University of North Georgia Master Plan

Volume 1

December, 2016

UNG UNIVERSITY of NORTH GEORGIA

LORD AECK SARGENT

DOBER LIDSKY MATHEY
CREATING CAMPUS SOLUTIONS

BRAILSFORD & DUNLAVEY

Rochester

UNIVERSITY OF
NORTH GEORGIA

Conceptual Rendering of UNG Dahlonega Campus

UNG | UNIVERSITY of NORTH GEORGIA™
OFFICE OF THE PRESIDENT

February 1, 2017

Dear Colleagues and Friends:

I am pleased to introduce and share the University of North Georgia's Facilities Master Plan. This document is the result of many meetings and conversations with faculty, staff, students, and administrators, beginning in 2015.

This is the first Facilities Master Plan developed since the University's consolidation in 2013 and will drive decisions regarding physical space across UNG's campuses. The plan takes into consideration the significant enrollment growth that UNG is experiencing, as well as needs and opportunities identified in other planning processes. Most notably, these include UNG's Strategic Plan, 2014-2019 and the Academic Master Plan for 2015-2020.

In keeping with those plans, the key objectives of the Facilities Master Plan are to:

- Optimize space utilization
- Strengthen the unique qualities that contribute to each campus' identity and culture
- Improve pedestrian and vehicular circulation and safety

While this plan is a living document and subject to change, any deviation from it must be well researched and documented through proper processes. All personnel are expected to follow the established plan and/or thoroughly research and present any proposed changes through the appropriate administrative channels before taking any action not specifically outlined in the plan.

Sincerely,

Bonita Jacobs

Bonita C. Jacobs, Ph.D.
President

82 College Circle | Dahlonega, Georgia 30597 | 706.864.1993 | Fax 706.864.1689 | ung.edu
The University of North Georgia is designated as The Military College of Georgia and as a State Leadership Institution.

Page intentionally left blank.

Contents

Introduction 01

History and Overview 02

Plan Overview 03

Existing Campus Conditions 04

Future Requirements 05

Campus Master Plan 06

Implementation 07

Conceptual Rendering of Pedestrian Tunnel Under West Main Street, Dahlonega

01
Introduction

02
History
and Overview

03
Plan Overview

04
Existing
Campus
Conditions

05
Future
Requirements

06
Campus
Master Plan

07
Implementation

Introduction

Overview
Planing Goals
Acknowledgments

OVERVIEW

The University of North Georgia (UNG) was formed in 2013, with the consolidation of North Georgia College and State University (NGCSU) and Gainesville State College (GSC). Founded as North Georgia Agricultural College in 1873 in Dahlonega, NGCSU was the second-oldest institution within the University System of Georgia and one of the six Senior Military Colleges in the United States, and carries the official designation as the Military College of Georgia. Gainesville State was founded in 1965 as a two-year college with the mission of providing accessible and quality higher education in Northeast Georgia. The college moved to its purpose-built campus in the Oakwood suburb of Gainesville in 1966 and in 2003 expanded to Watkinsville by establishing its Oconee Campus. In 2012, NGCSU and Gainesville State established a shared facility in Cumming, Georgia. Following consolidation, the University of North Georgia established a fifth campus in Blue Ridge. Opening in the fall semester of 2015, this campus falls outside of the scope of this Master Plan.

The mission statement of the combined institution is as follows:

The University of North Georgia, a regional multi-campus institution and premier senior military college, provides a culture of academic excellence in a student-focused environment that includes quality education, service, inquiry and creativity. This is accomplished through broad access to comprehensive academic and co-curricular programs that develop students into leaders for a diverse and global society. The University of North Georgia is a University System of Georgia leadership institution and is The Military College of Georgia.

In the year prior to consolidation NGCSU had a student headcount of 6,067 and GSC had 8,569 students, totaling 14,636 enrolled students across both institutions. Enrollment in the Fall of 2015 was 17,289 students across the five UNG campuses, a significant increase. Enrollment is anticipated to continue to grow over the next 10 years and is projected to reach 22,950 headcount students in 2025, a 33% increase.

This masterplan is the first facilities master plan undertaken since consolidation and seeks to accommodate the significant growth anticipated at UNG and the changing mix of degree programs offered.

PLANNING GOALS

The master planning team toured the four primary campuses and met with a cross section of UNG faculty, staff and students. Based on these conversations and observations the following goals were formulated for the master plan:

Character

- Highlight unique identity of each campus in addition to what is common to all campuses
- Bring campuses together

- Promote better integration of civilian and cadet culture
- Create more multicultural experiences

Teaching and Learning

- Address lack of faculty offices
- Address need for reconfigurable/flexible teaching spaces
- Address need for modular labs
- Address need for larger classrooms to accommodate larger sections
- Renovate aging buildings to suit current program needs, particularly on the Dahlonega campus

Quality of Life

Dahlonega (D), Gainesville (G), Oconee (O)
Student Housing:

- Increase the housing inventory to more effectively implement the two-year live-on requirement (D)
- Focus on serving freshman and sophomore students with on-campus housing and allow the off-campus market to support older students (D)
- Provide on-campus housing to enhance the co-curricular engagement opportunities for students (G)

Campus Recreation:

- Provide adequately-sized spaces that meet the diverse programmatic preferences of students, faculty, and staff within a single indoor recreation facility (D)
- Provide robust outdoor recreation and intramural opportunities within close proximity to the academic core (D)
- Meet demand for indoor recreation spaces within one centralized facility (G)
- Support campus demand for outdoor recreation facilities (G)
- Provide high-impact indoor recreation opportunities (weight, fitness and group exercises) in order to maximize student engagement within the limited available land development potential (O)

Union and Foodservice:

- Provide adequately-sized union and foodservice spaces in order to serve as the "hub" of out-of-classroom casual interaction (D,G)
- Focus on providing union and foodservice spaces near the academic core (D,G)

Athletics:

- Support its student-athletes with strength and conditioning and athletic training spaces that will be appropriately-sized to accommodate multiple teams concurrently.
- Focus on providing practice and competitive venues on, or within close proximity to the campus in order to maximize student, faculty, staff, and community engagement (D)

Previous Planning Efforts

Prior to consolidation, separate masterplans for NGCSU and GSC were formulated, in 2009 and 2010 respectively. A Campus Historic Preservation Plan (CHPP) was part of the 2009 master plan for NGCSU. Both institutions were experiencing growth and multiple building projects were identified, some of which have been completed. These plans have been evaluated as part of this effort, and proposals still applicable to the consolidated institution have been taken into consideration.

2014-2019 Strategic Plan:
Following consolidation, UNG engaged in a year-long strategic planning effort encompassing all four campuses and involving UNG students, faculty, staff, alumni and community members. Four goals were identified in the Strategic Plan:

- Promote Academic Excellence and Innovation
- Enhance Leadership and the Development of the Whole Person
- Expand Engagement and Educational Opportunity
- Build Campus Identity and Institutional Unity

Academic Master Plan 2015-2020:
An Academic Master Plan followed the Strategic Plan and was formulated for the 2015 – 2020 time frame. The plan is intended to provide a framework for the development of each campus by establishing a distinct focus and mission.

Six common themes were identified in the Academic Plan:

- Provide quality teaching which engages students and incorporates high impact pedagogies
- Provide access to education to the students in UNG's 30 county service area
- Commit to preparing UNG's students to be leaders in a global society
- Recognize the importance of advising and career preparation/guidance
- Enhance facilities and infrastructure to support learning, scholarship and educational environments across all campuses.
- Provide comprehensive academic programs that support the university's mission and strategic plan while continuing to maintain and strengthen existing academic programs.

Proposals for each of the four campuses were noted. This plan will seek to address the deficiencies in facility and space needs identified in the academic plan and facilitate the implementation of proposed new initiatives.

Page intentionally left blank.

Acknowledgments

Client

University of North Georgia

Dr. Bonita Jacobs, President

Dr. Tom Ormond, Provost and
Senior VP for Academic Affairs

Dr. Richard Oates, Vice President
Gainesville Campus

Mr. Frank "Mac" McConnell, Senior
VP Business & Finance

Dr. Janet Marling, VP Student Affairs

Mr. Jeff Tarnowski, VP University Advancement

Dr. Billy Wells, Senior VP Leadership
& Global Engagement

Ms. Kate Maine, Associate VP
University Relations

Dr. Eric Skipper, Interim VP, University
Affairs and CEO Oconee

Ms. Lindsay Reeves, Director of Athletics

Dr. Andy Novobliski, Associate Provost
for Research and Engagement
/ Chief Research Officer

Dr. Chris Jespersen, Dean of
College of Arts & Letters

Dr. Donna Mayo, Dean of Mike
Cottrell College of Business

Dr. Susan Brandenburg-Ayres, Dean
of College of Education

Dr. Teresa Conner-Kerr, Dean of College
of Health & Science Professions

Dr. Mike Bodri, Dean of College
of Science & Mathematics

Dr. Carol Adams, Dean of University College

Dr. Jeff Turk, Director of Institute of
Environment and Spatial Analysis

Dr. Cara Ray, Associate VP Student Affairs

Ms. Alyson Paul, Assistant VP, Student
Affairs/Dean of Students – Dahlonega

Mr. William "Bill" Gash, Associate VP
for Academic Affairs - Grad Studies

Dr. Debra Prosser, Dean of Libraries

Mr. Keith Antonia, Associate
VP, Military Programs

Col. Tom Palmer, Commandant, Corps of Cadets

Col. Gregory McMahan, Executive
Officer, Corps of Cadets

Mr. Andy David, Head of Department Music

Chief Justin Gaines, Director Public Safety

Brandon Haag, Information Technology

Steve McLeod, Information Technology

Dr. Michelle Brown, Assistant Vice President
Student Affairs / Dean of Students, Oconee

Ms. Treva Smith, Director of Residence Life

Ms. Lindsay Bailey, Director of
Student Involvement

Mr. Derek Leonard, Director of
Recreational Sports

Ms. Lisa Bendin, Assistant Director,
Enrollment Services

Mr. Robert Robinson, Director
of Multicultural Affairs

Ms. Kel Lee Cutrell, Associate Director of
Counseling Services / Student Affairs

Mr. David Owen, Dining Services, Gainesville

Mr. Derek Suranie, Associate
Director of Athletics

Mr. Lee Glenn, Assistant Director of
Athletics, Communications

Mr. Mike Hyams, III, Assistant Director
of Athletics, Business & Finance

Mr. Hank Haynes, Assistant Director
of Athletics, Facilities

UNG Master Planning Team

Mr. Frank "Mac" McConnell, Senior VP Business & Finance

Mr. Gerald Sullivan, Associate VP for Auxiliary Services & Real Estate

Mr. Todd Bermann, Assistant VP Facilities & Capital Planning

Mr. Bill Moody, Director Facilities & Operations - South

Mr. Henry "Mike" Hyams III, Director Facilities & Operations - North

Mr. Ken Crowe, Director Capital Planning & Project Management

Mr. Bruce Howerton, Project Manager of UNG Master Plan

Mr. Adam Strzemienski, Senior Space Planner

Ms. Vicki Dowdy, Administrative Specialist, Facilities

Ms. DeEnna Walters, Executive Director of Auxiliary Services & Related Units

University System of Georgia

Mr. Steve Wrigley, Executive Vice Chancellor

Mr. Alan Travis, Assistant Vice Chancellor for Planning and Management

Master Planning Team

Lord Aeck Sargent (Campus Planning)

Jackson Kane, Principal

Niti Gajjar, Project Manager/Campus Planner

Rajiv Wanasundera, Project Architect /Planner

Matt Cherry, Landscape Architect

Soumi Basu, Campus Planner

Samantha Castro, Campus Planner

Marco Ancheita, Urban Designer

Christine Hassel, Urban Designer

Shruti Agrawal, Urban Designer

Dober Lidsky Mathey (Space Planning)

George Mathey, Principal

Andrew Gillespie, Academic Planner

Brailsford & Dunlavey (Quality of Life)

Chet Roach, Regional Vice President

Eric Bram, Assistant Project Manager

Rochester & Associates (Civil Engineering)

Lee Philips

UNIVERSITY OF
NORTH GEORGIA

Historic Image of West hall, c. 1920, UNG Dahlonega Campus

01
Introduction

02
History
and Overview

03
Plan Overview

04
Existing
Campus
Conditions

05
Future
Requirements

06
Campus
Master Plan

07
Implementation

02 History and Overview

2.1 Historic Context
2.2 UNG Consolidation
2.3 UNG Academic Mission and Accreditation
2.4 Enrollment Overview and Key Facts

2.1 HISTORIC CONTEXT

Campus History - Dahlonega

Early Years

The discovery of gold in the North Georgia Mountains in 1828 led to an influx of settlers and prospectors to the region. The gold rush was centered around Lumpkin county and the town of Dahlonega, which was named the county seat in 1833. The region was inhabited by Cherokee Indians, leading to inevitable conflict between the two groups over land and resources. This resulted in the forced migration of the Cherokee population, known as the Trail of Tears, in 1838. With the end of the gold rush in 1847, Dahlonega faced economic decline and this was exacerbated with the onset of the Civil War (1861-65). After the war, higher education in Georgia was in critical condition and the state took advantage of federal funding to establish new colleges.

The North Georgia Agricultural College was established in 1873 as a branch of the Georgia College of Agriculture and Mechanical Arts and housed in the former Dahlonega mint building. As the first co-educational college in Georgia, the school provided agricultural training to 177 male and female students that first year. In 1878, the old mint building was destroyed by fire. A new building was designed by the architecture firm of Parkins and Bruce was constructed on the original site in 1879. This building was known for many years as the "main building" before being renamed Price Memorial Hall in 1908.

Two additional buildings were constructed in the early years of the college. Bostwick Hall (which was destroyed by a fire in 1911) on the current site of Young Hall and a wooden dormitory to the east. In 1914 a new academic and administrative building, now named Hansford Hall, was constructed. These buildings comprised the entirety of the college until the 1930s.

As America entered World War I, enrollment at the College reached its highest point up to that time. However, the Great Depression that followed negatively impacted the college. Fortunately, President Roosevelt's New Deal provided much needed funding to improve the campus. Four new buildings were built as part of the Public Works Administration (PWA) program. They were Sanford Hall, a dormitory for women, and Barnes Hall, a men's dormitory, a new auditorium, dining hall and kitchen (now the Nix Fine Arts Center) and a new library (now named Young Hall).

The college was named North Georgia Junior College in 1933 when Jonathan Clark Rogers became president. President Rogers' tenure included steady strengthening of the school and its re-designation as a Senior College in 1946. President Rogers spearheaded the paving the campus walkways and roads and creating a new drill field for the cadets. Between 1938 and 1940 the Georgia highway department graded a circular drive between Sanford and Barnes Halls and also graded the new drill field. The new drill field was initially covered with rocks, but the cadets later planted Bermuda grass to create the grassy field seen today.

WWII to the 1960s

During the war years the school saw a drop in enrollment as male students left to join the war effort. But with the end of hostilities in 1945 and the passage of the G.I. Bill, enrollment increased dramatically.

The first academic building to be constructed following the war was the Science Building. Begun in 1946 it was renamed for President Rogers in 1967. Merritt E. Hoag took over the helm of the college in 1949 and served as president for twenty-one years. The post-war building boom continued into the 1950s. Transportation improvements to Georgia Highways 60 and 52 provided easier access

to North Georgia. A new women's dormitory, Lewis Hall was completed in 1952 facing on to the new drill field. The next building constructed on campus was the boy's dormitory, Gaillard Hall, located on the hill above the drill field. Constructed in 1954 the building is in the International Style of architecture and marks a transition from the more classically-inspired designs of the earlier buildings.

1960s to 1996

The college experienced increased faculty and enrollment growth during the late 1950s and 1960s resulting in another building boom. The first building to be constructed was a facility to house physical education and intramural sports activities, Memorial Hall. The library (now Young Hall) received an addition to the rear. Dunlap Hall was constructed in 1965 to accommodate classrooms and departmental offices. A men's dormitory, Sirmons Hall, was constructed on the hill east of Gaillard Hall. A women's dormitory was constructed as an addition to Lewis Hall.

A new library was completed in 1971, and retained the name "Stewart Library." This period of development included the construction of the Student Center, Military Leadership Center and Dining Hall (now demolished) among others. By the mid-1970s, enrollment of female students was growing faster than that of male students at the college. To accommodate the growing female student population, a new women's dormitory, Donovan Hall, was constructed in 1976. In 1989 a new continuing education building was constructed across South Chestatee Street. Among the last projects undertaken in this period was the construction of a large new academic building, the Newton Oakes Center, in 1994.

1996-2013

By 1996 the college was renamed "North Georgia College and State University. The building program that occurred during this time represents the last period of development on campus prior to consolidation. This period includes the construction of approximately twelve buildings and structures, including Owen Hall (2002), Physical Plant/Materials Maintenance Building (2004), and the Recreation Center & Parking Deck (2008-09), among others. The construction of the Health & Natural Science Building in 2001 was the first significant academic building located on the west side of the campus, across Sunset Drive. The construction of the Library & Technology Center (2008), similarly extended the development of the campus, this time to the east.

Several new residence halls were constructed in 2010-11, significantly increasing the number of student beds on campus. New civilian housing,

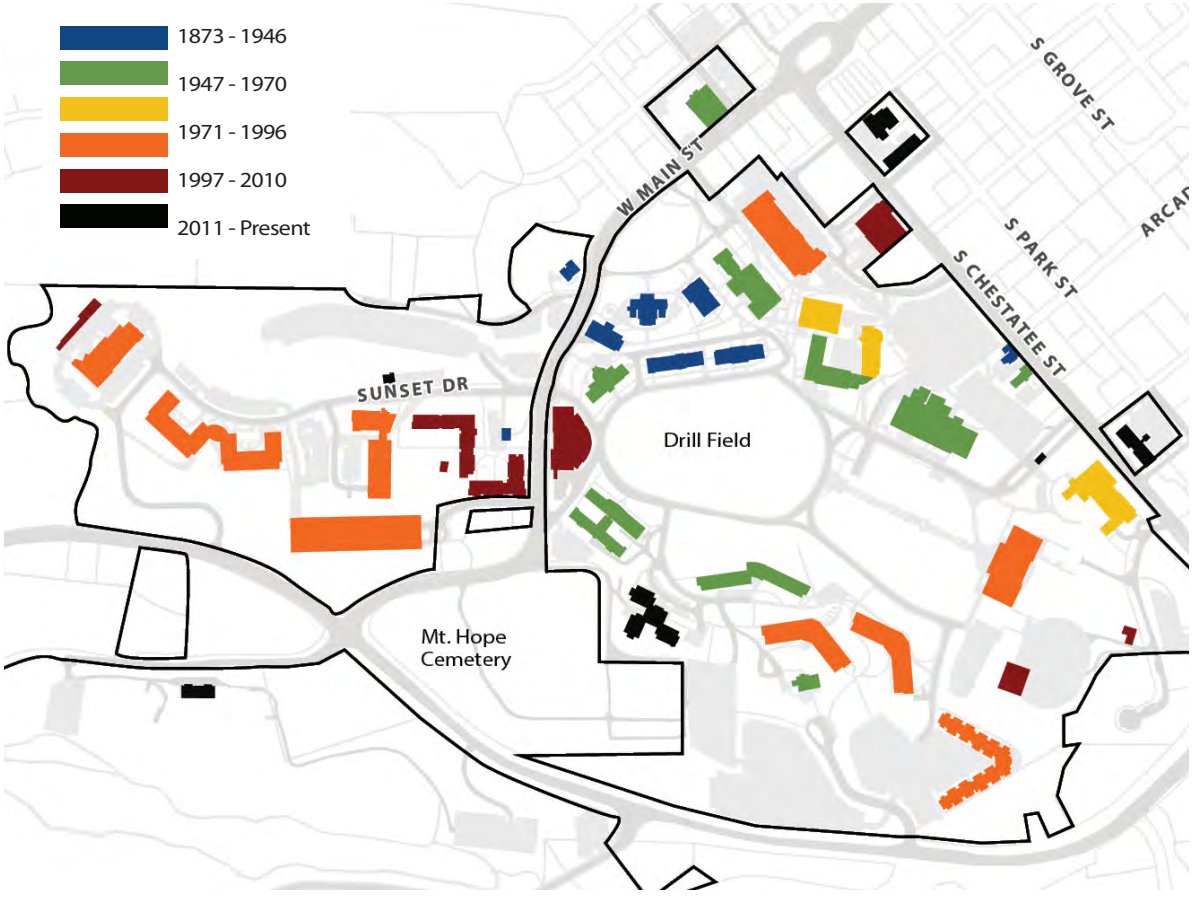


FIG. 2.1: DAHLONEGA CAMPUS HISTORIC EVOLUTION

the North Georgia Suites, were located on the west campus along with a parking deck. Sirmons Hall was demolished to make way for new cadet housing, Patriot and Liberty Halls. Gaillard Hall was comprehensively renovated to continue to serve as cadet housing. A new Dining Hall was located on the site of Sanford Hall, anchoring one end of the drill field. The Chestatee Building gives the college an expanded presence on South Chestatee Street. Several renovation projects were also undertaken at this time including the renovation of Hoag Student Center and Young Hall and Stewart Center in 2012.

List of History Resources:
This section is based on the 2009 Dahlonega Campus Historic Preservation Plan. The following documents were used as sources for the original narrative.

Board of Regents, "University System of Georgia, A Brief History, 1932-2002", May 2004

Ann Dismukes Amerson, "Dahlonega: A Brief History", The History Press, Charleston, South Carolina, 2006

Board of Regents website (January 2009) http://www.usg.edu/bor70th/

Lord Aeck Sargent, "Campus Historic Preservation Plan: North Georgia College and State University", 2009

William Pittman Roberts, Georgia's Best Kept Secret: A History of North Georgia College, William P. Roberts and the Alumni Association of North Georgia College, Dahlonega, Georgia, 1998

Vickery House, National Register of Historic Places Inventory/Nomination Form, Historic Preservation Section, Georgia Department of Natural Resources, June 20, 1978

Campus History - Gainesville

North Georgia's rapid transition from a predominantly cotton-producing region prior to World War II, to a diversified economy riding on the massive growth of Metropolitan Atlanta following the war, not only changed the physical and economic landscape of the North Georgia region, it also exposed a significant deficiency in the area's educational aspirations. However, efforts from the

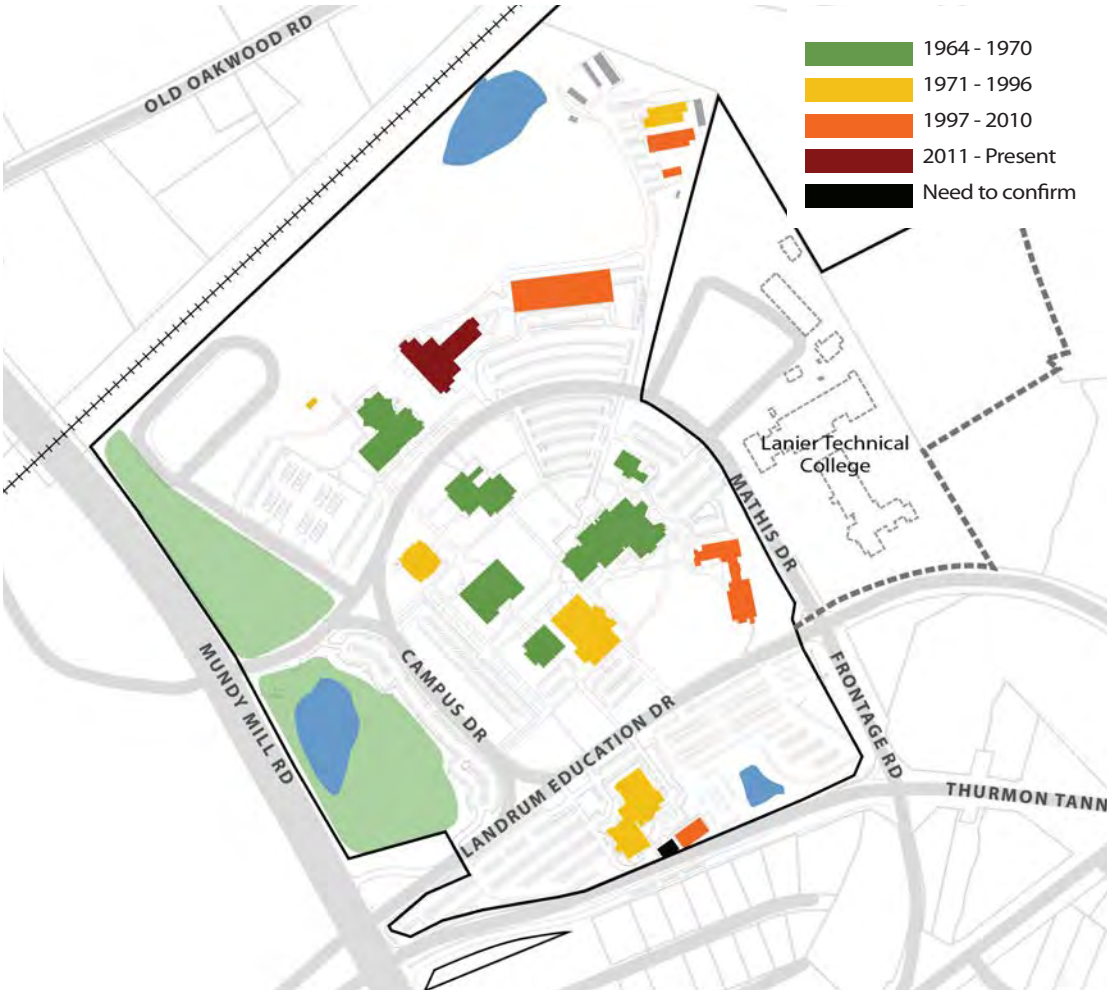


FIG. 2.2: GAINESVILLE CAMPUS HISTORIC EVOLUTION

state of Georgia in the late 1940s in mandating compulsory primary education and subsequent efforts to create junior and vocational colleges, began laying the groundwork for the creation of Gainesville College.

A second major influencer on the creation of Gainesville College came with the G.I. Bill, entitling returning veterans to higher education benefits. As these veterans returned to Georgia they began enrolling in the few available schools in the University System of Georgia; University of Georgia (Athens), Medical College of Georgia (Augusta), and Georgia Institute of Technology (Atlanta). As enrollment at these schools increased, facilities struggled to keep up.

In response to the increased demands for secondary education, the University System created an independent Georgia State University, with its main campus located in Atlanta, along with several satellite campuses and junior colleges in underserved regional centers around the state. Many of the most successful schools eventually became independent two-year or four-year campuses in the University System.

In 1962, Georgia Governor Sanders created the Governor's Commission to Improve Education, a body tasked with devising a plan for the expansion and management of Georgia's secondary education opportunities. The commission focused much of its efforts on developing a plan for both traditional liberal arts schools and vocational-technical schools. In the end, the commission voted to place the junior colleges under the direction of the Board of Regents and the vocational/technical colleges under the direction of the Department of Education. Separating the administration of the two systems, the commission argued, elevated the status of the two and four-year schools while allowing for increased integrity and independence of the vocational/technical schools.

Throughout the discussion on how to design and manage the new educational options, the choice for the Gainesville area as a key location seemed inevitable. Influential members of the public and local civic leaders lobbied for Gainesville and in 1964, several local governing bodies and educational organizations approved plans and funding measures to move forward with locating either a junior college or technical school in the area. Citing statistics that showed an underserved demand for a junior college or technical school for the Gainesville area, and with significant boosterism and development incentives, the plan for both a junior college and a technical school was approved.

Requirements from the Board of Regents for at least 100-acres dedicated for the new campus led to the location of its current site well outside of Gainesville and actually closer to the town of Oakwood. Formerly cow pastures belonging to the Stewart Family, the site was chosen for its proximity to the soon-to-be developed Highway 365 (now also Interstate 985), a four-lane highway feeding into the interstate system.

One objective of many of the early supporters of a Gainesville campus was to model a cooperative arrangement between the Junior College and the Technical School. However, complications surrounding the governing standards and legal requirements of each governing body, the Board of Regents and the Board of Education, resulted in the two schools on one campus model that exists today.

After the successful passage of several bond measures, the Educational Task Force, an advisory body created by the Gainesville-Hall County Chamber of Commerce, began work on developing the campus. Local architectural firms were selected to plan and design the campus, with the tasks divided by schools; Matthews and Jacobs for the junior college, and Garland Reynolds for the technical school. Dan Syfan designed the landscape plans.

The Gainesville campus groundbreaking ceremony was held in December of 1965 and after several delays, the campus held its first classes in 1967. Five buildings made up the original junior college campus; administration, math/science, student center, gymnasium, and maintenance. The administration held both offices and the college library. The math/science building, originally called the "Classroom Building" and now known as the Dunlap-Mathis Building, held all of the college's classes, several offices, and a "snack bar", as the campus did not yet have a finished dining facility. The maintenance building, now known as the Music/Art Building, originally consisted of warehouse space, maintenance offices, garage space, and a greenhouse. Even as these five buildings were being completed, plans were in place for additional buildings to keep apace of higher than expected enrollment numbers.

By the second year of the college's operation, enrollment had already surpassed the 750 student design threshold. The first addition to the campus came in 1971 with the "Academic Building", now known as the Strickland Academic Building. The building housed classrooms, offices, conference rooms and a small theater. The second major addition to the campus came in 1974 with the John Harrison Hosch Library which opened with over 36,000 volumes. Additional changes to the

campus at this time included the construction of a new maintenance facility and the conversion of the old maintenance facility to the Music and Arts building (1975) and a major addition to the Student Center (1973). The addition to the student center expanded the building's footprint to the north by about two thirds. In 1975 student enrollment was at 1710, nearly 1,000 students more than in 1967.

The late-70s and 80s were characterized by a period of steady growth for the college, as well as for the surrounding community. The largest development during this time was the retirement of the College's president and one of its most vocal advocates, Dr. Hugh Mills, Jr.

The completion of the Continuing Education and Performing Arts Building in 1991 represented the first new building on the campus in 16 years. Over the next 25 years, the College added another six buildings: the J. Foster Watkins Academic Building (1995); Science, Engineering, & Technology (2000); Public Safety (2007); a Parking Deck (2009); the Oakwood Building (2009); and the Martha T. Nesbitt Academic Building (2011).

History Resource:
Bailey, Dr. John B. and Dr. Joel H. Paul, "A History of Gainesville College: A Quarter Century of Service", 1989

Campus History - Oconee

The Oconee campus was established in 2001 by Gainesville State College as a satellite campus to serve the Clarke County area. In 2003 the campus moved to its current site near downtown Watkinsville, on Bishop Farms Parkway. Three existing buildings - the Academic (Classroom) Building built in 1993 and the Administration Building and Student Resource Center (SRC), both built in 1998 - were repurposed for use by the school. Strong enrollment growth facilitated the construction of an 11,000 SF Faculty Center in 2009 containing the bookstore, faculty offices and recreation space. The Oconee campus grants associate degrees with the option to transfer to either the Dahlonega or Gainesville campuses for those students seeking bachelor's degrees. The 2013 Space Utilization Study commissioned by the USG revealed that this campus had the highest rate of classroom utilization across the entire USG system. Given the acute need for additional academic space, an expansion to the SRC containing classroom, laboratory and office space was completed in 2015.

Campus History - Cumming

The Cumming campus was established in 2012 as a collaboration between North Georgia College & State University and Gainesville State College. It was initially named as the University Center/GA 400 campus. The initial focus was to provide space for the NGCSU's MBA program as well as some undergraduate, graduate and professional development programs. The campus was located close to the GA400 highway in a purpose-built 2-story, 36,000 square foot building. With the 2013 merger of the two institutions it was renamed as UNG's Cumming Campus. With enrollment growing, space was rented on the third floor of the Cumming City Hall to house the MBA program. A second building is planned for the campus to accommodate future growth.

2.2 UNG CONSOLIDATION

The University of North Georgia (UNG) was formed in 2013, with the consolidation of North Georgia College and State University (NGCSU) and Gainesville State College (GSC). The consolidation brought together one of Georgia's oldest public universities and a rapidly growing college with an access mission. The combined institution became the 6th largest university in the USG system with nearly 16,000 students. UNG serves the Northeast Georgia region with its campuses in Dahlonega, Gainesville, Oconee, Cumming and Blue Ridge.

2.3 ACADEMIC MISSION AND ACCREDITATION

UNG's Mission and Vision statements indicate two main imperatives: providing a college education to all who want it and developing and delivering high quality programs. Both imperatives suggest a dynamic, growing, aspirational academic program with substantial space needs to be met over time.

UNG Mission

The University of North Georgia, a regional multi-campus institution and premier senior military college, provides a culture of academic excellence in a student-focused environment that includes quality education, service, inquiry and creativity. This is accomplished through broad access to comprehensive academic and co-curricular programs that develop students into leaders for a diverse and global society. The University of North Georgia is a University System of Georgia leadership institution and is The Military College of Georgia.

Vision

The University of North Georgia will be a regional and national leader for academic excellence, engagement, educational opportunity, and leadership development.

UNG's strategic plan, Engaging UNG, was developed following the consolidation of North

Georgia College & State University and Gainesville State College and was approved in 2014 for the five-year period to 2019. It's major goals are as follows:

Strategic Goals

Goal 1 - Promote Academic Excellence and Innovation
Goal 2 - Enhance Leadership and Development of the Whole Person
Goal 3 - Expand Engagement and Educational Opportunity
Goal 4 - Build Campus Identity and Institutional Unity

These goals have guided the planning team's work in understanding university initiatives and articulating needs.

Accreditation

University of North Georgia is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, master, education specialist, and doctor of physical therapy degrees and pre-baccalaureate, post-baccalaureate, and post-master certificates.

2.4 ENROLLMENT OVERVIEW AND KEY FACTS

UNG has grown rapidly in the past several years and with their commitment to high-quality, responsive, dynamic, student-centered programs, continued growth through the planning period is projected. The planned enrollment targets shown below were developed in collaboration between the UNG and USG administrations and have guided the work of the planning team throughout the study.

The University plans to grow its enrollment by one-third with especially aggressive growth at three of the four campuses: Cumming, Gainesville and Oconee. Enrollment at Dahlonega will be capped at 8,000 to avoid unduly taxing the city's road, pedestrian and utility infrastructure. This level of growth will spur the need to fuly utilize existing facilities while adding additional space when needed.

YEAR	Cumming	Dahlonega	Gainesville	Oconee	4-Campus Total
2015	797	7,057	7,139	2,278	17,271
2025	1,600	8,000	10,000	3,800	22,800
Increase	803	943	2,861	1,522	5,529
Percent Increase	101%	13%	40%	67%	32%

FIG. 2.3: CAMPUS HEADCOUNT ENROLLMENT

Page intentionally left blank.

UNIVERSITY OF
NORTH GEORGIA

Clock Tower, UNG Gainesville Campus

01
Introduction

02
History
and Overview

03
Plan Overview

04
Existing
Campus
Conditions

05
Future
Requirements

06
Campus
Master Plan

07
Implementation

03 Plan Overview

3.1 Master Plan Purpose
3.2 Master Planning Process
3.3 Previous Planning Efforts
3.4 Master Plan Goals

3.1 MASTER PLAN PURPOSE

The University of North Georgia (UNG) was formed in 2013, with the consolidation of North Georgia College and State University (NGCSU) and Gainesville State College (GSC).

The mission statement of the combined institution is as follows:

The University of North Georgia, a regional multi-campus institution and premier senior military college, provides a culture of academic excellence in a student-focused environment that includes quality education, service, inquiry and creativity. This is accomplished through broad access to comprehensive academic and co-curricular programs that develop students into leaders for a diverse and global society. The University of North Georgia is a University System of Georgia leadership institution and is The Military College of Georgia.

In the year prior to consolidation NGCSU had a student headcount of 6,067 and GSC had 8,569 students, totaling 14,636 enrolled students across both institutions. Enrollment in the Fall of 2015 was 17,289 students across the five UNG campuses, a significant increase. Enrollment is anticipated to continue to grow over the next 10 years and is projected to reach 22,950 headcount students in 2025, a 33% increase.

This masterplan is the first facilities master plan undertaken since consolidation and seeks to accommodate the significant growth anticipated at UNG and changing mix of degree programs offered.

3.2 MASTER PLANNING PROCESS

The master planning process kicked off over the summer 2015 with campus visits and space verification. Data collected from the university was used to create a consolidated facilities inventory database and a Building Information Model (BIM). Stakeholder interviews were conducted over the fall 2015 and findings were presented to the Master Plan Committee, Executive Committee and President's Cabinet at the end of the fall semester and in the spring of 2016. A master plan charrette was held in March 2016 with university stakeholders to evaluate options and come up with proposals.

The Master Planning Executive Committee consisted of:

- Dr. Bonita Jacobs, President
- Dr. Tom Ormond, Provost and Senior VP for Academic Affairs
- Dr. Richard Oates, Vice President Gainesville Campus
- Mr. Frank "Mac" McConnell, Senior VP Business & Finance
- Dr. Janet Marling, VP Student Affairs
- Mr. Jeff Tarnowski, VP University Advancement
- Dr. Billy Wells, Senior VP Leadership & Global Engagement
- Ms. Kate Maine, Associate VP University Relations

The Master Planning interviews consisted of:

- Dr. Eric Skipper, Interim VP, University Affairs and CEO Oconee
- Ms. Lindsay Reeves, Director of Athletics
- Dr. Andy Novobliski, Associate Provost for Research and Engagement / Chief Research Officer
- Dr. Chris Jespersen, Dean of College of Arts & Letters
- Dr. Donna Mayo, Dean of Mike Cottrell College of Business
- Dr. Susan Brandenburg-Ayres, Dean of College of Education
- Dr. Teresa Conner-Kerr, Dean of College of Health & Science Professions
- Dr. Mike Bodri, Dean of College of Science & Mathematics
- Dr. Carol Adams, Dean of University College
- Dr. Jeff Turk, Director of Institute of Environment and Spatial Analysis
- Dr. Cara Ray, Associate VP Student Affairs
- Ms. Alyson Paul, Assistant VP, Student Affairs/Dean of Students – Dahlonega
- Mr. William "Bill" Gash, Associate VP for Academic Affairs - Grad Studies
- Dr. Debra Prosser, Dean of Libraries
- Mr. Keith Antonia, Associate VP, Military Programs
- Col. Tom Palmer, Commandant, Corps of Cadets
- Col. Gregory McMahan, Executive Officer, Corps of Cadets
- Mr. Andy David, Head of Department Music
- Chief Justin Gaines, Director Public Safety
- Brandon Haag, Information Technology
- Steve McLeod, Information Technology
- Dr. Michelle Brown, Assistant Vice President Student Affairs / Dean of Students, Oconee
- Ms. Treva Smith, Director of Residence Life
- Ms. Lindsay Bailey, Director of Student Involvement
- Mr. Derek Leonard, Director of Recreational Sports
- Ms. Lisa Bendin, Assistant Director, Enrollment Services
- Mr. Robert Robinson, Director of Multicultural Affairs
- Ms. Kel Lee Cutrell, Associate Director of Counseling Services / Student Affairs
- Mr. David Owen, Dining Services, Gainesville
- Mr. Derek Suranie, Associate Director of Athletics
- Mr. Lee Glenn, Assistant Director of Athletics, Communications
- Mr. Mike Hyams, III, Assistant Director of Athletics, Business & Finance
- Mr. Hank Haynes, Assistant Director of Athletics, Facilities

The Master Planning Working Group consisted of:

- Mr. Frank "Mac" McConnell, Senior VP Business & Finance
- Mr. Gerald Sullivan, Associate VP for Auxiliary Services & Real Estate
- Mr. Todd Bermann, Assistant VP Facilities & Capital Planning
- Mr. Bill Moody, Director Facilities & Operations - South
- Mr. Ken Crowe, Director Capital Planning & Project Management
- Mr. Bruce Howerton, Project Manager of UNG Master Plan
- Mr. Adam Strzemienski, Senior Space Planner
- Ms. Vicki Dowdy, Administrative Specialist, Facilities
- Ms. DeEnna Walters, Executive Director of Auxiliary Services & Related Units

The planning process was broken out into five steps:

1 Data collection and on-site assessment of campus facilities

2 Analysis of the information gathered

The analysis was conducted at three scales: at the fine-grain level of space utilization, at the departmental and building level, and at the campus level

3 Evaluation of needs

This step was an incremental, iterative process where findings were presented to the stakeholders for review and comment. Feedback received was then incorporated into the concepts.

4 Presentation of concepts for final stakeholder review and feedback

Concepts were developed for each of the four campuses within the scope of this planning efforts, at the building and campus scale.

5 Master plan document with costing information to assist in the implementation of the concepts

These steps are outlined in the diagram below.

The iterative needs assessment was a significant part of the planning process. The stakeholder engagement and continued feedback from the campus master planning committees were invaluable in building consensus on the final outcome.

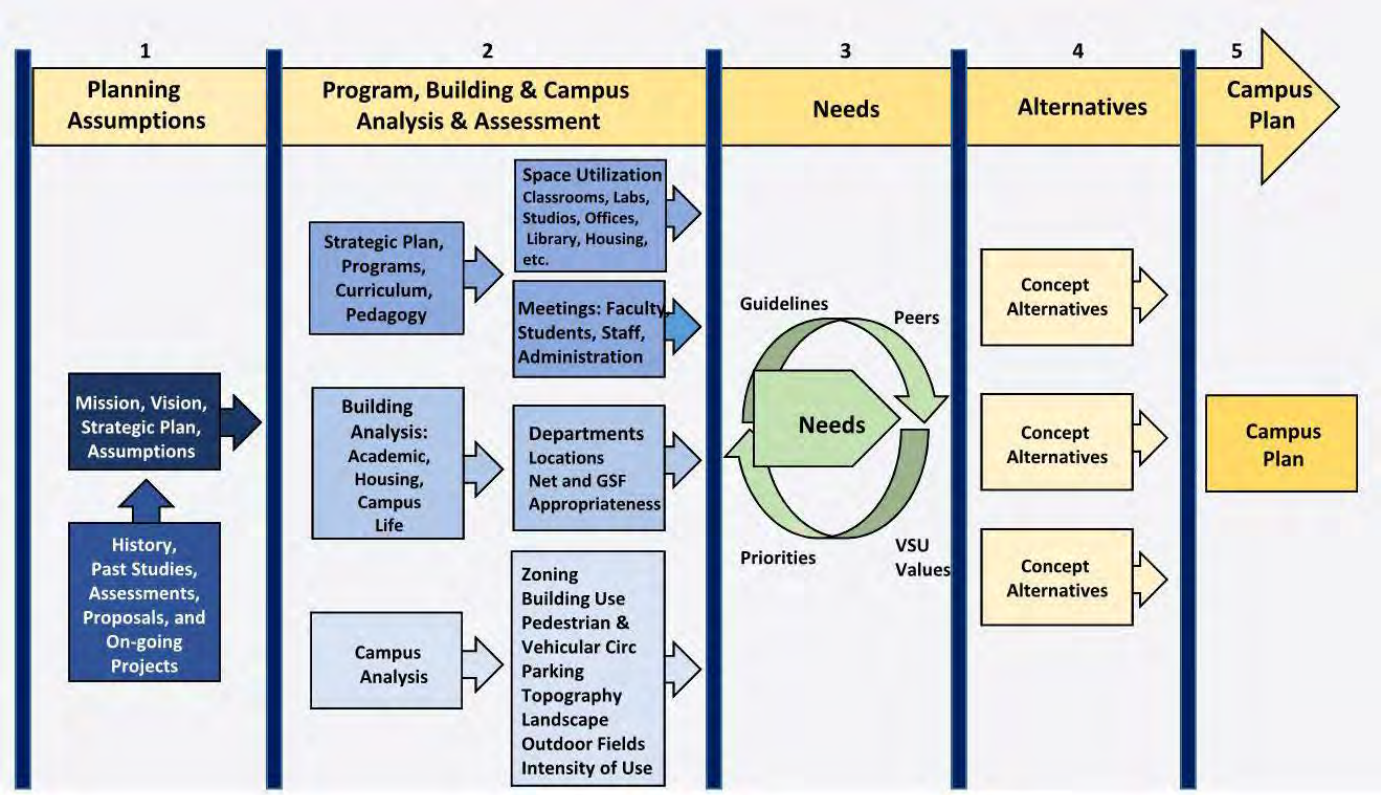


FIG. 3.1: MASTER PLANNING PROCESS

3.3 PREVIOUS PLANNING EFFORTS

2009 Master Plan for North Georgia College & State University Master Plan (Dahlonega)

The 2009 masterplan for NGCSU set a target enrollment of 7,500 FTE students (8,250 HC students) on the Dahlonega campus. Reaching this enrollment number would result in shortfalls in space across all categories. The largest deficits were identified in student life, athletics, laboratory, office and classroom space.

The lack of student life spaces was mitigated by the completion of the new dining hall, infirmary, cadet and civilian housing and the renovation of Gaillard Hall in the 2011-2012 time frame. The convocation center, also identified in this plan, is now under design with completion scheduled in 2018. Among the projects listed but not initiated to date are two classroom/office buildings, one lab/office building, a gymnasium addition, new athletics fields, multi-purpose recreation fields and a new arts center. A plan for locating recreation fields on Radar Ridge has been developed by UNG and is shown in the 2016 master plan. The arts center was proposed to be located on South Chestatee Street. With consolidation and given the strength of the arts offering on the Gainesville campus, the current master plan proposes renovating the existing facilities on the Dahlonega campus and locating the new performing arts center on the Gainesville campus.

Among the open space improvements, the creation of a system of spaces that knits the campus together and preserving the character of the Drill Field were stated goals. This has been further developed in the current planning effort. A pedestrian promenade linking Hoag Student Center to Rogers Hall was proposed in the 2009 plan and its implementation is now underway.

FIG. 3.2: PROPOSED CAMPUS OPEN SPACE , 2009MP

FIG. 3.3: PROPOSED PEDESTRIAN CIRCULATION, 2009 MP

FIG. 3.4: THE 2009 MASTER PLAN ENVISIONED GROWTH TO 7,500 FTE STUDENTS

2010 Master Plan for Gainesville State College

The 2010 master plan for Gainesville State College predicted significant growth on both the Gainesville and Oconee campuses. It anticipated 10,000 enrolled students in 2010 and 14,000 students in 2013 for the college as a whole. The plan identified a significant deficit in space, based on the 2008 data, totaling 116,000 NASF for the Gainesville campus. Shortfalls were identified in teaching lab, open student union, classroom and recreation space. Some of the shortfalls in academic space were addressed with the completion of the 135,000 GSF Nesbitt Building in 2011.

The plan projected a need for 2,660 parking spaces on the Gainesville campus when enrollment reached 7,600 students. Parking decks were proposed at both the northwestern and southeastern edge of the campus. The plan also proposed establishing multiple entrances to the college to alleviate congestion and several of the planning options feature an outer loop road similar to that proposed in the current planning effort. The plan also recommended the creation of new green space and enhancing existing green space. This issue is also addressed in the current planning effort.

FIG. 3.5: 2010 GAINSVILLE STATE COLLEGE MASTER PLAN

2009 Campus Historic Preservation Plan (Dahlonega)

A campus historic preservation plan (CHPP) was completed for the Dahlonega campus as part of the 2009 master planning effort. A survey was conducted of all university buildings 40 years of age or older. (While 50 years of age is considered the threshold for a building to be eligible for nomination to the Georgia/National Register, buildings within 10 years of eligibility were also assessed). A Level 1 survey evaluated the major architectural elements and general condition of these buildings. Thirteen buildings were deemed eligible for register listing based on their age, integrity and historic association with the university. Of the 13, the Vickery House and Price Memorial Hall have been previously listed in the National Register. Four buildings that have not reached the 50-year milestone were also recommended to be treated as eligible resources. Three buildings were found to not be eligible (Public Safety, Community Counselling Center and BB&T Building), given alterations over the years and loss of integrity. Significant landscape resources, including the Drill Field and College Circle and the grove of mature trees to the north-west of Gaillard Hall were identified as significant landscape elements.

2013 Report of the UNG Environmental Scan Task Force

The Environmental Scan was undertaken by UNG as a precursor to the strategic plan, and was part of the consolidation process of the two institutions. The scan was conducted in 2012 from October to December and had seven specific areas of study. The report presented information on present and future trends which were then used in the formulation of the strategic plan. A SWOT analysis of the combined institution was conducted. The report noted that UNG's service region has seen significant population growth and economic development, which will benefit the university. However a challenge to be faced (among many) is the significant decrease in public funding. Combined with growing enrollment, this decrease will have negative consequences for program and institutional development.

2013 University System of Georgia Space Utilization Initiative

In 2013 the University System of Georgia (USG) commissioned a study to determine space utilization across its institutions. A series of metrics were developed to gauge utilization for classrooms, offices and social/study spaces. The study utilized a common dataset which enabled comparison across institutions. The most significant component of the study was a graphic that showed classroom utilization for each institution (and campus). The target classroom utilization was set between 0.5 to 0.7. An institution showing utilization of less than 0.5 should seek opportunities for more efficient space use while utilization above 0.7 demonstrated the need for additional classrooms facilities. The four UNG campuses were included in the study. The Oconee campus showed the highest classroom utilization across the entire USG system at 0.846. The Gainesville campus also showed high utilization at 0.464. The utilization on the Dahlonega campus was at 0.362. The Cumming campus showed low utilization at 0.139, however this was partly due the campus only being operation for a short time. The study demonstrated that among the USG institutions, both the Oconee and Gainesville campuses demonstrated high classroom use which indicated the need for additional space if growth were to occur.

FIG. 3.6: NORTH GEORGIA COLLEGE AND STATE UNIVERSITY, CAMPUS HISTORIC PRESERVATION PLAN: CAMPUS DEVELOPMENT HISTORY

2014 UNG Capacity Management Study

A capacity management study was undertaken by Ad Astra Information Systems for UNG as part of the strategic planning process. The study analyzed course offerings and classroom capacity. Their findings varied by campus. Cumming was found to have low room hour utilization (30%), while the Dahlonega and Gainesville campuses had moderate utilization (40.4% and 40.7% respectively). The Oconee campus had high utilization at 66%. Recommendations were made on how to achieve optimization and efficiency, particularly through scheduling. The study identified bottlenecks as well as non-standard meeting patterns that had an impact on classroom scheduling.

2014-2019 UNG Strategic Plan

Following consolidation, UNG engaged in a year-long strategic planning effort encompassing all four campuses and involving UNG students, faculty, staff, alumni and community members. Four goals were identified in the Strategic Plan:

1. Promote Academic Excellence and Innovation
2. Enhance Leadership and the Development of the Whole Person
3. Expand Engagement and Educational Opportunity
4. Build Campus Identity and Institutional Unity

Within these goals, strategies were identified to help achieve these objectives. The following strategies are excerpted from the Strategic Plan as they have an impact on the master plan:

1.1.2. Ensure the facilities master plan supports the academic master plan, to include quality learning environments, program expansion, information technology infrastructure, and sustainability.

2.2.1. Enhance innovative, co-curricular opportunities for learning and collaboration beyond the classroom through student participation in scholarly, artistic, athletic, and civic events.

2.3.1. Examine the feasibility of expanding student health services on each UNG campus.

2.3.3. Examine the feasibility of expanding recreational activities on each UNG campus.

3.5.2. Expand visual and performing arts programming.

4.1.3. Establish optimal locations of executive and administrative offices for maximizing organizational effectiveness and communication.

4.2.1. Develop programs to build community for students, faculty, staff, and alumni that are equitable and will bridge all campuses.

4.3.3. Acknowledge the uniqueness of each campus in serving its local constituents.

2015-2020 Academic Master Plan

An Academic Master Plan followed the Strategic Plan and was formulated for the 2015 – 2020 time frame. The plan is intended to provide a framework for the development of each campus by establishing a distinct focus and mission. Priorities were established for the academic mission of each campus

Six common themes were identified in the Academic Plan:

- Provide quality teaching which engages students and incorporates high impact pedagogies
- Provide access to education to the students in UNG's 30 county service area
- Commit to preparing UNG's students to be leaders in a global society
- Recognize the importance of advising and career preparation/guidance
- Enhance facilities and infrastructure to support learning, scholarship and educational environments across all campuses.
- Provide comprehensive academic programs that support the university's mission and strategic plan while continuing to maintain and strengthen existing academic programs.

The following represents the focus of development for each campus.

Dahlonega: As the only residential campus and the home to UNG's military program, the Dahlonega campus will continue to develop its strong arts and science programs and other academic programs that complement the military program. There will also be an emphasis on developing strong curricular and co-curricular leadership programming. Areas identified for growth are language and STEM instruction. Several new programs are under consideration, among them new degree programs in biochemistry, strategic & security studies and Asia studies. New certificate programs in health information technology and health care administration and minors in entrepreneurship, international business and business leadership are also being considered. There is the potential to expand the doctoral degrees and graduate degrees offered on the Dahlonega campus.

Gainesville: On the Gainesville campus the emphasis will be on applied and professional programs, fulfilling the access mission of the institution. New graduate programs targeted towards academic and community need areas are being evaluated. Expansion of STEM instruction is needed to support growth in the core curriculum. Expansion of the Library is needed to support the growth of baccalaureate programs on campus. There is a need for general classroom and office space as well as for storage and prep space for programs such as film, communications and science.

Oconee: The Oconee campus will continue to provide a solid foundation to prepare students to transfer to baccalaureate degree programs. It will continue to offer associate degrees emphasizing foundational areas of study. There is a pressing need for additional wet lab space for science and physics instruction, even with the completion of the new addition. The established partnership with OCAF provides students with expanded opportunities in arts instruction. There is the possibility of adding new arts programs such as ceramics by obtaining additional space at OCAF.

Cumming: The Cumming campus will continue to provide core curriculum offerings with select associate degrees targeted towards the needs of the local area. The campus will support career advancement by serving as a hub for professional academic credit programs. The dual enrollment program and the MBA program will continue to be a key components of the offerings at Cumming. Health information technology certificate program could be expanded to the Cumming Campus as well. Given the growth of the offerings a second building is needed.

2014 Proposed Master Plan Barnes Alley Renovation, Dahlonega

In 2014 UNG commissioned a study for the redevelopment of Barnes Alley. The plan envisioned the transformation of the alley from a service drive to a pedestrian thoroughfare. The spaces targeted for improvement are the area behind Rogers Hall, the plaza in front of the Hoag Student Center and the alley connecting the two. Three concepts were developed for evaluation by university stakeholders.

In 2015 the preferred concept was developed into working drawings. The university anticipates implementing these improvements in 2016.

Additional Planning Efforts

The master planning team also reviewed a number of other "stand-alone" building / landscape initiatives by UNG in last several years. Many recommendations are carried forward in this master plan, especially the ones related to future building additions and landscape improvements.

- UNG Convocation Center (Dahlonega) - The Convocation Center, including landscape improvement and parking deck is currently under design. The project is incorporated in the illustrative master plan diagram for the Dahlonega Campus
- Hosch Library Renovation and Addition, 2013 (Gainesville)
- Phase II Building (Cumming)
- Landscape Plans for Barnes Alley, Dunlap Plaza and Young Hall, 2015 (Dahlonega)
- UNG Traffic and Pedestrian Analysis, Proposed Pedestrian Crossing West Main Street, 2015 (Dahlonega)
- West Main Street Corridor Study, 2011 (Dahlonega)
- Recreation Fields Expansion on Radar Ridge (Dahlonega)
- Phase II of Science, Engineering & Technology (Dahlonega)

3.4 MASTER PLAN GOALS

The university has identified the following six strategic goals in the 2015-2020 Academic Plan:

Goal 1 Provide quality teaching which engages students and incorporates high impact pedagogies

Goal 2 Provide access to education to the students in UNG's 30 county service area

Goal 3 Commit to preparing UNG's students to be leaders in a global society

Goal 4 Recognize the importance of advising and career preparation/guidance

Goal 5 Enhance facilities and infrastructure to support learning, scholarship and educational environments across all campuses

Goal 6 Provide comprehensive academic programs that support the university's mission and strategic plan while continuing to maintain and strengthen existing academic programs

The Master Plan seeks to strengthen and enhance these goals by focusing on the following issues:

Character

- Highlight unique identity of each campus in addition to what is common to all campuses
- Bring campuses together
- Promote better integration of civilian and cadet culture
- Create more multicultural experiences

Teaching and Learning

- Address lack of faculty offices
- Address need for reconfigurable/flexible teaching spaces
- Address need for modular labs
- Address need for larger classrooms to accommodate larger sections
- Renovate aging buildings to suit current program needs, particularly on the Dahlonega campus

Quality of Life

Dahlonega (D), Gainesville (G), Oconee (O)

- Increase the housing inventory to more effectively implement the two-year live-on requirement (D)
- Focus on providing on-campus housing for freshman and sophomore students and off-campus housing for older students (D)
- Enhance the students co-curricular engagement opportunities via on-campus housing (G)
- Provide outdoor recreation, intramural opportunities and indoor recreation facilities based on individual campus priorities Union and Foodservice:
- Provide adequately-sized union and food-service spaces in order to serve as the "hub" of out-of-classroom casual interaction (D,G)
- Support its student-athletes with strength and conditioning and athletic training spaces that will be appropriately-sized to accommodate multiple teams concurrently
- Focus on providing practice and competitive venues on, or within close proximity to the campus in order to maximize student, faculty, staff, and community engagement (D)

The plan recognizes the impact of a beautiful, well-planned, academic setting has on the learning process and on the well-being of those who visit, work and study at UNG.

UNIVERSITY OF
NORTH GEORGIA

Rogers Hall, UNG Dahlonega Campus

01
Introduction

02
History
and Overview

03
Plan Overview

04
Existing
Campus
Conditions

05
Future
Requirements

06
Campus
Master Plan

07
Implementation

04 Existing Campus Conditions

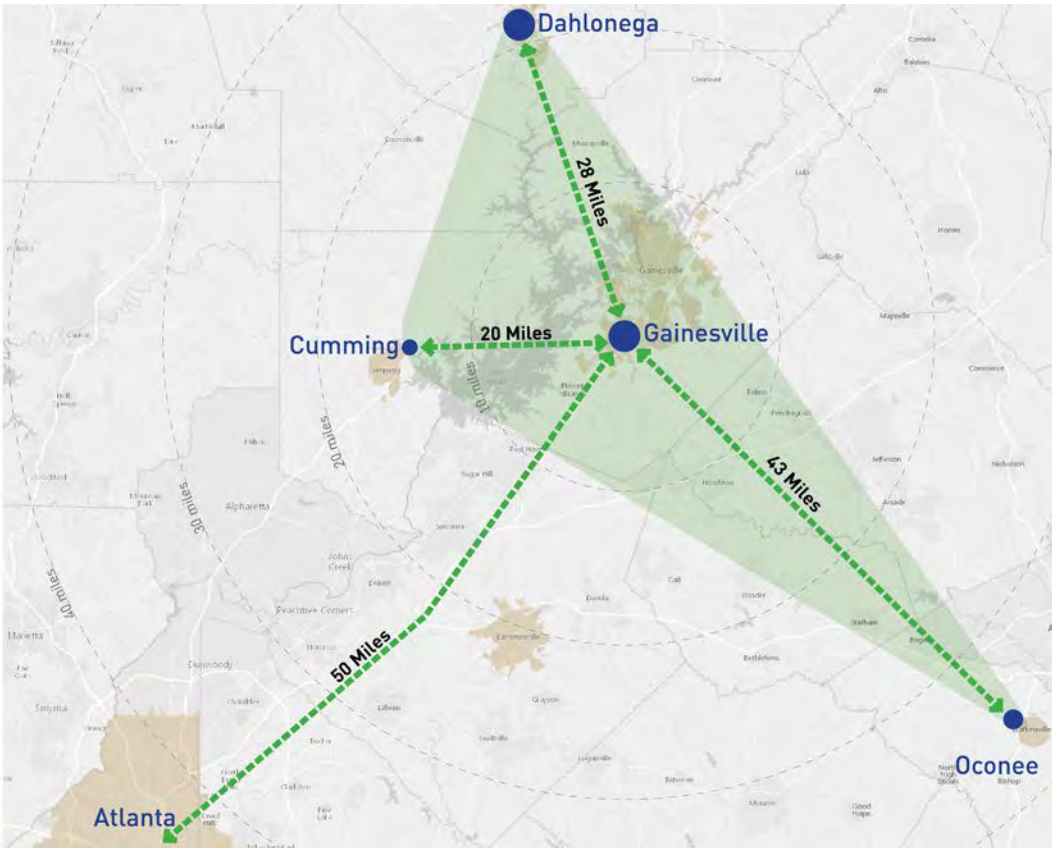
4.1 Community Setting
4.2 Existing Space Analysis
4.3 Quality of Life Services
4.4 Campus Grounds
4.5 Campus Infrastructure

4.1 COMMUNITY SETTING

UNG Campuses

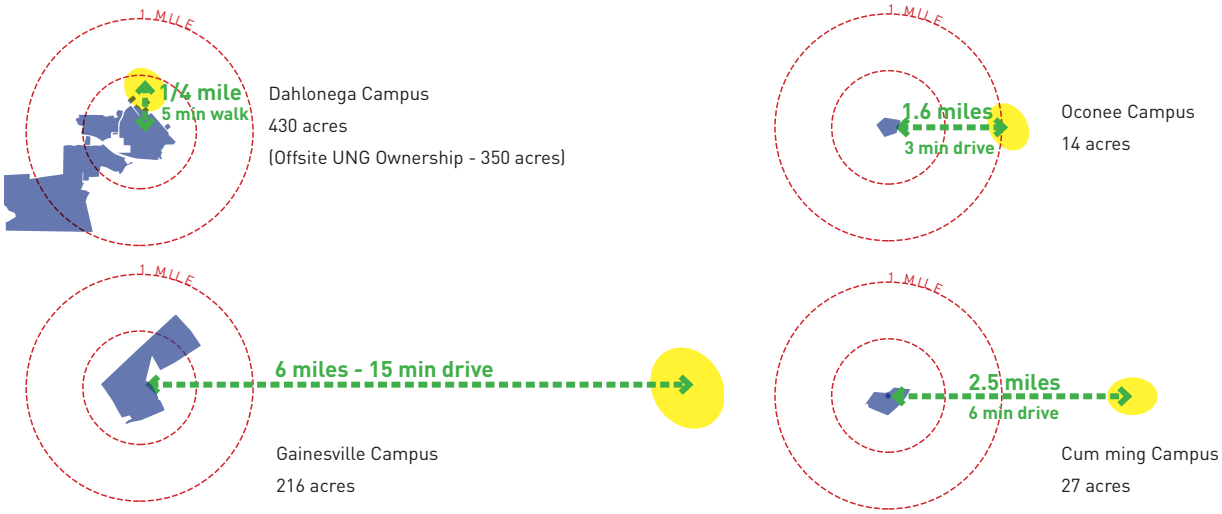
Following consolidation in 2013, UNG emerged as the 6th largest university in the USG, with four campuses in the north Georgia region. (A fifth campus established in 2015 in Blue Ridge is outside the scope of this plan). The principal campuses remain at Dahlonega and Gainesville with subsidiary campuses in Oconee and Cumming.

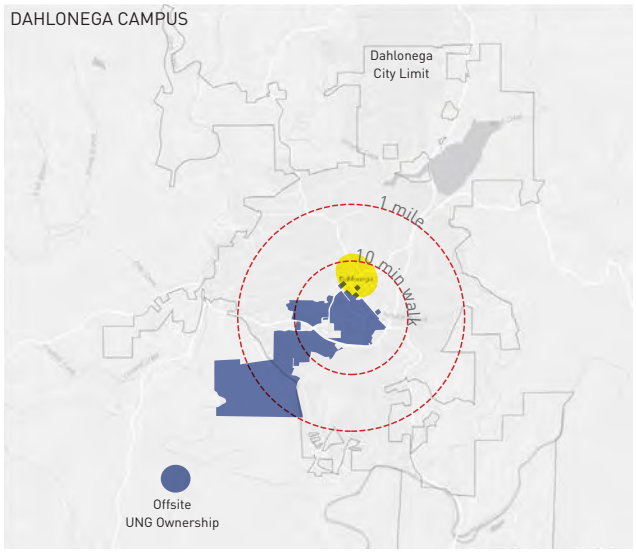
Each campus has a unique character and setting, ranging from the historic, residential, town and gown oriented Dahlonega campus to the more contemporary commuter oriented Gainesville, Oconee and Cumming campuses. While Gainesville and Cumming are located in suburban contexts, Oconee is situated in a more rural setting. The planning team visited all four campuses and analyzed the existing condition at both the campus and building scales.

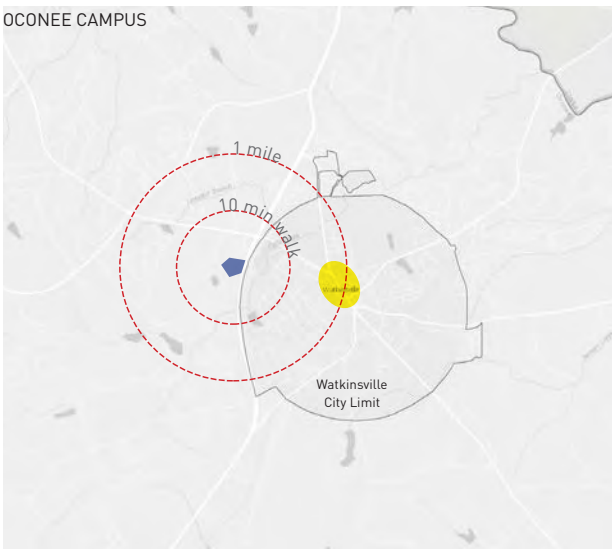


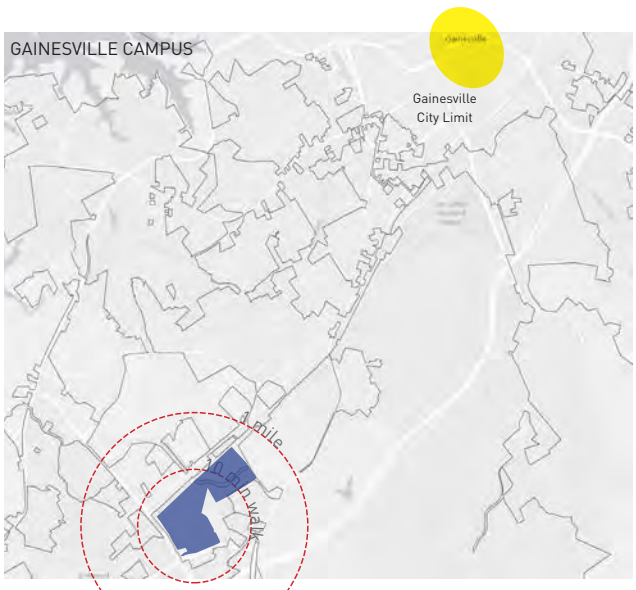
Regional Context of UNG Campuses

The diagrams in Figure 4.1 show the four UNG campuses within the scope of this plan, their location within the city limit and their proximity to downtown in terms of walking or driving distance. Since these diagrams are at same scale, the campuses could be compared in their size and context in order to understand the current community setting.









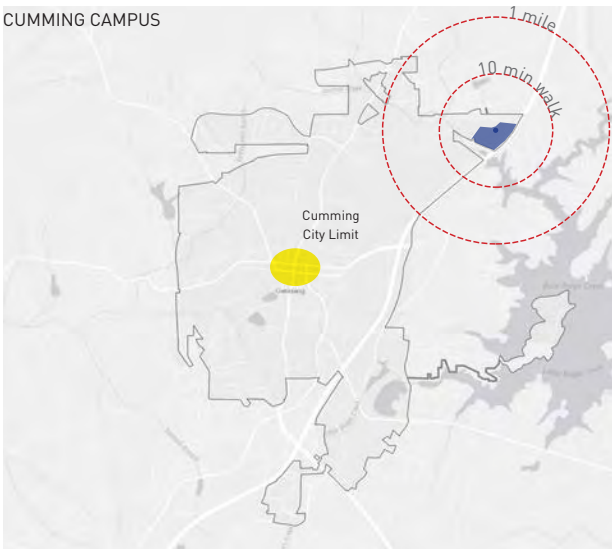


FIG. 4.1 UNG CAMPUS LOCATIONS AND CONTEXT

Dahlonega

UNG Dahlonega is the largest campus in size with 430 acres of land in the city center and the most historic campus since it was founded in 1873. It has been a counterpart to downtown and a major contributor to Dahlonega's economy. The campus edge on South Chestatee Street and West Main Street create a "town and gown" relationship between the city and the University. As UNG continues to grow, the delicate balance between town and gown should be maintained so that both can prosper equally.

The Main Campus contains 94 acres of land area consisting of historic academic building stock, residence halls, the Drill Field, and a newer buildings such as the library and the dining hall. There are three small blocks owned by UNG on South Chestatee and West Main streets which contain offices and the continuing education program. The campus is land locked to the north due to the downtown, hence it has expanded to the west along West Main Street and to the south along Morrison Moore Parkway. The West Campus is 40 acres in land area which was developed in last 15 years with Health and Natural Sciences Building , North Georgia Suites, Walker Drive Parking Deck and Plant Operations buildings. A new student housing project on West Main Street is currently under construction.

Downtown Dahlonega

UNG's Downtown Office Building

Choice Street Arts Complex

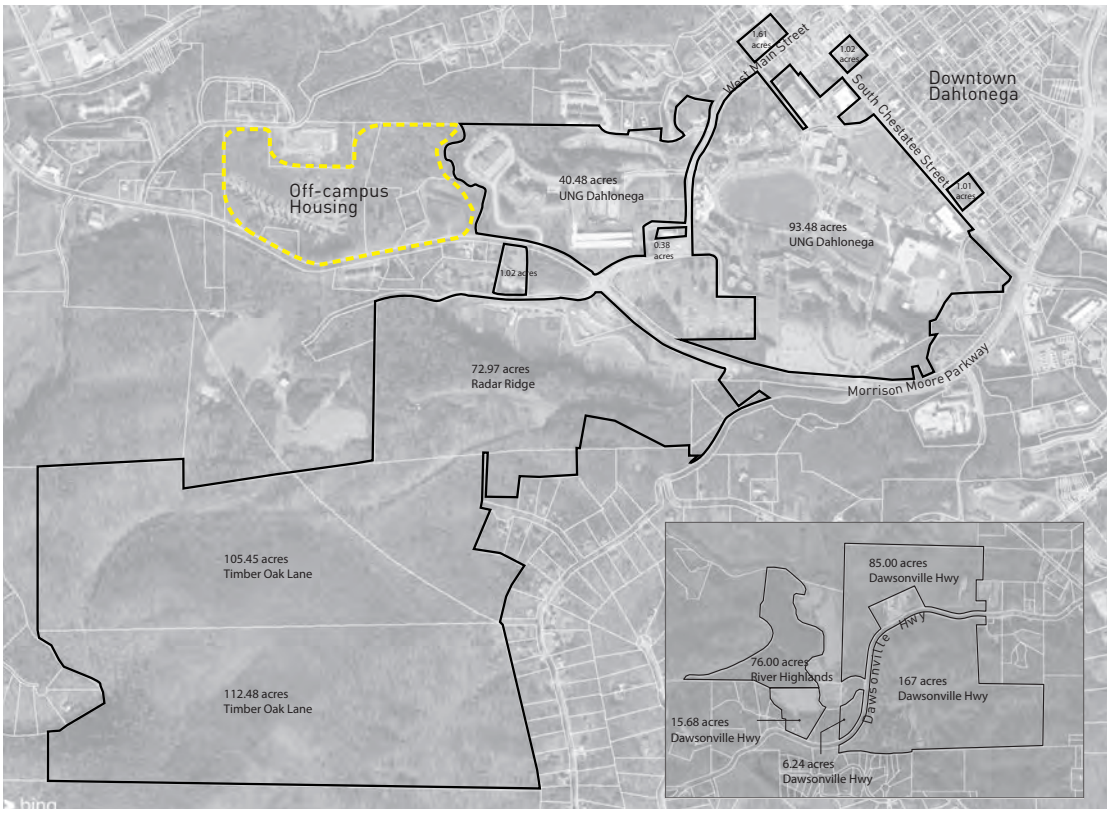


FIG. 4.2 UNG PARCEL OWNERSHIP, DAHLONEGA

The athletic campus on the south-side along Morrison Moore Parkway was built in early 2000 and is part of the 72 acre Radar Ridge parcel. UNG is planning on expanding recreation facilities on the same parcel, south of the athletic fields,

Private developers are tapping into the unmet student housing demand surrounding the campus. In recent years, there have been several private apartments built to the west of West Campus. The lack of proper pedestrian connectivity between these apartments and the campus need to be addressed for the safety of the students. The master plan will look into improving not only on-campus connectivity but also the potential to expand the pedestrian network to adjacent off-campus housing where feasible.

Campus Shuttle Service

UNG provides a shuttle service to the students for better mobility throughout the campus. The Blue shuttle route primarily serves the Main Campus circulating around the Drill Field and connecting the academic buildings with the residence halls. The Gold shuttle connects the Main Campus to the West Campus and the athletic fields on Radar Ridge. This route is intended to connect the Quality of Life services on campus. Both shuttle routes intersect at the Dining Hall near the Drill Field.

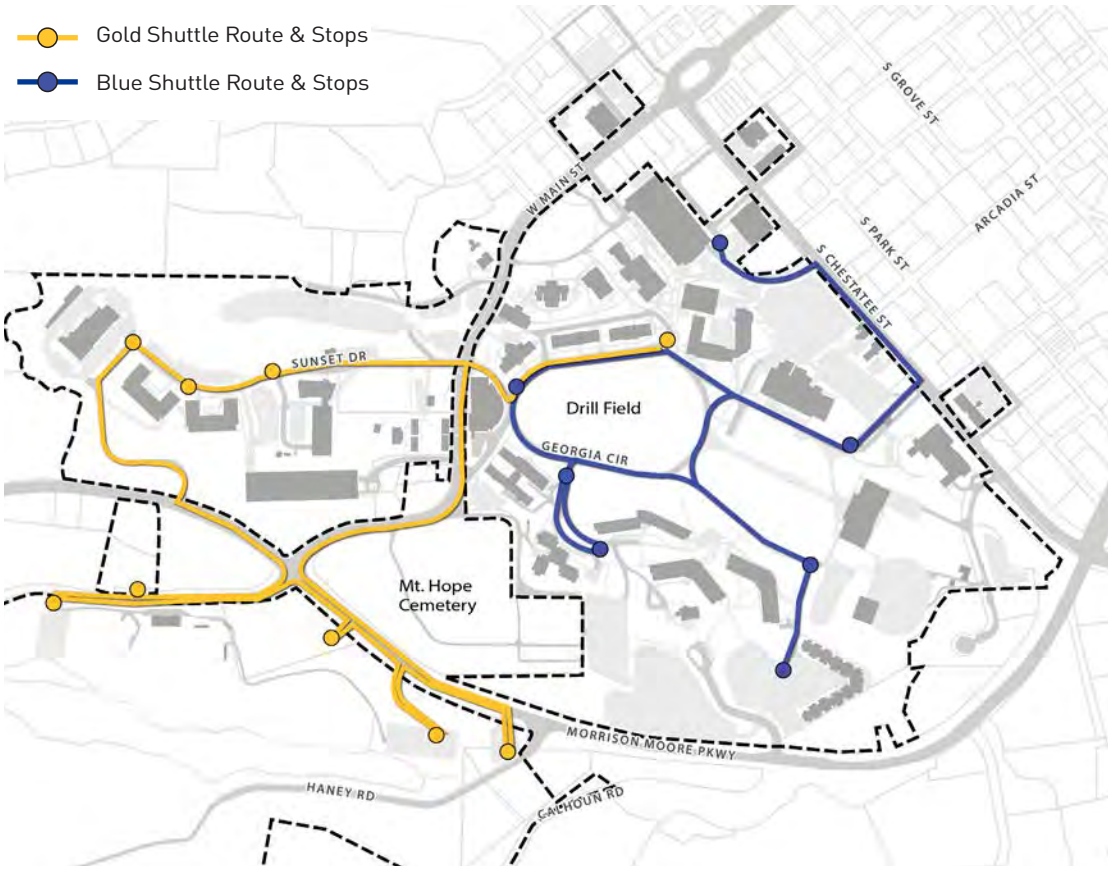


FIG. 4.3 UNG SHUTTLE ROUTE MAP, DAHLONEGA

Gainesville

UNG Gainesville is the largest campus in terms of enrollment with 7,139 students in the Fall of 2015. The campus contains 141 acres of land area and also has 75 acres of UNG foundation property with nature trails. The Gainsville campus is located almost 6 miles from the historic downtown Gainesville, on the southern edge of the city in unincorporated Hall County.

During the mid 1960s, this campus was developed in a rural setting and was designed to be inward looking. After the suburban growth along Interstate 985 and Mundy Mill Road, the campus now feels self contained and isolated from the community. However, the community ties could be made stronger through UNG's performing arts and music programs, and building on their existing relationship with Brenau University and the Gainesville Theater Alliance (GTA).

Due to its closer proximity to Metro Atlanta, easy access from Interstate 985 and larger campus size given the potential absorption of the Lanier tech Campus, Gainesville offers tremendous opportunities for future growth. This master plan will explore future buildout scenarios to create a cohesive campus through strategic building additions and open space improvements in a way that will enhance the original campus identity.

Downtown Gainesville

Lanier Tech Campus

Center for Performing Arts, Brenau University

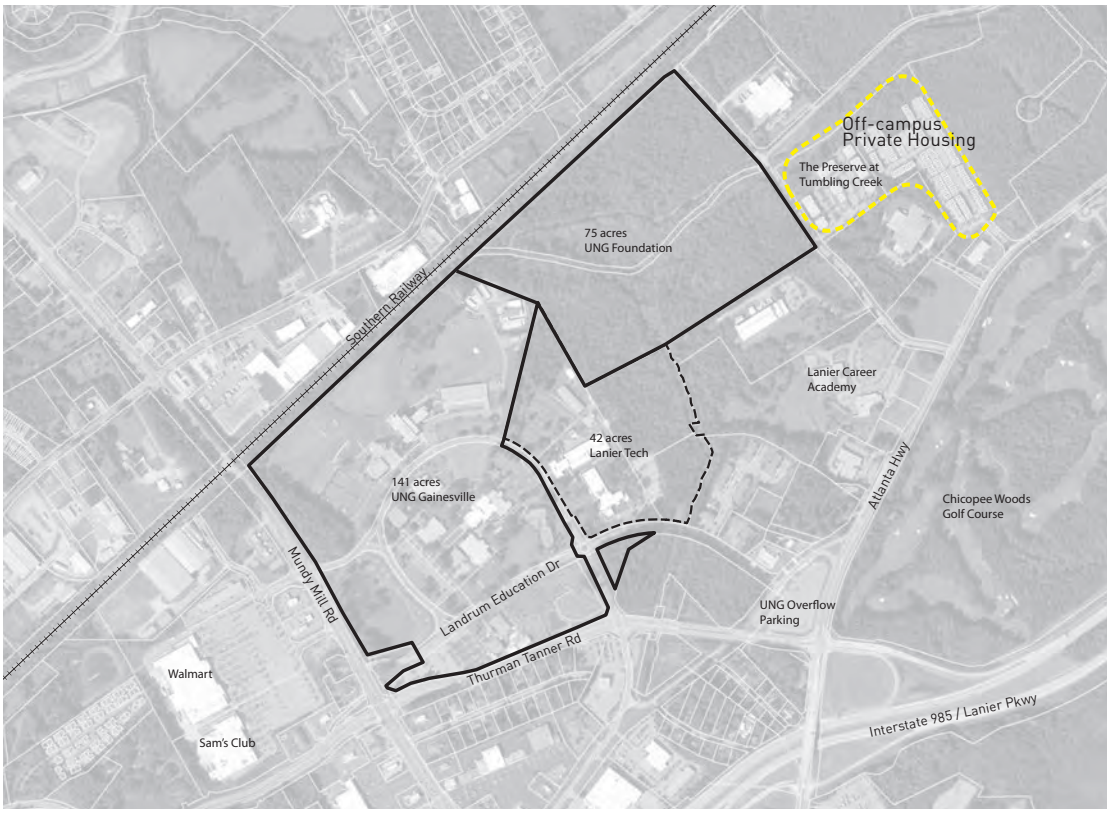


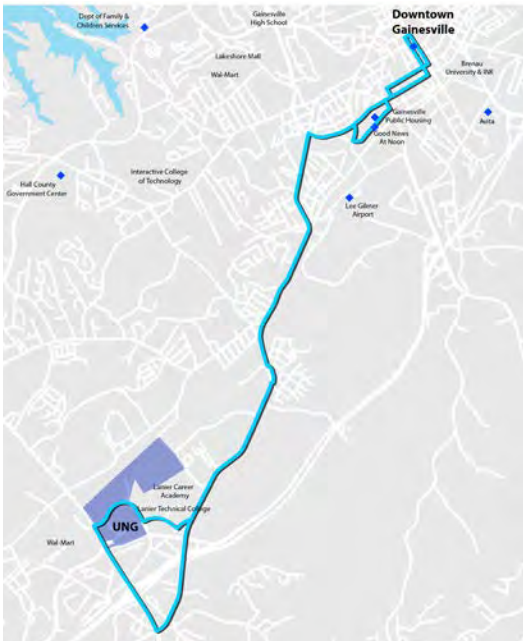
FIG. 4.4 UNG PARCEL OWNERSHIP, GAINESVILLE

With the absence of on-campus housing, there are several private apartments in close vicinity which serve as off-campus housing. As the enrollment continues to grow in the next 10-15 years, UNG may consider developing on-campus housing through a public private partnership. Providing wide variety of recreational and athletic facilities, and quality of life improvements will be the key to sustain future growth.

Campus Shuttle Service

Similar to Dahlonega, UNG provides a shuttle service at this campus as well. The Red shuttle route connects the overflow parking site on Thurmon Tanner Road and the campus, circulating around Mathis Drive / Campus Drive and Landrum Education Drive. The three bus stops on campus are at the Nesbitt, Student Center and Continuing Education / Performing Arts buildings.

Additionally, Hall Area Transit Route 50 connects the campus with downtown Gainesville.



Hall Area Transit Route 50

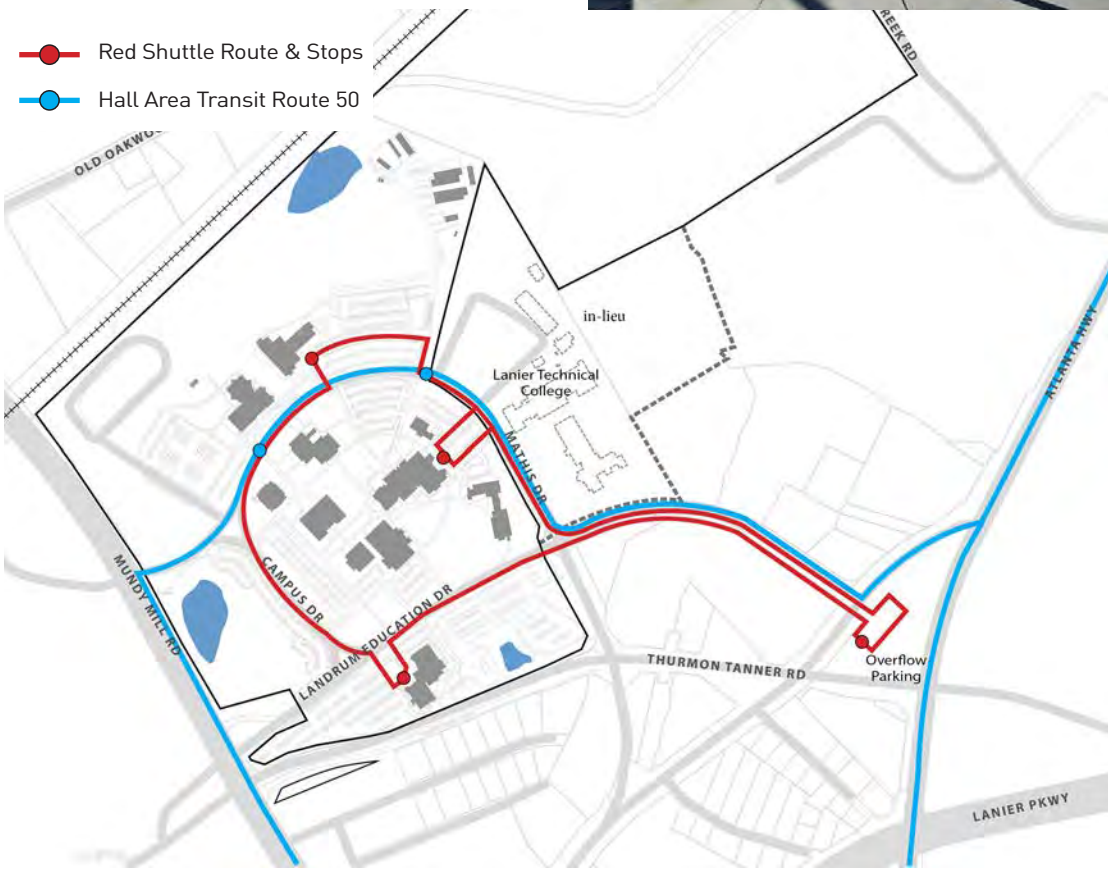


FIG. 4.5 UNG SHUTTLE ROUTE MAP, GAINESVILLE

Oconee

The Oconee campus is the smallest of four campuses in size, consisting of only 14 acres, and ranks third in student enrollment with 2,278 students. The campus is located in Oconee county, and is only 1.6 miles from downtown Watkinsville. Except for the Board of Regents' 14 acre parcel on the north, all the other properties around UNG are owned by private owners. Since this campus has the highest clasroom utilization rate, there is a significant need for additional space. To accommodate this growth additional land will need to be acquired.

At this location, UNG is building a strong partnership with the Oconee Cultural Arts Foundation (OCAF) in downtown Watkinsville through its art program. Currently UNG is leasing space in the county school building, adjacent to OCAF, for art and pottery classes three days a week.

Currently there is no UNG shuttle or county bus service available at this campus. The students have to commute by car from UNG to OCAF.

Cumming

The Cumming campus is smallest in student enrollment with 797 students in one building over 27 acres of land. It is located 2.5 miles northeast of downtown Cumming. The campus is surrounded by state and city owned buildings - an Aquatic Center, Georgia Department of Driver Services, and the Georgia Army National Guard. There is a plan to add another building on this campus.

UNG also leases top floor of Cumming City Hall for its Master of Business Administration, continuing education and professional development programs.

County School Building adjacent to OCAF

Cumming City Hall

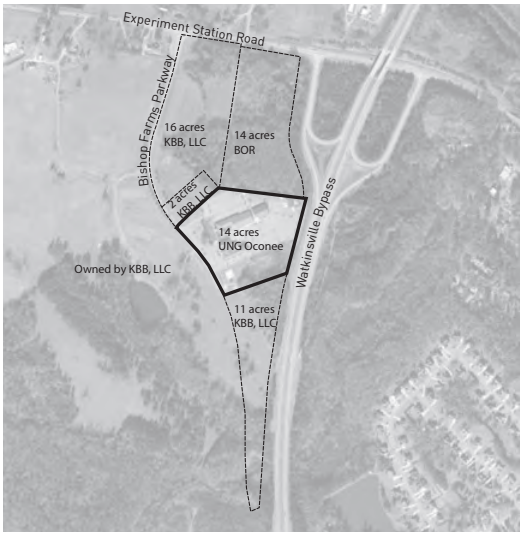


FIG. 4.6 PARCEL OWNERSHIP, OCONEE

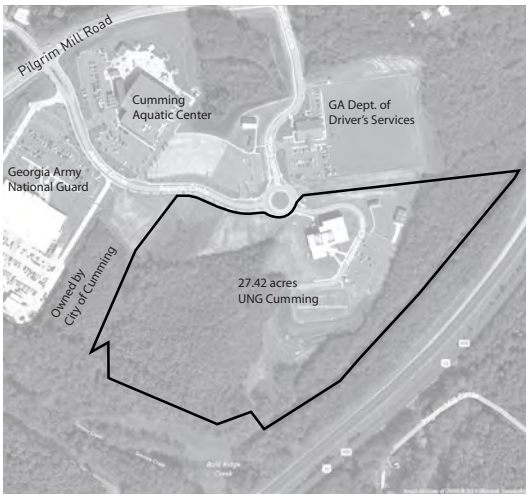


FIG. 4.7 PARCEL OWNERSHIP, CUMMING

4.2 EXISTING SPACE ANALYSIS

SCHOOL OVERVIEW

The University of North Georgia (UNG) Master Plan is based on several core assumptions:

- The plan must be closely linked with UNG's and University system of Georgia's (USG) strategic planning.
- UNG is projecting strong enrollment growth through 2025, increasing nearly 33 percent university wide from 17,289 to 22,949 total headcount students. Growth will be particularly strong on the Cumming, Oconee and Gainesville campuses.
- UNG currently operates at four well-established locations in Dahlonega, Gainesville, Oconee and Cumming, with a fifth location at Blue Ridge just beginning operation in Fall 2014. Each location (or campus) will require a distinctive plan as the University continues to implement its consolidation across all locations.
- State funding for new construction is projected to be limited in the plan's time horizon as the USG implements its strategic plan that emphasizes quality, access and efficiency.
- Optimizing UNG's space resources to best facilitate its strategic goals and enrollment growth demands is a high priority.

Accordingly, one of the most important planning tools for this effort is the space inventory required of its campuses by the USG for system-wide reporting and maintained in Banner by UNG's Office of Facilities. This database records essential information for two critical views (Buildings and Rooms) of UNG's facilities. The LAS/DLM team has worked with UNG's Senior Space Planner to update and refine the Room inventory initially provided to the team in June of 2015. The most recent update was sent to the team on 26 January 2016, with the data representing facilities in use as of the fall/winter of 2015/2016. The USG-required data has been significantly enhanced the assistance of the Adam Strzemienski UNG's Senior Space Planner through the addition of data on the departmental assignment of each space, and other updates and edits. The comments below are a summary of the current scale, distribution, and characteristics of the buildings and space on the UNG campus.

Buildings

The first view of UNG's facilities provides information regarding the collection of buildings that support the university. This information focuses on data such as:

- Building size (Gross Square Feet or GSF, and Number of Floors),
- Building age (Date of Initial Construction, Most Recent Renovation and Percent of Building Renovated),
- Building use (Primary Use, Percent Instruction/Auxiliary/Other)
- Building condition
- Building value (Initial Construction Cost, Replacement Cost)

In the Summer of 2015, UNG recorded 80 named buildings at its 4 established locations totaling 2,743,727 GSF. The distribution of building uses by location is plotted below.

FIG. 4.8 GSF BY PRIMARY USE

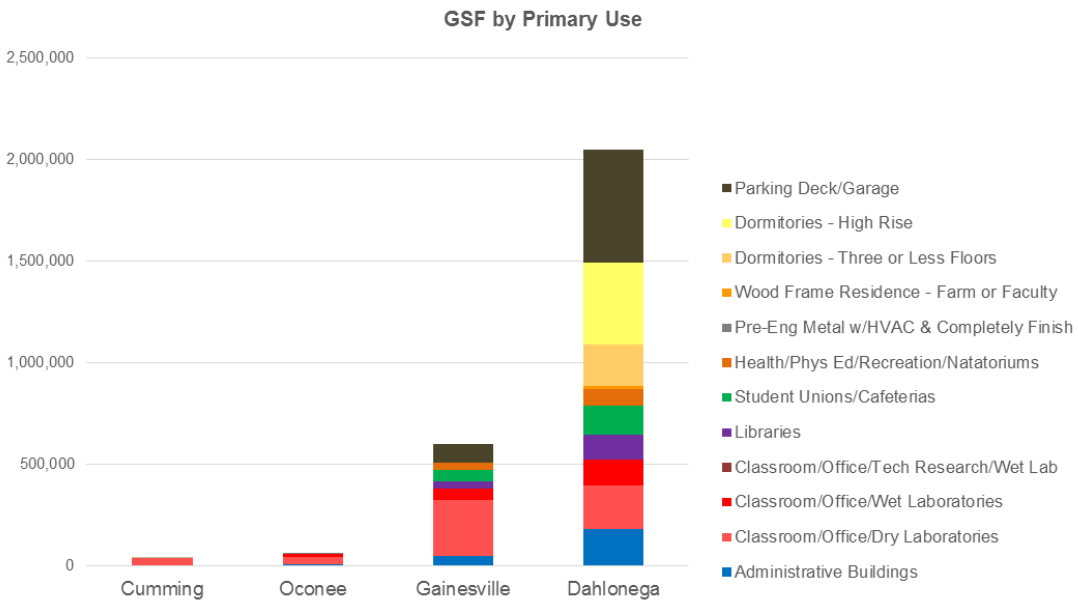
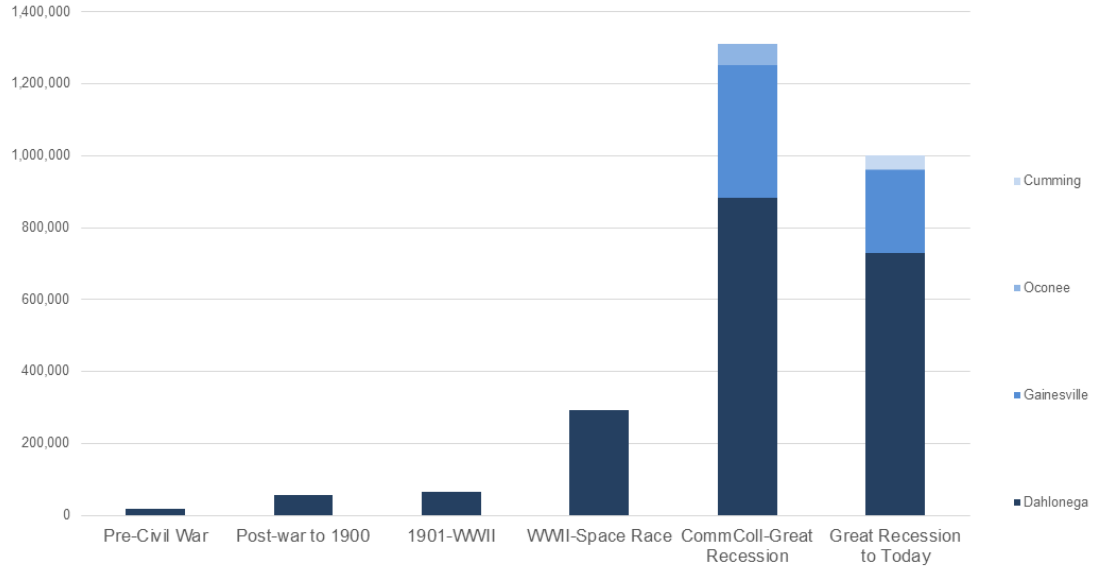


FIG. 4.9 BUILDING GSF BY ERA OF CONSTRUCTION



Clearly, the mix of uses is far more diverse on the Dahlonega campus, UNG's most historic and its sole residential location. The other, more recently-constructed campuses, serving predominantly commuter students, have a narrower range of building uses.

This graph also illustrates the amount of space by location, showing two significant footprints in Dahlonega and Gainesville, with more modest campuses at Cumming and Oconee.

UNG's buildings have been built from 1838 to 2012 with the average building age at 40 years old.

The large majority of buildings and square footage have been added to the inventory from the 1960s to the present.

Generally, the data from the building inventory give a useful overview of UNG's facility characteristics but all fields should be reviewed and updated where necessary to provide a more up-to-date and accurate picture.

Rooms

The second view of UNG's space inventory provides a wealth of data on each space within each building:

- Building Code/Name
- Room Number
- Room Area in Square Feet
- Room Use according to HEGIS/FICM taxonomy (e.g., classroom, lab/studio, office, etc.)
- Departmental Assignment
- Program Classification (e.g., General Academic Instruction, Libraries, Social and Cultural Development, General Administration, etc.)
- Classification of Instructional Programs or CIP code (e.g., Liberal Arts and Sciences, Education, Art/Art Studies, Nursing, Business/ Commerce, etc.)
- Number of Stations or "seats"

(See Appendix 1.1 – UNG Room Inventory by Building, Floor and Room)

The focus of the DLM analysis is on academic and administrative space, so the following data excludes residential space and parking deck areas.

FIG. 4.10 ROOM INVENTORY BY CAMPUS

Campus	NASF	n	Unassigned	Classroom	Lab/Studio	Office	Study	Special	General	Support	Health Care
UC	*26,604*	*71*		*8,549*	*4,290*	*3,584*	*347*		*6,657*	*3,177*	
OC	*50,853*	*145*		*13,228*	*8,810*	*12,980*	*4,367*	*3,470*	*5,858*	*2,140*	
GV	*325,533*	*885*	*111*	*76,590*	*46,334*	*82,558*	*27,860*	*29,730*	*50,307*	*12,043*	
DA	*620,362*	*1,537*		*73,623*	*69,227*	*161,822*	*83,519*	*90,512*	*116,936*	*21,519*	*3,204*
	1,023,352	**2,638**	**111**	**173,321**	**128,661**	**262,083**	**116,093**	**123,712**	**179,758**	**38,879**	**3,204**

This focused room inventory tracks 2,645 assignable spaces at 5 locations in 75 of the 80 buildings in the University's portfolio. These spaces comprise 1,025,842 assignable square feet of space. It is this net assignable square footage (NASF) that will provide the focus for the majority of the space assessment analyses that follow.

The assignable spaces are coded by use according to a taxonomy developed by the National Center for Education Statistics (NCES) as described in its Facilities Information Classification Manual (FICM). This taxonomy has been adapted by the USG for system-wide reporting as described in two core documents.[1] A summary of the classification of UNG's rooms in each building according to the major categories of this taxonomy is shown in the table and graph on the page preceding(fig 4.10):

The overall amount of space provided and the distribution of space types by campus is directly tied to enrollment and program array. As a 4-year residential campus, Dahlonega provides a wide range of facilities to support the students in residence. In the aggregate, this distribution is consistent with that observed at other institutions similar in type and size as the graph below that displays data collected by the Society for College and University Planning (SCUP). This data reflects space use in 2006 (the last year data was collected) at 72 public 4-year universities with enrollments ranging between 10,000 and 24,999 headcount students.

FIG. 4.11 NASF BY CAMPUS AND FICM

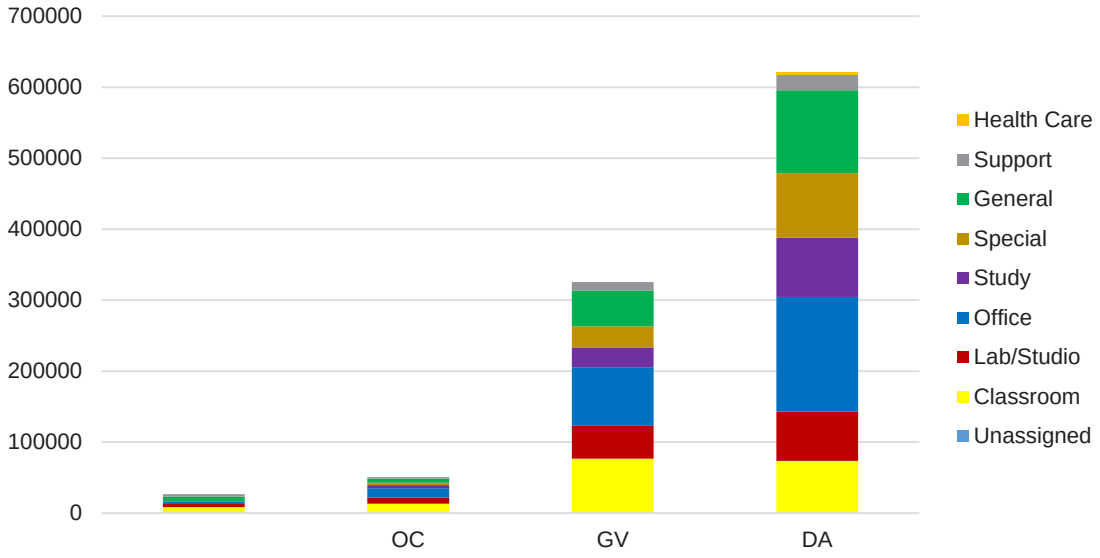
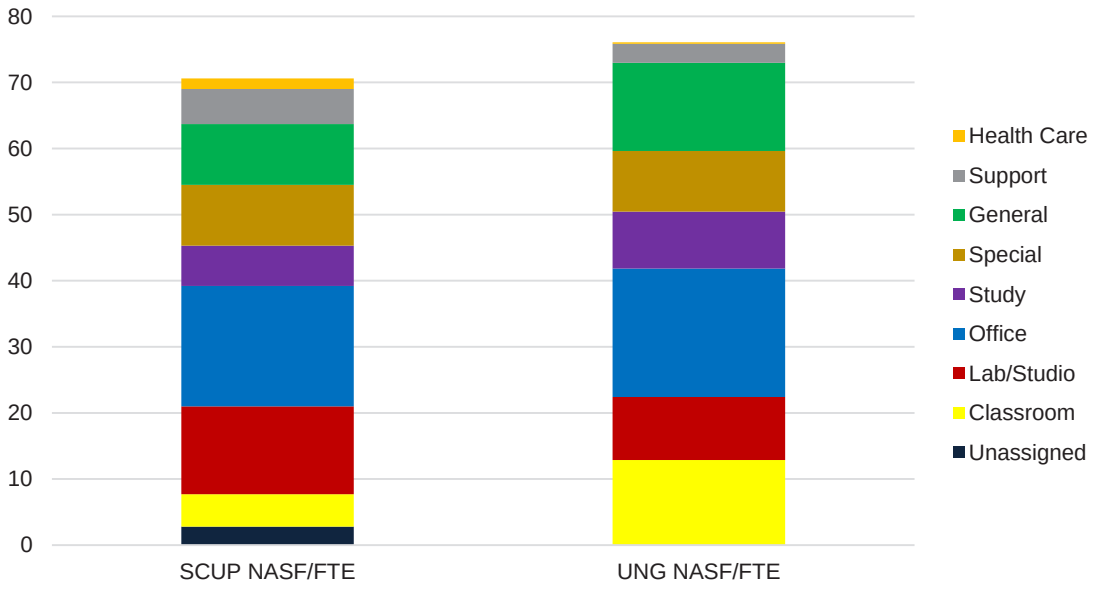


FIG. 4.12 SCUP AND UNG NASF / FTE STUDENT



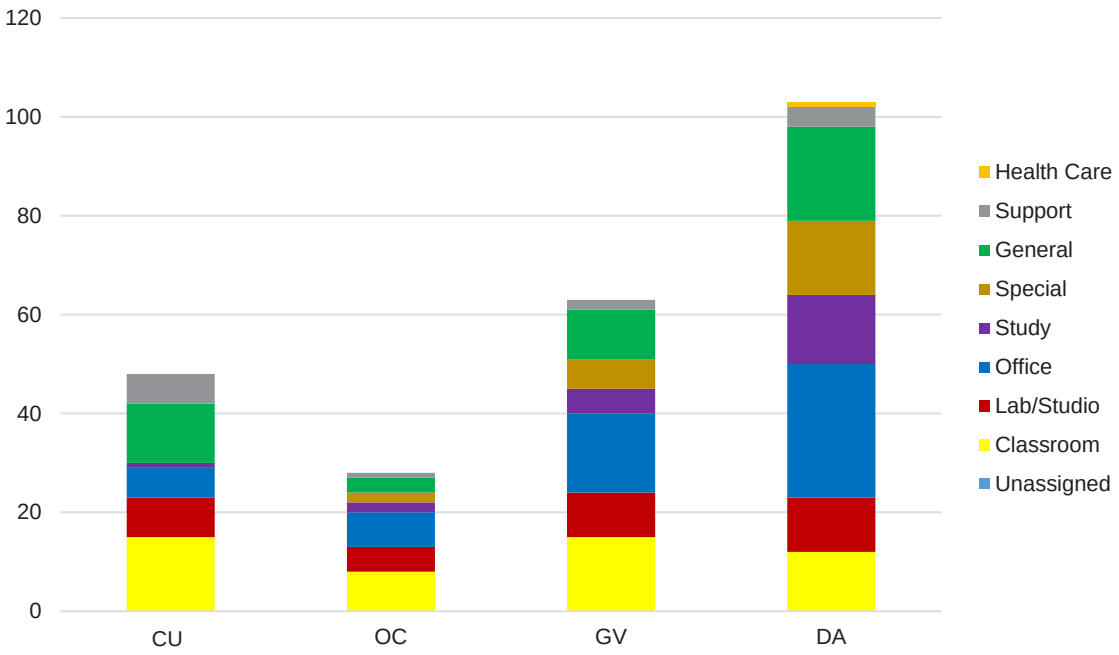
[1] "USG Room Use Codes and Descriptions - Fall 2012" and the more detailed USG Facilities Inventory Classification Manual – Room Use Code Supplement.

The major differences between the distribution of space at UNG and the SCUP group are in the significantly larger percentage of classroom space at UNG, with a smaller proportion of lab and studio space. Overall space per student is slightly higher at UNG as well. Reasons for these differences:

a) UNG's four campus structure is inherently less space efficient than serving all students at one location;

b) The access-oriented component of UNG's mission (emphasized especially at Cumming and Oconee, with Gainesville transitioning to increased delivery of 4-year degrees) has historically prioritized classroom facilities over lab or office space types. As program offerings become increasingly STEM-oriented, the amount of lab space will likely increase on these campuses. The relatively small amount of classroom space and overall space per student at Oconee, shown in the graph below (Fig 4.13) illustrates the well-known issue of remarkably high classroom utilization rates on the campus. By comparison, the larger amount of space per student at Cumming and Gainesville shows more typically expected levels. As program offerings on the Gainesville campus continue to include more 4-year programs, higher levels of space provision can be anticipated.

FIG. 4.13 NASF / FTE BY CAMPUS AND FICM



Departments by Location

With work nearly complete on adding and editing departmental assignments, an initial summary of these data show that there are 119 unique department names university-wide with the following distribution:

Appendix 1.2 and 1.3 provide more details on the space assigned to departments by campus.

Campus	Departments
Blue Ridge	2
Dahlonega	95
Gainesville	61
Oconee	47
Cumming	24

Number of Campuses	Number of Departments
5	2
4	9
3	24
2	29
1	53

TEACHING SPACE ANALYSIS

This section analyzes utilization of classroom spaces at the University of North Georgia during the Fall 2015 semester. The ultimate purpose of classroom utilization analysis in space planning is to determine whether an institution has allocated rooms and square footage efficiently for use as scheduled classrooms. Classrooms represent large, often contiguous blocks of space that are more easily renovated to other uses than space types such as offices, which exist in smaller increments. While scheduling data allows for a fairly objective assessment of utilization, policy issues can also come into play such as scheduling practices, day vs. evening offerings, room ownership, and pedagogical issues including section sizes and available presentation technology.

Methodology

Course schedule data was provided by the Registrar's Office for the Fall 2015 semester. Each scheduled course section required a meeting time, place, and enrollment, in order to be included in the analysis. An examination of the data in conjunction with discussions with IRP led to the conclusion that the accuracy and completeness of the scheduling data was adequate for this type of study. Teaching space inventory data was provided by the University and edited by the consultant team.

The bulk of this analysis is limited to Day session (8AM-5:00PM) usage. Evening usage is considered separately as it is usually not a driver in determining the optimum number or size of classrooms at the institution. Combining Day and Evening usage in an analysis usually serves to distract from the objective of determining optimal space allocation for teaching spaces. When altering institutional scheduling practices, meeting times can usually be re-arranged more easily within the daytime timeframe than trying to move the scheduling of the sections between day and evening.

Teaching Space Characteristics

- Location: Building and Room ID
- Type of space: Classroom or Lab/Studio
- Control: Institute or School / Departmental
- Size: Net assignable square feet (NASF)
- Stations: in classrooms, number of seats; in labs maximum safe or practical capacity
- NASF per Station

Labs and studios are distinguished from classrooms by the presence of specialized equipment. In the FICM room use classification system, classrooms are in the 100-series and labs and studios are in the 200-series. Computer "classrooms" are generally considered labs, not classrooms. Other spaces scheduled for teaching that are not classrooms or labs are not part of this study. The primary uses of these spaces may be as faculty offices, athletic facilities, theaters, and TV or radio studios, to name a few. Their use as scheduled teaching spaces is incidental to their primary use. Inventorying and assessing teaching technology and equipment in classrooms and labs were not part of this study.

Measures of Teaching Space Utilization

- Number of sections scheduled per week
- Number of hours scheduled per week
- Station occupancy = percentage of seats or stations that are occupied when the room is scheduled
- Contact hours = sum of (number of students in course section x hours that section is scheduled per week)
- Classroom Metric: A measure used by The University System of Georgia to evaluate classroom usage.

All of the above measures are limited to a Monday-Friday timeframe. Contact-hour and seat utilization calculations assume 100 percent class attendance.

Teaching Space Assessment Tables

This analysis refers to the following tables compiled as Appendix 2– Classroom Utilization Reports at the end of this report:

I. Summary of utilization by building
II. Detailed list of all teaching spaces and their utilization organized by building
III. List of all teaching spaces organized by space capacity (number of stations)
IV. Summary of Table III by space capacity
V. List of all teaching spaces ranked by usage hours per week
VI. List of all teaching spaces ranked by station utilization percent
VII. Visual representation of utilization by day of week and time of day (Day and Evening shown together).

Part I of the analysis discusses classroom utilization, and Part II discusses laboratory and studio utilization.

I. Classroom Utilization Analysis

Measures of classroom utilization include how intensively these spaces are being used, if they are the appropriate size for the scheduled class, and if the size is adequate for the number of students given the desired seating style. The "Classroom" category analyzed here also includes seminar rooms, computer labs, lecture halls, and those auditoria used regularly for lecture. In the

Facilities Inventory, these rooms are identified by the 100-series FICM codes.

Overall Classroom Usage

During the Fall 2015 semester Day session, UNG scheduled 182 classrooms in 24 buildings. A summary of classroom utilization by building is shown in Table I. These classrooms occupied 147,419 NASF (Net Assignable Square Feet). There were 6,940 stations (seats), averaging 23.1 NASF per station. A summary by room seating capacity is shown in Table IV, and Table III provides the room-by-room detail organized by room capacity.

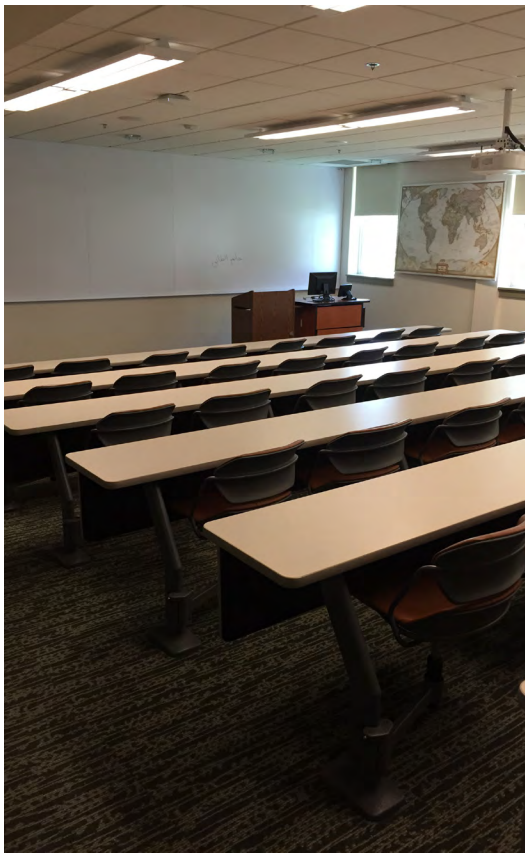
The basis of teaching space usage is contact hours: the sum of the number of students enrolled in each course section multiplied by the number of hours per week that the section was scheduled. During the term, 1,712 course sections met in classrooms. Total student contact hours were 125,703. For general reference, the weekly mean per section was:

- 27.9 students;
- 2.61 classroom hours;
- 73.4 student contact hours.

The median section size was 27 students. Only eight sections had more than 80 students, with the largest section comprising 141 students. Four of these large sections were Nursing courses Buildings with the highest classroom contact-hour totals were the Nesbitt, Newton Oakes, Strickland, Health & Natural Sciences. These 4 buildings accounted for about 45 percent of all classroom contact hours, and housed 79 of the total 182 classrooms, or 43 percent of the classroom inventory.

Time Utilization

A common guideline for classroom time utilization is 67 percent, or 30 hours per week assuming a 45-hour-per-week window of availability. If the mean hours of usage meet that guideline, the general implication is that the number of classrooms is appropriate. During the Fall 2015 semester, the average utilization was 24.5 hours per week. Sixty eight of 182 classrooms (37 percent) were scheduled at least 30 hours per week, and 31 (17 percent) were scheduled 15 or fewer hours per week. Of those, 13 were scheduled 7.5 or fewer hours per week.



Seat Utilization

Another measure of classroom utilization is the seat or station occupancy. A typical guideline for classroom occupancy is a mean of 67 percent. The mean classroom occupancy at UNG was 74 percent, with 118 of 181 classrooms (65 percent) meeting the guideline (one classroom was missing a station count). However, 21 classrooms had an occupancy of less than 50 percent. See Table VI in Appendix 2.

Eight classrooms had abnormally high (>100%) occupancy. When the occupancy is too low or too high, there is a mismatch between the capacity of existing spaces and the sections that are scheduled in them. UNG has classrooms in both situations. Low occupancy is usually a product of an insufficient number of small classrooms, necessitating the use of larger rooms for smaller sections; or the larger classroom may be more popular with instructors due to other factors such as available technology such as audio visual teaching aids. Another factor that can contribute to low occupancy is student registration behavior: Do many students register for a class and then either fail to show, drop the course, or switch to a different section? If so, this necessitates the Registrar's scheduling of rooms that are larger than the final registration numbers would seem to justify. High occupancy suggests the opposite, that classrooms are too small, that the technology is better in the smaller rooms, and/or that fewer students are dropping and more students are adding than anticipated.

Space Per Seat

The required space per seat depends on the type of seating and the total size of the space. Tablet arm chairs require about 16 to 18 NASF and table and chair seating requires about 22 NASF per seat for a medium-sized classroom. Auditoria should have at least 12 NASF per station. The mean at UNG was 23.1 NASF per seat, but Table IV (see appendix 2) shows the variation by capacity category. All categories' means were within the DLM per-seat recommendations. On a room-by-room basis, 25 rooms were below the recommended minimum NASF/sta, and 52 were above the recommended maximum.

So therefore 77 of 181 classrooms were not within the recommended range, suggesting that a room-by-room assessment of the number of seats to be assigned to each room may be in order. Classrooms were twice as likely to be too large rather than too small, and most of the oversized rooms were in the D category.

FIG. 4.14 SPACE PER SEAT

Seating Capacity Group	DLM Recommended NASF/Station				
	Guideline		Number of Classrooms		
	Low	High	Below	Within	Above
A (3-9)	22	30	0	0	2
B (10-19)	22	30	0	1	0
C (20-29)	20	30	4	22	3
D (30-39)	18	25	12	50	37
E (40-49)	16	22	4	20	7
F (50-59)	16	22	0	8	2
G (60-99)	15	22	2	3	1
H (100-149)	14	20	2	0	0
I (150-299)	14	20	0	0	0
J (300+)	12	18	1	0	0
		Total:	25	104	52
		Percent:	13.8%	57.5%	28.7%

Evening Usage

Up to this point, the analysis has focused on Daytime (8AM-5PM) usage. Evening usage is typically considered separately as it is not usually a driver in determining the optimum number or capacity of classrooms. UNG's evening scheduling window is Monday through Thursday, 5PM to 9:45PM (19 available hours per week).

Evening contact hours accounted for 13% of all classroom contact hours during the semester.

FIG. 4.15 EVENING USAGE

Term, Session	CRs	NASF	Stations	Sections	Hrs / Week	Mean Sec Size	Mean Sta Occ	Contact Hrs / Week
Fall 2015, Eve	134	110,681	5,036	350	5.4	25.2	68%	18,362

Georgia's Classroom Metric

The University System of Georgia (USG) has adopted a single numeric metric to assess classroom utilization at each of the 39 "main" campuses in the system. The metric is defined as WSCH/(station count x 40), where WSCH is weekly student contact hours, both day and evening, and station count x 40 is a standardized measure of capacity based on an assumption that the window for scheduling classrooms might reasonably be 40 hours per week.

The USG has established that it expects its campuses to attain a metric of at least 0.500. At 0.700-0.800, the USG judges that a classroom inventory is essentially at maximum effective utilization. In the USG's report on the study that established the metric, just 4 of the 39 main campuses (10%) achieved the 0.500 score.

Term	Stations	WSCH	Metric
Fall 2015	6,940	143,594	0.517

II. Instructional Laboratory Utilization Analysis

Rooms with specialized equipment are considered laboratories, including computer "classrooms." These are the FICM 200-series rooms in the Facilities Inventory.

Overall Lab Usage

During the Fall 2015 semester, UNG scheduled 73 labs in 16 buildings. See Table I, page 3 in appendix 2. The spaces occupy 76,210 NASF. There are 1,864 stations or seats, averaging 52.4 NASF per station. A summary by room seating capacity is shown in Table IV, page 2 in appendix 2.

During the term, 502 course sections met in labs during the day. Total student contact hours were 26,379. For general reference, the weekly mean per section was:

- 20.9 students;
- 2.73 room hours;
- 52.5 student contact hours.

The mean section size was 20.9 students, and the median was 22 students. Six sections had at least 65 students.

Buildings with the highest lab contact-hour totals were Science, Health & Science, Rogers, and Oconee Classroom. These four buildings accounted for about 70 percent of all lab contact hours, and housed 41 of the total 73 rooms.

Time Utilization

A common guideline for labs is 50 percent time utilization, or 22.5 hours per week assuming a 45-hour scheduling window. If the mean hours of usage meet that guideline, the general implication is that the number of labs is appropriate. During Fall 2015, the average utilization was 18.8 hours per week. Twenty seven of 73 rooms were scheduled more than 22.5 hours per week, and 24 were scheduled 11.25 hours per week or fewer.

Due to the need for specialized equipment, however, most laboratories are not interchangeable in the manner that classrooms are. Even when taking the most draconian approach to space planning, it is difficult to reduce the number of labs required to fulfill programmatic requirements. A Microbiology lab requires different equipment from a Physiology lab, for example, and there is not enough space to house the equipment for both in the same lab. Some lab functions are mutually exclusive and therefore require separate spaces. For example, a maker space that generates dust would not be compatible with tissue culture.

In the Classroom section above, almost all rooms were scheduled by the Registrar. Labs, however, are mostly departmentally controlled.

Seat Utilization

Lab utilization can also be measured by the seat or station occupancy. The typical occupancy rate guideline for labs is 80 percent. The mean room occupancy at UNG was 100 percent, with 36 rooms of 73 meeting the guideline. The median occupancy was 79 percent. Fourteen labs had abnormally high (>100%) occupancy suggesting that either:

- the course is formally assigned to one room, but in practice uses a suite of spaces,
- the course is nominally scheduled to meet at a specific time, but in practice students use the lab at other times
- students are over-filling the room,
- or some room station counts may not be accurate.

While tracking the first two situations above may be difficult semester to semester, the high seat utilization rate recorded may not reflect a problem in practice. However the third situation represents a problem that should be addressed.

When the occupancy is low, there is a mismatch between the sizes of existing spaces and the sections that are scheduled in them — small course sections are meeting in large rooms. In some cases this can be the result of too many lab sections being scheduled for a particular course. But with upper-level labs or courses that are scheduled once per year or less, schedulers have less control over section sizes. These courses may be required for students, but the number of students who need to take them in a particular semester may be significantly smaller than the number of stations in the lab. Thus it may be difficult to achieve occupancy guideline targets when these labs are included in the data.

See Table VI in appendix 2 for room-by-room details.

Space per Station

The required space per station for labs varies widely, not only by discipline, but also within a discipline, depending on the types of labs, the program requirements, and program focus. The table below (Fig 4.16) shows the NASF per station by school or department for labs. Also note that, as pointed out above in the occupancy section, some lab station counts are suspect, and therefore NASF per station is likewise questionable.

FIG. 4.16 NASF PER STATION BY DEPARTMENT, LABS ALL SCHEDULED LABS, FALL 2015

Department	Number of Labs	Mean NASF / Station
Academic Affairs	5	37.2
Astronomy	1	30.2
Athletics	1	56.4
Biology	14	46.9
Chemistry & Biochemistry	12	70.6
College of Arts & Letters	1	52.4
Comm, Media, & Journalism	2	29.2
Inst for Enviro & Spatial Analysis	3	42.1
Library	1	31.3
Modern Languages	1	22.8
Music	5	57.3
Nursing	2	150.8
Physical Therapy	2	84.9
Physics	4	47.5
Theatre	2	34.3
University Classroom	10	29.7
Visual Arts	7	63.1
Totals:	**73**	**52.4**

Evening Usage

UNG's evening scheduling window is Monday through Thursday, 4:30PM to 9:55PM, and Friday 4:30 to 5:55PM (25.5 available hours per week). Only 2 lab sections meet on Friday night after 6PM.

Evening contact hours accounted for 12% of all lab contact hours during the semester.

FIG. 4.17 EVENING LAB AND STUDIO USAGE

Term, Session	Labs	NASF	Stations	Sections	Hrs / Week	Mean Sec Size	Mean Sta Occ	Contact Hrs / Week
Fall 2015, Eve	37	42,859	1,048	89	4.4	22.7	111%	3,514

4.3 QUALITY-OF-LIFE SERVICES

As part of the Master Plan, Brailsford & Dunlaray (B&D) was engaged to evaluate quality-of-life facility needs for select asset types within the UNG system. Whereas UNG experiences an advanced understanding of future needs and/or delivery of new / enhanced facilities is not a priority for the University, analysis was not to be included as part of the Plan. Therefore, B&D's scope of work by UNG campus is as follows (Figure 4.18):

FIG. 4.18 QUALITY-OF-LIFE PLANNING ACTIVITIES BY CAMPUS

Quality-of-Life Asset Class	Campus Location: Dahlonega	Gainesville	Oconee	Cumming	Blue Ridge
Housing	✓ Strategic Visioning, Preliminary Demand Analysis	✓ Strategic Visioning, Preliminary Demand Analysis			
Recreation	✓ Strategic Visioning, Preliminary Demand Analysis	✓ Strategic Visioning, Preliminary Demand Analysis	✓ Strategic Visioning, Preliminary Demand Analysis		
Union		✓ Strategic Visioning, Preliminary Demand Analysis	✓ Strategic Visioning, Preliminary Demand Analysis		
Foodservice		✓ Strategic Visioning, Preliminary Demand Analysis	✓ Strategic Visioning, Preliminary Demand Analysis		
Athletics	✓ Strategic Visioning, Benchmarking				

LEGEND: Strategic Visioning; Preliminary Demand Analysis; Benchmarking; Excluded from B&D Scope

Enrollment and Demographic Analysis

To effectively address current and future quality-of-life facility needs for UNG's student population, understanding both the total number of students that are enrolled on each academic campus and their sub-demographic profiles is essential. In the fall of 2015, UNG's total student population on the Dahlonega, Gainesville, and Oconee campuses equaled 16,474 students. This population represents a growth of 1,546 students (10.36%) since the fall of 2013. The breakdown of UNG's student population by campus is as follows (Figure 4.19):

As shown in Figure 4.19, UNG's enrollment growth has been primarily focused on the Dahlonega and Gainesville Campuses. In total, the Dahlonega and Gainesville Campuses serve a majority of UNG's student population with more than 7,000 students on each campus, respectively.

In spite of each campus experiencing growth in recent years, UNG's campuses vary in terms of their sub-demographic composition, as different types of students attend classes on the Dahlonega, Gainesville, and Oconee Campus. Understanding the type of student that is enrolled at each campus is

FIG. 4.19 UNG ENROLLMENT BREAKDOWN BY CAMPUS 2013 - 2015

UNG Campus	2013	2014	2015	Delta (2012 - 2015)
Dahlonega	6,319	6,648	7,057	11.68%
Gainesville	6,391	6,490	7,139	11.70%
Oconee	2,218	2,201	2,278	2.71%
Total	14,928	15,339	16,474	10.36%

important to the Plan, as not all individuals utilize quality-of-life facilities similarly, both in regards to activity and frequency preferences. Some of the key demographic characteristics that are important when evaluating quality-of-life participation are: gender, enrollment status, academic classification, age, permanent residence, and current living situation. Figure 4.20 displays the demographic composition for the Dahlonega, Gainesville, and Oconee Campus in detail.

FIG. 4.20 UNG ENROLLMENT DEMOGRAPHICS BY CAMPUS

	Dahlonega	Gainesville	Oconee
Total Enrollment			
All Students	7,057	7,139	2,278
Enrollment Status			
Full-Time	82%	59%	61%
Part-Time	18%	41%	39%
Academic Classification			
Freshman	26%	47%	60%
Sophomore	22%	24%	32%
Junior	21%	16%	8%
Senior	24%	12%	1%
Graduate / Other	7%	0%	0%
Undergraduate Age			
18-22	81%	65%	83%
Current Living Situation			
On-Campus	30%	0%	0%
Off-Campus	70%	100%	100%
Gender			
Male	43%	44%	51%
Female	57%	56%	49%
Permanent Residence			
Local	22%	77%	43%
Non-Local	78%	23%	57%

As shown in Figure 4.20, the sub-demographic composition differs for each of UNG campuses. The Dahlonega Campus serves a more "traditional" population, as this campus has the highest percentage of students enrolled full time, classified as a junior or senior, and living on campus. Whereas the Gainesville and Oconee Campuses do not offer student housing and primarily enroll first- and second-year students. Furthermore, students enrolled on the Oconee Campus are all pursuing Associates Degrees, while Bachelor Degree programs are offered on both the Dahlonega and Gainesville Campuses.

The relationship between demographic characteristics and students' quality-of-life facility preferences can be found as a part of Chapter 5, fig 5.20

Existing Quality of Life Assets

Each of UNG's campuses being evaluated as part of the Plan offer varying levels of quality-of-life facilities and services to support students, faculty, and staff. Below is a description of the quality-of-life assets available on each UNG campus.

Dahlonega Campus

Student Housing: Dahlonega is the only UNG campus that offers an on-campus residential experiences to students. Additionally, the Dahlonega Campus has a live-on requirement for all freshman and sophomore students. In total, 2,230 beds are available to serve both the civilian and military populations. The Dahlonega Campus provides a spectrum of unit-type configurations ranging from traditional-style bedrooms with community bathrooms to apartment-style units. In the fall of 2016, UNG, in collaboration with the University System of Georgia's public-private partner, Corvias, will be adding 536 new suite-style beds on the Dahlonega Campus ("The Commons"). This new facility will increase the total bed count to 2,766 on the Dahlonega Campus.

Further details regarding each of UNG's on-campus housing facilities is provided below:

Civilian Housing:

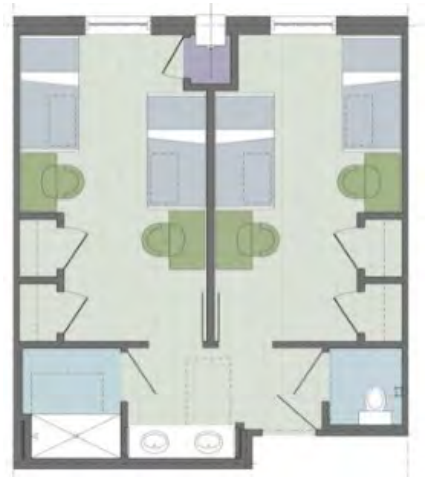
- Donovan Hall – Three (3) story residence hall with 237 traditional-style beds and community bathrooms
- Lewis Hall – Five (5) story residence hall with 207 traditional-style beds and community bathrooms
- Lewis Annex – Three (3) story residence hall with 96 traditional-style beds and community bathrooms
- NG Suites – Residence hall with 593 suite-style beds and shared in-unit bathrooms
- Owen Hall – Residence hall with 314 apartment-style beds and in-unit bathrooms

Cadet Housing:

- Liberty Hall – Military residence hall with 264 traditional-style beds and community bathrooms
- Patriot Hall – Military residence hall with 352 traditional-style beds and community bathrooms
- Gaillard Hall – Military residence hall with 166 traditional-style beds and community bathrooms

North Georgia Suites on Sunset Drive

Traditional-style beds



Suite-style beds

Apartment

Campus Recreation: In the fall of 2008, UNG opened the new 57,000 SF Recreation Center on the Dahlonega Campus. The facility offers weight and fitness, court space, indoor track, and group exercise activities. In addition to UNG students, the University allows faculty, staff, alumni, and local community members to purchase memberships to the Recreation Center. The University also offers outdoor recreation and intramurals at the Drill Field and Yahoola Creek Park. Student and membership fees are utilized to support the Campus Recreation operation.

Athletics: UNG's NCAA Division II competitive sports are all offered on the Dahlonega Campus and nearby off-campus facilities. A brief description of UNG's Athletics facilities is provided below:

On-Campus Facilities:

- Memorial Hall – Memorial Hall, located in the heart of UNG's Dahlonega Campus, was originally constructed in 1960 and serves as the practice and competitive venue for UNG Men's and Women's Basketball. The venue has seating for up to 1,025 attendees when competition is occurring. Additionally, Memorial Hall is home to Athletics administrative and coach offices, Physical Education Department, athletic training, strength & conditioning, and a 25-meter long swimming pool.

- Bob Stein Stadium – Bob Stein Stadium, located across Morrison Moore Parkway, opened in fall 2008 and is home to UNG Men's Baseball. The stadium's seated capacity is 500. Since opening, Bob Stein Stadium has experienced renovations to the dugouts, field, and scoreboard.

- Haines & Carolyn Hill Stadium – Haines & Carolyn Hill Stadium, located across Morrison Moore Parkway, opened in fall 2008 and is home to UNG Women's Softball. The stadium's seated capacity is 222. Since opening, the stadium has experienced upgrades to the field and scoreboard.

- Coleman Field House – The Coleman Field House, located across Morrison Moore Parkway, opened in fall 2014 and serves as the locker room and support space for Men's Baseball and Women's Softball. The support spaces include coach offices, meeting rooms, lounges, and an auxiliary athletic training facility.

- UNG Soccer Complex – The UNG Soccer Complex, located across Morrison Moore Parkway, opened in fall 2004 and is home to both UNG Men's and Women's Soccer. The field offers a seated capacity of more than 500 patrons. Since opening, the field has received updates by adding bleacher seating and field turf.

- Raymond C. Hamilton Rifle Range - The COL. Raymond C. Hamilton Rifle Range, located on UNG's Dahlonega Campus, is home to the UNG Mixed Rifle team. In 2011, updated targets and scoring systems were added to the range.

Memorial Hall Indoor Basketball Court

Bob Stein Stadium

Off-Campus Facilities:

- Achasta Golf Club – Achasta Golf Club, located a few miles from UNG's Dahlonega Campus, is home to both UNG Men's and Women's Golf.

- UNG Tennis Complex – The UNG Tennis Complex, located at Yahoola Creek Park near UNG's Dahlonega Campus, is home to both UNG's Men's and Women's Tennis. The facility offers eight (8) tennis courts.

Gainesville Campus

Student Housing: There is currently no student housing provided on the Gainesville Campus.

Recreation: The Hugh Mills Physical Education Center is home to UNG's recreation facility on the Gainesville Campus. The facility is home to court space, weight and fitness, an indoor pool, and department and faculty offices. Program spaces within the facility is shared with the Physical Education Department on the Gainesville Campus and its operating hours are coordinated to allow classes to occur during specified hours. The facility is available to students, faculty, staff, and Laker Society members. The Gainesville Campus also offers outdoor tennis, field space, and a track to the campus community.

Student Union: The Student Center on the Gainesville Campus is the hub of student activity, casual recreation, campus-led organization participation, and several administrative departments. Within the facility, the University offers meeting space, lounges, foodservice, and the campus bookstore. The 55,392 SF facility was originally constructed in 1965.

Foodservice: The Gainesville Campus features two retail dining locations. One is the Food Court in the Student Center, which serves made-on-premises pizza, sandwiches, salads, etc., including both prepared-to-order and pre-packaged items. The Food Court is 5,300 SF facility, including both the seating, servery, and back-of-house operations. The other retail dining location in the Academic 4 Building, the Coffee Bar, which serves snacks, coffee, and tea. The University does not offer a meal plan program to its Gainesville Campus population.

Student Center

Dining Facility in Student Center

Indoor Basketball in Hugh Mills Physical Education Center

Coffee Bar in Nesbitt

Oconee Campus

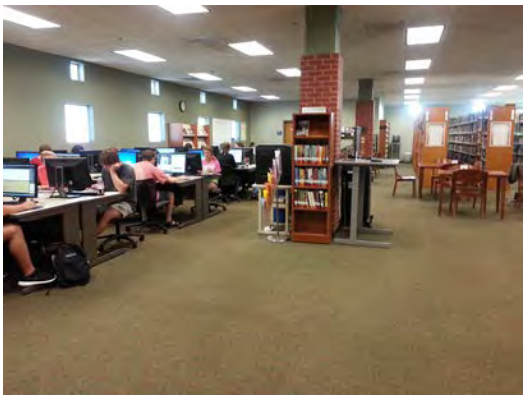
Recreation: The University does not currently offer a recreation facility on the Oconee Campus. The University currently engages in an off-campus partnership at Herman C. Michael and Veterans Memorials Parks to support the intramural needs of the campus community.

Student Union: The Student Resource Center on the Oconee Campus is the hub of student activity, campus-led organization participation, and common / community space. Within the facility, the University offers multi-purpose spaces, an atrium, foodservice, and the library. The 22,948 SF facility was originally constructed in 1998.

Foodservice: The Oconee campus features two co-located concepts: the coffee bar (serves snacks, tea, coffee beverages) and the Student Resource Center (serves pre-packaged sandwiches and salads). The University does not offer a meal plan program to its Oconee Campus population.

Student Resource Center

Coffee bar and lounge in Student Resource Center



Library in Student Resource Center

Key Findings

As a result of the assessment of existing conditions, B&D developed a series of key findings regarding UNG's current approach to the delivery of quality-of-life facilities and services. Below is a summary of the key findings that resulted from this analysis.

1. UNG's quality-of-life strategic objectives differ significantly by campus. UNG leadership's aspired role of quality-of-life facilities varies for students and faculty/staff located in Dahlonega, Gainesville, and Oconee. However, to the extent that a particular quality-of-life facility type is currently / will be provided on Gainesville and Oconee, UNG leadership on those campuses demonstrated that similar objectives exist in meeting the needs of those students and faculty/staff. Below is a list of the strategic objectives identified by UNG leadership for each of the analyzed asset types by campus.

Dahlonega Campus

- Housing and recreation facilities must support student personal and leadership development
- Recreation has a role in serving as a gathering space for campus-wide and community engagements
- Athletics venues will continue to serve a critical role as an on-campus gathering space for campus-wide or community events

Gainesville Campus

- The addition of on-campus housing would provide enhanced opportunities for student engagement and support University enrollment management strategies
- Recreation and union spaces must be sized and programmed to support campus-wide engagement and recruitment / retention initiatives
- Foodservice must be used to support the out-of-classroom experience and provide a venue that facilitates interaction between the students and faculty/staff

Oconee Campus

- Recreation and union spaces must be sized and programmed to support campus-wide engagement and recruitment / retention initiatives
- Foodservice must be used to support the out-of-classroom experience and provide a venue that facilitates interaction between the students and faculty/staff

During student focus groups on the Dahlonega Campus, UNG students demonstrated that they agree with the strategic objectives set forth by University leadership. Students overwhelmingly indicated that quality-of-life facilities are integral to their enrollment decision, satisfaction, and degree of connectivity with the campus community.

2. UNG's student enrollment differs significantly for each campus. Previously separated as two independent institutions, NGCSU and Gainesville State (both the Gainesville and Oconee campuses) attracted different types of students for enrollment. NGCSU offered diverse baccalaureate and graduate degree programs, whereas Gainesville State College did not add bachelor degree programs until 2005. This approach to academic offerings was critical in influencing the types of students attending classes at the two institutions.

Although the two institutions have consolidated to become the University of North Georgia, the difference in the students' sub-demographic characteristics remain. The Dahlonega Campus enrolls more than 7,000 students, of which more than 80% are classified as full-time students (highest among three campuses included in the quality-of-life analysis). The Gainesville Campus experiences the highest total student population, percentage of part-time students, and local students of the three campuses. The Oconee Campus has the fewest number of students enrolled. Further details regarding UNG's enrollment by campus is described in the Enrollment and Demographic Analysis section herein.

3. UNG's delivery of quality-of-life facilities and services differ for each campus. With a traditional "college town" atmosphere and two-year live-on requirement on the Dahlonega Campus, the University is expected to provide diverse quality-of-life engagement opportunities and facility access seven days per week. Students have several on-campus housing options that include traditional-, suite-, and apartment-style units on the Dahlonega Campus. The University also recently constructed a 57,000 SF recreation center, which provides weight and fitness, group fitness, court space, and an indoor track. Students and faculty/staff also have access to outdoor recreation spaces on and near campus.

The Gainesville Campus does not provide on-campus housing, and therefore provides a different level of dedicated quality-of-life spaces and operating hours than the Dahlonega Campus. The Hugh Mills Physical Education Center is a shared recreation and academic space with specified hours allowing both functions to occur. The 37,000 SF building provides weight and fitness, court space, and an indoor pool. Beyond the indoor facility, the Gainesville Campus offers an outdoor track, field space, and tennis courts to students and faculty/staff. Additionally, the Student Center located in the middle of the Gainesville Campus provides a co-located union and foodservice space. Due to academic schedules, the facility primarily focuses on meeting campus demand between 8:00 AM – 8:00 PM Monday – Thursday, with limited operating hours during the weekend.

Similar to Gainesville, the Oconee Campus does not provide on-campus housing. However, the Oconee Campus also does not offer an on-campus indoor recreation opportunity to students. Within the Student Resource Center, the University provides co-located union and dining facilities. Due to academic schedules, the facility primarily focuses on meeting campus demand between 7:30 AM – 10:00 PM Monday – Thursday, with limited operating hours during the weekend.

4. UNG has experienced enrollment growth across all campuses. From 2013 to 2015 the Dahlonega, Gainesville, and Oconee Campuses have grown enrollment by more than 10%, combined. The Dahlonega (11.68%) and Gainesville (11.70%) Campuses have been growing at the fastest rate since the UNG consolidation occurred in Fall 2013.

4.4 CAMPUS GROUNDS

Open Space Assessment

The Open space assessment takes a closer look at the existing spaces connecting the built environment and their organizing patterns. These spaces not only weave the campus together, but also serve as major gathering spaces and are utilized to create an important identity for the university. The landscape areas / open spaces were carefully assessed on all four campuses considering the surrounding building uses and development types, the main function of the space, and the integrated relationship between the outside and the inside of the buildings. Based on this information, the spaces were then classified into multiple categories on each of the campuses.

Dahlonega

Two forces are at play on the Dahlonega campus creating a unique juxtaposition: the formality of the Drill Field and its surroundings, and the amorphous feel of a campus nestled within a natural setting. The Drill Field is the core of the Dahlonega campus, both on a physical level and in terms of the user's perception. More formalized spaces exist between the major academic buildings and around the residence halls in the forms of courtyards and quadrangles. Much of the remaining spaces that surround the main buildings are considered unprogrammed landscape or buffer landscape, both involving little maintenance. From there the landscape gets incrementally less manicured as it moves towards the mountains on the western and southern edges of campus, eventually becoming forested or densely vegetated space. The one exception is the sports complex on the other side of Morrison Moore Parkway.

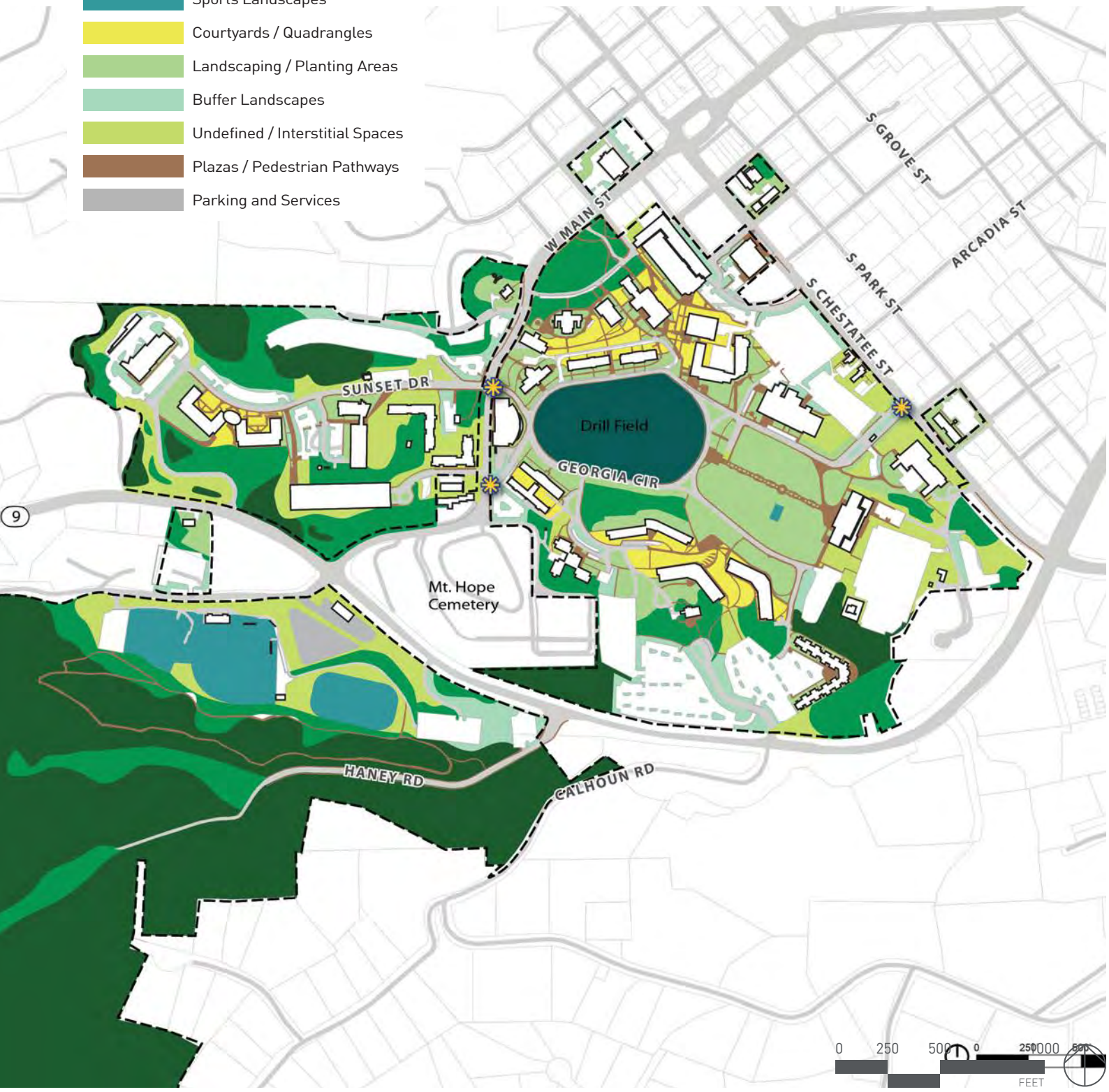


FIG. 4.21 OPEN SPACE ASSESSMENT, UNG DAHLONEGA

FIG. 4.31 FOREST /DENSE VEGETATION AREAS
These are unmanaged areas with dense natural and organically growing vegetation. These areas are located mostly on southside of recreation fields along Radar Ridge.

FIG. 4.32 DENSER TREE CANOPY PASSIVE AREAS
These areas can be distinguished by the dense tree canopy but are ocassionally used by the students and staff members as passive recreational areas. They help in creating gateway conditions or act as a tree buffer between buildings and major roads.

FIG. 4.33 SIGNATURE OPEN SPACE LANDSCAPES
The Drill field is a significant open space in establishing the campus identify and can be distinguished by its grand size, central location, and relationship to major buildings or landmarks.

FIG. 4.34 PLAZAS/PEDESTRIAN PATHWAYS
These are the main pedestrian spines running through the campus and are responsible for establishing the pedestrian environment for the campus. Internally the campus is very well connected by pedestrian pathways; however, the pedestrian conflicts occur on the periphery.

FIG. 4.35 SPORTS LANDSCAPE
The areas dedicated to the sports / recreational fields within the campus are highlighted. They are located on the southside of Morrison Moore Parkway and completely isolated from the main campus, creating major accessibility / connectivity issues.

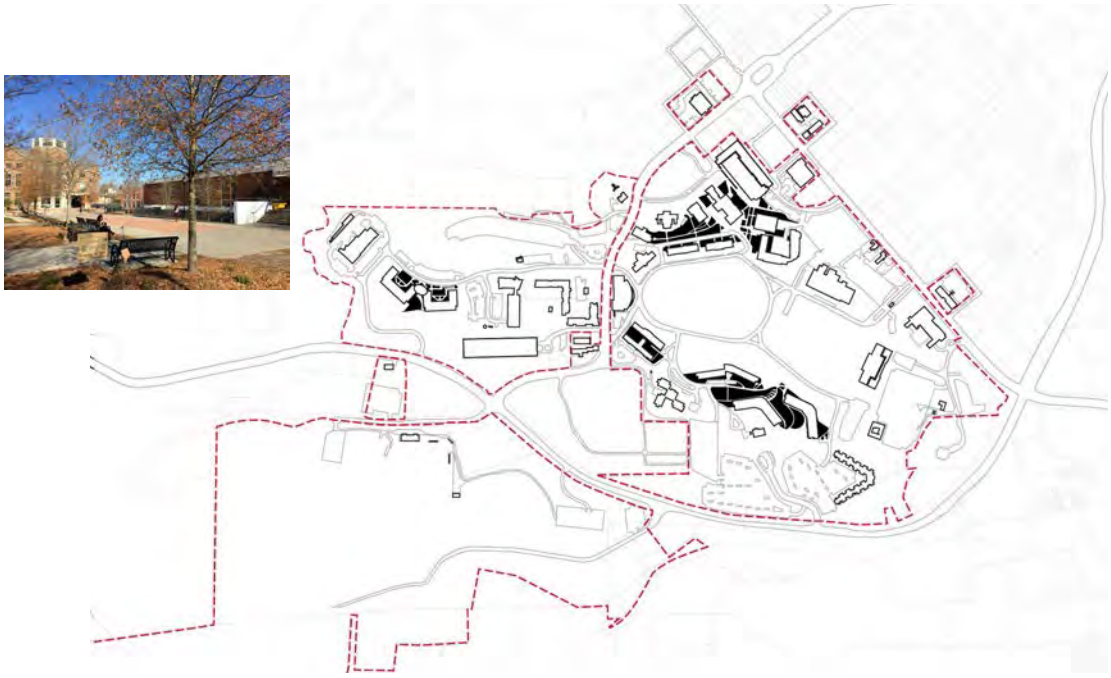


FIG. 4.36 COURTYARDS/QUADRANGLES
These areas serve a as hub for activities or as small gathering spaces; they are defined by the buildings and other landscape elements framing the area.

FIG. 4.37 LANDSCAPING/PLANTING AREAS
The landscaped areas between street edges and the building facades are hilighted. They are also responsible for creating a proper transition to the surrounding neighborhood.

FIG. 4.38 UNDEFINED/INTERSTITIAL SPACES
The areas which are mostly residues and don't have any primarily identified function are highlighted

Open Space Assessment - Gainesville

The original campus was designed in 1965, using a central axis, pedestrian and vehicular circulation loops as the framework for the layout of the buildings and open spaces. This is illustrated in the 1978 aerial photo of the campus. The U-shaped pedestrian loop around the campus core still exists in the current setting. The building additions over time have been done in a sensitive manner to minimally affect the original organizing elements of the campus. However, the central pathway behind the Student Center was compromised to accommodate a parking lot in the 1980s. The open space assessment helps in understanding the types of spaces, their current condition and the opportunities they offer for the future expansion of the campus.

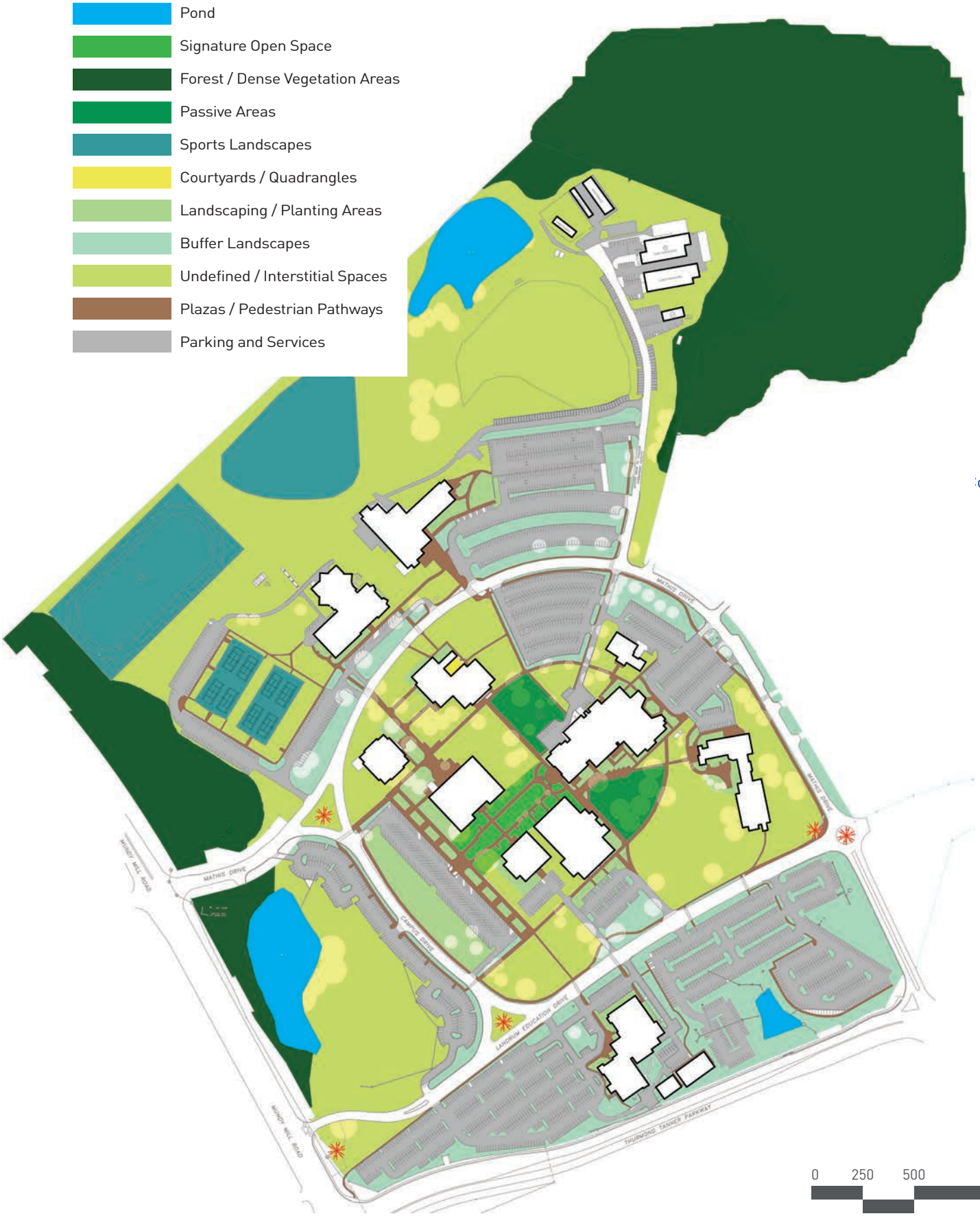


FIG. 4.39 OPEN SPACE ASSESSMENT, UNG GAINESVILLE

FIG. 4.31 FOREST /DENSE VEGETATION AREAS
The Gainesville State College Trail running through the northeast part of campus is an excellent example of how public institutions can leverage and preserve their natural assets. To the west, the untouched patch of woods acts as an excellent buffer from the heavy traffic along Mundy Mill Road.

FIG. 4.32 DENSER TREE CANOPY PASSIVE AREAS
The two defined passive spaces within the campus successfully supplement the Campus signature space. These secondary spaces are tucked beneath large deciduous canopies proving a good amount of shade for picnic-style seating, a volleyball court, and leisure activities that may occur between classes.

FIG. 4.33 SIGNATURE OPEN SPACE LANDSCAPES
As the only formalized landscape, the central lawn is key to the identity of the Campus. It is paramount to maintain and accent this space as a focal feature.

FIG. 4.34 PLAZAS/PEDESTRIAN PATHWAYS
Given that the campus core is largely dedicated to pedestrians, connectivity within this area is quite good. The pedestrian connectivity for buildings and parking lots further from the core is diminished due to the larger focus on vehicular circulation.

FIG. 4.35 PARKING
As a commuter campus, a large amount of land dedicated to parking within the campus. Parking areas have begun to intrude upon the pedestrian realm. As growth occurs, the parking strategy should come second to the pedestrian experience in order to maintain the "campus" landscape feel.

FIG. 4.36 BUFFER
This type of landscape describes land that is largely unusable and serves a single-purpose as a buffer from parking lots. Collectively, this type of landscape consumes a good portion of land given the amount of parking lots on campus.

FIG. 4.37 LANDSCAPING/ PLANTING AREAS
There are few ornamental plantings located on the campus. Most are concentrated around buildings as foundation plantings with some used to define small courtyard spaces outside building entrances.

FIG. 4.38 UNDEFINED/ INTERSTITIAL SPACES
This category represents the vast amount of undefined landscapes within the campus. Much of this consists of large lawns that can be utilized for future growth, refined as passive landscapes, or preserved (especially in areas where mature tree canopy exists).

Open space assessment - Oconee

The Oconee campus sits on a 14 acre parcel on Bishop Farms Parkway. It is land locked and surrounded by privately owned properties and Georgia 24 / Watkinsville Bypass.

PARKING: Since this is a commuter campus, the academic buildings are mostly surrounded by surface parking lots.

COURTYARD: There is a very small courtyard space between the Student Resource Center and the Classroom Building. This area is used for outside learning and student gathering. Due to the lack of landscaping and planting, the internal courtyard is not pleasant for outdoor seating.

PASSIVE AREAS: There is very small lawn area near the campus entry.

UNDEFINED/INTERSTITIAL SPACES: The land near the southern campus boundary slopes down from the main campus and is currently vacant and not being utilized for any use. The area will have to be regraded for future recreational amenities.

FIG. 4.39 OPEN SPACE ASSESSMENT, UNG OCONEE

Open space assessment - Cumming

In its current setting, the cumming facility does not feel like a campus as there is only one building. UNG plans to build a second building in near future.

FOREST: The UNG owned 27 acres parcel is mostly undeveloped and covered with dense trees. The wooded area has topographic challenges as it slopes towards Sawnee Creek. There is potnetial to create trails through the wooded area and connect the campus to the creek.

PARKING: Parking is located at the rear of the building. This helps shield for parking from the campus entry.

LANDSCAPING / PLATING AREAS: Areas around the building are landscaped and well-maintained.

UNDEFINED/INTERSTITIAL SPACES: The undeveloped land is not utilized for any other outdoor uses. The future building will be developed fronting Acquatic Circle, which will enhance the sense of a campus.

FIG. 4.40 OPEN SPACE ASSESSMENT, UNG CUMMING

Land Use Districts

The Land Use Districts illustrate the evolution of the campus and also the existing land use patterns within the campus. The broader campus land-use categories include:

- Academic (classroom, lab, and science center)
- Administrative (office, administration and student support services)
- Quality of Life (dining, gym, indoor recreation and sports)
- Residential (student housing)
- Support Services (facilities maintenance and operation, storage)
- Athletic and Recreational (outdoor recreation fields)
- Parking (dedicated surface lots and parking decks)
- Landscape / Green Space (stand alone, not a part of a particular building/district)

Land Use Districts - Dahlonega

The Main Campus is bounded by South Chestatee Street, West Main Street and Morrison Moore Parkway. This is the historic campus core consisting most of the land use categories identified above. The Drill Field and the large landscape area divide the uses; student housing on the south and all the other uses (academic, quality of life and administrative) on the north. Due to such dispersion of uses, there is significant pedestrian movement generated around the Drill Field which creates a vibrant campus core. The academic buildings are more internal and tied to the Drill Field, but the Quality of Life buildings are located on the campus edge as a front door to downtown and creates a town & gown relationship. There are a couple of academic bulidings located across the main campus on South Chestatee Street and West Main Street.

The West Campus is defined along Sunset Drive which includes the Health & Natural Sciences building, student housing complex and Plant Operations building. The Walker Drive Parking Deck is also on the West Campus. West Main Street is a major collector street to approach downtown Dahlonega and divides the two halves of the campus. This results in significant pedestrian traffic between the two campuses, creating many safety issues.

The recreational fields are isolated from the rest of the campus and their connectivity is all the more challenging due to the high traffic volume on Morrison Moore Parkway.

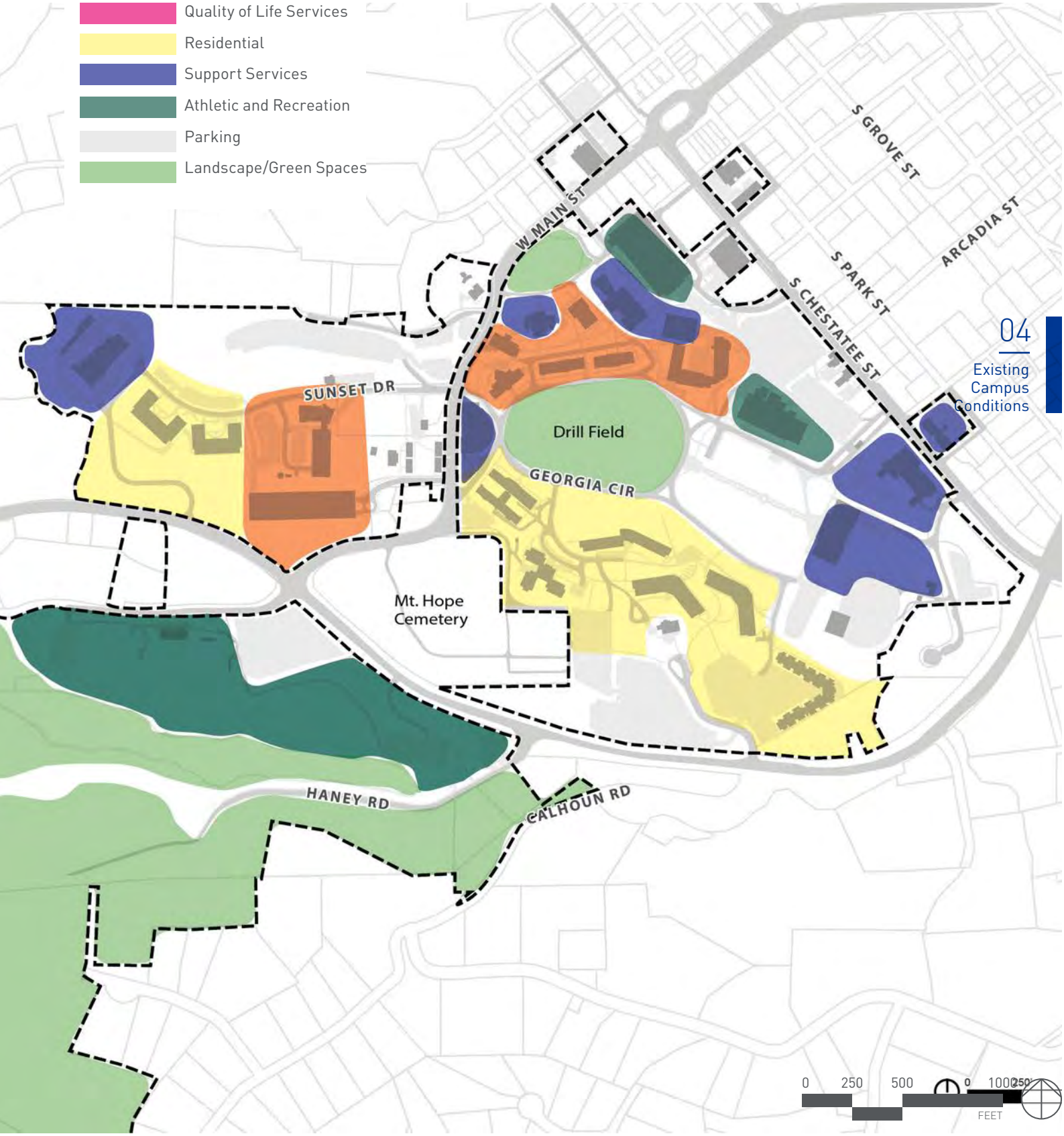


FIG. 4.41 LAND USE DISTRICTS, UNG DAHLONEGA

Land Use Districts - Gainesville

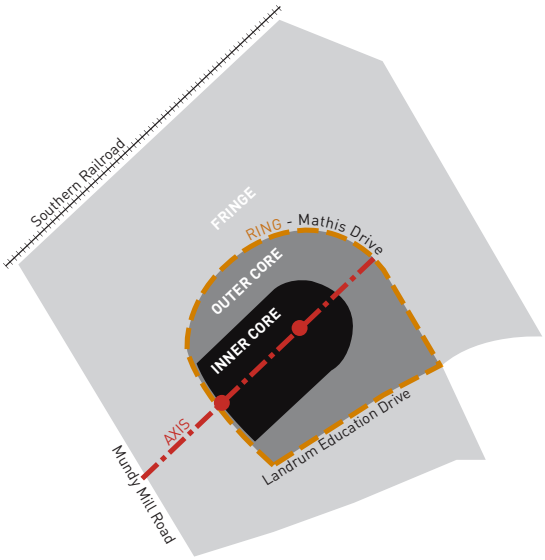
The central axis of the Gainesville campus, connecting the Student Center to the central green plaza and the Clock Tower, is parallel to the railroad track. The campus buildings are organized around this central axis and the circular loop road, Mathis Drive / Campus Drive. The campus setting for the buildings, vehicular streets and pedestrian paths generally follows the ring and radial pattern. Unlike Dahlonega, this campus sits on a flat landscape and was designed as a car-oriented suburban campus during the early 1960s.

Since UNG Gainesville is a commuter campus, academic uses are predominant, and primarily located within the inner core. With campus expansion, some academic buildings and large parking lots were located in the outer core and in the fringe area along Mathis Drive and Landrum Education Drive. Lanier Tech was built as a separate technical college but is seen as one campus. With the potential future acquisition of Lanier Tech by UNG, there is an opportunity to blend the two colleges into a single identity through open space and circulation reconfigurations.

In addition to the administrative building, a large portion of the inner core includes the Student Center which contains dining and union facilities. Along the periphery of the outer core are other student facilities -the Library and Hugh Mills Physical Education Center. The athletics and recreation fields are placed on the northern campus fringe along the campus Southern railroad.

The northeast corner of the fringe houses support services and also includes UNG Foundation owned property. This 75 acres of wooded property has nature trails connecting to the apartment complex located on Tumbling Creek Road.

Being a commuter campus, parking takes almost 22 acres (15% of the main campus) of land. In order to meet the enrollment growth, UNG has recently created an off-campus parking lot on a property owned by the Georgia Department of Transportation on Thurman Tanner Road. UNG provides shuttle service from this lot to the main campus. To accommodate future campus growth, innovative parking strategies will have to be created in order to maintain the integrity and character of the built and open space environment.



Analytical Diagram of Campus Setting

Foster Watkins Academic Building

Martha T. Nasbitt Academic Building

Central Plaza looking towards Dunlap Mathis Building

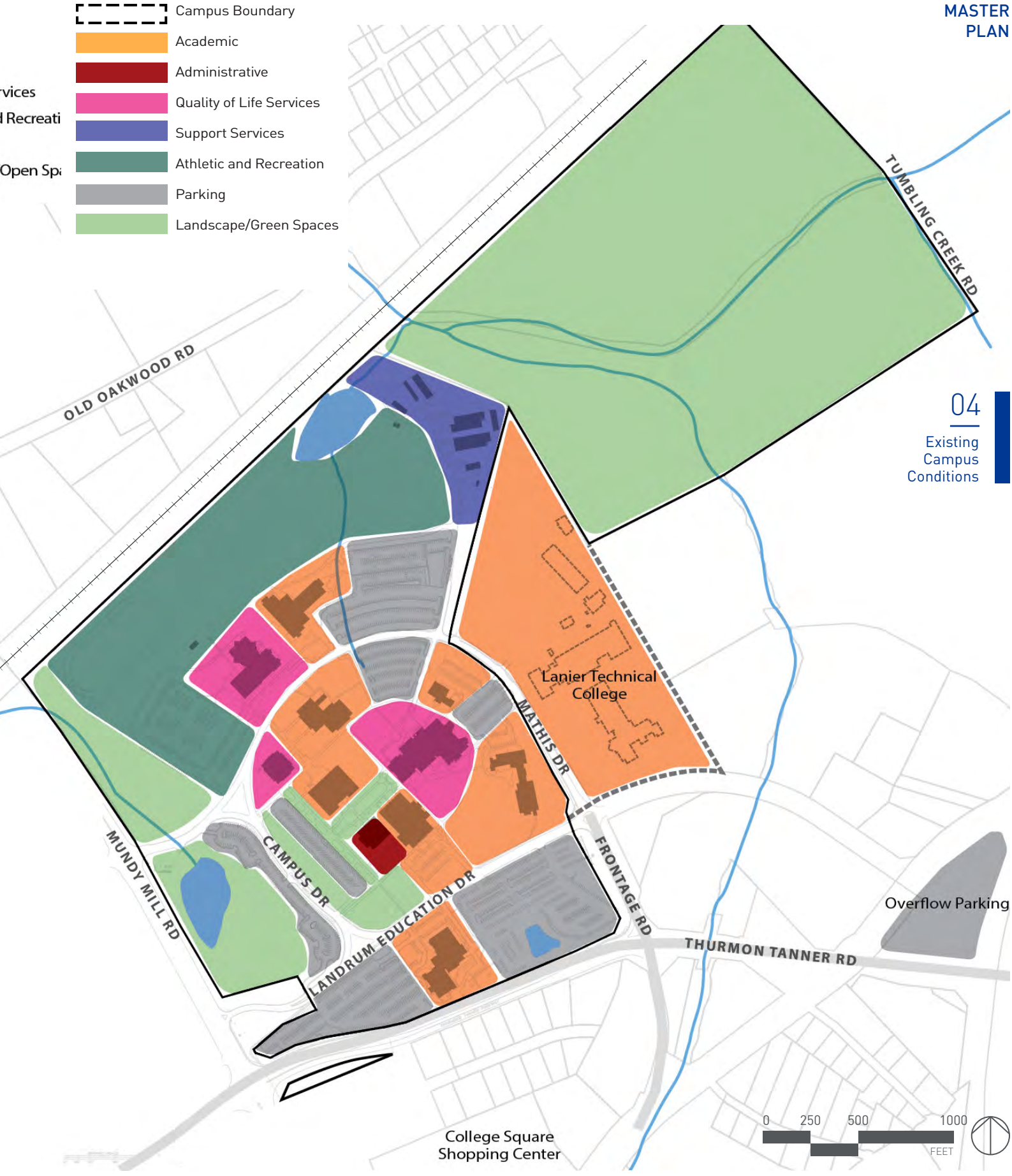


FIG. 4.42 LAND USE DISTRICTS, UNG GAINESVILLE

Land Use Districts - Oconee and Cumming

The Oconee and Cumming campuses are relatively smaller than Dahlonega and Gainesville. They both are commuter campuses with predominantly academic uses, one story buildings in Oconee and a two story building in Cumming. Similar to Gainesville, they are car-oriented suburban campuses located away from their relative downtowns (Watkinsville and Cumming). The surface parking lots consume a large amount of campus land and do not contribute to the quality of life and pedestrian environment.

The future expansion of both campuses will include new academic buildings, and there is also a desire to include outdoor learning spaces / student gethering areas and recreational amenities. The master plan process provides opportunities to create cohesive built and open space environments

Faculty Center / Bishop Wellness & Activities Hall, UNG Oconee

Student Resource Center, UNG Oconee

Campus Boundary
Academic
Quality of Life Services
Support Services
Parking
Landscape/Green Spaces

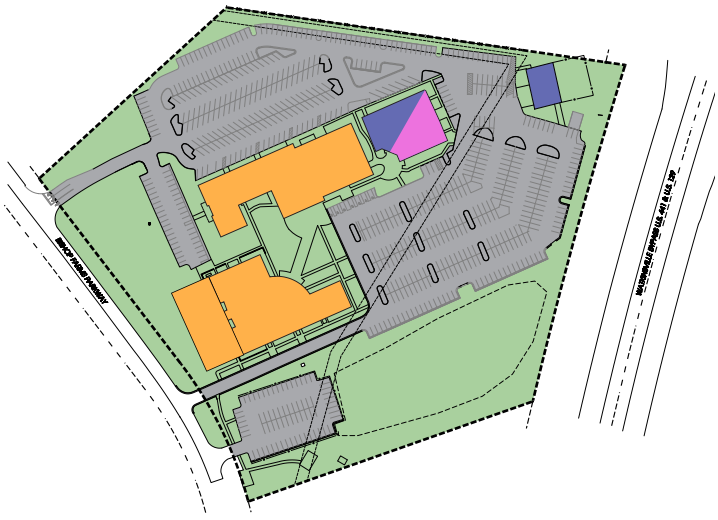


 FIG. 4.43 LAND USE DISTRICTS, UNG OCONEE

FIG. 4.44 LAND USE DISTRICTS, UNG CUMMING

Historic Preservation

As part of the master plan, a campus historic preservation plan (CHPP) was formulated for both the Dahlonega and Gainesville campuses. The plan identifies historic resources on both campuses and their eligibility for nomination to the Georgia/National Register. All buildings 40 years or older were evaluated as part of this exercise. For the Dahlonega campus, the previous CHPP, completed in 2009, was used as the basis for the survey. On the Gainesville campus, many buildings are approaching the 50-year threshold, and this is the first preservation plan undertaken to evaluate these resources.

Based on their level of integrity and historic association with the school or city, the eligibility of these resources for nomination to the Georgia/National Register were determined. Additionally the preservation value of these eligible buildings was also determined. Resources assigned to Preservation Category I are worthy of long term preservation because they meet one or more of the following criteria:

- possess central importance in defining the historic, architectural or cultural character of the institution
- possess outstanding architectural, engineering, artistic or landscape architectural characteristics
- represent a major investment in resources
- possess considerable potential for continuing or adaptive use

Resources listed within Preservation Category II are considered for long term preservation. These resources also possess integrity, potential for adaptive re-use and other merits but do not meet the criteria of inclusion as Category I resources.

On the Dahlonega campus, seventeen buildings were identified as having historic significance in the 2009 CHPP. Three of these buildings (Sanford Hall, Woodward Infirmary and Sirmons Hall) have since been demolished. The current plan identifies six additional buildings (Choice Avenue Church, Hoag Student Center, Stewart Center, Military Leadership Center, Welcome Center and Continuing Education Building) that are older than 40 years and can be evaluated for register listing. However, all of these buildings, with the exception of the Choice Avenue Church, are considered not eligible for listing given that they have lost their historic character and integrity due to renovations and alternations over the years.

On the Gainesville campus, eight buildings that are older than 40 years were identified and evaluated for register listing. They are the Administration Building, Dunlap-Mathis, Student Center, Music Building, P.E. Center, Strickland Building, Hosch Library and the Plant Operations Building. All buildings with the exception of the Plant Operations Building are recommended as eligible for register listing.

The complete CHPP is included as an appendix to this report. The table below summarizes the historic buildings on both the Dahlonega and Gainesville campuses.

FIG. 4.45 CAMPUS HISTORIC PRESERVATION PLAN UPDATE, SUMMARY OF HISTORIC BUILDINGS

DAHLONEGA CAMPUS

Building Number	Building Name	Built Year	Condition	Eligible/Category
108	Vickery House	1860	A	Y - Cat. 1
1	Price Memorial Hall	1879	B-	Y - Cat. 1
93	27 Sunset Drive	1900	A-	Y - Cat. 2
32	Hansford Hall (prev. Education Building)	1914	B-	Y - Cat. 1
6	Barnes Hall	1937-38	A-	Y - Cat. 1
5	Nix Fine Arts	1938	A-	Y - Cat. 1
14	Public Safety Office	1938	A-	N
2	Young Hall	1939	A-	Y - Cat. 1
43	Biology Field House (prev. Faculty House 8)	1946	A-	N
31	Rogers Hall	1948	A-	Y - Cat. 1
28	Lewis Hall	1952	A-	Y - Cat. 1
24	GA Nat. Guard (prev. Alumni Center)	1954	A-	Y - Cat. 1
26	Gaillard Hall	1954	A-	Y - Cat. 1
11	Memorial Hall	1960	A-	Y
15	Chestatee House	1960	A-	N
106	Downtown Office Building (prev. BB&T)	1964	A-	N
8A	Dunlap Hall	1965	A-	Y
29	Lewis Annex	1966	A-	Y
3	Hoag Student Center	1969	A	N
7	Stewart Center	1971	A	N
17	Military Leadership Center	1971	A	N
16	Welcome Center	c. 1970	A	N
19	Continuing Education Center	c. 1970	A	N
129	Choice Avenue Church	1897	A-	Y - Cat. 2

GAINSVILLE CAMPUS

Building Number	Building Name	Built Year	Condition	Eligible/Category
1	Administration	1965-67	A	Y - Cat. 1
2	Dunlap-Mathis	1965-67	A-	Y - Cat. 1
3	Student Center	1965-67	A	Y - Cat. 1
4	Music	1965-67	A	Y - Cat. 1
5	Mills Physical Ed Center	1965-67	A-	Y - Cat. 1
6	Strickland Academic Building	1970	A-	Y - Cat. 1
7	Hosch Library	1972	B-	Y - Cat. 1
8	Plant Operations Buildings	1975	A	N

Vehicular Circulation

Dahlonega

The Dahlonega Campus is surrounded by major traffic thoroughfares - Highway 9 to the south, separating the main campus from the south campus; South Chestatee Street to the north-east; and West Main Street to the north-west, separating the main campus from the west campus. According to the GDOT traffic count data Highway 9/Morrison Moore Parkway carries the highest volume of traffic from the east. Some of this traffic gets directed towards downtown by South Chestatee Street. West Main Street carries a lower volume of traffic by comparision. The higher volume along Highway 9 and South Chestatee Street creates conflicts with pedestrian movement, resulting in an unsafe walking environment between the main and south campus, as well as downtown and the main campus. Some of the critical intersections identified based on site observations and traffic information, includes South Chestatee Street and Highway 9, West Main Street and Highway 9, South Chestatee Street and Georgia Circle, West Main Street and Sunset Drive, and West Main Street and Walker Drive. These intersections also serve as major gateways to the campus.

The vehicular circulation within the main campus is a discontinuous network, with Georgia Circle forming the main spine with spokes leading to parking areas along the edges. West campus and south campus are more vehicular oriented. Sunset Drive makes a loop through the west campus, whereas Barlow Road/West Main Street extension is the main access for the south campus.

Intersection at West Main Street and Sunset Drive

Intersection at W Main Street and Church Street

Morrison Moore Parkway - lack of pedestrian crossing

Georgia Circle loop around the Drill Field

FIG. 4.46 VEHICULAR CIRCULATION

Vehicular Circulation

Gainesville

Thurmon Tanner Road and Mundy Mill Road / Georgia State Route 53 (GA-53) are the main access roads to the UNG Gainesville Campus. The campus is located very close to the interstate with Thurmon Tanner Road being the direct access to Georgia State Route 13 (GA-13) and Interstate 985 (I-985). Landrum Education Drive is a secondary access road to GA-13. Thurmon Tanner Road and Mundy Mill Road also form the southern and western edge of the campus. Due to the heavy traffic volume along Mundy Mill Road / GA-53 there is a greater impact on the intersections which adds to the unsafe pedestrian environment. The Landrum Education Drive right-in-right-out on Mundy Mill Road further adds to the conflicts. Critical intersections identified are Mundy Mill Road and Mathis Drive, Mathis Drive and Thurmon Tanner Road and Thurmon Tanner Road and Mundy Mill Road.

Mathis Drive forms a loop through the center of campus, creating an opportunity to transform the central portion to being completely pedestrian oriented. Currently, parking is located all around Mathis Drive. There is a potential to better organize the parking aras while utilizing the central academic core for expansion and new construction.

Intersection at Mundy Mill Road and Mathis Drive

Intersection at Landrum Education Drive and Mathis Drive

Mathis Drive, pedestrian crossing at Nesbitt

Instersection at Thurman Tanner Road and Mathis Drive

FIG. 4.47 VEHICULAR CIRCULATION

Pedestrian - Bike Connection

Dahlonega

Similar to vehicular circulation, the pedestrian and bicycle networks are either challenged or almost non-existent across the campus due to topographical issues. The campus is well-served with internal pathways to move students from one academic building to another. Looking at the diagram, there are also a large number of crosswalks throughout. The challenge is that many of these crosswalks aren't helping pedestrians getting to where they need to go. This is especially true around the drill field where students are already constrained to walk the perimeter and are then forced to use existing crosswalks. Sidewalks not directing pedestrian traffic along the most direct route makes for trampled grass and jaywalking across streets. The newer portion of the campus around the parking deck off Sunset Drive has a number of crosswalks to help with vehicular/pedestrian conflicts. A similar series of crosswalks internal to surface parking lots are needed elsewhere on campus.

Intersections are also an issue where the campus touches public right-of-way such as Morrison Moore Parkway and West Main Street. Improvements are in the works for the intersections at West Main Street and Sunset Drive and West Main and Walker Drive, where there is heavy student traffic to the parking deck and residence halls. These improvements are set to include countdown pedestrian signals, textured crosswalks, and streetscape approach improvements, These are in addition to the Complete Streets work being done in downtown Dahlonega or through improvements requested in the Transportation Investment Generating Economic Recovery (TIGER) grant system. The project will provide additional sidewalks, crosswalks, and pedestrian lighting, and work to separate transportation modes through designated bicycle lanes.

Dedicated bicycle facilities do not yet exist on the Dahlonega campus. Although the area has some fairly steep terrain, students and staff who do ride their bicycles either ride on the street or illegally on the sidewalks.

Morrison Moore Parkway and Main Street are both on a number of very popular routes for serious cyclists who ride road bikes in the North Georgia Mountains. The campus parking lots are actually popular spots for cyclists to park and meet up before and after rides.

Need for a mid block crossing on W Main Street near Dining Hall

Lack of pedestrian crossing on W Main Street at Walker Drive

Need for wider sidewalk around the Drill Field

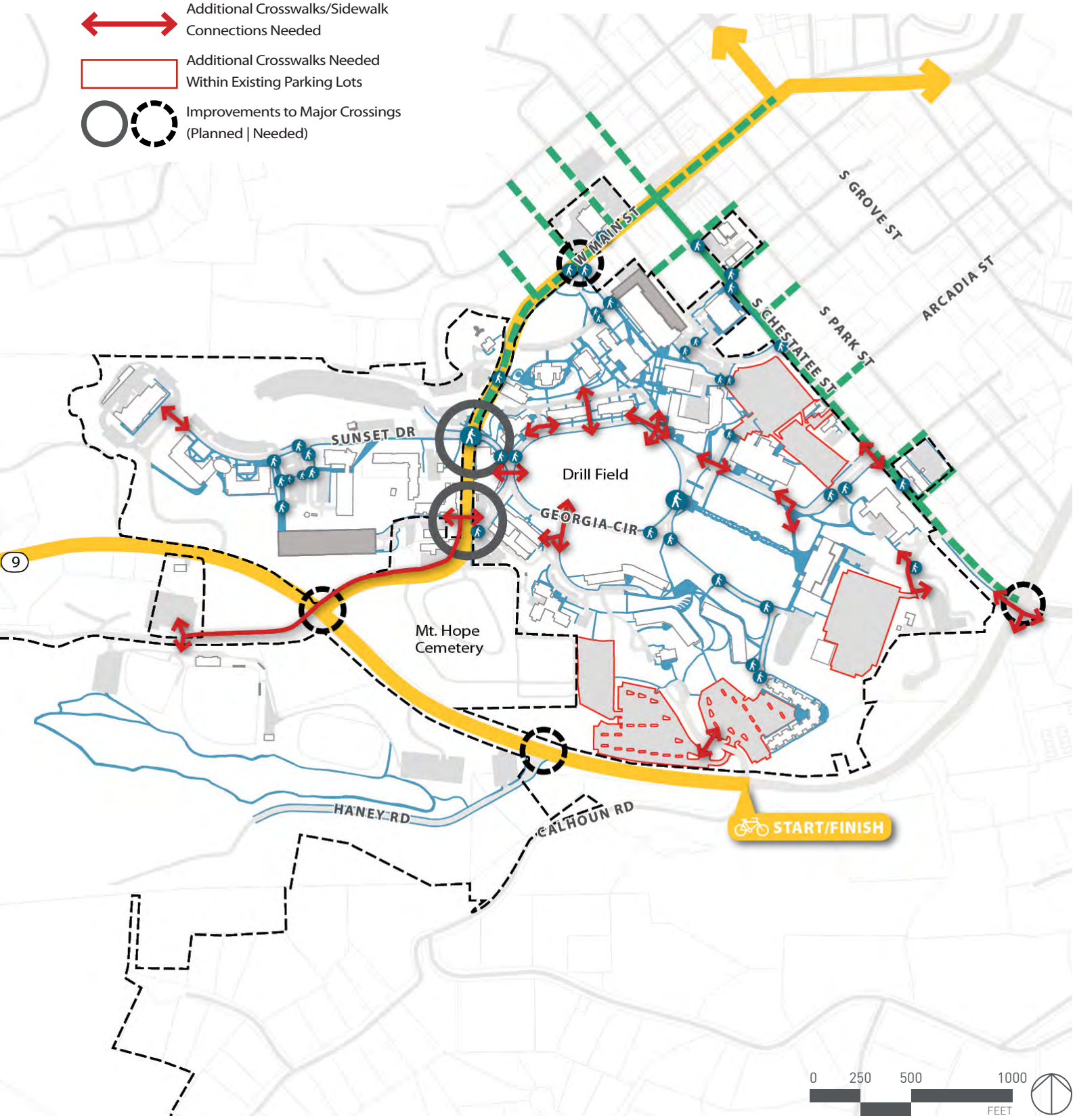


FIG. 4.48 PEDESTRIAN - BIKE CONNECTION

Pedestrian - Bike Connection

Gainesville

Even though the Gainesville campus is a commuter campus, vehicles do not dominate and for the most part have been kept to the outer perimeter. Internal pedestrian circulation is strong and there are numerous sidewalks to minimize pedestrian and vehicular conflicts. Sidewalks are needed along the road that leads to Trustee Pond and the Physical Plant to serve those facilities as well as the new on-street parking.

A similar series of crosswalks to the new parking off Landrum Education Drive are needed internal to the other large surface parking lots.

Dedicated bicycle facilities do not yet exist on the Gainesville campus.

The Gainesville State College Multi-Use Trail lies just to the northeast of the Physical Plant and Trustee Pond

Pedestrian conflict on Mathis Drive near Nesbitt parking lot

Lack of sidewalk on Landrum Education Drive on the parking lot side

Pedestrian - Bike Connection

Oconee

The Oconee campus sits at the end of Bishop Farms Parkway. The only pedestrian connections are the small number of sidewalks leading from the parking lots to the buildings.

No bicycle facilities exist at the Oconee campus.

Pedestrian - Bike Connection

Cumming

The Cumming campus is accessed off Aquatic Circle. The only pedestrian connections are the small number of sidewalks leading from the parking lots to the buildings and along the access road.

No bicycle facilities exist at the Cumming campus.

Large parking lots create uninviting walkable environment

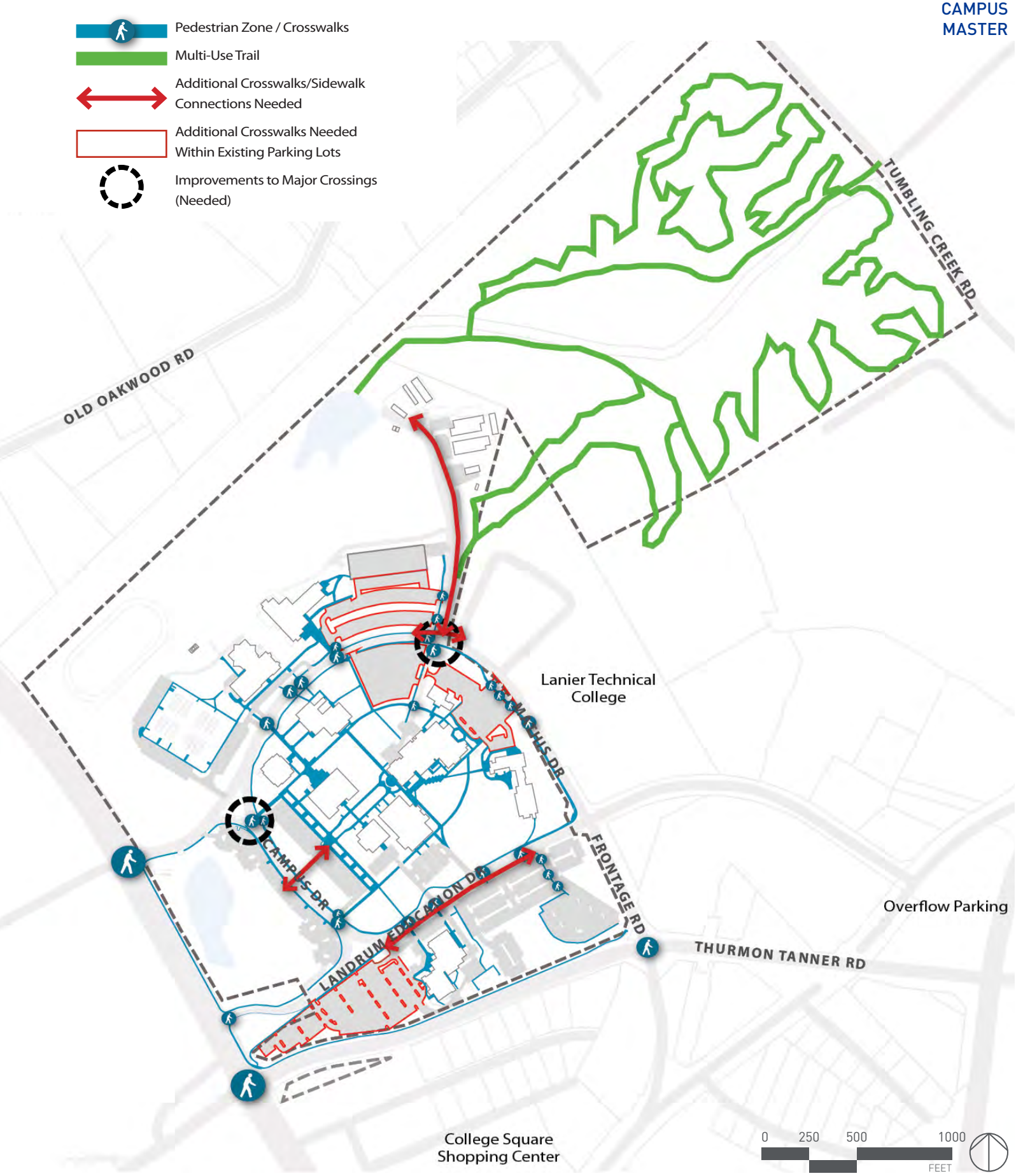
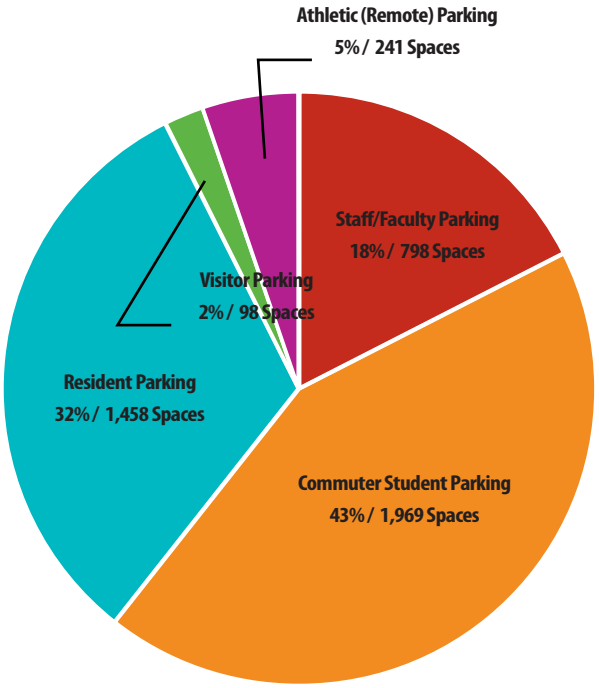


FIG. 4.49 PEDESTRIAN - BIKE CONNECTION

Parking

Dahlonega

Parking at the Dahlonega campus is divided into five categories – staff/faculty, commuter student, resident, visitor, and athletics. Parking is located along the periphery of campus for the most part. There are a total of 4,563 spaces on campus with 43% dedicated to commuter students, and another 32% dedicated to resident parking.



Existing surface parking near Chestatee Building in lot #47, 126, 148

- Staff & Faculty Parking
- Visitor Parking
- Commuter Student Parking
- Resident Student Parking
- Athletic (Remote) Parking
- Unknown
- Parking Structure

4,563 Parking Spaces Total

Source: September 2014 UNG Parking Study Report

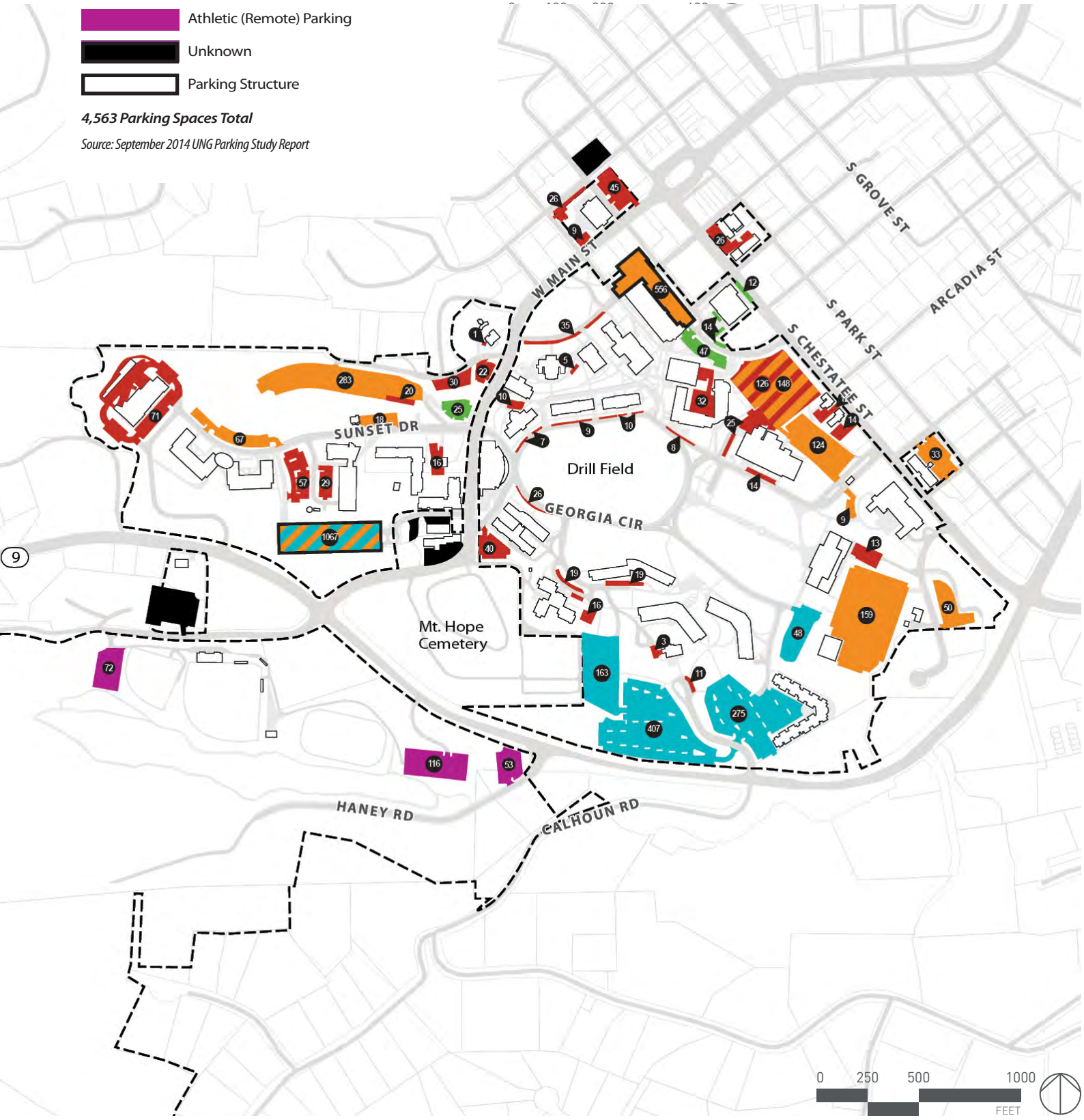
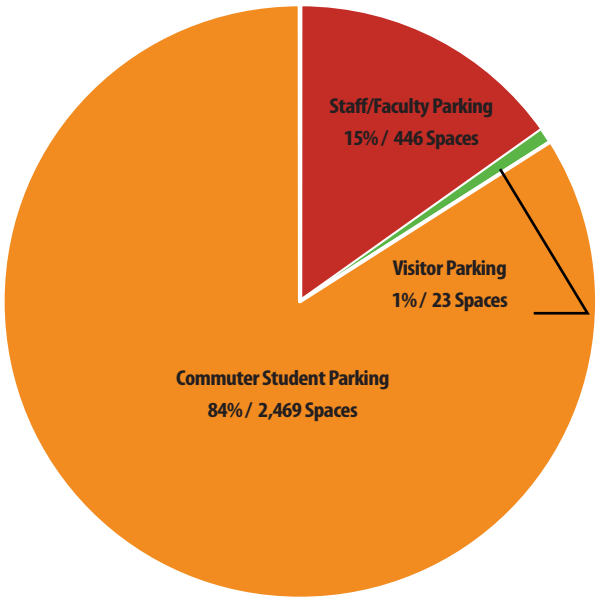


FIG. 4.50 PARKING

Parking
Gainesville

Parking at the Gainesville campus is divided into three categories – staff/faculty, commuter student, and visitor. Parking is located along the periphery of campus for the most part. There are a total of 2,938 spaces on campus with 84% dedicated to commuter students.



Parking
Oconee

There are a total of 695 spaces at the Oconnee campus with 110 dedicated and the other 84% open to commuter students and visitors.

Parking
Cumming

There are a total of 194 spaces at the Cumming campus with 29 dedicated and the other 85% open for commuter students and visitors.

Existing Commuter Student Parking Lots on Mathis Drive near Nesbitt Building

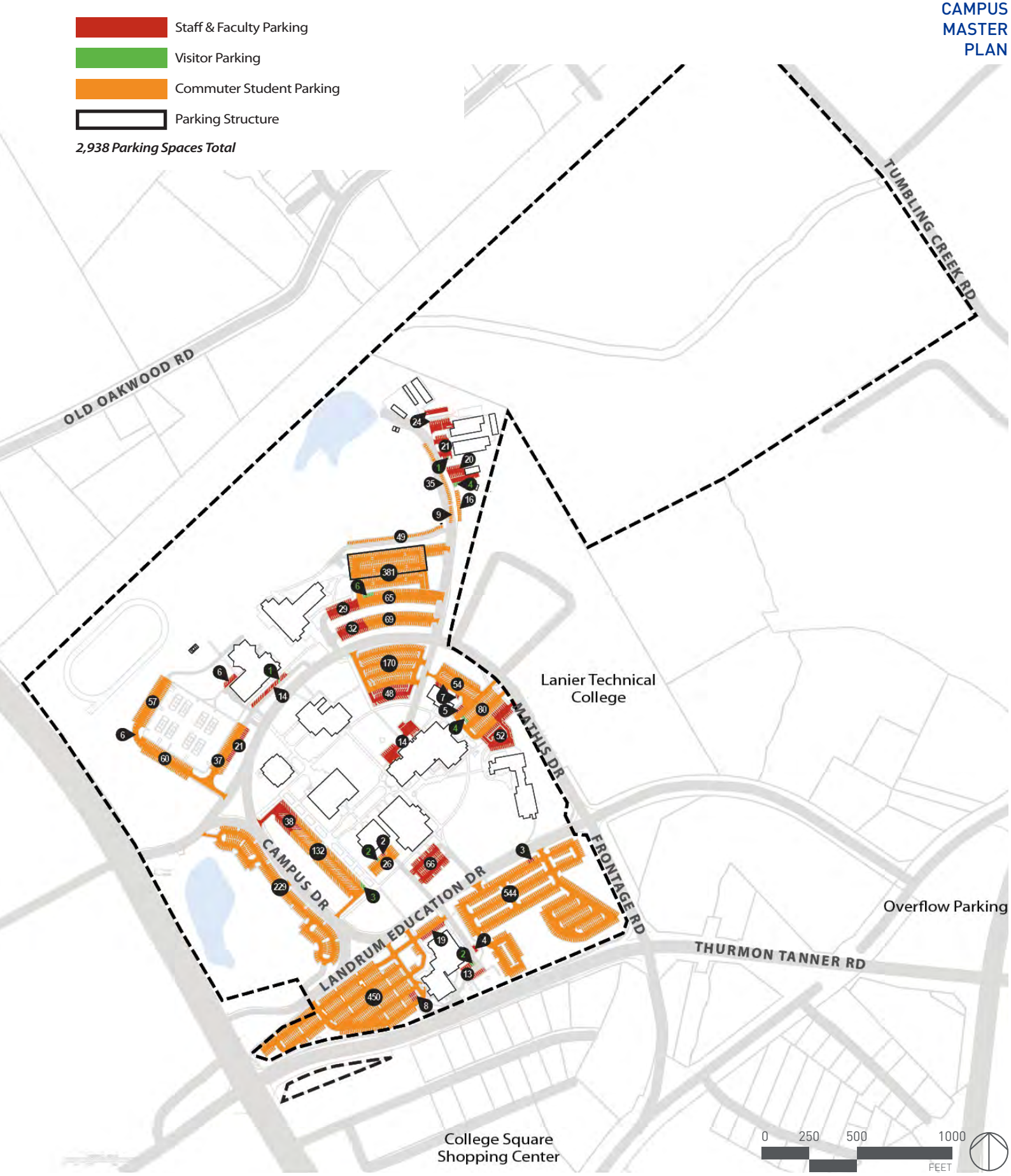


FIG. 4.51 PARKING

4.5 CAMPUS INFRASTRUCTURE

The civil engineering team of Rochester has mapped the existing utilities on the four campuses and developed a WebGIS for viewing these features. Additionally, in 2012 they performed a condition assessment on several storm and sanitary trunk systems on the Dahlonega campus. They have performed numerous surveys and civil engineering related projects on each of the campuses and have a general understanding of the overall condition of the storm system, however; they have not performed a master hydrologic or hydraulic analysis on any of the campuses. To that end, their observation of each campus is that the storm systems are basically fully utilized and subsequent projects adding more impervious surface will likely require storm system, detention and water quality improvements.

Rochester has not performed a condition or capacity assessment on the power, gas, water and communications. A limited condition assessment was performed in 2012 on the storm and sanitary systems for Dahlonega. The executive summary from those assessments is included in the appendix section.

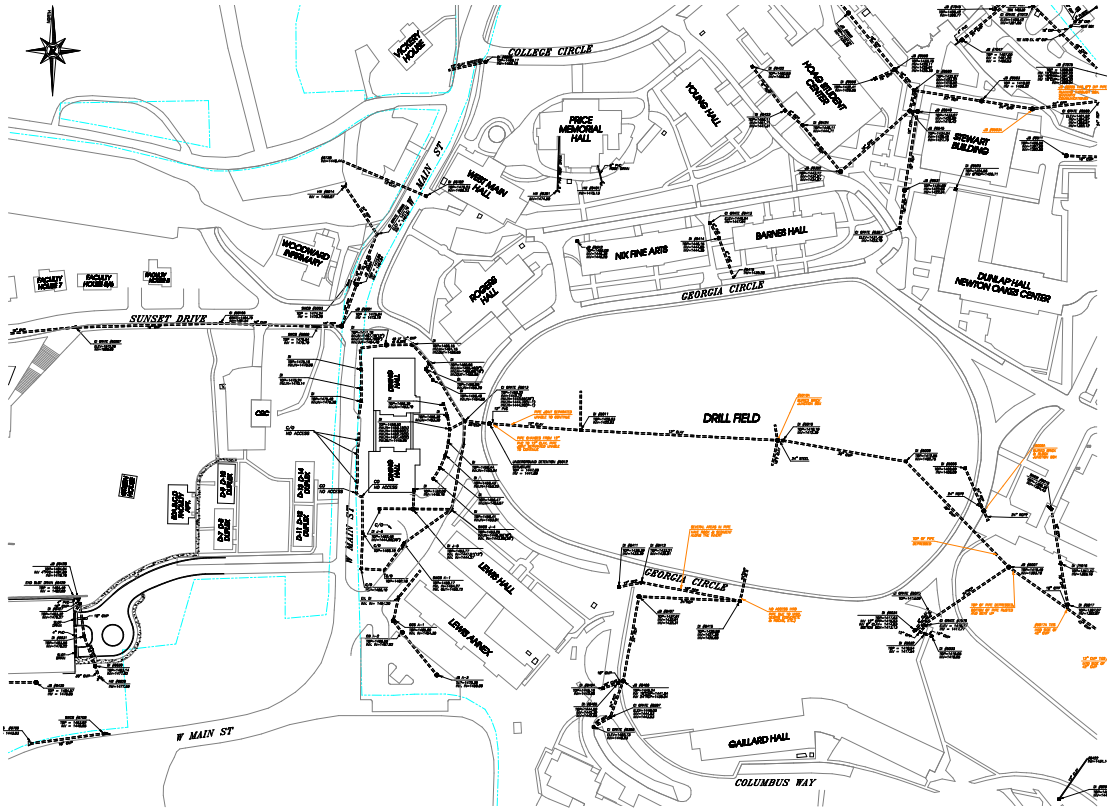


FIG. 4.52 DAHLONEGA STORMWATER ASSESSMENT

04
Existing
Campus
Conditions

UNG Oconee Campus

01 Introduction
02 History and Overview
03 Plan Overview
04 Existing Campus Conditions
05 Future Requirements
06 Campus Master Plan
07 Implementation

05 Future Requirements

5.1 Issues and Opportunities
5.2 Future Academic Program
5.3 Space Needs
5.4 Quality of Life Services
5.5 Campus Infrastructure
5.6 Campus Framework Plans

5.1 ISSUES AND OPPORTUNITIES

Throughout the master planning process, UNG's input was gethered to identify current issues, needs and future opportunities on all four campuses. Numerous meetings were hosted to discuss various master plan components related to academic prorgrams, open space & circulation improvements, future expansion and quality of life. Three groups were identified to receive input -

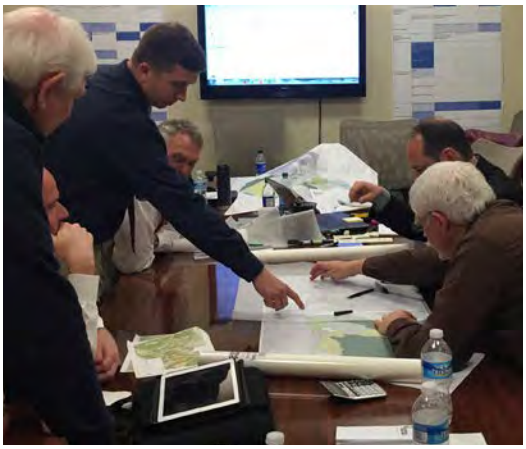
UNG Master Plan Team: included 7-8 members from various departments inlcuding Facilities & Operations, Capital Planning, Real Estate, etc. This team provided resources and input and was also a sounding board for decision making. They also acted as a middle man to deliver concepts from the master plan process and deliver them to the larger UNG executive cabinet. In addition to four team meetings, a full-day charrette was planned in March 2016 to make design decisions on future academic buildings, campus expansion, land acquisition, housing, open space, connectivity, and quality of life improvements.

UNG Executive Committee: included 12-13 members from the UNG Executive Cabinet including the UNG president. There were four meetings held to inform the cabinet at the end of each phase or project milestone - a kick-off meeting in Fall 2015, existing condition assessment and future requirements validation in Spring 2016 and the final master plan presentation in Summer 2016.

UNG Stakeholder Meetings: Over Fall 2015, around 27 individual or group meetings were hosted to cover the cross section of faculty, staff and students and to gether input on individual department needs related to academic programs, office space, future enrollment growth, program expansion, dining, housing and aethletic needs, and other campus improvements. The full list of meetings can be found in the appendix 8.

The listening process in over 35 meetings helped in documenting issues, needs and opportunities on multiple campues of UNG. They were helpful in making informed descisions and preparing final recommendations for the master plan. The meeting notes are synthesized by colleges and topics, and described in the following pages. The Master Plan Team also vetted these notes with the College Deans and other meeting attendees to make sure that they reflected the most current information.

Additionally, the consultant team along with the Master Plan Team toured the Lanier Tech campus to asses its potential for integration into the Gainesville Campus.



College of Arts & Letters

The College of Arts and Letters is the most academically diverse and largest college in the university and is made up of twelve departments. There is a general need for additional faculty offices on all campuses and for classrooms that can accommodate larger section sizes at both Dahlonega and Gainesville. Specific departmental needs are noted below.

Music:

Presently, baccalaureate degrees are offered only on the Dahlonega and Gainesville campuses, and graduate degrees are offered only in Dahlonega. Music appreciation is taught at Dahlonega, Oconee, and Cumming. There is a desire to develop majors around music business and the recording industry to serve both the growing entertainment sector and increasing demand from mega-churches in Georgia. In addition, the music program plays a significant co-curricular role on the Dahlonega campus. The Golden Eagle Band is the oldest in Georgia and represents the Corps of Cadets nationally, though most members are not part of the corps, and come from all four campuses.

Facilities for music instruction on both the Dahlonega and Gainesville campuses are sub-standard and in need of improvement. Nix Hall fails to meet NASM accreditation standards for acoustical separation of rehearsal spaces, and the Music Building in Gainesville, a former maintenance building, is entirely inadequate in both size and quality of space. The University has insufficient space for rehearsal and the storage of instruments, causing the University to rent off-site storage. Ideally, the University would have two rehearsal spaces, one for voice and one instrumental. The choir could rehearse in a space that is roughly 30 x 30 feet, but the band requires a space that is 60 x 60 feet at minimum. In addition, the University lacks performance or recital spaces for music. A 300-seat recital space and a 500-seat performance auditorium would meet this desire, but these are not a requirement for delivery of the program

The feasibility of consolidating the program on one campus should be evaluated.. Possible synergies between the music department and the film & theater programs at Gainesville, as well as the limited number of music majors in Dahlonega have raised the question of consolidating the program in Gainesville. However, the importance of the residential experience to music majors poses a challenge in this regard. Were the music degree programs to move to Gainesville, the co-curricular significance of music to the Dahlonega campus would not eliminate the need for music courses entirely, but could reduce the quantity of space required for music programs on the Dahlonega campus.

Visual Arts:

The Visual Arts Program is present on the Dahlonega, Gainesville and Oconee campuses. The Gainesville campus offers the best facilities and has the most opportunities for growth of the program. The acquisition of the Lanier Tech campus would enable the expansion of arts programs such as sculpture in the new spaces. On the Oconee campus, the partnership with the Oconee Cultural Arts Foundation (OCAF) is an important aspect of the Arts program. Enhancing the partnership and expanding the presence of the program in downtown Watkinsville will allow additional programs such as Pottery to be offered.

Theatre:

The Theatre program is well established on the Gainesville campus and its growth should be focused on this campus. The Gainesville Theatre Alliance, a collaboration between UNG and Brenau University, has been remarkably successful, imposing a strain on the existing facilities. Presently, UNG offers technical degrees in theater and Brenau offers performance degrees, though UNG has begun to add performance faculty in Gainesville.

Criminal Justice:

The Criminal Justice program has a need for a forensics lab on the Dahlonega campus. The Dahlonega Electric Supply building on Walker Drive has been identified as being suitable for this use.

World Languages & Cultures:

Language programs on the Dahlonega campus have shown strong growth, and language offerings have been expanded on the Gainesville campus. There is a need for larger technology-enabled classrooms that can be configured flexibly are needed to promote interactive learning on both campuses.

College of Business

The College of Business has a presence on the Dahlonega, Gainesville, Oconee and Cumming campuses. Technology for business classrooms is particularly important, as faculty frequently teach sections on multiple campuses concurrently through distance learning.

In Dahlonega, the program offers bachelors' degrees in Computer Science and Information Systems, is spread across three buildings and is constrained for space. A majority of the program is located in the Newton Oakes Center, with additional offices in the lower floor of Barnes Hall. Piecemeal renovations have been undertaken to meet space needs. The College needs tiered classrooms and the computer labs are not what they need to be. The College also hosts two centers - The BB&T Center for Ethical Business Leadership and the Center for the Future of North Georgia - which are housed in the Downtown Office Building. In addition to the desire for improved quality of space, the College would also like to consolidate in a single location and offer space for students to collaborate outside of the campus. This could be achieved through extensive renovations or through the construction of a new building. The College has undertaken a study to understand what a new building would look like, and has concluded that it would require an 85,000 square foot $25M building to meet its needs. A lead donor has been identified to raise funds for such a facility. In addition to meeting the pedagogical needs of the College, the proposed building is intended serve a recruiting tool for prospective business students to UNG's Dahlonega campus.

On the Gainesville campus the College of Business is well-housed in the Nesbitt Building and has no pressing needs.

Additional space for teaching and for faculty offices is needed at the Oconee campus.

The Cumming campus is home to the MBA program, which is located in the Cumming City Hall. A distance learning classroom on the Cumming campus proper allows faculty to teach courses in Gainesville and Cumming concurrently.

The college may expand its presence on the Blue Ridge campus by offering programs in hospitality and tourism management.

College of Education

The College of Education is spread across three buildings with inadequate facilities on the Dahlonega campus. In addition to addressing the dispersion of the college, classrooms that can accommodate larger section sizes of 30 students or more are needed in Dahlonega. In Gainesville the program is located in the Nesbitt Building, where additional faculty offices are needed. Meeting spaces for private conferences are also needed. The college has no presence in Cumming or Oconee at the moment and desires classroom space and faculty offices in both locations.

College of Health Sciences & Professions

The College of Health Sciences and Professions (CHSP) is the newest among the colleges, being one year old, and expects significant growth in the future. The college is housed in the Health and Natural Sciences Building on the Dahlonega campus and has clinic space within the Choice Avenue complex. It has expanded its presence on the Gainesville campus with the recently completed Virtual Hospital and Nursing Center and TEAL classroom located in the Continuing Education Building.

There are several new programs under consideration to be implemented. These include Occupational Therapy, Speech Therapy and a degree in Health Informatics, which will have implications on future space needs of the college.

On the Gainesville campus, the possible acquisition of the Lanier Tech campus offers significant opportunities for the CHSP, given that the existing medical and nursing training labs could be easily adapted to serve the needs of the college.

There are no plans to expand CHSP programs to the Oconee campus. There are opportunities for the college to partner with institutions in Forsyth County such as Northside Hospital, which could lead to a greater CHSP presence on the Cumming campus, subject to approval by the USG. Similar opportunities exist on the Blue Ridge campus where certification or associates programs can be conducted.

Institute for Environmental & Spatial Analysis (IESA)

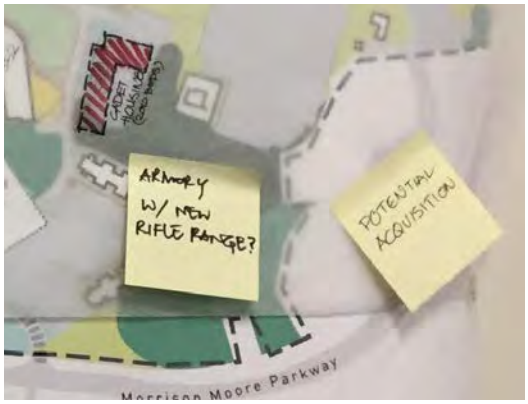
The Institute for Environmental & Spatial Analysis is based on the Gainesville campus and expects significant growth in the coming years. Course offerings have grown from around 20 pre-consolidation to around 60 on all four campuses currently. Many of these are offered as core courses. Seven to nine new faculty hires are anticipated on the Gainesville campus. An additional 3- 4 faculty hires are needed to teach core classes at the Cumming, Oconee and Blue Ridge campuses. 3-5 new faculty hires are needed on the Dahlonega campus to teach additional core classes plus minors in Geography and Geospatial Technology/ Intelligence. The program would like to double the number of students enrolled in the next five years. The program plans to offer additional B.S. degrees in Human Geography and Earth Science with several ancillary minors and certificates in complementary areas which will also increase student numbers.

While the institute's current location in the Science, Engineering & Technology building is adequate, there will be a shortage of space in the near future, particularly in faculty offices. The anticipated new wing on the science building could address this shortage, or the institute could occupy space on the Lanier Tech campus, if it were to be acquired by UNG. The institute foresees an expanded presence on the Dahlonega, Oconee and Cumming campuses with its expanded degree, minor and certificate offerings

Institute for Leadership and Strategic Studies

The newly created Institute for Leadership and Strategic Studies (ILSS) plans to introduce cross-disciplinary programs in security and strategic studies to compliment the university's existing ROTC program and federal designation as one of six senior military colleges in the country. Due to demand from Cadet Command for seminar-style classrooms as well as the Institute's need for additional office space, Pennington Military Leadership Center (MLC) is no longer sufficiently large to house the program. In addition, a fieldhouse structure is desired for Corps of Cadets assembly and training purposes during periods of inclement weather or when the brigade-size (850) military unit is combined for specific training purposes. Options under consideration include the expansion of the current building's one-story footprint, the occupation of space in Memorial Hall (if space becomes available following the completion of the Convocation Center), or the occupation of the Continuing Education center if those programs could be relocated. There is also a need for a new permanent armory building. The armory is currently housed in a temporary building. If subdivided, this building could also house weapons for Public Safety. The University of South Carolina Upstate built an armory in conjunction with the National Guard. The facility serves the University during the week, then converts to Guard use on the weekends. This could be a possible precedent for UNG.

A new shooting range is also needed. Ideally, the range would accommodate 22 caliber and air rifles, 5.56 caliber combat rifles, small caliber and combat pistols, and shotgun venues for sporting clays, skeet, and trap shooting. The range could be constructed in partnership with the Department of Natural Resources which would fund up to 75% of the cost, if the land was provided by the university. Georgia Southern engaged in a similar partnership with the DNR.



The ILSS has expressed a strong desire to maintain or replace the pool in Memorial Hall. Swimming is a combat skill and swim tests are required of Commissioning Cadets. The ability to use the pool in Dahlonega is important to the program. A one-quarter mile running track is similarly required for regular Army standard physical training and testing of all Cadets. Currently, the Cadets use a marked course of two lanes painted on the parking area for the Library & Technology center where 15 to 20 private automobiles must be cleared to make a completed circuit.

The Memorial for fallen combat veterans Killed in Action who are alumni, is co-located with the memorial marker for former UNG students which is almost without room for additional names and needs to be expanded. The expansion of the Memorial could serve as an occasion to relocate it to a more prominent location. Consideration should be given to separating the UNG student memorial from the combat veterans Killed in Action memorial. The River Kwai Memorial in Thailand was cited as a precedent. There is also a desire for both a chapel and a museum, both of which are associated with other Senior Military Colleges.

Discussion of the needs above has raised the question of perhaps constructing a single building through a combination of public and private funding to house all aspects of the military program.

The drill field requires upgrades. The soil needs to be re-tilled, the field re-sodded, and irrigation provided. A well adjacent to the drill field near the site of the former Chow Hall could serve this purpose. Facilities has also considered adding cisterns at the edges of the Drill Field to collect rainwater for irrigation purposes. In addition, the reviewing stand requires upgrade

College of Science & Mathematics

There is a need for science facilities across all campuses. In Dahlonega, Rogers Hall is woefully inadequate with outdated facilities dating from the middle of the last century. In addition, the removal of the cadet requirement for male students in Dahlonega has resulted in an increase in male enrollment in Dahlonega, which has disproportionately fallen to the College of Science and Mathematics. In the past few years, the university has experienced a shift in student interests, from 40% declaring a STEM major to 60% now declaring a STEM major, which has had a huge impact on resources, particulalry laboratories. Existing classrooms would not allow for the implementation of the new pedagogy, which is based upon best practice principles in STEM and professional education (i.e. medical, pharmacy, etc.). Current instructional space was designed around lecture rooms of 24-36 students, with even smaller laboratories in regards to seating. The construction of a new Science building will enable Rogers Hall to be vacated and renovated for new uses. This could be used to address the unmet faculty office space needs of the college.

On the Gainesville campus there is a need for an addition to the Science Building, which is also noted in the Academic Master Plan. Modular, reconfigurable wet labs are needed. Alternatively, the relocation of the Institute for Environmental and Spatial Analysis (potentially to the Lanier Tech campus buildings) could provide space within the Science Building that could be remodeled for this purpose. However, the need for additional space is immediate. Larger classroom sizes are needed in order to teach more students without a proportional increase in faculty.

The University would like to offer Physics, Biology, and Chemistry at the Cumming campus so that students can complete their Associates' degree at Cumming in general studies. Presently, there is one multi-purpose lab at the Cumming campus. On the Oconee campus despite the inclusion of a large multiuse wet lab in the recent addition to the Student Resource Center, there remains a need for additional STEM space on the Oconee campus as well, including two biology labs, one chemistry lab, and dedicated space for teaching physics.

There is a lack of dedicated research labs on both the Dahlonega and Gainesville campuses. In addition, faculty office space is inadequate. The construction of the new STEM building in Dahlonega and the addition to the existing Science Building in Gainesville would alleviate this issue.

University College

The University College is based in Gainesville and has a presence on four of the five campus with services to begin on the Blue Ridge in the fall of 2016. In Dahlonega, no Associates degrees are offered, but additional tutoring and writing center space is needed. In Gainesville, the College would like additional space in the Writing Center to accommodate additional personnel. The recently-opened learning commons on the Cumming campus, which occupies the suite formerly occupied by the MBA program, is sufficient for current needs. However, with the addition of the new building on the Cumming campus, the College expects to begin offering additional Associates Degrees and the need will exist for an Academic, Computing, Tutoring, and Testing (ACTT) Center comparable to that in Gainesville, but at a third to half the size. Similarly, the learning commons and mini-ACTT Center at Oconee is sufficient to meet current needs, but will need to double in size with the addition of a new building.

Information Technology

The I.T. department currently has a staff of 75, with two personnel at Oconee, one at Cumming, and the balance divided between Dahlonega and Gainesville, with perhaps six more in Dahlonega than Cumming. The department maintains service desks on each of the five campuses except Blue Ridge, as well as two data centers, one at Dahlonega and one at Gainesville. This mirrors the "North" and "South" divisions of the Facilities Department and creates redundancy that allows the University's information systems to continue operating even if the servers at one of these two locations are temporarily disabled. Despite this redundancy, UNG's ratio of IT staff to faculty and students is well below the national benchmark identified by Educause, a national organization that serves as a collaborative group for IT in education (UNG has between 4.2 and 4.4 IT staff per 1,000 vs. the national benchmark 7.2-7.7).. Though the department would like to maintain two data centers, the Banner team could be located on one campus for the entire university.

The I.T. department in Dahlonega is currently located on the ground floor Hansford Hall and in the Library. Hansford is poorly suited for this purpose, given its propensity for water infiltration. At minimum, the IT department needs to be relocated to a site not prone to damage of servers, and preferably the department would be centrally located on campus. The IT department works in engineering teams of eight, requiring three private offices and an open collaborative workspace for the desktop engineers. In summer of 2016, the department is adding seven more staff and is out of space for new hires and still need to overcome a deficit of 30+ people. There is a pressing need to relocate in a riskfree larger space.

Library

There is an immediate need for the planned renovation and expansion of the existing library on the Gainesville campus, or for the construction of a new building. There are shortfalls in group study collaborative work space, computer space, as well as silent study space and collection space. Preliminary design studies have been completed for an $11 million, two story renovation and addition to the existing building. The design, completed in 2013, requires updating and review to ensure it can accommodate the current and projected growth on the Gainesville Campus.

On the Dahlonega campus, although the Library building is relatively new, there is a need for additional work space. This is due to expansion of library operations post-consolidation, and the centralization of the library receiving, processing and cataloging functions for the system of libraries in Dahlonega. Additional space could be freed by relocating some of the I.T. and Writing Center spaces elsewhere (although the I.T. Help Desk and some of the I.T. work rooms behind it should remain). Similarly, the relocation of the Room 382 videoconferencing capability elsewhere on campus would allow that space to be dedicated to a Special Collections storage and reading room, its original intended use. Special Collections are growing rapidly in support of expanding research interests at the UNG. Additional group study spaces are also needed.

In Oconee, the library space in the Student Resource Center is inadequate for the student population it serves. The space is crowded and noisy and not conducive to studying. A new library should be a part of the next new building built on that campus.

There are similar issues in Cumming, where the library functions more as a computer lab. Students have expressed a desire for physical books; currently books are couriered from the other libraries. The current space also cannot support the full range of library services that students and faculty increasingly need and expect. The new, second building proposed for Cumming should incorporate space for a library that addresses the current shortfalls.

The potential donor gift of a bible collection will also impact the space needs of the library system. The intent is that the collection will be housed in the new building on the Cumming campus. However, portions of the collection occasionally will travel and be housed and displayed on other campuses,

and will require that special collections areas in Gainesville and Dahlonega can accommodate the storage and display needs of the Bibles.

General Campus Improvements: Dahlonega

Sunset & Main:

The crossing at Sunset & Main is especially dangerous. Over 600 students currently reside in the North Georgia Suites, a number which will increase by 500 when the Commons currently under construction is completed. In addition, several hundred beds of privately-owned student housing have pedestrian access to Sunset Drive. Pedestrian traffic from these residences and the Health & Natural Sciences Building has insufficient room to queue at the corner of Sunset and Main, and the confluence of cars and pedestrians at this intersection, compounded by the steep curve of the road adjacent to the Dining Hall creates a dangerous intersection. A new mid-block crossing between the Dining Hall and new student housing is anticipated to relieve some of this traffic, but Sunset will remain highly trafficked by pedestrians. Consideration should be given to a pedestrian underpass beneath Main Street from the vicinity of the Vickery parking lot to Barnes Alley.

Campus Pedestrian Improvements:

The University has undertaken studies to improve Barnes Alley, the pedestrian plazas at Dunlap Hall and the Hoag Student Center, and in the vicinity of Price Hall. In addition, accessibility is an issue across the campus.

Drill Field:

The Drill Field is the heart of the Dahlonega Campus. Steeped in tradition, the space is used by all students, but is never traversed by students walking between residence halls south of the Drill Field to the academic core north of the drill field as a mark of respect. The field is not used by athletics because the surface is too hard and represents a hazard to athletes. The field is used by the Corps of Cadets for reviews, but the reviewing stands need expansion and improvement. The field is populated by weeds and clover in addition to grass, and is inadequately irrigated. A well to the east of the field could be used for this purpose, and there has been discussion of burying cisterns in the hillside to collect rainwater runoff for irrigation purposes.

Because students do not traverse the drill field, the perimeter of the field functions as a giant pedestrian rotary around which the entire campus is organized. The sidewalks around the drill field are inadequate to handle this volume of traffic, and the movement of cars around the drill field poses some risk to pedestrians, particularly as Public Safety reports that drunk drivers prefer to cut through campus in the hope of avoiding detection on main streets. The closure of the drill field to vehicular traffic would better accommodate pedestrians at the expense of access to sixty parking spaces. Alternatively, vehicular access along the drill field could be limited to service vehicles and those authorized to park in those spaces.

"Little Drill Field":

To the east of the Drill Field, in front of the Library on the site of the old "Chow Hall" is a second green space that includes a formal pedestrian promenade linking the Drill Field to the Library. Consideration should be given as to whether this space should remain as it is, be modified to accommodate recreational use, or serve as a future building site.

Energy Plant:

UNG hopes to develop an energy plant to serve Dunlap Hall and Newton Oaks Hall.

Radar Ridge:

The road at Radar Ridge was washed out due to mudslides and is in need of repair.

General Campus Improvements: Gainesville

Lanier Tech:

The anticipated acquisition of the Lanier Technical College is the single most significant development of the Gainesville campus. The Master Plan will need to consider how this facility can be used to meet UNG's needs in Gainesville in order to prioritize other proposed projects on the campus.

Mathis Drive Improvements:

Presently, 40% of the classroom space in Gainesville is located on the opposite side of Mathis Drive from the campus core in the Nesbitt Building. With the anticipated acquisition of the Lanier Technical College campus, this figure will only increase. The Master Plan will contemplate the construction of a new campus loop road beyond these buildings. Extending from Landrum Education Drive around to Mundy Mill Road near the railroad crossing, with the extension of campus drive from Landrum to the new road to complete the loop. Mathis Drive could then be closed to vehicular traffic and become a pedestrian and cycling connection. The Georgia DOT is assisting with the improvement of the intersection of Mathis Drive and Mundy Mill Road.

Pedestrian Connectivity:

In addition to improvements to Mathis Drive, the Master Plan will look for ways to strengthen the radial connections between the campus core and outlying buildings.

Energy Plant:

An Energy Plant for the Gainesville campus is a long-term goal.

General Campus Improvements: Oconee

Bishop Farm Acquisition:

The University is exploring the possibility of aquiring additional land adjecent to the Oconee Campus. This is the single most significant potential action for the campus, as there is no additional land available for the campus to develop to meet its present needs, much less those associated with the potential increase in enrollment of 1,000 students.

Parking:

If the campus is to expand, additional parking will be required to meet increased enrollment. This need will be greater still if existing parking is displaced for a new building site or for campus green space. Options for parking include the acquisition of adjacent property, acquiring parking in downtown Watkinsville near the OCAF center and running a shuttle service to campus, or leasing adjacent land for parking. The construction of structured parking is presumed to be cost-prohibitive relative to the alternatives.

Green Space:

There are virtually no outdoor gathering spaces at the Oconee campus, and no recreational spaces whatsoever. The displacement of parking to create these spaces would be of great value to the campus, provided parking could be located elsewhere.

Bishop Farm Parkway:

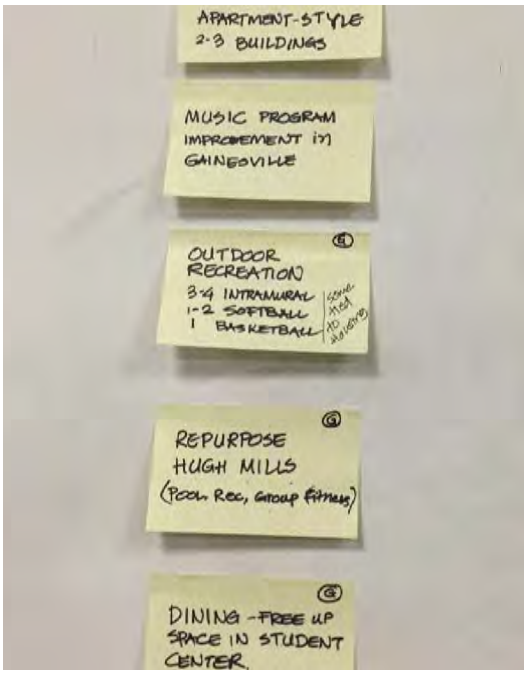
The potential extension of Bishop Farms Parkway southward to intersect with New High Shoals Road may enhance accessibility to the campus and relieve some pressure on the northern approach from Experiment Station Road.

Facilities and Operation

UNG's Facilities & Operations department is organized into two major divisions: North and South. The North division covers Dahlonega and Blue Ridge and is headquartered in Dahlonega; the South covers Gainesville, Cumming, and Oconee and is headquartered in Gainesville.

The facilities office in Dahlonega sits behind what will soon be over 1,000 beds of student housing. Should the University seek to build more student housing in the future, the current facilities building would be an appropriate location. The facilities department could be relocated to Radar Ridge in order to make this valuable real estate available to the University for other uses. Radar Ridge could also support a 20' x 50' landscape building. However the road at Radar Ridge would need to be repaired first.

Storage is a problem at all campuses, resulting in the renting of storage space. The department has looked into the possibility of Auxiliary Services maintaining on-campus storage facilities at Dahlonega, Cumming and Gainesville, which could both lower rental costs and give facilities central control over furniture and equipment stored to ensure that stored materials are either put to good use or discarded if not useful. The theater program in Gainesville leases 6,000 sf off campus for storage of sets, props, and costumes. Gainesville has identified a need for 10,000 sf of storage. Gainesville would also be ideal as the central receiving location for the University given its proximity to the interstate. From there, materials could be distributed to the other four campuses.



5.2 SPACE NEEDS

Approach to Projecting Space Needs for UNG's Campus Plan

The planning team have developed an approach to identifying the major space needs to be represented in the plan by working at two different scales:

- For the two fundamental academic and administrative space types: office and classroom, we have created a model that incorporates the USG's Utilization Metrics applied in a global manner to the growth profile for the individual university campuses.
- For key strategic projects identified in the course of interviews and work sessions, we have developed space needs models at the departmental level, applying current University data, normative and USG standards and UNG/USG enrollment projections to determine the space demands of these critical projects. The strategic projects modeled are: a new STEM building and Health Sciences space at Dahlonega, and a building to provide additional space, long-term, for STEM instruction at Gainesville.

Of course, these two methodologies overlap to some degree, with the departmental modeling projecting office needs for the departments involved. To avoid double counting, these spaces are subtracted from the global model.

Global Model

The Global model projects space needed for two critical space types: classrooms and offices.

Classroom Model

The Classroom model is based on current classroom utilization data shown in the blue-shaded cells of the example of the model for the Gainesville campus illustrated below (Fig 5.1). In the upper left region of the image, the model indicates that there were 80 classrooms comprising 66,833 NASF with 2,749 seats on the Gainesville campus in Fall of 2015. These classrooms accommodated course sections that generated 58,159 weekly student contact hours. The USG Classroom Metric for these statistics is calculated as 0.529, above the threshold of 0.5 established by USG.

The model allows the user to set the Target Utilization rates for the hours per week the classrooms should be scheduled on average in the future, as well as the desired seat occupancy ratio (the percent of seats that should be filled when the room is scheduled). These values in the pink-shaded cells can be compared to the Fall 2015 rates in the blue cells below. The ratio between the current and target rates are calculated and the resulting two values are multiplied to yield the additional (or reduced) capacity factor of 1.32 if the rooms are scheduled at the target rates. The current Headcount Enrollment (HC) of 7,139 is then multiplied by this total factor to estimate the student capacity of 9,418 the classroom inventory could accommodate at the adjusted rates. Since the projected enrollment of 10,000 exceeds this capacity, the difference between those numbers is computed and the additional classrooms required to accommodate the future enrollment are calculated. The model also indicates the future USG metric if no rooms were added, and the metric that results from adding the modeled rooms. In this case, the projected metric at the current seat count would be 0.741, a level that experience at the Oconee campus has revealed to be difficult to sustain, would decline to 0.697, a value significantly more efficient than the current level.

The model was run for each of the University's campuses, with varying target utilization levels set based on program array, population served and projected enrollment. See the graphic in next page (Fig 5.2). The results of the model are that the University should anticipate adding 18 classrooms University-wide over the plan implementation period:

- 0 at Blue Ridge
- 1 at Cumming
- 3 at Dahlonega
- 5 at Gainesville and
- 9 at Oconee

Even with the largest number of classrooms

FIG. 5.1: CLASSRROM MODEL

Gainesville									
Classrooms:	80								
NASF:	66,833		58,159	**Contact Hours**	8.1	**Contact Hours/HC**	81,467	**Proj Contact Hours**	
Seats:	2,749		0.529	**USG Classroom Metric**			0.741	**Proj USG Metric w/ current seat count**	
							0.697	**Proj USG Metric w/ projected seat count**	
	Hrs/Week	**Seat Occ%**	**Total**						
Target Utilization:	30.0	75.0%			**HC**		**2025**	**2025**	
Current Utilization:	22.5	75.8%		**Current Enrollment:**	7,139		**HC**	**HC Δ**	**Add'l CRs Req**
Add'l Capcity Factor:	1.33	0.99	**1.32**	**Capacity:**	**9,418**	**Proj Enrollment:**	**10,000**	-582	5
						Capacity exceeded:		**2024**	

added, the projections for Oconee would mean it continues as the campus with the most heavily utilized classrooms at the University - the USG Classroom Metric is projected at 0.710, just below its current level.

This projection represents an increase of 10 percent in the classroom inventory while the University's enrollment is projected to increase 33 percent. University-wide, the USG Classroom Metric is projected to rise from 0.511 to 0.617, a significant increase in efficiency.

FIG. 5.2: ACADEMIC SPACE ASSESSMENT 2016, CAPACITY PROJECTION- CLASSROOM

Blue Ridge									
Classrooms:	2								
NASF:	1,331		65	**Contact Hours**	3.6	**Contact Hours/HC**	542	**Proj Contact Hours**	
Seats:	64		0.025	**USG Classroom Metric**			0.212	**Proj USG Metric w/ current seat count**	
							0.212	**Proj USG Metric w/ projected seat count**	
	Hrs/Week	**Seat Occ%**	**Total**						
Target Utilization:	25.0	70.0%			**HC**		**2025**	**2025**	
Current Utilization:	2.5	40.6%		**Current Enrollment:**	18		**HC**	**HC Δ**	**Add'l CRs Req**
Add'l Capcity Factor:	10.00	1.72	**17.24**	**Capacity:**	**310**	**Proj Enrollment:**	**150**	**160**	**0**
						Capacity exceeded:		**>2025**	
Cumming									
Classrooms:	9								
NASF:	8,161		4,774	**Contact Hours**	6.0	**Contact Hours/HC**	9,584	**Proj Contact Hours**	
Seats:	337		0.354	**USG Classroom Metric**			0.711	**Proj USG Metric w/ current seat count**	
							0.640	**Proj USG Metric w/ projected seat count**	
	Hrs/Week	**Seat Occ%**	**Total**						
Target Utilization:	32.0	75.0%			**HC**		**2025**	**2025**	
Current Utilization:	16.1	75.7%		**Current Enrollment:**	797		**HC**	**HC Δ**	**Add'l CRs Req**
Add'l Capcity Factor:	1.99	0.99	**1.97**	**Capacity:**	**1,569**	**Proj Enrollment:**	**1,600**	**-31**	**1**
						Capacity exceeded:		**2025**	
Dahlonega									
Classrooms:	74								
NASF:	58,834		63,215	**Contact Hours**	9.0	**Contact Hours/HC**	71,662	**Proj Contact Hours**	
Seats:	3,306		0.478	**USG Classroom Metric**			0.542	**Proj USG Metric w/ current seat count**	
							0.521	**Proj USG Metric w/ projected seat count**	
	Hrs/Week	**Seat Occ%**	**Total**						
Target Utilization:	29.0	72.0%			**HC**		**2025**	**2025**	
Current Utilization:	26.9	70.8%		**Current Enrollment:**	7,057		**HC**	**HC Δ**	**Add'l CRs Req**
Add'l Capcity Factor:	1.08	1.02	**1.10**	**Capacity:**	**7,736**	**Proj Enrollment:**	**8,000**	**-264**	**3**
						Capacity exceeded:		**2023**	
Gainesville									
Classrooms:	80								
NASF:	66,833		58,159	**Contact Hours**	8.1	**Contact Hours/HC**	81,467	**Proj Contact Hours**	
Seats:	2,749		0.529	**USG Classroom Metric**			0.741	**Proj USG Metric w/ current seat count**	
							0.697	**Proj USG Metric w/ projected seat count**	
	Hrs/Week	**Seat Occ%**	**Total**						
Target Utilization:	30.0	75.0%			**HC**		**2025**	**2025**	
Current Utilization:	22.5	75.8%		**Current Enrollment:**	7,139		**HC**	**HC Δ**	**Add'l CRs Req**
Add'l Capcity Factor:	1.33	0.99	**1.32**	**Capacity:**	**9,418**	**Proj Enrollment:**	**10,000**	**-582**	**5**
						Capacity exceeded:		**2024**	
Oconee									
Classrooms:	18 *								
NASF:	13,228		17,225	**Contact Hours**	7.6	**Contact Hours/HC**	24,197	**Proj Contact Hours**	
Seats:	568		0.758	**USG Classroom Metric**			1.065	**Proj USG Metric w/ current seat count**	
							0.710	**Proj USG Metric w/ projected seat count**	
	Hrs/Week	**Seat Occ%**	**Total**						
Target Utilization:	32.0	90.0%			**HC**		**2025**	**2025**	
Current Utilization:	33.4	89.7%		**Current Enrollment:**	2,278		**HC**	**HC Δ**	**Add'l CRs Req**
Add'l Capcity Factor:	0.96	1.00	**0.96**	**Capacity:**	**2,189**	**Proj Enrollment:**	**3,200**	**-1,011**	**9**
						Capacity exceeded:		**Exceeded**	
* - Includes 3 new CRs that were not on line in Fall 2015.									
Summary - All Campuses									
Classrooms:	183								
NASF:	148,387		143,438	**Contact Hours**	8.3	**Contact Hours/HC**	190,404	**Proj Contact Hours**	
Seats:	7,024		0.511	**USG Classroom Metric**			0.678	**Proj USG Metric w/ current seat count**	
							0.617	**Proj USG Metric w/ projected seat count**	
					HC		**2025**	**2025**	
				Current Enrollment:	17,289		**HC**	**HC Δ**	**Add'l CRs Req**
Add'l Capcity Factor:			**1.23**	**Capacity:**	**21,222**	**Proj Enrollment:**	**22,950**	**-1,728**	**18**
						Capacity exceeded:		**2023**	

Office Model

The Global Office Model employs the USG Office Metric and the projected enrollment levels by campus to project the number of all employee offices required at each campus over the plan implementation period.

FIG. 5.3: OFFICE MODEL

						Target Sta / FTE:		1.1				2025			
Campus	Capacity	n Offices	Tot NASF	Tot Stations	NASF/Sta	FTE Empl	Sta / FTE	Stations @ 1.1 Sta/FTE	2015 HC	2025 HC	Growth Factor	Projected Empl FTE	Projected Sta / FTE	Add'l Sta Req	Current UNG HC / FTE
Gainesville	?	7	752	7	107										
	1	425	56,217	425	132										
	2	11	3,209	22	146										
	3-10	11	5,887	53	111										
	Totals:	**454**	**66,065**	**507**	**130**	450.77	**1.12**	**558**	7,139	**10,000**	**1.40**	**631.42**	**0.80**	**188**	15.84

The model initially accounts for the current number of offices, NASF and Stations grouped by station count to assess the current NASF per station for different office design occupancies as shown in the example illustrating the model for the Gainesville campus. This results in a bottom line that shows 454 offices accommodated in 66,065 NASF with 507 total stations and an average allocation per station of 130 NASF . There were 450.77 FTE employees in Fall 2015 whose job description requires office space. The USG Office Metric indicates that a campus should provide between 1.1 and 1.2 office stations per FTE modeled employee. This version of the model sets the planning target at 1.1 stations per FTE, a level that results in an appropriate office inventory accommodating 558 stations, 51 more than currently exist. Projecting needs through 2025, when enrollment is expected to reach 10,000 Headcount students (40 percent growth), the need for office space will increase by 40 percent as well, assuming that student to staff ratios remain constant. At this rate of growth, the projected number of modeled employees is 631.42 FTE. If no office stations were added the resulting USG Metric would be 0.80, and at 1.1 Stations per FTE, the additional stations required on the Gainesville campus will be 188 over the planning period.

The Office Model was prepared for each campus as shown below (Fig 5.4).

FIG. 5.4: OFFICE MODEL FOR EACH CAMPUS

						Target Sta / FTE:		1.1				2025			
Campus	Capacity	n Offices	Tot NASF	Tot Stations	NASF/Sta	FTE Empl	Sta / FTE	Stations @ 1.1 Sta/FTE	2015 HC	2025 HC	Growth Factor	Projected Empl FTE	Projected Sta / FTE	Add'l Sta Req	Current UNG HC / FTE
Blue Ridge	1	3	401	3	134										
	Totals:	**3**	**401**	**3**	**134**	3.00	**1.00**	**4**	18	**150**	**8.33**	**25.00**	**0.12**	**25**	6.00
Cumming	1	1	119	1	119										
	2	23	2,835	46	62										
	Totals:	**24**	**2,954**	**47**	**63**	19.29	**2.44**	**52**	797	**1,600**	**2.01**	**38.72**	**1.21**	**-5**	41.32
Dahlonega	?	20	4,032	25	161										
	1	603	90,588	603	150										
	2	64	14,432	128	113										
	3-12	29	11,936	150	80										
	Totals:	**716**	**120,988**	**906**	**134**	759.79	**1.19**	**997**	7,057	**8,000**	**1.13**	**861.32**	**1.05**	**42**	9.29
Gainesville	?	7	752	7	107										
	1	425	56,217	425	132										
	2	11	3,209	22	146										
	3-10	11	5,887	53	111										
	Totals:	**454**	**66,065**	**507**	**130**	450.77	**1.12**	**558**	7,139	**10,000**	**1.40**	**631.42**	**0.80**	**188**	15.84
Oconee	?	9	2,423	14	173										
	1	71	7,582	71	107										
	2	2	160	4	40										
	4-33	4	1,919	51	38										
	Totals:	**86**	**12,084**	**140**	**86**	109.43	**1.28**	**154**	2,278	**3,200**	**1.40**	**153.72**	**0.91**	**30**	20.82
UNG Totals:		**1,283**	**202,492**	*1,603*	*126*	1,342.28	**1.19**	**1,765**	17,289	**22,950**	**1.33**	**1,781.79**	**0.90**	**280**	**12.88**

Estimated

The table below (Fig 5.5) shows a summary of the results of the model and estimates the square footage of the projected office space applying a range of assumptions on square footage allocation per station.

So the University can expect to add a maximum of 280 office stations and a range of 32,775 to 35,998 NASF of Office space University-wide over the period of plan implementation.

FIG. 5.5: SUMMARY OF THE RESULTS OF THE OFFICE MODEL

Campus	Additional Office Stations Required	NASF per Station: USG Pre-planning Guidelines Est. Average	NASF per Station: Current UNG Average	NASF per Station: Current Campus Average				
				BR	CU	DA	GV	OC
		115	126	134		134	130	86
Blue Ridge	25	2,875	3,100	3,350				
Cumming	-5	Recommend no reduction						
Dahlonega	42	4,830	5,292			5,628		
Gainesville	188	21,620	23,312				24,440	
Oconee	30	3,450	3,780					2,580
TOTAL	**280**	**32,775**	**35,484**	**35,998**				

Department Model

Beyond ensuring excellent classroom and office facilities in proper amount to support the University's significant growth projections, the University of North Georgia has identified several key projects that are essential to fully supporting its strategic goals over the planning period. These are:

- Providing state of the art STEM facilities at Dahlonega
- Supporting the growth and development of the Health Sciences at Dahlonega
- Providing additional STEM facilities to accommodate long-term growth at Gainesville

Because of the importance of these key projects, we have modeled these needs in greater detail than the basic classroom and office needs. The departmental model is in two parts: the first models the space needs for today's scale and scope of departmental offerings as measured by levels of current staffing, instructional and related activities, supported by several key assumptions on utilization and space allocation targets. The second projects these needs into the future taking into account enrollment growth and any space-related programmatic changes anticipated.

The model lists each department in the College, and several key departmental statistics as shown in the example for the College of Science & Math at Dahlonega (Fig 5.6)

FIG. 5.6: EXAMPLE OF DEPARTMENT MODEL

Department Name	Dept Number	NASF	NASF Clrm Only	NASF Minus Clrms	Admin FTE	Fac FTE	Staff FTE	Grad TA & RA	Lab Contact Hours Lower	Lab Contact Hours Upper
College of Science & Math										
Dean of the College	2214000			-	1.00	0.00	1.00	0.00		
Biology	0811000	15,924	1,073	14,851	1.00	24.48	2.00	0.00	2,243	761
Chemistry & Biochemistry	0813000	9,523	77	9,446	1.00	13.51	1.00	0.00	1,622	816
Mathematics	0812000	2,632	0	2,632	1.00	18.48	1.00	0.00		150
Physics	0813500	8,995	337	8,658	1.00	6.00	3.71	0.00	828	64
		37,074	1,487	35,587	5.00	62.47	8.71	0.00	4,693	1,791

The NASF values show the area assigned to the department as recorded in the updated inventory. Because classroom space is estimated in the Global model, any space assigned to the department that is coded as classroom or classroom service in the inventory is deducted from the department total. Then the Full Time Equivalent (FTE) of all department staff (based on Fall 2015 HR data) included in the model are grouped into 4 fundamental categories: Administrative, Faculty, and Other Staff, as well as any Graduate Student employees. The last two columns show the number of weekly student contact hours offered in Fall 2015 in departmental instructional labs divided into Lower Division (essentially, courses for Freshman and Sophomore level students) and Upper Division (courses typically intended for those in the major program or doing graduate work).

These statistics are then combined with assumptions on space utilization and allocation in simple formulas to estimate the amount of space required to meet the needs of today's department.

The assumptions are stored and displayed on one of the workbook's worksheets, and the formulas are written so that changing the assumption will change the result of the formula accordingly. The assumptions cover such data as the size of staff offices (based on USG's Preplanning Guidelines), the average instructional lab section sizes, the lab station occupancy rate, and the ASF allocation per station in instructional labs by department. To see all the assumptions, please refer to Appendix 3 – Departmental Model.

The results of the formulas for office and related space are shown in the example below (again from the model for the College of Science & Math at Dahlonega) (Fig.5.7).

FIG. 5.7: EXAMPLE OF RESULT OF THE FORMULA FOR OFFICE RELATED SPACE

Department Name	NASF Office Admin	NASF Office Faculty	NASF Office Staff	NASF Grad Work Areas	NASF Conference	NASF Dept Office	NASF Dept Spt
College of Science & Math							
Dean of the College	390	0	105	0	400	240	200
Biology	150	3,063	210	0	700	180	500
Chemistry & Biochemistry	150	1,715	105	0	500	180	300
Mathematics	150	2,328	105	0	600	180	400
Physics	150	735	420	0	200	180	200
	990	7,840	945	0	2,400	960	1,600

The number of FTE employees in each category is multiplied by the appropriate office allocation from the Assumptions page to estimate the office space required. Area for conference/collaboration space based on the number of faculty is calculated next. An allocation for the space to create a Departmental "home base" area is added as a fixed amount in the Dept Office column and 10 percent of the space generated in all office categories is added to the total for Department Support – storage, copier, coffee, and filing/workrooms.

The area for instructional and research lab, and Special, unique spaces is calculated next as shown in the example (Fig 5.10)

FIG. 5.8: EXAMPLE OF RESULT OF THE FORMULA FOR INSTRUCTIONAL AND RESEARCH LAB AND SPECIAL/ UNIQUE SPACES

Department Name	NASF Scheduled Class lab	NASF Class lab Support	NASF Research Space or Lab Faculty/Grad	NASF Research Lab/Studio Support	NASF Special
College of Science & Math					
Dean of the College	0	0	0	0	
Biology	9,300	1,900	3,100	780	2,175
Chemistry & Biochemistry	8,200	1,700	2,100	530	800
Mathematics	400	100	500	130	
Physics	2,500	500	600	150	2,850
	20,400	4,200	6,300	1,590	5,825

The Scheduled Class lab NASF is calculated by dividing the number of Weekly Student Contact Hours for each Division by the average section size recorded for the Division to get the number of Weekly Section Hours. This number is further divided by the target number of hours the labs should be scheduled in a week to derive the number of labs needed. This number is then multiplied by the area needed for the average Division lab to generate the area of Scheduled labs for the department.

Area is then calculated for Departmental Research space based on a percentage of the number of Faculty and Grad Students engaged in research on the campus (in the case of Dahlonega, the assumption is 50 percent of the faculty and 100 percent of Grad Assistants. The resulting values are then multiplied by an area allocation that varies according to departmental requirements as shown on the Assumptions page to estimate the area that supports department research activities.

The NASF Special column records the result of calculations regarding specialized space needs by department. For example, Biology operates a modest animal care facility, Chemistry & Biochemistry requires a Chemical and lab equipment Stockroom, and Physics has equipment storage and the Planetarium. For further details on these special needs, please see the Appendix.

As a final step in the modeling, the resulting modeled areas for each department are compared to the actual square footage assigned to them (Fig 5.9)

FIG. 5.9: EXAMPLE OF RESULT OF THE FINAL STEP OF MODELING

Department Name	NASF Minus Clrms	Total Model Department NASF	Diff. from Actual Minus Clrms	Current NASF per Faculty	Model NASF per Faculty
College of Science & Math					
Dean of the College	-	**1,335**	1,335		
Biology	14,851	**22,058**	7,207	607	901
Chemistry & Biochemistry	9,446	**16,280**	6,834	699	1,205
Mathematics	2,632	**4,893**	2,261	142	265
Physics	8,658	**8,485**	(173)	1,443	1,414
	35,587	**53,050**	17,463	570	849

Most of the modeled estimates for the departments show a significant increase in area over the actual; with the largest percentage increases modeled for Math, Biology and Chemistry. The total increase for the College is nearly 17,500 ASF, an increase of 49 percent.

A similar model was developed for the Colleges of Business and Health Sciences & Professions at Dahlonega, and the College of Science & Math at Gainesville.

Projecting needs for the future, when the University has reached its enrollment targets at these two campuses generates a second version of the model with the key informational values adjusted in proportion to the enrollment increase and some of the Special activities adjusted to likewise reflect those larger enrollments.

Departmental Model Findings

The summary by College of the space modeled for today's departments and the departments of 2025 shows that the overall increase modeled for the four campus units is 55,200 NASF, most of which is at the Dahlonega campus where the additional Future NASF required is 73 percent of the Actual NASF (Fig 5.10). This major increase reflects both the "right-sizing" of the Current Model, described above and the 13.5 percent enrollment increase anticipated by 2025.

FIG. 5.10: DEPARTMENTAL MODEL FINDINGS

COLLEGES AT DAHLONEGA	ACTUAL NASF	ACTUAL NASF Minus Clrms	MODEL OF CURRENT NASF	DIFFERENCE MODEL MINUS ACTUAL NASF	FUTURE MODEL NASF	DIFFERENCE FUTURE MINUS ACTUAL NASF
College of Science & Math	37,074	35,587	53,050	17,463	60,130	24,543
Mike Cottrell College of Business Adminstration	7,258	6,712	20,843	14,131	22,903	16,191
College of Health Sciences & Professions	25,029	23,215	27,348	4,133	30,453	7,238
Total Academic Space	**69,361**	**65,514**	**101,240**	**35,726**	**113,485**	**47,971**
COLLEGES AT GAINESVILLE						
College of Science & Math	25,029	23,215	27,348	4,133	30,453	7,238
	25,029	**23,215**	**27,348**	**4,133**	**30,453**	**7,238**
Total Modeled Unit NASF	**94,390**	**88,729**	**128,588**	**39,859**	**143,938**	**55,209**

Space Projections and the Campus Plan

Having estimated the space required for these strategically-important projects, what follows are some brief notes on how these space needs will be met in the campus plan.

College of Science and Math

The future modeled space for the College of Science and Math totals 60,130 ASF which, applying a typical factor for converting NASF to project Gross Square Feet (GSF) of 60 percent translates into a building of roughly 100,000 GSF. When the University can relocate the College to its new facility, it will vacate 14,851 NASF assigned to Biology in Health and Natural Sciences (HNS) , 16,564 NASF assigned to Chemistry & Biochemistry and Physics in Rogers and 2,632 NASF assigned to Math in Newton Oakes Center, making a total of 35,587 NASF available for other uses.

College of Health Sciences & Professions

The model estimates that, by 2025, the College will require an additional 7,238 NASF of space which can be accommodated in the space vacated by Biology in HNS. The remaining 7,613 NASF projected to be available in HNS could be used for a combination of Classrooms and Faculty Office space identified in the Global model.

Mike Cottrell College of Business Administration

The model suggests the College will need a total of nearly 23,000 NASF by 2025. One option would be to build a new College facility of about 35,400 GSF as shown in the campus plan. Another option would be to relocate the College to a renovated Rogers Hall which has a total of 20,343 NASF including 3,365 NASF of Classroom space. While the minimum of roughly 17,000 NASF available to the College in Rogers would not meet all the needs projected for 2025, it would be a significant improvement over the 6,712 NASF it is currently assigned. It should be noted that these two options are not mutually exclusive. If as 2025 approaches, it is clear that the College requires more space, the new facility could be designed and constructed as necessary. In the meantime, the space in Rogers could be incrementally assigned to the college with any space not needed by the school serving as University Classrooms or other office space as needed.

Balancing the Global and Departmental Models

The table below summarizes the by-campus needs identified for Classrooms and Offices by the Global Model and how the Campus Plan proposes meeting those needs.

For each campus there is sufficient space projected as campus plan recommendations are implemented.

Campus and Space Type	(Need)/ Supply	Estimated NASF	Recommendation
Cummming			
Classrooms projected by the Global Model	**(1)**	**(750)**	Provide in new buildings proposed
Office Stations projected by the Global Model	**5**	**N/A**	Small Surplus projected. No additional offices needed
Dahlonega			
Classrooms projected by the Global Model	**(3)**	**(2,250)**	Space available in Rogers and HNS
Office Stations projected by the Global Model	(42)	(4,830)	Space available in new construction, renovated Rogers, HNS and Newton Oakes
Net Office Stations provided in new STEM building	29	3,335	
Office Facilities needed beyond proposed STEM building	**(13)**	**(1,495)**	Space available in Rogers, HNS and Newton Oakes
Gainesville			
Classrooms projected by the Global Model	(5)	(3,750)	Space available in Lanier Tech acquisition and STEM Addition
Office Stations projected by the Global Model	(188)	(21,620)	Space available in Lanier Tech and STEM Addition
Estimated Current Office at Lanier Tech	127	(16,668)	
Net Office Stations provided in new STEM addition	32	3,680	
Office Stations provided in Strickland Addition	14	1,610	
Office Stations provided in Library Addition	9	1,035	
Office Facilities needed beyond proposed STEM building	**(6)**	**(690)**	Space Availbale in Office Addition
Oconee			
Classrooms projected by the Global Model	**(9)**	**(6,750)**	Provide in Academic Buildings #1 and #2
Office Stations projected by the Global Model	(30)	(3,450)	Provide in Academic Buildings #1 and #2

5.4 QUALITY OF LIFE SERVICES

UNG's ability to meet preliminary demand for quality-of-life facilities varies by asset type and by campus.

Through the Preliminary Demand Analysis, B&D reconciled UNG's existing quality-of-life facilities with estimated current and future demand. The results are as follows:

Student Housing (Fig. 5.11):

- Dahlonega Campus: with UNG's objective to more effectively implement the two-year live-on requirement, existing housing facilities are nearly able to support current demand. By 2025, however, UNG is expected to experience a growth in housing need, resulting in a shortage of more than 400 beds.
- Gainesville Campus: without student housing currently available on the Gainesville Campus, UNG experiences unmet demand in both 2015 and 2025. In 2015, the Preliminary Demand Analysis indicates that 571 students would be interested in on-campus housing. By 2025, that number is expected to grow to 800 students.

Campus Recreation (Fig. 5.12):

Weight & Fitness

- Dahlonega Campus: the existing weight and fitness space within UNG's Recreation Center provides slightly fewer square feet than the estimated 2015 demand. By 2025, however, weight and fitness demand is expected to increase and exceed UNG's existing space by 2,675 SF.
- Gainesville Campus: currently, the estimated weight and fitness demand on the Gainesville Campus equals 8,888 SF, which is 3,653 SF more than the existing space provided in the Hugh Mills Physical Education Center. By 2025, the shortage of weight and fitness space is expected to grow to 7,216 SF.
- Oconee Campus: the Preliminary Demand Analysis results indicate that the Oconee Campus demand for weight and fitness space equals 3,842 SF. When extrapolating the findings to the Oconee Campus's future population, the amount of weight and fitness space demand equals 5,380 SF.

Group Fitness (Fig. 5.13):

- Dahlonega Campus: the Preliminary Demand Analysis results indicate that the group fitness facility needs on the Dahlonega Campus currently equal 4,680 SF, which is 2,679 SF more than the existing studio space. By 2025, group fitness demand is expected to exceed UNG's existing space by 3,411 SF.
- Gainesville Campus: the Preliminary Demand Analysis results indicate that the Gainesville Campus demand for group fitness space equals 3,471 SF. When extrapolating demand to the Gainesville Campus's future population, the amount of weight and fitness space demand equals 4,862 SF.
- Oconee Campus: the Preliminary Demand Analysis results indicate that the Oconee Campus demand for group fitness space equals 1,037 SF. When extrapolating demand to the Oconee Campus's future population, the amount of group fitness space demand equals 1,452 SF.

Court and Indoor Track Space (Fig. 5.14):

- Dahlonega Campus: the Preliminary Demand Analysis results indicate that the existing court and indoor track space is sufficient to meet both current and future demand.
- Gainesville Campus: the Preliminary Demand Analysis results indicate that the Gainesville Campus experiences excess demand for court space and an indoor track. To meet both current and future population demand, the analysis indicates that an additional indoor court and the provision of an indoor track is needed beyond the existing space in the Hugh Mills Physical Education Center. This square footage is reflected in Figure 5.14.
- Oconee Campus: although indoor court and track space demand may exist, the delivery of the square footage on the Oconee Campus does not align with UNG's strategic objectives. UNG will continue to rely on the off-campus market to support this recreation need.

Outdoor Recreation Space (Fig. 5.15):

- Dahlonega Campus: assuming that the Drill Field is no longer utilized for campus recreation / intramural sports, UNG experiences a deficit of three to four intramural fields to meet both current and future population needs. For intramural softball, an estimated one to two fields is demanded. Additionally, the Dahlonega Campus population is expected to demand one outdoor basketball court to meet both current and future needs.
- Gainesville Campus: beyond the two fields that currently support outdoor recreation / intramural sports, UNG experiences a deficit of two to three intramural fields to meet future population needs. For intramural softball, an estimated one to two fields is demanded. Additionally, the Gainesville Campus population is expected to demand one outdoor basketball court to meet both current and future needs.
- Oconee Campus: although outdoor recreation / intramural space demand may exist, the delivery of these facilities on the Oconee Campus does not align with UNG's strategic objectives. UNG will continue to rely on the off-campus market to support this recreation need.

FIG. 5.11: STUDENT HOUSING PRELIMINARY DEMAND

	Inventory	2015 Prelim. Demand	2025 Prelim. Demand	2025 Prelim. Demand + / -
Dahlonega	2,766	2,821	3,198	(432)
Gainesville	0	571	800	(800)
Oconee	N/A	N/A	N/A	N/A

**Numbers indicated in chart are total beds*

***Dahlonega's existing inventory includes the forthcoming addition of Campus Suites, which is set to open in 2016*

FIG. 5.12: RECREATION WEIGHT & FITNESS PRELIMINARY DEMAND

	Inventory	2015 Prelim. Demand	2025 Prelim. Demand	2025 Prelim. Demand + / -
Dahlonega	11,003	11,850	13,678	(2,675)
Gainesville	5,235	8,888	12,451	(7,216)
Oconee	0	3,842	5,380	(5,380)

**Numbers indicated in chart are total square footage*

FIG. 5.13: RECREATION GROUP FITNESS PRELIMINARY DEMAND

	Inventory	2015 Prelim. Demand	2025 Prelim. Demand	2025 Prelim. Demand + / -
Dahlonega	2,001	4,680	5,412	(3,411)
Gainesville	0	3,471	4,862	(4,862)
Oconee	0	1,037	1,452	(1,452)

**Numbers indicated in chart are total square footage*

FIG. 5.14: COURTSPACE / TRACK PRELIMINARY DEMAND

	Inventory	2015 Prelim. Demand	2025 Prelim. Demand	2025 Prelim. Demand + / -
Dahlonega	27,719	27,719	27,719	0
Gainesville	11,770	22,370	22,370	(10,600)
Oconee	0	N/A	N/A	N/A

**Numbers indicated in chart are total square footage*

FIG. 5.15: OUTDOOR RECREATION PRELIMINARY DEMAD

	Intramural / Rec Fields		Softball Fields		Basketball Courts	
	2015 Prelim. Demand	2025 Prelim. Demand	2015 Prelim. Demand	2025 Prelim. Demand	2015 Prelim. Demand	2025 Prelim. Demand
Dahlonega	3.38	3.84	1.40	1.58	1.07	1.22
Gainesville	2.54	4.32	1.04	1.76	0.87	1.21
Oconee	N/A	N/A	N/A	N/A	N/A	N/A

**Numbers indicated in chart represents total outdoor recreation demand for fields and courts*

Student Union – Non-Foodservice (Fig. 5.16 through 5.19):

- Gainesville Campus: in comparing the targeted student union spaces to the Student Center on Gainesville Campus, the Preliminary Demand results indicate that UNG currently experiences a shortage of 0.90 assignable square feet ("ASF") per student. Primarily, the shortage exists with UNG's delivery of casual recreation, student organization, and retail (non-bookstore) space. With 10,000 students expected in future years, the deficit is expected to grow to 1.50 ASF per student, or 15,013 ASF (Figure 5.16).
- Oconee Campus: in comparing the targeted student union spaces to the Student Resource Center on Oconee Campus, the Preliminary Demand results indicate that UNG currently experiences a shortage of 1.16 ASF per student. Mostly, the shortage exists with UNG's delivery of casual recreation, lounge, and meeting space. With 3,200 students expected in future years, the deficit is expected to grow to 1.67 ASF per student, or 5,336 ASF (Figure 5.17).

Foodservice:

- Gainesville Campus: with regards to current facilities, a shortage of kitchen space and seating is projected for the Student Center dining area to address future population needs. The Preliminary Demand Analysis results indicate that patron utilization of future foodservice facilities will lead to a need for 3,000 SF additional kitchen (including all back-of-house) and serving space. To support patrons, demand will exist for 250 seats, which is approximately 75 more than the Student

FIG. 5.16: GAINESVILLE UNION PRELIMINARY DEMAND
Results by Activity Space Fall 2015 and Fall 2025

Scenario	Comparative Institutions ASF / Student	UNG Student Center ASF / Student 2015	UNG Student Center ASF / Student 2025
Conference / Meeting Rooms	0.82	0.72	0.52
Retail (non-Bookstore)	0.25	0.00	0.00
Casual Recreation	0.77	0.45	0.32
Lounge Space	0.45	0.54	0.38
Student Organizations	0.71	0.39	0.28
Total	3.00	2.11	1.50
	Delta ASF	(0.90)	(1.50)

*"ASF" = Assignable Square Feet
*UNG's conference / meeting space includes the ballrooms and storage areas

FIG. 5.17: OCONEE UNION PRELIMINARY DEMAND
Results by Activity Space Fall 2015 and Fall 2025

Scenario	Comparative Institutions ASF / Student	UNG Student Resource Ctr. ASF / Student 2015	UNG Student Resource Ctr. ASF / Student 2025
Conference / Meeting Rooms	0.90	0.26	0.19
Retail (non-Bookstore)	0.18	0.00	0.00
Casual Recreation	0.76	0.00	0.00
Lounge Space	0.53	0.28	0.20
Student Organizations	0.56	1.22	0.88
Total	2.93	1.77	1.27
	Delta ASF	(1.16)	(1.67)

FIG. 5.18: UNION PRELIMINARY DEMAND FALL 2015

	Fall 2015 Union Preliminary Demand				
Scenario	Existing ASF / Student	Existing SF	Demanded ASF / Student	Demanded SF	Delta SF
Gainesville	2.11	15,035	3.00	21,451	(6,416)
Oconee	1.77	4,051	2.93	6,714	(2,663)

*"ASF" = Assignable Square Feet
*Existing SF represents the square footage allocated in the targeted spaces evaluated as part of the analysis

FIG. 5.19: UNION PRELIMINARY DEMAND FALL 2025

	Fall 2025 Union Preliminary Demand				
Scenario	Existing ASF / Student	Existing SF	Demanded ASF / Student	Demanded SF	Delta SF
Gainesville	1.50	15,035	3.00	30,048	(15,013)
Oconee	1.27	4,051	2.93	9,387	(5,336)

*"ASF" = Assignable Square Feet
*Existing SF represents the square footage allocated in the targeted spaces evaluated as part of the analysis

Center currently provides in the dining area.
- With the potential future acquisition of the Lanier Technical College campus, additional foodservice demand may exist on the Gainesville Campus. Depending on the approach pursued by UNG in utilizing the Lanier Tech facilities, one additional grab-and-go or coffee concept may be demanded when achieving 2,000 students in the Lanier Tech buildings.
- Oconee Campus: for the only foodservice operation on the Oconee Campus, a shortage of seating will exist in the Student Resource Center to address future population needs. To support patrons, demand will exist for 35 to 50 designed dining area seats when reaching 3,200 students.

UNG envisions that the delivery of Athletics facilities and support services will better meet student-athlete needs in future years.

UNG Athletics identified the following three primary strategic drivers on which to guide the Department in future years:

- Student-athletes will be supported with facilities, staff, and academic services that are among the best in NCAA Division II.
- Strength & conditioning and athletic training will be provided appropriately-sized spaces that can support multiple teams concurrently. Additionally, the spaces will offer activities and support services that accommodate the most advanced industry trends occurring nationally.
- The Athletics Department, and its associated facilities, will be strategically located to provide a connected and efficient workspace.

The current delivery of Athletics support facilities is inconsistent with the Department's future vision.

Memorial Hall, which is home to UNG's Athletics administration and support spaces was originally constructed in 1960. Support spaces provided within the building have undergone modest renovation since its original construction, but currently lack some of the modern day aesthetic and functional features commonly found within newer NCAA athletic facilities. To recruit the ideal student-athlete, the University indicated that improving upon Athletics current delivery of support spaces is mission-critical.

For strength and conditioning space, the existing facility in Memorial Hall provides 4,755 SF, which equals approximately 23 square feet per student-athlete. With this allocation of space, UNG provides adequate square footage to support its student-athletes when compared to the selected benchmarking institutions. However, the analysis demonstrated that UNG's strength and conditioning space lacks some of the aesthetic features commonly found in the design of newer facilities. Notably, some of the features include natural light, high ceilings, and open spaces that allow coaches and student-athletes to engage in diverse movement exercises. As a result, the existing strength and conditioning space does not fully support UNG's vision of being able to recruit their targeted student-athletes.

For athletic training, the amount of square footage currently provided on the UNG campus is less than that of the selected competitive context institutions. The athletic training facilities in Memorial Hall and Coleman Field House provide a total of 1,500 SF, which is approximately 30% less than that of the analyzed institutions. Similar to the strength and conditioning space, athletic training in Memorial Hall is located in the first floor (below grade / interior space) and does not offer all of the design features that are often found in newer facilities.

With academic support, UNG Athletics currently does not offer dedicated space for student-athletes to engage with their coursework or development as a student or professionally. Rather, student-athletes utilize shared classroom spaces and academic resources with the overall UNG population. The services and spaces that are provided at several of the benchmarking institutions include computer labs, conference rooms, study areas, academic advising, and tutoring space.

Co-location and convenience is critical for the delivery of Athletics support spaces.

To meet the objectives set forth by UNG Athletics, continuing to provide student-athlete support services within a "central" location is mission-critical. UNG administrators highlighted the importance of convenience with the delivery of support services, which is achievable by providing strength and conditioning, athletic training, and academic support within close proximity to each other. With Memorial Hall's location in the middle of the Dahlonega Campus, not only is the existing provision of Athletics support space co-located, they are also in a building that is proximate to both on-campus housing, dining, and academic facilities, which allows for flexibility in meeting the scheduling needs of student-athletes. During the benchmarking interviews, administrators highlighted the issue of co-location as being critical to the delivery of support services, as balancing both academic and sport schedules is a significant responsibility for student-athletes. Additionally, administrators indicated that the more centrally located support facilities are, when compared to non-Athletics responsibilities, the easier it is for student-athletes to balance their schedule.

FIG. 5.20: FUTURE RECOMMENDATIONS FOR QUALITY OF LIFE IMPROVEMENTS

	DAHLONEGA	GAINESVILLE	OCONEE
HOUSING	**+400-600 BEDS**	**+600-800 BEDS**	NOT INCLUDED IN ANALYSIS
RECREATION WEIGHT & FITNESS	**+2,000-3,000 GSF**	**+6,000-8,000 GSF**	**+4,000-5,000 GSF**
RECREATION GROUP FITNESS	**+1,500-3,000 GSF**	**+3,000-4,000 GSF**	**+1,000-2,000 GSF**
RECREATION COURTSPACE & TRACK	NOT APPLICABLE	**+1** COURT **+1** INDOOR TRACK (APPROX. 11,000 GSF)	NOT ACCOMMODATED ON OCONEE CAMPUS
RECREATION OUTDOOR	**+3-4** INTRAMURAL FIELDS **+1-2** SOFTBALL FIELDS **+1** BASKETBALL COURT	**+1-2** INTRAMURAL FIELDS **+1** SOFTBALL FIELD **+1** BASKETBALL COURT	NOT ACCOMMODATED ON OCONEE CAMPUS
UNION NON-F00D	NOT INCLUDED IN ANALYSIS	**+13,000-17,000 GSF**	**+4,000-8,000 GSF**
UNION DINING	NOT INCLUDED IN ANALYSIS	**2,500 - 3,500 GSF** FOR KITCHEN SERVERY**+60-80** SEATS (EXPANSION CAN OCCUR ~ 8,500 ENROLLMENT)	PROVIDE **35-50** SEATS TARGETED AROUND EXISITING OPERATION
ADDITIONAL DINING	NOT INCLUDED IN ANALYSIS	POTENTIALLY A SMALL CAFE ON LANIER TECH	NOT APPLICABLE
ATHLETICS: STRENGTH & CONDITIONING	RENOVATE (FOR AESTHETICS) EXISTING S&C FACILITY / NO ADDITIONAL SF NEEDED	NOT INCLUDED IN ANALYSIS	NOT INCLUDED IN ANALYSIS
ATHLETICS: ATHLETIC TRAINING	**+300-600 GSF** ATHLETIC TRAINING	NOT INCLUDED IN ANALYSIS	NOT INCLUDED IN ANALYSIS
ATHLETICS: ACADEMIC SUPPORT	**+1,500-2,500** DEDICATED ACADEMIC SUPPORT SPACE	NOT INCLUDED IN ANALYSIS	NOT INCLUDED IN ANALYSIS

5.5 CAMPUS INFRASTRUCTURE

Rochester has not performed a condition or capacity assessment on any of the utilities on any of the four campuses. They have survey and performed many civil engineering projects.

The recommendation would be to prepare a stormwater master plan that provides a holistic approach to managing campus stormwater. This could include region stormwater ponds and open streams that could serve as a campus amenity. Currently the Georgia Stormwater Management Manual requires every new project that disturbs more than one acre or creates more than 5,000 square feet of new impervious required detention and water quality improvements.

Gainesville

The existing stormwater management ponds are fully utilized. Additionally, it is their understanding the ponds to the north and west might need to be dredged and the banks restored.

It is our understanding that the gas system and campus lighting is managed by the gas and electrical provider.

5.6 CAMPUS FRAMEWORK PLANS

Based on the future requirements listed on the previous sections of this chapter, a set of framework plans were created for each campus.

Dahlonega

Planning Strategies

- Build on the strength of existing formal organization of buildings around the Drill Field
- Place the new buildings in such a way that contribute to the character of the Drill Field, other existing open spaces and on the campus edge creating town & gown relationship
- Prioritize renovation of existing historic buildings as they contribute to the campus character
- Renovate aging buildings to suit current program needs and office space shortage
- Enhance pedestrian safety throughout and between the main campus, west campus and athletic campus.
- Convert Georgia Circle into pedestrian loop allowing bus shuttle, ADA parking spaces, and fire access
- Limit vehicular access through Main Campus to increase pedestrian safety
- Improve intersections at campus edge (West Main Street, South Chestatee Street and Morrison Moore Parkway)
- Define primary and secondary connections - the primary connection being the loop around the Drill Field as a "wheel" and other perpendicular to Drill Field as "spokes" leading to campus anchor buildings; the secondary connections between academic buildings and student housing
- Expand pedestrian connection between proposed buildings and existing network
- Connect the pedestrian pathways to the complete streets projects (West Main Street and South Chestatee Street) recommended by City of Dahlonega
- Provide multiple outdoor learning and gathering spaces for students and faculty

Campus-wide Unifying Features:

- Pedestrian loop around the Drill Field
- Streetscape and hardscape elements on pedestrian pathways and plazas
- Signage

Buildings

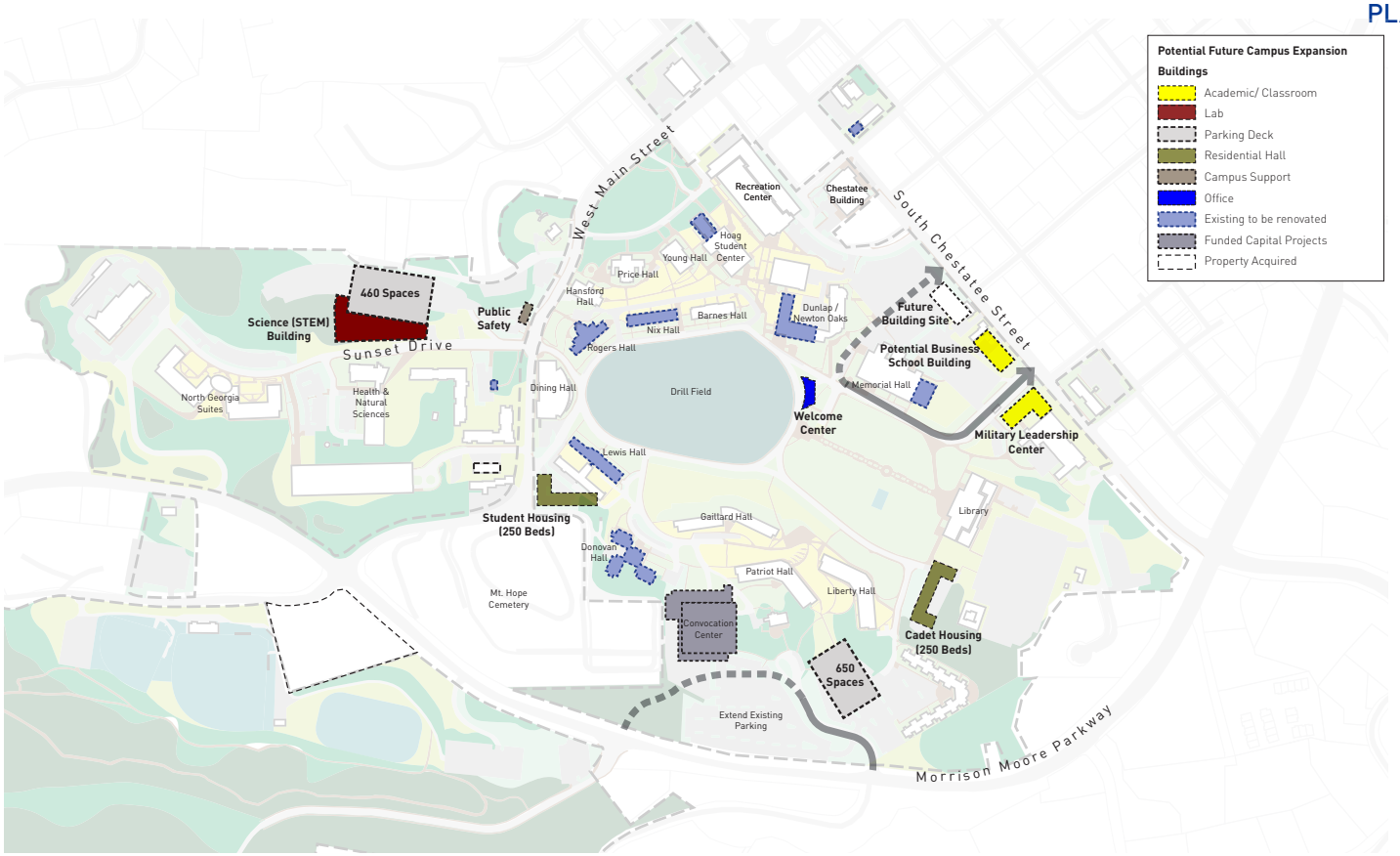
- Building Renovation: Rogers Hall, Nix Hall, Dunlap Hall, Hoag Auditorium, Lewis Hall, Donovan Hall, 27 Sunset Drive (The Moore House), Memorial Hall, Choice Avenue Church
- New Buildings / Additions: STEM Building, Welcome Center, Business School, Military Leadership Center Addition, Convocation Center, Public Safety, Parking Deck
- New Housing: Student Housing, Cadet Housing

Open Space

- Major Pedestrian Connections: Georgia Circle pedestrianization, street around Dining Hall (from W Main Street to Georgia Circle) and Convocation Center connection
- Secondary Pedestrian Connections: Pathway to new STEM Building, Pathway from Convocation Center to New Student Housing, Barnes Alley, Sidewalk on Morrison Moore Parkway, Pathway to Little Drill Field, Pathway behind Chestatee Building
- Plazas / Gathering Space: Dunlap Plaza, New Student Housing, Welcome Center, Convocation Center, Donovan Hall
- Recreation / Athletic Fields: Radar Ridge
- Vehicular Circulation: campus entry loop from existing entrance around Memorial Hall to South Chestatee Street, extend the loop from new Convocation Center to Morrison Moore Parkway
- Intersection Improvements: on West Main Street and Morrison Moore Parkway
- Pedestrian Crossing: Pedestrian Tunnel under West Main Street, Mid-block Crossing near Dining Hall

Land Acquisition

- UNG's recent acquisition of the parcel on Morrison Moore Parkway will be utilized for parking and/or future athletic use.


Potential Future Campus Expansion
Buildings
Academic/ Classroom
Lab
Parking Deck
Residential Hall
Campus Support
Office
Existing to be renovated
Funded Capital Projects
Property Acquired
460 Spaces
Science (STEM) Building
Public Safety
Sunset Drive
West Main Street
Recreation Center
Chestatee Building
South Chestatee Street
Hoag Student Center
Young Hall
Price Hall
Hansford Hall
Nix Hall
Barnes Hall
Dunlap / Newton Oaks
Rogers Hall
Future Building Site
Potential Business School Building
Memorial Hall
North Georgia Suites
Health & Natural Sciences
Dining Hall
Drill Field
Welcome Center
Military Leadership Center
Lewis Hall
Student Housing (250 Beds)
Gaillard Hall
Library
Donovan Hall
Patriot Hall
Liberty Hall
Mt. Hope Cemetery
Convocation Center
Cadet Housing (250 Beds)
650 Spaces
Extend Existing Parking
Morrison Moore Parkway

Potential Future Campus Improvements
Open Space and Circulation
Major Pedestrian Connection
Secondary Pedestrain Connection
New Connection / Enhancement to Existing Connections
Plaza / Gathering Space
Recreation / Athletic Fields
New Vehicular Streets
Existing Streets to Remain
Intersection Improvements
Pedestrian Only Crossing
Complete Streets Enhancements
Property Acquired
Tunnel Under W. Main
Sunset Drive
West Main Street
Recreation Center
Chestatee Building
South Chestatee Street
Hoag Student Center
Dining Hall
Drill Field
Memorial Hall
North Georgia Suites
Health & Natural Sciences
Lewis Hall
Viewing Stand Improvements
Gaillard Hall
Library
Donovan Hall
Patriot Hall
Liberty Hall
Mt. Hope Cemetery
Parking / Future Athletic Use
Softball Field
Baseball Field
Soccer Field
Extend Existing Parking
Morrison Moore Parkway
Student Recreation Fields, Parking and Future Housing

Gainesville

Planning Strategies

- Recognize the campus geometry of central core, circular loop and radiating pedestrian connections from the center
- Place the new buildings / additions in strategic locations that work with the campus geometry
- Prioritize campus infill projects to densify the inner core first and then move outward along Mathis Drive for future campus expansion
- Minimize surface parking lots in the inner core to strengthen pedestrian connectivity; utilize surface parking lots as future development opportunities
- Unify Lanier Tech and the Gainesville Campus by creating a new plaza north of the Student Center and new pedestrian connections
- Enhance pedestrian safety throughout the campus by extending pathways to new buildings and the Lanier Tech buildings
- Convert Mathis Drive into pedestrian promenade allowing shuttle bus and fire access
- Create a new street around the campus to limit vehicular access through the campus core and to increase pedestrian safety
- Intersection improvements on campus edge (Campus Drive, Landrum Education Drive)
- Define primary and secondary connections - the primary connection being the promenade on Mathis Drive and Campus Drive, pathways around the inner core and radial connections from the center; the secondary connections between academic buildings
- Extend pedestrian connection between proposed buildings and existing network
- Connect the pedestrian pathway from the main campus to the overflow parking site
- Provide multiple outdoor learning and gathering spaces for students and faculty

Campus-wide Unifying Features:

- Pedestrian loop around Mathis Drive and Campus Drive
- Streetscape and hardscape elements on pedestrian pathways and plazas
- Signage

Buildings

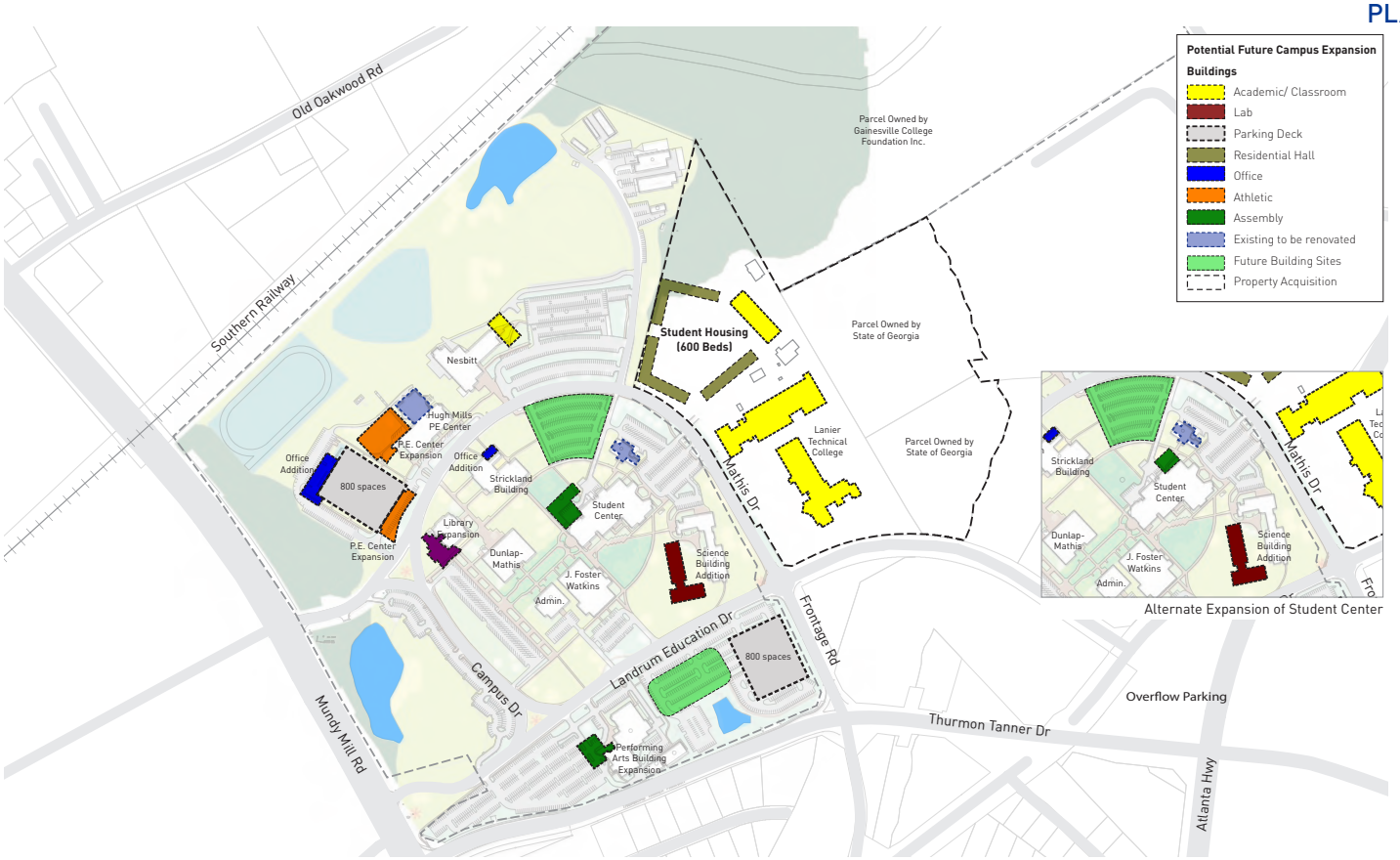
- Building Renovation: Music, Hugh Mills P.E. Center
- New Buildings / Additions: Science Building, Student Center expansion, Library expansion, Strickland Building addition, P.E. Center expansion and Office addition, Performing Arts Building expansion, Nesbitt Building expansion, Lanier Tech integration, two parking decks
- New Housing: Student Housing

Open Space

- Major Pedestrian Connections: Mathis Drive and Campus Drive pedestrian promenade, inner core pedestrian connection, radial pathways from center to buildings on external core
- Secondary Pedestrian Connections: Pathway expansion from inner core
- Plazas / Gathering Space: New open space between Student Center and Lanier Tech, new plazas at the intersections of radial pathways and the pedestrian promenade, Performing Arts Building expansion, Hugh Mills P.E. Center, Library, Mills Pond
- Recreation / Athletic Fields: new fields north of Hugh Mills P.E. Center
- Vehicular Circulation: New perimeter street around Lanier Tech from Landrum Education Drive to Mundy Mill Road, extend Campus Drive connecting the new perimeter street
- Intersection Improvements: Mundy Mill Road, Campus Drive and Landrum Education Drive

Land Acquisition

- The potential acquisition of the 42 acre Lanier Tech campus will provide opportunities for UNG's future growth.


Potential Future Campus Expansion
Buildings
Academic/ Classroom
Lab
Parking Deck
Residential Hall
Office
Athletic
Assembly
Existing to be renovated
Future Building Sites
Property Acquisition
Old Oakwood Rd
Southern Railway
Mundy Mill Rd
Campus Dr
Landrum Education Dr
Frontage Rd
Mathis Dr
Thurmon Tanner Dr
Atlanta Hwy
Overflow Parking
Parcel Owned by Gainesville College Foundation Inc.
Parcel Owned by State of Georgia
Student Housing (600 Beds)
Lanier Technical College
Nesbitt
Hugh Mills PE Center
P.E. Center Expansion
Office Addition
800 spaces
Strickland Building
Student Center
Library Expansion
Dunlap-Mathis
J. Foster Watkins
Admin.
Science Building Addition
Performing Arts Building Expansion
Alternate Expansion of Student Center

Potential Future Campus Expansion
Open Space and Circulation
Major Pedestrian Connection
Secondary Pedestrain Connection
New Connection / Enhancement to Existing Connections
New Pedestrian / Bike Enhancement
Plaza / Gathering Space
New / Enhanced Green Space
Recreation / Athletic Fields
Existing Vehicular Streets
New Vehicular Streets
Intersection Improvements
Property Acquisition
Old Oakwood Rd
Southern Railway
Mundy Mill Rd
Campus Dr
Landrum Education Dr
Frontage Rd
Mathis Dr
Thurmon Tanner Dr
Atlanta Hwy
Overflow Parking
Parcel Owned by Gainesville College Foundation Inc.
Parcel Owned by State of Georgia
Recreation Fields
Athletic Fields
New Loop Road
Lanier Technical Parking
Lanier Technical College
Nesbitt
Hugh Mills PE Center
Strickland Building
Student Center
Library
Dunlap-Mathis
J. Foster Watkins
Admin.
Science Building
Clock Tower Plaza
Continuing Ed. / Performing Arts

Oconee

Planning Strategies

- Remove existing parking and use existing building configuration to create a new campus "quad" to create an outdoor learning & recteational space and create a sense of place.
- Transform existing driveways into a vehicular "boulevard" with tree lined sidewalks
- Create a new roundabout south of Student Resource Center as a prominent gateway into the campus
- Provide expanded surface parking south of the campus core to create pedestrian friendly environment
- Design the new stormwater detention pond as a recreational amenity
- Create visual connection to the campus from Watkinsville Bypass US 441 / US 29 using architectural elements for new buildings and signage

UNG-wide Unifying Features:

- Streetscape and hardscape elements on pedestrian pathways and plazas
- Signage

Buildings

- New Buildings: Two academic buildings

Open Space

- Major Pedestrian Connections: Pathway south of Building 100/200, 300 and 700
- Secondary Pedestrian Connections: Pathways between buildings and to new parking lot
- Plazas/ Gathering Space: New campus green south of main pedestrian connection and east of Student Resource Center
- Recreational Amenities: New stormwater detention pond and surrounding areas
- Gateway Improvements: New roundabout at the main campus entry south of Student Resource Center

Land Acquisition

- Parcel south of UNG property, currently owned by KBB, LLC

Cumming

Planning Strategies

- Create sense of place through campus green / plaza and new buildings fronting the green
- Expand parking on the rear of the campus
- Design the new stormwater detention pond as a recreational amenity

Buildings

- One academic building with potential for a second building whe demand justifies

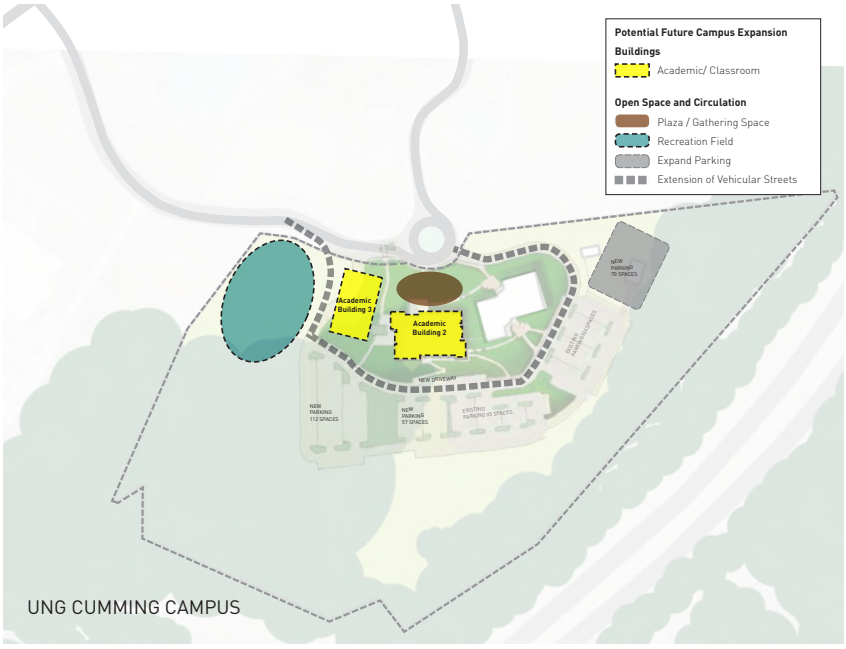
Open Space

- Secondary Pedestrian Connections: Pathways between buildings and to parking lots
- Plazas/ Gathering Space: New campus green near the main gateway
- Recreational Amenities: New stormwater detention pond and surrounding areas

Land Acquisition

- No future acquisition planned

Parcel Owned by
Board of Regents of
the University
Parcel Owned by
KBB, LLC
Bishop Farms Parkway
Reconfigure
Existing Parking
Faculty Center/
Bishop Wellness
& Activity Hall
Classroom
Building
Administration
Student
Resource
Center
Recreation
Field
Detention /
Amenity Pond
Future Parking
Expansion
(550 spaces)
Parcel Owned by
KBB, LLC
Potential Future Campus Expansion
Open Space and Circulation
Major Pedestrian Connection
Secondary Pedestrain Connection
Plaza / Gathering Space
New / Enhanced Green Space
Recreation Field
Reconfigure / Expand Parking
New Vehicular Streets
Intersection Improvements
Buildings
Assembly
Academic
Property Acquisition


Potential Future Campus Expansion
Buildings
Academic/ Classroom
Open Space and Circulation
Plaza / Gathering Space
Recreation Field
Expand Parking
Extension of Vehicular Streets
Academic
Building 3
Academic
Building 2
NEW DRIVEWAY
UNG CUMMING CAMPUS

Conceptual Rendering of Oconee Campus

01 Introduction
02 History and Overview
03 Plan Overview
04 Existing Campus Conditions
05 Future Requirements
06 Campus Master Plan
07 Implementation

06 Campus Master Plan

6.1 Dahlonega Campus
6.2 Gainesville Campus
6.3 Oconee Campus
6.4 Cumming Campus
6.5 Preservation
6.6 Sustainability

6.1 DAHLONEGA CAMPUS

Open Space and Circulation Projects

D.C1 Georgia Circle Promenade:
D.C2 Viewing Stand Improvements:
The Drill Field lies at the symbolic heart of the Dahlonega campus. Considered hallowed ground, the field is not to be walked across or used as a short cut. The master plan seeks to enhance the perimeter of the Drill Field as the pedestrian circulation hub for the campus and proposes limiting vehicular access and eliminating most of the existing street parking spaces. Through landscape, hardscape and lighting improvements, Georgia Circle should be transformed into a more welcoming environment for pedestrians, while enhancements to the field itself will improve its quality, irrigation and safety for recreational use, as well as improve reviewing facilities for exercises conducted by the Corps of Cadets. Spokes of circulation are to extend from the field, connecting all areas of the campus.

D.C3 Welcome Center Plaza:
The plaza will be created on the existing traffic island on Georgia Circle, south of Memorial Hall. The hardscape will be extended to the "Little Drill Field" promenade to create an inviting pedestrian environment and provide view of Drill Field and the campus.

D.C4 W. Main Street / Barnes Alley Tunnel:
The plan proposes a pedestrian underpass at West Main Street between Sunset and Vickery Drive. Accessed at grade via Barnes Alley on the Main Campus, the underpass would be linked to the pedestrian plaza at Sunset and Main via steps, as well as an elevator associated with the proposed Campus Safety Building.

D.C5 Vickery Drive Pedestrian Connection:
A new sidewalk along Vickery Drive, providing access from the proposed parking garage and to existing private housing facilities beyond, as well as sidewalk improvements to the southern portion of West Main Street, are also proposed. Presumably, all improvements to West Main to promote pedestrian safety would be undertaken through joint cooperation between the University and the City of Dahlonega.

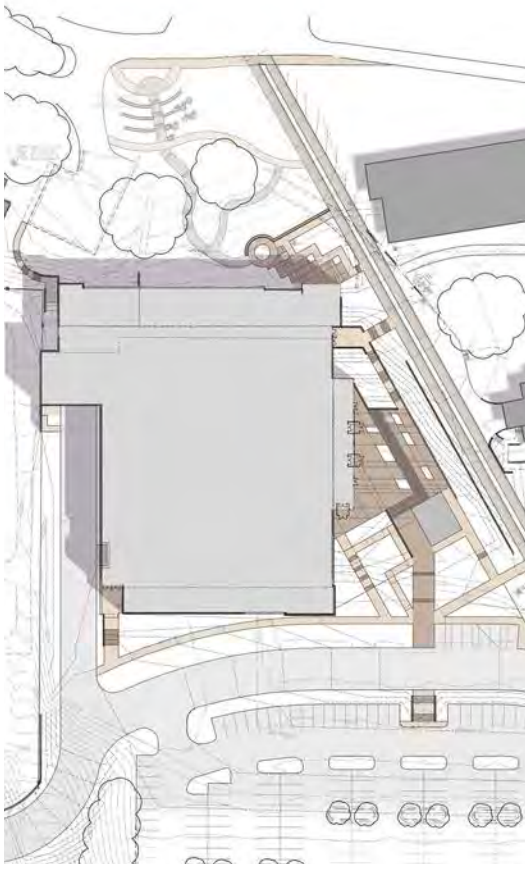
D.C6 Mid-block Crossing on W. Main Street:
D.C7 W. Main Street Roundabout:
With the recent and proposed expansion of residential and academic facilities on the West Campus, the crossing at West Main Street has become an increasingly dangerous location for pedestrians. Improvements to the existing intersections at Sunset and Walker Drive are recommended, as well the installation of a mid-block crossing to the Dining Hall. Traffic calming measures such as speed tables are proposed at the crossings to minimize pedestrian/vehicular conflict.

D.C8 Lewis Plaza:
A new pedestrian route that connects the existing west campus parking deck with the new Convocation Center is proposed. At the intersection of Sunset and West Main, the plan proposes an enlarged plaza to receive students waiting to cross the street, and the closure of Sunset east of Main to eliminate potential pedestrian and vehicular conflicts. This could be undertaken in partnership with the city as part of their Complete Streets improvements.

D.C9 Convocation Center Plaza:
D.C10 New Convocation Drive:
With the construction of the new Convocation Center, major exterior site improvements are recommended including a new pedestrian plaza and a pathway from the front drop-off area to the back of the building near Gaillard Hall. The pathway provides a connection to the residence halls and extends all the way to W. Main Street and ultimately to the Walker Drive parking deck. A new vehicular loop will be created from Morrison Moore Parkway.

D.C11 Georgia Circle and South Chestatee Street Loop:
A new vehicular entry loop, with a new exit on to South Chestatee Street, will divert vehicular traffic from the Drill Field, while affording visitors a view of this iconic space upon arrival.

D.C12 Radar Ridge Recreation Fields:
To address a shortage of outdoor recreation space, additional recreation fields are proposed to be located on Radar Ridge. The University has developed a plan to build a baseball field and an intramural field, along with approximately 200 parking spaces. In the long term this area can be considered as a potential building site for future expansion or relocation of ancillary facilities from the main campus.



Conceptual Rendering of Proposed Entry, Student Plaza, Landscaping and Walkways for the new Convocation Center

Building Projects

D.B1 Convocation Center:
This proposed new building is a parallel effort to the UNG Master Plan. The building will be located on the southern side of the Dahlonega campus. It is programmed to contain 103,000 GSF of multi-use academic and convocation event space. The targeted construction completion date is early 2018. The new building will include modern, flexible, event/athletic space for 4,000 guests with much needed modern instructional and meeting spaces for academic and community events. Academic Offices, Classrooms, an Athletic Training Clinic Lab Space, Arena, and Building Support Spaces will support the HPE (Health and Physical Education) and Military Science academic programs.

D.B2 Parking Deck (Convocation Center):
The proposed parking deck will have 500 spaces to serve the Convocation Center with convenient access from Morrison Moore Parkway.

D.B3 Student Housing:
A site capable of accommodating up to 250 beds of new student housing has been identified between Liberty and Owen Halls. Because of the site's proximity to the existing military housing precinct, this hall could be dedicated to the Corps of Cadets, should an increase in Corps size warrant additional housing.

D.B4 Military Leadership Center Expansion:
Curricular changes to the Military Science Program mandated by the U.S. Army for its Senior Military Colleges require more seminar-sized sections; larger classrooms are to be repurposed for group training exercises which also comprise a larger share of the curriculum. To achieve these needs, the Military Leadership Center requires an expansion of 9,000 sf. In addition, the Corps of Cadets hopes to secure private funding to construct a museum documenting the history of the Corps and its contributions to the United States Army.

D.B5 Business School & Welcome Center:
The Mike Cottrell College of Business requires upgrades to current facilities to meet evolving pedagogies for business education. There is movement among potential benefactors to achieve this through the construction of a new building rather than through renovation of existing facilities, which would also include a campus Welcome Center to house the Office of Admissions. In the event that a financing model that includes public funding and private donations can render the construction of a new facility feasible, the proposed location at Chestatee Street will improve the campus connection to downtown Dahlonega and provide a highly visible location for the welcome center at the Chestatee Street entrance to campus.

D.B6, **D.B9** Academic Building:
The condition of Rogers Hall necessitates the construction of a new science building to accommodate teaching and research. Current demand suggests a minimum size of 56,000 GSF; however, aspirational goals for the program that would include Biology, Math and the Dean's Office could require as much as 90-100,000 GSF. The University hopes to meet these aspirational goals through private fundraising. There are two site options to place the new D.B9 academic building - one on Sunset Drive and the other on South Chestatee Street.

D.B7 Student Housing:
A site capable of supporting up to 250 student beds has been identified on the site of the current Lewis Annex, which is in poor condition and currently houses only 96 beds. The removal of the Lewis Annex will also facilitate the strengthening of the pedestrian connection between the Walker Parking deck and residential precinct south of the Drill Field and the Convocation Center beyond.

D.B8 Public Safety:
The plan proposes a new Public Safety building on West Main Street, in a location that is more central within the campus. An elevator in this building will provide an accessible route from west campus to the main campus via the new tunnel.

D.B10 Parking Deck:
This site has been identified as a potential location for additional structured parking for up to 550 spaces to offset potential loss of surface lots elsewhere on campus and/or to accommodate potential increases in demand as they are identified.

D.B11 Armory / Shooting Range / Storage:
A potential new building is proposed to the south of the Military Leadership Center to house an expanded armory, an improved indoor shooting range and storage space for the National Guard.

D.B12 Rogers Hall:
The existing science uses in Rogers Hall will move to the new academic building (D.B9) allowing Rogers to be comprehensively renovated for faculty offices and general classroom space.

D.B13 Nix Hall:
Nix Hall is proposed to be renovated to address sound bleed issues and provide suitable space for music instruction and practice.

D.B14 Dunlap Hall:
Dunlap Hall has housed classrooms and departmental offices since its completion in 1965. The plan envisages its continued use for these functions but proposes a comprehensive renovation of the interior with reconfigured classrooms to better serve current teaching pedagogies and to accommodate larger section sizes.

D.B15 Hoag Auditorium:
Hoag Auditorium is to be renovated to be more suitable as a recital and performance venue.

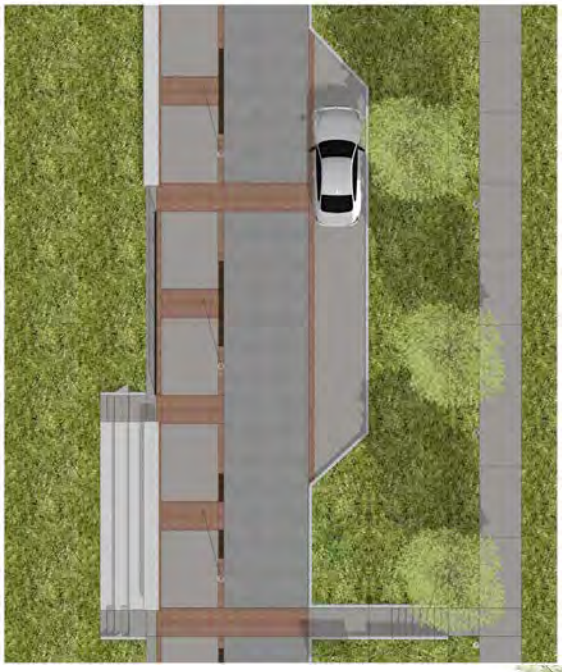
D.B16 Memorial Hall:
The renovation of 15,000 GSF of existing space in Memorial Hall is included within the scope of the new Convocation Center project. In the future, the existing natatorium space in Memorial Hall could be repurposed to provide additional recreation space. Alternately, the restoration of the pool at Memorial Hall would provide space for training for the Corps of Cadets, rehabilitative therapy for student athletes.

D.B17 Lewis Hall:
D.B18 Donovan Hall:
Lewis Hall, a 206-bed residence hall and Donovan Hall, a 248-bed residence hall are to be renovated as part of UNG's ongoing efforts to modernize and upgrade their on-campus housing in Dahlonega.

D.B19 The 27 Sunset Drive:
The 27 Sunset Drive is a historic structure dating from 1900 and has had various uses since it was acquired by UNG in 1999. Given its location adjacent to The Commons, the plan proposes that it be renovated for use as the UNG Guest House for visiting faculty and scholars.

D.B20 Choice Avenue Church:
A renovation of the Choice Avenue church to be the university chapel is envisioned. This will help to address the shortcoming that UNG is the only senior military college lacking a stand-alone chapel.

Example image of New Academic Building



Potential paving pattern for the Georgia Circle Promenade

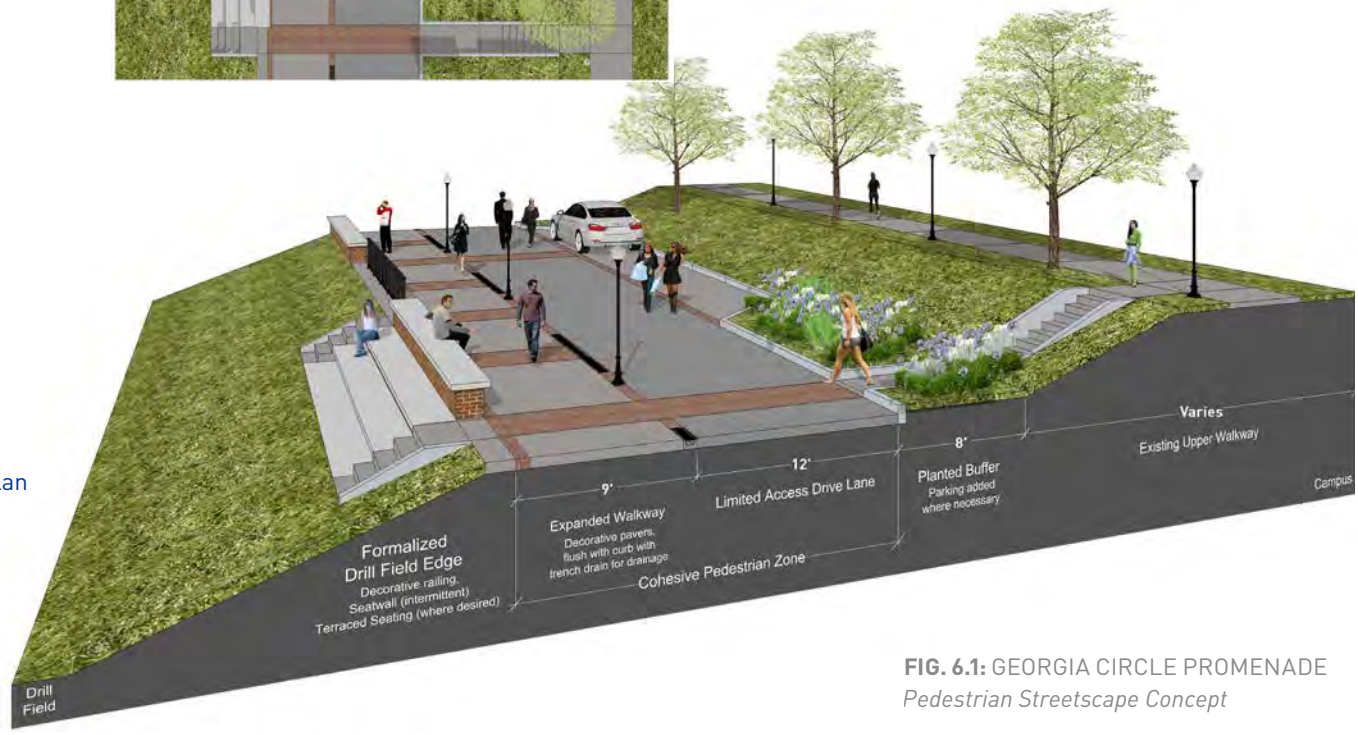


FIG. 6.1: GEORGIA CIRCLE PROMENADE
Pedestrian Streetscape Concept

06
Campus
Master Plan

Conceptual Rendering of the New Convocation Center

BUILDING PROJECTS (D.B)

New Buildings

Aspirational Buildings For Future Growth

- D.B1 Convocation Center
- D.B2 Parking Deck (Convocation Center)
- D.B3 Student Housing
- D.B4 Military Leadership Center Expansion
- D.B5 Academic Building & Welcome Center
- D.B6 Academic Building
- D.B7 Student Housing
- D.B8 Public Safety
- D.B9 Academic Building
- D.B10 Parking Deck
- D.B11 Armory / Shooting Range / Storage

Existing Building Renovation

- D.B12 Rogers Hall
- D.B13 Nix Hall
- D.B14 Dunlap Hall
- D.B15 Hoag Auditorium
- D.B16 Memorial Hall
- D.B17 Lewis Hall
- D.B18 Donovan Hall
- D.B19 27 Sunset Drive
- D.B20 Choice Avenue Church

CAMPUS IMPROVEMENT PROJECTS (D.C)

- D.C1 Georgia Circle Promenade
- D.C2 Viewing Stand Improvements
- D.C3 Plaza
- D.C4 W. Main Street/Barnes Alley Tunnel
- D.C5 Vickery Drive Pedestrian Connection
- D.C6 Mid-Block Crossing on W. Main Street
- D.C7 W. Main Street Roundabout
- D.C8 Lewis Plaza
- D.C9 Convocation Center Plaza
- D.C10 Convocation Drive
- D.C11 Georgia Circle - S. Chestatee Street Loop
- D.C12 Radar Ridge Recreation Fields

Pedestrian Circulation

Pedestrian & Limited Vehicular Circulation

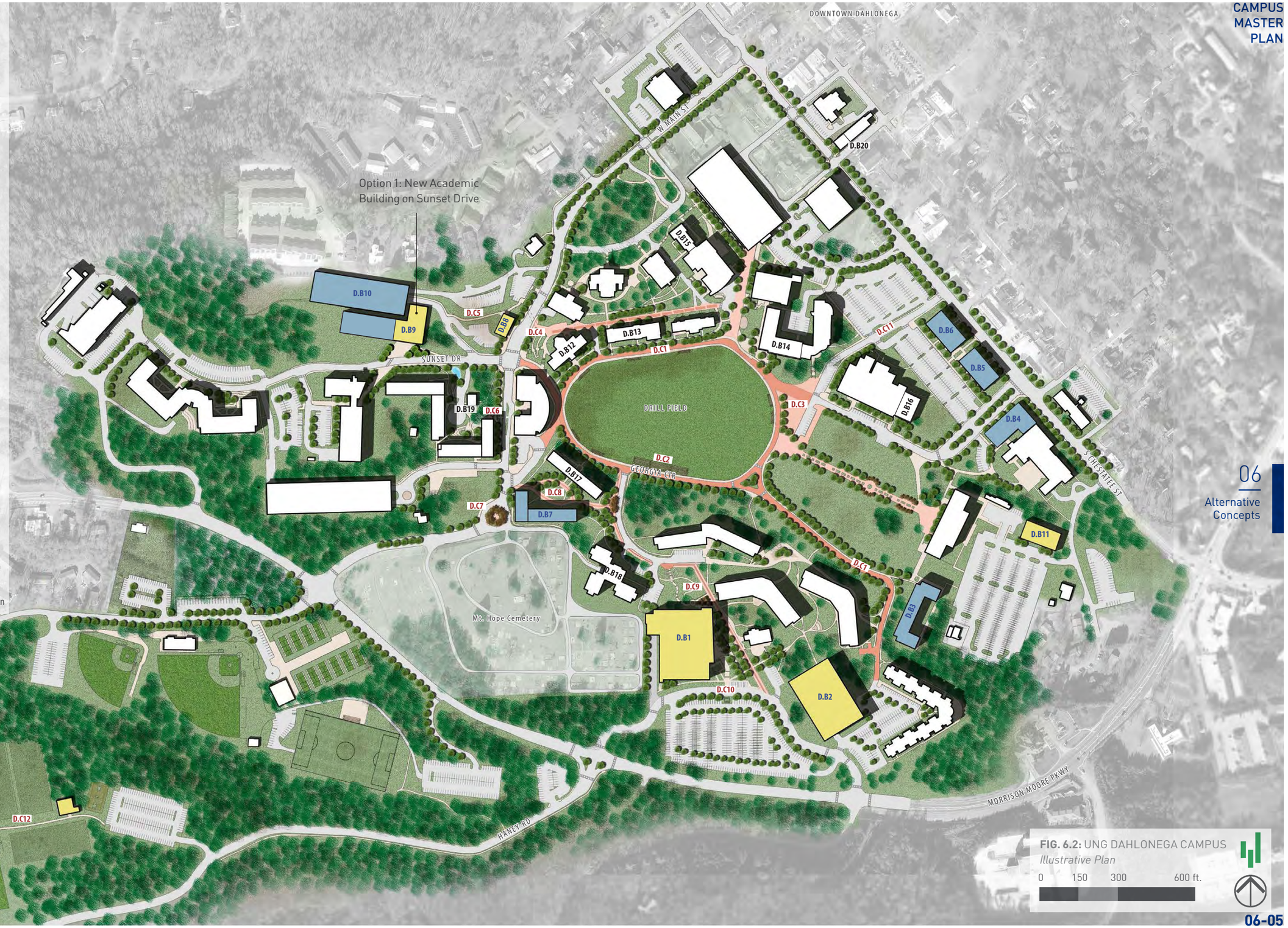


FIG. 6.2: UNG DAHLONEGA CAMPUS
Illustrative Plan
0 150 300 600 ft.

FIG. 6.5: BARNES ALLEY TUNNEL

FIG. 6.4: NEW BUILDINGS AND CAMPUS IMPROVEMENT CONCEPTS

FIG. 6.6: OPTION 2 - NEW ACADEMIC BUILDING (D.B9) ON SOUTH CHESTATEE STREET

FIG. 6.3: DAHLONEGA CAMPUS - AERIAL

6.2 GAINESVILLE CAMPUS

Open Space and Circulation Projects

G.C1A New Loop Road - Mundy Mill Road to Facilities Drive
G.C1B New Loop Road: Facilities Drive to Landrum Education Drive
The master plan proposes a new loop road around the perimeter of the Gainesville campus, from Mundy Mill Road to Landrum Education Drive. The intent is to shift vehicular traffic to the outer perimeter of the campus and to convert the inner loop to a pedestrian promenade, creating a walkable route around the campus core.

G.C2 Campus Drive Extension:
The existing Campus Drive is to be extended to the new loop road to provide a vehicular access to the proposed structured parking and P.E. Center addition.

G.C3A Mathis Drive Promenade, from Campus Drive to Facilities Drive
G.C3B Mathis Drive Promenade, from Facilities Drive to Landrum Drive
This project is envisioned to take place in two phases: the first replaces Mathis Drive from Campus Drive to Facilities Drive to eliminate existing pedestrian-vehicular conflicts and relieve stacking of cars currently experienced on the campus; the second phase extends from Facilities Drive to Landrum Drive to relieve anticipated pedestrian-vehicular conflicts with the occupation of the Lanier Tech campus and potential development of student housing.

The Mathis Drive Promenade converts the existing vehicular street to an allée walkway with seating on the sides while leaving a 12-foot lane for shuttle and fire service access. This lane can also be used as a more active walkway for bikers and runners. A linear rain garden is proposed on one side of the walkway. The proposed promenade will be the first formal shaded pedestrian path that connects the majority of the campus. This will eliminate pedestrian and vehicular conflicts as students traverse from the campus core to the Nesbitt Building (where 40% of all course hours are currently taught), recreational and athletic facilities, and the recreational and athletic facilities in the P.E. Center. This will also enhance connectivity with the Lanier Tech campus, if it is to be absorbed by the University in the future.

G.C4 Mathis Plaza:
The original central axis of the campus is expanded to the east of the student center to create a new lawn at the heart of the campus while providing a stronger connection to the Lanier Tech campus and potential student housing precinct.

G.C5 Streetscape Enhancements:
The plan proposes to create a pedestrian-friendly environment on the existing Campus Drive and Landrum Education Drive. Mathis Drive Promenade will transition into a wider sidewalk with a line of trees on the inner side of the loop.

G.C6 Pathway Enhancements:
The axis connecting the clock tower to the Student Center, which is a character defining element of the original campus layout, is to be extended to the pond that marks the campus entry. Additionally, the existing pedestrian pathways linking the campus periphery and core are to be strengthened and enhanced.

G.C8 Mills Pond Plaza:
At the termination of the axis on the west, near Mills Pond, a small plaza is proposed which could be used for an outdoor gethering space.

G.C9 Recreation Fields:
With the anticipated growth in student enrollment, additional outdoor recreation fields are planned to the north of the Nesbitt building, along the new loop road.

Building Projects

G.B1 Lanier Tech Campus:
The potential acquisition of the Lanier Tech campus could have a significant impact on the space needs at Gainesville. It is anticipated that the entire 42 acre campus, containing seven buildings with 182,000 SF of space could be transferred to UNG once Lanier Tech's new campus in Hall County is completed in 2018. The future acquisition could offer tremendous opportunities for UNG to expand its instructional and support space. Many of Lanier Tech's existing lab and workshop spaces could also be retrofitted to suit UNG's program needs.

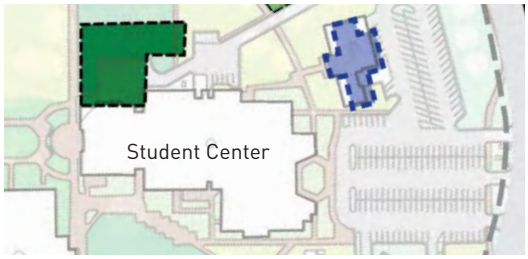
G.B2 Student Center Expansion:
Given the growth in enrollment, the student center needs to be expanded, as do the dining facilities within it. Two proposals were evaluated in the plan:

Option a: A larger 18,000 SF addition to the Student Center, to the northwest, was evaluated by UNG prior to the master plan. This will accommodate expansion of the bookstore and dining space. The larger expansion will result in the demolition of the Music Building. Since the Music Building has been classified as a historic resource eligible for National Register listing in the preservation analysis of this plan, its demolition should be reviewed by UNG and Board of Regents.

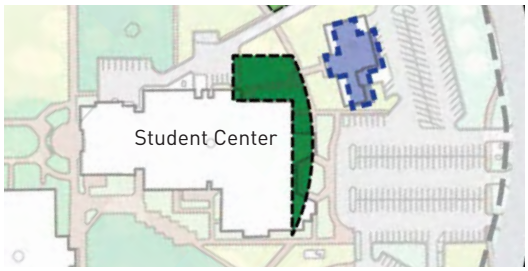
Option b: A smaller 6,000 SF addition to the northeast with additional space inside the building converted for dining use. This option is considered

in light of the potential expansion of the campus, with the notion that the expanded dining facilities of the Student Center might overlook the proposed lawn linking the building to the Lanier Tech campus and proposed student housing precinct. The feasibility of this option should be evaluated due to the necessity of relocating existing utilities. The smaller addition could be built in conjunction with the renovation of the existing Music Building.

Option a - addition to the northwest



Option b - addition to the northeast



G.B3 Music Building:
Designed to serve as the maintenance facility for the original campus, the Music Building is not suitable for its current purpose. Music programs are to be relocated to G.B11 and the building to be removed rather than renovated for other uses.

G.B4 Science Expansion:
Projected enrollment increases will require an expansion of existing science facilities. If the Institute of Environment and Spatial Analysis can be relocated to the Lanier Tech campus, this may be achieved through renovations to the existing Science, Engineering, and Technology Building. Absent the acquisition of Lanier Tech, new science facilities could be located on the Academic Building Site (G.B4a).

G.B4a Academic Building Site:
The previous master plan identified this site for a possible expansion of campus science facilities and remains noted here in case the need arises.

G.B5 Library Expansion:
A 20,000 SF addition to the library and renovation of the existing building is in the design stage.

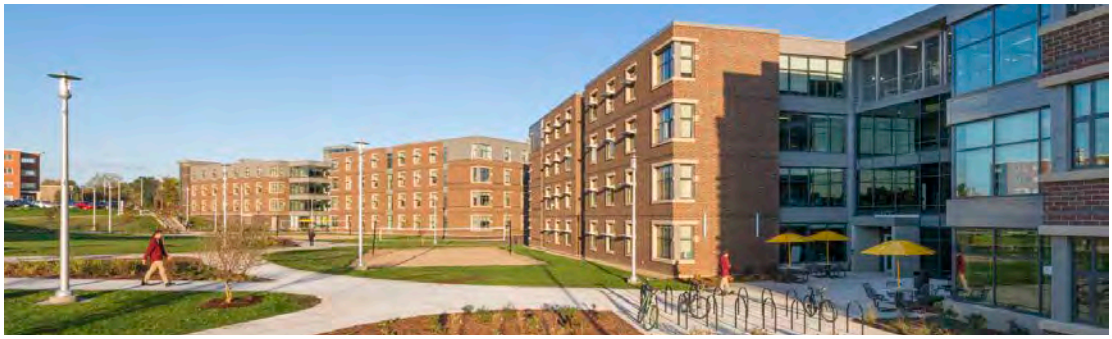
G.B6 Strickland Building Expansion:
A 3,000 SF office addition to the Strickland building is in the design stage.

G.B7 P.E. Center Expansion:
A 28,500 SF addition to the Mills P.E. Center is proposed, to accommodate a new pool and additional recreation space. The existing natatorium space can then be repurposed to address a shortfall in group fitness space.

G.B8 Athletics Addition:
Should the addition of campus housing necessitate the expansion of campus athletics, space adjacent to the parking deck, athletic fields, and physical education facilities has been identified for this purpose.

Example image of Student Center Expansion

Example image of Performing Arts Theatre


Example image of Student Housing

BUILDING PROJECTS (G.B)

New Buildings

Aspirational Buildings For Future Growth

- G.B1 Lanier Tech
- G.B2a Student Center Expansion Option a
- G.B2b Student Center Expansion Option b
- G.B3 Music Building Demolition & Future Building Site
- G.B4 Science Building Addition
- G.B5 Library Expansion
- G.B6 Strickland Building Addition
- G.B7 P.E. Center Expansion
- G.B8 Athletic Addition
- G.B9 Parking Deck (P.E. Center)
- G.B10 Parking Deck (Landrum Education Dr.)
- G.B11 Performing Arts Building Expansion
- G.B12 Student Housing

CAMPUS IMPROVEMENT PROJECTS (G.C)

- G.C1A New Loop Road - Mundy Mill Rd. to Facilities Dr.
- G.C1B New Loop Road - Facilities Dr. to Landrum Dr.
- G.C2 Campus Drive Extension
- G.C3A Mathis Dr. Promenade - Campus Dr. to Facilities Dr.
- G.C3B Mathis Dr. Promenade - Facilities Dr. to Landrum Dr.
- G.C4 Mathis Plaza
- G.C5 Streetscape Enhancements
- G.C6 Pathway Enhancements
- G.C7 Mills Pond Plaza
- G.C8 Recreation Fields

Pedestrian Circulation

Pedestrian & Limited Vehicular Circulation

Future Building Site

FIG. 6.7: UNG GAINESVILLE CAMPUS
Illustrative Plan

0 150 300 600 ft.

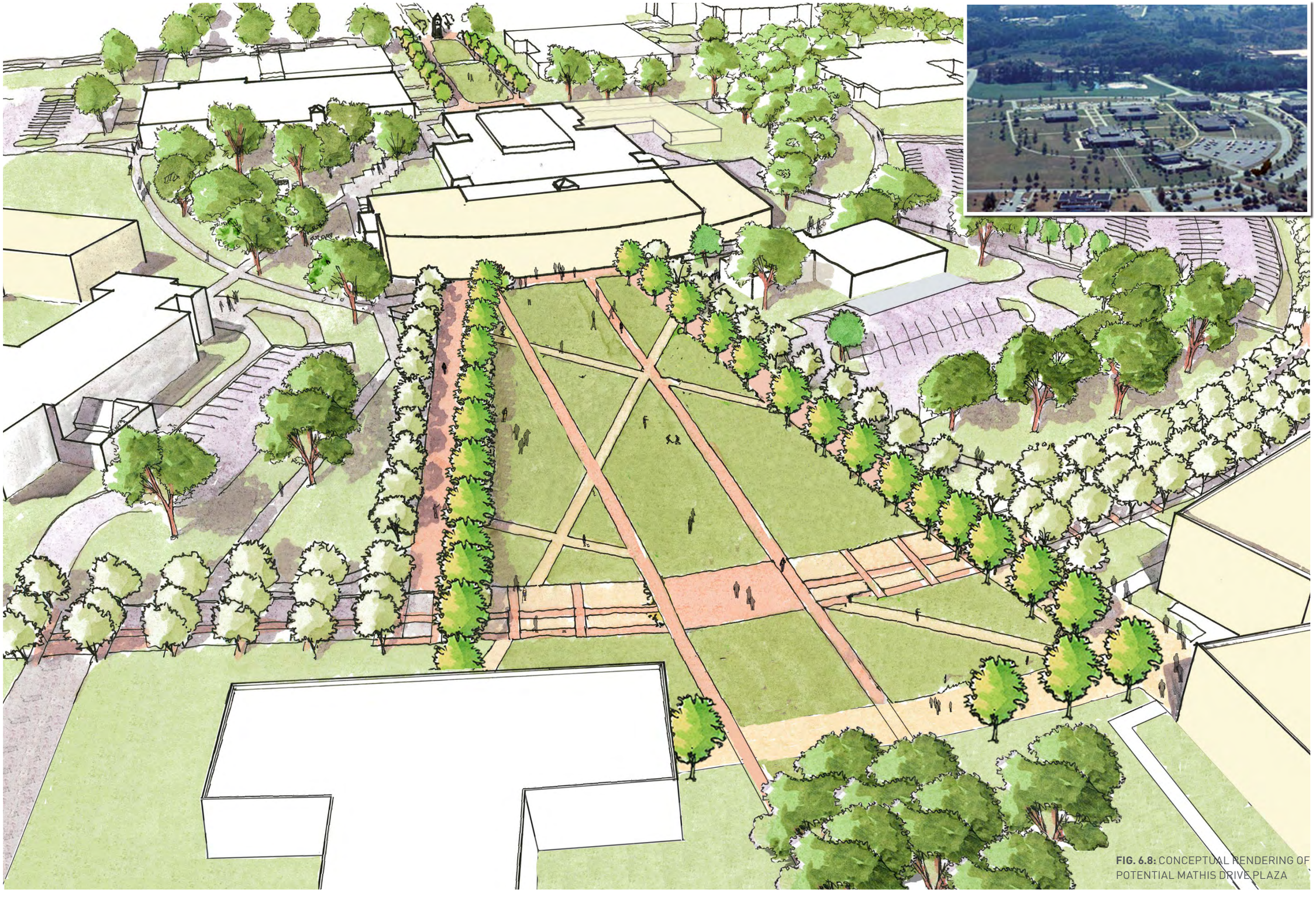


FIG. 6.8: CONCEPTUAL RENDERING OF POTENTIAL MATHIS DRIVE PLAZA

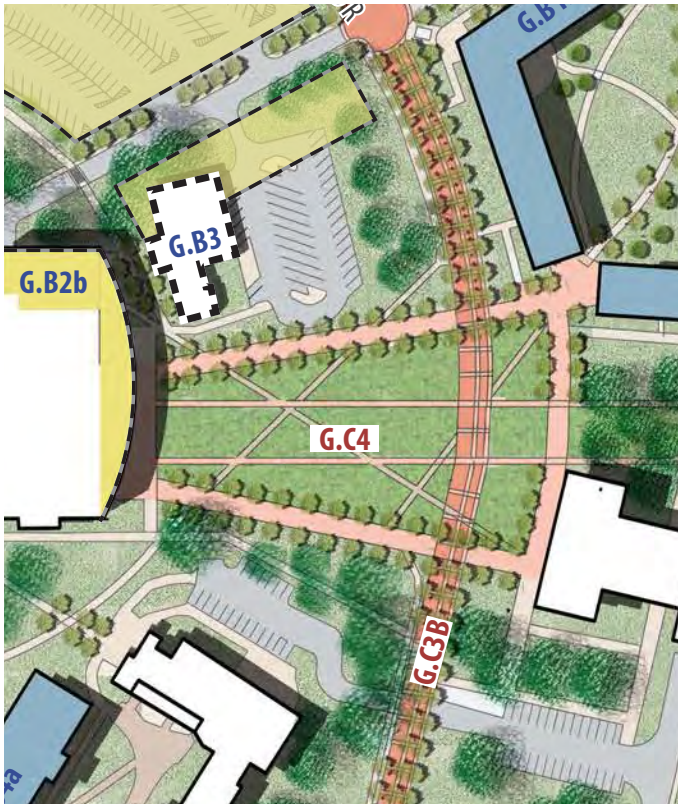


FIG. 6.9: MATHIS DRIVE PLAZA CONCEPT

G.B9 G.B10 Parking Decks:
As parking demand requires and institutional finances allow, the plan calls for the replacement of surface lots with structured parking decks, each capable of accommodating up to 800 spaces. Given their proximity to Mundy Mill Road and Thurmon Tanner Parkway, these decks will provide additional parking capacity while reducing vehicular congestion on the internal roads within the campus.

G.B11 Performing Arts Building Expansion:
An addition to the Performing Arts Building is proposed, given the significant growth of the program and the need for a performance venue. The expansion can also accommodate the Music program from G.B3 after it is demolished.

G.B12 Student Housing:
The question of whether to develop housing on the Gainesville campus is not settled by this plan. Arguments in favor include the necessity of providing housing if any academic program is to become a "destination program" on campus, the importance of on-campus housing to recruiting international students, the desire for on-campus housing expressed by current students, and a dearth of student life facilities to keep students on campus between classes. Concerns include the debt required to finance housing, as well as other student life and campus safety improvements that would be required in support of a housing program. In anticipation of the potential development of student housing on the campus, the plan has identified a site capable of accommodating up to 600 beds, as well as opportunities to expand recreational, athletic, and dining facilities in conjunction with the establishment of a residence life program.

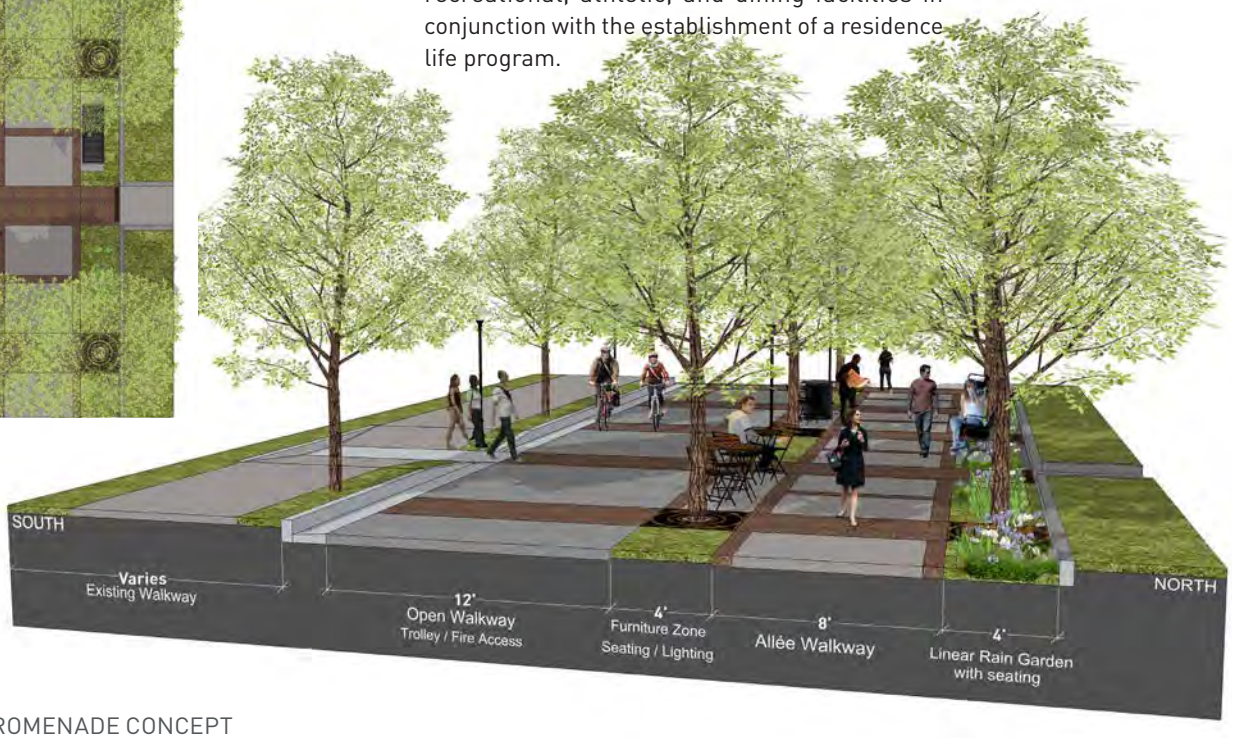


FIG. 6.10: MATHIS DRIVE PROMENADE CONCEPT

6.3 OCONEE CAMPUS

Open Space and Circulation Projects

O.C1 Campus Green / Plaza:
At Oconee, the plan proposes creating a green quadrangle at the center of the campus by displacing surface parking. This central green will provide much-needed informal outdoor recreation space while helping to establish a sense of place for the campus.

O.C2 Campus Entry / Boulevard:
A loop road is created using the existing parking lane alignment. It will provide a more defined vehicular circulation around the campus quad without interrupting the pedestrian zone in the campus green. The proposed roundabout will create a sense arrival for the campus.

O.C3 Stormwater Detention Pond:
O.C4 O.C5 Reconfigure Existing Parking Lot:
The plan calls for the reconfiguration of existing parking to accommodate new buildings and greenspaces. To the degree that additional parking is required to offset loss of spaces and future campus growth, remote parking sites will need to be identified. A new stormwater detention pond is proposed to handle the proposed building additions.

Building Projects

O.B1, B2 Academic Building I & II:
Future buildings are to be located on the edges of the quadrangle, enclosing and defining this space. Given the scarcity of land, future buildings at Oconee should be at least two stories tall. Additional science labs and co-curricular spaces are needed to support any enrollment growth.

O.B3 Student Resource Center Improvements:
The current library space is inadequate and relocating and expanding the library in the new academic building is recommended. This will allow the existing Student Resource Centre to be the renovated for student union and food service use.

The plan also supports the expansion of UNG's presence in downtown Watkinsville through its partnership with the Oconee Cultural Arts Foundation (OCAF). A shuttle service to downtown Watkinsville should be explored as well.

FIG. 6.11: OCONEE CAMPUS - AERIAL SKETCH

Example image of campus green/plaza

Example image of the new academic building

FIG. 6.12: UNG OCONEE CAMPUS
Illustrative Plan

6.4 CUMMING CAMPUS

Open Space and Circulation Projects

C.C1 Campus Green / Plaza:
C.C2 Parking Expansion:
C.C3 Recreation / Stormwater Amenities:
A plaza/gathering space is proposed at the front of the campus to create a unifying landscape element connecting the buildings. The informal recreation area to the west could be designed with the future stormwater detention facility. Seventy additional parking spaces are to be constructed on the eastern portion of the site.

Building Projects

C.B1 Academic Building:
The previous master plan identified this site for the next academic building on the Cumming Campus and remains noted here in case the need arises.

The plan envisions that UNG's presence in downtown Cumming will continue in the medium term, with leased space in Cumming City Hall being used for the MBA program.

Example image of a stormwater pond with pedestrian trail

FIG. 6.13: UNG CUMMING CAMPUS
Illustrative Plan

6.5 PRESERVATION

As part of this planning effort, a campus historic preservation plan (CHPP) was formulated for both the Dahlonega and Gainesville campuses. The plan identifies historic architectural resources on both campuses and their eligibility for nomination to the Georgia/National Register. All buildings 40 years or older were evaluated as part of this exercise. For the Dahlonega campus, the previous CHPP, completed in 2009, was used as the basis for the survey. On the Gainesville campus, many buildings are approaching the 50-year threshold, and this is the first preservation plan undertaken to evaluate these resources.

On the Dahlonega campus, seventeen buildings were identified as having historic significance in the 2009 CHPP. Three of these buildings (Sanford Hall, Woodward Infirmary and Sirmons Hall) have since been demolished. The current plan identifies six additional buildings (Hoag Student Center, Stewart Center, Military Leadership Center, Welcome Center, Choice Avenue Church and Continuing Education Building) that are older than 40 years and can be evaluated for register listing. However, all of these buildings, with the exception of the Choice Avenue Church, are considered not eligible for listing given that they have lost their historic character and integrity due to renovations and alternations over the years.

On the Gainesville campus, eight buildings that are older than 40 years were identified and evaluated for register listing. They are the Administration Building, Dunlap-Mathis, Student Center, Music Building, P.E. Center, Strickland Building, Hosch Library and the Plant Operations Building. All buildings with the exception of the Plant Operations Building are recommended as eligible for register listing.

The complete CHPP is included as an appendix to the master plan report.

Dunlap Hall, UNG Dahlonega

P.E. Center, UNG Gainesville

Student Center, UNG Gainesville

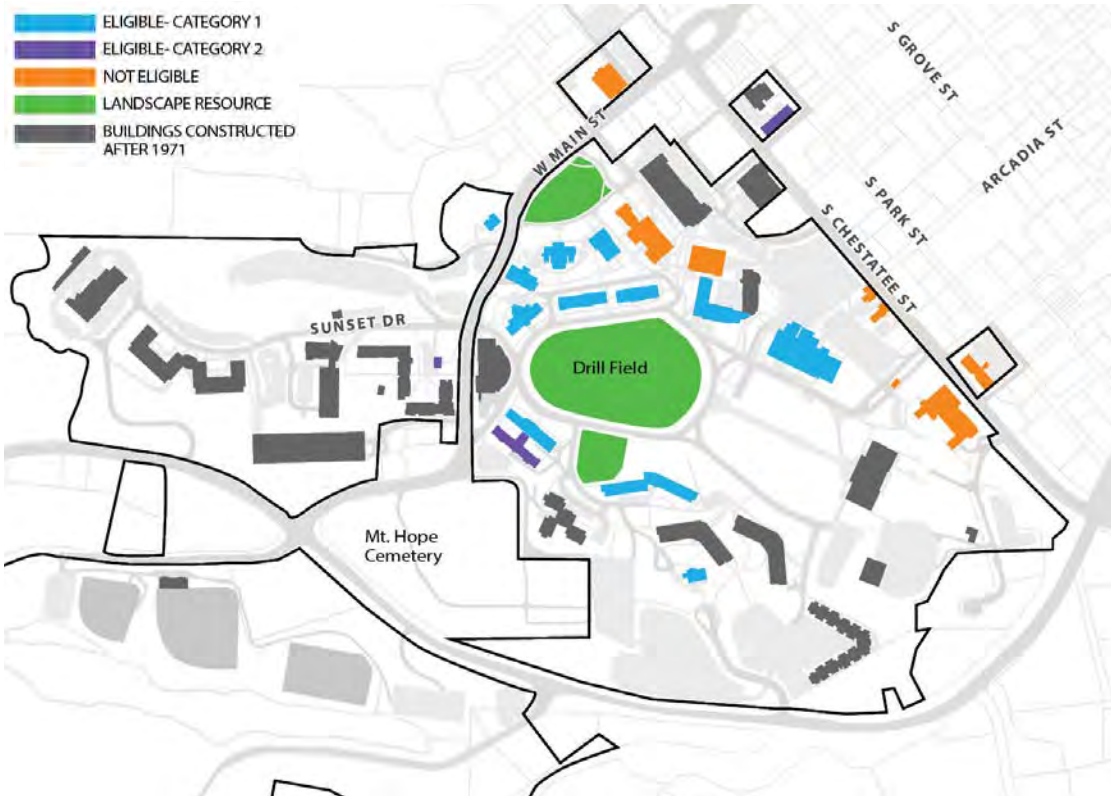


FIG. 6.14: UNG DAHLONEGA CAMPUS
Historic Resources

FIG. 6.15: UNG GAINESVILLE CAMPUS
Historic Resources

6.6 SUSTAINABILITY

Sustainability is an important component of this planning effort and the plan promotes buildings and landscapes that reduce demand on infrastructure and resources. At the building scale the plan proposes the reuse and rehabilitation of existing facilities to the greatest extent possible. New construction is limited to programs and facilities that cannot be accommodated within the existing building stock. New construction and renovation of existing facilities should follow green building standards. The proposed new buildings are all located within the core of the respective campuses, creating a more compact and walkable environment.

At the scale of the campus, the plan seeks to enhance open space and walkability while reducing the dependence on the automobile. Where possible, surface parking has been reduced and green space has been restored. On the Dahlonega and Gainesville campuses, improvements to the inner circulation loops will create a more walkable and bike-friendly environment.

Through green strategies like efficient storm water management, central energy plants and utilizing renewable energy, UNG's growth can be accommodated without significant additional consumption of natural resources or the burdening of existing infrastructure.

Example image of a LEED certified building

Example image of a stormwater pond with recreational amenity

Convocation Center Groundbreaking Ceremony, UNG Dahlonega Campus

01
Introduction

02
History
and Overview

03
Plan Overview

04
Existing
Campus
Conditions

05
Future
Requirements

06
Campus
Master Plan

07
Implementation

07 Implementation

7.1 Cost Estimates

7.1 COST ESTIMATES

The intent of this planning effort is to propose projects that are detailed and implementable. Activities are not linked to a specific time frame. Instead, the plan advocates a more tactical approach to better respond to changing conditions. The following cost estimates is intended to provide UNG with a road map on how to achieve the primary goals of the master plan.

Building Projects Cost Estimate

University of North Georgia Master Plan

Prepared: May 10, 2016 *Revised: May 24, 2016*

Project Key	Item	Reference	Qty	U/M	U/C	Subtotal	Total
Construction							**$374,382,517**
	Subsurface Conditions	excluded	0.0	ls	0	$0	
	Hazardous Materials Abatement	excluded	0.0	ls	0	$0	
	Site Utilities/Infrastructure		0.0	ls	0	$0	
	Construction Cost		1,239,407	gsf	$302.07	$374,382,517	
Dahlonega Campus			421,782	gsf	$460.93	$194,413,696	
D.B1	Convocation Center (ongoing)						
D.B2	Convocation Center Parking Deck	Cost Provided by UNG	0	gsf	$0.00	$9,100,000	
D.B3	Student Housing		67,500	gsf	$138.46	$9,346,190	
D.B4	Military Leadership Center Renovation & Expansion		42,958	gsf	$325.06	$13,964,122	
D.B5+D.B14	Academic Building & Dunlap Hall Renovation	Cost Provided by UNG	0	gsf	$0.00	$43,400,000	
D.B5	Welcome Center (Part of D.B5 Academic Building)		12,000	gsf	$375.01	$4,500,086	
D.B6	New Future Academic Building	Cost not inclued					
D.B7	Student Housing		62,000	gsf	$136.72	$8,476,895	
D.B8	New Public Safety Building		5,760	gsf	$317.62	$1,829,498	
D.B9+D.B12	New Academic Building & Rogers Hall Renovation	Cost Provided by UNG	0	gsf	$0.00	$68,400,000	
D.B10	Parking Deck (Academic building)	500 ea @ 350 sf/car	175,000	sf	$55.00	$9,625,000	
D.B11	Armory / Shoorting Range / Storage Building	Cost Provided by UNG		gsf	$0.00	$5,900,000	
D.B13	Nix Fine Arts Renovation	Cost Provided by UNG	0	gsf	$0.00	$4,900,000	
D.B15	Hoag Auditorium Renovation		5,700	gsf	$245.84	$1,401,296	
D.B16	Memorial Hall Phase 2 Renovation	Cost Provided by UNG	0	gsf	$0.00	$5,000,000	
D.B17	Lewis Hall Renovation		41,664	gsf	$119.65	$4,985,095	
D.B18	Donavan Hall Renovation (Underway)		0		NA		
D.B19	27 Sunset Drive Renovation	Potential Renovation by UNG	0		NA		
D.B20	Choice Ave Church Renovation		3,500	gsf	$167.29	$585,513	
	Campus Exterior Upgrades	Cost Provided by UNG	0	gsf	$0.00	$3,000,000	
Gainesville Campus			817,625	gsf	$166.05	135,768,821	
G.B1	Lanier Tech Rehabilitation	Cost Provided by UNG	0	gsf	$0.00	$17,500,000	
G.B2a	Student Center Expansion Option a		18,000	gsf	$382.46	$6,884,305	
G.B2b	Student Center Expansion Option b (not incl. in total)		6,000	gsf	$400.00	$2,400,000	
G.B3	Music Building Demolition & Future Building Site	TBD		gsf	TBD	$0	
G.B4	Science Building Addition (Program may expand in LT)		0		NA		
G.B5	Hosch Library Addition and Removation	Cost Provided by UNG	0	gsf	$0.00	$12,000,000	
G.B6	Strickland Building Addition (underway)		0		NA		
G.B7	PE Center Expansion		28,500	gsf	$375.00	$10,687,500	
G.B8	PE Center Athletic Addition		25,000	gsf	$325.00	$8,125,000	
G.B9	New PE Center Parking Deck	800 ea @ 350 sf/car	280,000	sf	$55.00	$15,400,000	
G.B10	New SE Parking Deck (Landrum Educaiton Dr.)	800 ea @ 350 sf/car	280,000	sf	$55.00	$15,400,000	
G.B11	Performing Arts Building Expansion		20,000	gsf	$373.60	$7,472,017	
G.B12	New Student Housing		166,125	gsf	$144.47	$24,000,000	
	Student Support Projects	Cost Provided by UNG	0	gsf	$0.00	$18,300,000	
Oconee Campus			0	gsf	$0.00	$15,600,000	
O.B1	Oconee Academic Facility	Cost Provided by UNG	0	gsf	$0.00	$15,600,000	
Cumming Campus			0	gsf	$0.00	$16,000,000	
C.B1	Cumming Academic Facility	Cost Provided by UNG	0	gsf	$0.00	$16,000,000	
Blue Ridge Campus			0	gsf	$0.00	$12,600,000	
	Blue Ridge Academic Building	Cost Provided by UNG	0	gsf	$0.00	$12,600,000	
	Equipment		0.0	ls	0	$0	
	Furnishings		0.0	ls	0	$0	
	CM Contingency	excluded	0.00	%	374,382,517	$0	
	Design/Estimating Contingency	included	0.00	%	374,382,517	$0	
	Escalation	excluded	0	mos	2.35%	$0	
		Total Project Cost					**$374,382,517**
		Funds Available					$0
		Variance - (Under) Over					$374,382,517

Notes:

1. *Items referenced as an "Allowance" are applicable to the project and included in this budget although their scope is currently undefined.*
2. *Items referenced as "NA" are not applicable to the project and are not included in this budget.*
3. *Items referenced as "NIC" may be applicable to the project but are not included in this budget.*
4. *Items in italics are from UNG's FY18 -22 Capital Request Summary.*

Campus Exterior Improvements Cost Estimate

University of North Georgia Master Plan

Prepared: May 23, 2016

Revised: May 26, 2016

Project Key	Item	Qty	U/M	U/C	Subtotal	NOTES
Campus Site Improvements						
Dahlonega Campus					**$6,587,786**	
D.C1	Georgia Circle Promenade	3,000	lf	$500.00	$1,500,000	See Street Section
D.C2	Viewing Stand Improvements	5	each	$1,800.00	$9,000	
D.C3	Plaza	16,100	sf	$18.00	$289,800	
D.C4	W.Main Street / Barnes Alley Tunnel	1	LS	$1,400,000.00	$1,400,000	Tunnel and Plazas at ends
D.C6	Mid-Block Crossing on W. Main Street (Flashing Beacon light)	1	LS	$40,000.00	$40,000	2 Flashing Beacons, bulb-outs, signage
D.C7	W. Main Street Roundabout	1	LS	$500,000.00	$500,000	Asphalt, drainage, c&g, plantings
D.C8	Lewis Plaza	33,058	sf	$17.00	$561,986	includes some grading
D.C9	Convocation Center Plaza (north)	1	LS			On-going
D.C10	Convocation Drive (south)	1	LS			On-going
D.C11	Georgia Circle -S Chestatee Connection -Roadway	18,000	sf	$34.00	$612,000	
D.C11	Georgia Circle -S Chestatee Connection - Parking Spaces	156	each	$1,500.00	$234,000	
D.C12	Radar Ridge Recreation Fields	1	LS	$1,141,000.00	$1,141,000	2 rec. fields, 4 Intramural, 1 baseball fields, parking lot (194 spaces), Facility Building
Gainesville Campus		0			**$9,744,599**	
G.C1A	New Loop Road Phase 1 (Mundy Mill to Facilities Dr.)	55,000	sf	$36.00	$1,980,000	asphalt, drainage, striping, signage, trees
G.C1B	New Loop Road Phase 2 (Facilities Dr. to Landrum Education Dr.)	55,000	sf	$36.00	$1,980,000	asphalt, drainage, striping, signage, trees
G.C2	Campus Drive Extension	40,000	sf	$36.00	$1,440,000	asphalt, drainage, striping, signage, trees
G.C3A	Mathis Drive Promenade - Campus Dr. to Facilities Dr.	1,480	lf	$750.00	$1,110,000	See Street Section
G.C3B	Mathis Drive Promenade - Facilities Dr. to Landrum Dr.	1,000	lf	$750.00	$750,000	See Street Section
G.C4	Mathis Plaza	78,000	sf	$15.00	$1,170,000	Trees, Specialty Paving, Lawn, Raised crossing, etc.
G.C5	Campus Drive / Landrum Education Drive Streetscape Enhancement	2,020	lf	$200.00	$403,940	Expanded sidewalk, street trees, lighting, some retaining wall
G.C6	Pathway Enhancements	1,086	lf	$200.00	$217,180	Sidewalk, some specialty paving, trees, lighting
G.C6	Radial Pathways	1,248	lf	$175.00	$218,479	Sidewalk, trees, lighting
G.C7	Mills Pond Plaza	1	LS	$75,000.00	$75,000	Small amphitheater and paving
G.C8	Recreation Fields; Size: (330x195)- 2	2	each	$125,000.00	$250,000	turf, irrigation,drainage, lights, goals, seating
G.C8	Softball Field	1	each	$150,000.00	$150,000	turf, drainage, fencing/backstop, irrigation, lights
Oconee Campus					**$2,792,633**	
O.C1	Campus Green / Plaza	47,550	sf	$14.00	$665,699	
O.C2	Campus Entry / Boulevard	1,965	lf	$800.00	$1,572,000	Street trees, lighting, c&g, grading, asphalt
O.C3	Stormwater Retention Pond with Recreational Amenities	TBD	TBD	TBD	TBD	
O.C4	Reconfigure Existing Parking Lot	30,000	sf	$4.60	$138,000	
O.C5	Reconfigure Existing Parking Lot	90,638	sf	$4.60	$416,935	

If you need this content in another format, contact Facilities at 706-864-1450.