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Campus Master Plan

Abraham Baldwin Agricultural College

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Section 1a

History of the Institution

Historical Background and Context

TIFTON & TIFT COUNTY

Tift County, Georgia was created on August 17, 1905 by an act of the State General Assembly. Formed from portions of Berrien, Irwin, and Worth counties, Georgia's 141st county was named for Nelson Tift (1810-1891), who helped found the city of Albany. Tift was an important local businessman, local judge, militia commander, member of the Georgia House of Representatives, newspaper publisher, railroad official, and member of the U.S. Congress (1868-69). [1]

Although not a credited namesake, Nelson Tift's nephew, Captain Henry Harding Tift, a marine engineer, founded the community that became known as Tifton in 1872. In that year, Captain Tift built a sawmill and commissary at the crossing of the Brunswick & Western Railroad and the Georgia Southern & Florida Railroad in Berrien County. A community developed around the lumber and cotton industry. On December 28, 1890, the Georgia Legislature incorporated Tifton, and with the 1905 legislation creating Tift County, designated Tifton as the new county seat.

SECOND DISTRICT AGRICULTURAL SCHOOL, 1908-1925

Georgia was the second of three states to establish Congressional district agricultural high schools.[2] The program was conceived and patterned after Alabama's Congressional district school legislation from 1889. Governor Joseph Terrell endorsed the concept of agricultural education in an address to the Georgia General Assembly in 1905 and stressed the need for high schools in rural areas. The Georgia legislature approved a law on August 18, 1906 permitting the establishment and maintenance of schools of agriculture and mechanic arts. The Act stated:

Figure 1.

That the Governor is hereby authorized to establish and cause to be maintained in each congressional district of the state an industrial and agricultural school in accordance with the further provisions of this Act. Said schools shall be branches of the state College of Agriculture, a department of the University of Georgia.

Unlike Alabama, which created a new supervisory board, Georgia used an already existing group to oversee the establishment and operation of the new schools. The policy-making body for the Georgia Congressional district schools was the board of trustees of the University of Georgia.

The Act further emphasized that Georgia Department of Agriculture fees charged for the inspection of fertilizer, oils, and other inspection fees would pay the expense of operating the schools. In addition, localities had to "furnish not less than 200 acres of land and the necessary equipment of buildings, livestock, machinery, farm implements, etc."

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[1] Carl Vinson Institute of Government, University of Georgia, "Tift County Courthouse," <http://www.cviog.uga.edu/Projects/gainfo/courthouses/tiftCH.htm> (25 May 2004).

[2] The three state programs were: Alabama (1889), Georgia (1906), Virginia (1908).

By the fall of 1908, all of the eleven original district schools were opened. Depending on legislative specification and local contributions and conditions, the specific facilities varied from one Congressional district school to another. A typical set of facilities consisted of a main building, a dormitory for boys and in some cases a dormitory for girls, several laboratories, and a school farm (Figure 1).[3] Although location was a determining factor in the placement of schools, it became clear that increasing service areas necessitated providing accommodations for students on school grounds.

District	Opened	Location	Current Use
1st	1908	Statesboro, Bulloch County	Georgia Southern University
2nd	1908	Tifton, Tift County	Abraham Baldwin Agricultural College
3rd	1908	Americus, Sumter County	Georgia Southwestern State University
4th	1908	Carrollton, Carroll County	State University of West Georgia
5th	1908	Monroe, Walton County	Closed
6th	1908	Barnesville, Lamar County	Closed
7th	1908	Powder Springs, Cobb County	Converted to John McEachern High School.4
8th	1908	Madison, Morgan County	Closed
9th	1908	Clarksville, Habersham County	Closed
10th	1908	Granite Hill, Hancock County	Closed
11th	1907	Douglas, Coffee County	South Georgia College

Table 1. Original Georgia Congressional District Agricultural Schools.

In 1906, a delegation of Tift County citizens, led by H.H. Tift, submitted an offer to secure the location of the Second District Agricultural School. The delegation ultimately won approval against competing bids from the communities of Albany, Camilla, Pelham, and Ashburn. The bid included a 315-acre parcel of land, cash, and offers to provide the school with electricity, water, and telephone service for 10 years, along with a sewage system. When the community of Pelham matched the financial offer, it was reported that the "high moral integrity of Tift County and her citizenship" became the deciding factor.[5]

The Second District School was opened in 1908 with three teachers and twenty-seven students.[6] All of the schools were co-educational and followed a standard curriculum devoted primarily to agricultural and home

[3] C.H. Lane & D.J. Crosby, "The district agricultural schools of Georgia," *Bureau of Education Bulletin*, No. 44 1916.

[4] McEachern Memorial United Methodist Church, "History," <http://www.mceachernumc.org/home/aboutus_history.htm> (28 May 2004).

[5] "History of Abraham Baldwin Agricultural College," ABAC Office of Public Relations.

[6] *Second District Agricultural School Annual 1911-1912*. Special Collections Abraham Baldwin Library.

economics studies.[7] In the late 19th and early 20th centuries, educational practice placed a great emphasis on demonstrative instruction. To emphasize the importance of experimental learning, the schools contained several laboratories. For example, male students were given laboratory work in soils, farm crops, horticulture and mechanics, while female students participated in model environments related to domestic science and art (Figures 2 and 3). Besides the main building and several laboratories, all Congressional district agricultural schools had school farms.

Because the schools were additional branches of the University of Georgia and fell under the umbrella of the university's College of Agriculture, all state funds appropriated for secondary education were allocated in Athens. The curricula of the district schools were determined by the College of Agriculture, but due to the fact that each district school had its own president and board of trustees, the maintenance of educational standards and controls was complicated. A 1916 report of the system noted that the district agricultural schools were often criticized for their limited course offerings and varying standards of instruction.

Figure 2.

In June of 1910, the first two graduates received diplomas and by 1920, the graduating class numbered twenty-four.

Figure 3.

COASTAL PLAINS STATION

The Georgia coastal plain provided difficult conditions for tilling soil and raising livestock. The long growing season, hot summers, and sandy, loamy soils required different crops and farming practices from those used in central and north Georgia.[8] In 1918, in an attempt to make agriculture more profitable in the region, the Georgia Land Owners Association, led by H. H. Tift and William Stillwell, successfully lobbied the state legislature to create an agricultural experiment station in this area. Opened in 1919, the station (Figure 4) began operating on a 206-acre tract of land donated by Tift and adjacent to the southern edge of the Second District Agricultural School campus. The experiment station was affiliated, however, with the state's land-grant College of Agriculture at the University of Georgia in Athens. Research at the station focused mainly on crops such as cotton, tobacco, peanuts, corn, forage grasses, and wheat. Similar to the layout of the District Agricultural School, the station was organized around a complex of buildings constructed along a semi-circular drive.

Figure 4.

Although legally the two institutions have always been separate, they have worked in cooperation since their founding. This was particularly true from 1942 to 1947 when George H. King served both as president of ABAC and director of the Experiment Station. In the years leading up to King's directorship, the station's location grew to become the hub of Georgia's row crop agricultural region. As the research and activities of the Station expanded, King departed ABAC to fulfill the duties of the directorship full-time. The station was also renamed the Tifton campus of the University of Georgia College of Agricultural and Environmental Sciences. The campus grew to include the University of Georgia Cooperative Extension Service's south district offices, the Rural Development Center, the Tifton Campus Conference Center, and the National Environmentally Sound Production Agriculture Laboratory, a collaborative, interdisciplinary research program that develops agricultural methods to safeguard natural resources.

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[7] University System of Georgia, Board of Regents. "Abraham Baldwin Agricultural College profile" <http://www.usg.edu/inst/abac.html> (28 May 2004).

[8] "Coastal Plain Experiment Station, Tifton" Brad Haire, University of Georgia Published 8/15/2003, New Georgia Encyclopedia < www.georgiaencyclopedia.org > (25 May 2004).

SOUTH GEORGIA A&M COLLEGE, 1925-1929
GEORGIA STATE COLLEGE FOR MEN, 1929-1933

With the improvement of high school education in rural areas, the need for maintaining district high schools decreased. In light of this trend, the 1924 Georgia legislature changed both the name and the character of the Second District Agricultural School. The school's name was changed to the South Georgia Agricultural and Mechanical (A&M) School and the facility became a member of the University of Georgia system of state-supported colleges. During the years that followed up to the fall of 1927, the grade of work was gradually raised and the high school work was eliminated. By the beginning of the 1928-29 session all high school work was discontinued and the first college class graduated in June 1929.[9]

During the summer of 1929 the school's name and mission were again changed to become the Georgia State College for Men. At the time, there was not a senior college for men south of Macon. The new school and its expanded curriculum were intended to serve communities from the southern region of the state. The college had two divisions: Liberal Arts & Sciences and Agriculture. Both divisions provided majors in commerce and education. In 1932 the college was admitted to the Georgia Association of Colleges and received endorsement from the newly established Board of Regents. The school's existence, however, was short-lived.

ABRAHAM BALDWIN AGRICULTURAL COLLEGE, 1933-1965

Beginning with the founding of the Congressional District schools, the state-funded secondary education system in Georgia became increasingly complex. The University of Georgia, in addition to its main campus in Athens, was responsible for supporting four branches across the state and the remaining District Agricultural Schools. At the same time, a number of junior colleges were founded in locales across the state. By 1930, some 26 institutions were individually competing for funds from the General Assembly. There was no central governance or survey of the institutions, their administration, or their courses of instruction. In addition, the state's low rate of taxation and the economic downturn after World War I made matters worse as the schools competed for funding.[10]

The issue was roundly debated until the passage of the Georgia Reorganization Act of 1931. The new law, in addition to simplifying state government in general, called for the creation of an 11-member Board of Regents to oversee a University System of Georgia. Ten of the members were to come from congressional districts in the state and the 11th was to serve at large; the governor was to sit on the board as an ex officio member. In 1932, the newly nominated regents drafted a Statement of Plan, which dictated a shift in emphasis from individual institutions to the interests of the state as a whole. In 1933, the General Assembly passed a bill that expanded the board's power to operate the System as it saw fit through eliminating or rearranging institutions.

Having secured the support of the legislature, the regents set about reorganizing the System. Consequently, the remaining District Agricultural Schools that had not transitioned to college-level education were closed. Two of the transitioned schools were changed to Junior colleges. Bowdon State Normal and Industrial College in Carrolton became West Georgia College and Georgia State College for Men became Abraham Baldwin Agricultural College.

Abraham Baldwin Agricultural College (ABAC) was named to honor the founder of Georgia's university system and signer of the U.S. Constitution. The two-year college maintained its traditional instructional focus in agriculture and home economics. However, the loss of the 4-year accreditation reportedly disappointed many Tift county citizens.

The opening date of the institution was September 11th, 1933. The first president was Dr. J.G. Woodroof, who served over an inaugural enrollment of 99 students. In 1934 the enrollment more than doubled to 188 students and President George H. King succeeded Dr. Woodroof.

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[9] "Message from the President, F.G. Branch," *GA State Rambler*, 1930. Special Collections Abraham Baldwin Library.

[10] Board of Regents, University System of Georgia, "A brief history, 1932-2002," <http://www.usg.edu/bor70th/> (25 May 2004).

In January 1934, following the re-election of Governor Eugene Talmadge, the Board of Regents received a list of conditions which, if met, qualified them for a $3.57 million Public Works Administration (PWA) loan. The board had applied for the money in December 1933 to build and renovate structures at many of the schools including ABAC.

This event highlighted a notable period of conflict between Governor Talmadge and the Board of Regents. Talmadge, a staunch conservative who opposed the idea of federal funds, at first succeeded in getting the state legislature to prohibit the regents from borrowing the money. Eventually the loan was secured and helped finance the largest phase of construction on ABAC's campus since the establishment of the Congressional District School. In the following years, Talmadge's involvement with the board resulted in a political upheaval, the loss of accreditation for 10 University System schools, and ultimately, the loss of the governorship.

During President King's 13-year tenure, student enrollment increased from 188 in 1934 to 468 in 1947. The later class contained an overflow unit of 150 male students (including many veterans from World War II) located at Spence Field in Moultrie. King additionally served as director of the Georgia Coastal Plain Experiment Station beginning in 1942. With the expansion of the Experiment Station, King's leadership responsibilities grew to become a fulltime requirement. As a result, in 1947 the Regents named George P. Donaldson as president of ABAC.

In December 1953, the college was admitted to the Southern Association of College and Secondary Schools. This recognition permitted Baldwin graduates to transfer to other colleges in the nation and in foreign countries without losing credits. The Board of Regents also granted permission for broadening ABAC's courses of instruction. While continuing to offer programs in agriculture, forestry, and home economics, the school began serving more and more junior college students in arts and sciences, business administration, and teacher education. Additionally a secretarial science department was added as well as a course in farm equipment sales and service, one of seven in the nation. The Short Course Program, established in 1940 under the direction of Dean Tom Cordell, also continued to grow in pace with the college.

Following World War II, Congress passed the GI Bill, which gave student financial aid to those who had served in the war. With the bill, college enrollment across the country boomed, increasing ABAC's enrollment to 616 students in 1961.

Dr. J. Wilson Comer became president of ABAC in July 1961 and continued until his untimely death in December 1963. During his administration, Dr. Comer reorganized the college into formal academic and administrative divisions to provide for growth and efficiency. Comer's programs anticipated the rapid enrollment growth in Georgia's public colleges and universities as the Baby Boom generation graduated from high school. Also during Comer's administration, the first steps toward integration of Georgia's University System began with the enrollment of two African-American students at the University of Georgia.

Under Comer's direction, ABAC instituted its first institutional Self-study during the 1963-64 school year as a necessary procedure for continued accreditation by the Southern Association of Colleges and Schools. Following Comer's death, the Board of Regents appointed Dean Tom Cordell Acting-President. Cordell served until his replacement by Dr. J. Clyde Driggers in August of 1964.

Accreditation by the Southern Association of Colleges and Schools in 1965 brought prominence and legitimacy to the school's programs and raised the standards for faculty credentials and certification. All six of the academic divisions expanded their curriculums, particularly in the instruction of law enforcement, social work, horticulture, wildlife, music, art, secretarial science, home economics, and data processing. Additionally, enrollment in the nursing education program (begun in 1962) was popularized by a guaranteed automatic commission in the U.S. Air Force or Army.

Dr. J. Clyde Driggers lead the school to become Georgia's largest residential junior college with an enrollment of 2,143 students in 1972. However as the decade progressed the enrollment and building activity ceased, and statewide the USG network of colleges and universities grew at a steady, if slower, pace.

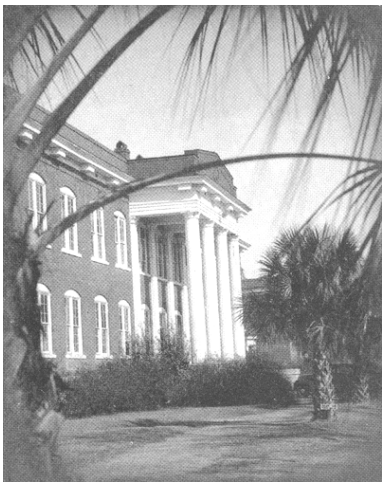

Figure 5.

Figure 6.

Figure 7.

CHRONOLOGY OF DEVELOPMENT & USE

Second District Agricultural School, 1908-1925

Following the passage of the 1906 legislation authorizing the establishment of Congressional District Schools, the counties of each district competed to secure the facilities. Tift County won the bid for the Second District School, aided by a 315-acre parcel of land donated by Captain H.H. Tift. Citizens of both Tifton and Tift County additionally donated funds to defray one-half the cost of erecting the school's three original buildings.

The school's first three buildings (see next page, Figure 8) were constructed along a semi-circular drive, across from the Georgia Southern and Florida Rail Road. All three buildings were two stories in height, constructed with brick, and detailed with Georgian elements. Each was supplied with electric light, artesian water, and heated with potbelly stoves.

Buildings for nine of the eleven original Congressional District Schools were designed by Atlanta architect Haralson Bleckley (1870-1933), with the 7th and 9th Districts being excluded from his contract. [11] Bleckley's plans were based on specifications by J. S. Stewart, a professor at the University of Georgia and chairman of the Georgia High School Conference.[12] Consequently, there was a great deal of uniformity among the campuses.

The Academic Building (Figure 5) was completed first in 1906. The building was later named Tift Hall in honor of the town's founder and school benefactor. The building originally contained classrooms, laboratories, offices and a large auditorium for 400 people on the second floor.

Two dormitories flanking Tift Hall were completed in 1907. The north dormitory (Figure 6) was designated for women, and the south dormitory for men. The girl's dormitory originally had thirty-six bedrooms (each with two closets), a large reception hall, and eight bathtubs and toilets. The home economics department occupied the rear wing on the ground floor, and included a model kitchen, model dining room, a storeroom and a classroom. The dormitory was later named Lewis Hall, in honor of S.L. Lewis, Second District School president (1910-1912, 1914-1925) and South Georgia A&M president (1925-1929).

The boy's dormitory (Figure 7) was similar in layout, except that bedrooms were limited to one closet, and the section of the building corresponding to the home economics department was occupied by additional bedrooms. The dormitory was later named Herring Hall, in honor of The Daily Tifton Gazette founder, John Lewis Herring (1866-1923).

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[11] . *The Manufacturer's Record*, Baltimore, MD: December 13, 1906. p 12.

[12] Georgia Association of Colleges, "Brief History of the Association," <http://www.gc.peachnet.edu/gac/default.htm> (23 July 2004).

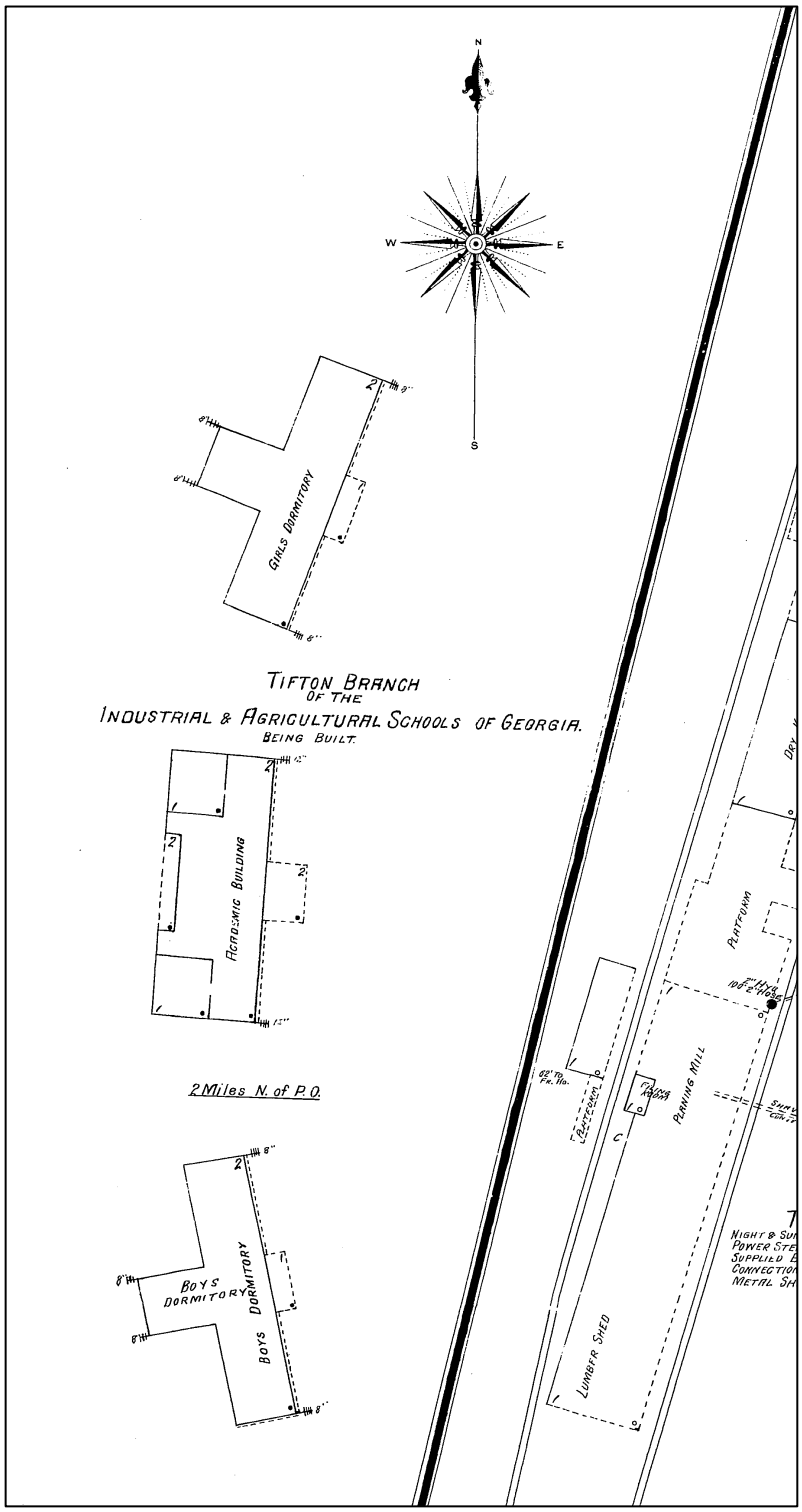

Figure 8. Detail of Sanborn Map depicting Second District Agricultural School, 1907.

During the construction of these buildings, the contractors built a long, narrow building to store tools. This building converted into a dining hall and used until 1910, when it was replaced with a one-story, wood-frame mess hall (Figure 9), constructed directly to the rear of Tift Hall. The new mess hall had a large front porch and a rear screened veranda that served as a gathering place for students and teachers. Other smaller wood-frame structures on the campus included a cook's house, a model dairy barn and silo, a horse barn, a shop building, tool sheds, cattle shed, pigpen, mill house, cotton house, and poultry houses.[13]

Figure 9.

The campus was further defined by walks, driveways and lawns conceived as with the other schools by a common landscape architect. The school's site had been mostly denuded for farming, with the exception of a linear stand of pine trees. The original landscape design included evenly-spaced plantings of water oaks, live oaks and other trees. To the rear of Tift Hall extended a nearly half mile stretch of rolling pasture planted with wiregrass. The area was described as moderately well wooded with tall pine timber, free from undergrowth. To the north were cultivated fields and to the south, behind the boy's dormitory, were athletic fields.[14]

The school farm only cultivated a small portion of its holdings, including fields for hay, corn, and oats, as well as four acres devoted to an orchard. Experimenting was conducted on cotton and alfalfa. The school also raised vegetables and other crops to supply its own food needs. In 1916, the school reported a farm inventory of: "2 mules, 2 horses, 6 cows, 8 young cattle, 75 hogs, 100 chickens, $400 tools, 1 barn, 47 acres cultivated last year, 35 acres more cultivated this year, all farm work done by the students."[15]

Figure 10.

Sometime preceding 1917, a one-story wood frame bungalow was constructed for use as the President's house. The residence was located at the northern end of the axis that ran behind the trio of original buildings on the site currently occupied by ABAC's Chapel of All Faiths.

Arrival to the campus by railroad was common. The site of the Second District School was favored for its access to three railroad lines: the Georgia Southern and Florida Line; the Atlantic Coast Line; and the Atlanta, Birmingham, and Atlantic Line. The Georgia Southern and Florida Rail Road, located on the eastern boundary of the campus, maintained a rail stop (Figure 10) for the school across from Tift Hall up until the late 1930s.

[13] C.H. Lane & D.J. Crosby,"The district agricultural schools of Georgia," *Bureau of Education Bulletin*, No. 44 1916.

[14] *Second District Agricultural School Annual 1911-1912.* Special Collections Abraham Baldwin Library.

[15] Hillison, 1989.

South Georgia A&M College, 1925-1929

The physical property of the Second District Agricultural and Mechanical (A&M) School, including the dormitories, administration building, dining hall, and other buildings, were adapted for college use beginning in 1925.

Changes and improvements, including the renovation of the south dormitory, were noted in the school literature, but not described in detail. A music studio was constructed in the north dormitory and a printing department in the south dormitory. Young women were admitted to South Georgia A&M, but were not provided rooms in the residence halls during the regular school year. Rooms for women were only provided during the summer session.

The college's location became more accessible with the construction of the concrete-paved National Highway Route 41 in 1926. Following the increased usage of automobiles, the school purchased a Ford Model-T bus (nicknamed "Mabie") to provide transportation of students and faculty between the college and Tifton.

Georgia State College for Men, 1929-1933

In 1932, the students organized to construct a one-story log cabin (Figure 11) at the rear of Herring Hall. Adjacent to the school's tennis courts, the cabin served as a recreational building for the students.

Figure 11.

In 1933, the college joined the University System of Georgia, and assumed its present title, Abraham Baldwin Agricultural College (ABAC), named to honor the founder of Georgia's university system and a signer of the U.S. Constitution.

At the time of ABAC's founding in 1933, the campus appearance was relatively unchanged since the original construction of the Second District School. The 1933 opening announcement by the Board of Regents described ABAC's facilities as "two fully equipped dormitories, a large administration building, dining hall, amphitheater, gymnasium, athletic field, and barns for housing the livestock and poultry of the school."[16]

Figure 12.

A significant phase of campus building began in the mid 1930s. The first of these additions came in 1936 with the construction of a new dormitory, later named Weltner Hall (Figure 12) after the chancellor of the University System of Georgia. The dormitory's two-story brick construction with Colonial Revival details complemented the original trio of buildings located along the school's circular drive. Although records have not been located, it is highly likely that the design and construction of the dormitory was overseen by the Public Works Administration (PWA).[17]

The wooded area at the rear of Tift Hall, once referred to as "Stately Pines," had up until the late 1930s represented the school's western boundary with the agricultural fields. This area became increasingly developed beginning around 1937 with the construction of a long one-story dining hall (Figure 13) needed to accommodate the growing enrollment of students. The new brick building was constructed to the immediate south of the original mess hall, which was converted into a classroom and multi-purpose space. In 1938, a one-story brick-faced library

[16] "The Abraham Baldwin Agricultural College," *Bulletin* May 1933 Volume I, No. 1 University System of Georgia, ABAC Special Collections.

[17] Weltner Hall bears strong similarities to Morgan Hall, a contemporary building at Georgia Southwestern College in Americus and financed through the PWA.

(Figure 14) was constructed to the rear of both the new and former dining halls. Both new buildings contributed to the stylistic unity of the campus.

To the northwest, construction began on the Agricultural Building in 1938 (Figure 15). Financed through a loan from the PWA, the brick 2-story building was designed with Colonial Revival details including decorative brickwork and classical pediments. The building's interior was nicely finished with large classrooms, hallway transoms, and double staircases lighted with prominent arched windows. In the late 1960s the building was named King Hall, in honor of George H. King, ABAC president from 1934-1947.

Adjacent to King Hall during this period were also three one-story wood frame apartments and a recreation building with a post office. The buildings were demolished or dismantled sometime before 1942.

Figure 13.

Figure 14.

In 1939, construction began on another PWA-funded project for a gymnasium and auditorium (Figure 16). The two separate buildings had subtle Romanesque details and were connected to an octagonal pavilion via two arched arcades. Sited at the southern edge of the campus along Davis Road, the two-building complex was adjacent to the college's athletic fields, but nonetheless represented a significant shift from the advance of construction to the north and west of the original trio of buildings. Both of the brick masonry buildings were designed with matching facades and window details, but differed in their length and interior layout. The gymnasium was designed with one floor with high ceiling and a balcony for spectators while the auditorium was equipped to seat 450. In 1974, the gymnasium was named in honor of ABAC Professor Joseph M. Thrash, and the auditorium was named in honor of school registrar, Evamae Howard.

In 1941 the one-story brick Moore Building was constructed to house the college's Home Economics Department. The plan included laboratory rooms, one classroom, and a combination living-dining room. In 1962, the building was converted for the school's Nursing Program.

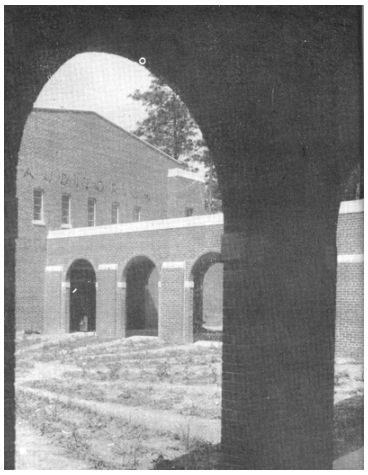

Figure 16.

Between 1938 and 1942 the original farm buildings, including the dairy and horse barn, at the northwest corner of the campus were demolished. Their removal allowed for construction in 1942 of a modern, state-of-the- art canning and freezing plant (Figure 17), designed by engineers at the University of Georgia. The brick building represented a period when the college processed and used foodstuffs from its own agricultural enterprises. The building was organized around a central section with two side wings; one devoted to the processing of fruits and vegetables, and the other for meats. The plant's roof was constructed with exposed steel bow-trusses that allowed for large open spaces to demonstrate food-processing techniques to students.

Figure 17.

By 1942, ABAC's campus had grown to become a complex of academic and agricultural buildings extending into the pastures behind the school's original facilities. During U.S. involvement in World

War II, however, construction activity on campus naturally ceased. Symbolic of this conservation of funds, sometime between 1943 and 1944 two of the massive wood columns were removed from the front portico on Tift Hall (likely due to excessive deterioration at their bases) and were not replaced.

Following the war in 1948, a wood-framed Quonset hut (also known as the Northside Building) was erected to the northwest of Lewis Hall, likely acquired through the war surplus department. The building was initially used for office and storage space. Also in 1948, ABAC's steel water tank and tower were constructed (Figure 18). The tank was built with a capacity of 35,000 gallons and supplied from a 180 foot well.

Figure 18.

In 1954 Creswell Hall (Figure 19) was constructed as a dormitory for girls, named in Honor of Edith Creswell, instructor in Home Economics. Located adjacent to the Moore Building, the new dormitory centralized female housing and instruction on the north side of campus. Also in 1954, a modern shop building, known as the AET (Agricultural Engineering Technology) was constructed at the far northwest corner of the campus, adjacent to the agricultural fields. The building was used for instruction and office space

The seven-room brick Home Management House was constructed in 1955 following the conversion of Lewis Hall into a male dormitory. The conversion displaced the former Home Management Apartment (converted into dorm rooms) and prompted the construction of the free-standing and solidly-crafted demonstration house for the Home Economics department. The building was later named in honor of ABAC professor Ina Gaines.

Figure 19.

The first campus design to incorporate elements from the modern movement of architecture was a science building (Figure 20) constructed in 1954. The classroom building was a novel addition to the campus, constructed with exposed corridors and a large open-air staircase facing south. The long, linear building simultaneously employed passive solar design and helped to define a new quadrangle at the northern edge of campus. In the 1960s the building was named in honor of ABAC professor Claude Gray.

Also in 1954, a new water system and central heating system was installed to replace the potbelly stoves still in use in many buildings. The college also received a special allotment for the purchase of approximately 110 acres of farmland.

Figure 20.

In 1956, the chairman of the library boards of Tift, Berrien, Irwin, Turner and Cook counties signed a participating agreement to form a regional library for the area. Named the Coastal Plain Regional Library, the facility was first located on ABAC's campus, following a much-needed offer for space by President Donaldson. Initially, the staff began work in a seminar room in Tift Hall, but later relocated to two rooms in the Quonset hut. [18]

In 1959, the one-story concrete and masonry Griffin Rural Life Building was constructed to serve multiple departments and financed through the Governor's Emergency Fund. Constructed around a square courtyard, the modern academic building was

[18] Tift Public Library, "History of Coastal Plains Library", <http://www.tift.public.lib.ga.us/Branches/Histories/Tift%20County.htm> (26 May 2004).

divided into four wings, which included a 200-capacity auditorium, laboratory and classrooms for the forestry department, and offices for various departments. In 1960, the staff and contents of the Coastal Plain Regional Library (including films and books) moved into one of the wings.[19] The facility also became the center of ABAC's successful short course program, which was established in 1940.

Figure 21.

Also in 1959, construction began on a modern annex to Weltner Hall. The annex provided 68 rooms, a lounge and a school infirmary. Also during this period the Baldwin Alumni Association contributed towards a memorial honoring those from the school who served during wartime in the armed forces.

The administration of President Comer witnessed a large wave of modern building construction. The first project completed in 1961 was Baldwin Memorial Library (Figure 21). The building was characterized by a large reading room illuminated by a double-height wall of polished aluminum windows. The building's custom-designed aluminum and concrete staircase was an innovative addition to the campus and became a popular backdrop for yearbook photographs throughout the decade.

Figure 22.

The modern Donaldson Dining Hall (Figure 22) was completed in 1963 and was instantly praised for its air-conditioning and large seating capacity. The one-story brick building was originally entered through the central front porch, which overlooked the main campus. In 1978 an addition moved the entrance to the north side of the building and also significantly enlarged the kitchen facility.

Figure 23.

Also in 1963 a new men's 120-bed dormitory (Figure 23) was completed. The building was constructed at the rear of Herring Hall and faced the previously isolated gym/auditorium complex. The project necessitated the demolition of the old log cabin in 1962, which forced the dispersal of recreational activities throughout other campus buildings. The building was eventually named in memory of the late-president J. Wilson Comer.

Following the completion of the new library building, the former library was converted to house the business administration department, and the former dining hall was converted to a student center with post office, bookstore, snack bar, lounge and meeting spaces. For a period of time during construction, the student store and post office were located in the Quonset hut.

Campus modernizations included numerous extensive renovations between 1958 and 1963. Sometime after 1961, the original windows in Herring Hall were replaced with jalousie windows to increase

[19] In 1987, the Griffin Rural Life Building was demolished to construct the current Baldwin Library. This change necessitated the Coastal Plains Regional Library's move off campus and into a building in Tifton.

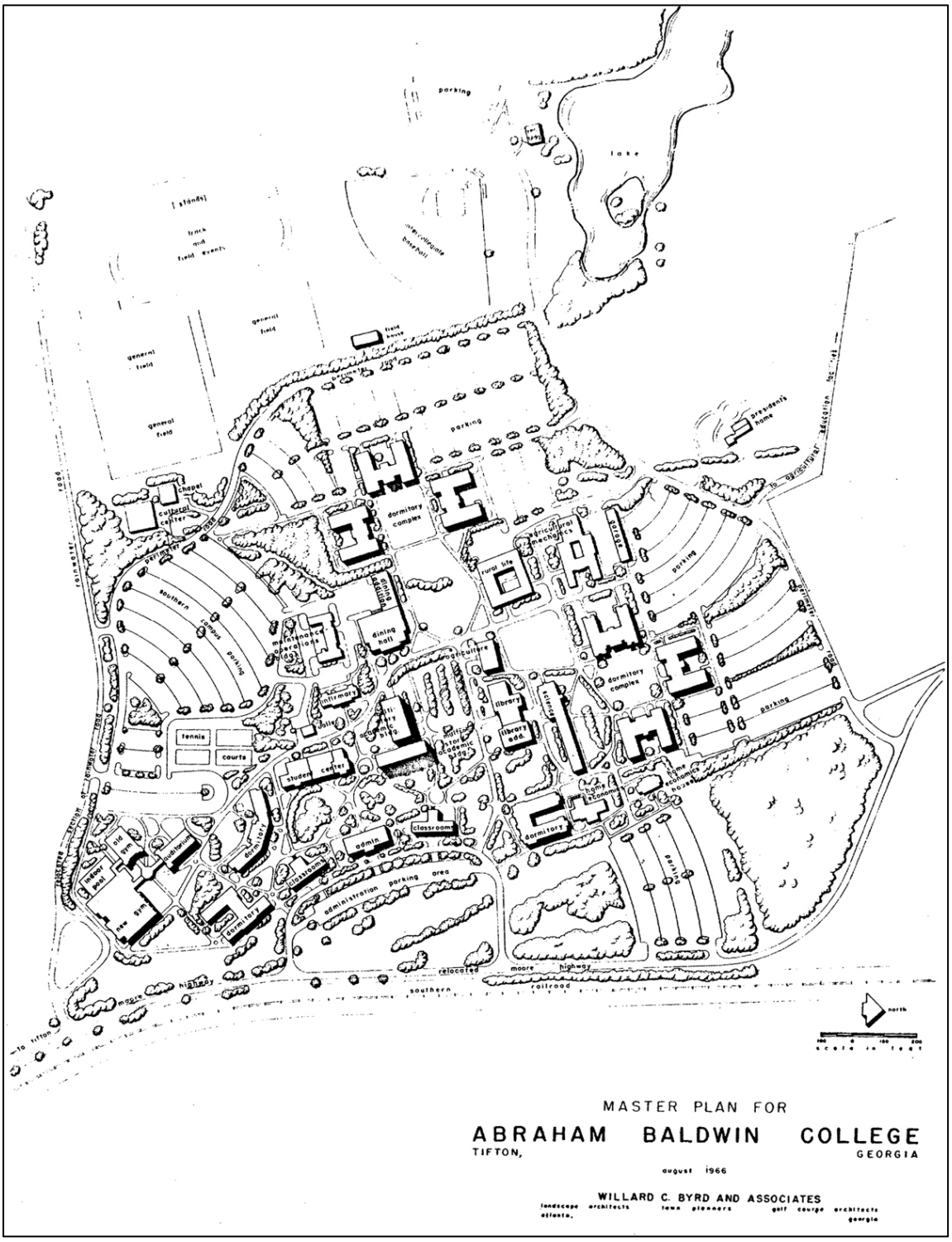

Figure 24. 1966 Abraham Baldwin Agricultural College Master Plan.

ventilation. At this time, most buildings on campus still lacked air-conditioning. Also during this period the college's central heating plant was converted from coal to gas with standby oil.

In 1965, during the administration of Dr. J. Clyde Driggers, Britt Hall was constructed as a much needed addition to Gray Hall. In the same year, a modest Student Health Center was constructed in the style of a residence and adjacent to Donaldson Dining Hall. In the same year, plans were approved for the much-needed expansion of the athletic complex, and in 1966 Gressette Gymnasium was completed along with an outdoor swimming pool.

In 1967, the President's home was dismantled and a new 4-bedroom residence was constructed in an area of pine trees at the northern edge of campus. Following the institution of allowances for presidential occupations, this residence was converted for use of the Alumni Affairs office.

In 1969 the manmade Baldwin Lake was created and provided recreational and fishing opportunities for faculty, staff, and students. The lake also served as a focal point for the rolling terrain of the campus's northwest quadrant.

Figure 25.

During the decade of the 1970s, the campus was further defined by the creation of new quadrangles in the northern section of the property, and a new concentration of classroom buildings and student facilities. Several new dormitories were constructed, following a master plan developed in 1966 (Figure 24). The dorms included Mitchell, Branch, Fulwood, and Chandler Halls. Also constructed were Bowen and Conger Halls, in which the use of rectilinear building forms helped add definition to a series of open spaces to the west of Tift Hall. Emblematic of this period of growth was the construction of the Branch Student Center, which was designed to occupy the center of campus and provided space for new student services and activities. Also at this time, large surface parking lots (Figure 25) were constructed at the campus's north and south peripheries to accommodate the increasing number of commuter students. The lots became a significant visual barrier between the school and the surrounding countryside.

For a graphic representation of the development of the campus, refer to the drawing titled, "Periods of Construction."

MOULTRIE COMMERCIAL HISTORIC DISTRICT, 1859-1941

In 1997, ABAC established a satellite facility in downtown Moultrie, approximately 30 miles from the Tifton Campus. Known as "ABAC on the Square" the facility is centrally located in a National Register Historic District, designated in 1994. The 15-block area contains commercial, professional, governmental, agri-industrial, and institutional buildings. Most of the district's historic buildings are one to two-stories in height, although there are several taller, more prominent buildings. The site represents the original town settlement founded in 1859.[20]

The current ABAC building was constructed in the early 1900s by Wheeler Norman of Norman Park, Georgia. The building was first occupied by a retail clothier and later used by the Henderson Company for furniture sales in the front and a mortuary business in the back annex. Also, the building was once used for a print shop. J.C. Penny occupied the building between 1960 and 1985 (Figure 26). The building was donated to the ABAC Foundation in 1992 by then-present owner Moultrie National Bank. After renovating the exterior and first floor, the ABAC Foundation transferred ownership of the building to the University System of Georgia for use by the College.

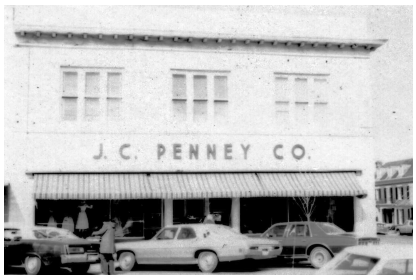

Figure 26.

Located within the boundaries of the district are 63 contributing buildings to the National Register of Historic Places, one contributing object, and 17 non-contributing buildings (see next page, Figure 28). The great majority of these buildings are constructed of brick and exhibit stylistic influences typical of a turn-of-the-century small town commercial area. Although alterations have been made to many of these structures, the overall historic integrity of the district remains substantially intact. The historic district was placed on the National Registry of Historic Places on June 3, 1994. [21]

Figure 27.

The focal point of downtown Moultrie is Colquitt County's 1902 courthouse (Figure 27). The courthouse is a Neoclassical Revival style building with an elaborate cupola and pedimented portico, fluted Corinthian columns, pilasters, and prominent cornice on each side. Adjacent are the 1915 county jail, and Moultrie's Carnegie Library- all of which are individually listed on the National Register. Other properties within the district include a theater, the Historic Colquitt Hotel, and the Old Federal building, all of which have been rehabilitated.

[20] City of Moultrie, "Historic Downtown," <http://www.moultriega.com/comm/downtown.htm> (25 May 2004).

[21] *Ibid.*

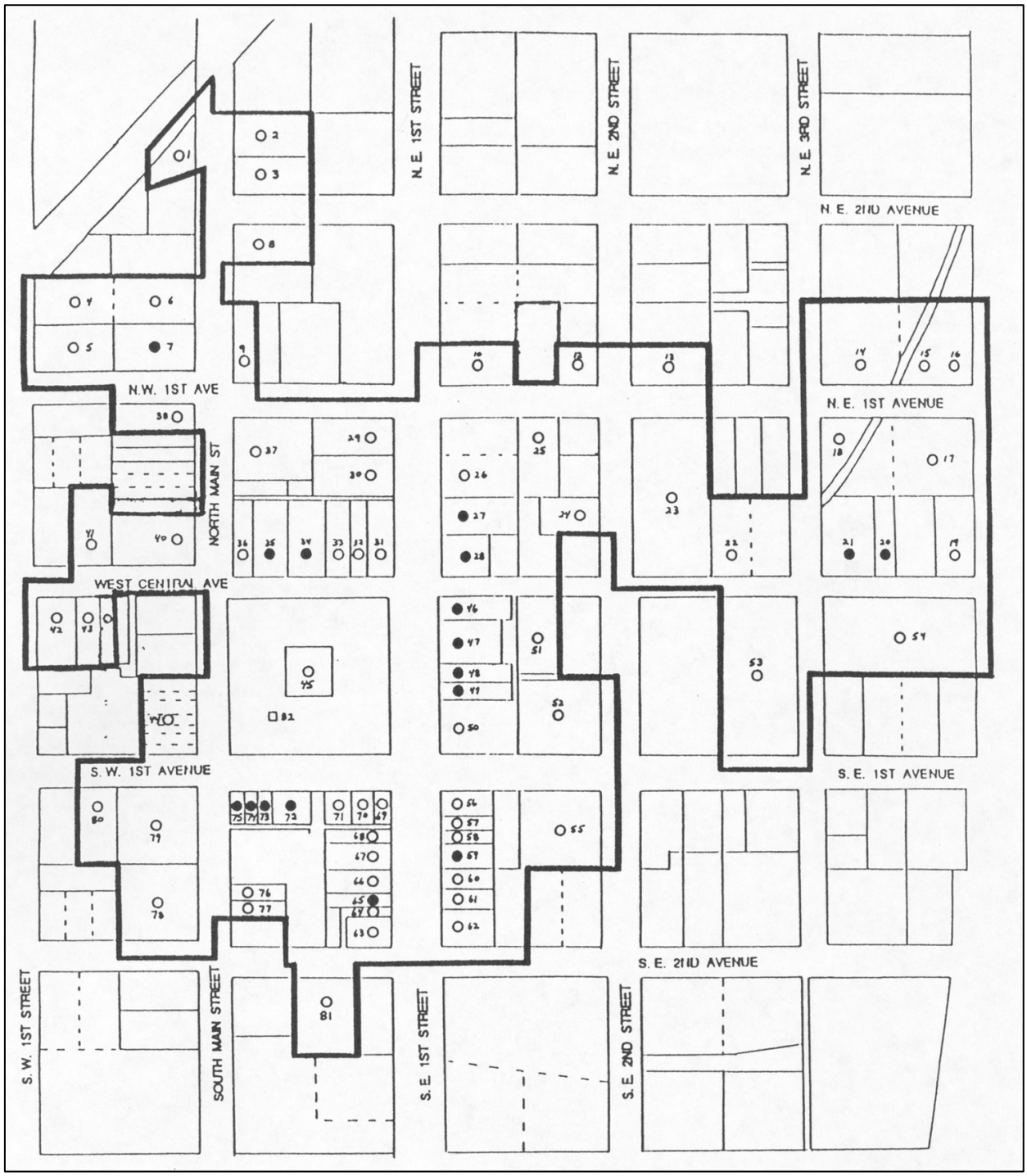

Figure 28. Map of downtown Moultrie showing boundary of National Register Historic District. The ABAC property is number 31.

LIST OF SOURCES

Student Yearbooks

Second District Agricultural School Annual 1911-1912. Special Collections, Abraham Baldwin Library.

The Aggie, Second District School, school year 1920. Special Collections, Abraham Baldwin Library.

The Spectrum, Second District School, school year 1923. Special Collections, Abraham Baldwin Library.

GA State Rambler, Georgia State College for Men, school years 1930 and 1933. Special Collections, Abraham Baldwin Library.

TABAC, Abraham Baldwin Agricultural College, school years 1935-2003, excepting 1943 and 1944. Special Collections, Abraham Baldwin Library.

Institutional Documents

“Physical Plant Committee Report Of Institution Self Study, 1964.” submitted by Roy P. Roberson, Chairman. Special Collections, Abraham Baldwin Library.

“Physical Plant Report, ABAC Institutional Self Study 1973-1975.” submitted by Dr. Fred Reuter, Chairman. Special Collections, Abraham Baldwin Library.

“History of Abraham Baldwin Agricultural College.” Provided by Office of Public Relations, Abraham Baldwin Agricultural College.

Journals

C.H. Lane & D.J. Crosby, “The district agricultural schools of Georgia,” Bureau of Education Bulletin, No. 44 1916.

John Hillison, “Congressional District Schools: Forerunner of Federally Supported Vocational Agriculture,” Journal of Agricultural Education, Winter 1989.

Section 1b

History of the Institution

Overview of the Institution Today

The following provides an overview of Abraham Baldwin Agricultural College (ABAC). Information for this section was derived from the "Abraham Baldwin 2004-2005 Catalog," and from the Office of Institutional Research and Planning.

CAMPUS CHARACTERISTICS

ABAC is a two-year residential college located in the rural south-central Georgia town of Tifton (population 16,000). The College was founded in 1908, with an early curriculum devoted primarily to agricultural and home economics studies. Today, its offerings include 53 different programs in a wide variety of subject areas. The College is known worldwide for its specialized curriculum in forestry, wildlife, environmental horticulture and agriculture, as well as strong programs in nursing, criminal justice and education.

ABAC's 96-year old main campus is one of the largest in the University System of Georgia, covering 421 acres. The J.G. Woodroof Farm teaching laboratory encompasses about 200 acres, and Britt Hall houses an exotic large game animal collection. ABAC classes also are taught on the square in Moultrie, at East Central Technical Institute in Fitzgerald, at the South Georgia Regional Educational Consortium at Valdosta State University, and at Sea Island (near Brunswick, off the Georgia coast).

The campus contains 29 major buildings, 16 of which are used for academic purposes. In addition, the College operates "ABAC on the Square" in Moultrie, which is used to provide instruction for Colquitt County and surrounding area residents.

CAMPUS BUILDINGS

Ag Sciences Building – This 39,000 square foot building houses offices for the Division of Agriculture and Forest Resources, seven classrooms, an outdoor animal science lab, and a multipurpose classroom.

Alumni Development House – Located on the northern side of the campus, this building houses the Office of Development and Alumni Relations, the ABAC Foundation, and the ABAC Alumni Association. This building was built in 1967 and was renovated for its present use in 1990. It is complemented by formal gardens and overlooks Lake Baldwin, a recreational area for faculty, staff and students.

Bowen Hall – This building, at the center of the campus, houses classrooms and offices for the Division of Social Science, the Family and Consumer Sciences Program, and Regional Police Academy. Three distance-learning classrooms are also located in this building.

Britt Hall – Located on the northern side of the campus, this two-story building contains a part of the Science-Mathematics Division, three biology laboratories, a chemistry laboratory, classrooms, and faculty offices.

Carlton Center – This 42,000 square foot facility serves as the central learning resources center for the College. The Baldwin Library is located on the second and third floors of the Carlton Center. It supports teaching and learning at ABAC by providing collections that enhance the curricula, reference and research assistance to identify information, instruction that fosters information literacy, services that are responsive to the needs of its constituents, and access to information beyond its walls. The Library houses approximately 74,000 volumes, 24,000 pieces of microfilm, an audiovisual collection, the Georgiana Collection, the College archives, subscribes to approximately 300 magazines and newspapers, and provides GALILEO and other electronic resources. GALILEO allows access to over 100 databases, the Internet, the catalogs of all University System of Georgia libraries as well as other Georgia libraries. GALILEO also provides access to information for ABAC students taking courses at off-campus sites. Fax and delivery services are also available to provide information to ABAC students taking courses at remote sites. The Carlton Center also houses media production facilities, a large meeting room, the Academic Assistance Center, the Arts Connection, and the office of Institutional Technology on the ground floor. The building is designed to serve the needs of students, faculty, staff and the community.

Central Distribution Plant – This building provides heating and cooling for most of the campus.

Chambliss Building –This 45,000 square foot building houses the faculty/staff of Agricultural Engineering, Agricultural Equipment Technology, and Animal Science. Classrooms and a wide variety of laboratories are located in the building, which are used by students in many different programs of study.

Comer Hall – Comer is a two-story brick dormitory that houses the Regional Police Academy. Because demand exceeds supply for student apartments at ABAC Place, forty ABAC students are being temporarily housed at Comer Hall. As additional beds are added at ABAC Place, Comer Hall will be phased out.

Conger Hall – This three-story building houses the Business Administration Division, the Learning Support Office, and the Office of Student Support Services, which occupy the first two floors, and the Humanities Division classrooms, which are located on the third floor. Facilities include offices, flexible classroom space and an auditorium. The ABAC microcomputer labs are located on the second floor. The College's Computer Center, situated on the first floor, holds records vital to the operation of the College.

Donaldson Dining Hall – This, the largest dining facility in South Georgia, provides a seating capacity in excess of 600. In addition to providing dining services for the student body, the dining hall is frequently used for large banquets by groups throughout the Tifton area.

Driggers Lecture Hall/Chapel – This non-denominational chapel is used for weddings, recitals and lectures.

Environmental Horticulture Building – Containing approximately 20,000 square feet and opened for use in fall 2001, this "state-of-the-art" facility provides offices, classroom and laboratory space for instructional purposes in all the Environmental Horticulture programs. All classrooms and labs are "high tech," offering faculty and students the most professional teaching and learning environment. In addition, the ceramics laboratory and agricultural economics are located in this facility. Also, English, Mathematics, Science and Agricultural classes are taught in the building on a space available basis. Laboratories include Computer and Graphics (Information Technology), Turf and Grounds Equipment Technology, Ornamental Plant Identification, Pest Management, and a teaching greenhouse.

Gaines Hall – This building houses part of the Nursing Division. It is adjacent to the Moore Building, which also houses part of the Nursing Division.

Gray Hall – This building is located adjacent to Britt Hall. It contains laboratories for Physics and Chemistry, classrooms and faculty offices.

Gressette Physical Education Center – This 42,000 square foot Physical Education building contains faculty offices, classrooms, special rooms for weight lifting and personal contact sports, and a large basketball court with seating capacity for approximately 2,500. Adjacent to the complex is an Olympic-sized swimming pool.

Evans Health Center – The E.L. Evans Health Center has a 10-bed capacity and contains separate wards for men and women.

Health Sciences Building – One of the biggest construction projects slated to begin as soon as funding is secured is a new Health Sciences building which will house the Division of Nursing and Health Services. This building, which has been made a priority by the Board of Regents, will replace Gaines Hall and the Moore Building which currently house the nursing program. Both of these buildings were originally built during the 1950's to house the home economics program. This project is a necessity prompted by the rapid growth in the nursing major whose numbers have more than doubled in the last few years. This $6.8 million facility will be a three-year project and will include a tiered lecture classroom seating 100, a pediatric lab, a multi-purpose seminar room, and new faculty offices. This new building will help improve the critical care and maternity lab training that students receive here on campus. Plans include moving the services currently offered in the Evans Health Center to this building.

Herring Hall – Located adjacent to Tift Hall at the front entrance to the campus, this building was formerly used as a residence hall on campus. It is now used as a storage facility.

Howard Auditorium/Thrash Gym – Equipped with a large stage and a capacity for nearly 350 people, the newly renovated auditorium is the center of many College and community activities, including concerts and plays. Located at a right angle to the auditorium, and connected to it by a rotunda, the Thrash Gymnasium is used for classes in Physical Education, intramural sports and other student activities.

J. L. Branch Student Center – Located directly behind Tift Hall, the J. Lamar Branch Student Center contains the administrative offices of Student and Enrollment Services and the student offices of the Student Government Association, Student Union, Student Judicial Council, and the Student Communications Media. The building also houses the bookstore, post office, and recreation center.

King Hall – This building houses general classrooms, computer labs, faculty offices, and the Humanities Division Offices.

Lewis Hall – Nearly identical to Herring Hall, Lewis Hall is also located adjacent to Tift Hall at the front entrance to the campus, and was formerly used as a residence hall on campus. It, too, is now used as a storage facility.

Moore Building – This structure houses part of the Nursing Division and contains classrooms, an audio-tutorial laboratory, faculty offices, a student lounge, and a conference room.

Music Building – Centrally located on campus, the music building houses classrooms, laboratories, practice rooms, rehearsal areas and offices of the Vocal and Instrumental Programs of the College.

Physical Plant Warehouse – This facility houses the supply center for the College. It contains a warehouse storage area and offices for the administrative staff of Plant Operations.

Residence Halls – The ABAC Place Apartment complex is located on the west side of campus. It includes housing for 835 students, most in 4-bedroom, 2-bath units.

Tift Hall Administration – This building houses the administrative offices of the President, Vice President and Dean of Academic Affairs, Vice President for Fiscal Affairs, as well as the Director of College Services, the Director of Institutional Research, the Office of Public Relations, and Human Resources.

Weltner Hall – This building houses the Office of Public Safety, Office of the College Assistance Migrant Program, and the Office of the High School Equivalence Program. In addition, Georgia Department of Education Supervisors of Vocational Agriculture and Home Economics are located in this building.

Yow Forestry and Wildlife Center – This 20,000 square foot facility provides classroom, laboratory and faculty office space for the Division of Agriculture and Forest Resources, including facilities for Forest and Wildlife Management and Agronomy.

OUTDOOR FACILITIES

Physical Education Outdoor Facilities – Situated along the west side of the campus is a 40-acre physical education outdoor sports complex. It features a baseball field, tennis courts, archery range, a softball field and a field for soccer and intramural sports. In addition, a putting green and driving range are located near Lake Baldwin. ABAC also features stables for students' horses and a rodeo arena. These facilities are open to college students, faculty and staff.

J.G. Woodroof Farm – The College's farm contains over 200 acres and is used in such academic programs as agronomy, Agricultural Engineering, Animal Husbandry, Wildlife, Forestry, Environmental Horticulture, and Veterinary Medicine.

Forest Lakes Golf Center – This nine-hole, 91-acre golf course located five miles northeast of the campus is used as a learning laboratory for students in many different areas of study at ABAC. Tifton ophthalmologist Larry Moorman and his wife, Debra, donated the course to the ABAC Foundation, and the College now has complete use of the facility. It also remains open for public play.

ACADEMIC SIZE

The Full-Time Enrollment (FTE) for fall semester 2003 was 3,032 with a total headcount of 3,407. The table below shows fall enrollment trends over the past ten years.

Year	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
FT	1,860	1,768	1,756	1,860	1,772	1,586	1,644	2,000	2,228	2,680
PT	891	824	797	773	730	1,023	986	857	805	727
HC	2,751	2,592	2,533	2,633	2,502	2,609	2,631	2,857	3,033	3,407
FTE	2,318	2,168	2,109	2,217	1,994	*2,114*	*2,153*	*2,442*	*2,643*	*3,032*

Note: Figures in italics were extrapolated using historic enrollment trends (# of part-time students x 0.516 = # FTE students)

SATELLITE CAMPUSES

Moultrie – "ABAC on the Square"

Classes began in Moultrie in 1987 at the Moultrie-Colquitt County Library. This building is on the National Register of Historic Buildings. In 1992, the Moultrie classes moved to a new building, known as "ABAC on the Square."

Mr. Wheeler Norman of Norman Park, Georgia, constructed the building that is now ABAC on the Square in the early 1900s. A retail clothier first occupied the building. Later, the Henderson Company sold furniture in the front part of the building and supported a mortuary business in a back annex. Also, the original building was at one time occupied by a print shop. JC Penney was in the building as early as 1960 until at least 1985. The building was parceled as office space before Southwest Georgia Bank (Moultrie National Bank) donated it to the ABAC Foundation in 1992. Mr. John Clark, then President of Moultrie National Bank, was a member of the Board of Regents.

In 1993, a challenge was issued to the community by the Board of Regents for matching funds of $200,000 to renovate the building. The community responded quickly, and in the spring of 1997, the first classes were

offered in the newly renovated first floor of the building. In the fall of 1999, the second floor renovation was dedicated.

Sylvester – "ABAC on the Park"

ABAC began offering seven Continuing Education courses in the fall of 2004 at the Worth County Government Building in Sylvester, referred to as "ABAC in the Park." Offerings included: Doing Business on the Internet, Starting a Successful Business, SAT Exam – Math Preparation, SAT Exam – Verbal Preparation, Spanish for Educators, Spanish for Healthcare Workers, and Defensive Driving.

Nashville

Continuing Education classes were also offered in the fall of 2004 in Nashville, using facilities at Berrien High School.

DISTINCTIVE QUALITIES

ABAC, originally known as the Second District Agricultural and Mechanical School, opened its doors as a high school in 1908. In 1924, it became the South Georgia Agricultural and Mechanical College. From 1929-33, it was a senior college called the Georgia State College for Men. In 1933, the college joined the University System of Georgia, and assumed its present title, named for a Georgia signer of the United States Constitution and the first president of the University of Georgia.

Over 3,000 students attend ABAC from 145 Georgia counties, 23 states and 33 countries. The average age of the student body is 20.5 years, and 54 percent of the students are female. Students may choose from four-year transfer or two-year career programs in a diverse array of 53 majors. ABAC is the largest two-year residential college in Georgia, with over 850 students living on campus.

At ABAC, there also is no lack of activities for students outside of class. The College offers a club for nearly every major, as well as an active Student Government Association and Student Union. Seven different intercollegiate sports are offered, including basketball, baseball and tennis for men; basketball, fast-pitch softball and tennis for women; and intercollegiate rodeo for men and women. Women's soccer has also recently been added to the Athletics Program. The College has its own radio station, campus newspaper and literary magazine. The Baldwin Players Theatre Troupe offers productions each semester. ABAC also has its own concert band, jazz band, concert choir, jazz choir, and dance troupe.

PROGRAMS OF STUDY

ABAC currently offers 42 college transfer majors that provide all the course work necessary to move on to a senior college or university, as well as 17 career and technological majors. Currently, 19 one-year certificate programs are also available. Georgia residents who qualify are able to take these programs at no cost through the HOPE Grant Program.

Division	Transfer Programs	Career/Tech Programs	Certificate Programs
Agriculture and Forest Resources	Agriculture Ag Business/Econ Ag Education Ag Science Ag Engineering Forest Resources	Plant Science Animal Science Livestock Health Poultry Tech. Ag. Bus. Tech. AET Forest Tech Wildlife Tech. FCS Tech. Env. Hort. Tech.	Turf Grass & Equine Tech Landscape Maint. Tech. Soil Resources Interior Design Children & Family Serv. Horse Operation Mgt. Gen. Animal Industry Mgt. Graphic Info. Sys. Tech.

Business Administration	Business Admin. Economics Information Tech.	Bus. Info. Tech. Gen. Bus. Tech	Info. Technology Management/Marketing Office Technology Web Technologies Business Systems Administration/Supervision Sales Technology Small Business Mgt. General Business
Physical Education/ Recreation	Physical Education Recreation		
Humanities	Art English Foreign Language Journalism Liberal Arts Music Comm/Theatre		
Science and Mathematics	Biology Chemistry Computer Science Allied Health Dentistry Engineering Mathematics Medicine Pharmacy Physics Veterinary Med.		
Social Science	History Pol. Sci./Pre-Law Psychology Sociology Early Childhood Ed. Middle Grades Ed. P-12 Education Human Services Criminal Justice		Instruc. Supp. Personnel
Nursing	Nursing	Pre-Nursing Program Nursing Program	Nurse Tech.

MAJOR CURRICULUM ACCREDITATION, AFFILIATIONS AND ACCOMPLISHED GOALS

The College has seven academic divisions through which the total academic program is conducted. ABAC is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award the following degrees: Associate of Science and Associate of Arts. The student chooses the program of study under which one of these two degrees comes. The Associate of Science degree is offered in all divisions except Humanities.

The College is accepted by the Veterans Administration for training veterans under the GI Bill of Rights. The College and its faculty and staff are affiliated with the following national, state and regional associations: Georgia Association of Colleges, Georgia Association of Two-Year Colleges, Georgia Collegiate Press Association, National League for Nursing, National Junior College Athletic Association, and the National Association of Student Personnel Administrators.

Bachelors and Masters Degree Programs

ABAC students may obtain bachelors and masters degrees without leaving the Tifton campus by taking courses offered by visiting faculty from four-year institutions. Faculty from the University of Georgia, Valdosta State, Macon State, Georgia Southwestern, and Albany State come to ABAC to teach students who have completed two-year programs, but wish to stay in Tifton. Current programs include:

- Master of Business Administration (Albany State)
- Bachelor of Science in Business Administration (Georgia Southwestern)
- Bachelor of Science in Information Technology (Macon State)
- Bachelor of Science in Early Childhood Education (Valdosta State)
- Bachelor of Science in Agriscience and Environmental Systems (University of Georgia)

FUNDING AND ENDOWMENT

The Abraham Baldwin Agricultural College Foundation, Inc. is a Georgia nonprofit corporation organized in 1954 for the sole purpose of supporting the aims and objectives of ABAC. The charter states, "...the Foundation was organized to advance the cause of education by generally establishing and implementing programs and activities for the promotion and assistance of Abraham Baldwin Agricultural College, a state-assisted educational institution, her faculty and students."

Governed by an elected board of 29 prominent citizens of Georgia as trustees, the Foundation determines with the administration of the College the specific purpose for which all gifts to the Foundation will be used by the College.

The opportunity to assist all facets of the College program is extended to the faculty and staff, alumni and friends, businesses, corporations and selected foundations on an annual basis. The Foundation has the ability and the experience to manage planned gifts and bequests as well as assist donors in planning gifts, which produce the best possible tax and other financial returns. The Foundation is a federal tax-exempt organization under Internal Revenue Code Section 501 (c) (3).

The growth and development of the Abraham Baldwin Agricultural College Foundation Inc. have continuously mirrored the institution's rise to prominence in the two-year college community of associate and career programs. "...advancing the cause of education…" shall continually be the aim, objective and goal of the Abraham Baldwin Agricultural College Foundation.

The Foundation's total ass value for the fiscal year 2003 was approximately $7.1 million, an increase of $3.2 million since the 1996 fiscal year. Foundation expenditures for FY 2003 were $1,020,366, and gifts to the College totaled $806,400.

RESEARCH OR OTHER AFFILIATIONS

The University of Georgia has a Tifton campus that houses two units of its College of Agriculture and Environmental Sciences. Each of these units, the Rural Development Center and the Coastal Plain Experiment Station, complements the ABAC mission.

The Georgia Department of Labor, Department of Natural Resources, and various other public and private entities assist the College by helping provide job placement and work experience for ABAC students. The State Museum of Agriculture (Georgia Agrirama) is another allied state agency in the area that serves to preserve and exhibit the culture of South Georgia.

MATRICULATION AGREEMENTS

The College offers two-year associate degrees in its college transfer program, the Associate in Science and the Associate in Arts. These transfer programs are designed to prepare students to transfer to an upper level institution as a junior. An Associate in Applied Arts (AAS) degree is awarded to students who complete two years of organized college curriculum work. This degree, however, does not guarantee transfer to a four-year institution because each higher-level institution has its own admission requirements.

Students may attend classes at the Moultrie off-campus location and earn either an Associate in Education or Business degree. In addition, through cooperative agreements with Moultrie Technical College and East Central Technical College, students may acquire an Associate in Applied Science degree.

East Central Technical College – Under a cooperative arrangement with the East Central Technical College, Abraham Baldwin offers a joint program leading to the Associate of Applied Science degree. The technical component of these joint programs is completed at East Central Tech's campus in Fitzgerald. Students completing one of the nine programs at East Central Tech listed below will receive the Associate of Applied Science degree from ABAC. At least 16 of the 24 semester hours required for the cooperative degree diploma (Associate of Applied Science) must be earned in residence at ABAC.

- Banking and Finance
- Computer Information Systems
- Cosmetology
- Marketing Management
- Practical Nursing
- Business and Office Technology
- Convergent Telecommunications Technology
- Early Childhood Care and Education
- Pharmacy Technology

Moultrie Area Technical College – Under a cooperative arrangement with the Moultrie Area Technical College, ABAC offers a joint program leading to the Associate of Applied Science degree in 26 areas listed below. These programs are designed to educate students in areas leading to immediate employment. The technical component of these joint programs is completed at Moultrie Tech's campus in Moultrie or Tifton. Students completing one of 26 programs at Moultrie Area Technical College listed below will receive the Associate of Applied Science degree from ABAC. At least 16 of the 24 semester hours required for the cooperative degree diploma (Associate of Applied Science) must be earned in residence at ABAC.

- Accounting
- Advanced Drafting
- Advanced Machine Tool Technology
- Automotive Collision Repair
- Business & Office Technology
- Advanced Air Conditioning
- Advanced Drafting & Design
- Air Conditioning Technology
- Automotive Technology
- Cabinet Making

- Carpentry
- Diesel Equipment Technology
- Early Childhood Care & Education
- Electronics Technology
- Industrial Electrical Technology
- Marketing and Management
- Medical Assisting
- Plumbing
- Computer Information Systems
- Drafting
- Electrical Construction & Maintenance
- Fire Science Technology
- Industrial Maintenance Technology
- Masonry
- Practical Nursing
- Radiological Technology

BACHELORS AND MASTERS DEGREE PROGRAMS

ABAC Associate Degree program graduates may take advantage of cooperative programs with five institutions in the University System (University of Georgia, Albany State, Georgia Southwestern, Macon State and Valdosta State), which lead to bachelors and masters degrees. These programs permit area residents to receive four-year and graduate degrees without leaving the ABAC campus:

- Master of Business Administration (Albany State)
- Bachelor of Science in Business Administration (Georgia Southwestern)
- Bachelor of Science in Information Technology (Macon State)
- Bachelor of Science in Early Childhood Education (Valdosta State)
- Bachelor of Science in Agriscience and Environmental Systems (University of Georgia)

Section 2a |

Goals of the Campus Master Plan

Institutional Mission Statement and Strategic Plan

The following is a summary of the Abraham Baldwin Agricultural College (ABAC) Mission Statement and Strategic Plan. Information for this document was derived from the "Abraham Baldwin 2004-2005 Catalog," and information from the Office of Institutional Research and Planning.

HISTORY OF STRATEGIC PLANNING

The formalized process of strategic planning began at the College during the 1986-87 academic year. Strategic planning processes have evolved over the past decade to be more inclusive and to reduce the volume of materials included in the strategic planning document, which has become known as the Strategic Vision. The Strategic Vision has become a rolling five-year plan that is updated annually.

This plan is supplemented by the Annual Unit Plans that are developed within each unit of the institution. The Unit Plans are developed by the Unit's faculty, staff and administrators as goals and objectives for the next year. The unit goals and objectives relate to the Strategic Vision goals and become the operational plan for the year. The Unit Annual Report, submitted in July, includes the progress towards accomplishment of all goals.

One of the primary purposes of strategic planning at ABAC is to enhance the mission of the College. The guiding principals and objectives of ABAC's Strategic Vision complement the ABAC Mission Statement and the Guiding Principles/Mission Statement of the University System of Georgia. These documents establish the parameters within which all planning is conducted.

Success of strategic planning depends upon widespread participation in developing and updating the plan. The involvement of the entire campus community in the planning process reflects the core purpose and values of the College.

ABAC's core purpose is to provide credit and non-credit educational opportunities both in and out of the classroom for students, members of area communities, faculty, staff and administrators.

PHILOSOPHY

The first priority of any institution of higher learning must be to provide its students with the best possible education. This must be the guiding principle. Anything enhancing that responsibility serves the institution well; anything detracting from that responsibility betrays the central trust that the Regents and the public have given to us. Classroom and laboratory instruction must be the top priority of the College.

ABAC has long prided itself in being a "student-centered" institution. That tradition is critical to any meaningful future for the institution. At the same time, the College realizes that this objective cannot really be met unless the courses of study have academic integrity. The College's philosophy proceeds from a dual commitment to students and quality in the firm belief that neither can be served without the other. The College believes that students must be treated as individuals, respected as persons, given the kind of attention that will enable them to succeed, and provided with a pleasant, courteous environment in which to live, work and study.

The College believes that students must be provided opportunities for physical, social and emotional growth, as well as intellectual growth. The College believes that students should be encouraged to become involved in campus life and extracurricular activities in order to develop their potential as citizens and as leaders. The

College believes that the diverse nature of the student body demands flexibility in meeting students' needs. The College believes students must be challenged in order to realize their potential as learners and accept their responsibilities as mature adults.

This philosophy ought to be the foundation of institutional performance and individual conduct. ABAC's mission reflects this philosophy. The College's heritage from the past must also be its legacy to the future. Accordingly, we affirm the following statement of institutional mission:

MISSION STATEMENT

Building upon a rich tradition, our institution is a diverse learning community, inspiring excellence in our teaching and learning, developing strong educational and economic partnerships, and serving as a global gateway for our students.

As a unit of the University System of Georgia, ABAC shares the following characteristics with other two-year units in the System:

- A commitment to excellence and responsiveness within a scope of influence defined by the needs of the local area and by particularly outstanding programs and distinctive characteristics that have a magnet effect throughout the region or state.
- A commitment to a teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, functions to provide University System access for a diverse student body, and promotes high levels of student learning.
- A high quality general education program that supports a variety of well-chosen associate programs and prepares students for transfer to baccalaureate programs, learning support programs designed to ensure access and opportunity for a diverse student body, and a limited number of certificate and other career programs to complement neighboring technical institute programs.
- A limited number of baccalaureate programs designed to meet the educational and economic development needs of the local area.
- A commitment to public service, continuing education, technical assistance and economic development activities that address the needs, improve the quality of life and raise the economic level within the College's scope of influence.
- A commitment to scholarship and creative work to enhance instructional effectiveness and to encourage faculty scholarly pursuits; and a responsibility to address local needs through applied scholarship, especially in areas directly related to targeted baccalaureate degree programs.
- A supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and meet the needs of students, faculty and staff.
- Cultural, ethnic, racial and gender diversity in the faculty, staff and student body, supported by practices and programs that embody the ideals of an open, democratic and global society.
- Technology to advance educational purposes, including instructional technology, student support services, and distance education.
- Collaborative relationships with other University System institutions, state agencies, local schools, technical institutes, and business and industry, sharing physical, human, information, and other resources to expand and enhance programs and services available to the citizens of Georgia.

INSTITUTIONAL VISION

ABAC, an associate level college, is a community-based residential institution offering programs in the natural and physical sciences, liberal arts, social sciences, business, physical education and recreation, and health occupations, as well as a specialized institution serving a unique role through programs in agriculture and related disciplines. This dual emphasis, together with on-campus housing, gives the College its distinctive character and enables it to attract traditional and nontraditional students from throughout Georgia, other states and other countries, creating a culturally diverse student body.

Off-campus and evening programs provide educational opportunities for individuals who are unable to attend classes in the traditional setting. Public service programs include special interest activities and courses, occupation-enhancing short courses, youth enrichment courses, and performing and visual arts events. The College also provides administrative services and facilities that enable community and state organizations, as well as other units of the University System of Georgia to bring seminars, meetings, and upper-level and graduate instruction to the region.

ABAC's vision for the future includes placing student learning foremost; having an outstanding, diverse faculty, staff and administration; valuing and encouraging lifelong learning; and ensuring continuous leadership and improvement. The College supports its mission through a participatory planning process involving all aspects of the campus community. Key components of the vision include additional outreach in Colquitt County through the development of the Moultrie Center; expanded use of distance education technologies; and collaborative efforts with technical institutes, public schools, and business and professional organizations. Another dimension of the vision is the continued development of agriculturally related programs of study and partnerships with Fort Valley State University and the University of Georgia. Furthermore, the vision includes meeting the changing needs for programs other than those in agriculture.

The open admissions nature of ABAC continues to require refinement of services that enhance student development and academic success.

STRATEGIC INITIATIVES

1. Create an integrated, diverse learning environment that promotes the highest levels of student success.

2. Further develop programs that foster a sense of community among faculty, staff and students.

3. Aggressively pursue public/private and community partnerships to expand learning opportunities, both locally and globally.

4. Collaborate with four-year institutions to expand degree opportunities.

5. Restore and construct physical facilities that foster student learning and greater community involvement.

6. Infuse technology into student learning, teaching, and support services.

Strategic Initiative I: Create an Integrated, Diverse Learning Environment that Promotes the Highest Levels of Student Success

Priority	*Individual/Committee Responsible*	*Begin/End Date*
Diversity		
Provide workshops for faculty, staff, and students	Director, College Services; VPSES, Faculty/Staff Development Committee	8/02 – Ongoing
Expand opportunities for international studies	Humanities/Social Science	2003 – 2005
Increase intercultural activities, including Moultrie students, athletic teams, mentoring programs, minority programs, at-risk students	VPAA / VPSES; Student Union, Diversity Affairs Committee, Intercollegiate Athletics	2003 – 2005
Use CAPP to Enhance Academic Advising program	VPSES	1/03 – 6/04
Create Advising Center	VPAA, VPSES/Director, Learning Support	1/03 – 1/05
Enhance living/studying conditions in dorms	Director, Student Life; Residence Life	
PR campaign targeted toward student success	Director, Public Relations; Marketing Committee	10/02 – 8/04
Develop plan for retention of second year students	VPAA/VPSES; Student Success Committee	1/03 – 1/04
Implement totally student-centered mediation program	Director, College Services; Alternate Dispute Resolution Committee	8/02 – 12/02
Faculty/Staff Development		
Develop activities targeted to identified problems	Faculty/Staff Development, Committee/Faculty Development Coordinator	2002 – 2003
Instruction		
Augment library resources	Library Director, Library Committee	2003 – 2008
Increase focus on Liberal Arts programs and activities on campus	Humanities/Social Science/Science Math	2003 – 2005
Provide special opportunities for high achieving students	Director, Honors Program	2003 – 2005
Increase appropriate instructional space for each discipline	VPAA, Facilities ad hoc committee and Facilities Task Force	8/03 – 6/04

Increase faculty positions in disciplines, as needed	VPAA	2004 - 2007
Enhance campus communication (internal customer service)	Director, Public Relations	11/02 – Ongoing
Investigate alternative instructional delivery: Ex. class scheduling E-core Online Special initiative programs (South Georgia Writing Project)	VPAA; Curriculum Committee	2002 – 2005

Strategic Initiative II: Further Develop Programs that Foster a Sense of Community among Faculty, Staff and Students

Priority	*Individual/Committee Responsible*	*Begin/End Date*
Facilitate staff and student relationships through social activities, pre-game cookouts, sports competitions, and educational activities	VPSES; Faculty/Staff Development Committee, Student Union	1/03 – 1/04
Develop faculty, staff and student community service projects or awareness campaign in the community	Director, Public Relations, VPAA; Student Government	2003 – 2005
Promote programs that give incentive and rewards for the betterment of ABAC and the local community	Director, Public Relations	9/02 – 8/03

Strategic Initiative III: Aggressively Pursue Public/Private and Community Partnerships to Expand Learning Opportunities, Both Locally and Globally

Priority	*Individual/Committee Responsible*	*Begin/End Date*
Partnerships		
Comprehensive athletic fund raising campaign	Director of Development, Athletic Director	9/02 – update annually
Broaden PSBO and EOYC in eight-county service area	Director, PSBO & Director, EO&YC	8/02 – Ongoing
Expand partnerships with business/ industry in eight-county area	Director, PSBO & Director, Evening & Off-Campus Programs	2003 – 2005
Expand collaborations with area schools	Director, PSBO & Director, Evening & Off-Campus Programs, Principal	8/02 – Ongoing

	education instructor, Director, EO&YC	
Pursue outside funding for faculty/staff development	VPAA, Director of Development; Director, Federal Programs	9/02 – 6/05
Pursue federal grant money in a variety of areas	Director, Federal Programs	Ongoing
Encourage participation in community as part of total student learning experience	VPAA/VPSES	2002 – 2005
Partner with CPES/B&I to show practical application of subject matter	Academic Division Chairs	2002 – 2005
Increase incentive grants and work opportunities for under-represented student populations	VPAA, VPSES, Director of Development, Foundation Board	9/02 – 6/06
Consider acquiring adjacent property for College use (old Howard Johnson's property)	President, Director of Development; Foundation Board	8/02 – Ongoing
Increase publicity for major donors	President, Director of Development, Director, Public Relations	8/02 – Ongoing
Sponsor luncheon for scholarship recipients and donors	Director of Development, Scholarship Committee, Director, Public Relations	1/03

Strategic Initiative IV: Collaborate with Four-Year Institutions to Expand Degree Opportunities

Priority	*Individual/Committee Responsible*	*Begin/End Date*
Expand four-year degree options (BS/BA/BAS/BAT) to include: Special Education Math/Science Criminal Justice Human Services/Social Work	President, VPAA; Curriculum Committee	2002 – 2005
Expand Agriculture and Forestry Resources four-year options into Horticulture, Wildlife and Forestry	VPAA; Curriculum Committee	2004 – 2008
Expand educational support services to meet the needs of the four-year programs	VPAA; Library Committee, Institutional Technology Committee	2003 – 2008

Strategic Initiative V: Restore and Construct Physical Facilities that Foster Student Learning and Greater Community Involvement

Priority	Individual/Committee Responsible	Begin/End Date
Restore and construct physical facilities	President, VP for Fiscal Affairs	2002 – Ongoing
Add functional classroom space	Director, Physical Plant	2002 – Ongoing
Enhance the safety and security of the campus	Director, Public Safety	2002 – Ongoing
Adapt King Hall for ADA compliance	Director, Physical Plant	
Restore Tift, Lewis and Herring Halls	President, VP for Fiscal Affairs	2008
Develop and maintain a campus beautification plan	Director, Physical Plant	2008
Create a wellness center for faculty/staff/ students	VPSES, VPAA (HPER)	1/03 – 1/05
Enclose the pool	VPSES, Director of Development	1/03 – 1/05
Provide privatized residence halls	VPSES, Director of Development, VPFA	8/04 – 8/05
Restore/upgrade campus infrastructure (excluding heating and cooling)	Director, Physical Plant	
Complete the renovation of Howard Auditorium	Director, Physical Plant	2003
Develop/construct a technology center	President, VP for Fiscal Affairs	2008
Open “one-stop” shop for student services	VPSES	11/02

Strategic Initiative VI: Infuse Technology into Student Learning, Teaching and Support Services

Priority	Individual/Committee Responsible	Begin/End Date
Provide faculty incentives for incorporating technology into the curriculum and the classroom	VPAA; Director, Institutional Technology; Institutional Technology Committee	1/03 – 6/03
Develop a comprehensive area of online for appropriate majors	Division Chairs; Director, Institutional Technology	2002 – 2005
Develop a proactive approach to assessing and implementing new technology	Director, Institutional Technology; Institutional Technology Committee	1/03 – 6/03
Develop a technology liaison program	Director, Institutional Technology; Instructional Technology Committee	8/03 – 6/04

Develop procedures for ensuring equitable distribution of technology resources	Director, Institutional Technology; Instructional Technology Committee	8/02 – 6/03
Secure resources to provide the recommended ratio of IT staff to the aggregate institution	President; Director, Institutional Technology	2002 – 2005
Encourage resource sharing through collaborative community partnerships	President; Director, Institutional Technology	2002 – 2005
Develop students' evaluative knowledge for using electronic library resources	Library Director, Division Chairs, Library Committee	2002 – 2004
Increase availability of student services to off-campus students through appropriate technology	VPSES; Director, Institutional Technology	11/02 – 6/04
Develop an information technology clearinghouse for purchasing assistance for faculty, staff and students	Director, Institutional Technology, Instructional Technology Committee	8/03 – 1/04
Provide computer access in key classroom buildings	Director, Institutional Technology, Instructional Technology Committee	8/04 – 12/04
Develop strategies for moving toward a more paperless campus	Director, Institutional Technology	
Secure necessary resources to implement and support a single card ID system	VPSES; Director, Institutional Technology	9/02 – 9/03
Provide discipline specific technology training for faculty	VPAA, Faculty Development Coordinator; Director, Institutional Technology	2002 – 2004

Section 2b

Goals of the Campus Master Plan

Issues and Opportunities

The following provides an overview of Abraham Baldwin Agricultural College (ABAC). Information for this document was derived from the "Abraham Baldwin 2004-2005 Catalog," the 1999 Physical Master Plan, and information from the Office of Institutional Research and Planning.

HISTORY OF PHYSICAL MASTER PLANNING

The last master planning effort conducted on the ABAC campus was the 1999 Physical Master Plan, completed in 1999 by the Ingram Parris Group following the University System of Georgia Physical Master Planning Template (July 1997). This comprehensive physical master planning effort sought to achieve two principal objectives: "The first, to partially develop the physical plant that has in fact been serving the academic mission and its physical plant operations. Second, to create a physical environment that is beautiful and emblematic of its educational purpose, one that encourages social and intellectual interchanges among students, faculty and staff."

Prior to the 1999 Physical Master Plan, a five-page report was produced in May 1993, entitled "Master Development Plan, Abraham Baldwin Agricultural College 1993 to 2000." The plan was presented in three phases with Phase 1 having immediate importance. The plan for Phases 2 and 3 was to be flexible and updated as needed in the years to come.

PHYSICAL PLANNING ISSUES

Since the completion of the 1999 Physical Master Plan, a number of changes and opportunities have contributed to the need for a major master plan update. Among these are:

Enrollment – The previous master plan projected a headcount enrollment of 2,773 for fall 2002, growing from 2,502 HC students in 1998. ABAC's actual HC enrollment in fall 2002 was 3,033, with growth far outpacing earlier projections. The fall 2003 HC enrollment stood at 3,407.

Demographics – The University Systems of Georgia's recent capacity study projects major system-wide growth over the next ten to fifteen years. Although the projections were generalized, it was determined that the total headcount enrollment would increase conservatively by over 100,000 students to 345,400 by 2020. With considerable growth anticipated in the Atlanta area, ABAC has the potential for extraordinary enrollment growth within the horizon of this master plan update.

Mission – The potential for enrollment growth is also enhanced by potential efforts to expand ABAC's mission. The institution, currently a residential two-year college, will likely seek to attain a four-year mission and "state college" status within the horizon of this master plan update.

Housing – The institution undertook a major privatized housing development, with the construction of 835 beds in apartment-style units. These units were completed for the start of the Fall 2004 semester, completely replacing the existing residence halls, which have been demolished. This new housing stock has already been filled to capacity, and is anticipated to increase student interest in ABAC.

GOAL OF THE MASTER PLAN UPDATE

This update to the 1999 Master Plan is primarily intended to address changes in enrollment and mission at ABAC. The Master Plan Update establishes priorities for renovation and new construction projects that will

support enrollment growth and the eventual transition of ABAC into a four-year college. In addition, the recommendations contained within the Master Plan Update respond to the physical characteristics of the campus, seeking ways to enhance the learning and social environments at ABAC.

Section 3 |

Existing Campus Conditions

Campus Grounds

This section updates the 1999 master plan Existing Campus Conditions memorandum, and contains information included in that document (completed by the Ingram Parris Group).

CAMPUS GROUNDS

Campus Physical Setting

Abraham Baldwin Agricultural College (ABAC) is located in south Georgia in Tifton, a city of over 15,000 people. Captain Henry Harding Tift was the founding father of Tifton, who left his home in Mystic, Connecticut, to harvest timber for his family's ship building business. The Southern Railway built to haul timber in the 1800s forms the eastern edge of ABAC's campus today. The campus is located on 421-acres of gently rolling terrain on the north side of the city.

Natural features

Within the campus boundaries are forests, lakes, streams, and farmland that together create a stunning backdrop for the academic pursuits of ABAC's students and faculty. Lake Baldwin, to the west of the academic core, is an incredible scenic and recreational resource that is currently underutilized by the campus community. Woodroof Farm and the agricultural land east of Moore Highway link the campus to the agricultural landscape of its surroundings while providing educational opportunities for those studying agricultural-related science. The pine forests act as forestry labs and a third landscape type that adds to the diversity of ecosystems at ABAC. Within the campus core, grassed open spaces and thick tree canopies give ABAC the collegiate spaces and academic feel of a successful educational institution.

Campus Framework

The "Sweetheart Circle," which includes Lewis, Tift, and Herring Halls, established the foundation around which ABAC's campus grew. As the college grew in enrollment, buildings emanated in roughly concentric arcs from the west facades of original three historic buildings. Over time, the center of campus shifted north and west from the sweetheart circle to the library in the Carlton Center and the computer labs in Conger Hall. Reinforcing this new campus center is a pedestrian mall that establishes formal axial relationships among significant buildings on campus. The radial pattern of development is not readily apparent when experiencing the campus today.

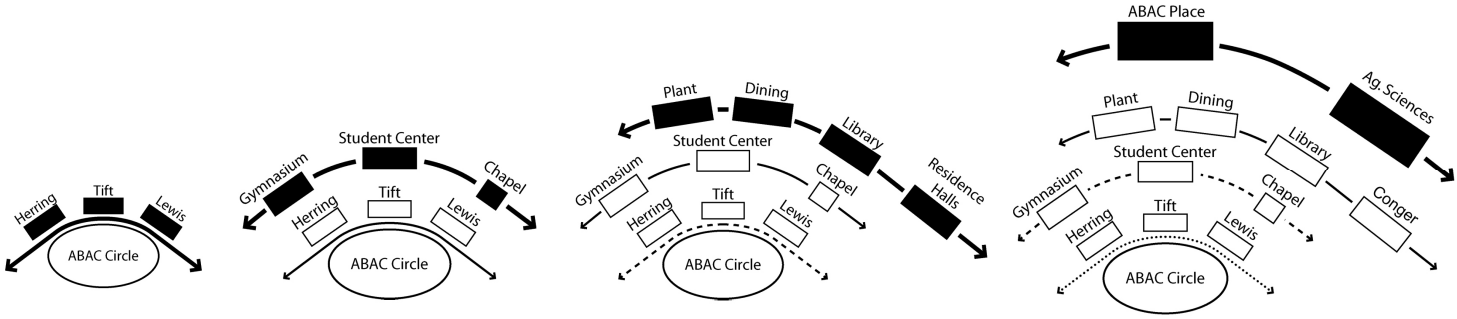

Diagram 1. Evolution of the ABAC campus from 1908 to 2004

Campus Edges

The edges of ABAC's campus visually blend into the agricultural landscape that surrounds it. The Southern Railway forms the eastern edge of campus; ABAC's main entrance road crosses the railway as it intersects Moore Highway. Zion Hope Road and Davis Road form the northern and southern boundaries respectively. Woodroof Farm stretches to the west until it meets Carpenter Road at the ABAC's western edge.

CAMPUS LAND USE

Campus Core

The campus core includes the academic and residential facilities on ABAC's main campus and occupies approximately 80 acres. There are several farm buildings which have an academic function, but are not located within the campus core. Classroom and laboratory buildings primarily occupy the eastern side of campus with the science, agriculture, and forestry buildings stretching over Perimeter Road. Student life and administration buildings anchor the western edge with Gressette Gym and Howard Auditorium located along Davis Road. Most buildings fall within a 5-minute walk circle ensuring that students, faculty, and staff can reach their destinations within a scheduled class change. As the core grew from the historic sweetheart circle, the activity center of campus shifted north. The Donaldson Dining Hall and Branch Student Center are in geographical center of campus, but due to their architecture, siting, and current use patterns no longer function as the campus hub. Students today identify with the plaza between the Carlton Center and Conger Hall as the most active place on campus. The construction of ABAC Place further strengthened this shift with its Town Center centered on a major pedestrian path connecting to the Conger Hall plaza.

ABAC Place, completed and opened for the 2004-2005 academic year, houses the majority of the residential population on campus, with 835 beds. Comer Hall houses some 40 students and hosts the Police Academy. Fulwood, Mitchell, and Branch Halls, the predecessors to ABAC Place, were demolished during the time of this Master Plan Update. With the addition of 835 beds in apartment style units in ABAC Place, ABAC is well on its way to changing the perception of the College from a 2-year commuter institution to a 4-year residential college.

Forests

Two forest stands occupying approximately 60 acres provide educational opportunities for the Forestry and Environmental Science Programs while contributing to ABAC's natural setting. The stand located on the east side of Moore Highway shields the campus from the Southern Railway Line and provides a backdrop within the larger agricultural setting. The larger of the two stands runs along the hilltop separating the northern half of Woodroof Farm from the main campus. Trails leading to and from the Duck Pond in this stand act as both outdoor teaching spaces and recreational escapes.

Agriculture

The adjacency of Woodroof Farm to ABAC's campus provides dynamic opportunities for students studying related agricultural sciences to experience hands-on demonstrations and participate in farm-related activities without traveling long distances. On the 200-acre farm, students and faculty grow crops, learn pesticide and fertilizer applications, graze horses, and practice animal husbandry. The land devoted to agricultural activities is considered an outdoor laboratory, and much like the interior biology and chemistry labs, must be preserved to maintain the superior educational opportunities they currently provide. As ABAC continues to grow in enrollment and requires additional facilities, encroachment into Woodroof Farm must be limited and not negatively impact the overall efficiency of farm operations.

Recreation

In addition to the traditional sports fields and tennis courts, ABAC has a rodeo arena, truck pull, horse barns, and a mud bog among its recreational facilities. Pavilions have been built along the shores of Lake Baldwin and Duck Pond for picnicking and outdoor gatherings. Sand volleyball courts are in several areas on campus, including the ABAC Place residential complex. The recreation facilities total approximately 80 acres.

Pedestrian Circulation and Open Space

Pedestrian circulation at ABAC follows two patterns. One pattern follows the informal, curving pathways through heavily canopied spaces that crisscross the landscape leading to building entrances. The other pattern establishes a formal axial relationship from north to south and east to west using wide, tree-lined walks with water features and larger plazas at key intersections.

The open space framework consists of the natural landscape (forests, lakes), the agricultural landscape, and the designed spaces within the campus core. The natural and agricultural landscapes were discussed above and provide the context within which the interior campus landscape fits. The Meadow is the main green space within the campus core framed by buildings on two sides. Among the towering pines, the memorial garden and reflecting pool near the Chapel provide respite from the more active open spaces. The entrance landscape in front of the sweetheart circle provides an adequate setting for the historic buildings, but has been compromised with a parking lot. The landscape spaces on the southern edge near Gressette Gym and Howard Auditorium appear neglected and in need of definition.

Similar to the types of pedestrian experiences, the landscape spaces within the core vary from intimate, tree-canopied, textured spaces with small gathering spaces and plazas, to more open, larger scale plazas and grassed areas. The newer landscapes, together with the larger scaled modern buildings are distinctly different from the older, smaller scale landscapes and buildings. As the newer landscapes mature, these differences may diminish.

Athletic and Recreational Facilities

With 8 intercollegiate teams (4 men's, 4 women's) and an active recreational sports program, ABAC makes great use of its fields and sports facilities. Two gymnasiums, Gressette Gym and Thrash Gym, host basketball and volleyball. The weight and fitness room is very popular and in need of expansion. The Red Hill Athletics Facility provides office space and remote locker rooms for the tennis, baseball, and softball facilities.

A half-mile walking track wraps around a multi-purpose intramural field where the women's intercollegiate soccer team plays during the season. The tennis program has 12 lighted courts for competition play. Intercollegiate baseball and softball also have excellent field resources. There is a golf driving range and practice green which double as recreational resources and educational resources for the turf management and golf course management programs. In addition to the facilities on campus, ABAC recently acquired Forest Lakes Golf Course, a 9-hole course within 5 miles of the College.

In addition to the traditional sports fields and tennis courts, ABAC has a rodeo arena, truck pull, horse barns, and a mud bog among its recreational facilities. Pavilions have been built along the shores of Lake Baldwin and Duck Pond for picnicking and outdoor gatherings. Sand volleyball courts are in several areas on campus, including the ABAC Place residential complex.

VEHICULAR CIRCULATION AND PARKING

Vehicular Circulation

All principal vehicular entrances to the campus are accessed from Moore Highway to the east of campus. Davis Road, Stallion Drive, and Perimeter Road interconnect to carry all through traffic on campus. The intersection of Faculty Drive at Town Center is a principal concern as it is a potentially hazardous pedestrian crossing. Vehicular speed is a concern along Perimeter Road; consideration should be given to speed mitigation through the continued use of speed bumps.

Existing Parking

Currently, the Public Safety Office issues permits without regard to on- or off-campus status.

Interviews with students, faculty, and staff indicate that parking is adequate for the current enrollment. Although parking is not always “convenient,” parking is almost always guaranteed at various lots on campus.

User groups, population and parking supply are identified in the following tables. See also the “Description of Future Academic Program,” “Student Enrollment Assumptions and Faculty and Staff Projections,” and “Academic and Support Facilities Projections” memoranda included in this master planning report for a more detailed derivation of user group populations.

Future Parking Requirements

The amount of parking required in the future as the College continues to grow is based on the following assumptions:

- There are currently 835 beds in ABAC Place and an additional 40 temporary beds in Comer Hall. It is estimated that 97% of these residential students bring vehicles to campus. It is assumed that the second phase of building for ABAC place will include an additional 835 beds, bringing the total to 1,670 beds (absorbing those in Comer Hall). Parking will be provided for 75% of residential students, more accurately reflecting current national standards.

- Faculty are projected at a ratio of 18 HC faculty per HC student (18:1)

- Staff are projected at a ratio of 16 HC staff per HC student (16:1)

- Visitor parking is projected at an additional 6% to reflect the existing proportion of visitor and handicapped parking on campus.

- Currently, parking is provided during peak hours for 75% of faculty and staff. Current standards suggest parking for up to 90% of faculty and staff. Both projections are included in a range, below. For Phase I (6,000 students), 90% of faculty and staff parking can be accommodated within planned 3,450 total parking spaces on campus. For Phase II, a total of 5,070 spaces will be provided, including parking for nearly 75% of faculty and staff during peak hours.

Assuming Parking for 75% of Faculty and Staff	**Students**			**Faculty/Staff**			**Visitors/Other**
	Residential	Commuter	Total	Faculty	Staff	Total	
Population by User Group							
Existing (HC)	875	2,178	3,053	138	195	333	N/A
Projection A (6,000 HC)	1,670	4,330	6,000	333	375	708	N/A
Projection B (10,000 HC)	1,670	8,330	10,000	556	625	1,181	N/A
Demand by User Group	**75%**	**30%**		**75%**	**75%**		**6%**
Existing (HC)	850	653	1,503	104	146	250	105
Projection A (6,000 HC)	1,253	1,299	2,552	250	281	531	185
Projection B (10,000 HC)	1,253	2,499	3,752	417	469	885	278

Assuming Parking for 90% of Faculty and Staff				**Faculty/Staff**			**Visitors/Other**
				Faculty	Staff	Total	
Demand by User Group				**90%**	**90%**		**6%**
Existing (HC)				104	146	250	105
Projection A (6,000 HC)				300	337	637	191
Projection B (10,000 HC)				500	563	1,063	289

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Range of total parking demand:

Total Parking Demand	**Parking Spaces**
Existing	**1,858**
Projection A (6,000 HC)	**3,268 –3,380**
Projection B (10,000 HC)	**4,915 –5,104**

Findings

The main campus core is reaching a limit on the amount of surface parking that it can reasonably accommodate for future enrollments. Alternatives, including structural parking and remote parking, may need to be examined as part of this planning process.

It is recommended that enforcement of permit locations be implemented in an effort to deter resident students from occupying commuter spaces. Changes in class scheduling to encourage better classroom and laboratory utilization is also encouraged to mitigate peak hour use for future projected enrollments.

Consideration should be given to implementing a fee for both residential and commuter parking permits. This would help alleviate the expense of future needed lots and/or structures.

As land for parking is limited, consideration should be given to restricting parking permits to sophomores, juniors and seniors, should the college achieve 4-year status. This policy would have the added benefit of revitalizing student life activities on campus and discouraging the “suitcase school” effect during weekends.

Faculty parking spaces now located in the academic/administrative core should be reconsidered. This area is an active pedestrian zone that could also accommodate a new building in the future. Consideration should also be given to removing parking within ABAC Circle as it deters from the historic setting upon approaching the campus.

Parking in front of ABAC Circle distracts from the overall image of the campus.

The Faculty Parking Lot is in the heart of the campus and may be considered for removal.

COMMUNITY SETTING

Adjoining Neighborhoods

The University of Georgia owns and operates the farmland immediately east and north of ABAC’s campus. The UGA Rural Development Center, which has recently undergone a major renovation, is along the campus entrance road to the south of ABAC. The Coastal Plain Experiment Station is also to the south of campus on Davis Road. Residential neighborhoods flank Woodroof Farm on both east and west sides.

Political and Jurisdictional Entities

The campus lies within the 13th Senate District and the 165th House District. Tift County, the City of Tifton, and Campus Public Safety have jurisdiction on the ABAC campus.

Section 4 |

Future Campus Requirements

Space Needs and Programming

INTRODUCTION

This section outlines the future campus requirements for ABAC. It includes a description of future academic programs, a space needs analysis, parking space requirements, athletic and recreational space requirements, and utility infrastructure requirements. The space needs analysis includes student enrollment assumptions, faculty and staffing projections, academic space requirements and academic support facility requirements.

All facilities needs are projected for a range of headcount students for the year 2020. One projection is based on the carrying capacity study completed for the University System of Georgia by Sasaki Associates in 2003. At the request of the college, two additional enrollment projections were considered. This analysis compares existing space utilization against normative standards as defined by the Council of Educational Facility Planners International (CEFPI) and where appropriate, uses other space standards as noted. This memorandum supplements the information prepared by Ingram Parris Group for the previous Abraham Baldwin Agricultural College Physical Master Plan (completed 1999).

The background information used in this section was provided by ABAC and the Board of Regents of the University System of Georgia.

EDUCATION AT ABAC

This section highlights planned future changes to academic programs at ABAC as indicated in the *Strategic Vision for Abraham Baldwin Agricultural College*.

Future Academic Program

ABAC's educational program is made up of seven academic divisions: Agriculture and Forest Resources, Business, Health, Physical Education and Recreation; Humanities; Nursing; Science-Math; and Social Science.

The main future academic objective of the college is to attain four-year status. If ABAC transitions to offer a four-year baccalaureate, the institution aims to jumpstart this with the introduction of two programs: one in Turf Grass Management and another in Diversified Agriculture. Other possible program expansions include Nursing and Business Management.

POPULATION ASSUMPTIONS

This section covers student enrollment assumptions, faculty and staffing projections, academic space needs and academic support facility requirements for Abraham Baldwin Agricultural College.

Student Enrollment Assumptions

Table 1 shows the actual student enrollment for ABAC for Fall 2003 and student enrollment projections for the year 2020, based on data compiled for the University System of Georgia Carrying Capacity Study[1] and target

[1] The Carrying Capacity Study for The University System of Georgia was completed in July of 2003 by Sasaki Associates, Inc. Enrollments were projected using nine models. For purposes of projecting enrollments on the ABAC campus, one option from the carrying capacity study was adopted to project a heavy growth scenario for the year 2020.

enrollments established by Abraham Baldwin Agricultural College. Three projections were used to illustrate moderate to heavy growth scenarios.

Note: Enrollment at ABAC for *Fall 2004* decreased slightly from Fall 2003. The new enrollment figures are shown along with the Fall 2003 figures. However, the difference in enrollment is negligible when calculating space needs.

Table 1. Actual and Projected Student Enrollments

Fall 2003	Existing Enrollment		Projected Enrollment A		Projected Enrollment B	
	HC	*FTE*	*HC*	*FTE*	*HC*	*FTE*
Total Students All Campuses	3,407	3,032	6,700	6,000	11,175	9,900
Total Students Main Campus	**3,053**	**2,785**	**6,000**	**5,475**	**10,000**	**9,000**
Total Students Moultrie Campus	354	247	700	485	1,150	800

Fall 2004	Existing Enrollment	
	HC	*FTE*
Total Students All Campuses	3,362	2,849

Source: Abraham Baldwin Agricultural College's Department of Institutional Research and Planning provided total enrollment figures for ABAC. Enrollment figures were provided for the Moultrie campus and subtracted from the total enrollment to get main campus enrollment. However, there is a slight margin of error as enrollments for Moultrie students may include a small percentage of students who enroll on both campuses. This number cannot be broken down further per the Office of Institutional Research and Planning.

Faculty and Staff Projections

There were a total of 138 faculty members in Fall 2003; of these, 86 are full-time and 52 are part-time. The overall faculty number converts to a total of 105 FTE. ABAC currently has a student-faculty ratio of 22:1. Future faculty projections are based on an improved student-faculty ratio of 18:1.

There were a total of 195 staff members in Fall 2003; of these, 167 are full-time and 28 are part-time. FTE for staff cannot be calculated as payroll for part-time professional staff is on a contract basis and hours worked are not readily accessible. ABAC currently has a student-staff ratio of 16:1. This ratio is used for future staff projections.

For more information, please see The University System of Georgia's Carrying Capacity Study, Section 3, "Institutional Tiers, Options B, C, and D."

Table 2. Actual and Projected Faculty and Staff

	Existing		Projected Faculty/Staff Enrollment A		Projected Faculty/Staff at Enrollment B	
	HC	*FTE*	*HC*	*FTE*	*HC*	*FTE*
Faculty/Staff on Main Campus	138/195	105	330/375	205	555/625	340
Ratio of Main Campus Students to Faculty/Staff	22:1/ 16:1		18:1/16:1		18:1/16:1	
Faculty/Staff Moultrie Campus	17/5	*	33/10	*	55/15	*

Source: Abraham Baldwin Agricultural College Department of Institutional Research and Planning.

** Cannot be determined.*

INSTRUCTIONAL SPACE PROJECTIONS

Primarily, the guidelines of the CEFPI were applied for this facility report. CEFPI developed guidelines for classrooms, teaching and research laboratories, library space, office space, and a variety of specialized space categories. Data obtained by the College was used in the guideline calculations. The data range from a weekly student contact hour in a classroom or lab to the number of employees using laboratories, staff and faculty requiring office space, to the number and type of degree programs, to students, faculty and staff using library space.

CEFPI guidelines were analyzed against Stanford University Space Planning Guidelines, March 2003; the Pennsylvania State Guidelines, and the Association of College and Research Libraries (ACRL) guidelines to identify areas where they do not reflect current space standards for various higher education space types. In such cases, adjustments have been considered and noted when assessing space needs.

CEFPI prescribes room utilization targets ranging from 27 hours to 35 hours, based on a 45-hour week. Because of the nature of ABAC's schedule, those classes and labs between the hours of 8 AM and 5 PM were used in the analysis. The CEFPI station occupancy guideline ranges from between 60 and 67 percent.

This analysis does not include of Gray Hall because of its potential for removal as well as Fulwood, Mitchell and Branch Halls, which were demolished in 2005.

Classroom Space

Classroom space is defined by CEFPI as a room used by classes that does not require special equipment for student use. Included in this category are spaces that directly serve classrooms for instruction-related activities such as projection rooms, cloakrooms, preparation rooms, closets and storage.

CEFPI breaks classroom space into three categories (classrooms, lecture halls and seminar rooms), with space factors per student ranging from 0.733 to 1.28 for an institution of this size. Because the nature of classroom education has changed to accommodate alternative teaching approaches and higher levels of laptop use, classroom spaces require greater flexibility, often resulting in a reduction in the use of chairs with tablet arms and an increase in the need for additional desk or table space. Therefore, a space factor of 1.07 was utilized reflecting the needs of seminar-style courses. The formula for determining classroom space needs take the space factor per student (1.07) and multiplies it by the total weekly student contact hours (WSCH) for classroom space. Calculations are based on a 45-hour per week use and the CEFPI average student station occupancy (65 percent).

The current supply of classroom space is approximately 37,300 ASF and is adequate for the current enrollment, based on existing WSCH (for the College's most impacted hours of 8:00 AM to 5:00 PM, Monday through Friday). The WSCH for classes taught after 5:00 PM or on weekends are substantially lower, and so do not drive demand for classroom space.

Due to its condition, Gray Hall was taken out of this assessment.

The analysis shows a need for additional classroom space for all projected enrollments.

Main Campus

Phase	Space Factor	WSCH	Existing Classroom Space	Guideline Classroom Space Needs (ASF)	(Deficit)
Fall 2003	1.07	26,119	35,390	28,000	
Projected Enrollment: 6,000 Headcount	1.07	51,330	35,390	55,000	(19,600)
Projected Enrollment: 10,000 Headcount	1.07	85,550	35,390	91,500	(56,100)

Source: Weekly Student Contact Hours (WSCH) provided by the registrar's office at ABAC.

Moultrie Campus

For the Moultrie Campus, a space factor of 4.84 was utilized reflecting the needs of seminar-style courses. The formula for determining classroom space needs take the space factor per student (4.84) and multiplies it by the 10-hour per week use (as Moultrie classrooms are most impacted in the evenings) and the CEFPI average student station occupancy (65 percent).

The current supply of classroom space is approximately 2,000 ASF and is inadequate for the current enrollment, based on existing WSCH (for the College's most impacted hours of 5:00 PM to 7:00 PM, Monday through Friday). The WSCH for classes taught before and after these hours are substantially lower, and so do not drive demand for classroom space.

Phase	Space Factor	WSCH	Existing Classroom Space	Guideline Classroom Space Needs (ASF)	(Deficit)
Fall 2004	4.84	1,038	1,953	5,000	(3,050)
Projected Enrollment: 6,000 Headcount	4.84	2,040	1,953	9,900	(7,950)
Projected Enrollment: 10,000 Headcount	4.84	3,400	1,953	16,450	(14,500)

Source: Weekly Student Contact Hours (WSCH) provided by the registrar's office at ABAC.

Laboratory Space

Teaching laboratory space is defined by CEFPI as a room type that is designed for and/or furnished with equipment to serve the needs of particular disciplines for instruction purposes. It includes class labs, and

unscheduled teaching labs and individual study labs, each of which require special purpose equipment for student participation, experimentation, observation, or practice in a field of study. This category includes service areas that directly serve one or more of these rooms as an extension of their activities, such as balance rooms, cold rooms, stockrooms, darkrooms, equipment issue rooms and similar facilities. Animal rooms and greenhouses are not included in this calculation.

The CEFPI guideline makes different utilization assumptions for specific disciplines. It identifies engineering, agriculture and health professions as three units where lower utilization factors are applied because of the complexity of laboratory types and the considerable amount of independent laboratory work. For example, nursing has a utilization factor that is considerably less than other disciplines.

To determine the space factor for ABAC, an average of approximately 70 ASF per student station was calculated based on the majors offered and taking into account the above-mentioned low utilization factors[2]. This figure was divided by the product of the weekly room use targets (22.5 and 11.25 hours)[3] and the average student station occupancy (80 percent). This number was then multiplied by the WSCH, which resulted in the guideline square footage.

The new Health Sciences building is not included in this assessment. Nor is Gray Hall, due to its condition.

Laboratory space was not analyzed for the Moultrie Campus as lab courses offered through ABAC On the Square are offered at Moultrie Technical College, negating the need for specialized laboratories at the Moultrie Campus.

Phase	WSCH	Existing Laboratory Space	Guideline Laboratory Space Needs (ASF)	(Deficit)
Fall 2003	6,731	59,550	61,400	(1,850)
Projected Enrollment: 6,000 Headcount	13,200	59,550	120,700	(61,150)
Projected Enrollment: 10,000 Headcount	22,000	59,550	200,000	(140,450)

The analysis shows a need for additional lab space for all projected enrollments.

SUPPORT FACILITIES SPACE PROJECTIONS

Office Space

Office space is defined by CEFPI as a room used by faculty, staff and/or students, and is generally equipped with one or more desks, chairs, tables, bookcases and/or filing cabinets. Included in this category is office space for all types of users, such as faculty, administrators, clerical staff, technical/ professional staff, graduate/teaching assistants, and students. The definition of office space also includes studio space if that room serves as an office. This category includes service areas that directly serve one or more of these spaces as extensions of their activities, such as file rooms, photocopy rooms, vaults, waiting rooms, interview

[2] ASF/student station for each laboratory type reflects the high end of the range.
[3] 22.5 hours (50% room use rate) for regular labs with fixed equipment, such as the physical sciences and 11.25 hours (25% room use rate) for those labs requiring substantial independent work such as nursing and agriculture.

rooms, closets, private toilets, records rooms, and office supply rooms. It also includes conference rooms that are used primarily for staff meetings and departmental activities other than instruction.

The CEFPI guidelines determine office space needs based on the number of projected faculty and staff. The size of the space per faculty and staff ranges from 150-155 ASF, including office support space. This number (155 ASF) was then multiplied by the number of personnel, resulting in the total office, service and lounge space needed.

Existing office space was assessed using CEFPI guidelines. This analysis shows a need for additional office space for the projected enrollments. For existing enrollments, a slight apparent "surplus" of office space appears, which can be attributed to the disproportionate amount of older building space on the campus. For this reason, Gray Hall has been taken out of this assessment. In addition, those office spaces in the Student Center have not been taken into consideration because it is not known which are devoted to faculty/staff and which to students.

For the purposes of projecting future office space needs, it has been assumed that the existing number of offices and supply of space matches existing needs. The Board of Regents' new office space guideline of 120 ASF per faculty and staff office (plus an additional 35 ASF for office support space) has been utilized in projecting the need for faculty and staff at the target enrollments.

The analysis shows a need for additional office space for all projected enrollments.

Phase	Headcount/ FTE Faculty[4]	Headcount Staff	Existing Office Space (ASF)	Guideline Office Space Needs (ASF)	(Deficit)
Fall 2003	138/105	195	46,530	43,400	
Projected Enrollment: 6,000 Headcount	330/200	375	46,530	99,000	(52,470)
Projected Enrollment: 10,000 Headcount	550/340	625	46,530	165,000	(118,470)

Source: Faculty and Staff figures were provided by ABAC's Department for Institutional Research.

A review of current office sizes at the College was performed and showed an average office size of 156 ASF. For the purposes of projecting future space needs, it has been assumed that 90 percent of faculty and 80 percent of staff will have offices in projecting future space needs.

Study and Library Space

Library and study space is defined by CEFPI as a room (or area) serving library activities (except offices), including reading/study rooms serving individuals, study books or audio visual materials, stack space providing shelving for library and audio-visual materials, combined open stack and reading rooms, processing rooms (such as those used to house card catalogs, circulation desks, bookbinding, microfilm processing, and audio visual equipment for distribution), and service areas directly serving one or more of these rooms as direct extensions of their activities.

Two guidelines were used: CEFPI, which provides a high range of space needs, and The American Library Association (ALA), which provides a low range of space needs for this category. Both ranges are shown in the table below.

[4] Faculty projections are based on an improved student faculty ratio of 16:1, resulting in a substantial increase in faculty numbers for all projected student enrollments.

The analysis shows a need for additional library and study space for all student enrollment levels.

Phase	Existing Library Space (ASF)	Guideline Library Space Needs (ASF) (CEFPI/ALA)	(Deficit)
Fall 2003	28,360	39,200– 44,400	(10,850)-(16,000)
Projected Enrollment: 6,000 Headcount	28,360	66,000-82,816	(37,600)-(54,500)
Projected Enrollment: 10,000 Headcount	28,360	103,000-129,000	(74,640)-(100,600)

Athletics

ABAC carries out a varsity sports program for men and women in NJCAA Region XVII, as well as a teaching and intramural program. The teaching program offers two majors, one in Physical education and another in Recreation. The Physical Education Program offers classes designed for careers as coaches, teachers, trainers, athletic directors, fitness trainers and in sports medicine, while the major in Recreation prepares them for positions with city parks, recreation departments, YMCAs/YWCAs and with organizations such as the Boys and Girls Club.

Varsity Athletics

Varsity programs offered at the time this report was written included men's baseball, women's softball, men's and women's tennis, basketball, and rodeo. Varsity golf was added in Fall 2005 and Women's varsity soccer in Fall 2006.

Intramural Athletics

Currently, ABAC offers 10 intramural events: badminton, bowling, softball, flag football, basketball, golf, volleyball, tennis, 5k run, and weightlifting.

Indoor Recreation Space

Indoor recreation space is defined by CEFPI as a room (or area) used by students or staff for recreational or physical education activities, such as gymnasiums, handball courts, squash courts, wrestling rooms, swimming pools, ice rinks, indoor tracks, indoor "fields," and field houses. This includes service rooms that serve as direct extensions of the activities conducted in such facilities, such as locker rooms, shower rooms, dressing rooms, equipment supply rooms, first-aid rooms, towel rooms, etc. It also includes such facilities that are shared with intercollegiate athletic programs, but excludes facilities that are exclusively used for athletic programs. The guidelines also exclude spectator seating.

CEFPI guidelines recommend a basic core amount of space (20,000 ASF) appropriate for a student FTE of 1,000. In addition, 5 ASF of recreation space is allotted for every student above the 1,000 FTE core.

Pennsylvania State guidelines use a similar formula for determining space needs in this category, but recommend a much larger basic core of 50,000 ASF for an enrollment of 1,500 students, plus 10 ASF per FTE above the core. The Pennsylvania guidelines also suggest an additional 10,000 ASF for locker and shower rooms, ticket booths, equipment storage, and other areas for the first 2,000 students, plus 6 ASF per FTE above the core.

Current national trends are for institutions to invest much more in athletics facilities than in the past, providing additional recreation amenities such as weight and fitness facilities, aerobics rooms, handball or racquetball courts, and additional locker rooms. Given these trends, the Pennsylvania State guidelines provide a more current baseline measure of the need for campus athletic facilities.

Indoor recreation spaces is evaluated using both methods, providing a range with CEFPI guidelines at the low end and Pennsylvania State guidelines at the high end. The table below outlines the building-related recreation space needed by the College.

Current space needs that have been identified by the College include indoor practice facilities for baseball and softball, and a weight room expansion.

CEFPI Guidelines	Existing Recreation Space (ASF)	Guideline Recreation Space Needs (ASF)	(Deficit)
Fall 2003	32,200	29,000	
Projected Enrollment: 6,000 Headcount	32,200	42,000	(9,800)
Projected Enrollment: 10,000 Headcount	32,200	60,000	(27,800)

PA State Guidelines	Existing Recreation Space (ASF)	Guideline Recreation Space Needs (ASF)	(Deficit)
Fall 2003	32,200	77,500	(45,300)
Projected Enrollment: 6,000 Headcount	32,200	121,000	(88,800)
Projected Enrollment: 10,000 Headcount	32,200	179,000	(146,800)

Outdoor Recreation Space

Currently, the main campus has 2 baseball/softball fields, tennis courts, basketball courts and a rodeo arena. The Forest Lakes Golf Course is owned by the ABAC Foundation and operated by the College, and the Tift County Bowling Lanes are used by the College. but are located off of the main campus. Analysis of future outdoor space needs was carried out utilizing national standards developed by Gary L. Miller of the University of Michigan-Flint. The analysis assumes that, in the future, outdoor teaching stations would be shared amongst intramural teams, but that varsity play fields would not be generally shared.

For colleges in the southeast with enrollments ranging from 1,500 to 5,000 students, total intramural and recreation space (including buildings and turf fields) ranges from 165 square feet to 220 square feet per student. Turf field spaces for soccer, touch football, softball, etc. account for 40 to 45 percent of this standard. Court-type areas for tennis, volleyball, outdoor basketball etc. account for approximately 10 percent of this standard.

Current space needs that have been identified by the College include an outdoor women's soccer field. As the College's residential component increases, so will the need for additional intramural outdoor recreation spaces.

National guidelines have been established for institutions with a full array of intramural and varsity programs; these offerings may or may not be a part of ABAC's future. According to these national guidelines, ABAC requires the following outdoor recreation space for its current and projected enrollments.

Total Outdoor Recreation Standard	**Existing Enrollment: 3,053 Headcount**	**Projected Enrollment: 6,000 Headcount**	**Projected Enrollment: 10,000 Headcount**
Recreation Standard Attributed to Outdoor Turf Fields – 88 SF/Student	268,664 SF 6 acres	528,000 SF 12 acres	880,000 SF 20 acres
Equivalent in "Soccer Field" Modules (195' x 330' = 64,350 SF)	4 fields	8 fields	13.5 fields
Recreation Standard Attributed to Outdoor Court Areas – 22 SF/Student	67,166 SF 1.5 acres	132,000 SF 3 acres	220,000 SF 5 acres
Equivalent in "Doubles Tennis Court" Modules (36' x 78' = 2,808 SF)	24 courts	47 courts	78 courts

Audio-Visual and Data Processing

Audio-visual space is defined by CEFPI as a room or group of rooms used for the production and distribution of audio-visual, radio, and TV materials, and for the operation of equipment for the communication of these materials, such as TV studios, radio studios, sound studios, graphics studios, and similar rooms. This includes service areas that serve as direct extensions of the activities conducted in these rooms, such as film libraries, tape libraries, control rooms, videotape recorder rooms, property storage, recording rooms, engineering maintenance rooms, darkrooms, preparation rooms, and equipment storage rooms.

A basic cluster of 9,800 ASF is assumed for up to 4,000 FTE students and suggests that each additional student FTE would require 1 square foot per FTE.

Pennsylvania State guidelines relate media production space requirements to overall enrollment at the institution at a rate of 1.8 ASF per FTE. Because of this direct relationship to enrollment, Pennsylvania guidelines are less likely to overstate the need for this space type, particularly for smaller institutions.

Audio-visual space is evaluated using both methods, providing a range with Pennsylvania State guidelines at the low end and CEFPI guidelines at the high end. The table below outlines the building-related media production space needed by the College.

Phase	Existing Audio-Visual Space (ASF)	Guideline Audio-Visual Space Needs (ASF)	(Deficit)
Fall 2003	2,038	5,000-9,800	(3,000) – (7,300)
Projected Enrollment: 6,000 Headcount	2,038	9,900-11,300	(7,900) – (9,300)
Projected Enrollment: 10,000 Headcount	2,038	15,000-16,500	(13,000) – (14,462)

The analysis shows a need for additional audio-visual space for all student enrollment levels.

General Use Space

General Use space is defined by CEFPI for two categories: assembly and exhibition space: An assembly area is a room designed and equipped for the assembly of large numbers of persons for such events as dramatic, musical, devotional, livestock-judging, or commencement activities, which are not used primarily for instructional purposes. An exhibition area is a room used for exhibiting materials, works of art, artifacts, etc., and intended for general use by students and the public, such as museums and art galleries. General use space also includes service areas that directly serve an assembly or exhibition facility as an extension of the activities in that facility.

Dining hall space has been included as existing general use space since its use may change in the future.

Phase	Existing General Use Space (ASF)	Guideline General Use Space Needs (ASF)	(Deficit)
Fall 2003	33,780	22,000	
Projected Enrollment: 6,000 Headcount	33,780	42,600	(8,800)
Projected Enrollment: 10,000 Headcount	33,780	68,700	(34,900)

The analysis shows a need for additional general use space for all projected enrollments.

Campus Center

This CEFPI guideline for campus center space provides a means of evaluating required space for student service functions in a student union facility. Campus Center Space is defined by CEFPI as space for student service functions typically housed in a student union building, such as lounge/merchandising space, but also including recreational rooms, meeting rooms, and locker areas. Recreation space includes rooms used by students (sometimes staff and public as well) for recreational purposes, such as bowling alleys, pool and billiards rooms, table tennis rooms, ballrooms, chess rooms, card-playing rooms, non-instructional music-listening rooms, and hobby rooms. Meeting rooms are generally equipped with tables and chairs, and

assigned to a specific organizational unit for non-class, general purposes by groups such as student senate, student government, and community groups.

CEFPI guidelines recommend 9 ASF per FTE for this group of spaces. The Pennsylvania State guidelines recommend much more space for this group, with 20,000 ASF for the first 1,000 FTE plus 5 ASF for each additional FTE.

The space needs are expressed as a range of needs, reflecting both CEFPI guidelines and current building practices which are more aligned with Pennsylvania State guidelines.

The analysis shows a need for additional campus center space for all student enrollment levels, but does not include the new "town center" that is part of ABAC Place.

Phase	Existing Campus Center Space (ASF)	Guideline Campus Center Space Needs (ASF)	(Deficit)
Fall 2003	11,885	25,000 – 28,900	(13,000) - (17,000)
Projected Enrollment: 6,000 Headcount	11,885	42,300-49,000	(30,400) – (37,000)
Projected Enrollment: 10,000 Headcount	11,885	60,600-82,100	(48,700) – (70,200)

Workshop and Storage Space

Support facilities are defined by CEFPI as rooms used for the manufacture, repair, or maintenance of products or equipment, such as carpentry, plumbing, electrical and painting shops, and similar physical plant maintenance facilities. CEFPI guidelines calculate space for all academic and support space times 8 percent.

The analysis shows a slight need for additional workshop and storage space for all student enrollment levels.

Phase	Existing Campus Workshop & Storage Space (ASF)	Guideline Workshop & Storage Needs (ASF)	(Deficit)
Fall 2003	19,700	26,000	(6,300)
Projected Enrollment: 6,000 Headcount	19,700	49,000	(29,300)
Projected Enrollment: 10,000 Headcount	19,700	78,000	(58,300)

Section 5 |

Master Plan Alternatives

Preliminary Physical Master Plan

This section of the master plan accompanies the three alternatives prepared for Abraham Baldwin Agricultural College (ABAC), and describes the land and building use components of each of the alternatives. The purpose of the alternatives is to explore the options available to the College for accommodating the facilities program for both a projected mid-range enrollment of 6,000 HC students (5,475 FTE) and a projected high-range enrollment of 10,000 HC (9,000 FTE). Two target enrollments were tested due to the high enrollment rates the College has experienced in recent years. If current growth rates continue, the high-range enrollment could be achieved by the year 2020.

PLANNING CRITERIA

Building Removal

All three options assume the demolition of the current plant operations offices, shops, and warehouses. Replacement facilities are proposed north of the Yow Building along Moore Highway. The Weltner Hall annex, currently used as a storage facility, is proposed for removal in each scheme. All three options also assume the demolition of Comer Hall and Gray Hall. The residential space in Comer Hall will be replaced in the second phase of ABAC Place; the police academy's future presence on campus is currently being discussed. The lab space currently in Gray Hall will be accommodated in future laboratory buildings. Two of the options call for the demolition of Branch Student Center, while the third alternative suggests renovation.

Space Needs in Addition to Current Facilities

As discussed above, two enrollment targets (mid-range and high range) were projected using different enrollment growth rates for the next 15 years. The space needs were calculated for each enrollment target. Alternatives were developed using a phasing strategy that accommodates the space needed for both enrollment targets. The program to be tested in the master plan alternatives is listed in the table below. The program is the space needed to accommodate the enrollment targets in addition to existing facilities.

Use	New Space Required for 6,000 HC (gross square feet)	New Space Required for 10,000 HC (gross square feet)
Classroom	30,100	86,400
Laboratory	94,100*	217,900*
Office	80,800	182,300
Library/Study	83,800	154,400
Indoor Recreation	136,000	225,800
Audio Visual	12,100	22,200
General Use	43,500	83,500
Campus Center	46,900	75,000
Dining	25,400	62,300
Support	44,600	89,200
Total (non-residential)	597,300	1,199,000

* includes loss of Gray Hall

An important part of ABAC's transformation from a two-year college to a four-year college is the improvement of the residence halls at ABAC. The College collaborated with Place Properties in the recent construction of ABAC Place, a private student residential development located on the ABAC campus offering modern, suite-style apartments. The development houses 835 students and has been very successful with the students. The College currently has one other dorm in use, Comer Hall, which currently houses 40 students. ABAC recently demolished three residence halls, Fulwood, Mitchell, and Branch Halls, which had served their useful life.

In order to maintain the approximately 30% resident student to commuter student ratio, ABAC will need to construct additional beds. This Master Plan Update accommodates an additional 835 beds in Phase 2 of ABAC Place, which is proposed around Lake Baldwin in different ways in each of the three alternatives. Construction of these 835 additional beds would bring the total bed count to 1670 beds, slightly less than 30% of the projected student population for 6,000 HC. Additional residence hall locations may need to be identified if the residential program continues to grow.

Planning Principles

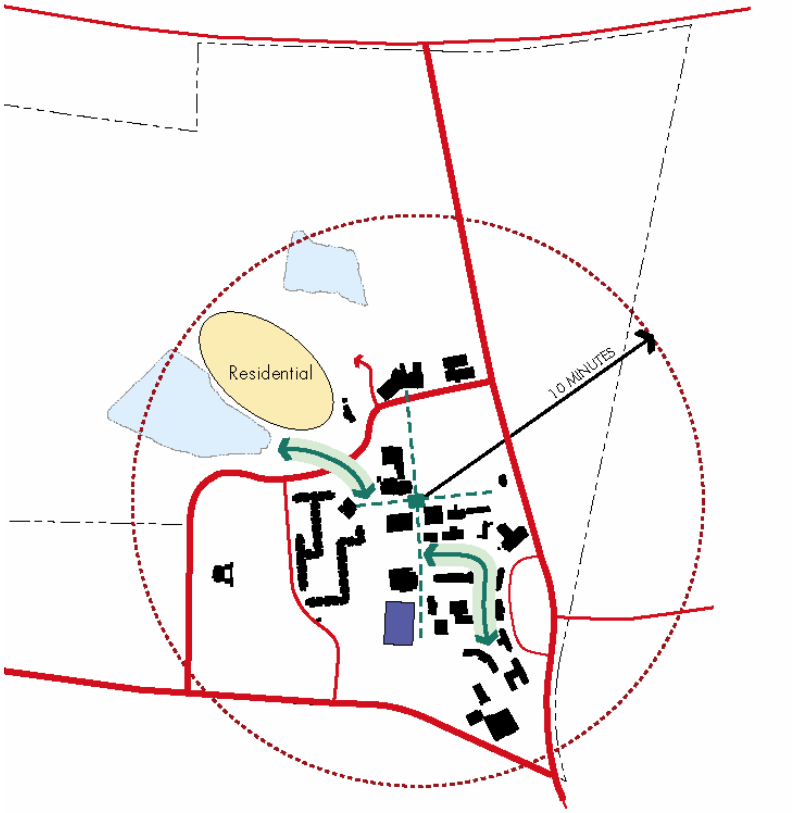
Each of the three alternatives accommodates the projected mid-range (6,000 HC) and high-range (10,000 HC) target enrollments. The non-residential program requirement for 6,000 HC is 597,300 gross square feet (gsf) and 10,000 HC is 1,199,000 gsf.

Master plan goals were developed as overarching principles to guide the development of the three alternatives. These goals included:

- Reinforce the pedestrian mall as a campus organizing principle and framework for future academic expansion.
- Incorporate Lake Baldwin into the campus core.
- Build additional residence halls to maintain the 30% resident student to commuter student ratio.
- Modify vehicular circulation to create a coherent pattern and to minimize pedestrian conflicts.
- Concentrate parking around the perimeter of the campus core.
- Improve the quality and definition of open spaces.
- Preserve farmland to support ABAC's agricultural mission.

The following options show variations on these common goals, a process which led to the selection of a preferred option. The preferred option (see Section 6) is a combination of the ideas represented by each option, which were generated by the master planning committee and tested as part of this planning process.

OPTION 1



General Organization

- Residence halls are located on the northeast shore of Lake Baldwin outside the campus loop road.
- The Campus Center is located at southern end of pedestrian mall to create an anchor on the southern edge of campus.
- Vehicular circulation is similar to existing system with minor modifications to limit pedestrian conflicts.
- The formal pedestrian mall acts as campus organizing element, while naturalistic green spaces connect the lakeshore to the historic spaces near the Sweetheart Circle.

Land Use

Academic and laboratory buildings provide a built edge to the pedestrian mall creating a compact, coherent campus form. The first phase (6,000 HC) concentrates development on the former residence hall site on the north side of campus creating a new academic district. At the 10,000 HC target, new academic and laboratory buildings are planned within the more historic section of campus to bring life to the southern side of campus. Plazas, courts, and campus greens provide a variety of outdoor gathering areas and memorable spaces for informal recreation, relaxation, and enjoyment. A new residential development occupies the northeast shore of Lake Baldwin bringing this scenic resource within the realm of the campus core.

To create and maintain a pedestrian friendly campus core, parking will be concentrated on the perimeter of campus. However, it is necessary to maintain some internal parking lots and service drives for key populations, e.g., handicapped individuals, visitors and maintenance staff. Parking is made more efficient in existing northern and southern surface lots. Additional parking is planned on the north side of the Yow Building and near the existing athletic fields, as well as part of Phase 2 of ABAC Place. Parking in front of ABAC Circle has been eliminated to restore the historic landscape and campus entrance. Parallel parking will remain along the Circle.

Using the more conservative parking ratios, the total demand for parking for 6,000 HC is 3,380. This Option identifies 3,500 spaces. To accommodate 10,000 HC, a strategy that involves structured parking is required.

Academic and Administrative Buildings

Academic and laboratory buildings, each of which contains classrooms and offices, are placed within the campus core proximate to the existing academic center. As enrollment increases to 10,000 HC, academic and laboratory buildings are proposed in the historic sections of campus as replacements to former residence hall and physical plant buildings.

Renovations of Tift Hall, Lewis Hall and Herring Hall will provide needed office space while preserving the historic sweetheart circle.

Campus Center

A second campus center is proposed as the southern anchor of the pedestrian mall bringing life to the southern edge of campus and providing student-centered space to those students entering campus from the south. Fitness and indoor recreation space is included within the proposed footprint. Additional campus center functions are proposed along the northern branch of the pedestrian mall to accommodate the 10,000 HC population.

Student Housing

New, suite style residential units (835 beds) are proposed on the northern shore of Lake Baldwin. This location provides excellent views of the lake while providing visual and pedestrian access to the lake from the central core. Comer Hall, which currently houses 40 students and the Police Academy, is slated for removal.

Ancillary Space

Physical plant operations are proposed on the northern edge of campus along Moore Highway. This peripheral location is less efficient from an operations point of view, but accessible for general receiving along Moore Highway.

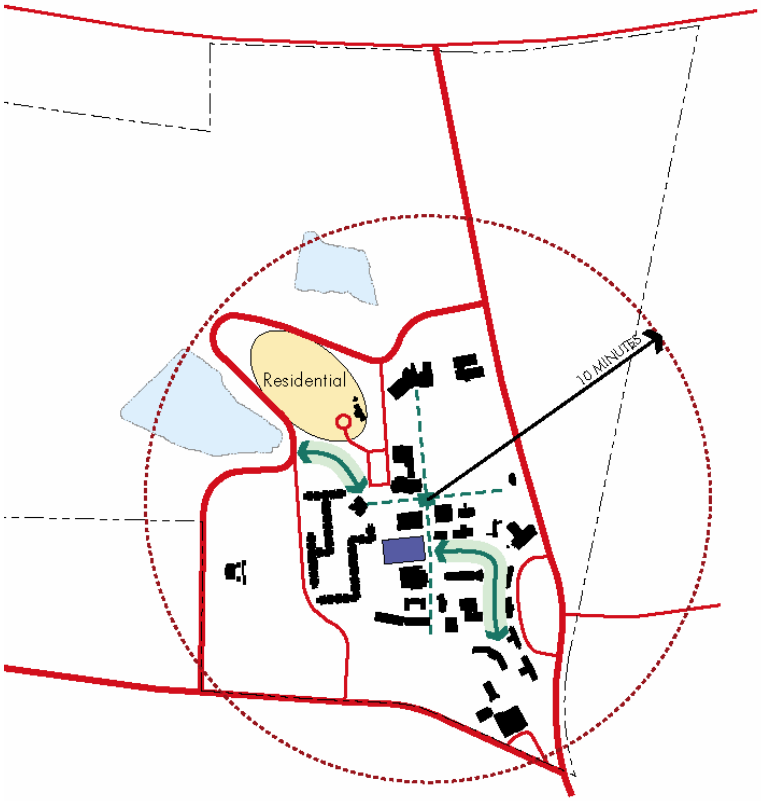
Vehicular Circulation

This alternative maintains the existing loop road pattern of the campus with several minor improvements. The southern entrance on Davis Road is modified to be on axis with the pedestrian mall and to be distinct from the adjacent parking lots. Service roads continue to provide access to interior parking lots and buildings, but limit pedestrian conflicts as much as possible.

Open Space Network

The goal of the open space network is to connect the formal pedestrian spine with the naturalistic, informal spaces in the historic core and the new planned park spaces along the shores of Lake Baldwin. The types of open spaces vary in character and scale from intimate courtyards and gathering spaces to large parks that provide opportunities for recreation and outdoor events. A recreational walking/running trail is proposed around Lake Baldwin.

OPTION 2



General Organization

- Residence Halls are located on northeast shore of Lake Baldwin inside the campus loop road.
- Campus Center is located in the campus core on an existing faculty parking lot.
- Vehicular circulation changes to incorporate proposed residence halls, Agricultural Engineering and Yow Buildings are brought into the core campus.
- Formal pedestrian mall acts as campus organizing element, while naturalistic green spaces lead from the Lake and from the historic core to the new Campus Center.

Land Use

Similar to Option 1, new academic and student-centered development is concentrated around the pedestrian mall. This compact academic core will activate the campus and create regionally appropriate-scaled open spaces that provide shade. To provide land for residential development that is attractive to public-private partnerships, a 30-acre parcel along the northeast side of Lake Baldwin was identified.

As discussed in Option 1, the parking strategy is to concentrate surface lots on the campus perimeter while allowing some internal lots for special populations and service. Using the more conservative parking ratios, the total demand for parking for 6,000 HC is 3,380. This Option identifies 3,614 spaces. To accommodate 10,000 HC, a strategy that involves structured parking is required.

Proposed Academic and Administrative Buildings

Academic and laboratory buildings are proposed on the former residential site completing the last corner of the main plaza between Conger Hall and Carlton Center. Rather that concentrating development on the northern side of campus in the first phase (6,000 HC) as in Alternative 1, this alternative proposes that academic and laboratory building construction be balanced on both the northern and southern side. This strategy builds on the energy established on the northern side of campus and brings life to the southern side at the same time.

Campus Center

A campus center is proposed on the existing faculty surface parking lot between Carlton Center and Donaldson Dining Hall. This central location creates synergies with the other student-centered facilities proximate to it. To accommodate 10,000 HC, this option suggests a renovation of and addition to Branch Student Center.

Student Housing

Residential development (835 beds, suite style) is proposed along the northeastern shore of Lake Baldwin inside a new perimeter loop road. The residences are linked to main campus through a major campus park at the eastern edge of the lake and ABAC Place.

Ancillary Space

Similar to Option 1, physical plant operations are proposed on the northern edge of campus along Moore Highway. This site removes them from their central location opening up additional land within the campus core for academic and student-centered buildings.

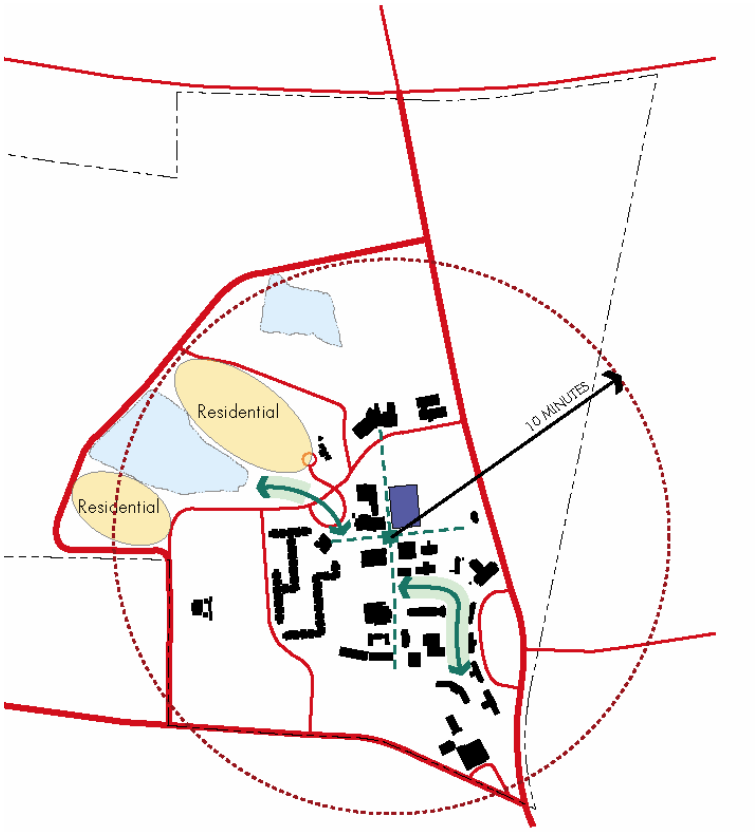
Vehicular Circulation

This option proposes that Perimeter Road be realigned along the edge of Lake Baldwin, connect with the farm road, and then exit on the north side of the Yow Building and the Agricultural Engineering Building near the proposed Physical Plant complex. Relocating the road effectively connects the proposed residential development, Yow Building, and Agricultural Engineering with the campus core allowing free pedestrian movement.

Open Space Network

Similar to Option 1, the goal of the open space network is to connect the formal pedestrian mall with the naturalistic, informal spaces in the historic core and the new planned park spaces along the shores of Lake Baldwin. The types of open spaces vary in character and scale from intimate courtyards and gathering spaces to large parks that provide opportunities for recreation and outdoor events. As in the other options, a recreational walking/running trail is proposed around Lake Baldwin.

OPTION 3



General Organization

- Residence Halls are located on northeast shore and southern shore of Lake Baldwin.
- Campus Center is located on the main plaza along the pedestrian mall.
- Vehicular circulation creates a new primary loop road on the west side of Lake Baldwin bringing additional land into the campus core.
- Formal pedestrian mall acts as a campus organizing element, while naturalistic green spaces connect the Lake shore to the historic spaces.

Land Use

Rather than concentrating development purely along the pedestrian mall, this option creates groups of buildings that form districts around open spaces. Development is concentrated on the northern side of campus on the former residential site during the first phase (6,000 HC). Both sides of Lake Baldwin were considered for residential development.

As discussed in Option 1 and Option 2, the parking strategy is to concentrate surface lots on the campus perimeter, while allowing some internal lots for special populations and service. Using the more conservative parking ratios, the total demand for parking for 6,000 HC is 3,380. This Option identifies 3,635 spaces. To accommodate 10,000 HC, a strategy that involves structured parking is required.

Proposed Academic and Administrative Buildings

Academic buildings, together with a new campus center form a new quad on the former residential site along Moore Highway. Laboratory buildings frame the pedestrian mall near the Agricultural Engineering Building and occupy the existing faculty surface parking lot to create a laboratory quadrant with the Horticultural Building and Carlton Center. To accommodate 10,000 HC, additional academic and laboratory buildings are proposed on the southern side of campus to create activity and community.

Campus Center

A new campus center completes the corner of the main plaza between Conger Hall and Carlton Center. It is proximate to other student services buildings and opens onto the main pedestrian mall. The recently cleared site allows for flexible design of the building. Donaldson Dining Hall will be renovated and expanded to accommodate the 10,000 HC student population.

Student Housing

New, suite style residential units (835 beds) are proposed on both sides of Lake Baldwin. This location provides excellent views of the lake while providing visual and pedestrian access to the lake from the central core. Comer Hall, which currently houses 40 students and the Police Academy, is slated for removal. The suite style housing takes advantage of the lake's scenic value and should be easy to market to public-private partnerships.

Ancillary Space

Similar to Option 1 and Option 2, physical plant operations are proposed on the northern edge of campus along Moore Highway. This site removes them from their central location opening up additional land within the campus core for academic and student-centered buildings.

Vehicular Circulation

This option is the boldest in terms of changes to the vehicular patterns on campus. It proposes a new perimeter road on the west side of Lake Baldwin that loops around the northern irrigation pond and connects to Moore Highway. This strategy effectively brings an additional 65 acres into the campus core. The interior network of road will remain, but will be limited particularly on the link between ABAC Place and the new campus park on Lake Baldwin. Access will be required to reach the interior parking lots and service entrances.

Open Space Network

Similar to Option 1 and Option 2, the goal of the open space network is to connect the formal pedestrian mall with the naturalistic, informal spaces in the historic core and the new planned park spaces along the shores of Lake Baldwin. This option expands the pedestrian friendly campus core to include all of Lake Baldwin. Although the interior roads remain, access will be limited between the new campus park and main campus. As in the other options, a recreational walking/running trail is proposed around Lake Baldwin.

Section 6a

Physical Master Plan

Land and Building Use

INTRODUCTION

In October 2004, the Campus Master Plan Committee participated in a charrette exercise to develop some initial concepts to be tested in the master plan alternatives phase. The ideas generated from that workshop were then summarized into the three master plan alternatives described in Section 5 of this report. These alternatives were presented at a Cross Team meeting, where each alternative was evaluated through open discussion and debate. This consensus-building project led to the selection of a preferred master plan alternative, which is described in this section of the Master Plan Update.

The preferred alternative is a hybrid of several of the master plan alternatives, derived from a set of principles that guided the decision-making process:

- Reinforce the pedestrian mall as a campus organizing principle and framework for future academic expansion
- Incorporate Lake Baldwin into the campus core
- Build additional residence halls to maintain the 30% resident student to commuter student ratio
- Modify vehicular circulation to create a coherent pattern and to minimize pedestrian conflicts
- Concentrate parking around the perimeter of the campus core
- Improve the quality and definition of open spaces
- Preserve farmland to support ABAC's agricultural mission.

GENERAL ORGANIZATION OF THE PLAN

Land Use

This master plan accommodates the facilities program for both a projected mid-range enrollment of 6,000 HC students (5,475 FTE) and a projected high-range enrollment of 10,000 HC (9,000 FTE). Two target enrollments were tested due to the high enrollment rates the College has experienced in recent years. If current growth rates continue, the high-range enrollment will be achieved in 2020.

The land use concept of this master plan concentrates growth along the pedestrian mall with a new academic quadrangle on the former residence hall site next to Conger Hall. Residence halls are planned around Lake Baldwin and linked back to the academic core through a new campus Lakefront Park. Parking is consolidated and moved to the perimeter to create a pedestrian friendly campus core. Finally, a new campus perimeter road is proposed around the west side of Lake Baldwin connecting to Moore Highway near the proposed physical plant facilities. This realignment brings approximately 65 acres (including Lake Baldwin) into the campus core for future academic and residential expansion.

Land Acquisition

The University of Georgia has been farming approximately 40 acres of land on the east side of Moore Highway that is owned by ABAC. To accommodate for the growth in enrollment on ABAC's campus, new residential buildings and surface parking lots are planned in what is currently farmland. The farmland east of Moore Highway would provide needed outdoor instructional space to replace the land that will be dedicated to other uses. Discussions concerning the control of the 40 acres are occurring as this Master Plan Update is being published.

It is not recommended that any other adjacent land be purchased at this time, but the College should continue to be aware of any potential strategic acquisitions.

BUILDING USE

Proposed Academic, Laboratory, and Administrative Buildings

A new academic quadrangle is proposed where Fulwood, Mitchell, and Branch Halls once stood. Two of the buildings that form the quad will be classroom buildings with some faculty office and student lounge space. A new Science and Technology Building completes the quadrangle and replaces the labs in Gray Hall creating an active edge along the pedestrian mall. Located next to the main campus plaza between Conger Hall and Carlton Center, this new academic center will further energize the campus core.

A campus center is proposed on the existing faculty surface parking lot between Carlton Center and Donaldson Dining Hall. This central location creates synergies with the other student-centered facilities proximate to it. A fitness center will be among the components of the campus center to satisfy the recreational needs of the growing enrollment. Casual dining will also be available, but Donaldson Dining Hall will continue to be the main center for dining services. Branch Student Center is to be renovated to accommodate the additional need for campus center space, including a testing center, public computer labs, and administrative offices.

The historic buildings along the Sweetheart Circle – Lewis Hall, Tift Hall, Herring Hall, and Weltner Hall – will be renovated as needed office space for administration, faculty, admissions, and other college-wide programs. These renovations will bring renewed activity to this key entrance on campus and will better represent the energy and spirit found at ABAC.

The Alumni Relations Center will be transformed into a conferencing facility large enough to host development functions. The current easily accessible location with views of Lake Baldwin is an ideal site for these activities.

As enrollment grows beyond 6,000 HC, additional classroom, office, laboratory, and student services will be necessary. These buildings, as shown on the master plan illustrative, will further reinforce the pedestrian mall, replace existing buildings within the historic core in need of repair, and anchor the southern edge of campus. To accommodate the growing athletic and recreational programs, Gressette Gymnasium is to be renovated and expanded.

The following table summarizes all building projects to be achieved under the Campus Master Plan:

Building Name	Status	Net Additional Square Feet (approx.)	Priority
Science and Technology Building	New construction	112,500 GSF	0-5 years
ABAC on the Square Expansion	Renovation	28,019 GSF	0-5 years
Lewis Hall	Renovation	-	0-5 years
Tift Hall	Renovation	-	0-5 years
Herring Hall	Renovation	-	0-5 years
Donaldson Dining Hall	Renovation	-	0-5 years
Weltner Hall	Renovation	-	5-10 years
Alumni Center	Addition/Renovation	2,500 GSF	5-10 years
Branch Student Center	Renovation	-	5-10 years
Physical Plant/Maintenance	New construction	40,000 GSF	5-10 years
Classroom Building A	New construction	88,800 GSF	5-10 years
Classroom Building B	New construction	57,600 GSF	10-15 years
Campus Center	New construction	135,000 GSF	10-15 years
Laboratory B	New construction	90,000 GSF	15-20 years
Laboratory C	New construction	100,000 GSF	15-20 years
Classroom C	New construction	75,000 GSF	15-20 years
Classroom D	New construction	65,000 GSF	15-20 years
Gressette Gymnasium	Addition/Renovation	45,000 GSF	15-20 years

Student Housing

An important part of ABAC's transformation from a two-year college to a four-year college is the improvement of the residence halls at ABAC. This Master Plan Update accommodates an additional 835 beds in Phase 2 of ABAC Place, which is proposed around Lake Baldwin. Construction of these 835 additional beds would bring the total bed count to 1670 beds, slightly less than 30% of the projected student population for 6,000 HC. Additional residence hall locations may need to be identified if the residential program continues to grow.

Ancillary Space

The physical plant facilities will be moved to the northern edge of campus along Moore Highway to vacate valuable locations within the campus core for academic and student-centered buildings. Lewis and Herring Halls will no longer be used for storage, but restored and converted into office uses. The Weltner Hall Annex will be demolished; additional storage capacity will be built into the proposed physical plant facilities to make up the storage deficit.

Section 6b

Physical Master Plan

Vehicular Circulation and Parking

INTRODUCTION

This master plan proposes a significant change to the current vehicular circulation pattern on the ABAC campus. A new perimeter road will loop around the west side of Lake Baldwin and intersect Moore Highway on the south side of the proposed physical plant facilities. This realignment brings approximately 65 acres (including Lake Baldwin) into the campus core for future academic and residential expansion.

VEHICULAR CIRCULATION

City Arterials

The main city arterials serving ABAC's campus continue to be Moore Highway and Davis Road with the primary entrances to the College off of Moore Highway. When approaching the campus main entrance from the Moore Highway Extension, vehicles must cross the Southern Railway. Although traffic is not often held up due to train traffic, every effort should be made to facilitate movement across the tracks and into campus. The College should engage its neighbors in efforts to improve the streetscape of the Moore Highway Extension to include street trees and sidewalks.

The campus entrances along Davis Drive have been improved to separate them from adjoining parking lots. Several new parking lot entrances are proposed; these should be reviewed with the City where necessary to establish priorities and appropriate sight lines.

Primary Campus Roadways

In order to accommodate additional growth in residential student facilities over the next 10 years, the current perimeter loop road will be realigned around the west side of Lake Baldwin and continue on the north side of the irrigation pond to intersect Moore Highway near the proposed physical plant facilities. Residence halls are planned on the shores of Lake Baldwin and the safety of those students walking to and from the academic campus core is paramount. The existing perimeter road will remain, but traffic will be limited to service and emergency traffic between Lake Baldwin and the campus core. At other major pedestrian crossing points, e.g, in front of the Agricultural Sciences Building, every effort should be made to prioritize the pedestrian traffic. Crosswalks should be made wider and potentially constructed with an alternative pavement to better indicate pedestrian traffic.

Secondary Campus Roadways

Changes to the secondary campus roadways include a minor realignment of Perimeter road at one of the Davis Road intersections, and the closure of Faculty Drive between ABAC Place and the Alumni/Development Center. The realignment of the Perimeter Road would facilitate traffic flow and provide an opportunity to remedy stormwater issues that occasionally cause ponding in the southern sections of the south perimeter lot. Due to the topography in this area, extensive grading may be involved. To minimize site preparation costs, this project should be completed in conjunction with the recreational softball field construction.

Faculty Drive will no longer connect the north side of campus with the south side. The former road has been reduced to an access road for an internal surface parking lot. The removal of this road was proposed to allow the construction of the campus lakefront park and to minimize vehicular/pedestrian conflicts.

Campus Gateways

The main campus gateway remains at the intersection of Moore Highway and the Moore Highway extension in front of ABAC's historic sweetheart circle. With streetscape improvements along the Moore Highway Extension and the removal of the surface parking lot currently dominating the front lawn, this entrance remains the ceremonial approach to the campus. Functional access to parking lots and the residence halls is provided both off of Moore Highway and Davis Road. Depending on the ultimate destination, users will choose their desired entrance. With the closure of Faculty Drive and limited vehicular access between Lake Baldwin and the campus core, circumnavigating the campus will only be possible on the new perimeter road.

PARKING

Future Parking Demand

As discussed in the "Existing Campus Conditions (III-A-5) and Future Campus Requirements (IV-C)" technical memorandum, future parking demand was calculated based on several key assumptions:

There are currently 835 beds in ABAC Place and an additional 40 temporary beds in Comer Hall. It is assumed that the second phase of building for ABAC place will include an additional 835 beds, bringing the total to 1,670 beds (absorbing those in Comer Hall). It is estimated that 97% of these residential students currently bring vehicles to campus. To reduce the demand for parking on the campus, however, it is recommended that parking will be provided for 75% of residential students, which more accurately reflects current national standards.

Faculty are projected at a ratio of 18 HC faculty per HC student (18:1)

Staff are projected at a ratio of 16 HC staff per HC student (16:1)

Currently, parking is provided during peak hours for 75% of faculty and staff. Current standards suggest parking for up to 90% of faculty and staff. Both projections are shown as a range in the table below

Visitor parking is projected at an additional 6% to reflect the existing proportion of visitor and handicapped parking on campus.

Total Parking Demand	Parking Spaces
Existing	**1,858**
Projection A (6,000 HC)	**3,268 –3,380**
Projection B (10,000 HC)	**4,915 –5,104**

Future Parking Supply

To create and maintain a pedestrian friendly campus core, parking will be concentrated on the perimeter of campus. However, it is necessary to maintain some internal parking lots and service drives for key populations, e.g., handicapped individuals and visitors. Parking is made more efficient in the existing northern and southern surface lots. Additional parking is planned on the north side of the Yow Building and near the existing athletic fields. Parking lots have been strategically located near Phase 2 of ABAC Place to accommodate resident student parking. Parking in front of ABAC Circle has been eliminated to restore the historic landscape and campus entrance. Parallel parking will remain along the Circle.

	Parking Demand	Parking Supply
Projection A (6,000 HC)	**3,268 –3,380**	**3,450**
Projection B (10,000 HC)	**4,915 –5,104**	**5,070**

Not all surface lots are located within a comfortable 5-minute walk to all destinations. However, all general parking lots are within a 10-minute walk of academic buildings. To ensure a pedestrian friendly environment and create a compact academic core, parking is relegated to the perimeter. Due to topographic features and the desire to conserve precious farmland, surface parking lots must be built along Moore Highway. A 50' wide planted buffer will minimize the visual impact.

As the campus grows beyond the 6,000 HC, structured parking becomes the only viable alternative to consuming much of the College's farmland with surface parking lots. Parking structures are proposed north of the Yow Building (3 levels) and on the southern perimeter lot (2 levels). Structured parking may prove to be a better solution to the distant surface parking lots proposed for 6,000 HC if funding can be secured.

Green Parking Demonstration Lot

Given the environmental impacts of increasing impervious surfaces, the use of green parking strategies, such as pervious paving and bioswales, can help minimize the negative effects of surface parking lots. The parking lot would also provide educational opportunities for students involved in ABAC's turf management and other horticultural programs to learn about innovative ways to handle parking demand, while offering a green aesthetic. The existing North Perimeter Parking Lot with its proximity to both the Agricultural Sciences and Horticulture Buildings is an excellent candidate for testing the green techniques.

Section 6c

Physical Master Plan

Open Space and Pedestrian Circulation

OPEN SPACE SYSTEM

Landscape Framework

The landscapes at ABAC vary in scale from the vast agricultural vistas to the intimate, tree-canopied gardens behind the historic buildings on the Sweetheart Circle. Swaths of forest run through the campus creating opportunities for practicing forestry and learning the plants of woodland ecosystems. Wetlands attract bird life and offer recreational experiences at their edges. Within the campus core, the formal, tree-lined pedestrian mall links the Agricultural Sciences Building with the southern edge of campus, and ABAC Place's Town Center with the proposed Health Sciences Building. Other landscape spaces framed with historic buildings, such as King Hall and Tift Hall, provide needed shade and settings for the academic pursuits of ABAC's faculty and students.

This master plan proposes a landscape strategy to link these diverse environments and build upon ABAC's dynamic campus landscape. The pedestrian network is the primary mechanism used to connect these landscapes. Through a coordinated planting strategy and landscape vocabulary, a campus-wide landscape framework is established without sacrificing the distinctiveness of each landscape space. Below is a discussion of the main spaces created or enhanced in this master plan.

Main Entrance and Sweetheart Circle Landscape

To create a stronger sense of arrival at ABAC's main entrance, this master plan proposes that an allee of trees be planted along the Moore Highway extension. Parking will be removed from in front of the historic building facades along ABAC Circle and a formal planting plan is recommended to restore the main campus entrance and view corridor.

Historic Campus Core Landscape

The mature vegetation, towering pines, and textured ground plane found within the historic campus core will be maintained and revitalized in those areas in need of attention, particularly near Gressette Gymnasium and the Howard Auditorium. The aesthetic quality of the vegetation and the intimate scale of the gathering spaces provide a needed respite from the more generous open spaces on other areas of campus. As other landscape spaces on campus mature, the plant palette within the historic spaces should be consulted as successful installations.

New Academic Quadrangle

Other than The Meadow, there are currently no substantial green spaces within the academic core. At a key node on the ABAC campus where Fulwood, Mitchell, and Branch Halls once stood, a new academic center is proposed. Within this group of three buildings will be a collegiate green space dominated by large shade trees and lawn. This space will be linked to the active plaza space between Conger Hall and Carlton Center through a planted court. Pathways will lead to building entrances and key intersections where seating areas will promote informal gatherings and interaction. Located in a high pedestrian traffic area, this green space will be attractive to students and faculty alike.

New Lakefront Campus Park

Lake Baldwin is a scenic treasure on ABAC's campus that has not been fully integrated into the campus core landscape. Some recreational activities, such as boating and fishing, do occur on the Lake, and it is used as an irrigation resource for farm operations. As part of this master plan, the Lake will become an amenity for both those students living in the new residence halls and the entire College population through the creation of a Lakefront Campus Park. Located at the Lake's narrowest point and easternmost edge, the Park will connect the residential campus with the academic campus. In addition, through naturalistic plantings and winding paths, it will link the historic tree-canopied landscape found on the west side of the historic Sweetheart Circle with the more recent campus developments. Its size and design will accommodate large campus gatherings, including alumni gatherings and campus-wide programs. A recreational walking trail will trace the shoreline providing an alternative walking experience to the exercise path around the athletic fields.

Pedestrian Mall Expansion

The pedestrian mall acts as the major organizing element of ABAC's campus linking together the most recent buildings with the historic core. The mall created a formal axial relationship from north to south and east to west using wide, tree-lined walks with water features and larger plazas at key intersections. It has been successful as a way-finding device and this master plan reinforces its power through framing it with new academic, laboratory, and student services buildings. The plan suggests connecting the mall to the UGA Coastal Plains Experiment Station at the southern edge of ABAC's campus. As shown in the pedestrian circulation diagram, all major pedestrian movements tie back into the mall.

RECREATION AND ATHLETIC FACILITIES

Athletic and Recreation Fields

The master plan process revealed ABAC's need for an intercollegiate competitive soccer field, a practice field, and two recreational softball fields. All of these fields are proposed on the existing intramural fields. Significant grading near the existing archery facility and a realignment of the walking track are required to accommodate these fields.

With the acquisition of Forest Lakes Golf Course, the golf program, as well as the turf management academic program gained an excellent resource for competition and for study. With the growing enrollment, the practice range became an excellent location for additional housing and as such is planned for residential development. The practice green and associated buildings, however, have been preserved on campus.

Athletic and Recreation Indoor Facilities

Gressette and Thrash Gymnasiums provide adequate indoor facilities for athletic competition and recreational use. The new proposed campus center includes space for additional fitness and cardiac work-out space accessible to all students, faculty, and staff on campus. The Red Hill Athletic Facility provides reasonable office space and locker room facilities for the tennis venue, softball, and baseball. This Master Plan Update proposes a renovation of and addition to Gressette Gymnasium to accommodate growth to 10,000 HC.

Other Recreational Facilities

As the new residential development is built along the shores of Lake Baldwin, the rodeo arena, truck pull, and horse barns will need to be relocated. An area of equal size has been designated near farm headquarters on Woodroof Farm for these activities. Although events only occur a couple times a year, the events are highly attended and an important part of campus life at ABAC.

Section 6d |

Physical Master Plan

Technology Infrastructure

This section of the master plan report was compiled by Network Technologies, Inc. in Atlanta, Georgia. The guidelines contained herein are intended to serve as a guide for implementing technology improvements to be included as existing buildings are renovated and new buildings are constructed on the ABAC campus.

The following buildings were included in the recommendations for long-term technology planning: Yow Forestry, Agricultural Sciences Building, Chambliss Building, Environmental Horticulture Building, Carlton Center, Conger Hall, Britt Hall, Music Building, King Hall, Bowen Hall, Tift Hall and the Branch Student Center. It is highly recommended that the new collegiate housing complex be included in the interconnectivity for the main campus either through direct connections included in the fiber network or via Internet access.

Some of the newly renovated or new buildings (Tift Hall, Agricultural Sciences Building) were not considered for design of the technology infrastructure, but will need to be included in a technology master plan for campus wide connectivity issues or additional upgrades to existing systems.

INSTRUCTIONAL SPACE

Classrooms

Each student location or position (seat) shall have one high speed digital data connection and a power outlet conveniently located at work surface level in the desk/tabletop. The data outlets may be grouped in pairs between each student in cases where a table or desk may seat two students. The data cables shall be installed in under floor cable trays. A voice connection is not required for student seating.

Each classroom shall have communications outlets located on the walls strategically placed around the room (minimum of two per wall). The data/voice outlets shall consist of four cables (two data/two voice) and be contained within one strategically located outlet plate and mounted in a convenient location within the classroom so as to maintain easy access for the user as well as for maintenance. This outlet shall be aesthetically coordinated with the architect.

Each classroom shall also have a multimode dual fiber optic cable outlet located near the instructor/faculty area/desk for connectivity of any high speed requirements. The fiber optic connection can be located in the same outlet plate as the copper cable connections.

A ceiling mounted data outlet for an overhead projector shall be provided and installed to implement network connectivity with the Audio/Visual System.

A Wireless Access Point for wireless network connectivity shall be provided in each classroom.

The communications outlets shall also be coordinated with the electrical engineer and located convenient to the power outlets within the work surface.

Tiered Lecture Spaces

Each student location or position (seat) shall have one high speed digital data connection and a power outlet. The data outlets may be grouped in pairs between each student in a convenient location on the tiered floor in front of the seat pillars or depending on the seat assembly design may be located in the seat. The data cables shall be installed in under floor cable trays. A voice connection is not required for student seating.

The Lecture Spaces shall have communications outlets located on the walls strategically placed around the room (minimum of two per wall). The data/voice outlets shall consist of four cables (two data/two voice) and be contained within one strategically located outlet plate and mounted in a convenient location within the classroom so as to maintain easy access for the user as well as for maintenance. This outlet shall be aesthetically coordinated with the architect.

The Lecture Spaces shall also have a multimode dual fiber optic cable outlet located near the instructor/faculty area/desk for connectivity of any high speed requirements. The fiber optic connection can be located in the same outlet plate as the copper cable connections.

A ceiling mounted data outlet for an overhead projector shall be provided and installed to implement network connectivity with the Audio/Visual System.

A Wireless Access Point for wireless network connectivity shall be provided in each classroom.

Computer Laboratories

Cabling requirements may vary with specific Lab applications.

All computer labs shall have standalone cabling systems segmented on a separate patching system located in the IDF closet for that area or directly terminated in the local lab MDF if distances and guidelines can still be maintained.

Each workbench location outlet and computer station space shall have an outlet containing at least one high speed fiber optic data outlet for connectivity of various backbone active components.

An optional separate, dedicated patch bay may be installed in the computer lab area. The patch bay shall be connected directly to the Main Computer Room via a combination of high speed data cable and fiber optic trunks for patched connections to the main servers, routers, hubs, or a combination of any device.

A ceiling mounted data outlet for an overhead projector shall be provided and installed to implement network connectivity with the Audio/Visual System.

A Wireless Access Point for wireless network connectivity shall be provided in each classroom.

A/V & TECHNOLOGY SUPPORT

Communications Room & IDF Rooms

These rooms shall house all communications equipment racks and equipment such as Centrex telephone connectivity, voice mail systems, network servers, router, network switches and concentrators, all security system head end equipment, station cabling terminations and patch panels, portable air conditioning equipment providing 24x7x365 day air conditioning, and uninterruptible power supplies.

Minimum room sizes shall be determined by the designated use of the room, whether it is an IDF closet or an MDF room and shall follow the BICSI IDF & MDF Design Guidelines Manual and/or GSU design Guidelines.

Each IDF closets and the Main Communications Room shall have secured access. The Main Communications Room shall be surveillance monitored.

Consideration shall be given as to placement of these rooms in relation to the building core so as to centrally locate them. The location shall be placed so as to follow all applicable design guidelines to properly limit distances for all high speed data/voice cabling within the BICSI IDF & MDF Design Guidelines Manual and/or GSU design Guidelines.

The flooring material shall be non-electrostatic raised floor when applicable and VCT tile or sealed concrete in IDF closets.

Cabling shall be a combination of “state of the art” medium for all current and foreseeable technologies.

Cabling shall consist of current small form factor connectivity for both copper and fiber optic cable terminated within the confines of this system.

All cable terminations shall be of the patchable concept so as to allow the reconfiguration and assignment of different communications protocols and network connections to different user groups.

All IDF and the Main Communications Room shall be connected to the Main Computer Room via a combination of properly sized fiber optic cables and copper cables for the purpose of interconnectivity of all related closets and rooms. These riser cables or “trunks” shall distribute the high speed network and internet connectivity “backbone” to the other parts of the building(s) for subsequent distribution to the individual workstations. All IDF rooms/closets shall be stacked. All IDF rooms/closets shall be on dedicated electrical circuits.

Tech Repair/Service Lab for PC Support

Cabling requirements may vary with specific Lab applications.

All computer labs shall have standalone cabling systems segmented on a separate patching system located in the IDF closet for that area or directly terminated in the local lab MDF if distances and guidelines can still be maintained.

Each workbench location outlet and computer station space shall have a communications outlet consisting of six high speed data outlets spaced at 24 inch intervals along the counter space for connectivity of various active components.

An optional separate, dedicated patch bay may be installed in the computer lab area. The patch bay shall be connected directly to the Main Computer Room via a combination of high speed data cable and fiber optic trunks for patched connections to the main servers, routers, hubs, or a combination of any device.

INSTRUCTIONAL SUPPORT

Reception Area/Secretary/Admin. Support

Reception area(s) desk or furniture shall have six high speed digital data connections and six high speed analog or digital voice connections unless otherwise noted by design guidelines. This will allow remote connections for at least two PC’s for staff and the connections for printers, internet connectivity, telephones, security devices, etc.

Conference Rooms

Each conference room shall have the correct number of high speed digital data connections determined by design guidelines based on the size and configuration of the conference room. The number of data outlets will be determined by the number of seats occupied and the intended use of the room. The network connections provided by these outlets shall be located on the conference table strategically located for easy access at the work surface level by the users. A power outlet shall also be available for each network connection available.

Each conference room shall have two data and two high speed analog or digital voice connections per wall mounted outlet unless otherwise noted by design guidelines. There shall be a minimum of 2 outlets located on each wall of the room.

Each data/voice outlet shall be contained within one strategically located outlet plate and mounted in a convenient location within the room so as to maintain easy access for the user as well as for maintenance. This outlet shall be aesthetically coordinated with the architect.

The communications outlets shall also be coordinated with the electrical engineer and located convenient to the power outlets within the conference room.

Convenient outlets custom built within the table top or seating edge shall contain the power outlets and data/voice outlets for user laptop connectivity.

Both large conference rooms shall have one outlet placed at the head of the room consisting of six (6) data cables for connectivity of teleconferencing equipment.

A ceiling mounted data outlet for an overhead projector shall be provided and installed to implement network connectivity with the Audio/Visual System.

A Wireless Access Point for wireless network connectivity shall be provided in each conference room.

Open Office Areas

Each open office cubicle throughout the building shall have two high speed digital data connections unless otherwise noted by design guidelines.

Each open office cubicle shall have two high speed analog or digital voice connections unless otherwise noted by design guidelines.

Each data/voice outlet shall be contained within one strategically located outlet plate and mounted in a convenient location within the modular furniture cubicle so as to maintain easy access for the user as well as for maintenance. This outlet shall be aesthetically coordinated with the architect.

The communications outlets shall also be coordinated with the electrical engineer and located convenient to the power outlets within the cubicles.

A Wireless Access Point for wireless network connectivity shall be provided in each office area per ten (10) staff members.

Hard Walled Offices

Each office location throughout the building shall have a total of two high speed digital data connections and two high speed analog or digital voice connections unless otherwise noted. Each data/voice outlet shall be contained within one strategically located outlet plate and mounted in convenient locations adjacent to a quad electrical outlet so as to maintain easy access for the user as well as for maintenance. These wall outlets shall be aesthetically coordinated with the architect.

The communications outlets shall also be coordinated with the electrical engineer and located convenient to the power outlets within the offices.

Work Rooms

Each work surface/counter-top area throughout the building area shall have two high speed digital data connections and two high speed analog or digital voice connections per outlet spaced at 24 inch intervals along the counter space for printers and fax machines unless otherwise noted by design guidelines.

The communications outlets shall also be coordinated with the electrical engineer and located convenient to the power outlets within the workrooms.

Copier Rooms

Each work surface area shall have two high speed digital data connections and two high speed analog or digital voice connections per outlet spaced at 24 inch intervals along the counter space unless otherwise noted by design guidelines. Each copier location shall also have a communications outlet located at 18”AFF behind each copier location for the possibility of connecting a networked printer/fax/copier.

GENERAL SUPPORT

Main Lobby Areas

Guest seating area shall have a minimum of four high speed digital data connections as convenience outlets for LAN connectivity. There shall be one telephone in this area located close to guest seating.

Interactive Learning Area or Breakout Rooms

Each location or position (seat) shall have one high speed digital data connection and a power outlet conveniently located per seat provided.

Each study shall have communications outlets located on the walls strategically placed around the room (minimum of two per wall). The data/voice outlets shall consist of four cables (two data/two voice) and be contained within one strategically located outlet plate and mounted in a convenient location within the study so as to maintain easy access for the user as well as for maintenance. This outlet shall be aesthetically coordinated with the architect.

The communications outlets shall also be coordinated with the electrical engineer and located convenient to the power outlets.

A Wireless Access Point for wireless network connectivity shall be provided in each Breakout Room area.

Dining Areas

In addition each seating area where staff/students on lunch break may congregate shall have a minimum two high speed digital data connections and two high speed analog or digital voice connections spaced around each table located along a wall to provide network and internet connectivity.

A Wireless Access Point for wireless network connectivity shall be provided in each Dining Room area.

Break room/Student Lounge/Casual Seating

Student break room/lounge areas shall have a minimum of one telephone wall mounted outlet located for telephones at a location non-obstructive to traffic patterns.

In addition each area where staff/students on break may congregate shall have two high speed digital data connections and two high speed analog or digital voice connections spaced around each table located along a wall to provide network and internet connectivity.

A Wireless Access Point for wireless network connectivity shall be provided in each Break Room or Student Lounge area.

DATA/TELEPHONE TRUNKS & INTERBUILDING CONNECTIVITY

All originate in Main Computer Room via conduit bank from other buildings

24 strand Multimode Fiber and 24 strand Single Mode Fiber minimum between all buildings in conduit banks with inner duct. Fiber Optic Cables shall be in dedicated conduit.

Voice Copper- 1pr per outlet + 25% over, min 100 pair between buildings

12 strand M/M fiber between IDF closets in each building

Voice Copper- 1pr per outlet + 25% over, min 100 pair between IDF closets

Analog connectivity over copper trunk cables to service provider.

AUDIO VISUAL REQUIREMENTS

All Classrooms, Lecture Rooms, Auditoriums, Training Rooms, Conference Rooms shall be equipped with ceiling mounted high resolution digital projectors, digital document cameras, mounted in ceiling or desk mounted, electrically operated projector screens, and program sound reinforcement. At a minimum all classroom A/V Systems shall be capable of control functions via either a handheld remote or touch screen control mounted at the faculty station or lectern. All A/V systems in each classroom shall be interconnected to a master control suite for recording, cueing and staging program content and movies. Each control room shall have the capability of feeding to each classroom content from multimedia sources, such as satellite dish, DVD, VCR/VHS tape, CATV, Internet, etc.

SECURITY SYSTEM

Door Access

The main corridor doors accessing any Administration and Classroom areas shall have a campus standardized card reader access device to admit personnel, faculty and students into the assigned areas. The inside or secure side of the doors shall be equipped with a request to open sensor and a push to release button for egress. The same specifications are required for spaces such as the main computer room and computer lab parts storage areas. A central control station for controlling the access control system shall be capable of recording all events, including time of all events and name of cardholder and be able to issue a printed report.

In addition all sensitive areas such as the new nursing classroom building will need to have secure areas for lab storage and any storage rooms that may hold pharmaceutical drugs, chemicals, bio-hazards, etc.

Surveillance Cameras

Strategically placed event triggered surveillance cameras shall be included in the security infrastructure design for cameras placed in the main lobby of all buildings, and/or positioned on the outside of the buildings so as to afford a clear view of all ingress and egress areas, the main computer room, computer parts storage area, and the computer labs. A method of central multiple screen monitoring and recording with the appropriate inclusive software package is required. The recording method must be capable of recording and viewing simultaneously without interruption or be capable of recording digitally on a PC hard drive.

In addition all sensitive areas such as the new nursing classroom building spaces used for lab storage and any storage rooms that may hold pharmaceutical drugs, chemicals, bio-hazards, etc. will need to be considered for cameras in the design. Also, agricultural storage buildings or labs where chemicals, fertilizers, and other bio-hazardous compounds would be stored will need to have surveillance cameras installed as well.

Currently, advanced systems require the use of Digital Recording devices with redundant site backup for safely archiving digital image files in the event of a destruction or theft of the recorder.

Parking areas and other potential problem areas should not only have cameras installed, but have the proper lighting evaluation and design completed.

The security camera system shall be capable of wireless access from a patrol car accessible laptop computer via strategically place wireless access points on campus.

Emergency call boxes should be installed in remote areas of all parking areas or any area where there exists high student traffic.

Section 7 |

Historic Preservation Plan

Management Guidelines and Recommendations for Treatment and Use

INTRODUCTION

The State Agency Historic Property Stewardship Program (Senate Bill 446) requires each State Agency (or their designee) that owns or is responsible for the care and maintenance 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.

The primary goals of the 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 positive manner to attain preservation, protection, use and maintenance of our historic properties.*

The Board of Regents of the University System of Georgia (the State Agency) has delegated the requirements and responsibilities of the Act to each campus under its control or jurisdiction. Therefore each school within the system is individually responsible for abiding by the requirements of the Stewardship Program.

The *Historic Preservation Plan* outlines general operating procedures to be implemented by ABAC that will insure mission-driven activities are carried out in a manner consistent with the Stewardship Program. These management guidelines also provide direction and guidance to ABAC personnel that are involved in planning and implementing physical improvement activities on campus. The guidelines expressed here should be used in consultation with HPD and the Board of Regents Preservation Officer.

THE SEVEN STANDARDS

A series of standards and guidelines were developed by the Historic Preservation Division of the Georgia Department of Natural Resources (HPD) to assist State Agency personnel in carrying out their responsibilities. These guidelines are divided into seven standards representing the major tasks or policies to be addressed by the plan. The use of these standards will help to ensure that the basic individual components of a preservation program are considered. The Standards are as follows:

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.

MASTER PLAN IMPLEMENTATION CONSIDERATIONS

The following provides a brief synopsis of key points from the State Agency Historic Property Stewardship Program that can be used by ABAC personnel as a quick reference guide when considering implementation of Master Plan activities. The first section provides a list of activities requiring consultation with the *Historic Preservation Plan* followed by a checklist outlining steps that should be taken prior to performing any activity that may potentially impact cultural resources.

Activities Requiring Consultation with the Historic Preservation Program Document

- *New construction*
- *Landscaping activities that will result in ground disturbance below 8".*
- *Groundbreaking activities such as systems installation that require excavation below 8".*
- *Any activity that will directly impact historic structures.*
- *Activities that may result in indirect effects to historic structures on or adjacent to ABAC facilities.*

Steps to be taken Prior to Performing Activity

- *Determine if an architectural or archeological survey has been completed of the proposed project area. See Cultural Resources Maps to identify areas that have been surveyed.*
- *Determine if any eligible historic resources or potentially eligible archeological resources have been identified in the area of the proposed undertaking. See Cultural Resource Maps for the location of listed and eligible architectural resources and archeological sites.*
- *If the proposed project area has been surveyed and no eligible or potentially eligible resources will be impacted by the proposed project, submit a letter to HPD stating that the project will have NO adverse effect on cultural resources.*
- *If the proposed project area has not been surveyed, conduct cultural resources survey before proceeding.*

- *If the proposed project will impact cultural resources investigate alternatives that will avoid, preserve or minimize impact to these cultural resources. Proceed with Assessment of Effect.*

- *If avoidance and or preservation are not feasible consult HPD to develop a strategy for recording, recovering and/or mitigating these effects.*

STANDARD ONE

Standard One advises that a qualified “Preservation Officer” coordinate the Historic Preservation Plan adopted by ABAC. Under the Act, the head of each State Agency is ultimately responsible for the preservation of historic resources owned by the Agency. The head of the Agency also has the responsibility to designate a qualified "Preservation Officer" to advance the purposes of the Act and coordinate the agency's cultural resource activities. Since the Board of Regents has opted to delegate responsibilities under the Act to the individual campuses, an "Assistant Preservation Officer" has been designated on each campus to carry out this function. A Board of Regents mandate designated that the Chief Business Officer (CBO) at each campus would fulfill the role of Assistant Preservation Officer. This decision was based on the CBO's "reporting relationship and because they are responsible for campus facility and budget issues."

Assistant Preservation Officer

Currently, the designated Assistant Preservation Officer at ABAC is the Chief Business Officer, Floyd Wright. All historic preservation activities conducted by ABAC are coordinated with the Board of Regent's Preservation Officer.

Responsibilities of Assistant Preservation Officer

The Stewardship Program guidelines do not provide a formal list of duties or responsibilities for the designated Assistant Preservation Officer. However the guidelines do state that the Preservation Officer or Assistant Preservation Officer "should have sufficient Institution-wide authority, staff and resources to effectively carry out historic preservation responsibilities under the Act." In addition, the designated individual(s) should "interact with the Institution's planning and project management systems in such a way as to influence decisions potentially affecting historic resources." Given that ABAC has adopted no formal position description, the following list of tasks has been provided as a suggested minimum guideline of responsibilities:

- *Act as liaison between ABAC and the Board of Regent's designated Preservation Officer.*
- *Act as liaison between ABAC and Historic Preservation Division.*
- *Act as liaison between ABAC and outside interest groups.*
- *Act as a liaison between ABAC and interested Faculty and Student Groups.*
- *Ensure that ABAC's mission driven activities are carried out in a manner consistent with the Act. Ensure that cultural resources are considered in long range planning.*
- *Ensure that ABAC gives priority to the use of historic properties in carrying out Institution missions.*
- *Stay informed about local preservation issues and State and Federal regulations through community involvement and continuing education and training.*
- *Ensure that efforts are made to avoid or minimize impact to significant historic resources when carrying out Institution activities.*
- *Strive to nominate historic properties under the Institution's jurisdiction to the Georgia Register of Historic Places.*

ABAC should ensure that preservation responsibilities are included in personnel management systems and tracked as part of routine performance standards. In addition, ABAC should encourage ongoing training in historic preservation issues for those personnel with preservation responsibilities.

STANDARD TWO

A primary goal of the *Historic Preservation Plan* is the timely identification and evaluation of cultural resources under ABAC's jurisdiction or control and or those subject to effect by the institution's actions. In order to plan for, avoid or preserve these resources they must first be identified, evaluated and their locations recorded on campus maps. This section provides a plan for further study based on the requirements of the Stewardship Program.

- *The identification and evaluation process is designed to serve several objectives.*
- *Locate and record cultural resources on properties administered by ABAC and in areas affected by their undertakings.*
- *Establish Georgia/National Register significance that will serve as a basis for managing resources.*
- *Maintain permanent and up-to-date documentation that can be used to assist facilities managers in both short and long term planning and to make informed resource management and land use decisions.*
- *Contribute to a scholarly body of work that will serve the educational and research community.*

Generally cultural resources include but are not limited to historic buildings, structures, districts, objects, archeological 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, archeology or culture. Identification and evaluation of these historic resources are critical steps in their long-term management, as well as in project specific planning by ABAC.

Eligibility Recommendations

For the purposes of compliance, archeological and architectural surveyors first identify cultural resources and then make recommendations based on the resource's significance as determined by the Georgia/National Register criteria (See Standard Three). Based on this recommendation, the resources are divided into four categories:

- *Recommended eligible to the Georgia/ National Register*
- *Recommended potentially eligible to the Georgia /National Register*
- *Recommended NOT eligible to the Georgia/National Register and*
- *Indeterminate*

Each finding or recommendation determines which treatment standard or compliance scenario will be applied to the resource. (How to Apply the National Register Criteria for Evaluation has been included as Appendix B)

Resources Recommended Eligible

A resource that is recommended eligible for listing on the Georgia/National Register must be considered if it is to be impacted by activities conducted by ABAC. In the event that an adverse effect to a resource that has been recommended eligible cannot be avoided, the Historic Preservation Division must be consulted and a plan for appropriate treatment or mitigation developed. This applies to individual resources as well as historic districts.

Resources Recommended Potentially Eligible

This term generally applies to archeological sites that may meet the criteria but cannot be determined eligible or ineligible without further investigation. These resources should be protected until further investigation can be completed.

Resources Recommended Not Eligible

Resources recommended not eligible, do not meet the criteria for eligibility to the Georgia/National Register. No further investigation or protection is required.

Indeterminate

Resources in this category cannot be determined eligible or not eligible without additional investigation. These resources should be protected until this additional work can be conducted. Once the eligibility status is determined, the appropriate management decisions can be made concerning their treatment.

Once a recommendation has been made as to the eligibility of a resource by ABAC or an outside consultant, the recommendation(s) must be confirmed by HPD before any subsequent compliance decisions or actions are carried out. Verification of eligibility recommendations is generally made during HPD's review of the survey report letter of intent.

Historic Districts

Resources can be identified individually or as groupings known as historic districts. A district "possesses a significant concentration, linkage, or continuity of sites, buildings, structures, or objects united historically or aesthetically by plan or physical development" A district derives its significance from being a unified entity and will usually reflect a common principal function, architectural characteristic or historical association among its individual components. These components may lack individual distinction, however the grouping as a whole must achieve significance within its historic context and must also retain its integrity. In other words, districts may possess contributing and non-contributing elements. Historic districts can occur as single geographical areas that are clearly distinguished from surrounding properties or as discontinuous districts where more than one definable area is identified. Also, since the "50-year rule" is simply a guideline used when assessing significance, the "period of significance" for an historic district may extend into the more recent past and include buildings that have not yet reached the 50-year milestone as contributing elements. All contributing elements within a listed or proposed historic district are considered "eligible" for the Georgia/ National Register of Historic Places and therefore potential impacts to these resources must be considered and the appropriate compliance scenario applied.

STANDARD THREE

Standard Three of the guidelines states that once identified and evaluated, a process for nominating those resources that have been deemed significant to the Georgia Register of Historic Places should be established. The Georgia Register is the State's formal repository of information on historic properties that have been evaluated, found to meet the criteria for eligibility and passed the State's Board of Review. For the purposes of the Stewardship Program, eligible resources are nominated to the State's official list of significant properties. The Georgia Register parallels the National Register and has adopted the same criteria for eligibility and nomination process. When nominating a property to the Georgia Register, it is essentially being nominated to the National Register. All properties formally nominated to the National Register of Historic Places are by default added to the Georgia Register. In a very few cases, properties that have not been placed on the National Register may be listed on the Georgia Register.

During the survey process, resources are identified and evaluated based on certain criteria. These criteria were established for the National Register program under the National Historic Preservation Act of 1966 and subsequent amendments. In order for a resource to be considered eligible for the Georgia/National Register of Historic Places, it must possess qualities of significance and integrity and meet the criteria discussed below (following the same criteria used during the identification and evaluation process discussed in the previous section).

Criteria for Nomination to the Georgia/National Register

The quality of significance in American history, architecture, archeology, 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:

- *That are associated with events that have made a significant contribution to the broad patterns of our history; or*
- *That are associated with the lives of persons significant in our past; or*
- *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*
- *That have yielded or may be likely to yield, information important in prehistory or history.*

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 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 religious property deriving primary significance from architectural or artistic distinction or historical importance; or*
- *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*
- *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*

- *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*
- *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*
- *A property primarily commemorative in intent if design, age, tradition, or symbolic value has invested it with its own exceptional significance; or*
- *A property achieving significance within the past 50 years if it is of exceptional importance.*

Nominating Resources to the Georgia Register of Historic Places

Once a resource has been evaluated and found to meet the above criteria, it is eligible for nomination to the Georgia Register. The process of nominating a building or district to the Georgia Register of Historic Places consists of several steps:

- *Step 1. Consultation and Required Forms.* Consult with Historic Preservation Division and request copies of the application forms required to document the property or district. These are referred to as "Historic Property Information Forms" and "Historic District Information Forms."
- *Step 2. Completing the Application Forms.* In Georgia, sponsors of Georgia/National Register nominations are not required to complete the "official" nomination forms. Historic Property Information Forms are completed by the owner or sponsor and the information is then synthesized by Historic Preservation Division staff into the required nomination forms. The completion of the application forms calls for documentation of the physical characteristics and qualities of the resource as well as its historical associations and significance within a local, regional or national context. Specifically the forms call for the following information: identification and location, description, history, significance, and the sources used to document the property or district.
- *Step 3. Submitting the Application***.** Submit the completed Information forms to the Historic Preservation Division for review.
- *Step 4. The Review.* The application will be viewed by a team of HPD staff consisting of a historian, architectural historian, and an archeologist under the direction of the National Register program coordinator. The purpose of the review is to determine: 1.) The Georgia/National Register eligibility of the property or district, 2.) the adequacy of the submitted documentation, and 3.) the priority for Historic nomination. At this time, additional information may be requested and in some cases a site visit is performed. Generally, the review period takes between 30 and 45 days.
- *Step 5. State Review Board Consideration***.** Proposed Georgia/National Register nominations approved by HPD must be reviewed by the Georgia/National Register Review Board before they are submitted to the National Register Office in Washington D.C. The Review Board meets three times a year, usually in January, May and September. Proposed nominations are prioritized according to several criteria such as the significance of the property or district, the relationship of the nomination to preservation and development activity, the preservation constituency represented by the nomination, and workload. Prior to the Review Board meeting HPD notifies the sponsors of the nomination, property owners, local governments, local historical and preservation societies, the Regional Development Centers, the Georgia Trust for Historic Preservation and other agencies and interested parties. These individuals or groups are invited to attend the meeting and speak on behalf of the nomination if they so desire. At the Review Board Meeting, proposed Georgia/National Register nominations are presented to the Board by Historic Preservation Division staff. The Board then makes its recommendation to the State Historic Preservation Officer. **Given a favorable recommendation, it is at this point that a nominated property is placed on the Georgia Register.**

- *Step 6. National Register Nomination Forms***.** After a favorable recommendation, Historic Preservation Division staff prepare the "official" National Register nomination forms using the information collected by the sponsor or property owner (Historic Property Information Forms). The completed forms are signed by the State Historic Preservation Officer and forwarded to the National Register Office in Washington D.C. This process can take from several weeks to several months.

- *Step 7. National Register Review and Listing.* The National Register nominations are reviewed by the National Register staff in Washington. This process is completed within 45 days of the date that the nomination form is received from the state. The announcement that a property or district has been listed in the National Register is sent to the Historic Preservation Division within two weeks of the date of listing. (At this point, it is very seldom that a property or district is found to be ineligible for listing on the National Register)

- *Step 8. Announcement of Listing.* Upon notification of a National Register listing, the Historic Preservation Division will in turn notify the interested parties in writing. A news release and, in the case of large historic districts, a legal advertisement will be sent out by the Division. A copy of the National Register form is then placed in the Historic Preservation Divisions National Register files.

The National Register

Since the National Register criteria for evaluation has been adopted by the State for compliance purposes it must be made clear that a building recommended eligible for the National Register is also subject to consideration when planning projects that require federal assistance or licensure. In other words, if an ABAC project is subsidized with federal funds or requires a federal permit or license, Section 106 of the National Historic Preservation Act is applicable. Generally, the same compliance procedures required under the State Stewardship Program can be applied to the Section 106 process. These procedures are discussed under Standard Four.

The process of nominating eligible resources to the Georgia/ National Register should occur regularly and could run parallel to the identification and evaluation process scheduled to occur at five-year intervals.

STANDARD FOUR

Under the State Agency Historic Property Stewardship Program and the Georgia Environmental Policy Act (GEPA), ABAC has the responsibility to consider the effects of its undertakings on the State's historic resources. This responsibility not only requires consideration of properties under the jurisdiction of ABAC, but also those that are not managed by the institution but may be affected by its actions. The key to responsible management of these resources is to have current information as to the location and Georgia Register status of cultural resources, consider a wide-range of alternatives early in the Planning process and to coordinate Program responsibilities with existing environmental review procedures.

Undertakings that may impact cultural resources and are therefore subject to review can include a wide range of activities from landscaping to routine maintenance, to rehabilitation of existing buildings, to the construction of new facilities.

Identification of Resources and Consideration of Alternatives

In the case of any new project, the first step towards responsible cultural resource protection is to consider the impacts of the project on potentially significant resources (buildings, districts, or archaeological sites listed on or recommended eligible for the Georgia/National Register) and facilitate consultation with HPD at the earliest stage possible. Within ABAC's work-flow structure, this can begin in the Program Phase with the identification of the site or work area by the responsible personnel.

During the site selection process it is essential that planners consult campus maps and consider the location of potentially significant resources. These maps can be used to identify preferred sites and/or investigate possible alternatives. By considering the location of cultural resources at this early stage, decisions can be made to avoid or minimize the impact of new construction or consider the rehabilitation of existing historic structures to fulfill program requirements.

Cultural Resource Maps are used to identify the location or probable location of all known eligible or potentially eligible resources. If Cultural Resources Maps reveal that no surveys have been performed of the project area, a plan for identifying and evaluating potentially significant resources within the proposed project area must be pursued.

Assessment of Effect

Once the project site has been selected, current policy dictates that a Level I Environmental Survey be conducted as part of the Preliminary Design Phase. It is essential this Level I survey include a review of cultural resources to identify significant archeological sites and standing structures in the vicinity of the proposed project area This exercise is required under both the State Stewardship Premium and GEPA If significant cultural resources are identified within or near the proposed project area an "Assessment of Effect" is conducted to determine what impact the proposed undertaking will have on these resources. If it is found that the proposed undertaking will have "no effect" on cultural resources, HPD must be informed of this finding by letter. Conversely if the proposed project is expected to have a "significant adverse effect" to cultural resources an Environmental Effects Report (EER) is required under GEPA (in certain circumstances the GEPA reporting requirements are fulfilled by the Assessment of Effects Report thereby eliminating the need for the EER). Although no formal definition of "significant adverse effect" has been included in the GEPA guidelines, certain activities have been deemed significantly adverse. In the case of cultural resources, "the destruction, alteration, or movement of any structure on or eligible for the Georgia/National Register of Historic Places" is considered a significant adverse effect.

The State Agency Historic Property Stewardship Program goes a step further by requiring ABAC to consider all kinds of effects including direct effects, indirect or second effects and cumulative effects. These effects may be visual, audible or atmospheric, or result from such things as changes in local and regional traffic patterns, land-use and living patterns. Although no formal criteria of effect is provided in the State Agency Historic Property Stewardship guidelines, this determination can be made in consultation with HPD and by applying the "Criteria of Adverse Effect".

Where GEPA leaves much of the interpretation of effect to the discretion of the individual agency or government body, the Stewardship Program emphasizes that the agency take into account all effects to all historic resources within and beyond the proposed project area and consult with HPD throughout the assessment process. The identification and assessment of effect must be applied to both architectural and archeological resources and the Historic Preservation Division should be provided with the findings of these assessments for review and comment. The review process usually takes approximately 30 days but may take longer. If ABAC has found that the proposed undertaking will have no adverse effect on cultural resources and is not notified by HPD within 30 days after submitting the required documentation (See Appendix A), then the compliance responsibility has been fulfilled and ABAC can proceed with the proposed undertaking.

Mitigation

If ABAC finds that the proposed undertaking will in fact adversely impact cultural resources and HPD concurs, a plan for avoiding, reducing or mitigating these effects must be developed. If alternatives that will avoid impact to historic resources are not an option, a revision of the project scope, design or overall strategy should be considered. At a minimum, mitigation activities for historic buildings generally include minor background research, black and white photography and sketch floor plans performed according to Historic American Building Survey (HABS) standards (a table defining the various HABS levels of recordation has been included as Appendix E). Mitigation of effects to archeological resources often requires the extraction of information from the site through data recovery. Once a mutually acceptable plan has been reached with input from all interested parties, and the recommendations of the plan have been carried out, ABAC can proceed with the proposed undertaking.

Historic Districts

Direct or indirect impacts to contributing buildings of an historic district are assessed using the same guidelines as described in the preceding paragraphs. In addition, these impacts have the potential to adversely effect the entire district.

Technically impacts to non-contributing buildings require no review, however in most cases these impacts will result in indirect effects to the district. For instance, the demolition or alteration of a non-contributing building may not be considered an adverse effect, however, if the alteration or subsequent new construction greatly departs from the established character of the district the undertaking may be assessed as a "significant adverse effect" to the district.

National Historic Landmarks

The State Agency Historic Property Stewardship Program requires State agencies exercise a higher standard of care when considering undertakings that may directly and adversely affect a National Historic Landmarks (NHL). A NHL is an official designation awarded to National Register listed properties "which, because of their exceptional value or quality, are considered the nation's most important cultural resources." At present there are 46 NHLs in the State of Georgia. None of these NHLs are located on or adjacent to the ABAC campus.

STANDARD FIVE

Standard Five states that ABAC is required to consult with knowledgeable and concerned parties about its historic preservation related activities. First and foremost it is essential ABAC consult with the Board of Regent's designated Preservation Officer and ultimately the HPD in matters regarding historic properties. This consultation should commence early in the planning process. Adequate time for BOR/HPD review and comment should be integrated into project scheduling at each phase. The specific timing of this consultation and the stages within the workflow process where this should take place are addressed in the previous chapter.

Consultation with Interested Parties Outside ABAC

The Stewardship Program guidelines are clear that consultation should also include a process for "seeking, discussing, and considering the views of others" outside the institution and "where feasible, seeking agreement with them on how historic properties should be identified, considered and managed." This consultation should be built upon an exchange of ideas and should be ongoing. To facilitate such consultation ABAC should:

- *Make its interests and constraints clear at the beginning.*
- *Make clear any rules, processes or schedules applicable to the consultation.*
- *Acknowledge others' interests and seek to understand them.*
- *Develop and consider a full range of options.*
- *Try to identify solutions that will leave all parties satisfied.*

In addition, ABAC should inform faculty and students as well as outside agencies, organizations and the public in a timely manner about its projects and programs, and about potential impacts to historic resources.

Organizations that have an interest in preservation-related issues in the vicinity of ABAC's main campus and satellite facilities include:

The Georgia Trust for Historic Preservation

1516 Peachtree Street, N.W.

Atlanta, Georgia 30309-2916

(404) 891-9980

Historic Preservation Commission

City of Tifton

P.O. Box 229

Tifton, Georgia 31793

(229) 382-6231

Tifton Heritage Foundation

P.O. Box 1631

Tifton, Georgia 31793

Moultrie-Colquitt Historic Preservation Commission

200 1st Avenue, N. E.

Moultrie, Georgia 31776-3368

(229) 890-5405

South Georgia Regional Development Commission

(for activity in Tift County)

327 West Savannah Avenue

Valdosta, Georgia 31601

(229) 333-5277

Southwest Georgia Regional Development Commission

(for activity in Colquitt County)

30 West Broad Street

P.O. Box 346

Camilla, Georgia 31730

(229) 522-3552

STANDARD SIX

As the name suggests, the Historic Property Stewardship Program encourages the responsible management and maintenance of historic resources by ABAC. Specifically, ABAC's historic preservation policy should not only encourage the consideration of historic resources on a project-by-project basis but should incorporate strategies for their preservation in long-range planning. These strategies must consider the historic, architectural, archeological and cultural value of the resources and incorporate appropriate treatment and maintenance alternatives into the planning process.

Treatment Alternatives

The term "treatment" refers to the methods employed by ABAC to utilize historic resources for continued use. The State Stewardship Program encourages property owners to maintain historic buildings and structures in their traditional uses and to maintain significant archeological sites in their undisturbed condition. However, in many instances this is not feasible and therefore ABAC must first consider adaptive uses that are compatible with the individual historic properties. In other words, ABAC must consider the significance and integrity of a historic resource when matching it with specific space planning and program requirements. This process should occur within the Programming and Preliminary Design Phases of ABAC's workflow process (See Standard Four).

The Stewardship Program further requires that ABAC follow the *State of Georgia Standards and Guidelines for the Treatment of Historic Properties* (Appendix C) when programming uses for Historic Resources. The guidelines define the generally accepted treatment options available, which include:

Preservation - focuses on the maintenance and repair of existing historic materials and retention of a property's form as it 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 - is undertaken to depict a property at a particular period of time in its history, while removing evidence of other periods.

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

The Stewardship Program acknowledges that in many cases it is necessary to modify historic buildings in order to meet contemporary needs. However, rehabilitative or adaptive reuse strategies that compromise historic fabric or alter the character defining features of a resource are not consistent with the Act and should not be implemented.

Rehabilitation of Campus Buildings

In many cases, the anticipated treatment of ABAC's historic resources calls for the rehabilitation/adaptive reuse of significant buildings. The *State of Georgia Standards and Guidelines for the Treatment of Historic Properties* (Appendix C) provides general design and technical recommendations that work to minimize the loss of historic fabric and preserve character-defining features while preparing the building for modern requirements. Recommendations for treatment provided in the Guidelines should be implemented only when supported by building specific knowledge and background information about the significance of the resource. In addition, outside consultants retained by ABAC to conduct rehabilitative work should be made aware of these guidelines and encouraged to abide by their basic principles. Projects that require consultation with the Standards for Rehabilitation include any rehabilitative design, restoration, new construction or additions that may affect historic properties. In accordance with the Stewardship Program all rehabilitative strategies should follow these guidelines and proposals to modify historic properties must be reviewed by HPD (See Standard Four).

Demolition of Campus Buildings

Standard Six of the Stewardship Program states that the decision to demolish historic building 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 demolition including the completion of a "Due Diligence Report" and approval by the President's Office, and the Board of Regents. Where ABAC determines that demolition 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 building is altered or destroyed.

Maintaining Historic Buildings

ABAC must also consider the significance of its historic resources when conducting routine repairs and ongoing maintenance. Proper custodial care helps to preserve historic fabric by countering the forces that cause deterioration. However, improper maintenance practices can damage or destroy irreplaceable building elements. Often historic building materials are less resistant to abrasive and chemical action and therefore special care must be taken when conducting these activities. Some general guidelines that should be followed by ABAC personnel or contractors that manage or conduct maintenance of historic resources are as follows:

1. *Maintain up-to-date and complete records on the use and condition of each historic property.*
2. *Conduct regular inspections to assess condition and monitor potentially destructive forces.*
3. *Provide an adequate budget for appropriate maintenance.*
4. *Understand the nature of both the dirt and the surface to be cleaned before proceeding.*
5. *Use the mildest workable method and cleaning solution in each instance; this may require more time and effort.*
6. *Refer to historical precedence regarding how the materials have been cared for before choosing a new custodial process.*
7. *Research and test suitability of new products before permitting their widespread use on historic buildings. Seek the experience of others before proceeding. Begin work in less sensitive, less valuable areas of the structure.*
8. *Remember that decisions involving the care of historic buildings frequently involve the lesser of two evils; in some instances historic materials that might be damaged by repeated cleaning may be better preserved if they remain dirtier than custodial standards would otherwise permit.*
9. *Clean only when a useful purpose is served, don't clean historic materials simply because they are old.*

(Numbers 4-9 were taken from Frederick A. Stahl's A Guide to the Maintenance, Repair and Alteration of Historic Buildings)

STANDARD SEVEN

Standard Seven of the Stewardship Program requires that ABAC give priority to the use of historic properties in carrying out agency missions. As a policy ABAC must continue to strive to utilize its historic resources for these purposes. Once again this will require programming and planning staff to consider historic resources in the earliest phases of the workflow process.

Reassessment of Master Plan Recommendations

The mandate to prioritize the use of historic resources may also require campus planners to reassess the recommendations of previous planning initiatives.

The outcomes presented in this *Historic Preservation Plan* are based on the information available at the time of production. Allowances must be made for consideration of discoveries made after the completion of this document.

The opportunity for such a review has been built into the Master Plan implementation process. Changes and refinements to the plan are anticipated and encouraged and an official Master Plan update is scheduled to occur at five-year intervals. This will provide an opportunity for campus planning personnel to incorporate the latest cultural resource information and give priority to the use of historic resources. Standard Seven requires ABAC to balance the provisions of the State Stewardship Program with the objectives of the Master Plan.

Conversely, it is important that the campus continue to evolve through time and that the built environment reflect advancements in technology and science that will attract the best students and faculty to the college. Therefore ABAC's master planning activities should encourage the development of progressive, state-of-the-art facilities within a campus environment that acknowledges the school's rich history and traditions.

Lease and Acquisition of Historic Properties

Standard Seven not only applies to properties currently owned by ABAC but also includes properties acquired through lease agreements or expansion. ABAC is encouraged to give priority to historic properties when considering these management agreements.

Exceptions

Finally, the use of historic resources is not mandated where it can be demonstrated to be economically infeasible or where historic properties will not serve ABAC's requirements. However, it is the institution's responsibility to balance its needs with the public's interest in protecting these significant resources.

ABAC'S CAMPUS PRESERVATION PHILOSOPHY

Research and onsite conditions assessment yielded recommendations for the treatment and use of ABAC's historic resources. The overall preservation philosophy for the campus should:

- *Recognize ABAC's historic resource's- including buildings, landscapes, and archaeological sites- as valuable assets contributing to future campus development.*
- *Continue to assess the significance of historic resources through appropriate identification and research activities.*
- *Conserve historic resources through integration with campus planning that results in appropriate management and preservation treatment.*
- *Ensure that the design of new construction is of enduring quality, capable of adaptation, and that is sensitive to existing buildings and spaces.*
- *Promote broad understanding, awareness, enjoyment, and continued use of ABAC's historic buildings and landscapes.*

RECOMMENDATIONS FOR FURTHER DOCUMENTATION & EVALUATION

1. Establish a National Register District

The original buildings and landscapes associated with ABAC's main Tifton campus possess National Significance under Criteria A. The campus reflects the early development of agricultural and vocational education in the United States and was one of three ground-breaking state-funded programs in the country.

The original buildings and landscapes also possess State Significance under Criteria A for their association with the original eleven Congressional District Schools, established in 1906. Tift Hall, Lewis Hall, and Herring Hall additionally possess State Significance under Criteria C as the work of noted designer Haralson Bleckley, who served as chief architect for all of the District Schools.

The previously listed resources also possess Local Significance under Criteria B as directly related to the life of Colonel H.H. Tift who was the primary benefactor of the Congressional Second District School.

A subsequent period of construction, including Weltner Hall, King Hall, Thrash Gymnasium, Howard Auditorium, and the Arcade, possess State Significance under Criteria A as resources funded by the Public Works Administration during the New Deal era.

Refer to the drawing titled "Eligibility for Georgia & National Register Historic Status" which is a graphic inventory of buildings which are 50 years old or older, or will pass the 50-year benchmark within the effective period of ABAC's current Master Plan.

Refer to Standard Three of the Management Guidelines for information on the nomination process for the National Register.

2. Conduct Archaeological Assessment of Main Campus

Based on the lack of information available pertaining to potentially significant archeological deposits within ABAC's boundaries it is essential that a program for their identification and evaluation be developed. In most cases, a literature search and Phase I archeological survey or shovel testing is conducted to identify potentially significant archeological deposits.

Based on the information collected, archeologically rich areas likely to yield important information or "hot spots" could be determined and recorded on campus planning maps. This will aid campus planners by identifying areas that may yield significant archeological deposits during groundbreaking activities.

Activities that may potentially impact below-grade resources should be addressed on a project-by-project basis. In cases where groundbreaking activities are to occur in "high-probability areas" a suggested course of action may include shovel testing (Phase I Survey) prior to construction. In "moderate probability areas", below grade excavation could be monitored by a qualified archeologist. Finally, those activities conducted in "low probability areas" would be exempt from further review.

Given that the potential for uncovering significant archeological deposits is always present, procedures for unanticipated discoveries should be in place. In the event such discoveries are made, generally accepted procedures require that the State Archeologist's Office at HPD be contacted for guidance. A site visit may be requested by the HPD staff archeologist to assess the significance of the deposit and based on the findings a plan for preservation or recovery will be recommended.

3. Implement Program to Reassess Historic Resources

The identification and evaluation of cultural resources is an ongoing process and therefore a program for updating information and evaluating buildings as they reach the 50-year milestone should be implemented.

At present, ABAC’s survey of architectural resources has been limited to those conducted by the Historic Preservation Division in 1992 and the survey included in this report.

Concurrent with the Master Planning process and continuing at 5-year intervals, ABAC, in consultation with the HPD should reassess recommendations of completed architectural surveys and identify and evaluate, according to Georgia Register criteria, buildings that have reached 50 years of age.

The identification and evaluation of historic resources should be carried out by professionally qualified personnel. Federal Government Standard 36CFR 60 can be used as a guideline for screening cultural resources management professionals (Appendix D).

GENERAL RECOMMENDATIONS FOR TREATMENT & USE

1. Building Maintenance

ABAC has recently transferred its building maintenance and custodial services to an outside contractor. It is important for the contractor to understand the significance of ABAC's historic resources and to utilize appropriate methods for routine repairs and ongoing maintenance. For this reason, data derived from previous and future architectural surveys should be integrated into the contractor's facilities records and database.

It is recommended that ABAC work with the contractor to evaluate their standard maintenance practices and adopt a modified plan, developed specifically for the treatment of historic architectural resources.

In addition, proper custodial care helps to preserve historic fabric by countering the forces that cause deterioration. Improper maintenance practices can damage or destroy irreplaceable building elements. Often historic building materials are less resistant to abrasive and chemical action and therefore special care must be taken when conducting these activities. (see Standard Six)

Figure 30. On Tift Hall, the original wood cornice and mutules (box-shaped projections) have been covered with corrugated vinyl fascia which detract from the historic character of the building. On Herring and Lewis Halls, the mutules have been completely removed.

2. Retaining and Using Original Materials in Preservation and Restoration

In several instances on the ABAC campus historic elements of buildings have been covered or completely replaced with non-historic materials. For example, an Exterior Insulation and Finish System (EIFS) has been used to infill or cover historic windows at Howard Auditorium and the Moultrie Building, in addition to covering the foundation of Tift Hall. Metal and vinyl siding were used to cover or replace windows, cornices, eaves, capitals and soffits at Tift Hall, Herring Hall, Weltner Hall, and King Hall.

Faced with damaged, covered or missing historic elements, every effort should be made to repair or replace the missing or damaged material with materials based on the same composition, design, color, and texture of the historic fabric. Historic materials should be preserved or replaced in-kind for the following reasons:

Historic materials are integral to a building's design, stylistic features, craftsmanship, and period of construction. Historic buildings reflect the architects, building trades, economics, and attitudes of a particular time in history and should be preserved for future generations.

Life-cycle costs generally do not support the replacement of wood features with metal or synthetic substitutions. Wood is more resistant than metal or vinyl siding to wind damage and abuse from human contact, including denting and scratching. Additionally, it is much more difficult to paint and repair metal and vinyl siding after fabrication.

Incompatible materials when used to cover existing historic materials can cause damage if water is allowed to penetrate their surface. Without proper ventilation, wood left under vinyl siding is more susceptible to deterioration from water damage.

In all instances where historic material is present it should be preserved and retained to the highest degree possible. Wherever replacement material is needed every effort should be made to use in-kind products. Finally, uncovering severely damaged historic material should be undertaken with the utmost care to assure careful study and replication during the restoration process.

Figure 31. The façade of King Hall has been altered by ventilation grilles inserted beneath windows (now defunct), the replacement of the original wood sash windows and doors, and the concealment of decorative wood finishes at both the front and rear entrances.

3. Replacement of Historic Windows and Doors

Historic windows and doors are often the first items to be replaced in historic structures. Deteriorated wood, leaky panes and layers of paint often discourage owners from taking more labor intensive and often costly steps to remove paint, repair wood, re-glaze windows and repair doors. Many historic buildings at ABAC have replacement metal windows and doors. Future replacements should, however, follow the original panel/window configuration and material where appropriate.

The original window frames and sashes in Tift, Lewis, and Herring Halls were built up with layers of wood millwork and composed of panes of glass separated by true muttons. Similarly, the original windows in Weltner Hall were multi-pane steel casements. These configurations created shadow lines and distinct variations in the building façades and contributed to their historic character. Such details can be replicated in replacement windows (constructed either in metal or wood) and are commercially available.

The buildings from 1906-1948 were originally finished with wood panel doors or configurations with divided lights. Most of these have been replaced with modern aluminum frame systems and fully glazed doors. Replacement with wood doors and frames will complement the buildings' original materials and craftsmanship and restore the historic character of the entrances.

SPECIFIC RECOMMENDATIONS FOR TREATMENT & USE

As described in Standard Six of the Management Guidelines, the Treatment Alternatives for ABAC's resources are defined as:

Preservation - focuses on the maintenance and repair of existing historic materials and retention of a property's form as it 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 - is undertaken to depict a property at a particular period of time in its history, while removing evidence of other periods.

Few of the individual treatment recommendations can be considered in isolation and, because they are interrelated, practical considerations of logistics and economy of scale will make it necessary to combine elements from the different treatment components in different ways to accomplish the ultimate result.

In many cases, the recommended treatment of ABAC's historic buildings calls for rehabilitation. The State of Georgia's Standards for the Treatment of Historic Properties (Appendix C) provide general design and technical recommendations that work to minimize the loss of historic fabric and preserve character-defining features while preparing buildings for modern. Recommendations for treatment provided in the Standards should be implemented only when supported by building specific knowledge and background information about the significance of the resource. In addition, outside consultants retained by ABAC to conduct rehabilitative work should be made aware of these guidelines and encouraged to abide by their basic principles. Projects that require consultation with the Standards for Rehabilitation include any rehabilitative design, restoration, new construction or additions that may affect historic properties. In accordance with the Stewardship Program all rehabilitative strategies should follow these guideline s and proposals to modify historic properties must be reviewed by HPD (See Standard Four).

The following is an inventory of buildings that are currently 50 years old or older, and recommendations for their treatment. The buildings are divided into four groups, and prioritized from 1-4 (1 being the highest and 4 the lowest). The buildings were ranked according to their fulfillment of the criteria for inclusion in the Georgia/National Register of Historic Places (GNRHP) and a set of Campus Criteria (Table 1).

GNRHP Criteria	**Highest**	**High**	**Medium**	**Average**	**Low**
1. Architectural/Landscape Architectural Association					
2. Association with architect/builders/landscape architects					
3. Association with notable persons and events					
NRHP Value (Mean)					
Campus Criteria	**Highest**	**High**	**Medium**	**Average**	**Low**
1. Exterior Condition					
2. Building Code Status					
3. Location or siting					
4. Representation of campus founding					
5. Representation of campus life and culture					
6. Reuse/Master Plan Compatibility					
Campus Value (Mean)					
Resource Priority ***(Mean of GNRHP and Campus Values)***					

Table 1. Matrix for Determination of Resource Priority.

PRIORITY 1 RESOURCES

TIFT HALL

Preservation

- Clean and restore masonry and masonry openings. Repair cracks in masonry walls.
- Clean, scrape and paint existing wood elements of portico. Repair two existing original wood windows.
- Repair and maintain corridor relationships, door openings and internal stairways.

Rehabilitation

- Replace mechanical, electrical, plumbing systems and install fire protection system.
- Add interior elevator and visually appropriate handrails at exterior stairs to comply with ADA regulations.
- Replace interior finishes as needed.
- Replace restroom facilities to comply with ADA regulations.

Restoration

- Re-install wood doors, door openings, and transoms to match original condition. Re-install remaining wood windows when and if feasible.
- Restore wood trim, columns and fascia that are either missing or covered at cornice and portico.
- Restore interior corridor floors, walls and ceilings and ceiling heights.
- Remove EIFS (inappropriate repair) at building foundation and restore stucco parge coat.

HERRING HALL

Preservation

- Clean and restore masonry and masonry openings. Repair cracks and damaged vent holes in masonry walls. Cap and preserve interior stove stacks.
- Clean, scrape and paint existing wood elements of portico and cornice.
- Repair and maintain corridor relationships, door openings and internal stairways.

Rehabilitation

- Replace mechanical, electrical, and plumbing systems and install fire protection system.
- Add interior elevator and visually appropriate handrails at exterior stairs to comply with ADA regulations.
- Replace building and porch roofs, flashing, gutters and downspouts.
- Replace exterior steel fire stairs with interior stairs at corridor ends (3).
- Replace restroom facilities to comply with ADA regulations.
- Replace interior finishes as needed.

Restoration

- Re-install wood doors, door openings, and transoms to match original condition. Re-install remaining wood windows when and if feasible.
- Remove inappropriate window infills and restore historic openings and double-hung sash. Remove doors at ends of second-floor corridors and replace windows.
- Restore wood trim and fascia that is either missing or covered at portico and cornice. Restore original cornice profiles with mutules.
- Restore interior corridor floors, walls and ceilings.

LEWIS HALL

Preservation

- Clean and restore masonry and masonry openings. Repair cracks and damaged vent holes in masonry walls. Cap and preserve interior stove stacks.
- Clean, scrape and paint existing wood elements of portico and cornice.
- Repair and maintain corridor relationships, door openings and internal stairways.

Rehabilitation

- Replace mechanical, electrical, and plumbing systems and install fire protection system.
- Add interior elevator and visually appropriate handrails at exterior stairs to comply with ADA regulations.
- Replace exterior steel fire stairs with interior stairs at corridor ends (3).
- Replace building and porch roofs, flashing, gutters and downspouts.
- Replace restroom facilities to comply with ADA regulations.
- Replace interior finishes as needed.

Restoration

- Re-install wood doors, door openings, and transoms to match original condition. Re-install remaining wood windows when and if feasible. Replace existing jalousie windows with matching double-hung sash windows.
- Remove inappropriate window infills and restore historic openings and double-hung sash. Remove doors at ends of second-floor corridors and replace windows.
- Restore wood trim and fascia that is either missing or covered at portico and cornice. Restore original cornice profiles with mutules.
- Restore interior corridor floors, walls and ceilings.

PRIORITY 2 RESOURCES

WELTNER HALL

Preservation

- Clean and restore masonry and masonry openings. Repair cracks in masonry parapets and walls.
- Clean, scrape and paint existing wood elements of porticos, pilasters and columns.
- Rehabilitation
- Replace mechanical, electrical, and plumbing systems and install fire protection system.
- Add interior elevator and visually appropriate handrails at exterior stairs to comply with ADA regulations.
- Replace exterior steel fire stairs with interior stairs at corridor ends (2).
- Replace restroom facilities to comply with ADA regulations.
- Replace interior finishes as needed.

Restoration

- Re-install wood doors, door openings, and transoms to match original condition. Restore steel lintels at window heads. Restore casement windows to match original condition.
- Restore interior corridor floors, walls and ceilings.
- Reconstruct ornate wood canopies at front and side entrances (4).

ARCADE

Preservation

- Clean and restore masonry, masonry openings and parapets. Repair cracks in masonry walls.
- Clean, scrape and paint existing wood ceilings.

Rehabilitation

- Replace entire roof and flashing.

Restoration

- Replace area of damaged ceiling.

HOWARD AUDITORIUM

Preservation

- Maintain cycle of cleaning and repointing masonry, masonry openings and parapets.
- Maintain original windows.

Restoration

- Remove EIFS infill panels (inappropriate repair) at entrance area windows and restore with translucent glass. Restore remaining painted metal windows with translucent glass and interior infill panels when feasible.

THRASH GYMNASIUM

Preservation

- Clean and restore masonry, masonry openings and parapets.
- Maintain existing rooms, corridors and configuration of spaces.
- Clean, repair and caulk existing original steel windows and lintels.

Rehabilitation

- Replace mechanical, electrical, and plumbing systems and install fire protection system. Install a dual sump pump system in basement.
- Repair and replace collector heads, gutters and downspouts.

Restoration

- Restore failing interior plaster and finishes.

KING HALL

Preservation

- Clean and restore masonry and masonry openings. Replace masonry at areas of inappropriate infill and openings at defunct mechanical grilles.
- Clean, scrape and paint existing wood elements of porticos, pilasters and columns.
- Maintain existing arched windows at stair landings. Maintain original lozenge windows at pediment.
- Maintain existing corridor configuration and stairs. Recondition original metal handrails and treads.

Rehabilitation

- Replace mechanical, electrical, and plumbing systems and install fire protection system.
- Add interior elevator.
- Replace restroom facilities to comply with ADA regulations.

Restoration

- Re-install exterior wood doors, door openings and transoms to match original condition. Restore steel lintels at window heads. Re-install wood windows to match original condition when feasible.
- Remove metal fascia and restore original woodwork at entrances.

MOULTRIE BUILDING

Preservation

- Maintain exterior stonework and carved stone details.
- Maintain original interior columns.
- Rehabilitation
- Add interior elevator.

Restoration

- Remove synthetic columns and restore commercial storefront, with adaptation for office space.
- Re-install wood windows at second level to match original condition when feasible.
- Priority 3 Resources

GAINES HALL

Preservation

- Clean and restore masonry, masonry openings and stoop. Repair cracks and missing masonry at window sills.
- Clean, scrape and paint existing wood elements of portico and pilasters.
- Clean, repair and paint original metal windows.

Rehabilitation

- Install fire protection system.
- Re-grade ground away from foundation to maintain positive drainage.
- Replace restroom facilities to comply with ADA regulations.
- Restoration
- Restore wood trim and fascia that is either missing or covered at portico and cornice.

PRIORITY 4 RESOURCES

GRAY HALL

Gray Hall is significant as an institutional building from the modern movement era of design. The building is unique for its incorporation of passive solar design features.

The building is currently proposed for demolition. Prior to demolition, and following consultation with the Historic Preservation Division of the Department of Natural Resources, the building should be documented according to the standards of the Historic American Buildings Survey.

If, however, the building is rehabilitated for new use, the follow recommendations should be followed:

Preservation

- Clean and restore masonry and masonry openings. Remove paint from masonry at north façade.
- Repair cracks in existing concrete stairs, balcony and bridges. Clean, scrape and paint all metal railings.
- Clean and repaint existing exterior doors. Replace missing door.

Rehabilitation

- Replace mechanical, electrical, and plumbing systems and install fire protection system.
- Remove paint from windows on south elevation and install appropriate interior shading devices.
- Add fully-functional elevator at intersection with Britt Hall.

Restoration

- Remove aluminum panel infill and restore fixed lites at all windows on north elevation.

WAREHOUSE

The Warehouse building is highly significant for its representation of the agricultural modernization and education in the region, and for ABAC's own program of self-reliance through the processing of foodstuffs by students.

Although the primary structure and some notable doors and windows are intact, the majority of the 1942 building has been adversely modified. In its current state, this building is not recommended eligible for listing in the National Register. Unless significant effort and enthusiasm is found for its restoration, the building is suitable for its marginal use as a storage facility. Every effort should be made, however, to mitigate for the large volume of combustible material currently stored in the building.

DEMOLITION OF CAMPUS BUILDINGS

In two cases, ABAC has demolished historic buildings as part of the campus development. These buildings include Creswell Dormitory (constructed as a dormitory for girls and named in honor of Professor Edith Creswell) and Moore Hall (constructed in 1941 to house the college's Home Economics Department and converted in 1962 for the school's Nursing Program). Although these buildings are older than 50 years and representative of ABAC'S history, they do not possess National Register significance at the state or national level.

Standard Six of the Stewardship Program states that the decision to demolish historic building 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 demolition including the completion of a "Due Diligence Report" and approval by the President's Office, and the Board of Regents. Where ABAC determines that demolition 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 building is altered or destroyed.