EXECUTIVE SUMMARY

General Development Vision

This plan is intended to guide the physical growth and evolution of the campus over the next several decades. It deals with the location, character and composition of buildings and landscapes. Exact time-lines are not predicted – it defines what should happen, but not when, which is dependent on funding and educational priorities.

The plan provides for an end-state student body that is 2.5 times the amount currently enrolled and a much more dramatic increase in research buildings. The plan considers both the image and the function of the building/landscape composition so that it meets both the communal needs of the University as a whole as well as the various constituent needs of the faculties, departments and colleges.

Growth of Enrolment and Building Space

The selection of a site for a new campus in Regina was precipitated by the need for rapid university expansion in the early ’60s. At that time, it was expected that the new campus would accommodate some 8,000 full-time students within a 15 year time frame, a significant number of whom would live on campus. Building growth was stalled between 1974 and 1989, while student enrolment continued to expand, albeit at a slower pace than anticipated.

Between 1974 and 2002 total student enrolment had increased by 93%, at an annual cumulative average of 3.32% over a twenty-eight year period. From the time the first burst of construction ended in 1974, the amount of building floor area had increased by 107% percent by 2002.

The target enrolment for the main campus is 12,500, which would ensure an appropriate balance of green space, parking, and services. When the main campus reaches its capacity, an additional campus east of the Highway may be developed to accommodate an addional 12,500 enrolment.

Annual and cumulative increases in building floor area, College and Main Campuses; 1965-2002

Update Graph, show to at least 2004 and improve graphics
Planning History

The early Master Plans reflected an arts and science university supported by a residential collegiate system. The residential idea was only partially implemented. While the core academic emphasis has remained, the student body lives primarily off campus. Outreach, part-time and extension programs have also grown. The majority of University of Regina students come from southern Saskatchewan, and many of them live with relatives or friends in Regina. Recently completed studies, which evaluated the role of residences, concluded that there should be at least twice as many available beds on campus in the short term and ongoing increases to provide bed spaces for at least 15% of the student enrolment as it grows.

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 construction stopped, the interrupted implementation of the original plan left the campus in an ‘incomplete’ state with a weak sense of focus and structure. The partial completion of the indoor pedestrian 'street' system and the disproportionate number of isolated buildings also put students and faculty to some inconvenience and discomfort during the winter. Most of the construction that has occurred since 1989 has sought to remedy the situation by extending the linked system of buildings.

The planning process at the University of Regina Main Campus has an interesting history. When the search for a new campus site resulted in the selection of the current location, it became apparent that most of the considerable land area around Wascana Lake would be in public ownership and the idea of Wascana Centre was born. The University's master planner and first architect not only planned the campus, he planned Wascana Centre as well. Because of the Wascana Centre Act, which requires a revision of the plan every five years, the University, along with the rest of the Centre, has a history of master plans in five year increments.

The second university master planner also became Wascana Centre's architect/planner. However, while the University led the planning process at the beginning, in later years the situation reversed and it has relied to a large extent on the Wascana Centre planning process for the generation of its own master plan. The current exercise represents a return to the earlier role of planning leadership for the University.

The Planning Challenge

What is required is a long term plan which is specific enough to give direction to current decisions and yet sufficiently open and flexible to accommodate future needs as defined at the time.

This and other physical planning challenges must be resolved in the context of providing an environment both indoors and outdoors that assists the academic mission, engenders a strong sense of the University as a place and as a community, and is of a quality that engenders pride in its occupants.
The core of the plan is a cumulative set of planning strategies which establishes the direction to be taken when designing the buildings, landscapes and infrastructure on campus. They are supplemented by a notional development program and a demonstration which illustrates one way in which the strategies might be implemented.

Site Planning Strategies

Strategy 1: Roles of the Main Campus and Adjacent Lands

The Main Campus will be consolidated and remain the focus of academic and related activity. The southerly part of the campus has been leased and will be developed as a major research park. The Wascana East Lands will be held in reserve for future academic growth and possible development with other “Knowledge Corridor” partners.

Strategy 2: College Avenue Campus

The College Avenue Campus will be used for academic functions which benefit from a separate and downtown location, such as the Centre for Continuing Education, the Senior's Education Centre, Institutes, and non-student support services.

Strategy 3: Compact Campus Size

Future development will support a sense of cohesion as well as easy and quick pedestrian movement between campus facilities.

Strategy 4: 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.

Strategy 5: Spatial Structure

The spatial structure of the campus will be reinforced. It is composed of a central space, two spines east/west and south, a series of protected courts, and a network of trails.

Strategy 6: Landscape Structure

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.
Strategy 7: 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.

Strategy 8: Parking

The University will move from reliance on surface parking to a greater mix of structured parking provided in association with building expansion or parkades.

Strategy 9: Transit Convenience

The University will seek ways to improve transit service in terms of frequency, convenient stops and efficient routings.

Strategy 10: 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.

Strategy 11: Outdoor Athletic Facilities

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

Strategy 12: Animating the Academic Green

The Academic Green will be smaller, 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.

Strategy 13: 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.
General Strategies

Strategy 14: The Provision of Space

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.

Strategy 15: Quality, Permanence and Economy

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

Strategy 16: Environmental Responsibility: 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, and socially and economically appropriate.

Strategy 17: 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.

Strategy 18: 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.

Strategy 19: Campus Safety

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

Strategy 20: 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.

Strategy 21: Named Places

Outdoor places and paths, as well as buildings, will have sufficient identity to be named, and they should be named.
Strategy 22: Community Life on Campus

The University will seek to expand catalysts for day-long life on the campus—opportunities for socializing, sports, recreation, entertainment, shopping and relaxing.

Strategy 23: Universal Access

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.

Implementation Strategies

Strategy 24: Plan Continuity

The Campus 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.

Strategy 25: 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.

Strategy 26: 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.

Demonstration Plan

A Demonstration Plan is included that provides locations for currently contemplated projects which, through their implementation, will "complete" the campus form and meet important communal needs such as a complete interior concourse system and "positive" outdoor spaces. The Plan also illustrates how the strategies may be implemented if additional development is undertaken.
Current Building Requirements

The highest priority space requirements today include the following, not necessarily in order of priority:

**Research Labs:** A major increase in research labs and upgrading of the quality of the existing labs.

**Athletics/Recreation:** Future plans have been completed for an ice arena. Continued planning and development of fields and recreation areas must be pursued.

**Library / Academic Addition:** An increase in stack space and library study space, as well as more academic space.

**Education Building Expansion:** Academic offices, labs, and teaching spaces

Further Studies

A number of further studies were identified during the development of this plan, including:

**Parking Signage:** Initiate a comprehensive signage plan for parking as per Strategy 20.

**Named Places:** Develop a naming program for streets, paths, places, and buildings as per Strategy 21.

**College Avenue Campus:** Develop a policy for the long term use of the College Avenue Campus.

**Parking and Transit:** Develop policies to decrease the reliance on the private vehicle and enhance transit opportunities.

**Parkade Style and Location:** Develop a plan to determine the best location and style of a possible future parking structure.

**Sports Fields:** Develop a plan to develop fields and the potential of establishing fields in Wascana East.

**Wascana East:** Develop a long-term Master Plan concerning land use and crossings to Campus East.

**Academic and Financial Plans:** Integrate these with the physical campus plan.
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**FURTHER STUDIES**

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CAMPUS DEVELOPMENT PLANNING STEERING COMMITTEE

Chair: Dave Button  Director, Physical Plant

Members: Judy Amundson  Residence Management Rep
         Dave Bamford  Admin Rep, Chair WCA Plan
         Craig Chamberlin  Academic Rep, Dean
         Barry Crowe  First Nations University of Canada Rep
         Chris Eagan  Physical Plant Rep
         Alison Fisher  Athletics/Recreation Student Rep
         Robin Fisher  Academic Rep, Dean
         Alison Hayford  Board of Governors, Faculty Rep
         Marj Hewitt  Admin Rep, Director Ancillary Services
         Bryan Hillis  Luther College Rep, Dean
         Hillary Horan  AVP Student Affairs
         Janet Janzen  URSU VP Projects and Development
         Rhonda Litzenberger  Luther College Rep
         Fred Marcia  Campion College Rep
         George Maslany  Academic Rep, Member PPC
         Korbin Offet  URSU President
         Carol Reyda  Student Rep and Project Manager
         Doug Tastad/
            Ken Loeppke  Research Park Rep
         Sherri McLeod  Resident Student Rep

Consultants: Roger du Toit  du Toit Allsopp Hillier
             Elana Horowitz  du Toit Allsopp Hillier
             Brian Saunders  Saunders Evans Architects Inc.

The Steering Committee and consultants would like to thank all those who generously gave their time and attention as participants in the planning process: faculty, administration, staff, and students.