Part B
Main Campus Concept & Rationale
3.0 Existing Conditions Analysis

The existing conditions section assesses the current status of the Main Campus today, which includes the physical built form, open space, and the movement structure, bringing to light key land opportunities that guide the future vision and direction for development of the campus. The analysis assesses the role of the campus within the larger Wascana Centre context as well as to the other University of Regina Campus lands. It provides an understanding of the character of place, of development patterns, of physical and structural elements, and of features that should be considered and built upon. The analysis also identifies key design philosophies of past plans that have been implemented and are still considered relevant today.

3.1 The Main Campus in the Wascana Centre Setting

Celebrated Landmark Buildings

The Wascana Centre is a multi-functional park of historic and cultural significance in Regina. It is the largest urban park in North America, and is the location of several of the city’s celebrated landmark buildings, many of which are located within the University of Regina’s Main Campus.

In this regard, the University plays a major role in building on the significance and identity of Wascana Centre as a regional destination. Therefore, it has a responsibility to ensure that campus development embraces and strengthens the character of the historic Wascana Park, and continues to achieve buildings of landmark status. Notable buildings include the Heating Plant building, the Dr. John Archer Library, the iconic First Nations University, and the twin residence towers.
Integrating an Urban Campus within a Naturalized Park Setting

One of the core identifying features of the character and structure of Wascana Centre is its large, informal landscapes, and the integration of the lake. This informal landscape is intended to bring coherency and a seamless integration of the groupings of buildings within the Centre. Within this naturalized context, each building is meant to be integrated within a beautiful landscaped setting, as if the park were a living gallery of iconic buildings.

This characteristic is less evident on the Main Campus, an area which constitutes the Core Campus and fields, the First Nations University of Canada, and the Research Park (as defined in the 2004 Campus Plan). Development of the Main Campus has been less focused on enhancing the open space environment to the extent of creating “buildings nestled within a park”. The Main Campus lands, identified as Institutional Development lands within Wascana Centre’s “Knowledge Corridor”, have developed with an urban focus, primarily on the implementation of institutional buildings and supportive parking. The campus is supported by a few strong key open space features, such as the Dr. Lloyd Barber Academic Green, the Dr. John Archer Library frontage to Wascana Lake, and the treed areas around Campion College. Individually, each of these features provides a green impact for the campus; as a whole, however, they are discontinuous and make a minor contribution to the overall character of Wascana Centre. The strong presence of large areas of surface parking inhibits a seamless integration of the Main Campus into Wascana Centre’s forested landscape. As a result, the current campus feels hard and less welcoming in comparison.

In 2002, 288 mature trees were relocated from the core campus area to less developed areas of the campus to make room for new buildings. Future initiatives will be guided by a framework for open space development that is designed to achieve the goals set forward in the Wascana Plan.

Opportunity

The momentum for building an extraordinary landscape for Wascana Centre needs to be supported by the development of a comprehensive open space framework for the University’s Main Campus, which should be a core component of the Master Plan. Its objective should be to restore a park-like setting for the campus, and a beautiful context for its landmark buildings that is more in keeping with the Wascana Plan. More importantly, an open space framework is needed to guide development towards creating a welcoming and inviting institutional environment for students, and a beautifully landscaped regional destination for the community.

Concentrating Facilities on the Main Campus

The University of Regina has several land holdings within Wascana Centre. The lands constitute the historic College Avenue Campus to the north, the Main Campus south of the river, the lands south-west of the Wascana Parkway, and the East and South Lands west of the Trans-Canada Highway. Although the University sits within Wascana Centre, the campus lands are fairly disconnected from one another. This is mainly due to distance and land barriers such as the highways. In addition, the internal orientation of the Main Campus, coupled with the significant frontage of surface parking lots, lead it to be somewhat disconnected from the surrounding neighbourhoods.
Although there are opportunities to redevelop the College Avenue Campus in order to expand programs, as well as the potential to expand the campus onto the east lands as demonstrated in the 2004 Campus Master Plan, a more focused approach to campus growth and development on the Main Campus is favourable. Such an approach would generate the appropriate conditions necessary to take advantage of several opportunities, including: to create a stronger campus identity; to create a stronger sense of place and campus community; to build a campus that is more compact, walkable, accessible, and connected within and to the surrounding neighbourhood; and to structure a more efficient use of campus lands with intensified development in the campus core, and facilities concentrated in one area.
3.2 Main Campus Structure Moving Forward

The University of Regina’s Main Campus has evolved through the development of many campus plans, and many of the core ideas of these plans that have been retained and implemented continue to define the structure of the campus today. Some of these features include: zones of development first detailed in Yamasaki’s Campus Plan - the academic core (surrounding the Dr. Lloyd Barber Academic Green to the north-west, student housing to the north-east, the fields to the south-east, the research area to the south-west, and the colleges to the east; a built form structure with a focus primarily internal to the campus; the internal connected “Urban Street” - the continuous linking of buildings, mainly at grade, to create a continuous pedestrian passage through the campus; the creation of iconic buildings, some of which maintain access to the podiums; an open space structure focused
primarily around a large central green as the main open space feature with connections to Wascana Lake, the Colleges, and Innovation Place; quadrangles and courtyards framed by buildings; a linear landscaped space referred to as the Urban Mall (1982 Plan), which connects the core campus to Innovation Place in the south; a mixture of surface parking lots mainly along the perimeter of the campus with some structured parking integrated within the core; and an access ring road around the campus core and down through Innovation Place, with increased access to Wascana Parkway.

The current Main Campus is bordered by Wascana Lake, Wascana Parkway, and the Trans-Canada Highway. The north part of the existing campus is defined by the academic core and the colleges, and First Nations University to the north-east. The southerly part of the campus is defined by Innovation Place (formerly Research Park), the Greenhouse Gas and Technology Centre and Maintenance Building, the Heating Plant and EEC Building, and the sports fields. To date, the focus of campus growth has been concentrated on the development of the academic campus core.

This document later redefines a more compact “Main Campus” as the core campus area bounded by the Wascana Parkway, University Drive North, University Drive East and University Drive South.

Creating a Welcoming External Campus Face

From the evolving landscape of the Campus, what has emerged is a collection of buildings that face inwards to the Dr. Lloyd Barber Academic Green and remain relatively enclosed. Gestures towards permeability are found on facades facing the Green, through multiple entrances (although some are inaccessible) and/or frequent windows, whereas the facades facing outwards are relatively non-permeable and are service oriented. There have been recent gestures to provide an outward face to the campus with the development of the Riddell Centre south, the new Research and Innovation Centre, and the new entryway to the Centre for Kinesiology, Health and Sport.

Future development of the campus should consider creating an outward face to the surrounding neighbourhood to the west, to the Park to the north, and to the Colleges and Innovation Place to the east and south, in order to better integrate and connect with its surrounding context and to improve the interaction with the outdoors. It is also an opportunity to strengthen campus identity and create ease of wayfinding, by providing a visually and physically clear address and a front door.

Opportunity

Increasing Height and Visibility on Campus

There are several important reasons for creating additional height on the campus. Height is directly related to density and achieving a critical mass on the campus. It is also an opportunity to improve campus visibility, strengthen campus identity, and improve campus wayfinding. Except for the North and South Residence buildings that stand 12 storeys tall, all building heights are between 2 and 7 storeys.
The lack of campus visibility - and therefore a stronger campus presence - is thwarted by its current physical structure of peripheral parking and mainly low buildings. Wascana Parkway possesses vast potential to be a most scenic corridor within the Centre, and the Main Campus should be one of the most memorable landmarks along this corridor, with framed views into campus from the Wascana Parkway, terminating at key buildings or gateways, and a grand welcoming gesture at the Wascana Parkway and Kramer Boulevard/University Drive South intersection.

**Opportunity**

A strategic structuring of height on the campus that respects the character of the Wascana Park environment, will provide opportunities to create identifiable landmark and gateway buildings clearly visible from the Parkway, from the intersection, and also from across the Wascana Park Lake to the north. Additional height in key locations also provides the opportunity to create buildings as wayfinding mechanisms (landmarks) on campus, and to frame views to key spaces and places, visually connecting key areas of the campus.

In terms of achieving a critical mass on campus, increased height in a compact campus scenario provides an opportunity to intensify by allowing growth to occur upwards. Having additional height can also, for example, increase the opportunities to expand the residential presence on campus, and provide other uses that can animate the campus environment and increase its vibrancy. With the exception of gateway locations, most of the building can be implemented central to the campus, allowing for a healthy transition of lower building heights to the campus edges, and respecting the Wascana Park character.

**A Connected Campus - Both Internally and Externally**

The connectivity of the campus is primarily focused internally, with an extensive pedestrian concourse pathway that connects the academic and residential buildings and encircles the Dr. Lloyd Barber Academic Green. The internal concourse is extremely successful at facilitating pedestrian activity within the academic core and in linking the internal gathering places and food amenities. Additional attention has also been paid to pedestrian connections across the Academic Green, between buildings, and to the multi-use trails along Wascana Lake to the north. However, there are desirable path options that need to be developed to connect with First Nations University and Innovation Place, and to surrounding neighbourhoods. As well, the sidewalks throughout the campus, and especially along the University Drive loop and Research Drive are not continuous, and pedestrian routes through the peripheral parking lots are unfriendly.

In terms of vehicular connectivity, the main vehicular entrance to the campus is at the intersection of University Drive South, (which becomes Kramer Boulevard to the west), and Wascana Parkway, a major transportation route and view corridor. There is minimal indication and clarity that this is the main gateway into campus. Because the pedestrian
focus is internal to the campus, the University Drive loop, which is the main vehicular connector to the campus buildings and Innovation Drive, is structured to address access to the parking lots and services areas and less so on creating welcoming entrances to buildings. In addition, bike parking and transit stops are located at the campus periphery where building facades do not address these uses and functions. As a result, the character and use of the roadway and its relation to the campus buildings is unfriendly towards pedestrian, cyclist, and transit users.

The improvement to campus connectivity is directly related to creating a campus that is more visible and externally focused, with frontages and addresses to the streets and surrounding context, and that bridges the gap between existing disconnected buildings. Building out toward the University Drive loop provides opportunities for closer pedestrian drop-off and connections to building entrances, and facades that engage pedestrian, transit, and bicycle uses and amenities. Creating new frontages to the street, in turn, demands a higher pedestrian- and cyclist-oriented profile for the University Drive Loop and for Research Drive, which entails continuous sidewalks, bike lanes, enhanced streetscaping, more drop-off areas, gateway and wayfinding treatments, and a clear hierarchy of vehicular, pedestrian, cyclist, and transit movement.

Building the campus eastwards provides opportunities to continue the internal concourse system to connect with the colleges, FNUniv and future campus buildings, and to provide new outdoor pathways, trail connections, and streets.

A System of Open Spaces and Places for Gathering

The campus is situated in Wascana Park, and although urban in form, it can be made to become a major contributor to the Park's green environment by strengthening the existing open spaces, creating a diversity of new spaces, and infusing a more natural setting into the campus. The 1982 du Toit Master Plan initiated the strongest vision for a forested campus. Their 1992 and 1998 Plans further developed the open space structure, which maintained the strength of the Academic Green and north south spine, and introduced a new east-west spine connection to FNUniv and a series of courtyards. Many of the early plans also envisioned numerous courtyards and quad spaces as part of the open space system.

Today, key open spaces that have materialized as a result of past plans include a fairly well-defined Dr. Lloyd Barber Academic Green as the central gathering space; the north-south landscape connection or "University Mall" (as defined in the 1982 Plan) to Innovation Drive; a significant boulevard buffering Wascana Parkway at its northern edge; the sports fields; and the open space fronting the Dr. John Archer Library, which creates a sense of classicism in the landscape structure that might have been originally envisioned for this site.
More recent landscape interventions include the enhancement of the north-south “University Mall”, the organic landscape space fronting the Dr. William Riddell Centre, and the relocation of 288 mature trees throughout the campus, primarily defining a forested landscape south of Campion College. With the exception of the Academic Green and the sports fields, most of the existing open spaces provide a green landscaped environment, but they do not necessarily represent useable places to gather, study, play, and enjoy.

**Opportunity**

There is a great opportunity to create a framework of open spaces, trails and pathways that address the need for placemaking on campus; expands the public realm by connecting the internal campus to the external campus and the Park; creates a diversity of open spaces to address various campus needs; and builds on the broader natural setting. Each new building development presents an opportunity to create new open spaces that are beautiful, protected, pedestrian oriented, and supportive of a vibrant and animated learning environment. An open space framework would also consider ways to strengthen the visual and physical connection to adjacent places such as Innovation place, First Nations University, and the surrounding neighbourhood.
4.0 Vision and Principles

4.1 Main Campus Vision

The University of Regina Main Campus is a visionary, inclusive, sustainable, vibrant place of learning located in a setting that is beautiful, welcoming, and connected, and that possesses a strong sense of home, community, and belonging.

Welcoming
The University Main Campus offers a mixture of high-quality and vibrant communal spaces for spontaneous social encounters, as well as quieter spaces for concentrated study and learning. The Main Campus has a clear and distinct gateway and point of entry to orient users.

Sustainable
The University strives to attain the highest quality of sustainability possible. It is proud of its sustainability goals and initiatives and strives to make them as visible as possible. This helps to foster a campus mindset that actively respects and continually questions how to reduce human impacts on the local environment.

Diverse
The University’s strength lies in its evolving mosaic of people, cultures, learning styles, and disciplines. The University embraces this diversity and encourages its evolution as a key strategy for promoting synergies across departmental and demographic lines.

Connected
Strong integration and connections within and to the park, the local community, and international institutions make the University an effective, contemporary, and relevant place of learning and research.
The University encourages continued exchange of knowledge, experiences, and services between local and global communities through improved physical design of the campus as well as programs that facilitate interaction.

Physical linkages such as the roads, sidewalks, and bike paths that connect to the campus will be beautiful, inviting, and accessible year-round. Campus design will also reflect this openness by being accessible, easy to navigate, and aesthetically recognizable and unique.

4.2 Main Campus Principles

1. **Be a visible leader and model for campus sustainability.**
   The University will actively lead in sustainable design, environmental stewardship, and community development - this is a key action of the University’s Strategic Plan (A5 - Leader in Sustainability). Sustainability will be visible in the philosophy of everything that happens on campus, including the built-form, open spaces, recreational and academic programs, and services offered.

2. **Be a leader for innovative learning environments.**
   The University will be a leader in the design of quality learning environments in addition to the creation of supportive infrastructure, such as places for gathering and service delivery. Classrooms, labs, and study spaces will inspire innovation and connect to places of living and play in order to create a balanced campus lifestyle.

3. **Celebrate and build-upon heritage resources and landscapes.**
   The University will celebrate, integrate, and enhance its Wascana Centre setting by conserving and leveraging heritage buildings on the College Avenue and Main Campuses. These resources will continue to collaboratively narrate the history of the University through enhanced outdoor settings and connections to new developments.
4. **Provide the spaces, places, and infrastructure to support a vibrant campus life, and a collective campus community.**

The University will create a place to call home by focusing on great places for people to linger both indoors and out. It will seek to increase the residential population on campus and connect physically with surrounding communities and beyond. This population will be supported by new amenities that stimulate a vibrant urban scene on campus.

5. **Be a compact, walkable campus that prioritizes pedestrians, while also accommodating all other modes of transportation – cycling, transit, and cars.**

The University will provide sustainable transportation choices (year round), prioritizing pedestrians, improving supports for public transit (i.e. waiting areas) and incentivizing car pooling. The campus will be designed to accommodate all modes of transportation, including walking, cycling, transit, and vehicles. Movement on campus will be characterized by shorter and environmentally lighter trips.
5.0 Rationale for the Campus Master Plan

This Plan has been fundamentally shaped by the outcomes of consultation undertaken with the campus community, including students, faculty, staff, the Board of Governors, project Steering and Advisory Committees, and the Wascana Centre Authority. The consultation outcomes provide an important part of the rationale for the Campus in the Park concept, as well as for all the detailed frameworks that are found in this Plan. In particular, this Plan responds to three challenges identified during the consultation process:

1. **The campus needs a greater sense of place.** A clear and consistent theme that emerged during the course of consultation was that the Main Campus is perceived as lacking a coherent identity, an attractive public realm, and a structure that provides legibility and allows for easy orientation. As a response, the Master Plan concept focuses on establishing an identity for the Main Campus as the Campus in the Park. In order to cultivate this identity, the Plan identifies a system of open spaces and trails that are linked to Wascana Centre; directs that all campus buildings provide attractive inward and outward faces - addressing both the campus and the city; reduces the visual dominance of surface parking lots, while introducing new buildings strategically located to frame a network of open spaces; creates a framework of landscaped streets and beautiful public spaces where people will want to linger; and, defines gateways to provide a sense of arrival for those entering the Main Campus.

2. **The campus needs greater vibrancy and animation.** There is clearly a strong appetite among the campus community for a higher level of activity, services, and amenities on campus, provided at a wider range of hours, and on more days of the week. The Master Plan concept directs future campus growth to achieve a critical mass of consumers/users, such that a sufficient on-campus student population is established to support the provision of enhanced services and amenities. A component of achieving this, over time, will involve the development of additional student residences, facilitating an increase in the percentage of students living on campus. Another key strategy with respect to enhancing the mix of uses and activity on the Main Campus is a focus on a compact campus approach, directing future investment to complete the existing campus.
3. **The campus needs to be more sustainable in its planning and operations.** In consultation, the University of Regina Campus community expressed a desire to embrace sustainable lifestyle options, and also a frustration that it is currently difficult for them to do so. The Master Plan concept will make sustainable practices visible in the design and use of spaces on campus, as well as in the creation of attractive facilities and infrastructure for public transit and active transportation alternatives (walking and bicycling). A compact campus offering a wider range of services and activities will optimize space utilization while enabling the campus community to choose sustainable lifestyle options, in particular, with respect to transportation choices.

5.1 Critical Mass

The University of Regina is at a tipping point. In order to achieve the vision of a Campus in the Park, the University must embrace the idea of a compact campus, and of building a critical mass of students that will then make viable an array of services and activities. This 'building' of vibrancy means a shift in the way the campus is viewed - not as a collection of interesting buildings to be observed from a far distance, but a collection of communal living and learning spaces amongst these buildings that offer a unique and invigorating lifestyle experience.

A larger on-campus population creates the number of people necessary to support the services, amenities, culture, energy, and lifestyle desired on campus. More people create a larger market for these activities, and create more daily interactions. Eventually, this shifts the function and perception of campus and the momentum becomes self-sustaining, fuelling further growth.

Achieving a critical mass of attractive amenities must also be part of the equation, and is necessary to initiate a shift in the balance of campus population and campus use. Providing incentives to stay on campus such as a diversity of gathering places, food, recreational facilities, and spaces for cultural events is necessary to affect change. Having student residences on campus is key to achieving a continuous presence of people, increasing safety (eyes on the street) and diversity of interactions. The campus truly becomes a living community.

5.2 Carrying Forward the 2004 Master Plan Strategies

There are many ideas from the 2004 Campus Master Plan that fit well and are supported by the Campus in the Park concept, and would be wise to carry forward. Table 2 identifies which of the 27 Strategies are carried forward, and explains how they are adapted by this Plan.
<table>
<thead>
<tr>
<th>Strategy, 2004 Campus Master Plan</th>
<th>Level of support, 2011 Campus Master Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Main Campus will continue to be consolidated and retain the focus of academic and related activity.</td>
<td><strong>Carried forward by the Plan:</strong> The new Plan supports a compact campus.</td>
</tr>
<tr>
<td>2. The College Avenue Campus will be used for academic functions which benefit from a separate and downtown location.</td>
<td><strong>Carried forward by the Plan</strong></td>
</tr>
<tr>
<td>3. Future development will support a sense of cohesion as well as easy and quick pedestrian movement between campus facilities.</td>
<td><strong>Carried forward by the Plan</strong></td>
</tr>
<tr>
<td>4. 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.</td>
<td><strong>Further enhanced by the Plan:</strong> The new Plan places strong emphasis on establishing a greater balance between the importance of built form and open space. An open space framework for the conservation of existing landscape and open space assets and the creation of new open spaces and linkages is a priority for a compact campus structure.</td>
</tr>
<tr>
<td>5. The spatial structure of the Campus will be reinforced. It is composed of a central space, two spines east and south, a series of protected courts, and a network of trails.</td>
<td><strong>Further enhanced and expanded:</strong> In addition to this structure, the new Plan proposes a “Campus in the Park” structure that embraces all frontages: to the surrounding streets, the lake, and the internal courtyard spaces. The academic core is still retained as the main organizing agent, with strengthened east-west and north-south spines. New internal courtyard spaces are created along these spines, providing a greater balance of internal and external spaces, circulation and linkages throughout the Campus.</td>
</tr>
<tr>
<td>6. Campus landscapes will reinforce the spatial structure and circulation system of the Campus as well as provide pleasant places to relax, view and play. Buildings will be sited and designed to define and animate meaningful outdoor spaces.</td>
<td><strong>Further enhanced by the Plan:</strong> The new Plan further enhances this strategy with the development of an open space framework, which defines a diversity of open spaces, and structures the public realm to also embrace key architectural elements.</td>
</tr>
<tr>
<td>7. 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 lots, building entries, and recreational trails.</td>
<td><strong>Adapted by the Plan:</strong> The new Plan responds to the new campus vision and includes a network of dedicated bike paths.</td>
</tr>
<tr>
<td>8. The University will manage demand for parking and prudently move from reliance on surface parking to more structured parking.</td>
<td><strong>Further enhanced by the Plan:</strong> The new Plan reflects a preference for below grade structured parking in order to increase the open space potential and enhance the public realm environment. The option for the consolidation of surface parking to the Wascana East Lands, and some options for above grade structured parking are being considered.</td>
</tr>
<tr>
<td>9. The University will seek ways to improve transit service in terms of frequency, convenient stops and efficient routings.</td>
<td><strong>Further enhanced by the Plan:</strong> In addition to a new Transit Hub, the new Plan also supports an increase in carpooling, bicycle use, and walkability.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>10. 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 &quot;streets&quot; - vital and sociable meeting grounds for the entire university community.</td>
<td><strong>Further enhanced by the Plan:</strong> A rationale for linking buildings beyond the original Campus core: to be a balance of consideration for the value of internal linkages alongside the value of exterior open spaces and experiences, and creating an accessible and permeable Campus for other movement modes. The new Plan suggests a structure whereby internal linkages should not occur across campus streets or open space pedestrian spines - east-west and north-south. This rationale allows for the integration and ease of circulation of other modes of transportation, such as a bicycle, throughout the Campus. If the Plan allows for connections across major open space linkages, the connections should be transparent and easily accessible.</td>
</tr>
<tr>
<td>11. The University will provide easily accessible playing fields/outdoor athletic facilities/recreational areas and preserve existing fields where possible.</td>
<td><strong>Further Enhanced by the Plan:</strong> An Athletic Precinct is included, which includes the Athletic Green and urban parkette.</td>
</tr>
<tr>
<td>12. The Academic Green will be surrounded by buildings which present a friendly face to it, include more intimate spaces and activity attractions within it, and there will be easy access to the concourse system at grade and the podium level above.</td>
<td><strong>Carried forward by the Plan</strong></td>
</tr>
<tr>
<td>13. Each new building will be sited and designed to contribute to the campus-wide pedestrian system and the ordering of the overall spatial structure.</td>
<td><strong>Further Enhanced by the Plan:</strong> With a greater consideration of the open space structure and improved external circulation.</td>
</tr>
<tr>
<td>14. Of the four basic ways of providing building space - Improved Utilization, Renovation, Infill, and Expansion - the University will emphasize consolidation (the first three) rather than expansion.</td>
<td><strong>Carried forward by the Plan:</strong> The new Plan supports a compact campus approach.</td>
</tr>
<tr>
<td>15. The University is committed to quality, permanence and life-cycle economy in building and landscape construction, maintenance and renewal.</td>
<td><strong>Further Enhanced by the Plan:</strong> The emphasis on creating a sustainable campus needs to be a key factor in the economies of scale, as the means of defining quality for the Campus.</td>
</tr>
<tr>
<td>16. The University intends to provide community leadership in responsible and effective environmental action through sustainable developments that are land, energy, and waste efficient.</td>
<td><strong>Carried forward by the Plan</strong></td>
</tr>
<tr>
<td>17. The increasing value of land, both on and adjacent to the Campus, will be reflected in project cost analysis and be accommodated through increased development density.</td>
<td><strong>Carried forward by the Plan:</strong> The new Plan supports a compact campus.</td>
</tr>
<tr>
<td>18. Projects established to meet the needs of a particular constituency will also meet the communal needs of the University as a whole.</td>
<td><strong>Carried forward by the Plan</strong></td>
</tr>
<tr>
<td>19. Designs for improving wayfinding will concentrate on two parallel fronts: the legibility and imageability of the Campus; and a comprehensive information and signage system.</td>
<td><strong>Carried forward by the Plan:</strong> The creation of a University Information and Visitor Centre.</td>
</tr>
<tr>
<td>20. Buildings, landscapes, and lighting will be designed and managed to promote personal safety.</td>
<td><strong>Carried forward by the Plan</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>21. Outdoor places and paths, as well as buildings, will have sufficient identity to be named, and they should be named.</td>
<td><strong>Carried forward by the Plan</strong></td>
</tr>
<tr>
<td>22. The University will seek to expand catalysts for day-long life on the Campus - opportunities for socializing, sports, recreation, entertainment, shopping and relaxing.</td>
<td><strong>Carried forward by the Plan</strong>: The emphasis on establishing increased on-campus living and a critical mass of people</td>
</tr>
<tr>
<td>23. The University is committed to a concept of universal accessibility for all parts of the Campus and buildings where people may be expected to study, work or live.</td>
<td><strong>Carried forward by the Plan</strong></td>
</tr>
<tr>
<td>24. The Campus Master Plan is approved as University policy by the Board of Governors and maintained as an effective development directive through continuity of responsibility, consistent application, and regular updating and review.</td>
<td><strong>Carried forward by the Plan</strong></td>
</tr>
<tr>
<td>25. The project design and approval process will ensure compliance at all stages with the Campus Master Plan. The process will invite university community input at the planning/programming stage and whenever variations to the Campus Master Plan are processed.</td>
<td><strong>Carried forward by the Plan</strong></td>
</tr>
<tr>
<td>26. Design Guidelines will be developed for each new project to define its specific planning context and bring into focus the objectives of the Campus Master Plan. These include a design checklist to which project designers should explicitly respond.</td>
<td><strong>Carried forward by the Plan</strong></td>
</tr>
<tr>
<td>27. 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 to be used efficiently.</td>
<td><strong>Has been revised by the University</strong>: We no longer designate all vacated space as 'Opportunity Space'. Instead, 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.</td>
</tr>
</tbody>
</table>
5.3 On-campus Housing

“There are all sorts of studies... about the fact that the more the students live with each other and the more they are engaged with each other in a campus environment the better their experience, the better the graduation rates are, the better the retention rates are, the happier they are. I mean, the data is just overwhelming”

-E. Gordon Gee, President, Ohio State University, on the university’s two-year residency program, requiring all first and second year students to live on campus.

The completion of the North and South residences in 2004 added 693 residence rooms to the campus inventory, nearly doubling the main campus residence capacity. The University of Regina now has 1,220 residence beds, sufficient capacity to accommodate 15% of the 2010 FTE\textsuperscript{1} student population.

The campus concept in this Master Plan identifies several potential sites for new residential development on the Main Campus, sufficient to further increase the University’s Residential Beds/FTE ratio to 20% (0.2 Residential Beds/FTE).

There is a compelling rationale for providing more opportunities for students to live on campus, and for increasing the size of the on-campus student population. To begin, there is a large body of research demonstrating that students derive a variety of benefits from living on campus. Some of the positive outcomes that have been consistently demonstrated as being associated with on-campus living include:

- higher retention rates and matriculation rates - students living on campus are more likely to stick with and complete their university education than those living off campus;
- higher grade point averages, as acknowledged in the University of Regina 2010-2011 Operations Forecast, which states that “Academic studies show that students who live on campus perform better academically than those who don’t.”;
- higher levels of engagement with campus programs, and involvement with extra-curricular activities; and
- greater social integration, interaction, and peer networking.

It is also reasonable to expect that:

- A larger on-campus student population will facilitate a more active and vibrant campus environment, supporting a more comprehensive range of services and amenities on campus, and expanded operating hours for both retail amenity and core campus services (such as library hours).
- More residence beds on campus, and a variety of unit types will help the University of Regina to compete with other institutions for out-of-province and international students.
- Expanded on-campus housing options, as well as expanded on-campus daycare facilities, could also broaden the size and increase the quality of the available applicant pool, providing further opportunity to enhance the academic atmosphere of the University.

\textsuperscript{1} Full-time equivalent (FTE) is a measure of the number of students served by a university, taking into account the various ways in which full-time and part-time students pursue their studies. The University of Regina uses the Statistics Canada formula for calculating FTE student counts (the sum of the headcount of full-time students and the headcount of part-time students divided by 3.5, FTE=FT+(PT/3.5))
Figure B.7. Winter modal split for student travel

- Higher numbers of students living on campus should improve the modal split, and reduce the number of automobile trips to campus. Currently, a majority of students drive alone to campus (see Figure B.7). Reducing the number of automobile trips to campus would result in a variety of cascading benefits, including:
  - reducing the need for on-campus parking space;
  - freeing land for other, higher order uses;
  - improving the aesthetic of the campus;
  - improving pedestrian and cyclist safety on campus and in Wascana Centre;
  - enhancing the park setting; and
  - reducing the carbon footprint of the campus.
- As a result of their higher levels of engagement in campus life and interaction with peers, students living on campus would be more likely to develop strong ties to their University. This means they will be more likely to remain connected as alumni and to support future fund-raising efforts with respect to scholarships, research, building campaigns, and other emerging priorities.

All of these positive outcomes, potentially realized from increasing the options for students to live on campus, are well aligned with objectives that have been identified by the University in its plans, reports, and frameworks, including:

- The goals and objectives identified in the University of Regina’s Strategic Plan 2009 - 2014. In particular, the objectives associated with Goal B3, “Improve the university experience for students, promote their wellbeing, and foster stronger campus community and spirit...”
• Aim #5 of the University of Regina’s Performance Measurement Framework - Provide Superior Student Experience - and the associated target of an improved retention rate from year 1 to year 2.

• The demand for affordable housing and housing suitable for families identified in The Operations Forecast for 2010-2011. This report further recognizes that the provision of affordable and family housing units would aid with student recruitment and retention; increase the overall competitiveness of the University; and provide necessary support for mature First Nations and Métis students.

Finally, and importantly, the provision of additional on-campus housing capacity, and the expected outcomes with respect to the impact of a larger on-campus student population on campus life, aligns strongly with feedback provided by students during Phase 1 of the Campus Master Plan process. In Phase 1 consultations, students indicated that building and improving upon campus community, campus life, and campus vibrancy are important to them and to their University of Regina experience.
5.4 New Assumptions
Since 1998, University of Regina campus planning - in particular, with respect to the Main Campus and Wascana East - has been informed by a set of assumptions regarding future campus growth, and the capacity of university lands to absorb that growth. Specifically, during the period between 1998-2004:

- A more modest view was taken of the potential to absorb growth on the Main Campus. The most significant aspect of this was the removal of lands in the northeast quadrant of the Main Campus - historically considered as an opportunity site for future campus growth - from consideration as potential building sites (see Figure B-8, in particular, the change between the 1998 and 2004 Plans);
- A discourse arose related to a future campus on the Wascana East Lands, beginning with the proposal of potential routes under the Trans Canada Highway in the 1998 Plan, and culminating in a demonstration plan prepared in 2002.

This iteration of the Campus Master Plan clearly diverges from some of the previous thinking regarding future growth on the Main Campus. This Plan reintroduces the northeast quadrant of the Main Campus as a potential site for future campus developments, and prioritizes the concentration of growth on the existing campus over expansion to a new campus on the Wascana East Lands.

This section acknowledges these new directions, and discusses some of their underlying rationales.

5.4.1 The North-East Quadrant
One of the key assumptions informing the previous iteration of the Campus Master Plan (the 2004 Campus Master Plan for Long Range Development, prepared by du Toit Alsopp Hillier) was that only a small number of potential building sites remained that could "positively contribute to the existing spatial structure" of the Main Campus, and that once those sites were built out, the campus would have "reached its capacity in terms of an appropriate balance of open space, buildings, parking, and services". Figure B-9 depicts the remaining building sites envisioned as of the 2004 Master Plan. It was anticipated that the target enrolment for the Main Campus, once these sites had been built out, was 12,500 FTE students.

As of 2010, the main campus student population is estimated at 8,216 FTE. The Research and Innovation Centre (previously identified as the Laboratory Building Addition) - one of the largest opportunity sites identified on the previous Plan - has been completed, and it now seems clear that even if all of the building sites indicated in the 2004 Plan were developed (excluding those associated with affiliated colleges), the previous main campus concept would not be able to accommodate 12,500 FTE students.

The growth concept for the University of Regina Main Campus that is articulated herein is based on a new set of assumptions. This Plan is informed by an understanding that:

- It is desirable to develop the necessary critical mass of students on the campus to create a more vibrant community that can support greater services, amenities, and extracurricular activities;
- Surface parking, while necessary, is not the best and highest use for any campus lands;
- Main Campus surface parking lots could provide considerable additional capacity for future growth, while also providing opportunities to frame and strengthen the campus’ open space structure through the strategic location of new buildings.

Figure B-8. Previous Master Plan iterations (1987-2004), highlighting concepts for the northeast quadrant of Main Campus
In particular, the northeast quadrant of campus, currently occupied by main campus parking lots 2 and 3, represents significant capacity to introduce new facilities, and new open spaces, on the Main Campus.

5.4.2 Wascana East Campus

The Demonstration Plan for the Wascana East Lands envisions the development of a second campus that would eventually accommodate 12,500 FTE students. This scenario assumes that the Main Campus will reach its capacity at 12,500 FTE students, and that the development of the East Campus will then be necessary to allow the University to approach a total population of 25,000 FTE students - a figure identified in the 2004 Plan as being the “typical population of a mature university”.

Without precluding the long-term possibility of expansion to a second campus in Wascana East (the University does, after all, hold a 99-year lease), this Plan presumes that the conditions for such expansion do not currently exist, and that any near-term consideration of a new campus is unnecessary.
5.5 Technical Analysis

5.5.1 Space Analysis
Resource Planning Group Inc. (RPG) was retained by the University of Regina to undertake a Main Campus Utilization Study in conjunction with development of the Master Plan. As part of the study, RPG developed utilization and growth factors for:

- Instructional Classrooms;
- Instructional Labs;
- Research Laboratories;
- Offices; and
- Library and Student Study.

RPG also developed optimal FTE/space ratios, used by the university to calculate future demand for campus area in each of the 20 COU space categories.

The general findings of the RPG analysis, as provided in the campus utilization study, are:

- Utilization of classrooms is consistent with University of Regina utilization standards for time and station use. There is opportunity to save a modest amount of space by more closely matching classroom sizes with section sizes. A greater opportunity exists to increase the utilization standard from 30 hours per week to 40 hours, and providing a better match of classroom size and section size;
- Instructional lab utilization appears to be quite low, when compared to industry standards. In fact there is over 40% more space allocated to instructional labs than standards would generate. A more detailed study should be conducted to identify possible space savings. Information was not available at the time of the study to conduct a detailed analysis;
- Research laboratories, overall are sized consistent with industry space standards. Discrepancies exist between the disciplines, with some areas provided with space well in excess of industry standards and others with no space at all;
- Office space was analyzed both for faculty and administrative disciplines and services and included a review using the University’s office standards as well as a comparison with industry standards. Overall space provided for faculty is slightly below industry standards, and is marked by some inequities in distribution; space provided for administrative functions is slightly above industry standards, and also has some inequities; and
- Library and informal student study space is about half of what the University of Regina and COU standards indicate. Student study space, both within and outside the library, is the area that requires the most growth.

These findings, combined with future Main Campus area projections developed in the campus area worksheet, informed the location, size, and proposed massing of future building sites in the Master Plan concept, as well as the allocation of uses to the proposed future buildings. The Master Plan concept was developed in such a manner as to address the space deficiencies identified in the RPG analysis, as well as the gross floor area requirements identified in the campus area worksheet, while fulfilling a broader set of objectives with respect to improving the open space framework on campus, enhancing the public realm, better connecting the Campus to surrounding uses, and developing a critical mass of activity and uses on campus.
5.5.2 Detailed Capacity Analysis
The due diligence undertaken as part of the preparation of the Master Plan concept included a detailed capacity analysis, linking the concept plan to the projected demand for Gross Floor Area (GFA)\(^3\) in low, mid, and high growth scenarios. Given a current (2010) main campus FTE student population of 8,216, the student population and presumed growth rates in the three scenarios are shown in Table B-2. Possible build-out plans for each scenario are shown in Figures B-10, B-11, and B-12.

<table>
<thead>
<tr>
<th>Growth Scenario</th>
<th>Student Population (FTE)</th>
<th>% Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Growth</td>
<td>9,500</td>
<td>15.6%</td>
</tr>
<tr>
<td>Mid Growth</td>
<td>11,000</td>
<td>33.9%</td>
</tr>
<tr>
<td>High Growth</td>
<td>12,500</td>
<td>52.1%</td>
</tr>
</tbody>
</table>

The capacity analysis tested proposed building footprints and heights against the projected area requirements of each growth scenario, in order to determine:

1. That the concept plan represents sufficient capacity to meet the total requirements for new campus GFA in each scenario;
2. That the concept plan provides an appropriate amount of assignable space to address the specific requirements for new classroom, library, athletic, and residential space in each scenario;
3. The preconditions that will be necessary to provide sufficient capacity to accommodate parking demand in each of the growth scenarios. Consideration was given to surface, underground, and structured parking options.

The projected demand for new campus GFA was based on the ‘Campus Area Worksheet’ prepared by the University. The worksheet provides current statistics with respect to the campus space inventory in each of 20 Council of Ontario Universities (COU) Categories (categories of space developed by the COU for inventory and classification of physical facilities). Using input measures taken from Resource Planning Group data, the worksheet also identifies the surplus or requirement for new GFA in each of the 20 COU categories in the low, mid, and high growth scenarios.

Some of the key assumptions informing the capacity analysis:
- The increase of residential beds/FTE from a current ratio of 0.15 (15%) to a ratio of 0.20 (20%) in the low, mid, and high growth scenarios.
- An assumed minimum 10% transit modal shift in the low, mid, and high growth scenarios.
- The possibility of a 15% transit modal shift in the low, mid, and high growth scenarios, and a 20% modal shift in the high growth scenario.
- That, where possible, one floor of underground parking will be built below new facilities.

\(^3\) Gross Floor Area refers to the total assignable and non-assignable area of campus buildings, including exterior walls.
• The eventual construction of a structured parking facility on the current site of Lot 4. The facility has been estimated to supply 1,361 net additional stalls if built to provide seven floors of parking (a five storey structure, plus rooftop parking and one level of parking below grade). It is expected that the structured parking facility will be required to meet main campus parking demand by the mid-growth scenario.

• That the existing daycare facility will be replaced with a new permanent facility in residential building E (matching current capacity), and that capacity will eventually be doubled with an additional facility in residential building A.

• That the construction of the arena will take place by the mid-growth scenario, and will coincide with the creation of a new celebratory plaza on the current site of Lot 14.

• That the Education Building addition will coincide with the removal of Lot 11, and its replacement with a new landscaped open space south of CKHS and west of Lot 14.

• All scenario parking impact summaries assume that University Drive road improvements - resulting in a net gain of 250 lay-by surface parking spaces – have taken place before build-out of new facilities.

• Underground parking area calculations are based on 30m² underground parking area/stall.

It should be noted that the University of Regina Main Campus projections do not include FTE (Full-Time Equivalent) or campus GFA numbers for Luther College, Campion College, or FNUniv. As such, the Capacity Analysis does not evaluate the impact of possible expansions to the federated colleges. The expansions of Luther, Campion, and First Nations University indicated in the 2004 Master Plan have, however, been carried forward and are included in the campus concept rendering. It should also be noted that parking capacity used by Luther / Campion / FNUniv is included in the capacity analysis. Therefore, the growth rates of the Main Campus will allow for growth of parking capacity for the Federated Colleges, assuming a uniform growth rate as the Main Campus.

Tables B-4 to B-9 provide a summary of the GFA and parking capacity analyses for each of the three Growth scenarios depicted in Figures B-10 - B-12. In order to simplify the assessment of concept plan capacity, and facilitate the allocation of the proposed new buildings, the 20 COU categories were grouped together into six broader categories - Academic, Lab, and Academic Offices; Library; Athletic & Recreational; Residential; Food Services; and, Other.

A comment with respect to housing on campus: The increase of residential beds/FTE from a current ratio of 0.15 (15%) to a ratio of 0.20 (20%) is a conservative target, particularly looking out to the high growth scenario. Should the target for students housed on campus be increased; should the Campus grow beyond the high growth scenario; or should the footprints or heights of any of the currently proposed buildings be significantly reduced, there remains additional future capacity for development on the west side of the Main Campus (along the west side of University Drive West).

Table B-3. Projected Area Requirements, by use and scenario

<table>
<thead>
<tr>
<th>Use</th>
<th>Low Growth (m²)</th>
<th>Mid Growth (m²)</th>
<th>High Growth (m²)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom, Lab and Academic Offices</td>
<td>17,018</td>
<td>28,552</td>
<td>41,045</td>
</tr>
<tr>
<td>Library</td>
<td>11,849</td>
<td>15,932</td>
<td>20,016</td>
</tr>
<tr>
<td>Athletic/Recreation</td>
<td>0</td>
<td>234</td>
<td>2,462</td>
</tr>
<tr>
<td>Residential</td>
<td>23,564</td>
<td>33,960</td>
<td>44,355</td>
</tr>
<tr>
<td>Food Services</td>
<td>4,665</td>
<td>5,902</td>
<td>7,140</td>
</tr>
<tr>
<td>Other</td>
<td>4,169</td>
<td>20,240</td>
<td>17,346</td>
</tr>
<tr>
<td>Total Gross Area Required</td>
<td>61,264</td>
<td>94,820</td>
<td>132,364</td>
</tr>
</tbody>
</table>
Table B-4. Low Growth Scenario: Net Parking Impact Summary

<table>
<thead>
<tr>
<th>Modal Shift</th>
<th>Total Demand for additional stalls (including displaced stalls)</th>
<th>Total New Stalls, 1-level below grade</th>
<th>Net Surplus/Deficit</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>481</td>
<td>347</td>
<td>-134</td>
</tr>
<tr>
<td>15%</td>
<td>201</td>
<td>347</td>
<td>146</td>
</tr>
</tbody>
</table>

Table B-5. Low Growth Scenario: Accommodation of Campus Area Requirements

<table>
<thead>
<tr>
<th>Use</th>
<th>Gross Area Required, Low Growth Scenario (m²)</th>
<th>Gross Area Provided (Bldgs A-F) (m²)</th>
<th>Deficit/Surplus Compared to Low Scenario Required Area (m²)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom, Lab and Academic Offices</td>
<td>17,018</td>
<td>17,901</td>
<td>883</td>
</tr>
<tr>
<td>Library</td>
<td>11,849</td>
<td>14,854</td>
<td>3,010</td>
</tr>
<tr>
<td>Athletic/Recreation</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Residential</td>
<td>23,564</td>
<td>24,922</td>
<td>1,358</td>
</tr>
<tr>
<td>Food Services</td>
<td>4,665</td>
<td>4,220</td>
<td>-444</td>
</tr>
<tr>
<td>Other</td>
<td>4,169</td>
<td>4,826</td>
<td>657</td>
</tr>
</tbody>
</table>

Table B-6. Mid Growth Scenario: Net Parking Impact Summary

<table>
<thead>
<tr>
<th>Modal Shift</th>
<th>Total Demand for additional stalls (including displaced stalls)</th>
<th>Total New Stalls, 1-level below grade + parkade</th>
<th>Net Surplus/Deficit</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>1,948</td>
<td>1,987</td>
<td>39</td>
</tr>
<tr>
<td>15%</td>
<td>1,624</td>
<td>1,987</td>
<td>363</td>
</tr>
</tbody>
</table>

Table B-7. Mid Growth Scenario: Accommodation of Campus Area Requirements

<table>
<thead>
<tr>
<th>Use</th>
<th>Gross Area Required, Mid Growth Scenario (m²)</th>
<th>Gross Area Provided (Bldgs A-J and arena) (m²)</th>
<th>Deficit/Surplus Compared to Mid Scenario Required Area (m²)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom, Lab and Academic Offices</td>
<td>28,552</td>
<td>39,739</td>
<td>11,187</td>
</tr>
<tr>
<td>Library</td>
<td>15,932</td>
<td>14,859</td>
<td>-1,073</td>
</tr>
<tr>
<td>Athletic/Recreation</td>
<td>234</td>
<td>7,150</td>
<td>6,916</td>
</tr>
<tr>
<td>Residential</td>
<td>33,960</td>
<td>36,655</td>
<td>2,696</td>
</tr>
<tr>
<td>Food Services</td>
<td>5,902</td>
<td>6,946</td>
<td>1,044</td>
</tr>
<tr>
<td>Other</td>
<td>10,240</td>
<td>16,115</td>
<td>5,876</td>
</tr>
</tbody>
</table>

Table B-8. High Growth Scenario: Net Parking Impact Summary

<table>
<thead>
<tr>
<th>Modal Shift</th>
<th>Total Demand for additional stalls (including displaced stalls)</th>
<th>Total New Stalls, 1-level below grade + parkade</th>
<th>Net Surplus/Deficit</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>2,818</td>
<td>2,077</td>
<td>-741</td>
</tr>
<tr>
<td>15%</td>
<td>2,450</td>
<td>2,077</td>
<td>-373</td>
</tr>
<tr>
<td>20%</td>
<td>2,082</td>
<td>2,077</td>
<td>-5</td>
</tr>
</tbody>
</table>

Table B-9. High Growth Scenario: Accommodation of Campus Area Requirements

<table>
<thead>
<tr>
<th>Use</th>
<th>Gross Area Required, High Growth Scenario (m²)</th>
<th>Gross Area Provided (Bldgs A-M and arena) (m²)</th>
<th>Deficit/Surplus Compared to High Scenario Required Area (m²)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom, Lab and Academic Offices</td>
<td>41,045</td>
<td>42,132</td>
<td>1,086</td>
</tr>
<tr>
<td>Library</td>
<td>20,016</td>
<td>21,720</td>
<td>1,704</td>
</tr>
<tr>
<td>Athletic/Recreation</td>
<td>2,462</td>
<td>7,150</td>
<td>4,688</td>
</tr>
<tr>
<td>Residential</td>
<td>44,355</td>
<td>44,907</td>
<td>552</td>
</tr>
<tr>
<td>Food Services</td>
<td>7,140</td>
<td>7,926</td>
<td>787</td>
</tr>
<tr>
<td>Other</td>
<td>17,346</td>
<td>18,499</td>
<td>1,154</td>
</tr>
</tbody>
</table>
5.5.3 Transportation Rationale

5.5.3.1 Traffic Study
Due diligence undertaken in advance of the Campus Master Planning exercise included a traffic study, prepared by Associated Engineering. The study was conducted for six intersections at Wascana Parkway, University Drive South and Research Drive to identify the potential operational and safety issues. The study mainly focused on traffic signal warrant analysis, all-way stop analysis and pedestrian signal warrant analysis at the study intersections:

1. Wascana Parkway & University Drive North
2. University Drive South & Parking lot access
3. University Drive South & East Loop Road
4. University Drive West & University Drive South
5. Research Drive & South University Drive
6. Research Drive & East Loop Road

Two of the intersections reviewed in the analysis were identified as warranting pedestrian safety improvements or full signalization.

Wascana Parkway & University Drive North intersection
Based on the traffic signal warrant analysis, it was determined that a traffic signal is warranted at Wascana Parkway & University Drive North intersection, in order to improve pedestrian safety and intersection capacity. It was also noted that the existing channelized Tee-intersection geometry should be upgraded prior to signalization.

University Drive South and Parking lot access intersection
The traffic signal warrant analysis also indicated that the University Drive South and Parking lot access intersection is warranted for traffic signalisation. However, it was recommended that prior to full signalization, consideration should be given to other safety options. A pedestrian traffic signal was deemed to be warranted at this intersection due to pedestrian crossing volumes. The concept plan renderings of this intersection demonstrate an enhanced condition with respect to design features impacting pedestrian safety.

5.5.3.2 Concept Plan Traffic Impact Analysis
In addition to the traffic study that informed development of the concept plan, Associated Engineering provided traffic impact analysis of all proposed roadway and intersection interventions proposed as part of the Campus Master Plan concept. This analysis tested the viability of each scenario from the standpoint of the traffic volumes generated, and the effect of traffic volumes on key intersections. Plan components that were reviewed as part of this due diligence include:

- Redesign of University Drive North, University Drive East, and University Drive South;
- Reconfiguration and redesign of University Drive West;
- Introduction of a new, mid-block connection from University Drive West to Wascana Parkway;
- Redesigned intersections at Wascana Parkway and University Drive North, and Wascana Parkway and University Drive South.
5.5.3.3 Wascana Parkway Corridor Study
The City of Regina has approved funding for a Wascana Parkway Corridor Study, that will, among other things, consider traffic counts, pedestrian counts, and the functioning of intersections along the Main Campus Wascana Parkway frontage. It is expected that Transportation Services will complete the study in 2011/2012, and once available, it will provide an additional important input with respect to roadway improvements on the west of campus.
6.0 Concept Plan: A Campus in the Park

6.1 Key Design Interventions - Highlights of the Plan

The University of Regina Campus is already located in a stunning setting within Wascana Centre. This Campus Master Plan leverages the University’s location by introducing a series of design interventions at a pedestrian scale that are inspired by its location, history, and campus community.

The emphasis of this concept is on holistically integrating outdoor spaces with the built environment. It challenges the notion of a stoic academic space, and defines a welcoming and open learning environment where people are connected with both the indoors and the outdoors. A legible open space pedestrian network connects to the existing and successful interior concourse. It also challenges the traditional aspiration to expand outwards and instead - in light of a low-growth projection - adopts a compact campus approach, focusing on pedestrian places and on the finer details of existing spaces. Growth is accommodated by expanding existing facilities, and by conserving resources and land.

The Plan highlights the development of a beautiful outward looking, welcoming, and connected campus, with the enhancement of the Wascana Parkway edge and campus entryway, and the scenic University Drive loop. It recognizes the importance of identity and wayfinding, featuring the development of distinct and animated gateways into the campus. The Plan respects its heritage by recognizing, enhancing and incorporating key existing built form and open spaces, such as the Dr. John Archer Library and Greens. The Plan is about placemaking, and creating opportunities, such as a new animated and activity oriented Athletic Precinct, to become a more inclusive and inviting destination for both the campus and community. The success of this is dependent on achieving a critical mass of people on campus, by building a new residential quadrant that will infuse a 24/7 presence. The Plan emphasizes the importance of a healthy environment and in creating a diversity of open spaces and trails, the success of which is dependent on an aggressive parking strategy that restructures land use for the purpose of creating a beautiful and welcoming Campus in the Park.
The Campus in the Park concept above strongly defines a series of destinations where people will want to linger, learn, and be active within a park environment. It connects a diverse series of outdoor active and passive spaces and park settings with thriving indoor activities and learning. Moreover, it is reflective of the current aspirations of students, faculty, and staff.

Both the 2006 Wascana Centre Plan and the 2004 du Toit Alsop Hillier Plan for the University of Regina identify the Wascana East Lands as a desired area for future campus expansion. However, current demographic trends and student enrollment suggest a low-growth scenario for the University. In addition, this Plan advocates for the fostering of a critical mass on the Main Campus through the development of a compact form. This suggests that development on the Wascana East Lands will not occur for some time. Nevertheless, the vision for the Lands is still relevant, and the opportunity to implement short term objectives should be considered.

Figure B-16 illustrates the development potential of the Wascana East Lands, taking into consideration the short and long-term development potential for the site. It demonstrates
the future underpass link to the East Lands and to SIAST, and the opportunity for a future growth area for the University, as well as potential roadways and linkages to existing trails and to the lake in the east. In the fullness of time, the Wascana East Lands will become an important aspect of the University of Regina’s facilities and operations. It is important to note, however, that the eventual use and programming of these lands is, at this point, undetermined. Until such time as the need to utilize these lands on a permanent basis develops further, the Lands can be used to meet short-term objectives of the University, such as accommodating additional parking, or playing fields and a field house to complement the Athletic Precinct on the Main Campus (and to replace fields that will be displaced by new development). A shuttle service to and from the Main Campus should be considered to complement these short-term uses. The University might also consider using the Lands for sustainability demonstration projects, such as a wind or solar farming, or to promote urban agriculture.
The following are key design interventions or highlights of the Plan that illustrate the concept of built form and open space integration.

### 6.1.1 Enhanced Wascana Parkway

The Main Campus has always been accessed from Wascana Parkway, a scenic route to the University that deserves an enhanced treatment to indicate its role in this concept plan. Along with well-maintained sidewalks, Wascana Parkway will act as a safe and permeable route to the University by all modes of transportation. To truly connect with the Main Campus at a pedestrian scale, Wascana Parkway is fronted to the east by new gateway parks with pathways that are linked to University Drive North, West and South, which lead you to the campus interior. The Parkway will better connect the residential neighbourhood to the west with the Main Campus through enhancements to University Drive North and the Wascana Parkway intersection, to the University Drive South and Wascana Parkway/Kramer Boulevard intersection, as well as through two marked mid-block pedestrian crosswalks - one placed mid-way between University Drive North and South, and another at the University Drive South and University Drive West intersection. For those seeking recreational opportunities, a multi-use trail will run parallel to Wascana Parkway through the gateway parks and open space encircling the campus, creating connections to the existing trails around Wascana Lake.

![Enhanced Wascana Parkway](image-url)
6.1.2 Enhanced University Drive

University Drive (North, East, South, and West) encircles the campus and is an essential artery to all campus facilities. To distinguish its importance, University Drive will be treated as the primary boulevard that defines the boundary of Main Campus (see Section 9.0 Movement Framework). Lined with a double-row of trees, it will function as a beautiful pedestrian connection to intersecting roads and pedestrian pathways. The boulevard also optimizes on other forms of movement - a connected bike path both on and off road will follow University Drive providing equal access for cyclists to all campus facilities. It will also accommodate integrated on-street parking (between trees) and transit movement. Through these design moves, University Drive will connect and integrate the Main Campus with the rest of Wascana Centre.
6.1.3 Distinct Gateways into Campus

The gateways will be predominately noted by new prominent buildings, such as the South Gateway Visitor centre, that have transparent and welcoming facades facing Wascana Parkway and University Drive North and South. In addition to visually framing the South Gateway, the Visitor Centre will house an indoor transit waiting area that is a much needed service in the winter. The new Visitor Centre will provide additional space for student activities and will establish a critical mass and diversity of people, creating an entirely new, multi-functional hub that is active year-round. Both gateways will also feature gateway parks that are ideal locations for new public art pieces that honour local artistic talent.

![Distinct Gateways into Campus](image-url)
6.1.4 North Campus Ceremonial Green

The existing open space fronting north of the Dr. John Archer Library building is of historical significance and is directly related to the original iconic design of the Library. The view from the library through this green towards Wascana Lake is unique and is preserved in the concept plan. This will be the Ceremonial Green that celebrates this heritage courtyard, and is a space where new public art can be featured, and civic ceremony and convocation can take place. It is framed by building expansions to the east and west that add additional space to the Library and the Administration Humanities Building. The facades of the expansions will also add a beautiful backdrop to the Ceremonial Green, creating a perfect setting for outdoor ceremonies. Building expansions will be designed with multiple entrances and transparency to also encourage informal use of this space.

Figure B-20. North Campus Ceremonial Green
6.1.5 An Athletic Precinct

Of major importance to this concept is the opportunity for placemaking and creating new and distinct campus destinations. The new Athletic Precinct provides a new hub for the campus and the greater community focused around various types of active and passive, programmed and unprogrammed, recreation. This area includes a passive green space for spontaneous activities like frisbee and lounging, and a flexible hard-surface plaza space for programmed student athletic activities, community sports events, and winter sport activity. Adjacent to the plaza is a visitor parking and drop-off area for accessibility to the Centre for Kinesiology, Health and Sport Building, the anticipated Arena, and a connection to a new pedestrian north-south green ‘spine’ that links the Athletic Precinct to the new residential quadrant north of the campus. The Athletic Precinct will play a key role in increasing the recreational life of the campus.

Figure B-21. An Athletic Precinct
6.1.6 A New Residential Quadrant

Creating a desirable on-campus lifestyle begins with establishing a critical mass of students who will keep the campus animated year-round and at all times of the day. To establish a critical mass, a new residential quadrant is proposed to the east of the Language Institute within University Drive Circle. This critical mass will increase the viability of other essential services such as food, health care, and entertainment located throughout campus, and is therefore fundamental to a successful outcome to this Campus Master Plan. A larger on-campus student population becomes the entity that sustains an engaged and enriched university experience. As a new development on the campus, it meets the principles of this Campus Master Plan, namely that the residential quadrant will have a facade that faces outward to Wascana Park, FNUniv, and the campus interior, as well as its inner residential green. The entire quadrant is connected to the remaining campus through green ‘spines’ that link it to the Athletic Green and the Dr. Lloyd Barber Academic Green.

Figure B-22. A New Residential Quadrant
6.1.7 Green Connections

A key part of the concept is to create an open space framework that is functional for pedestrians and links together all the existing and planned elements on the Main Campus. There are three pedestrian green 'spines' in particular that accomplish this. A main east-west spine that runs from the mid-block pedestrian crosswalk on Wascana Parkway (between University Drive North and South), connects to the anticipated expanded building of First Nations University. It passes through the Dr. Lloyd Barber Academic Green, two north-south spines, and fronts Luther and Campion Colleges. It also respects the traditional view from the Academic Green to the natural eastern landscape. The western north-south spine connects Wascana Park to the north; the North Campus Ceremonial Green, which is the courtyard fronting the Dr. John Archer Library; the Academic Green; the North Mall, which extends from the Academic Green to University Drive South; to the South Mall and Innovation Place.

Pedestrian Malls in campus environments are typically heavily traveled, generous tree-lined pedestrian passageways that are free of vehicular movement, allowing only service vehicles within the spaces. A Mall can be a prominent open space feature and destination landscape, and is usually comprised of a series of spaces along a central spine that vary in size, and which provide a transition of experiences that allow for gathering for events, as well as intimate seating areas for quiet conversation and studying. These passageways usually intersect with other key pedestrian linkages or open spaces and are often terminated by a building with a strong architectural feature such as a focal point.

The idea of the Mall (or more specifically the "University Mall") was first demonstrated in the 1982 du Toit Allsopp Hillier Plan and later in the 2004 Campus Master Plan, which both defined a continuous linear multi-tree lined ceremonial passage from the Main Campus south of the Academic Green to Innovation Place (along a very generous sidewalk running parallel to Research Drive). The Mall was to provide the organizing structure for future growth to the south. The existing trees that define the North and South Malls today

---

Figure B-23. Pennsylvania State University Shortlidge Pedestrian Mall

“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).”

Figure B-24. The "University Mall" structure as demonstrated in the 1982 du Toit Plan

---

Figure B-25. Green Connections
were part of the 2002 relocation of 288 mature trees from the Central Campus area. The planting formality reinforces the visual continuity of an off-set north-south axis.

The eastern north-south spine connects the Residential Quadrant, Luther and Campion Colleges, a potential structured parking lot, the Centre for Kinesiology, Health and Sport, the anticipated Arena, and the Athletic Green, just across the road from the football field south of University Drive South. These spines create a strong outdoor pedestrian path network and reinforce the existing interior pedestrian concourse. For a Campus in the Park, establishing these green connections is vital to supplying each place on campus with pedestrian activity. Safe and comfortable connections also encourage leisurely walking, lingering, and enjoyment of the park-like setting.

6.1.8 A Parking Strategy
To support a Campus in the Park, the design emphasis is on maximizing functional, beautiful, and connected open spaces. This means that existing surface parking is replaced by landscaped greens, and instead, parking is accommodated by moving parking spaces underground and above ground in a structured parking garage form. In this Plan, all newly proposed buildings and extensions will have at least one level of underground parking, where viable. An above-ground structured parking lot is proposed between the anticipated Arena and Luther College. This parking facility is strategically located to provide easily accessible parking for users of the athletic facilities, the Arena, the Stadium, FNUiv, and for the new residential quadrant. It is important to note that the design of the structured lot will include commercial uses to animate the parking facility at-grade, providing a friendly facade that is compatible with existing buildings on campus.

Parking will also be accommodated on-street, with approximately 250 spaces integrated in intervals along a tree-lined University Drive (North, East, and West). Some surface parking will remain around the periphery of University Drive. Additionally, car-pooling programs and improvements in transit to and from campus will mitigate parking demands.

Figure B-26. A Parking Strategy
Figure B-27. View west along the University Drive North boulevard with pockets of on-street parking on the south side, integrated with enhanced landscaping, new street tree planting, and pedestrian crosswalks. The new parking strategy includes on-street parking along all the University Drives, integrated into the green boulevard landscape.

Figure B-28. Campus Before: View west along University Drive North.