



MASTER PLAN AND GUIDING PRINCIPLES

BY : ARCHITECTS SOUTHWEST



UNIVERSITY
OF
LOUISIANA
L a f a y e t t e™





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INTRODUCTION

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UNIVERSITY OF LOUISIANA AT LAFAYETTE MASTER PLAN AND GUIDING PRINCIPLES

MASTER PLAN TIMELINE

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

EXECUTIVE SUMMARY

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.

GENERAL

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 guiding principles can formally respond to current challenges, allowing for changing dynamics in the form of working document amendments. Land planning as an art form is not a static endeavor, but rather a very spirited encounter of visionary strategies. These strategies are made in the form of recommendations and propositions that are structured around established principles to help the University institute a cohesive and memorable place, and one that is built on the highest form of civic art.

The plan is intended to successfully weave three currently incongruent adjacent landmasses – the Main Campus, the St. Landry Corridor, and University Common – into one cohesive University District, through an articulation of uses, patterns, transportation idioms and environmental sensitivity.

The process, at its core, has been informed by high-level assessments surrounding both academic space needs, based on the many dynamics encountered in today's university educational environment, as well as market dynamics focused on potential demand-side analysis.

MAIN CAMPUS

The Main Campus, a 145-acre landmass, is the core of undergraduate and graduate activity. It contains most of the academic functions of the University. The land development patterns over the last 100 years can be clearly delineated. The original quadrangle has matured to become the most endeared part of the University's land holdings and has been identified as the land development pattern of choice to model the overall campus. Over the last 50 years, the campus has fallen victim to a commuter mentality of large parking lots scattered throughout the district, with heavy focus on vehicular movement and, consequently, a high cost to the quality of the pedestrian experience and, more recently, the bicycle experience. Academic space-needs evaluations indicate that the University should consider reorganizing its current academic inventory and may create substantial efficiencies toward addressing existing academic obligations. Furthermore, the introduction of campus living in various housing types must be distributed strategically to promote a 24-hour vitality that, coupled with a new student life facility, will serve to enliven student, faculty and visitor engagement with the University community.

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.

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.

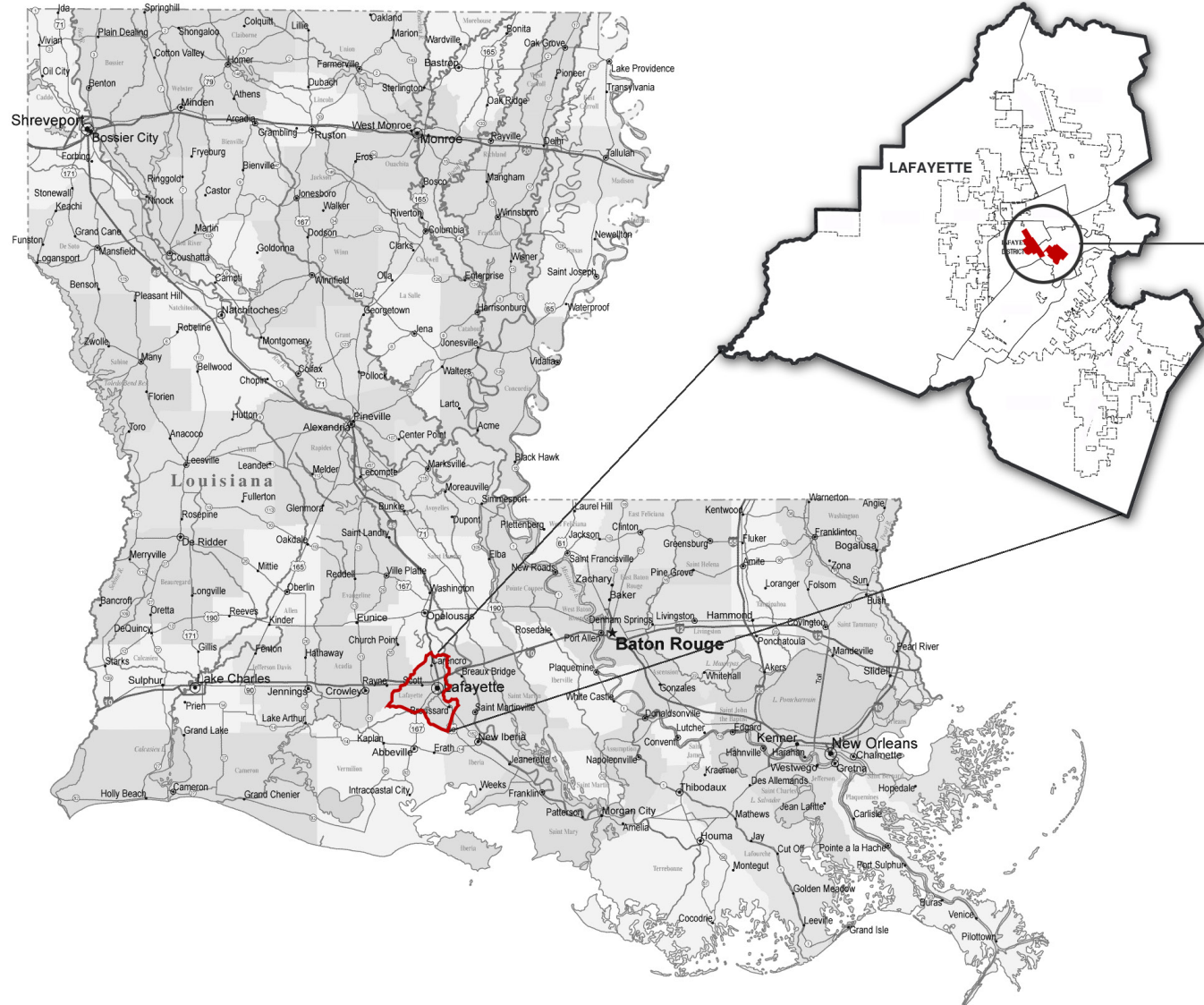
CODE

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.



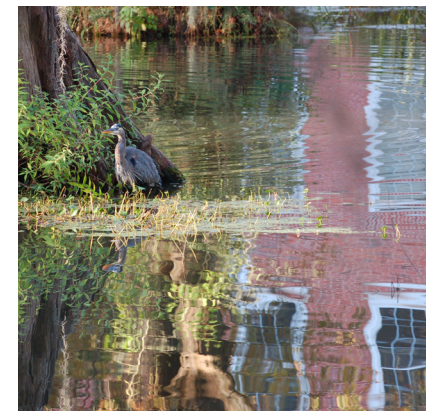
FJ Gaylor/UL Lafayette

CAMPUS LOCATION



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.

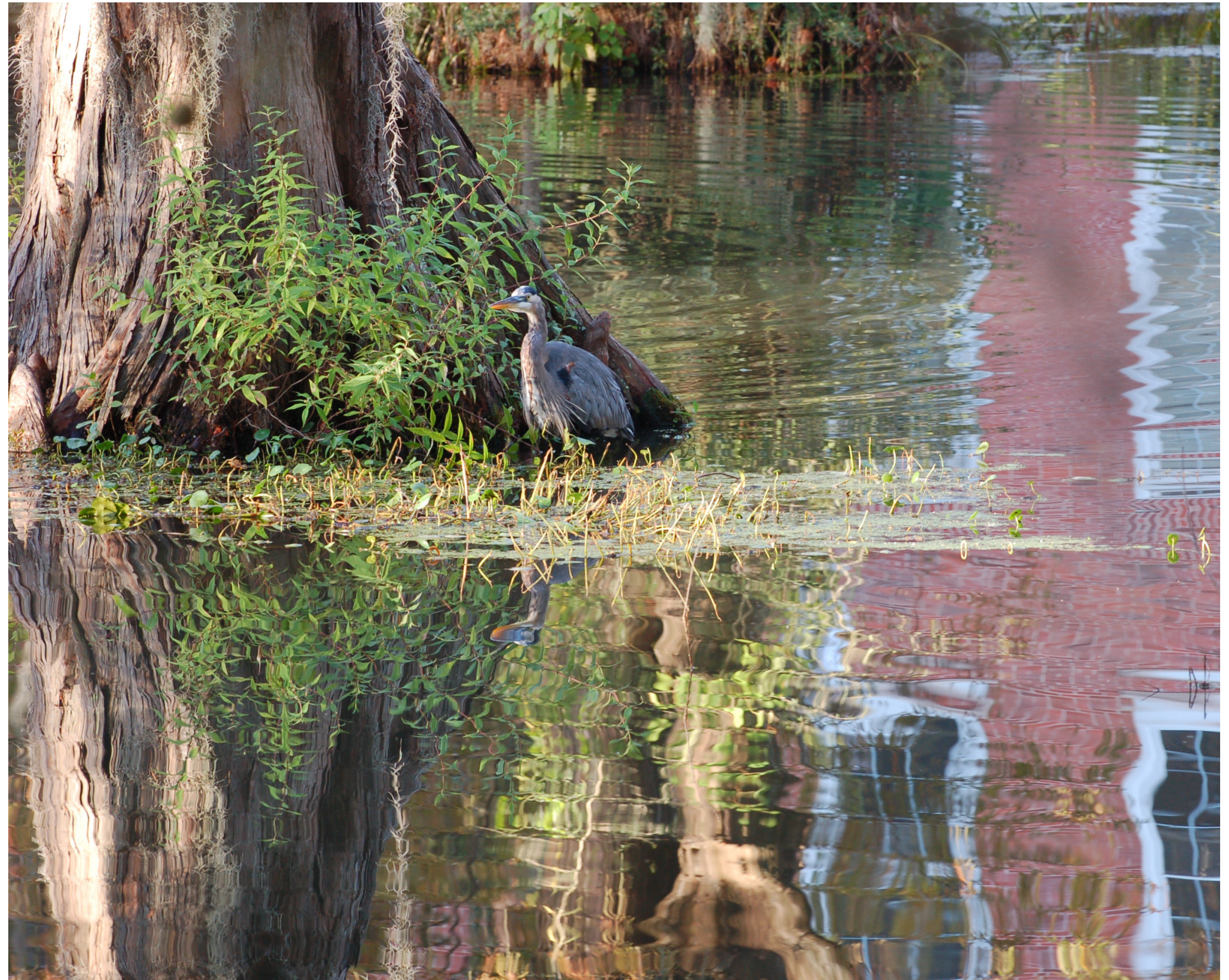
THE MASTER PLAN

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.

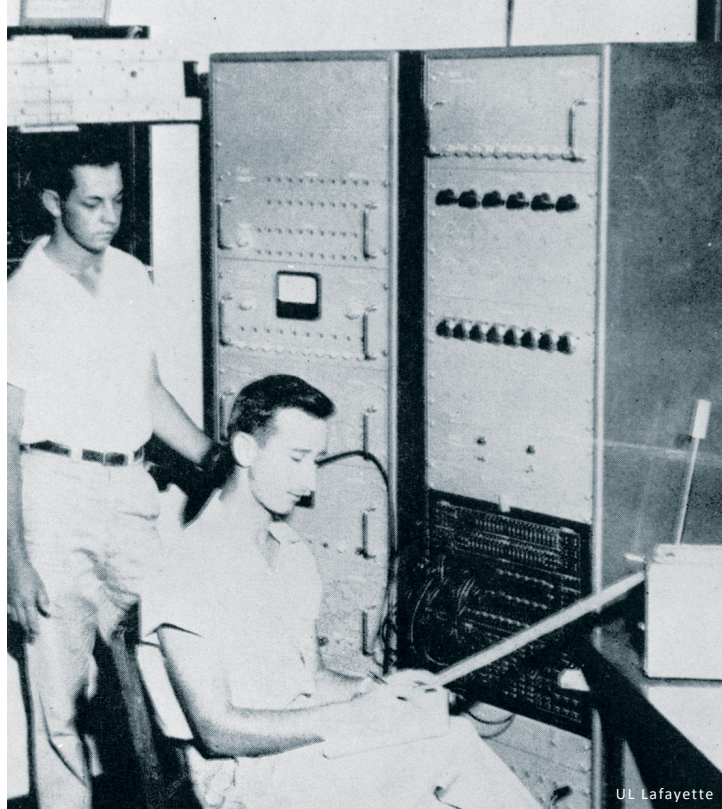
The best development examples, which offer a sense of security, human relevance, comfort, and extreme functionality found throughout the world, informed this body of work. They include great civic places characterized by Rob Krier’s design for Potsdam or the 1920 design for Santa Barbara’s great main 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.



UNIVERSITY FACTS & STRATEGIC PLANNING PROCESS



UL Lafayette

UNIVERSITY FAST FACTS

The University of Louisiana at Lafayette owns a total of about 1,300 acres. Its main campus consists of 145 acres; the Athletics 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 Cade, 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 \$755 million in Louisiana annually, with \$726 million of that total spending impact felt in Acadiana.

Total research and development expenditures totaled \$74.68 million in FY 2012.

The University has about 1,900 employees. It is the third-largest employer in Lafayette Parish.

Every \$1 of state funding invested in UL Lafayette generates more than an \$8 return.

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 | GOLF |
| SOCCER | SOFTBALL |
| TENNIS | TRACK AND FIELD |
| VOLLEYBALL | |



STRATEGIC PLANNING PROCESS

STRATEGIC PLANNING ENVIRONMENT

STRATEGIC IMPERATIVES

NOTEWORTHY

Cited in 2012 edition of “Best 377 Colleges,” The Princeton Review

Cited in “2013 Best Colleges,” U.S. News Media Group

Named “Most Affordable University in Louisiana,” U.S. Department of Education

Named in “Top 10 percent of Most Affordable Four-Year Public Universities,” U.S. Department of Education

MBA program cited in the 2013 edition of “Best 296 Business Schools,” The Princeton Review

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

Tree Campus USA, Arbor Day Foundation

Edith Garland Dupré 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 campaign's new target was increased to \$6.5 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 Drexel University in Philadelphia, which is among the 15 largest, private higher education institutions in the country. That center will help decision-makers take advantage of huge amounts of complex data.

STRATEGIC PLANNING ENVIRONMENT

In June 2008, after 34 years as president, Authement retired. At the time, he was the longest-serving president of a four-year public university in the United States. During his tenure, he orchestrated the evolution of the University from one with a regional name and influence 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 inflexible 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 uniqueness of areas that are difficult to replicate. 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 by a diverse campus family;
- generous donors and benefactors who entrust the University with significant endowments;
- broad-based 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 200 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 plan 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 intentionally 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 campus 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. In October 2008, these reports were integrated with existing planning and governance documents to form the corpus of this strategic plan.

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, and service/support directors and coordinators. As a result of feedback gathered, the plan underwent several iterations to reach its present state. An invitation for comment and the actual plan were posted for public review on the Faculty Senate website in October 2008, and 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 those not regularly engaged in campus life. 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 also 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 ascendancy 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 place and time of transition in which we find ourselves, a transition 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.

STRATEGIC PLANNING PROCESS

STRATEGIC PLANNING ENVIRONMENT

STRATEGIC IMPERATIVES



Catherine Guidry/UL Lafayette



Catherine Guidry/UL Lafayette



STRATEGIC IMPERATIVES

STRATEGIC IMPERATIVE 1:

STRENGTHENING 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

STRATEGIC IMPERATIVE 2:

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

- bond students with others through learning communities
- provide resources resources to assist students with choosing or affirming their choice of major
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

STRATEGIC IMPERATIVE 3:

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

- 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
3. 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

STRATEGIC IMPERATIVE 4:

SUPPORTING THE RESEARCH PORTFOLIO OF OUR COMMUNITY OF SCHOLARS

1. To plan strategically for enhanced research efforts and results
 - 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

- 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
- 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

- 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
- 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
- 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
 - 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

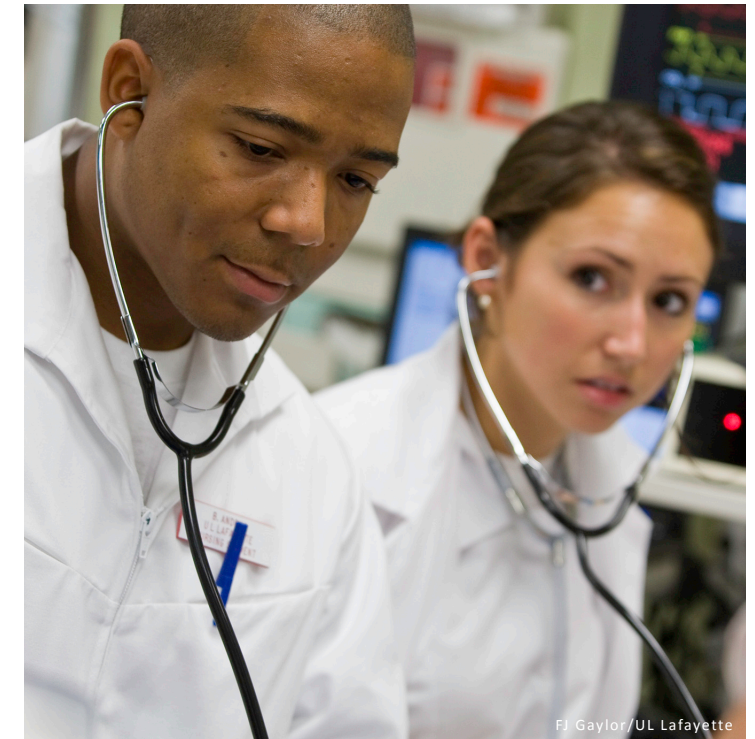
- To focus on human resource management challenges
 - change the evaluation of faculty performance and the awarding of merit pay to a system that simultaneously reflects budgetary constraints, motivational factors and institutional priorities
 - streamline and expedite hiring procedures for faculty
 - 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
- 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

- 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

- 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
- 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
- To increase the interface between the community and 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
- To enhance the vibrancy of the State of Louisiana
 - collaborate with economic development entities to mitigate exporting of state educated college graduates



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CAMPUS PLANNING HISTORY



CAMPUS PLANNING HISTORY

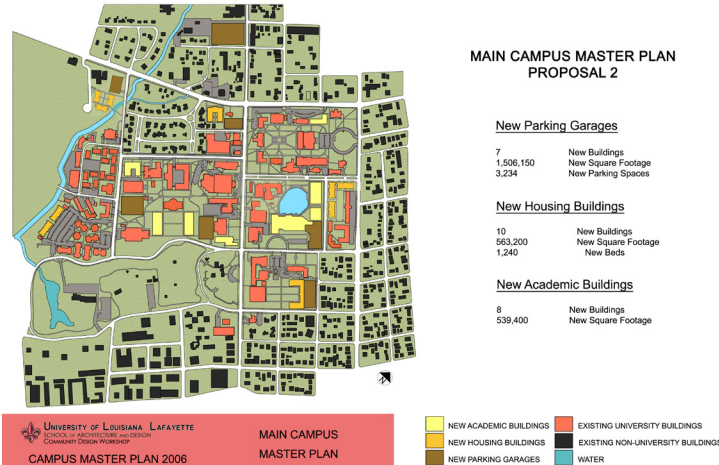
The ability of the early administrations to visualize the future and anticipate the imminent expansion of the University is clearly evident. The intentional development of the main quadrangle, in conjunction with the subsequent creation of other formal outdoor spaces, and the continued practice of lining 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 Gothreaux- 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.) 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.

UNIVERSITY COMMON MASTER PLAN 2002 - UPDATE BIKE PATH 2005 - 2012

Major Collaborators:

- Community Design Workshop – Directed by Professor Tom Sammons,
- Lafayette Economic Development Authority
- Calvin Courville – Retired civil engineer
- Rusty Ruckstuhl – Grass Roots Inc.
- Funded with Louisiana Department of Transportation and Development enhancement grant

Site:

The University Common property, starting on Johnston Street at the Ira Nelson Horticulture Center, continues up Cajundome Boulevard, through University Research Park ending at Eraste Landry Rd.

Description:

The project was intended to connect the Main Campus, the Athletics Complex, and University Research Park. This was the first major University project that aimed to create a pedestrian link between the Main Campus and University Common. The path is 12 feet wide, landscaped, lighted, and set back from the road. The goal of the bike path was to reduce traffic and alleviate some of the on-site parking demands on the Main Campus by creating a bike path from Cajun Field that is not only safe but also enjoyable.

Impact:

The bike path officially opened on January 24, 2012. Tom Sammons wrote a proposal for another grant, which has been approved, for the second phase of the bike path that will connect the existing path directly to the Main Campus, the new Student Union, and Girard Park.

COMBINED CAMPUS MASTER PLAN 2008 - 2010**Project Collaborators:**

- Community Design Workshop – Directed by Professor Tom Sammons
- Dr. E. Joseph Savoie – President of University of Louisiana at Lafayette
- University-Funded

Site:

This was the first attempt to design a plan for the Main Campus and University Common collectively. In addition to the 137-acre Main Campus, the 243-acre Athletics Complex and the 148-acre University Research Park, this plan began to explore the territory between the each campus. This includes the Youth Park and the rest of the land between E. Lewis Street and Coliseum Road. A new, more detailed plan was also established for the section of University Research Park across from Cajun Field.

Description:

Shortly after becoming president of the University, Dr. Savoie approached Professor Sammons about updating the University's Master Plan, and exploring options to link the Main Campus to University Common. The design scheme explored options for replacing married-student housing, along with several academic and administrative buildings on E. Lewis Street that would become inadequate within the next 20-30 years. It also looked into how the University might expand, if it acquired property from surrounding neighborhoods.

The arrangement of new academic, commercial, and student-housing facilities were explored. A new road connecting W. Congress Street to Girard Park was suggested to accommodate any increase in traffic.

This plan also produced a more in-depth look at how to develop the section of the University Research Park directly across from Cajun Field, so that it provides commercial space, research/office facilities, and a new hotel. Multiple schemes were made that also included parking options, to act as inspiration for future development.

Impact:

This master plan aided the University in obtaining funding to hire a professional design firm to compile a comprehensive master plan that includes a physical master code document that will act as a guideline for future development of the University.

UNIVERSITY MODEL FOR EMERGENCY PREPAREDNESS 2008 - 2010**Project Collaborators:**

- Community Design Workshop – Directed by Professor Tom Sammons
- Louisiana Governor's Office of Homeland Security and Emergency Preparedness (Co-Principal Investigator)
- National Incident Management Systems and Advanced Technologies (Co-Principal Investigator)
- Funded by Federal Emergency Management Agency through Louisiana Governor's Office of Homeland Security and Emergency Preparedness

Site:

The interior and exterior of every building owned or used by the University.

Description:

The Community Design Workshop designed 3-D models of both the interior and exterior of every building used by the University. These models were part of a Hazard Mitigation Plan for use by Homeland Security in case of a natural disaster or terrorism attack.

Impact:

A complete model of the current University was constructed that can be utilized in future planning efforts by both the University and the Office of Homeland Security.

COMBINED CAMPUS MASTER PLAN 2008-10 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 Onezieme 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 the Spring of 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.

STUDENT REFERENDUM 2012-2013

In Fall 2012, students approved a self-assessed fee referendum to support student-driven initiatives of the Master Plan. The election had the largest student voter turnout in the University's history for a Fall election. The referendum drew a record-setting 17 percent of the student body to the polls. Students cast 2,964 votes; 54 percent voted in favor of the measure. Effective Spring 2013, every student will be assessed \$7.50 per credit hour, with a maximum of 15 credit hours, each semester and session. Six students were added to the University Campus Planning Committee that will oversee implementation of the Master Plan.

UNIVERSITY MASTER PLAN 2012-2013

UL Lafayette's Main Campus between Johnston Street and Girard Park Circle expanded to 145 acres, with the acquisition of Youth Park. The transfer of land was part of the agreement to sell the University's Horse Farm to Lafayette Consolidated Government in July 2012. By August 2012, renovation and expansion of the UL Student Union began.

CHARRETTE REPORT

CHARRETTE REPORT



CHARRETTE REPORT

Creating the University of Louisiana at Lafayette Master Plan and Guiding Principles was a complex process that included multiple meetings with University officials and staff, students, consultants, and members of the community. These meetings centered around an eight-day charrette in late October of 2011, in which the design team set up an open studio in the University's library to make the design process accessible to all members of the University and community.

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.

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 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.

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.

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.

Conventions, Sports, and Leisure International (CSL) prepared the market and financial feasibility assessment for a new Performing Arts Center to be located on the University Common campus. This study is intended to assist project representatives in the decision-making process regarding the Performing Arts 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 deck 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.

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.

September 25, 2012 – Architect Steve Oubre presented the Master Plan concepts to the Student Government Association.

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.

