View of Bobcat Villas across Ezra Pond.
Photo from EGSC.
# Table of Contents

## Forward
- Acknowledgements 2
- Letter from Dean Dan Nadenicek 3

## 1.0 Introduction
- 1.1 Purpose 4
- 1.2 Background 4
- 1.3 Principles 6
- 1.4 Process 7

## 2.0 Existing Conditions
- 2.1 Context 9
- 2.2 Campus Grounds 10
- 2.3 Campus Infrastructure 15

## 3.0 Precedent Studies
- 3.1 Brandeis University 21
- 3.2 Florida Southern College 22
- 3.3 Middlebury College 23
- 3.4 University of the South, Sewanee 24
- 3.5 University of Virginia 25
- 3.6 University of California, Santa Cruz 26
- 3.7 Wellesley College 27

## 4.0 Long-term Master Plan
- 4.1 Preliminary Concepts 30
- 4.2 Four Alternatives 32
- 4.3 Proposed Master Plan 36

## 5.0 Main Campus Landscape Concepts
- 5.1 Initial Landscape/Hardscape Plans 40
- 5.2 Design Development Drawings 44

## 6.0 Appendices
- 6.1 EPA Green Infrastructure Plans 56
ACKNOWLEDGEMENTS

The authors would like to thank the following individuals for generously providing their valuable time, expertise, and experience which greatly contributed to this plan.

UNIVERSITY OF GEORGIA
COLLEGE OF ENVIRONMENT & DESIGN

ADMINISTRATIVE OVERSEERS:
Dr. Daniel Nadenicek, Dean
David Spooner, Associate Dean of Academic Affairs

MLA ECOLOGY STUDIO, Fall 2016
Alfie Vick, Associate Professor

MLA URBAN DESIGN STUDIO, Spring 2017
Georgia Harrison Hall, Associate Professor
Dr. Daniel Sniff, Adjunct Assistant Professor

BLA URBAN DESIGN STUDIO, Spring 2017
Donnie Longenecker, Senior Lecturer

BLA SENIOR CAPSTONE STUDIO, Summer 2017
Donnie Longenecker, Senior Lecturer

EAST GEORGIA STATE COLLEGE

MASTER PLANNING COMMITTEE
Dr. Bob Boehmer, President
Tim Goodman, Vice President of Academic Affairs
Elizabeth Gilmer, Vice President for Institutional Advancement
David Steptoe, Director of Plant Operations
Michelle Goff, Director of Operations, Business Affairs

UNIVERSITY OF GEORGIA
COLLEGE OF ENVIRONMENT & DESIGN

MLA ECOLOGY STUDIO
Cameron Berglund, Jiaxin Di, Li Fu, Ming Guan, Ashwini Kannan, Chen Qu, Devyn Quick, Carter Ricks, Danielle Schwartz, Danielle Valdes, Arianne Wolfe, Landon Woodward, Yuwen Yang, Alexandra Yaun, Ran Zhang

MLA URBAN DESIGN STUDIO
Jiaxin Di, Li Fu, Ming Guan, Chen Qu, Devyn Quick, Carter Ricks, Danielle Schwartz, Danielle Valdes, Arianne Wolfe, Landon Woodward, Yuwen Yang, Alexandra Yaun, Ran Zhang

BLA URBAN DESIGN STUDIO
Tyler Barron, Robert Cleveland, Allison Haupt, Ryan Hunt,Stephen Kesler, Kyle Kovacs, Olivia Lemieux, Austin Leslie, Stephen McConkey, Mary Michaels, Lesa Miller, Nicholas Parker

BLA SENIOR CAPSTONE STUDIO
Tyler Barron, Natasha Burr, Jenna Dotson, Phyl Fralick, Robin Ji, Chalyn Johnson, Kyle Kovacs, Lauren Linnane, Mary Michaels, Jillian Nance, Tyler Newborn, Katherine Sewell, Juliet Swanson
Over the years, whenever East Georgia State College (EGSC) President Bob Boehmer and I met, our conversation invariably turned to EGSC’s need for a campus master plan and UGA’s College of Environment and Design’s (CED) capacity and interest to provide one. In spring of 2016, an agreement was finally struck to make that happen. During the fall of 2016 many students and faculty visited EGSC, engaged with students and faculty there, and completed essential research and analysis led by Professor Alfie Vick, prior to entering the design phase of the process.

During the spring and summer semesters of 2017, preliminary concepts, four alternatives, and a proposed final master plan were completed. Students and faculty also provided necessary illustrative drawings, design development drawings, and green infrastructure ideas.

All of those pieces were completed under the leadership of Professor Donnie Longenecker, Dr. Danny Sniff, and Professor Georgia Harrison Hall. The work could not have been accomplished without the essential contributions of two graduate assistants, Leslie Palacios and Danielle Schwartz.

Illustrated within these pages is a very unique master plan for a land rich institution. Recent land gifts to EGSC have bolstered an already important environmental stewardship focus. This plan titled “Campus in the Pines,” captures EGSC’s environmental imperative, while also building upon the unique cultural aspects of the institution.

All of us in the CED consider it a privilege to have worked so closely with East Georgia State College.

DAN NADENICEK
CED Dean
1.0 INTRODUCTION

1.1 PURPOSE

The Master Plan for East Georgia State College was developed in response to the need for expansion of the college. Charged with meeting the expectations of stakeholders and reimagining a more resilient institution, the UGA College of Environment and Design offers this master plan as a way to encourage the sustainable development of the campus over time.

This plan is meant to bring a balanced perspective to campus landscape design, taking into consideration the traditional values of aesthetics, ecological conservation, and long-term maintenance as the college continues to grow. The proposed changes to the campus are meant to unify the campus, giving it a unique sense of place while engaging the community with college life.

The purpose of the plan is to provide a framework that allows EGSC and Swainsboro to achieve positive growth. Through its implementation, we hope to create an enriched experience for students, faculty, and visitors, while also providing ecological services, climate regulation, and habitat functions. By building an inspiring landscape that enhances the learning, living, and working environment of the college, EGSC will act as a model institution for the region.

1.2 BACKGROUND

COLLEGE HISTORY

In the mid 20th Century Emanuel County identified a need for a higher education institute to serve the surrounding communities that were underserved by higher education. In 1956 the state was urged to establish a 2-year college to be located centrally in the city of Swainsboro. In 1971 the Georgia Board of Regents granted approval for a campus site within the City of Swainsboro.

Soon after, George W. Walker was named the school’s president. Enrollment began in 1973 with 167 students for the Fall semester. The inceptive class was housed in temporary classroom space in existing buildings in the city.

In the mid-80s the Board of Regents resolved to move from Junior College designation to College to create a new level of higher education that was separate from the Technical College and the University. Emanuel Junior College was redubbed East Georgia College (EGC) creating a new name and regional identity for the school.

At the 2011 Board of Regents meeting East Georgia College petitioned to become a four-year institute. East Georgia College transitioned, in 2012, from a two-year college to a state college, and was authorized to grant targeted baccalaureate degrees. Although now East Georgia State College, the mission as an access institute remains a central goal through its continued offerings of associate degrees and general education curriculum for transfer credit.

The College is strategically poised in East-Central Georgia as a significant partner to educate, enrich, engage and economically enhance lives.
CAMPUS HISTORY

In 1972 Emanuel County received a donation of 190 acres from the Luck Flanders’ family farm on the east side of Swainsboro. With the addition of 17 acres adjacent to the town, for a combined 207 acres, the campus grew to 207 acres.

By the fall of 1974, six academic and administration buildings were created to accommodate the incoming students. The college continued to serve as a two-year junior college with increased academic offerings.

A new phase of growth began in 2001. EGSC began to create more services for its enrollment. The Luck Gambrell Center, completed in 2001, contained a library, auditorium, coffee shop, and executive offices.

As the College continued to grow, more additions and alterations took place. In 2003, the Physical Education Building was augmented to include an indoor gymnasium, fitness center, art studios and additional classrooms. In 2007 the Jean A. Morgan Activities Center was renovated, creating student meeting space and larger administrative offices. 2007 also saw completion of the Academic Center for Excellence (ACE) in the Learning Commons. The disc golf course, the 10k Cross Country Course, Ezra Pond, and Pa’s Pond were also completed during this time.

In 2008, EGSC opened a southern entrance at the intersection of Lambs Bridge Road and Meadowlake Parkway. The entrance was connected to the main campus by Madison Dixon Road, named for one of the community leaders who pushed for the college’s creation.

In May 2010, the Sudie A. Fulford Community Learning Center (The Fulford Center) opened as a unique educational resource for Emanuel County and surrounding communities. Funding for the facility’s construction was made possible through a generous donation to the East Georgia State College Foundation from Mr. and Mrs. A. D. “Pete” Correll in remembrance of Mrs. Correll’s mother, Sudie A. Fulford. In summer 2010, the college constructed an athletics complex behind the gymnasium, adding a baseball field, softball field, new tennis courts, and related support facilities. The library was renovated in 2012 in accordance with the colleges new four-year status.

Increased enrollment created a need for student housing. In 2009, the EGSC Foundations unanimously voted to appropriate 10 acres on the north side of campus for a dormitory. In 2011, Bobcat Villas opened with accommodations for 200 students. A second phase, Bobcat Villas II was completed in 2016, bringing total accommodations to 412 students.

Students have been canoeing on the ponds since the college’s inception.

Photos from EGSC.
1.3 PRINCIPLES

EGSC seeks a landscape that is not only consistent with but supports and reinforces its values. The following general principles have therefore guided and underlie the recommendations of this Master Plan.

MISSION

East Georgia State College as an Access Institution, with a mission is to serve our students, community and state.

VISION

East Georgia State College strives to meet every student’s learning needs by making East Georgia State College an exciting and invigorating place.

GUIDING PRINCIPLES

I. Our students’ needs are at the core of our mission.

II. Enrich the educational, residential, and student life of the campus.

III. Prepare students with critical thinking skills by preparing them for a diverse and technologically expanding global workplace.

IV. Instill scholarly values for a lifelong pursuit of learning.

V. Disseminate East Georgia State College’s mission within the region.

VI. Be good stewards of the campus environment.

VII. Build financial strength and budgetary flexibility to support innovation and changing needs.

VIII. Plan for diversity and celebrate the human spirit, cultures, religions, gender, race, and divergent viewpoints.

IX. Foster partnerships with out local and expanded community.

EGSC students race cardboard boats across Ezra Pond during the 2016 Bobcat Regatta. Photo from EGSC.
1.4 PROCESS

In the spring of 2016 the UGA College of Environment and Design was retained to develop a Master Plan for the East Georgia State College campus. Recent land donations to the college and increased enrollment projections created the opportunity to reevaluate the long-term planning strategy of the campus. The process for developing the 2018 Master Plan is defined in four phases (right). Below is a timeline that illustrates the evolution of the College of Environment and Design’s Master Plan for EGSC.

Timeline of Master Plans

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>Cushman Enterprises, LLC. creates Environmental Masterplan Assessment Report for EGSC</td>
</tr>
<tr>
<td>2009</td>
<td>Lord Aeck Sargent Architecture creates Campus Master Plan</td>
</tr>
<tr>
<td>2012</td>
<td>Lord Aeck Sargent updates Master Plan</td>
</tr>
<tr>
<td>February 2016</td>
<td>Update to Strategic Plan</td>
</tr>
<tr>
<td>October 2016</td>
<td>UGA CED graduate students visit EGSC</td>
</tr>
<tr>
<td>January 2017</td>
<td>CED graduate students present 4 alternative master plan concepts to EGSC</td>
</tr>
<tr>
<td>June 2017</td>
<td>CED undergraduate (BLA) studio visits EGSC, presents four concepts, and surveys main campus.</td>
</tr>
<tr>
<td>April 2016</td>
<td>UGA CED</td>
</tr>
<tr>
<td>April 2017</td>
<td>CED graduate students present composite master plan design to President Boehmer</td>
</tr>
<tr>
<td>April 2017</td>
<td>CED BLA students develop main campus concepts</td>
</tr>
<tr>
<td>2014</td>
<td>EGSC gifted 11.74 acres by Emanuel County Development Authority</td>
</tr>
<tr>
<td>December 2016</td>
<td>Graduate Ecology Studio presents stormwater management plans for campus</td>
</tr>
<tr>
<td>February 2017</td>
<td>CED graduate students present composite master plan design to President Boehmer</td>
</tr>
</tbody>
</table>

Initiation Phase (April - October 2016)
Students and faculty visited the site to meet with community and campus stakeholders to define the project purpose, scope, and goals. Students became familiar with the history of the institution and campus grounds.

Green Infrastructure Plan (October - December 2016)
The MLA Ecology Studio collected data on campus drainage, soil infiltration, topography, canopy cover, land use, and ecological resources. To create a stormwater management plan, the students modeled the EGSC campus using the EPA Storm Water Management Model (SWMM) for both existing and proposed site conditions. The Georgia Stormwater Management Manual was also used to recommend better site development principles and green infrastructure strategies.

Long-term Master Plan (January - February 2017)
The following spring, the MLA Urban Design Studio conducted site inventory and analysis on building and land use, circulation, and programming requirements. After using case studies, collecting data, and receiving stakeholder input, a final physical master plan for the campus was proposed.

Main Campus Plan (March - July 2017)
Once the graduate students finalized the long-term plan for the campus, two undergraduate studios collaborated to flush out a more detailed design that focused on the existing campus core at EGSC.
The process used to create this master plan was initiated with an analysis of the existing campus conditions from several perspectives: campus context, grounds, and infrastructure. This research consisted of two methods: consulting previous master plans and current GIS data from the county and site reconnaissance as a way of ground-truthing what the data showed.

This section of the report presents an evaluation of the campus combining graphic and verbal observations. Included are digital map renderings that illustrate the findings from GIS and the Environmental Assessment data. Photos further show the character of the campus, providing visual evidence of what the maps represent.

By summarizing the existing conditions of the campus, this section is meant to inform the master planning process by helping to better understand the opportunities and constraints of the EGSC campus and surrounding environs.
2.1 CONTEXT

Currently, East Georgia State College (EGSC) is a rural campus just east of Swainsboro, GA. EGSC Swainsboro currently enrolls approximately 1,100 students with 388 of those living in the recently built dorms, the "Bobcat Villas," and the other 65% commuting from the surrounding area, no more than 50 miles away.

TOWN & GOWN

The EGSC campus provides many resources for the Swainsboro community, including a disc golf course, nature trails, library, and even a planetarium. Yet a divide remains between the Swainsboro community and EGSC, despite its proximity and abundant amenities. The campus currently feels isolated due to obscure entrances and the large swaths of pine forest that surrounding it.

Swainsboro, while it has a charming downtown and is known for its antique shops, has little in the form of entertainment for students. There are a few local restaurants, but the majority of dining establishments are fast food chains. This only encourages students who live on campus to stay on campus, since there is not much incentive to explore the surrounding area. One of the goals of this master plan is to encourage an improved town and gown relationship by fostering the development of new amenities that encourage more permeability between the boundaries of the campus and community.
2.2 CAMPUS GROUNDS

This section primarily looks at the existing landscapes, natural forms, and habitats that comprise the EGSC campus. This includes the campus land forms, defining ecological features, vegetation, hydrology, soils, views and landmarks.

CAMPUS LAND FORM

The structure of the campus is shaped by its underlying topography (see maps at right). Overall, the campus is relatively flat (0-10% slope) with a few small hills where the majority of the college infrastructure is located. The campus is set on two small hills that slope into Ezra Pond.

The elevation changes on campus are used to create views and vistas towards its lakes, adding an element of spatial drama that emphasizes the campus’s iconic landscape features – Ezra and Pa’s Pond.
ECOLOGICAL DEFINING FEATURES

With only 17% of its land developed, the remaining 415 acres of EGSC’s campus provides a unique and disappearing habitat for some of Georgia’s native plants and animals. The goal of this master plan is to provide thoughtful, practical recommendations for expanding the college while preserving the environmental resources that make the campus special.

The dense pine forest on EGSC’s campus is a refuge for threatened species such as the Gopher tortoise and Red Cockaded woodpecker. The gopher tortoise, in particular, is a keystone species, meaning it plays a pivotal role in its native community by providing habitat for other species in the ecosystem. The Gopher tortoise is named for the large, deep burrows that it digs that provide a home to rabbits, mice, frogs, and other critters. Their burrows also provide homes for the Indigo snake, another threatened species in Georgia.

Clockwise from left: the Red Cockaded woodpecker is another species whose habitat-mature pine forests—is decreasing; flowers; gopher tortoise burrow found on campus; gopher tortoise burrows provide a home for many animals, including the threatened indigo snake.

Right: Loblolly pine forest on campus (Photo by Landon Woodward).
VEGETATION

The Environmental Assessment Report performed by Cushman Enterprises LLC. in 2005 delineate three environmental zones throughout the campus: upland sandhills with portions of bottomland hardwood forest; a bog type pine forest; and swamp forest habitats.

The vegetation located in the upland sandhills includes turkey oak (Quercus laevis), bluejack oak (Quercus incana), long-leaf pine (Pinus palustris).

The bottomland hardwood forests of EGSC are typically located along stream corridors and includes red maple (Acer rubrum), long-leaf pine (Pinus palustris), sweetbay magnolia (Magnolia virginiana), water tupelo (Nyssa aquatica), and sweetgum (Liquidambar styraciflua). The subcanopy includes holly (Ilex opaca) and azalea (Rhododendron spp.).

The bog forest habitat on campus is dominated by Pinus elliottii with portions of Pinus palustris. Tag alder (Alnus serrulata) forms a shrub layer. With this type of forest, the report recommends prescribed burning as a maintenance regime.
HYDROLOGY

EGSC’s campus has two ponds, Ezra and Pa’s Pond, and four main tributaries, acting as the only “stormwater management” systems on campus. These ponds serve as a catchall for surface water runoff and sediment, which is distributed to larger streams off site. Site surfaces (walkways, parking lots, roof tops) equal 8.22% impervious cover, totaling 40.6 acres of the 495-acre site. On the main campus, site runoff flows directly into Pa’s Pond and the surrounding wetland and stream systems. There is little infiltration in these areas due to heavily compacted soils.

SOILS

Emanuel County, Georgia is located in the Southern Coastal Plain Major Land Resource Area. The USDA’s Natural Resources Conservation Services (NRCS) Soil Survey reveals the EGSC campus predominantly consists of upland, well-drained sand to sandy loam soils typical to the Coastal Plains. The county consists of well-developed streams over gravelly, clayey sand. The areas on either side of the existing streams on the site consist of moderate to frequently flooded wetlands of the Kinston, Bibb, and Pelham series.
VIEWS & LANDMARKS

The iconic landmarks of East Georgia State College are its two ponds, Ezra and Pa’s Pond. The academic core of campus and the dormitories are sited facing Ezra Pond, where many recreational sports and special events take place. Pa’s Pond, on the southern portion of campus, provides a beautiful backdrop to the college’s disc-golf course. The miles of cross-country trails that run through EGSC’s pinewood forest and wetlands also contribute scores of views of the landscapes that give East Georgia a distinct sense of place.

In terms of the built environment, the Sudie A. Fulford Community Learning Center is located on campus across from Pa’s Pond. An educational and cultural hub for Swainsboro, the Fulford Center hosts planetarium shows, workshops, exhibitions, classes, and performances.

View of Ezra Pond from the Bobcat Villa patio.
(Photo from communitycollegereview.com)

Aerial view of main campus, looking toward Ezra Pond. (Photo from EGSC)

The Sadie A. Fulford Center.
(Photo from EGSC)
2.3 CAMPUS INFRASTRUCTURE

This section looks at the campus’s built environment and system structures. It studies the site’s buildings, circulation and parking, stormwater systems, and recreational facilities.

BUILDINGS

The campus currently houses 11 buildings, a student activities center, two institutional buildings, two academic buildings, a gymnasium, community center, two residence halls, a dormitory recreation center, and a plants operations building.

Most of the buildings were built in the 1970s and feature red brick facades. They are two to three stories high and built to a human scale. Besides the more recent constructions (the dormitories and student activities center), many of the academic and institutional buildings look dated and lack clear entrances. The two dormitories maintain and reinforce the existing aesthetic of the campus, but the buildings are much larger than earlier construction and seem out of scale.

[Building Use map. Not to scale.]

[Georgia L. Smith Building.]

[Bobcat Villa: student housing.]

[Student Services.]

[Photo from EGSC.]

[UniversityBusiness.com.]
CIRCULATION & PARKING

EGSC is primarily a commuter college. As enrollment increases, so will vehicular traffic. The current circulation patterns of the campus are designed for vehicles rather than the pedestrian. Roads and large parking lots cut through major axes on campus, imposing on pedestrian movement and impairing vistas. The parking lots also feature very little vegetation and no trees to provide shade and assist with stormwater management.

The parking lot just north of Ezra Pond separates students who live in the residence halls from the campus. Through interviews with students, we found that few people wanted to trek back and forth across a wide expanse of asphalt that emits a lot of heat over the summer.

Wayfinding is also not very clear. There are few signs, and the ones that are present do little to provide direction.
The EPA’s Stormwater Management Model (SWMM) Calculator was used to measure stormwater runoff from the study site. Looking at the pre-settlement conditions of the site, the SWMM measured 2% stormwater runoff under forested conditions (0.72”/yr.) (Table left). This provides a historical context of the original landscape, therefore framing our vision for the site moving forward. The existing site conditions (83% forest) measure 9% stormwater runoff (3.95”/yr.). With no stormwater controls on the developed portion of the site, the rate of runoff will increase significantly if the campus expands further into its undeveloped longleaf pine habitat without control measures.

A more detailed report of the existing stormwater conditions on campus can be found at: https://www.epa.gov/sites/production/files/2017-04/documents/egsc_508.pdf.
ATHLETIC & RECREATIONAL FACILITIES

Athletics and recreation play a large role in EGSC’s campus culture and also offer opportunities for the Swainsboro community to become involved in campus life. The college has several team sports: baseball, softball, and men’s and women’s basketball. In addition, the college hosts several sporting events throughout the year for students, including kickball games and tennis classes. Students also organize their own activities such as pickup basketball and volleyball.

EGSC’s unique ecosystems support unique recreational opportunities on campus. Miles of cross-country trails and a disc golf course is located within Piney Woods. Students are also able to canoe on Ezra Pond and even sail their own cardboard boats across it during the annual Bobcat Regatta (see facing page).

While East Georgia State College has lots of land and facilities to host a variety of outdoor sports, hardly any consideration is given to the spectator in their design. There is no clear circulation or direction around the athletic fields and no place to sit and watch the sporting games and events. In a photo shown to the right, one can see that visitors have set up lawn chairs under the awning of the gymnasium in order to get some shade. There are no covered areas closer to the fields for them to watch the game.
So many events and activities center around Ezra and Pa’s Pond at East Georgia State College, from canoeing and boat races to disc golf tournaments. Photos from EGSC.
3.0 PRECEDENT STUDIES

After conducting an analysis of existing conditions, the graduate studio looked at case studies of campuses across the US in order to learn more about the history of campus planning and glean ideas for what creates a unique and unified campus culture. Before beginning design, these precedent studies provided resources for students to develop their concepts (see section 4.0). Examples explored include Brandeis University, Florida Southern College, Middlebury College, University of the South (Sewanee), the University of Virginia, the University of California (Santa Cruz), and Wellesley College. The key findings are presented on the following pages.
The long-range vision is that the deep relationship between the campus and facilities and the University values should become plainly obvious to all. The spaces — interior, exterior, and virtual — that help bind the Brandeis community together, to the evidence of social justice research, learning, and action throughout campus — should communicate what Brandeis stands for and what Brandeis is and does.
3.2 FLORIDA SOUTHERN COLLEGE

Florida Southern College
Child of the Sun Campus | by Frank Lloyd Wright | Begun in 1938

Frank Lloyd Wright's master plan for Florida Southern College is an exemplary case study for American college campuses. The plan is the culmination of Wright's career and reflects not only his architectural skills, but his belief in education, democracy, and nature. Of the eighteen buildings 

**CASE STUDY | Annie Pfeiffer Chapel & Esplanades**

**ANNIE PFEIFFER CHAPEL**

Annie Pfeiffer Chapel is the original and first completed Frank Lloyd Wright building on Florida Southern's campus. It is the physical and spiritual center of Wright's Child of the Sun campus. "Beautifully placed on a slightly rising slope in a tropical garden-like environment, it is a building that is the meditative spirit." The chapel occupies the central point of campus design, and is set at the point where the gradual elevation rises from Lake Hollingsworth levels of hill. It can be seen from every point on campus and almost every point around the lake.

The chapel is best represented by the Nancy Pfeiffer Chapel. It is ideally a building for the meditative spirit. Wright's signature architectural style was his organic architecture which was born from the idea that buildings should be designed out of the surrounding landscape. At Florida Southern College, the site was originally an orange grove. He specified that as many of the trees as possible be saved, using the scale of the trees to design buildings of a similar scale. He used the shape of the orange grove as a template for the design. Wright's separate building designs into an organic whole, which becomes a unified whole, not only in this building, but in the overall design of the college complex, is extremely characteristic of the mastery of Frank Lloyd Wright - the parts related to one another and all related to the whole in a transcendent sense of serenity.

**ESPLANADES**

These covered, shaded walkways called the Esplanades, were to be the threads which bound the college campus. Each of the buildings in Wright's plan was designed for a specific use, and took on a different form, footprint and scale. The layout of campus reflects the integrative design: each of the buildings uniform campus as a whole, in addition to the esplanade structures that physically link the buildings.

**INTEGRATION OF LANDSCAPE**

Instead of the Beaux-Arts axial plan with imposing Neo-Classical architecture, Wright organized his design on a 30-60-90 pattern and used his signature organic style to unite the buildings with the landscape. This pattern was reflected in the paths of the esplanades; the landscape pattern, and the orientation of buildings. By breaking from the Beaux-Arts axial pattern Wright created a sense of surprise, as the user must be active and would engage with the trees, sense the beauty of his designs in nature.
THE CAMPUS is located between the Adirondack and Green Mountain ranges, which serve as a daily pictorial reminder of the uniqueness of the site. Logically, the ecology of the region directly informs the campus ecology.

When local residents founded “The Town’s College” in their neighborhood in 1800, its eventual size would have been difficult to accurately predict. Today the college’s expanse rivals that of the city itself. In fact, the two are so intermingled they are largely indistinguishable from one another. In an effort to balance its growing population, demand for consumption and resources, and relationship with the town, the mission of the College is founded in ecological sensitivity.

THE 50-YEAR MASTER PLAN DEVELOPED WITH A FOCUS ON PRINCIPLES

Planned by

Middlebury College
Middlebury, Vermont

Andropogan Master Plan
350 Acres
adopted

Illustrative Master

“knowledge without boundaries”
-Middlebury Strategic Plan, 2006

INITIAL DEVELOP.

In May 2008, the Middlebury College board of trustees approved the most environmentally-advanced campus master plan in its 208-year history. The plan, based on a foundation of ecological support, will be shaping Middlebury’s future growth and development for the next 50 years.

The college community collectively developed the campus master plan in keeping with the objectives of its “knowledge without Boundaries” (2006) Strategic Plan. The process also provided occasion to strengthen the town-gown relationship. Regional and local officials, planners, and board

“Good campus design is the design of space – not buildings. Quadrangles, courts, streets and walks are the spaces that form our most enduring memories of campus life. Buildings shape these spaces, but their uses need to be free to change over time.”

-Susan Personette, Assistant Vice President of Facilities

CASE STUDY | Ridgeline Residence Complex

PLANNING STRATEGY:
The Ridgeline Residence Complex is Middlebury’s first new major residential construction since the completion of Atwater Residence Halls in 2004. Since that time, the student body has expanded campus housing capacity to the point that, for some, the demands of enrollment growth have exceeded the capacity of campus housing.

Groundwork began in September 2015 with the removal of a structure and the installation of utility services—water, electricity, septics, telephone, and data—to the site. Also included was the construction of a storm water management system funneling runoff into two large on-site bio-retention basins.

The College worked with Kirchhoff Campus Properties of Pleasant Valley, NY. The developer holds ownership of the buildings, while Middlebury assumes ownership of the buildings, while Middlebury assumes

TOTAL PROJECT

Not Available

AREA:
58,800 SQFT

4 AC Parcel

COMPLETION:
September 2016

ARCHITECT:
Kirchhoff Campus Properties, Pleasant

PROGRAM:
The Ridgeline Residence complex is comprised of four buildings and accommodates a total of 158 students. Three buildings are positioned on Adirondack View Road, each with four townhouse units. A fourth building off Ridgeline Road will offer suite-style apartments. Apartment have communal living spaces, full kitchens, laundry and bathrooms, and are fully furnished.

The four-acre grounds of the complex are landscaped. The residence buildings are set conditional with functional gardens incorporating natural mountain breezes. Touched door locks and free WiFi run throughout.
3.4 UNIVERSITY OF THE SOUTH, SEWANEE

The campus master plan seeks to foster a physical environment to uphold Sewanee’s emphasis on "development of the whole person through a liberal arts education of the highest quality... while building a sense of community and lasting relationships.

UNIVERSITY OF THE SOUTH
AT SEWANEE | SEWANEE, TN | 13,000 ACRES | ADOPTED 2011

YEAR ESTABLISHED: 1857
CAMPUS: RURAL
STUDENT BODY: 1,631
MASTER PLAN: Hanbury Evans Wright Vlattas + Company

MASTER PLAN GOALS
1. Support the University's mission and strategic goals by enabling the physical resources to accommodate future demand. Enhance the quality of educational and residential life, and the quality of design of its facilities.
2. Create a campus that is an educational laboratory to enable the University to pursue significant, innovative, and sustainable strategies. Strategically to create an exemplary sustainable campus that promotes the university’s commitment to sustainable development.
3. Enhance the University's identity as a campus of the mind by emphasizing the unique setting of the Domain. Preserve the Domain as a natural laboratory for learning.
4. Reinforce the University's commitment to community vitality by making innovative teaching and learning more visible. Make healthy activities visible and convenient.
5. Preserve campus core qualities and aesthetic character while infusing technology and place-making while maintaining Sewanee's architectural integrity. Create spaces that encourage interaction.
6. Strengthen residential communities by intentionally developing first year and sophomore offerings, while providing upper class residents with more independent living arrangements.
7. Connect campus facilities to existing and optimize use of existing space.

LANDSCAPE + INFRASTRUCTURE
The master plan proposes strategies to enhance The University of the South's connection with the natural landscape, creating a hierarchy of outdoor spaces while preserving and celebrating the Domain. The framework consists of three basic landscape typologies:

FORMAL:
- Large open spaces
- Low, non-modal point vegetation
- Great streets defined by intentional "streetscapes"

INFORMAL:
- Appropriate open space typically occurs at the front of buildings
- Vegetation consists of trees, shrubs, and limited color

TRANSITIONAL:
- Grade changes and waterfalls play a primary and symbolic role
- Vegetation consists of important tree species, native ground cover, and agriculture

ZONE C: CAMPUS CORE
- Future development should be focused, wherever possible, within three primary, walkable zones: the campus core, The School of Theology, and The Village. This will enhance the sense of vitality in each of these areas, first development: the campus core. The campus core will take advantage of existing infrastructure, and encourage walking and cycling in lieu of automobiles.
- Pedestrian and bicycle connections between these three areas should be enhanced.
- Improve signage and wayfinding between these three areas.
- Develop University Avenue to create a great street corridor by improving pedestrian paths, bicycle lanes, and planting street trees in strategic areas.
- Enhance trail access into the Domain.

• ZONE T: THEOLOGY SCHOOL
- The plan reinforces the core campus area as the undergraduate academic hub.
- To create a campus for the School of Theology in relation to the Chapel of the Apostles, Quintard, and Gorgas.
- Propriate strategies to enhance this symbolic relationship by locating appropriate support facilities in the downtown.

• ZONE V: TOWN/VILLAGE
- The aerial of the Village Site. Aerial of the Village Site

The University of the South

• Demarcate portals into the Domain at the campus core
• The drainage shed of the developed campus lies at the top of three watershed basins with numerous streams penetrating into campus.
• The University Avenue, Georgia Avenue and Tennessee Avenue corridors are the primary streets connecting the campus communities.

The plan reinforces the core campus area as the undergraduate academic hub.

To create a campus for the School of Theology in relation to the Chapel of the Apostles, Quintard, and Gorgas.

Propriate strategies to enhance this symbolic relationship by locating appropriate support facilities in the downtown.
For Thomas Jefferson, learning is a lifelong and shared process, providing a stormwater management system, open spaces, and a sense of community. The “academical village” is for students, scholars, and the broader public to come together and learn.

**3.5 UNIVERSITY OF VIRGINIA**

The Cornerstone Master Plan for the University of Virginia allows for an enhancement of the minds of the students, questioning and understanding the origins, and the "arise of revolts".

The University of Virginia’s particular placement of the campus and the development of Charlottesville create open spaces, that are often missed.

Lightly tucked away in the small city of Charlottesville, Virginia, UVA, is filled with a diverse student life that mirrors its diverse campus.

**MASTER PLAN OBJECTIVES:**
- "Planning for the Future of America"
- A multidisciplinary collaboration
- "Networks of places"
- Gathering spaces throughout campus
- "Open and Urban"
3.6 UNIVERSITY OF CALIFORNIA, SANTA CRUZ

UNIVERSITY OF CALIFORNIA, SANTA CRUZ
Santa Cruz, California | 2,000 Acres | Adopted 2005

MAJOR LANDSCAPE TYPES

CORE-CAMPUS CONFIGURATION

The Long-Range Development Plan (LRDP) provides a comprehensive framework for the physical development and expansion of the UC Santa Cruz campus. The plan supports UCSB's academic, research, and public service missions while maintaining its strong traditions of environmental stewardship and sustainability. As the plan continues to advance, the campus will continue to maintain a high standard of environmental quality that is consistent with its academic and institutional goals.

LRDP OBJECTIVES

- Promote the academic, residential, and non-residential development of the campus.
- Ensure the physical development of the campus is consistent with its academic, research, and public service missions.
- Promote the cooperation with the surrounding community and encourage economic health.
- Promote the maintenance of the campus as a sustainable and functional environment.

BUILDING IN CLUSTERS

The academic and research core of the campus is characterized by a series of clusters that are designed to accommodate growth in a coordinated manner. Each cluster is designed to respond to the natural landscape and to create a sense of community.

LRDP Land-Use Plan

The plan continues concentrating academic facilities at the campus center surrounded by the residential colleges, other housing, recreation facilities, and support programs. Approximately 65 percent of new development is characterized by a pedestrian system that is designed to be safe and enjoyable for students and visitors.

LRDP Conceptual Framework

UCSC's academic, research, and public service mission is to provide a high-quality education to its students, and to promote research and creative activity that contributes to the advancement of knowledge. The plan supports this mission by identifying locations for new consolidated parking facilities at the perimeter of the academic core.

INITIAL DEVELOPMENT

By 2020, but after conducting an Environmental Impact Report, the projected enrollment will have increased from the 2003-04 total enrollment of approximately 5,100 students. The plan includes designing new academic facilities to accommodate an increase in student enrollment.

BUILDING IN CLUSTERS

The tradition of developing residential colleges in distinct clusters has proved to be a successful and effective approach to building in UCSC's highly natural and forested environment.

BUILDING IN CLUSTERS

Each college provides academic support, organizes student activities, and sponsors events that enhance the intellectual and social life of the campus. Each of the colleges has its own, distinctive architectural style and a resident faculty provost, who is the nominal head of his or her college. An incoming first-year student will take a mandatory “core course” within his or her respective college, along with courses and events that are open to all students.

RESIDENTIAL COLLEGE THEMES

- Critical Thinking and Scientific Reasoning
- Art and Music
- Literature
- History
- Social Justice and Community

HOUSING DESIGN | Residential Colleges

Planning is underway for the construction of new residential college buildings to accommodate the projected enrollment growth. The new buildings will be designed to meet the needs of the university's students and to enhance the campus's overall character.

HOUSING OPTIONS

This undergraduate program, with only the partial exception of those majors run through the University's School of Engineering, is still based on the concept of the "residential college system." This system emphasizes the importance of forming intimate groups of students within each college, with their own unique culture.

In addition to housing options in small-scale residential communities, each college provides academic support, organizes student activities, and sponsors events that enhance the intellectual and social life of the campus. Each of the colleges has its own, distinctive architectural style and a resident faculty provost, who is the nominal head of his or her college. An incoming first-year student will take a mandatory "core course" within his or her respective college, along with courses and events that are open to all students.

The undergraduate program, with only the partial exception of those majors run through the University’s School of Engineering, is still based on the concept of the “residential college system.” This system emphasizes the importance of forming intimate groups of students within each college, with their own unique culture.
WELLESLEY 2025
Wellesley, Massachusetts | Wellesley College | 500 Acres | Adopted 2013

GOALS & PRINCIPLES
- Create teaching and learning improvements to student life and provide opportunities for community building.
- Meet current and anticipated programmatic needs through physical facilities and pedagogies.
- Maintain and enhance Wellesley’s rich inheritance of buildings and landscapes.
- Connect the campus to the world.
- Foster stewardship of Wellesley’s unique and meaningful traditions, emphasizing the College’s ongoing commitments to sustainability, meaningful traditions, and the College’s ongoing commitments to sustainability.
- Enable academic initiatives and improvements to student life, and provide opportunities for community building.
- Improve accessibility throughout campus.
- Secure the longevity of its buildings and landscape. It is about how our beautiful historic buildings can be made to best support a 21st-century liberal arts education.
- Meet current and anticipated programmatic needs, with enough flexibility to accommodate evolution of programs and scales.
- Provide opportunities for collaboration and pedagogies.
- Foster stewardship of Wellesley’s unique and meaningful traditions, emphasizing the College’s ongoing commitments to sustainability.
- Enable academic initiatives and improvements to student life, and provide opportunities for community building.
- Improve accessibility throughout campus.
- Secure the longevity of its buildings and landscape. It is about how our beautiful historic buildings can be made to best support a 21st-century liberal arts education.

Welley’s Mission
“To provide an excellent liberal arts education for women who will make a difference in the world.”

1998 WELLESLEY COLLEGE MASTER PLAN
At the time of its original construction, the landscape-based design of Wellesley was seen as a challenge to the more homogenous quadrangle schemes favored at all-male schools like Harvard and Princeton. The 1998 Campus Master Plan sought to renew the historic campus landscape, restore natural ecosystems, and respond to contemporary program needs. Key recommendations included moving cars from the lowland areas, the wet meadows, and the edges of Byram and Hudson-green into a central parking facility associated with a new (and much needed) campus center.

The project is about more than just preserving what is great about our buildings and landscape. It’s about the way buildings and landscape can be made to lead us into the 21st century and beyond.

INITIAL DEVELOPMENT
In preparing for the consolidated 2025 plan, the College leadership asked five distinct working groups to reimagine the ways in which the College’s facilities could support its initiatives ahead. Working groups were charged with envisioning distinct working groups to reimagine the ways in which the College’s facilities could support its initiatives ahead. Two planes were treated with programs.

The purpose of the comprehensive planning process was to create one, coherent, and flexible plan. This would help to identify and address areas of overlap and provide opportunities for sustaining core programs. Overall, this approach supports and values as well as the College’s ongoing commitments to sustainability.

CASE STUDY | MVVA’s Alumnae Valley Restoration

Reconnecting Systems – Using Topography and Hydrology to Treat Surface Waters

The campus master plan in 1998 envisioned converting the Alumnae Valley to a central parking facility associated with a new (and much needed) campus center. This plan also recommended carefully siting new buildings, replanting areas, the wet meadows, and the edges of Byram and Hudson-green into a central parking facility associated with a new (and much needed) campus center. The project is about more than just preserving what is great about our buildings and landscape. It’s about the way buildings and landscape can be made to lead us into the 21st century and beyond.

INNOCENT RESTORATION (2001-2005)
When Frederick Law Olmsted Jr. surveyed Wellesley in 1902, he emphatically recommended that the natural topography of the entire campus be preserved. But as the college developed, the valley became the site for the college physical plant, industrialized natural gas pumping, and eventually a parking lot of cars. The College recognized the potential for ecological restoration techniques through ecological restoration techniques and hydrological design solutions and an aesthetic enhancement to the college’s physical plant and natural topography.

Reconnecting Systems – Using Topography and Hydrology to Treat Surface Waters

Through ecological restoration techniques and hydrological design solutions, the valley was reclaimed as part of the original glacial topography and ecology.

Alumnae Valley Restoration (2001-2005)

Return to heavy loam and a mix of topsoil when the valley was restored to its original glacial topography and ecology.

Brownfield Restoration – Efficiently Dealing with Toxicity

A variety of soil remediation techniques were used to treat the contaminated site. A variety of soil remediation techniques were used to treat the contaminated site.
Aerial view of main campus, surrounding neighborhoods, and pine forest.

Photo from EGSC.
4.0 LONG-TERM MASTER PLAN

As the most affordable institution within the state university system, East Georgia State College (EGSC) is primarily an access institution. As more students expect to go to college and learn about EGSC as a viable option, the number of students expected to enroll and the size of campus will grow.

The design team met with EGSC’s president, professors, and stakeholders within the Swainsboro community to review the campus master plan and determine what future development was desired and likely to be implemented. The future academic program would need to double the square footage of academic buildings and triple the amount of student housing.

In determining the final long-term plan for the campus, the graduate studio followed a number of steps. First, every student developed preliminary concepts. From there, four were chosen to be presented to President Boehmer and other EGSC faculty who provided feedback on the designs. Afterwards, a composite plan was drafted that incorporated the best parts of each of the four designs.
4.1 PRELIMINARY CONCEPTS

This spread illustrates a sample of the preliminary concepts created for the EGSC master plan. The four selected for refinement (on this page) were chosen because they best represented four distinct ideas or directions for the future development of the college. The following pages show how these four concepts were further cultivated and built upon in more detail.
4.2 FOUR ALTERNATIVES

STRING OF LAKES CONCEPT

- Development that responds to and accentuates the landscape and topography of the site.
- Honor the unique qualities & natural laboratory of campus.
- Programming that creates connections and communities.
- Pedestrian linkages that follow choreographed sequences past iconic vistas.
- Development that responds to and accentuates the landscape and topography of the site.
- Ecological corridors conserve the college’s special environmental resources.
DENSITY CONCEPT

- Enhance the vibrancy of the campus by creating a dense academic core.
- Create an intimate setting, balancing the built environment with the natural.
- Clustering buildings into a core, allowing the pine forest to be preserved and used for recreation and conservation.
- Introduce a ‘village’ at the entrance of the campus, linking the college to the greater community.
ENVIRONMENTAL ENGAGEMENT CONCEPT

• Improve and increase the number of recreational opportunities for campus residents and visitors.

• Restore wetlands and integrate natural systems into the campus landscape to foster education and engagement.

• Construct a series of vistas and viewpoints to enhance the idea of a ‘Campus in the Pines.’

• Create unique housing opportunities that enrich the quality of campus life for students and employees.
SATELLITE SITES CONCEPT

• Satellite sites of development that are connected throughout the campus provide a variety of types of open space between buildings.

• By having several pods of development, this plan seeks to balance active and passive space, nature and urban settings.

• A Bike Sharing project provides students with the ability to circumnavigate the campus and explore the conservation areas.
The approach for EGSC’s final composite plan centered on accentuating the unique environmental resources of the campus, using the natural topography to choreograph sequences past iconic vistas of lakes surrounded by longleaf pines. By programming connected communities and a campus “village,” the design brings the 500-acre campus to a more pedestrian scale. A clustering of academic buildings and residence halls form learning communities that take on different identities related to students’ academic interests, careers, or hobbies.
Final Proposed Master Plan

Not to scale.

Existing Buildings
1. Bobcat Villas
2. Student Services
3. Luck F. Gambrell Building
4. Academic Building
5. Gymnasium
6. Plant Operations Building
7. Sadie A. Fulford Community Learning Center

Proposed Design Elements
1. Sports Complex
2. Academic Village
3. Mixed Academic and Residence Halls
4. Academic Buildings
5. Eco-lodge
6. Eco Academic Village
7. Amphitheater
8. Mixed Academic and Residence Halls
9. Recreation Fields
10. Mixed-Use Commercial and Housing Village
11. Pa’s Pond Promenade
12. Track
13. Entrance Signage
14. Parking Lot
15. Cross-country trails
16. Cross-country trails

Proposed Buildings
1. Library
2. Outdoor Recreation Center
3. Community Center Expansion
4. Research Facility and Laboratories
5.0 MAIN CAMPUS LANDSCAPE CONCEPTS

In the Spring semester of 2017, the BLA Urban Design Studio developed concepts for a central campus landscape plan. Three preliminary concepts were reviewed by the EGSC master planning committee and one was chosen as a point of departure for the summer semester’s design studio.

The BLA summer Capstone Studio looked at the core campus in much greater detail. After creating four more iterations of the main campus design inspired by ‘Concept C,’ one of the adaptations was chosen to be developed into the final proposed plan for the main campus. The plan suggests improvements to the quad, athletic facilities, Ezra Pond, and residence halls. These are a few of several focus areas through which the final design is shown in greater detail. All of the proposed development drawings integrate pedestrian and vehicular circulation.

3 Preliminary Concepts

‘Concept C’

Develop

5.1 Initial Landscape/Hardscape Plans

4 ‘Concept C’ Adaptations

Proposed Main Campus Plan

Focus Area Designs

5.2 Design Development Drawings
5.1 INITIAL LANDSCAPE/HARDSCAPE PLANS

After visiting EGSC, the BLA Urban Design Studio developed concepts for tree planting and sidewalks. Their aim was to provide shade, respite from heat, and to unify the quad. From the following three concepts, ‘Concept C’ was preferred because of its fountain and the radial organization of the central quad. From this design, the BLA Senior Capstone Studio further developed its defining features into the final proposed main campus plan.

Context map. Not to scale.
CONCEPT STATEMENT

This concept centers around the idea that a campus should be a living, breathing organism just like the students that occupy it. A true Campus in the Pines, the center of campus combines the timelessness of a traditional campus quad with the unique ecological niche that the campus sits in. Large swaths of orginal forest have been left untouched to complement the newly planted areas and provide a continous ecological corridor.

A central plaza located directly in front of the student center, has paths that radiate from its center towards the main buildings and attractions that students spend their time at. Lining these paths are a mixture of deciduous and evergreen trees, some of which are planted in conjunction with understory plants that mimic those found in the surrounding forest.

Parking, a necessity on any campus, especially one that is heavily populated by commuters, has been modified with bioswales in the lots to remEDIATE stormwater runoff and reduce the amount of pollutants that reach Ezra Pond. Small plantings of ornamental trees and evergreen clusters further liven up the space.
CONCEPT STATEMENT

This concept focuses on human interaction with the space and creating a sense of community through three key developments. We rejected using a formal form, and instead, kept the current walkways, adding ornate, flagstone paths. The pathways run through the pine canopy and are lined with new, ornamental trees and shrubs. These flagstone paths were created to accommodate students’ needs by using their current desire paths, the shallow ruts in the grass created when one diverges from the designated pathway.

Main Campus Plan: Concept B

Not to scale.

The first area of focus adds a pavilion and picnic benches under the existing pines in the center of campus. This structure can be used as a gathering space for friends and campus organizations.

Another space was created at the edge of Ezra Pond. A defining point on campus, it required a space nearby to allow students and guests to appreciate the full value that the water provides.

The last area we chose to develop was the basketball courts near the residence halls. We added shade trees to keep the courts cool and added a pavilion with an adjacent seating area so students could sit and watch and players could have a place to rest. In addition, we added grills that clubs could utilize.
CONCEPT STATEMENT

Inspired by the campus nickname, Campus in the Pines, this design works to reinforce the idea of nature throughout the campus. The campus is surrounded by tall pine trees and throughout the central quad the pine tree canopy lies above the buildings. This design incorporates this canopy while also establishing a lower tree line closer to the sidewalk and pedestrian areas, creating a cooler, more enjoyable environment. The system of pathways meets at central "nodes" and a larger meeting space with lots of seating and a grand water feature turns into the main focal point.

Redesigned walkways better fit the desire lines of students and create a more efficient network of sidewalks. The main pathways are tree-lined to create a more formal approach to the fountain with seating and low shrubs along the way. Other paths are planted more naturally to still mimic the idea of "Campus in the Pines," but present a more comfortable walk to class. Tree-lined paths are present throughout the campus to unify it and better connect different areas of campus.

Parking lots were made more pedestrian friendly by removing parking and emphasizing crosswalks with trees and shrubs. Overall, the focus is on creating a better connection of students and campus by providing walkways that give the most efficient route while still maintaining the "Campus in the Pines."
5.2 DESIGN DEVELOPMENT DRAWINGS

The summer Capstone Studio took ‘Concept C’ and worked on designing the central campus in greater detail. First, the students divided into four teams, each of which developed a more detailed design for the campus using ‘Concept C’ as a point of departure. At the end of June, students visited EGSC to create an as-built survey of the quad. Topography, sidewalks, existing trees, and drainage was recorded.

During the visit, all four adaptations of ‘Concept C’ were presented to President Boehmer and the planning committee, from which a preferred Concept C.4 was chosen by EGSC. Concept C.4 was overlaid on the as-built survey and adjustments were made to all facets of the plan to keep existing trees and align sidewalks to existing entrances.

4 ‘CONCEPT C’ ADAPTATIONS

This spread shows the four design concepts inspired from the spring studio’s Concept C. On the facing page is Concept C.4 - the design chosen to be further developed into the final proposed main campus plan.
KEY DESIGN SOLUTIONS

This design seeks to create a main campus entrance and focal point by providing clear paths along a radiating axis. It creates a series of gathering spaces that extend down the main quad for students and events. Finally, the design provides ample tree cover throughout the campus and water features in key nodes in order to reduce heat.

Existing Buildings
1 Plant Operations Building
2 Bobcat Villas West
3 Learning and Recreation Center
4 Bobcat Villas South
5 Baseball Field
6 Softball Field
7 Tennis Courts
8 Physical Education Building
9 JAM Student Activities Center
10 Academic Building
11 George L. Smith Building
12 Luck Flanders Gambrell Building

Proposed Buildings
13 Concession + Information Stand
14 Academic Building Expansion

Proposed Design Elements
A Basketball + Volleyball Courts
B Grilling Area
C Lake Overlook
D Ezra Pond Restabilization
E Ezra Pond Rain Garden
F Water Wall + Reflecting Pool
G Tailgate Area
H Amphitheater
I Bobcat Fountain
J Student Activities Plaza
K Gateway to Campus
L Entry Plaza
M Entry Signage + Structure
PROPOSED MAIN CAMPUS PLAN

The final proposed plan builds upon Concept C.4 by adding student and faculty housing and flushing out the design details of Ezra Pond, the Bobcat Sports Complex, and the main quad.

Existing Buildings

1. Plant Operations Building
2. Bobcat Villas West
3. Learning and Recreation Center
4. Bobcat Villas South
5. Baseball Field
6. Softball Field
7. Tennis Courts
8. Physical Education Building
9. JAM Student Activities Center
10. Academic Building
11. George L. Smith Building
12. Luck Flanders Gambrell Building
13. Campus Police Headquarters

Proposed Buildings

14. Concession + Information Stand
15. Academic Building Expansion
16. Proposed Student Housing
17. Cross Country Pavilion

Proposed Design Elements

A. Basketball + Volleyball Courts
B. Grilling Area
C. Outdoor Classroom
D. Ezra Pond Wetland Restoration
E. Ezra Pond
F. Water Wall + Reflecting Pool
G. Tailgate Area
H. Amphitheater
I. Bobcat Fountain
J. Student Activities Plaza
K. Wildflower Bee Habitat
L. Paw Fountain
M. Entry Plaza
N. Roundabout + Tree Sculpture

The BLA Senior Capstone class pose with their professor, Donnie Longenecker, Daniel Sniff, and EGSC’s President Boehmer.

Photos by Donnie Longenecker.

Student, Tyler Barron, presents the overall design for the main campus plan.
The roundabout places a focal point at the termination of Madison Dixon Drive. It also creates a secondary entry for the campus. A tree sculpture sits in the center atop a circular signage wall. The sign wall announces the arrival to the main campus and also contains directional signage to help route students and visitors to the right location. These elements are surrounded by a mix of perennials, groundcover, ornamental grasses, and flowering trees.
ACADEMIC ENTRY PLAZA

The academic entry plaza creates a sense of arrival for the Luck Flanders Gambrell building. The plaza is created from concrete pavers with a custom inlay of the EGSC seal. Shade and ornamental trees border the plaza on all sides to create some shade and respite from the heat. These trees also work to soften the Gambrell building's stark brick facade. An 18” seat wall and small lawn area create an opportunity for students, faculty, and staff to congregate.

Academic Entry Plaza Plan

Not to scale.
Currently, EGSC's main quad is a disparate mix of buildings, trees, and sidewalks. Faculty, staff, and students all agreed that this area needed monumentation, shade from the sun, and some sort of unifying element. Our design attempts to address all these concerns. First, a large fountain in the shape of a bobcat paw is the central focus. It provides a monumental element for the quad. Also, the fountain can serve as a bit of an air conditioner for the quad, helping to reduce ambient temperatures. A new radial pattern of sidewalks work to create a unifying geometry for the space. Sidewalks help direct the focus to the central fountain, while also working to blend the various building entrances into a unified whole.

This radial pattern creates plenty of opportunities for smaller and more intimate gathering places for the university community. Great care was taken to not disturb the existing tree canopy. Additional trees and shrubs were placed throughout to provide shade and create some outdoor “rooms” in the quad. A large perennial bed adjacent to the academic building serves as an additional pollinator garden. Recently, EGSC has become accredited as a Bee Campus through the Bee City USA nonprofit organization. As an educational institution dedicated to ensuring a better future for pollinators, the design of the central quad supports and reinforces EGSC’s commitment to maintain its unique environmental ecosystems.
Ezra Pond currently serves as a stormwater collection area for central campus. Interviews and analysis demonstrated a need to re-imagine Ezra Pond as a visual asset to the campus. Old Fourth Ward Park in Atlanta served as the inspiration for the redesign. This project transformed an urban stormwater pond into an amenity for residents and habitat for wildlife. We have suggested much the same for Ezra Pond. First, the shoreline has been reshaped and regraded to create shelves for wetland plantings. These plantings will help improve water quality by acting as a natural filter for undesirable and unhealthy contaminants in stormwater. In addition, plantings will create cover for various types of wildlife.

The proposed renovation of Ezra Pond could create many opportunities for research into water quality, wetland ecosystems, and sustainable development techniques. As seen above, a new path is also proposed around the pond’s edge. This path consists of concrete sidewalks and wood boardwalks. It meanders in and out of the planting areas as it travels along the pond edge, creating many different types of spaces and activities. Finally, an amphitheater and stage is proposed to serve as an outdoor classroom and space for events.
Team sports have become an important part of campus life at East Georgia. Currently, there is no cohesiveness between sports venues, campus, and the Physical Education building. The athletic fields are also not conducive to spectators—there is no shade, no bathrooms, and no seating. The proposed plan keeps all of the elements in their current location while transforming open space between the tennis courts and gymnasium into a pedestrian plaza for spectators and participants. A new concessions, information, and bathroom pavilion is proposed to better serve spectators. Also, a cross country pavilion is proposed for administration during cross country meets. Existing parking is removed and replaced with more intramural fields. A reflecting pool with a sculpture of a bobcat marks the central entry plaza to the complex. Finally, an access/service road has been realigned to allow service vehicles and team buses to access the Physical Education building without negatively impacting pedestrian circulation.
STUDENT & FACULTY HOUSING EXPANSION

East Georgia is projected to need much more student housing in the future. The Bobcat Villas are an efficient way to house students, however, they do not help create an overall sense of community amongst the EGSC student body. Different housing types are needed which are as cost effective, but also promote and encourage social interaction. We discovered a cost effective townhome development in our research, Broad Creek V in Norfolk, Virginia (see pages 54-55).

The townhomes in our design are grouped around open spaces which can be used by students for a variety of activities. This will help promote a sense of community. In addition, the townhome development provides an appropriate transition between East Georgia’s campus and the surrounding residential areas.
The West side of campus provides another opportunity for housing. More faculty will be needed as enrollment expands, but salaries for EGSC are not competitive with larger institutions. However, on-campus faculty housing provides an extra incentive for prospective faculty to join the East Georgia community. The design proposes integrating student and faculty housing into communities based upon areas of study. For example, biology majors could live in a biology community with biology faculty. This arrangement could be beneficial from both an academic and a social standpoint.

**METRICS**

**Dorms**: Approx. 330 Beds  
**Other**: Approx. 340 Beds  
**Total**: Approx. 670 Beds
HOUSING CASE STUDY: BROAD CREEK V

Broad Creek V
Norfolk, Virginia

Architect
Retruer Baynes Associates

The homes are affordable and modest, and provide sustainable housing for low- and moderate-income individuals.

The housing developments are an asset and an asset and a continuous reminder to the historic values of the neighborhood. The interior of the units are modern and spacious, with tall ceilings and an open floor plan. The materials and color were selected for durability and their air of welcome to the residents. The interior of the units are modern and spacious, with tall ceilings and an open floor plan. The materials and color were selected for durability and their air of welcome to the residents.

The mechanical and electrical systems are efficient, effective, and include LED lighting and a generous amount of natural light. The plumbing fixtures are low flow, and the landscape is designed with native planting and less grass, to reduce water consumption.

The housing developments are an asset and an asset and a continuous reminder to the historic values of the neighborhood. The interior of the units are modern and spacious, with tall ceilings and an open floor plan. The materials and color were selected for durability and their air of welcome to the residents. The interior of the units are modern and spacious, with tall ceilings and an open floor plan. The materials and color were selected for durability and their air of welcome to the residents.
Signage for Broad Creek entrance. (Photo from pylerealty.com/broad-creek-villas/)

Part of the open space provided for residences are walkways that look out over the lake.

View of townhomes from the back. (Photo from pylerealty.com/broad-creek-villas/)

View of townhomes from the front.
6.0 APPENDICES

6.1 EPA GREEN INFRASTRUCTURE PLANS

Stormwater runoff is a significant source of water pollution across the US. The Campus RainWorks Challenge is a competition hosted by the Environmental Protection Agency (EPA) to encourage students to foster a dialogue around responsible stormwater management on their campuses. Design teams are also supposed to highlight the environmental, economic, and social benefits of green infrastructure projects through their project submissions.

As part of the master planning process, the MLA Ecology Studio divided into three teams to draft stormwater management and green infrastructure plans for EGSC. All teams submitted their projects to the EPA RainWorks Challenge and one team received Honorable Mention for their work. The posters submitted to the Challenge are presented in this spread.
The Green Infrastructure Master Plan for East Georgia State College was developed in response to the need for expansion of the college. While the college owns plenty of land for expansion, we have taken a conservation-minded approach to development, keeping in mind the financial realities this college faces. We used a McHargian approach to our suitability analysis in order to establish which areas are best suited to development. From there, we analyzed the current campus plan, and divided it into five zones of use which we used for our stormwater calculations. The college currently serves as an access institution for the University System of Georgia, and is mostly a commuter college. Because of this, in addition to conserving the natural habitat of the site, we were also proposing changes to the existing campus to make it feel more cohesive. Our proposed changes to the heart of campus will make the community feel more engaged with the college life, while also highlighting green infrastructure. The green infrastructure has the ability not only to mitigate the stormwater issues facing the campus, but also to provide an enriched experience for students, faculty, and visitors. Through the implementation of our plan, we hope to be able to achieve positive growth for the college and the community of Swainsboro, active areas of conservation for vital long leaf pine habitat, and stormwater mitigation to protect these valuable ecosystems.