1.1 - HISTORY OF THE UNIVERSITY OF WEST GEORGIA

Information for this portion of the report is derived from the previously issued master plan updates from 1998, generated by Gensler, and 2003, generated by Sasaki, along with information from the University of West Georgia Book of Facts 2009-2010.

The University of West Georgia is one of 35 institutions in the University System of Georgia. As a co-educational, residential liberal arts institution located in Carrollton, Georgia, students come from surrounding counties, other states, and abroad. Carrollton is located about an hour’s drive west of Atlanta and is the County seat of Carroll County with a growing population of approximately 115,000, providing retail shopping, medical education and care, financial services, entertainment, and recreation.
In 1906 the State of Georgia established the Fourth District Agricultural and Mechanical School as one of twelve district agricultural and mechanical schools. The next year, the 275-acre farm of Bluford Sharp west of Carrollton was purchased to serve as the home of the Fourth District A&M School. In 1933, an act by the Board of Regents of the University System of Georgia established Carrollton’s (Fourth District) A&M School as West Georgia College. Dr. Irvine S. Ingram, then principal of the A&M School, was the College’s first president.

In 1939, the Board of Regents authorized the institution to add a three-year program in elementary education. In 1956, West Georgia College was authorized to confer a B.S. degree in Education, making it a four-year senior college unit of the University System of Georgia. Two years later, West Georgia added baccalaureate degrees in English, History, and Mathematics. In 1967, the Board of Regents authorized the establishment of a graduate program at the Master’s level. Currently, there are ten master’s degrees offered in 33 areas of study.

In 1983, the Board of Regents approved the External Degree Program as a cooperative effort between Dalton College and the West Georgia College. The program has grown with close to 400 degrees conferred. The Board of Regents, in 1988, approved the opening of the Newnan Center, a joint effort involving the Newnan-Coweta Chamber of Commerce and other businesses, and civic and education leaders in the area. With an enrollment of 540 in Fall 2009, the Newnan Center provides access to higher education for residents of Coweta County.

In June 1996, the Board of Regents of the University System of Georgia officially granted university status and changed the name of West Georgia College to the State University of West Georgia. A few years later, in 1999, the Honors College became an official part of the State University of West Georgia and was the only such program in Georgia. In January 2005, a vote by the Board of Regents approved the name change to the University of West Georgia.
1.2 - UNIVERSITY LEADERSHIP

University of West Georgia has had dynamic leadership over its history:

John H. Melson was the first principal for the Fourth District Agricultural and Mechanical School, from January 1908 – 1920. He established the motto, “We Learn to Do by Doing”. His wife, Penelope assembled a collection of books from the community to create the foundation for the school’s library.

In 1920, Irvine S. Ingram took over as the second principal and was instrumental in helping UWG achieve junior college status. After 40 years of service, the first 13 as principal and the remaining 27 as president of West Georgia College. Among advances during his tenure were his support of funding through the Julius Rosenwald Fund to provide assistance for Negro education, creation of the “College in the Community” which became the foundation for the division for continuing education, and receiving authorization to grant AB degrees with majors in Math, History, and English.

William H. Row, the former academic dean, became president in 1960. He died of a fatal heart attack after just nine months of service.

James E. Boyd was named president in 1961 and was instrumental in the growth and maturation of the university. During his tenure, the first Black student enrolled at West Georgia College, Attorney General Robert Kennedy came to the campus to dedicate a Chapel to his late brother, graduate programs were instituted in English, History, and Psychology, and the M.ed. for certification purposes.

Ward Pafford, a Phi Beta Kappa graduate of Emory University, was appointed president of West Georgia College in 1971. During his tenure the men’s basketball team won the NAIA national title and the women’s team won the state championship.

Maurice K. Townsend became the fifth president at West Georgia College in July 1975. His first major construction project was an expansion of the library, to which he personally donated over 6,900 volumes. Also during his tenure, the football team was re-established.

Beheruz Sethna became president in 1993 and has steered the continued growth and success of the University. In 1997 the Freshman Center (now the Excel Center) was created to help students excel in their initial college work. The Honors College was officially established in 1999, the only such college in Georgia. Other achievements have included the construction of the Technology-enhanced Learning Center (TLC) in 2001, creation of the Greek Village to house fraternity and sorority students, opening of the new football stadium and athletic complex, and many other social and academic enhancements.
Since the last Master Plan Update, UWG has acquired additional land to the north where the Greek Village was developed and to the west where the Sports Complex and surface parking were developed. One of the significant attributes of the university is the abundant natural environment. The Sports Complex is now connected to the core campus by the recently completed Wolves Parkway, which serves as an active link through the natural landscape surrounding the Little Tallapoosa River. Prior to this update, a planning exercise was completed to explore the possibility of creating a nature learning environment along the Little Tallapoosa River. While the findings of this study have not yet been implemented, the goal of maintaining the ecosystem of the river and allowing students and faculty to both study and enjoy the natural environment will provide a significant long-term benefit for the university.

As might be expected on a campus that is over 100 years old, there is a vast range of age of buildings, including mature precincts of buildings, along with new development to reflect the university’s position as a leading university in the state system. This amalgamation of buildings presents a challenge with regard to the architecture of the university, as no stringent guidelines were established through the evolution of the university.

Other than the clearing and construction of the Greek Village, little has changed in the areas surrounding the campus. New apartments have been constructed to the north of campus, along Lovvorn Road, the north and east sides of campus are primarily residential, and the “unsightly “strip” commercial development on Maple Street between the campus and downtown Carrollton”, noted in the previous update, has seen little change.

One change noted by the committee is the increasing importance of the northern entrance to the campus as a primary gateway. A growing percentage of commuting students, faculty, and guests are arriving from I-20 to the north, via State Road 27, which becomes Brumbelow Road as it approaches the campus. In addition, the noted increase in off-campus student housing along the northern edge of campus and the creation of the Greek Village have all contributed to this change. The placement of important campus buildings at this gateway, such as the Nursing Building and the Campus Bookstore begins to establish the framework for future development.
1.4.1 CAMPUS HISTORY UPDATE

Over the past seven years, UWG has focused on improvements that will address key areas of the student experience. As there are a multitude of buildings that are part of that experience, it is work in progress. The Campus Center, located along the northern side of Love Valley, was constructed to address the need for such improvements but also serves a much larger role on the campus. Because it combined student activity and recreational spaces along with conferencing space, and gathering areas for larger groups, it serves as a social focus and connector to the community.

Another significant step taken by UWG is the addition of a football stadium with a capacity of approximately 9,000 people. Currently participating in NCAA Division II, the inclusion of a stadium provides a significant avenue for student activity and life on campus, outside the classroom. Through the generosity of the City of Carrollton, approximately 250 acres of land were given to the university to house the initial stadium concept, along with a soccer stadium and practice field, softball field, house with women’s locker facilities, and surface parking. These amenities afford the students options for activities that previously did not exist on campus and in doing so, create a foundation for student memories of their college experience.

A major transformation, involving the efforts of the university, the community, and the greek system, took place at the northern edge of campus with the creation of the Greek Village. This concept creates a sense of community for the fraternities and sororities that reside at UWG and allowed them to “begin anew” their traditions on the UWG campus in brand new housing. This development has single-handedly changed the importance and flow of the northern side of the campus.

Recent buildings added to the campus include a new Bookstore, the Nursing Building, the Arts Building, the Center Pointe Suites, the East Village, and the Athletic Office Building. These facilities help meet the growing demand for program services and housing for students.
1.4.2 CAMPUS DESCRIPTION AND BUILDING ASSESSMENT

The University of West Georgia is a 100+ year old institution spread across 645 acres of land on the west side of Carrollton, Georgia. There are over 60 buildings that support the UWG mission. As previously described, there are several distinct zones on the campus. The “front” of the campus, facing Maple Street, is a collection of older buildings referred to as “Old Campus”. The notion of “front” is changing as more and more people arrive at the campus from the north or along West Georgia Drive. From the north, the first views of campus are the new nursing building, the new bookstore, Townsend Center, and the Technology Enhanced Learning Center (TLC).

Since the publication of the previous Master Plan Update (2003-04), there have been continued investments in renovations, additions, new construction, and expansion to the campus. The following list encompasses the larger scale projects that have been completed since 2004.

UWG funded (through private donations and student fees) a 9,000 seat football stadium along with a stadium and practice field for soccer, and field house with lockers.

Improvements since 2004:

- 2004 New Parking Lot
- 2004 Privatized Student Housing
- 2004 Renovations to Art Annex
- 2004 Gunn Hall Restroom Renovations
- 2004 Renovation to Food Facilities (Z-6 and Food Court UCC)
- 2005 Boykin Hall Restroom Renovations
- 2005 Parker Elevator Addition
- 2005 Privatized 600 beds at Arbor View Apartments
- 2006 Townsend Performing Arts Parking Lot
- 2006 Renovation to Adamson Hall
- 2006 New Campus Center and Renovation to HPE Building
- 2007 Melson Hall Elevator Addition
- 2007 Roberts Hall Demolition
- 2008 Health, Wellness, & Lifelong Learning Center
- 2008 Bridge Infrastructure
- 2008 Geosciences Expansion to Callaway
UWG has added several buildings to meet the demands of their growth in programs as well as in student population.

In addition to these completed projects and many more minor projects completed across the campus, the University of West Georgia has previously identified needs to support their academic mission. These needs include the following (listed alphabetically):

1. Anthropology – Waring Lab expansion of physical anthropology lab
2. Biology Department – Need a new science complex and animal facility
3. Computer Sciences – Need a retrofit to the TLC (student space, classroom, and tutoring lab)
5. Administration Building - Offices of President, VP for Academic Affairs, and VP for Development
1.4.3 LAND USE ANALYSIS

The boundaries of the University of West Georgia have expanded since the previous master plan update with the gifted land to the west that supports the athletic complex. The evolution of the facilities within the loop road have served to strengthen the perception of a campus “core”. Much of the areas denoted as green space are not suitable for development, as will be noted on a separate analysis plan. Denoted by color on the analysis map are academic buildings (orange), sports facilities (blue), student life buildings (red), residence halls (dk purple), and operations (lt purple). In addition, the dark green areas represent wooded area, much of which still represents the original ecosystem of the region.
1.4.4 REGULATORY AND ENVIRONMENTAL

As has been the case for the University of West Georgia for many years, the campus is surrounded by residential areas. Maple Street has commercial and retail development along the eastern edge of the campus, extending toward the Carrollton downtown square. Since the last master plan update, there have been additional apartment complexes developed along Lovvorn Road and within those areas zoned for multi-family near the campus. Other than this natural evolution, there have been few changes or improvements since the last master plan. During the course of this update, input from the community and from the school indicates that financial constraints will slow any potential change in the coming years.

From an environmental perspective, the university takes pride in the preservation of their natural environment and considers it to be an asset with which most universities cannot compete. A planning exercise has been performed to propose an ecologically sensitive way to create a park-like environment along the Little Tallapoosa River. This development could evolve into a nature laboratory, supplementing the classroom experience in the earth sciences.
1.4.5 CAMPUS INFRASTRUCTURE, ACCESS, AND CIRCULATION

Campus utility services remain unchanged since the previous update. Capacities are such that near term growth can be supported without significant changes. During the course of this update, the university expressed the desire and indicated the positive possibility of relocating the existing electrical substation, currently located to the west of the Campus Center and adjacent tennis courts, which would pave the way for future expansion of the Campus Center and provide an opportunity to incorporate much needed parking.

The University of West Georgia campus location and physical layout has created a vehicular circulation pattern comprised of a primary loop road (West Georgia Drive) with multiple points of access. At the present time, loop road access is, to a great extent, from Maple Street to the south and University Drive from the north.

From a regional viewpoint, approach to the university is primarily from exit points off of Interstate 20, which bring vehicles to the campus from the north (State Highway 27), from the east through downtown Carrollton (State Route 61), or from the loop road (State Route 166) which shifts arrival to the campus to Maple Street from the southwest side of campus. State Route 166 links Carrollton to the city of Bowdon to the west. State Highway 27 continues to the south as the arterial connection to Heard Country. Alternate 27 provides a link to Newnan and other parts of Coweta County to the southeast.

Two important points regarding access to the university regionally and locally are 1) the lack of signage to promote and direct users and visitors from primary connection points and 2), the congestion one experiences with roadways surrounding the university that are not sized to accommodate the current or anticipated capacities. Using Maple Street in the vicinity of the campus as an example, the number and spacing of traffic signals creates a stacking of vehicles during peak hours. It is recommended that UWG will have a traffic analysis performed to isolate traffic issues and provide recommended solutions.
1.4.6 NATURAL CONDITIONS

Topography - The University of West Georgia is located on a tract of land that has significant topographical impacts. From the perspective of the university the varying topography is both a blessing and a curse. One of the differentiating qualities of UWG is the amount of green space found throughout the campus. Feedback from visitors and alumni is their memory of the pastoral setting. One of the difficulties presented by this green space is the significant change of elevation found across the campus. This makes some portions of the campus unusable for future growth and development. It also hinders accessibility across the campus. As indicated on the campus map, within the loop road there is close to a 100 ft elevation difference from a high point to a low point. To the west of Love Valley is a gully with steeply sloping terrain which makes the area unsuitable for construction as well as undesirable for pedestrian circulation. This heavily wooded gully also serves to visually isolate the education and biology buildings from the remainder of the core campus.

Little Tallapoosa River - Winding its way from north to south, this river parallels the northern property line and then bisects the largely undeveloped university land on the west side of campus.

UWG is in the process of constructing a roadway and bridge to connect the recently developed athletics complex on the west side of the river with the existing campus on the east. A study was done for the possible development of nature center and walking paths that would encourage students to explore the Georgian floodplain ecosystem. It is important to note that there is a floodplain associated with the river, as indicated in the diagram below. This boundary for development will constantly be in a state of flux, as the river is constantly impacted by development upstream and downstream that can change the dynamic of river movement and, thus, its floodplain limits.

Prevailing Winds – Carroll County, located along the Alabama – Georgia border, is part of a much larger region of rural agrarian land. The prevailing wind from August to October is from west to east. The prevailing winds between November and July are from east to northwest. On the UWG campus, the presence of mature stands of trees, along with the number of buildings located in the core campus area, create unpredictable areas where wind gusts can make the pedestrian experience uncomfortable.
1.4.7 EXTERNAL CONDITIONS

One of the most important keys to the success of the university is its relationship with the City of Carrollton. The Carrollton Master Plan describes “Carrollton Character Areas” of which the university is one. In their description, the City acknowledges the importance of the university but Carrollton and UWG need to work collaboratively to establish a unified strategy that ties together the “Character Areas” concepts of Carrollton with the plans for growth of the university.

In particular is the need to develop a long term strategy for the evolution of Maple Street to best serve the community and campus. The committee discussed several examples of such a “Main Street” that can become a focal point for interaction between students and the community.

In addition to the physical manifestation of a “Main Street” development is the need for an economic synergy. Part of the challenge faced by UWG when trying to create the “collegiate experience” is the need for employment opportunities in the community. It is understood that the depressed economy has impacted the community so the strategy needs to be about laying a foundation for the future.

An entirely separate external influence for the university is the focus of Carroll County, as established in the Carroll County Comprehensive Plan. This broad reaching document paints a picture of a County that sees itself as primarily rural, with an economy based on agriculture and industrial sources. The plan sets priorities for the protection of those economic drivers and does little to establish strategies or policies to attract businesses that rely upon higher education, creating higher paying jobs.
1.5 - STAKEHOLDER INTERVIEWS

The consultant team met with the MP committee shortly after beginning the update process to outline the information gathering approach. The consultants sat down with each committee member and solicited input from students and community alike. A multitude of topics were raised and concerns vary across the board with regard to what should be the focus of the university as it moves forward. The subjects that received the most attention are the following:

1. **Preserve and improve the campus landscape** – While the obvious focus is to be cognizant of the inherent beauty of their landscape, it was also noted that the campus needs to feel safe and foster a pedestrian environment.

2. **Focus on increased density** – There are several facets to this topic but the primary issue is to keep the future growth inside the West Georgia Drive. Instead of continuing to expand horizontally, allow new buildings to grow to 3-4 stories, preserving green space and allowing for iconic elements that may serve as visual ties across the campus. Hand in hand with the notion of building density is a desire to incorporate parking structures to satisfy increased parking needs while keeping proximity to the campus core.

3. **Improve campus image** – There is a need to improve how the public, visitors, and prospective students arrive and perceive the university. This issue includes arrival sequence, parking, access to the office of the President, and campus tour routes to highlighted locations on campus. This topic also raised the need to selectively prune landscape elements to create more visual connectivity across the campus.

4. **Consolidation of Programs** – This topic is in response to the fact that numerous programs are spread through multiple buildings and would benefit tremendously by consolidation. Another aspect of consolidation is the ability to create adjacencies between programs that will benefit from such potential interaction.

5. **Improve academic learning environments** – UWG universally agrees that they need more flexible learning environments with improved technology, and adaptability for the future.

6. **Create more informal learning opportunities** – There is a need to create spaces, interior and exterior, where students can interact socially, professors can have opportunities for different types of teaching environments, and different sizes of groups have places to interact.

7. **Make all areas of campus accessible** – While strides have been made to provide accessibility as renovations and new construction has taken place, more focus is required to create accessibility to all areas that can realistically be addressed.
1.6 - PROGRAMMATIC & ACADEMIC PROJECTIONS

This section describes the programs at the University of West Georgia, enrollment projections, and faculty and staff projections.

1.6.1 - CURRENT ACADEMIC PROGRAMS

**Advanced Certificate**

- Post-Baccalaureate Certificate in European Studies
- Post-Baccalaureate Certificate in Geographic Information Systems
- Post-Baccalaureate Certificate in Integrative Health Studies
- Post-Baccalaureate Certificate in Museum Studies
- Post-Baccalaureate Certificate in Public History
- Post-Baccalaureate Certificate in Public Management
- Post-Master’s Certificate in Nursing Education

**Bachelor’s**

- Bachelor of Arts with a Major in Art
- Bachelor of Arts with a Major in Chemistry
- Bachelor of Arts with a Major in Chemistry/Secondary Education
- Bachelor of Arts with a Major in English
- Bachelor of Arts with a Major in Foreign Languages and Literatures
- Bachelor of Arts with a Major in Geography
- Bachelor of Arts with a Major in Global Studies
- Bachelor of Arts with a Major in History, General
- Bachelor of Arts with a Major in International Economics
- Bachelor of Arts with a Major in Mass Communications
- Bachelor of Arts with a Major in Mathematics
- Bachelor of Arts with a Major in Philosophy
- Bachelor of Arts with a Major in Political Science
- Bachelor of Arts with a Major in Psychology
- Bachelor of Arts with a Major in Theatre
- Bachelor of Business Administration with Major in Accounting
- Bachelor of Business Administration with Major in Economics
- Bachelor of Business Administration with Major in Finance
- Bachelor of Business Administration with Major in Management
- Bachelor of Business Administration with Major in Management Information Systems
- Bachelor of Business Administration with Major in Marketing
- Bachelor of Business Administration with Major in Real Estate
- Bachelor of Fine Arts with a Major in Art
- Bachelor of Music with a Major in Music Teacher Education
- Bachelor of Music with a Major in Performance
- Bachelor of Music with a Major in Theory and Composition
Bachelor of Science with a Major in Anthropology  
Bachelor of Science with a Major in Biology  
Bachelor of Science with a Major in Computer Science  
Bachelor of Science with a Major in Criminology  
Bachelor of Science with a Major in Earth Science/Secondary Education  
Bachelor of Science with a Major in Environmental Science  
Bachelor of Science with a Major in Environmental Studies  
Bachelor of Science with a Major in Geography  
Bachelor of Science with a Major in Geology  
Bachelor of Science with a Major in Mathematics  
Bachelor of Science with a Major in Physics  
Bachelor of Science with a Major in Physics/Secondary Education  
Bachelor of Science with a Major in Political Science  
Bachelor of Science with a Major in Sociology  
Bachelor of Science with a Major in Sport Management  
Bachelor of Science in Chemistry  
Bachelor of Science in Education with a Major in Business Teacher Education (Vocational)  
Bachelor of Science in Education with a Major in Early Childhood Education  
Bachelor of Science in Education with a Major in Physical Education  
Bachelor of Science in Education with a Major in Secondary Teaching Education  
Bachelor of Science in Education with a Major in Special Education and Teaching, General  
Bachelor of Science in Education with a Major in Speech-Language Pathology  
Bachelor of Science in Nursing  
Bachelor of Science in Nursing, RN to BSN  

Master’s  
Master of Arts with a Major in Criminology  
Master of Arts with a Major in English  
Master of Arts with a Major in History, General  
Master of Arts with a Major in Psychology  
Master of Arts with a Major in Sociology  
Master of Professional Accounting  
Master of Arts in Teaching  
Master of Arts in Teaching (Collaborative)  
Master of Business Administration  
Master of Education with a Major in Business Education  
Master of Education with a Major in Early Childhood Education  
Master of Education with a Major in Educational Leadership  
Master of Education with a Major in Media  
Master of Education with a Major in Middle Grades Education  
Master of Education with a Major in Professional Counseling  
Master of Education with a Major in Secondary Education  
Master of Education with a Major in Special Education and Teaching, General  
Master of Education with a Major in Speech-language Pathology  
Master of Music with a Major in Performance  
Master of Public Administration  
Master of Science with a Major in Applied Computer Science
Master of Science with a Major in Biology
Master of Science with a Major in Mathematics
Master of Science with a Major in Nursing
Master of Urban and Regional Planning

**Education Specialist**

Specialist in Education with a Major in Business Teacher Education (Vocational)
Specialist in Education with a Major in Early Childhood Education
Specialist in Education with a Major in Media
Specialist in Education with a Major in Professional Counseling
Specialist in Education with a Major in Special Education

**Doctorate**

Doctor of Education with a Major in Nursing Education (on line)
Doctor of Education with a Major in School Improvement
Doctor of Education in Professional Counseling and Supervision
Doctor of Philosophy in Psychology: Consciousness and Society
1.6.2 - ORGANIZATIONAL STRUCTURE

The academic organizational structure is indicated on the following chart:
1.6.3 STUDENT ENROLLMENT PROJECTIONS

As illustrated in figure (1), The University of West Georgia has experienced steady growth in student population over the last ten years. The population in 1999 was 8,670 students. The Fall enrollment for 2011 is confirmed as 11,646.

As illustrated in figure (2), scenario 1 reflects a growth of approximately 10,000 students over a twenty year time frame. This projection is a percentage allocation of students from the Board of Regents guidance that there will be a statewide increase in student population. The second scenario adjusts that growth rate to be more commensurate with the projected growth of the UWG market region, which is much closer to the UWG historical growth rate. The third scenario is based solely on the population growth rate of the counties that have historically provided approximately 67% of UWG’s total enrollment. After review and discussion, the committee agreed to proceed with the Scenario 2 approach as a basis for all other projections.

The projection for enrollment growth for the Fall Term 2015 is 13,767, representing a 20% increase over the 2010 enrollment. In 2020, the estimated enrollment would be 15,970 progressing to an estimated enrollment of 17,232 by the year 2025.

Figure 1: Enrollment Projections (2000-2010)
1.6.4 FACULTY AND STAFF PROJECTIONS

The faculty head count for 2008 was 492 which translated to 385 FTE’s. These numbers corresponded to a student to faculty ratio of 22.9 (to head count) and 25.9 (to FTE). The following year, with moderate growth in student enrollment, as well as numbers of faculty and staff, those ratios were maintained. Using 2010 student enrollment figures along with current numbers for faculty and staff, the student to faculty ratio will be 20.6 (to head count) and 22.3 (to FTE). One factor, agreed as a likely strategy, will be an increase in the number of part-time faculty and staff, which currently has no impact on the ratios. Over the next twenty years this approach will help UWG maintain their desired student-to-faculty and student-to-staff ratios.

Fall Faculty Headcount, FTE’s

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<tbody>
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<td>Faculty on Campus</td>
<td>Headcount</td>
<td>FTE's</td>
<td>Headcount</td>
<td>FTE's</td>
<td>Headcount</td>
<td>FTE's</td>
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<td>547</td>
<td>452</td>
<td>594</td>
<td>594</td>
<td>604</td>
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<tr>
<td>Students : Faculty Ratio</td>
<td>22.8</td>
<td>26.0</td>
<td>20.6</td>
<td>22.6</td>
<td>22.8</td>
<td>22.8</td>
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*Faculty & Staff Projections

Fall Staff Headcount, FTE’s

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<tbody>
<tr>
<td>Staff on Campus</td>
<td>Headcount</td>
<td>FTE's</td>
<td>Headcount</td>
<td>FTE's</td>
<td>Headcount</td>
<td>FTE's</td>
</tr>
<tr>
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<td>700</td>
<td>700</td>
<td>725</td>
<td>725</td>
<td>765</td>
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<tr>
<td>Students : Staff Ratio</td>
<td>17.7</td>
<td>16.1</td>
<td>16.1</td>
<td>18.0</td>
<td>18.0</td>
<td>18.0</td>
</tr>
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Notes:
1. Student Enrollment Headcount projections are based on Fall Semester data.
2. We used historical trend data to forecast Fall 2010 and then applied the growth target of 10,000 additional headcount from 2011 to 2030.
3. We have used a percentage increase which compounds every year in 5 year increments, producing a more gradual growth curve.
4. We have assumed a goal ratio of 80% undergrad and 20% grad enrollment.
5. Historical data indicates FTE’s are 93.38% of Undergrad Headcount and we have carried this forward in future projections.
6. Historical data indicates FTE’s are 65.45% of Grad Headcount and we have carried this forward in future projections.
7. We have used UWG historical trend data to define the ratio between Student and Faculty Headcounts.
8. We have used UWG historical trend data to define the ratio between Student and Staff Headcounts.
9. We have reduced the ratio of Faculty Headcount to Faculty FTE’s by 10%; we have also applied this reduction to Staff projections.
10. We have used UWG historical trend data to forecast future Scheduled Contact Hour estimates.
1.6.5 NEWNAN CAMPUS

As part of our mission, the University of West Georgia offers a number of programs, courses, and public service efforts throughout the West Georgia region. For many years, UWG has had joint programs with other WSG institutions such as Georgia Highlands College in Rome and Dalton State College in Dalton and a number of school districts. Additionally, UWG is a partner in a Georgia Highlands initiative to offer courses in Douglasville, GA and for many years has offered a number of courses and programs in Coweta County at the University of West Georgia Newnan Center. Plans are underway for improvements and expansion of the Newnan facility; however, these plans are not addressed in this document as its focus is on the UWG’s main campus in Carrollton.
CHAPTER 2

2.1 - PROJECTED CAMPUS PROGRAM

The current condition of the University of West Georgia is a reflection of its policies and practices over the last 100+ years. UWG has evolved from its early heritage as an agriculture and mechanical school to become a competing member of upper tier universities within the University System of Georgia. Through the discussions and investigation of the master plan committee, several crucial discussions have arisen that will require choices by UWG in order to set their path for the future.

2.1.1 - CRUCIAL DECISIONS FOR UWG

A School for the Region, Now A More Broad Focus

The University of West Georgia, throughout its history, has focused on providing educational opportunities for the citizens of the region. Over 70% of the students currently enrolled at UWG are from seven surrounding counties. As stated in the UWG Mission Statement, “The University, a charter member of the University System of Georgia, is a comprehensive, residential institution providing selectively focused undergraduate and graduate education primarily to the people of West Georgia.”

There is an expressed desire by leadership of the university to elevate the stature of University of West Georgia within the USG system to that of a tier one institution. This goal, as described in the UWG Strategic Plan 2010-2015, is “to become a competitive, destination member of a top (“robust”) tier serving west Georgia, metropolitan Atlanta, and beyond...”. The committee has discussed this goal, as well as many others, and has incorporated such aspirations into their considerations.

Specific aspects of the proposed plan that support the initiative of becoming a top tier university include student life improvements such as better housing, interactive environments for learning and socialization, improved classroom spaces to support varied learning methodologies, and a focused display of social conscience regarding the environment and its impact on all aspects of the university experience.
Embedded in the tradition of the University of West Georgia is a history of liberal arts education that has afforded its past and present students the opportunity to improve their lives through higher education learning. While this tradition will continue, as espoused in the Strategic Plan, there are discussions about becoming a “research university”, which have not been formally adopted. Similar to the previous discussion of “tier one” status, a decision to become leaders in a specific field of endeavor through research programs will shift university focus, change priorities of existing programs, and may require the elimination of programs that do not support the long term goals of this approach. The committee cited Georgia Tech, a nationally renown engineering school, as an example of a university known to be experts in a specific collection of studies. While UWG is contemplating this direction as a possibility for the future, it is not a defined component of this master plan.

The past several decades have generated a pattern of university growth throughout the state that is centrally controlled (Board of Regents), politically impacted (State Representatives, Governor, etc.), and financially dependent upon the economy. The current financial crisis has severely impacted the State’s ability to adequately fund the needs of the University System. Each university under the governance of the Board of Regents has historically competed for capital funding from the state for new buildings on their campuses. The University of West Georgia has been successful in securing funding for a number of projects over the last 20 years but it is apparent that opportunities for funding of future projects will be more difficult to secure. The answer, not unique to UWG, is to create a strategy of economic sensibility. Maximize the usage of facilities to obtain the best results. Evaluate programs based on their support of the university’s goals, their ability to attract and retain students, and their ability to generate revenue for the university. The choice to address the financial realities is a difficult one, as it may require altering the path of existing, long-standing programs.
The Impact of Online Learning

The University of West Georgia has been a leader in the state’s e-learning program and has seen a growth trend both locally and across the state. In review and discussion of this topic, the committee realizes that online learning, whether it is part of a USG program or part of private university internet learning, will continue to evolve and have unpredictable impacts on every university. It may reduce student housing needs, alter demand for classroom space, and link universities across the globe in integrated learning strategies. Since finite information regarding these potential impacts is not known, the projections do not have impact factors included.

Campus Life

The committee discussed at length the importance of the overall collegiate experience for UWG students. A major focus of the developments over the last 7 years, as a result of the previous master plan update, was to create reasons for the students, the majority of whom commute to the campus, to want to spend more time there. Whether that time was attending football games, participating in intramural sports programs, or social interaction at the campus center, there have been major strides taken to offer students more than a classroom experience. All parties agreed that strategies for improvement or enhancement of the physical campus, along with commitment to support academic and social programs, will be needed in order to provide the desired “college experience”.

In addition, the community of Carrollton plays a key role in the fate of the university with regard to creating the sense of “college experience”. Key aspects of community involvement that have been discussed include the following topics:

- Safety – Of primary concern to UWG is the desire to maintain a safe environment for guests, students, faculty, and staff. Campus safety programs and strategies must be woven together with Carrollton strategies and goals. Open communication between UWG and the appropriate parties with the City of Carrollton will be necessary to achieve this goal.

- Employment – One of the recurring conversations about student profiles is that many of the students commute from the region rather than moving to the campus or the community because there are limited employment opportunities in Carrollton. UWG and Carrollton must maintain an active effort to promote such employment opportunities to prospective employers and students alike.

- “Town and Gown Main Street” – Much discussion focused on the need for social interaction with the community through the development of a “Main Street” at the border of the campus that offers students social activity opportunities. This idea would require Carrollton involvement through zoning modifications, local businesses banding together to create this type of “district” along the campus edge, and UWG cooperation and encouragement.
Campus Infrastructure

The university has sufficient services for electrical, water, storm water drainage, and sanitary sewer systems to support both current and projected needs for the near future.

A stormwater master plan was prepared for UWG in 2005, indicating that “no improvements are required to the overall existing storm sewer pipe network on-campus, provided the final design of each proposed improvement utilizes the existing sub-basin fall out point.” A further recommendation to facilitate greater control of water runoff was to add regional detention ponds at designated locations around campus over time and have the City install an additional 42” RCP under Cunningham Drive.

Georgia Power confirmed that the existing substation has capacity for potential expansion over the next five years or more. Discussions with UWG about current and future development indicate the need to relocate the substation. This transition will require continued dialogue between UWG and Georgia Power.
2.1.2 - NON-RESIDENTIAL SPACE NEEDS

While there is not a formal, published Academic Plan, the committee was given a great deal of statistical information through the course of our investigation that has served as a basis for projections of population growth and space needs. Not addressed in this process are any specific directions to significantly alter any of the current academic offerings at UWG.

Through the course of the master plan update development, UWG recognized that there were discrepancies in the assignment of space in the Banner system, which serves as a basis for planning decisions by the university. To resolve that issue, UWG retained the services of Comprehensive Facilities Planning, Inc. to conduct a space inventory in the Fall 2011 semester. The report creates a new data baseline for the university and highlights several points of discussion for the master plan.

The current quantity of office space across campus does not provide room for growth in faculty or staff. This finding validates responses heard from faculty and facilities personnel that were not previously definable through the data alone. UWG has noted that many offices (staff and faculty) have been created through repurposing existing buildings (old dormitories as an example), resulting in ill-suited spaces and square footage overages for office sizes. These inefficiencies contribute to the current condition noted above. Included in the report are instances of issues that need to be resolved through strategic decisions in future office development or rearrangement.

Classrooms, in general, are in good condition, with contemporary technology features in almost every room. CFP found that classrooms in Roberts College of Business, the Coliseum, and Technology Learning Center were in the best condition, while Humanities and Biology classrooms needed the most enhancements.

The committee was informed during the summer of 2010 that the College of Arts & Sciences was to be separated into possibly four colleges, to be defined by early 2011. The impact of academic space needs as a result of this realignment are not included in this assessment and will need to be considered once such information is available.

### SPACE PROJECTIONS

**What UWG Actually Has Today**

<table>
<thead>
<tr>
<th>HEGIS space codes for UWG</th>
<th>2011</th>
<th>2015</th>
<th>2020</th>
<th>2025</th>
<th>2030</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EST</td>
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<tr>
<td>100</td>
<td>816,384</td>
<td></td>
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<tr>
<td>200</td>
<td>103,806</td>
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<tr>
<td>300</td>
<td>131,039</td>
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<tr>
<td>400</td>
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<tr>
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<tr>
<td>600</td>
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<tr>
<td>700</td>
<td>151,171</td>
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<td></td>
<td></td>
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<tr>
<td>800</td>
<td>47,988</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>TOTAL ASF</td>
<td>1,782,689</td>
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<tr>
<td>900</td>
<td>501,782</td>
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<td></td>
</tr>
<tr>
<td>TOTAL ASF</td>
<td>2,284,471</td>
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</tr>
</tbody>
</table>
The statistical information addresses the quantitative aspects of academic space needs but does not reflect the qualitative impacts. Much discussion was held regarding the quality of existing learning environments, noting that some percentage of classrooms were substandard spaces with outdated, fixed furniture, inappropriate lighting levels, and lack of natural lighting. UWG is committed to implementing a classroom improvement plan that will provide new carpet, lighting, audio-video equipment, painted finishes, etc. for all such classroom environments.

In addition to this classroom improvement plan, HKS presented information to the committee on the impacts of learning environment design on educational outcomes. Beyond fresh paint and smart boards is the need for flexible learning spaces that can be reconfigured for any given class, based upon the needs of that class. Some classes may be lecture based while others are team activity or group discussion. In each case, seating configuration, teacher orientation, technology interface, and other critical aspects of the process, need to be adaptable. Part of the focus of designing these learning environments is on creating “sticky places”, those places students like to be when not in classrooms, which will give students the opportunity to interact with each other and with faculty to expand their learning experience beyond the classroom. As a result of these discussions, UWG intends to generate a campus-wide academic space revitalization program to be implemented over several years. All parties acknowledged that this approach to learning environments will create better learning opportunities for the students, but will also use more square footage per classroom than is prescribed by the HEGIS Space Code. All of these strategies will have a positive impact on UWG’s efforts to advance their mission and create a brand within the higher educational system.

### SPACE PROJECTIONS
What UWG Should Have Today and in Future Years

<table>
<thead>
<tr>
<th>HEGIS space codes for UWG</th>
<th>2011</th>
<th>2015</th>
<th>2020</th>
<th>2025</th>
<th>2030</th>
</tr>
</thead>
<tbody>
<tr>
<td>000 not assigned</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>100 Classrooms &amp; Lecture Rooms</td>
<td>816,384</td>
<td>-60,568</td>
<td>-80,849</td>
<td>-92,458</td>
<td>-106,581</td>
</tr>
<tr>
<td>200 Labs</td>
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<td>-14,648</td>
<td>-32,286</td>
<td>-42,382</td>
<td>-54,664</td>
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<tr>
<td>300 Offices</td>
<td>131,039</td>
<td>182,743</td>
<td>167,758</td>
<td>152,734</td>
<td>134,471</td>
</tr>
<tr>
<td>400 Study Facilities</td>
<td>264,052</td>
<td>-50,777</td>
<td>-64,636</td>
<td>-70,858</td>
<td>-78,421</td>
</tr>
<tr>
<td>500 Special Use Facilities</td>
<td>77,341</td>
<td>-83,176</td>
<td>-108,965</td>
<td>-121,924</td>
<td>-137,677</td>
</tr>
<tr>
<td>700 Support Facilities</td>
<td>151,171</td>
<td>-38,032</td>
<td>-48,100</td>
<td>-53,697</td>
<td>-60,412</td>
</tr>
<tr>
<td>800 Health Care</td>
<td>47,988</td>
<td>-2,356</td>
<td>-3,017</td>
<td>-3,349</td>
<td>-3,753</td>
</tr>
<tr>
<td>TOTAL ASF</td>
<td>1,782,689</td>
<td>-117,331</td>
<td>-247,529</td>
<td>-324,027</td>
<td>-415,196</td>
</tr>
<tr>
<td>900 Residential</td>
<td>501,782</td>
<td>-80,501</td>
<td>-197,526</td>
<td>-256,331</td>
<td>-327,814</td>
</tr>
<tr>
<td>TOTAL ASF</td>
<td>2,284,471</td>
<td>-197,833</td>
<td>-445,054</td>
<td>-580,358</td>
<td>-743,011</td>
</tr>
</tbody>
</table>
2.1.3 - ACADEMIC SPACE UTILIZATION

Part of the evaluation of academic space needs is an examination of the utilization of currently available classroom space. The analysis performed by CFP, illustrated in the chart below, confirmed several observations made by the planning committee. These include:

- Classroom usage reaches highest percentage of use during midday hours, with Tuesday-Thursday classes between 11am to 12:15pm as the most popular.

- Measured against “best practice” policies, no more than 67% of classes should be scheduled between 10am and 4pm. UWG exceeds this percentage with a current scheduling of 77.6% of classes during this window of time.

- Also from this comparison, at least 15% of classes should be scheduled on Friday. UWG has only 8.6% of its classes scheduled for Friday.

UWG will need to establish targets for distribution of classroom usage and possibly move toward a central control of classroom scheduling.
2.1.4 - RESIDENTIAL SPACE NEEDS

As has been the goal of the university, there is a desire to provide housing for approximately one third of the student body. Of that desired capacity, traditionally, UWG has required incoming freshman to live on campus. In support of the larger goal of providing “the college experience” to students at UWG, it is a strong concern that both the quality and quantity of housing be competitive with current housing trends in higher educational environments.

In Fall 2011, the number of available beds on campus was 2,922 representing 25.8% of the student population (Fall Enrollment). The increasing need for beds over the span of short term, mid-term, and long term projections mathematically is represented below.

More important than the mathematical projections however, is the need for UWG to continually adjust to the needs and preferences of students with regard to housing. The majority of UWG housing stock, while well maintained, is in excess of 30 years old. Configurations such as shared living spaces, private or semi-private bathrooms, wireless networks, lounge areas, and many other amenities must be considered in order to be competitive with other universities. UWG is acutely aware of this pressure and has gradually improved their housing stock by renovation, conversion, and selective demolition. UWG also created an ancillary housing option through the Greek Village, located at the north side of the campus, where approximately 85,000gsf of fraternity and sorority house were constructed and opened in 2009, offering students that have joined the Greek community an option for upgraded campus housing.

In 2010, UWG retained a firm to prepare an analysis of freshman housing. A report, dated January 31, 2011, provided to our committee in February 2011, included the following findings:

- **The Residence Life Mission** for 2014 seeks to:

  - Create an inclusive environment where all students excel.
  - Be a leader in developing enduring connections between residents, UWG, and the Carrollton community.
  - Offer a superior and enriching employment experience for all staff.
  - Renovate and construct desirable and sustainable facilities.
  - Build community and student development within residence halls.

- The departmental mission is to have three tiers of housing options for our students, providing one third traditional community style housing, one third suite style living, and one-third apartment style living.

- A housing marketing study also indicated a preference for a specific design for a two-bed “semi-suite” that is to be 90% of these units.

- Costs and financing data for all of these options were included in this report.

- The University has already undergone a three-phase construction plan, resulting in a net gain of 300 beds comprising of the following:
  
  **Phase 1** (Fall 2012) – construct a 600-bed “semi-suite” facility on the west side of campus (former Roberts Hall location).

  **Phase 2** (Fall 2012) – Transfer students from Downs Hall and Boykin Hall into the new facility and demolish Downs, Boykin, and Watson. Construct a 460-bed “semi-suite” facility in the same location. Construct a new dining facility on the east side of campus.

  **Phase 3** (Fall 2013) – Renovate Bowdon Hall. Renovate Gunn Hall (146 beds). Move students from Bowdon and Gunn into the new facility.

<table>
<thead>
<tr>
<th>Year</th>
<th>2011</th>
<th>2015</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planned No. of Beds</td>
<td>2,922</td>
<td>3,084</td>
<td>3,084</td>
</tr>
<tr>
<td>GSF</td>
<td>688,684</td>
<td>735,148</td>
<td>735,148</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>10,029</td>
<td>13,119</td>
<td>15,219</td>
</tr>
<tr>
<td>Goal</td>
<td>3,309</td>
<td>4,329</td>
<td>5,022</td>
</tr>
</tbody>
</table>
2.2 - OPPORTUNITIES AND CONSTRAINTS

2.2.1 - OPPORTUNITIES

Based on the analysis of the UWG campus, the following opportunities for development have been noted:

- **Room to Develop** – As indicated on the Buildable Analysis Map, UWG has sufficient land for long term growth and development. With a total of approximately 500 acres of land within the analysis zone, UWG has the flexibility to plan and expand both horizontally and vertically as deemed appropriate by their strategic goals. Of the 500 acres, the percentage of land for each “Level” identified in the analysis are:

  - Level A – 21.8%
  - Level B – 29%
  - Level C – 19.2%
  - Level D – 15.6%
  - Level E – 14.4%

- **Topography** – The undulating topography defines areas that provide unique settings for future development of outdoor student spaces, multi-story parking structures that can be built into hillside, and buildable areas for program expansion plans.

- **Natural Beauty of Campus** – The UWG campus has a balance of heavily wooded areas, tree-lined walkways and large outdoor gathering areas that are woven between the campus buildings. The potential future, protected development of the Little Tallapoosa River as a nature center would further define UWG as a pre-eminent ecologically sensitive university.

- **Enrollment Growth** – UWG has seen consistent growth for many years and the projections described in this report indicate continued growth for short term, mid-range, and long term.

- **Infrastructure Service** – The major utilities servicing UWG can support projected growth. UWG will need to work with the County to design satisfactory storm water management strategies as new development comes on line.

- **Vision and Leadership** – The University of West Georgia has stated a vision for their pursuit of excellence and continued growth in support of the educational needs of this region, the state, and internationally.
2.2.2 - CONSTRAINTS

Based on the analysis of the UWG campus, the following constraints for development have been noted:

• **Room to Develop** – Hand in hand with having plenty of land to develop is the temptation to allow all growth to occur horizontally. This can result in a sprawling campus that inspires students to drive from one part of the campus to another, rather than a pedestrian fabric that energizes the campus environment. Another issue resulting from such sprawl is a lack of visual connectivity such that students to not perceive the magnitude of the campus as a whole.

• **Undefined Image** – UWG sees itself as a “best kept secret” because they have not focused on selling their attributes to high school graduates throughout the state. As a result, UWG traditionally draws the vast majority of its student population from surrounding counties. UWG has a branding exercise and advertising campaign currently underway.

• **Varying Styles of Architecture** – UWG has not evolved under a set of architectural guidelines and, as such, its built environment lacks visual coherence.

• **Community Stagnation** – While UWG shares a good relationship with the City of Carrollton and with Carroll County, there have been few recent improvements to surrounding areas of the campus to the benefit of UWG. The impact of the economy on the community and county has been significant which will result in few, if any, improvements in the near future.

• **Competition from Other Institutions** – In Georgia, there is an increased competition for students as the student population increases and institutions attempt to elevate the quality of their programs, services, and campus environments.

• **Campus Age** – As a 100+ year old campus, UWG has a number of campus buildings that have exceeded their intended lifespan or are no longer suitable to service their intended uses. As part of the competition referenced above, there are several younger universities that are able to boast much newer and “state of the art” facilities. UWG is faced with costs to remove antiquated facilities, as well as the cost of constructing the new ones.
2.3 - ACCESS AND PARKING

2.3.1 - INTRODUCTION

Integral to the creation of a successful and meaningful academic environment is how the campus accommodates vehicular traffic. Traffic and parking are inexorably connected and must be addressed concurrently.

During the stakeholder interview process, 8 Goals were identified (see Chapter 1). Of these, 3 Goals have a direct relationship to traffic and parking concerns:

- **Goal – Focus on increased density**
  By increasing campus density, destinations are placed in closer proximity thus further reducing the need for vehicular use. However, since more users (faculty, students, support, etc.) are accessing a tighter space, parking must be managed efficiently and placed in proximity to logical locations – namely precincts and shuttle stops.

- **Goal – Improve the campus image**
  The campus image is directly connected to human-scale development, pedestrian-friendly linkages, landscaping, and personal safety. High-speed, high-volume traffic accessing large non-descript surface parking lots is in direct conflict to this goal. A desirable campus image accommodates traffic and parking but does not make it the “center of attention”.

- **Goal – Make all areas of campus accessible**
  The University campus should not provide any access impediments regardless of mode of travel – pedestrian, automobile, bicycle, etc. This is also closely tied to campus image goals (above).

The consultant team has also identified a number of Guiding Principles which were developed in support of the goals and objectives identified in Chapter 1. Specifically, 3 key Guiding Principles are important to the development of the Access & Parking Plan:

- **Guiding Principle – Infrastructure**
  a) Improve campus way-finding and signage to encourage community access.

- **Guiding Principle – Access & Circulation**
  a) Encourage multi-modal use of campus (pedestrian, bicycle, bus, car); 
  b) Use West Georgia Drive as the perimeter for the Academic Core; and, 
  c) Improve campus access from all directions to diffuse and disperse parking demand.

- **Guiding Principle – Sustainability**
  a) Reduce dependency on automobiles within and to/from campus; 
  b) Use the outdoor environment as an integral part of campus design; and, 
  c) Use landscaping to create comfortable, safe, inviting and memorable outdoor spaces which connect to academic buildings and campus destinations.

The above Goals and Guiding Principles are the basis for the Access & Parking Plan.
There are 9 types of traffic that utilize University roadways, each with its own unique profile and needs. The following table lists these traffic types in order of the greatest percentage at the University:

<table>
<thead>
<tr>
<th>Type</th>
<th>Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student (Off-Campus)</td>
<td>Students that live off-campus commute to dedicated student parking lots and generally (but not always) leave their cars in place during the school day. Morning and afternoon commuting traffic contributes greatly to campus traffic demand Monday through Thursday. Student traffic demand is greatly reduced in the summer months and during winter and spring breaks.</td>
</tr>
<tr>
<td>Faculty</td>
<td>Faculty traffic has a precise destination (zoned parking), with the greatest demand experienced Monday through Thursday (8:00 AM to 5:00 PM), although many are on campus before and well after these hours, and some researchers may spend more time off-campus during some semesters. Faculty traffic demand is greatly reduced during summer months.</td>
</tr>
<tr>
<td>Staff</td>
<td>Staff traffic has a precise destination (zoned parking), with demand being Monday through Thursday between 8:00 AM and 5:00 PM in almost all cases (except for maintenance and support staff). Staff traffic is relatively constant year round.</td>
</tr>
<tr>
<td>Student (Resident)</td>
<td>Students that live on-campus (dormitories and Greek Village) have a precise destination (student parking), but generally leave their cars in place during the school day. Cars may be moved after class, in the evenings, and on weekends. Resident student traffic demand is greatly reduced in the summer months and during winter and spring breaks.</td>
</tr>
<tr>
<td>Non-University</td>
<td>Non-University traffic consists of drivers using campus roadways to travel from one part of the City to another with no campus origin or destination. Without a detailed traffic survey, there is no reliable means to project what percentage of overall University traffic is made up of Non-University drivers. Anecdotal and observational references indicate that this is a relatively significant percentage that contributes to peak and off-peak congestion.</td>
</tr>
<tr>
<td>Visitor</td>
<td>Visitor traffic consists of prospective students, attendees at University functions, and other non-academic events. Visitor traffic is sporadic and makes up a relatively small percentage of overall demand.</td>
</tr>
<tr>
<td>Event</td>
<td>Event traffic is similar to visitor traffic, but is associated with specific functions and events – athletic events, commencement, social functions, performances, exhibits, etc. These functions are generally known in advance and</td>
</tr>
<tr>
<td>Delivery/Support</td>
<td>Delivery and support traffic services support functions (food service, mail, material distribution, etc.) and is provided mostly by non-campus vehicles. While a relatively small percentage of traffic demand, large low-speed delivery vehicles have a tendency to contribute to overall congestion as they drive to multiple campus destinations. Delivery/support traffic tends to remain relatively constant year round.</td>
</tr>
<tr>
<td>Emergency</td>
<td>Emergency A small percentage of campus traffic, emergency vehicles require fast access to and through the campus. Other drivers must yield to emergency responders, causing further traffic congestion. Emergency traffic demand is sporadic and follows no constant projection.</td>
</tr>
</tbody>
</table>

The above table should not be interpreted as assigning importance based on percentage. For instance, while emergency traffic comprises a relatively small percentage of overall traffic demand, it is critically important for these vehicles to arrive at their destinations in a safe and rapid manner.
Access Challenges
The University currently experiences the following traffic-related challenges:

- **Peak-Hour Congestion on West Georgia Drive**
  As the primary roadway for both access and defining the University’s core, West Georgia Drive is a 2-lane undivided collector (a street that collects and distributes traffic to and from larger volume roadways). Streets of this size and type are capable of handling 10,000 to 12,000 vehicles per day (vpd). However, it is usually peak-flow demand that creates problems, especially at intersections where through-traffic must slow down or yield to left and right turning traffic. West Georgia Drive’s primary congestion takes place during the AM and PM peak hours, primarily Monday through Thursday (the campus has a reduced schedule on Fridays and there is little traffic demand on non-event weekends).

- **Congestion at the West Georgia Drive/University Drive (Brumbelow Road) Intersection**
  Associated with peak-hour congestion, a significant spot problem occurs at this intersection. West Georgia Drive traffic must wait for turning traffic to clear the signalized intersection, resulting in traffic not clearing the intersection before the signal changes. This is compounded by pedestrian traffic crossing the intersection, often preventing turning traffic to clear.

  The committee recommends that UWG retains a traffic engineering consultant to examine campus traffic, surrounding community traffic, and propose solutions to accommodate the future of the campus and of the community.

- **Congestion at the West Georgia Drive/Maple Street Intersections**
  Two of the primary campus entrances are located along Maple Street. There are 2 signalized intersections with West Georgia Drive – one near the McDonald’s on the eastern edge of the campus and the other approximately 2,600 feet west (near the Honors House). In-bound (AM) traffic creates congestion along Maple Street as traffic turns into the campus. Outbound (PM) traffic creates congestion along West Georgia Drive as traffic departs the campus. Outbound traffic also impacts non-campus traffic on Maple Street.

- **Combined Campus and Non-Campus Traffic**
  West Georgia Drive provides access between Maple Street and roadways in the western and northern portions of Carrollton – Lovvorn Road, Brumbelow Road, and Route 16 (Mount Zion Road). Brumbelow Road turns into Columbia Drive which directly connects to the incomplete loop roadway around Carrollton. In absence of the completed northwestern portion of the loop, local traffic appears to be attracted to West Georgia Drive as a direct route to connect with Columbia Drive and other portions of the region. A detailed engineering study is required to determine the daily and peak-hour percentage of University traffic demand attributable to cut-through non-campus traffic.

- **Awkward Intersection at Front Campus Drive**
  Traffic exiting Front Campus Drive must make a right turn onto University Drive. This means traffic headed to Maple Street must make a right turn, then an immediate slow-speed U-turn around a monument sign to access Maple Street, potentially conflicting with in-bound traffic.

  The impacts of traffic congestion on any community are generally detrimental. Low-speed traffic congestion creates increased carbon monoxide spot pollution and wastes energy. High-speed traffic volume is inconsistent with a safe pedestrian and bicycle environment.
2.3.3 PARKING

In the Fall 2012 semester, UWG engaged the services of Timothy Haahs and Associates, Inc. to prepare a “Parking Master Plan”. A summary of the preliminary findings of this research includes the following:

- The total parking supply is 5,930 spaces, including 1,368 spaces located at the Athletic Complex/Stadium (23% of the total parking supply).

- During their period of observation, the core campus parking occupancy was at or above 87%, which creates the perception of inadequate parking and a shortage of parking spaces.

- The parking located at the Athletic Complex / Stadium, which comprises a significant portion of the overall campus parking, is perceived as physically segregated, inconvenient, and accessible only by shuttle bus.

- Visitor parking is difficult to find and is scattered around the campus. Recommendations included better wayfinding signage and possibly consolidating the locations for visitor parking.

- Analysis of adequacy of parking and future demand is based on an adjustment of the total parking count by an “Effective Parking Supply Factor”, resulting in a capacity of 5,203 spaces.

- Through an application of a “Parking Demand Ratios”, it is anticipated that 26 new spaces will be required for every increase of 100 new students. For faculty/staff, 89 new spaces will be needed for every 100 new faculty/staff. Based upon projections for student enrollment growth, the report indicates the need for 48 new spaces by 2016 and 1,000 new spaces by 2020.

- To accommodate the projected demand, it is recommended that UWG add 400-500 new spaces over the next three years and another 400-500 spaces over the next six years. In addition, the report recommends that these new parking spaces be provided in newly constructed parking structures, located in the campus core.

In addition, the report identified a series of observations:

- It is difficult to identify which users are permitted in each lot
- The number of different permit colors is confusing
- Need to consolidate visitor parking – recommend:
  1. Visitor North Lot (Lot 6 – 21 spaces)
  2. Visitor South Lot (Lot 50 – 14 spaces)
  3. Visitor Main Entrance (Front Campus Drive – 30 spaces)
- Prohibit Greek Permit parkers from using other spaces during the day
- Recommend providing installing visitor kiosks and pull off areas at all campus entrances
- Recommend eliminating the shuttle around the Athletic Complex/Stadium and create a single point of pick up at the closest lot to the campus core
- Recommend consolidating existing bus routes to avoid congestion
- After deck construction, eliminate all on-street parking along the campus loop road.

These findings and recommendations support many of the committee discussions regarding campus transportation and parking. One element of these recommendations that contradicts previous direction from UWG is the reliance upon the Athletic Complex/Stadium parking, accessed through shuttle service, as a desired method of parking for the students. A second issue is the challenge of utilizing parking structures as the parking growth solution. All agree with the recommendation but the cost per space for parking deck construction versus surface parking pose a financial challenge amidst the current economic conditions. These are strategic decisions for the university to address.
3.1 - DRAFT CONCEPTS APPROACH

The following draft concepts represent studies of the key areas, or precincts, of the University of West Georgia campus. The explorations of each precinct seek to integrate responses to the goals and aspirations identified as critical to the future of the university. These studies, individually, present physical design approaches that were questioned, in some cases dismissed, refined by further investigation and study, and finally refined as a plausible framework for the evolution of the campus.

3.1.1 - PRECINCT DEFINITION

The University of West Georgia is a sprawling landscape with mature stands of trees, areas of significant topographic transitions, and a collection of structures that have been amassed over its 100+ years of evolution. The vast majority of buildings, both academic and residential, are located within the boundary of West Georgia Drive. Through the course of the committee’s investigation and discussion, several areas were defined as being the nucleus of certain aspects of the university culture.
3.2 - THE HISTORICAL PRECINCT

Front Campus Drive, creating a gentle, curved drive off of Maple Street, has significance to the university on several levels. Over the long growth of the university, the vast majority of persons arriving at the campus for the first time saw this view of the campus and this drive as the main campus entrance. While all agreed that it may now share the role of “main entrance” with the north entrance, it plays a crucial role in the perception of the university. Front Campus Drive is a one-way street with single loaded parking which has been described as inadequate to serve the current or projected needs for parking along this area of campus.

UWG had independently explored the idea of creating a “clock tower” focal point on Front Campus Drive. Through the course of our discussions we studied the concept, placement, and significance of such a gesture. Initial discussions placed a focal structure on the front face of the drive but further examination suggested that placement on the north side of the drive creates a relationship with the adjacent buildings. In the image below, the committee explored the idea of creating a new entrance drive that would strengthen a new visual axis extending deep into the campus. Further discussion about this approach focused on the need to create additional parking. In considering solutions that would provide such parking, the current Front Campus Drive could be expanded to double-loaded parking. As this parking was studied, the notion of closing the existing ends of Front Campus Drive were evaluated.

The entrance is located very close to the nearest intersection on Maple Street. Closing that entrance was seen as a positive step as the new central driveway would be further from the intersection, allowing more time for a driver to recognize their destination and make the turn into campus. The exit end of the drive ends in a precarious arrangement with University Drive, causing motorists to pull onto University Drive a very short distance from the intersection with Maple Street. In addition to this condition, the motorist is required to turn right, heading into campus, and must choose to make a U-turn to come back to Maple Street, or drive north on University Drive to seek a place to turn around. Closing this exit was considered to be an acceptable course of action if the overall idea of a reconfigured Front Campus Drive was approved.
Further discussion about this approach focused on the need to create additional parking. In considering solutions that would provide such parking, the current Front Campus Drive could be expanded to double-loaded parking. As this parking was studied, the notion of closing the existing ends of Front Campus Drive were evaluated. The entrance is located very close to the nearest intersection on Maple Street. Closing that entrance was seen as a positive step as the new central driveway would be further from the intersection, allowing more time for a driver to recognize their destination and make the turn into campus. The exit end of the drive ends in a precarious arrangement with University Drive, causing motorists to pull onto University Drive a very short distance from the intersection with Maple Street. In addition to this condition, the motorist is required to turn right, heading into campus, and must choose to make a U-turn to come back to Maple Street, or drive north on University Drive.

Another key ingredient to the Historical Precinct, as well as the other precincts, is the creation of green spaces that provide a variety of solutions to UWG. In the Historic Precinct, these spaces serve to organize the precinct.

A “great lawn”, located on axis with the new entrance drive, creates the type of space where events and gatherings take place, creating traditions for future generations of students. Note that the creation of this space involves the demolition of the Anthropology Building.

The linkage of smaller green spaces and their walkways, located “behind” the Front Campus buildings, creates a tapestry of spaces that can be designed to be unique to this district. This uniqueness provides a sense of place and a means of orientation that will relate to similar spaces across the campus. These same spaces, with carefully designed
One of the primary concerns expressed by the committee during the early stages of discussion was the lack of visual continuity throughout the campus. Presently a person, at many places around the campus, does not perceive how large the university is. The “great lawn” serves as an anchor for this precinct and provides a visual linkage to the adjacent Student Life Precinct beyond. This lawn is framed by the Martha Munro building to the west and the Business Building to the east.

The southern edge is proposed to be a “sculptural element”. Our discussions focused on the possible placement of unique, distinctive elements throughout the campus that could serve as identifiers for their given place. These could be outdoor classroom spaces, trellis gathering spaces, simple colonnades, pieces of sculpture, or similar ideas. The northern boundary is proposed to be an expansion to the library that would house campus administration functions.
The final iteration of the proposed front campus driveway / parking configuration is an arrangement of an entrance boulevard leading to two double-loaded parking areas. Also, the concept includes a suggested roadway and turnaround configuration for the previously gated access Back Campus Drive to provide service and public access to the proposed food services and student services building and the library with its proposed administrative wing expansion.

One of the significant comments that arose through our discussions of this precinct, particularly, in regard to expanding the awareness of students and visitors to the size of the campus, was the notion of creating a ceremonial vehicular access that brought one closer to the heart of the campus. The result of these discussions is the proposed boulevard located to the west of Sanford Hall.

This concept took on more credibility with the commitment to the demolition of the Health Sciences building and the EXCEL Center. The graphic depiction portrays a gracious boulevard that brings vehicles past the historic Front Campus buildings, to the edge of Love Valley, where views to the Campus Center, the Library, and a broader expanse of the campus are unveiled. The oval boundary of Love Valley would be defined with hardscape walkways and a proposed colonnade structure that serves as the visual terminus of the drive.
3.3 - THE HUMANITIES PRECINCT

The Humanities Precinct, located in the northeast zone within the “loop” of West Georgia Drive, encompasses the collection of buildings that currently include Boyd, Pafford, Humanities, the Library, and the Technology Enhanced Learning Center (TLC). Within this precinct there is a proposed building site at the northern end of the “Humanities Quad”. Discussions have conveyed two potential uses for this site. The first would be an academic building designed to incorporate the growth for the UWG successful learning environments along with additional faculty and staff offices. The second option is to utilize the space for a parking structure.

The most important concept, discussed at length as a concept to apply across the campus, is the necessity to transform learning environments. The University of West Georgia needs to undertake a gradual transformation of their academic environments. The gradual aspect of this transformation is twofold. First is the ability to fund some amount of these changes from their annual operations budget. Second, and possibly more important, is to establish and monitor metrics for successful outcomes of the classroom changes. This may subtly influence future modifications to respond to this valuable feedback. These metrics might include changes to student retention, demand for classroom usage in the modified spaces, and reactions from students and faculty.

There are many classroom spaces proving inadequate to the task as modern learning environments. Physical configuration of space, lighting and daylighting, adaptable furnishings, and other important aspects of the student learning experience are all in need of examination on a space by space basis. Our discussions clearly noted that one solution does not address all conditions, as different curriculum will have different learning criteria. As was discussed during this evaluation, “A learning environment is a place where personal motivation is stimulated, curiosity is aroused and challenged, and the desire for socialization is encouraged.”

The approach to achieving this type of personal motivation is “…to create formal and informal learning environments that are evolutionary, stimulating, collaborative, sustainable, “Sticky” and appropriate. UWG has already begun to evaluate their classroom spaces, prioritize renovations, and begun conversion of classroom spaces with these discussions in mind. The concept plan below illustrates the potential flexibility of spaces to address different approaches to learning.
In our review of the Humanities Precinct, the graphics represent a renovation of both the Pafford Building and the Humanities Building that would reorganize classroom space and office space within their respective structures. Combined with those renovations would be the creation of a new connective volume that would serve as lobby space for each building and as part of a pedestrian linkage between student housing to the east and the campus core to the west. This type of interaction and socialization space begins to address the issues of a new learning paradigm.

The Humanities Precinct is also proposed to have a “sculptural element” located on the south end of the lawn. At this location it is proposed to be a trellis structure to accommodate outdoor classroom activities, informal group meetings, and student social functions. As would be the case throughout the campus, the landscape treatment of this precinct should be such that students and faculty identify it with a certain place.
3.4 - THE NORTH ENTRY PRECINCT

As has been previously mentioned, the evolution of the campus and the surrounding community has created a shift in the predominant sequence of arrival to the campus. While Maple Street still maintains a significant volume of traffic accessing the campus, more people are arriving from the north via University Drive (Brumbelow Drive north of campus). Addressing this shift in real and perceived social behavior is a key component of the future of the university.

UWG has made several changes in this precinct since the last master plan update. The acquisition of land and construction of the Greek Village, along with surface parking across the street, has brought active use and vitality to this area. In addition, the completion of the University Bookstore and the new Nursing Building has contributed in defining the growing importance of this area of the campus.

A pivotal issue remains to be resolved that will impact the future plans for UWG. Currently, heavy vehicular traffic at the intersection of University Drive and West Georgia Drive provides a negative experience for drivers, safety concerns for pedestrians, and a pinch point that will have an impact on any future development in this area. The 2003 master plan update recognized this issue and proposed the creation of a new road that would link University Drive to the western portion of the campus and divert some of the inbound traffic from this pinch point. UWG eventually created a road from West Georgia Drive (from the front of the Coliseum) to the Athletic Complex/Stadium rather than the proposed route. The 2003 plan also proposed a roadway realignment that would curve University Drive eastward, to connect with West Georgia Drive, east of the Campus Center.
During the course of our committee explorations, we looked at different roadway configurations that might alleviate the current concerns. One opportunity was to create a new road that would divert southbound traffic on University Drive to the west, connecting with West Georgia Drive near the Coliseum. Paired with that route, would be a blending of University Drive and West Georgia Drive, east of the Bookstore. This approach could allow UWG to transition the portion of West Georgia Drive west of the intersection of University Drive and West Georgia Drive to a point near the Campus Center expansion into a more pedestrian environment with only emergency vehicle and shuttle bus access. The committee discussed the need to have a traffic engineer evaluate all aspects of this area and make recommendations for the relief that is needed.

Aside from this issue, it is the committee’s recommendation to widen University Drive into a boulevard configuration. With the public nature of the precinct as a primary gateway to the campus, a tree-lined boulevard would serve to visually and tactically reinforce the sense of entry to the campus. In addition, it would serve as a buffer between the Greek Housing along the east side of University Drive and the surface parking lots along the west side of University Drive.
3.5 - THE STUDENT LIFE PRECINCT

The emotional center of the campus is represented by Love Valley and its surrounds. It is primarily green space, with key student activity buildings such as the Campus Center and Library defining its edges.

One of the strongest attributes of the university, as described by UWG and by those who visit the university, is the natural beauty of the campus. The development of new buildings, pedestrian pathways, and other design elements need to reinforce this natural beauty and create an avenue for students to create their own college memories of this space. As described in other precinct descriptions, it should also be the goal of any future development to reinforce visual connectivity to adjacent areas of the campus.
Proposed new construction for this precinct includes the expansion to the Campus Center along with landscape and hardscape development. As with the other precincts, there should be some kind of element, such as a unique plaza, fountain, courtyard, or garden that will be associated with this precinct. Proposed changes to set the stage for these new aspects of this precinct include the removal of the Health Sciences Center and relocation of Georgia Power substation.
THE SCIENCES & EDUCATION PRECINCT

The Sciences and Education Precinct occupies the western portion of the campus core, within the West Georgia Drive loop. This area is proposed to accommodate a significant portion of UWG’s projected new buildings. UWG is already developing approximately 600 beds of new student housing, north of the existing University Suites Complex. For academic growth, a proposed expansion to the Biology Building and a new integrated Sciences Building fill out this precinct.

The relocation of Cole Field to the Athletic Complex/Stadium Precinct will be required to accommodate a future, integrated Sciences Building. From West Georgia Drive, the topography is such that views to the east are limited to the facades of buildings along the street and an elevated ground plane. Attention should be given to way finding signage and treatment of pedestrian paths that denote them as primary east-west pathways.

The new central building in the pattern of University Suites would have housing as well as needed student services. This building would look out on a formal lawn with the trees as a background.

This type of a public space will become an outdoor extension of, and closely associated with, the adjacent housing buildings.
3.7 - THE WEST CAMPUS PRECINCT

This area of campus, outside West Georgia Drive, is widespread, with different types of buildings, functions, and needs. A strong perception for visitors is the vast amount of surface parking that lies to the west of the loop road. Beyond that parking, residential buildings form the primary view. While this precinct might be somewhat disconnected from the campus core, it has the possibility of developing a character of its own, focused on a unique residential environment. This environment could be defined by green spaces, focused on residential life activities.

Part of the further development of this precinct is future housing, previously shown in the 2003 master plan update, located west of the Arbor View apartments and the track and field compound. The proposed configuration is pushed eastward to provide more visual connectivity the nearby housing.

The construction of the new Arts Building last year appears to have created a need to relocate the Observatory, due to deterioration of nighttime visibility. The proposed location of the new housing takes advantage of this available land.
3.8 - THE SPORTS PRECINCT

Located west of the primary campus is the sports precinct. Over the past decade, UWG has followed up on its commitment to provide state-of-the-art athletic facilities as part of its overall program to elevate UWG within the University System of Georgia. These amenities, as well as many others, help UWG offer the “complete” college experience to its students.

Prior to the initiation of this plan update, UWG had opened their new football stadium, softball field, soccer fields, and practice fields, along with the construction of surface parking to serve not only the athletic events, but to serve as parking for the campus as a whole. The precinct is linked to the main campus via Wolves parkway. UWG has extended their shuttle bus service to this precinct to give students easy access.
CHAPTER 4

4.1 - OVERALL PLAN

The approach to view the campus as a collection of discrete precincts dates back to previous master plan studies. As the campus has physically grown, with the addition of more acreage and continued construction of new facilities, the number of perceived “precincts” has grown and the relationship of these various areas of campus have changed. The overall plan indicates the current collection of precincts. For purposes of legibility, the existing facilities and proposed new construction are presented by precinct in the following exhibits.
4.2 - HISTORIC PRECINCT

1. **new academic and administration building**
   - Existing: 29,985 SF
   - Future: 41,646 SF
   - Cost/SF: $210
   - Total Cost: $8,745,660

2. **new PARKING**
   - Existing: 140 spaces
   - Lost: 30 spaces
   - Net: 110 spaces
   - Cost/Car: $2,500
   - Total Cost: $275,000
4.3 - HUMANITIES PRECINCT

- **existing** academic and administration
- **future** academic and administration
- **existing** residential
- **future** residential
- **existing** student activities
- **future** student activities
- **existing** campus support
- **future** campus support
- **future** landmark elements

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4.4 - NORTH ENTRY PRECINCT

- **existing** academic and administration
- **future** academic and administration
- **existing** residential
- **future** residential
- **existing** student activities
- **future** student activities
- **existing** campus support
- **future** campus support
- **future** landmark elements

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### 4.5 - STUDENT LIFE PRECINCT

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**New Ground Level Parking**

- **Spaces**: 50
- **Cost/Space**: $4,000
- **Total Cost**: $200,000
4.6 - SCIENCES AND EDUCATION PRECINCT

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<th>Future residential</th>
<th>Existing student activities</th>
<th>Future student activities</th>
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- New academic and administration building
- New housing
- New parking deck
- New surface parking

Legend:
- Existing academic and administration
- Future academic and administration
- Existing residential
- Future residential
- Existing student activities
- Future student activities
- Existing campus support
- Future campus support
- Future landmark elements
4.7 - SPORTS PRECINCT

- **existing** academic and administration
- **future** academic and administration
- **existing** residential
- **future** residential
- **existing** student activities
- **future** student activities
- **existing** campus support
- **future** campus support
- **future** landmark elements

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<tr>
<td>7</td>
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4.8 - WEST CAMPUS PRECINCT

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