EXECUTIVE SUMMARY

THROUGH THE GATEWAY

“Gateways to Greatness,” a strategic plan for the College of Charleston, is a bold institutional vision that inspired this plan for the future of the campus. The 2012 Campus Master Plan will provide direction for physical improvements to help realize the vision of the strategic plan and continue to honor the College’s ties to Charleston.
EXECUTIVE SUMMARY

“Gateways to Greatness,” a strategic plan for the College of Charleston, is a bold institutional vision that inspired this plan for the future of the campus.

The strategic plan has five goals and 10 strategies to achieving those goals:

**GOAL 1** Provide students a highly personalized education based on a liberal arts and sciences core and enhanced by opportunities for experiential learning.

**GOAL 2** Develop or enhance nationally recognized undergraduate, graduate and professional programs in areas that take advantage of our history, culture and location in Charleston and contribute to the well-being of the region.

**GOAL 3** Provide students the global and interdisciplinary perspectives necessary to address the social, economic, environmental, ethical, scientific and political issues of the 21st century.

**GOAL 4** Establish and promote a vibrant campus-life atmosphere dedicated to the education of the whole person through integration of curricular and co-curricular or extracurricular activities.

**GOAL 5** Achieve financial security by creating a new financial model for the College of Charleston.

The 10 strategies were outlined to help ensure the goals are achieved. These strategies include:

**STRATEGY 1** Enhance the undergraduate academic core.

**STRATEGY 2** Develop nationally recognized graduate programs.

**STRATEGY 3** Develop and retain a highly qualified and diverse faculty and staff.

**STRATEGY 4** Recruit, enroll and retain an academically distinguished, well prepared and diverse student body.

**STRATEGY 5** Enhance co-curricular and extracurricular programs for the holistic education of students.

**STRATEGY 6** Align administrative and academic policies and procedures to support the college’s purpose and achieve its envisioned future.

**STRATEGY 7** Provide up-to-date facilities and infrastructure to enhance academic, co-curricular and extra-curricular programs.

**STRATEGY 8** Collaborate with local, national and international institutions to leverage higher education for a stronger South Carolina.

**STRATEGY 9** Establish campuswide policies and practices to generate new resources and foster greater self-sufficiency.

**STRATEGY 10** Pursue national recognition for the College of Charleston’s personalized liberal arts and sciences education and for the distinctive features of its undergraduate and graduate programs.
The power of the College’s unique location in Charleston and the Lowcountry informs the advancement of Strategic Plan initiatives, including a student-focused academic experience with a growing research component; a more residential campus with expanded student life amenities focused on wellness; and partnership opportunities with public and private collaborators to leverage the College’s intellectual capital and spur economic growth for the region. The unparalleled historic preservation commitment by both the city and campus, coupled with an entrepreneurial and vibrant outlook, will enable the campus to grow in harmony with the past while embracing future opportunities. New projects will expand the continuum of architectural integrity and extend the landscape heritage through thoughtful placemaking.

A move toward fully integrating technology into campus infrastructure and curriculum delivery will promote both increased efficiency and effectiveness in teaching and learning. Collaborative team learning spaces with Internet-based lecture capture will transform classrooms from passive to active environments that positively affect student outcomes. Transformative learning will happen in newly conceived learning spaces ubiquitous across campus, whether in traditional academic buildings, residence halls, or social gathering spaces like the Stern Student Center. Interdisciplinary interaction will be encouraged through intentional program adjacencies. Mixed-use buildings will promote a vibrant 24/7 campus environment, while focusing on the positive development of the whole person.

The Campus Master Plan process endeavors to distill the distinctive physical and cultural qualities that make the College both highly functional and compellingly attractive. With this understanding, these qualities are overlayed onto the program needs and desires expressed through extensive interviews and on-campus dialogue. Constrained growth opportunities within the historic zone require creative alternatives for focused planning scenarios and multiple implementation strategies. Integrated efforts with city planners, historic preservation groups, neighborhood associations, private development partners, in addition to the full spectrum of the campus community, require an organized, transparent, and engaged process.

In the end, the Campus Master Plan will help promote an intellectual community thoroughly “of the time,” engaging and innovative, while inextricably tied to the history and traditions of Charleston and the Lowcountry.
THE PLAN

The 2012 Campus Master Plan is the result of a 12-month collaborative process with the College campus and the City of Charleston. The concepts, program, and framework represent an intentional synthesis of a complex set of interrelated ideas and goals in order to begin the process of physically embodying the goals of the College’s Strategic Plan. The Campus Master Plan is a roadmap for future growth, while allowing flexibility in its implementation. The Campus Master Plan reinforces existing campus centers, honors the College’s historic context, and strengthens its relationship with the host community.

The spiritual heart of the College is unquestionably Randolph Hall and the Cistern. This heart will be strengthened by redeveloping George Street between Coming and St. Philip Streets as a drivable urban plaza. It is anchored by a new Honors College on the east, across from Randolph Hall, which symbolically acknowledges the College’s core mission of scholarship. A redeveloped Stern Student Center anchors the other end of the new plaza. The building will continue to serve as the home of student affairs and become the campus “living room” with much-needed student lounge and meeting space.

The intellectual heart of campus occurs at Addlestone Library and Rivers Green. The Campus Master Plan reinforces this heart with a new Learning Technology Center connected to the library and anchoring the open space on the east end. This will be the hub for innovative labs dedicated to enhancing curriculum delivery and learning. The Graduate Center on the south side of Rivers Green will bring another dimension to this intellectual heart, providing a centralized sense of identity for these students.

The zone addressing the physical needs of students is the East District anchored by the TD Arena, recreation and intramurals, and the School of Education, Health, and Human Performance. Additional facilities will strengthen these programs and improve the link to the core campus.

A zone that offers a place for students, alumni, and community residents to come together has been developed along the north side of Calhoun Street at the intersection with St. Philip Street. A mixed-use retail/commercial, fitness, and alumni center with meeting space will anchor this corner.

Other major objectives derive from the Campus Master Plan Goals, which served as the touchstone for this process.
The Campus Master Plan reinforces existing campus centers, honors the College’s historic context, and strengthens its relationship with the host community.
Scholarship
The physical campus takes its cues from the academy, finding value and inspiration from tradition while boldly exploring new ideas. Space deficits challenge the College to build—not just to catch up, but to leap forward—in order to achieve even greater levels of academic excellence. The Campus Master Plan cites the potential for almost 1 million square feet of new facilities, which are intended to reinforce the College’s highly customized student-centered approach to learning by encouraging active learning and interdisciplinary collaboration. Blended learning initiatives will help to redefine curriculum delivery, enabling students to access information anywhere, anytime. Likewise, such initiatives provide scalable educational resources to allow the College to serve more constituents, both locally and globally.

Engaged Stewardship
The College will continue to be a steward of its many valuable facilities, while seizing opportunities to bring underperforming spaces into alignment. The Campus Master Plan optimizes site utilization while working within the limits of current zoning ordinances. With substantial space needs and limited expansion areas, outdated and undersized buildings become a primary target for redevelopment. This sustainable approach to growth promotes traditional patterns consistent with the city’s fabric. It also encourages innovation. Infill projects will reinvigorate the campus core and allow the College program to continue to evolve in a compact, cohesive, and uniquely identifiable place galvanized by a rich past and bold future.

Interdisciplinary Collaboration
From a land use perspective, the Campus Master Plan utilizes infill projects to create or reinforce academic clusters. Generally, these are grouped by discipline, for example a Sciences and Mathematics district north of Calhoun Street on both sides of Coming Street. An undergraduate-focused cluster south of Calhoun Street spans the campus and connects west to Addlestone Library. The Rita Hollings Science Center anchors another cluster north of the Stern Student Center. A final cluster occurs at St. Philip Street and Liberty Street, where synergies exist between programs but not to the exclusion of programs in other clusters.
Traditional clustering by departments promotes smaller polycentric academic communities where related disciplines can collaborate. However, an innovative goal is to promote collaboration among departments that might not interact naturally. At the overlap of academic clusters, collaboration spaces are proposed to serve as centers for departmentally independent, problem-specific investigations. The campus clusters are connected along the main campus spine of College Way.

**Global, Holistic, High Impact**

Student life facilities and residence halls are mixed in with academic clusters to create a true living and learning community. Priority projects include expanding and enhancing student spaces for learning, socializing, and exercising. A new residence hall is proposed to accommodate more students on campus. These spaces will complement academic spaces and promote greater student interaction in campus-based activities, nurturing a life-long commitment to the College.

**Financial Sustainability**

In an economic environment of limited resources, public/private partnerships provide expansion opportunities for the College and economic development opportunities for the city. For example, available land north of Calhoun Street is an ideal opportunity for property acquisition or development through partnerships. The sharing of resources with other academic institutions, such as the Medical University of South Carolina, should be explored.

Sustainable building provides quantifiable long-term financial benefits through life-cycle cost savings, mitigation of storm-water issues, decreased energy use, and reduced parking demand through improved transit.

**Intentional, Organized, Efficient, Integrated, Inspired**

The 2012 Campus Master Plan is intentional in that it responds directly to the Strategic Plan and The Campus Master Plan Goals. It is organized based on pedagogy, program synergies, urban patterns, historic traditions, and innovative methodologies. The Campus Master Plan is efficient through the promotion of sustainable compact growth, maximization of site resources, and opportunistic, entrepreneurial partnerships. It is integrated in that it builds on urban and campus patterns and concepts and with City initiatives and systems. It is inspired by place. It extends the campus with new spaces, energizes the civic realm, reinforces hierarchy, and serves the holistic needs of the College.
IMPLEMENTATION

Implementation of a master plan must be viewed through the lens of College priorities, opportunities, constraints, and vision, which are in constant flux. The Campus Master Plan must be flexible enough to handle change, while remaining strategically intact, thus ensuring organized and efficient growth. The Campus Master Plan is organized into four phases of development in five-year increments. Project placement has been carefully considered. Timing is based on College priorities.

Phase One focuses on projects already in the capital plan, such as the build-out of the Sciences and Mathematics Building, renovations to the Rita Hollings Science Center and Simons Center for the Arts, and an addition to the Yaschik/Arnold Jewish Studies Center. At the time of this publication, public/private partnership proposals for a 350-bed housing facility are currently being reviewed by the College. New projects that have emerged through the planning process for this phase include the Learning Technology Center and the mixed-use fitness and alumni center.

Phase Two offers a balance of academic, student life, and residential projects, including a relocation of the Honors College to a prominent campus address. New general classroom buildings, renovations, as well as the expansion of the Stern Student Center, the Business School, and the School of Education, Health, and Human Performance also are highlights.

Phase Three brings more academic facilities, specifically a new Sciences and Mathematics building.

Phase Four provides opportunities for long-term redevelopment projects at the College Lodge site, the Wentworth Parking Garage, the Thaddeus Street Education Center, and for a shared parking facility near the arena on George Street.

Great campuses present a coherent whole from a sum of their parts. For the College, buildings and grounds have equal importance in defining the character of place. Each project must contribute not only to the interrelated built systems of the city and campus but also to the College’s greater collective strategic vision. This plan achieves these goals.

The Campus Master Plan cites the potential for almost 1 million square feet of new facilities, which are intended to reinforce the College’s highly customized student-centered approach to learning.

<table>
<thead>
<tr>
<th>Building Projects</th>
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<tbody>
<tr>
<td>New Facilities: 863,000 GSF</td>
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<tr>
<td>Demolished: 303,587 GSF</td>
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<tr>
<td>Net New: 559,413 GSF</td>
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<td>Existing Total: 3,450,232 GSF</td>
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<td>Grand Total: 4,009,645 GSF</td>
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<tr>
<th>Parking</th>
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<tbody>
<tr>
<td>Total New Facilities: 1,000 Spaces</td>
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<tr>
<td>Expansion of St. Philip Street Deck: 400</td>
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<tr>
<td>Shared new George Street Deck: 600</td>
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<tr>
<td>Removed: 700 Spaces</td>
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<tr>
<td>Leased Aquarium Spaces: 600</td>
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<tr>
<td>Surface Lot Spaces: 100</td>
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<tr>
<td>Net New: 300 Spaces</td>
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<tr>
<td>Existing Total: 2,250 Spaces</td>
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<tr>
<td>Grand Total: 2,550 Spaces</td>
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GOALS & PRINCIPLES

The following goals were established for the Campus Master Plan. They are in close alignment with the goals of the strategic plan.

1. SCHOLARSHIP
   Defining “place” as a catalyst for educational excellence

   Support the delivery of a highly significant and personalized liberal arts and sciences education on a campus that facilitates community, mentoring, and high-impact learning. Provide facilities enhanced by a high standard of flexible and ubiquitous technology. Ensure the physical campus represents a teaching tool of urban integration.

2. ENGAGED STEWARDSHIP
   History, traditions, and natural assets of place inspire a bold vision

   Celebrate the campus’s defining sense of place, the richness of the city’s context, and the historic and natural uniqueness of the Lowcountry. Engage College neighbors and City partners, while seeking opportunities for sustainable campus renewal. Serve in partnership with the City and its many institutions to leverage future opportunities.
3 INTERDISCIPLINARY COLLABORATION
A mixed use, integrated, dynamic living/learning environment

Develop the campus as a stage for learning, community events, and outreach. Enhance the student-centered, collegial, and multidisciplinary experience through layered, multi-use facilities that yield a campus of 24/7 vibrancy. Partner with the community beyond the campus and engage with industry, the city, and region, while leveraging the College’s coastal location with expanding global impact.

4 GLOBAL, HOLISTIC, HIGH IMPACT
Nurturing emotional, social, intellectual and physical growth

As the campus diversifies its students, faculty, and staff, provide a physical environment that engenders mentorship, collaboration, interdisciplinary behaviors, and critical thinking with global significance. Maintain a safe, healthy, pedestrian-oriented campus with amenities that encourage student, faculty, and community involvement. Plan facilities that provide co-curricular and extracurricular support to the academic mission.

5 FINANCIAL SUSTAINABILITY
Security to excellence through new financial models and paradigms

Create a plan that points the College toward technology investments that allow new curriculum delivery methods and that create new revenue streams through scalable course offerings. Create facilities and collaborative learning environments that attract research sponsorships. Adopt a sustainable physical growth model through redevelopment of underperforming existing facilities and new ways for funding projects.
PLANNING PROCESS

HANBURY EVANS PROCESS
The master planning process began in February 2011 and concluded with a final presentation to the Board of Trustees in January 2012. Partnering with the Offices of Business Affairs and Facilities Planning, the planning team held nearly 100 meetings with groups on the campus and in the community: administration, faculty, students, staff, the city, alumni, community groups, and other potential partners. The process was led by the Steering and Executive Committees. These collaborative workshops included interviews, focus groups, community meetings, small group charrettes, and public forums. Through data collection and analysis, the team was able to determine the College’s assets, deficiencies, and future needs. A broad range of issues was explored:

1. Strategic Plan and Goals
2. Academic Programs and Facilities
3. Space Utilization and Needs Analysis
4. Enrollment Growth
5. Student Life
6. Residence Life
7. Athletics
8. Recreational Sports
9. Faculty, Staff, and Student Organizations
10. Urban Design
11. Land Use, Landscape, and Open Space
12. Future Land Acquisitions
13. Partnerships
14. Information Technologies
15. Pedestrian and Bicycle Safety
16. Transportation Access and Parking
17. Facilities Maintenance
18. Alumni
19. Utilities and Infrastructure
20. Sustainability

Clear documentation and communication of the Campus Master Plan is accomplished through multiple graphic representations of future development over time and ultimately described in this report.

A continuous cycle of analysis by the planning team, and feedback from College stakeholders, ensures the final plan is finely tuned to the College’s campus needs and future goals while enhancing this already extraordinary place.
**Reconnaissance and Data Collection**
During this phase, multiple meetings occurred with deans, department heads, and other campus leaders to establish an understanding of existing conditions, assets, issues, desired growth, and need for change. The collected data was interpreted and presented to the College for review. Several areas were identified as priorities for further development. Critical to this phase was the Space Needs Assessment to identify current and future space deficits based on South Carolina space standards and national standards. As an update to the 2004 Campus Master Plan, it also was important to understand legacies from that effort as well as changes in institutional direction since that plan was published. Campus Master Plan goals were developed to serve as touchstones to the process and provide a direct link to the Strategic Plan.

**Analysis, Concepts, and Alternatives**
Based on the data and information received, each issue was analyzed, which in turn produced multiple ideas, concepts, and potential directions for growth and change for the College. The planning team presented various Campus Master Plan Program options, synthesizing aspirations, deficits, and pedagogical intent into potential capital projects. Analysis of the campus and urban context produced opportunity sites for future growth or redevelopment. Physical Plan Concepts were developed through the alignment of program, physical opportunity, and contextual placemaking. Alternative concepts were produced through the collaborative involvement of various constituent groups. A preferred direction emerged that established a framework for future campus development.

**Preferred Concept Refinement**
Once identified and agreed upon, the preferred concept was tested and refined to accommodate quantitative needs and goals. Program placement was refined further to maximize resource utility, promote synergistic adjacencies, and respond to campus and urban opportunities. This phase also develops the qualitative experience of the buildings and grounds by enhancing and extending the civic open space network of greens, gardens, paths, and streetscapes. Campus views, axes, edges, thresholds, nodes, and special features were reinforced. Building massing and scale were considered with regard to both zoning regulations and campus context.

**Integration and Documentation**
During this phase, the preferred plan concept was integrated with the natural and man-made urban systems that support the campus and its community. Circulation, infrastructure, and open space systems align to create a holistic campus framework. Contiguous campus growth is constrained by the historic urban environment, therefore integration with the city’s urban form and planning priorities is important. This constraint further necessitates a flexible Plan that provides both a clear implementation strategy and the ability to accommodate unforeseen circumstances and fortuitous opportunities.

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**PLANNING PARTNERS**
The city and the College are so deeply entwined in an urban environment that the success and struggles of one can profoundly impact the other. This makes it essential for these two groups to work together frequently and with the interest of both in mind.

The campus master planning team met with City officials numerous times to discuss opportunities for growth and enhancements to the College and the city. City staff members continue to communicate with the College regarding mutually beneficial opportunities.

Public/private partnerships have been discussed and are being explored further to leverage resources beyond the capability of the State Legislature and the College. Other state institutions also provide opportunities to share resources and produce mutually beneficial outcomes for all partners involved.