

Campus Historic Preservation Plan Guidelines

PREPARED FOR THE UNIVERSITY SYSTEM OF GEORGIA, BOARD OF REGENTS

2005

CAMPUS HISTORIC PRESERVATION PLAN GUIDELINES

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PREFACE

The *Campus Historic Preservation Plan (CHPP) Guidelines* were created for the University System of Georgia (USG), Board of Regents, and funded through a grant by the Campus Heritage Program of the Getty Foundation.

The success of a guideline document is measured by its ability to achieve a set of goals. In support of Georgia's State Stewardship Preservation Program, the goal of these guidelines is to integrate Historic Preservation Planning into the USG Campus Master Planning Process. The *CHPP Guidelines* were created as a companion document to the *USG Master Planning Guidelines*, originally developed by Sasaki Associates.

The *CHPP Guidelines* support the preservation of campus heritage and provide a framework for defining these rich cultural landscapes of shared meanings. Furthermore, the *CHPP Guidelines* acknowledge that the history of the University System of Georgia exists both in tradition- the customs and practices of each school; and in the physical dimension- the buildings, landscapes, monuments, archaeological sites, and other cultural resources that define the academic campuses. Together, these elements record the patterns of social activity and learning unique to the pursuit of higher education in Georgia.

The *CHPP Guidelines* are intended for use by all stakeholders and professionals involved in the Campus Master Planning Process, including administrators, faculty, students, facility managers, and campus and preservation planners.

The *CHPP Guidelines* were created by Lord Aeck Sargent, in cooperation with the Jaeger Company, Southern Research Historic Preservation Consultants, Inc., and Sasaki Associates. The document was prepared in consultation with the Historic Preservation Division of the Georgia Department of Natural Resources, which serves as the state historic preservation office and provides technical assistance and compliance review for the State Agencies of Georgia.



INTRODUCTION

The *Campus Historic Preservation Plan (CHPP) Guidelines* are provided for the multiple and various institutions that comprise the University System of Georgia (USG). Collectively, these institutions comprise the largest holding of state-owned historic properties. In support of their management, the *CHPP Guidelines* provide direction for campus preservation planning.

The *CHPP Guidelines* are a comprehensive reference for campus administrators, campus and preservation planners, and stakeholders. Part I of the document defines the three major categories of cultural resources- Historic Architecture, Historic Landscapes, and Archaeology - and provides an overview of these resources with the USG. Part II explains the campus preservation planning process in terms of guiding legislation and the official planning policy of the Board of Regents (BOR). Part III outlines the structure of a CHPP document, the purpose of each section, and provides standardized Scopes of Work for professional services. Following Part III, the document contains a glossary of relevant terminology, and a series of appendices for further reference.



I CULTURAL RESOURCES



FIGURE 1 DEMOSTHENIAN HALL (1824) AT THE UNIVERSITY OF GEORGIA (LIBRARY OF CONGRESS, HISTORIC AMERICAN BUILDINGS SURVEY, GA-14-87).



INTRODUCTION

Cultural Resources are described in many ways and are potentially both tangible and intangible. According to definition, cultural resources include but are not limited to historic buildings, structures, districts, objects, archaeological sites, traditional cultural properties (traditional places not necessarily defined by the presence of artifacts or other material evidence), cultural landscapes and historic linear features such as roads and trails that are significant in American history, architecture, archaeology or culture. For the purpose of the *CHPP Guidelines*, the categories of cultural resources have been limited to historic architecture, historic landscapes, and archaeological sites. This simplification does not negate the potential for other types of resources to be present on USG campuses; only that the vast majority will likely fall within the three classifications listed above.

The physical attributes of cultural resources are, with few exceptions, rare and nonrenewable. Once the historic fabric of a structure or landscape is destroyed or inappropriately altered, nothing can bring back its authenticity; once the objects in an archeological site are disturbed, nothing can recover the information that might have been gained through analysis of their spatial relationships. Therefore, the primary concern of a Campus Historic Preservation Plan is to minimize the loss or degradation of culturally significant material.

Every institution has a history. From their founding through their most recent graduating class, events both large and small have contributed to the unique identity of Georgia's public colleges and universities. The campuses administered by the BOR are unique both in terms of quantity and quality. These properties contain a wide array of cultural resources including some of the most significant historic structures, planned landscapes and archaeological deposits in the state. In order to establish policy and procedures that will work to preserve and protect cultural resources, it is important to understand the qualities of a building, landscape or archaeological site that make it significant and therefore worthy of special consideration.

The physical attributes of cultural resources are, with few exceptions, rare and nonrenewable.



1 WHAT IS HISTORIC?

The National Register of Historic Places criteria for eligibility is generally accepted as the standard that defines what is or is not historic. The Register is the nation's official list of buildings, structures, objects, sites, and districts worthy of preservation. Created by the National Historic Preservation Act of 1966, the Register is the authoritative guide used by federal, state and local governments, private groups, and individuals for identifying and evaluating the country's cultural resources. These criteria have been created to distinguish which aspects of our physical environment should be preserved and protected because of their significance to the nation, state, or community. The Georgia Register of Historic Places parallels the National Register as the State's official repository of information on historic properties. The Georgia Register has adopted the same criteria for the eligibility and nomination process, and the combined programs are therefore referred to as the Georgia/National Register of Historic places (GNRHP).

1.1 CRITERIA FOR NOMINATION TO THE GEORGIA/NATIONAL REGISTER

The quality of significance in American history, architecture, archaeology, engineering, and culture is present in districts, sites, buildings, structures, and objects that possess integrity of location, design, setting, materials, workmanship, feeling, and association, and:

- Criterion A.** That are associated with events that have made a significant contribution to the broad patterns of our history; or
- Criterion B.** That are associated with the lives of persons significant in our past; or
- Criterion C.** That embody the distinctive characteristics of a type, period, or method of construction or that represent the work of a master, or that possess high artistic values, or that represent a significant and distinguishable entity whose components may lack individual distinction; or
- Criterion D.** That have yielded or may be likely to yield, information important in prehistory or history.

1.2 CRITERIA CONSIDERATIONS

Ordinarily cemeteries, birthplaces, graves of historical figures, properties owned by religious institutions or used for religious purposes, structures that have been moved from their original locations, reconstructed historic buildings, properties primarily commemorative in nature, and properties that have achieved significance within the past 50 years shall not be considered eligible for the Georgia/National Register. However, such properties will qualify if they are integral parts of districts that do meet the criteria or if they fall within the following categories:

- a. A religious property deriving primary significance from architectural or artistic distinction or historical importance; or
- b. A builder or structure removed from its original location but which is primarily significant for architectural value, or which is the surviving structure most importantly associated with a historic person or event; or
- c. A birthplace or grave of a historical figure of outstanding importance if there is no appropriate site or building directly associated with his or her productive life; or
- d. A cemetery which derives its primary importance from graves of persons of transcendent importance, from age, from distinctive design features, or from association with historic events; or
- e. A reconstructed building when accurately executed in a suitable environment and presented in a dignified manner as part of a restoration master plan, and when no other building or structure with the same association has survived; or
- f. A property primarily commemorative in intent if design, age, tradition, or symbolic value has invested it with its own exceptional significance; or
- g. A property achieving significance within the past 50 years if it is of exceptional importance.

1.3 50-YEAR RULE

Following the GNRHP criteria, a resource's potential for eligibility is typically bound by the 50-year benchmark. As of 2005, at least 23 of the 35 USG Institutions possess buildings

and associated landscapes that are 50 years old or older. These include:

- Georgia Institute of Technology
- Georgia State University
- Medical College of Georgia
- University of Georgia*
- Albany State University
- Augusta State University
- Columbus State University
- Fort Valley State University
- Georgia College & State University
- Georgia Southern University
- Georgia Southwestern State University
- North Georgia College & State University
- Savannah State University
- Valdosta State University
- University of West Georgia
- Atlanta Metropolitan College
- Abraham Baldwin Agricultural College*
- Floyd College
- Georgia Perimeter College
- Gordon College
- Middle Georgia College*
- South Georgia College
- Skidaway Institute of Oceanography

* denotes Institution with historic buildings at satellite campuses

Although history is constantly evolving, earlier themes in America's history often take precedence over the period commonly referred to as the "recent past." Campus Historic Preservation Planning should, however, consider the significance and preservation of resources that are dated near the 50-year benchmark.

In some cases, a resource meets the GNRHP criteria for listing as a property more than 50 years of age, but does not meet the exceptional significance test specifically required for properties less than 50 years of age. A resource may be determined to hold clear future significance, but cannot be adequately placed in context to meet the required test of exceptional significance.

In these circumstances, there should be a recognized goal of protecting the resource's character-defining features for future historic designation.

- *For more information on nomination of resources to the Georgia/National Register, see Part II "Process Guidelines," Planning Implementation & Cultural Resource Stewardship.*

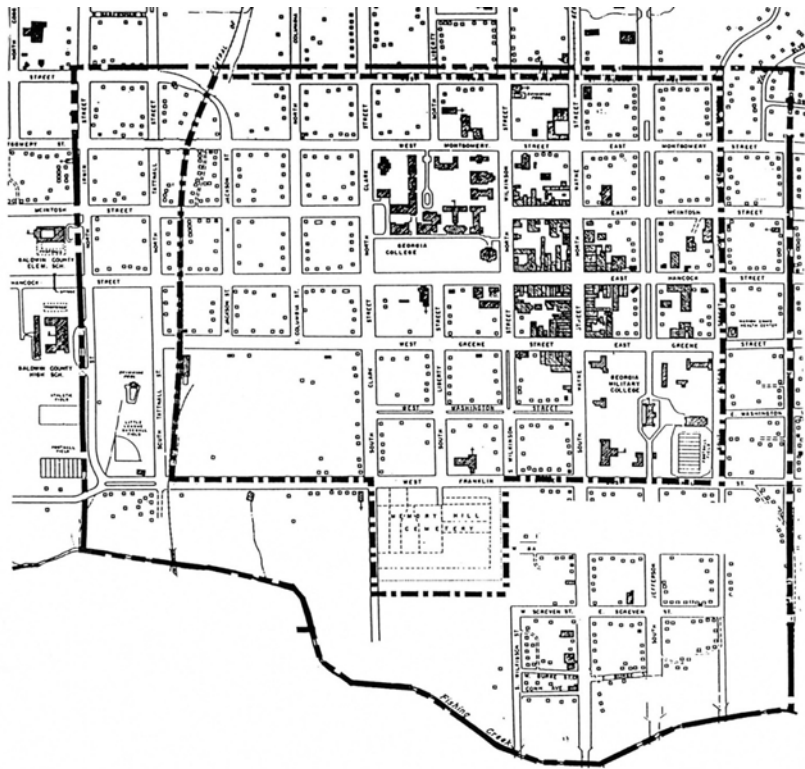


FIGURE 2 MAP OF GEORGIA COLLEGE AND STATE UNIVERSITY, INCLUDING BOUNDARIES OF NATIONAL REGISTER HISTORIC DISTRICT AND LOCAL LANDMARK DISTRICT.

2 HISTORIC ARCHITECTURAL RESOURCES

2.1 RESOURCE DEFINITION

Historic architecture is a constructed work, consciously created to serve some human activity. Historic architecture is usually immovable, although some structures have been relocated and others are mobile by design. Historic architecture is associated with the larger category of historic structures including buildings and monuments, dams, millraces and canals, nautical vessels, bridges, tunnels and roads, railroad locomotives, rolling stock and track, stockades and fences, defensive works, temple mounds, ruins of all structural types, and outdoor sculpture.

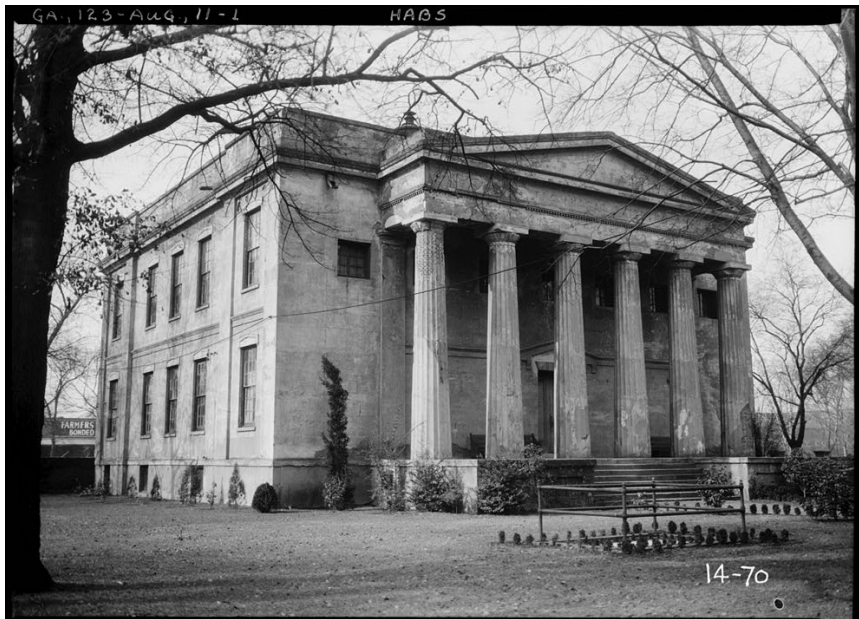


FIGURE 3 OLD MEDICAL COLLEGE IN AUGUSTA (LIBRARY OF CONGRESS, HISTORIC AMERICAN BUILDINGS SURVEY, GA-14-70).

2.2 USG RESOURCE OVERVIEW

The following provides an overview of the types of historic architectural resources that are present within the University System of Georgia. The most recent survey of the Board of Regent's historic property holdings was the State-Owned Building Survey conducted in 1993. At that time, the USG possessed 436 buildings constructed before 1943. This

Current surveys indicate that of the buildings owned by the USG, more than 700 are potentially eligible for listing in the National Register of Historic Places.

comprised nearly 40% of all historic buildings owned by the State of Georgia and was greater than any other state agency.

All or parts of six USG Institutions are listed within existing National Register Districts, including the entire campus of Fort Valley State University – one of three USG Historically Black Colleges and Universities (HBCU's). Four Institutions have associated individual National Historic Landmarks (NHLs) including the Old Governor's Mansion (circa 1838) at Georgia College & State University in Milledgeville, Benet Hall (circa 1826) at Augusta State University, the Dixie Coca-Cola Bottling Company Building¹ (circa 1892) at Georgia State University in Atlanta, and the Old Medical College Building² (circa 1834) at the Medical College of Georgia in Augusta.

Current surveys indicate that of the buildings owned by the USG, more than 700 are fifty years old or older and potentially eligible for listing in the GNRHP, individually and/or as contributing resources to historic districts. Some of these buildings have been listed, but many remain to be identified. With the passing of years since that survey, certainly many more buildings are now eligible for listing. Additionally, the University System experienced tremendous growth in the Post World War II era and many campus buildings were built during this period. Some of the era's most significant modern buildings in Georgia are located on USG campuses.

Of the buildings surveyed, the majority of those eligible for the National Register were constructed between 1900 and 1942, with the largest percentage being built during the New-Deal era in the 1930s. Currently, there are no USG structures pre-dating 1800.

TABLE I-A HISTORIC STRUCTURES BY DATES OF CONSTRUCTION (FROM <i>HELD IN TRUST: HISTORIC BUILDINGS OWNED BY THE STATE OF GEORGIA</i> , 1993.)					
	-1799	1800-1865	1866-1899	1900-1929	1930-1942
USG	0	28	25	146	237

¹ Owned by the Georgia State University Baptist Student Union.

² Owned by the Medical College of Georgia Foundation.



Most of the USG's historic buildings are large masonry structures characterized by some degree of architectural style. A large subgroup consists of smaller, mostly frame houses that have been acquired by the schools through periods of campus expansion into their surrounding communities.

The USG's large collection of architecture from the "recent past" has been scarcely identified and evaluated. Within the context of this modern movement, some of these buildings are significant and therefore must be considered part of the historic fabric of USG campuses.

FIGURE 4 USG HISTORIC ARCHITECTURE EXAMPLE

OLD GOVERNOR'S MANSION
GEORGIA COLLEGE & STATE UNIVERSITY
MILLEDGEVILLE, GEORGIA

Constructed in 1838, the Old Governor's Mansion is the oldest structure on Georgia College & State University's (GC&SU) campus. The building has been designated a National Historic Landmark which is reserved for those properties possessing "exceptional value or quality in illustrating or interpreting the heritage of the United States." Today, fewer than 2,500 historic places bear this national distinction. In addition to its associations with persons and events that shaped Georgia's past, the building is considered one of the finest examples of Greek Revival Style architecture in the country.

Recently GC&SU invested significant resources into a comprehensive restoration of the building, returning it to its mid-19th-century appearance. The decision to apply a "restoration" treatment approach to the property allows the historic centerpiece to serve the Institution as an interpretive center and venue for special events. The restored building reopened in 2005.

Top photo, Library of Congress, Historic American Buildings Survey GA-156; bottom image Lord Aeck Sargent.

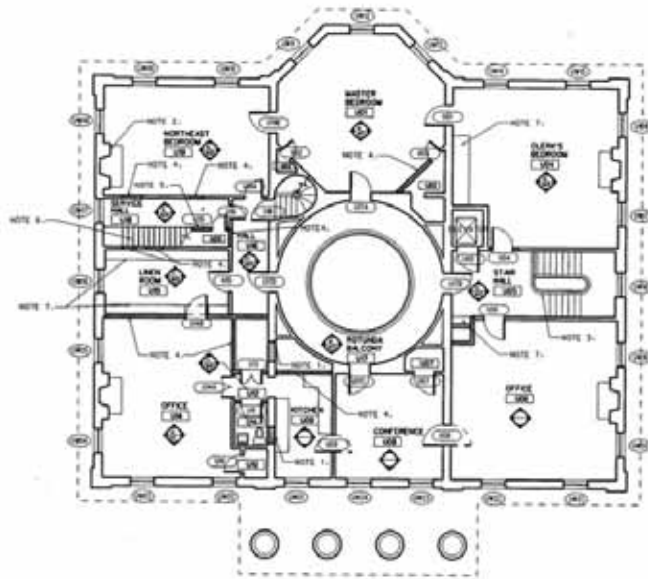


FIGURE 5 USG HISTORIC ARCHITECTURE EXAMPLE

MODERN DISTRICT
GEORGIA INSTITUTE OF TECHNOLOGY
ATLANTA, GEORGIA

Between 1947 and 1961, the Georgia Tech Campus experienced a vibrant period of modern expansion and design led by Bauhaus-inspired architects Bush-Brown, Gailey and Heffernan. Both Harold Bush-Brown and Paul Heffernan served as Deans for Georgia Tech's College of Architecture and exercised great influence in defining a progressive academic environment for the mid-20th century. The architects were responsible for a number of significant buildings on the campus, including the Price-Gilbert Library from 1953 (at top) unique for its long glass curtain wall that maximizes views from the building's hilltop site. The majority of the buildings constructed during this period, such as the William Vernon Skiles Classroom Building from 1959 (below), continue in their original use and still retain their character-defining features from the modern post-WW II era.

Top photo, Georgia State University Special Collections; bottom photo courtesy of Jon Buono.



FIGURE 6 USG HISTORIC ARCHITECTURE EXAMPLE

OLD COLLEGE
UNIVERSITY OF GEORGIA
ATHENS, GEORGIA

As the first major building for the University of Georgia, Old College was constructed in 1806 to accommodate both dormitory space and classrooms. Despite the expansive growth of the University over the years, Old College has remained the spiritual center of the campus.

The carefully crafted brick building was distinguished by granite details on the façade and a modillion cornice framing the gable roof. The building experienced various periods of modification, beginning with a major project to replace the deteriorated original brick exterior in the early 20th century. A new rehabilitation project will provide office and classroom space for the Franklin College of Arts and Sciences.

Top photo, University of Georgia Archives; bottom photo, Lord Aeck Sargent.



3 HISTORIC LANDSCAPE RESOURCES

3.1 RESOURCE DEFINITION

A historic landscape (also known as a cultural landscape) is a geographic area that reflects the work of both nature and man. These landscapes can be associated with a historic event, activity, or person or they may exhibit other cultural or aesthetic values. Characteristics of historic cultural landscapes include topography; vegetation; water features such as creeks, ponds and fountains; circulation features such as roads, sidewalks and walls; buildings and structures; site furnishings such as benches, light fixtures and fences; and spatial organization and land use patterns.

- *For a detailed discussion of historic landscape characteristics refer to Appendix J.*



FIGURE 7 VIEW OF QUADRANGLE AT UNIVERSITY OF GEORGIA, 1919 (VANISHING GEORGIA COLLECTION, GEORGIA STATE ARCHIVES).

Given the interrelated nature of historic buildings and their sites, the majority of historic structures identified during the 1993 State-Owned Building Survey possess landscapes eligible for listing in the National Register of Historic Places.

3.2 USG RESOURCE OVERVIEW

To date, there has been no comprehensive inventory of historic landscapes within the University System of Georgia. Therefore, the following overview represents the types of historic landscapes that are likely to be present within the USG. Given the interrelated nature of historic buildings and their sites, it is reasonable to conclude that the majority of historic structures identified during the 1993 State-Owned Building Survey possess associated landscapes eligible for listing in the National Register of Historic Places, either individually or as contributing resources to historic districts.

Historic landscapes fall into 4 general categories. Because of the inherent continuity of landscapes, these 4 types are not mutually exclusive of one another and often one type may be a component of another.

A historic designed landscape is a landscape consciously designed or laid out by a landscape architect, master gardener, architect, engineer, or horticulturist according to design principles, or an amateur gardener working in a recognized style or tradition. The landscape may be associated with a significant person, trend, or event in landscape architecture; or illustrate an important development in the theory and practice of landscape architecture. Aesthetic values play a significant role in designed landscapes; common examples include parks, campuses, and estates.

A historic vernacular landscape is a landscape modified by human activity in such a way as to reflect certain traditions, customs, social behavior, beliefs or values in the everyday lives of people. Function plays a significant role in vernacular landscapes. This type of landscape can be a farm complex or a district of historic farmsteads. Examples within the USG are likely the result of land acquisitions and may include rural historic districts, agricultural landscapes or natural areas.

An ethnographic landscape is a landscape, place, object, or natural resource of cultural significance to people traditionally associated with that resource. Examples are typically associated with Native American religious sites. Ethnographic landscapes are not evaluated using National Register criteria because the

significance of the landscape is based on the values of traditionally associated peoples and is both tangible and intangible. Such a place could be a riverbank associated with a Native American ceremonial site or stretches of sea grass needed to make baskets in an African-American tradition. This type of landscape is not prevalent among the current USG holdings.

A historic site is a landscape significant for its association with a historic event, activity or person. Examples include battlefields and presidential homes and properties. Price Memorial Hall at North Georgia College and State University in Dahlonega is an example of a historic site within the USG system. Price Hall, perched on a hill with its gold-leafed steeple, was the site of a U.S. Mint from 1837 to 1861.

FIGURE 8 USG HISTORIC LANDSCAPE EXAMPLE

SPRING-FED WETLAND AND LAKE
GEORGIA SOUTHWESTERN STATE UNIVERSITY
AMERICUS, GEORGIA

A spring-fed wetland and lake on the campus of Georgia Southwestern State University is an example of a natural area that is also a significant landscape on campus. Located off the beaten track of campus activities, the lake and wetland area function as a scenic respite and recreational area, as well as a real-life environmental laboratory for biology and ecology students. The spring-fed lake was constructed by the college during the 1950s.

Photos courtesy of The Jaeger Company.



FIGURE 9 USG HISTORIC LANDSCAPE EXAMPLE

FORMER CONGRESSIONAL DISTRICT AGRICULTURE & MECHANICAL SCHOOLS
GEORGIA

The State of Georgia funded eleven Congressional-District Agricultural and Mechanical (A&M) schools in 1906. The schools were constructed between 1906 and 1908, most according to the plans of University of Georgia Professor Joseph A. Stewart and architect Haralson Bleckley. The eleven original A&M schools, and one additional school added later, all reflect a similar campus landscape designed with slight variations.

Central to the designed landscape of all of the A&M campuses are mature canopy trees and lawns framed by major campus buildings and drives. Different landscape elements are featured at each campus, such as the large circular drive at Georgia Southern University or the University of West Georgia's front campus drive or Abraham Baldwin's grassy quadrangle.

Top photo, 1939 aerial from the archives of Abraham Baldwin Agricultural College; bottom photo, Lord Aeck Sargent.



FIGURE 10 USG HISTORIC LANDSCAPE EXAMPLE

BOTANICAL GARDEN
GEORGIA SOUTHERN UNIVERSITY
STATESBORO, GEORGIA

The Botanical Garden at Georgia Southern University is an example of a historic vernacular landscape. The garden is centered on eleven acres of the former Bland Family Farm that was donated to the Georgia Southern University Foundation in 1985 for use as a botanical garden. The original farmhouse now serves as the gardens' visitor center, and historic barns and outbuildings of the farmstead have been preserved to interpret the site as an example of the rural heritage of southeastern Georgia.

Photographs courtesy of The Jaeger Company.



4 ARCHAEOLOGICAL RESOURCES

4.1 RESOURCE DEFINITION

Archaeology is the scientific recovery of information about how people lived in the past, based on the things they left behind at a site. These “things” include artifacts, ecofacts, and features. An artifact is anything made or used by a person. Ecofacts are organic items such as pollen, seeds, charred wood, and animal bones. Features are areas that show evidence of a specific activity, such as wells, privies, post stains, trash pits, or burials.

An archaeological site is a place containing physical evidence of human activity (either historic or prehistoric). Most archaeologists use the 50-year rule when determining whether a site is old enough to be archaeologically significant, although some federal guidelines, such as the Archaeological Resources Protection Act (ARPA 1979), use a 100-year cut-off. Sites can include commercial, industrial, rural, residential, religious, fraternal, educational, military and political functions. Virtually every historic, standing structure is part of an archaeological site, but not all archaeological sites have standing structures.



FIGURE 11 BLOCK EXCAVATION OF AN ARCHAEOLOGICAL SITE IN GEORGIA (SOUTHERN RESEARCH HISTORIC PRESERVATION CONSULTANTS, INC.)

The presence of USG campus locations throughout the state and in every physiographic province guarantees the presence of chronologically, culturally, and functionally diverse archaeological sites.

4.2 USG RESOURCE OVERVIEW

Nearly every campus within the USG has archaeological sites, whether the sites are prehistoric Native American areas or historic Euro or African-American sites. Most of these sites have not been identified or recorded. Some contain clues visible on top of the ground, while the majority of sites are not visible at all above the ground surface. Since there has been no comprehensive survey to locate and record archaeological sites on a system-wide basis, and no single campus has had a total systematic archaeological survey, most campus administrators are unaware of the potential for sites within their campuses.

The presence of USG campus locations throughout the state and in every physiographic province guarantees the presence of chronologically, culturally, and functionally diverse archaeological sites. Such sites may be present on hill tops, slopes, or mountains; in floodplains, along or in creeks, rivers, and lakes; in woods; and/or in fields. Regional archaeological research has shown evidence of changing settlement patterns throughout more than 14,000 years of Native-American history across the modern state of Georgia. These patterns include settlement on ridges, in the mountains, along the coast, in floodplains, on oxbows, and around limestone sinkholes. Sites from all prehistoric periods (PaleoIndian 11,000-8,000 B.C.; Archaic 8,000-1,000 B.C.; Woodland 1,000 B.C.-A.D. 1,000; and Mississippian A.D. 1,000-1540) have been identified in Georgia, and limited survey of BOR holdings suggests that examples of some, if not all, of these periods are present on USG campuses and other BOR properties. These examples include: Archaic sites, stone box burials, rock effigies, Woodland villages, and Mississippian period houses, among other prehistoric and protohistoric site types.

A variety of 18th through 20th-century site types are also present on USG campuses. A campus's location within the state can indicate the period of historic sites expected. For example, campuses along the eastern third of the state, particularly near the coastline, such as Savannah State University, Armstrong Atlantic State University, and Coastal Georgia Community College, may contain sites related to Colonial and Federal Georgia. The age of historic sites decreases as one travels through the central part of the state past Georgia

State University, Clayton College and State University, and west toward the University of West Georgia in Carrollton.

Archaeological sites located on campuses across Georgia will also reflect ethnic diversity, including sites associated with historic Native Americans, African Americans, and Euro Americans. All campuses are likely to contain sites related to prehistoric peoples from 450 to 14,000 years ago. Many campuses likely contain more recent Native-American sites. For example, North Georgia College and State University, Dalton State College, and Floyd College may contain Cherokee sites, whereas Columbus State University's boundaries may include Creek Indian sites. Valdosta State University may contain Seminole sites. African-American sites are associated with both rural and urban areas, plantation agriculture along the coast, freedmen's towns, military sites, sharecropper homesteads, churches, and social or cultural organizations. Euro-American sites tend to dominate, often masking other cultures among and within sites. Within the broader spectrum of Euro-American sites, however, one can identify Colonial Germans in areas where coastal campuses currently operate; Scotch and Scotch-Irish in mountain communities around North Georgia College and State University in Dahlonega and Dalton State College.

Archaeological sites can reflect commercial, industrial, rural, residential, religious, fraternal, educational, military and political functions. Often sites contain more than one function and/or more than one period of use. Examples of commercial sites can include 19th-century stores that operated in areas prior to campus expansion, such as downtown Milledgeville and the Georgia College and State University campus (GC&SU); or the downtown property acquired by Columbus State University. Archaeology on such areas prior to their destruction by development can provide significant information on 19th-century life.

By contrast, properties located in rural areas, such as Abraham Baldwin Agricultural College and East Georgia College may contain sites with other functions, such as tenant farms, gristmills, turpentine stills, tar kilns, and sawmills. The logging industry in southwest Georgia has produced a variety of such sites and it is likely that some fall within the holdings of

Institutions such as Albany State University and Bainbridge College.

Historic houses, unless they have been moved and not occupied thereafter, virtually always sit on an archaeological site. Below-ground features may include wells, cisterns, outhouses, post stains (indicative of fence lines and structures), trash pits, cellars, and middens (accumulated layers of debris in the yard). The locations of such features and the artifacts and soils they contain are unique clues to the occupants of the house. Often a vacant site in a residential district contains many of these features and clues, but not the actual standing structure. The lack of a structure does not detract from the significant information to be found in the features below ground.

Almost all the campuses in the USG contain an educational archaeological site within their core. Many universities have original buildings that are either extant, or survive as remains below ground. GC&SU, for example, likely contains evidence of the original main building constructed in 1891 and burned in 1924. Nearby, the campus grounds include the location of the former male and female academies from the early 19th century. Such archaeological components can supplement our knowledge of early education in Georgia.

Military and political sites dating from the 18th through 20th centuries are located across Georgia. The Civil War arsenal site at Augusta State University is one such example. Earthworks, and battlefields associated with the Battle of Kennesaw Mountain, may exist on the campus of Kennesaw State University. Revolutionary war fortifications in and around Savannah may likewise survive on property held by Savannah State University.

FIGURE 12 USG ARCHAEOLOGICAL EXAMPLE

BASEMENT EXCAVATION
MEDICAL COLLEGE OF GEORGIA
AUGUSTA, GEORGIA

Basement renovations on one of the oldest campus buildings unexpectedly uncovered massive amounts of human bone leading to archaeological excavations inside and outside of the building in 1990 and 1991. Archaeologists discovered that in the 1800s medical students were training by performing dissections on cadavers—a very necessary, but illegal practice in the 19th century. Excavation detailed this undocumented practice, while revealing a wide range of information about the field of medical education at that time, in addition to ethnic and cultural practices, and health and nutrition issues. The incredibly important and unique information from this site was saved through archaeological excavation, and building renovations were completed.



Photograph courtesy of Dr. Judith Harrington.

FIGURE 13 USG ARCHAEOLOGICAL EXAMPLE

WARNELL SCHOOL OF FORESTRY
UNIVERSITY OF GEORGIA
ATHENS, GEORGIA

In 1973 an archaeologist at the University of Georgia discovered a site containing Native American Lamar-Period house remains on the 12,000-acre B.F. Grant Forest property administered by the Warnell School of Forestry. This Lamar Period site dates to A.D. 1500-1550. Native Americans living in what is now Georgia during this period were part of large chiefdom societies centered on intensive agriculture, trade networks and ceremonies. The image at top shows remains of an excavated Indian council house, with white discs marking house post locations. Below, University students are shown participating in a 2003 archaeology field school sponsored by the UGA Department of Anthropology to provide research experience and academic credit. Further archaeological research will provide exciting new information about what life was like here prior to and during the Spanish conquest.

Photographs courtesy of Dr. Mark Williams.



FIGURE 14 USG ARCHAEOLOGICAL EXAMPLE

OLD GOVERNOR'S MANSION
GEORGIA COLLEGE & STATE UNIVERSITY
MILLEDGEVILLE, GEORGIA

Excavations at the Old Governor's Mansion revealed substantial information necessary to the interpretation of the historic building and those who served in it. Archaeologists found the location of the original 1809 Government House and kitchen, along with the kitchen and servants' quarters for the 1839 mansion, a well (pictured below), landscaping features (pictured above) and other features and artifacts. The archaeological data has been incorporated into an exhibit for tourists on the restored mansion grounds and will be used in future educational programming.

Photographs courtesy of Southern Research Historic Preservation Consultants, Inc.





5 CULTURAL RESOURCES & EDUCATION

Historic Architecture and Landscapes figure prominently in the promotional brochures for USG Institutions and help to convey the substance and tradition of their educational offerings. Across the system, however, USG students have few opportunities to learn about campus development as part of their higher education. For the benefit of students, faculty, staff, and the wider campus communities, USG Institutions can broaden the understanding and stewardship of their cultural resources through the development of coursework and exhibitions.

Campus buildings and spaces are excellent records of many aspects of history, political science, agricultural history, urban planning, fine arts, and of course architecture and landscape design. Each of these academic disciplines can be demonstrated, discussed, and enhanced through practical instruction involving campus cultural resources.

When studied scientifically by professional archaeologists, archaeological sites that exist throughout an Institution's property can have enormous potential to offer fascinating and unique information to students, faculty, scholars, the general public, the local community, the state, and to the region. Professional archaeological investigation can provide data, and can be incorporated into workshops, exhibits, seminars, courses, heritage tourism, and positive public relations. Students and teachers can use site distribution studies as a unique database for instruction of social history, anthropology, environmental planning, and other topics. Such a database can be the source of academic exercises, walking trail brochures, and landscape designs.



II PROCESS GUIDELINES

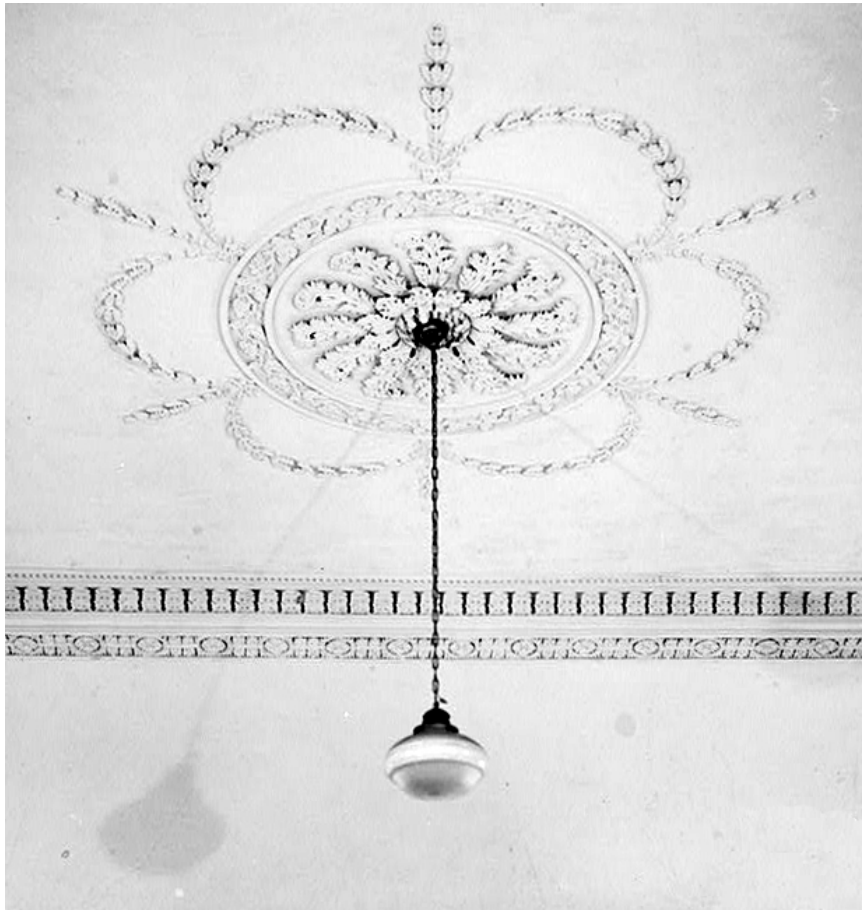


FIGURE 15 INTERIOR DETAIL OF DEMOSTHENIAN HALL (1824) AT THE UNIVERSITY OF GEORGIA (LIBRARY OF CONGRESS, HISTORIC AMERICAN BUILDINGS SURVEY, GA-14-87).



INTRODUCTION

The mission to preserve historic resources on the campuses of the University System of Georgia (USG) is driven both by the policy of the Board of Regents (BOR), and legislation to protect historic properties, in effect at the federal, state, and local level.

This section provides an overview of the requirements concerning identification and consideration of historic resources in planning and project development for USG campuses. The section also covers how to initiate the CHPP process.

1 MASTER PLANNING & THE USG

1.1 BOR OFFICE OF REAL ESTATE AND FACILITIES

The Office of Real Estate and Facilities provides, coordinates and supports physical planning and analysis for the USG and its 34 individual institutions. The office offers consultative planning and analysis services to campus constituents on both a generalized and specialized basis, often working with the assistance of professional planning consultants.

Additionally, the office serves as a liaison to other functional areas within the University System Office to ensure the consideration of facilities planning and analysis issues in an appropriately comprehensive context.

While the Office of Real Estate and Facilities is involved in a broad variety of facilities planning and policy issues, the following bullets provide a summary of their primary planning-related activities:

Campus Master Planning (guided by USG Master Planning Templates)

- Consultant selection
- Project scope identification
- Coordinating and advisory participation
- Procedural and methodological review

The creation of a CHPP as outlined in these guidelines will ensure that the individual Institutions of the USG meet or exceed their compliance responsibilities with regard to the State Stewardship Program.

Campus housing planning (guided by BOR housing policy)

- Coordinating and advisory participation
- Procedural and methodological review

System facilities data analysis

- Database issues
- Capacity studies
- Utilization analysis

Special planning studies

- Cross-disciplinary participation in topics and issues related to facilities planning

1.2 GUIDING LEGISLATION AND POLICY

As stewards of significant cultural resources, the Board of Regents and its individual Institutions have an obligation to abide by applicable preservation legislation and policy. The requirements of historic preservation laws apply to both the broad management practices of the USG Institutions with regard to cultural resources as well as more specific project-related review and compliance procedures. The development of an effective CHPP should facilitate compliance with these laws.

The following provides a general overview of the requirements of applicable preservation legislation and policy.

1.2.1 THE STATE AGENCY HISTORIC PROPERTY STEWARDSHIP PROGRAM

The State Agency Historic Property Stewardship Program (State Stewardship Program) defines the broad historic preservation responsibilities of State agencies including the University System of Georgia.

- *For more information on the State Stewardship Program, refer to Appendix B.*

The fundamental purpose of the State Stewardship Program is to ensure that consideration of cultural resources is fully integrated into the ongoing planning and programmatic

pursuits of Georgia's State agencies. Modeled after Section 110 of the National Historic Preservation Act, the State Stewardship Program was developed by the Historic Preservation Division (HPD) of the Georgia Department of Natural Resources (GADNR) and adopted in 1998.

As stated in the Act, the primary goals of the State Stewardship Program are:

- to ensure that state agencies develop comprehensive plans that result in the preservation, protection, use and maintenance of historic properties for the benefit and enjoyment of present and future generations...
- and to ensure that funding provided by State Agencies is used in a positive manner to attain preservation, protection, use and maintenance of our historic properties.

The Vice Chancellor of Facilities of the Board of Regents (BOR) is the designated Preservation Officer for the USG. The BOR has delegated the requirements and responsibilities of the State Stewardship Program to the individual Institutions under its control or jurisdiction. Therefore each school within the system is individually responsible for abiding by the requirements of the program, with oversight from the BOR.

Specifically, the State Stewardship Program requires that each state agency or its designee that owns or is responsible for the care and maintenances of historic properties prepare and implement a Historic Preservation Plan that gives full consideration to the use, preservation and protection of these properties. The State of Georgia has affirmed that the preservation and use of historic properties is in the public interest and must be a fundamental part of the mission of any State Agency.

To assist State Agency personnel in carrying out their responsibilities, the requirements of the Program have been organized into a series of seven standards or guidelines. The use of these standards helps to ensure that the basic individual components of a comprehensive preservation program are considered.

An effective CHPP should provide sufficient information and procedural guidelines to facilitate compliance with GEPA.

Standard One

Each state agency establishes and maintains a historic preservation program that is coordinated by a qualified Preservation Officer, and is consistent with and seeks to advance the purposes of the State Agency Historic Property Stewardship Program. The head of each State agency is responsible for the preservation of historic properties owned by the agency.

Standard Two

An agency provides for the timely identification and evaluation of historic properties under agency jurisdiction and/or subject to effect by agency actions.

Standard Three

An agency nominates historic properties under the agency's jurisdiction to the Georgia Register of Historic Places.

Standard Four

An agency gives historic properties full consideration when planning or considering approval of any action that might affect such properties.

Standard Five

An agency consults with knowledgeable and concerned parties outside the agency about its historic preservation related activities.

Standard Six

An agency manages and maintains historic properties under its jurisdiction in a manner that considers the preservation of their historic, architectural, archeological, and cultural values.

Standard Seven

An agency gives priority to the use of historic properties to carry out agency missions.

1.2.2 GEORGIA ENVIRONMENTAL POLICY ACT (GEPA)

The Georgia Environmental Policy Act (GEPA) was enacted in recognition that the protection and preservation of the diverse aspects of Georgia's environment is of the highest public priority. The Act requires State "government agencies," including the University System of Georgia and its individual

Institutions, consider the effects of their actions on the environment. Historic and cultural resources are included among the various aspects of the environment as it is defined by the Act. GEPA is designed to protect both cultural resources and natural resources of the state from adverse impacts by state agencies, or to mitigate impacts when protection is not possible. GEPA also requires the disclosure of effects of proposed state projects. “State agencies are required to prepare an Environmental Effects Report for all projects that the responsible agency official determines may significantly effect the quality of the environment, including historic and archaeological resources” (Ga. Dept. of Natural Resources 2004). GEPA review by the Georgia Department of Natural Resources, Historic Preservation Division (DNR, HPD) requires the submission of certain information by the state agency involved.

- *For a list of required information to facilitate GEPA review, refer to Appendix D.*

1.2.3 SECTION 106 OF THE NATIONAL HISTORIC PRESERVATION ACT

Section 106 of the National Historic Preservation Act applies to projects conducted by USG Institutions only when those projects are the beneficiary of Federal funding or require Federal permitting or licensure. Given that USG Institution projects at times include Federal involvement campus administrators should be aware of their compliance responsibilities under the Act.

Section 106 requires Federal Agencies to take into account the effects of their undertakings on cultural resources and afford the Advisory Council on Historic Preservation reasonable opportunity to comment on such undertakings. This consideration applies to projects in which Federal Agencies have either direct or indirect participation. The Act requires a project review and consultation process similar to that prescribed by GEPA and the State Stewardship Program.

1.2.4 LOCAL HISTORIC PRESERVATION ORDINANCES

Most USG Institutions are located in municipalities that maintain historic preservation ordinances. Although the USG is

exempt from local ordinances, the BOR encourages participation through consultation with Local Historic Preservation Commissions. Institution administrators and facility managers should contact their local Commission for details on design guidelines and the procedures for planning and design review.

- *For a directory of Local Historic Preservation Commissions, consult HPD or the Georgia Trust for Historic Preservation at their addresses listed in Appendix A.*



2 THE CAMPUS HISTORIC PRESERVATION PLAN (CHPP) PROCESS

2.1 WHAT IS THE PURPOSE OF A CHPP?

The purpose of creating a CHPP is to establish a future direction or vision for historic and cultural resource preservation and protection, and to promote specific ways to achieve that vision in a clear, concise fashion. Beyond this, the creation of the document will satisfy several other objectives including:

- Inform the Campus Physical Master Plan process by providing historic and cultural resource information and articulating the Institution's vision for integrating these resources into the developing campus environment.
- Provide information and procedural guidelines that will assist the Institution in meeting its compliance responsibilities with regard to existing Federal, State and local historic preservation legislation and policy.
- Address campus cultural resources in a comprehensive manner and provide guidance to Institution staff and decision makers for the appropriate management of these resources.

A multi-disciplined team approach is often required to provide sufficient expertise for the various resource types present on USG campuses.

2.2 DOES EVERY INSTITUTION REQUIRE A CHPP?

The 1993 State-Owned Building Survey demonstrated that not all USG Institutions have historic buildings, but this does not preclude those Institutions from completing a CHPP. It is likely that other resource types such as historic landscapes or archaeological sites are present on their campus and the same consideration provided to historic buildings must be applied to other types of cultural resources. In addition, the identification of resources is an ongoing process. As time passes, architectural and landscape resources on these campuses will reach the 50-year benchmark and will therefore require evaluation for significance and consideration during the planning process. Given this, it is required that all USG Institutions develop a CHPP.

Development of a CHPP should include a process for seeking, discussing, and considering the views of stakeholders both inside and outside of the Institution.

2.3 HOW IS THE CHPP PROCESS INITIATED?

Although a CHPP can be developed at any time, it is likely that its creation will occur within the larger context of a Physical Master Plan. The initiation of a Physical Master Plan or Master Plan update results from a mutual agreement between the Institution and the Board of Regents Vice Chancellor for Facilities. Examples of circumstances which may prompt the need for a new Master Plan or an update are provided in Section II of the Master Planning Guidelines and Resources for Updating Master Plans for the University System of Georgia.

When co-developed with a Physical Master Plan, the CHPP process will parallel the “Master Plan Work Program” as outlined in the USG/BOR Physical Master Planning Template. Advantages to pairing the CHPP with the Master Plan Process include:

- For Institutions using the Physical Master Planning Template, historic preservation considerations are truly integrated within the master planning process.
- Information developed by the CHPP is necessary for the Physical Master Plan document.
- Efforts that are duplicative between the CHPP and the creation of the Physical Master Planning document can be eliminated.

2.4 WHO PREPARES THE CHPP?

Generally, Campus Historic Preservation Plans are produced by professional historic preservation consultants versed in context development, and the identification, evaluation and management of cultural resources. A multi-disciplined team approach including preservation architects, landscape architects and professional archaeologists is often required to provide sufficient expertise for the various resource types present on USG campuses. However, if a CHPP is being created as part of a larger master planning effort, a campus-planning consultant may coordinate the development of the CHPP document in cooperation with preservation professionals.

The selection of qualified consultants is critical to ensuring the success of the CHPP. The Secretary of the Interior Standards and Guidelines outline accepted industry standards for professional qualification for Archaeology and Historic Preservation (Federal Register 36CFR 60). These qualification

standards should be used to certify selection of the CHPP consultant team.

- *For a detailed description of professional qualification standards, refer to Appendix E.*

2.5 CHPP DOCUMENT STRUCTURE

The CHPP document is structured for clarity and ease of use. The document is organized in four major parts: Executive Summary, Campus Historic Context, Identification & Evaluation of Cultural Resources, and Recommendations for Treatment & Use.

This division of information allows the document to be updated over time. For instance, the Campus Historic Context and Identification of Cultural Resources should remain relatively consistent, barring any acquisition of new property or changes in the condition of resources. Resource Evaluations and Recommendations, however, are more likely to change as the campus develops and time progresses.

- *See Part III Document Guidelines for a detailed description of the CHPP document.*

2.6 CHPP CONSULTATION, DISTRIBUTION, AND REVIEW

Development of a CHPP should include a process for seeking, discussing, and considering the views of stakeholders both inside and outside of the Institution. Where feasible, the Institution should seek agreement with these groups on how historic properties should be identified, considered and managed. These interested groups include State and Regional Agencies, Certified-Local Governments (city and county, Neighborhood Groups, and Historic Preservation Commissions).

Consultation with these groups should be built upon an exchange of ideas and should be ongoing. In order to facilitate such consultation the Institution should:

1. Make its interests and constraints clear to stakeholders at the beginning of the consultation process.

-
2. Make clear any rules, processes or schedules applicable to the consultation process.
 3. Acknowledge others' interests and seek to understand them.
 4. Develop and consider a full range of options.
 5. Try to identify solutions that will leave all parties satisfied.

Each Institution is required to consult with knowledgeable and concerned parties about its historic preservation related activities. This applies to both project-related activities as well as broad policy and procedural issues such as the creation of a CHPP. The following is a list of primary reviewers for historic preservation compliance.

- *Contact information for the following groups is provided in Appendix A.*

2.6.1 *GEORGIA DEPARTMENT OF NATURAL RESOURCES, HISTORIC PRESERVATION DIVISION (HPD)*

The Historic Preservation Division works in partnership with federal and state agencies, local governments, preservation organizations, community groups and individuals to achieve a greater appreciation and use of historic resources in the context of everyday life. Working at the state level, the Historic Preservation Division helps bring together national, regional and local interests to support community and economic development throughout Georgia. Georgia's state preservation program encourages regional and local planning, neighborhood conservation, downtown revitalization, economic development, heritage tourism and archaeological site protection.

Each state's historic preservation office receives financial assistance through the Historic Preservation Fund of the National Park Service, Department of the Interior, and provides matching state funds to carry out the nation's preservation partnership. The National Park Service establishes broad policies, programs and standards for state and local participation in the national program. Preservation incentives, such as the National Register of Historic Places, tax credits and grants, as well as compliance requirements established through the National Historic Preservation Act and other federal legislation, encourage preservation activity. States enact programs and services that complement the national program

and address the special character and needs of their state. In Georgia, the General Assembly mandates a number of specific preservation programs such as a state property tax freeze, state rehabilitation grants, archaeology protection and stewardship of state-owned buildings.

2.6.2 *REGIONAL DEVELOPMENT CENTERS (RDCs)*

The 1957 Georgia Planning Enabling Act established Regional Development Centers throughout the state. Over the years, program initiatives and technical assistance have expanded to include historic preservation. Today, these centers facilitate coordinated and comprehensive planning activities at the local and regional levels in conformity with minimum standards and procedures established pursuant to Georgia law. For this reason, USG Institutions should inform the Historic Preservation Coordinator of their Regional Development Center of any planning activities related to cultural resources.

2.6.3 *GEORGIA ARCHAEOLOGICAL SITE FILES (GASF)*

While the GASF is not a reviewer of historic preservation compliance, it is the repository of data about all officially recorded archaeological sites in the state of Georgia. As such, the GASF is a basic resource in determining whether any previously recorded sites exist in a specific area and should receive all archaeological survey reports.

The GASF data include site location data in a variety of graphic and text formats. Due to the sensitive nature of the material and the security risks to recorded sites, direct access to all of the GASF material is restricted to archaeologists, archaeology students, and government agencies and organizations involved in research and resource management.

Archaeologists working with colleges and universities on a CHPP will need to interact with the GASF both before and after a campus survey. Pre-project contact will include a site file search and determination if any previously recorded sites existed in the study area and whether any recorded archaeological surveys or other levels of investigation were conducted. Post-project contact includes the completion of a new site form or updated form for each site discovered during

the survey, or for each site further investigated beyond initially documented work.

It is important to note that the presence or absence in the GASF of archaeological sites on a campus is not an accurate reflection of the number of sites on that campus, or even in a particular area of the campus, since the majority of campuses have not been systematically surveyed.

2.7 PLANNING IMPLEMENTATION & CULTURAL RESOURCE STEWARDSHIP

Implementation of Campus Physical Plans in coordination with a CHPP and its individual components relies on the leadership and direction provided by an Institution's Assistant Preservation Officer. The BOR has delegated this authority and responsibility in a uniform manner among its Institutions by appointing the Chief Business Officer (CBO) to hold this position. In some instances this responsibility has been further delegated to the Campus Architect or Facilities Director. Each Institution should identify a specific hierarchical management or reporting relationship for handling preservation-related issues within their administrative structure.

In order to ensure that the CHPP results in an effective preservation program, implementation of the recommendations of the CHPP should be reflected in budgetary and funding processes. Opportunities for continued education and professional development should be provided for Institution staff that manage or conduct historic preservation related activities. New Institution staff with responsibilities that relate to facilities or other aspects of the campus physical environment should additionally be made aware of the CHPP.

2.7.1 NOMINATION OF RESOURCES TO THE GEORGIA/NATIONAL REGISTER OF HISTORIC PLACES

Once the Institution has identified and evaluated its cultural resources, a process for nominating those resources to the Georgia/National Register of Historic Places (GNRHP) should be established, in cooperation with the HPD.

The following benefits are associated with Georgia/National Register listing:

- a. Listed properties are recognized for their architectural or historic worth, an intangible benefit that is nonetheless valuable. Listing in the Register is primarily an honor, meaning that a property has been researched and evaluated according to established procedures and determined to be worthy of preservation.
- b. Property tax benefits are available to owners who rehabilitate their properties according to preservation standards. For taxable years beginning after December 31, 2001, any person (assignor) may sell, assign, convey or transfer tax credits earned in the restoration and preservation of a qualified historic property. The taxpayer acquiring the credit (assignee) may use the amount of the acquired credit to offset up to 100% of its tax liability for either the taxable year in which the qualified rehabilitation plan was first placed into service or the taxable year in which the acquisition was made. Unused credit amounts claimed by the assignee may be carried forward for up to five years, except that all amounts shall be claimed within 10 years following the tax year in which the qualified rehabilitation plan was first placed into service.
- c. State grant assistance is available for qualified public agencies and nonprofit organizations to rehabilitate eligible properties.
- d. Alternatives for fire and life-safety code compliance may be considered when rehabilitating historic buildings.
- e. All properties and districts listed in or eligible for listing in the National Register are considered in the planning of federal undertakings. Federal undertakings also include activities sponsored by state or local governments or private entities if they are licensed or partially funded by the federal government. Federal undertakings do not include loans made by banks insured by the FDIC or federal farm subsidies. National Register listing does not provide absolute protection from federal actions that may affect the property. It means that if a federal undertaking is in conflict with the preservation of a Georgia/National Register property, HPD will negotiate with the responsible federal agency in an effort to eliminate, minimize, or otherwise take into account the undertaking's effect on the historic property. This review procedure applies to properties that are determined eligible for the National Register in the day-to-day environmental review process, as

When using Federal funds, actual listing in the GNRHP does not increase the Institution's responsibility under the law.

well as those actually listed in the Georgia/National Register.

The following may sometimes be regarded as restrictions on Georgia/National Register listed properties:

1. Any work undertaken using federal funds must generally use the Secretary of the Interior's Standards for Rehabilitation Projects. Please note, however, that if a property is not listed, but is eligible for listing, the same requirements apply. In other words, actual listing in the GNRHP does not increase the Institution's responsibility under the law.
2. A local agency may tie listing in the National Register to restrictions imposed locally, such as design review. This does not come automatically with listing, however, but must come about as a result of separate local action. Check with your local government.

There are some common misconceptions about the implications of Listing in the Georgia/National Register does not:

1. It is not true that the federal, state, or local government assumes any property rights in the building as a result of listing. It is possible that the property could be so altered, however, that it would be removed from the Register.
2. Unfortunately, it is also not true that there are large sums of money available to assist owners and local agencies in rehabilitating National Register properties. Funds are very limited, with the federal tax credits being the most generally available financial assistance.

2.7.2 PROTECTION OF CULTURAL RESOURCES DURING MINOR MAINTENANCE, REPAIR, AND RENOVATION

Proper maintenance must be recognized as the first step in the preservation of cultural resources. For buildings and landscapes, a maintenance and repair regimen that addresses the unique qualities of historic materials and construction should be developed as part of CHPP implementation. Proper custodial care helps to preserve historic fabric by countering the forces that cause deterioration. However, improper maintenance practices and repairs can damage or destroy irreplaceable

Each Institution should develop guidelines to ensure preservation consideration and compliance responsibilities are integrated into project-level procedures.

building elements in a piecemeal fashion. Likewise, mature plant and tree specimens may be progressively damaged by insensitive grounds-keeping activities.

Annually, individual USG projects receive funding from the Board of Regent's Major Repair and Renovation (MRR) program. These projects, although less involved than a complete building rehabilitation, must be implemented with the same sensitivity to cultural resources as a Major Capital Project. For these projects, Institutions and design professionals are instructed to consult with their BOR Program Manager concerning their GEPA obligations.

Archaeological resources may also be impacted by new construction, landscaping activities which will result in ground disturbance below 8", and or groundbreaking activities such as systems installation that require excavation below 8". Therefore, the results of archaeological survey must be provided to campus facilities staff and outside contractors and referenced in campus maps prior to performing this work.

2.7.3 MAJOR AND MINOR CAPITAL PROJECTS

A BOR Environmental Site Assessment (ESA) is intended to identify any recognized environmental conditions, including cultural resources, which exist at a property proposed for development. For Major Capital Projects, an ESA must be conducted during the programming/site selection or pre-planning phase. For Minor Capital Projects, Institutions and design professionals are instructed to consult with their BOR Program Manager concerning these issues.

For Major Capital Projects, GEPA evaluation is required during the schematic design phase. This evaluation can be completed at an earlier date through a combined GEPA-ESA report. The completed GEPA evaluation (or the combined GEPA-ESA report) shall be submitted to the BOR Program manager in a timely fashion to obtain the necessary approvals. As a note, preliminary design documents shall not be approved without an approved GEPA evaluation. For Minor Capital Projects, Institutions and design professionals are instructed to consult with their BOR Program Manager concerning these issues.

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- *The minimum required cultural resource data for GEPA review is listed in Appendix D.*

To strengthen Campus Planning initiatives, each Institution should develop guidelines to ensure preservation consideration and compliance responsibilities are integrated into capital projects. These guidelines should extend from initial project conception through construction and into maintenance plans. The guidelines should follow the Institution's standard workflow process for both rehabilitation and new construction projects to ensure that appropriate historic preservation activities are being addressed and are accounted for in project budgets and schedules.

The policy of the Board of Regents concerning the loss or demolition of cultural resources states that the decision should be an explicit one...

2.8 ADVERSE EFFECTS & CULTURAL RESOURCE MITIGATION

In some cases, a concurrent Physical Master Plan, or a pre-existing plan, may propose demolition of historic buildings and landscapes, or disturbance and destruction of archaeological sites as part of the campus development. Pre-existing and concurrent Physical Master Plans are unlikely to have included intensive archaeological survey; therefore one cannot assume that no archaeological sites are located in the project area unless such a survey has been completed. When these proposals are known, Preservation Planners should inform Institutions of standard mitigation procedures for these and other adverse effects.

An adverse effect is found when an undertaking may alter, directly or indirectly, any of the characteristics of a historic property that qualify the property for inclusion in the Georgia/National Register in a manner that would diminish the integrity of the property's location, design, settings, materials, workmanship, feeling or association. Consideration shall be given to all qualifying characteristics of a property, including those that may have been identified subsequent to the original evaluation of the property's eligibility for the (Georgia) National Register. Adverse effects may include reasonably foreseeable effects caused by the undertaking that may occur later in time, be farther removed in distance or be cumulative.

Adverse effects on cultural resources include:

1. Physical destruction of or damage to all or part of a property;
2. Alteration of a property, including restoration, rehabilitation, repair, maintenance, stabilization, hazardous materials remediation and provision of handicapped access, that is not consistent with the Secretary's Standards for the Treatment of Historic Properties and applicable guidelines;
3. Removal of a property from its historic location;
4. Change of the character of the property's use or of physical features within the property's setting that contribute to its historic significance;
5. Introduction of visual, atmospheric or audible elements that diminish the integrity of the property's significant historic features;
6. Transfer, lease, or sale of a property out of State ownership or control without adequate and legally enforceable restrictions or conditions to ensure long-term preservation of the property's historic significance.

The policy of the Board of Regents concerning the loss or demolition of cultural resources states that the decision should be an explicit one; and only considered after consultation with HPD and careful examination of alternatives, cost/benefit, and feasibility. In addition, internal procedures must be followed prior to loss, including the completion of an Environmental Effects Report (EER) including all the required elements contained in standard BOR due-diligence for demolition. The EER must be approved by the Office of the Institution's President and the Board of Regents. Where an Institution determines that loss is the only practical alternative, a plan for mitigating this activity through recordation and/or other mutually agreed upon measures must be implemented before the cultural resource is altered or destroyed.

- *For a description of recordation standards required for cultural resource mitigation, refer to Appendix H.*

2.9 CHPP UPDATE

The identification and evaluation of cultural resources is an ongoing process, and therefore must be reexamined on a routine basis. Concurrent with the Physical Master Planning process

and/or continuing at 10-year intervals, the Institution, in consultation with HPD, should reassess recommendations of completed architectural, landscape, and archaeological surveys and identify and evaluate, according to Georgia/National Register criteria, buildings, landscapes, and archaeological sites that have reached 50 years of age that are owned or managed by the Institution. For these reasons, a typical CHPP will have an effective lifespan of 10 years.

As time progresses and an Institution expands, the recommendations of a CHPP are subject to change due to unforeseen circumstances and new findings of information. However, the information prepared for the Institution's Historic Context and Identification of Cultural Resources may remain relatively consistent, barring any acquisition of new property or changes in a resource's condition.

III DOCUMENT GUIDELINES

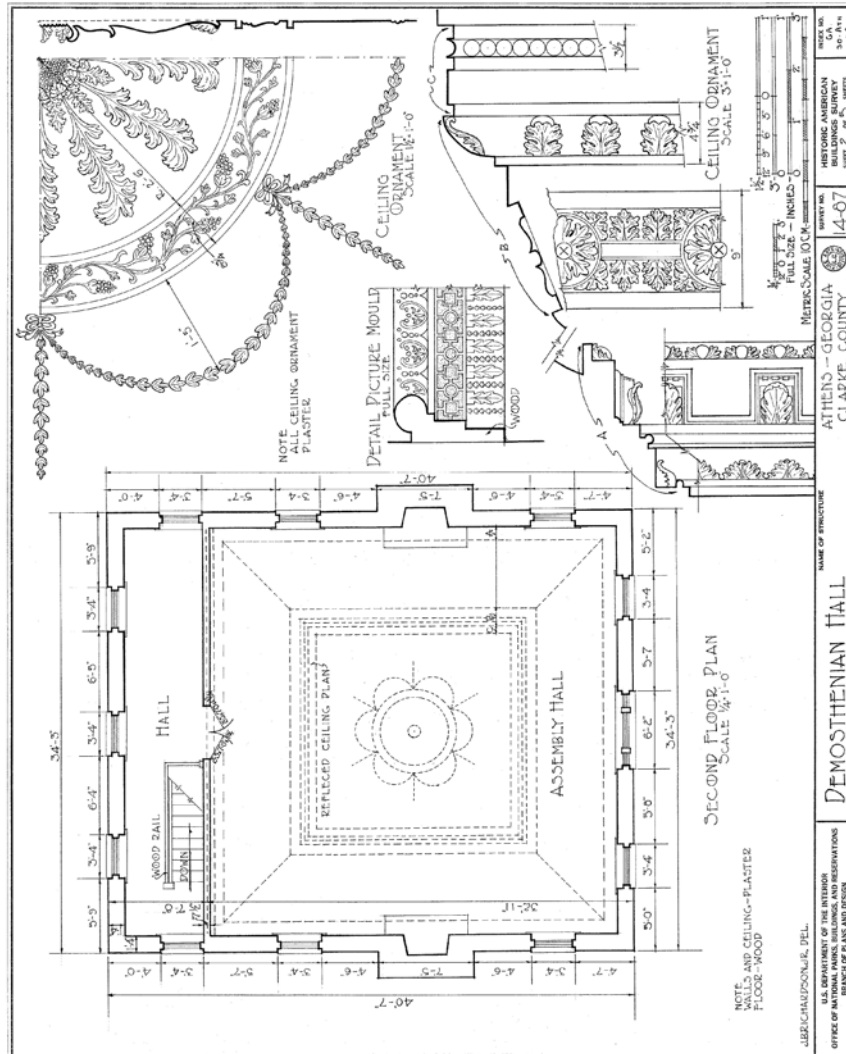


FIGURE 16 MEASURED DRAWINGS FOR DEMOSTHENIAN HALL (1824) AT THE UNIVERSITY OF GEORGIA (LIBRARY OF CONGRESS, HISTORIC AMERICAN BUILDINGS SURVEY, GA-14-87).

INTRODUCTION

As discussed in the previous chapter, a Campus Historic Preservation Plan (CHPP) can be developed simultaneously with a Physical Master Plan, or it can be created as a stand-alone document to complement an existing Physical Master Plan. In either circumstance, the CHPP must provide the following information:

- Executive Summary
- Campus Historic Context
- Identification & Evaluation of Cultural Resources
- Recommendations for Treatment & Use of Cultural Resources

In coordination with a Physical Master Plan, the tasks of the CHPP will fulfill sections of the BOR Master Plan Template (Table III-A) and do not require duplication. Primary responsibility for these tasks should be divided accordingly between the Campus Planner and Preservation Planner, but in many cases both professionals will work in consultation with each other.

- *For a description of Preservation Planning responsibilities, refer to Part II Process Guidelines, Section 2.4.*

Physical Master Plan	Campus Historic Preservation Plan	Primary Responsibility
I. History of the College or University	Campus Historic Context	Preservation Planner
II. Goal Formulation		Campus Planner, in consult with Preservation Planner
III. Existing Campus Conditions	Identification & Evaluation of Cultural Resources	Campus Planner and Preservation Planner
IV. Future Campus Requirements		Campus Planner
V. Preliminary Physical Master Plan		Campus Planner, in consult with Preservation Planner
VI. Physical Master Plan		Campus Planner, in consult with Preservation Planner
VII. Implementation	Recommendations for Treatment & Use of Cultural Resources	Campus Planner and Preservation Planner

1 CAMPUS HISTORIC CONTEXT

This section of the CHPP provides an overview of the history of the Institution and the physical development of the campus. In addition to the objectives of a Physical Master Plan “History of the College or University,” the CHPP must provide definitive information about the Campus Historic Context to serve as a framework for identifying, evaluating, and making decisions about the treatment of cultural resources.

Historic contexts are those patterns or trends in history by which a specific occurrence, property, or site is understood and its meaning (and ultimately its significance) within history or prehistory is made.

Previous historic overviews of the Institution created for Master Planning purposes may or may not provide adequate information to inform the preservation planning process. Therefore, it may be necessary to expand upon existing work or develop new historical narratives that provide the depth of information required.

- *For more information on historic contexts, refer to Appendix G, “How to Apply the National Register Criteria for Evaluation.”*

The development of the Campus Historic Context should be based on research and should address all known cultural resources. This narrative may be produced through the collaboration of planners, architects, landscape architects, and archaeologists. Sufficient information should be gathered to document the historical and physical chronology of the Institution. Research should include at a minimum a review of existing documentation available at Institution, local and state archival repositories and libraries, and the Historic Preservation Division and the Georgia Archaeological Site File.

Generally, the Campus Historic Context is defined in two parts, the Historical Background and the Chronology of Development and Use.

1.1 HISTORICAL BACKGROUND

The Historical Background focuses on the people, events and broad historical themes that have shaped the Institution, its surrounding community and the land upon which it is located.

The Historical Background is generally organized chronologically and usually begins with a description of the site’s Prehistoric Background. The Prehistoric Background

The Campus Historic Context serves as a framework for identifying, evaluating, and making decisions about the treatment of cultural resources.

summarizes information about the inhabitation of early man in the region to provide a context for evaluating archaeological evidence that may be present on campus. If intensive archaeological surveys of all Institution property have determined that it is unlikely that significant archaeological deposits are present, the completion of a Prehistoric Background may not be necessary.

Beyond this, the historic narrative should provide an overview of the circumstances surrounding the Institution's founding, the progress of Institution administrations, and the effect of their policies and initiatives on the Institution as a whole. This account should document significant connections between the development of the Institution and its local community, but in some cases these relationships may extend further. Furthermore, the scope of the historic narrative should extend to the present.

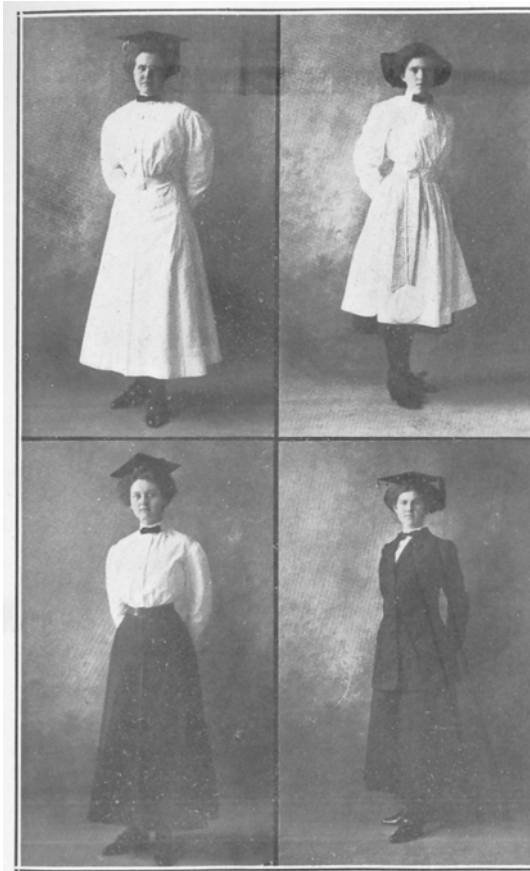


FIGURE 17 SEASONAL UNIFORMS FOR FEMALE STUDENTS OF THE 2ND DISTRICT AGRICULTURAL SCHOOL, 1901 (ARCHIVES OF ABRAHAM BALDWIN AGRICULTURAL COLLEGE).

1.2 CHRONOLOGY OF DEVELOPMENT AND USE

The Chronology of Development and Use focuses on the physical development of the campus. It is generally organized according to the natural divisions in the Institution's history that resulted in distinct building or development episodes. Information in this section can range from discussion about how broad artistic and architectural movements have influenced campus buildings and landscapes, to the specifics of siting, material selection and construction techniques. The contributions of administrators, faculty, students, facilities staff, architects, landscape architects, planners and others that have had a hand in shaping the physical environment of the campus should also be addressed in this section.

The Chronology of Development and Use should address campus growth up to the present condition, although research should primarily focus on developments 40 years old or older.

The narrative must be supplemented with historical figures to illustrate the visual character of the Institutions' development. These graphics may include Sanborn Fire-Insurance Maps, historic campus plans, aerial photographs, architectural and landscape renderings and plans, and historic photographs.



2 IDENTIFICATION & EVALUATION OF CULTURAL RESOURCES

In order for cultural resources to be considered as part of the planning process they must first be identified and evaluated. This section of the CHPP identifies the types and locations of cultural resources present on the campus and any satellite properties or other associated holdings of the Institution.

The methodology and approach of identifying and evaluating cultural resources present on Institution property varies among the different resource types. The following sections will outline the identification and evaluation process for each of the three established resource classifications.

2.1 HISTORIC ARCHITECTURAL AND LANDSCAPE RESOURCES

This section of the CHPP supplements the section of a Physical Master Plan “Existing Conditions” and must provide an assessment of historic buildings and landscapes and in most cases, evaluate their capacity for continued use.

Historic architectural and landscape resources that are fifty years old or older may be eligible for listing in the Georgia/National Register of Historic Places (GNRHP), either individually or as a contributing resource within a historic district. In order to determine eligibility of these resources and to make educated decisions regarding their treatment and use, they must first be identified and evaluated.

The first step towards identifying and evaluating historic architectural and landscape resources is the development of the Campus Historic Context, as discussed in the previous section. This narrative describes the history of the Institution and the physical development of the campus over time while providing a framework for identifying historic resources and evaluating their significance.

Beyond this, it will be necessary to assemble all known information about the Institution’s historic architectural and landscape resources. This information includes previously completed surveys or studies, but may involve archival research. Research should include at a minimum, a review of relevant GNRHP, GEPA and survey files at the offices of HPD, as well as any building and landscape data held within Institution’s archives or department of facilities. Historic Institution yearbooks are especially useful in tracing the evolution of historic landscapes through plans and photographs. Historic

If a Physical Master Plan is updated on a 10-year interval, all resources 40 years old or older must be considered to account for those reaching the 50-year benchmark within the Plan's effective period.

aerial photographs and USGS maps are also an invaluable tool in understanding the development of buildings and landscapes. Strategic interviews should also be conducted with campus facilities staff and local historians.

Once all existing data has been collected, a strategy for completing field surveys should be developed. The purpose of a survey is to document the buildings and landscapes as they exist today, so as to provide a baseline of information for planning purposes. The surveys should be conducted by professionals specifically trained in the identification of historic architectural and/or landscape resources and the systems necessary for their use. These professionals may include preservation architects, preservation landscape architects, and preservation planners, in cooperation with mechanical and structural engineers.

- *For a detailed description of professional qualification standards for preservation professionals, including architects, and landscape architects, refer to Appendix E.*

Accurate assessment of Historic Architectural and Landscape Resources is dependent on the consistent use of nomenclature and qualitative ratings among the professionals conducting the survey. Table III-B and Table III-C should be provided to the professionals conducting these surveys to ensure consistency.

The geographic limits of the survey area should be established as a first step. The survey area should include all properties owned or administered by the Institution as well as properties that may be impacted by Institution activities. Generally, historic properties within campus boundaries or located in areas that are slated for acquisition or expansion are considered to be within the Institution's area of potential effect.

Because the Physical Master Plan effort is a future-oriented exercise, a methodology for anticipating the eligibility of campus buildings and landscapes beyond the present is necessary. For planning purposes, this may require that surveyors predict the eligibility of historic resources that have not yet reached 50 years of age based on existing documentation and condition. The limits of this effort should be coordinated with the planning horizon of the Physical Master Plan. For example, if a Physical Master Plan is updated on a 10-year interval, all resources 40 years old or older must be considered to account for those reaching the 50-year benchmark within the Plan's effective period.

- For more information on the 50-year rule, refer to Part I Cultural Resources, Section 1.3.

TABLE III-B
Historic Rating for Landscape and Architecture
Historic Ratings are given to resources, features, or systems based on character-defining qualities and whether they retain a high degree of historic integrity. Surveyors should closely adhere to the following terminology and definitions for the historic rating of specific features or systems:
U - UNDETERMINED The historic significance of the feature has not been determined.
H - HISTORIC The feature has historic significance.
T - TREAT AS HISTORIC The feature, although not original, is an appropriate replacement in-kind and should be treated as if it has historic significance.
N – NOT HISTORIC The feature does not have historic significance.

TABLE III-C
Condition Rating for Landscape and Architecture
Condition Ratings are given to resources, features, or systems based on their performance and lifespan. Surveyors should closely adhere to the following terminology and definitions for the assessment of general conditions, and specific feature or systems:
1 - SATISFACTORY The feature/system is in like-new (or better) condition.
2 - MINOR DEFECT The feature/system is intact, structurally sound and performing its intended purpose; The feature has few or no cosmetic imperfections; or The feature/system needs no repair and only minor or routine maintenance.
3 - DEFECTIVE There are signs of wear, failure, or deterioration, though the feature/system is generally functioning; There is failure of a sub-component of the feature/system; or Replacement of up to 25% of the feature/system or replacement of a defective sub-component is required.
4 – SERIOUSLY DEFECTIVE The feature/system is no longer performing its intended purpose; The feature/system is missing; Deterioration or damage affects more than 25% of the feature/system and cannot be adjusted or repaired; The feature/system shows signs of imminent failure or breakdown; or The feature/system requires major repair or replacement.
5 – FAILED The feature/system has failed.

Understanding the deterioration of “archaic” building materials and systems requires a familiarity with historic building practices, technologies and craftsmanship.

2.1.1 HISTORIC ARCHITECTURAL CONDITION SURVEY

A Historic Architectural Condition Survey provides qualitative and quantitative data to support the significance of a resource, according to the Institution’s Historic Context. One Survey is required for each eligible building.

A Historic Architectural Condition Survey should include a reconnaissance of previously surveyed buildings to update existing information and reconfirm their NRHP status. For those buildings that have not been previously documented a more intensive effort of identification and evaluation will be required.

- *For a description of historic architectural resources, and an overview of the USG’s holdings, please refer to the Part I Cultural Resources.*

Assessing the condition of historic buildings can be complex. Understanding the deterioration of “archaic” building materials and systems requires a familiarity with historic building practices, technologies and craftsmanship. Therefore, it is crucial that those parties conducting the condition assessment are well versed in the identification and remediation of typical architectural deficiencies or problems of repair.

The amount of information collected during a Historic Architecture Condition Survey will vary depending on the quantity of data already available, the number, size and complexity of historic buildings present, and the amount of resources dedicated to this phase of the project. As always, the more quality data that is collected the better informed the planning and decision making process will be.

For a CHPP there are three levels of Historic Architecture Condition Survey, as outlined in this section. The different levels of survey are organized by the amount of information to be collected, ranging from baseline data regarding GNRHP eligibility (Level I) to a comprehensive analysis of all architectural features and systems (Level III).

The requisite Level I Historic Architecture Condition Survey (Table III-D) will provide the planning team with the minimum amount of information necessary for the master plan decision-making process. Institutions will need to conduct more intensive level condition surveys to understand a building’s rehabilitation potential and to produce more accurate cost estimates for implementation. This survey is typically performed by a preservation planner or architect. If an

architectural resource is eligible or determined potentially eligible for the GNRHP, or a National Register Historic District lies within the established survey boundaries of the Institution, a **Level II Historic Architecture Condition Survey** must be performed (Table III-E). This survey requires the consultant to perform all research and fieldwork necessary for a Level I Condition Survey, plus documentation of specific interior and exterior features. This survey is typically performed by a preservation architect.

A **Level III Historic Architecture Condition Survey** (Table III-F) requires the consultant to perform all the research and fieldwork necessary for a Level II Survey, plus the quantification and assessment of specific interior and exterior features, specifying their condition and quantifying problems of repair and replacement. This data is necessary for determination of a building's rehabilitation potential and the production of useful cost estimates. This survey is typically performed by a preservation architect, in consultation with structural and mechanical engineers.

A "Class C" cost estimate should accompany the Level III Survey. "Class C" is a conceptual cost estimate based on square foot cost (or unit cost) of similar construction. These estimates



FIGURE 18 PRESERVATION ARCHITECT PERFORMING A CONDITION ASSESSMENT OF HISTORIC MATERIALS (LORD AECK SARGENT ARCHITECTURE).

may be prepared without a fully defined scope of work and should be based on observations for repair and replacement of building features.

For estimating purposes, it is important to consider the following factors: remoteness of job location, material suppliers, labor availability and wage rates, geographic area, and difficulty of terrain. A typical design contingency should range from 15 to 30%. Particularly for historic structures, it is necessary to distinguish between “reconstruction cost” and “replacement cost”, which typically does not account for the use of in-kind and quality materials, archaic construction methods, design, and quality of workmanship associated with historic structures.

TABLE III-D
Level I Historic Architecture Condition Survey
1. Existing Condition Photograph(s)
2. USG Building Number
3. Building Name
4. Date of Construction
5. Known Alterations and Dates
6. Gross Square Footage (GSF)
7. Original Use/Current Use
8. GNRHP/NHL Status or Eligibility
9. General Condition Rating (1-5)

TABLE III-E
Level II Historic Architecture Condition Survey
1. Existing Condition Photograph(s)
2. USG Building Number
3. Building Name
4. Building Address
5. Date of Construction
6. Known Alterations and Dates
7. Architect/Designer/Builder
8. Gross Square Footage (GSF)
9. Footprint Measurement
10. No. Levels
11. Original Use/Current Use
12. GNRHP/NHL Status or Eligibility
13. Exterior Features (Description and Determination of Historic Status)
Roof Type/Material
Cornice/Eaves
Chimney Material
Exterior Materials
Foundation Materials
Porch(es)
Stair(s)
Windows
Doors
14. Interior Features (Description and Determination of Historic Status)
Plan Arrangement
Primary Staircase(s)
Primary Corridors
Average Room
15. Access/Code Compliance
Elevator
Egress Compliance
ADA Compliance
16. General Condition Rating (1-5)

TABLE III-F
Level III Historic Architecture Condition Survey
1. Existing Condition Photograph(s)
2. USG Building Number
3. Building Name
4. Building Address
5. Date of Construction
6. Known Alterations and Dates
7. Architect/Designer/Builder
8. Gross Square Footage (GSF)
9. Footprint Measurement
10. Levels
11. Original Use/Current Use
12. GNRHP/NHL Status or Eligibility
13. Exterior Features (Description, Determination of Historic Status, Quantification, Condition, Recommended Repairs/Replacement, and Cost Estimate)
Roof Type/Material
Cornice/Eaves
Chimney Material
Exterior Materials
Foundation Materials
Porch(es)
Stair(s)
Windows
Doors
14. Interior Features (Description, Determination of Historic Status, Quantification, Condition, Recommended Repairs/Replacement, and Cost Estimate)
Primary Staircase(s)
Plan Arrangement
Primary Corridors
Average Room
15. Access/Code Compliance
Elevator
Egress Compliance
ADA Compliance
16. Structural Systems (Description, Determination of Historic Status, Quantification, Condition, Recommended Repairs/Replacement, and Cost Estimate)
Interior Plan Arrangement
Construction Type
17. Mechanical, Electrical & Fire Protection Systems (Description, Determination of Historic Status, Quantification, Condition, Recommended Repairs/Replacement, and Cost Estimate)
Central Air
Heating System/Installation Date
Electrical Service
Electrical Distribution
Plumbing Supply Lines
Plumbing Waste Lines
Fire Protection System/Installation Date



2.1.2 HISTORIC LANDSCAPE CONDITION SURVEY

A Historic Landscape Condition Survey provides qualitative and quantitative data to support the significance of a resource, according to the Institution's Historic Context. One Survey is performed for each cultural landscape including its character-defining landscape features, or for each individual landscape feature as determined appropriate for the site.

The Historic Landscape Condition Survey should include a reconnaissance of any previously surveyed landscapes to update existing information and reconfirm their GNRHP status. For the majority of landscapes and landscape features that have not been previously documented, a more intensive effort of identification and evaluation will be required.

- *For a description of historic landscape resources, and an overview of the USG's holdings, please refer to Part I Cultural Resources.*

The concept of continuity over time must be considered when assessing the historic or cultural value of a landscape feature. Because landscape features such as vegetation can evolve over time, it is especially important to analyze the landscape through its historic period(s) and understand its various layers. Character-defining landscape features from the campus's developmental periods must be present and retain their historic integrity in order to be considered significant. Similar to historic architectural resources, the GNRHP eligibility of a landscape resource is determined by standards of location, setting, design, materials, workmanship, feeling and association.

The amount of information collected during a Historic Landscape Condition Survey will vary depending on the quantity of data already available, the number and acreage of historic landscapes present, and the amount of resources dedicated to this phase of the project. As always, the more quality data that is collected the better informed the planning and decision making process will be.

A survey should document all landscape features that contribute to the historic character of the landscape. To determine the extent of such features, the survey should begin with a reconnaissance either by car or on foot. This "windshield" survey, along with the archival data collected, will identify significant landscape features that require more thorough investigation.

Because landscape features such as vegetation can evolve over time, it is especially important to analyze the landscape through its historic period(s) and understand its various layers.

For a CHPP there are three levels of Historic Landscape Condition Survey, as outlined in this section. The different levels of survey are organized by the amount of information to be collected, ranging from baseline data regarding GNRHP eligibility (Level I) to a comprehensive analysis of all landscape features and systems (Level III).

The requisite **Level I Historic Landscape Condition Survey** (Table III-G) will provide the planning team with the minimum amount of information necessary for the master plan decision-making process. The Survey should note evidence of historic land uses, circulation patterns, boundary markers; landscape structures; ground disturbances; new land uses and construction; abandoned fields or roads; and reforested areas. The Survey should also describe landscape features at the periphery of the campus boundary. Institutions will need to conduct more intensive level condition surveys to understand a landscape's rehabilitation potential and to produce more accurate cost estimates for implementation. This survey is typically performed by a preservation planner or landscape architect.

If a landscape resource is eligible or determined potentially eligible for the GNRHP, or a National Register Historic District lies within the established survey boundaries of the Institution, a **Level II Historic Landscape Condition Survey** must be performed (Table III-H). This survey requires the consultant to



FIGURE 19 SURVEYORS PERFORMING FIELD VERIFICATION OF A SITE PLAN (THE JAEGER COMPANY)

perform all research and fieldwork necessary for a Level I Condition Survey, plus documentation of specific physical and cultural landscape features. This survey is typically performed by a preservation landscape architect.

A **Level III Historic Landscape Condition Survey** (Table III-I) requires the consultant to perform all the research and fieldwork necessary for a Level II Survey, plus the quantification and assessment of specific physical and cultural landscape features, specifying their condition and quantifying problems of repair and landscape's rehabilitation potential and the production of useful cost estimates. This survey is typically performed by a preservation landscape architect in consultation with structural or civil engineers.

A "Class C" cost estimate should accompany the Level III Survey. "Class C" is a conceptual cost estimate based on square foot cost (or unit cost) of similar construction. These estimates may be prepared without a fully defined scope of work and should be based on observations for repair and replacement of building features.

For estimating purposes, it is important to consider the following factors: remoteness of job location, material suppliers, labor availability and wage rates, geographic area, and difficulty of terrain. A typical design contingency should range from 15 to 30%. Particularly for historic structures, it is necessary to distinguish between "reconstruction cost" and "replacement cost", which typically does not account for the use of in-kind and quality materials, archaic construction methods, design, and quality of workmanship associated with historic structures.

TABLE III-G
Level I Historic Landscape Condition Survey
1. Existing Condition Photograph(s)
2. Associated USG Building Name and ID Number (if applicable)
3. Landscape Name or Assigned Number
4. Landscape Location in Context of Campus
5. Date of Design/Construction
6. Known Alterations and Dates
7. Gross Square Footage (GSF) or Gross Square Acreage (GSA)
8. Original Use/Current Use
9. GNRHP/NHL Status or Eligibility
10. General Condition Rating (1-5)

TABLE III-H
Level II Historic Landscape Condition Survey
1. Existing Condition Photograph(s)
2. Associated USG Building Number (if applicable)
3. Landscape Name
4. Landscape Address
5. Date of Construction
6. Known Alterations and Dates
7. Architect/Designer/Builder
8. Gross Square Footage (GSF) or Gross Square Acreage (GSA)
9. Original Use/Current Use
10. GNRHP/NHL Status or Eligibility
11. Landscape and Site Features (Description and Determination of Historic Status)
Physical Features
Topography
Hydrology
Soils
Indigenous Vegetation
Cultural Features
Land Use/Land Patterns
Building Arrangement & Spatial Relationships
Open Space & Pedestrian Circulation
Structures (walls, fences, gateways, arbors, fountains)
Introduced Vegetation
Site Furnishings
Lighting
Sculpture
Intentional Views/Vistas
12. Plant and Tree Identification (Description and Determination of Historic Status)
13. General Condition Rating (1-5)



TABLE III-I
Level III Historic Landscape Condition Survey
1. Existing Condition Photograph(s)
2. Associated USG Building Number (if applicable)
3. Landscape Name
4. Landscape Address
5. Date of Construction
6. Known Alterations and Dates
7. Architect/Designer/Builder
8. Gross Square Footage (GSF) or Gross Square Acreage (GSA)
9. Original Use/ Current Use
10. GNRHP/NHL Status or Eligibility
11. Landscape and Site Features (Description, Determination of Historic Status, Quantification, Condition, Recommended Repairs/Replacement, and Cost Estimate)
Physical Features
Topography
Hydrology
Soils
Indigenous Vegetation
Cultural Features
Land Use/Land Patterns
Building Arrangement & Spatial Relationships
Open Space & Pedestrian Circulation
Structures (walls, fences, gateways, arbors, fountains)
Introduced Vegetation
Site Furnishings
Lighting
Sculpture
Intentional Views/Vistas
12. Plant and Tree Identification (Description, Determination of Historic Status, Quantification, and Specimen Condition)
13. Structural Systems (Description, Determination of Historic Status, Quantification, Condition, Recommended Repairs/Replacement, and Cost Estimate)
Construction Type / Method

2.2 ARCHAEOLOGICAL RESOURCES

Because most archaeological sites lay underground, they exist as an invisible resource on an Institution's campus. For this reason, the identification and evaluation of archaeological resources occurs separately from that of historic buildings and landscapes.

Archaeological sites that are fifty years old or older may be eligible for listing in the Georgia/National Register of Historic Places (GNRHP), either individually or as a contributing resource within a historic district. In order to determine eligibility of these resources and to make educated decisions regarding campus development and expansion, archaeological sites must first be identified and evaluated.

Archaeological investigation requires a historic context that extends prior to the establishment of the Institution. The research necessary to identify pre-existing sites should be composed as the Prehistoric Background and supplement the Campus Historic Context

This research must include a site file check at the Georgia Archaeological site File (GASF) for previously recorded sites and archaeological investigations on the campus and within a one mile radius beyond the property boundary, examination of HPD GEPA and NRHP records, a study of Institution library materials and archives, and oral history interviews. Through this research archaeologists can determine the locations of any previously recorded archaeological sites, and whether any archaeological investigations have been conducted and recorded on Institution property. Interviewers should consult local historians, campus teaching-personnel such as historians and archaeologists, campus grounds administrators, and campus grounds personnel (maintenance, groundskeepers, etc.) concerning local history, past discoveries of artifacts or features on campus and in the area, and past and expected future ground-disturbing events.

The significance of archaeological resources can seldom be conclusively determined from a preliminary survey. Therefore, the process for assessing their significance is a progressive one, relying on the information collected from one phase informing and guiding subsequent phases of assessment until a scientific determination is made. This process must meet standards set by the Secretary of the Interior and the Register of Professional Archaeologists.

- *For a detailed description of professional qualification standards for preservation professionals, including archaeologists, refer to Appendix E.*

The geographic limits of an archaeological investigation should be established as a first step. Given the nature of this resource type, the identification and evaluation process requires collaboration between site facility managers and professional archaeologists and may involve invasive procedures.

The ultimate goal for an Institution should be the survey of all property holdings in order to determine the location of important archaeological sites. If an entire campus survey is unfeasible, funding should be allocated for a gradual survey of the campus over multiple years. However, properties within campus boundaries or located in areas that are slated for acquisition or expansion are considered to be within the Institution's area of potential effect, and will eventually require intensive survey.

Effective Campus Planning should consider the potential for archaeological discovery.

2.2.1 ARCHAEOLOGICAL INVESTIGATION

Archaeological investigation locates and records existing archaeological sites and determines areas that do not contain archaeological resources.

- For a description of archaeological resources, and an overview of the USG's holdings, please refer to Part I Cultural Resources.

Effective Campus Planning should consider the potential for archaeological discovery. The scope of an Archaeological Investigation will vary depending on the quantity of data already available, the acreage and topography of a campus, and the amount of resources dedicated to this phase of the project. Because of the inherently unknown condition of most archaeological resources, the levels of Archaeological Investigation do not parallel those for Historic Architecture and Landscape Survey.

For a CHPP there are two levels of Archaeological Investigation, as outlined in this section. The different levels of survey are organized by the amount of information to be collected, ranging from baseline data (Level I) to a comprehensive determination of GNRHP eligibility (Level II). Table III-J lists the various scenarios encountered in the Campus Master Plan Process and provides recommendations for the corresponding scope of Archaeological Investigation.

TABLE III-J		
Physical Master Plan Scenario	Recommended Archaeology Survey for Master Plan	Required Archaeology Survey for Master Plan Implementation
Location of future campus development unknown at onset of Master Plan	Level I – Archaeological Investigation (Minimum)	Level II – Archaeological Investigation
Location of future campus development known at onset of Master Plan	Level II – Archaeological Investigation	Level II – Archaeological Investigation

The requisite **Level I Archaeological Investigation** (Table III-K) consists of a reconnaissance level examination of an entire campus based on historical research, oral history, and limited field investigations. This assessment provides the planning team with the minimum information necessary to begin the master plan decision-making process. The campus is examined



in sufficient detail to make generalizations about the types and distributions of historic or prehistoric properties that may be present, but this investigation cannot systematically locate specific archaeological sites. A Level I Archaeological Investigation can provide baseline information for planners regarding best locations for development on campus relative to the likelihood for the presence or absence of archaeological sites.

The Level I Archaeological Investigation requires limited field investigation, beginning with a visual inspection of the lay of the landscape and of areas providing ground surface visibility. Surface inspection and shovel testing should sample selected areas of the campus that may contain sites. These sample areas should be selected based on historical documentation, interviews with knowledgeable locals, previously recorded sites, topography, or characteristics similar to other site-type locations.

From this information, archaeological sensitivity maps can be developed to distinguish areas of campus containing documented archaeological sites, areas with potential for archaeological sites, areas unlikely to contain sites, and areas



FIGURE 20 ARCHAEOLOGISTS AT WORK DURING A PHASE III DATA RECOVERY INVESTIGATION (SOUTHERN RESEARCH PRESERVATION CONSULTANTS, INC.).

with no archaeological sites. Documentation also requires the mapping of areas reconnoitered and/or surveyed (whether sites were located or not), locations of surface collections, locations of positive and sterile shovel tests, and any known or discovered site boundaries.

All Archaeological Investigations require completed or updated archaeological site forms to be filed with the GASF for any sites encountered. In addition, final reports should be submitted to HPD.

Level I Archaeological Investigation is not appropriate for areas planned for development, known to contain archaeological sites, or with a high probability to contain sites. In these scenarios, Institutions should proceed directly with a Level II Archaeological Investigation.

A **Level II Archaeological Investigation** (Table III-L) defines the phases of investigation required to determine NRHP eligibility for an archaeological site. Due to the sequential nature of archaeological findings, successive phases are triggered by acts of discovery. Therefore, this investigation consists minimally of intensive shovel test survey and can lead to a testing phase and possibly a data recovery phase.

Intensive survey requires 30-meter (m) interval shovel testing on a grid. All sites are defined by a cruciform of shovel tests excavated at a 15-m interval or less, within that grid. Two sterile consecutive shovel tests at a 60-m interval generally constitute a site boundary.

Intensive survey must also be documented through geo-referenced maps showing the area of survey, plan maps of the sites showing positive and sterile shovel tests and site boundaries, and the results, interpretations, and recommendations for the site(s).

The GNRHP eligibility status of some sites may be determined from intensive survey. At this time, some sites may be recommended ineligible and require no further protection or investigation. Many sites, however, may require a testing phase of investigation to determine their integrity and ability or inability to provide new information about the past, and hence their NRHP eligibility status.

- *For more information about eligibility, refer to Appendix I, "Guidelines for Evaluating and Registering Archeological Properties."*

The testing phase for a Level II Archaeological Investigation includes the excavation to subsoil of units measuring 2 x 1 m or 2 x 2 m. The number of test units excavated should be large enough to produce a significant sample size required for site evaluation purposes. Testing may include the use of heavy machinery by archaeologists for controlled stripping or rubble removal, and/or the use of ground penetrating radar. Archaeological testing requires the consultants to produce scaled maps showing test unit locations and features, profile and plan drawings of features and units, and photographs.

Archaeological sites determined as ineligible for GNRHP listing require no further investigation. Those sites listed as eligible and that will be impacted by ground disturbance, construction, renovation, or other adverse effects, will require data recovery.

Data recovery mitigates the loss of information from adverse impacts and allows construction or other activities to proceed. In this phase, the data from an archaeological site (artifacts, features, and ecofacts in their specific context) is recovered before destruction. This phase additionally requires the consultant to perform pre-and post-site research at other facilities such as the Georgia Department of Archives and History in Morrow, the Georgia Historical Society in Savannah, Internet sources, and other appropriate local, state, regional, federal, or private repositories.

Data recovery involves the excavation of large block areas and will minimally include several 5 x 5 m or larger block units. Data recovery may include the use of heavy machinery by archaeologists for controlled stripping or rubble removal, and/or the use of ground penetrating radar. Excavation includes the recovery and analysis of soil and faunal samples, as well as artifacts and the documentation of soils, features, strata, and associated context. Curation procedures for recovered items should follow professional standards.

All phases of a Level II Archaeological Investigation require completed or updated archaeological site forms to be filed with the GASF for any sites encountered. In addition, final reports should be submitted to HPD.

TABLE III-K
Level I - Archaeology Investigation
1. Land-Use History Narrative
Institutional Archives
Georgia Department of Archives and History
Interview Facility Managers, Groundskeepers, Local historians
2. Determination of Prior Archaeological Work Data
Georgia Archaeological Site File (GASF)
GEPA files, Historic Preservation Division, Georgia Department of Natural Resources (HPD)
3. Field Investigation
Visual Inspection of Landscape
Select Shovel Testing based on documents, interviews, or topography
4. Documentation and Filing
Submission of site form(s) and report to GASF
Submission of report to HPD



TABLE III-L
Level II – Archaeology Investigation
Intensive Survey
1. Land-Use History Narrative
Institutional Archives
Georgia Department of Archives and History
Georgia Historical Society
Interview Facility Managers, Groundskeepers, Local historians
2. Determination of Prior Archaeological Work Data
Georgia Archaeological Site File (GASF)
GEPA files, Historic Preservation Division, Georgia Department of Natural Resources (HPD)
3. Primary Field Investigation
Shovel Testing at 30 m interval grid
Shovel Testing at 15 m interval cruciform across all sites
60 m of sterile shovel tests defines the edge of a site
4. Documentation and Filing
Curation of artifacts and notes
Submission of site form(s) and report to GASF
Submission of report to HPD
Archaeological Testing (Following Completion of 1-4)
5. Secondary Field Investigation
Excavation to subsoil of units measuring 2 x 1 m or 2 x 2 m.
Excavation to ground-truth anomalies, if GPR used in survey or testing.
Trench excavation with heavy machinery if appropriate.
6. Documentation and Filing
Curation of artifacts and notes
Submission of site form(s) and report to GASF
Submission of report to HPD
Data Recovery (Following Completion of 1-6)
7. Tertiary Field Investigation
Excavation of large block areas, 5 x 5 m or 10 x 10 m block units
Feature excavation and machine stripping of large areas when appropriate
Recovery and Analysis of soil and faunal samples, artifacts
8. Documentation and Filing
Curation of artifacts and notes
Submission of site form(s) and report to GASF
Submission of report to HPD



3 CULTURAL RESOURCE MAPPING

The level of Cultural Resource Mapping should correspond to the level of resource investigation and evaluation. The following tables list the required mapping for each of the previously outlined levels.

Cultural Resource Mapping should document the full area of survey considered for any CHPP or Campus Physical Master Plan, including all Institution-owned property and satellite facilities. Maps should clearly designate both the boundaries of the Institution and any previously designated historic districts. The maps should also indicate significant historic resources adjacent but outside of those boundaries.

All mapping produced by consultants should be graphically and electronically formatted according to the individual Institution’s standards for facility documentation.

TABLE III-M
Level I Mapping
Historic Architecture & Landscape Resources
1. Georgia/National Register of Historic Places (GNRHP)
National Historic Landmarks
Resources individually listed on the GNRHP
Contributing elements of established National Register Districts
Resources recommended eligible for listing on the GNRHP
Resources eligible for GNRHP within 10 years
Resources Recommended Not Eligible for Listing on the GNRHP
Boundaries of existing GNRHP Districts on or adjacent to campus.
Campus or Institution Property Boundaries
2. Chronology of Development Map
Documents the major building and development episodes on Institution property, as defined by the Campus Historic Context
Archaeological Resources
3. Sensitivity Map
Known Archaeological Sites
Potential Archaeological Sites
Unlikely Archaeological Sites
No Archaeological Sites
4. Survey Map
Surveyed Areas
Recorded Sites

TABLE III-N
Level II & III Mapping
Historic Architecture & Landscape Resources
1. Georgia/National Register of Historic Places (NRHP)
National Historic Landmarks
Resources individually listed on the GNRHP
Contributing elements of established GNHRP Districts
Resources recommended eligible for listing on the GNRHP
Resources eligible for GNRHP within 10 years
Resources Recommended Not Eligible for Listing on the GNRHP
Boundaries of existing GNRHP Districts on or adjacent to campus.
Campus or Institution Property Boundaries
2. Chronology of Development Map
Documents the major building and development episodes on Institution property, as defined by the Campus Historic Context
3. Landscape Inventory Map
Indication of major historic landscape features including: quadrangles, pedestrian and vehicular circulation patterns, formal plantings, specimen trees, water features, cultivated landscapes, view sheds, structures, site furnishings, lighting, and sculpture.
Archaeological Resources
4. Sensitivity Map
Known Archaeological Sites
Potential Archaeological Sites
Unlikely Archaeological Sites
No Archaeological Sites
5. Survey Map
Surveyed Areas
Recorded Sites
6. Site map(s)
Shovel Test Locations, Site Boundaries, Unit and/or Block Excavations





FIGURE 21 A NRHP MAP FOR GEORGIA COLLEGE & STATE UNIVERSITY GRAPHICALLY REPRESENTS BUILDINGS THAT ARE ELIGIBLE, LISTED, OR NOT ELIGIBLE FOR NOMINATION TO THE GEORGIA/NATIONAL REGISTER OF HISTORIC PLACES. THE MAP ALSO RECORDS NATIONAL HISTORIC LANDMARKS AND THE BOUNDARY OF THE NATIONAL REGISTER HISTORIC DISTRICT (LORD AECK SARGENT).

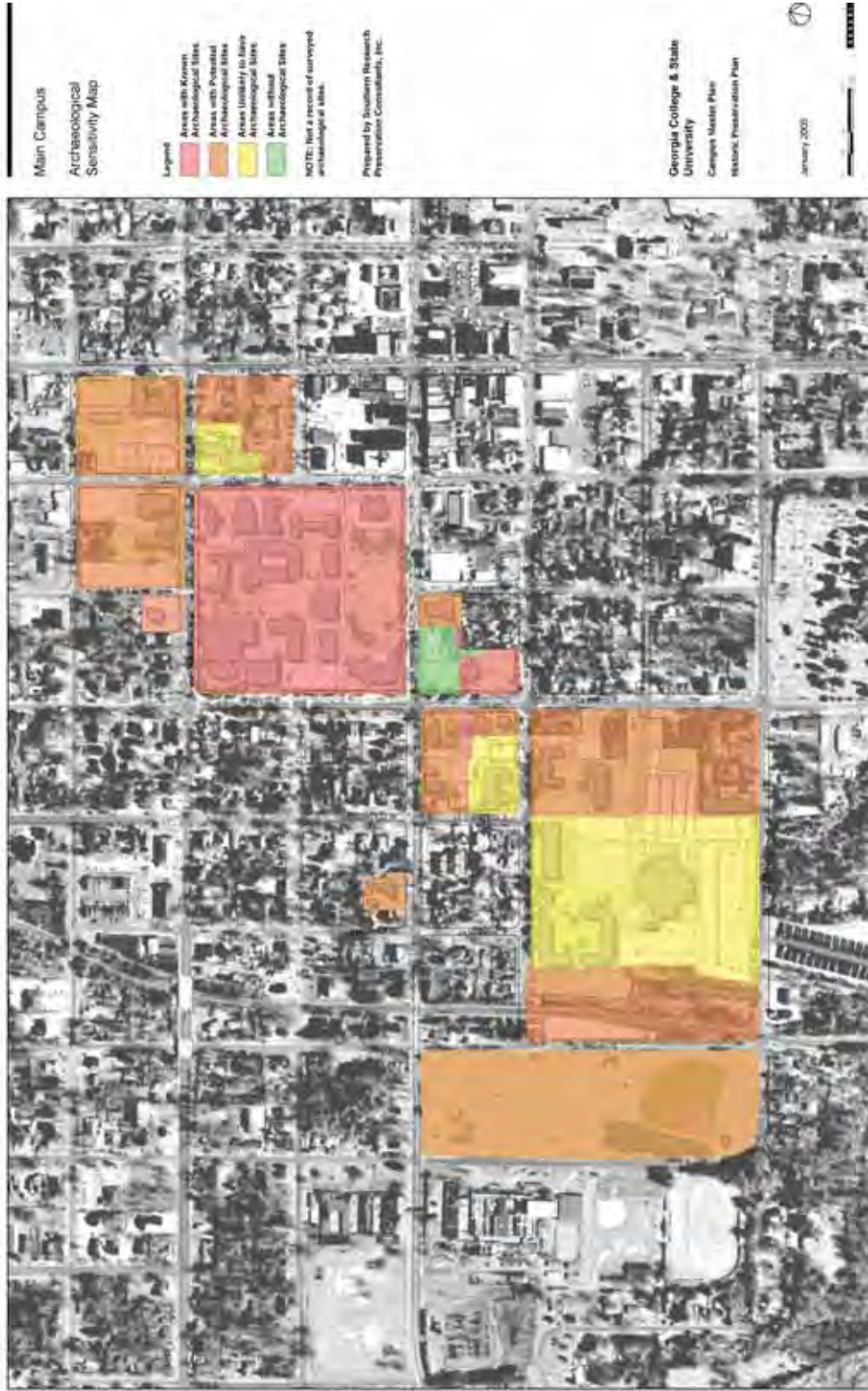


FIGURE 22 AN ARCHAEOLOGICAL SENSITIVITY MAP FOR GEORGIA COLLEGE & STATE UNIVERSITY IS A GRAPHIC REPRESENTATION OF THE CAMPUS, BASED ON LAND-USE HISTORY DATA AND PREVIOUS ARCHAEOLOGICAL WORK. THE MAP IS A PRELIMINARY ESTIMATE OF A SITE'S POTENTIAL FOR ARCHAEOLOGY DISCOVERY, BUT IS NOT A SUBSTITUTE FOR INTENSIVE SURVEY (SOUTHERN RESEARCH HISTORIC PRESERVATION CONSULTANTS, INC.).



FIGURE 23 A LANDSCAPE ANALYSIS MAP FOR GEORGIA COLLEGE & STATE UNIVERSITY GRAPHICALLY REPRESENTS HISTORIC LANDSCAPES AND EXTERIOR SPACES AND REFLECTS VARIOUS PERIODS OF THE CAMPUS DEVELOPMENT (THE JAEGER COMPANY).



4 RECOMMENDATIONS FOR TREATMENT & USE

Following the Identification and Evaluation of Cultural Resources, decisions must be made concerning the treatment and use of these resources for the purposes of the Physical Master Plan. Because the Master Plan Process requires the balancing of numerous objectives, of which historic preservation is but one, Recommendations for Treatment & Use must outline an implementation strategy and consider priorities for the management of campus cultural resources.

4.1 CATEGORIZATION OF HISTORIC ARCHITECTURE AND LANDSCAPE RESOURCES

As decisions are made regarding the current and future use of buildings and landscapes, there will be diverse perspectives as to the significance, utility, function and worth of any given resource. While all resources that pass the test of the Georgia/National Register criteria are considered historic, they may not all be equally valued by the Institution or the Board of Regents.

The Institution is responsible for managing and considering the effects on all properties that are eligible for the GNRHP, but they are not required to maintain these buildings, landscapes, or sites in museum-quality condition, nor necessarily keep every such resource standing or intact. It is up to the individual Institutions in consultation with the BOR and HPD to decide how their cultural resources are managed within the requirements of applicable legislation and policy.

- *For more information on the management of cultural resources and Campus Master Plan implementation considerations, refer to Part II Process Guidelines, Section 2.7.*

To account for the other variables affecting a Physical Master Plan, the following Preservation Categories are used to distinguish the resources most significant to the definition and character of the Institution. All identified resources should be categorized accordingly.

4.1.1 CATEGORY I – LONG-TERM PRESERVATION

Buildings and landscapes that are worthy of long-term preservation and investment because they possess high integrity and meet one or more of the following criteria:

- Possess central importance in defining or maintaining the historic, architectural, natural, or cultural character of the Institution.
- Possess outstanding architectural, engineering, artistic, or landscape architectural characteristics.
- Possess importance to the interpretation of history, development, or tradition of the Institution.
- Have considerable potential for continued or adaptive reuse.
- Are otherwise highly valued by the Institution.

Buildings and landscapes falling under Category I should implement the following project-level procedures:

1. Nomination to Georgia/National Register of Historic Places
2. Develop Resource-Specific Preservation Maintenance Plan
3. Preservation and Rehabilitation through BOR Capital Program

4.1.2 *CATEGORY II – CONSIDERATION FOR LONG-TERM PRESERVATION*

All remaining identified historic buildings and landscapes fall under Category II. Buildings and landscapes that possess integrity, continuing or adaptive use potential, or other value to merit consideration for long-term preservation, but that do not meet the criteria for assignment to Category I. Examples of Category II resources have the following characteristics.

- Have historical or aesthetic value, but are not central to defining or maintaining the character of the Institution.
- Are good, but not outstanding examples of architectural styles, engineering methods, artistic values or landscape architecture.
- Can contribute to the interpretation of the history, development or tradition of the Institution but that are not necessary to that interpretation.
- Have some potential for continued or adaptive reuse.

Buildings and landscapes falling under Category I should implement the following project-level procedures as appropriate:

1. Nomination to Georgia/National Register of Historic Places
2. Develop Resource-Specific Preservation Maintenance Plan
3. Preservation and Rehabilitation through BOR Capital Program

4.2 TREATMENT OF HISTORIC ARCHITECTURE AND LANDSCAPE RESOURCES

According to the policy of the Board of Regents, treatment recommendations for historic properties follow the Secretary of Interior Standards for the Treatment of Historic Properties. These Standards were developed to direct treatment of historic buildings, sites and landscapes that have been listed on or found eligible for listing on the GNHRP. Four distinct approaches have been established by the Standards and are broadly categorized as follows:

Preservation - focuses on the maintenance and repair of existing historic materials and retention of a property's form as it has evolved over time.

Rehabilitation - acknowledges the need to alter or add to a historic property to meet continuing or changing uses while retaining the property's historic character.

Restoration - depicts a property at a particular period of time in its history, while removing evidence of other periods.

Reconstruction - re-creates vanished or non-surviving portions of a property for interpretive purposes.

One approach to treatment is not mutually exclusive of another, and often an overall recommendation for treatment will combine aspects of multiple approaches. Treatment of an Institution's historic buildings will generally favor rehabilitation due to requirements for interior upgrades, but projects will necessarily include the preservation of surviving historic features such as stairways, windows, and other unique details. Most historic landscapes, however, will favor preservation through the development of specific maintenance plans that allow for the appropriate replacement of plant species and the repair of historic materials. Therefore, treatment recommendations for all cultural resources must be determined on a case-by-case basis.

4.3 USG TREATMENT DEFINITIONS

The unique characteristics of a historic building or landscape must be considered as part of any rehabilitation strategy. Character-defining features are those features that convey a resource's aesthetic quality, uniqueness, and/or significance and should therefore be preserved as part of this strategy. The following categories define general treatment strategies and propose appropriate degrees of intervention necessary for the planning of a historic building or landscape's continued or new

use. A treatment strategy should be recommended for each identified resource.

4.3.1 *EXTENSIVE REHABILITATION*

This treatment may include preservation, restoration, and/or reconstruction of historic features; modifications for adaptive use; mechanical, electrical, plumbing, and fire protection (MEP/FP) systems replacement; utility and drainage system replacement; potential major demolition; or grade alteration.

4.3.2 *MODERATE REHABILITATION*

This treatment may include preservation, restoration, and/or reconstruction of historic features; modifications for adaptive use; MEP/FP systems replacement or upgrade; utility and drainage system replacement or upgrade; minor or selective demolition; or grade alteration.

4.3.3 *MINOR REHABILITATION*

This treatment may include preservation, and/or restoration of historic features; MEP/FP systems replacement or upgrade; or utility and drainage system replacement or upgrade.

4.3.4 *CORRECTIVE MAINTENANCE*

This treatment includes repairs typical of deferred maintenance, and preservation and/or restoration of historic features.

4.3.5 *DEMOLITION*

Although not the preferred treatment for any resource eligible for inclusion in the GNRHP, a recommendation for demolition may arise during the Physical Master Plan Process. In these cases, preservation planners should be fully consulted on these recommendations from their inception decisions, and able to provide recommendations for cultural resource mitigation.

4.4 **RECOMMENDATIONS FOR USE OF HISTORIC ARCHITECTURE RESOURCES**

Preliminary recommendations for compatible use should be identified for each of the Institution's historic resources. It is essential that the unique characteristics and physical constraints often present in historic architecture be considered when identifying potential new uses for historic buildings. The assignment of an incompatible use for a historic building can lead to increased interventions and the loss of integrity. Therefore based on background research and preliminary field observations potentially compatible uses should be proposed for the Institution's historic buildings. Recommendations generally fall into the following seven categories or combinations thereof.

- Office/Administrative
- Office/Classroom
- Office/Laboratory/Studio
- Residential-Undergraduate
- Residential-Graduate/Faculty
- Recreation
- Assembly

4.5 CATEGORIZATION OF ARCHAEOLOGICAL RESOURCES

In both survey and testing reports, archaeologists should make recommendations regarding necessary further work on site(s). There are generally three categories into which an archaeological site may fall. These include ineligible for nomination to the GNRHP, eligible for nomination to the GNRHP, and potentially eligible for nomination to the GNRHP or eligibility is unknown.

4.5.1 *INELIGIBLE FOR NOMINATION TO THE GNRHP*

Some sites discovered on survey can be determined almost immediately to be ineligible for nomination to the GNRHP. Most often these types of sites lack integrity due to severe erosion or extreme ground disturbance. In these dire cases, the most information that can be extracted is the location of the site and possibly the time period associated with it. Archaeologists complete GASF forms for such sites, document the sites in the report, and then recommend that no further investigation is needed. Once concurrence from consulting parties including HPD is received, construction and other ground disturbing activity can proceed.

4.5.2 *ELIGIBLE FOR NOMINATION TO GNRHP*

Sites can be recommended as eligible for nomination to the GNRHP after survey or testing has been completed. Occasionally sites investigated during survey level reveal intact stratigraphy, features or other components and are known to be associated with significant people or events in history, or represent the ability to provide new information about the past. Most often, however, this determination of eligibility is not reached until the testing phase, since that is when larger areas of ground are uncovered to search for the presence of features, and more in-depth research occurs. It is recommended that sites that are eligible for the GNRHP be preserved *in situ*. If an institution cannot preserve the site without ground disturbance or other adverse effects, the largest percent possible of the site should be excavated for data recovery. Once data recovery

excavations are completed, then construction or other ground disturbance can occur.

4.5.3 POTENTIALLY ELIGIBLE FOR NOMINATION TO THE GNRHP OR ELIGIBILITY FOR NOMINATION UNKNOWN

Most often sites are listed as potentially eligible for nomination to the GNRHP or as eligibility unknown. Both cases usually represent sites discovered during survey and additional work is required in the form of testing to be able to determine the site's integrity, period, association, and other key characteristics. Archaeologists traditionally recommend sites of unknown eligibility for either intensive shovel testing, and/or if that has been completed already, then for testing level investigations. Sites that are potentially eligible most often represent sites already intensively surveyed and are then recommended for testing. Once a site is tested, archaeologists then recommend it as either ineligible or eligible for the GNRHP, and if falls under the parameters outlined in 3.5.1 and 3.5.2 above.

- *For more information on criteria for eligibility, refer to Appendix J, "Guidelines for Evaluating and Registering Archaeological Properties."*

4.6 RECOMMENDATIONS FOR USE OF ARCHAEOLOGICAL SITES

Sites that are discovered but will not be subject to adverse impact can be preserved *in situ*. The *in situ* preservation of a site means that the site will be left in place exactly as it is, keeping all the soil strata, features and other components undisturbed. Such preservation can only be achieved, however, if the university or college is committed to using the site in a manner that will not impact it. Any activities such as laying utilities, grading, erecting posts, or other ground disturbances do not qualify as *in situ* site preservation. There are, however, good uses for sites preserved *in situ*. They can remain undisturbed as greenspace or interpreted with kiosks or signs on a walking trail. Furthermore, information derived from Archaeological Investigations can be utilized for campus exhibits or scholarly presentations.

- *For further discussion of cultural resources and educational opportunities, refer to Part I Cultural Resources, Section 5.*

5 EXECUTIVE SUMMARY

Whether as a stand-alone document, or in coordination with a Campus Physical Master Plan, the CHPP must provide an Executive Summary outlining the purpose, methodology, and general recommendations contained in the plan. The Executive Summary is prepared upon completion of the CHPP, although it should occur at the beginning of the final document.

The Executive Summary should summarize the findings of the CHPP with an emphasis on those aspects that are of importance to campus planners and Institution decision-makers. For circumstances when a CHPP does not coincide with a Campus Master Plan Update, the Executive Summary should convey to the Campus Planning Team the presence, significance, and status of campus cultural resources

The summary report should provide an abbreviated version (1-page) of the History of the Institution. This will outline the Campus Historic Context and serve as a reference for the master planning team.

Specific data from the Identification & Evaluation of Cultural Resources should be presented in the following three tabular formats.

TABLE III-O								
Buildings 40 Years Old or Older								
USG Building #	Building Name	Construction Date	GSF	Completed Level of Survey (I-III)	Current Use	GNRHP* Listed (yes, no)	GNRHP* Eligible (yes, no, potential)	General Condition Rating (1-5)

* Georgia/National Register of Historic Places

TABLE III-P								
Landscapes 40 Years Old or Older								
Associated USG Building #	Landscape Name	Construction Date	Acreage	Completed Level of Survey (I-III)	Current Use	GNRHP* Listed (yes, no)	GNRHP* Eligible (yes, no, potential)	General Condition Rating (1-5)

* Georgia/National Register of Historic Places

TABLE III-Q									
Archaeology									
State Site #	Site Location (UTM)	Site Name	Date of Significance	Site Dimensions	Completed Level of Survey (I-II)	Current Land-Use	Proposed Land-Use	GNRHP* Listed (yes, no)	GNRHP* Eligible (yes, no, potential)

* Georgia/National Register of Historic Places

The Executive Summary should conclude with the overall preservation philosophy for the campus. Recommendations for Treatment & Use, and the overall integration of cultural resources within the campus environment should be listed in a concise manner and provide references to the body of the CHPP document for further detail. Additionally, a summary of further research or study necessary to achieve preservation goals should be provided.



IV GLOSSARY



Adaptive Use - Recycling a historic building or landscape for a use other than that for which it was originally constructed.

Adverse Effect - The effect of any undertaking that may alter, directly or indirectly, any of the characteristics of a historic property that qualify the property for inclusion in the Georgia/National Register, such as location, design, setting, materials, workmanship, feeling or association.

Archaeological Site - A place containing physical evidence of human activity (either historic or prehistoric) that is at least 50 years old. Virtually every historic, standing structure is part of an archaeological site, but not all archaeological sites have standing structures.

Artifact - Anything made or used by a person.

Associative Qualities - An aspect of a property's history that links it with historic events, activities, or persons.

Building - A building, such as a house, barn, church, hotel, or similar construction, is created principally to shelter any form of human activity. "Building" may also be used to refer to a historically and functionally related unit, such as a courthouse and jail or a house and barn.

Campus Planner - A planner versed in the process of academic and physical planning.

Character - Those individual qualities of buildings, sites, districts and landscapes that differentiate and distinguish them from other buildings, sites, districts and landscapes.

Circulation Patterns - Spaces, features and materials that constitute systems of movement, e.g. roads, trails and walkways.

Code of Federal Regulations - Commonly referred to as "CFR." The part containing the National Register Criteria is usually referred to as 36 CFR 60, and is available from the National Park Service.

CLG - Certified Local Government.

Construction Technique - The tactics for creating features such as masonry detail, stone work, mosaic, etc.

Culture - A group of people linked together by shared values, beliefs, and historical associations, together with the group's social institutions and physical objects necessary to the operation of the institution.

Cultural Resource - See Historic Resource.

District - A district possesses a significant concentration, linkage, or continuity of sites, buildings, structures, or objects united historically or aesthetically by plan or physical development.

Ecofacts - Organic items such as pollen, seeds, charred wood, and animal bones from archaeological sites.

Evaluation - Process by which the significance and integrity of a historic property are judged and eligibility for Georgia/National Register listing is determined.

Grade - The average level of the finished surface of the ground.

Georgia/National Register of Historic Places (GNRHP) - Buildings, districts, sites, structures, and objects within Georgia and designated as being of historical significance at the local, state, or National level.

Historic Context - An organizing structure for interpreting history that groups information about historic properties that share a common theme, common geographical area, and a common time period. The development of historic contexts is a foundation for decisions about the planning, identification, evaluation, registration, and treatment of historic properties, based upon comparative historic significance.

Historic Feature - An individual defining element of a building, structure, site, district or landscape.

Historic Integrity - 1. The authenticity of a property's historic identity, evidenced by the survival of physical characteristics that existed during the property's prehistoric

or historic period. 2. The unimpaired ability of a property to convey its historical significance.

Historic Property - See Historic Resource.

Historic Resource - Building, site, district, object, or structure evaluated as historically significant.

Historic Significance - The importance of a property to the history, architecture, archaeology, engineering, or culture of a community, State, or the nation.

Hydrology - The system of surface and subsurface water, e.g. watershed, drainage patterns.

Identification - Process through which information is gathered about historic properties.

Listing - The formal entry of a property in the Georgia/National Register of Historic Places. See also, Registration.

Land Use Patterns - The organization, form and shape of the landscape in response to land use. Land use should be considered in both a broad regional context as well as areas on the site where specific events or tasks occurred.

Maintenance - Routine care for a building, structure, site or landscape that does not involve design alterations.

Materials - Characteristics of materials used for construction on the site, e.g. craftsmanship, color, pattern, texture. Also includes literal materials themselves, e.g. brick, concrete, stone and wood.

Measured Drawing - An exact scale drawing based on measurements taken from an existing building, landscape, or archaeological site.

Natural Features - Includes meadows, bodies of water, wetlands, mountain ridges, etc.

National Historic Landmark (NHL) - Buildings, districts, sites, structures, and objects within the United States or its insular areas and designated by the United States Secretary of the Interior. Designation is reserved for sites where

events of national historical significance occurred; places where prominent Americans lived or worked; icons of ideals that shaped the nation; outstanding examples of design or construction; places characterizing a way of life; or archeological sites. The program provides official federal recognition of nationally-significant properties and is administered by the National Register of Historic Places.

National Register of Historic Places – See Georgia/National Register of Historic Place

Nomination - Official recommendation for listing a property in the Georgia/National Register of Historic Places.

Object - The term "object" is used to distinguish from buildings and structures those constructions that are primarily artistic in nature or are relatively small in scale and simply constructed. Although it may be, by nature or design, movable, an object is associated with a specific setting or environment.

Preservation Planner – A professional versed in the practice of historic preservation, including historic architecture, historic landscapes, and archaeology.

Property Type - A grouping of properties defined by common physical and associative attributes.

Registration - Process by which a historic property is documented and nominated or determined eligible for listing in the Georgia/National Register.

Research Design - A statement of proposed identification, documentation, investigation, or other treatment of a historic property that identifies the project's goals, methods and techniques, expected results, and the relationship of the expected results to other proposed activities or treatments.

Repair – Any minor change to a property that is not construction, removal, demolition or alteration and that does not change exterior architectural appearance.

Shovel Tests - Archaeological excavation and documentation of vertical holes approximately 30 cm x 30 cm square along an established grid to locate the presence or absence of archaeological sites.

Site - A site is the location of a significant event, a prehistoric or historic occupation or activity, or a building or structure, whether standing, ruined, or vanished, where the location itself possesses historic, cultural, or archeological value regardless of the value of any existing structure.

Site Furnishings - Man-made articles used to serve people's needs in public areas, such as furniture, trash cans, light fixtures, planters, newspaper racks, etc.

Specimen Tree - A tree that is notable for being a very large size for the species, being a rare variety or being of an advanced age. A specimen tree can also be a tree with exceptional aesthetic quality.

Structures - Three-dimensional constructs such as walls, gateways, arbors and fountains. The term "structure" is used to distinguish from buildings those functional constructions made usually for purposes other than creating human shelter.

Topography - Three-dimensional configuration of the landscape surface characterized by features and orientation, e.g. slope analysis, aspect.

Vegetation - Plant material associated with a site. Indigenous and introduced species of trees, shrubs, vines, groundcover, and herbaceous materials, e.g. plant communities / ecosystems, native vs. ornamental species, canopy structure, understory, ground layer.

Vernacular - Based on regional tradition and utilizing regional materials.

Views and Vistas - Features that create or allow a range of vision, which can be natural or designed or controlled.