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”
Acknowledgments

Master Planning Committee
(listed in alphabetical order)

Faculty
Allison Arnold, Ivan Miestchovich, Dinah Payne, Ben Shirtcliff, John Williams

Staff
Ola Adegboye, Warren Davis, Brett Kemker (Chair), Amy King, Rachel Kincaid, Gregg Lassen, Brian McDonald, Kevin McLin, Marco Perez

Students
Brandan Bonds, Emily Srofe

Community Members
Robert Becker, Louis Capo, Van Robichaux

Campus Master Plan Subcommittee
Brett Kemker, PhD, Vice President Student Affairs and Enrollment Management
Warren Davis Jr., Associate Vice President Facilities Services
Ben Shirtcliff, PhD, Campus Planning Consultant

University of New Orleans Administration

Dr. Peter J. Fos
President

Dr. Richard Hansen
Interim Provost and Vice President for Academic Affairs

Dr. Gregg Lassen
Vice President for Business Affairs

Dr. Brett Kemker
Vice President for Student Affairs and Enrollment Management

Dr. Kenneth Sewell
Vice President for Research and Economic Development

Rachel Kincaid
Vice President for External Affairs

Kevin McLin
Vice President for Communications, Marketing and Public Relations

Anthony Gregorio
Executive Director of University Advancement

Derek Morel
Director of Intercollegiate Athletics
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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.
UNIVERSITY OF NEW ORLEANS CAMPUS MASTER PLAN

INTRODUCTION
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. Var, 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 learning environment. The campus will be planned and designed to engage populations and individuals of all abilities to enhance the experience of visitors. Nodes of interaction between the University and community will be established. Campus developments will incorporate safety and ensure a better sense of place.

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 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.

Summary of Findings

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.

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

Campus circulation has been inverted in the master plan recommendations from previous eras of planning and implementation. Pedestrian circulation is primary with wider minimum sidewalk widths supporting active use of bicycles. Vehicular paths are pushed behind parking lots, narrowed to eleven and a half feet wide travel lanes, and divided into boulevards that provide safe havens for students crossing streets. Other traffic calming devices include a raised pedestrian table where the campus promenade crosses Milneburg Road and a traffic circle that slows traffic at St. Anthony and Milneburg Road.

Technology is better integrated throughout the campus with outdoor, solar powered phone charging stations, improved outdoor Wi-Fi, VOIP phone system, and interactive, active learning classrooms integrated into the remodel of existing classroom buildings.

Finally, to better guide long term University advancement, the 2020 Campus Master Plan calls for the following essential study areas to be completed over the next 5 years: facility condition and renewal, energy conservation, local neighborhood economic revitalization, classroom optimization, transportation, and establishing revolving funding for campus labs.
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.
Strategic Plan Frameworks

Academic Programs*

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 Life*

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.
**Research and Core Services*  

*See Research and Core Services Framework, Page 40.  

**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.  

**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.
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.
Planning Context

Budget Constraints

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.

Timeline

June 26, 1956 University of New Orleans established as LSUNO
September 5, 1958 LSUNO opened on the former Camp Leroy Johnson Naval Air Base
August 29, 2005 Hurricane Katrina strikes, dramatically changing the regional context and University development
2012 The University of New Orleans joins the University of Louisiana System

Planning

1959 Curtis and Davis Completed the initial Campus Master Plan, originally 188 acres, later extended to 195
1969 Curtis and Davis Complete a second Master Plan to include the East Campus adding 150 acres, later reduced to 100
1981 GGS Consultants Complete a Phase 1 Campus Master Plan Update
2000 The College of Urban and Public Affairs (CUPA) Completes a Campus Master Plan Update

Model of Main Campus by Curtis and Davis (Lake Pontchartrain is to the Right, Library in center, and the City of New Orleans to the Left.)
1961 Curtis and Davis “Near Term” Plan

1961 Curtis and Davis “Long Term” Plan (1980)

Existing Site Plan - 2013

1961 Near Term Figure Ground Plan

Projected 1980 Figure Ground Plan

2013 Existing Main Campus Figure Ground
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.

Source: *City of New Orleans Master Plan, Executive Summary, Pg. 2.*
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 conventioners 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 1920’s. 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 1980’s, 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 shrunk 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 2015 (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 are 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
PLANNING CONTEXT

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.
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 the University for two reasons: students, staff, and faculty frequently complain about the temperature of buildings on campus; and, inefficiencies embedded in infrastructure are responsible for an estimated loss of $2 million dollars annually.

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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 creeped 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.
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, the Cove, and the University Center, newer facilities like the Health and Wellness Center, and the intramural fields. Athletic fields are fundamental to the college experience and will be retained on the main and east campus for recreational/athletic uses.

**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 the wooded area adjacent to the Fine Arts Building and HRT building.

**Least Constrained**
The least constrained campus sites in the Campus Core include parkings 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.

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