

# UNIVERSITY OF NEW ORLEANS MASTER PLAN

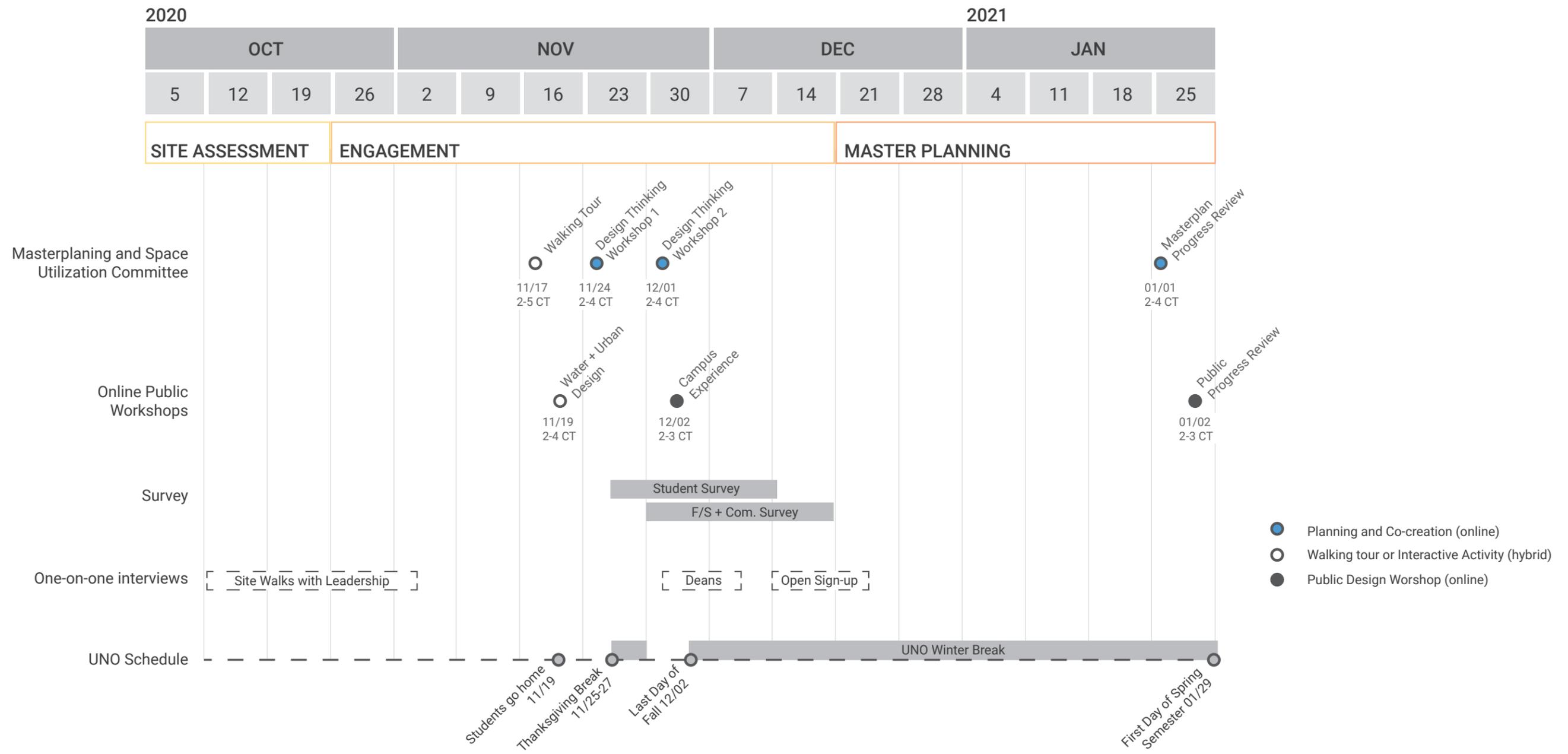
APPENDIX B : ENGAGEMENT DOCUMENT  
TPA + VMDO + CIVIC STUDIO

**PART II**

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**ENGAGEMENT**

**ENGAGEMENT PROCESS**



By the Numbers: **25** Walking Tour **67** Workshops **230** Survey **13** Interviews

# Overview & Methodology

In order to gain as many perspectives and as much input as possible with the unique circumstances that the Covid-19 pandemic created, the design team utilized a variety of different engagement techniques. Their goal was to understand the overall culture of UNO's campus, strengths that should be amplified and pain points that could be improved. This was done through virtual workshops held on Zoom, an in-person interactive walking tour, surveys for students, faculty, and community members, and interviews with leadership and interested members of the UNO community. These different types of engagement created multiple avenues for people to engage the masterplan process with the cognizance of busy schedules and the different levels of access to technology.

The team built on work from the recently completed strategic plan. The documents provided a road map as to what UNO aspires to grow in to. The team worked to integrate engagement with all the phases of the masterplan process seeking authentically engage stakeholders as partners. Engagements were also seen as opportunities for stakeholders to learn more about their community, the history of the campus, about the design process, and to make connections with others.

The process began with an in-person Campus Walking Tour organized by Civic Studio that invited members of the Masterplan Committee and any interested member of the UNO community to join in a walk and scavenger hunt around campus. This was followed with virtual workshops held over the course of two weeks created for two different groups: interested members of the UNO community, including faculty, staff, students, alumni, and community members, and the UNO masterplan committee comprised of a balanced group of UNO stakeholders. Workshops in "Water and Urban Design" and envisioning the future of the "UNO Campus Experience" were stand-alone public events, while the Masterplan committee focused on a series of workshops that built on each other each week using empathy and personas. Those with additional insight or scheduling challenges were invited to participate in interviews with the design team.



## Walking Tour

Members of the Masterplan Committee and UNO community were invited to tour the campus with specialists in water management, ecology, engineering, and design. With a scavenger hunt framework, participants shared observations, insights, and stories to build shared knowledge of interactions and relationships between humans, infrastructure, and environment.



## Workshops

Workshops were hosted virtually to encourage visioning, learning and co-creation. It was a challenge to guarantee attendance for these events during a stressful and busy time of year. Events with good turnout were opportunities for cross-disciplinary connection, sharing of personal experiences and visions for UNO, and exercises in reconsidering the design of current UNO spaces.



## Survey

Two different surveys were created to better reach the busy UNO community looking specifically at the experiences of students, faculty and staff, and anyone that identified as part of the community affiliated with the university. These responses helped us understand the common themes within each group's experiences with campus as it is now, their wishes and desires for its improvement.



## Interviews

One-on-one interviews online and walking tour interviews were essential to understand the priorities and visions of the leadership in different departments as well as the individuals experience on campus. We talked to the president, facilities manager, deans and directors, undergraduate and graduate students, faculty, and alumni. Ranging from walking tours to 15-minute zoom interviews, these conversations revealed an intimate view of UNO coming from people who deeply care about its future.

## ENGAGEMENT PROCESS

# Interactive Campus Walking Tour

The engagement sessions kicked off with an interactive campus walking tour. Organized by Civic Studio, the Masterplan Committee and UNO community was invited to tour the campus with specialists in water management, ecology, engineering, and design. Participants included representatives from different departments, UNO alumni, university administration, as well as Ben Franklin High School and Hynes Charter School. Participants shared observations, insights, and stories to build shared knowledge of interactions and relationships between humans, infrastructure, and environment.

See numbered photo sequence along the bottom.

1. Participants met up at the Amphitheater. Introductions were conducted using the “Five Whys” activity, participants took turns asking each other a series of questions to learn more about the other participants motivations for joining the tour, professional trajectory, passions and interests, and other aspects of their lives. Participants also viewed historic maps of New Orleans to understand better the geography of the university campus, and how the lakefront was transformed throughout the 20th century in order for the UNO campus to be where it is today.

2. Participants organized into three groups. Each group was given a series of prompts to help them determine the route that the group would take, as well as a designated time to meet up at the Engineering School. Prompts included items like “a location that floods or that you associate with water” or “a location that is the most UNO” or “your favorite or least favorite spot on campus” or “a place where Black Lives Matter.” The purpose of the prompts was to spark conversations and stories, so that participants could learn about different peoples’ perceptions of different locations and conditions on campus.

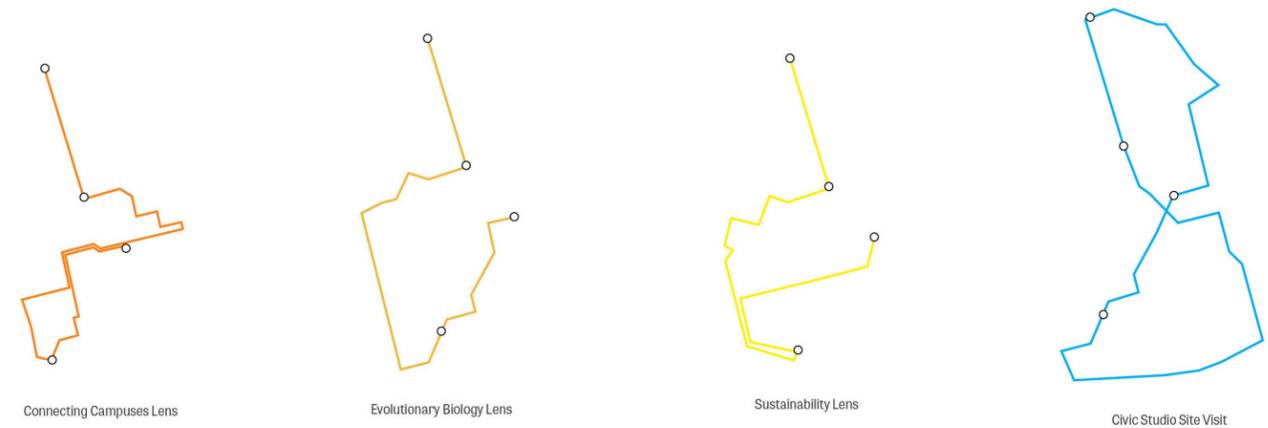
3. After 35 minutes of exploration and sharing, all three groups met up by the entry of the Engineering School to observe student- and faculty-lead “Concrete Canoe” Garden, and also to hear from Kiara Horton, a recent UNO alumni who now works on green infrastructure and resilience projects as an engineer in training.

4. The three groups then headed off in different directions again, each finding their own path around campus and stopping to observe and discuss different aspects of the campus environment, from bulletin boards left bare due to COVID, to noting areas

that tend to experience ponding during rainstorms, to parking lots and how car culture and campus amenities shape where people spend time, to interactions between plants, insects, soil, water, and humans.

5. The three groups looped back together again at the Katrina Memorial, erected by the student government to commemorate the five year anniversary of the hurricane. This provided an opportunity for the group to connect back to the history of the campus, and to discuss the ways in which nature and ecosystems are constructed and sustained in a place like New Orleans. Each group also shared out observations, insights, and key lessons learned.

6. The participants then walked as one big group from the memorial out to the lakefront levee, where each participant wrote down something they had learned during the walk, as well as a question that came up for them as a result of the conversations that they were a part of.



## 1. Amphitheater → 2. Small Group Exploration → 3. Engineering School →





## Touching and smelling

## Reading and observing

## Speaking and listening

## Writing and sharing

Throughout the interactive walk, participants used each of their senses to gather data about the campus environment. From touching moss and grass to feeling the heat of the sun to trudging from one part of campus to another, each moment was an opportunity to develop a deeper understanding of the campus as a place with a rich history, as a designed environment, and as an ecosystem where ecological processes take place.

Most importantly, the walk asked participants to engage each other's experiences, and to embrace each others stories, insights, and observations as a way to understand the campus in new ways. To the right are some of the cards participants at the end of the walk. Together, these participant cards, photographs, and other outputs from the interactive walk have provided a deeper understanding of what life on campus is like, campus history, key areas of concern, community strengths, and also ideas and possibilities for the future.

*Learned*  
about the history of UNO and how student groups have created many of the sites on campus such as the Katrina Memorial and the concrete canoe garden.

*Idea*  
Create more natural paths on campus to complement unnatural walkways.

*Q / Idea*  
What is the identity of UNO?  
How do students / faculty + navigating campuses what to feel + see their needs on campus

*I learned no building were built in front of library b/c Governor wanted a view of lake.*

*Many campus stakeholders are longtime faculty and staff (10+ yrs), and they share little - social spaces and spatial politics included - w/new-comers.*

*How can we build a connection between all 3 campuses?*

## 4. Small Group Exploration

## 5. Katrina Memorial

## 6. Levee/Lakefront



**ENGAGEMENT PROCESS**

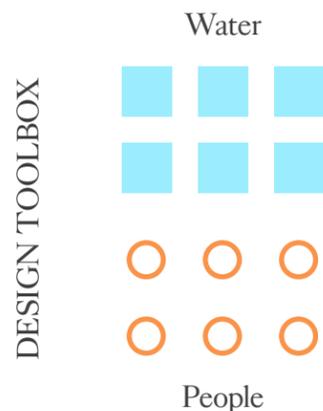
# Water and Urban Design Workshop



How did water use to flow through what is now Gentilly and the swampland that is UNO's campus today, and how can that history inform our understanding of risk, vulnerability, and climate adaptation at UNO? The first public design workshop began with these questions, shifted to a consideration of sustainable water management practices as described in the Greater New Orleans Urban Water Plan and in the city's Gentilly Resilience District, and then tasked a diverse group of participants with imagining water's role in shaping a more sustainable and resilient campus in a delta city like New Orleans.

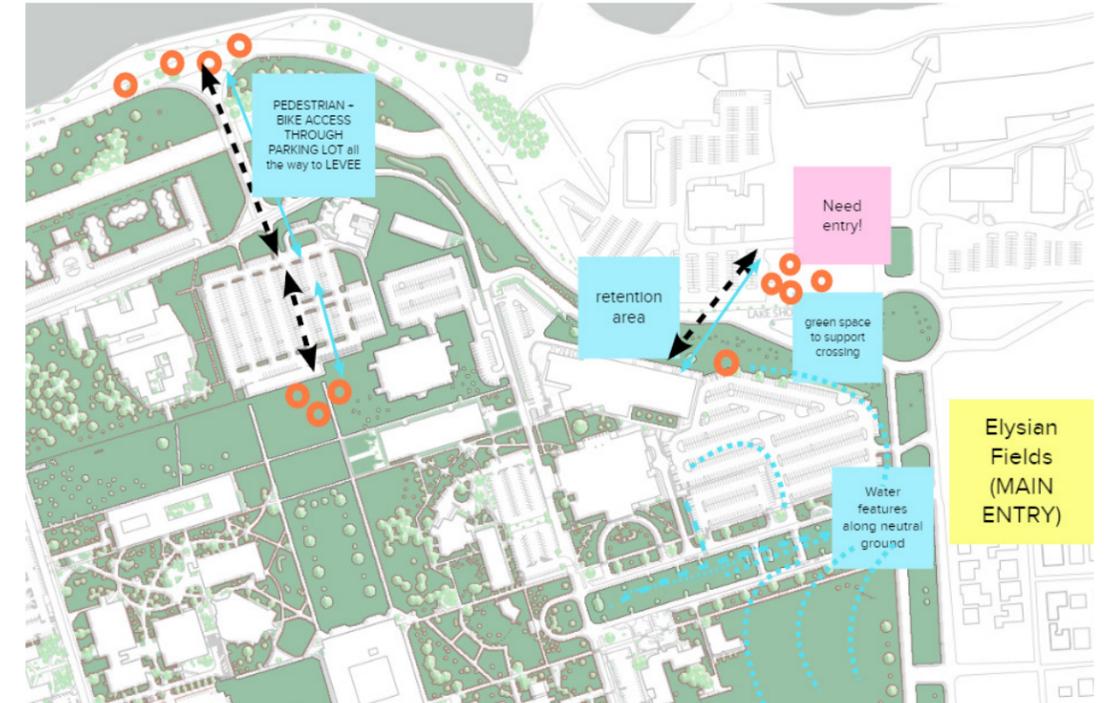
Participants organized around four different features of the UNO campus, and used each feature to describe possibilities for how water could shape the university's identity, gateways and public spaces, movement and pathways, campus ecology, and health and well-being for the entire campus community. In four groups, participants proposed sustainable water management and urban design strategies in relation to 1) Gateways and Entries, 2) Quads and Courtyards, 3) Outdoor Gatherings, and 4) Parking. Each group examined existing conditions, looked at precedents, developed a guiding design question, and developed conceptual sketches. These outputs, some which are represented to the right, are the starting point for the UNO Master Plan's water and urban design strategies.

A note on design tools and process: Relegated to online interaction due to COVID, the design team provided a simple set of tools for participants to use in engaging the data collection, ideation, and design process. Throughout the workshop, blue squares were used to indicate water, and orange circles were used to indicate people. Each participant was able to move these pieces around and to annotate them so that they were able to represent on the base drawings different kinds of information and ideas about the presence of water and of people.



Participant-created diagram capturing information about existing conditions

## Gateways and Entries



**DESIGN QUESTION:** How might we integrate water features in a way that supports better bike and pedestrian access and creates real front doors and connections into campus?



Precedents

**BIG IDEAS**

1. Identify the "front doors" to the campus, such as along Elysian Fields or at the lakefront. Develop features and signage that are appropriately sized and that welcome people in.
2. Utilize sustainable water management features and plantings to shape the identity of each of these main entries.
3. Use additional water management features -- e.g., bioswales, rain gardens, runnels, tree plantings -- to connect from the main entries to different parts of campus.

# Quads and Courtyards



DESIGN QUESTION: How might we slow/store (e.g. detention, retention, and infiltration) water in a way that attracts people (e.g. for the awareness of green infrastructure/biodiversity/campus/NOLA history, walkability, reduce heat island effect, and the quality of campus life for students and local residents)?

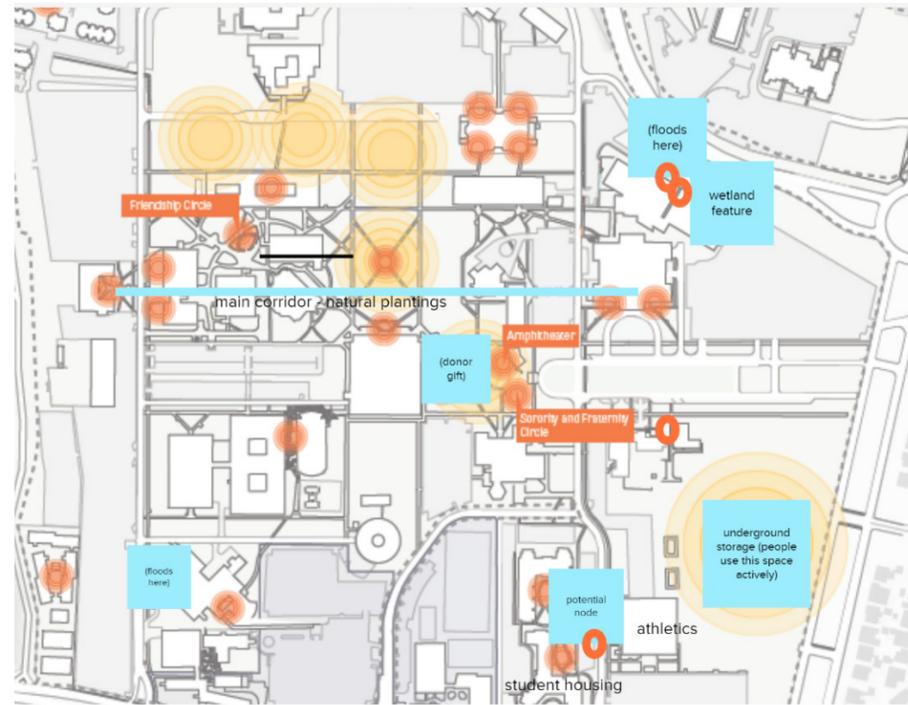


Precedents

## BIG IDEAS

1. Reduce total amount of pavement, which contributes to higher temperatures and exacerbates the impact of rainstorms.
2. Think about parking lots as roadblocks to connectivity and walkability, and separating the campus community from key assets like Lake Pontchartrain.
3. Think about spaces that attract more people, and not just students. Consider technologies like apps to improve information sharing.

# Outdoor Gathering Spaces



DESIGN QUESTION: How might we manage water in a way that enhances campus life and attracts wildlife?



Precedents

## BIG IDEAS

1. Use native plants to establish a corridor that connects the campus's main quads.
2. Consider integrating a swamp (and referencing Gentilly's topography and history) into the campus landscape and featuring a swamp environment as a amenity for the community.
3. Consider using underground storage tanks where grass fields are heavily used for intramural sports and other activities, such as along Elysian Fields.

# Parking



DESIGN QUESTION: How might we manage water in a way that reduces flooding (dry feet! Easy to transit through campus) and re-uses water (capture for landscaping, educational tools, etc.)? Connecting parking lots to be nice places to stay/ be in place?



Precedents

## BIG IDEAS

1. People already spend a lot of time in parking lots, often in their cars. Create comfortable, shaded, outdoor spaces where people can relax outside of the classroom and outside of their cars.
2. Construct these shaded spaces as rain gardens to capture stormwater runoff.
3. Grow the UNO tree canopy and increase biodiversity.

**ENGAGEMENT PROCESS**

# Public Workshops

**Campus Experience Public Workshop**

Drawing from the ideas and goals outlined in UNO's Strategic Plan, this workshop engaged variety of staff, students, faculty, and community members in envisioning what the future of UNO's campus would be like. The workshop was held on Zoom and used a tool called MURAL as a whiteboard space. To begin, the group warmed up with an activity called "Vision for the Future." They imaged what this year's freshman class's life would be like in 2050. What would they need to be prepared for? What should UNO be doing to prepare them? With this vision of the future in mind, they moved into an "Inspiration Wall" activity. As a group, they silently selected from an information bank of key words and images (as well as bringing in their own images) to create groupings that responded to the question, "What will the UNO Campus Experience be like?" In the last half hour of the session people shared out their thoughts often forming connections with others across disciplines and building on colleagues' ideas.



Example of an Inspiration Wall activity done in-person

**Warm up- Vision for the Future**

Take a few minutes to answer the below questions in your chosen post-it color.

**2A** In the year 2050, this year's freshman class will (generally) be 48 years old. What does their future look like? Answer below with words and images.

**2B** If this vision of the future is true, what will UNO students need to be prepared for?

**2C** What should UNO be doing to prepare them for this future?

Warm up exercise to help participants envision the future for which UNO is preparing students

**"The UNO Community garden seems like a cool space for outdoor research.**  
A place to experiment with stormwater retention, landscaping practices, or food resources...."

"We are working on developing a **maker space** -- fab lab entity -- on campus. My perspective from the library is to find a space that is **open to all students**, not just designated for discipline, and see this as an incubator for student's entrepreneurial ideas and elevate their technology skills. I see the future as global and information oriented."

"Some colleagues and I are **birdwatchers** and we are writing a grant proposal to get some **more trees and native plants that we can plant on campus**. We have designated a 1 mile walking trail that would not just benefit the campus community, but schools that are near the university and neighborhood community to **give them a reason to come to campus.**"

"After Katrina we lost a lot of the student population, but we have gained a huge international student population. There are many festivals that bring this cultural connection. **This campus offers a unique opportunity to meet [international people] and share ideas.**"

"I feel like there is no cohesive architectural language to the campus. UNO is very hodgepodge, there is nothing that speaks to an identity here... To really **use native plants in plantings, or something that is known as from this area, could give the landscape a very local feel.** That could marry into a more regional style of architecture moving forward on campus."

"We are the University of New Orleans, one of the cultural capitals of the Americas, and there is a lot of grey. Space for a little more color or public art. **We have such incredible art students at UNO.** A lot of the great New Orleans creatives are either UNO grads or UNO students and **putting more of that out there for people to see would be great for students and attract visitors to this place.**"

"This should be in peoples' [visitors' to New Orleans] minds:  
**"Let's go out to the lake and see the University of New Orleans Campus."**



## ENGAGEMENT PROCESS

# Design Thinking Workshops

### Masterplan and Space Planning Committee Workshops

This Masterplan Committee comprised of 12 participants who were partners in the planning process from start to finish. The group met weekly over the course of 3 weeks, alternating between online workshops focused on planning and co-creation and opportunities for learning and exploring together, like an in-person campus walking tour focused on ecology and water and an Urban Water Workshop. In each session, their charge was to champion perspectives of the personas, specific people that are a part of the UNO community (a student, faculty, neighborhood resident, etc.), and serve as ambassadors to share ideas from the group of their respective communities and solicit responses to share back. Each planning and co-creation meeting followed a stage in the design thinking process and used the personas as the common thread to tie the process together.

### Workshop I: Empathy/Listening (History/Context)

For the first planning and co-creation workshop, participants used journey maps as a way to explore the experience on campus from the perspective of three different groups: students, faculty and staff, and community members. On Zoom, the group broke out into these identity groups. Each participant was asked to think about either a unique individual they know or combine multiple people that present similar characteristics as a "composite character profile." With the daily lived experience of this person in mind, participants mapped out the key events and experiences on the journey map using post its and icons. What were the highlights? The low points? Once their journey maps were completed, participants assigned the high and low points of the individual's day to locations on campus.

Applying these to the map of campus, participants identified key insights about the described individual that they uncovered during this exercise in empathy. They each came up with one thing that they would change in order to make that person's experience better to help inform some insights about this group for the master plan process.

### Workshop II: Define (Visioning & Goal Setting)

In the second Masterplan Committee workshop, the participants did an exercise that helped test the hypotheses they had made about the experiences of different groups on campus through the journey mapping exercise the week before. In this synthesis exercise, the participants sorted information and data collected in previous engagements into themes about each groups experience. Questions were asked about how the patterns that emerged challenged or affirmed the assumptions made the week before. From the themes that emerged, participants were encouraged to brainstorm masterplan interventions that would help create solutions to issues or celebrate things that UNO is doing well.

**Stanford dSchool Design Thinking Process**

- EMPATHIZE
- DEFINE
- IDEATE
- PROTOTYPE
- TEST

**User Persona: Chasity Hunter**

**Profile:**

- UNO Sophomore
- Majoring in Philosophy and Political Science
- Post: Aspires to UNO's Creative Writing Workshop
- Lives at Phisher Place
- Doesn't Have a Car

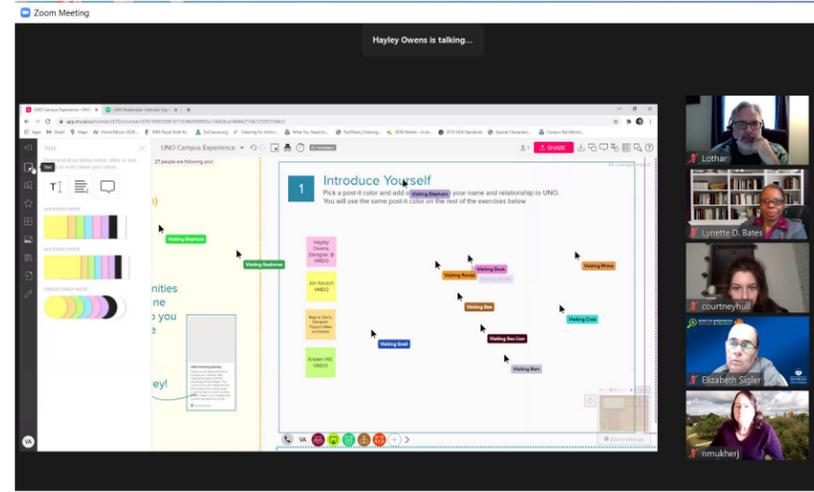
**Wants + Needs:**

- Likes to attend different cultural events
- Wants access to amenities
- Uses UNO's intramural rec sports to meet people

**Frustrations:**

- Difficult to get around easily without a car ("I feel stuck")
- Lack of density and amenities ("Feels too suburban")
- Wants to be able to walk and bike safely
- Seasonal flooding inhibits accessibility

User Personas help create empathy with key groups



Collaborative Digital space using a combination of Zoom and MURAL

**Start Here!**

**Warm up- Vision for the Future**

**Group #1 - Students**

**Group #2 - Staff/Faculty**

**Group #3 - Community Members**

Full MURAL Board for Workshop #1

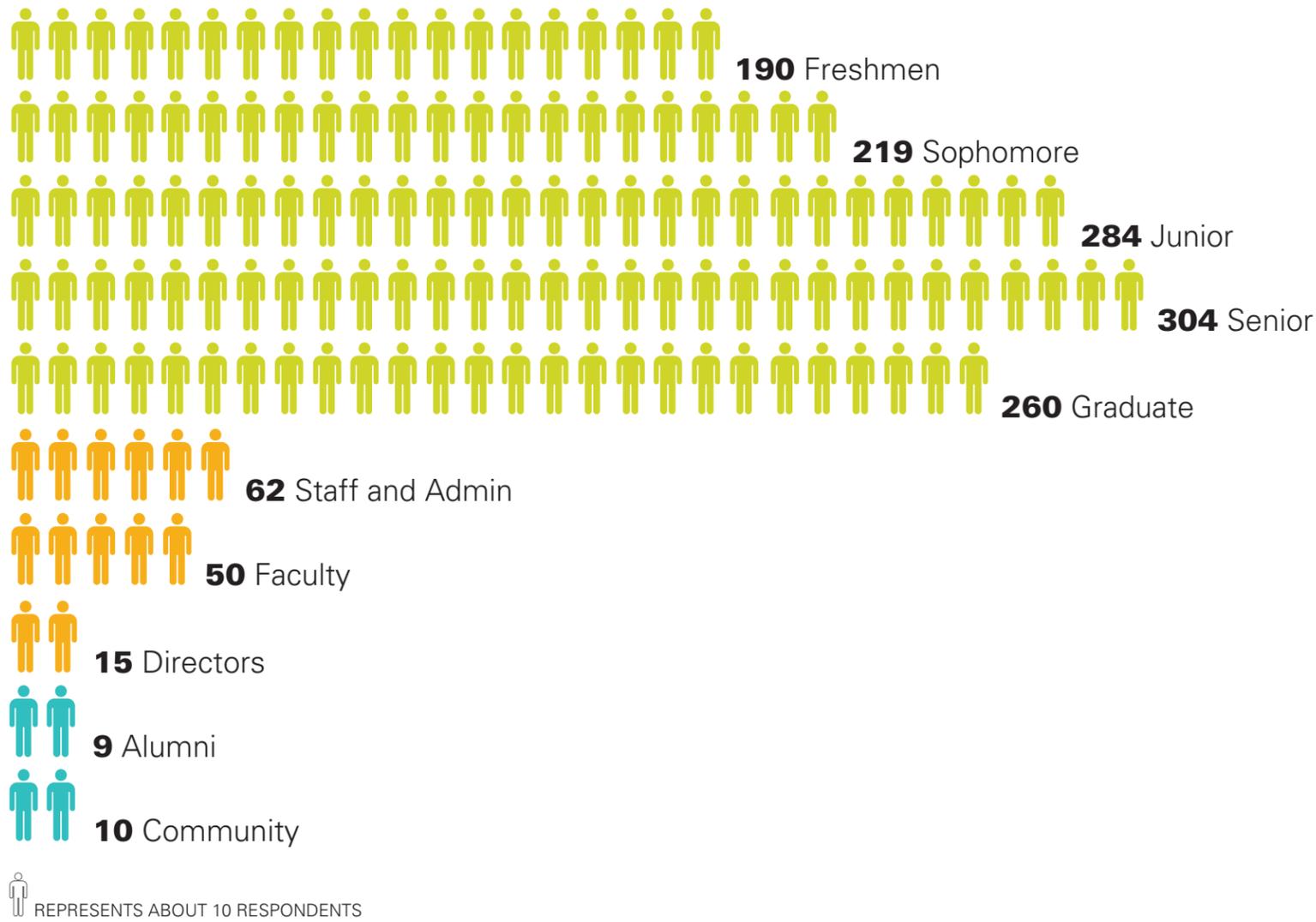


## ENGAGEMENT PROCESS

# Survey Overview

To gather as much input from as wide a group of stakeholders as possible, the design team created Surveys. Different versions were distributed to students, faculty and staff, and community members. The student survey focused on getting specific information about the student experience on campus (say more about B & D survey). All the surveys focused on how these different groups were successfully using UNO's campus and where they saw opportunities for improvement. The anonymous answers help the design team understand a wide range of perspectives and opinions in the UNO community.

## Respondents



## Survey Respondents

1276  
Students

153  
Faculty/Staff

24  
Community Members

**Staff/faculty**

What is the most important space for student learning that UNO currently has? What is a missing space that you would like to see at UNO?  
 Is there anything that you would like to see kept, changed, or improved upon at the Research and Development Park?  
 What changes to UNO's facilities would help improve the quality of your teaching and learning environment during this pandemic?

**Community Members**

How do you use UNO's Campus?  
 How would you describe UNO's relationship to the community?  
 Do you see any opportunities for further the connection between UNO and the community of New Orleans?  
 Do you use the Research and Development Park? If so, what for?

**All**

What is your favorite place on the UNO campus? Why?  
 What space on the UNO campus needs the most improvement? Why?  
 If you had an hour of free time on campus, what would you do?  
 Are there any places you've seen at other Universities that you think UNO should add to its master plan?  
 What else should we know about UNO?

**“Attending class is the thing most UNO students come to campus to do.** If we can make them feel better about these spaces, they may be more likely stick around to enjoy some of the recreational areas.”  
 - UNO Professor

**“The spaces that we have are amazing, they are not recognized as such and are in disrepair.** Can we please focus on what we already have that needs to be addressed instead of moving forward with a 'masterplan'?”  
 -UNO Administrator

**“Every university has a place that is the university's living room, a place where you can grab a drink, look at vintage photographs, entertain an out of town guest. We need a place that traffics in community, nostalgia, food, community --** a place that keeps people from running to their cars after class ends. I think they were trying for this with the Cove but it came out like a cafeteria.”  
 -UNO Support Staff

“We should be investing more in design practices connected to positive mental health outcomes. **There are so many simple things that can be done indoors and outdoors that would make UNO a more welcoming and comfortable setting.**”  
 -UNO Mental Health Counselor

**“There is so much potential--the location and space in the city is unique!** More focus on the Lake--recreation for students--they need places to meet and play when not in the classroom.”  
 - UNO Professor

**“UNO is hidden gem in the city.** It is a great university to attend and work at. **More community involvement would be a great asset in helping develop more programs, opportunities and to renovate campus space and buildings.**”  
 -UNO Staff Memeber

“I have heard students say that UNO feels disconnected from New Orleans in different ways, which is puzzling given how local our student body is. **I think there is a real opportunity given our space and student body--which, again, includes many involved in the arts--to make UNO look and feel more like a campus in one of the country's cultural capitals.**”  
 - UNO Instructor

**“UNO has some of the most loyal employees of any organization I've worked with.** I've noticed the efforts of our leadership for recognizing and thanking the UNO community for work well done. We should all understand that we are here for one reason, the students. **We are service providers to each other, but the students should always be our focus.**”  
 -UNO Faculty Member

**“UNO is so unique in that it is the only public 4-year institution in New Orleans with a diverse degree offering.** There is so much that limits UNO because of budgetary issues. I think continuing to reach out to the community and make campus a destination for events is essential. I think things like installing walking trails (adding a dog park?) on the campus will get people to come to campus and engage. UNO could also be a site for a Crescent City Farmer's market or where people can drop recycled beads for ARCGNO or drop recyclable glass for Glass Half Full. There are so many non-profits in the area that just need space which UNO has plenty of. I think opening campus up to groups in the community and having public lecture series with interesting people - just anything to draw the community to campus.”  
 -UNO Administrator

## ENGAGEMENT PROCESS

# Leadership Interviews

UNO's mission and campus lends itself to a diverse range of unique programmatic needs. To ask more specific questions about individuals experiences, their vision for the university, programs, and specialized items, we organized several one-on-one interviews. The interview structure varied greatly and was intended to be an open forum for University Deans and Directors, faculty, staff, and students to voice what is important to the culture of UNO and what they envision for its future.



Taskin Kocak  
Dean of Engineering  
12/03/2020

**Feels that UNO needs to do a better job at promoting the campus.**

Does not feel the Lakefront presence when on campus. **Feels the campus is not serving its connection to the lake/site. Does not walk to the Lakefront but would like to.**

Would like engineering to be more central to campus.

University Center and Library are the liveliest places on campus. Wishes there were more places to hang out for students like the Cove. Would like to see more spaces where staff can spend time outside the office.

**The University's #1 goal is to increase enrollment.**

Engineering may need room in the future for expansion in next 20 years, possibly ten. Near term, renovations are needed.

Currently raising money to pay for engineering building roof problems.

**Auditorium is often too big of a space - small seminar room, labs and incubation spaces are needed.** Need decentralized spaces.



Kim Martin Long  
Dean of Liberal Arts, Education, and Human Development  
12/03/2020

Works in Education Building and Liberal Arts Building. Sees Liberal Arts Building's courtyards as waste of space. The building needs major renovation.

Lack of landscaping. Picnic tables in front of the education building need better landscaping.

**The theater department would like to renovate the outdoor amphitheater to be fully functioning.** The Performing Arts Center also needs renovation.

Milneburg is old and tired -- needs to be renovated.

On St. Claude they have an off-campus gallery where they host exhibitions. The Fine Arts Building was initially meant to be a temporary structure and they were going to get a new building before Hurricane Katrina – It leaks.

Tackle large facility issues. **Students are excited about programs but not the facilities.**

Eats lunch at home since she lives close and there are no healthy eating options on campus. Some of her staff eats at the Cove and UC.

“Tweaks to physical language would really be beneficial.”



Ray Wang  
Dean of Library and Info Technology  
12/04/2020

Plans to add maker space/ innovation lab on the 3rd floor of the library that is open to students and the community.

**UNO library is a public library that is open to everyone, no ID required.**

Improve the diversity of the campus to reflect New Orleans. **Wants to see better partnerships with local schools. Ben Franklin students use the library frequently.**

Campus needs better access points and improved circulation. Knows it is confusing to find way around. Masterplan must address better entrance and access. Concerned about security.

Better connection with the lakefront. Library to Lakefront axis needs to be more pedestrian friendly. He likes to walk this axis.

**Students hangout mainly in and around the library.**

Many Students go to work after classes. They want the library to be open for more hours. The staff jumped in to make it happen.

Favorite places are Library, Kirschman Hall and Lakefront.



Pamela Kennett – Hensel  
Dean of Business Administration  
12/08/2020

All classes and offices for the College of Business are located in Kirschman Hall.

Use Milneburg hall for overflow classes when there is not space in Kirschman.

Pamela and faculty bring their lunches most of the times.

Students like to hangout on the balconies in Kirschman. These balconies also attract smokers.

The College of Business has 3,000 to 4,000 undergraduate and graduate students.

**All business classes are usually full at night.** The college currently has a five year enrollment plan. Could use more computer classrooms. Already feels like they are outgrowing the building.

New Hotel, Tourism, and Restaurant building will be the current unoccupied facilities building located across the parking lot form Kirschman. **This space will also include an incubator for small businesses**

HVAC system is blowing out black stuff, water leaking down walls and air vents close when the power goes out and have to be manually re opened.



Steve Johnson  
Dean of Sciences  
12/08/2020

Food trucks come to campus once a week and park in the parking lot west of the library.

**Master Plan should incorporate/ focus on renewable energy.**

A company in the Research and Technology park uses the labs located in the science department.

Renovate Chemistry labs. **Renovate classrooms - remove fixed seating and replace with movable seating.**

Communal spaces located outside the science buildings are hard to maintain. Startup biotech and materials science companies spend lunches in Science building's courtyards.

**Students can get class credit through internships with some of the startups that use labs on campus/research park.**

College of Science stretches across 6 buildings on campus.

Does not eat on campus - would like healthier options.

2,000 Students in science department.



Tim Duncan  
Vice President of Athletics and Recreation  
12/09/2020

Arrives to campus through Alumni Drive now that Milneburg Rd. is blocked.

Human Performance center is home for all athletics except basketball, baseball and tennis. 14 athletic teams total. Baseball needs new club house and batting cages. Tennis also needs their own space.

Old tennis courts will be just for the tennis team, all other courts can be used by the community as a revenue generator

**Currently has conceptual drawings for a track and soccer field** that will go in the greenspace east of the Human Performance Center. Track and field will be shared with Ben Franklin.

Athletic department currently has a 5-year strategic plan in place.

Gravel lot behind Human Performance center is used to park visiting team buses and a few coaches and trainers park here. No more than 10 cars are parked here at a time.

**Arena needs a new main entrance.** The current entrance off Franklin Ave. feels like you are sneaking in and is not inviting. New entrance should be off Leon C. Simon. Arena needs to tell the story of being "Safe and Family Friendly"

Likes the idea of using the **empty space northeast of the arena for future development of condos or hotels.**

Arena needs interior updating. Needs to better lit and have better signage.

No dining options on east campus.

Student athletes carpool, walk, or ride with a coach to get to east campus.

Retail and parking can go in the empty space near the termite control building.

## ENGAGEMENT PROCESS

# Open Sign-up Interviews

UNO's mission and campus lends itself to a diverse range of unique programmatic needs. To ask more specific questions about individuals experiences, their vision for the university, programs, and specialized items, we organized several one-on-one interviews. The interview structure varied greatly and was intended to be an open forum for University Deans and Directors, faculty, staff, and students to voice what is important to the culture of UNO and what they envision for its future.



Julianne Romero, Undergraduate Student, president of SGA

Lives in Metairie now, but lived on campus for 3 years at Privateer Place (for two of those years). "Off campus living is more affordable." Doesn't mind driving. Would drive to Metairie to grocery shop while living on campus.

Has had a great experience as a student at UNO. She chose UNO because the campus is diverse and inclusive. Feels like they have a lot of resources for students on campus to feel inclusive. When she first visited, she likes the small feel of campus, that it felt "one-on-one" attracted her to it.

### "And it's New Orleans, who doesn't love New Orleans?"

Likes library and coffee shop best - smell of coffee; quiet; relaxing vibe for studying.

Likes individual study rooms. Prior to pandemic library was busy and she found it easier to find a study room lower in building where it is louder/busier. 4 floor study rooms are reservable - important during finals. Loves the study rooms w/ whiteboards and flat screens you can plug into.

A lot of faculty parking, not enough student spots

Because of her position with SGA she regularly visits other campuses. Notices that "other universities have way more options" and that surrounding restaurants accept the university's dining plan. At UNO, she feels that food gets progressively worse during day.

Each school system has a defining element for their identity, at UNO it is the lakefront and beautiful view! Inclusion, diversity, quality of being in City is a big draw for a diverse crowd of students.

UNO has dealt well with pandemic - online classes provides ability to get degrees remotely. Thinks that UNO is so used to natural disasters that admin has be able to react well.

**UNO is a small University. Loves campus and his project team.**  
**One word to describe UNO:**  
**"Quiet" place.**



**Diversity is most important point for him. UNO does a great job with diversity. Loves the international nights and the opportunities for people to share their stories and backgrounds.**

**- Graduate Student**



Hoang Tao, Graduate Student and Faculty Member

Called from classroom/office. Studied architecture in undergrad. Doing PHD so he is always on campus. wants to be able to enjoy the outdoors and the space in-between the buildings.

Bikes to campus. **Enjoys pulling into campus and taking different routes. Will take the lakefront sometimes and see a 45-minute sunset while biking home. This campus has the best connection to the lakefront, but it is not integrated for several reasons.**

**A few years ago, the library only had one bike rack and they have since improved. Now they have really improved the entrance. Now, a great spot to meet is front of the library. Appreciates these incremental improvements.**

**Favorite quiet corner: in-between liberal arts and mathematics building. Well shaded, beautiful, light.** Has electrical power that doesn't work. Having a working charging port outside would be great.

### Describe UNO in one word: "Up to the challenge."

Picked this university to do PHD because this is a place that is facing issues of climate change head on. Right on the water, the campus could be an innovator for campus design for handling the climate crisis.

Storm events creates stress. Out of state students are less knowledgeable about evacuation and planning for these storm events. Sometimes 5 days without electricity. Some students are just not ready for this.

**Houng's "black holes" on campus: entering and exiting campus.** Need to integrate campus with Gentry and lake. These are the big trouble spots. Perhaps one big entrance on the south west side.



Nic Parnell, Faculty Member and Student

Library Faculty and students. **Complete disunity amongst the buildings. French Quarter should be the inspiration for the buildings on campus. “People who come here come for New Orleans, but we are not giving them New Orleans.”**

From the student and faculty experience, it would benefit everyone psychologically to have something more local, beautiful, and aesthetically pleasing. Landscape feels like an afterthought.

Lafayette has a beautiful arcade that shelters people between buildings. Would be wonderful to offer protection from rain and heat in outdoor spaces. Arcade from library to parking lot would be a small gesture that would improve people’s experience on campus

Drives to campus. Campus closure at night has been a problem (since he is working night). Barrier in the road, not able to turn west at lake front road. Lots of squared off speed bumps that have caused him to have to replace tires. Nic normally spent hours in office and get lunch on campus. At night, this place becomes a food desert.

UNO does not have lots of seating and studying spaces on west side of campus. Whatever is not in use is locked up except for main lobby area which can be too aloud. The Ampitheater space is nice to unwind and study in.

Really need to focus on aesthetics – combination of landscape and architecture. Landscaping not enjoyable. **Improvements in the Quad -- Unpleasant to be out in the sun. UNO should think about how it looks for the person in the space instead of how it looks for the air. “We want this to be a campus that someone would want to come and visit.”** This campus does not address the community at all. Encouraging community members to walk through campus is added security. Pleasant evening dining experiences would invite more community members to eat on campus.

**Before he worked here, he never heard of any program or performing arts events. Need a space that is open to other people. Would like to know if there are cultural events happening here. Only jazz at bar.**

**“This is a commuter school because you do not offer anything after hours.”**

Signage on campus – People who come to campus cannot find any buildings. South Eastern has great signage. Even the pizza guy can’t find anything.

**“The potential for this university is world class. We are a university on a beach in a top tourist destination in North America.”**

**Chemical Sciences building has a great hangout room downstairs. Spends weekend time in Library for studying. Does not have time for the fitness center. Likes to walk on the shore of the lake. Goes to the cafes or restaurants with friends.**

**Out of state student (junior) shared with her that she had never been to the French Quarter. There needs to be more effort to help International students and out-of-state students leave campus and feel comfortable with the city.**

**- Assistant Professor**

Challenging to take students on a fieldtrip. Teaches oceanography and used to be able to take students on to Pontchartrain Beach to take samples. Frustrating to not have access to a resource that is so close.

There are some small, beautiful libraries in Berkeley. There were points of interest throughout campus, art exhibits, dinosaur remains. UNO buildings feel a little like high school. Need spaces for people to be and function in-between classes.



### Alexis Miranne, Alumn

On the UNO Alumni Board. “When you graduate from UNO, you get a minor in grit and determination.” University of New Orleans has a lot of non-traditional students/transfer students. It is a vital resource to New Orleans because students transfer here from environments that they were not thriving in.

Alexis grew up in New Orleans. Parents and Husband’s family also went to UNO. There is a deep connection they have to this place, but the sense of pride of UNO is not always there.

Education changed in New Orleans after Hurricane Katrina. A lot of medium income high schoolers do in New Orleans do not pursue education outside of the state. Most of them go to LSU.

Decided to go to UNO because she did not have to pay for the tuition at UNO. Loves not having any debt. But didn’t feel a sense of excitement at 18 about going to UNO.

**“UNO is the lifeblood of this community and it touches every single person. It brings people back into the city. It is an underrealized resource. The community that UNO creates has such an opportunity to instill pride.”**