

UNIVERSITY OF REGINA
CAMPUS PLAN
FOR LONG RANGE DEVELOPMENT

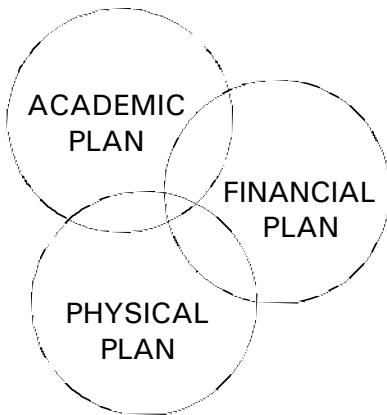
ROLE AND SCOPE OF THE CAMPUS PLAN

The Whole is Greater than the Parts

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

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

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



Institutional Plan Components

A Component of the Institutional Plan

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

Components of the Campus Plan

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

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

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

The plan does not deal with a fixed Development Program. It illustrates development opportunities and sometimes suggests where actual proposals could be located. However, it does not fix, for example, that a particular university program will be located in a specific building made for it in a particular location. This is because development programs change over time. The plan deals with more enduring aspects of the campus buildings and landscapes that will act as the lasting container for ever-changing program offerings.

Plan Flexibility and Longevity

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

The Campus Plan, based on a *set of strategies* rather than a single design, will remain as a firm basis on which to direct campus development if it is adopted as University policy and if mechanisms are established for its periodic review and updating. This discipline will ensure that the Plan is sufficiently current and relevant to protect the University community from arbitrary or single-constituent decisions while retaining the flexibility necessary to accommodate genuine evolution.

Planning Horizon

The Demonstration Plan represents a vision of a desirable and foreseeable future. It is based on current and projected academic goals and aspirations, and on the existing constraints and opportunities of the site and building inventory. It provides locations for contemplated projects which reflect current and future needs. Implementation of the Plan will "complete" the campus form and fulfill important communal needs such as a complete interior concourse system, a distinctive academic green animated by surrounding uses, and other "positive" outdoor spaces.

The University's Vision and Mission

Vision

As a scholarly community the University of Regina derives its strength, vision, and purpose by the advancement, sharing and application of knowledge, and by facilitating the development of thoughtful, creative, adaptable, contributing and humane citizens.

Mission

The University of Regina preserves, transmits, interprets, and enhances the cultural, scientific and artistic heritage of humanity through the acquisition and expansion of knowledge and understanding. We apply our skills in the service of society by facilitating constructive criticism, independent thinking, free discussion, and the pursuit of truth, while respecting the rights and responsibilities associated with academic freedom.

By interpreting the past and examining and clarifying contemporary thinking we shape the possibilities of the future. We are open to change and enthusiastic about investigation and creativity. We combine a unity of purpose with a diversity of outlook.

By encouraging the development of their potential, we prepare our students to participate fully in society, and to respond to the demands of a rapidly changing world in ways that are consistent with the highest human values and aspirations.

Section One

CAMPUS PLANNING HISTORY

This section provides an overview of the various campus plans that have been prepared in the past.

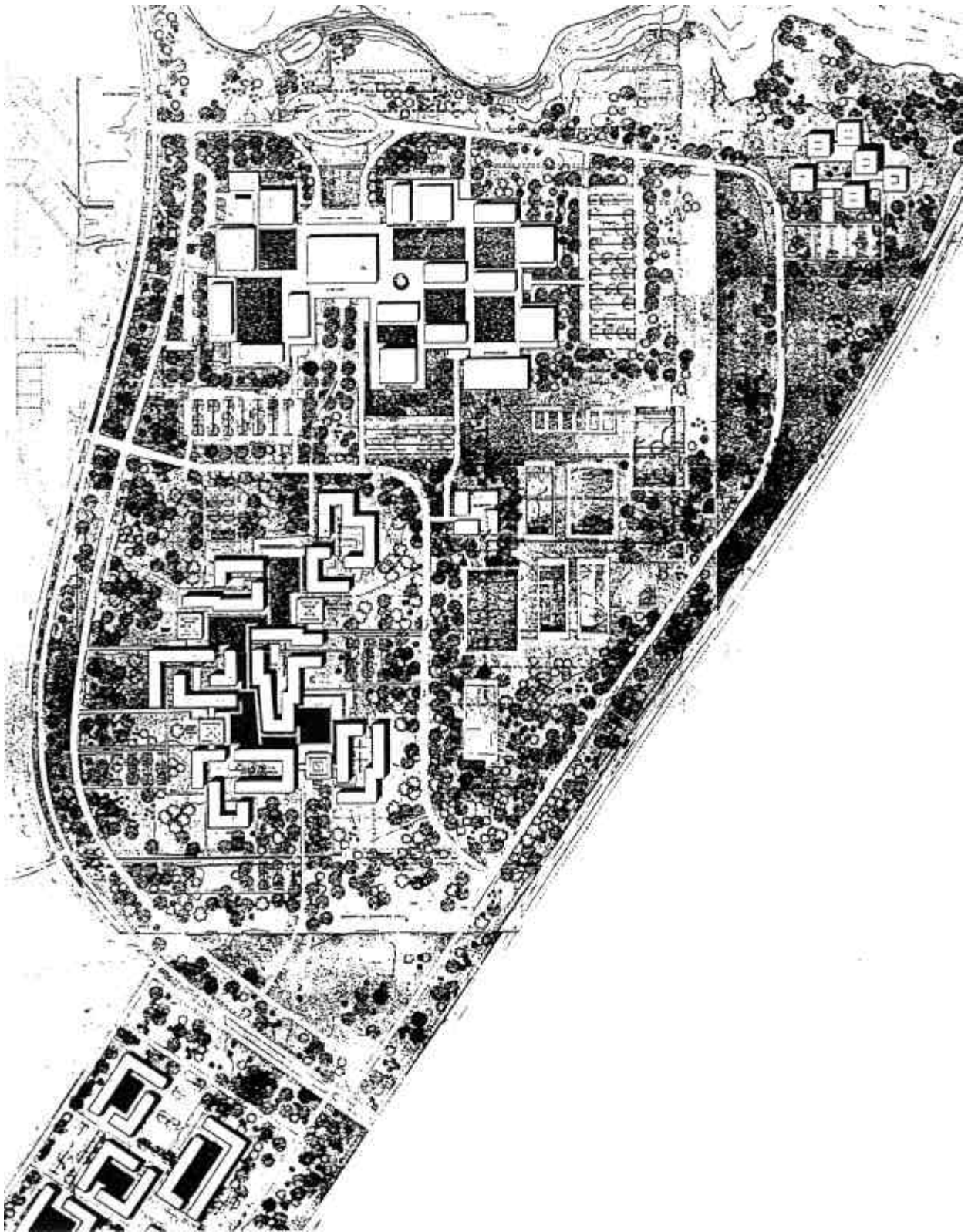
1.1 1962 – YAMASAKI/CHURCH PLAN

Minoru Yamasaki, architect planner, and Thomas D. Church, landscape advisor, prepared the first Master Plan for what was then the University of Saskatchewan, Regina Campus.

The new University campus plan included five major zones – an academic core, undergraduate student housing, married student housing, sports fields, and a research area. The academic core was shown as a compact series of buildings placed on one-storey podia and connected by walkways; forming a series of courts focused on an impressive library which faced north to a large formal entry drive and south to a landscaped "mall".

An area for research was allocated on the eastern outskirts of the academic core next to the lake, now the site of the First Nations University of Canada. Student dormitories were clustered towards the geographic centre of the campus and were to be linear buildings arranged around free-form courtyards.

South of Wascana Parkway the land was to be occupied by five quadrangles of residences for married students. Sports fields were located adjacent to the "Bypass Expressway" (now the Trans Canada Highway Bypass). The access road system featured a perimeter drive around the site and a cross drive curling south.



1. 1962 Yamasaki/Church Master Plan

1.2 1967 – YAMASAKI/CHURCH REVIEW

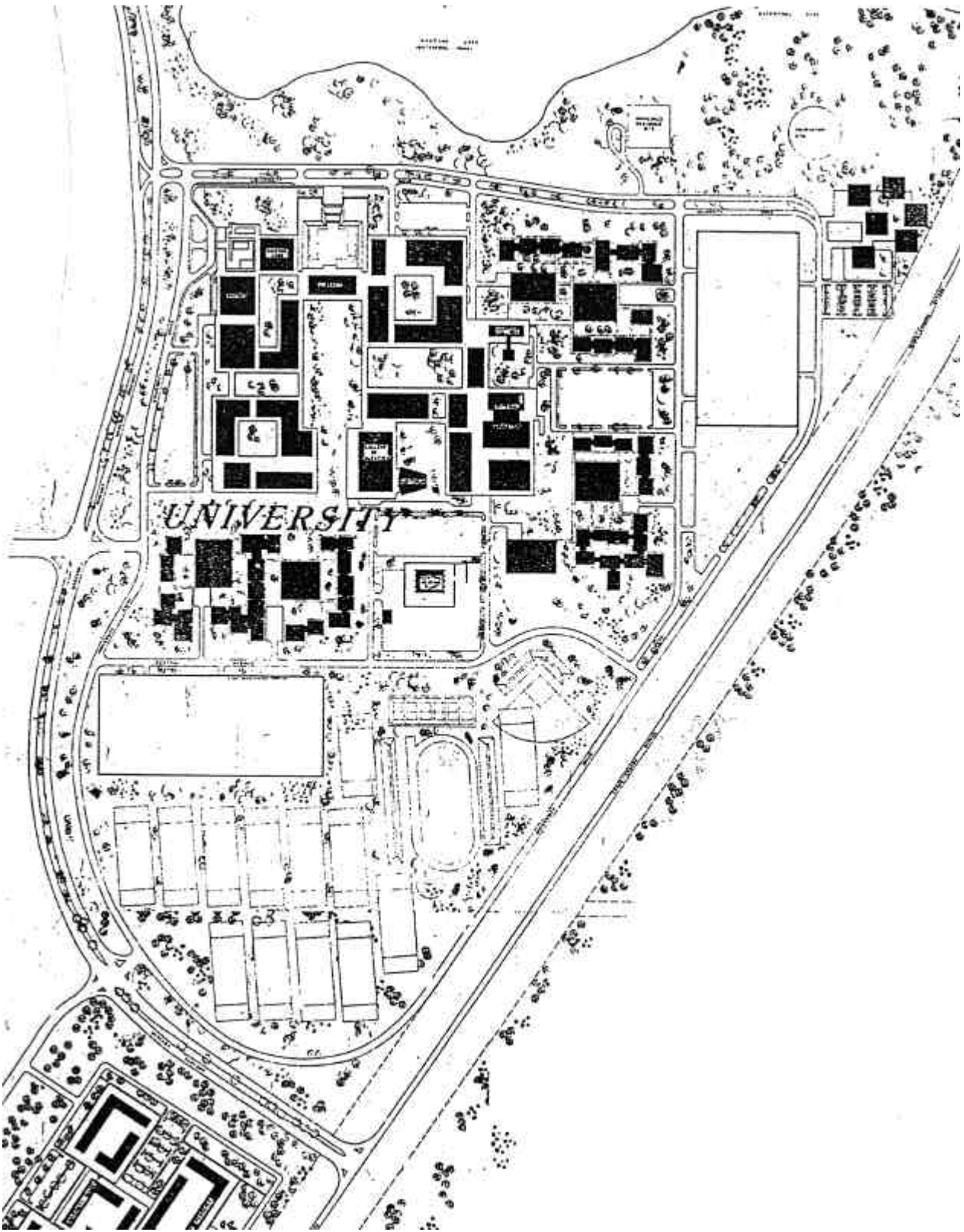
By 1967, the first of the regular five year plan reviews, the classroom building, laboratory building, central heating plant, physical education centre, and Campion College had been built. The library and education building were either under construction or at the advanced design stage. These can be seen on the plan in their present locations and with somewhat more definite form than the future buildings.

The plan retains the idea of quadrangles surrounding a landscaped mall to the south and an entrance court to the north of the library (now much smaller). The proposed student dormitories have been brought into a much closer relationship with the academic buildings.

The sports fields are shown relocated to the south. The north-east research buildings and the proposed married student quadrangles south of Wascana Parkway have not changed.

The extensive surface parking lots interspersed between buildings shown in the 1962 plan are replaced by two huge parking structures and four smaller surface lots, north, south, east and west of the campus buildings.

The road system was modified a little. The perimeter driveway remained, but the "Central Avenue" was straightened and an intermediate road, now University Drive East was introduced; both to provide access to the large parking structures.



2. 1967 Yamasaki/Church Master Plan Review

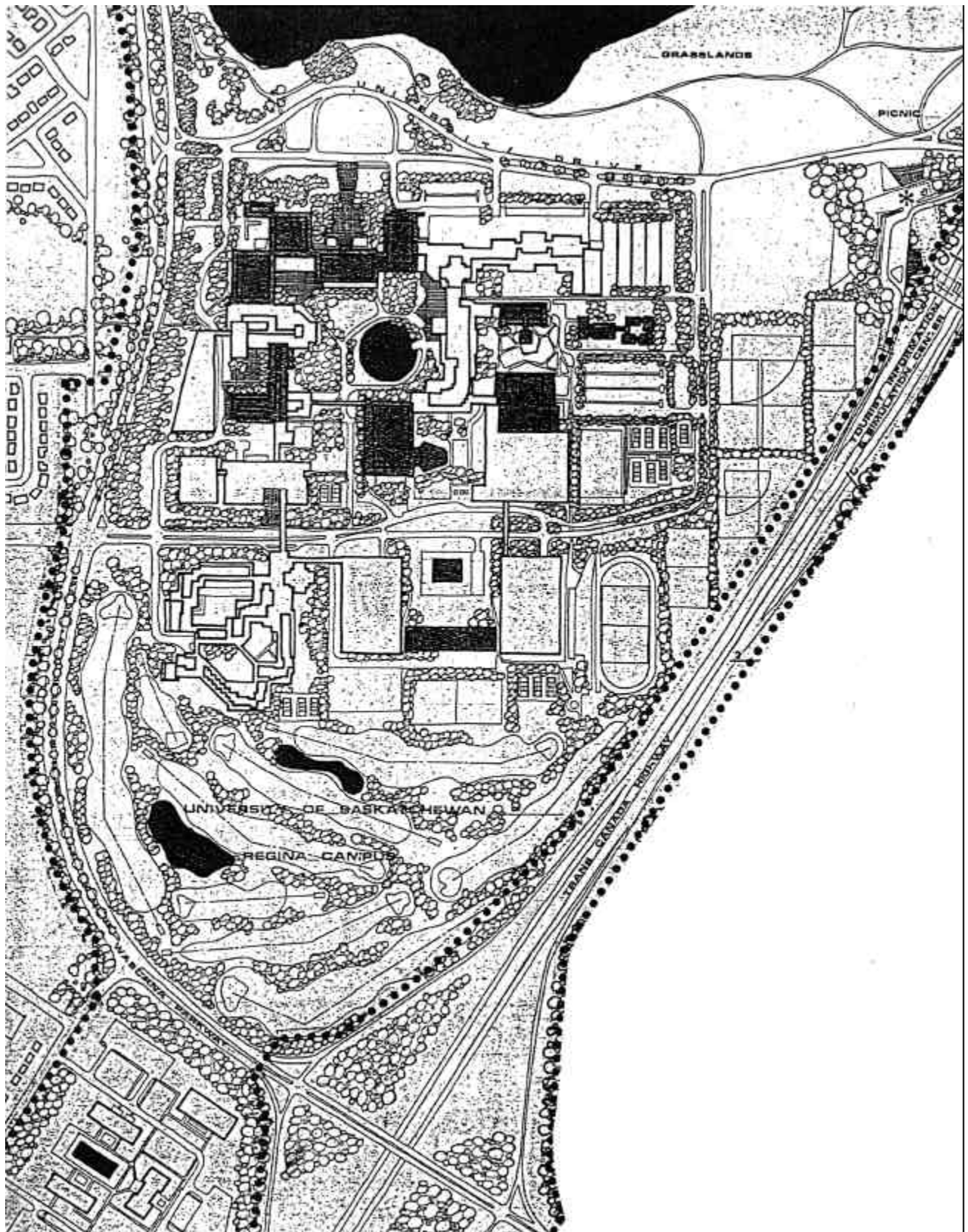
1.3 1972 – LONG PLAN

The 1972 Plan for the campus was produced by Jack Long of Calgary. By this time, the University had begun hiring Saskatchewan architects for the buildings and the adherence to the concepts of a series of small courtyards and a "podium and upper building" organization began to be abandoned. Luther College, the Education and Maintenance buildings had been built, and College West as well as the "AdHum" building were under construction.

The idea of linked buildings persisted in a somewhat modified form. The focus of the outdoor space now became a large quadrangle, featuring a circular ornamental pond, rather than a composition of smaller courts. In general, the "build out" territory remained approximately the same place and extent, while the playing fields were strung out as a buffer strip between the buildings and the highway. Much of the remaining land was taken up by a proposed golf course.

The road system began to take on its current layout as a ring road around the central academic buildings, with some meandering to make it more like a scenic drive. Parking was still, with a few exceptions, expected to be housed in multi-level structures, particularly two on either side of the Maintenance building.

The land south of the parkway lost its status as a married student housing district, and was shown as a research park.



3. 1972 Long Master Plan

1.4 1977 – LONG REVIEW

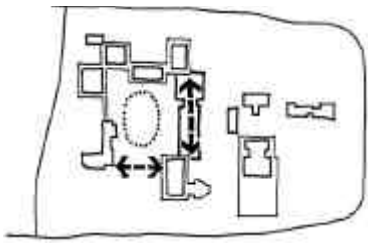
By 1977 the building boom had ended. Except for the College West/Laboratory Building link built around 1976, a seventeen year hiatus on building construction on the campus was underway, only to end in 1991.

The 1977 Plan was much more tentative than its predecessors, attempting to express principles without too closely defining building form. The road system is simplified, and the internal pedestrian system expressed as a series of dots. The future building forms are vague; but they follow the same basic arrangement as in 1972. Housing was now dropped as a firm feature of the plan, its place south of University Drive South given either to research or residences.

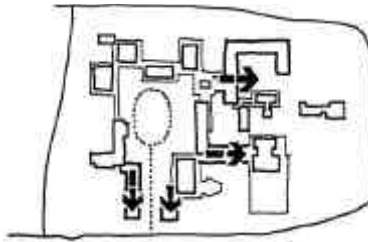
The urge to fill out the site area with future buildings was no longer strong. The Plan was content to leave significant portions of the campus designated as a land reserve with unspecified use.

1.5 1982 – DU TOIT PLAN

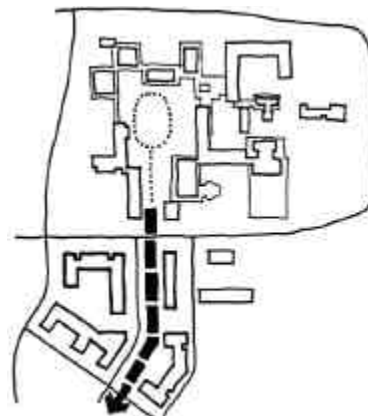
The 1982 Plan included, for the first time, a written report which identified planning principles (see diagrams, left) as the major component of the plan, with the drawing providing a "demonstration" of the kind of built form that might result if the principles were followed.



5. *First Priority: Two Linking Buildings*



6. *Later growth extends from Primary Circuit*



7. *Research extends down University Mall*

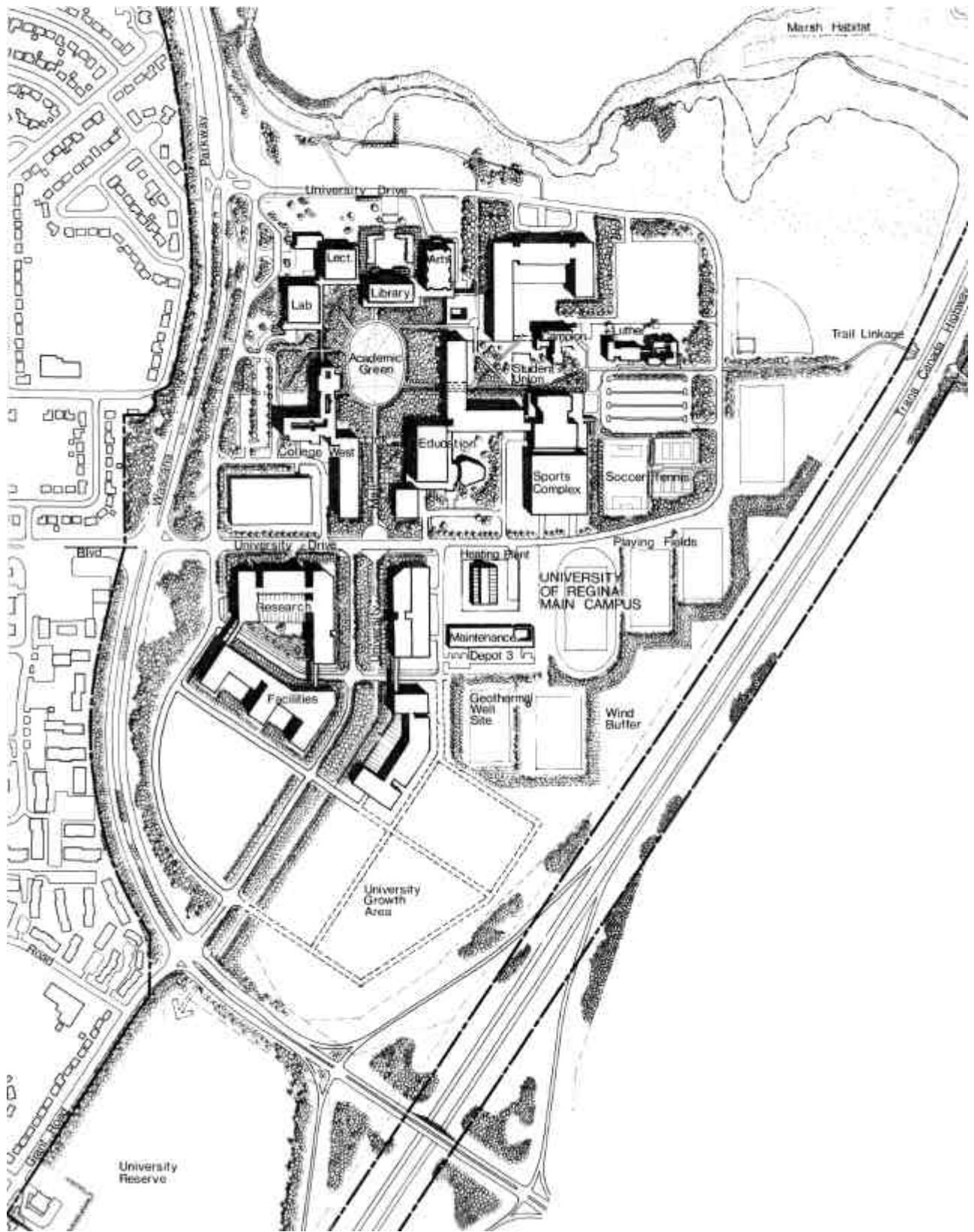


8. *Open Space Structure*

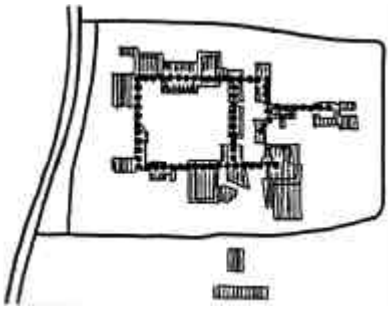
Further student housing, as a major land use, was deleted from the plan. The primary organizing features of the campus were seen as the interior pedestrian circulation system (which necessitated linked buildings) and a landscape structure (which established a "head" and "tail" of Academic Green and University Mall). The Green provided focus to the academic buildings while the Mall provided the organizing structure for future growth to the south, identified as research facilities. Buildings not in the primary pedestrian loop around the Academic Green were connected as arms from it.

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 shown in the research area.

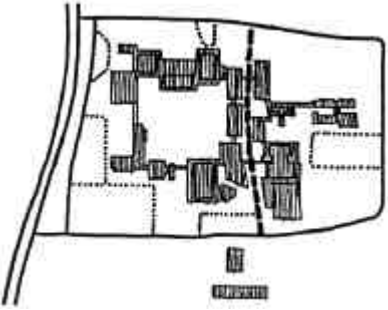
Parking was to be accommodated in a mixture of surface lots and two parkades, one to the south-west, the other to the north-east. The fields remained as originally proposed in 1972. Once again, no attempt was made to show built form in areas of the campus where growth was not foreseen for many years.



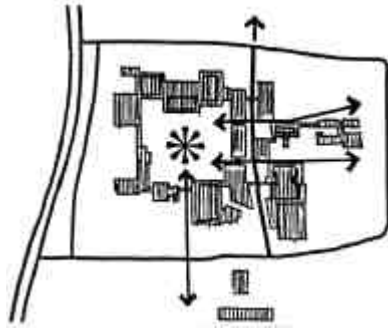
9. 1982 du Toit Master Plan



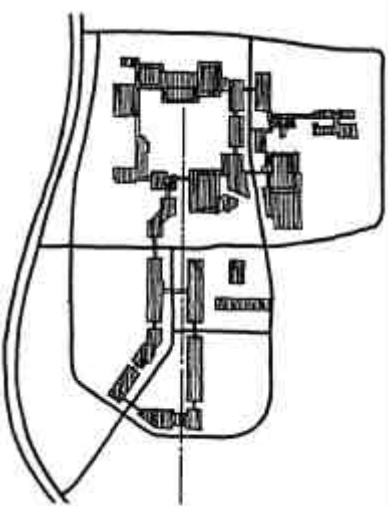
10. Interior Circulation



11. Building Addresses



12. A Focal Space



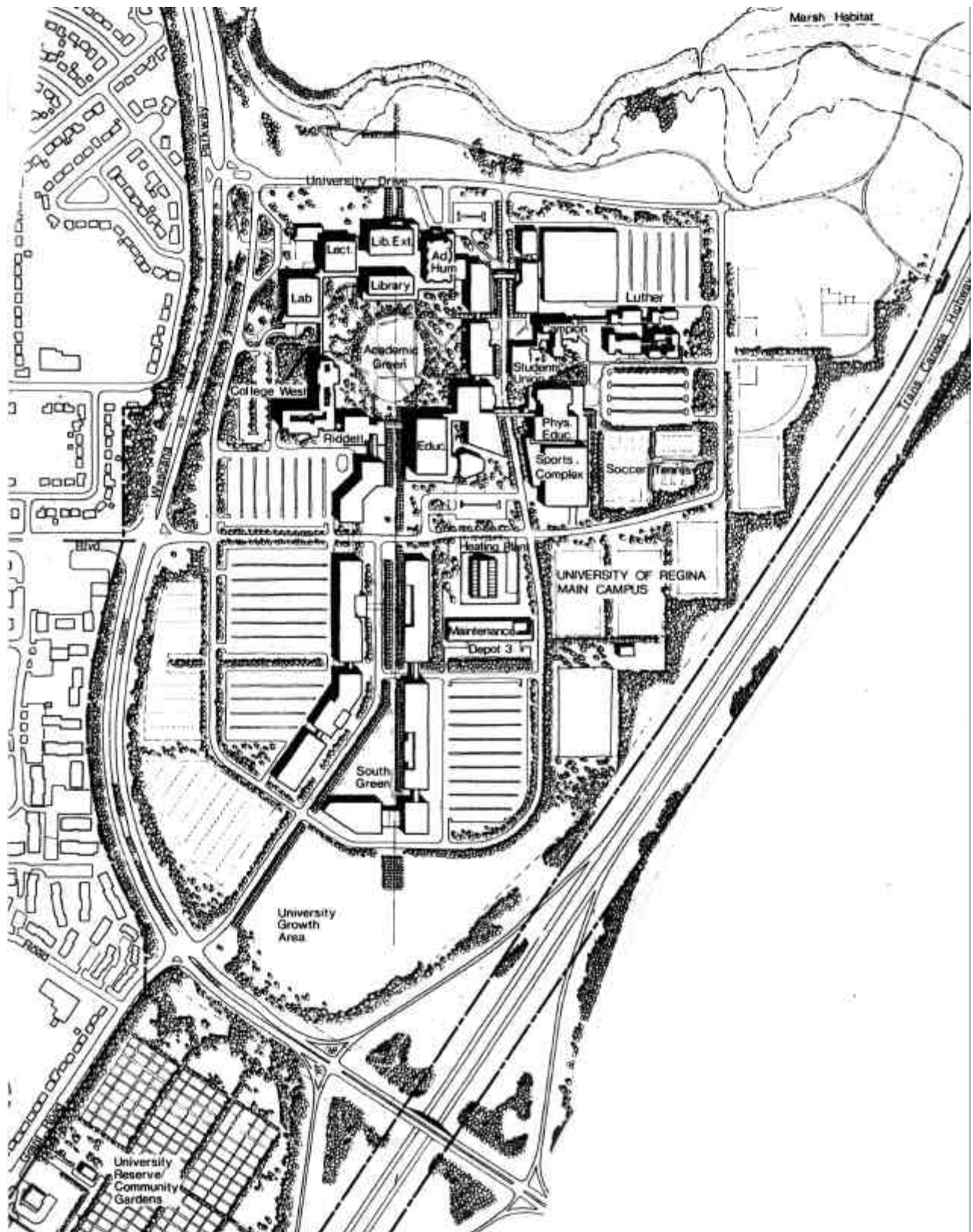
13. New South Entry and Expansion to the South

1.6 1987 – DU TOIT ALLSOPP HILLIER PLAN

In 1987, the Academic Green became more informal, and the campus south of University Drive South was more clearly articulated as a research area with its own focal landscape, the "South Green". A new north/south road was proposed through the academic core and extending south around the research uses. Significant areas were designated as land reserve. The land reserve south of Wascana Parkway was proposed to be developed as a community garden on an interim basis.

Six major planning objectives were stated:

1. *Complete the interior pedestrian circuit and its extensions* to allow the academic core of the campus to operate as intended with interior connections between as many buildings as possible.
2. *Ensure that each building has a public address*, which gives it a public presence, facilitates formal arrival at the main entrance, and assists in wayfinding particularly for visitors but also for regular users of the campus. Public addresses for new and existing buildings east of the Academic Green would be provided by the development of the cross campus street connection.
3. *Create a strong physical and symbolic focus to the academic core* through the landscaping of the Academic Green, linked through generous open space connections to the rest of the campus and lakefront.
4. *Establish an appropriate relationship between new buildings and parking lots* through a parkade in the north-east where space is limited and extending surface lots in the south-west. The Plan foresaw that the amount of new development in the academic core would ultimately be limited by the ability to provide adequate and a conveniently located surface or structured parking to serve the buildings.
5. *Relieve traffic congestion*, particularly at the existing entrances, partly through the establishment of a new entrance to the campus at Grant Road (now called Research Drive).
6. *Expand associated but non-academic uses to the south*, including research facilities and surface parking.



14. 1987 du Toit Allsopp Hillier Plan

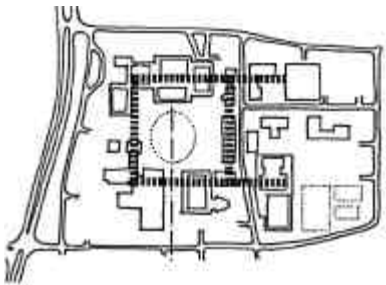
1.7 1992 – DU TOIT ALLSOPP HILLIER PLAN

The 1992 Plan was actually completed in 1995 as the roles of the WCA were modified to require Master Plan updates only every seven years versus five. The Language Institute, which brought an end to the long dearth of construction, had been constructed in 1991, Luther College expanded in 1991, the Daycare was built in 1993, and the University Centre architectural drawings were complete.

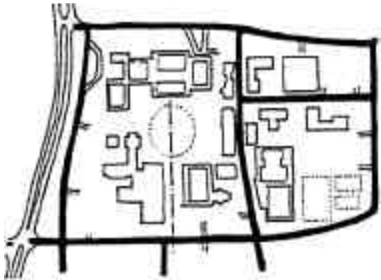
Two research buildings had also been constructed: the ISM Building in 1990 and The Software Technology Centre in 1994. The Old Fire hall on Grant Road had been turned over to the University and used as a Technology Development Centre.

For the first time since 1972, the idea of construction east of University Drive East was considered, paving the way for an institution which "warranted an association with the University, but was not dependent on the frequent movement of students, staff or faculty between it and other facilities within the academic core".

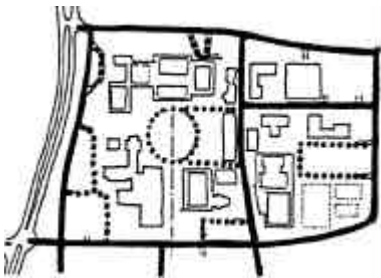
In other respects, the Plan remained unchanged from 1987.



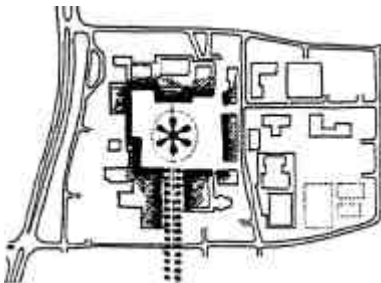
15. Continuous Interior Circulation



16. Street Address for All



17. Secondary Road System



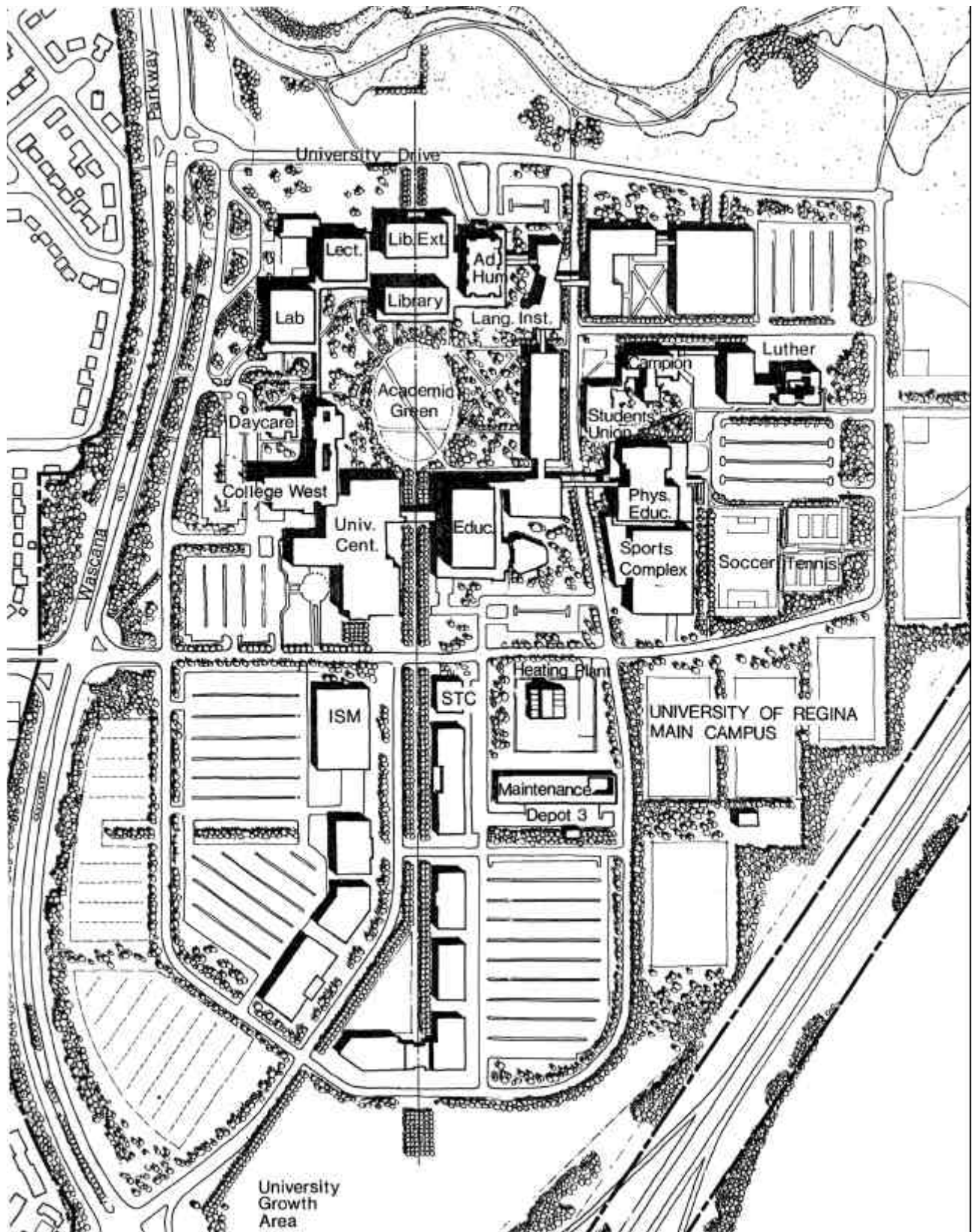
18. A Campus Focal Space



19. Adequate and Convenient Parking



20. Landscape Structure



21. Proposed Long Range Development, the Main Campus

1.8 1998 – DU TOIT ALLSOPP HILLIER PLAN

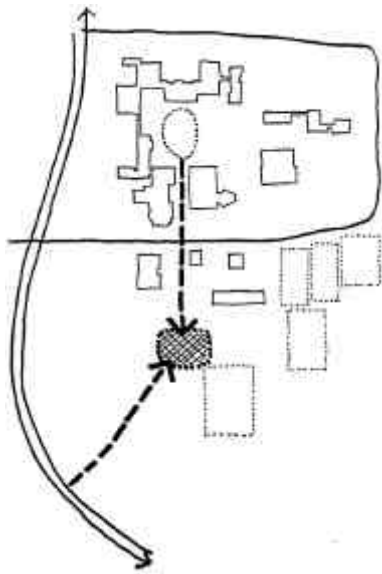
By the 1998 Plan, the University Centre (since named the Dr. William Riddell Centre) was complete and the proposed First Nations University of Canada was shown east of University Drive East. A proposed Winter Sports Complex was located between Physical Education and the Education Building, a parking structure was recommended south of the Colleges, and Luther College was shown expanding eastwards. Courtyard buildings with primary facades towards the Lake were recommended north of the Colleges.

The Academic Green was reduced in size and framed by two symmetrical infill buildings that acted as a gateway to an eastern pedestrian arm, connecting to the First Nations University of Canada. The two buildings were to be linked below-grade to provide access to service/emergency vehicles and to maintain uninterrupted east-west landscape corridors. The Library addition was illustrated narrowed to preserve the existing trees.

The area south of University Drive was planned as a formalized Research Park to be an entity associated with, but separate from, the University. A focal square was situated at the terminus of north-south pedestrian arm for new buildings to frame and expand outward from.

For the first time since 1982, the concept of a north-south through-road west of Physical Education, connecting to the Research Park, was abandoned in order to maintain a completely pedestrian academic precinct. University Drive West and its corresponding Research Park road was shown shifted east to improve safety at the Wascana Parkway intersections.

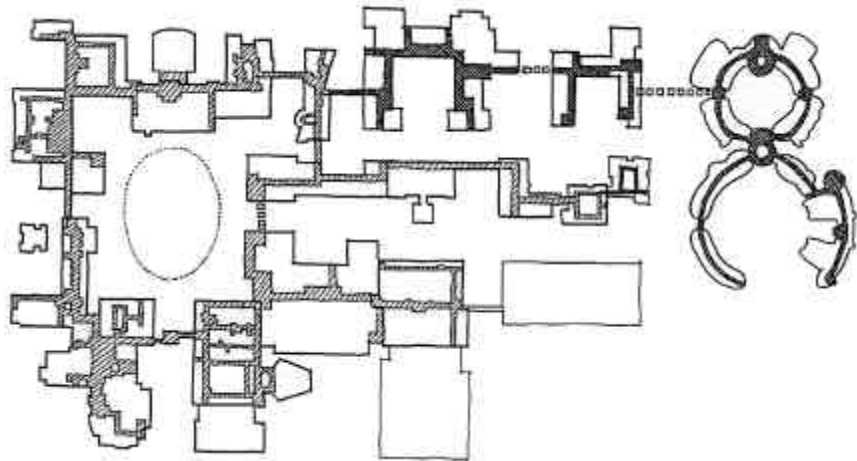
Potential locations for routes under the Trans Canada Highway were also proposed in case of the need to site a future campus in Wascana East.



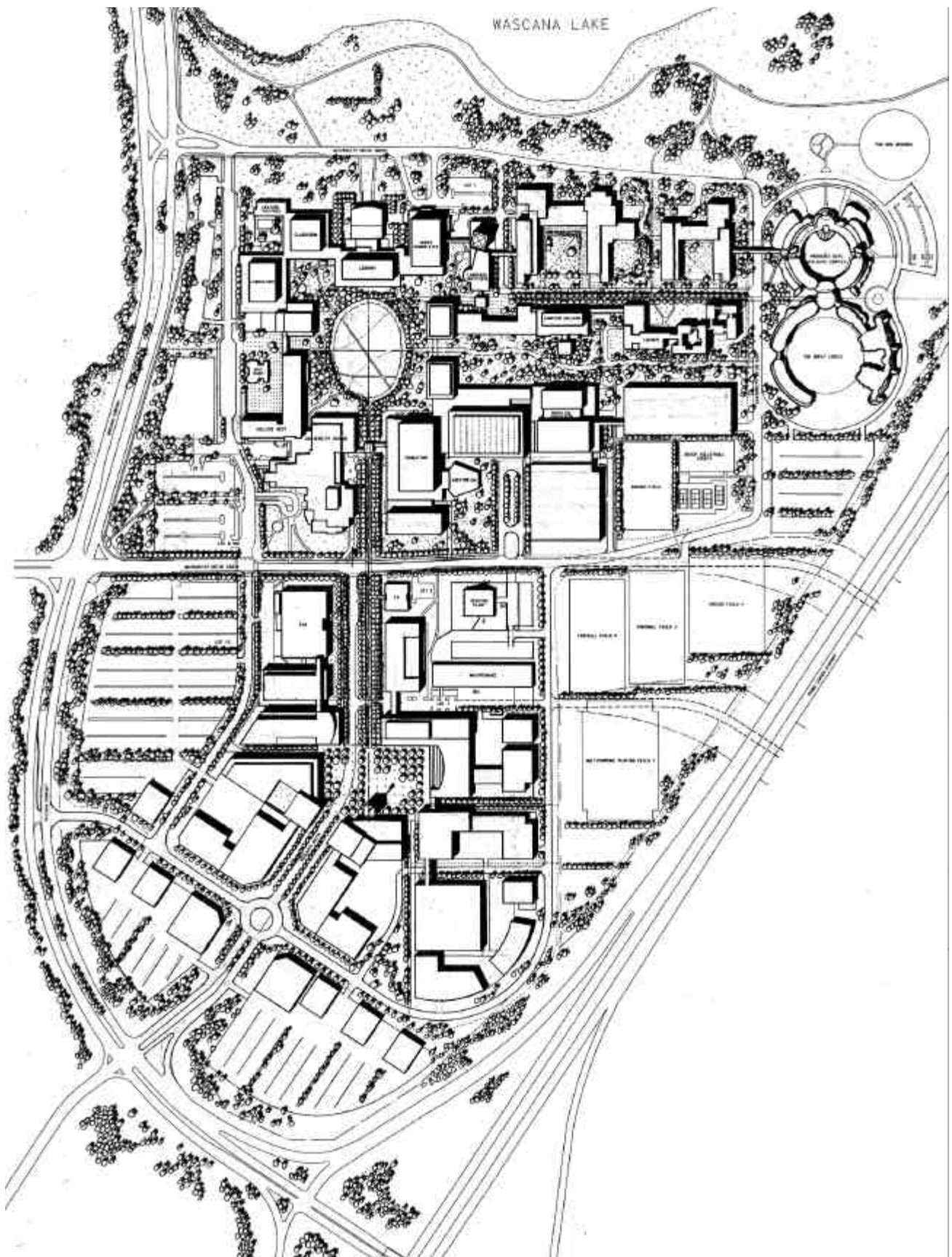
22. Proposed Research Quad



23. Proposed Movement Structure



24. Proposed Interior Concourse Structure



25. Long Term Composite Demonstration Plan

1.9 1999 DU TOIT ALLSOPP HILLIER RESEARCH PARK PLAN

In 1999, the Regina Research Park Plan was developed in greater detail into a Master Site Plan, the plan currently in use. The Loop Road is reconfigured to better respond to the Highway and the Wascana Parkway, by attempting to parallel them, where possible. The Research Quad reflects this change and transforms from a rectangular shape into an octogonal arrangement, with a turning circle at its centre. The circle creates a central node that accommodates visitor parking and provides a terminus to the north-south axis leading to the Academic Green. It and the key “image-creating” building are aligned with the entry road so that they are in the direct line of sight for drivers arriving to the Park.

Longer term expansion is shown lining the Loop Road and Research Drive, with parking behind. Greater emphasis is put on Research Drive by showing strong building frontages, without parking along its length.

Three parking structures are shown, one of which will replace stalls lost to development of the University surface parking Lot 15, on University Drive South.

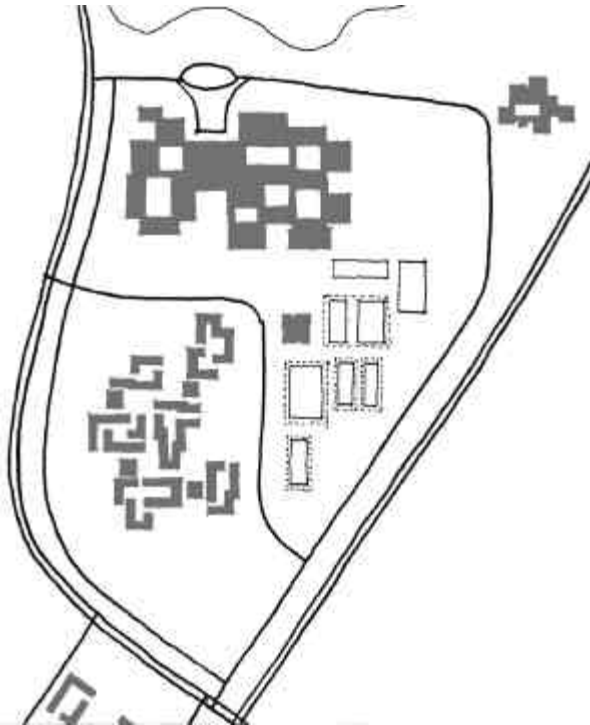
The Plan uses eight Site Plan Design Criteria:

1. Building envelopes are typically 37 metres wide and conform to a 9 metre planning grid.
2. A landscape/pedestrian/building articulation zone of 8 metres is provided between i) building envelope face, and ii) curb to street, driveway, or parking bay.
3. Continuous driveways 7 metres wide flank the rear of the buildings and connected parking bays. Loading and fire access is provided from these driveways.
4. Double-loaded parking bays are 18 metres wide. They are interspersed with tree planting strips 3 metres wide.
5. Landscaped walkway bands are 8 metres wide to permit 2.5 metre sidewalks flank by 2.75 metre planting strips.
6. 2.5 metre sidewalks are set back 3 metres from roadway curbs to permit a tree planting and snow-clearing zone.
7. Gross floor area is counted as 90% of the illustrated building envelope footprint.
8. Parking decks are assumed to have 3.5 floors at 350 sq. ft. per stall.

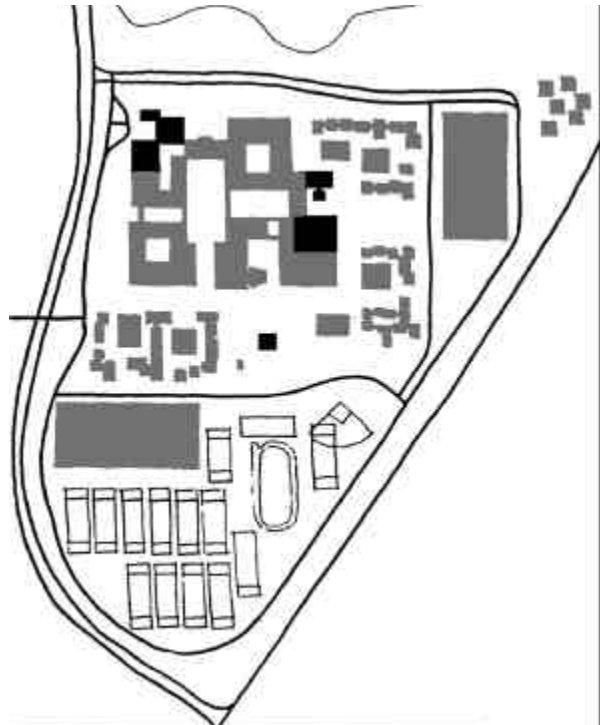


26. 1999 Research Park Master Site Plan

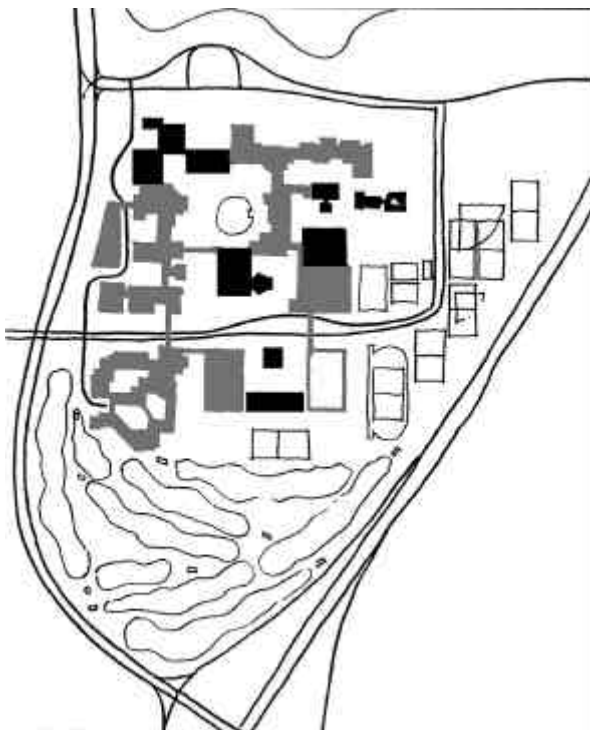
1.10 MASTER PLAN SEQUENCE (EXISTING BUILDINGS IN BLACK)



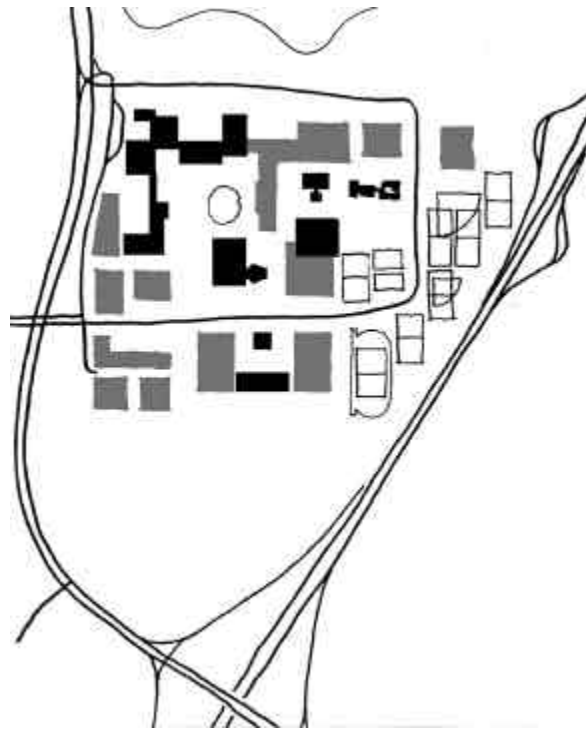
1962 Yamasaki/Church Plan



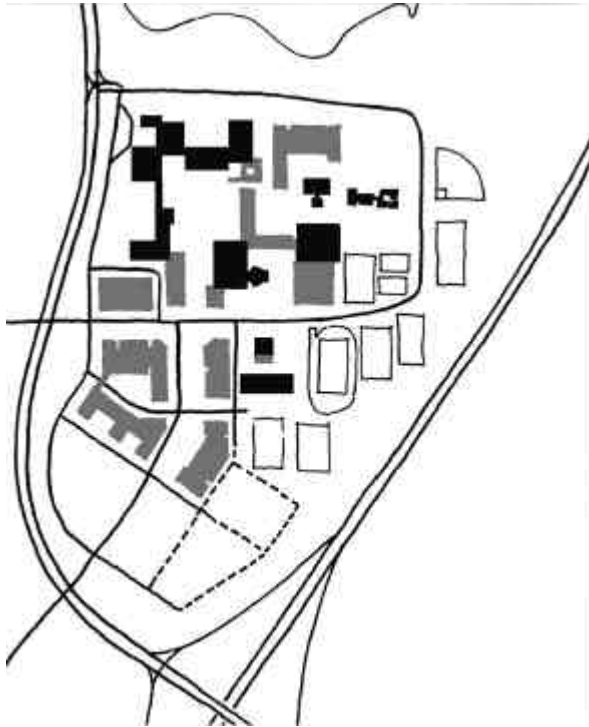
1967 Yamasaki/Church Review



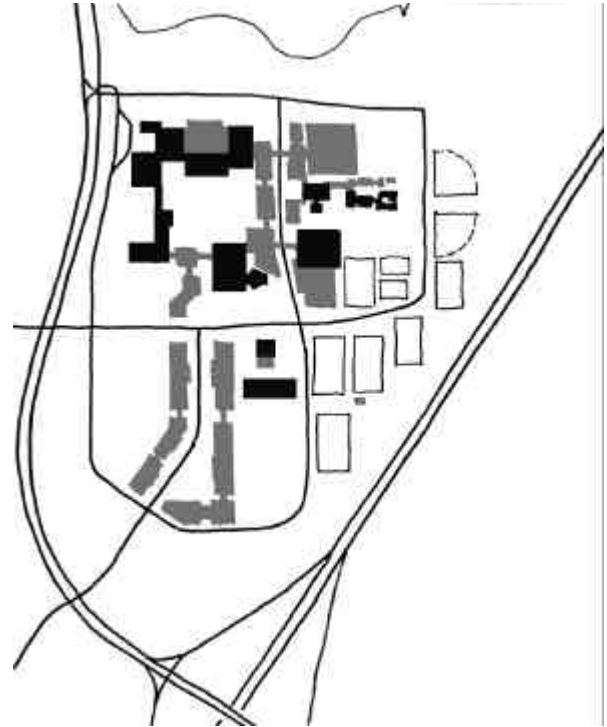
1972 Long Plan



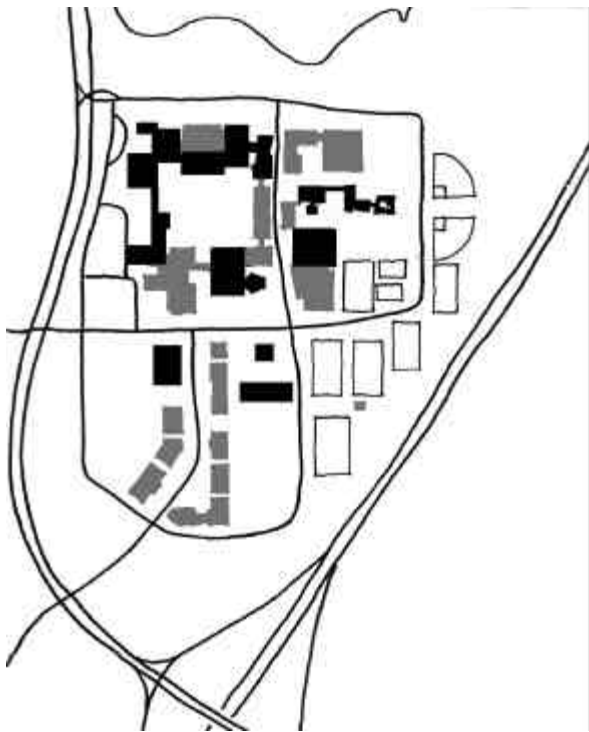
1977 Long Review



1982 du Toit Plan



1987 du Toit Allsopp Hillier Plan



1992 du Toit Allsopp Hillier Plan (Published and Approved in 1995)



1998 du Toit Allsopp Hillier Plan

1.11 PART OF A LARGER DEVELOPMENT PATTERN

The University is both an independent entity and a vital component of Wascana Centre.

The various facilities and landscapes of Wascana Centre have developed in a pattern that reflects both the strong fluid geometries of the lake and the equally strong but regular geometries of the surrounding city.

Almost all buildings, whether single or in groups, are oriented according to the orthogonal grid of the original land survey and the city's street pattern. Roads, walkways and landscapes directly associated with buildings or building groups generally support this geometry as well, reinforcing the sense of order and connectedness that firmly ties the Centre's institutions with the city.

In contrast, the larger landscapes of the Centre have evolved according to the informal geometries of the lake and terrain, contrasting with and balancing the discipline of the building groupings. These landscapes, which comprise the greater portion of the Centre, have now a strong sense of presence that ties together the disparate land masses and institutions, creating the coherent and memorable image for which the Centre is known.

The development pattern can be further defined according to the following seven types, some existing, others planned.

1. *Pavilion Buildings* include those, like the Legislative Building or the Centre of the Arts, which are seen as independent elements in a broad landscape setting;
2. *Urban Settings* include groups of buildings, like the University of Regina, which work together to create defined corridors and open spaces;
3. *Pastoral Parkland*, generally characterized by trees, lawns and ornamental plantings laid out in informal geometries, comprises a large portion of the landscape and is one of the major ingredients in the memorable image of the Centre;
4. *Formal Landscapes* are created primarily as foregrounds for major buildings, and include the Library Forecourt, the Legislative lawns and gardens, and the Museum forecourt and hedges;



27. *Wascana Centre Development Pattern; 1999 Plan*

5. *Structural Landscapes* reinforce visual axes as well as those linear and focal elements around which buildings are organized. Examples include the Mall and Meadow in the Legislative Grounds, and the Mall and Academic Green in the University;
6. *Edge Landscapes* are linear compositions of trees, shrubs and lawns that define the Centre's boundaries or distinct areas such as the Legislative Grounds, the University, the Nursery, or Wascana East;
7. *Marshes and Wetlands* are rich water-based landscapes that are particularly organic in form and largely two-dimensional in character.

Section Two

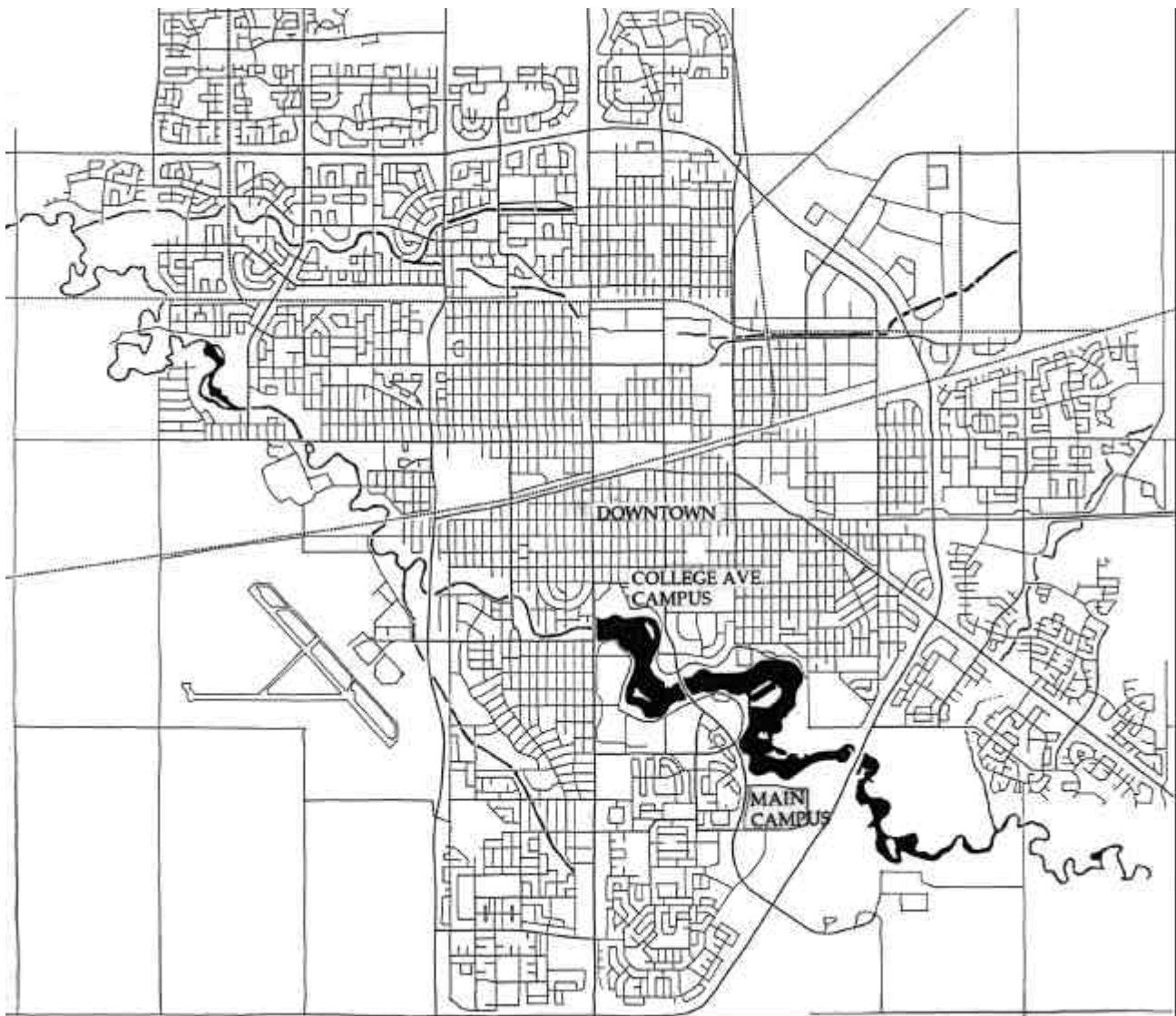
THE CAMPUS TODAY

This section describes the main features of the existing campus and associated land holdings: the buildings and the units they house, landscape and infrastructure.

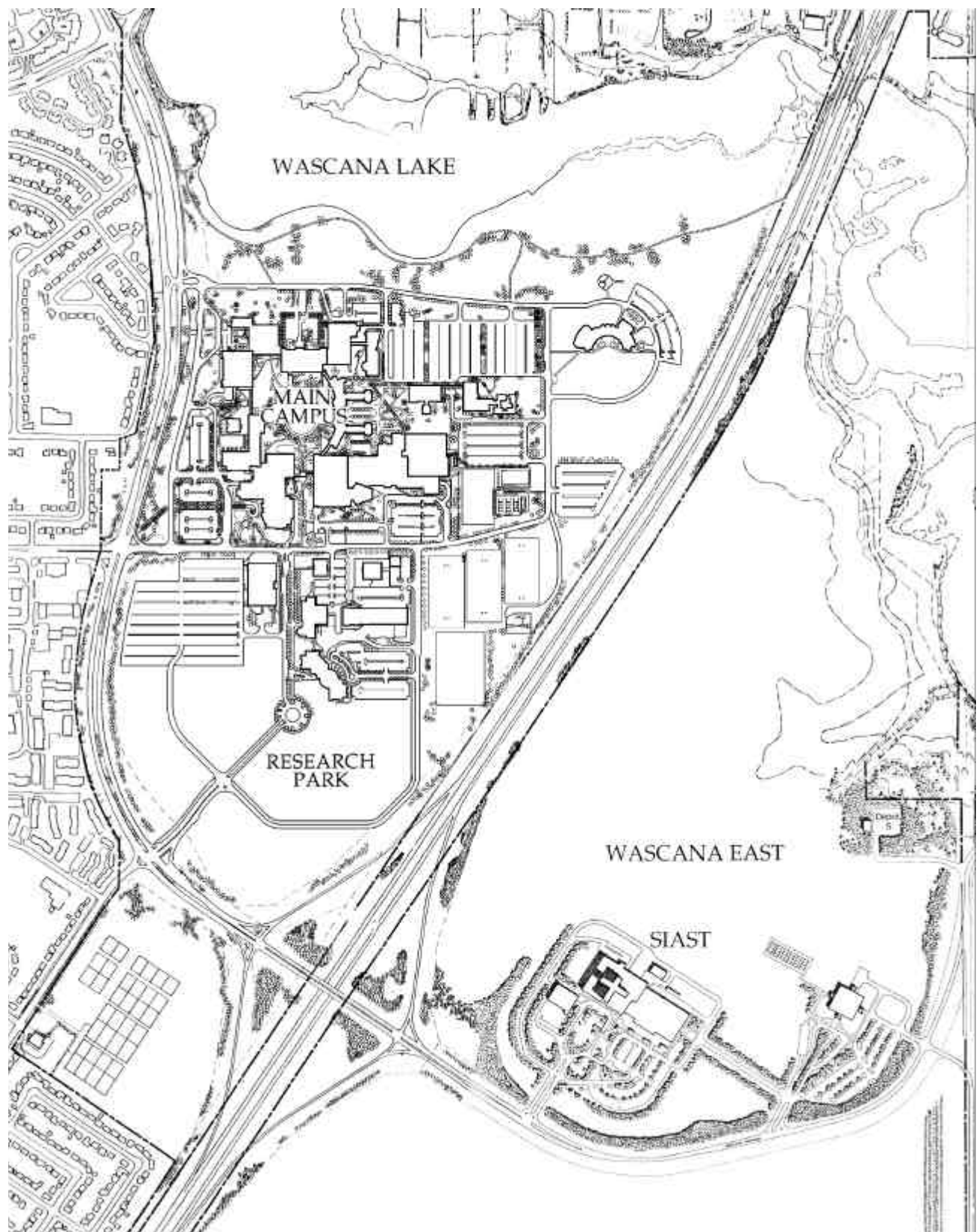
The University's Location in Regina

The University has two land holdings and is completing agreement for the acquisition of a third within Wascana Centre, a 2,200 acre (890 hectare) "urban park" jointly planned and managed by the Province, University and City through the Wascana Centre Authority. It contains a mix of public buildings, parkland and protected wildlife habitat surrounding Wascana Lake.

The South East part of Wascana Centre is developing into a "Knowledge Corridor" in which separate but inter-connected institutions are housed: the University of Regina, the First Nations University of Canada, the recently consolidated Regina Campus of the Saskatchewan Institute of Applied Science and Technology, and the Regina Research Park. Further studies and Master Planning of this area are currently in progress by these four partners in concert with the City of Regina, Saskatchewan Property Management Corporation, and the Provincial Department, SaskLearning.



28. *The University in the City*



29. Main Campus and Adjoining Land Uses

The College Avenue Campus

The College Avenue Campus is approximately 21 acres (8.5 hectares) and contains four buildings, three of which are linked together:

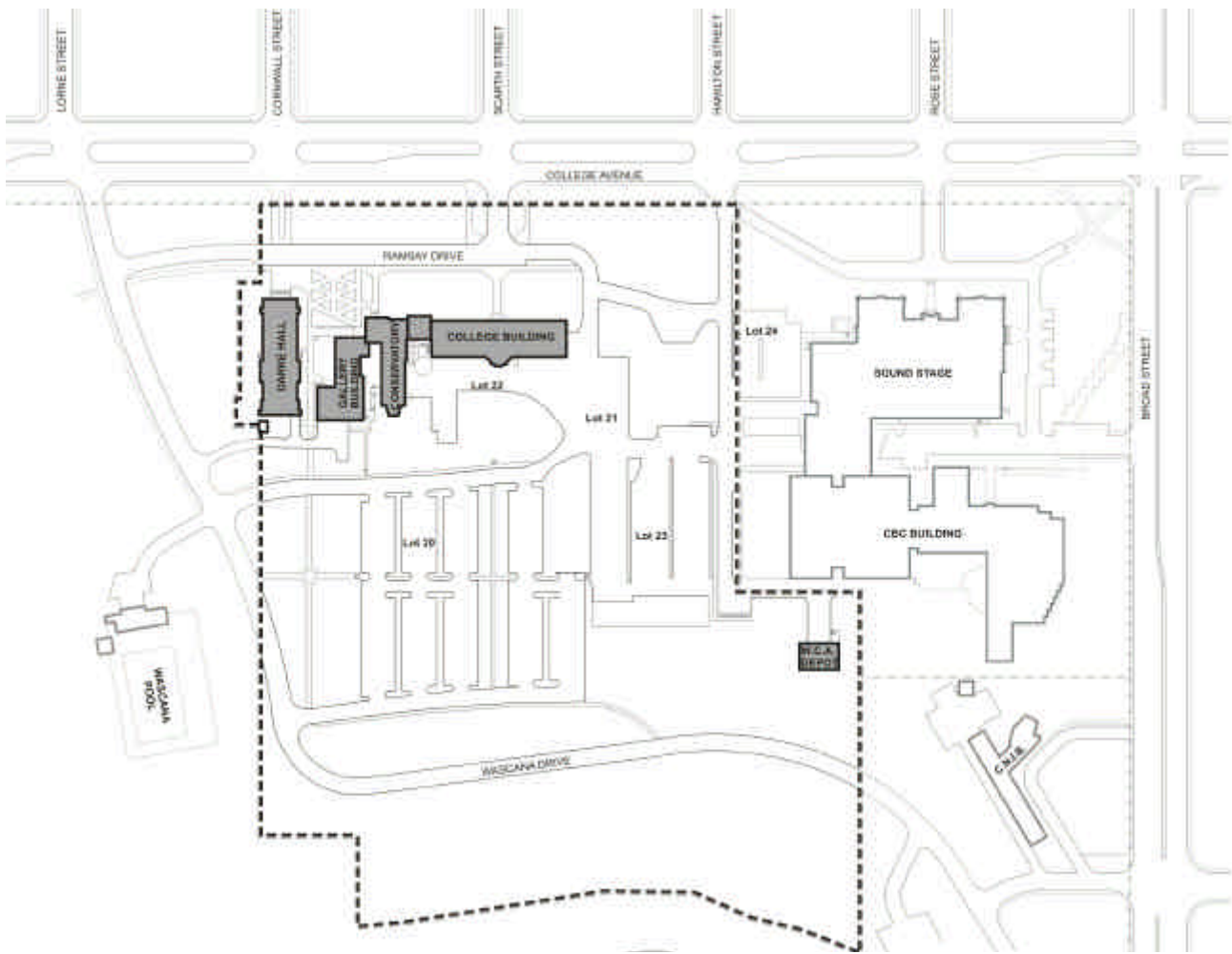
College Building (1912; 60,500 sq.ft. (5,620 sq.m.)), housing the Centre for Continuing Education;

Conservatory (1925; 33,100 sq.ft. (3,075 sq.m.)), housing the Conservatory of Performing Arts;

Gallery Building (1952; 20,500 sq.ft. (1,904 sq.m.)), housing the Seniors Education Centre and Saskatchewan Institute of Public Policy; and

Darke Hall (1925; 26,500 sq.ft. (2,462 sq.m.)), containing a recital hall/performance theatre and practice rooms.

These are for the most part heritage buildings, clad in brick, in a collegiate Gothic style, surrounded by generous treed grounds. The large parking lot to the south of the buildings is slightly depressed and surrounded by landscaping which conceals the cars, so that the lot, although large, is well-integrated into the landscape.



30. College Avenue Campus

The Main Campus

The Main Campus lands north and east of Wascana Parkway are approximately 270 acres (110 hectares) in extent. Most of the campus buildings and parking lots are contained within the University Drive ring road on approximately 90 acres (36 hectares); the fields take up about 25 acres (10 hectares), the Research Park Phase One area is about 86 acres (35 hectares) and the FNUC land about 30 acres (12 hectares).

The buildings within the ring road form a rough circle around an open space called the Academic Green. Working counter-clockwise from the north-east, they are:

The Language Institute (1991; 80,600 sq.ft. (7,490 sq.m.)), consisting of a two-storey base and six-storey residence tower above, clad in Tyndall stone “bricks”. It contains offices, seminar rooms, a theatre, dormitory rooms, and a cafeteria to serve residence students and others.

Administration Humanities Building (1973; 110,000 sq.ft. (10,220 sq.m.)), four storeys over a one-storey podium base, clad in pre-cast concrete, containing offices and seminar rooms surrounding an interior atrium space. It houses the main administrative offices of the University, the Faculty of Graduate Studies and Research, a number of departments of the Faculty of Arts, and Printing Services.

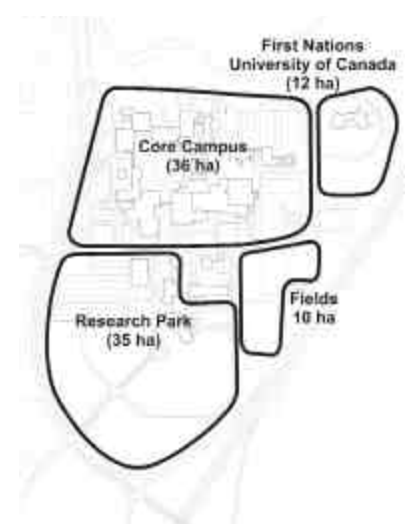
The Dr. John Archer Library (1968; 137,800 sq.ft. (12,800 sq.m.)), four storeys of book stacks over a podium base with a central two-storey reading room. This is one of the original Yamasaki buildings, of a stripped down, faintly stylized Gothic-inspired “modern” style.

Classroom Building and Lecture Hall (1965; 119,500 sq.ft. (11,100 sq.m.)), three storeys over a one-storey podium in similar architectural style and cladding to the Library. It houses lecture theatres, computer labs, and the main offices and a number of departments of the Faculty of Arts.

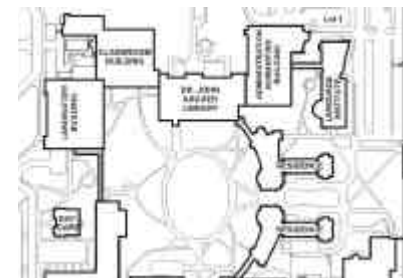
Laboratory Building (1965; 137,800 sq.ft. (12,800 sq.m.)), three storeys over a one-storey podium in similar architectural style and cladding to the Library. It houses the main offices and a number of departments of the Faculty of Science, as well as classrooms.

College West (1973; 240,300 sq.ft. (22,325 sq.m.)), a six-storey brown brick clad building, housing the College West Residence on the upper floors, and on the lower floors several departments of the Faculty of Science, the University Bookstore, the Health Clinic, the University Club, the Saskatchewan Police College, Parking Services, Security, and the Gabriel Dumont Institute.

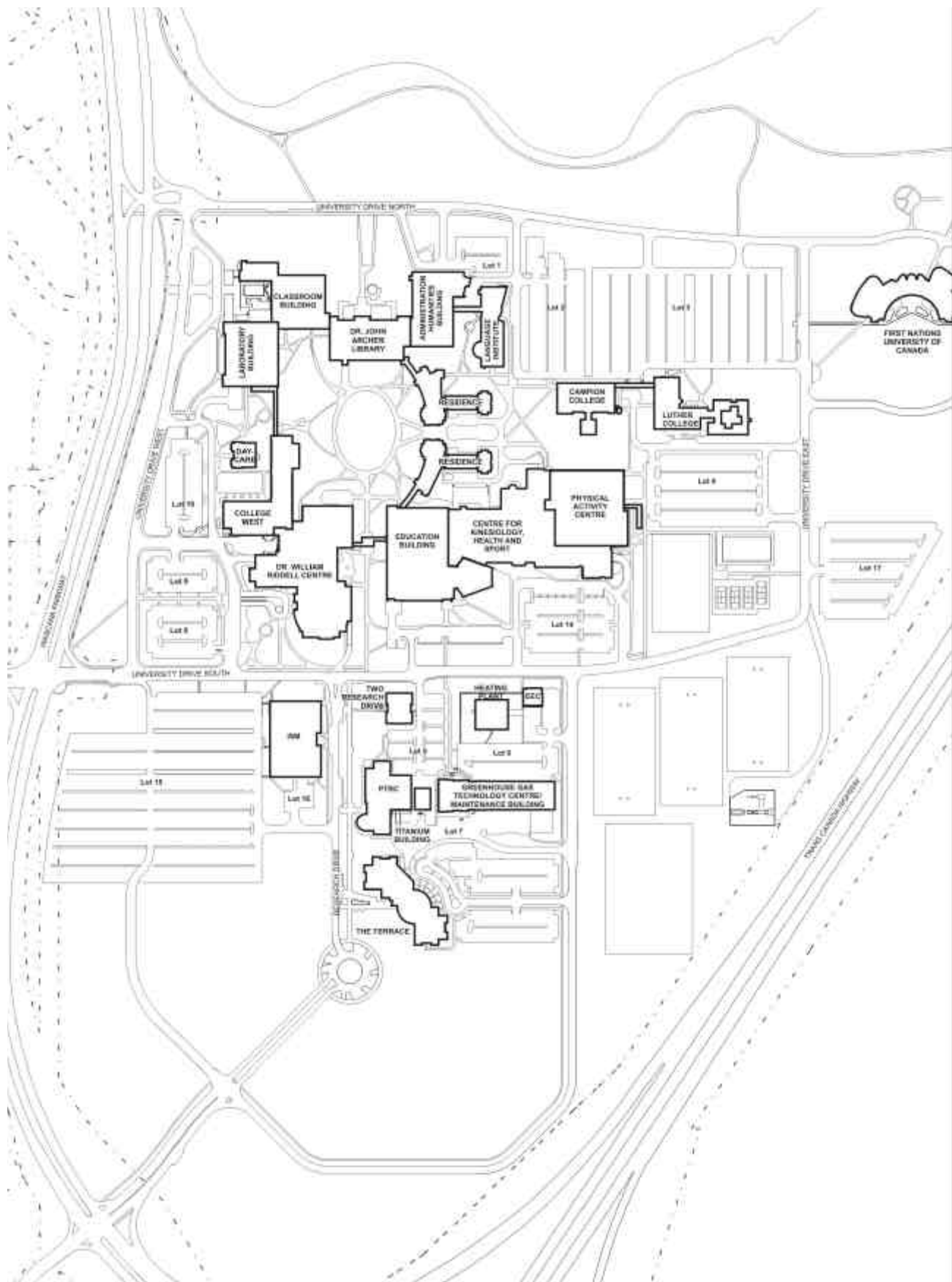
Day Care Centre (1993; 6,400 sq.ft. (595 sq.m.)), a one-storey residential style building housing two day care cooperatives.



31. Main Campus Areas



32. North-west Area of Campus



33. The Main Campus Today



34. *The Main Campus and Research Park Looking South West - 2003*

Dr. William Riddell Centre (1996; 282,000 sq.ft. (26,200 sq.m.)), a two-storey precast concrete and glass building, the main social hub of the campus, housing a food court and commercial spaces, the Students' Union, many Student Service offices, and the Faculty of Fine Arts, including both an "environmental" and a proscenium theatre, with underground parking for 100 cars.

Education Building (1969; 225,300 sq.ft. (20,930 sq.m.) plus in 2002 a 5th and 6th storey; 68,000 sq.ft. (6,300 sq.m); totalling 293,300 (27,230), six storeys above a one-storey podium; upper storeys clad in light pre-cast concrete, lower podium base clad in exposed aggregate concrete. This building houses the Faculties of Education, Engineering, Administration, and Social Work; Information Services; the Department of Media Production and Studies; AV Services; classrooms; and a large auditorium.

Centre for Kinesiology, Health and Sport (to be completed 2004; 260,000 sq.ft. (24,150 sq.m.)) two-storey metal panel and glass building housing a triple gym with spectator seating, classrooms, laboratories, lecture theatres, a running track, the Dr. Paul Schwann Centre, sports medicine, physiotherapy, movement studios, and underground parking for 240 cars.

Physical Activity Centre (1967; 95,600 sq ft. (8,880 sq.m.)), two-storey high volume building clad in pre-cast concrete. It appears as a "box" over a one-storey podium. This building houses the Faculty of Kinesiology and Health Studies, including gymnasias and pool.



35. Main Campus Looking North - 2003

Residence Buildings (to be completed 2004; 317,500 sq.ft. (29,500 sq.m.)), finished externally with buff and grey, split face Tyndall stone and buff, sawn faced Tyndall stone, featuring glazed tower corners and pedestrian concourse. Two twelve-storey towers, connected with an underground pedestrian concourse, flanked by five storey north, south and east wings, housing 692 residence beds in apartments and dorm rooms. The north-south wings curve to reflect the shape of the Academic Green promenade.

Campion College (1967; 61,700 sq.ft. (5,730 sq.m.)), four storeys over one-storey podium clad in pre-cast and in situ concrete. It houses Campion College, a Jesuit College federated with the University.

Luther College (1971 plus extension 1991; 113,400 sq.ft. (10,535 sq.m.)), two and four storey complex housing a residence, cafeteria and Luther College, a Lutheran college federated with the University.

First Nations University of Canada (2003; 140,000 sq.ft. (13,000 s.q.m.)) unique, curvilinear, cantilevered terraced four storey building housing the First Nations University of Canada, designed by Douglas Cardinal. Exterior clad in split-face Tyndall Stone.

Central Heating Plant (1967; 28,800 sq.ft. (2,675 sq.m.)), distinctive and architectural award-winning pitched-roof building housing the central heating and cooling equipment for the campus.

Emergency Energy Centre (to be completed 2004; 4210sq.ft. (391 sq.m.)) one and a half-storey building housing four generators.



36. Main Campus and Research Park Lands Looking North East - 2003

Maintenance Building (1972; 38,700 sq.ft. (3,595 sq.m.)), and **Greenhouse Gas Technology Centre** (2002; 35,000 sq.ft. (3,250 sq.m.)), three-tiered glass and metal-clad addition on the west end of a one-storey brick building partially depressed into the grade on the north side. It houses the Department of Physical Plant, including Central Receiving, and Greenhouse Gas Technology Centre labs and offices.

Student Engineering Garage (1992; 1,300 sq.ft. (120 sq.m.)), for student research.

ISM Building (1990; 86,200 sq.ft. (8,010 sq.m.)), two-storey “high-tech” glass and aluminum building housing Information Systems Management offices. This was the initial building in the University’s research park.

Two Research Drive (1994; 11,000 sq.ft. (1,020 sq.m.)), one-storey “high-tech” glass and aluminum frame building housing a number of small research entities.

Petroleum Technology Research Centre (2000; 70,000 sq.ft. (6,500 sq.m.)), three storey tyndall stone and metal clad office/laboratory/pilot plant facility houses the National Research Council, Saskatchewan Research Council, a number of University of Regina institutions, and the PTRC.

Titanium Building (2004; 4250 sq.ft. (395 sq.m.)), three storey metal clad pilot plant facility housing the Titanium Corporation Inc.

The Terrace, Research Park (2000: 124,000 sq.ft. (11,500 sq.m.)) a three storey Tyndall stone clad building, with a unique central glass Rotunda reaching almost four stories in height to a large round skylight. It is a multi-tenant, multi-purpose building focused on the information technology industry. It is the focal point and signature building of the Regina Research Park, which owns and manages this building and the remainder of the Regina Research Park.

Campus Infrastructure

The campus infrastructure consists of roads, paths and underground utilities including piped steam for heating and chilled water for cooling, water, gas, sanitary sewers, and storm drainage.

Road Systems: The campus is served by two primary roads: the looped perimeter University Drive north, east, south and west, and Research Drive. Secondary routes feed into parking lots and building entrances.

Paths: The path system within the main campus area provides a number of pedestrian routes between building entrances and other destinations. Some roads have sidewalks, many do not. There is also a trail system along the lakefront which connects into the larger Wascana Centre trails.

Heating/Cooling Service Tunnels: A tunnel system extends from the central heating plant to service most of the campus buildings.

Storm Drainage: The main campus drains through two trunk lines directly into Wascana Lake and does not interconnect with the City system. The lake therefore acts as a storm water management facility.

Sanitary Sewers: The main campus system ties into the City system on the west side. The College Street system ties into the City system on College Avenue.

Utility "Corridors": The major underground utility corridors parallel the west, north, east and south drives. The west and south drives corridors also include a high-pressure natural gas line which should only be realigned if it would result in major campus planning benefits.



37. Main Elements of Underground Services

Other University Facilities

Technology Development Centre (Grant Road Fire hall transferred to University in 1991; 6,600 sq.ft. (613 sq.m.)), one-storey timber construction; an incubator research facility accommodating University Research Facilities.

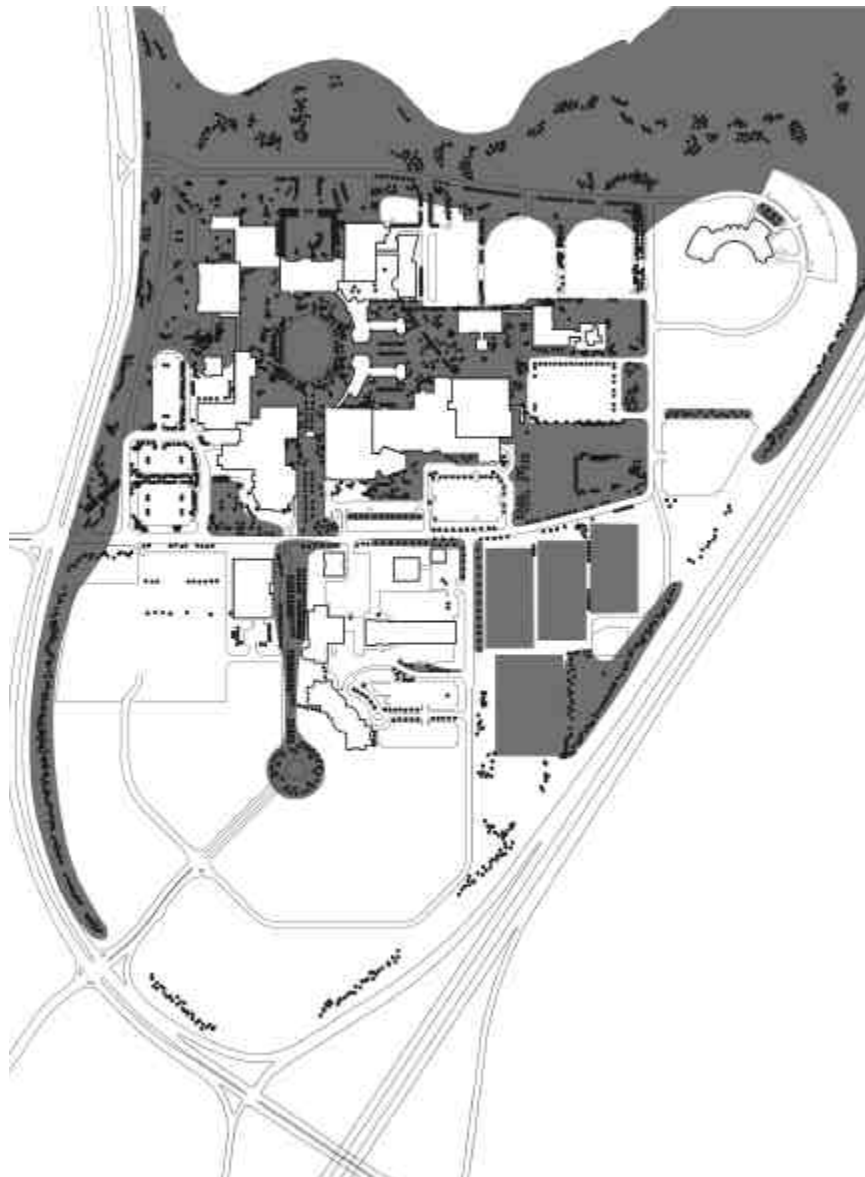
Community Education Centres - Saskatoon (3000 sq.ft. (280 sq.m.), leased in St. Andrew's College, University of Saskatchewan), Prince Albert (2000 sq.ft. (185 sq.m.), leased in Woodland Academic Centre, SIAST), off-campus locations for the Faculty of Social Work. They house offices, classrooms, and communications labs.

Cypress Hills Field Research Station - near Fort Walsh National Historic Site (1973; 1640 sq.ft. (150 sq.m.)), three University trailers on leased Saskatchewan Government land house a wet lab and living accommodations.

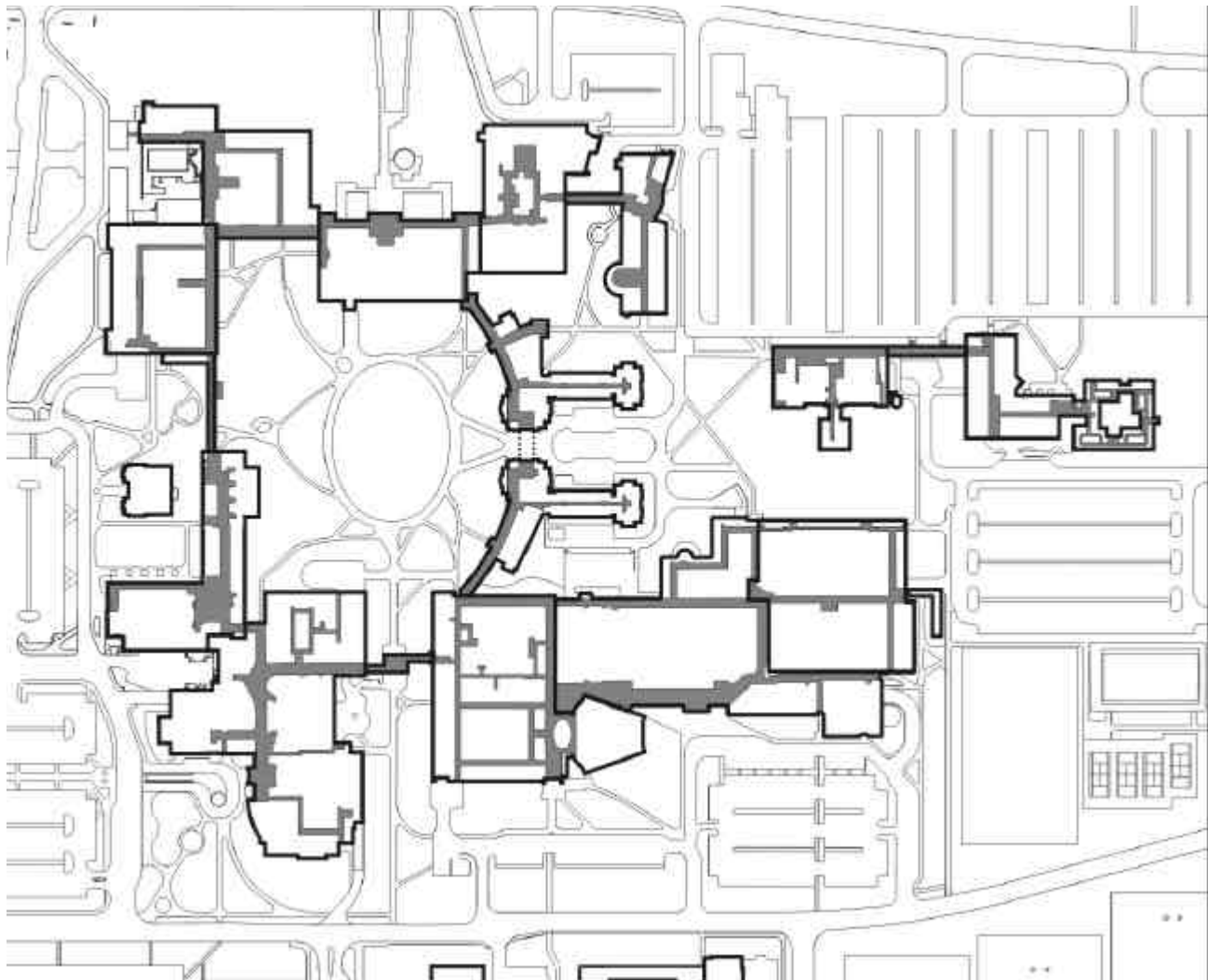
Boundary Dam CO2 Pilot Plant (2000; leased), three and a half trailers at Boundary Dam Power Station near Estevan house offices and the CO2 capture pilot unit.

Landscape

The University is located within Wascana Centre, which is one of the world's foremost examples of an extensive planned landscaped development area. Parts of the campus were landscaped over thirty-five years ago in the initial enthusiasm at the establishment of Wascana Centre and are today great assets of the campus. These are the areas facing the lake and Wascana Parkway as well as, to a somewhat lesser extent, the treed areas south of Campion College and the surrounds to the fields and courts east of Physical Activity Centre. In 2002, extensive landscaping occurred as a result of 288 mature trees being relocated from the central campus areas to less developed landscaped areas, including the north-south pedestrian spine, University Drive South, East Loop Road, First Nations University of Canada, and Lot 17. Other relatively recent landscapes of note are the entrance garden to the Riddell Centre, the Research Park Drive streetscape, and the new Academic Green and Residence landscapes (currently under construction).



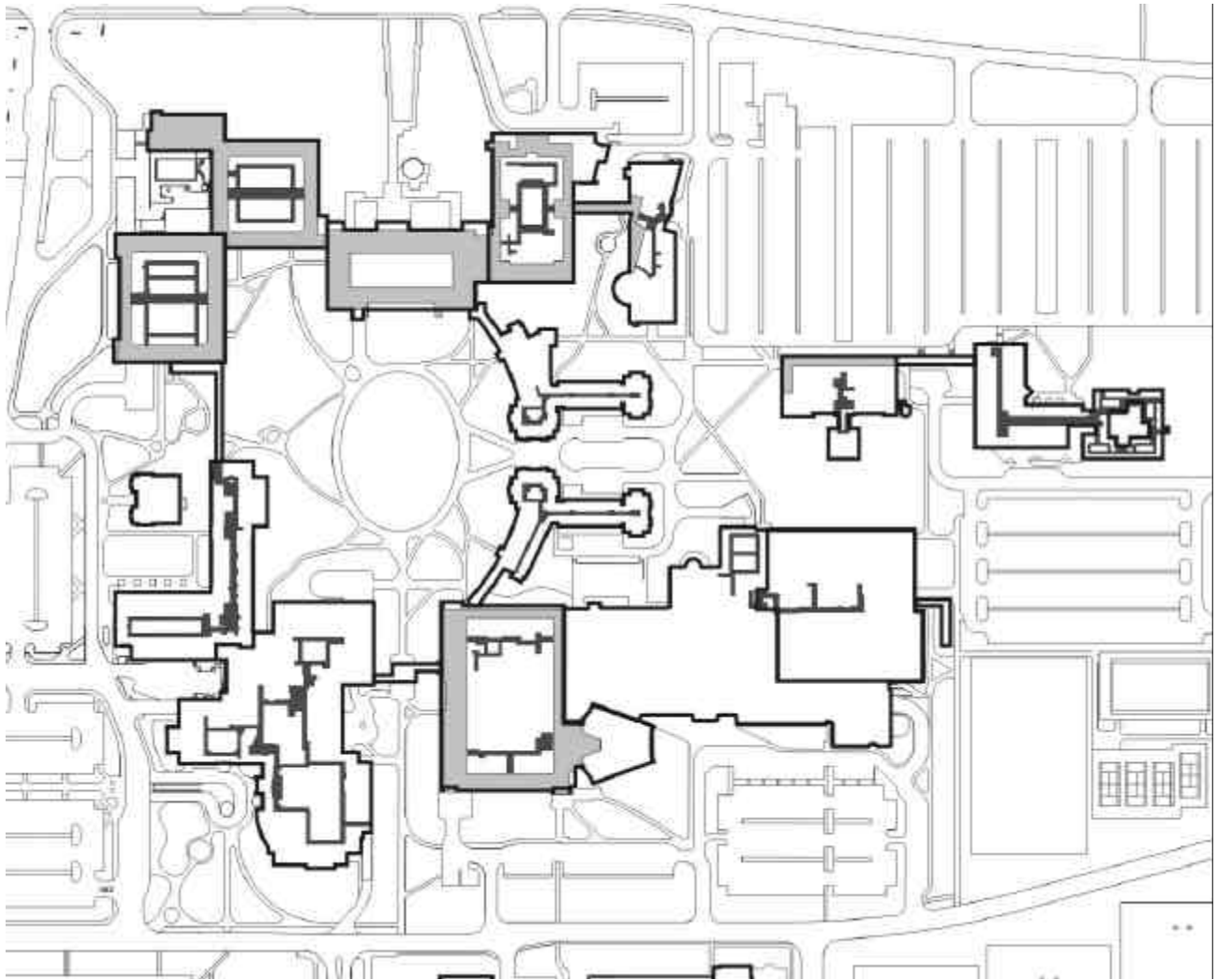
38. *Areas of Significant Landscape Value*



39. *Ground Level Pedestrian Concourse System*

Pedestrian Concourse System

The drawings above and on the next page show the ground and podium level pedestrian concourse system of all the buildings within the University Drive perimeter road. This provides a sense of the interior connective system, as well as the relationship of the building interior with the exterior. The Residence buildings are connected below grade to allow emergency access into the Academic Green.



40. Second Floor (Podium) Pedestrian Concourse System

PLANNING STRATEGIES

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

The strategies are set out in three groups. The first group relates to the site plan or development pattern. It begins with the fundamental role of the various university land holdings, and proceeds through the establishment of campus size, enhancements of the physical environment, the basic structure of parking, built form, landscape, roads, transit, and pedestrian concourses, to ways in which the two main outdoor spaces in the campus and research park should be treated. The group concludes with priorities for early development initiatives.

The second group deals with university policy regarding the Campus environment and the design of buildings to meet various general objectives.

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

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

SITE PLANNING STRATEGIES

Strategy 1

The Main Campus and the Knowledge Corridor

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

A Consolidated Main Campus

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

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



41. Main Campus and Future Adjoining Land Uses

Federated Colleges

Two of the federated colleges, Luther and Campion, occupy the eastern part of the Main Campus and any expansion to them will occur within these general areas. The First Nations University of Canada has recently completed their new building east of University Drive, on land to be dedicated as an Indian Reserve.

This move east of the ring road makes the First Nations University of Canada building a special case, since it will not fully comply with the principle of consolidation. The institution has chosen to favour an enhanced sense of identity (obtainable through a separate site with Reserve status and distinctive architecture) over close connection to the rest of the campus. It will, therefore, remain somewhat isolated from other buildings for a considerable period of time. In the long term, however, it will be more adequately connected as the rest of the campus grows toward it.

Campus East

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

An Adjacent Research Park

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

South of Wascana Parkway on either side of the Trans Canada Highway are designated for secondary and tertiary Research Park expansion.

Saskatchewan Institute of Applied Science and Technology

SIAST occupies land adjacent to the University of Regina Campus East and as such, extensive joint planning on these lands will continue. A road, pedestrian and cycle route passing under the Trans-Canada highway to connect the academic core with the east campus area will enable ease of linkage between SIAST and the University until the University begins to formally develop Campus East.



42. Campus East Demonstration Plan Showing Proposed Highway Underpass and Connections to SIAST



44. Research Park Phases



43. Existing Main Campus in Relation to SIAST

Strategy 2

College Avenue Campus

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

"It is important to the University to have a downtown presence; the College Avenue land should not be surrendered. Examples of possible uses are: an expanded University Extension Centre, an executive training centre; Continuing Education program location for the downtown community; the Saskatchewan Institute of Public Policy. The downtown presence adds value to the University/community relationship."

Administration Member

"The idea of maintaining the downtown campus is to forge a link between "town and gown" and to focus on activities that do not require Main Campus student support services."

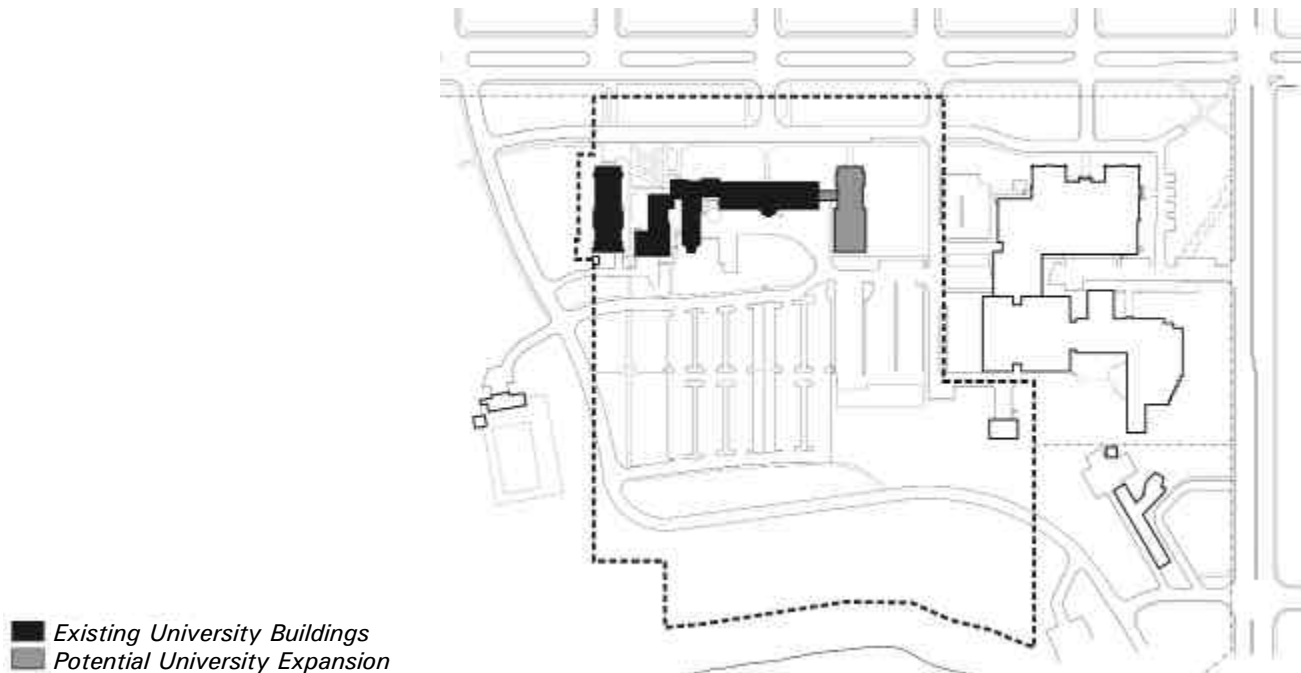
Faculty Member

The College Avenue Campus is a great asset to the University in maintaining and enhancing links between "Town and Gown". It forms an identifiable location for extension programs well-liked by its clients, contains attractive heritage buildings, and is very conveniently located close to the downtown core. The major disadvantage is the high cost that would be incurred if the buildings were fully upgraded to current Building Codes.

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

The expectation of Continuing Education is that the programs could utilize the entire building complex within the next five years, and if trends continue, another building may be required after that. This could be located on the land between the College Building and the old Fine Arts Building.

The old Fine Arts Building has been developed along with the CBC Building as a "Sound Stage" Facility. The University is a partner in this venture, and will have some lab/classroom space in the renovated facility.

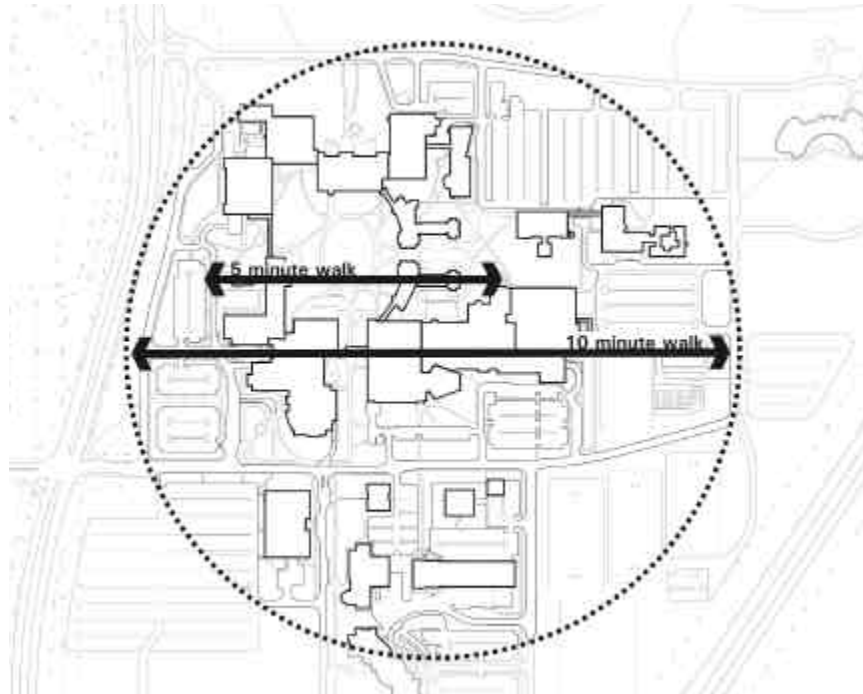


45. College Avenue Campus and surrounding area

Strategy 3

Compact Campus Size

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

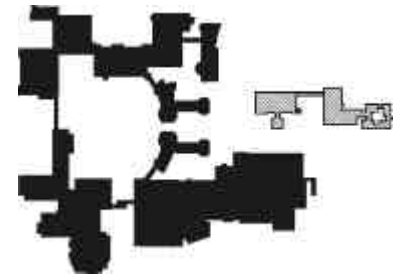


46. The Compact Campus—10 min. (750 m) and 5 min. (375 m) Walking Distances

All of the existing academic buildings are within a ten minute walking circle and most are within a five minute circle. However, because of the reliance on the climate-controlled indoor pedestrian concourse system through much of the academic year, the unconnected buildings (Campion and Luther Colleges) are perceived to be isolated and distant from the rest. The new Residence completes the interior connections around the Academic Green by joining the Library with the Education Building, and the new CKHS incorporates the Physical Activity Centre into it and links it to the Education Building. Future opportunities exist to close the gaps and connect Campion/Luther with the North Residence and the northeast corner of the CKHS.

There is considerable advantage and convenience in having a compact and cohesive group of buildings which is sized to allow ten minute class changes and which puts all the constituent parts of the campus, including residences, within easy reach of every member of the campus community.

A compact, tightly knit campus is an achievable goal for the University of Regina. Accordingly, expansion at the periphery of the campus will only be considered when other possibilities have been exhausted. Preference will be given to central development sites which can be connected directly with the indoor concourse circulation system. Of these, the

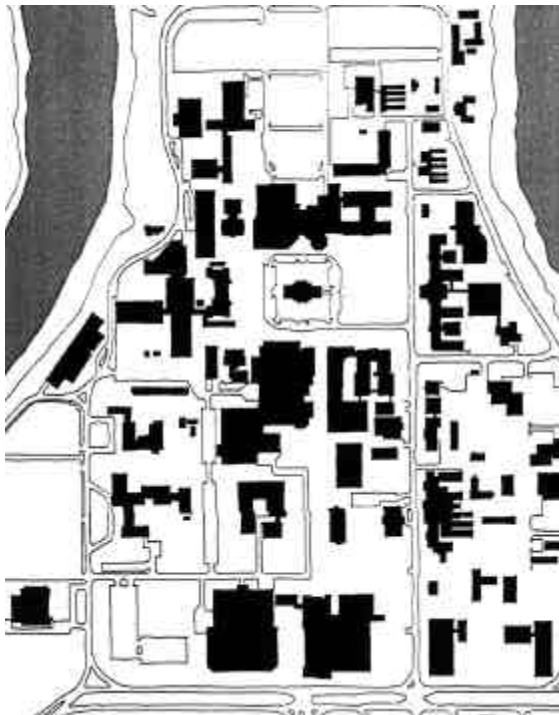


47. Connected and Disconnected Campus Buildings

"The campus should stay compact."

Faculty Member

highest priority will be placed on those sites where new development could link presently unconnected buildings and create a cohesive main campus grouping. Expansion at the periphery shall be directed at functions such as Research and Administrative Support.



University of Manitoba



University of Alberta



University of Regina



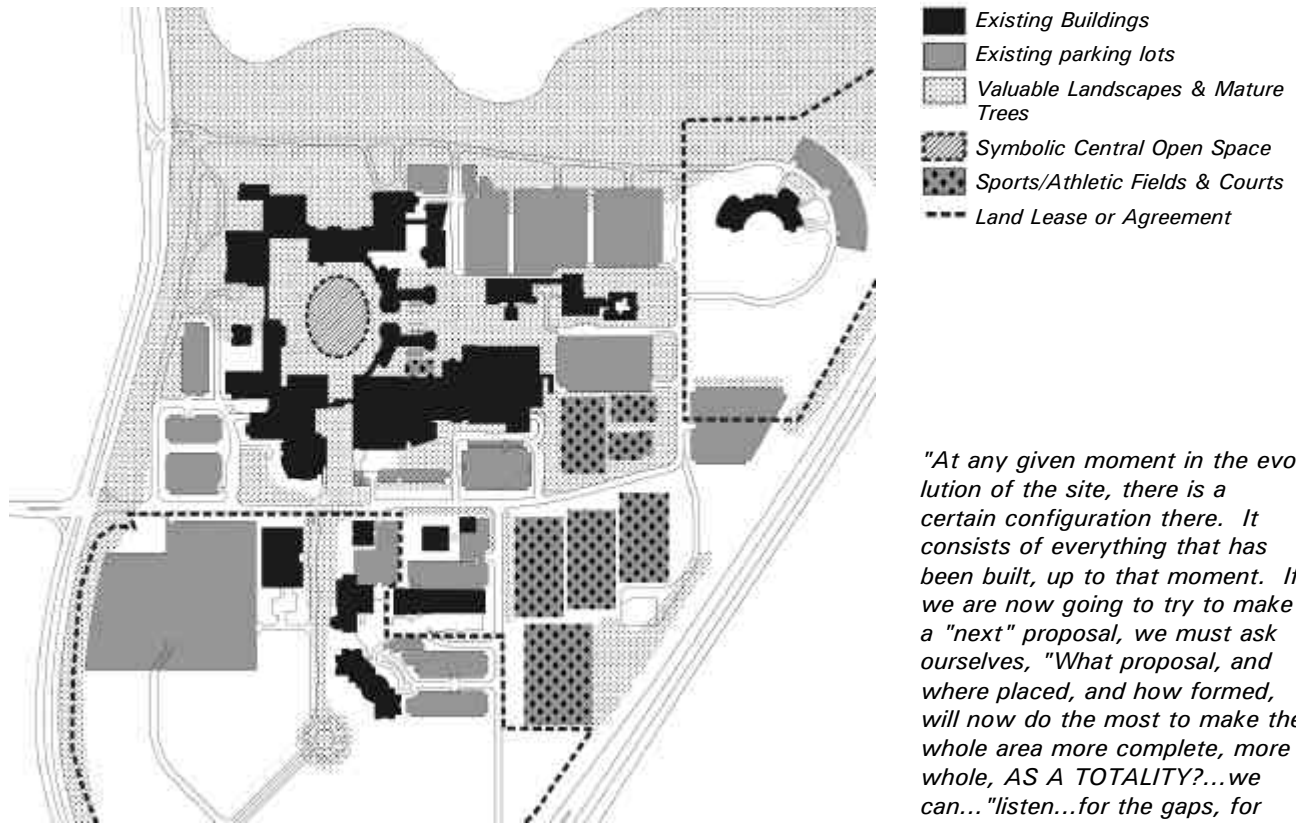
University of Saskatchewan

48. Current Building Footprint Size Comparison with Other Western Canadian Campuses (all maps to the same scale)

Strategy 4

Enhancing Physical Assets

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



49. Physical Assets of the Campus

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

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

"At any given moment in the evolution of the site, there is a certain configuration there. It consists of everything that has been built, up to that moment. If we are now going to try to make a "next" proposal, we must ask ourselves, "What proposal, and where placed, and how formed, will now do the most to make the whole area more complete, more whole, AS A TOTALITY?...we can..."listen...for the gaps, for the lack of wholeness, and then do what we can to mend it, by doing one thing which does more than any other to make the entire more whole."

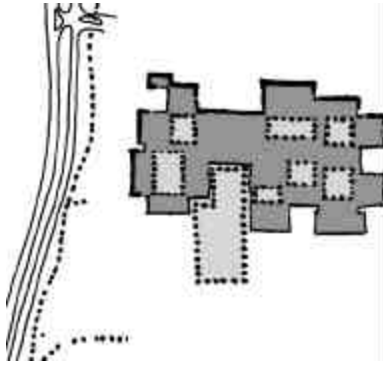
"This is the essence of any authentic vision...you will realize that in this process, there is little room for anything which is personal in the egocentric sense...your vision is a product of the...site, not a product of your whimsy or your fantasy."

Christopher Alexander "Note to Students" in A New Theory of Urban Design, 1987

Strategy 5

Spatial Structure

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.



50. Spatial Structure of Original Campus Plan

The original planners of the University had in mind an academic campus with a primary frontage to the lake, a central focal mall, a pattern of outdoor courtyards and a network of pedestrian linkages – all developed in a very compact form. The building complex was to be approached primarily from the north and only secondarily from the centre. Today, the pattern of courtyards and mall has been replaced by the academic green, contained by the backs of buildings. While most of the everyday activity is around the green, the lake frontage is still the most beautifully landscaped, and the most frequently photographed.

The basic campus structure, projected to a full build-out of the site, should retain the academic green at its core as a focus and organizing agent for the surrounding linked buildings. Additions to these buildings could be organized to establish smaller, wind protected courtyards at the periphery of the green, which also act as a way of connecting indoor and outdoor activities. From this core, major landscape links should extend south to connect with the buildings of the research park and east to act as the spine for future campus growth and to connect to the First Nations University of Canada.



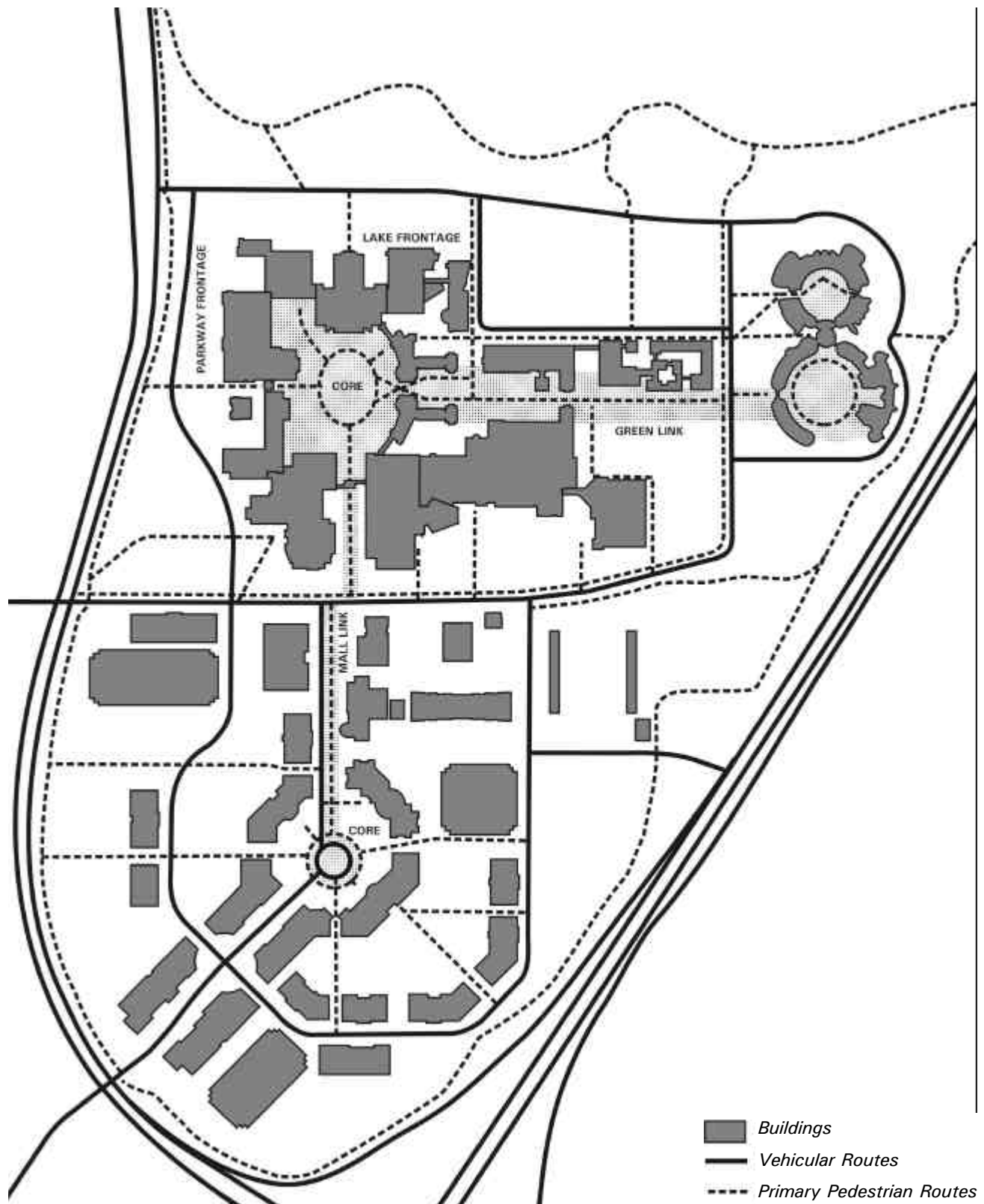
51. Inverted "L" formed by the building group

The entire building group forms an inverted "L", with primary edges or frontages facing the lake to the north, and the parkway and community beyond to the west. Active outdoor recreation facilities and sports fields are located in the indent of the inverted "L" where they are within easy reach of most buildings.

Secondary systems of trails, roads and parking are overlaid on this primary spatial structure.

"I think the lake frontage view is quite attractive for the University, but the parkway frontage is not... Aside from the Highway No. 1 view the most travelled view for the public is the Parkway frontage."

Faculty Member

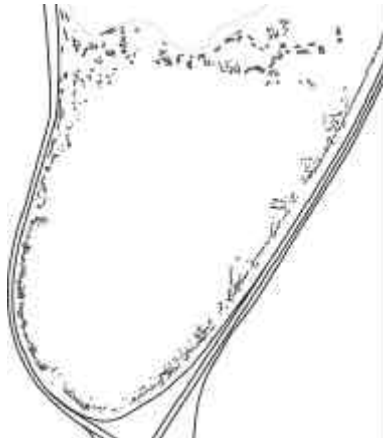


52. Proposed Spatial Structure Diagram

Strategy 6

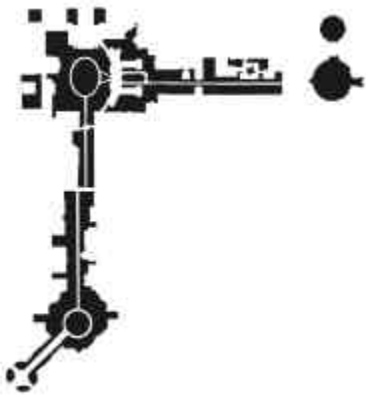
Landscape Structure

Campus landscapes will reinforce the spatial structure and circulation system of the campus as well as provide pleasant places to relax, view and play. Buildings will be sited and designed to define and animate meaningful outdoor spaces.



53. Pastoral Landscape Areas

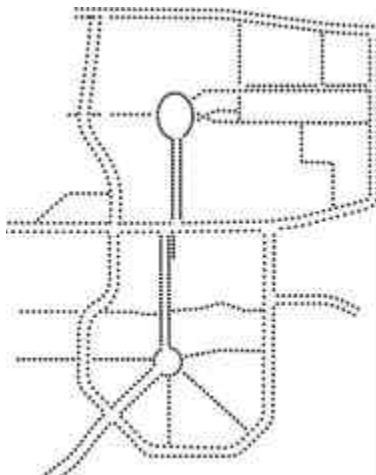
The proposed landscape structure has its origins in the existing landscape and should consist of several distinct landscape types. First, there is the well developed scenic landscape that is the Wascana Centre setting of the university and is primarily associated with the lake, parkway and highway “buffer”. Second, there are the “spatially positive” courts, shaped and contained by building form. Third, there are the landscapes which reinforce directional routes, such as streets and the university mall. Fourth, there are ameliorating landscapes which reduce the scale and harshness of parking lots. Fifth, there is the open landscape of fields. Each of these landscapes has its particular characteristics which should be reinforced as they are implemented.



54. Contained Courts and Links

At the larger scale, the campus buildings will be seen as a singular composite form situated within a pastoral landscape setting, as are other buildings within Wascana Centre. The major components of this pastoral landscape (i.e. the lake frontage north of the University buildings and parking lots and the Wascana Parkway buffer zone) should be protected and not be built upon.

Within the proposed composite form is a hierarchy of contained spaces, the largest of which is the academic green, surrounded and linked to smaller courtyards, each of which provide a focus for particular parts of the campus.



55. Route Reinforcement

The series of landscapes which are internal to the building groupings should be visually connected to the larger landscape setting of the campus through selected "corridors". Some corridors presently exist; along the roadway east of the Language Institute, at University Drive East, at University Mall and east of the CKHS.

Additional "inside-to-outside" visual connections should be made: On the west side of the Academic Green, an opportunity exists to create a glazed "gateway" by replacing the existing College West/Lab Building concourse corridor with a new link (perhaps similar in design to the link between University Centre and Education).



56. Proposed Landscape Structure Diagram

Green spaces on the campus are a very positive aspect and should be retained. There should be additional bicycle connections. There should be additional park benches on the Academic Green, some of which could circumscribe a tree for example. There should be additional artwork on campus. Lighting should be improved to reduce the number of scary places."

Faculty Member

"I have been at the campus for 22 years now, and only recently have students begun to use the Academic Green for social purposes."

Faculty Member

Strategy 7

Road and Path Structure

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

"We should keep cars out of most of the campus. They should go around the perimeter."

Administration Member

"Something should be done about students crossing the road every which way between Kramer and the University Centre. It's dangerous for both drivers and pedestrians."

Staff Member

The structure of buildings and open spaces is served by a network of roads and walkways. The organization of roads and walkways serving the main university campus and the Research Park are somewhat different, reflecting the unique requirements of each.

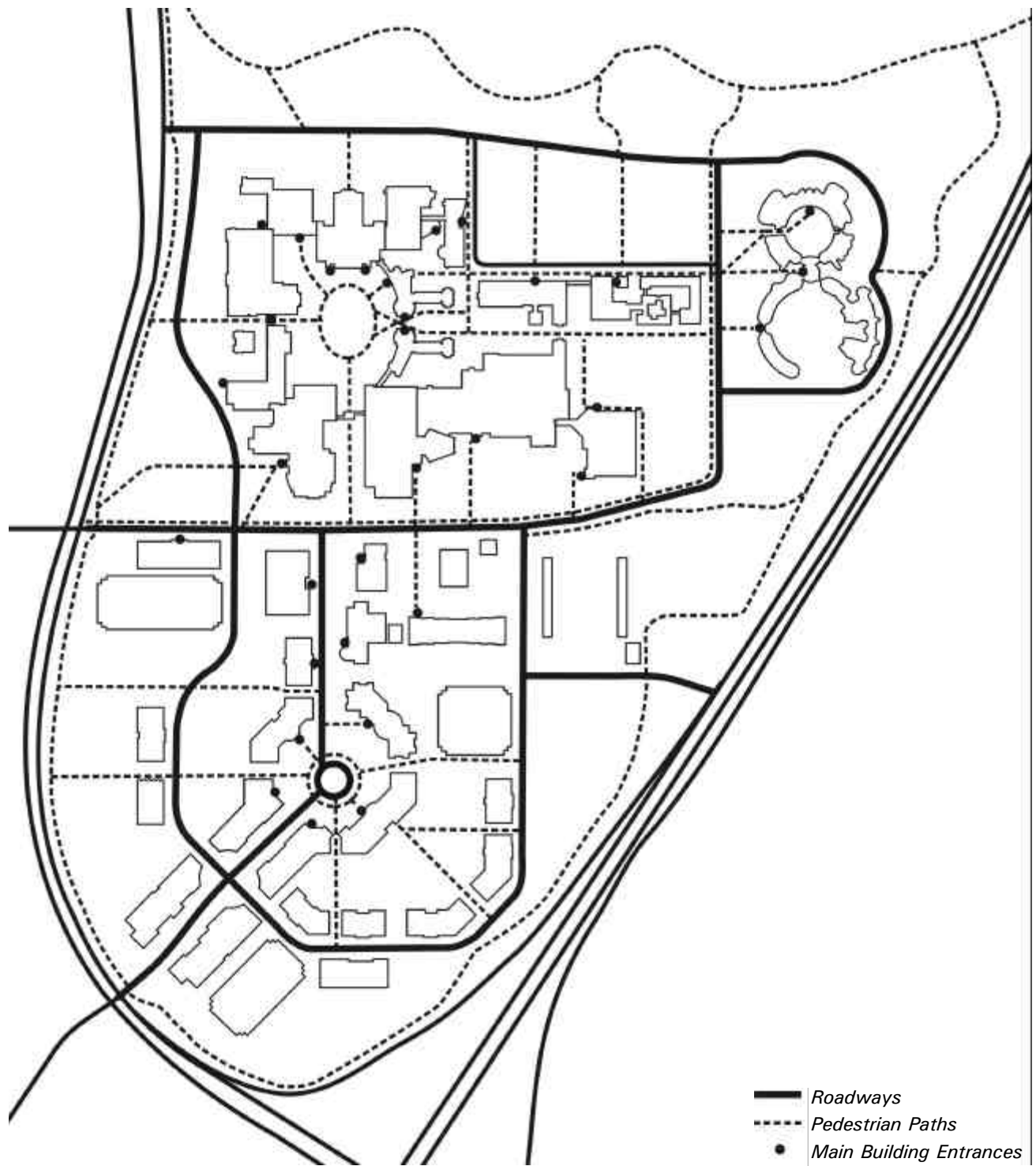
The academic campus is a destination for students, faculty and staff who, having arrived, generally have no further need for a vehicle. Once there, however, people must be able to move freely on foot between buildings. Recognizing this, a loop road with associated parking lots is developed around the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

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

Service and emergency vehicles should access buildings primarily from the loop road, or where this is not possible, via combination service road/pedestrian paths within the central campus green space.

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

The walkway system in the Research Park is also more closely aligned to that of a conventional business park. The key components are sidewalks along both sides of the streets and pedestrian connections to the trail system around the campus and beyond.



57. Proposed Movement Structure Diagram

Strategy 8

Parking

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

“The availability of parking at Regina was a factor in my decision to come here rather than Saskatoon. I think this is true for quite a few students”

Student

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

The availability of parking has been identified as a competitive advantage for our campus over other institutions that are unable to provide parking for their students, faculty and staff. Ensuring parking availability for faculty and staff was described as a priority for the Parking Services Office by the senior administration.

The footprints for surface parking on campus are large and considered to be unattractive and therefore undesirable.

As enrolment continues to increase and new buildings are constructed, demand for parking will increase, while the supply of open land will diminish. As further growth occurs, there are choices:

1. Manage demand by increasing the use of transit.
2. Manage demand through pricing.
3. Manage demand with environmentally sensitive incentives for options such as walking, biking, and car-pooling.
4. Build underground and / or multi-storey parking structures.
5. Develop surface parking off Campus.

All of these options pose challenges. Managing demand may not meet the needs given the expected growth. Remote parking would be unpalatable during our winters (although it has been forced on other cold-climate universities such as Minnesota). Structured parking, being the most efficient use of land for parking, is expensive but would provide the greatest convenience for users, with the shortest and most comfortable trip between car and pedestrian concourse system. Such parkades can be constructed to have additional functionality such as retail space, or designed to incorporate greenhouses on the sunny exposures to provide light into the parkade levels at the same time as providing attractive and useful space.

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



58. Proposed Parking Strategy




The substantially higher cost to construct structured parking requires a new funding formula. The complete cost for the total pool of parking must be balanced by the entire income; to cover the mortgage costs of parking structures that may increase proportionately in the total supply of parking over time.

The strategy, therefore is to:

1. Introduce whatever further efficiencies are possible in parking use.
2. Manage demand for parking through innovative solutions and attention to innovations within the Parking industry.
3. Encourage and develop more convenient transit service.
4. Price parking in advance so that the additional costs of structured parking are distributed to all parking over a term less than the life of a particular parking structure. The post-mortgage period parking rates would then continue at the same rate to create a parking revenue surplus for self-funding future additional parking structures.



59. A Parking Structure with an Attractive Facade and Ground Floor Retail

-  Parking Structure (Proposed)
-  Underground Parking (Existing)
-  Surface Parking

5. Design campus parking to minimize the footprint of parking, not however, at any expense. Indeed, this should be done only if a reasonable cost can be achieved, much like those costs considered acceptable for realizing other aesthetic considerations in the design of the campus.
6. Increase surface parking on the few places available, where landscape quality is not unduly compromised.
7. Give careful consideration to constructing parking under each new building, if the floor plates can accommodate such construction.
8. Build parking structures with one level below and one level above ground on existing surface lots to be less intrusive for existing views from buildings on campus, or build multi-level parkades if necessary.
9. Build an underpass beneath the highway to access surface parking that may be constructed immediately adjacent on the Wascana East lands.

Strategy 9

Transit Convenience

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

Transit provision and usage follows either a vicious or virtuous circle—reduced service reduces ridership; alternatively, increased ridership provides the financial underpinning for better service. The challenge for the University is to start a virtuous circle to increase transit use and decrease parking need. There are three levers that potentially offer the University at least some control over the situation.

First, the University will improve rider comfort and convenience. This might include constructing a campus road system that enables bus access to convenient bus stops, by establishing heated waiting areas generally within buildings, and by providing good access into the pedestrian concourse system.

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

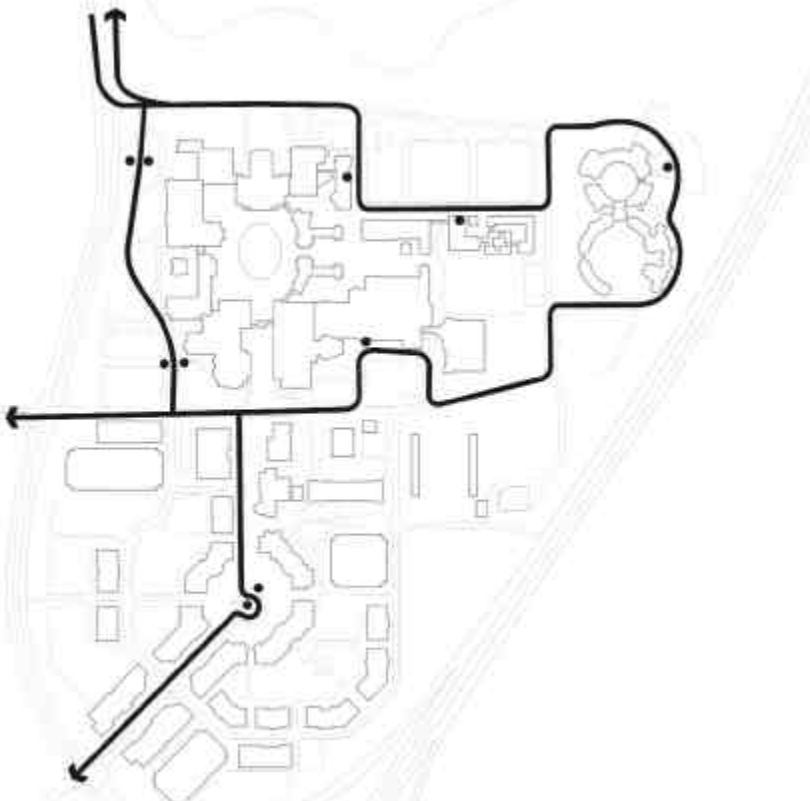
The third level is one which the University is not in a position to use very aggressively, namely the management of automobile use to shift the balance toward public transit.

“One concern I have about this campus is its accessibility to bus stops. All bus stops on campus are a considerable distance from any reasonably warm shelter. I prefer the stop to be at the west entrance of College West, as it was last winter.”

Faculty Member

“Transit waiting shelters should be improved and equipped with emergency phones.”

Staff Member

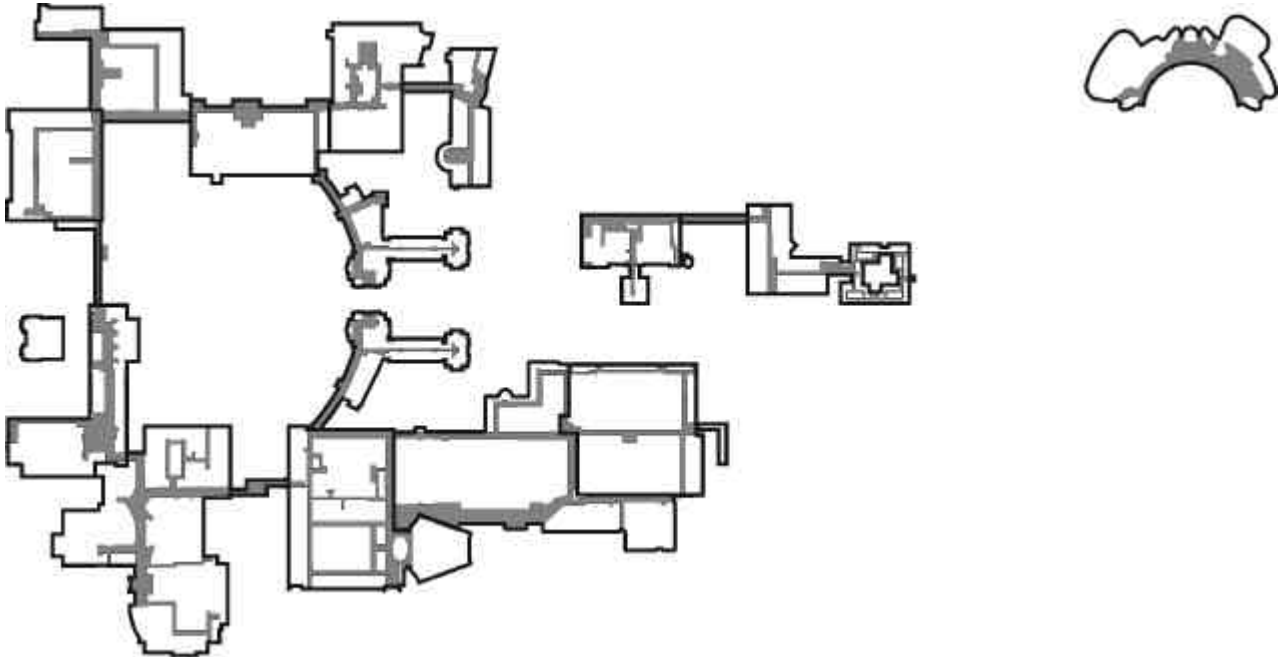


60. Proposed Routes and Stops Close to Building Entrances

Strategy 10

The Pedestrian Concourse System

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



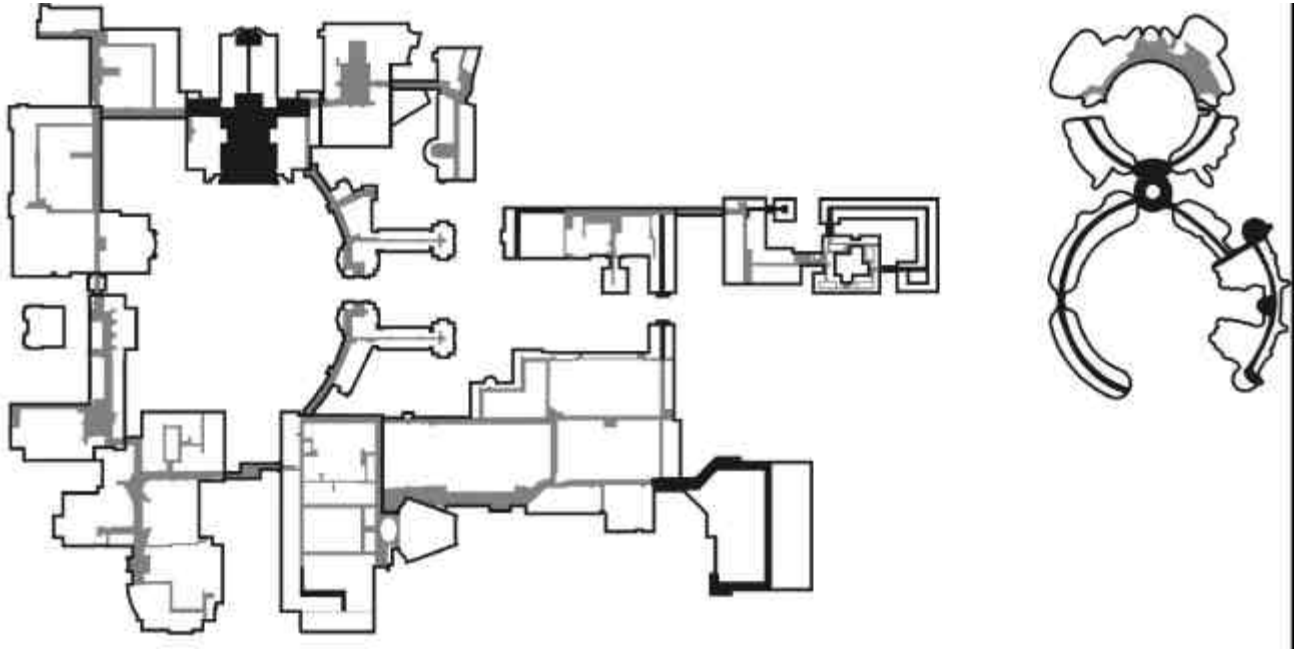
61. Existing Ground Level Concourse Structure

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

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

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

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



62. *Proposed Concourse Structure*

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

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

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

Strategy 11

Outdoor Athletic Facilities

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



63. Proposed Outdoor Athletics Facilities

The University sees athletics and recreation as an essential adjunct to more formal academic and social activities that occur on campus, and an important link with the larger community. Lands and resources should continue to be allocated to maintaining and upgrading these important outdoor facilities. Sports fields require large land areas, some of which are conveniently located on the main campus site. New development should preserve or enhance existing fields where possible. As described in the Campus East Demonstration Plan, additional fields to get a proper balance throughout the University lands could be built on the University lands east of the Trans Canada Highway.

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

Properly accommodating core University activities that occur between September and April and offering the facilities equivalent to that available at universities of the size and maturity of the University of Regina is the highest priority; while providing facilities mainly used in the summer are a lower priority. As an example, with baseball diamonds rarely used during the academic year, one was sacrificed in 2002 for much needed parking. A competitive track complete with an artificial field and spectator seating is also a priority. An artificial field is seen as superior because it can be used for a much longer period of the year at a much higher intensity. To make the artificial field successful, it must be lit for evening and late season use, and have an artificial turf surface for extended usage.

The recent introduction of a women's varsity soccer team and the relocation of the University of Regina Rams football team to the main campus increases the requirement for at least one top quality soccer field and a large football practice field on the main campus. Options for an artificial turf field to extend seasonal use and accommodate the heavy traffic are being explored.

Strategy 12

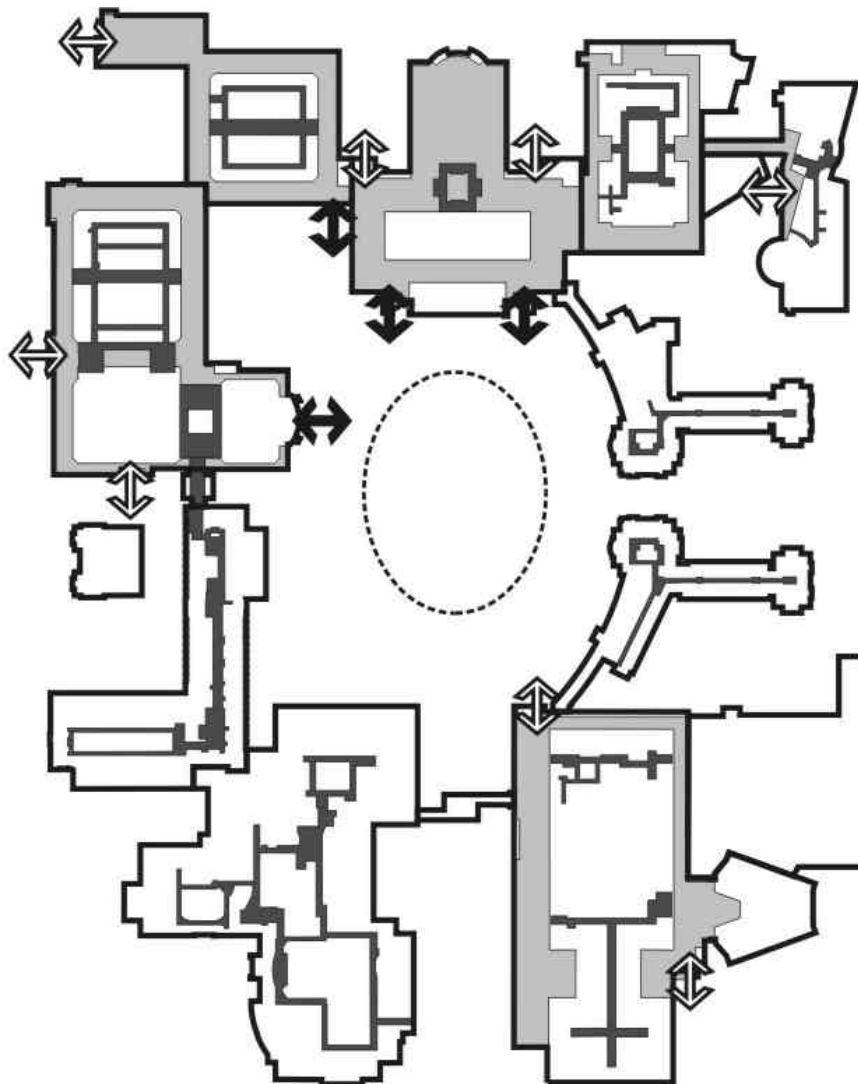
Animating the Academic Green

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.

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

"I have a suggestion stemming from a visit I made to the U. of Montana at Missoula last year. Part of their central "quad" area was made into a multi-functional sports area with a backstop, basketball hoops and goal posts. There were students all over this area visiting, kicking and throwing balls for fun, etc. I imagine part could be made into a rink for winter use. Anyway, it would encourage students, and maybe faculty and staff, to get outdoors, do good physical stuff or just be sociable. Maybe winter 'games' could be held there, e.g. snowman building or ice sculpture contests, hot chocolate socials."

Faculty Member



65. Diagrammatic Plan at Podium Level: New Access to Ground Level

"The Campus Green looks beautiful, but it's too big to serve as a kind of psychological and functional focal point for the campus. Some of the landscaping really discourages people from using outdoor space and cuts off lines of sight from buildings to the Green. I think something should be done to integrate this space with the buildings, to make it attractive for people to enter into during those times of the year when weather permits, and to make it a focal point of identity on campus. Maybe an old fashioned gazebo or bandshell at the centre, complete with events?"

Faculty Member

"For someone who was born on the prairie, I like the idea of open space, uninterrupted by trees or landscaped courtyards."

Faculty Member

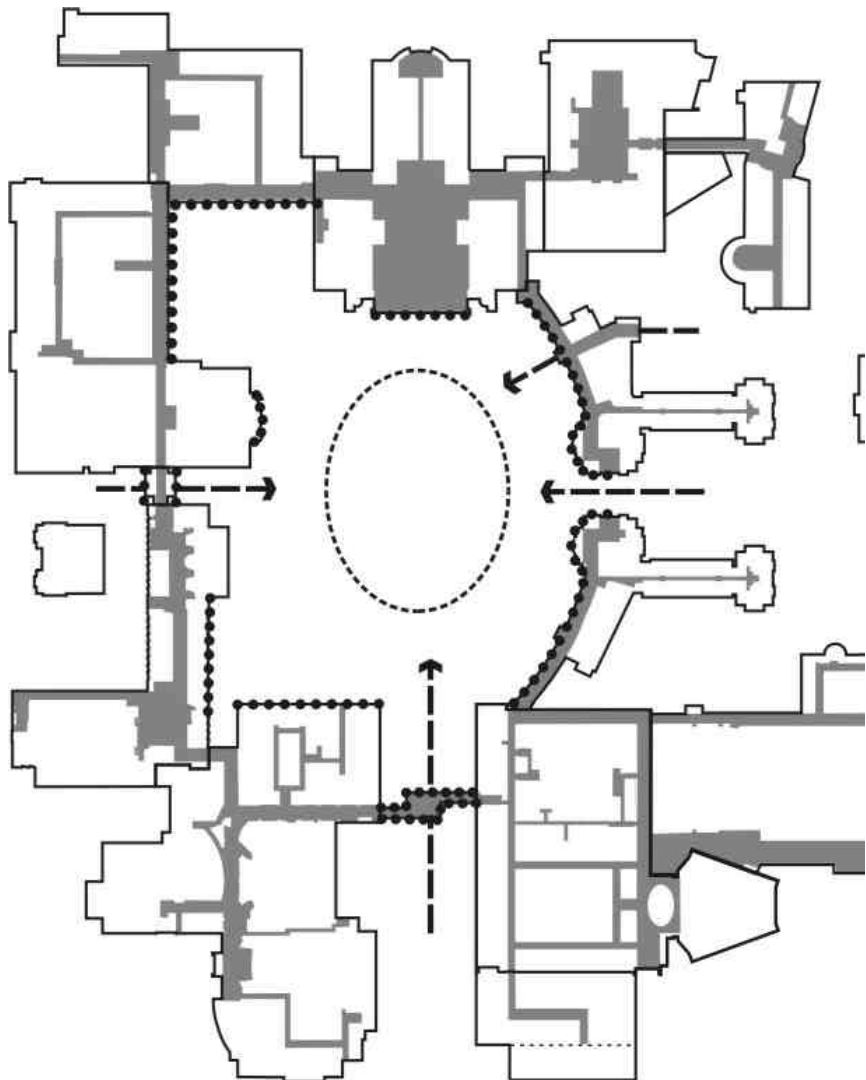
"The podiums should be more accessible with frequent stairs, made more attractive and include planting, seating, and artwork, so that they can be better utilized. They could be used as outdoor recreation areas if they were more inviting."

Faculty Member

limited visual relationship between the interior and exterior. The new Residence embraces the Green with curving wings revealing the interior pedestrian street behind glass.

The existing deficiencies can be remedied so that the Green is a more comfortable size and buildings present a more transparent face onto it. There should be a direct relationship to the interior pedestrian concourse system and activity centres in the surrounding buildings - such as lounges, conversation areas, and eating places - which could spill-out to the outdoors during good weather.

At the ground level it is proposed that additions to the Laboratory Building and the Library have a greater amount of glass and access points than the original buildings do. New pedestrian routes should occur at the Academic Green edge of the buildings, as they do in the corner between the Classroom and Lab buildings. New stair connections should be made to the podium level in the general vicinity of the locations shown. Some of them could be incorporated with the construction of the new infill buildings attached to the existing podia.



64. Diagrammatic Plan at Ground Level: Access and Transparency

Strategy 13

Campus Expansion Priority

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

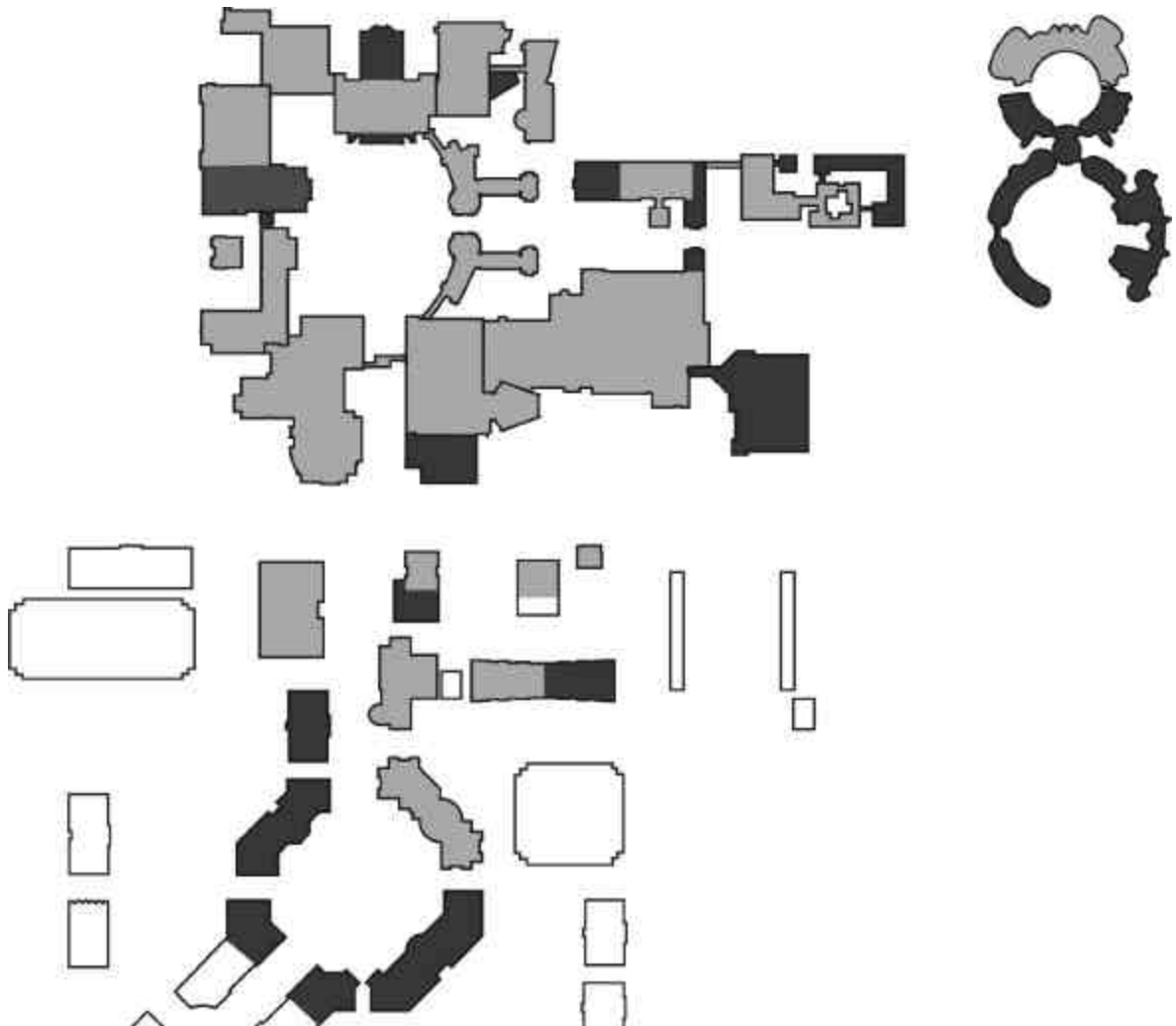
Expansion

Increase in the University's main laboratory, classroom and library facilities should spring first from the existing buildings. In each case, the expansion can also improve the internal functioning of the existing buildings and, particularly in the case of the library, assist in providing a much more satisfactory "face" to the Academic Green.

The only building sites left that can positively contribute to the existing spatial structure are associated with infill around the existing buildings as illustrated in the accompanying diagram. The related projects have been labeled as follows (clockwise from the library building):

- Library/Academic Expansion (north and south)
- Language Institute Infill
- Campion College Western Expansion
- Campion College Eastern Expansion
- Luther College Expansion
- First Nations University of Canada Future Development
- Arena
- Maintenance Building Eastern Expansion
- Education Building Southern Expansion
- Laboratory Building Addition

Once these sites are filled, the campus will have reached its capacity in terms of an appropriate balance of open space, buildings, parking, and services. The goal is to optimize the growth potential of the main campus, in contrast with the 1998 Campus Plan whose focus was on maximizing growth. Once the campus is 'optimized', new growth will be located on the Wascana East Lands, where a separate campus should ultimately be established.



66. Campus Expansion Potential: Remaining Building Sites that can Meet Plan Objectives

GENERAL STRATEGIES

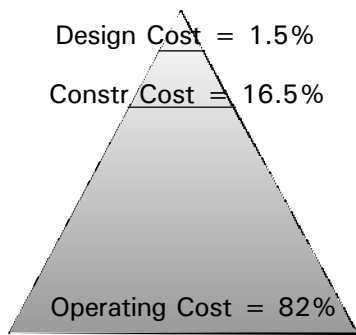
Strategy 14

The Provision of Space

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

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

This campus Plan stresses that the main campus's growth should not exceed that shown on the demonstration plan. It is important that the "right" size of the campus be maintained and not over-built in order to retain a proper balance between landscaped areas, parking, recreational space, and buildings that reflects the more rural environment of Saskatchewan. Development of the East Campus could begin at anytime and does not require the completion of all infill projects on the main campus. In fact, it may be preferable to leave some infill sites on the main campus for long term future development.



67. Comparative expenditures for a typical building over a 35 year life cycle. The smaller, earlier costs greatly influence the larger, later costs.

"Surprisingly, many want to scrimp at the design stage, which is the smallest part of a building's life cost but has a great impact downstream. At the construction stage many try for the cheapest product or technique, which is often penny-wise but pound foolish. Operators are the only people who know and experience true life cycle costs; their input is essential at both design and construction phases."

Staff Comment

Strategy 15

Quality, Permanence and Economy

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

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

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

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

Sustainable Development

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

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

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

Six goals for sustainable development for this improvement are:

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

These sustainable development goals are reinforced throughout the Campus Plan. The University will seek ways to improve transit service (Strategy 9) and efficiently manage our parking resource (Strategy 8). The University is committed to a consolidated compact campus (Strategies 1, 2, and 17), and creating a safe and vibrant community (Strategies 18, 19, 22). As well, before proceeding with the design of a project, an outline of its potential “campus quality” impacts will be undertaken (Strategy 25).

Strategy 17

Respect for Land Value

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

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

The land value component will be taken into account in assessing the costs of development. The increased land values will be reflected by infill development and increased densities. The result will be a limit to sprawl and a compact, walkable central campus as described in *Strategy 3: Compact Campus Size*.

Strategy 18

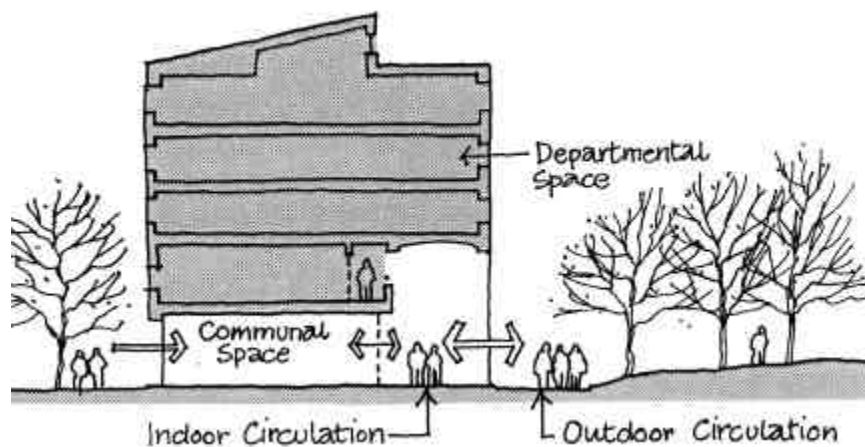
Constituent and Communal Needs

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

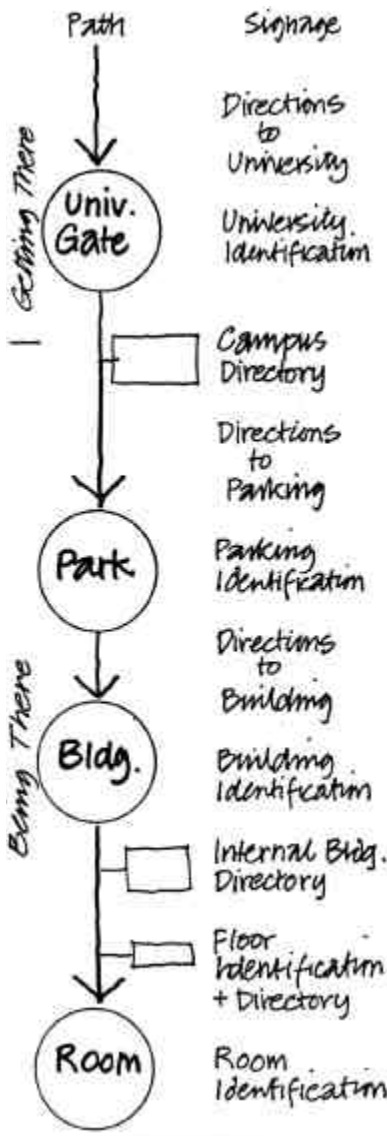
The program and design of new projects must meet the needs of the constituent user group but have an equal obligation to make a contribution to the campus environment, and to serve the University community at large. From the very outset, all projects must seek to balance the constituent and communal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

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

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



68. *The Contribution of Projects to the Communal Good*



69. Basic Components of the Campus Signage System related to a typical visitor travelling by car

Strategy 19

Wayfinding and Signage

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

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

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

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

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

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

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

Campus Safety

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

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

Greater campus safety requires a high level of corporate commitment on the part of the University, and the integration of safety issues into all functions and operations including physical design. Responsibility for safety on the campus must be shared by all members of the community and procedures should be developed to ensure continuing involvement of all those concerned.

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

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

Strategy 21
Named Places

"It is difficult to direct visitors to campus destinations. More directional and identification signs are required for drivers. There should be identification signs of building entrances within the Academic Green. The street signs should be bigger. The illuminated campus directory signage should be bigger."

Faculty Member

"The signage system should be overhauled to create a more consistent and understandable wayfinding system."

Staff Member

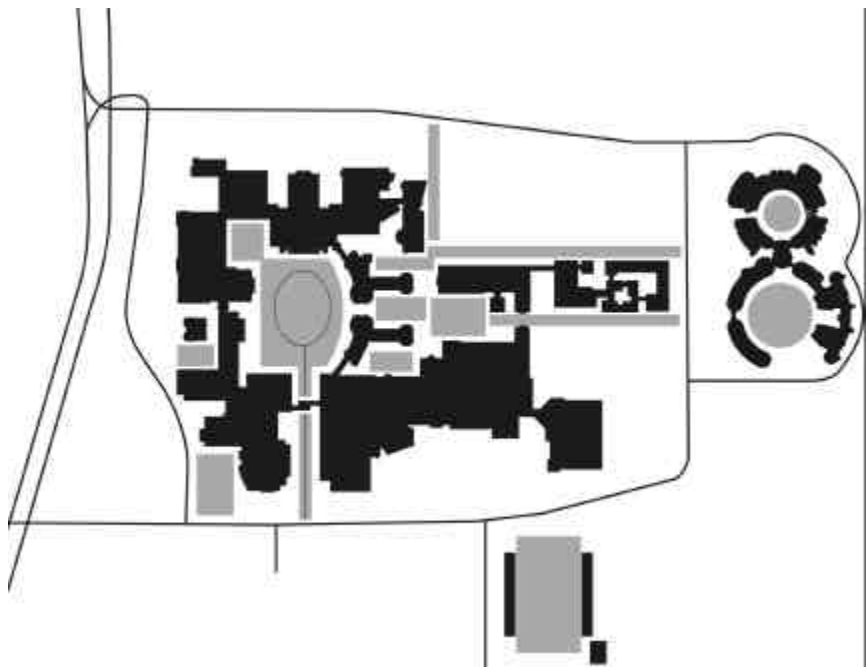
"University buildings should have more generic names. The buildings have many functions and it is sometimes misleading to label them by a particular Faculty. Additional street names should also be considered (particularly for University Drive N.S.E. and W.)"

Administration Member

Outdoor places and paths, as well as buildings, will have sufficient identity to be named, and they should be named.

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

Names should be carefully selected to avoid ambiguity and to anticipate possible changes in function or building tenancy and should follow the University's Building Naming Policy.

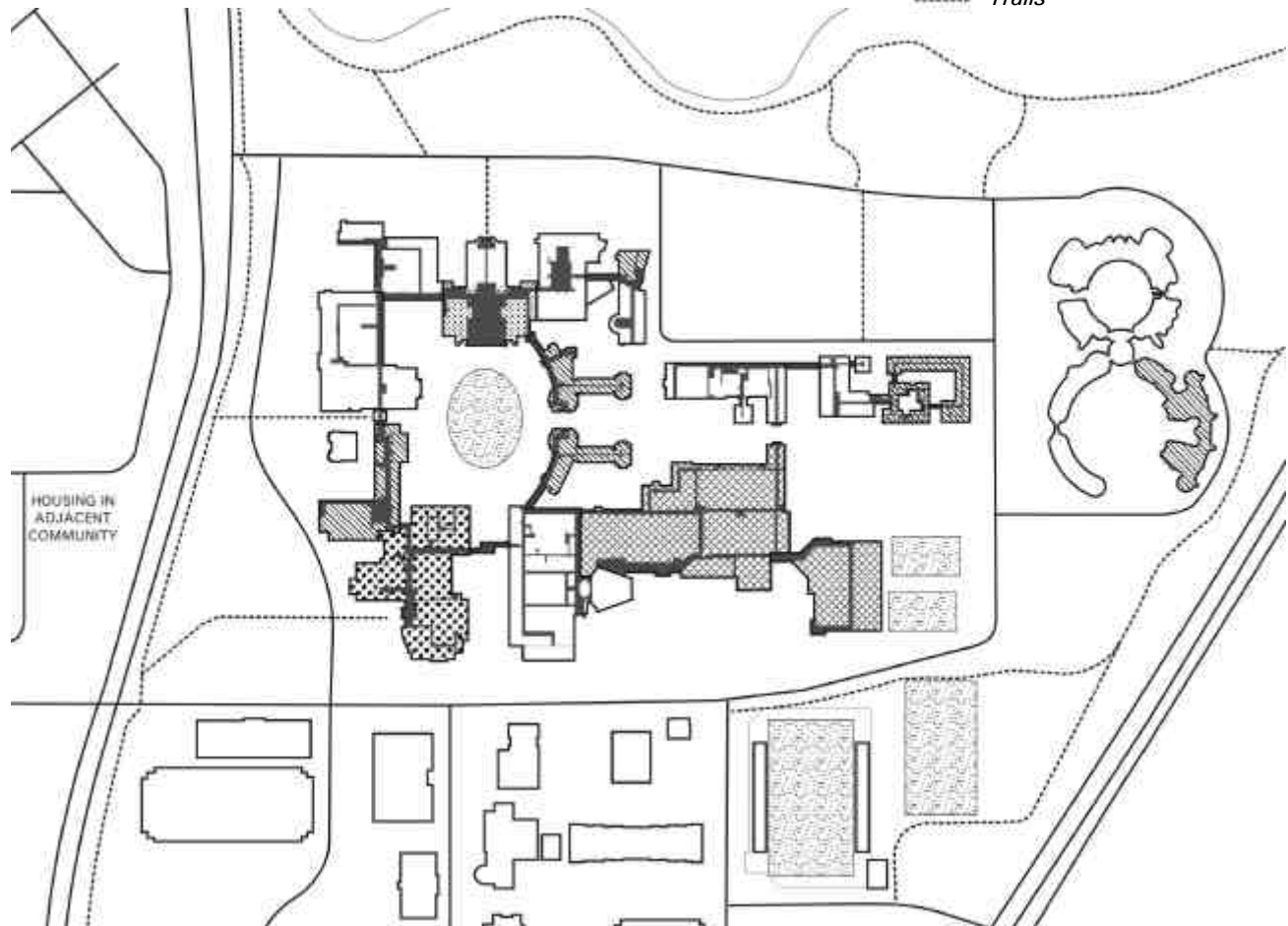


70. Nameable Buildings, Roads, Walkways and Outdoor Places

Community Life on Campus

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

-  Residence
-  Social, Cultural + Retail
-  Sports + Recreation
-  Library
-  Concourse
-  Fields / Outdoor Recreation
-  Trails



71. Facilities to Encourage Campus Life

Many students refer to the University of Regina as a “Come and Go” campus – there’s not much to keep them there when not attending class. This partly reflects the older age, and the higher ratio of part-time and working students with other commitments in their lives. For them, quick and easy access is important, and these needs are covered in other strategies (e.g. parking). There is also a need for a more encompassing university experience. The great universities, which foster a great sense of affection and loyalty from their alumni, are those which have considerable “campus life” beyond the instructional experience. What students most appreciate about these campuses is the sense of community nurtured by social, cultural, recreational and sports activities, and by the sense of community that derives from “hanging out” and experiencing chance encounters with their fellow students.

“My question is, ‘why do students treat this as a come and go campus?’ Do they come and go because there is nothing for them to do after and between classes or do they go because they have other commitments such as part time jobs, family etc.”

Staff Member

"Steps must be taken to make the University feel like, look like, and be perceived as a unified community. This can be done by improving recreational, entertainment and retail services. Things like a running track, court club and weekend food services on campus would help."

Faculty Member

The Dr. William Riddell Centre now provides a much more conducive environment for social activity. The indoor concourse, with associated sitting areas, also brings students together, encouraging chance encounters between classes. The new Residence helps by bringing an additional 692 students to live on the campus and providing a sweeping concourse system with lounges and retail. The new CKHS houses additional sports and recreational amenities and connects the Physical Activity Centre with the rest of the pedestrian concourse system. Sports and recreational amenities on campus could be enhanced further with more sports fields and more links to the Wascana Centre trails from the Physical Activity Centre. A revitalization and growth of the library to enable more and better Student Study areas will encourage students to meet, study and interact on campus.

Universal Access

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

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

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

There is often a strong coincidence between environments that are universally accessible and those that meet the requirements of other strategies in this Plan. Mixed use and development densification will reduce distances between facilities, distances which are magnified for those with disabilities. A clear spatial structure with generous pedestrian and vehicular routes will help clarify movement and improve orientation.

Among the more important Plan strategies for building design are entrances which are clearly visible, ground floors which avoid the need for ramps by relating directly to exterior grade, and parking and drop-off areas close to and visible from significant entrances.

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

"In terms of special needs, accessibility to all University activities, programs and courses is essential. Our new University Centre [Dr. William Riddell Centre] is a wonderful example of our demonstration to the commitment of all students and/or visitors to this campus. The contrasting colour schemes, tactile signage, etc. have added to the warmth and welcome of the University. I hope our University will continue to go above and beyond the minimum of existing "codes" (codes which are often very outdated)."

Staff Member

IMPLEMENTATION STRATEGIES

Strategy 24

Plan Continuity

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

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

An Approved Campus Plan

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

Applying the Campus Plan: Continuity and Interpretation

The Department of Physical Plant is to ensure that every project is measured against the Campus Plan at all stages of the Project Development Process.

Updating the Campus Plan

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

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

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

The second method is a *General Review*, publicly conducted at five year intervals, by which the Plan's policy status is confirmed by the Board of Governors. This review will include a re-examination of the Plan principles, and the incorporation of Plan Amendments made in the preceding period.

The Project Development Process

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

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

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

- 1) Selection/Initiation;
- 2) Planning and Programming;
- 3) Design;
- 4) Construction; and
- 5) Operation and Maintenance.

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

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

1. Selection/Initiation

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

- i) Outline of indoor and outdoor space requirements (both constituent and communal);
- ii) Anticipated requirements and possibilities for future expansion or facility modification;

- iii) Expected demand on campus utilities and parking;
- iv) Budget envelope for the building and associated landscape;
- v) Outline of site requirements and locational considerations;
- vi) Impact on users and functions currently occupying sites being considered for the new project; and
- vii) Negative and positive campus quality impact parameters.

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

2. Planning and Programming

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

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

The "project design guideline" will focus on the Campus Plan Strategies and site conditions relevant to the particular project.

3. Design

The Project Design Guideline (item 2.viii above) should be reviewed in draft by the project design consultant. Comments and findings resulting from preliminary design explorations should be incorporated into the finalized Project Design Guideline. It should then be adopted as University policy and should govern the project design.

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

At each of these three design phases, the following report sub-sections should be required of the prime design consultant:

- i) Site and context analysis;
- ii) Architectural design and rationale;
- iii) Structural design and rationale;
- iv) Mechanical design and rationale;
- v) Electrical design and rationale;
- vi) Commissioning design and rationale;
- vii) Site utilities design and rationale;
- viii) Landscape design and rationale;
- ix) Construction cost estimate for each of the above; and
- x) Evaluation against Program, Campus Plan, Project Design Guideline, and Budget.

4. Construction

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

5. Operation and Maintenance

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

Project Design Checklist

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

During the design phase, the designer is expected to respond to the following criteria and present evidence as to how they have been addressed at each major step of the design process.

1. Site Use and Organization

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

2. Response to Context

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

3. Building Envelope

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

4. Building/Open Space Relationships

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

5. Response to Climate

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

6. Circulation

- .1 Interior pedestrian routes should be linked to provide logical connections through buildings and to provide occasional views for orientation. The continuity of exterior pedestrian routes should not be compromised when buildings are closed.
- .2 Interior connections between buildings should be on-grade except where vehicular crossing is required. The indoor and outdoor pedestrian systems should fit well together.
- .3 Interior circulation routes should be easily understood. They should be hierarchical with the most important routes corresponding to the most public parts of the building.
- .4 Buildings and associated open spaces should be universally accessible.

7. Building Entrances

- .1 Building entrances should be easily identifiable, and should address primary public open spaces and thoroughfares.
- .2 Building entrances should be ordered with the most important addressing the main avenue of approach.
- .3 The ordering of building entrances should correspond to the ordering of public spaces and circulation routes within the building.
- .4 All building faces adjacent to major public open spaces and thoroughfares should have entrances.
- .5 Building entrances should be designed to encourage lingering and meeting.
- .6 Building entrances should be open and prominent, encouraging people to approach and enter.
- .7 Building entrances should provide a sense of transition from outside to inside.

.8 Building massing should reflect the ordering of entrances.

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

8. Transparency and Territoriality

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

.2 "Private" or secure facilities should be separated from public areas of the building.

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

9. Location of Public Facilities

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

.2 Public lounges and eating places should be in sunny locations.

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

10. Safety

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

.2 Personal safety is a broad spectrum requirement that is basic to all aspects of the environment including spatial clarity and legibility, signage and orientation, lighting and visibility, planting, paving materials and winter walkability/mobility, as well as ramp gradients, safety railings, traffic controls and safety alert devices.

11. Long Life/Loose Fit

.1 New buildings should be capable of being adapted to new uses and expansion as the needs and priorities of the University change.

12. Architectural Expression

- .1 New buildings must reconcile many diverse and often contradictory issues in terms of their architectural expression – the “messages” they give about their role in the university.
- .2 Campus buildings should express the dignity of the University’s time-honoured mandate – the passing on of wisdom and the quest for new knowledge. In this light, campus buildings should express a sense of permanence and durability, a sense of the university’s traditional roots and its historical continuity.
- .3 Further, campus buildings should also express the university’s commitment to serving the community, and its responsibility to treat knowledge as a public resource. To express this, buildings should be open, safe, accessible, welcoming, and familiar.

13. Scale

- .1 The scale of the building should relate to the scale and size of the human body, to make approaching and using the building a comfortable experience.
- .2 The scale of building elements should correspond to the various distances from which it is viewed:

The silhouette of buildings should be designed to be read from afar, either as members of a group of buildings or as a landmark.

The massing of buildings should be designed to be read from the middle distance and should reflect the immediate context and the predominant patterns of the character areas in which they are located.

The detailing of buildings should be designed to be read from close up.

14. Exterior Materials

- .1 Building materials should reinforce the cohesion of related groups of buildings.
- .2 Building materials should reflect the building’s role as either a landmark or a fabric building.
- .3 Building materials can reflect the identity of the users, but should not be so specific as to preclude a possible future change of use for the building.

.4 Building materials should suit the light and climactic conditions found on the campus.

.5 The “white” look should be maintained in the Northern and Eastern portions of the campus, where the “white” look already exists.

.6 The use of Tyndall stone should be encouraged because it is local high quality material used generally in the University and Wascana Centre and is compatible with the “white” look of the campus buildings.

15. Landscape Quality

- .1 Landscape should be treated as critical to establishing visual cohesion across the campus.
- .2 Landscape design should receive the same level of attention and budget stability accorded to buildings and infrastructure.
- .3 Landscapes, like buildings, should be designed to communicate “messages” about the goals and roles of the university.
- .4 Landscapes should be designed with respect to the level of maintenance they will receive.

16. Servicing

- .1 Service areas should be located and designed to efficiently support the building’s functions and operators’ requirements.
- .2 Service areas should in general be located away from public open spaces and thoroughfares.
- .3 Where integrated with pedestrian uses, design treatment should reflect the pedestrian use.
- .4 Some specialized service areas may be located in or adjacent to public spaces if they most effectively demonstrate the building’s purpose and function, and if they are compatible with pedestrian activity.

17. Technical Performance

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

- .3 Building design should strive to exceed the Model Energy Code for Buildings (MNECB requirements by at least 25%.

18. Environmental Quality

- .1 Buildings should not be permitted to emit unacceptably noxious or otherwise unpleasant fumes or gases.
- .2 The design of building systems should be sensitive to noise impact on adjacent use areas.
- .3 Noise-generating activities should be located within the building which should be designed to protect users in other buildings or in public open spaces.
- .4 Building interior design should seek to monitor carbon dioxide, use a construction quality assurance management plan, use low emitting materials, provide thermal comfort, and maximize daylight and views.

19. Sustainable Development

- .1 Site disturbance should be reduced by protecting and restoring open spaces and reducing the development footprint.
- .2 New buildings and landscapes should be designed to minimize storm water runoff rates and quantities as well as improve storm water quality.
- .3 Landscape should be designed to reduce the heat island effect on roofs and non-roofs.
- .4 Lighting should be designed to minimize light pollution.
- .5 Landscaping should be designed to minimize the need for irrigation.
- .6 Building should be designed to incorporate innovative waste water technologies and reduce water use.
- .7 Buildings should be designed to optimize energy performance, to use renewable energy sources, and to reduce ozone depletion
- .8 Green power, such as solar and wind energy, should be considered as an alternative to conventional energy sources.

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

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

- .11 Projects should be designed to encourage cultural and social habits that support sustainable communities.

Space Allocation

The extensive inventory of space serving the diverse needs of students, staff, and the public is owned by the University, managed by Physical Plant through recommendation to the Dean's Council and Council of Administrative Directors, allocated equitably among users, and is to be used efficiently.

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

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

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

2. The University has the sole responsibility to allocate space.

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

3. Space must be allocated equitably among Users.

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

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

4. Effective use of space

Space allocated to a unit is to be utilized efficiently.

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

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

5. 'Opportunity Space'

Space that is vacated is viewed as 'Opportunity Space'. 'Opportunity Space' is available for assignment through the space allocation process to the best use. New space not created for a specific faculty or department as part of a specific construction project, or space that is vacated as a result of new construction is 'Opportunity Space'.

Current policy dictates that space assigned to a faculty or department cannot be taken from that faculty or department and reassigned without extensive consultation with the faculty or department (or in the case of Classrooms, the Registrar). These groups may voluntarily trade or give up their allocated space. Where appropriate, the Department of Physical Plant may act as broker to assist faculties and departments to achieve beneficial space solutions.

6. Roles and Responsibilities

The Department of Physical Plant acts in a staff role for the space allocation process. The role requires the collection of requirements, determination of needs, assessment of competing interests, building of consensus where possible, and production of a recommendation on the allocation of space.

Recommendations on space allocation will be presented to Dean's Council and the Council of Administrative Directors who may accept, ask for additional information, revise, or reject these recommendations. Where consensus within the councils cannot be achieved, the Vice-President Administration makes final decisions on space allocation.

The Planning and Priorities Committee provides advice to the Vice-President Administration and the Director, Physical Plant, on space allocation policies and procedures.

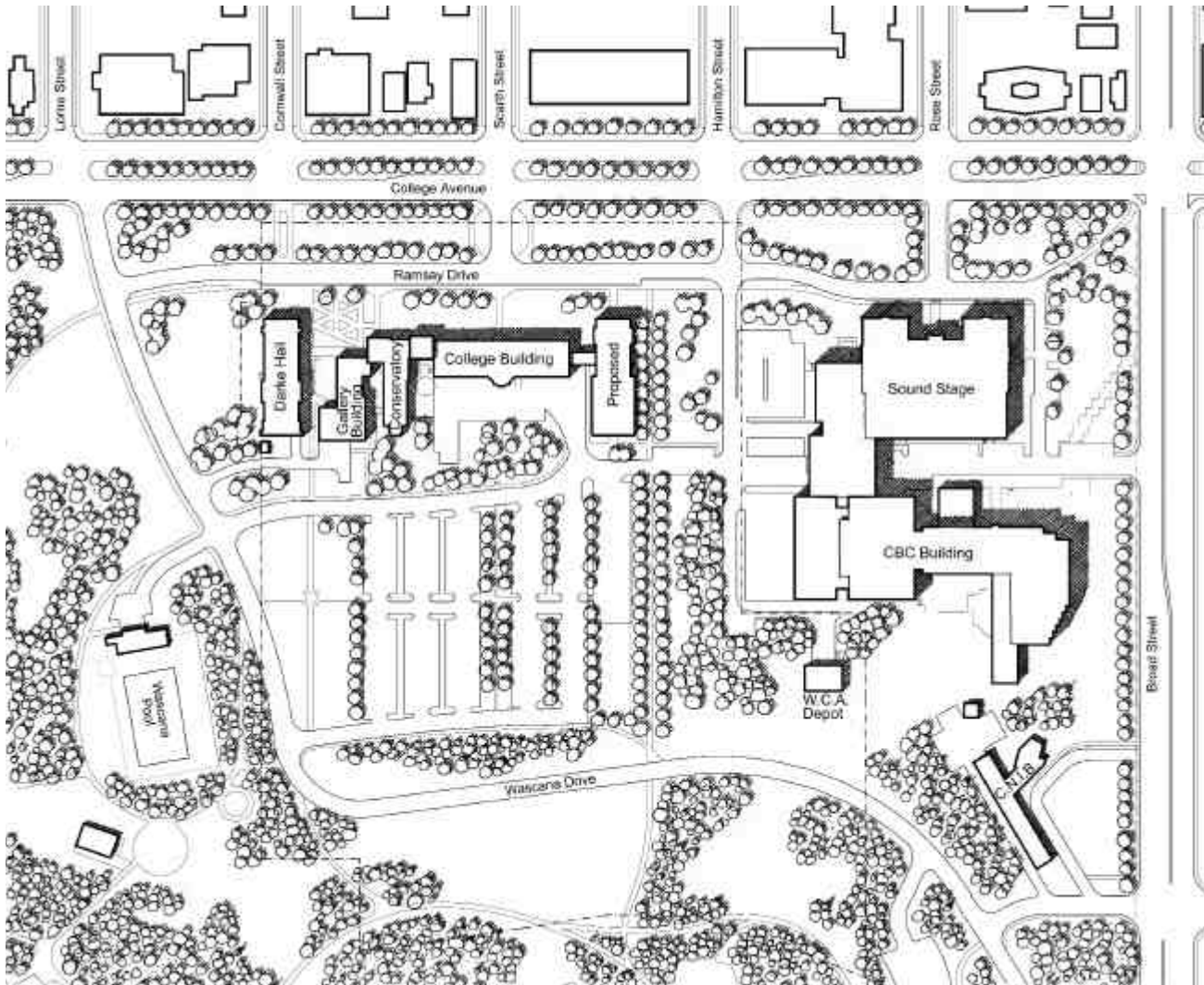
Section Four

DEMONSTRATION PLAN

This section presents an illustrative demonstration of one way in which the planning strategies might be implemented. The plan illustrates those building projects that will most effectively meet the planning objectives, and support projected growth in the long term. A schematic plan illustrates possible locations for future projects that can accommodate growth beyond projected requirements while continuing to support the planning objectives.

4.1 COLLEGE AVENUE CAMPUS

There is not much change expected in the College Avenue Campus. The existing buildings, landscapes and parking area would be retained in their current configuration, excepting the south wing of the Conservatory which is structurally failing and is being studied for potential demolition. If major expansion of the Centre for Continuing Education and other University institutions or services which take advantage of its location adjacent to the downtown core is realized, then an additional building could be built east of the College Building, with a landscaped mall connecting the campus to Wascana Lake.



72. College Avenue Campus Demonstration Plan

4.2 THE WASCANA LAKE FRONTAGE

The finest landscape and the greatest visual amenity can be found along the frontage facing Wascana Lake. No buildings should be constructed north of University Drive and any new development, south of the Drive, should maintain and extend the present building and landscape patterns.

"The plan should make sure that the lakeshore land is never considered as a building site."

Administration Member

In the demonstration plan, three new developments are illustrated: the expansion to the First Nations University of Canada and infill expansions of the Library and the Language Institute.

A building site, for an extension of the Library or an academic building, is the north Library Forecourt, which presently is a rather nondescript area with a small pond, surrounded by pleasant grassy mounds and high quality tree stands. A new service dock, accessed from a proposed road from University Drive North, is located on the north west corner of the library to replace the existing service entrance on the south side of the library and to properly service the Classroom Building.

To the east, the First Nations University of Canada is shown expanded southward. A cultural area, including a possible amphitheatre, occupies some of the lake oriented landscape. Careful reshaping of the ground reduces the visual impact of the perimeter road and parking and ensures that, in the long views from north, east and south, the building appears to extend into the open grassland site.

To the northeast, a native prairie restoration is in progress, between the trail and the water's edge. Furthermore, an ethnobotanical corridor is proposed to link the University with the three federated colleges, by connecting the courtyard north of the Residence to landscaping north of Campion, north of Luther, and west of First Nations University of Canada.



73. *The Lake Frontage Demonstration Plan*

4.3 THE EAST ARM

"I believe that a winter sports complex on campus can do so much for the development of a community attitude for the University as well as serving the surrounding community and this corner of the City."

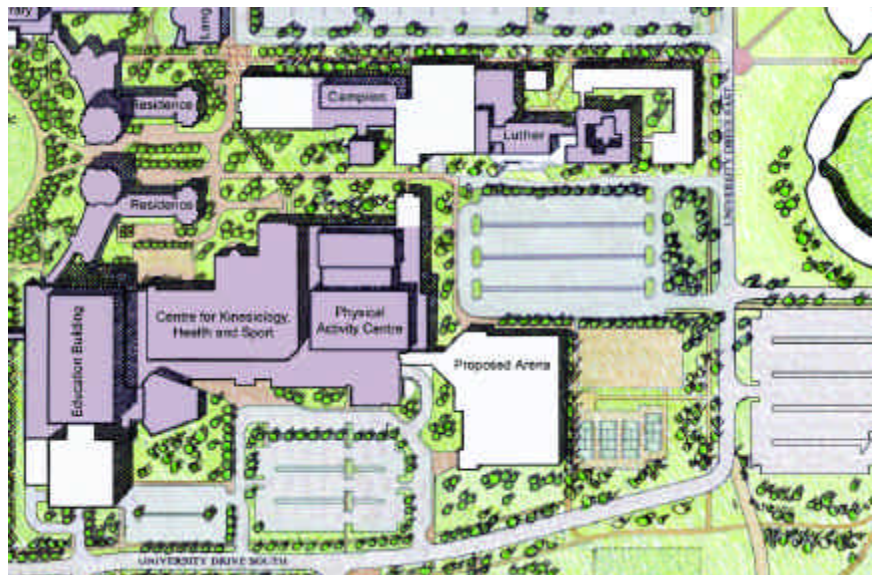
Student

The demonstration plan illustrates the Centre for Kinesiology Health and Sport linking the Education and Physical Activity Centre. It shows a possible future Arena extending southeastward, preserving the existing beach volleyball courts and outdoor tennis courts. The new Residence links the Library and the Education Building, successfully making an important connection in the loop of the indoor concourse.

The concourse link between the two buildings of the new Residence buildings is below-grade in order to provide grade separation from service/emergency vehicle access routes and to maintain uninterrupted east-west landscape corridors.

The new Residence is shaped and sited to give a new eastern edge to the Academic Green and provide "gateways" to the landscape "spines" of the east arm of the campus. The south part of the spine is an easterly extension of the present informal "park" landscape between Champion College and the existing Physical Activity Centre. The northern part of the spine is a more urban, formally organized 'street' landscape, proposed as an ethnobotanical corridor, which extends from a small square west of Champion College, to University Drive East and beyond to the entrance of the First Nations University of Canada.

This street landscape incorporates an important extension of the main pedestrian system and the proposed transit route. It is also a key part of the armature for further eastward growth. Its development should proceed in order to accommodate and signify the connections between the First Nations University of Canada and the rest of the campus.



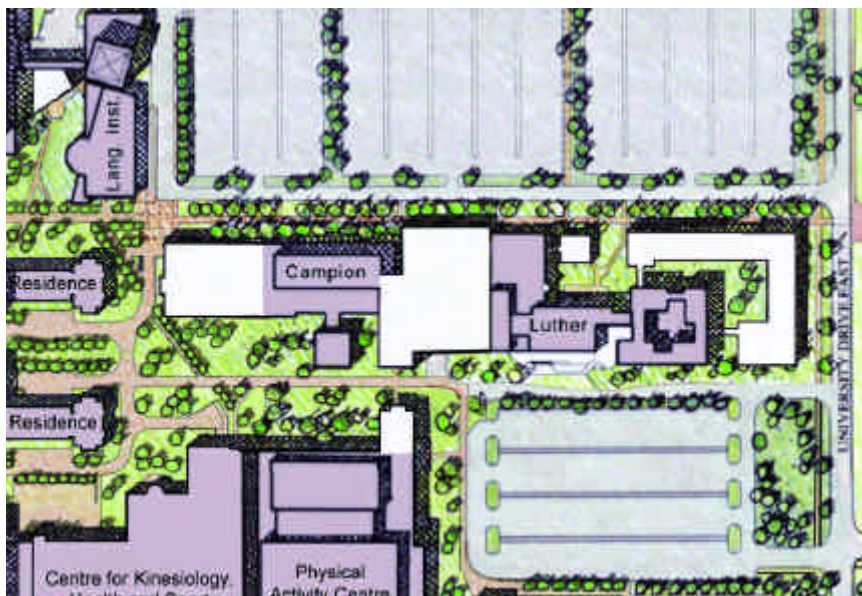
74. The East Arm of the Campus Demonstration Plan

4.4 CAMPION COLLEGE

Built in 1967, Campion College was one of the first structures erected on what is now the University of Regina campus. The building was originally designed to accommodate support services for 600 Campion students, a Jesuit residence and offices for faculty and administration staff.

Over the past 35 years, Campion College has grown dramatically with an average of 1300 students enrolling through the College each year. In 2000, Campion College underwent a major renovation of its first and third floors to better meet the needs of its student population. Most recently, the College re-acquired the fifth floor which had been leased to the Saskatchewan Indian Federated College. This area was renovated to accommodate additional faculty offices, a seminar room and two research labs.

Campion College is well positioned for growth and hopes to continue to expand its academic offerings and research facilities. To meet these needs, Campion is currently working together with the University of Regina to take ownership of the podium space in the College building. As well, the College is working closely with Luther College to develop a mutually beneficial plan to expand their facilities. This can be accomplished by either expanding on the existing pedestrian corridor or developing a new link between the colleges. All future building projects will be done in close consultation with the University of Regina.



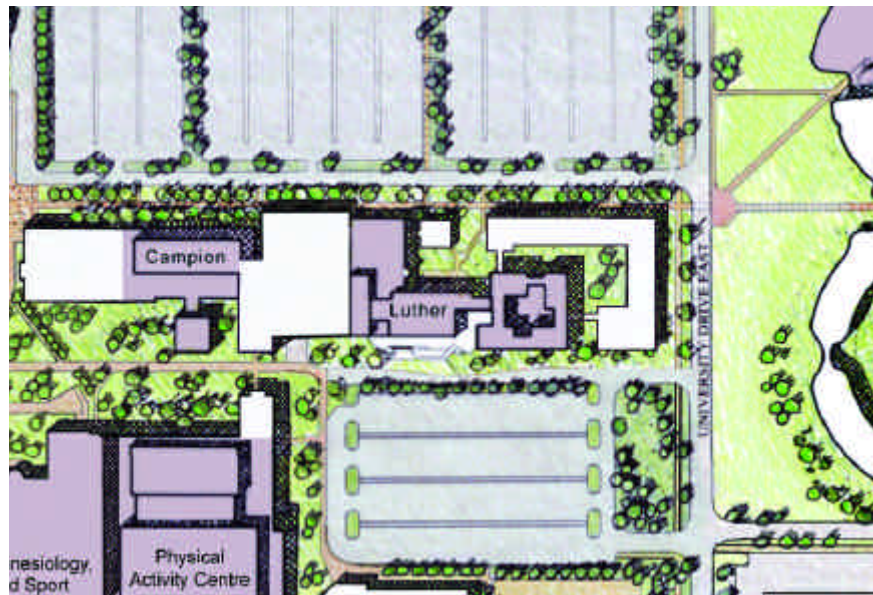
75. Campion College Demonstration Plan

4.5 LUTHER COLLEGE

Luther College is one of three federated colleges on the University campus having established a physical presence on campus in 1971, with the opening of an academic building and residence. The academic building was expanded in 1992 to incorporate more classrooms and office space into its design.

As a college federated with the University of Regina, Luther College expects to grow both in terms of its teaching and research capacities. New ways of learning, using electronic means for instance, has also impressed on the College the need for new facilities that incorporate the student desire for up-to-date lecture halls, student resource centres and libraries, and more of all these facilities. Aware of its responsibility to research not just for the sake of teaching but also because of its duty to increase knowledge, new research facilities for faculty are also important.

To that end, Luther College hopes to expand its facilities in the next few years either on its own or, preferably, in concert with its sister Christian liberal arts partner on campus, Champion College. Linking with existing and possibly new pedestrian corridors is a major consideration here as it is the idea that it can develop this particular corner of the present University campus. All of these considerations will be accomplished in close consultation with the University of Regina and mindful of the Campus Plan.



76. Luther College Demonstration Plan

4.6 ACADEMIC GREEN

The plan shows the Academic Green as a clearly defined central space, surrounded by buildings and plantings which also create smaller courtyards in the corners of the larger volume.

The success of the Academic Green will depend upon the weaving together of three components: the design of outdoor space itself, multiple opportunities for seeing into and moving into the Green from the interior concourse system, and linkage to the podia.

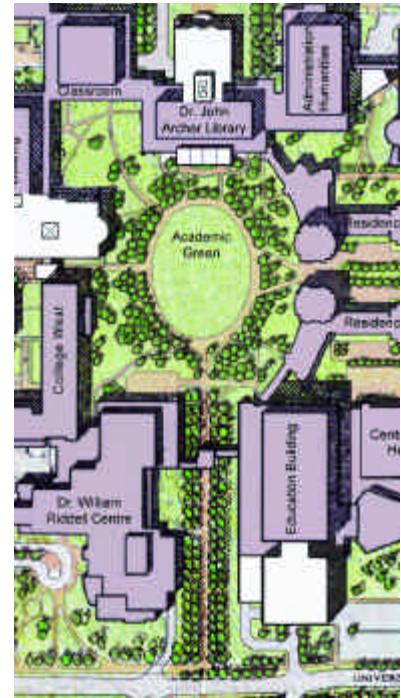
An example of a good interface between the pedestrian concourse and the outdoor space can be found in the Laboratory and Classroom Buildings, where there are frequent, large windows and doors which provide direct access between inside and outside (although without draft lobbies). At the Library and the AdHum Building however, the pedestrian concourse is buried deep within the interior of the buildings. The Plan would see connections between indoors and outdoors in these areas. The Plan also promotes better relationships between outside and inside within new buildings, preferably with lounges facing the academic green extending to patios for use in the summer months.

The landscape of the Academic Green is simple and flexible. It includes the retention of some of the tree groupings on the east side of the space and clarification of the central oval. The paths are rationalized so that their functions for service and emergency vehicles and pedestrian routes are maintained. However, the number, geometry and, more particularly, the amount of paved surface is reduced to the minimum necessary. The service vehicle entrance is from the east, between the Residence buildings.

One of the anomalies of the Academic Green as the centre of campus life is that it is also the central service yard for the Library, Classroom and Lab buildings. The Library/Academic addition to the north could remove the unfortunate (and more or less continual) presence of service vehicles in the Green by providing a new service yard accessed from University Drive North.

The demonstration plan also shows a new building and glazed concourse link between the Laboratory Building and College West and an expansion of the Education Building to the south, which fronts onto University Mall and University Drive South. A building in this location will help to better define the linear space of the mall and could increase its use as a pedestrian spine.

4.7 WASCANA PARKWAY FRONTAGE



77. Academic Green
Demonstration Plan

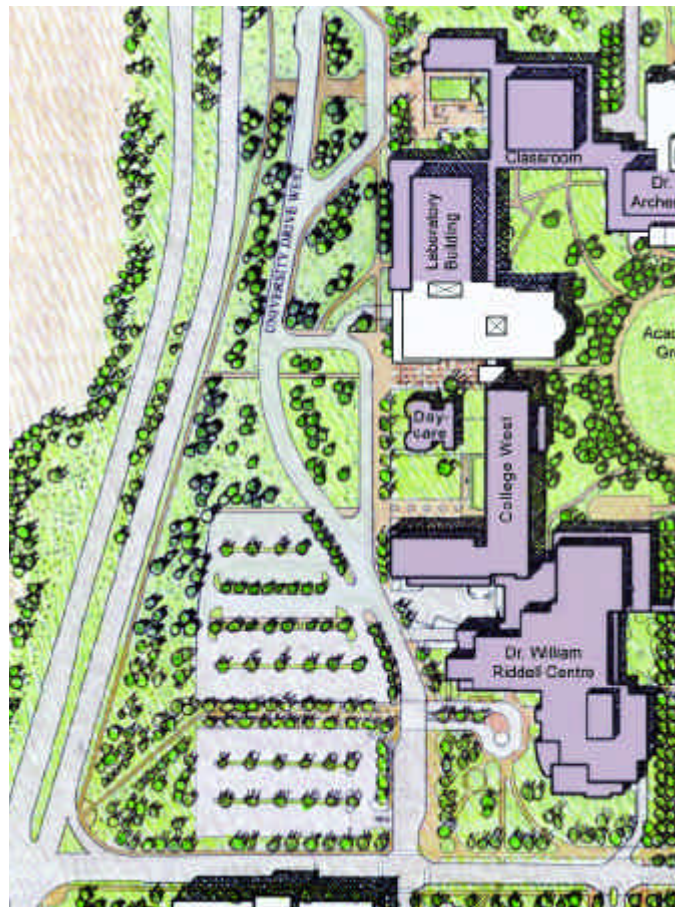
The Parkway Frontage is in many ways the “reception area” of the campus. This is the part of the campus most open to view by the greatest number of people and is also the direction from which the campus is most commonly approached. It contains the visitor parking area, bus stop, and “main entrance” to the University via the Dr. William Riddell University Centre and College West.

The University West Front

A realignment of University Drive West could provide additional parking in the area taken by a portion of the roadway.

The new Laboratory addition shown between College West and the Laboratory Building provides an opportunity to develop much stronger visual connections between the "outside" of the campus and the inner Academic Green. The Plan illustrates the possibility of developing a new entrance courtyard, which visually extends through the new glazed link, to the campus interior.

4.8 RESEARCH PARK



78. Wascana Parkway Frontage Demonstration Plan

The Research Park is located on land leased from the University and has been developed with strong physical links to the University. The promenade walk, the main walkway along Research Drive in the Park, connects the University mall with the Terrace Plaza in the centre of the Park. There are plans for a transition architectural feature to be built where the University mall meets the promenade walk at University Drive South to further strengthen this important connection between the University and the Park. The Terrace Plaza will be built as a focal point of the park and will be designed to be a people friendly gathering place for tenants and visitors to the Park.

The priority for growth of the Research Park is on further developing the frontages on Research Drive along the promenade walk leading from the University mall to the Terrace Plaza. Future developments will further consolidate the connection with the University campus. The development along Research Drive will be followed by the infilling of sites within the perimeter loop road on the secondary street and greenway frontages.

"There should be as much integration between the campus and the park as possible, including interspersed academic and research buildings. The University Mall leading to the Academic Green should be visually strengthened. Anything seen as a missing element in the campus should be considered for construction in the park, such as overnight accommodation (hotel), table dining, computer studios."

Administration Member



79. Research Park Demonstration Plan

4.9 FIRST NATIONS' UNIVERSITY OF CANADA

The First Nations' University of Canada, formerly Saskatchewan Indian Federated College (SIFC), is unique in the world for being a First Nations-controlled institution operated in close partnership with a major university. It reaches beyond the boundaries of its main campus, working in partnership with communities and in conjunction with other educational institutions across Canada. It reaches beyond the border of Canada and is recognized around the world as a Centre of Excellence in First Nations education, research, and community development. The programs at the University foster the development and success of students through a holistic First Nations cultural approach to courses and programs incorporating spiritual, emotional, and physical, as well as intellectual capabilities.

The building was designed to reflect the First Nations' perception of man and the natural world. At its ultimate state of development it will take the formation of a circle, encompassing a central Plaza designed for cultural and ceremonial gatherings. The northern segment built in 2002 partially encloses the central plaza and houses academic and office spaces as well as temporary offices for Indian and Northern Affairs Canada (INAC). To the east, academic and housing facilities will be grouped around a smaller courtyard. To the south the building will open to a large cultural area, which will accommodate up to 8,000 people. To the north it will open onto a gathering space for Powows, and to the west it will open onto the University of Regina campus. As a result of the location near the Trans-Canada Highway, it is a prominent visual landmark for the University of Regina campus.

The land is currently owned by First Nations University of Canada and they are seeking Reserve status. They have agreed to continue to jointly plan and administer the site under a Land Use Agreement that mirrors the principles and guidelines of WCA and the Campus Plan.



80. First Nations University of Canada Demonstration Plan

4.10 EAST CAMPUS

The East Campus will be essentially a stand-alone campus that provides the necessary academic, recreational, residential, and other support functions that a University requires to be a successful institution. It will be developed using the same high standards proposed in the Strategies in this Plan and will not be considered subordinate or inferior to main campus. It will need to balance any shortfalls from the Main campus, which currently include recreational fields, mature and family student residences, and parking and will subsequently provide a disproportionate amount of these facilities. The development of the East Campus will enable the University to approach 25,000 FTE students, the typical population of a mature university.

The demonstration plan shows a modified oval ring road that opens up towards Wascana Creek. A central pedestrian mall links the highway underpass to the main arrival point and green space. Perpendicular walkways divide the oval into blocks, and connect to SIAST. Buildings form a series of quads with service access from the ring road. Parking is located outside of the ring road to make the oval a pedestrian zone. Athletic fields and running track line the highway frontage. A residential precinct is located in the south east corner. Extensive joint planning will continue with SIAST and other partners as the University plans and develops the new Wascana East Campus.



81. East Campus Demonstration Plan

4.11 COMPOSITE PLAN

The following illustration combines the preceding component plans, to provide an overall composite picture of the potential organization of the campus in the future, when the campus has developed to support expected growth. Once that build-out has occurred, any further growth requirements may either be accommodated through open land and/or by siting some of the supplementary functions of the University in Wascana East.



82. Composite Demonstration Plan

Appendix

FURTHER STUDIES

This section briefly describes the process undertaken to develop the campus plan and the studies required to address some of the planning issues which could not be sufficiently dealt with in the plan itself.

FURTHER STUDIES

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

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

College Avenue Campus: Develop a policy for the long term use of the College Avenue Campus. While there is complete consensus that it represents a valuable asset, and the means for forging stronger links between town and gown, there is an underlying concern about the great cost of renovating the existing buildings. It is generally agreed that it is an excellent location for the current programs located there, but that additional use could be made of the campus. Exactly what this use might be requires further study and exploration.

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

Parkade Style and Location: Develop a plan to determine the best location and style of a possible future parking structure. As the campus reaches its capacity, a parking structure may be necessary in the future to accommodate this growth. The appropriate type of structure and its integration into the existing campus are key to ensuring that a parking structure does not in any way detract from the campus.

Sports Fields: Develop a plan to create fields on the main campus in addition to reviewing the potential of establishing fields on the East Campus. The construction of First Nations University of Canada and Lot 17 necessitated the removal of ball diamonds, while at the same time there is a growing demand for sports fields. The question of establishing a set of fields in Wascana East lands requires further study.

Wascana East: Develop a long-term Master Plan concerning land use and crossings to Campus East. When the main campus expands to its full capacity, it may be necessary to use Wascana East for sports fields and parking, and in the long term, establish a new campus there.

Academic and Financial Plans: The Plan is one component of a three part institutional plan. Ideally, the three should be integrated. Future academic and financial planning exercises should be undertaken in concert with a review of the physical campus plan.