13.7

Physical Resources

The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

Judgment

☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

Albany State University (ASU) is in compliance with this principle.

Albany State University (ASU) is fortunate to be a part of a public university system in Georgia that takes great pride in the condition and quality of its campus facilities, requires professionally developed master plans at each member institution to guide capital improvements of those campuses and their facilities, annually receives substantial state funding for capital construction and improvements in the USG, and uses data-driven systematic processes for allocating to its member institutions debt-free major and minor capital improvement and as well as major rehabilitation and repair project funding. ASU's campus master plans were professionally developed by respected architectural firms. Public-private ventures are also permitted with BOR approval to improve campus facilities, largely in categories of student fee-generating projects such as student residences and recreation facilities.

In that context, all of ASU's currently assigned physical facilities are at least adequate if not more than adequate as well as appropriate for their assigned uses in support of ASU's educational programs, support services, and other mission-related activities. Many of the university's facilities are relatively new or were renovated in the past ten years and are in superior if not state-of-the-art condition. Professional assessments from internal and external experts in facilities planning and assessment confirm such assertions of the condition of ASU's physical facilities as described and documented below. Current program accreditations in education, business, public administration, social work, nursing and other health professions, and forensic sciences attest to the adequacy and appropriateness of the physical facilities supporting those programs at ASU. Pictures providing visual confirmation of the acceptable condition of ASU's on-campus and off-campus facilities are provided below to further demonstrate compliance for evaluators who have not visited and seen firsthand ASU's on-campus and off-campus facilities.

The physical facilities of Albany State University are operated and maintained so that they serve not only ASU's post-consolidation mission but anticipated new initiatives still being developed. Under the direction of the Vice President of Administration and Fiscal Affairs, the Facilities department is charged with the adequate functioning of the university's physical resources. Facilities works to effectively and efficiently provide an environment conducive to supporting the instructional, research, and social responsibilities of the university as defined in ASU's mission. The Facilities department is to effectively deliver services to the campuses by maintaining high standards of professionalism and exceptional customer service in support of the overall mission of the institution. Also, it provides facility services to our students, faculty, staff, the university community and campus customers in a professional manner that exemplifies our positive customer service skills. The Facilities staff are very dedicated and committed to providing the utmost services to our campus community by maintaining our campus buildings and grounds areas.

The Campuses of Albany State University

Joseph Winthrop Holley, born in 1874 to former slaves in Winnsboro, South Carolina, founded the institution in 1903 as the Albany Bible and Manual Training Institute. Holley organized a board of trustees and purchased 50 acres (200,000 m^2) of land for the campus near downtown district of Albany, Georgia. The college was turned over to the state of Georgia in 1917 as Georgia Normal and Agricultural College, a two-year agricultural and teacher-training institution. The school became part of the University System of Georgia and in 1943 was granted four-year status and renamed Albany State College.

In 1994, the school experienced a major setback when tropical storm Alberto caused the worst flooding in the region's history. The Flint River crested at about forty-four feet, causing millions of dollars' worth of damage to the original campus and to many of the buildings. Nineteen of the thirty-four original campus buildings sustained more than 50% damage and many had to be demolished **[1]**.

The governing board and state legislature stepped in to help with a $153 million flood recovery and rebuilding plan to modernize and expand the campus **[2]**. The university purchased a large area of land east of Radium Springs Road in the sand dunes and started building this new section of campus, beginning with the ACAD building and HPER gymnasium, completed in 1997. Additionally, the expansion plan which is still being followed allowed for the removal of many of the remaining damaged buildings in the floodplain at the completion of their current life cycle. In the 1996-97 period, ASU built three new student housing buildings and a dining hall along the ridge on the west side of Radium Springs Road.

In 2015, the Board of Regents of the University System of Georgia announced the consolidation of ASU and Darton State College, a smaller predominately two-year institution on the west side of Albany. The new combined institutions assumed the name and branding of Albany State University thus forming two distinct campuses, East Campus and West Campus in the city of Albany, plus a

satellite campus in nearby Cordele, Georgia that was previously a part of Darton State College.

East Campus – East Campus is located at 504 College Drive. The original main campus of ASU, prior to consolidation, is located just across the Flint River from the historic center of the city of Albany, Georgia. East Campus consists of 32 university-owned buildings and five sport facilities on 206 acres on east side of Flint River. Radium Springs Road, which now runs through the middle of the campus, ironically now acts as an ideal landmark that distinguishes the line between the historic "old" campus buildings which are located on the lower riverside of the highway verses the designated "new" campus area on the other side of the highway. The university's more recent building projects, other than several student dormitories and the new student center, were built in this new area. Future building projects will more than likely occur in this area as there is ample space for growth in and around existing buildings. The historic lower end of the campus near the river will be preserved, if feasible, as green-space with the most historic-designated buildings maintained for various university operations **[3]**.

West Campus – Albany State University West campus (formerly Darton State College) is located at 2400 Gillionville Road, on 186 acres in West Albany. The campus has 16 buildings and five sport facilities. The campus continues to serve a variety of academic programs most notably the Darton College of Health Professions. Because of the newer facilities, ASU more often utilizes this campus' exceptional sports facilities, and recreation areas. This campus location also has two student residence halls that house several hundred students **[4]**.

Cordele Campus – Originally an off-campus instructional site of Darton State College prior to consolidation, this campus was conceived and developed as an economic development project to revitalize downtown Cordele which is approximately 40 miles from the main campus of ASU. It was paid for by donations from business and industry in the Cordele area, as well as an $8 million SPLOST voted on by the citizens of Crisp County. In 2002, Darton State College was invited to offer classes in Cordele and Cordele was approved as a permanent satellite center in 2008 with government, business, and industry supporting the facility financially and with in-kind services. The original concept was to provide access to citizens and students in this often-underserved area by higher education institutions.

The campus consists of one building in the downtown area of Cordele. This was constructed as a new three-story building with 74,192 gross square feet that was designed and built to be used for general classroom (20%), special use space (35%), class laboratory (15%) and general use space (30%) such as offices and conference rooms. The Cordele community was actively involved in the process as it was their funding that made this arrangement with then Darton State College a reality **[5] [6].**

Analysis of ASU's Facilities

The latest data from budget documents shows that the University has 1,207,209 sq. ft. of resident instruction space available out of a total of 2,074,910 sq. ft. campus-wide space or 58% of available square feet assigned to resident instruction. Of the total square feet, 30% or 622,465 sq. ft. is designated for Auxiliary Services (dining, bookstore, retail, etc.) and an additional 245,148 sq. ft. or 12% for other uses such as sports, recreational facilities and other uses **[7]**.

Space utilization studies compiled by the USG Real Estate and Facilities division during the fall semester enrollment period reflect the actual classroom and laboratory space being utilized by the institution, the total gross square feet, and type of room used for resident instruction (RI). The below table shows the gross square feet utilized for resident instruction as of the fall semester for the years 2016 to 2018.

Albany State University RI GSF

Room Type	fall 2016	fall 2017	fall 2018	Total
Classroom	80,945	99,102	95,281	275,328
Class Service	674	543	466	1,683
Discipline Class Laboratory	36,533	42,585	39,237	118,355
Computer Classroom	14,081	13,255	10,288	37,624
Distance Learning Classroom	875	875	875	2,625
Class Laboratory Service	6,956	9,240	8,984	25,180
	140,064	165,600	155,131	460,795

As the table illustrates and as would be expected, the square footage fluctuates with the enrollment numbers. Using class enrollment data as it occurs each semester, the university utilizes the appropriate space based on class type and function. For comparative purposes, data is collected for each institution and posted after each fall semester enrollment numbers are verified. The below tables show the institutions in the USG sector in which ASU is classified comparing RI GSF and Enrollment Totals for the fall semester 2016 to fall 2018.

Sector Comparison Summary RI GSF				
Institution	**fall 2016**	**fall 2017**	**fall 2018**	**Total**
Albany State University	140,064	165,600	155,131	460,795
Clayton State University	127,573	128,553	130,038	386,164
Columbus State University	234,270	236,646	249,109	720,025
Fort Valley University	167,240	167,240	167,240	501,720
Goergia College and State University	194,901	191,184	186,060	572,145
Georgia Southwestern University	134,276	134,276	135,315	403,867
Middle Georgia State University	298,417	295,608	292,448	886,473
Savannah State University	131,990	135,359	144,260	411,609
University of North Georgia	295,612	297,249	307,544	900,405
Total:	**1,724,343**	**1,751,715**	**1,767,145**	**5,243,203**

Sector Enrollment Totals				
Institution	**fall 2016**	**fall 2017**	**fall 2018**	**Total**
Albany State University*	7,161	6,615	6,371	20,147
Clayton State University	6,997	7,003	7,038	21,038
Columbus State University	8,407	8,453	8,076	24,936
Fort Valley University	2,679	2,752	2,776	8,207
Goergia College and State University	6,915	6,952	6,989	20,856
Georgia Southwestern University	2,954	3,052	2,907	8,913
Middle Georgia State University	7,714	7,341	7,802	22,857
Savannah State University	4,955	4,429	4,077	13,461
University of North Georgia	18,219	18,782	19,722	56,723
Total:	**66,001**	**65,379**	**65,758**	**197,138**
Note: ASU for fall 2016 includes Darton College enrollment				

As pointed out above, with ASU's fluctuations in RI gross square footage, the institutions listed in our sector for RI gross square footage also tend to fluctuate as enrollment increases or decreases.

Although the institutions listed are members of the same sector, the institutions are very unique with differences in academic program emphasis areas, age of campus buildings, condition of academic buildings and regional differences. Enrollment growth or decline over the years has a direct impact on funding. Thus the condition of the institution's facilities can be significantly different even for institutions with similar enrollment. Therefore, meaningful comparisons or accurate postulations based on the data would be difficult without further study at each institution.

Parking

Albany State University has a total of 5,422 parking spaces across both campuses. As noted in the below chart, the University has adequate parking designated for Faculty/Staff, Students, Visitors, Handicap, Vendors and Special Events (Reserves). Based on the table below, the University has approximately 2.7% of the spaces reserved for handicapped vehicles covering both campus locations. In addition, it should be noted that 77.5% of the spaces are reserved primarily for students.

Facilities works closely with Albany State University Police Department and Auxiliary Services to coordinate efforts to maintain the parking areas across campus. The University also works closely with, and is assisted by, the City of Albany for areas in which the city is responsible.

The table below details the parking space types and numbers on the three campus locations:

Albany State University Campus Parking

Reflecting only ASU Monitored/Regulated Parking Spaces

East Campus

Reserves	Fac/Staff	Student	Visitor	Handicap	Vendor	Totals
265	340	2,281	71	101	1	3,059

West Campus

Reserves	Fac/Staff	Student	Visitor	Handicap	Vendor	Totals
17	354	1,925	17	46	4	2,363

Cordele Campus

Reserves	Fac/Staff	Student	Visitor	Handicap	Vendor	Totals
All Parking Spaces Monitored and Regulated by City of Cordele						0
					Total All Campus Spaces:	**5,422**

Adequacy and Appropriateness of Facilities for Their Assigned Uses

In general, Albany State University's building inventory and condition status are more than adequate and very appropriate for an institution of this size, age and mission. The Master Table displayed below and linked above lists all ASU facilities within the USG inventory for Albany State University:

Albany State University

Master Building List as of FY2019

University	SETID	Building Number	Building Name	Year Built	Year Renovated	Total GSF	Pct. Res Instr	Resident Instruction GSF	Pct. Aux	Auxiliary GSF	Pct. Other	Other GSF	Condition Code	Owner Code
Albany State University	22000	0001	A	1965	1973	21,265	100	21,265	0	0	0	0	1	1
Albany State University	22000	0002	B	1965		33,390	100	33,390	0	0	0	0	1	1
Albany State University	22000	0003	Student Services	2011		21,087	93	19,611	7	1,476	0	0	1	1
Albany State University	22000	0004	D	1966		3,755	100	3,755	0	0	0	0	1	1
Albany State University	22000	0005	E	1966	2002	105,158	100	105,158	0	0	0	0	1	1
Albany State University	22000	0006	F	1968		25,951	100	25,951	0	0	0	0	2	1
Albany State University	22000	0007	G	1970		36,921	100	36,921	0	0	0	0	1	1
Albany State University	22000	0008	C	1965	1972 & 2010	78,407	75	58,805	25	19,602	0	0	1	3
Albany State University	22000	0009	H	1969		7,784	100	7,784	0	0	0	0	1	1
Albany State University	22000	0010	Paint Shed			144	100	144	0	0	0	0	1	1
Albany State University	22000	0011	Maint Storerooms			1,720	100	1,720	0	0	0	0	1	1
Albany State University	22000	0012	PE Storage Shed			96	100	96	0	0	0	0	2	1
Albany State University	22000	0013	Maint Shed			6,496	100	6,496	0	0	0	0	1	1
Albany State University	22000	0014	I	1977		33,511	100	33,511	0	0	0	0	1	1
Albany State University	22000	0015	J	1994		62,100	100	62,100	0	0	0	0	1	1
Albany State University	22000	0016	K	2008		33,500	100	33,500	0	0	0	0	8	1
Albany State University	22000	0017	L	2010		25,600	100	25,600	0	0	0	0	8	1
Albany State University	22000	0018	M	2012	2017	5,960	100	5,960	0	0	0	0	8	1
Albany State University	22000	2001	Darton Commons	2009		91,009	0	0	0	0	100	91,009	8	2
Albany State University	22000	2002	Darton Village South	2011		93,941	0	0	0	0	100	93,941	8	2
Albany State University	22000	A104	Wiley Hall	1965		27,840	100	27,840	0	0	0	0	9	1
Albany State University	22000	A105	Gibson Hall	1968		41,400	100	41,400	0	0	0	0	9	1
Albany State University	22000	A109	Andrews Hall	1970		40,544	100	40,544	0	0	0	0	9	1
Albany State University	22000	A115	North Hall	1996		29,502	0	0	100	29,502	0	0	1	1
Albany State University	22000	A116	East Hall	1996		46,019	0	0	100	46,019	0	0	1	1
Albany State University	22000	A117	South Hall	1996		29,502	0	0	100	29,502	0	0	1	1
Albany State University	22000	A118	Dining Facility	1997		23,000	0	0	100	23,000	0	0	1	1
Albany State University	22000	A119	100a South Site	2006		62,138	0	0	100	62,138	0	0	8	2
Albany State University	22000	A120	100b South Site	2006		62,138	0	0	100	62,138	0	0	8	2
Albany State University	22000	A121	200a North Site	2006		77,588	0	0	100	77,588	0	0	8	2
Albany State University	22000	A122	200b North Site	2006		77,588	0	0	100	77,588	0	0	8	2
Albany State University	22000	A123	Hall 5	2010		99,294	0	0	100	99,294	0	0	8	2
Albany State University	22000	A124	Hall 6	2010		79,618	0	0	100	79,618	0	0	8	2
Albany State University	22000	E203	Simmons (RHS)	1975		32,370	100	32,370	0	0	0	0	9	1
Albany State University	22000	E206	Orene Hall (Old Dining Hall)	1931		7,360	100	7,360	0	0	0	0	2	1
Albany State University	22000	E208	Daisy Brown (Pres Ofc)	1935		4,118	100	4,118	0	0	0	0	1	1
Albany State University	22000	E209	Sanford (SH)	1954		31,037	100	31,037	0	0	0	0	1	1
Albany State University	22000	E210	President's House	1987		3,230	100	3,230	0	0	0	0	1	1
Albany State University	22000	E215	Plant Operations	1987		14,966	100	14,966	0	0	0	0	1	1
Albany State University	22000	E217	Peace Hall (PH)	1980		26,370	100	26,370	0	0	0	0	1	1
Albany State University	22000	E218	Albany Municipal Coliseum	2004		1,152	100	1,152	0	0	0	0	1	1
Albany State University	22000	E219	Hartnett(CMH)	1986		32,477	100	32,477	0	0	0	0	1	1
Albany State University	22000	E220	Staff Services	1987		2,437	100	2,437	0	0	0	0	1	1
Albany State University	22000	E221	Plant Storage	1987		3,600	100	3,600	0	0	0	0	1	1
Albany State University	22000	E224	J C Reese	1987		30,433	100	30,433	0	0	0	0	4	1
Albany State University	22000	E226	Library JPL	1992		74,197	100	74,197	0	0	0	0	1	1
Albany State University	22000	E227	Central Energy Plant	1996		16,276	100	16,276	0	0	0	0	1	1
Albany State University	22000	E228	Billy C. Black Building	1997		136,000	100	136,000	0	0	0	0	1	1
Albany State University	22000	E229	HPER Bldg	1997		108,000	100	108,000	0	0	0	0	1	1
Albany State University	22000	E230	Chemical Storage	1997		198	0	0	0	0	100	198	1	1
Albany State University	22000	E231	Military Science	1994		3,344	100	3,344	0	0	0	0	9	1
Albany State University	22000	E234	Early Learning Center	2006		8,100	100	8,100	0	0	0	0	1	1
Albany State University	22000	E235	Student Center	2011		75,000	0	0	20	15,000	80	60,000	8	2
Albany State University	22000	E236	Fine Arts Center	2017		80,279	100	80,279	0	0	0	0	8	1
			Total Gross Sq. Ft.:			2,074,910		1,207,297		622,465		245,148		
								58%		30%		12%		

Condition Code Legend
1 Satisfactory
2 Remod A <25%
3 Remod B 26-50%
4 Remod C >50%
5 Demolition
6 Termination
7 Under const/renovation
8 New Building
9 Out of Service

Owner Code Legend
1 Owned BOR
2 PPV
3 GHEFA

Note: Cordele Center is not listed as the facility is being leased, and the table above only reflects ASU/USG-owned properties.

A number of key factors go into the determination of a building's condition that are defined by the USG and their team of experts in their division of Real Estate and Facilities. Note the codes used in the table above used by the USG for categorizing USG controlled/owned buildings. They range from code 1 (Satisfactory) to code 9 (Out of Service). In determining the condition of a building, two basic factors must be determined before a building is ranked – (1) The physical status of the building at the time of the inventory or audit, based on the best judgment of those persons familiar with the physical characteristics and condition of the campus; and (2) The most useful facilities management information is produced when the inventory or audit rates each subsystem of a building. This approach documents the building's overall composite rating and provides information about needed repairs or replacements. A facilities audit will tie subsystem and overall composite ratings to the estimated building replacement value to provide a rough estimate of the cost of rehabilitating or renovating the facility.

The building condition code has the following categories based on the extent of renovation or restoration required:

1. Minimal/Limited Renovation (Satisfactory): Suitable for continued use with normal maintenance. The approximate renovation cost is less than 5-15 percent of building replacement cost.
2. Moderate Renovation (Remod A): Requires updating or restoration. The approximate restoration cost is 16–25 percent of building replacement cost. The physical conditions may have an affect upon building operations.
3. Significant Renovations (Remod B): Requires significant updating or restoration. The approximate restoration cost is 26–50 percent of building replacement cost. The physical conditions adversely affect building operations.
4. Major Renovations (Remod C): Requires major restoration with possible need to overhaul building subsystems. The approximate restoration cost is > 50 percent of building replacement cost. Consideration of actual restoration requirements may lead to classifying the facility as being in need of replacement.

5. Replace/Demolition: Should be demolished or abandoned because the building is unsafe and/or structurally unsound, irrespective of the need for the space or the availability of funds for a replacement. Additionally, this category takes precedence over categories i-v. If a building is scheduled for demolition, its condition is reported in this category, regardless of condition.
6. Termination: Planned termination or relinquishment of occupancy of the building for reasons other than unsafeness or structural unsoundness, such as abandonment of temporary units or vacating of leased space. Additionally, this category takes precedence over categories i-vi. If a building is scheduled for termination, its condition is reported in this category, regardless of its condition.
7. Under Construction: Building is currently under contract for construction/renovation and is work is underway.
8. New Building: Building has been completed and has been turned over to USG and primary home institution. Suitable for continued use with normal maintenance. The approximate renovation cost is less than 5 percent of building replacement cost. Typically, building has been on USG inventory for 5 - 20 years.
9. Out of Service: Building is currently not being utilized by institution for operations and may be slated for future demolition.

From the table above, the following smaller tables group the buildings on ASU inventory according to their current condition code as determined by the USG:

Facilities in USG Code 1 (Satisfactory) or Code 8 (New) Condition [8]

University	Building Number	Building Name	Year Built	Year Renovated	Total GSF	Pct. Res Instr	Resident Instruction GSF	Pct. Aux	Auxiliary GSF	Pct. Other	Other GSF	Condition Code	Owner Code
Albany State University	0001	A	1965	1973	21,265	100	21,265	0	0	0	0	1	1
Albany State University	0002	B	1965		33,390	100	33,390	0	0	0	0	1	1
Albany State University	0003	Student Services	2011		21,087	93	19,611	7	1,476	0	0	1	1
Albany State University	0004	D	1966		3,755	100	3,755	0	0	0	0	1	1
Albany State University	0005	E	1966	2002	105,158	100	105,158	0	0	0	0	1	1
Albany State University	0007	G	1970		36,921	100	36,921	0	0	0	0	1	1
Albany State University	0008	C	1965	1972 & 2010	78,407	75	58,805	25	19,602	0	0	1	3
Albany State University	0009	H	1969		7,784	100	7,784	0	0	0	0	1	1
Albany State University	0010	Paint Shed			144	100	144	0	0	0	0	1	1
Albany State University	0011	Maint Storerooms			1,720	100	1,720	0	0	0	0	1	1
Albany State University	0013	Maint Shed			6,496	100	6,496	0	0	0	0	1	1
Albany State University	0014	I	1977		33,511	100	33,511	0	0	0	0	1	1
Albany State University	0015	J	1994		62,100	100	62,100	0	0	0	0	1	1
Albany State University	0016	K	2008		33,500	100	33,500	0	0	0	0	8	1
Albany State University	0017	L	2010		25,600	100	25,600	0	0	0	0	8	1
Albany State University	0018	M	2012	2017	5,960	100	5,960	0	0	0	0	8	1
Albany State University	2001	Darton Commons	2009		91,009	0	0	0	0	100	91,009	8	2
Albany State University	2002	Darton Villiage South	2011		93,941	0	0	0	0	100	93,941	8	2
Albany State University	A115	North Hall	1996		29,502	0	0	100	29,502	0	0	1	1
Albany State University	A116	East Hall	1996		46,019	0	0	100	46,019	0	0	1	1
Albany State University	A117	South Hall	1996		29,502	0	0	100	29,502	0	0	1	1
Albany State University	A118	Dining Facility	1997		23,000	0	0	100	23,000	0	0	1	1
Albany State University	A119	100a South Site	2006		62,138	0	0	100	62,138	0	0	8	2
Albany State University	A120	100b South Site	2006		62,138	0	0	100	62,138	0	0	8	2
Albany State University	A121	200a North Site	2006		77,588	0	0	100	77,588	0	0	8	2
Albany State University	A122	200b North Site	2006		77,588	0	0	100	77,588	0	0	8	2
Albany State University	A123	Hall 5	2010		99,294	0	0	100	99,294	0	0	8	2
Albany State University	A124	Hall 6	2010		79,618	0	0	100	79,618	0	0	8	2
Albany State University	E208	Daisy Brown (Pres Ofc)	1935		4,118	100	4,118	0	0	0	0	1	1
Albany State University	E209	Sanford (SH)	1954		31,037	100	31,037	0	0	0	0	1	1
Albany State University	E210	President's House	1987		3,230	100	3,230	0	0	0	0	1	1
Albany State University	E215	Plant Operations	1987		14,966	100	14,966	0	0	0	0	1	1
Albany State University	E217	Peace Hall (PH)	1980		26,370	100	26,370	0	0	0	0	1	1
Albany State University	E218	Albany Municipal Coliseum	2004		1,152	100	1,152	0	0	0	0	1	1
Albany State University	E219	Hartnett(CMH)	1986		32,477	100	32,477	0	0	0	0	1	1
Albany State University	E220	Staff Services	1987		2,437	100	2,437	0	0	0	0	1	1
Albany State University	E221	Plant Storage	1987		3,600	100	3,600	0	0	0	0	1	1
Albany State University	E226	Library JPL	1992		74,197	100	74,197	0	0	0	0	1	1
Albany State University	E227	Central Energy Plant	1996		16,276	100	16,276	0	0	0	0	1	1
Albany State University	E228	Billy C. Black Building	1997		136,000	100	136,000	0	0	0	0	1	1
Albany State University	E229	HPER Bldg	1997		108,000	100	108,000	0	0	0	0	1	1
Albany State University	E230	Chemical Storage	1997		198	0	0	0	0	100	198	1	1
Albany State University	E234	Early Learning Center	2006		8,100	100	8,100	0	0	0	0	1	1
Albany State University	E235	Student Center	2011		75,000	0	0	20	15,000	80	60,000	8	2
Albany State University	E236	Fine Arts Center	2017		80,279	100	80,279	0	0	0	0	8	1

Facilities in USG Code 2,3,4 Condition – Needs Renovation [9]

University	Building Number	Building Name	Year Built	Year Renovated	Total GSF	Pct. Res Instr	Resident Instruction GSF	Pct. Aux	Auxiliary GSF	Pct. Other	Other GSF	Condition Code	Owner Code
Albany State University	0006	F	1968		25,951	100	25,951	0	0	0	0	2	1
Albany State University	0012	PE Storage Shed			96	100	96	0	0	0	0	2	1
Albany State University	E206	Orene Hall (Old Dining Hall)	1931		7,360	100	7,360	0	0	0	0	2	1
Albany State University	E224	J C Reese	1987		30,433	100	30,433	0	0	0	0	4	1

Facilities in USG Code 5, 6, and 9 – Termination, Demolition, or Out of Service [10]

University	Building Number	Building Name	Year Built	Year Renovated	Total GSF	Pct. Res Instr	Resident Instruction GSF	Pct. Aux	Auxiliary GSF	Pct. Other	Other GSF	Condition Code	Owner Code
Albany State University	A104	Wiley Hall	1965		27,840	100	27,840	0	0	0	0	9	1
Albany State University	A105	Gibson Hall	1968		41,400	100	41,400	0	0	0	0	9	1
Albany State University	A109	Andrews Hall	1970		40,544	100	40,544	0	0	0	0	9	1
Albany State University	E203	Simmons (RHS)	1975		32,370	100	32,370	0	0	0	0	9	1
Albany State University	E231	Military Science	1994		3,344	100	3,344	0	0	0	0	9	1

Condition codes are a fluid process and often change from year to year and sometimes during the year should conditions within the structure are discovered to require repair, general maintenance, or renovation. Additionally, the institution's needs may warrant a repurpose of a building requiring significant resource reallocation. Activities associated with the buildings coded for termination or demolition have already been reassigned to other space across the campuses. With acquisition of the former Darton State College campus, space has been available and is not an issue at this time.

From the data listed above, over 80% of the buildings, comprising over 90% of the total GSF, on the ASU campuses are either classified as New Buildings or Satisfactory. Albany State University's own personnel working in conjunction with USG experts from the Real Estate and Facilities Division routinely assess the facilities. As required component of the consolidation process, both the pre-consolidation ASU and Darton State College facilities were inspected by USG personnel to determine their condition and their functional use. The data collected, partly represented in the charts displayed above, assisted the USG in determining if the new consolidated university was adequately equipped with the types of facilities needed to meet the needs of the students and academic/research operations of the new institution.

The University System of Georgia, as a state agency funded by the State of Georgia, is allowed to obtain funding for construction purposes from a number of approved sources. Depending on these contractual arrangements, buildings are coded based on the types of funding contracts initiated to complete the facility/structure. Below are the definitions for the ownership codes for USG buildings at ASU:

1. Owned by Board of Regents - Building owned by Board of Regents in fee simple unencumbered by outstanding debt.
2. Public Private Venture - Title vested in cooperative organization affiliated with Institution, funded by outstanding non-state bond financing, with agreement to convey title to the Board of Regents upon retirement of debt. This category includes buildings financed by PPV and occupied by the Institution pursuant to rental agreements.
3. GHEFA - Title vested in USG Real Estate Foundation, funded by outstanding Georgia Higher Education Facilities Authority revenue bonds.

The athletic facilities at Albany State University are primarily in Satisfactory shape with those facilities on the historic East Campus needing significant upgrades **[11]**. The facilities on West Campus are much newer and more updated and are now the primary location for many of the athletic programs at ASU. However, ASU is developing a multi-phase plan to improve the facilities on East Campus as funds become available.

Albany State University

Condition Assessment of Athletic Facilities

Facility	Inspected	Condition	Note:
ASU Coliseum	July 1, 2019	Satisfactory	
HPER Gym	July 1, 2019	Needs Renovation	Some minor interior renovation, repairs, and equipment replacement needed
Sanford Gym	July 1, 2019	Needs Renovation	Needs roof replaced (FY20 MRR Project) as well as some interior renovation
Track & Field	July 1, 2019	Satisfactory	
Practice Football Field	July 1, 2019	Poor	Field needs to be graded and holes filled
Softball Field (East)	July 1, 2019	Poor	Discontinued use of field after consolidation - ASU softball competes on West Campus
Baseball Field (East)	July 1, 2019	Poor	Discontinued use of field after consolidation - ASU baseball competes on West Campus
Tennis Courts (East)	July 1, 2019	Needs Renovation	Discontinued use of field after consolidatoin - ASU tennis competes on West Campus
West Arena	July 1, 2019	Satisfactory	
Arena Pool	July 1, 2019	Satisfactory	
Softball Field (West)	July 1, 2019	Satisfactory	
Baseball Field (West)	July 1, 2019	Satisfactory	
Tennis Courts (West)	July 1, 2019	Satisfactory	Courts will need to be resurfaced and repainted within the next 12 months
Soccer Fields (West)	July 1, 2019	Satisfactory	
Cross Country Course	July 2, 2019	Satisfactory	

Sustainable Design, Planning and Green Building Practices

The University System of Georgia has taken the stance that all of the institutions in the USG should follow practices and procedures that can be integrated in designing and building healthy, comfortable, cost effective, and environmentally friendly living and working environments. These practices are primarily focused on developing sustainable sites, increasing water and energy efficiency, reducing waste and emissions, using eco-friendly building materials, and improving indoor environmental quality more efficiently. Prior to consolidation, Darton State College was considered a leader in the USG in designing and maintaining existing buildings under these guidelines. Since the consolidation, that expertise has been utilized on the entire ASU campus system as well as being shared across other institutions in the USG. By constantly monitoring each building's environment, specific measures can be implemented to maintain a healthy and efficient interior environment for students, faculty and staff.

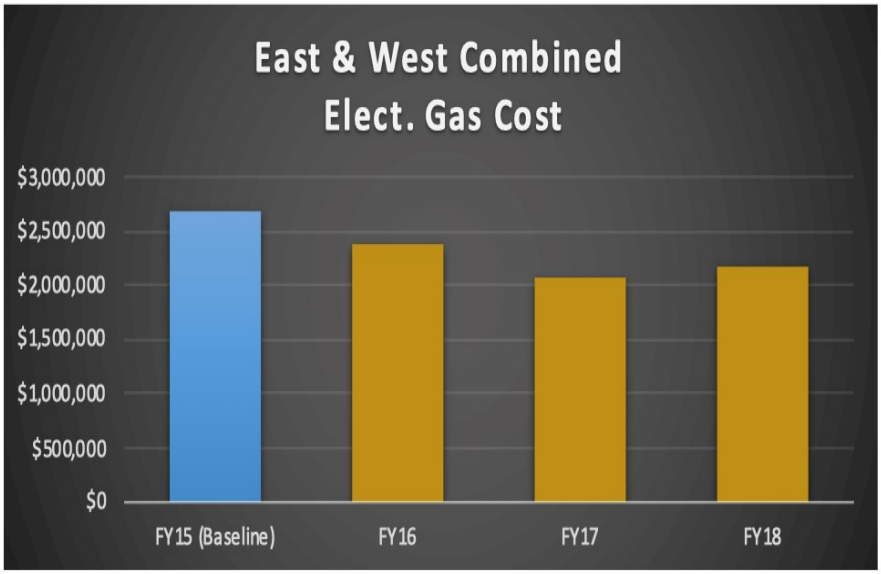
The table and chart below illustrate the results of the proactive efforts of Plant Operations to increase energy-use efficiencies even

with rate increases and the addition of new facilities on both campuses.

Combined East and West Campus Electric / Natural Gas Cost

FY15 (Baseline)	$2,682,459	Savings from Baseline Year
FY16	$2,379,217	FY16 savings = $303,242
FY17	$2,070,923	FY17 savings = $611,536
FY18	$2,171,513	FY18 savings = $510,946
		Total savings = $1,425,724

** Energy conservation efforts started on the East campus in January of 2016.*
** 90 % of energy reduction was accomplished at the East campus.*
** East campus opened a 81,000 s/f Fine Arts Center in Aug. of 2017.*



The campus also has an active recycling program that utilizes various recycling collection reciprocals.

Capital Improvement Planning and Funding

The purpose of a physical master plan for the University System of Georgia's colleges and universities is to provide a comprehensive guideline for the physical development of campuses in order to support their academic missions. The physical master plan seeks to achieve two principal objectives: first, to foster the development of a physical plant that is efficient in operation and in serving the academic mission; and second, to foster the creation of a physical environment that is beautiful, emblematic of its educational purpose and that fosters the social and intellectual interchange among students, faculty, and staff. Since each of the two ASU campuses once was an established institution, and had a distinct history, physical and community setting, the new ASU physical master plan will be reflective of the consolidated campus with appropriate renovations and extensions that respond to its academic mission.

Prior to institutional consolidation, both Albany State University and Darton State College based their facilities use and campus growth plans on their most recent Master Plans as well as input from campus community stakeholders that included student, faculty, staff, the Southwest Georgia region and USG personnel. Albany State's Master Plan **[12]** was completed in August 2009 for the period 2009-2018 and Darton State's Master Plan **[13]** was completed in April 2009 for the period 2009-2018. The architectural firm of Sasaki Associates developed both institutions' plans with assistance from USG/BOR personnel engaged by teams from the then ASU and DSC campuses to develop those master plans respectively. As is typical of professionally developed master plans, thorough assessments of campus facilities and campus needs were involved and supported with comparative data and benchmarks for comparable institutions.

The Board of Regents of the University System of Georgia has developed a program for preparing and adopting physical master plans at the System's campuses. The product of this effort, a Physical Master Planning Guideline **[14]**, is designed to assist the colleges and universities in preparing physical master plans which support their educational missions. The Guideline has a dual purpose: to aid individual institutions in preparing physical master plans to augment their academic missions and strategic plans,

and to guide the Board of Regents of the University System of Georgia in allocating funds for future physical improvements. The Physical Master Planning Guideline is a set of principles which defines the content, methodology, information sources and level of detail which is anticipated for the physical master plans at each institution. The process requires great effort but is of utmost importance for the future of the new ASU.

ASU is scheduled to begin development of the master plan in Fall 2019. In the meantime, the university's administration works closely with the university community to determine need and address issues as they arise until such time as the master planning process begins to take shape.

University System of Georgia (USG) institutions receive funding annually from either the Georgia State Finance and Investment Commission (GSFIC) or State Appropriations for capital facility repair and rehabilitation. These funds are called Major Repair and Rehabilitation Funds, more commonly referred to as MRR funds.

Certain other construction projects that are managed by USG institutions are funded by GSFIC and are accounted for in a similar manner as MRR projects that are funded by GSFIC.

MRR funds are generated annually by the USG/BOR budget formula as a function of the average estimated building replacement cost and total square footage in the University System at each institution. The average building replacement cost is assessed each year, and was most recently valued at $95 per square foot. The formula is funded at approximately 1% of average replacement cost, although the factor also has been subject to periodic adjustments **[15]**.

All institutional square footage is included in the formula; i.e., auxiliary enterprise funded square footage as well as residential instruction (RI) and other square footage. Although included in the formula, auxiliary enterprise space typically cannot be repaired or renovated using MRR funds. However, special approval may be granted by the Vice Chancellor for Facilities under limited circumstances.

The combination of all square footage in the University System of Georgia generates the total formula amount that is part of the system's annual budget request. As an example of how the formula works, an institution with 1,000,000 square feet of space would generate an amount in the formula of $950,000 (1,000,000 square feet X $95/square foot X .01).

The formula, however, is not the basis upon which funds are allocated to institutions for capital facility repair and rehabilitation. The MRR allocation distributes funds to institutions on the basis of RI square footage, and also includes a factor for age and type of facilities. The USG reviews all the submitted needs from every USG institution before determining the amounts allocated to each institution.

Not all funds generated by the MRR formula are initially distributed to institutions. A portion, roughly 3-5%, is set aside to provide for emergencies and contingencies. Institutions may request funding for emergencies that cannot be addressed through regular MRR allocations. Requests for emergency MRR funding are addressed to the Vice Chancellor for Facilities.

Information and documentation of recent MRR projects at ASU can be found in Section 13.8 of ASU's Compliance Report.

Facilities Management

The Facilities Management office is the centralized point for all activities associated with campus physical structures and grounds. It is the processing hub for services associated with maintaining, improving and managing the workforce assigned to service the university's physical needs. In order to properly manage these service activities and to better distribute the skilled workforce to the service areas needed, the unit is divided into seven divisions: Building Trades, Campus Services/Events, Custodial Services, Fleet Services, Landscape and Grounds and Mechanical Trades and Environmental Health and Safety. Each of these divisions are explained and defined below:

1. ***Building Trades Services*** - The Building Trades Services Division consists of Carpentry Shop, Plumbing Shop and Paint Shop in which each Supervisor reports directly to their Manager. It is responsible for operations and functions which include maintenance, repairs and replacement of facilities, remodeling and modification to facilities, and painting (including signs).
2. ***Campus Services –*** The Campus Services Division meets with various Albany State University personnel and customers to plan, coordinate, and supervise all set-ups and breakdowns, movement of furniture, equipment and supplies on the campus and other authorized locations. The Campus Services Division is also responsible for locksmith services including repairing existing university installed lock/door closures and hardware, sticking/hard to turn door knobs, keys sticking/stuck in locks, door closures not working properly, and ADA doors that are not operating correctly.
3. ***Custodial Services -*** The Custodial Services Division presently service all of the academic and office areas as well as the sports complexes and some of the common areas. We have two shifts who provide service for approximately 2,000,000 square feet of campuses. We furnish limited weekend custodial service to these areas. We routinely provide custodial coverage for the many sporting and other special events.
4. ***Landscape and Grounds Maintenance Services -*** Includes grounds care and maintenance, landscape operations (including Greenhouse), and moving services. The Grounds Department is responsible for the maintenance of University lawns, shrubbery, and trees. It is responsible for landscape design and implementation, reseeding, pest control of lawns and shrubs,

and the removal/replanting of ornamental trees.

5. ***Mechanical Trades Services -*** The Mechanical Trades Services Division consists of HVAC/Mechanical/Electrical Shop in which each Supervisor reports directly to their Manager. It is responsible for operations and functions which include maintenance, repairs and replacement of facilities, elevator maintenance, utility systems, and plant equipment. All connections made to utilities systems, whether in or out of buildings, must be performed by Facilities Management personnel or licensed professionals under the supervision of Facilities Management. Facilities Management is responsible for all energy sources: electricity, natural gas, propane gas, and fuel oil.
6. ***Motor Pool/Transportation and Bus Operations*** **-** The Transportation Division is to maintain a reliable, safe and attractive fleet of vehicles, so that University personnel requiring transportation have the necessary vehicles available for the required time period. To operate the fleet within the guidelines established by the Board of Regents and Albany State University. Also, provides rental and repair service for vehicles at a reasonable level to all users as we operate as an auxiliary service that is required to cover all of our operation costs. The vehicle fleet consists of 74 vehicles, from compact sedans to fifteen passenger vans and buses.
7. ***Environmental Health and Safety -*** The EH&S unit is responsible for monitoring compliance for all environmental, health and safety programs intended to minimize or prevent injuries and illnesses associated with hazardous materials and to protect the quality of the surrounding environment. EH&S advises the campus community of responsibilities with respect to health, safety and environmental issues; recommends appropriate corrective actions; and helps implement new health and safety programs. EH&S is the lead campus agency for insuring campus adherence to federal, state and USG compliance and regulatory standards specific to environmental, health and safety programs. EH&S programs include a broad and complex range of disciplines including areas such as laboratory and research safety, injury and illness prevention, industrial hygiene, environmental management, radiation safety, hazardous materials safety, ergonomics, wellness and biosafety

Deferred Maintenance

The Facilities Management office is the consolidation point for incoming Departmental Maintenance Requests **[16] [17]**. It is the responsibility of Facilities Management to utilize the seven distinct divisions within the unit, to verify, approve, and process all requests for maintenance and renovation projects to ensure the services needed are acceptable to the service requester and to the standards established by Facilities Maintenance Unit. In essence, the Facilities Management office personnel as well as the directors of each division associated with service requested are the quality control arm of the process.

Additionally, as with any large University, the Facilities Management needed to implement a way to not only manage the spontaneous requests that occur on a routine basis but to also design a system that would deal with the maintenance needs before they became a spontaneous problem.

A further complication that resulted from the consolidation was that the university was now spread across two campuses and a satellite campus in Cordele. Therefore, a more manageable approach to cover the maintenance needs of the campuses was desperately needed. Facilities Management had to develop a way to incorporate responsibility upon the staff to become a part of the solution to improve the maintenance service to the campus. This was accomplished, in part, by developing zones for "managers" to take ownership and pride in serving their zones and the communities they service.

Zones exist along geographic boundaries with each zone responsible for a specified area of campus. Crews are dispatched daily from the central Facilities Management compound and from each zone to perform building maintenance in response to work orders.

The workload that typically takes place is primarily preventative maintenance and/or minor maintenance and repair needs that is much easier to manage and to solve. Technicians/zone supervisors are assigned to one or more fixed zones to encourage familiarization between employees, customers, and buildings; to emphasize fast response, good customer support, and high levels of work accomplishment. The three main zones are:

1. Campus (All locations) (Academic Core)
2. Campus Housing
3. Remote Campuses - Cordele

The Zone Supervisors can request specific work be scheduled in the zone using available staff from each of the division areas which may include but are not limited to: floor maintenance, window washing, HVAC service, plumbing and refuse removal and recycling. These services are provided for the teaching, research and education facilities, University Housing, and administrative support areas.

One of the more active zone services provided is in custodial services. With a depleted staff that resulted from budget reductions, being able to pool the available staff to service the campus was necessary and a more productive way to meet the needs of the campus community.

The Custodial Services Division contains four zones:

Zone I: Daytime and evening custodial services, which includes the daily cleaning of the central campus academic and administrative support facilities. Additional restroom policing is conducted in the Academic facilities during peak business hours.

Zone II: University Housing cleaning conducted during day time hours.

Zone III: Cleaning of facilities at the West, East and Cordele campus.

Zone IV: Night time project cleaning. Project cleaning primarily includes floor care that can only be completed during off-business

hours. Additional project cleaning will be conducted as a support service to the other zone sections not limited to, but including heavy stripping and refinishing, carpet shampooing, and special events.

Each of the Divisions utilize, to some degree, a zone philosophy to handle the workload and the campuses needs. However, many of the divisions have such a small staff after budget reductions that a team effort is the most practical means to address campus spontaneous work requests and deferred maintenance needs.

Physical Inventory

Section 11 of the Board of Regents Business Procedures Manual **[18]** details the requirements for inventory of physical resources. Institutions of the University System of Georgia are required to keep an equipment inventory of all items that are non-consumable and non-expendable in nature, having a life expectancy of three or more years, and an item acquisition cost of $3,000 or more. Institutions may also include any item or items not meeting these criteria that is desires to have included in the inventory for valid management reasons.

The Materials Management department, within the division of Administration and Fiscal Affairs, is responsible for the annual physical inventory of the assets noted above. To start the process, Materials Management staff run a report out of the PeopleSoft Asset Management module that lists the assets, location, and custodian. The reports are sent to each custodian for their verification and notes of any possible issues (not found, destroyed, no longer in use, etc.) Upon receipt of the reports, the Materials Management staff perform random spot checks on all assets, as well as a full audit on selected departments. When this process is completed, the inventory results are sent to Accounting Services for updates in the Asset Management Module of PeopleSoft (location changes, custodian changes, etc.) The results of the annual physical inventory are made available for State Audit staff to review during the annual audit engagement. No findings or management comments have been given by auditors regarding physical inventory. A sampling of the FY19 physical inventory process is linked here **[19]**.

Pictures of various areas of campus can be found here:

East Student Center **[20]**

Billy C. Black Building **[21]**

West Science and Mathematics **[22]**

Daisy Brown **[23]**

Halls 5-6 **[24]**

James Pendergrass Memorial Library **[25]**

North Hall **[26]**

Conclusion

Albany State University has adequate physical resources in support of the university's mission and the scope of its academic programs and services. The University's Cabinet, with input from various academic, administrative, student and community, are continually utilizing the various campus facilities to meet demand and future growth. Space needs are monitored by peer review and administrative approval processes to ensure the needs of the institution, and especially those of the students, are met. Through these processes and practices as noted in the narrative above, the university meets the Core Requirements of 13.7.

Sources

- 01_Article-Albany State proves unsinkable in Flood of '94
- 02_Article-Flood of 1994 spurred building boom at Albany State University
- 03_ASU-Campus-Map-East
- 04_ASU-Campus-Map-West
- 05_Cordele
- 06_Cordele2
- 07_ASU Building Use Master Table
- 08_ASU Building Code 1,8
- 09_ASU Building Condition Code 2,3,4

- 10_ASU Building Condition Code 5, 6, 9
- 11_ASU Athletic Facilities Assessment
- 12_ASU Master Plan 2009-2018
- 13_DSC Master Plan 2009-2018
- 14_USG_Master_Plan_Guidelines
- 15_BOR BPM 18.1 MRR Formula and Allocation
- 16_Schooldude Requester Guide
- 17_SchoolDude Work Order Example
- 18_BOR BPM 11.0 Inventory
- 19_Sample-FY19 Physical Inventory
- 20_East-Student Center
- 21_East-BCB
- 22_West-Science and Mathematics
- 23_East-Daisy Brown
- 24_East-Halls 5-6
- 25_JPL
- 26_North Hall

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The following pages contain Supporting Documentation

Albany State proves "unsinkable" in Flood of '94

July 12, 2004 at 2:40 AM EDT - Updated June 28 at 5:14 PM

July 12, 2004

Albany -- Albany State University was devastated by the flood of 1994. Classrooms were under water and hundreds who lived on campus were displaced. But when the water receded the school would prove to be unsinkable.

Ten years ago Kirk Wilcox was 20 years old. He came to Albany from McRae,Georgia to be part of the Freshman class of 1994 at what was then Albany State College.

"I came to Albany State, my sister was here ,and other family members had come to school here. My parents thought it would be good place to come," says Wilcox.

So that summer when it started to rain and news reports warned of the flood, it was unthinkable to Wilcox and many of the three thousand others students that their school was in jeopardy.

"It's was almost unbelievable that the water would come and that it would flood the entire campus and more than the entire campus of Albany state College Campus at the time."

But the waters of the swollen Flint River, next to campus, was quickly flooding the campus.

"Everybody was evacuated from campus at the time. Students came back to this very parking lot that we are in to help sandbag.

But as the water kept coming they would see their efforts were in vain. Students watched TV from hotel rooms and shelters while their school disappeared under muddy water.

Images that made them wonder if it was the end for their school? And an end to their dreams of getting degrees from ASC.

"A lot of students were concerned whether summer school would continue and where it would continue.

And under the leadership of Mr. Bill C. Black our president at time classes resume at Dougherty Middle school," says Wilcox.

The biggest lost for the historically black school would be the equipment building. 19 of the 34 original campus buildings sustained more than 50% damage and many had to be demolished. Sot 8:

As things returned to normal those saved reopened. Portable trailers housed classes. And the school adopted a new slogan, "Unsinkable Albany State -- Bigger, Stronger and Better."

RECENT CONTENT

Kemp: Ga. top state for business sixth year in row

Gov. Brian Kemp said it was a great time to be a Georgian Tuesday as the state kept its title of the No.1 state for business.

By **Jordan Barela**

Albany officials approve more lift station repairs

Two Albany sewer lift stations will be the focus of a $759,000 rehabilitation project.

By **Grason Passmore**

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https://www.albanyherald.com/news/flood-of-spurred-building-boom-at-albany-state-university/article_f92479bb-085e-5ace-b93d-319dd4713e5f.html

Flood of 1994 spurred building boom at Albany State University

Terry Lewis Jun 26, 2014

ALBANY — In 1994, Tropical Storm Alberto dumped more than two feet of rain on the region, displaced 22,000 people and damaged 6,500 buildings. The torrent of water flowing south caused the Flint River to crest at 43 feet (24 feet above flood stage) and consumed nearly two thirds of the 204-acre Albany State University campus.

Former Albany State University President Portia Holmes-Shields vividly remembers when she got her first look at the university's flood-ravaged campus, and she talked about the mud.

"The first time I was standing there looking at the campus, there was mud and planks running from building to building," Shields said. "I wondered, 'How can I do this?' It was probably the most challenging experience of my life."

Shields, speaking to The Albany Herald from her home in Nashville, Tenn., said the university's students, faculty and staff handled the devastation well.

"Walking those planks became almost a joyful walk because we knew better days were on the way," said Shields, who oversaw much of the reconstruction.

A significant element of ASU's $153 million flood-recovery program was the expansion of the campus eastward across Radium Springs Road, with the goal of removing the remaining buildings in the floodplain at the completion of their current life cycle. In the 1996-97 period, ASU built three new student housing buildings and a dining hall along the ridge on the west side of Radium Springs Road.

The university purchased a large area of land east of Radium Springs Road in the sand dunes and started building this new section of campus, beginning with the ACAD building and HPER gymnasium, completed in 1997.

Later, a new student center was built, followed shortly by two more new student housing buildings.

"Now when you drive down Radium Springs Drive you will see the best looking institution in Southwest Georgia," Shields said. "That campus is something our students, faculty, staff and all of Albany can be proud of."

Ironically, the flood that nearly destroyed Albany State University also breathed new life into it.

"Looking back, the flood was one of the best things to ever happen to Albany State," Shields said. "I don't know what would have happened to that institution if not for that. The school was at a stalemate. Enrollment was stagnant (just more than 3,000 at the time of the flood and 3,800 in 2013). The governor (Zell Miller) kept promising money for us, but we never saw much of it until after the flood.

"Now, prospective students see that beautiful campus and they say, 'Ah. this is the place for me.'"

The Dougherty County School System also was hit hard by the flood. According to Facilities Director Bob Fowler, four schools located on the city's south side were damaged beyond repair — Martin Luther King Jr. Middle, Martin Luther King Jr. Elementary, Coachman Park Elementary and Flintside Elementary — and were eventually demolished.

The buildings on those sites were razed, including the removal of all foundations and underground structures, and the grounds brought to a stable and maintainable greenspace. The sites were eventually deeded to the city as public green spaces. The MLK Middle site was converted to a walking track/exercise area.

The flooded MLK Jr. Middle School was not rebuilt during this time because of plans to include two new middle schools — Albany and Robert Cross.

The three flooded elementary schools were replaced with new schools on new sites through the use of FEMA funds. The new Alice Coachman and MLK Jr. Elementary schools retained their original names, while the other new school was named Lamar Reese Elementary School.

The three new schools were built at a coast of nearly $28 million.

Other schools were damaged but repaired, the most notable being Monroe High School, which got 4 inches of water in the building. Repairs required the removal and replacement of the floor tile on the first floor and the gym's wooden floor.

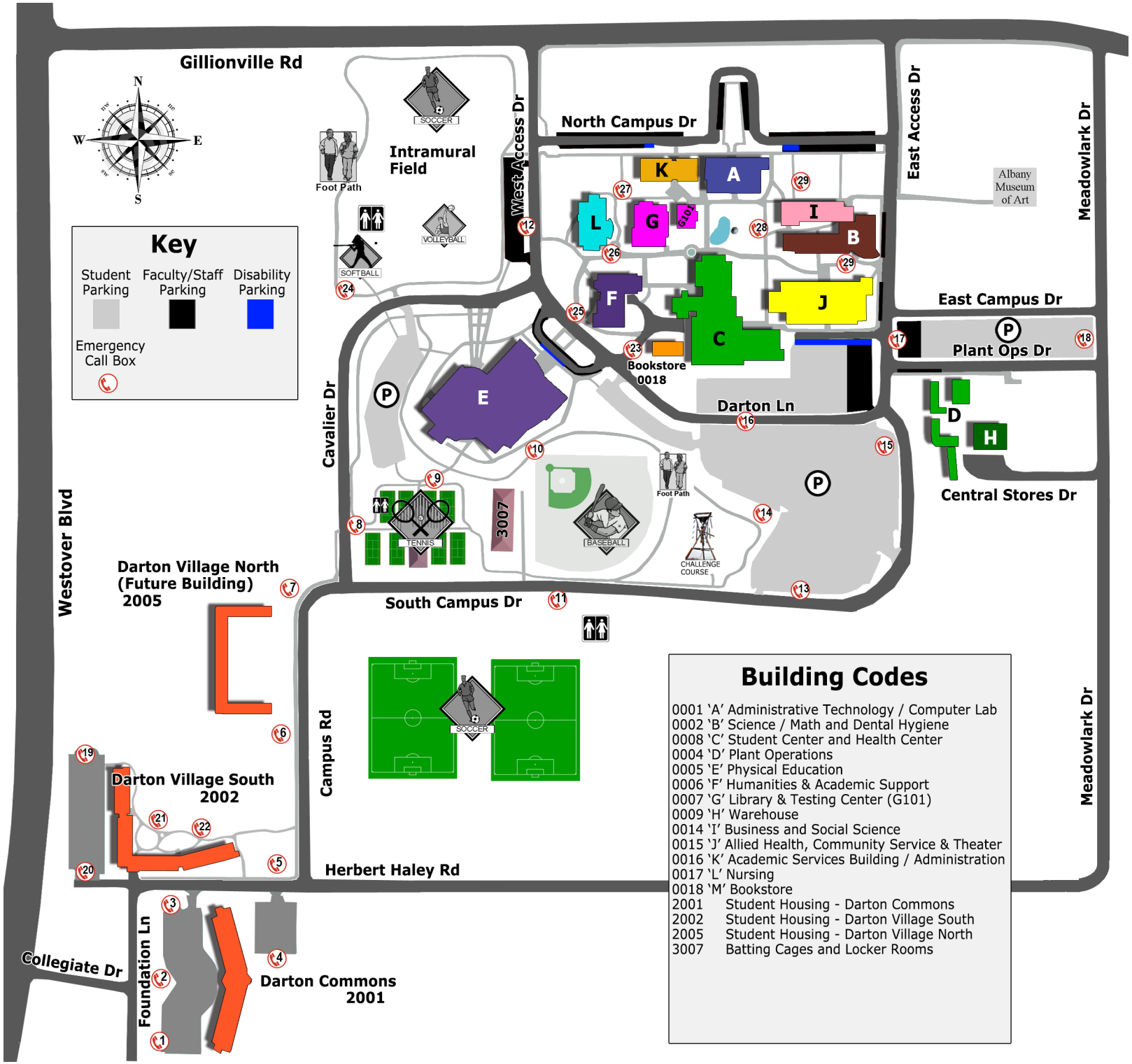
Albany State University

504 College Dr. Albany, Ga. 31705
(229) 430-4600 www.asurams.edu

Emergency Call Boxes

Andrews Hall (1)
Billy Black Bldg (2)
Caroline Hall Chimney (3)
Early Learning Center (4)
Baseball Field House (5)
Facilities Management (6)
Catherine Hartnett Criminal Justice Bldg (7)
HPER Gym (8)
Holley Hall (9)
Institutional Advancement (10)
James Pendergrast Memorial Library (11)
Lovett Hall (12)
L. Orene Hall Bldg (13)
Police Station / CEP (14)
Peace Hall (15)
President's Office (16) (Daisy Brown Hall)
Military Science (17) (ROTC)
Reese Bldg (18)
Student Center (19)
Sanford Gym (20)
Simmons Hall (21)
ASU Coliseum (22)
Gibson Hall (23)
Residence Hall 1 (24)
Residence Hall 2 (25)
Residence Hall 3 (26)
Residence Hall 4 (27) (Subway Restaurant in Hall 4)
Residential Hall 5 (28)
Residence Hall 6 (29) (Pizza Hut in Hall 6)
East Residence Hall (30)
North Residence Hall (31)
South Residence Hall (32)
Wiley Hall (33)

FLINT RIVER
SOFTBALL FIELD
BASEBALL FIELD
OUTDOOR BASKETBALL
FOOTBALL PRACTICE FIELD
RADIUM SPRINGS RD
COLLEGE DR
COLLEGE HILL LN
TENNIS CT
GAZEBO
TRACK / FIELD
STATE DR
RAMS LN
BAND PRACTICE FIELD
SANDS DR
CAPITAL DR
JOSEPH HOLLEY CIR
DENNIS DR
E. HIGHLAND AVE
OLD RADIUM SPRINGS RD
E. OGLETHORPE BLVD
ALBANY STATE



Building Codes

0001 'A' Administrative Technology / Computer Lab
0002 'B' Science / Math and Dental Hygiene
0008 'C' Student Center and Health Center
0004 'D' Plant Operations
0005 'E' Physical Education
0006 'F' Humanities & Academic Support
0007 'G' Library & Testing Center (G101)
0009 'H' Warehouse
0014 'I' Business and Social Science
0015 'J' Allied Health, Community Service & Theater
0016 'K' Academic Services Building / Administration
0017 'L' Nursing
0018 'M' Bookstore
2001 Student Housing - Darton Commons
2002 Student Housing - Darton Village South
2005 Student Housing - Darton Village North
3007 Batting Cages and Locker Rooms


ALBANY STATE UNIVERSITY

Albany State University

Master Building List as of FY2019

University	SETID	Building Number	Building Name	Year Built	Year Renovated	Total GSF	Pct. Res Instr	Resident Instruction GSF	Pct. Aux	Auxiliary GSF	Pct. Other	Other GSF	Condition Code	Owner Code
Albany State University	22000	0001	A	1965	1973	21,265	100	21,265	0	0	0	0	1	1
Albany State University	22000	0002	B	1965		33,390	100	33,390	0	0	0	0	1	1
Albany State University	22000	0003	Student Services	2011		21,087	93	19,611	7	1,476	0	0	1	1
Albany State University	22000	0004	D	1966		3,755	100	3,755	0	0	0	0	1	1
Albany State University	22000	0005	E	1966	2002	105,158	100	105,158	0	0	0	0	1	1
Albany State University	22000	0006	F	1968		25,951	100	25,951	0	0	0	0	2	1
Albany State University	22000	0007	G	1970		36,921	100	36,921	0	0	0	0	1	1
Albany State University	22000	0008	C	1965	1972 & 2010	78,407	75	58,805	25	19,602	0	0	1	3
Albany State University	22000	0009	H	1969		7,784	100	7,784	0	0	0	0	1	1
Albany State University	22000	0010	Paint Shed			144	100	144	0	0	0	0	1	1
Albany State University	22000	0011	Maint Storerooms			1,720	100	1,720	0	0	0	0	1	1
Albany State University	22000	0012	PE Storage Shed			96	100	96	0	0	0	0	2	1
Albany State University	22000	0013	Maint Shed			6,496	100	6,496	0	0	0	0	1	1
Albany State University	22000	0014	I	1977		33,511	100	33,511	0	0	0	0	1	1
Albany State University	22000	0015	J	1994		62,100	100	62,100	0	0	0	0	1	1
Albany State University	22000	0016	K	2008		33,500	100	33,500	0	0	0	0	8	1
Albany State University	22000	0017	L	2010		25,600	100	25,600	0	0	0	0	8	1
Albany State University	22000	0018	M	2012	2017	5,960	100	5,960	0	0	0	0	8	1
Albany State University	22000	2001	Darton Commons	2009		91,009	0	0	0	0	100	91,009	8	2
Albany State University	22000	2002	Darton Villiage South	2011		93,941	0	0	0	0	100	93,941	8	2
Albany State University	22000	A104	Wiley Hall	1965		27,840	100	27,840	0	0	0	0	9	1
Albany State University	22000	A105	Gibson Hall	1968		41,400	100	41,400	0	0	0	0	9	1
Albany State University	22000	A109	Andrews Hall	1970		40,544	100	40,544	0	0	0	0	9	1
Albany State University	22000	A115	North Hall	1996		29,502	0	0	100	29,502	0	0	1	1
Albany State University	22000	A116	East Hall	1996		46,019	0	0	100	46,019	0	0	1	1
Albany State University	22000	A117	South Hall	1996		29,502	0	0	100	29,502	0	0	1	1
Albany State University	22000	A118	Dining Facility	1997		23,000	0	0	100	23,000	0	0	1	1
Albany State University	22000	A119	100a South Site	2006		62,138	0	0	100	62,138	0	0	8	2
Albany State University	22000	A120	100b South Site	2006		62,138	0	0	100	62,138	0	0	8	2
Albany State University	22000	A121	200a North Site	2006		77,588	0	0	100	77,588	0	0	8	2
Albany State University	22000	A122	200b North Site	2006		77,588	0	0	100	77,588	0	0	8	2
Albany State University	22000	A123	Hall 5	2010		99,294	0	0	100	99,294	0	0	8	2
Albany State University	22000	A124	Hall 6	2010		79,618	0	0	100	79,618	0	0	8	2
Albany State University	22000	E203	Simmons (RHS)	1975		32,370	100	32,370	0	0	0	0	9	1
Albany State University	22000	E206	Orene Hall (Old Dining Hall)	1931		7,360	100	7,360	0	0	0	0	2	1
Albany State University	22000	E208	Daisy Brown (Pres Ofc)	1935		4,118	100	4,118	0	0	0	0	1	1
Albany State University	22000	E209	Sanford (SH)	1954		31,037	100	31,037	0	0	0	0	1	1
Albany State University	22000	E210	President's House	1987		3,230	100	3,230	0	0	0	0	1	1
Albany State University	22000	E215	Plant Operations	1987		14,966	100	14,966	0	0	0	0	1	1
Albany State University	22000	E217	Peace Hall (PH)	1980		26,370	100	26,370	0	0	0	0	1	1
Albany State University	22000	E218	Albany Municipal Coliseum	2004		1,152	100	1,152	0	0	0	0	1	1
Albany State University	22000	E219	Hartnett(CMH)	1986		32,477	100	32,477	0	0	0	0	1	1
Albany State University	22000	E220	Staff Services	1987		2,437	100	2,437	0	0	0	0	1	1
Albany State University	22000	E221	Plant Storage	1987		3,600	100	3,600	0	0	0	0	1	1
Albany State University	22000	E224	J C Reese	1987		30,433	100	30,433	0	0	0	0	4	1
Albany State University	22000	E226	Library JPL	1992		74,197	100	74,197	0	0	0	0	1	1
Albany State University	22000	E227	Central Energy Plant	1996		16,276	100	16,276	0	0	0	0	1	1
Albany State University	22000	E228	Billy C. Black Building	1997		136,000	100	136,000	0	0	0	0	1	1
Albany State University	22000	E229	HPER Bldg	1997		108,000	100	108,000	0	0	0	0	1	1
Albany State University	22000	E230	Chemical Storage	1997		198	0	0	0	0	100	198	1	1
Albany State University	22000	E231	Military Science	1994		3,344	100	3,344	0	0	0	0	9	1
Albany State University	22000	E234	Early Learning Center	2006		8,100	100	8,100	0	0	0	0	1	1
Albany State University	22000	E235	Student Center	2011		75,000	0	0	20	15,000	80	60,000	8	2
Albany State University	22000	E236	Fine Arts Center	2017		80,279	100	80,279	0	0	0	0	8	1
			Total Gross Sq. Ft.:			2,074,910		1,207,297		622,465		245,148		
								58%		30%		12%		

Condition Code Legend

1 Satisfactory
2 Remod A <25%
3 Remod B 26-50%
4 Remod C >50%
5 Demolition
6 Termination
7 Under const/renovation
8 New Building
9 Out of Service

Owner Code Legend

1 Owned BOR
2 PPV
3 GHEFA

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Albany State University	A109	Andrews Hall	1970		40,544	100	40,544	0	0	0	0	9	1
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Albany State University	E231	Military Science	1994		3,344	100	3,344	0	0	0	0	9	1

Albany State University

Condition Assessment of Athletic Facilities

Facility	Inspected	Condition	Note:
ASU Coliseum	July 1, 2019	Satisfactory	
HPER Gym	July 1, 2019	Needs Renovation	Some minor interior renovation, repairs, and equipment replacement needed
Sanford Gym	July 1, 2019	Needs Renovation	Needs roof replaced (FY20 MRR Project) as well as some interior renovation
Track & Field	July 1, 2019	Satisfactory	
Practice Football Field	July 1, 2019	Poor	Field needs to be graded and holes filled
Softball Field (East)	July 1, 2019	Poor	Discontinued use of field after consolidation - ASU softball competes on West Campus
Baseball Field (East)	July 1, 2019	Poor	Discontinued use of field after consolidation - ASU baseball competes on West Campus
Tennis Courts (East)	July 1, 2019	Needs Renovation	Discontinued use of field after consolidatoin - ASU tennis competes on West Campus
West Arena	July 1, 2019	Satisfactory	
Arena Pool	July 1, 2019	Satisfactory	
Softball Field (West)	July 1, 2019	Satisfactory	
Baseball Field (West)	July 1, 2019	Satisfactory	
Tennis Courts (West)	July 1, 2019	Satisfactory	Courts will need to be resurfaced and repainted within the next 12 months
Soccer Fields (West)	July 1, 2019	Satisfactory	
Cross Country Course	July 2, 2019	Satisfactory	

SASAKI

ALBANY STATE UNIVERSITY 2018 MASTER PLAN

In collaboration with Green Door Advisors

AUGUST 2009

Table of Contents

2018 Master Plan Introduction 01


Broad St.
Ogelthorpe Blvd.
Highland Ave
Ogelthorpe Blvd
Jefferson St.
Radium Springs Rd.

INTRODUCTION & HISTORY

Albany State University (ASU) is a 4-year bachelor and master degree granting university that is part of the University of Georgia system. ASU has a broad liberal arts based curriculum, and it is known for strong programs in education, nursing, the fine arts, and criminal justice. While ASU is currently home to 4,953 headcount students, the 2018 Master Plan describes a vision for expansion that will support an ASU campus that will grow to 6,800 students over the next decade. The Plan envisions new connections to the river and a landscape design for the Lower Campus that honors its role as the campus' historic, original core, while allowing the removal of existing program uses from buildings within the flood plain. Proposed expansion of the existing Library and Dining Hall, student life uses will consolidate and expand along the east-west axis of the Ridge. Finally, a new academic and residential core is created on the Upper Campus land, with living/ learning centers, an identifiable visitor gateway, and the Ray Charles Arts Center framed around a dynamic central open space.

Founded in 1903 as the Albany Bible and Manual Training Institute, ASU is one of 103 institutions (and one of three public 4-year institutions in Georgia) that have been designated as Historically Black Colleges and Universities, a federal designation that is a source of great pride and prestige for the university. The original campus that existed prior to the 1994 flood was entirely contained on bottom land within the flood plain east of the levee along the Flint River and west of the ridge of high ground along Radium Springs Road. With the exception of the library, all of the university's academic and housing facilities were within the 50-year floodplain which flooded during the 1994 flood.

Albany and Albany State have long been defined by their location along the banks of the Flint River – a source of both prosperity and destruction. Albany's location straddling the river has meant that periodic floods have been an important part of the city's history. These flood events, notably in 1925, 1929, 1966, and 1994, caused significant damage. The 1994 storm caused floodwaters to crest at 44.3 feet (24.3 feet above flood stage), displaced 22,000 people and damaged 6,500 buildings—including the buildings on the ASU campus. Campus efforts since the 1994 flood have focused on relocating uses to higher ground.

A significant element of the 1995 Flood Recovery Plan was the expansion of the campus eastward across Radium Springs Road, with the goal of removing the remaining buildings in the floodplain at the completion of their current lifecycle. In the 1996-97 period, ASU built three new student housing buildings and a dining hall along the ridge on the west side of Radium Springs Road. The University purchased a large area of land east of Radium Springs Road in an area known as the "sand dunes" and started building this new section of campus, beginning with the ACAD and HPER buildings, completed in 1997.

VISION AND GOALS 02

The analysis and design alternatives allowed members of the campus community to contribute to the design concept and provide feedback.

PHILOSOPHY

Albany State University, a historically black institution in Southwest Georgia, has been a catalyst for change in the region from its inception as the Albany Bible and Manual Training Institute to its designation as a university. Founded in 1903 to educate African American youths, the University proudly continues to fulfill its historic mission while also serving the educational needs of an increasingly diverse student population.

A progressive institution, Albany State University seeks to foster the growth and development of the region, state and nation through teaching, research, creative expression and public service. Through its collaborative efforts, the University responds to the needs of all its constituents and offers educational programs and service to improve the quality of life in Southwest Georgia.

The primary mission of Albany State University is to educate students to become outstanding contributors to society. Offering Bachelor's, Master's and Education Specialist degrees and a variety of non-degree educational programs, the University emphasizes the liberal arts as the foundation for all learning by exposing students to the humanities, fine arts, social sciences and the sciences. Global learning is fostered through a broad-based curriculum, diverse University activities and the expanding use of technology.

Institutional Mission and Strategic Plan

Albany State is presently requesting modification of its mission statement to align with the University System of Georgia strategic initiatives and new strategic plan. The following is a summary of Albany State University's current Mission Statement and Strategic Plan.

Albany State University's current Mission Statement and Strategic Plan (2006-2011) identified the following core values, goals, and strategies:

Albany State University, a public HBCU, will be recognized as a preeminent institution of higher education in the University System of Georgia and in the Southeastern United States.

ASU CORE VALUES

Diversity

We embrace diversity in our student body, faculty, staff and in the curriculum of the University.

Learning Communities

We believe that learning communities create a collegiate environment in which individuals achieve their full academic potential and personal development.

Quality Learning, Teaching, Research and Service

We value quality learning, teaching, research and service as cornerstones of our University experience.

University Culture

We promote integrity, shared governance and open communication as hallmarks of this University's culture.

Accountability

We are committed to good stewardship of the academic, human, physical and fiscal resources of the University.

ASU GOALS AND STRATEGIES

Strengthen the Historic Mission

Strengthen the historic mission and role of the University while proactively serving the diverse educational needs of the region and state.

Advance Southwest Georgia

Use the University's intellectual resources to advance the educational, economic, social, and cultural opportunities of the citizens of Southwest Georgia.

Build a Stronger University Community

Build a stronger University community by increasing customer satisfaction, improving human resource development and enhancing organizational capacity.

Provide State of the Art Technology

Provide and maintain state of the art technology infrastructure that supports the University's mission and goals. Components of the Technology Infrastructure include: Instructional Support, Student/Staff Services, Administrative Services, Distance/On-line Learning, Business Processes, Training Support, and Internal/External Communication.


FIGURE 2, 3. CAMPUS COMMUNITY MEMBERS EXPLORED OPTIONS FOR SITING NEW PROGRAM USES DURING AN INTERACTIVE WORK SESSION.

Master Planning Process

On October 7, 2008, a "kick-off" meeting was held with over sixty members of the ASU community and the City of Albany to initiate the master planning process. Through this meeting and a subsequent series of interviews with faculty, staff, students, alumni, and local officials, Sasaki Associates, Inc. became familiar with the challenges that face the campus, the choices that will need to be made about the physical campus, and the opportunities that exist for ASU to develop academic programs and a campus master plan that meets its needs for the 21st century. The feedback generated through the "kick-off" meeting and interviews revealed a number of recurrent themes and priorities related to the physical campus and space needs, history and preservation, student life issues including housing, academics and administration, and the need to create connections to the river, the University System of Georgia, and downtown Albany.

On December 3, 2008, a summary analysis of goals, existing campus conditions, space needs, market assessment, and opportunities surrounding the future Ray Charles Arts Center and connections to downtown Albany were presented at a university work session. The space needs analysis was presented based on future growth projections resulting in target enrollments of 6,800 and 10,000 headcount.

Two work sessions in the winter and spring of 2009 explored options for the physical master plan. Framework concept alternatives as well as a detailed analysis of siting strategies and cost options for the Ray Charles Arts Center were explored at an interactive charrette work session on January 22, 2009. On March 31, 2009, master plan alternatives were discussed and a preferred direction was selected. Based on feedback from the Master Plan Committee, the final plan was refined and developed over the subsequent months.

MASTER PLAN GOALS

Through the master planning process, the following goals and priority actions were established to guide the 2018 plan:

Goal #1	Complete transition of the campus out of the flood plain
Recommended Action:	Develop a program to accommodate both existing uses and future expansion on an Upper Campus with a coherent sense of place.
Goal #2	Enhance welcoming character of the campus
Recommended Action:	Clarify campus entries, wayfinding, and improve landscape and internal circulation.
Goal #3	Frame the historic campus
Recommended Action:	Create an historic quadrangle that embraces the gravesites and the historic buildings to remain including Daisy Brown Hall, Orene Hall, President's House, and the Caroline Hall Chimney.
Goal #4	Celebrate the arts through the location of the Ray Charles Center
Recommended Action:	Provide a prominent location for the Ray Charles Arts Center that accommodates the arts program.
Goal #5	Advance ASU's academic reputation and reinforce its role as the Albany region's 4-year university.
Recommended Action:	Embrace diversity and broaden academic program offerings
Goal #6	Enhance ASU's physical presence within the greater Albany community
Recommended Action:	Engage with ADICA and Downtown Albany to establish a downtown presence.

Existing Conditions 03

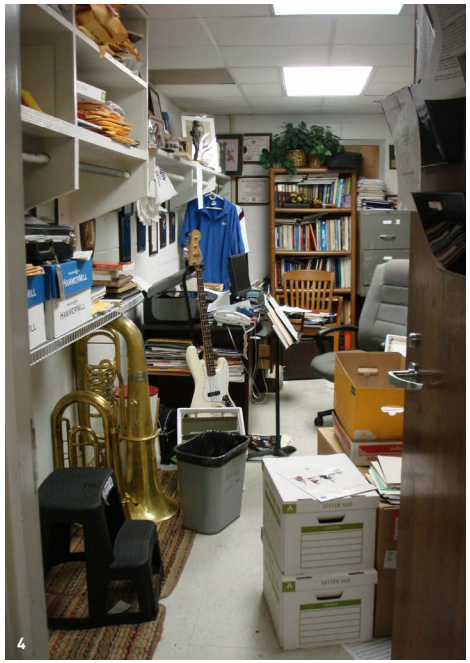


FIGURE 4. A CROWDED FACULTY OFFICE IN ACAD.

FIGURE 5. HOLLEY HALL ON LOWER CAMPUS.

FIGURE 6. EXISTING CAMPUS

SITE CHARACTERISTICS

ASU is situated on a 206-acre campus across the Flint River from downtown Albany. The compact campus is bordered by Oglethorpe Boulevard to the north, the Flint River to the west, and Sands Road to the east. Radium Springs Road bisects the campus and curves to form the southern boundary of the campus. The University is located in the southeastern quadrant of the City of Albany in a low-lying area that is not densely built up. Surrounding land uses include commercial and retail to the north and east along Oglethorpe Boulevard, residential to the south, and the Flint River on the western boundary. Immediately east of the campus is a large area of vacant land commonly referred to as the "sand dunes."

A distinctive natural feature of the ASU campus is its adjacency to the Flint River. The campus was originally developed on a narrow stretch of land running north-south along the Flint River, forming today's Lower Campus. The entire Lower Campus is contained in a valley and sited within the river's 50-year floodplain. Following earlier planning efforts and decisions to migrate the campus out of the floodplain, new development formed on higher ground along the Ridge and in a new Upper Campus configuration, forming three distinct zones to the campus.

The Lower Campus is distinguished by a historic quad, smaller buildings, mowed lawns, and lush, plentiful shade trees, which combine to create an intimate sense of place at a pedestrian-friendly scale. The narrow Ridge zone between the Lower Campus and Radium Springs Road acts as a zone of transition between the old and new sections of campus. The Upper Campus, to date, is home to two academic buildings with large footprints. Between these buildings, a large open space is formed with small trees planted along a central formal axis that provide less enclosure and relief from the hot sun than the Lower Campus zone. Although they are not yet mature, the trees lining the semi-circular University Drive will create a green canopy and sense of distinction to the easternmost extent of the campus.

Building Use And Condition

ASU has thirty major campus buildings that are currently in use. ASU's academic, administrative, and student services buildings are all organized along a central spine which extends east-west from the Flint River, and are concentrated within a ¼ mile radius (approximately a five-minute walk) from the core. Residential housing is located on the Ridge, at the southern and northern perimeter of this radius; the student services and library are at the core; and the classroom facilities are evenly distributed along the east-west and north-south axes. Playing fields are largely concentrated at the edges in the floodplain, with the exception of two new athletic facilities: the HPER building and the new Albany Municipal Coliseum football stadium. Administrative offices are centrally located, and operations facilities are located at the periphery.

FIGURE 8, 9. THE CENTRAL QUAD BETWEEN ACAD AND HPER IS FREQUENTLY VACANT, AND ONLY AT CAPACITY DURING LARGE EVENTS.

FIGURE 7. (ABOVE) LARGE-CANOPY, MATURE TREES ON LOWER CAMPUS PROVIDE SHADED GATHERING SPACES

Thirteen campus buildings are sited in the 110 acres west of Radium Springs Road and within the 100-year flood plain. Most of these buildings experienced extensive damage during the 1994 flood, and both the 1995 Campus Master Plan and the 1998 Campus Master Plan Update have recommended demolition of non-historic buildings in the flood plain. Under this criterion, three historic campus buildings—Orene Hall, Daisy Brown Hall, and the President's House—remain intact within the flood plain, as well as the Caroline Hall chimney and gravesite. Sanford Gymnasium, a non-historic building in the floodplain, is intended to remain for use as a locker room and recreation pavilion for intramural playing fields on the Lower Campus. Nine buildings in the flood plain are scheduled for demolition, including: three dormitories (Andrews Hall, Gibson Hall, and Wiley Hall), four academic buildings (Hartnett Classroom, Holley Hall, Peace Business, and Simmons Classroom), the Plant Operations building, and Reese Student Union.

West of Radium Spring Road, ten buildings on the Ridge and five structures on the Upper Campus were recently constructed and are in excellent condition. Buildings on the Ridge include the Student Services uses (Dining Hall and Pendergrast Library), the Telecommunications Building, and seven dormitories (East Hall, North Hall, South Hall and Halls 1, 2, 3, and 4). Upper Campus currently includes a range of uses, from the new Academic Building (ACAD) to recreational uses at the Albany Municipal Coliseum and the Health, Physical Education & Recreation Building (HPER), as well as the Central Energy Plan and Early Learning Center.

Open Space and Pedestrian Circulation

ASU's campus has a rich and diverse outdoor realm with fields, lawns, quads, plazas, courtyards, a morning glory conservation area, and proximity to the river. Yet, there are many natural assets that have not been fully capitalized on, and key open spaces that need strengthening.

Existing buildings and large-canopied trees define small-scale spaces on the historic Lower Campus, creating a comfortable, inviting atmosphere for gathering, relaxing and studying. The Flint River, however, is not clearly connected to campus, either visually or physically. Open spaces on the Upper Campus are of a larger scale, and are not as clearly defined by either vegetation or buildings. A vast, paved quad has been placed between the ACAD and HPER buildings, and planted with a linear path of small crepe myrtle trees through the center that do little to offer shade and shelter from the warm southern climate.

The newer campus zones—the Ridge and Upper Campus—are linked to the historic Lower Campus by a pedestrian underpass beneath Radium Springs Road. The underpass provides safe passage separated from traffic, and serves as an important public space linking the old and new along the developing east-west spine.

FIGURE 10. FLOODING INUNDATED THE ASU CAMPUS IN 1994.

FIGURE 11. THE FLINT RIVER'S NATURAL EDGE ADJACENT TO ASU'S LOWER CAMPUS

Storm Water Management

While proximity to the Flint River contributes positively to the campus' sense of identity, it also presents challenges regarding flooding and storm water management, issues that have consistently plagued the university. The western edge of campus is separated from the Flint River by a levee; however, following devastating flooding in 1994, it was determined that the top elevation of the levee falls shy of 100 year flood requirements. Additionally, the growing campus lacks a comprehensive storm water management strategy that can mitigate deficiencies in the storm water outfalls through the levee.

Natural Amenities

At the northeast corner of campus, an area has been designated as a protected Pickerings Morning Glory Restoration Area. Boardwalks and a wooden gazebo invite the members of the ASU community to visit the area without disturbing the sandy soil habitat of this species.

In spite of its history of destructive flooding, the Flint River is a significant natural amenity to the ASU campus. Whereas the west side of the river has seen significant investment to improve pedestrian access to the river's edge, the Flint is inaccessible from the ASU campus. In part, this is due to the levy that is intended to project the lower campus from future floods, which also acts as a physical and visual barrier to the river.

Vehicular Circulation and Parking

The ASU campus has two primary campus gateways—north at College Drive and Oglethorpe Boulevard and south at South University Drive and Radium Springs Road—however, both entries lack clarity for visitors. The north entry is accessible only to eastbound traffic on Oglethorpe. Vehicles using this entrance cannot access the Daisy Brown Hall (the President's Office) or the ACAD Building, two frequent visitor destinations.

FIGURE 12. THE NORTHERN ASU CAMPUS GATEWAY AT OGLETHORPE BOULEVARD.

Economic Context of the Albany Metropolitan Area

The City of Albany is an economic center in southwest Georgia and is home to several post secondary educational institutions—ASU, Darton College, and Albany Technical College—as well as a regional airport, civilian marine base, healthcare system, and several manufacturing companies. Despite this aggregation of industry and institutions of higher learning, Albany is a relatively low income community and located within a region that has seen limited economic, job, and residential growth over recent years. ASU, with over 650 employees, 4,000 students and an annual budget of approximately $60 million, acts as a critical driver of economic activity within the region. Yet ASU remains relatively isolated from the heart of Albany physically and economically. Despite the promise and proximity, connections from the University to downtown have not been realized. Similarly, while development on the western side of the Flint River has begun to embrace the River, ASU and other east side development have not yet followed. A market assessment was undertaken by Green Door Advisors in order to situate ASU within the larger economic and social context, and explore potential opportunities to establish connections between the campus and the community, building on some of the recommendations already set forth by Albany Tomorrow.

Based on the market assessment, there is an opportunity to meet an untapped and growing demand for quality multi-family rental product that would fill both student and general resident needs. This demand could be met proximate to the University, east of the Flint River at some of the currently vacant parcels in and around ASU, or may be appropriate for developments located in Downtown Albany, or the Harlem District. In addition to this residential demand, there is moderate demand to support new convenience and university population-oriented retail to serve ASU and the surrounding community. As supplement to market demand, the retail and commercial development can serve to help define the ASU gateway along Oglethorpe and enhance the visibility of ASU and connections to the broader community.

Demographic Trends

Similar to many urban areas across the nation, population within Albany's downtown, and the immediate area around ASU, is experiencing a decline. The area immediately around ASU and the Flint River has the highest concentration of young households in the county, and over the next five years this area is expected to continue to lose population while the household composition increases in affluence and age.

Employment and Economic Impacts

Aside from the concentration of education-related employment in Albany, the county's main industries are driven by manufacturing, trade, transportation, and other services. As manufacturing continues to decline, the role of ASU will be even more critical in helping Albany to reposition its economic base.

The multifamily rental market in Albany is currently very tight, and generally serves five user groups: 1) young families and students, 2) marines and families, and other associates of the installation, 3) empty-nesters, 4) mixed-income developments, and 5) subsidized and public housing groups.

Albany's retail character is dominated by high-way oriented retail and demand exists for retail to serve the ASU population. Given the ASU audience and the limited, existing choices in the immediate environs, there is a projected supportable demand for 6,000 square feet of retail service space, growing to 12,000 square feet total over the next ten years.

FIGURE 12. DOWNTOWN ALBANY AND ASU'S PROXIMITY OFFERS PARTNERSHIP AND ECONOMIC OPPORTUNTIES FOR BOTH THE CITY AND UNIVERSITY.

Despite the promise and proximity, connections from the University to Downtown have not been realized.

Facilities Needs 04

Projected Campus Growth

With the addition of new buildings after the 1994 flood, enrollment at ASU has been steadily increasing, averaging 4.33% growth per year for the last four years. Anticipating that future growth will proceed at a comparable rate, the 2018 Plan has established a development program to accommodate growth from the current 4,596 to 6,800 headcount of undergraduate and graduate student populations over the next ten years. The on-campus presence of high school students enrolled in the Early College program has also been factored into the growth projections. According to sources at ASU, the Early College program is expected to grow from 60 to 420 students by 2018. A secondary growth scenario looks at future potential for the campus to approximately double in size to 10,000 headcount, with undergraduate, graduate, and Early College students.

Several programs at ASU have the opportunity to grow significantly over time, including new facilities for the fine and performing arts that could attract new students to Albany. With the introduction of the Ray Charles Arts Center, there may be significant growth in the number of majors in Music, Theater, Studio Arts and Mass Communications once a new facility is built. The Ray Charles Fine Arts Building will house the programs of the Department of Fine Arts—Visual Arts, Music, and Speech and Theater—as well as the Division of Mass Communications belonging to the Department of English, Modern Languages, and Mass Communications, addressing the urgent space needs of these departments and allowing for the demolition of facilities in the flood plain.

Proposed Program

The space program assesses existing and future space requirements at ASU in order to improve utilization of existing facilities, allow for replacement space to offset retirement of the planned buildings in the flood plain, and to accommodate future increase in enrollment and campus population.

	Existing Fall 2008		2018 Plan 6,800 HC		Future Potential 10,000 HC	
	HC	fte	HC	fte	HC	fte
students	4,236	3,875	6,800	6,250	10,000	9,172
faculty	257	224	340	296	500	435
staff	425	408	453	435	667	640


Broad St.
Ogelthorpe Blvd.
Highland Ave
Ogelthorpe Blvd.
Jefferson St.
Radium Springs Rd.
FUTURE ACADEMIC, LAB, OFFICE
FUTURE STUDENT LIFE
FUTURE RESIDENTIAL
FUTURE THEATER
FUTURE OPERATIONS
EXISTING HISTORIC BUILDING
EXISTING STUDENT LIFE
EXISTING RESIDENTIAL

Use/ HEGIS	Total Need (GSF)
100, 200, 300: Academic (Classroom, labs, office)	189,189
400: Library	32,507
500: Indoor Recreation	0
600: Assembly & Student Services	143,308
700: Plant Operations	32,573
800: Health Services	400
TOTAL	397,977

Residential Program

After Andrews, Gibson, and Wiley Halls are removed from the flood plain in accordance with the 1998 master plan, a total of 1,478 beds will remain in Halls 1, 2, 3, and 4, and North, East, and South. Based on the goal of housing half the undergraduate population on-campus, the housing program for the 2018 plan provides new residential buildings for a net demand of 1,389 new beds.

	Existing Fall 2008	2018 Plan 6,800 HC	Future Potential 10,000 HC
	4,236 HC	6,800 HC	10,000 HC
Undergraduate enrollment	3,753	5,734	8,610
Demand (beds)	1,876	2,867	4,305
Existing supply (beds)	1,478	1,478	1,478
Net demand (beds)	398	1,389	2,827

Parking Program

The parking demand for the new development program, of 6,800 students totals 3,135 spaces. Parking demand was calculated utilizing peak hour rates to provide for occupancy needs for each campus population.

User Group	Parking Demand (spaces)
Undergraduate Residential	946
Undergraduate Commuter	1,147
Graduate Commuter	258
Early College	0
Faculty & Staff	714
Handicapped & Visitor	70
TOTAL	3,135

Recreation and Playfields Program

Growth of the student population creates demand for new playfields and recreational facilities. Existing varsity fields include the football field in the stadium, running track with field, baseball diamond, softball diamond, six outdoor tennis courts, and a practice field. These facilities will remain, but the campus is currently undersupplied, so one additional field is needed to satisfy current needs. The development program for the 2018 Plan calls for an additional 122,000 square feet of recreational space, equivalent to approximately two to three additional soccer fields.

2018 Master Plan 05

CONCEPT ALTERNATIVES

On March 31, 2009, the University Master Plan Committee participated in a master plan charrette to explore three development concepts for land use, building use, circulation patterns, and open space concepts. The goal was to illustrate the potential build-out of a 6,800 HC and test the capacity for a 10,000 HC campus, as well as explore variations such as means to achieve connections to downtown and alternate sites for the Ray Charles Arts Center.

While each alternative explored different configurations for the new development, all three assumed removal of the nine remaining, non-historic buildings from the flood plain (Hartnett, Holley, Peace, Simmons, Reese Student Union, Andrews, Gibson, Wiley, Plant Operations), as laid out in the 1998 ASU Campus Master Plan Update. Additionally, all three schemes preserve Daisy Brown Hall, Orene Hall, the President's House, and the Caroline Hall Chimney as part of a historic quad. Each expands the Pendergrast Library, adds new playfields and recreation open spaces in the floodplain, and locates new academic and new residential buildings together in Living and Learning Centers. All three alternatives use the 1998 ASU Master Plan's circulation system that links University Drive across Radium Springs Road to College Drive. Through varying approaches, each scheme accommodates the full program for the Ray Charles Fine Arts Building, either in all new buildings or through a combination of new buildings and use of the Municipal Auditorium and other downtown buildings.

Preferred Alternative 1: Growth within Existing Campus

The first alternative accommodates the growth to 6,800 HC students within the existing campus boundaries defined by the infrastructure framework of the 1998 Master Plan, requiring no land acquisition, and accelerating development of the Upper Campus. Alternative 1 assumes continued use of the Municipal Auditorium downtown and does not preclude the location of additional campus facilities downtown as opportunities arise.

Alternative 2: Extend Campus North to Corner of Oglethorpe and Radium Springs Road

The second alternative extends campus development toward downtown, growing north to the corner of Oglethorpe Boulevard and Radium Springs Road. This scheme requires land acquisition, yet would increase the visibility of ASU, connect the university to the surrounding community, and take advantage of the Tax Allocation District (TAD) in the City of Albany.

A master plan charrette explored concepts for land use, building use, circulation, and open space.

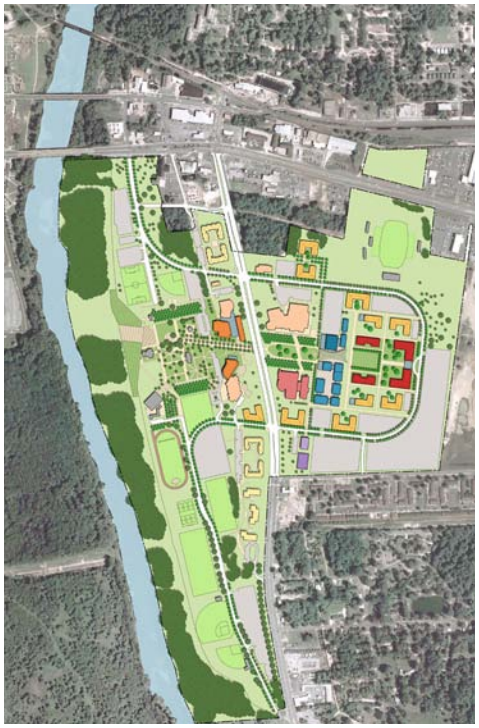


FIGURE 14. PREFERRED ALTERNATIVE 1

FIGURE 15. ALTERNATIVE 2

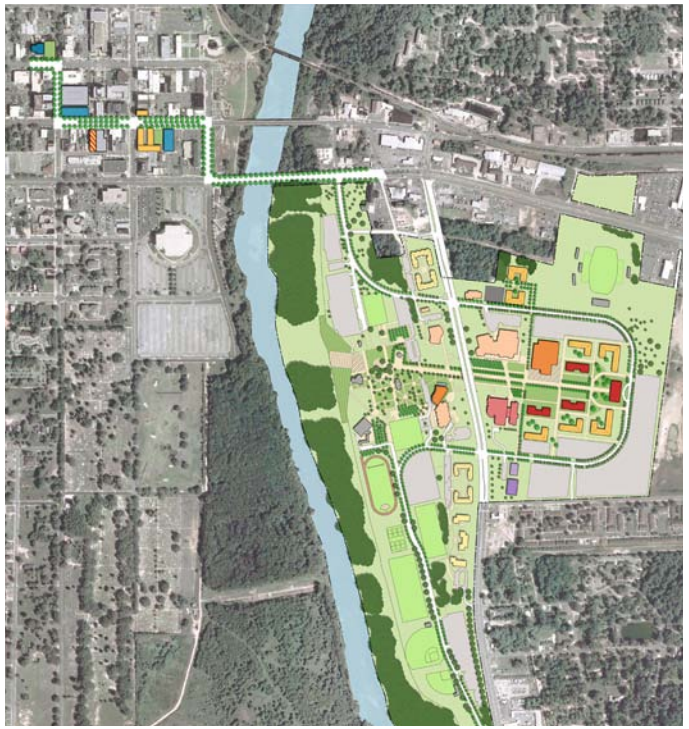


FIGURE 15. ALTERNATIVE 3

FUTURE ACADEMIC, LAB, OFFICE
FUTURE STUDENT LIFE
FUTURE RESIDENTIAL
FUTURE THEATER
FUTURE OPERATIONS
EXISTING HISTORIC BUILDING
EXISTING STUDENT LIFE
EXISTING RESIDENTIAL

Alternative 3: Create an Arts District Downtown

Alternative 3 commits to simultaneously growing the ASU campus environment while contributing to the creation of a downtown campus. Through partnership opportunities with the City and ADICA, the plan locates the academic and performance components of the Ray Charles Arts Center, housing, and other support uses (such as the bookstore) downtown, creating connections across the river and vibrancy in the City's downtown core.

Preferred Alternative 1: Growth within Existing Campus

The first alternative places the projected facilities for 6,800 HC students within the existing campus boundaries defined by the infrastructure framework of the 1998 Master Plan. No land acquisition is required and development of the Upper Campus is accelerated.

Alternative 1 frames a new campus quadrangle at the eastern end of the Upper Campus with academic, housing, and arts buildings. Development is focused in the empty field on the Upper Campus east of Radium Springs Road. Along the Ridge, the Student Union is integrated with the existing Dining Hall building and combines with the Library expansion to reinforce the east-west pedestrian spine that connects the historic Lower Campus to the new Upper Campus zone.

The location of the components of the Ray Charles Fine Arts Building is one of the distinguishing differences between the three alternatives. Here, the entire arts program is sited in a multi-building complex that is centrally located at a prominent site at the midpoint of the Albany Quad. The arts complex is centered around a pedestrian plaza with the theater venue on the north side of the axis and the academic and performance spaces for art, music/theater, and mass communications on the south side of the axis.

The proposed system links all campus facilities internally and allows visitors entering the campus from either College Drive or Radium Springs Road to access all areas of campus. The plan places parking on the perimeter of the academic core with access from University Drive and College Drive in order to retain the pedestrian character of the campus and enhance internal security.

Today, the principal organizing element of the ASU campus is the central pedestrian spine that connects the Lower Campus to the Upper Campus via the pedestrian underpass beneath Radium Springs Road. The open space concept for Alternative 1 adds variety to this long, linear connection by defining three principal new elements along the central spine: a river overlook with a seated terrace on the eastern side of the levee; a memorial courtyard marked with a low gated garden wall or hedge row and framed with shade trees on the Lower Campus; and the completion of the Albany Quad on the Upper Campus.

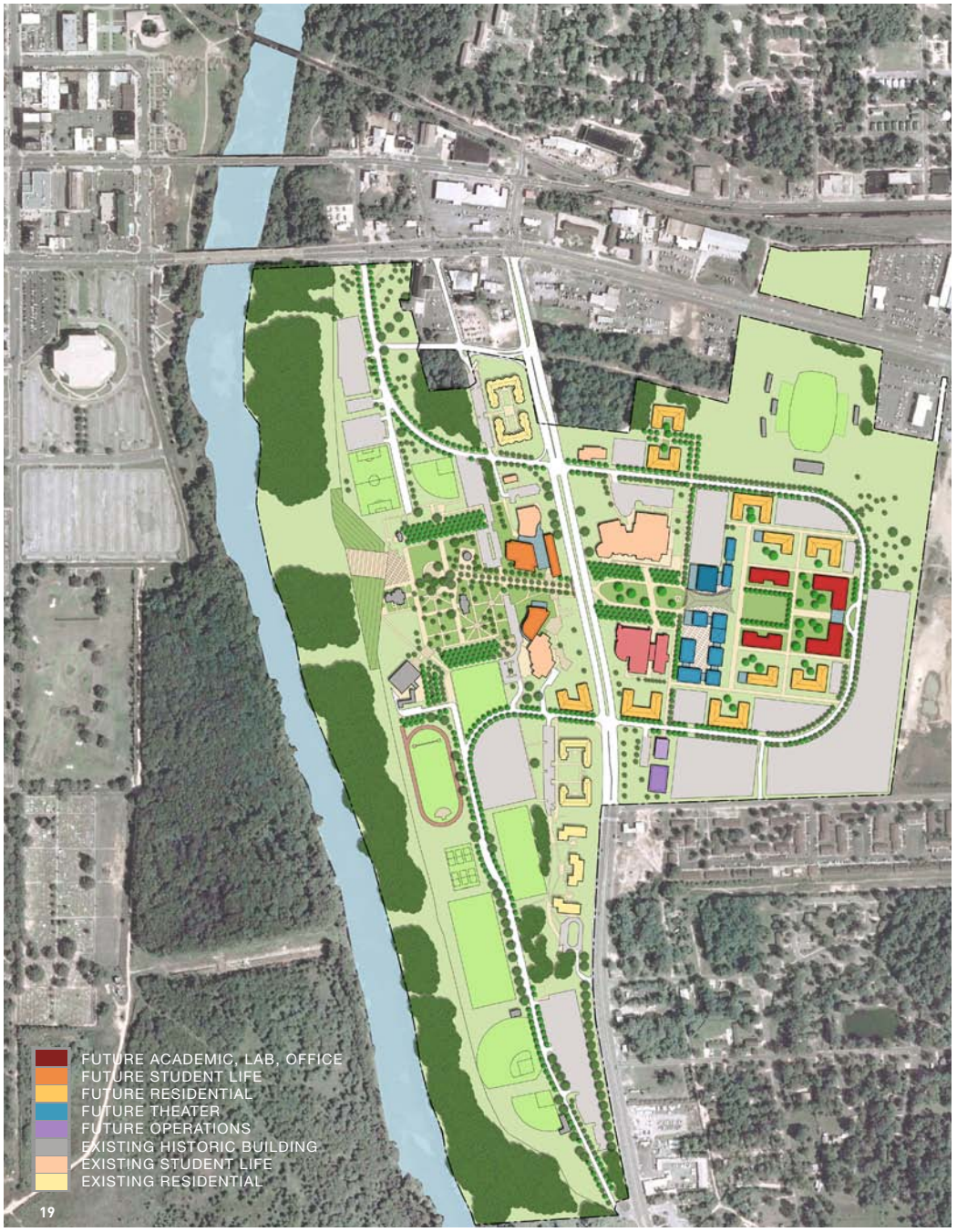


FIGURE 18. EACH ALTERNATIVE EXPANDS THE PENDERGRAST LIBRARY

FIGURE 19. ALTERNATIVE 1

FIGURE 17. (ABOVE) THE EXISTING CENTRAL PEDESTRIAN SPINE CONNECTS THE LOWER CAMPUS TO THE PROPOSED NEW DEVELOPMENT ON THE UPPER CAMPUS

Alternative 2: Extend Campus North to Corner of Oglethorpe and Radium Springs Road

The second alternative differs from Alternative 1 by extending campus development to the corner of Oglethorpe Boulevard and Radium Springs Road. This scheme requires land acquisition, yet would increase the visibility of ASU, connect the university to the surrounding community, and take advantage of the Tax Allocation District (TAD) in the City of Albany.

The Ray Charles Fine Arts Center facilities, including a Welcome Center, form a physical and programmatic connection between the university and the City, with a prominent location at the corner of Oglethorpe and Radium Springs Boulevard. The Arts Center components are linked back to the academic core through a series of landscaped courtyards. In contrast to Alternative 1, Alternative 2 places the new Student Union adjacent to the HPER building at the center of the Albany Quad on the Upper Campus. This location places student life at the heart of the Upper Campus adjacent to the student recreation facilities in HPER.

Similar to the first alternative, the plan creates "Living and Learning Centers" on the Upper Campus by clustering student housing with academic facilities. Likewise, the parking strategy is the same as alternative 1, with most lots located around the perimeter of the campus, and only small variations in their locations.

FIGURE 20, 21. ALL ALTERNATIVES TRANSFORM THE LOWER CAMPUS INTO A MEMORIAL COURTYARD, PRESERVING THE CHIMNEY AND PRESIDENT'S HOUSE.

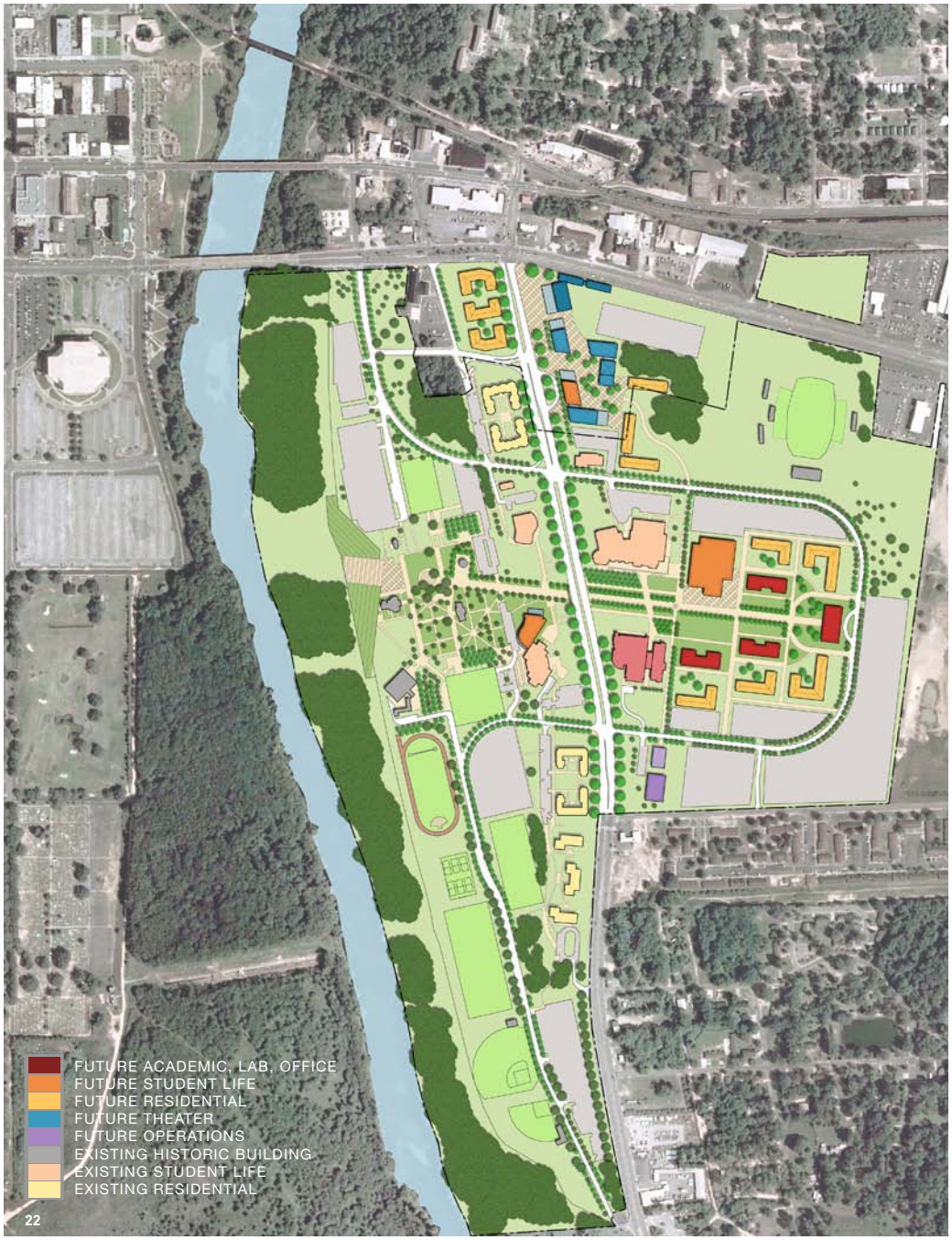


FIGURE 22. ALTERNATIVE 2

Alternative 3: Create an Arts District Downtown

Alternative 3's distinguishing characteristic is its commitment to simultaneously growing the ASU campus environment while contributing to the creation of an "Arts District" downtown. Through partnership opportunities with the City and ADICA, the plan locates the academic and performance components of the Ray Charles Arts Center, housing, and other support facilities downtown, creating connections across the river and vibrancy in the City's downtown core.

Alternative 3 utilizes Downtown's existing Municipal Auditorium to fulfill the Ray Charles Arts Center's large performance venue program needs and redevelops existing sites for the art, music, and mass communication components of the Center. The joint university-community arts complex would anchor the downtown arts district, while new downtown ASU student housing would help to sustain activities downtown in the evening hours. Furthermore, this plan provides the opportunity to locate other academic uses, such as the Business School or the Continuing Education department, in the other existing buildings on Broad Street.

While this partnership approach differs significantly from the other alternatives, there are still parallels with the other schemes. Similar to the others, Alternative 3 develops the remaining academic facilities on the main ASU campus in a compact, pedestrian-friendly design centered around an academic core and creates "Living and Learning Centers" by clustering student housing with academic facilities. Additionally, like Alternative 2, Alternative 3 places the new Student Union adjacent to the HPER building at the center of the Albany Quad on the Upper Campus.

On campus, the open space, circulation and parking strategies are also similar to those in Alternatives 1 and 2 with parking located at the campus perimeter. Alternative 3 extends the existing median on Broad Street and adds street trees to clearly define ASU's downtown presence. Improvements to the pedestrian walkway on the south side of the Oglethorpe Bridge encourage pedestrian and bicycle movement between downtown and the core campus.

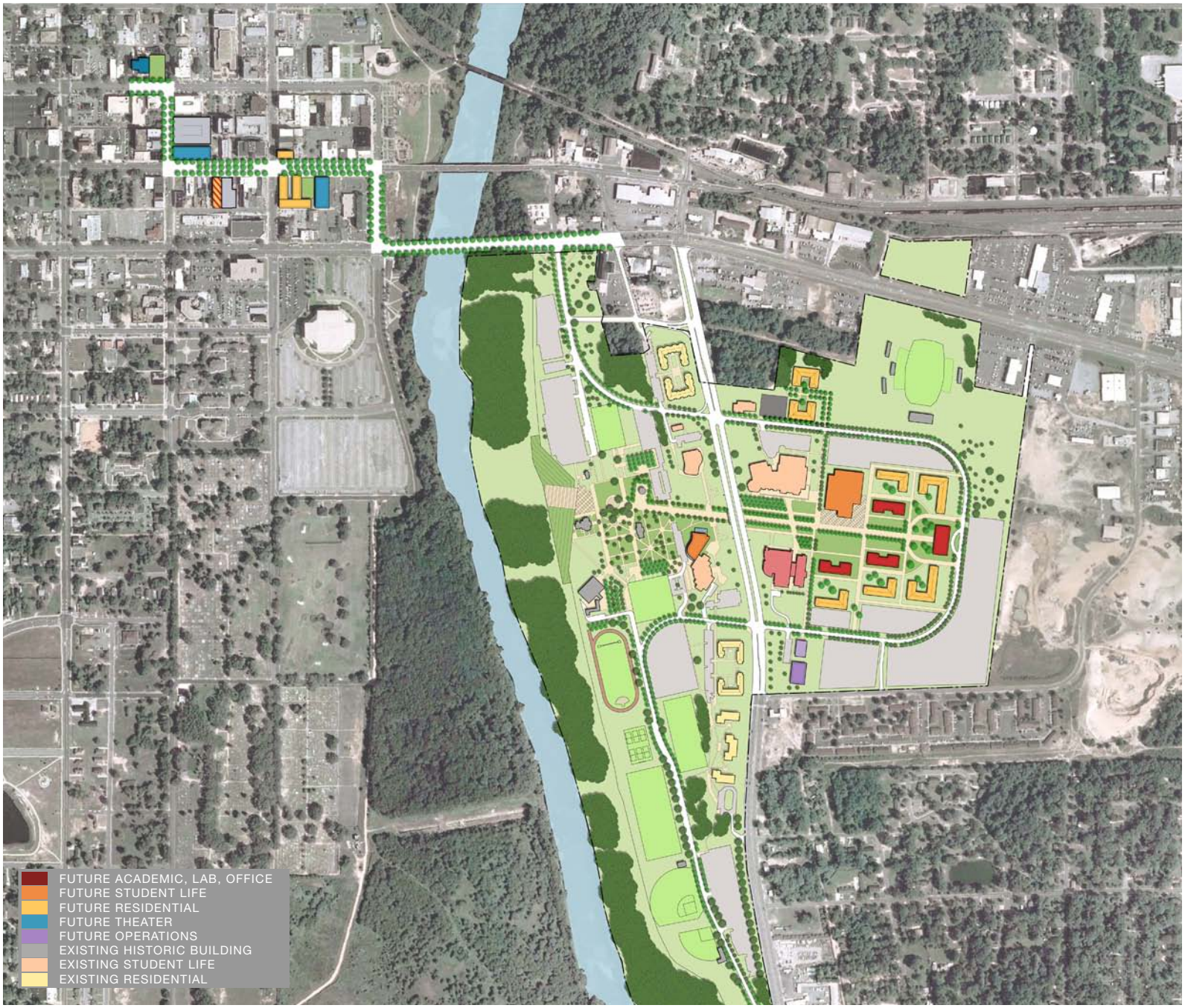


FIGURE 23. ALTERNATIVE 3


Highland Ave
Ogelthorpe Blvd.
Radium Springs Rd.
PROPOSED BUILDING
EXISTING BUILDING

The 2018 Plan creates an open space framework with a dynamic new quadrangle framed by academic, housing, and arts buildings.

2018 MASTER PLAN

The 2018 Master Plan builds on the preferred alternative, Alternative 1, with an enhanced open space framework where a series of spatial connections culminates in a dynamic, new landscaped quadrangle that is framed with new academic, housing, and arts buildings. While the proposed plan locates the entire development program compactly within the existing campus boundaries, and focuses growth in the Upper Campus east of Radium Springs Road, it does not preclude future development downtown as opportunities arise. The campus is configured in a gridded, parcel framework in order to guide future architectural development. The compact academic core locates all academic facilities and residential facilities within the area of the 10-minute class change interval.

The 2018 Master Plan organizes campus uses in to three main, geographic zones:

Lower Campus

Primarily reserved for recreation, select administrative functions, and commuter parking, Lower Campus will be marked with the historic quad landscape and will provide visual connections to the Flint River.

The Ridge

With an addition to the existing Pendergrast Library and the new Student Union building, the Ridge will function as the focus of campus's student life, centered on a new plaza at the Radium Springs Road underpass.

Upper Campus

Upper Campus will become the academic core of the campus, with two complementary open spaces framed by academic buildings. Between the existing ACAD and HPER buildings, a densely planted orchard provides shade and echoes the densely planted Flint River landscape. Further east, new academic uses are clustered around a central, open quad with residential dorms framing the perimeter to form an integrated "Living/ Learning" environment.

Building Use

Proposed Academic Buildings and Ancillary Space

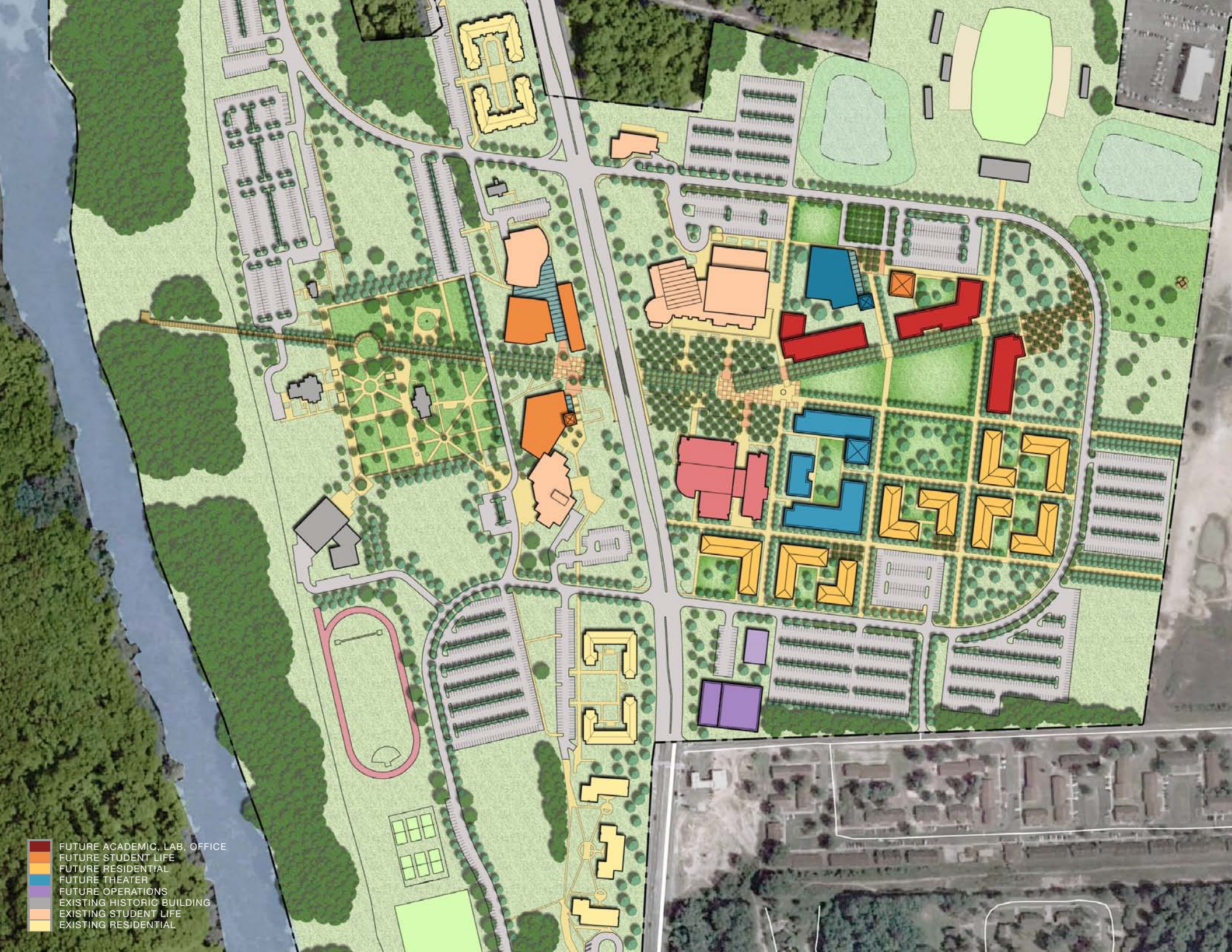
Reflecting a primary goal since the 1998 ASU Campus Master Plan Update, the 2018 master plan illustrates the removal of the remaining nine buildings in the 100 year floodplain, and their replacement on the Upper Campus. Three buildings within the flood plain will be preserved as historic structures: the President's House (to be used for administrative offices), Daisy Brown Hall, and Orene Hall (to be used for special functions and office). Sanford Gymnasium will be retained as a locker room and recreation pavilion for the lower campus.

The 1998 master plan recommends retirement of five existing academic buildings that lie within the 100 year flood plain—Holley Fine Arts, Peace Business, Harnett Classroom, and Simmons Classroom. To accommodate both the retirement of these existing academic buildings and additional space needed for projected growth, the plan proposes the addition of two new academic buildings (composed of classrooms, labs, and offices), comprising 165,689 GSF total, as well as the facilities of the Ray Charles Center. Analysis of the program for the Ray Charles Center determined that 23,500 GSF of the total Ray Charles Arts program can be shared with these general academic space needs. Together with the Ray Charles Center, these new academic buildings will anchor the new Upper Campus, and are clustered together to define the edges of the new central quad.

The Pendergrast Library and Student Union expansions frame a student life plaza along the central pedestrian spine of the Ridge. The proposed Student Union building will be integrated with the existing Dining Facility in order to capitalize on the existing investment in food services. Additionally, Plant Operations is relocated from the flood plain to the perimeter of the Upper Campus zone, near the southern Radium Springs Road gateway.

Proposed Residential Buildings

The university has expressed a goal to house fifty-percent of undergraduate students on campus, in an on-campus environment that fosters community and extends learning beyond the classroom walls. To accommodate retirement of dormitories in the flood plain and future growth, an additional six residential buildings are planned for the Upper Campus. These residential buildings are distributed along the edges of the academic core in order to develop integrated living/ learning relationships between the adjacent academic and residential uses. This layout fosters a sense of campus community and


FUTURE ACADEMIC, LAB, OFFICE
FUTURE STUDENT LIFE
FUTURE RESIDENTIAL
FUTURE THEATER
FUTURE OPERATIONS
EXISTING HISTORIC BUILDING
EXISTING STUDENT LIFE
EXISTING RESIDENTIAL

emphasizes the residential character of the University. Buildings are sited to compose a series of smaller-scaled, internal, sheltered open spaces. Proposed residential buildings are four stories in height and based on a residential building unit of 250 beds-per-building.

Ray Charles Performing Arts Center

The master plan locates the entire arts program in a complex of buildings located on a prominent site that frame the key open space transition from the orchard quad to the Upper Campus open space. While it is recommended that the large theater program be satisfied via continued use of the downtown Municipal Auditorium, the 2018 Plan also demonstrates the ability to place the theater venue on Upper Campus by sharing a development parcel with an academic building on the north side of the axis. It is sited to have direct frontage on University Drive, marking an iconic, public entry to campus. Related academic and performance spaces for art, music/ theater, and mass communications are located in a series of smaller buildings on the south side of the axis that connect to the campus' academic core.

FIGURE 26. THE LYCEUM SERIES STRING CONCERTS, CURRENTLY HOUSED IN ACAD, WILL FIND A NEW HOME IN THE RAY CHARLES ARTS CENTER.

The new Ray Charles Center will be a landmark project for ASU and the City of Albany, celebrating the history of music and inspiring future artists for years to come.

FIGURE 27. THE EXISTING OPEN CENTRAL COURTYARD WILL BE REINVENTED AS A DENSELY PLANTED ORCHARD.

FIGURE 28. THE LOWER CAMPUS WILL BE TRANSFORMED INTO A MEMORIAL COURTYARD.

Open Space

The open space system has been developed in consideration of the region's climatic needs and informed by the campus's existing natural and built assets—including its adjacency to the Flint River, the prehistoric morning glory site, and the historic Lower Campus quad. It draws on these existing assets to create an open space system that is formed by a necklace of unique and differentiated spaces throughout the campus that are connected along the central open space axis. The landscape open spaces are organized along two principle, intersecting axes: the existing central pedestrian axis and a new diagonal axis connecting the existing historic quad to the morning glory site on Upper Campus.

Lower Campus

The open space system on Lower Campus preserves and defines the historic quad and embraces the Flint River via a River Overlook. Following removal of the buildings from the flood plain, the historic quad is redefined as Holly Memorial Courtyard. Framed by trees and a low seating wall, the Courtyard offers a quiet, contemplative space and recognition of the campus's origins. An elevated viewing deck that extends through the historic quad creates a visual connection to the Flint River. The Lower Campus is the main site that provides space for the additional two to three playfields and recreational spaces that are required to accommodate the growth projections.

The Ridge

The vibrant heart of the campus life core on the Ridge is centered on an active new plaza space framed by the entries to the new Student Union and the Library expansion. The plaza coordinates the pedestrian circulation between the student service buildings with the east-west circulation along the central spine.

Upper Campus

A new triangular lawn space is framed by academic buildings on Upper Campus. One side of the space is defined by the existing central axis that aligns with the central spine of the adjacent orchard space. A second side is formed by a diagonal axis terminating at the prehistoric morning glory site at the northeast corner of campus, which is accessible via a narrow boardwalk. The third and final side is terminated by an academic building to create a sense of enclosure and definition to the space.

A dense orchard is planted within the boundaries of the existing quad between the ACAD and HPER buildings. A thick grove of trees in this space serves to provide definition and scale to the existing, quad space while offering shelter and shade from the warm climate.

Within the residential building parcels, buildings are sited to create intimate courtyards that contribute to the residential character, and offer smaller, informal gathering spaces as an alternative to the larger, central quad. The Upper Campus is organized on a grid of pedestrian/service lanes, all of which are lined by a double row of trees to provide shade and reinforce the pedestrian-scaled spaces.

Circulation and Parking

The master planning process identified the need to enhance the welcoming character of the campus by identifying campus entries and improving landscape and internal circulation. The master plan provides a clear and identifiable visitor gateway to the campus, clarifies the hierarchy of the external and internal road networks, and accommodates increased parking demand.

Arrivals and Access

Primary campus access originates from Radium Springs Road, from both the north and south. The north entrance from downtown and Oglethorpe Boulevard will be the main visitor entrance to campus, offering direct access to University Drive, the loop road surrounding the core campus. A new visitor's center and entry plaza that is sited along the northern edge of University Drive provide a distinctive entry to the internal campus system. The gateway plaza marks the entry to the campus' new Upper Campus academic core. It is sited proximate to key public uses, providing a welcoming public entry that showcases the Ray Charles Theater component and offers proximity to the stadium.

Access to the campus from the south is also served along Radium Springs Road. This southern edge of campus provides immediate access to the less public elements of the plan, with proximity to the residential halls and living/ learning quads.

Campus Circulation

The University Boulevard loop road provides the primary campus vehicular circulation, with access to all of the campus's parking lots. While University Boulevard traverses the exterior of the campus, a secondary service lane is introduced running north-south in the Lower Campus. This service lane is formed by connecting Old Radium Springs Road to College Drive near its intersection with University Boulevard to create a continuous connection through the campus. This low-traffic lane is intended to provide service to Lower Campus and Ridge buildings, and ensure access in emergencies, but is not envisioned to carry general campus traffic. Similarly, a grid of pedestrian-priority multi-purpose paths traverse the new Upper Campus, offering service to buildings and carrying minimal vehicular traffic.

FIGURE 27. PRIMARY GATEWAYS AND CIRCULATION

Parking

The parking strategy locates parking lots on the perimeter of the academic core of the campus. Smaller lots are sited within close walking distance to academic and administrative buildings for faculty and staff, while student residential and commuter parking located in the Upper Campus perimeter lots in proximity to the residential and academic core.

Commuter parking is handled in existing large surface lots on the Lower Campus and on the periphery of the Upper Campus along University Drive. Several small lots are located near the main visitor entry, providing ease of parking for public visitors to the campus or the theater. All parking lots are landscaped and planted with trees in order to provide shade and relief from the southern climate, and soften the landscape impact of the surface lots. With the growth anticipated for the next decade, the master plan accommodates an increase in parking demand to a total of 3,135 spaces, without requiring structured parking. This projected parking demand assumes that parking demand rates will remain steady for the following campus populations—undergraduate residential, undergraduate commuter, graduate commuter, faculty and staff, and handicapped and visitor. Faculty and staff require 714 spaces, residential student parking accounts for 946 spaces, off-campus (graduate and undergraduate) student commuter parking accounts for 1,405 spaces, and visitor and handicapped parking is provided with 70 spaces. Early College students are not assumed to need parking on campus.

Implementation & Phasing 06

NEAR TERM PRIORITIES: CURRENT NEEDS AND RETIREMENT OF BUILDINGS IN THE FLOOD PLAIN

In the near term, a principal goal of the plan is to comply with the 1998 Master Plan building retirement schedule, and remove the remaining, planned buildings from the flood plain. Concurrently, additional buildings must be built both to replace that space, and to accommodate undersupplied program uses. This combined need amounts to 70,356 GSF of additional academic space, which can be accommodated in shared space within the Ray Charles Arts Center and a single, new academic building. This first academic building is sited adjacent to ACAD, directly across from the Ray Charles Arts Center program, framing the entry to the new Upper Campus and creating the framework for the open space system that will fill in over the next decade.

The first living/ learning quad area is created with the development of three residential buildings that are clustered with the Ray Charles Arts Center development parcel. The new Student Union building will also be developed in this phase, as well as the relocated and expanded Plant Operations facility.

Ray Charles Arts Center

With a prominent site near the public campus gateway and new Upper Campus quad, the Ray Charles Center can catalyze development on campus and provide needed space for ASU's well-regarded arts programs. The 2018 Plan develops a strategy for site and program development for the Ray Charles Performing Arts Center within the context of the long-term future development of the campus. The proposed Ray Charles Arts Center will combine instructional and performance spaces to support and enhance the broad mix of fine and performing programs available at ASU, allowing ASU to remain competitive with its peers. The mixed-program buildings will reinforce integration between programs, further enriching each and increasing their visibility on campus.

As a liberal arts based institution, all students of the University are required to take courses in English, Modern Languages and the Fine Arts, including Music; and, the building will support general instruction as well as academic programs within the departments of Art, Music, Mass Communications, Speech and Theater. The facility will house classrooms, teaching labs, lecture rooms, computer labs, faculty offices and studios for radio and television broadcasting. It will also provide performance space and higher quality, larger spaces for the well-regarded programs Marching Band, Concert Band, and Choral and Opera programs.

The proposed space program for the Ray Charles Arts Center is composed of six major academic components: General Instruction, Mass Communication, Art, Music, and Office Support, and a proposed Theater Venue comprising a total of 134, 467 gross square feet. Space in the "Music" category includes the Band Room, Chorus Room, Recital Hall, and the Black Box Theater, a teaching facility that may also be used as a large capacity lecture hall. The "Theater" category includes the large hall of 600-plus seats and required supporting spaces, which will be accommodated through the continued use of the City of Albany's Municipal Auditoriums. A commitment to the continued use of the Municipal Auditorium in partnership with the City is consistent with the goals of the Master Plan to bring a physical presence in downtown and will relieve the University of the significant overhead cost of operation in future use.

	Assignable SF	Factor	Gross SF Requirement
general instructional	9,620	1.5	14,430
mass communication	9,850	1.5	14,475
art	17,030	1.5	25,545
music	24,240	1.7	41,208
office support	5,635	1.7	8,453
theater venue	downtown		downtown
TOTAL	66,375		104,111

	Gross SF Requirement	Projected Cost / SF	Total Project Cost
general instructional	14,430	$220-250	$3,146,000 - 3,575,000
mass communication	14,475	$250-300	$3,693,750 - 4,432,500
art	25,545	$250-300	$6,386,250 - 7,663,500
music	41,208	$250-300	$10,302,000 - 12,363,400
office support	8,453	$220-250	$1,859,660 - 2,113,250
theater venue	30,056	NA	partnership with municipal theater
TOTAL	134,467		$25,387,660 - 30,147,650

New Academic Building

An additional general classroom/office building of approximately 50,000 GSF will enable Albany State to remove the last of its academic facilities from the flood plain. In combination with the new Student Union and the residential buildings that have been committed to, all academic, support and residential facilities buildings will then be removed from the flood plain, a principal goal of the 1994 Master Plan. Program analysis shows that 23,500 GSF of the Ray Charles Arts Program can be shared with general academic uses. Hence, in addition to the program for the Ray Charles Arts Center, one additional 50,000 GSF academic building is required to address current needs and compensate for the academic uses that are vacated from the flood plain.

Program requirements: New Academic Building	
Current Academic Space Needs, including removal of buildings from flood plain	70,356 GSF
Shared Academic Space with Ray Charles Arts Center	23,500 GSF
REMAINING REQUIRED ACADEMIC SPACE	46,856 GSF

FIGURE 28. TO ENSURE ADHERENCE TO THE PLAN WHILE ALLOWING FOR INCREMENTAL GROWTH, A GRID OF DEVELOPMENT PARCELS HAS BEEN IDENTIFIED. THE DEVELOPMENT PARCELS ARE FRAMED BY PEDESTRIAN WAYS WHICH ALSO SERVE AS SERVICE ALLEYS.

2018 PLAN

The main phase creates a complete campus, and accommodates the growth required according to the 2018 projections of 6,800 HC. Two additional academic buildings are sited along the northern and eastern edges of the central triangular open space, completing the open space strategy and terminating the eastern boundary of the campus. Six additional residential halls are sited on the Upper Campus in proximity to the academic core to fill out the living/ learning environment. Additionally, the Library expansion completes the Student Life zone along the Ridge.

FUTURE POTENTIAL

In line with recent growth trends, the 2018 master plan targets a projected enrollment of 6,800 HC. However, three phases of development can be envisioned for the campus that range from accommodation of current needs to significantly higher growth rates. This potential phase considers the possibility of a significantly accelerated growth rate that could lead to 10,000 HC. In this future potential phase, one additional academic building and eight additional residential halls are required in addition to the development in the previous two phases. At this intensity of development, two structured garages are necessary to accommodate the increased parking demand.

FUTURE DOWNTOWN PARTNERSHIP OPPORTUNITIES

As ASU implements the long-term vision for the campus, the university remains open to potential public-private ventures and other partnership opportunities to establish a strong, physical presence downtown. As the university builds its core campus east of the river, ASU is seeking to embrace opportunities that arise across the River. Program elements for downtown sites include continued use of the Ray Charles Performance Hall in the Municipal Auditorium, and could include additional arts elements, continuing education space, a campus bookstore, the Business School, and graduate student housing. The ability to leverage ASU's internal sense of community and capture real economic activity, including student spending and University-related revenues, presents an important redevelopment catalyst for the City of Albany and its region. The City is experiencing a declining manufacturing base, population and downtown retail sector. As demonstrated across the country, including nearby Columbus, Georgia, a strong university presence downtown can be a vehicle for its renewal.

Similarly, an ASU presence downtown can help further the 2018 Master Plan goals to advance ASU's academic reputation, reinforce its role as the Albany region's 4-year university, and enhance ASU's physical presence within the greater Albany community. Outreach to downtown will benefit the university as well as the City, and can begin the process of effecting the internal cultural change and external community perception that will enable ASU to become "the premier institution of southwest Georgia leading in scholarship and endowment". Partnerships in a healthy downtown will make ASU more desirable to a diverse student body and create a physical leadership position for ASU on the west side of the Flint River, and throughout the City and region.

Downtown Albany not only represents a potential site for future growth, it also represents a common ground that can be shared among all in the university and community alike. Downtown is common ground. Common ground that belongs to all residents of the community. Common ground that belongs to and begets community.


Broad St.
Ogelthorpe Blvd.
Highland Ave
Ogelthorpe
Jefferson St.
Radium Springs
PROPOSED BUILDING
EXISTING BUILDING

ACKNOWLEDGEMENTS

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darton college

april 2009

MASTER PLAN EXECUTIVE SUMMARY

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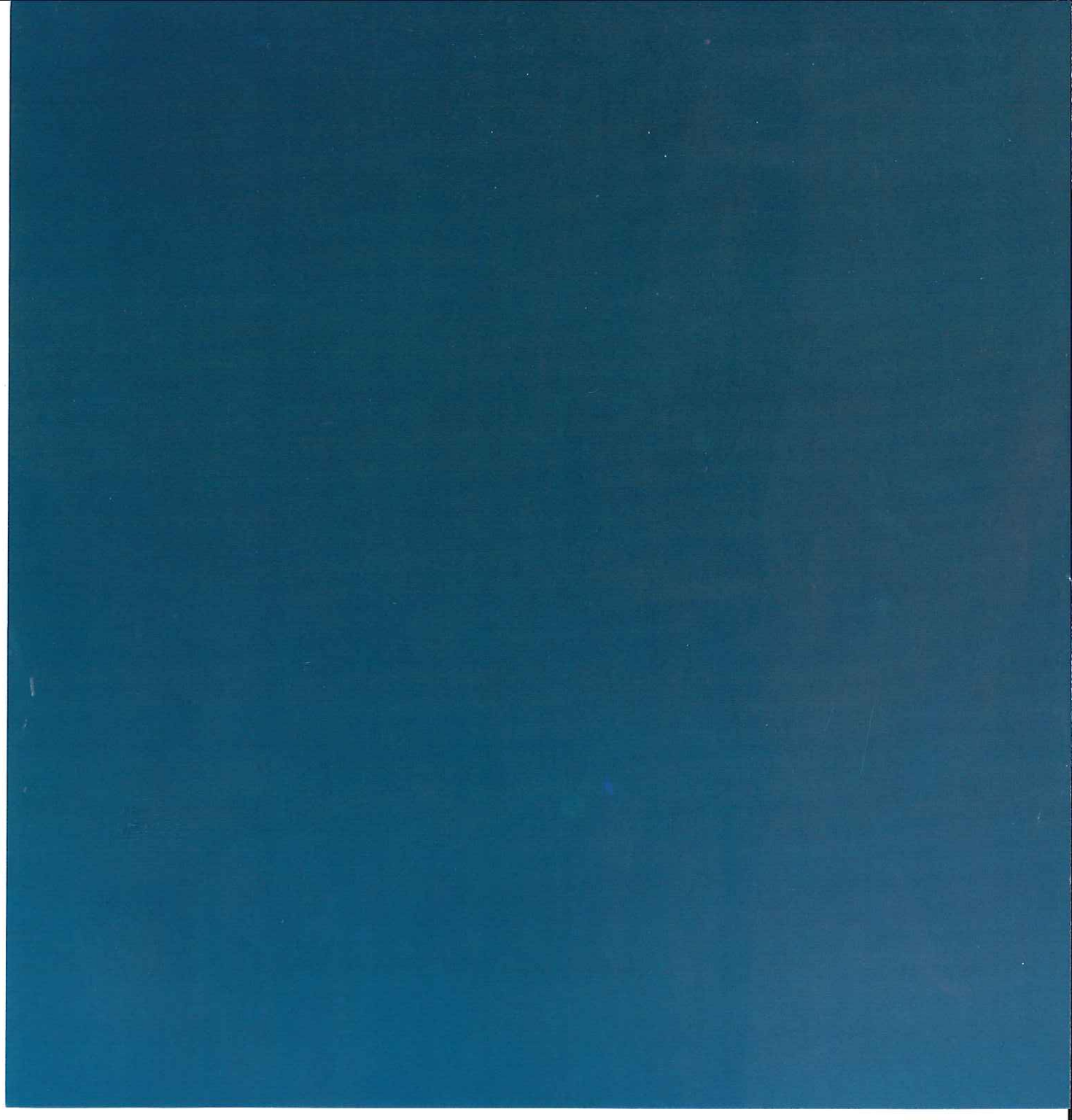


DR. PETER J. SIRENO

MESSAGE FROM THE PRESIDENT

In 1966 Darton College, formerly known as Albany Junior College, opened its doors with the purpose of providing an opportunity for educational and cultural fulfillment for all persons regardless of race, creed, color, sex or national origin. From this fundamental purpose and extremely humble beginnings, Darton College has exploded.

Our first Master Plan was approved in May of 2002.

Today, our enrollment exceeds 5,000. Our physical plant has tripled in size. Darton College is recognized nationally in academic programs, athletics and technology. The objectives in our first Master Plan have all been accomplished.

Therefore, in 2008, collaborations between members of the faculty, staff, and students began to create a Master Plan that will prepare Darton College for the next five to ten years of the 21st century. This piece contains hours of intense research, deliberation, and dialogue.

The Master Plan of 2009 allows Darton College to incur continued enrollment growth, expand our unparalleled efforts in the health science fields, and evolve as a residential campus. This plan will assist Darton in continuing to lead the path nationally in the area of technology, the health sciences, and intercollegiate athletics. The campus will expand further south as well as east. The expansion will transform our academic core, fine arts, student life, and ecological setting.

Vision for excellence, dedication to quality academics, and undeterred passion for Darton College have driven the creation of this Master Plan. Today, Darton College is committed to improving the quality of life both locally and globally through higher education. I encourage you to peruse our Master Plan. You will benefit from the enormous contribution Darton College is making to your community.

OVERVIEW

Darton College is a two-year community college in the University System of Georgia. The College emphasizes vibrancy, exemplary teaching, a student-centered approach, and aims to provide students with a well-rounded experience including athletics, fine arts, and wellness. The campus is located on a large 180 acre site on Gillionville Road, 4.1 miles west of downtown Albany. Eleven principal buildings contain 315,000 assignable square feet of academic, administrative and student support space.

In 2009, enrollments at the College reached 5,000 headcount students. For the purposes of the master plan, the College established a target which doubles this enrollment to 10,000 students.

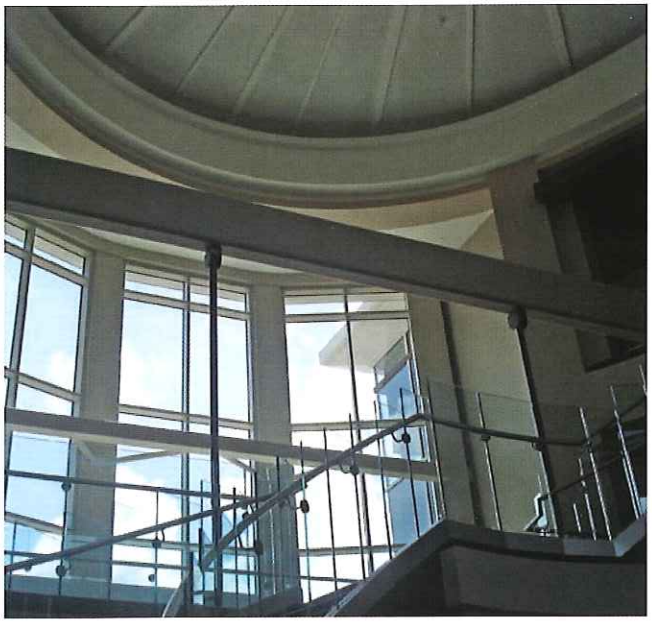
New facilities will be required to meet this target:

1. Academic buildings supplying classrooms, teaching laboratories, and offices totaling approximately 220,000 GSF will be needed. Funding realities may require that this be phased as four buildings, each between 50,000 and 60,000 GSF. These figures suppose a major shift in policy—creating significant collaboration space for part-time faculty. It is essential this collaboration space be open, flexible, and community oriented.
2. Additional library and media needs suggest a major library expansion of approximately 60,000 GSF. Increasingly student life and library functions are being combined in a single facility. Future library and student center growth should be considered together with likely significant space savings. For this reason, no further student center expansion beyond the currently proposed student center addition is recommended. Additional student life needs should be considered when planning the library expansion.
3. The existing physical plant facility is old, and needs to be replaced, preferably outside of the core campus. The relocated facility will need to replace whatever is lost from the current facility. General College storage needs will also continue to grow. The recommendation for the replacement plant facility and campus-wide storage needs is for approximately 50,000 GSF.
4. A student health clinic is indicated. The need is for approximately 2,300 ASF. This is too small for a stand-alone facility on the core campus. The health clinic should be incorporated with another building project in the core campus, perhaps the student center.
5. The College will require several new recreation fields.

6. The College is planning to house 1,500 students in on-campus residential units. This will require the addition of approximately 1,300 beds.
7. Parking needs on the campus will be approximately 2,400 spaces.

The master plan provides a framework for accommodating this growth, and relies on the following key concepts:

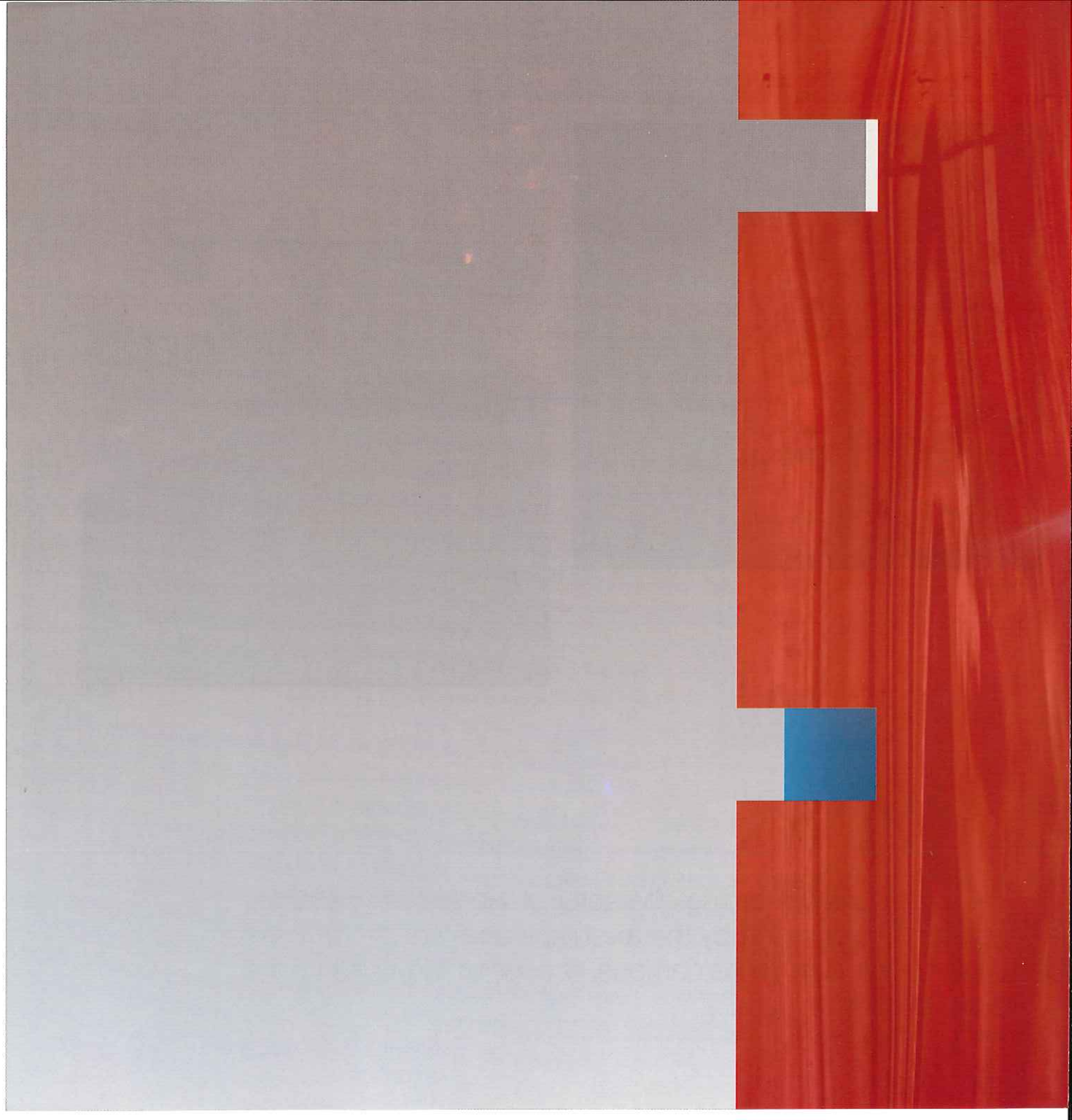
1. There is sufficient land on the campus to accommodate the additional academic buildings, student housing, recreation facilities and parking. In fact, the current land holdings could likely accommodate significantly more than 10,000 students.
2. The master plan for the growth of Darton College is characterized by three principal land use districts: academic, recreation, and housing.
3. The existing compact pedestrian academic core is preserved with growth centered on a new academic quadrangle to the east, adjacent to the Albany Museum property. The new library expansion will front the campuses main quadrangle at the heart of the campus. The master plan envisages a magnificent glass atrium space for the library.
4. The academic core is connected to the residential student village by strong pedestrian landscape moves which use the recreation district as a transitional zone. The proposed Student Village frames a series of linked landscaped quadrangles focused on a small pond.
5. The master plan creates inner and outer loop roads that promote clarity and simplicity of vehicular transportation while minimizing the impact of the automobile on the academic core.
6. The signature welcoming character of the existing campus, beautifully expressed by the existing orchard of pecan trees on the north side of the campus, is augmented to frame the entire academic core and to extend this landscape quality thru "green fingers" stretching into the large commuter parking area.



ACADEMIC SERVICES BUILDING: INTERIOR

ACADEMIC SERVICES BUILDING: EXTERIOR

The signature welcoming character of the existing campus, beautifully expressed by the existing orchard of pecan trees on the north side of the campus, is augmented to frame the entire academic core...



introduction


DARTON COLLEGE
UNIVERSITY SYSTEM OF GEORGIA
WISDOM
JUSTICE
MODERATION
CONSTITUTION
1966

HISTORY OF THE CAMPUS

Darton College is a two-year community college in the University System of Georgia located in Albany, Georgia. The College was established in April of 1963 as Albany Junior College. Albany's citizens gave $1.6 million for the purchase of the original 100-acre site and construction of five initial buildings. The College's first classes were offered in 1966. In 1987, the Board of Regents of the University System of Georgia removed the "junior" designation from all junior college names, and a committee of faculty, staff, students and community members selected Darton as the College's new name. The word is old English, and means "town by the water." It was chosen because of Albany's presence on the Flint River. The Darton College campus now consists of 180 acres, and eleven major buildings with construction currently under way for two significant new facilities. From its initial enrollment of 620 students in 1966, the College has grown to a record enrollment of 5,019 students from 28 states and 44 countries in 2009.

Darton College is a two-year community college in the University System of Georgia located in Albany, Georgia. The College was established in April of 1963 as Albany Junior College.

REGIONAL CONTEXT

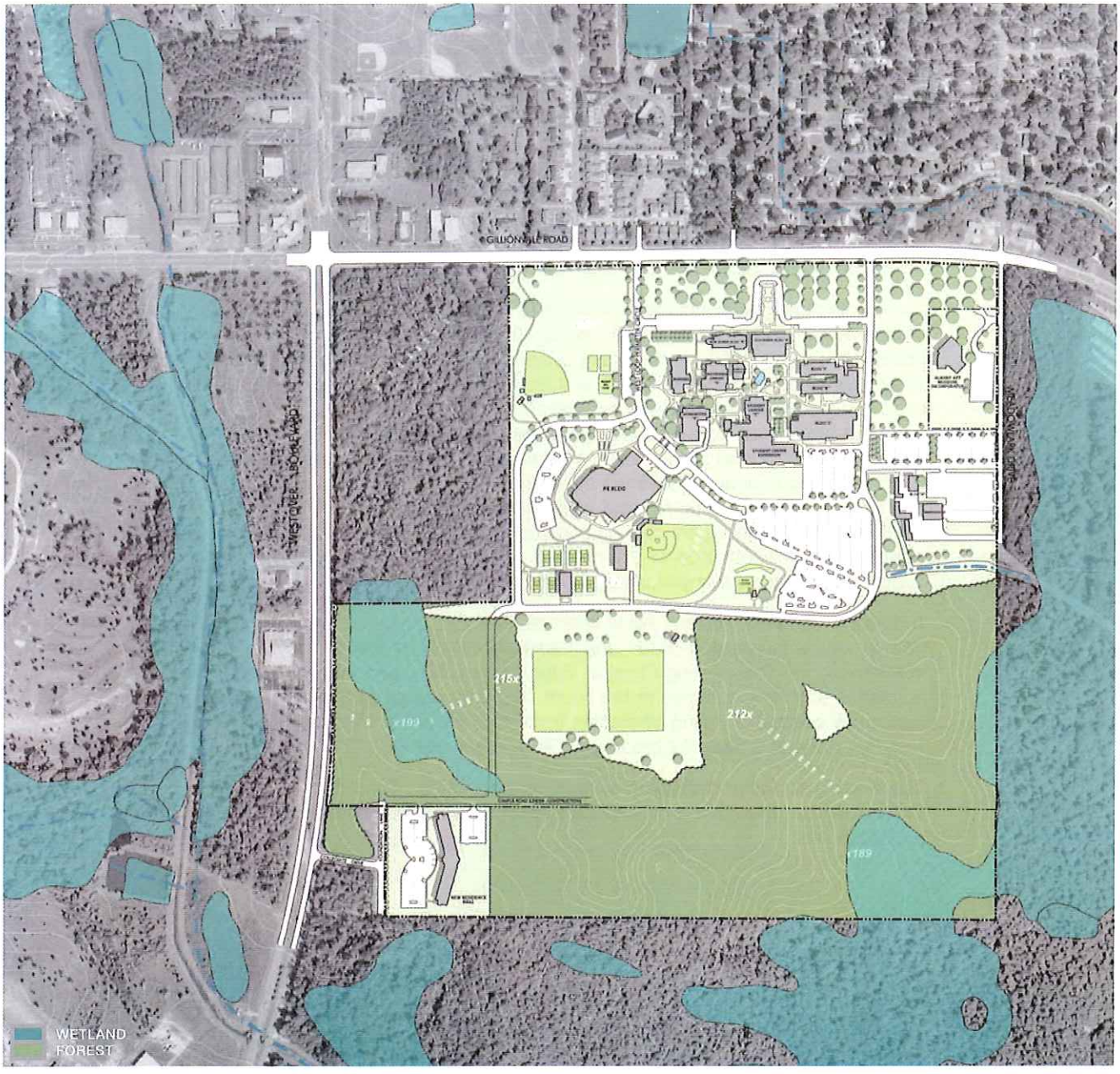
THE CAMPUS TODAY

Darton College emphasizes vibrancy, exemplary teaching, and a student-centered approach. The College values diversity and inclusion, and is a resource not just for students, but for the community. Darton's goal is to provide students with a well-rounded experience including athletics, fine arts, and wellness. The College has a particular emphasis on technology. Other key attributes are quality, affordability, accessibility, and partnerships with business, industry, and other educational institutions. The College recognizes that education is a life-long process, and is committed to providing the community with continuing education opportunities.

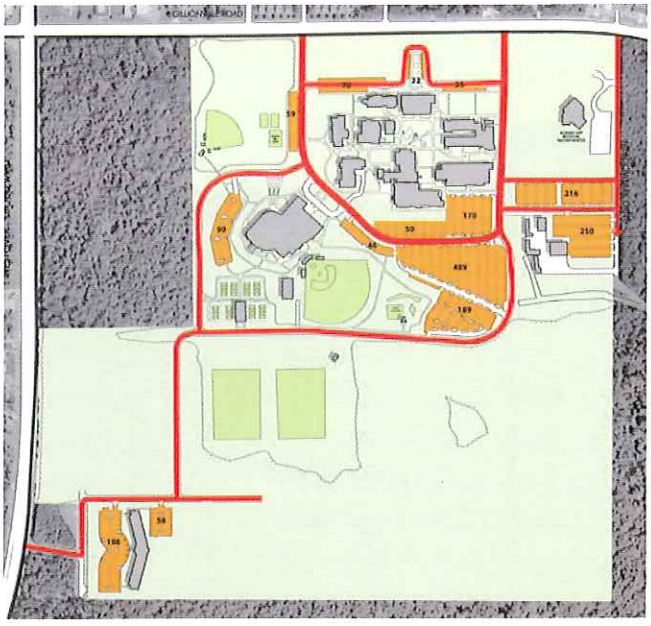
The existing campus is located on Gillionville Road, 4.1 miles west of downtown Albany. Eleven principal buildings contain 315,000 assignable square feet of academic, administrative and student support space within the academic core. The College has outstanding sports and recreation facilities including a 103,000 assignable square feet Physical Education Building containing a gymnasium, pool and fitness facilities. The College is also home to major baseball, tennis, soccer, softball, and challenge course facilities. Building A, the former administration building is under renovation as an Information Technology and Distance Learning facility and a new Nursing building is under construction. The first 210 beds of student housing are nearing completion on Foundation land immediately adjacent to the south side of the campus. In the future the College hopes to acquire the existing Albany Museum of Art Building located on an adjoining site.

A desirable land use pattern exists characterized by a compact pedestrian academic core with campus roads and parking located on the perimeter of the academic core. The existing Physical Education building and outdoor playfields adjoin the academic facilities to the south. The land use pattern presents a very distinctive open welcoming character from its principal entry along Gillionville Road by virtue of a beautiful broad lawn and pecan orchard.

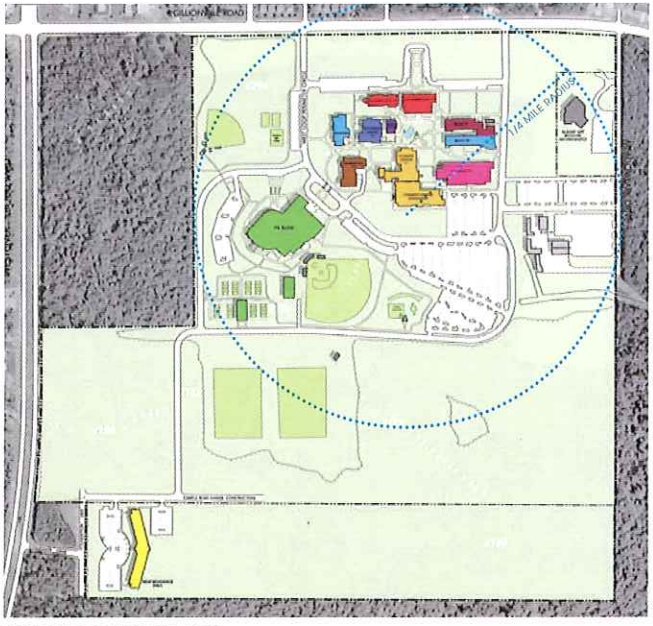
The existing vehicular circulation system consists of two concentric loop roads. One encircles the academic core and the second encircles the commuter parking and playfields.



PHYSICAL CHARACTER



EXSISTING CIRCULATION



EXSISTING BUILDING USE

- ADMINISTRATION
- LIBRARY
- SCIENCE, ALLIED HEALTH
- SOCIAL SCIENCE, BUS, NURSING
- HUMANITIES
- STUDENT CENTER
- ALLIED HEALTH, COMMUNITY SERVICE
- PHYSICAL EDUCATION
- COMPUTER SERVICES/IT
- STUDENT HOUSING

A desirable land use pattern exists characterized by a compact pedestrian academic core with campus roads and parking located on the perimeter of the academic core.

MASTER PLANNING PROCESS

In September 2008, Darton College engaged Sasaki Associates to collaboratively develop the campus' second official master plan. The resulting plan represents a collaboration of the College and consultant. The College formed a highly representative master planning committee and an executive team comprised of senior leadership. Both groups met regularly with Sasaki, providing valuable ideas and feedback, and helping to shape an organic plan that reflects Darton's mission and identity.

Sasaki made four visits to the campus during the master planning process. The first visit centered on site reconnaissance and information gathering. Sasaki met both individually and collectively with the master planning committee, and investigated the College's mission, facility needs, character, identity, challenges, and most valued qualities. During the second visit, Sasaki presented alternative visions of the College's physical development, created out of ideas suggested in the initial discussions. During a lively worksession, the master planning committee and Sasaki identified the best attributes of the two alternatives, and forged the outline of a preferred direction for the College's future growth. Sasaki refined this preferred direction, and presented back to the College for further input during the third campus visit. The evolving plan met with an enthusiastic response from the campus community, who provided a last round of comments. The completed master plan was presented during the final campus visit in March of 2009. All who participated were excited and energized about the College's future.

◀ J BUILDING

program requirements

LIBRARY

PROGRAM REQUIREMENTS

To meet the target of 10,000 students, Sasaki investigated both current needs at the College, and additional needs required to meet the proposed doubling of the student population.

PROGRAM REQUIREMENTS: PLANNING ASSUMPTIONS

	TODAY		FUTURE	
	HC	FTE	HC	FTE
STUDENTS	4,888	3,176	10,000	6,498
FACULTY	358	141	732	289
STAFF	259	201	530	411

ACADEMIC

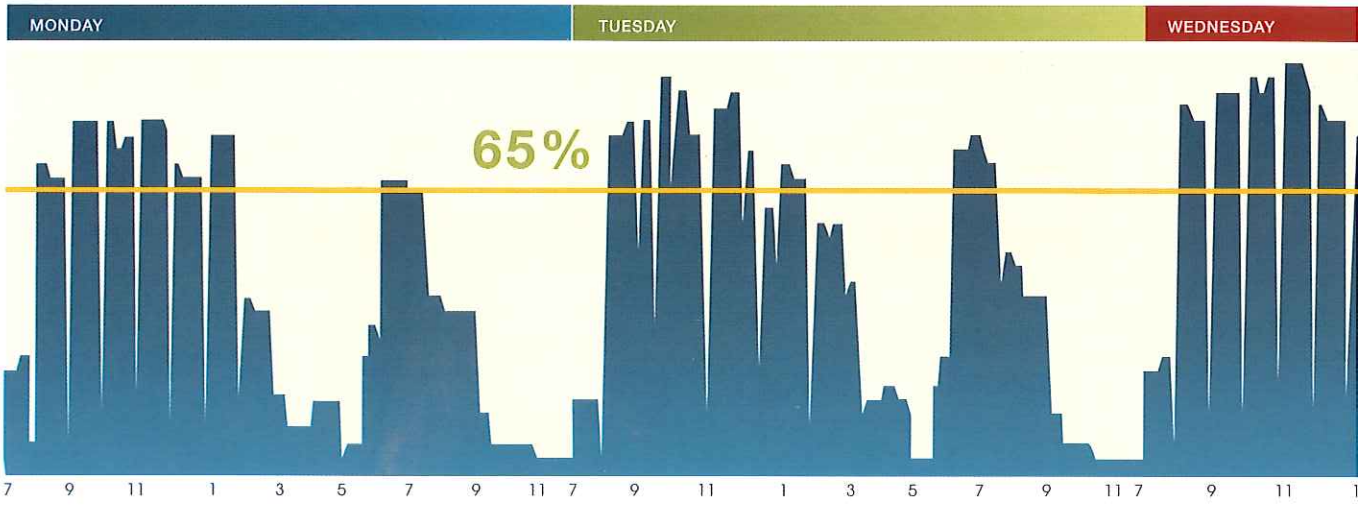
Sasaki estimated space needs in various categories of use type using national and regional space standards, principally the University System of Georgia Template guidelines which have updated the Council for Education Facility Planners, International (CEFPI) guidelines to incorporate contemporary teaching methods.

INSTRUCTIONAL SPACE

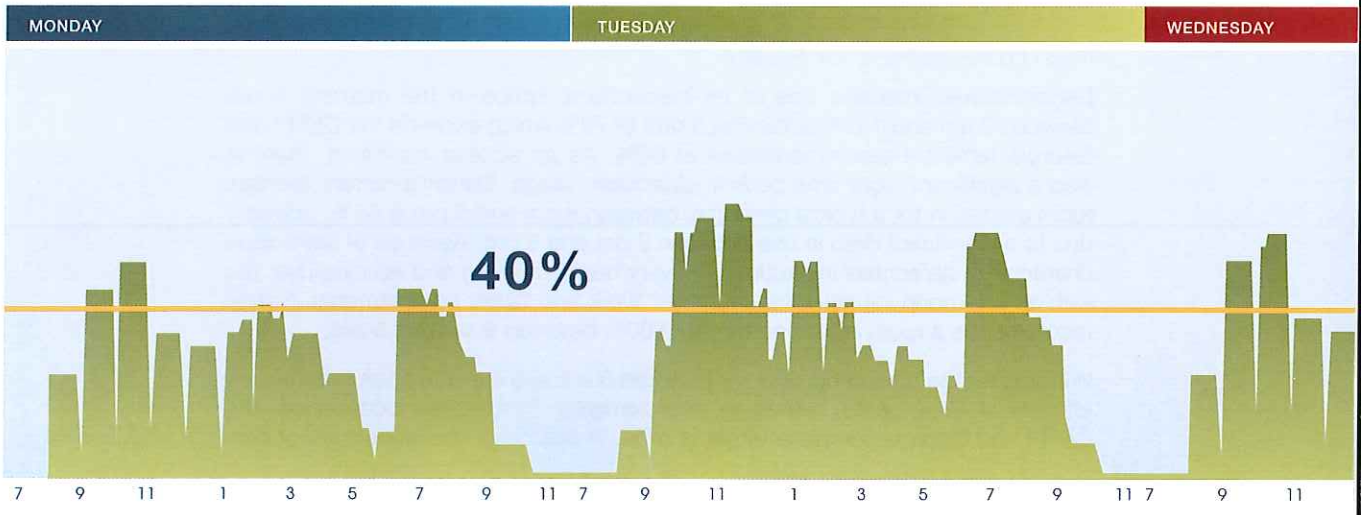
Darton makes intensive use of its instructional space in the morning hours between 8 am and 1 pm, achieving a rate of 70% which exceeds the CEFPI and Georgia template recommendation of 65%. As an access institution, there is also a significant night time peak in classroom usage. Darton's current average room utilization for a typical class day between 8 am and 5 pm is 55%, primarily due to a significant drop in use between 2 pm and 6 pm. Because of the unique character of an access institution with very heavy morning and evening use, but with an afternoon lull reflecting students' work and family commitments, Sasaki recommends a room utilization target of 60% between 8 am and 5 pm.

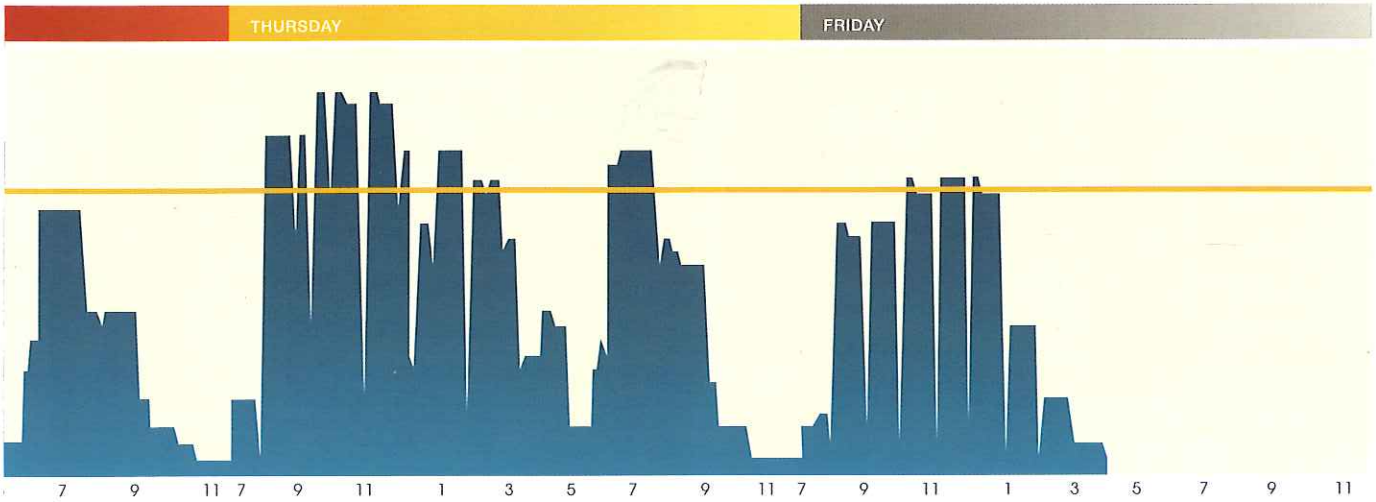
With respect to station occupancy between 8 am and 5 pm, Darton is extremely efficient at filling seats, averaging approximately 71% station occupancy. The CEFPI and Georgia Template target is 65%. In this case, the higher rate of seat

CLASSROOM UTILIZATION CHART



LABROOM UTILIZATION CHART




THURSDAY
FRIDAY
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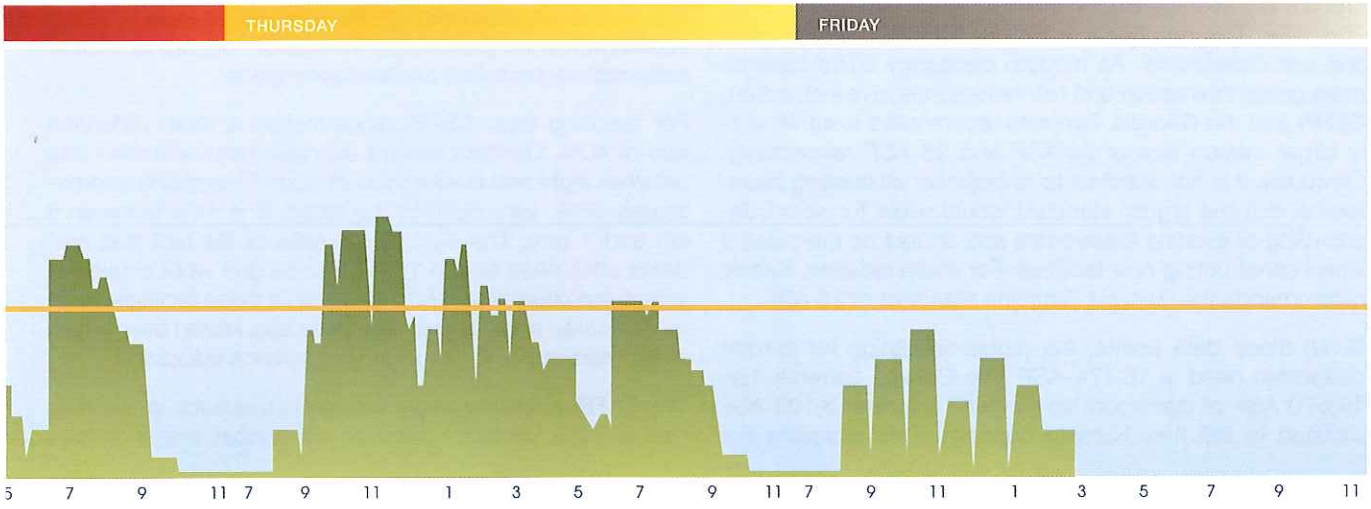
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TEACHING LABORATORY

CLASSROOM

fill is evidence of efficient use of space, and as a result no recommendation is made to decrease the average seat fill.

The current average station size for Darton is approximately 20.6 ASF. This number is within the CEFPI range for general use classrooms. As modern pedagogy shifts towards more group interaction and technology intensive instruction, CEFPI and the Georgia Template recommend a significantly larger station size of 24 ASF and 26 ASF respectively. Obviously, it is not practical to re-engineer all existing classrooms, but the higher standard would allow for some decrowding of existing classrooms and should be considered when constructing new facilities. For these reasons, Sasaki recommends the Georgia Template standard of 26 ASF.

Given these data points, the recommendation for current classroom need is 18,174 ASF. The College currently has 19,570 ASF of classroom space (with a further 6,198 ASF planned in the new Nursing building). This suggests the College is well positioned to increase course offerings, and by extension increase enrollment, without necessarily immediately needing additional classroom space, assuming some improvement in utilization can be achieved. In order to teach 10,000 students, the College will need an additional 13,000 assignable square feet of classroom space.

For teaching labs, CEFPI recommends a room utilization rate of 40%. Darton's current average room utilization rate between eight and five Monday through Thursday is approximately 38%, very close to the target (it is 41% between 8 am and 1 pm). The 40% target reflects the fact that students often need to use the labs for project work outside of scheduled class time, and that some of these facilities, such as dedicated engineering labs, have specialized uses which make them impractical for general science education.

The CEFPI guideline target for seat occupancy in teaching labs is 75%, primarily because lab spaces are expensive

BEACH PARTY

FOUNTAIN

to construct, and the standards therefore seek to promote their efficient use. The Georgia template recommendation is slightly higher at 80%. Darton's current seat occupancy is approximately 62% between 8 am and 5 pm. Again, the template recommendation may not be achievable for Darton, given its role as an access institution. For this reason, Sasaki recommends a compromise seat fill at the CEFPI level of 75%.

On average, Darton's labs are undersized on a per-seat basis. The average station size for Darton is currently approximately 45 ASF. While there are discipline-specific variations, on average the guidelines suggest this station size could be closer to 65 ASF, or in the case of the Georgia template, 70 ASF. Sasaki used this larger number in making its projections.

Given these data points, the recommendation for current teaching lab space need is 27,831 ASF. This calculation excludes nursing labs and specialized Allied Health labs which must be accounted for separately. The specialized Allied Health needs are for Diagnostic Medical Sonography, Cardiovascular Technology, Health Information Technology, Polysomnography, and Biomedical Technology. Each of these labs should be approximately 1,000 ASF. The College currently has 29,257 ASF of teaching lab space with a further 2,618 ASF planned in the new Nursing building. This suggests the College has a small deficit in lab space, primarily the specialized allied health labs. To meet the target of 10,000 students, the College will need approximately 53,000 additional assignable square feet of teaching lab space.

STUDENT CENTER

PHYSICAL EDUCATION BUILDING

LIBRARY

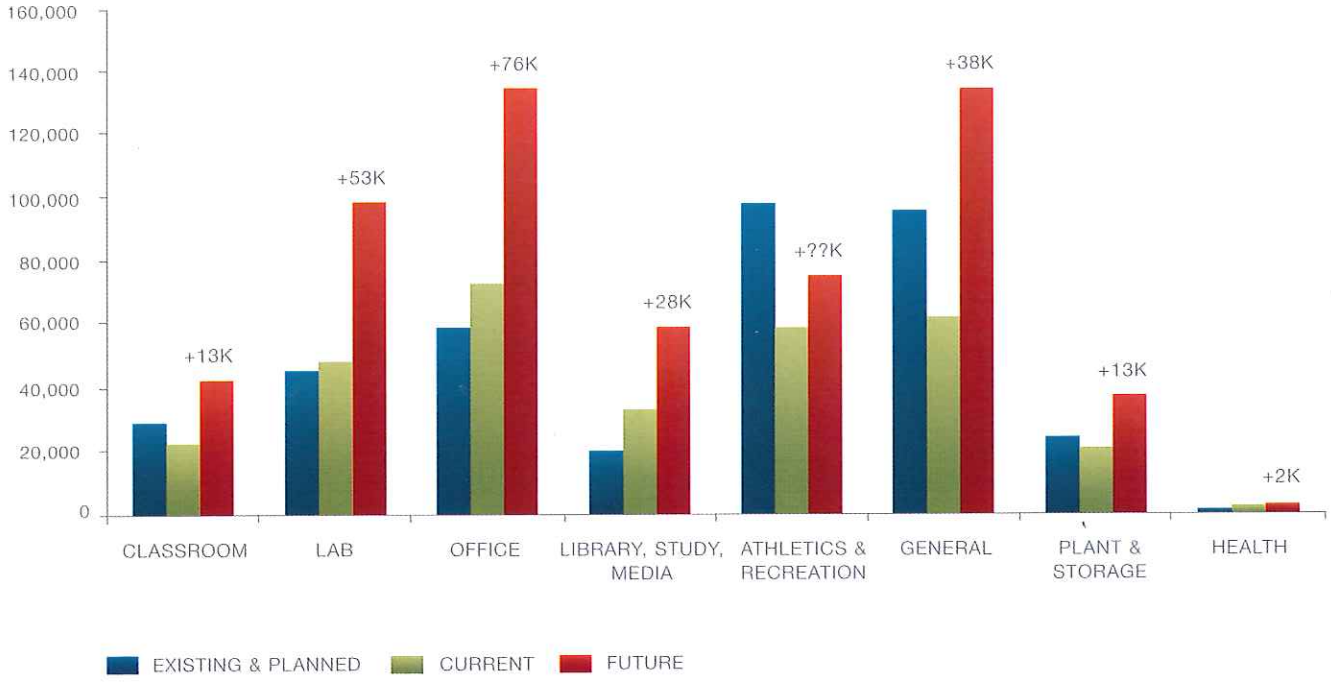
OFFICE SPACE

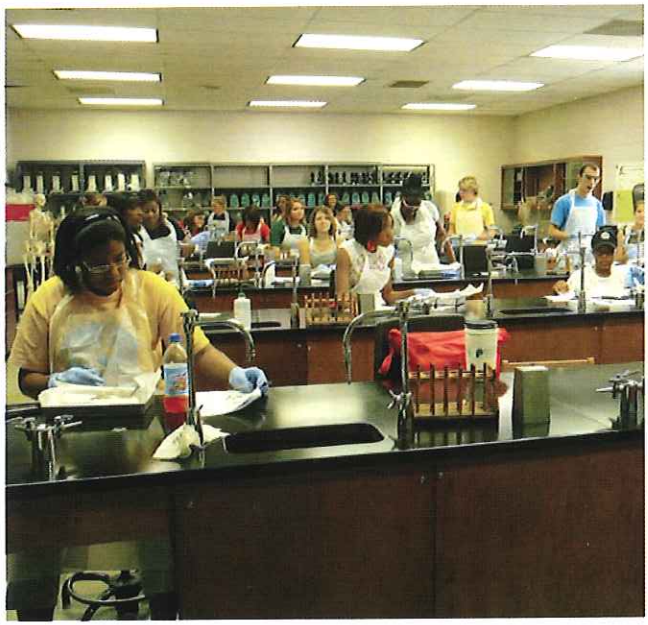
Current Darton practice is not to assign office space for part-time faculty, and to assign only a workstation for part-time staff. Full-time faculty and staff all receive offices. Sasaki recommends a change in this policy. Part-time faculty play an increasingly important role at the College, and their numbers are likely to increase in the future. In order to facilitate their contribution to the University community, Sasaki recommends the creation of a highly energized collaboration zone where these faculty members can interact with one another and with students. This space is deliberately not intended to be conventional office space located along a double-loaded corridor with a series of closed doors. Instead, it is imagined as an active open flexible area which promotes the free flow of ideas. Part-time faculty are not envisaged to have assigned places within this space, but are assumed to be highly portable, and able to "dock" into any open station. Given this vision, computations are made supposing 50 ASF per part-time faculty member. Assuming the typical office (including service and common space) is 155 ASF (the CEFPI recommendation), and that workstations for part-time staff average 70 ASF, the office space need for Darton, including the collaboration zone, is 72,595 ASF. Darton currently has approximately 54,069 ASF in office space (with 5,206 ASF planned for the new Nursing building). This deficit contains approximately 12,000 ASF for the collaboration zone. The remaining need —once work is completed on the Nursing Building and the Old Administration Building—will be for approximately 21 workstations for part-time staff (including these two buildings the College currently has 350 stations for the 259 full-time faculty and staff members and the 112 part-time staff members). To meet the need at 10,000 students, assuming student-faculty and student-staff ratios remain constant, Darton will require approximately 76,000 assignable square feet of additional office space.

OTHER FACILITY NEEDS

1. Darton's current library is under-sized. In addition, the College has a deficit in media production space as calculated by the CEFPI guidelines
2. The College has spectacular athletics and recreation facilities that put it far in advance of most peer institutions. In addition, the College does not have separate space for inter-collegiate athletics. Rather, recreation and intercollegiate athletics share the same facilities. The guidelines were established to specifically exclude inter-collegiate athletic spaces, and are therefore difficult to apply to Darton College. For these reasons, the guidelines reflect a surplus in recreation and athletic spaces. No additional building program is therefore recommended to meet the 10,000 student goal except for some additional changing rooms, and a recreational pool complex for residential students. Additional recreation fields will be required.
3. Student life space needs are not easily measured by guidelines, because these spaces are often fungible. The guidelines suggest the College currently has shortages in assembly and dining spaces. Many of these needs will be met by the proposed student union addition.
4. The existing physical plant facilities should be replaced because of age and condition. These facilities are currently just under 19.000 ASF.
5. The College has recognized a need for student health or clinic space.

PROGRAM REQUIREMENTS (ASF)





TEACHING LAB

COMPUTER LAB

PROGRAM REQUIREMENTS FOR 10,000 STUDENTS

ACADEMIC	220K gsf
LIBRARY, MEDIA, STUDENT LIFE	60K gsf
PLANT AND STORAGE (INCLUDING REPLACEMENT)	50K gsf
HEALTH	2.3K asf

BUILDING PROGRAM FOR 10,000 STUDENTS

Given these various needs, Sasaki worked with the College to formulate a recommended program for new buildings. The program is as follows:

1. The projections suggest the need for 142,680 ASF of academic space (classroom, lab, and office). Assuming a net-to-gross of 65%, this gives a need for academic building totaling approximately 220,000 GSF. Funding realities may require that this be phased as four buildings, each between 50,000 and 60,000 GSF. Note that these figures suppose a major shift in policy—creating significant collaboration space for part-time faculty. It is essential this collaboration space be open, flexible, and able to generate community. The recommendation is most certainly not for the College to construct large office buildings.
2. Additional library and media needs total approximately 39,137 ASF. Assuming the same 65% net-to-gross, this suggests a major library expansion of approximately 60,000 GSF.
3. Increasingly student life and library functions are being combined in a single facility. Guidelines like CEFPI tend to over-inflate the need in these two areas, because the guidelines were established prior to the development of the trend. As a result, future library and student center growth should be considered together with likely significant space savings. For this reason, we do not recommend further student center expansion beyond the currently proposed student center addition. These additional student life needs should be considered when planning the major library expansion.
4. The existing physical plant facility is old, and its current location is needed for expansion of community parking, preferably outside of the core campus. The relocated facility will need to replace whatever is lost from the current facility. General College storage needs will also continue to grow. The recommendation for the replacement plant facility and campus-wide storage needs is for approximately 50,000 GSF.
5. For the new student health clinic, the guidelines suggest a small facility; the projected need at 10,000 students is approximately 2,323 ASF. The health clinic should be incorporated with another building project in the core campus.

RESIDENTIAL

The College is currently nearing completion on its first 210 beds of student housing on Foundation land immediately adjacent to the south side of the campus. The College proposed a target of housing an additional 1,500 students when enrollment reaches 10,000. The planning assumption is that these housing units will be suites, each bed needing approximately 350 gross square feet of space.

PARKING

The College currently has 1,636 spaces as follows:

USER GROUPUSER	EXISTING SUPPLY (SURFACE)
STUDENT	1,172
V.I.P	9
HANDICAP	15
VISITOR	21
FACULTY & STAFF	232
GRAVEL LOT	187
TOTAL	**1,636**

The College undertook several parking counts to determine how many of these spaces were occupied at peak times. Based on these counts, Sasaki computed a projected parking need by taking the highest observed count and adding a 10% contingency to ensure that spaces would always be available during class changes and other high-demand times. Using this methodology, the current parking need at Darton is for 1,140 spaces. Prorating this need to 10,000 headcount students, suggests the need for a total of 2,340 spaces.

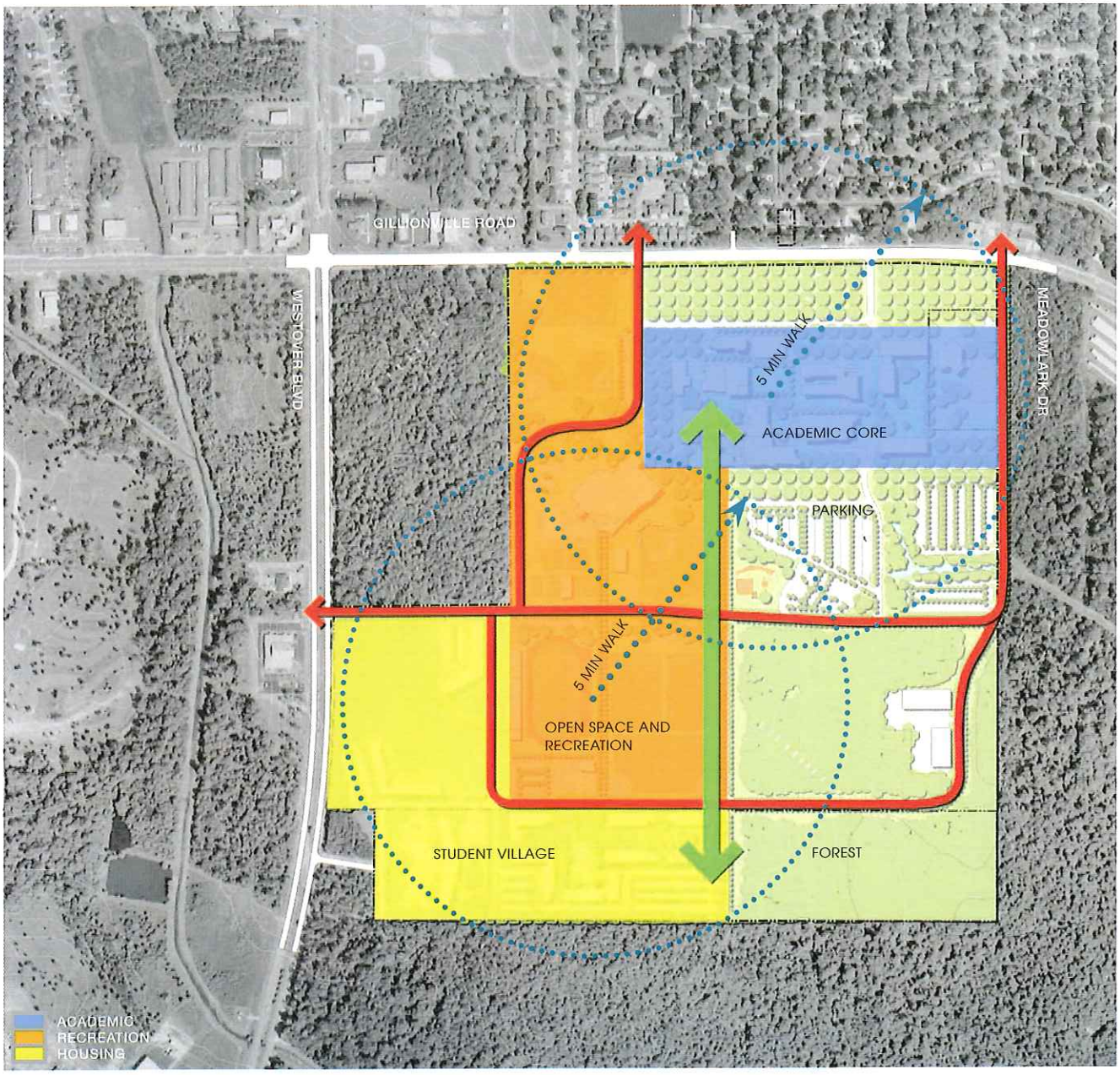
Given Darton's role as an access institution, it is important that students, faculty and staff have access to convenient parking. However, as Darton matures as an institution, it is critical the College not function as a "drive-thru" campus. For this reason, the master plan strives to provide convenient parking while extending the quality of the landscape.

PARKING BEHIND STUDENT CENTER

PROGRAM REQUIREMENTS: PARKING

PARKING SUPPLY (INCLUDING DIRT LOT)	1,636
PARKING SPACES NEEDED	1,140
NEED AT 10,000 HC	2,340

master plan



THREE CONNECTED DISTRICTS

KEY CONCEPTS

There is **sufficient land** on the campus to accommodate the additional academic buildings, student housing, recreation facilities and parking. In fact, the current land holdings could likely accommodate significantly more than 10,000 students.

The master plan for the growth of Darton College is characterized by **three principal land use districts:** academic, recreation, and housing.

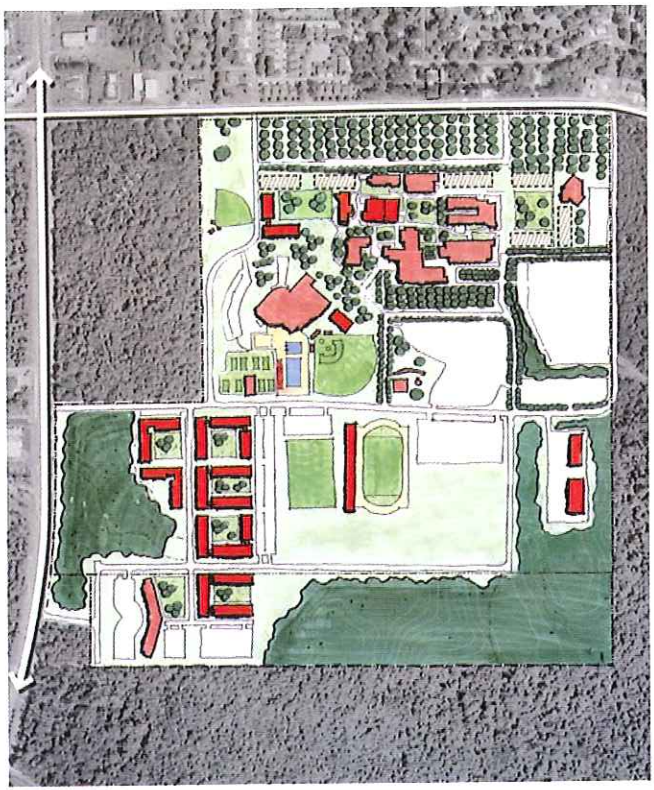
The land use concept retains the existing **compact** pedestrian academic core.

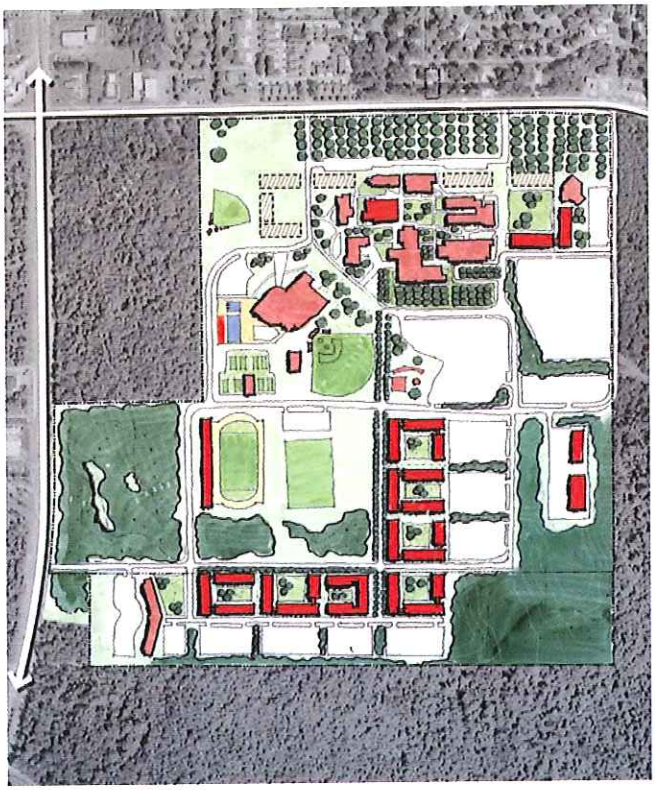
The academic core is **connected** to the residential student village by strong pedestrian landscape moves which use the recreational district as a transitional zone.

The master plan creates **inner and outer loop roads** that promote clarity and simplicity of vehicular transportation while minimizing the impact of the automobile on the academic core.

The signature **welcoming character** of the existing campus, beautifully expressed by the existing orchard of pecan trees on the north side of the campus, is augmented to **frame** the entire academic core and to extend this landscape quality thru **"green fingers"** stretching into the large commuter parking area.

Simple, formal **academic quads** are created within the academic core, and provide natural end points for the landscape pedestrian connections.





ALTERNATIVE 1

Westward expansion of academic core across West Loop Rd and residential street linking student housing to core campus

ALTERNATIVE 2

Eastward expansion of academic core embracing the Albany Art Museum property and new student residential village on Foundation property and central spine

ALTERNATIVES

The key concepts represent principles drawn from the careful study of alternative campus growth visions, and are the organic product of the planning process.

ACADEMIC FACILITIES

In order to maintain a compact academic core, alternative locations to the east and west of the existing core were examined. Expansion to the east creates a new academic quadrangle on undeveloped land adjacent to the existing Albany Museum. Eastward expansion envisions closing East Loop Perimeter Circle Dr. to maintain the pedestrian integrity between existing and proposed facilities. Similarly western expansion of the academic area beyond the new nursing facility envisions a new quadrangle on the site of the existing campus drive and playfields. Western expansion would require relocation of the existing racquetball courts and playfields as well as the relocation of West Loop Perimeter Circle Drive.

STUDENT HOUSING

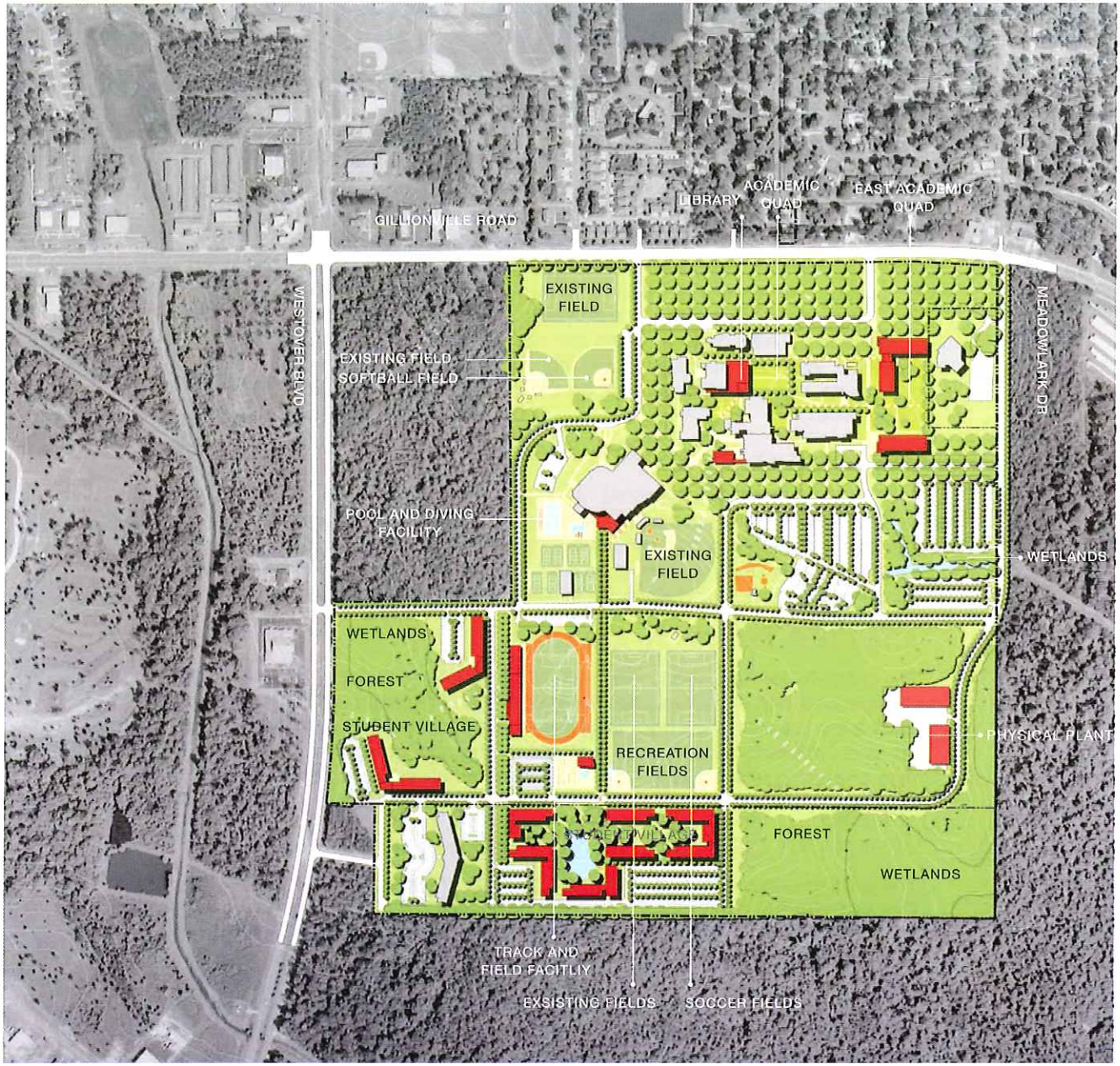
Two principal alternative locations were explored for the 1,500 new beds of student housing. One alternative examined a new north/south residential street adjacent to the existing soccer fields from the new Campus Drive to South Loop Perimeter Circle Drive. A second alternative explored the creation of a Student Village on Foundation land along the southern border of the campus.

ATHLETICS AND RECREATION

The program for new sports and recreation facilities includes a new outdoor Olympic pool and diving well, additional soccer and general purpose recreation fields and a proposed new track facility. Several locations adjacent to the existing Physical Education building were explored for the pool complex to take advantage of existing locker and shower facilities. Alternatives were explored for the location of a track facility in the area of the existing soccer fields.

VEHICULAR CIRCULATION AND PARKING

The existing vehicular circulation system consists of two concentric loop roads. One encircles the academic core and the second encircles the commuter parking and playfields. Expansion of the academic core to the east suggested that East Loop Perimeter Circle Drive be closed to through traffic. Western expansion would require relocation of West Loop Perimeter Circle Drive and the existing recreation facilities. The College plans to extend Meadowlark Drive south along the eastern boundary of the campus to the new Campus Drive on the southern campus boundary which exits on to Westover Boulevard.


GILLIONVILLE ROAD
LIBRARY
ACADEMIC QUAD
EAST ACADEMIC QUAD
WESTOVER BLVD
MEADOWLARK DR
EXISTING FIELD
EXISTING FIELD
SOFTBALL FIELD
POOL AND DIVING FACILITY
EXISTING FIELD
WETLANDS
WETLANDS
FOREST
STUDENT VILLAGE
RECREATION FIELDS
PHYSICAL PLANT
STUDENT VILLAGE
FOREST
WETLANDS
TRACK AND FIELD FACITLIY
EXSISTING FIELDS
SOCCER FIELDS

MASTER PLAN

THE PLAN

LAND USE

The master plan for the growth of Darton College is characterized by three principal land use districts; an academic district, a sports and recreation district and a student residential district. The land use concept retains the existing compact pedestrian academic core by creating a new academic quadrangle immediately to the east of academic buildings I, B, and J. The pedestrian character of the expanded core campus has been retained by the removal of East Loop Campus Drive between existing facilities and the Albany Museum. Additional athletic and recreation facilities have been placed south of the recreation center, Building E. Student housing has been placed south of Campus Drive on Foundation land and west of the connector street to the new student housing. Plant operations have been relocated to undeveloped land in the southeast sector of the existing campus.

A principal feature of the urban design concept is to retain and expand the signature welcoming character of the existing campus which is beautifully expressed by the existing orchard of pecan trees on the north side of the campus along Gillionville Road. The design concept frames the entire academic core within an orchard of trees extending the shade and welcoming character to the east, west and south sides of the academic core.

ACADEMIC FACILITIES

A new academic quadrangle is shown east of buildings I, B, and J adjacent to the Albany Museum property. For phasing purposes, three building modules totaling 220,000 gross square feet with three stories in the two northern modules and four stories in the southern module are illustrated framing a traditional landscape quadrangle. The section of East Loop Campus Drive between the new quadrangle and buildings I, B, and J is removed except for service access in order to provide uninterrupted pedestrian access to the new quadrangle.

A 60,000 gross square foot expansion is proposed for the library on the south side of Building K and east of Building G. Building I which presently houses one of the campus-wide computer laboratories will be removed to accommodate the library expansion project The new library expansion will front the campus' main quadrangle at the heart of the campus.

BUILDING USE

STUDENT HOUSING

The College's first student housing of 200 beds will open in the fall of 2009 on property controlled by Darton's Foundation. The Master plan illustrates the locations for an additional 1,500 beds. 1,000 beds are placed in a configuration that forms a Student Village. The proposed Student Village frames a series of linked landscaped quadrangles focused on a small pond. An additional 500 beds are located in the area between the new access road and Westover Boulevard. The housing in this location is sited in a manner that respects the existing wetlands. A proposed new club, consisting of a swimming pool, snack bar, and volleyball courts is located immediately adjacent and is designed to serve the new student housing. All of the student housing is within a 10 minute walking distance of the academic core and linked to it by landscaped pedestrian/bicycle ways.

PLANT OPERATIONS

The Plant Operations facilities which consist of office space, storage and yard space have been relocated to the southeast sector of the property. Approximately 50,000 gross square feet of office, storage and garage space along with 3 acres of yard space for vehicles and materials is illustrated on the Master plan. Some of this storage function will be accommodated in the academic core.

ATHLETICS AND RECREATION

New athletic and recreation facilities are located south of the existing Physical Education facility, Building E. A new outdoor Olympic pool and diving well have been placed immediately adjacent to Building E. The adjoining locker and shower facilities in Building E are proposed to be expanded to accommodate this new activity. The proposed new track is integrated with the redevelopment of an existing soccer field. An additional soccer field and recreation fields are shown adjacent to the existing lighted soccer field. A series of trails are illustrated through the existing woodlands which can be utilized for cross country events or general purpose recreation.

CIRCULATION

VEHICULAR CIRCULATION AND PARKING

Vehicular circulation on the existing campus is characterized by a system of two concentric loop roads; the first encircles the existing academic core and the second serves the large commuter parking area on the south side of the campus. While the existing vehicular circulation system has generally served the campus well, it does separate the Physical Education Building E from the main body of the campus. In order to maintain the pedestrian integrity of the academic core with its expansion to the east and to void the separation of the Physical Education Building, East Loop Drive and the intervening roadway between the academic core and Building E are closed. The "inner" loop utilizes Meadowlark Dr. to the east with a new connection to Westover Boulevard to the west. This scheme requires the signalization of Meadowlark Dr. with Gillionville Road. The outer loop extends Meadowlark Dr. to the new Campus Drive serving the student housing with a second connection to Westover Blvd to the west.

Most of the current parking is provided in a large surface parking area immediately to the south of the academic core. Additional smaller parking areas are located on the north and west sides of the academic core for faculty and visitors. Other small parking areas serve the Physical Education building and the sports fields. Most of these small convenient parking areas remain in the master plan. The additional parking requirements associated with growth to 10,000 students, coupled with the location of the new student union and the proposed new landscape area on the south side of the academic core, necessitates reconfiguration of the existing large commuter parking area. The Master plan illustrates the use of the site of the existing temporary parking lot, plant operations, Building D, and Warehouse, Building H, for commuter parking. A distinguishing feature of the proposed new parking is the landscape concept of "green fingers", pedestrian ways shaded by a canopy of trees reaching out from the academic core that provide a safe, shaded, way to academic facilities from the parking lots. Additional parking is provided at the student housing for residents who have cars. The Master plan assumes that these students will walk or bike to academic and recreation facilities from their residences.

A comprehensive program of handicap parking is provided convenient to all building facilities. Convenient service access is available to all buildings from campus streets.

PARKING AND ACCESSIBILITY

RECREATION FIELDS

OPEN SPACE, PEDESTRIAN CONNECTIONS AND TRAILS

OPEN SPACE AND LANDSCAPE

The open space and landscape concept of the Master plan is a response to the College's location in subtropical south Georgia which places a premium on shade and short walking distances and the existing distinctive orchard landscape along Gillionville Rd. The Master plan retains and extends the existing compact, pedestrian academic core with building facilities grouped around small landscaped courtyards shaded with a canopy of trees. The distinctive welcoming character of the existing pecan orchard along Gillionville Road is extended to all sides of the academic core and in particular to the south face of the campus where the new student center and existing theatre are located. Shade is extended into the commuter parking areas through the "green fingers" concept of tree shaded pedestrian walkways. The "green fingers" are also designed to help reduce the heat island effect of the large expanses of paving and can provide a location for a sustainable storm water retention system. Within the existing undeveloped forested areas existing wetlands and old growth trees are preserved.

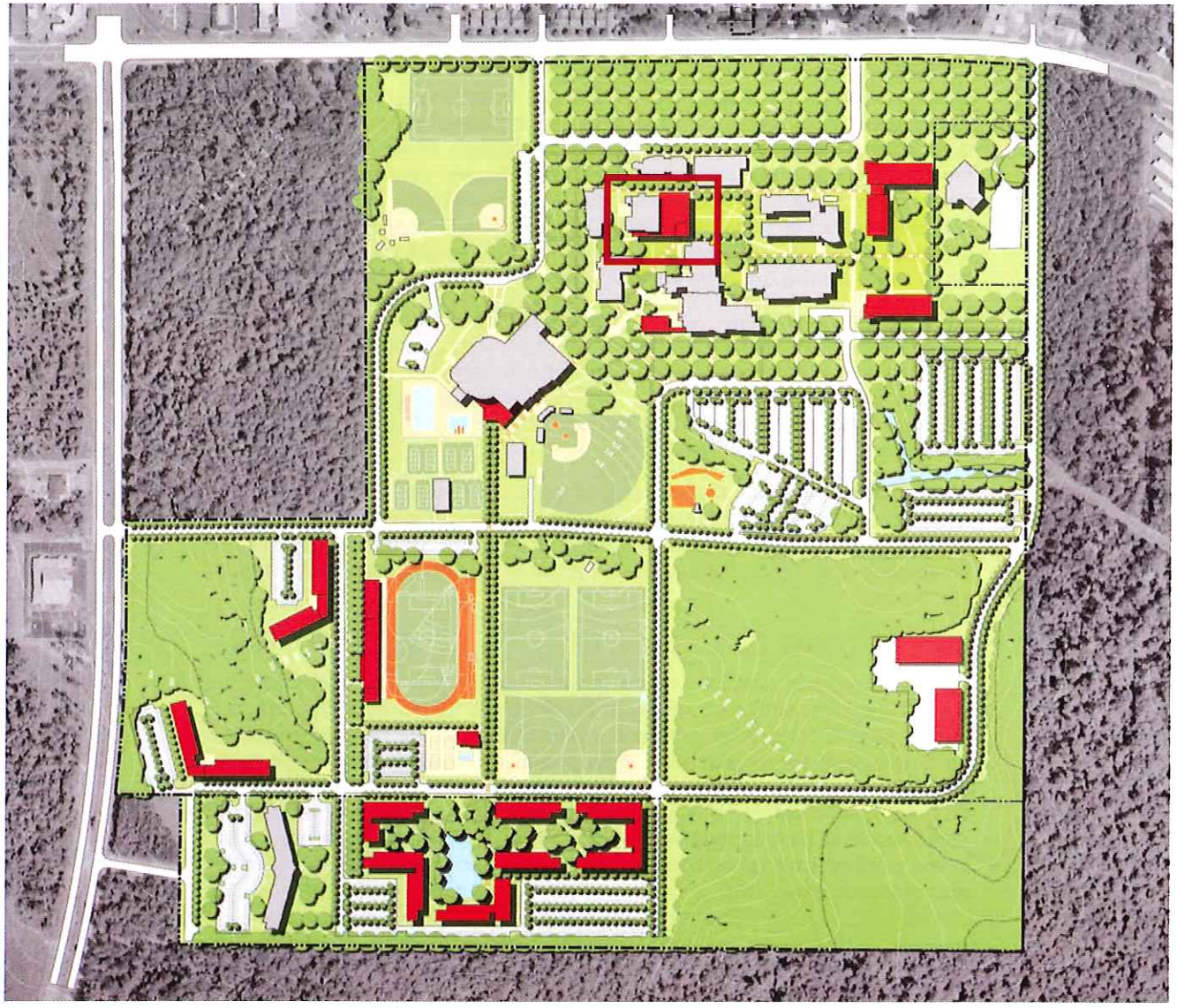
The Master plan envisions two major landscaped academic quadrangles; first, the redevelopment of the existing central space with its informal garden character, gazebo and fish pond into a more formal traditional quadrangle more in keeping with its central location in a large College and second, the creation of a new academic quadrangle to the east framed by the projected new academic facilities.

A major deficiency of the existing campus is the poor condition of walkways, the absence of benches and trash receptacles, the lack of a standard pedestrian light fixture, and the poor quality of campus wayfinding. Sasaki recommends the preparation of a comprehensive study leading to a comprehensive set of design standards.

FUTURE LONG TERM GROWTH

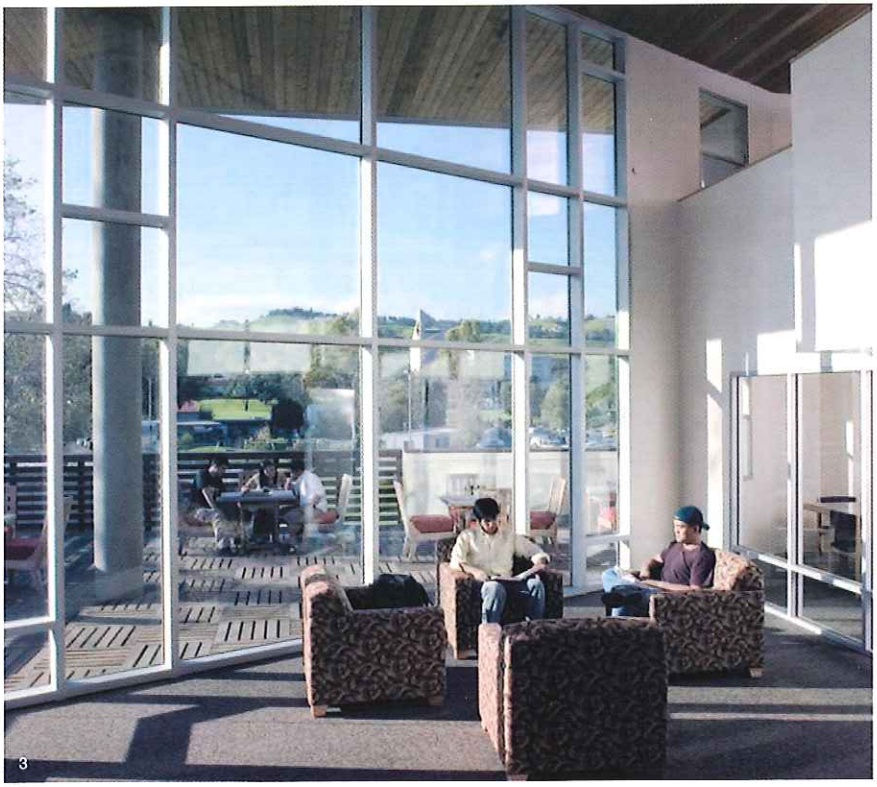
Darton College has available sites for growth beyond the projected enrollment of 10,000 students. Additional academic buildings can be placed in the proposed new academic quadrangle adjacent to building I and the new administration building or with the development of an additional academic quadrangle to the west of the new nursing facility. Additional housing can be developed along the proposed new street connecting the proposed Student Village with the academic core. Additional undeveloped land remains in the southeast sector of the campus where plant operations has been relocated and which is accessed by the extension of Meadowlark Drive.

PLAN ELEMENTS: LIBRARY EXPANSION



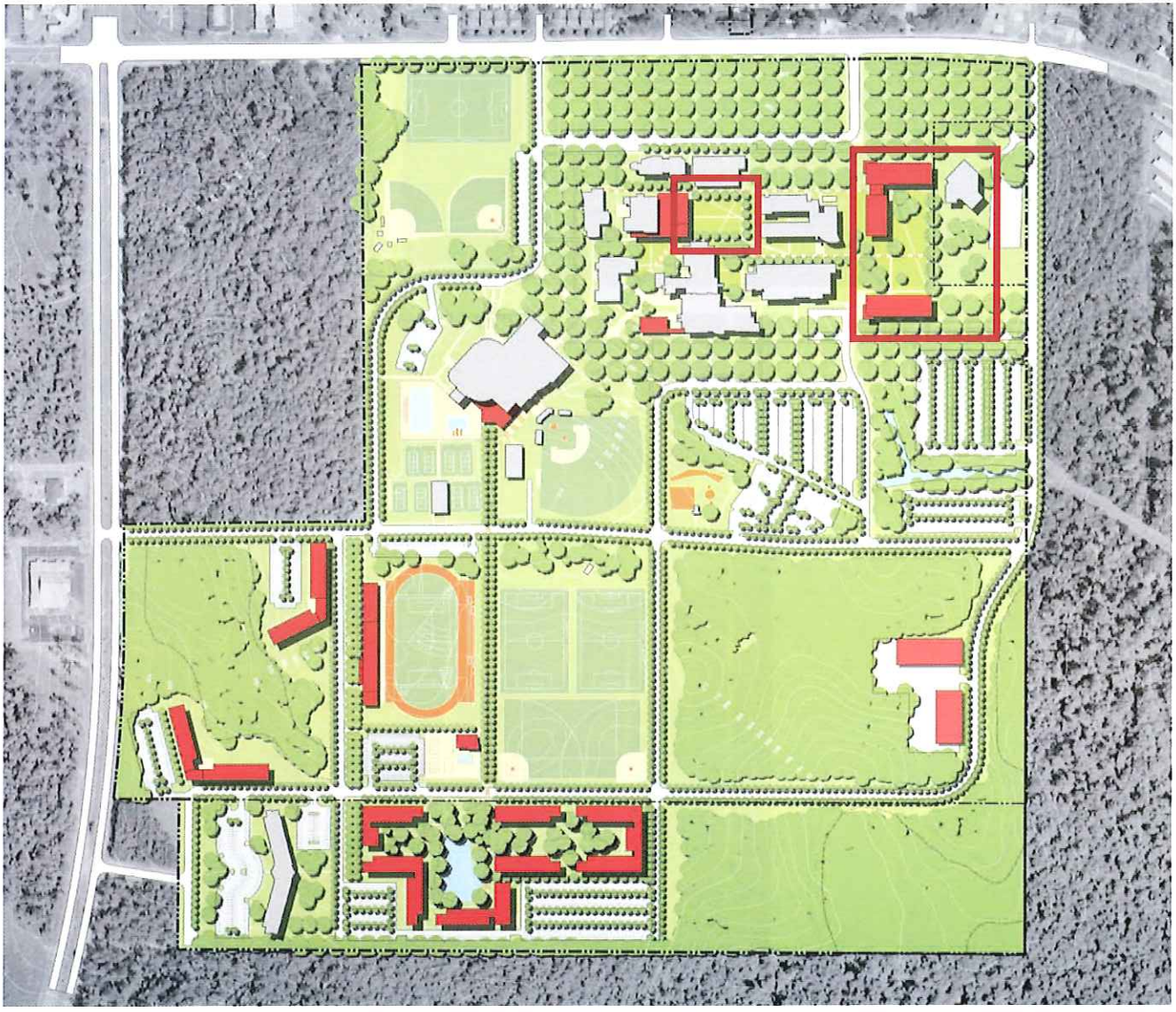
CAMPUS HEART

1. University of California, Davis, Segundo Commons, California
2. University of California Santa Barbara Student Resource Building: Santa Barbara, California
3. Saint George's School: Drury Grosvenor Center for the Arts, Middletown, Rhode Island



PLAN ELEMENTS: LANDSCAPE

Quadrangles

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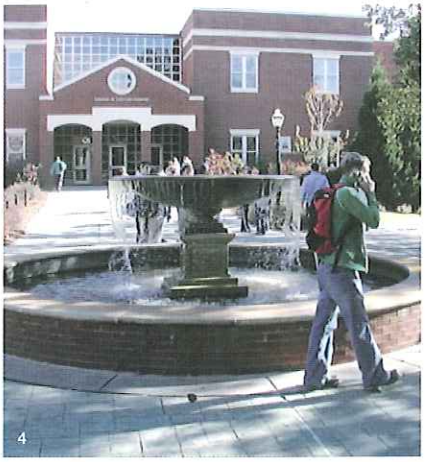
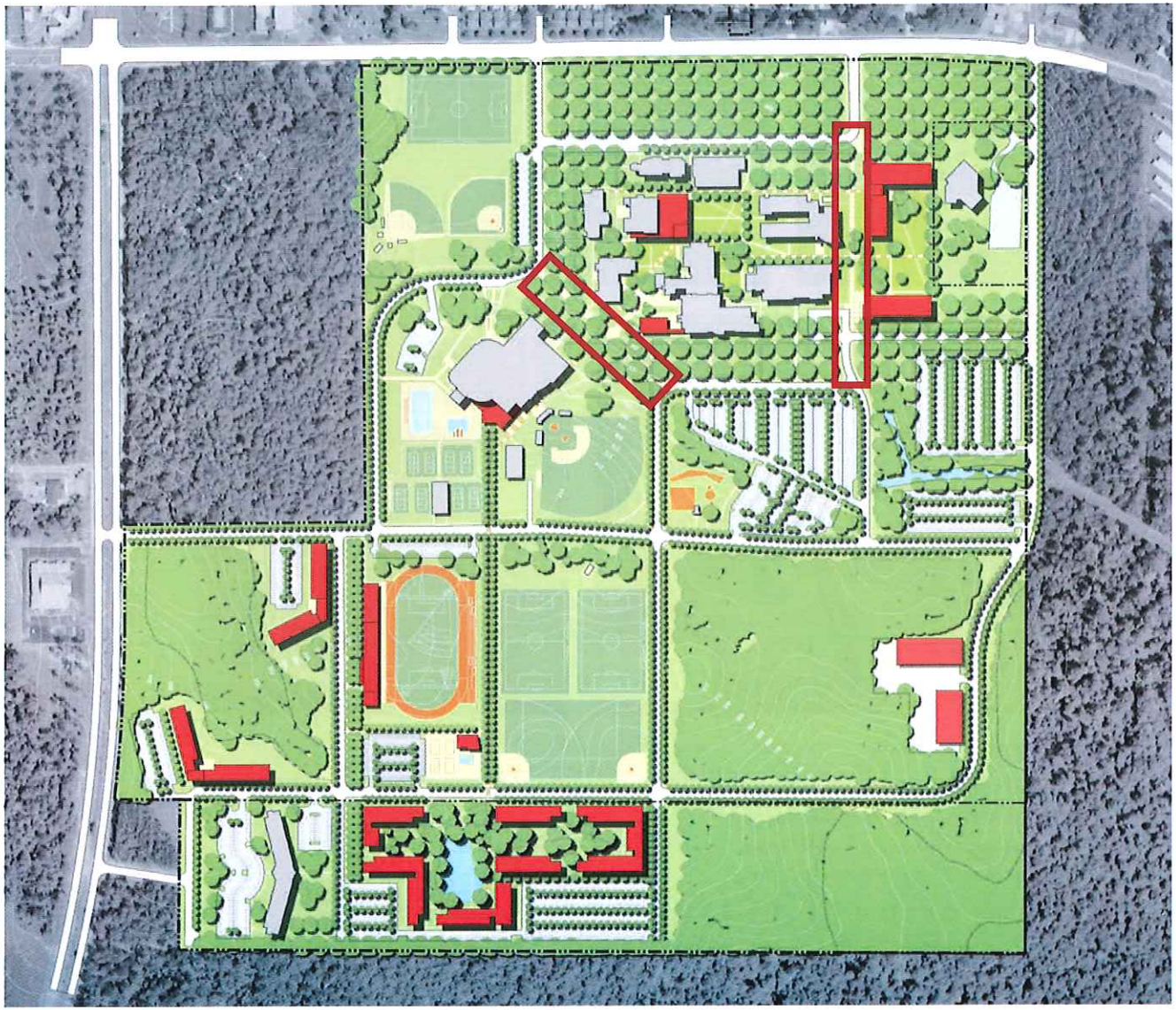

4

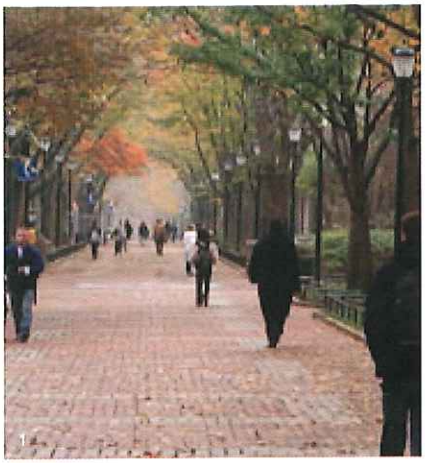
CELEBRATION

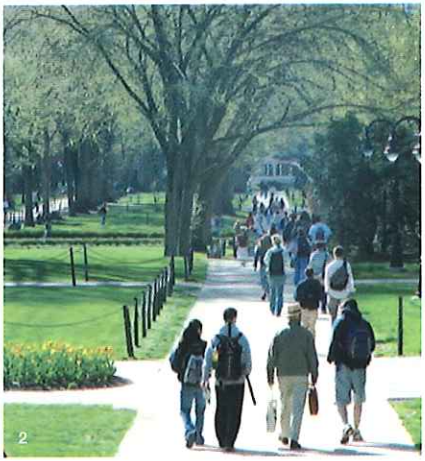
1. Georgia College and State University, Milledgeville, Georgia
1. Georgia College and State University, Milledgeville, Georgia
3. Georgia College and State University, Milledgeville, Georgia
4. Georgia College and State University, Milledgeville, Georgia

PLAN ELEMENTS: LANDSCAPE

Pedestrian Ways





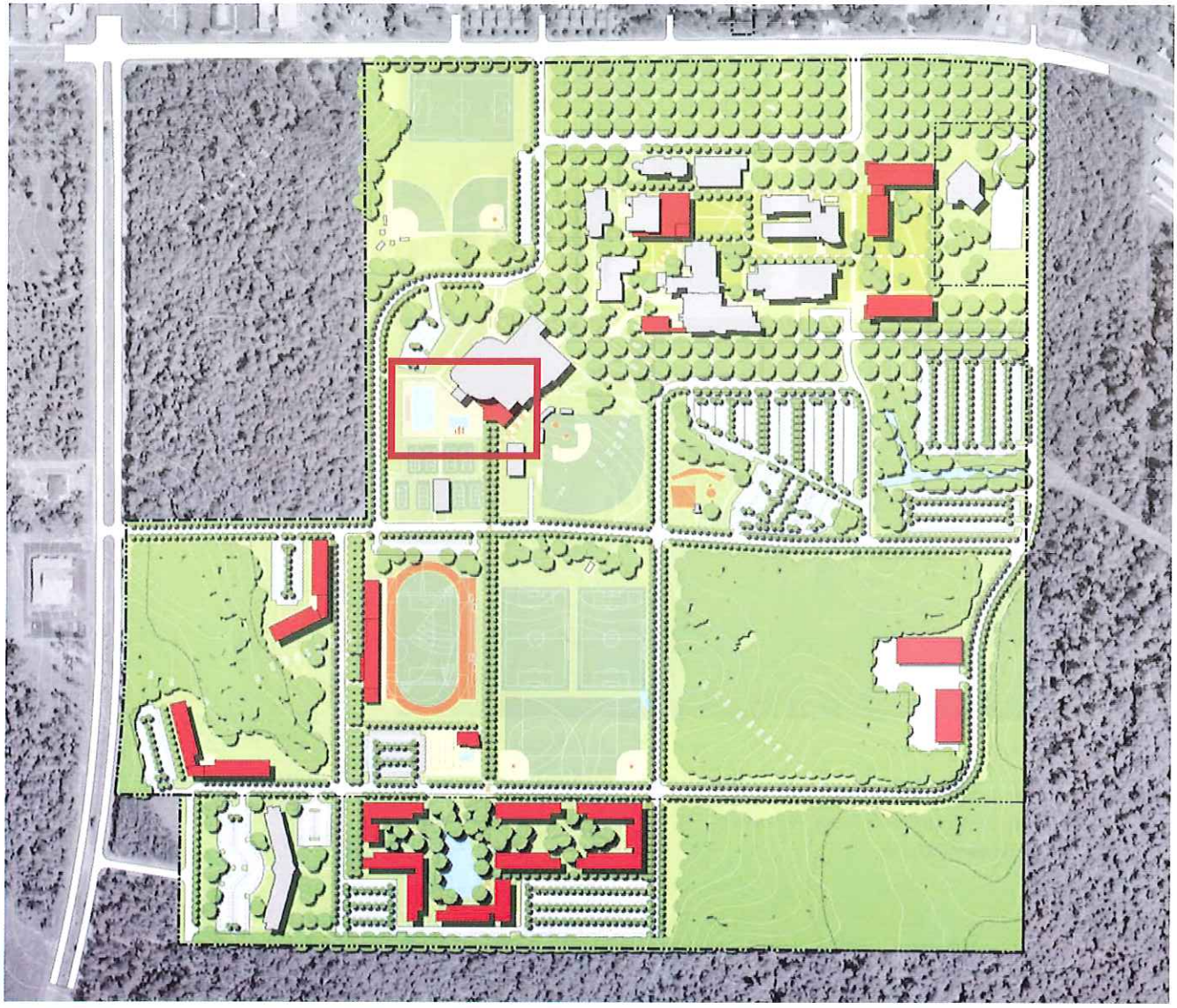


CONNECTION

1. Locust Walk, University of Pennsylvania, Philadelphia, Pennsylvania
2. Pennsylvania State University Mall: State College, Pennsylvania
3. Telegraph Avenue, Berkeley, California

PLAN ELEMENTS: RECREATION

Olympic Pool and Diving Well

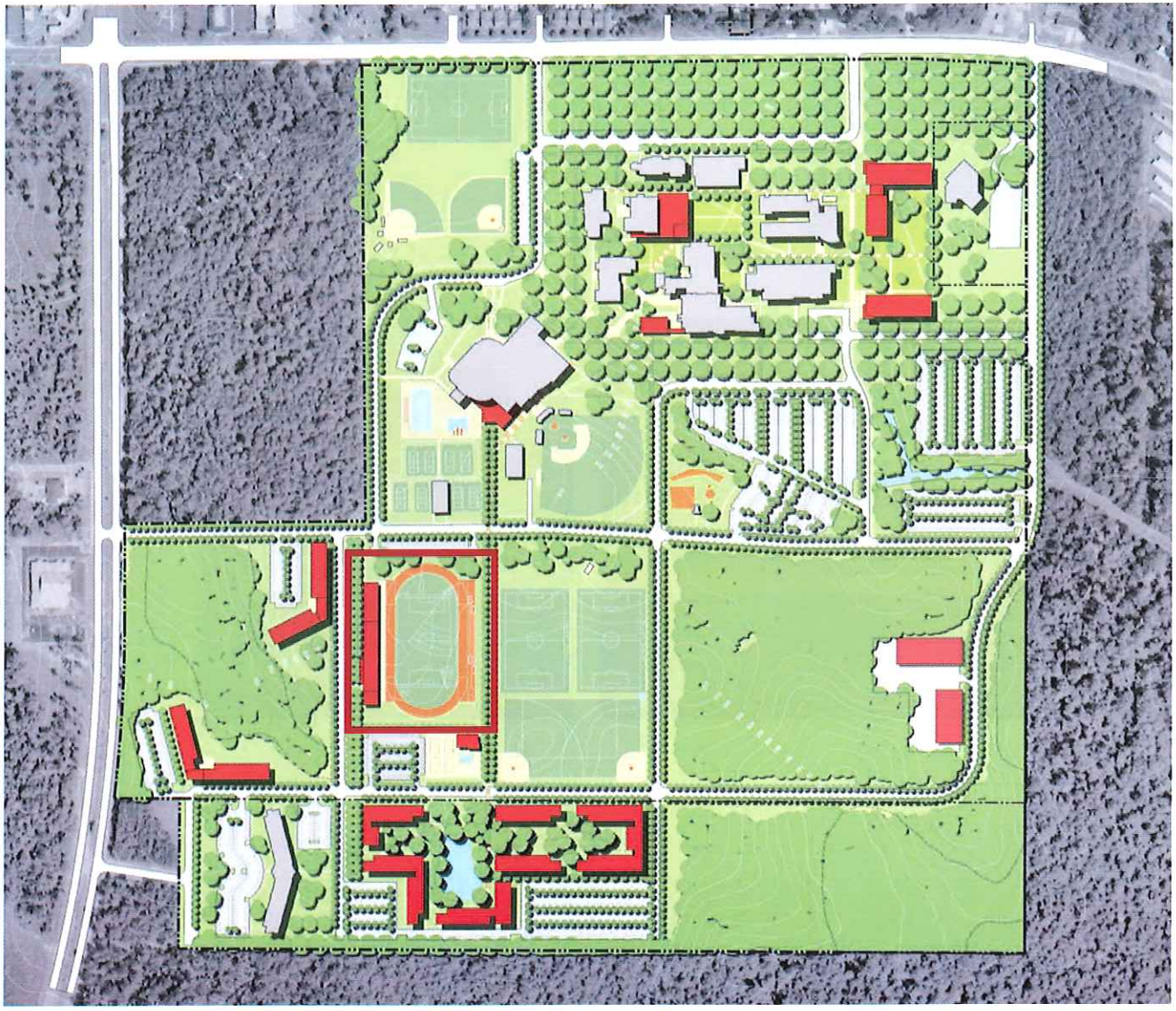


COMPETITIVE SWIMMING

1. University of Maryland Campus Recreation Center, Baltimore, Maryland
2. University of California Santa Barbara Recreation Center, Santa Barbara, California
3. University of California Santa Barbara Recreation Center, Santa Barbara, California

PLAN ELEMENTS: RECREATION

Fields

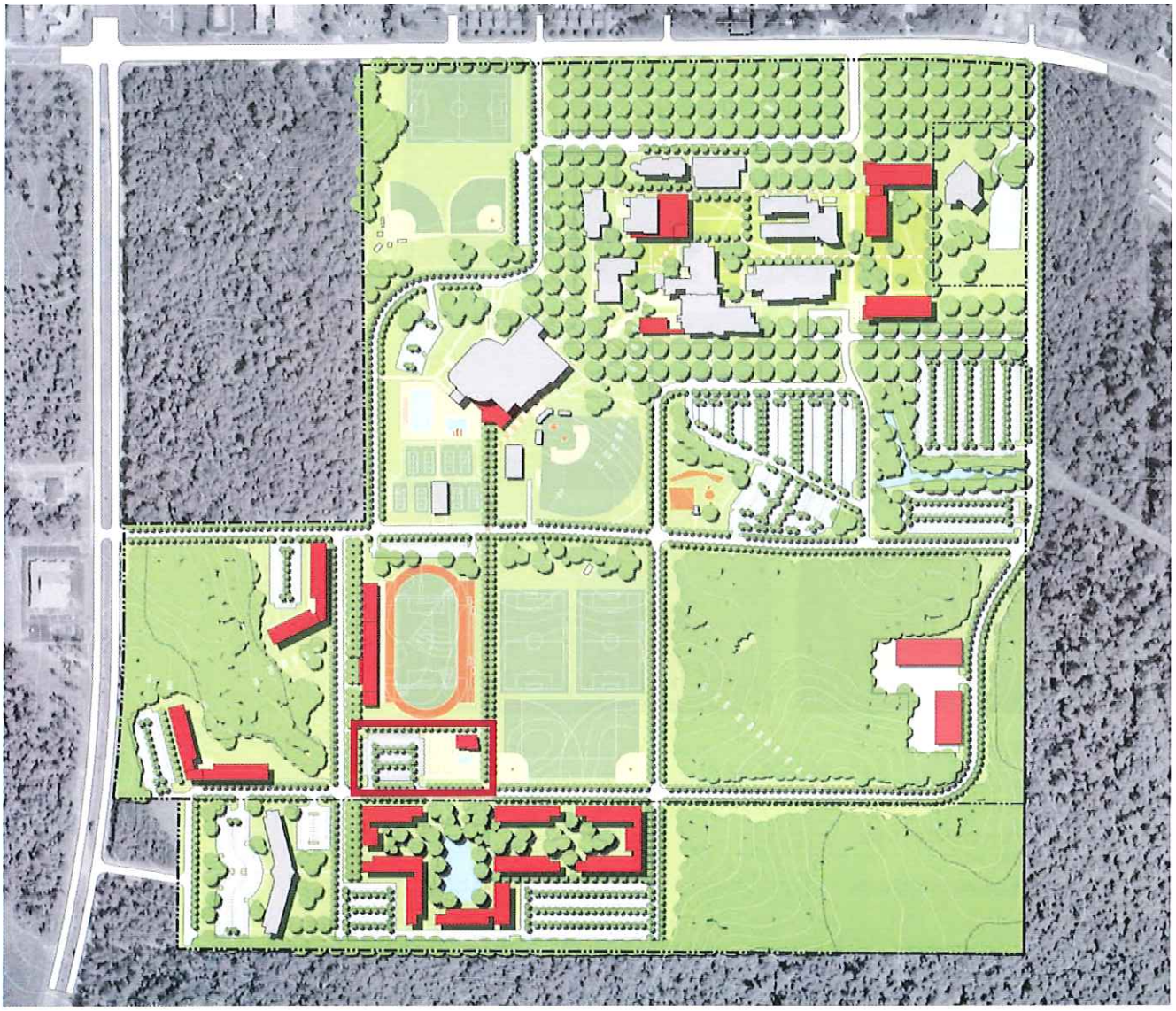


ATHLETIC VITALITY

1. Rensselaer Polytechnic Institute Ned Harkness Track and Field, Troy, New York
2. U.S. Military Academy North Athletic Fields, West Point, New York
3. York College of Pennsylvania Sports Facility, York, Pennsylvania

PLAN ELEMENTS: RECREATION

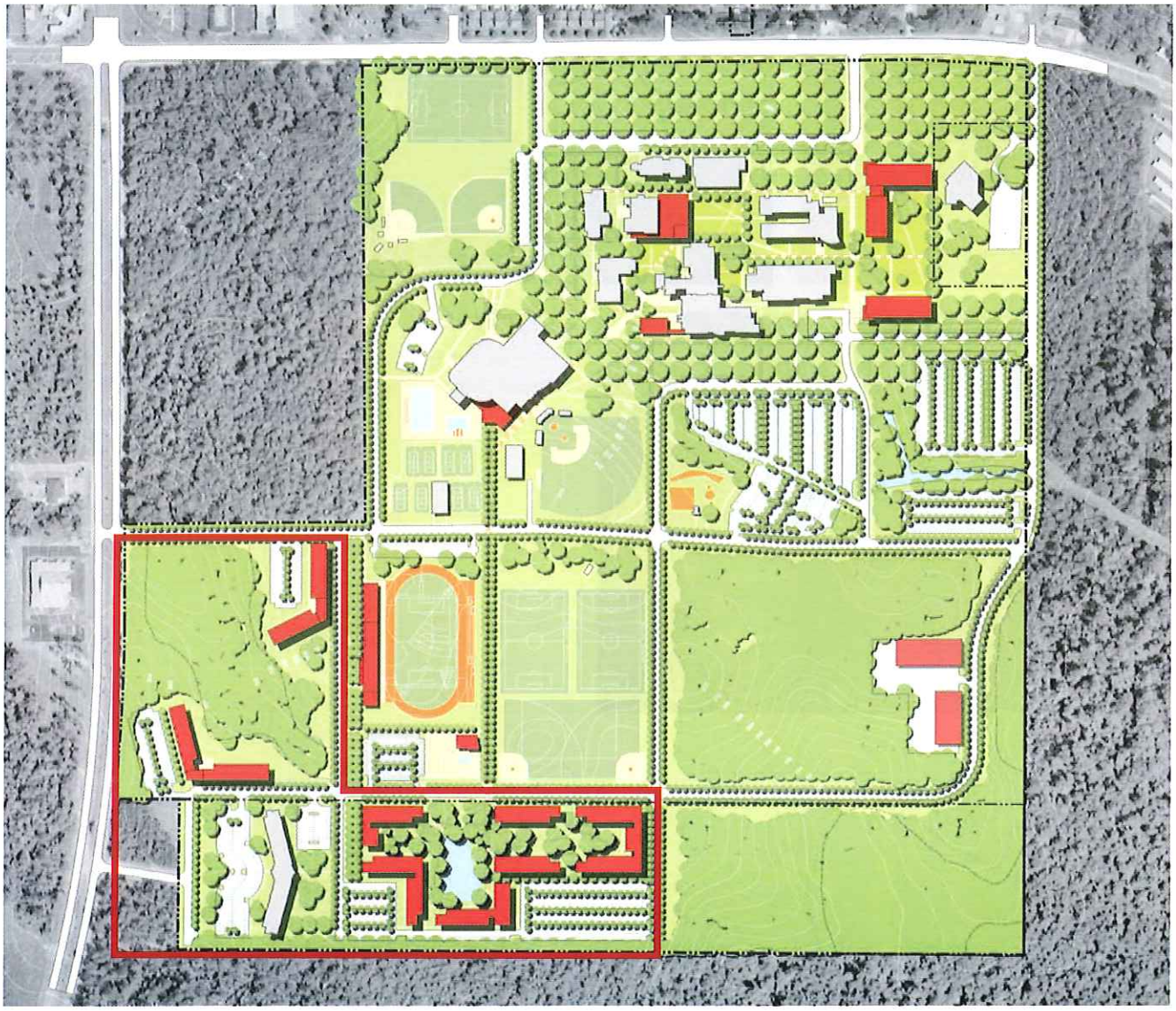
Residential Amenities

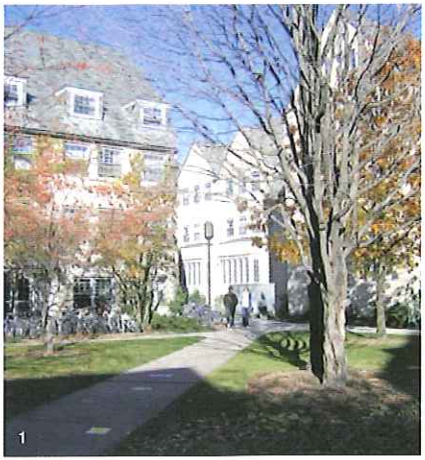


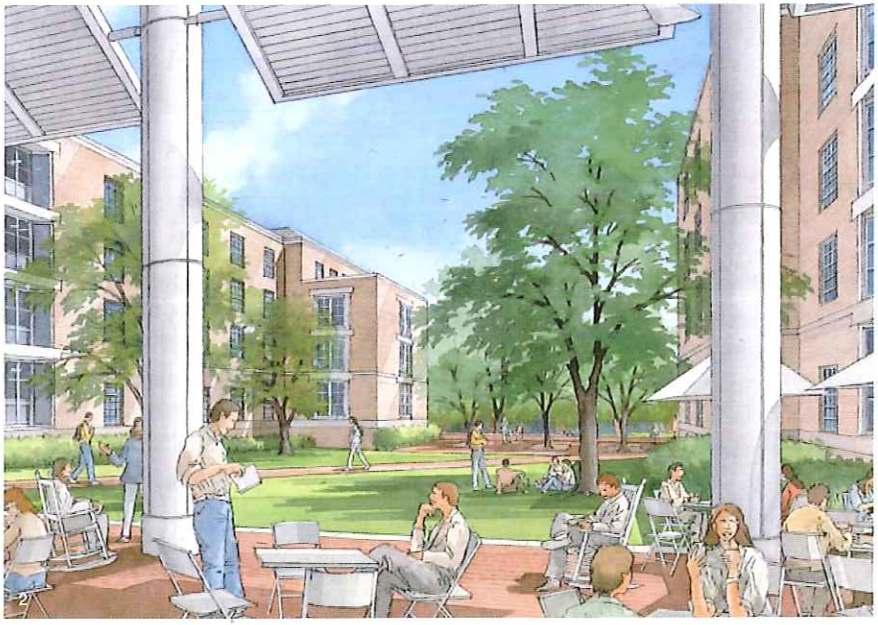
RECREATION

1. University of Maryland Campus Recreation Center, Baltimore, Maryland
2. Georgia College and State University, Milledgeville, Georgia
3. St. Edwards University, Austin, Texas

PLAN ELEMENTS: STUDENT VILLAGE







COMMUNITY

1. Northwestern University, Evanston, Illinois
2. University of South Carolina Honors Residence
3. Saint George's School Drury Grosvenor Center for the Arts, Middletown, Rhode Island

ACKNOWLEDGEMENTS

DARTON COLLEGE

Facilities Master Plan Steering Committee

Peter Sireno, President

Joan Darden, Vice President for Academic Affairs
Gary Barnette, Vice President for Student Activities
Ronnie Henry, Vice President for Business and Financial Services
Steve Harris, Plant Operations Director
Eric O'Cain, Director of Student Activities
Bud Wethington, Community Representative
Will Sims, Community Representative
Lauren Tomlinson, Student Representative

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Neda Movaghar

Board of Regents of the University System of Georgia

Real Estate and Facilities

MASTER PLAN GUIDELINES

OCTOBER 2018

UNIVERSITY SYSTEM OF GEORGIA

This document updates scope, process, and approach expectations for master planning projects with University System of Georgia (USG) institutions. Its potential users include consultants pursuing planning projects with USG, and institutions' facilities personnel or others who maintain datasets utilized in master planning.

CONTENTS

INTRODUCTION

MASTER PLANNING AND THE FRAMEWORK APPROACH

Since 1997, University System of Georgia (USG) institutions have undertaken campus master planning in accordance with the USG Master Planning Template (1997 Template). The 1997 Template was a comprehensive document essentially designed to create a new master plan from the ground up, with a scope including exhaustive technical documentation and dataset creation. USG and its need for effective physical and capital planning have evolved profoundly since 1997. Accordingly, these new master planning guidelines intend to move USG toward a model that:

- relies on institutionally maintained data, broad stakeholder engagement, and consultant insight;
- analyzes and integrates system frameworks to improve campus functionality and sustainability; and
- provides strong capital-prioritization structures while maintaining long-term, project-specific flexibility.

The resulting plans should establish a long-term framework- and principle-based vision that:

- guides future decision making;
- provides clear and financially feasible near-term priorities;
- establishes concrete criteria for future planning decisions; and
- promotes stewardship of campus assets, especially historic resources.

Physical planning must integrate both financial and academic considerations: academic integration grounds the strategic plan's aspirations within physical realities of the campus, while financial integration helps institutions set realistic capital investment goals.

WHEN IS THE RIGHT TIME TO UNDERTAKE A MASTER PLAN?

USG Real Estate and Facilities (REF) generally recommends that institutions formally update their master plans in approximately 10-year intervals. A master plan process can help resolve lack of clarity around major campus systems, such as transportation or academic program distribution, which makes it difficult to move forward on necessary projects or justify specific capital priorities within an institution-wide context. A master plan process can also help institutions test physical implications of major new initiatives or shifting circumstances, especially those connected to changes in leadership or mission, strategic plan updates, campus acquisition, or institutional consolidation.

MASTER PLAN PROCUREMENT

REF recommends that institutions engage external consultants for master planning. Master plans usually require broad input and buy-in in order to be successful, and consultants, in addition to providing design insights and expertise, can serve as a neutral party to facilitate honest dialogue and mediate issues that might be challenging for internal constituents.

Institutions shall engage REF's Director of Planning at the beginning of the procurement process to solidify scope, fee, data availability, and timeline. *REF shall be consulted even in cases where fees are within the institution's delegated authority.*

DATA INPUTS FOR MASTER PLANNING

The 1997 Template assumed that consultants would verify and update datasets with each planning engagement; since then, data maintenance responsibilities have shifted to individual institutions. Accurate data provides an essential master plan foundation and, for campuses that struggle with data accuracy and maintenance, we outline essential datasets below. The items described below are not an exhaustive list: institutions should provide consultants with additional data that they trust, and consultants should request additional datasets they find useful. *It is the consultants' responsibility to incorporate relevant, available data into analysis and scenario development, even if its use exceeds the basic scope outlined in these guidelines.*

DATA FROM REF

Institutional master planning shall incorporate system-wide assumptions and methodologies so that resulting priorities can be easily justified and understood. To ensure consistency, REF staff will provide the following information:

Enrollment projections

Institutions and consultants shall work with REF staff to develop a range of enrollment trajectories, based on system-wide projections, that ensure the creation of a sound plan.

Space Data

The space utilization methodologies and metrics that USG began developing in 2011 provide the foundation for space-needs

assessment in master planning. These focus on opportunities for improved utilization and efficiency versus more traditional normative space needs projections. Institutions submit data to USG on a semi-annual basis, which facilitates system-wide analysis. REF staff will provide high-level analysis for consultants to incorporate into master planning efforts. REF staff will also provide the following files from institutional submissions:

- Building inventory
- Room inventory
- Course schedule
- Employee headcount and FTE
- Student headcount and FTE

If institutions question the validity of these datasets, they should consult with REF staff to determine appropriate strategies prior to engaging master planning consultants.

It is the consultant's responsibility to work within USG's methodological framework when performing additional in-depth analysis, especially when justifying priority projects or net increases in square footage.

DATA FROM INSTITUTIONS

During the procurement process, REF staff will work with institutions to determine the availability and accuracy of the following highly recommended datasets, as this may influence the master plan scope and fee. In certain cases, targeted data collection within or prior to the master plan may be appropriate.

- Campus base map file in CAD (.dxf or .dwg) or GIS (including campus boundary, topography, buildings, sidewalks, parking lots, utilities, trees, and other relevant site features)
- Parking counts
    - Number of spaces by lot and by type (student, faculty, commuter, etc.)
    - Parking occupancy counts at key times
- Building floor plans in CAD
- 3D building and basemap files, if available (in SketchUp, 3ds Max, Revit, etc.)
- Facility condition assessment reports (FCAR)
- Relevant planning and design documents, including the current strategic plan, previous master plans, campus historic preservation plans (CHPP), district or academic unit physical plans, building design studies, landscape design studies, stormwater master plans, etc.
- If applicable, additional detail for datasets provided by REF staff. For space data, this may include a departmental assignment field in the room inventory, meeting room schedule records, occupancy tracking for open labs or study spaces, leased-space information, etc.

Consultants should request any additional files they find useful in analysis and should be prepared to describe their analysis approaches and methods for gathering additional data (through surveys, etc.) during the procurement process. Examples of additional data include:

- Sponsored research expenditures, by primary investigator (PI), departments, and year
- PI research lab locations
- Core facility locations
- Course enrollment information by student (for academic adjacency analysis)
- Traffic counts
- Geocoded accident data
- Geocoded crime data
- Hazard vulnerability analysis for natural disasters
- Bicycle infrastructure (designated lanes, parking rack locations, etc.)
- Shuttle routes and schedules
- Campus accessibility issues
- Residential beds and occupancy rates per building, including unit typology, and occupant student year
- Anonymized student and employee address data
- Utility and communications infrastructure condition and capacity data
- Sustainability data and policies, related to:
    - Building energy use intensity (EUI)
    - Transportation demand management
    - Renewable energy
    - Waste management, composting, and recycling
    - Solar and wind modeling, related to building location and orientation
    - Stormwater data (detention volume capacity by basin, etc.)
- Historic preservation data from CHPP, including survey inventory results, building treatment recommendations, historic landscape analysis, and archaeology resources

PUBLICLY AVAILABLE DATA

Consultants should investigate publicly available data to inform the planning process. This can include historic aerials, USGS ecological data, and other sources not explicitly detailed here.

MASTER PLAN WORK PROGRAM

This work program outlines the major scope elements involved in master planning efforts. During procurement, institutions should review this work program and determine if any additional items should be added to the scope of their plan. Scope clarification examples include: determining which institutional landholdings will be included in the master plan, and to what extent; identifying how data availability affects potential areas of analysis; clarifying desired deliverables in specific areas, especially those not outlined in this document; etc.

PHASE I: PROJECT ORIENTATION

This phase orients the consultant team to the institution and establishes a clear project structure.

Project Logistics

This work element establishes clear structures for project communication, governance, engagement, and timeline.

- Establish an appropriate committee structure that provides both clear guidance from institutional leadership and broad institutional perspectives.
- Establish communication channels between the institution, consultant team, and the REF
- Determine planning scope for various campus landholdings and leased facilities (especially important for multi-campus institutions). For example, it may be appropriate to assess financial impacts of leased facilities or analyze academic delivery patterns for remote sites without necessarily including physical analysis and site planning.
- Solidify a master plan schedule including consultant on-campus dates and REF review dates
    - The team shall brief REF at least twice during the planning process. REF may choose to assemble an interdisciplinary team to evaluate specific proposals. The key points for engagement are:
        - A briefing early in Scenarios (Phase III) that provides a summary of key analysis and early scenarios ideas
        - A briefing during Implementation (Phase IV) that provides a summary of scenarios investigations and describes implementation considerations, especially those that will influence likely near-term capital requests.
    - The schedule should include a draft stakeholder-engagement plan. This will include engagement such as initial stakeholder interviews, online surveys, public forums, etc.

Project Context

This work element allows the planning team and planning committee to gain a comprehensive understanding of the institution's mission, educational goals, and the physical characteristics that will inform stakeholder engagement and analysis investigations.

- Review the mission and current strategic plan.
- Review existing planning documentation, including previous master plans, CHPPs, and design studies.
- Carry out preliminary comprehensive physical reconnaissance of campus buildings, grounds, facilities, infrastructure, parking and circulation to identify issues and objectives.

Initial Stakeholder Engagement

This work element will reveal recurrent themes and issues that should be addressed in master plan development.

- Engage stakeholders, including institutional leadership, faculty, staff, students, and external constituents. Topics to explore should include, but are not limited to, the following:
    - Academic
        - Strategic plan
        - Academic organization, existing program offerings, and key areas of growth or change
        - Accreditation issues related to facilities
        - Research and Outreach
        - Pedagogical practices
        - Anticipated new program offerings
    - Cultural
        - Institutional and community decision-making processes and dynamics that may inform future stakeholder engagement
        - Factors that make the institution unique
        - Planning policies and procedures
        - Student life and residential life characteristics and goals

- Financial
  - Capital renewal investment
  - Debt that will influence building reuse
  - Funding and endowment characteristics
- Physical
  - Landscape / ecological issues
  - Transportation patterns and conflict points
  - Building suitability and condition
  - Utility usage, capacity, and condition
  - Environmental stewardship and sustainability policies
  - Safety & security issues
  - Accessibility issues

PHASE I—DELIVERABLES

- Basemap graphics (3D and plan view) for institutional review and verification
- Presentation that orients the committee(s) to the master planning process
- Meeting notes

Note: Much of the information collected during Phase I will appear in Phase II deliverables

PHASE II: ANALYSIS

In this phase, the consultant team develops a comprehensive understanding of existing campus conditions and dynamics. Data sources should include observations and information collected during Phase I, public data sources, and institution-supplied data. Consultants should document qualitative observations where appropriate.

Multi-campus Context

- If applicable, incorporate multi-campus dynamics and resource distribution patterns into all areas of analysis. Areas of investigation may include inter-campus transportation options, enrollment and academic program distribution, faculty and employee distribution, access to specialized resources, residential patterns, student-life amenities, etc.

Land Use

- Map and describe land use patterns including (where applicable) academic, residential, athletic / recreation, agriculture, medical, support, and conservation districts.
- Document campus density patterns, including building coverage and floor-area ratios (FAR) in key districts to inform future campus character / land stewardship scenarios.

Landscape and Ecology

- Assess the natural systems on campus. Elements should include topography, stormwater system features, tree cover, etc. Incorporate broader system observations, beyond campus boundaries, where appropriate.
- Document areas prone to natural disasters such as flooding / storm surge, wind damage, or other weather events, based on existing data and/or stakeholder interviews. Identify flood plains, wetlands, etc. that will affect land use.
- Assess and map the campus open space framework, including edges, entry points, gathering places, building setbacks, circulation corridors, landmarks, pedestrian circulation, streets, etc. Incorporate broader system observations, beyond campus boundaries, where appropriate. (Some landscape observations will overlap with circulation and transportation observations.)
- Document and map open space areas by character and use. Assess the current landscape hierarchy.
- Assess the quality and condition of open spaces, identifying key characteristics and materials that contribute to the institution's landscape identity.

History

- Record any key historic elements (documented in a campus historic preservation plan) that the master plan will need to preserve.
- Investigate patterns of historic campus development. This can include describing natural or built patterns in historic aerials, mapping campus development, charting enrollment patterns and total square footage, etc.
- Identify buildings by year of construction. If the master plan recommends demolition or major changes to facilities at least 50 years old, ensure that recommendations comply with the CHPP. If the CHPP is out of date, additional historic assessment may be required.
- Review historic landscape resources identified in the CHPP.

Circulation and Transportation

- Map and establish a hierarchy for current pedestrian and bicycle networks, including major off-campus connections or gateways.
- Map shuttle and public transit services including routes and stops. Include frequency and ridership where information is available.

- Map and establish the current hierarchy for on-campus vehicular circulation and campus entries.
- Map primary service routes, emergency access routes, and major building service points.
- Document transportation issues and modal conflict points, especially those where vehicular traffic affects pedestrian safety.
- Map existing on-campus parking facilities and identify the number of spaces allocated to students, faculty, staff and visitors. Document present utilization rates of these parking facilities (if data is available).
- Document significant accessibility challenges, especially areas where slope makes navigation difficult.
- Document the existing institutional parking policy and management approach.

Community and Regulatory Context

- Describe and map existing political and jurisdictional entities surrounding the institution, along with any regulations that may effect on-campus development.
- Assess adjacent land use in adjoining neighborhoods and highlight character, issues and concerns (if applicable).
- Inventory major recreation assets or trail corridors that may influence campus development, even those not owned by the institution.
- Locate major commercial districts within walking distance of the campus.

Real Estate

- To the extent that data is available, map institutional land holdings, differentiating institution-owned, institution-leased, foundation-owned, and foundation-leased properties.
- Evaluate impact of leased facilities on the institution's operating budget, including cost per square foot if available.

Academic Programs

- Describe adjacencies and relationships between academic programs. Document current program administrative, instructional, and research locations.
- Document potential areas of academic growth or change based on strategic plan directives.
- Describe research and sponsored-funding patterns. Document and map core facilities. (This task is data dependent.)
- Describe existing library facilities and operations, and the philosophy of library services.

Building Condition and Suitability

- Document and map building condition information, using campus data where available. Evaluate functional suitability of space for current uses, with a focus on the long-term viability of specialized facilities, especially science-intensive buildings.

Building Use and Utilization

- Document and map space distribution by space type, academic unit, etc. Analysis should use codes aligned with the Facilities Inventory and Classification Manual (FICM) and USG methodology.
- Validate and advance space analysis metrics provided by REF staff, aligned with USG methodology .
- Investigate reasons for especially high or low utilization of key rooms and buildings.

Student and Residential Life

- Document and map residential life patterns by number of beds per building, typology, student year, occupancy rates, etc. Include fraternities and sororities in the analysis. Indicate owned, P3, and PPV buildings.
- Evaluate major off-campus residential patterns and their impacts on other systems such as transportation.
- Document and map locations for student services and student life amenities, including food service, student center, bookstore, and student health center.
- Document any existing debt that will affect building reuse.
- Document student life and residential life goals that will influence future development.

Athletics and Recreation

- Document and map on-campus recreational sites, intercollegiate athletic facilities, intramural athletic facilities, and informal recreation spaces.
- Describe current control, management, and scheduling of facilities.
- Assess the adequacy of the existing intercollegiate sports and recreational facilities. Assess athletic facility compliance with NCAA and Title IX standards, if relevant.

Utilities

- Map existing utility corridors (steam, chilled water, potable water, sanitary, natural gas, electrical, communications, etc.) and document potential issues of capacity and redundancy in the current system (based on existing data / stakeholder knowledge)

- Describe and map stormwater facilities and natural features, including detention and retention structures, drainage pipe systems, natural water features, etc.
- Describe existing stormwater management issues including impervious surface patterns, land use limitations, protection of natural drainage features, and other requirements.
- Describe usage patterns, including building EUI and water consumption, using existing data.

Campus Services and Support

- Document key facilities issues for support services not outlined above such as business services, student services, enrollment management, alumni relations, development, public safety, specialty shops, etc.
- Document environmentally influenced safety concerns.

PHASE II—DELIVERABLES

- Graphics-driven presentations for each campus visit
- Meeting notes

PHASE III: SCENARIOS

The Scenarios phase integrates key analysis findings and posits future development concepts. The assessment of future ideas should evaluate how proposed changes will affect multiple systems: for this reason, key tasks are not differentiated by topic area, as they are in Analysis. This phase establishes long-term framework ideas and begins to test near-term capital priorities that address key needs. Additional focused analysis may be required to validate specific scenario concerns—this is especially true for space utilization. Before moving into the Implementation phase, the team must gain consensus and leadership approval on a long-term vision that will enable an in-depth exploration of near-term implementation considerations during the subsequent phase.

KEY TASKS IN ASSESSMENT OF ALTERNATIVES

These integrative, primary tasks are essential master plan components:

- Draft and refine planning principles to guide future development.
- Integrate analysis findings to improve the clarity and functionality of landscape, circulation, transportation, and parking systems. Propose framework adjustments that will clarify campus organization, promote safety and accessibility, and organize future development.
- Propose a long-term land-use framework that maintains its validity with a significant range of enrollment scenarios. Propose density guidelines and/or development sites that promote near-term placemaking and retain adequate long-term growth capacity. This should include zones for academic, residential, medical, conservation, support, athletic / recreation, and agricultural uses (where applicable); and location guidelines for key amenities, especially student life services such as dining.
- Explore near-term building renovation, construction, and/or demolition options that meet key academic or student life needs, improve space efficiency, address deferred maintenance concerns, acknowledge sustainability considerations, and respect historic campus resources.
- Create planning-level cost estimates to assess realistic near-term investment possibilities and evaluate key priorities.

SECONDARY TASKS IN ASSESSMENT OF ALTERNATIVES

The plan should also address these secondary tasks to inform the primary tasks identified above. The depth of these investigations may vary by institution depending on analysis findings and master plan priorities. The team may choose to advance additional elements investigated during analysis and not articulated below.

- Develop sections, sketches, renderings, district plans, etc. to illustrate potential interventions in key locations.
- Establish conservation corridors and explore natural solutions to significant stormwater system issues (focused primarily on-campus, but integrated with off-campuses systems).
- Incorporate land-use and site-selection recommendations that reduce impacts from potential natural disaster hazards such as flooding, storm surge, wind damage, and other weather events.
- Identify key plant species that support the institution's current landscape identity and ecology of the region.
- Assess whether existing parking configurations are efficient and located adjacent to appropriate uses.
- Assess alternative parking policies and demand-management practices to mitigate parking demand.
- Assess plan impacts to the broader community and ensure compliance with regulatory constraints.
- Evaluate long-term real estate needs and include any proposed acquisition or disposition of land. Draft criteria for evaluating future acquisition opportunities.
- Define locational criteria (adjacencies) for future academic buildings or expansion of current buildings.
- Propose changes and investment priorities for student life amenities, such as residence life facilities, dining or student services locations, recreational services, etc.

- Create building investment scenarios that incorporate institutional goals as well as building condition, suitability, energy use, and space utilization information. Propose building demolition where appropriate.
- Propose utility corridors that provide redundancy and easy long-term access (usually integrated with the circulation framework). Consider the cost of utility line extensions or capacity issues when evaluating potential building construction proposals.

PHASE III—DELIVERABLES

- Graphics-driven presentations for each campus visit
- Meeting notes

PHASE IV: IMPLEMENTATION

The Implementation phase solidifies plan principles and frameworks, and investigates the viability of potential near-term priorities.

- Finalize framework diagrams for landscape, ecology, transportation (pedestrian, bicycle, transit, service, and vehicular), and parking systems (focused primarily on-campus, but integrated with off-campuses systems). Include a utility framework if significant changes are recommended.
  - Identify and illustrate key improvements that may require near-term capital investment
  - Identify locations that should remain free of development, whether for circulation clarity or landscape-asset preservation.
  - Solidify recommendations for policies and practices that balance transportation and parking demands.
  - Ensure that frameworks function in both near- and long-term scenarios
  - Address significant accessibility concerns
- Finalize a long-term land-use framework and development plan.
  - Create a land-use map and describe rationale.
  - Solidify FAR, density, and site guidelines to promote appropriately scaled development. These guidelines may vary for specific campus districts. Include mapped building sites where appropriate.
  - Clarify real estate acquisition and disposition guidelines
- Solidify near-term building renovation, construction, and/or demolition priorities that meet key academic or student life needs, maximize space efficiency, and address deferred maintenance concerns.
  - Explore phasing options and backfill recommendations to promote project feasibility.
  - Teams should advance programming, design schemes, and project costs for key near-term projects in order to identify significant feasibility issues. Historic preservation considerations should also be incorporated during this phase.
- Refine planning-level cost estimates to assess realistic near-term investment possibilities and evaluate key priorities.
  - Include near-term building, landscape, and major infrastructure projects, especially those that may require capital dollars from the state.
- Finalize planning principles to guide future development.
  - This may include plan governance structures or data maintenance procedures.
- Identify areas where additional technical studies are recommended, if applicable.

PHASE IV—DELIVERABLES

These items should be submitted to both the institution and REF staff:

- Final report (executive summary and appendices). Institutions will indicate a desired number of printed report copies during project contracting.
- Graphics-driven presentations for each campus visit
- Meeting notes
- Working files, including but not limited to:
  - CAD, illustrative (Adobe Photoshop, Adobe Illustrator, etc.), and 3D basemaps (3ds Max, Sketchup, etc.) for existing conditions and implementation-phase plans
  - Excel files for space analysis, cost estimation, etc.
    - Program-related documents should include FICM codes
  - A packaged version of the final report, including high-res image files. (File formats should be usable on multiple operating platforms. Avoid Apple-specific files such as heic.)

ADDITIONAL PHYSICAL PLANNING STUDIES

This section provides an overview of some potential planning activities that provide more in-depth investigations than those performed in a master plan, as described above. In certain situations, it may be appropriate to incorporate this level of detail into the scope of a master plan, or to study a key issue prior to master plan procurement. Institutions are strongly encouraged to communicate with REF staff when pursuing these studies and to share final deliverables for central archiving. Institutions should also share results of any internal modifications to master plans occurring between formal consultant engagements. This will help prevent project delays during integrated review.

These specific studies should not be considered substitutes for periodic comprehensive master planning.

PRE-MASTER PLAN ASSESSMENTS

Assessments are essentially data-collection or issue-identification exercises, often focused on technical data. These can include facility condition assessments, building suitability assessments, infrastructure capacity assessments, energy use intensity (EUI) calculations, ADA compliance assessments, environmental audits, parking counts, etc. REF generally recommends that institutions engage in such assessments prior to undertaking a master plan, because this information can be useful in evaluating capital priorities. REF staff will work with institutions during master plan procurement to assess data needs.

Campus Historic Preservation Plan

A Campus Historic Preservation Plan (CHPP) should be in place for campuses with architectural, landscape, or archaeological resources approaching 50 years old or older. The CHPP provides a framework for institutions to manage their historic facilities and grounds and make sound decisions concerning capital investment, renovation, and demolition as well as be good stewards of USG's historic resources.

POST-MASTER PLAN STUDIES

Academic Unit Master Plans

After a master plan, it may be appropriate to evaluate in-depth program and facility needs for an individual college within the university, or for a group of related disciplines. This work should engage the institution's provost and facilities personnel to maintain alignment with overall university goals. For R1 institutions with significant research outposts, periodic assessment of facility needs and programmatic resource distribution for satellite locations may be required.

District/Campus Studies

District studies are in-depth design exercises focused on a particular geographic area. These should generally follow a comprehensive master plan to ensure that campus-wide systems, such as parking, pedestrian circulation, and program needs, are considered from a broad perspective.

Building Studies

Programming studies for specific buildings bridge planning and design processes and signal institutional commitment. Institutions are encouraged to consult with REF planning staff during these studies, especially when major programmatic changes are recommended. This will help to prevent delays, either during integrated review, or during the programming phase if the project is approved for capital funding.

Landscape Master Plan

Define landscape typologies and create detailed design recommendations for key example spaces. Establish a landscape structural framework, including a primary pedestrian circulation network. Outline strategies to improve ecological function and minimize or clarify maintenance needs. Establish design guidelines and recommend plant and material standards.

Design Guidelines

Design guidelines detail the desired style, materiality, size and scale of campus buildings and structural improvements, as well as their relationship to interstitial spaces. Many of these components are often incorporated into landscape master plans. Some design guidelines also outline the process and approvals required for project implementation. Institutional design guidelines should augment but not replace REF building design standards.

Wayfinding Studies

The purpose of these studies are to design a system of campus navigational signage. A master plan and/or landscape master plan should generally precede a wayfinding effort to address navigational confusion caused by poor circulation-system clarity. Wayfinding studies incorporate significant accessibility considerations.

Transportation Plans

Transportation plans provide an additional level of design and operational detail that goes beyond the scope of a master plan. Institutions are strongly advised to incorporate multimodal needs into design and recommendations. Activities in transportation planning may include but are not limited to the following:

- Create operational strategies and concrete recommendations in areas such as transportation demand management, parking permitting/pricing structure, shuttle route and frequency alterations, parking demand projections, technology integration, etc.
- Solidify design recommendations such as street sections for key corridors, or proposals for key intersections
- Evaluate financial implications of various strategies.

ADDITIONAL STUDIES

Residential Study

Master plans should incorporate residential elements, including residential districts, bed typology distribution, and priorities for significant investment. Some institutions may seek additional detail, such as to evaluate demand for additional beds through a market study, clarify maintenance and annual investment strategies, or solidify the institution's residence life philosophy in terms of desired typologies or programming initiatives.

Dining Study

These studies evaluate dining amenities on campus, including amenity distribution, operational hours, and financial sustainability. These studies often lead to programming for facility construction or renovation.

Utilities/Infrastructure Plan

Infrastructure plans investigate system conditions and capacity needs, solidify operational initiatives (especially related to maintenance or sustainability), and determine capital priorities. Plans may focus on a particular system, such as electrical distribution, water, sanitary sewer, stormwater, data networks, etc.

Campus Security Plan

Campus security plans promote consistent implementation of security measures across the campus such as card access, locking systems, and facility security planning needs. Plans include evaluation of future investment strategies to ensure appropriate police staffing levels, security systems infrastructure needs, and vehicle traffic controls.

Environmental Stewardship Plan

Environmental stewardship plans articulate policies related to sustainability issues such as energy production and consumption, waste minimization, transportation demand management, water systems, building construction, purchasing, academic integration of sustainability, etc.

18.1 MRR Formula and Allocations

18.1.1 MRR Formula

(Last Modified on November 4, 2010)

MRR funds are generated annually by the budget formula as a function of the average estimated building replacement cost and total square footage in the University System at each institution. The average building replacement cost is assessed each year, and was most recently valued at $95 per square foot. The formula is funded at approximately 1% of average replacement cost, although the factor also has been subject to periodic adjustments.

All institutional square footage is included in the formula; i.e., auxiliary enterprise funded square footage as well as residential instruction (RI) and other square footage. Although included in the formula, auxiliary enterprise space typically cannot be repaired or renovated using MRR funds. However, special approval may be granted by the Vice Chancellor for Facilities in the event of life safety concerns.

The combination of all square footage in the University System of Georgia generates the total formula amount that is part of the system's annual budget request. As an example of how the formula works, an institution with 1,000,000 square feet of space would generate an amount in the formula of $950,000 (1,000,000 square feet X $95/square foot X .01).

18.1.2 MRR Allocation

(Last Modified on November 4, 2010)

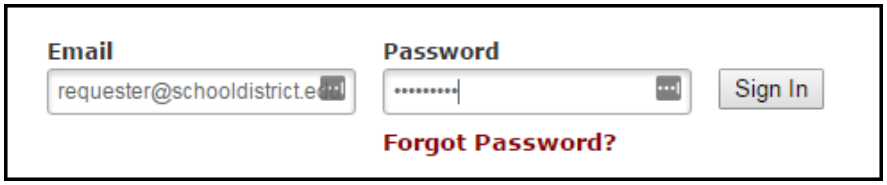
The formula, however, is not the basis upon which funds are allocated to institutions for capital facility repair and rehabilitation. The MRR allocation distributes funds to institutions on the basis of RI square footage, and also includes a factor for age and type of facilities.

Not all funds generated by the MRR formula are initially distributed to institutions. A portion, roughly 3-5%, is set aside to provide for emergencies and contingencies. Institutions may request funding for emergencies that cannot be addressed through regular MRR allocations. Requests for emergency MRR funding should be addressed to the Vice Chancellor for Facilities.

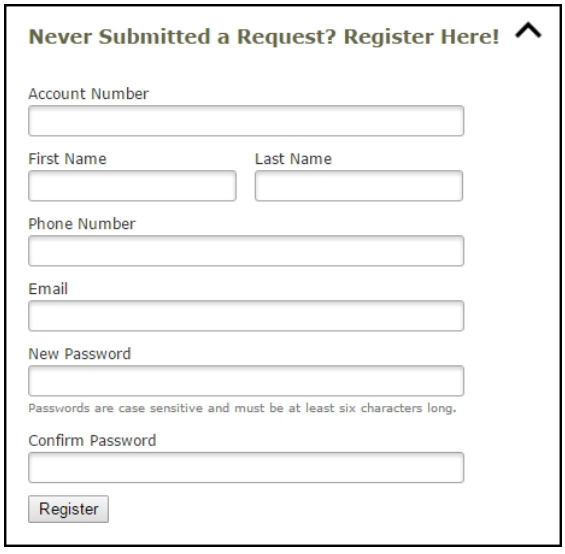
MaintenanceDirect Requester Guide

How to Register/Log in

- Open your Internet Browser (Internet Explorer, Firefox, etc). Click on the following link, or copy and paste it into the web browser:
  - https://www.myschoolbuilding.com/myschoolbuilding/mygateway.asp?acctnum=2113375744
  - If you are a returning user, enter your **Email Address** and **Password**. Click **Sign In**.
- If you have forgotten your password, click the **Forgot Password?** Link and enter your email address. We'll send you instructions for resetting your password.



- If you are submitting your first request, you must enter registration information first. Click on the down arrow (⌄) next to Never Submitted a Request? Register Here! to expand the registration form. **Note: Your registration will be complete after you submit your first work request.*
  - Enter the **Account Number** provided by your Administrator.
  - Enter your **First** and **Last Name**, as well as your **Phone Number** and **Email Address**.
  - Type the **Password** you would like to use to log into your SchoolDude account and confirm it. The password you choose must be 6 characters long.
  - Click **Register** to go to the work order request form.



The Dude Says:

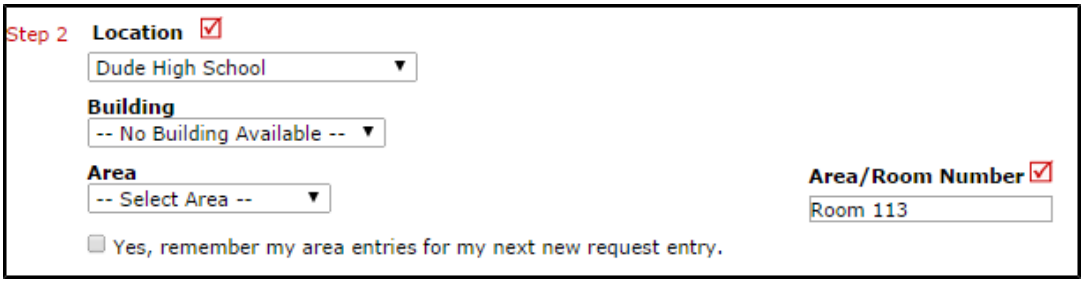
To create a shortcut to your desktop, find a blank area on this screen and right click on your mouse. You will have the option to create a shortcut or add to your favorites. Creating a shortcut will add an icon to your desktop. You can double click it the next time you want to sign in.

How to Submit a Request

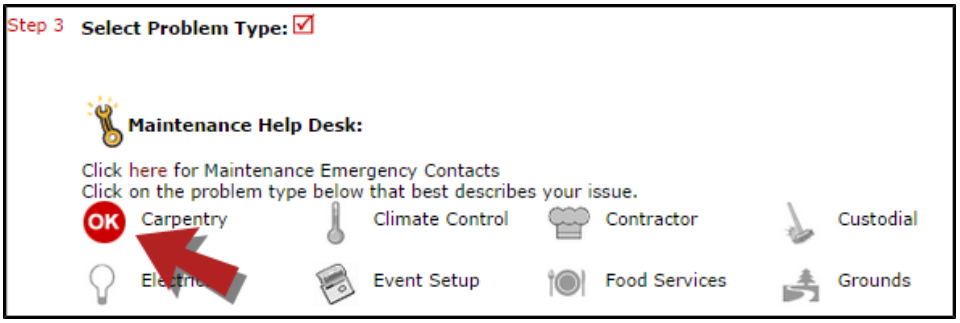
- Make sure you are on the **Maint Request** tab at the top of the screen.

**Note: Any field marked with a red checkmark is a required field.*

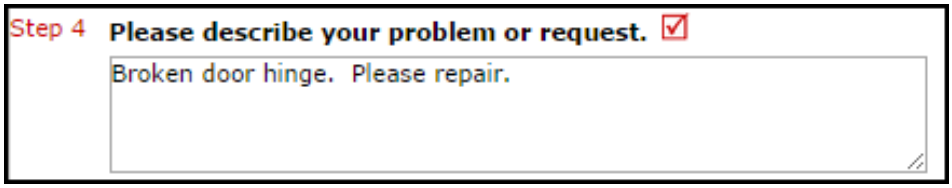
- **Step 1**: These fields will already be filled in with your contact information according to how it was entered upon registration.
- **Step 2**: Click on the drop down arrow and highlight the **Location** where the work needs to be done. Do the same for **Building** (if available) and **Area**. Also, be sure to type in the area description or room number in the **Area/Room Number** field.



- **Step 3**: Select the Problem Type that best describes the request/issue you are reporting.



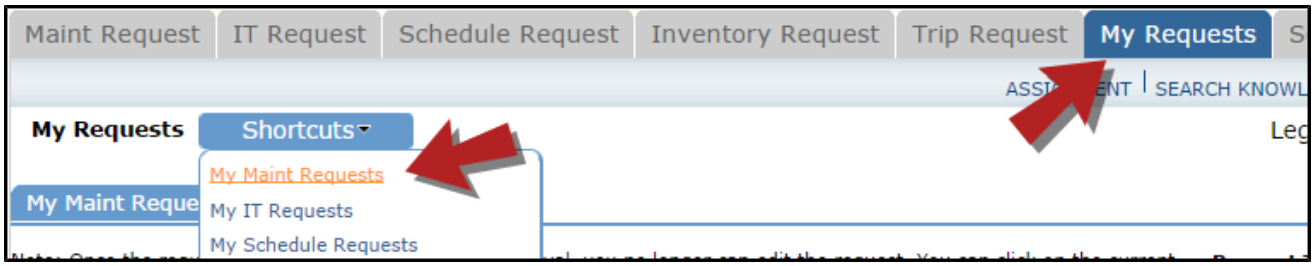
- **Step 4**: Type in a description of the problem.



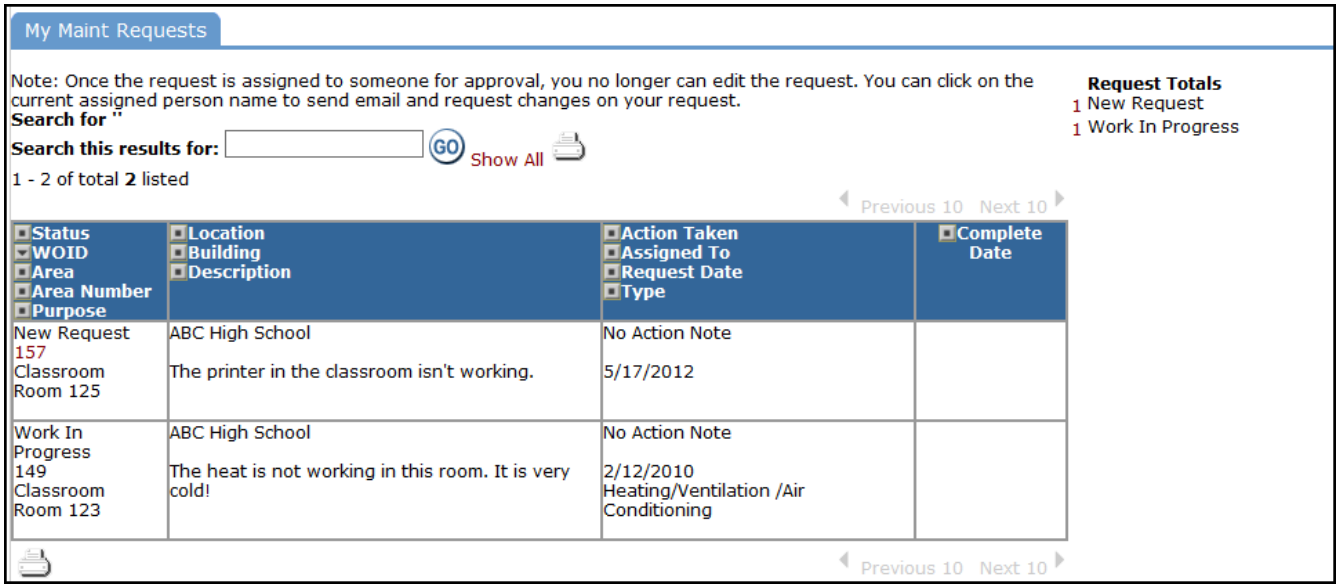
- **Step 5**: Enter a time that you are available for the maintenance work to come by.
- **Step 6**: Select a Purpose for the work if necessary. This will default to Reactive Maintenance.
- **Step 7**: Enter the date you would like to have the work completed by.
- **Step 8:** Select the **Budget** that will apply to costs related to this work request.
- **Step 9**: Attach a file to your request if necessary (i.e. a picture of damage or setup diagram).
- **Step 10**: Type in the **Submittal Password**. rams
- **Step 11**: Click the **Submit** button.

My Request Tab

You can view any requests that you have entered into the system by clicking on the **My Requests** tab. Hover your mouse over the **Shortcuts** link and click on **My Maint Requests**. You will see a listing of any requests that you have entered into the system. You are also able to print out a listing of your requests by clicking on the printer icon.



On the **My Requests** page you will see up-to-date information on your requests including the current status, work order ID number, and Action Taken notes. You can click on the number next to the status description in the **Request Totals** section to see all of your requests marked with that status. You can also search for any work order request by typing a key work into the **Search** box and clicking **Go**.



Work Order ID: 22754

Completion Date: 9/9/2019

Description	ceiling tile missing. Time Available: 8:00-5:00		
Location	East Campus	Building	Peace Hall
Area	Hallway/Corridor	Priority	Medium
Area Number	restroom	Craft	Equipment Maintenance
Category		Type	
Status	Complete	Estimated Hour	0.00
Assigned To	Hillie, Willie	Requester	Lori Newberry 229-430-4014
Estimated Start	9/9/2019	Request Date	9/9/2019
Est. Completion Date		Req. Completion Date	9/9/2019
Budget Code		Purpose Code	General Maintenance
Project Code		Project Description	
Equip Item No.		Equip Desc	
Notes			

Purchases — To Date: $0.00

Date	Inv/Ref	Description	Supplier	Pool	Qty	Cost Each

Labor — To Date: 3.00 h

Date	Name	Hours

Technician Name _____ Date _____ Confirmation _____ Date _____

Section 11.0: Inventory

Introduction

Last modified: October 29, 2010

Institutions must maintain control of inventory to comply with state law, to provide reporting totals for insurance purposes, and to maintain internal management control of assets. This section provides a summary of the laws, reporting requirements, and other institutional procedures relating to inventory.

Inventory can refer to:

- Property
- Equipment
- Consumables

11.1 State Requirements for Equipment Inventory

Last modified: February 8, 2015

The University System of Georgia is required to keep an equipment inventory of all items that are nonconsumable and nonexpendable in nature, having a life expectancy of three or more years, and an item acquisition cost of $3,000 or more. Examples of these items are:

- Motor vehicles
- Mechanized and non-mechanized equipment
- Office equipment
- Appliances

Institutions may also include any item or items not meeting these criteria that it desires to have included in the inventory for valid management reasons.

Note: For the complete text of the law, refer to The Official Code of Georgia, numbers 50-16-160 through 50-16-161.1. Current requirements are subject to a review and possible repeal under Senate Bill 73 on 6/30/2006.

11.2 Insurance Requirements for Property Inventory

Last modified: February 8, 2015

The Risk Management Services division of the Georgia Department of Administrative Services (DOAS) provides insurance services for state of Georgia agencies and authorities. The property program insures state-owned buildings and property against damage or destruction from various hazards.

The Risk Management Services division does not utilize the detailed property inventory records for establishing insurance premiums. Risk Management Services will ask each institution to provide annually a listing of buildings, building values, along with values for the building contents. This report is used for determining insurance billing amounts. After Risk Management Services receives the annual listing of buildings, building values, along with values for the building contents from the institution, they will issue an invoice for the insurance coverage directly to the institution.

11.3 Institutional Use

Last modified: February 8, 2015

Institutional use of the equipment inventory data includes, but is not limited to:

1. **Accountability:** Assigning a custodian to every equipment item.
2. **Location Control:** Maintaining an accurate location for the item.
3. **Loss Control:** Maintaining adequate records to insure that the item is still available for institutional use, and/or becoming aware that an item is missing in a timely manner.
4. **Physical Inventory:** Producing various listings/data files to facilitate the task of conducting actual physical inventories to verify current locations, conditions, etc of each item on inventory.

5. **Value Assignment:** Assigning a value of equipment by building to assist in the preparation of the annual report to the Department of Risk Management.

6. **Tracking of Non-University Equipment (Federal, NIH, DOD, etc):** Tracking and assisting with calculation of indirect cost overhead rates for sponsored operations.

11.4 Mandatory Physical Equipment Inventory Requirements

Last modified: February 8, 2015

All institutions within the University System of Georgia must conduct a mandatory physical equipment inventory annually. The results of this inventory will be updated into the equipment inventory systems utilized by the institution to satisfy state reporting requirements. These results should change the status or condition of the item if required, such as missing or poor condition.

When the data file is submitted as of the end of the fiscal year, each item contained in the file should have been part of a physical inventory during that fiscal year. This allows for periodic physical inventories to be conducted on small segments of the institution's property throughout the fiscal year to eliminate the need for conducting a complete inventory during the last month of the fiscal year.

11.5 Annual Reporting of Inventory Data to DOAS

Last modified: December 29, 2010

As of **December 3, 2008**, it is no longer a requirement to submit the Inventory listing to the Department of Administrative Services (DOAS) on an annual basis. Institutions should, however, continue to track an inventory listing of equipment equal to, or greater than, $3000 until such time as new guidance is provided by the State Accounting Office.

11.6 State Audit Requirements

Last modified: October 29, 2010

During the annual audit conducted by the State Department of Audits and Accounts, a sample listing of equipment from the inventory system may be physically checked for location, decal, and accuracy of information.

11.7 Institutional Procedures

Last modified: October 29, 2010

11.7.1 New Equipment

Last modified: October 29, 2010

Each institution should establish procedures to insure that all equipment that should be added to the inventory is adequately tracked until it is added to the system. This includes affixing a property decal or other identification to the item along with recording appropriate information into the equipment inventory system.

11.7.2 Off-Site Use of Equipment

Last modified: October 29, 2010

Equipment that is assigned to an individual that may be utilized away from the normal institutional environment must be adequately controlled and be available for inventory. Institutions should utilize an equipment control checkout form that records adequate information to indicate equipment location, individual responsible for the equipment, etc. This is required for insurance and for audit purposes.

Note: Institutions may design their own equipment control checkout form.

11.7.3 Transfer of Equipment

Last modified: October 29, 2010

Equipment may be transferred from one institution to another institution, or from one Institution to another state agency. The procedures for accomplishing the transfer are detailed in the following sections.

Transfer between USG Institutions

For transfer between institutions of the University System of Georgia, no approval is required from the Department of Administrative Services. Adequate documentation should be maintained by both institutions' property control coordinators to allow tracking of the item(s) transferred.

The item(s) may be removed from the inventory, and the accounting ledger balances if appropriate, by the transferring institution, with corresponding additions being made by the receiving institution.

Transfer between a USG Institution and Another State Agency

For transfer between an institution of the University System of Georgia and another state agency, the policies of the Department of Administrative Services must be followed. Consult the latest version of the "Surplus Property Disposal Guide" published by the Department of Administrative Services for forms and procedures.

Generally, a Transfer Form and Invoice must be completed, the institution's property control coordinator must contact DOAS Surplus & Supply to obtain a transaction number, the transaction number must be entered on the form, and then the transfer may be accomplished. The original copy of the Transfer Form and Invoice must be sent to the DOAS Surplus & Supply office. The institutional copy of the form with the transaction number becomes the authorization to delete the item from inventory and adjust accounting balances as required.

11.7.4 Lost, Stolen, or Damaged Equipment

Last modified: December 29, 2010

1. The individual responsible for the equipment should file a police report with the local police authority if a law may have been broken. This may be the institution's police department or the community police department, depending upon the location of the equipment when lost/stolen.
2. If a police report is filed, a copy of the report is sent to the institution' property control coordinator.
3. If the loss/damage is expected to exceed $5,000, prompt notice must be provided to DOAS, Risk Management Services. The notice must include a description of the property involved and how, when and where the loss or damage occurred. If the loss/damage is expected to be $5,000 or less, this notice to DOAS must be made within six (6) months from the date of loss/damage.
4. The property control coordinator should insure that the inventory records are updated to properly reflect the status of the item.
5. If the item is insured, the property control coordinator and the institution's business office will submit a claim to DOAS.
6. If the item is eligible for reimbursement, DOAS will reimburse the institution for the remaining use value of the equipment.

11.7.5 Disposal of Surplus Property

Last modified: October 29, 2010

The authorized methods for disposal of state surplus property are as follows:

1. Transfer the surplus property to another institution, as detailed in Section 11.7.3 above.
2. Transfer the surplus property to another state agency, as detailed in Section 11.7.2 above.
3. Sell the surplus property to the highest bidder by competitive bids.
4. Turn in the surplus property to surplus distribution centers.
5. Destroy any valueless surplus property.

Note: See the "DOAS Surplus Disposal Guide" for procedures and forms for disposal methods 2, 3, 4, and 5 above.

11.7.6 Recovered Property

Last modified: October 29, 2010

If property is recovered that was previously part of a loss settlement, the DOAS Risk Management Services department must be notified promptly. The institution may be required to return the previous settlement amount. An additional settlement may be possible to cover recovery expenses and the expenses to repair the recovered property.

11.7.7 Inventory for Resale

Last modified: October 29, 2010

Inventories for resale include books and other items for resale in a bookstore, food items purchased for resale, and any other merchandise that is purchased for resale.

Purchases of items for resale may be charged to the purchases for resale account for purchasing occurring during an accounting period. The ending balance in the purchases for resale account should be zero at the end of each month and at the end of the fiscal year. When removing the balances in the purchases for resale account, the adjusting accounts should be inventories and cost of goods sold. Adequate controls must be established to insure that inventories are protected against loss from theft, damage, or deterioration.

The value of the inventory must be determined in order to be able to calculate cost of goods sold at the end of an accounting period. The values to be adjusted for remaining inventory and for cost of goods sold may be calculated for monthly closing amounts using a percentage of sales method if taking an actual inventory is not practical. An actual inventory must be completed and used for the calculation of cost of goods sold at the end of the fiscal year.

11.7.8 Consumables Inventories

Last modified: October 29, 2010

Consumables inventories contain items that will eventually be consumed during the normal operation of the institution. These inventories may include:

1. Central stores types of inventories where departments are issued office supplies upon request.
2. Maintenance and janitorial supplies consumed in the normal operation of the institution.
3. Specialized types of inventories maintained to prevent utility or operational outages (such as power distribution transformers).

Inventories may be operated where the inventory is treated as an asset in accounting records with charge outs from inventory being expensed, or they may be simply expensed at the time of purchase if the amounts are considered immaterial. Some examples are:

1. A central stores inventory of office supplies should be carried as an asset in the institutions financial records with items being expensed when charged out to an operating department.
2. A small inventory of janitorial supplies may be of such a small value that it is more practical to expense the items as they are purchased instead of carrying an asset in the financial records.

Even if the items are expensed as they are purchased, adequate controls must exist to insure proper use of the items. All consumable inventories must be properly controlled to protect against loss from theft, damage, or deterioration.

Consumable inventories must have an actual physical inventory conducted at least once per fiscal year. Inventory valuations should be periodically reviewed. If the inventory contains items valued as assets for amounts higher than their current market value, an appropriate journal entry should reduce the inventory valuation with a corresponding charge to current year expense.

There should be an inventory reserve (Account Number 322xxx) for consumable inventories (Account Number 141xxx). The inventory reserve should be adjusted at each year end. The amount of the reserve equals the quarterly average of the inventory for the current year.

Unit	Acq Date	Asset Description	Tag Number	Serial ID	Asset ID	Sum Cost	Custodial ID	Location Type	Custodian	Manufacturer	Model	Location	Asset Located (Yes or No)	New Building* (*Only required if information has changed.)	New Room*	New Custodian*
22000	7/26/2004	Centrifuge, MTS 24 Card, MTS15	103219	04-06-4414	700000002632	3088.320	1018200	00020209	BEAMON,NANCY		MT51506	W-00020209	Yes			Quantasha Glover
22000	2/4/2014	VIRTUAL PHLEBOT DEVICE	102262	280VIV44112180C	700000400232	9900.000	1063600	00020209	Beamon,Nancy			W-00020209	Yes			
22000	5/23/2014	ANALYZER ITEM#193651 I STAT 1	102271	365701	700000400252	8425.670	1063600	00020209	Beamon,Nancy			W-00020209	Yes			
22000	6/12/2015	TRIAGE METER PRO ITEM#55070	102328	75314WW	700000500007	4188.350	1063600	00020209	Beamon,Nancy			W-00020209	Yes			
22000	7/29/2015	ITEM#IST-06F2020 I-STAT 1 ANAL	102317	377181	700000500030	8174.620	1063600	00020209	Beamon,Nancy			W-00020209	Yes			
22000	9/1/1994	ANALYZER HEMATOLOGY	100095		700000000096	4995.000	1018200	00022098	Beamon,Nanc	REFLOTRON		W-00022098	Yes			
22000	7/1/1995	STIMULATOR MUSCLE	100828		700000000823	3595.000	1018200	00150234	Brinson,Sarah	RICH-MAR	2-G	W-00150234	Yes			
22000	6/10/2013	Ultrasound, Intelect Legend XT	103370	T6817	700000400193	3806.900	1063600	00150234	Brinson,Sarah			W-00150234	Yes			
22000	6/11/2013	Ultrasound, Intelect Legend XT	102699	T2257	700000400217	3806.900	1063600	00150234	Brinson,Sarah			W-00150234	Yes			
22000	6/11/2013	Ultrasound, Intelect Legend XT	102701	T6859	700000400218	3806.900	1063600	00150234	Brinson,Sarah			W-00150234	Yes			
22000	6/27/2013	Ultrasound, Intelect Legend XT	102702	T2881	700000400219	3806.900	1063600	00150234	Brinson,Sarah			W-00150234	Yes			
22000	6/17/2014	EDUCATION LECTERN-BLACK WITH	102287	UNKNOWN	700000400260	3881.290	1063600	00150234	Brinson,Sarah			W-00150234	Yes			
22000	8/1/1994	VENTALATORY SYSTEM	USD64104	312367	700000000826	9995.000	1018200	00150107	Brooks,Allethe	PURITAN BEN	7200	W-00150107	Yes			
22000	7/1/1994	TTL INFANT	USD64105	0147	700000001618	5334.570	1018200	00150231	Brooks,Allethe	TTL	2601	W-00150231	Yes			
22000	7/1/1994	TTL INFANT	101760	0256	700000001619	3478.310	1018200	00150231	Brooks,Allethe	TTL	2601	W-00150231	Yes			
22000	1/1/2000	STRETCHER PATIENT	101770		700000001629	3500.000	1018200	00150231	Brooks,Allethea			W-00150231	Yes			
22000	9/30/2010	Ventilator ASL 5000 Standard	USD64335	1104	700000400067	30035.000	1063600	00150231	Brooks,Allethea			W-00150231	Yes			
22000	9/30/2010	Ventilator, Respironics V60	USD64336	100016632	700000400068	9421.110	1063600	00150231	Brooks,Allethea			W-00150231	Yes			
22000	9/22/2010	Servo-I Universal Ventilator	USD64139	140958	700000400070	23668.200	1063600	00150231	Brooks,Allethea			W-00150231	Yes			
22000	3/6/2014	OSCILLAT ITEM#768901-RFB 3100A	USD64302	TMA00879	700000400242	15268.690	1063600	00150231	Brooks,Allethea			W-00150231	Yes			
22000	7/8/2014	Pulmonary Testing System, Vmax	USD64307	05Z00004	700000400263	28368.480	1063600	00150231	Brooks,Allethea			W-00150231	Yes			
22000	12/3/2015	SimMan, Patient Simulator	103565	21336151916	700000500103	62287.830	1063600	00150231	Brooks,Allethea			W-00150231	Yes			
22000	12/17/2015	Ventilator, Evita V500 Mechani	103576	ASHM-1201	700000500110	25104.430	1063600	00150231	Brooks,Allethea			W-00150231	Yes			
22000	7/1/1994	CALIBRATOR:BLOOD PRES.SYS	102384	98248	700000001929	3920.000	1018200	00152310	Brooks,Allethea			W-00152310	Yes			
22000	7/1/1994	BRONCHOSCOPE:FIBERSCOPIC	USD64109		700000001932	8900.000	1018200	00152310	Brooks,Allethea			W-00152310	Yes			
22000	7/1/1994	SPIROMETR:SCRNING COLUNS	99999989	0582	700000001934	3000.000	1018200	00152310	Brooks,Allethea			W-00152310	Yes			
22000	7/2/2014	Opaque Head Phantom RS-109 RSD	102364	SHO-2445	700000400261	3914.950	1063600	J - Building Ro	Castro,Kelley			W-00150115	Yes			
22000	3/2/2016	PHANTOM, PEDIATRIC ANTHROPOM	USD64324	J3379-02	700000500127	22733.000	1063600	J - Building Ro	Castro,Kelley			W-00150115	Yes			
22000	6/18/2013	Generator, Universal Anthem	USD64314	00594-0413	700000400182	8880.000		J - Building Ro	Castro,Kelly		UX-AN30-	W-00150115	Yes			
22000	6/18/2013	Table, Universal EV650 UX-EV65	USD64315	00344-0213	700000400183	11950.000		J - Building Ro	Castro,Kelly		UX-EV650	W-00150115	Yes			
22000	6/18/2013	CR Reader, Fuji Prima-T	USD64316	36160444	700000400184	19950.000		J - Building Ro	Castro,Kelly			W-00150115	Yes			
22000	6/18/2013	CPU, Workstation Dell Diagnost	USD64317	221GRW1	700000400185	5150.000		J - Building Ro	Castro,Kelly	Dell		W-00150115	Yes			
22000	6/19/2013	Vertical Wall Stand, Universal	103398	00284-0213	700000400186	3450.000		J - Building Ro	Castro,Kelly		UX-VS100	W-00150115	Yes			
22000	6/19/2013	Tube Stand, Universal w/10ft	103395	00566-0413	700000400187	4535.000		J - Building Ro	Castro,Kelly		UX-FMT-1	W-00150115	Yes			
22000	6/19/2013	X-Ray Tube, Toshiba E7239FX	103396	12K323	700000400188	3450.000		J - Building Ro	Castro,Kelly		Toshiba E	W-00150115	Yes			
22000	7/20/2018	US-10: FEMALE PELVIS ULTRASOUN	000814	H-170405-109	000000510134	4800.000	2009639	00150118	Davis,Kacey			W-00150118	Yes			
22000	7/20/2018	US-7A: FETUS ULTRASOUND PHANT	000816	SF-180627-214	000000510135	9000.000	2009639	00150118	Davis,Kacey			W-00150118	Yes			
22000	3/4/2008	Ultrasound System, GE Vivid E	USD64148	73238WX8	700000002799	33300.000	1063600	00150118	Davis,Kacey			W-00150118	Yes			
22000	3/4/2008	Vascular Probe, GE Vivid E 8L-	102683	82693PD3	700000002800	6840.000	1063600	00150118	Davis,Kacey			W-00150118	Yes			
22000	3/4/2008	Curved Linear Array Probe, 4C-	102681	78008WX0	700000002801	6840.000	1063600	00150118	Davis,Kacey			W-00150118	Yes			
22000	6/1/2012	Ultrasound Machine, Medison So	USD64320	B0B205300000668	700000400137	18735.000	1018200	00150118	Davis,Kacey			W-00150118	Yes			
22000	7/30/2013	Ultrasound, Reconditioned GE V	103366	237105WX2	700000400209	28750.000	1063600	00150118	Davis,Kacey			W-00150118	Yes			
22000	7/8/2014	Ultrasound System, Recondition	USD64305	204292WX7	700000400262	37939.000	1063600	00150118	Davis,Kacey			W-00150118	Yes			

Sarah Brinson

Approved by: Quantasha Glover

Print Name: Sarah G. Brinson

Date: 4 / 29 /2019

Brand is KAVO

22000	7/8/2014	Ultrasound, GE System GEN-ULT-	USD64304	336223WX3	700000400264	39100.000	1063600	00150118	Davis,Kacey			W-00150118	Yes				
22000	11/25/2015	Transducer, Convex Probe, Gold	103592	450881WX8	700000500101	5500.000	1063600	00150118	Davis,Kasey			W-00150118	Yes				
22000	11/25/2015	Transducer, Convex Probe, Gold	103594	453230WX5	700000500102	5500.000	1063600	00150118	Davis,Kasey			W-00150118	Yes				
22000	2/11/2019	X-RAY UNIT, PLANMECA PRO X, XR	000871	F40364	000000510187	4029.000	1066100	0002104B	Deese,Tammy			W-0002104B	Yes				
22000	12/14/2010	PUMPS, DUAL 2-HP WATER RING	103304	11152	700000400088	4105.000	1018200	"B" Building - S	Deese,Tammy C			W-0002	Yes				
22000	12/14/2010	PUMP, DUAL 2-HP WATER RING	99999983	11154	700000400089	4105.000	1018200	"B" Building - S	Deese,Tammy C		MC 202FS	W-0002	Yes				
22000	7/1/1989	CHAIR DENTAL	101004	AA2594	700000000869	8000.000	1018200	00020104	Deese,Tammy	DENTALEZ	J-3	W-00020104	Yes				
22000	6/1/2000	CHAIR DENTAL	101005	00001374	700000000870	4000.000	1018200	00020104	Deese,Tammy	DENTALEZ	J-3	W-00020104	Yes				
22000	6/1/2000	CHAIR DENTAL	101006	00001403	700000000871	4000.000	1018200	00020104	Deese,Tammy	DENTALEZ	J-3	W-00020104	Yes				
22000	1/1/1999	CHAIR DENTAL	101016	9720	700000000881	4111.000	1018200	00020104	Deese,Tammy	DENTALEZ	PLR-200	W-00020104	Yes				
22000	6/1/2000	CHAIR DENTAL	101267	00001391	700000001132	4000.000	1018200	00020104	Deese,Tammy	DENTALEZ	J	W-00020104	Yes				
22000	6/1/2000	CHAIR DENTAL	101268	00001402	700000001133	4000.000	1018200	00020104	Deese,Tammy	DENTALEZ	J	W-00020104	Yes				
22000	6/1/2000	CHAIR DENTAL	101269	00001401	700000001134	4000.000	1018200	00020104	Deese,Tammy	DENTALEZ	J	W-00020104	Yes				
22000	6/1/2000	CHAIR DENTAL	101272	00001400	700000001137	4000.000	1018200	00020104	Deese,Tammy	DENTALEZ	J	W-00020104	Yes				
22000	6/1/2000	CHAIR DENTAL	101273	00001392	700000001138	4000.000	1018200	00020104	Deese,Tammy	DENTALEZ	J	W-00020104	Yes				
22000	6/1/2000	CHAIR DENTAL	101274	00001373	700000001139	4000.000	1018200	00020104	Deese,Tammy	DENTALEZ	J	W-00020104	Yes				
22000	10/15/2004	Dental EZ AS3000 Cart	102652	1883-D	700000002659	3289.000	1018200	00020104	Deese,Tammy C			W-00020104	Yes				
22000	10/15/2004	Dental EZ AS3000 Cart	102650	1884-D	700000002660	3289.000	1018200	00020104	Deese,Tammy C			W-00020104	Yes				
22000	7/5/2005	Plastic Skull, DXTTR III Produ	103256	4818	700000002677	3079.700	1018200	00020104	Deese,Tammy C		DXTTR III	W-00020104	Yes				
22000	5/9/2007	Film Processor	103447	474571	700000002766	4995.000	1018200	00020104	Deese,Tammy	air technq intr	air techno	W-00020104	Yes				
22000	9/4/2008	X-Ray, Planmeca Dixi 3 Digital	102651	UNKNOWN	700000002834	20536.000	1063600	00020104	Deese,Tammy C			W-00020104	Yes				
22000	4/14/2010	Planmeca DIXI 3 Digital Intrao	102626	184901	700000400020	10314.000	1063600	00020104	Deese,Tammy C			W-00020104	Yes				
22000	4/14/2010	Planmeca DIXI 3 Sensor Size B1	102625	UNKNOWN C	700000400021	6159.000	1063600	00020104	Deese,Tammy C			W-00020104	Yes				
22000	4/14/2010	Planmeca DIXI 3 Sensor Size B1	102627	UNKNOWN E	700000400022	6159.000	1063600	00020104	Deese,Tammy C			W-00020104	Yes				
22000	4/14/2010	Planmeca DISI 3 Sensor Size B2	102628	UNKNOWN G	700000400023	8035.000	1063600	00020104	Deese,Tammy C			W-00020104	Yes				
22000	5/23/2012	PLANMECA DIXI 3 SIZE 2 SENSOR	103351	185605B2	700000400134	4163.300	1018200	00020104	Deese,Tammy C			W-00020104	Yes				
22000	6/3/2013	HANDS FREE ADULT Dental Head	103374	6733	700000400191	6338.000	1063600	00020104	Deese,Tammy C		ITEM#546	W-00020104	Yes				
22000	6/3/2013	HANDS FREE ADULT Dental Head	103394	6732	700000400192	6338.000	1063600	00020104	Deese,Tammy C		Item #546	W-00020104	Yes				
22000	2/18/2014	MIDMARK M11 ULTRACLAVE	USD64312	V1513864	700000400236	5233.000	1063600	00020104	Deese,Tammy C			W-00020104	Yes				
22000	2/18/2014	MIDMARK M11 ULTRACLAVE	USD64310	V1513097	700000400237	5233.000	1063600	00020104	Deese,Tammy C			W-00020104	Yes				
22000	12/14/2015	Sensor, Dexis Platinum (Golden	103570	0143431492	700000500106	8203.340	1063600	00020104	Deese,Tammy C			W-00020104	Yes				
22000	12/14/2015	Sensor, Dexis Platinum (Golden	103572	0143431783	700000500107	8203.340	1063600	00020104	Deese,Tammy C			W-00020104	Yes				
22000	12/14/2015	Sensor, Dexis Platinum (Golden	103574	0143432672	700000500108	8203.340	1063600	00020104	Deese,Tammy C			W-00020104	Yes				
22000	5/19/2016	Manikin, Dental Training Repli	103616	7304	700000500132	6377.000	1063600	00020104	Deese,Tammy C			W-00020104	Yes				
22000	8/1/1991	CHAIR DENTAL	100006	8134	700000000007	4545.000	1018200	0002104C	Deese,Tammy	DENTALEZ	JSR	W-0002104C	Yes				
22000	10/1/1997	DENTAL TRAY	100013	1337-W	700000000014	3555.000	1018200	0002104C	Deese,Tammy	DENLALEZ	OPC-B	W-0002104C	Yes				
22000	1/1/1998	CHAIR DENTAL	103184	13760	700000000880	4545.000	1018200	0002104C	Deese,Tammy	DENTALEZ	PLR-200	W-0002104C	Yes				
22000	10/15/2004	Dental EZ J-Chair	USD64130	4859	700000002657	5720.000	1018200	0002104C	Deese,Tammy C			W-0002104C	Yes				
22000	10/15/2004	Dental EZ J-Chair	USD64131	4858	700000002658	5720.000	1018200	0002104C	Deese,Tammy C			W-0002104C	Yes				
22000	3/10/2008	X-Ray, Planmeca Dixi 3 Digital	102682	ITHA63282	700000002802	13240.000	1063600	0002104C	Deese,Tammy C			W-0002104C	Yes				
22000	4/14/2010	Planmeca Wall Mount Intraoral	102560	UNKNOWN 4/14/10	700000400024	3917.000	1063600	0002104C	Deese,Tammy C			W-0002104C	Yes				
22000	1/1/1999	CHAIR DENTAL	100011	9488	700000000012	4205.000	1063100	0002104D	Deese,Tammy	DENTALEZ	JSR	W-0002104D	Yes				
22000	6/2/2010	325-05050 - Nursing Anne (Vita	102575	325M17100023	700000400036	4051.320	1066100	"A" - 163	Gill,Larecia			W-00010163	Yes				
22000	3/31/2015	ID Card Printer, Fargo 89640 H	102306	B4321045	700000500001	4099.000	1066100	"L" - 121	Gill,Larecia			W-00170121					
22000	6/2/2010	325-05050B - Nursing Anne Vita	102577	325M20100010	700000400037	4051.320	1066100	"L" - 208 (Sim	Gill,Larecia			W-00170209					

Approved by: Sarah G. Brinsay

Print Name: Sarah G. Brinsay

Date: 4 / 29 /2019

22000	6/2/2010	300-05050B - Nursing Kelly Vit	102579	300M19100008	700000400038	3817.450	1066100	"L" - 208 (Sim	Gill,Larecia			W-00170208
22000	6/2/2010	300-05050T - Nursing Kelly Vit	102580	300M19100009	700000400039	3817.450	1066100	"L" - 208 (Sim	Gill,Larecia			W-00170208
22000	7/29/2010	SimMan 3G complete w	99999980	UNKNOWN	700000400059	65500.000	1016000	"L" - 208 (Sim	gill,larecia			W-00170208
22000	9/30/2010	Compressor, 110V	102588	UNKNOWN	700000400060	3300.000	1016000	"L" - 208 (Sim	Gill,Larecia			W-00170208
22000	7/29/2010	SimMan Manikin Dark	102587	211M25100002	700000400061	27395.000	1016000	"L" - 208 (Sim	Gill,Larecia			W-00170208
22000	10/1/2010	Advanced Video System Includin	USD64150	JRDWMM1	700000400071	9790.000	1016000	"L" - 208 (Sim	gill,larecia			W-00170208
22000	8/8/2014	Manikin, SimNewB advanced vers	USD64309	226UMS2814001	700000400266	24413.060	1066100	"L" - 208 (Sim	gill,larecia			W-00170208
22000	8/4/2015	SimMom, Birthing Simulator Man	102350	377UMS2715003	700000500087	29166.170	1063600	"L" - 208 (Sim	Gill,Larecia			W-00170208
22000	11/19/2015	Simpad System, 200-30001	103591	ZW1570000119	700000500097	3193.900	1063600	"L" - 208 (Sim	gill,larecia			W-00170208
22000	9/22/2015	Birthing Bed, REFURBISHED H	103552	75A00006JN	700000500099	4800.000	1018100	"L" - 208 (Sim	gill,larecia	HILL-ROM AFFINITY II BI		W-00170208
22000	12/8/2006	SimBaby Infant Simulator, 245-	USD64256	245440600725	700000002754	33965.000	1018100	"L" - 209 (Nurs	gill,larecia			W-00170209
22000	4/24/2008	Nursing Kelly Vital Sim Capabl	102675	300M16080004	700000002808	4057.180	1018100	"L" - 209 (Nurs	gill,larecia			W-00170209
22000	6/4/2010	300-05050 NURSING KELLY VITALS	103498	300M21100007	700000400051	4017.150	1016000	Cordele Satell	gill,larecia			W-CORDELE
22000	12/7/2010	SimMan main product	USD64161	211M44100008	700000400085	32472.580	1066100	Cordele Satell	gill,larecia			W-CORDELE
22000	12/7/2010	MegaCode Kelly Advanced (Vital	USD64136	200M45100013	700000400087	6693.200	1066100	Cordele Satell	gill,larecia			W-CORDELE
22000	6/4/2010	300-05050 NURSING KELLY VITALS	103497	300M21100008	700000400052	4017.150	1016000	Thomasville	gill,larecia			W-THOMASVI
22000	1/1/1994	STRETCHER PATIENT	101019		700000000884	3200.000	1018200	00020106	Hotz,Patricia	RUGGED	MXPRO	W-00020106
22000	1/1/1998	DEFIBRILLATOR - LIFE PAK 12	USD64111	013318	700000000886	8600.000	1018200	00020106	Hotz,Patricia	PHYSIO-CONT	LIFEPAK1	W-00020106
22000	7/1/2000	DEFIBRILBULATOR: ZOLL	USD64128	TOOF1244	700000001948	11077.250	1018200	00020106	Hotz,Patricia			W-00020106
22000	5/14/2008	MegaCode Kid (AA2325X) and Vit	102673	231M17080007	700000002810	5706.000	1018200	00020106	Hotz,Patricia			W-00020106
22000	5/29/2013	Adult ALS MANIKIN	103393	MST0204328	700000400189	5195.550	1063600	00020106	Hotz,Patricia		ITEM#AA	W-00020106
22000	5/29/2013	Adult ALS MANIKIN	103391	MST0204327	700000400190	5195.550	1063600	00020106	Hotz,Patricia		ITEM#AA	W-00020106
22000	5/28/2015	CHEST COMPRESSION SYSTEM, LU	102314	3015C392	700000500003	12505.750	1063600	00020106	Hotz,Patricia			W-00020106
22000	7/1/2015	Mega Code Kelly Basic (Simpad	102322	203UMS1615004	700000500013	3884.140	1063600	00020106	Hotz,Patricia			W-00020106
22000	7/1/2015	Mega Code Kelly Basic (Simpad	102320	203UMS1915003	700000500014	3884.140	1063600	00020106	Hotz,Patricia			W-00020106
22000	7/1/2015	Mega Code Kelly Basic (Simpad	102319	203UMS1315003	700000500015	3884.140	1063600	00020106	Hotz,Patricia			W-00020106
22000	7/1/2015	Mega Code Kelly Basic (Simpad	102321	203UMS1315006	700000500016	3884.140	1063600	00020106	Hotz,Patricia			W-00020106
22000	7/1/2015	Mega Code Kelly Basic (Simpad	102323	203UMS1315004	700000500017	3884.140	1063600	00020106	Hotz,Patricia			W-00020106
22000	7/1/2015	Mega Code Kelly Basic (Simpad	102324	203UMS1315005	700000500018	3884.140	1063600	00020106	Hotz,Patricia			W-00020106
22000	7/1/2015	SimPad System, 200-30001	102325	ZW1510000635	700000500019	3243.160	1063600	00020106	Hotz,Patricia			W-00020106
22000	7/1/2015	SimPad System, 200-30001	102326	ZW1510000634	700000500020	3243.160	1063600	00020106	Hotz,Patricia			W-00020106
22000	7/1/2015	SimPad System, 200-30001	102327	ZW1510000638	700000500021	3243.160	1063600	00020106	Hotz,Patricia			W-00020106
22000	7/1/2015	SimPad System, 200-30001	102329	ZW1510000637	700000500022	3243.160	1063600	00020106	Hotz,Patricia			W-00020106
22000	7/1/2015	SimPad System, 200-30001	102330	ZW1510000639	700000500023	3243.160	1063600	00020106	Hotz,Patricia			W-00020106
22000	7/1/2015	SimPad System, 200-30001	102331	ZW1510000636	700000500024	3243.160	1063600	00020106	Hotz,Patricia			W-00020106
22000	7/8/2015	Defibrillator, Non Clinical X	102335	AR13F004775	700000500038	24738.000	1063600	00020106	Hotz,Patricia			W-00020106
22000	7/8/2015	Defibrillator, Non Clinical X	102334	AR15E013472	700000500039	24738.000	1063600	00020106	Hotz,Patricia			W-00020106
22000	8/31/2015	AutoPulse Training System08700	103521	23845	700000500065	6688.150	1063600	00020106	Hotz,Patricia			W-00020106
22000	8/1/1982	THUMPER-MDL.1004 (C.P.R.)	102409	2210	700000001954	3694.000	1018200	00021060	Hotz,Patricia			W-00021060
22000	8/6/2012	Manikin, MegaCode Kelly Advanc	103356	200M30120005	700000400162	5775.000	1066100	00020106	Hotz,Trish			W-00020106
22000	8/6/2012	Manikin, MegaCode Kelly Advanc	103358	200M30120006	700000400163	5775.000	1066100	00020106	Hotz,Trish			W-00020106
22000	8/20/2012	ACLS Lifepak 15 with SP02, NIB	USD64346	38337871	700000400165	17165.450	1066100	00020106	Hotz,Trish			W-00020106
22000	7/28/2014	ACLS Lifepak 15 with SP02, NIB	USD64303	40644947	700000400265	19157.430	1063600	00020106	Hotz,Trish			W-00020106
22000	8/12/2002	Elliptical Fitness Crosstrainr	102969	IKI12P0037	700000002453	3895.000	1018300	"E" - 105 Fitne	Kirsch,Ken		EFX546 EL	W-00050105
22000	7/14/2004	Crosstrainer Recumbent NuStep	103214	426375	700000002623	3195.000	1018300	"E" - 105 Fitne	Kirsch,Ken	NuStep	TRS 4000	W-00050105

Lucrecia

Yes

Cordele Location

Yes

Yes

Yes

I Kirsch

Kirsch

(3)

Approved by: Sarah G Brinson

Print Name: Sarah G. Brinson

Date: 4 / 29 /2019

22000	8/12/2004	Treadmill - CT2100	103230	21001040721004	700000002648	3149.550	1018300	"E" - 105 Fitne	Kirsch,Ken		Club Trac	W-00050105	yes			
22000	5/24/2005	Treadmill, StairMaster Club Tr	USD64135	21101050330016	700000002673	7629.000	1018300	"E" - 105 Fitne	Kirsch,Ken			W-00050105	yes			
22000	8/14/2012	ADAPTIVE MOTION TRAINER- PREC	USD64345	AJTEF25120021	700000400164	5765.000	1018300	"E" - 105 Fitne	Kirsch,Ken			W-00050105	yes			
22000	8/5/2015	Treadmill, Precor TRM811/V2 Tr	103510	AGNBG07150055	700000500044	4745.000	1018300	"E" - 105 Fitne	Kirsch,Ken			W-00050105	yes			
22000	8/5/2015	Treadmill, Precor TRM811/V2 Tr	103511	AGNBG07150054	700000500045	4745.000	1018300	"E" - 105 Fitne	Kirsch,Ken			W-00050105	yes			
22000	8/5/2015	Treadmill, Precor TRM811/V2 Tr	103512	AGNBG07150056	700000500046	4745.000	1018300	"E" - 105 Fitne	Kirsch,Ken			W-00050105	yes			
22000	8/5/2015	Elliptical CrossTrainer, Preco	103509	AEXXG20150009	700000500047	3845.000	1018300	"E" - 105 Fitne	Kirsch,Ken			W-00050105	yes			
22000	11/16/2015	Treadmill, Matrix T5x	103558	FTM501E150828910	700000500111	4767.350	1018300	"E" - 105 Fitne	Kirsch,Ken			W-00050105	yes			
22000	11/16/2015	Elliptical Cross Trainer - Octa	103554	F1507EZ09137-03	700000500112	4549.350	1018300	"E" - 105 Fitne	Kirsch,Ken			W-00050105	yes			
22000	11/16/2015	Elliptical Cross Trainer, Octan	103559	F1507AP09988-02	700000500113	3899.350	1018300	"E" - 105 Fitne	Kirsch,Ken			W-00050105	yes			
22000	11/16/2015	Aura Cable Crossover, with Adj	103560	G3MS20E1509GA005	700000500114	3216.800	1018300	"E" - 105 Fitne	Kirsch,Ken			W-00050105	yes			
22000	5/12/2016	Leg Press Angled_Discovery	103557	BENWD2516M002	700000500128	4180.000	1018300	"E" - 105 Fitne	Kirsch,Ken			W-00050105	yes			
22000	7/14/2004	Crosstrainer Recumbent NuStep	103213	426376	700000002624	3195.000	1018300	'E" Walking In	Kirsch,Ken	NuStep	TRS 4000	W-0005WALK	yes			
22000	9/11/2018	SQUAT MACHINE, PRECOR, DISCOV	000889	BENC28180003	000000510149	3290.000	1018000	"E" - 105 Fitne	Kirsh,Ken			W-00050105	yes			
22000	9/11/2018	CHEST PRESS MACHINE, PRECOR DI	000890	BA82F14180001	000000510150	3920.000	1018310	"E" - 105 Fitne	Kirsh,Ken			W-00050105	yes			
22000	6/15/2015	ITEM#ND-321-3G NIGHT OPTICS D-	102316	M000786	700000500012	5699.000	1063600	00020112	~~Johnson,Joyce~~ Sonya Parker			W-00020112	yes	* see attached emails		
22000	1/1/1995	TISSUE PREP (embedding station	100088	1000769	700000000089	4700.000	1018200	00020209	Martin,Laura	TISSUE-TEK	4710	W-00020209	yes			
22000	8/30/2016	Item#MC-202 Pump w/Recirculato	103620	AK13910	700000500147	3616.080	1018200	00020104	Thornton,Toni			W-00020104	yes			Tammy please
22000	11/10/2015	Microtome, Autoretracting Rota	103555	S15100923	700000500095	12600.000	1063600	00020209	Winbush,Talquanda			W-00020209	yes			
22000	11/10/2015	Microtome, Autoretracting Rota	103556	S15100924	700000500096	12600.000	1063600	00020209	Winbush,Talquanda			W-00020209	yes			
22000	6/8/2015	Tissue Processor, VIP E300 Benc	USD64329	48940855	700000500062	16200.000	1018200	00020209	Winbush,Taquinda			W-00020209	yes			
22000	7/11/2016	UltraSound_ GE GoldSeal Voluso	103605	D11617	700000500136	41000.000	1063600	PO_MAIN	Kacey Davis			W-PO_MAIN	yes			
22000	7/11/2016	Transducer Convex H4001BC	103627	413111WX6	700000500137	6000.000	1063600	PO_MAIN	Kacey Davis			W-PO_MAIN	yes			
22000	7/11/2016	Transducer_ RealTime4D_H48681M	103630	478949WX1	700000500138	8000.000	1063600	PO_MAIN	Kacey Davis			W-PO_MAIN	yes			
22000	7/11/2016	Transducer IntracavitaryRIC5-9	103632	202128KR5	700000500139	8000.000	1063600	PO_MAIN	Kacey Davis			W-PO_MAIN	yes			

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Approved by: Sarah G. Brinson

Print Name: Sarah G. Brinson

Date: 4 / 29 /2019

We have contacted Joyce Johnson for location of item. For now, she is unaware of item location. We checked B-112 with Wanda Lastra already - Before merger

Re: Night binoculars

Kretzer, Sherry L.

Mon 5/13/2019 9:39 AM

To: Parker, Sonya <Sonya.Parker@asurams.edu>;

Thank you!

Sherry Kretzer
Mail Clerk
Materials Mangement and Postal Services
sherry.kretzer@asurams.edu
229.500.3098 (office)

Albany State University
2400 Gillionville Road
Albany, GA 31707
https://www.asurams.edu

*Please note my telephone number changed as of January 1, 2019. My new number is 229.500.3098.

From: Parker, Sonya
Sent: Monday, May 13, 2019 9:38:51 AM
To: Kretzer, Sherry L.
Subject: Night binoculars

I do have the night binoculars that (Dr. Flowers) used in my possession. They are locked in my file cabinet.

Thanks!

Sonya Parker
Albany State University
West Campus
2400 Gillionville Road
Laboratory Coordinator/Adjunct Instructor
MESA Co-Director
PH: (229)500-2370
Fax (229)317-6053

Albany State University
UNIVERSITY SYSTEM OF GEORGIA

Reply all | Delete Junk | ...

Night optic binoculars

Johnson, Joyce Y.
Today, 9:12 AM
Kretzer, Sherry L.; Faulk, Donnie; Drake, Gloria; Sibley, Miquela M.; +1 more

Reply all

Inbox

Good morning,

I am not in the Department of Science and Math or a Dean at ASU any longer. The night optic binoculars and all other eqipment for that department need to be reassigned to a different custodian. Thank you.

Joyce Johnson

Sent from my Verizon Wireless 4G LTE smartphone

Housing

Unit	Acq Date	Asset Description	Tag Number	Serial ID	Asset ID	Cost	Custodial ID	Location Type	Custodian	Manufacturer	Model	Location	Asset Located (Yes or No)	New Building (Only required if information has changed)	New Room	New Custodian
22000	8/2/2012	SWINGO XP COMPLETE MACHINE K	USD64319	7514508006837	7000004400160	12950.00	1210200	Darton Village -	Patterson,Alphonso			W-20020307	Yes			

Approved by: _____

Print Name: _____

Date: 5/14/2019

Unit	Acq Date	Asset Description	Tag Number	Serial ID	Asset ID	Sum Cost	Custodial ID	Location Type	Custodian	Manufacturer	Model	Location	Asset Located	New Building*	New Room*	New Custodian*
													(Yes or No)	*(Only required if information has changed.)		
22000	6/27/2008	Track Filing, Personnel Workro	USD64276		700000002824	6672.820		"K" - 209D	Carter,Kimberly Michelle			W-0016209D	yp			

Approved by: K Carter

Print Name: Kimberly Carter

Date: 3 / 22 /2019

Unit	Acq Date	Asset Description	Tag Number	Serial ID	Asset ID	Sum Cost	Custodial ID	Location Type	Custodian	Manufacturer	Model	Location	Asset Located (Yes or No)	New Building* (*Only required if information has changed.)	New Room*	New Custodian*
22000	12/14/2017	GAT901353-000-US TATTLE TAPE G	107899	UNKNOWN	000000510077	10942.910	2009639	"G" - 108	Washington,Marry			W-00070108	Yes			
22000	4/18/2018	Lightning Power Station, Part	000806	3011	000000510099	4750.000	1043600	"G" - 108	Washington,Mary			W-00070108	Yes			
22000	11/1/1999	SHELVES:DOUBLE FACED STEE	102431		700000001975	3535.000	1043600	"G" - 108	Washington,Mary			W-00070108	Yes			
22000	11/1/1999	SHELVES:DOUBLE FACED STEE	102432		700000001976	3535.000	1043600	"G" - 108	Washington,Mary			W-00070108	Yes			
22000	5/1/2001	MICROFILM SCANNER:CANNON	USD64067	AC301225	700000001977	11996.500	1043600	"G" - 108	Washington,Mary			W-00070108	Yes			
22000	11/1/1994	SHELVING: REFLECTOR HDW	101986		700000001814	7625.000	1043600	00071080	Washington,Mary			W-00071080	Yes			
22000	4/18/2018	Lightning Power Station, Part	000805	3QI0	000000510098	4750.000	1043600	00072010	Washington,Mary			W-00072010	Yes			
22000	4/13/2011	LCD TELEVISION- Samsung SyncMa	USD64140	BV70H1EB100013	700000400105	10477.470	1063600	"G" - 108	Nemajovsky,Carol			W-00070108	Yes			Washington, Mary

Approved by: Mary Washington

Print Name: Mary Washington

Date: 4 / 15 /2019


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Mathematics


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