

# University of Regina | 2011 Campus Master Plan

August 29, 2011



Prepared by  
**DIALOG**<sup>™</sup>  
for the University of Regina



## **ACKNOWLEDGEMENTS**

The creation of University of Regina 2011 Campus Master Plan was an eighteen month process that required extensive effort and consultation. The Working, Steering, and Advisory Committees were the groups that were instrumental in guiding the development of the plan and, for that reason, they are specifically listed below. In addition, the Steering Committee vetted all documents and briefings prior to being presented to broader audiences and the Board of Governors for approval.

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

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

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## LETTER FROM THE PRESIDENT

In 1963, one of my predecessors, Dr. William Riddell, was installed as Principal of the University of Saskatchewan, Regina Campus. At that time – 11 years before the University of Regina became an independent degree-granting institution – he said:

*A university, like any other growing organism, develops as a result of changing needs and the changing ideas of those responsible for its programs.*

*This does not mean that one just waits to see what will happen but, instead, the most serious consideration must be given to the conditions that the university must face, the responsibilities it has to its students and to the public, and the resources that are available to it to meet these obligations.*

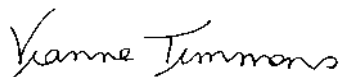
Nearly 50 years later, Dr. Riddell's words continue to be true for the University of Regina. The University is constantly developing – responding to and whenever possible, anticipating the changing needs of our students, faculty and staff. We have responsibilities to the University community and the larger community, and for that reason we cannot sit back to see what form the University will take. We must plan its future carefully – and plan that future together.

That is exactly what this Campus Master Plan does. Flowing out of the recently developed University of Regina Strategic Plan, the Campus Master Plan is infused with the same spirit. It is the result of a great deal of cross-campus and off-campus consultation, and represents a shared long-term vision for our University of Regina facilities, landscapes and transportation systems.

This plan is the latest in a long line of interrelated master plans dating back 100 years to when Regina College – the forerunner of the University of Regina – was founded in 1911. As we celebrate that centennial in 2011, the timing of this plan could not be better.

When Regina College began operations 100 years ago with only 27 students, few could have imagined that it would develop into a university with more than 12,000 students. And as we begin our second century on this beautiful “Campus in the Park,” none of us can envision exactly what the University of Regina will look like in another 100 years. The Campus Master Plan gives us an idea of what we might expect in the near future, however – and I hope you find that future as exciting as I do!

Yours sincerely,



Vianne Timmons  
President and Vice-Chancellor



Key Map





A winter scene of the new Athletic Precinct Plaza from University Drive South, the view north toward the Centre for Kinesiology, Health and Sport Building, and the new Arena north-east. The Plaza is to become the recreational hub for the University, with flexible space for both the University, local, and regional community. The Plaza is intended to accommodate a variety of programming, which can include sports events, winter activity, water play, and community festivals. A wide pedestrian promenade is proposed as the central spine for the precinct, straddling the Plaza and Arena to the east and a new open space to the west of the promenade.



Campus Before (of previous image): View north from University Drive South toward the Centre for Kinesiology, Health and Sport Building



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# 2011 Campus Master Plan

# Part A

## **Introduction and Background**

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Figure A-1. University of Regina Main Campus - view south across Wascana Lake to the Campus and the Wascana East Lands including SIAST



Figure A-2. The existing heritage landscape of the Dr. John Archer Library

## 1.0 Introduction

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The University of Regina is a Campus in the Park. The location of the University's campuses within Wascana Centre, one of the largest urban parks in North America, is a unique and invaluable asset. The park complements the recreational and athletic facilities on campus with canoeing, kayaking, cross-country skiing, skating, bicycling, and running; Wascana Centre provides a large cultural amenity for University of Regina students and faculty, including museums, galleries, concert and theatre venues, and the Legislative building; the park provides a green link – a network of multi-use pathways – that connects the University with Regina's neighbourhoods; the park's flora, fauna, and natural settings represent a pedagogical asset, rooting the experience of University of Regina students in an appreciation for environmental stewardship and sustainability; and, the park undeniably provides a beautiful and iconic setting for the university campuses, on the shores of Wascana Lake.

For all of these reasons, the University's character as a Campus in the Park is a key aspect of the quality of life on campus, particularly for the students who live there. The plan articulated in this document builds upon these assets, strengthening the connection between the Main Campus and the surrounding elements of Wascana Centre, reinforcing the identity of the University of Regina's Main Campus as a Campus in the Park.

As part of achieving these objectives, this plan focuses on building a more coherent and compact Main Campus as:

- a campus with a defined open space framework, attractive streetscapes, and seamless connections and transitions to adjacent uses;
- a campus that generates a critical mass of students and activity;

- a campus that provides amenity, and a vibrant campus experience for a larger on-campus student population;
- a campus that continues to develop its pedestrian concourse system, but that also treats its open spaces as four-season amenities that are connected, beautiful, and well used; and,
- a campus that is informed by sustainable land use and transportation choices, and that preserves parkland in Wascana Centre.

The key strategies herein relate to focusing on a compact campus with a high quality open space framework and public realm. This Campus Master Plan does not require high growth for realization; rather, it is designed for the University to incrementally expand and complete the Main Campus in a manner that adds amenity, activity, and coherence. This approach, as a land use planning paradigm that clusters uses to minimize the need for vehicular movement and to ensure the highest use of infrastructure, is central to embracing a sustainability framework for land use planning decisions.

The College Avenue Campus has also been given extensive consideration in the context of this Master Planning process. It has been reaffirmed as a priority space for the University, and, as a capital project, considerable due diligence continues to evolve to restore and adapt the campus for future uses (see Part D of this document). This Campus Master Plan is cognizant of and reinforces the importance of the College Avenue Campus, but focuses primarily on promoting an investment in the Main Campus through the creation of a strong design framework.

The development of this Campus Master Plan continues a tradition of campus planning in which the University regularly revisits, refreshes, and renews its vision for the future. While this plan establishes a new direction for long-term planning of the Main Campus, it is also part of an unbroken evolution of concepts dating back to the 1962 Yamasaki/Church Plan, that have each responded to best practices of their time. The plan carries forward strategies, principles, and planned new facilities from the previous Campus Plan, and the key moves in this Plan can be directly aligned with previous strategies.





Figure A-3. Campus Master Plan Open House on March 9, 2010

## 2.0 Background

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### 2.1 Study Objectives

Approximately every five years, the University's Facilities Management unit initiates a strategic review of the University's built and natural environment to evaluate its current state and to look towards the future. This allows the University to stay current to the needs of the campus community, and to strategically direct investment towards actions that build upon a cohesive vision.

### 2.2 Plan Objectives

This University of Regina Campus Master Plan is the next iteration of a long history of campus plans. This Campus Master Plan builds on the strategies identified in the 2004 Campus Master Plan and maintains the momentum of campus development generated as a result of the 2004 Plan (see Section 5.2 for a detailed examination of how the 27 strategies are carried forward). It provides an enhanced framework for thinking about how the campus grows for the next five years and beyond - one that places emphasis on creating lasting and meaningful places through the development of great open spaces that speak to the University's natural setting and history. This complements the built-form focus of the 2004 Campus Master Plan.

Specifically, the Campus Master Plan articulates a new vision for the Main Campus that has been shaped by the campus community. It identifies the planning and design principles for growth and development, and names key design strategies and actions to achieve the vision. The Campus Master Plan also gives renewed attention towards adopting a lens of sustainability in campus planning that appreciates the beautiful park setting and existing built heritage, as it is within this unique context that the University of Regina has flourished.



Figures A-4-7. Campus Master Plan Public Consultation Events

## 2.3 Study Process

The creation of the Campus Master Plan involved a four-phased process undertaken between the months of January 2010 to June 2011. The process was led by a project team from Facilities Management and DIALOG (formerly Office for Urbanism) and was guided by two larger advisory groups. The Steering Committee, which was comprised of members of the University Executive Team, provided overall strategic direction to the project and ensured alignment with the larger strategic planning goals of the University. The Advisory Committee, which was comprised of representatives from the student union, key academic and administrative departments and partners, and external agencies such as the Wascana Centre Authority and Innovation Place, acted as a sounding board for the project team to generate ideas and to act as a liaison with key stakeholder groups. The Board of Governors and the President also played a chief role throughout.

To a large extent, the process was designed to generate a significant amount of content and ideas to guide the Plan development through the engagement of students, faculty, staff, and alumni. Four major consultation events were held at the University aimed at both testing ideas and generating consensus moving forward. Not only did the campus community participate, but city staff, local developers, and local residents interested in the future of the campus also contributed to the conversation.

The four phases of the project unfolded as outlined below:

### Phase I: Reconnaissance and Visioning

The objective in this phase was to gather all relevant background materials, documents, and studies, and to observe and analyze the existing conditions on both the Main Campus and the College Avenue Campus. Several site tours, photographic analysis, map analysis, stakeholder interviews, and meetings were held to develop a clear understanding of the existing conditions and current directions for growth and development. A kick-off event on March 9, 2010 was held to begin generating a vision and key design ideas for the Campus Master Plan. A Student Open House was then held on March 31, 2010 to gain further student feedback on the emerging vision and principles.

### Phase II: Concept Development

Having completed a study of existing conditions, and having articulated an emerging vision and principles as well as key design moves, it was possible to begin working on a draft concept plan. This was accompanied by evolving supportive frameworks (Built Form Framework, Open Space Framework) that were tested with the Steering Committee and Advisory Committee prior to being presented to the University community for feedback on May 11, 2010 at a Campus Open House.

### Phase III: Plan Development

In Phase III, the concept plan and supportive frameworks were refined based on input from the Campus Open House. Detailed feedback was provided and critical attention was paid to the relationships between the physical form and the programmatic aspects of the University. At this time, technical due diligence was undertaken with respect to a parking and movement study, a capacity analysis, and an assessment of infrastructure opportunities and constraints.

### Phase IV: Final Master Plan

Feedback generated in Phase III was used to further refine the draft concept plan and supportive frameworks. The final months of the process were then focused on packaging these outcomes as the draft Campus Master Plan, which was presented to the Board of Governors, and finally to the university community, in the final Campus Open House.



Figure A-8. College Avenue Campus (yellow, foreground) within the City of Regina, Circa 1960

## 2.4 Historical and Planning Context

The University of Regina has a long history of planning, which, because of its unique setting and history, has always been conducted in partnership with the Wascana Centre Authority and the City of Regina. The partnership has been so long that the history of the city, the park, and the campus are important to highlight in order to form a comprehensive view of the existing context.

### 2.4.1 City of Regina

Regina was incorporated as a town on December 8, 1882, stimulated by the arrival of the Canadian Pacific Railway. It quickly transformed into the administrative and legislative territorial capital of what is now the Province of Saskatchewan. Once called the 'Pile-o-bones', Regina's urban form began to take shape with the founding of major destinations such as the Exhibition Grounds (1893), the Legislative Building (1908 - 1912), and Regina College (1912 - 1916). Since its incorporation as a city in 1903 and Provincial recognition in 1905 as the Capital of Saskatchewan, political activity in Regina increased along with rapid population growth.

Following the second World War, Regina began a series of annexations around the periphery of the original town and developed several suburban neighbourhoods to accommodate new families. Immigrants from eastern Europe established social and cultural roots in Regina, which are still celebrated today. The development of the Regina International Airport (1930 - 1940) also brought the world to Regina, and connected national commercial pursuits to the local economy. The growth of the University of Regina and business parks added new types of jobs to what was traditionally a government town. Today, Regina is planning for a revitalized downtown and renewed public facilities, and it is within this movement that the University of Regina embarks on its own renewed path of growth and development.



Figure A-9. University of Regina Main Campus, within Wascana Centre - view towards the south-west residential neighbourhoods

### 2.4.2 Wascana Centre

Wascana Centre was formally established in 1962 and is a 9.3 square kilometre park built around Wascana Lake. The Centre is a collection of lands and buildings variously owned by the City of Regina, the University of Regina, and the Province of Saskatchewan, each of which is represented on the Wascana Centre Authority Board of Directors. The park contains several landmark buildings including recreational, cultural, educational and environmental facilities such as the Legislative Building, the MacKenzie Art Gallery, and the University of Regina College Avenue Campus and Main Campus.

Aside from the Wascana East Lands, which share a border with agricultural land in the south-east precinct of the city, the remainder of the Centre is surrounded by residential neighbourhoods that have direct access to the Centre through its major and minor grid of streets. Starting at the east side going counter clockwise, Wascana Centre shares its boundaries with the neighbourhoods of Arcola East, Boot Hill, Al Ritchie, Gladman Park, Centre Square, Cathedral, Lakeview, Hillsdale, and Whitmore Park (Hillsdale and Whitmore Park are where most off-campus students reside). As a result, the Centre, which itself is a very pastoral and open environment, sits within a very urban-residential context. This stark juxtaposition at its borders elevates the distinctiveness of both the Centre and the University.



Figure A-10. Wascana Centre Master Plan cover

### 2.4.3 Wascana Centre Master Plan, 2006

The first Wascana Centre Master Plan was designed by Minoru Yamasaki in 1962 in tandem with his plans for the Regina Campus of the University of Saskatchewan, which later became the University of Regina. The current Wascana Centre Master Plan was drafted by the same authors as the 2004 University of Regina Campus Master Plan, as has historically been the case.

The University of Regina Campus Master Plan is positioned as a supporting plan of the larger and provincially mandated Wascana Centre Master Plan. The Wascana Plan is commissioned and implemented by the Wascana Centre Authority and it is to be formally reviewed every 7 years. Each review has typically included new design interventions or infrastructure plans that have responded to emerging demands on the Centre. Through the planning process, Wascana Centre has implemented the Music Basin, new multi-use trails, interpretation signs, and has partnered with the University on each of its Master Plans to date.

The Wascana Plan explores eight development areas covering the entire park, and includes proposed new developments (namely, on the Legislative Grounds and the Performing Arts Centre), vehicular circulation routes, and in some cases, streetscape designs. The Wascana Plan envisions an increase of uses for sport and recreation (such as Douglas Park), and the full build-out of the Wascana East Lands, Main Campus, and Innovation Place (Research Park) in order to accommodate anticipated University growth. The Plan is sensitive to its connections to adjacent residential communities and stipulates a height limit of 13m for any building located within two city blocks of the Centre. This is intended to preserve its distinctiveness from the rest of the urban fabric.

#### 2.4.4 The University of Regina Main Campus

The University of Regina lies within Wascana Centre, which is roughly 5km south of downtown.

The University of Regina Main Campus was formed in 1962 as the Regina Campus of the University of Saskatchewan. Seattle-based architect Minoru Yamasaki, in collaboration with Thomas D. Church as landscape advisor, were given the task of defining the University's first Master Plan. The plan consisted of an academic core with a compact series of buildings placed on one-storey podiums connected by walkways. This formed a series of courts facing a stately library. Since then, the plan has been updated roughly every five years, with architect Jack Long drafting two plans in the seventies (1972 and 1977), and du Toit Allsopp Hillier doing the planning in the eighties (1982 and 1987), nineties (1992, 1998, and 1999), and two-thousands (2004).

In the seventies, the adherence to the concept of a series of small courtyards, podiums and elevated walkways began to be abandoned. The road system began to take form as a ring road around the buildings that centred on the Academic Green (today called the Dr. Lloyd Barber Academic Green). A research park was suggested for the land south of the parkway, which was originally intended to accommodate married student housing. In the eighties, the focus shifted to the indoor pedestrian circulation system and a landscape structure involving the Dr. Lloyd Barber Academic Green and University Mall. A new road parallel to the University Mall was proposed, later to be named "Research Drive", and the beginnings of a network of streets and blocks in the research area was sketched out. In the 1987 Plan, the campus south of University Drive South was more clearly articulated as a research area with its own focal landscape, the "South Green".

The nineties were marked by several construction projects at the University. The Language Institute was the first building to be built, ending a long construction drought. Luther College expanded in 1991, the daycare was built in 1993, and two new research buildings - the ISM Building and the Software Technology Centre - were added to the research park. In the late nineties, the Dr. William Riddell Centre was completed and the First Nations University of Canada (FNU) was proposed for east of University Drive East. A Winter Sports Complex was also proposed between the Physical Education Building and the Education Building. The expansive green space that was to later become the Dr. Lloyd Barber Academic Green, was reduced in size and framed by two symmetrical infill buildings. These acted as a gateway to an eastern pedestrian arm intended to connect to the First Nations University Building.



Figure A-11. Looking south along Wascana Parkway



Figure A-12. Studying in the Research and Innovation Centre



Figure A-13. College Building, College Avenue Campus

#### 2.4.5 College Avenue Campus

The College Avenue Campus consists of the College Building, the Conservatory Building, the former Norman MacKenzie Art Gallery Building (now called the Gallery Building), and Darke Hall. Adjacent to the site is the Soundstage, originally called the Normal School. It is not technically a part of the College Avenue properties but because it was once a University building and because it shares the same architectural style as the other buildings, they form a cohesive unit.

The College Avenue site began as Regina College, established by the Methodist Church of Canada. The first building constructed on the site was the College Building, designed by James Puntin and constructed between 1912 and 1916. In 1914, the Conservatory Building was built, and in 1929, Darke Hall was also built. In 1952, the Norman MacKenzie Art Gallery Building was added as an addition to the Conservatory Building. With the exception of the Norman MacKenzie Art Gallery Building, the assembly of buildings made up of the College Building, the Conservatory, Darke Hall, and the façade of the old Normal School, represent the most important grouping of Collegiate Gothic buildings in Regina.

Regina College became a junior college affiliated with the University of Saskatchewan in 1925, and it was the main campus in Regina until the new southern campus was built in 1962. Today it mainly houses the Centre for Continuing Education, which administers the Conservatory of Performing Arts, and Life Long Learning and Outreach. This campus is considered an important and historic part of the University, and is currently being redeveloped as a priority capital project, (see Part D - College Avenue Campus).



Figure A-14. The 1998 Saunders Evans Architects Inc. Research Park Master Plan (left)

Figure A-15. Terrace Building (above)

## 2.4.6 Innovation Place

Since the 1962 Yamasaki/Church Plan, each iteration of the Campus Plan has featured an area dedicated to university-related research on, or near, the University of Regina Main Campus. The lands originally allocated for research uses were toward the northeast of campus, on the site of what is now the First Nations University of Canada. The 1977 Long Review of the Campus Plan shifted the envisioned location of university-related research facilities to a site south of University Drive South, and by the 1982 du Toit Allsopp Hillier Plan, the structure of the future research park - including the alignment of Research Drive - began to take shape.

The first research facilities established south of University Drive South were constructed by the University of Regina for technology clients in 1990 (the ISM Building - 1 Research Drive) and 1994 (the Software Technology Centre - 2 Research Drive). In 1998, the Saskatchewan Opportunities Corporation (SOCO) entered into a 99-year lease with the University of Regina for land to be used for, and devoted to, research and technology development activities complementary to university programming. This was followed by the preparation of a Research Park Master Plan by Saunders Evans Architects Inc. in 1998.

Established in 1998, the Regina Research Park, called Innovation Place in Regina, now features a variety of leading researchers in the areas of environmental science, petroleum science, and information services. Managed by SOCO, the Research Park has grown steadily since 1998 in accordance with the 1998 Master Plan. Over the past decade, four new buildings have been added, including, most recently, the new Saskatchewan Disease Control Laboratory, which opened in May 2010. In addition to building new facilities, the Regina Research Park also purchased 1 Research Drive and 2 Research Drive from the University of Regina in 2003. It completed an expansion to 2 Research Drive in 2009. This Master Plan does not reconsider the existing Master Plan for Innovation Place.





Figure A-16. Lobby, First Nations University

Table A-1: Build date and square footage of building in Innovation Place..

Building	Date Built	Square Feet
ISM Building (1 Research Drive)	1991	80,000
Petroleum Technology Research Centre (6 Research Drive)	2000	70,000
The Terrace (10 Research Drive)	2001	124,000
Pilot Plant (6A Research Drive)	2004	4,000
2 Research Drive Expansion (IT Building redevelopment)	Originally built 1994; Redeveloped 2007 - 2009	79,000
Saskatchewan Disease Control Laboratory (5 Research Drive)	2010	113,000

### 2.4.7 First Nations University

The First Nations University of Canada (FNUUniv) was originally established in 1976 as the Saskatchewan Indian Federated College (SIFC). The First Nations University is an independently administered institution in a federated partnership with the University of Regina. It offers a variety of undergraduate and graduate degrees that are accredited by the University of Regina. The mission of the FNUUniv is to provide these academic programs in an environment that celebrates and affirms the values and cultures of First Nations students; to provide opportunities for cross-cultural interaction and learning; and to create opportunities for First Nations students to excel and flourish.

Following the establishment of SIFC in 1976, the institution grew steadily while operating out of a number of locations on the University of Regina Main Campus and elsewhere around Regina. Over time the SIFC identified a need for a larger facility, where executive, administrative, and academic functions could be consolidated. On November 24, 1999, the University of Regina transferred a 32.6 acre parcel of land to SIFC to accommodate their new facility. The transferred land was located east of University Drive East, removed from the consolidated core of the Main Campus. This was in keeping with the Institution's desire to maintain a distinct identity. Star Blanket Cree Nation is seeking urban reserve status for the FNUUniv lands, under its Saskatchewan Treaty Land Entitlement Agreement with the federal and provincial governments.

The new building - a terraced, south-facing semicircle clad in Tyndall Stone - was designed by Douglas Cardinal. Construction began in the Spring of 2001, and the new facility was officially opened on June 21, 2003. On the same date, when the doors of the new building opened, the Saskatchewan Indian Federated College officially changed its name to the First Nations University of Canada.

While this Master Plan does not reconsider the existing Master Plan for First Nations University, attention has been focused on how better integration between Institutions might be achieved, in keeping with the everyday needs of students.

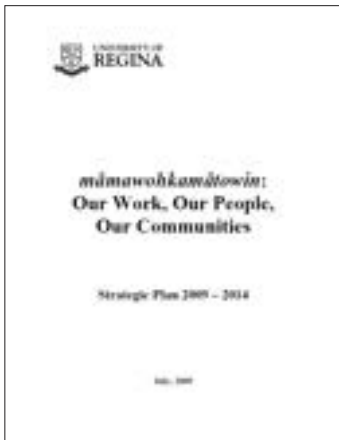


Figure A-17. University of Regina Strategic Plan cover

### 2.4.8 University of Regina Strategic Plan, 2009 - 2014

The Strategic Plan was championed by President Vianne Timmons as a response to the changing economic, demographic, and cultural landscape within the province. The objective of the Strategic Plan was to reposition the University within this emerging context, and to ensure that the next five years would capitalize on change and incorporate new goals and aspirations of students, faculty, alumni, and other partners. It establishes direction for how the University will operate internally, with prospective students, and



with the community, by defining actions under *mâmahwahkamâtowin*: Our Work, Our People, Our Communities. It defines a Vision and a set of values that describe the campus community and the University's operating philosophy. Its mission statement articulates the importance of creating a sustainable, diverse, and welcoming campus community, while recognizing the historic values and cultures of Saskatchewan. The actions within this Campus Master Plan are well-aligned with the Strategic Plan. In particular, these are:

- A1 Promote and reward the pursuit of excellence in teaching, research, and public service. Make the University widely known for excellence in all its activities.
- A2 Reaffirm our historic commitment to the liberal arts and sciences.
- A3 Align our array of program offerings to respond to the needs and interests of current and prospective students.
- A4 Enhance the University's distinctive programming and research profile. Capitalize on our research success to benefit the institution, researchers, and our students.
- A5 Make the University a leader in environmental responsibility. Put sustainability at the core of our teaching, research, and campus life.
- A6 Encourage a distribution of teaching and learning.
- B2 Make the transition into university seamless; enhance accessibility and flexibility; expand early-awareness and transitional programming; and ensure that appropriate supports are in place for students with special needs.
- B3 Improve the university experience for students, promote their well being, and foster a stronger campus community and spirit. Provide more scholarship and bursary support, and allocate the funding necessary to attract and retain highly qualified graduate students.
- B6 Continue to build a friendly, diverse, safe, and welcoming campus that respects work-life balance and pays particular attention to the marginalized, the vulnerable, people with disabilities, and the disadvantaged.
- C1 Raise the profile and increase the presence of the University regionally, nationally, and internationally. Promote community involvement of University personnel by redoubling our efforts to showcase the pursuit of excellence in teaching, research, and administration.
- C3 Foster educational, research, and human resource development partnerships with other educational entities, businesses, professions and community groups.

#### **2.4.9 University of Regina Campus Master Plan, 2004**

The 2004 Campus Master Plan for Long Range Development was, like all master plans, a coordinated approach to growth and development of the Main Campus, including Innovation Place (formerly Research Park), and the Wascana East Lands. It positions itself as the physical component of a three part institutional plan which includes an Academic Plan and a Financial Plan. The Plan advocates for the complete development of the pedestrian concourse, a distinct academic green, and the establishment of other positive outdoor spaces, all while achieving larger institutional goals such as the development of new facilities.

Rather than being overly prescriptive of development standards, the document describes 27 strategies that are visually supported by demonstration plans. Each strategy is designed to achieve a specific objective for the physical development of the campus. Of note is the consideration of planned new facilities (such as the Arena) as being part of an existing fabric of buildings. It was also important that new buildings prioritized the



Figure A-18. The University of Regina Main Campus, Wascana East Lands, Innovation Place, First Nations University, and the west neighbourhoods, 2009

introduction of light transmission to maintain a sense of openness throughout the campus, and that they incorporated art into the built form. One of the strategies that was addressed but needs continued emphasis is catalyzing a day-long on-campus community life (Strategy 22), which the new Campus Plan now positions as an indicator of success over the next five years. The 27 strategies are supported by the new Campus Plan, and are complemented by a stronger open space strategy, and considerations for improving services, circulation, and accessibility.

This Campus Master Plan maintains the general intent and direction of key strategies of the 2004 Plan.

## 2.5 University of Regina Land Holdings

This section provides an overview of the University of Regina's lands holdings, and outlines some of the key opportunities and constraints related to the future use of those holdings. A map of the University of Regina's land holdings and leased lands can be found at the end of this section, on page 16 (figure A-19).

### 2.5.1 Main Campus

The University of Regina lands south of Wascana Lake (excluding the lands associated with Wascana East, Innovation Place, and First Nations University) amount to approximately 64.3 hectares (159 acres). Much of this land, however, provides the parkland interface with Wascana Centre, and will not be developed to accommodate future campus growth. Most of the main campus facilities are located on the 36.4 hectares (90 acres) bounded by Wascana Parkway, University Drive North, University Drive East, and University Drive South, and it is expected that most of the future main campus growth will occur in this area.

#### Opportunities

- A growing concentration of facilities and students, creating the opportunity to generate a critical mass that will support desired amenities, services, and campus character.
- The Wascana Centre setting, and opportunities to strengthen integration with the park.
- Adjacency to Innovation Place, and proximity to other Knowledge Corridor partners.
- To improve pedestrian, bicycle, and vehicular connections to Wascana Parkway, and to provide 'gateways' to the Main Campus.

#### Constraints

- Weak connections: between the open spaces on campus; between the Campus and the surrounding parklands; and between the Campus and surrounding neighbourhoods.
- High proportion of main campus land currently dedicated to surface parking.

### 2.5.2 College Avenue Campus (CAC)

The University of Regina's historic College Avenue Campus is comprised of four buildings, on approximately 8.1 hectares (20 acres) of land, located less than one kilometer from the centre of downtown.

The future direction for the Campus includes a new Leadership and Outreach Centre, and expanding continuing education offerings and professional development programs, such as those offered by the Johnson-Shoyama Graduate School of Public Policy. Anticipated new facilities include a premier event and reception space, and state-of-the-art meeting rooms suitable for conferences or classes.

#### Opportunities

- A convenient campus location close to downtown, in an urban context.
- Heritage buildings provide a strong identity, and a connection to the University's history.
- An ideal location for the University of Regina to have a city presence (physically + programmatically).

- Scenic setting, on the north shore of Wascana Lake.
- Good accessibility by road and transit.
- Well known.

#### **Constraints**

- The College Avenue Campus is perceived as being distant from Main Campus (approximately 4km by car), and students do not have the time to reach it in the fifteen minute gap provided between classes.
- Difficulty connecting College Avenue students with Main Campus activities and services.
- Significant investment is required to preserve heritage structures, and to bring existing facilities up to modern standards.

### **2.5.3 Wascana East**

The University of Regina holds a 99-year lease (started August 1, 2005) on 45.3 hectares (112 acres) of Provincial land east of the Trans Canada Highway, north of the SIAST Wascana Campus. The site has been envisioned as the future location of a separate university campus accommodating 12,500 FTE students, but demand for such an expansion is not an imminent likelihood, and university priorities should first prioritize completing and enhancing the university experience on the Main Campus.

#### **Opportunities**

- The long-term lease on this large parcel of land provides the flexibility, over time, to accommodate park, recreation, academic, residential, or parking uses.
- New trails and open spaces could reinforce and enhance the relationship of the Main Campus to Wascana Centre.
- The site provides opportunities for the University of Regina to establish stronger linkages with SIAST.
- Potential opportunity to shift surface parking spaces off campus, connected by a shuttle.

#### **Constraints**

- The Wascana East Lands, located across the Trans Canada Highway, feel distant from the Main Campus.
- There are few opportunities for synergies with surrounding uses.
- In order to become developable, the Wascana East Lands require significant infrastructure investments. It has been estimated that removal of the alluvial deposit (lake deepening hill) would cost \$2,000,000, and, as of 2003, it was estimated that construction of a Wascana East Lands underpass would cost \$4,400,000.

#### 2.5.4 Innovation Place

Phase I of Innovation Place is located on a parcel of approximately 32.4 hectares (80 acres), located south of University Drive South, between Wascana Parkway and the Trans Canada Highway. The Saskatchewan Opportunities Corporation holds a 99-year lease of these lands, signed on July 1, 1998. This planning process did not consider changing the existing Master Plan framework for Innovation Place.

##### Opportunities

- There are ongoing opportunities for programmatic synergies between Innovation Place and the University of Regina.

#### 2.5.5 South Lands (Phases II & III of Innovation Place)

The land leased for research park uses by the Saskatchewan Opportunities Corporation includes a 13.3 hectare (33 acre) parcel south of Wascana Parkway and west of the Trans Canada Highway. This parcel is identified as the long-term Phase II of Innovation Place. Currently, these lands are used for the South Zone Community Gardens. The 2011 Campus Master Plan process did not consider expansion to, or changes to the current uses of these lands.

##### Opportunities

- The Phase II lands constitute a substantial land bank for long-term campus growth.
- The South Lands are adjacent to mature residential neighbourhoods, and associated community amenities.
- The location at the intersection of two major roadways provides easy access to public transit and private vehicles.

##### Constraints

- The South Lands are perceived to be distant from Main Campus.
- As of 2010, the lands are used for over 300 community garden plots.

A number of maps have also indicated Phase III lands for the research park, located on a large parcel south of Wascana Parkway, and east of the Trans Canada Highway. These lands are currently owned by the Provincial Government and leased for farming, and their development is not likely in the near term.

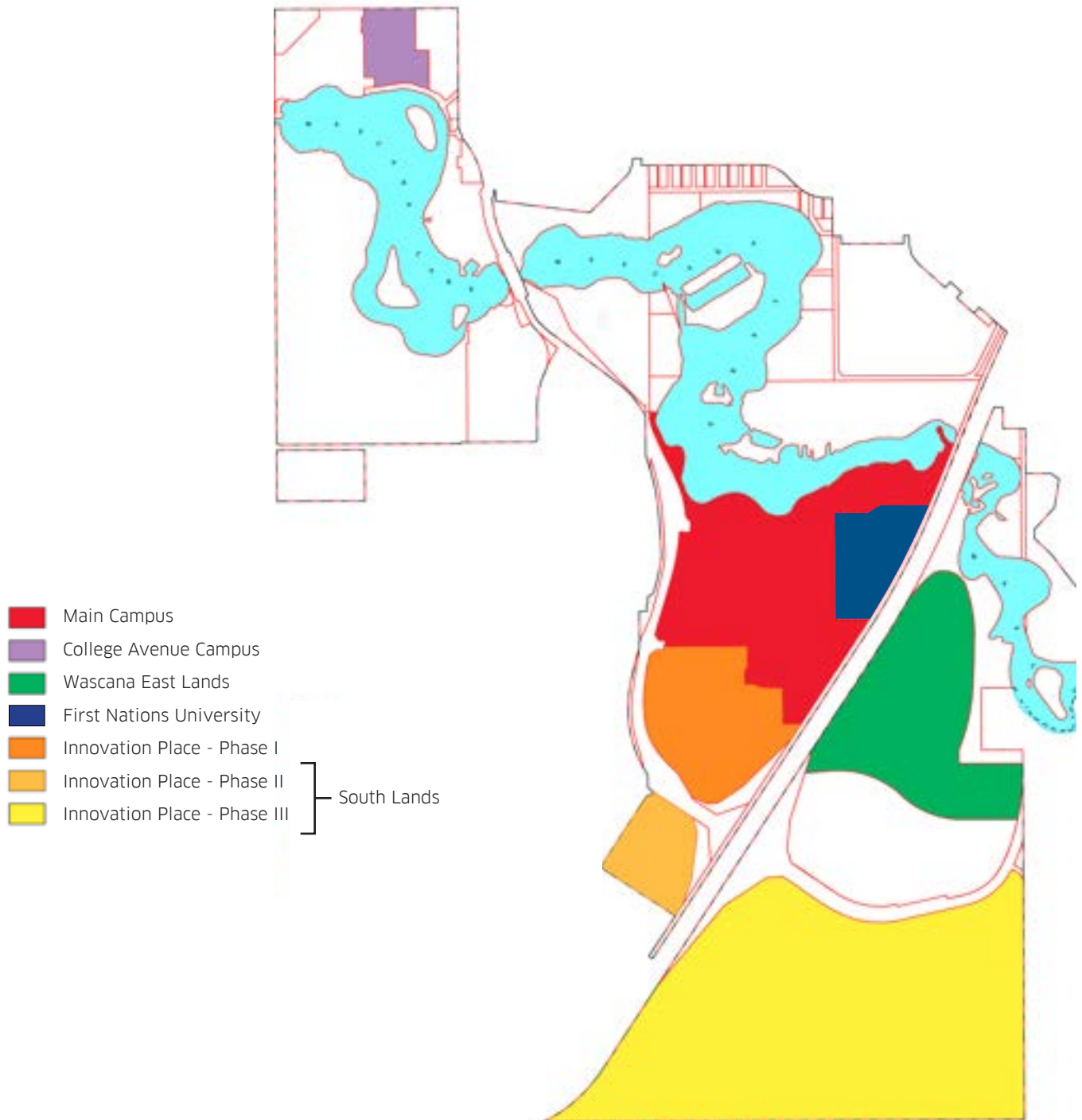


Figure A-19. University of Regina Land Holdings and Leased Lands

# Part B

## **Main Campus Concept & Rationale**

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Figure B-1. North and South Residence Towers, University of Regina

## 3.0 Existing Conditions Analysis

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

### 3.1 The Main Campus in the Wascana Centre Setting

#### Celebrated Landmark Buildings

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

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

**Opportunity**

### **Integrating an Urban Campus within a Naturalized Park Setting**

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

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

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

#### **Opportunity**

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

### **Concentrating Facilities on the Main Campus**

The University of Regina has several land holdings within Wascana Centre. The lands constitute the historic College Avenue Campus to the north, the Main Campus south of the river, the lands south-west of the Wascana Parkway, and the East and South Lands west of the Trans-Canada Highway. Although the University sits within Wascana Centre, the campus lands are fairly disconnected from one another. This is mainly due to distance and land barriers such as the highways. In addition, the internal orientation of the Main Campus, coupled with the significant frontage of surface parking lots, lead it to be somewhat disconnected from the surrounding neighbourhoods.

Although there are opportunities to redevelop the College Avenue Campus in order to expand programs, as well as the potential to expand the campus onto the east lands as demonstrated in the 2004 Campus Master Plan, a more focused approach to campus growth and development on the Main Campus is favourable. Such an approach would generate the appropriate conditions necessary to take advantage of several opportunities, including: to create a stronger campus identity; to create a stronger sense of place and campus community; to build a campus that is more compact, walkable, accessible, and connected within and to the surrounding neighbourhood; and to structure a more efficient use of campus lands with intensified development in the campus core, and facilities concentrated in one area.

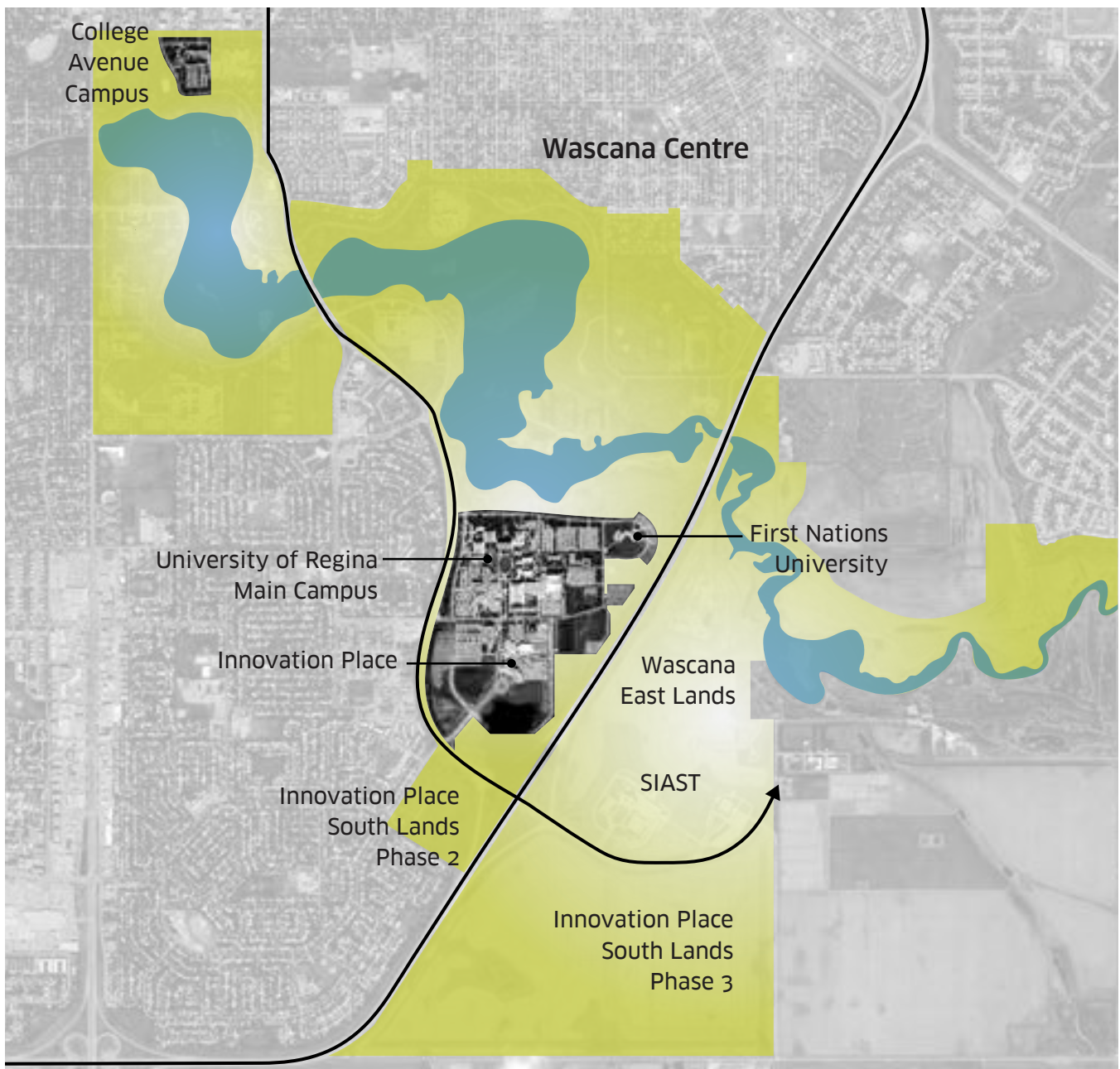


Figure B-2. University of Regina in the Context of Wascana Centre

### 3.2 Main Campus Structure Moving Forward

The University of Regina's Main Campus has evolved through the development of many campus plans, and many of the core ideas of these plans that have been retained and implemented continue to define the structure of the campus today. Some of these features include: zones of development first detailed in Yamasaki's Campus Plan - the academic core (surrounding the Dr. Lloyd Barber Academic Green to the north-west, student housing to the north-east, the fields to the south-east, the research area to the south-west, and the colleges to the east; a built form structure with a focus primarily internal to the campus; the internal connected "Urban Street" - the continuous linking of buildings, mainly at grade, to create a continuous pedestrian passage through the campus; the creation of iconic buildings, some of which maintain access to the podiums; an open space structure focused

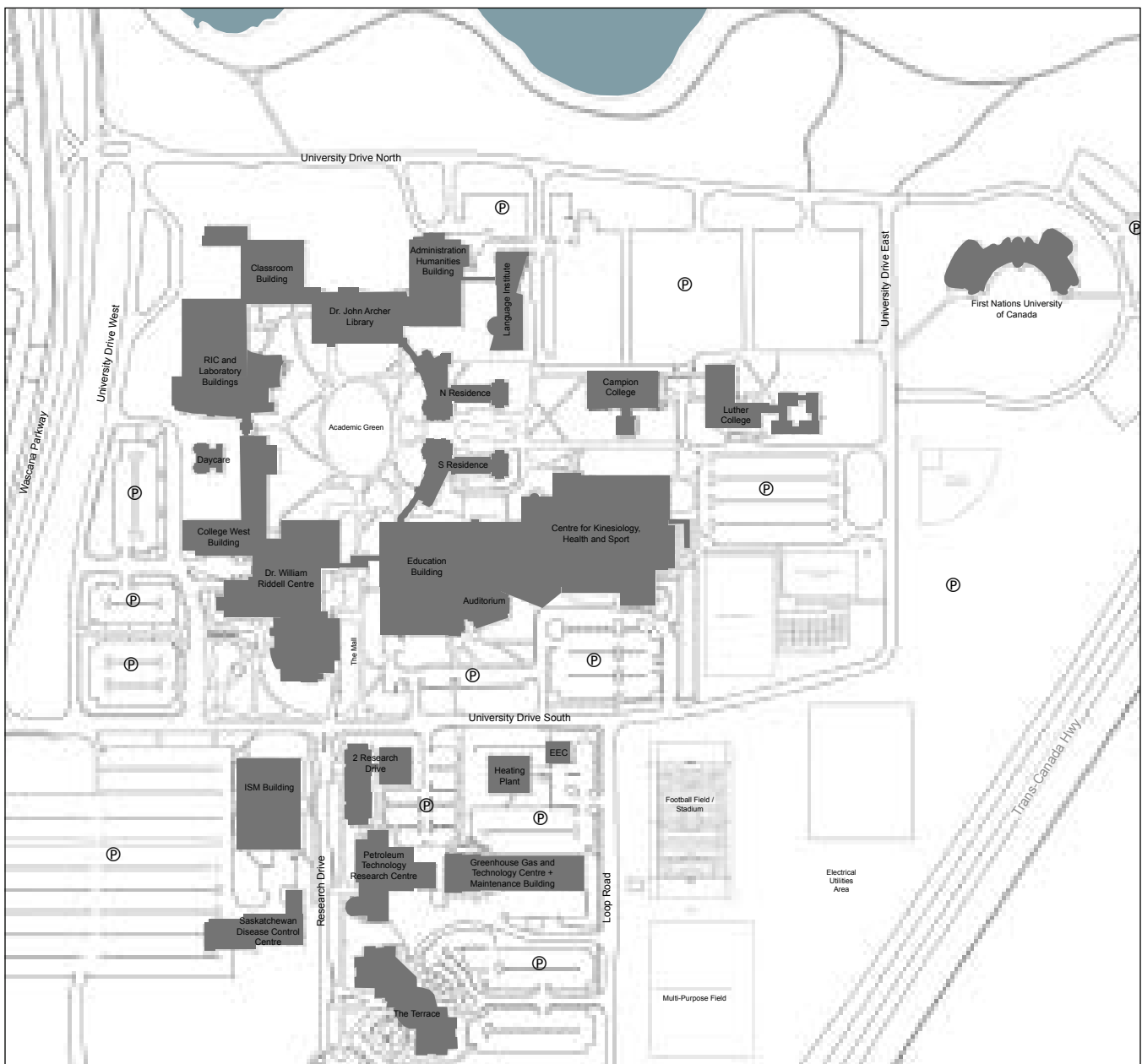


Figure B-3. University of Regina Main Campus - Existing Conditions

primarily around a large central green as the main open space feature with connections to Wascana Lake, the Colleges, and Innovation Place; quadrangles and courtyards framed by buildings; a linear landscaped space referred to as the Urban Mall (1982 Plan), which connects the core campus to Innovation Place in the south; a mixture of surface parking lots mainly along the perimeter of the campus with some structured parking integrated within the core; and an access ring road around the campus core and down through Innovation Place, with increased access to Wascana Parkway.

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

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

### **Creating a Welcoming External Campus Face**

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

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

### **Opportunity**

### **Increasing Height and Visibility on Campus**

There are several important reasons for creating additional height on the campus. Height is directly related to density and achieving a critical mass on the campus. It is also an opportunity to improve campus visibility, strengthen campus identity, and improve campus wayfinding. Except for the North and South Residence buildings that stand 12 storeys tall, all building heights are between 2 and 7 storeys.

The lack of campus visibility - and therefore a stronger campus presence - is thwarted by its current physical structure of peripheral parking and mainly low buildings. Wascana Parkway possesses vast potential to be a most scenic corridor within the Centre, and the Main Campus should be one of the most memorable landmarks along this corridor, with framed views into campus from the Wascana Parkway, terminating at key buildings or gateways, and a grand welcoming gesture at the Wascana Parkway and Kramer Boulevard/ University Drive South intersection.

#### **Opportunity**

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

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

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

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

In terms of vehicular connectivity, the main vehicular entrance to the campus is at the intersection of University Drive South, (which becomes Kramer Boulevard to the west), and Wascana Parkway, a major transportation route and view corridor. There is minimal indication and clarity that this is the main gateway into campus. Because the pedestrian

focus is internal to the campus, the University Drive loop, which is the main vehicular connector to the campus buildings and Innovation Drive, is structured to address access to the parking lots and services areas and less so on creating welcoming entrances to buildings. In addition, bike parking and transit stops are located at the campus periphery where building facades do not address these uses and functions. As a result, the character and use of the roadway and its relation to the campus buildings is unfriendly towards pedestrian, cyclist, and transit users.

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

#### Opportunity

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

#### **A System of Open Spaces and Places for Gathering**

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

Today, key open spaces that have materialized as a result of past plans include a fairly well-defined Dr. Lloyd Barber Academic Green as the central gathering space; the north-south landscape connection or "University Mall" (as defined in the 1982 Plan) to Innovation Drive; a significant boulevard buffering Wascana Parkway at its northern edge; the sports fields; and the open space fronting the Dr. John Archer Library, which creates a sense of classicism in the landscape structure that might have been originally envisioned for this site.

More recent landscape interventions include the enhancement of the north-south “University Mall”, the organic landscape space fronting the Dr. William Riddell Centre, and the relocation of 288 mature trees throughout the campus, primarily defining a forested landscape south of Campion College. With the exception of the Academic Green and the sports fields, most of the existing open spaces provide a green landscaped environment, but they do not necessarily represent useable places to gather, study, play, and enjoy.

**Opportunity**

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





Figure B-4. Concert in the Dr. Lloyd Barber Academic Green, University of Regina

## 4.0 Vision and Principles

### 4.1 Main Campus Vision

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

#### Welcoming

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

#### Sustainable

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

#### Diverse

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

#### Connected

Strong integration and connections within and to the park, the local community, and international institutions make the University an effective, contemporary, and relevant place of learning and research.

The University encourages continued exchange of knowledge, experiences, and services between local and global communities through improved physical design of the campus as well as programs that facilitate interaction.

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

## 4.2 Main Campus Principles

### 1. Be a visible leader and model for campus sustainability.

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



### 2. Be a leader for innovative learning environments.

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



### 3. Celebrate and build-upon heritage resources and landscapes.

The University will celebrate, integrate, and enhance its Wascana Centre setting by conserving and leveraging heritage buildings on the College Avenue and Main Campuses. These resources will continue to collaboratively narrate the history of the University through enhanced outdoor settings and connections to new developments.



**4. Provide the spaces, places, and infrastructure to support a vibrant campus life, and a collective campus community.**

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



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

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





Figure B-5. March, 2011 Public Consultation Event



Figure B-6. Creating a campus environment as a place to stay

## 5.0 Rationale for the Campus Master Plan

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

- 1. The campus needs a greater sense of place.** A clear and consistent theme that emerged during the course of consultation was that the Main Campus is perceived as lacking a coherent identity, an attractive public realm, and a structure that provides legibility and allows for easy orientation. As a response, the Master Plan concept focuses on establishing an identity for the Main Campus as the Campus in the Park. In order to cultivate this identity, the Plan identifies a system of open spaces and trails that are linked to Wascana Centre; directs that all campus buildings provide attractive inward and outward faces - addressing both the campus and the city; reduces the visual dominance of surface parking lots, while introducing new buildings strategically located to frame a network of open spaces; creates a framework of landscaped streets and beautiful public spaces where people will want to linger; and, defines gateways to provide a sense of arrival for those entering the Main Campus.
- 2. The campus needs greater vibrancy and animation.** There is clearly a strong appetite among the campus community for a higher level of activity, services, and amenities on campus, provided at a wider range of hours, and on more days of the week. The Master Plan concept directs future campus growth to achieve a critical mass of consumers/users, such that a sufficient on-campus student population is established to support the provision of enhanced services and amenities. A component of achieving this, over time, will involve the development of additional student residences, facilitating an increase in the percentage of students living on campus. Another key strategy with respect to enhancing the mix of uses and activity on the Main Campus is a focus on a compact campus approach, directing future investment to complete the existing campus.

- 3. The campus needs to be more sustainable in its planning and operations.** In consultation, the University of Regina Campus community expressed a desire to embrace sustainable lifestyle options, and also a frustration that it is currently difficult for them to do so. The Master Plan concept will make sustainable practices visible in the design and use of spaces on campus, as well as in the creation of attractive facilities and infrastructure for public transit and active transportation alternatives (walking and bicycling). A compact campus offering a wider range of services and activities will optimize space utilization while enabling the campus community to choose sustainable lifestyle options, in particular, with respect to transportation choices.

## 5.1 Critical Mass

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

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

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

## 5.2 Carrying Forward the 2004 Master Plan Strategies

There are many ideas from the 2004 Campus Master Plan that fit well and are supported by the Campus in the Park concept, and would be wise to carry forward. Table 2 identifies which of the 27 Strategies are carried forward, and explains how they are adapted by this Plan.

Table B-1. How the 2011 Campus Master Plan fits with the 2004 Campus Master Plan Strategies

Strategy, 2004 Campus Master Plan	Level of support, 2011 Campus Master Plan
1. The Main Campus will continue to be consolidated and remain the focus of academic and related activity.	<b>Carried forward by the Plan:</b> The new Plan supports a compact campus.
2. The College Avenue Campus will be used for academic functions which benefit from a separate and downtown location.	<b>Carried forward by the Plan</b>
3. Future development will support a sense of cohesion as well as easy and quick pedestrian movement between campus facilities.	<b>Carried forward by the Plan</b>
4. New development will preserve the existing assets of the Campus and favour the repair of problem sites, avoiding the replacement or modification of good quality buildings and landscapes.	<b>Further enhanced by the Plan:</b> The new Plan places strong emphasis on establishing a greater balance between the importance of built form and open space. An open space framework for the conservation of existing landscape and open space assets and the creation of new open spaces and linkages is a priority for a compact campus structure.
5. The spatial structure of the Campus will be reinforced. It is composed of a central space, two spines east and south, a series of protected courts, and a network of trails.	<b>Further enhanced and expanded:</b> In addition to this structure, the new Plan proposes a “Campus in the Park” structure that embraces all frontages: to the surrounding streets, the lake, and the internal courtyard spaces. The academic core is still retained as the main organizing agent, with strengthened east-west and north-south spines. New internal courtyard spaces are created along these spines, providing a greater balance of internal and external spaces, circulation and linkages throughout the Campus.
6. Campus landscapes will reinforce the spatial structure and circulation system of the Campus as well as provide pleasant places to relax, view and play. Buildings will be sited and designed to define and animate meaningful outdoor spaces.	<b>Further enhanced by the Plan:</b> The new Plan further enhances this strategy with the development of an open space framework, which defines a diversity of open spaces, and structures the public realm to also embrace key architectural elements.
7. The road structure will reinforce primary loops around the Campus and Research park, with internal secondary roads providing access to individual buildings and service areas. Pedestrian paths will form a finer network linking lots, building entries, and recreational trails.	<b>Adapted by the Plan:</b> The new Plan responds to the new campus vision and includes a network of dedicated bike paths.
8. The University will manage demand for parking and prudently move from reliance on surface parking to more structured parking.	<b>Further enhanced by the Plan:</b> The new Plan reflects a preference for below grade structured parking in order to increase the open space potential and enhance the public realm environment.  The option for the consolidation of surface parking to the Wascana East Lands, and some options for above grade structured parking are being considered.
9. The University will seek ways to improve transit service in terms of frequency, convenient stops and efficient routings.	<b>Further enhanced by the Plan:</b> In addition to a new Transit Hub, the new Plan also supports an increase in carpooling, bicycle use, and walkability.

<p>10. The indoor pedestrian concourse system will be extended to connect all Campus buildings. It will be at ground level wherever possible, with access to the outdoors and natural light. The concourses will be designed as a series of connected indoor urban “streets” - vital and sociable meeting grounds for the entire university community.</p>	<p><b>Further enhanced by the Plan:</b> A rationale for linking buildings beyond the original Campus core: to be a balance of consideration for the value of internal linkages alongside the value of exterior open spaces and experiences, and creating an accessible and permeable Campus for other movement modes.</p> <p>The new Plan suggests a structure whereby internal linkages should not occur across campus streets or open space pedestrian spines - east-west and north-south. This rationale allows for the integration and ease of circulation of other modes of transportation, such as a bicycle, throughout the Campus. If the Plan allows for connections across major open space linkages, the connections should be transparent and easily accessible.</p>
<p>11. The University will provide easily accessible playing fields/outdoor athletic facilities/recreational areas and preserve existing fields where possible.</p>	<p><b>Further Enhanced by the Plan:</b> An Athletic Precinct is included, which includes the Athletic Green and urban parkette.</p>
<p>12. The Academic Green will be surrounded by buildings which present a friendly face to it, include more intimate spaces and activity attractions within it, and there will be easy access to the concourse system at grade and the podium level above.</p>	<p><b>Carried forward by the Plan</b></p>
<p>13. Each new building will be sited and designed to contribute to the campus-wide pedestrian system and the ordering of the overall spatial structure.</p>	<p><b>Further Enhanced by the Plan:</b> With a greater consideration of the open space structure and improved external circulation.</p>
<p>14. Of the four basic ways of providing building space - Improved Utilization, Renovation, Infill, and Expansion - the University will emphasize consolidation (the first three) rather than expansion.</p>	<p><b>Carried forward by the Plan:</b> The new Plan supports a compact campus approach.</p>
<p>15. The University is committed to quality, permanence and life-cycle economy in building and landscape construction, maintenance and renewal.</p>	<p><b>Further Enhanced by the Plan:</b> The emphasis on creating a sustainable campus needs to be a key factor in the economies of scale, as the means of defining quality for the Campus.</p>
<p>16. The University intends to provide community leadership in responsible and effective environmental action through sustainable developments that are land, energy, and waste efficient.</p>	<p><b>Carried forward by the Plan</b></p>
<p>17. The increasing value of land, both on and adjacent to the Campus, will be reflected in project cost analysis and be accommodated through increased development density.</p>	<p><b>Carried forward by the Plan:</b> The new Plan supports a compact campus.</p>
<p>18. Projects established to meet the needs of a particular constituency will also meet the communal needs of the University as a whole.</p>	<p><b>Carried forward by the Plan</b></p>
<p>19. Designs for improving wayfinding will concentrate on two parallel fronts: the legibility and imageability of the Campus; and a comprehensive information and signage system.</p>	<p><b>Carried forward by the Plan:</b> The creation of a University Information and Visitor Centre.</p>
<p>20. Buildings, landscapes, and lighting will be designed and managed to promote personal safety.</p>	<p><b>Carried forward by the Plan</b></p>



<p>21. Outdoor places and paths, as well as buildings, will have sufficient identity to be named, and they should be named.</p>	<p><b>Carried forward by the Plan</b></p>
<p>22. The University will seek to expand catalysts for day-long life on the Campus - opportunities for socializing, sports, recreation, entertainment, shopping and relaxing.</p>	<p><b>Carried forward by the Plan:</b> The emphasis on establishing increased on-campus living and a critical mass of people</p>
<p>23. The University is committed to a concept of universal accessibility for all parts of the Campus and buildings where people may be expected to study, work or live.</p>	<p><b>Carried forward by the Plan:</b> The creation of a University Information and Visitor Centre.</p>
<p>24. The Campus Master Plan is approved as University policy by the Board of Governors and maintained as an effective development directive through continuity of responsibility, consistent application, and regular updating and review.</p>	<p><b>Carried forward by the Plan</b></p>
<p>25. The project design and approval process will ensure compliance at all stages with the Campus Master Plan. The process will invite university community input at the planning/programming stage and whenever variations to the Campus Master Plan are processed.</p>	<p><b>Carried forward by the Plan</b></p>
<p>26. Design Guidelines will be developed for each new project to define its specific planning context and bring into focus the objectives of the Campus Master Plan. These include a design checklist to which project designers should explicitly respond.</p>	<p><b>Carried forward by the Plan</b></p>
<p>27. The extensive inventory of space serving the diverse needs of students, staff, and the public is owned by the University, managed by Facilities Management through recommendation to the Space Allocation Committee, allocated equitably among users, and to be used efficiently.</p>	<p><b>Has been revised by the University:</b> We no longer designate all vacated space as 'Opportunity Space'. Instead, Facilities Management provides a proactive, scenario-based and consultative approach for space availability identification and plans for future development. Recommendations for space allocation are considered based upon consolidation of units and building rationalization.</p>

### 5.3 On-campus Housing

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

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

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

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

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

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

It is also reasonable to expect that:

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

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<sup>1</sup> Full-time equivalent (FTE) is a measure of the number of students served by a university, taking into account the various ways in which full-time and part-time students pursue their studies. The University of Regina uses the Statistics Canada formula for calculating FTE student counts (the sum of the headcount of full-time students and the headcount of part-time students divided by 3.5,  $FTE=FT+(PT/3.5)$  )

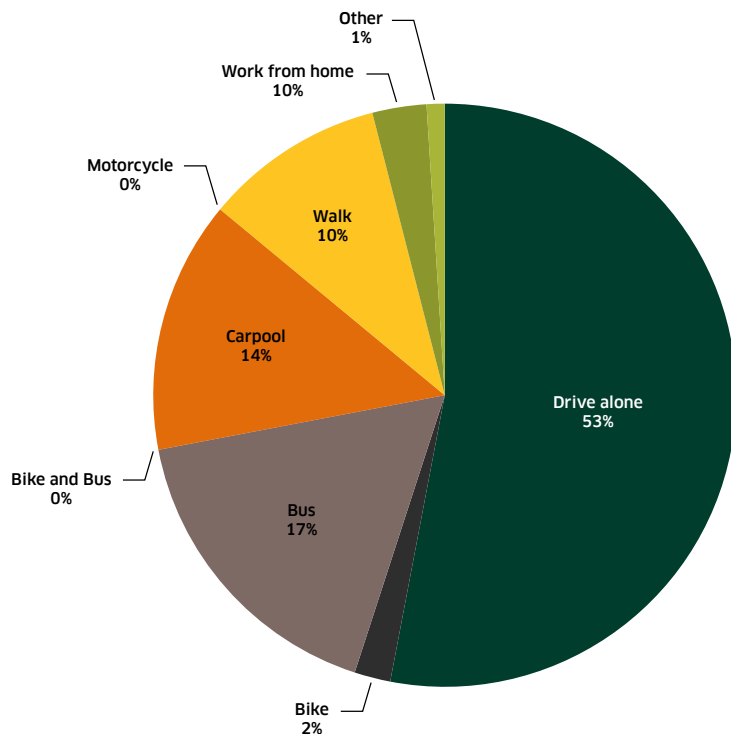


Figure B-7. Winter modal split for student travel

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

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

- The goals and objectives identified in the University of Regina's Strategic Plan 2009 - 2014. In particular, the objectives associated with Goal B3, "Improve the university experience for students, promote their wellbeing, and foster stronger campus community and spirit..."

- Aim #5 of the University of Regina's Performance Measurement Framework - Provide Superior Student Experience - and the associated target of an improved retention rate from year 1 to year 2.
- The demand for affordable housing and housing suitable for families identified in The Operations Forecast for 2010-2011. This report further recognizes that the provision of affordable and family housing units would aid with student recruitment and retention; increase the overall competitiveness of the University; and provide necessary support for mature First Nations and Métis students.

Finally, and importantly, the provision of additional on-campus housing capacity, and the expected outcomes with respect to the impact of a larger on-campus student population on campus life, aligns strongly with feedback provided by students during Phase 1 of the Campus Master Plan process. In Phase 1 consultations, students indicated that building and improving upon campus community, campus life, and campus vibrancy are important to them and to their University of Regina experience.

## 5.4 New Assumptions

Since 1998, University of Regina campus planning - in particular, with respect to the Main Campus and Wascana East - has been informed by a set of assumptions regarding future campus growth, and the capacity of university lands to absorb that growth. Specifically, during the period between 1998-2004:

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

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

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

### 5.4.1 The North-East Quadrant

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

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

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

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

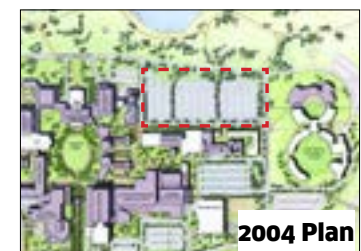
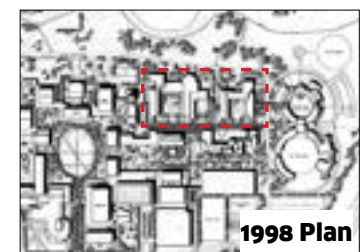
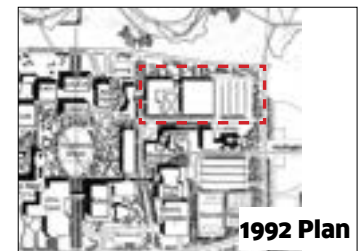
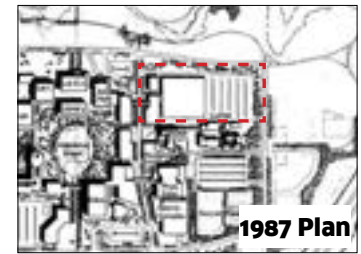


Figure B-8. Previous Master Plan iterations (1987-2004), highlighting concepts for the northeast quadrant of Main Campus



Figure B-9. 2004 Campus Master Plan remaining building sites

In particular, the northeast quadrant of campus, currently occupied by main campus parking lots 2 and 3, represents significant capacity to introduce new facilities, and new open spaces, on the Main Campus.

#### 5.4.2 Wascana East Campus

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

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

## 5.5 Technical Analysis

### 5.5.1 Space Analysis

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

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

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

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

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

These findings, combined with future Main Campus area projections developed in the campus area worksheet, informed the location, size, and proposed massing of future building sites in the Master Plan concept, as well as the allocation of uses to the proposed future buildings. The Master Plan concept was developed in such a manner as to address the space deficiencies identified in the RPG analysis, as well as the gross floor area requirements identified in the campus area worksheet, while fulfilling a broader set of objectives with respect to improving the open space framework on campus, enhancing the public realm, better connecting the Campus to surrounding uses, and developing a critical mass of activity and uses on campus.

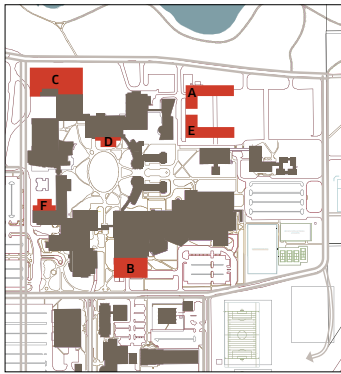


Figure B-10. Low growth scenario

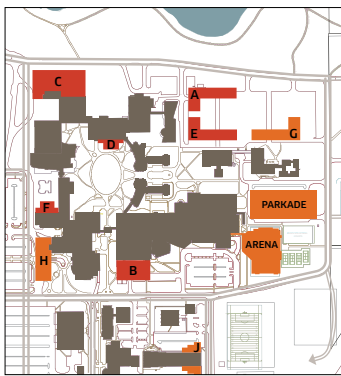


Figure B-11. Mid growth scenario

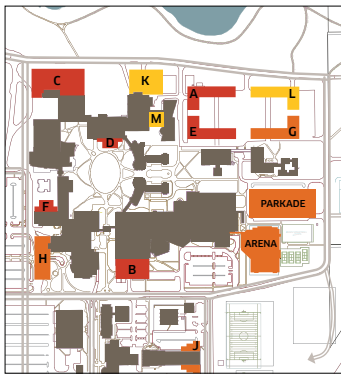


Figure B-12. High-growth scenario

## 5.5.2 Detailed Capacity Analysis

The due diligence undertaken as part of the preparation of the Master Plan concept included a detailed capacity analysis, linking the concept plan to the projected demand for Gross Floor Area (GFA)<sup>3</sup> in low, mid, and high growth scenarios. Given a current (2010) main campus FTE student population of 8,216, the student population and presumed growth rates in the three scenarios are shown in Table B-2. Possible build-out plans for each scenario are shown in Figures B-10, B11, and B-12.

Table B-2, Percentage FTE growth in the three scenarios

Growth Scenario	Student Population (FTE)	% Growth
Low Growth	9,500	15.6%
Mid Growth	11,000	33.9%
High Growth	12,500	52.1%

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

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

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

Some of the key assumptions informing the capacity analysis:

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

<sup>3</sup> Gross Floor Area refers to the total assignable and non-assignable area of campus buildings, including exterior walls.



- The eventual construction of a structured parking facility on the current site of Lot 4. The facility has been estimated to supply 1,361 net additional stalls if built to provide seven floors of parking (a five storey structure, plus rooftop parking and one level of parking below grade). It is expected that the structured parking facility will be required to meet main campus parking demand by the mid-growth scenario.
- That the existing daycare facility will be replaced with a new permanent facility in residential building E (matching current capacity), and that capacity will eventually be doubled with an additional facility in residential building A.
- That the construction of the arena will take place by the mid-growth scenario, and will coincide with the creation of a new celebratory plaza on the current site of Lot 14.
- That the Education Building addition will coincide with the removal of Lot 11, and its replacement with a new landscaped open space south of CKHS and west of Lot 14.
- All scenario parking impact summaries assume that University Drive road improvements - resulting in a net gain of 250 lay-by surface parking spaces - have taken place before build-out of new facilities.
- Underground parking area calculations are based on 30m<sup>2</sup> underground parking area/stall.

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

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

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

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

Use	Low Growth (m <sup>2</sup> )	Mid Growth (m <sup>2</sup> )	High Growth (m <sup>2</sup> )
Classroom, Lab and Academic Offices	17,018	28,552	41,045
Library	11,849	15,932	20,016
Athletic/Recreation	0	234	2,462
Residential	23,564	33,960	44,355
Food Services	4,665	5,902	7,140
Other	4,169	20,240	17,346
<b>Total Gross Area Required</b>	<b>61,264</b>	<b>94,820</b>	<b>132,364</b>

Table B-4. Low Growth Scenario: Net Parking Impact Summary

Modal Shift	Total Demand for additional stalls (including displaced stalls)	Total New Stalls, 1-level below grade	Net Surplus/Deficit
10%	481	347	-134
15%	201	347	146

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

Use	Gross Area Required, Low Growth Scenario (m <sup>2</sup> )	Gross Area Provided (Bldgs A-F) (m <sup>2</sup> )	Deficit/Surplus Compared to Low Scenarior Required Area (m <sup>2</sup> )
Classroom, Lab and Academic Offices	17,018	17,901	883
Library	11,849	14,854	3,010
Athletic/Recreation	0	0	0
Residential	23,564	24,922	1,358
Food Services	4,665	4,220	-444
Other	4,169	4,826	657

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

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

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

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

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

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

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

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

### 5.5.3 Transportation Rationale

#### 5.5.3.1 Traffic Study

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

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

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

#### **Wascana Parkway & University Drive North intersection**

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

#### **University Drive South and Parking lot access intersection**

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

#### 5.5.3.2 Concept Plan Traffic Impact Analysis

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

- Redesign of University Drive North, University Drive East, and University Drive South;
- Reconfiguration and redesign of University Drive West;
- Introduction of a new, mid-block connection from University Drive West to Wascana Parkway;
- Redesigned intersections at Wascana Parkway and University Drive North, and Wascana Parkway and University Drive South.



Figure B-13. Campus before: View north-east to the campus at the intersection of Wascana Parkway and Kramer Boulevard

### 5.5.3.3 Wascana Parkway Corridor Study

The City of Regina has approved funding for a Wascana Parkway Corridor Study, that will, among other things, consider traffic counts, pedestrian counts, and the functioning of intersections along the Main Campus Wascana Parkway frontage. It is expected that Transportation Services will complete the study in 2011/2012, and once available, it will provide an additional important input with respect to roadway improvements on the west of campus.



Figure B-14. View north-east to a Campus in the Park, from a new redesigned intersection at Wascana Parkway and Kramer Boulevard

## 6.0 Concept Plan: A Campus in the Park

### 6.1 Key Design Interventions - Highlights of the Plan

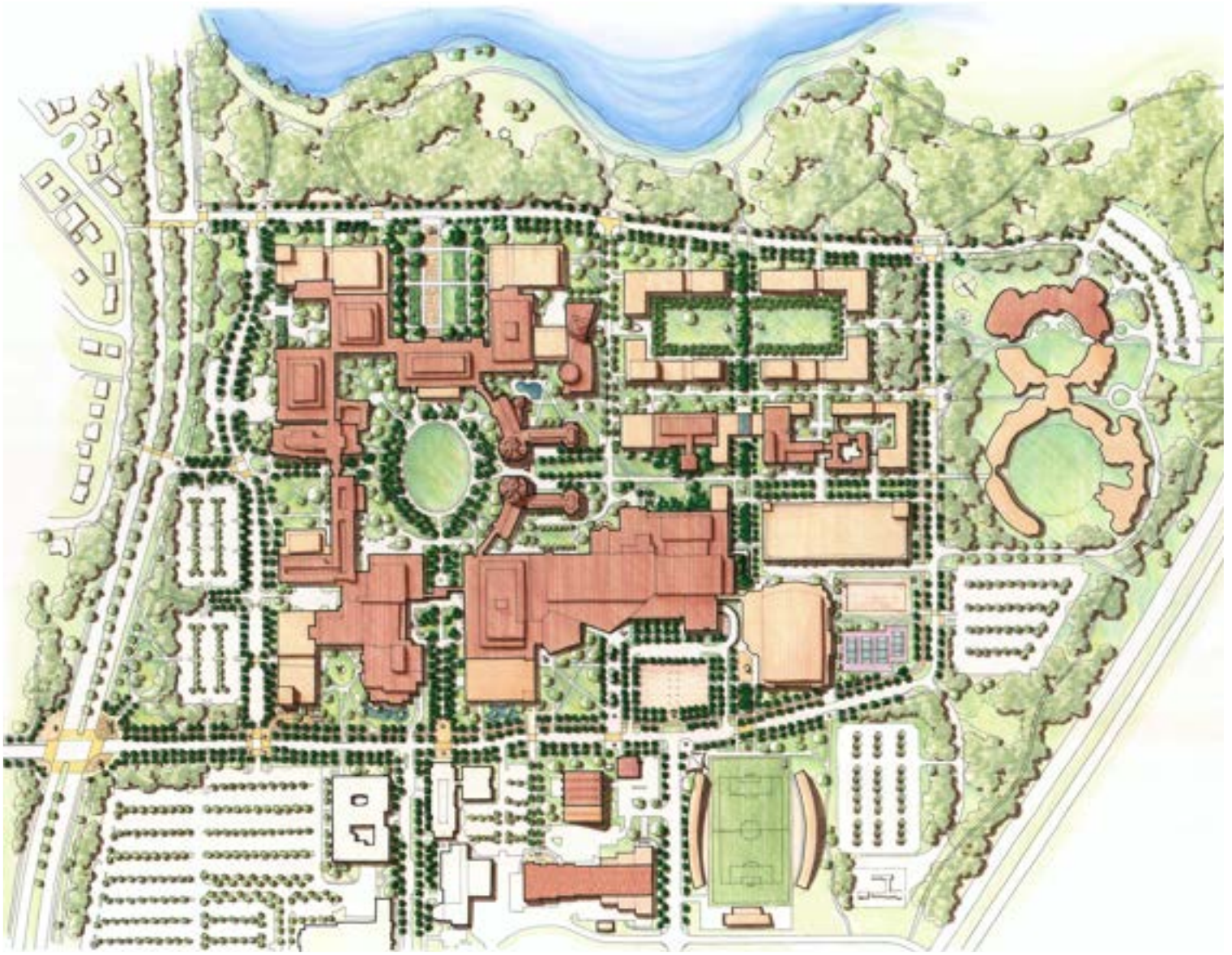
The University of Regina Campus is already located in a stunning setting within Wascana Centre. This Campus Master Plan leverages the University's location by introducing a series of design interventions at a pedestrian scale that are inspired by its location, history, and campus community.

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

The Plan highlights the development of a beautiful outward looking, welcoming, and connected campus, with the enhancement of the Wascana Parkway edge and campus entryway, and the scenic University Drive loop. It recognizes the importance of identity and wayfinding, featuring the development of distinct and animated gateways into the campus. The Plan respects its heritage by recognizing, enhancing and incorporating key existing built form and open spaces, such as the Dr. John Archer Library and Greens. The Plan is about placemaking, and creating opportunities, such as a new animated and activity oriented Athletic Precinct, to become a more inclusive and inviting destination for both the campus and community. The success of this is dependent on achieving a critical mass of people on campus, by building a new residential quadrant that will infuse a 24/7 presence. The Plan emphasizes the importance of a healthy environment and in creating a diversity of open spaces and trails, the success of which is dependent on an aggressive parking strategy that restructures land use for the purpose of creating a beautiful and welcoming Campus in the Park.



Key Map



- Existing Buildings
- New Buildings

Figure B-15. The University of Regina Main Campus Concept Plan: A Campus in the Park

The Campus in the Park concept above strongly defines a series of destinations where people will want to linger, learn, and be active within a park environment. It connects a diverse series of outdoor active and passive spaces and park settings with thriving indoor activities and learning. Moreover, it is reflective of the current aspirations of students, faculty, and staff.

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

Figure B-16 illustrates the development potential of the Wascana East Lands, taking into consideration the short and long-term development potential for the site. It demonstrates



Figure B-16. Development Opportunities for the Wascana East Lands

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

The following are key design interventions or highlights of the Plan that illustrate the concept of built form and open space integration.

### 6.1.1 Enhanced Wascana Parkway

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

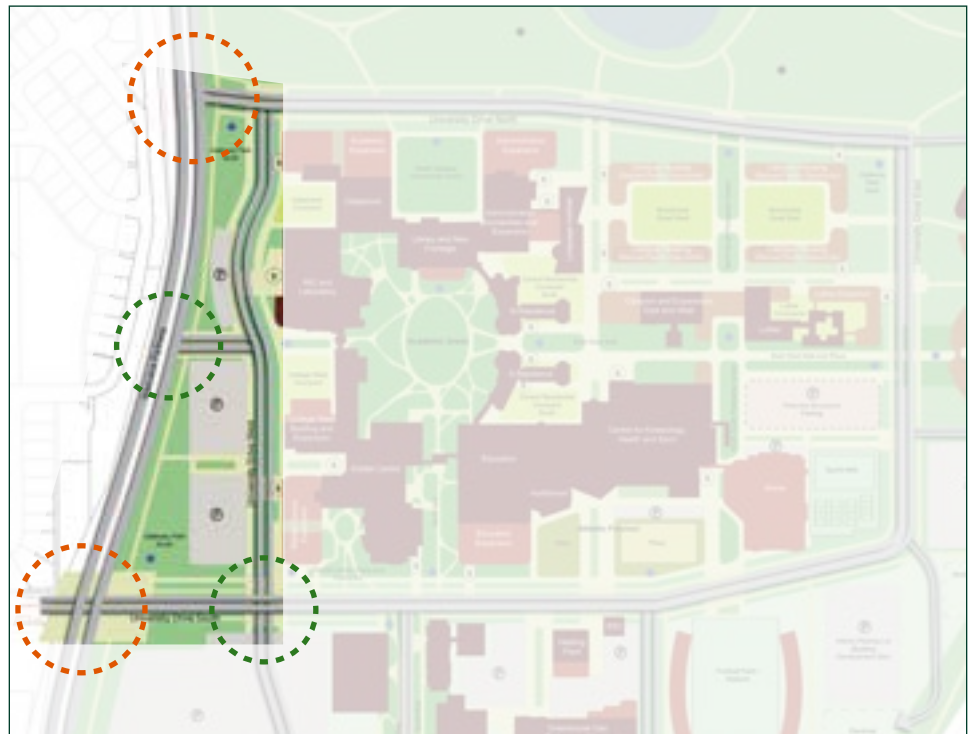


Figure B-17. Enhanced Wascana Parkway



### 6.1.2 Enhanced University Drive

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

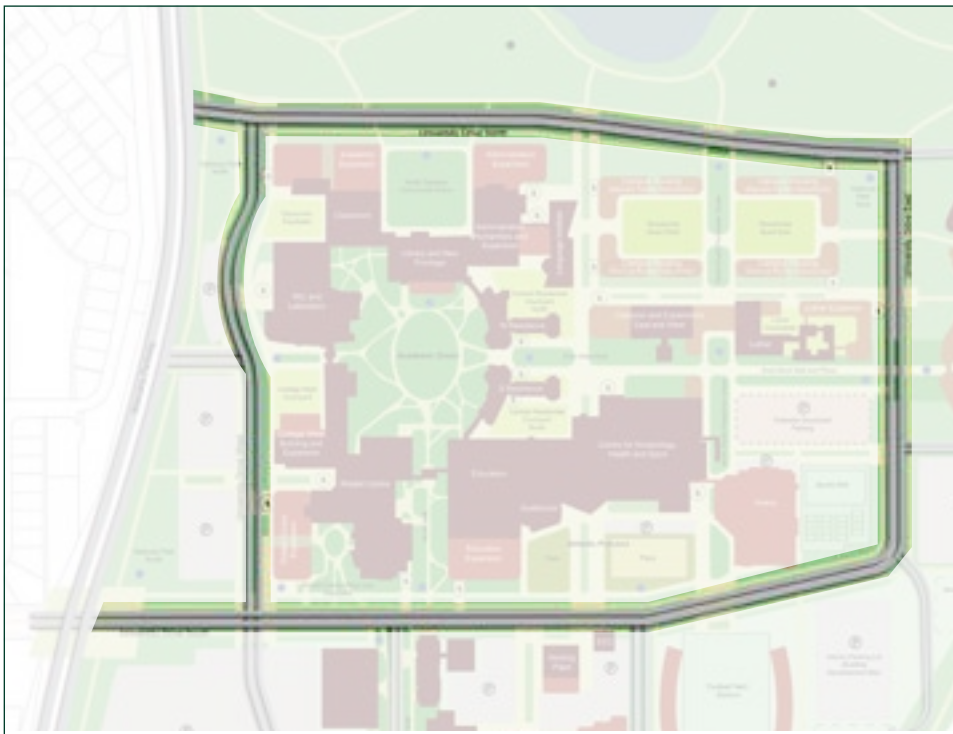


Figure B-18. Enhanced University Drive

### 6.1.3 Distinct Gateways into Campus

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

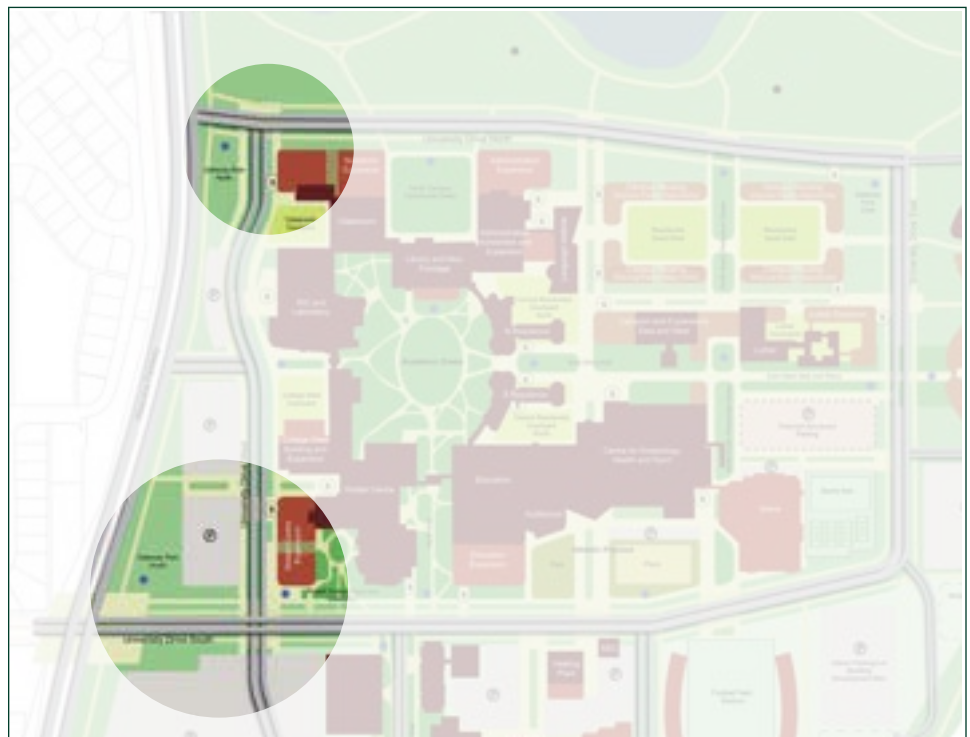


Figure B-19. Distinct Gateways into Campus

#### 6.1.4 North Campus Ceremonial Green

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



Figure B-20. North Campus Ceremonial Green

### 6.1.5 An Athletic Precinct

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

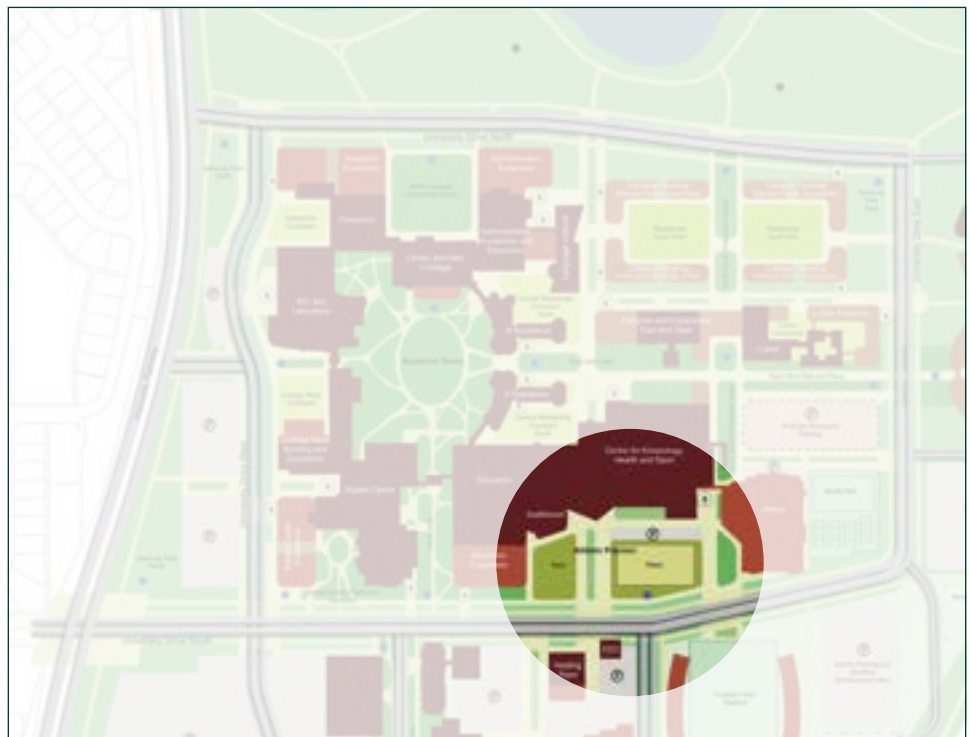


Figure B-21. An Athletic Precinct

### 6.1.6 A New Residential Quadrant

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

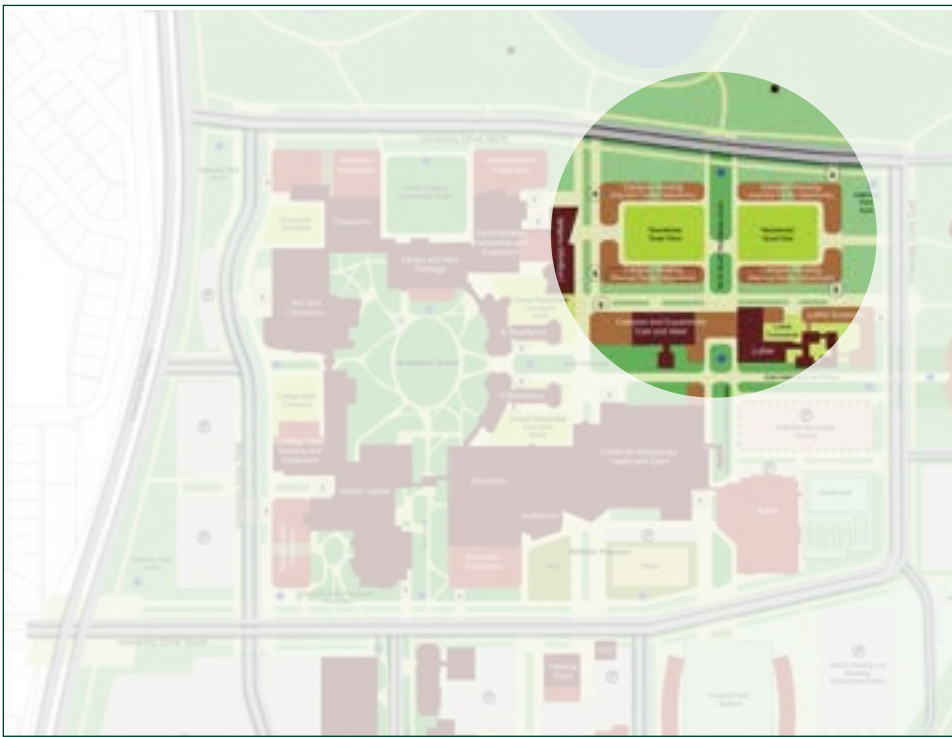
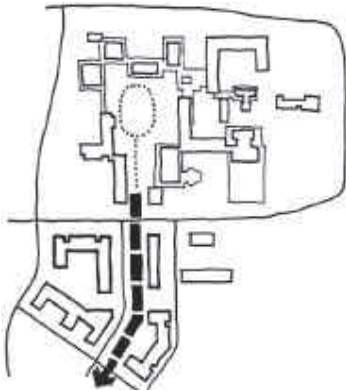


Figure B-22. A New Residential Quadrant



Figure B-23. Pennsylvania State University Shortlidge Pedestrian Mall



“The primary organizing features of the campus were seen as the interior pedestrian circulation system (which necessitated linked buildings) and a landscape structure (which established a “head” and “tail” of Academic Green and University Mall).”

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

### 6.1.7 Green Connections

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

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

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



Figure B-25. Green Connections

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

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

### 6.1.8 A Parking Strategy

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

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

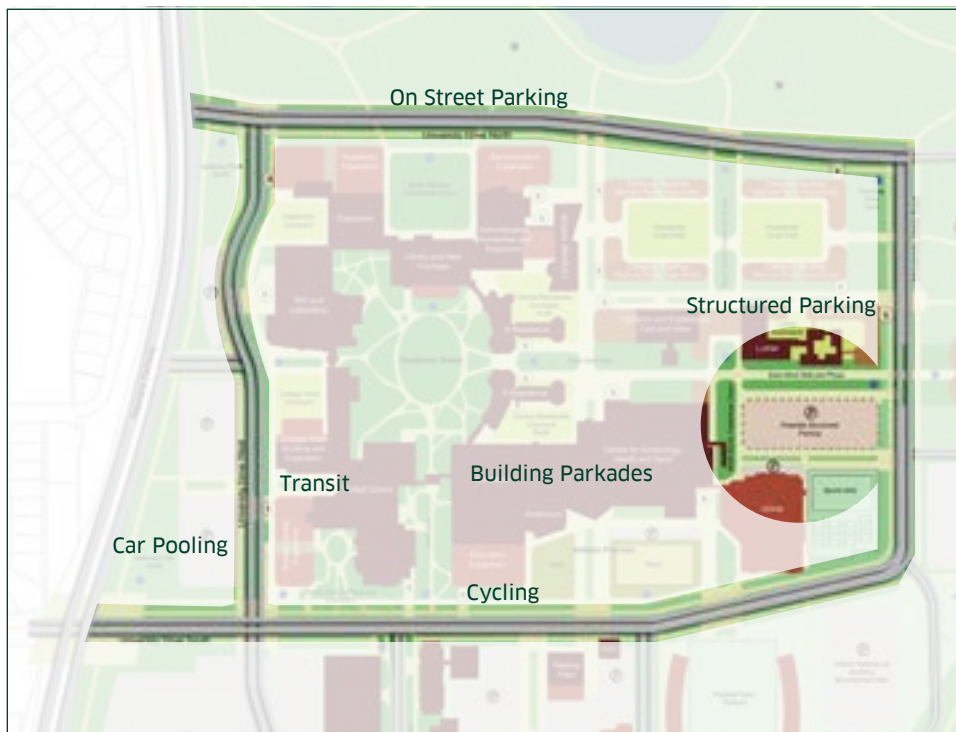


Figure B-26. A Parking Strategy



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



Key Map

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



# Part C

## Main Campus Plan Frameworks

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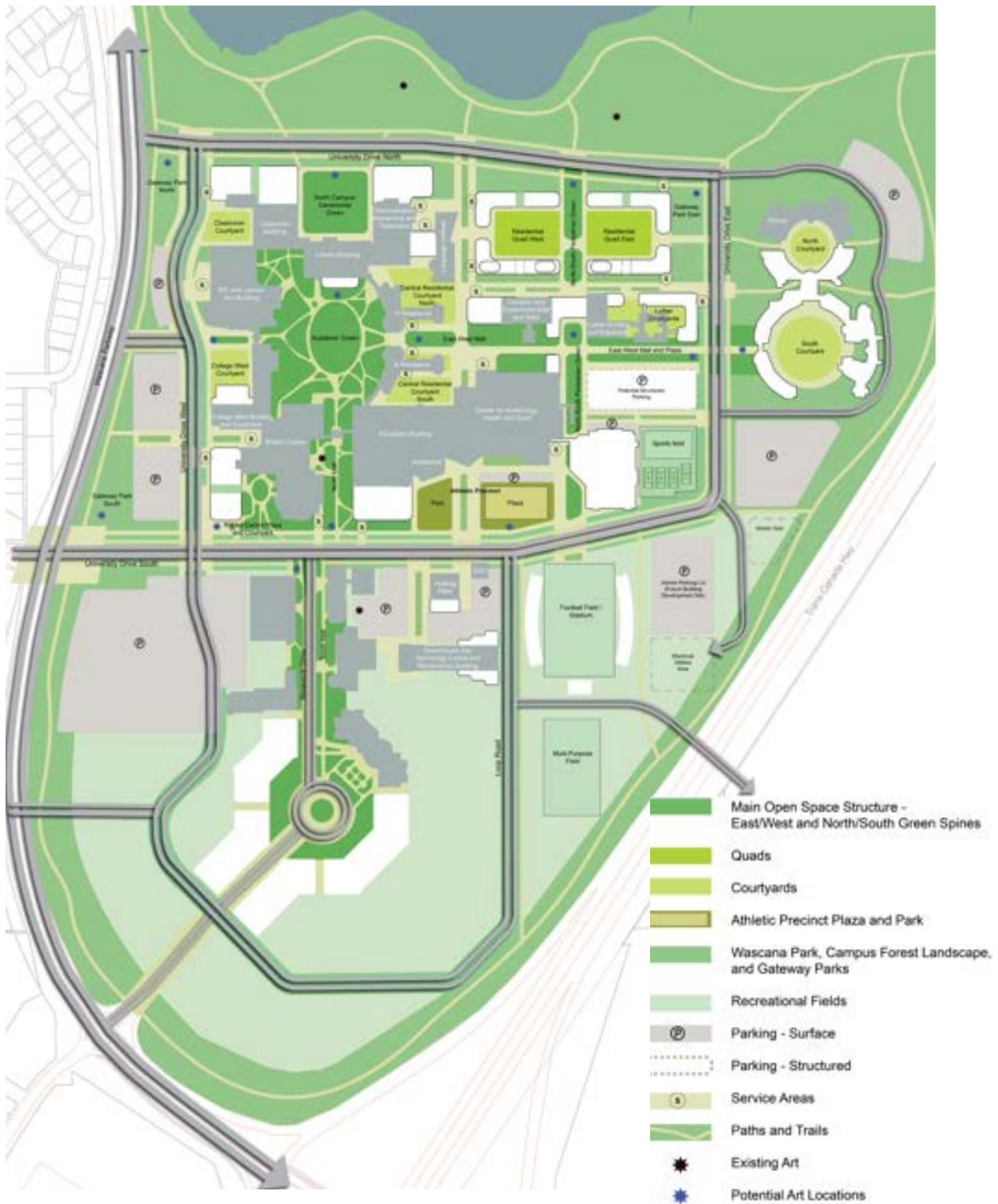


Figure C-1. Open Space Framework Plan



Figure C-2. The Dr. Lloyd Barber Academic Green

## 7.0 Open Space Framework

Many great campuses are defined by the strength of their landscapes and open spaces, and depend on these assets as a means of attracting students. Often, the beauty of a campus provides the first impression for prospective students. This Master Plan establishes an Open Space Framework that heightens the importance of open space for the campus and creates landscape diversity for Wascana Centre. The Plan supports several of the key landscape strategies identified in the 2004 Master Plan, and reinforces the desired vision of the University as a Campus in the Park. The Open Space Framework guides the build-out of the campus, such that development supports and protects open space in order to achieve a balance of open space to built form. The framework defines the function of the various components that together form the open space system, including parks, streets, trails, bike paths, natural areas, and recreational fields. In addition, the framework guides short and long term investments that support creating a holistic and inter-connected system of functional, high quality open spaces that build a strong identity for the University, and that provide beautiful places for the campus and community.

### 7.1 Open Space: Approach

The approach to open space for the University's Main Campus focuses not only on enhancing the Wascana Centre open space system as a regional draw, but also on creating a strong identity for the University through landmark open spaces, creating a comfortable and welcoming environment, promoting sustainable open space practices, and increasing the opportunities to connect beyond the campus boundaries through a network of multi-use (pedestrian and bicycle) trails and paths. The following are objectives toward the development of the campus open spaces.

### 7.1.1 Open Spaces of Landmark Status

The campus open spaces and public realm play an important role in defining the University and in creating memorable first impressions of the campus environment and experience. All of the open spaces and streetscapes on the campus should imbue landmark status, meaning they should be attractive spaces that define campus identity, reflect the quality of the campus environment, and draw attention to the campus as a unique and distinct place. Careful consideration should be given to design, functionality, and materials, as they play an important role in creating a lasting and memorable experience of the campus' public realm. Particular attention should be paid to creating landmark spaces that are the face of the campus such as the gateways, and that are associated with celebratory uses such as graduation.



Figure C-3. Dr. Lloyd Barber Academic Green - a landmark open space

### 7.1.2 A Comfortable and Welcoming Environment

All campus spaces should be comfortable, welcoming, safe and inviting. The language of the built form to the open space, where buildings have numerous entrances connected to pathways, a high level of building transparency, coverings, and sufficient lighting play a major role in achieving spaces of this nature. The design of the landscape also dictates the feeling of safety and comfort, by providing clear visibility, long views, places to sit, shade and shelter, and beauty and inspiration.

### 7.1.3 Sustainable Open Space Practices

The University should be a showcase for incorporating sustainable practices in designing the Main Campus open spaces. Incorporating stormwater management options such as bioswales along paths and trails, creating green roof landscapes on the podiums, or increasing the tree canopy, should be integral parts of the open space planning. Protection and enhancement of Wascana Centre parklands should be a design priority, whereby design interventions should complement the existing landscape form, tree species, open spaces, and street character.

### 7.1.4 A Connected System

The connected system of parks and open space should service all aspects of the campus as well as the greater Wascana Centre, and the surrounding community. The University should be made more publicly accessible by a completed bicycle and pedestrian trail network that links into the Wascana trail system and surrounding neighbourhood path connections.

## 7.2 Open Space Character and Structure

The Campus Master Plan repositions the University's Main Campus as a significant open space component of the Wascana Centre, showcasing a gallery of spaces and places that are not only icons in themselves, but provide a distinct setting for both existing and new iconic buildings. The Master Plan encourages a softening of the urban footprint, creating an interplay of the built form within a natural landscape setting.

The face of the campus is defined by a framework of boulevards that engages the Wascana Centre natural landscape and offers a scenic green entrance into the campus.

The exterior parks that front the boulevards, such as the gateway parks, provide an open door and welcoming face to the campus, in combination with new gateway buildings. The variety of landscapes create a connected interplay of interior to exterior, formal and informal, active and passive, community and campus oriented spaces.

The campus open spaces are held together by two predominant north-south and east-west spines that provide an organizing structure for the built form. They are the key external pedestrian movement corridors through the campus. These spines are differentiated by strong landscape typologies that are built on the strength of existing landscapes or are defined by a new landscape form. Numerous quads and courtyards sprinkle the campus and provide a beautiful visual experience from the interior spaces, as well as a visual connection to the outdoors during the winter months. Framed by campus buildings, these spaces offer opportunities to enhance the beauty of the campus with inspiring art, landscape form and colour, and they provide passive recreation and quiet repose for the campus and community during the warmer seasons. A complete pedestrian and bicycle path and trail system provides a continuous, accessible, and connected open space network for the campus, expands the Wascana Centre trail system, and provides linkages to the surrounding community.

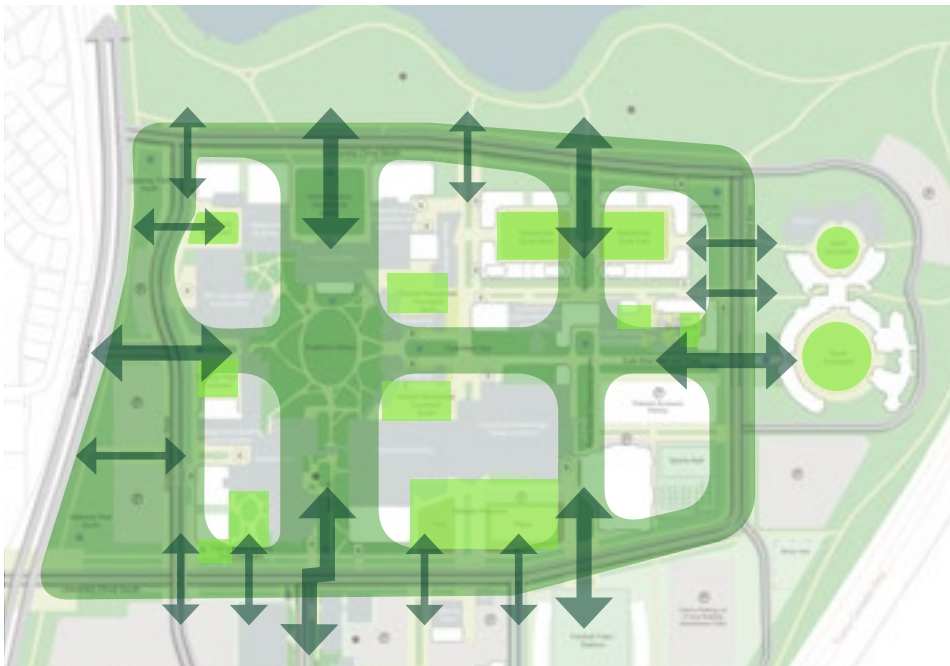


Figure C-4. A Campus in the Park vision brings the park-like setting into the Campus and weaves through to create an interconnected open space system.



Figure C-5. Strike a balance with informal parkland



Figure C-6. Create formality through ceremonial greens



Figure C-7. A landscaped pedestrian mall



Figure C-8. A quad becomes a study space

## The Open Space Structure

(Refer to Figure C-1 and C-13: Open Space Framework)

### 7.2.1. Wascana Centre Parkland

The Wascana Centre parklands to the north is the park face to the campus and provides an opportunity to expand the trails and canopy southward and along the campus perimeter. The enhanced streetscape of University Drive North as a scenic drive increases the forested canopy and provides open views to the lake and through to the campus.

### 7.2.2 The Ceremonial Greens

The Ceremonial Greens are the original structuring landscapes for the academic campus core. These spaces form the main north-south campus spine, and include the North Campus Ceremonial Green, the Dr. Lloyd Barber Academic Green, and the North Mall (see Figure C-13). There is a sequencing to these spaces, which transition from formal to informal design and character of the landscape. The more formal North Ceremonial Green with enhanced paving and linear planting that frames a long promenade, functions as the civic entry into the campus, as a place for convocation and formal gathering. The informal planting of trees as you enter the Dr. Lloyd Barber Academic Green, creates a park-like canopy which abruptly transitions into a formal framed lawn, the main gathering and event space. The North Mall is the southerly entrance to the academic core, and is defined by a strong formal double row of trees on either side of the walkway, creating framed views into the Dr. Lloyd Barber Academic Green and toward Innovation Place. The South Mall, which is the structural element for Innovation Place, is a continuum of the North Mall. Together, they strengthen the north-south spine and formal landscape experience.

### 7.2.3 The Pedestrian Spines - East/West Mall and the North/South Pedestrian Green

The Pedestrian Spines are similar to the Ceremonial Greens in that they serve as key external pedestrian movement corridors throughout the campus. These spaces are defined by structural landscape elements such as a double row of specimen trees that are meant to embody a strong visual and physical landscape presence, reinforce the visual axis, define key focal elements such as buildings or art, and create a pleasing and protected passageway. The landscape structure should frame views through the campus to key buildings or open space elements such as public art installations. The landscape elements also incorporate under-plantings to the trees that add colour and texture, and frame space for benches and sitting areas.

### 7.2.4 Quads and Courtyards

The Quads and Courtyards provide a diversity of open spaces, and provide a variety of active and passive recreational opportunities throughout the campus for spontaneous or programmed activity, as places to linger, as art settings, and to provide year-round visual interest. These spaces are generally framed by buildings on all sides and function as beautiful outdoor rooms of either open lawns framed by trees and shrubs, or intimate spaces with garden landscaping. The numerous quads and courtyards provide continuous opportunities to visually connect to the outdoors, especially in the colder seasons.

### 7.2.5 The Plaza

The introduction of the Athletic Plaza is an opportunity to bring the campus community and the wider community together for gatherings, celebrations, local and regional sporting events, art displays, winter activity, and children's play. It also provides a flexible forum for Arena and Stadium spill-over space, and for other spontaneous or programmed activity.

### 7.2.6 The Podiums

The podiums, introduced in the 1962 and 1967 plans are reflected in the plan as opportunities to increase the green environment on campus as green roofs and gardens and to function as habitable space. Opportunities to connect to the podiums are encouraged as part of the path and trails network as a means of viewing adjacent open spaces and beyond to Wascana Centre.

### 7.2.7 Sports Fields

The sports fields continue to play an important role within the Open Space Framework and in the recreational programming for the campus. The development of the Stadium, the playing fields, and the new Arena, define and strengthen the Athletic Precinct by creating a consolidated area of activity year-round, and therefore a strong presence for the south-eastern part of the campus.

### 7.2.8 The Edge Landscapes

The perimeter of the Main Campus is defined by a naturalized planting of trees emphasizing the Campus in the Park setting. An informal canopy of trees in a manicured lawn setting creates a park edge for the campus, while allowing open views into the campus spaces and buildings. The perimeter landscape setting also provides a buffer from the Wascana Parkway and the Trans-Canada Highway, and a discreet setting for the west surface parking lots. This setting is also the context for an enhanced trail network around the campus.

### 7.2.9 Gateways

Gateways are the special places and features that are meant to identify the face and address of the campus and the primary points of entry. The gateways are the first measures in defining the boundaries of the campus in terms of establishing an identifiable character, place, and quality. Each gateway can be distinct in form, whether it be a building, signage, landscape, or a combination of these, and should have unique and identifiable characteristics. Gateways are meant to provide specific functions at strategic locations, such as a welcoming visitor amenity or wayfinding outside of and within the campus. There are three primary gateway locations for the campus: two at the entrance points, and a third as a secondary gateway mid-block between University Drive North and South.

### 7.2.10 Public Art

As the campus develops, key locations for additional art on campus should be identified. Public art helps to create a unique identity for the campus and can contribute to enhancing the quality of the open space. Public art can serve as an orienting device and wayfinding mechanism. It can frame or terminate views as focal point, or add interest

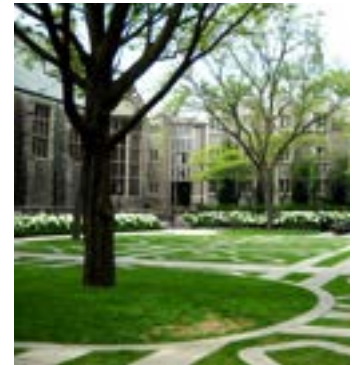


Figure C-9. A courtyard adds visual appeal



Figure C-10. A plaza as a place for gathering



Figure C-11. Sportsfields bring activity to the outdoors



Figure C-12. A park-like setting for the campus

North Campus Ceremonial Green

Wascana Parkway  
Gateway Park North

Classroom Courtyard

Dr. Lloyd Barber  
Academic Green

College West Courtyard

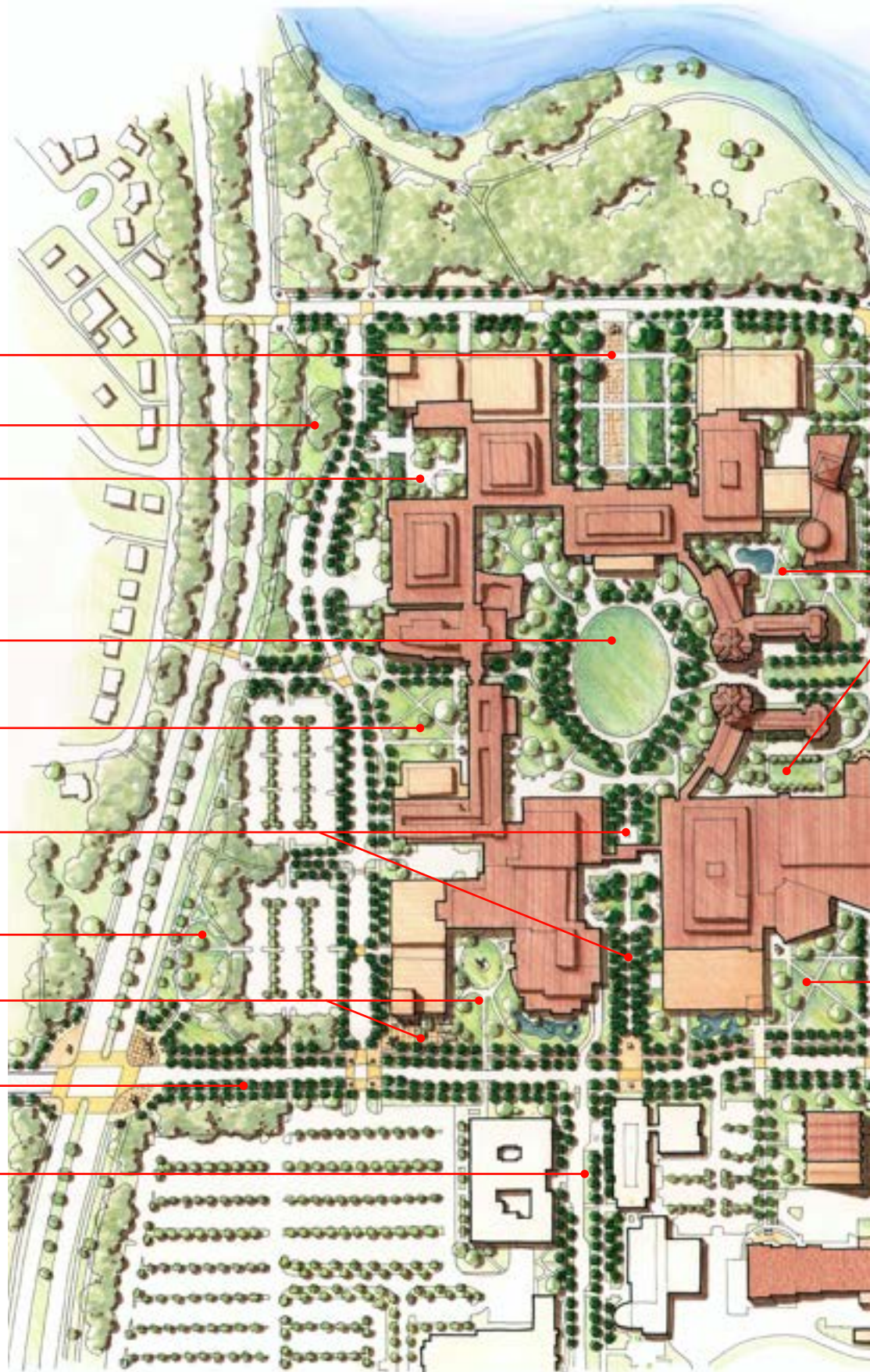
North Mall

Wascana Parkway  
Gateway Park South

Riddell Centre Plaza and  
Courtyard

The Boulevards

South Mall





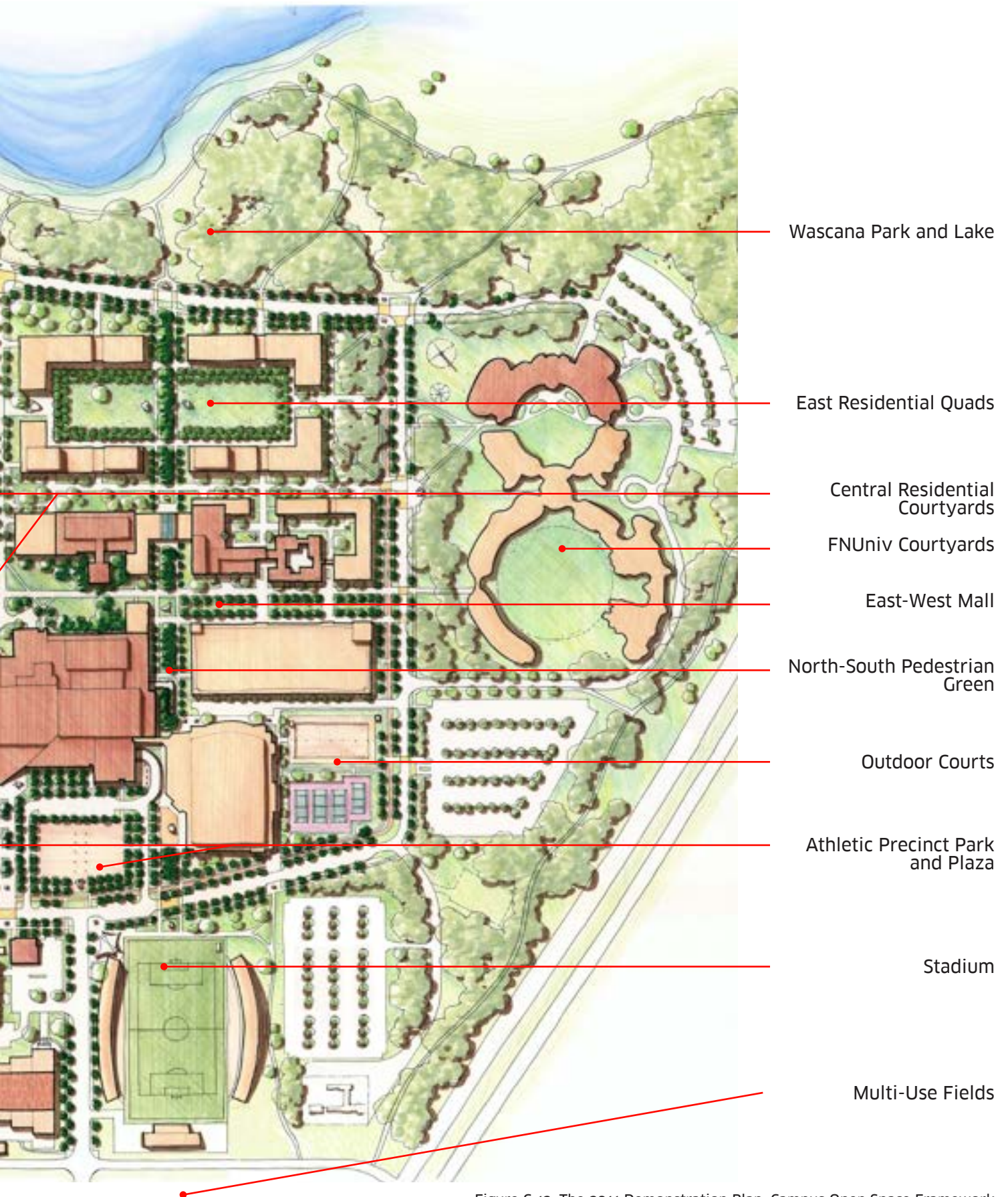


Figure C-13. The 2011 Demonstration Plan: Campus Open Space Framework



Figure C-14. Gateway buildings establish a sense of place and act as wayfinding features

to the streetscape. Public art may include memorials, statues, water features, children's play features, or individual art installations and can be incorporated into street and open space furniture and signage. The scale of art installations should correspond to the visual prominence of the site, but should not dominate the site unless that is the purpose. Public art can also be temporary installations located in primary public gathering places, such as the Athletic Plaza and the Dr. Lloyd Barber Academic Green, during celebrations, festivals, and winter events.

Key locations for public art that have been identified in the Plan (see Figure C-1) include the primary and secondary gateway nodes, the front of gateway buildings, at the entry to the pedestrian spines and the ceremonial greens, at the terminus of key streets, and within new and existing open spaces. Any art installations envisioned within Wascana Park should contribute to, and not take away from, the quality and character of the landscape and natural system, should maintain key views and vistas, and should respect the natural flora and fauna of the Park.



Figure C-15. Public art establishes a unique identity of place

### 7.2.11 Service Areas - Multi-purpose Space

In a Campus in the Park environment, there are no real back conditions to buildings. All aspects of the open space surrounding buildings, including service corridors and loading areas, should be considered as part of the public realm. Often these spaces function as key pedestrian and bicycle circulatory routes throughout the campus. These spaces, through design interventions, should be integrated into the overall public realm design for the campus such that they perform the necessary service requirements for the buildings, but look like quality open spaces. Service corridors should also be safe environments for combined service vehicle, pedestrian and bicycle use. Vehicular movement can be controlled for safety through design interventions such as removeable bollards, landscaping, and paving patterns that delineate movement. Areas such as the corridor between the Language Institute and the east residences for example, should be well lit and enhanced with the same quality of materials given to pedestrian-only circulation areas. New loading areas should be integrated within buildings where possible and existing loading docks should be screened from view.



Figure C-16. Service areas should be designed with high quality materials and integrated into the overall public realm

### 7.2.12 Storm Water Management

The University of Regina Campus should be a forum for the demonstration of sustainable landscape practices. The integration of stormwater systems such as bioswales can play a dual role in the landscape by introducing unique and interesting landscape forms for the campus that require minimal irrigation, while addressing the filtration and cleaning of surface run-off. Bioswales are wet or dry vegetative drainage courses that carry water along a flow path at a slow rate in order for pollutants and silt to settle and allow for a cleansing of the water. In combination, the vegetation such as grasses, perennials, shrubs, groundcover, and trees, allows for further breakdown of pollutants. Bioswales should be incorporated in the perimeter surface parking lots to clean surface water run-off and also to green the parking environment.



Figure C-17. Bioswales in the design of surface parking lots are multifunctional - they add aesthetic appeal, and mitigate surface water runoff. Bioswales in parking lots can be designed to suit the context, whether more rural (image on the left) or more urban (image on the right). Circulation across the swales can be minimal or numerous depending on the level of activity and do not pose a safety hazard because the swales are very shallow.

### 7.3 CPTED Open Space Planning

The core planning principles associated with Crime Prevention Through Environmental Design (CPTED) are inherent in the Open Space Framework:

- a campus with “eyes-on-the park”, with open views and clear visibility within spaces, between spaces and from buildings.
- incorporating various types of lighting that meets the safety needs for each space, which can include street lighting to pedestrian scaled lighting, and lighting from buildings. Lighting can be used for wayfinding and as a guiding tool through the campus and to key entrances and spaces
- connected and accessible spaces, walkways, bike routes and trails that makes the campus easy to traverse and provides clear guidance through the campus
- using materials such as enhanced paving and landscaping as visual tools to identify the public realm and differentiate public from private
- creating a high quality environment that people can be proud of and take stewardship of, and establish a strong maintenance regime for upkeep of the public realm and open spaces.



Figure C-18. Informal landscape setting



Figure C-19. Formal or structural landscape setting



Figure C-20. Under-planting adds seasonal texture



Figure C-21. Bioswales minimize surface runoff

## 7.4 Landscaping

The overall landscaping for the campus is meant to reinforce the vision of a Campus in the Park setting, and defines the character of each of the various open spaces. The approach to landscaping supports two key aspects of the 2006 Wascana Centre Master Plan. The Campus Master Plan defines similar landscape typologies and compositions that are in keeping with the Wascana Centre Master Plan. The Plan also adopts the principles around minimizing the need for irrigation on campus by recommending mainly trees and shrubs be used to define open spaces, to provide structure and seasonal interest throughout the year, and to enhance existing wildlife habitats within Wascana Centre. Hardy grasses and perennials are recommended in strategic locations such as the intimate courtyards, to brighten or enhance an area, or as part of a naturalized stormwater management system.

### The Informal Landscape

The informal planting of trees defines mainly the edge landscape character of the campus and is meant to emulate the forested landscape of Wascana Centre. Trees are mainly deciduous to allow for visibility throughout the campus, but can be integrated with evergreens, which are to be used primarily in areas that require screening or for climate/wind control. The mixture of evergreens and deciduous planting creates a more natural, forested character, as well as synergy with the Wascana Centre landscape.

### The Formal or Structural Landscape

Formal planting on the campus is primarily geared to structuring and defining spaces, streets, views, focal points, pedestrian passageways, and movement corridors. Areas such as the North Mall, the Dr. Lloyd Barber Academic Green Circle, the Pedestrian Malls, the quads, and the boulevards require structured planting elements to clearly define them and to define views. Tree planting, especially for the boulevards, should consist of a mixture of species to represent a more natural setting and also to reduce the risk of loss related to mono-planting infestations.

### Under-planting

Both the formal and informal landscapes, especially in spaces such as the courtyards, can be complemented by low under-planting which includes low shrubs, grasses, and hardy perennials in strategic locations that will not block visibility and pose a safety risk to the open space. The lower planting adds seasonal texture and colour to the overall campus landscape and are opportunities to naturalize stormwater management features.

### Indigenous Landscapes

To encourage a sustainable landscape for the campus, plants and trees should be indigenous to the area where possible. These plants will be more likely to adapt and survive Regina's harsh climate.

## 7.5 Key Open Spaces

The following section describes the key open spaces on the Main Campus that define the open space structure. They are illustrated in the Demonstration Plan in Figure C-13.

### 7.5.1 Campus Gateways Along Wascana Parkway

The campus gateways are identified by parks, enhanced landscaping, signage, art, and iconic built form as the main features into the campus from Wascana Parkway.

#### North Campus Gateway

A reconfigured and enhanced Wascana Parkway intersection, a new park and signage, and an iconic building delineates a northern gateway into the campus. This gateway is defined by an enhanced intersection with signalized pedestrian crosswalks, a new pedestrian and bicycle trailhead, a new park, and a signature architectural building with at-grade pedestrian entrances that link into the internal circulation system. A high level of streetscaping and paving enhancements should be undertaken to identify the gateway as a distinct place and to organize pedestrian, bicycle and vehicular movement. The parks are the location for the main westerly trail heads and function as destinations or meeting places for trail users. The new building, which is called the Academic Building Expansion, should be articulated at the corner with height and primary entrances facing onto the street.

#### Wascana Parkway Mid-block Gateway Connection

The new street connection to the campus from Wascana Parkway is the entry point and view terminus to the main East-West Mall. The entryway is defined by a strong planting of street trees as framing elements to the spine, pedestrian crosswalk signalization, and enhanced paving and signage, and it is a potential location for art as a wayfinding feature. It functions as the main east/west pedestrian and bicycle connection to the west neighbourhoods, and as a mid-point connection into the campus.

#### South Campus Gateway

The south gateway, as illustrated in Figure C-24, is the main entryway into the campus from Wascana Parkway and is the juncture at which most pedestrian and vehicular movement converges. The primary intervention at this gateway is in making the intersection a safe crossing environment for pedestrians and cyclists. Similar to the northern gateway, the entry is defined by a high level of streetscaping at the intersection, to organize and control pedestrian, vehicular, and bicycle movement, and to define connections to the neighbourhoods. New, signalized pedestrian and bicycle crosswalks, enhanced paving treatments, marked bike lanes, and reduced lane widths define the intersection. Gateway signage that identifies the University, can take the form of art.

In addition to the public realm enhancements at the South Campus Gateway, a new gateway building and Welcoming Centre is located at the intersection of University Drive South and West as a prominent built form and wayfinding feature (see Section 8.0 Built Form Framework, 8.3.7 for further description of this site).

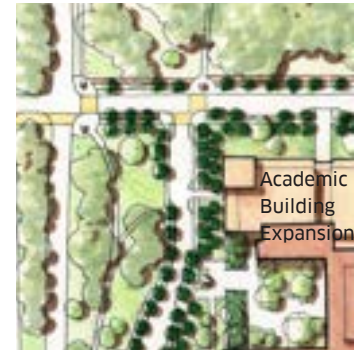


Figure C-22. North Campus Gateway



Figure C-23. South Campus Mid-Block Gateway



Figure C-24. South Campus Gateway



Figure C-25. Wascana Parkway Gateway Parks



**Figure C-26. Plan view of College West Courtyard.** The current location of the Daycare Facility is west of the College West Building, and will remain until there are development opportunities to relocate and expand the facility elsewhere on the Campus.

### 7.5.2 College West Courtyard

The courtyards and new buildings along University Drive West contribute to redefining the west face of the campus by creating an outward frontage and mixture of high quality built form and open spaces along the boulevard. The College West Courtyard is extremely important to the structure of the campus in that it provides a strong visual focus that defines the main east-west entryway into the campus. It also provides an enhanced context for the new Research and Innovation Centre building and the College West Expansion Building, and it is the main draw into the East-West Mall. The courtyard is the main gathering and destination place along the boulevard and offers an opportunity for a substantial art feature to identify and accentuate the space.

The implementation of the College West Courtyard builds on the recent public realm enhancement of the Research and Innovation Centre Building, and should occur at the time of the removal and relocation of the daycare facility. The relocation of the daycare facility will occur only at the time of development of the new residential quadrant at the north-east corner of the campus. Until such time, incremental change to the open space can occur within the context of a comprehensive design for the realignment of University Drive West and adjacent public realm improvements.

### 7.5.3 Classroom Courtyard

The Classroom Courtyard is one of the original open spaces on the campus. Enhancements to this space should be geared toward protecting and enhancing the original structure, landscape, and quality of space. The development of the Academic Building Expansion should include access to the courtyard and windows that front onto the space, and it should contribute to the renewal and enhancement of the courtyard.



**Figure C-27. Plan view of Classroom Courtyard**

### 7.5.4 Riddell Centre Plaza and Courtyard

The Riddell Centre Plaza and Courtyard are part of the South Campus Gateway development as described in Section 7.2.9 Gateways. These spaces play an important role in the welcoming and wayfinding of the campus, as well as exemplifying the quality and character of place for the University. The Plaza is the key pedestrian gathering place and external open space hub for the campus visitor and novice user. The Plaza is the forecourt to the Visitor Centre and, therefore, functions as a draw into both the internal and external campus environments. The space should feature a hard surface, be animated with at-grade retail, have a clearly visible and direct access to the building entryway, and provide amenities such as bike racks, seating, information and wayfinding signage, and pedestrian scaled lighting. The space must also reflect high quality materials and landscape design that are welcoming, beautiful throughout the seasons, and complementary to the built form.

The Plaza is a new southerly “meet, greet and linger” place and an extension of the Riddell Centre internal gathering places. The adjoining courtyard is part of the existing Riddell Centre open space that is reconfigured and enhanced in the context of the Riddell Centre gateway building expansion. The courtyard provides a complementary soft-surfaced landscape of the same quality and character. Together, these spaces provide a high level of animation for the gateway to the University.



**Figure C-28. Plan view of the Riddell Centre Plaza and Courtyard**

### 7.5.5 The North Campus Ceremonial Green

The North Campus Ceremonial Green is another of the campus' original spaces, described as the "entrance court" in the 1967 plan. The structure of this space as it exists, is reflective of the 1972 Long Master Plan and the 1982 du Toit Allsopp Hillier Master Plan, with some modifications to the entryway and internal courtyard. This Master Plan seeks to maintain the main remnant structural elements and geometry of the courtyard such as the raised tree lined edges, the recessed forecourt at the entry of the library, and the minimal planting palette, and enhance these features in conjunction with the Academic Building expansion and the Administration Building expansion. This courtyard regains its intended stature as an elaborate northern entryway into the campus, maintaining and enhancing its existing structure of deciduous trees and evergreens. The redesign of the courtyard creates a stronger linear pedestrian promenade central to the open space that terminates at the still impressive Dr. John Archer Library. The topography, sloping downward toward the library, creates a transition of spaces along the promenade. The landscaping of the ceremonial green continues to respond not only to creating a strong formal at-grade experience for pedestrian and cyclists, but also to providing a visual experience from the podium above. New north-south pathways at the edges of the Green that connect to the podiums are lined with benches under the trees with views into the central space. New east-west pathways delineate the transition in topography with a gently sloped ramp between spaces for universal accessibility.

The North Campus Ceremonial Green provides a new opportunity for ceremonial programming such as graduation convocation and other formal civic gatherings that engages the new and existing buildings, the linear courtyard, the grassed areas, and the podium space. The entry to the green can be marked by a strong art feature and a linear water feature such as at-grade vertical water spouts, which would accentuate the promenade experience. Pathways from the Ceremonial Green should connect across to the Wascana Centre paths and to new entryways provided by the new building expansions.

### 7.5.6 The Lloyd Barber Academic Green and the North Mall

The Lloyd Barber Academic Green is the original main gathering place for the campus community and is defined by two distinct landscape features: the central oval framed by a double row of trees, and a perimeter forested landscape with discrete courtyard spaces that encircle the oval. The oval is maintained as a distinct, pure flexible open space for the campus, and is defined by trees with a strong architectural form and seasonal color throughout the year. The development of a new south façade for the library and relocation of the service access creates an improved northerly focal point for the Academic Green. The service access for the library is integrated into the Academic Building expansion north of the Classroom building. The courtyards are a series of distinct landscaped spaces that provide a visual focus from the interior of the buildings.

The North Mall is designed to reinforce the view into the Academic Oval, with a strong linear planting of trees similar to the East-West Pedestrian Mall landscapes. Seasonal colour and architectural structure help define the space. The courtyard at the north end of the Green is expanded to engage the linear pathway, creating a more open visible pedestrian space with opportunities for seating. There should be multiple entrances fronting this space. The existing bioswale can extend the length of the Green on either side of the pathway as a landscape feature.



Figure C-29. Plan view of North Campus Ceremonial Green



Figure C-30. Plan view of the Dr. Lloyd Barber Academic Green and North Mall



Figure C-31. Plan view of the Athletic Precinct Park and Plaza

### 7.5.7 The Athletic Precinct Park and Plaza

The Athletic Precinct, which is defined by a park and plaza, creates a large and diverse open space destination and central focus for the south campus area. The open spaces accommodate not only campus use and programming, but also function as amenities for the greater community. The spaces, therefore, are designed to be flexible enough to accommodate a variety of uses throughout the year. A large pedestrian promenade is the central seam of the park and plaza and is defined by enhanced paving and landscaping.

#### 7.5.7.1 The Park

The park is an expansion of the existing open space fronting the Auditorium and is enhanced with an informal planting of trees, landscaping, and furnishings to allow for passive recreation by the campus and the community.

#### 7.5.7.2 The Plaza

The Plaza functions as a new hard surfaced multi-use recreational space fronting the Health and Sport Centre and the Education Auditorium, and is framed by a double row of trees, except on the north edge. The space can be animated by a central water feature such as surface water jets or spouts that can be operated as needed. The plaza creates an improved terminus for the view corridor north along Research Drive and an improved frontage to University Drive South. This space is meant to be animated throughout the year and is an opportunity to expand campus programs and integrate community oriented programs and events such as spontaneous athletic play, concerts, movie nights, “game day” sports gatherings, water play, and winter activities and events such as skating and ice hockey. It also provides an opportunity to engage the arts community and showcase temporary art installations during the warmer months and ice sculpture events in the winter.





Figure C-32. Vision for the Athletic Precinct Park and Plaza that functions as an ice rink and festive community place in the winter, with opportunities for recreational activities such as ice skating, and ice sculpture

A drop-off loop and visitor parking area for the Health and Sport Centre is maintained but is reconfigured in the context of an enhanced landscape treatment for the plaza. The implementation of the plaza should be undertaken in coordination with the arena development and development of a structured parking facility.

### 7.5.8 The East Residential Quads

The East Residential Quads are two large open spaces structured along the North-South Pedestrian Green, framed by the new student residence buildings and trees. These spaces are the main open space focus for the north east area of the campus and provide a flexible space amenity for active and passive recreation for the colleges and the proposed student residences. The Quads also provide play space for future daycare facilities, which can be accommodated in one or all of the residences, depending on the outcome of the housing study.



Figure C-33. Plan view of the East Residential Quads



Figure C-34. Plan view of the Central Residential Courtyards

### 7.5.9 The Central Residential Courtyards

The Central Residential Courtyards are existing courtyards for the residential towers that frame the Dr. Lloyd Barber Academic Green. Both courtyards are framed by the residences on the west side. The courtyards are enhanced to function as inviting useable open spaces. They should also be attractive from the viewpoint of the residences and the Education Building. The North courtyard provides a focal open space for the Language Institute, the residences, and the Administration and Humanities Building. As a visual focus, the space should be defined with a strong feature such as a water element or public art installation. The south courtyard fronts the main east-west internal passageway through the Education and CKHS Building, and should therefore be a highly attractive and welcoming open space. The service use in the courtyard should be integrated in the design of the space such that it is not the predominant feature. An enhanced paving material should be used for the service lane and parking that is complementary to the design of the overall courtyard landscape.

Both courtyards are beautiful places for studying or quiet repose in the warmer seasons, and also act as protected passageways in the winter months. To encourage use, the design of these spaces should emphasize the maximizing of sunshine and light. There should also be multiple entrances to and from the courtyards from the surrounding buildings, as well as seating, lighting, and shelter such as canopy coverings.

New courtyards are created for Luther College in the expansion of that building. The courtyards for these buildings, as well as for the First Nations University, should be considered in the same manner as the Central Residential Courtyards in terms of providing a high quality landscape that functions as useable space and that is visually appealing, welcoming, comfortable, safe, and protected.



Figure C-35. Plan view of the Residential Quads and the North-South Pedestrian Green

### 7.5.10 The North-South Pedestrian Green

The North-South Pedestrian Green is the easterly green spine through the University of Regina Campus. The structure and landscape of this pedestrian spine builds on existing but disjointed pockets of remnant landscape features and paths to create a harmonious corridor of spaces defined by long pathways and a grand allée of trees. The Green, which constitutes a series of indoor to outdoor experiences, is the connecting spine that anchors the large open spaces of Wascana Centre to the north and the Athletic Precinct to the south. It is along this spine that the majority of student residences are aligned and thus, it functions as a key north-south movement corridor.

The internal crossings along the Pedestrian Green such as the Arena and the Luther and Campion College buildings should be transparent, allowing for continuous long views to the open spaces along the Green, as well as continuous north-south pedestrian and bicycle passage. The Arena should have visible north and south transparent entryways to the Green.

The opportunity for a bioswale along the length of the Green should be integrated as part of the landscaping, taking advantage of the topography that allows water flow towards the lake.

### 7.5.11 The East-West Mall

The East-West Mall is an organizing green spine that extends from the new Wascana Parkway entrance at the west end of the University of Regina Campus, and east to the First Nations University. This spine is an important corridor as it spans and connects the new west campus interface, the central academic campus core, the east campus colleges, and First Nations University. The character of the spaces along the Mall are all pedestrian



Figure C-36. Plan view of the East-West Mall

oriented, quite diverse, and generally respond to the character and function of the built form. The passage through the Mall is primarily external and the experience of spaces are defined by a narrowing and widening of the view corridor, which provides an element of surprise as you move through the sequence of spaces. All new buildings have frontages onto the Mall, and have main entrances, pathways, and podium connections to the Mall. A key new component for the east campus is the at-grade commercial use within the structured parking facility, as illustrated in the following pages, which animates the pedestrian corridor and is an important draw and amenity for the colleges, the residences, and the University as a whole. The plaza fronting the Mall creates a new gathering place and pedestrian hub, geared to creating a home environment for the residences and colleges and contributes to establishing a critical mass for the campus.

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

### 7.5.12 South Campus Multi-Use Fields

The University of Regina Campus multi-use fields are open spaces that are protected as future opportunity sites. Whether they remain as sports fields, or are developed for parking or buildings is dependent on future campus needs. The current use of the field south of University Drive South (field #1), is already being used to accommodate overflow parking for the Main Campus.

Although a new Athletic Precinct is being developed for the south campus with the Arena and the Stadium, maintaining open playing fields on the campus is important. It allows for a diversity of sports opportunities and options, especially as the campus grows and as sports needs change. Opportunities to provide additional playing fields should be considered as a short-term planning vision for the University East Lands, especially when the development of the underpass connection is realized.



Figure C-37. The South Campus Multi-use Fields



Key Map





Figure C-38. Vision for the East-West Pedestrian Mall and Plaza, looking west from University Drive East, at the gateway between the Main Campus and First Nations University. The Mall is framed by the existing Luther and Campion Colleges, and building expansions to the north. To the south, the Mall is framed by a new structured parking garage with commercial at-grade and a linear plaza fronting the commercial uses. The promenade is defined by the existing and enhanced allée of trees, and is terminated by a large art sculpture as a focal point.

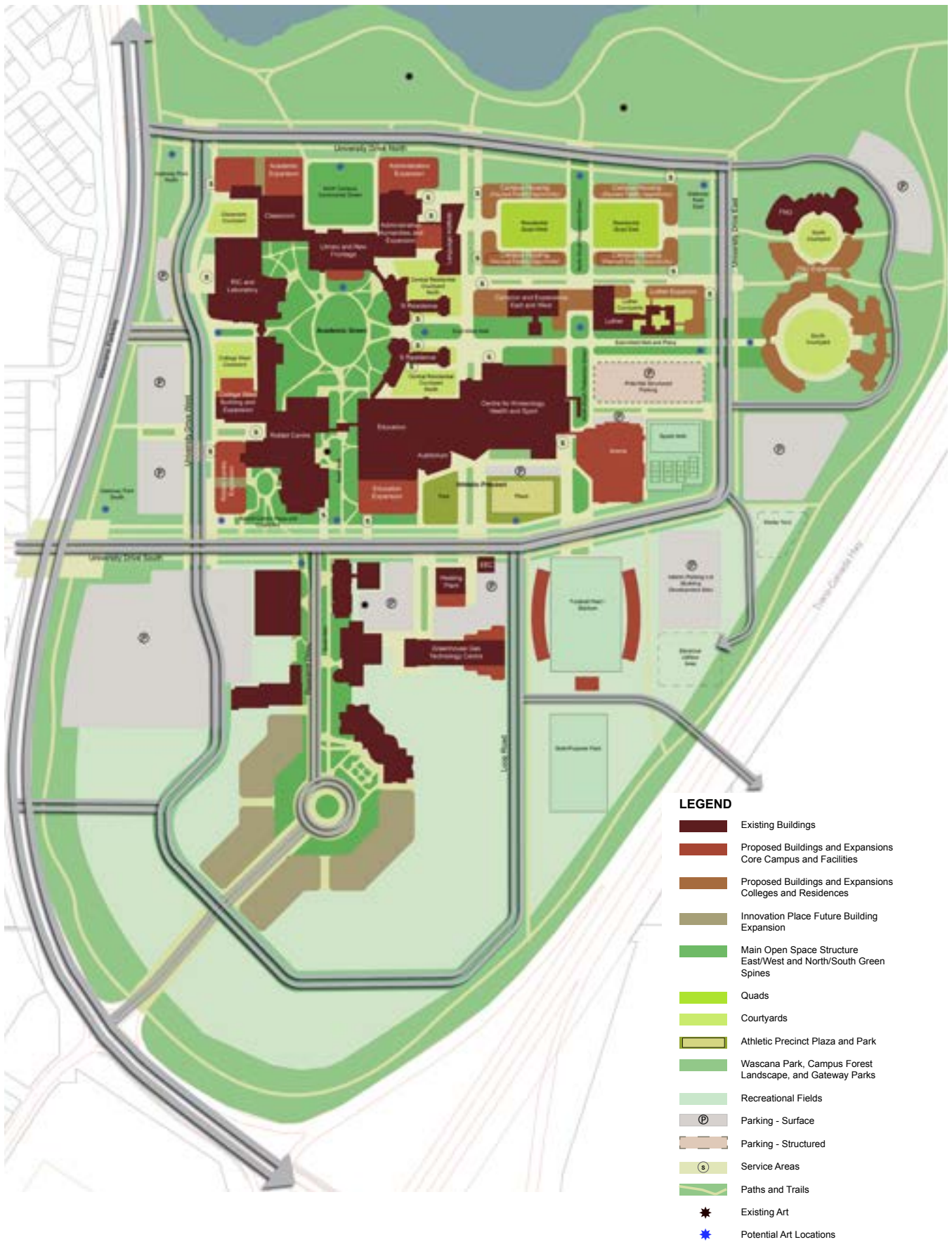


Figure C-39. Built Form Framework Plan



Figure C-40. RIC and Laboratory Building Internal Pedestrian Node

## 8.0 Built Form Framework

The built form framework defines the desired future character and function of built elements within the campus landscape. The framework ensures that new buildings reinforce a coherent, harmonious and appealing environment within the desired Campus in the Park setting, as well as contribute to the enhancement of the public realm in terms of animation, comfort, safety and accessibility. The framework also ensures that building orientation, massing, and heights make a positive contribution to adjacent buildings and open spaces within the campus and to the surrounding community. Some considerations for built form development include the following:

### Sunlight and Shadow

Ensuring adequate sunlight penetration, especially for residential uses and for public spaces such as the quads, courtyards, and other recreational areas, will be most important during the fall and winter seasons. Two of the most measurable impacts that a building mass can have on its surroundings are in the areas of light penetration and shade. Therefore, new buildings should be designed without causing undue shadow impacts on adjacent buildings or public spaces.

### Transition in Height

Building development should respect the scale of adjacent buildings, the prominence of key existing buildings, the proximity to open spaces, and the desired vision for the campus, by providing a proper transition in heights. With the exception of gateway buildings, height is focused in the centre of the Main Campus, transitioning down toward the campus perimeter and streets.

### Human Scale

The “human scale” makes reference to the experience of the building mass in relation to the size of its users. Buildings and the elements which constitute the façade should have

a proportion and scale that is welcoming to its users. For example, the relative size of a door, a window, or a staircase should be proportioned with the scale of users. The human scale is most important in areas that are accessible or visible from the public realm, such as the first few storeys of a building facing the street. Buildings on the University of Regina Campus should be visually divided into a hierarchy of building volumes, have building frontages that introduce a pattern of doors and windows, and have a ground level that is transparent and animated.

The design, use, and animation of the ground level of buildings are significant elements in defining the character and experience of the University of Regina Campus as a welcoming and safe pedestrian environment. Ensuring that all campus buildings provide an attractive and animated double face to the open spaces and streets, especially at the ground level, is a priority.

### **Reinforcing the Open Space**

Emphasis should be placed on the importance of built form to open space. The built form should support an open space framework with the goal of conserving existing landscapes and open space assets, defining new open spaces and linkages, and creating comfortable, protected, and memorable environments.

## **8.1 Built Form: Character**

The focus for built form in this Master Plan is to create a campus geared toward placemaking that supports a safe, comfortable, quality environment with high quality buildings that reflect sustainability, provide a diversity of amenities, and support the open space framework. The Plan strives to create great attractive places to linger, learn, recreate and live on campus. The built form character is defined in the context of creating a compact campus, such that new development is focused mainly within the campus core. The majority of new development is geared primarily toward the expansion of existing buildings and facilities, with some new buildings introduced in the north east areas of the campus. Many of the building initiatives proposed in the 2004 Campus Master Plan have been brought forward, some with modifications to building footprints. Current proposals such as the Arena and Stadium are also reflected in the Plan.

As a Campus in the Park, the approach to new built form is intended to:

- improve and enhance the buildings within a new park context, with frontages on all sides, below-grade parking and services, and visible green building initiatives;
- increase connectivity between buildings within and beyond the internal street system;
- provide an outward face for the campus by creating buildings and open spaces with addresses to the streets and community;
- create recognizable gateways to support campus wayfinding;
- provide uses to animate the campus;
- provide an opportunity to replace surface parking with great open spaces by introducing an increased amount of below-grade parking as well as structured parking;
- create human scale at-grade environments and friendly and inviting building frontages that engage and integrate the open spaces and the public realm; and
- define a clear structure that enhances the campus open space framework, and the greater Wascana Centre.



## 8.2 Built Form Approach and Structure

The structure of the Campus Master Plan continues to reinforce the compact spatiality envisioned by the original campus planners. A frontage to the lake, a core open space and central mall, a pattern of courtyards and pedestrian linkages, and an eastern and northern spine, continue to play key roles in defining the core campus structure. The Campus Master Plan introduces a new spatiality, which focuses not only on the interior campus, but also on developing the campus exterior as a welcoming, accessible place. The campus complex is now approachable all around, with a reinforced interface west to the community, south to Innovation Place, north to the lake, and east to the First Nations University. The campus' west interface is defined by a realigned University Drive West that is fronted by new infill development with addresses to the street on its east side. The west side of the street is defined by a park and a natural landscape setting fronting the campus buildings, with screened pockets of "green" parking, open views to the buildings, and a new mid block street connection into the campus from Wascana Parkway.

The structure of the built form engages the open space all around, creating new linkages and destinations as a draw to both the interior and exterior of the campus. A new north-south spine defines the easterly build-out of the campus. It is along this spine that new buildings, open spaces, and linkages are organized, such as the student residences, the Arena, and a series of new quads, courtyards, and trail connections.

### LEGEND

- Existing Buildings
- Proposed Buildings and Expansions Core Campus and Facilities
- Proposed Buildings and Expansions Colleges and Residences
- Innovation Place Future Building Expansion
- Main Open Space Structure East/West and North/South Green Spines
- Quads
- Courtyards
- Athletic Precinct Plaza and Park
- Wascana Park, Campus Forest Landscape, and Gateway Parks
- Recreational Fields
- Parking - Surface
- Parking - Structured
- Service Areas
- Paths and Trails
- Existing Art
- Potential Art Locations

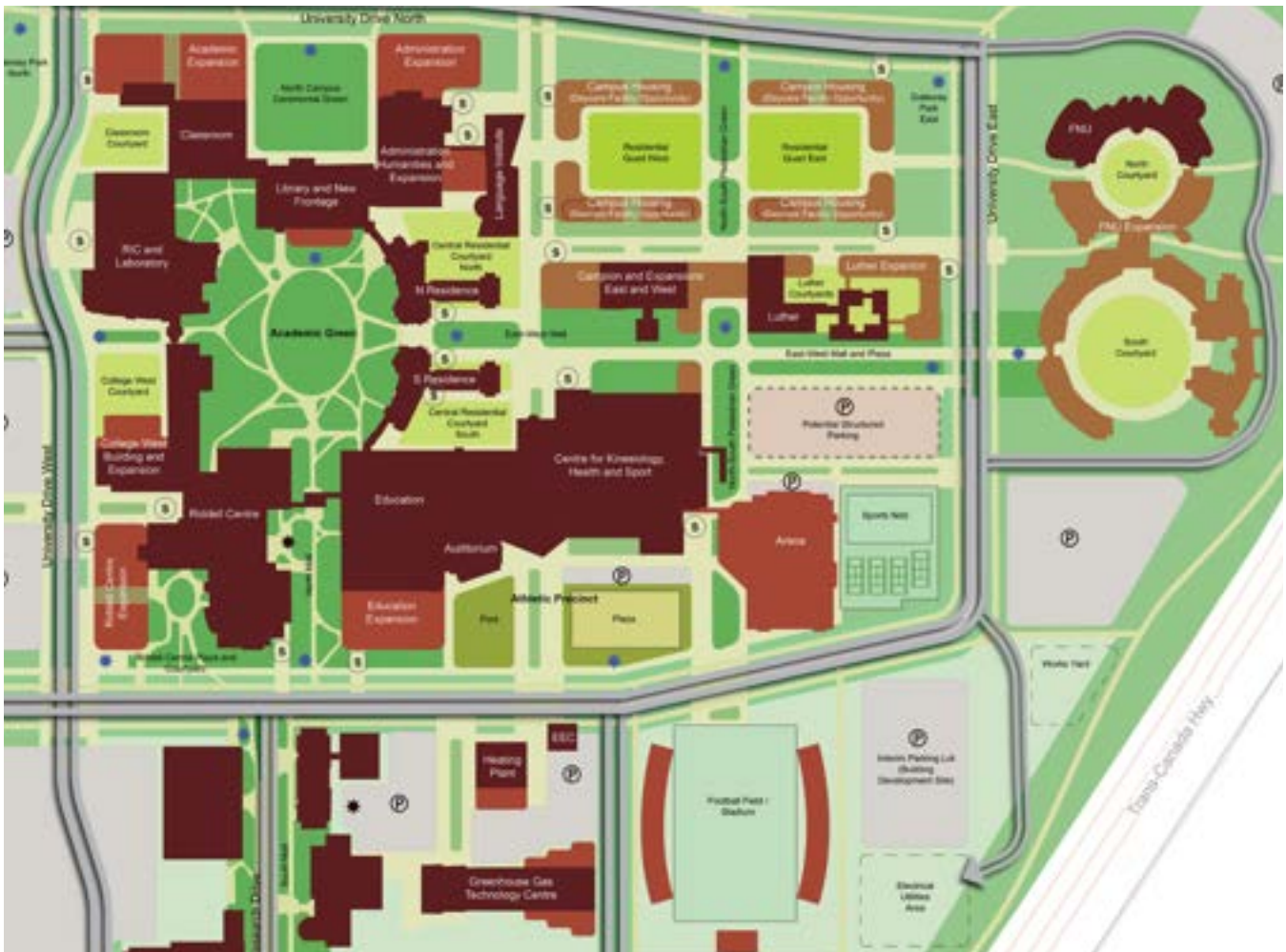


Figure C-41. A "Campus in the Park" birds-eye rendering - view north east

The University Drive boulevards also play a key role in the spatial structure, helping to create a seamless transition with the natural environment by employing numerous crosswalks and connections between the core campus and the exterior campus.

### 8.3 New Campus Buildings

There are 11 building site interventions in the Master Plan that, as a whole, strengthens the academic core, defines a larger Athletic Precinct, establishes a new Residential Precinct, and expands on the Colleges, Greenhouse Gas Technology Centre, and the Heating Plant. The majority of sites are infill to the existing buildings. The opportunity for new development sites occur in the north-east quadrant of the campus. The following section defines the built form composition.

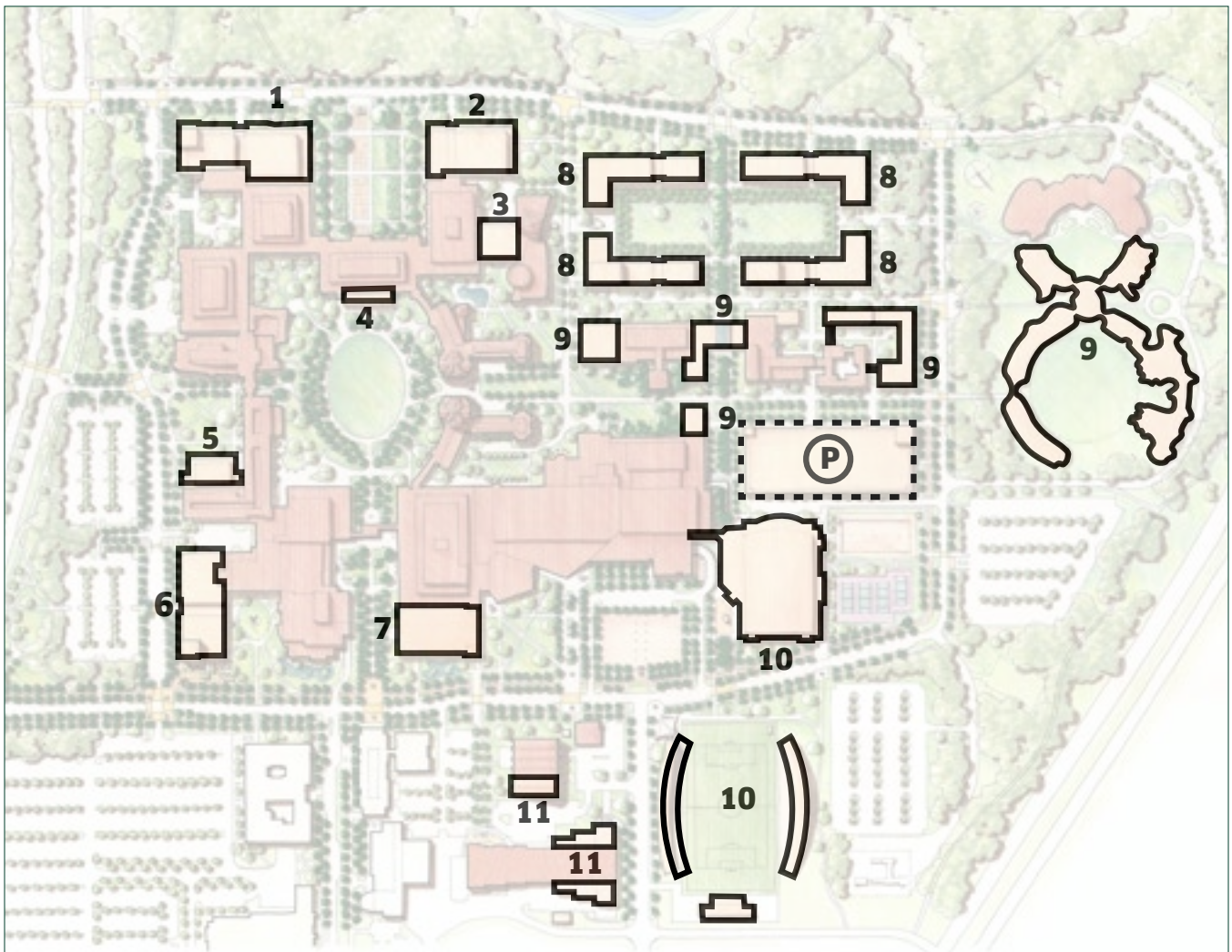


Figure C-42. Building locations

## Academic Core

### 8.3.1 Academic Building Expansion

The Academic Building Expansion (**Site 1**), functions as the northern gateway for the campus and provides approximately 21,984 m<sup>2</sup> of additional space and a new frontage along University Drive North. The new building provides a landmark for the campus, expressed as a four storey slab building mass, with a taller seven storey corner building element to create visibility to and from Wascana Parkway and Wascana Centre parkland. The four storey height is consistent with the surrounding built form and maintains the presence of the library as the original icon building for the academic core. Treatment of the building entryway should be welcoming as it is the northerly pedestrian connection to the campus with an expanded internal link to University Drive North. The new building also frames the west side of the North Campus Ceremonial Green, creating a more defined and distinguished heritage space. An expanded podium and access along the east side fronting the green provides an opportunity to experience the courtyard and views to the lake at two levels. The building's additional space can accommodate uses such as the expansion of the library, which would enable the relocation of the library service area fronting the Dr. Lloyd Barber Academic Green, and a new southerly frontage for the library (see Site 4).

### 8.3.2 Administration and Humanities Building Expansion

The expansion of the Administration and Humanities Building (**Site 2**) functions in a similar fashion to the Academic Building Expansion in that it creates a frontage along University Drive North, expands the internal pedestrian circulation north to the Wascana Centre parklands, and defines the North Campus Ceremonial Green. The built form is defined with a four storey height massing. The development of this building provides an opportunity to screen the existing service area and create a front condition to the street.

### 8.3.3 Administration and Humanities Link to the Language Institute

This initiative (**Site 3**) is a two storey building addition that connects the Administration and Humanities Building to the Language Institute and redefines and creates new opportunities to enhance the southerly entryway and courtyard as useable spaces.

### 8.3.4 A New South Frontage and Entryway for the Library

Creating a new southerly frontage for the library (**Site 4**) reflects a significant shift in how buildings must engage the open space and all facets of the public realm. The new, two storey height building addition provides a front address to the Dr. Lloyd Barber Academic Green, which is a significant open space for the campus. The new build-out should be mainly habitable gathering space, with multiple views and entrances to the outdoors. The space should be highly transparent, allowing for wide views of the green and long views south along the ceremonial spine. The façade treatment should also respond to the open space immediately fronting the new addition by providing an opportunity for spill out activity such as books sales or library events. Access to the podiums should be incorporated and enhanced to encourage use and to experience views of the campus spaces.

### 8.3.5 Daycare Facility

The current location of the daycare facility (**north of Site 5**) provides an invaluable opportunity to create a significant westerly open space gateway into the campus, and a clear connection to the East-West Mall. The removal of the facility, along with the realignment of University Drive West and the addition of a new mid-block street connection, create new open views into the campus. The facility is not considered as a permanent structure in this Plan and the existing building has no architectural significance or quality. The intent of the Master Plan is to demolish the building and relocate the use to the new student residences identified in the Plan. The relocation of the daycare facility will occur when the first two new student residences are developed. The residences can accommodate more than double the capacity of the current facility, which will continue to expand in the build-out of the last two residences.

### 8.3.6 College West Building Expansion

The College West Building expansion (**Site 5**) is a two storey addition to the College Building, which provides additional teaching space. Similar to the library expansion, this building creates a new frontage for the new College West Courtyard. With the future relocation of the daycare facility, the College West Building and the RIC Building play an important role in defining the character of the courtyard space as the westerly gateway into the campus. The front of this building, therefore, should engage the open space with a high level of transparency; by providing access; and by creating a welcoming at-grade experience.

### 8.3.7 Riddell Centre Expansion - The South Campus Gateway and Welcoming Centre

The development of a new architectural signature building at the corner of University Drive South and West (**Site 6**) is one of the most important design interventions for the University in terms of establishing a front address and gateway (see Figure C-43). The expansion of the Riddell Centre also plays an important role in realizing the building complex as the social, cultural, and retail centre for the campus, as identified in the past Planning Strategies. The new building is envisioned as a recognizable landmark, at six storeys in height, and is animated at grade with pedestrian activity, a transit waiting area, a welcoming visitor centre, and new pedestrian public spaces. As a signature gateway building, it should be articulated at the corners as a visible draw from the Wascana Parkway, with primary entrances facing the street, and a high level of streetscaping to organize pedestrian and vehicular movement. The composition of built form and new open space should result in the creation of a distinct place for the campus. The building and public spaces fronting the building should be of high quality, representative of the character and identity of the University.

### 8.3.8 Education Building Expansion

The expansion of the Education Building (**Site 7**) is envisioned as a six storey addition fronting University Drive South. The expansion provides an opportunity to create a new face to Innovation Place, and an easterly frontage for a new signature open space to the east, the Athletic Plaza and Park. No underground parking is possible as part of this development, due to underground service tunnels. Similar to the Riddell Building Expansion, the Education Building should have a primary entrance facing the street.



Figure C-43. Site 6: Before and After Images of the Riddell Centre Expansion - The South Campus Gateway and Welcoming Centre, before and after



Figure C-44. New student residential buildings frame the residential quad

## East Campus

### 8.3.9 Student Residential Buildings

Expansion of the north-east corner of the campus (**Site 8**) with two large courtyard buildings structured along an east west spine with primary frontages towards the lake (See Figure C-44). The buildings envisioned in this plan are intended to create a new residential precinct that supports the viability and year-round use of amenities on campus, diversifies the housing options, and provides a relocation and expansion of the current daycare facility. The massing of the residences is configured as slim L-shaped buildings of three to four storeys in height. Two of the four buildings have a tower component at the corners, creating an overall building height of 10 to 12 storeys. The massing focuses height inward towards the colleges and transitions down toward the lake to optimize views to both it and the park, and to respect the character of the existing buildings fronting University Drive North. The buildings define two significant recreational open spaces for the North Campus, and are structured along the North-South Pedestrian Mall. The building configuration frames views, provides east-west connections to FNUUniv and the Language Institute buildings, and provides a new welcoming interface and access both internally and externally.

### 8.3.10 Expansion of the Colleges and First Nations University

The building structure for the colleges and the First Nations University (**Site 9**) remain primarily as envisioned in the Planning Strategies and as demonstrated in the Composite Demonstration Plan. The west expansion of Campion College creates additional frontage and access along the East-West Mall to further define the axis. Although expansion of the



Figure C-45. Artist rendering of the Stadium Development as designed by P3Architecture for the University of Regina

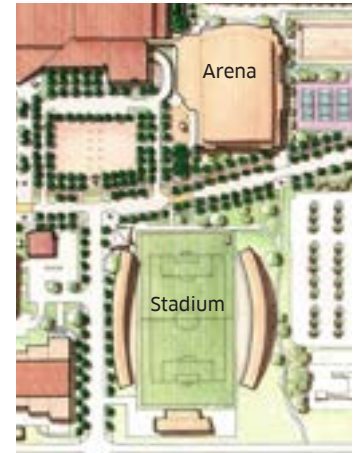


Figure C-46. Plan view of the Arena and Stadium

Campion Building will be on University of Regina property, it provides an opportunity for joint venture programming with the University, and an opportunity to extend the interior street system and connect the Colleges to the rest of the campus buildings west and north.

The east expansion of Campion College and the northerly addition to the Centre for Kinesiology Building create a narrowing of the Mall, pinching the view, which allows for an element of surprise through the space. The expansion also defines an open space around the chapel, positioning it as an architectural landmark within the landscape. The east-west leg of the “L” building configuration is a transparent connection between the colleges, similar to that of the Riddell Centre and Education Building, providing open views along the North-South Pedestrian Mall. The Luther College expansion remains as in the Demonstration Plan. The design of the built form for the college expansions must be considered in the context of a Campus in the Park setting, with multiple frontages, windows, entryways, and connections that engage all open spaces.

## Athletic Precinct and Sports Fields

### 8.3.11 Arena and Stadium

The building footprints of the Arena and the Stadium (**Site 10**) are based on recent building proposals prepared for the University. Although this Plan provides a further level of guidance for the development of these buildings such that they respond to the vision and principles, further review and development of the architectural and technical aspects of the built form, and the siting of these buildings in terms of setbacks and orientation, will need to be confirmed prior to implementation.

The Arena and Stadium are two key buildings that define and strengthen the Athletic Precinct. The composition of the Education Building, the Kinesiology Building, the Arena, Stadium, the iconic Heating Plant, the new plaza and park, and the University Drive South streetscape redesign, together create a new “destination place” and draw for the

southern area of the campus. Most often, the Arena facility for many campuses is the most memorable building because it is the hub of recreational activity and draws events both locally and internationally. As a result, many campuses place great emphasis on creating a quality facility both inside and out. The Arena should be a landmark building for the campus. In addition to quality architecture, the design should avoid blank walls and create comfortable spaces around the building. The gathering areas should be clearly accessible, and entrances should be visible and transparent from the street. The design should also allow for transparent pedestrian and bicycle connections through the building along the North-South Pedestrian Mall.

The Stadium is aligned on axis with the North-South Pedestrian Mall and is the focal point that terminates the axis. The design of the stadium should respond to this positioning, using architectural elements and signage, and should align the main entrance and gathering space to relate to the street and the axis. As with the Arena, the structure of the Stadium should create comfortable spaces around the building, and visible exterior gathering areas and main entrances. The exterior of the Stadium should be designed to be interesting all around, especially along University Drive South and the East Loop Road, creating a new frontage and interface along the street. The exterior design should also create a comfortable and safe walking environment, with visible trails that are connected to the street and the peripheral trail network. The servicing areas of the Stadium should be at the south end of the structure and should be screened from view to the surrounding fields.

## Facilities Management Buildings

### 8.3.12 The Facilities Management Building and Heating Plant Expansions

The build-out of the Greenhouse Gas Technology Centre and Engineering functions (**Site 11**) proposes an expansion of the existing building east toward East Loop Road. Development of this building should have a frontage and main access along East Loop Road, and the design of the building should be an architectural draw to Innovation Place and the southern campus area.

The heating plant is considered one of the most significant architectural forms on the campus and the southern expansion of the building should maintain the architectural design quality and iconic character of the existing built form. The public realm area around the building should also be designed to enhance the building stature, and in conjunction with the Greenhouse Gas Technology Centre expansion, create a more pedestrian oriented place that visually reduces the surface parking. Pedestrian connections to these buildings should be enhanced.

## 8.4 Building Height, Scale, and Massing

A “comfortable balance between built form and a naturalistic setting” defines the desired character for the Wascana Centre. The long-term vision for the Centre is to have the skyline dominated by trees and vegetation rather than buildings, with a focus primarily on the legislative building as the tallest and most dominant form. As a Campus in the Park, the University’s objective for a tree-dominated skyline is for the most part, realized in the Master Plan.



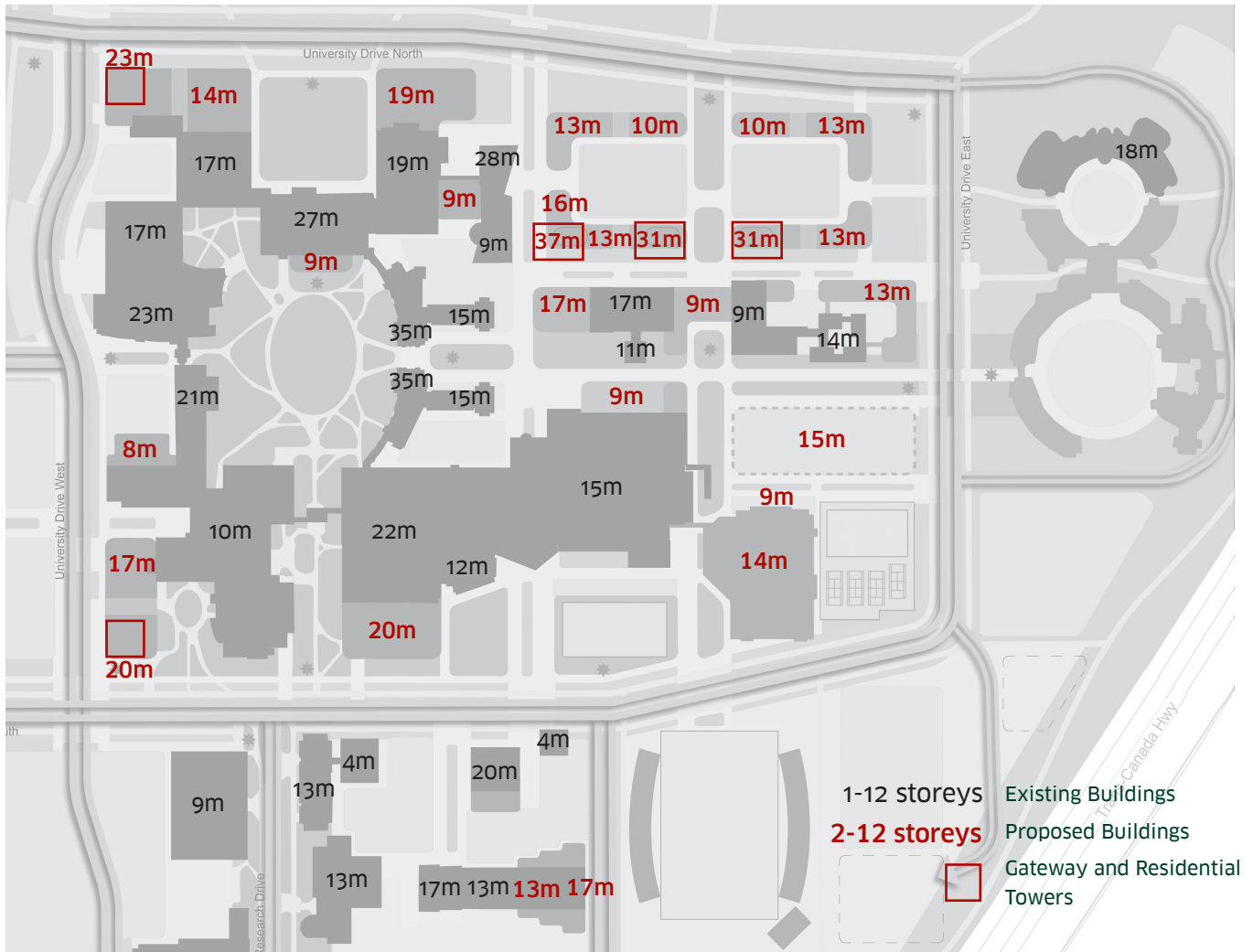


Figure C-47. Building Heights

### 8.4.1 Building Height

The Plan does deviate somewhat regarding the 13 metre height restriction identified in the Wascana Centre 2006 Master Plan in order to achieve two of its key built form objectives. The University has to achieve more physical visibility for the campus as a means of wayfinding, and, in order to achieve a more compact campus, has to build higher in certain areas in response to future intensification. To achieve a balance in the Wascana Centre objectives and the University objectives, taller buildings sites are strategically located to achieve a concentration of height central to the Plan. Most of the tall buildings are within the residential precinct, along University Drive South as the main urban corridor, and at the two gateway entry points. These include the existing and proposed residential towers that are at a maximum height of twelve storeys, the north and south gateway buildings at the campus entryways that are a maximum of seven storeys, the Education Building at a height of six storeys, and the structured parkade at five storeys. The balance of new buildings are three to four storeys in height, and transition down toward the edges of campus to create a human-scaled environment at street level.

Wascana Centre 2006 Master Plan, Section 4.17: Height Limits:

“To maintain a skyline dominated by nature, all future buildings within the Centre north of the University campus should be no higher than the average height of mature trees, or 13 metres.”

### 8.4.2 Building Scale and Massing

In general, the scale and massing of new buildings in the Plan are in keeping with the character of adjacent built form, as most of the campus developments are expansions of existing buildings. Buildings fronting the lake maintain a height of four storeys and are massed to maintain open views to the lake. Development around the library continues the podium concept to appreciate views of new open spaces and create new view opportunities to Wascana Park. The gateway buildings mark the entryways with articulated corners where most of the building height is concentrated.

Changes to scale and massing occur mainly with the introduction of the slab and tower concept for the new residences. The buildings constitute four L-shaped slab buildings, that are thin in form in comparison to the academic buildings, which achieves a “lightness” to the scale and massing. The intent is to have the large open space as the focus for the residential precinct, and have the buildings float within the landscape. The northerly building slabs are lower in height closer to the lake and can have breaks in the building height or mid passageways along the length of the building to create a more interesting built form, and to provide additional open views and linkages to the open space. The southerly building slabs are higher in height and have slim towers located at three corners to protect and maximize long views to the park and surrounding open spaces.

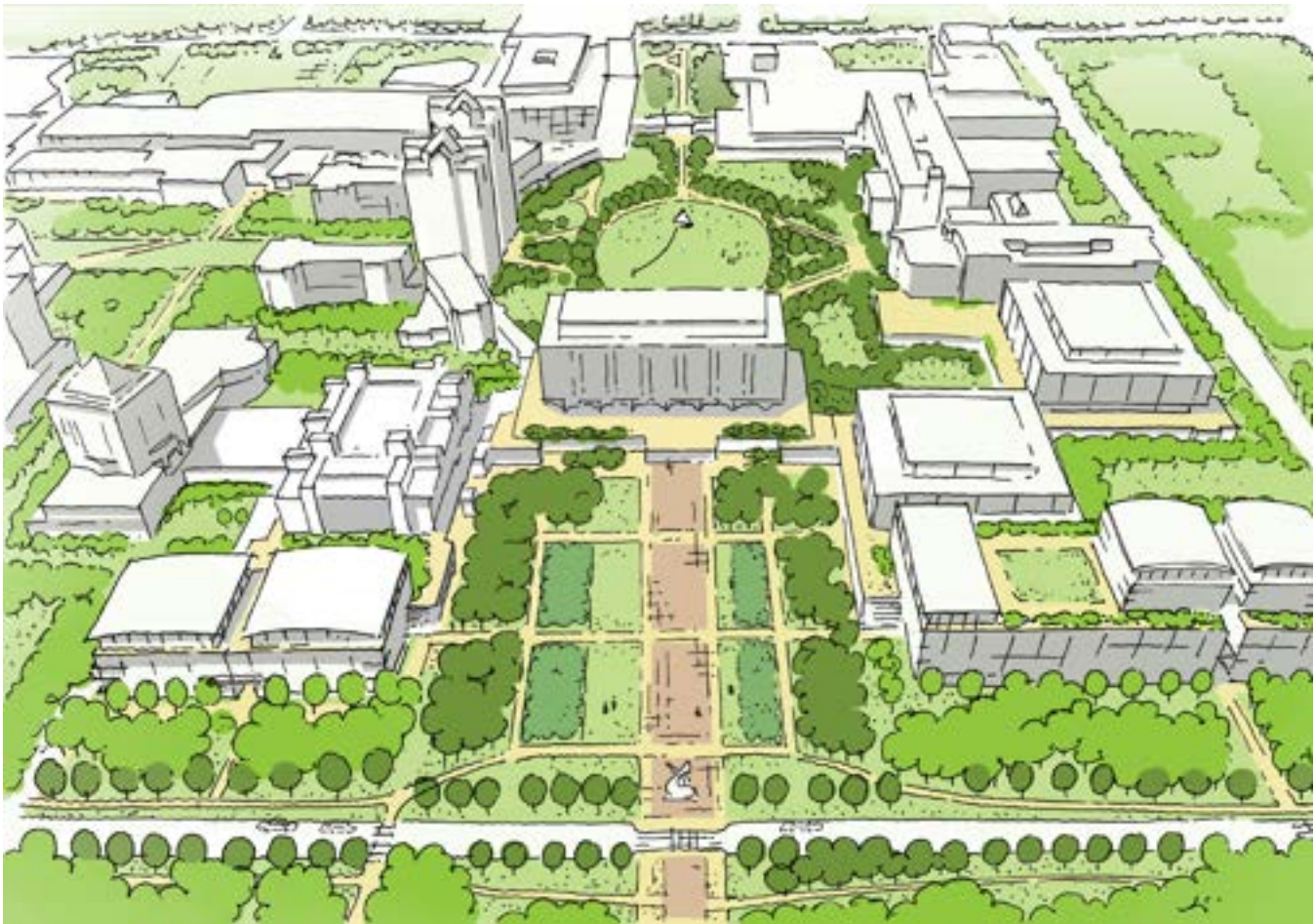


Figure C-48. Building height, scale, and massing are generally in keeping with the existing built form

## 8.5 Building Orientation and Accessibility

The siting of new campus buildings, in terms of their location and orientation of their building frontages, are a critical factor in defining a welcoming, accessible and safe pedestrian environment that has an internal as well as an external focus. Buildings have to address streets and all public spaces and must have primary entrances that are connected to the sidewalk and pathways of the pedestrian circulation system. The following are guidelines for building orientation and accessibility on campus:

- Buildings within a Campus in the Park setting should function in a similar manner to stand-alone pavilions in a landscape, having frontages on all sides in order to address the surrounding public realm and open spaces, with clearly defined primary entry points that directly access the sidewalk and pathways.
- To enhance the visual and physical experience of buildings, and the feeling of safety, large blank walls or an uninterrupted building mass should be avoided.
- Service entrances and areas should not be located in the fronts of buildings and should be consolidated where possible, along a shared service corridor. Existing service entrances and loading areas that are now fronting streets or the public realm should be appropriately screened.
- Building frontages along the streets must create a welcoming and attractive street environment for pedestrians.

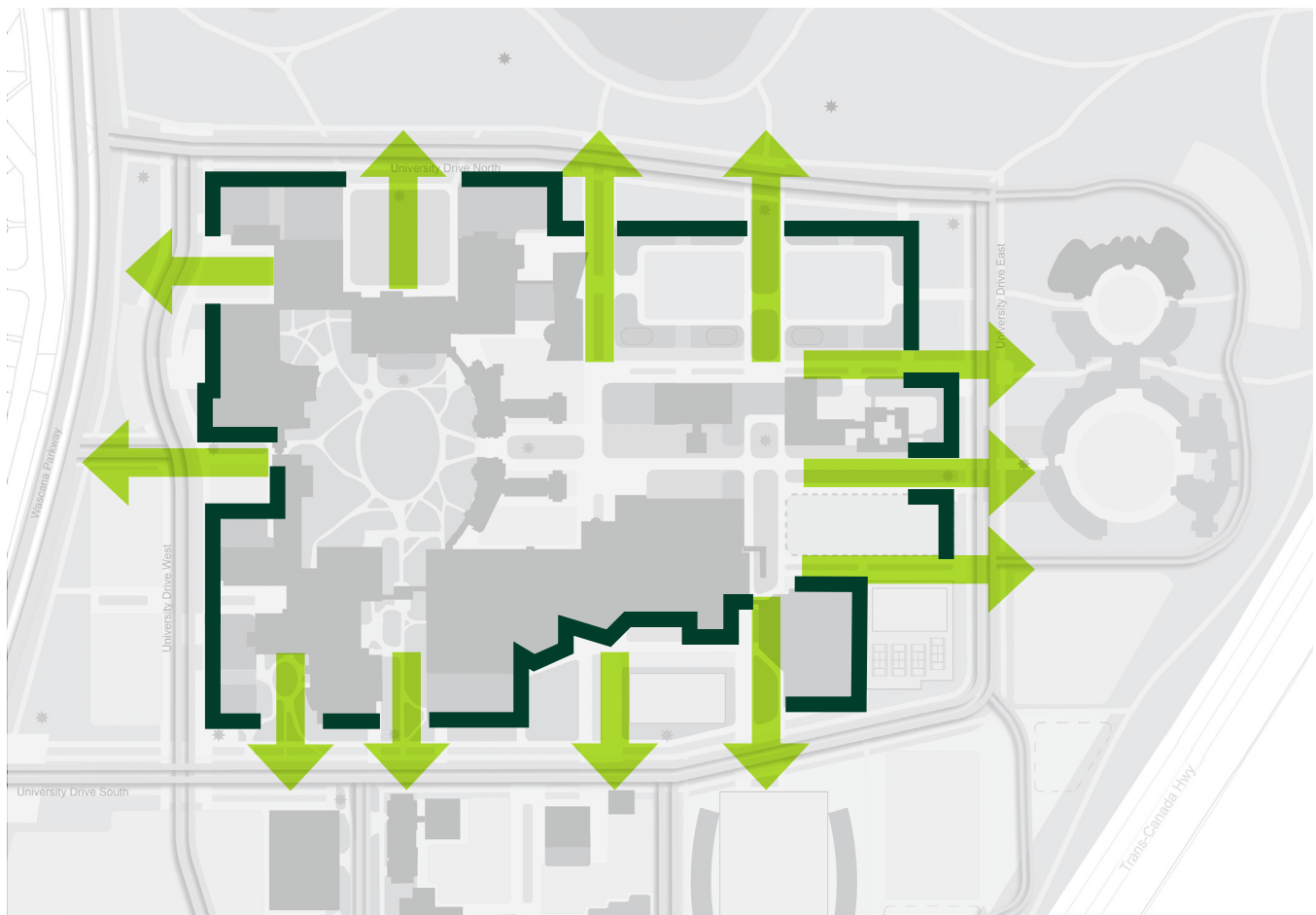


Figure C-49. Turn building outwards through infill to reinforce the interfaces with surrounding environments



Figure C-50. New buildings should be respectful of the built heritage



Figure C-51. The Library building has strong design lines that should be respected



Figure C-52. The Library interior also carries significant heritage design elements



Figure C-53. Transparent buildings are more welcoming than a blank wall.

- Building frontages to open spaces must create a comfortable and attractive environment that encourages use and enjoyment of the open space.
- Corner gateway buildings must be sited to first address the intersection of a street with a visible primary entrance, then the primary street frontages (University Drive North and South), and thirdly the local street frontage (University Drive West).
- Distinct architectural features and interventions at the corners of buildings are encouraged at all corner building locations to enhance the visual prominence and identity of the University, and to address wayfinding. In addition, features such as building signage, primary entrances and amenity space should be part of the building composition.
- Surface parking should never front a building. If surface parking must front a building for the purpose of immediate handicap accessibility, the parking should be kept to a minimum, should be discreetly integrated with the landscape, and should not front or obstruct main passageways and entry points to the buildings. Within the campus core, the only area where surface parking is identified fronting a building is the Centre for Kinesiology Building, where a single row of parking, primarily for handicapped parking use, is provided in close proximity to the building entrances.

## 8.6 Building Design and Architectural Character

The design of any new building on the campus should exemplify the highest quality and standard of architecture and evoke an image of excellence and progressiveness for the University. The new RIC building is a great precedent for the level of quality in design and spatial organization that the University should seek to achieve. The focus should be on creating buildings with quality interior spaces that enhance the learning and social environments, and in creating comfortable human-scale exterior environments that are welcoming and inviting.

The architectural character of new buildings should be respectful of the built heritage of the campus and draw on the assets and qualities of key iconic buildings and building elements. Design themes and styles that are inherent to the campus, such as the archways of the Library and the Lab Building, should be carried forward and integrated into new design compositions. This does not mean that new development should be the same as the old or be traditional in character. The campus architecture can be made rich with a variety of traditional and contemporary styles, and the threading of unique elements and the integration of the open space can create a more holistic building environment.

### 8.6.1 Materials and Details

As most of the development constitutes expansion of existing buildings, the materiality of new built form should complement the existing form and architecture. Similar materials and details should be integrated into new form where possible, balanced with new materials and details to achieve a level of distinction and uniqueness. The overriding theme for the use of materials and building details on campus should be to achieve the highest quality in design and materials, to build identity with distinct architecture, to create comfortable and safe pedestrian environments, and to design for sustainability and longevity. Using local materials and construction is encouraged, and maintaining a commitment to sustainability should be a priority goal for the University.

## 8.6.2 Building Transparency

Building transparency plays a large role in achieving safe, comfortable, human scale pedestrian environments. The more transparent a building can be, especially at-grade, the more welcoming and friendly it is to the pedestrian, and the more it is able to integrate and engage the public realm. Buildings should be transparent and animated at-grade to encourage a level of safety with “eyes-on-the-campus”. This is especially true for buildings fronting the streets, open spaces, and primary pedestrian circulation corridors. The internal “urban street” system, internal gathering places, and pedestrian junctures should be transparent and visible from the exterior of buildings.

## 8.7 Building Views and Landmark Sites

### 8.7.1 Building Views

As most of the campus is flat, defining and enhancing views is an important element in building design that helps to create visual interest. Views provide a significant opportunity to establish a quality urban Campus in the Park experience, therefore the structure and placement of buildings, landscape, and art are key elements in establishing great views. The built form can be used to define and structure views into and throughout the campus,

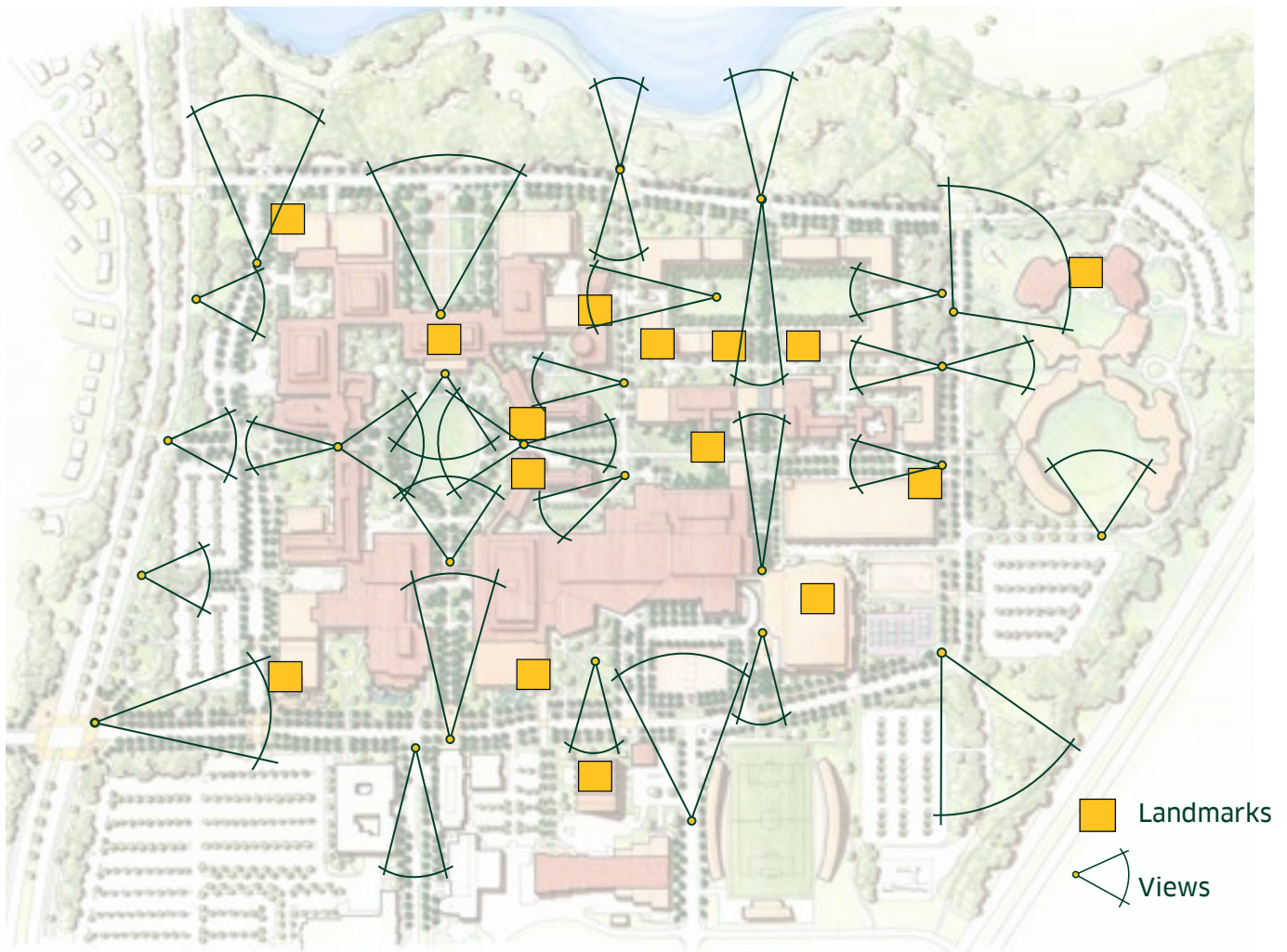


Figure C-54. Views and landmark sites



Figure C-55. The Visitor Centre will be a landmark site



Figure C-56. The existing podiums provide a unique view of the Campus in the Park



Figure C-57. Tree plantings as wind breaks



Figure C-58. Green roofs can be used for recreation

and they can be used to terminate views as a focal point. They can also function as a wayfinding mechanism using identifiable architectural features. In the Master Plan, the most significant views occur along the north-south and east-west spines, and toward the lake and Wascana Park. These views should be protected and enhanced. As the campus becomes more extroverted in structure, new view moments and landmark sites are important in defining an attractive exterior face for the campus and in making visual connections to the interior of the campus. In general:

- Maintain and enhance existing views to Wascana Lake and Wascana Centre parklands, and along the ceremonial spine.
- Where possible, create accessible view opportunities to key built form and open space features along the University Drive boulevards and the path and trail system to enhance the walking, cycling, and driving experience.
- Create views of all open spaces and built form landmarks.
- Create opportunities to experience views from the podiums.
- Design the internal pedestrian concourse with a high level of transparency, and at the perimeter of buildings to provide a visual experience of adjacent exterior open spaces.

### 8.7.2 Landmark Sites / Signature Architecture

Landmark sites are the special places and features within the campus that are meant to define and enhance the character and identity of the University as well as provide specific functions at strategic locations, such as a welcoming or a wayfinding feature. The landmark sites, as identified in Figure C-54, include locations for signature architecture and complementary open spaces. Collectively, these sites help define the University as a distinct and special place, as well as orient the visitor to and through the campus by locating it, defining the front door and main entrances, and identifying key buildings and circulation routes. In addition, incorporating visible green building technologies for new developments/buildings help to define the campus as a distinct and special place within Wascana Centre.

Most of the significant built form landmarks and correlated landmark open spaces are focused around the Academic Core, the campus gateways, and the Athletic and Residential Precincts. Additional built form landmarks include the Heating Plant, First Nations University, and the Language Institute.

## 8.8 Podiums

The Master Plan envisions a revival of the podium as useable space that contributes to the public realm experience on the University of Regina Campus. Podiums should be a key part of the pedestrian circulation system, offering opportunities to experience the “tree dominated” skyline of the campus landscape and the greater Wascana Centre landscape. They also provide opportunities as useable green roof spaces on campus.

## 8.9 Building Connections and Considerations for Climate and Walkability

The University of Regina, being a predominantly cold climate campus, has gone to great lengths to create a spatial structure of connected buildings and internal “urban streets” that provide comfort and ease of access throughout the campus. The new vision reflects an enhancement of the public realm and the creation of useable outdoor spaces, which demands that the same level of design consideration be given to outdoor movement such that buildings create a comfortable public realm experience. Any expansion of the interior corridors must be implemented in a way that does not preclude this important objective,

and that is respectful of the the new built form and open space frameworks. This may require that new connections go either underground or overhead.

Design interventions to mitigate climate and create a comfortable walking environment include:

- siting buildings to create short walking distances between buildings, where direct connection is not possible;
- continuing the internal “urban street” network with the new building expansions;
- integrating protected walkways into building designs, with canopy coverings or arcades;
- planting trees as wind breaks along open pedestrian routes between buildings;
- designing multiple entrances in buildings and ensuring ease of access to entrances;
- siting building entrances to correspond with a connected network of pathways;
- integrating sheltered warm areas in buildings such as atrium spaces, along key pedestrian routes;
- constructing heated transit waiting areas and transit stops; and
- mitigating building heights to reduce wind tunnels.



Figure C-59. Green roofs show leadership in sustainability

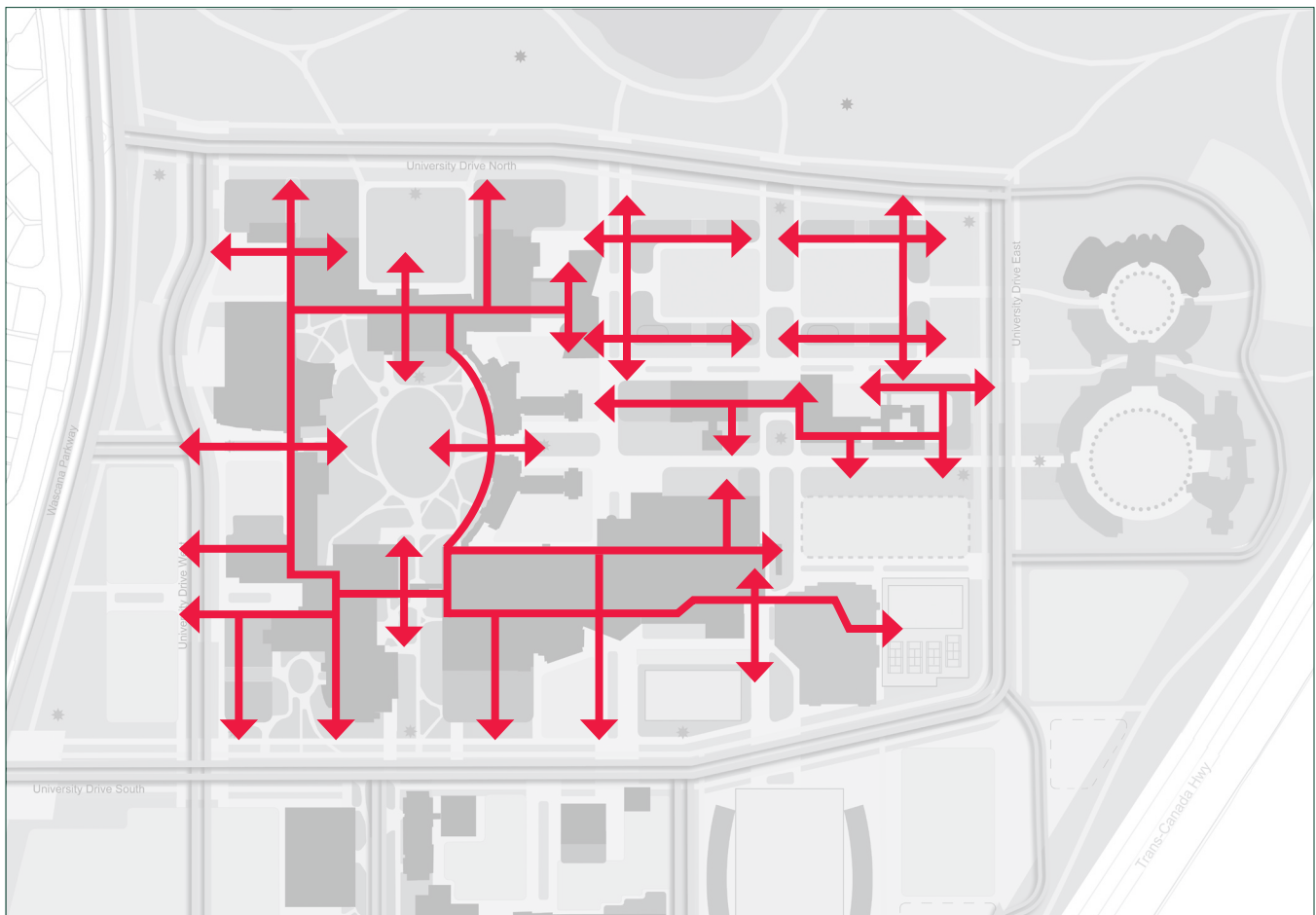


Figure C-60. Continue the pedestrian concourse system to integrate indoor and outdoor spaces

## 8.10 Sustainable Building Systems

Sustainable Design Principles:

- using local and accessible materials in the development of buildings, reducing transport and delivery distances;
- incorporating bike racks, lockers and shower facilities in building design; and
- investigating opportunities to green the podiums. Green roofs can help manage storm water runoff, provide a form of insulation, reduce the urban heat island effect, and create a healthy environment by providing additional recreational space.

Designing for sustainability is beneficial to the University for many reasons, the most significant being the cost savings inherent in optimizing energy performance of buildings and in decreasing maintenance. Another great benefit is the opportunity to showcase the University as a leader in this stream, building on its identity with distinguished green buildings and other significant green projects. The positive reputation gained can position the University as an attractive place to be and learn, which can support the recruitment and retention of students, faculty, and staff.

An ongoing commitment to building sustainably should continue to be a priority for any new development undertaken on campus as a means of optimizing the performance and maintenance standard of buildings. Applying methods of decreasing energy demand, managing efficiency in water use, and the capturing natural energy sources are some examples of optimizing performance. The University should consider implementing an Office for Sustainability, building a team of experts that can direct development towards achieving sustainable standards and goals. In the interim, the University should, at a minimum, commit to applying sustainable design principles to all aspects of operation such that, as a system, it can work towards operating at peak performance and efficiency.

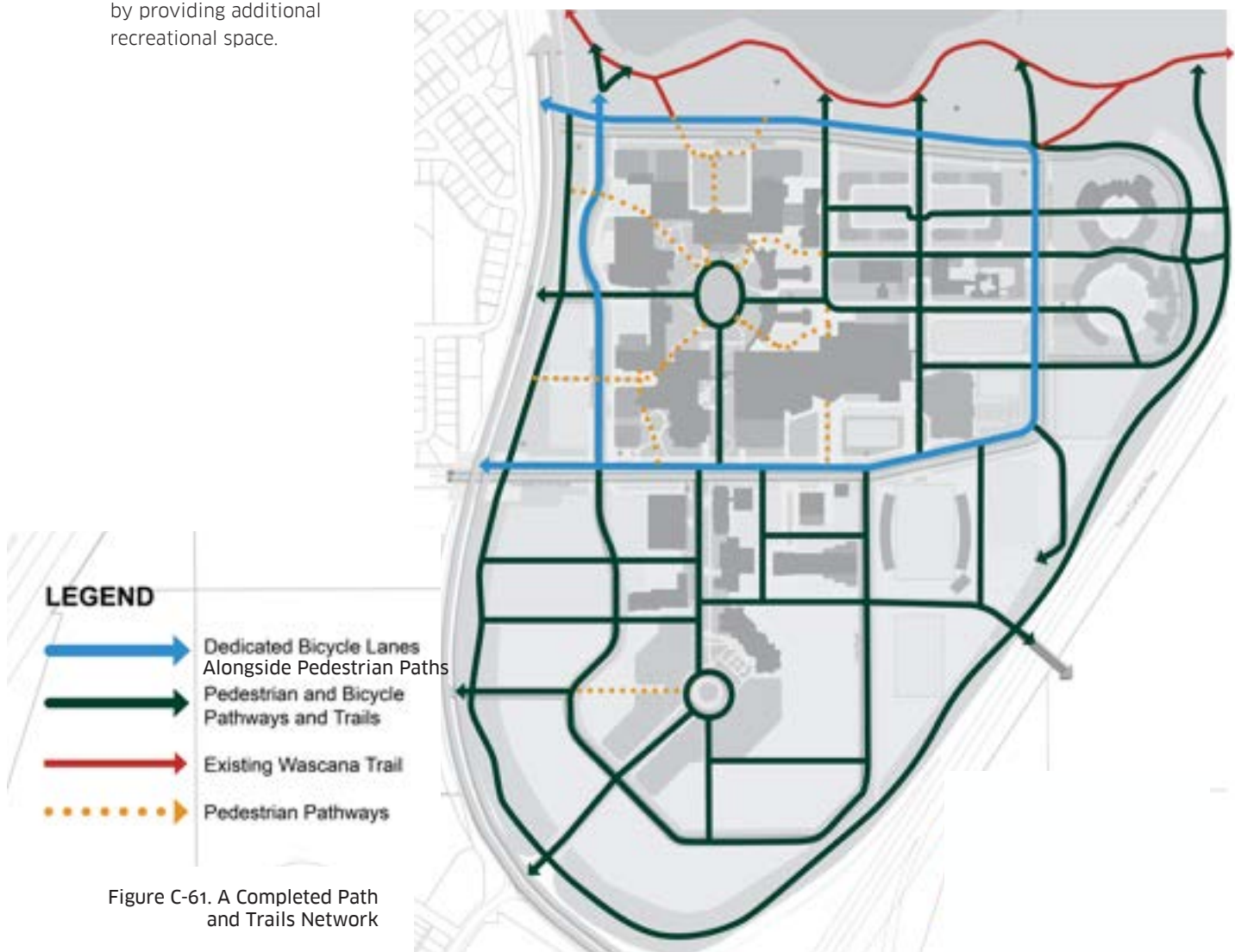


Figure C-61. A Completed Path and Trails Network





Figure C-62. Off-road dedicated bicycle lanes and pedestrian path

## 9.0 Movement Framework

Accessibility across campus is largely dependent on the integrated circulation systems that support a variety of transportation forms and allow them to co-exist. However, above all, the Campus Master Plan prioritizes pedestrian activity, and the walking experience within campus is enhanced and improved for utilitarian and leisure purposes. There is a clear hierarchy of value integrated into the design of campus streets and paths that indicates this preference towards the pedestrian, but that does not dismiss the importance of cycling, transit, and other vehicular circulation. The Campus Master Plan acknowledges the important link between walking and cycling and focuses on ensuring the two remain related in street and pathway designs to facilitate the connection between the interior and exterior spaces.

### 9.1 Pedestrians

A Campus in the Park has strong linkages for the pedestrian, with a fine network of pedestrian and bicycle connections that weave through the campus. This Campus Master Plan gives equal prominence to enhancing the pedestrian and bicycle experience as a priority.

#### 9.1.1 A Completed Path and Trails Network

The campus open spaces and built form are linked by a complete path and trails network that form a continuous walkable, accessible, and cohesive public realm environment for pedestrians and cyclists. The trails network connects to the Wascana Park trail system, Innovation Place, and to the adjacent neighbourhoods. Continuous generous sidewalks within the campus connect interior and exterior spaces. Points of connection along the path and trails, such as intersections or key crossing points, are enhanced with special paving treatments, signage, and signalization for safe crossings.

A continuous loop of dedicated bike lanes are located along the University Drive Boulevards and along the east side of Wascana Parkway. With the exception of University Drive West, the dedicated bike lanes are off-street, running alongside the pedestrian paths.

### 9.1.2 Pedestrian Concourse - Internal Circulation

Continuation of the existing internal pedestrian concourse system is a top priority. The internal building connections should be extended to new buildings where it makes sense, but must consider the importance of the open space system and in meeting key open space objectives. The Campus Master Plan encourages seamless transitions between built form and open space, between the pedestrian concourse and external pedestrian pathways. Where the pedestrian concourse intersects the key north-south and east-west pedestrian spines, the connections should be implemented in a way that enhances the connectivity and enhanced open space objectives of the spines. The concourse connections should be transparent (as with the connection between the Riddell Centre and the Education Building), with exits to the external pedestrian pathways. Where possible, these key routes should also allow for the passage of cyclists.

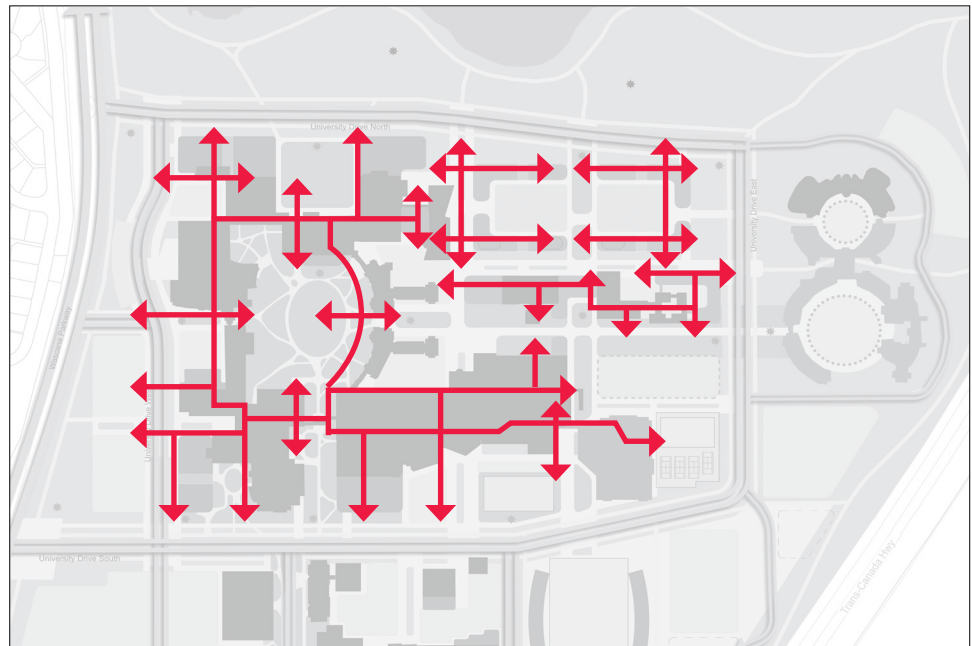


Figure C-63. Continue the pedestrian concourse system to integrate indoor and outdoor spaces

### 9.1.3 Pedestrian Priority Area

The Main Campus is considered a pedestrian priority area, which is primarily a car-free zone, with the exception of some areas for drop-off, visitor parking and servicing of buildings. The Main Campus area is designed for ease of pedestrian and bicycle movement, from interior to exterior spaces. Servicing areas on campus should function as shared pedestrian environments and should be designed accordingly with enhanced paving treatments.

### 9.1.4 Crosswalks and Access Points

Crosswalks serve as meeting points, transitioning points (directionally or modally), and access points for pedestrians. These are important spaces that need special design consideration and treatment to facilitate their successful and safe use. As a notion of traffic calming and pedestrian safety, all key intersections internal to the campus should have clearly marked crosswalks, and crossing distances should be minimized by reducing vehicular lane widths. A new pedestrian oriented profile for the two gateway entrances to the campus along Wascana Parkway should include reduced lane widths to tighten the intersections, full signalized pedestrian crossings, and the consideration for dedicated bicycle stop lights. In addition, all crosswalks should have enhanced pavement treatments and signage to signal to pedestrians, cyclists, and motorists that the crosswalk is a pedestrian priority area. Discussions with the City will need to take place in order to effect this change and improve pedestrian safety at the intersections.

The 2010 Transportation Study identifies the south gateway entry to the campus, along University Drive South, as the main pedestrian and vehicular entry point, and recommends the pedestrianization of this intersection in the short term to ensure safe access to the campus as it develops. In addition, the analysis also recommends installing a traffic calming measure such as pedestrian signalization at a minimum, at the intersection of University Drive West and the Innovation Place parking entrance. This intersection experiences a high volume of pedestrian crossing, especially from the parking lot (Lot 15), and from the west neighbourhoods, and is expected to increase further with the development of the South Gateway Building and Visitor Centre node. Recommendations for this intersection also include improvements to the internal campus traffic flow, and an enhancement of the intersection as a highly visible pedestrian crossing as a first measure, with future considerations for a full traffic signal to ensure pedestrian safety as volumes increase. A traffic signal at this intersection will also assist in the smooth traffic operations of buses, bicycles and vehicles as well.

A mid-block signalized pedestrian crossing at the new vehicular entrance to the campus from Wascana Parkway provides an opportunity to connect to the adjacent neighbourhood as an extension of the East-West Mall. This connection is linked to the shared bicycle and pedestrian trail that runs parallel to Wascana Parkway.

## 9.2 Bicycles

The encouragement of cycling is a key factor in achieving a pedestrian friendly environment. Cycling is encouraged throughout the campus through a cycling network that primarily follows the external pedestrian network, allowing ease of movement and access along wide pedestrian sidewalks and pathways. The cycling network also allows for un-mounted passage through buildings. In addition, bike facilities such as bike racks should be placed throughout the campus.



Figure C-64. Dedicated bike stop lights along bike routes.



Figure C-65. Bike Racks should be placed at key building entrances, and along major pedestrian and bicycle routes and open spaces.



Key Map





Figure C-66. Vision for the University Drive North boulevard, looking west toward Wascana Parkway. The University Drives are redesigned to accommodate increased pedestrian movement and safe crossings, slower vehicular traffic, integrated on-street parking, wide pedestrian sidewalks, dedicated bike lanes, and a lush scenic streetscape planting. New linkages are made from the Wascana Parkway trails to the campus building entrances and courtyards.

### 9.2.1 Cycling Network

The cycling network includes a dedicated cycling path that follows along the University Drive Boulevards and alongside Wascana Parkway. The dedicated bicycle route along all Drives, with the exception of University Drive West, parallels the pedestrian paths and connects to the Wascana Centre trails in the north, to FNUUniv in the east, to the fields and trails in the south, and to the neighbourhoods in the west.

### 9.2.2 Cycling Facilities

Cycling activity is supported by increased bike parking areas located at key destinations on campus, including the Transit Hub, Visitor Information Centre, in front of key buildings, and transit stops. Additionally, all structured parking should support well lit and visible bike lock areas that are safely and easily accessed.

## 9.3 Transit

The modified transit network of this Campus Master Plan is coordinated with the new parking strategy in order to maximize existing road infrastructure and minimize vehicular movement within the core area of campus (by changing modal splits). It assumes a full build-out as identified in the concept plan diagram with the main Transit Waiting Area staged at the South Gateway Building.

### 9.3.1 Transit Network and Facilities

The transit loops around the University via University Drive and to Research Drive are to provide transit access to every building on campus and to access all areas of the campus. The transit route is shared with other vehicles on this road. Bus stops will have dedicated transit lay-bys to allow buses to pull over and stop without disrupting the flow of traffic. The proposed South Gateway Building along University Drive West will be the location for a new transit waiting area with direct access to the building drop-off and pick-up of passengers. Pedestrians can wait inside a highly transparent and warm building, with access to commercial amenities. Routes dedicated to the University will loop around University Drive, and all transit stops along the loop will be heated.

## 9.4 Vehicles

The spaces for vehicular movement are clearly defined by the reclamation and redefinition of the pedestrian spaces.

### 9.4.1 Vehicular Network

Vehicular circulation is restricted to the periphery of the campus and connects Wascana Parkway to key internal vehicular routes including Research Drive and East Loop Road. It will also connect to all below-grade parking access and egress points, structured parking, and on-street parking. There are three access points along Wascana Parkway that lead to the gateway entrances to campus. University Drive West is realigned for improved campus frontage conditions and building development options. This also establishes a point of alignment along University Drive South for the completion of East Loop Road. There will be numerous bus bays and on-street parking along University Drive South, fronting the Athletic Precinct Plaza and Park, the Stadium, and the arena for school buses, visitor buses, and transit to service the athletic functions. On-street parking will be available along the University Drive Boulevards, but integrated with the streetscaping treatments.

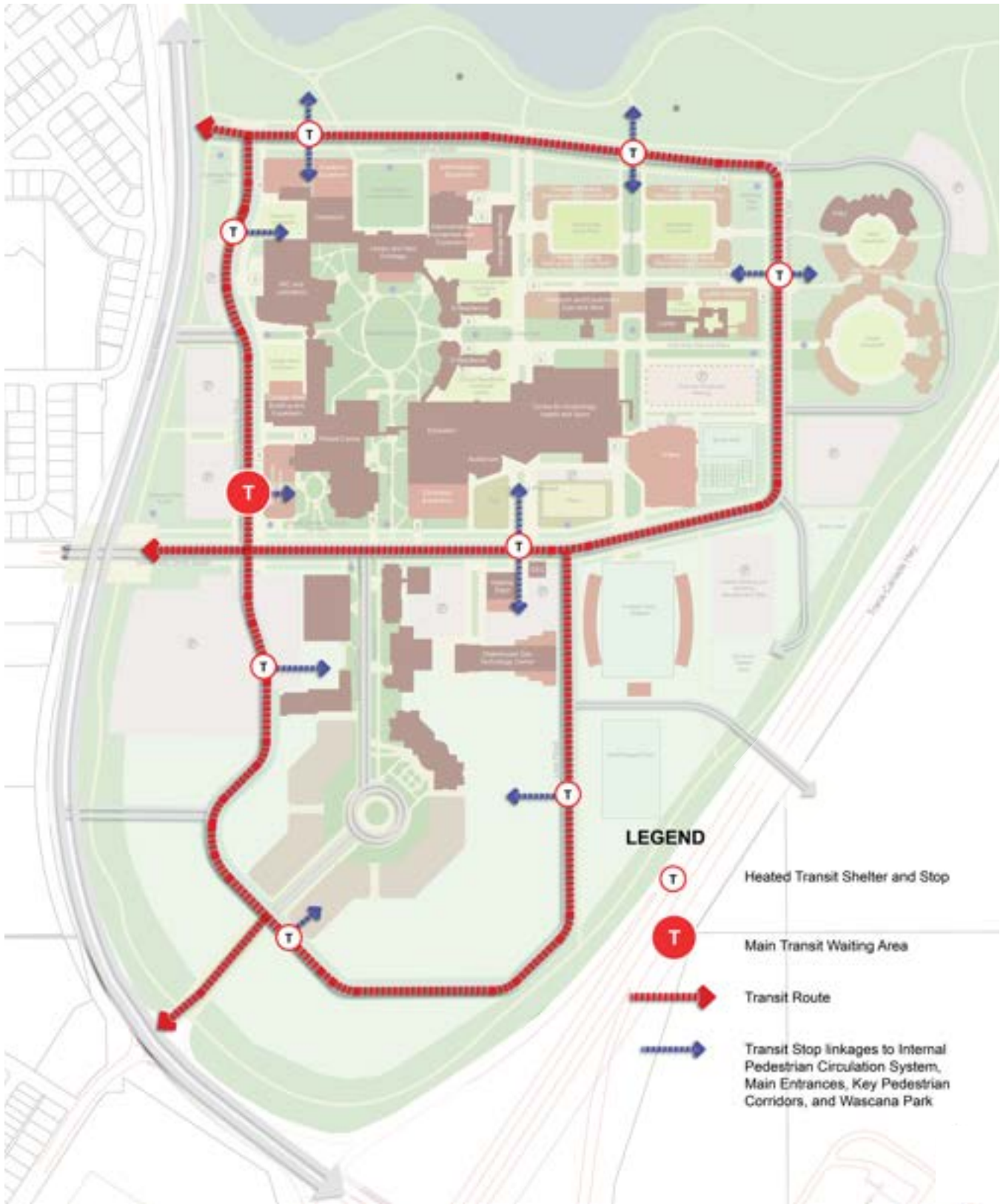


Figure C-67. Transit Network with heated shelters and a main Transit Waiting Area

## 9.4.2 Road Hierarchy and Character

The outlined hierarchy of streets defines the type of character each street will have and the streetscape elements incorporated into its design. The hierarchy also gives an indication as to the priority modes of movement and, to a degree, the volume of traffic that is expected on a road. The following road hierarchy applies:

- Wascana Parkway - access route to campus and into the key gateways.
- University Drive Boulevard loop, Research Drive, First Nations University Loop, and East Loop Drive - act as primary and secondary campus roads connecting directly to building frontages.

### 9.4.2.1 Wascana Parkway - North, Mid, and South

#### North Intersection

The Campus Master Plan simplifies this intersection for safer pedestrian and bicycle crossings since this is a key point where trails merge from Wascana Parkway, the neighbourhoods, and campus. The simplification includes the removal of dedicated turning lanes and then signaling the intersection. This intersection will be specially treated since it is the north gateway to campus, and will feature less asphalt and more landscaping.

#### Mid Intersection

This intersection connects University Drive to Wascana Parkway between the north and south gateways and acts as a secondary point of entry that should relieve traffic volumes at each. This intersection will be treated as a secondary gateway that includes specialized crosswalk treatments, tree plantings, and signage for safe pedestrian and vehicular movement that links directly to the key east-west pedestrian green spine. This design move also includes a westward extension of the crosswalk as a signalized mid-block connection to the Hillsdale neighbourhood. The intersection design must consider several options including: right in/right out; full signalization with a tighter corner radii to slow down turning vehicles; or the removal of dedicated right turn lanes (left turn lanes remain).

#### South Intersection

This intersection, at Kramer Boulevard, is expected to have the highest volume of vehicular, transit, and pedestrian traffic as it is positioned as the main gateway for students, faculty, staff, and visitors. It is imperative that the design of the gateway intersection prioritizes safety, clarity of spaces, and beauty. Improvements to this intersection should be considered in the short-term given current pedestrian concerns, and be coordinated with the development of the proposed Visitor Centre and/or at the time of improvements to University Drive South.

This intersection will feature narrower crossing distances for pedestrians, enhanced landscaping and specialized paving materials for crosswalks, tighter turning radii to slow down turning vehicles, and the removal of dedicated right-turn lanes (left turn lanes remain).

### 9.4.2.2 University Drive - North, East, and South

The improvement to University Drive is an important early investment in terms of providing a new frontage for the campus and a new interface to the community. As a starting point, University Drive is treated as part of the open space network that adds to the picturesque setting within Wascana Park. It will be a scenic drive as well as an enhanced walking and cycling experience. The revitalization of the Drive will include the improvement of pedestrian paths and multi-use trails, and the inclusion of dedicated bike lanes, enhanced intersections, and numerous marked pedestrian crossings.

University Drive South will be treated as an urban campus boulevard and will act as a seam that links the University to Innovation Place. This will be accomplished through the



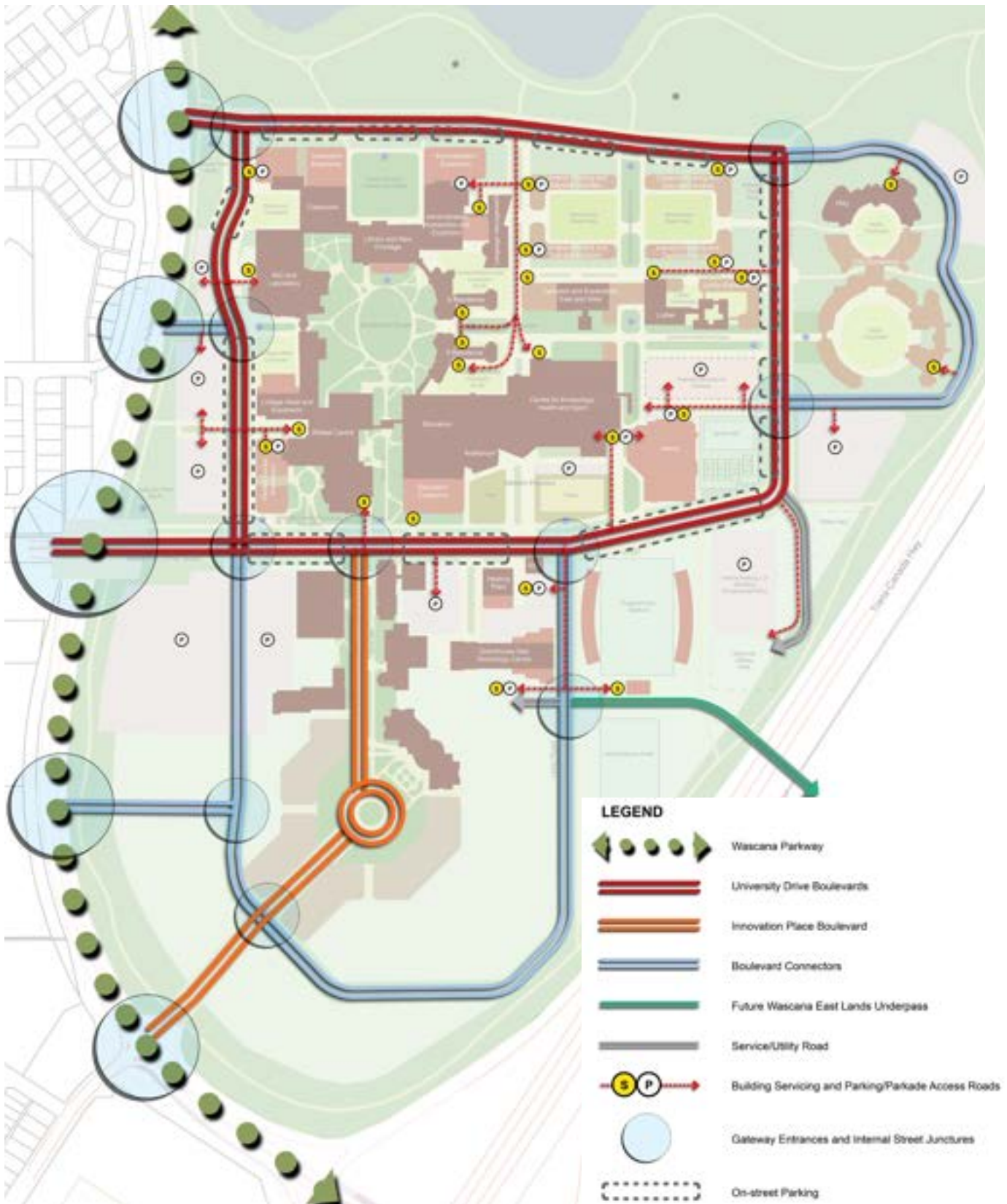


Figure C-68. Vehicular Movement Network and Road Hierarchy

implementation of a double row of trees on both sides of the street, the improvement of the frontage conditions of both existing and planned buildings facing the Drive, the creation of several north-south pedestrian connections across it, and the enhancement of the gateway to Innovation Place at the Research Drive intersection. This intersection should be highly regarded as it is the main juncture between the Main Campus and Innovation Place, as well as an open space juncture between the North and South Malls, one of the key north-south axes for the campus. Wayfinding signage, art, and enhanced landscaping should be part of a gateway treatment at the Research Drive intersection. The University Drive Boulevards will also be the interface with the rest of the campus open space network, and with the greater Wascana Centre.

The on-street parking component of the streetscape will provide additional parking spots to address daily needs. There will be approximately 250 spaces of distributed surface parking achieved through strategically and appropriately located lay-bys. There is also space consideration for parking on University Drive South near the proposed arena facility and for the accommodation of bus lay-bys.

#### **9.4.2.3 A Realigned University Drive West**

The realignment of University Drive West creates a new frontage area for the campus that refreshes its identity within the park and adjacent community. This design move creates a variety of opportunities to improve what is arguably the most visible public open space of the campus. By moving University Drive West closer to the existing buildings, a green buffer is created between it and Wascana Parkway. This space will allow surface parking to be masked, and for the implementation of a new multi-use trail that will better connect the campus to the Wascana Centre trails.

The realignment will also create an opportunity for an improved pedestrian experience along the Drive by implementing high quality sidewalks, street planting, special paving considerations, and other elements of an attractive public realm. During the road realignment process, the existing open spaces (Classroom Building heritage courtyard and College West courtyard) could also be enhanced as part of a revitalization project. The realignment also creates a new framework for the south gateway - by connecting directly to a completed East Loop Road, the intersection creates an ideal block pattern for the south gateway and the proposed Visitor Centre and Transit Hub.

The realignment of University Drive West should take place at the time of development of the Visitor Centre Gateway Building. It will entail realigning the western utility corridor containing storm sewer, sanitary sewer, electric, and gas utilities, and cost estimates should be established for these before any design process begins.

#### **9.4.3 Traffic Calming**

A Campus in the Park concept encourages the enjoyment of the scenery when entering the campus, and the roads and streets are a means to this enjoyment. It is expected that streetscaping treatments to prioritize pedestrians will also involve measures to calm vehicular traffic. These include enhanced pedestrian crosswalks, reduced intersections, reduced speed limits, on-street parking, and vegetative landscaping. Together, these elements create a more intimate and special sense of space as well as place, which encourages the slower movement of traffic.

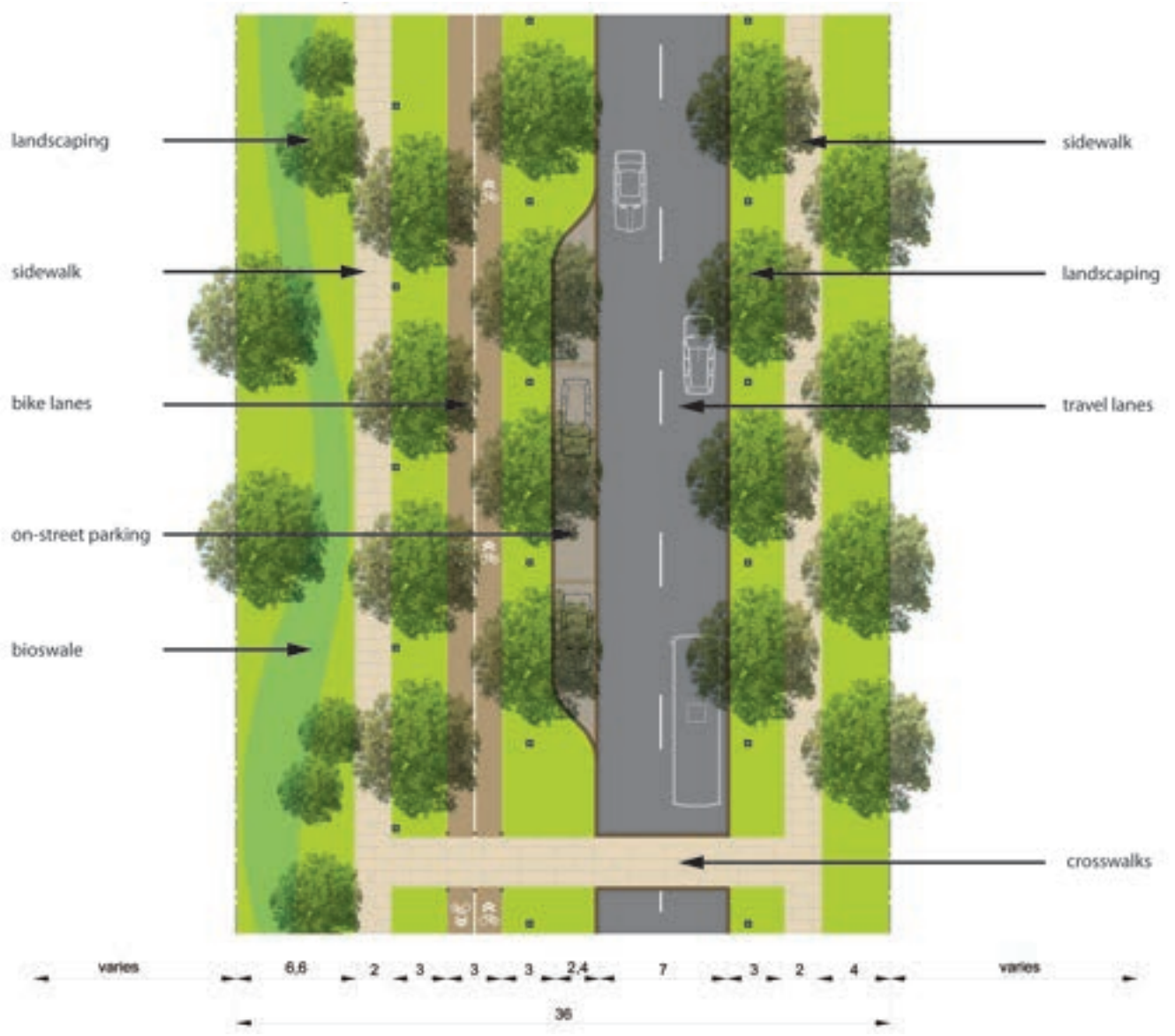
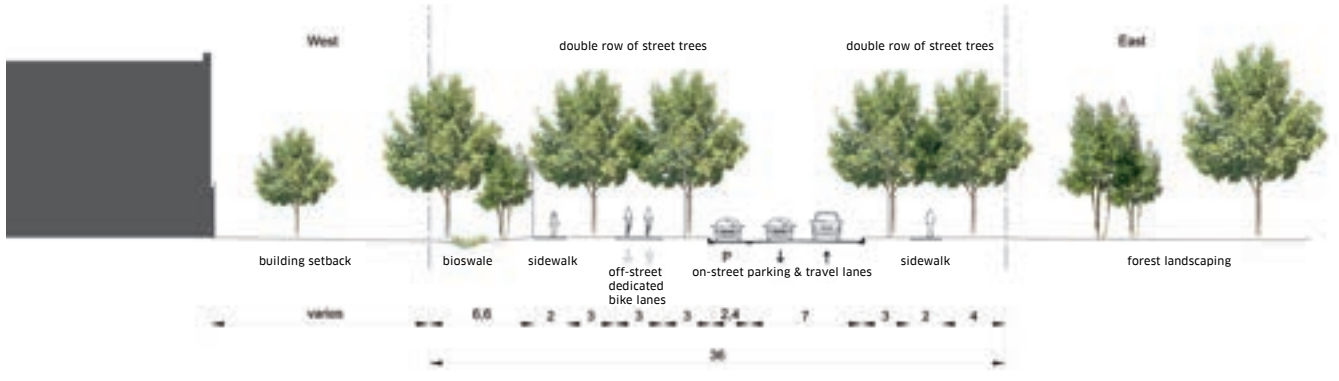


Figure C-69. University Drive East - looking north

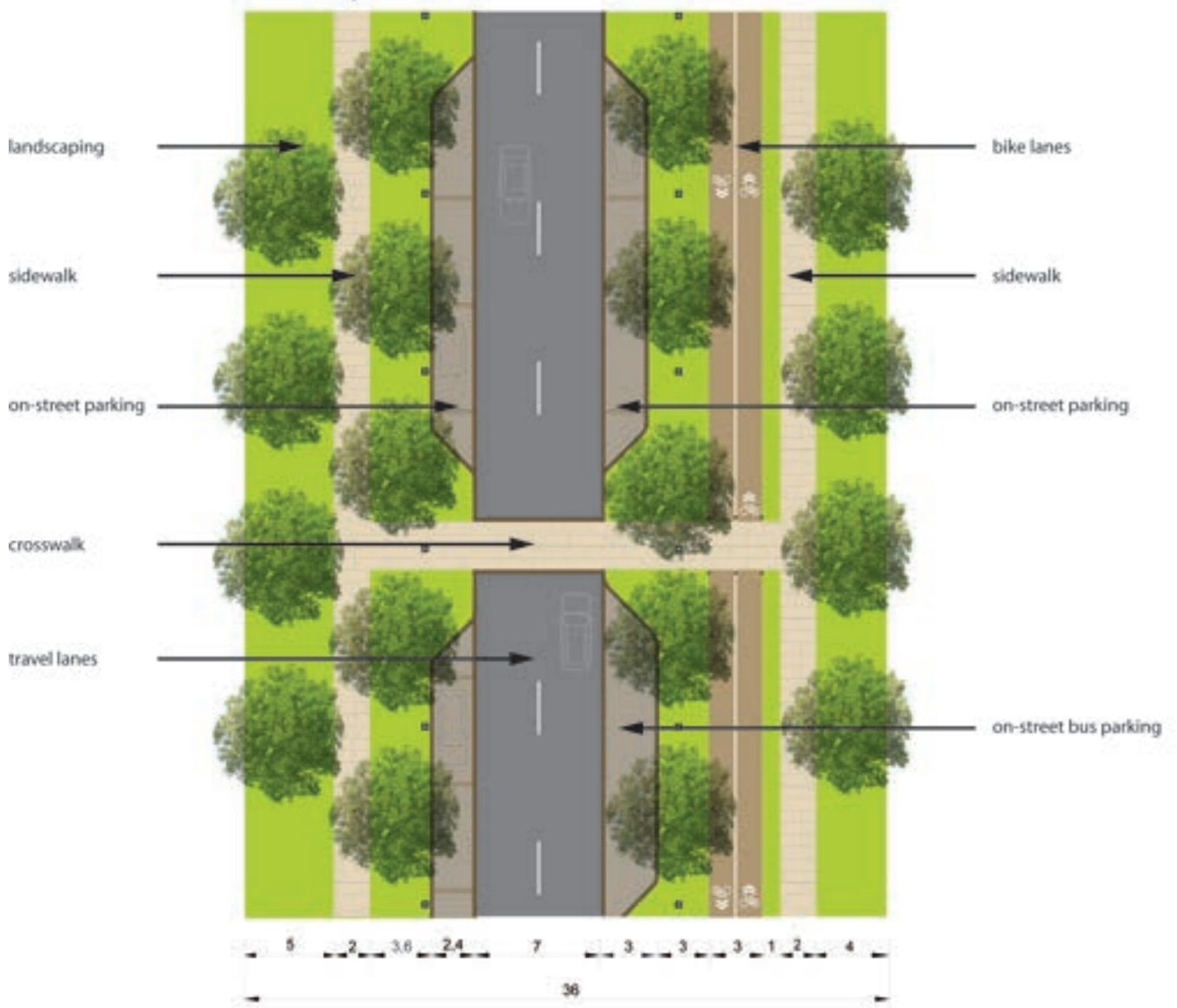
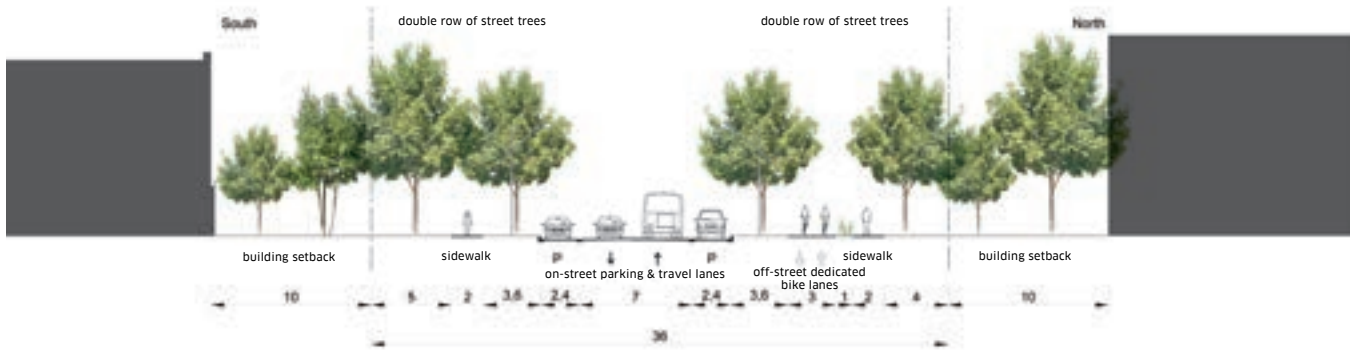


Figure C-70. University Drive South - looking west

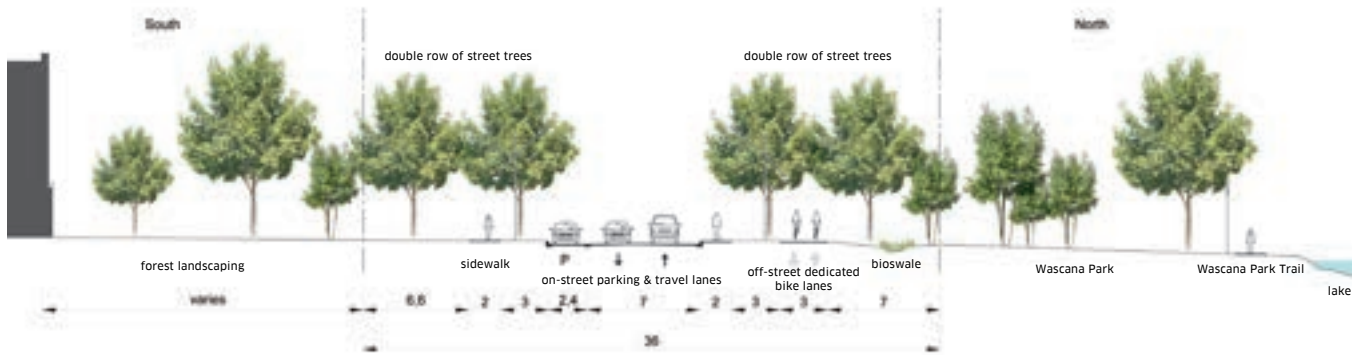


Figure C-71. University Drive North - looking west

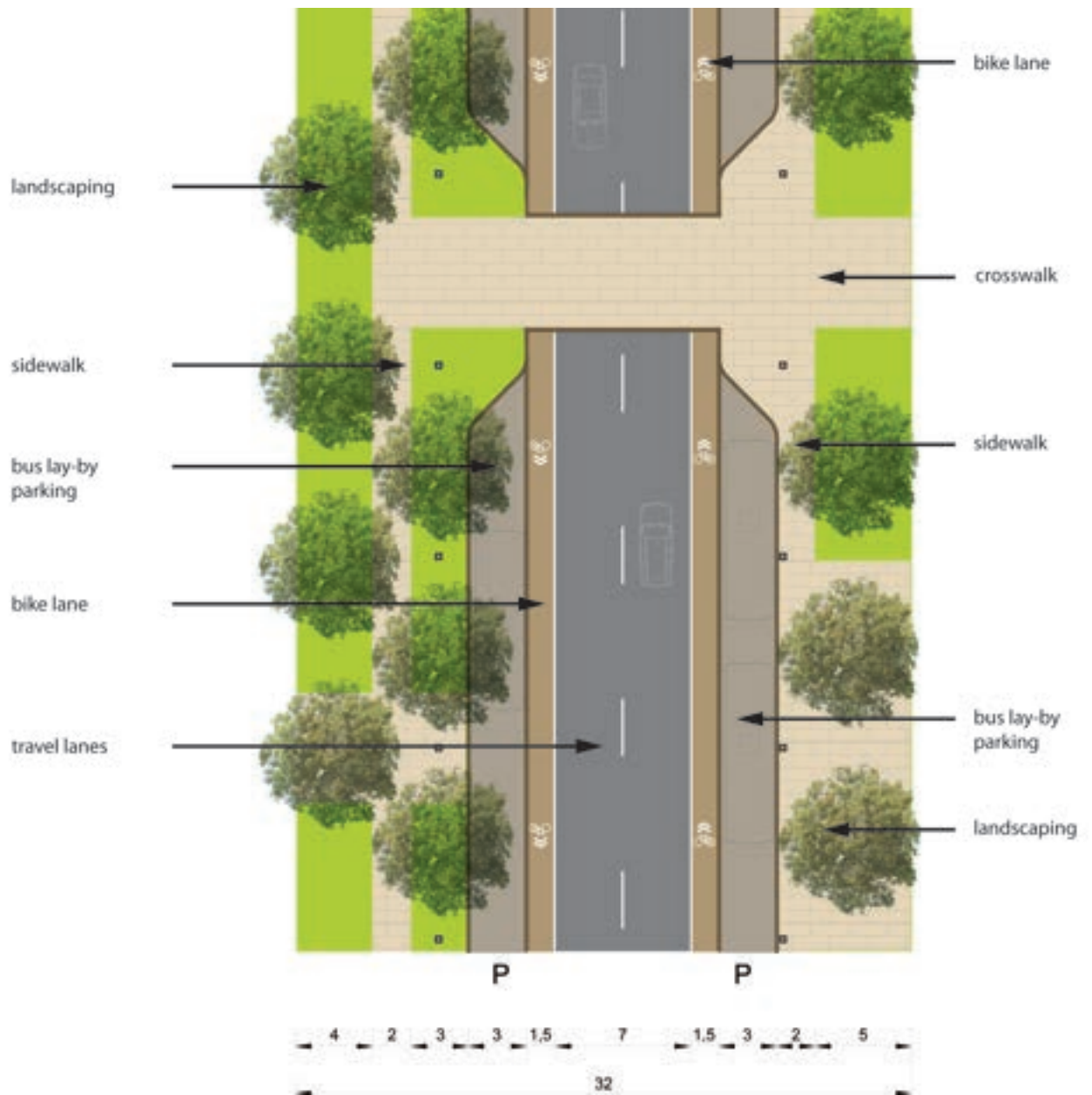
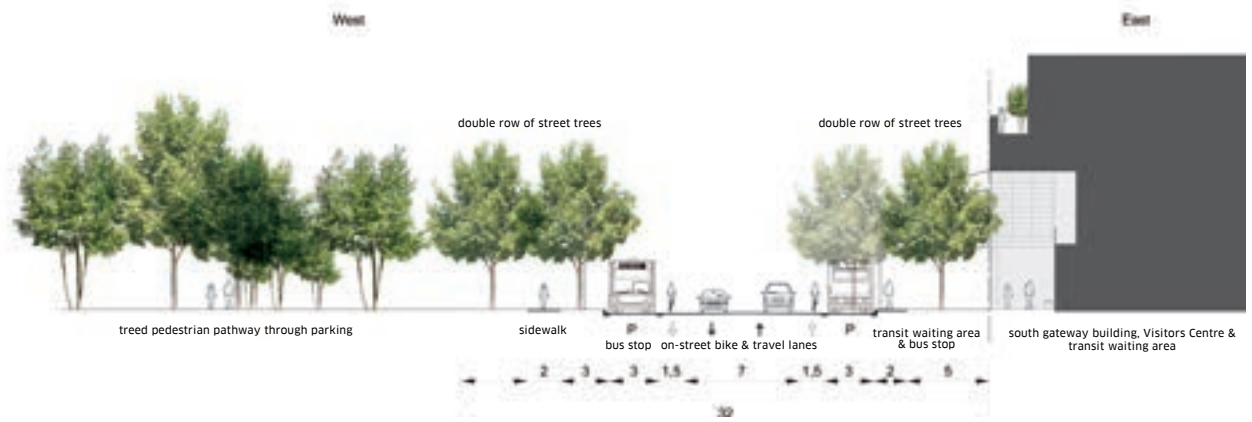


Figure C-72. University Drive West - looking north

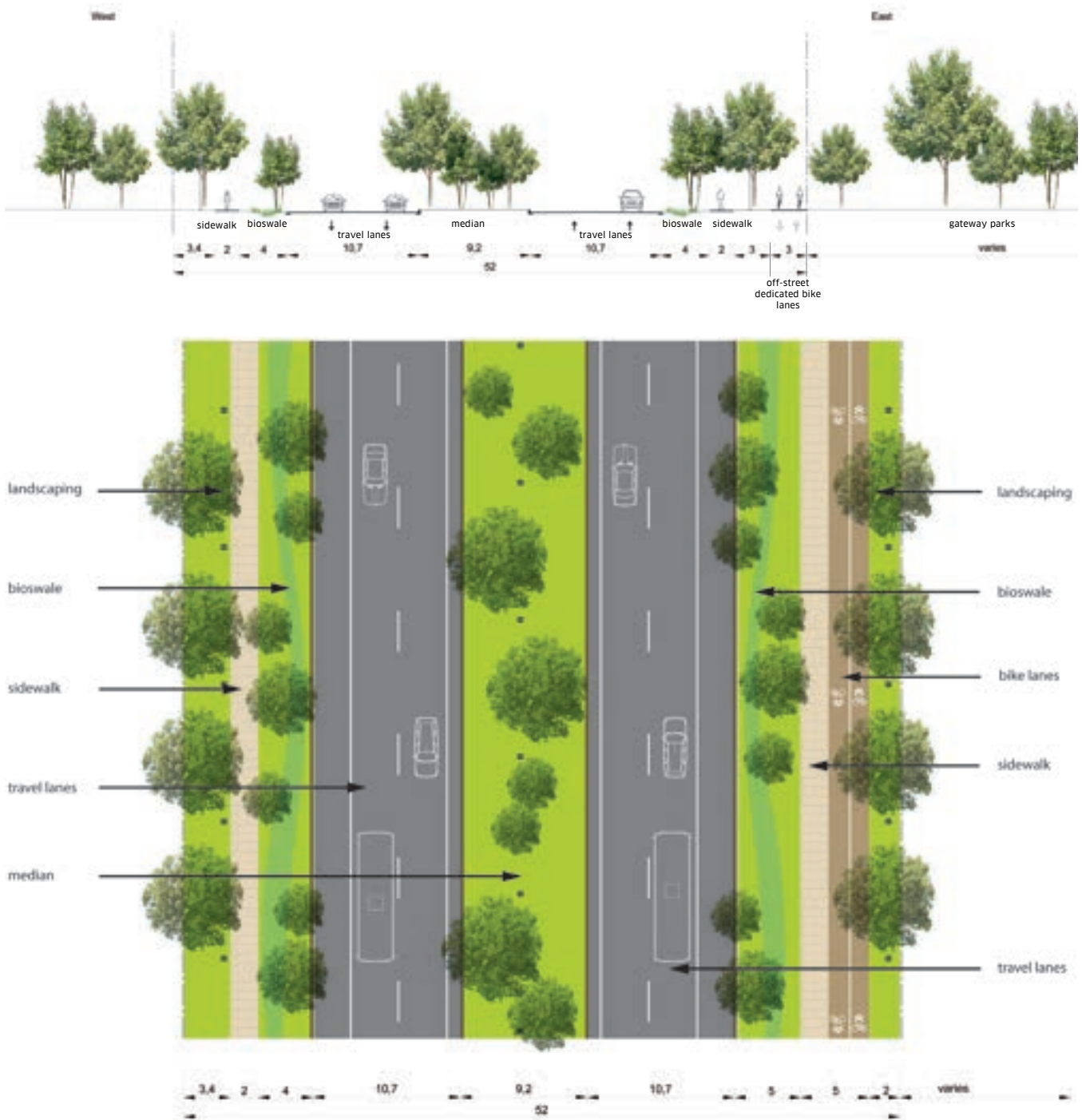


Figure C-73. Wascana Parkway - looking north

#### 9.4.4 Access and Servicing

All below-grade parking access/egress points will be integrated into the building frontages and accessed via University Drive or along the service routes. Servicing areas also function as part of the pedestrian environment and should be designed accordingly, with enhanced paving treatments. Servicing and loading should be provided below grade for all new campus buildings.

### 9.5 Parking

The objective of the parking strategy is for the reduction of surface parking spaces, while accommodating parking demand in other forms including on-street parking, some visitor and drop off parking, below-grade parking, structured parking, car pooling, and increased and enhanced transit services.

#### 9.5.1 Surface and Transitional Parking

Surface parking is not permitted within the campus core (the pedestrian priority area), with the exception of visitor parking and drop-off at designated locations. Any existing (some reconfigured) surface parking lots are located along the campus periphery - these are west of University Drive West, south of University Drive South, as temporary overflow parking east of the Stadium, and east of University Drive East located south and east of FNUUniv.

#### 9.5.2 On-street Parking

On-street parking provides quick and easy access to the core campus buildings and open spaces, but should be considered for short-term parking only. In this Campus Master Plan, 250+ on-street parking spaces are provided along the University Drives and are integrated within the boulevard streetscape design so as to blend in with the landscape, and to encourage openings for pedestrian crossings or other streetscape treatments. Bus lay-by locations are also provided along the streetscape of the Drives.

#### 9.5.3 Structured Parking

A five storey structured parking facility is proposed to the north of the Arena in a full build-out scenario in order to provide an additional parking option for the Main Campus for the mid to high growth scenario. At seven levels of parking, including the roof and one level below grade, 50,386 m<sup>2</sup> of gross parking area is provided. This would displace 319 surface parking stalls from the existing Lot 4. Given the parking footprint indicated in the concept plan, 1,680 stalls could be provided on six levels of structured parking, providing a net gain of 1,361 spaces. An important characteristic of this structure is that 1,400 m<sup>2</sup> of retail/commercial space is proposed at-grade fronting the East-West Mall to animate and frame this end of the pedestrian spine. The parking structure should be of high-quality design and materials, and should be considered in the same manner as any other building development in terms of providing a good building frontage, comfort, accessibility and orientation.

### 9.6 A Wayfinding Strategy

A wayfinding strategy is an important intervention in assisting the first time visitor and potential student to the campus, as well as the novice campus user who eventually becomes accustomed to the campus over time. It is also extremely important to guide the various modes of movement through the campus. The University of Regina is a cold climate campus and the ease in transition from place to place is extremely important. The



Master Plan recommends and demonstrates several key wayfinding strategies as part of the Open Space, Built Form, and Movement Frameworks. Some of the interventions include:

- creating a clear and distinct north/south and east/west organizational campus structure with clear circulation routes and sequence of spaces;
- designing iconic landmark buildings with distinct building elements such as towers, corner treatments, unique architectural form, and materials;
- designing building frontages and addresses along the University Drive loop with clear main entrance locations and linkages to internal and external pedestrian routes;
- expanding the internal pedestrian circulation system;
- encouraging all internal circulation routes to be transparent, allowing for a continuous visual connection to the outdoors, and from the outdoors in;
- creating landmark landscapes that are distinct and guide the user through the campus, such as a framing of flowering crab apples at the Wascana Parkway south gateway entrance into the campus, the formal planting of trees along the Ceremonial Spine, or the boulevard street design for University Drive;
- creating memorable places such as the North Ceremonial Green, the Visitor Centre and plaza, and the Athletic Plaza;
- using a common theme or palate of paving treatments and materials in the interior and exterior public realm such as the pedestrian hubs, gathering places, plazas and circulation junctures, and for streetscape elements such as crosswalks, sidewalks, and bike lanes; and
- incorporating art or water into the landscape.

In addition, a comprehensive wayfinding signage and mapping strategy that is linked into the website, as well as a lighting strategy, should be considered to support the above design interventions and recommendations (see Implementation and Planning Considerations: Section 10.4.2). The website can include a virtual tour of the site that identifies buildings, streets, and open spaces, and provides information about each.



Figure C-74. Before and After image of the replacement of surface parking for a Mixed-use Structured Parking Facility (and East-West Pedestrian Promenade) - six levels of parking with commercial amenity at-grade

View west toward the Student Residence Building



Figure C-75. Central Campus Residences

## 10.0 Implementation and Planning Considerations

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### 10.1 Plan Review

This Campus Master Plan is an approved policy guide for the development of the campus, building on the strategies of the previous Plan, and maintaining continuity in responsible development, in consistent application, and in regular updating and review.

The Campus Master Plan provides clear direction for the implementation of meaningful buildings, and for the creation of great quality places as well as a pedestrian oriented and accessible public realm. In addition, the Campus Master Plan recommends further detailed studies as next steps that are necessary in realizing the full Vision of the Plan. The studies include a comprehensive housing strategy, a programming strategy, a detailed open space strategy, a wayfinding signage strategy, and an infrastructure plan.

#### 10.1.1 Building on the Strategies of the Previous Master Plan

The University of Regina Campus Master Plan review process outlines the following:

- The Campus Master Plan is approved as University policy by the Board of Governors and maintained as an effective development directive through continuity of responsibility, consistent application, and regular updating and review.
- An Approved Campus Master Plan - The Campus Master Plan, particularly the principles and strategies, are approved as University Policy by the Board of Governors.
- Applying the Campus Master Plan - Continuity and Interpretation - Facilities Management is to ensure that every project is measured against the Campus Master Plan at all stages of the Project Development and Approval Process.
- Updating the Campus Master Plan - The Campus Master Plan is capable of responding to changing needs over time and therefore requires periodic updating which can occur in two ways: through a Plan Amendment Process, and through a General Review process, which takes place every five years.

The development of a new Campus Master Plan should be based on a long term vision that extends over a 20-year plan horizon, allowing for the continuation of the five year General Review process. This process should be flexible enough to allow for a complete plan overview in the event that new opportunities or new approaches to the Campus Master Plan arise that prove to be of a greater benefit to the campus in the long term.

### **10.1.2 The Project Review and Development Process**

The Campus Master Plan vision and principles are focused on building a more coherent and compact campus, on building campus identity and recognition, on achieving a quality campus lifestyle, and on placemaking. The review and project development and approval process must reflect the prioritizing of placemaking and the development of a campus community as the key objectives in the project selection/initiation stage. Any project, whether major or minor, constituent or communal, should be considered comprehensively in the context of the greater vision for the campus, and should be evaluated against the principles, policies and design objectives of the Campus Master Plan. The “Project Intent” report should outline all possible opportunities to achieve synergies with other development initiatives that are either happening concurrently or are being considered in the future. In this way, design ideas can be consolidated toward achieving larger pieces of the vision, and to ensure that the project under review is complementary to future built form and open space opportunities in the same area.

In addition, the “design stage report” for major projects should either broaden the scope of the “landscape design and rationale” phase to include “public realm design and rationale” or it should be considered its own report sub-section. This would ensure that there is priority consideration for creating meaningful, useable, accessible, and connected places on campus that are defined by quality landscape design and framed by inviting building frontages. The “Project Design Checklist” of guidelines should reflect this change in approach as well.

## **10.2 Approach to Implementation**

The Campus Master Plan Concept has been developed on the understanding and expectation that it will be implemented incrementally, as the need for specific facilities evolves, and as funding becomes available. To this end, the Campus Master Plan does not include a phasing strategy. Rather, the plan has been developed so that each new building will reinforce the open space structure of campus, define new spaces, contribute to the public realm, and enhance architectural character. In this way, additions to the campus, regardless of the order in which they take place, will gradually move the campus toward the vision articulated in this plan.

With respect to the low, mid, and high growth scenarios illustrated in the capacity analysis, these are not intended to indicate a phasing strategy for the build-out of the Main Campus. The assignment of building sites to each scenario was intended only to demonstrate that the current Campus Master Plan concept provides sufficient capacity to accommodate floor area requirements associated with growth to a total student population of 9,500 FTE, 11,000 FTE, or 12,500 FTE. While the capacity analysis is not intended as a guide for phasing, in order to ensure that the analysis is as realistic and as useful as possible, it has been informed by certain ‘knowns’ regarding University priorities and expectations for future development.

### 10.3 Universal Design Policies

The Campus Master Plan emphasizes the need to create a walkable compact campus environment that is accessible to all. A Campus in the Park environment necessitates a shift in focus to the pedestrian and to enhancing the utilitarian and leisurely pedestrian experience of both interior and exterior spaces, as well as an ease in flow between spaces. To achieve this end, adopting Universal Design Policies towards creating a barrier-free campus must be considered a priority. A universal design checklist should be established for all aspects of the campus development, including buildings (interior and exterior), entrances and connections, parking structures, streets, open spaces, and pathways and trails, to ensure that the campus is accessible to both the physically challenged as well as the able-bodied.

The July 2010 *University of Regina Accessibility Report*, produced by Stantec, reveals that currently, there are many opportunities for increased accessibility on campus, especially at points of entry to and from existing and new open spaces in the Plan. Many of the current access points as referenced in the report, are either inaccessible or are not equipped with automatic entrances, both of which are important for ease of access.

All existing underutilized spaces are now defined as usable space in the Open Space Framework. All open spaces in the Plan are meant to be connected to and accessed from associated buildings. In addition, all buildings on campus are meant to engage the open spaces with welcoming frontages and multiple entrances that allow a smooth transition from interior to exterior. The Campus Master Plan has addressed many of the issues identified in the study, such as having multiple access points to buildings with a direct connection to the internal circulation system and to the external pathway system.

In addition, the Plan recommends that all building frontages should be clear and universally accessible, and feature easily discernable identification of the 'front door'. To allow for easy pedestrian circulation throughout campus, all main pathways within open spaces should have smooth surfaces such as concrete, and there should be at least one paved connection to the grassed sports fields. In addition, all street crossings and connections to buildings, and all surface parking entrances should have curb cuts, and all pathways, walkways, and ramps should be of an appropriate slope to ensure ease of movement.

### 10.4 Recommended Studies

There are a number of further studies that the University of Regina should consider in the immediate future that support the Campus Master Plan vision and can initiate the implementation process, as listed below.

#### 10.4.1 Comprehensive Housing Strategy

A Comprehensive Housing Strategy should be created for the University. The strategy should define opportunities to increase and diversify housing on campus that will attract a wider variety of users and define a critical mass to create a year-round community presence, and support year-round amenities and services for the campus and surrounding community.

### 10.4.2 Wayfinding Signage, Lighting and Mapping Strategy

A comprehensive signage, lighting and mapping strategy should be developed in addition to the way-finding mechanisms identified in the Campus Master Plan. A comprehensive internal and external signage strategy should include the identification of buildings, open spaces, streets, key destinations, and campus facilities and services such as transit and parking. In conjunction, an online wayfinding map and a physical wayfinding map should be developed that can be accessed via the University web site, and on campus at the gateway Visitor Centre. The University needs to develop a comprehensive signage design for the internal pedestrian circulation system that speaks a common and recognizable language for all buildings, while maintaining the distinct character of each building environment. The same should be applied for exterior signage that labels buildings and open spaces, art, streets, and key pedestrian corridors. The design language should extend to and be complementary with internal and external street furniture.

In addition, a palate of street and pedestrian-scaled lighting should be designed for the public realm which complement and enhance the character of the open spaces and landscape, and most importantly, provides visible and safe circulation through the campus at night. The design of the lighting standards can play a large role in wayfinding through the campus.

### 10.4.3 Detailed Open Space Strategy

A Detailed Open Space Strategy is recommended to further enhance the Open Space Framework and to provide guidance in terms of use and programming of all of the campus open spaces. The Detailed Open Space Strategy should identify particularly how primary open spaces such as the Athletic Plaza, the Dr. Lloyd Barber Academic Green, the large Residential Quads, and the North Campus Ceremonial Green can be optimized in terms of use and programming, and how these spaces can be attractive locally and regionally.

### 10.4.4 Programming Strategy

A Programming Strategy should be created to support some of the key ideas that evolved throughout the planning process. Some of the key strategies include:

- creating an Office for Sustainability to actively lead in sustainable design, environmental stewardship, and community development, and make sustainability visible throughout the campus;
- augmenting the social gathering places so that they are attractive and animated and provide social opportunities and amenities;
- creating a program that encourages other modes of transportation on campus such as car pooling and cycling, as well as other incentives to discourage the sole use of the car; and
- creating an Infrastructure Plan/Strategy to assess all aspects of infrastructure including age, condition, and long term plans.

# Part D

## College Avenue Campus

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Figure D-1. A view of the College Building at the College Avenue Campus in winter

## 11.0 College Avenue Campus

### 11.1 Existing Conditions

The College Avenue Campus is an approximately 20 acre (8.09 hectare) site situated on a larger parcel of land owned by the University and within the boundaries of the Wascana Centre Authority. The site is located directly south of the Centre Square neighbourhood and adjacent to the Canada-Saskatchewan Production Studios. It is also located within Wascana Centre, one of the most significant natural settings in the city, and is across the Lake from the grounds of the Provincial Legislature. Situated along College Avenue and west of Albert Street, the campus maintains an interface with the surrounding community and is the University's key link to the city.



Figure D-2. Aerial view of the College Avenue Campus looking north

### 11.1.1 Open Space

The College Avenue Campus site is characterized both by its pastoral setting as well as its strong connections to the centre of the city. The buildings on the campus sit comfortably back from College Avenue, symbolizing that they are clearly a part of Wascana Centre. The south sides of the buildings open up to the natural beauty of the Wascana Centre with views to the lake and to the Legislature Building. Of notable importance is the amount of surface parking separating the buildings and the lake. Surface parking areas are viewed as opportunities to improve this connection.

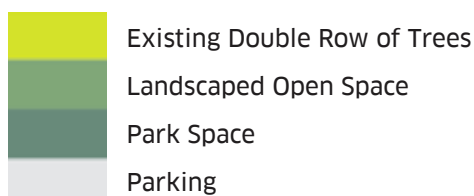


Figure D-3. Open Space

### 11.1.2 Gateways, Views and Landmarks

Strong connections are maintained to the downtown through the creation of strong view termini. Cornwall Street terminates at the main entrance of Darke Hall and Scarth Street terminates at the main entrance of the College Building. Given the strict grid of the city and its flatness, both buildings can be seen while standing on these streets from as far as 1 kilometre away.

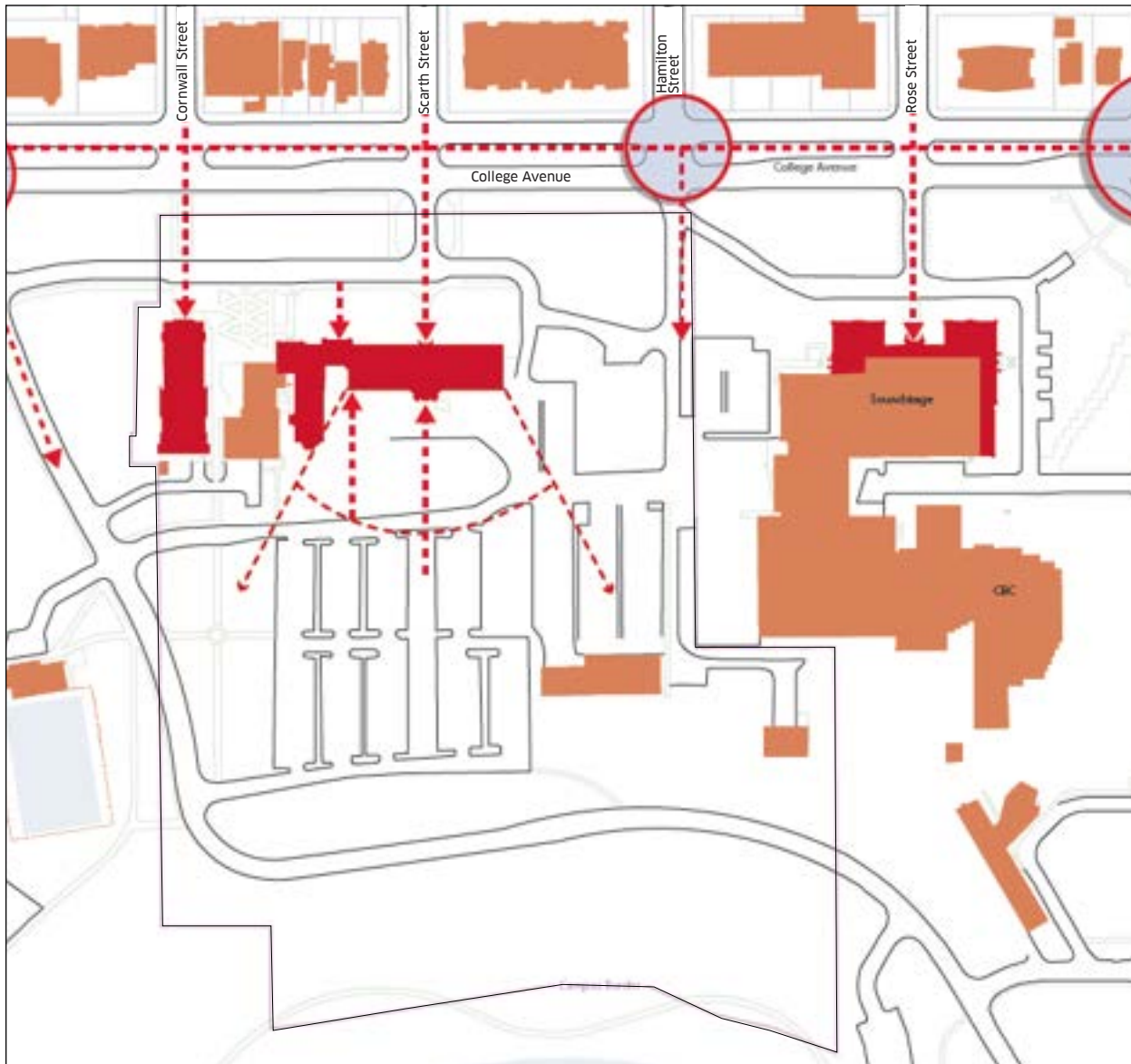


Figure D-4. Gateways, views, and landmarks

### 11.1.3 Building Frontages

The College Avenue buildings are oriented with frontages toward College Avenue and the Centre Square neighbourhood. Entrances to the buildings (marked with blue arrows) are along the College Avenue face, while service entries are to the back of the building (marked by black arrows). Views to the lake are from the “back” of the campus. The areas identified in yellow represent the landmark frontages of the campus buildings, which constitutes almost all sides. In addition, the majority of the College Building and Conservatory is very permeable, having numerous windows and views to both the City and Wascana Lake. Darke Hall is much less permeable in form.



- Permeable Frontage
- Non-Permeable Frontage
- Landmark Frontage

Figure D-5. Building frontages

## 11.2 Heritage Significance

In late 2009, the University commissioned Architect-Heritage Consultant Philip Goldsmith to carry out a heritage study of the College Avenue Campus. The completed report, dated 15 July 2010, states, *“The Heritage Significance of the Regina College Buildings is very high. This significance is found in three distinct areas: history of the site, quality of design, and their contribution to the nature of the local context”*.

The design of the buildings are an excellent example of the “modern” Collegiate Gothic design style used in education facilities in Canada from around 1890 until the 1930s. Their simple grid-based, rectangular, and large windowed form foreshadows the eventual breakthrough of Modernism that occurred after the Second World War. Regarding context, the historic Regina College buildings (College, Conservatory, and Darke Hall) form an anchor for the entire south side of College Avenue in Regina. They are well designed, attractive buildings that define the historic street edge character of College Avenue, and, together with the north facade of the Normal School to the east of the College (now the Sound Stage), create the most complete historic institutional Avenue in Regina. In addition, the buildings form the period boundary of Wascana Park, and, together with the Legislature on the south shore and the magnificent bridge to the west of the lake, frame the park and lend it the picturesque, historic grace for which it is famous.

The heritage significance of the College Building, Conservatory, and Darke Hall dictate protection and restoration to the greatest extent feasible. The viability of the heritage buildings comprising the College Avenue Campus of the University of Regina will be threatened in the long term and a maintenance debt will continue to build if the buildings are not revitalized soon.



Figure D-6. The College Building at the College Avenue Campus

## 11.3 Site Analysis

### 11.3.1 Existing Buildings

As envisioned in the current Strategic Plan, the historic College Avenue Campus (CAC) will be fully restored and adaptively reused as a fundamental part of the University of Regina. The College Building, Conservatory, and Darke Hall, which comprise the CAC, need to be preserved for the next 50 - 100 years.

The Conservatory Building and West Tower were constructed together during 1914 to 1916. That the west tower was not constructed at the same time as the College Building, but concurrently with the Conservatory Building, will likely be a surprise to some, as it, and an east tower to the College Building, were part of the original symmetrical College Building design by architects Brown and Valance of Montreal.

Darke Hall was constructed in 1929 as a concert hall and received a major addition to its south end in 1962. In 1986, the structure and foundation were rehabilitated. The former Norman MacKenzie Art Gallery, now known as simply, the Gallery Building, opened in 1953. In 1990, the MacKenzie Art Gallery moved into the T.C. Douglas Building, and new building uses were found by the University, including the Senior's Education Centre and a portion of the Johnson-Shoyama Graduate School of Public Policy.

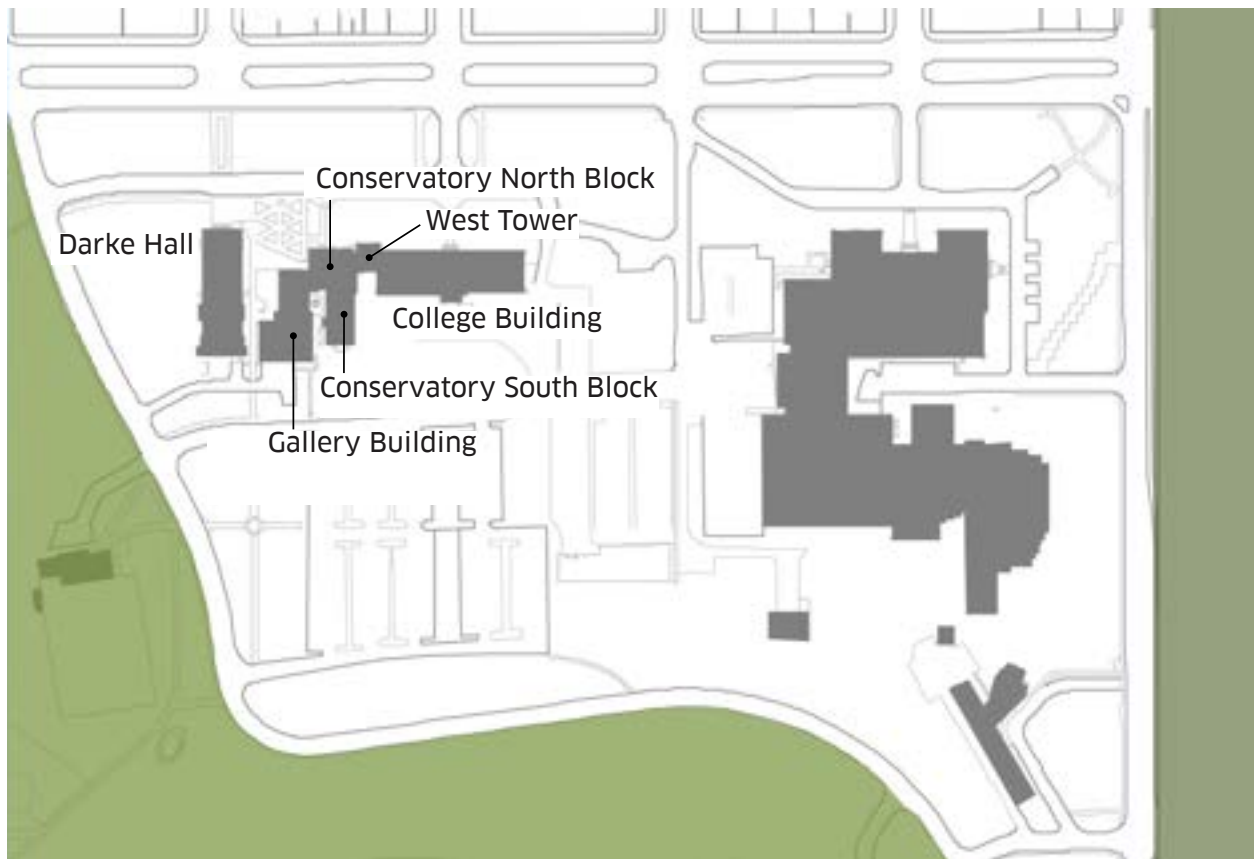


Figure D-7. Existing Buildings

### 11.3.2 The Tower

The tower portion of the College Building is the most distinctive aspect of the entire campus (Figure D-8). The College Building was designed with symmetrical facades facing north and south and was to be flanked by identical towers to the west and east. However, the towers were not built during the initial construction of 1911 - 1912. The west tower was constructed later during 1914 - 1916 with the Conservatory. The east tower was never constructed but the College Building itself is constructed in such a manner as to allow for the connection to a future tower extension on the east side. The towers were also intended to have a passageway at grade, leading pedestrians to the south side of the building. When the Conservatory, and later Darke Hall were added to the west, the assembly of buildings, with their varying shapes, sizes, different roof forms, varied fenestration, and scale, weakened any sense of symmetry.

From a heritage aspect, serious consideration has been given to the inclusion and construction of the east tower as part of the College Avenue Redevelopment. However, a multi-storey east tower to match the West Tower is difficult to justify programmatically. A matching tower would provide very limited floor area at each level and would require two sets of stairs as well as elevator accessibility. For these reasons, together with the described loss of symmetry in the appearance of the assembled buildings, the asymmetrical approach to any future additions is quite acceptable.

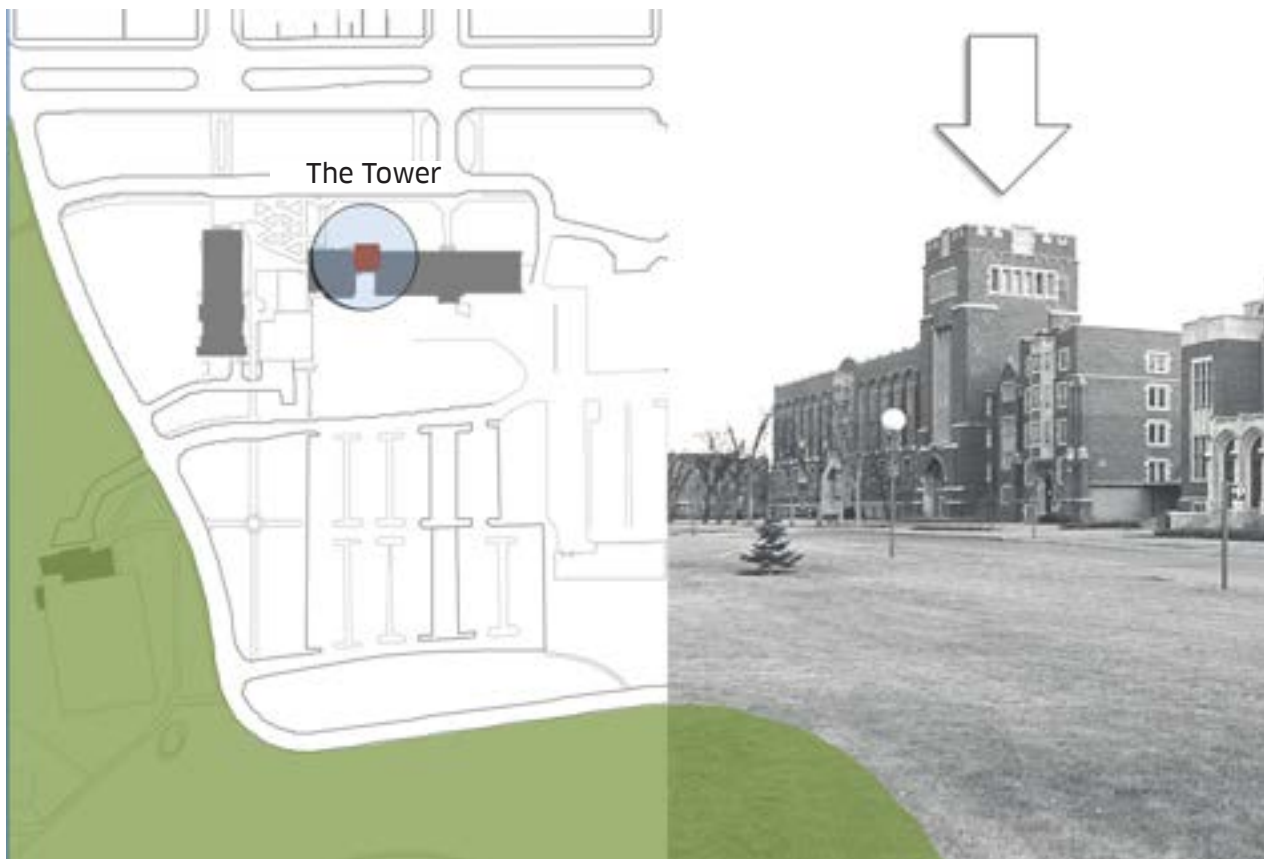


Figure D-8. The Tower

### 11.3.3 Building Demolitions

The Gallery Building is currently suffering from structural problems and not representing a significant enough heritage value to justify the costs of rehabilitation. This building could therefore be demolished to make way for new construction. The general condition of the Conservatory Building and West Tower, constructed in 1914 - 1916 is variable. The West Tower and the North Block of the former residence wing appear to be stable. The South Block, however, has a history of foundation instability and remedial structural shoring was installed in the southwest stairwell in the 1990s. In 2010, a Conceptual Design and Heritage Assessment was completed that examined the risks associated with various approaches to stabilizing the foundation. The assessment concludes that the South Block of the Conservatory should be demolished, and the Conservatory and West Tower exterior and interior should be restored, and mechanical and electrical systems replaced. In addition to the major concerns over accessibility, there are many critical building code deficiencies. Existing exits are inadequate and nonconforming; to preserve the heritage appearance of the existing north stairwell, a new exit is required. If it is desired to occupy the 4th and 5th levels of the West Tower, two code-conforming exits are required.



Figure D-9. Demolitions



### 11.3.4 Open Space

The site, in its formal layout, already implies numerous open spaces that should not be encroached on in any future development plan. These include the following:

1. the formal setback from College Avenue - keeping this space open is crucial in creating the regal quality of the original design, and insuring that the original buildings have an unimpeded frontage on College Avenue;
2. large plots of land west and south that act as a setback from Wascana Drive - these open spaces maintain the feeling of pastoral spaciousness;
3. the double row of trees in the parking lot that leads from the centre of the College Building southward to the lake - this feature is not only of incredible aesthetic value, but also reflects the classicism of the original 1913 Mawson Plan; and
4. the rectangle of land directly south of the College Building - this parcel of open space provides an opportunity to create an intimate courtyard setting for the south side of the College Building.
5. the areas east and west of the College Building are opportunities to expand the pastoral landscape along the east edge of the campus lands, to create a green courtyard or landscape connection between buildings. The potential landscape connections are also opportunities to extend green linkages from College Avenue to the lake.

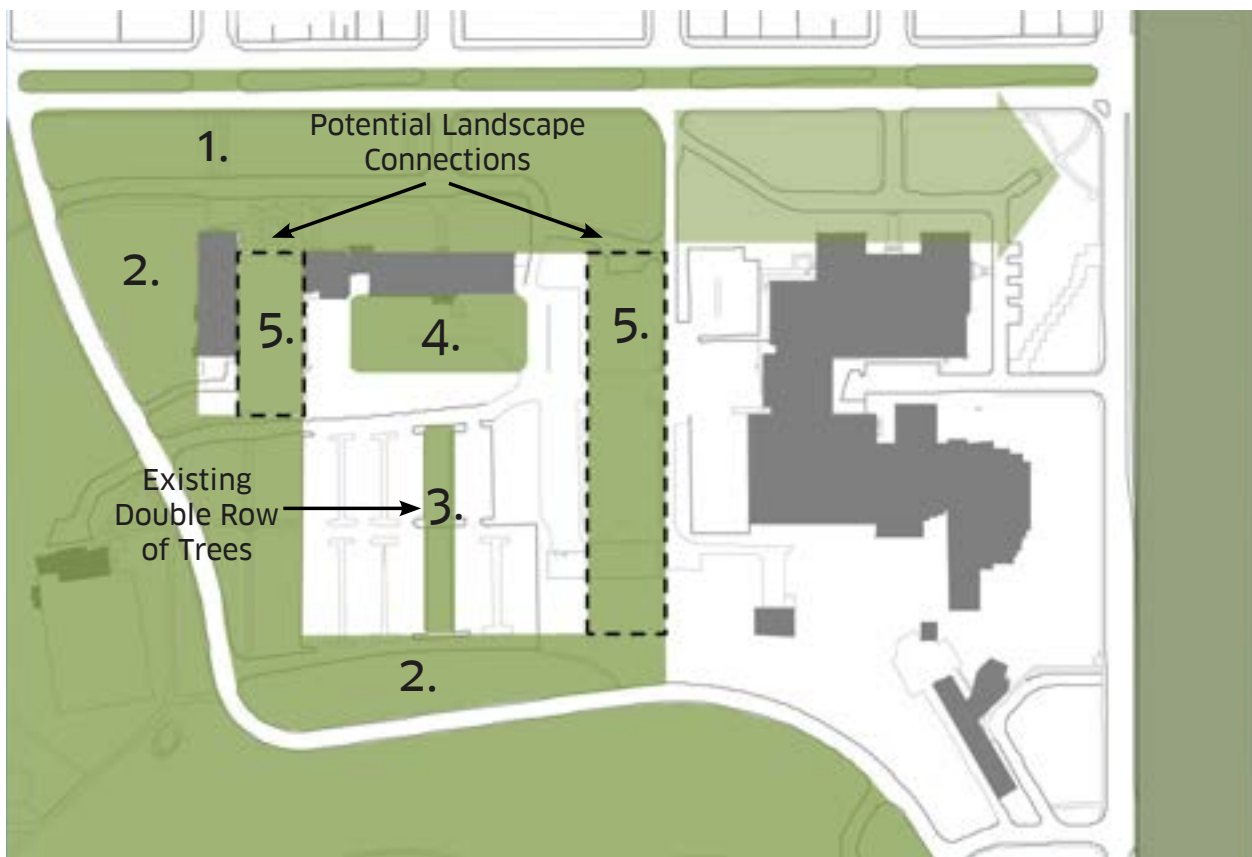


Figure D-10. Open Space

### 11.3.5 Views

The upper floors of the College Building and the Conservatory Building give a commanding view over Wascana Centre and also views of the Legislature Building. These views should be considered and protected where possible in the development of the site.



Figure D-11. Views

### 11.3.6 View Corridors

There are a number of special view corridors which should be considered when drafting a new plan (Figure D-12). The most important of these are the view corridors which terminate at the northern façade of historic campus buildings, Darke Hall, the Conservatory Building, and the College Building. There are also a few possible view corridors south of the buildings terminating at the southern façade and leading down to the lake. East-west corridors are less prominent, the most important being the view along the northern facades of the campus buildings.

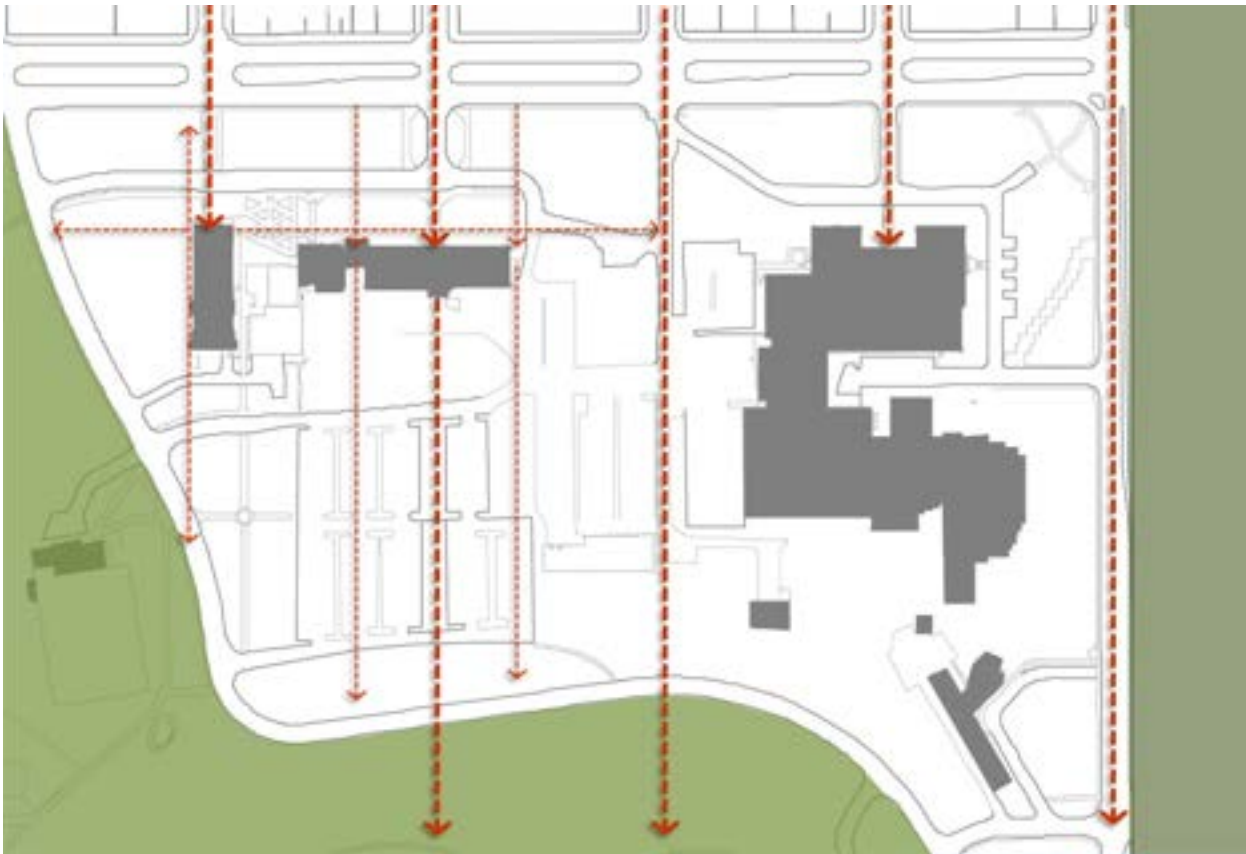


Figure D-12. View Corridors

### 11.3.7 Connections

If the site is going to be intensified through development, then movement will have to be rationalized through the improvement of certain connecting roads. Reducing the impact on Wascana Drive is also an important consideration (Figure D-13). Enhancing the north-south road that extends south of College Avenue from Hamilton Street and connecting it to Wascana Drive will be a necessary step to move people deeper into the site. Two east-west connectors will also be necessary.



Figure D-13. Connections

### 11.3.8 Growth Potential

Given the constraints outlined in the preceding analysis, there is still a large amount of development potential for the site. If done correctly, new development will respect and profit from the bucolic setting, without negatively impacting it. Growth also has the potential of lending the existing buildings a better frame in which to be enjoyed, through the creation of enhanced public spaces and focused view termini.

The removal of the Gallery Building creates the opportunity to construct a new 'Atrium' building between the Conservatory and Darke Hall. The Atrium Building solves accessibility and other building code problems, provides functional space that cannot be accommodated in the existing buildings, and provides the opportunity to properly accommodate new centralized mechanical and electrical systems. The Atrium Building also provides an accessible grade-level main entrance, serving all three buildings. Interior accessibility to all floor levels is provided through strategically placed elevators.



Figure D-14. Growth Potential

## 11.4 Vision for Redevelopment

**The historic College Avenue Campus will continue to support the academic mission of the University and the University's Strategic Plan.**

### Restoration and Adaptive Re-use

The College Building, and the portion of the Conservatory facing College Avenue, will be fully restored and adaptively reused as a fundamental part of the University of Regina.

### Additional Programming Opportunities

The restoration and adaptive re-use strategy for the College will create opportunities for increased space within the buildings, which can accommodate additional programming such as leadership and outreach programs. The campus would serve as a Provincial and National destination integrating academic programming with outreach and training for both public and private sector professionals. The restoration will also allow for the buildings to be equipped with state of the art meeting rooms for groups ranging from 20 to 300. Large scale premier events and receptions can be held in a new modern atrium space. These are attractive resources for institutions such as the Centre for Continuing Education, Johnson Shoyama Graduate School of Public Policy, and for the broader community.



Figure D-15. College Avenue Campus: Heritage image of Darke Hall



Figure D-16. A modern, striking atrium that respects and enhances the heritage of the site



Figure D-17. An internal view of the atrium looking south

## 11.5 Principles for Redevelopment

### 1. Maintain the “community focus” of the campus

College Avenue Campus will maintain the community focus of the campus, such that better links with the City of Regina are forged through the restoration and development of the site, while ensuring a strong University of Regina role in its future use.

### 2. Elevate the profile

College Avenue Campus will elevate the profile and presence of the campus within the University of Regina, Wascana Centre, and the Region.

### 3. Deliver community outreach programming

College Avenue Campus will amplify the University's capacity to deliver community outreach programming and services, while trying to maintain the uses that exist on site.

### 4. Reinforce the campus' natural and built heritage

College Avenue Campus will reinforce the significance of the campus' natural and built heritage by operating within the intent of the Wascana Centre Authority Act.

### 5. Maintain the integrity of the “core” campus

College Avenue Campus will maintain the integrity of the “core” campus by facilitating uses on the College Avenue Campus that are complementary to it.

### 6. Leverage partnerships

College Avenue Campus will leverage partnerships to further develop the site and restore its heritage buildings.

### 7. Include environmental sustainability

College Avenue Campus will include environmental sustainability and the concept of Education for Sustainable Development as a visible component of the redevelopment of the campus.





