
1.0

Introduction and Summary



1.1

Role and Scope of the Campus Plan

The Whole is Greater than the Parts.

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

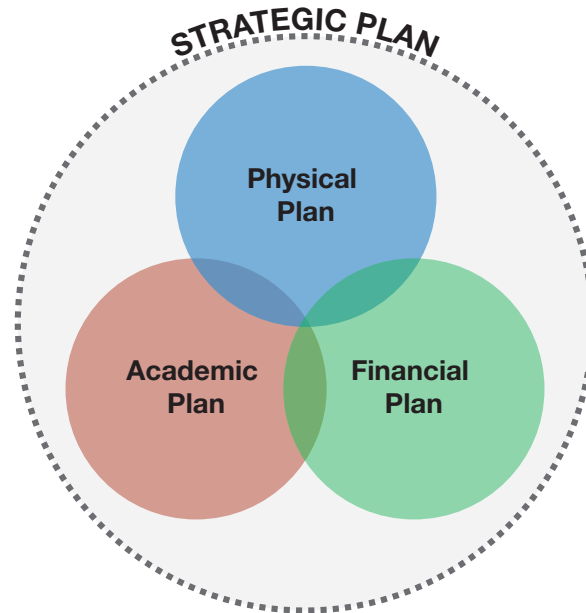
The Campus Plan for the University of Regina is therefore aimed at ensuring that the physical environment, both built and natural, meets the needs and aspirations of its inhabitants and the community around it, and enables institutional goals to be realized in a coordinated way. The Plan is the vehicle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

The campus of the future is a family of projects, many now existing and others

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

A Component of the Institutional Plan.

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



Institutional Plan Components

1.2

A History of Planning

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

The success of the original 1962 University plan depended upon the completion of many phases of building within a relatively short period of time. When development slowed down in the 1970s, the campus was left in an 'unfinished' state with a

weak sense of focus and structure. The incomplete indoor pedestrian 'street' system and the disproportionate number of isolated buildings put students and faculty to some inconvenience and discomfort during the winter. Most of the development that has occurred since 1989 has sought to remedy the situation by developing a compact series of linked buildings that together define a logical and clearly defined open space network.

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

Main Campus:
The First Phase of
Development



1.3

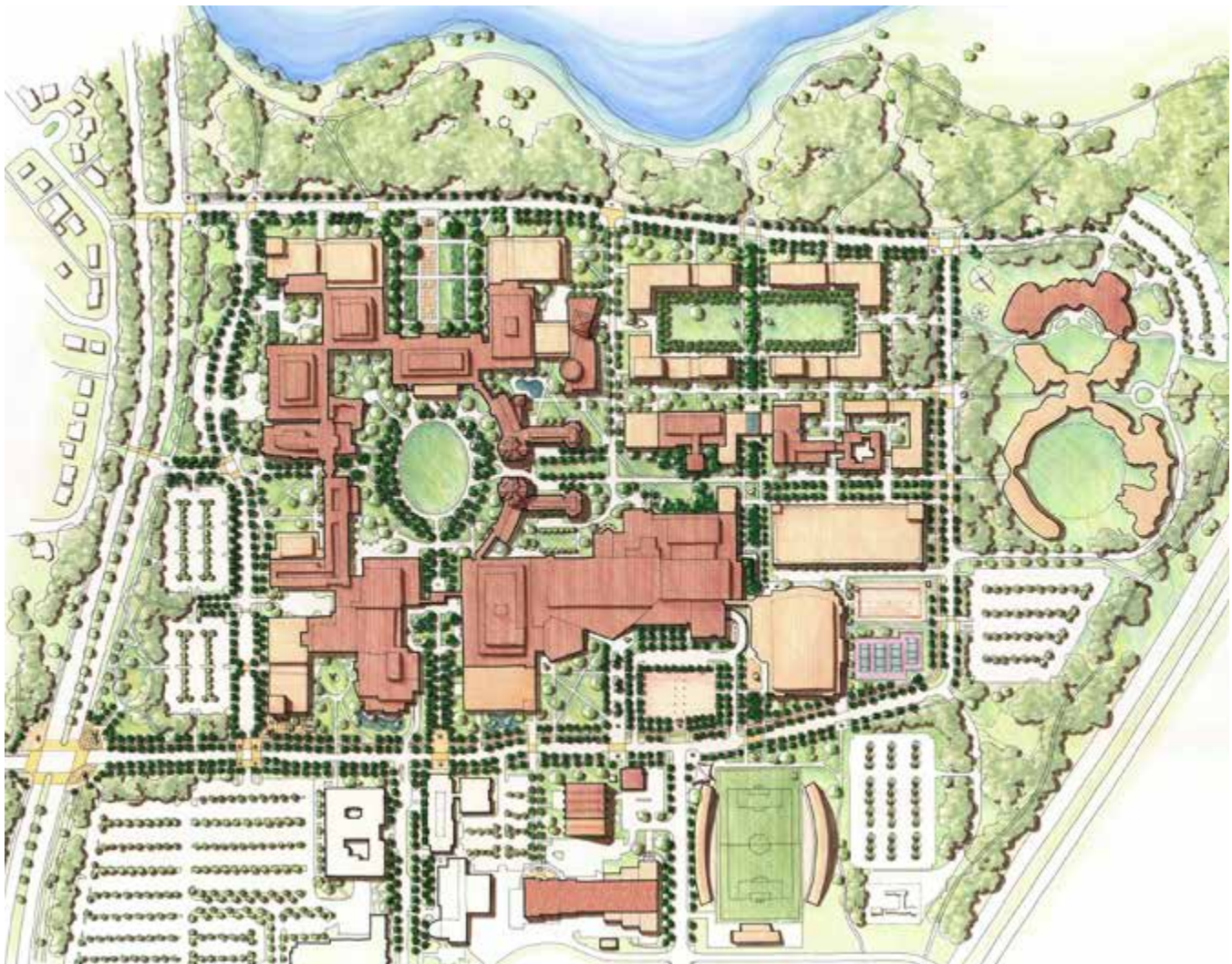
The 2011 Plan

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

The 2011 Plan promotes a campus that is “welcoming, sustainable, diverse and connected”. The built form of the campus will be compact and interconnected, and will accommodate a student/faculty/staff

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

2011 Plan:
Main Campus



1.4

Significant Changes in the 2016 Plan

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

- **A Prairie Campus, and a Campus in the Park.** The 2016 Plan extends the idea of a “Campus in a Park” to include greater consideration of native plants and design motifs. The 2016 Plan identifies the University as a “Prairie Place”. The University is very much rooted in the prairies in terms of its origins, history and present character. Ongoing landscape design should embrace natural and cultural prairie themes to produce a sustainable campus connected to the local context.
- **Campus Landscape Structure.** The “Green Connections” concept set out in the 2011 Plan is extended to include additional corridors and spaces. The 2016 Plan recommends that these landscape corridors be highly developed and protected from future development.
- **The Outer Campus.** Strategies for enhancing the Wascana Parkway and Wascana Lake frontages are refined and strengthened. The key strategy involves the organization of new buildings to form plazas that reach out to the Wascana Parkway and the Wascana Lake shoreline.
- **The Maturing Campus.** The 2016 Plan recognizes that significant portions of the Main Campus are in a mature state in that buildings and landscapes are well-established and generally permanent. While change and adjustment will continue to occur over time, these areas are valuable assets to protect and carefully manage.
- **Landscape Maintenance and Management.** Water is a precious commodity across the prairies. Campus landscapes need to become less reliant on artificial irrigation and intensive maintenance. Campus landscapes should be maintained in accordance with their specific roles and importance. A limited number of priority landscapes that perform important functions should be identified for high maintenance. Other landscapes that perform more of a background role should evolve into self-sustaining places that celebrate drought-resistant native plantings and local materials.
- **Materials Handling.** A materials handling strategy is a new addition to the 2016 Plan. To reduce conflicts between trucks and pedestrians and the visual impact of loading docks and equipment, the 2016 Plan outlines a building pattern that embeds servicing yards and facilities within groups of buildings and away from heavily travelled pathways and streets.
- **The Northeast Residence Quadrant.** Consistent with the development of an “Outer Campus”, future development of the Residence Quadrant is organized to create plazas that reach out to embrace the Lake and shoreline landscapes.
- **The Southeast Mixed-use Quadrant.** The future parkade and arena are reorganized and coupled with a possible academic facility or residence. The new development pattern strengthens the landscape corridor structure in this part of the campus, and places servicing in a discreet location within the block.
- **College Avenue Campus.** Future development at the College Avenue Campus is organized to preserve the unique College Avenue frontage, protect valuable heritage buildings and embrace the Lake and park landscapes to the south. Significant new developments extend south from the existing buildings to form a linear mall or plaza centred on the axis of the College Building. Parking is accommodated beneath existing buildings and in surface lots, which remain available for users off hours.

1.5

2016 Campus Plan Structure

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

Components of the 2016 Campus Plan.

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

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

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

The plan does not deal with a fixed Development Program. It illustrates development opportunities and sometimes suggests where actual proposals could be located. However, it does not fix, for example, that a particular university program will be located in a specific building made for it in a particular location. This is because

development programs change over time. The plan deals with more enduring aspects of the campus buildings and landscapes that will act as the lasting container for ever-changing program offerings.

Plan Flexibility and Longevity

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

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

Planning Horizon

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

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

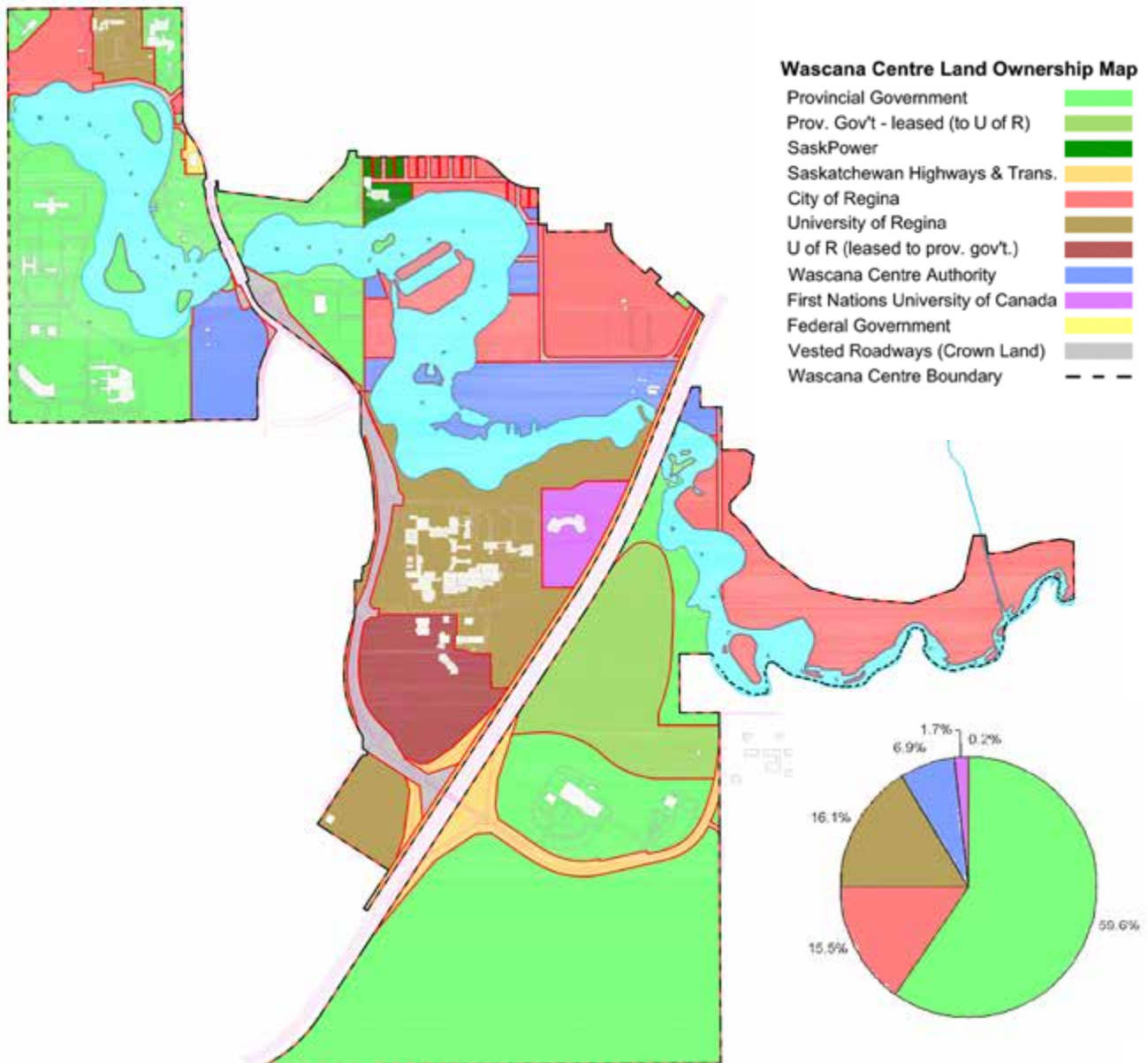
may seriously compromise the ability to meet future objectives. Conversely, good decisions today will enable a future that is yet to be fully defined.

The 2016 Campus Plan addresses planning horizons at two levels:

- **Medium Term.** The Demonstration Plan represents a Medium Term planning horizon, which extends, perhaps, 25 years in the future. The Plan represents current academic goals and known projections. Some projects shown are

fairly certain to proceed; others are more speculative, but quite possible given certain conditions.

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



General Land Ownership

