

## PRELIMINARY ANALYSIS FINDINGS

The following documents the points noted during the initial work sessions and stakeholder interviews held at the University of North Carolina Pembroke (UNCP) on March 25, March 31 and April 1, 2011. The points are organized into topical areas and supplemented by documentation received from the University as well as information retrieved from UNCP websites. The summary identifies the major planning themes relevant to the master plan and includes an overview and four parts or categories of information that will be considered in the development of the master plan:

- **Part 1: Social Factors** – addressing the population groups of the UNCP community, the mission of the University, the sense of place and history on the UNCP campus, and the issues of Community both on campus and in the surrounding area.
- **Part 2: Environmental Factors** – addressing the natural systems and context of the campus, and the built environment including the following sub-categories: land use, landscape, space (buildings), mobility and infrastructure.
- **Part 3: Resources Factors** – addressing the resource consumption patterns and policy considerations relative to potable water, energy / emissions, and waste.
- **Part 4: Economic / Community Development Factors** – addressing the capital investment associated with the campus and the economic and community development goals and partnerships of UNCP.

The following summary is being issued as a draft and will be updated as the planning process advances over the coming weeks. It will serve as the basis for the Planning and Design Alternatives exploration that will be carried in Phase B of the planning process.

## OVERVIEW

UNCP has just emerged from a decade of explosive growth, growing from 3,900 to almost 7,000 students. With new leadership – both the Chancellor and the Provost have assumed their positions within the past year – the University is poised to enter a new phase of development. The strategic direction is clear: one of efficiency and effectiveness, with added focus on retention and graduation. To accomplish these goals, the reexamination of a range of issues ranging from the “personal touch” approach to program delivery to the physical assets (buildings, circulation and landscape) that support the University mission is necessary.

A key issue with regard to campus buildings is a careful plan for priority projects, including the Allied Health building, which opens in the fall of 2011, the proposed Information Commons and Business School. Strategic programming of these new facilities and the corresponding reuse of space vacated in existing buildings are important considerations relative to the success of the master plan and to achieving the emerging vision for UNCP set forth by the Chancellor. Beyond the priority projects, many stakeholders mentioned the lack of a “college town” feel in Pembroke. Seeking partnerships with the local community to create campus-related development, therefore, will be a theme of the master plan.

Mobility and access (pedestrian, bicycle and vehicular circulation) are also key to the success of the plan. In line with previous planning recommendations, UNCP has moved from a campus

accessed from the southern entry from 711 to one accessed from Odum Street resulting in the need to reexamine the gateways to the campus, wayfinding and the visitor experience. Pedestrian safety is of increasing concern as UNCP locates facilities and parking on the east side of Odum Road. Pedestrian safety and movement surfaced as important issues in almost every conversation with stakeholders.

Landscape and, in particular, storm water was also mentioned in almost every conversation. The character of the UNCP campus and the functionality of the campus landscape will be major components of the master plan.

Many stakeholders mentioned the beauty of the historic campus. With a core defined by the Quad and the area between the Chavis Student Center and the Jones Athletic Center, UNCP has a strong base on which to develop a cohesive landscape framework that connects campus buildings, addresses stormwater issues, promotes a pedestrian environment, and creates a strong image for the campus.

The landscape of Pembroke is intrinsically linked to a planning theme that connects all of the major issues: the sense of place. Pembroke is defined by the swamps, the forests, and the Lumbee people who first settled this region of North Carolina. The swamps and rivers provided transportation and influenced the development of the Lumbee culture. The remaining stands of pine, Bear Swamp, and the Lumber River remain as major features of the regional landscape pattern. The patterns of the underlying natural systems are also evident in the drainage ways that cross the campus and Pembroke community. Finally, the legacy of the Lumbee people is particularly evident in the names of the founding families that grace the campus buildings and the inhabitants of modern Pembroke: Oxendine, Locklear, Lowry, and Dial.

## **PART 1 – SOCIAL FACTORS**

Part 1 focuses on the mission, people, sense of place and community that distinguish the University of North Carolina at Pembroke.

### **UNCP Mission and Vision Statements**

The mission and vision as articulated by UNCP are important considerations in the development of the master plan. The goal will be to develop a plan that provides the context and facilities required to support the mission and the emerging vision. ***The mission and vision statements are repeated here as a reminder; specific planning strategies and design responses will be provided as the planning process moves forward.***

*Founded in 1887 as a school for the education of American Indians, The University of North Carolina at Pembroke now serves a distinctly diverse student body and encourages inclusion and appreciation for the values of all people. UNC Pembroke exists to promote excellence in teaching and learning, at the graduate and undergraduate levels, in an environment of free inquiry, interdisciplinary collaboration, and rigorous intellectual standards.*

*Our diversity and our commitment to personalized teaching uniquely prepare our students for rewarding careers, postgraduate education, leadership roles, and fulfilling lives. We cultivate an international perspective, rooted in our service to and appreciation of our multi-ethnic regional society, which prepares citizens for engagement in global society.*

*Students are encouraged to participate in activities that develop their intellectual curiosity and mold them into responsible stewards of the world.*

*UNCP faculty and staff are dedicated to active student learning, engaged scholarship, high academic standards, creative activity, and public service. We celebrate our heritage as we enhance the intellectual, cultural, economic, and social life of the region.*

Source [www.uncp.edu/uncp/about/mission.htm](http://www.uncp.edu/uncp/about/mission.htm) accessed April 26, 2011

## **Vision Statement**

*The University of North Carolina at Pembroke will challenge students to embrace difference and adapt to change, think critically, communicate effectively, and become responsible citizens. Working from a strong foundation in the liberal arts, we will increase opportunities to infuse our curriculum with interdisciplinary innovation while promoting undergraduate and graduate research as well as international opportunities.*

## **Core Values Statement**

*The faculty and staff of UNC Pembroke are guided by the following set of core values:*

- 1. The commitment to serving the local region*
- 2. The creation, exploration, evaluation, and articulation of ideas*
- 3. The value of a liberal arts foundation as the basis of self-realization and lifelong learning*
- 4. The importance of honor and integrity to learning and leadership as we educate students to be stewards of the world*
- 5. The appreciation of the American Indian history of the university and local community*
- 6. The appreciation of diversity and respect for the dignity and worth of every individual*
- 7. The commitment to prepare graduate and undergraduate students to succeed in an ever-changing and increasingly technological global environment*
- 8. The accessibility of education which leads to the enhancement of the economy and culture in the region*
- 9. The maintenance of a sustainable, safe, healthful, attractive, and accessible campus*

## **Institutional Distinctiveness Statement**

*The University of North Carolina at Pembroke distinguishes itself from peer institutions by offering an affordable, highly personalized, student-centered education to diverse students. Founded in 1887 as an American Indian institution to serve the Lumbee people, UNCP is now also comprised of students, faculty, and staff who possess differing attributes based on race, ethnicity, gender, sexual orientation, disability status, national origin, age, political affiliation, religion, and other characteristics. Diversity grounds intellectual pursuits and provides us with opportunities for discovery and ways to integrate all individuals and groups into the larger community, respecting and valuing their uniqueness while simultaneously advancing the University's historical tradition. UNC Pembroke thus prepares its students for life and leadership within a diverse society.*

Source [www.uncp.edu/uncp/about/mission.htm](http://www.uncp.edu/uncp/about/mission.htm) accessed April 26, 2011

## **Chancellor's Installation Speech**

On April 15<sup>th</sup>, 2011, Dr. Kyle Carter became the 5<sup>th</sup> chancellor of UNCP. His installation speech provides further guidance in terms of UNCP's mission and vision. In the speech, Chancellor Carter identifies four (4) themes for shaping the future of the University; these themes establish the preliminary goals for the master plan:

1. We must become more efficient and effective
2. We must focus on student success
3. We must become an institution of choice, beyond affordability and access.
4. We must engage the region

## **People (Enrollment)**

From the fall of 2001 to the fall of 2010, the University grew from an enrollment of 3,933 to almost 7,000, doubled the number of full-time faculty, and increased the number of permanent employees by 77 percent. After this period of rapid growth, the University is poised to enter a new phase of development which the Chancellor characterized as: *"UNC-Pembroke is the young adult who has experienced rapid physical growth, acquired new skills and abilities, developed new social networks and assumed new responsibilities. It is challenged to accommodate these changes into a new sense of self, one grounded by a clear sense of purpose and organizational systems that can handle greater complexities and expectations."* (Chancellor's Installation Speech, April 15, 2011)

As of the spring of 2011, both the Chancellor and the Provost have been at UNCP for less than a year; many in the faculty and administration have been at UNCP fewer than five (5) years; and the University is revisiting its strategic plan. Consequently, the master plan comes at a pivotal time in the development of UNCP.

The next phase of planning at UNCP will focus more on retention rather than enrollment growth, though some growth is anticipated. Currently, the enrollment stands at 6,955; faculty at 423; and staff at 391. No specific targets have been set for growth although it has been suggested that an enrollment of 8,500 may be a suitable target for planning purposes.

## **Sense of Place**

*"UNCP's heritage marks its past and shapes its future".  
Chancellor Kyle Carter, Installation Speech, April 15<sup>th</sup>, 2011*

Respect for history and tradition are fundamental to the current character of the UNCP campus and to its future. Sense of place at UNCP is intrinsically linked to the land on which it sits and to the Lumbee people.

### ***The Land***

Pembroke is part of the **Atlantic coastal plain**, a relatively flat landform extending over 2,000 miles from southern New York to the Georgia/Florida border. The area has an average elevation of less than 700 feet above sea level and is generally wet, including many rivers, marshes, and swampland. The land around UNCP is essentially a swamp and, historically, was organized around a series of natural and manmade drainage ways. Topographic and hydrologic character and issues are discussed further in Part 2 of this summary paper.

According to the 2000 census, nearly 90% of the Pembroke population is Native American. The Chancellor discussed the unique history of Pembroke, the importance of the Lumbee people, and the development of UNCP in his installation speech:

*“Our institution grew out of a local idea. Leaders within the American Indian communities of Robeson County viewed education as the means to improve the quality of life of their people. They found a friend and supporter in Hamilton McMillan, an attorney and politician from Red Springs. McMillan, a state legislator representing Robeson County, introduced legislation in 1885 that gave the American Indians of Robeson County a legal identity and the right to establish their own schools.*

*In 1887, McMillan introduced legislation that established Croatan Normal School, a school exclusively for American Indians with a single purpose: to train public school teachers for the American Indian community. Since the state appropriated \$500 that could only be used for salaries, the local people paid for and constructed a school building at a site about one mile west of where we are today.*

*In the fall of 1887 the school opened with 15 students and one teacher, and for many years, the curriculum was limited to elementary and secondary instruction. The First Trustees included seven local Indians from Prospect, Saddletree, Bear Swamp and the Pates communities, all close by. Rev. W.L. Moore, was a Waccamaw Siouan Indian, and the remaining six Trustees were Lumbee Indians with the last names of Locklear, Brayboy, Dial and Oxendine.*

*If you walk our campus or drive through the surrounding areas today, you will see the names Moore, Locklear, Dial, Brayboy and Oxendine on campus buildings or on storefronts and signs in the community. If you live here for just a short while, you learn that where you are from is important. The local communities of Prospect, Union Chapel, Bear Swamp, Burnt Swamp, Saddletree and others retain significance today as they did over a century ago. “Who are your people?” is both a question and statement that connotes pragmatism, wit and cultural pride to the Lumbee community. Pembroke is not just a town where the Lumbee live; it is their home; a place that binds them together. Even to those Lumbee who have moved away, Pembroke beckons them to return permanently, or to return once a year in July for Lumbee Homecoming. The Lumbee have a strong sense of place and personal affiliation and loyalty to community institutions-----whether it is a church, a hardware store, or a university. It is this sense of place, endemic to the community, that sets UNCP apart from other universities.*

*Like other normal schools across the country, Croatan Normal experienced multiple name changes each corresponding to substantive changes in its mission. Beginning in the 1950's, four major events dramatically altered the institution's future:*

- *In 1954, Pembroke State College opened its admissions to all qualified applicants regardless of race;*
- *In 1969, Pembroke State College's name and mission changed to Pembroke State University, a regional comprehensive university;*

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- *In 1972, Pembroke State University became a part of the newly created University of North Carolina System;*
- *And in 1996, Pembroke State University became The University of North Carolina at Pembroke.*

*Today's institution is vastly different than its historic beginning:*

- *UNCP is now open to all races;*
- *Its curriculum goes well beyond teacher training and includes a broad array of undergraduate, graduate and professional degrees;*
- *Its service area has expanded to southeastern North Carolina.*
- *We enroll students from 90 North Carolina counties, 33 states and 18 countries;*
- *UNCP's faculty are not only teachers, but also researchers, scholars and consultants.*
- *UNCP is now a constituent member of the UNC System."*

Source: Chancellor Kyle R. Carter, Installation Speech, April 15, 2011

Today, the central academic area of the campus defined by the Quad and Old Main (National Register Building) form the memorable core of UNCP.

## **Community**

The University is committed to sustaining an intellectual, collegial and diverse community. Community is considered in several ways: the campus residential community; the commuter community; and the community of the surrounding context in Pembroke.

UNCP has recently shifted from a commuter campus to a more traditional residential campus, with more than 50 percent of undergraduate students living on campus or within walking distance. In the fall of 2011, the newest on campus residential community, Cypress Hall, will open its doors, with 436 beds and the University will assume ownership of the University Courtyard Apartments, housing 336 beds.

UNCP has recently implemented a policy requiring freshman to live on campus. There are nine (9) residential communities housing approximately 2,200 students. With the opening of Cypress Hall, UNCP anticipates being able to take Wellons Hall and West Hall off line. University housing administrators do not foresee the need for any additional beds in the next five (5) years. Beyond five years, a sister building to Cypress Hall could be considered.

Other campus community considerations include the need for graduate housing, the need to accommodate Greek organizations, and the need for student lounge space, especially for commuters. Faculty and staff lounges and collaboration spaces are also noted to be of concern.

While student residential facilities have grown and improved in the last 10 years, stakeholders repeatedly mentioned the lack of a "college town" feel in Pembroke. Many faculty and staff commute from up to two hours; some maintain small apartments as much as an hour away with permanent residences even further. A mixed-use development, with retail and residential for faculty or staff, is a potential opportunity that would address this issue.

## **PART 2: ENVIRONMENTAL FACTORS**

Part 2 examines the environmental factors to be addressed in the master plan and includes two sub-categories: 1) Natural Systems; and 2) the Built Environment (land use, landscape, space, mobility/circulation and infrastructure).

### **1. Natural Systems**

The master plan will be designed to respond to the climate, the land form and hydrological patterns of Robeson County.

#### ***Climate***

Pembroke receives a total of 47.98 inches of precipitation per year and has an average yearly temperature of 61 degree Fahrenheit. Important climate considerations for planning and designing the campus include: stormwater / rainwater management; a comprehensive landscape strategy to shade pedestrian walks and east / west facing building facades; proper orientation for future buildings and the mitigation of horizontal heat islands adjacent to buildings (paved areas such as parking lots). Other climate appropriate and sustainable design strategies will be explored during the planning process.

#### ***Land Form***

The UNCP campus currently occupies 153 acres. The campus straddles the town line, with the northern half in Robeson County. Growth is constrained on the south by the CSX railroad tracks, NC Route 711, and existing retail development. Odum Road and Prospect Street present a barrier to the east although there are University and University-related facilities to the east. Traffic, safety, and a University presence on Odum Road and Prospect will be key considerations in the development of the master plan. Acquisition, particularly to address recreation field and athletics needs, will also be a key issue.

#### ***Hydrology***

The flow of water is a major issue on the UNCP campus and has shaped the character and history of Pembroke. A study of hydrological patterns is underway with the goal of providing strategies for improving stormwater management on the campus and addressing flooding issues, which are significant.

UNCP lies between Bear Swamp and the Lumber River in an area of relatively flat topography. Water flows roughly from northwest to southeast across the campus. The CSX rail line creates a significant barrier to the south, with limited culverts, effectively pushing more water east towards campus. Improvements to the culvert under the railroad just west of campus are planned. There are also downstream issues associated with the maintenance and size of surface and sub-surface drainage infrastructure. Cooperation with the Town and the County to address off-campus issues will be an important part of the overall stormwater strategy. On campus stormwater infrastructure is discussed below.

### **2. Built Environment**

The built environment includes land use, landscape, space (buildings), mobility (circulation) and infrastructure.

#### ***Land Use***

The campus land use pattern is defined by a strong academic core which has been extended northward along the Central Spine of the campus in recent years. Looking forward, land acquisition will be an important consideration especially for recreational sports facilities which have been



displaced in recent years by new academic and residential development. The existing athletics fields could be displaced over time for future development (as was recommended in the previous master plan). Based on the stakeholder interviews, the preliminary program for athletics and recreational facilities, should they be relocated off campus, is as follows:

- 6 tennis courts
- “clover-leaf” arrangement of fields for baseball and softball
- Potentially eight (8) intramural fields with lights
- Field house including locker rooms, storage and office space.

### ***Campus Landscape***

The UNCP campus landscape is organized around a strong central north/south spine and the Quad, the area between Old Main and Livermore Library. The Quad defines the historic core of the campus. It includes an extension to the west connecting to Faculty Row, the vehicular street that forms the southern end of the central spine. Prominent features of the Quad include the Lowry Bell Tower, the Water Feature, and the Amphitheater. The Quad is marked by a mature mix of deciduous trees which includes formal plantings along Old Main Drive and informal groupings south of the Amphitheater and on the north and east edges of the Quad.

The other memorable campus landscape is the area between the Chavis Student Center and the Jones Center, along the central spine and just north of Faculty Row. This stretch of the spine is pedestrianized, includes large lawn areas, an allee of trees on the west edge, and paved areas with seating. The concentration of important student life uses and the pedestrian character of the space make this area a distinct, memorable place. Whereas the Quad is the academic and historic core of the campus, the area around Chavis Student Center is the center of student life on campus.

Moving north along the spine, the axis shifts slightly to the north and becomes Braves Drive, open to vehicular traffic with a sidewalk on the east and athletics and recreation fields on the west. With Allied Health and Cypress Hall nearing completion, the character of this stretch of the spine is still evolving. The stand of pines south of the University Apartments creates a strong landscape image, reminiscent of the natural drainage corridors of the campus.

Security and outdoor lighting is another consideration relative to campus landscape that will be explored in the planning process.

### ***Campus Edges and Gateways***

The south edge of campus, historically, was the front door to campus, with Faculty Row, Old Main, the Quad, and Livermore Library forming a distinct edge along Old Main Drive. Old Main Drive runs east-west, paralleling the CSX rail line, NC Highway 711, and a mix of commercial and retail use buildings along Route 711. This southern edge of campus has transformed from a formal entry to an edge dominated by the railroad, its embankment, and parking lots on both sides of the rail. The State Department of Transportation is reworking the parking access and constructing a roundabout at the southern entry to Faculty Row. In conjunction with these changes, UNCP is moving the main campus entry to Odum Street/Prospect Road. Lumbee Hall and the open space in front of it will gain added importance with the new campus entry.

The east edge of campus is marked by Odum Street /Prospect Road is a four-lane north-south road that leads to NC Highway 710. With private-sector student housing at University Place, recreation fields, Carter Hall, two parking lots and small scale retail



buildings all on the east side of Odum Street, pedestrian crossing and safety is a major issue. The State has recently installed a small median and crosswalk connecting to University Place. Both pedestrians and drivers have been slow to adopt the official crosswalk: students continue to jaywalk and drivers frequently do not stop for pedestrians in the crosswalk. The straight, wide design of the street is conducive to high-speed travel. A rethinking of Odum Street in terms of safety, formal entry and edge to the University, and traffic movement is a significant opportunity.

The north edge of campus is not clearly defined. Pinchbeck Hall, the facilities complex, the soccer field, and the entry at Pinchbeck mark the northern extent of University property. There is no east-west vehicular connection immediately north of Pinchbeck Hall. Santa Anna Road, located to the north of campus, is lined with residential properties, open fields, and wetland sloughs.

The west edge of campus is marked by University Drive. It functions and has the character of a “back door” to campus, with limited access to secondary streets to the north and Old Main Drive to the south. Campus uses on the west side of University Drive include the Courtyard Apartments, the football field and track on the west, and a group of small houses used for faculty housing. On the east side of University Drive, the baseball fields offer a connection to the recreation fields, Lumbee Hall, and Braves Drive. Other uses include large parking lots at the Jones Athletic Center and access to the residential grouping of Oak, Pine, and West Halls.

UNCP does not own all of the property on either side of University Drive. Out parcels include residential properties near the intersection with the Deese Road and the Old Pembroke High School at the intersection with Old Main Drive.

### ***Monuments and Public Art***

The campus landscape includes The Arrowhead Heritage Walk, located in front of Old Main. The Arrowhead is a symbol of the school and a one of 358 stone monuments erected across the country by newspaper owner and “good roads” advocate J. Hampton Rich.

Heritage Walk serves as a monument to the first graduates of the University of North Carolina at Pembroke. More than 500 names of students who graduated between 1905 and 1954 are engraved in the brick walkway in front of Old Main.

UNCP’s monuments also include the Lowry Bell Tower, the Tommy Statue near the Chavis Student Center and a statue of Hamilton McMillan, a state representative who introduced legislation giving the American Indians of Robeson County a legal identity and schools of their own.

Stakeholders noted that a commemorative trail, celebrating the history of the Lumbee People and UNCP, would be a good way to recognize UNCP’s heritage and promote positive relations between the University and the Town of Pembroke.

## **Space**

A space programming analysis is underway as part of the master plan, the intent of which is to assist the University in providing the appropriate facilities to accommodate the academic and research mission. The programming will be based on the space database transmitted by the University. The programming process will include interviews with each of the academic deans and supplemented by faculty and the staff population details needed to calculate space requirements. The programming analysis will also record comments on emerging pedagogies, class room needs / preferences and technology requirements.

One of the Chancellor's key themes is "We must become more efficient and effective". In the initial interviews, this translated to a focus on retention and graduation and a de-emphasis on enrollment growth. The space programming study will, therefore, proceed with limited short-term growth projections. For the longer term, the master plan will need to identify the key thresholds for accommodating the growth. At what stage will additional infrastructure, support space, residence halls, etc. be required to address growth? Will additional faculty lines be funded to support growth? What colleges, schools or departments will be targeted for growth?

## **Space Overview**

UNCP includes four colleges, 41 undergraduate programs, and 17 graduate programs. At this time, there are no plans to add programs. A recurring theme throughout the initial interviews was that, with explosive growth, the University is very pressed for classroom space and office space; this will be verified as part of the space programming analysis. Even with the new Allied Health building, there is consensus that an Information Commons, replacing the library and combined with study/classroom space, and perhaps, a Central Classroom building are needed.

The UNCP buildings are generally in adequate condition. Wellons Hall and the temporary buildings behind the Dial Building are scheduled for demolition. The following buildings are being considered for reuse:

- Business Administration Building
- Dial
- DF Lowry
- Livermore Library (student services)
- Old Main
- West Hall (office)
- Health Center – expansion (requires ambulance access and adjacent parking for up to 45 cars)

Beyond the main campus, UNCP maintains a research presence at CommTech, a business park approximately three miles east of the main campus on Country Club Road. UNCP also operates space at:

- Brunswick Community College
- Cape Fear Community College
- Fayetteville State University
- Fort Bragg

- Richmond Community College
- Sandhills Community College

Distance learning accounts for between 10 and 15 percent of weekly student contact hours. Stakeholders noted a trend towards more distance learning and that, system wide, in the coming decade, North Carolina anticipates up to 100,000 more students than its brick-and-mortar facilities can handle.

### **Priority Projects**

The current Capital Improvement Plan (CIP), covering 2011 through 2017, includes three potential new facilities for the Pembroke campus:

1. Information Commons: generally referred to as a 50,000 gsf building including a technology center, skills labs (writing, math, etc.)
2. School of Business Building
3. Faculty Office Building

The CIP also includes major renovation, modernization, or expansion plans for:

1. Livermore Library (student services center)
2. West Hall (office space)
3. General campus renovations and additions
4. Givens Performing Arts Center
5. Lumbee Hall
6. Chavis Center
7. Locklear Hall Expansion

Additionally, a Central Classroom facility has been identified as a potential need. The space programming analysis will examine the exact classroom space needs. The Classroom Building would address any shortage in classroom space, a right-sizing between section size and classroom size, and the lack of rooms for 60 or more students. The facility could be a new building or a reuse of an existing building. A central location with adjacencies to the concentration of classroom space around the Quad will be important. Some stakeholders noted that the current paving, stamped painted brick, is not conducive to using carts to move material back and forth to a central facility.

Two interrelated themes will guide the programming of priority projects, both new and renovations: the need for larger classrooms and the Pembroke approach of small sections, known as “the personal touch”. Many of the stakeholders noted the need for larger classrooms and an expectation that they would be moving to larger section sizes. Most agreed that freshman and introductory courses are best suited to larger section sizes.

Stakeholders noted the need for facilities that are not currently on the CIP:

- An addition to the Education Building entry to add social space and, potentially, classrooms
- A permanent events center – this may be a building, an outdoor space, or a combination
- A commuter lounge

- Alumni Office
- Emergency Response Center: a place for the Chancellor and cabinet to gather during a campus lock-down situation. This could be in an existing building.

## **Arts and Sciences**

The College of Arts and Sciences includes 17 departments and is currently in 9 buildings on campus. The College is the largest and most spread out of the four colleges.

### Departments

- American Indian Studies
- Art
- Biology
- Chemistry and Physics
- English and Theatre
- Foreign Languages
- Geography and Geology
- History
- Mathematics and Computer Science
- Music
- Nursing
- Philosophy and Religion
- Political Science
- Public Administration
- Psychology
- Social Work
- Sociology and Criminal Justice

### Buildings

- Old Main,
- Oxendine Science
- Allied Health
- Moore
- Lowry
- Dial
- Sampson
- Locklear
- Temp Units (scheduled for demolition once the Allied Health Building opens)

The most pressing issue for Arts and Sciences is a lack of office space. Two faculty members are housed in the temporary buildings behind the Dial Building. They will move to the new Allied Health building when it opens. There is a longer term need for five (5) additional offices. There is also a lack of conference rooms. The classroom pool is limited, with only one room that holds 60 or more.

Stakeholders noted issues with specific buildings, including:

- Sampson: though new, it is very cramped. The College may rethink which Departments are housed there.

- Moore Hall, which houses Music:
  - o Fastest growing department
  - o There are only five (5) practice rooms, all too small.
  - o Accrediting body has reprimanded them for lack of space.
  - o Faculty offices are teaching studios and need to be larger
  - o Renovation was not enough.
  - o Outreach and transportation issues: 500 public school children come to campus with local bands and groups
  - o Concerts
    - Most are in Moore auditorium and limited to 100 to 150
    - Visiting musician performances are packed. Music Appreciation requires attendance for credit
    - Some concerts are held in the UC Annex or GPAC (Christmas Concert: open to all, a few from community do come)

### ***College of Business***

The College of Business has been growing at a rate of 12 percent per year and expects 15 percent growth in the next 10 years, primarily in undergraduate students. The College has 725 students and 30 full-time faculty; it is the smallest College on campus.

Due to growth, a new School of Business is one of the capital projects priorities. The College has short and long term space needs including additional faculty offices, “Success Rooms” for tutors in all departments, conference rooms, conference facilities, a faculty lounge, more meeting rooms, and assembly space for speakers. The College also needs updated classrooms with tiered lecture tables and some with large round tables for team-based learning.

### ***Education***

The College of Education includes five (5) departments: Education Specialties, Elementary Education, Health and Physical Education, Professional Pedagogy and Research, and School Administration and Counseling. All departments are experiencing growth; teaching is still a job of choice in the region.

All departments, except for Health and Physical Education, are housed in the Education Building. The College is using all of the space in the building; if they add a new faculty member, they will have to convert a closet to an office. The building is a solid, bare bones facility with no social space aside from a very small lobby. An addition to the front of the building could add social space and, potentially, classrooms or offices. Currently, the building has two (2) rooms that seat 70 students; the other rooms seat 30 to 35. Some rooms are set up for teacher observation and there is demand for more.

Health and Physical Education is housed in the Jones Athletic center. All coaches are hired as lecturers and have offices in Jones.

The College places about 900 students each year in local schools as student teachers or for other field experience. The service area is very large and results in long commute times for student interns. The College also brings local students on campus for demonstration classes and brings teachers in for conferences and workshops. The College would like to do more engagement with the local community but lack of parking and a safe, convenient place for bus drop-off and pick-up are perceived barriers. Specific

programs the College would like to expand include: remediation, tutoring, and mental health counseling.

Parking and access is a problem for faculty and students. With the construction of Pine and Oak Halls, parking near the Education Building was reduced. Stakeholders noted that faculty and students are in the building at all hours and there are safety concerns related to walking to lots on University Drive or Odum Road.

The Health and Counseling Building is also constrained in terms of access and parking. It is a patient facility and includes a testing center. Forty-five to 50 parking spaces and improved access for ambulances, patients, and staff are needed.

### ***School of Graduate Studies***

The School of Graduate Studies offers 17 master's degrees in areas such as business and education, all designed to enhance a student's development as a professional and a scholar. The school is located on the 4<sup>th</sup> floor of Lumbee Hall.

### ***Honors Program***

The Honors Program is housed in Old Main. The Chancellor has set a goal of increasing the Honors College from 90 students to 300 students in the next two (2) years. This will trigger a need for more staff but not necessarily more space. Currently, there is no residence hall set aside for the Honors Program but the students all live in Oak Hall.

The program has a need for meeting and informal study space to host a learning community and related teaching and advising sessions. Additionally, stakeholders noted the need for increased visibility of the program to achieve the Chancellor's growth goal.

## **Infrastructure**

The master plan includes an assessment of existing systems for potable water, storm water, sanitary sewer, power, gas, and IT in terms of capacity and condition and will recommend high-level strategies for addressing stormwater with future development. Reports on each system are forthcoming.

### ***Stormwater***

Storm water management on campus is a major issue. The low lying campus has numerous problem areas where water pools up and creates flood conditions. The Faculty Senate has identified stormwater and flooding as their #2 priority issue, second only to safety. The campus newspaper, the *Pine Needle*, completed an investigative report on flooding (issue dated October 7<sup>th</sup>, 2010). Storm water issues include upstream capacity and conditions, on campus capacity and conditions, and downstream capacity and conditions. A review of utility infrastructure, including the stormwater system, is currently underway.

Preliminary investigations indicate the need for a comprehensive approach to stormwater management. No storm water master plan for the campus exists and each recent project has developed a partial solution. Other preliminary findings include the need for better maintenance of off-campus and on-campus drainage ways and for a cooperative, holistic approach between the County, the Town, and the University.

Upstream areas include large stands of mixed-pine forest, tree-lined ditches, and an open ditch running parallel to the railroad track. Generally, water flows from the northwest to the southeast across the campus. Historically, the water flowed through wetland sloughs marked by pine forest, most of which have been removed as UNCP and Pembroke have grown. The railroad track and its embankment create a barrier to the south. The State is currently planning to improve the off-campus ditch near Redmond Road. It is not clear how large a factor the upstream issues are or to what extent the problems are caused by lack of capacity, maintenance issues, or both. In general, the soil is sandy and water will percolate. However, flooding does occur and stakeholders noted that standing water persists for two to three days.

On campus stormwater problem areas include the areas around Oak Hall, Lumbee Hall, the Chancellor's Residence, Wellons Hall, and the area to the north of the soccer field. Near Oak Hall and Lumbee Hall, flood waters reach two (2) feet in depth and cause damage to parked cars.

Cooperation with the Town and the County has been challenging, largely due to the lack of money to fund solutions. Federal representatives inspect and measure stormwater every three to four years. It is not clear if this data is available.



Photo by Nick Phillips  
Water rushes into a storm drain on Faculty Row after heavy rains from Tropical Storm Nicole flooded parts of the campus.

**Figure 1: Flooding at Oak Hall**

### ***Information Technology***

A review of Information Technology infrastructure is currently underway. The central campus and primary academic facilities are well served in terms of data network access [TO BE CONFIRMED]. The critical questions for the IT review will be identifying current IT utility corridors, current capacity, ability to accommodate growth, data center needs and strategy, and any gaps or deficiencies in the IT network.



In the early work sessions, two recurring themes noted relate directly to IT infrastructure. First, several stakeholders expressed the desire to extend the campus wireless network to off-campus student housing areas. Second, the trend towards distance education places added importance on the campus network and broader connections. Stakeholders noted that many in the region are still on dial-up internet connections, making online courses unfeasible.

### ***Mobility (Transportation and Circulation)***

With its central spine and compact size, the UNCP campus is, in general, easy to walk and access from Odum Street on the east and University Drive on the west. From Pinchbeck Hall to the southern end of Livermore Library is approximately 4,100 feet. Walking from Cypress Hall to the Library takes about 12 minutes. The pedestrianized portion of the spine between the Chavis Student Center and the Jones Athletic Center offers a successful model for potential transformation of Faculty Row and Braves Drive. A focus on the pedestrian experience will be an important factor in the development of the master plan.

The ease of mobility at UNCP has been compromised with developments and growth. The campus is now marked by its accessible and plentiful parking lots. This has supported a culture of driving and direct access to the core of campus. Many of these parking spots are on the periphery across major thoroughfares which have been poorly designed for pedestrian crossing.

A mobility study is underway. The critical questions for the study will be pedestrian safety, parking supply, permit policies, potential changes to the campus street network, and access to and from the surrounding streets. Preliminary findings include serious safety issues with pedestrian crossings of Odum Street and the CSX railroad. The study will also examine event parking for sporting events as well as the annual Lumbee Homecoming, which brings 20,000 to 30,000 people to Pembroke each summer.

Pedestrian safety issues include the crossing of the railroad and NC Highway 711 to the south and the crossing of Odum Street to the east. As mentioned above, the array of University uses on the east side of Odum Street creates pedestrian traffic and conflicts with vehicles on Odum Street. The Faculty Senate has identified safety, including pedestrian safety, as their #1 priority.

The railroad is a significant issue. There are as many 52 trains a day on the two (2) lines, the east-west CSX line directly adjacent to campus and the north-south Amtrak line to the east. There have been discussions about passenger service to Pembroke but there are no current plans.

### ***ADA/Accessibility***

The main campus is essentially flat; there are no ADA issues related to topography. There are two (2) significant accessibility issues in terms of buildings: both the Observatory behind Oxendine Science and the black box theater at the GPAC are not accessible.

### ***Bicycles***

The UNCP campus is compact: biking from Pinchbeck Hall in the north to Livermore Library in the south takes between 7 and 8 minutes. Campus Parking and Traffic policy requires riders to have a bicycle permit, lock bikes only at bike racks, and to yield to pedestrians on campus streets, lots, and pathways.

## **Parking**

Parking emerged as a significant issue in the initial work sessions. The Health, Safety, and Environment Committee has recommended a “park once” policy and has a health initiative that includes posters promoting walking and taking the stairs. However, the parking supply includes a large number of spaces open to anyone with a permit, marked as “General” spaces on the parking map, and students tend to drive from class to class. Many of the parking lots connect and people drive from lot to lot to find the most convenient space. Stakeholders noted that some students peel off their parking sticker so they can use visitor spaces.

The area around the Education building is particularly constrained in terms of parking. Oak and Pine Halls were built on former parking lots, leaving limited parking supply close to the Education Building. Education students are involved in internships in the County schools, which includes a very large geographic area. The program also includes bringing primary and secondary school student to the UNCP campus for observation, special instruction, and conferences. The Physical Education department has students in once a month. School bus parking and safe routes for young children are issues. The Department hosts two to three events per semester as well as conferences for local and regional educators. These factors combine to make parking and access a pressing issue that may benefit from a management rather than investment in more facilities.

The Student Health Center, and its planned addition, is also constrained in terms of parking and access. The Health Center does see patients from the surrounding community and includes a Testing Center, amplifying the need for better access and more parking. A preliminary parking program for the Health Center includes 45 to 50 parking spaces and assumes 8-10 people visit the Testing Center at a time with 20-25 student patients for health and counseling. The program includes parking Health Center staff.

## **PART 3: RESOURCE FACTORS**

The University has made progress in recent years in reducing energy consumption, potable water usage, and waste. The master plan offers an opportunity to establish metrics to measure progress in terms of resource flows through the campus. The following issues have been identified and will be tracked as options and a preferred plan are developed.

### **Potable Water**

A study of potable water resources is currently underway. State laws adopted in 2007 demand that the university meet water-reduction standards for state-owned properties:

- 20% reduction of water use in new buildings (SB 668, SL 2007-546 (2007))
- 50% reduction of water use in the landscape (SB 668, SL 2007-546 (2007))

The legal language that applies to UNCP is as follows:

*“For new construction, the water systems shall be designed and constructed to use a minimum of twenty percent (20%) less potable water than the indoor water use baseline ... outdoor potable water or harvested groundwater consumption shall be reduced by a minimum of fifty percent (50%) over that consumed by conventional*

*means through water use efficient landscape materials and irrigation strategies, including water reuse and recycling.”*

- General Assembly of North Carolina  
SB 668, SL 2007-546 (2007)

All irrigation on campus uses non-potable water from ground wells as opposed to water purchased from the Town of Pembroke (which has high water rates). UNCP operations installed low-flow water fixtures in many campus facilities including the Jones Athletic Center and Caton Fieldhouse. Water consumption was reduced by over 952,000 gallons during the third quarter of fiscal year 2010 compared to the third quarter of fiscal year 2009.

**Energy**

UCNP has complied with North Carolina law SB 668, which requires a 15% reduction in energy use by 2010 based on the ASHRAE 2004 baseline. UNCP has also met the NC Petroleum Reduction mandate, reducing petroleum usage by 20% by 2010. UNCP reduced consumption of electricity, water, and natural gas as shown below. Total consumption dropped from close to 17 million units to close to 16 million units.

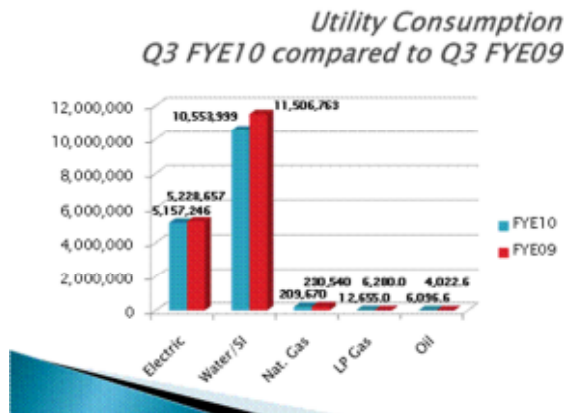
Legislation that applies to campus energy use is as follows:

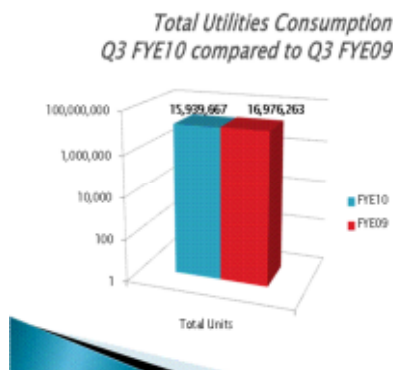
*“The energy consumption per gross square foot for all State buildings in total shall be reduced by twenty percent (20%) by 2010 and thirty percent (30%) by 2015 based on energy consumption for the 2003 2004 fiscal year.”*

- General Assembly of North Carolina  
SB 668, SL 2007-546 (2007)

*“All major facility projects of public agencies shall be designed, constructed, and certified to at least a thirty percent (30%) greater energy efficiency than the standard under ASHRAE 90.1 2004. For major renovations a twenty percent (20%) greater energy efficiency standard than ASHRAE 90.1 2004 shall be used.”*

- General Assembly of North Carolina  
SB 668, SL 2007-546 (2007)





### **Emissions**

Emissions reductions will need to be a planning consideration in the years to come given the proclamation from the UNC Board of Trustees. A focus on energy efficiency in new and renovated buildings and emphasis on conservation and education will assist with this effort.

*“The University shall develop a plan to become carbon neutral by 2050 at the latest, with an ultimate goal of climate neutrality.”*

- Board of Trustees

Sustainability Proclamation (2010)

### **Materials/Waste**

The UNC Board of Governors’ Sustainability Policy (2009) directs “develop[ing] and continuously improv[ing] policies and programs that work toward achieving zero waste” as well as instituting environmentally preferable purchasing standards to the extent practical.

UCNP has an active recycling program. Since July of 2009, UNCP has recycled over 38 tons of waste.

## **PART 4: ECONOMIC / COMMUNITY DEVELOPMENT FACTORS**

The master plan will address economic issues at a high level focusing on potential capital requirements and fundraising opportunities / strategies relative to the proposals of the plan. More broadly, recommendations for partnerships and cooperative efforts with the Town and County will be documented at a planning level.

One of the Chancellor’s four themes is to engage the region. Stakeholders noted the need for local development and the potential for partnerships with the Town of Pembroke and the local community. Current programs include research at CommTech, the business park approximately three miles east of campus. The University is considering an agreement whereby students could use their Braves Card at retail operations adjacent to campus.

A mixed-use development on Odum Road across from Lumbee Hall could help create the “college town feel” that many stakeholders noted was missing from Pembroke. The development could include small scale retail with residential units geared toward faculty, staff, and graduate students.

Looking forward, opportunities for more actively cooperating with the Town and County on matters of stormwater management, downtown development and housing should be explored.