

An aerial photograph of the University of West Georgia campus, overlaid with a semi-transparent blue filter. The map shows various campus buildings, roads, and green spaces. The text 'UNIVERSITY OF WEST GEORGIA' is centered in white, bold, sans-serif capital letters.

UNIVERSITY OF WEST GEORGIA

CAMPUS MASTER PLAN | 2017 - 2018

DUMONTJANKS

UNIVERSITY OF WEST GEORGIA

CAMPUS MASTER PLAN | 2017 - 2018

DUMONTJANKS

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EXECUTIVE SUMMARY



The master plan for the University of West Georgia is based on several key tenets. That:

- 1) The university should focus investment in a revitalization of the campus core. This largely translates to a series of renovation and demolition projects focused on the Academic Quad and adjacent Love Valley.
- 2) The campus is currently hard to navigate, and would therefore benefit from improved connections and legibility. This is a byproduct of the campus's topography; it is a collection of hilltops, and the valleys between these hilltops are often hard to cross. As a result, the historic campus feels disconnected from the campus core, and east-west movement from the residential zones through the campus is hard to navigate. In addition, from a vehicular perspective, campus entries are confusing, and there is no clear sense of arrival. Moreover, the current loop road nature of West Georgia Drive encourages cars to drive fast, and creates dangerous pedestrian-vehicle conflicts.
- 3) The Athletic Complex should be the location for the consolidation of all athletic venues, particularly for baseball, track, and tennis.

The key ideas of the Plan respond to these forces. The Plan proposes two major new pedestrian ways; one linking the campus north-and-south and the other east-west. These two new axes intersect at Love Valley, which survey results show to be the heart of campus. Love Valley itself should also therefore be the focus of significant investment, with an improved perimeter walkway that better serves to define the space, and the introduction within the valley of a formal amphitheater. The Plan also proposes significant simplification of the street network, and importantly, removal of the existing loop road configuration around the university through the introduction of two new T-intersections.

These ideas are formalized in a circulation and landscape framework that will serve to connect and enhance the campus. A key principle of this framework is that the campus' forest reserves represent a tremendous asset and must be protected and preserved.

An analysis of the university's current space use practices suggests that, with the introduction of a new facility for the Richards College of Business and a new residence hall that allows for the repurposing of Strozier and Gunn Halls, there is likely sufficient capacity on campus to support several demolitions. These demolitions are key to allowing focused investment, reducing deferred maintenance, and advancing placemaking. The targeted facilities are the Boyd Building, the UCC, and Anthropology (other potential demolitions are also considered long-term, but those are more speculative in nature). The removal of Boyd allows investment to be directed toward renovations of Pafford and Humanities (renovations that will significantly improve the programmatic function of the Academic Quad) and to the extension of the Academic Quad as an open space that connects back toward the historic campus. The removal of UCC, a significant deferred maintenance liability, will improve the quality of Love Valley, and in conjunction with a repurposing of the current university bookstore and a proposed library addition, allow for a radically improved student life experience.

More speculatively, the Plan allows for significant future campus development should the need arise. The key idea is to focus this investment in the campus core, and to use it to further activate the proposed north-south and east-west pedestrian spines. Several examples are detailed, including the creation of a science sector on the west of the core, and an enlargement of the Academic Quad.

The Plan results from a highly consultative process with significant conversation amongst key university leadership and stakeholders. It represents a bold but achievable vision, and positions the university for future success in the years to come.

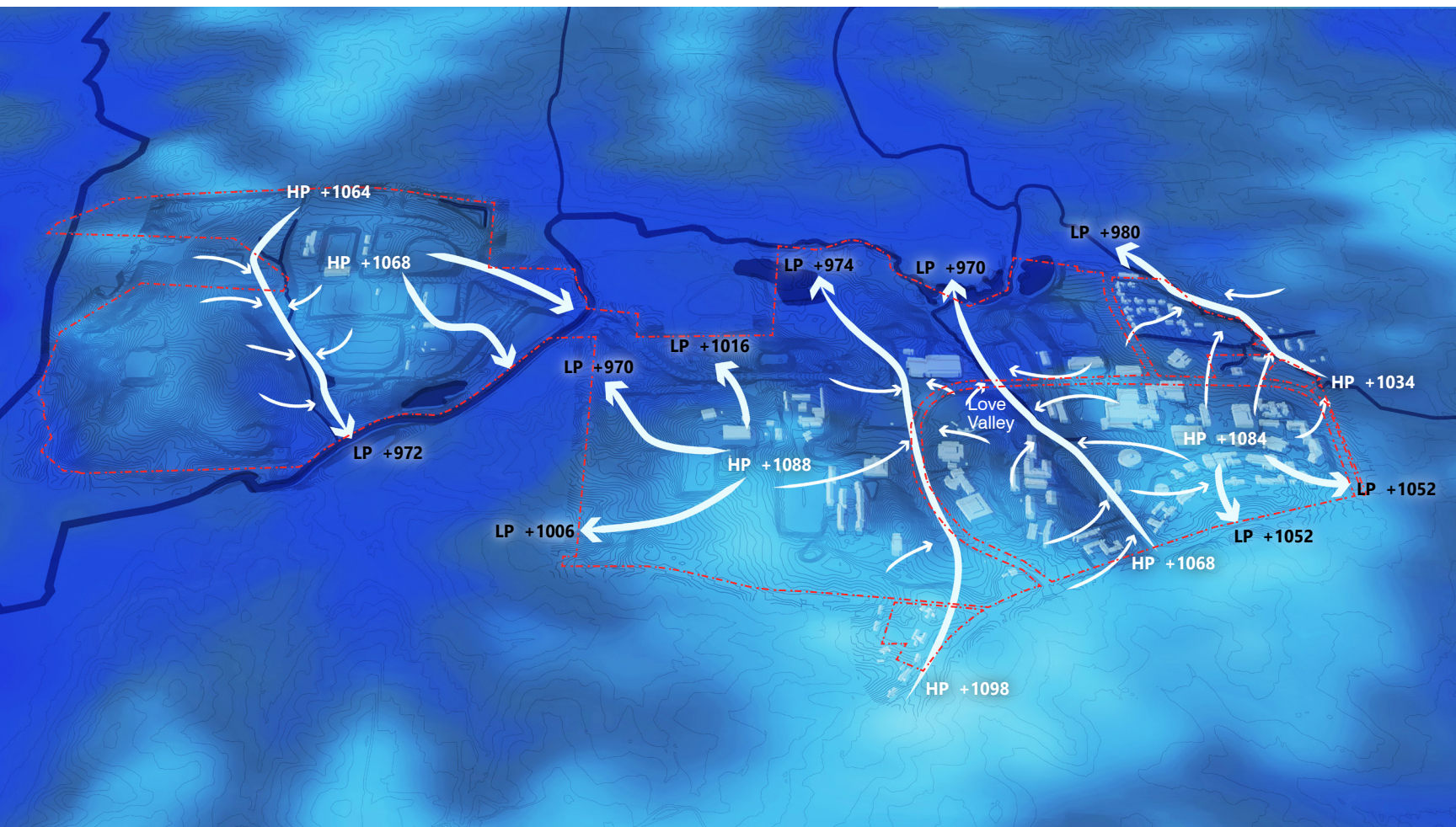


PHYSICAL ANALYSIS

Topography and Hydrology
Vehicular Circulation
Parking
Pedestrian Movements
Campus Heart

EXISTING CAMPUS MAP





- Campus Boundary
- Higher Elevation +1098
- Lower Elevation +960
- Existing Rivers
- Water Flows

TOPOGRAPHY AND HYDROLOGY

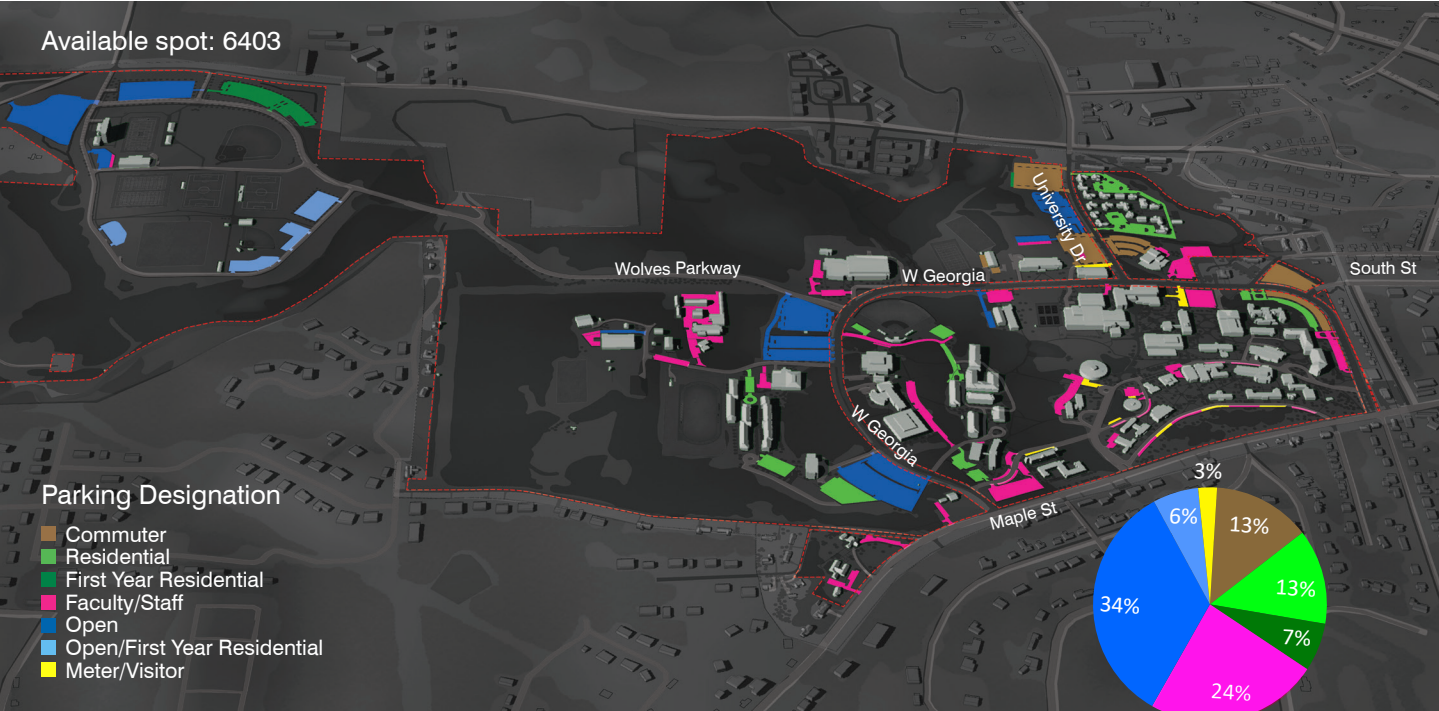
UWG is defined by its topography which creates a series of hilltops and valleys. This pattern has directly influenced the campus' development; the university's facilities are clustered along the series of north-south ridge lines. It highlights the importance of connection as a primary driver of campus planning, particularly for east-west movements which must cross the valleys between areas of significant development. Naturally, this topography also dictates campus hydrology. Water is directed toward the stream corridor that runs north and west of the campus core, and into the stream channel immediately adjacent to Love Valley.



- - - Campus Boundary
- Vehicular Circulation
- Parking Lots
- ☀ Major Conflict Points

VEHICULAR CIRCULATION

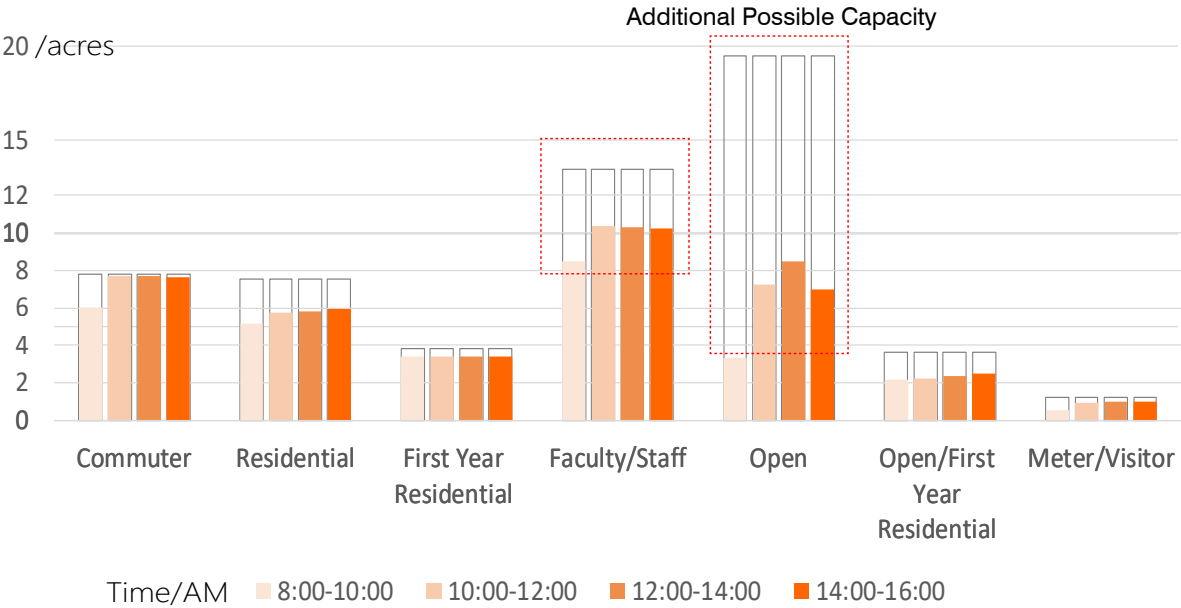
The university is surrounded by a loop road system that promotes high-speed traffic and creates significant potential conflict with pedestrians. Internal campus vehicular circulation is confusing, without a clear sense of arrival, and with multiple remnant road stubs that do not connect up and which reduce clarity of the visitor experience. Portions of Back Campus Drive have been converted to pedestrian only, although a significant portion of the road remains and is used primarily as a parking lot. The Maple Street entrance is a particular point of confusion; historically, the road linked all the way up to University Drive, but now the entrance leads to a confusing intersection, and should not function as the campus' primary point of arrival.



Please see Appendix for details.

PARKING

Parking is an important issue on any college campus. The university has generally done a good job of limiting the use of small interior lots within the core campus. Instead, the majority of lots are peripheral, with the major supply immediately north of the core campus on University Drive, west of the core campus on the north-south portion of West Georgia Drive, and on the Athletic Complex. While demand for the more proximate lots is high, and these lots are almost always well-occupied (if not full), the western lots (and the lots on the Athletic Complex) are not well-used, and in particular, the lot at the intersection of Wolves Parkway and West Georgia Drive is normally unoccupied, as are the Athletic Complex lots. The university is in the process of creating a new lot adjacent to the Campus Center which will address accessibility and event parking needs. Given these facts, the university likely has sufficient parking supply to meet anticipated needs.



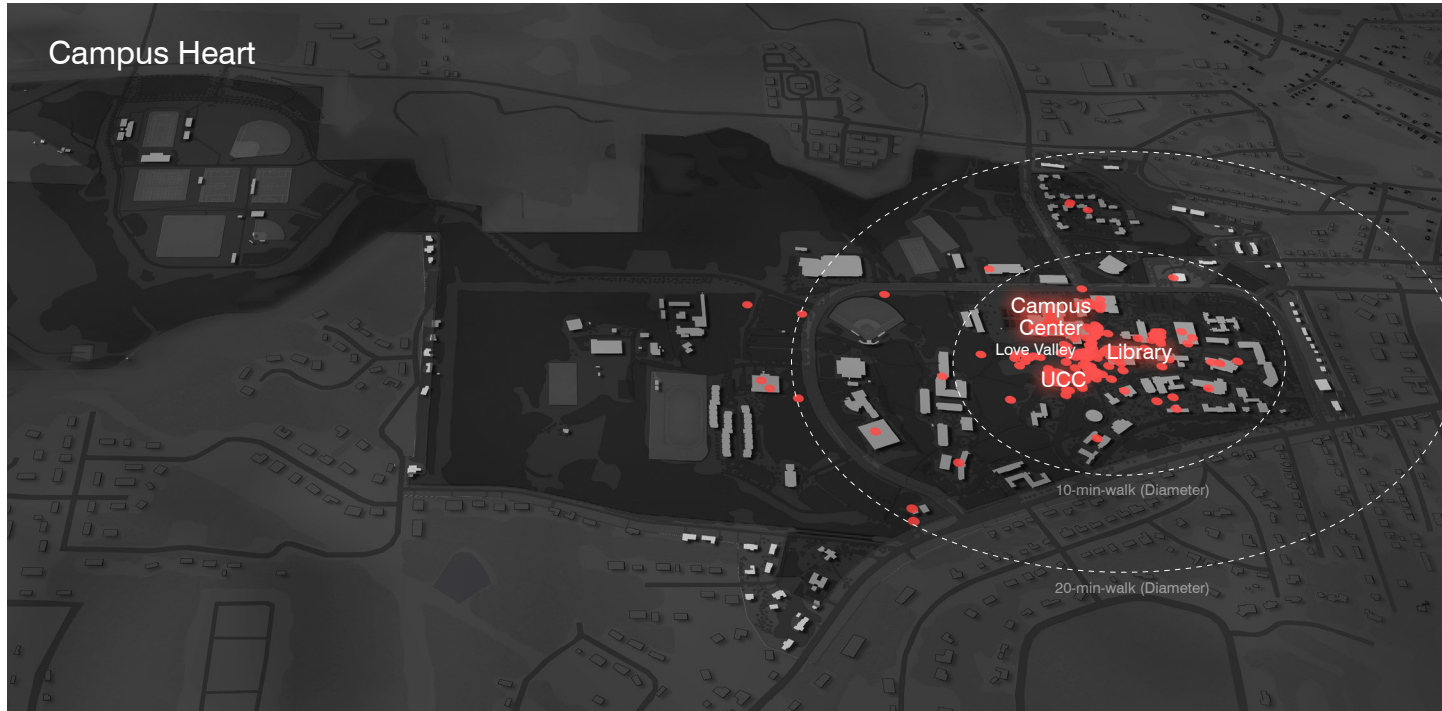


- - - Campus Boundary
- Vehicle
- Pedestrian
- GreenBelt
- Major Conflict Point

Sources: Comap survey.

PEDESTRIAN MOVEMENTS

Pedestrian movements on campus lack clarity. Connections between the campus' various hilltops and across its valleys are tenuous, as are connections between the historic campus on Maple Street and the Academic Quad. A direct pedestrian link between the new western residential district and the core campus is almost non-existent. Pedestrian movements across West Georgia Drive conflict with vehicular travel patterns, and are a potential safety concern. The GreenBelt, which runs north-south through campus, and connects to the broader Carrollton community is the one exception to this pattern; it is a significant campus resource and an important asset.



Sources: Comap survey.

CAMPUS HEART

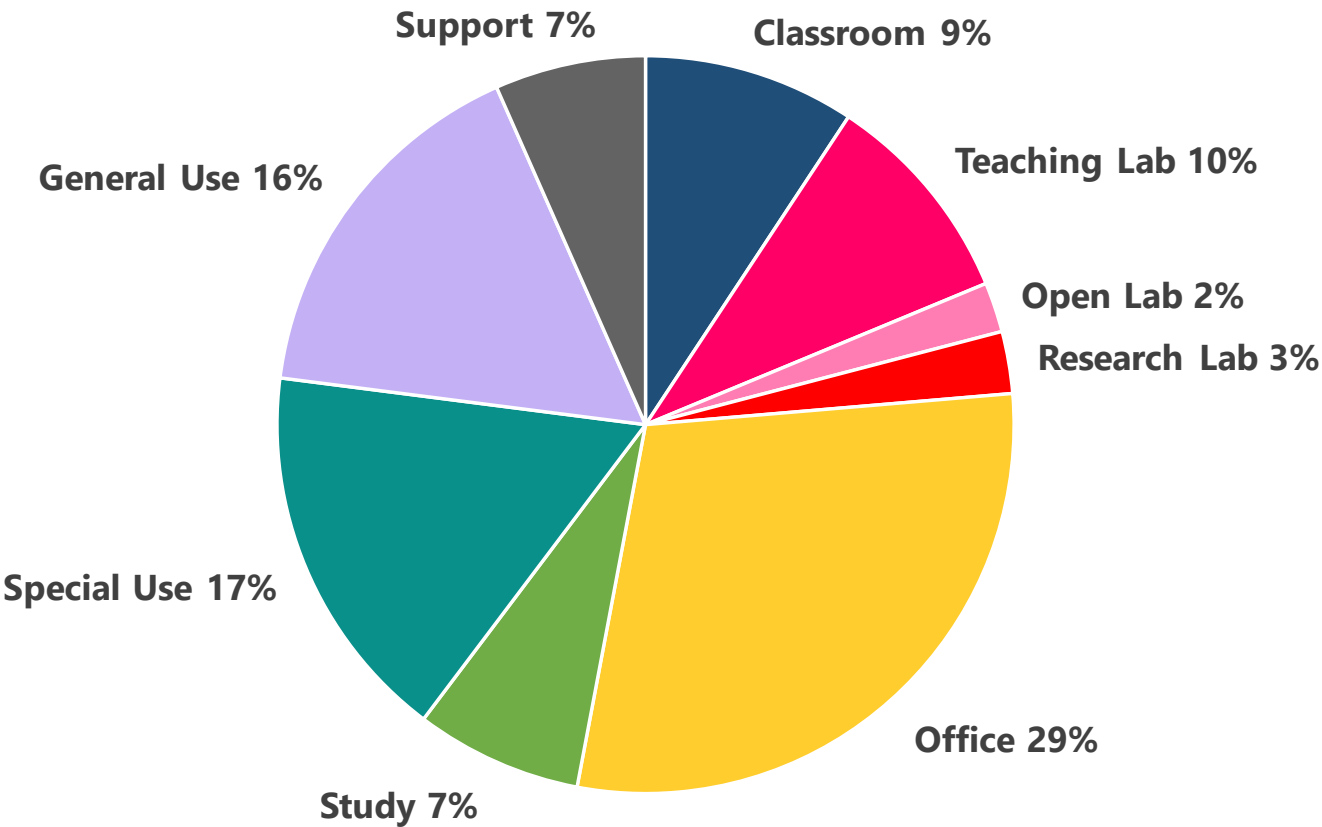
In order to best understand various constituents use of the physical campus, we launched an interactive mapping survey that allowed people to describe their opinion of various space types and how they moved around campus (the full details of the survey are available in the appendix; survey results on pedestrian movements were shared on the previous page). One of the questions the survey asked was for respondents to describe their thoughts on the location of the campus’ “heart”. The results were strikingly uniform: almost all respondents tagged the area in and around Love Valley. This area includes the Campus Center, the Library, and the UCC. This location is central to the core campus, and adjacent to the academic quad. The recent addition of some outdoor seating has been extremely popular. However, the open space in and around Love Valley today is not well-defined, and there is a lack of transparency and permeability with respect to surrounding building uses. The further activation of Love Valley is therefore likely a high-reward investment.



SPACE USE ANALYSIS

- Space Overview
- Lab Utilization
- Office Utilization
- Classroom Utilization

Non-Residential Assignable Square Footage on the Carrollton Campus
(Approximately 1.1 million ASF)



SPACE OVERVIEW

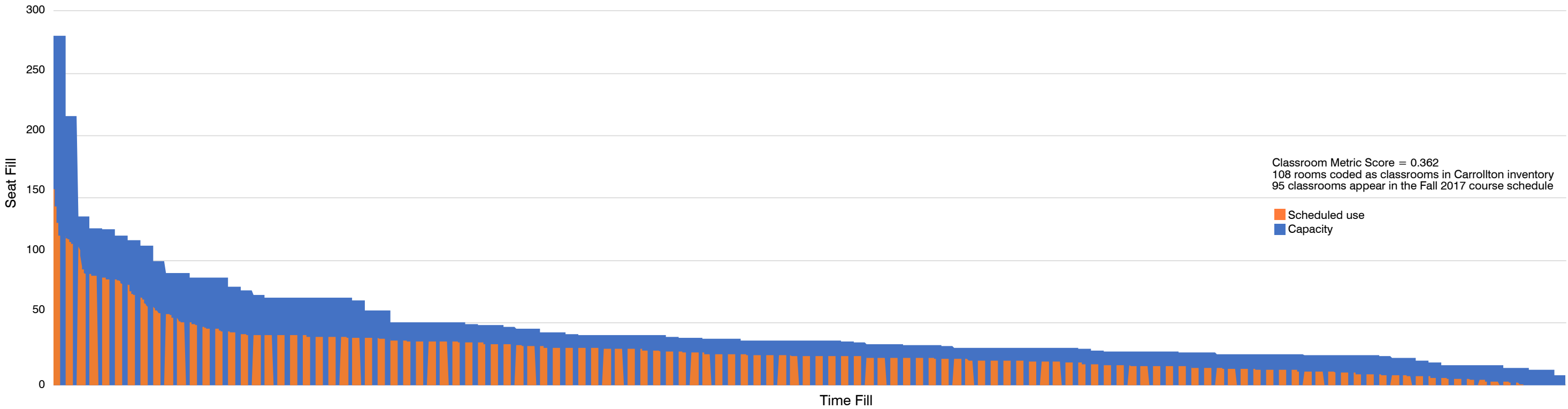
We analyzed the use of existing university space to explore potential opportunities for improved space management, identify potential areas of need, and inform future capital investment priorities. The university maintains over one million assignable square feet of non-residential space for its use, with the space distributed across several categories, including classrooms, laboratories, offices, study, special use, general use and student life, support, and health clinics. The university's distribution pattern is appropriate for a comprehensive regional state institution.

CLASSROOM UTILIZATION

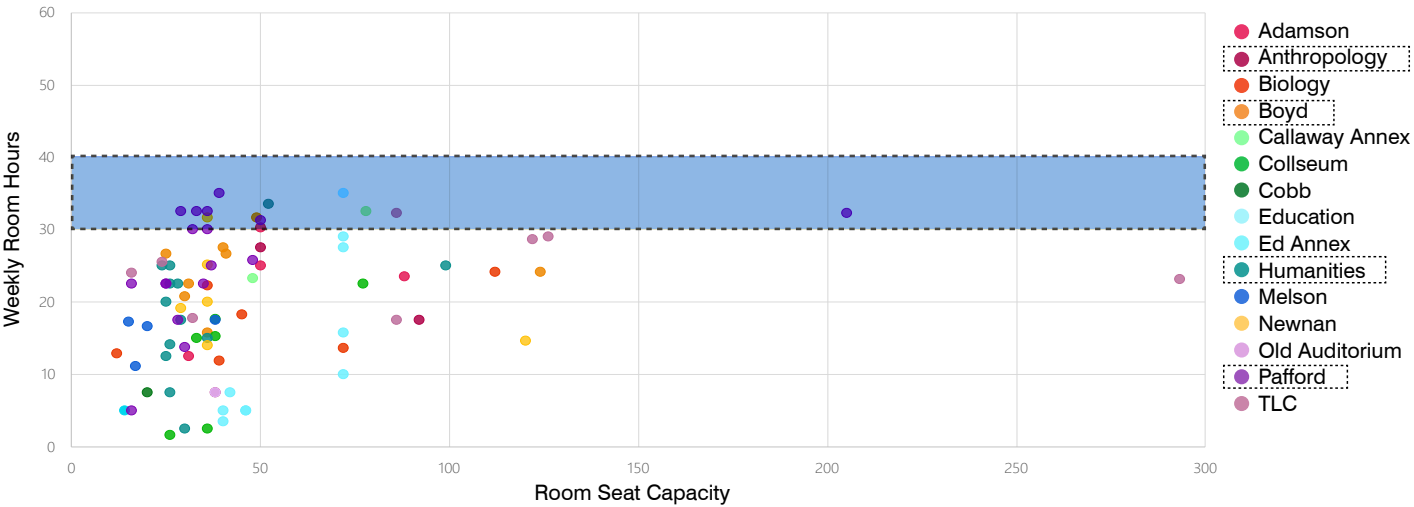
To best understand classroom use and need, we use the technique generated by the University System of Georgia. The goal is to represent the two most important aspects of classroom utilization—how often in a week a room is used and a sense of the overall fit between the range of classroom sizes and section enrollments—in a single diagram.

In the picture below, the blue area shows classroom supply—each classroom is represented by a blue rectangle, the height of which is determined by the number of seats in the room and the width by the number of weekly hours a room can be scheduled for instruction (for these purposes we follow system guidelines and used a target of 40 hours). The orange area shows all scheduled classroom instruction for Fall 2017.

Classroom Metric Diagram
Fall 2017

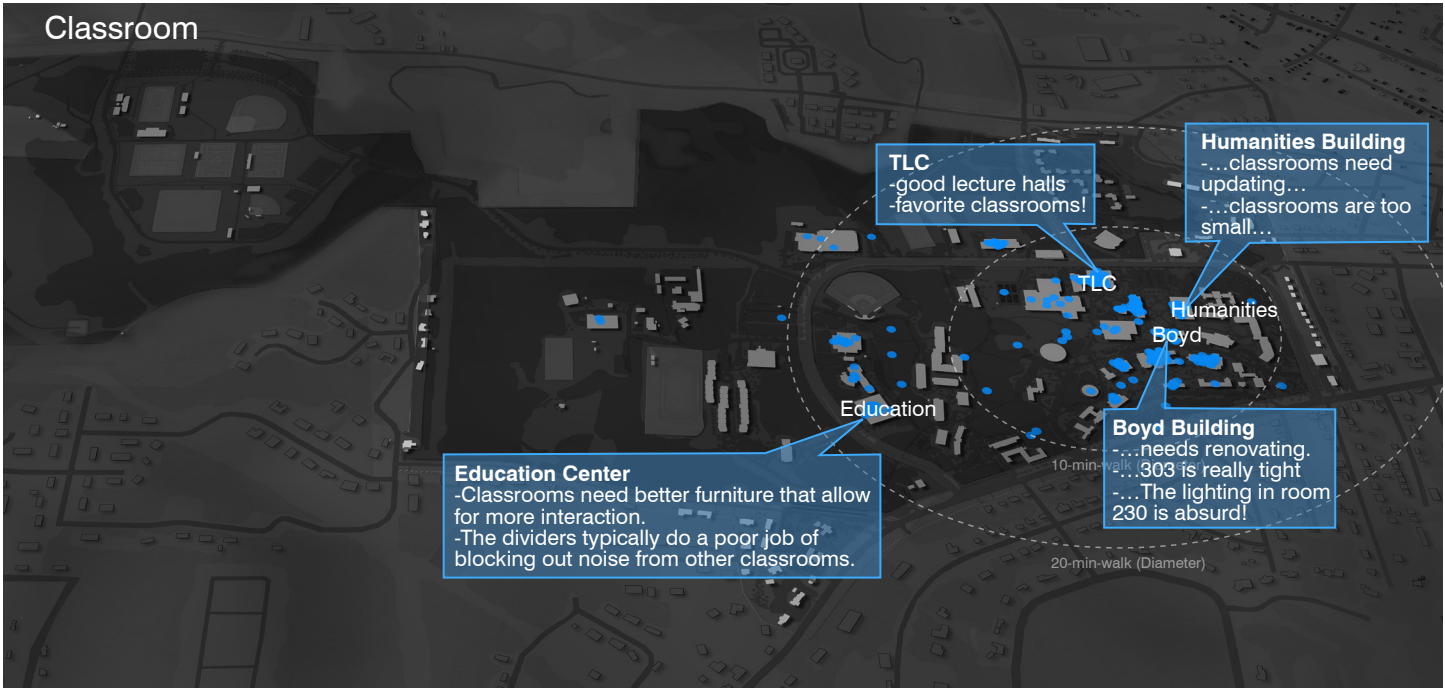


Classrooms by Building



* Weekly Room Hours: The hours in a week for which the room has scheduled instruction

■ Target minimum weekly room hours



Sources: Comap survey. Diagram shows where respondents dropped pins in response to specific questions.

CLASSROOM UTILIZATION

The scatterplot on the left shows how many hours in the week classrooms are used for scheduled instruction. Each dot represents a specific classroom (colored to indicate its building). The y-axis denotes the number of hours in the week the room is used for scheduled instruction (this is termed weekly room hours or WRH), and the x-axis shows the number of stations in the room. The University System suggests a minimum target of 40 WRH for each general-purpose classroom. The diagram reinforces the analysis provided by the system metric evaluation on the previous page, and strongly suggests the university can support projected enrollments within the existing classroom supply (with spare capacity), if it is able to fully utilize available scheduling slots throughout the week.

The more important issue with respect to the university’s classroom is the perceived difference in quality between newer classrooms and spaces in the campus’ older buildings.

Labs Utilization

Fall 2017

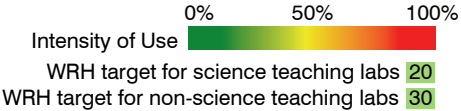
Teaching Labs (211)

Astronomy	31							
Biology	17	13	12	11	9	8	8	
Chemistry	33	15	9	6	6			
Nursing	8							
Physics	27	3						

Art	33	33	28	27	27	27	21	17	17	17	11
Communications	31	18	13								
Computer Science	22	20									
Education	8	3									
English / Humanities	31										
Geosciences	27	11	10	9	8	6	3				
Mathematics	5										
Music	26	18	7	3	3						
Physical Education	3										
Theatre	13	13									

Computer Labs (212)

Communications	15				
Computer Science	22				
Criminal Justice	3				
English / Humanities	25	25	25	23	
German	23				
Marketing	21				



LAB UTILIZATION

To understand the use of the university's teaching labs, we explored the weekly use of each teaching lab on a discipline basis. The picture on the left records our findings. Each rectangle represents an individual room, the number in the rectangle is the number of hours in the week the room was used for scheduled instruction, and the rectangle is colored using a heatmap (red indicates high utilization, green indicates lower utilization) based on identified targets for weekly room use. Science-intensive labs typically have a target of 20 hours of weekly use for scheduled instruction (this is lower than the expected use of classrooms to allow for project work and setup time); other labs typically have a target of around 30 hours of weekly use. Usually, the most pressure is seen in the intensive introductory science labs, primarily biology, chemistry, and to an extent, physics. At UWG, this is generally true, particularly for chemistry and physics.

Office Utilization Summary

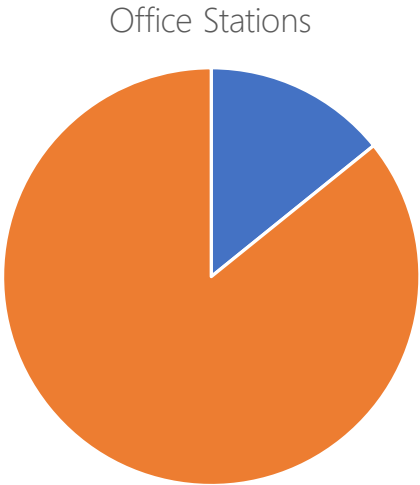
Carrollton only

Station Count	1,422
Employee Headcount	1,362
Employee FTE	1,351
Stations per FTE	1.05
Square Footage (FICM 310)	192,214 ASF
Average single-station office size	142 ASF
Overall average station size	140 ASF

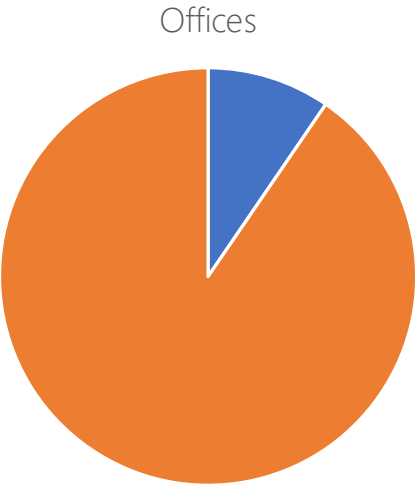
Employee FTE estimated using part-time @ 33% and includes temporary employees

Office/Station Occupancy By Visual Inspection

13% of office stations (184) are vacant



9% of offices (116) are vacant

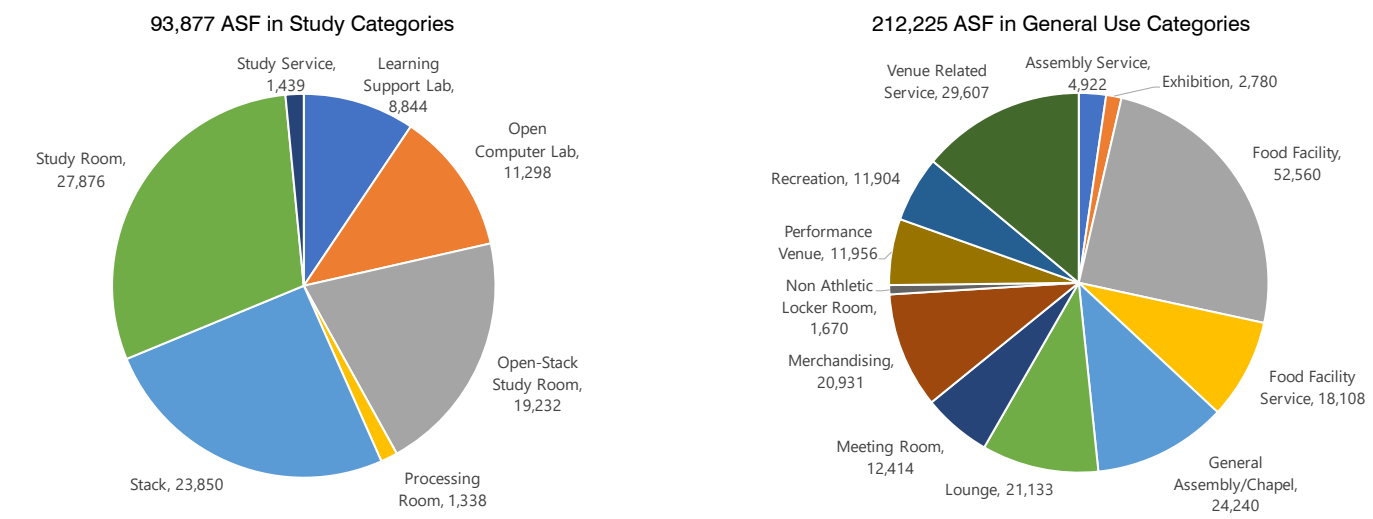


■ Vacant
■ Occupied

OFFICE UTILIZATION

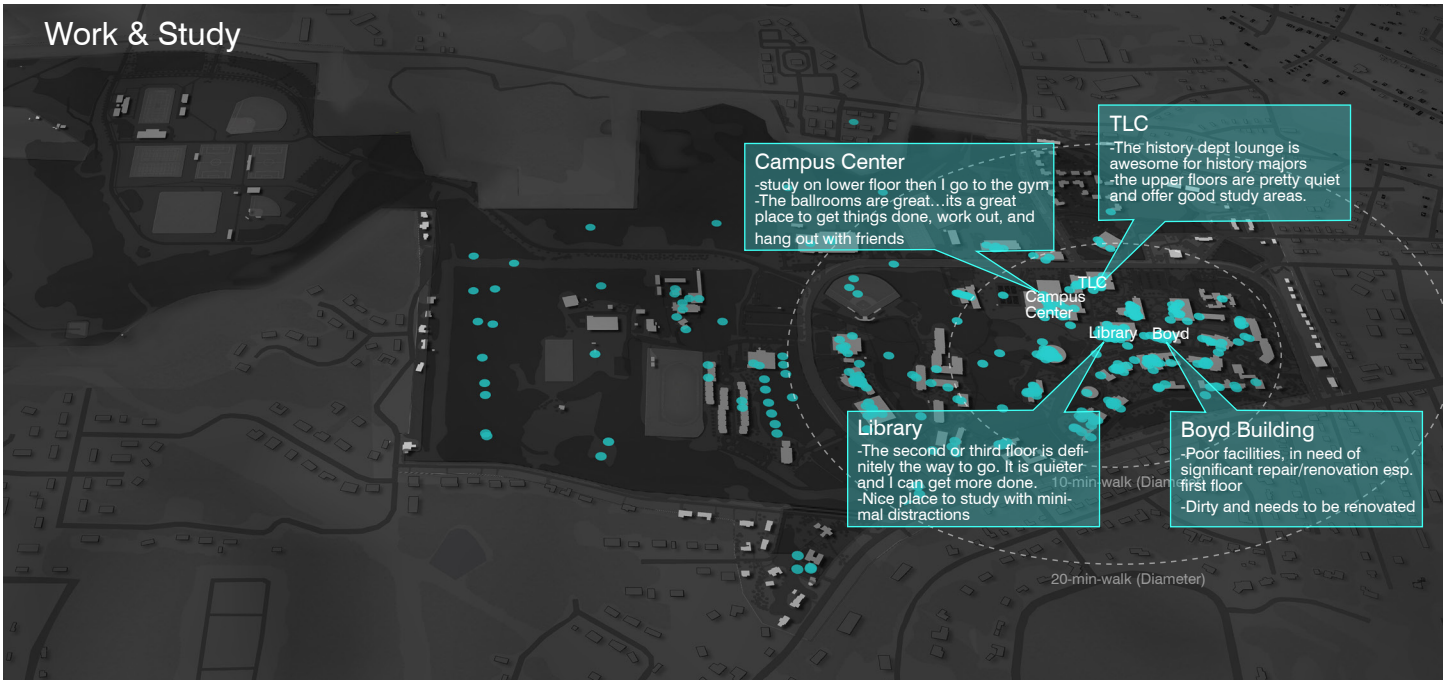
The reported experience on the UWG campus is that office space is at a premium. This was confirmed by an office survey conducted by UWG staff which showed that only 9% of all offices (13% of all stations) are currently vacant. This is consistent with university system guidelines that allow for a 10-20% office station buffer. However, other metrics, including the ratio of office station to all university employees (including custodial, ground staff, and other non-office using functions), suggest there may be value in further study of office space utilization to understand who currently occupies the university's office space, and to look for further opportunities for efficiency.

Study & Student Life Space Breakdown



STUDY AND STUDENT LIFE SPACE

The university has approximately 310,000 assignable square feet in the study and general use space categories, with a breakdown provided in the pie charts on the left. Survey feedback revealed that the quality and distribution of these spaces across campus are uneven. The university does not have a specialized student union, with the Campus Center, the UCC, and the Bookstore assuming various elements of the role historically played by a union. While the idea of a dedicated union can indeed work well on a college campus, it is not the only possible model, and the distributed pattern adopted by UWG can have very positive impacts. For this model to be most effective, the intentional addition of targeted and thoughtful student interaction spaces, potentially through a library addition, should be considered.



Sources: Comap survey. Diagram shows where respondents dropped pins in response to specific questions.



CONCEPTS

Revitalize the Core Campus
Connect the Campus
Create Civic Streets, Not a Loop Road
Consolidate Athletics Complex
Circulation and Landscape Framework



REVITALIZE THE CORE CAMPUS

A compact campus offers significant benefit. It promotes interaction, collaboration, and engagement. It is sustainable, limiting line lengths with respect to infrastructure and promoting pedestrian movement. For these reasons, the master plan proposes to focus capital investment in a revitalization of the campus core. While the campus' topography limits the availability of potential new building sites, a careful analysis reveals significant capacity for campus infill (particularly when paired with judicious renovation and demolition). Wherever possible, the university should therefore attempt not to allow academic facilities to sprawl outside of the core campus area. In particular, the plan proposes a major reimagining of the Academic Quad through a series of proposed renovations and additions, and it proposes to further reinforce the campus heart (and major point of intersection between north-south and east-west pedestrian movement) by developing active and engaged building uses around Love Valley.



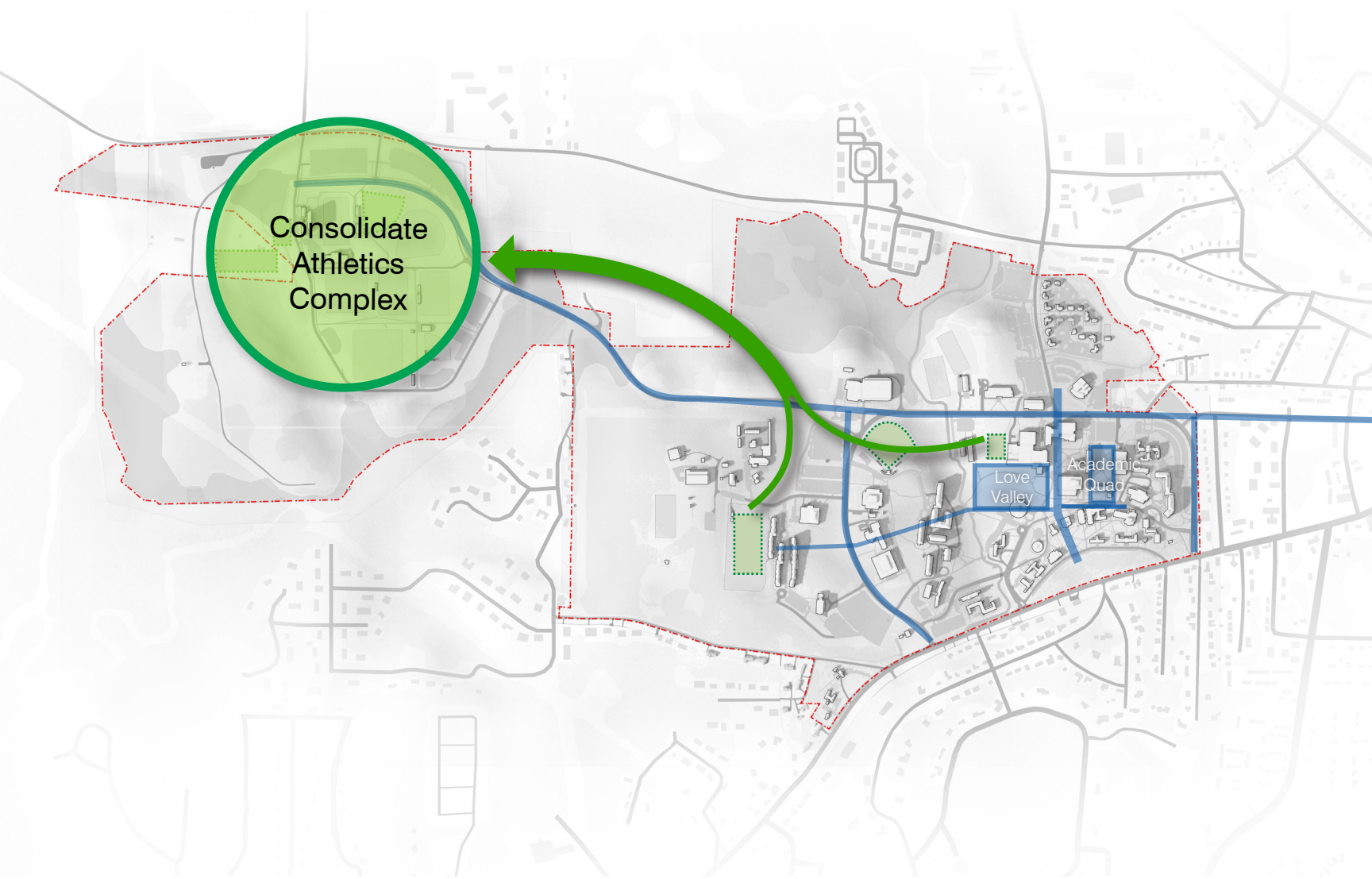
CONNECT THE CAMPUS

The plan seeks to provide clarity to the pedestrian experience on campus. The primary avenue for this will be the creation of a major north-south campus spine connecting the Bookstore, through the TLC, past Love Valley, back to the historic campus, and the “front lawn” on Maple Street. Parts of this walkway exist today, but their unification and extension will be vital in solving the biggest pedestrian challenges on campus today. The plan also proposes to create a new major east-west pedestrian way, connecting the western residential district with the academic quad. This new walkway will require three bridge crossings, but these can be handled in an ecologically sensitive and financially frugal fashion, and given the impediments to current east-west movement, the plan believes strongly in the need to fortify this connection. The intersection of these two movement patterns at Love Valley will create the most valuable real estate on campus, and should be a locus for future development.



CREATE CIVIC STREETS, NOT A LOOP ROAD

It is critical the university partner with appropriate agencies, including the City of Carrollton, to reconfigure the existing campus-exterior loop road so as to promote pedestrian safety. For this reason, the plan proposes to create T-intersections with stop signs at the Wolves Parkway / West Georgia Drive and South Street / West Georgia Drive intersections (note that today these intersections read more as “curves” in West Georgia Drive). The plan also proposes to introduce a speed table at the West Georgia Drive and University Drive intersection. These moves are intended to slow vehicular traffic, and potentially even to discourage use of campus-adjacent streets for cut-through purposes.



CONSOLIDATE ATHLETICS COMPLEX

The university wisely assumed control of a tract of land to the west proximate to the core campus for the purpose of establishing an athletics precinct. This move frees up valuable core campus real estate for academic and residential uses, and the university should commit to its athletic precinct strategy by relocating all relevant facilities, including facilities for baseball, track, and tennis to the Athletics Complex.



CIRCULATION AND LANDSCAPE FRAMEWORK

In order to better connect the campus, the Plan establishes a circulation and landscape framework that refines the street network, redistributes parking, and clarifies pedestrian circulation. One critical component of the landscape framework that the Plan explicitly depends upon is for the university to preserve and enhance its wonderful forest resources.

Existing Street Network

Proposed Major Change



Proposed Street Network

Proposed Major Change



REFINE THE STREET NETWORK

The proposed changes to the street network involve the creation of stop-sign T-intersections at Wolves Parkway/West Georgia Drive and South Street/ West Georgia Drive. Potential grading plans for these intersections are provided below in the chapter on Phase 2 development. The primary purpose of this move is to slow vehicular traffic and promote pedestrian safety. The plan also seeks to clarify internal campus streets. Back Campus Drive should, in time, become pedestrian only (without parking). Front Campus Drive should become the ceremonial entrance to campus (potentially the direction of Front Campus Drive could be reversed simply by repainting the diagonal parking, depending on further analysis of traffic flows and determination if more visitors arrive from the east or the west). If Front Campus Drive keeps its current orientation, the flame memorial could be moved to the drive's east entry to mark this "new" reinforced entrance. Other entry streets are simplified and more directly connected to existing parking. Perhaps the biggest change in this regard is with Aycock Drive, which will not connect with Front Campus Drive, but instead will be used for direct access, both for parking and for ceremonial arrival, to the new building for the Richards College of Business. Finally, a new roadway is proposed to connect Plant Ops Drive with Wolves Parkway, allowing staff in that district of campus more options, particularly when they leave at the end of the day, and a new mini-loop road is proposed around the parking reservoir and relocated Student Health Center in the southwest quadrant of campus.



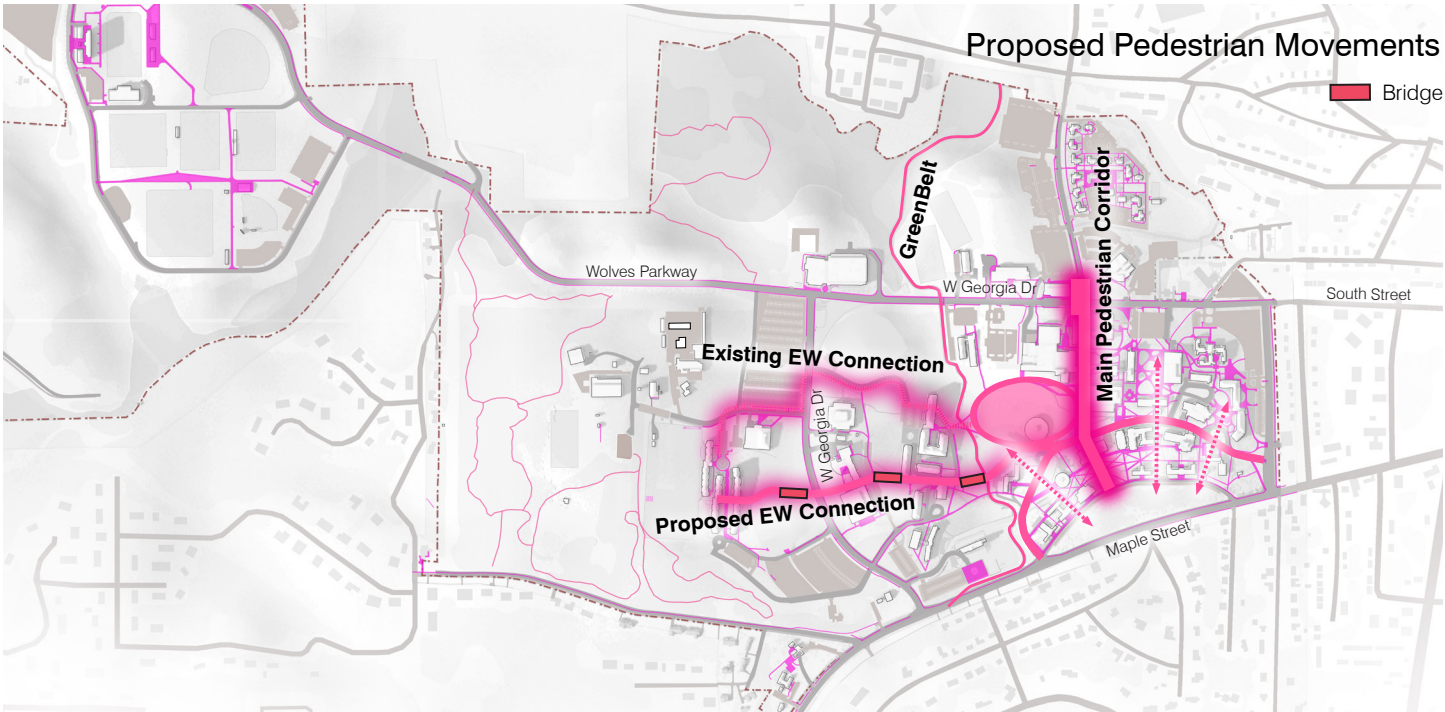
PARKING REDISTRIBUTION

The primary idea here is to remove several of the small remaining interior lots that require the continued use of the confusing entry streets. The mechanism for doing this centers on enlarging and/or restriping several of the existing large peripheral parking reservoirs. A happy consequence of the proposed T-intersections on West Georgia Drive is that the road realignments provide significant real estate to expand two of the important parking reservoirs, both on the west and east sides of the core campus. Note that on completion of the proposed parking redistribution, the total supply of available parking will increase by approximately 50 spaces.

Existing Pedestrian Movements

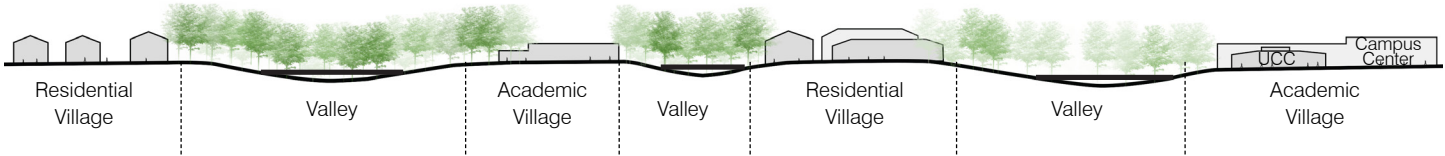


Proposed Pedestrian Movements



PEDESTRIAN IMPROVEMENTS

Providing clarity to the pedestrian experience and better linking the campus’ various hilltops is a primary mover of the plan. To this end, the plan proposes to reinforce and better connect the north-south campus spine that passes through the TLC alongside Love Valley, connecting with the historic campus; and to promote east-west movement by both reinforcing the existing path of travel, and introducing a new, more direct southern path, with three bridge crossings, directly connecting the western residential district with Love Valley. Back Campus Drive takes on a more prominent role as a pedestrian way, and clear radial axes will better connect the historic campus with other areas on the core campus, including Love Valley, the Academic Quad, the eastern residential district, etc. The GreenBelt remains an important component of the proposed pedestrian network.

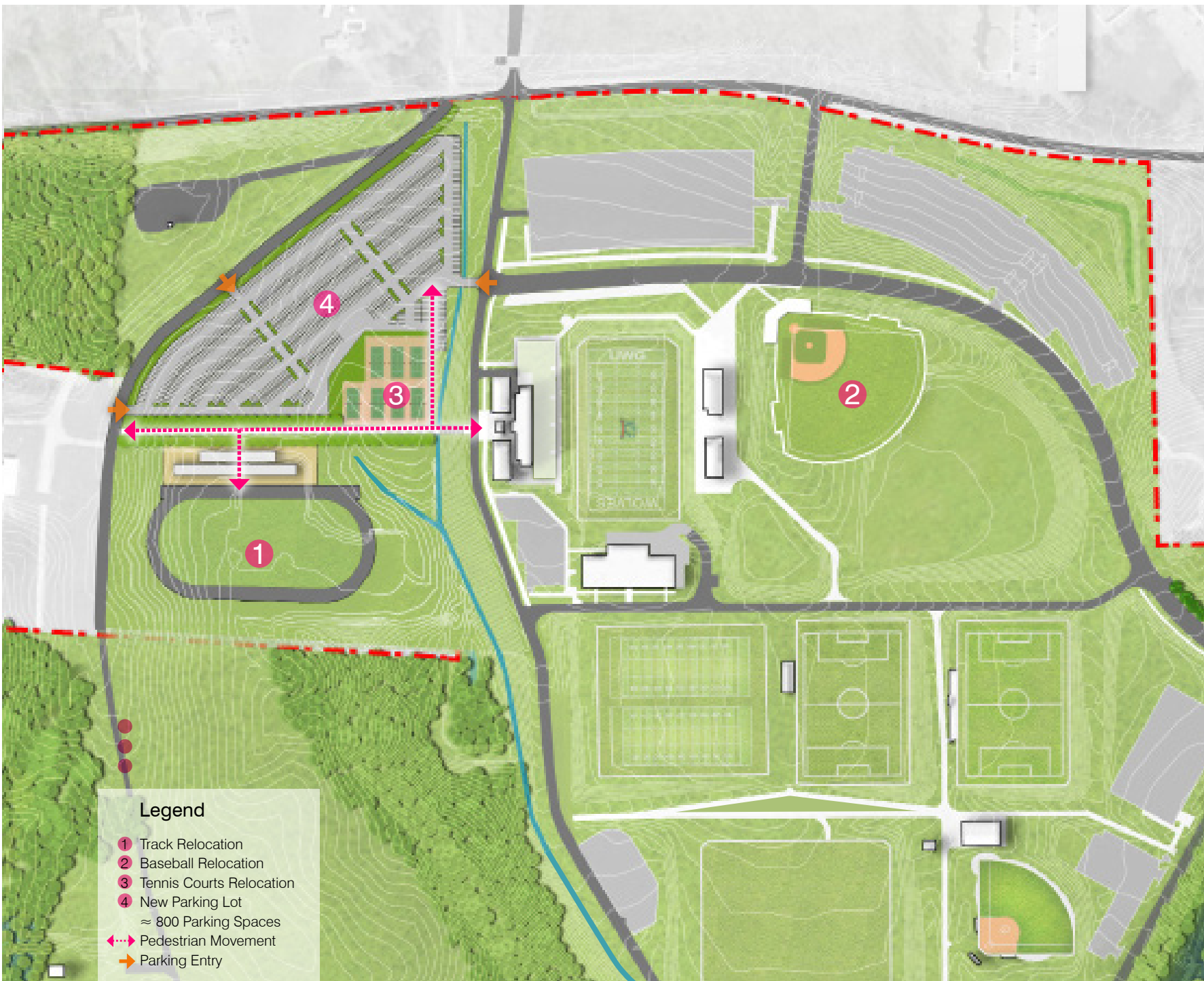


Proposed East West Pedestrian Section



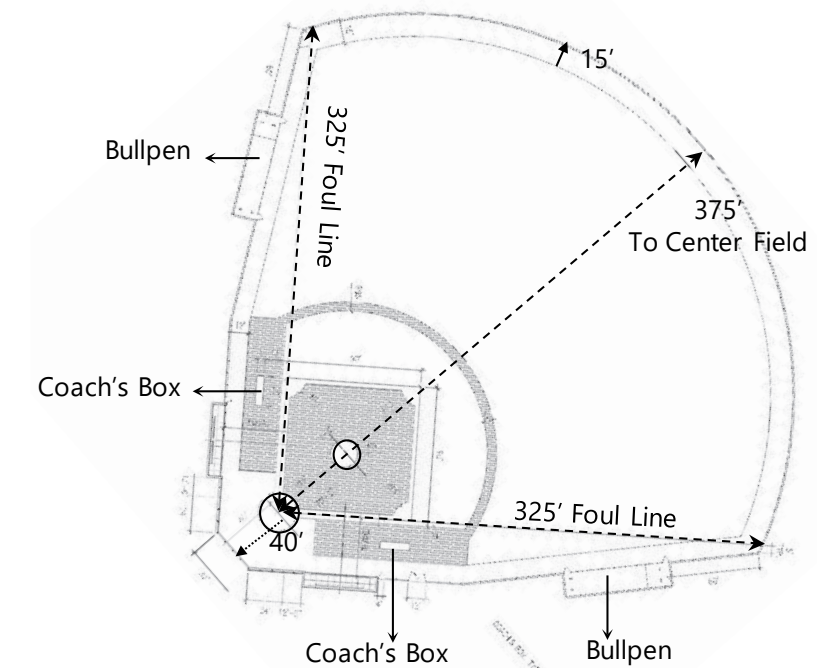
IMPLEMENTATION

- Phase 1
- Phase 2
- Phase 3 - Future Academic Expansion
- Phase 4 - Long-term

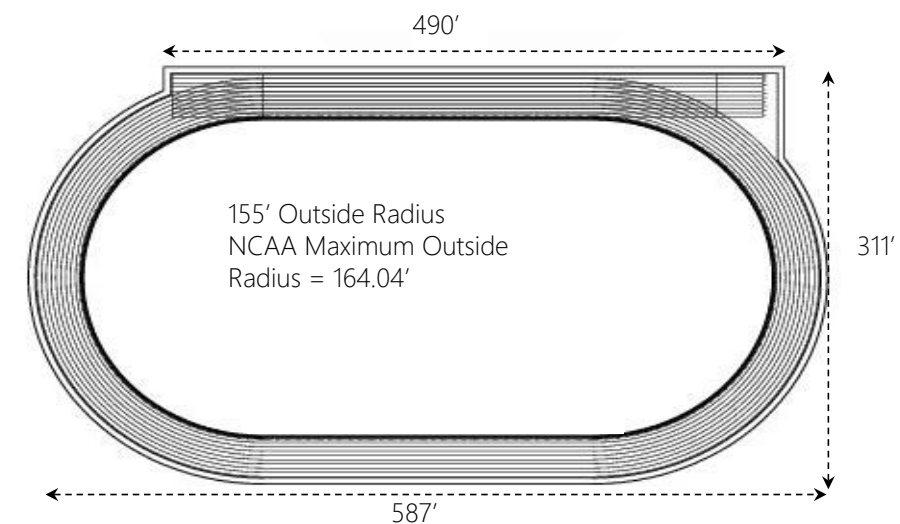


NCAA Requirements

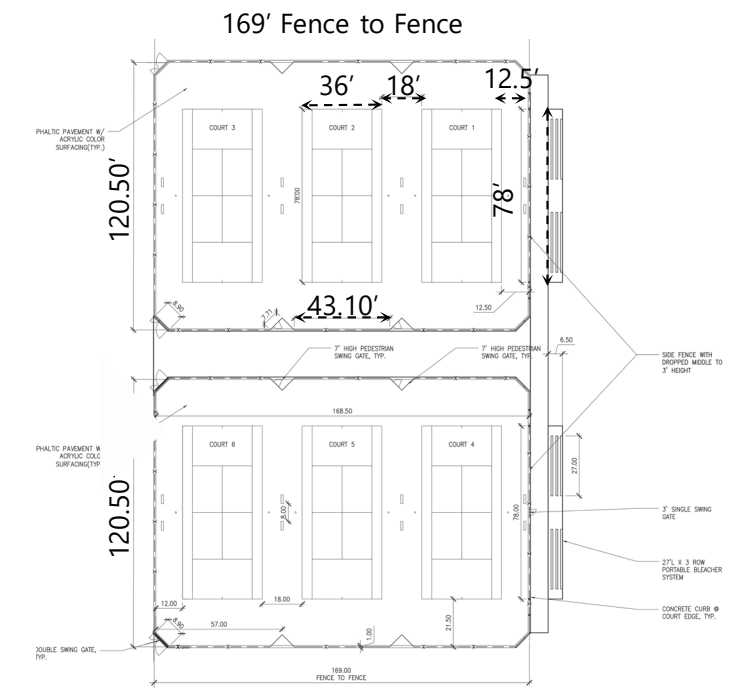
Baseball Field



400m Track



Tennis Courts





MAIN PEDESTRIAN CORRIDOR LOOKING NORTH

The new north-south pedestrian corridor will help to transform campus. If funds allow, the portal through the TLC can at some point be reimagined as a major arrival moment on campus. Better grade separation and more transparent glazing will allow library activity to spill out of the building, and help to activate the corridor.

Library

TLC





PHASE 2

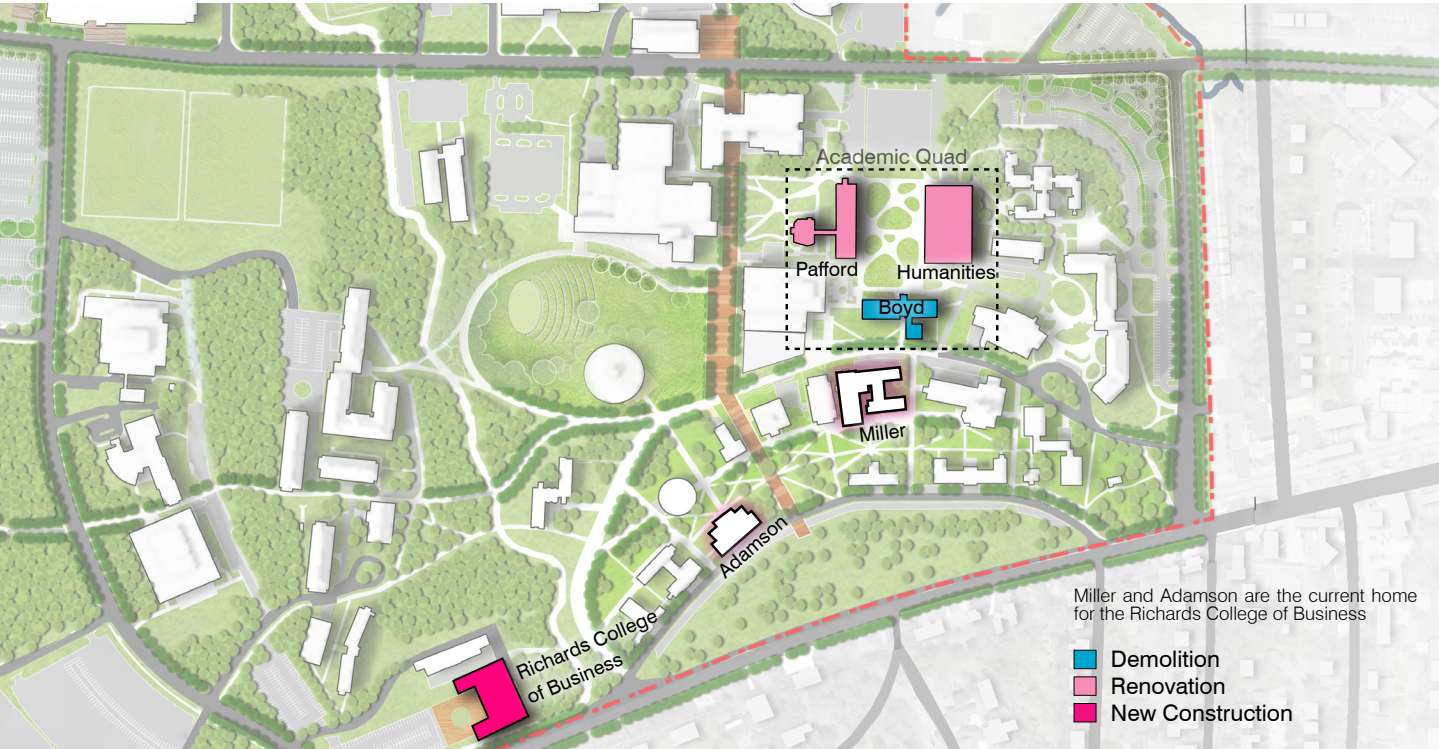
Phase 2 has two primary areas of focus:

- The loop road realignment and resulting associated projects
- A series of renovation and demolition projects focused on the Academic Quad and Love Valley.

The creation of the T-intersections on West Georgia Drive will promote pedestrian safety, and allow for parking expansion and a second formal recreation field on the former baseball stadium site, if desired.

The proposed Quad renovations are described in detail below. The essential idea is to focus limited resources on two of the existing buildings (Humanities and Pafford), and to then demolish the third building (Boyd). This idea stems from several sources, including the quality of the existing buildings, their current functions, the number of offices that would need to be accommodated, and the campus' long-term thinking for the creation of a new integrated science center. Two other demolitions are also proposed for this phase: Anthropology (an unloved low-density building with significant deferred maintenance on a key site) and UCC (a difficult building to adapt with significant deferred maintenance). The UCC uses should migrate to several locations: student-facing services can go to a proposed library addition and to a repurposed Bookstore, and back-of-house functions can move to a renovated Strozier Hall. Gunn Hall will also be repurposed during this phase (both Strozier and Gunn can first be used as swing space to allow for the entire renovation and demolition sequence).

Finally, several landscape improvements are envisaged for this phase. The first is the creation of a formal amphitheater in Love Valley; the second is the creation of a bosque terrace on the site of what is now the Boyd building. This will extend the Academic Quad southward, back toward the historic campus, and significantly help to improve campus clarity and connections.



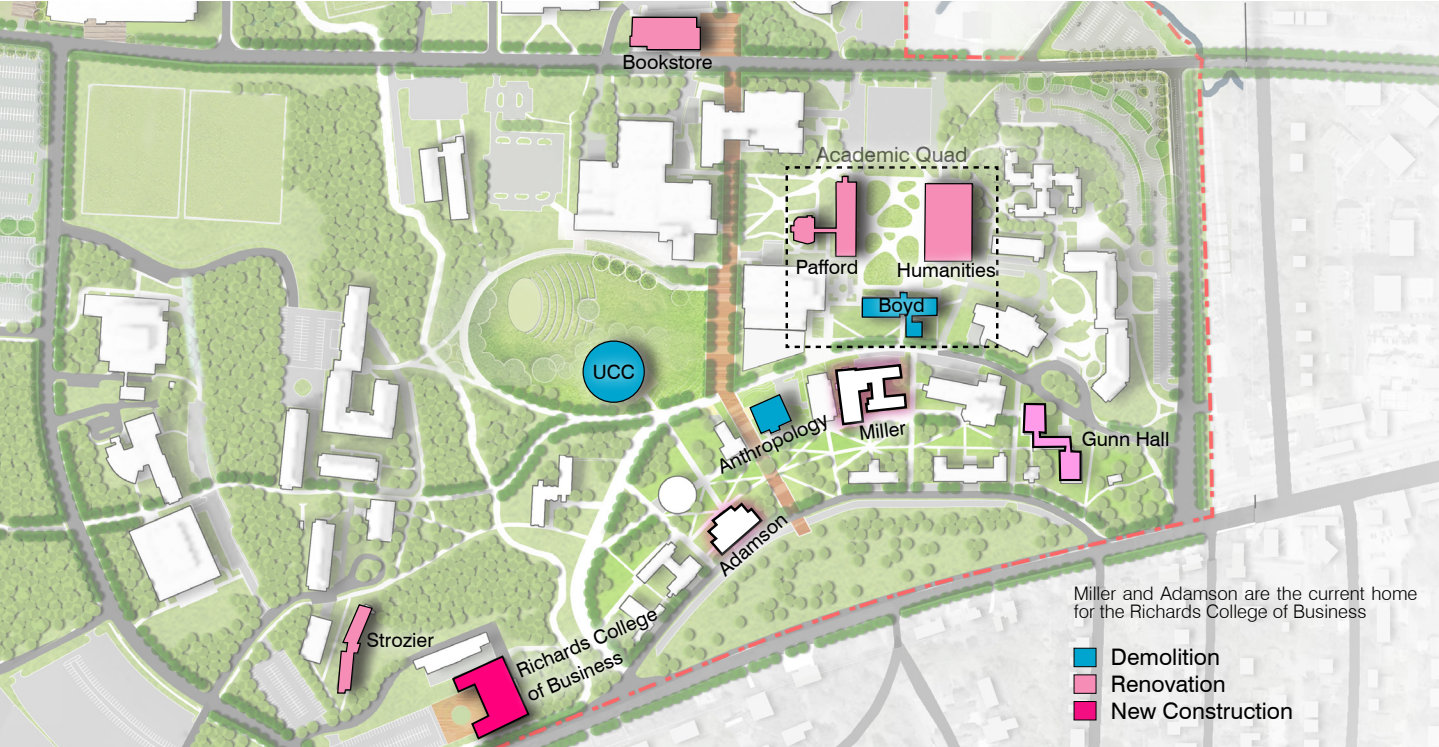
PHASE 2 ACADEMIC QUAD BUILDING RENOVATIONS

In order to determine the best approach to renovating the academic quad, we carefully analyzed activity in these buildings, and in the two buildings which currently house the Richards College of Business. These buildings will be available for new uses once the Richards College of Business moves to its new building. The analysis included an investigation of classroom activity, teaching labs, and offices. Based on the utilization analysis, the university can almost certainly accommodate all classroom activity in existing buildings (note the new Richards College of Business will also increase the supply of classrooms which is not factored into this analysis), and that the teaching lab square footage in Boyd, while not insignificant, is relatively minor. The analysis suggests the most important factor will be the relocation of 41 offices. Luckily, this can easily be accommodated in Adamson and Miller. This analysis is further described on the next page.

Academic Quad Analysis Summary

	Boyd	Pafford	Humanities	Adamson	Miller
Instruction WRH	300	530	600	100	260
Classroom Count	8	18	15	4	7
Classroom ASF	6,800	12,700	9,100	4,000	6,900
Class/Computer Lab Count	4	1	18	/	6
Class/Computer Lab ASF	2,600	790	14,700	/	3,300
Office Count	39	51	67	27	56
Office ASF	6,300	8,500	9,600	4,800	7,000
Office Station Count	42	68	68	27	60
Occupied Office Station Count	41	56	61	23	54

Please see Appendix for detailed analysis



Office Space Demand

Department	# of Offices	# of Station	Occupancy
Boyd Building			
Math	32	33	34
Physics	7	9	7
Total	39	42	41
Anthropology Building			
Anthropology	9	10	8
IT Services	3	3	3
Mass Communications	1	1	1
Total	13	14	12
University Community Center			
Advising Center	15	15	14
Business & Auxiliary Svcs	4	12	11
Ctr for Academic Success	5	5	4
Ctr for Adult Learners & Vets	3	3	3
Food Services	6	8	7
Intercollegiate Athletics	2	2	2
Risk Management	2	6	6
Total	37	51	47

Office Space Supply

Building	# of Offices	# of Station
Adamson Hall	27	27
Miller Hall	56	60
Bookstore	6	7
Strozier	1	1
*Strozier has approximately 13,500 SF of space currently listed as lab, office, general use, and residential that could be converted to other uses.		
Gunn Hall	7	7
*Gunn Hall has approximately 17,000 SF of space currently listed as residential that could be converted to other uses.		

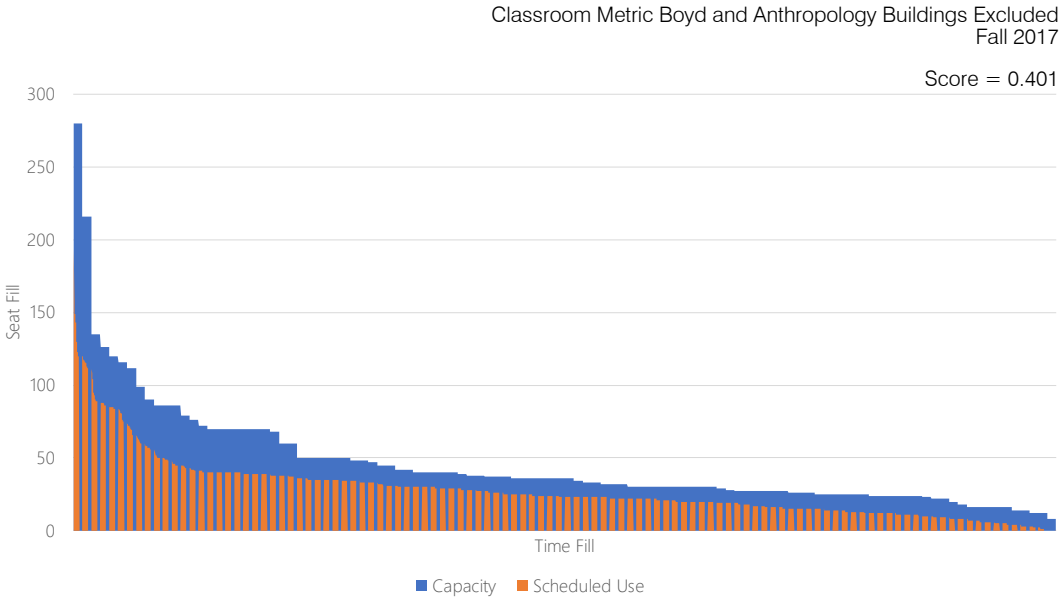
Aggregate Comparison

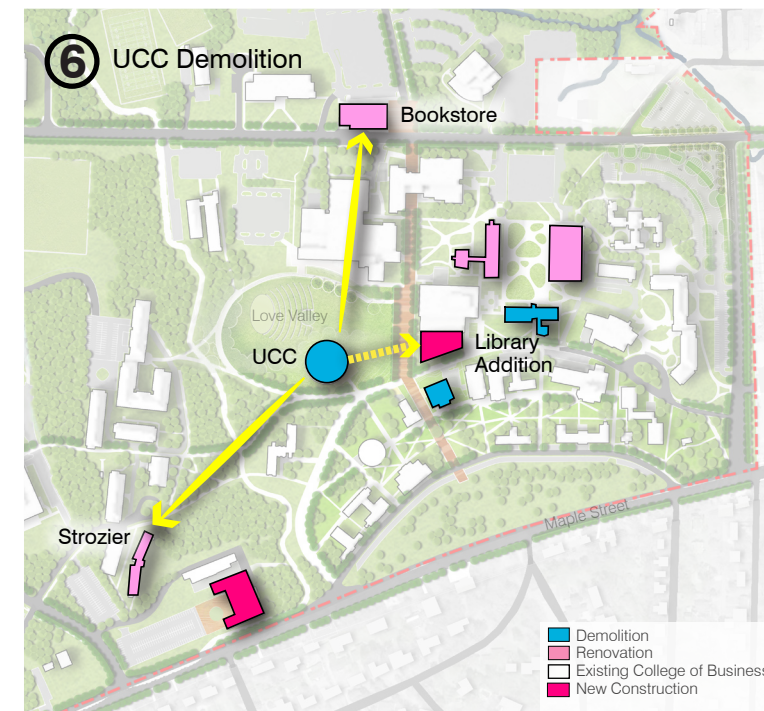
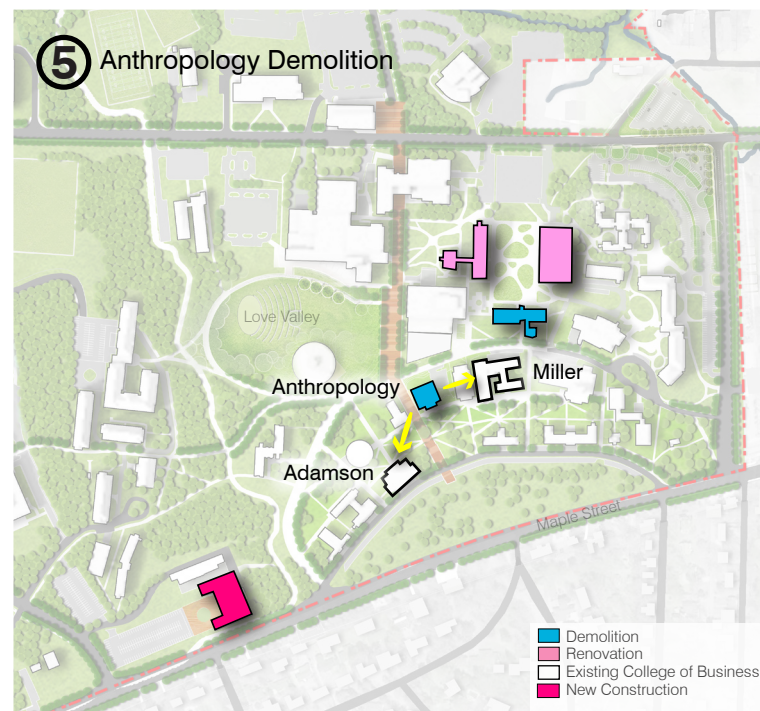
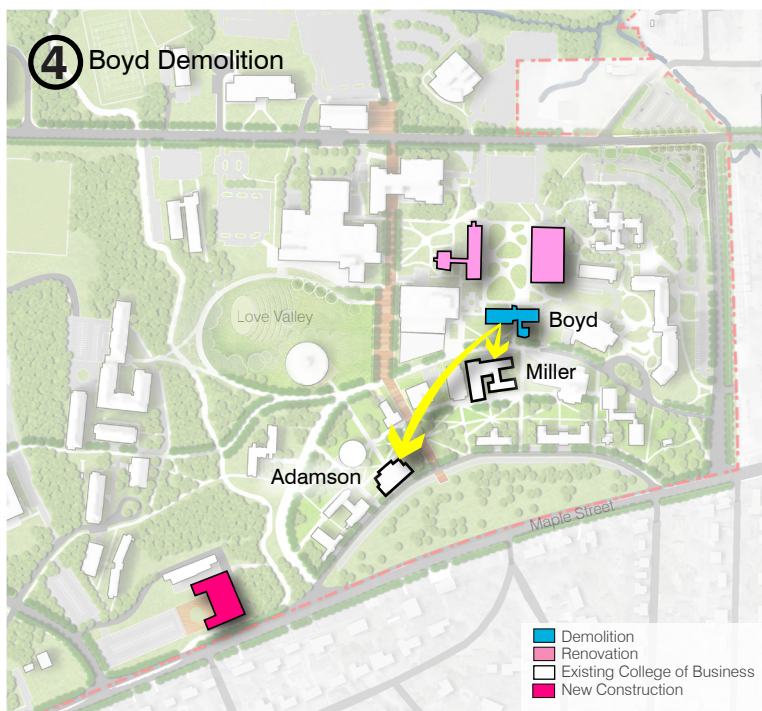
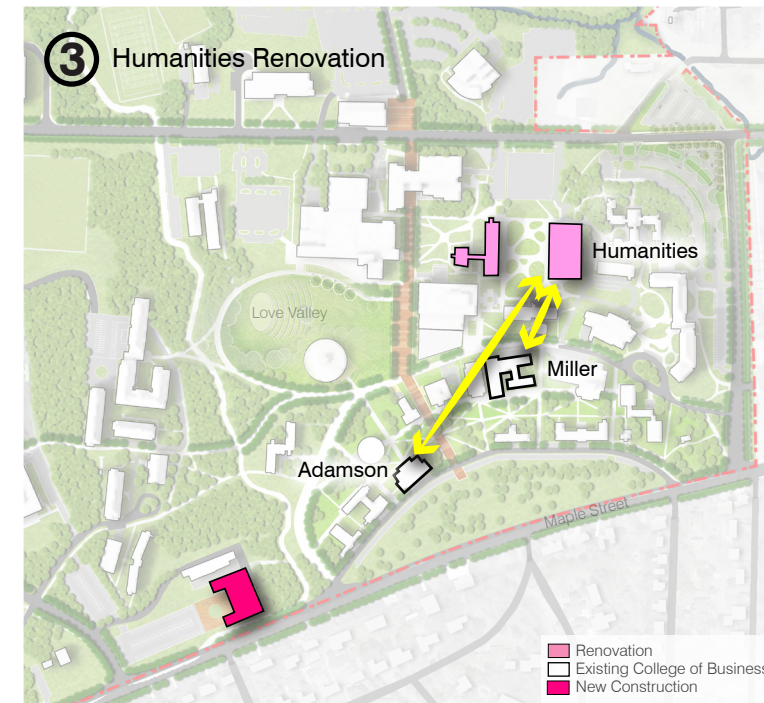
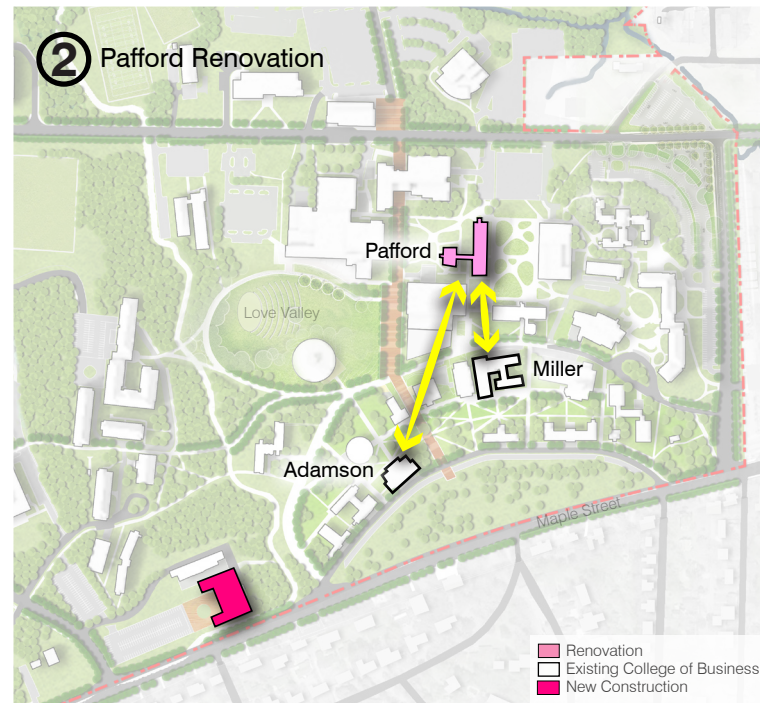
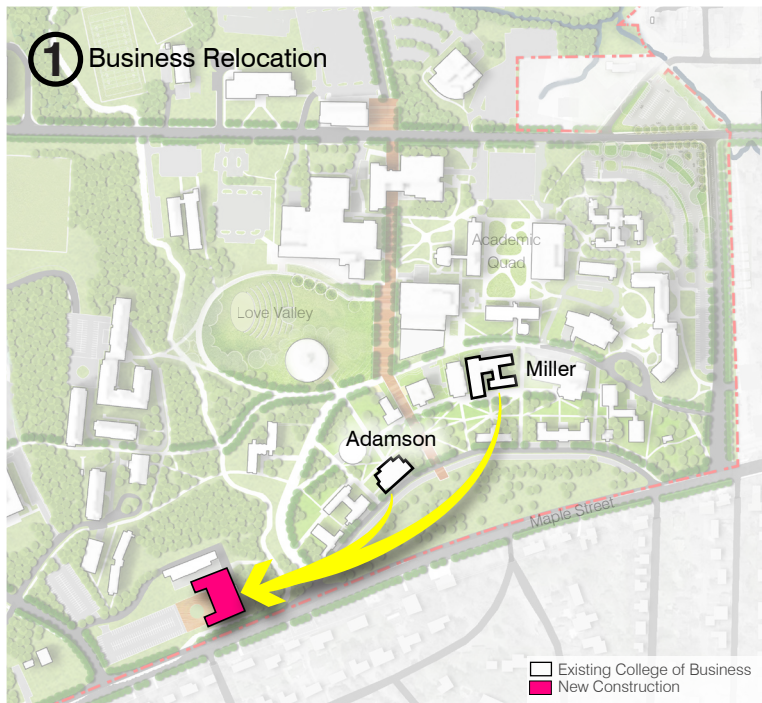
	# of Offices	# of Station	Occupancy
Total of Office Space Demand	89	107	100
Total of Office Space Supply	97	102	

PHASE 2
UNIVERSITY COMMUNITY CENTER AND ANTHROPOLOGY
DEMOLITIONS

In considering the impacts of the three proposed demolitions (Boyd, UCC, Anthropology), we looked holistically at the office functions currently accommodated in these buildings, and at the potential spaces that could meet these needs. These potential moves include: Adamson, Miller, a repurposed Bookstore, a repurposed Strozier, and/or a repurposed Gunn. In total, space for 89 offices needs to be found, and this is likely achievable as the existing supply across the candidate buildings (before repurposing!) shows availability of 97 offices. At the occupant level, the university would need to move 100 people with 102 stations available. Again, this supply number can be greatly supplemented by purposeful renovations of the Bookstore, Strozier, and Gunn.

Finally, absorbing the classroom activity currently accommodated in Boyd within the existing classroom inventory does not negatively impact the university, shifting its current classroom metric to 0.401, narrowly within the target range of the University System.

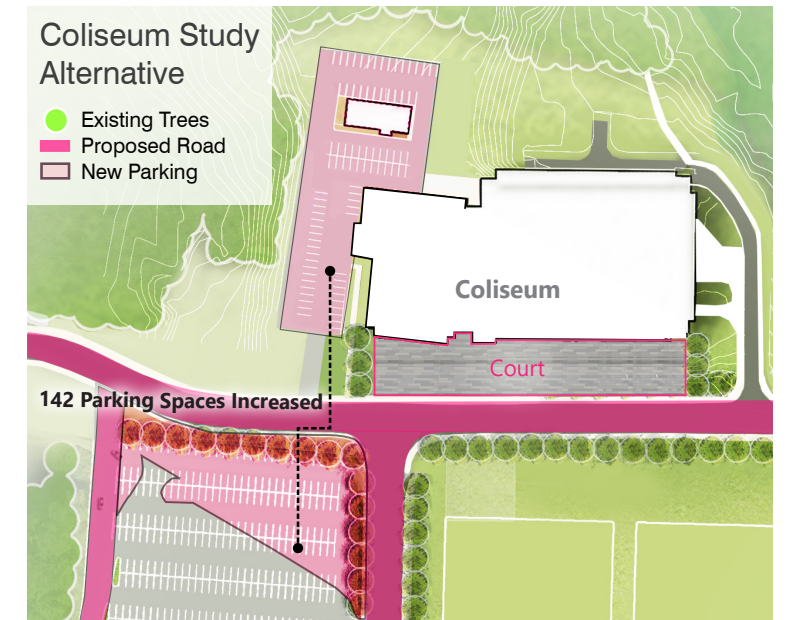
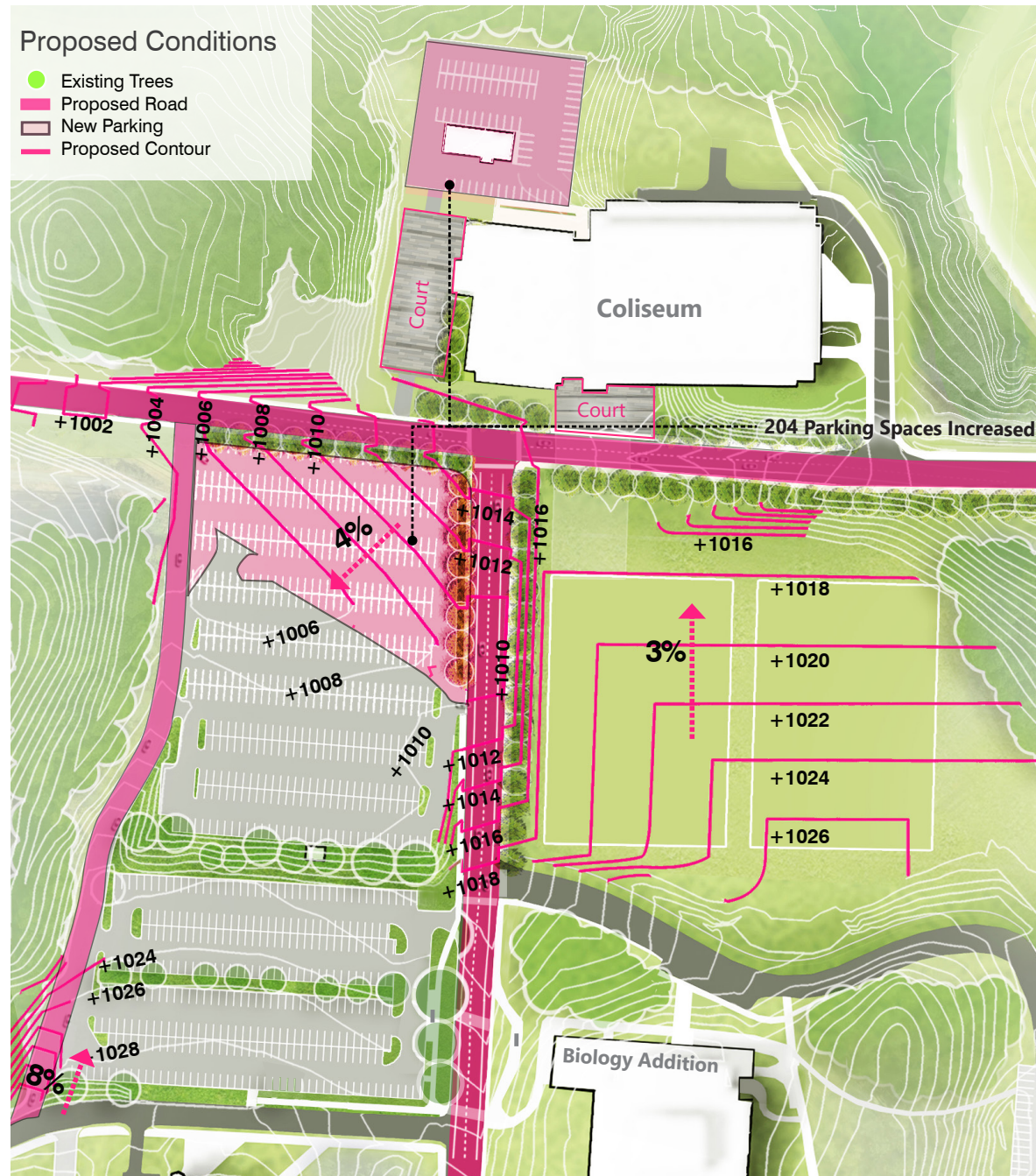
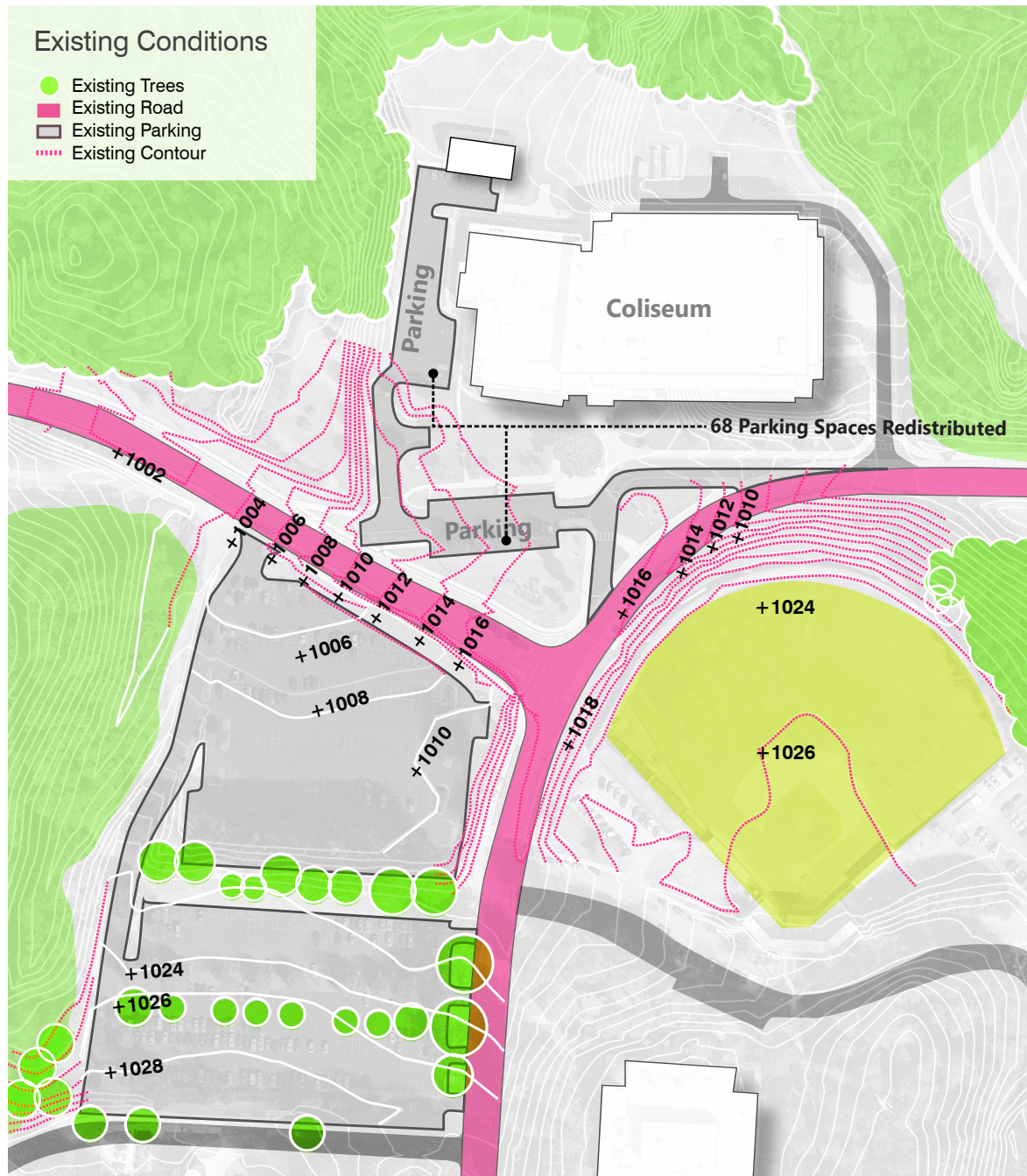




PHASE 2 SWING AND MOVE STRATEGY

The proposed sequence for the Quad renovations is as follows:

1. Richards College of Business moves to its new home on Maple Street
2. Pafford is renovated, using Adamson and Miller for swing space
3. Humanities is renovated, using Adamson and Miller for swing space
4. Boyd's occupants move to Adamson and/or Miller
5. Boyd is demolished
6. Anthropology's occupants move to Adamson and/or Miller
7. Anthropology is demolished
8. Strozier, Gunn, and/or the Bookstore are repurposed
9. UCC occupants are moved to Strozier and the renovated Bookstore. If funding allows, and the library addition can be completed in this timeframe, then this also becomes a potential destination; but the demolition of UCC should not rely on this investment.

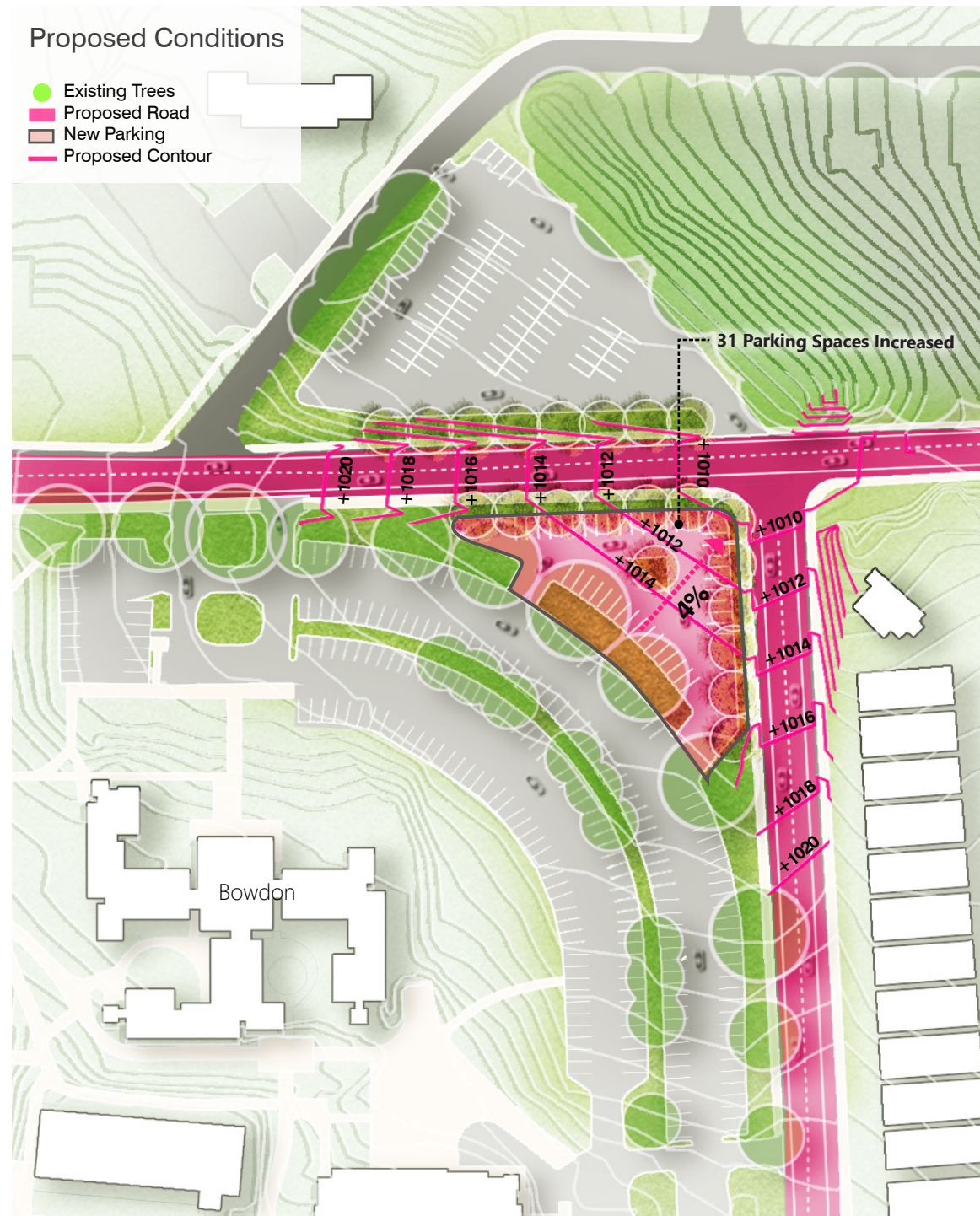
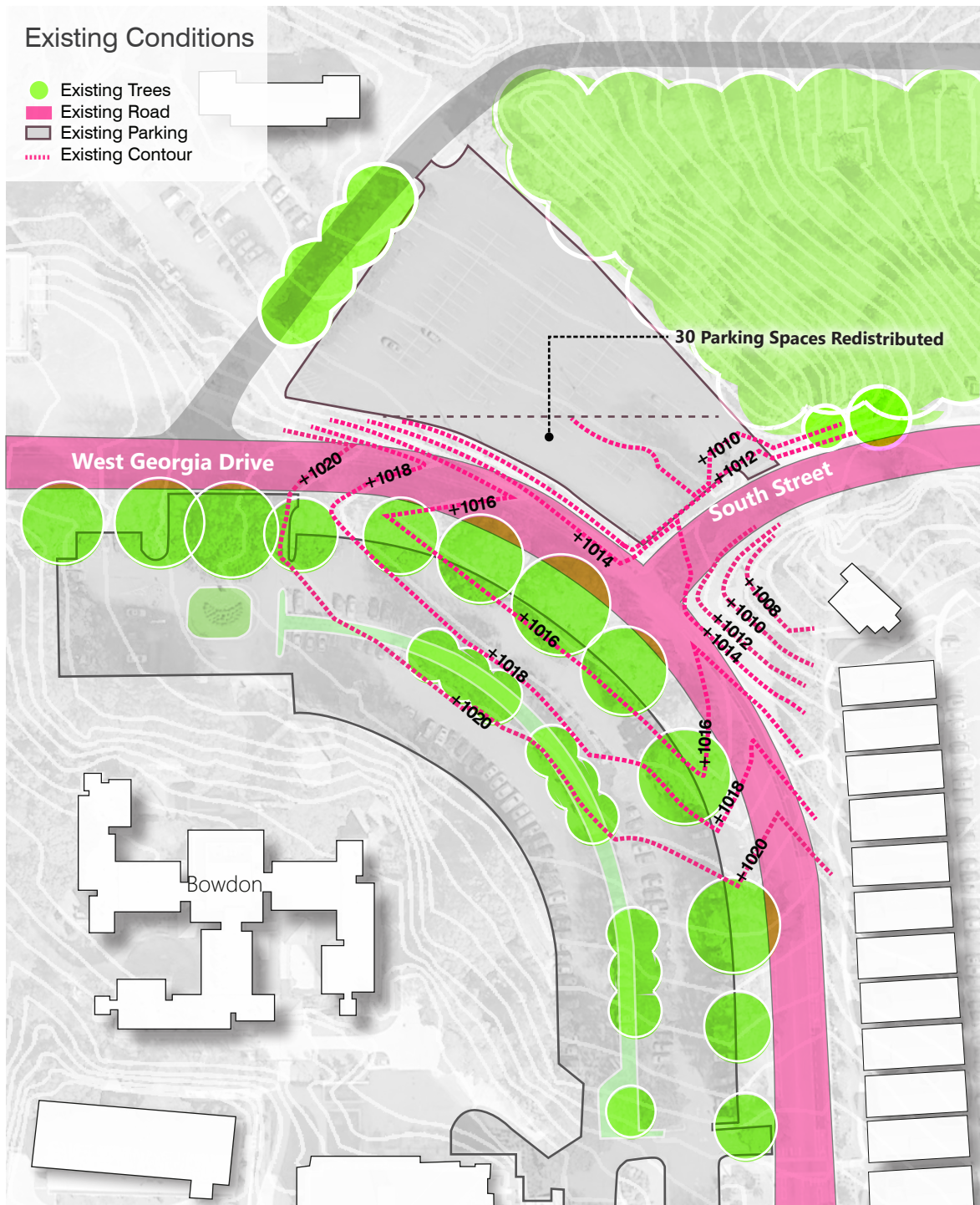


PHASE 2 GRADING STUDY - WEST INTERSECTION



Earthwork	
Cut	29631.91 CU YD
Fill	13172.27 CU YD
Net	16459.64 CU YD Fill

The plan explored two alternatives for the alignment and grading of the western T-intersection on West Georgia Drive. The preferred solution is to straighten the road alignment, and have the new street pass through what is now the Coliseum's southern parking lot. In this scenario, the Coliseum's western parking lot can be redesigned for multiple uses, so that during events, it can be used as a plaza or gathering space. A gathering space could also be created south of the new street in the new recreation field zone. If the university deems this impractical, an alternative solution brings the new road alignment southward to allow for the creation of a gathering space directly outside the Coliseum's main entrance.



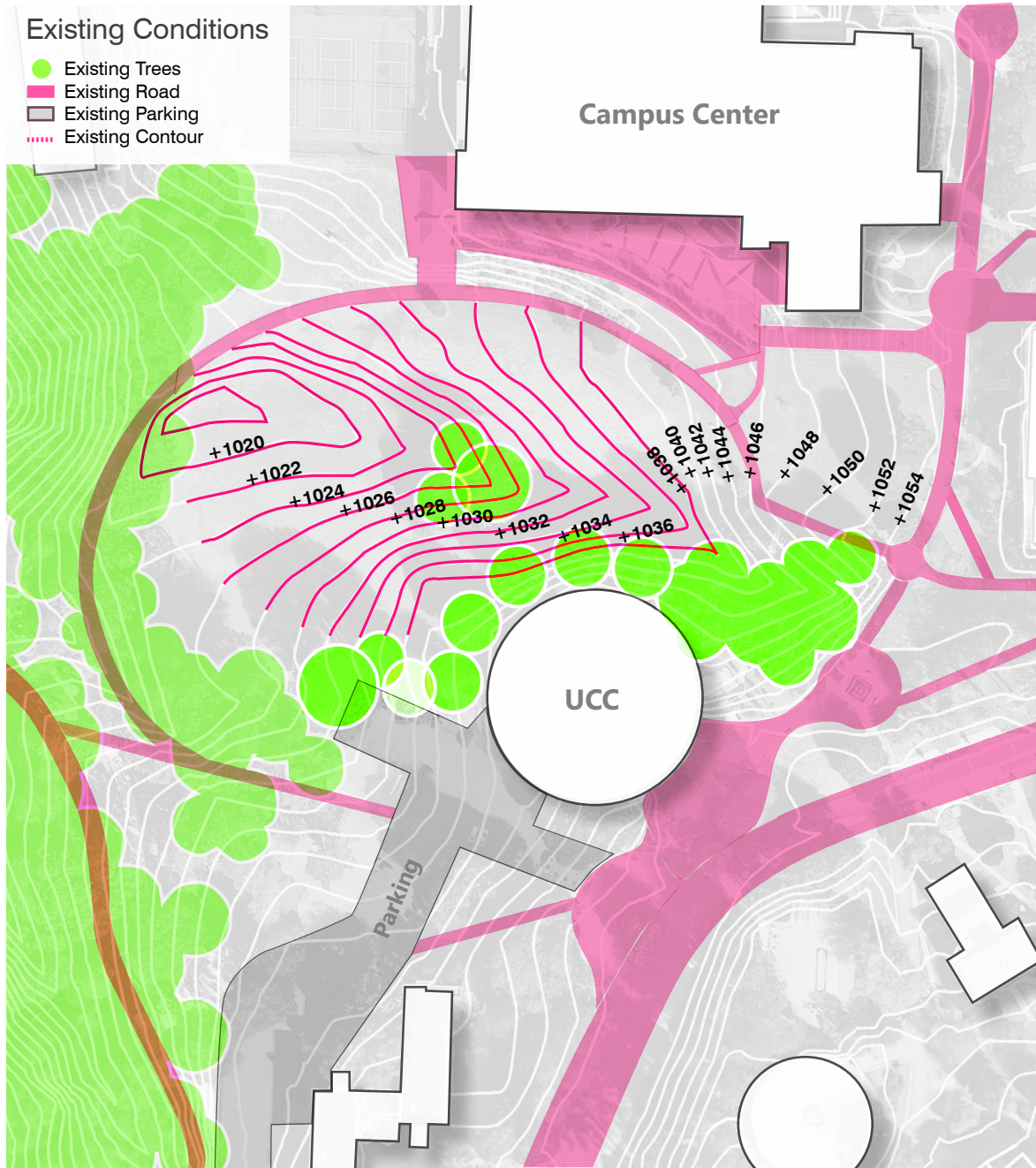
PHASE 2 GRADING STUDY - EAST INTERSECTION



Earthwork

Cut 1493.94 CU YD
Fill 1565.52 CU YD
Net 71.58 CU YD Fill

The proposed eastern realignment is relatively straightforward, with cut and fill numbers being almost exactly equal.



PHASE 2 GRADING STUDY - LOVE VALLEY



Total Seats: 3911



The creation of a formal amphitheater in Love Valley will allow the university to accommodate on-campus graduation ceremonies, and provide a lovely everyday venue for student interaction and socializing. The proposed amphitheater will be able to seat almost 4,000 people.



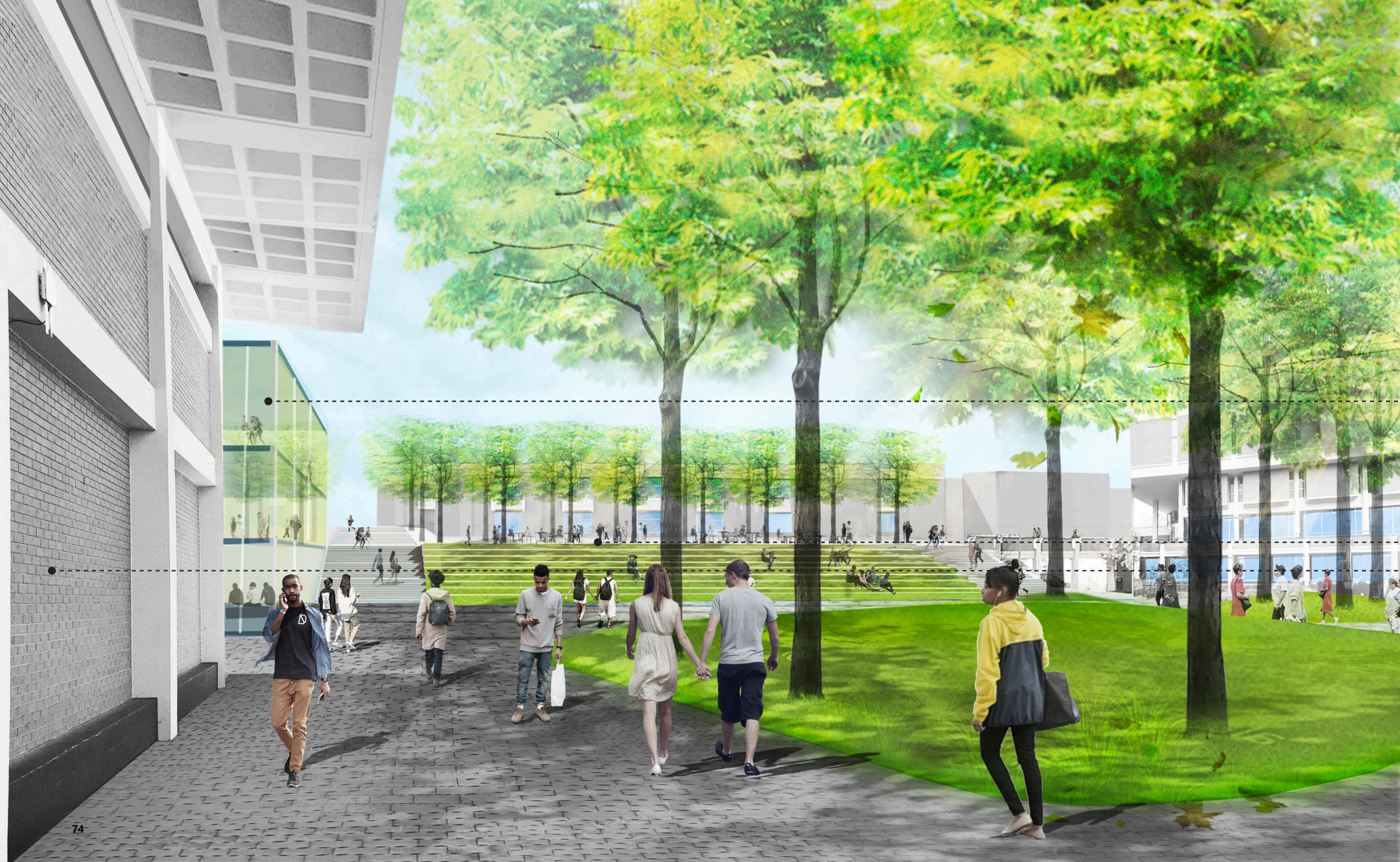
MAIN PEDESTRIAN CORRIDOR LOOKING SOUTH

The library addition and long-term future academic expansion will activate the north-south spine which will clearly connect the historic campus with the Academic Quad.

Future Academic Buildings

Library Addition





ACADEMIC QUAD EXTENSION LOOKING SOUTH

The demolition of the Boyd Building allows for the extension of the academic quad, a significant move that will better connect the campus.

Future Academic Buildings

Quadrangle Extension with Terraced Seating

Humanities Buildings





LOVE VALLEY AMPHITHEATER LOOKING EAST

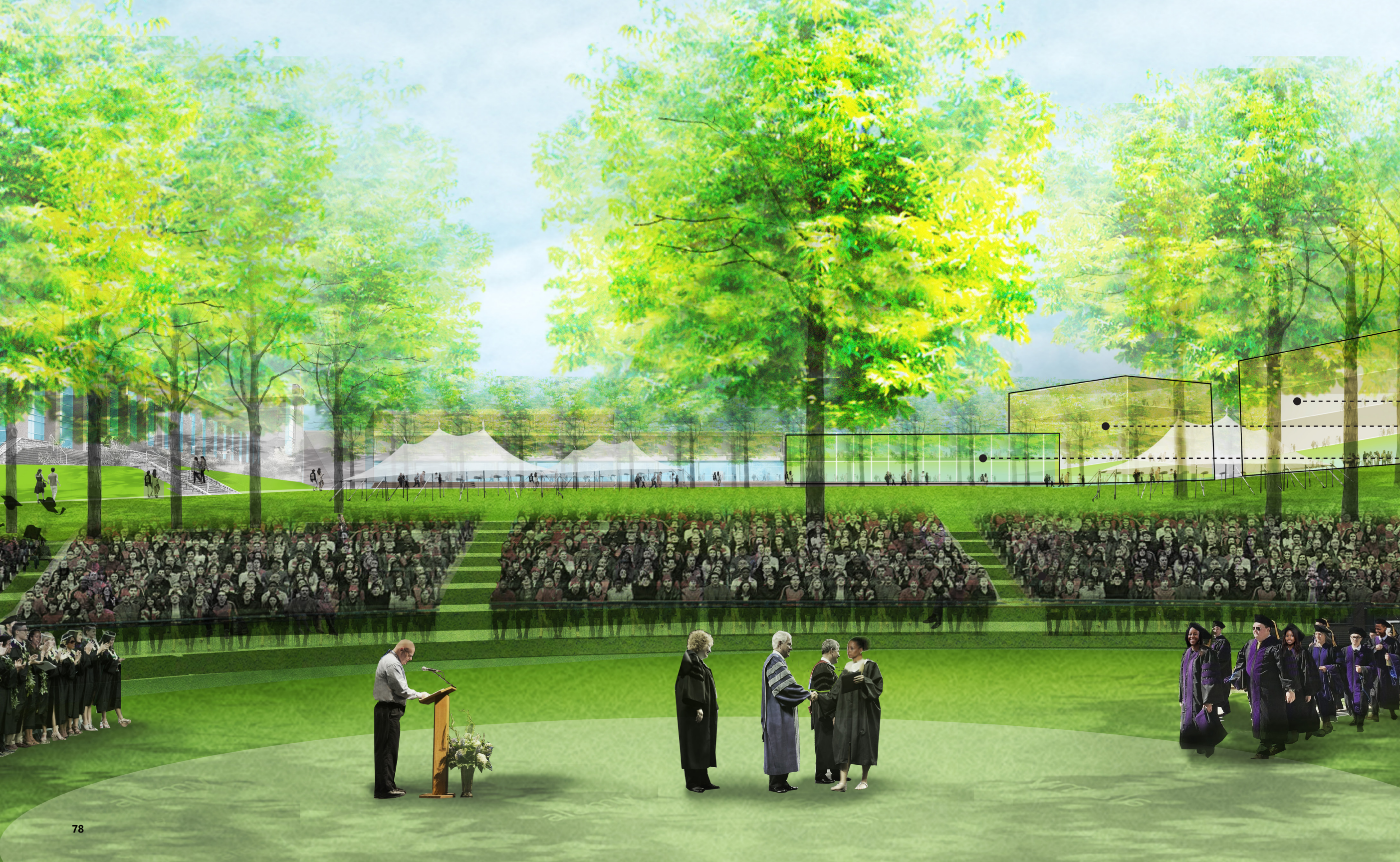
The proposed amphitheater will support passive recreation and informal gathering.

Future Academic Buildings

Library Addition

Terraced Lawn Seating Area





LOVE VALLEY AMPHITHEATER LOOKING EAST

The proposed amphitheater will also support formal events, particularly graduation.

Future Academic Buildings

Library Addition

Terraced Lawn Seating Area





PHASE 3 FUTURE ACADEMIC EXPANSION

The later phases of the plan are admittedly more speculative, but focus on future potential growth. Phase 3 allows for future expansion, likely oriented around the sciences. This could happen either as infill within the Academic Quad, or as a major new facility on what is now the baseball stadium site (this would link with the renovated Biology Building to create a STEM quadrant on campus). Expansion in the Academic Quad would serve to better define this important open space and to locate activity in the campus' epicenter. This expansion would require surface parking to move north of West Georgia Drive.



PHASE 4 LONG-TERM EXPANSION

Phase 4 is intended to record the capacity for campus buildout. It is highly speculative in nature, and likely will require an extremely long-time to be implemented. The key idea is to maximize development on the campus' most valuable real estate: at the intersection of the proposed north-south and east-west pedestrian corridors. The Plan therefore speculates that several existing low-density buildings could be removed, and replaced with larger, more modern facilities, should these become necessary at some future moment.



FINAL PLAN

Wolves Parkway

South Street

Maple Street

- Demolition
- Renovation
- New Construction

10-min-walk

20-min-walk



APPENDIX

Campus Physical Analysis
Space Use Analysis
CoMap Survey Analysis

CAMPUS PHYSICAL ANALYSIS

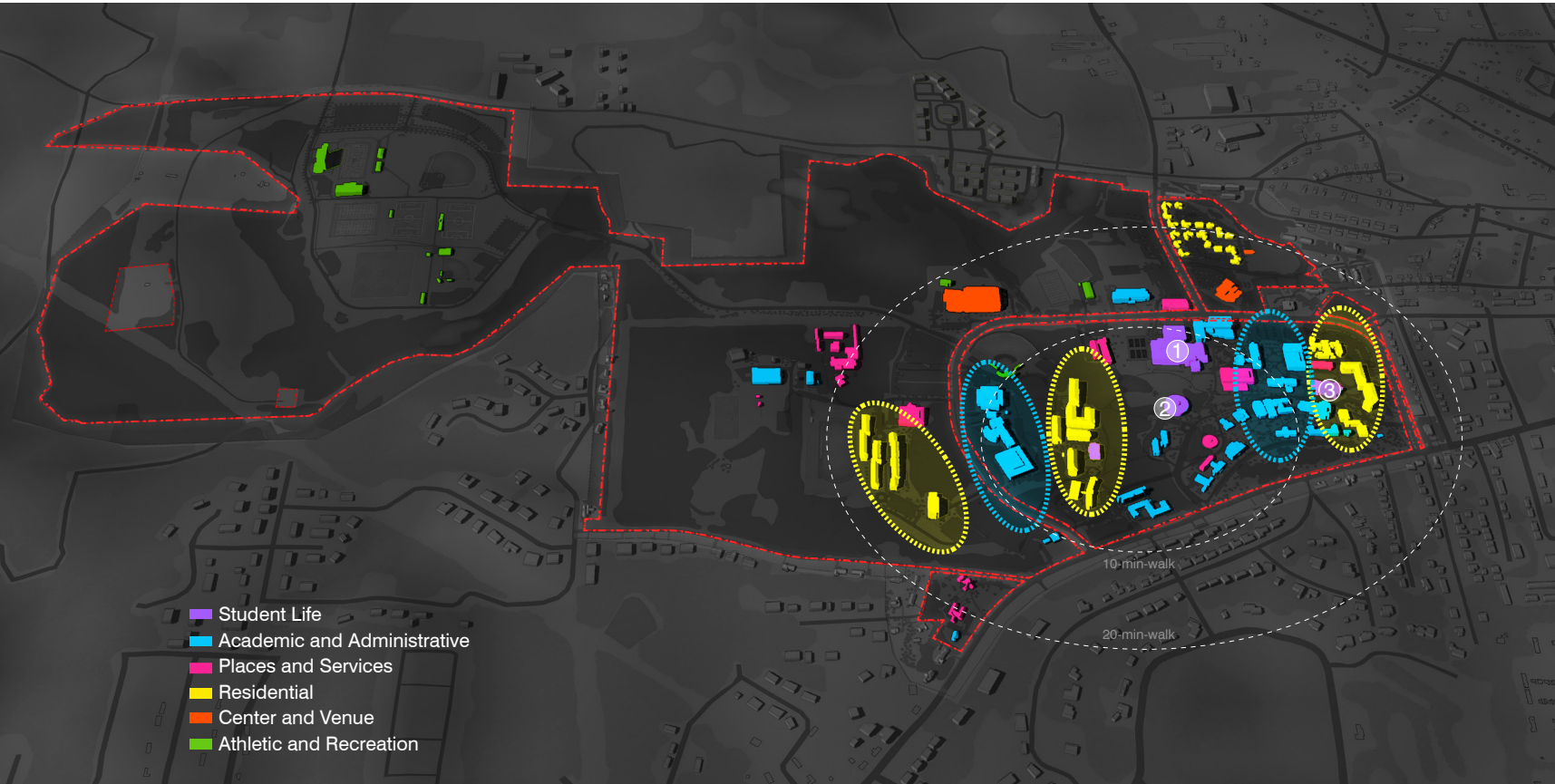
Building Use - The campus is not dense with a relatively low Floor Area Ratio



	Campus Acreage	Enrollments	Building Number	FAR
UWG	658	13,520	126	0.09

Comparison Kennesaw State University, Marietta Campus has FAR 0.43

Building Use - By Type of Program

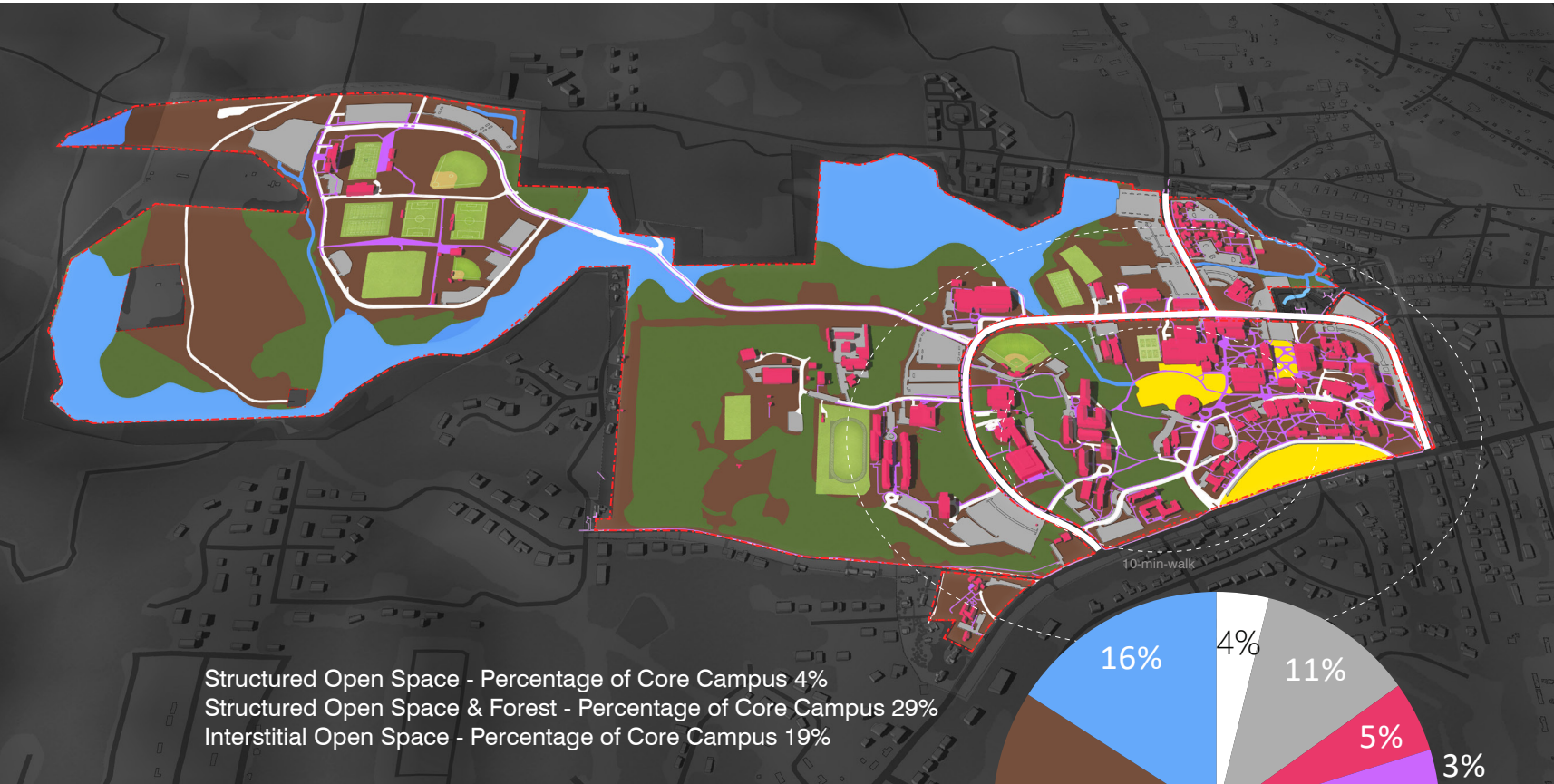


Student Life Building

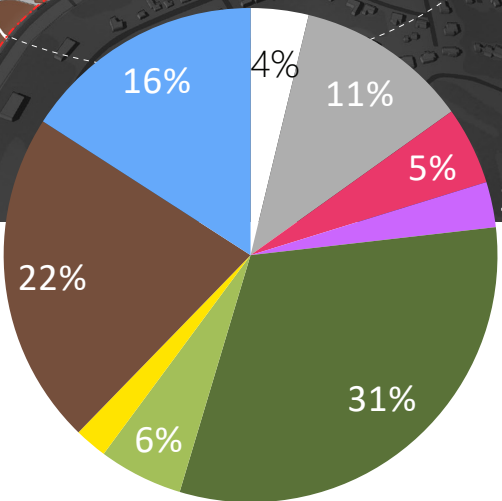
- ① Campus Center: **Center for Student Involvement**; **Gym**; **Student Affair/Student Government**; **Academic and Administrative**
- ② University Community Center: **Center for Academic Success**; **Food Court**; **Wolves Den/Post Oce/West Georgian**; **Academic and Administrative**
- ③ East Commons: **Center for Academic Success**; **Dining Hall/Housing & Residence Life**; **Academic and Administrative**; **Housing & Residence Life**

CAMPUS PHYSICAL ANALYSIS

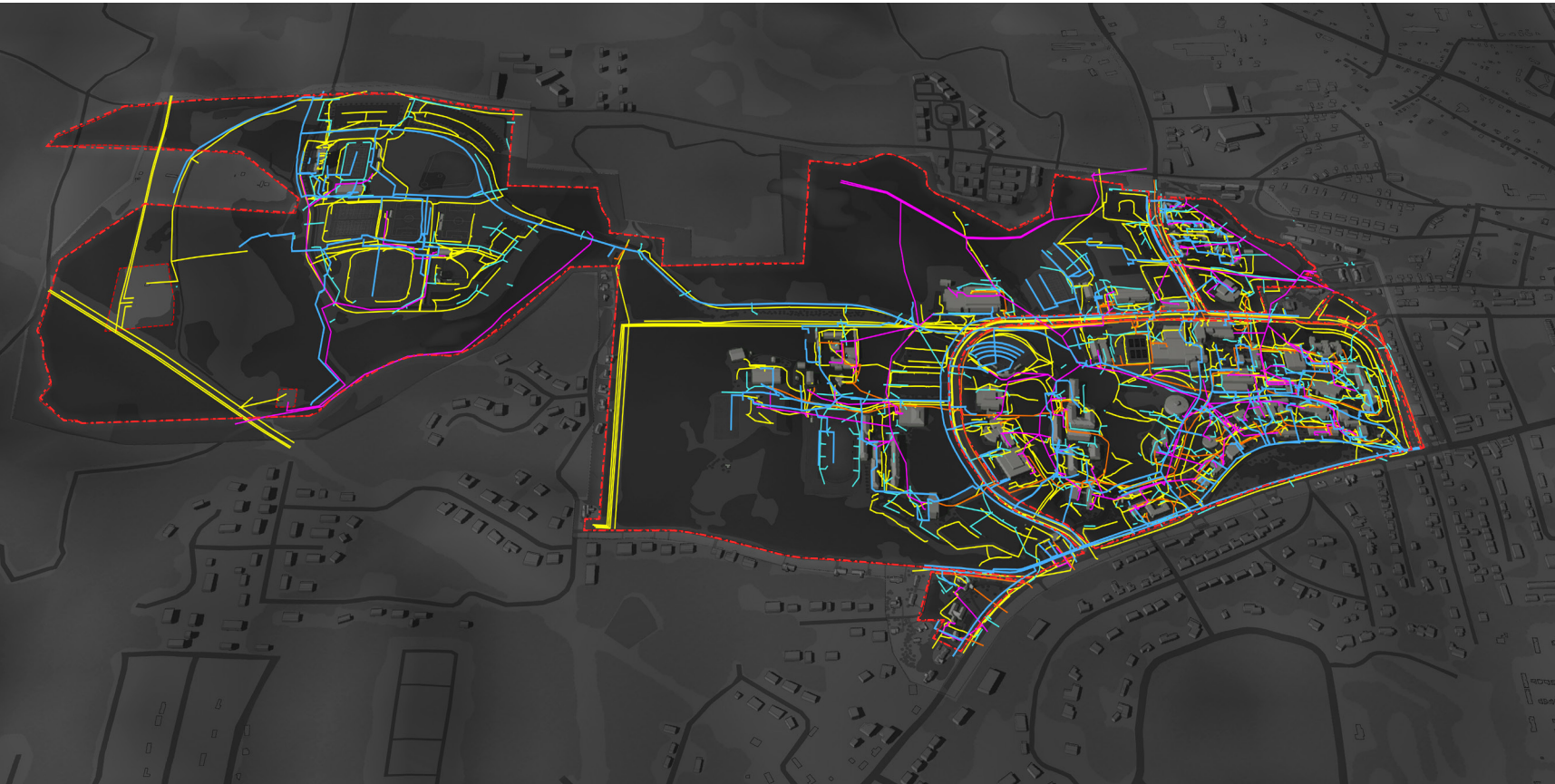
Land Use



- Roads
- Parking
- Building
- Walkways
- Forest
- Athletic
- Structured Open Space
- Interstitial Open Space
- Water



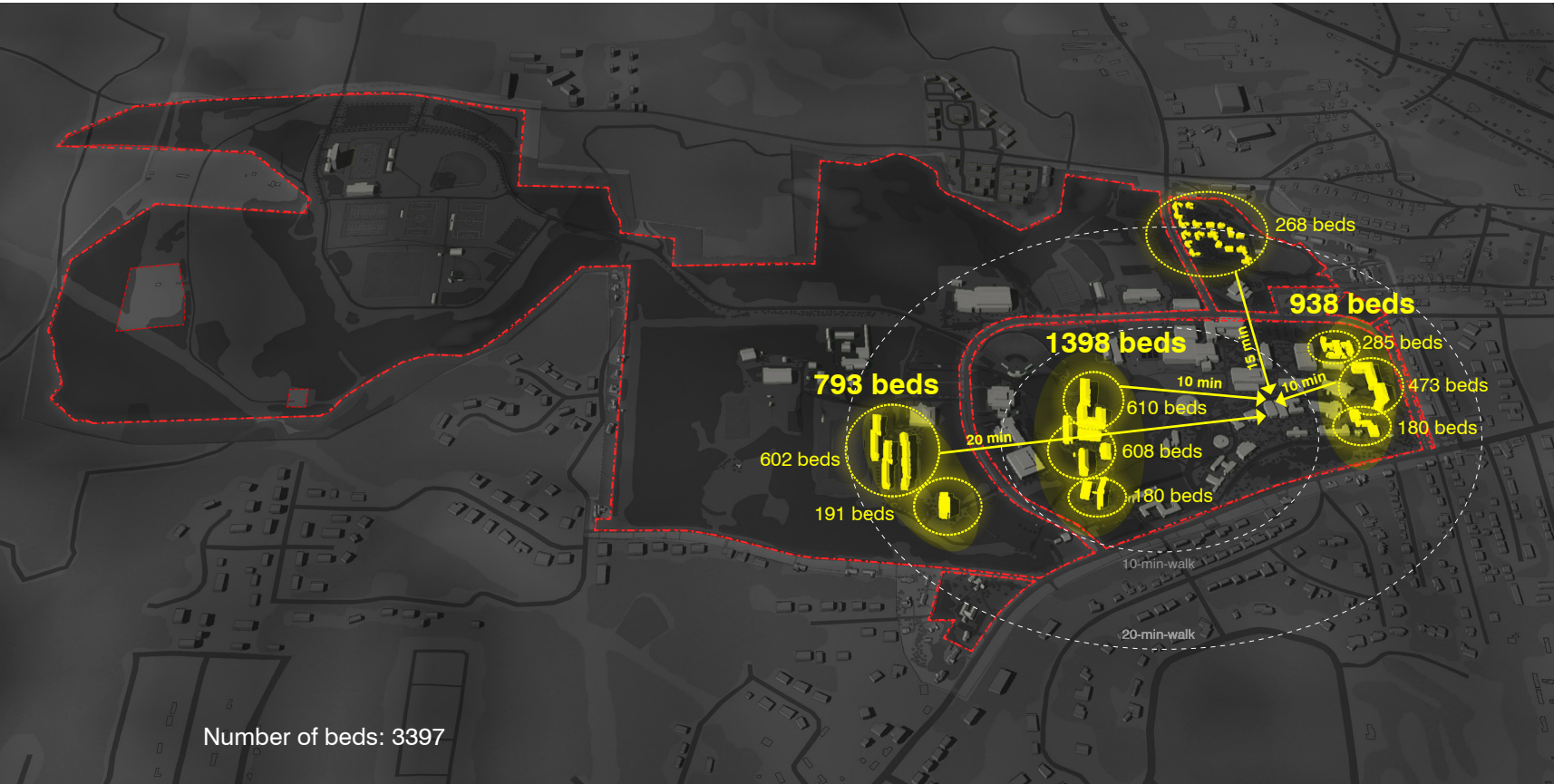
Utilities



- Water
- Sewer
- Gas
- Power
- Drainage

CAMPUS PHYSICAL ANALYSIS

On-Campus Residential



- On-Campus Residential Building
- Distance from Residential Building to Campus Center

Off-Campus Housing



- Off-Campus Housing
- On-Campus Residential Building
- Distance from Residential Building to Campus Center

CAMPUS PHYSICAL ANALYSIS

Pedestrian Movement



- Residential Buildings
- Sidewalk
- Main Walking Corridor

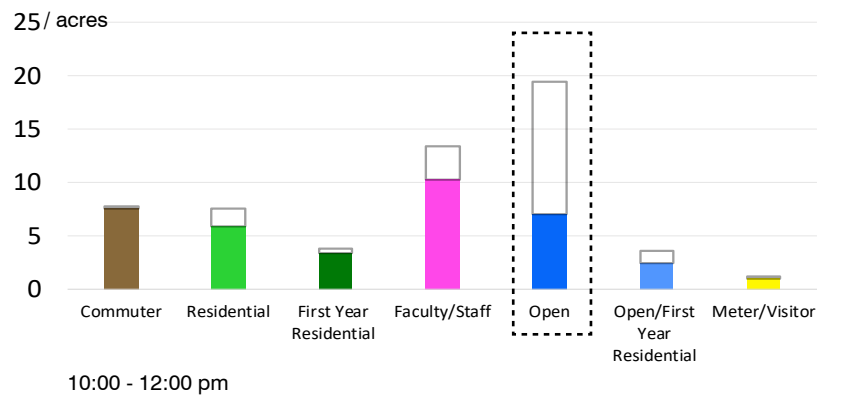
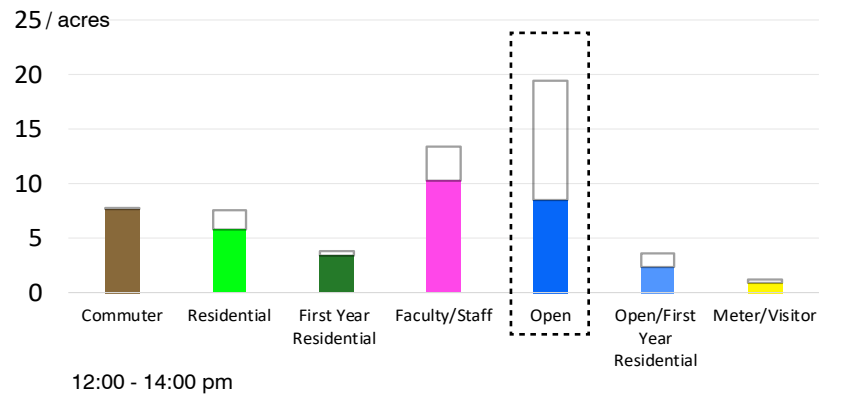
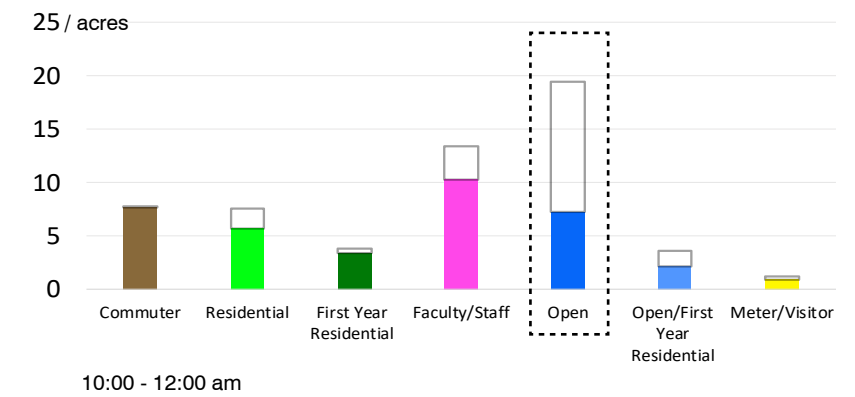
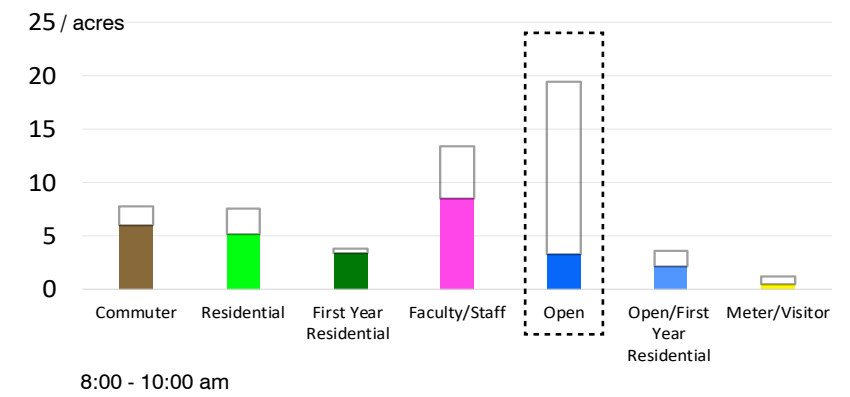
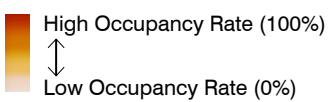
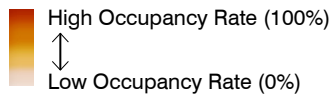
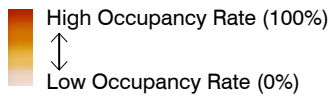
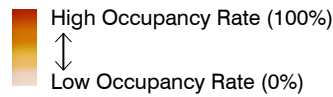
Non- Accessible Sidewalks



- Residential Buildings
- Sidewalk
- Non - Accessible Sidewalks

CAMPUS PHYSICAL ANALYSIS

Parking Occupancy



CAMPUS PHYSICAL ANALYSIS

Shuttle Bus Routes



Blue Route
Monday – Thursday: 7:30am-11:00pm
Friday: 7:30am-9:00pm



Red Route
Monday – Thursday: 7:30am-11:00pm
Friday: 7:30am-9:00pm



Grey Route
Monday – Thursday: all day
Friday: 7:30am-11:00pm

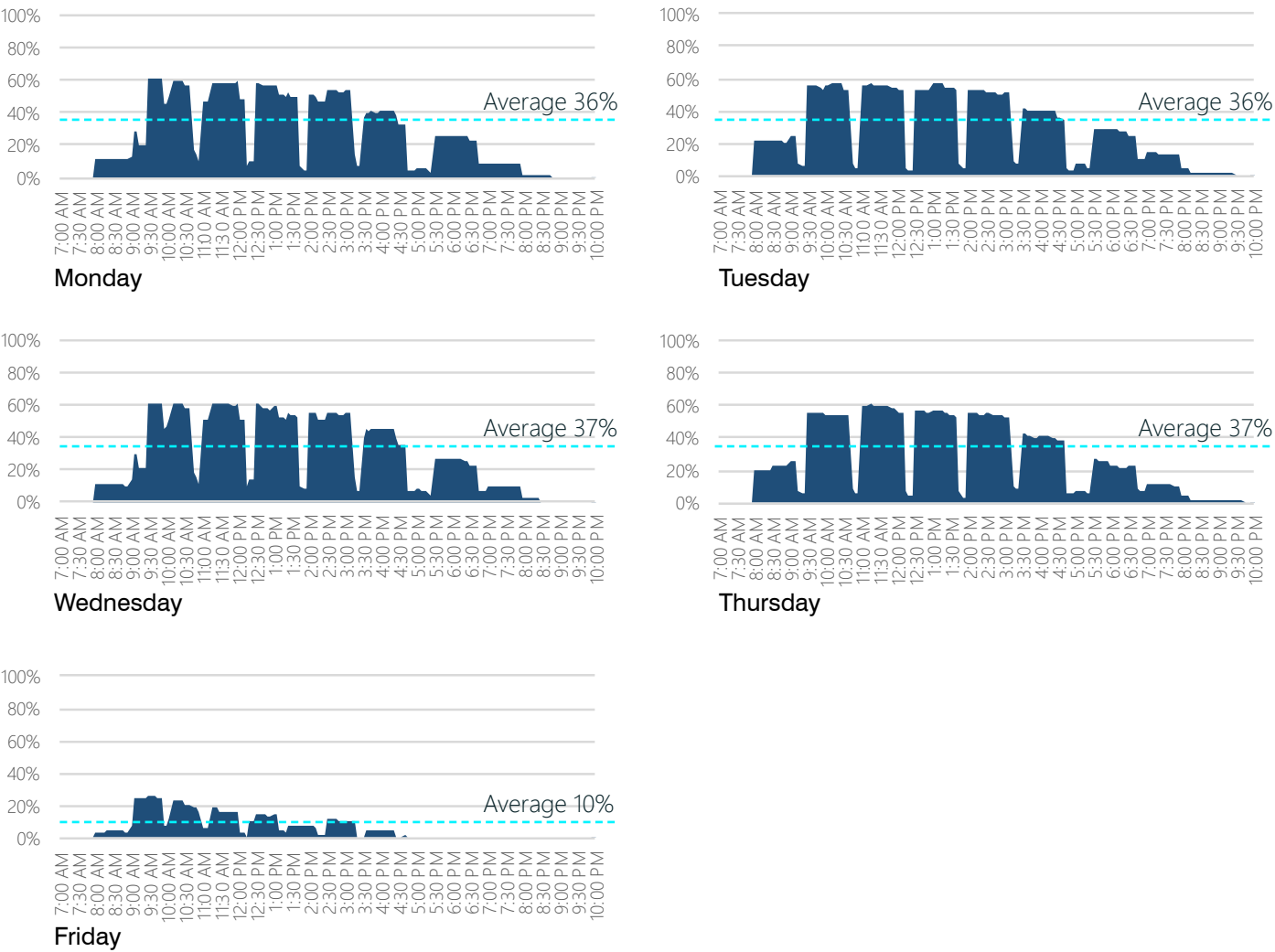


Apartment Route
Monday – Friday: 8:30am-5:00pm

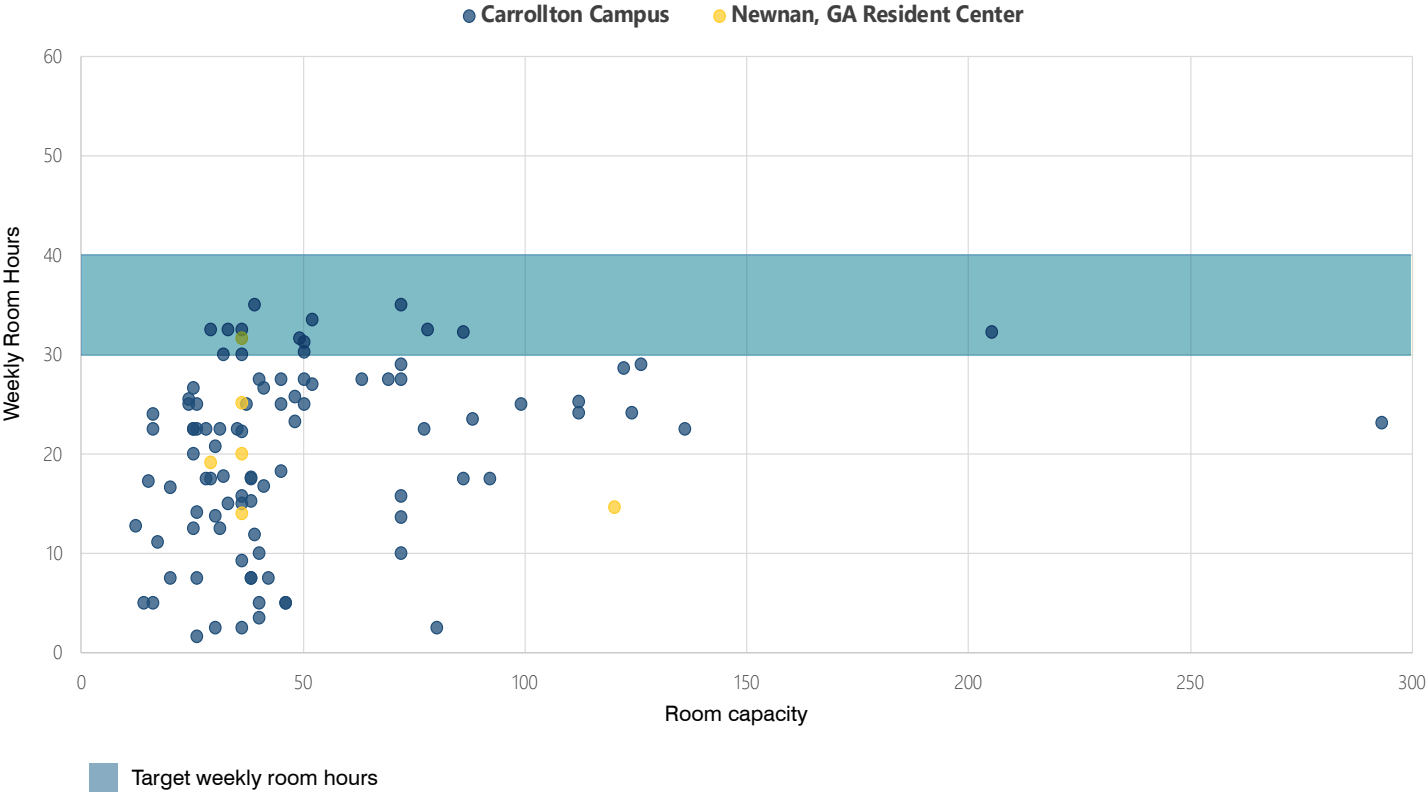
CLASSROOM UTILIZATION

Scheduled Classrooms

In these charts, the dark blue area represents the percentage of classrooms that have instruction taking place in them. The light blue line is the average percentage on that day from 9 am to 5 pm. The percentage represents the utilization based on classrooms that appear in the course schedule.



Each dot represents a classroom. The y-axis shows how many hours in the week rooms are used for scheduled instruction. The x-axis shows the number of seats in the classroom. The university system recently adjusted its target for minimum classroom use for scheduled instruction from 30 hours per week to 40 hours per week.

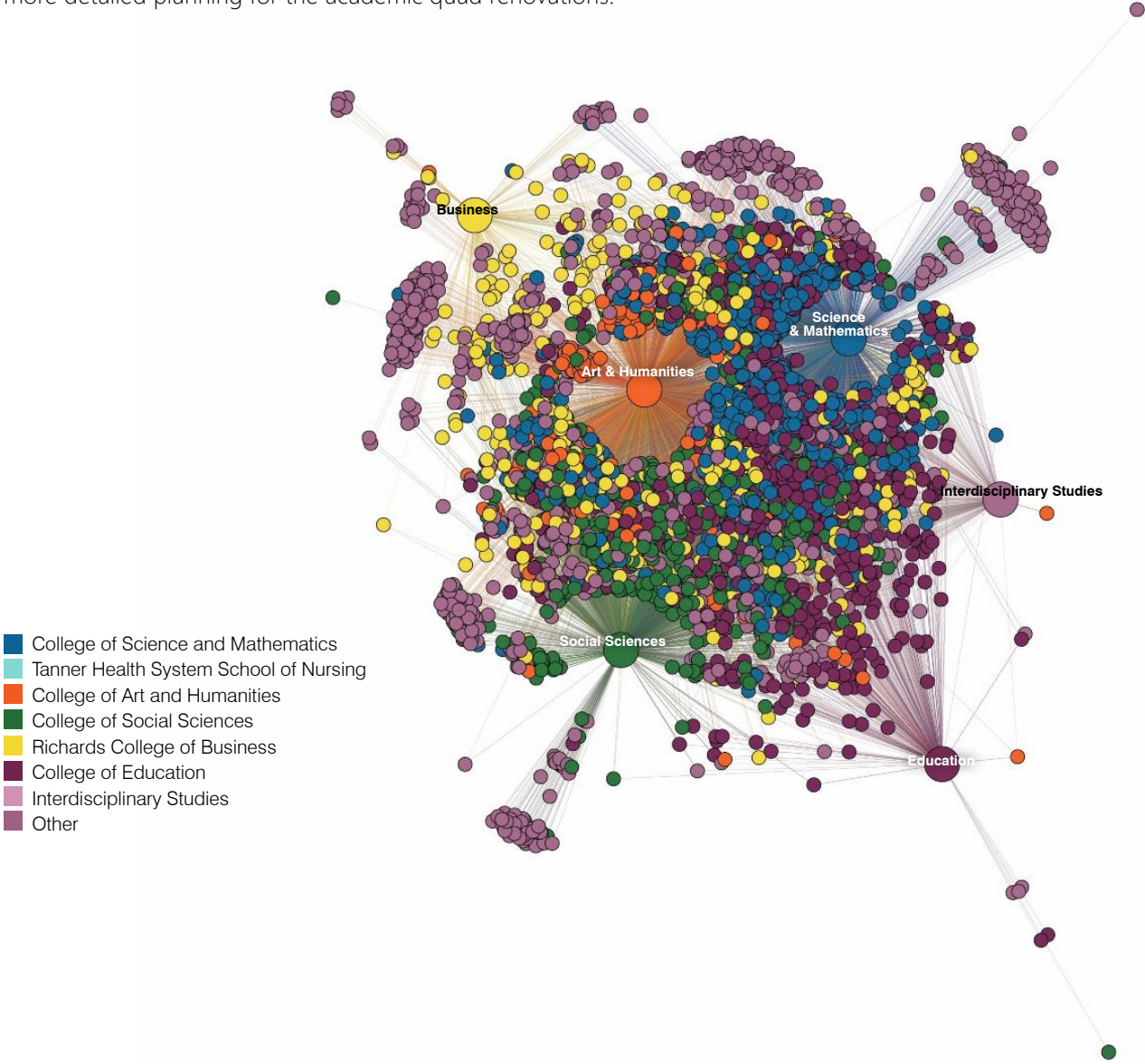


* Weekly Room Hours: The hours in a week for which the room has scheduled instruction

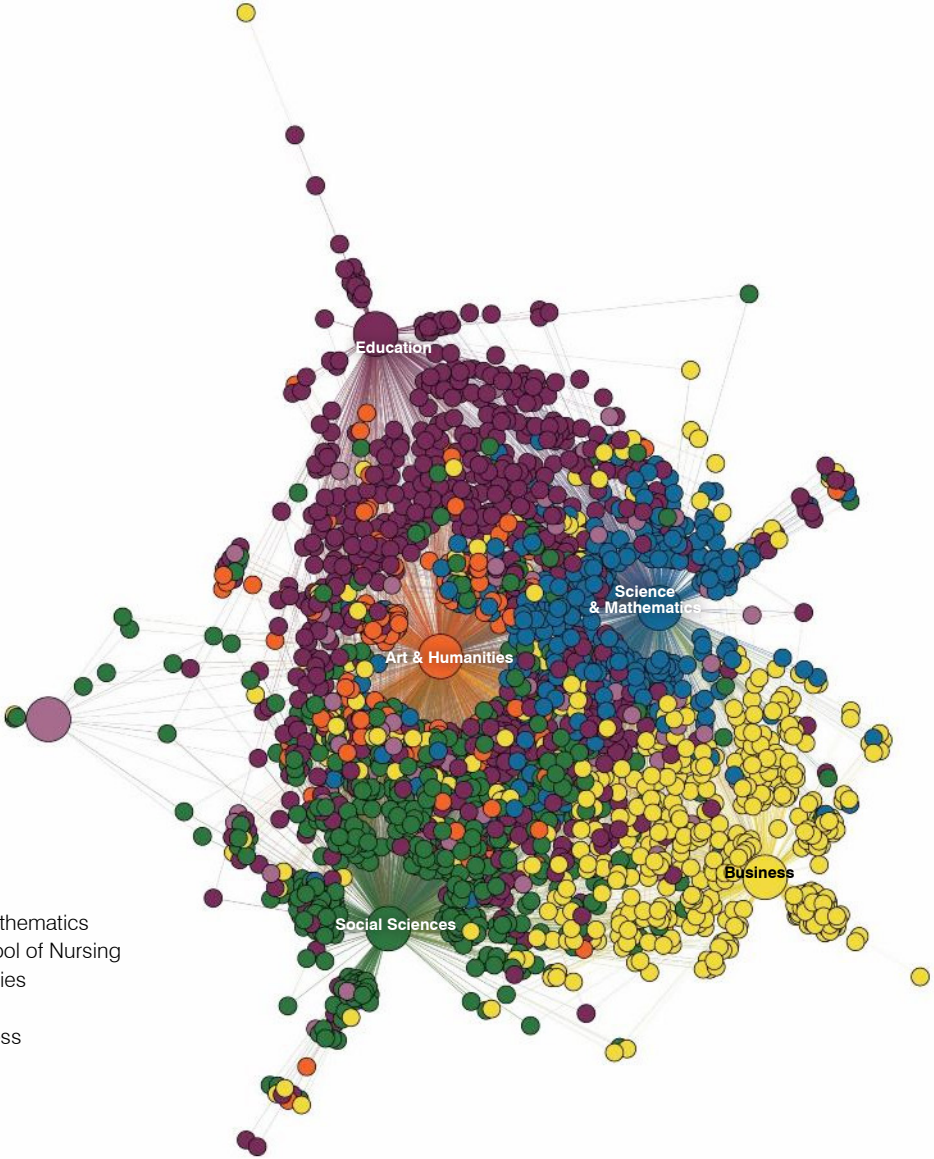
STUDENT ENROLLMENT

First - year

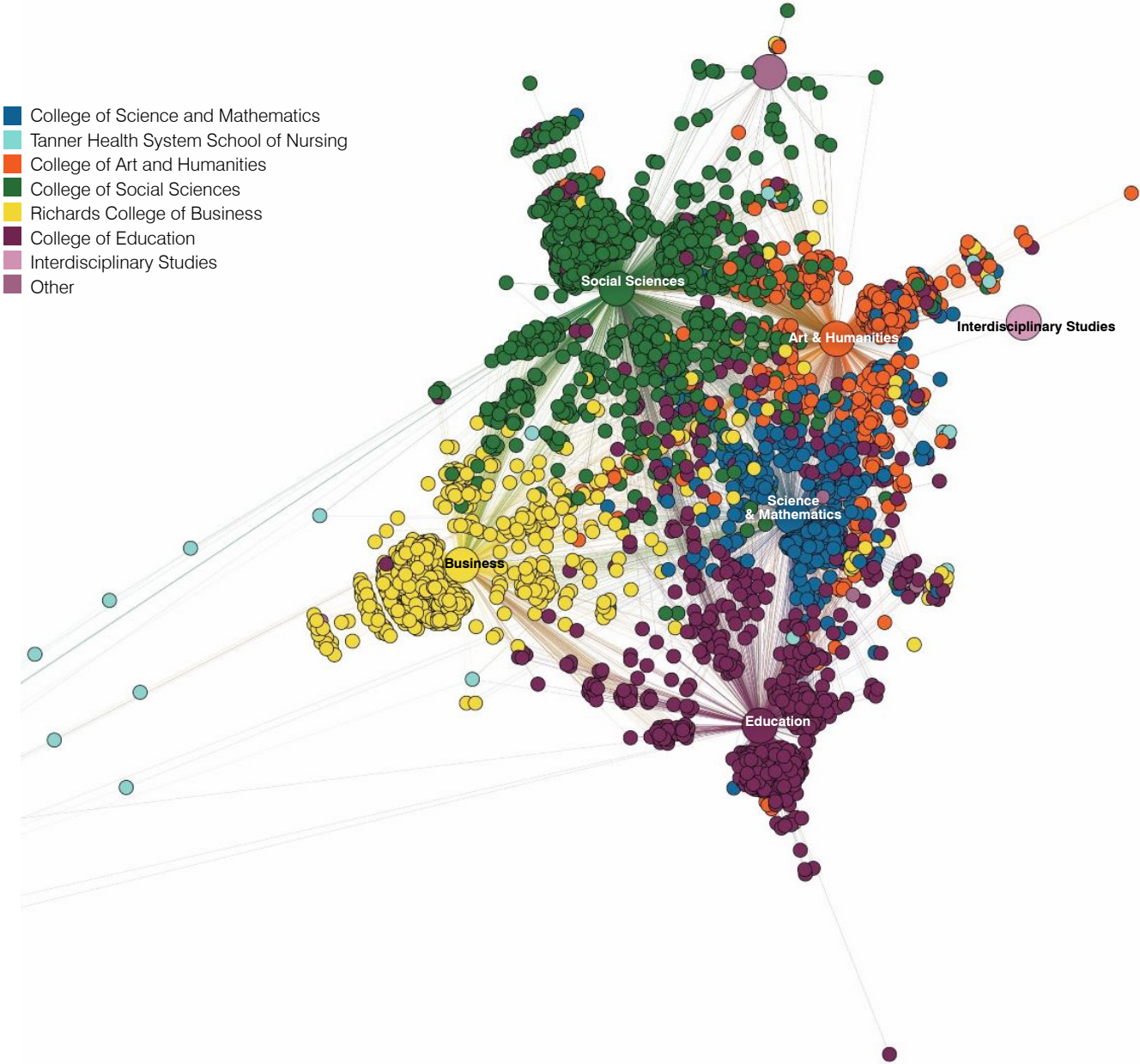
The galaxy diagram shows students' enrollment patterns based on the data provided by the university, demonstrating the relationship between students, departments and colleges. The bigger nodes represent the departments, and the smaller nodes represent each student. The color of the node represents the its college. The closer the nodes are, the stronger relationship they have. The edges represent the courses in which the student is enrolled. The information can sometimes be helpful in thinking through departmental space adjacencies, and may be of value in more detailed planning for the academic quad renovations.



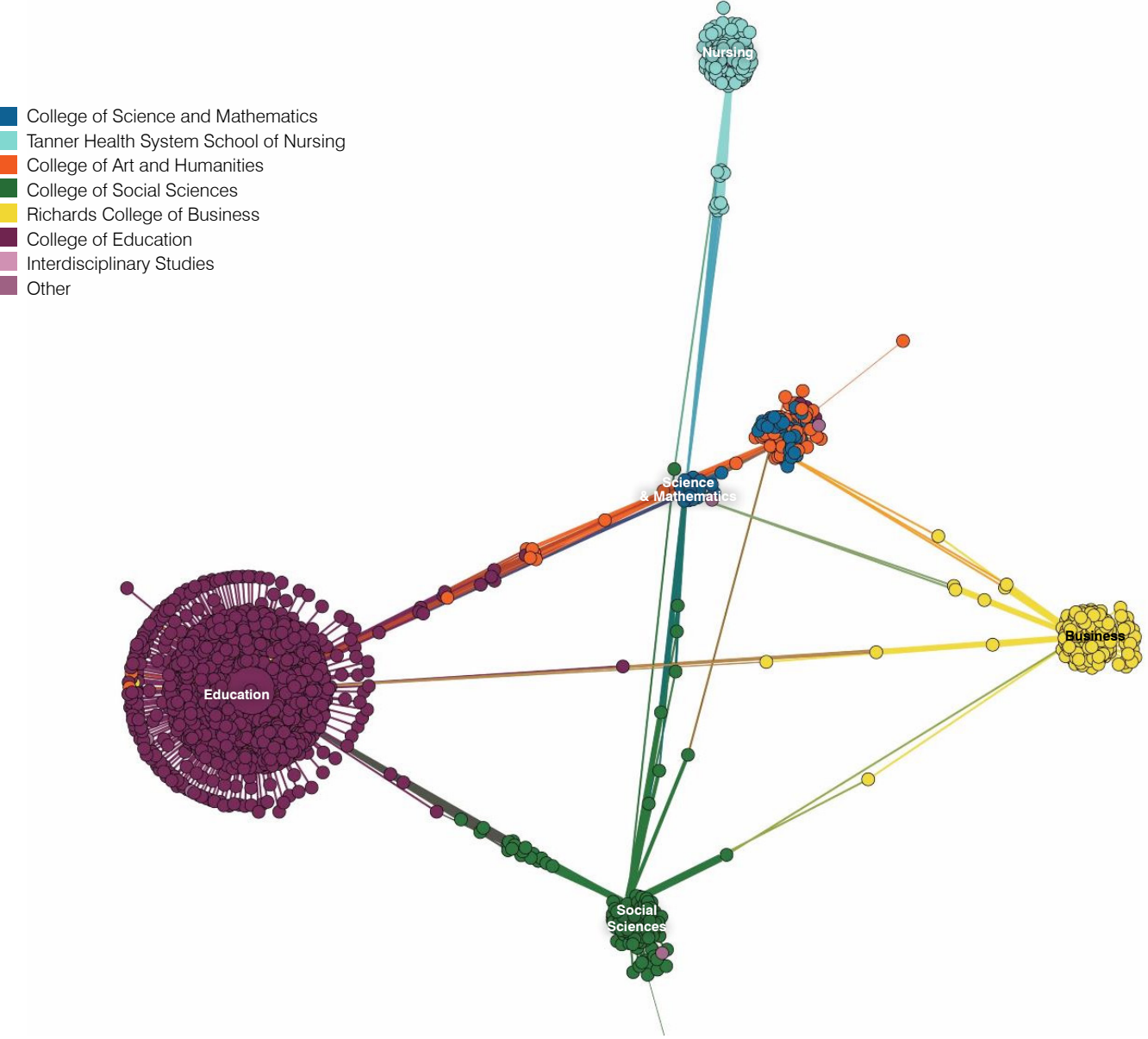
Sophomores



STUDENT ENROLLMENT
Juniors and Seniors

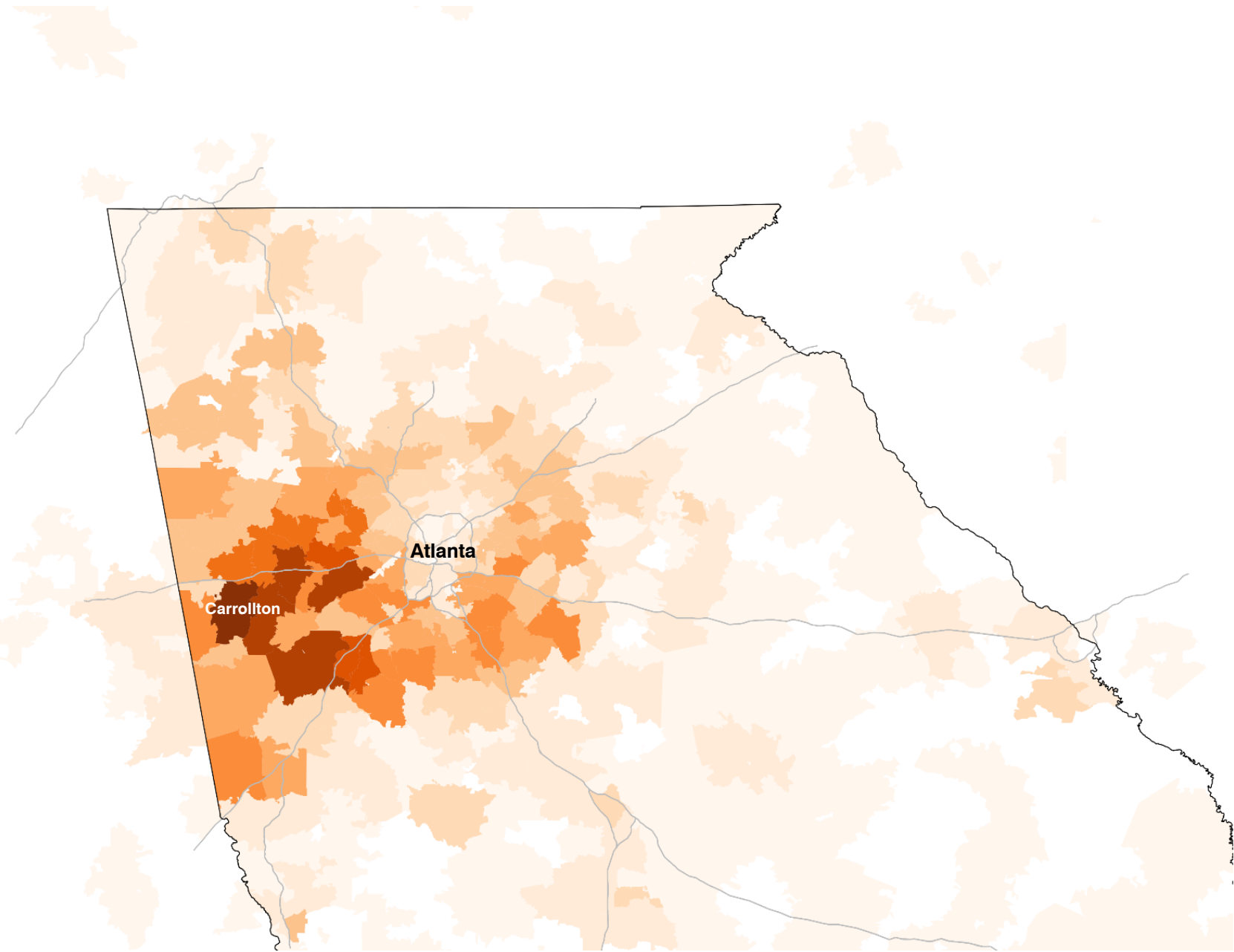
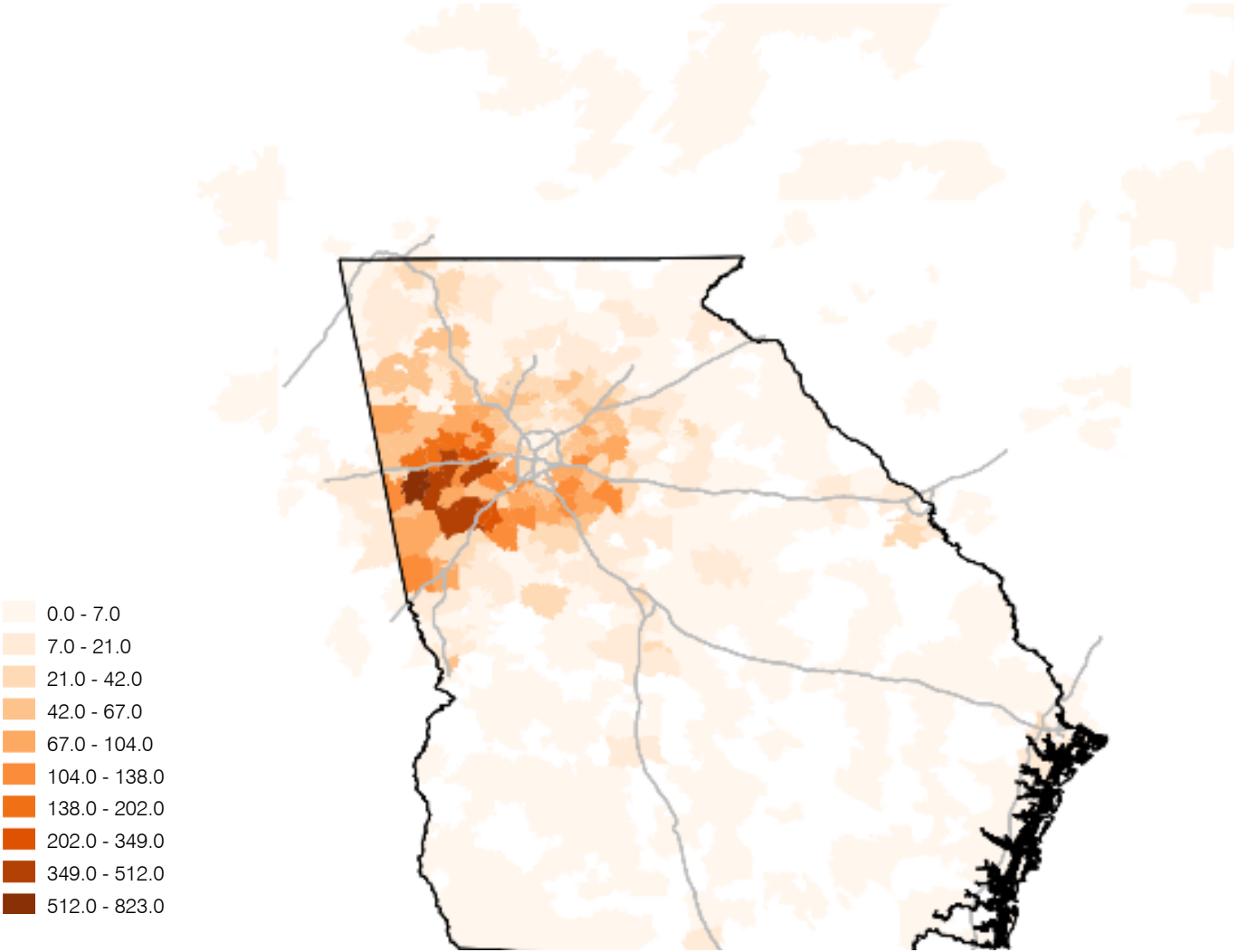


Graduate Students



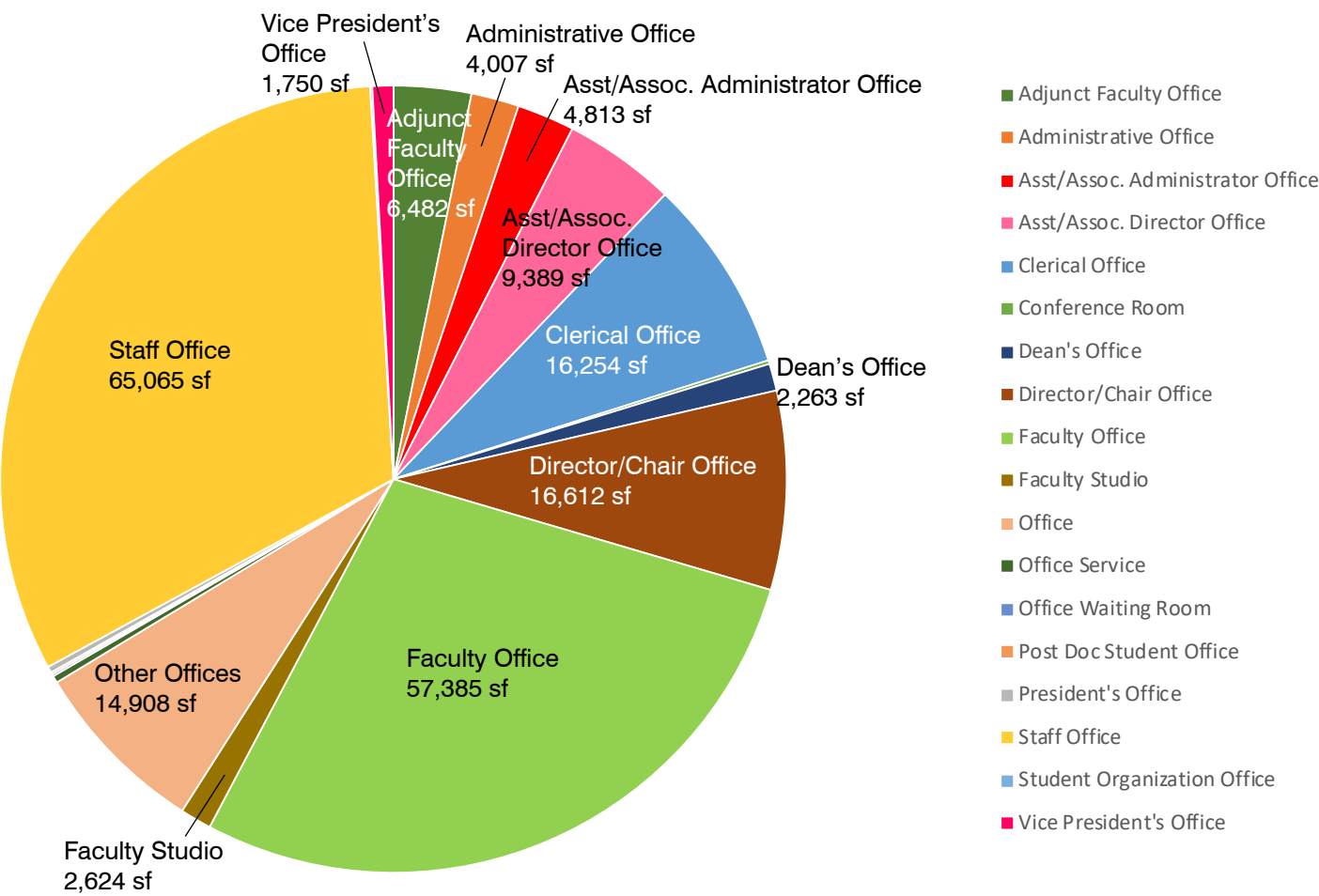
STUDENT ZIP CODES

Most students live relatively close to the university, between Carrollton and Atlanta.



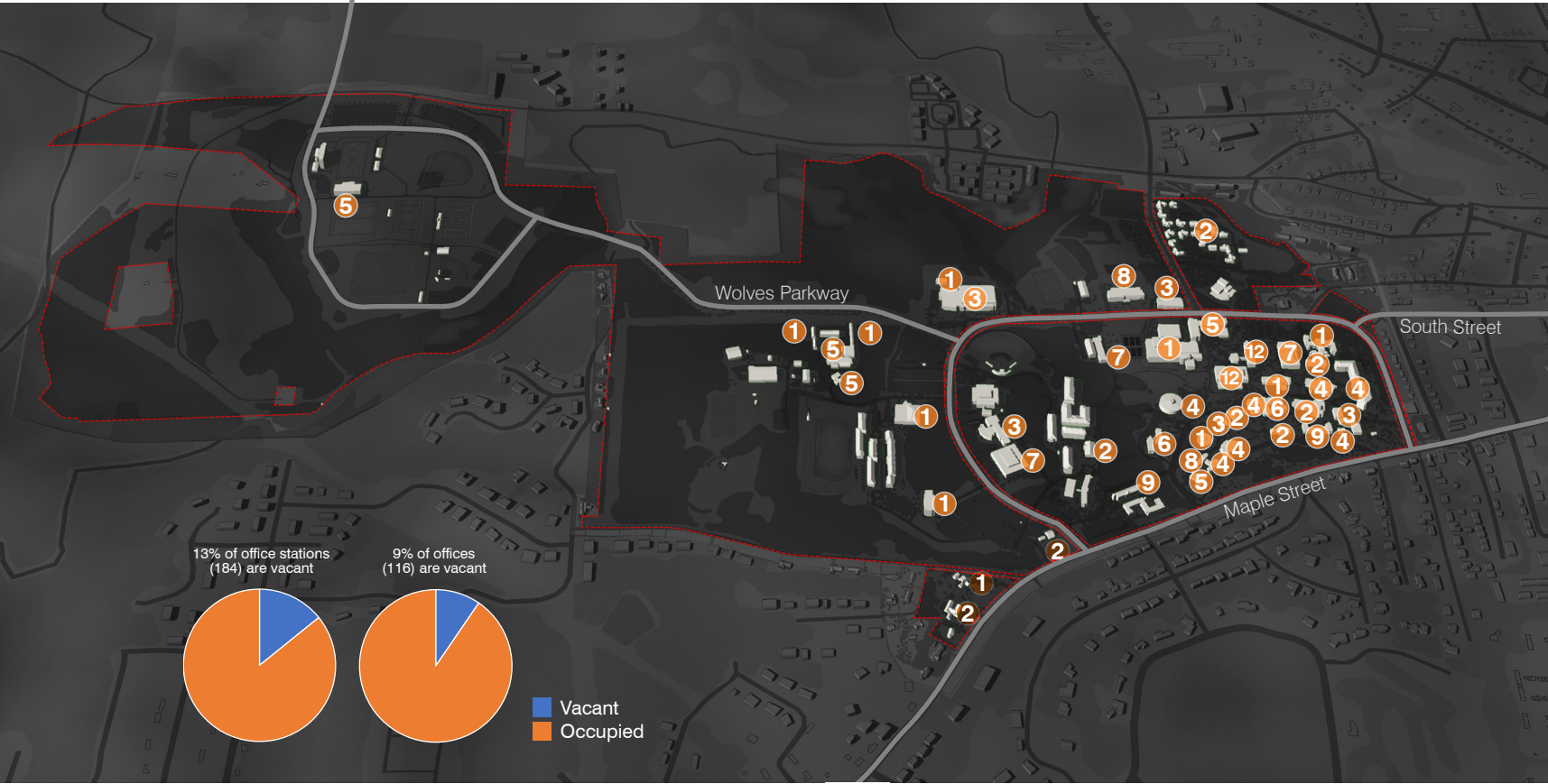
OFFICE UTILIZATION

Office ASF by Type



Office Station Vacancies by Building 184 office stations are vacant

University staff undertook a walkthrough to determine the number of vacant stations within each building.



COMAP SURVEY RESULTS

393 Responses

Comap is an interactive online mapping exercise that allowed faculty, students, and staff to engage with the master planning process, drop pins on a map to explain where on campus and in the surrounding neighborhoods they undertook various activities, and to describe their mobility patterns.

Participation numbers were relatively low, so results should be viewed as suggestive, rather than determinative, although they aligned with findings from interviews and field observations.

