3.0 Planning Strategies

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

The strategies are set out in three groups:

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

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

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

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

Strategy 1: A Prairie Place

The University of Regina will develop as a “Prairie Place”.

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

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

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

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

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

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

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

The Natural Prairie Landscape

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

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

• Express the prevailing horizontal topography of the prairie; avoid the use of berms;

• Reduce reliance upon irrigation;

The Cultural Prairie Landscape

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

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

• Actively collaborate with First Nations to incorporate relevant symbols and settings into the campus landscape;

• Embrace the use of campus lands for food production and large-scale cultivation where feasible;

• Where possible, maintain and develop long view corridors from the campus out into the open prairie;

• Through peripheral landscape development, maintain the sense of the Main Campus as a discrete, compact “prairie town” set in an open landscape.

The process of transforming the campus into a recognizable “Prairie Place” will consist of many small steps undertaken over a number of years. It is, as much as anything, a way of thinking that places value on natural and cultural character of the local context, and that recognizes that working with, rather than against, the natural processes of the local context will realize real benefits in the short term and will achieve true sustainability in the long term.
Strategy 2: The Main Campus and the Knowledge Corridor

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

A Consolidated Main Campus

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

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

Federated Colleges

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

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

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

Saskatchewan Polytechnic (SaskPoly)
SaskPoly occupies land adjacent to the University of Regina Campus East and as such, extensive joint planning on these lands will continue. A new road, pedestrian and cycle route passing under the Trans-Canada Highway will improve connections between the University and SaskPoly even prior to development of the University’s Campus East.
Strategy 3: Role of the College Avenue Campus

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

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

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

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

The old Normal School has been developed along with the CBC Building as the Canada-Saskatchewan Production Studio. The University is a not a partner in this venture.
Strategy 4: The Provision of Space

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

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

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

At the same time, due regard must be placed on the development of an open space network that accommodates all modes of movement, that provides the landscapes necessary to fulfill social and recreational requirements, and that works with campus buildings to project a dignified and forward-looking public image.
Strategy 5: Quality, Permanence and Economy

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

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

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

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

Strategy 6: Sustainable Development

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

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

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

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

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

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

Strategy 7: Respect for Land Value

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

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

The land value component will be taken into account in assessing the costs of development. The increased land values will be reflected by infill development and increased densities. The result will be a limit to sprawl and a compact, walkable central campus as described in Strategy 14: Compact Campus Size.
Strategy 8: Constituent and Communal Needs

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

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

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

- All building programs should include such communal facilities as general instructional space, study space, lounges, and easy access to food services. They should also promote “windows to the campus”—displays and exhibitions of artifacts or ongoing work of the constituent user groups which are accessible and visible from the major public routes through the campus.
- New projects can repair poorly designed parts of the campus. Preferred sites should therefore be in areas which will benefit from, rather than be degraded by, new development, provided effective functional relationships are respected.
- The form and organization of buildings can help to shape and animate the common indoor and outdoor campus spaces. The location and treatment of building entrances, the interior and exterior windows and the indoor circulation routes of each building project should be designed to contribute to the continuity of pedestrian movement and to the social amenity of the campus.
Strategy 9: Wayfinding and Signage

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

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

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

Specific interventions will include:

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

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

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

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

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

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

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

The university completed a Campus Wayfinding Study in 2015. The first phase of projects are proposed to begin implementation in 2016.
Strategy 10: Campus Safety

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

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

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

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

- The more people using and seen to be using the campus and its public places, especially at night, the safer it will feel.
- The design of the public domain, from the overall layout to the details, is critical to ensuring personal safety on the campus. A clear spatial structure with a legible hierarchy of identified routes and spaces, will provide users with the orientation and clarity necessary to move through the campus with comfort.
- Appropriate lighting and well designed plantings are essential for maintaining visibility, both day and night in the outdoor spaces. Similar standards should apply to the design of public indoor spaces.
- Use plant materials and furnishings in ways that maintain clear lines of sight.
- Parking facilities, building entrances and indoor and outdoor pedestrian routes should be clearly identified and well lit.
- Buildings should define important public indoor and outdoor routes and spaces, and have windows that provide casual surveillance of the public spaces.
- Visible emergency telephones and other means of alert should be distributed throughout the public areas.
Strategy 11: Named Places

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

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

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

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

An initiative relevant to the Master Plan is the use of indigenous vocabulary to name streets and buildings on the campus. This is a commendable effort that should be extended to include named gardens, court yards and plazas.
Strategy 12: Community Life on Campus

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

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

The campus now offers a good range of opportunities. More should be developed. Dr. William Riddell Centre provides a rich and well-supported environment that is most conducive to social activity. New campus residences attract hundreds of students, who form a permanent population of people looking for both academic and social stimulation. Sports and recreational amenities on campus could be enhanced further with more recreational opportunities and links to the Wascana Centre trails from the Physical Activity Centre.
Strategy 13: Universal Access

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

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

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

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

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

Strategy 14: Enhancing Physical Assets

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

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

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

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

On the College Avenue campus, the protection and preservation of the heritage buildings is the University’s number one priority.
Strategy 14: Compact Campus Size

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

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

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

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

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

A Mostly Connected Main Campus
Campus Form and Scale Comparisons

University of Regina

University of Alberta

University of Manitoba

University of Saskatchewan
Strategy 16: Spatial Structure

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

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

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

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

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

Future campus development should also move towards the development of an Outer Campus that will present a welcoming face to the larger community and respond in a positive manner to Wascana Lake and the varied built fabric that makes up the context of the campus. A key feature of the Outer Campus will be a series of open, landscaped forecourts that “reach out” to embrace the prairie landscapes of the Lake and the romantic landscapes of Wascana Parkway.
Strategy 17: Landscape Structure

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

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

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

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

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

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

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

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

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

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

**Parking Lots** - Parking lots should be considered first as landscapes. While their primary purpose is vehicle storage, parking lots are very visible and heavily used by pedestrians. Parking lots will feature extensive plantings and effective storm water management facilities.
Landscape Structure
Strategy 18: Road and Path Structure

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

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

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

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

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

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

The walkway system in Innovation Place is also more closely aligned to that of a conventional business park. The key components are sidewalks along both sides of the streets and pedestrian connections to the trail system around the campus and beyond.
Road and Path Structure
Strategy 19: Bicycles

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

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

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

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

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

Adequate amounts of bicycle parking is essential to accommodate the demand and to reduce damage to railings, trees and other features. Bicycle parking should be provided adjacent to all building entrances and other destinations.
Bicycle Routes and Parking
Strategy 20: The Pedestrian Concourse System

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

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

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

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

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

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

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

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

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

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

The Proposed Pedestrian Concourse System
Strategy 21: Parking

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

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

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

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

As further campus growth occurs, there are choices:

• Manage demand by encouraging the use of public transit.

• Manage demand through pricing.

• Manage demand with incentives for environmentally responsible options such as walking, biking, and car-pooling.

• Build underground (preferred) and/or multi-storey parking structures.

• Develop off-campus parking lots and implement a shuttle service.

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

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

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

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

The Campus Plan strategy, therefore, is as follows:

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

**Strategy 22: Public Transit**

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

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

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

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

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

In 2015, University students voted to gain access to a universal transit pass (U-Pass) that provides a convenient travel option. The City of Regina has planned increased transit service to the University, beginning in 2016.
Strategy 23: Materials Handling

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

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

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

New development should be organized such that service areas and loading docks are removed from heavily traveled pedestrian routes. At issue is that most campus buildings are designed with “fronts” on all sides, reducing the opportunity for concealed service facilities. As illustrated, a “streets and blocks” development pattern could be implemented, whereby by the perimeter of the block is developed as the primary public realm, and servicing is contained within the block’s interior. This pattern will also usually permit more than one building to be serviced from a single location.
Strategy 24: Athletic Facilities

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

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

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

Properly accommodating core University activities that occur between September and April and offering the facilities equivalent to that available at universities of the size and maturity of the University of Regina is the highest priority to encourage winter activity (for instance a new arena); providing facilities mainly used in the summer is a lower priority. A competitive track with artificial turf and spectator seating is included on campus, providing quality facilities for track and field, football and soccer.
Strategy 25: Animating the Academic Green

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

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

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

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

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

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

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

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

Strategy 26: Plan Continuity

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

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

An Approved Campus Plan.

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

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

Updating the Campus Plan.

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

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

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

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

Strategy 27: The Project Development Process

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

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

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

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

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

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

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

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

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

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

• Program of constituent and communal requirements;
• Statement of compliance with or proposed revision to the Campus Plan;
• Site selection;
• Relocation strategy for existing site users and functions;
• Effect on campus utilities and parking;
• Project budget for building, parking, landscape and utilities;
• Outline of campus quality impact; and
• Draft project design guideline and massing study.

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

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

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

At each of these three design phases, the following report sub-sections should be required of the prime design consultant:
• Site and context analysis;
• Architectural design and rationale;
• Structural design and rationale;
• Mechanical design and rationale;
• Electrical design and rationale;
• Commissioning design and rationale;
• Site utilities design and rationale;
• Landscape design and rationale;
• Construction cost estimate for each of the above; and
• Evaluation against Program, Campus Plan, Project Design Guideline, and Budget.

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

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

Strategy 28: Project Design Checklist

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

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

### Site Use and Organization

- Land use efficiency should be maximized. New buildings which do not fully utilize their sites should be designed to permit future expansion.
- New buildings should be planned to assist the rationalization of the infrastructure.
- Buildings should be located so that functional relationships between buildings are improved.

### Response to Context

- Buildings and associated open spaces should be designed to enhance the larger compositions created by groups of buildings and landscapes.
- New buildings should be considered as opportunities to “repair” holes and discontinuities in the campus structure.
- Buildings should be organized on the site to make new functions and circulation routes compatible with those of neighbouring buildings and open spaces.
- Depending on their locations, some but not all buildings should be designed as landmarks to identify strategic locations within the larger campus structure. The design of all buildings should support the general fabric of the campus. The distinction between landmark and other buildings refers to their urban roles rather than their architectural quality — all buildings should demonstrate the highest standards of planning and design.

### Building Envelope

- Buildings should generally be appropriately massed to the scale and image of the campus, and to capitalize on the economies and convenience of a walk-up format.
- Roof and/or eave lines should work with those of adjacent buildings to reinforce the cohesion of building groups.
- Building facades should work with adjacent facades to reinforce the clarity of the public network and the cohesion of building groups.

### Building/Open Space Relationships

- Buildings and associated open spaces should establish a mutually supportive relationship in which indoor and outdoor spaces animate and are connected to each other.
- Buildings should define open spaces as distinct spatial volumes with a strong sense of identity and place.
- Buildings should enhance the clarity, safety and efficiency of campus streets and pedestrian routes.
- Existing high quality open spaces should be protected and enhanced.
- New open spaces should form part of a continuous network.
- Building faces adjacent to public open spaces and thoroughfares should be treated as fronts and should activate the public environment.
- The ground floor should relate directly to grade for ease of access.
- Buildings facing outdoor space should have windows and other openings which relate directly to the space.

### Response to Climate

- Important public spaces, both indoor and outdoor, should benefit from the sun.
- Rain shelter should be provided in high use areas around entrances, and where heavily traveled pedestrian routes run parallel to building facades.
Walkway and plaza gradients should be minimized to reduce slipping when icy or snow-covered.

### Circulation

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

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

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

Buildings and associated open spaces should be universally accessible.

### Building entrances

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

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

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

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

Building entrances should be designed to encourage lingering and meeting.

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

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

Building massing should reflect the ordering of entrances.

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

### Transparency and Territoriality

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

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

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

### Location of Public Facilities

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

Public lounges and eating places should be in sunny locations.

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

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

Personal safety is a broad spectrum requirement that is basic to all aspects of the environment including spatial clarity and legibility, signage and orientation, lighting and visibility, planting, paving materials and winter walkability/mobility, as well as ramp gradients, safety railings, traffic controls and safety alert devices.
<table>
<thead>
<tr>
<th><strong>Long Life/Loose Fit</strong></th>
<th>The detailing of buildings should be designed to be read from close up.</th>
</tr>
</thead>
<tbody>
<tr>
<td>New buildings should be capable of being adapted to new uses and expansion as the needs and priorities of the University change.</td>
<td><strong>Exterior Materials</strong></td>
</tr>
<tr>
<td><strong>Architectural Expression</strong></td>
<td>Building materials should reinforce the cohesion of related groups of buildings.</td>
</tr>
<tr>
<td>New buildings must reconcile many diverse and often contradictory issues in terms of their architectural expression — the “messages” they give about their role in the university.</td>
<td>Building materials should reflect the building’s role as either a landmark or a fabric building.</td>
</tr>
<tr>
<td>Campus buildings should express the dignity of the University’s time-honoured mandate — the passing on of wisdom and the quest for new knowledge. In this light, campus buildings should express a sense of permanence and durability, a sense of the university’s traditional roots and its historical continuity.</td>
<td>Building materials can reflect the identity of the users, but should not be so specific as to preclude a possible future change of use for the building.</td>
</tr>
<tr>
<td>Further, campus buildings should also express the university’s commitment to serving the community, and its responsibility to treat knowledge as a public resource. To express this, buildings should be open, safe, accessible, welcoming, and familiar.</td>
<td><strong>Scale</strong></td>
</tr>
<tr>
<td><strong>Scale</strong></td>
<td>Building materials should suit the light and climatic conditions found on the campus.</td>
</tr>
<tr>
<td>The scale of the building should relate to the scale and size of the human body, to make approaching and using the building a comfortable experience.</td>
<td>Building materials should be selected that will complement and harmonize with existing adjacent buildings, and with the campus as a whole.</td>
</tr>
<tr>
<td>The scale of building elements should correspond to the various distances from which it is viewed.</td>
<td>Preference should be given to the use of dignified and durable local materials such as Tindall stone, which is currently used on the campus and throughout Wascana Centre.</td>
</tr>
<tr>
<td>The silhouette of buildings should be designed to be read from afar, either as members of a group of buildings or as a landmark.</td>
<td><strong>Landscape Quality</strong></td>
</tr>
<tr>
<td>The massing of buildings should be designed to be read from the middle distance and should reflect the immediate context and the predominant patterns of the character areas in which they are located.</td>
<td>Landscape should be treated as critical to establishing visual cohesion across the campus.</td>
</tr>
<tr>
<td></td>
<td>Landscape design should receive the same level of attention and budget stability accorded to buildings and infrastructure.</td>
</tr>
<tr>
<td></td>
<td>Landscapes, like buildings, should be designed to communicate “messages” about the goals and roles of the university.</td>
</tr>
<tr>
<td></td>
<td>Landscapes should be designed with respect to the level of maintenance they will receive.</td>
</tr>
</tbody>
</table>
### Servicing

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

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

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

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

### Technical Performance

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

Building design should reduce maintenance costs.

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

### Environmental Quality

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

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

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

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

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

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

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

Lighting should be designed to minimize light pollution.

Landscaping should be designed to minimize the need for irrigation.

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

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

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

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

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

Projects should be designed to encourage cultural and social habits that support sustainable communities.
Strategy 29: Space Allocation

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

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

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

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

2. The University has the sole responsibility to allocate space

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

3. Space must be allocated equitably among Users

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

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

4. Effective use of space

Space allocated to a unit is to be utilized efficiently.

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

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

5. Approach to space allocation

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

Current policy dictates that space allocated to a faculty or department cannot be taken from that faculty or department and reallocated without extensive consultation with the faculty or department (or in the case of Classrooms, the Registrar). These groups may voluntarily trade or give up their allocated space. Where appropriate, Facilities Management may act as broker to assist faculties and departments to achieve beneficial space solutions.
6. Roles and Responsibilities
Facilities Management acts in a staff role for the space allocation process. The role requires the collection of requirements, determination of needs, assessment of competing interests, building of consensus where possible, and production of a recommendation on the allocation of space.

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

Strategy 30: Campus Expansion
Priority

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

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

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

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

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

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

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