

Campus Space Planning



1.1 Introduction

Purpose

This Campus Master Plan combines a series of initiatives in response to a time of major growth and change at East Carolina University. The on-campus university-wide enrollment is expected to increase by 50% to a headcount of 27,000 students by the year 2010. ECU has attained status as a Doctoral II institution. A new Strategic Plan has been developed and adopted. Moreover, the previous Comprehensive Facilities Master Plan, adopted in 1992, has been largely implemented. This document, therefore, serves as an update to that plan in order to address these and other changing conditions.

As was the case in the 1992 plan, this document addresses only the main academic campus; plans for the Health Sciences Campus are addressed in a separate study. Accordingly, enrollment figures that follow in this plan refer to the main academic campus only.

Background

In June of 1998, at the Chancellor's Retreat, the university's leadership proposed that the 1992 Comprehensive Facilities Master Plan be revisited. The intent was to make refinements and alterations to the plan to reflect significant changes taking place on campus. The approach proposed and accepted represented a new way of thinking for East Carolina University in that the revised plan would be *concepts-oriented*, focusing on revealing the "*sense of place*" unique to this University. Rather than driving the definitive design of the campus, under this model the capital planning for buildings, roads, and infrastructure would instead serve to provide three-dimensional form to the *idea* (*sipreit*) that is this university.

The appropriateness of a concepts-based approach was actually demonstrated at the Retreat through a survey conducted prior to the event. Attendees were asked to forecast the most dramatic changes that would occur on campus over the next five years and, as expected, the responses pertained to classrooms, offices, places to park car and similar fixed assets. On the other hand, when asked to describe the most dramatic changes of the *previous* five years, the improvements made during that time to physical characteristics and campus appearance were mentioned equally as often as the significant array of new buildings and other specific achievements. In fact, the campus had undergone significant changes in overall appearance of its buildings and grounds; some were major, and some were minor, but all contributed to a campus that seemed to "feel good about itself." Oddly enough, the loss of parking – usually a dominating topic – that occurred during the previous five years was mentioned only once. It would seem that this leadership was already tuned into thinking in terms of the character of its campus.

Paul Venable Turner, Richard Dober, Abie Harris and other authorities on campus planning articulate a consistent theme of a campus as a totally unique type of land use. Inevitably, the character and the ideals – both of which are concepts – of a university are illustrated plainly by the physical character of the institution. The internal space requirements in buildings are driven by a combination of pedagogical and life/safety issues that may not differ

significantly from one campus to the next; however, it is in the space between the buildings that campuses construct and embody their unique cultures. The quadrangles, groves and courtyards that evolve within these interstitial spaces comprise the elements of a long tradition of successful American campuses.

The literature on the subject shows that authenticity is critical to the success of this approach, and the authenticity comes from closely reading five elements:

- Site and Situation
- History and Tradition
- Aspirations
- Change, as the essence of institutional life
- Continuity, as the stabilizer

The goal of this campus planning process has been to explore these same elements and, in turn, assemble concepts germane and unique to East Carolina's campus and its sense of place. From there, the process has sought to design a framework plan that respects, perpetuates and expands upon the heritage and ideals of East Carolina University. This framework plan will in turn facilitate a coming period of unprecedented growth and expansion that will be a logical extension of the university's heritage.

Process

The programmatic requirements for this plan were developed by university staff in collaboration with Eva Klein & Associates, Ltd., in conjunction with a system wide capital needs assessment initiated by the General Administration of the University of North Carolina. Space needs, renovations and infrastructure improvements for current and expanding enrollment were quantified and documented in the *East Carolina University Facilities Profile and 10-Year Capital Plan*, published in December of 1999.

The task of converting these needs into an expanding and maturing campus began with the organization of various focus groups. Most of these were formed around the various Strategic Implementation Committees that had aided in the development of the strategic plan. Two additional focus groups were formed around staff from city government and representatives of the neighborhoods directly adjacent to campus.

With the aid of the focus groups, valued physical characteristics unique to East Carolina University were identified and developed into a set of Planning Principles. Global issues were explored, such as the healthy tension between growth and quality, and the Goals and Outcomes expected of the Campus Master Plan evolved. Finally, a Visual Listening Workshop was conducted with the focus group chairs through which images and narratives were developed to guide the design and construction of various campus improvements.

Once the Planning Principles and the Goals and Outcomes were prepared, they were ready to be combined with the needs outlined in the Ten-Year Plan. A series of alternative Campus Master Plans were drafted for consideration and discussion. At this point in the process, the university's participation shifted from the focus groups to the Chancellor's Cabinet. Their leadership and consideration assured that the final plans represented the priorities and objectives of the University and that those plans would be worthy of consideration for adoption by the University's Board of Trustees.

The planning process is by no means complete with the publication of this document. The main academic campus currently owns sufficient acreage to expand in accordance with guidelines contained herein to a head count enrollment of approximately 22,500. These plans illustrate only the development of land that the university currently owns and additional land will be needed in order to reach the eventual target for this campus of 25,000. To that end, this plan – East Carolina University Campus – will continue to evolve.

Format

This Campus Master Plan is comprised of four sections.

Section 1: Process and Program. Tabulations of the programmatic requirements, Goals and Outcomes, the Planning Principles and graphic representation of the planning process.

Section 2: Existing Conditions. Analyses of existing conditions, community context and campus infrastructure considerations.

Section 3: Campus Plan. Planning maps illustrating three phases of growth, let land use zones and proposals for parking, circulation and storm water management.

Section 4: Implementation Recommendations. Individual precinct plans illustrating specific building locations and open space treatments.

Appendix A: Visual Listening Guidelines.

Appendix B: Cost Study

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1.2 Goals and Outcomes

The work of the focus groups began with interviews and follow-up questionnaires. Issues about the campus and its environs were verified in workshops, and subsequently sorted into a matrix. A strong theme emerged around the healthy tension between growth and quality, such that nearly all of the issues fit one aspect or the other. The issues were subsequently sorted into seven additional dimensions, beginning with Expansion.

The next step was to catalogue the specific Goals and Outcomes that the focus groups felt should be evident in the completed plan. To test the validity of the Issues and the Goals and Outcomes, they were compared to the six Goals from the recently completed Strategic Plan. The commonality of themes and ideas between the two planning processes assures a solid linkage between the two.

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1.3 Planning Principles

The process for establishing the principles for physical development on which the Campus Master Plan is based began with a workshop in which the focus groups were asked to visualize their image of a successful campus. Although there were some images proposed that might be generic to all good campuses, the most important were those that referenced the most valued characteristics of the East Carolina campus. These were organized into five categories of campus elements, beginning with Buildings and Grounds.

From these characteristics were crafted a list of Campus Planning Principles, assembled into five categories. These Principles were used as the plans in this document were generated and they will continue to be used as the campus grows and evolves through time.

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1.4 Land Use Diagram

From time to time, there is a value in taking a verbal expression of ideas and simplifying it into a graphic image. The length and breadth of the Campus Planning Principles become somewhat more manageable when translated into the picture that follows. In simple forms, it presents the following concepts:



- 1) The campus should maintain and *Academic Core*, such that the bulk of undergraduate teaching space is contained within a small geographic area;
- 2) As the ability to expand the academic core is limited by adjacent land uses, those programs – both academic and support – not essential to the undergraduate experience should be located off the Academic Core. For the purposes of this plan, they are referred to as *Special Programs*.
- 3) Most *Residential* expansion should occur off the Academic Core, but direct adjacency will be critical to maintain the character and quality of a residential campus;
- 4) The campus *open space network*, particularly the green edge of the campus at 5th Street will be replicated on other campus properties as development occurs;
- 5) The demands for automobile *parking* will exceed the capacity available in the Academic Core, and should be located elsewhere with adjacent adequacy to assure safety and convenience;
- 6) The campus should continue to maintain *playing fields* and *wooded preserves* at its extreme perimeter.

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Ten Year Plan Categories

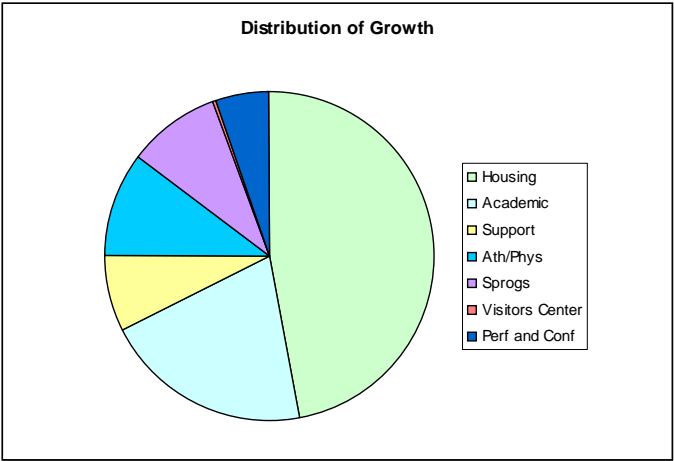
Core Campus GSF		ASF	GSF
New Science Laboratories and Technology Building. Replacement of Flanagan and additional capacity for science. Adds 62,268 ASF.		62,268	249,000
Rivers Building Addition. Adds 11,115 ASF of space to meet capacity needs.		11,115	40,000
New Library/Study Space-Phase I - 54,000 ASF.		54,000	School of medicine
West End Dining			35,000
New Library and Study Space Requirements-Phase II: 84,589 ASF		84,589	120,962
subtotal			444,962
Off Core Campus GSF			
Facilities Services Center - Main Campus. New facility to replace existing shop space and leased space.			35,000 ?
Grounds Facility Complex. New facility to replace obsolete quarters, including shops, storage, including vehicles, materials, and salvage.			20,000 ?
Ledonia Wright Multicultural Center. Modernization and addition.			10,000 Assuming it is replaced
New Athletics & Physical Education Space - 185,922 ASF. To meet expansion needs and replace Christenbury Gym		185,922	265,600
subtotal			330,600
Core/Off Core Campus GSF			
New Teaching Lab Space - 231,000 ASF. Advanced planning funds only in		231,000	356,000
New Teaching Lab Space - 63,033 ASF. Per capacity analysis.		63,033	97,000
New Classroom Space - 30,056 ASF. Per capacity analysis.		30,056	45,000
New Office Space - 143,096 ASF. Per capacity analysis.(Note: some of this is applicable to Health Sciences, but for planning purposes let's use the full figure on the east campus.)		143,096	220,147
New Student Services Space Requirements: 43,315 ASF		43,315	64,973
New Visitors Center			10,000 ?
subtotal			793,120
Total of above		908,394	1,568,682
Residence Halls GSF			
Residence Hall #1		245,000	
Residence Hall #2		245,000	
subtotal			490,000
Residence Hall #3		245,000	
Residence Hall #4		245,000	
Residence Hall #5		245,000	
subtotal			735,000
Performing Arts and Conference Center			135,000
Grand Total			2,928,682

Ellerbe Becket Categories

Housing	Academic	Support	Ath/Phys	Sprogs	
	120,962				
		35,000			
		20,000		10,000	
			265,600		
	356,000				
	97,000				
	45,000				
	143,096	77,051			
		64,973			
1,225,000	762,058	197,024	265,600	10,000	2,459,682
	-30% sprogs			228,617	
1,225,000	533,440	197,024	265,600	238,617	2,459,682
Housing	Academic	Support	Ath/Phys	Sprogs	Chk Sum

Housing	1,225,000	47%
Academic	533,440	20%
Support	197,024	8%
Ath/Phys	265,600	10%
Sprogs	238,617	9%
Visitors Center	10,000	0.4%
Perf and Conf	135,000	5%

Subtotal	2,604,682
Sci Tech	249,000
Rivers Addition	40,000
West End Dining	35,000
Grand Total	2,928,682



1.5A
DEVELOPMENT
PROGRAM



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2.1 Regional Issues

Floodplain:

The 100-year floodplain creates unique environmental constraints for growth and expansion of the University. Within the natural landscape, floodwaters have the opportunity to fluctuate on periodic cycles. In the urban setting surrounding the University rising water from tributaries, such as Green Mill Run, and the formidable Tar River, is compounded immensely by the growth of impervious surfaces. The regulated development of property near the campus will have a profound effect on the implications of floodwaters in the near and distant future.

- Green Mill Run winds through the campus from west to east. This waterway has the opportunity to offer an inviting natural setting if preservation of the floodplain is pursued.
- The city Greenway parallels portions of Green Mill Run. Residents of Greenville and East Carolina University students both have access to this natural amenity.
- Wide floodplains and floodways constrain campus expansion, but also create open space conservation possibilities on the campus, as well as near the Tar River - accessible through the north part of campus.



Campus Accessibility:

East Carolina University is accessible by automobile from all directions. Evans Street and Charles Boulevard are the major north-south routes to and through campus, and they also serve the city as a whole. Traveling east-west on 14th, 10th, and 5th Streets highlights the fact that the University is at the crossroads between historic downtown Greenville, and the surrounding residential neighborhoods.

Although the campus can usually be found with ease from any direction, the amount of traffic poses difficulties for pedestrians. Key intersections of pedestrian and automobile traffic do pose a significant problem for planning the growth of the University.

- The campus is accessible from all directions.
- Evans and Charles are major north-south routes.
- 14th, 10th, and 5th are major east-west routes, and also create many pedestrian conflicts at various intersections on campus.
- Access to the Health Sciences Campus, west of downtown Greenville, is cumbersome, and will need to improve as the University expands enrollment.





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2.2 Community Context

Residential neighborhoods in this area evolved in response to the presence of the East Carolina University Campus. These neighborhoods typically host a mix of students, staff and faculty, as well as residents unaffiliated with the university; there is also a wide mix of age groups as well as family size. Each neighborhood is represented by an active neighborhood association.



The historic Rock Springs neighborhood lies just west of the College Hill student housing neighborhood. This is a key neighborhood, along with many others ([see Section 2.5](#)), which will continue to be influenced by the growth of the University. These key residential neighborhoods will also continue to influence the campus, by giving design cues for future development, and provide definite boundaries for expansion. Neighboring schools, Elmhurst and Eppes, will be greatly affected by the University's growth, and will need to be seriously considered as county-wide planning occurs for primary student education.

The existing retail and other commercial uses near the west end of the campus will play an important role in planning for University expansion, as will the mix of institutions and retail uses in downtown Greenville. This push/pull relationship is important to understand as the campus periphery is developed. Advantages for both the city of Greenville, and East Carolina University exist in these land use transition areas, and should be acknowledged in the evolving planning process.

Definition of the existing edge of the campus is important as the University expands. On [diagram 2.2](#), campus and city gateways are identified to highlight key interfaces between the University and the city of Greenville. Development of these interfaces will visually help identify the distinction between the many land uses which make up the areas immediately surrounding the University.

Many planned changes to the roadways surrounding the University are also identified on [diagram 2.2](#) (planned by NCDOT), which will affect the character of vehicular, and pedestrian transportation on the campus, and in the surrounding neighborhoods. Proposed changes to 5th Street in downtown Greenville, and a future expansion of 14th Street to five lanes will have a notable effect on the planning for pedestrian movement through the campus. Proposed bikeway changes have been planned by the DOT and are identified on [diagram 2.2](#). The addition of bikeways will provide yet another mode of transportation for East Carolina University students, and residents of Greenville, which is a key step in the planning process.

Off-campus parking at East Carolina University can prove very difficult, especially in the restricted residential zones to the north of the campus core. With a lack of parking close to the core an added pressure is felt by the surrounding neighborhoods to accept large volumes of parked vehicles. Parking conflicts exist elsewhere in the city, where the University intersects the city, and will be an important issue as both parties grow and expand.



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2.3 Building Use

The historic campus setting of East Carolina University is exemplified in the campus core, where many of the original buildings are still standing. Similar uses grouped together in the core occur to a certain extent now and this attribute should be built upon in the growth plans for the University. The concentration of academic buildings in the campus core is an important cue for future planning. Several other precincts of similar use also exist at East Carolina University:

The athletics precinct, the Belk/Irons precinct (student recreation), and the evolution of an administrative precinct in downtown Greenville. Three distinct residential “neighborhoods” are located in the campus core, along with one south of the core on College Hill. These housing units were built with various architectural influences and currently present opportunities for renovation and modernization. The condition of these and other campus buildings will be discussed in [Section 2.4](#).

Some of the buildings new to the campus, such as the Student Recreation Center and the expanded Joyner Library, serve well as student gathering places in different parts of the campus core. Campus buildings are typically tasked with accommodating an increasingly broad array of people and uses. In this context, student gathering spaces both indoors and out are programmatic considerations equally as important as classrooms and offices.

Some of the projects currently under construction or design at the university include:

- Science and Technology Building
- West End Dining Hall
- Rivers Building Addition and Renovation
- Strength and Conditioning Center
- “The Galley” Dining Facility, and renovation of Jones Hall
- Addition and Renovations to the Student Health Center



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2.4 Building Condition

FCQAI: Facility Conditions Quality Assessment Index

Working with the University, Eva Klein & Associates indexed a range of values which take the cost to renovate a structure divided by the cost to construct a new structure. The graphic representation of this index allows for a holistic view of all of the campus structures which fall into various categories where it either makes much more economic sense to build a new structure (“poor” to “very poor”), as opposed to renovating an existing one; or, where it would be feasible to renovate the existing structure (“excellent” to “fair”).

The significant amount of recently constructed buildings shows that much of the campus falls in the “very good” to “good” categories. This enables a focussed planning effort in particular areas of the University. However, there is a substantial number of structures falling into the “fair” to “very poor” categories. This implies a need for renovation and new construction. Two buildings, Christenbury Gymnasium and the Erwin Building have been declared obsolete and are planned for demolition.





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2.5 Historic Assets

Eight uniquely different neighborhoods, mostly defined by geographic characteristics, surround the East Carolina University campus. One of these, College View, is on the National Register of Historic Districts. Lying just north of the campus across 5th Street, this district is made up of mostly single family homes. The following is a list of homes and districts found on the National Register and in proximity to the campus:

- College View Historic District (Greenville) 03/19/92
- E.B. Ficklen House (Greenville) 12/20/84
- James L. Fleming House (Greenville) 07/21/83
- Greenville Tobacco Warehouse Historic District 07/17/97, 11/30/99
- Robert Lee Humber House (Greenville) 07/09/81
- Jones-Lee House (Greenville) 11/25/80
- William H. Long House (Greenville) 04/15/82

On the accompanying map, *supporting buildings* shown on [diagram 2.5](#) indicate structures not on the National Register but from a visual standpoint have historic appeal, and they fit well in the historic campus setting. Many of the original campus buildings fit into this category and all of them are in the campus core, near the Mall and Wright Circle.

Supporting landscapes shown on [diagram 2.5](#) are environments which support the unique architectural tradition on the East Carolina University campus. These landscapes tend to highlight the historic campus setting, and are a cue for future open space development.

Unsupporting landscapes shown on [diagram 2.5](#) are environments which do the opposite; ones that diminish the character of the architectural character felt in the campus core. They also represent key areas on the campus targeted for open space improvements.

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2.6 Open Space Character

The landscape in and around East Carolina University holds as much variety as the natural environment of North Carolina. Expansive lawns, quiet courtyards, cool woodlands, and a meandering creek are just a few of the distinctive environments creating the natural setting at the University.



- Towering trees shade historic 5th Street and frame dramatic front lawn views of the ECU campus. The general character of the open space surrounding the campus is quiet, and serene.
- The Reade Street area still holds the basin of Old Town Creek, although it is without any notable visual character. Diverse and distinctive plantings could beautify the natural landscape on the northwest corner of the campus. Opportunities for open space linkages to downtown exist, and are important as revitalization of the area occurs.
- The Mall in the campus core is framed by grand vegetation, with an open understory for long views. Many tranquil courtyards, a signature for ECU, create quiet resting places along the Mall. Diverse vegetation and dramatic seasonal color are always the highlight of a stroll through the core.
- Moving south from the campus core and across 10th Street, pedestrians are greeted by a more natural environment embracing university buildings. College Hill is flanked by native vegetation and the natural floodway of Green Mill Run. Although the diversity of plant life could be increased, a walk through the area offers a cursory view of a North Carolina landscape.



- The large grand space at the foot of College Hill, currently used for parking, holds potential for more public use in the future.
- Continuing south across 14th Street the open space transitions from a more passive use to the function of athletics. This area holds numerous practice and performance fields for many sports. Football, baseball, soccer, tennis, and track and field are just a few of the activities in which ECU students participate. A large forested area to the southeast of the fields anchors the open space and creates a clear campus edge against the adjoining residential neighborhoods.

- The Belk/Irons precinct has a non-descript facade, and lack of a “front lawn” appearance on Charles Street. However, the edge along Greenville Boulevard is supported by mature pine trees, ornamental shrubs and lawn. The area is quite expansive and has been recently updated with a club sports facility and first-year student parking. The wooded interior and maintenance/support areas represent a future redevelopment opportunity.



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2.7 Pedestrian Circulation

Diagram 2.7 indicates there is a definite perception of a very complex pedestrian circulation system on the campus core. Many different walkways, traveling in different directions, give an insight into the history of the campus core itself. This drawing is meant to summarize pedestrian movement and activity on the entire campus, to better understand and improve movement, and to identify the location of walkway improvements.

- *Gathering areas* shown on diagram 2.7 are successful spaces on campus where people tend to come together informally. These are positive spaces and should be looked upon for added insight when new environments are being created.
- *Conflict areas* are potentially hazardous site conditions created by the volume, speed, or directional flow caused by environmental constraints of vehicular traffic. Most of these areas occur where students most desire to cross existing streets in order to reach campus parking or facilities in adjacent precincts. These intersections should be mechanically controlled in the future to increase the safety of pedestrians.
- *Missing pedestrian links* denote areas that should be prime pedestrian access zones, but foot traffic is either hazardous or completely infeasible. Pedestrian traffic would increase, and be much safer crossing with a controlled link, such as a bridge or tunnel.
- 5th Street has the most conflict areas, but the lowest risk to pedestrian safety due to the low volume of student crossings and the relatively lower speed of traffic. 10th and 14th Streets have fewer conflict areas between pedestrians and vehicles, but have a higher risk to pedestrian safety.
- College Hill is also a location for conflict, it is difficult to get into the district from the north and south; a bottleneck constrains pedestrian flow to one major crossing of 10th and 14th Streets, and street parking creates congestion and conflict.
- Numerous crossings of internal service drives and parking lots in the campus core create additional conflicts and congestion. Major pedestrian flow in the campus core occurs to the edges of the Mall, and on either side of Wright Plaza. An understanding of conflict areas in the core of campus will allow for improvement to the quality and safety of the pedestrian environment.





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2.8 Campus Vehicular Circulation

[Diagram 2.8](#) indicate20Plas the many types of traffic flow that exist within the campus core, indicating the complexity created when mixed with the pedestrian environment. These interior roads range from strictly service drives to two-way traffic open to the general public. The following are explanations of the categories illustrated in [diagram 2.8](#), which identify the campus vehicular circulation:



- *Campus gateways* are drop-offs and prime entries into the campus. For new visitors this is the first perception of the character of East Carolina University. In many areas, like Wright Plaza, these gateways provide a unique glimpse of what the visual character of the outdoor environment has historically been.
- *Service Drives* provide access strictly for service vehicles. Among many internal road surfaces in the campus core, service drives are only used periodically for loading/unloading at several campus buildings. A unique opportunity exists to combine these seldom used service drives with adjacent pedestrian walkways to create a more ample “pedestrian street” (see Section 4).



- *Access Drives* are interior roads for service, university vehicles, and the general public. Many of these drives clutter the campus core and create conflicts with pedestrians. The existing campus has several internal parking lots and a network of vehicular roads that could be reduced for improved vehicular circulation outside the core, and to create a safe pedestrian environment.
- *Special Event Controlled Intersections* are those controlled only during campus events, such as football games in the fall. Special events can put an added strain on the vehicular environment at ECU. By understanding the traffic problems events create at certain locations the University can plan for a more organized and safe circulation plan for vehicles.
- *Parking* on the campus at this time is exclusively surface. As indicated earlier, several existing parking lots congest the interior of the campus core. Some of these lots are located just outside the core, which cause potential pedestrian conflict areas ([diagram 2.7](#)). The dispersed nature of existing campus parking creates a well-defined need for safe, centralized parking facilities near the campus core.

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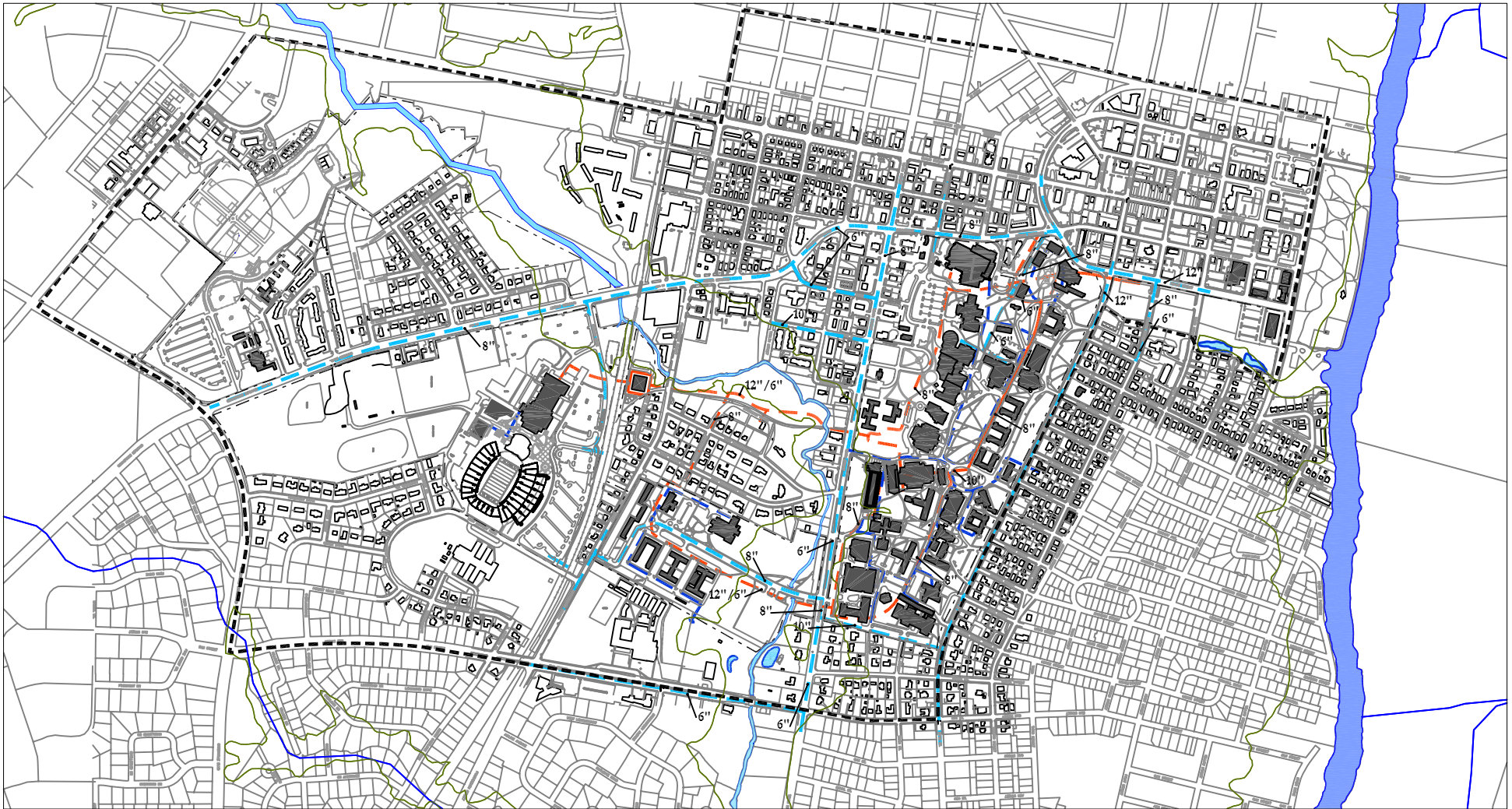
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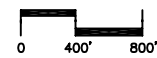
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LEGEND

---	CHILLED WATER LINE		PROPERTY LINE
---	FIRE / WATER LINE		UNIVERSITY BUILDINGS
---	STEAM LINE		PLANNING DISTRICT

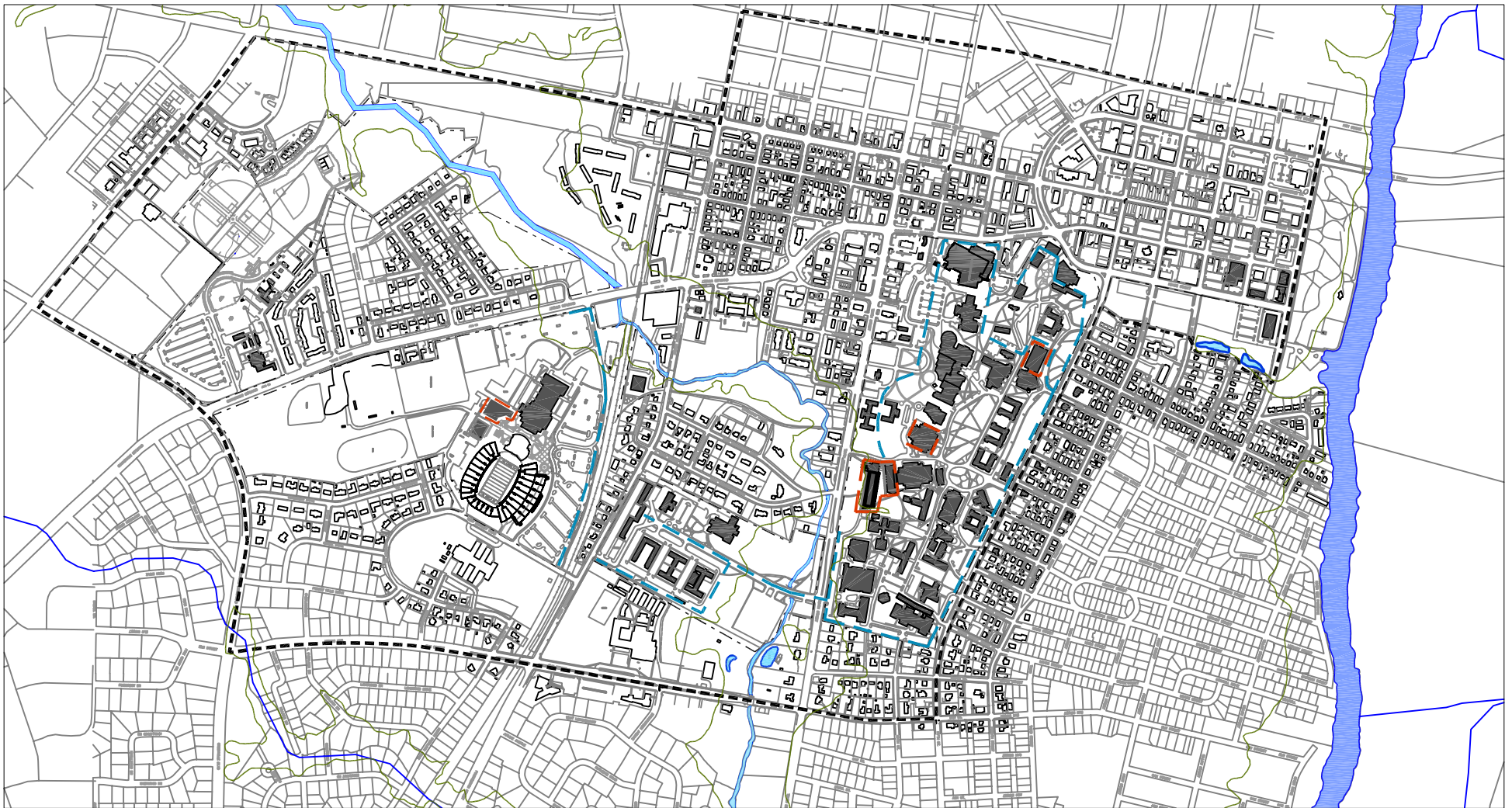
2.10 UTILITIES: CHILLED WATER, STEAM, AND FIRE



CAMPUS
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ELLERBE BECKETT

14 JULY 2000



LEGEND

--- GAS LINE

--- ELECTRIC LINE

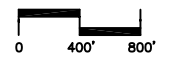
--- PROPERTY LINE

■ UNIVERSITY BUILDINGS

--- PLANNING DISTRICT

2.11

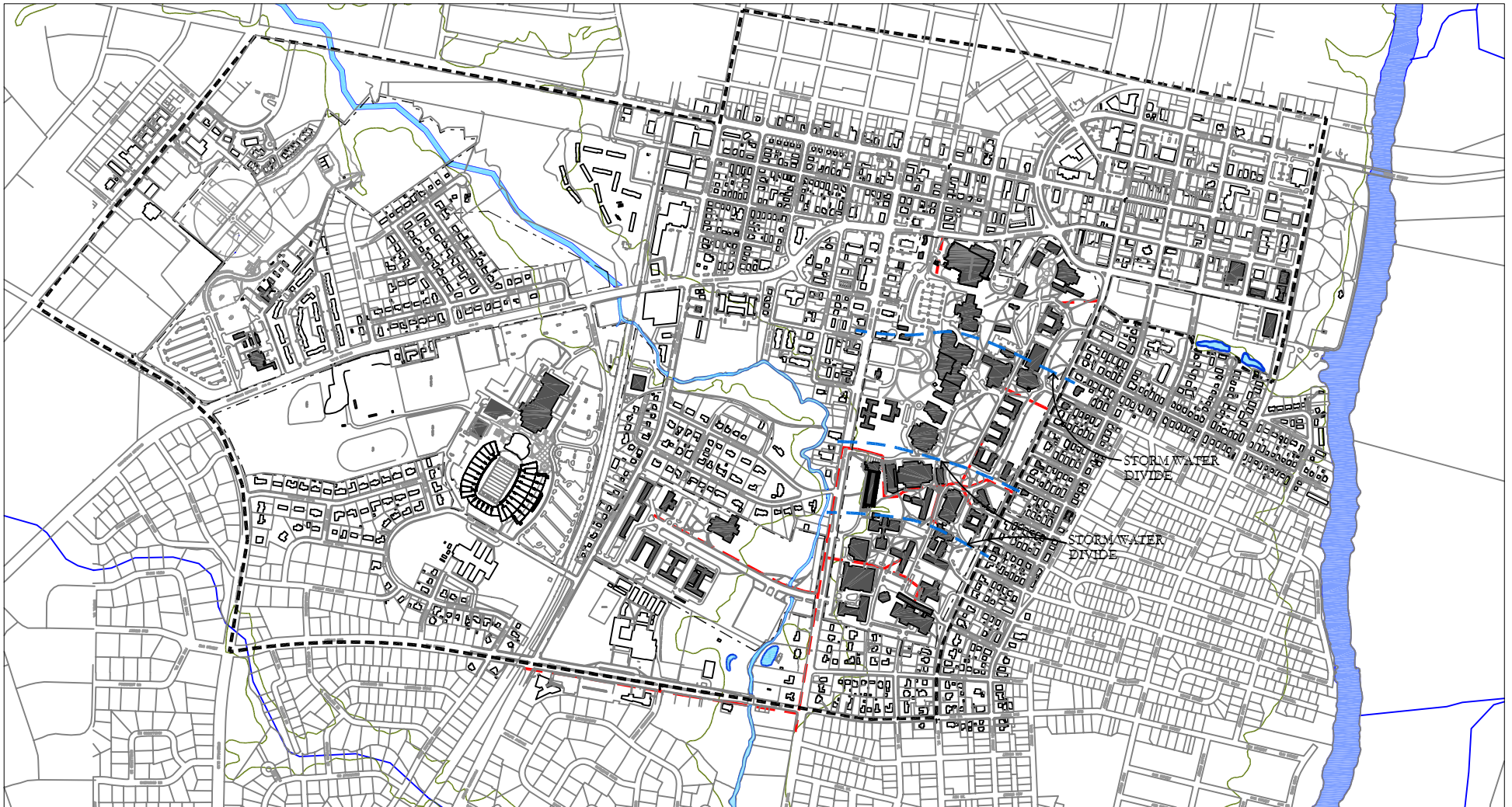
UTILITIES
GAS AND ELECTRIC



CAMPUS
PLAN

ELLERBE BECKET

DECEMBER 2000

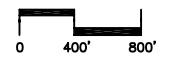


LEGEND

- | | | | |
|---------------------------------------|----------------|--------------------------------------------------------------------------------------------------|----------------------|
| --- | SANITARY SEWER | | PROPERTY LINE |
| --- | STORM SEWER | | UNIVERSITY BUILDINGS |
| | | | PLANNING DISTRICT |

2.9

UTILITIES
SANITARY AND STORM
SEWER



CAMPUS
PLAN

ELLERBE BECKET DECEMBER 2000



LEGEND

- UNIVERSITY PROPERTY
- CAMPUS MALL AND PRIMARY SPINE
- MALL SPINE EXTENSION
- HISTORIC CAMPUS CORE
- EXISTING PARKING LOTS

DEVELOPMENT HERITAGE

THE MALL AND ITS SPINE ARE THE PHYSICAL, HISTORIC AND PROGRAMMATIC HEART OF THE CAMPUS.

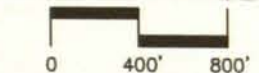
DEVELOPMENT POLICY

1. Undergraduate, general education classes and student services occur in the historic campus core bounded by 5th, Elm, 10th, and Cotanche.
2. Special programs that reach beyond the general, undergraduate student experience are located off the historic core.
3. The campus builds upon the historic core to remain compact, rather than spread out, and facilitate walking, biking and transit
4. Parking is provided separate from, but adjacent to, the historic core.

3.1A

CAMPUS DEVELOPMENT FRAMEWORK

CAMPUS MALL AND PROMENADE



ELLERBE BECKET



DECEMBER 2000



LEGEND

- UNIVERSITY PROPERTY
- RESIDENCE HALL NEIGHBORHOODS
- EXISTING PARKING LOTS
- RESIDENCE HALL GREEN
- FUTURE HOUSING

DEVELOPMENT HERITAGE

RESIDENCE HALL NEIGHBORHOODS AT COLLEGE HILL AND THE WEST END BRIDGE BETWEEN THE HISTORIC/ACADEMIC CORE, SPECIAL PROGRAMS AND THE GREENVILLE COMMUNITY.

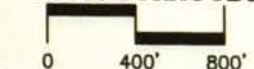
DEVELOPMENT POLICY

1. At least 1/3 of the undergraduate FTE's are housed directly adjacent to the academic core.
2. Residence halls shape their own neighborhood green.
3. The expansion of residence hall neighborhoods is linked to the expansion of the campus and strengthens connections between campus precincts.
4. Parking is provided separate from, but adjacent to, the academic core.

3.1B

CAMPUS DEVELOPMENT FRAMEWORK

RESIDENCE HALL NEIGHBORHOODS



ELLERBE BECKETT



DECEMBER 2000



LEGEND

- UNIVERSITY PROPERTY
- PLANNING DISTRICT

DEVELOPMENT HERITAGE

THE CAMPUS IS AN HISTORIC EDUCATIONAL COMMUNITY LAYERED WITHIN AN HISTORIC URBAN COMMUNITY. (SEE 2.5)

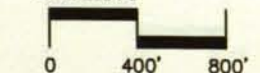
DEVELOPMENT POLICY

1. Campus facilities are sited to complement city development.
2. Campus facilities are sited to both minimize conflicts with and maximize improvements to Greenville city streets.

3.1C

CAMPUS DEVELOPMENT FRAMEWORK

HISTORIC CAMPUS SETTING





LEGEND

- UNIVERSITY PROPERTY
- PRE-WWII BUILDINGS
- LANDSCAPED OUTDOOR ROOMS
- FUTURE BUILDINGS

DEVELOPMENT HERITAGE

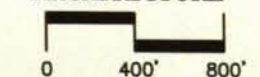
THE BUILDING STYLE, SITING AND MATERIALS OF THE PRE-WWII CAMPUS INSPIRE A UNIQUE ARCHITECTURAL TRADITION.

DEVELOPMENT POLICY

1. Campus buildings share a common architectural vocabulary and materials palette.
2. Campus buildings reflect a human, pedestrian scale in height, massing and detailing.
3. Campus buildings create a series of well-developed, landscaped outdoor rooms that link one building neighborhood and precinct with another.

3.1D CAMPUS DEVELOPMENT FRAMEWORK

PRE-WWII CAMPUS
ARCHITECTURE



ELLERBE BECKETT



DECEMBER 2000



LEGEND

- UNIVERSITY PROPERTY
- EXISTING CAMPUS HEDGES, PASTORAL LAWNS
- PROPOSED CAMPUS HEDGES, PASTORAL LAWNS
- EXISTING CAMPUS GATEWAYS
- POTENTIAL CAMPUS GATEWAYS

DEVELOPMENT HERITAGE

THE 5TH STREET GATEWAYS, HEDGES AND PASTORAL LAWNS ARE THE GRACIOUS FRONT DOOR TO THE COMMUNITY.

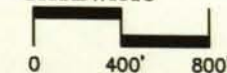
DEVELOPMENT POLICY

1. All campus properties and precincts are developed with a green edge.
2. Consistent building setbacks and front lawn character unify the perimeter image of each campus street.

3.1E

CAMPUS DEVELOPMENT FRAMEWORK

CAMPUS GATEWAYS





LEGEND

- UNIVERSITY PROPERTY
- FLOODPLAIN
- WOODS AND BUFFER

DEVELOPMENT HERITAGE

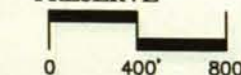
THE BANKS AND FLOODPLAINS OF GREEN MILL RUN AND OLD TOWN CREEK CREATE A LINEAR PRESERVE FOR RESEARCH, RECREATION AND INSPIRATION.

DEVELOPMENT POLICY

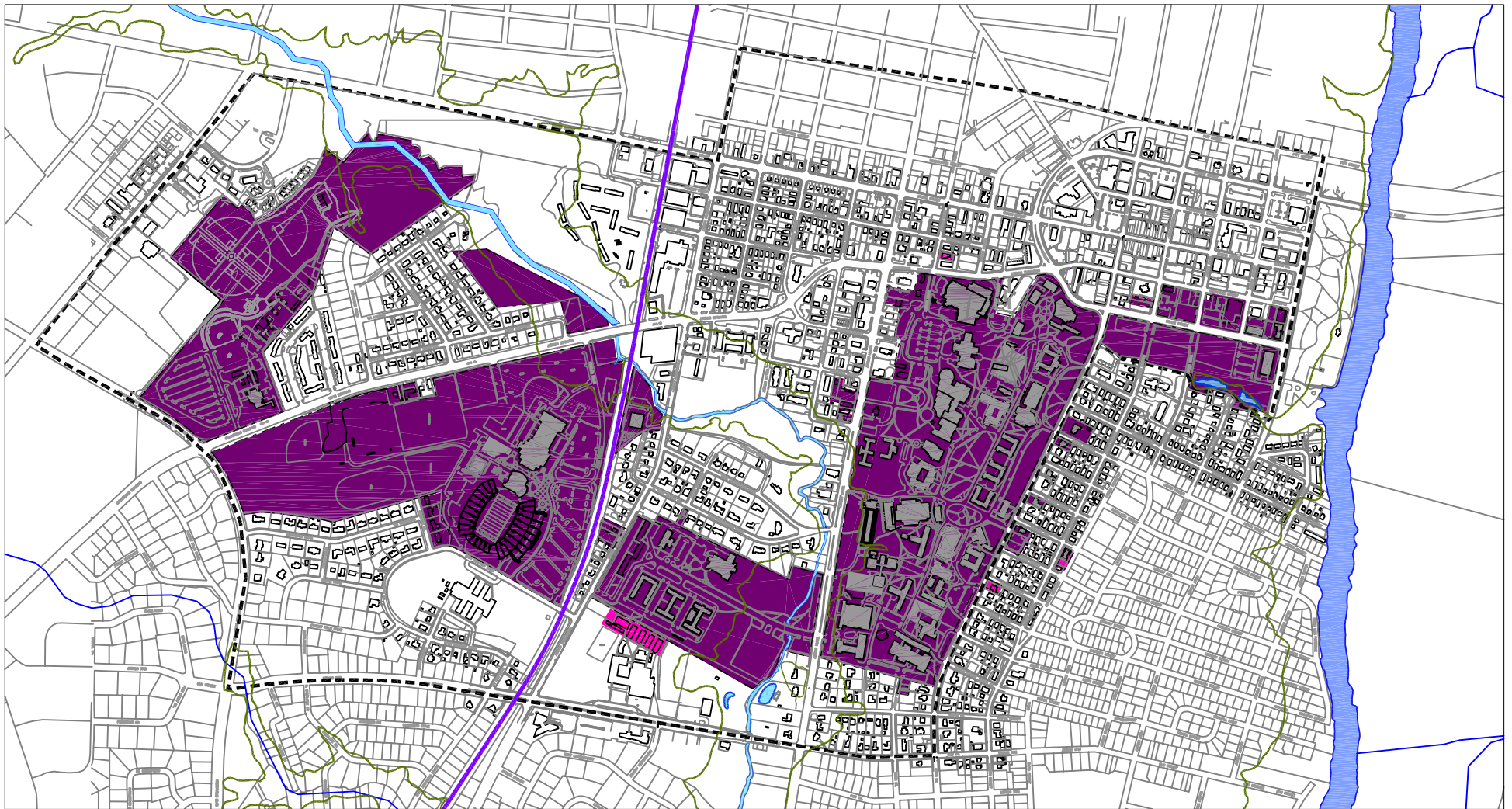
1. Athletic and recreational open space are concentrated within and along the floodplain preserve.
2. Building development is restricted in the floodplain preserve and adjacent mature woodlands.
3. The floodplain preserve serves as a multi-modal corridor that links all the various campus precincts and land uses.

3.1F CAMPUS DEVELOPMENT FRAMEWORK









FLOODPLAIN
PRESERVE



EAST
CAROLINA
UNIVERSITY
CAMPUS
PLAN

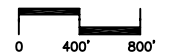


LEGEND

	CORE PROPERTY		RAILROAD & RIGHTS OF WAY		PROPERTY LINE
	PURCHASE OPTIONS		FLOODPLAIN		PLANNING DISTRICT
	LEASED PROPERTY		UTILITY EASEMENTS		

3.2

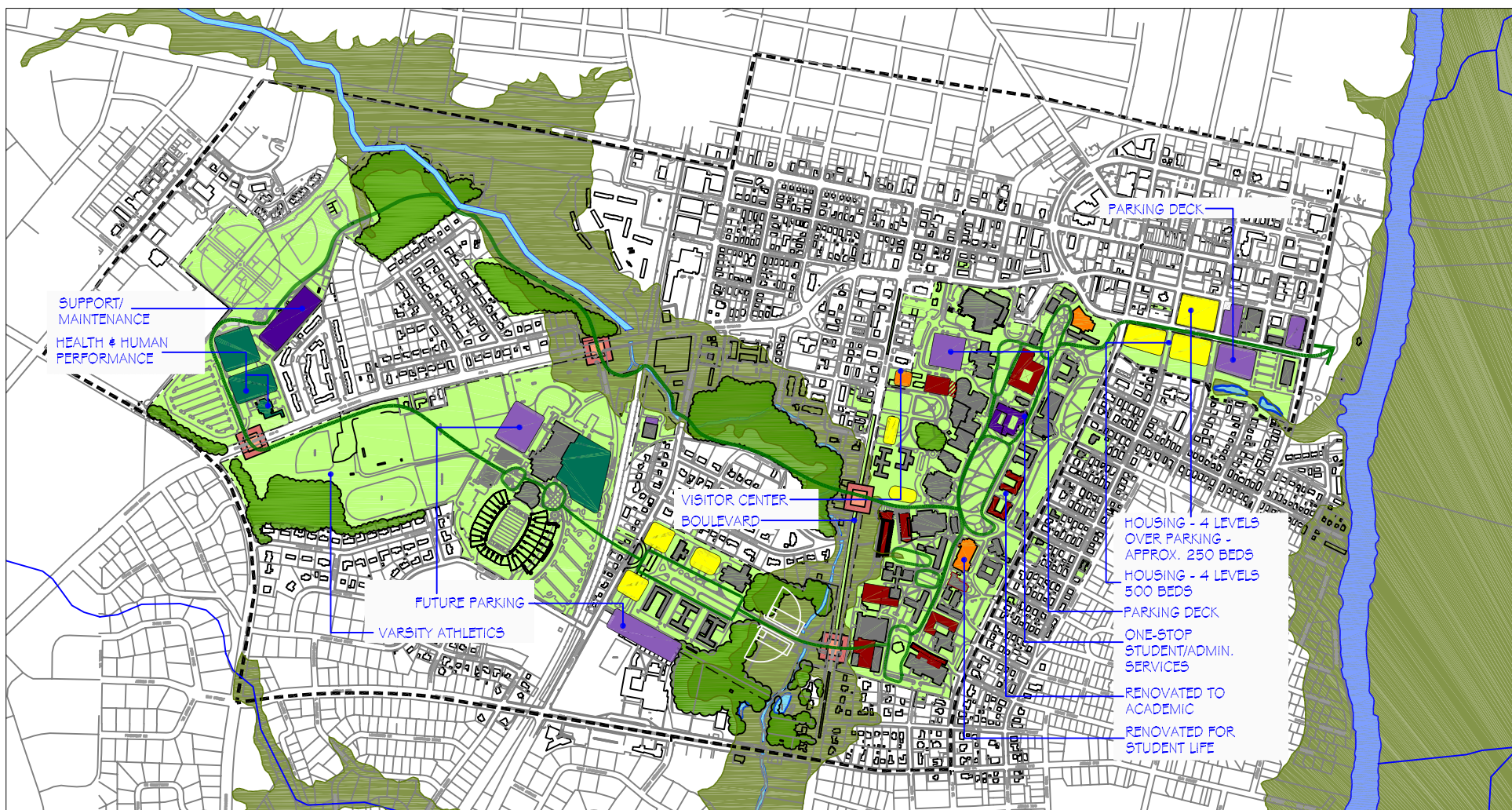
CAMPUS LAND HOLDINGS & EASEMENTS















CAMPUS
PLAN

ELLERBE BECKET

DECEMBER 2000



LEGEND

	DINING/RETAIL/ MEETING SPACE		ACADEMIC		ATHLETIC/RECREATION FIELDS		GATEWAY PEDESTRIAN CROSSING
	ATHLETICS/RECREATION		SUPPORT/PARKING		WOODS & BUFFER		UNIVERSITY PROPERTY
	RESIDENTIAL		FLOODPLAIN		CAMPUS COMMONS/ CIRCULATION		PLANNING DISTRICT

3.3

PRELIMINARY CAMPUS PLAN

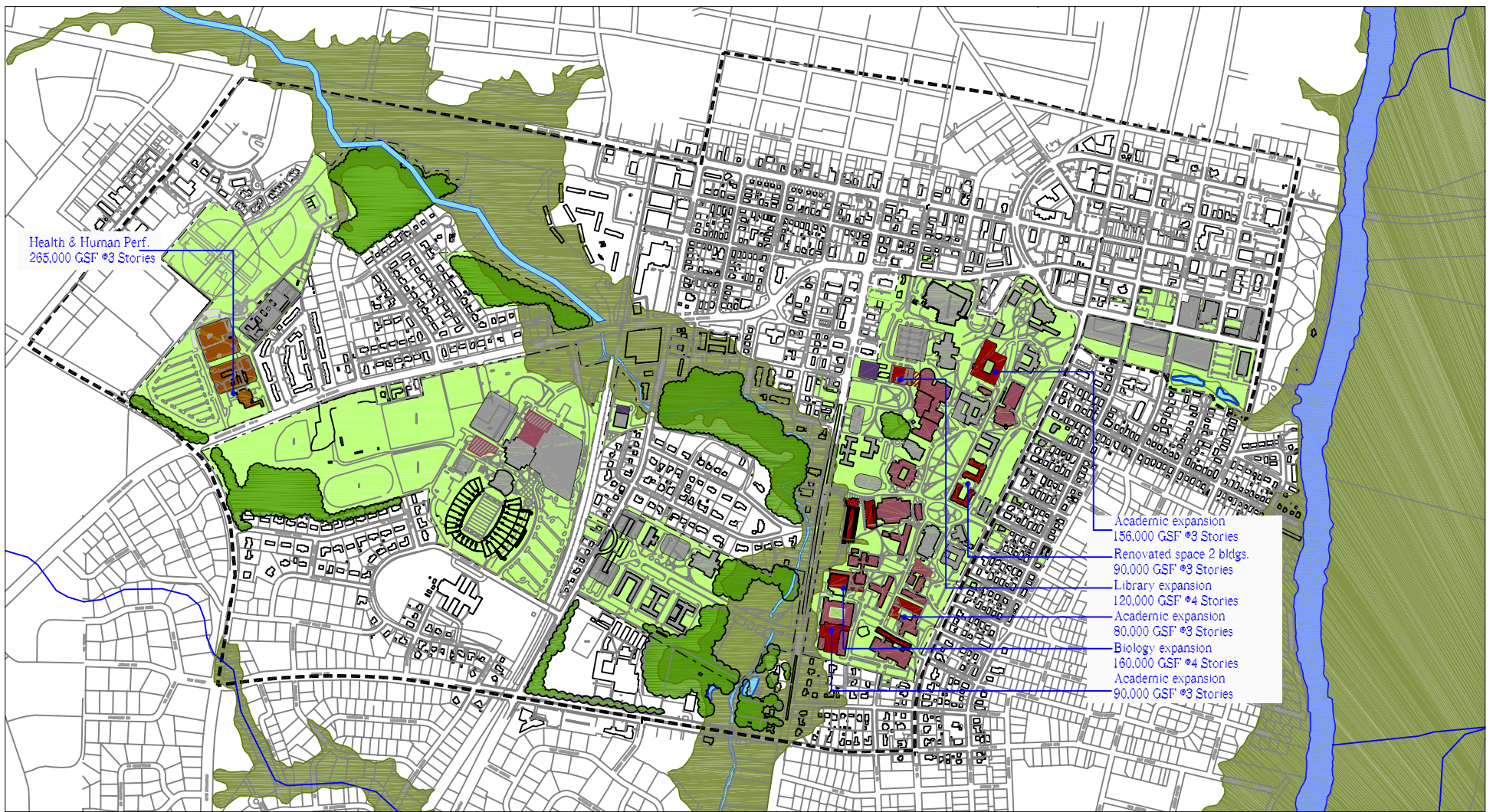
0 400' 800'



CAMPUS
PLAN

ELLERBE BECKET

DECEMBER 2000



LEGEND

	EXISTING ACADEMIC		FUTURE EXPANSION		UNIVERSITY PROPERTY
	PROPOSED ACADEMIC		EXISTING & PROPOSED BUILDINGS		PLANNING DISTRICT
	PROPOSED HEALTH & HUMAN PERFORMANCE				

3.4

ACADEMIC ZONES

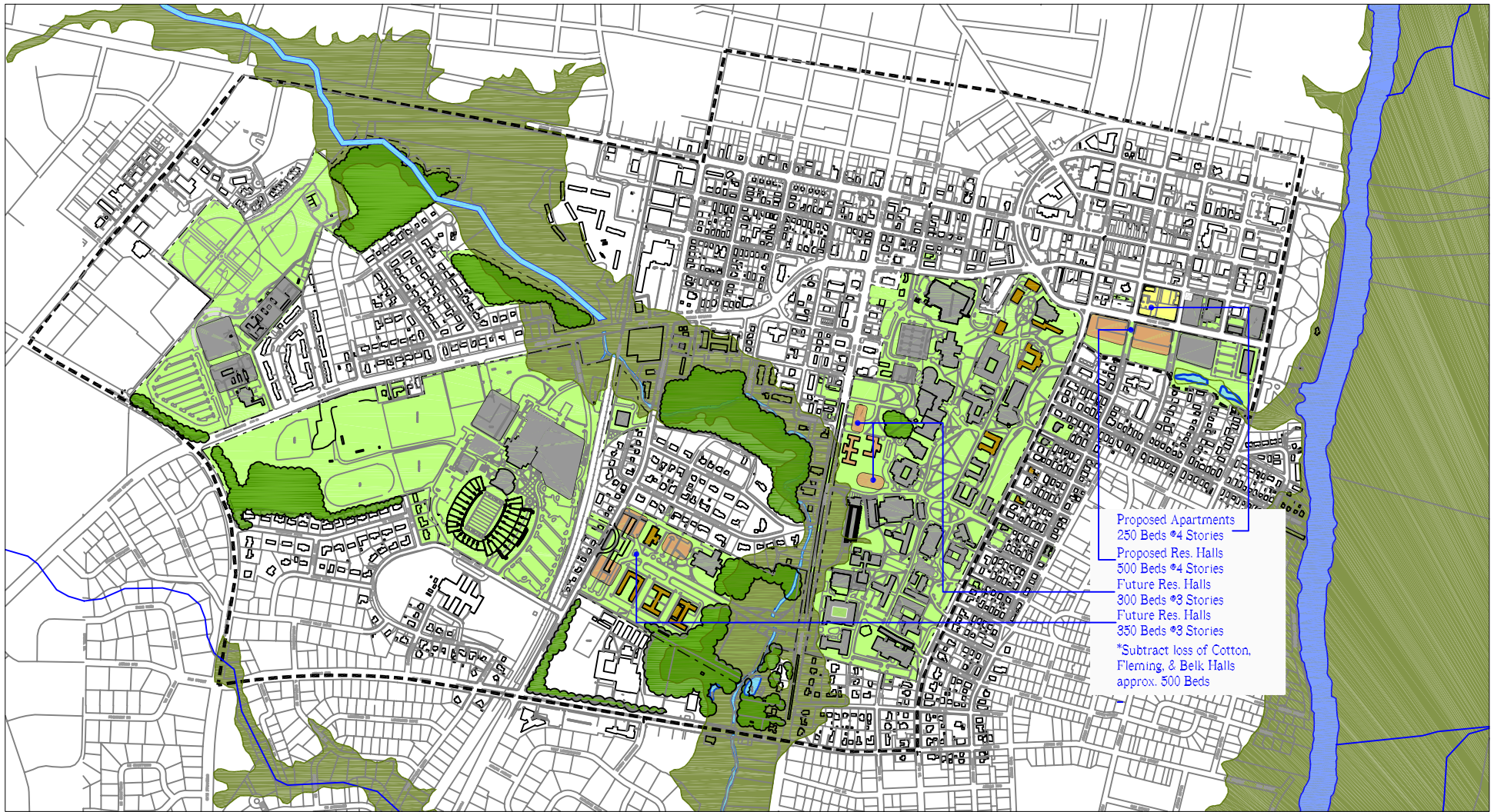
EXISTING AND PROPOSED











CAMPUS PLAN

ELLERBE BECKET

DECEMBER 2000



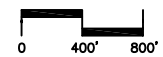
LEGEND

	EXISTING RESIDENTIAL		PROPOSED APARTMENTS		UNIVERSITY PROPERTY
	PROPOSED RESIDENCE HALLS		FUTURE AND EXISTING BUILDINGS		PLANNING DISTRICT
	PROPOSED RESIDENTIAL COLLEGES		FLOODPLAIN		

3.5

RESIDENTIAL ZONES

EXISTING AND PROPOSED














CAMPUS PLAN

ELLERBE BECKET

DECEMBER 2000

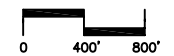


LEGEND

	EXISTING & PROPOSED BUILDINGS		GATEWAY PEDESTRIAN CROSSING		INTERNAL CIRCULATOR ROUTE
	PROPOSED PARKING		WOODS & BUFFER		ROADS/SERVICE
	EXISTING PARKING		FLOODPLAIN		PEDESTRIAN/BIKEWAY
					UNIVERSITY PROPERTY
					PLANNING DISTRICT

3.6

CAMPUS CIRCULATION PLAN










ELLERBE BECKETT

CAMPUS PLAN

DECEMBER 2000



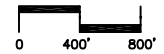
LEGEND

	EXISTING PARKING TO REMAIN		PROPOSED BUILT-IN PARKING		UNIVERSITY PROPERTY
	PROPOSED PARKING DECKS		PROPOSED SURFACE PARKING		PLANNING DISTRICT
			EXISTING & PROPOSED BUILDINGS		

3.7

CAMPUS PARKING

EXISTING AND PROPOSED



CAMPUS PLAN

ELLERBE BECKET

DECEMBER 2000



LEGEND

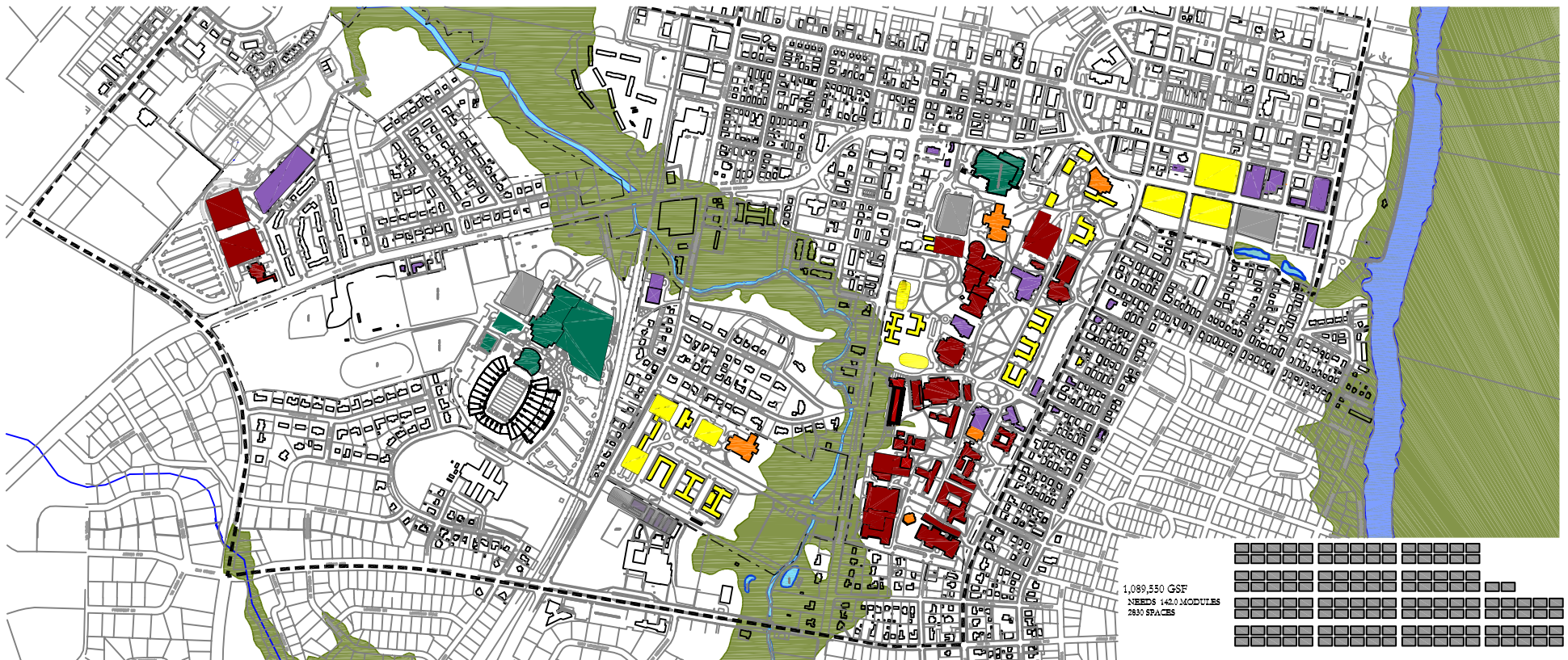
	EXISTING & PROPOSED BUILDINGS		POTENTIAL STORMWATER DETENTION AREAS		UNIVERSITY PROPERTY
	FLOODPLAIN		POTENTIAL STORMWATER DETENTION REQUIREMENTS (ACRE*FEET)		PLANNING DISTRICT
	WOODS & BUFFER				

3.8

STORMWATER DETENTION



CAMPUS PLAN



1,089,550 GSF
NEEDS 142.0 MODULES
2830 SPACES



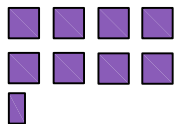
ATHLETIC/RECREATION FIELDS

NEEDS 3 CLUB SOCCER, 3 VARSITY SOCCER,
4 FLAG FOOTBALL, 3 CLUB SOFTBALL FIELDS,
& 9 TENNIS COURTS



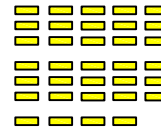
ONE-STORY BLOCKS

MAINTENANCE - 340,000 G.S.F.
NEEDS 8.3 MODULES



THREE-STORY BLOCKS

RESIDENT HALLS
765,000 GSF
NEEDS 34.0 MODULES











SPECIAL PROGRAMS - 240,000 GSF
NEEDS 8.3 MODULES



OTHER PROJECTS:
CENTRAL CAMPUS FOOD SERVICE FACILITY
PERFORMING ARTS & CONFERENCE CENTER -
135,000 GSF

LEGEND

	DINING/RETAIL/ MEETING SPACE		ACADEMIC		PLANNING DISTRICT
	RESIDENTIAL		MAINTENANCE FACILITIES		PARKING
	ATHLETICS/RECREATION		PROPERTY LINE		

3.9C

PHASE 3
10 YEAR PLAN
REMAINING PROGRAM



CAMPUS
PLAN



LEGEND

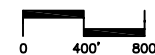
 BUILDING CONSTRUCTION/ RENOVATION	 EXISTING BUILDINGS
 ROADWAY/PARKING CONSTRUCTION/RENOVATION	 PLANNING DISTRICT
 SITE DEVELOPMENT	 UNIVERSITY PROPERTY

NOTE:

This diagram shows construction funded through Higher Education Bill of 2000 and related improvements.

3.9A

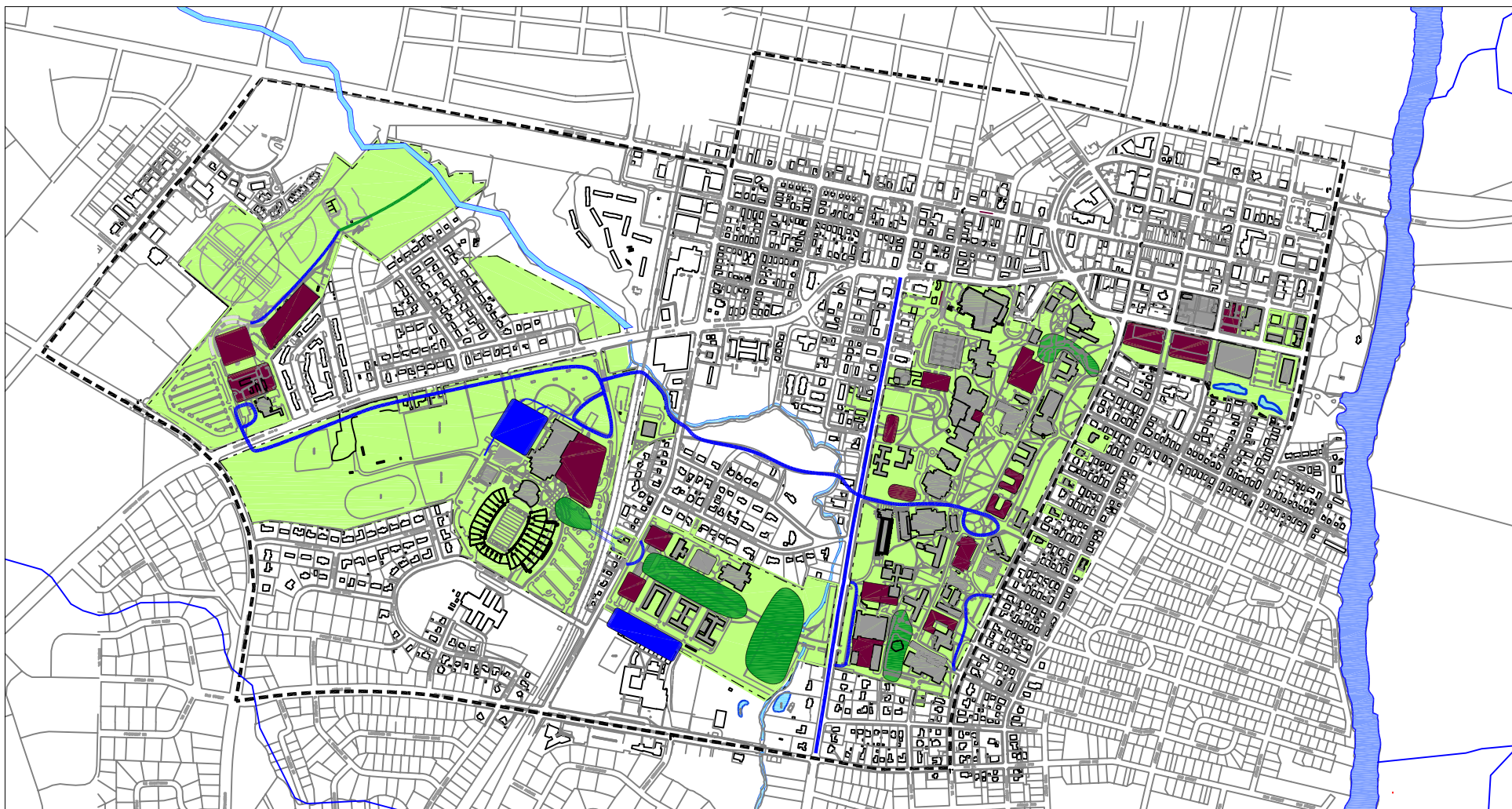
PHASE 1
20,500 HC
Enrollment



CAMPUS
PLAN

ELLERBE BECKET

DECEMBER 2000



LEGEND

 BUILDING CONSTRUCTION/ RENOVATION	 EXISTING BUILDINGS
 ROADWAY/PARKING CONSTRUCTION/RENOVATION	 PLANNING DISTRICT
 SITE DEVELOPMENT	 UNIVERSITY PROPERTY

3.9B

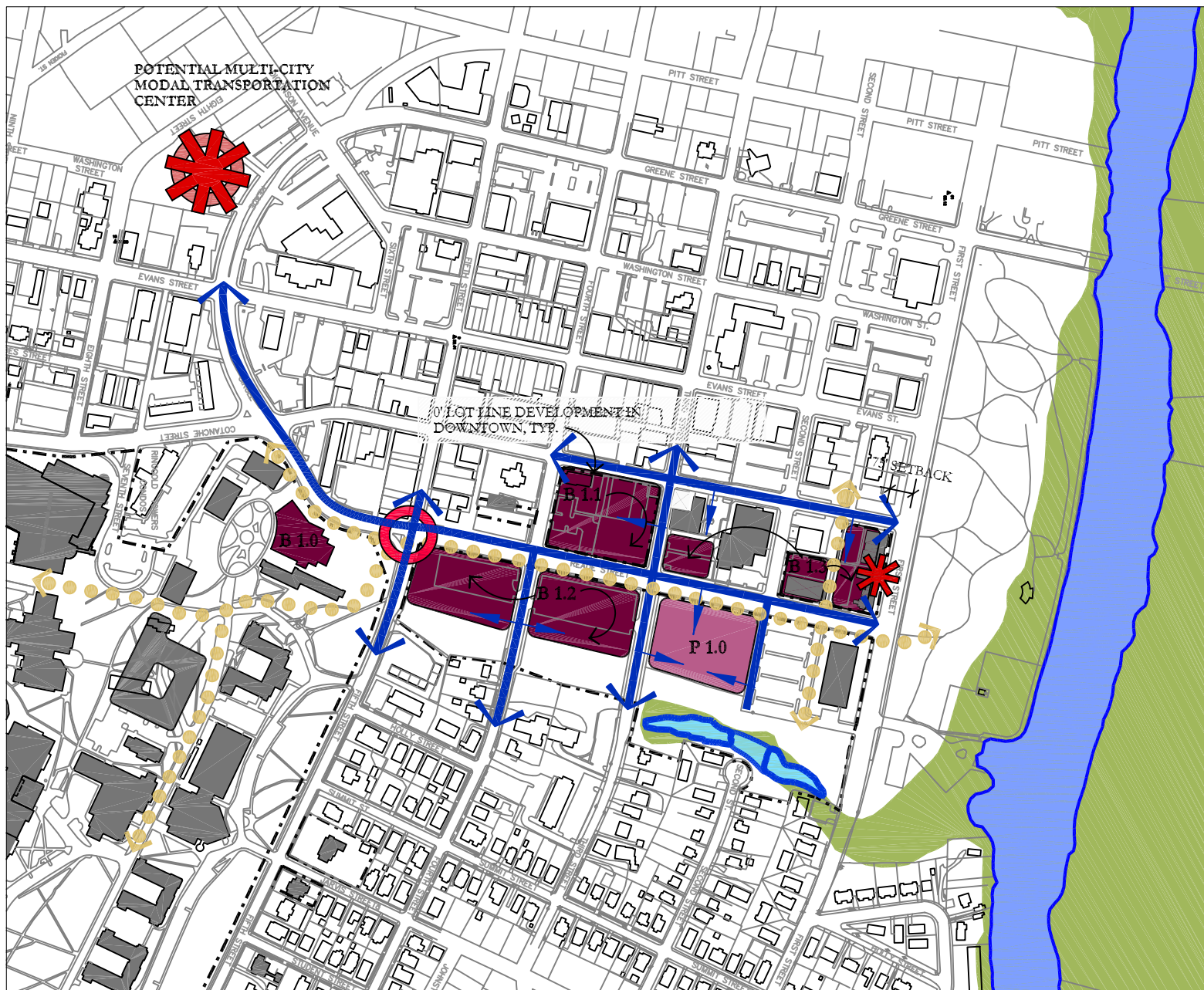
PHASE 2
22,500 HC
Enrollment



CAMPUS
PLAN

ELLERBE BECKET

DECEMBER 2000



LEGEND

-  GATEWAY CROSSING: SPECIAL PAVING, MASONRY GATES
-  FOCAL POINT: ARCHITECTURAL FEATURE, "FRONT PORCH"
-  PEDESTRIAN CORRIDOR
-  CAMPUS INTERNAL CIRCULATOR
-  ROADWAY/SERVICE
-  SERVICE ACCESS/VEHICULAR ENTRY
-  100-YEAR FLOODPLAIN

BUILDING CONSTRUCTION/RENOVATION

- B 1.0 - WEST END DINING HALL
- B 1.1 - HOUSING - 3 STORIES OVER 1 LEVEL PARKING (275 BEDS - 400 sq. ft./BED)
- B 1.2 - HOUSING - 3 STORIES OVER 1 LEVEL PARKING (400 BEDS - 300 sq. ft./BED)
- B 1.3 - RENOVATED AND NEW OFFICE/SUPPORT SPACE-3 STORIES APPROXIMATELY 200,000 GSF OF NEW SPACE

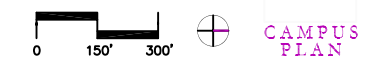
ROADWAY/PARKING CONSTRUCTION/RENOVATION

- P 1.0 - PARKING DECK, 3 LEVELS (650)

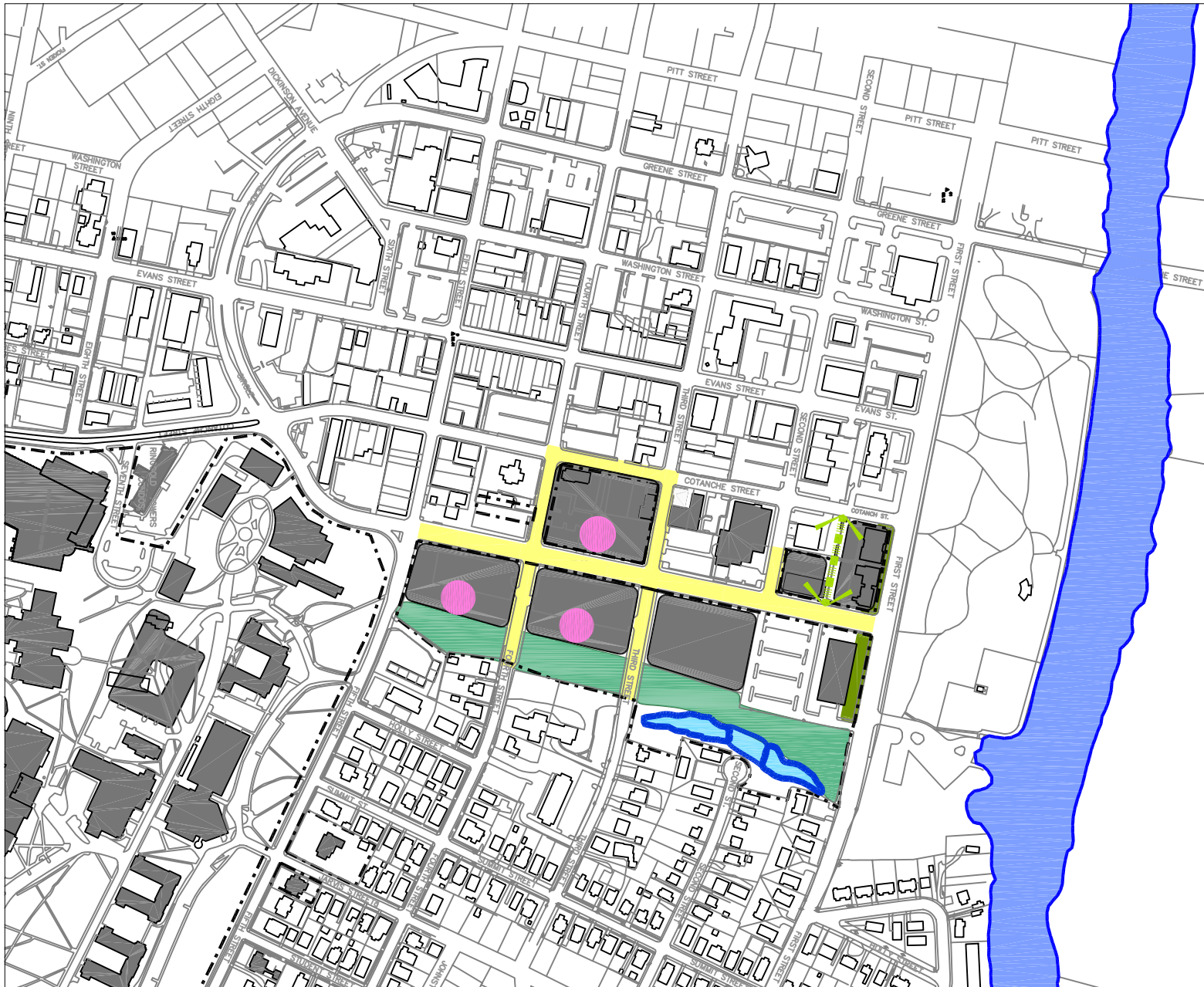
4.1 A

BUILDING DEVELOPMENT

READ STREET PRECINCT



CAMPUS PLAN



LEGEND

-  GATEWAY PLANTINGS
-  PRIVATE COURTYARD SPACE
-  CAMPUS PLAZA
-  CONTROL GATE
-  LINEAR COURTYARDS
-  STREETScape IMPROVEMENTS
-  PLAYING FIELDS
-  FRONT LAWN
-  MALL IMPROVEMENTS
-  PLANTING RESTORATION/
IMPROVEMENT
-  WOODLAND PRESERVATION/
ARBORETUM

4.1 B

OPEN SPACE DEVELOPMENT

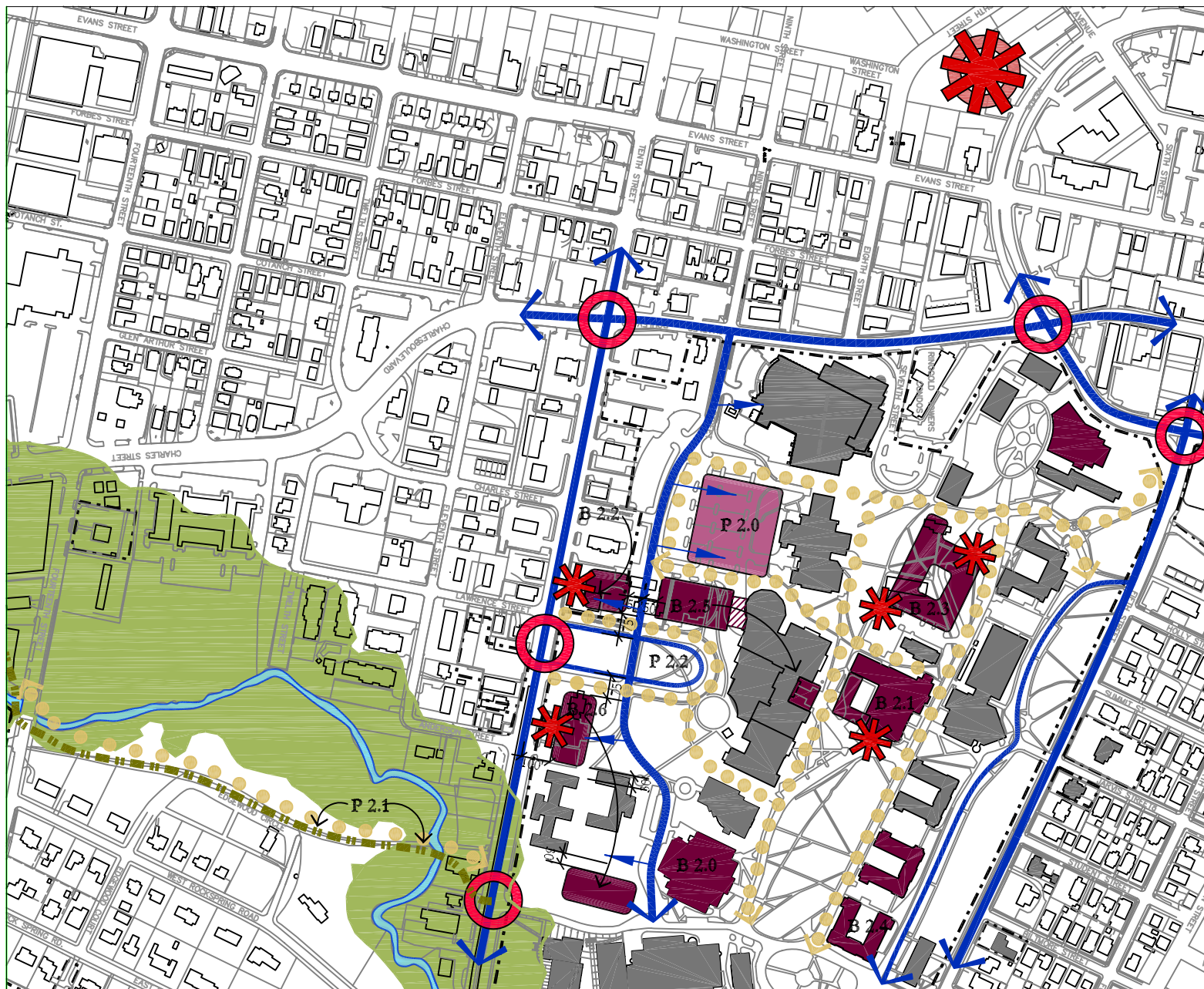
READ STREET PRECINCT










CAMPUS
PLAN

ELLERBE BECKET

DECEMBER 2000



LEGEND

-  GATEWAY CROSSING: SPECIAL PAVING, MASONRY GATES
-  FOCAL POINT: ARCHITECTURAL FEATURE, "FRONT PORCH"
-  PEDESTRIAN CORRIDOR
-  CAMPUS INTERNAL CIRCULATOR
-  ROADWAY/SERVICE
-  SERVICE ACCESS/VEHICULAR ENTRY
-  100-YEAR FLOODPLAIN

BUILDING CONSTRUCTION/RENOVATION

- B 2.0 - RENOVATED TO ADMIN. AND NON-LAB (120,000 GSF)
- B 2.1 - RENOVATED TO STUDENT SERVICES (100,000 GSF), WITH ADDITIONAL 40,000 GSF OF SPACE.
- B 2.2 - VISITOR CENTER (10,000 GSF)
- B 2.3 - ACADEMIC EXPANSION (156,000 GSF)
- B 2.4 - RENOVATED TO ACADEMIC
- B 2.5 - ADDITION TO LIBRARY (3 STORIES - 125,000 GSF)
- B 2.6 - NEW RESIDENTIAL HALLS 150 BEDS EACH (3 STORIES - 350 sq. ft./BED)

ROADWAY/PARKING CONSTRUCTION/RENOVATION

- P 2.0 - PARKING DECK, 3 LEVELS (635)
- P 2.1 - NEW INTERNAL CIRCULATOR ROUTE
- P 2.2 - PASSENGER DROP-OFF/ LIBRARY MALL EXTENSION

4.2 A












BUILDING DEVELOPMENT

WEST CORE PRECINCT





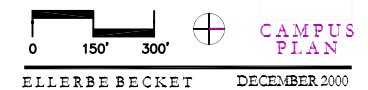
LEGEND

-  GATEWAY PLANTINGS
-  PRIVATE COURTYARD SPACE
-  CAMPUS PLAZA
-  CONTROL GATE
-  LINEAR COURTYARDS
-  BOULEVARD IMPROVEMENTS
-  PLAYING FIELDS
-  FRONT LAWN
-  MALL IMPROVEMENTS
-  PLANTING RESTORATION/IMPROVEMENT
-  WOODLAND PRESERVATION/ARBORETUM

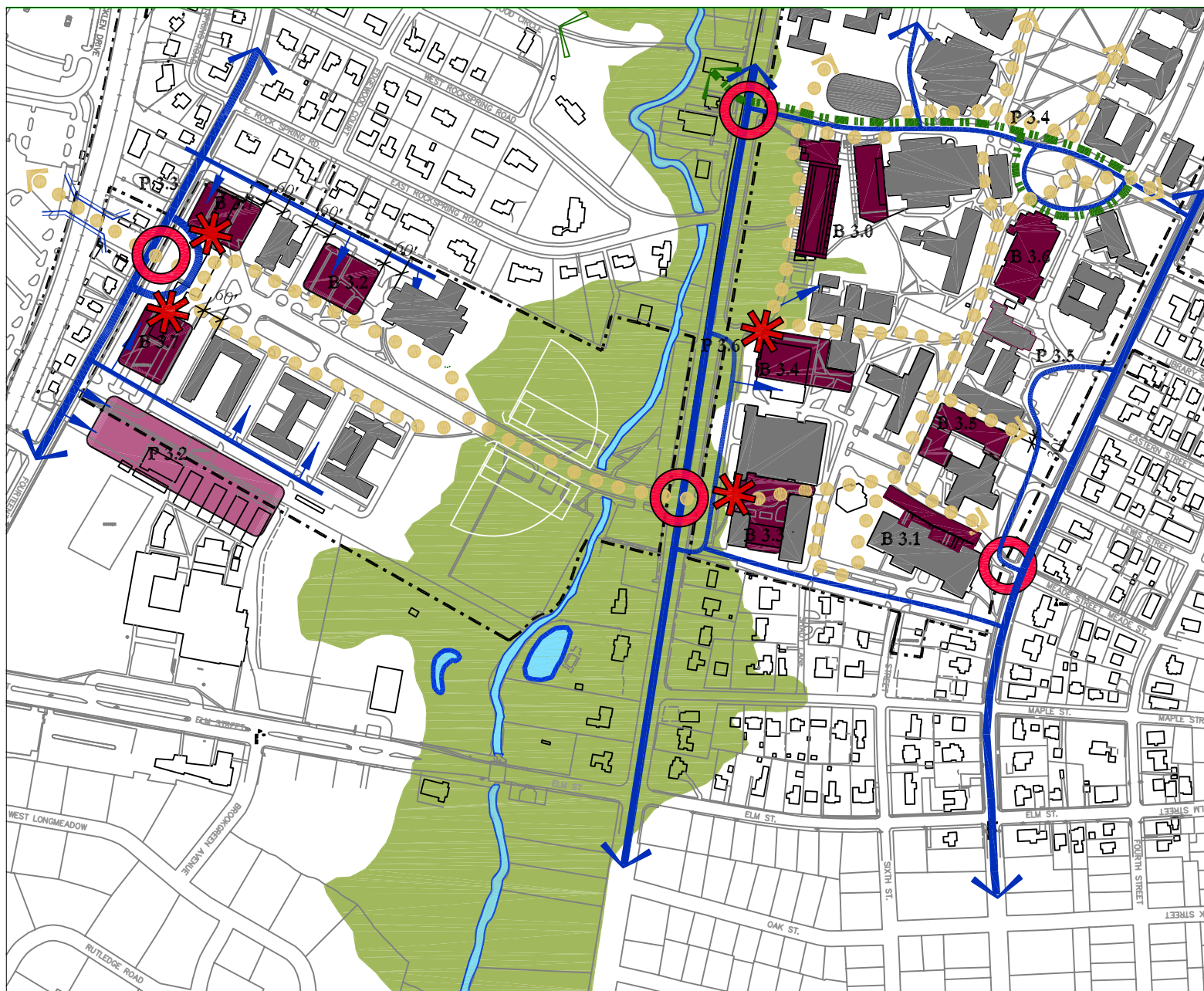
4.2 B

OPEN SPACE DEVELOPMENT

WEST CORE PRECINCT



ELLERBE BECKET DECEMBER 2000



LEGEND

- GATEWAY CROSSING: SPECIAL PAVING, MASONRY GATES
- FOCAL POINT: ARCHITECTURAL FEATURE, "FRONT PORCH"
- PEDESTRIAN CORRIDOR
- CAMPUS INTERNAL CIRCULATOR
- ROADWAY/SERVICE
- SERVICE ACCESS/VEHICULAR ENTRY
- 100-YEAR FLOODPLAIN

BUILDING CONSTRUCTION/RENOVATION

- B 3.0 - SCIENCE & TECHNOLOGY
- B 3.1 - RIVERS ADDITION
- B 3.2 - NEW RESIDENCE HALL
4 STORIES (200 BEDS - 300 sq. ft./BED)
- B 3.3 - FLETCHER EXPANSION/
RENOVATION (3 STORIES - 90,000 GSF)
- B 3.4 - BIOLOGY EXPANSION
(4 STORIES - 160,000 GSF)
- B 3.5 - EXPANSION/RENOVATION
TO SPEIGHT BUILDING (3 STORIES -
80,000 GSF)
- B 3.6 - RENOVATION TO STUDENT
SERVICES (110,000 GSF)
- B 3.7 - REPLACEMENT OF BELK WITH
NEW RESIDENCE HALLS (3 STORIES)
300 sq. ft./BED

ROADWAY/PARKING CONSTRUCTION/RENOVATION

- P 3.2 - PARKING DECK (285/LEVEL)
- P 3.3 - 14TH STREET IMPROVEMENTS,
PASSENGER DROP-OFF
- P 3.4 - NEW INTERNAL CIRCULATOR
ROUTE
- P 3.5 - NEW ACCESS ROAD
- P 3.6 - NEW ACCESS ROAD

4.3 A BUILDING DEVELOPMENT












EAST CORE PRECINCT



CAMPUS
PLAN

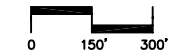


LEGEND

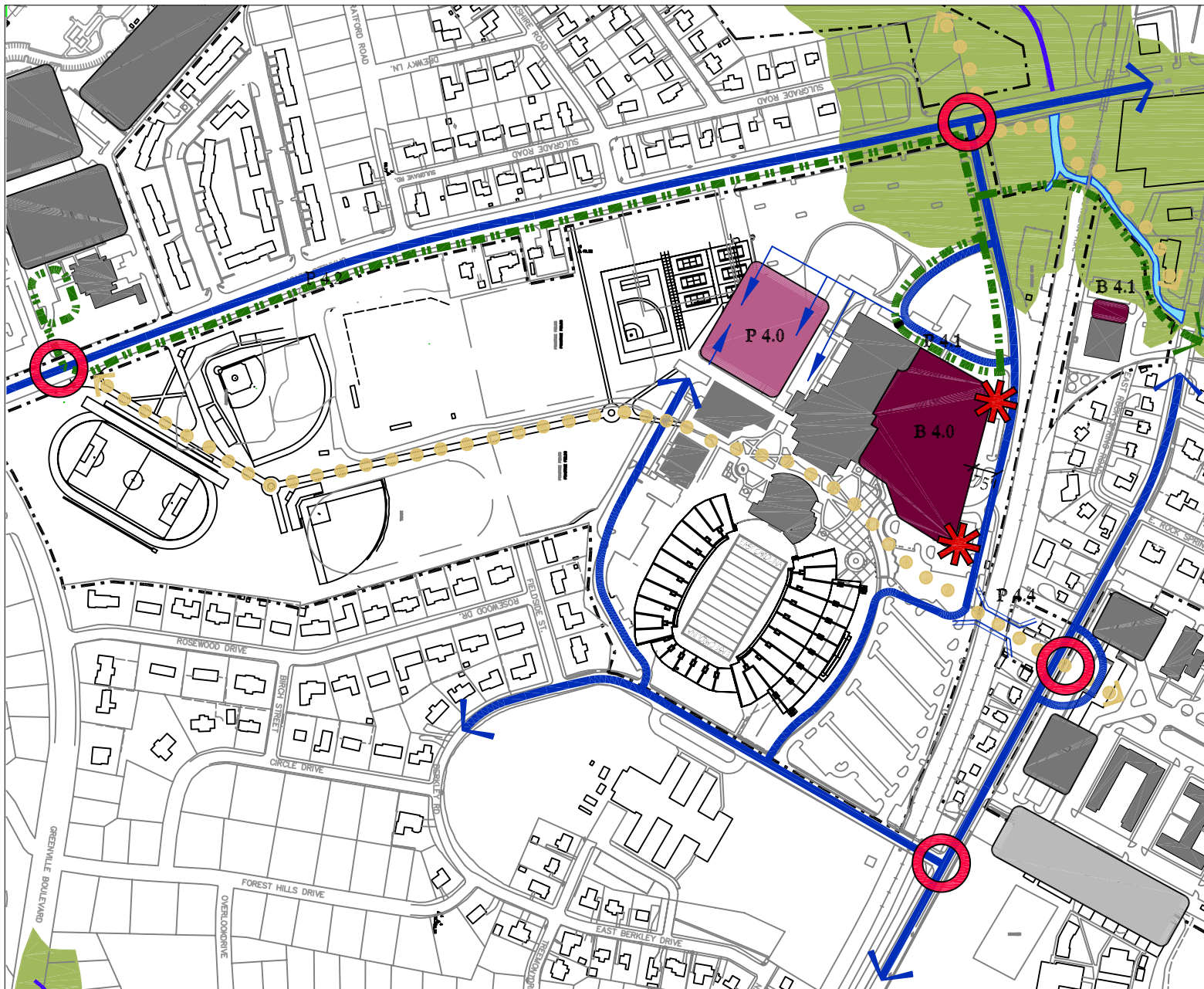
-  GATEWAY PLANTINGS
-  PRIVATE COURTYARD SPACE
-  CAMPUS PLAZA
-  CONTROL GATE
-  LINEAR COURTYARDS
-  BOULEVARD IMPROVEMENTS
-  PLAYING FIELDS
-  FRONT LAWN
-  MAIL IMPROVEMENTS
-  PLANTING RESTORATION/IMPROVEMENT
-  WOODLAND PRESERVATION/ARBORETUM

4.3 B OPEN SPACE DEVELOPMENT


EAST CORE PRECINCT



CAMPUS
PLAN



LEGEND

-  GATEWAY CROSSING: SPECIAL PAVING, MASONRY GATES
-  FOCAL POINT: ARCHITECTURAL FEATURE, "FRONT PORCH"
-  PEDESTRIAN CORRIDOR
-  CAMPUS INTERNAL CIRCULATOR
-  ROADWAY/SERVICE
-  SERVICE ACCESS/VEHICULAR ENTRY
-  100-YEAR FLOODPLAIN

BUILDING CONSTRUCTION/RENOVATION

- B 4.0 - ATHLETICS/PHYSICAL EDUCATION EXPANSION (2 STORIES - APPROX. 200,000 GSF)
- B 4.1 - POWER PLANT EXPANSION (15,000 GSF)

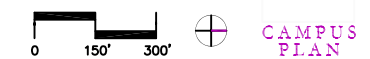
ROADWAY/PARKING CONSTRUCTION/RENOVATION

- P 4.0 - PARKING DECK, 870 SPACES
- P 4.1 - CIRCULATOR DROP-OFF
- P 4.2 - CIRCULATOR CORRIDOR
- P 4.3 - SURFACE PARKING
- P 4.4 - PEDESTRIAN BRIDGE AT RAILROAD TRACKS

4.4 A






BUILDING DEVELOPMENT

ATHLETICS PRECINCT





LEGEND

-  GATEWAY PLANTINGS
-  PRIVATE COURTYARD SPACE
-  CAMPUS PLAZA
-  CONTROL GATE
-  LINEAR COURTYARDS
-  BOULEVARD IMPROVEMENTS
-  PLAYING FIELDS
-  FRONT LAWN
-  MALL IMPROVEMENTS
-  PLANTING RESTORATION/IMPROVEMENT
-  WOODLAND PRESERVATION/ARBORETUM

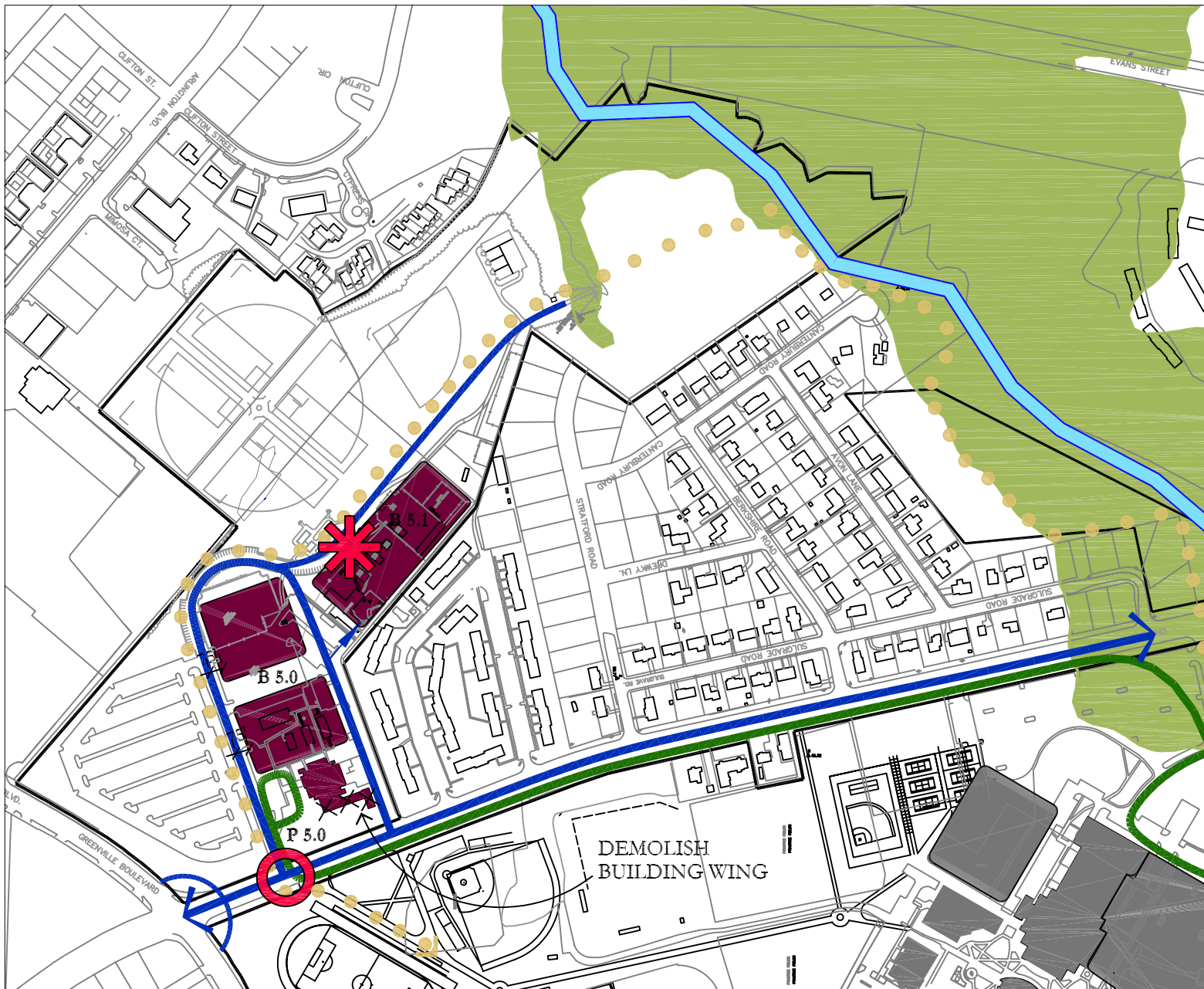
4.4 B

OPEN SPACE DEVELOPMENT






ATHLETICS PRECINCT



CAMPUS PLAN



LEGEND

-  GATEWAY CROSSING: SPECIAL PAVING, MASONRY GATES
-  FOCAL POINT: ARCHITECTURAL FEATURE, "FRONT PORCH"
-  PEDESTRIAN CORRIDOR
-  CAMPUS INTERNAL CIRCULATOR
-  ROADWAY/SERVICE
-  SERVICE ACCESS/VEHICULAR ENTRY
-  100-YEAR FLOODPLAIN

BUILDING CONSTRUCTION/RENOVATION

- B 5.0** - BELK RENOVATION, AND NEW HEALTH & HUMAN PERFORMANCE (3 STORIES - 265,000 GSF)
- B 5.1** - RENOVATED FACILITIES, MAINTENANCE, SHOPS (1 STORY)

ROADWAY/PARKING CONSTRUCTION/RENOVATION

- P 5.0** - NEW CIRCULATOR DROP-OFF

4.5 A BUILDING DEVELOPMENT

BELK/IRONS PRECINCT



CAMPUS
PLAN




LEGEND

-  GATEWAY PLANTINGS
-  PRIVATE COURTYARD SPACE
-  CAMPUS PLAZA
-  CONTROL GATE
-  LINEAR COURTYARDS
-  STREETSCAPE IMPROVEMENTS
-  PLAYING FIELDS
-  FRONT LAWN
-  MALL IMPROVEMENTS
-  PLANTING RESTORATION/IMPROVEMENT
-  WOODLAND PRESERVATION/ARBORETUM

4.5 B

OPEN SPACE DEVELOPMENT

BELK/IRONS PRECINCT

0 150' 300'  CAMPUS PLAN

ELLERBE BECKET DECEMBER 2000

Campus Space Planning



Visual Listening Intorduction

To guide the design and review of campus improvements, East Carolina University went through a Visual Listening process. This process involved examining photographs of buildings and site work present on other campuses. With the overall valued campus characteristics in mind, the Campus Master Plan Core Committee and Focus Group Chairs registered their opinions about the images and determined which were appropriate as a basis for developing design guidelines. Appropriate images were then paired by ECU, wherever possible, with complementary examples of buildings and sitework that already existed on campus. These are intended to ensure that campus planning, architectural, and landscape architectural design solutions express the goals and aspirations of East Carolina University. They will be shared with design firms durinf the execution of specific projects.

Completed concurrently with the planning process, Visual Listening created a product which can be used for the future development of the University. The photographs and accompanying narrative are representative examples of facilities and grounds that are appealing to campus stakeholders and that will give cues to the design of future construction.



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Visual Listening Building Development

The building development images establish an appropriate scale of buildings and display the role they play in framing space. A common palette of materials should be used to establish a sense of unity, focusing on the detailing of entrances, cornice lines, and pedestrian scale elements. The campus buildings are located directly adjacent to the existing community. This adjacency blurs the edges of the campus buildings with that of the neighborhood, particularly as the campus reuses existing residential and commercial buildings. The establishment of a common language of scale/materials will help to maintain the identity of the campus within this environment.

The visual listening exercise established a menu of items that were particularly appealing. Those items include; an abundance of fenestration, a playfulness of composition and materials, a preference for red brick, arcades, arches and porticos, and elegant entries and an attention to scale devices. The role a building must play in the campus dance is to: reinforce the existing spaces or establish edges to spaces without a sense of place, reinforce pedestrian experiences with covered arcades and porticos as well as opportunities to move through the buildings, and reinforce existing patterns of scale and patterning.

The exercise identified that, while the traditional materials (brick, stone, and punched windows) were very appealing, the playfulness and introduction of new materials and uses of materials was just appealing and welcomed. It should be considered that either the scale or the materials can be manipulated, but the manipulation of both, at the same time, is not as appropriate as articulating a consistency of one while manipulating the other. The existing campus and its buildings provide a rich catalog of opportunities as well as points of departure for future buildings.



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Visual Listening - Building Development Diagrams

[Building Development 1](#)

[Building Development 2](#)

[Building Development 3](#)



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Visual Listening Open Space Development

The open space development images focus first on large pedestrian environments, such as malls, which will be important amenities in the future growth of the University. It was clear in the Visual Listening process that the character and beauty of the existing Mall to the west of Wright Circle was a valued campus asset. This was identified as a space to replicate elsewhere on campus.

Pedestrian movement was also very important in focus group discussions. Linear courtyard spaces which promote comfortable pedestrian movement and small resting areas are type of spaces which can improve as the campus evolves. One concept for the development of these types of spaces is to allow both pedestrians movement and service vehicle loading use along a "pedestrian street."

Private courtyards and campus plazas both currently exist in many locations on campus, and will be further developed as an important pedestrian environment. Some key observations from the focus group include, "outdoor rooms...transitional spaces...mitigate building scale and height...passive courtyard...large, active public plaza...." These comments illustrate the varied characteristics, and importance of development of open space at ECU.

The use of paving materials, site amenities and the detailed design of these outdoor rooms are very important to create the desired feeling and visual characteristics of outdoor space. The use of painting, focal elements and paving patterns are just a few of the many important components to consider when creating outdoor environments at East Carolina University. The interpretive quality of the spaces that "tell a story" is very important for future open space development, as it reflects the rich history and traditions present at ECU.



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Visual Listening - Open Space Development Diagrams

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[Open Space Development 4](#)



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