MASTER PLAN AND GUIDING PRINCIPLES

BY: ARCHITECTS SOUTHWEST
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UNIVERSITY OF LOUISIANA AT LAFAYETTE

MASTER PLAN & GUIDING PRINCIPLES

CHARRETTE DATE: 10.17.11       FINAL DATE: 05.28.13
Introduction

Executive Summary
Campus Location
Guiding Principles
University History
Strategic Planning Process
Major Curriculum Accreditations & Affiliations
Unique Areas of Excellence
Research & Development
Campus Planning History
Charrette Report
The purpose of the timeline is to keep track of significant dates and actions regarding this Master Plan. This will require frequent changes to the timeline to accurately document milestones achieved.

- **November 28, 2012** - Campus Planning Committee officially approves the Master Plan.

- **December 3, 2012** - The University presented its Campus Master Plan to the UL System Board/Facilities Planning Committee.

- **February 18, 2013** - Campus Master Plan presented to faculty, staff, and students.
This comprehensive plan arose from the aspiration of a vision to improve the environment of the University and make it one of the most comfortable and inspiring academic institutions in America. The University of Louisiana at Lafayette has undertaken the task of developing a comprehensive master plan, which is intended to guide the physical growth of the campus for the next 10 to 20 years. Although several ongoing attempts have been made to direct growth, to date none have been created in the form of formalized governance, which mandates orderly implementation. It is intended that this comprehensive plan be adopted by the University and changes that are made be formally approved by the administration, or some governing body appointed by the University, in an effort to control how the vision that is projected here will evolve over time.

The Master Plan represented here is the result of a yearlong public participatory work effort involving long hours, linking the input of hundreds of stakeholders, including UL Lafayette administrators, faculty and staff, Lafayette Consolidated Government directors; neighborhood organizations; and last, but by no means least, the student body of the University. All groups devoted their passionate input to the creation of this comprehensive work. The printed text and visionary delineations are the product of that dedicated effort and will surely evolve as experiences and dynamics dictate. One thing is certain: circumstances will occur that will alter the course of these decisions. This manuscript, as a work in progress, is presented in a three-ring binder so that the document amendments. Land planning as an art form is not a static endeavor, but rather a very spirited encounter of working document amendments. Land planning as an art form is not an art form, but rather a very spirited encounter of working with the University community.

The University currently utilizes a set of very basic outline standards to govern its building and land development patterns. In many ways, these have not supported the creation of any sense of place so well defined by the older historic campus. Furthermore, the standards do not provide for the conjoining of the aforementioned landmasses into a necessary cohesive whole. The comprehensive plan defines a code – in the form of guiding principles – that intends to clearly guide the decision-making process without becoming too onerous or cumbersome.

University Common

University Common has for years served the University’s athletics program, fraternity and sorority housing, intramural sports, and most recently, an expanded focus to include various research initiatives. The plan calls for the focus of University Common to broaden to include 200,000 square feet of retail; 650 residential units of varying types and price points; a new 2,200-seat regional performing arts center; an expansion of the convention center, with an adjacent 300-room hotel; as well as additional undergraduate academic offerings.

The comprehensive plan calls for all of these zones to be linked by a complete vehicular, bicycle, pedestrian and state-of-the-art bus/rail thoroughfare network intended to promote a sustainable campus environment.

St. Landry Corridor

The St. Landry Corridor, which includes the former Lourdes Hospital, is real estate adjacent to University property and portions of it are being considered by the University for acquisition. The acquisition of the property can be significant, as it will bridge the Main Campus to University Common and, therefore, has significant merit. Any University as dynamic as the University of Louisiana at Lafayette must always be engaged in acquiring additional real estate, particularly land adjacent to the University’s existing land holdings. Should the University not be successful in its quest to negotiate successfully, there are several alternatives that could serve the University’s immediate needs.
CAMPUS LOCATION

The University of Louisiana at Lafayette, or UL Lafayette, is a coeducational, public research university in Lafayette, La., which is the heart of a multi-parish region known as Acadiana. It has the second-largest enrollment in the nine-campus University of Louisiana System.
GUIDING PRINCIPLES

THE FUNDAMENTALS OF A NEW URBAN DISTRICT

It has been well documented that the creation of great habitats of humanity, Urbanism, has significantly deteriorated over the last half century. Indeed, the demise can explicitly be documented to have begun around the turn of the last century. The term "civic art" describes "the combination of art and techniques used to create an uncompromising urban fabric." Insofar as a community is a balanced set of activities, which includes a mix of uses, often focused on a multiplicity of residential occupancies, a District includes specialized divisions focused generally around a prevalent set of activities. The University of Louisiana at Lafayette’s focus is evolving. The structure of the campus as a District will parallel that of a more urban area. Streets will connect to allow for a fluid movement of pedestrians and bicyclists, as well as vehicular traffic. The District will have a clear set of boundaries, composed of a select set of mixed uses. The District will eventually support and benefit a transit system, albeit long term, that is intended to be interconnected, not only with various portions of the campus, but also with other urbanized areas of the city.

THE MASTER PLAN

The focus of the various campus areas, as a district, will no doubt evolve over time. It is structured to allow a natural development evolution to occur, with the University of Louisiana System Board of Supervisors guiding the vision as demands and trends dictate. The opportunities and possibilities are endless and exciting.

The best development examples, which offer a sense of security, human relevance, comfort, and extreme functionality found throughout the world, informed this body of work. They include great civic places characterized by Rob Krier’s design for Potsdam or the 1920 design for Santa Barbara’s great main streets, to celebrated campus designs by Olmstead for Stanford, as well as the original quad for Louisiana State University. The campus plan integrates a sequence of urban blocks that form street edges using mixed-use buildings on pedestrian walkways. Parking is positioned internal to the block, along with services and utility distribution. A greenway integrates Urbanism into the fabric of the district, while providing for a natural bioswale and community park system intended to provide daily engagement of the district’s inhabitants. Plazas, public buildings and parks are an integral part of the Master Plan. Some plazas will serve as additional parking, while other squares will remain strictly pedestrian. The public buildings and gathering halls will service social, cultural, and educative activities or may incorporate housing for students, visitors or staff. Parks and linear green space will be woven within the development, lending themselves to diversity and security.

THE GUIDING PRINCIPLES

This Document or “Guiding Principles” is intended to outline the requirements for a campus district. To the extent this ordinance does not specifically address components or requirements of the zoning and/or land use ordinances of the Parish, the existing ordinances shall control. To the extent there is a conflict, these requirements shall control, it being understood that these requirements shall be deemed an approved assembly of product waivers on conflicting requirements provided by existing Parish ordinances. The codes adopted for the new urban district are specific to the indigenous character of this development thereby ensuring continuity and harmony.
INTRODUCTION

UNIVERSITY FACTS & STRATEGIC PLANNING PROCESS

The University of Louisiana at Lafayette owns a total of about 1,300 acres. Its main campus consists of 145 acres; the Athletic Complex and Cajundome sit on 243 acres; University Research Park has 148 acres; and the Center for Ecology and Environmental Technology has 51 acres.

In addition, UL Lafayette has a 600-acre farm/renewable resources laboratory in Care, La. It also owns the 100-acre New Iberia Research Center in New Iberia, La., which supports applied and basic research aimed at promoting human quality of life. These two land holdings are not considered part of this comprehensive plan.

UL Lafayette maintains 274 campus buildings that have a total of about 4 million square feet.

University Research Park tenants include:

- Cecil J. Picard Center for Child Development and Lifelong Learning
- Center for Business and Information Technologies
- Child and Family Studies Early Childhood Laboratory
- Hilton Garden Inn
- Lafayette Economic Development Authority
- Lafayette Primary Care Facility
- Louisiana Immersive Technologies Enterprise (LITE)
- U.S. Army Corps of Engineers
- U.S. Department of Agriculture
- U.S. Fish and Wildlife Service
- U.S. Geological Survey
- U.S. Geological Survey National Wetlands Research Center

The Cajundome is a 13,000-seat multipurpose arena. There is an adjacent convention center.

ACADEMICS

The University of Louisiana at Lafayette is a comprehensive university with a mission to educate undergraduate and graduate students in a variety of arts, sciences and professional programs and to conduct research in these fields. Admission to UL Lafayette is selective, based on courses completed and academic performance.

UL Lafayette has a statewide mission and is responsible for serving:

a. Residents from throughout Louisiana, especially those of the Acadiana region, who have excelled in high school studies and are seeking a baccalaureate or graduate degree or continuing professional education;

b. Two-year college transfer students;

c. Academic disciplines and the research community; and

d. The community and region, by providing a broad range of academic and cultural activities and public events.

100 percent of all undergraduate programs at UL Lafayette that are eligible for accreditation by professional agencies are accredited.

UL Lafayette is a member of the Southeastern Universities Research Association, which is composed of members from more than a dozen southeastern states and the District of Columbia. Other members include Duke, Vanderbilt and Auburn universities.

The Carnegie Foundation has designated UL Lafayette as a "Research University with High Research Activity.”

The University of Louisiana at Lafayette is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.

The University has 55 baccalaureate degree programs (108 separate programs if different concentrations are counted), 26 master’s degrees and 10 doctorates. It also has a number of post-baccalaureate and graduate certificates.

Doctorates are offered in applied language and speech sciences, environmental and evolutionary biology, computer engineering, computer science, educational leadership, English, Francophone studies, mathematics, nursing practice, and systems engineering.

About 1,200 students are graduated each fall and spring. More than 109,000 men and women have graduated from the University since it was established in 1898.

The University includes the following colleges and schools:

- College of the Arts
- B.I. Moody III College of Business Administration
- College of Education
- College of Engineering
- College of General Studies
- College of Liberal Arts
- College of Nursing and Allied Health Professions
- Ray P. Authement College of Sciences
- University College
- Graduate School
- School of Architecture and Design
- School of Computing and Informatics
- School of Geoscience
- School of Kinesiology
- School of Music and Performing Arts

STUDENTS

Total Fall 2012 enrollment was 16,687, including 15,143 undergraduates and 1,544 graduate students. The number of students attending in the fall semester is a university’s official enrollment.

UL Lafayette had 624 international students for the Fall 2012 semester.

2012 student body: 9,447 females, 57 percent of total; 7,240 males, 43 percent of total.

UL LAFAYETTE’S ECONOMIC IMPACT

UL Lafayette is committed to serving employers, both public and private – including school districts, healthcare providers, local governments, private businesses and community agencies seeking technical assistance and applied research. The University also serves economic development interests and entrepreneurs throughout the state.

UL Lafayette has a total spending impact of more than $735 million in Louisiana annually, with $726 million of that total spending impact felt in Acadiana.

About $1.3 billion was added to Louisiana’s economy by UL Lafayette graduates over the past 10 years due to degree attainment.

ATHLETICS

Louisiana Ragin’ Cajuns® compete in NCAA Division I, the highest level of collegiate athletics.

Louisiana Ragin’ Cajuns® sports:

- BASEBALL
- BASKETBALL
- FOOTBALL
- SOCCER
- GOLF
- SOFTBALL
- TENNIS
- TRACK AND FIELD
- VOLLEYBALL
In June 2008, after 34 years as president, Authement retired. At the time, he was the longest-serving president of any public university in the United States. During his tenure, he orchestrated the evolution of the University from one with a regional economy to one with internationally acknowledged signature degree programs enrolling almost 17,000 baccalaureate, master’s, and doctoral students.

Authement led the University of Louisiana at Lafayette through an era when the regional economy relied heavily on the oil and gas industry. Fiscal challenges were exacerbated by the lack of economic diversification, an influx of tuition and fee structure, and the University’s determination to keep higher education as accessible and affordable as possible, especially for first-generation students. The result was a culture of economic conservatism: doing more with less.

Today, the University benefits from total research and development expenditures of some $75 million per year, private assets worth more than $144 million; and the ability to raise tuition through the state Grad Act and other authority granted by the Louisiana Legislature.

A notable strategic advantage of the University is the unrelenting emphasis on excellence in all its endeavors. Examples abound, from the aesthetic, such as Cypress Lake, a managed wetland adjacent to the Student Union, to the profoundly futuristic, such as the Louisiana Immersive Technologies Enterprise in University Research Park. It harnesses the power of supercomputers to quickly transform massive amounts of data into three-dimensional images. It is one of the most comprehensive and tightly integrated data visualization and supercomputing installations in the world.

In addition, the University is strengthened by:

- a qualified faculty, whose members manifest a passion for teaching and compassion for students;
- the unparalleled commitment of service and support staff, who students explicitly recognize as critical to their success;
- a well-prepared and achievement-oriented student body;
- a strong liberal arts emphasis, structured to create holistically knowledgeable and ethical lifelong learners;
- a proud and supportive community;
- a sense of community and cohesion manifested in the University’s relationships with a distinguished group of generous donors and benefactors who entrust the University with significant endowments;
- broad-based and continuous dedication to community outreach; and
- advanced technological positioning and infrastructure, evidenced by numerous student-funded smart classrooms and supercomputers that can capitalize on the Louisiana Optical Network Initiative and the National Lambda Rail.

Even so, enthusiasm ought to be tempered by realism regarding related challenges and limitations that mitigate strengths and often lead to the genesis of intolerable paradoxes. To illustrate: during the past five years, campus construction has yielded numerous new and renovated academic and student-support facilities. Yet, a campus of over 250 structures is landlocked, with many buildings suffering the effects of years of deferred maintenance.

In all realms, there are opportunities to do better. The strategic plan is born out of the recognition that this is the time—a time of transition and of opportunity—in which we are ideally suited to celebrate our traditions and strengths, acknowledge our challenges and thoughtfully pursue the transformation to distinction of which we are eminently capable.

**Strategic Planning Process**

In July 2007, the James L. Fisher, ltd. Educational consultancy firm was retained to conduct an institutional effectiveness audit in anticipation of the search for and subsequent inauguration of a new president. Dr. Fisher and his team carried out a thorough document review and met with over 250 UL Lafayette constituents in preparing the environmental scan. His final report on the state of the University issued in October 2007 yielded numerous suggestions. These suggestions became the framework upon which incoming president E. Joseph Savoie formulated, in April 2008, six thematic advisory teams collectively comprised of over 75 internal and external stakeholders. In July 2008, the advisory teams presented their much-heralded recommendations to the University and the community. The CEO of Noel-Levitz higher education consultancy visited in September 2008, and after meeting with 74 representatives from all areas of campus, offered insight into enhancing our enrollment process, with particular emphasis on student recruiting and retention.

Office of Strategic Planning and Evaluation

President’s Higher Education Community Service Honor Roll, U.S. Department of Education

Tree Campus USA, Arbor Day Foundation

Edith Garland Dupre Library houses the only complete collection of Ernest Gaines’ scholarship in the world. That collection includes the author’s manuscripts, papers, and translations of his works. Gaines is writer-in-residence emeritus at UL Lafayette. He is best known for two novels, “The Autobiography of Miss Jane Pittman” and “A Lesson Before Dying.”

The University’s Campaign for Scholarships reached its goal of raising $4.5 million two years ahead of schedule. The University’s 公共 adjusts was increased to $5.6 million with the original campaign deadline of December 2014.

In 2012, the University obtained a rare letter penned by John Kennedy Toole, a former member of its English Department faculty, who wrote the Pulitzer-Prize winning novel “A Confederacy of Dunces.” Some characters in that book are believed to have been inspired by Toole’s colleagues at UL Lafayette.

In 2012, UL Lafayette launched the inaugural CajunCodeFest, a computer programming competition intended to use technology to address pressing health issues. U.S. Chief Technology Officer Todd Park, who attended the event, referred to Lafayette as “the best kept secret reservoir of innovation mojo in America.”

The University became the first in Louisiana to be designated as a National Science Foundation Industry/University Cooperative Research Center with the establishment of the Center for Visual and Decision Informatics. That center is a collaborative project with the Pultizer-Prize winning novel “A Confederacy of Dunces.” Some characters in that book are believed to have been inspired by Toole’s colleagues at UL Lafayette.

During that same month, several forums were conducted and moderated by both internal and external facilitators to discuss and modify the proposed plan. In attendance at these sessions were faculty members, department heads, research center directors, deans, vice presidents, university support directors and coordinators. As a result of feedback gathered, the plan underwent several iterations to reach its present state. The final plan, which was adopted by internal and external stakeholders. In July 2008, it was presented to student body and UL Lafayette Foundation representatives in November.

After incorporating the reactions of these stakeholders, the plan was adopted by the University Council in early February 2009.

**Strategic Planning Assumptions**

We are collectively proud of our past accomplishments, although many remain unknown to the student regular than the public. Consequently, the plan reflect our desire to explicitly reveal not only those goals to which we aspire, but also those domains where we are eagerly striving to capitalize on our strengths. It preserves our proud heritage and those traditions that make us unique and differentiate us from other esteemed universities. The plan acknowledges that the University finds itself at a critical intersection of the past and the future, with the ascendency of a new president and the strengthening academic preparation of the incoming student body. Despite the financial challenges and uncertainties currently facing the University, state and nation, we recognize that it is critical to persist in our dedicated pursuit of our strategic imperatives. This plan reflects the atypical pace and time of transition in which we find ourselves, a phenomenon that obligates us to act decisively and rapidly so as to capitalize on the energy and willingness of the faculty and staff to collaborate as we seek the realization of the transformation promised in our vision.
STRAIGHTENING STUDENT RECRUITMENT AND ENROLLMENT PROCESSES

1. To raise awareness and enhance the visibility of our institution
   • create a unified and integrated website with appropriate
     interactivity, utility, comprehensiveness, aesthetics and
     communicative capacity
   • showcase the University through cutting-edge marketing
     and promotion
   • promote our graduate programs more vigorously
   • determine and attain the student population size that
     meets workforce and societal demands and maximizes
     efficient utilization of resources
   • recruit students with increasingly stronger academic
     preparation, credentials and talents

2. To advance our positioning as an institution of ‘choice’
   • review and improve the process and effectiveness of
     awarding scholarships and financial aid
   • invigorate the Honors Program
   • improve cleanliness, general conditions and the physical
     attractiveness of the campus
   • ensure environmental sustainability, safety and physical
     accessibility on campus
   • build new residence halls and improve existing student
     housing
   • modernize and restore historic facilities and renovate
     Martin Hall
   • engage in academic facilities planning to ensure an
     appropriate learning environment

3. To better manage our enrollment processes
   • create a comprehensive strategic enrollment management
     plan
   • partner with secondary and other post-secondary
     educational institutions
   • develop improved electronic communications networks
     with students
   • enhance the number and success of transfer students
   • revamp and elevate the relevance of orientation for all
     students

ENHANCING STUDENT ENGAGEMENT AND SUCCESS

1. To create a meaningful first-year experience
   • develop a substantive and formative first-year seminar
     for incoming students
   • foster commitment to making a difference through
     community engagement

2. To improve the campus climate for students
   • construct a student union to serve as the gateway to
     campus life
   • enrich the vitality of campus life through extra- and co-
     curricular activities and organizations.
   • create synergies among and optimally integrate student
     support and service units
   • improve service to internal and external constituents
   • ensure policies, rules and procedures facilitate student
     engagement and campus involvement
   • support emerging forms of appropriate electronic
     media to enhance student communication

3. To increase the number of students graduating
   • implement an online degree audit system
   • increase the graduation rates of transfer, at-risk, non-
     traditional and underrepresented students through the
     nurturing of appropriate support services and programs
   • grow selected undergraduate and graduate programs
   • involve career services early in our students’ academic
     progression
   • increase the number of graduates in high-demand
     professions
   • reduce the average time required for undergraduate
     students to matriculate


FACILITATING QUALITY TEACHING AND LEARNING

1. To recruit and hire the best faculty for student learning
   • enhance commitment to faculty development
   • reinforce quality teaching and student research
   • promote faculty diversity
   • engage adjunct faculty members in the life of the
     University
   • motivate faculty to provide more course offerings in the
     summer
   • create and fill all currently vacant endowed chairs with
     faculty of national prominence

2. To enhance the classroom experience
   • continue pursuing learning-oriented IT infrastructure
     opportunities
   • create increased opportunities for active learning and
     community engagement
   • raise the profile of graduate study and create the
     environment and funding structure for growth

3. To focus on signature initiatives supporting the future of our
   • launch innovative and non-redundant supporting
     the future of our potential strengths and external
     opportunities for funding and support
   • consider development efforts and a research foundation
   • dedicating to funding viable programs of basic research

4. To grow successful academic centers and programs to enable
   • greater levels of achievement
   • encourage center staff members to engage in reciprocal

offer distance learning to select markets and assure
high quality delivery
• increase student opportunities to customize a viable
  cross-disciplinary degree program
• grow and encourage internships and co-op experiences
• to improve learning through evidence-learning assessment
• increase staffing in the office of institutional research
• proactively incorporate institutional research in
  university planning processes
• implement an integrated enterprise management system
• continue a coordinated assessment of institutional and
  student learning outcomes

SUPPORTING THE RESEARCH PORTFOLIO OF OUR
COMMUNITY OF SCHOLARS

1. To plan strategically for enhanced research efforts and
   • develop an integrated, coherent approach to
     incentivizing, measuring and promoting research
     productivity at the individual, college and university
     levels
   • clearly define and support the attainment of aggregate
     productivity targets in the basic, applied and
     pedagogical domains of research

2. To foster the creation of rigorous research and other
   • eminent intellectual contributions
     • increase attainment of competitive federally and
       industry-supported grants for funding research and
       graduate assistants
     • explicitly incorporate quality as a performance
       dimension
     • forge avenues for interdisciplinary collaboration on
       meaningful and influential research projects
     • ensure access to and availability of the informational
       and physical resources necessary for the creation of
       high-impact contributions in all academic disciplines

3. To focus on signature initiatives supporting the future of our
   • earth and society
     • launch innovative and non-redundant supporting
       the future of our potential strengths and external
       opportunities for funding and support
     • consider development efforts and a research foundation
       dedicated to funding viable programs of basic research

4. To grow successful academic centers and programs to enable
   • greater levels of achievement
     • encourage center staff members to engage in reciprocal

interaction with academic departments  
- ensure provision of a budget to cover essential center needs when warranted by a positive return on investment

**Strategic Imperative 5:**  
**Preparing Our Students to Thrive as Global Citizens**

1. To widen our global perspective  
   - centralize functions associated with international students and internationalization  
   - increase the number of international students and exchange faculty  
   - engage international students in campus life  
   - expand and invest in study abroad programs to maximize student opportunities for participation  
   - internationalize the curriculum in all colleges  
   - develop strategic partnerships with international universities  
   - sponsor intercultural events on campus

2. To ensure our students are poised to face major challenges of the 21st century  
   - reinforce the importance and acceptance of diversity  
   - emphasize sustainability and actions for prudently handling environmental resources  
   - enable students to evaluate rationally the causes of problems facing our society and our world  
   - socialize students to value and internalize the need to protect human rights

**Strategic Imperative 6:**  
**Creating an Institution Our Stakeholders Will Highly Regard**

1. To make University accomplishments more evident  
   - strategically improve branding and marketing of current endeavors  
   - develop brand recognition of, preference for, and loyalty to the University  
   - publicize high-profile (signature) initiatives, research contributions and academic programs  
   - focus on enhancing and broadening our institutional reputation

2. To provide support for the athletic programs and the Ragin’ Cajun Athletic Foundation  
   - strategically and systematically renovate athletic facilities through support of a capital campaign and other sources of nontraditional financing  
   - develop an academic center for student athletes to enhance their educational success  
   - establish an endowment for athletics to increase competitiveness within the conference

3. To increase voluntary contributions for educational purposes  
   - develop an integrative master plan for donor relations, fund raising and stewardship with the collaboration of the UL Lafayette Foundation  
   - determine the optimal relationship between the University and affiliated organizations such as the UL Foundation and the Alumni Association  
   - elevate the role and responsibility of academic colleges in fund raising initiatives  
   - improve alumni relations through the creation of contemporary engagement opportunities

4. To plan for the growth needs of the University  
   - formalize a master plan for the use and future expansion of University property and facilities  
   - develop property acquisition and disposal policies

**Strategic Imperative 7:**  
**Optimizing Administrative Effectiveness and Efficiency**

1. To focus on human resource management challenges  
   - change the evaluation of faculty performance and the awarding of merit pay to a system that simultaneously reflects budgetary constraints, motivational factors and institutional priorities  
   - streamline and expedite hiring procedures for faculty  
   - monitor and ensure compensation at all ranks and for all contractual faculty is competitive with appropriate benchmarks  
   - develop a comprehensive system for the hiring, evaluation, equitable compensation and best-practices management of unclassified professional staff  
   - ensure adequate administrative support staff determine and meet classified staff needs for evaluation, development and recognition

2. To optimally structure the organization  
   - examine the formal and informal administrative organization and reporting structures to ensure the appropriate level of (de)centralization  
   - automate the purchasing process and post comprehensive budgets and available financial resources online  
   - foster communication among internal stakeholders

3. To create a culture emphasizing the value of exceptional service  
   - combine local, state and federal relations into a single government relations office  
   - strategically reengineer the centralized information technology unit

**Strategic Imperative 8:**  
**Fostering Economic and Community Development**

1. To support internal stakeholders working to generate a positive economic, scientific, cultural or social impact  
   - increase access to and awarding of external funds for research and other learning activities  
   - foster activities of internal stakeholders that have the potential for enterprising ventures  
   - incentivize the invention and commercialization of intellectual property  
   - encourage interdisciplinary initiatives that preserve our regional culture  
   - engage in outreach to enhance regional citizens’ physical health and well-being

2. To further develop the research park to enable both research generation and economic development  
   - develop a master plan for the park’s future growth  
   - strategically cultivate tenants based on consideration of synergistic collaborations and economic sustainability  
   - carefully segment and locate prospective tenants in each of the University’s research intensive sites and locations

3. To increase the interface between the community and the University  
   - create a regional economic development council to leverage our intellectual assets and applied research for the betterment of the area  
   - continue and make known our emphasis on partnering with regional not-for-profit enterprises  
   - collaborate with pre-collegiate institutions to provide educational opportunities for underserved populations

4. To enhance the vibrancy of the State of Louisiana  
   - collaborate with economic development entities to mitigate exporting of state educated college graduates
INTRODUCTION

The ability of the early administrations to visualize the future and anticipate the imminent expansion of the University is clearly evident. The intentional development of the main quadrangle of the main campus with the subsequent creation of other formal outdoor spaces, and the continued practice of lining thoroughfares with live oaks, are all examples of early campus planning attempts.

Formality and a tradition of placemaking became less of a priority with time. During and preceding World War II, immediate practicality, speed, and efficiency fueled trends in campus development. This practicality led to one of the most iconic features of our campus; Cypress Lake was created when Cypress Grove was intentionally flooded to act as a water reservoir, in case of enemy bomb raids and subsequent fires.

The continued rapid growth of the University led to the next trend in campus development and planning; the University began to spread beyond the original campus. Blackham Coliseum and a few other buildings were built off campus, but it wasn’t until the early 70’s that the University decided to start designating land for a specific use. On the property now referred to as University Common, the University decided to create an athletics complex that has grown to 243 acres. Acreage in University Common was also allotted to fraternity and sorority student houses in the early 80’s, and in the early 90’s, 148 acres of the University’s prime University Common real estate was set aside to create University Research Park.

Shortly after the University of Louisiana at Lafayette’s Centennial Celebration in the year 2000, University officials began to plan for the next 100 years. The success of University Research Park, and the rapid growth the University had experienced over the last few decades, set into motion a series of projects with the Community Design Workshop that were intended to establish plans for development of University properties.

The Community Design Workshop is a program in the School of Architecture and Design. Under the direction of Professor Tom Sammons, student workers collaborated with University officials, University Research Park tenants, local government agencies, and members of the community on seven major University planning projects and several smaller campus improvement projects. These projects, beginning in 2002, are the first official Master Planning efforts on record with the University.

UNIVERSITY COMMON MASTER PLAN 2002

Major Collaborators:
- Community Design Workshop – Directed by Professor Tom Sammons
- Dr. Linda Vincent: Former dean of College of Applied Life Sciences (College was dissolved in 2006)
- Greg Gonthreau: President and CEO of Lafayette Economic Development Authority (University Research Park tenant)

Site:
Four hundred acres between Johnston Street and Eraste Landry Road, referred to as University Common, that includes the athletics complex, University Research Park, Blackham Coliseum, the Cajundome and the Convention Center.

Description:
The design scheme organized future facilities around gardens that replicated the “prairie” and “wetland” ecosystems that are indigenous to this area. The “prairie” (University Common property located south of W. Congress Street) included new greenhouse and research facilities for the Ira Nelson Center, a labyrinth-style garden with trails, and a parking garage for the Cajundome. It was also suggested that intramural fields be relocated to behind the Panhellenic houses. A pedestrian underpass was suggested to link the “prairie” to the “wetlands” (University Common property located north of W. Congress Street) including new greenhouse and research facilities. The design team recommended adding a hotel, restaurant, and healing garden, along with three additional research complexes. Suggested amenities for these complexes included water gardens, an amphitheater, a pavilion, formal courtyard space, and a presidential grove consisting of live oaks.

Impact:
In 2004, intramural fields officially opened behind the Panhellenic houses. Construction of the Hilton Garden Inn was completed in 2006. When the LITE Center was completed in 2006, it featured a reflecting pond complete with native wetland plants.

UNIVERSITY MAIN CAMPUS MASTER PLAN 2006

Major Collaborators:
- Community Design Workshop- Directed by Professor Tom Sammons
- University Funded

Site:
The University of Louisiana at Lafayette’s Main Campus is 137 acres between Johnston Street and Girard Park Circle. It includes the main academic and administrative buildings, the Student Union, the Alumni Center, Hilliard University Art Museum, Legacy Park, family housing, and University student residence halls.

Description:
In 2006, the Community Design Workshop completed its first-ever master plan for the Main Campus. The primary objective was to address the University’s need for additional student housing. The destruction of older dilapidated structures was proposed to create room for both student housing and new academic buildings. The creation of formal, functional outdoor spaces was an important concept that influenced the placement of academic buildings. A second quadrangle was proposed across from Girard Park. Multiple parking garages were recommended throughout the main campus to alleviate lack of convenient on-site parking.

Impact:
Many of the inadequate housing facilities along University Avenue, Boucher Street and Tulane Avenue were destroyed and replaced, as suggested by the University Strategic Plan.
THE MAIN QUADRANGLE 2009-2011
Project Collaborators:  
- Community Design Workshop – Directed by Professor Tom Sammons  
- Student Government Association  
- University President’s Office – Dr. E. Joseph Savoie’s Office  
- University-Funded

Site:  
The Main Campus’ quadrangle behind Martin Hall is surrounded by both academic and administrative buildings. It is part of the original SLI campus and is one of the oldest intentionally designed outdoor spaces on campus.

Description:  
Traditionally, the main quadrangle has acted as a gathering place for student activities, as well as a transitional space. Student Government Association approached the CDW about updating the main quad so it will remain a source of campus pride and continue to be multifunctional and comfortable. The updated design contained a new centralized fleur-de-lis fountain to replace the existing planter, which has become overgrown and outdated. The plan also called for the addition of live oaks and magnolia trees, along with a circular pathway surrounded by crape myrtles.

Impact:  
The design was approved in March 2010 by the University. The Student Government Association already has donated $15,000 as seed money to establish the foundation for the quad beautification project.

MASTERS OF ARCHITECTURE STUDENT PROPOSALS FOR UNIVERSITY MASTER PLAN 2011
Project Collaborators:  
- Professor Tom Sammons and Professor Onzieme Mouton-teach graduate Urban Design Studio  
- Spring 2011 Urban Design Studio- 18 master’s of architecture students

Site:  
Pairs of students proposed Master Plan designs for one of three different sites affiliated with the University: the Main Campus, University Common, and the St. Landry Corridor.

Description:  
In Fall 2011, the master’s of architecture students in the 502 Urban Design Studio made master plan proposals for the Main Campus, University Common, or the St. Landry Corridor. These designs were intended as inspiration for the current Master Plan. A book was compiled of the students’ work and presented to the president of the University and others involved in the Comprehensive Master Plan.

Impact:  
The broad array of student work helped those involved in the initial phases of the design process to envision multiple schematic designs. The student work continued to provide inspiration throughout the design process.
CHARretTE REPORT

INTRODUCTION

The planning team reviewed relevant information and background data to familiarize its members with the physical and economic dynamics of the University. The team analyzed current and historic maps, as well as economic and market trends in the area, to put the existing conditions of the City of Lafayette and surrounding communities into perspective. The team studied documents and maps provided by the University to analyze past and present land uses, zoning, commercial districts, the downtown core, and neighborhoods in the study areas.

The design team also studied existing land development regulations and patterns and analyzed previous plans and studies to ensure coordination with these projects during the planning process. This analysis of base information was utilized to determine the University’s strongest assets and greatest liabilities, and prepared the team for the work ahead.

PROJECT KICK-OFF MEETING

At the start of the project, the project team held various meetings to review base information needs, strategize on the public participation process, identify stakeholders, and develop a detailed schedule for the planning effort.

CREATE PUBLIC AWARENESS

The design team worked with UL Lafayette to create a list of key individuals, local leaders, campus organizations, and stakeholders, who were included throughout the planning process. The identified stakeholders and organizations represented various interests that are essential in the planning for each of the various challenges of the master plan.

REVIEW OF BASE INFORMATION

The design team worked with UL Lafayette to create a list of key individuals, local leaders, campus organizations, and stakeholders, who were included throughout the planning process. The identified stakeholders and organizations represented various interests that are essential in the planning for each of the various challenges of the master plan.

PKF Consulting prepared the Hotel and Expanded Convention Center Study. This study evaluated potential market demand and projected operating performance for the potential hotel and expansion of the Convention Center.

Transportation Analysis

The transportation analysis efforts examined citywide mobility from the perspective of all modes of travel: walking, biking, using transit, and driving. Speeds and volumes on existing thoroughfares were studied to better understand the community character related to transportation. Research and information was gathered from precedent studies of various universities to present already proven solutions. The street network, as well as existing infrastructure capabilities, were examined as an effort to better suit the needs of the community and the University.

The Transportation and Parking Study was done by Tim Haahs, of Atlanta. The Haahs team worked directly with the University to plan the campus’ transportation and parking needs. Drawings have been created to identify potential parking dock locations designed to alleviate the University’s parking and congestion problems.

A bicycle study was completed by the Toole Design Group. Members of the Toole team participated in the design charrette and worked closely with University staff, students, local cycling groups, as well as community members. Toole Design Group’s report included commonly accepted bicycle standards and creative design recommendations to create a meaningful and safe bicycle experience on campus.

Initial Site Visit

Representatives from each consultant group on the planning team traveled to the University for a preliminary site visit. During this trip, the team worked closely with the University to confirm and update the goals and objectives of the planning process. The team conducted interviews with key stakeholders during this visit, in particular with representatives of the University.

During the initial site visit, the team analyzed the planning areas by studying their urban framework. The team examined the existing urban form and analyzed the network of streets, blocks and lots, building types, and building patterns. The analysis included a review of existing land use, density, and urban design elements.

ECONOMIC ANALYSIS

Several market studies were done for the University Master Plan. Robert Charles Lesser & CO (RCLCO) prepared a study to determine the highest and best use for the University Common campus. The team addressed potential uses for the site by creating multiple development scenarios incorporating University-affiliated land uses and market-driven land uses, including housing, retail, office, and medical, etc.

Pre-Charrette Analysis

The pre-charrette analysis included collection of data and review of relevant information, as well as the analysis of urban design, land use, demographic, and economic issues that affect the University of Louisiana at Lafayette. It included stakeholder interviews and on-site analysis by team members. In an effort to engage students on the campus, the team worked with the Community Design Workshop led by Professor Tom Sammons of UL Lafayette’s School of Architecture. By working with the CDW, the team was able to include a wealth of knowledge and capitalize on the built-up energy the CDW had invested in UL Lafayette’s campus prior to this master planning effort. The initial visits and analysis were tools used to gather information and better understand the unique character and opportunities of the University.

Review of Base Information

The team analyzed current and historic maps, as well as economic and market trends in the area, to put the existing conditions of the City of Lafayette and surrounding communities into perspective. The team studied documents and maps provided by the University to analyze past and present land uses, zoning, commercial districts, the downtown core, and neighborhoods in the study areas.

Economic Analysis

Several market studies were done for the University Master Plan. Robert Charles Lesser & CO (RCLCO) prepared a study to determine the highest and best use for the University Common campus. The team addressed potential uses for the site by creating multiple development scenarios incorporating University-affiliated land uses and market-driven land uses, including housing, retail, office, and medical, etc.
**Academic Analysis**

The design team worked with the Academic Planning and Faculty Development Office and with the academic deans to prepare an academic analysis and enrollment projections to determine the University’s future needs. The Academic Planning and Faculty Development Office aided this effort by preparing a survey for each dean to complete. This survey informed the design team’s planning decisions. In addition, each dean prepared a detailed space needs analysis for each of his departments, including square footage and other important design aspects. This information became the “backbone” of the planning effort.

**The Charrette**

The charrette phase involved a significant University and public involvement design session, held on site on UL Lafayette’s campus. Architects Southwest led the planning team in a series of public meetings, design sessions, interviews, and technical meetings to quickly engage the campus and general community. This intense, comprehensive method of public involvement allowed stakeholders to come together and develop consensus over specific strategies for the future of the University of Louisiana at Lafayette. The hands-on nature of the design workshops and the opportunity to interact with differing perspectives allowed issues to be quickly identified and resolved. The use of the design charrette provided a collaborative forum to bring all parties together and focus on a common goal. In addition, the workshops provided an educational opportunity for all participants.

**Community Kickoff Presentation**

On the first day of the charrette, Architects Southwest led an evening Kickoff Presentation to mark the official start of the charrette. The event featured a “food for thought” presentation to educate participants on best practices in urban campus planning, livable transportation, sustainable building strategies, and preserving campus character. The preliminary analyses conducted for each of the study areas were presented to the University and the community.

**On-Site Design Studio**

While working on-site, the team held various technical meetings with the University staff, members of the community, city staff, consultants, and students. These meetings assisted in the team’s continued understanding of the physical, economic, environmental, and organizational forces that are shaping UL Lafayette and surrounding areas.

**Final Presentation**

At the end of the charrette week, the team presented the work generated at a “Work in Progress” Presentation. Sketches and visualizations were presented to illustrate the potential buildout for the master plan. These initial plans serve as examples of how the various areas of the University can change and grow. Accompanying renderings include “before and after” illustrations that show possible scenarios for future development.

The draft concepts begun during the charrette are refined to best illustrate the long-term vision for UL Lafayette. Graphics and text demonstrate what is possible by regulating the mix of uses, building types, densities, and street details. Illustrative plans of prototype scenarios demonstrate the possibilities for future development.


November 14, 2012 – Architect Steve Oubre presented the Master Plan to the Faculty Senate.

November 28, 2012 – Campus Planning Committee officially approved the Master Plan.

December 3, 2012 – The University presented its Campus Master Plan to the UL System Board/Facilities Planning Committee.

February 18, 2013 – Campus Master Plan was presented to faculty, staff and student leaders.

The Athletics Department presented its Facilities Master Plan on March 21, 2013.

**Master Plan & Guiding Principles**

The final product is an illustrated physical master plan that will guide the University as it continues to grow and develop.

Architects Southwest has submitted this Master Plan and Guiding Principles to the University for final review. The final document is created around smart growth principles including a walkable campus, mixed-use opportunities, interconnected thoroughfares, all with densities calibrated to the area. The Master Plan and Guiding Principles include, but are not limited to, land use plans constructed of “Form Based” coding techniques. Building disposition, uses, scale, parking etc. are all addressed in detail.

The thoroughfare network has been designed to define blocks not exceeding a walkable configuration. Street sections will define widths, sidewalk placement, tree placement, and public frontage types are described. Places of civic importance i.e. civic space (squares, plazas, parks) and civic buildings, where/if appropriate, shall be described in detail. The University and developers alike will utilize these standards for any construction.

Architecture is specified by outlining materials and configuration techniques, as well as amenity requirements. These standards will allow for continuity in creating a cohesive built environment.

The landscape standards delineate the public realm treatment and semi-public realm treatment, as well as private realm treatment. The University, as well as developers, are to utilize these standards for any construction.