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 is comprised 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 form 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
FRAMEWORK TWO: STUDENT LIFE

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; encourage 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; encourage 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 is 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 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 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.

Project Pass: Special Upward Bound (PASS), TRIO Program, Education Building (ED) 164

PASS is federally funded through the U.S. Department of Education. PASS provides specific services and activities to 70 participants (students with disabilities are given priority) from Eleanor McMain High School, McDonogh # 35 High School, and the target area of Orleans 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 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.
UNIVERSITY OF NEW ORLEANS CAMPUS MASTER PLAN

FRAMEWORK TWO: STUDENT LIFE

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 SUCbAUF (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...
Campus tours and new student orientation (including testing accommodations for placement examinations).

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/co-op, 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
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 is referred to as the emotional center of the university. Students are familiar with the library and its location on campus. Students' 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 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. 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 mechanism 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 allocation.

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.

Section 1: Company Information

Company Name (Applicant):

Company Address:

Website:    Legal Structure

Industry(ies):          Number of employees:

Name of Parent Company:

Parent Company Address:

Section 2: Contact Person

Name:      Title:

Phone Office:   Phone Cell:        Email:

Section 3: Type and Amount of Space Needed

Type of Space Needed:

Net Leased Square Footage Needed:

Proposed Number of Employees: Full Time:    Part Time:

List any special requirements which might be needed:
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

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<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>$3.8M - Complete</td>
</tr>
<tr>
<td>Library - 4th Floor Buildout</td>
<td>x</td>
<td>x</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>
<td>x</td>
<td>x</td>
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<td>$1.3M - 10% Complete</td>
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<tr>
<td>Library - One Stop Shop</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>$450K - 95% Complete</td>
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<tr>
<td>Maelstri Field - Baseball Stadium</td>
<td>x</td>
<td>x</td>
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<td>$2.8M - 20% Complete</td>
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<tr>
<td>Main Campus - Parking Lot Repairs</td>
<td>x</td>
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<td>$569K - 90% Complete</td>
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<tr>
<td>Science - HVAC Renovation</td>
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<td>x</td>
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<td>$5M - Hold</td>
</tr>
<tr>
<td>Science - Crawl Space Abate Study</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>$400K - Complete</td>
</tr>
<tr>
<td>UC - Replace Air Handler Units</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>$245K - Complete</td>
</tr>
<tr>
<td>UC - Refurbishment (East Hall)</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>$2.5M - Complete</td>
</tr>
</tbody>
</table>

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.

Goal Five: 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
2. Ensure University planning and design efforts are integrated with UNO’s strategic plan
3. Enhance an information technology infrastructure that supports the achievement of UNO’s mission and goals
4. Improve facilities maintenance and investment in physical infrastructure
5. Promote a safe and sustainable campus representative of our mission to support regional economic prosperity, equity, and environmental restoration and preservation.
<table>
<thead>
<tr>
<th>Description of Work</th>
<th>Cost Estimate</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Replace existing heating hot water circulation pumps.</td>
<td>$34,488</td>
<td></td>
</tr>
<tr>
<td>HVAC Heating HW Pumps: Antiquated/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ROS - 2004</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Replace two existing 472 GPM chilled water circulation pumps.</td>
<td>$39,221</td>
<td></td>
</tr>
<tr>
<td>HVAC Chilled Water Pumps: Antiquated/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ROS - 2004</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Replace air handlers and distribution ductwork.</td>
<td>20,000.00</td>
<td></td>
</tr>
<tr>
<td>Heating Hot Water Pumps: Antiquated/</td>
<td>$30,716</td>
<td></td>
</tr>
<tr>
<td>ROS - 2003</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Replace two existing 610 GPM chilled water circulation pumps.</td>
<td>$40,062</td>
<td></td>
</tr>
<tr>
<td>HVAC Chilled Water Pumps: Antiquated/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ROS - 2005</td>
<td></td>
<td></td>
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<tr>
<td>Replace two 5hp heating hot water circulation pumps.</td>
<td>$25,963</td>
<td></td>
</tr>
<tr>
<td>Heating Hot Water Pumps: Aged/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ROS - 1989</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Replace two 20hp chilled water supply pumps.</td>
<td>$55,960</td>
<td></td>
</tr>
<tr>
<td>Chilled Water Pumps: Aged/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ROS - 1965</td>
<td></td>
<td></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></td>
</tr>
<tr>
<td>ROS - 1982</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Replace power and lighting distribution panels and feeders.</td>
<td>83,966</td>
<td></td>
</tr>
<tr>
<td>HVAC Air Handlers: Aged/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ROS - 1981</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Replace air handlers.</td>
<td>$323,553</td>
<td></td>
</tr>
<tr>
<td>Compressed Air Dryer: Aged/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ROS - 1999</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Replace main electrical switchboard.</td>
<td>$147,209</td>
<td></td>
</tr>
<tr>
<td>Electrical Switchboard: Aged/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ROS - 1980</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Replace air handlers #3 and 15.</td>
<td>$448,299</td>
<td></td>
</tr>
<tr>
<td>HVAC Air Handlers: Aged/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ROS - 1980</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Replace 50% of forty-six roof mounted fans.</td>
<td>$165,815</td>
<td></td>
</tr>
<tr>
<td>HVAC Exhaust Fans: Aged/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ROS - 1949</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Replace power and lighting distribution panels and feeders.</td>
<td>$340,556</td>
<td></td>
</tr>
<tr>
<td>Electrical Service and Dist. Panelboards:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aged/REO-3557</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Replace HVAC system.</td>
<td>$981,353</td>
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</tr>
<tr>
<td>Distribution System: HVAC System Aged and Worn/REO-3569</td>
<td></td>
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</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/REO-1946</td>
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<tr>
<td>Replace main electrical switchboard.</td>
<td>$131,461</td>
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<tr>
<td>Electrical Service and Dist. Panelboards:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aged/REO-3486</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Replace domestic hot and cold water pipes and chill water and hot water pumps.</td>
<td>$400,000</td>
<td></td>
</tr>
<tr>
<td>HVAC Heating Hot Water Pumps: Aged/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ROS - 2442</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Replace HVAC piping supporting the air handling equipment.</td>
<td>$294,624</td>
<td></td>
</tr>
<tr>
<td>HVAC Piping and Valves: Deteriorated/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ROS - 1949</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Replace two elevators.</td>
<td>$392,961</td>
<td></td>
</tr>
<tr>
<td>Elevator: Replace Existing/ ROS -1748</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Replace hot water circulation pumps.</td>
<td>$31,993</td>
<td></td>
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<tr>
<td>HVAC Heating HW Pumps: Antiquated/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ROS - 2135</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Replace two chilled water circulation pumps.</td>
<td>$41,396</td>
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</tr>
<tr>
<td>HVAC Chilled Water Pumps: Antiquated/</td>
<td></td>
<td></td>
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<tr>
<td>ROS - 2106</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Replace compressed air dryer.</td>
<td>$1,789</td>
<td></td>
</tr>
<tr>
<td>HVAC Air Handlers: Aged/</td>
<td></td>
<td></td>
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<tr>
<td>ROS - 1628</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Replace power and lighting distribution panels and feeders.</td>
<td>$290,594</td>
<td></td>
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<tr>
<td>Electrical Panelboards: Aged/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ROS - 2057</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Replace AHAs A, B, C and D along with associated piping, starters and controls.</td>
<td>$921,662</td>
<td></td>
</tr>
<tr>
<td>HVAC Piping and Valves: Deteriorated/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ROS - 1967</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HVAC Air Handlers: Aged/</td>
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<tr>
<td>HVAC HW Radiation Heater Heater Aged/</td>
<td>$1,007</td>
<td></td>
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<tr>
<td>ROS - 1938</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-funded Projects</td>
<td>5,120,581</td>
<td></td>
</tr>
</tbody>
</table>

**Non-funded Physical Plant Projects**
Building Use

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 of 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.

Illustration of student residences based upon national best practices for creating vibrant campus communities.
Sustainability Condition and Needs

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
- Reduced Loads
  - Building Envelope
  - HVAC
- Passive Strategies
  - Natural Ventilation
  - Daylighting
- Active Strategies
  - Underslab Air Distribution
  - Radiant Conditioning
- Energy Recovery
  - Ventilation
  - Cooling
  - Domestic Water
- Self Generation
  - Solar PV/Thermal
- Waste to Energy
- Fuel Cell
- Offsetting
  - Carbon Credits

Water
- Alternative Sources (High Efficiency)
- Alternative Sources (Medium Efficiency)
- Alternative Sources (Low Efficiency)
- Rainwater
- Stormwater
- Efficient Fixtures
- Water Efficient Landscape
- Xeriscape Irrigation

Waste
- Zero Waste
- Recycling
- Reuse
- Recovery
- Source Separation
- Recycling
- Paper, Glass, Metal
- Compost
- Organic
- Zero Waste
- Waste to Energy
- Waste Offset Programs

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
  - WtW Benefit
- Offsets
  - Carbon Credits
  - Support for Green Causes
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.

Figure courtesy of 2013 UNO Campus Landscape Master Plan Study by LSU Professor Wes Michael’s Urban Landscape Lab
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 that 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 unprogrammed 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 Tieme 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.
Circulation

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.