



SECOND  
CENTURY  
PLAN FOR  
**Abraham  
Baldwin  
Agricultural**  
COLLEGE

This 2008 report was produced by  
the University of Georgia's Center for  
Community Design and Preservation  
for Abraham Baldwin Agricultural College

*Growing Bright Tobacco, Tift County, Ga.*



100478



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# CHARRETTE PARTICIPANTS

## **Charrette Leader:**

Pratt Cassity Director, Center for Community Design and Preservation (CCDP)

## **Charrette Team:**

Thomas Barger - Bachelors of Landscape Architecture

Steven Bell - Masters of Landscape Architecture

Drew Carmen - Masters of Landscape Architecture

Amber Christoferson - Masters of Landscape Architecture

Jessica Hewett - Bachelors of Landscape Architecture

Heather Houser - Bachelors of Landscape Architecture

Izzy Hill - Masters of Conservation Ecology

Curt Jackson - Bachelors of Landscape Architecture

Nick Petty - Masters of Landscape Architecture

Eric Reisman - Masters of Historic Preservation

Jennifer Walker Masters of Landscape Architecture

Kevan Williams - Bachelors of Landscape Architecture

Gwen Wolfgang - Masters of Landscape Architecture

## **Report Design and Layout:**

Eleonora Machado Graphics Coordinator, CCDP

## **Report Editor:**

Megan Zeigler, Charrette Coordinator

## INTRODUCTION:

# WHAT IS A CHARRETTE?

The word Charrette means “little cart” in French. At Ecole des Beaux-Arts, the leading architecture school in the 19th century, students were assigned perplex design problems to solve in a short period of time. They sketched as fast as they could as the little carts carried their drawings away to be judged and graded.



Today the word “charrette” describes a rapid, intense, and creative work session in which a design team focuses on a particular design issue and works towards a collaborative solution. Charrettes are product oriented and are quickly becoming a preferred method of solving planning challenges confronting American cities.

The charrette process is a way of evaluating resources through new eyes. Fresh ideas are what help communities maintain and build vitality. Through this report and supporting materials, readers will experience the enthusiasm that comes from a broad group of students, faculty, professionals, and the public.



## INTRODUCTION:

# OVERVIEW OF THE PROJECT

The project evolved over time. As the Centennial Year approached and changes were “on the wind” for ABAC, it was decided to take a new look at some old eyesores and burgeoning opportunities on campus. Many planning processes, discussions and changes have already happened to move ABAC to this point. This charrette was designed to see if a more formalized and attractive “front door” to the campus could be created. It was to be an exercise to look at different models of development and suggest a fresh vision for what ABAC’s Tifton campus could become.

Terrific background information was supplied by administrative faculty and staff at ABAC, professors, students, alumni and the general public. One of the best-rounded public input processes revealed some very strong attachments to the campus and some of the tangible reminders of the past, as well as some very important intangibles reminders.

From President Bridges to many of the custodial staff, we felt very welcome. Our job was cut out for us and we happily went to work.

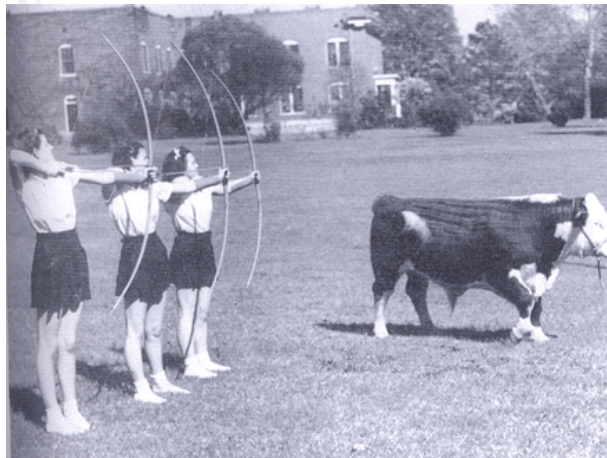
Interestingly, this report has followed the charrette process by several months and since the actual work

in Tifton, ABAC has had a super celebratory year and scored funding for several of the projects that this charrette has listed as recommendations. Change and improvement on the campus is happening even before “the ink is dry on the page!”



## INTRODUCTION: HISTORY OF THE CAMPUS

On November 3, 1906 the Board of Trustees met to determine the location of the Agricultural School for the Second Congressional District. After heated debates and counter offers, HH Tift, recognized founder of Tifton, won the bid for the new campus and created the 315 acre site



that is currently known as Abraham Baldwin Agricultural College. Construction continued throughout the following year while the board searched for faculty and the selection of students for the first term. Opening day for the school was February 20, 1908 and Tifton declared a holiday to celebrate this exciting addition to their town. There were 27 male students admitted in the first class which opened on and females were allowed to attend classes after the first term. The original two dormitories were Herring and Lewis Halls and Tift Hall was an academic building.

As high school education in rural Georgia improved, it became apparent a mens state college was needed in in

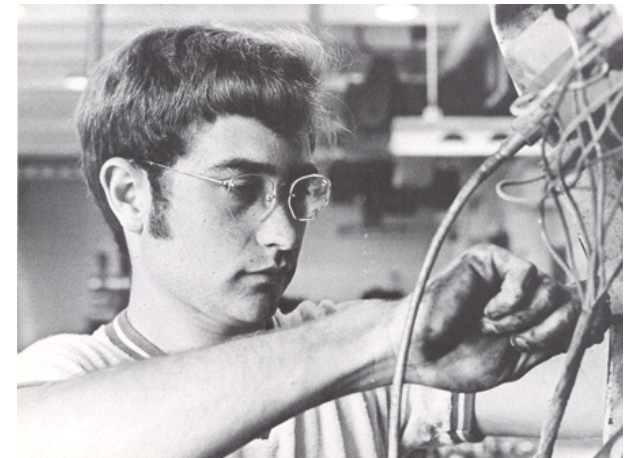
southern Georgia. In 1924, a bill created the South Georgia A & M College and the school began to transition from a high school to a four year institution. In 1929, the college was once again renamed to the Georgia State College for Men and had two main divisions of education: Liberal Arts and



Agriculture. During this time student enrollment increased establishing a strong student community and involvement.

As the effects of the Depression were felt in the University System, Georgia State College for Men was changed once more from a four year to two year college that would focus on agriculture and home economics and name was changed to Abraham Baldwin Agricultural College. At first the people of Tifton were shocked at the change, but as the objectives of the college were realized, the community rallied their support and led to its success.

Over the years, ABAC has continued to grow and broaden their courses to best suit the students needs and prepare them to further their studies. Currently there are courses in Agriculture and Forest Resources, Business Administration, Humanities, Social Science, Nursing, Science/Math and Health,



*Photos: University Archives*

Physical Education and Recreation. As ABAC celebrates its centennial anniversary, it is important to remember the history of the school but continue to look to the future.

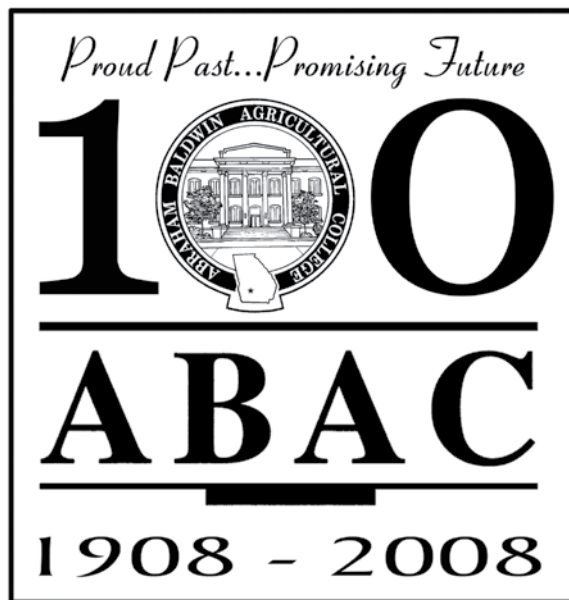
### **Importance of Agriculture**

Tifton is a community that has agriculture at the basis for the town and was the reason ABAC was established. Tobacco may not be grown as it once was, but the importance of how it shaped the college remains. Despite how our society has currently become disconnected with their food source, agriculture sustains us. Understanding this fact is what makes Abraham Baldwin Agricultural College successful and cutting edge for years to come.



# APPROACHES TO CHANGE: LOOKING TO THE FUTURE

Abraham Baldwin Agriculture College continues to thrive in Tifton because of the active role the community takes in the college and understands the important role its presence has there. Staying true to the founding principles of the college is imperative to the continued success of ABAC and will they move them forward for another 100 years. Change is inevitable and necessary for growth, but it requires forethought, planning, and ingenuity for proper execution. The current administration understands the livelihood of Georgia, especially the rural parts, depend on the future generations and their education at ABAC will prepare them to be good stewards. This recent article from the school's Web site expressed many of the goals for the second century of the college.



## **ABAC President Looks Ahead To Third Year...** <http://www.abac.edu/collegenews.asp>

*Coming off the historic second year of his presidency when Abraham Baldwin Agricultural College celebrated its 100<sup>th</sup> birthday and was named one of the top 10 community colleges in the nation, Dr. David Bridges believes there's more history to be made in ABAC's second century of service. "It has been a wonderful birthday year, and we're still celebrating," Bridges, the first ABAC alumnus (Class of 1978) ever to be named ABAC President, said. "We have worked hard on our Second Century Plan, and we're really on the move." Bridges assumed the ABAC president's position on July 1, 2006. Since then, his life has been a whirlwind of activity. "The time has gone by really fast," Bridges said. "We have had a few bumps in the road but no major hurdles." Highlights of his second year at the helm include the Washington Monthly distinction ranking ABAC as the 10th best community college in America, the ranking of the turfgrass program as the seventh best in North America by TurfNet Magazine, and the long-awaited offering of bachelor's degrees on the campus in diversified agriculture and turfgrass and golf course management. "We have done a lot for students this past year," Bridges said. "It has been really smooth sailing with our bachelor's degrees. Now we're seeing high school students mark on their applications that these programs will be their majors." The college also opened the ABAC Lakeside complex on the north shore of Lake Baldwin, offering ultra modern housing for 489 students. Another 835 beds are available at ABAC Place, where each student has a private room. "When you look at Lake Baldwin, and you look at the way it was two years ago with weeds growing up around it, it's amazing that it now has a beautiful shoreline with a \$17 million complex with students everywhere," Bridges said. "It's a functional part of the campus now." Bridges said the students also got a boost with the opening of the new green space on the south side of the campus which includes soccer, intramural, and practice fields. But the biggest piece of news during the year might have been the announcement that ABAC will receive \$6 million in funding from the state budget*

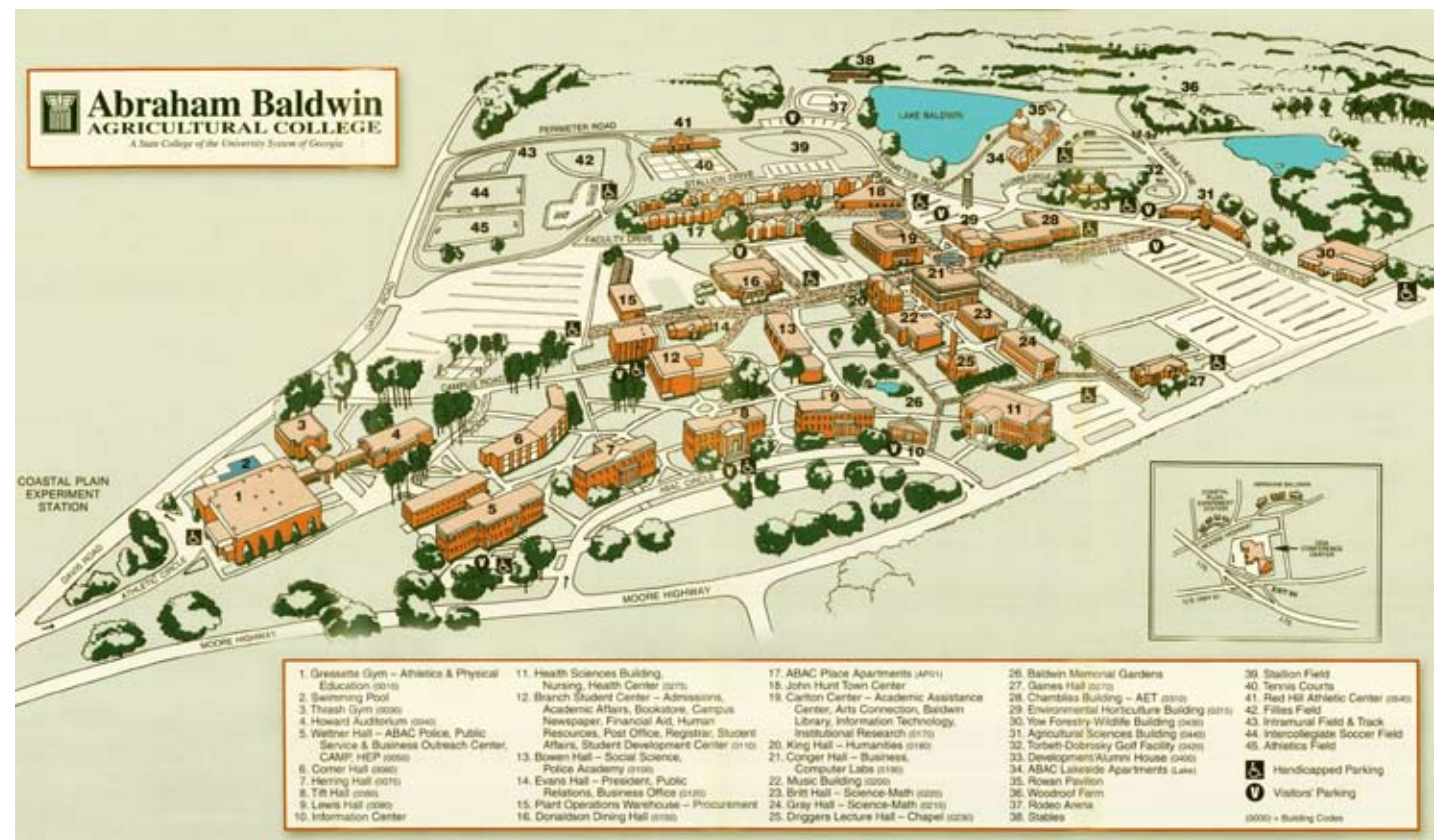
*to begin the rehabilitation of the original three buildings on the front of campus. "We finally got ABAC on the radar screen as far as doing something with the front of campus," Bridges said. "We had good support from our alumni, the legislature, the Chancellor, the System office, the Governor, and great support from our local delegation who championed the project from beginning to end. "The Governor had it in his original budget, and now we have six million to get started. Let's face it. The front of the campus is ABAC. When you roll in across those railroad tracks and hit Moore Highway, you see the buildings Pratt Cassity called 'the three wise men.'" Tift, Lewis, and Herring halls were the three original buildings on the campus when classes began at the Second District A&M School on Feb. 20, 1908. Cassity and a team of designers from the University of Georgia College of Environment and Design spent several days looking at new ideas for the front of the campus in March. Bridges said when those ideas turn into a plan, ABAC will put the state funding to work. In the meantime, he has plenty of other projects to occupy his attention including a brand new partnership with Georgia Southwestern State University which will bring bachelor's degrees in early childhood education and resource management to the ABAC campus. "This new agreement with Southwestern should put us another step up the ladder," Bridges said. "It's going to be big. The combination of agriculture and forestry is still Georgia's biggest business by far. But the business has changed. That's where this resource management degree is going to come into play. "The education degree fills a need. We need more school teachers in Georgia. I believe it will be a real growth area. These and other bachelor's degree programs will make ABAC Georgia's state college of choice." When classes begin for the fall semester on Aug. 18, Bridges wants to focus on two broad topics during his third year as the ABAC President. "We should continue to bring good, committed students to ABAC, and we should reconnect with the community that has supported us for the past 100 years," Bridges said.*



# APPROACHES TO CHANGE TO GUIDING PRINCIPLES AND OVER-ARCHING THEMES OF THE CHARRETTE



1. All solutions must be conservation based.
2. Tift, Lewis and Herring Halls will remain physically, symbolically and functionally intact.
3. We will honor the history and legacy of ABAC.
4. The front door will be open and the welcome mat rolled out.
5. Signs: directional and informational are a mess.
6. It will take committed funds to make this work.
7. Alumni support should not be discounted when raising money for the "Three Wiseman."
8. There is an abundance of land but it is important to avoid sprawl.
9. The log cabin is gone but its function should be restored.
10. A master plan is imperative.







## APPROACHES TO CHANGE:

# THE IMPORTANCE OF HISTORIC PRESERVATION

Donavan Rypkema is the Principal of PlaceEconomics and has done extensive research on the financial viable of preserving historic buildings and the connections to sustainability. One of the key facts he tries to convey is the notion of “embodied energy” which is defined as the “total expenditure of energy involved in the creation of the building and its constituent materials.” Timber, brick and concrete materials are expensive to produce and are excellent building materials that has proven to last longer than many of the newer, less expensive materials. It is important to take it to account the environmental effects of producing vinyl, plastic and aluminum and the life expectancy is less than fifty years. Also, demolition contributes to a third of waste in the country which puts unnecessary strains on the landfill. Rehabilitating building are often more expensive in short term but other factors should be taken into account when evaluating the actual cost to the community.

One of the greatest assets ABAC has is the structurally sound buildings that can be rehabilitated to better serve the needs of the campus. Recent studies have shown the cost effectiveness of historic preservation in relation to sustainability issues that are applicable to ABAC. These concepts are important in evaluating Tift, Lewis, and Herring Halls as well as the auditorium and gym. Rehabilitating these buildings can help stimulate the local economy by supplying the construction industry with work and encouraging more spending in Tifton.

This is a cost estimate for five contractor firms bidding on three different options for the appropriate course of action for Tift, Herring, and Lewis Halls. The figures clearly show that demolition of the buildings is still a substantial cost and not necessarily the most financially viable action for ABAC.

Architectural/Construction Firms	Option 1:	Option 2:	Option 3:
	Repair Wood Frame	Replace Wood Frame	Demolish Existing Structures
	Repair Masonry	Repair Masonry	Rebuild 3 New buildings
Surber, Barber, Choate & Hertlein			
Tift	\$3,700,000		
Lewis	\$3,300,000		
Herring	\$3,300,000		
<b>TOTAL</b>	<b>\$10,300,000</b>		
JCI General Contracors Inc.			
Tift	\$3,500,000	\$3,400,000	\$2,700,000
Lewis	\$3,100,000	\$3,300,000	\$2,400,000
Herring	\$3,100,000	\$3,300,000	\$2,400,000
<b>TOTAL</b>	<b>\$9,700,000</b>	<b>\$10,100,000</b>	<b>\$7,500,000</b>
Jones Construction Co.			
Tift	\$3,300,000	\$3,500,000	\$2,800,000
Lewis	\$3,100,000	\$3,300,000	\$2,600,000
Herring	\$3,100,000	\$3,300,000	\$2,700,000
<b>TOTAL</b>	<b>\$9,500,000</b>	<b>\$10,100,000</b>	<b>\$8,100,000</b>
Massee Construction Co.			
Tift	N/A	\$3,600,000	\$2,800,000
Lewis	N/A	\$3,500,000	\$2,600,000
Herring	N/A	\$3,500,000	\$2,600,000
<b>TOTAL</b>	<b>N/A</b>	<b>\$10,600,000</b>	<b>\$8,000,000</b>
Garbutt Construction Co.			
Tift	\$3,800,000		
Lewis	\$3,400,000		
Herring	\$3,500,000		
<b>TOTAL</b>	<b>\$10,700,000</b>		





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# APPROACHES TO CHANGE CASE STUDY: BUCKNELL UNIVERSITY

## Getty Grant to Fund Historic Preservation Plan

<http://www.bucknell.edu/x29877.xml> Dec. 21, 2004



*Bucknell University has a distinguished architectural heritage. Thomas U. Walter, architect of the wings and dome of the U.S. Capitol, designed Bucknell's first two buildings, and collegiate architect Jens Frederick Larson created a master plan for the campus in the 1920s. Getty grant funds of \$150,000 will allow Bucknell to develop a preservation plan focusing on the original Men's College Quadrangle, eleven of Bucknell's oldest buildings built between 1849 and 1907, and Larson's master plan.*

[http://www.getty.edu/news/press/center/heritage\\_recipients.html](http://www.getty.edu/news/press/center/heritage_recipients.html)

*The overall plan will involve the original quad, seven other historically*

*Lewisburg, Pa. — At the top of a hill that overlooks both the borough of Lewisburg and the Susquehanna River stand four stately buildings harking back to the very beginnings of Bucknell University. In essence, between 1850 and 1909, those four buildings were the university. And they have great architectural significance, too — one of them, in fact, is the work of the architect who designed parts of the U.S. Capitol. In those days, the four buildings formed the university's original academic quadrangle and were the center of academic (and social) life. But even if the original quad is much quieter now, the university has not forgotten its origins there — or the rest of the campus's distinguished architectural heritage.*

*As the result of a coordinated effort involving the university's development and facilities offices, faculty in its art history and civil engineering departments, and its academic affairs office, Bucknell has received a \$150,000 Campus Heritage Grant from the Getty, one of the largest*

*significant buildings on campus, and a master plan created for the campus in the early 1930s. The initial phase of the project will focus on the four buildings in the original quad, partly because of the key role they played in the university's early development. "Virtually all of the college's classes were held in those buildings up until about 1915," says Russell E. Dennis, an assistant professor of education and an expert on Bucknell's early years. "There were classrooms in the center part of Roberts Hall (Old Main), a museum, a commencement hall. Also, before the construction of Carnegie Library, the library was in there (Old Main), too. There were*



*Carnegie as a Library: An interior view of Carnegie in 1906, soon after its construction. (Photo: University Archives)*

*recitation rooms on the first floor, classrooms in the basement of East College, a physics lab and an electrical engineering lab. . . ."*

*The largest and perhaps the most striking of the four buildings is the neoclassical Old Main; begun in 1850 and completed in 1858, it is one of the university's first buildings. Now known as Roberts Hall, it was designed by Thomas U. Walter, architect of the wings and dome of the Capitol building in Washington, D.C.*

*The other three buildings are West College, now known as Kress Hall (1900); Carnegie Building (1905); and East College, now known as Trax Hall (begun in 1906, completed in 1909). The Carnegie Building, Bucknell's first free-standing library, was funded by Andrew Carnegie; it's one of more than 1,600 libraries Carnegie funded in the United States and more than 2,500 worldwide.*

*"The project's first component is to study the original academic quad — Roberts, Carnegie, Trax, and Kress," says Dominic Silvers, a project manager in the facilities office. "We'll look at the landscaping, the lighting — how it's used now, compared to how it used to be used. We hope to determine what we can do to make the space as grand and as heavily used as it once was, more like the important piece of campus that it used to be." Dennis Hawley, Bucknell's associate vice president for facilities, echoes that thought. The original quad used to be "an event space and a gathering space," he says. "Now, people just use it as a way to get from one place to another."*

*The plan will also help the university determine how to handle some minor deterioration problems involving the "exterior envelopes" of the buildings — their bricks, mortar, and woodwork around certain entryways and on the facades. The second phase will focus on seven other historic buildings on campus. The third phase will focus on what is called the "campus fabric" — elements such as its lighting,*



landscapes, architectural details, pedestrian walkways, and so on. Over the years, a certain consistency has developed on Bucknell's campus, so that it looks cohesive and distinctive, says Hawley. Today, Bucknell's 321-acre campus is still consistent in many respects with the campus master plan developed in 1932 by Jens Frederick Larson. An expert planner, Larson also influenced the campuses of Colby College, Dartmouth College, and Wake Forest University.

In addition to its focus on the actual bricks and mortar of the buildings and the placement of buildings on campus, the project also includes a strong academic component. The grant proposal outlines how Bucknell students in civil and environmental engineering, and in art and art history, will increase their knowledge and skills by working on the project. According to the grant proposal, the students will "benefit from extensive researching, testing, and analysis that occur throughout the historic preservation planning process" and will develop "transferable skills such as writing, public speaking, budget analysis, and project administration."

### **The idea of seeking support from the Getty**

originated with Rick Rosenberg, Bucknell's director of corporate and foundation relations. Rosenberg knew of the Getty's interest in funding college and university efforts to preserve historic buildings, sites, and landscapes, and soon after his February 2003 arrival at Bucknell he began to sense the university's deep and abiding interest in historic preservation.

*"When I got here and began to understand the Bucknell culture, the campus plan for historic renovation, and the aesthetics of the campus, I thought there was a good chance that the Getty might be interested in what Bucknell was doing," recalls Rosenberg.*

A working group (Rosenberg, Hawley, Silvers, and Molly O'Brien, assistant director of corporate and foundation relations) was quickly put together to develop and submit a letter of inquiry to the Getty in the winter of 2003-04.

*"Just from being on campus for a while, I had developed a sense of the way that Bucknell goes about the process*

*of planning and funding facilities projects," Rosenberg says. "That led me to believe that if the Getty chose to award us a grant, that there would be resources (at Bucknell) that could be set aside for this kind of work."*

That turned out to be the case. The working group expanded to include Mary Brantl, then a visiting assistant professor of art history at Bucknell, Stephen Buonopane, an assistant professor of civil and environmental engineering, and James Rice, assistant vice president for academic affairs. Together they pulled together a plan for involving art/art history and engineering majors in the project in substantial, hands-on ways that will benefit both Bucknell and the students. Bucknell's grant proposal was submitted to the Getty in April 2004, and this summer the Getty announced it was awarding grants to 25 colleges and universities across the country, including three in Pennsylvania: Bucknell, Philadelphia University, and the University of Pittsburgh. This is the third year of the program; all told, the Getty has awarded Campus Heritage Grants to more than 50 schools. An architectural firm specializing in historic preservation will assist Bucknell with the project. The results of the grant-supported project will be incorporated into ongoing campus master planning efforts.

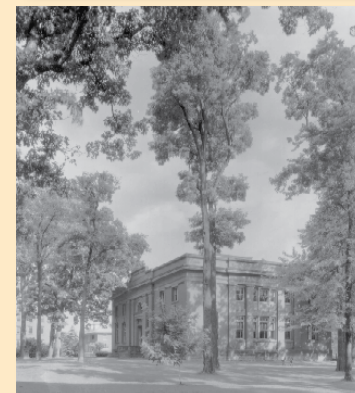
*Hawley, Bucknell's associate vice president for facilities, says the enhanced planning efforts made possible by the grant will "preserve and strengthen the existing architectural sense of the Bucknell campus as it continues to grow."*

The Bucknell project will conclude in March 2006 with the publication of a final document that will serve as a set of guidelines for preservation projects over the long term. It will be presented to Bucknell's trustees for endorsement and catalogued as a companion piece to the current master plan.

Since 2002, the Getty, one of the largest philanthropic supporters of visual arts in the country, has awarded over \$7 million to more than 50 colleges and universities in a nationwide effort to preserve historic buildings, sites, and landscapes. The Campus Heritage Grants, launched in 2002, has enabled educational institutions in 24 states to research and develop conservation plans to protect campuses in all

regions of the country, from Alaska to Arizona, Maine to Mississippi. The Getty Grant Program is part of the J. Paul Getty Trust, an international cultural and philanthropic institution devoted to the visual arts and located at the Getty Center in Los Angeles. Since its inception in 1984, the grant program has supported more than 3,000 projects in more than 150 countries. The Getty Trust also includes the J. Paul Getty Museum, the Getty Research Institute, and the Getty Conservation Institute.

The Getty Grant Program provides crucial support to institutions and individuals throughout the world in fields that are aligned most closely with the Getty's strategic priorities. It therefore funds a diverse range of projects that promote learning and scholarship about the history of the visual arts and the conservation of cultural heritage, and it consistently searches for collaborative efforts that set high standards and make significant contributions.



*(above) In the middle foreground is the Carnegie Library, clockwise is West College with its clock tower. Next, in the middle background, is Roberts Hall and the two wings of Main College. To right of the east wing of Main College is East College.*

*(left) Carnegie as a Library: 1934. (Photo: University Archives)*

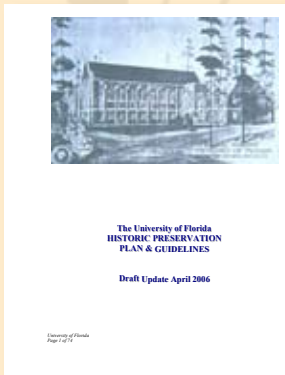


# APPROACHES TO CHANGE CASE STUDIES: FLORIDA AND MINNESOTA

## The Need for a Preservation Plan

### Historic Preservation Plan & Guidelines

[http://www.facilities.ufl.edu/cp/pdf/Edit\\_Copy\\_Plan\\_Guidelines\\_Apr\\_06.pdf](http://www.facilities.ufl.edu/cp/pdf/Edit_Copy_Plan_Guidelines_Apr_06.pdf)



#### GOALS AND OBJECTIVES (Page 6 of 74)

The historic center has grown from open pine scrub land with two original buildings to an expansive, yet cohesive campus with canopies of live oaks and palms. Alterations have been remarkable for expression of social and architectural change within a context of compatibility. The campus buildings and landscape will experience constant pressure to keep pace with current standards and the advancing technology of university programs. Recognizing this essential role, the University of Florida looks toward compatible and creative expression of each era as it unfolds.

#### SPECIFIC OBJECTIVES OF THE UNIVERSITY OF FLORIDA HISTORIC PRESERVATION PLAN:

- To preserve the continuity and harmony of the campus;
- To contribute to an environment that supports learning and leading edge analysis;
- To encourage projects to restore and rehabilitate campus buildings and landscapes;
- To promote projects that reflect new directions alongside compatibility;
- To provide documentation of best practices;
- To support ongoing learning experiences for students and staff;
- To define goals and processes for work on the campus.

### Campus Historic Preservation Plan receives Minnesota Preservation Award

<http://www.morris.umn.edu/umnews/View.php?itemID=4072>

The University of Minnesota, Morris Historic Preservation Plan has been awarded one of only 15 Minnesota Preservation Awards by the Preservation Alliance of Minnesota (PAM). The award ceremony was held October 2 in conjunction with the National Preservation Conference in St. Paul. UMM Chancellor Jacqueline Johnson, along with Roland Guyotte, interim vice chancellor for academic affairs and dean, and Stephen Gross, associate professor of history, attended the ceremony to accept the award on behalf of UMM.

*“We are so pleased and proud to accept this award,” said Johnson. “This recognition by the Preservation Alliance of Minnesota is further confirmation of our commitment to preserve our historic campus. UMM is fortunate to benefit from and to build upon the legacy of those who occupied this site before us. We appreciate the passion and collaborative spirit of those who partnered with us on the Historic Preservation Plan.”*

UMM’s Historic Preservation Plan was honored in the Stewardship Award category along with the Bloomington Old Town Hall. In a documentation of the award, PAM noted: “The campus preservation plan for the historic campus of the University of Minnesota, Morris is one of the most comprehensive in the nation. It addresses the 18 buildings in the central campus, most designed by noted Minnesota architect Clarence H. Johnston, Sr., and also the rich landscape by the Minnesota firm of Morell and Nichols. Since the plan’s completion, the Seed House has been renovated and Imholte Hall expanded, Spooner and Camden Halls have been tuckpointed and landscape features such as the windbreaks and elm boulevards restored. In addition, campus history has been incorporated into student coursework, making the plan an integral part of the college’s famed liberal arts education.”

*The documentation also cites the plan’s authors Gemini Research, Miller-Dunwiddie Architects, landscape historian Frank Edgerton Martin, landscape architect Michael Schroeder and UMM Plant Services.*

*The Getty Grant Program awarded \$180,000 to the University of Minnesota, Morris in 2002 for the development of a preservation plan for the West Central School of Agriculture and Experiment Station Historic District (WCSA). The district is located at the heart of the UMM campus.*

*Lowell Rasmussen, UMM associate vice chancellor for physical plant and master planning, assembled a team that included Gemini Research, the historic research consulting firm owned by Susan Granger ‘80 and Scott Kelly ‘78, and Dennis Gimmestad ‘73 of the Minnesota Historical Society.*

*The Preservation Alliance of Minnesota is the statewide, private, nonprofit organization advocating for the preservation of Minnesota’s historic resources.*

*One of the most intact examples of a residential agriculture high school still standing in the U.S., the WCSA was entered on the National Register of Historic Places in January 2003. The historic district nomination brings with it a challenge to preserve, and, when possible, rehabilitate the historic landscapes and buildings within the district.*

*The Getty Grant Program is part of the J. Paul Getty Trust, an international cultural and philanthropic institution devoted to the visual arts located at the Getty Center in Los Angeles. Further information is available by visiting [www.getty.edu](http://www.getty.edu).*



# ASSETS OF THE CAMPUS

## THE THREE WISE MEN



*Tift Hall*



*Herring Hall*



*Lewis Hall*



## ASSETS OF THE CAMPUS THE THREE WISE MEN



The “Three Wise Men” as we chose to refer to them, is comprised of Herring, Lewis, and Tift Halls which are the original dormitories and academic building on campus. They serve as a visual link to the historic legacy of the campus and a prominent landmark for visitors, students and faculty, as well as the Tifton community. These buildings provide aesthetic beauty, a sense of place and a welcoming feature as you approach the campus. Preserving these buildings is imperative in setting the tone for the future vision of the college and a commitment to conservation based solutions.



*The South dormitory: Herring Hall was the original boy's dormitory was named in honor of the Daily Tifton Gazette founder, John Lewis Herring.*

*Currently these buildings are being used as storage.*



*The North dormitory: Lewis Hall was named in honor of S.L. Lewis, former South Georgia A&M President and was the girl's dormitory and home economic department on the first floor of the building.*



*Tift Hall was the first academic building on the campus and was named in honor of HH Tift, school benefactor and town founder. Originally the building contained a 400 person auditorium, classrooms, laboratories and offices.*

*It has been closed since June 2007 and is awaiting funds to be rehabilitated. It has the potential to serve as a gateway and informational center for the campus.*





# ASSETS OF THE CAMPUS CASE STUDY: EMORY UNIVERSITY

## Michael C. Carlos Museum



The Michael C Carlos Museum addition built in 1993

*In 1985 many of the collections for the Emory University Museum, were scattered around campus and one of those buildings was the old law school, an unique 1916 Beaux Arts structure designed by Henry Hornbostel. The original renovation was designed by architect Michael Graves and opened in 1985. As the credibility of the museum grew and more permanent collections were acquired, a major expansion was needed. In 1993, Michael Graves once again was hired to design a new addition and did an excellent job of blending the more contemporary look in a way that did not disrupt the original historic structure.*

- ABAC has many wonderful buildings that can be renovated in a similar way to better serve the needs of the college without losing the historic look.



The elegance of this stairway is characteristic of Graves' work.

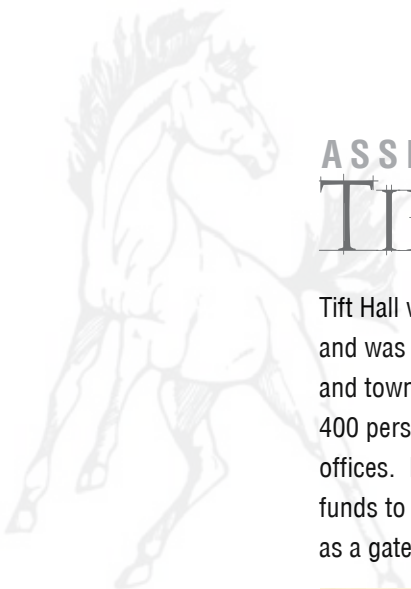


An interior view of the Michael C Carlos Museum



The law school building after the 1985 renovation

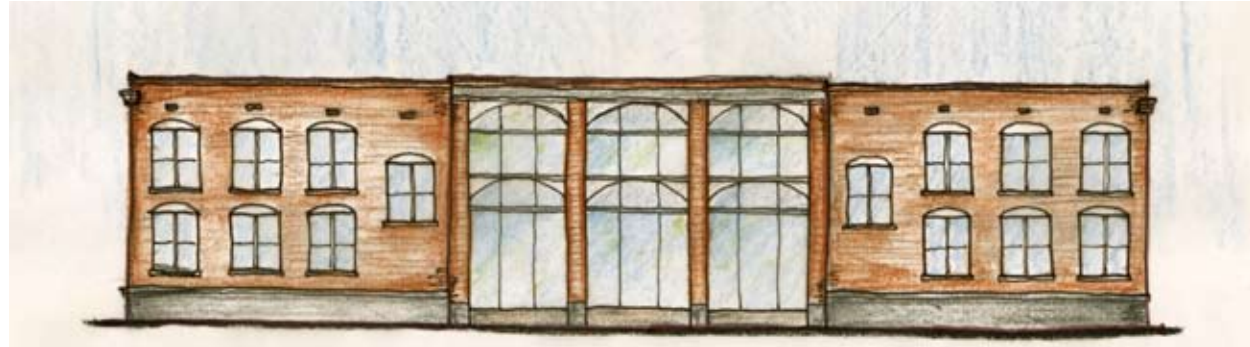




## ASSETS OF THE CAMPUS

# TIFT HALL REHABILITATION PROJECT

Tift Hall was the first academic building on the campus and was named in honor of HH Tift, school benefactor and town founder. Originally the building contained a 400 person auditorium, classrooms, laboratories and offices. It has been closed since June 2007 and it awaiting funds to be rehabilitated. It has the potential to to serve as a gateway and informational center for the campus.



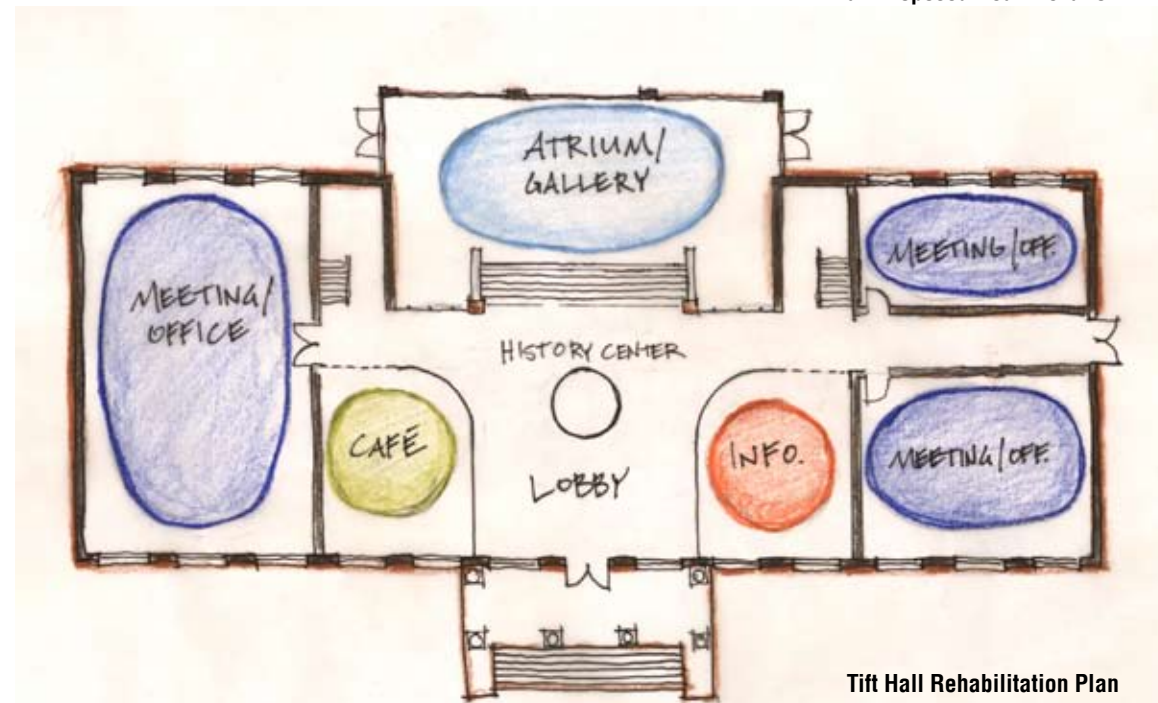
Tift Hall Proposed Rear Elevation



Proposed: back of the building



Existing: back of the building

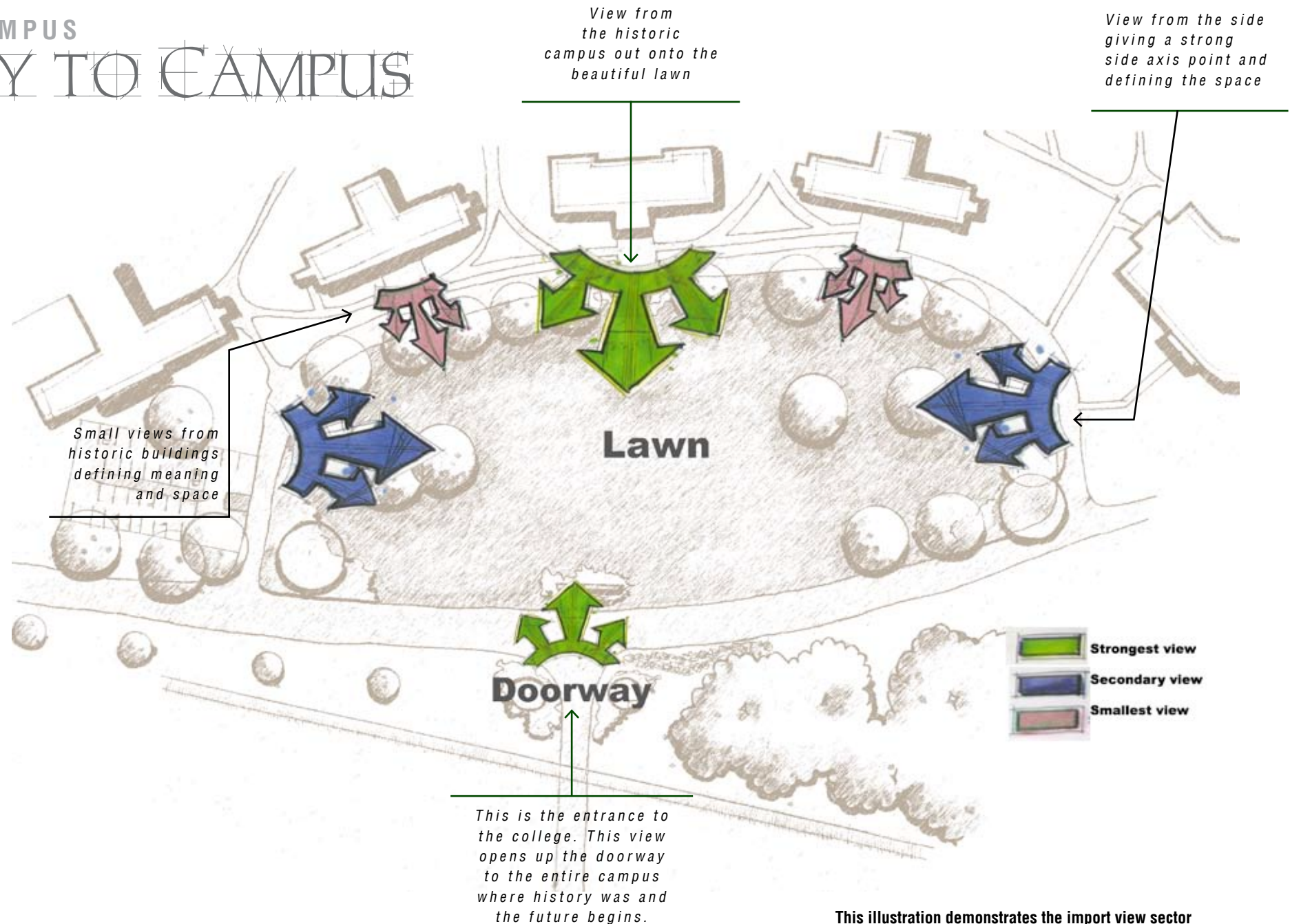


Tift Hall Rehabilitation Plan

# ASSETS OF THE CAMPUS GATEWAY TO CAMPUS

Once the significance of the “three wise men” is understood, the next step is to begin to address how they relate to the entrance of the college. It is important to view these individual buildings as a whole and see them as a gateway to ABAC.

Currently, there is no defined transition to signify to visitors, students and faculty that they have arrived on campus. There is minimal signage and an large underutilized asphalt parking lot in front of Tift, Herring, and Lewis Halls. Fortunately, there is ample parking in the areas around the buildings, so the removal of this parking lot is a feasible solution. Historically this space was cultivated farmland and replacing the asphalt with a green lawn would be reverting the space closer to its original form. It would also serve as a subtle stage for these important landmarks, reduce the negative impacts of impervious surfaces and creates a wonderful gathering green space on campus.



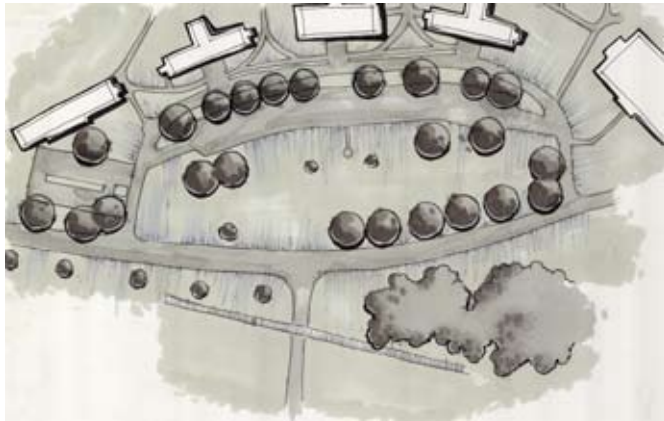
**This illustration demonstrates the import view sector in front of Tift, Herring and Lewis Halls.**

ASSETS OF THE CAMPUS

# GATEWAY TO CAMPUS



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This illustration demonstrates the amount of impervious surfaces found around the Three Wise Men.



Parking lot



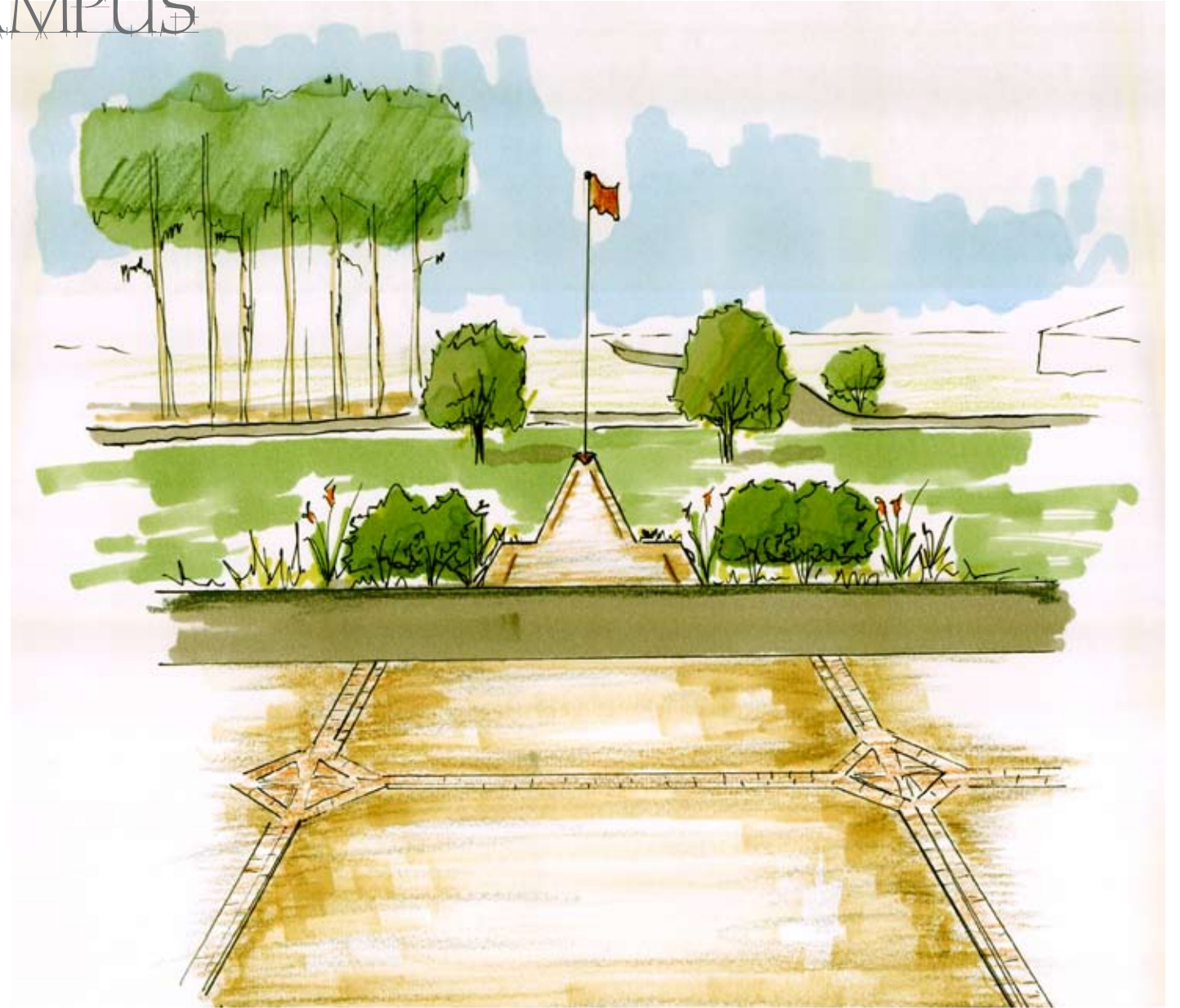
By eliminating the underutilized parking lot directly in front of the Three Wise Men, the turfed area now serves a uninterrupted view as you enter in the college.



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## ASSETS OF THE CAMPUS

# GATEWAY TO CAMPUS



Proposed Sketch after the asphalt is removed

ASSETS OF THE CAMPUS

# GATEWAY TO CAMPUS



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ASSETS OF THE CAMPUS

# CASE STUDY: UNIVERSITY OF GEORGIA

## The Re-greening of Campus, Athens, Georgia



*Herty Field converted from a parking lot back to a green field*

*Photo by Nancy Evelyn*

In the past ten years, the University of Georgia has made a stronger commitment to environmental stewardship through a number of on campus re-greening projects. Through extensive meetings and planning with the UGA community, the Physical Plant created a collective vision for the campus. The master plan should promote an optimal learning experience for students, link open spaces cohesively throughout campus and promote pedestrian and bicycle transportation and safety.

### Herty Field

*This re-greening project came a year after the University pledged a commitment to be more environmental conscious as outlined in the physical plant's master plan. What is now referred to as Herty Field, was the site for UGA's first football game in the Fall of 1891 and was also utilized by the baseball team and intramural activities. In the 1940s, the space was converted to a parking lot and the history of the site was forgotten. In the master plan, vehicular access is to be diverted more to the perimeter of campus eliminating the need for additional parking. In 1999, it was decided to reclaim the space and convert back to the greenspace it once was. Today the space is used for outdoor concerts, weddings, relaxing on the grass and a variety of recreational activities.*

### Lumpkin Street Raingardens

*Lumpkin Street is one of main thoroughfares for downtown Athens and UGA and it was prone to flooding due to poorly executed storm water management practices. In a partnership with Athens-Clarke County, all the stormwater runoff is now being directed to a series of raingardens along Lumpkin Street that filter pollutants and cleanse the water before entering Tanyard Creek. This is a successful demonstration of the power of collaboration when county officials and the University can work together to bring change in the community.*



*This raingarden was recently constructed during the Lumpkin Street Drainage Project.*

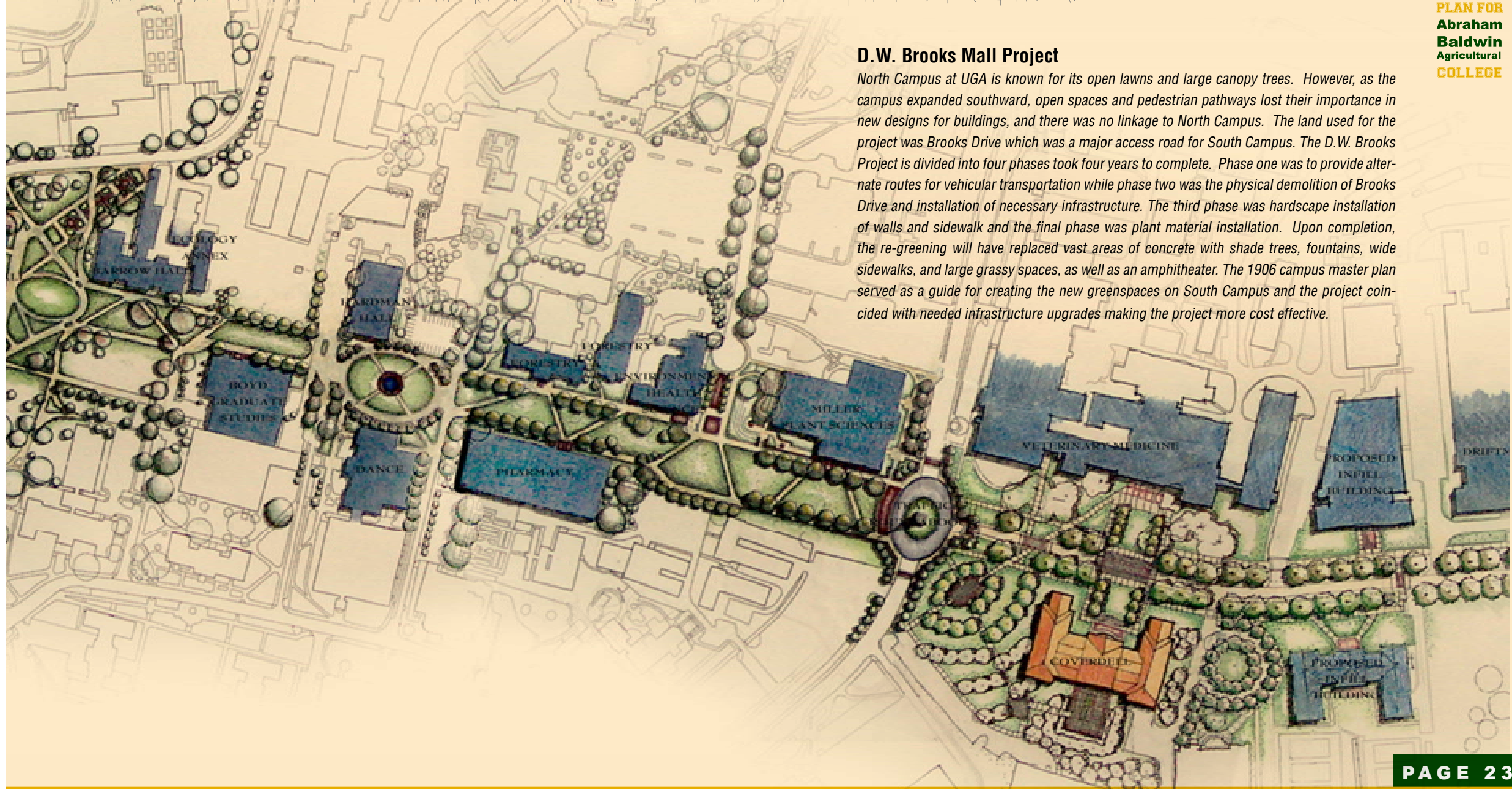


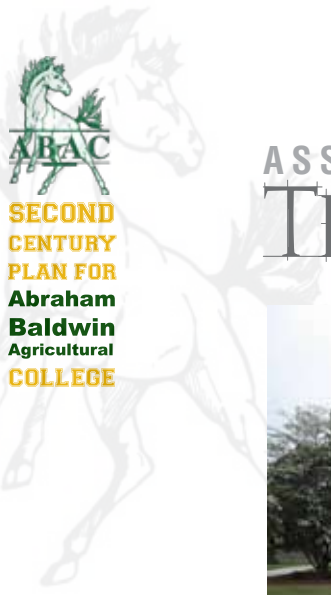
ASSETS OF THE CAMPUS

# CASE STUDY: UNIVERSITY OF GEORGIA

## D.W. Brooks Mall Project

North Campus at UGA is known for its open lawns and large canopy trees. However, as the campus expanded southward, open spaces and pedestrian pathways lost their importance in new designs for buildings, and there was no linkage to North Campus. The land used for the project was Brooks Drive which was a major access road for South Campus. The D.W. Brooks Project is divided into four phases took four years to complete. Phase one was to provide alternate routes for vehicular transportation while phase two was the physical demolition of Brooks Drive and installation of necessary infrastructure. The third phase was hardscape installation of walls and sidewalk and the final phase was plant material installation. Upon completion, the re-greening will have replaced vast areas of concrete with shade trees, fountains, wide sidewalks, and large grassy spaces, as well as an amphitheater. The 1906 campus master plan served as a guide for creating the new greenspaces on South Campus and the project coincided with needed infrastructure upgrades making the project more cost effective.





## ASSETS OF THE CAMPUS

# THE AUDITORIUM AND GYMNASIUM



There is great potential for improvement in the open space leading to the entryway of Howard Auditorium, Thrash Gymnasium and Gresette Gymnasium. The newly renovated auditorium has the seating capacity of 330 and showcases multiple college and community events such as concerts and plays. Contemporary stages require more space for dressing rooms and prop storage and there is ample room for an addition behind the auditorium for future expansion if deemed necessary. The space between Howard Auditorium and Thrash Gymnasium is the ideal location for an outdoor living room and lobby space. Creating this courtyard would allow for an additional venue for concerts or school activities and could be rented out for community functions as a source of income for the college. This Italian style conceptual design ties in nicely to the vernacular of the surrounding buildings and would be a complementary addition to this gathering space.



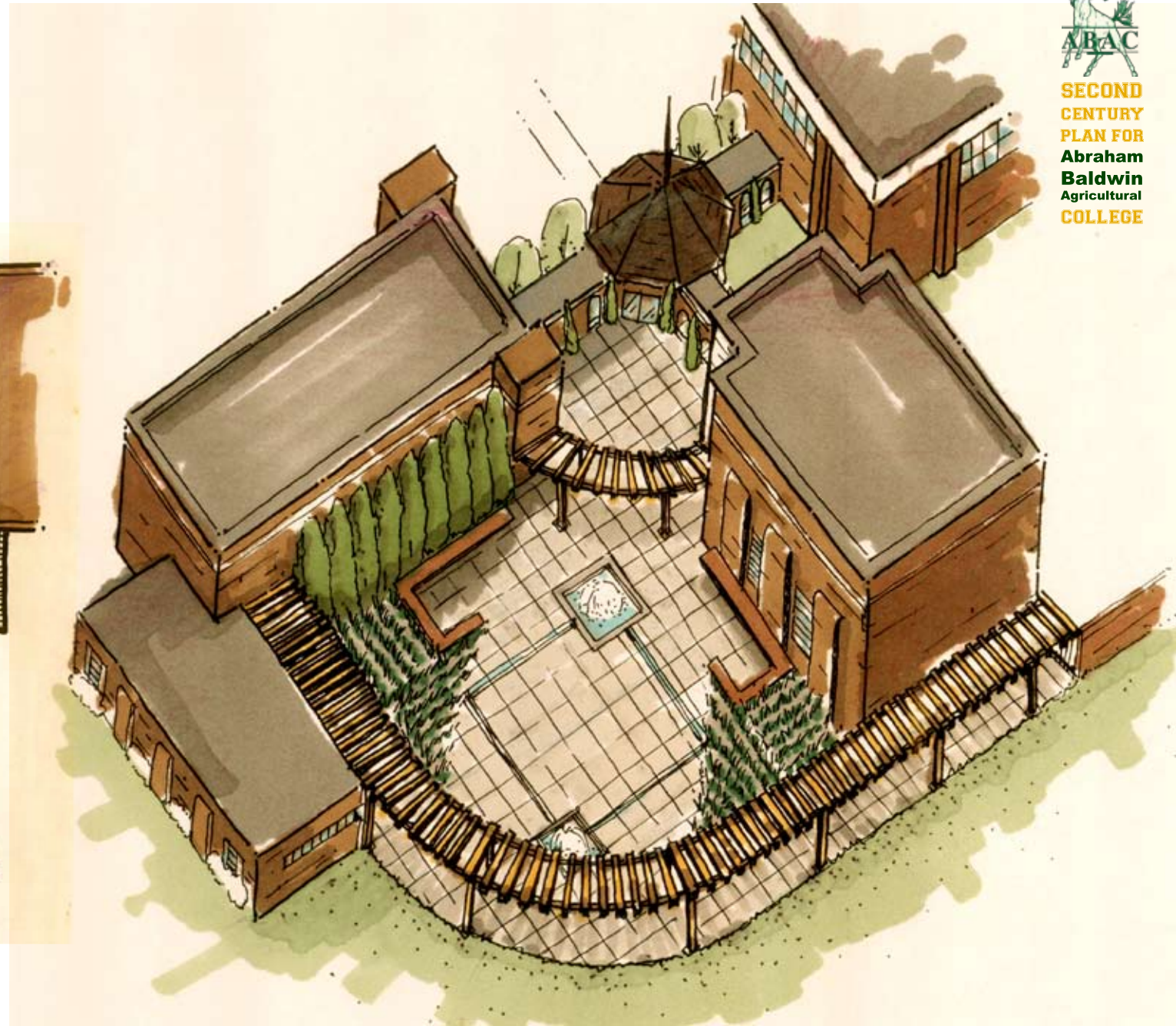
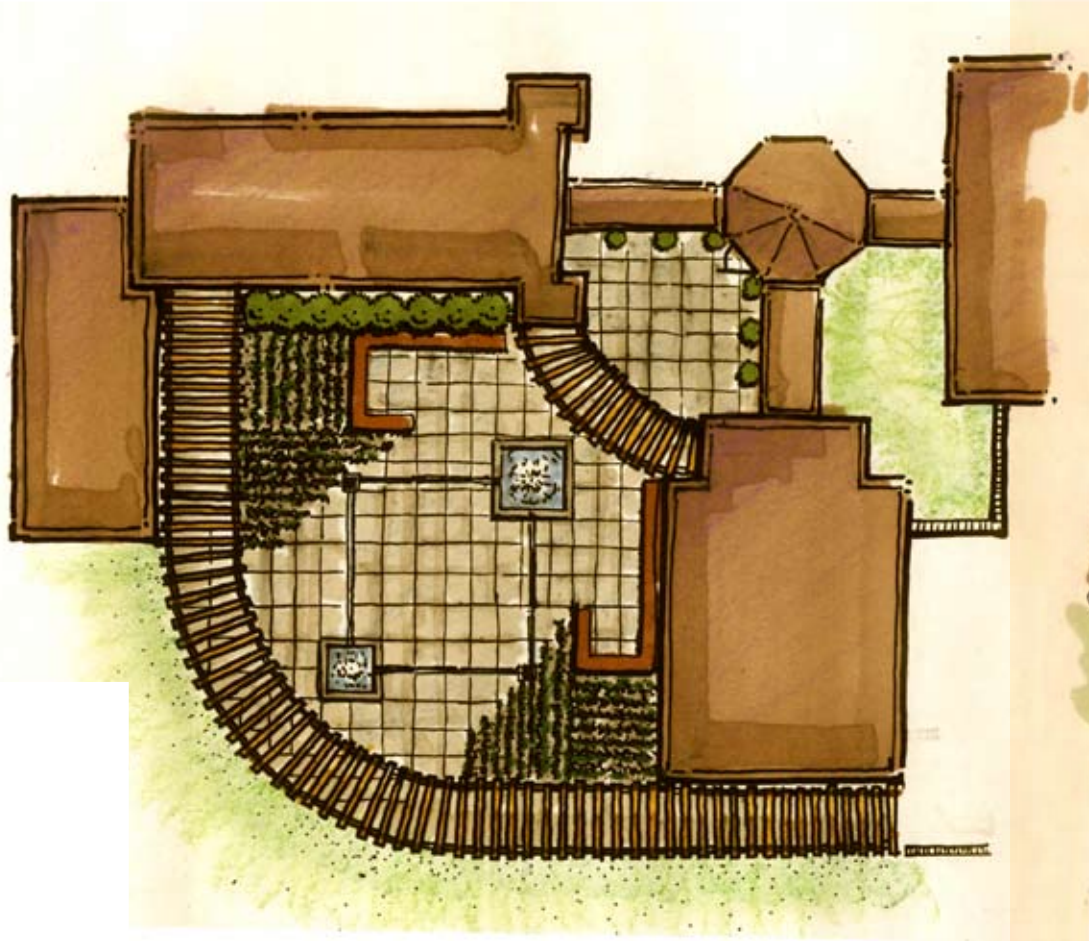


# ASSETS OF THE CAMPUS OUTDOOR SPACE

Space between Howard Auditorium and Thrash  
Gymnasium: outdoor living room and lobby space.



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PERFORMING ARTS.  
CENTER/GYMNASIUM.  
COURTYARD.  
NTS.

## AREAS OF IMPROVEMENT

# NEGATIVE ATTRIBUTES AND ACTIONS NOT TO REPEAT

1. Do not create more confusing spaces
2. Overly modernized campus landscapes detract from the historic character
3. No more generic, bland appearances
4. No atmosphere that is unwelcoming and unfriendly
5. Landscapes devoid of greenery and refuge
6. Lack of overall consistency in conceiving a layout of the campus (planned in bits and pieces)
7. Lack of focal points within the landscape
8. Students often leave campus
9. The Log Cabin was so instrumental in making connections, where does that happen now?
10. Too few outdoor learning areas
11. Difficulty for cyclists in terms of both safety and amenities
12. Conflict between residential campus and commuter campus
13. Shortage of space for events and meetings
14. Wayfinding issues
15. Failure to provide an easily accessible and easily located information center
16. Inability to provide a genuine sense of arrival on the campus
17. Physical and functional confusion between institutions within larger area (UGA conference center, UGA research station)
18. Lack of a cohesive signage program, both vehicular and pedestrian
19. Loss of intimate environment that brings student, faculty and staff together
20. Student center tends to be underused
21. Disjointed element of faculty interaction

## IN THIS SECTION: Grounds and Parking

- **Utilities**
- **Amenities**
- **Sidewalks**
- **Proper Pruning Techniques**
- **Parking Lots**
- **Stormwater Management Practices**
  - o Case Study: Ohio State University
  - o Case Study: University of Georgia
- **Parking garages**

## Architecture

- **Collegiate Look of Buildings**
  - o President's Office
  - o Baldwin Gardens
- **Connecting New Buildings to Campus**
  - o The John Hunt Towncenter
  - o The Agricultural Science Building
- **Preserving Existing Buildings**
- **Campus Sprawl**
- **Distinguishing Spaces on Campus**
  - o Case Study: University of Oregon

## Signage

- **Entrance Signs**
- **Informational Signs**
  - o Case Study: North Carolina State



## AREAS OF IMPROVEMENT GROUNDS: UTILITIES

Utilities are necessary part of campus, but more steps could be taken to disguise them. Exposed utilities could be better hidden with plant material while maintaining appropriate access for service. Defunct and redundant signage should also be removed.





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## AREAS OF IMPROVEMENT

# GROUNDS: AMENITIES

Properly placed amenities are essential to functionality and their proper use from the students, faculty, staff and visitors of ABAC.



This bench is deteriorated and uninviting for people to use, it is not compatible with the historic nature of this part of campus.



In this image, a trash can is placed to far from the sidewalk and people are stepping off the sidewalk to reach it which has caused the the grass to die from too much traffic. Also in this picture, there is an awkward shift in the masonry edging that looks sloppy and not unified.



Bike racks should be carefully placed and not detract from the historic character.



## AREAS OF IMPROVEMENT GROUNDS: SIDEWALKS

Sidewalks are essential for pedestrian traffic and should create a practical flow throughout the campus. Successful sidewalks are wide enough for two people to walk side by side comfortably (a 5-foot minimum) and be well lit for safety concerns. It is important to eliminate all unnecessary concrete pathways when possible, to promote infiltration and connectivity between spaces. As new sidewalks are installed or existing ones are retrofitted, it is important to make sure they are appropriately placed so they are utilized properly.



**We're on a road to nowhere.... eliminate unnecessary concrete sidewalks where possible.**



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## AREAS OF IMPROVEMENT

# GROUNDS: PROPER PRUNING TECHNIQUES

Across campus there are trees and shrubs that have been improperly pruned which leads to weakened or deformed plants which require more maintenance and results in unsightly plants. It is important to select plant material based on their natural growth habits and attributes and place them in the appropriate location. Allowing them to keep their natural shape and meeting their basic growth requirements encourages healthy plants with reduced water needs and nutrient supplements. This reduces maintenance costs and is more aesthetically pleasing.



This Crape Myrtle has not been pruned aggressively and appears more naturalistic and appropriate for a campus setting.



## AREAS OF IMPROVEMENT

# PARKING: PARKING LOTS

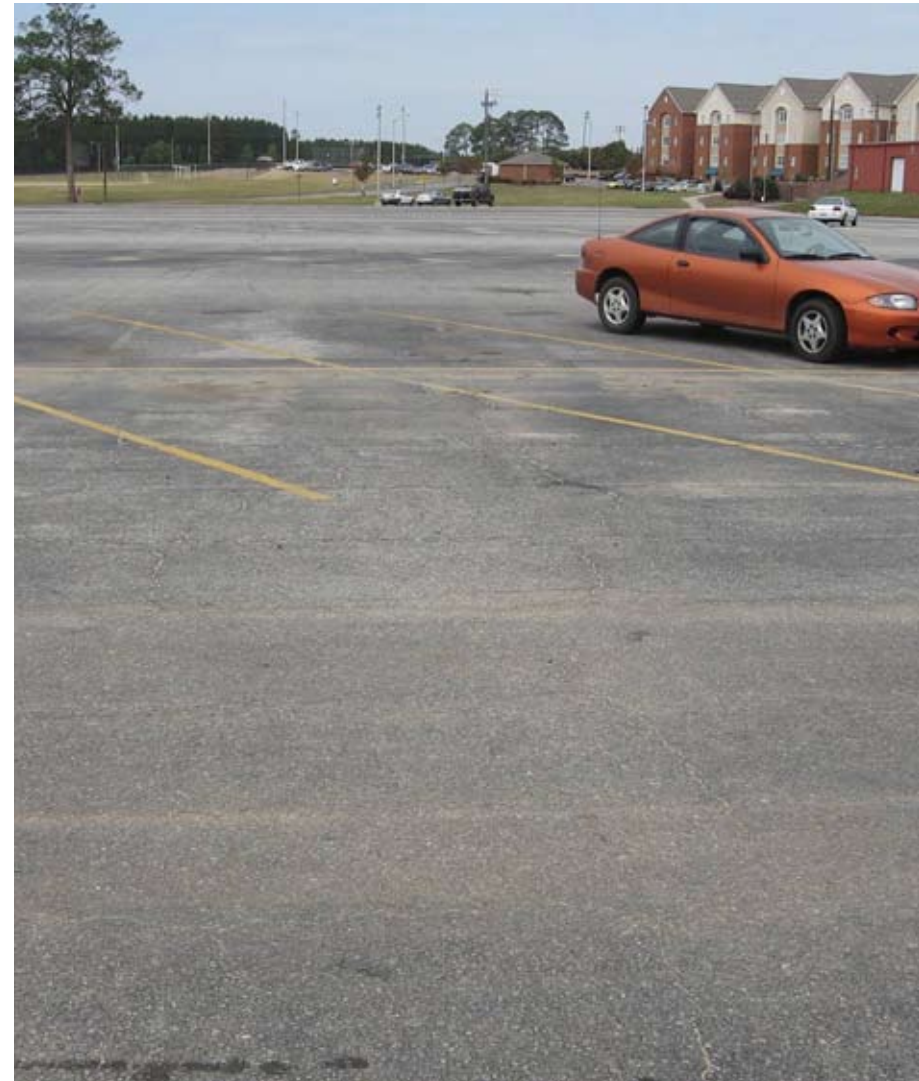
Parking is a necessary component for a campus but impervious surfaces such as parking lots contribute to habitat loss for local wildlife, increase stormwater runoff, the contaminant in the water supply and raise the heat island effect on the campus. While visiting the campus, we observed numerous parking lots that were underutilized and are unattractive. There are multiple solutions that are simple, such as reducing the amount of impervious surfaces on campus and implementing new design guidelines for parking lots that address the ecological impacts in an appropriate way.



**The smaller lot in front of the main parking lot could be converted into a bio-retention area to treat the stormwater runoff and create a visual barrier in front of the larger lot.**

Currently ABAC's parking lots have no amenities whatsoever. By breaking them up pedestrian walkways, stormwater can be treated onsite, room will be provided for shade trees, and the parking lot will be safer to walk through. These walkways can also be used to implement the beginnings of future greenspace corridors in the master plan.

The connection between the academic and agricultural parts of campus is one that is part of ABAC's unique character. Currently, that connection is being lost in places due to huge parking lots between the two. As the academic campus expands it builds more surface parking at the periphery, pushing agricultural functions further out. By moving towards structured parking (parking decks or underground), less land is needed for parking, which allows that connection to be restored. Additionally, future master planning efforts should emphasize that edge between academic and agricultural areas as an important design feature to be highlighted. Ideally, the classes discussing a particular subject ought to have a view of it nearby out the window, rather than a view of parking lots.



**This parking lot is extremely large and shows only one car in it. Alternatives are available to meet the parking needs other than the standard asphalt lots.**



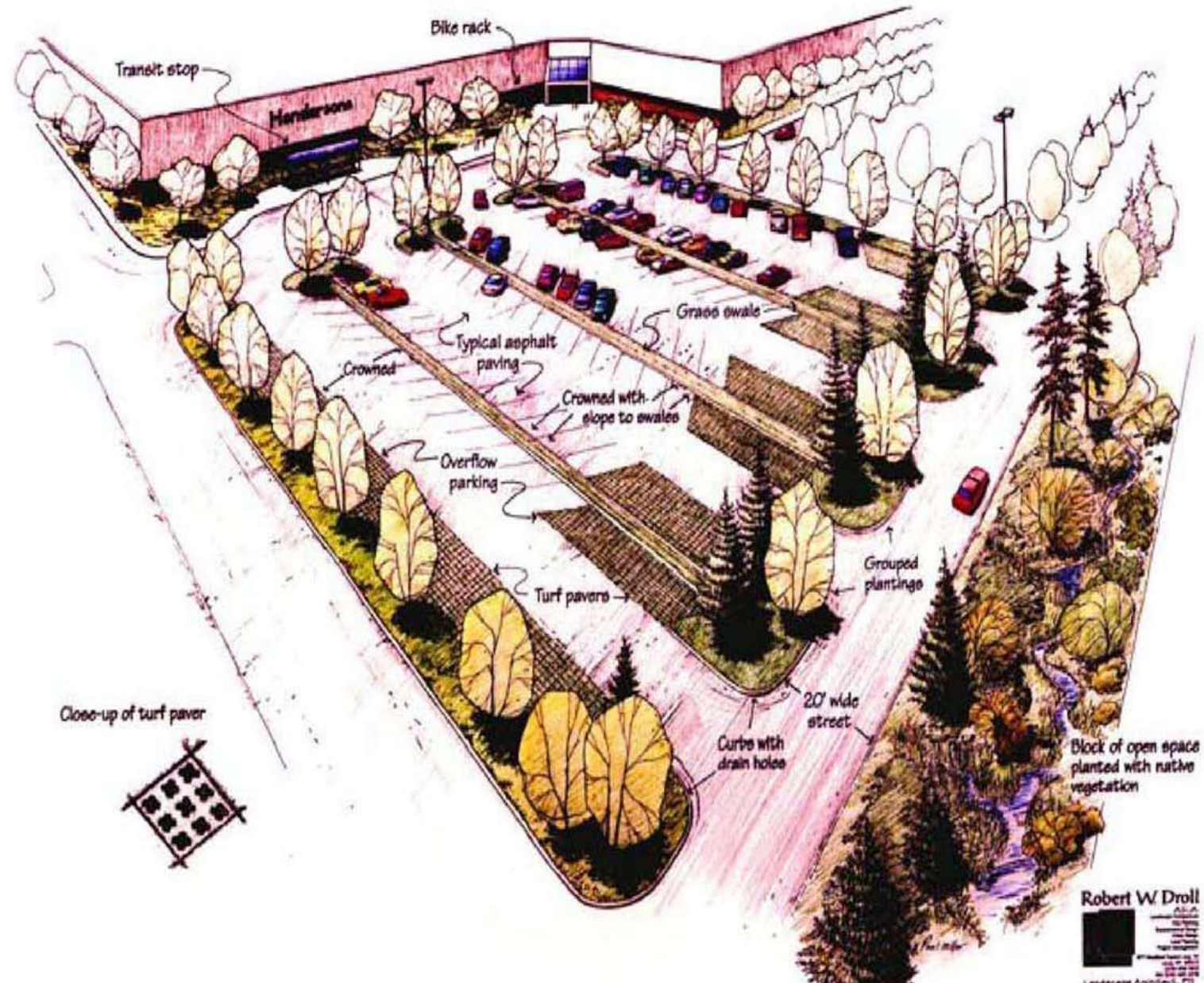
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## AREAS OF IMPROVEMENT

# PARKING: STORMWATER MANAGEMENT PRACTICES

### IMPERVIOUS COVER REDUCTION

This is a wonderful example of how to incorporate multiple design techniques such as turf pavers, grass swale strips between the rows as well as directing the water to designated planting areas of infiltration and treatment.







## AREAS OF IMPROVEMENT

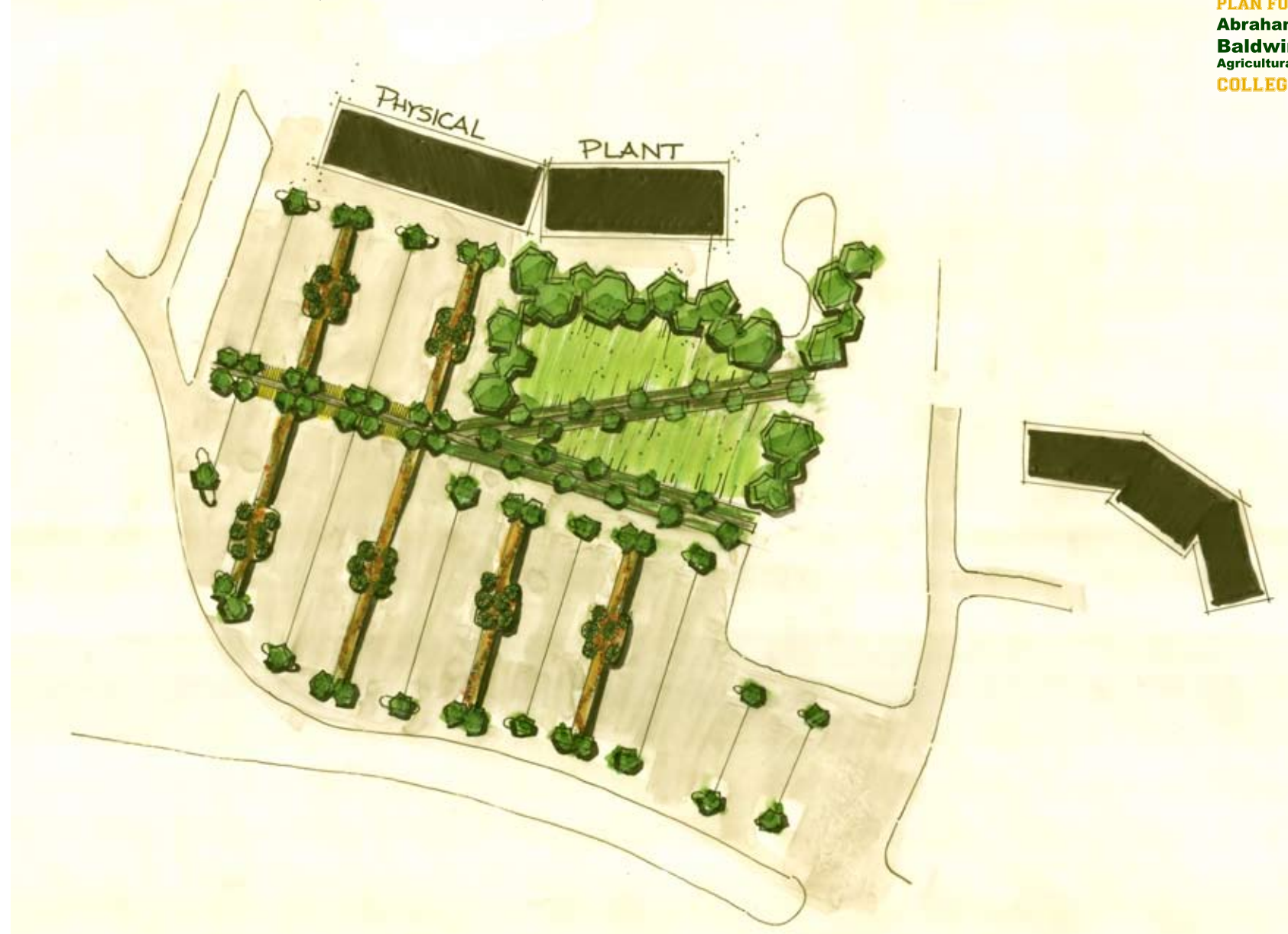
# PARKING: STORMWATER MANAGEMENT AT ABAC



Parking lots can be curvilinear reducing the impervious footprint and interplanted with trees to help shade the space.



This parking lot is directing all the runoff into planted strips between the rows of parking. Appropriate plantings of *Betula nigra*, River Birch, were used because of their ability to withstand wet soils for an extended period of time.



# AREAS OF IMPROVEMENT CASE STUDY: OHIO STATE UNIVERSITY



## Extension FactSheet

CL-1000-01

Food, Agricultural and Biological Engineering, 590 Woody Hayes Dr., Columbus, OH 43210

### Multi-Functional Landscaping: Putting Your Parking Lot Design Requirements to Work for Water Quality

**Martin F. Quigley**  
Assistant Professor, Urban Landscape Ecology  
Horticulture and Crop Sciences

**Timothy Lawrence**  
Program Director, Ohio NEMO  
Food, Agricultural and Biological Engineering

Stormwater runoff is now the leading cause of impairment to Ohio's streams and waterways. Agricultural drainage—sediments and chemicals—is a major source of this impairment. However, nonpoint source (NPS) pollution from urban impervious surfaces (i.e., parking lots, roadways, sidewalks, rooftops, etc.) is also a major contributor. Parking lots collect grease, oil, anti-freeze, and other vehicle leakage, heavy metals from brake dust, as well as litter, other debris, and pathogens. All of these pollutants are flushed into waterways by rain and melting snow. In addition, impervious areas hasten the movement of stormwater runoff across the surface, into a series of curbs, gutters, drains, and pipes, increasing flood occurrence and stream bank erosion. State laws, as well as some local ordinances, now mandate that detention areas be constructed to detain excess runoff from large parking lots. These offsite, rock-edged basins are often unattractive, unsafe, and wasteful of valuable property. In addition, federal regulations require most urban communities to reduce the amount of polluted stormwater runoff.

One relatively low cost<sup>1</sup> alternative to separately built, highly engineered, and questionably effective detention ponds is to integrate the absorption of parking lot runoff into landscape islands. Commonly known as "bioretention" areas, these landscaped islands treat stormwater using a combination of microbial soil process, infiltration, evapo-

ration, and appropriate plantings<sup>2</sup>. Instead of the typical landscape islands that are set higher than paved grade (and which often require supplemental irrigation), these "biofiltration" or wetland landscape islands are recessed, and the pavement graded so that surface flow is into, rather than away from these areas. Even in small parking lots where there are no landscape islands, biofiltration of stormwater can be achieved through the diversion of the stormwater runoff to a landscaped area at the perimeter of the lot. In addition to bioretention areas two other options—sand filters, and/or grassed filter strips—may be considered for perimeter applications. The use of subsurface drains (under-drainage) is optional for both the islands and perimeter systems, depending on conditions of the particular site. Subsurface drains may also be designed to deliver water in times of drought.

Along with reduction of surface water flow rates and pollution loading, additional benefits of bioretention areas in parking lots include storage of snow from winter plowing, and groundwater recharge (if tile drainage is not installed, and infiltration is allowed to occur). One caveat is that bioretention islands and perimeter swales may not provide complete "quantity control," or capacity for retention during heavy rainfall. This may require the use of "shunt" pipes to bypass the biofiltration system and discharge the excess stormwater runoff directly into perimeter

<sup>1</sup>The Stormwater Management Fact Sheet: Bioretention ([http://www.stormwatercenter.net/Assorted%20Fact%20Sheets/Tool6\\_Stormwater\\_Practices/Filtering%20Practice/Bioretention.htm](http://www.stormwatercenter.net/Assorted%20Fact%20Sheets/Tool6_Stormwater_Practices/Filtering%20Practice/Bioretention.htm)) refers to these systems as relatively expensive. However, costly landscaped areas and under-drains are often normally included in parking lot design. Bioretention areas can either eliminate or reduce the size of detention ponds, and combined with the environmental benefit that can be realized, the overall cost is relatively low.

<sup>2</sup>Bitter, Susan D., and J. Keith Bowers. 2000. Bioretention as a Stormwater Treatment Practice. *The Practice of Watershed Protection*: Article 110 548-550.

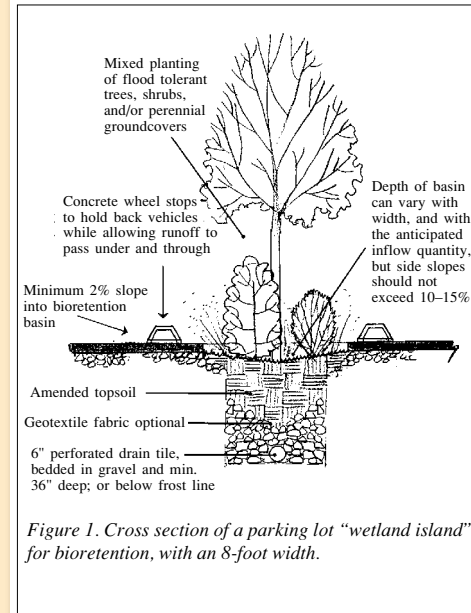


Figure 1. Cross section of a parking lot "wetland island" for bioretention, with an 8-foot width.

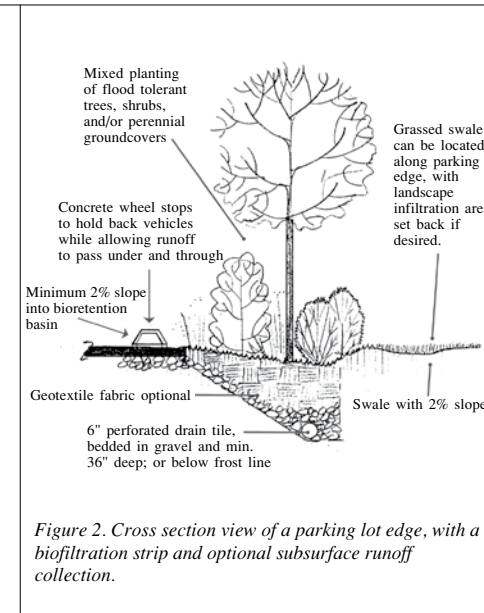


Figure 2. Cross section view of a parking lot edge, with a biofiltration strip and optional subsurface runoff collection.

swales or conventional conveyance systems. Such bypasses may be designed to handle the 5 or 10 year storm event and may require the use of an additional infiltration or detention basin to meet the local discharge requirements.

Drainage can actually be used as a design element. Optimal minimum coverage for the bioretention areas is 5% of the entire paved surface. Proper engineering, design, and construction of these landscape features is mandatory, and their maintenance requirements are a little different from the normal parking lot landscape island. However, with appropriate plant selection, these small-scale plant

communities can be almost self-sustaining and require less upkeep than a typical landscape bed.

As with any installed landscape, proper plant choices are essential to the long-term success of landscape islands. Trees must be able to withstand both drought and periodic flooding of their root systems, and should be deep-rooted. Trees should neither drip sap on vehicles, nor have large or messy fruit. If possible, trees that shed large, persistent leaves should be avoided in favor of those with small leaves that biodegrade quickly. All shrubs and herbaceous perennials used under trees in bioretention islands should

Table 1. Pollutant Removal Effectiveness of Stormwater Management Practices for Parking Lots.

Stormwater Management Practices	Pollutant Removal Effectiveness			
	Total Suspended Solids	Total Phosphorus	Total Nitrogen	Metals
Bioretention Facilities	N/A	65%	49%	95-97%
Dry Swales	93%	83%	92%	70-86%
Surface Sand Filters	87%	59%	32%	49-80%
Infiltration Trench	N/A	100%	100%	N/A

N/A indicates that data is not available.  
Adapted from: Winer, Rebecca. 2000. National Pollution Removal Data Base. Center for Watershed Protection, Ellicott City, MD 21043.

**Table 2.** Some landscape plants suitable for use in landscaped parking lot islands in Ohio and the upper Midwest. The plants listed here are mostly native to the Midwest, and there is some variation in their tolerance of flooding and winter salt. This list is only partial, and local nurseries or plant suppliers will be able to suggest other plants that will thrive in periodically flooded conditions or with poor drainage.

Scientific Name	Common Name	Remarks/Cultivars available	
<b>Trees tolerant of intermittent flooding</b>			
<i>Acer x freemanii</i>	Freeman Maple	'Armstrong', 'Autumn Blaze'	C
<i>Acer rubrum</i>	Red Maple	'Red Sunset', 'October Glory'	C
<i>Aesculus glabra</i>	Ohio Buckeye	May scorch in summer	N
<i>Aesculus pavia</i>	Red Buckeye	Good flower display	N
<i>Alnus glutinosa</i>	Common Alder	Multi-stem, fast-growing	N
<i>Betula nigra</i>	River Birch	'Heritage'	C
<i>Carya cordiformis</i>	Bitternut Hickory	Deep tap root, drops nuts	N
<i>Celtis occidentalis</i>	Common Hackberry	Large, very tough	N
<i>Fraxinus americana</i>	White Ash	Avoid fruit, with male clone only	N
<i>Gleditsia triacanthos</i>	Thornless Honeylocust	'Shademaker'	C
<i>Magnolia virginiana</i>	Sweetbay Magnolia	Semi-evergreen, fragrant	N
<i>Nyssa sylvatica</i>	Black Gum	Great fall color, deep taproot	N
<i>Quercus bicolor</i>	Swamp White Oak	Large, slow-growing	N
<i>Quercus nigra</i>	Water Oak	Dislikes alkaline soils	N
<i>Salix alba</i>	White Willow	'Britzensis' has orange twigs	N
<i>Taxodium distichum</i>	Common Baldcypress	Very adaptable	C
<b>Shrubs: suitable for shade, and for root competition with canopy trees</b>			
<i>Aesculus parvifolia</i>	Bottlebrush Buckeye	Large shrub, showy flowers	N
<i>Aronia arbutifolia</i>	Red Chokeberry	'Brilliantissima'	C
<i>Aronia melanocarpa</i>	Black Chokeberry	Low-growing, showy fruit	N
<i>Clethra alnifolia</i>	Clethra or Summersweet	'Hummingbird'	C
<i>Cornus sericea</i>	Yellowtwig Dogwood	'Flaviramea': yellow in winter	C
<i>Cornus stolonifera</i>	Red osier Dogwood	Bright red winter twigs	N
<i>Ilex verticillata</i>	Winterberry	'Winter red' cultivar	C
<i>Itea virginica</i>	Virginia Sweetpire	'Henry's Garnet'	C
<i>Rosa rugosa</i>	Ramanas Rose	Hardy ground cover	I
<i>Thuja occidentalis</i>	Arborvitae	Many forms available	C
<i>Vaccinium macrocarpon</i>	Cranberry	Evergreen with red fruits	C
<i>Viburnum dentatum</i>	Arrowwood Viburnum	'Chicago Luster'	C
<b>Groundcovers and flowering perennials for wet and/orshady conditions</b>			
<i>Aegopodium podagraria</i>	Bishop's weed	Variiegated leaves; invasive	I
<i>Arisaema dracontium</i>	Greendragon	Deep shade	N
<i>Asclepias incarnata</i>	Swamp Milkweed	Full sun for best flowers	N
<i>Aster lateriflorus</i>	Farewell-summer	'Prince' cultivar is shorter	N
<i>Carex spp.</i>	Sedges—many kinds	Tolerate standing water	N
<i>Cimicifuga racemosa</i>	Black Snakeroot	Very tall flower spikes	N
<i>Cornus canadensis</i>	Bunchberry	Deciduous groundcover	N
<i>Epimedium spp.</i>	Epimedium	Various species, some showy	I
<i>Euonymus fortunei</i>	Wintercreeper	Evergreen, many cultivars	I
<i>Eupatorium maculatum</i>	Joe-Pye Weed	Tall with purple flowers	N
<i>Geum canadense</i>	White Avens		N
<i>Iris versicolor</i>	Blue Flag	Tolerates standing water	C
<i>Juncus effusus</i>	Soft Rush	Resembles grass	N
<i>Liriope spicata</i>	Creeping Lily-turf	Grass-like with lavender flowers	I
<i>Lobelia cardinalis</i>	Cardinal flower	Various colors available	C
<i>Lysimachia nummularia</i>	Creeping Jenny	Groundcover, yellow flowers	I
<i>Mertensia virginica</i>	Virginia Bluebells	Early spring flowers	C
<i>Mitchella repens</i>	Partridgeberry	Creeping, evergreen	N
<i>Phlox divaricata</i>	Wild Blue Phlox	Showy blooming, native	C
<i>Ranunculus repens</i>	Creeping buttercup	Flowering groundcover	I
<i>Tradescantia virginiana</i>	Spiderwort	Named garden varieties	C

• N = Native, indigenous to the upper midwest. • C = Cultivars (or hybrids) of native species are available. • I = Introduced to the United States.



Figure 3. Photo of parking lot with established landscape islands for infiltration of runoff. (Courtesy of Prince George's County, MD)

be shade tolerant and, if winter salting is the norm, salt tolerant. Shrubs and perennials must be attractive at close range; weedy growth or sprawling habit can make the landscape appear unkempt. Evergreen leaves and showy flowers are a bonus. Maintenance for bioretention landscape islands is not much different from that required for a standard landscape island: annual testing of soil pH, mulching, inspection of plants for pests, pruning for shape and vigor, and regular litter removal. The specification of flood-tolerant woody and herbaceous perennial plants will ensure that any intermittent flooding is a benefit rather than a threat to plant health. Balanced combinations of both

evergreen and deciduous flowering trees, shrubs, and herbaceous perennials or groundcovers, these plants can help turn the potential eyesore of detention basins into an asset for any public landscape.

## Resources and References

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- Brown, W. and T. Schueler. 1997 *National Pollution Removal Performance Database for Stormwater Best Management Practices.* Center for Watershed Protection, Ellicott City, MD.
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- Start at the Source.* 1997. Bay Area Stormwater Management Agencies Association, Oakland, CA.
- For an up to date list of web related references visit the Ohio NEMO web site at <http://nemo.osu.edu>

## Acknowledgments

John Rozum, National NEMO Network; Laurie Giannotti, Connecticut NEMO; Jim Gibbons, UConn Cooperative Extension; and Jennifer Zielinski, Center for Watershed Protection for their review of the fact sheet.



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## AREAS OF IMPROVEMENT

# CASE STUDY: UNIVERSITY OF GEORGIA

*Aspects & Impacts of Porous Pavements by Katherine Rowe, Sept 2006*

**Aspects & Impacts of Porous Pavements** *The purpose of this short memo is to discuss aspects of use, applicability, and environmental impacts of porous pavements as gleaned from practical findings and pertinent examples. A porous pavement is one with high enough porosity and permeability to allow rain and snowmelt to pass through it, thereby reducing the runoff from a site and surrounding areas. In intensely built up areas, pavements account for more than half of all the land, and for about two-thirds of total built cover (Ferguson, 2005, 2-3). Parking lots, in particular, account for the majority of paved areas. Pervious paving materials have the capability of providing a dual purpose in parking and other areas with low to moderate traffic; they serve both as a parking/traffic area and to manage stormwater.*

**Components & Function** *There are several types of porous pavements, namely porous asphalt, porous concrete, and numerous modular paver systems. Both a construction material and a design technique, systems may be used individually or enhanced through a combination of types. Porous asphalt consists of an open-graded coarse aggregate bonded together by asphalt cement. The mixture contains fewer fines than traditional asphalt and sufficient void space between aggregate particles allows water to drain through quickly. Porous concrete also consists of an open-graded coarse aggregate, formulated with Portland cement and water. Modular porous pavers are structural units, such as concrete blocks or reinforced plastic mats, with void areas that are filled with pervious materials, to achieve a load-bearing permeable surface. The pervious fill materials include sand, grass turf, and gravel. Each of these surfaces is typically placed over a highly permeable layer of base course comprised of open-graded gravel and crushed stone (EPA, Sept. 1999). This base serves as a reservoir for stormwater runoff where water is allowed to infiltrate to underlying permeable soils or is redirected through an overflow drain system. Filter fabric is placed beneath the aggregate subgrade to prevent fine particles from moving into the soil bed. Essentially, "porous pavement infiltrates and treats rainwater where it falls" (Ferguson, 2005, 10). The pore space*

*and aggregate base act as rainwater retention, reducing runoff during storm events. Further, particles and pollutants are removed from the water flow through the filtration process, with the underlying soils acting as a second filter treatment area and as a water recharge basin.*

**Use & Applicability** *Porous pavements are particularly functional as low-volume traffic surfaces and parking areas and have been used for over thirty years. Early installations continue to function as both parking lots and stormwater management systems. Cahill Associates (CA) designed one of the first large-scale porous parking lots for an office park in a Philadelphia suburb. The design consists of porous asphalt parking bays terraced down a hillside and connected by conventional traffic lanes. The site is over 20 years old, has not needed repaving, and has staved off sinkholes in an area prone to them. CA attributes this to even distribution of stormwater through infiltration and particularly to the aggregate reservoir below the surface. Through other projects, CA has found that "porous asphalt has held up as well as, or better than, the conventional asphalt" largely because of the aggregate sub-base (Adams, May/June 2003). While porous pavement systems have proved highly successful in many cases (especially as design and construction techniques have evolved), there is an attributable failure rate. Failure of these systems relates to poor design, inadequate construction techniques, soils with low permeability, and poor maintenance. Installation of porous paving is site-specific and may or may not be appropriate in place of standard, pervious paving. On sites where slopes are too steep, traffic loading is too great, sediments are directed onto the porous surface, or drainage is inadequate, permeable paving may not function as well as standard paving (Ferguson, 2005, 58). Furthermore, certain sites do not benefit from permeability and should remain impervious. These include brownfields or other land uses that could potentially contaminate the groundwater supply, as well as areas where rainwater is being directly harvested and does not need to be infiltrated (Ferguson, 2005, 6).*

**Implications** *When appropriately designed and implemented, porous pavement systems have the capacity to fulfill land use needs while treating urban stormwater, with high rates of removing TSS, metals, oils, and grease. In addition to pollutant removal, porous paving requires less need for curbing, storm sewers, and detention systems. This relates to cost mitigation of installing and maintaining a porous system. While some porous pavers are more expensive than the traditional impervious, the overall expense is reduced in that additional storm systems are not needed. Potential reduction of land acquisition expenses for the otherwise-necessary water management areas may also cut municipal costs. Specific site criteria, design, and construction are key considerations in the successful use of either porous or non-porous paving. Apart from these physical necessities, social and political decisions play a role in the implementation of either surface. Perceived costs, uncertainties regarding specifications, training installers, and annual maintenance may be current limitations on widespread use of porous systems. However, these systems are being used in different regions, with varying climates, and for different purposes. Residential streets and interstate shoulders have been constructed of porous systems, and more extensive weight-bearing roads are functioning in Europe.*

*More research and site study of porous paving techniques and specifications are needed to continue to increase knowledge and implementation of these systems, and to further their capacity for use.*

### Works Cited

- Adams, Michele (May/June 2003). "Porous Asphalt Pavement With Recharge Beds," *Stormwater Magazine*. [www.forester.net/sw\\_0305\\_porous.html](http://www.forester.net/sw_0305_porous.html)
- Ferguson, Bruce (2005). *Porous Pavements*. FL: CRC Press. Georgia
- Stormwater Management Manual* (2001). "Porous Concrete." Vol. 2, 3.3-33 - 3.3-40.
- Georgia Stormwater Management Manual* (2001). "Modular Porous Paver Systems." Vol. 2, 3.3-41 - 3.3-46.
- U.S. EPA (September 1999). *Stormwater Technology Factsheet: Porous Pavement*. Washington, DC: EPA 832-F-99-023.

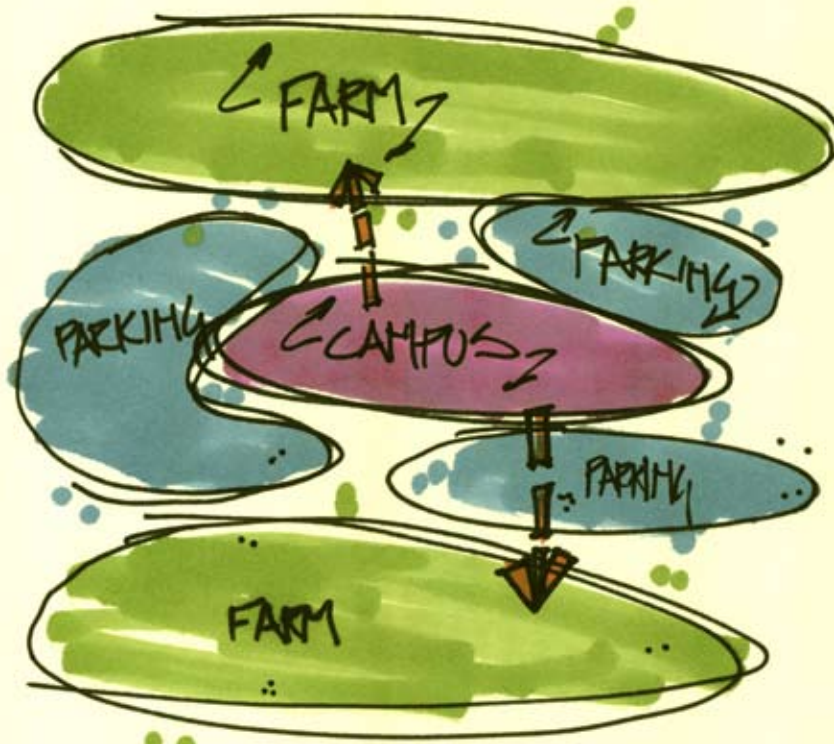


## AREAS OF IMPROVEMENT

# PARKING: PARKING GARAGES

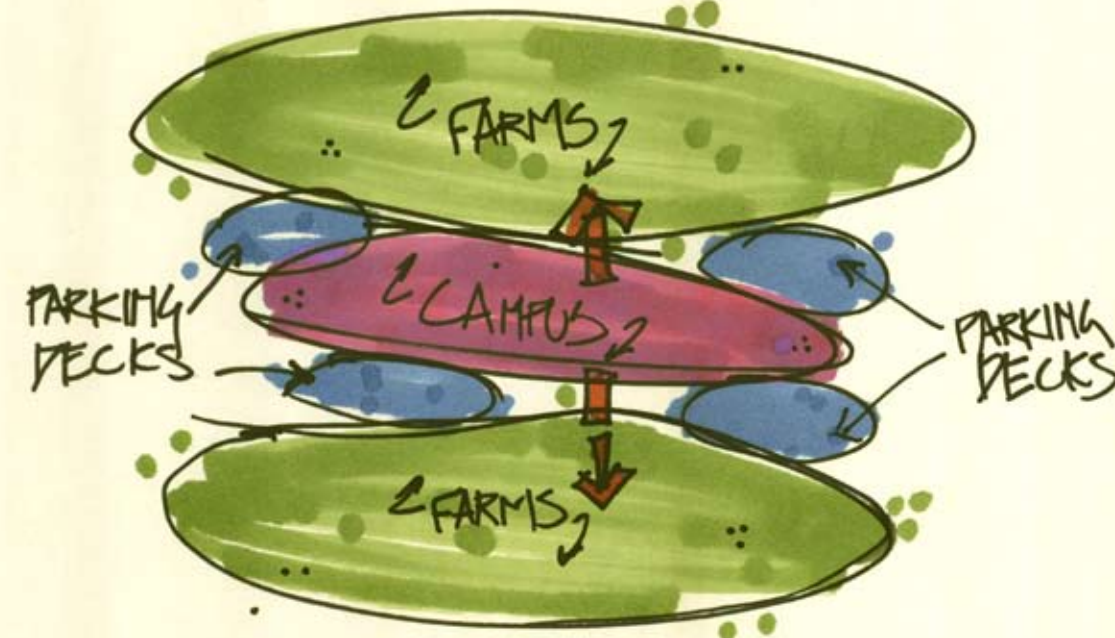
Parking Garages are an excellent solution to address the future needs of parking. They can be scaled to fit with academic setting and architectural style of existing buildings with any facade that is determined fitting. Using parking garages reduce the amount of acreage and asphalt needed and can be infilled closer to buildings and accommodate more cars in a smaller footprint. The runoff can easily be collected from downspouts and used to irrigate any plant materials around the structure. By using parking garages in designated areas, more greenspace will create a connection to the agricultural roots of the college.

### SURFACE LOTS



SURFACE LOTS PREVENT CONNECTION W/ AG HERITAGE

### PARKING LOTS



DECKS ALLOW CONNECTION BETWEEN FARM AND CAMPUS.

By using parking garages in designated areas, more greenspace will create a connection to the agricultural roots of the college.



# AREAS OF IMPROVEMENT PARKING GARAGES: EXAMPLES



This masonry deck compliments the downtown feel appropriately and does not appear at first glance to be a parking garage.



Parking is underground and a garden is at the surface level.



Architectural detailing adds interest and diversity to an otherwise nondescript deck.



A more contemporary approach with nice architectural features.



Another example of how to blend in parking structures in so they compliment their surroundings.



In Santa Monica, California this award winning design is playful and unique.



## AREAS OF IMPROVEMENT

# ARCHITECTURE: COLLEGIATE LOOK OF BUILDINGS

Thomas Jefferson felt campuses should be academic villages and the key aspect was the atmosphere provided by the buildings and their contained spaces. Within these villages students should be debating politics, religion, and ideas while building meaningful relationships. While style is important to the look of a campus, it is imperative that the architectural vocabulary reflect the strong history of a college such as Abraham Baldwin Agricultural College. Currently, there is a disconnect between the look of some buildings on campus and there is a need for a dominant look for all ABAC buildings.





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## AREAS OF IMPROVEMENT

# ARCHITECTURE: THE PRESIDENT'S OFFICE

### COLLEGIATE LOOK OF BUILDINGS

The President's Office relocated from Tift Hall to Evans Hall during the summer of 2007. Tift Hall exemplified an appropriately scaled building that should be on a college campus, but Evans Hall is a smaller ranch style building that has more of a residential feel. There is a confusion as to if this building is appropriate for its use and may not be sending the proper message to students, staff, faculty and visitors of the college.



Evans Hall is currently housing the President's office and has more of a residential feel than one of a collegiate vernacular.





## AREAS OF IMPROVEMENT

# ARCHITECTURE: BALDWIN GARDENS

### COLLEGIATE LOOK OF BUILDINGS

A successful college campus works best at human scale with a variety of personal and public spaces. Private gardens, gathering spaces and open lawn areas create a welcoming feeling that is essential for the health and growth of the student body. Students should be inspired as they walk across campus and understand their purpose of self-improvement and creativity while there.



The pool frames the chapel well the reflection in the water is lovely and appropriate from this vantage point in Baldwin Gardens.



The wooden gazebo is being slowly demolished by carpenter bees and presents an unified appearance that detracts from the graceful and beautiful chapel, it removal would result in a more successful public space.



Image above represents landscape with gazebo removed.



## AREAS OF IMPROVEMENT

# ARCHITECTURE: THE JOHN HUNT TOWN CENTER



### CONNECTING NEW BUILDINGS TO CAMPUS

The John Hunt Town Center is an impressive and massive addition to campus with a large expanse of blue roofing material. This is a shift from previous buildings on campus. Future buildings should not break with the traditional form of the older buildings on campus but should respect their design features, craftsmanship and detailing.





AREAS OF IMPROVEMENT

# ARCHITECTURE: THE AGRICULTURAL SCIENCES BUILDING



## CONNECTING NEW BUILDINGS TO CAMPUS

The Agricultural Sciences Building, while clearly contemporary still relates more compatibly with the older buildings on campus. It is iconic and serves as a framed view from the quad. This is a lesson that is sometimes hard for non-designers to understand but it relates in materials, orientation, footprint, height, and massing.





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## AREAS OF IMPROVEMENT

# ARCHITECTURE: PRESERVING EXISTING BUILDINGS

### KING HALL

There are well-crafted and beautiful existing buildings on campus. Regular maintenance should keep them functioning and contributing to the academic village theme that has been established in the historic core. These buildings are full of memories and draw alumni back to campus which leads to their financial support and active role in making ABAC an exciting and growing place.





## AREAS OF IMPROVEMENT

# ARCHITECTURE: CAMPUS SPRAWL



ABAC consists of 316 acres and is fortunate not to have space issues for future expansion like many other campuses. However, planning will ensure that campus growth and change does not create unattractive sprawling development that makes a negative impression rather than a proud and handsome statement.



The contemporary design of these buildings would be appropriate to the ABAC campus because they reference the materials, scale and footprint of existing structures without being direct copies.



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## AREAS OF IMPROVEMENT

# ARCHITECTURE: DISTINGUISHING SPACES ON CAMPUS

As the campus has expanded new housing was built to accommodate the student body. While removed from the central core of campus, this complex is handsome but very residential and apartment-like in its design. This massive student housing units should not be replicated any closer to the main campus. The newly redeveloped lawn needs a new building (of classroom design) to frame the quad and separate the residential style from the collegiate classroom style.



**This image shows how the constructed building works well with the existing buildings to create an inviting space for students and faculty.**



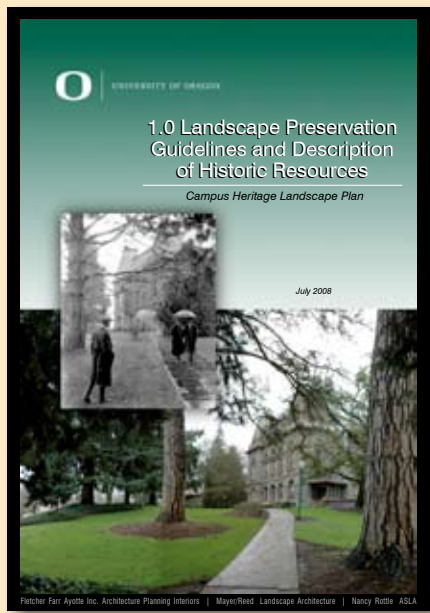
**Currently the quad is ready for activity and will serve as a central circulation area. Framing it in with new buildings and plant material will significantly enhance its popularity.**



AREAS OF IMPROVEMENT

# CASE STUDY: UNIVERSITY OF OREGON

## Landscape Preservation Guidelines and Description of Historic Resources



*Oregon has taken a very interesting approach and focuses on landscape and buildings as resources worthy of preservation.*

### Foreword

The University of Oregon is fortunate to have such a rich cultural heritage represented by its collection of buildings and landscapes spanning its 125-year history. The university has made great strides in identifying and preserving its historically significant resources. However, until this plan was completed its most significant character-defining campus feature—the open-space framework—had not been given the attention it deserves.



1910 image within the Old Campus Quadrangle.

The University of Oregon Planning Office was fortunate enough to receive a Getty Foundation Campus Heritage grant that enabled the university to develop the Heritage Landscape Plan. The university is one of just eleven universities nationwide to receive the grant in 2005.

It is essential that we learn from the successes of our historic open spaces and plan for future growth in a way that creates a cohesive campus environment. This plan is designed to ensure that the university's cultural heritage is not lost as change and development inevitably occur to meet the university's needs. It supports the university's policy to preserve and enhance the historic open-space framework as stated in the Campus Plan.

The cooperative teamwork of faculty, staff, and students along with a team of professional consultants made this project a unique and resounding success. The strong educational component in its production was mutually beneficial to the students and the project.

As so eloquently stated in "The Campus Beautiful" in the 1920 Oregon yearbook:

An abundance of trees, attractively grouped, pathways and lanes between the various buildings, shrubbery of different kinds, and always flowers in their appropriate seasons, enable the Oregon campus to have a distinction peculiar to itself.

This rings as true today as it did over eighty years ago.

1.0 Landscape Preservation Guidelines and Description of Historic Resources  
University of Oregon Campus Heritage Landscape Plan

Table of Contents | V



*Memorial Quadrangle, circa 1945, showing the "X" and "O" pathways system that characterizes it.*

LANDSCAPE RANKING MATRIX				
Using a matrix, each resource was given one of four ranking levels:				
Primary Ranking page 51	Secondary Ranking page 54	Tertiary Ranking page 56	Non-contributing Ranking page 59	
	high historic significance	medium historic significance	low historic significance	very low or no historic significance
excellent integrity	<ul style="list-style-type: none"> <li>• Deady Hall Walk Axis</li> <li>• Gellinger Entrance Green</li> <li>• Memorial Quad</li> <li>• Old Campus Quad</li> <li>• Pioneer Axis*</li> <li>• Villard Hall Green</li> </ul>			
good integrity	<ul style="list-style-type: none"> <li>• 12th Avenue Axis</li> <li>• Knight Library Axis</li> <li>• University Street Axis</li> <li>• Straub Hall Green</li> </ul>	<ul style="list-style-type: none"> <li>• Gellinger Field Green</li> <li>• Johnson Lane Axis</li> <li>• University Street Axis</li> </ul>	<ul style="list-style-type: none"> <li>• 19th Avenue Axis</li> <li>• Kincaid Green</li> </ul>	
fair integrity		<ul style="list-style-type: none"> <li>• Disto Gates Axis</li> </ul>	<ul style="list-style-type: none"> <li>• Ohje Axis</li> <li>• SW Campus Axis</li> <li>• SW Campus Green</li> </ul>	<ul style="list-style-type: none"> <li>• Promenade Axis</li> </ul>
poor integrity			<ul style="list-style-type: none"> <li>• Emerald Axis</li> <li>• Amphitheater Green</li> </ul>	

\* Note: The Pioneer Axis was expanded and renamed "Women's Memorial Quadrangle" following completion of this plan. Refer to the Campus Plan.

Landscape ranking matrix

Download this report: [http://www.uoregon.edu/~uplan/projects/HLP\\_website/1.0HLPFULLDOC\\_7\\_1\\_08.pdf](http://www.uoregon.edu/~uplan/projects/HLP_website/1.0HLPFULLDOC_7_1_08.pdf)

## AREAS OF IMPROVEMENT SIGNAGE ON CAMPUS

It is important for new students, visitors, and community members unfamiliar with the campus, to navigate safely and efficiently upon arrival. Confusion is dangerous and can deter visitors from coming if they are driving around aimlessly for long periods of time. Across campus there are a variety of signs with no cohesion or visual recognition for the college.



These signs are more appropriate to a local or state park. They do not convey the message of dignity and seriousness that should tell the story of ABAC.



This image illustrates the confusing hierarchy of the signs at the main entrance to the campus.

- The signs in the forefront are providing directional information without immediately notifying them as to their arrival to Abraham Baldwin Agricultural College.
- The name of the school is tucked away behind the directional signs, is not centered with the road and may be disorienting for newcomers on the campus.



This is a nice attempt of signage that reflects the look and feel of the college but it is difficult to read from a distance.



This sign is helpful and includes a map and legend for visitors but it is inaccessible for pedestrians. They must stand in the planting bed to read it.



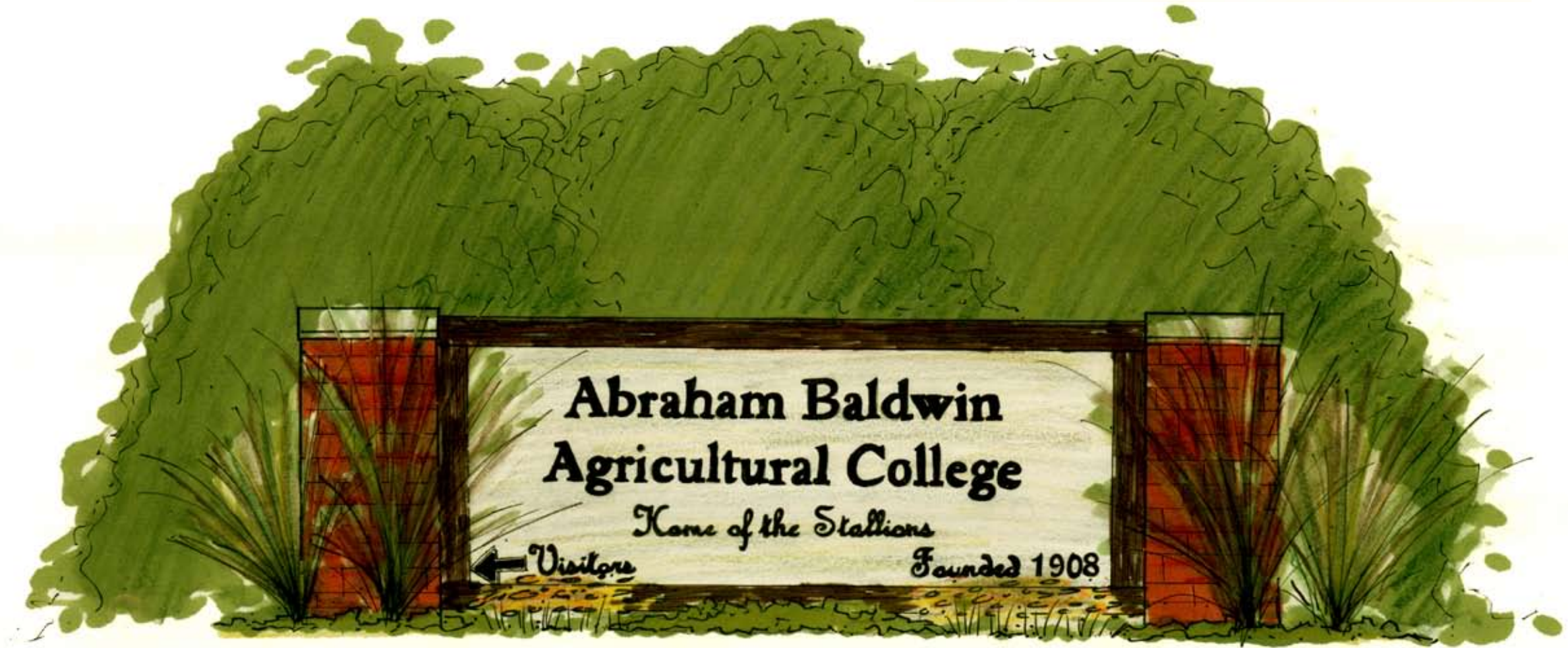


# AREAS OF IMPROVEMENT SIGNAGE ON CAMPUS

The main entrance to the campus should serve as a gateway to the campus with the main focus on the Three Wise Men. Tift Hall could be rehabilitated to serve as an informational center for the college. Eliminating the existing entrance signs with one that simply says welcome and directs visitors to a central designation would clarify any confusion on where visitors should be heading. At the informational center, would be ample parking, maps and guides and would encourage people to park and walk the campus.

NOTES:

- 4' x 20' SIZE
- RESEMBLE FACADE OF TIFT.
- WOOD BORDER FOR NATURALISTIC APPEARANCE





AREAS OF IMPROVEMENT: SIGNAGE

# CASE STUDY: NORTH CAROLINA STATE

Wayfinding Analysis and Master Plan for Future Signage Needs



## Wayfinding Analysis and Master Plan for Future Signage Needs

Prepared by:  
Lorenc Design and  
Muhlhausen Design  
and Associates

1 March 1996

*We applaud the University's concerns about how its visitors are guided through the campus's diverse environments and the image the current signage creates.*

*The University has expressed concern regarding the ineffectiveness of their exterior sign program that was developed in the early 1970's and the image the current signage is projecting. The existing program consists of flat aluminum panels pop-riveted to circular aluminum posts, black and white sign panels mounted to aluminum channels, and miscellaneous D.O.T. traffic control signs. Over the years individual sign programs have been separately developed for Carter Finley Stadium, College of Veterinary Medicine, and NSCU Arboretum that have no visual relationships to each other.*

*We urge the University to quickly move ahead with this identity effort and provide us with these key visual elements.*

*We applaud the University's concerns about how its visitors are guided through the campus's diverse environments and the image the current signage, or lack of signs in many cases, creates. Lorenc Design has been retained to address the University's exterior signage needs by June 1996, however, we recognize that any effort directed toward this goal must take into consideration the University's Identify Program, being separately created by the School of Design. Signs will be a major visual expression of this "new look" and need to be developed with basic identity design components, such as University service mark and/or corporate signature, color policy, and typographic standards, in hand. We urge the University to quickly move ahead with this identity effort and provide us with these key visual elements.*

*Wayfinding has been called "spatial problem solving" because it is really about people solving problems of how to navigate their way about in the built environment. This involves two aspects of information processing:*

*First, people have to be able to form cognitive maps in their heads to orient themselves as to where they are in a given setting (such as the campus), where their destination (such as, Admissions Office) is located, and how they plan to get there (Is it off Pullen Street? How do I get there. Where do I park?), and so on; this process is called "action planning,"*

*Second, people must be able to implement their action plans, finding their way to where they want to go easily, and with dignity – because all of us are not necessarily able bodied. This process is called "decision executing."*

**NCS Campus Signage Standards:** [www.ncsu.edu/facilities/campus\\_signage](http://www.ncsu.edu/facilities/campus_signage)

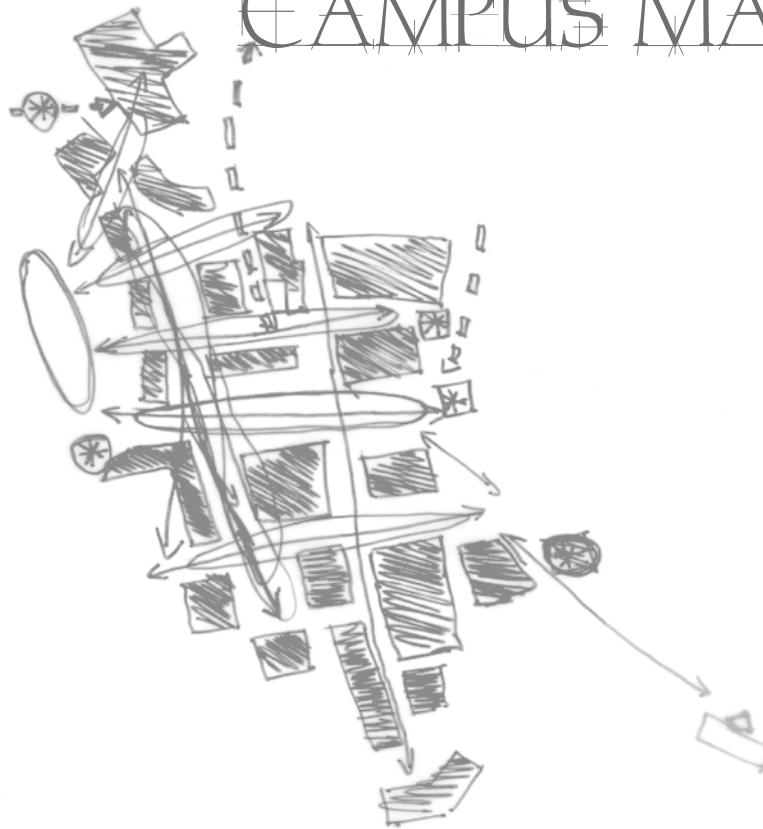
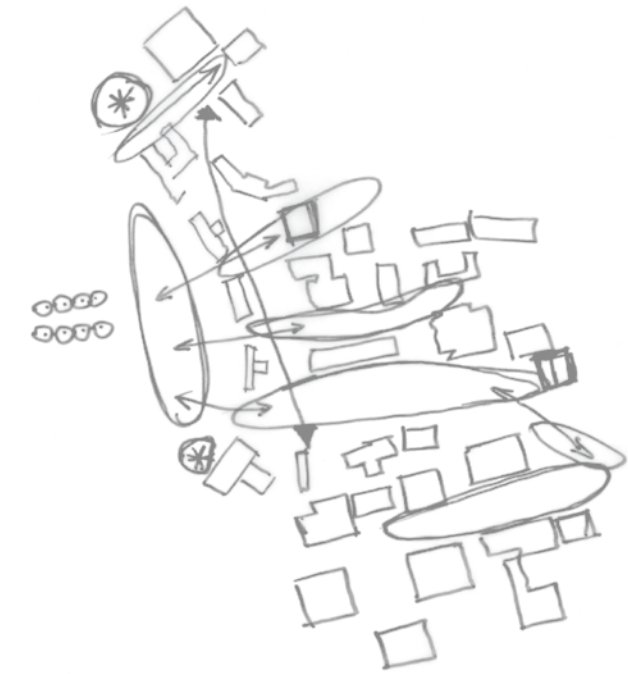
**Wayfinding Analysis Report:** [www.ncsu.edu/facilities/campus\\_signage/pdfs/Wayfinding\\_Report\\_01-03-1996.pdf](http://www.ncsu.edu/facilities/campus_signage/pdfs/Wayfinding_Report_01-03-1996.pdf)



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# RECOMMENDATIONS

## CAMPUS MASTER PLAN

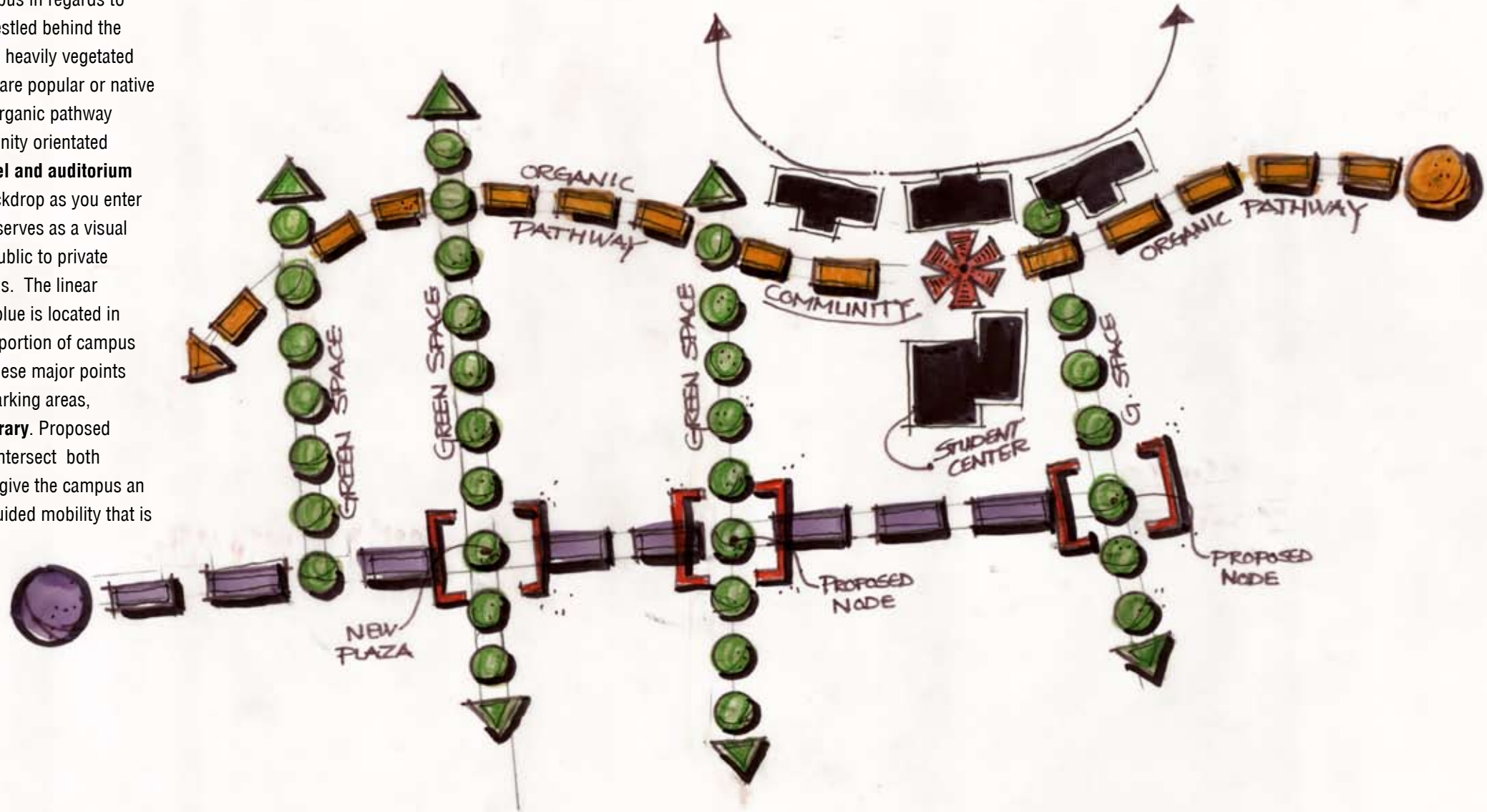




## RECOMMENDATIONS AND CONCLUSIONS

# CAMPUS MASTER PLAN

This conceptual diagram is illustrating the importance of developing a hierarchy of space across campus in regards to pedestrian travel. Nestled behind the **Three Wise Men** is a heavily vegetated area with plants that are popular or native to the region. This organic pathway connects the community orientated spaces like the **chapel and auditorium** and is a beautiful backdrop as you enter the campus. It also serves as a visual transition from the public to private sectors of the campus. The linear pathway denoted in blue is located in the student oriented portion of campus and currently links these major points of interests: major parking areas, the **cafeteria and library**. Proposed greenspaces would intersect both major pathways and give the campus an unified feeling and guided mobility that is currently lacking.



# RECOMMENDATIONS AND CONCLUSIONS CAMPUS MASTER PLAN



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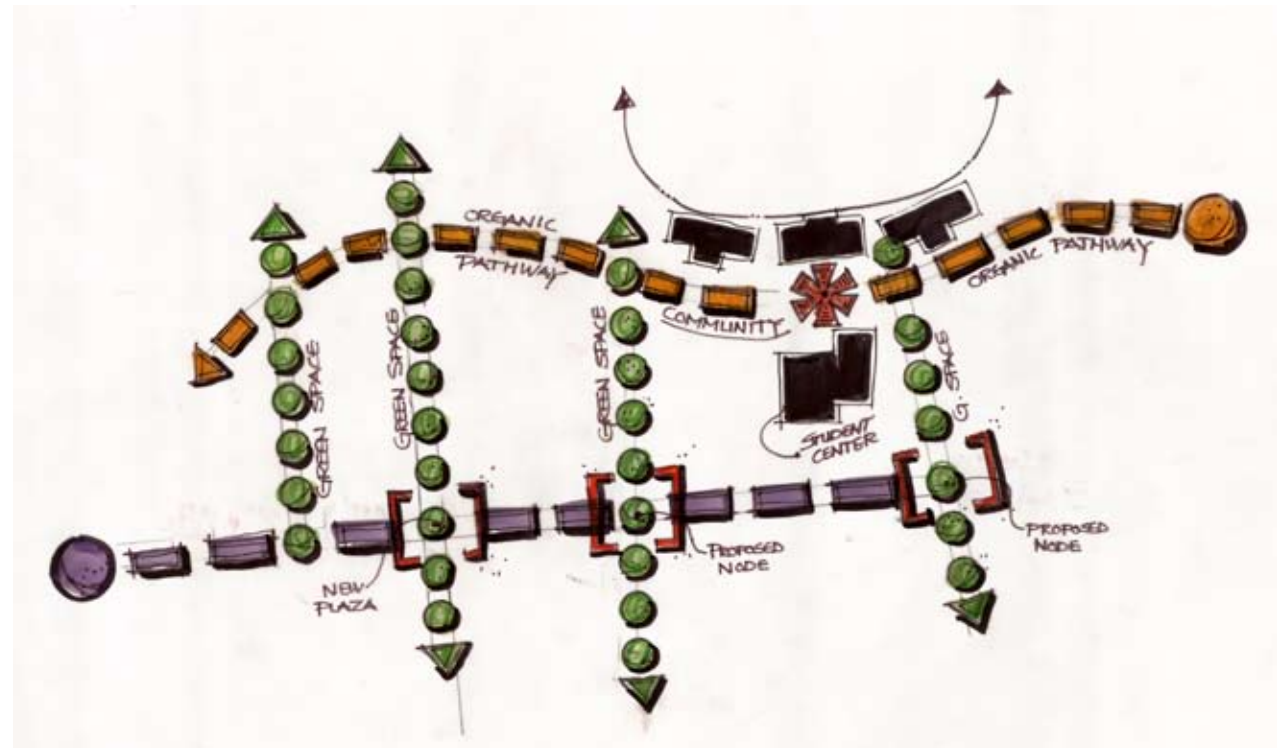


This schematic bubble diagram shows major zones of development and emphasizes pedestrian rather than vehicular circulation.



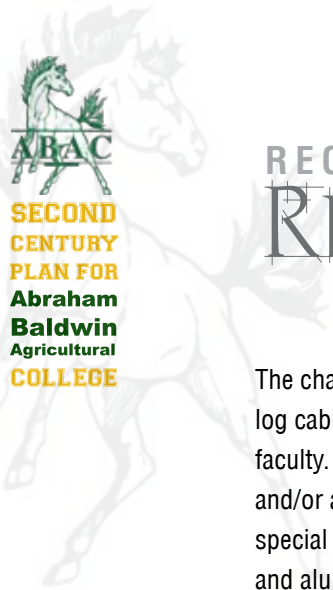
## RECOMMENDATIONS AND CONCLUSIONS CAMPUS MASTER PLAN

Creating a master plan for the college is a proactive measure to help the campus grow and change sensitively. In the master plan illustration (page 55), the existing buildings are in red and the proposed infill is rendered in light orange. By locating future development in the designated areas, the agricultural lands would be preserved and would be more cost effective in regards to infrastructure and utilities. The conceptual drawings show a hierarchy of space clearly denoted in this illustration with new buildings flanking the key pathways throughout campus. Along the more public sector, the pathway should maintain its organic flow and parking be concentrated in key areas making it easier to direct visitors to key points of interest. The main student corridor begins at the new agricultural building and has no terminus when walking towards the auditorium so a new building was constructed to grant the appropriate sense of enclosure. This harkens back to the notion of how sidewalks should be deliberate in direction and guide people across campus. One of the proposed greenspace corridors terminates at the new John Hunt Town Center and that idea is replicated throughout the master plan and gives the campus a needed sense of rhythm. The large utility space was left in tact but is camouflaged by new buildings which was a concern throughout the charrette process. Overall the master plan encompasses the key factors discussed in this report and more thought and time should be devoted to creating a plan that best serves the needs of the ABAC community.





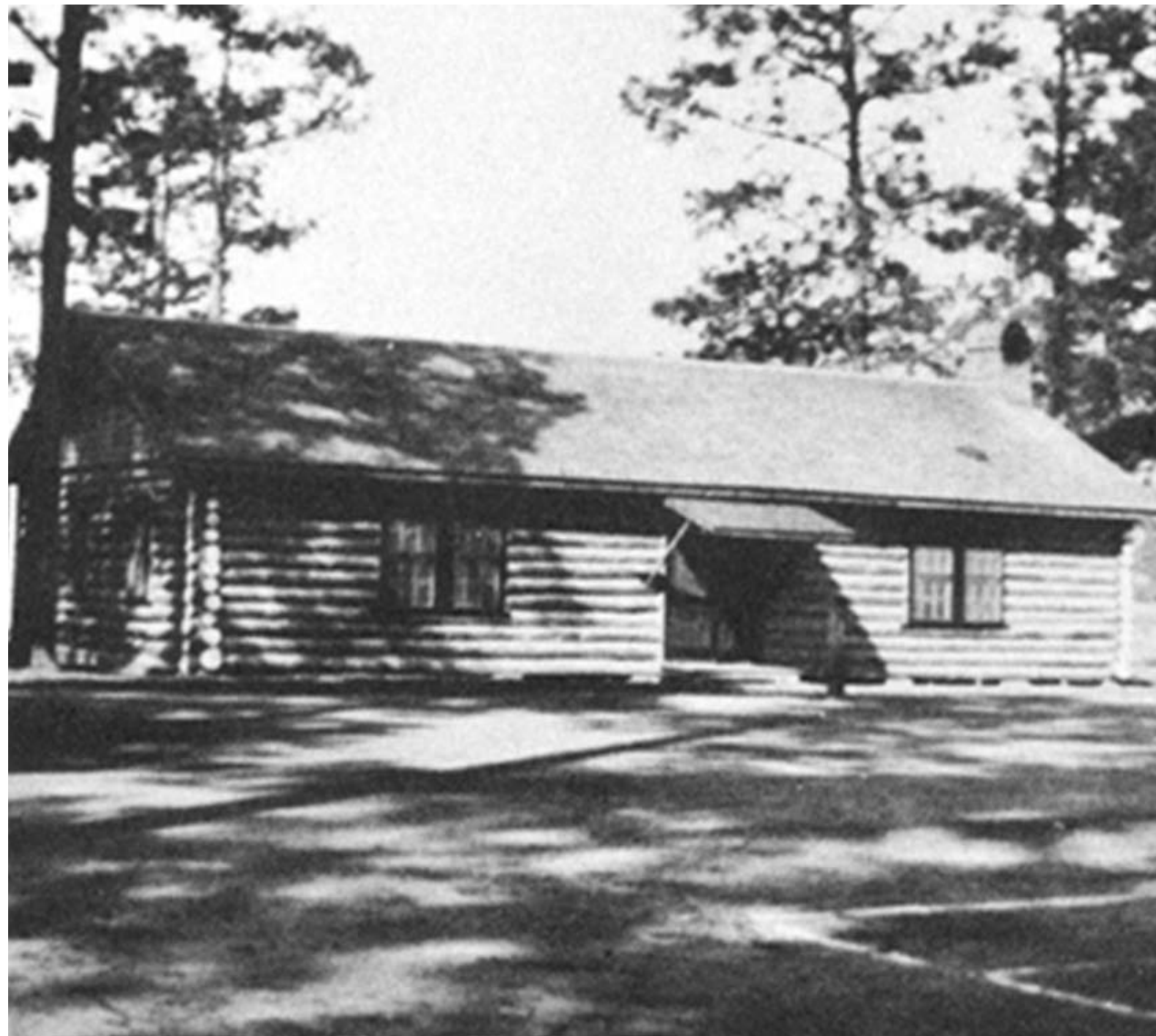
New proposed  
Old existing



## RECOMMENDATIONS AND CONCLUSIONS

# REVITALIZING THE ESSENCE OF THE LOG CABIN

The charrette team heard from alumni about the role that the former log cabin served for encouraging interaction between students and faculty. This function needs to be reintroduced in a building, space and/or activities that will replicate what the cabin used to do. A special study should be launched that polls students, faculty, staff and alumni to see what features they would like to see in the new “center”. The value of the log cabin was that it was not fancy or pretentious ... it was just much loved and provided a common space for interpersonal connections. The new space should be seen as “a neutral ground” where students are free to be themselves and faculty are encouraged to be part of the plan.



The log cabin in 1933



## RECOMMENDATIONS AND CONCLUSIONS

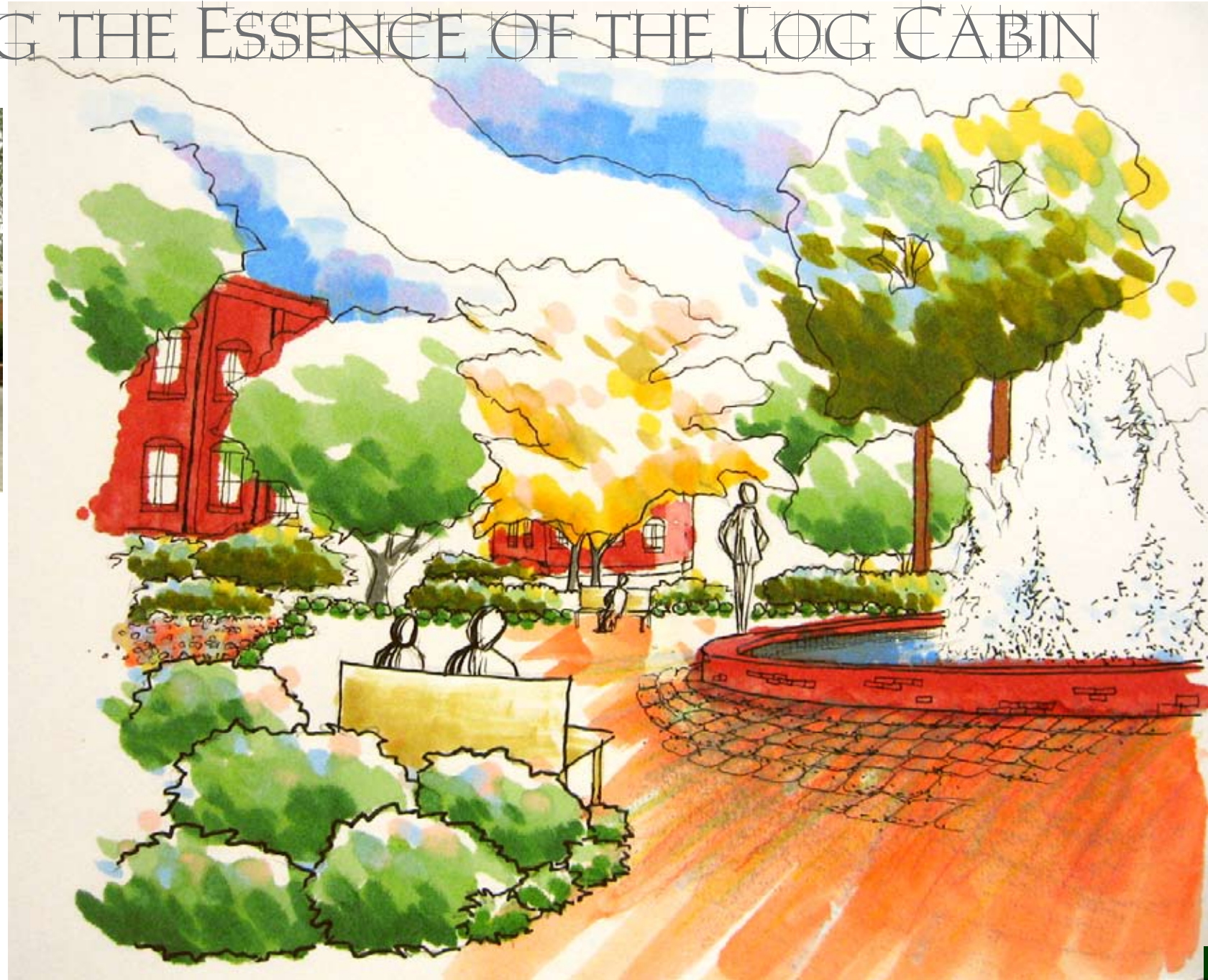
# REVITALIZING THE ESSENCE OF THE LOG CABIN



The site of the log cabin now

**Conceptual sketch of space to reestablish the area to be a gathering spot for students.**

A possibility for this function might contain an outdoor element with commemorative plaque and honorific interpretive signs explaining the log cabin and the role it played in the many lives that passed through it.



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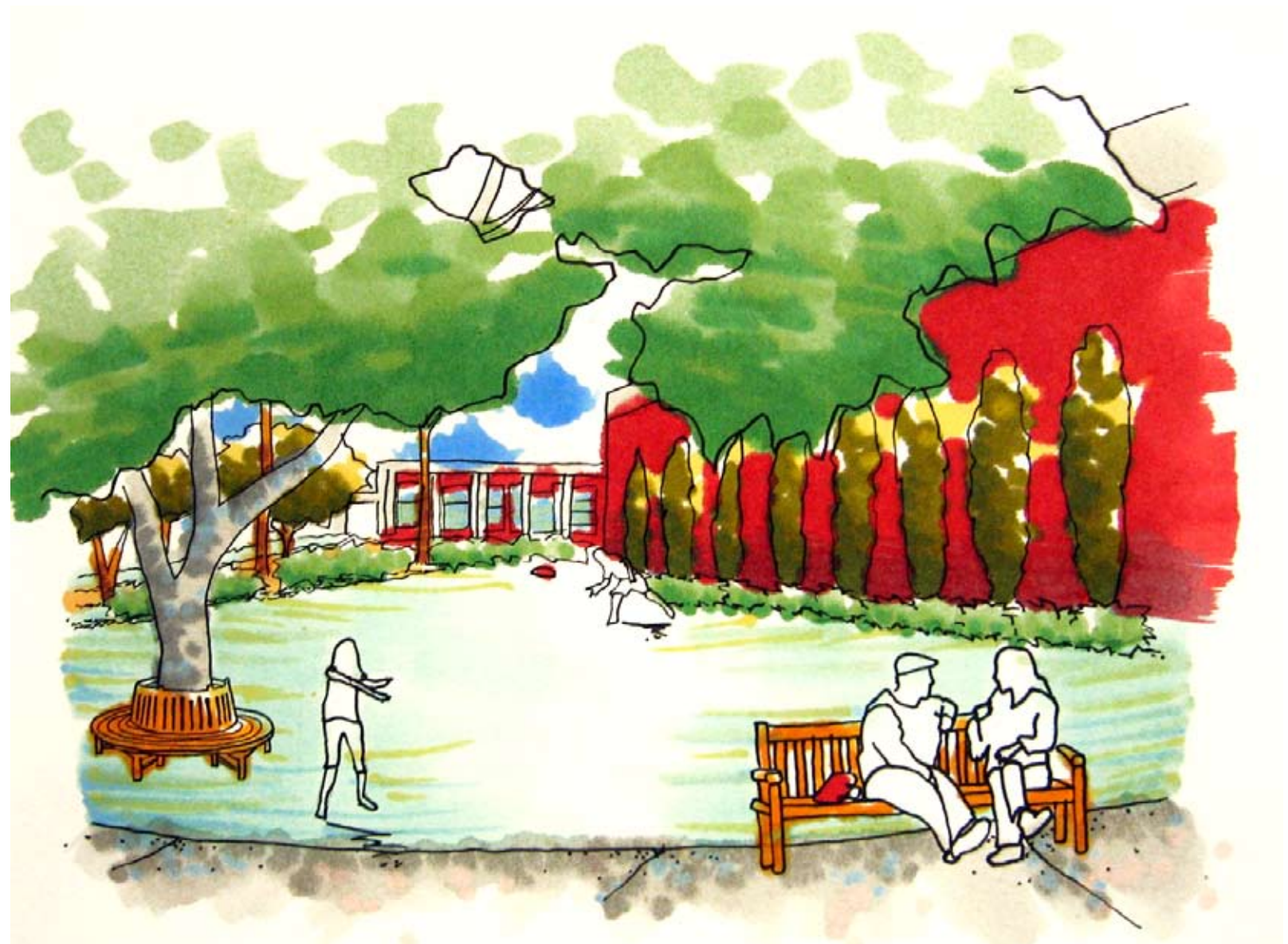


## RECOMMENDATIONS AND CONCLUSIONS

# REVITALIZING THE ESSENCE OF THE LOG CABIN



Many underutilized spaces on campus can be transformed to fun and exciting open spaces for student activity and gathering. The provision of maintained lawns, foundation planting and abundant seating will make outdoor areas warm and inviting.





RECOMMENDATIONS AND CONCLUSIONS

# REVITALIZING THE ESSENCE OF THE LOG CABIN



The spirit of the Log Cabin can be revived in certain underutilized areas of existing buildings. Encouraging students and faculty interaction with incentives like free coffee hour at 3 pm or T-shirt giveaways can renew the habit of gathering, mingling and community.





SECOND  
CENTURY  
PLAN FOR  
Abraham  
Baldwin  
Agricultural  
COLLEGE

## CONCLUSION

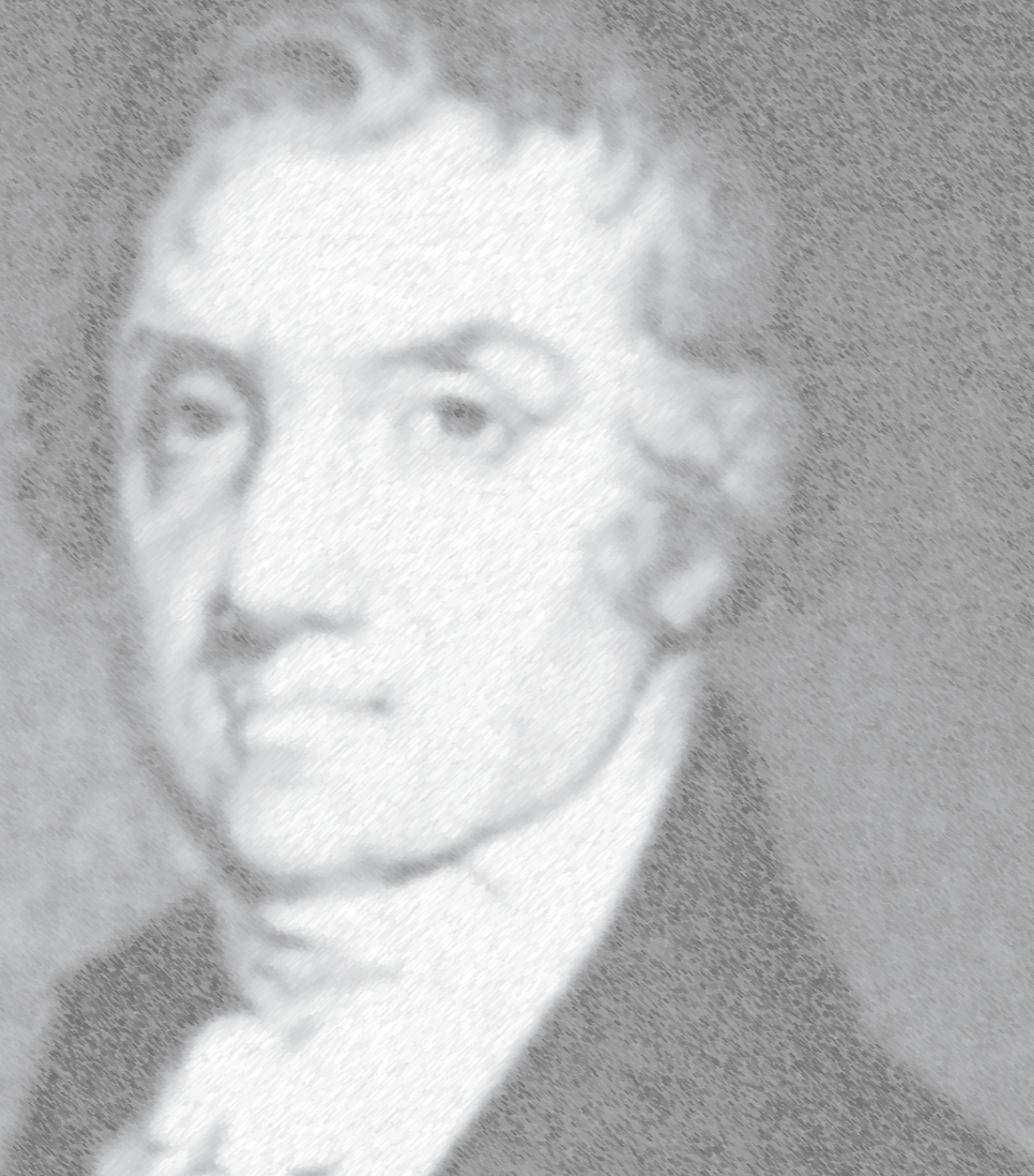
# EVERYONE NEEDS A ROLE MODEL



The charrette team found a perfect summary for our time at ABAC and a perfect quote from the College's name sake.

*"Take care, hold the wagon back; there is more danger of its running too fast than of its going too slow."*

Baldwin's insight gives inspiration to all of us to make the most of the planned improvements to ABAC. The gradual and sensitive movement into the next 100 years will assure that ABAC becomes prouder, stronger and more beautiful than the campus has been.





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## The University of Georgia

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This report was produced by the  
University of Georgia  
Center for Community Design and Preservation  
College of Environment and Design  
325 S. Lumpkin St  
Athens, Georgia 30602  
☎ 706.542.4731

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