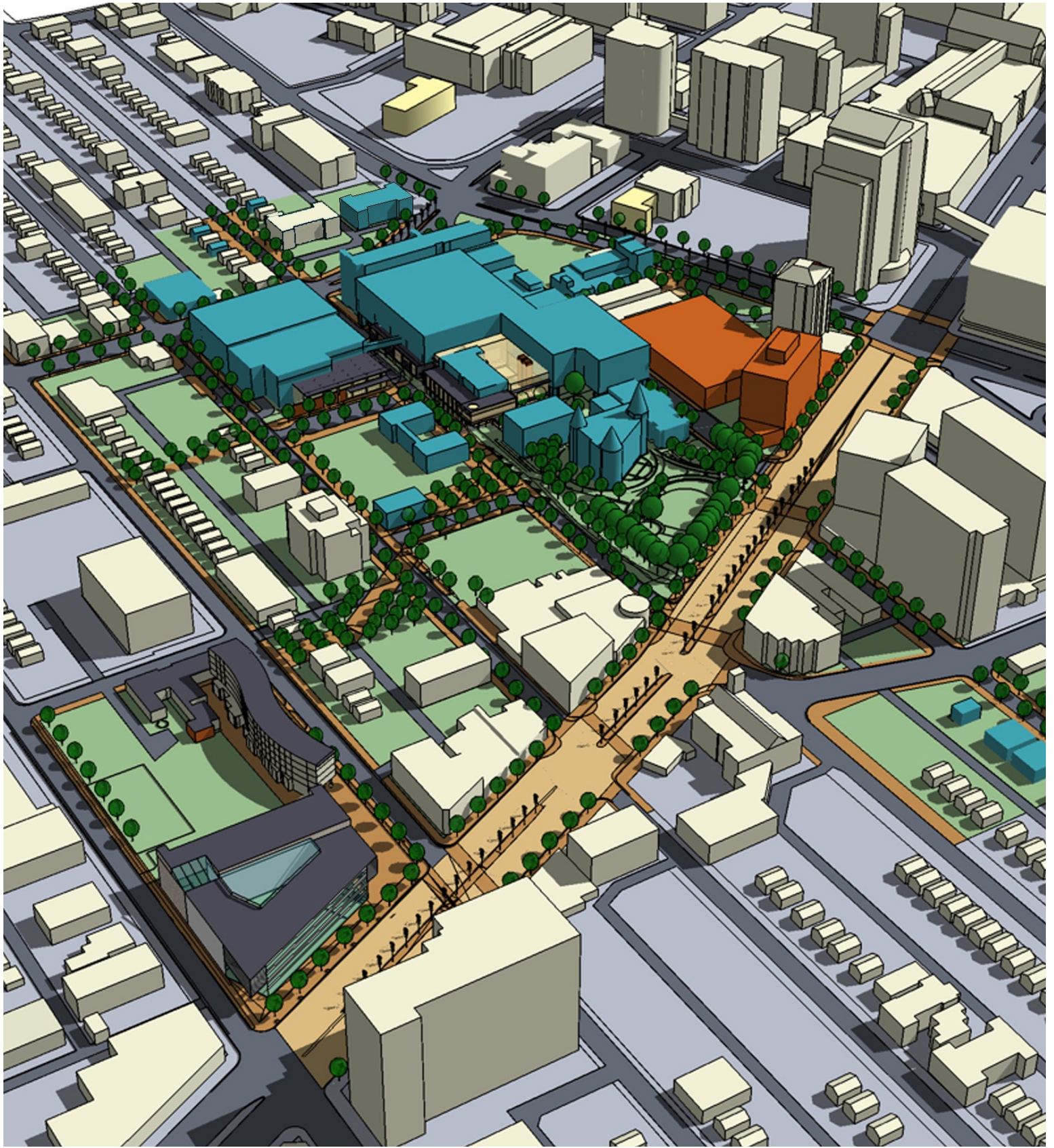




University of Winnipeg Development Plan 2007 Working Document - For Further Review and Discussion





University of Winnipeg Development Plan 2007
Working Document - For Further Review and Discussion



Acknowledgements

DATE OF STUDY
SEPTEMBER 2007



Steering Committee Meeting

The University of Winnipeg and The University of Winnipeg Community Renewal Corporation (UWCRC) gratefully acknowledge the support of the Winnipeg Partnership Agreement. The UWCRC also recognizes the significant work and commitment of the Spence Steering Committee, the Spence Working Group and the University of Winnipeg Development Plan Steering Committee, as well as the students, faculty, staff and members of the general public who participated in several participatory design charrettes.

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Steering Committee Meeting



The principles of redevelopment include the creation of a vibrant, outdoor streetscape.

Terms of Reference

In order to fully meet the growing demands for education and learning and to ensure that this growth becomes integrated with our surroundings, the University has embarked on a clear strategy of engagement that ensures all development plans are designed in partnership with key stakeholders that include:

- the University community,
- neighbourhood organizations,
- government, business, schools,
- the Aboriginal communities, and
- new Canadian communities.

The University is committed to moving forward in full consultation and partnership with its neighbours and the community. Since September 2004, the University has been involved in well over 100 different consultations, including several large community meetings in the immediate inner-city neighbourhood. What emerged out of this extensive consultative process was the concept of an educational precinct in the downtown, anchoring the west end of Portage Avenue and providing a network of related University, community, and business initiatives.

The University of Winnipeg Community Renewal Corporation (UWCRC) was created in April 2005 to support the University in the development of a viable and sustainable University community. Building on extensive dialogue within the University and with the surrounding community, the UWCRC defined a redevelopment framework that included but was not limited to:

- expanded educational facilities
- development of new student and community housing
- creation of community green space
- increased pedestrian-friendly space
- creation of a new theatre
- creation of an Aboriginal educational hub
- expanded transportation supports
- increased services including shops and restaurants on campus
- new day-care centre
- expanded fitness, wellness, and recreational facilities
- improvements to the Collegiate facility

A request for proposals was issued and a consulting team led by Prairie Architects Inc. and Hilderman Thomas Frank Cram was selected to coordinate this Campus + Community Development Plan. The consulting team worked closely with a design steering committee drawn from the University and the broader community throughout the design process. The following is a summary of the findings and recommendations developed in this report:

Campus History (Appendix A1)

The history of the University of Winnipeg dates back to the mid-1800's first as two separate colleges, then United College in 1913 and finally the University of Winnipeg in 1967. Throughout its long history, the University has evolved to provide undergraduate (and recently graduate) programs in the sciences and humanities on an urban campus in downtown Winnipeg. See Appendix A1 for details of the history and evolution of the University.

Current Conditions (Appendix A2)

In 2005/06 the University had an enrolment of 8,984 students (6,853 Full Time Equivalents (FTE), an increase of approximately 3% over the previous year). Demographic trends indicate falling enrolment from the baby boom echo generation (those students born between 1980-1997) offset by increases in Aboriginal and International student enrolment growth. Current enrolment trends indicate growth to approximately 11,000 students peaking in 2018. Current space per full time equivalent student (FTE) is 148 square feet.¹ Using this factor and assuming 8,320 FTE, the University needs to provide an additional 217,000 sf of gross space to maintain the same level of service. In addition to new space demands, much of the existing infrastructure is more than 35 years old and has had little substantial renewal in recent years.

Principles of Redevelopment (Pages 11-23)

The Design Team developed and implemented a Collective Design Process (CDP) that engaged a wide network of university and community people in an interactive dialogue. (see Appendix A3:pg 97 for details) Building on this CDP, the design team proposed 10 principles of redevelopment for the campus. These principles are as follows:

1. University as a Centre for Excellence
2. University as an Urban Village in the City
3. University as a New Downtown Community
4. University as an Accessible Place
5. University as an Aboriginal Home
6. University as a Living Model of Sustainability
7. University as Community Development
8. University as a Pedestrian Precinct
9. University as Fiscally Sustainable
10. University as a Model of Good Urban Design

Proposed Site Initiatives (Pages 25-31)

Four Site Initiatives are proposed for the renewed University:

1. Spence Street:

It is proposed to redirect traffic along the north half of Spence Street looping Duckworth Centre to create a transit loop from Young to the south portion of Spence Street and in the process developing a pedestrian zone between the two loops.



The proposed site initiatives examine the internal framework of the University.

¹ This calculation is determined by taking overall gross University owned and leased space and dividing by FTE - see pg 87-89 for calculations.



The Proposed Project Initiatives

2. Perimeter Partnerships:

Identify a ring of “Potential Development Partnerships” around the perimeter of the campus and begin to identify potential resources for long-term development

3. Balmoral Street:

Given the realities of the existing bus depot, expenditure of resources will likely be limited on this street until the future of the site is determined by the vested stakeholders.

4. Portage Avenue:

As resources become available, renewing the streetscape and connections to the south side of the street to further provide a gateway showcasing the University will become an objective.

Proposed Project Initiatives (Pages 32-67)

Sixteen Project Initiatives are proposed for the renewed University. Each project is defined on two pages with a context map, user group information, project area, function and proposed redevelopment images. The 16 projects are as follows:

1. Spence Street
2. Wesley Hall
3. Science Complex and Richardson College for the Environment
4. Canwest Centre for Theatre and Film
5. Duckworth Centre Expansion
6. Portage Commons
7. Campus Commons
8. Great Hall Learning Commons
9. Spence Street Storefronts
10. Renewed Academic Space
11. Housing Options
12. Boundary Streetscape
13. Infrastructure Upgrades
14. 491 Portage Avenue Complex Partnership
15. Community Initiatives
16. Interior Pedestrian Streets and Gateways

Implementation Strategies (Pages 68-80)

The conclusion of the University of Winnipeg Development Plan is a series of six macro level implementation strategies summarized below:

5.1 Business Development Strategy: The study suggests that the University should concentrate retail/service spaces in three strategic areas:

1. Spence Street kiosks;
2. (re)development of existing retail activities such as the bookstore and sports shop; and,
3. Considering further commercial/retail storefronts along east Portage/Colony.

5.2 Spence Street Redevelopment Strategy: The study defines an approach illustrating several options for the relocation of the street depending on partnerships with adjacent landowners.

5.3 Rebuilding Infrastructure Strategy: The study focuses on rebuilding the existing University infrastructure. The 13 campus buildings are classified in a matrix according to envelope, interior condition, mechanical and electrical condition, function, energy and durability. The matrix identifies 356,000 sf or 41% of the buildings as being in good condition; 110,00 sf or 13% in adequate condition; 367,000 sf or 42% in poor condition and two buildings (4%) of 37,000 sf in inadequate condition. It is proposed that the inadequate buildings be phased out and that 225,000 sf of existing space be targeted for infrastructure upgrading over the next 10-15 years.

5.4 Development Priority Strategy: The study defines a matrix of variables to identify a priority ranking towards a Campus Development Plan implementation strategy. The variables evaluate each Project Initiative in areas of academic enhancement, quality of life impact, infrastructure readiness, access to capital, priorities, income generation and access. The 16 proposed initiatives are sorted into four phases of development. Phase One initiatives include Spence Street Renewal, Spence Storefronts, Duckworth Storefronts, the 491 Portage Avenue complex as well as the completion of the Wesley Hall Restoration, a new Science Complex and Richardson College for the Environment, Canwest Centre for Theatre and Film, and a Student Housing Initiative.



Perspective Rendering of the Proposed Student Residence (Prairie Architects Inc.)



Perspective Rendering of the Science Complex (Number 10 Architectural Group)



Exterior View of Centennial Hall



Student Housing Along Balmoral Street



Interior View of Riddell Hall Atrium



Exterior View of Wesley Hall

1.1 MANDATE

The University of Winnipeg Community Renewal Corporation (UWCRC) was created in April 2005. The UWCRC mission included a mandate to “support the University by developing a sustainable University community ... by improving and expanding educational facilities and infrastructure”. This development process was initiated by the University during 2004 and 2005 through extensive dialogue within the University community and the surrounding neighbourhoods. The UWCRC continued this process by hiring a consulting team to develop a comprehensive development plan. The request for proposals outlined a number of issues to be addressed and implemented in the redevelopment framework including:

- The development of updated science facilities including a College for the Environment
- The design of innovative and environmentally sensitive academic and community buildings to aid in the revitalization of the University campus, the downtown, and the community as a whole
- the expansion of existing educational facilities and the improvement of infrastructure to meet the current and future growth of the University
- The development of a comprehensive strategy that would lead to increased safety and security for the University and the adjacent neighbourhoods
- The creation of student housing possibilities to increase the downtown population density and attract students from across Canada and around the world
- The provision of educational, recreational and commercial facilities to encourage community access and interaction with the University campus
- The fostering of short- and long-term economic growth for the University and community by attracting international students, providing employment opportunities for local residents, and promoting collaboration with business, government, and community groups
- The provision of services and opportunities for Aboriginal students and community members
- The creation of a redevelopment plan that promotes ecologically-friendly building initiatives and firmly establishes a green building mandate for the future of the University

1.2 DIRECTIVES

From this broad mandate, The UWCRC developed a more definitive set of directives including:

- The development of mixed-use student residential facilities to accommodate up to 500 housing units
- The creation of recreational green space for public use by the University and the surrounding community
- The design of a transit hub along Spence Street, to promote pedestrian-friendly activity and commercial initiatives such as local shops, restaurants and financial services



Aerial View of Existing University of Winnipeg Campus

- The provision of adequate transportation services to meet the anticipated needs of the growing University
- the creation of a theatre complex
- the development of a new Aboriginal educational hub which could include housing
- in addition, the plan would also address the spatial requirements of a broad range of student services including an expanded daycare facility, a fitness centre and improvements to the Collegiate facility

A consulting team led by Prairie Architects Inc. and Hilderman Thomas Frank Cram Landscape-Planning was selected to lead the development of the comprehensive plan. The consulting team worked closely with the Steering Committee, the advisory body formed to oversee the planning process and provide direction to the design team. Representatives of the Steering Committee include members of the University, the UWCRC, the design community, the local community, the business sector and the City of Winnipeg.



Local Businesses Along Portage Avenue



View of Spence Street



Student Life and Activity

The implementation of a new set of redevelopment principles for the University began in 1999-2000 with the efforts to create a scattered site student housing within the neighbourhoods surrounding the University. At that time The University also recognized that the potential for significant ongoing redevelopment would require ongoing financial support from the private sector. To advance this objective the University Board of Regents created The University of Winnipeg Foundation, currently chaired by University Chancellor H. Sanford Riley and governed by a board of directors.

In December 2003, the University Board of Regents appointed Dr. Lloyd Axworthy as the President and Vice-Chancellor of the University. One of the key factors in his selection was his commitment and vision to re-imagine the form and nature of The University of Winnipeg and its place in the city. Dr. Axworthy immediately initiated a series of campus and community consultations to further elaborate on this vision which led to the creation of an entirely new organization governed by University and community members with particular knowledge and expertise in design and development. In the spring of 2005, the University Board of Regents endorsed Dr. Axworthy's concept, authorizing the formation of The University of Winnipeg Community Renewal Corporation (UWCRC).

From its inception, the mandate of the UWCRC was to move beyond the traditional inward directions of University master-planning and to initiate dialogue with the wider community. The selection of the consulting team of Prairie Architects Inc. and Hilderman Thomas Frank Cram reinforced the direction of an open and inclusive design process for the master plan that included a commitment to sustainable design, accessibility, and community. An initial phase of the planning process included undertaking a series of design charrettes that each began with background on many best practice examples from around the world (as discussed in the Appendix 3: Community Consultation).

As a result of this initial phase, a series of principles for the development of the new University began to emerge from both the preliminary research and the charrettes. The following section begins to identify these new principles and establish a new direction for the University. The principles are proposed as follows:

- 2.1 University as a Centre for Excellence
- 2.2 University as an Urban Village in the City
- 2.3 University as a New Downtown Community
- 2.4 University as an Accessible Place
- 2.5 University as an Aboriginal Home
- 2.6 University as a Living Model of Sustainability
- 2.7 University as Community Development
- 2.8 University as a Pedestrian Precinct
- 2.9 University as Fiscally Sustainable
- 2.10 University as a Model of Good Urban Design

It is these principles that will form the foundation for the development of Part 3.0 Proposed Site Initiatives and Part 4.0 Proposed Project Initiatives.

2.0 Principles of Redevelopment

2.1 UNIVERSITY AS A CENTRE FOR EXCELLENCE

In 2004, The University of Winnipeg Senate approved The University of Winnipeg Academic Plan 2004-2010 which states that the University's central mission is to provide a liberal education in the Arts and Sciences through a dedication to intellectual dialogue and a reception to academic, social and economic change. The Plan asserts the University's goal is to participate openly and constructively at all levels of engagement with the communities it affects and society to which it contributes. "Through a conscious intention to cultivate intellectual and social diversity, to foster an engagement with issues of human and social importance," The University of Winnipeg is committed to its role as an academic leader.

"Our Goal, 2004-2010"

"In the estimation of the Canadian and international academic communities, in relation to the lives, principles and aims of our students and those of the community of which we are a part, a degree from The University of Winnipeg will be of unrivalled quality and value, the mark of exceptional attainment in intellectual enquiry, scholarship, creativity, the arts of citizenship, of society, and of life."

To be effective, the University of Winnipeg Development Plan must be adopted and complement the execution of the Academic Plan (www.uwinnipeg.ca). There is no doubt that the intellectual rigor of the University is paramount to its modus operandi. As the University grows and its academic goals are further reinforced, the plan for the physical environment must evolve to reflect the direction of this vibrant, socially and globally responsible institute of learning. To achieve these goals, the space must inspire, encourage and facilitate the Academic Plan. The redeveloped campus will be an exceptional University campus for students, faculty, staff, its neighbours and the city, a place which can serve as a model for excellence in sustainable development for the broader community. The University campus shall lead by example. It shall strive to be an environment that reflects the University's commitment to be a good neighbour, and its commitment to guiding its students toward becoming exceptional global citizens and leaders.



University as a Centre for Excellence



University as a Village in the City



Student Services, Retail Spaces and Cafes Will Line the Streets

2.2 UNIVERSITY AS AN URBAN VILLAGE IN THE CITY

The new village will fuse the University into the surrounding residential neighbourhoods. The revitalization of the University will go hand in hand with the continuing community development of adjacent urban neighbourhoods and the wider downtown. Like European precedents, the new village will break down the isolation of the University and interconnect it within the fabric of the city – town and gown will become more closely interrelated.

Inside Out

A village is a vibrant, compact, and diverse place with life spilling into the streets and people feeling comfortable, alive, and at home. In a village there is a diversity and juxtaposition of commerce, residential living, education and recreation. It is this eclectic mix that generates life and vitality. The University of Winnipeg has developed over the years as a single-use institution. Every week about 10,000 people utilize the campus however it is a place with little activity visible from the street and little residential life. The University has approximately 90,000 square feet of public-use space that remains buried inside the shell of the institution.

In order to transform the University into a vibrant new urban village, one of the central principles of redevelopment is to turn the University inside out by making the public use space more visible. For example, the student service spaces now located in the sub-basement of Bulman Centre, the bookstore found between two corridors in Centennial Hall, the fitness centre in a basement corner of Duckworth Centre, Tony's café at the back of Wesley Hall and the sports store located in the hallway of Duckworth Centre could be moved to more visible locations to generate increased pedestrian activity. It is the intent of this planning study to illustrate practical opportunities to transform these inward facilities into new creative places on the streets surrounding the campus. These new locations will bring students, staff and faculty into dialogue with the city and will in turn bring the city back into the institution. These initiatives combined with a new residential population can transform the University to a new urban village, a place where people work, live and play.

Scattered Places

Another part of this principle of creating a village in the city is to interlink the University into the wider community. In order to do this, it will be essential not to centralize all new facilities into a growing expansion of the existing University infrastructure, but rather to start to create scattered University places within the broader community. If these places are to contribute to a true village life, they must be developed to create synergies with the local community so that all gain in the exchange. This process has already begun with new housing initiatives in the community, Menno Simons College across Portage Avenue, the location of the future Science Complex and Richardson College for the Environment, and other initiatives nearby.

2.3 UNIVERSITY AS A NEW DOWNTOWN COMMUNITY

Another principle of the proposed University is to create a vibrant residential environment downtown. Like many other universities, the development of residential accommodation for its users can help create an urban district with additional demands for shops and services. The University is ideally located with a direct east-west connection to downtown Winnipeg. It is surrounded by a large shopping centre at Portage Place, the Bay and by dozens of smaller shops along Portage and Ellice Avenues. In addition, this urban location provides the opportunity for residential initiatives emerge in partnership with local community groups, non-profits and civic-minded private partners to provide mixed-use housing to a range of people. Also, as many urban universities have found, housing is no longer solely geared toward young, single, seasonal and middle class students. Today, a central principle for the design of student housing is that it needs to be created for a diverse student population that includes families, cultural traditions, permanent locations, and clusters of people living together. Creating a more vibrant residential component means increasing residential density which will help provide support for services and in turn make the village safe, vibrant and economically sustainable.

Housing Initiatives

The housing initiative may be administered and managed by either the University or in partnership with local non-profit organizations. Through the collective design process, members of the community and the University discussed the advantages of different housing forms and locations. A majority endorsed a mixed approach that would see student housing on the edge and at the heart of the University so as to maintain a strong student core while reaching out to the community.

Best Practice Examples

The design principles at other urban campuses may serve as a guideline for determining the form of student housing best suited to create a downtown village environment and include:

- The HUB at the University of Alberta features a dormitory style residence atop a concourse of shops, restaurants and student services. The building serves as a central meeting place on campus with connections to nearby academic buildings and the light rail system.
- The University of Cincinnati also provides student housing within mixed-use facilities. The University Park apartments along the edge of this campus are part of a larger complex, which includes a marketplace, commercial venues and a parking garage. Students can live on-campus while still actively interacting with the community.
- The University of Toronto recently built three new housing complexes, each providing a unique architectural landmark for the urban campus. This includes The Graduate House residence that reaches into the surrounding community with an elaborate sign that cantilevers over the street and marks the entrance to the University. The Woodsworth College and New College residence halls also provide multi-use facilities with housing units, dining spaces, study areas, offices and student services.



University as a New Downtown Community



The HUB, University of Alberta, Edmonton, Alberta



Calhoun Street Marketplace and University Park Apartments, University of Cincinnati, Cincinnati, Ohio



Graduate House, University of Toronto, Toronto, Ontario



University as an Accessible Place

2.4 UNIVERSITY AS AN ACCESSIBLE PLACE

The design of the village is being developed in consultation with the community. This interconnection into the community will de-construct the 'ivory tower' image of the University and create an accessible and open model, which will seek to introduce people of all ages, cultures and walks of life to the opportunities of post-secondary education.

Wayfinding

Using the principles of wayfinding, the University could be designed to ensure all users can easily navigate the site regardless of their familiarity with the campus. The organization of the present campus could be redesigned with accessibility in mind. By identifying the principal routes and entry points, steps can be taken to simplify the flow of pedestrian traffic. The architecture could be designed to emphasize points of access from the community and the series of spaces to follow. An information centre at the crossroads of the circulation routes could provide information and direction to visitors. Consistency in materials, architectural finishes and lighting will also serve as a navigational tool by delineating the organization of the campus.



Comprehensive Signage and Wayfinding

Signage

Comprehensive signage both on the interior and exterior of buildings will reinforce the concepts of wayfinding and accessibility. With consistent placement of signage at entry points and key areas throughout campus, the University will attempt to break down any barriers and welcome visitors. The use of direct signage and symbols will also communicate to a large array of cultures and languages.

Removal of Cultural Barriers

The University will seek to remove any cultural barriers that may be present by reinforcing the village setting and its inclusive nature. In this way Aboriginal, new Canadian and international students and families will be encouraged to embrace the opportunities offered by the University.



A Multi-Cultural Learning Environment

2.5 UNIVERSITY AS AN ABORIGINAL HOME

The new village must have a strong Aboriginal presence in order to provide a place of belonging for Manitoba's growing First Nations, Métis and Inuit student community. The University of Winnipeg, as an urban campus, is uniquely situated to become the academic home for this growing population. The Aboriginal community will bring its inherent wisdom and cultural traditions to give expression to a sustainable urban community.

At present, approximately 900 self-identified Aboriginal students are registered at the University, which corresponds to approximately 10% of the student body. The overall student population has increased since 2005 including a 5% increase among Aboriginal students. The changing demographics may be attributed to several successful programs underway at the University to encourage Aboriginal enrolment. These initiatives include the new Aboriginal Student Services Centre facility and its Transition Year Program, the Aboriginal Governance Program, the Community-based Aboriginal Teacher Education Program (CATEP) and the Urban and Inner City Studies Program. In November 2005, the Wii Chiiwaakanak Learning Centre was established as a bridge to the Aboriginal and inner-city community. The Wii Chiiwaakanak Learning Centre promotes education by providing computer-based learning, mentoring and other programs such as Elders Teaching Circles and an Aboriginal Languages family literacy project for children, youths and their families. In September 2006, the University initiated an Innovative Learning Centre which targets at-risk children and youth. The Centre has begun with Eco-Kids and Enviro Techs, strategic school-based programming designed to address the graduation gap by exploring the relationship between science, the environment, and traditional Indigenous knowledge.

The village environment will seek to provide students with the necessary requirements to sustain a healthy Aboriginal community including housing and child care, integration with the community and cultural facilities.

Best Practice Examples

Other successful Aboriginal facilities may provide valuable insight for the design of student housing and the village setting.

- The First People's House at McGill University allows students to meet and share similar academic and cultural interests while living under the same roof.
- The First Nations House of Learning at the University of British Columbia offers a number of services including access to academic resources, childcare facilities, counseling and academic programming. Located in the Longhouse, a building rich in the architectural traditions of the West Coast First Nations People, the Aboriginal student centre provides a central place for study, learning and socialization.
- The First People's House of Learning at Trent University in Peterborough is located within the Enweying building, a mixed-use complex with classrooms, residences and amenity spaces. The architecture of the building was designed to reflect Aboriginal traditions. The colourful facade was derived from the medicine wheel and the weathered steel around the First People's Gathering Space was believed to honour the Mohawk/Iroquois steelwork territory.



University as an Aboriginal Home



First People's House, McGill University, Montreal, Quebec



First Nations House of Learning, University of British Columbia, Vancouver, British Columbia



Eweying Building and First People's House, Trent University, Peterborough, Ontario



University as a Living Model of Sustainability

2.6 UNIVERSITY AS A LIVING MODEL OF SUSTAINABILITY

The new University Village is to set become a global standard for an environmentally sustainable community. New buildings on campus will be designed to meet Kyoto compliance, C-2000 and LEED standards. The existing campus will be retrofitted over time to attain the highest level of sustainability possible.

The overall campus village will provide a highly integrated green community in all areas of sustainability from energy and water consumption to site definition, green material selection, green products, indoor air quality and transportation. By providing an active model of sustainable living, a creative mix of students committed to a sustainable environment will be attracted to the downtown and the University. The following are some features of the campus sustainability strategy:



LEED Accreditation for Environmentally Friendly Design and Construction

ISO 14001

In October, 2006, the University's Board of Regents approved a Sustainability Policy outlining the University's commitment to environmental, social and economic sustainability. This includes undertaking a comprehensive review of its energy and sustainability footprint under the direction of a Director of Sustainability and Sustainability Task Force, comprised of faculty, staff and students. The goal will be the development and implementation of an ISO 14001 certified Environmental Management System (EMS).

Kyoto Protocol

The intent of new sustainability initiatives on campus is to embrace the goals of the Kyoto Protocol compliance standards for greenhouse gas emissions.

LEED (Leadership in Energy and Environmental Design) Accreditation

LEED standards will be used to ensure all new buildings on campus will maximize energy efficiency and environmental sustainability. Features may include the use of on-site renewable energy, daylighting techniques, the use of low-emitting materials and finishes and a design that supports alternative transportation options.

PowerSmart

PowerSmart, an energy conservation program of Manitoba Hydro, provides incentives for new buildings that meet energy efficiency requirements. The new buildings on campus will seek to meet the guidelines for the design of the building envelope, lighting systems, heating, ventilation and air conditioning systems, and electrical power operations.

CBIP (Commercial Building Incentive Program)

CBIP, sponsored by the Natural Resources Canada Office of Energy Efficiency, supports the design of energy efficient buildings through funding and design assistance. New buildings on campus will seek to achieve lower operating costs in compliance with the program. Features may include energy efficient mechanical, electrical and lighting systems as well as the design of the building envelope and fenestration.

2.7 UNIVERSITY AS COMMUNITY DEVELOPMENT

Any University redevelopment will seek to respect existing neighbourhood plans and will continue to engage existing community groups in meaningful dialogue. Tools will engage the community in this participatory planning process and will ensure that the format is inclusive of all stakeholders.

The redevelopment of the University will seek to enhance the infrastructure of the local community. The creation of the University of Winnipeg Community Renewal Corporation (UWCRC) which has local community members on its board is a positive statement that ensures that the local community has a direct stake in the planning and development of the University. The final form of the urban campus will likely be scattered buildings throughout the community rather than an isolated and independent campus.

Community Organizations

As a result of decades of population loss and the flight of business, the once more prosperous neighbourhoods of the inner city deteriorated. In response, numerous community based organizations have worked hard to reverse this decline and instill positive changes. The University shares this vision of revitalization and will build upon and create new relationships with neighbourhood groups, to assure a strong partnership for development in the future emerges.

An example of the groups currently hard at work in the community is The Spence Neighbourhood Association (SNA) which provides a voice for residents living directly to the west of the University. This not for profit organization works to provide adequate “housing, safety, image, employment and health” to local residents and businesses. The SNA has several programs that run year-round including youth activities, workshops, and programs, neighbourhood cleanups, community gardens and renovation grants.. The West Broadway Development Corporation (WBDC) also promotes the goal of urban revitalization with local programs that include an education and employment centre, neighbourhood community gardens, affordable quality food and youth employment coop programs with local high schools. WBDC also provides affordable and safe housing through their community land trust program.

The University will strengthen the economic fabric of the surrounding community by continuing to develop an alliance with local businesses. The West End BIZ and Downtown BIZ districts work to promote the economic and cultural vitality in the areas surrounding the University. By encouraging Winnipeg residents and tourists to visit downtown and the urban neighbourhoods, the BIZ organizations hope to create a safe and prosperous area to live, work and play.



University as Community Development



Downtown Biz Community Watch Program



University as a Pedestrian Precinct



Transit Hub and Pedestrian Priority

2.8 UNIVERSITY AS A PEDESTRIAN PRECINCT

The new University Village will give prominence to the pedestrian. The University is ideally situated in the city to be a place for students and community where vehicles are not required to live, work and play. The University can be a vibrant extension of the pedestrian walks and plazas to the east along Portage Avenue. The greening of streets and the provision of indoor and outdoor winter-city connections between parts of the campus will encourage students and community to walk throughout the downtown.

Sustainable Transportation

The University will encourage sustainable transportation, which limits emissions, reduces the use of non-renewable resources and promotes alternative transportation such as walking, biking and public transit. The University is currently serviced by upwards of 30 bus routes, drawn from all areas of the city. The proximity of major traffic zones such as Portage Avenue, Memorial Boulevard, Portage Place and the Graham Street transit mall, make the urban location ideal for public transport. At present, approximately 81% of students, staff and faculty use public transit and alternative modes on a regular basis. The new University Village will involve the reconfiguration of Spence Street to create a transit hub at the heart of campus. The proposed initiative will reinforce the concept of a pedestrian precinct and limit vehicular traffic through the site. Currently, traffic along Spence Street is limited to public transit, delivery and emergency vehicles.

The new University Village will strive to encourage bicycle transportation by implementing safe and accessible routes, storage space and possible shower facilities. Students have expressed an interest in improving access to alternative means of green transportation.

Parking

The University and surrounding community currently offer a variety of convenient and accessible parkades, surface lots, and metered parking. Short term drop off zones for visitors, disabled people and seniors will be expanded in the new University to provide convenient access for all users.

2.9 UNIVERSITY AS FISCALLY SUSTAINABLE

There are a number of major approaches to enhancing the fiscal sustainability of the University. The dominant historical approaches to attaining a balanced fiscal strategy have been to obtain funding contributions from governments and through increased enrolment of Canadian students. As is stated in Appendix 2, the demographic trends indicate that enrolments from Canadian students will begin to level off in the next 10 years.

In recent years, universities have been under pressure to find other sources of revenue to continue to provide academic excellence. Some of these opportunities that reside within the direct control of the University include:

Capital Funding Campaigns

The University of Winnipeg Foundation was established to enter into a long-term fundraising campaign to increase levels of funding for scholarships, bursaries, and internships, enhanced academic programs and capital projects. This new source of revenue is anticipated to enhance the fiscal sustainability of the University over the long-term future.

Increasing the Number of International Students

In addition to enhancing the university experience of Canadian students, international students pay more tuition than Canadian citizens. This increased revenue helps to offset operating costs. A central task in the development of the University of Winnipeg Development Plan is to define features that will attract international students to The University of Winnipeg.

Reducing Operating Costs

Sustainability provides the opportunity to reduce operating costs, which in turn would allow the University to transfer energy and maintenance payments into enhanced academic programs. As stated in Section 2.4, it is an objective of this new University of Winnipeg Development Plan to transform the campus into a sustainable community through ISO 14001 and LEED approaches to renewal and redevelopment initiatives. It is intended that the revenues saved from this sustainable approach will add to the University's fiscal viability.

Increasing New Retail Sales Revenue

Perhaps the most operative approach to revenue generation in the development of the University of Winnipeg Development Plan is to review options to increase revenue. Current operations from the bookstore, sports shop, fitness facilities, food services and student services should be evaluated to determine if there is potential for additional revenue generation. At present, there is approximately 95,000 sf of retail and student service space on campus. Most of this space is internalized and scattered across the campus. The transfer of retail activity to street locations will promote exposure to a larger consumer base for added revenue.



University as Fiscally Sustainable



Potential Retail Opportunities for Internalized Student Services



Increased Retail Activity for the University and Community

2.10 UNIVERSITY AS A MODEL OF GOOD URBAN DESIGN

The University of Winnipeg is characterized by a variety of architectural styles that have been constructed over the past 100 years as reflected in Appendix A1 of this report. Also, as an urban campus, the character of the University is determined to some degree by the adjacent and surrounding buildings. In order to assist in the design of the future development of buildings and lands, the following is proposed as a series of patterns or principles for the continuing development of the campus:

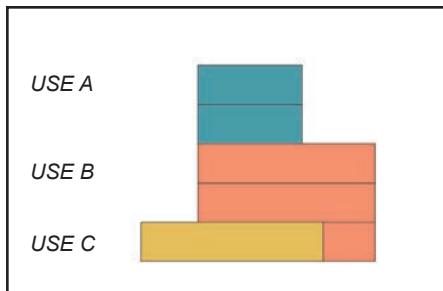
1. Celebration of Heritage and Place

The University of Winnipeg is perhaps best known as a landmark in the City of Winnipeg by virtue of Wesley Hall and the urban green space in front. The tree-lined boulevard and stone building represents a link to the history of the institution and its place in the city. New development will seek to celebrate these historical ties to the past while forging a new vision for the future of the University. Other landmark features that have significant impact on the public will be enhanced in keeping with current social attitudes and community development objectives.



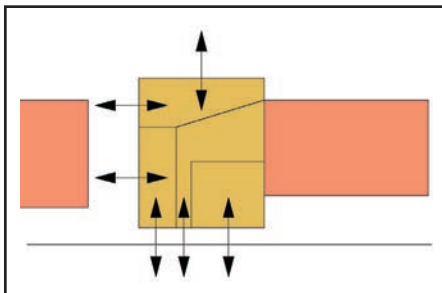
2. Mixed-Use Buildings

In order to promote diversity and intensity on campus, buildings must not be envisioned as sole-use facilities, but rather as multi-use. As the campus has a limited footprint for development, it is important to maximize the layering of facilities and activities. Although funding and approvals may be more complex in mixed-use buildings, it is important to understand the opportunities available for joint-use facilities. Where possible, clusters of student residential units should be considered for inclusion in each project that is proposed.



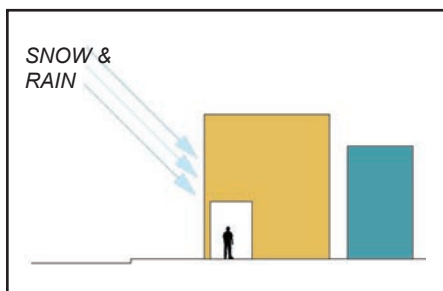
3. Public-Use Main Floors

In order to create a rich pedestrian environment at street level, it is proposed that each new or redeveloped building provide for public-use facilities on the main floor. These at grade facilities should have as much transparency as possible. The visual connection between inside and outside will provide safety on the streets and encourage an openness to the campus. As the campus connects to all parts of the city, long blank walls, private offices or private spaces at grade should be avoided – as much as possible shops, display features, workshops and public facilities should be incorporated into all faces of a building.



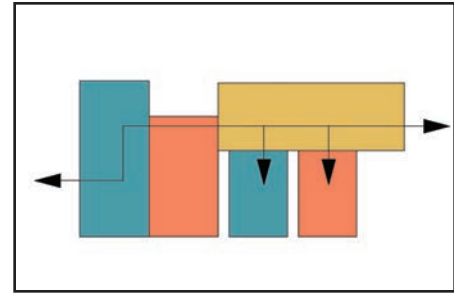
4. Urban Design

The public realm is a dominant feature of campus life. It is proposed that all buildings comply with the spirit of the Urban Design Guidelines of the City of Winnipeg that emphasize the following principles: enhance pedestrian comfort, safety and accessibility; create identifiable places in the urban fabric; respect urban traditions of streets and blocks; celebrate the surrounding context; and, contribute to important linkages and vistas that animate the interface between interior and exterior space.



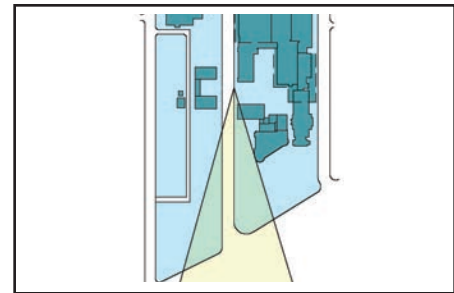
5. Connected Buildings

The urban nature of the campus has defined a pattern of connected and layered buildings that make up the character of the University. It is proposed that new buildings be seen in the same urban patterns – connected and layered to the existing infrastructure. This pattern means that public space at grade will be at a premium and roof areas could be converted into green roofs to add to the larger campus green space. It also means that exterior windows will be at a premium and features such as indoor atria and light wells will need to become part of the design vocabulary.



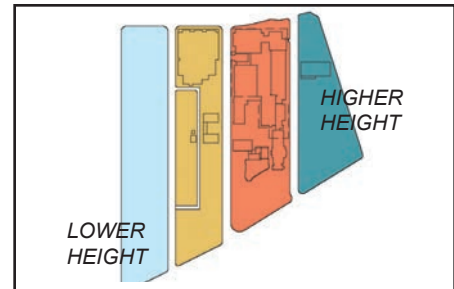
6. Visual Connection Inside

The redeveloped campus is to be designed to fit visually and functionally within the city. In order to define this connection it is proposed to open the heart of the campus to the city and Portage Avenue with a visual openness to the west of Wesley Hall. It is proposed that a width of approximately 50-65 feet be reserved between buildings to be able to provide a clear view through to the north part of the campus from Portage Avenue.



7. Compatible Scale

In order to provide a good fit for new buildings within the community and city, it is recommended that the scale of buildings be compatible with its location. Buildings on the west and north bordering the Spence neighbourhoods should be lower as they engage the community; buildings closer to Portage and Balmoral can be taller as they are more adjacent to existing highrise areas; and, buildings adjacent to Wesley Hall need to consider the historic nature of the site lines from the street to the historic façade.



8. East-West Connection

In order to connect the University with the surrounding neighbourhoods and provide a welcoming approach, it is proposed to develop strong east-west links into the community. It is intended that new buildings and the redevelopment of any buildings on the east and west of the campus will include entrances and points of access for the community.

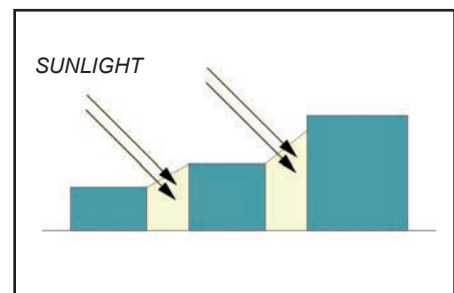


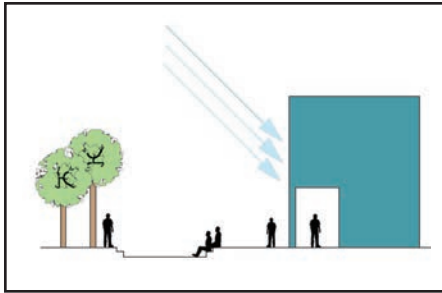
9. Access to Sunlight

In the re-development of an urban campus, it will be essential to plan for the long-range development of facilities to ensure access to light for each building. As the campus is embarking on a sustainable future, it is proposed to provide access to light for passive heat capacity and natural day-lighting in future development projects. In general, it is preferable to place the higher and wider buildings to the north and to offer setbacks and lower levels as the facilities approach the south in order to minimize sun shadows.

10. Winter City Features

The village will embrace the attributes of our northern climate and the potential for vitality and development in our winter city. The University is to become a centre of activity that reconnects students and the community. Winter festivals, concerts, ball hockey, ice sculptures and snow forts will enliven the village setting. Heated sidewalks at pedestrian crossings could allow students to circulate outside thus assuring the University will become





more accessible to its users and the community during the winter months. The architectural features of the village setting may also create protection from the elements and enhance micro-climatic conditions. Colonnades and arcades could shelter students from the winter winds as they pass between classes.

11. Site Design

The new University village will seek to generate the highest and best use of all of its space by extending functionality to the outdoors and by integrating interior and exterior functions. Integrated functions may include commercial activities, student services and campus and community amenities. Wherever appropriate, building development will be accompanied by suitable outdoor space for complimentary functions. The design of entries and exits will address the continuity of space and permit a seamless interaction between inside and out. The healthy relationship between people and nature will be nurtured by providing access to enjoy the sun, wind, air and sky in places that are safe, comfortable and easily accessible.



12. Contemporary Design and Materials

It is proposed that new buildings and additions will be designed using contemporary materials and vocabulary. The architecture on campus will maximize transparency and vibrancy, thus providing a counterpoint to the many eclectic building styles. At the same time, it is recommended that the new architecture respect the traditions of the University and incorporate a texture, scale and diversity compatible with a small University in the city.

13. Crime Prevention Through Environmental Design (CPTED)

CPTED is based on the concept that behavior in an urban setting, as well as perception of safety, is influenced by environmental design. The City of Winnipeg subscribes to the CPTED philosophy and provides resources to integrate these principles into design. New University development will incorporate these values.

3.0 | Proposed Site Initiatives

3.0 PROPOSED SITE INITIATIVES

As the design team began exploring options for new initiatives for the overall urban context of the University, a number of conflicting issues became apparent. The team identified these concerns and began to work through possible solutions. The issues of conflict and proposed resolutions are identified as follows:

Issue One - Spence Street

Spence street bisects the campus, hampering the concept of a pedestrian precinct and a village centre. Even though the street had recently been converted into a bus route only, the route still cuts through the heart of the campus. The team realized that it would be essential to redefine the street in order to achieve the principles identified earlier in section 2.0.

Proposed Resolution: It is proposed to redirect traffic along the north half of Spence Street looping around Duckworth Centre to Young Street, to create a transit loop from Young to the south portion of Spence Street, in the process developing a pedestrian zone between the two loops.

Issue Two – Perimeter Partnerships

In the review of design options for the various components of the University precinct, the team realized that a very different approach would be required to deal with lands owned or controlled by the University and properties not under its control.

Proposed Resolution: The planning proposals identify a ring of “Potential Development Partnerships” around the University. The design team felt it was important to identify these potential connections and opportunities beyond the immediate footprint of the University in order to ensure the future campus can become a village that expands beyond its institutional framework and into the community. The detailed project initiatives illustrate several development partnerships already in progress in non-controlled lands.

Issue Three - Balmoral Street

The design and layout of Balmoral Street and the bus depot limit the connectivity between the University and the downtown. The relocation of the Greyhound bus depot has been under discussion for many years. The existing east side of the University on Balmoral is a 4-5 storey wall along the property line which creates a sunless canyon.

Proposed Resolution: It is proposed by the planning team, that given the limited amount of funding for capital developments at the University, the redevelopment of Balmoral Street would become a priority when the future of the bus depot is more clearly defined. Initiatives to improve the area include a new gateway entrance on the east and new transparent building facades to any new structures onto the street.

Issue Four - Portage Avenue

Portage Avenue is a powerful route along the south periphery of the campus. It provides little opportunity to showcase the University and connect it to downtown. At the same time, Portage disconnects the campus from the

south residential area, bus routes and shops. The large open space in front of Wesley Hall and along the main thoroughfare has long been a symbolic space on campus. Despite the location, the green space could be more fully used by the University and the wider community.

Proposed Resolution: The design team proposed to strengthen the Portage Avenue precinct by working with the City of Winnipeg to extend the downtown street narrowing, crosswalks and streetscape. In addition, it is proposed to develop new banners and identifiers for the University. As well, a new public park, Portage Commons, has been developed on the space in front of Wesley Hall to create a new presence on Winnipeg's principal street.

The following schematic diagrams propose an Internal Conceptual Framework that starts to define the proposed site initiatives for the University of Winnipeg Development Plan. This is followed by diagrams identifying the Proposed Pedestrian Realm and the Proposed Drop-off and Parking Areas. Finally, this section concludes with a composite Proposed Site Development Plan.



Perspective of the Proposed Spence Street Storefronts (Prairie Architects Inc.)

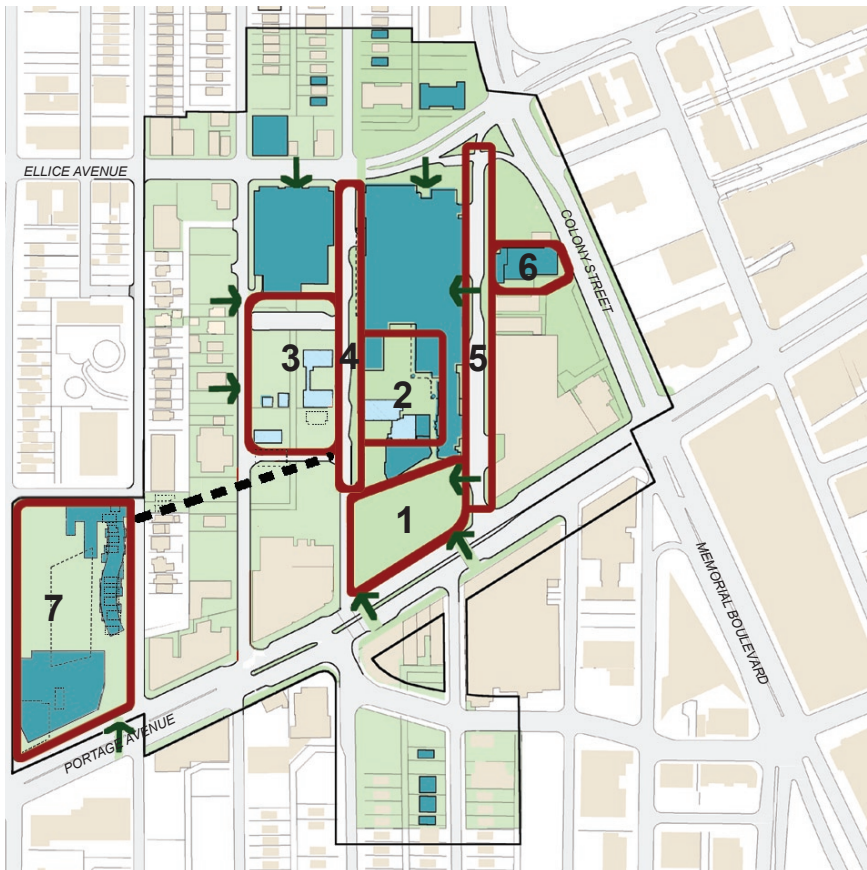


Perspective View of the Portage Commons (HTFC Landscape Architecture and Planning)

3.0 Proposed Site Initiatives

3.1 CONCEPTUAL FRAMEWORK - INTERNAL

The internal framework illustrates the University's concept for development of the lands under its direct control and lands owned by the CBC and the City of Winnipeg where agreements are being discussed.

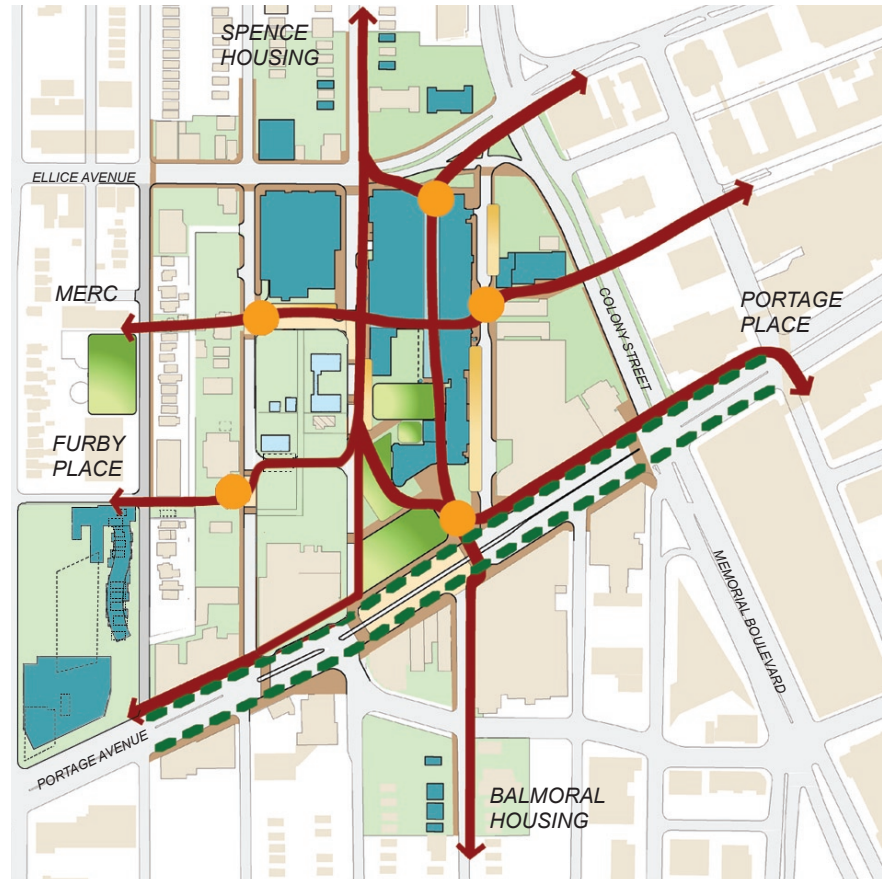


- | | |
|--|--|
| <p>1. PORTAGE COMMONS
 -Develop an Active Public Place
 -Display University to the Public
 -Large University and Community Gatherings and Events</p> <p>2. CAMPUS COMMONS
 -Indoor and Outdoor Amenity Spaces
 -Smaller Gatherings and Events
 -Village Centre
 -Eventual Removal of Physical Plant and Sparring Hall</p> <p>3. BUILDING SITES
 -Maintain East/West Linkages
 -Sensitive Scale
 -Provide Weather-Protected Linkages
 -Develop at a Scale that is sensitive to Existing Campus and Neighbourhood</p> <p>4. SPENCE STREET
 -Improve Aesthetics/Pedestrian Campus</p> | <p>-Increase 24/7 Oversight
 -Transit Hub in the Centre of Campus</p> <p>5. BALMORAL STREET
 -Improve Aesthetics
 -Utilize for Accessible Parking
 -Improve Entrances to the Campus from the Street</p> <p>6. THEATRE
 -Enhance Presence on Colony
 -Connect to Main Campus</p> <p>7. RICHARDSON COLLEGE FOR THE ENVIRONMENT AND STUDENT HOUSING</p> <p>➔ GATEWAYS
 -Identifiable Entrances
 -More Open to the Community</p> <p>■ University Owned Buildings</p> |
|--|--|

3.2 PROPOSED PEDESTRIAN CIRCULATION AND MAJOR OUTDOOR PUBLIC SPACES

Improved linkages to downtown and to the Spence neighbourhood are considered to be necessary to further integrate the University and the community. Improved linkages to existing University housing will increase their appeal and support community development.

-  MAIN ENTRANCES/GATEWAYS
-  MAJOR PEDESTRIAN ROUTES
-  OUTDOOR SPACES
-  BUS, HANDI-TRANSIT and DROP-OFF
-  PROPOSED WINNIPEG TRANSIT QUALITY CORRIDORS



Bicycle Storage Area at the University of Toronto, Ontario



Pedestrian Walkways at the University of Toronto, Ontario





3.0 Proposed Site Initiatives

3.3 DROP OFF AND PARKING CONCEPT

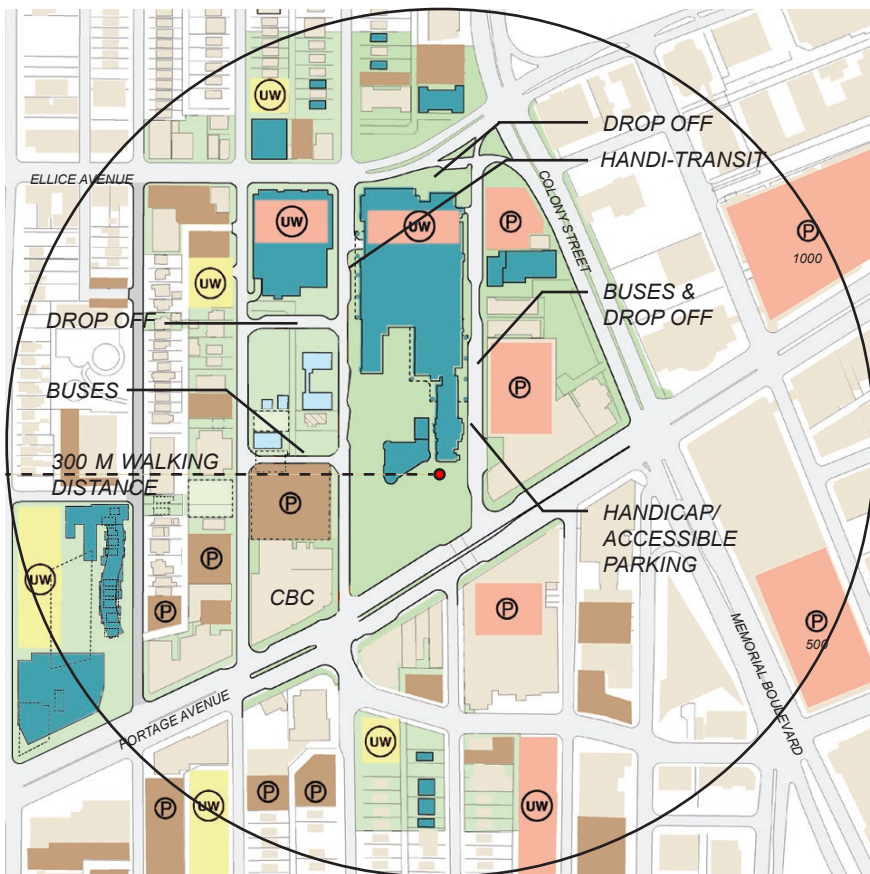
Residents of surrounding streets and neighbourhood associations have raised concerns that casual on-street parking by University-affiliated individuals has created parking challenges for local residents. One response may be the construction of three additional floors of parking to the bus depot structure. The existing bus depot parkade can be further enhanced for University use through the addition of a skywalk connection.

More than 80% of students and staff currently travel to the University by public transit, bicycle or on foot. Future developments should consider increasing initiatives to encourage additional transit use to decrease pressure on surrounding residential neighbourhood properties.

Current parking spaces as per the above diagram indicate that within 300m walking distance of the University there are parking spaces as follows:

-  Private Parking Lots
-  Public Parking Lots
-  Dedicated U of W surface parking (250)
-  Dedicated U of W parkades (125)

Total U of W and public parking within 300m of Wesley Hall: 2600 spaces



3.4 PROPOSED LONG-TERM SITE DEVELOPMENT PLAN



- EXISTING UNIVERSITY BUILDINGS
- PROPOSED UNIVERSITY BUILDINGS
- OUTDOOR AMENITY SPACE
- PROJECTS IN DEVELOPMENT
- POTENTIAL REDEVELOPMENT ZONE

4.0 Proposed Project Initiatives

4.0 PROPOSED PROJECT INITIATIVES

While the site initiatives were being developed, the design team furthered their understanding of the scope of the space and program requirements. What started to evolve was a complex web of spatial and programmatic needs from many different sources. The design team began to identify a series of requirements based on a variety of economic, logistical and community-based directives. The diagram to the right identifies the major program areas to be addressed in the redevelopment of the campus. The following is a summary of some of the primary issues that came to light in the initial investigation and some of the resolutions proposed in the project initiatives are defined in detail in this section:

Issue One - Increased Building Area

The University has not expanded the general academic space since the construction of Centennial Hall in 1972. Many of the chemistry labs were constructed in Manitoba Hall in 1958 and were last upgraded as part of the Centennial Hall development. During the last 35 years, the University population has expanded dramatically. Additional academic space has been carved out of all existing buildings with rooftop additions, hallway reductions and classroom conversions. Many of the existing labs survive on patchwork upgrades. As indicated in Appendix 2, the current gross amount of University space is approximately 1 million square feet. As discussed in this section, the University anticipates requiring additional building area of between 215,000 to 350,000 sf within the next 10-12 years.

Proposed Resolution: It is proposed that an additional 350,000sf of campus space be developed.

Issue Two - Openness and Scale

Central to the development of individual project initiatives were ideas to break down the institutional nature of the existing University. Concerns centred on how to make the Duckworth athletic facility more open to the community; how to bring life back to Spence Street with Centennial Hall overshadowing the street; how to provide comfortable and visible entrances on each side of the University; and, how to define a new image for the University from Portage Avenue.

Proposed Resolution: Each of the above areas was reviewed to determine the potential to create a more human scale character for the University. Design concepts were created that opened the buildings to the street, provided low-scaled infill buildings along Spence Street, and created a new image for the University on Portage Avenue.

Issue Three - Revenue Generation

In the past, the University operated student services and retail facilities as a necessary accessory to the primary goal of academic excellence. In the last number of years, as University budgets have become strained, many universities have turned this burden into revenue generation potential. Bookstores that were necessary to provide textbooks or sports/fitness stores have become significant sources of revenue for other universities.

Proposed Resolution: The development of revenue-generating facilities is important to redevelopment initiatives at the University. It is intended to take the student services/retail spaces, currently located on basement levels or hidden along corridors, out onto the street to provide visibility and a high profile location that will help to increase revenue. Not only does this strategy improve revenues, but retail space on the street increases the vibrancy and safety of the University in the city. As well, valuable space in the core of the institution will be free for academic purposes.

Issue Four - Funding

The University has commenced fundraising to seek support for scholarships and bursaries, academic enhancements and capital projects.

Proposed Resolution: The detailed planning process began to identify potential sites and programs within the context of the site initiatives and the broader conceptual framework being developed. As the development of the University of Winnipeg Development Plan proceeded, separate preliminary design initiatives were undertaken on the Science Complex, Theatre, Duckworth Centre, Portage Commons and Spence Street Redevelopment.

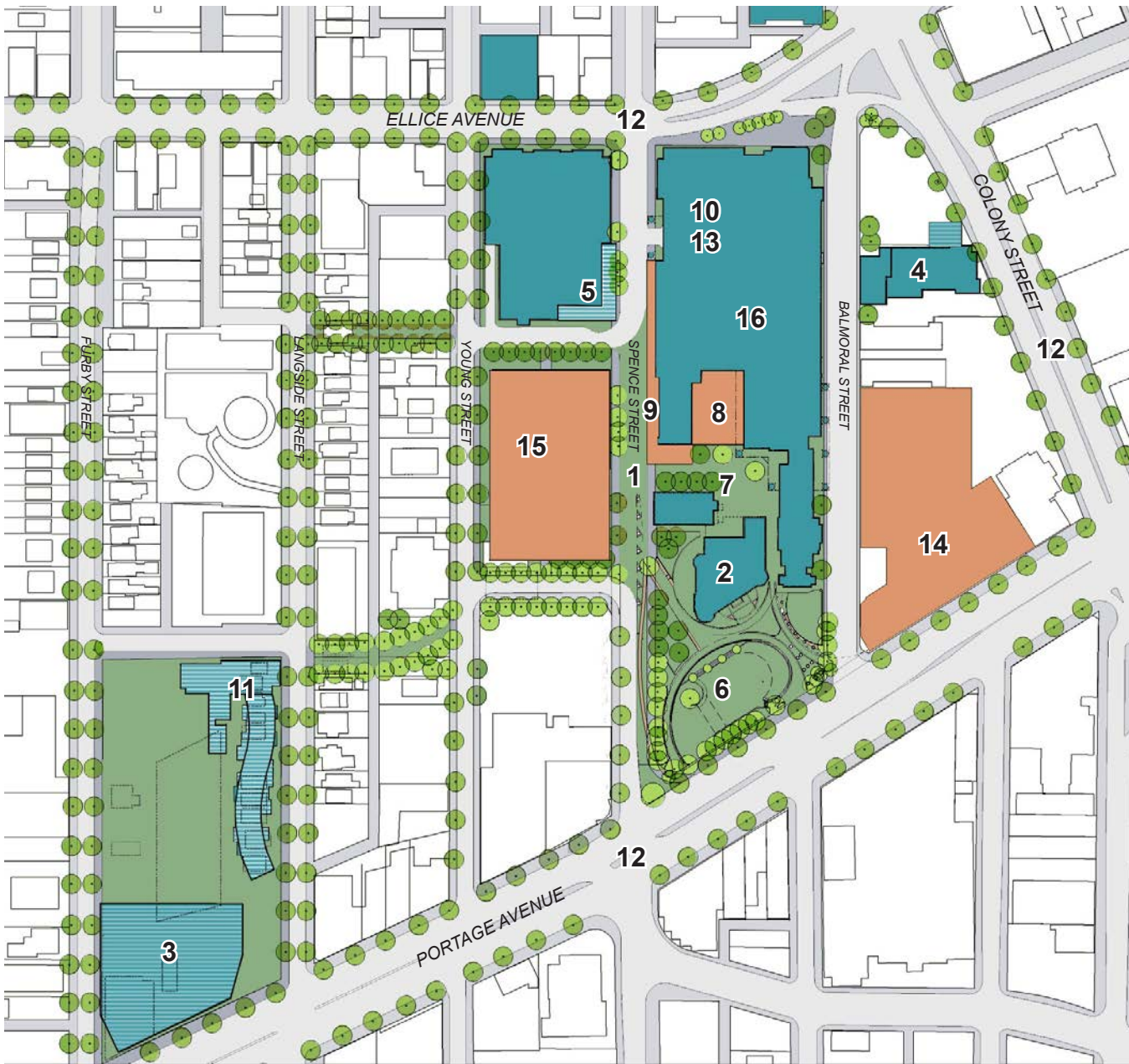
Proposed Project Initiatives:

The following schematic diagram indicates 16 Proposed Project Initiatives. The intent of these project initiatives is to provide a conceptual framework for a variety of ideas that support the overall Principles of Redevelopment in Part 2 and Proposed Site initiatives in Part 3. Each one is defined on two pages with a context map, relevant information about major users, areas and descriptions of the intent and proposed work. This information is then followed by drawings and illustrations of the proposed initiative.

1. Spence Street
2. Wesley Hall
3. Science Complex and Richardson College for the Environment
4. Canwest Centre for Theatre and Film
5. Duckworth Centre Expansion
6. Portage Commons
7. Campus Commons
8. Great Hall Learning Commons
9. Spence Street Storefronts
10. Renewed Academic Space
11. Housing Options
12. Boundary Streetscape
13. Infrastructure Upgrades
14. 491 Portage Avenue Complex Partnership
15. Community Initiatives
16. Interior Pedestrian Streets and Gateways

It is the hope that the overall concepts and vision suggested by the Project Initiatives will provide a structure and direction to implement the overall vision of the University.

4.0 Proposed Project Initiatives



Proposed Redevelopment Plan With Project Initiatives

- EXISTING UNIVERSITY BUILDINGS
- PROPOSED DEVELOPMENT PROJECTS
- OUTDOOR AMENITY SPACE
- PROJECTS CURRENTLY UNDER DEVELOPMENT

- 1. SPENCE STREET
- 2. WESLEY HALL

- 3. SCIENCE COMPLEX AND RICHARDSON COLLEGE FOR THE ENVIRONMENT
- 4. CANWEST CENTRE FOR THEATRE AND FILM
- 5. DUCKWORTH CENTRE EXPANSION
- 6. PORTAGE COMMONS
- 7. CAMPUS COMMONS
- 8. GREAT HALL LEARNING COMMONS
- 9. SPENCE STOREFRONTS

- 10. RENEWED ACADEMIC SPACE
- 11. STUDENT HOUSING and UWSA DAY-CARE
- 12. BOUNDARY STREETScape WORK
- 13. INFRASTRUCTURE UPGRADES
- 14. 491 PORTAGE AVENUE COMPLEX PARTNERSHIP
- 15. COMMUNITY INITIATIVES
- 16. INTERIOR PEDESTRIAN STREET AND GATEWAYS



View Looking North East at the University and Downtown

4.0 Proposed Project Initiatives

4.1 SPENCE STREET

Major Users:

- Students, Staff and Faculty, Citizens, Residents

Area:

-30,000 sf

Intent

It is proposed to redirect traffic along the north half of Spence Street looping around the Duckworth Centre to create a transit loop from Young to the south portion of Spence Street and in the process developing a pedestrian zone between the two loops. The University has worked with the campus and community organizations and the City of Winnipeg to plan and implement a temporary closure and to develop plans for a permanent closure of Spence.

The key attributes of the planning to date are the creation of a new public drop off area south of the Duckworth Centre. With the exception of transit buses, Handi-Transit and service vehicles, Spence Street will be closed to vehicles directly south of the drop off zone.

The remainder of the right-of-way would be developed for pedestrian and bicycle use. The volume of buses on this street will be determined with input from Winnipeg Transit, students, administration and the general public.

Proposed Work

The south portion of Spence Street will be closed to vehicular traffic and a new public transit corridor will connect Spence with Langside Street. This will permit the use of the closed portion of Spence for University and community outdoor amenity space and potentially for building projects.

The volume of buses could be controlled throughout each day depending on pedestrian use, seasons and demand – it could be increased during rush hours to provide better service to students with a drop off at the campus commons. The bus traffic would also provide presence in this central area, improving safety and security. This level of use could support a major new shelter in keeping with Winnipeg Transit's plans to support transit users.

The dedicated bus route could be discussed with Transit to provide various levels of use ranging from complete closure for festivals and events to off-peak, evening and weekend use by private vehicles.

The pedestrian environment along Spence and Young streets will be enhanced with broad sidewalks, dedicated bicycle facilities and well-defined pedestrian priority crossing areas. Effective street and pedestrian lighting will be a priority.



The redevelopment would include the creation of a new highly-animated service and retail pedestrian street. A new transit hub would provide convenient access from all areas of the city.

- 1** Drop off area will be provided south of the Duckworth Centre.
- 2** Spence Street will be dedicated to transit, Handi-Transit, service vehicles and managed private vehicles.
- 3** The pedestrian zone will be enhanced with broad sidewalks, bicycle facilities and pedestrian priority crossings.
- 4** One way access routes to expedite pedestrian and vehicular interface.



Proposed Pedestrian Zone and Transit Hub Along Spence Street

4.0 Proposed Project Initiatives

4.2 WESLEY HALL

Major Users:

-The Collegiate, Convocation Hall, Faculty Club, Student Services, Global College, International Students area, potentially National Centre for Canadian History and other related historical activities

Building Area:

+/- 35,000 sf

Intent

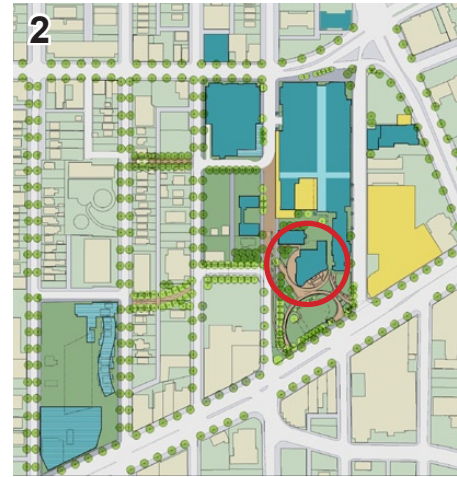
Wesley Hall is the dominant image and icon for the University. It stands at the heart of the campus and is a recognized heritage building in the city. In public forums, the building was also identified by the local community, the Aboriginal community and International students as intimidating and hindering accessibility to the University.

Wesley Hall currently functions as an eclectic mix of uses including classrooms and offices for the Collegiate, the Faculty Club, and Physical Plant and Maintenance. It is proposed to celebrate the essence of Wesley Hall as a heritage building by transforming a portion of the building into a National Centre for Canadian History. Moving the Global College to Wesley Hall and adding space for International students is one way to make the building less intimidating and more accessible. The restoration of Convocation Hall provides the campus with a centre for University and community seminars and discussion. Wesley Hall will continue to serve as the primary home for The University of Winnipeg Collegiate.

Proposed Work

The design team proposes to renovate the existing upper levels of the building to accommodate the various historical organizations. In addition, the restoration of Convocation Hall could be followed by restoration on the north side of the building, and potentially the addition of a new atrium. The main floor of the building will continue to be used as classrooms for the Collegiate and as the home of the Global College and space for international students. The concourse level will be upgraded for Collegiate student services.

The 1934 addition to Wesley Hall to the north will remain but the physical plant buildings along the north facade could eventually be demolished and the grounds restored for development as part of the Campus Commons. These north facing spaces could be used as public retail or student service space opening onto the Commons.



The building will be transformed into a symbol of historical preservation by providing a home for several historical organizations.

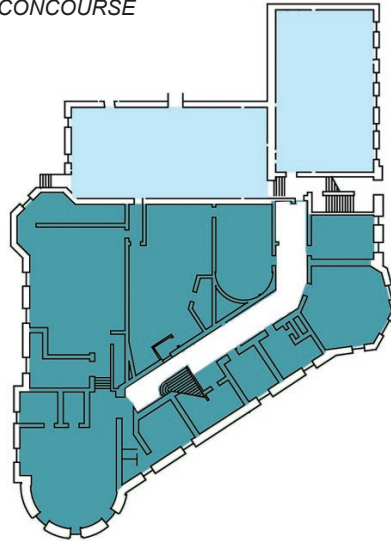


Convocation Hall will be renovated as an assembly space.

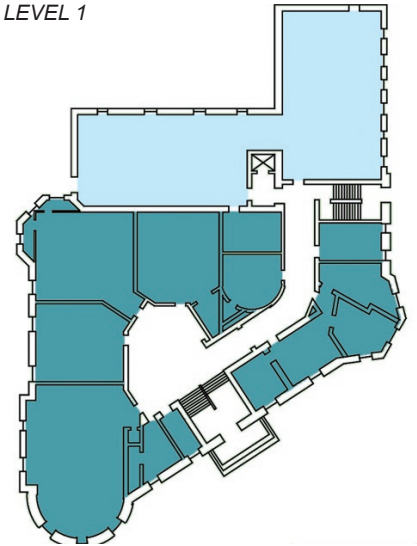
Proposed Spatial Organization of Wesley Hall

- RETAIL/STUDENT SERVICES**
2850 sf (Concourse)
2850 sf (Level 1)
- COLLEGIATE**
-Student Services (Concourse)
5940 sf
-Classrooms and Offices (Level 1)
5520 sf
- NEW ATRIUM GALLERIA**
1440 sf
- CONVOCAION HALL RESTORED**
3315 sf (Level 2)
2765 sf (Level 3)
- MEETING ROOM**
1060 sf
- FACULTY CLUB**
2630 sf
- POTENTIAL LOCATION FOR NATIONAL CENTRE FOR CANADIAN HISTORY**
3903 sf
- GLOBAL COLLEGE**

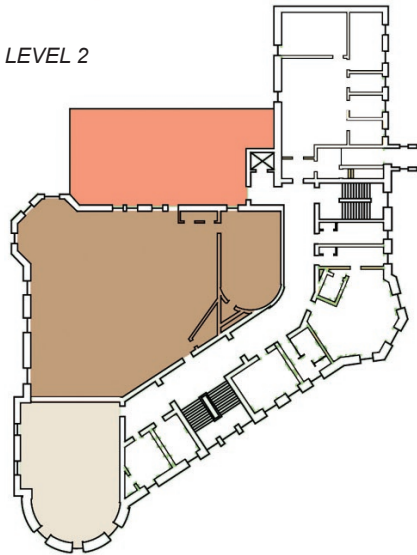
CONCOURSE



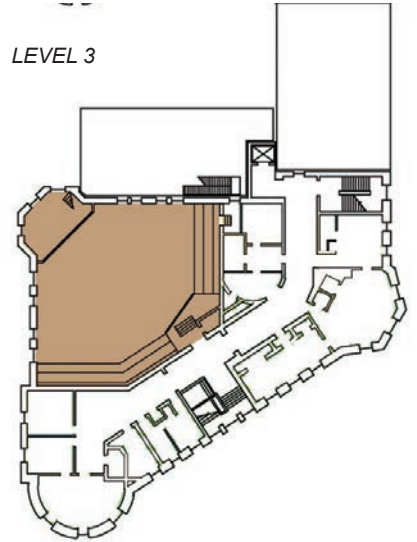
LEVEL 1



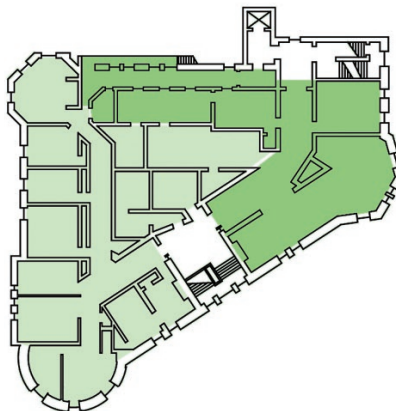
LEVEL 2



LEVEL 3



LEVEL 4



4.0 Proposed Project Initiatives

4.3 SCIENCE COMPLEX AND RICHARDSON COLLEGE FOR THE ENVIRONMENT

Major Users:

-Departments of Chemistry and Biology, Environmental Studies, Sustainability Office, Innovative Learning Centre, CRC in Indigenous Science Education, Students, Faculty and Staff

Building Area:

-Total of 120,000 sf to 150,000 sf

Intent

The existing chemistry laboratories were constructed in Manitoba Hall in 1958 with renovations in 1972. They are significantly outdated with limited ventilation and safety controls.

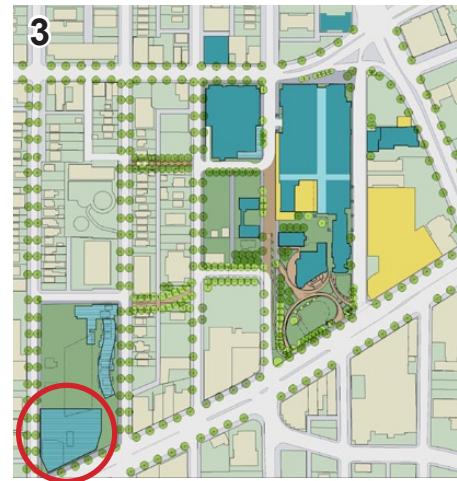
The biology laboratories were developed in 1969 with the addition of Lockhart Hall. Over the years, the spatial needs of the department have evolved and expanded incrementally. A labyrinth of classrooms, research areas and offices are spread out over Lockhart and Centennial Halls. Partly because of its pioneering work in environmental sciences, the University has a growing demand and reputation for its science programs despite existing academic space.

Proposed Work

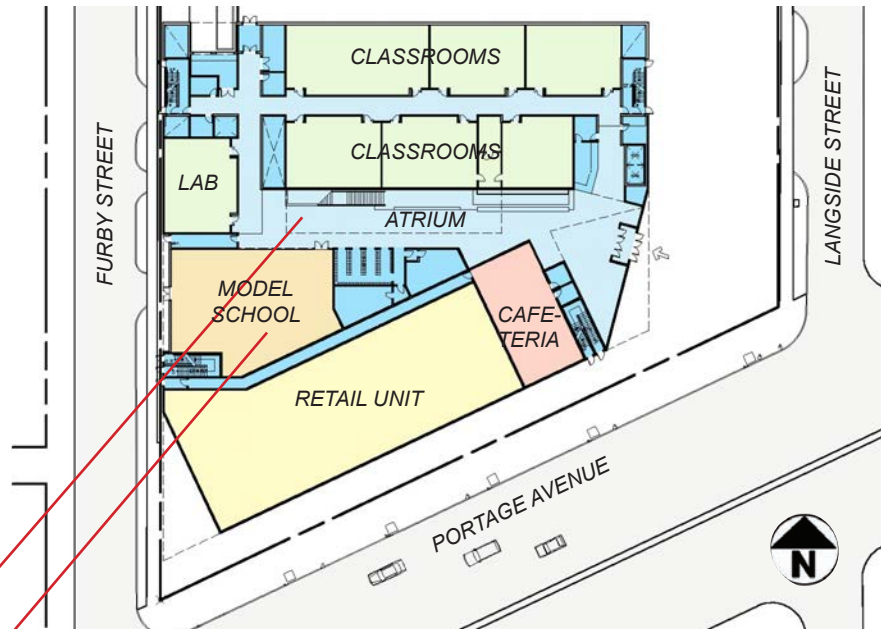
The University proposes to construct a new science and environment complex. The new facility would provide a highly visible science facility with state-of-the-art chemistry, biology and environmental teaching laboratories. Research space, faculty offices, common rooms and storage/containment spaces would also be provided.

It is proposed that the labs be designed to showcase sustainable design and to attain LEED compliance. The facility would demonstrate new approaches to environmentally sustainable science and indoor air quality in the day-to-day operation of the building. It is proposed that the building be designed with an atrium to provide daylight to all spaces as well as a passive fresh air supply to all laboratories. Labs would be highly visible and open into the atrium.

The main floor would have a central display/gallery space to demonstrate sustainable technologies, hold conferences and seminars, display poster session submissions and promote research activities.



The construction of a new science and environment complex will provide state-of-the-art laboratories, research spaces and offices.



The atrium will allow ample daylight and passive fresh air to enter the building.

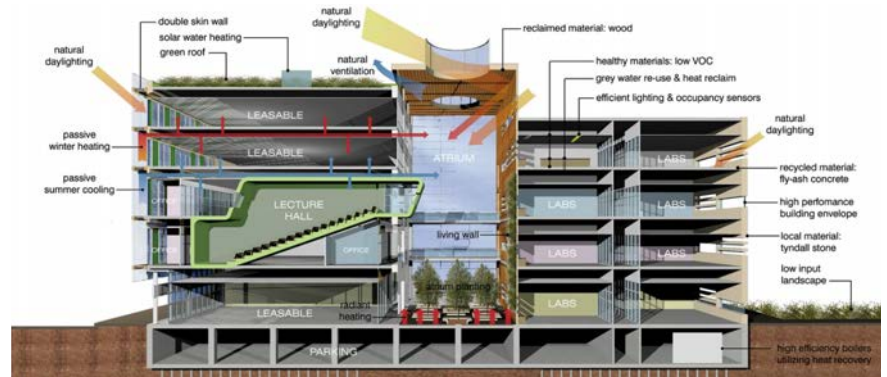
The public laboratories will display sustainable features.

State of the art facilities will replace the existing outdated science laboratories in Centennial and Lockhart Halls.

Ground Floor Plan of the Science Complex (Number 10 Architectural Group)



Perspective Rendering of the Science Complex (Number 10 Architectural Group)



North-South Section of the Science Complex (Number 10 Architectural Group)

4.4 CANWEST CENTRE FOR THEATRE AND FILM

Major Users:

- Students, Faculty, the Department of Theatre and Film, Public Theatre Troupes, Performers, Lecturers, the Public
- Other University Functions

Building Area:

-20,000-40,000 sf

Intent

The University Theatre and Film Department is the second largest in Canada and growing steadily. A 2004 study by the National Arts Centre noted that the University department is very well regarded by the local arts community. However, existing facilities do not meet the existing and projected future needs of the Theatre & Film Department. Further, existing theatres in Winnipeg are not suitable for the department's needs, both because most are too large and because they do not offer a continually available rehearsal as well as performance space. The services of LM Architectural group and Novita Theatre Consultants were used to advise on the potential scope and cost of required facilities.

Proposed Work

It is proposed to redevelop T-21 into the University's CanWest Centre for Theatre and Film, which will feature state-of-the-art performance, production, and teaching facilities. The new Centre will enable high quality program delivery and the output of skilled graduates much-needed within the performing arts industries, and will enhance the University's position as one of the largest and best theatre and film training centres in the country.



The design of a new mixed use teaching and performance theatre in the former T-21 building, will provide new space for classrooms and rehearsals.



The new theatre/mixed use building has the potential to involve the community and forge links with a number of local neighbourhood groups.



Perspective Renderings of the Exterior of the Proposed Theatre Complex (LM Architectural Group)



Perspective Renderings of the Interior of the Proposed Theatre Complex (LM Architectural Group)

4.0 Proposed Project Initiatives

4.5 DUCKWORTH CENTRE EXPANSION

Major Users:

-University of Winnipeg Sports Store, University of Winnipeg Fitness Centre, UW Internet Cafe, Computer Retail Store

Building Area:

7500sf New Space and + 1500sf Existing Space

Intent

The Duckworth Centre is seen by the community and city as a walled fortress with no access on the north, south and west sides of the building. The intent of the redevelopment is to create a more open feel to the building, provide greater access, further animate the Spence Street pedestrian corridor, expand and improve the fitness and wellness programs offered by the University to its internal community and the surrounding neighbourhood, promote healthy living through the creation of an expanded fitness facility, expand retail activities with their ensuing economic benefits for the University and community, and improve safety and security by increasingly helping to animate the street-level activity.

The new addition will be human scale and create a new gateway entrance from the west of the campus to break down barriers and encourage east/west traffic flow.

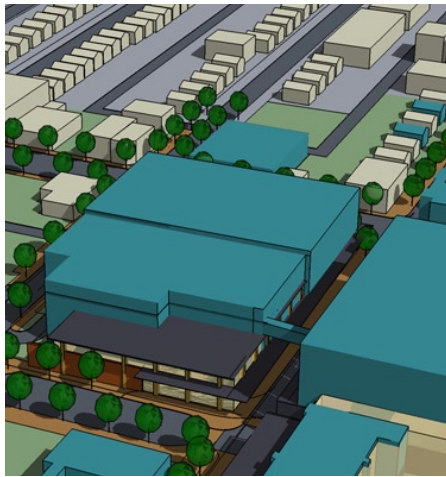
Proposed Work

On the ground level, the expansion will result in the creation of two new retail shops (a coffee shop and a computer shop) on the Spence (east) side of the building. The Duckworth Centre has an opportunity to increase revenue by capitalizing on 175,000 annual visitors to the Centre and expanding retail activities to a visible location on the street. This will begin on the east face of the building with an independent shops of approximately 1000 square feet that will provide space for a student run internet cafe and computer shop. A larger addition on the southeast corner will house an expanded sports shop for Wesmen wear, a new classroom for Kinesiology and Applied Health, and a portion of an expanded fitness centre. The second level expansion, also on the southeast corner of the building, will house the balance of the expanded fitness centre. Finally, the athletic therapy clinic in the basement will be doubled in size.

Creating a Wellness and Fitness Centre as part of the addition will meet the growing need for wellness promotion and preventive health care among campus members and residents in the community. It will ensure exercise programs, nutritional information and other components of healthy living are accessible to the campus and the surrounding community.



A new sports store and fitness centre is proposed for the south-east entrance.



New signage and a pronounced entry will create a presence for the building along Ellice Avenue.

Directly facing the Spence Street storefronts, the Duckworth redevelopment will create a hub of activity.

The proposed sports store and fitness centre will attract students and the community with its highly visible location on Spence Street.



Proposed Duckworth Athletic Centre Plan (Prairie Architects Inc.)



Perspective of the North Facade of the Proposed Duckworth Athletic Centre (Prairie Architects Inc.)

4.6 PORTAGE COMMONS

Major Users:

-Students, Faculty, Staff, Local Residents and the Public.

Area:

-65,000 sf

Intent

Central to the redevelopment of the campus is the creation of a new “public room” along Portage Avenue to establish the University as an anchor at one end of the downtown. This public green space would belong to the citizens of Winnipeg as well as the University with the intention of using the grand outdoor space year-round for the promotion of healthy living activities such as basketball, volleyball and ball hockey, and other programmed events such as markets, fairs, performances, student and community gatherings.

The new space will address the south side of Portage Avenue and begin to define a University precinct along both sides of the thoroughfare. Consequently, the sense of connectivity will be increased between the University and the city.

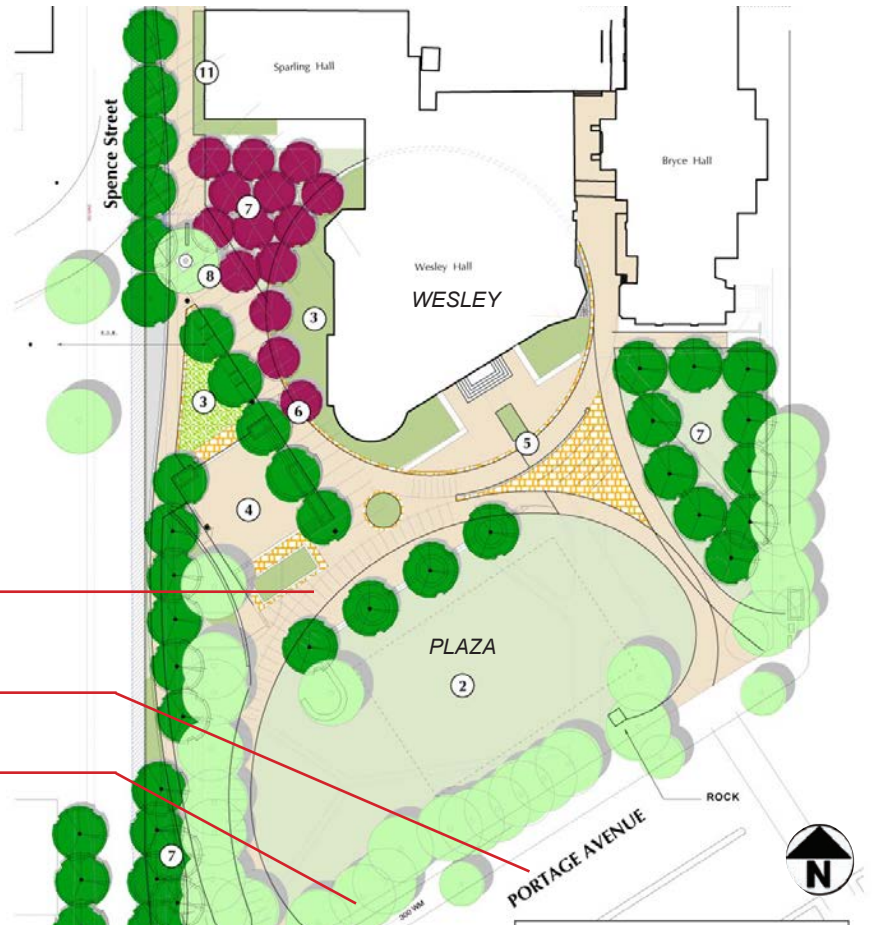
Proposed Work

The design team proposes a new Portage Commons, that would include a multi-purpose plaza suitable for programmed events such as markets, fairs and performances, as well as for informal uses such as winter street hockey and summer basketball. The plaza could also serve as a venue for speakers, performers, theatre performances and student gatherings.

This space would be designed to suit the needs of all these groups and include the installation of backdrops, lighting and sound capabilities. Facilities could be incorporated to provide for washrooms and food kiosks.



The creation of an events plaza for public use will accommodate winter activities, a market and concerts.



The proposed Portage Commons will include a multi-purpose plaza for programmed events, basketball, etc.

Portage Avenue provides a major transit route for the University.

A distinctive University streetscape will be completed along Portage Avenue.

Proposed Portage Commons Site Plan (HTFC Landscape Architecture and Planning)



Perspective View of the Portage Commons (HTFC Landscape Architecture and Planning)

4.7 CAMPUS COMMONS

Major Users:

-Students, Faculty and Staff

Area:

-50,000 sf

Intent

Another central principle for the redevelopment of the campus is to create a Village Centre. At the heart of the village centre is a Campus Commons. This outdoor space is intended to provide year- round recreation and relaxation in this pleasant micro-climate primarily for students at the University. It will include features such as sheltered places for quiet study, a meditative garden, information kiosks and kiosks for local entrepreneurs, bike lockup and related needs to promote sustainable transportation. The Campus Commons is to further extend the open space on the north of Wesley College and south of the new Great Hall Learning Commons. Eventually the existing physical plant and Sparling Hall buildings could be removed to maximize this open space courtyard.

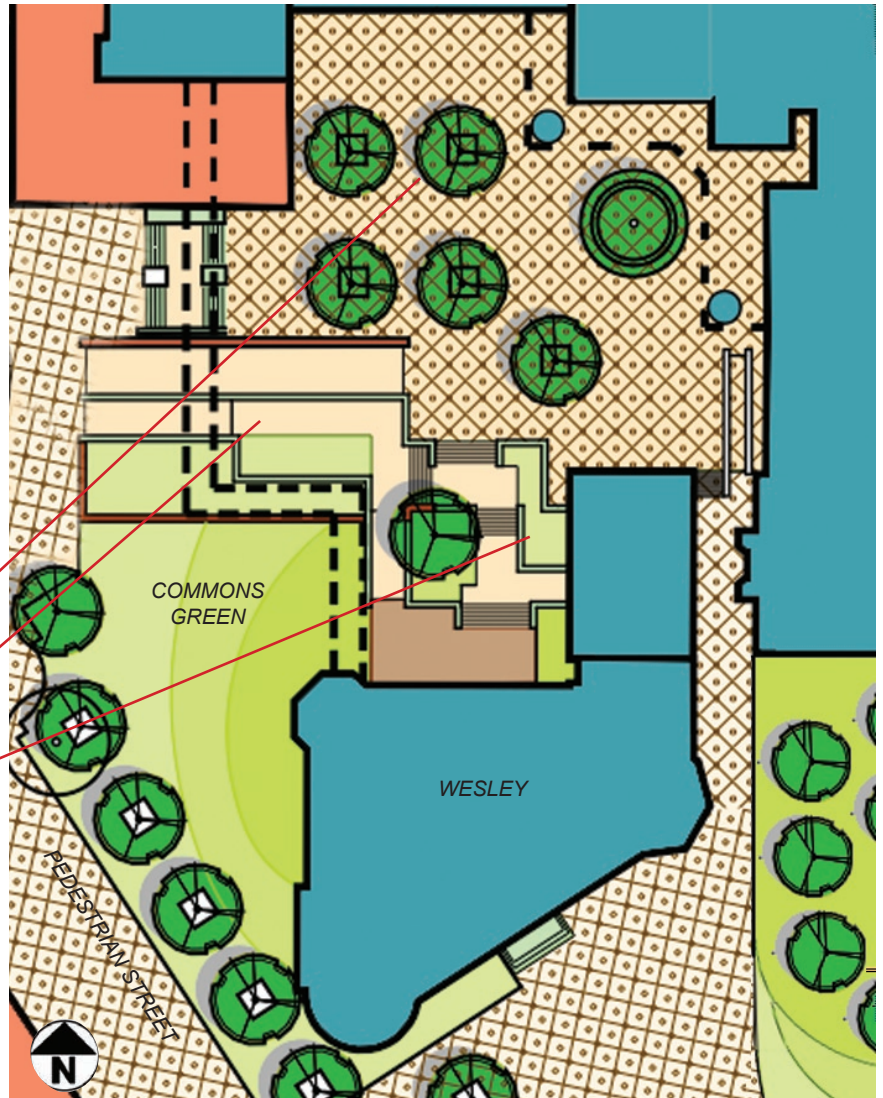
Proposed Work

The design team proposes to provide a new exterior Campus Commons that is designed to include features like sheltered spaces for quiet study, outdoor cafe, a meditative garden, fountains, information kiosks, amphitheatres for outdoor performances and demonstrations, colonnades, walkways and trellises. The area will include bicycle parking and related facilities.

The Campus Commons area will be linked by an internal pedestrian street to the Portage Commons. This area will share many of the attributes of the main Campus Commons area and additionally serve as a venue for street vendor kiosks and related commercial spaces. The pedestrian street is expected to be one of the major routes for people walking to and from the major bus stops on Portage Avenue.



The creation of a common area at the heart of the campus will allow students, staff and faculty to relax and study in an outdoor setting.



An outdoor plaza will create an extension of the Learning Commons (see 4.8).

A ramp and stairs alongside the Sparling Hall foundation walls will create an intimate space for students to gather.

A terraced informal performance area will provide access to Wesley Hall's basement and tunnel system.

The commons will provide a pleasant micro-climate for informal outdoor gatherings and socialization.

Proposed Campus Commons Site Plan

4.8 GREAT HALL LEARNING COMMONS

Major Users:

-Students

Building Area:

+/- 6500 sf

Intent

The University has no identifiable central common area where students can meet, study and relax. The library is located on the upper levels of the campus and is not readily identifiable as a central focus of the campus. The intent of this new facility is to provide a large, dynamic, central space that becomes the heart of the campus and provides a strong link to the University library.

The proposed new Campus Commons located behind Wesley Hall (see project 4.7 Campus Commons that includes the eventual demolition of Sparling Hall and the physical plant offices) will provide a large open space south of the existing quadrangle to offset the loss of outdoor public space in the existing quad.

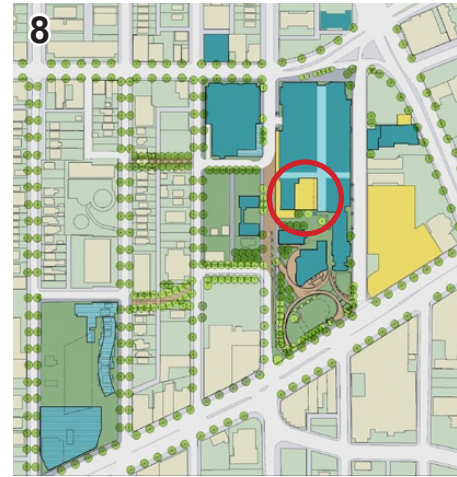
Proposed Work

It is proposed to convert the existing quadrangle bounded by Graham and Centennial halls into an enclosed Great Hall Learning Commons. The new space will open into the main pedestrian street to the east and north, and provide a warm and dramatic sunlit space to study, meet and relax. The three-storey space will have a glass wall to the south to capture solar radiation and daylight providing a vast new hub of student life.

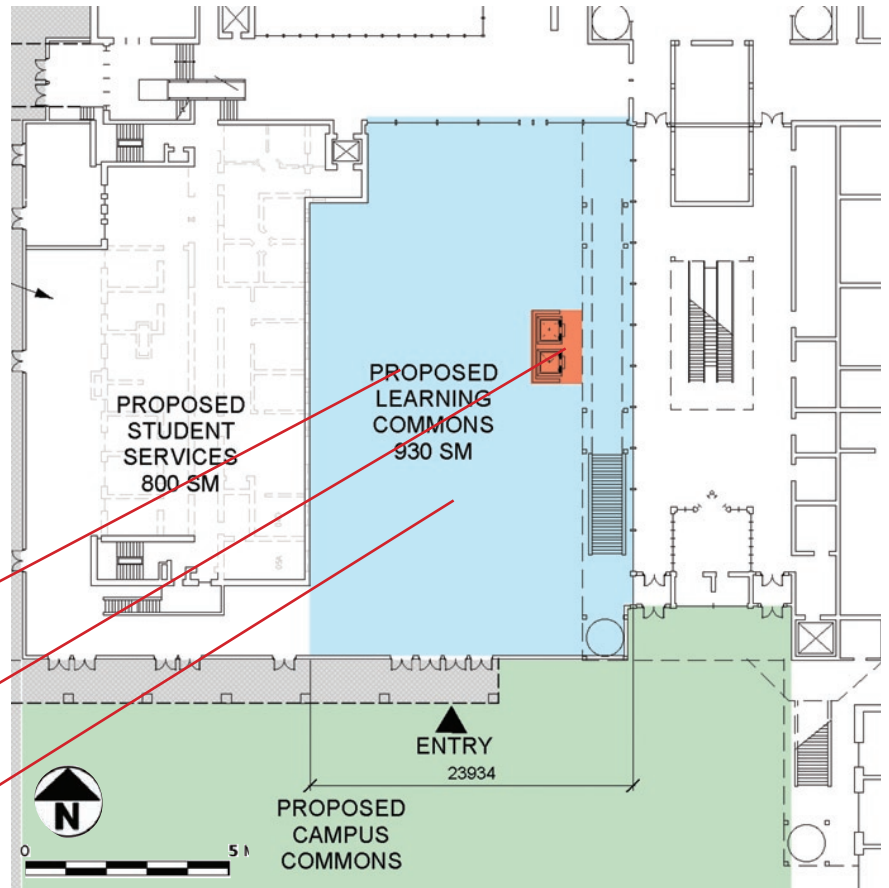
The Great Hall will contain a fireplace lounge, a reading lounge, study carrels, a newspaper and magazine lounge, a large screen video monitor for messages and information, and bulletin and black boards. The south wall will open in the summer onto the new Campus Commons and will provide paved courtyard activities including a sidewalk café area.

Space adjoining the Great Hall on the west in Graham Hall could be the new home of UWSA student services. New elevators will rise through the roof of the Learning Commons for direct connection to the main library/resource centre on the third floor of Centennial.

The enclosed space will reduce the exposed exterior walls on Graham, Riddell and Centennial halls and will result in net operating and capital cost savings for the existing infrastructure.



The creation of a new central common area at the heart of the campus will allow students to meet, study and relax.

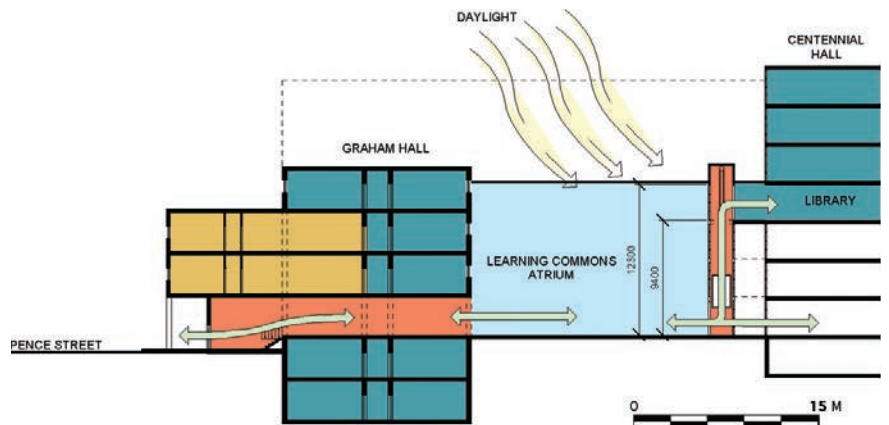


Student services could be located at the heart of the campus adjacent to the proposed Learning Commons.

The new Great Hall Learning Commons would provide a direct link to the University library.

A new entry will connect the proposed Learning and Campus Commons.

Proposed Great Hall Learning Commons Plan



East West Section of the Great Hall Learning Commons Atrium

4.0 Proposed Project Initiatives

4.9 SPENCE STREET STOREFRONTS

Major Users:

-Local Retail, Students, Faculty and Staff.

Building Area:

-15,500 sf of New and Existing Space

Intent

With the redefinition of the campus as a village in the city, the central component of this vision is to bring pedestrian life onto the street at the heart of the campus. It is the intent of this project to introduce new retail and public space along the west side of Graham and Riddell Halls to increase pedestrian traffic and vitality on Spence Street.

Proposed Work

A new two-storey addition is proposed to be added to the west sides of Graham and Riddell Halls under the stair towers and overhangs of Centennial Hall. The new structure will be constructed with a covered arcade at street grade along the entire length of the addition. Opening off the arcade will be a series of shops and services for student use which could include a café, medical clinic, gallery, travel agency, UWSA offices and services, and dry-cleaner drop off.

It is the intent that the arcade will become a sidewalk café in the summer opening onto the new Spence Street transit/pedestrian mall. A second level is proposed above the arcade at the level of the second floor of Graham Hall and will interconnect to provide new offices and academic space above the shops.

The main floor arcade is proposed to connect to the main floor and basement levels of Graham Hall to provide additional retail service space.



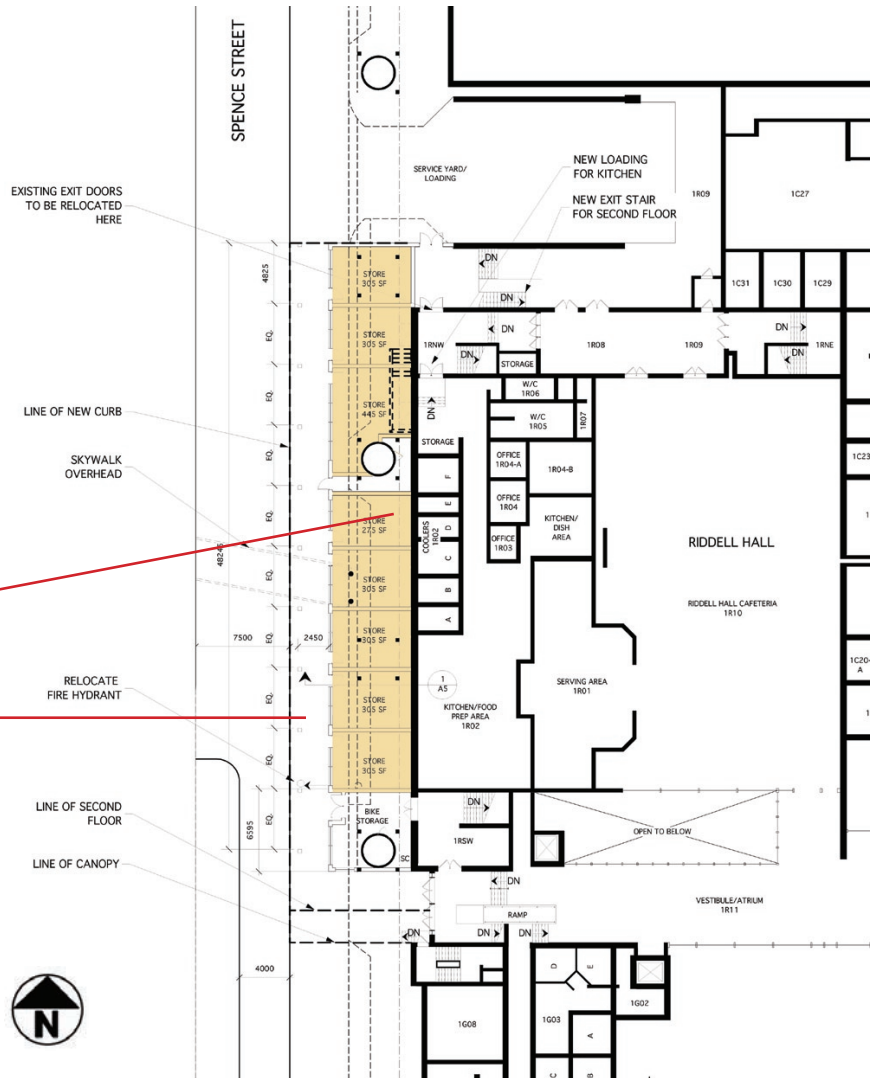
A new two to three storey addition and arcade is proposed to provide a series of shops and services for student use.



Shops and student services such as a cafe, a newsstand, and a travel agency could line Spence Street.

The second level will extend towards the street creating a sheltered arcade for winter passage.

The storefronts will create an animated, pedestrian-friendly environment.



Plan of the Proposed Spence Street Storefronts



Perspective of the Proposed Spence Street Storefronts (Prairie Architects Inc.)

4.10 RENEWED ACADEMIC SPACE

Major Users:

-Students, Faculty, Staff, Academic Lecture Halls, Classrooms and Faculty Offices

Building Area:

-Approximately 30,000-50,000 sf throughout the Campus

Intent

One of the many positive consequences of constructing a new Science Complex and relocating existing retail/student services space from the existing infrastructure from embedded space to more public space on campus is the opportunity to renew this residual space for much needed classrooms, lecture halls, faculty offices and storage space.

Proposed Work

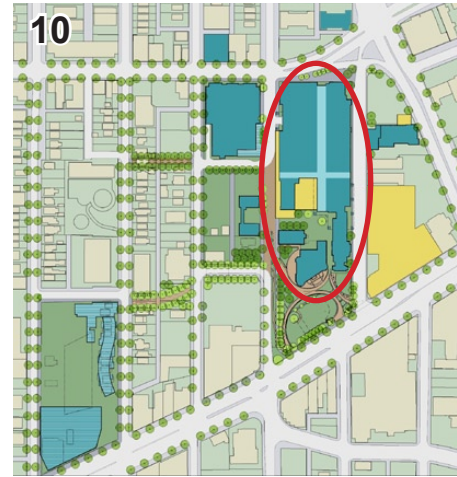
The University proposes to redevelop the vacated space for academic needs. The space is identified as follows:

Science space in Manitoba and Lockhart Halls:

Approximately 30,000 to 40,000 sf of predominantly lab space will be converted into other academic space.

Retail and Student Services space:

The student services space in the Bulman Centre could become available for other uses if UWSA student services are relocated to upper levels on the public streets.



Once science and retail service spaces have been relocated, the remaining space will be used for much-needed academic, office and storage space.



New space will be created for faculty offices.

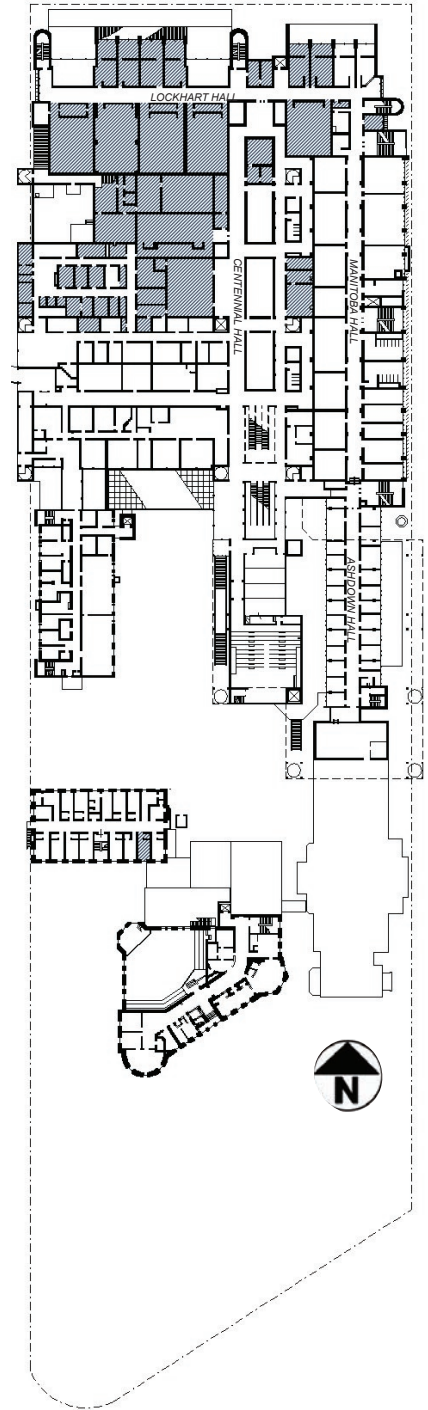


Existing Science Department Areas to Provide New Academic Space

- CHEMISTRY
- BIOLOGY



Level 1 Science Classrooms, Lecture Halls, Teaching Labs and Offices



Level 3 Science Classrooms, Lecture Halls, Teaching Labs and Offices

4.0 Proposed Project Initiatives

4.11 HOUSING OPTIONS

Major Users:

-Students, Faculty and Staff, Retail, Residential Building Area:

-A number of buildings with approximately 300 to 500 residential rooms and a gross building area between 150,000 sf and 250,000 sf

Intent

The University presently provides student housing for approximately 165 students. Forty percent of the student residences are in houses at scattered sites within the Spence and West Broadway neighbourhoods. The balance are in the Lion's Manor seniors' residence within types of accommodations (i.e bachelor apartments) which are no longer desired by seniors. Lion's Manor is located in close proximity to the proposed Richardson College for the Environment. The University presently anticipates a need for an additional 500 student residences over the next five year to meet the needs of International and rural students, including Aboriginal students coming from remote communities.

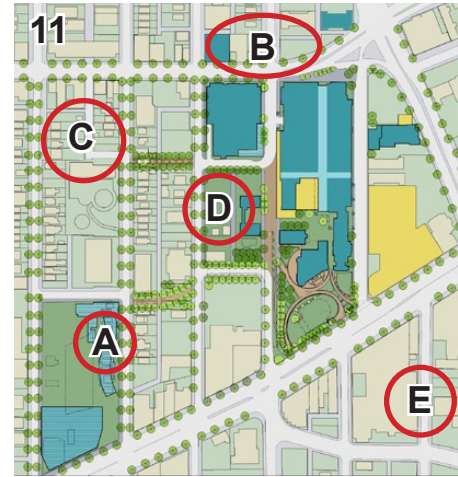
In addition, in order to define the University as an urban village, it is essential to reach a critical mass of residents on campus. Increasing residents on campus will also help support the new retail and food service facilities. The intent is to provide a mix of residential accommodation types from single rooms to shared cluster accommodations for families/groups of students as well as common rooms and amenities.

Proposed Work

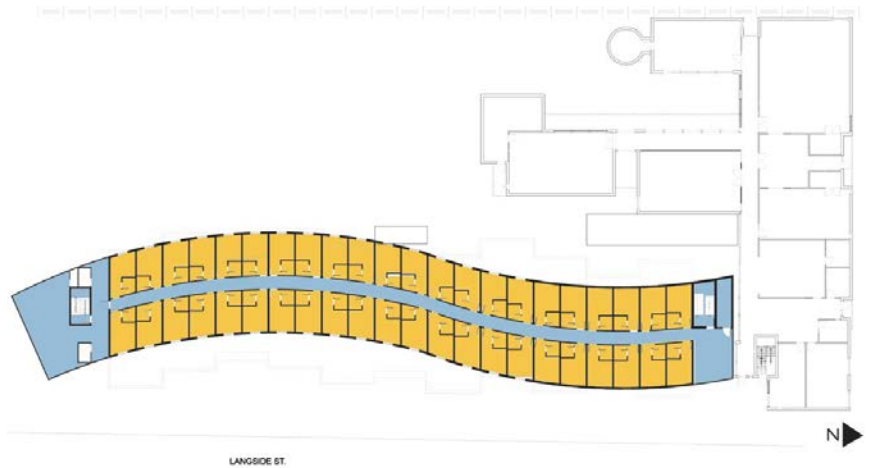
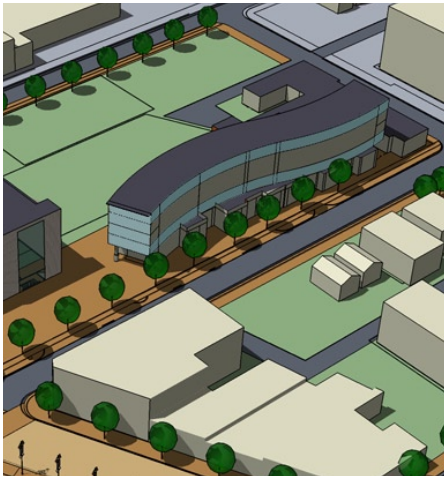
The design team proposes to develop a series of mixed-use residential buildings on or close to campus over the next 10 years. These buildings could vary from renovations of existing buildings, construction of new purpose-built complexes to special group residences adjacent to the campus precinct.

The first of these residences is the Student and Community Housing Project to be located adjacent to the College for the Environment on Langside Street. It is designed with 24 townhouse units, approximately 175 innovative dormitory style student residences, and an approximately ten thousand square foot child care centre which will serve children, drawn from both the University and the surrounding neighbourhood. It is also intended that half of the students would be enrolled at the University of Winnipeg and the remainder enrolled in other educational institutions. The following is a detailed summary of the proposed space:

Townhouses: The first component of the housing complex is a series of 2 storey townhouses located along Langside Street. The intent of the townhouses is to provide family housing for low-income single parent families headed by students. Half of the townhouses face onto Langside Street and half face into the green interior street. Each of the Langside townhouses has a front door, sidewalk and small yard directly onto the street with upper bedroom windows overlooking the street. Most of the units are 2-bedroom with several 3-bedroom units and two fully accessible units at grade. The townhouses have a central common room and fenced play area for townhouse children located off the interior green street.



New or renovated facilities will provide an accessible alternative to housing for students attending the University.



Proposed typical Floor Plan of the Student and Community Housing with Daycare below to the north. (Prairie Architects Inc.)



Perspective Rendering of the Proposed Student and Community Housing (Prairie Architects Inc.)

Student Housing: The student housing is located above the townhouses on four levels. This housing is designed in a gently curving form to maximize the views onto the street, provide decks on the roofs of the housing and provide a flowing signature form to the new university housing. The entrance to the student housing is from Portage Avenue with a bold two storey covered entrance courtyard off of the Portage piazza courtyard. A six storey glass wall will signify the front of the building with the bold identifier of the university and lead donor. Student common rooms and lounges will be located at the north and south ends of each hallway to provide amenity space such as laundry, studying and recreation looking onto the street.

Daycare: The UWSA daycare is designed as a series of connected yet visually independent pavilions. The facility is located on the north of the site closest to the Spence community and University and adjacent to Furby Place. The intent of the daycare design is to place the play spaces surrounding a central enclosed courtyard and fenced green space in order to maximize the sun and daylight to the interior space and provide a directly accessible outdoor playspace. The entrance to the daycare is from the extension of the green lane from the University and from Furby Place. Drop off for parents with cars is from Furby Place. The new facility is designed for approximately 110 children and is intended to draw children from students, faculty and community residents.

4.12 BOUNDARY STREETSCAPE

Major Users:

-University students, Faculty and Staff, Neighbourhood Residents and City

Building Area:

-Dependent on the Initiative

Intent

Major regional streets bound the University perimeter on three sides: Portage Avenue, Ellice Avenue and Colony Street. These streets provide the opportunity for the University to express its presence in the city. As well, the specific locations can each be themed to express the nature of the relationship of the University to its surrounding community. Colony could relate to the knowledge/learning cluster of NRC, Winnipeg Adult Education Centre, William and Catherine Booth College, and renovated Canwest Centre for Theatre and Film. Ellice could relate to the cultural diversity of the Spence neighbourhood and the campus. Portage can depict the cutting edge dynamic of a University campus at the gateway to downtown while creating an atmosphere that is inviting to the public.

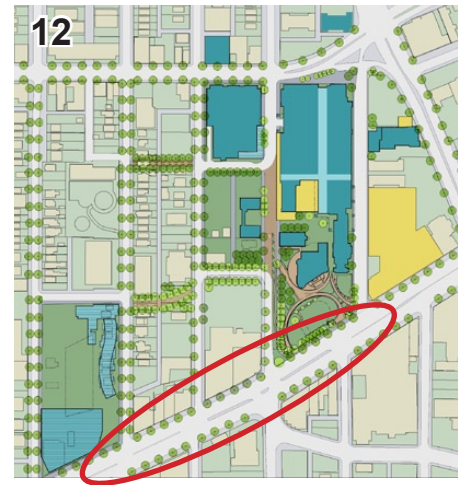
Proposed Work

The design team proposes to extend the Portage Avenue streetscape west to the west side of Young Street and to develop compatible streetscapes for Colony and Ellice. The pedestrian fabric on these streets will weave into the interior pedestrian realms of the Portage Commons and Campus Commons as well as the new internal campus street developments on Young, Spence and Balmoral. Developing and maintaining a palette of complementary paving materials, textures, lighting systems, signage, landscape and furnishings will contribute to effective wayfinding and the creation of a distinctive urban environment.

The median boulevards on all three regional streets offer a significant opportunity to implement banner and display systems to enhance the street experience and to establish the University's presence.

It is proposed that the new streetscape be extended on Balmoral to south of St. Mary and Spence to the north of Ellice to connect existing housing areas to the campus. It is further proposed that new pedestrian streets be developed to connect Young Street to Langside Street at two mid-block locations. These connections link the Spence neighbourhood and the University to facilitate communication between the two neighbours. The connections will also provide enhanced safety and better surveillance in the area.

Public art should be a key component of any precinct design. Creating opportunities to develop and display art to the public should be sought to depict the creative energy of the University. Locations for public art within the campus commons environment and the surrounding streetscape precinct should be integrated into the design of these spaces.



The streetscaping would assert connections to other educational and civic institutions.

Provide pedestrian-friendly linkages to neighbouring communities.

Efforts will be made to project the University presence at major arteries.



Proposed University Boundary Streetscaping Site Plan



North South Section of the Streetscape Design Along Portage Avenue

4.13 INFRASTRUCTURE UPGRADES

Major Users:

-The University as a Whole, Individual Colleges and Leases Building Area:

-285,000 sf of Existing Space in four phases

Intent

The University currently has approximately 870,000 sf gross of existing academic building infrastructure to service approximately 6850 FTE students. While it is proposed to develop all new facilities utilizing the highest levels of construction and sustainability, the existing infrastructure will remain as a dominant part of the everyday academic, recreational and social functioning of the University. Without long-term retrofitting, the existing buildings continue to deteriorate and demand increasing amounts of operating capital. Therefore, a significant priority in the redefinition of the campus is to establish a process and timeline for a systematic upgrading of the existing infrastructure to ensure long-term sustainability.

In order to determine the extent of the upgrades required, it is necessary to define the state of the existing infrastructure. It has been reported that the value of deferred maintenance and infrastructure upgrading needs at the University is significant. Some of this work may be integral to proposed new capital projects. As such, the investment in new capital projects is likely to have an impact on outstanding maintenance and upgrading funding requirements. The value of such integrated investments should be considered in both capital and maintenance planning processes. Much work has been done on assessing the state of the University physical plant. Part 5.3 identifies a strategy for rebuilding the existing infrastructure.

The intent of this overview is to begin to define the best and the worst facilities and to start to understand the magnitude of the work required to ensure the long-term sustainability of this infrastructure. As is evident from the chart, there are a few buildings that should not be redeveloped, some that have been upgraded and require minimal work and many that have received little attention over the years and require significant resources to prepare for an additional 30 years of functional life.

Proposed Work

The design team recommends working with Physical Plant staff to define infrastructure priorities within the overall campus redevelopment. It is proposed to integrate the existing infrastructure renewal with other new-building initiatives suggested in this section – for example, the Spence Street Storefronts initiative would be combined with the renewal of Graham Hall; the new science building would be undertaken in combination with the development of new offices and classrooms in the existing infrastructure

A proposed approach to defining a sustainability strategy for the University is to review each building using the new LEED EB (existing buildings).





Centennial Hall



Duckworth Athletic Centre



Graham Hall



Sparling Hall

Building/Land Area (sf)	Year Constructed	Year Aquired	Facility	1. Envelope	2. Interior Condition	3. Mechanical	4. Electrical	5. Function	6. Energy Conservation	6. Maintenance Investment	7. Durability/ Life	TOTAL	RANKING
50,000	1896		Wesley Hall	10	7	10	10	5	6	10	10	68	1
18,000	1912		Sparling Hall	2	2	2	2	3	2	2	2	17	4
29,000	1950		Bryce Hall	6	5	2	2	4	4	2	8	33	3
75,000	1958		Manitoba Hall	7	6	3	5	8	5	4	6	44	2
29,000	1958		Ashdown Hall	7	3	3	4	4	5	4	6	36	3
47,000	1962		Riddell Hall	4	3	4	6	4	5	4	5	35	3
35,000	1962		Graham Hall	4	6	7	8	6	4	4	6	45	2
127,000	1969		Lockhart Hall	8	10	8	6	8	6	8	10	64	1
262,000	1972		Centennial Hall	4	4	6	5	5	4	5	5	38	3
126,000	1984		Duckworth Centre	7	10	8	5	9	8	8	10	65	1
19,000	1950	1985	MacNamara Hall	3	4	4	3	3	4	1	2	24	4
33,000	1940	1999	T-21	5	7	8	8	5	6	8	7	56	1
20,000	1960	2005	Helen Betty Osborne	7	10	9	10	9	8	7	6	66	1
870,000			Total										

4.0 Proposed Project Initiatives

4.14 491 PORTAGE AVENUE COMPLEX PARTNERSHIP

Major Users:

-University Administration; University of Winnipeg Foundation, Local Retail, Commercial and Not-for-profit Users; Students, Faculty, Staff Building Area:

-Approximately 150,000 sf, including retail and office space, bus depot and parkade

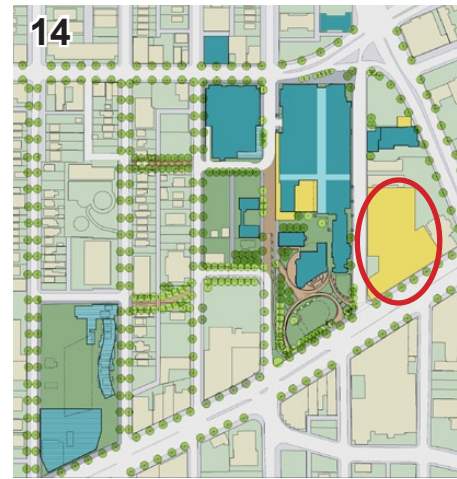
Intent

A central objective of the Development Plan is to link the University more closely with the downtown. One of the major impediments to completing that link is the 491 Portage Avenue Complex and, in particular the bus depot. Partnership in this facility offers the University a stake in decision-making for the future of Balmoral Street and the future of the bus depot, while at the same time extending the reach and visibility of the University toward the downtown. It offers the possibility of an above street link from these buildings to the University, thereby connecting the campus directly to the downtown. The complex also has the potential to provide flexible and permanent office space, main floor retail/student service centres, additional parking requirements and potential classrooms and academic space in the bus depot if this is vacated.

Proposed Work

The University has acquired a partnership interest in the complex through The University of Winnipeg Community Renewal Corporation. It is proposed that UWCRC work with the ownership group to:

- expand the parkade to provide additional parking for University use and develop a skywalk connection from the parkade to the University over Balmoral;
- explore options for relocation of the bus depot and conversion of the bus depot space to an adult downtown learning centre; and,
- explore development options on the east side surface parking lot for mixed uses, including student housing, classrooms, offices and retail.





West Facade of the Winnipeg Greyhound Bus Depot Along Balmoral Street



West Facade of the 491 Portage Avenue Complex Along Balmoral Street



East Facade of the Winnipeg Greyhound Bus Depot Along Colony Street



Proposed University development between Colony St. and Portage Avenue.

4.15 COMMUNITY INITIATIVES

Major Users:

-Compatible Community Organizations; Educational Colleges; Existing Buildings for University Use

Building Area:

-Dependent on the Initiative

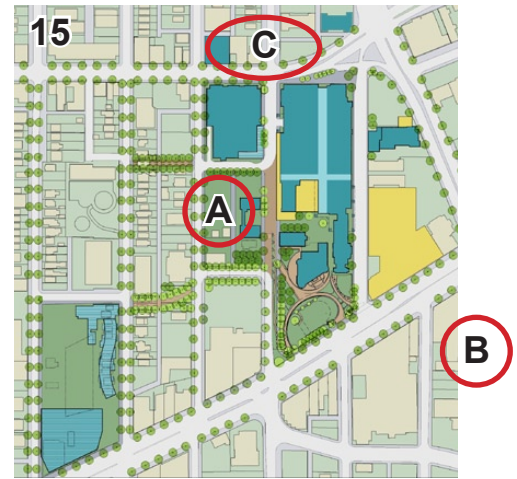
Intent

As part of the initial vision for the University, the stakeholder groups identified a campus that went beyond the bounds of the existing buildings and opened itself to the wider community. In Part 2.0 of the community plan, a number of principles were identified that took the University further into the community.

Principle 2.2 University as an Urban Village in the City suggests that a decentralization of the University into scattered facilities within the community would help to break down the barriers to post-secondary education and would further strengthen the community. The creation of a decentralized campus will help to define a new village that is better connected into the fabric of the city.

Proposed Work

The following is a summary of some potential options for Community Initiatives that are recommended to the UWCRC:





A *Proposed New Recreational Complex*

A. Expanded Recreational Facilities: The University is interested in responding to the needs of inner city residents for a sports facility that would provide soccer and other recreational opportunities and would be developed in partnership with the community. The sports facility would benefit from related campus activities such as The University of Winnipeg's Duckworth Athletic Centre, which already accommodates basketball, volleyball, badminton, handball, squash, and racquetball. The University's Duckworth Centre can also bring together scientists, researchers, kinesiologists, sociologists, sport psychologists, coaches, dieticians, and other wellness experts to advance pedagogy and the health of inner city residents. An inner city sports facility could inspire youth and communities to lifelong physical activity.



B *Winnipeg Art Gallery*

The University of Winnipeg's commitment to inclusion speaks to participation and equity for all Winnipeg citizens, ensuring that inner city residents including Aboriginal people, immigrants, and people with disabilities have dedicated facility time and programming. This inclusion can be reinforced through potential partnerships with organizations such as Right To Play and the International Olympic Committee's Sport For All. Inner city children and at-risk youth will learn skills, sportsmanship, and teamwork - on the soccer pitch and the ice - to give them the confidence to live up to their fullest potential.

The campus location will further link the University to its inner city community, and additional partnerships with local school divisions will enhance and reinforce the importance of education to some of Winnipeg's least advantaged students. Sport can change lives and in partnership with the community The University of Winnipeg can build health into the social fabric of the city.



C *Gladstone Apartment Block on Ellice Avenue*

B. Winnipeg Art Gallery:

The WAG has a long tradition in the visual arts in Manitoba and a significant reputation in Canada and abroad for its diverse collections and unique Prairie venue. The gallery currently offers joint programs in Art History and Aboriginal Art with the University of Winnipeg and both institutions have the potential to enhance synergies between the two institutions in the visual arts. Additional joint-use programming could enhance the capacity and outreach of each facility and connect the University to the wider arts community. The WAG has a limited footprint in its current facility and may be interested in connecting with the University to develop joint-use space and programming.

C. Helen Betty Osborne Building and Gladstone Apartment Area:

The lands to the north of Ellice have development potential for uses which complement the existing activities and program initiatives at the Helen Betty Osborne Building. The University currently owns the Gladstone Apartments as a rental property. In combination with this building and other lands including city vacant land and laneways, a larger parcel of land could be assembled.

4.16 INTERIOR PEDESTRIAN STREETS AND GATEWAYS

Major Users:

*-Information and Security Services, Kiosks for Local Merchants
Building Area:*

-2000 sf of New Space and 4500 sf of Existing Space

Intent

One of the main criticisms voiced at the public forums was the confusing and convoluted circulation routes and entrances throughout the University. There was also concern that the information and security centres were difficult to locate.

There was a consensus that the campus needs a clear circulation pathway and orientation/security centre to connect the various departments and facilities. To address these concerns it is proposed that four new entrances be defined from each of the major streets and that new gateways be provided at each entrance to identify the University to the community. It is further recommended that a new information and security centre be provided at the crossroads of the University.

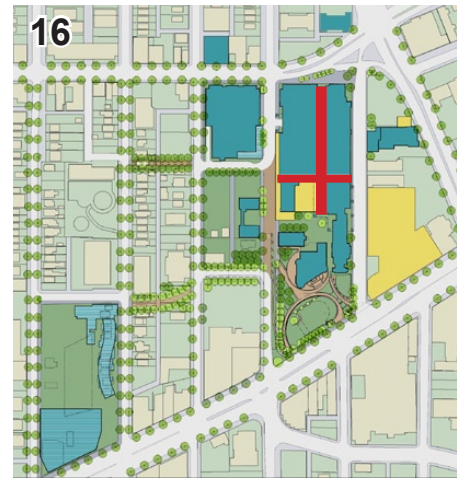
Proposed Work

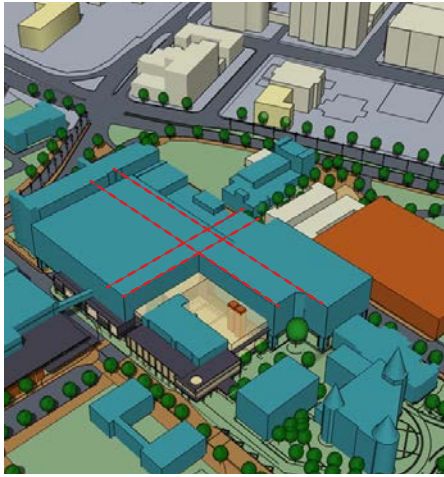
The design team proposes to define a new central interior pedestrian street that links four major entrances – one from the south positioned along Portage Avenue and leading up to the south Centennial doors; one from the north at Ellice Avenue through the existing Lockhart Hall entrance; one from Balmoral Street on the east; and, the other from the west through the Spence transit mall, the proposed Graham-Riddell storefronts.

It is intended that each new access point be designed as a transparent and well-lit, fully accessible entrance with University of Winnipeg signage and a consistent design statement.

It is proposed to open up the interior street by removing the bookstore and gallery in order to have a wide corridor running north-south and east-west. It is further proposed to locate the campus information and security offices at the centre of this crossroads to enable equal access from all points on the campus.

As part of this renovation, it is intended to open up Riddell cafeteria to the pedestrian street to maximize public access to the food services area. In order to maximize use of the new pedestrian street, it is proposed to design several small kiosk spaces to sit in the centre of this space to offer student services as well as food and craft services from local merchants.



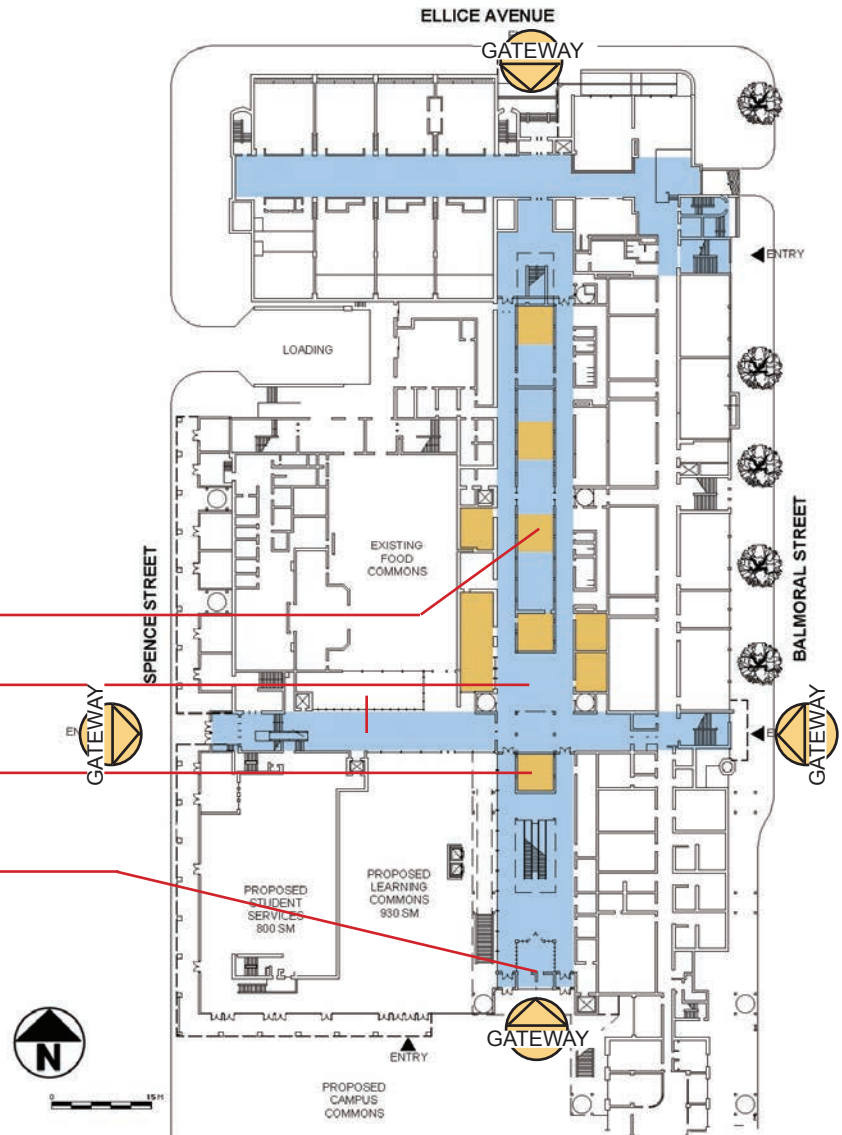


Retail kiosks are located along the interior streets.

The interior streets will simplify circulation and orientation.

Information and security services will be located at the intersection of the pathways to help direct students and visitors.

The interior streets will correspond to the four major entry points- Ellice Avenue, Spence Street, Balmoral Street and Portage Avenue.



Plan of the Proposed Interior Streets Within Centennial and Riddell Halls

5.0 Implementation Strategies

The University of Winnipeg Development Plan has identified a series of six Site Initiatives and a series of 16 Project Initiatives. Together they define the proposed long-term development plan for the University – “a decade of implementation” as it has been called. So far in the report, there has been little discussion about the specific strategies for these initiatives. The final component of this report identifies an implementation strategy that starts to identify a methodology to bring the specific site and project ideas to life. The following is a summary of the proposed strategies:

5.1 BUSINESS DEVELOPMENT STRATEGY

After many years of contemplation and planning, the University is now aggressively moving to re-establish its presence in downtown Winnipeg. Since its days as United College, the University has been perceived as a key landmark adjacent to the downtown area – albeit largely “in isolation” from the business community to the east, and from the residential community to the north and west in particular.

Michael Shaen of The Acumen Group was retained to address five related questions:

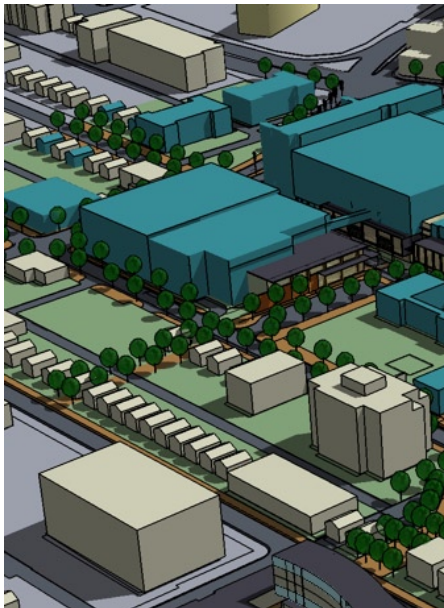
1. What might the University do or undertake to positively impact its short-term revenue generating potential?
2. What form should commercial development take, i.e. self-op, lease, partnership, etc.?
3. How many square feet of commercial/retail space should be contemplated in planning?
4. What is the likely timeline for realizing significant financial results from these options?
5. What is the relative risk associated with each alternative?

The University currently has five primary sources of revenue:

- Operating grants from the Provincial Government
- Tuition and ancillary fees from students, with International students paying more tuition than that paid by in-province students
- Revenues generated by services offered on campus (e.g. bookstore, vending machines)
- Donations made to the University
- Lease or rental payments for space let by the University

With the exception of donations (currently undergoing a dramatic revival thanks to the work of The University of Winnipeg Foundation), each of the other revenue sources is either flat or showing insufficient growth potential to accommodate the University’s expansion needs. Student grants are tied to enrolments, fee generation is constrained by existing space and services, as are current lease/rental arrangements. The question for the new University, therefore, is what space and what uses might be contemplated to allow a quantum leap in revenues under short- to medium-term scenarios.

What are the possibilities? Suspending (temporarily) the value question of what businesses the University “ought to be in or be supporting”, the



design being contemplated allows for numerous possibilities broken out under the following headings:

- Spence Street retail developments
- A “business incubator” as part of the Spence Street construction
- A new University bookstore and ancillary projects
- Retail space east of the University along the north side of Portage Avenue

The Shaen report reviewed these options for revenue generation and recommends the following:

Return on Investment Timelines

Three conceptual ideas for retail development have been raised here (none of which are connected to business plans at this stage):

- permanent and seasonal, flexible kiosk space to be included within the Spence Street redevelopment;
- owner/operated outlets to be developed on existing University lands; and
- expanded retail development in property along Portage Avenue.

The small, convertible kiosk space contemplated here has already been made part of the planning/design process. While the University’s returns on this space will be limited by floor space and numbers of units, this flexible format is more realistic usage given the small scale nature of new entrepreneurial enterprises, the seasonality of the population, the (up to this point) low user penetration from beyond the campus, and the desire to cap construction and leasehold conversion costs.

The Bookstore and Sports Shop are currently University-owned and operated. There are advantages to each remaining University operated as there is room for increased profitability. An assessment of the University’s capacity to provide management for growth, as well as the level and timetable for revenue and profitability increases would need to be the subject of separate business case analyses. Those analyses should also assess the costs and benefits of third party operation of each business.

From a growth (and eventually profitability) perspective, retail development along Portage would be an attractive follow-on strategy. Given the costs of conversion, the need to identify appropriate tenants, plus the uncertainty of retail in this untested area of downtown, the University would likely have significant cost exposure before it could plan to see real returns on that investment.

Risk Analysis

The University has a series of objectives related to the redevelopment, one of which is a meaningful return on any new retail space created. The challenge – for any of the options considered – is the rate and the quantum of those returns.

Various dynamics are common to each option: a customer base composed primarily of students, whose market interests and disposable income are respectively limited; a location for retail that still needs to be convincingly “sold” to non-University consumers (either local residents or downtown pedestrian traffic); the seasonality of the market; and, the desire that any retail development not only generate an operating profit, but that the amounts be sufficient to both defray/reduce incurred construction costs while generating additional dollars for other University projects.

This is the context in which the options should be assessed. While the criteria are yet to be ranked, the University is in no position to undertake sizeable short-term investments with only an indefinite, long-range prospect of real returns.

From these expectations, the options could be weighted as follows:

Spence Street Storefronts: Are the best means of both animating the street (and the adjacent courtyard), limiting the University’s up-front investment, while creating a new – albeit limited – source of revenue. Apart from the creation of the ground-level space, marketing and project management costs need to be factored. Depending on the services and shops developed, this approach could allow for outreach into the residential community. (The retail outlets in other universities would provide a helpful roster for shops to consider.) The University of Winnipeg Students’ Association (“UWSA”) is a potential “anchor tenant” in one or more of these kiosks. The UWSA receives a dedicated stream of revenue at the time of student enrolments and that – in combination with its ability to assess student service needs and demands – make the UWSA a reasonable business partner (subject to any use restrictions the University may look to impose.)

Bookstore/Athletic Shop: are the two most conspicuous examples of where the University already has captive markets and can continue to grow them. While notionally linked through much of this analysis, these are in fact two separate projects which need not be housed in the same location. (The Athletic Shop could be expanded within a revamped Duckworth complex.) They have been spoken of together here because of the potential opportunity to capitalize on pedestrian traffic beyond the University’s confines. Each has the potential for growth at multiples of its current gross and profit levels, though both will require detailed business plans to determine their capacity to immediately cover both capital and operating costs.

Portage Development: is where future retail opportunity could be greatest for the University. Street-front exposures, closer integration with other related aspects of downtown Winnipeg, the possibility of attracting destination stores, restaurants and entertainment venues, the ability to end over-reliance on the student market, plus more firmly establishing the University’s “footprint” outside its present boundaries, are all reasons to explore this retail configuration – even if only as part of a longer-term strategy. As noted above, given the potential cost exposure, this should perhaps be a third leg of the revenue enhancement strategy.



5.2 SPENCE STREET REDEVELOPMENT STRATEGY

The design team proposes to create a new drop off street directly south of the Duckworth Centre and another directly north of the CBC. All traffic between the drop off zones will be dedicated to transit and private vehicles. It is intended that this plan will provide significant benefit to the campus by enhancing amenity space on Portage Avenue, improving activity levels on the street to provide better oversight and improving private vehicular access and bus access to the campus and community. These traffic activities will occur in what is primarily a pedestrian realm within the campus. As such the development and management of these facilities will require particular attention and integrated design.

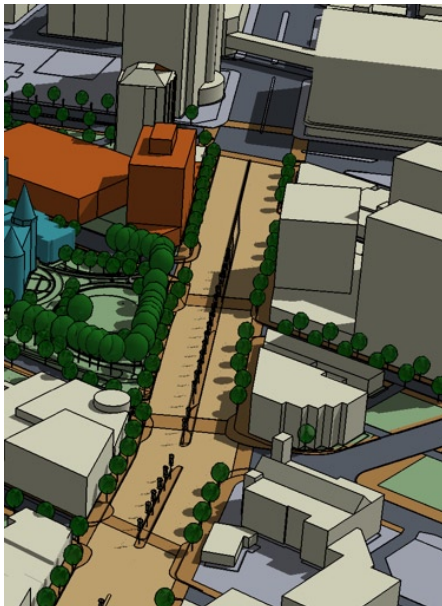
The redevelopment strategy includes two stages. Stage One includes the planning and design of facilities, developing necessary partnerships and approvals in principle and securing financial resources. Stage Two would include the preparation of construction documents, final approvals and construction of facilities. The following describes the requirements for Stage One:

- Assess issues related to land ownership, relocation of underground services, permanent legal closure/opening of streets, scheduling with Winnipeg Transit, air quality in the heart of the campus, etc. Certain design issues also need to be developed including short-term and long-term traffic volumes and patterns, traffic calming measures.
- Define options for the nature of the new street to include an approach to transit volumes and schedules, pedestrian movement, drop off for the elderly and disabled, special event use, daily versus weekend/evening uses, shipping and receiving, etc.
- Evaluate adjacent streets and lanes to determine the best connections and flows. This component includes the review of existing and future building servicing, additional requirements for drop off for the elderly, disabled and large group functions, interface of parking and the local Spence community, etc. Other aspects will be considered in so far as they affect immediate plans including potential connections to Langside, the utilization of Balmoral for buses, parking and drop off, the status and requirements for drop off on Ellice.
- Evaluate the technical facets of new building construction on the existing Spence Street. Develop a strategy to advocate with the City of Winnipeg to permit this development.
- Coordinate the transportation facility planning with landscape and building planning.
- Prepare Concept Description: Develop a narrative describing the proposed nature of the route including the proposed daily and annual options for usage to accommodate University requirements.
- Prepare Schematic Design: Develop a schematic roadway/right-of-way design that includes traffic and pedestrian routes, infrastructure integration, demolition of abandoned routes, schematic construction profiles and outline specifications. Produce a set of schematic plans, elevations and functional diagrams for the route.
- Prepare Construction Costs: Define a range of construction costs for the proposed development. Identify and quantify other costs such as land acquisition, parking replacement, etc. to the extent possible.

5.0 Implementation Strategies

- Prepare Implementation Plan: Provide a strategy and schedule for implementation including consideration of tasks required to advocate with the City of Winnipeg for building construction on the existing Spence right-of-way in proximity to the existing storm relief sewer on the west side of Spence.

The implementation plan described above will establish the program for the second stage of preparation and construction.



5.3 REBUILDING INFRASTRUCTURE STRATEGY

While it is not the intent of this report to quantify the details of the condition of the existing infrastructure or to put a construction value on any redevelopment actions, an attempt has been made in the following matrix to identify relative long-term building condition and cost implications. The summary that follows is being reviewed by Physical Plant staff and is at best a subjective opinion of the consultant team and University staff that identifies all the campus buildings into four condition types:

Building Condition Matrix:

Building/Land Area (sf)	Year Constructed	Year Acquired	Facility	1. Envelope	2. Interior Condition	3. Mechanical	4. Electrical	5. Function	6. Energy Conservation	6. Maintenance Investment	7. Durability/ Life	TOTAL	RANKING
50,000	1896		Wesley Hall	10	7	10	10	5	6	10	10	68	1
18,000	1912		Sparling Hall	2	2	2	2	3	2	2	2	17	4
29,000	1950		Bryce Hall	6	5	2	2	4	4	2	8	33	3
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19,000	1950	1985	MacNamara Hall	3	4	4	3	3	4	1	2	24	4
33,000	1940	1999	T-21	5	7	8	8	5	6	8	7	56	1
20,000	1960	2005	Helen Betty Osborne	7	10	9	10	9	8	7	6	66	1
870,000			Total										

As the above chart indicates there are a number of good buildings and a variety of structures that will need renovation and redevelopment over the next 10-15 years. The following is a summary of the recommendations:

Good Condition: There are five major buildings on campus— Wesley Hall, Lockhart Hall, Duckworth Centre, Canwest Centre for Theatre and Film and the Helen Betty Osborne Building— that are considered in very good condition with minimal requirements for additional capital funding in the next 20-25 years or more. These buildings have been recently upgraded with capital improvements or are in process. The buildings indicated in gold above total approximately 356,000 sf of space or approximately 41% of the campus building infrastructure.

Adequate Condition: There are two buildings – Manitoba Hall and Graham Hall— that are in good con-

5.0 Implementation Strategies

dition, but will require adequate funding to restore the buildings to good condition for an extension of 30-50 years of life. The building area is approximately 110,000sf or 13% of the total campus building infrastructure. Both of these buildings are targeted for some redevelopment under other initiatives in the University of Winnipeg Development Plan. In this report, it has been assumed that a medium investment will be required to 40% of this space over the next 10 years or 44,000 sf.

Poor Condition:

There are four buildings – Bryce Hall, Ashdown Hall, Riddell Hall and Centennial Hall— that are in poor condition and will require significant investment in the next 10 years. This building area totals 367,000sf or 42% of the total campus building infrastructure. The first three buildings are solid in structure and have the potential to be redeveloped for long-term serviceability. The latter, Centennial Hall, as the largest of the campus buildings with approximately 30% of the campus space, is considered to have a limited long-term life span without a significant investment in all building systems. A more detailed assessment of this building will need to be undertaken at some point to determine if the costs to extend the life of the structure are worth the investment. In this report, it has been assumed that a significant investment will be required to 50% of this space over the next 10 years or 185,000 sf.

Inadequate Condition:

There are two buildings – Sparling Hall and MacNamara Hall— that are in inadequate condition and should be decommissioned over the next few years. Both structures were not designed for contemporary academic use and require very significant capital expenditures to upgrade. In addition, both structures occupy significant land parcels that have the potential for much higher use. The total area for both buildings is 37,000sf or 4% of the total campus building infrastructure. In this report, it has been assumed that there will be no further investment (other than deconstruction) in this space over the next 10 years.

The intent of this overview is to begin to define the best and the worst facilities and to start to understand the magnitude of the work required. As is evident from the chart, there are a few buildings that should not be redeveloped, some that have been upgraded and require minimal work and many that have received little attention over the years and require significant resources to prepare for an additional 30 years of functional life. It is recommended to work with Physical Plant staff to define infrastructure priorities within the overall campus redevelopment. It is proposed to integrate the existing infrastructure renewal with other new-building initiatives suggested in this section. The following is a summary of the work recommended on the existing infrastructure over the next 10 years:

Building Condition	Area	No. Bldgs	Percent Gross	Upgraded Requirement	Phase
Good Condition	356,000 sf	5	41%	0 sf	
Adequate Condition	110,000 sf	2	13%	44,000 sf	2
Poor Condition	367,000 sf	4	42%	185,000 sf	3 + 4
Inadequate Condition	37,000 sf	2	4%	0 sf	
Total	870,000 sf	13	100%	227,00 sf	



5.4 DEVELOPMENT PRIORITY STRATEGY

The implementation priority of planning ideas is affected by a number of variables. The variables are discussed below and then ranked in a matrix. The matrix identifies initiatives that have a high overall rating and should be considered to be implemented first, and those with a lower rating to be implemented in later phases:

1. Academic Enhancement: Primary to any development initiative at the University is to ensure that the project enhances academic excellence. The more academic needs are enhanced by a new initiative, the higher the rating.

2. Quality of Life Impact: A renewed University will not excel with academic excellence alone. In order to draw new students in a competitive post-secondary environment, new University facilities must relate to new groups of students. The facilities must provide a living experience where students of all ages, cultures and backgrounds can feel serviced and comfortable – a vibrant place with energy and vitality. Key to the development of the plan is the immediate phasing in of new public places for people on the street. The more a project contributes to the quality of life at the campus, the higher the rating.

3. Infrastructure Readiness: In order to accommodate new capital projects, the infrastructure needs to be prepared to accept new facilities. This infrastructure involves the redevelopment of roadways and site services, ownership and zoning of lands, decanting, relocation and demolition of existing facilities and the structuring of partnerships with third parties. Projects that require significant effort to prepare the infrastructure will be assigned fewer credits; projects that are ready to go and have few infrastructure costs or time delays receive maximum points.

4. Access to Capital: This category describes the potential of a project to attract capital – public, private and mixed-capital funding. Partnerships are seen as positive opportunities for third parties to attract capital. Other major capital resources are available as donations. In response to requests by individuals, families and corporations committed to the University, The University of Winnipeg Foundation has initiated a fundraising campaign to identify a series of donors interested in providing capital gifts for specific projects. A number of significant donations have been identified. The phasing plan will need to define a strategy to ensure the implementation of these specific projects as well as work with the Foundation to identify priorities for future donors. Projects that have identified donors or that are good candidates for donations are assigned higher ratings – projects without any current funding assigned will receive lower ratings.

5. Stakeholder Priorities: The political decision-makers for the University include the President and senior management team, the Board of Regents, the University Senate, the University of Winnipeg Foundation, the Premier and Provincial cabinet as well as The University of Winnipeg Students' Association, The University of Winnipeg Faculty Association, and the Association of Employees Supporting Education Services. All of these decision-makers contribute preferences for capital project selection. The Province of Manitoba is a major contributor to

5.0 Implementation Strategies

University capital funding and provides funding to specific capital projects that support the provincial educational goals for The University of Winnipeg. It is the intent of the University to work with the Community to ensure the concurrence between Community and University priorities. The greater the political commitment for a project, the higher the score.

6. Income Generation: Key to the development of new initiatives at the University is the reality that initiatives that generate a new value-added income will be considered as a priority. It is a development strategy to combine an income-generating component to new initiatives in order to provide a level of self-financing and to provide long-term fiscal sustainability to the University. The greater the new revenue generation the higher the rating. Revenue savings also count as revenue generation.

7. Access: Some development initiatives greatly increase the ability for non-traditional students to access the University. Facilities such as affordable housing makes the University more accessible to lower-income individuals while better entries and sightlines make the campus more accessible from the point of view of way-finding. Development initiatives that contribute to improving the accessibility of the University to the wider community score higher in this category, while more conventional projects score lower.

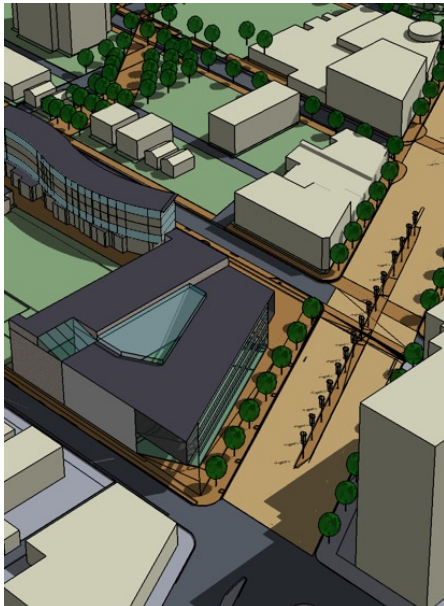
8. Already Committed: Some projects have financial commitments already in place and will score additional credits.

Conclusions:

The ideal solution to the development of the campus would be to allocate sufficient funding to undertake all initiatives simultaneously or in a continuous progression. While this will not be the case, it is equally unlikely that the progression identified in the matrix above will occur as defined – as funding or priorities change, as infrastructure opportunities are realized and as academic directions change, so too, will the evolution of the priority levels for the redevelopment of the campus. However, given the current set of determinants, the following is a summary of the above matrix that identifies four proposed phases for the development of the campus over the ensuing decades:

Phase 1 Priority: 2006-2009

There are a series of priority developments targeted for the first phase of development – some lower cost initiatives like 4.5 Duckworth Centre Expansion will provide an immediate change to the urban environment on the campus while 4.1 Spence Street is essential to change the nature of the campus and complete the work already started. The redevelopment of the street will provide a pivotal action that creates the central backbone structure for the redevelopment of the overall campus. Initiative 4.3 Science Complex and Richardson College for the Environment alone has been identified as the sole initiative that satisfies the greatest number of criteria and should be the first to be developed. It is hoped that 4.14 491 Portage Ave. Complex Partnership will begin to provide a connection to downtown Winnipeg. The completion of 4.2 Wesley Hall is also high on the list as this work has been under final development for the last two years, as is the redevelopment



	Initiative	1. Academic Enhancement	2. Quality of Life Impact	3. Infrastructure	4. Access to Capital	5. Stakeholder Priorities	6. Income Generation	7. Access	8. Already Committed	TOTAL	RANKING
4.1	Spence Street	0	10	6	7	10	7	10	5	55	1
4.2	Wesley Hall	10	0	10	10	10	3	0	10	53	1
4.3	Science Complex and Richardson College for the Environment	10	10	10	10	10	3	5	0	58	1
4.4	Canwest Centre for Theatre and Film	5	8	0	8	4	0	3	3	31	3
4.5	Duckworth Centre Expansion	0	10	10	5	10	10	10	5	60	1
4.6	Portage Commons	0	10	7	7	8	0	8	10	50	1
4.7	Campus Commons	0	10	2	5	6	5	5	10	43	2
4.8	Great Hall Learning Commons	7	10	10	5	5	2	9	0	48	2
4.9	Spence Street Storefronts	0	10	5	5	10	10	10	5	55	1
4.10	Renewed Academic Space	10	0	10	4	9	0	0	0	33	3
4.11	Housing A: Partnership	5	5	10	10	8	3	10	0	51	1
4.11	Housing B: Aboriginal	5	10	5	2	8	6	10	0	46	2
4.11	Housing C: Campus	5	10	7	1	8	6	10	0	47	2
4.11	Housing D: Partnership	5	5	2	3	6	6	10	0	37	3
4.12	Boundary Streetscape	0	4	2	2	2	3	8	0	21	4
4.13	Infrastructure Upgrade 1	10	3	8	5	7	10	2	0	45	2
4.13	Infrastructure Upgrade 2	8	3	8	5	7	10	2	0	43	2
4.13	Infrastructure Upgrade 3	4	5	8	4	6	8	2	0	37	3
4.14	491 Portage Avenue Complex	6	5	8	10	6	10	8	0	53	1
4.15	Community Initiatives	2	7	0	0	5	5	10	0	39	3
4.16	Interior Pedestrian Streets & Gateways	5	8	10	0	0	5	8	0	36	3

Development Priority Matrix

of the 4.4 Canwest Centre for Theatre and Film. Also high on the list for phase one are improvements to the outdoor public space in 4.6 Portage Commons. Finally, the first priority group is completed with 4.11 Housing A: Partnership as a key initiative to bring life to the campus adjacent to the new Science Building.

Phase 2 Priority: 2008-2011

4.11 Housing Initiatives B & C: Aboriginal and Central Campus are recommended for the second tier of redevelopments at the University as they will provide the long-term residential stability and access to the campus. Additional phase two projects could include 4.7 Campus Commons which will provide a new meeting place for student life. As well, long-term initiative 4.13 Infrastructure Upgrades 1 and 2 are a priority to improve the overall sustainability, functionality and reduced operating costs of the University.

Phase 3 Priority: 2011-2014

As the new construction in earlier phases nears completion, initiative 4.16 Interior Streets can be developed to start to improve the quality of life on the campus. Initiative 4.10 Renewed Academic Space will be started once facilities such as the science building are complete and the old space can be renewed for new academic purposes. Once the central infrastructure in the University has been strengthened by phases one and two, 4.13 Infrastructure Upgrade 3, 4.8 The Great Hall Learning Commons, and 4.15 Commu-

5.0 Implementation Strategies

nity Initiatives West can be implemented. This initiative will strengthen the redevelopment of the surrounding residential neighbourhood and provide new opportunities for partnerships and synergy between the University and the community. Finally 4.11. Housing D: Partnership is seen as an initiative that will strengthen the community-university relationship and provide accommodations in addition to those that have already been completed in Phases one and two.

Phase 4 Priority: 2014-2016 Lowest on the priority list is initiative 4.12 Boundary Streetscape. The redevelopment of the surrounding streetscape would only be undertaken if financial contribution became available.

The University of Winnipeg was established as an undergraduate University in 1967. The history of the institution dates back to the mid-1800s when two colleges: Wesley and Manitoba began to operate in close affiliation with one another. When these two colleges elected to merge in 1913-14, they became United College. Three decades of uncertainty over future sites for the new institution ended in 1945 with the commitment to proceed with plans by J.N. Semmens for a new campus on the site of the existing Wesley Hall. By the 1950s, a national fundraising campaign to develop the campus was underway. Over the course of the following 20 years, eight buildings with approximately 600,000sf of academic space were added. At present, the campus includes 12 buildings within three city blocks of downtown Winnipeg. The University infrastructure provides approximately 950,000 sf of assignable space for academic, administrative and recreational use.

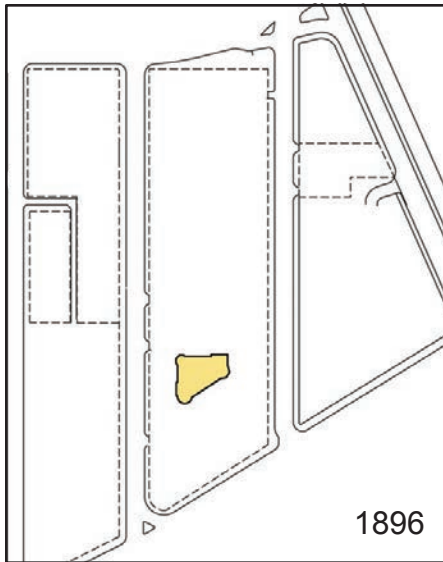
The University serves a diverse community and has forged strong relationships with its neighbours. Offering off-site programs such as an ACCESS Education program at The William Norrie Centre on Selkirk Avenue, the University has long mandated its efforts to extend itself into the broader Winnipeg community. A number of affiliated academic institutes also contribute to the enriched learning environment and research capabilities of the University. The Institute of Urban Studies, Menno Simons College, the Prairie Women's Health Centre of Excellence and the Aurora Family Therapy Centre are just a few of the institutes operating at the University. The University offers small class sizes and is an accessible institution with strong student support services. With students from over 40 countries enrolled, The University of Winnipeg brings a cosmopolitan diversity to downtown Winnipeg. This asset is enriched with a strong Aboriginal enrolment as well as the on-site Collegiate High School (Senior 2-4) which is unique to Canada. Offering degrees in the Arts, Sciences and Theology and in such areas as Environmental Studies, Urban Studies, Aboriginal Governance, Politics, History, Women's and Gender Studies, Education and Theatre, University of Winnipeg ranks consistently high among undergraduate universities across Canada.

A1.1 EVOLUTION OF CAMPUS

The evolution of the University traces the transformation of the campus and its buildings over the course of nearly 130 years. The various buildings each represent a distinct architectural style unique to the University and to its period of construction.

The diagrams on the following page trace the growth of and physical changes to the University infrastructure. The following areas were confirmed with The University of Winnipeg Physical Plant.

Total Area of University Buildings: +/-870,000 sf of owned space (with an additional +/-150,000 sf of leased space)

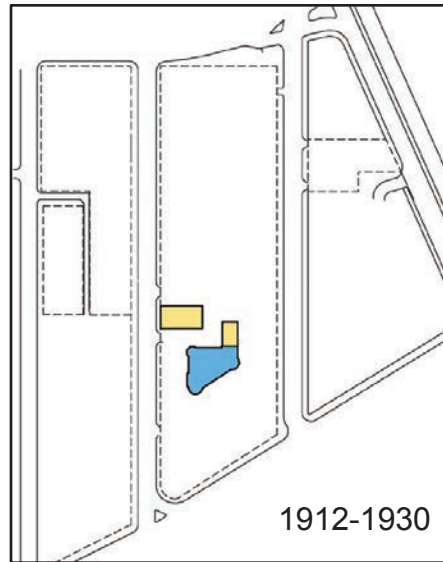


1896

WESLEY HALL

Total Area: +/- 42,000 sf

Existing Functions: Collegiate Classrooms, University Administration, Global College and International Student space, Faculty Club, Physical Plant

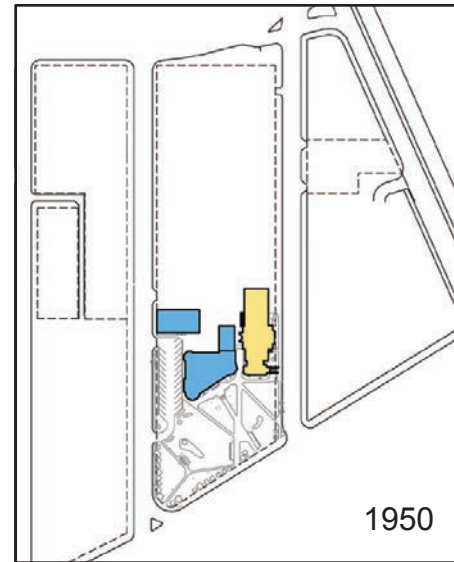


1912-1930

SPURLING HALL and WESLEY HALL ANNEX

Total Area: +/- 18,000 sf

Existing Functions: Physical Plant, Collegiate Laboratory, Technology Solutions Centre, Inter-faith Marriage and Family Institute, Assignable Office Space +/- 7,500 sf in 1930 for Tony's Cafe, Administration, Storage

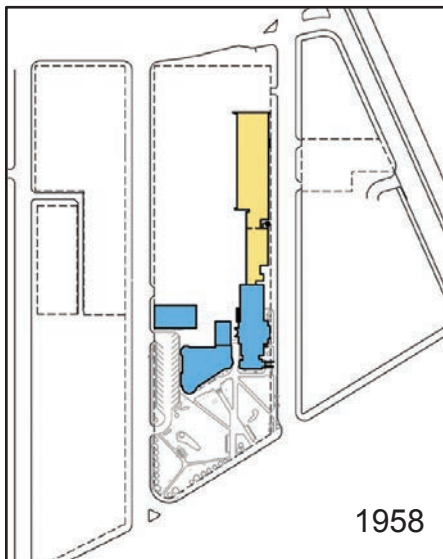


1950

BRYCE HALL

Total Area: +/- 29,000 sf

Existing Functions: Printing Services, Classrooms and Offices for the B. Education Program/Developmental Studies, Theology and the Collegiate, Administrative Offices



1958

MANITOBA HALL

Total Area: +/- 75,000 sf

Existing Functions: Lockers, Physical Plant, Security Services, Classrooms, Chemistry Laboratories

ASHDOWN HALL

Total Area: +/- 28,500 sf

Existing Functions: Chemistry Laboratories and Offices, Arts and Science Offices



1962

RIDDELL HALL

Total Area: +/- 47,000 sf

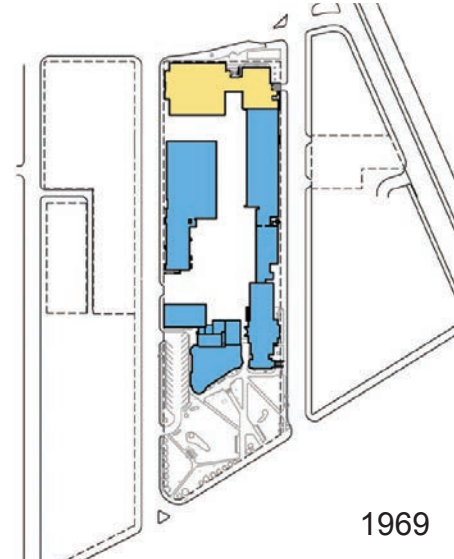
Existing Functions: Riddell Cafeteria, UWSA

GRAHAM HALL

Total Area: +/- 35,000 sf

Existing Functions: Student Service, Arts and Science Offices, Centre for Academic Writing

CENTRAL PHYSICAL PLANT +/-7500 sf

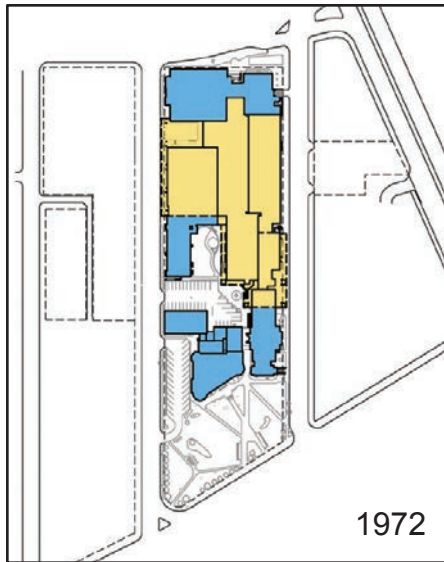


1969

LOCKHART HALL

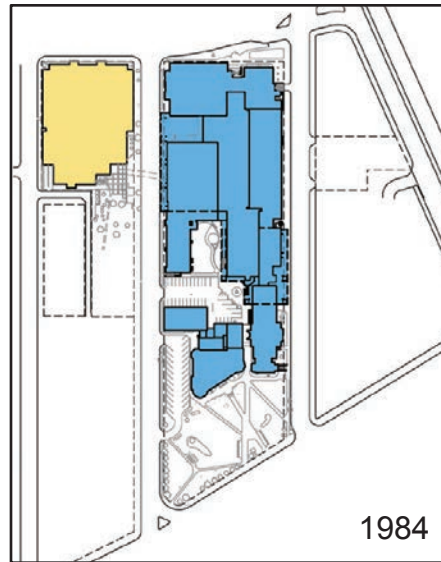
Total Area: +/- 127,000 sf

Existing Functions: Laboratories for Physics, Biology, Psychology, Mathematics and Statistics and Geography, Classrooms and Offices for Arts and Science, Lockhart Bistro, Technology Solutions Centre, Aboriginal Student Services Centre, Parkade



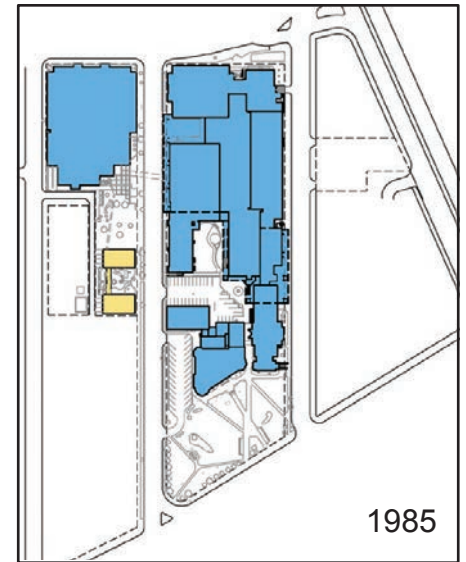
1972

CENTENNIAL HALL
 Total Area: +/- 261,500 sf
 Existing Functions: Security Services, Art Gallery, Bookstore, Classrooms and Laboratories for Physics, Biology, Anthropology, Psychology, Geography and Languages, Assignable Classrooms and Offices, Library, Buffeteria, Eckhardt Gramatte Hall



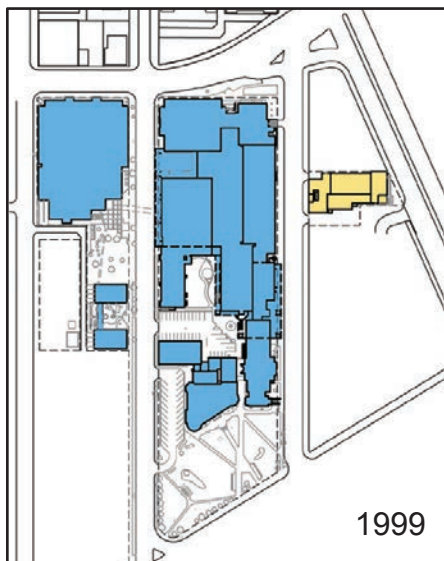
1984

DUCKWORTH ATHLETIC CENTRE
 Total Area: +/- 125,500 sf
 Existing Functions: Recreation and Athletics and Physical Activity and Sports Studies Facilities, Kinesiology, Classrooms, Laboratories, Offices, Business Computing and Administrative Studies Facilities



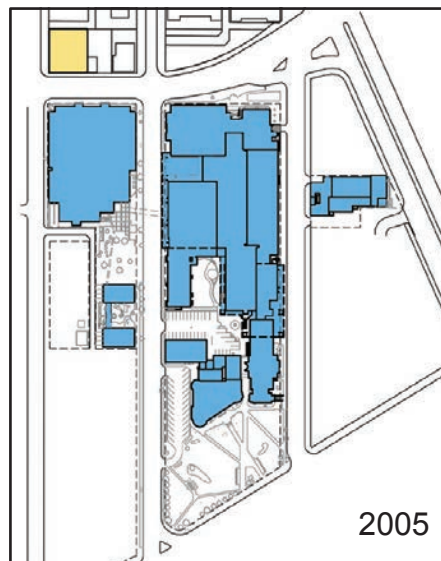
1985

MACNAMARA HALL
 Total Area: +/- 18,500 sf
 Existing Functions: UWSA Day-care, Human Resources, Faculty offices



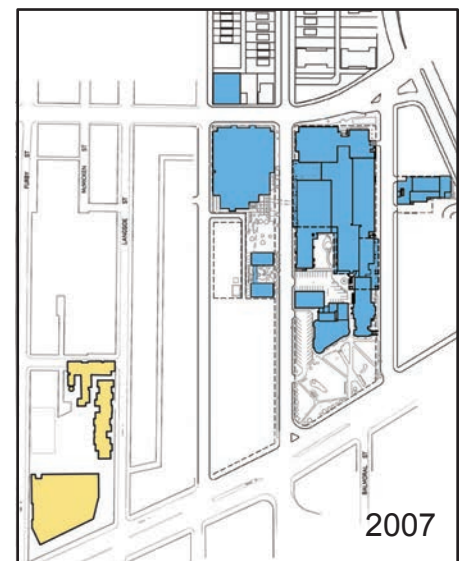
1999

CANWEST CENTRE FOR THEATRE AND FILM
 Total Area: +/- 33,000 sf
 Existing Functions: Theatre and Drama Facilities



2005

HELEN BETTY OSBORNE BUILDING
 Total Area: +/- 4,500 sf
 Existing Functions: Wii Chiiwaakanak Learning Centre, RBC Community Learning Commons, President's Office, Aboriginal Governance Program, Faculty of Education
LEASED SPACE +/- 150,000 sf

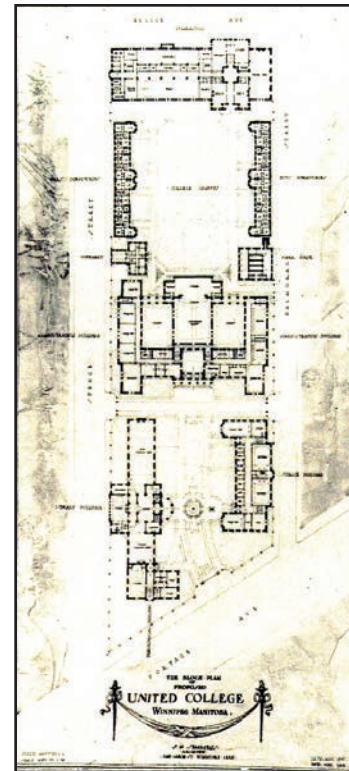


2007

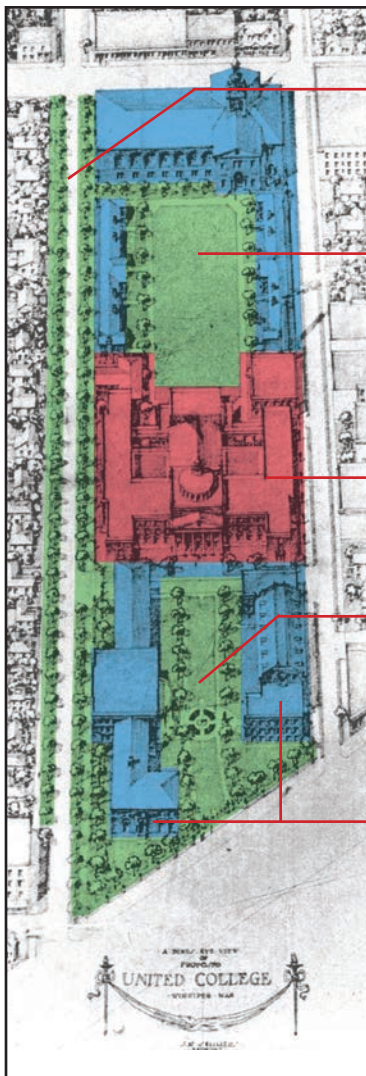
COLLEGE FOR THE ENVIRONMENT AND STUDENT AND COMMUNITY HOUSING
 Total Area: +/- 18,500 sf
 Existing Functions: UWSA Day-care, Student and Community Housing, College for the Environment

A1.2 MASTER PLAN HISTORY

Wesley Hall was built in 1896 and as the University's oldest building it has become the distinct face of the institution. When the Romanesque style fell out of favour in the 1940s and Wesley was proving too small for the growing University population, it nearly suffered the same fate as a number of other late Victorian buildings in the city. A 1945 plan for the newly formed United College, shown here, indicates that Wesley College was to be torn down and in its place a public commons was to be built. Facing South, the new campus commons and its flanking academic buildings would have stretched the full extent of the grounds toward Portage Avenue. A new administration building would have been built just behind the existing location of Wesley Hall at the centre of campus. With the completion of new buildings along Balmoral Street, Spence Street, and Ellice Avenue, the administration building would divide the campus into a public commons and private campus commons.



J.N. Semmens, 1945 United College Plan



- SPENCE STREET**
Spence Street would have provided a vibrant edge which blends community and campus, beautifully landscaped and pedestrian friendly.
- A CAMPUS COMMONS**
A series of residential buildings would have created a quadrangle and an outdoor landscape in the heart of the campus. The new space was designed as a meeting place for students to encourage activity in an outdoor, informal meeting space.
- A NEW ADMINISTRATION**
A formal new academic building was proposed for the heart of the campus.
- A PUBLIC COMMONS**
An area fronting the city's main artery, Portage Avenue, was planned to invite the community into the campus. The new public commons would have seen the demolition of Wesley Hall.
- COURTYARD BUILDINGS**
Architecture which defines a formal setting for the College along Portage Avenue was proposed.

J.N. Semmens, 1945 United College Plan, Renderings



J.N. Semmens, 1945 United College Plan



Bryce Hall Constructed in 1950 Follows the Campus Formation According to the 1945 Master Plan



Centennial Hall Constructed in 1972 by Moody Moore Architects

Bryce Hall was the first building to be constructed in the spirit of the 1945 campus plan. The rosary window above the entry on the west façade of Bryce Hall speaks to the importance of the inner courtyard that was to be developed. However, an official plan or design charter for the 1945 plan was not set in stone. Styles quickly changed as the master plan was built throughout the 1950s and 60s. As a result, a loose adherence to the plan followed with an eclectic collection of architectural expression. The footprint of the 1945 plan is, however, evident through the evolution of the campus. First Ashdown Hall and Manitoba Hall to the north of Bryce Hall defined the east edge of a campus commons, then Riddell and Graham halls along Spence, completed the west edge. The campus commons was completed in 1968 by Lockhart Hall on Ellice Avenue (refer to the diagrams in 2.2 Evolution of the Campus).

The Transformation of the Campus Commons

In the end, Wesley Hall was not demolished and today has become the cherished icon of The University of Winnipeg. A big transformation to the campus plan came with the erection of Centennial Hall in 1972. Designed by Moody Moore Architects of Winnipeg, who two years earlier completed Lockhart Hall, Centennial marked a major departure from the campus commons notion. Built overtop existing academic facilities Centennial was constructed with minimal impact to ongoing academic courses and without the need to purchase new land. The megastructure was conceived as a University enclosed in one building where a number of spaces interconnected with one another including faculty departments, a bookstore, cafeteria, faculty offices, lounges and library. Faculty and student spaces overlap and are largely indistinguishable from one another. Winning awards upon completion, Centennial Hall was seen to be the new vision of an egalitarian and universal, academic society. The space frame construction allowed for enormous flexibility. In the 1980's Eckhardt-Gramatté Hall was constructed in the void left by the entry court.

The "quad" or campus commons as it is known was gradually reduced in size when Centennial Hall opened and a major portion of the quad was paved to make way for the automobile.

In the 1980s and 90s, growing enrolment figures forced the University to look to other properties, reflecting the limitations of the original land assembly bounded by Balmoral, Portage, Spence, and Ellice. Duckworth Athletic Centre was built on newly purchased land at the northwest corner of Spence Street. The purchase of the theatre on Colony, housing in the Balmoral and Spence Neighbourhoods and various leaseholds along Portage in the 1990s, as well as the Helen Betty Osborne Building in 2005, show the evolution of the campus into the downtown precinct. Effectively leaving the 1945 campus plan behind, the University turned to available land and space options.

A1.3 EXISTING BACKGROUND STUDIES

Over the years, The University of Winnipeg has undertaken a number of planning studies to guide the growth and development of its facilities. These studies have provided the conceptual framework for the physical transformation of the campus. In particular, the 1967 Reid Crowther Report, the 1986 IKOY Partnership Ten Year Campus Development Plan and the 2001 Corbett Cibinel Architects Campus Development Plan have significantly influenced the academic and architectural environment.

Reid Crowther Report on Campus Development, 1967

The Reid Crowther Report provided guidelines for the expansion of facilities to meet the spatial requirements of the growing student body. The construction of Lockhart and Centennial halls were realized to accommodate much needed classroom, lab and library facilities. The planning strategy also called for the need for athletic facilities and a new building for the theatre department. These suggestions were realized in the future, albeit considerably after the initial recommendations were made.

IKOY Partnership Ten Year Campus Development Plan, 1984

The IKOY Partnership Ten Year Campus Development Plan provided a strategy for the academic and architectural expansion of the University. The first stage of development called for the renovation of existing buildings and the relocation of different departments. The plan sought to simplify the spatial organization of the campus in both a logical and cost effective manner. The plan ultimately led to several renovations to accommodate Eckhardt-Gramatté Hall, the Bulman Student Centre and an addition to the Duckworth Centre. The residential facilities in Sparling Hall and Graham Hall were also renovated to accommodate much-needed academic space.

The plan urged the creation of a new theatre building with associated programming for performing and visual arts. IKOY believed the new facilities would help the University build connections with the community and partners such as the CBC.

Corbett Cibinel Campus Development Plan, 2001

The 2001 campus development plan presented by Corbett Cibinel Architects provided a conceptual framework for future growth. The concept sought to celebrate connections between old and new facilities, interior and exterior spaces, and on a larger scale, between the University and the surrounding community.

Similar to past planning strategies, the study hoped to simplify the spatial and functional organization of the campus by renovating and relocating different departments. The development plan also called for the renovation of Wesley Hall and the construction of a campus centre pavilion for student services. A building was proposed to link Sparling Hall and Graham Hall thus creating an internalized campus green space.



2001 Campus Development Plan, Corbett Cibinel Architects

A2.1 GROWTH AND DEMOGRAPHICS

Current enrolment at the time of this study in 2005-2006 is approximately 9,000 students, which comprises 21 to 23% of all undergraduate enrolment in the province of Manitoba. Of these students, 66% are female. Enrolment among self-identified Aboriginal students is increasing and currently comprises approximately 10% of total enrolment. Fewer students are proceeding directly from high school to University. In 1996, 58% of all new students came directly from high school. That number has declined to 43% in 2003. This reflects a trend towards a more mature adult student population. International students currently make up about 5% of all students, most of whom are currently recruited from Mainland China.

Demographic and Social Trends

The University Department of Strategic and Budgetary Priorities has steadily been monitoring enrolment trends to evaluate the impact of demographic changes at both national and provincial levels. Two demographic trends, the Baby Echo and, second, a general increase in post-secondary enrolment across the country, will continue to affect enrolment in the future.

The Baby Echo demographic has fueled recent growth at the University. This group will achieve its maximum impact in 2011 resulting in an anticipated student population of approximately 9,800, after which its influence will begin to decline.

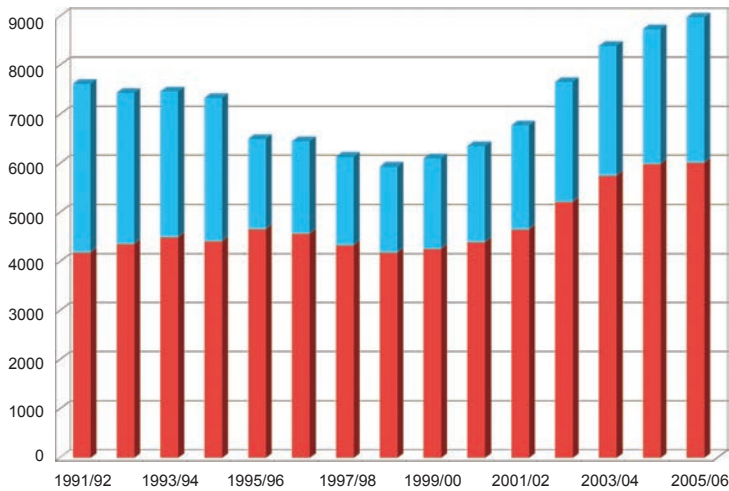
Offsetting this decline is the societal shift that is reflected in an overall increase in the participation rate in post-secondary education. Participation has been increasing at a rate of approximately 2% per year. So while the overall number of potential students will decline, the rate at which they participate is expected to continue to increase.

The ethnicity of demographics is also significant. In particular, the Aboriginal population will become a more significant factor in future participation as this group's share of youth cohort increases. It is expected that by the year 2018, 12-15% of enrolment will be Aboriginal compared to the existing 10%.

Recruitment of more students from populations such as adult learners, Aboriginal, international students, rural students and out-of-province students has contributed to the growth of the University to date. Adult learners and Aboriginal people and international students will be the most significant sectors of growth in the future. Recruitment success will require an assortment of attractions including appropriate housing options, appropriate programs, marketable facilities and quality public spaces and amenities.

Retention and Intensity

Retention of students has increased dramatically at the University. This has been attributed to the development of new programs and partnerships with other post-secondary institutions. The intensity of participation is also increasing as more students take more courses in an academic year. Partnerships with other post-secondary institutions, particularly with Red River College, are expected to increase student numbers in the future.

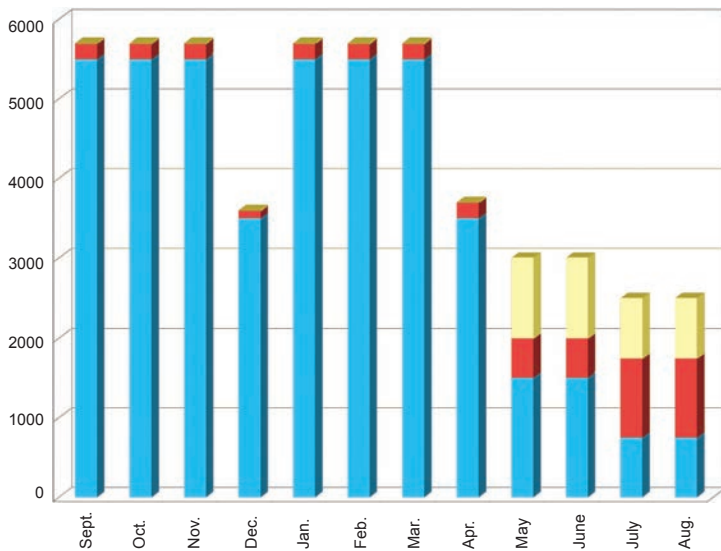


UW Enrolment 1991-2005

- PART-TIME
- FULL-TIME

The current enrolment of students for the 2005/2006 year has reached 8,984 students with over 29,555 full-time course equivalents. This represents an increase of 10% from the prior academic session. The student body has steadily grown over the past five years due to several University initiatives. By emphasizing high education standards and a diverse academic program, the University has paid particular attention to the enrolment and retention of students.

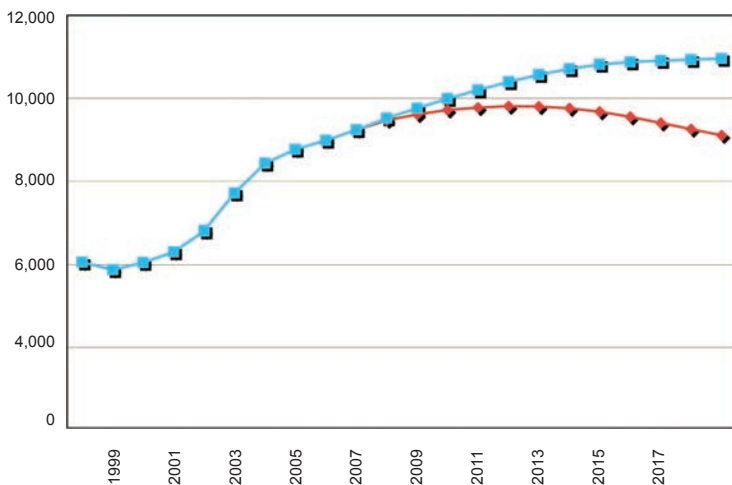
Enhanced facilities will enable the University to better meet its requirements for continued growth.



UW Seasonal Occupancy

- FUTURE STUDENTS
- EXISTING POPULATION
- OTHER USERS

The University currently offers courses on a year-round basis with three academic sessions. Continued growth has enabled course offerings to expand and meet the schedules of mature and part-time students with evening and summer courses.



Future Projections

- OVERALL GROWTH TREND
- BABY ECHO TREND

University enrolment is expected to grow to approximately 11,000 students by 2018. Declining demographics are projected to be offset by continuing increases in participation of 2% per year.

Implications of Growth Factors

- need for housing for recruitment of international students, rural students, adult learners and Aboriginal students
- need for increase in faculty hiring and development of support spaces
- need for enhanced student and faculty amenities including a comprehensive strategy for all outdoor space to facilitate recruitment and retention.
- need for more facilities and attention to the increased wear and tear on existing facilities

Conclusions

Current and anticipated enrolment trends will affect the space demands on the University campus. Guidelines for space ratios need to be accounted for in some manner as University plans for growth.

The program area of buildings that are currently owned by The University of Winnipeg is approximately 870,000 sf with an additional 150,000 sf of space currently leased by the University at various sites around the main campus. (not including new land purchased for the proposed College for the Environment and Student Housing). Based on the total available space of 1,020,000 sf (owned and leased) and a 2005/06 enrollment of 6850 FTE (8984 students), there is an existing current space ratio of approximately 148 sf per student (1,020,000/6850).

As these demographic charts indicate the University Department of Strategic and Budgeting Priorities projects that the University will grow to 11,000 students by 2018. Assuming the same ratio of FTE to overall students as existing: 76.2% (6850FTE/8984 total), the University is assuming a total of 8320FTE students, an increase of 1470 students or 21%.

A2.2 STUDENT LIFE AND CULTURE

The University of Winnipeg is home to a dynamic student body engaged in a diverse range of activities. Whether interested in liberal arts, sciences or athletics, the University supports the endeavors of its students and their interests.

The University community represents the interests of its students through several clubs and societies. Students have the option to participate in a diverse array of groups reflecting a broad range of interests including from politics, cultural backgrounds, favourite past times and particular fields of study. Students can meet, socialize, promote important issues and gain valuable experience and knowledge.

The University further supports the arts community through its regular music concerts and an active art gallery.

UWSA

The University of Winnipeg Students' Association (UWSA) seeks to enhance the University experience by providing a range of services and programs. Elected by the student body, the UWSA plays a role in the social and academic life of the University. Events are organized year-round including barbeques, concerts, movie nights, live performances and athletic events to promote student life and vitality on campus.

The UWSA also supports the daycare program which is currently located in MacNamara Hall. Other UWSA initiatives include the health plan and info kiosk for students.

The weekly newspaper The Uniter and radio station CKUW provide a voice for students. Both of the initiatives are run by volunteers from the University and the broader community. Students can gain valuable experience in communication while playing an active role in the daily happenings of the University.



University of Winnipeg Students



Gallery 1C03 Located in Centennial Hall



Petrified Sole Used Bookstore located in the Bulman Student Centre



UWSA Day-care Located in MacNamara Hall



University President Dr. Lloyd Axworthy

A2.3 FUTURE OF THE UNIVERSITY

The University of Winnipeg has been ranked by our graduates in the Top Ten of all Canadian universities when asked about their “Entire Educational Experience” (Maclean’s Graduate Survey, June 2006). The Globe & Mail 2006 Report Card gives The University of Winnipeg an overall ‘A’ grade in the areas of quality of education, teaching quality, class sizes, faculty-student interaction, and the availability of faculty outside classroom hours.

Many departments and individuals within the University have expressed concern that unless the conditions of the existing infrastructure and a planned future for campus development are not brought into play with the University’s vision, students will choose to attend better appointed facilities, perhaps outside Manitoba.

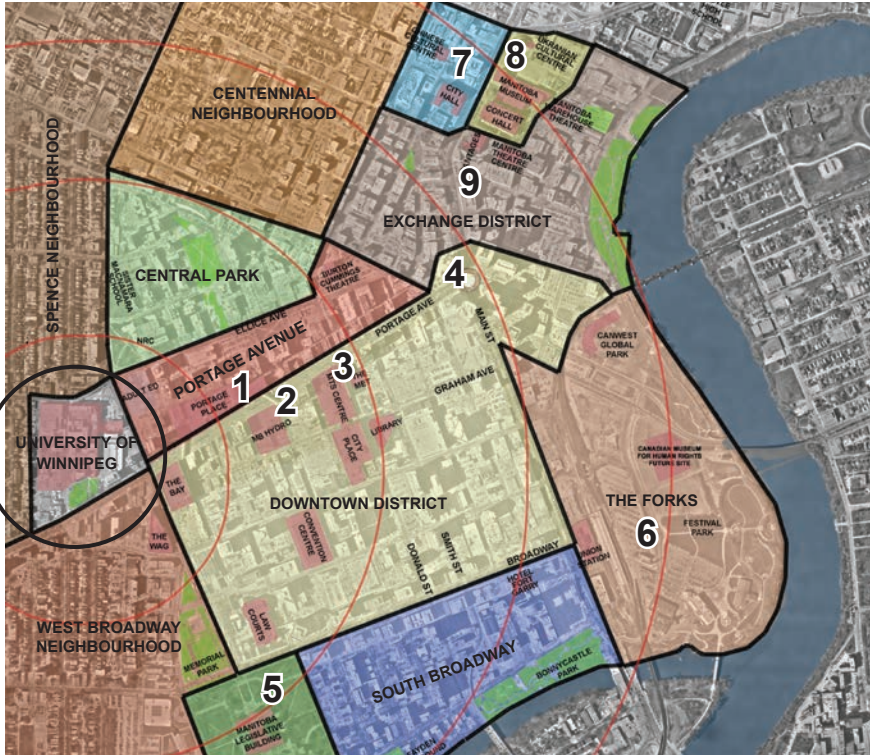


2006-2007 Admissions Handbook



Annual Maclean’s Magazine Ranking of Canadian Universities 2006

A2.4 CURRENT URBAN CONTEXT



Current Urban Context

The University of Winnipeg is an institution that is integral to Downtown Winnipeg. Located at the West gateway to downtown, the University provides a major landmark in the city as well as a major concentration of daily activity. Redevelopment of the University campus will contribute to the renaissance of Portage Avenue that is currently underway. The revitalization of Portage Place (1), the new Hydro office tower (2), the MTS Centre (3) and the proposed redevelopment of Portage and Main (4) are all contributing to this process.

The University of Winnipeg campus is also within close walking distance to:

- 5. The Manitoba Legislature
- 6. The Forks
- 7. City Hall
- 8. Concert Hall



Current Zoning

-  MULTIPLE USE SECTOR
-  DOWNTOWN LIVING SECTOR
-  DOWNTOWN CHARACTER SECTOR
-  SPENCE MAJOR IMPROVEMENT ZONE (Plan Winnipeg 2020)
-  WEST BROADWAY MAJOR IMPROVEMENT ZONE (Plan Winnipeg 2020)
-  UNIVERSITY OF WINNIPEG

The existing University campus is located in a multiple-use-sector within the Downtown Winnipeg Zoning By-Law jurisdiction. This zoning provides a very flexible fabric within which to work. The Downtown Winnipeg Urban Design Guidelines provide a set of principles, which should be addressed for new urban development. These principles are the basis for review of proposals by the City's Urban Design Advisory Committee.

The area west of Young Street, south of St. Mary Avenue and north of Ellice Avenue is governed by the sub-urban zoning By-Law 6400/94. This By-Law is currently being updated and modernized to provide greater flexibility. This By-Law is expected to be in effect in late summer 2007.

Current Land Use

- UNIVERSITY
- COMMERCIAL
- RESIDENTIAL
- INSTITUTIONAL
- RECREATIONAL
- PARKING
- VACANT

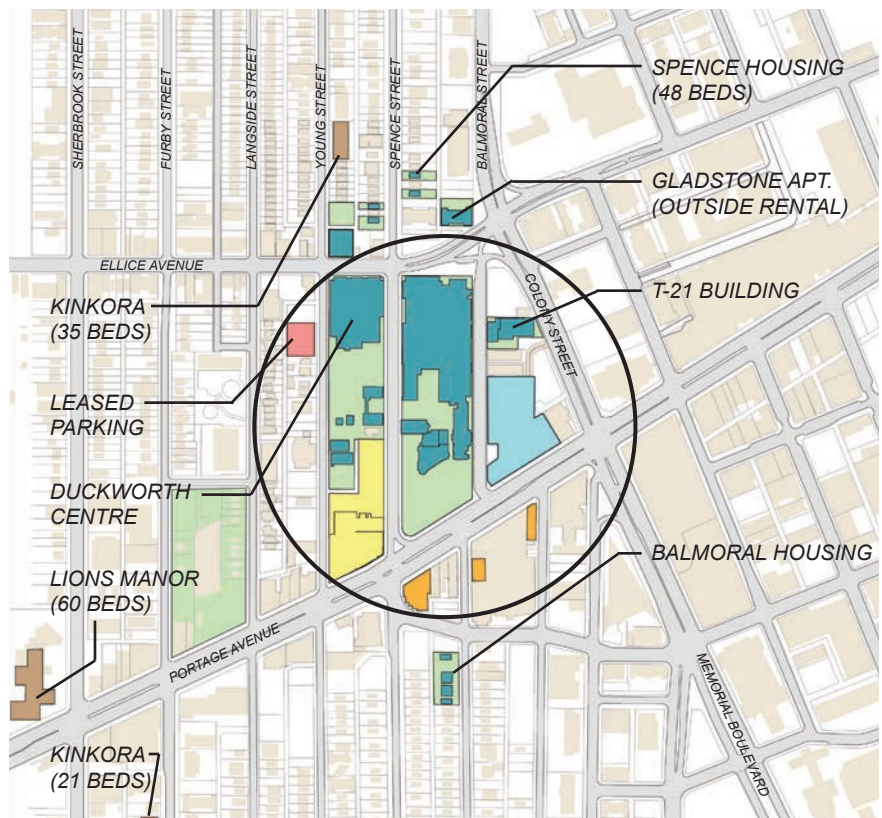
The University is located at the transitional edge between the downtown commercial core and the Spence residential neighbourhood. Regional commercial activity occurs along Portage Avenue while commercial and residential mixed use on Ellice Avenue is on more of a neighbourhood scale. Surface parking and parking structures are a dominant land use.

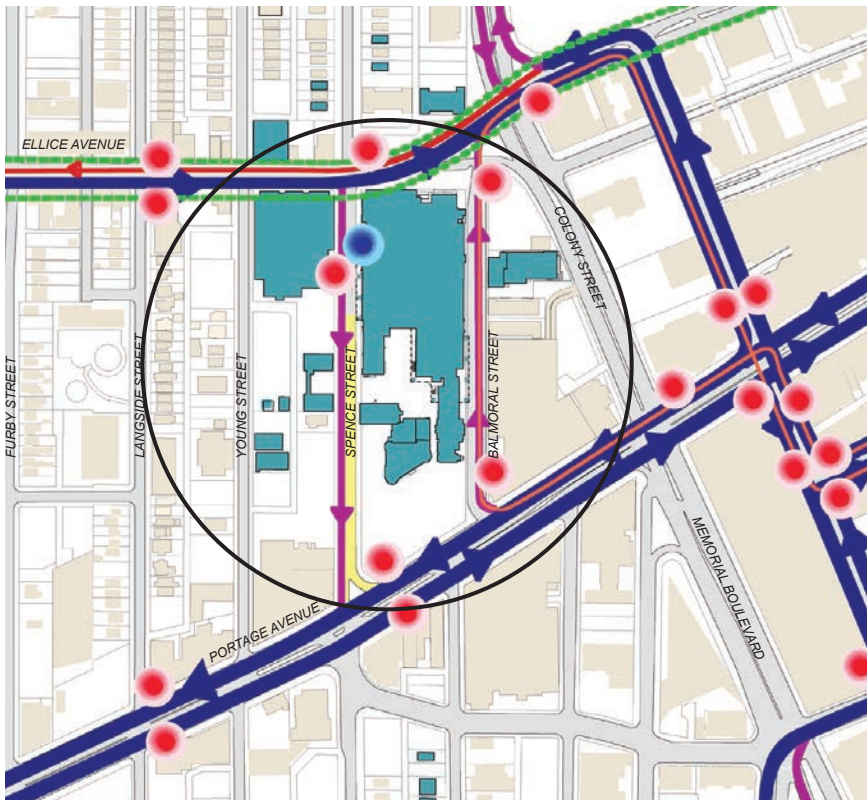


Current University Land Ownership

- U of Winnipeg BUILDINGS AND LAND
- LAND OWNED BY U of Winnipeg
- LEASED ACADEMIC SPACE
- LEASED LAND
- U of Winnipeg PARTNERSHIPS
- 3RD PARTY HOUSING ARRANGEMENTS
- CBC

The University owns and leases property throughout the neighbourhood. The major holding and central campus is located between Ellice and Portage avenues, and Balmoral and Young streets. Single-family residences and the CBC parking lot share this block together with City of Winnipeg streets and lanes.

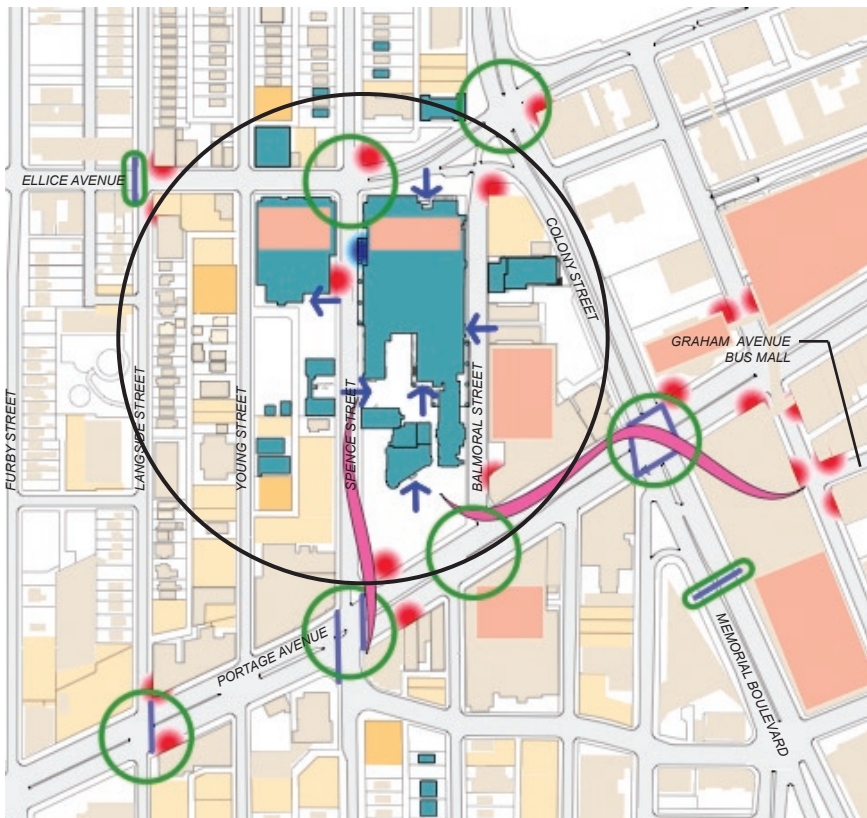




Current Bicycle and Transit Routes

- ON-STREET BICYCLE COMMUTING ROUTE
-Winnipeg Cycling Map
- BUSES ONLY
- MORE THAN 10 ROUTES
- 6-10 ROUTES
- 1-5 ROUTES
- DOWNTOWN SPIRIT ROUTE
-Link to Red River College
- BUS STOP
- SERVICE ACCESS

Cycling and walking are major transportation modes for the University community. This diagram illustrates the dearth of cycling routes in proximity to the University. Two civic initiatives may improve future connections. The City of Winnipeg Active Transportation Study (February 2005) made many sound recommendations. As well, proposed Bus Rapid Transit (BRT) would include provision for dedicated diamond (bus/bicycle) lanes on major routes. On campus, additional facilities are required to accommodate bicycle parking, repairs and change/shower facilities.



Pedestrian Circulation

- ↑ MAIN ENTRANCES
- BUS STOPS
- MAJOR PEDESTRIAN ROUTES
- PEDESTRIAN SIGNALS
- ◻ TRAFFIC SIGNALS

Winnipeg Transit is the most significant mode of transportation on campus. Over 5000 people board and alight buses at stops adjacent to the campus on an average weekday. As many as 2000 additional riders are thought to use stops at the Graham Avenue Bus Mall.

Current Neighbourhood Character

-  UNIVERSITY OF WINNIPEG
-  CENTRAL PARK NEIGHBOURHOOD
-  SPENCE NEIGHBOURHOOD
-  DOWNTOWN CORE
-  WEST BROADWAY NEIGHBOURHOOD

1. **KNOWLEDGE/LEARNING CLUSTER**
 - National Research Council (NRC)
 - William & Catherine Booth College
 - Winnipeg Adult Education Centre (WAEC)
 - National Microbiology Lab
 - Public Health Agency of Canada
 - International Centre for Infectious Diseases
 - Canadian Science Centre for Human and Animal Health
 - Health Science Centre
 - CancerCare Manitoba
 - Canadian Blood Services

2. **GREYHOUND INTER-CITY BUS DEPOT**
 - Issues with Noise, Diesel Odour, Transience

3. **URBAN PARK**
 - Mature Trees Define Front of University

4. **COMMERCIAL PROPERTY ON PORTAGE AVENUE**

5. **VACANT LAND/HOUSING**
 - Less stable portion of Langside Street

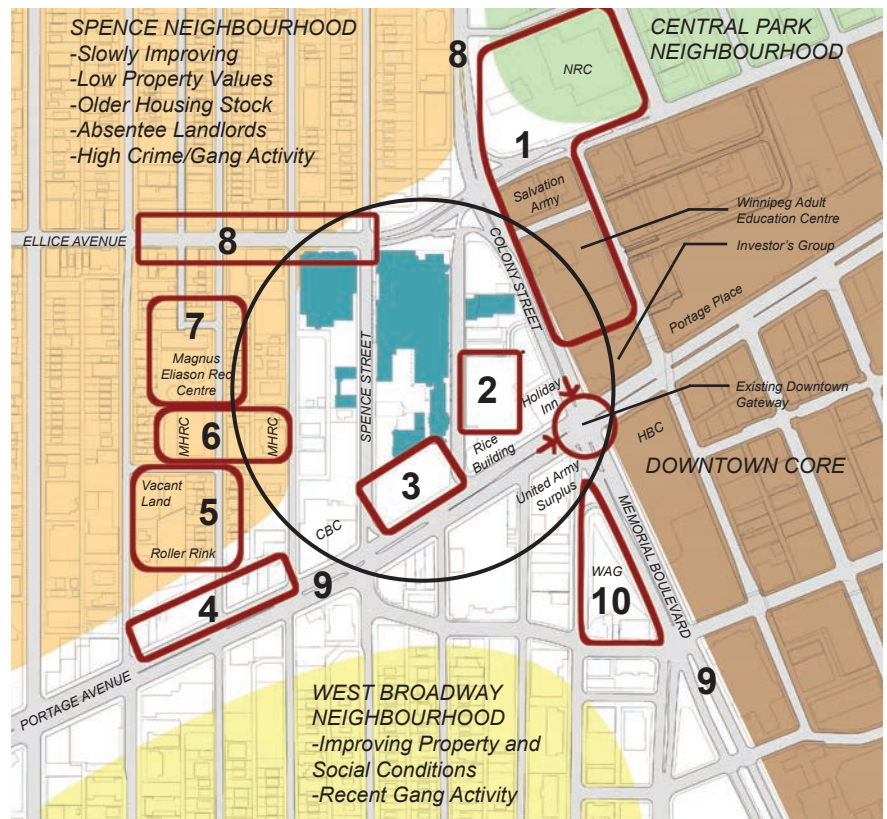
6. **PUBLIC HOUSING CLUSTER**
 - MHRC (2 Apartment Blocks)
 - WHRC (Townhouses)

7. **RENOVATED HOUSES**
 - Stable Portion of Langside Street

8. **REGIONAL STREETS**
 - Neighbourhood Scale Activity

9. **REGIONAL ARTERIAL STREETS**
 - City Scale Activity

10. **ARTS PRECINCT**
 - Winnipeg Art Gallery



Spence Neighbourhood Housing



MHRM Public Housing



Winnipeg Art Gallery



Winnipeg Adult Education Centre

A2.5 STATE OF THE BUILDINGS AND INFRASTRUCTURE

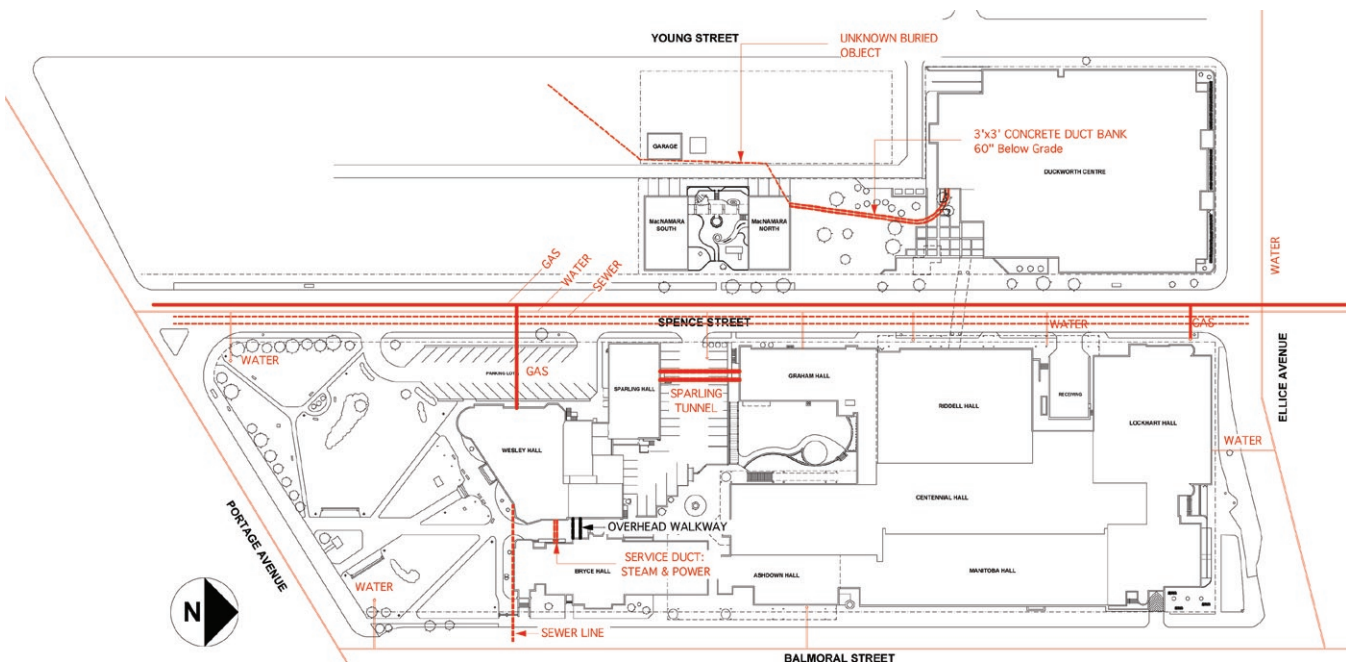
The University of Winnipeg Development Plan has not specifically been designed to conduct a full audit of existing facilities and systems. In 2001, Corbett Cibinel Architects of Winnipeg was commissioned to carry out a development study in which building conditions and spaces were analyzed from a life cycle and maintenance perspective. Specifically, we are acknowledging Section 3.4 of the 2001 Campus Development Plan as up-to-date and thus, recommend that the University continue to refer to the document in the implementation of a comprehensive maintenance plan. Our assessment of existing conditions was limited to an overall view of the existing facilities and the role they will play in achieving and executing the goals of the Development Plan outlined in this document.

The 2001 Campus Development Plan identified a number of major electrical upgrades required for the majority of facilities on campus. Some of this work is underway, but for the most part, much of it is still outstanding. Most of the electrical equipment in current use is original.

The main steam plant was commissioned in 1958 and consists of three 200 HP Cleaver Brook fire tube boilers, a fourth boiler of the same type and size was added in 1969. The normal operating pressure is 12 psi. The boilers have been well maintained and appear to be in good condition according to the University's Acting Chief Engineer. A 60 HP fire tube boiler is located in the basement of Graham Hall and is used in the off-season for domestic hot water. The University operates three boilers during the winter months with the fourth boiler on "dry" stand by. Presently, the current boilers operate at capacity and the spare is required for emergency back-up. Operations run 24 hours a day, 7 days a week, 365 days a year. Assuming significant sustainable upgrades are put in place, it is possible that the existing mechanical system could support new floor area (such as additional buildings on campus).

OPERATIONS/PLANT

The University is operated on a central steam loop. Wesley Hall is served by an underground steam line that comes in from Bryce Hall to the east. A separate 2" line follows the same route through Wesley Hall and services Sparling Hall. A variety of steam lines from the main boiler room service Ashdown, Graham, Lockhart, Riddell, Duckworth, and McNamara halls.





Apartments at 35th and Chestnut Street Along the Pedestrian Core, University of Pennsylvania

A3.1 BEST PRACTICES

In the initial stages of the planning study, staff at Prairie Architects Inc. researched best practice examples of urban universities around the globe to glean ideas for implementation into The University of Winnipeg redevelopment plan. The examples were presented to the Steering Committee in the first two charrettes for discussion and review. An additional resource in this process was Mr. George Dark, of Urban Strategies Inc., who was a member of the consultant team. Mr. Dark provided direction and resources in this initial exploration and was a keynote speaker at the first public consultation. He presented his work on the redevelopment of the University of Ottawa in order to set the stage for the Collective Design Process that followed. The following is a sampling of some of the best case studies discovered in this research.



South Campus Gateway, University of Ohio

University of Pennsylvania, Philadelphia, PA Pedestrian Core

The long-term strategy developed by the consultant firm Olin Partnership in 2001 called for greater connectivity and open spaces between the historic buildings sharing the pedestrian core of the campus. The main circulation paths were redeveloped to strengthen the campus organization. These three primary axes that unify the various zones of the campus to the historic core were extended and reinforced through changes to the surrounding infrastructure and green spaces. Traffic calming measures were undertaken and green spaces were created along the pedestrian core.

College Hall, where the three main circulation axes meet, was reinforced as the centre of academic activity and campus life. The infrastructure surrounding the historic pedestrian core was improved by relocating non-student related functions to the periphery of campus. Other buildings located at the campus centre not currently used for academic or student services were renovated for more efficient use.

University of Ohio, Columbus, OH Downtown Revitalization

Campus Partners, a joint venture on behalf of the University and the city, was created in 1995 to implement a redevelopment plan for the University district of Columbus. The strategy focused on the integration of municipal and campus services in order to extend the presence of the University into the surrounding community. The revitalization of High Street, the primary circulation route of the district, was initiated to create a significant gateway to the community.

The South Campus Gateway was designed as a mixed-use commercial and residential development. The project encompasses 35-40 entertainment, restaurant and commercial venues including amenities directly servicing the University such as a bookstore, residential units and offices.

The Weinland Park neighbourhood adjacent to the University campus was also addressed through a housing rehabilitation initiative.

University of Cincinnati, Cincinnati, OH
Mixed Use Development

The University of Cincinnati sought to improve the quality of student life by increasing the residential facilities on campus and creating a round-the-clock learning environment.

The planning strategy recommended the redevelopment of the campus "Main Street" through the creation of a student services centre, on-campus housing, new recreational facilities, commercial venues and the renovation of the Tangeman University Centre. The new campus facilities would be connected through open spaces and pedestrian corridors designed to encourage activity and vitality.

The new recreational facility was designed to incorporate housing units while at the same time, allowing students to enjoy a central location on campus. Restaurants, a convenience store, a market and workout facilities complete the structure, which opened its doors in 2006. The University of Cincinnati, in association with the Clifton Heights Community Urban Redevelopment Corporation began construction on a marketplace mixed-use project atop the University garage. Office space, 766 student residence units and street-level commercial space was planned.



Student Activity Outside the Proposed Tangeman Student Centre, University of Cincinnati

University of Alberta, Edmonton, AB
Winter City Campus

The architects Diamond and Myers designed the HUB (Housing Union Building) in 1971 to respond to the needs of the growing student population. The winter city environment called for a unique adaptation of the covered street.

The structure provides space for 50 commercial tenants on the lower level and nearly 1000 student residence units above. The central concourse, which extends four blocks in length acts as a meeting place and centre for vitality and activity on campus. The HUB provides a central connection point for several academic facilities, the library and the transit station. The exposed steel trusses of the roof are covered with domed acrylic skylights to allow light to enter along the entire length of the mall.



Atrium of the HUB, University of Alberta

University of Minnesota, Minneapolis, MN
Community Connections

The Twin Cities Campus of the University of Minnesota has historically had a poor relationship with the cities that surround it and the Mississippi River that divides it. The 1994 Master Plan study by Urban Strategies is a useful resource for The University of Winnipeg Development Plan. While reconnecting the divided campuses, the Plan weaves them into the existing, surrounding urban fabric as it guides the University's future growth and renewal. The Plan also recommends several initiatives currently being pursued, which include opening streets through the University and into the neighbouring community to improve access; placing new housing units among classroom buildings; and, reintegrating people, cars and light rail into the campus.



Master Plan, University of Minnesota



Public Forum Participants Completed Worksheets to Record their Ideas and Opinions

A3.2 METHODOLOGY

The University of Winnipeg Development Plan has evolved through a series of presentations, review sessions and public charettes with members of both the University and the broader communities. The inclusive design strategy sought to assure representatives of different University functions, community groups and the city would be given a voice in the planning decisions. Individual meetings were scheduled with various groups within the University to determine needs, preferences and space requirements. Neighbourhood associations shared their visions of community renewal and opportunities for strengthening ties with the University.

Steering Committee Meetings

Scheduled meetings with the Steering Committee enabled the design team to receive feedback on schematic and conceptual planning ideas.

Collective Design Process

As part of the design process, two public charettes were held to collect ideas and opinions from the public at large. The invitation was extended to all who wished to attend including residents of the surrounding neighbourhoods, community groups, students, faculty and staff. The design team asked the participants to gather in groups and discuss the campus development issues. The preferences of each group were recorded through a series of written worksheets that were collected by the design team for review.

Summary of Design Charettes

CHARETTE	SUBJECT	DATE	DETAILS
1	ORIENTATION	Sept 30	<ul style="list-style-type: none"> ▪ Background on UWCRRC ▪ Vision and scope ▪ Macro design issues ▪ Draft project charter ▪ Review preliminary program directions ▪ Review info to date and plan
2	CONTEXT	Oct 14 2:00-4:00pm	<ul style="list-style-type: none"> ▪ Best practice examples preliminary ▪ Site and urban context – issues and opportunities ▪ Sustainability approach ▪ Past studies and data ▪ Review CDP documents ▪ Finalize project charter
3	PUBLIC FORUM	Oct 26pm 5:00pm & Oct 27 9:00-1:00	<ul style="list-style-type: none"> ▪ Background on best practices ▪ Public forum for participation ▪ Preferences of key issues and objectives
4	CONCEPTUAL DESIGN	Nov 15 1:00 – 4:00	<ul style="list-style-type: none"> ▪ Presentation of CDP document ▪ Design Principles reviewed ▪ Sustainability approach confirmed ▪ Construction costs and financing parameters reviewed ▪ Conceptual options defined
5	PUBLIC FORUM	Nov 30 5:00pm Dec 1 9:00-1:00	<ul style="list-style-type: none"> ▪ CDP results delivered ▪ Design principles reviewed ▪ Conceptual options reviewed ▪ Test spatial organization and program linkages – propose preferred options
6	SCHEMATIC DESIGN	Dec 15 1:00 – 4:00	<ul style="list-style-type: none"> ▪ Public preferences reviewed ▪ Schematic designs reviewed ▪ Cost framework identified ▪ Communications plan developed
7	FINAL DESIGN	Jan 15	<ul style="list-style-type: none"> ▪ Presentation of final plan
8	INTERIM REPORT REVIEW	Jan 30 TBA	<ul style="list-style-type: none"> ▪ Review of final document ▪ Integration of changes to document ▪ Final report prepared

A3.3 COLLECTIVE DESIGN PROCESS

The collective design process brought together community residents, students, faculty and staff members, design professionals, government officials and local businesses to share their opinions and concerns regarding key redevelopment issues. The participants were asked to respond to a series of worksheets that would initiate dialogue and provide a record of all the comments and concerns that were raised. Upon review of the worksheets and the discussion that followed, a number of design principles were derived to inform the design process.

Existing Campus

When asked what do people like most about the University, the majority commented on the proximity to amenities and the convenience of the downtown location. The features that were disliked among the participants included poor signage, hidden entry points, confusing wayfinding within the University and the lack of amenity spaces on campus. The need for a central student space to bind the campus was also mentioned. The campus is seen as too introverted and self-contained with deteriorating facilities. Wesley Hall was considered as a symbol for traditional, higher education but at the same time as an ivory tower that promotes an exclusive nature to the community.

Entrances

The participants provided insight on the location and features of the University entry points. The majority favoured access around a courtyard in the middle of the campus to draw people into the central area. The creation of several entry points throughout the campus was also seen as important to assure connectivity with the community.

Housing

Another topic of discussion asked participants to comment on student housing possibilities. Mixed-use and mixed-ownership residences were preferred as the combination of housing and commercial use is more closely related to “real world” situations. Participants also liked the idea of co-operative living and student family housing options. Student housing only facilities were seen as too segregated from the community. The location of housing at the heart of the campus was seen as both convenient and beneficial to promoting activity and life on-campus; housing on the edge of campus was considered a good bridge to the community.

Community Connections

Connecting with the surrounding community was considered a priority for the redevelopment strategy. Participants expressed an interest in providing programs and activities for children and youth such as skating rinks, green space and possible mini-University camps. Also favoured were joint programs with local schools in which University resources could be shared with the community.

Green Spaces

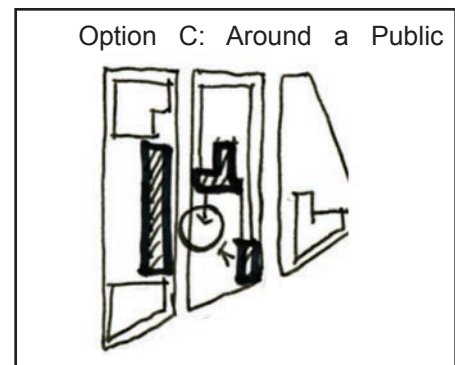
When asked about the best use for green space throughout the campus, participants expressed an interest in urban sports to promote healthy liv-



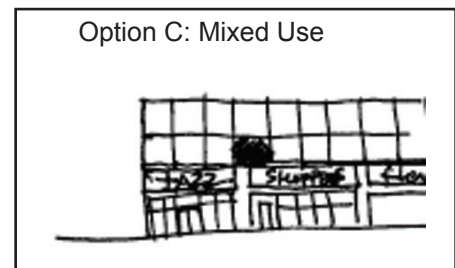
Students, Faculty, Staff and Community Members Shared their Opinions about University Redevelopment



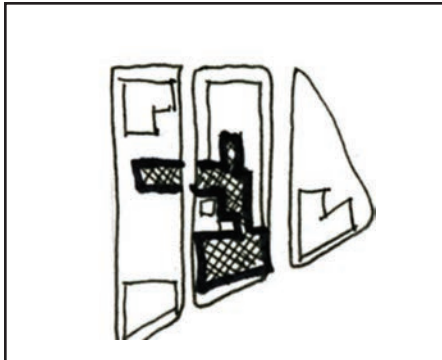
Participants Were Asked About the Image of Wesley Hall as a University Symbol



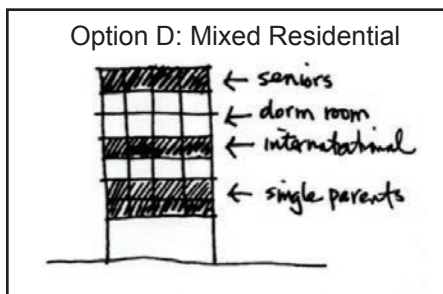
Preferred Option Regarding the Location of Retail Spaces



Preferred Option for Student Housing Types



Preferred Option for Green Spaces



Preferred Option for Student Housing Form



Preferred Imagery of a Street Promenade for Outdoor Public Spaces



Preferred Imagery of a Winter City Environment for the Interior Public Spaces

ing, a meditation garden for intimate gatherings or outdoor teaching and a public square to interact with the community. A holistic approach interconnecting the green spaces throughout campus was favoured.

Environmental Sustainability

Energy and water conservation were considered important features to include in the redevelopment strategy. Daylighting, solar heating and energy, recycled rainwater and LEED accreditation were all mentioned as sustainable building practices that should be implemented in future University design projects.

Development Themes

When asked to consider specific themes such as winter campus, village square, transportation and safety, participants shared their opinions of how each factor could positively impact the urban campus. A skating rink and outdoor winter festivals were seen as a way to connect with the community and promote outdoor activity. Protected outdoor spaces were also thought to encourage activity on the streets whereas enclosed connections between buildings were believed to isolate students and create an internalized University. Providing student residences on and in proximity to campus could potentially create a village feeling. The increased activity would encourage density downtown and life on campus for shops and local vendors. Both amenity spaces around a public square or along the Spence Street mall were considered ideal locations. Transportation issues centred on providing better bicycle facilities, sheltered transit waiting areas and improved signage for pedestrian routes. Participants believed safety issues would best be addressed by increasing the activity and number of students living on-campus.

University Image

The participants were also asked to comment on the visual image of the University. When showed photos of existing outdoor spaces, the majority preferred urban walkways and garden images that appeared to connect green space with the community. A street promenade with cafes and small shops also seemed appealing as an outdoor vision. The participants were also asked to share their opinions about the exterior image of new University buildings. In general, the majority disliked the institutional, monolithic image of the existing campus buildings in favour of a warmer, human scale building with a contemporary style. The interior spaces that commanded the most attention were those that showed plenty of natural light and a warm rather than industrial feel.

