campus (Strategies 7, 14, 15, and 29), and creating a safe and vibrant community (Strategies 8, 9, 12 and 13). As well, before proceeding with the design of a project, an outline of its potential "campus quality" impacts will be undertaken (Strategy 27).

## Strategy 7: Respect for Land Value

**The increasing value of land, both on and adjacent to the campus, will be reflected in project cost analyses and be accommodated through increased development density.**

The campus land base is extremely valuable now, and will only increase in value as potential users compete for fewer developable sites and as the rising investment in facilities and infrastructure increasingly constrains redevelopment. Future development will recognize that campus land is a very valuable resource to be carefully managed and developed as new requirements emerge; short term needs should not be permitted to compromise long term possibilities.

The land value component will be taken into account in assessing the costs of development. The increased land values will be reflected by infill development and increased densities. The result will be a limit to sprawl and a compact, walkable central campus as described in Strategy 14: Compact Campus Size.

Green roof on the Research and Innovation Centre
(credit: P3 Architects)

## Strategy 8: Constituent and Communal Needs

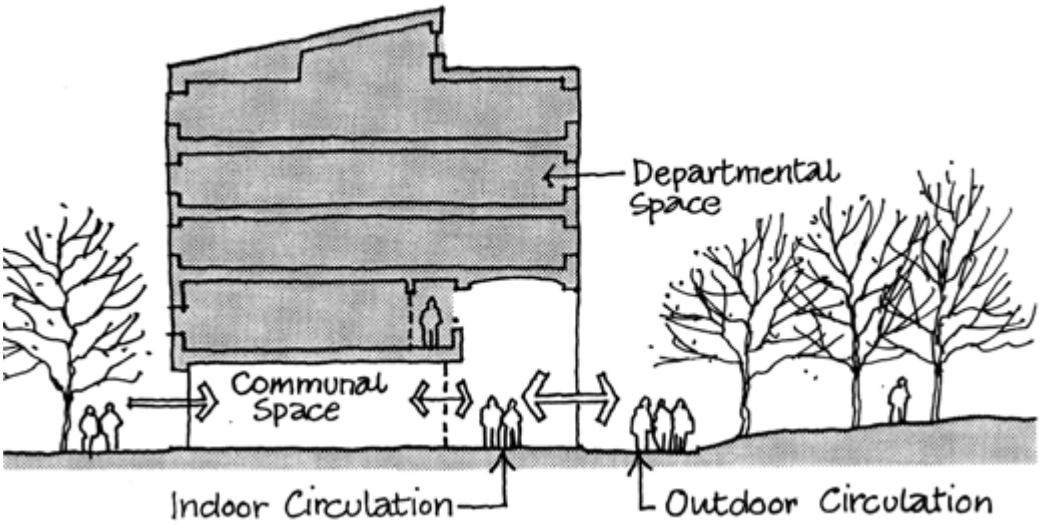
**Projects established to meet the needs of a particular constituency will also meet the communal needs of the University as a whole.**

The program and design of new projects must meet the needs of the constituent user group but have an equal obligation to make a contribution to the campus environment, and to serve the University community at large. From the very outset, all projects must seek to balance the constituent and communal needs.

Projects should contribute to the campus in a number of ways:

- All building programs should include such communal facilities as general instructional space, study space, lounges, and easy access to food services. They should also promote "windows to the campus"—displays and exhibitions of artifacts or ongoing work of the constituent user groups which are accessible and visible from the major public routes through the campus.
- New projects can repair poorly designed parts of the campus. Preferred sites should therefore be in areas which will benefit from, rather than be degraded by, new development, provided effective functional relationships are respected.
- The form and organization of buildings can help to shape and animate the common indoor and outdoor campus spaces. The location and treatment of building entrances, the interior and exterior windows and the indoor circulation routes of each building project should be designed to contribute to the continuity of pedestrian movement and to the social amenity of the campus.

Communal and Constituent Project Requirements



## Strategy 9: Wayfinding and Signage

**Designs for improving wayfinding will concentrate on two parallel fronts: the legibility and imageability of the campus; and a comprehensive information and signage system.**

Campus legibility refers to the ease with which information about the environment can be grasped. Problems of legibility usually relate to three factors; environmental image, ambiguous or inaccessible information, and high density information which leads to overload conditions. Image refers to the ease with which a place is visualized and comprehended spatially.

The legibility of a complex urban setting, like the campus, is connected to the recognition of five basic elements: landmarks, paths, districts, edges and nodes (focal places). Many aspects of these five basic elements are presented in other sections of the campus plan. The physical ordering of the campus to increase its legibility is fundamental to making a more navigable campus.

Specific interventions will include:

- Create a clear and distinct north/south and east/west campus structure with clear circulation routes and an easily understood sequence of spaces;
- At key locations, develop iconic landmark buildings with distinct building elements such as towers, corner treatments or materials;
- Develop building frontages along the University Drive loop with expressed entrances and clear linkages to movement routes and destinations;
- Expand the interior pedestrian linkage network;
- Encourage the development of interior circulation routes that provide a continuous visual connection to recognizable landscapes and buildings beyond;
- Create distinctive landscapes and places that serve as landmarks and help guide the user through the campus. The existing Academic Green is a key example of such landscapes.

University Gateway at Wascana Parkway and University Drive South (credit: P3 Architects)

- Develop a common palette of materials (pavements, furnishings and lighting) to distinguish key corridors and places in the public realm;

- Incorporate public art or water into the landscape to mark key places and nodes.

The University should work on two parallel fronts to improve wayfinding – carry out improvements to make the environment as legible as possible and institute a campus-wide signage program. The one will require a concerted effort to upgrade the spatial connectedness of the campus, mainly through landscape improvements. The other will require the design and implementation of a visually and typographically coordinated information and signage system, together with a full range of digital, electronic media.

Campus signs can be divided into two groups – “Getting There” and “Being There”. The first refers to signs on the approach routes, which identify the University and direct people towards primary destinations and entrances. The second refers to directional and identification signs and other information elements within the campus interior, primarily related to the local streets and driveways, and the indoor and outdoor foot paths.

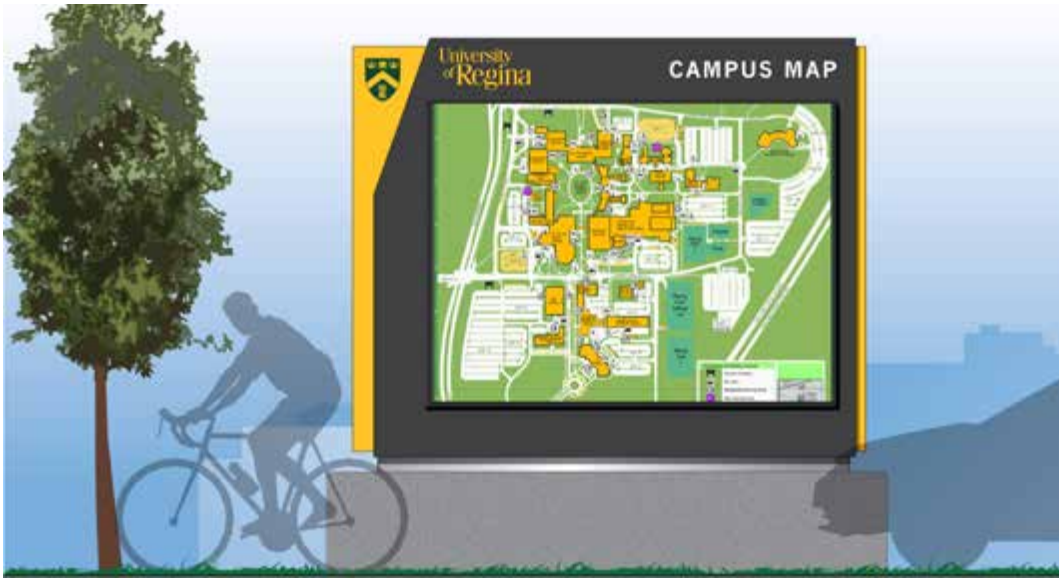
A hierarchy of signage is determined on the basis of scale. At the upper level of the hierarchy, the University’s primary identification and information signs should be designed to be seen at long distance. The signs must be bold, the messages must be simple and the scale must match the visual competition of highway/roadway elements within a driver’s cone of vision.

By contrast, a building directory at the lower end of the signage hierarchy should be designed to be viewed by pedestrians from a few meters away. This sign is smaller, its messages can be more numerous and complex, recognizing that the viewer has the opportunity to stop and scan a range of information. Similarly, appropriately sited parking directions and parking space signage needs to be incorporated.

In spring 2014, the University successfully completed the first step in the strategy with the design and construction of the Main Gateway Project at the main Kramer Boulevard/University Drive South and Wascana Parkway entrance. The Gateway at the entrance to University Drive North is currently under construction and is scheduled for completion in Spring, 2016.

The university completed a Campus Wayfinding Study in 2015. The first phase of projects are proposed to begin implementation in 2016.

A Consistent Family of Sign Elements (BONDcreative, 2016)



## Strategy 10: Campus Safety

### Buildings, landscapes and lighting will be designed and managed to promote personal safety.

The development of a campus which is perceived to be safe for all users should be a high priority for all future projects on campus. While safety is a fundamental moral responsibility of the University, it can have other important benefits as well. A safe campus will be used by more people and for longer, enhancing the vitality of the University and extending the effective utilization of facilities.

Greater campus safety requires a high level of corporate commitment on the part of the University, and the integration of safety issues into all functions and operations including physical design.

Good environments are safe environments. Personal safety is not a single dimensional issue (with a single dimensional solution), but is one measure of a viable environment, along with legibility, convenience, economy and vitality. Hence, many of the planning strategies in this Plan will contribute to the development of a safer campus. These planning strategies are consistent with the principles for safe environments associated with Crime Prevention Through Environmental Design (CPTED):

- The more people using and seen to be using the campus and its public places, especially at night, the safer it will feel.
- The design of the public domain, from the overall layout to the details, is critical to ensuring personal safety on the campus. A clear spatial structure with a legible hierarchy of identified routes and spaces, will provide users with the orientation and clarity necessary to move through the campus with comfort.
- Appropriate lighting and well designed plantings are essential for maintaining visibility, both day and night in the outdoor spaces. Similar standards should apply to the design of public indoor spaces.
- Use plant materials and furnishings in ways that maintain clear lines of sight.
- Parking facilities, building entrances and indoor and outdoor pedestrian routes should be clearly identified and well lit.
- Buildings should define important public indoor and outdoor routes and spaces, and have windows that provide casual surveillance of the public spaces.
- Visible emergency telephones and other means of alert should be distributed throughout the public areas.

## Strategy 11: Named Places

**Naming buildings, streets and landscapes enhances their identity and prominence, and thereby reinforces the campus spatial and landscape structure.**

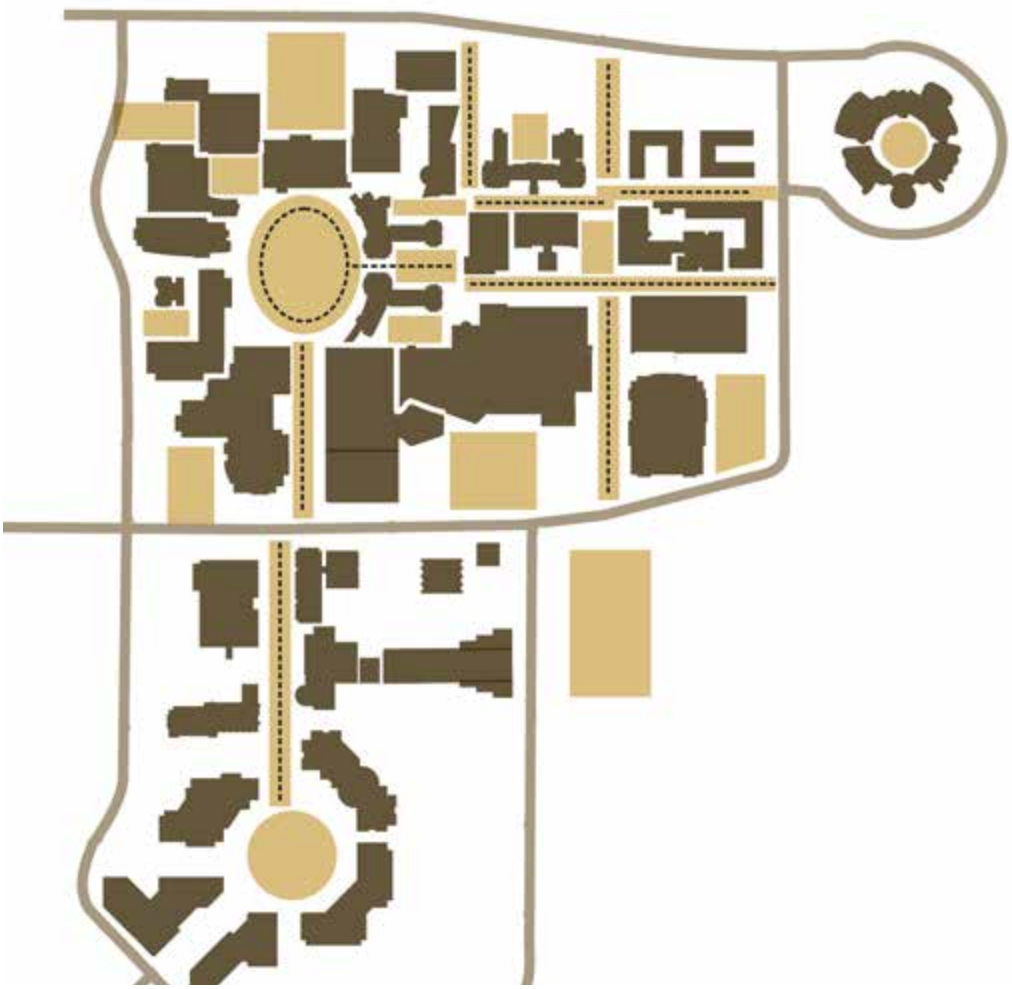
Most memorable places, which people care about and endow with meanings, have names which affirm their identities. It is also important for wayfinding to have differentiated and identifiable places and paths. All the main walkways, roads, communal spaces, and buildings should be named places which can be identified in a signage system.

Names should be selected to avoid ambiguity and to anticipate changes in function or building tenancy. Examples of relevant but non-specific names include the Dr. Lloyd Barber Academic Green, the Dr. William Riddell Centre and the Dr. John Archer Library.

Acting upon the recommendations coming out of the Truth and Reconciliation Commission, the University of Regina Strategic Plan commits to ensuring that "First Nations and Métis cultures are reflected in all aspects of campus life, in everything from our curriculum to our campus design and the ceremonies that are part of Convocation."

An initiative relevant to the Master Plan is the use of indigenous vocabulary to name streets and buildings on the campus. This is a commendable effort that should be extended to include named gardens, court yards and plazas.

Nameable Buildings, Streetscapes and Landscapes



## Strategy 12: Community Life on Campus

### The University will continue to provide amenities and opportunities that will encourage people to stay on campus for longer periods each day.

The great universities, which foster a strong sense of affection and loyalty from their alumni, are those which have considerable "campus life" beyond the instructional experience. What students most appreciate about these campuses is the sense of community nurtured by social, cultural, recreational and sports activities. As the University population expands, the ability to provide the amenities and facilities necessary to support a vibrant campus culture is increased. With more people come more diverse interests and requirements, and with more people come larger pools of participants who are ready and willing to support (financially and otherwise) diverse opportunities.

The campus now offers a good range of opportunities. More should be developed. Dr. William Riddell Centre provides a rich and well-supported environment that is most conducive to social activity. New campus residences attract hundreds of students, who form a permanent population of people looking for both academic and social stimulation. Sports and recreational amenities on campus could be enhanced further with more recreational opportunities and links to the Wascana Centre trails from the Physical Activity Centre.

Community Life: Convenient Pedestrian Movement & Facilities to Encourage a Rich Campus Culture

## Strategy 13: Universal Access

**The University is committed to a concept of universal accessibility for all parts of the campus and all buildings where people may be expected to study, work or live.**

The impact of the physical environment on persons with special mobility, visual, hearing and other abilities is so great that the University intends to make the accommodation of those with special needs a high priority. The effective accommodation of the people with physical challenges is a basic responsibility of the institution, but will also benefit the University in two important ways: first, those who might otherwise be restricted from the campus will be able to more fully participate in and contribute to campus life, and, second, the measures necessary to accommodate people with disabilities usually create an environment which is better for all people - more “legible”, more accessible, more comfortable and more efficient.

Although some specialized measures will be required, the development of an accessible environment need not involve exorbitant costs. What is required is an attitude toward building and landscape design and maintenance founded on awareness and sensitivity. The evaluation of and selection between otherwise equal design options ignores the needs of people with disabilities at the risk of reducing mobility and comfort for many, and at the risk of incurring very high costs for retrofitting at a later date.

There is a strong coincidence between environments that are universally accessible and those that meet the requirements of other strategies in this Plan. Among the more important Plan strategies for building design are entrances which are clearly visible, ground floors which avoid the need for ramps by relating directly to exterior grade, and parking and drop-off areas close to and visible from significant entrances. Mixed use and development intensification will reduce distances between facilities, distances which are magnified for those with disabilities. A clear spatial structure with generous routes will help clarify circulation and improve orientation.

The detailed design of exterior public places and movement corridors should also acknowledge the needs of the disabled. Sidewalks and walkways should be dimensioned to accommodate wheelchairs and other walking aids, and should be smooth textured and free from obstructions. Gradients on pedestrian surfaces should be controlled and ramps avoided wherever possible. Special attention should be given to snow clearing and storage requirements. Exterior lighting should be designed to incorporate the needs of the visually impaired. Signage should be provided in consideration of universal access.

## FORM AND ORGANIZATION

### Strategy 14: Enhancing Physical Assets

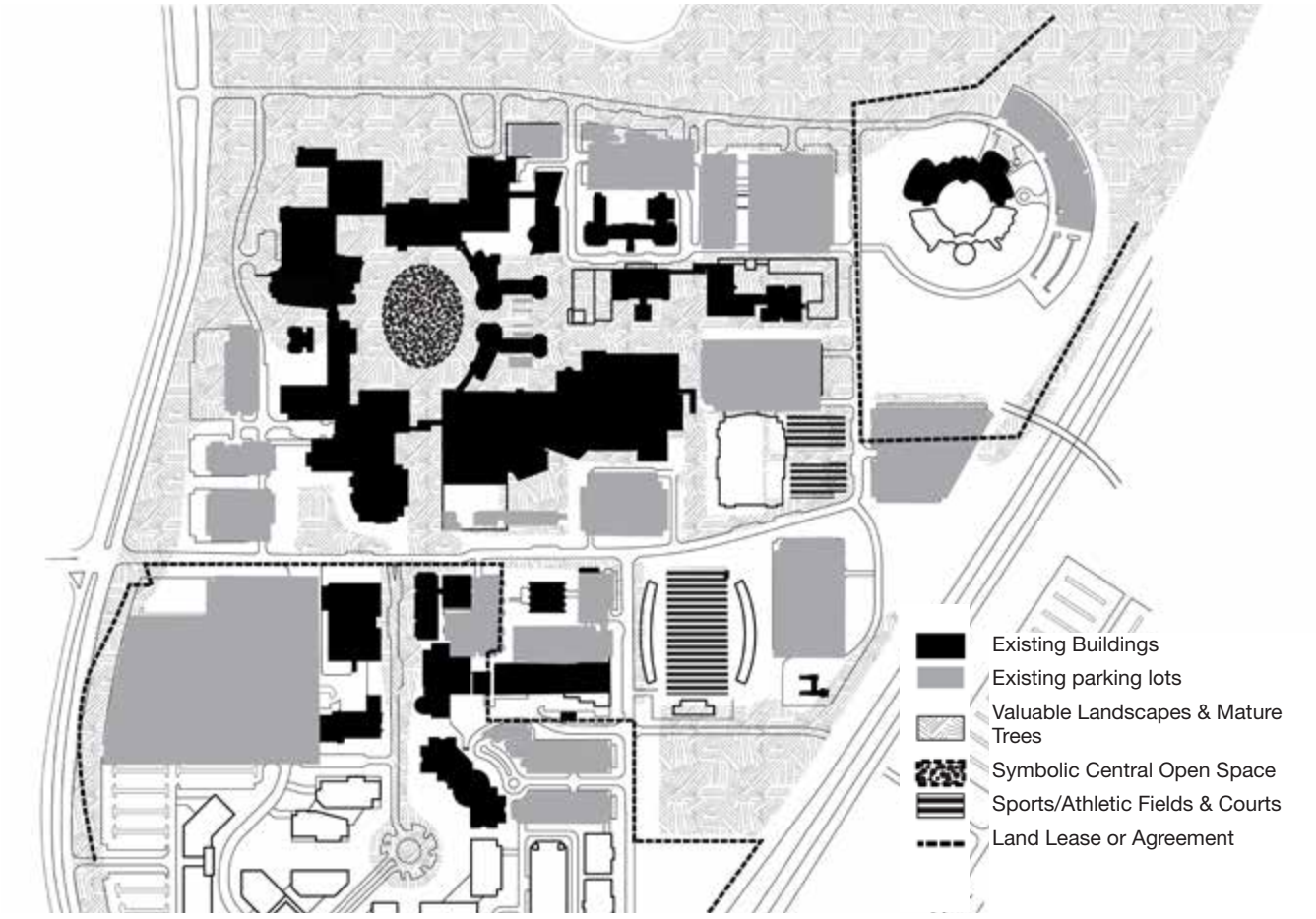
**New development will preserve the existing assets of the campus and favour the repair of problem sites, avoiding the replacement or modification of good quality buildings and landscapes.**

The existing assets of the campus—the buildings, landscapes, roads and utilities—are of tremendous value to the University, but not all components have the same value. Their comparative value is a composite of their functional suitability, heritage quality, aesthetic quality, adaptability, physical condition, operational cost and replacement cost, and is usually hotly debated because of the different ways in which criteria are ranked. But decisions about the value of components must be made every time the accommodation of University needs results in a physical change to the campus.

Priority should be given to the repair or enhancement of problem sites and facilities rather than to the modification of high quality ones: the University's physical assets should be enhanced, rather than diminished, through redevelopment.

The open space framework is highly important. Existing landscape and open space assets have great value, while the creation of new open spaces and linkages is a priority to create and support a compact campus structure.

On the College Avenue campus, the protection and preservation of the heritage buildings is the University's number one priority.




Physical Assets of the Campus

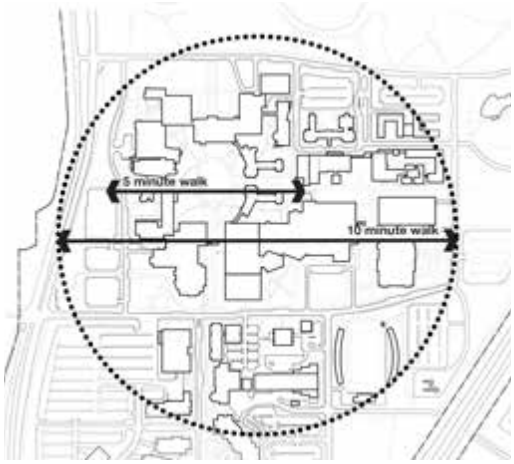
## Strategy 14: Compact Campus Size

**Compact future development will support a sense of cohesion and provide efficient pedestrian movement between campus facilities, in particular movement between classrooms within the 10 minute class change period.**

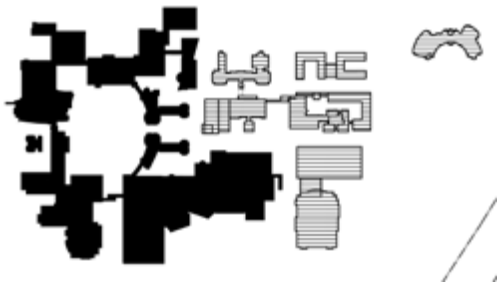
All of the existing academic buildings are within a ten-minute walking distance and many are within five minutes of each other. This represents a great advantage for the University, especially considering the rigours of the long winter months. Buildings that are in close proximity to one another can be economically connected to provide continuous indoor movement systems. Even where interior connections exist, many people will choose to use outdoor routes in a compact campus since they are not long and often protected. Students benefit to having classrooms within the 10 minute walk, and can consider when building their academic program.

A compact, tightly knit campus should remain the goal of the University of Regina. Accordingly, expansion at the periphery of the campus will only be considered when other possibilities have been exhausted. Preference will be given to central development sites which can be connected directly with the indoor concourse circulation system. Of these, the highest priority will be placed on those sites where new development could link presently unconnected buildings and create a cohesive Main Campus grouping. When absolutely necessary, expansion at the periphery will be directed towards self-sufficient functions such as Maintenance and Administrative Support. The core portion of campus is protected and preserved for undergraduate academic activities, with research and other activities located towards the periphery.

The diagrams on the following page are all at the same scale, and illustrate the building "footprints" of the University of Regina and other western universities. The current compact form of the University of Regina is a great advantage and should be maintained.




The Compact Campus - the 10 min. and 5 min. Walking Distances

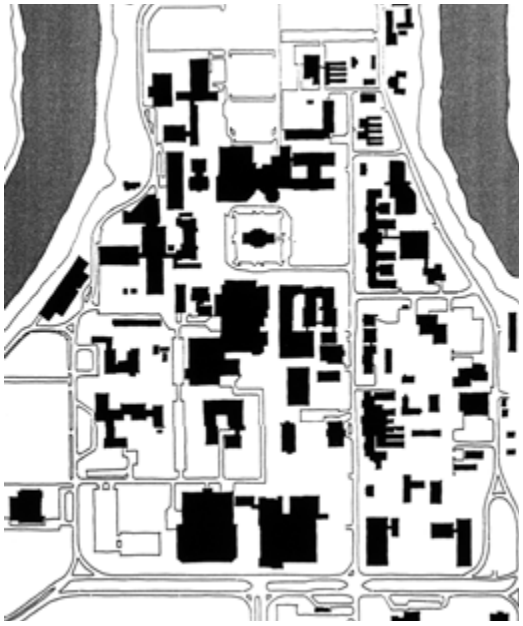


A Mostly Connected Main Campus

Campus Form and
Scale Comparisons

University of Regina


University of Alberta



University of Manitoba

University of Saskatchewan

## Strategy 16: Spatial Structure

**The spatial structure of the campus will be reinforced and embrace all frontages. It is composed of a central focal space, pedestrian spines north, east and south, and a series of courts and plazas that provide greater balance between internal and external spaces, circulation and linkages.**

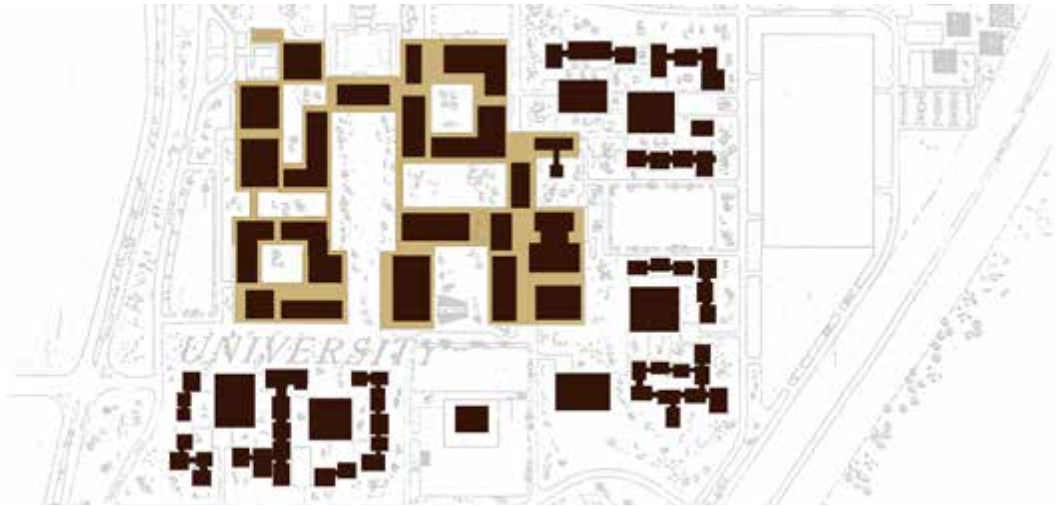
The original planners of the University envisioned a compact, academic campus with a primary orientation towards the lake. The campus would consist of pavilion buildings linked by a continuous podium that defined a series of internalized courtyards. The building complex was to be approached primarily from the north and only secondarily from the center.

This original idea was soon eclipsed by the development of large, freestanding buildings remote from the original grouping. Campus development since that time has sought to reconnect these buildings and establish a continuous interior circulation system.

The campus today consists of a central focal open space, the Academic Green, defined by what are, in effect, the backs of the original buildings. A mall, defined by buildings, extends south from the Academic Green to a focal space at the heart of Innovation Place. Green linkages, not so well defined, extend east from the Academic Green to University Drive East and Fist Nations University beyond. Two additional north/south green corridors intersect these eastern corridors, and extend to University Drive North and South.

Future campus development should protect and reinforce this Inner Campus structure. A clear campus structure not only creates spaces and corridors that are beautiful and useful, but also simplifies wayfinding and facilitates efficient movement. Existing and future buildings should also be designed to animate the spatial structure. Heavily used interior spaces should overlook key outdoor spaces and buildings should have frequent doors connecting indoor and outdoor spaces. Campus spaces that are animated are cherished, enjoyable and safe.

Future campus development should also move towards the development of an Outer Campus that will present a welcoming face to the larger community and respond in a positive manner to Wascana Lake and the varied built fabric that makes up the context of the campus. A key feature of the Outer Campus will be a series of open, landscaped forecourts that “reach out” to embrace the prairie landscapes of the Lake and the romantic landscapes of Wascana Parkway.



Spatial Structure of the Original 1962 Campus Plan

Spatial Structure

## Strategy 17: Landscape Structure

### Campus landscapes will reflect and reinforce the spatial structure of the campus.

The outdoor spaces and corridors created by the buildings—the campus spatial structure—will be enriched and made meaningful through landscape development. Roads, walkways, plazas, lawns, and plantings will be created to help make the campus functional, beautiful, sustainable, enjoyable, comfortable and safe. Landscapes, together with buildings, will also create an image of the University as a place renown for learning, research, community and knowledge.

There are six primary landscape types, each with their own role and character:

**Core** - The Core landscapes constitute and identify the Inner Campus. Heavily used and visually prominent, these landscapes are the most highly developed and managed. Consisting of focal spaces (the Academic Green) and linear corridors (University Mall), the character of these landscapes is generally formal and disciplined.

**Forecourts** - The Outer Campus spaces formed by buildings will be developed as forecourts that welcome and receive people approaching the campus, and project a positive image of the campus. Along the north and west frontages, the Forecourts will reach out to embrace the unique landscapes of Wascana Parkway and the Lake. The most important precedent is the courtyard north of the Library, which was one of the first formal spaces developed on the campus.

**Wascana Parkway** - The first impressions of the University are formed largely by Wascana Parkway, which serves as the primary means of access to the campus. Wascana Parkway consists of well-developed landscapes with informal plantings of shrubs and both coniferous and deciduous trees.

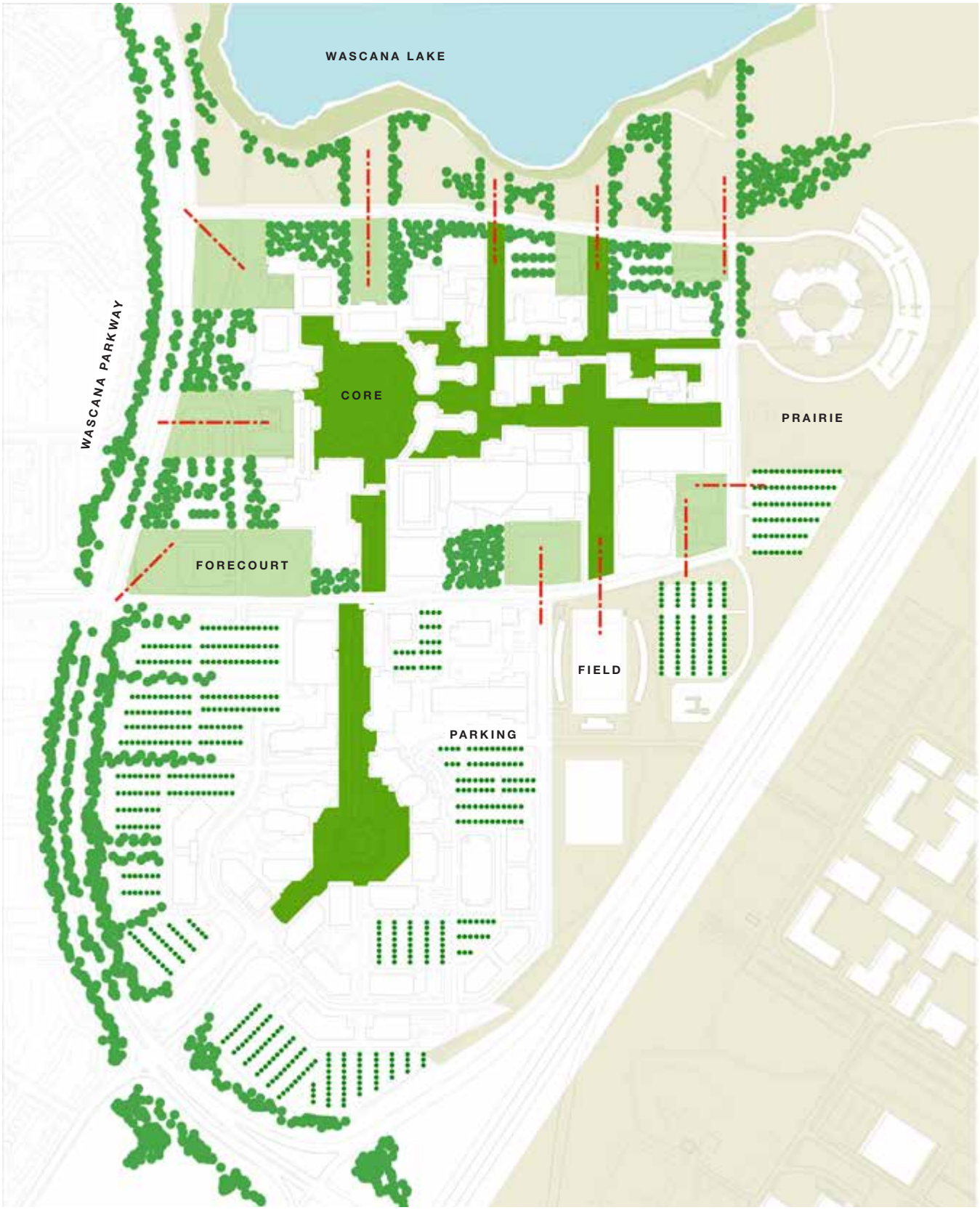
**The Parkway Frontage** - For people arriving by vehicle, the first views of the campus are of the buildings and landscapes facing Wascana Parkway. The public image of the University will be reinforced by developing landscapes and building forecourts that reach out and embrace the informal landscapes of the Parkway.

**The Lake Frontage** - The visual and physical connection between campus and lake will be strengthened. Primary building forecourts and circulation corridors will extend across the road and embrace the prairie landscapes near the lakes. Over time, these landscapes will adopt a degree of order reminiscent of the ordered landscapes of the prairies in the Regina region.

**Prairie** - The lands to the north and east of the Main Campus will be developed and managed to reference native prairie landscape. Over time, exotic species will be replaced by hardy, native species, and lawns will evolve into fields and meadows of native grasses.

**Athletic Fields** - While athletic fields usually have specific functions, they should also be attractive and comfortable landscapes. Plantings should define the fields as spaces and provide climate mitigation for spectators.

**Parking Lots** - Parking lots should be considered first as landscapes. While their primary purpose is vehicle storage, parking lots are very visible and heavily used by pedestrians. Parking lots will feature extensive plantings and effective storm water management facilities.




Landscape Structure

## Strategy 18: Road and Path Structure

**The road structure will reinforce primary loops around the campus and research park, with internal secondary roads providing access to individual buildings and service areas. Pedestrian paths will form a finer network linking parking lots, building entries, and recreational trails. The cycling network will extend throughout the campus with shared and dedicated cycling facilities.**

The structure of buildings and open spaces is served by a network of roads and walkways. The organization of roads and walkways serving the Main Campus and Innovation Place are somewhat different, reflecting the unique requirements of each.

The academic campus is a destination for students, faculty and staff who, having arrived, generally have no further need for a vehicle. Once there, however, people must be able to move freely on foot between buildings and other destinations. Recognizing this, a perimeter road with associated parking lots is developed around the perimeter of the Main Campus. Within the loop, buildings are accessed primarily on foot, both indoors or out. There is a need to keep the building group compact and well served by pedestrian routes and attractive landscapes so that the convenience of getting about on foot or bike outweighs the convenience of using a vehicle. Three buildings fall outside the University campus loop—the First Nations University of Canada because of its special architecture and identity requirements, Petroleum Technology Research Centre, Greenhouse Gas Technology Centre, Maintenance Building and Heating Plant, which are not primary academic destinations.

There is considerable conflict between pedestrians, cyclists, and vehicles on the portion of University Drive South just east of the Parkway. Students on foot from Lot 15 to various buildings have no logical place to cross the road and consequently crossings occur at random. The solution is to realign University Drive West to the University Centre frontage road and extend it in to Innovation Place Research Park via Lot 15 to form a crossroads, which will form a natural and safety-controlled crossing place for pedestrians.

A formal off-street multi-use path is proposed on University Drive, providing a separated facility for those on bike and foot.

Innovation Place must function in a way similar to other business areas in Regina, where there is a greater need to provide direct vehicular access to building entrances for staff, visitors, couriers and others.

The walkway system in Innovation Place is also more closely aligned to that of a conventional business park. The key components are sidewalks along both sides of the streets and pedestrian connections to the trail system around the campus and beyond.

Road and Path Structure

## Strategy 19: Bicycles

### The use of bicycles to access and move around the campus will be encouraged.

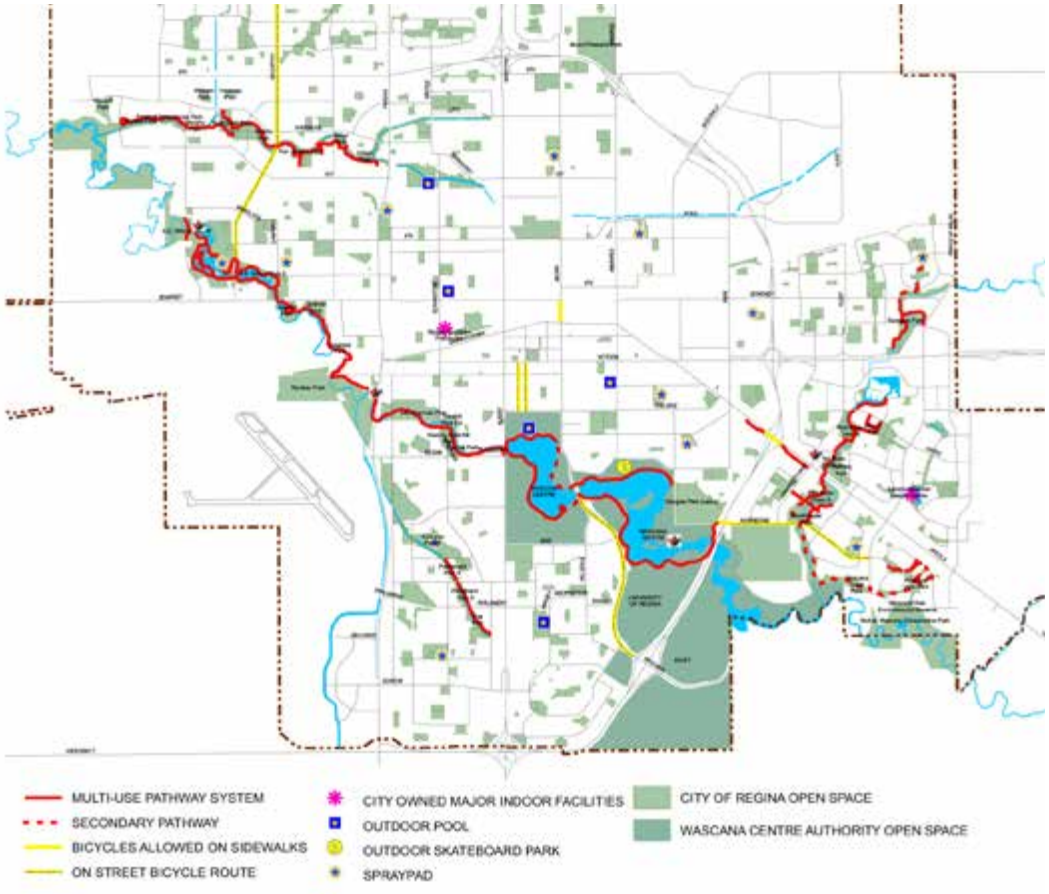
Bicycle-riding is becoming an increasingly popular means of transportation, even well into the colder seasons. It is also healthy and environmentally friendly.

The City and the University are together creating networks that promote safe and convenient cycling throughout the City and to the campus. These consist of a combination of multi-mode pathways through linear park systems, and on-street facilities that include both designated routes and exclusive bike lanes.

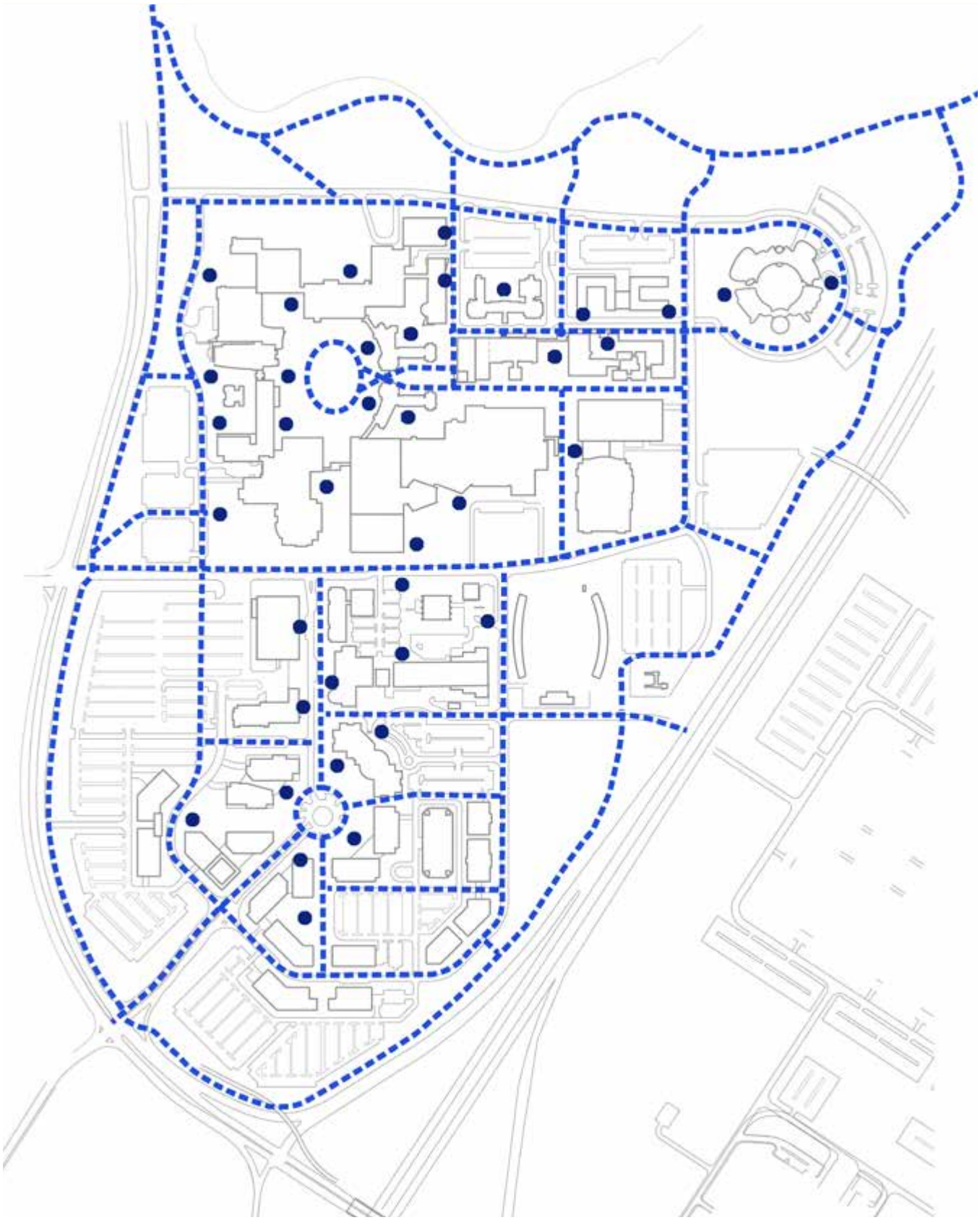
At the campus scale, the University is creating a continuous network of multi-modal pathways that will provide ready access to all buildings and facilities. These pathways work in tandem with the campus roads themselves, which should be developed to serve as shared routes.

Bicycle circulation through the campus is impeded by the existing at-grade connections between buildings; most notably, there is now only one way for cyclists to access the Academic Green. New building connections in the areas east of the Academic Green should be designed to maintain the free flow of bicycles (and other vehicles).

Adequate amounts of bicycle parking is essential to accommodate the demand and to reduce damage to railings, trees and other features. Bicycle parking should be provided adjacent to all building entrances and other destinations.




Existing Bicycle Routes (City of Regina, 2015)



Bicycle Routes and Parking

## Strategy 20: The Pedestrian Concourse System

**The indoor pedestrian concourse system will be extended to connect all campus buildings. It will be at ground level wherever possible, with access to the outdoors and natural light. The concourses will be designed as a series of connected indoor urban "streets" – vital and sociable meeting grounds for the entire university community.**

From the beginning, a major organizing priority for the campus layout has been a system of wide pedestrian corridors (or concourses) at ground floor level, connecting through each successive building to the next, to form a continuous system of indoor "streets".

The earliest buildings had one-storey podia connected together to make the indoor system at ground level and an outdoor deck system at the second level. This second level pattern was abandoned in the 1970s.

Many of the first generation buildings (Education, Physical Activity Centre, Campion and Luther Colleges) were sited as independent structures with the expectation that subsequent phases of development would provide the missing links. Slower growth than was initially expected had left three of these four buildings unattached and isolated from each other and from the original campus buildings.

More recent developments (including College West and the Language Institute) have been added to the ends of the existing chain of connected buildings, and have reduced the distances between the connected and independent buildings. The Riddell Centre as an infill building and the subsequent construction of the link between Education and Riddell Centre have provided further extensions to the concourse system.

The CKHS incorporates the Physical Activity Centre within it and ties it to the Education Building.

Similarly, an extension on the west and to the south of Campion would enable a connection to the existing Physical Activity Centre.

The exception to this sequence is the First Nations University of Canada, which will independently and incrementally develop its own concourses, using the same principles but without a direct link to the other campus buildings. Allowance should be made for a possible long-range connection between the two systems under or over University Drive East.

As the system further develops, the University must consider the value of internal linkages alongside the value of exterior open spaces and experiences.

An accessible and permeable campus is important for movement by other means. Linkages should not occur across campus streets or open space pedestrian spines. This will allow pedestrian and bike movement on campus and provide greater choice for service and emergency vehicle access. If connections do happen across exterior spaces, they should be transparent and easily accessible.

The Existing Pedestrian Concourse System

The Proposed Pedestrian Concourse System

## Strategy 21: Parking

**The University will manage demand for parking and prudently move from reliance on surface parking to more structured parking and alternative modes of transportation.**

The preferred mode of travel to the campus, as in the rest of Regina, is by private car. The University has traditionally met increased demands for parking by providing relatively low cost surface lots adjacent to buildings. This response was possible while the campus remained modest in size and had an abundant supply of land within convenient walking distance of campus buildings.

The availability of parking for students, faculty and staff has been identified as a competitive advantage for the University of Regina. Ensuring parking availability for faculty and staff has been described as a priority for the Parking Services Office by senior administration.

However, large surface parking lots are unattractive and consume large amounts of land. They conspire against the creation of a compact campus, and compete with academic development for limited land resources. Furthermore, continuing campus development only stimulates the demand for parking, which becomes increasingly difficult to provide.

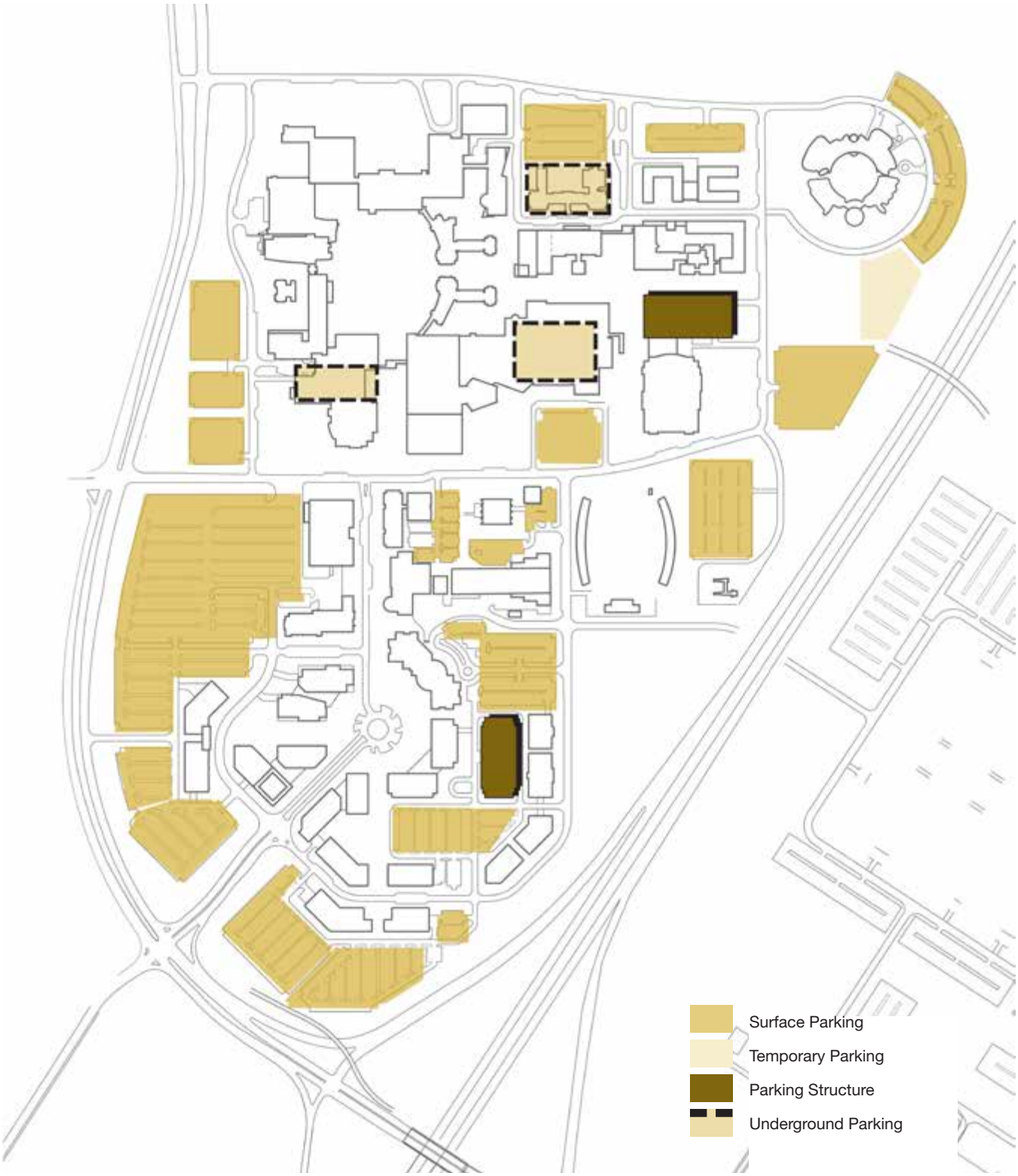
As further campus growth occurs, there are choices:

- Manage demand by encouraging the use of public transit.
- Manage demand through pricing.
- Manage demand with incentives for environmentally responsible options such as walking, biking, and car-pooling.
- Build underground (preferred) and/or multi-storey parking structures.
- Develop off-campus parking lots and implement a shuttle service.

All of these options pose challenges. Managing demand may not meet the needs given the expected growth. Remote parking would be unpalatable during our winters (although it has been forced on other cold-climate universities such as Minnesota).

Structured parking, being the most efficient use of land for parking, is expensive but provides the greatest convenience for users, with the shortest and most comfortable trip between vehicle and destination. Some of the most successful parkades include complementary academic or retail uses in order to better integrate them into the surrounding campus fabric. Below grade structured parking is the preferred arrangement given the public realm and open space benefit this parking type provides.

When new buildings are built on existing parking lots, they should include the replacement of existing parking stalls lost to the footprint of the project, and accommodation of additional parking needs associated with the requirements of the new users. Experience at other universities that have gone through the evolution from surface to structured parking suggests that once structured parking on campus reaches a critical mass it becomes accepted as the norm.




Parking on Campus

The substantially higher initial cost to construct structured parking requires a modified funding formula. Rather than assessing individual components, the total cost to provide parking (both surface and structured) should be balanced against the income generated by the entire system.

The Campus Plan strategy, therefore, is as follows:

- Manage demand by providing incentives for car-pooling and public transit.
- Ensure that existing parking lots are efficiently used.
- Improve the appearance of existing surface lots through planting and upgraded lighting.
- Increase surface parking on the few places available and street parking where possible but only where landscape character is not compromised.
- Construct multi-level parkades; incorporate other uses at grade level to improve the pedestrian domain.
- Develop a pricing model that distributes the higher costs of structured parking over a term less than the life of the project. The post-mortgage parking revenue would then generate a surplus that could be used to finance additional parking investments.
- Give consideration to providing parking under every new building; do not extend the parking structure beyond the building's footprint.
- Build parking structures with one level below and one level above ground to protect views from buildings and surrounding streets.
- Consider developing parking east of the Trans-Canada Highway and connecting it to the Main Campus with an underpass or overhead pedestrian bridge.

## Strategy 22: Public Transit

**The University will seek ways to improve public transit service in terms of frequency, location of stops and layout of routes.**

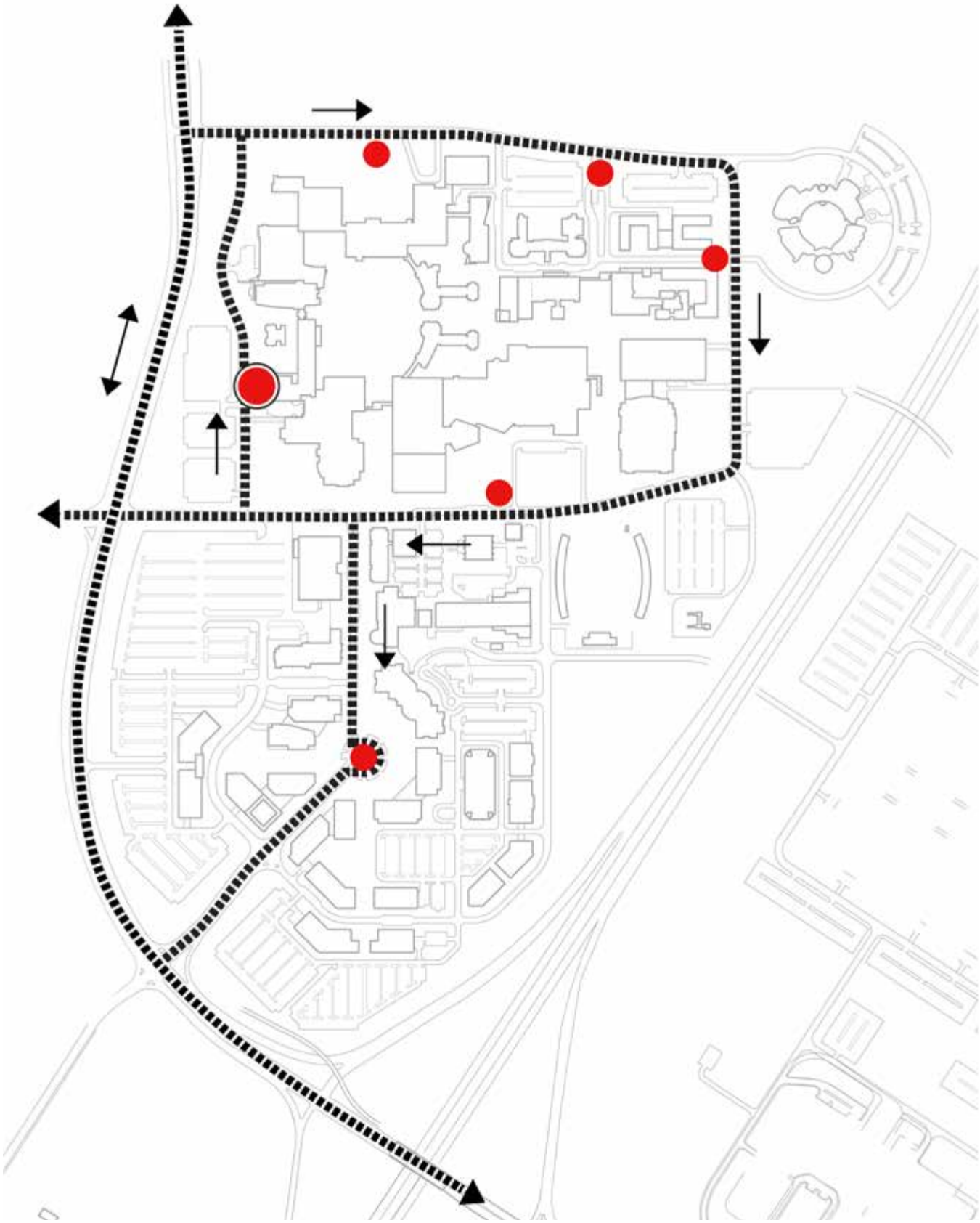
Transit provision and usage follows either a vicious or virtuous circle—reduced service reduces ridership; alternatively, increased ridership provides the financial underpinning for better service. The challenge for the University is to start a virtuous circle to increase transit use and decrease parking requirements. There are three strategies for increasing transit use at the University.

First, the University will improve rider comfort and convenience. This will include developing a campus road system that facilitates efficient routing coupled with frequent stops, by providing heated waiting areas (generally within existing buildings), and by providing direct access from transit stops into the pedestrian concourse system. A transit hub located towards Wascana Parkway will provide a focal point for transit operations and a comfortable place for waiting customers.

Second, it will work with the municipality to find ways to establish more frequent service, and to modify routes to favour University origins and destinations. The creation of a "Knowledge Corridor" with an increased concentration of potential riders will help in this regard.

Third, develop an incentive program to both encourage transit use, increase carpooling, bicycle use and campus walkability, and discourage the use of private vehicles.

In 2015, University students voted to gain access to a universal transit pass (U-Pass) that provides a convenient travel option. The City of Regina has planned increased transit service to the University, beginning in 2016.



Transit System

## Strategy 23: Materials Handling

**Service areas will be located where the public realm will not be impacted. Non-road service routes and areas will be designed for pedestrian priority.**

The movement of goods and refuse to and from buildings is a major activity that involves vehicles moving through many parts of the campus and accessing virtually every building. While all buildings have at least some servicing requirements, buildings with food services generate the highest levels of activity.

Where service vehicles must share routes with pedestrians to access buildings, those routes should be developed to reflect pedestrian priority. Some buildings on the campus cannot be directly accessed from the campus road system. In these cases, service vehicles may be required to use pedestrian walkways, but should do so on an "as permitted" basis. A good example are the driveways between Paskwaw and Wakpa Towers, and the CKHS loading area. These routes should be redeveloped as pedestrian-priority surfaces.

New development should be organized such that service areas and loading docks are removed from heavily traveled pedestrian routes. At issue is that most campus buildings are designed with "fronts" on all sides, reducing the opportunity for concealed service facilities. As illustrated, a "streets and blocks" development pattern could be implemented, whereby by the perimeter of the block is developed as the primary public realm, and servicing is contained within the block's interior. This pattern will also usually permit more than one building to be serviced from a single location.

Materials Handling

## Strategy 24: Athletic Facilities

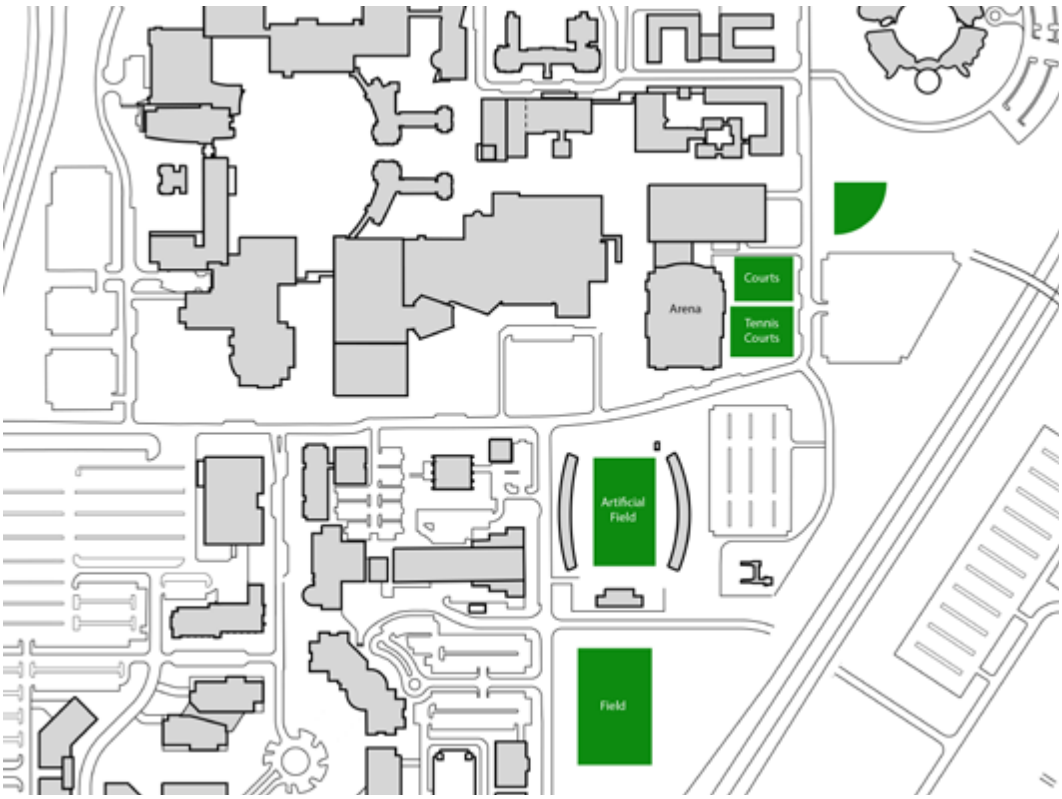
**The University will provide easily accessible playing fields/ outdoor athletic facilities/ recreational areas and preserve existing fields where possible.**

The University sees athletics and recreation as an essential adjunct to more formal academic and social activities that occur on campus. Lands and resources should continue to be allocated to maintaining and upgrading these important outdoor facilities. Sports fields require large land areas, some of which are conveniently located on the main campus site. New development should preserve or enhance existing fields where possible. Establishing an Athletics Precinct will support the development of a place on campus where recreational facilities are focused, along with an Athletic Green and Urban Parkette. As described in the East Campus Demonstration Plan, additional fields should be built on the University lands east of the Trans Canada Highway to establish a balanced distribution of facilities.

The campus's current outdoor facilities range from the formal (e.g. tennis courts, the outdoor beach volleyball court, competitive soccer fields, ball diamond) to the informal (the field west of the tennis court, the Academic Green, and other large open spaces used for recreational and social activities). A balance of informal and formal facilities should be maintained to offer a variety of choices to the University community.

Properly accommodating core University activities that occur between September and April and offering the facilities equivalent to that available at universities of the size and maturity of the University of Regina is the highest priority to encourage winter activity (for instance a new arena); providing facilities mainly used in the summer is a lower priority.  A competitive track with artificial turf and spectator seating is included on campus, providing quality facilities for track and field, football and soccer.

Athletic Facilities



## Strategy 25: Animating the Academic Green

**Buildings and landscapes surrounding the Academic Green will be modified to animate the space and realize its potential as the physical and symbolic focus of the campus.**

The defining feature of a University is often its central open space: the "Yard" at Harvard, the "Bowl" in Saskatoon, the "Quad" at Stanford, the "Main Mall" at UBC. Each gives a sense of cohesion to the campus, a symbolic focus, and a memorable image that comes readily to mind when thinking of those Universities. The University of Regina has the Academic Green and over the last decade has improved it by right sizing it and introducing a graceful oval pathway lined with trees.

An important feature of all successful focal spaces is that there is abundant visual and physical connection between the space and adjacent buildings.

Designed to face Wascana Lake, the original surrounding buildings turn their backs on the Green and usually have a limited visual relationship between interior and exterior.

In contrast, Paskwaw and Wakpa Towers embrace the Academic Green with curving wings that reveal the interior pedestrian street behind glass; people can see both inside and outside, and there are well-placed doors that physically connect the buildings to the Green.

Where possible, the older buildings should be modified to increase permeability. These improvements would create a more direct relationship to the interior pedestrian concourse system and activity centres in the surrounding buildings—such as lounges, conversation areas, and eating places—which could spill outdoors during good weather.

Landscape improvements should also be undertaken. The smaller landscape spaces adjacent to buildings and near entrances should be provided with benches, shade and other amenities to create gathering places and to offer attractive views from inside the buildings, especially during the winter months.

New stair connections should be made to the podium level. Some of them could be incorporated with the construction of the new infill buildings attached to the existing podia.

Academic Green

## IMPLEMENTATION STRATEGIES

### Strategy 26: Plan Continuity

**The Campus Plan is approved as University policy by the Board of Governors as well as by the Wascana Centre Authority Board of Directors, and maintained as an effective development directive through continuity of responsibility, consistent application, and regular updating and review.**

To ensure that the Campus Plan remains an effective basis for development, the University should establish administrative structures for its approval, application and updating.

**An Approved Campus Plan.**

The Campus Plan, particularly the principles and strategies, is approved as University policy by the Board of Governors.

**Applying the Campus Plan: Continuity and Interpretation.** Facilities Management is to ensure that every project is measured against the Campus Plan at all stages of the Project Development Process.

**Updating the Campus Plan.**
The Campus Plan is capable of responding to changing needs over time. It therefore requires periodic updating.

The first method of updating is a Plan Amendment which is triggered if it is found that a proposed project would contradict the Plan in some way but seems otherwise to be desirable. If, after review (including university community consultation) it appears the contradiction should be removed by amending the Plan, this should be formally done.

Modifying the Plan to meet the needs of a project should only be undertaken after examining implications beyond the project, and should require formal amendment of the Plan by the Campus Planning Steering Committee. The Long Range Demonstration Plan and a summary of the Planning Strategies are incorporated into the Wascana Centre Master Plan. In compliance with *The Wascana Centre Act* and bylaws, major amendments require public review, and all amendments must be incorporated in the current Wascana Centre Authority Master Plan.

The second method is a General Review, publicly conducted at an approximate five-year interval. The update of the Plan is intended to follow the update to the Campus Strategic Plan. If possible, it is also preferred to align the timing of the University of Regina Master Plan update with the update to the Wascana Centre Authority Master Plan. As part of the General Review, the Plan's policy status is confirmed by the Board of Governors and the Wascana Centre Authority Board of Directors. This review will include a re-examination of the Plan principles, and the incorporation of Plan Amendments made in the preceding period.

### Strategy 27: The Project Development Process

**The project design and approval process will ensure compliance at all stages with the Campus Plan. The process will invite university community input at the planning/programming stage and whenever variations to the Campus Plan are proposed.**

Future campus development will occur incrementally through projects of two sizes and two types: major and minor and constituent and communal. This strategy deals with major projects, which generally exceed $1,000,000, have major siting implications, affect several departments and/or involve extensive changes in space use. Constituent projects focus on the needs of a particular constituency or user group such as a library, academic building, or residence. Communal projects focus on "public works": roads, landscapes and utilities, together with general and support

services, such as study, eating and recreation. Many communal needs will be met by the incorporation of communal services into constituent projects.

All major projects, whether communal or constituent, generally go through five stages.

- Selection/Initiation;
- Planning and Programming;
- Design;
- Construction; and
- Operation and Maintenance.

Crossing the threshold from one stage to the next should require that the project meet the planning and program requirements of both the constituent group and the University at large.

It should be noted that the approach described here is a linear "design-bid-build" step by step process. In larger projects, so called "fast track" approaches may run some of these steps in parallel for several major components of the project. The management requirements and checklists in this strategy must still be followed, whether the tasks are undertaken in sequence or in parallel.

**1. Selection/Initiation**

At any given time there will be a number of major projects considered necessary by various interests in the University. Not all of these will enter the implementation stream. Those that do will have reasonably secure funding expectations and will be approved by the President and the Board of Governors. At the selection/initiation stage, projects should be defined in a short "Project Intent" report which includes the following seven topics:

- Outline of indoor and outdoor space requirements (both constituent and communal);
- Anticipated requirements and possibilities for future expansion or facility modification;
- Expected demand on campus utilities and parking;
- Budget envelope for the building and associated landscape;
- Outline of site requirements and locational considerations;
- Impact on users and functions currently occupying sites being considered for the new project; and
- Negative and positive campus quality impact parameters.

This report should be used as the basis to determine whether the intent of the project is in conformance with the Campus Plan and other University priorities. If it is, the project proceeds to the next stage. If it contradicts the Plan in any way, two courses of action are available in the next stage: first, modify the project so that it is in conformance; second, modify the Campus Plan to accommodate the project.

**2. Planning and Programming**

During the second stage the detailed building program is established, the site selected, the budget confirmed or modified, and the project incorporated into the Campus Plan. The products of this phase include:

- Program of constituent and communal requirements;
- Statement of compliance with or proposed revision to the Campus Plan;
- Site selection;
- Relocation strategy for existing site users and functions;
- Effect on campus utilities and parking;
- Project budget for building, parking, landscape and utilities;

- Outline of campus quality impact; and
- Draft project design guideline and massing study.

The "Project Design Guideline" will focus on the Campus Plan Strategies and site conditions relevant to the particular project.

**3. Design**

The Project Design Guideline should be reviewed in draft by the project design consultant. Comments and findings resulting from preliminary design explorations should be incorporated into the finalized Project Design Guideline. It should then be adopted as University policy and should govern the project design.

The design stage for major projects should include a report at three essential phases: schematic design, design development, and working drawings. These separate reports are necessary to ensure that the adequate examination of alternatives has been undertaken at all levels from site selection and general massing through to materials selection and contract documentation.

At each of these three design phases, the following report sub-sections should be required of the prime design consultant:

- Site and context analysis;
- Architectural design and rationale;
- Structural design and rationale;
- Mechanical design and rationale;
- Electrical design and rationale;
- Commissioning design and rationale;
- Site utilities design and rationale;
- Landscape design and rationale;
- Construction cost estimate for each of the above; and
- Evaluation against Program, Campus Plan, Project Design Guideline, and Budget.

**4. Construction**

Project construction is monitored to ensure that the content and intent of the design are realized, and that the project remains within the established budget.

**5. Operation and Maintenance**

Following completion, periodic inspections are conducted by Facilities Management to ensure that the project is meeting the needs of its major users, and to assess how communal aspects of projects are being operated for the benefit of the whole University.

## Strategy 28: Project Design Checklist

**Design Guidelines will be developed for each new project to define its specific planning context and bring into focus the objectives of the Campus Plan. These include a design checklist to which project designers should explicitly respond.**

During the design phase, the designer is expected to respond to the criteria in the Project Design Checklist and present evidence as to how they have been addressed at each major step of the design process. The Project Design Checklist in this Plan should be read in conjunction with the Project Expectations Checklist included in the Wascana Centre Authority Master Plan.

## Project Design Checklist

**Site Use and Organization**

Land use efficiency should be maximized. New buildings which do not fully utilize their sites should be designed to permit future expansion.

New buildings should be planned to assist the rationalization of the infrastructure.

Buildings should be located so that functional relationships between buildings are improved.

**Response to Context**

Buildings and associated open spaces should be designed to enhance the larger compositions created by groups of buildings and landscapes.

New buildings should be considered as opportunities to “repair” holes and discontinuities in the campus structure.

Buildings should be organized on the site to make new functions and circulation routes compatible with those of neighbouring buildings and open spaces.

Depending on their locations, some but not all buildings should be designed as landmarks to identify strategic locations within the larger campus structure. The design of all buildings should support the general fabric of the campus. The distinction between landmark and other buildings refers to their urban roles rather than their architectural quality — all buildings should demonstrate the highest standards of planning and design.

**Building Envelope**

Buildings should generally be appropriately massed to the scale and image of the campus, and to capitalize on the economies and convenience of a walk-up format.

Roof and/or eave lines should work with those of adjacent buildings to reinforce the cohesion of building groups.

Building facades should work with adjacent facades to reinforce the clarity of the public network and the cohesion of building groups.

**Building/Open Space Relationships**

Buildings and associated open spaces should establish a mutually supportive relationship in which indoor and outdoor spaces animate and are connected to each other.

Buildings should define open spaces as distinct spatial volumes with a strong sense of identity and place.

Buildings should enhance the clarity, safety and efficiency of campus streets and pedestrian routes.

Existing high quality open spaces should be protected and enhanced.

New open spaces should form part of a continuous network.

Building faces adjacent to public open spaces and thoroughfares should be treated as fronts and should activate the public environment.

The ground floor should relate directly to grade for ease of access.

Buildings facing outdoor space should have windows and other openings which relate directly to the space.

**Response to Climate**

Important public spaces, both indoor and outdoor, should benefit from the sun.

Rain shelter should be provided in high use areas around entrances, and where heavily traveled pedestrian routes run parallel to building facades.

Walkway and plaza gradients should be minimized to reduce slipping when icy or snow-covered.

**Circulation**

Interior pedestrian routes should be linked to provide logical connections through buildings and to provide occasional views for orientation. The continuity of exterior pedestrian routes should not be compromised when buildings are closed.

Interior connections between buildings should be on-grade except where vehicular crossing is required. The indoor and outdoor pedestrian systems should fit well together.

Interior circulation routes should be easily understood. They should be hierarchical with the most important routes corresponding to the most public parts of the building.

Buildings and associated open spaces should be universally accessible.

**Building Entrances**

Building entrances should be easily identifiable, and should address primary public open spaces and thoroughfares.

Building entrances should be ordered with the most important addressing the main avenue of approach.

The ordering of building entrances should correspond to the ordering of public spaces and circulation routes within the building.

All building faces adjacent to major public open spaces and thoroughfares should have entrances.

Building entrances should be designed to encourage lingering and meeting.

Building entrances should be open and prominent, encouraging people to approach and enter.

Building entrances should provide a sense of transition from outside to inside.

Building massing should reflect the ordering of entrances.

Lobbies should be generous and designed to provide visitors with the information and cues necessary for orientation.

**Transparency and Territoriality**

The building should be designed as a figurative or literal showcase so that the public has a clear sense that the building is occupied and feels “open”.

“Private” or secure facilities should be separated from public areas of the building.

Areas of the building requiring security should be securable without compromising the viability of public spaces or the continuity of public circulation routes.

**Location of Public Facilities**

Public facilities should be located adjacent to public thoroughfares and open spaces, and preferably on the ground floor.

Public lounges and eating places should be in sunny locations.

Interior public uses should be capable of expanding out of doors during favourable weather.

New projects and renovations should be designed to provide personal safety as well as to impart a sense of comfort and well-being in users.

Personal safety is a broad spectrum requirement that is basic to all aspects of the environment including spatial clarity and legibility, signage and orientation, lighting and visibility, planting, paving materials and winter walkability/mobility, as well as ramp gradients, safety railings, traffic controls and safety alert devices.

**Long Life/Loose Fit**

New buildings should be capable of being adapted to new uses and expansion as the needs and priorities of the University change.

**Architectural Expression**

New buildings must reconcile many diverse and often contradictory issues in terms of their architectural expression — the "messages" they give about their role in the university.

Campus buildings should express the dignity of the University's time-honoured mandate — the passing on of wisdom and the quest for new knowledge. In this light, campus buildings should express a sense of permanence and durability, a sense of the university's traditional roots and its historical continuity.

Further, campus buildings should also express the university's commitment to serving the community, and its responsibility to treat knowledge as a public resource. To express this, buildings should be open, safe, accessible, welcoming, and familiar.

**Scale**

The scale of the building should relate to the scale and size of the human body, to make approaching and using the building a comfortable experience.

The scale of building elements should correspond to the various distances from which it is viewed.

The silhouette of buildings should be designed to be read from afar, either as members of a group of buildings or as a landmark.

The massing of buildings should be designed to be read from the middle distance and should reflect the immediate context and the predominant patterns of the character areas in which they are located.

The detailing of buildings should be designed to be read from close up.

**Exterior Materials**

Building materials should reinforce the cohesion of related groups of buildings.

Building materials should reflect the building's role as either a landmark or a fabric building.

Building materials can reflect the identity of the users, but should not be so specific as to preclude a possible future change of use for the building.

Building materials should suit the light and climatic conditions found on the campus.

Building materials should be selected that will complement and harmonize with existing adjacent buildings, and with the campus as a whole.

Preference should be given to the use of dignified and durable local materials such as Tindall stone, which is currently used on the campus and throughout Wascana Centre.

Building materials, details and ornamentation should support the indigenization policies contained within the University's Strategic Plan.

**Landscape Quality**

Landscape should be treated as critical to establishing visual cohesion across the campus.

Landscape design should receive the same level of attention and budget stability accorded to buildings and infrastructure.

Landscapes, like buildings, should be designed to communicate "messages" about the goals and roles of the university.

Landscapes should be designed with respect to the level of maintenance they will receive.

**Servicing**

Service areas should be located and designed to efficiently support the building's functions and operators' requirements.

Service areas should in general be located away from public open spaces and thoroughfares.

Where integrated with pedestrian uses, design treatment should reflect the pedestrian use.

Some specialized service areas may be located in or adjacent to public spaces if they most effectively demonstrate the building's purpose and function, and if they are compatible with pedestrian activity.

**Technical Performance**

Building projects should be subjected to life-cycle costing to determine the best fit between capital costs, operating costs and maintenance costs.

Building design should reduce maintenance costs.

Building design should strive to exceed the requirements of the National Energy Code of Canada for Buildings by at least 25%.

**Environmental Quality**

Buildings should not be permitted to emit unacceptably noxious or otherwise unpleasant fumes or gases.

The design of building systems should be sensitive to noise impact on adjacent use areas.

Noise-generating activities should be located within the building which should be designed to protect users in other buildings or in public open spaces.

Building interior design should seek to monitor carbon dioxide, use a construction quality assurance management plan, use low emitting materials, provide thermal comfort, and maximize daylight and views.

Site disturbance should be reduced by protecting and restoring open spaces and reducing the development footprint.

New buildings and landscapes should be designed to minimize storm water runoff rates and quantities as well as improve storm water quality.

Landscape should be designed to reduce the heat island effect on roofs and non-roofs.

Lighting should be designed to minimize light pollution.

Landscaping should be designed to minimize the need for irrigation.

Building should be designed to incorporate innovative waste water technologies and reduce water use.

Buildings should be designed to optimize energy performance, to use renewable energy sources, and to reduce ozone depletion

Green power, such as solar and wind energy, should be considered as an alternative to conventional energy sources.

Projects should be designed to reduce construction waste; reuse existing resources; and use recycled materials. They should also strive to use rapidly renewable materials and certified wood.

Projects should be designed to maximize use of local and natural materials to minimize energy used in delivery and packaging.

Projects should be designed to encourage cultural and social habits that support sustainable communities.

## Strategy 29: Space Allocation

**The extensive inventory of space serving the diverse needs of students, staff, and the public is owned by the University, managed by Facilities Management through recommendation to the Space Allocation Committee, allocated equitably among users, and is to be used efficiently.**

The following principles are used as a guide in administering space allocation. Reference to Faculties and Administrative Departments in this strategy is intended to be general and includes all the different types of Academic and Administrative Units at the University of Regina.

**1. All space is owned by the University and allocated for a definite or indefinite period of time to academic or administrative units**

Although space is allocated to and managed by the different Faculties and Administrative Departments, all space is owned by the University and operated by Facilities Management. With this ownership, the University has the responsibility to keep all spaces in good order in terms of maintenance, services, cleaning, etc., and to provide the appropriate amount and type of space for approved University activities.

**2. The University has the sole responsibility to allocate space**

Space is a scarce resource that must be allocated in accordance with the priorities and plans of the University rather than solely in response to the constituent needs of an individual unit. Space is allocated to specific users and will be analyzed periodically by Facilities Management.

**3. Space must be allocated equitably among Users**

For all users and all categories of space, the Council of Ontario Universities (COU) space standards will be used as a guide to assess space needs. Facilities Management will provide resources to carry out assessment work. Space Allocation Studies will be used as a management and planning tool for assessing space use efficiency.

Facilities Management will maintain a master inventory of space allocations at the University. Individual units must inform Facilities Management of any changes in use or temporary reassignment to other units.

**4. Effective use of space**

Space allocated to a unit is to be utilized efficiently.

To avoid unnecessary duplication or underutilization of this scarce resource, space should be shared as much as practical. This principle should apply to meeting rooms, classrooms, laboratories, shops, common areas and other functional areas where sharing would be realistic and reasonable.

University staff is not entitled to more than one office per staff member. The University may provide office or research space to Professors Emeriti or outside agencies provided they and their work are directly associated with the academic programs of the University and space is available within the unit.

**5. Approach to space allocation**

Facilities Management provides a proactive scenario-based and consultative approach for space availability identification and plans for future development. Recommendations for space allocation are considered based upon consolidation of units and building rationalization.

Current policy dictates that space allocated to a faculty or department cannot be taken from that faculty or department and reallocated without extensive consultation with the faculty or department (or in the case of Classrooms, the Registrar). These groups may voluntarily trade or give up their allocated space. Where appropriate, Facilities Management may act as broker to assist faculties and departments to achieve beneficial space solutions.

**6. Roles and Responsibilities**

Facilities Management acts in a staff role for the space allocation process. The role requires the collection of requirements, determination of needs, assessment of competing interests, building of consensus where possible, and production of a recommendation on the allocation of space.

Recommendations on space allocation will be presented to the Space Allocation Committee who may accept, ask for additional information, revise, or reject these recommendations.

## Strategy 30: Campus Expansion Priority

**Each new building will be sited and designed to contribute to the campus-wide pedestrian system and the ordering of the overall spatial structure.**

The capacity of the Main Campus to support new development in the mid-term is only limited by the need to satisfy the goals and objectives set out in the preceding Planning Strategies. Proposed developments that cannot contribute to the overall quality of the campus as set out in the Strategies should be reconsidered or rejected.

Based on known priorities, the following projects are likely to proceed in the foreseeable future.

- Expansion south from the Education Building;
- The new arena, likely coupled with a parking structure east of CKHS;
- Additional housing in the northeast quadrant;
- Expansions east and west of Luther College, and west of Campion College;
- Expansion north of Ad/Hum.

Other sites are identified in the Demonstration Plan that are consistent with the Planning Strategies, but will only proceed should unforeseen requirements arise. These include:

- Additional housing in the northeast quadrant;
- Expansion north of the Classroom Building;
- Expansion west of the Riddell Centre;
- Expansion of the First Nations University of Canada.

Significant development within the Main Campus on sites other than those identified in this Campus Plan may impact the social or aesthetic quality of the environment, or compromise necessary functions such as circulation, parking or servicing. At such time as major requirements for new, additional space arise, consideration will be given to developing a new East Campus east of the Trans-Canada Highway.

# 4.0 Demonstration Plan

**This section presents an illustrative demonstration of one way in which the principles and planning strategies might be implemented. The plan illustrates those projects that will most effectively meet the planning objectives, and support projected growth in the mid-term or next generation (25 years) and long-term (full build out of the University Lands).**

For each campus planning area, a schematic plan illustrates possible locations for future projects that can accommodate growth beyond projected requirements while continuing to support the planning objectives.

Following the description of the planning areas is a discussion of the composite demonstration plan which presents both the mid-range (25 years) and long range (full build out in 100 years similar to the Wascana Centre Master Plan). These two planning horizons will first identify those projects and changes that are likely to happen within a generation, then those that are more difficult to predict with certainty, but are what the University should protect for.

# 4.1

## Wascana Parkway Frontage

The Wascana Parkway Frontage is the current “reception area” of the campus. This is the part of the campus most open to view by the greatest number of people and is also the direction from which the campus is most commonly approached.  It currently contains the visitor parking area, bus stop, and “main entrance” to the University via the Dr. William Riddell University Centre, College West, the Research and Innovation Centre, and the Classroom Building.

The 2011 Plan recommended two gateway elements, one at each corner of University Drive and Wascana Parkway. The first gateway, located at Kramer Boulevard/ University Drive South and Wascana Parkway was completed in 2014. It includes a signature new sign, new sidewalks and pathways, new lighting and upgraded landscaping. The project has enhanced accessibility, improved safety and given the University a marquee entryway at the busiest access point to its main campus. The second and smaller gateway at University Drive North and Wascana Parkway is under construction and scheduled for completion in 2016 as part of the reconfiguration of the Wascana Parkway intersection.

Many of the preceding Master Plans have explored options to strengthen the relationship between the University and the parkway with built form and open space, and to negate the visual impact of surface parking, but none have fully resolved what the ultimate solution should be. To this end, the long-term demonstration illustrates a slight modification from the 2011 plan.

To satisfy the principles and strategies of the 2016 plan update, a series of open spaces are recommended (for the most part expansions of existing smaller courtyards), reaching towards the parkway and are framed by future new buildings (not shown in the mid-term). This series of three well defined spaces would be more open through to the parkway, creating windows into the campus that diminish its perceived inward focus. The relationship of University Drive West would adopt a similar arrangement as the College Avenue Campus does with College Avenue, where a wide planted landscape separates the two roadways.


Main Campus: Wascana Parkway Frontage

# 4.2

## The Wascana Lake Frontage

The finest landscape and the greatest visual amenity can be found along the frontage facing Wascana Lake. The primary orientation of the Main Campus from the initial Yamasaki and Church Master Plan (1963) was towards the lake. The initial buildings, ceremonial entrances, and open spaces were arranged to provide views and vistas to the north. As stated in all previous campus Master Plans, construction of buildings north of University Drive is prohibited. Any new development south of the Drive should maintain and extend the present building and landscape patterns, and support the principles and strategies within this plan.

In the current demonstration plan a number of future developments are illustrated: a new landmark building to the north of the Classroom Building and Lecture Hall, expansion to the Administration and Humanities Building, further development of the Residence Precinct, and expansion to First Nations University of Canada.

In the 2011 Plan, the original courtyard designed by Yamasaki and Church as part of the Dr. John Archer Library project was granted a reprieve. The 2003 Plan suggested to introduce a new building on the courtyard to relocate servicing and materials handling from the Academic Green. The 2011 Plan revised this proposal and suggested that new buildings to the east and west of the courtyard would frame what would be repositioned as the Ceremonial Green (in contrast to the Academic Green), and provide additional animation and breathe new life into this cultural heritage landscape. The 2016 Plan enthusiastically carries forward this recommendation.

The demonstration for First Nations University of Canada has not changed in this edition of the campus Master Plan. However, the college has submitted a notice of intent to expand in the near future. Please see the more detailed description that follows within this chapter.

Main Campus:
Wascana Lake Frontage

# 4.3

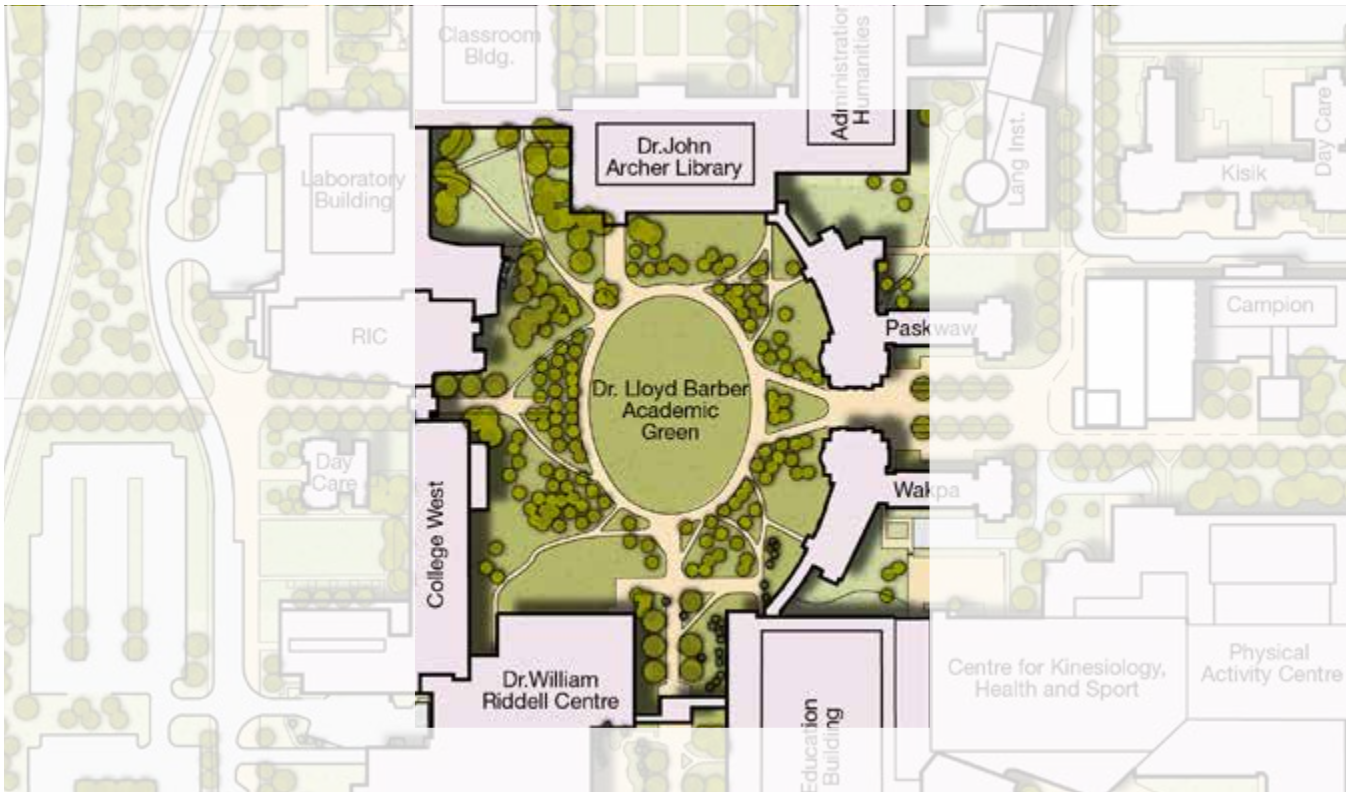
## Dr. Lloyd Barber Academic Green

First proposed in 1982 and implemented in 2004, the Dr. Lloyd Barber Academic Green is the largest and most heavily used open space on the main campus. The demonstration shows the Academic Green as a clearly defined central space, surrounded by buildings and plantings which also create smaller courtyards in the corners of the larger volume. The landscape of the Academic Green is simple and flexible. The paths are rationalized so that their functions for service and emergency vehicles and pedestrian routes are maintained. The service vehicle entrance is from the east, between the Residence buildings. Spaces around the periphery provide different opportunity for a range of uses and activities, places for prospect, respite, and refuge.

One of the anomalies of the Academic Green as the centre of campus life is that it is also the central service yard for the Library. This function will continue until the possible relocation of servicing and material handling as part of future development along University Drive North.

The university community has introduced three community gardens as part of Regina's Edible Campus initiative. The RPIRG (Regina Public Interest Research Group) Green Patch, located south of the Dr. John Archer Library, is a source of sustainable, locally grown organic food – part of a campus movement for community engagement and sustainable development. The other two gardens are associated with the Language Institute and First Nations University. The Edible Campus launched on March 28th 2012 as a response to the need for urban centres to invest in sustainable, locally grown, secure food sources. A U of R student has been hired to coordinate the planting, maintenance, and harvesting of the garden, as well as to coordinate the volunteers and distribution.

Main Campus:
Academic Green



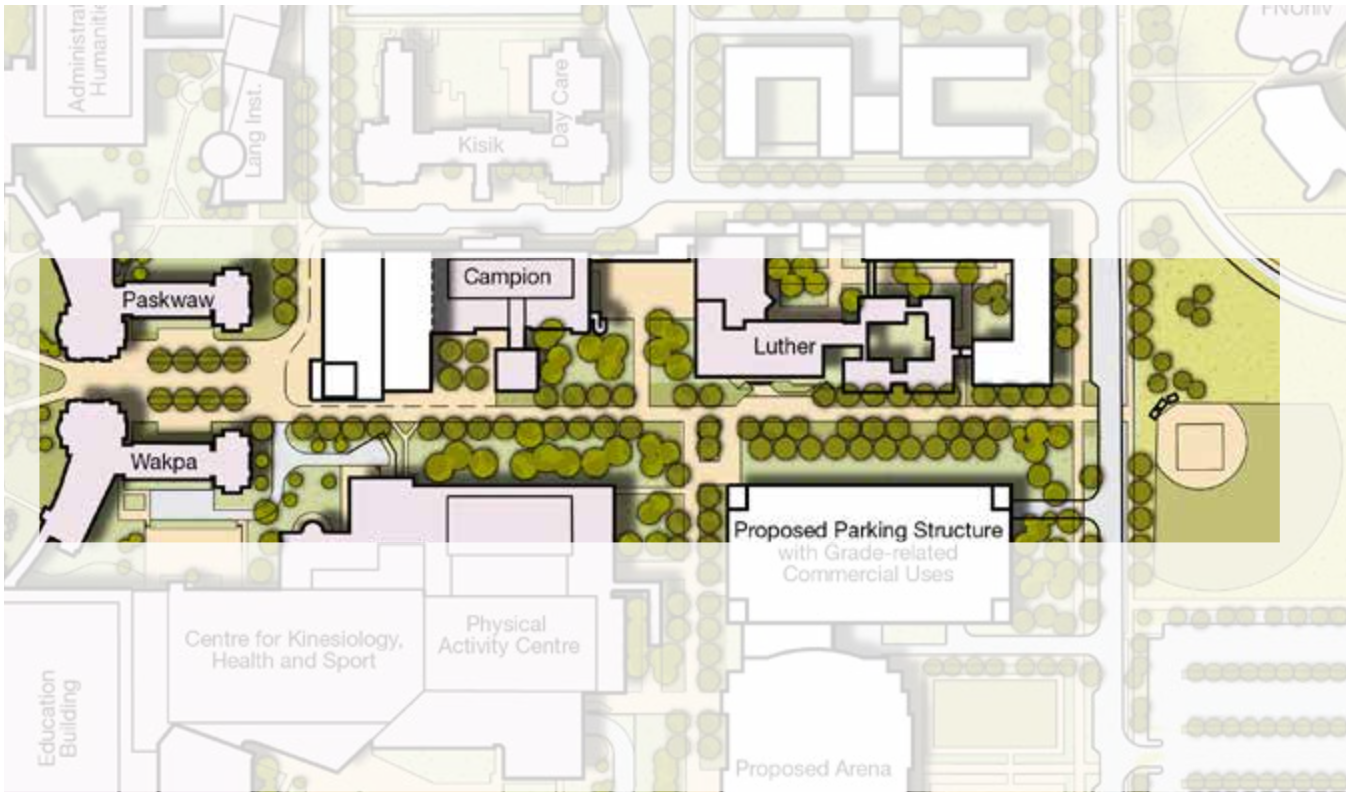
# 4.4

## East-West Pedestrian Mall

The East-West Mall is an organizing green spine that extends from Wascana Parkway at the west end of the University of Regina Campus, and east to the First Nations University. This spine is an important corridor as it spans and connects the west campus, the central academic campus core, the east campus colleges, and First Nations University. The passage through the Mall should remain external and the experience of spaces are defined by a narrowing and widening of the view corridor, which provides an element of surprise as you move through the sequence of spaces. All new buildings have frontages onto the Mall, and have main entrances, pathways, and podium connections to the Mall. A key new component for the east campus is the at-grade commercial use within the structured parking facility, as illustrated in the following pages, which animates the pedestrian corridor and is an important draw and amenity for the colleges, the residences, and the University as a whole. The plaza fronting the Mall creates a new gathering place and pedestrian hub, geared to creating a home environment for the residences and colleges and contributes to establishing a critical mass for the campus.

The main east-west pedestrian path is enhanced with special paving and furnishing such as benches and pedestrian scaled lighting, and is landscaped to provide year round seasonal interest and protection from the winter climate. Iconic buildings and architectural features such as the residential towers and the Campion College church are enhanced within this landscape. As well, art is an integral part of this landscape and can be used to enhance the element of surprise.

Main Campus:
East-West
Pedestrian Mall



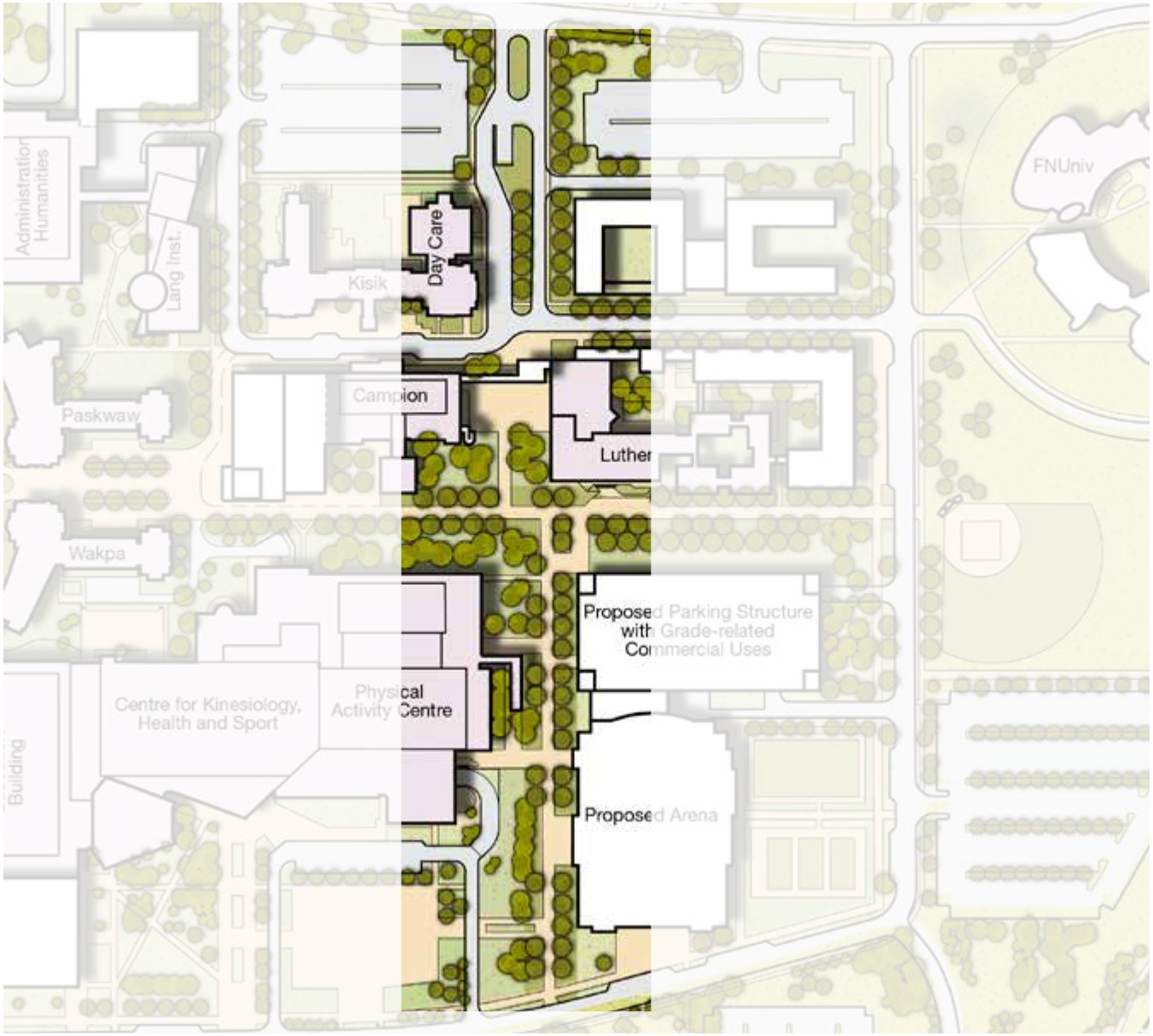
# 4.5

## North-South Pedestrian Green

As demonstrated in many previous plans, the North-South Pedestrian Green is a critical component of the public space framework and the easterly green spine through the campus. The current landscape is the perceived south-east edge of the campus, but as development moves eastward this open space will provide critical pedestrian and cycling connections to the East-West Pedestrian Mall, the Academic Green and between the sports fields and the Wascana Lake frontage.

Internal connections through Luther and Campion Colleges should provide a high level of transparency to visually unite the two sides of the buildings. Other links across this key spine should be above or below grade to support active transportation routes through campus. The future arena should set back appropriately from the Kinesiology building to satisfy the Protected Spaces Strategy and provide a suitable scaled edge to this important corridor.

Main Campus: North-South Pedestrian Green

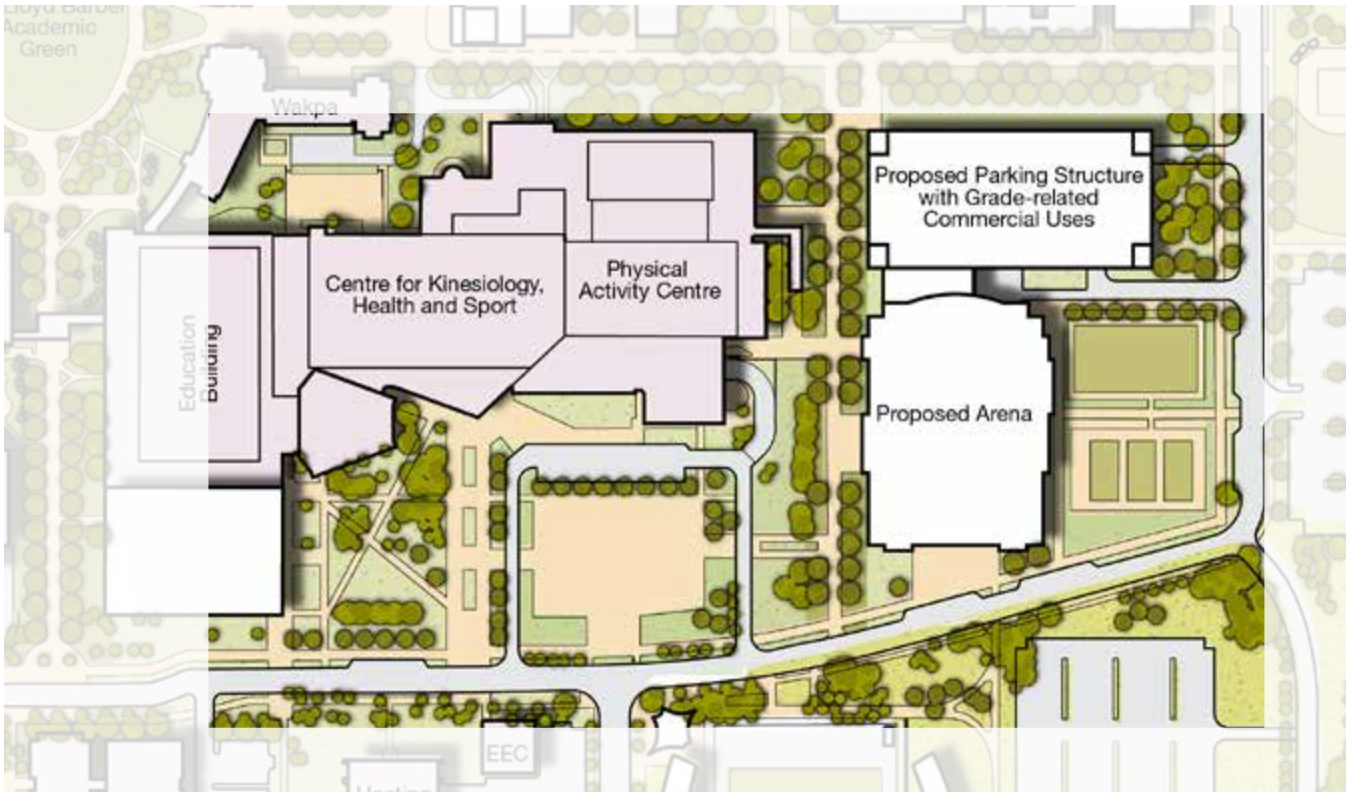


# 4.6

## Athletics Precinct

As with many of the previous Master Plans, the current demonstration illustrates new development to the east of the Centre for Kinesiology Health and Sport, with a possible future arena extending southeastward, preserving the existing beach volleyball courts and outdoor tennis courts. The arena frames the east side of the generous North-South Pedestrian Green that connects the future Stadium with the Residential Precinct and intersects with the East-West Pedestrian Mall. Below grade parking to the arena should make use of the existing Kinesiology parking garage ramp designed to accommodate connections to the east. The arena project should provide a weather protected pedestrian connection to Kinesiology and the future above grade parking structure sited along the East/West Pedestrian Mall. The 2016 Plan carries forward the 2011 plaza recommendation towards University Drive South and suggests that it could also serve as parking in the winter months. The plaza site also offers that the site could offer an alternate location for the possible arena.

Main Campus:
Athletics Precinct



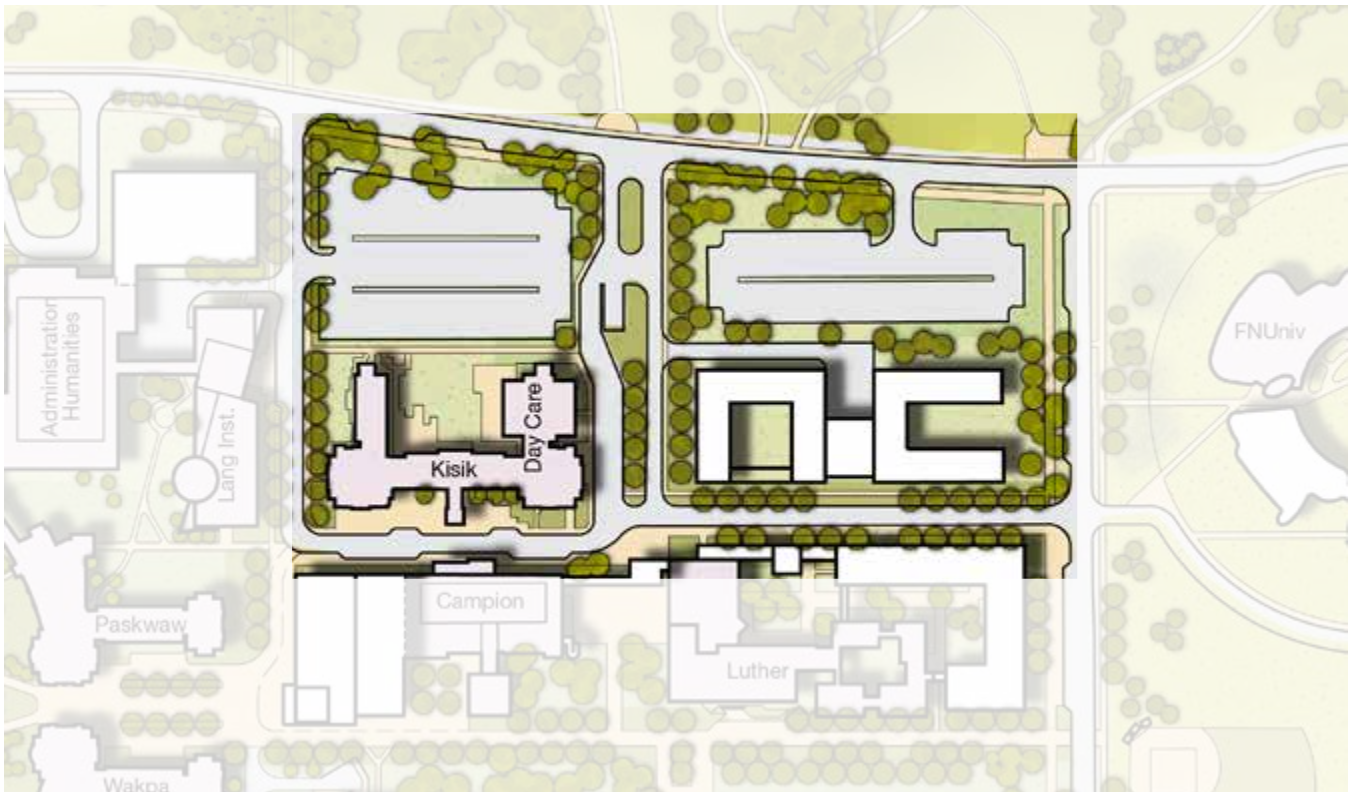
# 4.7

## Residential Precinct

At the northeast corner of the campus along University Drives North and East is the Residential Precinct. For several decades most of the previous Master Plan have illustrated new buildings in this area. The 2011 Master Plan proposed four large L-shaped buildings facing each other to create a large shared open space oriented in an east-west direction. The suggested height for each building was 3 to 4 storeys with two towers ranging from 10 to 12 storeys. The subsequent Residential Precinct Master Plan refined the plan arrangement to have 4 larger buildings with greater density and more tower elements with smaller courtyards oriented in a north-south direction. The first building project in the Precinct—Kišik Towers—was completed in the fall of 2015. At the time of this Master Plan, a below grade link to Campion College is under construction.

The 2016 Master Plan concurs with the 2011 Master Plan that this precinct will continue with a residential focus, but does suggest a few adjustments to satisfy the updated strategies, specifically related to landscape, phasing and servicing. The orientation of the future building phases (anticipated only as part of the long-term demonstration) will be towards University Drive to maximize views towards the lake and FNUniv. The Plan recommends smaller building projects in future phases so that issues complicated by scale are minimized. Below grade parking should connect so that shared points of vehicle access is possible. Any new buildings should ensure that they conveniently connect to the existing protected pedestrian network. Site new buildings to create servicing and material handling areas internal to the block so that associated activities are not along significant pedestrian routes.

Main Campus:
Residential Precinct



# 4.8

## Campion College

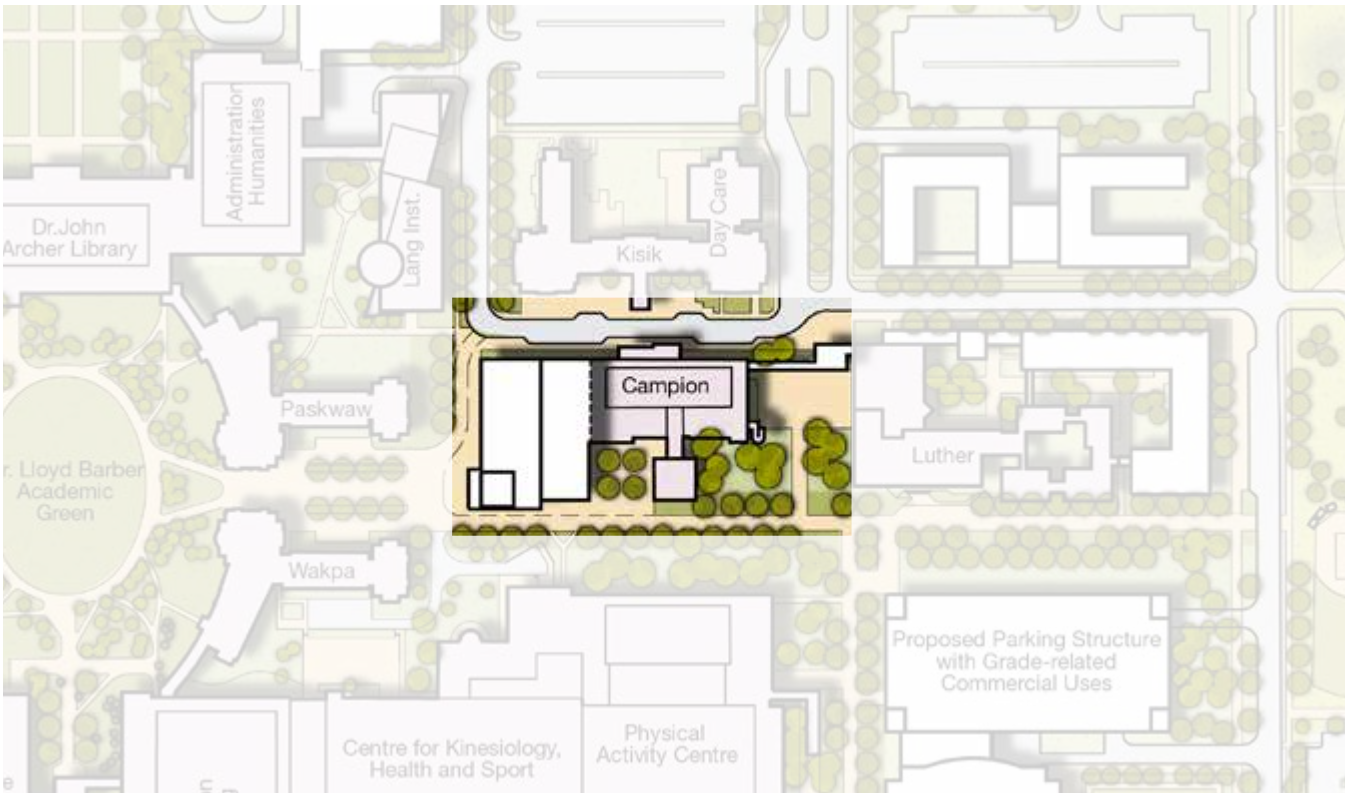
Built in 1967, Campion College was one of the first structures erected on what is now the University of Regina campus. The building was originally designed to accommodate support services for 600 Campion students, a Jesuit residence and offices for faculty and administration staff.

Immediately to the west of Campion College is a proposed expansion. This development site is not new and has been included in past Master Plans, but the possible program is now better understood. This building could become a centrally located Dining Hall with additional classroom space to satisfy demand for Faculty expansion. The proposed Dining Hall project timeline is for completion by 2018, so finding a suitable location is highly important. The University are in the process of developing a consultant terms of reference to carry out a more detailed study regarding space requirements.

The expansion, no matter the building program, should include a link between Campion and either North Residence (Paskwaw Tower) or the Kinesiology Building to extend the weather protected pedestrian network and connect Campion, Luther, and the new residence (KišikTowers) to the rest of the campus. Preferred link arrangement is below grade to retain the public space connections at grade, specifically between the Academic Green and the primary east-west open space link to FNUniv. Servicing and materials handling for this new building could be from a shared dock at the Kinesiology Building, with access below grade beneath the open space corridor.

Between Campion and Luther Colleges, a small shared entrance building is illustrated at the location of the existing pedestrian corridor. The intent of this structure is to visually and physically connect the open space corridors on both sides from Wascana Lake to the football stadium. The structure should permit access from both sides so that those on foot may pass through, adding another pedestrian route to the campus.

Main Campus:
Campion College



# 4.9

## Luther College

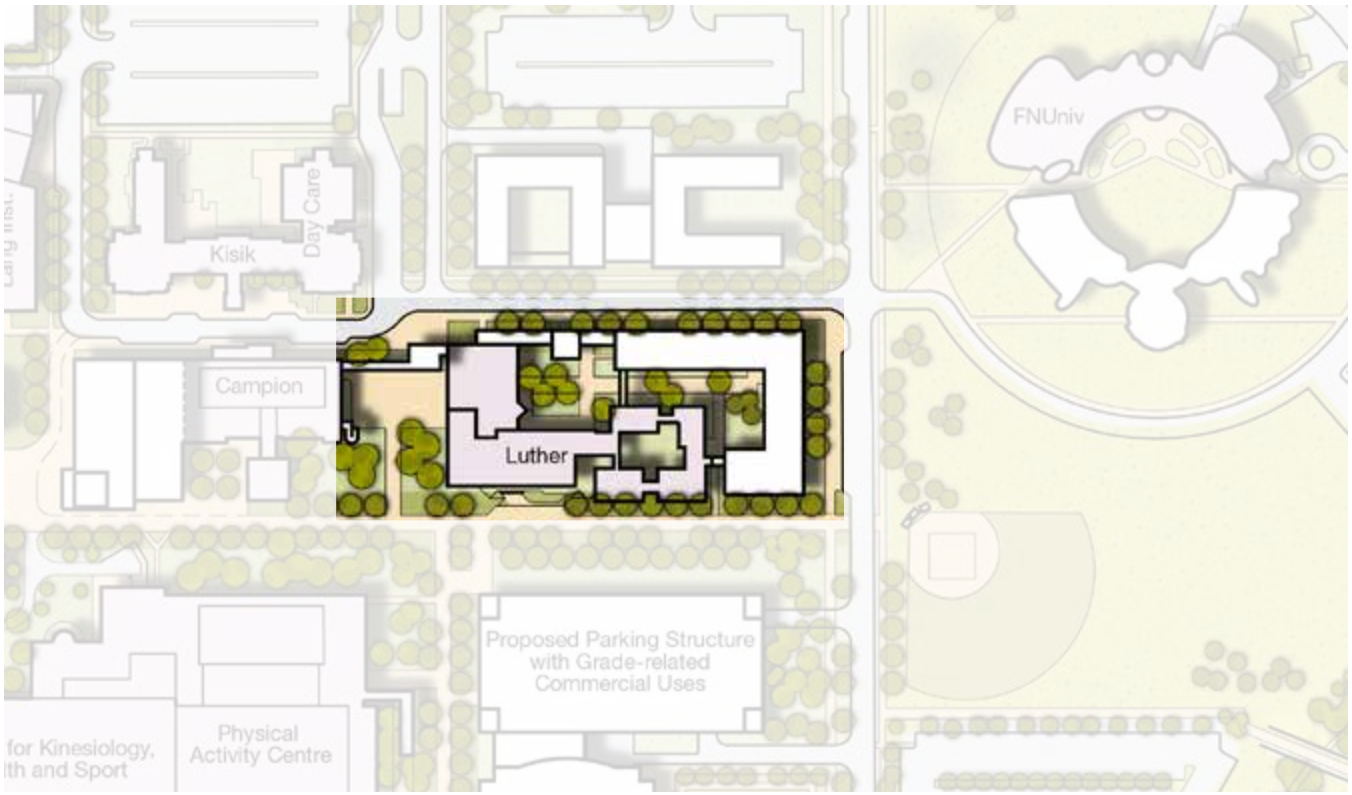
Luther College is one of three federated colleges on the University campus having established a physical presence on campus in 1971, with the opening of an academic building and residence. The academic building was expanded in 1992 to incorporate more classrooms and office space into its design.

As a college federated with the University of Regina, Luther College expects to grow both in terms of its teaching and research capacities. Luther College hopes to expand its facilities either on its own or, preferably, in concert with its sister Christian liberal arts partner on campus, Campion College. Linking with existing and possibly new pedestrian corridors is a major consideration here as it is the idea that it can develop this particular corner of the present University campus.  All of these considerations will be accomplished in close consultation with the University of Regina and mindful of the Campus Plan.

Consistent with previous Master Plans, the current demonstration illustrates new development along the northern edge of Luther College, providing new academic and non-academic space and pedestrian connections from Campion College towards University Drive East. The opportunity to have weather protected interior circulation routes extend further east is a wonderful and worthy prospect, and one supported by the students and faculty who travel to and from FNUniv.

All of these projects will further connect Luther College—for so long on the edge of the campus—so it may become better integrated with the overall university community.

Main Campus:
Luther College



# 4.10

## First Nations University Of Canada

The First Nations University of Canada, formerly Saskatchewan Indian Federated College (SIFC), is unique in the world for being a First Nations controlled institution operated in close partnership with a major university. It reaches beyond the boundaries of its main campus, working in partnership with communities and in conjunction with other educational institutions across Canada. It reaches beyond the border of Canada and is recognized around the world as a Centre of Excellence in First Nations education, research, and community development. The programs at the University foster the development and success of students through a holistic First Nations cultural approach to courses and programs incorporating spiritual, emotional, and physical, as well as intellectual capabilities.

The building was designed to reflect the First Nations' perception of man and the natural world. At its ultimate state of development it will take the formation of a circle, encompassing a central Plaza designed for cultural and ceremonial gatherings. The northern segment built in 2002 partially encloses the central plaza and houses academic and office spaces. To the east, academic and housing facilities will be grouped around a smaller courtyard. To the south the building will open to a large cultural area, which will accommodate up to 8,000 people. To the north it opens onto a gathering space for powwows, and to the west it will open onto the University of Regina campus. As a result of the location near the Trans-Canada Highway, it is a prominent visual landmark.

The land is currently owned by First Nations University of Canada and they are seeking Reserve status. They have agreed to continue to jointly plan and administer the site under a Land Use Agreement that mirrors the principles and guidelines of WCA and the Campus Plan.

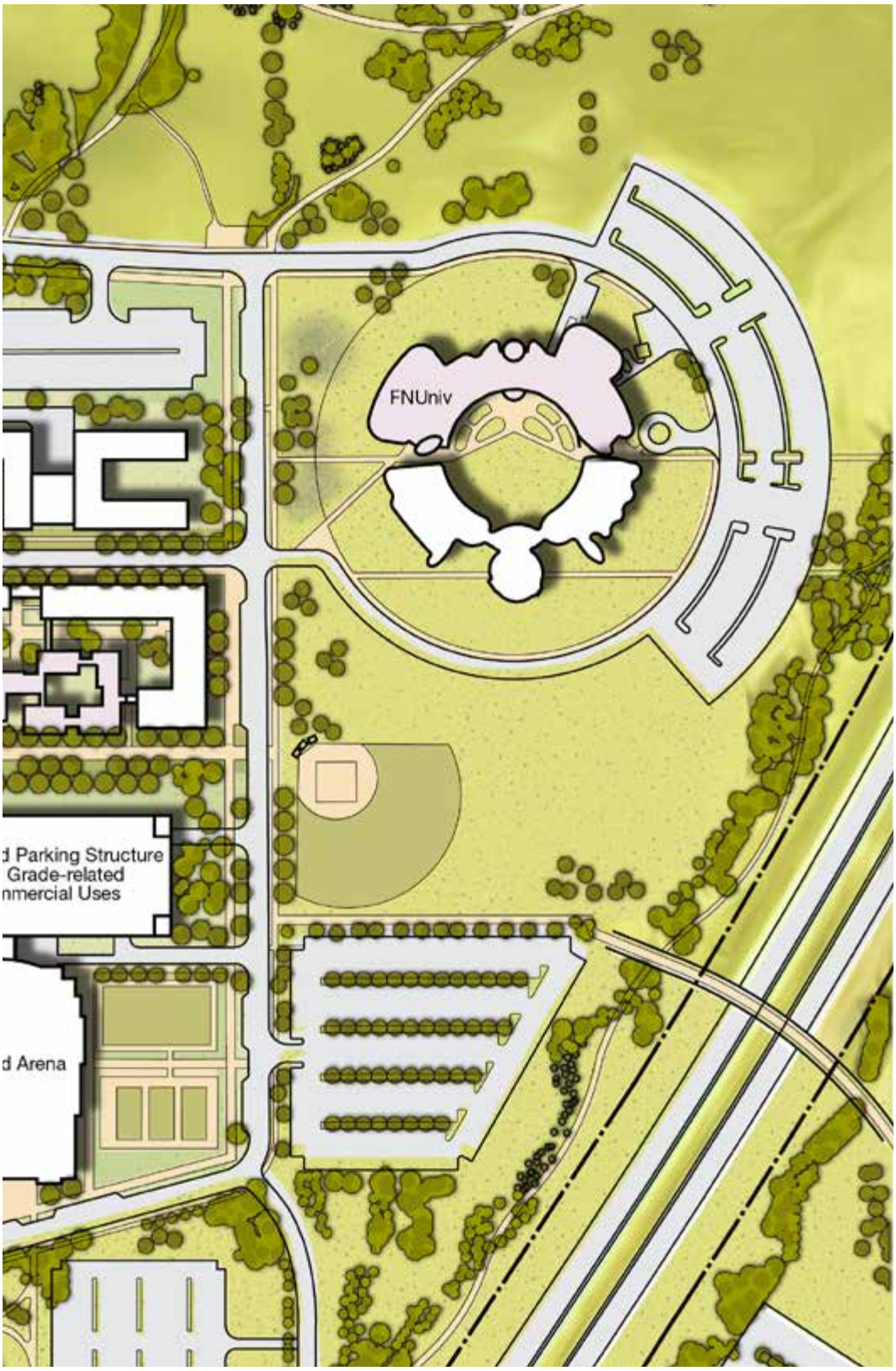
FNUniv prepared a new strategic plan in 2013 entitled "Lighting the Path: First Nations University of Canada Strategic Plan 2013-2018" to guide the work of Canada's first university-accredited Indigenous institution of higher learning for the next five years. FNUniv has enjoyed robust growth and renewal and substantial progress has been made in the areas of governance and administration. This work will continue throughout the duration of this plan as FNUniv continues to strive for excellence.

FNUniv has expressed interest in having a stronger physical connection to the rest of the University. In several previous plans, pathways to link with Luther College and the future Residential Precinct have demonstrated the intent to better connect. This Master Plan recommends that new development in the eastern part of the campus should build towards University Drive East before building north to provide greater opportunities to connect, with an addition to Luther College being preferred given it will join the internal linkage system in the foreseeable future.

Any development of a surface route from the main building towards University Drive East should minimizes its impact on the landscape character of FNUniv. During the term of preparing this campus Master Plan, FNUniv initiated a process to expand their facilities and submitted a Notice of Intent to the University of Regina. The desired expansion program would include new buildings, exterior spaces, and the exterior link to the rest of the main campus. FNUniv intends to carry out a formal campus planning process in the near term to support their expansion interests.

The 2016 Master Plan demonstration does not indicate any built form changes given the timing and status of current discussions around the future development on the FNUniv campus. The only adjustment is a realignment to the perimeter road so that it better intersects with the east-west street in front of Luther and Campion Colleges.

The long range vision for FNUniv, illustrated on Page 93, is unchanged from previous Master Plans.




Main Campus: First Nations University of Canada (Mid-Term)

# 4.11

## Innovation Place

Innovation Place is a research park under the Saskatchewan Opportunities Corporation, a Crown corporation that supports the advancement and success of Saskatchewan's technology and key growth sectors through the development and operation of technology parks at the province's universities in Saskatoon and Regina and the Forest Centre in Prince Albert.

The Regina campus opened in 2000. Located next to the University of Regina, Innovation Place hosts leading edge petroleum, environmental sciences and information technology organizations. Innovation Place is home to 27 tenants, employing over 1,300 people. The park includes 6 buildings with 465,000 square feet of space.

Innovation Place is located on land leased from the University and has been developed with strong physical links to the University. The priority for growth is on further developing the frontages on Research Drive along the promenade leading from the University Mall to Terrace Plaza.  Future developments will further consolidate the connection with the University campus.  The development along Research Drive will be followed by the infilling of sites within the perimeter loop road on the secondary street and greenway frontages.

Like the 2011 Plan, the 2016 Plan carries forward approved plans for Innovation Place.

Innovation Place
Research Park:
Atrium at the Terrace


Main Campus: Innovation Place

## 4.12 East Campus

The East Campus has been part of the Campus Master Plan for several decades. The East Campus will be essentially a standalone campus that provides the necessary academic, recreational, residential, and other support functions that a University requires to be a successful institution. It will develop using the same high standards proposed in the Strategies in this Plan and will not be considered subordinate or inferior to main campus. The development of the East Campus will enable the University to approach 25,000 FTE students, the typical population of a mature university.

Given the long term aspiration for expanding the university beyond the main campus, the current demonstration plan has not changed for many years. The 2016 Master Plan does not reconsider the demonstration or proposals from the 2011 Master Plan.

In the Demonstration Plan, the new campus is organized around an Academic Green East at the head of a generous Central Mall. Corridors at right angles to the Mall link parking, sports fields and the SaskPoly campus. The corridors, which accommodate cars, bicycles and pedestrians, link the two campuses to each other and to sports fields and Wascana Lake beyond. The Academic Green is of the same scale as that in the existing Main Campus. The new campus is accessed by a main entrance drive from Wascana Parkway.

## 4.13 Grant Road Site

Located to the southwest of the campus and on the other side of Wascana Parkway along Grant Road is a 33-acre site owned by the University. In the 2011 Campus Plan, this land parcel was leased to Innovation Place, and was identified as Phase II of their development plan. Since that time, Innovation Place has deleted this parcel from the long term development strategy, and the lease has been revised to remove this area. The current use for this site is Community Gardens, and this will continue until the University moves forward with a formal development plan. The University has explored concepts for a future family residential community. However, the overall development program has not yet identified. Thus, the 2016 Master Plan does not include changes to the current demonstration plan.


Grant Road Site


UNIVERSITY OF REGINA
Pedestrian Overpass
Cairn
Overlook
Overlook
UNIVERSITY OF REGINA
FUTURE CAMPUS
SASKPOLY
SASKPOLY

East Campus

# 4.14

## College Avenue Campus

Over the past few decades, each Master Plan has considered modest development on the College Avenue campus.  A major revision from the 2011 plan is the University of Regina's intent to enhance the bonds between "town and gown" and has launched, as its number one capital fundraising priority, the College Avenue Campus Renewal Project. The University has stated its commitment to transforming its historic campus into a vibrant, accessible centre of learning while ensuring that refurbished heritage spaces are carefully integrated with new construction. The University commissioned a Heritage Assessment of the campus buildings and their setting in advance of preparing for more detailed plans.

This major revision to the Master Plan (demonstration) illustrates possible long-term development in the area of the College Avenue Campus based on the following planning principles and design guidelines for development:

- The protection, preservation, restoration and re–use of the heritage buildings.
- Improvement in the functionality and use of the heritage buildings to meet new teaching expectations and modern building codes.
- Compatible new infill development on the College Avenue frontage following the site planning patterns of the existing buildings.
- Maximum building height of 13.0 metres - the average height of the mature tree canopy.
- The establishment of a central mall or "green' extending from College Building's south façade toward the Lake; intended to bring an additional "lakeside" identity and dimension to the campus, beyond the College Avenue frontage, and reflects a reinterpretation of the Mawson Plan for a college precinct.
- Recognition of the view corridors towards the Lake and from the perpendicular city streets north of College Avenue.
- Development of a well-ordered internal campus street system that provides frontage to new buildings and is not reliant on Wascana Drive as the principal means of vehicular access.
- Maintenance of surface parking that is available to people using Wascana Park at off-peak times.

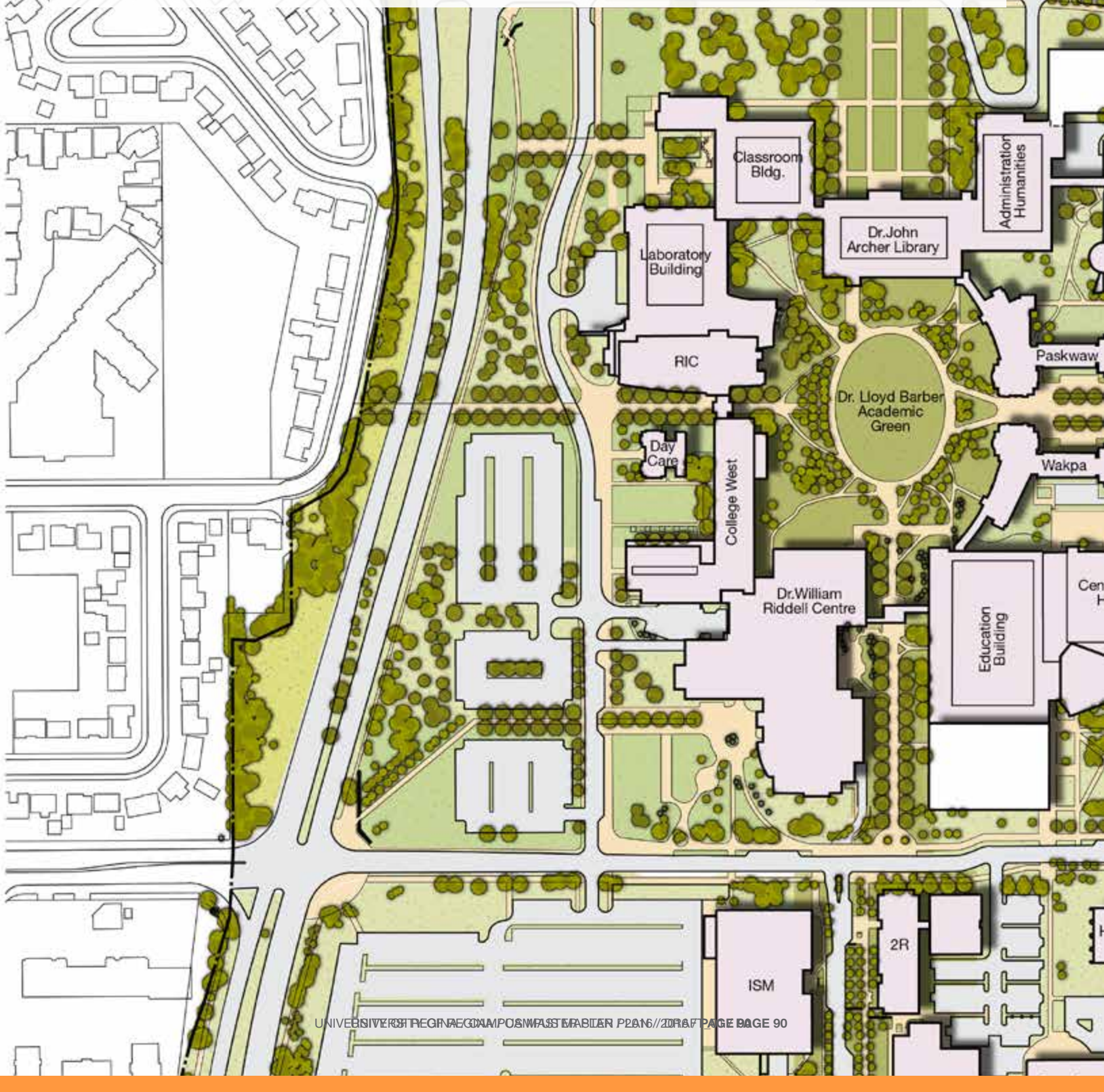

College Avenue Campus

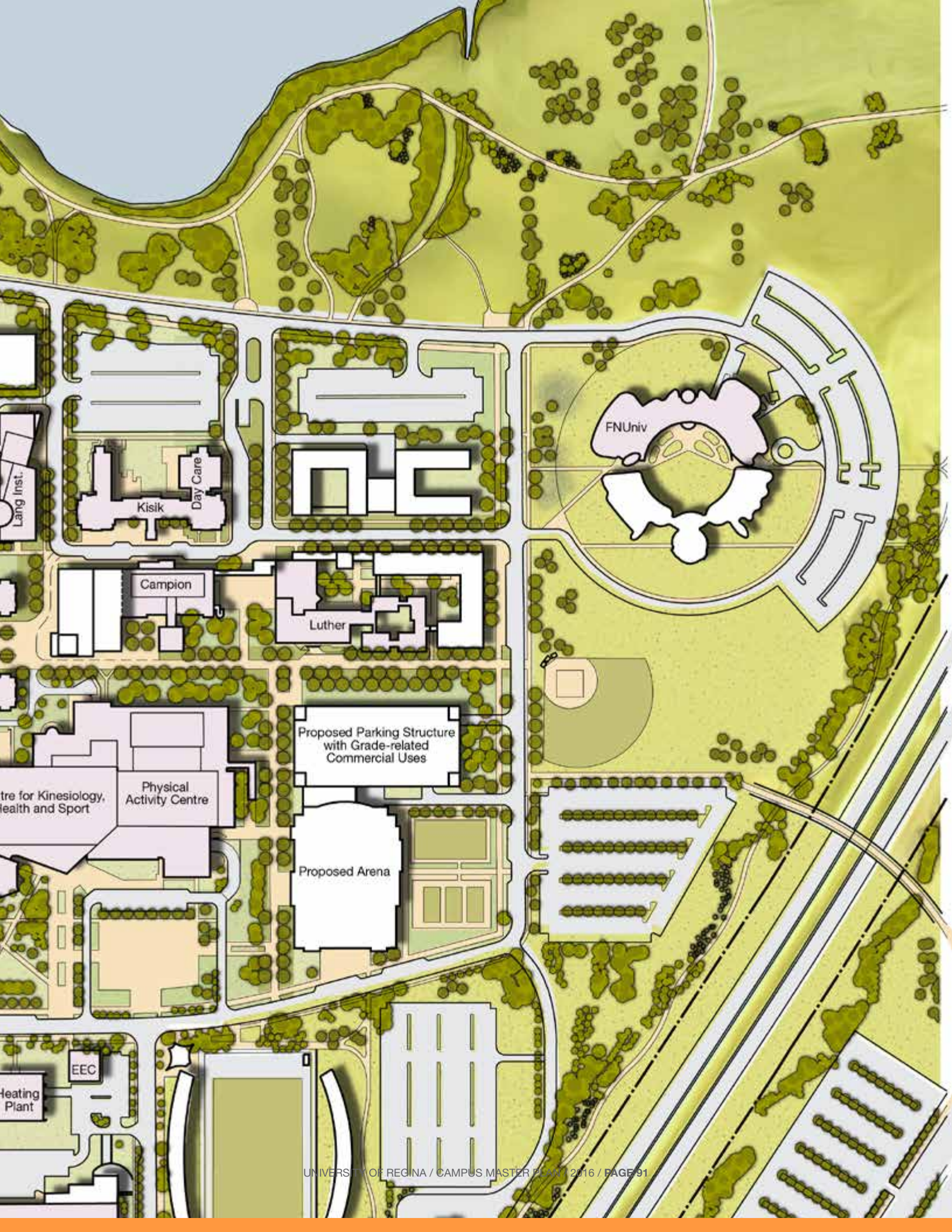
College Avenue Campus, Darke Hall

# 4.15

## Composite Plan: Mid-Range - 25 Years

The following illustrations combine the preceding component plans, to provide an overall composite picture of the potential organization of the campus in the future, when the campus has developed to support expected growth.



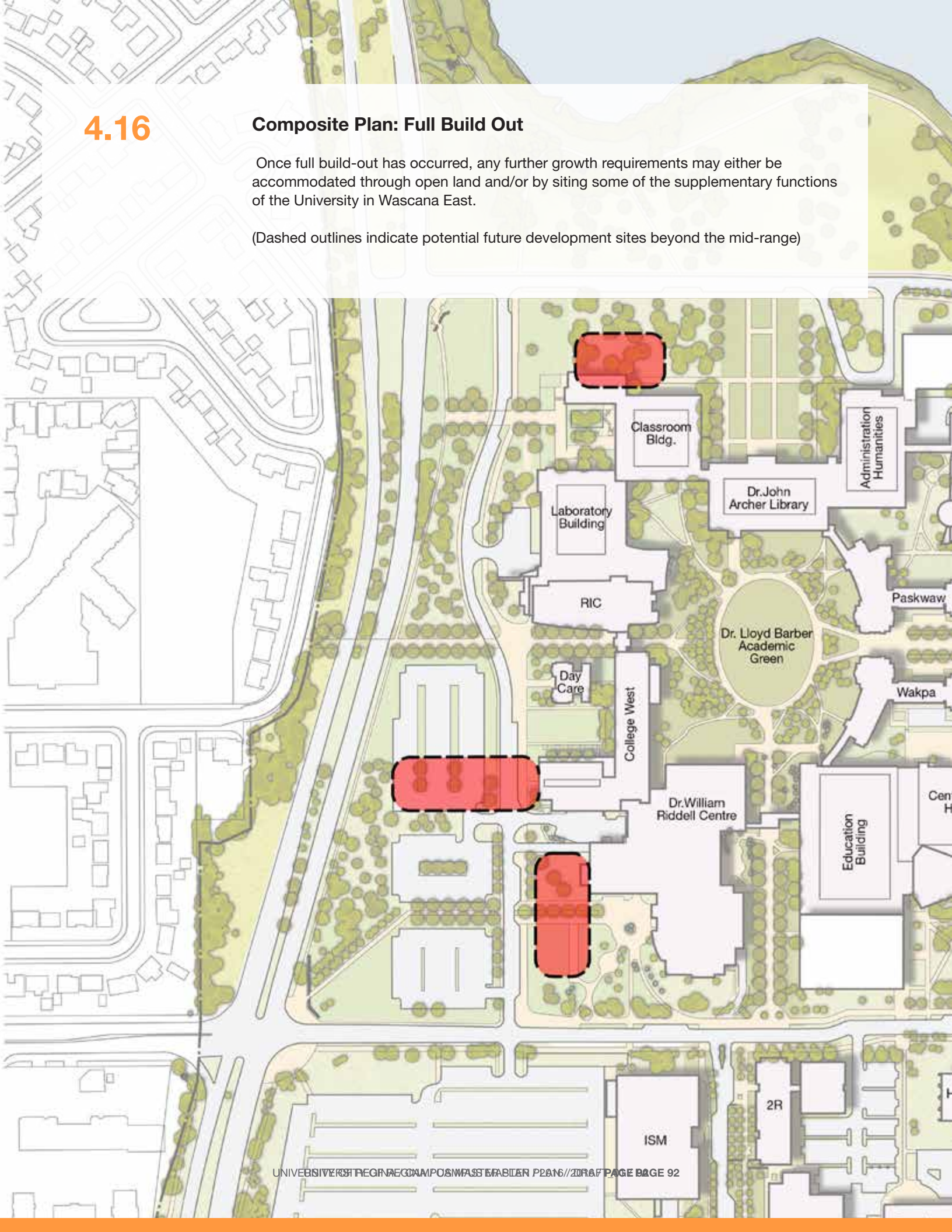

FNUniv
Lang Inst.
Kisik
Day Care
Campion
Luther
Proposed Parking Structure with Grade-related Commercial Uses
tre for Kinesiology, Health and Sport
Physical Activity Centre
Proposed Arena
EEC
Heating Plant

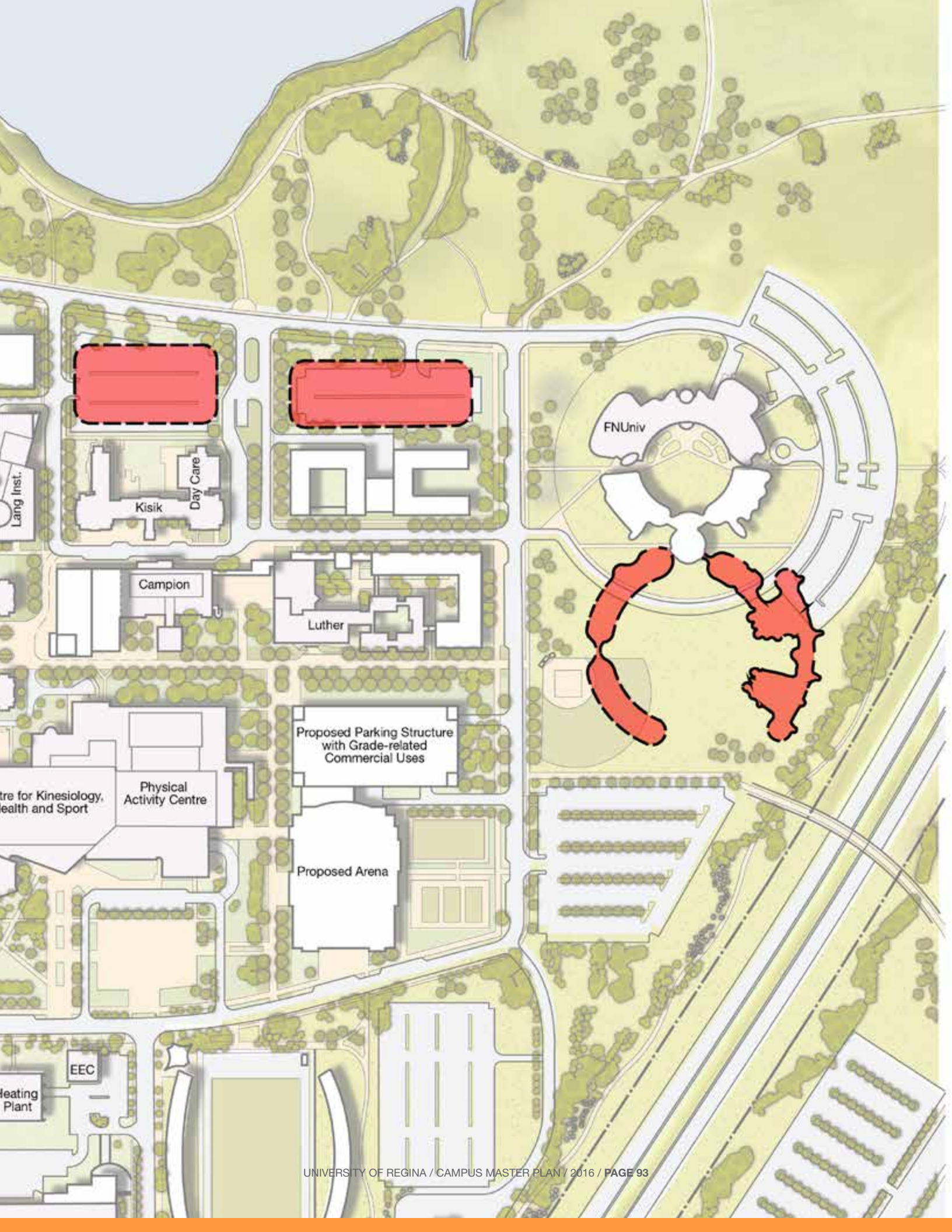
# 4.16

## Composite Plan: Full Build Out

Once full build-out has occurred, any further growth requirements may either be accommodated through open land and/or by siting some of the supplementary functions of the University in Wascana East.

(Dashed outlines indicate potential future development sites beyond the mid-range)




FNUniv
Lang Inst.
Kisik
Day Care
Campion
Luther
Proposed Parking Structure with Grade-related Commercial Uses
tre for Kinesiology, lealth and Sport
Physical Activity Centre
Proposed Arena
EEC
Heating Plant

# 5.0 Campus Planning History

**The development of the campus was guided by a series of plans that were reviewed on a regular basis. Each plan was built on the former, but introduced changes driven by new physical, programming and economic requirements.**

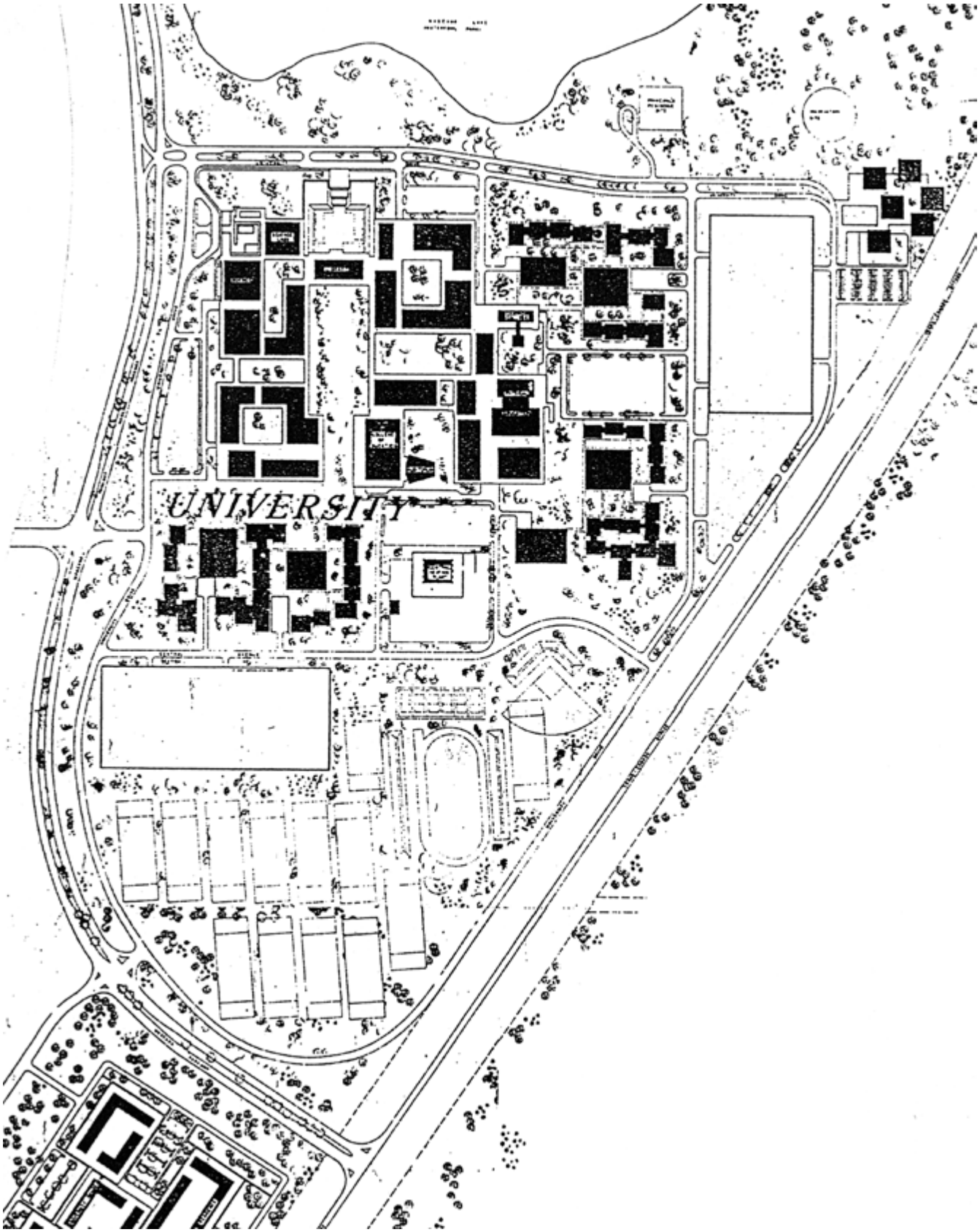
## 1962 – Yamasaki/Church Plan

Minoru Yamasaki, architect planner, and Thomas D. Church, landscape advisor, prepared the first Master Plan for what was then the University of Saskatchewan, Regina Campus.

The new University campus plan included five major zones — an academic core, undergraduate student housing, married student housing, sports fields, and a research area. The academic core was shown as a compact series of buildings placed on one-storey podia and connected by walkways; forming a series of courts focused on an impressive library which faced north to a large formal entry drive and south to a landscaped “mall”.

An area for research was allocated on the eastern outskirts of the academic core next to the lake, now the site of the First Nations University of Canada. Student dormitories were clustered towards the geographic centre of the campus and were to be linear buildings arranged around free-form courtyards.

South of Wascana Parkway the land was to be occupied by five quadrangles of residences for married students. Sports fields were located adjacent to the “Bypass Expressway” (now the Trans Canada Highway Bypass). The access road system featured a perimeter drive around the site and a cross drive curling south.




1967 Yamasaki/Church Master Plan Review

## 1967 – Yamasaki/Church Review

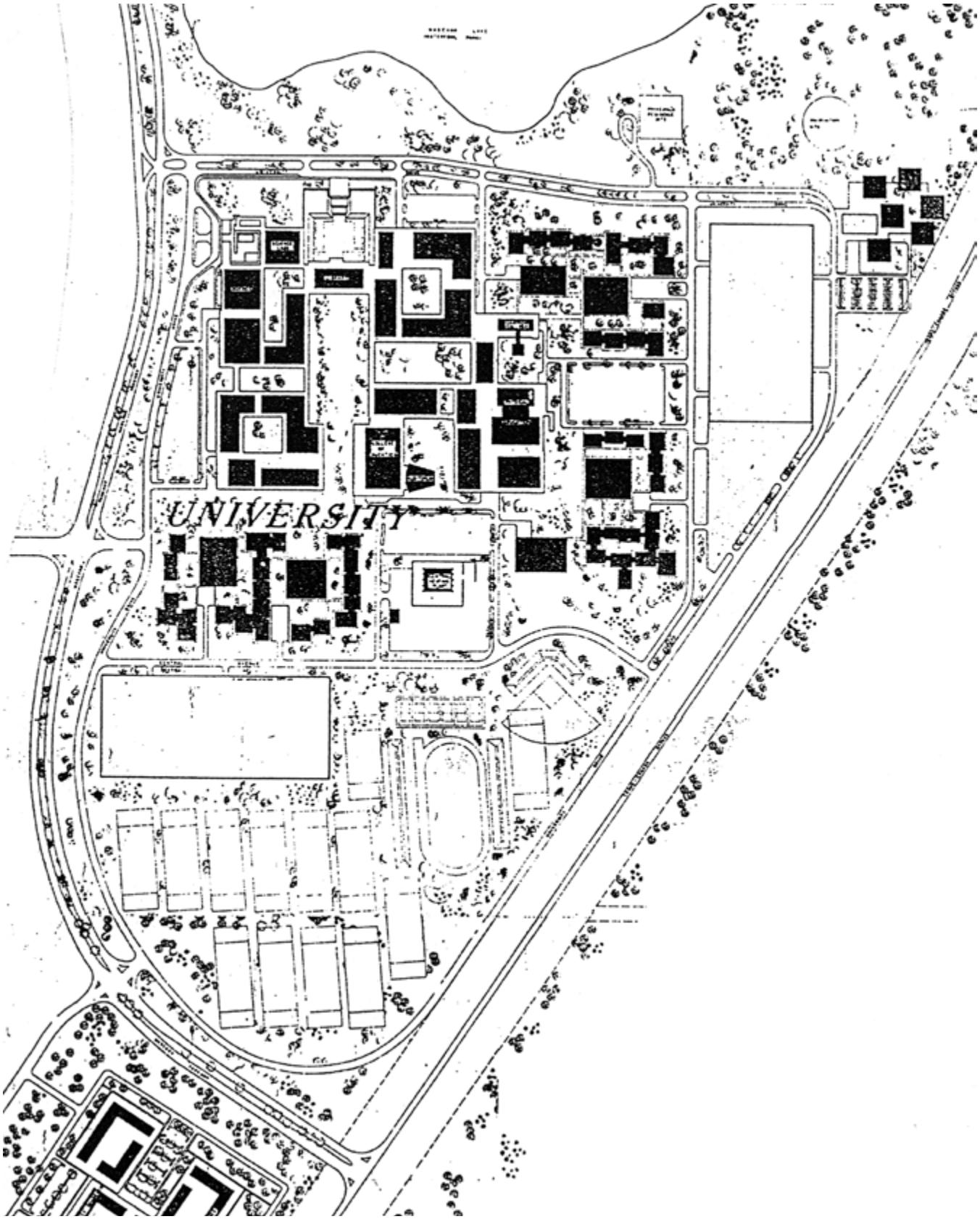
By 1967, the first of the regular five year plan reviews, the classroom building, laboratory building, central heating plant, physical education centre, and Campion College had been built. The library and education building were either under construction or at the advanced design stage. These can be seen on the plan in their present locations and with somewhat more definite form than the future buildings.

The plan retains the idea of quadrangles surrounding a landscaped mall to the south and an entrance court to the north of the library (now much smaller). The proposed student dormitories have been brought into a much closer relationship with the academic buildings.

The sports fields are shown relocated to the south. The north-east research buildings and the proposed married student quadrangles south of Wascana Parkway have not changed.

The extensive surface parking lots interspersed between buildings shown in the 1962 plan are replaced by two huge parking structures and four smaller surface lots, north, south, east and west of the campus buildings.

The road system was modified a little. The perimeter driveway remained, but the “Central Avenue” was straightened and an intermediate road, now University Drive East was introduced; both to provide access to the large parking structures.




1967 Yamasaki/Church Master Plan Review

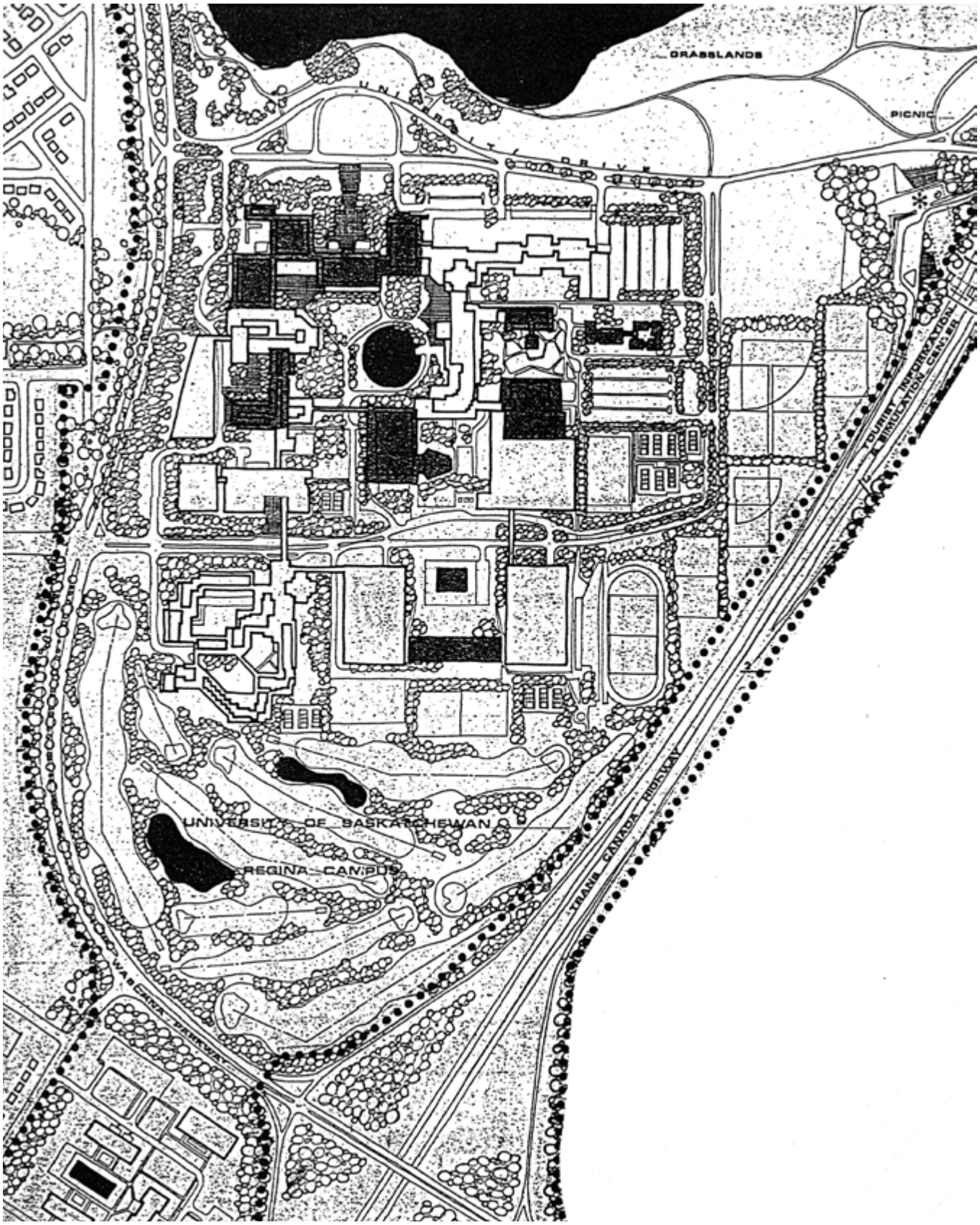
## 1972 – Long Plan

The 1972 Plan for the campus was produced by Jack Long of Calgary. By this time, the University had begun hiring Saskatchewan architects for the buildings and the adherence to the concepts of a series of small courtyards and a "podium and upper building" organization began to be abandoned. Luther College, the Education and Maintenance buildings had been built, and College West as well as the "AdHum" building were under construction.

The idea of linked buildings persisted in a somewhat modified form. The focus of the outdoor space now became a large quadrangle, featuring a circular ornamental pond, rather than a composition of smaller courts. In general, the "build out" territory remained approximately the same place and extent, while the playing fields were strung out as a buffer strip between the buildings and the highway. Much of the remaining land was taken up by a proposed golf course.

The road system began to take on its current layout as a ring road around the central academic buildings, with some meandering to make it more like a scenic drive. Parking was still, with a few exceptions, expected to be housed in multi-level structures, particularly two on either side of the Maintenance building.

The land south of the parkway lost its status as a married student housing district, and was shown as a research park.



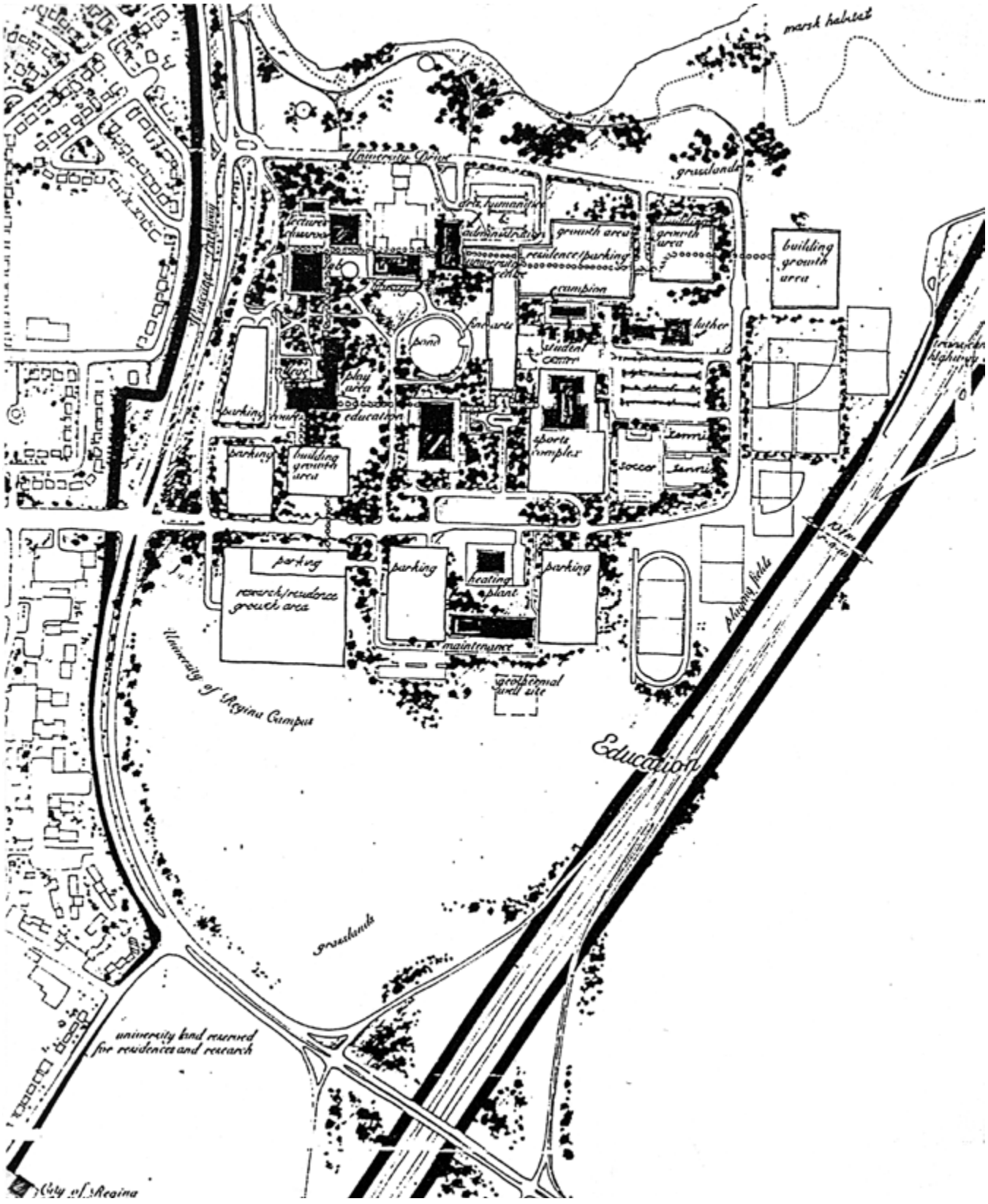

1972 Long Master Plan

## 1977 – Long Review

By 1977 the building boom had ended. Except for the College West/Laboratory Building link built around 1976, a seventeen year hiatus on building construction on the campus was underway, only to end in 1991.

The 1977 Plan was much more tentative than its predecessors, attempting to express principles without too closely defining building form. The road system is simplified, and the internal pedestrian system expressed as a series of dots. The future building forms are vague; but they follow the same basic arrangement as in 1972. Housing was now dropped as a firm feature of the plan, its place south of University Drive South given either to research or residences.

The urge to fill out the site area with future buildings was no longer strong. The Plan was content to leave significant portions of the campus designated as a land reserve with unspecified use.




1977 Long Master Plan Review

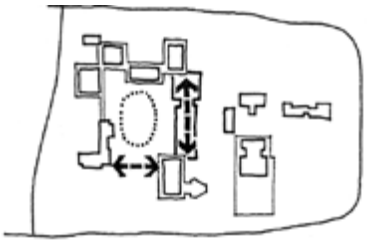
## 1982 – du Toit Plan

The 1982 Plan included, for the first time, a written report which identified planning principles (see diagrams, left) as the major component of the plan, with the drawing providing a “demonstration” of the kind of built form that might result if the principles were followed.

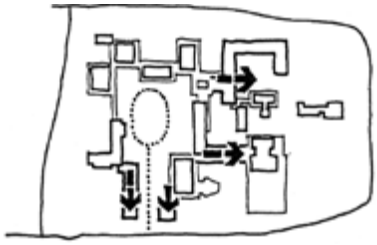
Further student housing, as a major land use, was deleted from the plan. The primary organizing features of the campus were seen as the interior pedestrian circulation system (which necessitated linked buildings) and a landscape structure (which established a “head” and “tail” of Academic Green and University Mall). The Green provided focus to the academic buildings while the Mall provided the organizing structure for future growth to the south, identified as research facilities. Buildings not in the primary pedestrian loop around the Academic Green were connected as arms from it.

A new road parallel to the University Mall was proposed, later to be named “Research Drive”, and the beginnings of a network of streets and blocks shown in the research area.

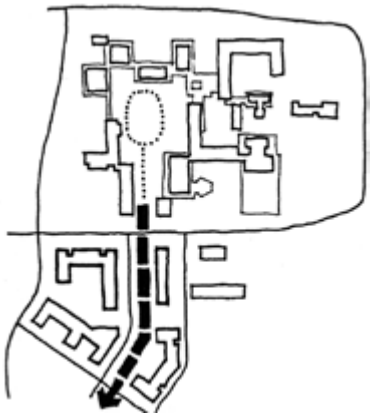
Parking was to be accommodated in a mixture of surface lots and two parkades, one to the south-west, the other to the north-east. The fields remained as originally proposed in 1972. Once again, no attempt was made to show built form in areas of the campus where growth was not foreseen for many years.



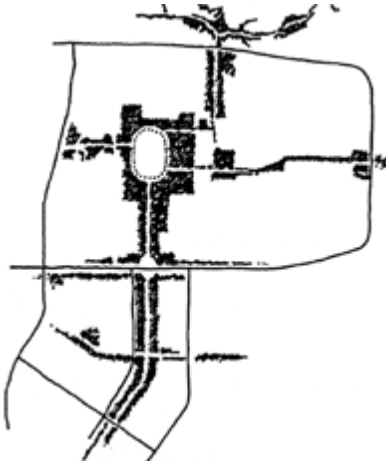
First Priority: Two Linking Buildings



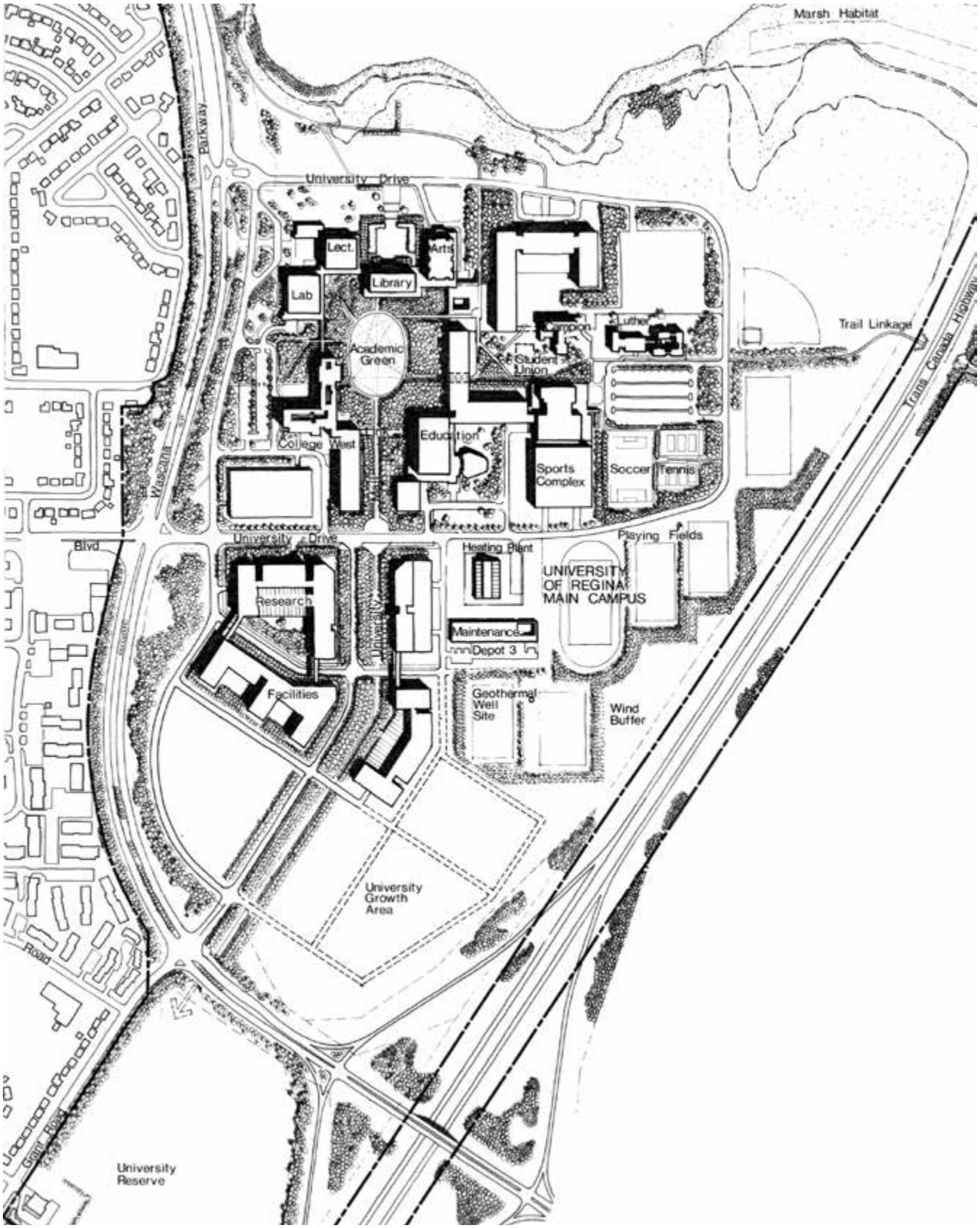
Later growth extends from Primary Circuit



Research extends down University Mall



Open Space Structure




1982 du Toit Master Plan

## 1987 – du Toit Allsopp Hillier Plan

In 1987, the Academic Green became more informal, and the campus south of University Drive South was more clearly articulated as a research area with its own focal landscape, the “South Green”. A new north/south road was proposed through the academic core and extending south around the research uses. Significant areas were designated as land reserve. The land reserve south of Wascana Parkway was proposed to be developed as a community garden on an interim basis.

Six major planning objectives were stated:

1. Complete the interior pedestrian circuit and its extensions to allow the academic core of the campus to operate as intended with interior connections between as many buildings as possible.

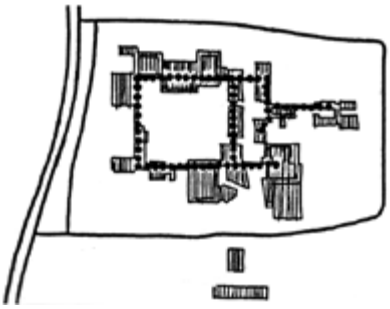
2. Ensure that each building has a public address, which gives it a public presence, facilitates formal arrival at the main entrance, and assists in wayfinding particularly for visitors but also for regular users of the campus. Public addresses for new and existing buildings east of the Academic Green would be provided by the development of the cross campus street connection.

3. Create a strong physical and symbolic focus to the academic core through the landscaping of the Academic Green, linked through generous open space connections to the rest of the campus and lakefront.

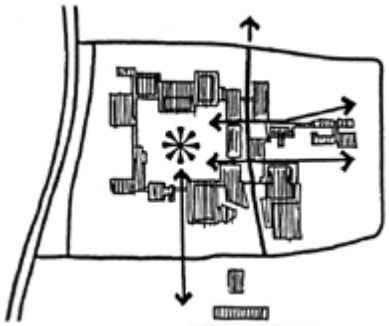
4. Establish an appropriate relationship between new buildings and parking lots through a parkade in the north-east where space is limited and extending surface lots in the south-west. The Plan foresaw that the amount of new development in the academic core would ultimately be limited by the ability to provide adequate and a conveniently located surface or structured parking to serve the buildings.

5. Relieve traffic congestion, particularly at the existing entrances, partly through the establishment of a new entrance to the campus at Grant Road (now called Research Drive).

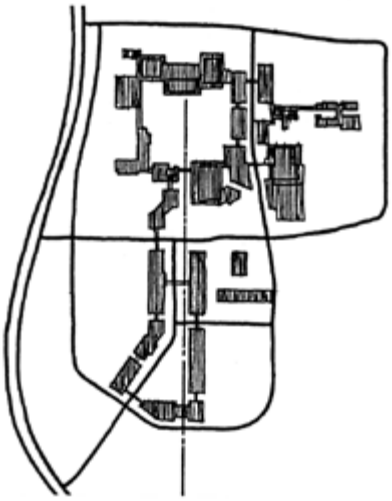
6. Expand associated but non-academic uses to the south, including research facilities and surface parking.



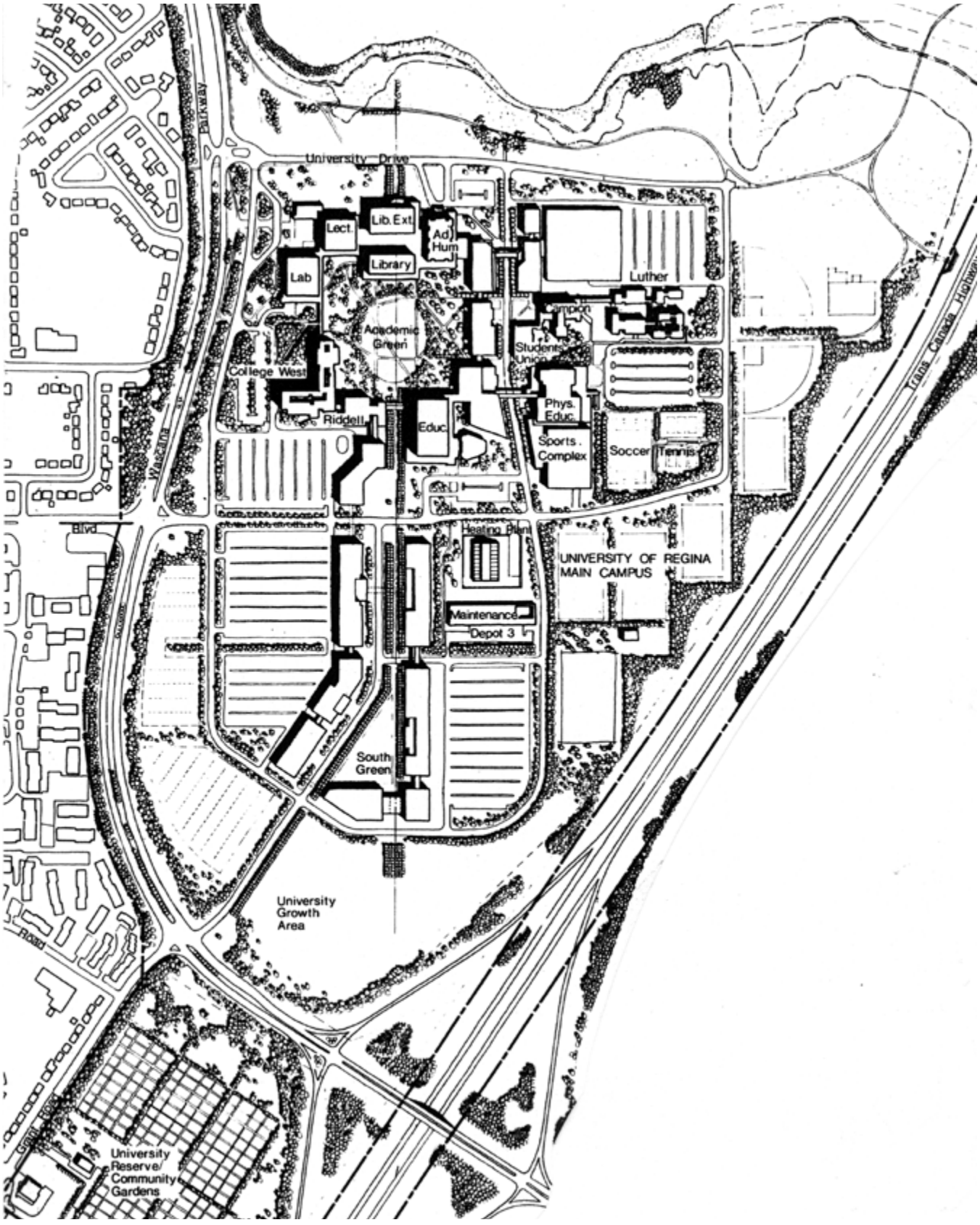
Interior Circulation



A Focal Space



Expansion to the South




1987 du Toit Allsopp Hillier Plan

## 1992 – du Toit Allsopp Hillier Plan

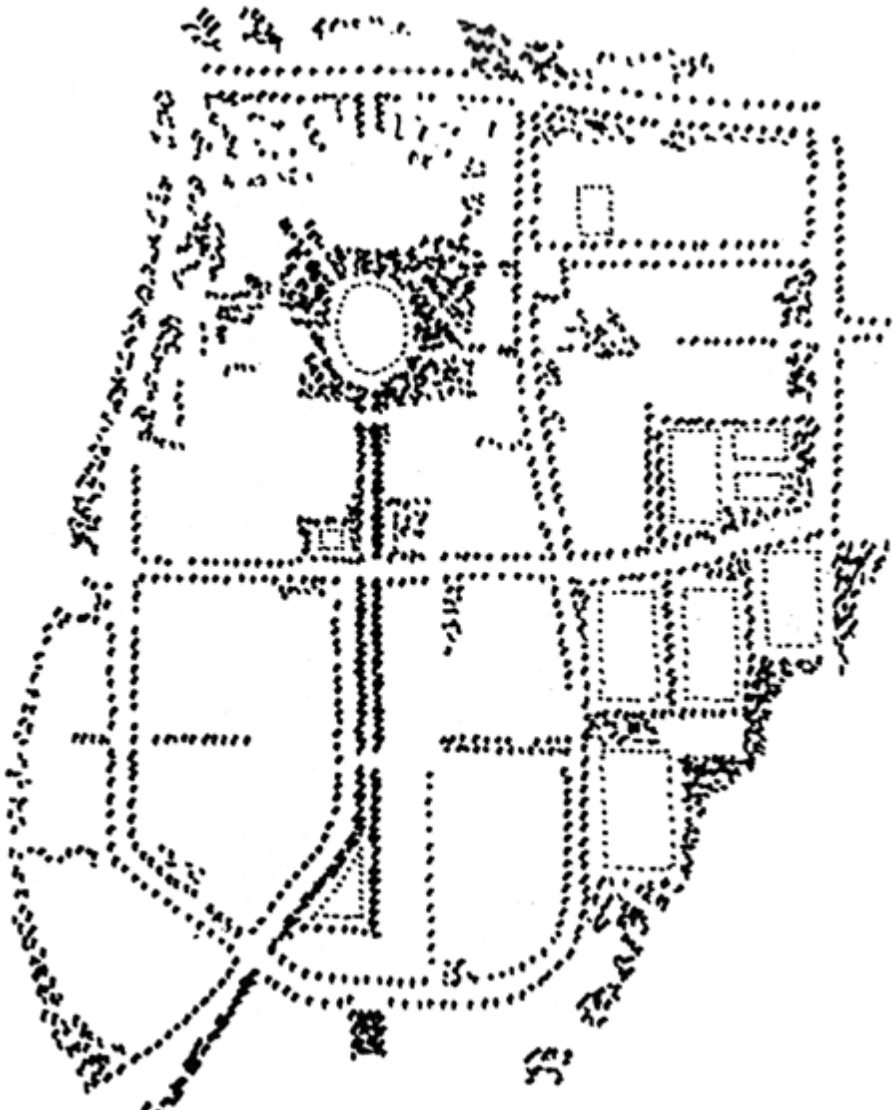
The 1992 Plan was actually completed in 1995 as the roles of the WCA were modified to require Master Plan updates only every seven years versus five. The Language Institute, which brought an end to the long dearth of construction, had been constructed in 1991, Luther College expanded in 1991, the Daycare was built in 1993, and the University Centre architectural drawings were complete.

Two research buildings had also been constructed: the ISM Building in 1990 and The Software Technology Centre in 1994.

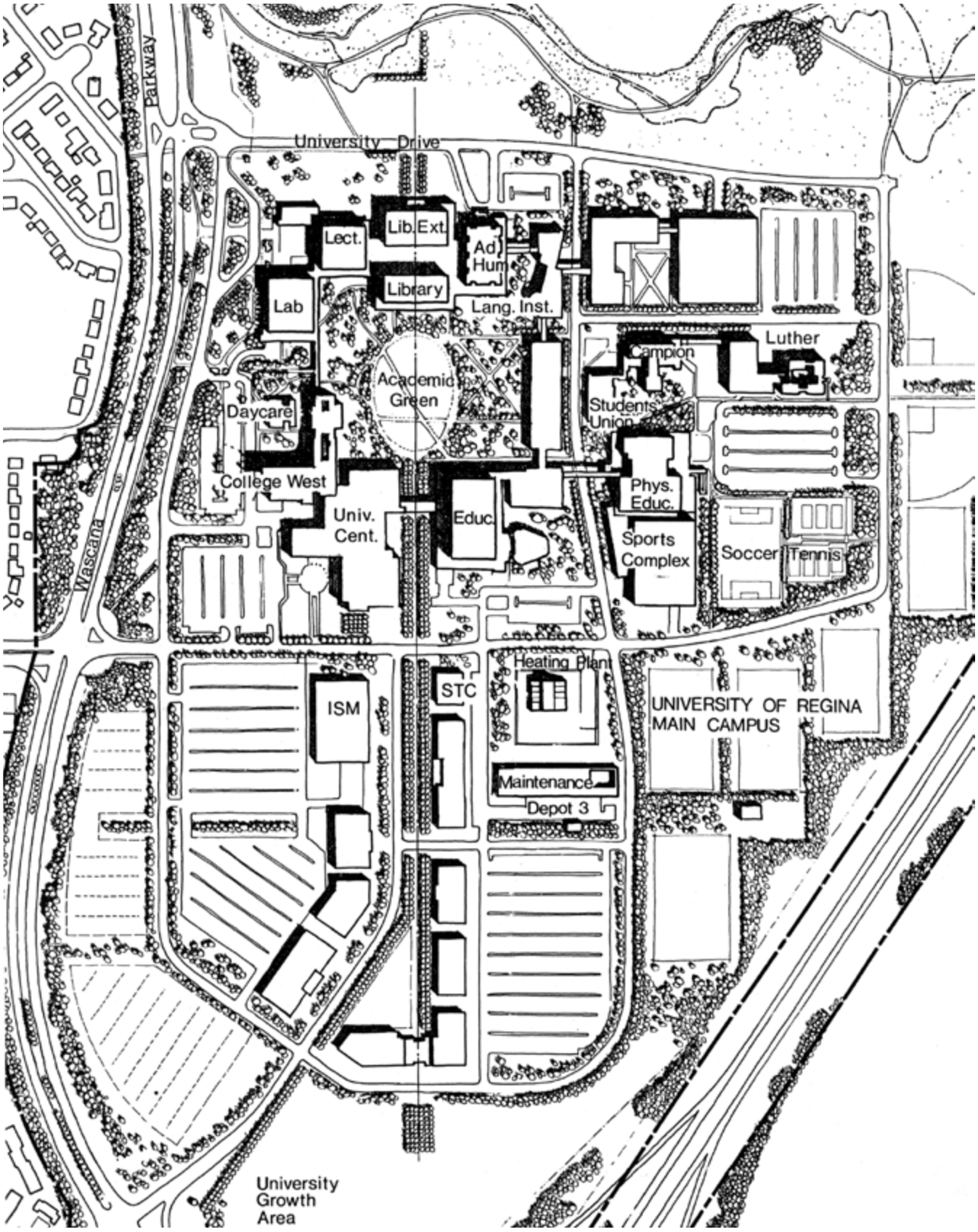
The Old Fire hall on Grant Road had been turned over to the University and used as a Technology Development Centre.

For the first time since 1972, the idea of construction east of University Drive East was considered, paving the way for an institution which "warranted an association with the University, but was not dependent on the frequent movement of students, staff or faculty between it and other facilities within the academic core".

In other respects, the Plan remained unchanged from 1987.



Landscape Structure




1992 du Toit Allsopp Hillier Plan

## 1998 – du Toit Allsopp Hillier Plan

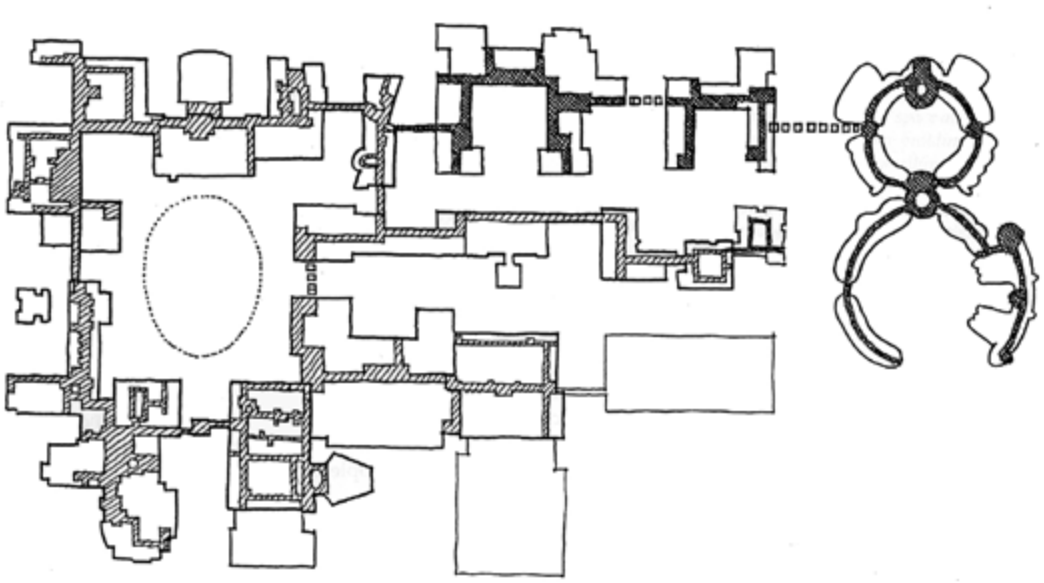
By the 1998 Plan, the University Centre (since named the Dr. William Riddell Centre) was complete and the proposed First Nations University of Canada was shown east of University Drive East. A proposed Winter Sports Complex was located between Physical Education and the Education Building, a parking structure was recommended south of the Colleges, and Luther College was shown expanding eastwards. Courtyard buildings with primary facades towards the Lake were recommended north of the Colleges.

The Academic Green was reduced in size and framed by two symmetrical infill buildings that acted as a gateway to an eastern pedestrian arm, connecting to the First Nations University of Canada. The two buildings were to be linked below-grade to provide access to service/emergency vehicles and to maintain uninterrupted east-west landscape corridors. The Library addition was illustrated narrowed to preserve the existing trees.

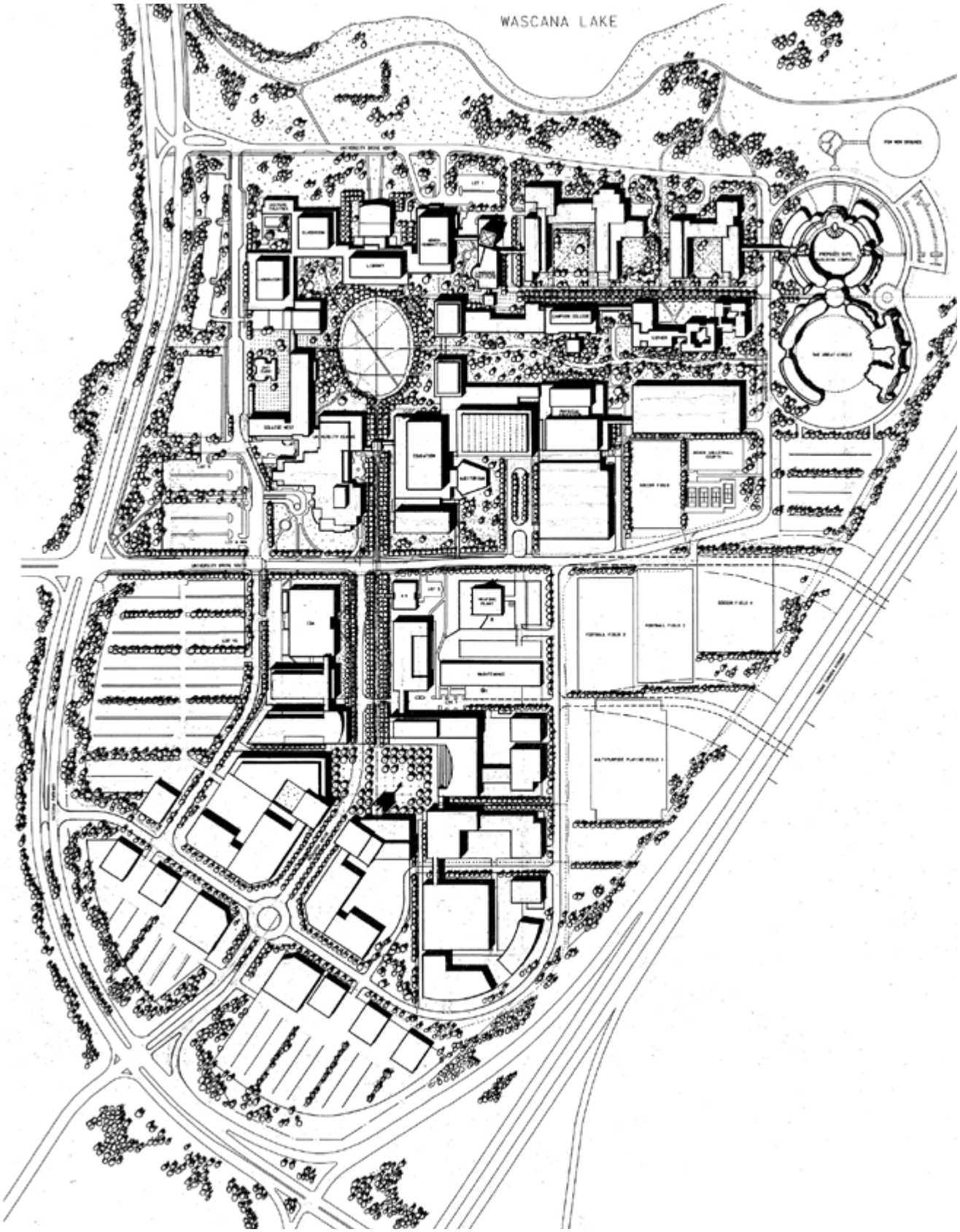
The area south of University Drive was planned as a formalized Research Park to be an entity associated with, but separate from, the University. A focal square was situated at the terminus of north-south pedestrian arm for new buildings to frame and expand outward from.

For the first time since 1982, the concept of a north-south through-road west of Physical Education, connecting to the Research Park, was abandoned in order to maintain a completely pedestrian academic precinct. University Drive West and its corresponding Research Park road was shown shifted east to improve safety at the Wascana Parkway intersections.

Potential locations for routes under the Trans Canada Highway were also proposed in case of the need to site a future campus in Wascana East.



Proposed Interior Concourse Structure




1998 du Toit Allsopp Hiller Plan

## 1999 - du Toit Allsopp Hillier Research Park Plan

In 1999, the Regina Research Park Plan was developed in greater detail into a Master Site Plan, the plan currently in use. The Loop Road is reconfigured to better respond to the Highway and the Wascana Parkway, by attempting to parallel them, where possible. The Research Quad reflects this change and transforms from a rectangular shape into an octagonal arrangement, with a turning circle at its centre. The circle creates a central node that accommodates visitor parking and provides a terminus to the north-south axis leading to the Academic Green. It and the key "image-creating" building are aligned with the entry road so that it they are in the direct line of sight for drivers arriving to the Park.

Longer term expansion is shown lining the Loop Road and Research Drive, with parking behind. Greater emphasis is put on Research Drive by showing strong building frontages, without parking along its length.

Three parking structures are shown, one of which will replace stalls lost to development of the University surface parking Lot 15, on University Drive South.

The Plan uses eight Site Plan Design Criteria:

1. Building envelopes are typically 37 metres wide and conform to a 9 metre planning grid.

2. A landscape/pedestrian/building articulation zone of 8 metres is provided between i) building envelope face, and ii) curb to street, driveway, or parking bay.

3. Continuous driveways 7 metres wide flank the rear of the buildings and connected parking bays. Loading and fire access is provided from these driveways.

4. Double-loaded parking bays are 18 metres wide. They are interspersed with tree planting strips 3 metres wide.

5. Landscaped walkway bands are 8 metres wide to permit 2.5 metre sidewalks flank by 2.75 metre planting strips.

6. 2.5 metre sidewalks are set back 3 metres from roadway curbs to permit a tree planting and snow-clearing zone.

7. Gross floor area is counted as 90% of the illustrated building envelope footprint.

8. Parking decks are assumed to have 3.5 floors at 350 sq. ft. per stall.


1999 Research Park Plan

## 2004 - du Toit Allsopp Hillier Plan

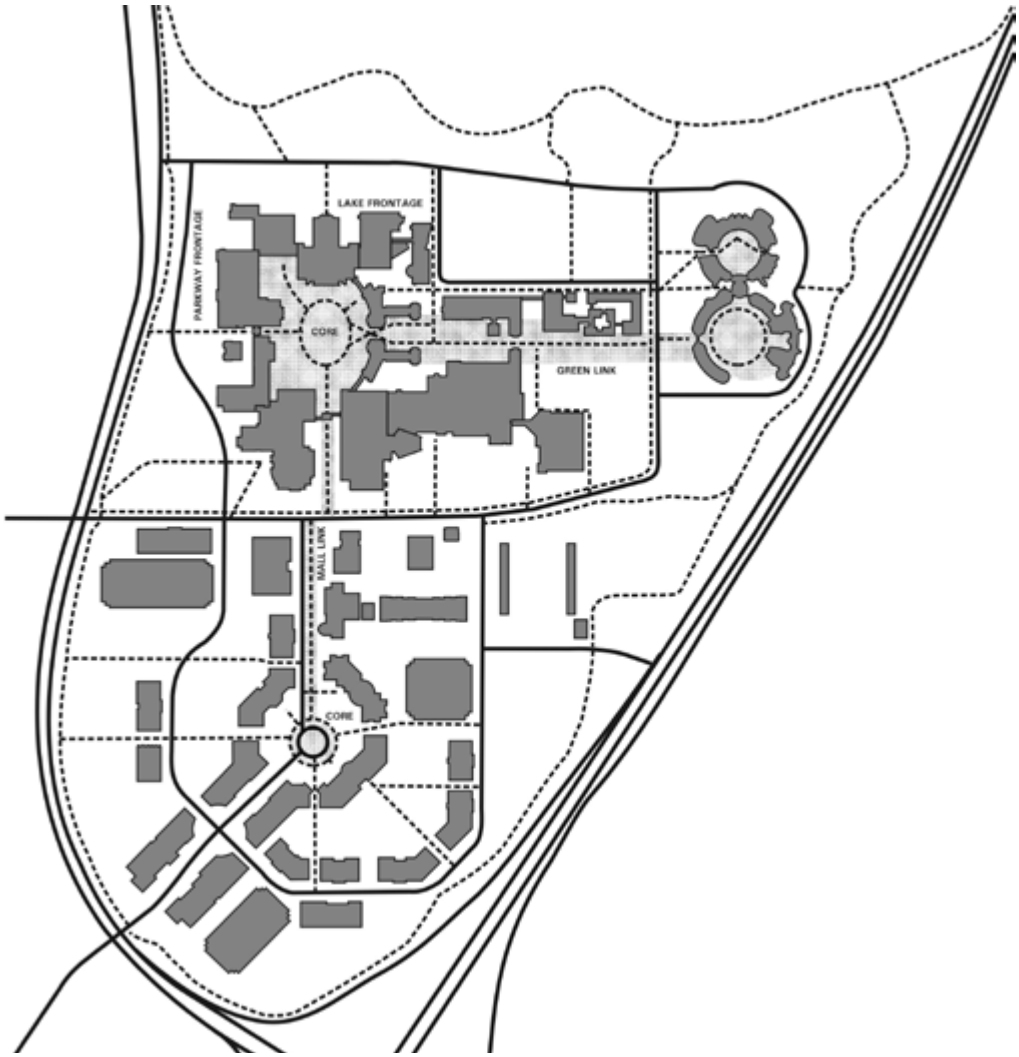
The 2004 Campus Plan positions itself as the physical component of a three-part institutional plan, which includes an Academic Plan and a Financial Plan.

The Plan advocates for the completion of the interior pedestrian concourse, a focal Academic Green and other related open spaces, all while achieving other institutional goals such as the development of parking, community and academic facilities.

Principle-based rather than prescriptive, the 2004 Plan includes 27 strategies supported by demonstration plans that illustrate one way the objectives could be realized.

Principles cover all aspects of the physical development of the campus, including open space structure, architectural character, interior and exterior pedestrian circulation, accessibility, roads and parking, public transit, and the provision of academic, residential, recreation and community facilities.

The 2004 Plan promoted a level of development that was reduced from that shown in the 1999 Plan. The 2004 Plan recognized that surface parking was an essential requirement of the Regina campus, and sought to balance projected development with the ability to maintain adequate parking.



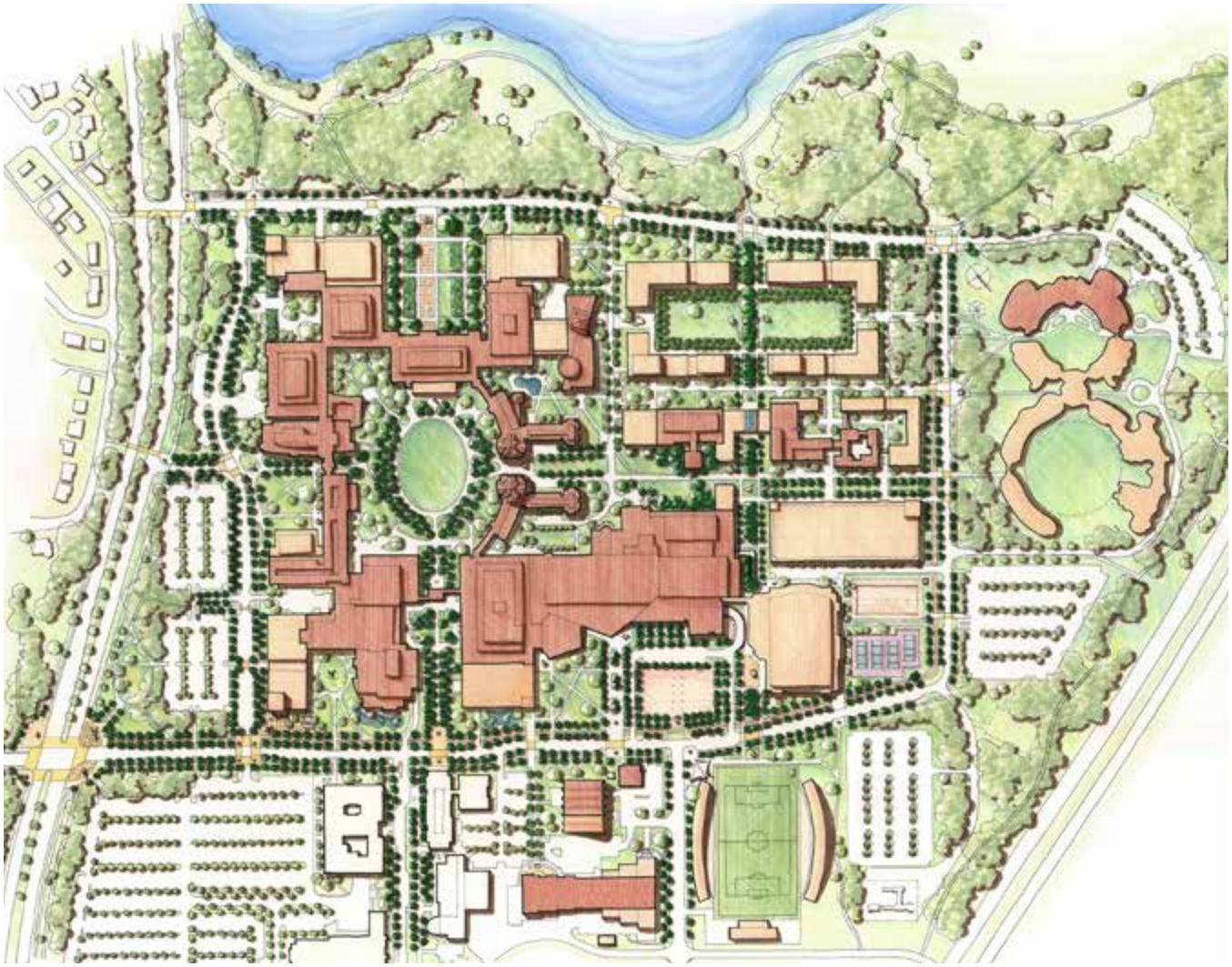

2004 Plan: Spatial Structure


2004 Demonstration Plan

## 2011 - Dialog Plan

As the campus matures, the differences between successive Master Plans have become less pronounced. The 2016 Master Plan continues the tradition by confirming or refining the directives of previous plans and, in particular, the 2011 Master Plan. While the style and format is different, the 2011 Master Plan sets out a vision for the campus that is itself a direct extension of that contained within the 2003 Master Plan.

The 2011 Plan promotes a campus that is “welcoming, sustainable, diverse and connected”. The built form of the campus will be compact and interconnected, and will accommodate a student/faculty/staff population sufficient to support a full range of services and social opportunities. The 2011 Plan identifies the University as a Campus in the Park with a well-developed, four-season open space framework that facilitates academic and social interaction, and provides high connectivity between buildings and between the campus and adjacent uses. The Plan suggests that the campus could be more welcoming and have stronger ties to its context through improvements to the Wascana Parkway and Wascana Lake frontages. In the 2011 Plan, campus streets are upgraded, more parking is accommodated in structures, public transit is improved, and bicycle facilities are upgraded.



2011 Plan: Main Campus

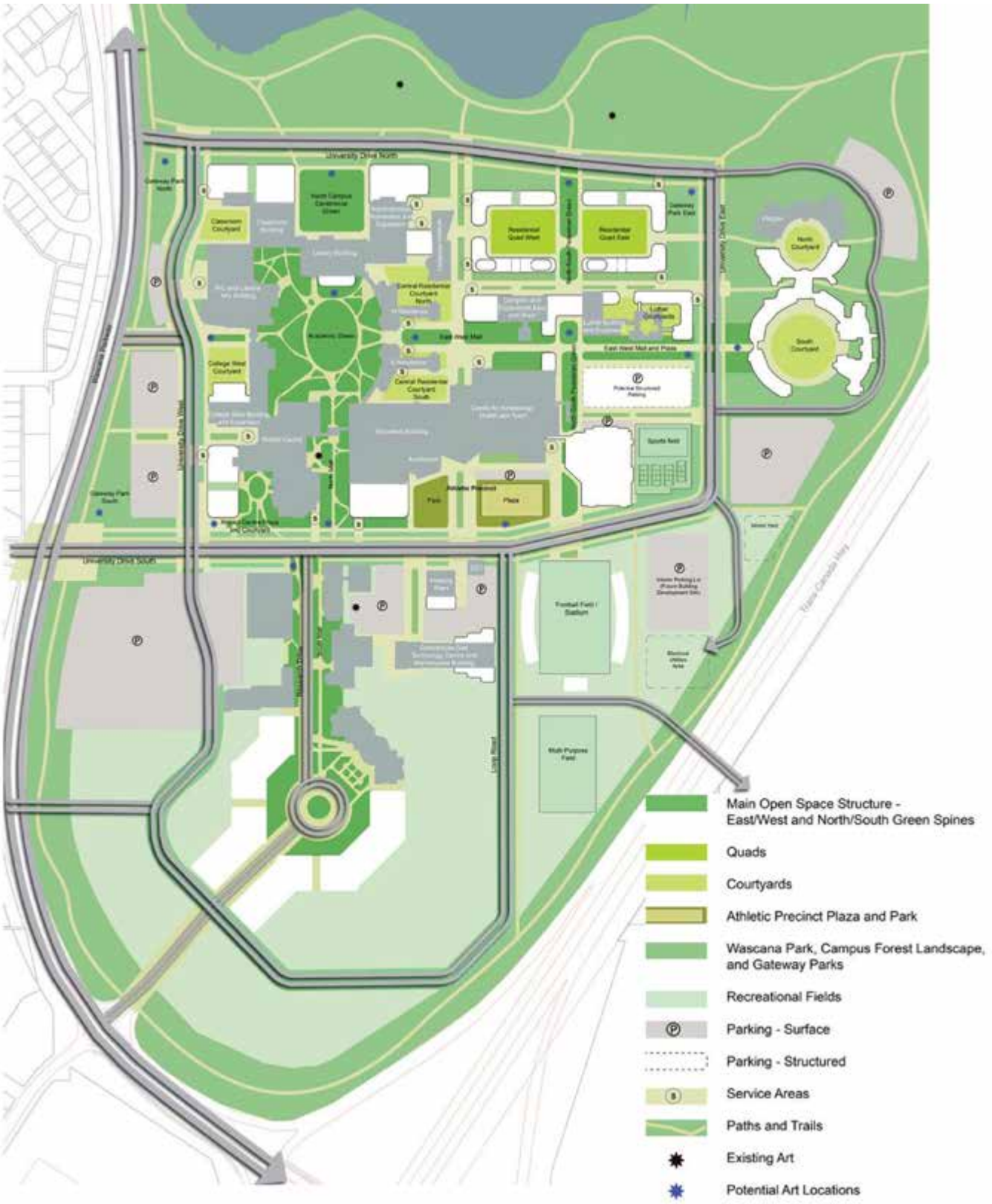



Figure C-1. Open Space Framework Plan

2011 Plan: Open Space Framework

## Part of a Larger Development Pattern

The University is both an independent entity and a vital component of Wascana Centre.

The various facilities and landscapes of Wascana Centre have developed in a pattern that reflects both the strong fluid geometries of the lake and the equally strong but regular geometries of the surrounding city.

Almost all buildings, whether single or in groups, are oriented according to the orthogonal grid of the original land survey and the city's street pattern. Roads, walk-ways and landscapes directly associated with buildings or building groups generally support this geometry as well, reinforcing the sense of order and connectedness that firmly ties the Centre's institutions with the city.

In contrast, the larger landscapes of the Centre have evolved according to the informal geometries of the lake and terrain, contrasting with and balancing the discipline of the building groupings. These landscapes, which comprise the greater portion of the Centre, have now a strong sense of presence that ties together the disparate land masses and institutions, creating the coherent and memorable image for which the Centre is known.

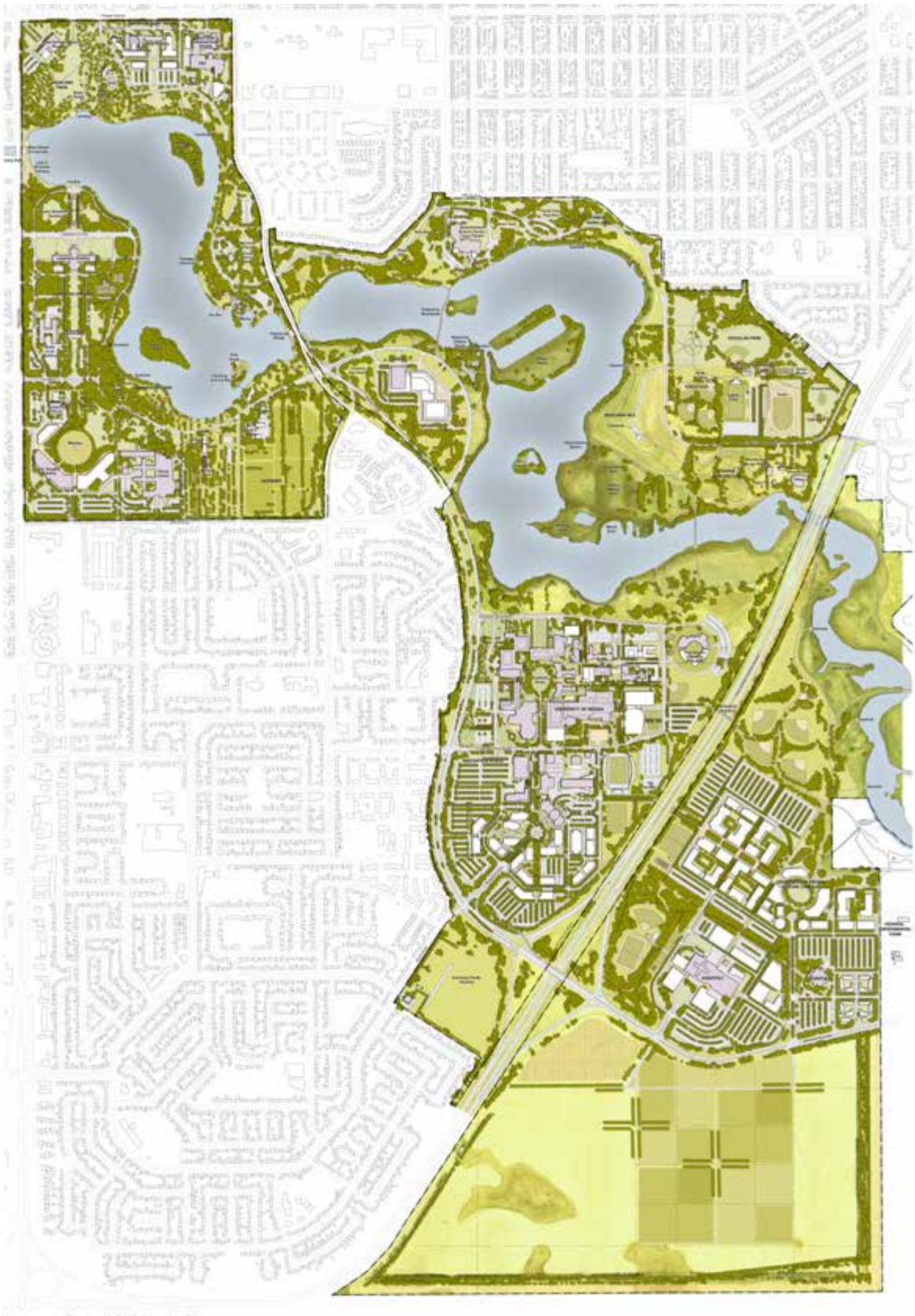
The 2016 Plan confirms the shift in emphasis from development to stewardship. Much of Wascana Centre is mature in the sense that development in those areas is nearing completion and landscapes are well-established. Changes in these areas will largely be limited to modest building renovations and replacements, and to normal landscape evolution. Currently under cultivation, large parts of the south and east quadrants of Wascana Centre are identified for future, as yet undefined, institutional and parkland development.

The mature landscapes of Wascana Centre are rooted in romantic landscape motifs imported from Europe at the beginning of the 20th Century. These landscapes are cherished and should be maintained. Going forward, however, the natural and cultural prairie setting should be adopted as a basis for future landscape development. These landscapes will be more sustainable, and will reflect a contemporary, localized aesthetic.

Management strategies should be developed that will promote sustainability in the face of increasing diminished water resources. A first strategy will be to prioritize levels of maintenance throughout the established landscapes. A second strategy will be to adopt sustainable, prairie-based approaches to the design of new landscapes.

The 2016 Plan identifies limited areas that should receive high maintenance and expands the extent of low maintenance landscape.

In the 2016 Plan, Wascana Centre as a whole is considered as a Cultural Heritage Landscape based on its longevity, historical associations and the prominence of past designers. The Legislative Building and Grounds currently enjoy federal heritage designation. The 2016 Plan identifies other buildings and landscapes that should be identified for further heritage assessment and possible designation in the near future.



2016 Wascana Centre Master Plan