The University of New Orleans
2020 Campus Master Plan
The University of Louisiana System is a public, multi-campus university system dedicated to the service of Louisiana and its people. The System offers a broad spectrum of educational opportunities ranging from technical training at the associate level to research at the doctoral level. It encompasses nine diverse higher education institutions: Grambling State University, Louisiana Tech University, McNeese State University, Nicholls State University, Northwestern State University, Southeastern Louisiana University, University of Louisiana at Lafayette, University of Louisiana at Monroe, and University of New Orleans. While these nine institutions share the responsibility for providing high-quality educational opportunities for the people of Louisiana through a lifetime of intellectual growth, each institution’s specific mission is shaped by its historic and unique strengths.

The fundamental mission of the System is to emphasize teaching, research, and community service to enhance the quality of life for the State’s citizens. Through this mission, students are afforded experiences to discover, create, transmit, and apply knowledge. The purpose of the System is to provide high quality education that is cost efficient to both students and taxpayers, enabling students to reach their highest potential.

Source: About the UL System/Mission, www.ulsystem.net
The University of New Orleans

“The Heartbeat of the Crescent City”

“A Student-Centered, Urban Research University”
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The University of New Orleans, hereafter also referred to as the University, is the foremost public, urban research institution in the Greater New Orleans region. The University of New Orleans has achieved several milestones and surpassed extreme obstacles since the last master plan was conducted in 2000. The development of a master plan in 2014 is four years overdue because of a greater need to focus on rebuilding after Hurricane Katrina struck on August 29, 2005. While the Main Campus and East Campus avoided long-term flooding because it is, as Robert Dupont suggests, “On Higher Ground”, the precipitous decline in regional population combined with a steady, national decline in federal and state spending available to institutions of higher education, have forced the University into an era of transformation.

The 2014 Campus Master Plan Update takes a unique departure from campus master plans from the 1980’s-on because of local, national, and global change. As defined by the 2015-2020 Strategic Plan, the University of New Orleans is “a student centered, urban research university” and is “the heartbeat of the Crescent City.” Due to changes in regional population, the University aims to improve its enrollment and retention by taking advantage of the City of New Orleans’ global identity as a destination city. The following campus master plan update serves as a guide for how the University campus could transform from a characteristically suburban-style commuter college to meet its renewed mission. Fortunately, at its roots, this vision was well established by the founders of the University and is reflected in early planning documents created by the architects of the original University Campus Master Plan, Curtis and Davis. Their plan, in every way, reflected a University village on the lake, with strong edges, well-scaled and defined open spaces, strong pedestrian connections, pedestrian overpasses, and characteristic New Orleans boulevards.

The following document is intended to serve as a living document to be maintained and managed through the diligent oversight of a University master planning committee. While the precedent for this approach is increasingly common, it is the recommended approach by the notable planner Christopher Alexander and has been effectively used to guide campus development since the 1800s.
Letter From The President

I am pleased to present the Master Plan for the University of New Orleans. This Master Plan is the product of the collaboration of several groups of stakeholders (students, faculty, staff, alumni and community representatives) who have worked for the past two years. The plan presents an ambitious and exciting transformation of our university campus from its roots as a regional commuter school to an urban research university with a global reach. The plan aligns with the Strategic Plan, UNO 2020.

The Master Plan illustrates what we envision for the University of New Orleans into the future. The plan supports the facilities and physical space that we feel are necessary to solidify the University's strength and visibility as a premier public university for high-achieving, motivated students at an institution that offers excellent academic programs and encourages high quality research, scholarship, and creative activities.

As the University of New Orleans begins its sixth decade of existence, a question to consider is what the university will look like in the year 2020. This plan focuses on answering this question. The University’s physical plant will be open and green, compact and integrated, connected and engaged. This plan recommends the establishment of a physical and emotional center of campus, which will become the hub of day-to-day university life. The plan also identifies areas of campus that will be dedicated to academics and student life. This plan also has taken into account factors such as landscaping standards, vehicular and pedestrian traffic patterns, environmental issues, and the present and future architectural character of the campus. The plan has taken into consideration the Master Plan for its namesake, the city of New Orleans.

I would like to thank all of the Master Planning Committee members and the University of New Orleans team who have contributed to the development of this plan. The results of their contributions are realized on the pages of the Master Plan.

Sincerely,

Peter J. Friese, Ph.D., M.P.H.
President
INTRODUCTION

Mission

The University of New Orleans is a comprehensive urban research university committed to providing educational excellence to a diverse undergraduate and graduate student body. The University is one of the region’s foremost public resources, offering a variety of world-class, research-based programs, advancing shared knowledge and adding to the region’s industry, culture and economy.

The University of New Orleans, as a global community asset, serves national and international students and enhances the quality of life in New Orleans, the state, the nation, and the world, by participating in a broad array of research, service learning, cultural and academic activities.

Scope

The University of New Orleans, as an urban research university, offers a number of challenging and in-demand programs, many of which are uniquely linked to the rich and vibrant city of New Orleans. The University of New Orleans grants baccalaureate, master’s and doctoral degrees in academic colleges, including but not limited to business administration, education and human development, engineering, liberal arts, and sciences, as well as interdisciplinary studies.

Vision

The University of New Orleans will be recognized as one of the preeminent urban research institutions in the nation, noted for its commitment to excellence in teaching and in student success; its location in a culturally vibrant city; its innovative and relevant undergraduate, graduate, professional and research programs; and its role as a primary engine of social, economic, intellectual and cultural development in the New Orleans region and beyond.

Values

The University of New Orleans values an academic environment that facilitates intellectual growth through open and honest expression. The University is committed to excellence at all levels of the educational and creative experience, to success for all students and to development of the capacity to make reasoned and discriminating judgments with respect for differences and diversity in ideas. We pledge to adhere to five guiding values: integrity, justice, respect, competence and utility.

Integrity: We will promote honesty, academic freedom, and responsibility in the creative expression and clear communication of truth, knowledge, social and moral development.

Justice: We will provide equal access, equal rights and equal justice to all, and promote mutual regard for the rights and liberties of diverse persons and their ideas, backgrounds, and approaches to the pursuit of knowledge.

Respect: We will foster collaborative community service and social responsibility that supports and promotes learning, research, service-learning, culture, and quality of life on- and off-campus.

Competence: We will seek and promote innovation in the search for new knowledge and in the development of curricular programs and disseminate and apply new knowledge in research, teaching, and service activities among on- and off-campus constituents.

Utility: We will provide, through faculty-student collaboration, individualized student attention that fosters students’ development as life-long learners, critical thinkers, and engaged citizens who are knowledgeable in their fields.
Guiding Principles

1. Protect Iconic Open Spaces and Buildings
The character of the key buildings on the campus will be preserved. The significant open spaces of the campus will be protected and enhanced.

2. Extend and Enhance the Character of the Campus through the Contextual Design of Future Buildings and Open Spaces
Future buildings and landscape design should complement the positive precedents of the adjacent buildings and open spaces. The scale, proportions, and materials utilized in adjacent buildings and open spaces will be considered in future designs.

3. Create and Promote Environments for Learning, Research and Social Engagement
The entire campus will be developed as the Engagement for Learning, Research and Social Engagement for the University. Examples include:

- Planning for new facilities shall include comprehensive operational costs.
- Planning for future facilities will consider the displacement of existing uses.
- A standing Design Review and Implementation Committee will be established to ensure that the placement of new buildings, renovation of existing structures and the development of open spaces adhere to the Planning Principles of the Master Campus Facility Plan. This committee should stand as the technical arm for the master planning committee, meeting frequently enough to consider all physical improvements to the campus, and include local professionals as expert consultants for all major projects, such as the siting of a new dormitory or enhancing campus gateways.

4. Promote Sustainability, Environmental Design and Energy Conservation
The campus landscape will enhance the pedestrian environment, provide shade, and address environmental impacts that include storm water, habitat, and air quality. Campus architecture will conserve energy and respond to the climate through building orientation and color, shade, and roof form.

5. Develop an Integrated Circulation System
A coordinated approach to campus circulation systems will include pedestrian, bicycle, electric cart, transit, automobile, service, disability, and emergency access. The campus will be a pedestrian-oriented environment emphasizing accessibility, safety, and security and comfort. Parking will be located on the campus periphery and linked to the academic core via the enhanced pedestrian network.

6. Integrate Modern Technology
The campus will sustain and improve access to technology. Current and emerging technologies will be incorporated into campus design.

7. Implement Strategic Growth Practices
Decisions made affecting campus development should be linked to the strategic mission of the University. Examples include:

- Academic facilities will be concentrated in the pedestrian core of the campus.
- Campus housing will be located in relation to student amenity and support facilities.
- Academic and functional zones will be enhanced.
- Planning for new facilities shall include comprehensive operational costs.
- Planning for future facilities will consider sustainable practices in humid, deltaic environments remain understudied, suggesting that the University buildings and landscape should serve as a global example of sustainable practice.

Sustainable practices in humid, deltaic environments remain understudied, suggesting that the University buildings and landscape should serve as a global example of sustainable practice.

The 2020 Campus Master Plan Update is highly responsive to the guiding principles. Iconic buildings and open spaces are identified in the first section of Vision chapter. The Earl K Long Library Building, Library Mall, Student Park, University Center, Liberal Arts Building, and Friendship Circle are identified as emblematic of the campus. Campus improvements prioritize protecting and enhancing these special places. Future buildings and open space improvements enhance and protect iconic places while improving the character of the campus.

The proposed live + learn neighborhood, the HUB residence hall, Affinity Housing, and structured parking are situated in such a way as to enhance campus gateways, provide scale to campus environments, and protect and enhance open space.

The live + learn neighborhood maximizes opportunities for students to interact with peers and senior faculty members of similar academic interests, improving retention and serving as an attractive destination for international and out of state students. The site for this neighborhood, along Alumni Drive, serves as an important anchor for phase one of a campus promenade, extending from the proposed live + learn neighborhood to the Library building in the core of campus—a later phase would extend this promenade to The Cove.

Proposed campus enhancements embrace the concept of the University as a living laboratory and recommend turning campus development into research opportunities. The University’s geographic location is unique in the Unites States but not in the world.
Illustrative Campus Master Plan for Main Campus
The Campus Master Plan evolves from and supports the most recent strategic plan. The strategic plan defines the University of New Orleans as a “student-centered, urban research university.” To support this vision, the strategy of the master plan is to improve student community life by urbanizing the campus to be more representative of the cultural diversity found in the historic City of New Orleans. The vision transforms the main campus into an urban, destination campus representative of “The Heartbeat of the Crescent City”—a global, community asset in a global city. The plan proposes to accomplish this by employing national best practices addressed at making the transition from a regional commuter to urbanized, residential campus. Of foremost concern is prioritizing the protection and enhancement of campus open space to serve academic learning communities and new student neighborhoods.

Unlike traditional campus master plans, that identify 5 year and long term 20 year outlooks on growth, this campus master plan is assembled during an era of uncertain times in higher education. The campus master plan update identifies very few campus development options for new buildings and, instead, focus heavily on renewal, reuse, and transformation.

**Renewal.** The main campus buildings, facades, and landscape are overdue for a renewal. Campus aesthetics have been worn from storm damage, extremes of our unique climate, and a running deficiency in available resources to maintain the campus above the bare minimum.

**Reuse.** Campus space utilization is the primary focus of this campus master plan update. Due to the unpredictable nature of higher education across the country, the University of New Orleans has opted out of the traditional master plan calling for several, multi-million dollar buildings built off of state appropriations. Instead, a campus master plan illustrating a commitment to success through the adaptive reuse of existing facilities is of primary importance.

**Transformation.** A stochastic event changes everything, forever. The funding from FEMA permitted the physical resources of the campus to return to a prior-to-Katrina state. However, the University needs to transform to meet global expectations and regional demands of higher education. A shift from a regional, commuter college to a destination, urban residential university will affect all aspects of campus life and the campus master plan must outline how the University will provide the resources needed for this transformation to occur.
INTRODUCTION

Ensure high-quality academic programs which will prepare students for success in a globally competitive, multicultural, and changing environment.

1. Strengthen and support current academic programs.
   A. Develop a comprehensive planning and review process that incorporates institutional effectiveness plans, academic program reviews, and program accreditation reviews.
   B. Realign budgets and the appropriate distribution of student designated fees along with transparency in the budget process within a responsibility-centered management approach.
   C. Enhance collaboration and coordination between academic programs with the Offices of Academic Affairs, Student Affairs and Enrollment Management, and the Registrar to improve student learning, persistence, and graduation rates.
   D. Revise the general education learning outcomes and curriculum.
   E. Support continued development of Earl K. Long Library’s information resources, services, facilities, and technology to meet the evolving information, research, and learning needs of the campus community.
   F. Develop the Honors Program and student participation in collaboration with Colleges and the Office of Enrollment Services.
   G. Improve laboratories and studios along with support for academic programs.

2. Provide greater access to educational opportunities for students in metropolitan New Orleans and beyond.
   A. Create Global UNO to expand community-based programs (non-credit, certificate programs, and off-campus offerings).
   B. Promote international programs via study abroad, faculty/student exchanges, and collaborative international partnerships.
   C. Develop and promote new online degree programs to enhance access, especially for place-bound students.
   D. Evaluate potential program growth (inclusive of interdisciplinary/cross-disciplinary programs) in areas that meet workforce and societal needs in leveraging UNO expertise and excellence as well as collaborative partnerships with other higher education institutions.
   E. Invest in necessary technology infrastructure, support, and training for online/hybrid courses and programs.

*See Academic Programs Framework, Page 30.

Academic Support and Student

Provide a supportive and student-centered learning environment for high-achieving, diverse, and motivated students that enhance their success.

1. Recruit, enroll, and retain high-achieving, diverse, and motivated students.
   A. Increase need-based and merit-based financial aid for students to promote access and affordability.
   B. Implement creative recruitment and enrollment strategies.
   C. Strengthen relationships with community colleges to provide a seamless transition to UNO.
   D. Increase the competitiveness of support packages in the recruitment of graduate students.
   E. Continue to promote diversity among the student population.

2. Enrich the quality of campus life through extra-curricular activities.
   A. Provide recreational sports and intramural leagues.
   B. Promote greater awareness of student organizations and increase student participation.
   C. Promote student participation and school pride through, academic, athletic, and social events on campus.
   D. Develop a student transportation service to transport students around campus and to city destinations.

3. Increase opportunities for students to engage in high-quality, high impact educational experiences.
   A. Increase partnerships across campus and with other educational, civic, and corporate partners that support experiential learning opportunities (internships, coops, study abroad, service learning, and civic engagement).
   B. Increase student participation in research at both the undergraduate and graduate levels.
   C. Create and support themed, living-learning environments within campus housing, to enhance a sense of community.
   D. Increase opportunities for students to develop skills and credentials for career, professional and graduate school success.
   E. Foster greater faculty-student interaction and mentoring.

4. Promote a culture of consistent, high-quality service across the university.
   A. Create a one-stop shop that encompasses the functions of the Registrar, Bursar, Advising and Enrollment Services (which includes Financial Aid, First Year Experience, Admissions and Orientation) for easy access by students and their families.
   B. Enhance information technology infrastructure and support in both academic programs and student services that address the needs of students and their academic success.
   C. Provide customer service training to all faculty and staff.

*See Student Life Framework Page 32.
Maintain a high-quality faculty and staff that support a student-centered, urban research university.

1. Retain high-performing faculty and staff.
   A. Integrate annual faculty performance evaluation with promotion and tenure that is aligned with discipline norms and resource base.
   B. Develop and implement an equity adjustment plan to address salary compression/inversion based on long-term performance.
   C. Institute a system of merit-based raises tied to annual faculty and staff performance evaluation.
   D. Enhance recognition of outstanding faculty and staff performance in advancing UNO’s mission in teaching, research, and service.
   E. Implement an orientation and mentorship program for new faculty and staff.
   F. Provide leadership and professional development opportunities for faculty and staff.
   G. Promote initiatives that enhance the morale, health and wellness of faculty and staff.

2. Recruit high-quality, diverse faculty and staff.
   A. Implement a transparent and timely budget process for hiring authorization aligned with the recruitment cycles across disciplines.
   B. Enhance the recruitment of faculty and staff by providing competitive salary and start-up funds aligned with peer institutions.
   C. Assess the current allocation of faculty and staff resources in light of academic program enrollment trends, workforce and societal needs, quality of the academic unit, and minimum number of faculty necessary to meet the teaching and research mission of the university.
   D. Explore strategies and support to spousal hiring.
   E. Enhance recruitment efforts of underrepresented faculty and staff.

3. Increase faculty and staff involvement in university-wide decision-making.
   A. Ensure adequate faculty and staff representation on major university policy committees.
   B. Increase transparency in university decision-making through open forums and town hall meetings.
   C. Provide more autonomy to Colleges and Departments in the budget process and resource allocation decisions via a responsibility-centered management approach.

*See Research and Core Services Framework, Page 40.

Strengthen UNO’s research and creative activity.*

1. Improve research infrastructure.
   A. Improve the institutional infrastructure and support for the pre- and post-grant or contract award processes.
   B. Foster productive public-private research partnerships by re-establishing the UNO Research and Technology Park mission and utilization plan.
   C. Promote the use of core facilities and expand the support of these facilities to enhance collaborative research.
   D. Provide incentives to faculty for external funding through the transparent and responsible use of indirect funds.
   E. Enhance the coordination between governmental relations and the Office of Research and Sponsored Programs.

2. Identify and support areas of research excellence and promise.
   A. Identify, provide incentives, and develop high impact research/creative areas of current or potential excellence at both the University-wide level and within individual units.
   B. Promote the pursuit of grant applications to prestigious national and international funding agencies by incentivizing faculty and enhancing university support services.
   C. Promote basic and translational research tied to regional and state economic development efforts as well as federal priorities.
   D. Provide worldwide access to an organized collection of faculty and student research and creative activity.
   E. Disseminate information about on-going research and creative activities by instituting a marketing and communication plan.

3. Build internal and external collaborations with a focus on interdisciplinary or cross-cutting collaborations.
   A. Enhance research, communication, and collaboration within the University, across disciplines, and with other institutions.
   B. Provide incentives and resources for pursuing collaborative research activities with both academic and commercial/non-academic partners.
   C. Institute monthly research forums open to the general public for faculty to provide an overview of their research agendas.
   D. Provide seed funding for interdisciplinary/cross-disciplinary research teams for external grant submissions/awards.

*See Research and Core Services Framework, Page 40.
**Campus Facilities**

* Maintain and manage every UNO campus facility in an ecologically, economically, and socially sound manner.

1. Review University practices to promote efficiency and effectiveness in UNO’s operations.
   A. Incorporate a standard space allocation and utilization review process.
   B. Systematically review UNO’s student facility support functions to ensure quality, efficiency, and consistency with UNO’s mission.

2. Ensure university planning and design efforts are integrated with UNO’s strategic plan.
   A. Develop a master plan that meets the needs of the global UNO community.
   B. Develop a campus landscape master plan for the UNO Lakefront Campus.
   C. Develop and maintain an annual facilities master plan, budget, and reporting process.
   D. Develop a long-range financial plan that incorporates both cost-saving and revenue enhancement strategies.
   E. Develop pre-disaster, continuity-of-operations, and mitigation plans and policies to ensure that UNO is prepared to handle any disruption in service, reduce vulnerability, and continue to support its academic mission with minimal delays in service.

3. Enhance an information technology infrastructure that supports the achievement of UNO’s mission and goals.
   A. Fully implement information systems that meet the changing needs of UNO, including student and financial information systems.
   B. Enhance technology infrastructure and support for all UNO community, learning, and research activities.

4. Improve facilities maintenance and investment in physical infrastructure.
   A. Remodel and improve learning environments for student retention.
   B. Improve exterior and interior maintenance as well as presentation of buildings.
   C. Undergo ongoing campus beautification and improve the functionality of community spaces.
   D. Promote effective energy use and conservation.

5. Promote a safe and sustainable campus representative of our mission to support regional economic prosperity, equity, and environmental restoration and preservation.
   A. Evaluate UNO’s climate impact and establish a goal to become carbon neutral.
   B. Advance the UNO campus as a model of sustainability in our unique, physical environment.
   C. Educate and support effective habits across the UNO community on how to incorporate sustainable practices into everyday living.
   D. Incorporate sustainability throughout UNO processes and practices.
   E. Promote initiatives and procedures designed to improve safety and security; and, educate students, faculty, and staff on the phases of disaster preparedness.
   F. Promote interdisciplinary and cross-institutional activities addressing campus issues related to sustainability.

* See Campus Facilities Framework, Page 44
INTRODUCTION

Broaden UNO’s image as a premier university at the regional, national and international level while expanding our connection to the community.

1. Strengthen UNO’s commitment to civic engagement.
   A. Increase curricular/co-curricular initiatives and activities that include civic engagement for faculty, staff, and students.
   B. Support programming and ensure long-term viability of community engagement activities.
   C. Increase the number and variety of service learning opportunities.
   D. Increase the number of opportunities for students to work in the field, including internships, professional development, on the job training, and student projects that meet community needs.

2. Increase pride, engagement, and sense of community among UNO stakeholders.
   A. Coordinate a consistent message in fostering relationship-building opportunities to university constituents.
   B. Provide opportunities for students and alumni to create enduring connections to UNO.
   C. Provide opportunities for all UNO stakeholders to engage in the campus community.

3. Promote UNO as a community asset.
   A. Communicate effectively to external constituencies regarding UNO faculty expertise, research activities, and academic programs.
   B. Communicate effectively to external constituencies regarding UNO athletic, social and cultural events.
   C. Enhance UNO’s role as a cultural resource for the campus and the Greater New Orleans community.
   D. Advance public and legislative support of UNO initiatives.
   F. Enhance workforce development initiatives.

4. Build a culture of philanthropy throughout the UNO community.
   A. Increase participation of faculty, staff, alumni, and retirees in philanthropic activity.
   B. Educate current students about philanthropy and the importance of alumni participation.
   C. Demonstrate the impact of philanthropy through UNO events, publications, and online media.
   D. Develop an efficient and effective fund raising infrastructure to facilitate engagement activities and fund raising strategies in preparation of a capital campaign.

5. Advance UNO’s reputation through initiatives that promote the mission of UNO.
   A. Develop and refine the UNO brand through marketing research, integrated communication planning, and the creation of brand resources for faculty and staff.
   B. Promote faculty, staff, student, and alumni achievements.
   C. Market our academic programs and their uniqueness, especially leveraging those programs that are nationally ranked.

*See Campus Identity and Brand, Page 66.

Campus Identity and Brand*

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2014 National Rankings
The Campus Master Plan update is the culmination of resources and priorities devised by key personnel at University of New Orleans. While the strategic plan sets the priorities for programmatic development, an active, master planning committee is responsible for physical development that lays down the foundation and implementation of this master plan update. The priorities and principles adopted by this committee guide this plan and the physical development of campus. Accordingly, the master plan update is intended to serve this committee as a tool to successfully guide campus renewal and development.

The campus master plan update is divided into three sections.

(1) University Context
   a. Introduction
   b. Planning Context

(2) Planning Frameworks
   a. Academic Programs
   b. Student Life
   c. Research and Core Services
   d. Campus Facilities
   e. Campus Identity and Brand

(3) Recommendations
   a. Vision for the University of New Orleans
   b. Design Standards and Strategies
   c. Implementation and Recommendations

In section two, the campus master plan emphasizes recently adopted Strategic University goals as frameworks for development. A framework for each strategic goal—academic programs, student life, research, core services, campus facilities, and campus identity and brand—has been explicitly developed to ensure that the physical resources needed to support six separate areas are pulled together in one planning document—research and core services were combined for simplicity. The approach to embed such different frameworks explicitly in a campus master plan is unique but necessary in such austere times.

In section three, examples are provided of opportunities that enhance the university’s physical resources. The campus vision illustrates how the campus might function better from an improved vehicular circulation system, student residences and learning spaces, a well-formed campus front door, lively promenades, and enhanced gateways. The design standards and strategies chapter takes an initial step at creating a design vocabulary specific to the University. The standards are intended to be amended and updated but, if followed, will be useful in reinforcing a coherent campus identity in future development. The brief implementation and recommendation section highlights opportunities for the University to pursue by 2020. This section identifies critical steps needed for the development of a long term plan in 5 years.
A campus master plan is a critical document for the future of any institution of higher education, as it represents the physical manifestation of the strategic vision for the university. Given the dramatic changes in the funding model for higher education and the demographics of Louisiana, a refreshed plan is especially important for the University of New Orleans at this point in its history.

The University of New Orleans was created in 1956 with a local service and access mission, and was therefore appropriately designed as a “commuter” campus, as the urban branch of the flagship in Baton Rouge. For most of its history, the University was encouraged in this role, to serve the greater New Orleans community through teaching, research, and service.

With the change in the manner in which public universities are funded, the University now has a focus on regaining the enrollment levels it had attained just prior to Hurricane Katrina, and do so as quickly as possible. This will require a fundamental shift in the nature of the university, and in the nature of the physical campus. Currently, two-thirds of the university’s student body live in Orleans and Jefferson Parishes. The demographics for high school graduates in those parishes, and across Louisiana, are not encouraging for growth. Therefore, the strategic imperative for the university is to grow by attracting students from outside the state. Fortunately, the University has a strong asset in that effort – the brand of being the University of New Orleans, a city well-known for its culture, history, and hospitality. The University can and will grow by attracting students from the rest of the United States and abroad who want to earn their quality education in a fascinating city that will add a wonderful dimension to their overall educational experience.

To complement and assist in the achievement of this strategy, the campus master plan must reflect a fundamental shift in the expectations for campus life. The campus can no longer be a serviceable set of buildings that are oriented to a commuter lifestyle, but rather must become a destination. There must be a sense of life and activity on campus as a 24/7 living/learning space. Important aspects of such a destination campus would be additional housing opportunities, a pedestrian- rather than vehicle- orientation, and a design that evokes a sense of being part of New Orleans. The new, updated Campus Master Plan addresses those challenges and opportunities and the result is an exciting step forward for the University of New Orleans.
The City of New Orleans adopted a formal City Master Plan, *A Plan for the 21st Century*, in 2010. The plan is mandated by the city charter and carries the force of law. The vision of the City of New Orleans Master Plan is synchronistic with the current Campus Master Plan in establishing the University as a destination. A key element of the plan is the economic development of the Elysian Fields corridor with a new transportation hub located at the University of New Orleans, see figure.

The University and its urban and regional connections would benefit by establishing a positive and collaborative relationship with the City of New Orleans as it continues to champion new and innovative means by which to carry out the City's master plan. The recommended approach stands in contrast with previous efforts at the physical development of the University campus. Because the University is state property, the physical development of the campus is under the direction of the state. Accordingly, minimum standards tend to be the rule and the expression of public investment on campus often fail to reflect local expectations. As partners, the University would gain a strategic advantage in exceeding state minimums by meeting the recommendations described in the City of New Orleans' Master Plan. The University is one of the City's most important institutional assets and, likewise, the University relies on its location in New Orleans to support its own growth strategy.
Currently, the City Planning Commission is nearing the final draft of a central, document required in the City of New Orleans Master Plan. The Comprehensive Zoning Ordinance (CZO) fundamentally changes the zoning—land use policies that constrain building and site form, function, environmental and economic activities—of the University of New Orleans and its surrounding area. The CZO has been guided by local professionals and represents national best practices relevant to the New Orleans environment. The University would benefit greatly by considering these guidelines and adopting, wherever relevant, land use and design policies to ensure synchronistic growth with the City.

The two plan diagrams shown here, Current Land Use Zoning and Future Land Use Zoning indicate the changes. A complete description of the future land uses and zoning limits are available online at [http://www.nola.gov/city-planning/draft-comprehensive-zoning-ordinances-czo/full-czo-text/](http://www.nola.gov/city-planning/draft-comprehensive-zoning-ordinances-czo/full-czo-text). These documents have not been included in the appendix or described here in further detail because they are in draft form and City Planning should be contacted on communications regarding land use. Article 15, Commercial Centers and Institutional Districts, should be carefully reviewed upon completion by campus planning staff to ensure that the University is taking advantage of a collaborative partnership in environmental, economic, and physical development with the City of New Orleans.
Location

Urban and Regional Context

The University of New Orleans is bordered on the north by Lake Pontchartrain, the second largest saltwater lake in North America. This spacious, tree-studded campus is located in one of the finest residential areas of New Orleans, and is 15 minutes from downtown (about 4 miles from the Main Campus). Renowned for its music, Creole and Cajun cuisine, the French Quarter, Mardi Gras, the Jazz and Heritage Festival and so much more, New Orleans is a cosmopolitan port city that offers everything that a larger and/or more populous city can, but in a friendly, unhurried manner. The New Orleans and South Louisiana area has a rich history, diverse culture and unique geography; every facet of which is educational and entertaining. The metropolitan area of New Orleans has a population of just over one million. The city has a European flavor, and annually welcomes millions of visitors from around the globe. Tourists and conventioneers alike are attracted to the city because of the many amenities that are offered here, including food, music, culture and a warm, subtropical climate.

The University is located within the City of New Orleans, along the southern edge of Lake Pontchartrain. A hurricane protection levee and a public parkway form the University’s northern boundary. Abutting the Main Campus to the east, south, and west across the London Avenue Canal, are residential neighborhoods, which were developed just after World War II. The East Campus is bounded by retail and other uses to its west. To the east, an army reserve facility is located. Adjacent to the south is major thoroughfare, railroad tracks, and Southern University in New Orleans.

Regional access to the campus is adequate. Intersections with two major roadways, I-10 and I-610, are within four miles of the University. These interstate highways provide access to the surrounding parishes and the Mississippi Gulf Coast.

The University is served by Robert E. Lee Boulevard and Leon C. Simon Avenue from the both east and the west. Hayne Boulevard along Lake Pontchartrain from New Orleans East, and Elysian Fields, Franklin, St. Anthony and St. Bernard Avenues from the south. All of these major city streets are well maintained, and provide ready access to the campus from all parts of the city and adjacent parishes.

Four public transit routes serve the campus. The Regional Transit Authority operates one line from Eastern New Orleans and three lines, which connect with the rest of the city and Jefferson Parish. At present, two stops serve the Main Campus; one located in front of Bienville Hall on Leon C. Simon Boulevard, and a second on the east of the Student Park on Alumni Drive. The East Campus is served by transit stops on either side of the intersection of Leon C. Simon Boulevard and Franklin Avenue.
Land and Environmental Setting

The New Orleans lakefront contains approximately two thousand acres of reclaimed land, the result of an ambitious engineering project begun in the 1920s. The area includes five residential neighborhoods, a marina, a former amusement park, a small industrial site, New Orleans Lakefront Airport, and both the Main Campus and the East Campuses. Approximately one third of this area is reserved for parks and parkways in keeping with the requirements of the legislation controlling lakefront development.

In the late 19th century, the shore of Lake Pontchartrain consisted of marshes and cypress swamps, which often became submerged by several feet of tidal waters during storm periods. This area had no protection from such flooding, and was used primarily for fishing camps. Between 1832 and 1926, the shore had eroded nearly five hundred feet in some places. Unhealthy conditions persisted, since the area was a primary breeding ground for mosquitoes.

In 1926, the Orleans Parish Levee Board, whose primary purpose is to provide levee protection for the city, began construction on a permanent bulkhead. This concrete wall would not only stop erosion and aid in flood control, but also would provide the City of New Orleans with a large tract of land suitable for development. By 1930, this newly-completed area encompassed the area from the New Basin Canal (Pontchartrain Expressway) to the New Orleans Lakefront Airport, and from Robert E. Lee Boulevard to the newly-created lakeshore.

The advent of World War II resulted in a large portion of the new acreage being utilized for government uses including hospitals, an aircraft plant, barracks, testing areas for PT boats, an army bomber base and a naval air station. After the war, the properties were cleared of structures and redeveloped. The 188 acres occupied by the Main Campus of the University housed the naval air station. Since the property was previously an airfield, there was little vegetation planted other than grass. The East Campus, used as an army reserve camp, was built solely on reclaimed land. The material used for this infill is primarily river sand. Although a solid base for building, the sand does not support vegetation well, and creates fertilizing and maintenance problems.

In the early 1980s, the University instituted a landscape program; subsequent plantings are reaching maturity. The majority of trees located on University grounds consist of oaks, pines, magnolias, crepe myrtles, cypress, hollies and palms. Shrubbery includes azaleas, viburnum, ligustrum, hollies, junipers, nandinas and other low growing vegetation. Ornamental plantings are used to highlight the various landscaped beds located throughout the campus.

Beyond the physical characteristics of the campus, the University possesses a unique natural feature – a view of Lake Pontchartrain. This amenity, visible from the upper level of buildings, creates a sense of place for the lakefront campus.
A 2011 study by the University of Louisiana System thoroughly reviewed and outlined the University’s greatest challenges in terms of growth and enrollment projections. The following text has been adopted from that study and a complete copy has been included in the appendix.

Demographic changes in New Orleans present a major challenge to the University’s recovery—particularly in terms of enrollment. Prior to Hurricane Katrina, the University had an enrollment of 17,142 (13,075 undergraduate and 4,067 graduate); by the following fall (2006), that figure had shrunk to 11,747 (9,156 undergraduate and 2,591 graduate). Perhaps more alarming than the initial drop, is the slide that has continued since that catastrophic disruption.

Once having aspired to be a university of more than 20,000 students, the University has experienced slow but steady enrollment decline since 2006. In Fall 2011, enrollment has fallen below 11,000 for the first time since 1969: 8,263 undergraduates and 2,640 graduates, for a total of 10,903. Moreover, the University was one of only two New Orleans-area four-year institutions to decline in enrollment from 2010 to 2011. Such precipitous declines present unique challenges for the planning of its physical resources.

Regional competition amongst universities has further diminished the University's enrollment. Southeastern Louisiana University, for example, has competed successfully for students on the Northshore, which once was an important source of the University’s enrollment. Additionally, census data reveal that there are approximately 60,000 fewer school-age children in New Orleans than there were ten years ago.

Another severe looming problem for the University, as for many of the UL System institutions, is that when stricter admissions standards were implemented in Fall 2012, the pool of high school graduates eligible for direct admission shrank significantly. As the UL system report discusses, turning this situation around will require major improvements in the University's marketing and student recruitment practices. Without such a turnaround, given the political and economic realities already described, the University will continue to face very difficult decisions about its optimum size and program mix.

During these years of declining enrollment, the University has also experienced a commensurate reduction in the number of faculty, from 549 full-time faculty in 2005 to 494 full-time faculty in 2005 to 418 in 2010 and 325 by 2012 (a 40 percent decrease). Most of the decrease has been in the ranks of non-tenure track faculty, whose numbers have declined by 18 percent over the past three years, while the number of tenured and tenure-track faculty has remained almost steady (228 in 2010-2011, compared to 229 in 2008-2009). This erosion in overall numbers calls into question the viability of the University to manage, upkeep, and efficaciously use physical resources dedicated to support a research goal of “an urban research university with Southern Regional Education Board (SREB) Four-Year 1 status.”

As part of future physical campus planning, the University should examine the impact of underused facilities on budget and building efficiency. As shown in the energy consumption and enrollment trends graphic, the per student cost of running the University at pre-Katrina levels has nearly doubled. The trend suggests that the cost of daily operations alone is likely to hinder routine maintenance and preventative maintenance of physical campus resources. The campus master plan update recommends that the University prioritize returning such per student costs to pre-Katrina levels as a critical component of sustainable, campus development.
University Enrollment Trends Fall of 1958 to Fall of 2013

Statistics
- Undergraduate Enrollment: 6,913
- Graduate Enrollment: 2,102
- Total Enrollment: 9,015
- States Represented: 50
- Nations Represented: 90
- Undergraduate Programs: 38
- Masters Programs: 33
- Doctoral Programs: 11
- Student/Faculty Ratio: 18:1
- Average Class Size: 22
- Research Centers: 16
- Student Organizations: 125

Costs
- In-State Tuition & Fees: $6,578
- Out of State Tuition & Fees: $19,068

University Building Trends 1960 to 2013

- 1960: Liberal Arts, Science, Central Utility Plant, E.K. Long Library, Administration, Milneburg Hall, University Center, Human Performance Center, Bonnalle Hall, Commons
- 1980: Computer Center, Facility Services Garage, Biology, Mathematics, Hotel, Restaurant, and Tourism, East Campus Central Plant, Keffler Lakefront Arena, Central Utility Generator, Student Park Pavilion, Engineering Complex
- 1990: Children’s Center, Oliver St. Pi’ Center, Privateer Bathroom Building, Privateer Clubhouse, Chemical Sciences, UNO Jefferson Campus, Boat Storage
- 2000: Biology Greenhouse, Recreation Center, Baseball Batting Cage, CERM, Goldring Hall, Kirschman Hall, Milneburg Hall Boiler Bldg., North Chiller Plant, UNO Tennis Center
The Main Campus of the University of New Orleans has grown tremendously since its original purpose as a naval base in 1958. Today, the University operates and maintains over 40 buildings, which includes classrooms, offices, laboratories and a multi-purpose arena.

In 1959, the original master plan, developed by the local architectural firm, Curtis and Davis, created a campus with zones for academics, recreation, and parking areas surrounded by an interior road system, focusing on the Earl K. Long Library. Later that year, the legislature appropriated $6.8 million for classroom construction. The first buildings with classrooms were opened in 1961. Also designed by Curtis and Davis, classroom buildings like Liberal Arts, one of the iconic campus buildings, exemplify a style of architecture specific to our climate and culture. Outdoor collonades, balconies, and interior courtyards shade exterior walls, protect students from inclement weather, and promote breezeways for air circulation. Such concepts should be reinforced in future campus facilities. The University Center opened shortly thereafter. The University was now acting as a full four-year academic entity.

Master plans for the University of New Orleans were prepared in 1959, 1969, 1981, 1990, and 2000. At first, the master-planning concept for the University was in line with other universities and their philosophies. Campus designs were initially influenced, for the most part, by the individual needs and requirements of academic programs, not necessarily by an inherent desire for architecturally-significant structures. Thus, many of the University’s buildings built at its mid-1980’s peak exhibit an aura of austerity. The latest 2002 master plan was progressive as the desire for a “sense of place” and unique identity evolved. However, the implementation of the 2002 master plan was interrupted by Hurricane Katrina.

On August 29, 2005, the University suffered almost irreparable damage due to Hurricane Katrina. Hurricane Katrina was the deadliest and most destructive of the 2005 hurricane season. It was one of the costliest as well as deadliest natural disasters in the history of the United States. For the University, the main campus is on relatively high ground and the damage was caused mostly by winds, rain-driven-water, and human activity during the storm. (The University was used as an evacuation point and staging area by the National Guard.)

A levee breach on the London Avenue Canal occurred just a few blocks south of the main campus and caused the flooding of the first floor of the Bienville Hall dormitories, the Lafitte Village couples apartments, and the Engineering Building.

Other major university buildings needing repairs due to Katrina-related damage included the University Center primarily due to roof damage; the Earl K. Long Library which needed asbestos removed from two of its four floors; the Cove, a food-service and social area; and Lafitte Village, a five-building housing complex for married students and their families. Because the University is a state-run campus, its recovery comes under the jurisdiction of the state Office of Facility Planning and Control, which is responsible for about 2,100 buildings. About 1,500 of those structures were damaged by 2005 hurricanes. A considerable amount of time and resources from campus facilities were needed to make repairs and to return the damaged buildings to usable conditions. This effort involved significant negotiations with FEMA and the state Office of Facility Planning and Control over who would pay for what parts of the repair. The process took a long time and required many change orders as a result of unforeseen conditions as repairs were made. Overall, a reported $106,487,485 was contracted out to accomplish the repairs. At the time of this report, $18.2 million in contracts were considered closed and $88.2 million as incomplete, delayed, in progress or not yet closed out. Such figures suggest that the University continues to recover from the effects of Hurricanes Katrina, Rita, Gustav, and Isaac.

The University of New Orleans was the first of the large, damaged universities in New Orleans to re-open, albeit virtually, by using web-based courses starting in October 2005. The university was able to offer classes in the fall semester immediately following Hurricane Katrina at satellite campuses. The main campus re-opened in December 2005.

Hurricane Katrina reduced enrollments at all colleges in New Orleans, but the University of New Orleans was particularly hard hit. Post Katrina, the University has maintain status quo with limited resources and funding. The current campus master plan recognizes the need to “right size” the campus due to surplus space (see space utilization in Appendices) and to provide for our academic community a setting that contributes to the accomplishment of the university’s mission and enhances the quality of life for students, faculty, staff and visitors. The necessity to anticipate future demands, demographics, patterns of circulation, academic and financial needs are addressed in a realistic, cost conscious, forward thinking approach.

The 2020 Campus Master Plan Update addresses the design, land use, housing, vehicular and pedestrian movement, parking, physical improvements, safety, security and social amenities of current and future campus facilities. Furthermore, the future of our University, region, and state depends upon innovative and effective partnerships. The University of New Orleans will play a leadership role, stressing these partnerships between public and private entities.
Main Campus Existing Site Plan

- 14 Academic Buildings
- 22 Residential Buildings, 1,676 beds, 95% occupied
- 23 Support and Services Buildings
- 195 acres
- 5,000 Parking Stalls in 70 acres of Surface Parking
- 70 acres of Open Space
The Center for Energy Resources Management (CERM), is a $20 million, 104,000 square feet multi-purpose research and conference center facility, which opened in 2002.

The University-owned research facility houses research in engineering, energy, environment studies, information technologies and provides interim space for companies interested in establishing a long-term presence in the Park.

CERM building tenant collaborations have and are expanding existing industry/university alliances to enhance the research mission of the University of New Orleans. The building provides a comprehensive facility dedicated to efficient, cost effective research and development collaborations with local, regional and national/international industries and companies.
**Kiefer UNO Lakefront Arena**

The arena, which has parking for 7,000 cars, is named for Nat G. Kiefer, the late state senator who aided the University's efforts to obtain state funding for the $38 million construction of the facility. The arena suffered damage from Hurricane Katrina in 2005 and underwent major renovations that included new locker rooms, team lounge and new arena seating. The facility officially opened on Nov. 26, 1983, when the Privateers hosted rival Louisiana State in a men’s and women’s basketball doubleheader. The arena’s main court can accommodate 8,933 fans in comfort. The arena also has an auxiliary gymnasium with room for two practice basketball courts or three volleyball courts and an indoor batting cage for baseball and golf. Adjacent to the auxiliary gym are eight locker rooms, a fully-equipped weight room and a state-of-the-art sports medicine facility. Also housed in the arena is the UNO Aquatic Center, which holds an Olympic-size 50-meter swimming pool (the pool is adjustable to a 25-meter/25-yard setup) with locker rooms and a sauna. During the summer of 1997, a new 25-meter, six-lane outdoor swimming pool opened next to the arena.

**Maestri Field**

Maestri Field at Privateer Park recently underwent a major renovation. Maestri Field now features a new grandstand with chair back seating for about 800 spectators. A new concession area is housed at the grandstand's base alongside an elevator which provides access to the new press box. In addition to areas for the media and game operations staff, the press box includes a suite that features a bathroom and a wet bar. The grandstand project is the second phase of a renovation project that included a renovated clubhouse complete with new lockers, meeting rooms and a coaches suite. The clubhouse is located behind the 3rd base stands. Prior to the current renovation project, Maestri Field underwent a complete surface face lift prior to the 2006 season. In 2003, the Dominic & Mary Musso hitting facility was completed, giving the Privateers the flexibility to hit as well as pitchers the opportunity to throw during bad weather days. Complete with the best video equipment, the Musso Hitting Facility is located down the left field line just past the seating area.

**University Tennis Center**

The University Tennis Center is one of the premier tennis facilities in the south, featuring 20 deco turf hard courts and six red clay courts.

**The Athletic Center (TAC)**

The Athletic Center, built in 1970, currently houses the University’s athletics offices and the marketing & communications department. The 12,021 ASF facility supports the branding and identity of Privateer Athletics, University web sites, and publications. The majority of space is used for offices for administration, staff and students, but also includes important tutor study rooms for athletes and team meeting rooms.
Facilities Condition

Many of the University’s buildings will be over 50 years old by the year 2020 and nearly all of the academic buildings will be over 30 years old by that point in time. Campus infrastructure and buildings will not only need increasing expenditures to maintain safe and supportive educational environments but are all due for a renewal to enhance their function and appearance. This cost is already reflected in the 5-year capital outlay plan, where 42% of $111,084,000 is estimated to be spent on building renovations and demolition. These numbers are reflected in the Fall 2012 “BOR - Building Condition Summary” (see Appendix) where only 170,906 GSF of the University’s building inventory from 1960-1969 is considered to be in adequate condition and the remaining 543,437 GSF from the same era is in need of renovations.

Main and East Campus

According to the 2012 Board of Regents Building Analysis Summary Report (see Appendix), the University has 48 buildings covering approximately 2.5 million GSF, and a total replacement cost near $250 million. Of the campus facilities, 35 were identified being in satisfactory condition, 2 need remodeling where the cost is not greater than 25% of the building replacement cost, 4 need remodeling where the anticipated cost is between 25% and 50% of the building replacement cost, 2 need remodeling greater than 50% but less that 100% of building replacement value, and 5 facilities are considered obsolete, such as Bienville Hall and the old Facility Services building—both of which are identified as being demolished in this master plan.

Off-Campus Facilities

The University leased spaced for a Jefferson Parish Campus in the Donelon Building located in the heart of Metairie at 3330 N. Causeway Blvd. in 1989. The 1st and 2nd floors were renovated for classroom and administrative spaces. In 1996 the University purchased the building, approximately 61,440 square feet, and became a permanent fixture for credit and non-credit operations. The 3rd and 4th floors are leased out to non-profit organizations for rental income.

Today, 44,000 plus people commute from the Northshore to the Southshore via the Pontchartrain Causeway Bridge. The Jefferson Campus currently is strategically located close to the foot of the bridge which allows for prominent exposure of the University of New Orleans name and logo. The building name and logo is featured on three sides, the front, north and south side which have the University of New Orleans name prominently displayed. Currently, large billboards run at an average of $3,000 - $6,000 per month which is about $46,000 - $72,000 a year adding marketing value to the university with no increased cost.

The University of New Orleans Jefferson Campus has been a landmark for 25 years to the Jefferson Parish Community. Over time, the customers, our students, become our best sales force, because they believe in the university, not just in the products or services we offer. With a reinvigorated marketing strategy, the UNO Jefferson Campus can once again flourish.

The UNO Jefferson Campus currently has six tenants occupying leased space in the building, WLAE TV Station and the Will Woods affiliate is the anchor tenant occupying over 12,000 square feet. The Jefferson Chamber Foundation Academy, a charter school, occupies over 5,000 square feet of leased space and has close to 100 students taking classes from 8am to 2pm, Monday – Friday. The Louisiana Small Business Development Center (LSBDC) has been a tenant in the Jefferson Campus for nearly ten years. The remaining three tenants occupy the rest of the vacant space. To date, the UNO Jefferson Campus is approximately 95% fully occupied of usable square feet.

Infrastructure

Currently, the Physical Plant estimates that $5.1 million is needed to replace outdated or out-of-service piping, air handlers, pumps, and switchboards. This should be a top priority for the University for two reasons: students, staff, and faculty frequently complain about the temperature of buildings on campus; and, inefficiencies embedded in an out-of-date and poorly functioning infrastructure are responsible for an estimated loss of $2 million dollars annually.
Campus Space

Because of its original strong organizational pattern centered on the library, the University of New Orleans Main Campus is organized into two clearly defined zones (see figure). In the 1969 Master Plan Update, Curtis and Davis, the original master planners for the campus, located parking garages (shown in red), residential halls, and athletic fields on the periphery. Whereas, the campus core supports the academic mission of the University with buildings largely devoted to classrooms, research, and learning and open space dedicated to gardens, pools, amphitheater, and plazas devoted to social engagement. Today, the campus periphery is almost entirely devoted to student support services with both buildings, such as resident halls, and the campus landscape, such as parking and athletic fields, devoted to supporting student life. The core is primarily used to support academics and research activities, although services have crept into many academic buildings.

Since the 1969 Master Plan, the University has not achieved the desired density anticipated by its early planners. High-rise dorms and parking garages were replaced by sprawling, lower-cost suburban style land uses. To facilitate the goals of the strategic plan, the 2020 Campus Master Plan recommends a return to this early plan and away from the more recent 2000 Master Plan Update. Such a recommendation also complies with national best practices for campus open space, a key asset to supporting a collegial environment. The University should maintain at least 30% open space—currently 65% of the campus has been developed. These constraints recognize the end of the days of cheap, low-density development patterns, and reflect the current strategic plan to become a “student-centered, urban research university”—a significant change from the last three decades of strategic planning.

1960 Proposed Vehicle Circulation Diagram (Large Red Rectangles are Parking

Main Campus Core and Periphery Organization Plan
Opportunity Sites

The University main and east campus has plenty of developable sites to accommodate growth in enrollment and facilities, while at the same time significantly improving the attractiveness of the campus environment. Given the anticipated shift in the University’s student body, campus development should focus on supporting and attracting students who will spend most of their time in New Orleans on campus. The Site Opportunities diagram (see figure) identifies site areas by intensity of constraints—least constrained to most available sites for development.

**Most Constrained**
Sites with the most constraints in the Campus Core are building sites that actively serve the academic mission of the University, fiscally unmovable sites like the Physical Plant, newer structures like Kirschman Hall, and primary campus open spaces, such as the Library quad and the student park. Similarly, sites with the most constraints in the Campus Periphery are the new dormitories, land leased property like Privateer Place and Ben Franklin High School, recently renovated University services, like Alumni Center, and athletic fields.

**Moderately Constrained**
Campus sites with a moderate amount of constraint include buildings that may not be suitable for continued use in the long term, such as the aging Lafitte Village married and family student housing, underutilized facilities like the Children’s Center, and secondary open spaces, such as wooded areas adjacent to the Fine Arts Building and HRT building.

**Least Constrained**
The least constrained campus sites in the Campus Core include parking areas and underutilized open space. The least constrained sites in the Campus Periphery include parking lots, underutilized open space, and a building site, Bienville Hall, pending demolition.

Summary
Although the campus appears to have ample underutilized open space in both the core and the periphery, the campus only has already reduced its available open space to national standards. Accordingly, new construction should utilize the edges of the primary and secondary open space and build upon already developed sites to reinforce the edges and activate existing open space.

Long-term planning for the University’s main campus should reinforce the campus master plan principles and land use principles. As the illustration below suggests, new academic buildings should be located in such a way that they frame and reinforce or create campus quads, reference existing building setbacks, take advantage of the lakefront address, and protect campus open space and pedestrian circulation patterns. Buildings should, wherever possible, be located on existing surface parking areas. Increasing structured parking will improve accessibility to new academic facilities, the campus microclimate, and improve the form and function of the campus. Further, as existing open space is developed, existing surface parking can become better utilized as plazas or quads. As the diagram suggests, the large parking area between the science buildings would form an ideal “science” quad, promoting opportunities for social engagement and enhancing campus aesthetics, form, and function. Primary open spaces, such as the intramural fields, student park, and wooded areas should remain protected and enhanced through such a process.
Since its inception, the University of New Orleans has offered innovative and challenging courses of study, many with a distinctly New Orleans focus. Today the University offers over 60 undergraduate programs and more than 40 graduate programs across five academic colleges. Many of these programs, along with UNO as a whole, have been ranked and noted on a national and international basis.

**College of Business Administration**
Since 1961, the College of Business Administration has provided excellence in higher education, research, community leadership and service. From its renowned business programs to community-involved faculty to acclaimed research centers, the College prepares students to succeed in a demanding job market. Current enrollment, Spring 2014: 1,620.

**College of Education and Human Development**
The College of Education and Human Development has graduated over 10,000 students over the course of its 50 year history. The impact of our alumni on the educational landscape in New Orleans in particular is indelible. Celebrate with us and help ensure our legacy. Current enrollment, Spring 2014: 339.

**College of Engineering**
The College of Engineering strives to provide affordable, quality undergraduate and graduate engineering education that meets the needs of New Orleans, the U.S., and the world. Virtually all courses are taught by full-time faculty or practicing engineers. The College works closely with industry leaders to give students the best tools for the job. Current enrollment, Spring 2014: 761.

**College of Liberal Arts**
Excellence, Community, Opportunity at every turn. The UNO student experience is full of boundless potential. Our students receive unparalleled access to world-class resources, exposure to top-flight research and a front-row seat to New Orleans’ film, theatre, arts, literary and music scenes. Current enrollment, Spring 2014: 1,279.

**College of Science**
Through its seven departments, the College of Sciences offers baccalaureate degrees in the natural, physical and computational sciences, as well as several masters’ and Ph.D. programs. Core to all programs is classroom and laboratory instruction. Graduate and qualified undergraduate students may also participate in research experiences in the basic and applied sciences. Current enrollment, Spring 2014: 1,807.

### Academic Programs Framework

<table>
<thead>
<tr>
<th>Statistics</th>
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<tbody>
<tr>
<td>Undergraduate Enrollment: 6,913</td>
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<tr>
<td>Graduate Enrollment: 2,102</td>
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<td>States Represented: 50</td>
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<tr>
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<tr>
<td>Undergraduate Programs: 38</td>
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<tr>
<td>Masters Programs: 33</td>
</tr>
<tr>
<td>Doctoral Programs: 11</td>
</tr>
<tr>
<td>Student/Faculty Ratio: 18:1</td>
</tr>
<tr>
<td>Average Class Size: 22</td>
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<tr>
<td>Research Centers: 16</td>
</tr>
<tr>
<td>Student Organizations: 125</td>
</tr>
</tbody>
</table>

### Costs

| In-State Tuition & Fees: $6,578 |
| Out of State Tuition & Fees: $19,068 |
The non-classroom academic space diagram and table illustrates how space within a college is allocated across the campus. The diagram is useful for planning how to "right-size" resources due to changes in enrollment. See appendices for more information on campus space utilization.
Student Life Framework

Goal Two: Provide a supportive and student-centered learning environment for high-achieving, diverse, and motivated students that enhance their success.

1. Recruit, enroll, and retain high-achieving, diverse, and motivated students

2. Enrich the quality of campus life through extra-curricular activities.

3. Increase opportunities for students to engage in high-quality, high impact educational experiences

4. Promote a culture of consistent, high-quality service across the University

Space Summary

The Office of Student Affairs and Enrollment Management is comprised of the Division of Student Affairs and the Office of Enrollment Services. In alliance with the mission and strategic plan of the University of New Orleans, the mission of Student Affairs and Enrollment Management is to recruit, retain and graduate academically qualified students from the Greater New Orleans area and state, as well as nationally and internationally. The Office of Student Affairs and Enrollment Management is committed to the well-being and academic success of all students through a variety of quality student-focused programs and services. Student Affairs and Enrollment Management makes utilizing campus space effectively a priority to ensure students are recruited, retained and provided high-quality educational and extra-curricular opportunities.

The Privateer Enrollment Center (PEC) was created to assist with recruiting, enrolling, and retaining high-achieving, diverse, and motivated students. It was built in an existing space on the first floor of the Earl K. Long Library. The Privateer Enrollment Center (PEC) houses multiple enrollment offices in one location. Students are able to visit one central location for many services. Staff is cross-trained to assist students more effectively. Additionally, since staff persons from multiple offices are within the same area, they work together more efficiently to assist students.

Student Affairs has multiple organizations and opportunities for extra-curricular activities to enrich their experience on campus. Each office in student affairs was strategically placed in locations that would maximize student involvement and retention.

Student Affairs and Enrollment Management consists of multiple offices to support student life on campus. Student Affairs consists of the following student service offices: Career Services, Counseling Services, Disability Services, Student Health Services, Student Accountability and Advocacy, Student Involvement and Leadership and TRIO programs. Enrollment Services includes the offices of Admissions, Financial Aid, New Student Orientation, First Year Experience, and First Year Advising. Additionally, the Learning Resource Center and Student Housing are included in Student Affairs and Enrollment Management.

The office of Student Affairs and departments are located on the 2nd floor of the University Center (UC). These offices are located in the University Center to serve the students centrally. The UC is home to the other student services such as the bookstore, cafeteria, post office, and common area. The Office of Enrollment Services includes Admissions, Financial Aid, New Student Orientation, First Year Experience, and First Year Advising. These offices at the Privateer Enrollment Center, which is located on the 1st floor of the Earl K. Long Library. The Library is located in the center of campus. The location was selected because the library is a well-known resource to students, is centrally located on campus, and has parking to accommodate prospective students, parents as well as current students and visitors. Student Housing is located on the 1st floor of Pontchartrain Hall. The Learning Resource Center is located on the 3rd floor of the Liberal Arts building. TRIO services are located on the 1st floor of the Education building.

The descriptions of the programs, in Student Affairs and Enrollment Management, are organized by location.

Earl K. Long Library (LIB)

Privateer Enrollment Center (PEC), Earl K. Long Library (LIB) 1st Floor Lobby

The PEC is a one-stop shop for students’ enrollment needs. The Privateer Enrollment Center is located in the heart of the campus in the Earl K. Long Library. The Center offers knowledgeable staff that will welcome and assist students in all areas of enrollment services including Admissions, Financial Aid, New Student Orientation, First Year Experience, First Year
First Year Experience (FYE), Privateer Enrollment Center, Earl K. Long Library (LIB) 105

FYE is a program to assist first year students with transitioning to college. The first year of college can be exciting, stressful, challenging, and fun; however, it is often the most difficult. FYE is here to make sure the transition is as easy as possible. FYE provides a broad network of support services and programs that address the academic, personal, and social needs of first year students and promote student success. FYE provides outreach and necessary interventions to students who are experiencing academic and social difficulties. FYE works collaboratively with faculty and staff across the campus to provide additional resources for first year students.

New Student Orientation (NSO), Privateer Enrollment Center, Earl K. Long Library (LIB) 105

NSO is an informative campus program for all new freshmen, transfer, and adult students. The program, sponsored by the Office of Enrollment Services, is designed to help ease new students’ adjustment to the University of New Orleans. The program addresses new student concerns and questions and provides a comfortable and satisfying transition to university life. The program allows new students to register for classes. Our freshman program now includes an overnight component, allowing incoming students the opportunity to experience on campus living.

University Honors Program, Earl K. Long Library (LIB) 301

The UNO Honors Program offers qualified students the opportunity to graduate with university and departmental honors. Students in the program participate in small, challenging honors classes taught by select faculty. As a capstone of their undergraduate work, students complete a Senior Honors Thesis, which allows them to conduct independent research under the guidance of their chosen thesis advisor. Honors students have the benefit of registering early every semester, ensuring their choice of schedules and courses.

First Year Advising (FYA), Privateer Enrollment Center, Earl K. Long Library (LIB) 105

FYA is an advising program that assists incoming freshmen and transfer students with less than 30 hours with advising needs. It is common for incoming students to have several questions regarding a major, class schedules, and registration. Incoming freshmen and incoming transfer students with less than 30 hours will meet with the First Year Advising staff members for academic advising sessions. FYA assists students throughout their first year at UNO to ensure they progress on the right academic track.
Learning Resource Center, Liberal Arts (LA) 334

The Learning Resource Center physically houses the Writing Center and a student computer lab, and provides information about all of the free tutoring that occurs on campus. Many departments have their own tutoring centers staffed by graduate students, undergraduate students, and in some cases, even faculty. Online tutoring is also offered through the Writing Center, and instructional software is available for a wide variety of subjects on the UNO media server.

Education Building (ED)

Jefferson Upward Bound (JEFF), TRIO Program, Education Building (ED) 186

JEFF is federally funded through the U.S. Department of Education. PASS provides specific services and activities to 60 participants (student with disabilities are given priority) from East Jefferson High School, Riverdale High School, and the target area of Jefferson Parish. The program’s mission is to help students in grades 9 through 12 who are on a diploma track, to complete high school, to enter a postsecondary education program, and to graduate from college. This college preparatory program helps individuals from low income and potential first generation families to better understand their educational opportunities and options. Participants receive instruction in literature, composition, mathematics, foreign languages, and science on college campuses after school, on Saturdays with weekly tutoring, and during the summer. Students who have graduated from high school are given a college experience through a summer component. In addition to counseling, participants receive information about disability accommodations, college admissions requirements, scholarships and various student financial aid programs.

Orleans-Jefferson Educational Talent Search Program (OJETS), TRIO Program, Education Building (ED) 164

OJETS is federally funded through the U.S. Department of Education. OJETS provides specific services and activities to 592 participants from the target areas of Jefferson and Orleans Parishes. The program’s mission to serve young people in grades 7-12 and young adults up to age 27. This early intervention program helps individuals from low income and potential first generation families to better understand their educational opportunities and options. OJETS identifies qualified youth with potential for education at the postsecondary level; encourages them to complete secondary school; assist eligible participants to enter a program of postsecondary education; and to encourage persons who have not completed education programs at the secondary and postsecondary level to re-enter these programs. In addition to counseling, participants receive information about college admissions requirements, scholarships and various student financial aid programs.

Project Access: Educational Talent Search Program (ACCESS), TRIO Program, Education Building (ED) 164

ACCESS is federally funded through the U.S. Department of Education. ACCESS provides specific services and activities to 821 participants from the target areas of Jefferson and Orleans Parishes. The program’s mission to serve young people with disabilities, ages 11 to 27. This early intervention program helps individuals from low income and potential first generation families to better understand their educational opportunities and options. ACCESS identifies qualified youth with potential for education at the postsecondary level; encourages them to complete secondary school; assist eligible participants to enter a program of postsecondary education; and to encourage persons who have not completed education programs at the secondary and postsecondary level to re-enter these programs. In addition to counseling, participants receive information about disability accommodations, college admissions requirements, scholarships and various student financial aid programs.
St. Tammany Educational Talent Search Program (STETS), TRIO Program, Education Building (ED) 164

STETS is federally funded through the U.S. Department of Education. STETS provides specific services and activities to 592 participants from the target area of St. Tammany Parish. The program's mission to serve young people in grades 7-12 and young adults up to age 27. This early intervention program helps individuals from low income and potential first generation families to better understand their educational opportunities and options. STETS identifies qualified youth with potential for education at the postsecondary level; encourages them to complete secondary school; assists eligible participants to enter a program of postsecondary education; and to encourage persons who have not completed education programs at the secondary and postsecondary level to re-enter these programs. In addition to counseling, participants receive information about college admissions requirements, scholarships and various student financial aid programs.

Student Support Services (SSS), TRIO Program, Education Building (ED) 147

SSS is a federally funded grant program designed to provide personal, academic and career counseling to a limited number of eligible undergraduate students enrolled at the University of New Orleans. An eligible participant must be of first generation, meet federal income guidelines and/or have a documented disability.

University Center (UC)

Student Involvement and Leadership (SIL), University Center (UC) 222

The Office of Student Involvement and Leadership oversees and provides information about student organizations, Student Government (SG), Student Activities Council (SAC), Leadership Cabinet, and commuter services. Leadership skills and personal interests are the focus of several groups on the UNO campus. Through involvement in campus activities, students can learn a variety of skills such as time management, decision-making, cooperation, and planning. These skills will not only enhance life at UNO, but encourage positive personal growth. Student Involvement and Leadership is the starting point for involvement.

Greek Life, SIL, University Center (UC) 222

The Greek community at the University of New Orleans is comprised of a diverse group of fraternities and sororities. These organizations offer all students the chance to find a group that matches their values and personalities. Fraternities and sororities offer lifetime opportunities...
for friendship, service to the community, leadership, and scholarship. UNO recognizes fourteen Greek organizations — seven sororities and seven fraternities — each of which is a campus chapter of a national group. Regardless of the fraternity or sorority a student chooses, membership in a Greek organization will enhance the collegiate experience. UNO’s Greek community invites all students interested in joining a fraternity or sorority to participate in the membership recruitment or membership intake process.

Student Activities Council, SIL, University Center (UC) 222

Students interested in concerts, movies, or lectures will want to get involved in the Student Activities Council (SAC). SAC members plan and promote social, multi-cultural, recreational, and educational programs for the UNO community throughout the year. Students, with the assistance of staff advisors, work on committees that propose, plan, budget, and initiate campus-wide programs. SAC is known for annual events such as the Welcome Back Luau, Homecoming Week activities, the Drive-in Movie, Comedy Night, the Masquerade Ball, and the annual crawfish boil SUCHABF (Students Unwinding on Crawfish And Unprecedented Fun).

Counseling Services, University Center (UC) 226

UNO Counseling Services offers problem assessment and short-term personal (mental health) counseling to UNO students. These services are focused on the resolution of students’ current personal concerns and problems that might interfere with academic functioning. Counseling Services staff can also assist students with referrals for longer-term or specialized treatment, if needed. Additionally, Counseling Services offers career testing and counseling to assist undecided students in choosing a career path that corresponds to personality traits and their current interests and skills. All personal and career counseling services are confidential within the limits of the law. In addition to personal counseling and career testing and counseling, Counseling Services regularly offers psycho-educational workshops addressing a variety of topics including time management, learning styles and study skills, conquering procrastination, stress management and interpersonal skills development.

Student Government, SIL, University Center (UC) 236A

All regularly enrolled students are members of Student Government (SG), which provides an opportunity for each student to participate in the general community affairs of the University. SG members assume the responsibilities of self-government consistent with the responsibilities and policies of the University administration. In addition, SG maintains a variety of services such as forums for students to express ideas and concerns with administration and free fax services for students. SG also funds other activities and services on campus such as student organization programs, and limited academic travel funds for undergraduate and graduate students.

Student Health Services, University Center (UC) 238

Student Health Services is committed to providing the highest quality health care to the UNO community. Health Services offers evaluation and treatment of illness and injury, as well as educational programming for health promotion and illness prevention. All routine services are provided at little or no cost on an appointment and walk-in basis. Various tests and immunizations are provided at a modest cost.

Student Accountability and Advocacy, University Center (UC) 248

Student Accountability and Advocacy is primarily responsible for providing comprehensive information about behavioral standards, students’ rights and responsibilities along with university rules and regulations. The UNO Student Code of Conduct establishes community standards expected of UNO students. The staff values individual and group rights and works
FRAMEWORK TWO: STUDENT

Career Services, University Center (UC) 250

The Career Services staff offers career exploration, preparation, and planning. Services include resume sessions, interview tips and skills, networking events and strategies, and job search assistance. Our jobs database includes a spectrum of opportunities, including part-time, full-time, internship/coop, summer, seasonal, temporary, and flexible positions. Once registered on the database, students receive notices regarding career fairs, activities, hot jobs, career news, and on-campus recruitment.

Pontchartrain Hall (PH)
Student Housing, Pontchartrain Hall (PH) 1st Floor

The Office of Student Housing oversees the management and operation of Pontchartrain Halls and Lafitte Village. Pontchartrain Hall North and South are the university’s co-ed suite style residence facilities that house up to 740 single students with utilities, cable, and Internet service included. Residents in Pontchartrain Hall are required to purchase a meal plan for fall and spring semesters. Pontchartrain Hall offers one, two, and four bedroom suites that are fully furnished. There are a number of suites that are accessible for students with disabilities. Lafitte Village is the university’s graduate, married and family housing apartment complex. The facility consists of 48 one bedroom and 72 two bedroom units. All units are unfurnished with utilities, cable and Internet included. A meal plan is available but not required in this facility.

Office of Disability Services, University Center (UC) 248

The Office of Disability Services (ODS) assists students in meeting many of their educational needs on campus. The office may be able to secure academic accommodations for students who have a documented disability (physical, impairment, psychological impairment, learning disability, chronic health diagnosis, or temporary disability). Accommodations include, but are not limited to, academic aids such as note takers, course materials in alternative formats, the use of adapted computers (voice output, screen enlargement, voice input, and scan and read programs), audio recorders, and assistive listening devices. ODS can also provide assistance with registration during walk-in fee payment in navigating lines, communicating with staff and reading signs. ODS can coordinate accommodations for campus tours and new student orientation (including testing accommodations for placement examinations).
Space Utilization Efficiency

Student Affairs offices are strategically placed among campus to maximize student access and utilization. The majority of offices and departments within Student Affairs and Enrollment Management are located in the Earl K. Long Library and the University Center. Earl K. Long Library and the University Center are two locations that students are familiar with and utilize frequently. The Earl K. Long Library is located in the center of campus. The University Center is located on the edge of campus adjacent to Elysian Fields Avenue, one of the main streets surrounding the University. The University Center has numerous student services, in addition to offices in Student Affairs and Enrollment Management, such as food services, event and meeting rooms, campus mail, coffee shop, and the campus bookstore. Additionally, the University Recreation Center is located next to the University Center making the University Center a premier location on campus.

The offices of Student Involvement and Leadership, Student Health Services, Disability Services, Student Accountability and Advocacy, Counseling Services, and Career Services are located on the second floor of the University Center (UC). These offices are located on in the UC promote student involvement and community. Students are familiar with the UC and frequently visit it for student services.

The Privateer Enrollment Center and offices that make up Enrollment Services were strategically placed on the first floor of the Earl K. Library (LIB). The library is centrally located in the heart of the campus and referred to as the emotional center of the university. Students are familiar with the library and its location on campus. Student’s familiarity increases utilization and success of the PEC.

The Honors Program is located on the third floor of the Earl K. Long Library. The Honors Program is strategically placed in the library to maximize its visibility to students and ease for services since students are familiar with the library and frequently utilizes it for services. The Learning Resource Center is currently located on the third floor of the Liberal Arts Building (LA). The Learning Resource Center initiated a student service called Supplemental Instruction (SI). Supplemental Instruction sessions are held in classrooms across campus as well as in the LRC.

Academic Support and Student Life Space Needs

Academic support and student life plays a vital role in student success. With continued success and growth in certain programs, a need for additional space becomes important. Specifically, the Learning Resource Center, Greek Life, First Year Experience and First Year Advising programs have had success with potential for continued growth.

The Learning Resource Center, currently located on the third floor of the Liberal Arts Building houses the writing center and student computer lab for tutoring services. In the Spring of 2014, Supplemental Instruction was initiated by the LRC. Plans to grow supplemental instruction are underway. In addition to SI there are many initiatives and programs that the Learning Resource Center can support such as additional faculty, staff, and student learning resources.

The success of the Greek life program has led to a 36% increase in Greek membership since 2011. In order to support the continued growth of Greek life on UNO’s campus, space needs are being considered. In the Spring 2014 semester, storage for the Greek chapters...
Undergraduate support is essential to student success. Three programs have been successful and grown since initiation. There are opportunities to increase services of the First Year Experience, First Year Advising and the Learning Resource Center programs. By expanding the FYE, FYA, and LRC programs we have the opportunity to reach more students and increase student success and retention. Additionally, faculty and staff will have the support and resources of the FYE, FYA, and LRC programs to assist them in creating successful academic opportunities for students.

The Privateer Enrollment Center has various student support programs for the success of first year and transfer students. First Year Experience (FYE) is just one of those programs that serves first year students. To date, the first year experience program has focused primarily on first year students. Plans to expand FYE programs to include transfer students currently underway. Transfer students make up more than 50% of the student population at UNO. Transfer students are an important part of our campus.

The First Year Advising (FYA) program was initiated in Fall 2013. The program including counselors and supervisor are located on the first floor of the library in the Privateer Enrollment Center. Currently, only first year students are required to be advised by FYA counselors. Plans are underway to expand mandatory advising for second year students by the FYA counselors.

The Learning Resource Center has multiple opportunities for growth such as increasing the offering of Supplemental Instruction, enhancing tutoring services, and initiating more resources for faculty and staff development. These opportunities could impact the current space needs of the Learning Resource Center.
The University is required to submit a regular response, at the request of the National Science Foundation, surveying its use of research space and facilities. According to the 2013 response (a near-finalized draft of which is included in the technical appendices), the University currently has 106,776 square feet of space in 429 separately numbered rooms/labs that is dedicated to “organized research” use. An additional 4,251 square feet in 35 rooms is dedicated to “other sponsored activities.”

Perhaps the most pressing research need associated with physical space and space-planning involves the need to develop a flexible and rapidly executable process for retrofitting existing spaces (laboratories, centers, etc.) to meet the needs of research faculty being recruited, newly-hired, or changing/expanding their research portfolio. Due to the contraction in student, staff, and faculty cohorts in the post-Katrina era at UNO, the physical space footprint of the university (including the CERM building at the UNO R&T Park) is more than adequate to account for current research activities as well as the near-term growth and expansion plans (described below). But adapting existing spaces to the changing needs of current and future research faculty requires careful and coordinated planning, and dedicated resources.

The current plan calls for flexible/adaptable research space to continually improve research capabilities and activities, and recommends that core support facilities serve multiple colleges and the breadth of University research activity. The plan also recommends regular evaluations of the utilization of research space to assure faculty that there is a reliable mechanism to both relinquish and regain research space as necessary. Establishing a continual and predictable funding mechanism to resource the maintenance and remodeling of research facilities is another recommendation/goal of the plan. Finally, the plan identifies opportunities for public-private research partnerships, primarily at the Research and Technology Park.
The University of New Orleans is a comprehensive research university, with researchers in a wide variety of disciplines ranging from natural sciences and engineering, to social sciences, educational pedagogy, and fine arts. Although research is expected, valued, and supported across this entire spectrum, there are specific thrusts that have been identified as priority areas within the science, technology, engineering, and mathematics (STEM) domains (see UNO STEM Priorities report in the technical appendices). Currently, those areas include Advanced Materials, Information Assurance & Cybersecurity, Coastal Resilience, and Naval Architecture & Marine Engineering. In aligning these priority areas with the research topics seen as critical to the economic health of the state of Louisiana (see the Battelle report of Louisiana priority areas in the technical appendices), it is clear that the University’s priority areas fall nicely within the state’s foci of Advanced Materials and Manufacturing (UNO’s Advanced Materials, and Naval Architecture & Marine Engineering emphases), Digital Media and Enterprise Software (UNO’s Information Assurance & Cybersecurity emphasis), and Coastal/Water/Marine Sustainability (UNO’s Coastal Resilience Emphasis). In addition, the state’s priority of Clean Technology/Energy is represented by UNO’s research strength in Smart-Grids & Power Systems Engineering. Thus, although not previously enumerated among UNO’s STEM priorities, Smart-Grids & Power Systems Engineering is emerging as an additional STEM research priority at the institutional level.

As stated above, the comprehensive nature of the University as a research university means that laboratory and infrastructure needs will exist in disciplines other than the STEM priority areas. However, these are the areas that the university specifically intends to grow in both size and strength in the coming years. Couple that intention with the reality that the priority areas require sophisticated equipment, computer capabilities, and/or laboratory space in order to succeed, and it becomes clear that resource investments in new faculty, new equipment, and newly constructed/renovated laboratories will need to be strategically aligned with these priority areas.

The first component of coordination under this plan involves the process for identifying and authorizing the hiring of new research faculty. The Provost/Vice President for Academic Affairs is primarily responsible for the faculty cohort. Thus, the Provost will annually assess the needs for new faculty in consultation with the academic deans. But before any new hires are authorized, the plan calls for the Provost to coordinate with the Vice President for Business Affairs and with the Vice President for Research to ensure that the planned hires: (1) fit within overall budgetary projections, (2) appropriately align with the need to grow and strengthen the priority STEM areas, and (3) can be supported via resources that have been (or can be) identified to build or renovate needed laboratory space, provide appropriate start-up packages, etc.

The first two components of the above-described planning process involve one-time decisions related to the allocation of base/position dollars. However, the third component
involves resource planning that is much less dependent upon the mere identification of an open faculty line. In the early years of this plan, the process of resource identification for the third component will likely be ad hoc. However, this plan calls for the Provost, Vice President for Business Affairs, and Vice President for Research to work towards a sustainable and renewable funding mechanism for supporting build-out/renovation/start-up allocations. Such a mechanism would likely include some permutation or combination of a dedicated general fund, percentage of indirect costs recovered on sponsored programs, and salary savings from vacant faculty/staff positions.

Apart from the planning associated with the hiring of new research faculty, the plan calls for the Provost, Vice President for Business Affairs, and the Vice President for Research to work together and with the academic deans to regularly evaluate how research space is being utilized, and to develop clear mechanisms for how research space is to be relinquished by researchers whose productivity does not justify the allocation, and how research space can be obtained by researchers whose productivity and needs warrant additional allocations.

Finally, the university anticipates that public-private research partnerships will increase in importance and frequency in the coming years. Partnerships of this sort are often possible without any specific allocation of university space to the partnership (i.e., none beyond the research space of the involved researchers). However, the ability of private entities—particularly small start-up technology companies—to collaborate with university researchers in a non-academic, on-site, location is often desirable. This can be facilitated directly by having the private entity become a tenant of the UNO Research and Technology Park. Park tenancy is managed via the UNO Research and Technology Foundation, but requires coordination with and approval by the UNO President and Vice President for Research. Obtaining tenancy approval requires that the private entity has a current or potential relationship with the University—with research partnerships being the preferred method of meeting that requirement (see the UNO Research and Technology Park Tenant Application in the technical appendices). Currently there is considerable available space in the Park's six buildings (including the UNO-owned CERM building and the five buildings owned by the UNO R&T Foundation); so accommodating a variety of new partners in the coming years will be possible without needing to construct additional buildings.
### Assignable Square Feet of Organized Research by Building

<table>
<thead>
<tr>
<th>Building Name</th>
<th>Sum</th>
<th>% of Total Sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>11,164</td>
<td>8.3%</td>
</tr>
<tr>
<td>CERM</td>
<td>14,349</td>
<td>10.7%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>25,434</td>
<td>18.9%</td>
</tr>
<tr>
<td>Commons</td>
<td>3,060</td>
<td>2.3%</td>
</tr>
<tr>
<td>Computer Center</td>
<td>163</td>
<td>0.1%</td>
</tr>
<tr>
<td>Education</td>
<td>3,104</td>
<td>2.3%</td>
</tr>
<tr>
<td>Engineering</td>
<td>25,340</td>
<td>18.9%</td>
</tr>
<tr>
<td>G + P</td>
<td>16,130</td>
<td>12.0%</td>
</tr>
<tr>
<td>Kirschman Hall</td>
<td>2,067</td>
<td>1.5%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4,921</td>
<td>3.7%</td>
</tr>
<tr>
<td>Milneburg</td>
<td>2,598</td>
<td>1.9%</td>
</tr>
<tr>
<td>Science</td>
<td>26,053</td>
<td>19.4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>134,382</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

### Assignable Square Feet of Organized Research by Type

<table>
<thead>
<tr>
<th>Description</th>
<th>Sum</th>
<th>% of Total Sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
<td>33,370</td>
<td>24.9%</td>
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<tr>
<td>Research Lab</td>
<td>80,206</td>
<td>59.9%</td>
</tr>
<tr>
<td>Open Lab</td>
<td>7,113</td>
<td>5.3%</td>
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<tr>
<td>Service &amp; Support</td>
<td>11,522</td>
<td>8.6%</td>
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<tr>
<td>Unassigned</td>
<td>1,758</td>
<td>1.3%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>134,382</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>
Campus Facilities Framework

Campus Facilities Needs

The University of New Orleans had a 2000 Campus Master Plan update, but implementation was halted once Hurricane Katrina hit in August 2005. As a result, Federal and State agencies took responsibility for funding and rebuilding University campus to pre-Katrina conditions. The State bonds issued for funding the University Facilities’ rehabilitation expire in 2014.

Facility Services is in the process of taking responsibility for future funding and mitigation of the University campus. Facility Services is continuously working to provide some of the most basic services common to other peer institutions. Of the several visible services that are lacking, infrastructure problems are the major concern. Staffing and supply budgets are part of the reason for any deficiencies as was limited communications with the academic community. A number of the issues could be resolved quickly by increasing staffing and budgets toward nationally accepted levels while exercising strong leadership and supervision. The remaining problems would require time and a great deal of money to rectify.

The Top Five Challenges for Facilities Services follow:
1. Financial obligations (budgets) of the Facility Services Department
2. Facility Functions -- defining the goals and objectives, staffing needs, training, performance levels, etc.
3. Technology -- incorporating technology into the department and working with other groups to implement new technology
4. Operations and maintenance -- can it be done better and faster for less
5. Planning and project management -- bring it in on time and under budget

Current Design Initiatives

The University has been funneling the majority of its resources to much needed updates across campus building and restructuring of student services space. The recently completed Privateer Enrollment Center provides a one-stop shop for admitting new students and assisting current ones. As a result of the relocation of the PEC to the library from the Administration building, additional free space in the Administration building is being reallocated to support each of the University’s Vice Presidents, centralizing administration. Also, the recently closed Children’s Center building will be retrofitted to support an International Center to improve recruitment and retention of international students.

Planning for campus improvements is primarily done on an as-needed basis with the majority of funds going towards deferred maintenance. The recently approved deferred maintenance student fee will help to provide the funds needed to meet the University’s estimated 16 million dollar expenses in deferred maintenance, see figure.

Facilities Projects in Process at the Time of this Report

<table>
<thead>
<tr>
<th>Project Description</th>
<th>UL System Status</th>
<th>BOR Approval</th>
<th>FPAC Approval</th>
<th>LEG Approval</th>
<th>Comments</th>
</tr>
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<tbody>
<tr>
<td>Admin Annex - Financial Svc/Admissions</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>$300K - Complete</td>
</tr>
<tr>
<td>Admin Annex - Air Handler Replacement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$385K - 60% Complete</td>
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<tr>
<td>Arena - Scoreboard &amp; Electrical</td>
<td>x</td>
<td>x</td>
<td>$900K - Instll Aug 15, 2013</td>
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<tr>
<td>Arena - HVAC Replacement</td>
<td></td>
<td></td>
<td>$521K - 10% Complete</td>
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</tr>
<tr>
<td>CUP - Replace Main Electrical Switchboard</td>
<td></td>
<td></td>
<td>$550K - Overbudget Re-Bid</td>
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<tr>
<td>CUP - Stimulus Upgrade</td>
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<td></td>
<td></td>
<td>$1.3M - Complete</td>
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<tr>
<td>Education - Air Handler Replacement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$300K - Out to Bid</td>
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<tr>
<td>Fine Arts - Replace Three Fan Coil Units</td>
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<td></td>
<td></td>
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<td>$300K - Complete</td>
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<tr>
<td>Facility Services Bldg (New)</td>
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<td></td>
<td>$950K - 90% Complete</td>
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<tr>
<td>HPC - Air Handler Replacement</td>
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<td>$385K - 60% Complete</td>
<td></td>
<td></td>
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<tr>
<td>Lafitte Village - Phase II Renovation</td>
<td></td>
<td></td>
<td>$313K - Complete</td>
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</tr>
<tr>
<td>Liberal Arts - Replace Air Handlers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$410K - Complete</td>
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<td>Library - Asbestos Abatement</td>
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<td></td>
<td>$3.8M - Complete</td>
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<tr>
<td>Library - 4th Floor Buildout</td>
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<td></td>
<td>$6.5M - Hold</td>
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<tr>
<td>Library - HVAC Replacement Floors 1-3</td>
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<td>$1.2M - 10% Complete</td>
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<td></td>
</tr>
<tr>
<td>Library - One Stop Shop</td>
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<td></td>
<td>$450K - 95% Complete</td>
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<tr>
<td>Maestri Field - Baseball Stadium</td>
<td>x</td>
<td></td>
<td>$2.8M - 20% Complete</td>
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<tr>
<td>Main Campus - Parking Lot Repairs</td>
<td></td>
<td></td>
<td>$560K - 90% Complete</td>
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</tr>
<tr>
<td>Science - HVAC Renovation</td>
<td></td>
<td></td>
<td>$6M - Hold</td>
<td></td>
<td></td>
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<tr>
<td>Science - Crawl Space Abate Study</td>
<td></td>
<td></td>
<td>$340K - Complete</td>
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<td></td>
</tr>
<tr>
<td>UC - Replace Air Handler Units</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$250K - Complete</td>
</tr>
<tr>
<td>UC - Refurbishment (East Hall)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$2.5M - Complete</td>
</tr>
</tbody>
</table>
Non-funded Physical Plant Projects

<table>
<thead>
<tr>
<th>Description of Work</th>
<th>Cost Estimate</th>
<th>VFA Requirement Name/ID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Replace existing heating hot water circulation pumps.</td>
<td>$34,468</td>
<td></td>
</tr>
<tr>
<td>HVAC Heating HW Pumps: Antiquated/</td>
<td></td>
<td>RQ-20004</td>
</tr>
<tr>
<td>Replace two existing 472 GPM chilled water circulation pumps.</td>
<td>$92,251</td>
<td>RQ-20005</td>
</tr>
<tr>
<td>HVAC Chilled Water Pumps: Antiquated/</td>
<td></td>
<td>RQ-20006</td>
</tr>
<tr>
<td>Replace air handlers and distribution ductwork.</td>
<td>2,000,000</td>
<td></td>
</tr>
<tr>
<td>Replace heating hot water circulation pumps.</td>
<td>$30,716</td>
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</tr>
<tr>
<td>HVAC Heating HW Pumps: Antiquated/</td>
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<td>RQ-20007</td>
</tr>
<tr>
<td>Replace two existing 650 GPM chilled water circulation pumps.</td>
<td>$40,602</td>
<td>RQ-20008</td>
</tr>
<tr>
<td>HVAC Chilled Water Pumps: Antiquated/</td>
<td></td>
<td>RQ-20009</td>
</tr>
<tr>
<td>Replace two 5hp heating hot water circulation pumps.</td>
<td>$25,963</td>
<td></td>
</tr>
<tr>
<td>Replace two 20hp chilled water supply pumps.</td>
<td>$53,950</td>
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</tr>
<tr>
<td>Chilled Water Pumps: Aged/</td>
<td></td>
<td>RQ-19451</td>
</tr>
<tr>
<td>Replace main electrical switchboard.</td>
<td>$71,261</td>
<td></td>
</tr>
<tr>
<td>Electrical Switchboard: Aged/</td>
<td></td>
<td>RQ-17899</td>
</tr>
<tr>
<td>Replace power and lighting distribution panels and feeders.</td>
<td>$83,964</td>
<td></td>
</tr>
<tr>
<td>HVAC Air Handlers: Aged/</td>
<td>$323,553</td>
<td></td>
</tr>
<tr>
<td>Replace air handlers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Replace compressed air dryer.</td>
<td>$1,798</td>
<td></td>
</tr>
<tr>
<td>Compressed Air Dryer: Aged/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Replace main electrical switchboard.</td>
<td>$147,209</td>
<td></td>
</tr>
<tr>
<td>Main Electrical Switchboard: Aged/</td>
<td></td>
<td>RQ-18087</td>
</tr>
<tr>
<td>Replace air handlers #1, 3 and 15.</td>
<td>$418,299</td>
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</tr>
<tr>
<td>HVAC Air Handlers: Aged/</td>
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<td>RQ-19380</td>
</tr>
<tr>
<td>Replace 50% of forty-six roof mounted fans.</td>
<td>$165,835</td>
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</tr>
<tr>
<td>HVAC Exhaust Fans: Aged/</td>
<td></td>
<td>RQ-19451</td>
</tr>
<tr>
<td>Replace power and lighting distribution panels and feeders.</td>
<td>$140,566</td>
<td></td>
</tr>
<tr>
<td>Electrical Service and Dist. Panelboards: Aged/RQ-3571</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Replace HVAC system.</td>
<td>$981,353</td>
<td></td>
</tr>
<tr>
<td>Replace sanitary waste piping.</td>
<td>$47,632</td>
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</tr>
<tr>
<td>Sanitary Waste Piping Aged and Worn/ RQ-1946</td>
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</tr>
<tr>
<td>Replace main electrical switchboard.</td>
<td>$133,461</td>
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</tr>
<tr>
<td>Electrical Service and Dist. Panelboards: Aged/RQ-34965</td>
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<tr>
<td>Replace domestic hot and cold water pipes and chill water and hot water pumps.</td>
<td>$400,000</td>
<td>RQ-12940</td>
</tr>
<tr>
<td>Replace HVAC piping supporting the air handling equipment.</td>
<td>$294,624</td>
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</tr>
<tr>
<td>Elevator: Replace Existing/ RQ-17044</td>
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<tr>
<td>Replace two elevators.</td>
<td>$392,941</td>
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<tr>
<td>HVAC Heating HW Pumps: Antiquated/</td>
<td>$31,993</td>
<td>RQ-21737</td>
</tr>
<tr>
<td>Replace two chilled water circulation pumps.</td>
<td>$41,386</td>
<td>RQ-21782</td>
</tr>
<tr>
<td>HVAC Chilled Water Pumps: Antiquated/</td>
<td></td>
<td>RQ-21785</td>
</tr>
<tr>
<td>Replace compressed air dryer.</td>
<td>$1,789</td>
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</tr>
<tr>
<td>HVAC Air Handlers: Aged/</td>
<td></td>
<td>RQ-16528</td>
</tr>
<tr>
<td>Replace power and lighting distribution panels and feeders.</td>
<td>$290,594</td>
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</tr>
<tr>
<td>Electrical Panelboards: Aged/</td>
<td>$921,362</td>
<td>RQ-20175</td>
</tr>
<tr>
<td>HVAC Piping and Valves: Deteriorated/ RQ-19675</td>
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<tr>
<td>Replace AHAs A, B, C and D along with associated piping, starters and controls.</td>
<td>$1,007</td>
<td>RQ-19338</td>
</tr>
<tr>
<td>HVAC Air Handlers: Aged/</td>
<td></td>
<td>RQ-19338</td>
</tr>
<tr>
<td>Replace two of the hot water radiation heaters located in the entrance lobbies.</td>
<td>$1,007</td>
<td>RQ-19338</td>
</tr>
<tr>
<td>Non-funded Projects</td>
<td>$5,192,351</td>
<td></td>
</tr>
</tbody>
</table>

Non-funded Projects

$5,192,351

Long Term Initiatives

Current long term initiatives for the University, according to recently completed 5 year capital outlay plan, address much needed building renewal as well as the addition of new facilities. The plan recommends $112 million in spending on University facilities over the next 5 years. Replacement of the library roof ($1 million) and build-out of the fourth floor ($5.9m) are the top priorities to protect and develop a core campus structure. Renovations and major repairs are projected to use 40% (44.5m) with the bulk going to the Science Building ($20m), Bicentennial Education Center ($6.2m), and Milneburg Hall ($9.1m). New facilities occupy the remaining 60% ($66.5m) with the majority projected for campus housing ($26.5m), a new music complex ($26.5m), and an international studies building ($5.1m).

2014-2015 5 Year Capital Outlay Plan

INSTITUTION: University of New Orleans

5 YEAR CAPITAL OUTLAY PLAN


<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Library Roof Replacement</td>
<td>$1,002,000</td>
<td>$1,002,000</td>
<td>$1,002,000</td>
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<tr>
<td>History Quad Completion</td>
<td>$5,000,000</td>
<td>$5,000,000</td>
<td>$5,000,000</td>
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</tr>
<tr>
<td>Science Building Renovations</td>
<td>$1,250,000</td>
<td>$1,250,000</td>
<td>$1,250,000</td>
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<td></td>
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</tr>
<tr>
<td>National Education Center Renovations</td>
<td>$5,000,000</td>
<td>$5,000,000</td>
<td>$5,000,000</td>
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<tr>
<td>Student Housing Renovation</td>
<td>$2,000,000</td>
<td>$2,000,000</td>
<td>$2,000,000</td>
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<tr>
<td>Science Building Renovations</td>
<td>$1,500,000</td>
<td>$1,500,000</td>
<td>$1,500,000</td>
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<tr>
<td>Major Repairs</td>
<td>$4,500,000</td>
<td>$4,500,000</td>
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<tr>
<td>Library Housing</td>
<td>$2,500,000</td>
<td>$2,500,000</td>
<td>$2,500,000</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Science Building Fund Additions/Improvements</td>
<td>$1,000,000</td>
<td>$1,000,000</td>
<td>$1,000,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Music Complex</td>
<td>$5,000,000</td>
<td>$5,000,000</td>
<td>$5,000,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Studies Building</td>
<td>$2,500,000</td>
<td>$2,500,000</td>
<td>$2,500,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science Building - Partial Renovish/Ext Additions</td>
<td>$1,000,000</td>
<td>$1,000,000</td>
<td>$1,000,000</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Total $112,000,000

Funding Total Cost

$112,000,000
The building usage diagram is based on a visual survey completed by LSU Professor Wes Michael’s Urban Landscape Lab in early 2013 on the perceived use of space. As can be expected, the periphery has the least perceived use of space, with the darkest green building being the least utilized and the lightest green buildings the most frequently accessed, example buildings 19, 20, and 32. Buildings can be perceived as underutilized for a variety of reasons. If people in the buildings are car-dependent, even for commuting across campus, their ability to activate spaces around buildings is fundamentally limited, preventing social encounters and activation of open space. This is clearly evident in the light colored buildings found mostly in the core. Further removed from parking, high use buildings are more likely to activate adjacent spaces with students, staff, and faculty. A campus needs such interactions to build a sense of community. Accordingly, buildings that are darker green are in most need improved connections to the campus. Open space adjacent to light colored buildings would benefit most from enhancements that create a sense of place.
Broken down into its simplest elements, the campus has four types of land use: buildings, vehicular areas, pedestrian walks, and open space. For our purposes, since students walk anywhere, open space and sidewalks will be considered together but vehicular areas are to remain separate for health and safety, as well as aesthetic reasons. The three elements represent how the 195-acre Main Campus is used:

- Buildings occupy 30%; 2,389,491 sf
- Parking and Drives 35%; 75 acres
- Open Space 35%; 75 acres

The Main Campus has approximately 2.5 million gross square feet of covered space. While the developable area of campus seems sufficient for expansion, the University’s developable open space is maxed out and the projected FTES of 15,000 suggests that any future campus development should promote density and strengthen rather than spread-out campus land use.

In order to accommodate an FTES of 15,000 students in a manner consistent with the vision for the University, campus development will be guided by the following principles:

- Increase average building density or intensity by increasing average building heights, maximum five stories, and using sites efficiently.

- Infill academic sites in the core of campus, framing existing and future open spaces, to create a compact, walkable academic core.

- Pursue a goal of housing 25% of the student body or 100% of incoming full-time Freshman, approximately 3,750 beds.

- Create student housing neighborhoods, with supporting dining, activity facilities, and open space that can handle informal recreation.

- Maintain and improve the intramural fields in the southeast corner of campus.

- Over time, and consistent with demand, replace surface parking with structured parking on the campus periphery.
The University Main and East Campus has deviated greatly from the 1969 master plan update—the earliest master plan to include east campus and seven additional acres of space on the main campus. Fortunately, the primary land use of a campus periphery and academic core remain largely intact, providing an important starting point. Given the compact nature of the campus, this pattern should be retained in future campus development plans. But, as the campus goes through development because of increased growth, compression, or replacement and removal of aging facilities for state of the art buildings, attention should be paid to correcting some deficiencies and ensuring that adequate, quality open space is provided.

Of primary importance are the following considerations:
- Arrange open spaces as organizing elements and amenities.
- Introduce a new primary entry, or “front door,” to the campus that will improve initial, visitor experience and overall campus image.
- Align buildings to promote important views to the City, London Canal, and Lake Pontchartrain, as well as internal views through the campus.
- Enhance the role of primary pedestrian corridors as organizing elements.
- Improve the pedestrian and bicycle connection between main and east campus as well as other amenities within a 2-mile biking distance, such as City Park.

The strategy underlying the proposed land use plan is to reinforce the best ideas of the original plan for the campus, which clustered academic and residential buildings around well-defined open spaces and reinforced a hierarchy of circulation that supported pedestrians over vehicles. Future development is an opportunity to reinforce the best aspects of the existing campus and to establish new patterns that will make the campus a more attractive, memorable, and dynamic environment, consistent with the mandate for a “student-centered, urban research university”.

The contextual relationship between the University and its surrounding social and ecological environment should play a formative role in campus development. A campus shuttle has been mentioned as a need for the University, however, considering financial insecurities and the success of available alternatives on other campus, the University should pursue a more permanent, low-cost option. The establishment of a safe and sustainable transportation route between the main and east campus, serving pedestrians and bicycles, would effectively bridge the two campuses. As shown in the 1969 drawing, this direct route has been consistently proposed to be placed behind the Lake Oaks neighborhood, adjacent to the Lake Oaks Park. As the current campus master plan nears its projected 2020 vision, perhaps, 50 years later, a connection can be made that is not restrained by political and land use realities. Two existing avenues, Leon C. Simon and Lakeshore Drive, could be improved to support such a connection.
Campus life is supported through a vibrant community, which is largely driven by the availability of student housing on and near campus. As recommended in the vision for the University, 25% of students, or 3,750 people, should live on the Main Campus, see figure, as within 1,500 feet of the campus core. Currently, 1,676 students can live within this area, or 11% of the desired FTE of 15,000. In order to accommodate the desired capacity, the University will need to add 2,104 beds. Since dormitories pay for themselves over time, this addition to campus should be a priority. All future campus housing should be built of sufficient density, quality and sustainability criteria to serve the University for years to come without excessively burdening its aging infrastructure. Following open space principles and critical need to facilitate a two-fold increase in student housing, exclusive, low-scale private housing, such as Privateer Place, should be avoided as it erodes the fabric of a community experience and devalues land use as a community asset.

Beyond the campus boundaries is another critical area that supports a vibrant and memorable campus experience. National standards recommend that an additional 25% of students be capable of being accommodated within 2,500 feet of the campus core to facilitate the density needed for successful commercial growth and transit based upon student access. Within 2,500 feet of campus are two well established neighborhoods and one economically struggling neighborhood, St. Anthony. The St. Anthony neighborhood contains sufficient space and zoning to create a desirable campus atmosphere for students to live off-campus. The University could consider supporting its Greek organizations in building equity and permanence through capital investments into fraternity and sorority housing in this area. Such a process would prevent the University from further adding low-density, suburban style structures to its campus and build social capital amongst organizations in desperate need to create a foothold. Nearby Tulane University has used this process to increase its Educational District for Zoning, permitting it to slowly grow beyond its original boundaries. A recent study, see Appendix, suggested that an on-campus community village was ideal. A follow up review of the case studies used in the earlier analysis indicates that Universities with struggling enrollment patterns are often forced to reacquire such on-campus Greek villages back to the University. Unlike traditional dormitories, these structures contain an excess amount of non-leaseable space used to support events, causing the per bed rate to be around $52,000 per bed for construction. With the high likelihood of repossession of these facilities, the University would likely never recover construction costs within building lifespan by renting out the rooms at market rate. Sufficient space, cheap, available land, and an underutilized urban community remain within ready walking distance to campus, suggesting that in addition to on-campus housing, the University could further support student life by improving the neighborhood to the south for students and for local business with such small scale developments.
In 2013, the University made several new commitments to advancing sustainability on campus. First, a position was created for a Sustainability Coordinator to spearhead initiatives on campus. The University also joined the Association for the Advancement in Higher Education, the foremost association of campus sustainability professionals, and enrolled as a STARS tracking reporter. These changes are a direct result of several shifts in higher education as well as a state mandate for state owned facilities to be sustainable, specifically in terms of energy efficiency, solid waste reduction, and alternative fuels for transportation (see Governor’s Executive Order No. B| 2008-8). Nationally, Universities are being ranked by organizations like the Sierra Club and Princeton Review for how “green” they are in terms of operations, academics, research, and administration. A 2013 survey of students by the Princeton Review found that 60% of students consider the sustainability of an institution as a deciding factor when selecting where to attend school.

A sustainability assessment is in progress for the University and a Sustainability Task Force needs to be assembled to address how the University might best improve its footprint and meet the expectations of the strategic plan. The planned growth of the University, to become a residential, destination campus, presents an important opportunity to establish an environmentally sustainable university community that can be a model for the region and the University of Louisiana System. To achieve this, the master plan recommends that a sustainability plan be assembled by a sustainability task force to focus on the following areas:

- Energy
- Water
- Waste
- Carbon
- Transportation
- Materials
- Landscape
- Land Use and Site Development
FRAMEWORK FOUR: CAMPUS FACILITIES

**Energy**
- Existing Buildings
  - Retrofit
  - Systems
- Renewable Energy
  - Solar
  - Wind
- Energy Recovery
  - Waste to Energy
  - Fuel Cells
- Active Strategies
  - Underfloor Air Distribution
  - Radiant Conditioning
  - Central Plant
- Efficiency
  - Exterior
    - Water Efficient Landscape
    - Xeriscape Irrigation
  - Interior
    - Retractables
    - New Building Insulation
- Alternative Sources
  - High Energy
  - Municipal
  - Campus
  - Low Energy
  - Rainwater
  - Stormwater

**Waste**
- Purchasing
  - Reduce Packaging
  - Minimize Disposables
  - Repair and Refurbish
- Public Relations
  - Education
    - Clear Signage
    - User-friendly Systems
  - Source Separate
    - Three Bin System
    - Secure Further Necessary
    - Separation Occurs Offsite
- Recycle: Paper, Glass, Metal
  - Contact for Maximum
  - Natural Recovery
  - Recover/Reuse Construction
  - Waste
- Recycle: Organics
  - Food Donation Program
  - Compost
- Zero Waste
  - Waste to Energy
  - Waste Offset Programs

**Water**
- Efficiency
  - Exterior
    - Water Efficient Landscape
    - Xeriscape Irrigation
  - Interior
    - Retractables
    - New Building Insulation
- Alternative Sources
  - High Energy
    - Municipal
    - Campus
  - Low Energy
    - Rainwater
    - Stormwater

**Carbon**
- Reduce Building
  - Built Size
  - Material Selection
- Reduce Movement
  - Reduce Trips
  - Optimize Distances
- Make Efficient
  - Building Systems
  - Vehicles
  - Operations
- Renewable Generation
  - Solar
  - Wind
  - Bio-Fuel Transit
- Sequester
  - Green Space
  - Soil Benefit
- Offsets
  - Carbon Credits
  - Support for Green Causes

- Efficiency
  - Exterior
    - Water Efficient Landscape
    - Xeriscape Irrigation
  - Interior
    - Retractables
    - New Building Insulation
- Alternative Sources
  - High Energy
    - Municipal
    - Campus
  - Low Energy
    - Rainwater
    - Stormwater
Topography and Hydrology

For a relatively flat campus, the origins of the University as being built upon fill are clearly evident from the site's topography. The highest parts of campus are the furthest north, closest to the lake, and the lowest points are nears its border with the City of New Orleans, along the original shoreline and current Leon C. Simon Blvd.

The topography diagram illustrates overland waterflow based upon contour models. The single, most pronounced overland route for water is Founder's Road in the NW to SW portion of campus. This route is prone to flooding and impasse by people and cars during a 5-year storm event. While an earlier study looked to improving underlying drainage as a solution, there has never been a master plan published to date that suggested that Founder's Road should continue to serve the community as it does today. Prone to frequent congestion, the road is on the wrong side of parking lots and the core of campus.

Therefore, the recommendations of this master plan is in accordance with previous plans that Founder's Road has long surpassed its usage and any investment into the road should go toward rerouting the vehicular path. That addressed, a recent study recommended that this route be changed into a vegetative, storm water path, or a bio-retention cell, to diminish the University's storm water runoff, provide a site for research on stormwater, and improve campus aesthetics.
Stormwater and Campus Drainage

The entire University campus floods during a small rain storm, making crossing campus difficult. The University cannot build enough sidewalks and stormwater inlets to mitigate this effect. Instead, it is recommended that the University pursue national best practices at reducing persistent flooding by creating more opportunities on campus for rain to collect and infiltrate, filter, or be slowly redirected to storm drains.

Currently, every drop of rain runs its course unimpeded from the University campus to storm sewers, where it is then gravity drained below the adjacent St. Anthony neighborhood to Pump Station 4 and then pumped directly into the London Canal that borders the University and drained back into Lake Pontchartrain. The City of New Orleans Drainage Master Plan projects that UNO’s total runoff during a 1-year/24-hour storm event to be 58.3 acre-feet (or about 19 million gallons). According to their data, during the same event, Pump Station 4 pushes 825.85 acre-feet of storm water back into Lake Pontchartrain, with the University contributing 7% of the total volume—making the University the single largest entity contributing to stormwater runoff in the drainage area. Such an entity, with so much impact, possesses the greatest capacity to decrease pressure on the pump station, permitting lower lying neighborhoods better opportunity to properly drain at time of peak rain flow.

Built entirely on shell-fill dredged from Lake Pontchartrain, the University campus is an entirely constructed condition. That said, the preservation and restoration of the Lake Pontchartrain Basin is of central concern to the region. Despite decades of effort by the Lake Pontchartrain Foundation, stormwater continues to run unimpeded into the estuarine environment. Increased warm water, turbidity, dissolved oxygen, pollution, and nutrients threaten an ecosystem that provides important recreation and commercial fishing, shrimping, and crabbing opportunities. Cooling, cleaning, and diminishing the amount of fresh water entering this system is a priority that can be achieved. The master plan recommends that the University take the first step towards preventing future environmental and social degradation of the Lake Pontchartrain Basin and our urban watershed neighbors. The University campus is ripe with potential locations to introduce bio-retention basins and filters (BMPs) that will prevent pollution and contaminants from entering the storm sewers, will greatly improve infiltration and surface-water friction, reducing peak-flow storm water discharge, and reduce continued subsidence—the shrinking of soil due to lack of water which causes damage urban infrastructure, homes, and buildings. None of these BMPs will hold water beyond a 36 hour period and can be designed to decrease overall campus landscape maintenance costs, because they need less maintenance than turf grass. The end result will be a more attractive, healthier campus landscape with drier feet and national attention for being the first institution to support the Greater New Orleans Water Strategy.
Open space is a unique characteristic of the University campus experience and absorbs a sizable portion of costs for maintenance. The current master plan proposes further open space investment for aesthetic and functional purposes. Campuses with a well-planned and maintained campus landscape benefit from reduced energy costs on buildings due to environmental loads caused by sunlight, temperature and wind flow. The University’s campus has benefited from decades of investment into its campus landscape, which at one point was a barren air-strip. By definition, open space is unpgrammed for other uses, like parking or buildings and streets, and, accordingly, takes on the characteristics of whatever material is within it as well as the programmed spaces adjacent to it. While landscaping improves the internal quality of the space, adjacencies must be considered when planning for landscape improvements to the campus.

The campus open space diagram illustrates three types of campus open space: (1) Primary open spaces are those that are well resolved with vegetation, building entrances and edges, and pedestrian circulation patterns; (2) secondary open spaces are those that are lacking in one of the former categories or suffer from too much exposure to surface parking; (3) tertiary open spaces are those predominantly defined by being adjacent to parking (9% is considered the maximum amount of visible parking for a successful open space) and lacking in two or more of vegetation, building entrances/edges, and pedestrian circulation patterns.

Careful planning, design, and policy measures should be considered immediately to ensure that the campus continues to benefit from prior investments as well as build upon that investment in a manner fitting of the development of the campus. Primary campus open spaces should be reinforced whenever possible by building edges/entrances, pedestrian circulation, and vegetation and protected from any vehicular use for deliveries or construction. Secondary open spaces may evolve into future building sites but may best serve the purposes of the University over the next twenty years by being developed into primary open space. Tertiary open space is the most fit for development and in the greatest need for improvements. Tertiary space detracts from a holistic campus experience and would benefit from greater connectivity and identification with the rest of the campus landscape framework.
Primary open space should be carefully preserved and reinforced whenever possible. Careful thought should be given to the location and visibility of utilities. Currently, utilities are visible across the campus landscape, detracting from internal viewsheds.

Secondary open space provides an opportunity to improve the look, feel, and function of the campus landscape. Currently, highly exposed and utilitarian landscapes are more reminiscent of suburban shopping centers than an institution of higher education.

Tertiary open space is frequently under the most duress. The University has always had a serious problem with drainage. At great expense and without success, the landscape is dotted with storm drains that fail to resolve the problem. Compressed soil from heavy traffic, exposed soil that loses its organic matter to the elements, sinking drives, lots, and walks all contribute to the problem. A cheaper and more aesthetically appealing option is possible with improvements to the soil and an improved planting palette.
Access, Circulation, and Parking

Pedestrian Circulation

A healthy and attractive University community is typically identified by the activation of open spaces. The pedestrian circulation diagram illustrates the use of campus open spaces during peak times in the Spring semester of 2013. Darker colors, bordering on evergreen, are indicative of highly successful open spaces, whereas yellow areas suffer from underuse. The most successful open spaces on campus are well bordered by buildings, providing a clear sense of scale and protection from the persistent wind off of Lake Pontchartrain. However, the study indicates another factor that primarily drives how the campus open space is used. The relationship between classroom buildings and parking lots is paramount. This is indicative of an unhealthy relationship between the campus environment and the potential for student interest in being on campus. Unfortunately, no study within the past twenty years suggests that the success of a college community is improved by ease of access to parking. While parking may well serve employees by being closer to the building, a “student-centered” community is not served by diminishing the potential for interactions between students and the faculty, staff, and administrators who are on campus to serve their interests. The success of the University of New Orleans 2020 Master Plan Update will be measured by the inversion of this diagram, to activate the core with diminishing confluence directed towards parking.

Figure courtesy of 2013 UNO Campus Landscape Master Plan Study by LSU Professor Wes Michael’s Urban Landscape Lab
A “Market Match” study completed by Aramark in the Summer of 2013 identified 10 neighborhoods supporting food service on campus. The weekly traffic count diagram, see figure, reinforces the study completed by the LSU students during Spring of the same year. The locations with the highest traffic counts are found in the campus core with a diminishing number of pedestrians towards the periphery.
All of the main campus’ 5,000+ parking stalls are surface parking and most have been paved and repaired since Hurricane Katrina—the parking lot adjacent to Lafitte Village still needing major repairs. Campus parking continues to support the concept of the University as primarily serving commuters. Small parking lots are adjacent to every building on campus and most of these lots are dependent upon internal vehicular routes. The most heavily used, based upon the frequency of people entering and exiting, parking lots are those closest to classroom buildings. Heavily used parking lots, in dark green, are predominantly found in the built-out academic core of campus, and the least used parking lots, in light green, are located in the periphery of the east side of campus. Future campus development can go two directions based upon this analysis: continue to encourage a commuter campus by leaving the sprawling parking lots on the east side available and concentrating campus development on the underused east side, or, concentrate development where students want to be and push commuters further from immediate access to their destinations.

The University has public transportation access to the City of New Orleans via five direct Regional Transportation Authority (RTA) routes that stop on or adjacent to the campus. The 55 connects the Main Campus to the French Quarter via Elysian Fields; the 57 connects East Campus to the French Quarter and Marigny via Franklin; the 51 and 52 connect Treme and Dillard University area via St. Bernard and Paris; and the 60 connects Delgado via Canal Boulevard and is the only route connecting Robert E. Lee businesses, higher density residential, and the Main Campus to the East Campus. Currently, the RTA does not provide a direct service route to the University from Uptown or Mid-City, two highly populated parts of the city.

During Master Planning meetings, a frequent subject of discussion has been the reevaluation of the University’s relationship with RTA, location of bus stops on or near campus, and a means by which to better connect east, main, and Jefferson campus. The recommendation of this master plan update is to develop a transportation master plan using transit demand analysis to improve public access to the University from all points in the Greater New Orleans area.
Vehicular, pedestrian, and bicycle circulation is the primary system governing most campus development. The location of sidewalks, drives, and crosswalks directly impacts the form and function of campus life. The circulation diagram identifies primary, secondary and obsolete vehicle routes, building service entrances, primary and secondary pedestrian routes, bicycle rack locations, and destinations or nodes of student activity. Currently, pedestrian needs are primarily governed by easy access to parking from buildings—functionally restricting campus life in a manner similar to a grocery store.

The Main Campus has five entrances for vehicular access, each of which should be considered as gateways. A visitor accessing the campus from any of these gateways should be given ample signage to easily find their destination.

As shown, primary and secondary pedestrian routes do not always follow designated paths, crosswalks, or parking lot crossings. Instead, the diagram highlights desire lines as they relate to campus destinations, like classroom buildings, the library, University Center, or the Cove. A fundamental characteristic of active open spaces on University campuses is the ability of the campus to support pedestrian access to destinations over and above vehicular access to parking lots and service entrances.

The use of bicycles on campus and to campus has not been planned for and remains a health and safety concern as well as an aesthetic and personal property issue for the campus. Narrow walkways, insufficient bike racks, and poor neighborhood lighting are serious concerns. The most sustainable connection between the Main Campus and the East Campus for students would be via bicycle, however bike racks are too few to support this as well as basic services that bicyclists need, like a place to repair bikes. Campus police has no policy to ensure that bikes are only located in designated areas and no bicycle registration infrastructure exists to contact students if a lost bike is found or if it needs to be removed. Approximately 55 more racks are needed to support the campus currently and another 75 as the University meets its goal of 15,000 students.

The circulation diagram should be considered as an important tool in campus development. The development of the campus open space, roads, parking lots, and future buildings should reinforce primary pedestrian routes and build upon desire lines rather than blocking them or adding to the frustration of the user.
The Main Campus maintains successful compliance with the Americans with Disabilities Act standards and updates building and site resources to meet ADA standards on a per project basis. All campus buildings have convenient ADA parking and five buildings have automatic doors. Campus buildings nationally have prioritized making building entrances more accessible, beyond ADA requirements, so as to appeal to the diverse needs of their student body. Although there is cost associated with installing push-button style automatic doors, the University should prioritize this with any building improvements.

It is recommended that campus site and exterior building entrance improvements eliminate exterior stairs and ramps whenever possible and that no future buildings are permitted to include such elements. The relatively flat landscape with ample space between buildings does not necessitate exterior stairs to enter the first floor of buildings. Whenever possible, proper grading of existing sidewalks and paths should meet first floor elevations with a slope no greater than 1:20 or 5% with 1:25 being the preferred maximum slope and maximum of 2% cross slope.
Existing Campus Lighting Plan

The University of New Orleans currently has campus police, safety officers, and capacity for video surveillance for more than 250 cameras. A key part of the updates for campus police has been the creation of a facility on campus where they can stay in place in the event of an evacuation. The resources for campus safety and security have become more centralized over time and the University is in the process of consolidating safety resources to improve efficiency and effectiveness of operations. Four emergency call buttons exist in the main quad area of the campus and they are routinely checked for working order. The University also maintains a large siren on the roof of the Library building which is used for campus emergencies, such as tornado warnings or active shooter.

Master planning meetings with campus officials and faculty, staff, and students suggest that the campus could improve safety by better designing streets and enhancing lighting. The image below of the new entrance sign at the North parking lot is, for example, placed in the blind sight of exiting traffic, causing students to have to pull into oncoming traffic to see if it is safe to exit. Instances such as these are readily avoided if a landscape architect is consulted during the design phase of any campus site project. The second primary concern, lighting, as illustrated by the existing campus light plan, shows a need for more pedestrian scale lighting throughout the campus. Dark areas suggest places where there is little or no exterior lighting. Places illuminated by a single circle suggest the availability of area lights. The brighter areas reflect places with plenty of available pedestrian lights. Area lights are effective at illuminating vast areas of treeless, undeveloped environments, such as parking lots and intramural fields. However, area lights are blocked by tree canopies and other obstacles, such as buildings, from successfully illuminating the campus, calling for a need to bring the lighting down to the user. Additionally, the intramural fields would benefit from better area lighting. Given the hot and humid temperatures in New Orleans, the best time to play is often at night. The current master plan recommends that a professional lighting designer be consulted to run calculations and develop a phasing plan for improving campus lighting as part of the proposed circulation plan.
HVAC equipment at the University of New Orleans

The University of New Orleans has three major Heating, Ventilating, and Air Conditioning utilities plants on the main campus and one on the east campus. In addition to the "plants" several buildings have their own small hot water heating boilers and or water chillers. Much of the equipment has been replaced as a direct or indirect result of Hurricane Katrina (8-29-2005). In some cases such as the north chilled water plant and the north boiler plant, new equipment was added to better serve the needs of the main campus. Boilers and cooling towers were replaced at the east campus due to aged and inoperative equipment (dead before Katrina).

Main Plant:
- Chilled Water 5,450 tons (Tons at 12,000 BTU/hr)
- Heating hot water 800 BHP (Boiler Horsepower at 33,475 BTU/HP)

Chillers:
- #1 For reasons unknown, there isn’t a chiller 1.
- #2 Installed in 1999, currently inoperative, attempted repairs by McQuay factory technicians have not provided a reliable chiller.
- #3 Installed in 1999, currently only 50% capacity operative. As noted above, attempted repairs by McQuay factory technicians have not provided a reliable chiller.
- #4 Installed in 2004, currently inoperative due to electrical issues. This issue surfaced after an electrical vault in the CUP was replaced. My information is that a “coordination” study of the electrical power feeding this chiller needs to be made to determine what adjustments need to be made to the electrical breakers.
- #5 Installed in 2012, this machine is housed in its own enclosure and represents the newest technology in chilled water equipment.
- #6 Installed in 1999 and re-built in 2010.

Chiller comment: with only 1,150 tons of cooling available, the main plant is operating at less than 25% capacity. This will be barely adequate for the winter months, but not even close to the 4,000+ tons required in the summer. Equipment in this plant experience shortened service lives due to their environment.

Boilers:
- #1 Installed in 2004 - Inoperative due to water leak internal to boiler.
- #2 Installed in 2009 - Operative but overdue for annual service.

Boiler comment. Even though the boilers are equipped with an enclosure over the controls and fan section, the unconditioned air in that enclosure causes moisture problems. Corrosion prevents mechanical linkages from operating smoothly, and condensation forming on the inside drips into the control devices.

Water Softeners: operating manually, require service.

Air Compressors: quarterly service complete, operating normally.

Cooling Towers: 6,000 ton capacity - Operating, missing several diffuser panels and overdue for annual cleaning.
North Boiler Plant:
- 800 BHP
  - Boiler 1: Inoperative. We are pursuing a P.O. for repairs.
  - Boiler 2: Operating normally
  - Water Softener: Needs factory service, using too much salt.

North Chilled Water Plant
- 2,000 tons
  - Chiller 1, installed ~2009, operating normally
  - Chiller 2, installed 2009, operating normally

Pontchartrain Hall Boilers
- 200 BHP
  - Boiler #1: operating normally
  - Boiler #2: inoperative, needs factory service.
  - Water Softener inoperative.

East Campus Plant
- 1,800 Tons
  - 400 BHP
    - Chiller 1: installed 1999, operating normally
    - Chiller 2: installed 1999, operating normally
    - Boiler 1: installed 2009, operating normally
    - Boiler 2: installed 2009, operating normally
    - Boiler 3: installed 2009, operating normally
    - Boiler 4: installed 2009, operating normally
    - Cooling Tower installed 2010 - Operative
    - Water Softeners Need factory service.

Lafitte Village
- Chiller 2: (air cooled) installed 2011, operating normally
- Chiller 1: (air cooled) installed 2011, operating normally

The Commons
- Chiller 1: air cooled chiller, installed 2010, operating normally

The Cove
- Chiller 1: air cooled chiller, installed 2010, operating normally
- Boiler 1: installed 2008, operating normally

HRT/Fine Arts
- Boiler 1: installed 2009, operating normally

Performing Arts
- Boiler 1: installed 2008, operating normally
- Boiler 2: installed 2008, operating normally

Human Resource Center
- Boiler 1: installed 2008, operating normally
- Boiler 2: installed 2008, operating normally

The Athletic Center
- Chiller 1: air cooled chiller, installed 2010, operating normally
- Boiler 1: installed 2009, operating normally

Facility/Energy Management System
The University contracted with Johnson Controls to install a Facility management system in the early eighties. This system was upgraded to the then standard “Metasys” system around 1993. The upgraded system provided many opportunities for expansion and energy management but, was proprietary to Johnson Controls. Consequently, the majority of the building controls were retrofitted to Johnson Controls which effectively excluded all but JC from mechanical retrofits and expansion.

In 2010, the controls section of Central Plant began replacing the proprietary Metasys controls with an open protocol system. This installation is projected to be completed by 2015 using in house personnel and purchasing equipment as the budget allows.

The Physical Plant has completed the conversion of the central plants on the main campus as well as about a third of the campus buildings. Open protocol has enabled the University to open their renovation projects to other controls systems vendors who use BACnet, which is the open protocol system developed by ASHRAE.
For decades, the University of New Orleans has provided comprehensive Technology services to students, faculty, and staff through a redundant and reliable technology infrastructure for all the University mission critical computing systems and services. This includes, reliable on- and off-campus networks, university-class computational resources for campus researchers, wireless networks, technology training, desktop support, academic-administrative software support, computing lab facilities, library and tutoring services, and overall reliable state-of-the-art computing technologies which enhance student learning. As the demand for technology and ubiquitous access has grown, the University has adapted its technology infrastructure accordingly. The University's major academic technology resources and programs are outlined below.

University of New Orleans technology Structure and Resources

University Computing and Communications (UCC) is the University of New Orleans department responsible for information technology resources. UCC is a comprehensive Information Technology service organization that maintains and operates core Information Technology systems and services for the University providing support for Academic Computing, Administrative Computing, Servers and Networks, User Training and Support, and Telephony.

Computing Systems Accounts: Every student, faculty and staff member receives accounts for the following computing systems: Email, Local Area Network (LAN), Moodle (UNO’s Learning Management System), SharePoint, and WebSTAR (for course registration, grades, etc.). All accounts share the same user id and password.

Learning Management System: UNO was an early adopter of the Blackboard LMS in 1999, and it remained UNO’s LMS until June of 2011 when it adopted Moodle as its current LMS. The University of New Orleans uses Moodle rooms’ Joule platform, a hosted, online learning solution based on an open-source Moodle core. Joule is an online learning platform that makes it easy to manage courses and deliver engaging content and activities to students, anytime, anywhere.

Email System: UNO maintains a central email system, which is available to all registered university users. Exchange is an email client/server system that offers advanced calendaring and email features, and collaboration tools. Email can be accessed locally through a client-mail program or anywhere through the Web. Recently, the University transitioned student email to use Microsoft Office 365 technology. UNO now offers every student 25GB email storage, a campus-wide integrated calendar, and a host of versatile collaboration tools to create and share documents with project teams, colleagues, and clubs across the Internet.

Helpdesk and Desktop Support: The University operates Help Desk and Desktop Support units that provide hardware and software services for the UNO community. These units provide the University with a helpful, single point of service for computing account services, peripherals, desktop and mobile devices software and hardware, and support for UNO’s main computing systems. The Help Desk and Desktop Support units are staffed by full time staff members and student workers during normal business hours and weekends. The staff maintains an informational Website containing frequently asked questions, user guides for many online services, and online utilities for email and password maintenance, as well as pointers to general university information, policies, and procedures. Services can be requested by telephone e-mail, or in person.

WebSTAR (Web Student Admission and Registration) portal: WebSTAR is a single sign-on location, which provides students access to the University’s most important Web-based services and information. The portal provides students with access to key services that include course registration, scheduling, grades, transcripts, fees, financial aid, parking services, and personal information. WebSTAR Mobile provides the same services as the Web portal as well as access to campus map, emergency notifications, course catalog, news, and other services.

Campus Network: UNOnet provides wired, wireless, and remote network access to the main campus as well as to the Jefferson and East campuses. The network consists of a 10 Gigabit Ethernet core interconnecting all buildings on the main campus via a fiber-optic gigabit backbone. Approximately 5000 individual network connections are serviced on the main campus at data rates of 100 or 1000 Mb/sec. Wireless connectivity is available throughout all major areas on campus.

Research Computing: The University is a member of the Louisiana Optical Network Initiative (LONI) and an Affiliate Member of UCAID (Internet 2). LONI is a state-of-the-art, fiber optics network that runs throughout Louisiana, and connects Louisiana and Mississippi research universities to one another as well as to the National LambdaRail and Internet2. Through LONI, researchers have access to one of the most powerful supercomputing resources available to any academic community with over 85 teraflops of computational capacity from systems based at Louisiana universities, 5.6 teraflops of which is directly provided by a 128 node Dell Linux cluster supercomputer located at UNO Lakefront campus. In addition, LONI provides access to the TeraGrid community, the world’s largest, most comprehensive distributed cyber infrastructure for open scientific research. Through our association with LONI, UNO currently has access to the following Internet services: Commodity Internet (II) at 90 Mb/sec, Internet2 (I2) at 1 Gigabit/sec,
and National Lambda Rail at 10 Gigabit/sec (for Supercomputer clustering and Grid based computing support).

SharePoint: UNO’s intranet is based on SharePoint. An intranet provides increased security by requiring authenticated logon to gain access. In addition to being an intranet portal, SharePoint is a content management system and a document management system. SharePoint hosts a variety of collaborative tools including shared documents, blogs, wikis, and routing forms. The campus intranet has been logically divided into two portals: an administrative portal for faculty and staff and a collaborative portal for student-oriented sites.

ResNet: is a free high-speed Internet wired and wireless service provided to all students living in Lafitte Village and Pontchartrain Hall North and South.

Student Computing Labs: The technology fee provides UNO students with two types of computing facilities: Open Tech Fee labs and Departmental Labs. Open Tech Fee labs are general use facilities located throughout campus and available to any enrolled UNO student on first-come, first-served basis. Student lab assistants are on duty to help users with system related problems. Departmental labs are facilities available to address special computing needs of specific majors and used by specific departments or courses.

LabStats: LabStats is a system that monitors computer availability in all tech-fee (student open) labs and several departmental labs on campus. With this system students can use a computer browser or mobile device to view real-time computer availability as well as a map of computers labs and locations.

Departmental Resources: Individual colleges and departments maintain technical resources that serve their students. Each department approaches the special computing needs of its majors and graduate students differently, and available equipment and software varies considerably according to those needs and the financial resources of the department.

Earl K. Long Library: As a major center of academic support outside of the classroom, UNO’s Earl K. Long Library provides both access to and instruction and training in the use of information and communication technologies to support student learning. The Library is responsible for the administration and supervision of several high-traffic technology spaces central to student learning. Technology resources in the Library include over 100 desktop PCs in the Library’s Learning Commons and on the 2nd & 3rd floors of the Library; networked printers (color & monochrome); one planetary and two flatbed scanners for student use; five group study rooms for student collaborative work equipped with computers; and two library instruction classrooms, one with 16 computers and one with 32 laptops. Each classroom has a PC for instructor use and projection equipment to allow for hands-on learning. Additionally, the Library provides 19 laptops and three netbooks for student checkout. Before coming to the Library, students can check on the Learning Commons page to find out how many computers are available for use. Wireless Internet access is available to all enrolled students throughout the Library building and outside. Plans are underway to develop a Digital Media Lab on the 2nd floor to provide a space where students and faculty can learn about new technologies and create and collaborate on new digital products and presentations.

Smart Classrooms: There are 5 rooms that are considered media rooms and are managed by Instructional Media Services, 4 on campus and 1 in the Jeff Center. Compressed video courses are offered in 3 classrooms and there are 26 classrooms that use Smart classroom technology as a feature. Compressed video services include distance learning tele-course production, studio and field-based recording, 2D/3D computer graphics and media classroom support.

The current master plan recommends that the University conduct a study on the efficacy of consolidating technology infrastructure, phasing out of university owned-student lab computers, and investing in a more robust, higher-capacity and faster system capable of recruiting researchers and students.
Goal Six: Broaden UNO's image as a premier university at the regional, national and international level while expanding our connection to the community.

1. Strengthen UNO’s commitment to civic engagement
2. Increase pride, engagement, and sense of community amongst UNO stakeholders
3. Promote UNO as a community asset
4. Build a culture of philanthropy throughout the UNO community
5. Advance UNO’s reputation through initiatives that promote the mission of UNO

The Office of Communications, Public Relations and Marketing will develop and maintain identity standards for the University. This includes, but is not limited to, advertising, strategic logo usage and public events. The OCPRM will also ensure adequate media attention for the University as world-class research institution with excellent academic programs and a thriving student population. The OCPRM will also maintain/control internal and external communications, including the University website, social media outlets and emergency alerts.

The University’s most frequently accessed physical presence and front door to recruitment and retention is the University web site at www.uno.edu. Recently, OCPRM overhauled all University web sites, creating a consistently legible and attractive medium by which to “get to know UNO.”

The University logos and Privateer brand need to better crossover from electronic, print media, and clothing to permeate the campus and the greater New Orleans region for an effective branding plan to be successful. Street signs, banners, and signage also need to carry the logo consistently to ensure the University’s place as the University of New Orleans.
Privateer athletics are essential to reinforcing a well-known campus identity and brand. The University of New Orleans is a member of NCAA Division I and the Southland Conference. The Department of Intercollegiate Athletics sponsors 14 intercollegiate sports including seven men’s sports: basketball, baseball, golf, tennis, cross country, indoor track & field, outdoor track & field; and seven women’s sports: basketball, volleyball, sand volleyball, tennis, cross country, indoor track & field, outdoor track & field.

The Department of Intercollegiate Athletics is committed to supporting the mission of the University by providing a well-respected and successful athletics program which serves as a foremost external marketing and branding asset for the university. Furthermore, Division I Athletics is a vehicle by which the university can foster institutional pride from alumni, students, faculty and friends. Additionally, Privateers Athletics provides a good will conduit between the University and the city of New Orleans.

As the renaissance of the Privateers Athletics program continues, facilities enhancements and expansion are leading priorities. We have an expectation for athletics facilities, which service our Division I intercollegiate athletics program, to provide our student-athletes with the resources necessary to train and compete at a championship level. This will further support one of our core operating principles which promotes the student-athlete experience while fostering the holistic development of each individual in our program.

Athletics facilities enhancements and expansion will be achieved in phases. A recommendation of the 2020 Campus Master Plan is the branding of the “East Campus” to something more representative of the University. This branding transformation may be accomplished with an internal designation (i.e. Privateers Athletics Complex) or as a development initiative to secure private funding for the naming rights to the area. Specific enhancements and additions to our athletics facilities are included in a three (3) phase plan. The enhancements and expansion will be primarily funded with private and corporate funding which will be secured through external development efforts in close collaboration with the Office of University Advancement.
Phase I:


Track & Field Practice Facility – Scope: construction of new field events practice facility located on the north side of Lakefront Arena & Maestri Field at First NBC Ballpark. Project includes construction of hammer/shot put/javelin area, concrete runways and landing pits for long jump and pole vault. Targeted completion: Spring 2014

Sand Volleyball Complex – Scope: construction of sand volleyball complex on main campus adjacent to the Human Performance Center. Project includes construction of three (3) AVCA competition regulation courts for use by campus community and intercollegiate sand volleyball program, bleacher seating for spectators. Targeted completion: Fall 2014

Center for Student-Athlete Academic Enrichment – Scope: renovation and expansion of existing academic support center/computer lab which is located in The Athletic Center. Project includes removal of existing walls and doors and construction of new walls, addition of new doors and an office with windows and door access facing the center; addition of a group study room, career resource center; replacement and upgrade of existing computers. Targeted completion: Summer 2015

Phase II:

Privateer’s Center for Strength & Conditioning – Scope: renovation of existing space on the upper east balcony of the Human Performance Center. Project includes replacement of flooring and doors, construction of privacy/security wall and office for head coach and addition of new weight training and conditioning equipment. Targeted completion: Spring 2015

Lakefront Arena – Scope: renovation, replacement and enhancement of athletics facilities within UNO Lakefront Arena. Project includes renovation of team locker rooms and strength & conditioning facility; resurfacing and refinishing of main arena basketball court and auxiliary gym courts; relocation and renovation of office space for women’s basketball; renovation/upgrade of sports medicine facility; addition of new fan experience technology including scorer’s table LED signage, main arena video boards, main arena portal LED signage. Targeted completion: Fall 2016

Phase III:

Tennis Center – Scope: construction of new clubhouse; repair/replacement of court lights and lighting system; resurfacing of hard courts and clay courts; construction of facility for indoor courts; resurfacing of parking lot. Targeted completion: Spring 2017
Vision for University of New Orleans

The University of New Orleans Main Campus and East Campus will incorporate several desirable changes during the build-out of the master plan. A central tenet of any planning process is the need to articulate a clear set of planning goals and principles that form a vision for the future.

Several of the design criteria articulated in the original planning for the main campus remain relevant today: improve internal views and outdoor campus environments by successfully delineating campus quads, courtyards, and open spaces with buildings, protect users from the elements, and retain the campus core for pedestrians.

Through the various meetings and discussions about master planning at the University, a more definitive list of goal and principles has emerged. While, over time, the details of this plan will evolve, these concepts should remain clear and consistent as the campus grows to realize the vision of being a “student-centered, urban research university” and the “heartbeat of the Crescent City.”

- Enhance the Campus Learning Environment
  - Create Supportive student neighborhoods
  - Improve campus pedestrian promenades
  - Improve campus entry and image
  - Identify special landmark buildings and sites
- Implement comprehensive, Environmentally Sustainable Development and Operations Strategies
The University of New Orleans benefits from a central, landmark building that formally and functionally serves as the core of campus. The Earl K. Long Memorial Library has long served as the geographic and academic core of campus. Future campus development should reinforce this central core.

Adjacent to the Library are idyllic campus open spaces that currently reinforce the core of the campus community. The library mall and student park should be reinforced as activity hubs of student life as the campus develops.

Only one campus building references the southern colonnade style of architecture recommended by the original architects for the campus. The Liberal Arts building is one of the most unique institutional buildings in the region with its covered external corridors providing an vantage point to view campus life.

The Alumni Center Smoke Stack is the only architectural element remaining on campus that suggests the origins of the campus.

The University Center and entry plaza are a focus of campus life and have been so for decades, future planning and development should reinforce and improve these connections for a vibrant student community.
The 2020 campus master plan recommendations for University landmark buildings and significant sites serve to protect and enhance key resources. The E.K. Long Library building is enhanced with a new front terrace, the removal of the existing barriers separating it from the library mall, and improved pedestrian access from all points of campus. A new promenade, anchored by the Library building on the west and the University Center on the east, will reinforce the role of both of these landmark buildings in everyday student life. The promenade also enhances the existing student park. By removing the existing berm and opening the park pavilion to the whole area, student’s enjoyment of improvisational and planned performances will become more of a daily occurrence, successfully activating a seldom used campus resource. The University Center, similarly, is given a better opportunity to activate its front door with a large plaza to host events, student orientations, and graduation ceremonies. The alumni center’s smokestack, celebrating the historic legacy of the campus, is enhanced by providing ample green space—an alumni lawn adjacent to the existing plaza—to support gatherings. Already a memorable facility, the Liberal Arts building will benefit from the recommended building renewal, along with the adjacent Friendship Circle, needing to be restored with several trees lost from hurricanes.
Landmark Buildings and Significant Sites
Enhance Campus Learning Environments

Supporting the academic mission of the University is the primary purpose of the master plan. Providing an environment that supports opportunities to learn in the classroom and laboratory, as well as in the spaces between academic destination, for both commuting and residential students is essential. Supporting faculty and providing opportunities for their interaction with students and with each other is also key.

The current master plan does not project that academic facilities will be added to the University within the next 5 years and has adequate sites to facilitate growth within the next 20 years. These sites within the academic core should be built on the edge of primary open spaces to enhance campus quads and promenades.

Although this campus master plan recommends a thorough survey of campus facilities and utilities prior to further investment in renewing campus facilities, building age, see figure, can be used as a proxy to guide enhancement priorities by 2020. By 2020 several campus academic buildings will be 50 years old or more and in need of renewal. The Liberal Arts building (1960) has no recent record of when it was last conditioned and renewed. The Science building (1960) is scheduled for major renovations. The Central Utility Plan (1961) has multiple projects online but would benefit from a roof to protect expensive infrastructure from the elements as well as current technology. The Earl K Long Library (1964) has been subject to major renovations following Hurricane Katrina but still needs a new roof as well as the completion of the 4th floor. The Administration building (1966) and Milneburg Hall (1967) are overdue for reconditioning as well as aesthetic enhancements. The University Center (1967) is fully renovated following Hurricane Katrina. Human Performance Center (1968) has had multiple renovations recently with air handling but would benefit from a thoughtful renewal of how to best use the facility to support students. Bienville Hall (1969) is scheduled for demolition following severe damages due to Hurricane Katrina. The Commons (1969) has been updated by the College of Engineering but would benefit from a renewal. The bus terminal (1970) would be enhanced with a monitor to track bus routes and expected arrival and departures times. Facility Services (1970) is oddly placed along an important axis, adjacent to the cove, and is suffering from multiple structural problems. The University should consider demolishing the building and using the site for a facility better suited for the adjacent high student traffic area. The Athletic Center (1970) on East Campus is overdue for a renovation.
A successful university has a vital and vibrant student life component. With a high proportion of commuters, University of New Orleans is challenged to provide a critical mass of facilities and activities that create a sense of community for both residents and commuters.

For residents, establishing additional housing neighborhoods within the campus periphery, housing about twice the size in density of Pontchartrain Halls, will help create manageable scale environments for first-year students that will contribute to student success and will provide venues for many student activities. The recommended zones for residential development, see figure, fulfill the principles of protecting and reinforcing open space, emphasize campus gateway experiences, and are adjacent to Elysian Fields Ave., a key corridor for development recommended in the City of New Orleans Master Plan. There is sufficient space in these zones to accommodate additional students, first floor commercial, and structured parking. The neighborhoods, comprised as groupings of multi-use commercial first floor and residential buildings, will also include dining facilities to serve residents as well as other support facilities including commons or activity rooms, computer labs, student offices and small exercise rooms. In addition, each neighborhood will include outdoor recreation space such as informal play fields and courts for basketball and volleyball. In addition to these zones, the replacement of Bienville Hall with a modern residential facility will help serve the University's needs, reinforce a campus gateway, and provide students in Engineering and the Sciences a nearby option for campus living.

Although the campus is near its limit in developable open space, the area highlighted in blue, see figure, would be an ideal space for low-scale residential development. The area, bordering the central campus loop, is currently unsightly and lacks any pedestrian scale. It also happens to be adjacent to the principle academic core and the Cove, creating a premium location for students living on campus and for the University to begin to reinforce a vibrant campus life.

The University should also pursue investing in the residential neighborhoods located beyond the campus periphery area. The St. Anthony neighborhood located to the South of campus is within a 10 minute walk to the Library and easy walking distance of all campus destinations. Multiple properties in this area currently belong to the City of New Orleans Redevelopment Authority and the park located at the intersection of Robert E. Lee and St. Anthony would benefit from a University-City partnership.

All of the zones, replacement, high-density residential, low-scale residential, and nearby neighborhood residential could be built-out using funding from public-private partnerships. As a secure land owner, the University has a long term commitment to success and multiple development opportunities are available with little immediate cost to the University.
Recommended Enhanced Learning Environments and Student Neighborhoods

The Campus Master Plan recommends that the University pursue three types of student housing by 2020 so that it may be its expected enrollment of 15,000 full-time equivalent students and house 3,750 of those students on campus—an addition of approximately 2,000 beds.

Live + Learn Communities
A new live + learn student community neighborhood will meet multiple student needs currently unavailable on campus. A live + learn community provides students with the computer labs, group study spaces, interactive classrooms, quiet study lounges, artists’ lofts, and equipment and space for indoor and outdoor exercise, and restaurants and shops to support everyday life all within the familiar context of where they live. Such communities encourage interactions amongst students and are often organized by colleges to help them build real connections based upon a familiar interest. As proposed, the four structures frame a new entrance off of Elysian Fields Boulevard and Alumni Drive, reinforcing a central goal of the master plan to create a formal campus gateway. As students and parents arrive to campus, Alumni Drive will be lined by 120,000 square feet of street-level retail reserved for restaurants, shops, classrooms, and student support offices on the first floor of each multi-use building. Restaurants and shops will have ample space to set up café tables and other essentials street-side. Behind the buildings, large courtyards spaces will serve as an important transition and meet-up place between classes or other activities. The top three floors will serve primarily residential needs as well as quiet study spaces, labs, and multi-use activity areas that can serve as classrooms or a place to watch the game. The residential floors could support 240 street side apartments with balconies, 15,000 square feet of artists’ lofts, and 20 townhomes. Along with street side parallel parking, a new 1,000 car, four level structured deck will provide ample parking stalls for residents and other people from the New Orleans. The proposed live + learn community could support approximately 830 individuals as a place of residence but will also serve the whole campus as a university main street.

Modern Residence Hall
At the time of this report, Bienville Hall, built in 1969 as the University’s first residence hall, was nearing authorization for a $10m demolition and site rehabilitation agreement with FEMA due to unforeseen structural damages caused by sustained Category 4 winds from Hurricane Katrina. Incentives are available for reusing the site with a similar use. Since 2005, FEMA has adjusted its policies to permit sites to be used for similar purposes without having to be replicas of the earlier structure. The proposed footprint, as shown, is approximately 33,000 square feet and, depending upon the number of floors, could easily accommodate the remaining 1,200 students. Following the recommendation of the master planning committee, a model similar to “the HUB” created by CORE campus would be the preferred use of this site.

Affinity Housing
A third and also very familiar campus residence life building, yet unsupported type on the University campus, is Affinity housing. Affinity housing is similar to Greek housing and can also be used to support Greek housing, but is an opportunity for any coop or organization to establish a permanent home on the University campus. The plan calls for approximately 7 structures, housing 100 students on the second and third floors, with the first floor devoted to community space. The units are laid out to form an edge to the liberal arts quad and act as a main street bordering the Cove. The location is also intricately woven into the university campus with ready access to academic buildings.
Campus Learning Environments and Student Neighborhood Plan
Improve Campus Pedestrian Promenades and Circulation

The University of New Orleans Main Campus was originally oriented around a North-South and East-West axis centered on the library. Pedestrian routes were rigidly laid out to follow this grid pattern. Improvements to campus open spaces and walkways have since been restricted to the immediate site of building construction, creating an awkward pattern of self-referential design. As a consequence, there is a general lack of connectivity across campus, save the original axial layout of the major walkways. The University has adequate land to accommodate the uses associated with a campus of a 15,000 FTE enrollment. The current state of the campus, spread out over 195 acres and a mile away another 150 acres, struggles to reinforce an active campus community which once sustained 17,000 students.

Nationally, academic programs are encouraged to facilitate interdisciplinary interactions across colleges. The University is fortunate in that all of the facilities in the academic core are within a 5-minute walk of the library. In order to create a critical mass of activity and pedestrians to enliven and create a strong sense of community, the University should look improving pedestrian connections to the core of campus and providing more opportunities that enhance the academic learning environment within this core.

Several walkways should be enhanced. One is the East-West connection that connects the University Center with the Library. This highly active walkway can be the campus “main street” linking important academic destinations. Perpendicular to this, a prominent allee of Live Oaks connects the Library to Lake Pontchartrain. Although the view is blocked by the levee, nonexistent at the time the axial relationship was established, and marred by an expansive, treeless surface parking lot, it presents the most potential to create a dynamic entrance experience to campus from the new lake, but also a landscape experience reminiscent of the region’s cultural legacy.

These major routes will be supplemented with secondary pedestrian routes. Raised walkways criss-crossing campus open spaces are highly desired due to routine campus flooding. These walkways should be planned carefully, preserving a great lawn for student activities, and of sufficient width to successfully support anticipated level of activity. Clear linkages to parking locations will also be added to aid visitors and the community finding destinations.

1. Create a front door to the Library Building and the new PEC: remove barrier, install new benches, phone charging stations, steps and ADA walk or ramp, create plaza in center, and identify edge where existing patio will be treated as an 18” seat wall condition. This is a highly visible, social zone of activity designed to encourage social interactions amongst the University community.

2. Create a visible, usable student learning and performance environment: remove majority of screening plants around pond, clean pond, remove most or all of berm between pond and pavilion and relocate soil to a more peripheral slope, install naturalistic benches, tables and benches, outdoor wifi, power and more lights. This is a highly visible, student learning environment with ample locations to sit and study or listen to performances.

3. Activate the front door to the University Center as the Student Resource Center of UNO: remove horseshoe parking area and berm, create an memorable entry experience or student square, improve pedestrian access across Milneburg Road, activate outdoor space with seating and shade opportunities and commercial activity, like snow balls, hot dog vendors, or food trucks.

Main Campus Axial Pattern
Current campus circulation divides the periphery from the core via a U-shaped primary vehicle route (in black). Primary pedestrian paths, shown in blue, cross the vehicle routes in two central places, causing a daily conflict between those students who stay on campus, primarily resident, and those students leaving campus, primarily commuters. As the campus grows to better facilitate a residential campus, these areas of constraint, see below, will only serve to frustrate both groups of students, creating a safety risk as well as an inconvenience to schedules.

The locations of major conflicts between pedestrians and vehicles occurs where people cross from the academic core to the Cove and the University Center on the periphery. A series of minor conflicts exist along Founder’s Road where major campus pedestrian routes facilitate access to expansive parking areas. Because the primary areas of pedestrian conflicts lie across two central vehicular corridors, a recurring theme of earlier master plans has been to create a loop road around most campus buildings.
The most frequent loop road concept, representing the addition of campus buildings not present in 1969 is above. The strengths of the internal loop road concept are that it avoids major and most minor constraints and provides easy means to navigate the campus in a vehicle via an internal loop road system primarily built upon existing paved surfaces. The weakness is that it breaks up the intramural fields, increases vehicle use in the academic core, between the Engineering Building and the Sciences, and fragments the large area on the Northeast part of campus that is identified as an opportunity zone for residential development. The design has been proposed for decades, has never been implemented, and does not optimally support the campus priorities to create a pedestrian friendly campus.
An alternative to the internal loop road system is a similar pattern but with a reliance on the external roads available and maintained by the City of New Orleans. Lakeshore, Elysian Fields, and Leon C. Simon are all boulevards lightly used during UNO’s peak times of congestion. The benefits of the external loop are that the campus is not further fragmented to support vehicular use and that pedestrian use is foremost facilitated. The constraints are that it will necessitate an excellent signage and wayfinding system to help visitors arrive to find their destination.
A third alternative is to use the existing vehicular system but to enhance it into a series of boulevards, as shown in the original campus master plan. This concept reflects the patchwork potential of campus development, to commit to small projects at a time, does not add any additional vehicular routes to campus, and uses a well-known New Orleans design element to improve pedestrian/vehicular conflicts. The benefits of a boulevard system is that it provides a safe-place in the middle of the street for students to cross one lane while it is empty and another lane when it clears up (see section 84-85)—reducing overall congestion. The boulevards also slow traffic down and create a strong campus identity throughout the campus. The concept is frequently used in cities to deal with the very type of fluid congestion that the University encounters. The constraints are that it eliminates some of the highly visible parking spots immediately adjacent to the route—note, each of the circulation concepts eliminates an equal amount or more parking spots.
The Master Plan Committee was presented with the various options available and agreed on a conceptual circulation plan that eliminated the use of Founder’s Road, restricted access near the University Center on Milneburg, and implemented safer pedestrian crossings throughout campus. The use of current complete streets practices to slow vehicular traffic will improve the form and function of the campus. Additionally, further meetings with campus facilities and police addressed the need to eliminate bus access to the campus core and add an exit to the City side of the levee on Lakeshore Drive, closer to the traffic circle on Elysian Fields. Additionally, campus police noted that vehicular traffic is frequently over the speed limit on campus and would benefit from street design directed at lowering speeds without adding barriers like speed bumps. Campus police also identified that the new entrance on Lakeshore Drive has several safety issues with blind spots and pedestrian conflicts. The newly installed ornamental wall, see below, is in the line of sight for existing vehicles, forcing them to pull into the street to look for on-coming traffic.
The proposed final campus circulation plan takes the recommendations of the master planning committee and includes a partial campus loop road using the existing internal network and city streets along with a new network of boulevard streets. Neutral grounds (or medians) planted with ornamental trees like Crape myrtle throughout the loop system will reinforce a consistent campus identity not currently available. Larger street trees bordering the drives will reinforce the campus streets and walkways, providing shade, seasonal color, and enhance campus aesthetics. Boulevards create a safe haven for pedestrians to cross one lane of traffic while it is not busy and wait for the other lane to clear before crossing, easing issues related to congestion and safety. The use of neutral grounds also limits the location and direction that traffic can turn, promoting a more predictable traffic pattern for pedestrians and bicyclists. One further addition to the vehicular circulation pattern is the inclusion of a traffic circle at St. Anthony and Milneburg. The traffic circle is useful for slowing traffic and reducing the prominence of the Milneburg gateway so first time visitors will be more inclined to find the visitor parking lot behind the library.

As shown, Founders Road has been relocated behind the larger parking area on the West side of campus. The new route promotes safer vehicle access to parked cars and reduces frequent congestion. The existing Founder’s Road has been modified to serve as a cart-way for parking areas and service access wherever possible. The rerouting of Founder’s Road also enhances the Coves connection to the campus, better integrating the facility into the campus core.

Also, as shown, the existing pedestrian paths across campus that will be maintained are shown in beige while new walkways are illustrated either white or red. The red patterned areas are new or recent campus plazas, like the Cove, that create outdoor environments for students. The proposed circulation plan includes the building of two new parking decks capable of holding approximately 1,000 cars each and built to 4-5 levels.

The campus master plan recommendations all call for a promenade, connecting the University Center and Plaza on one end with the Library Building and Terrace on the other. The wide paths of the promenade are lined with ample seat walls and low maintenance native planting to create an active social space that changes seasonally.
University Center Plaza and Privateer Promenade
Student Park and Privateer Promenade
Improve Campus Entry and Image

The University of New Orleans does not have a memorable or clear entry that serves to orient visitors to the campus and make finding destinations easy. The campus is served by five essentially equal entries, all of which lead to a U-shaped loop road that separates the academic core from the periphery. Each of these entry points has a monument sign in a vegetative setting.

Wayfinding

Each of the five entry areas should be made to work more clearly. Visitors should be directed to park close to their destination and walk, not drive around until they find their destination, then the closest visitor parking lot. Vehicle wayfinding signs, while uniform and easily identified, are poorly placed, far removed from entry points, and lack meaningful content for visitors, such as a means to find visitor parking or information. Numbering signs and including parking symbols would make it easier for visitors to follow directions and find parking. Additionally, once visitors leave the University, appropriate signage should help them find which way to the French Quarter, I-10, I-610, and the airport. Signage along the prominent routes to the University, Leon C. Simon, Elysian Fields, and Lakeshore Drive, would provide additional help and create a stronger University identity.
Traditionally, universities have a distinct gateway experience that invokes a sense of pride, identity, or sense of place for students, employees, visitors, and alumni. Vertical elements, such as columns, tall gateways, or clock towers were frequently used to serve as such landmarks. Since the University of New Orleans already has the smoke-stack at the Alumni Building as a key vertical element, a frequent subject of discussion is a better gateway experience. Regardless of a formal entry, every entrance to the University should provide an easily navigable experience. The following concepts identify some directions the campus can take for a formal entry and all assume that the current vehicular routes remain unchanged.

**Concept A. Resolving the two original main entrances off of St. Anthony and Leon C. Simon and Alumni Drive off of Elysian Fields. Both entrances lead to the core of campus, on axis with the Library. Both entrances also intersect with a proposed campus loop road that separates the campus core from its periphery. The St. Anthony entry coincides with one of the better resolved open spaces at the University and easy access for new students and visitors to access the library. It is also the only entry to campus with a direct connection to the City of New Orleans. Alumni Drive off of Elysian Fields could present more of the dramatic point of entry to campus and make a clear connection to a key urban route in New Orleans.**

**Option A: Showing Elysian Fields Gateway (1.2 mi.; Yellow) + St. Anthony (.5 mi.; Blue)
Option B: Showing Lakeshore Drive Gateway (0.64 mi.)

Concept B. The Lakeshore Drive entrance to the Main Campus is the newest entry point to the University. Making a clear connection with the University’s address on Lakeshore Drive, the road over the levee presents a vantage point to view the campus, prominently displaying student parking, sheet metal structures, and key University buildings such as the Alumni Center, Kirschman Hall, and the Library. The perennial problem with the Lakeshore Drive access is the frequency that the road is closed down, over weekends and whenever inclement weather forces the road to be shutdown. In terms of pedestrian conflicts, emphasizing the route to visitor parking will further perturb the existing conflict by the Cove. Also, the entry drive was over-designed with graceful, high-speed curves that present a safety risk to pedestrians and bicycles accessing Privateer Place, and prevent vehicles from safely and legally turning into campus from westbound Lakeshore traffic or leaving campus onto westbound Lakeshore Drive destinations. The recent monument sign placed in the blind spot of vehicles leaving campus also suggests this entry should have limited use.
Concept C. Alumni Drive off of Elysian Fields presents the best scenario for a formal entry to campus. This would be enhanced by the proposed build out of the Drive as a Campus Main Street, bordered by mixed-use buildings that provide much-needed commercial outlets on the ground floor and residential housing in the upper floors. However, reducing vehicular traffic throughout campus is a primary goal to create a safer and more collegial campus environment and Alumni Drive, as proposed, will become one of the most heavily traveled pedestrian routes, with a key point of conflict being where Elysian Fields turns onto Milneburg Drive, see figure. Formally, this is the best route to provide a gateway experience, functionally it is prone to conflicts. Currently, the most likely destination for visiting students and their families is the Privateer Enrollment Center in the library. As it stands, the most convenient parking lot is the pay-lot in the life sciences quad to the east of the library. This lot is accessed by Founder’s Road and then most immediately accessed via Leon C. Simon. In the spirit of decreasing confusion and vehicular traffic, this is the most likely campus gateway experience, suggesting that Founder’s road at L.C. Simon and into campus should be formally addressed as such. An easy alternative would be to install meters or parking pay stations in the lot by the Library off of St. Anthony and provide a series of visitor parking spots in this lot.
The Campus Master Plan recommends that the University focus on developing and enhancing the Alumni Drive entrance to the campus as a high priority. The first impression of a campus is key to recruitment as well as the retention of high performing students, especially students who are from out of state or international. The current formal entrance to campus lacks scale, definition, or human activity. The campus gateway plan proposes to improve this through an improved circulation system that directs first time visitors from a central New Orleans route, Elysian Fields, to the shaded parking lot adjacent to the Library, PEC, and Student Park. The proposed new live + learn facilities with street level retail and cafes will reflect exactly what someone expects to see when they visit New Orleans—a human scaled environment, rich in culture and activity. As Alumni Drive ends in the heart of campus, the promenade will give a glimpse of campus life while the street naturally leads visitors to turn left on Milneburg Road and navigate to a convenient parking spot. All along the route, a clear sense of identity is maintained through the landscape by means of ornamental trees in neutral grounds, large live oaks, and a variety of street trees. The enhanced campus gateway experience can be implemented immediately and built out over time.
Campus Gateway Plan
Implement Comprehensive, Environmentally Sustainable Development and Operations Strategies

The University of New Orleans is in a particularly pivotal position in regards to sustainable practices. The planned change from a commuter school to a residential one, with the development of student housing, renewed academic facilities, and revitalized support buildings and activity spaces, a sustainability plan will be needed.

The University has a unique opportunity to be well positioned above all other public state institutions to educate its students, faculty, and staff about sustainable practices because of its unique setting on the second largest saltwater lake in the nation, proximity to a changing coastline, and in one of the most unique urban areas in the world.

The University has shown its commitment to preserving environmental, economic, and social values and plans to implement effective conservation and sustainability measures throughout its operations and in all future campus development. As a consequence of the strategic plan, this master plan is predicated on a systematic assessment and integration of these aspects of sustainable planning, design, and operations.

• Energy
• Stormwater
• Potable water
• Carbon
• Waste
• Transportation
• Materials
• Landscape
• Land Use and Site Development

The most pressing need for the University is campus-wide elimination of 24-hour storm rainwater runoff. This would serve as a model for the city to follow and is in line with the current rainwater integration plan lead by David Wagoner, architect and leader of storm water management in the Greater New Orleans area. Additionally, it would remove the daily hassle of flooded sidewalks, lawns, streets and parking lots. Use of storm water capture from impervious surfaces would greatly diminish campus dependence on potable water for HVAC and irrigation (approximately 30% of our total water usage), defraying long-term costs. Storm water can serve secondary purposes as well as it can create dramatic improvements to campus aesthetics and serving as an educational tool about campus beautification and sustainable practice. White roofs, solar shutters, solar shades and shaded parking lots would effectively cool the campus, decrease energy consumption demand during the hottest times of year and make a more pleasant environment for student life. Achieving this goal would require establishing a long-term relationship with existing local resources, such as US Global Green, Living with Water, and Wagoner Ball Architects. Living with Water: http://livingwithwater.com/ Gutter to Gulf: http://guttertogulf.com/.

"Over the past 5-10 years, there has been a clear trend in the higher education sector of sustainability moving from the realm of discrete, isolated programs to that of a core, strategic imperative for colleges and universities with regard to (1) education and training; (2) research; (3) community engagement; and (4) campus operations."

(from the President’s Climate Commitment in Higher Education)
Campus Stormwater Management Conceptual Plan
Illustrative Plan of the Main Campus
Design Standards and Strategies

Architectural & Landscape Design Guidelines

To ensure the development of an aesthetically pleasing campus, design professionals working for the University of New Orleans must be sensitive to the campus environment in which their projects are built.

This document establishes principles of architecture and landscape architecture as design vocabularies and sets forth requirements and policies that must be adhered to by design professionals working for the University.

Architecture Vocabulary

Context And Character

Massing And Scale

The University’s original buildings were designed as large, two- and three-story structures, the Earl K Long Library (two story, now four) and the Engineering Building (nine story) being the notable exceptions. A consistent scale of new development should be obtained by controlling building heights while maximizing the potential for lake views from within the buildings.

Future buildings should be kept within the pedestrian scale of the campus. Broad, flat, unarticulated building facades that look imposing to pedestrians will not be acceptable additions to the campus. Facades should be modulated in surface detail to prevent the large expanses of unbroken exterior walls. Careful attention should be paid to the detailing of the ground floor facade as it relates directly to the pedestrian. Variety in height may be required to meet future needs; however, the low rise building character of the campus should be retained. Large-scale elements that give the appearance of undifferentiated massiveness and great bulk detract from the character of the campus and will not be approved. Ostentatious or overly prominent building forms and designs that are out of harmony with the environment will be carefully considered. Building forms must reflect their use, site, and surrounding environment as well as their place in time.

Large building masses should feature quadrangles, courtyards, arcades, and pocket parks. Connections between existing and new structures should be incorporated in building planning to protect pedestrians from the elements and to further enhance the pedestrian environment. Building orientation should maximize energy efficiency and soften the effects of prevailing winds in winter.

Architectural Character

The architectural character of the buildings and the building materials used must respect the context of the existing campus and should evoke the qualities of performance, shelter, solidity, rhythm, connection, human scale, unity, and variety without resorting to clichés.

Building Form

Due to the predominantly low height of the existing campus buildings and the University’s lakefront location, future buildings should be three to five stories high. Specifically, higher profile buildings should be developed near the campus periphery to maintain the desired scale and form in the campus core. Structures located on the northern side of the campus should take advantage of the views of Lake Pontchartrain. Moreover, the University should be more intensely develop around existing and proposed quads to support an active and vibrant campus community.

The volume or bulk of the buildings should be kept in the consistent character of a predominantly pedestrian campus. The creation of mini-quadrangles, courtyards, and seating areas will create a pedestrian scale and encourage social interaction between individuals. Outdoor art should be included.

Façade Components

Facade should be modulated in surface detail to prevent large expanses of unbroken exterior walls. Curved, depressed, protruding walls and other means of creating variety in the surfaces of the structures should be incorporated into the design.

Building Materials

While it is important to create variety in form, unity can be achieved by the cohesive use of building materials. Existing structures are predominantly brick, concrete and natural stone. Future construction should consider the use of poured or prefabricated concrete panels. Any brick incorporated into the construction of buildings should complement the structure (i.e., earth tones). The use of materials incompatible with those already in existence should be avoided.
Building Orientation

Future buildings should be oriented to best realize the view of Lake Pontchartrain and existing or new campus open spaces. Placement and orientation should also create an inviting atmosphere with curb appeal. Energy efficiency could be encouraged when feasible by orienting the narrow end of the structure along its north/south axis with the broader expanse of the facility facing east/west to reduce the impact of the winter prevailing winds and make best use of the sun. Building designs with north facing exposure must address the winter climate conditions caused from Lake Pontchartrain to ensure compliance of the University’s energy conservation policies.

Building Walls

In most cases, walls should rely on materials that embody solidity, texture, and a sense of human scale and proportion. To further enhance the human scale and articulation of some buildings, the details and fenestration of exterior walls should create shadows on the façade. Wall materials designated for use include stone, concrete, stucco, or brick and must conform to the Design Standards for the University of New Orleans. Brick blends should coordinate with existing blends currently used on campus with sensitivity to buildings in the immediate vicinity. The use of alternating materials along with brick coursing techniques and subtle use of stepped massing is encouraged.

University Brick Mixtures
Windows & Doors

Windows and doors in exterior walls should be carefully organized or grouped as counterpoint to unbroken wall segments. The placement and proportion of windows must respect solar orientation, views, and day-lighting potentials. Glazing must be bronze-tinted (non-reflective) glass with a shading coefficient not to exceed 0.60. Operable windows must be used when feasible. Aluminum frame and hollow metal units with an anodized or fluoropolymer coating, or dark bronze is broadly used on campus. Reflective or shiny materials are usually not permitted. The use of oversized windows is encouraged on north facades and in locations that are protected against extreme solar heat gain.

Larger openings should be used to signal principal entries, gateways, or atrium features.
Glass Block

As an architectural element and for variety in fenestrations, fixed glass block are used to allow daylight but obscure occupants.

Garden Walls And Fences:

Garden walls and fences are used sparingly across campus. In areas where there is the need to limit or control access the use of solid stone walls, iron fences or brick and wrought iron fence combinations are acceptable.
Roofs

Special attention must be paid to the arrangement and design of the roofs and their various elements. Roofs must be organized and designed as carefully as the other primary elements of the building. Equipment must be integrated into the building form or placed within enclosures well integrated with the roofscape. Roof materials and rooftop appurtenances must conform to the Design Standards for the University of New Orleans.

In most cases, the major roof form should be flat (low pitch with positive drainage). In recent years standing seam metal roofs with a premium polyvinylidene fluoride (PVDF) based coating system have been used where feasible. To maintain the established color palette of the University the roof panels should be selected from earth tones. Mechanical and scientific equipment must be located on roofs, but such areas must be visually unobtrusive even from the vantage points of high-rise buildings on campus.

Stacks, exhaust hoods, and vents must be grouped and incorporated into the architectural composition of the building or buildings they serve. Since they are visible from a considerable distance, it is important that they be designated with a high degree of uniformity so that the distant image is harmonious and composed.

Gutters, Downspouts & Roof Flashing

Gutters, downspouts and roof flashing should be stainless steel in order to combat climate conditions due to the close proximity to Lake Pontchartrain.

Color:
In most cases the color palette should be within the range of warm earth tones already established. Walls should be light in overall color, i.e., sandstone or buff.

Over the past decades, materials and finishes have been used to the extent that they have become standard UNO colors. Those colors are specified in the Design Standards for the University of New Orleans.
Climate Orientation

Buildings must be designed to make maximum advantage of microclimate factors, including sunlight and natural ventilation, to enhance user comfort and energy conservation. When possible, the following must be observed: locate outdoor activity in areas with exposures to optimize available sunshine; incorporate the use of shade devices such as sunscreens, or louvers.

Articulation and use as deciduous trees or trellises, to allow control of the sun at various times of the year.

During the design review process, a shade/shadow analysis must be submitted. The impact of this analysis must be reflected in landscaping, surrounding activity areas, and building design.

The placement and configuration of buildings, exhaust hoods, air intakes and stacks must recognize prevailing local winds as well as wind variability during the year. New construction must create open airflow paths and eliminate stagnant air pockets.

Colonnades/Porticos/Canopies

Colonnades must be similar in size and proportion to those already found on campus in comparable locations and must express similar rhythm and scale. Articulation or a minor break in rhythm to accommodate entry or end points is acceptable and could be desirable. For example, wider openings may be necessary to allow emergency vehicle passage. Pergolas and arbors can also be used to provide shaded connections.

Ornamental Metals (Railings, Louvers, Canopies & Grilles)

Louveres are used for mechanical purposes as well as an architectural feature for shading from the elements. Canopies are placed at entrances to buildings without a portico or a covered entry. Typical railings are either a tubular rail system or tubular rail and mesh grill insert combination. Powder coated or anodized aluminum railings, louvers, canopies and grilles are widely used across campus.

Canopies

Railings

Louvers
Signage/Graphics

Signage guidelines and standards have been established by the University of New Orleans to promote a positive visual environment without confusing and distracting signage to aid motorists and/or pedestrians in way finding. To allow for flexibility an architectural post and panel system has been instituted as the standard exterior signage. Way finding signage is addressed on several levels: exterior building identification, and directional signage for vehicular and pedestrian traffic.

Primary Building Identification
3-Dimensional letters and numbers are applied to the top of the building facade. Materials should be brass, bronze or brushed aluminum to coordinate with surrounding existing conditions.

Secondary Building Identification
Freestanding post and panel sign systems are positioned at each building’s primary entrance.

Applied Copy Signage
Environmental vinyl graphics used on campus should be perforated so visibility from the interior of the window is not hampered and graphics are clearly visible from exterior.

Exterior Directories
Lockable cabinets housing campus maps with “you are here” graphics are strategically placed along primary pedestrian routes and main campus entrances.

Directional Signage
Post and panel systems are placed along primary pedestrian routes and major entrances and cross streets for vehicular traffic.

Architectural Specifications
See Design Standards for the University of New Orleans.
Landscape Vocabulary

Context And Character

The first trees planted were of three varieties: live oak, southern magnolia, and slash pine. For more than ten years, they represented the major landscape elements of this young campus. Today, fifty-eight varieties of trees are found at UNO.

- Major trees are live oak, drake elm, slash pine, crepe myrtle, bald cypress, Bradford pear, Savannah (and other varieties of holly), water oak, southern magnolia, cabbage palm, and ligustrum trees, which make up the primary tree statement for the campus;

- Primary shrubs are azalea (numerous varieties), cleyera japonica, nandina, shrub holly (several varieties), bridal wreath, juniper (several varieties), sago/windmill and Chinese fan palms, ligustrum, Indian Hawthorne, viburnum and abelia;

- Ground covers include Asiatic jasmine and liriope.

Careful attention has been paid to the selection of all plants for the UNO campus. Tolerance to cold, severe winds and drought has been considered. To assist in the selection of plant material, the Louisiana Cooperative Extension Service provides trees and shrub ratings for this locale.

A variety of trees and shrubs is used in planting schemes, but the consistent use of a few favored species is evident. While respecting the unique design opportunities of specific locations, the intent of the landscape plan is to blend the favored species into an overall consistent visual image.

Planting

The planting design criteria for site improvements on campus are intended to achieve unity, avoid monotony, and complement the spatial structure established by campus architecture and circulation patterns. Elements include major outdoor plantings, informal plantings that reflect UNO’s character, and the preservation of significant existing trees. The plant materials used must reflect the climatic conditions that prevail in the region, with emphasis on low-maintenance plants.

The UNO landscape plan has six different zone types:

- seating areas with manicured plantings and planting beds;
- semi-developed strips composed of clusters of trees and shrubs with small individual planting areas acting as buffers between open spaces, buildings, and parking lots;
- natural and wooded areas located on the periphery of the campus or in nodes and planted with a variety of hardy native and low-maintenance vegetation;
- open multi-use fields that are primarily large, grassy areas used for informal recreation;
- similar recreational fields developed for organized athletic activity; and
- small accent areas that showcase flowering plants and shrubs

In addition to the landscape plan required in the design of all new structures, a maintenance schedule will ensure the success of the plan and should be established prior to planting. Site conditions require frequent watering and fertilizing and maintenance schedules become increasingly important as the volume and age of plant material increase.
Existing Tree Preservation

Although there are a limited number of thirty-year-old trees on campus, they constitute a major and irreplaceable asset. These trees whether live oak, slash pine, or magnolia, should be maintained and protected. Construction projects and maintenance efforts may cause damage or require removal of these trees; however, these instances should be thoroughly evaluated and only permitted when absolutely necessary. When trees must be removed, three trees should be planted as replacement in close proximity to the removed tree. These trees should be a minimum of three to four inches in caliper and preferably of the same species as the tree removed.

Trees

In the last decade, UNO has installed numerous species of trees. A conscious effort was made to establish a strong pattern of the use of native trees. However, many hearty non-native trees have been planted to give variety to the overall campus environment. Some of these species are Chinese parasol, crepe myrtle, Japanese magnolia and graybeard. Trees with weak structure, poor growth habits, maintenance problems, and/or trees prone to disease are to be avoided.

Several varieties of trees have been chosen because of their rapid growth rate. In the last ten years, a concentrated effort has been made to plant trees that would have a visual impact in just a few years. However, these trees typically are not long-lived. This strategy was designed to create a temporary "quick fix" solution to produce a greener campus while planting longer-lived trees would provide the proper image in decades to come. The strategy has been successful in the past, but should be utilized sparingly in the future.

Trees should be chosen by their scale and the function they are to perform. Accent trees are to be used as vignettes of color and contrast in the overall scheme. Small trees should be located adjacent to building entrances and pathways to give a sense of human scale to passersby. They may also act as screens and hedge rows in appropriate locations. Larger trees should be used as canopy in open spaces to produce microclimates of shade and rest as well as to serve as more formal plantings and quadrangles.
Shrubs

The selection of shrubs falls into distinct categories. Certain shrubs are selected to perform a defined task, such as screening of autos in a parking lot. However, shrubs should not be as high or dense as to create surveillance and safety problems for campus police. A selection of low shrubs might include dwarf nandina or bridal wreath. Low maintenance requirements will always be a prime consideration in the selection of shrubs. Annuals and perennials should be used only in areas of high visibility for seasonal planting, and such areas should be kept to a minimum.

Pedestrian Plazas

These small, sometimes tucked away, areas should receive special landscaping treatment. Color, texture, light, shade, contrast, pattern, and exposure are some of the prime considerations to be woven into a design solution. A carefully thought out palette of plants should be prescribed. These ‘people spaces’ can be unique, ranging from quiet simplicity to colorful complexity. The landscape should respond sensitively to the architectural façade and contribute to an integrated overall project design.

Pavers

Student Park

The Cove

Alumni Center
Soil Conditions

Due to the characteristics of the campus land reclaimed from Lake Pontchartrain — average elevation is six to eight feet above sea level with a substantially lower than normal water table—the selection and placement of all plant material is crucial. The sandy campus soil tends to be porous and does not hold water well. Mixing of a topsoil and organic bark material with the existing soil composition on all newly planted material and frequent watering are required. A mulch layer on all newly planted material is also essential.

Parking And Landscaping

All new or reconstructed hard surface parking lots should be designed to provide tree plantings which offer thirty percent coverage (mature canopy, approximately one tree per fifteen cars). Trees should be equally distributed between automobiles and located immediately adjacent to the edge of the parking surface in a bordering format. Islands should be a minimum of nine feet in width and fifteen feet in length. Trees should not be placed closer than twenty feet from center to center.

Trees should generally be large in size, with wide spreading limbs. In most cases, deciduous trees are the most desirable. Trees should not produce an overabundance of leaves or cones.

To diminish the visual impact of parking lots, perimeter shrub screening should be employed. An optimum height on shrubs of this nature is approximately thirty inches. Earth mounds containing plants or sod with intermittent tree planting are also effective. The height of such landscape elements must be controlled in the interest of safety and security. Lighting should always be coordinated with landscape efforts in these locations.
Planting At Intersections

Vehicular intersections must be kept clear of all vegetation. An average fifteen-foot setback from the curb line to any trees or shrubs is desirable. Ground covers and low growing shrubs not more than eighteen inches in height may be used. Setbacks for secondary roadway or service lane entering a primary roadway should average ten feet from the curb line. All intersections should be free of any unnecessary visual obstructions.

Irrigation

Currently UNO has limited irrigation systems. Extensive watering during extended periods of drought may be necessary in some areas, and these areas should have irrigation systems. Such areas may include plazas, small patio spaces, frontal facades of buildings, and intense planting beds. Future designs should provide for irrigation of these sensitive areas.

Setbacks at Intersections

Site Features

Furnishings

Exterior furnishings promote the use and enjoyment of the campus exterior spaces. Benches and seating ledges, outdoor tables and chairs, trash receptacles, signage, bicycle racks, kiosks, gazebos, and the like are an essential part of the usage environment. Material usage, scale, design style, and color can help coordinate this variety of elements. Selection and placement of site furnishings adjacent to buildings should be effected judiciously to avoid visual clutter. Easy maintenance should be a primary component in the selection of the finishes used for benches, trash cans and tables and chairs.

Signage

Signs should be properly scaled, low in profile, readable at reasonable distances, lighted where appropriate, coordinated well with other site features, and cost effective. The campus-wide signage plan and program established by the University must be adhered to in future designs.

Refer to signage section of architectural guidelines for details.

Levee Access Road Entrance

The Cove

Signs along Milneburg Road
Water
The campus is blessed by close proximity to Lake Pontchartrain, and special attention should be given to this visual resource in all plantings and design. Other water features on campus are discouraged.

Outdoor Art
Art, both permanent and temporary, should be an integral part of the campus environment. The University’s Fine Arts Department should assist in the creation of proper guidelines for assurances, subject content, placement, exchange, and transportation of pieces. The purchase of permanent works of art as part of any new construction budget for major buildings should be established. The purchase and/or lease of sculptures from local and regional arts should be encouraged.

Lighting
Due to the University’s heavy commuter and nighttime use, all major feeder walkways, building entrances, plazas, and parking lots should be well lit. These areas should use a full variety of lighting types and sources to produce safe and highly visible areas. Shadows and dark spots should be illuminated, giving pedestrians and bicyclists a feeling of comfort and security.

The University meets or exceeds most of the lighting standards dictated by the Illumination Engineering Society of North America. All proposed lighting should meet the minimum standards already in place, with an emphasis on safety for the pedestrian and vehicles. This would include lights along the new loop road, in any new surface parking lots and any future parking garages.

All new luminaries and fixtures should be visually coordinated with those of recent vintage. They should render effective light, be easily maintained, energy efficient, and be cost effective.
Paving

Paving elements or flatwork consists of all walking and driving surfaces on campus, i.e., walks, paths, plazas, steps, ramps, pads for gazebos and kiosks, drives and parking areas. Because these elements are a dominant landscape feature, care in design and material choice is important. These surfaces must be integrated into each new design. The functional aspects as well as the aesthetic match must be considered.

Paving cost can be a considerable portion of any construction project. Therefore, concrete is the material of choice. Other materials may, however, be used for specific intended effects, such as to separate driveways from pedestrian walks, to slow down vehicular traffic adjacent to pedestrian ways, to break the monotony of extremely long walkways, and to announce entrances, features, or stopping points.

Several paving techniques and/or materials may be used. Some of these are unit pavers, exposed aggregate, scored or pressed concrete, asphalt surfacing, and chipped stone.

The University has adopted a pedestrian environment such that most campus circulation is foot traffic. Therefore it is important to maintain minimum widths of walkways to accommodate heavy use. With this in mind, it has been established that all primary walkways should be a minimum of 14’ wide, secondary walkways 10’ wide and tertiary walkways 8’ wide. Standard concrete design calls for all walkways to be reinforced to allow for ground movement and to keep sidewalks from sinking which causes water to puddle.

Landscape Specifications

See Design Standards for the University of New Orleans.

Outdoor Lighting

Plant List

<table>
<thead>
<tr>
<th>Shore Juniper</th>
<th>Japanese Blueberry</th>
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<tbody>
<tr>
<td>Dwarf Oleander</td>
<td>Jasmine</td>
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<tr>
<td>Dwarf Miscanthus</td>
<td>Mondo Grass</td>
</tr>
<tr>
<td>Smooth Cordgrass</td>
<td>Loropetalum</td>
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<tr>
<td>Silver Saw Palmetto</td>
<td>Photinia</td>
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<tr>
<td>Pygmy date palm</td>
<td>Pittosporum</td>
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<td>Sylvester Palm</td>
<td>Sweet Olive</td>
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<td>Canary Island date palm</td>
<td>Ligustrum</td>
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<td>Bismarkia palm</td>
<td>Liriope</td>
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<td>Dactylifera Palm</td>
<td>Aspidistra</td>
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<tr>
<td>Giant Timber clumping bamboo</td>
<td>Bermuda Grass</td>
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<tr>
<td>Lantana</td>
<td>St Augustine</td>
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<tr>
<td>Azalea Encore, Crimson Majesty</td>
<td>Chinese Fringe Tree</td>
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<tr>
<td>Chinese Parasol</td>
<td>Fountain Grass</td>
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<tr>
<td>Tulip Poplar</td>
<td>Sabal Palmetto</td>
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<td>Magnolia “little gem”</td>
<td>Agapanthus</td>
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<td>Sweet Bay Magnolia</td>
<td>Agave</td>
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<td>Pineapple Guava</td>
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<td>Gardenia</td>
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<td>Orange Bird of Paradise</td>
<td>Plumago</td>
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<tr>
<td>White Bird of Paradise</td>
<td>Japanese Yew</td>
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<tr>
<td>Fatsia</td>
<td>Nandina</td>
</tr>
<tr>
<td>Philodendron</td>
<td>Foxtail Fern</td>
</tr>
</tbody>
</table>

The Cove
Implementation and Recommendations

Recommendations

The 2014 University Campus Master Plan Update suggests the following recommendations to be accomplished by 2020.

1. Conduct a thorough survey of campus facilities and utilities using a statistically valid tool, such as the Facility Condition Assessment, to estimate and document campus deferred maintenance and long term renewal. The study should include a thorough survey, such as the Facility Condition Needs Index, to evaluate its facility portfolio to decide between the projected renewal need and the building replacement cost. This index will be used to prioritize proposed improvements and costs associated with bringing facilities to “like-new” condition. All data will be entered and maintained using GIS.

2. The University should create a “campus reserve” protecting campus open space that currently benefits from ample planting of trees or significant plantings of oak allees. These campus reserves should be maintained by a certified arborist and enhanced with appropriate species over time. Campus reserves should be used to fulfill the academic mission of the university for research, outdoor education, and student life.

3. Priority should be given to the protection and enhancement of campus open space. All campus building construction should be of such density and sustainability to serve the University for decades to come. Any low-profile, residential housing should be located off-campus in the adjacent St. Anthony neighborhood and remaining on-campus housing reserved for dormitories capable of housing a substantial percentage of University students.

4. The University should conduct an energy master plan study, complete with building metering and sub-metering, to discover where the best opportunities lie to make strategic investments that decrease utility costs.

5. Optimize classroom time and seat utilization to the 70% range. Currently, the University has no means by which it can optimally schedule classrooms by seats for the most efficient use of space. Classroom optimization should be regularly monitored to ensure that optimization goals are being met. All classroom data will be monitored using “Ad Astra” and entered into a University GIS database.

6. Create a design review and implementation committee, made up of professional technical experts and University members, to review any permanent or long-lasting change to the campus landscape, buildings, or other visual elements that impact the look and feel of the campus environment. A member of this committee should be actively involved in neighborhood organizations to ensure harmony with the campus neighborhood.

7. A transportation study should be conducted immediately to plan for improved connections between the main campus, east campus, and other University resources, desirable destinations in New Orleans, like Magazine Street, the French Quarter, and locations that supply necessities for students to live on campus. The study should consider ride share options, like ZipCar, bike share options, expanded and “free” RTA service for students, and a University owned/leased shuttle system.

8. Improvements to circulation should elevate pedestrians in the hierarchy above bicycles then vehicles—this trend is nationally represented in successful campus design as well as successful retail destinations.

9. Optimize offices and lab space to more effectively support academic programs at a justifiable scale to support University growth and stability. Prioritize the use of campus infrastructure funds to support state of the art laboratories to attract high caliber research faculty and students. Whenever possible, locate and build-out such facilities within the academic core first, unless off-site settings provide a unique opportunity unavailable on campus. All data on offices and labs will be maintained in a GIS database to facilitate reporting and accountability in future master plans and accreditation reports.

10. The current master plan recommends that a professional lighting designer be consulted to run calculations and develop a phasing plan for improving campus lighting as part of the proposed circulation plan.

11. A wayfinding and signage study, examining both on and near campus as well as regionally, should be conducted in concert with a branding and visibility plan.

12. East campus would benefit from a rebranding study to improve the identification of the area and resources as part of the University of New Orleans.
Implementation

At the time of this report, the University received approval to spend $450,000 from the University of Louisiana System to conduct a formal master plan for the University’s assets. The use of these funds for evaluating facilities and planning, energy management, student life, and transportation is essential to the implementation of the recommendations in this campus master plan update.

Funding Opportunities

As State budgets shrink, Universities across the country are forced to be more creative with financing new buildings, remodels, and maintenance than through the tradition capital outlay approach. Several models have merged to help the University to be better situated to draw down costs and improve the campus environment.

1. Establish a “Green Revolving Fund” where donors can support applied education on campus through the modeling and testing of green practices, such as solar-thermal arrays, wind energy, or water capture. These funds function similar to an endowment and, often, have a better return because of how funds saved from decreasing daily costs are put back into the endowment. Such perpetual funds support teaching, research, and daily operations.
2. Establish energy efficiency infrastructure and practices based upon an energy master plan that decrease utility costs. Estimated return $2 million annually.
3. Pursue Public-Private Partnerships for campus residential development and other economic development opportunities to lease or use campus owned space to support services, such as video production, a hotel to support the conference center, and on or off campus laboratory facilities.
4. Campus as Living Lab creates opportunities for students and faculty to align with regional and national research funding sources and applied, active learning to test and evaluate best practices, infrastructure, and other materials or resources.