

An aerial photograph of the Winthrop University campus, showing a mix of traditional brick buildings and modern structures, surrounded by lush green trees. The text 'WINTHROP UNIVERSITY' is centered at the top in a white, sans-serif font. Below it, 'Campus Master Plan 2022' is written in a larger, white, serif font. A thin yellow horizontal line is positioned directly under the title.

WINTHROP UNIVERSITY
Campus Master Plan 2022

A Message from The President

Throughout its long history, Winthrop University has transformed students' lives, including mine. The campus provides an environment where transformational learning opportunities take place inside and outside the classroom. When you walk around campus today, you experience a special place that is the result of generations of investments. What enduring impact will we have on the Winthrop campus experience?

We have great ambitions for the future.

Our campus plan establishes a framework to support the University's strategic initiatives with its buildings and grounds. It captures a shared vision for Winthrop's campus that embraces its history and invites tomorrow's students to immerse themselves, grow, and belong. It is also a practical roadmap that identifies projects we can start on right away that build towards long-term goals. The framework offers us flexibility to adjust in response to change.

The plan focuses on renewal and activation. As we improve the condition of our buildings, we will also introduce gathering spaces and amenities that bring people together and make the campus more vibrant. We will continue to make the outdoor campus landscapes more vibrant and engaging. The plan also reflects our commitment to connecting with other exciting initiatives and developments in Rock Hill, particularly Knowledge Park.

Students, faculty, staff, alumni, and community members invested their time and shared their ideas to support the development of this plan. I am deeply appreciative of their important contributions, and I look forward to working with the many talented individuals within our university, the Rock Hill community, and the state of South Carolina as we move forward with its implementation.

Always an Eagle,

Edward A. Serna

President

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1. INTRODUCTION

Campus Plan Purpose

Winthrop University's Campus Plan illustrates a shared vision for a physical environment that fully supports its mission and vision. Winthrop's campus today is the result of ongoing investments over many generations. As its people and programs shift over time, the University must reposition facilities to support its strategic priorities. The plan affirms enduring characteristics of Winthrop's campus, introducing proposals for landscape enhancements, building renovations, and new facilities.

Winthrop's campus defines an experience distinctive to Winthrop: visionary thinking is imperative to advance Winthrop's stature in a competitive and changing higher education environment. Physical facilities are also resource intensive, and the University's fiscal and environmental sustainability requires practical thinking about the campus.

Blending visionary and practical thinking fuels implementation. Many of the ideas proposed represent modest investments with meaningful impact which can be implemented more quickly. Stewardship of long-term highest and best use of Winthrop landholdings is an important responsibility of the Campus Plan and as a result, the plan also illustrates more significant long-term projects. Advance planning ensures that the University does not foreclose these opportunities with its intermediate actions.

While the plan includes specific recommendations, it emphasizes shared values and principles. These priorities have informed the development of the Campus Plan and can inform future decision making. The plan has embedded flexibility to adjust over time as conditions change while remaining true to these principles.



Process Overview

Winthrop University developed its Campus Plan during the 2021-2022 academic year through a three-phase process: analysis, exploration, and synthesis. Robust engagement with the campus community throughout the process ensured that the plan truly reflects a shared vision. The process included online surveys, in-person poster sessions, virtual focus groups with invited participants on cross-cutting topics, and listening sessions with individual academic and administrative units. At the start of the process in Fall 2021, these sessions focused on evaluating the current campus. In the spring semester, engagement sessions allowed the campus community to review and comment on draft planning proposals.



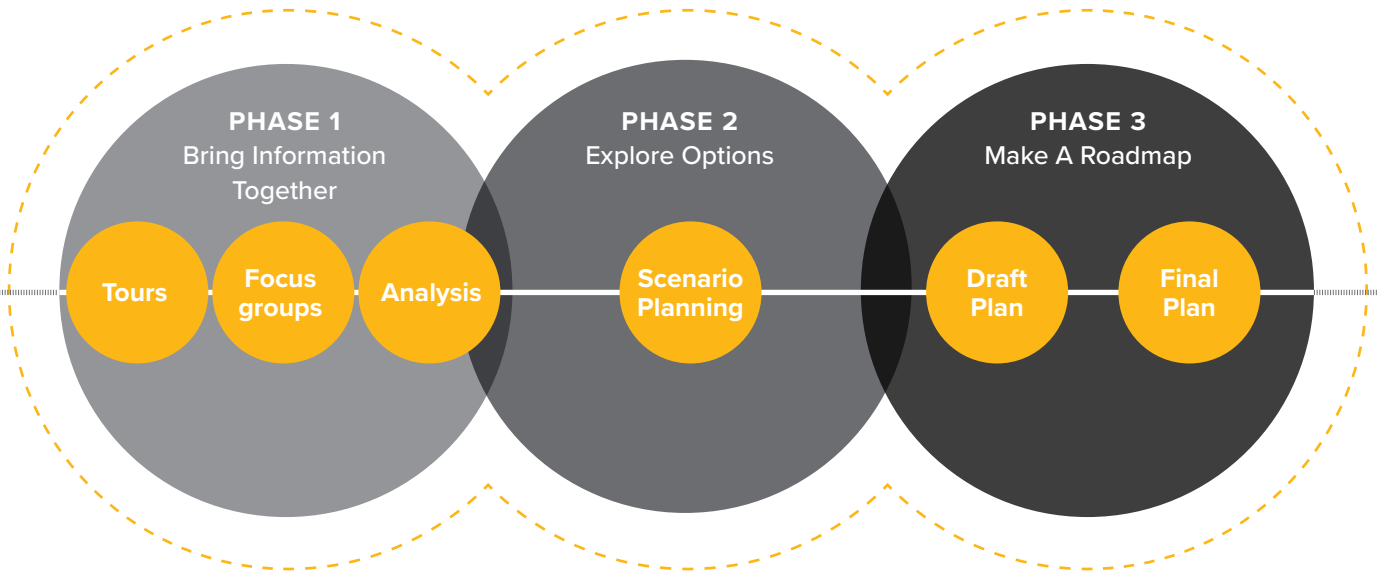
A Steering Committee of faculty and staff guided plan development, meeting approximately every six weeks to review proposals, identify and discuss their impacts, and brainstorm new ideas. A small working group of Winthrop staff and design team consultants managed and executed the planning process, meeting regularly to review data and plan committee meetings and engagement sessions.

During the spring semester of the 2021-2022 academic year, Winthrop University announced the selection of Edward Serna as the University's 12th president. The planning team consulted with President Serna at the outset of his tenure at Winthrop to align the master planning recommendations with his vision for the University.



The analysis phase included an open house poster session outside the DiGiorgio Center (top, middle) and extensive campus touring, including inside each residence hall (bottom).

CAMPUS PLAN PROCESS



ENGAGEMENT SUMMARY

— **32** buildings toured and audited to verify Winthrop’s space database

— **9,000+** photos taken

— **300+** participants in poster sessions outside the DiGiorgio Center

— **5** Virtual Focus Groups

— **17** Space Needs Interviews

— **1,420** Survey Responses

— **125** Draft Plan Reviews Submitted in Comment Portal

2. CAMPUS ANALYSIS

The campus analysis considers a wide range of information to develop a comprehensive assessment of Winthrop's physical environment. Input from the campus community about strengths and weaknesses complements quantitative university data and qualitative observations from design team professionals, resulting in a holistic picture of assets to preserve and enhance as well as shortcomings to prioritize for change.

Summary of Engagement Themes

Through various engagement opportunities, including online surveys, in-person campus poster sessions, and one-on-one interviews, the students, staff, and community shared their views and ideas about Winthrop's campus. Several recurring themes emerged.

Prioritize Renovation and Repurposing with Strategic New Construction

There is a strong desire to address accessibility, infrastructure, and deferred maintenance. Renovation of existing buildings and facilities in need of upgrades is imperative and will have a significant and immediate impact on the livability and workability of campus.

Repurposing existing spaces with modest renovations and/or strategic additions will create better efficiency and improve spaces dedicated to student engagement.

Although the immediate focus is on renovations, potential new buildings could include a replacement of dining hall, first year residence hall, and academic buildings to support new and emerging programs or future enrollment increases.

Make Campus Connections

Strengthening connections to the various parts of campus, as well as to surrounding Rock Hill development, provides an opportunity to improve the non-academic side of student life. Student success, retention, mental and physical wellbeing, and graduation rates are all positively impacted when students have access to experiences that encourage campus and community engagement.

The City of Rock Hill is eager to engage with Winthrop to connect and develop synergies with the various private developments that surround the campus. The city has a transit system that can address connections to the Recreational and Research Complex and Winthrop's athletic facilities as well as encourage more visible and significant shelters at transit stops as a strategy to increase ridership.

Enhance Quality and Safety of the Pedestrian Network

The campus is compact and walkable, with a rich network of paths throughout; the exception is along the edges of campus, which have fewer and less traveled pathways with more vehicular conflicts. Safety on campus is a key concern for students. Lighting, paths that cross railroad tracks, and the bifurcation of campus are opportunities for improvement. These improvements and new connections opportunities are the foundation of the plan.

Improve and Activate Outdoor Space

Landscapes define a collegiate campus environment and celebrate Winthrop's history and sense of community. Students and faculty say that aesthetics and historic charm of campus influence the decision to attend Winthrop and provide a good first impression; however, there is general concern over the quality and condition of Winthrop's facilities and landscape.

Enhancements to outdoor gathering space and access points to campus are identified for Scholars Walk, Hardin Garden, green lawns at Tillman and Byrnes, and at perimeter roadways including Oakland Avenue, Stewart Avenue, Alumni Drive, and Cherry Road.



Welcome!

Focus Group - Campus Grounds (Landscape, Open Space, Transportation, Parking)

October 12, 2021

What is a Campus Master Plan?
A vision for the campus that guides development and investment over the next 10-20 years. It is a living document that evolves over time as the campus grows and changes.

Things to think about
Share your campus experience and suggest your colleagues. Ask questions and share your ideas. Be strategic and think long-term. Be an ambassador for the plan.

Process

Phase 1	Phase 2	Phase 3
1.0 Vision & Strategy	2.0 Planning & Design	3.0 Implementation & Monitoring
2.0 Vision & Strategy	3.0 Planning & Design	4.0 Implementation & Monitoring
3.0 Vision & Strategy	4.0 Planning & Design	5.0 Implementation & Monitoring

Questions:

1. What are the defining elements of Winthrop's campus landscape?
2. How can the landscape further enhance campus character in the future?
3. What is the main entrance to campus? Are there defined campus gateways?
4. What areas of campus are most enjoyable to walk? Where are there pedestrian safety concerns?
5. How well do alternative transportation options serve the campus (i.e., bikes, shuttles/buses, scooters)?
6. When and where is it easiest to park on campus?

Really Well, **Well, but**, **I wish there was more**

Your Campus

The campus analysis blends quantitative and technical assessments with qualitative input. Students, faculty, and staff shared their perspective on how the campus works today and their ideas for changes to improve campus in the future.

Campus History

Winthrop University is a historic institution that holds deep importance for the city of Rock Hill and the state of South Carolina. From its humble beginnings in a one-room building to the comprehensive institution it is today, Winthrop's evolution has been guided by a commitment to academic excellence, fostering town-grown relationships, preserving its history, and developing a rich student life culture guided by athletics, Greek life, and cultural events on campus and within the community.

Historic buildings define Winthrop's campus character with twenty properties of historical and architectural merit constructed between 1894 and 1943 on the main campus grounds. According to SC Department of Archives and History, these buildings make up the Winthrop College Historic District and represent "an unusually intact collection of late nineteenth and early twentieth century buildings. Prominent architectural styles exhibited

include Gothic Revival, Richardsonian Romanesque, Classical Revival or Neo-Classical, and Neo-Georgian or Colonial Revival." Approximately 70% of the building gross square footage on campus was constructed before 1970. DiGiorgio Campus Center, built in 2010, is the most recent building addition to campus.

In the late 1950's, construction was completed on the man-made Winthrop Lake located on the site of the working farm that supplied Winthrop with fresh food and produce from the 1890s to 1960s. Known informally as "The Farm", the site is now the location of the Winthrop University Recreational and Research Complex, and it is used for student recreation and study as well as university and community events.



Left: Tillman Hall / Main Building, 1898

Right: Withers Hall (formerly the Winthrop Training School building), 1912



Clockwise from top left:
Byrnes Auditorium, 1968; Winthrop Farm, 1940s;
Winthrop Lake, 1958; Dacus Library, 1992;
Dinkins Student Center, 1969

**Images courtesy of Winthrop University*



Physical Campus Today

Winthrop's campus is divided into two distinct areas: The main campus and the Recreational and Research Complex. The main campus houses academic buildings, administrative buildings, residence halls, the library, dining facility, and campus student centers. It comprises approximately one hundred acres of property located north of the historic Rock Hill downtown area. The area between downtown and the main campus includes significant redevelopment projects as part of the Knowledge Park initiative. The Recreational and Research Complex consists of 317 acres and is located about one mile northeast of the main campus.

Main Campus

Winthrop's scenic central campus, located on Oakland Avenue in Rock Hill, is distinguished by its historic architecture, welcoming landscapes, and walkability.

The main campus includes thirty-two non-residential buildings that total 1.5 million gross square feet – one million square feet is net assignable to program use. Residence life is served

by a variety of residence hall types, which total 2,180 beds. Traditional residential dining, food court dining, retail dining and a convenience store are all located on the main campus. Recreation, fitness, and wellness programs are also located within the main campus.

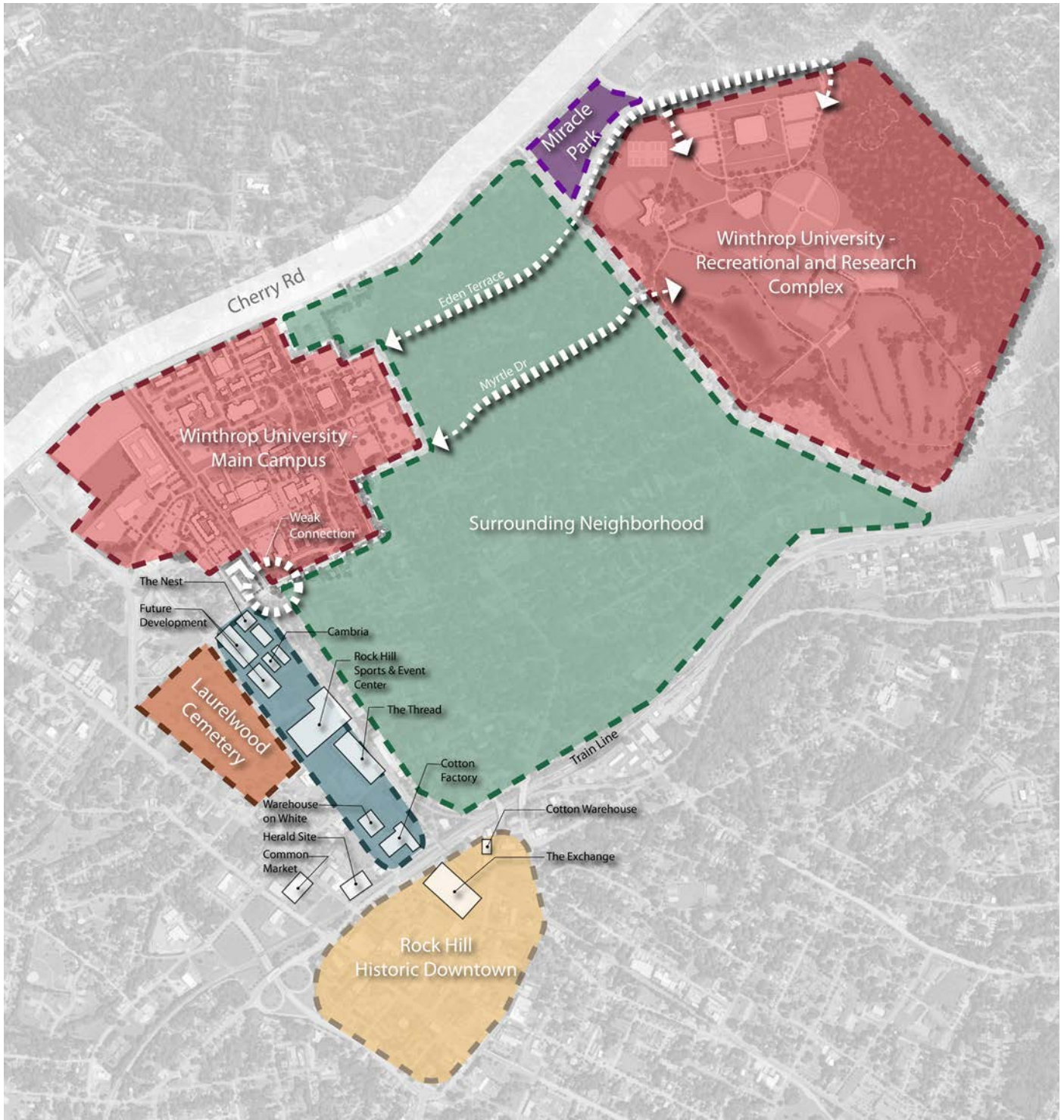
The surrounding neighborhoods and development provide diverse and active community connections.

Recreational and Research Complex – The Farm

The Winthrop Recreational and Research Complex includes the Winthrop Coliseum, Winthrop Lake, and numerous athletic and recreational fields. Winthrop's website notes "The one-mile loop surrounding the Winthrop Lake is one of approximately five miles of walking and bike trails that crisscross the complex and conveniently connect to Rock Hill's public trails." In addition to the athletic and recreational facilities, the complex is also home to the Piedmont Wetlands Research Area and Winthrop Woods, which are used by Winthrop students and faculty for course projects and research.



Image courtesy Rock Hill Economic Development, www.rockhillusa.com



Circulation and Parking

Vehicular access to the main campus is provided at a main entrance point on Oakland Avenue and secondary points off Cherry Road, Alumni Drive, and Stewart Avenue. Internal vehicular circulation is limited to a one-way main loop around Byrnes Auditorium, and along minor roadways on the perimeter of campus.





VEHICULAR CIRCULATION

- Major External Route
- Minor External Route
- Primary Campus Route
- Secondary Campus Route
- One Way
- ▶ Service Areas



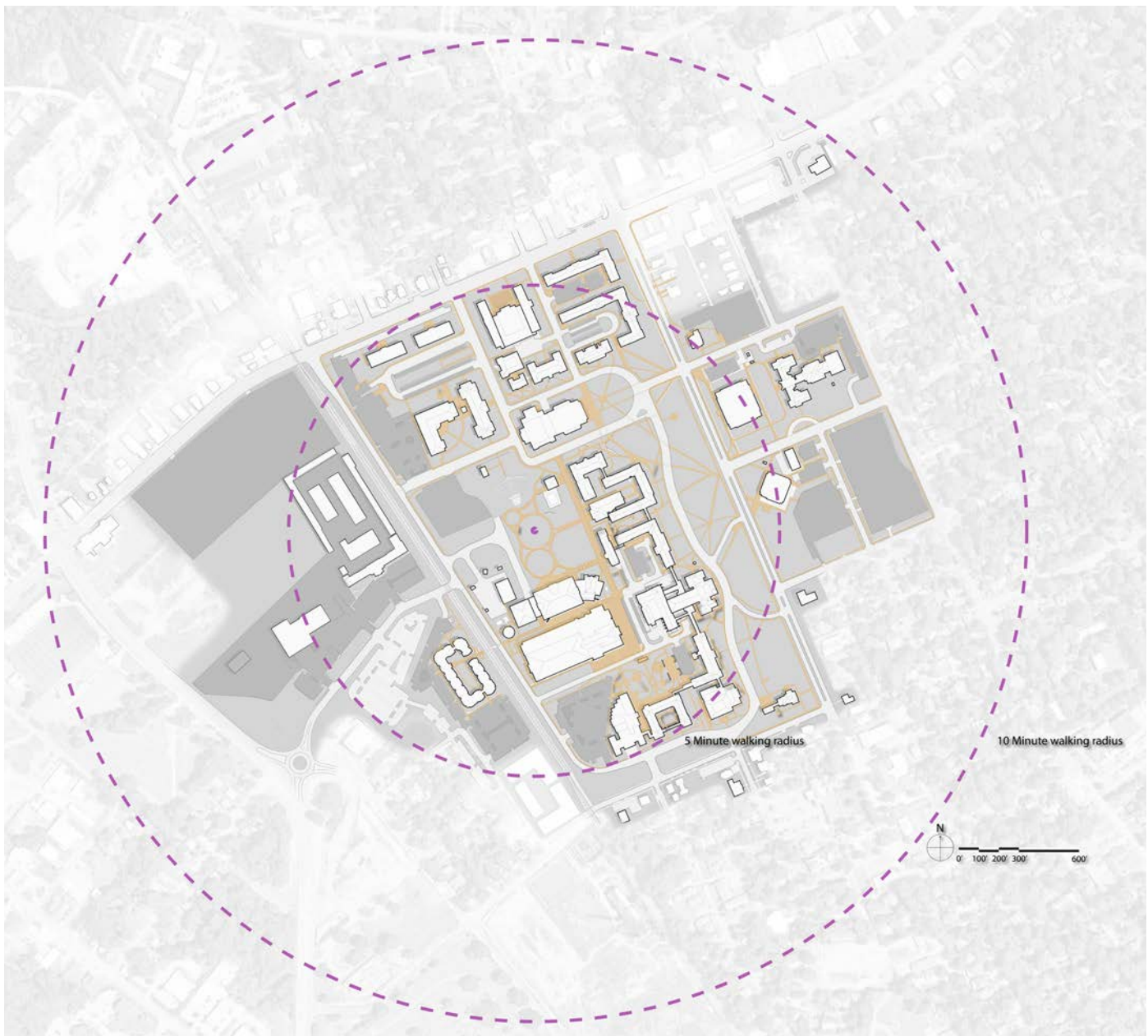
VEHICULAR ENTRY + GATEWAY

-  Entrance / Exit
-  Vehicular Gateway

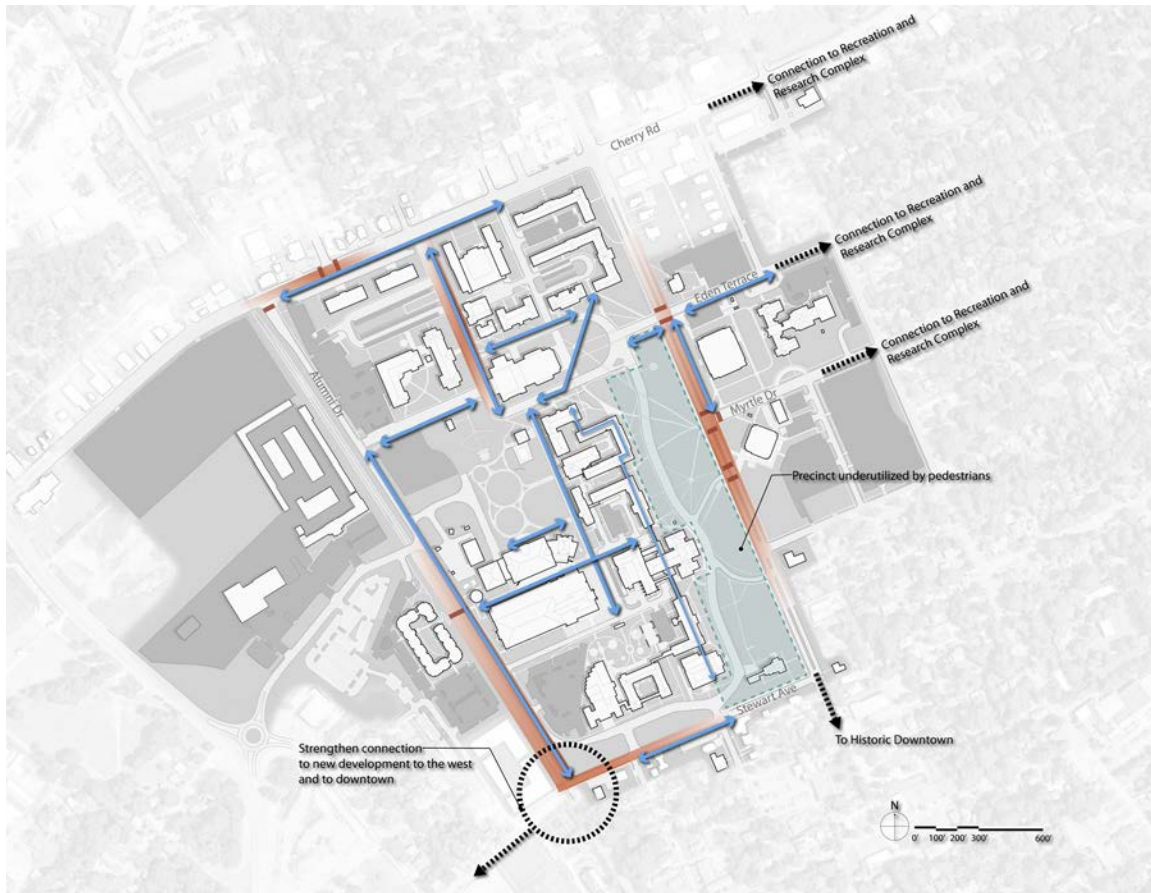
The campus is compact and walkable within a five to ten-minute walking radius. Pedestrian circulation has a rich network of paths at the core of the campus, including Scholar's Walk which serves as a primary pedestrian path through the heart of campus on the northwest and southeast axis. The edges of main campus have fewer paths and are less traveled, perhaps due to inadequate lighting, width, separation from cars, lack of adjacent plantings, and lack of vibrancy in adjacent areas. The perimeter fence and brick piers along Oakland and Stewart Avenues and a portion of Alumni Drive need repair and create a barrier to pedestrians.

The main campus is bifurcated by Oakland Avenue on the east side and railroad tracks on the west, which cause conflicts between pedestrian and vehicular pathways.




Parking is distributed throughout campus with the largest resources located at the farthest edges of campus. Pedestrian pathways from the largest parking lot requires users to cross the railroad track.

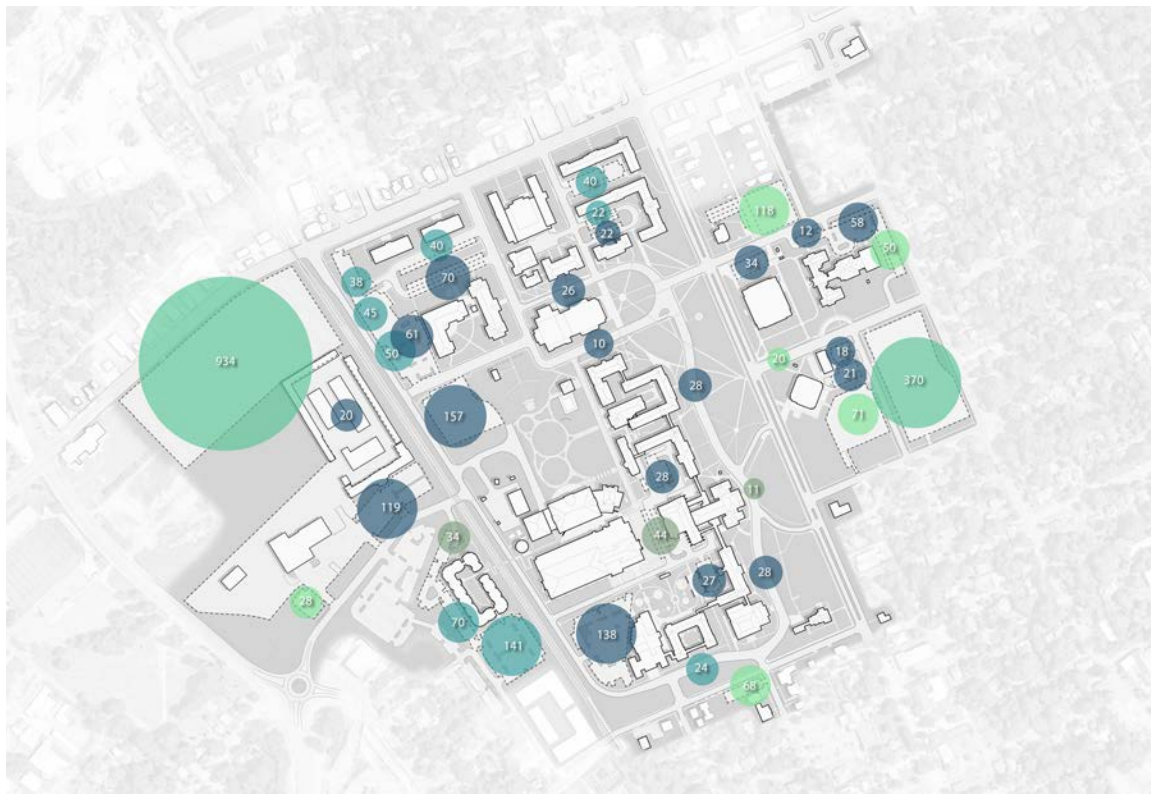


SECONDARY WALKWAYS








PRIMARY WALKWAYS

-  Primary Walkway
-  Crosswalk
-  Vehicle and Pedestrian Conflict



PARKING

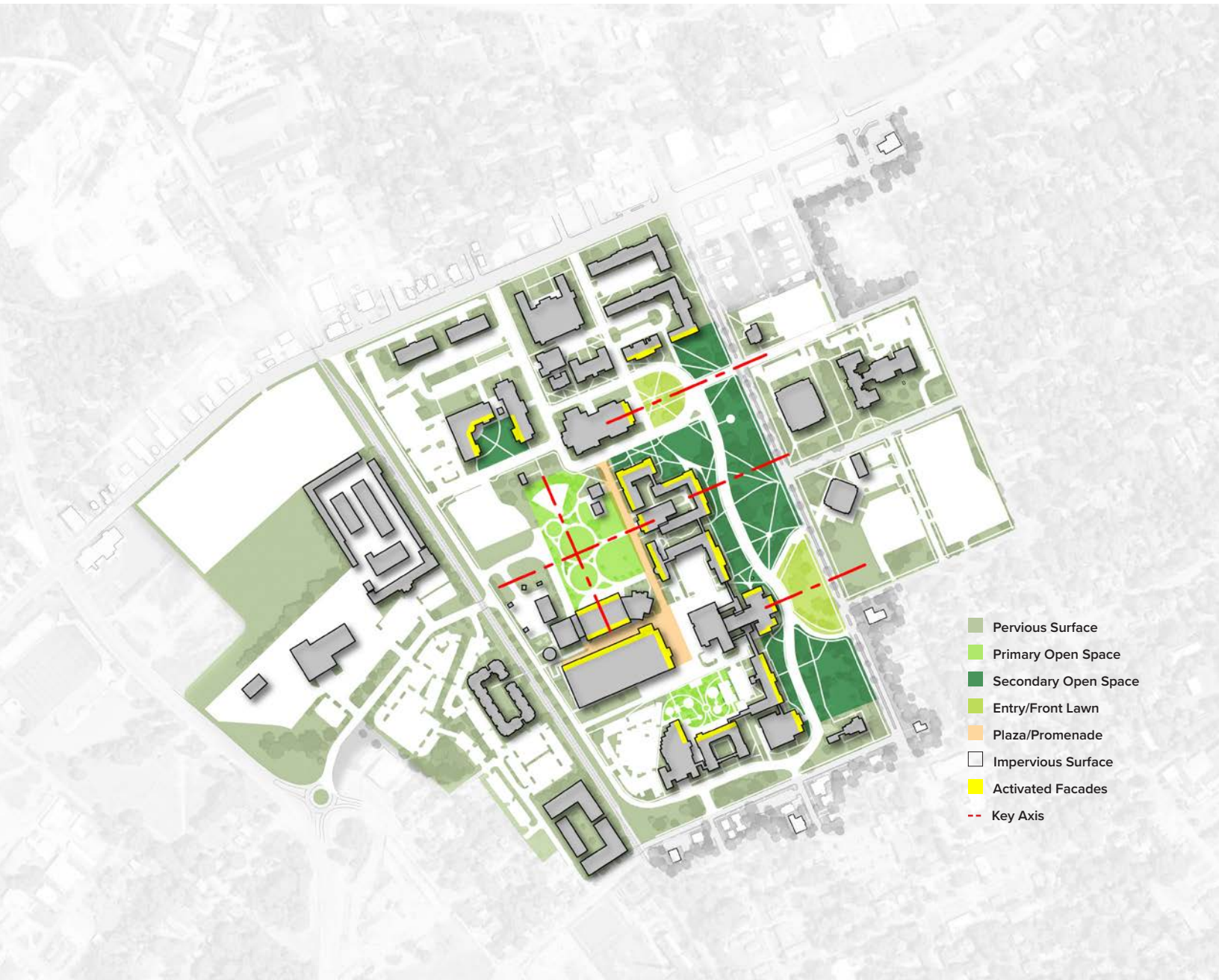
-  Faculty/Staff
-  Commuter
-  All Parking
-  Resident
-  Visitor

Landscape

The Winthrop University campus boasts a variety of landscape character throughout both the main campus and the Recreational and Research Complex. Large mature trees accentuate the history and beauty of the campus, while areas like the Campus Green express a more modern design aesthetics and highlight the campus sustainability initiatives. Newer projects such as Scholars Walk and the DiGiorgio Center plaza and promenade provide space that can cater to a variety of programs while creating clear and direct circulation routes for users. Winthrop Lake and Winthrop Woods offer unique opportunities for respite, while athletic fields and the golf course encourage students, faculty, staff, and the surrounding community to engage in exercise and athletic activities.

However, the campus landscape would benefit from maintenance, renovation, and activation. For example, some campus sidewalks are very narrow and can be uncomfortable for pedestrians to negotiate when walking in groups or passing others. Site furnishings, such as benches, litter and recycling receptacles, light poles, and bike racks vary in terms of product, material, and color. Accessibility throughout campus is also limiting. Curb cuts, ramps, and accessible routes are inconsistent in frequency and clarity. The accessible routes are most notably challenging around the Campus Green, Scholars Walk, and the amphitheater adjacent to Little Chapel. In addition to these important functional considerations, the more formal campus open spaces lack furnishings like chairs and benches that encourage the campus community to use them in varied ways. They lack the vibrancy and energy that characterizes other areas of campus.

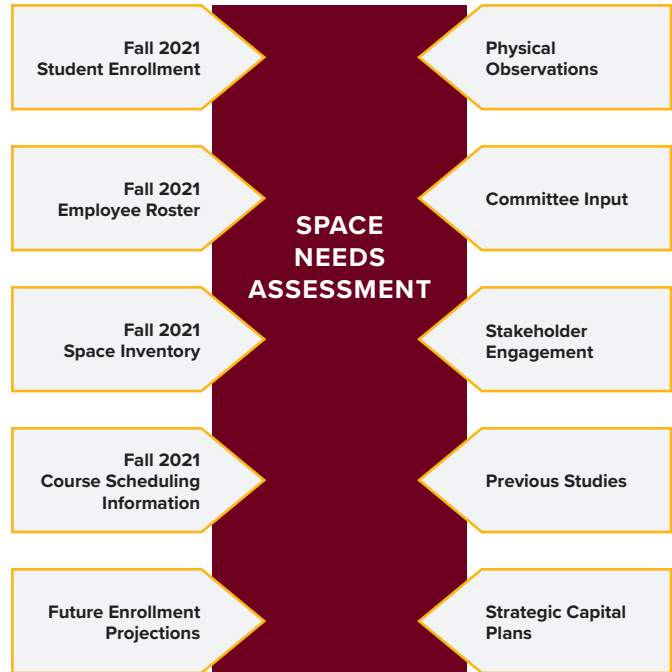
The campus edges and gateways are other areas that would benefit from design and maintenance considerations. The fence along Oakland Avenue needs repair in some places, but it is also perceived as a barrier and, to some, implies that visitors are not welcome. The current gateways are small and non-descript and do not significantly announce the campus to passersby and the community.



3. SPACE NEEDS ASSESSMENT

The space needs assessment is intended to serve as a tool to support decision-making and the development of physical solutions and strategies. The assessment quantifies the amount of space Winthrop currently uses, then calculates ideal quantities of space needed to support institutional goals and initiatives for short-term and long-range planning. The ideal quantities are compared to existing space quantities to identify areas of need and surpluses. The space quantities recommended in the assessment are intended to be used to determine magnitude and priority of need for campus space planning. As capital projects and plans are developed from this analysis, a lower or higher standard might be used to conduct a detailed program analysis.

The assessment uses a series of space metrics in combination with Winthrop's institutional data to project ideal quantities of space, referred to throughout this study as 'Right-Sized ASF' (assignable square feet). The metrics used in this assessment are customized for Winthrop based on its distinctive characteristics such as mission, programs, location, and culture. The planning team's experience in space analytics and instructional space design, industry best practices, and peer institution benchmarking informed the metrics selected. Metrics were revisited and refined throughout the campus plan development. This iterative process was guided by a committee of Winthrop professionals with experience and knowledge of campus space use and needs. The group, representing Facilities Management, the Provost's Office, the Registrar's Office, Athletics, and Event Management, reviewed assessment findings. They also provided feedback several times throughout the development of the space assessment. This process helped the planning team resolve data questions, test assumptions, and interpret findings.

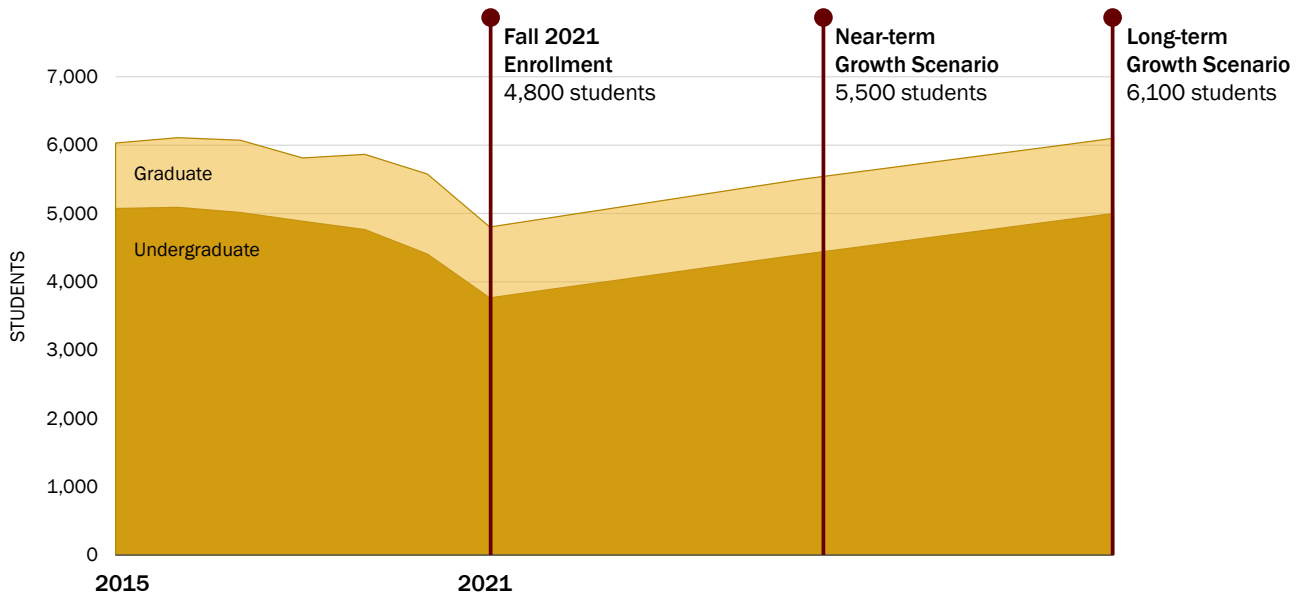


Analysis Methodology

The assessment process uses institutional data, stakeholder input, and observations of the physical campus to interpret the opportunities and challenges related to Winthrop's physical space. The University provided several datasets and an extensive amount of institutional information that, when compiled, created the foundation of the space analysis. Student enrollment, the employee roster, course scheduling information, and the University's building and room inventories served as the primary datasets.

Planning Scenarios

The University provided data reflecting the Fall 2021 term, and the baseline analysis reflects existing conditions at that moment in time. Winthrop had experienced decreased enrollments before and especially during the COVID-19 pandemic. Two future scenarios were modeled to explore how changes in student enrollment might impact space needs. The long-term growth scenario reflects Winthrop's peak enrollment goal of 6,100 students, last seen during the 2017-18 academic year. A near-term growth scenario was added as an interim step and models a student headcount of 5,500. For both scenarios, growth projections are applied evenly across academic departments. It is assumed that employee counts would grow at half the rate of students.



Populations

Student Enrollment

Many of the space metrics consider the total student headcount when projecting ideal quantities of space. The instructional space categories use the demand created by student course enrollments to project the quantities and types of instructional spaces needed. During the Fall 2021 term Winthrop had a total of 4,801 students – 3,765 undergraduates and 1,036 graduates. The near-term scenario grows enrollment by 14.5% to 5,500. The long-term scenario reflects a 27% increase over Fall 2021 with 6,100 students.

Employees

The study organizes the University’s workforce into employee types based on position and full or part-time status. Space allocations are generated using employee headcounts to determine optimal quantities of workplace and research space. Winthrop’s Fall 2021 workforce consisted of 1,040 employees, with just over 70% of employees being full-time. The near-term growth scenario increases the employee count by 7.25% and the long-term scenario uses an employee count that is approximately 13.5% greater than Fall 2021 levels.

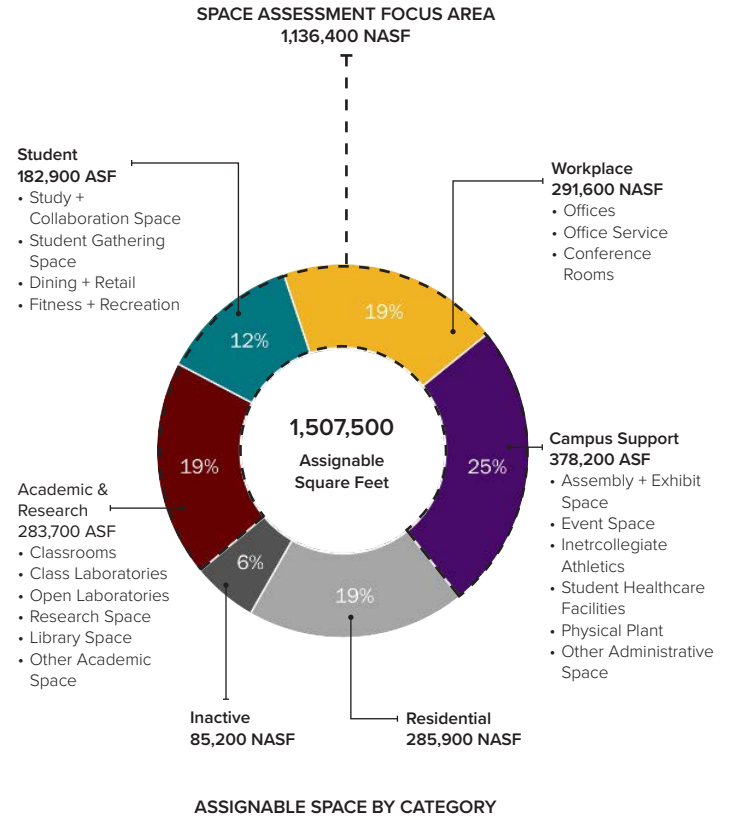
Organizational Units

For the purposes of this assessment, Winthrop’s organizational chart was flattened into two levels—primary and secondary units. The academic colleges, the library, the president’s office, and the areas under each of the president’s direct reports are considered primary units. The departments and programs that fall under each of the primary units are referred to as secondary units. The assessment was conducted at the secondary unit level, and then the outcomes of each secondary unit were rolled up to form the outcomes of their respective primary unit. Throughout this document, outcomes are generally communicated at the primary unit level. Secondary unit detail is provided where appropriate. While most of the inventory is assigned to a specific managing or occupying unit, there is a growing inventory of spaces designated for campus-wide use. This reflects a positive shift in culture from space ownership to the perspective of space as a shared institutional resource. A primary unit called “Campus-wide” was created to identify these shared resources.

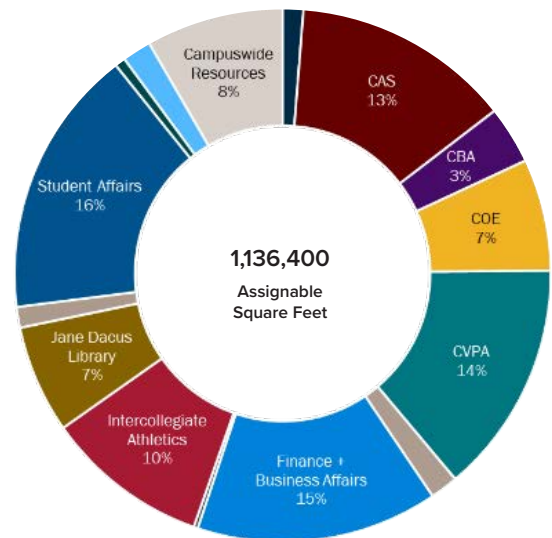
Space Inventory

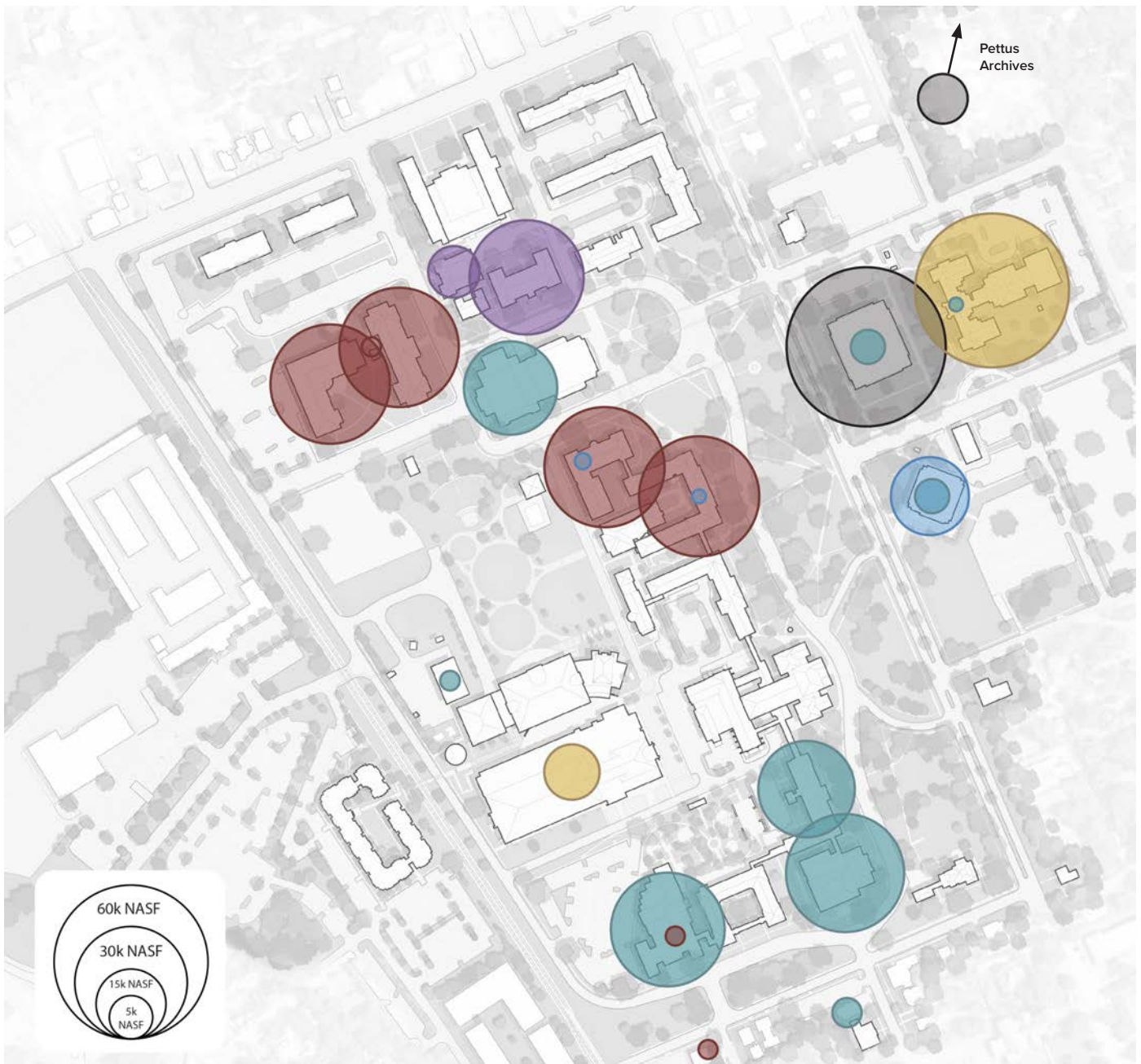
The assessment process began with a comprehensive field audit of all non-residential spaces on Winthrop’s campus to validate and update the institution’s room-by-room space inventory. The planning team verified room use as outlined by the National Center for Education Statistics Facilities Inventory and Classification Manual (FICM code). The primary departmental user of space, the number of seats in instructional spaces, and number of offices were also metrics which were evaluated. The space inventory was then categorized based on primary use and user. The categories were used as the organizing framework for the assessment and the application of space metrics.

This assessment is an analysis of non-residential, indoor, assignable space only. All space is identified in terms of assignable square feet (ASF) and excludes public corridors, stairwells, mechanical rooms, public restrooms, and structural areas. The space inventory included in the assessment can be grouped into four primary areas – academic and research space, workplace space, student-focused space, and campus support space. All three assessment scenarios are compared against the Fall 2021 space inventory to identify areas of need and surplus. No changes to the space inventory were modeled as part of the future scenarios.



	ASF
Academic Affairs	14,300
College of Arts + Sciences	151,500
College of Business Administration	39,700
College of Education	76,600
College of Visual + Performing Arts	159,600
Enrollment Management + Marketing	19,100
Finance + Business Affairs	165,700
Human Resources, Employee Diversity + Wellness	2,800
Intercollegiate Athletics	112,200
Jane Dacus Library	73,900
President + Trustees	14,200
Student Affairs	184,400
University Advancement	7,200
University College	20,000
Campuswide Resources	95,100





ACADEMIC UNITS

- College of Arts + Sciences
- College of Business Administration
- College of Education
- College of Visual + Performing Arts
- University College
- Library

Space Needs Assessment Outcomes

In total, the space needs assessment identified a 220,000 ASF surplus of space in the baseline scenario, which is 19% of the existing inventory. The surplus reduces to 63,000 ASF in the long-term growth scenario. Overall, this should be an adequate quantity of space to support Winthrop's existing populations and anticipated future growth. However, space is not fungible, and the mix of space types is out of alignment with the campus' needs. In addition, many of the facilities need modernization and updates.

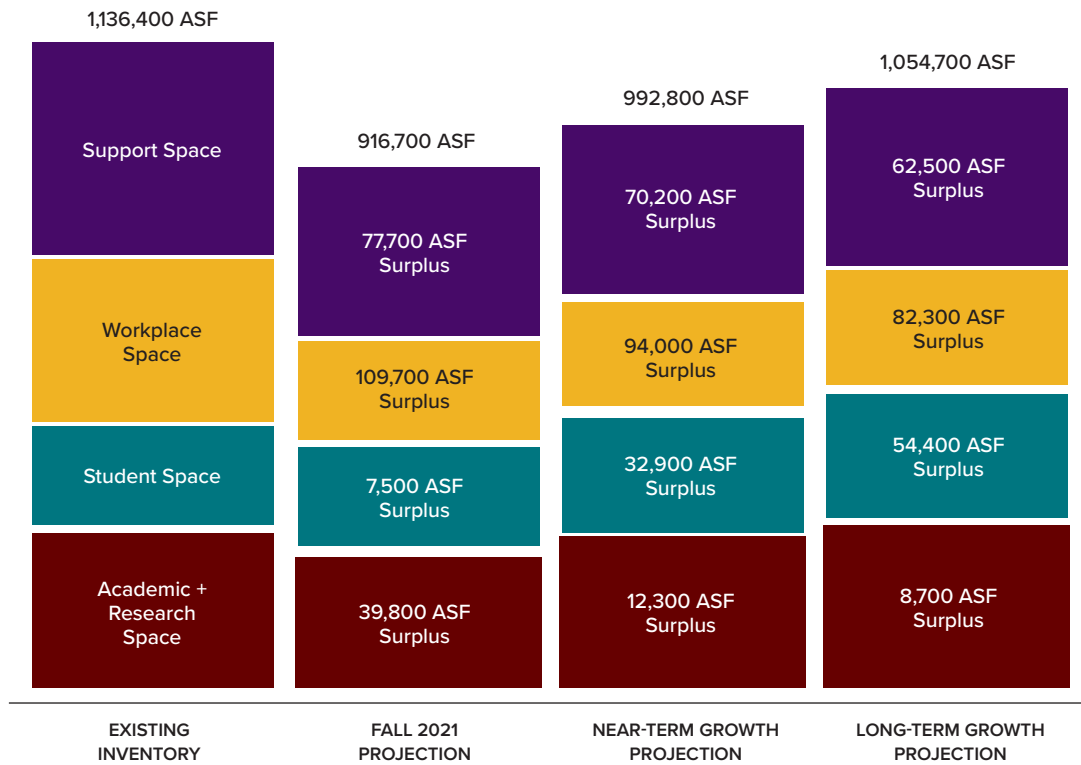
Areas of Need

- The campus has a critical need for more student-centered space. The Planning Team observed a lack of decentralized, informal spaces intended for students to socialize, host events, collaborate, and study. Better spaces are needed for affinity groups and student organizations, as well as spaces that are open and welcoming to all students. Approximately 23,000 ASF is needed today, and the need for these types of spaces will grow with enrollment. A total of 54,000 ASF is needed in the long-term growth scenario, which includes almost 9,000 ASF of dining space.
- The classroom and class laboratory inventories lack sufficient space per student, which is an important indicator of an instructional space's flexibility and ability to adequately support desired activities. The majority of classrooms are flat floor spaces with movable furniture, and space per student could be improved in these rooms by lowering the number of seats.
- If the classroom inventory was right-sized, most classroom capacities would be reduced, and the campus would need additional mid-sized classrooms.
- Utilization guidelines suggest that CVPA would benefit from additional class labs to support visual art, photography, dance, and music. As enrollment grows PESH may also need additional class lab space.
- The basic sciences and PESH are tight on research space. As the University grows, more demand for research space should be anticipated.

- With growth, additional academic support spaces such as open labs, demonstration spaces, and clinics will be needed. Specific needs will be determined by which academic programs grow and whether new programs are created.
- The athletic space inventory is slightly undersized when compared to its peers. Need for an Esports arena, practice court, additional locker rooms, and additional weight room space were identified through engagement and physical observation.
- Student healthcare space is in poor condition, has accessibility challenges, and lacks group therapy space.

Areas of Surplus

- The largest quantitative overage is in workplace space where there is almost 110,000 ASF in surplus space at the baseline and 67,000 ASF in the long-term growth scenario. While there may be many vacant office spaces on campus, they are scattered across several buildings and would require consolidation before the surplus could be effectively leveraged to address other space needs.
- The library has more than enough space to store, manage, and display its current collections. A more efficient stack configuration may create space within the library for other uses, such as a café or academic services.
- Physical plant space includes shop, storage, and service space at the Core Campus location as well as the Recreational and Research Complex. There is far more physical plant space, particularly for storage, than would be expected for a campus of Winthrop's size. One contributing factor is that Facilities Management is utilizing a few offline facilities that would otherwise be sitting dormant.
- Were the classroom inventory to be right sized, there would be a surplus of small classrooms (30 and fewer seats) as well as large classrooms (60-99 seats). The small rooms could potentially be converted into student study spaces or lounges. The large rooms should be evaluated for their ability to address the demand for additional mid-sized classrooms.



SPACE NEEDS ASSESSMENT OUTCOMES

	Existing ASF	FALL 2021 4,800 Students			NEAR-TERM GROWTH 5,500 Students			LONG-TERM GROWTH 6,100 Students		
		Right-Sized ASF	Surplus / (Need)	% of Existing	Right-Sized ASF	Surplus / (Need)	% of Existing	Right-Sized ASF	Surplus / (Need)	% of Existing
CLASSROOMS	78,200	51,300	26,900	34%	61,500	16,700	21%	68,700	9,500	12%
CLASS LABORATORIES	75,900	74,700	1,200	2%	80,200	(4,300)	-6%	84,700	(8,800)	-12%
OPEN LABORATORIES	35,100	33,500	1,600	5%	38,800	(3,700)	-11%	42,800	(7,700)	-22%
LIBRARY SPACE	46,700	30,600	16,100	34%	30,600	16,100	34%	30,600	16,100	34%
OTHER ACADEMIC SPACE	30,000	28,700	1,300	4%	33,300	(3,300)	-11%	36,700	(6,700)	-22%
RESEARCH SPACE	17,800	25,100	(7,300)	-41%	27,000	(9,200)	-52%	28,900	(11,100)	-62%
ACADEMIC + RESEARCH SPACE TOTAL	283,700	243,900	39,800	14%	271,400	12,300	4%	292,400	(8,700)	-3%
STUDENT GATHERING SPACE	24,400	33,600	(9,200)	-38%	38,500	(14,100)	-58%	42,800	(18,400)	-75%
STUDY + COLLABORATION SPACE	35,800	50,200	(14,400)	-40%	57,800	(22,000)	-61%	63,900	(28,100)	-78%
DINING SPACE	33,700	34,500	(800)	-2%	39,000	(5,300)	-16%	42,600	(8,900)	-26%
PHYSICAL EDUCATION + RECREATION	89,000	72,000	17,000	19%	78,500	10,500	12%	85,700	3,300	4%
STUDENT SPACE TOTAL	182,900	190,300	(7,400)	-4%	213,800	(30,900)	-17%	235,000	(52,100)	-28%
OFFICES	209,400	128,400	81,000	39%	140,500	68,900	33%	149,100	60,300	29%
OFFICE SERVICE	51,600	24,500	27,100	53%	26,400	25,200	49%	27,600	24,000	47%
CONFERENCE ROOMS	30,600	29,000	1,600	5%	30,700	(100)	0%	32,600	(2,000)	-7%
WORKPLACE SPACE TOTAL	291,600	181,900	109,700	38%	197,600	94,000	32%	209,300	82,300	28%
ASSEMBLY + EXHIBIT SPACE	46,300	27,400	18,900	41%	30,400	15,900	34%	34,000	12,300	27%
EVENT SPACE	86,400	86,400	0	0%	86,400	0	0%	86,400	0	0%
INTERCOLLEGIATE ATHLETICS	92,600	100,000	(7,400)	-8%	100,000	(7,400)	-8%	100,000	(7,400)	-8%
OTHER ADMINISTRATIVE SPACE	39,500	28,800	10,700	27%	32,900	6,600	17%	36,700	2,800	7%
PHYSICAL PLANT	111,800	55,500	56,300	50%	55,500	56,300	50%	55,500	56,300	50%
STUDENT HEALTHCARE FACILITIES	1,600	2,400	(800)	-50%	2,800	(1,200)	-75%	3,100	(1,500)	-94%
SUPPORT SPACE TOTAL	378,200	300,500	77,700	21%	308,000	70,200	19%	315,700	62,500	17%
ASSESSMENT GRAND TOTAL	1,136,400	916,600	219,800	19%	990,800	145,600	13%	1,052,400	84,000	7%

4. RESIDENCE HALL ASSESSMENT

On a residential campus like Winthrop's, learning happens everywhere, and residence hall spaces and programming make critical contributions to student success. At the outset of the planning process, Winthrop University had 2,180 beds of housing available, not including Wofford Hall. Based on structural concerns from a recent inspection, the university closed Wofford Hall effective July 2021 and plans for demolition by 2023. Richardson Hall, adjacent to Wofford, was also closed in July 2022 and is identified by the university for future demolition due to similar structural and infrastructure conditions.

Winthrop is in the process of implementing a five-year plan to renovate several residence halls including Lee Wicker and Phelps. Renovation will include infrastructure and building envelope upgrades. While they remain usable, their poor physical condition and limited community space negatively impacts the student experience. Students, faculty, and staff all identified improving the residential experience as a top priority for the plan during in-person engagement sessions and online surveys. It is particularly notable that faculty and staff, who do not use the residence halls, are attuned to this concern.

Both facilities condition and programmatic function shape the residential experience. Investments made to address deferred maintenance, poor physical conditions, and limited community space should contribute to a larger strategy that establishes intentional residential offerings for students throughout their Winthrop experience. Important elements to consider include the types of units available, their location on campus, and the amenities available in each hall.

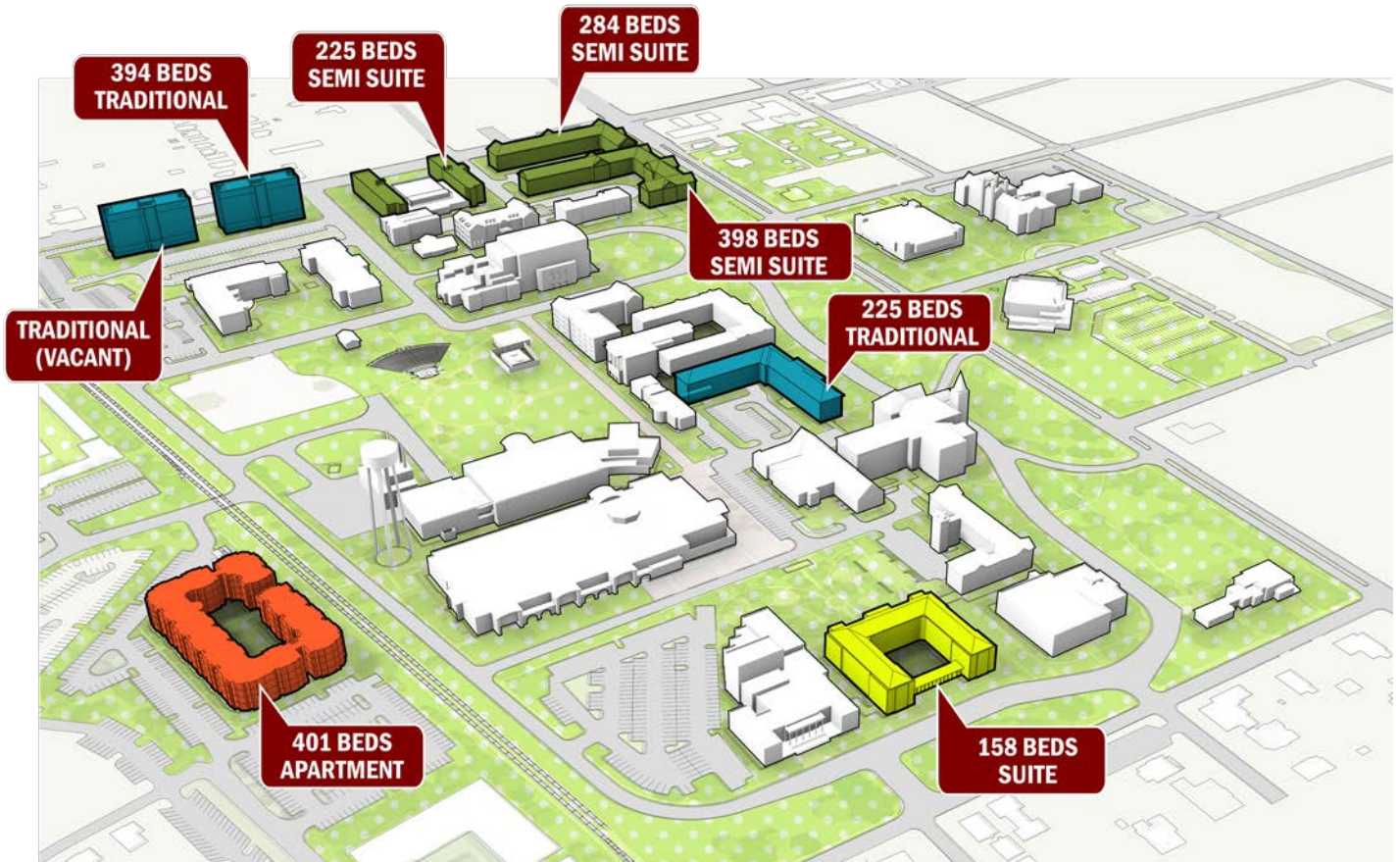
Residence Halls Today

Unit Typology

University residence halls can be broadly categorized as one of four styles: traditional, semi-suite, suite, and apartment. These different residential experiences offer various amenities inside the private unit. The traditional style offers a bedroom only, while the semi-suites introduce a bathroom into the unit. Suites incorporate a living area as well as a bathroom. Apartments also include a kitchen, creating units that resemble housing provided in the off-campus market. There are many variations possible within each typology, and some halls blend different unit types together in one building.

Early on in a student's residential college experience, traditional and semi-suite style halls provide an environment that support the transition to college life. Those unit configurations encourage residents to leave their room many times throughout the day, which helps them create connections with peers as well as staff resources. Living on campus in this environment increases a student's connection to the University and promotes student success. Winthrop's current residential inventory consists of 74% traditional and semi-suite units, which more than accommodates the current number of first- and second-year students living on campus.

Suite- and apartment-style housing offers students more independence. This experience is appropriate for returning students, particularly in their third and fourth years when they have an established network within the campus community and are preparing for their next steps after graduation. Today, the Courtyard is the only Winthrop residence hall that is of this typology. While Roddey is categorized as a suite-style building, its unit configuration has pass-through bedrooms that diminish the privacy and independence that are typical of suite-style living.



TRADITIONAL



SEMI SUITE



SUITE



APARTMENT

HOUSING INVENTORY

Inclusion

Several factors promote inclusion within residence halls of all types. While sharing a bedroom can be a positive experience for some students, others will be most successful with a single bedroom. Ensuring that enough single rooms are available in each residence hall creates more inclusive communities and ensures that students who need this accommodation have the same experience and opportunities as their peers.

Designing bathrooms with increased privacy, particularly bathrooms shared among an entire hall in a traditional unit typology, is another strategy to create an inclusive environment. Traditional residence halls designed today often incorporate multiple private communal bathrooms, with one sink, toilet, and/or shower in a space designed for one user at a time. Other models incorporate shower and/or toilet facilities with full-height partitions into larger bathroom areas. These features make traditional style residence halls more comfortable for all students but are particularly important to students with non-binary gender identities.

Outside the Unit Amenities

Residence halls create communities where any student can build a deep sense of belonging no matter their background, and those residential experiences are important opportunities for students to build ties with people who are different from themselves. Dedicated spaces for community building in each residence hall are essential to meeting these goals. Community-building spaces within residence halls function at several scales: campus-wide, area or neighborhood, building, and Resident Advisor (RA) community or floor. The inventory of spaces should encourage informal socialization as well as facilitate programmed events.

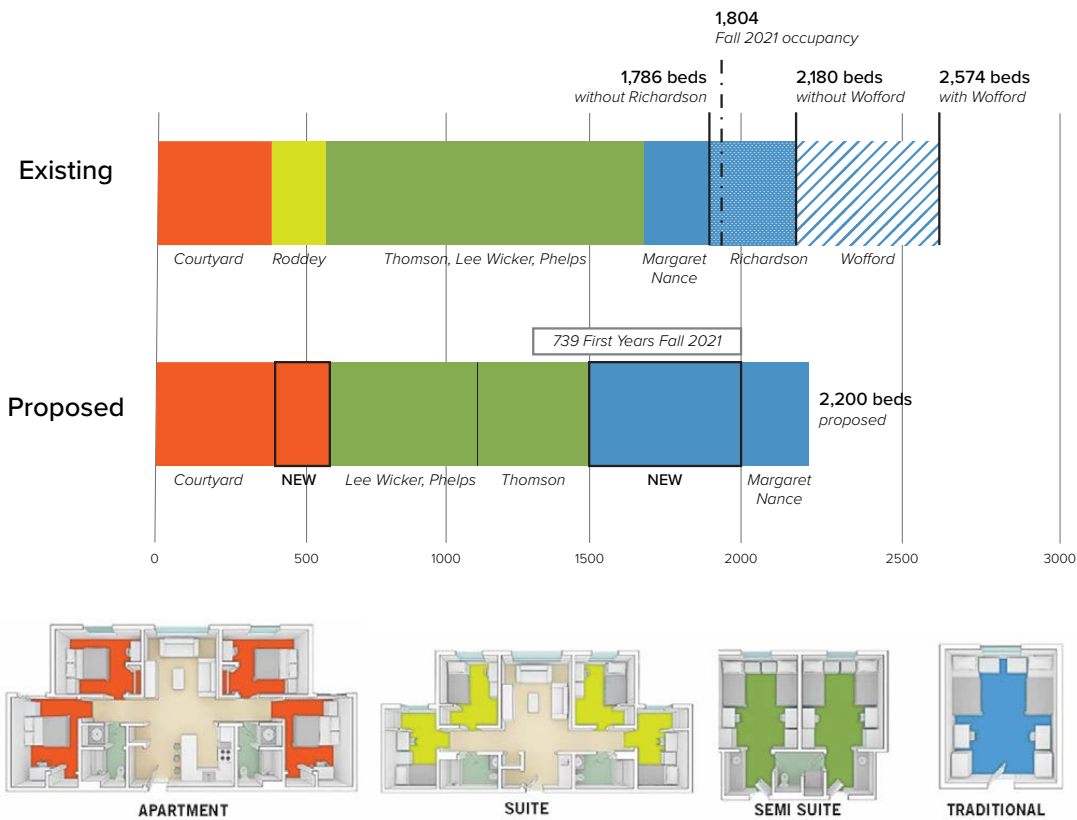
Many of Winthrop's residence halls include "outside the unit" space on the ground floor that serves the building community but are lacking spaces on upper levels that facilitate each RA community or floor's community activities. Several halls had community space available, but spaces were not furnished to make them inviting and comfortable to use. Some of this may have resulted from changes made to spaces to limit interaction within residence halls due to the ongoing impacts of the COVID-19 pandemic during the analysis phase.



Who Lives Where

In addition to unit typology and amenities, the location of residence halls also contributes to the experience of living on campus. Today, Winthrop's traditional and semi-suite style residence halls are clustered together along the northern edge of campus. This organization creates an intuitive community for first- and second-year students. Margaret Nance is the one traditional hall located elsewhere, in the heart of campus immediately adjacent to the DiGiorgio Center, Scholars Walk, and Tillman Hall. Roddey is an outlier, located in the southern area of campus in between academic buildings for the Visual and Performing Arts. While the Courtyard is the only Winthrop residence hall located west of the railroad tracks, there are several off-campus apartment buildings that primarily house students, making this area a natural upper-division community.

Winthrop's residence hall selection process does not limit where students can choose to live based on their standing as a first-year or returning student. In practice, however, most first- and second-year students live in the northern area of campus. One notable exception is the Honors Program. Honors students are largely concentrated in the Courtyard, sometimes including first-year students. This trend further limits the number of apartment-style beds available to returning students, and potentially puts first-year students in environments that are not most conducive to their success. As the University improves the condition of residence halls overall, they will gain more flexibility to shape an intentional assignment strategy.



Future Housing Goals

Residence halls are excluded from the space needs assessment. The planning team worked with Winthrop's leadership to establish a target future inventory for housing. These recommendations seek to:

- Tangibly improve the condition of residence halls as quickly as possible
- Plan strategies to accommodate enrollment increases back to pre-pandemic levels in the long run
- Create a high-quality first-year experience that will help in recruitment and retention
- Offer returning students a choice of desirable unit types
- Fully leverage the honors housing program

In the near term, the University may reduce the overall inventory to address condition issues and align inventory with recent enrollment trends. If enrollment and/or demand for on-campus housing increases, the Campus Plan identifies strategies to return capacity up to 2,200 beds of housing on campus, similar to the on-campus housing capacity today.

Demolishing Wofford and Richardson Halls, which are already vacant results in a reduction of 800 traditional beds. Additionally, the Campus Plan recommends ultimate demolition of Roddey Hall and plan to reduce the capacity of residence halls to remain by approximately 10 percent as they are renovated. Planning for this decompression allows space for systems upgrades and ensuring an appropriate amount of common space. Together, these changes reduce the overall inventory, particularly for traditional units. New construction will be needed to replace some of the housing taken offline.

The Campus Plan envisions a new 500-bed traditional residence hall to house first-year students. First-year students would live in the new hall, renovated Thompson, and renovated Lee Wicker and Phelps Halls. Second-year students could also choose to live in Lee Wicker and Phelps. Margaret Nance would be renovated to house portions of the Honors Program community, and renovation concepts could explore introducing suite-style units in addition to its current traditional configuration. Finally, the plan envisions a new apartment-style residence hall of 200 beds to provide additional inventory of this desired unit type.

5. CAMPUS PLAN

Winthrop's Campus Plan proposes renovation, landscape enhancement, and new construction projects that align the physical campus with the University's enduring mission statement and its strategic and academic planning priorities.

Winthrop's mission statement articulates the University's ambition to be among the nation's best co-educational, public, residential, comprehensive institutions and addresses the role of the physical campus directly: "Winthrop is located in a traditional setting of exceptional beauty, and provides a contemporary, collaborative, and supportive environment that fosters engaged student learning and development." The University's 2016 Strategic Plan focused the community on becoming a national model for student-centered excellence.

Building on this foundation, the Campus Plan establishes a statement of physical planning principles that articulate shared values about the campus environment.

Planning Principles

Consistent with its mission and strategic plan, Winthrop University seeks to make its campus increasingly student centered. Its physical environment will be characterized by:

- **A commitment to stewardship**
- **A sense of belonging**
- **Vibrant indoor and outdoor places**
- **A connected and compact campus integrated with the Rock Hill community**

The planning team and the Steering Committee used these principles to guide the development, evaluation, and refinement of proposals included in the plan. The university community should also use the principles to make future decisions about the physical campus environment. Some of these decisions may not have been anticipated or explicitly addressed by the Campus Plan. Strong planning principles establish flexibility in implementation and ensure that individual decisions contribute to a cohesive campus whole.






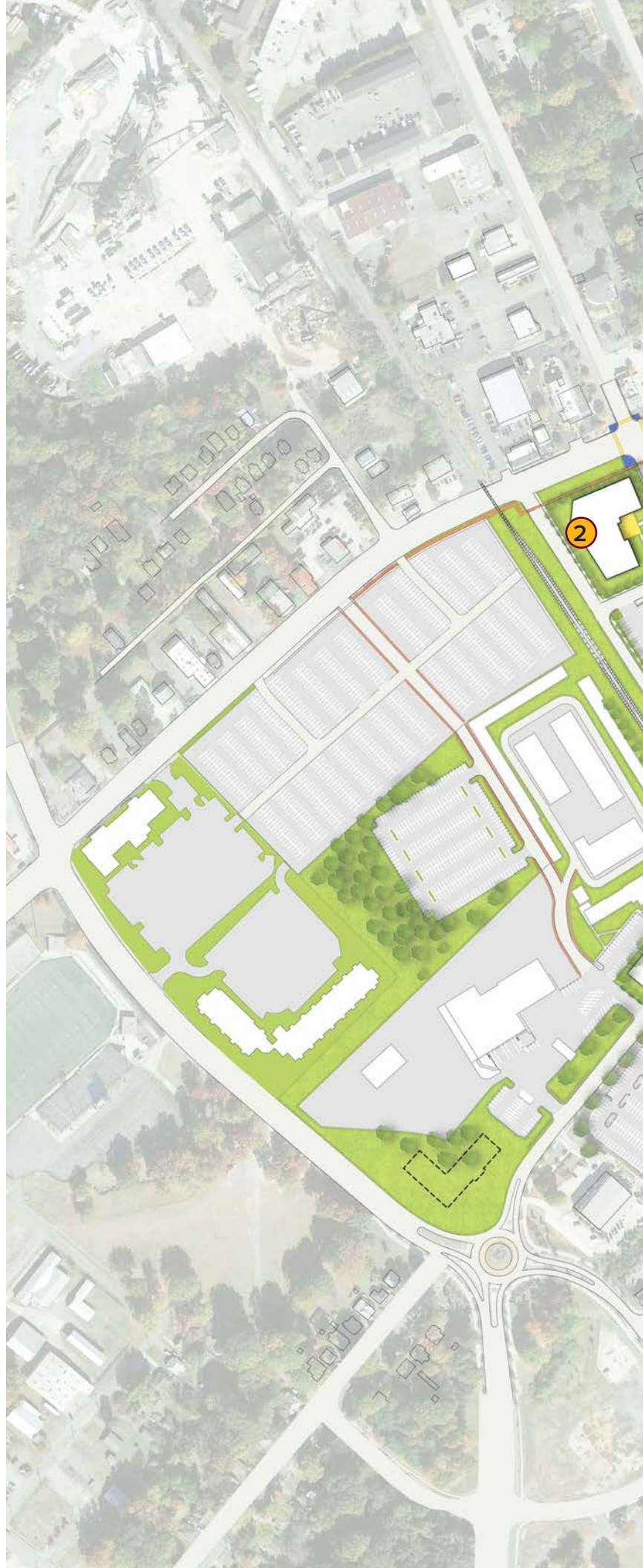
Key Projects

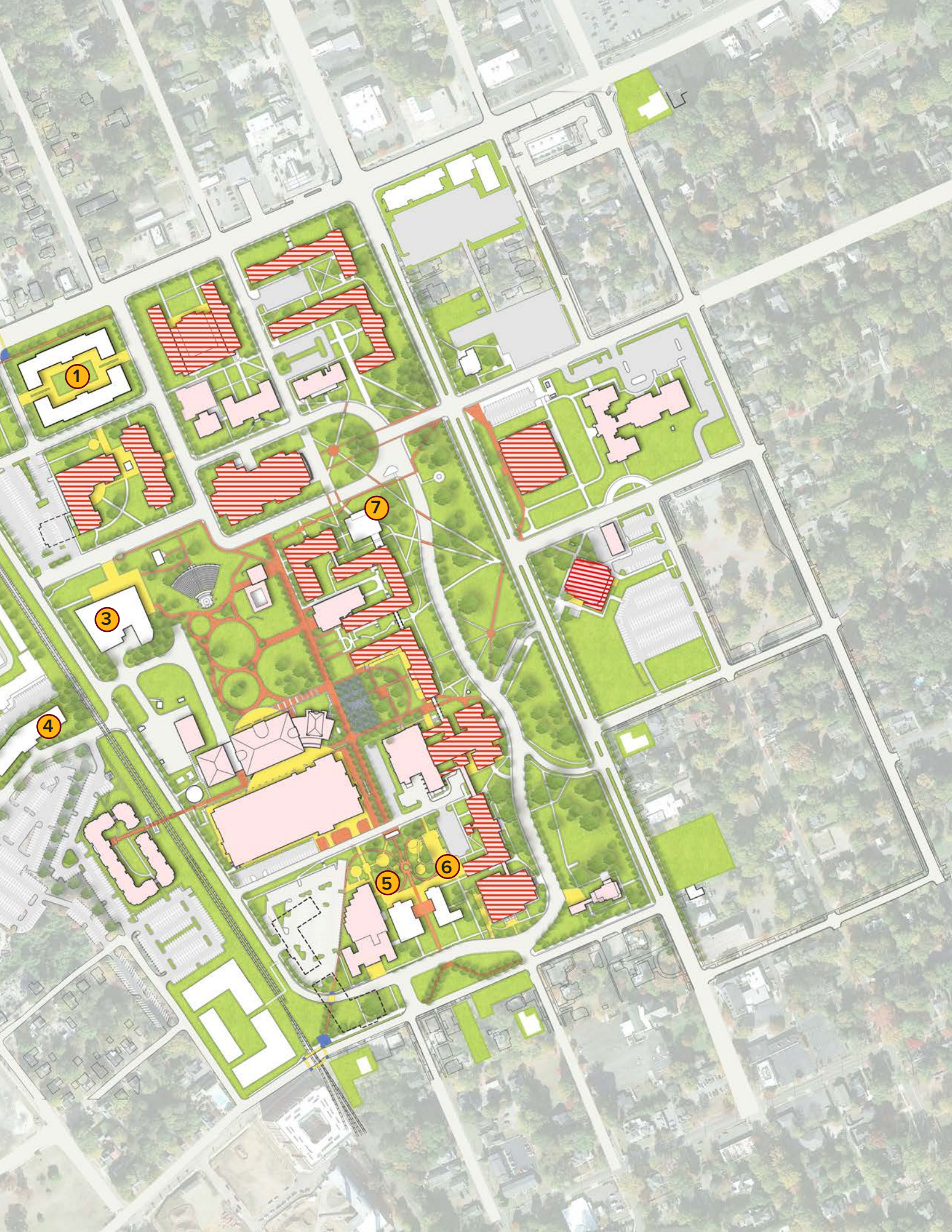
The Campus Plan illustrates a series of renovation, landscape enhancement, and new construction projects that will support the University's strategic goals and priorities and make its physical environment increasingly student centered.

1. **New Residence Hall**
2. **New Science Building**
3. **New Dining Facility**
4. **New Residence Hall**
5. **New Academic Building**
6. **New Student Space Building**
7. **New Academic Building**

Demolished: Crawford, Wofford, Richardson, Roddey

-  New Building
-  Major Renovation
-  Existing Building





1

7

3

4

5

6

Building Renovations

Winthrop's top facilities priority is renovating buildings to address condition issues. Students, faculty, and staff reinforced widespread support for this direction. Furthermore, the space needs assessment highlighted that while the University remains at lower enrollment levels, it does not need to increase the size of its overall footprint significantly. Instead, the University must shift its use of space to support changing student learning needs, pedagogies, and staff work styles through renovation.

Nearly every building on campus requires some level of reinvestment. Renovations range widely in scope from minor reconfigurations to a refresh of finishes and on to full gut transformations. First and foremost, renovations must comply with current building codes, address critical deferred maintenance items, and ensure accessibility of the site and building. The renovation strategy should also address the way interior spaces are configured, finding creative ways to maximize the original design to meet current needs. Creating clear circulation, providing natural light to all occupants, and prioritizing shared amenities over assigned, single occupant spaces are all important goals. This approach applies to comprehensive renovation projects across campus. The Campus Plan illustrates the transformative potential of renovations to several campus buildings.



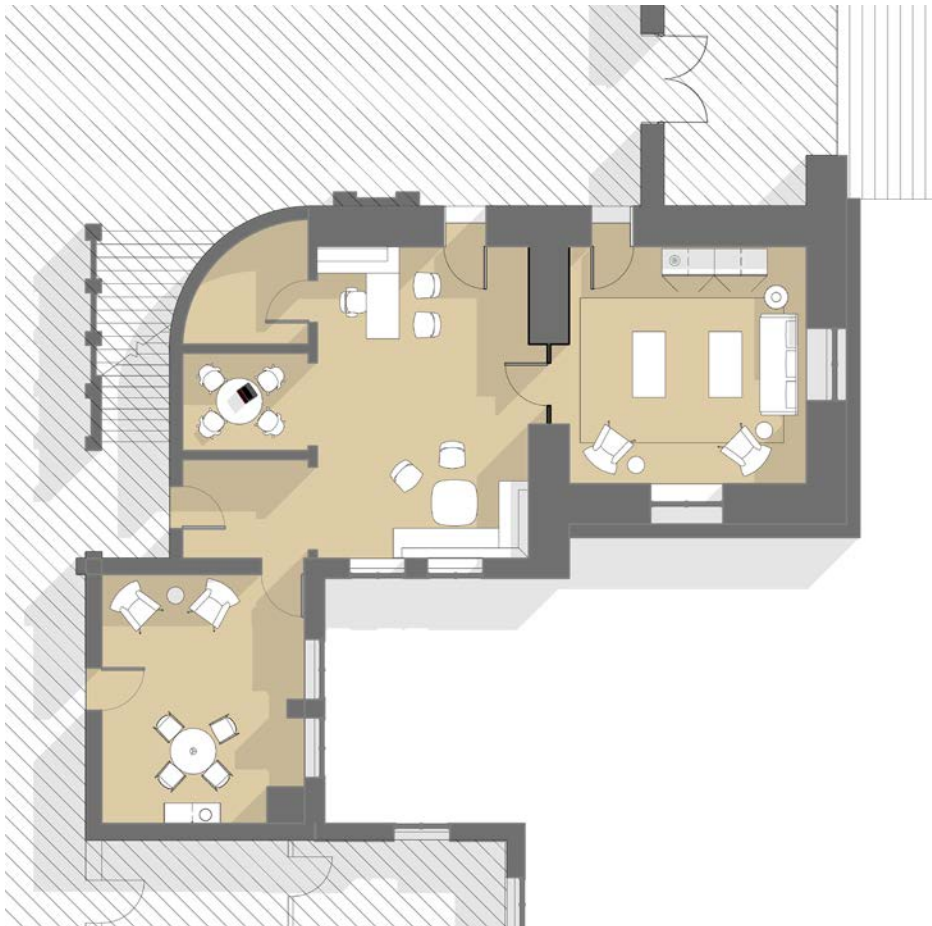
Renovations should focus on enhancing the experience for building users in academic and administrative buildings, student spaces, and residence halls as well as addressing critical deferred maintenance items.

Tillman Hall

As the first and most significant historic building at Winthrop, Tillman Hall holds a distinguished place at the heart of campus. Unfortunately, it is underutilized as a place to welcome and host visitors. Although the lobby is well maintained, visitors are greeted by closed doors, long hallways, and minimal wayfinding. The goal of this recommendation and test fit is to create a welcoming Administrative Resource Center – converting an existing office and meeting space on the first floor into a space for greeting visitors to Tillman Hall and campus. Opening this existing space located just off the main entry for more public use will support efforts to create more student engagement and help direct visitors to appropriate resources within Tillman or across campus and can be accomplished with minimal renovations and expense.



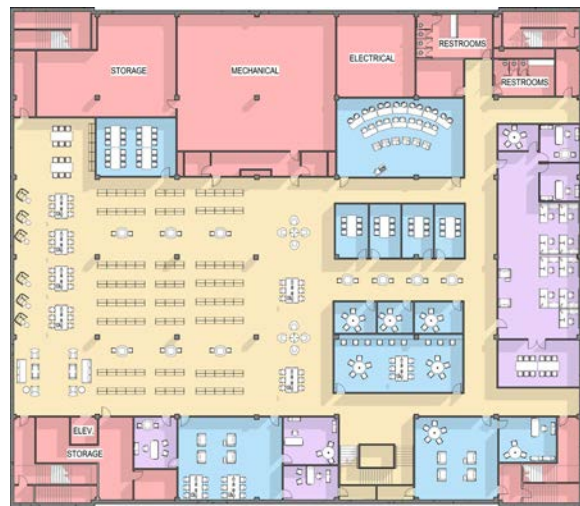
Photo of existing Tillman Hall lobby



Floor plan of proposed Administrative Resource Center in Tillman Hall

Dacus Library

Dacus Library serves a vital role on Winthrop's campus. To uphold the library's mission to "support the instructional and research activities of the Winthrop University academic community" and to incorporate modern trends in campus library design, it is recommended that Dacus be renovated. It is also recommended that the library strategically incorporate some of the academic programs and departments currently located in Dinkins to create a new Academic Resource Center. Including a café or other informal food vending service within the library will not only benefit the library patrons but also help address the lack of availability of food and student gathering space across Oakland Avenue on the east side of campus.



BASEMENT LEVEL



FIRST FLOOR



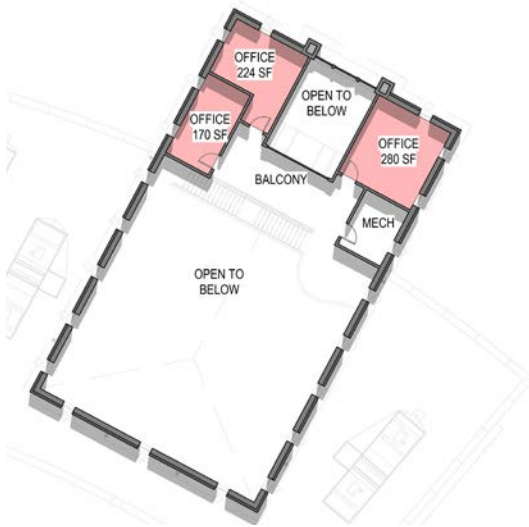
SECOND FLOOR

Proposed floor plans for renovated Dacus Library to create a new campus Academic Resource Center.

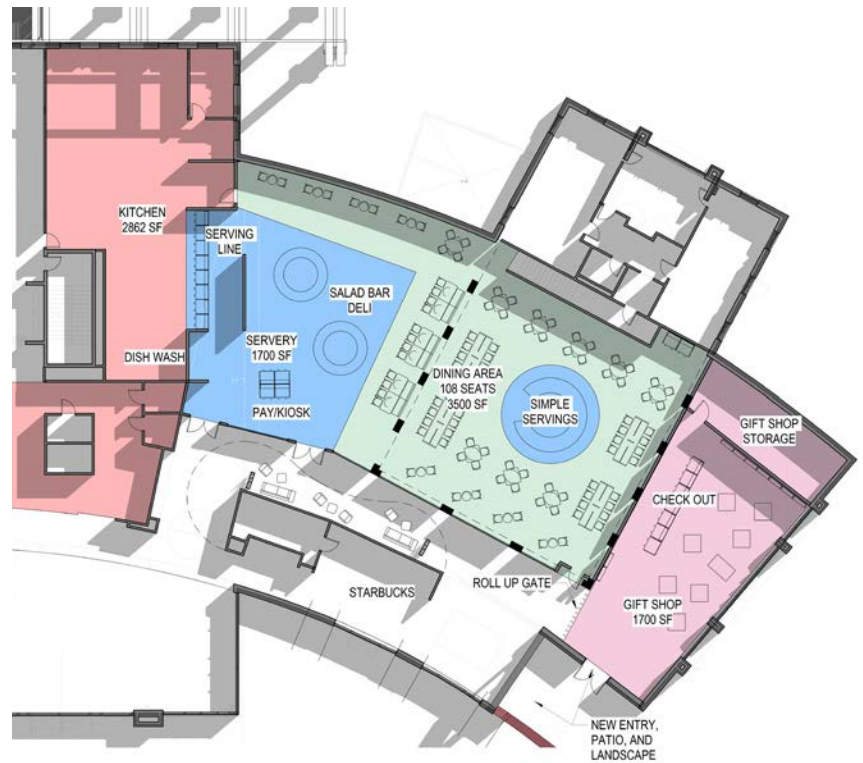
Residential Dining

Winthrop provides diverse dining options across campus including traditional residential dining, food court dining, retail dining, and a convenience store. The Eagle Eatery in Thomson Hall is located on the northwest perimeter of campus. Originally designed in the 1960's as a traditional cafeteria located between the east and west wings of the residence hall, The Eagle Eatery is the only residential dining option on campus. A dining hall renovation study was conducted prior to the campus planning process, and the study concluded it would not be cost effective to renovate the existing facility. A test fit for residential dining in The DiGiorgio Student Center suggested a short-term solution to serve the needs of the campus for the next three to five years: The space currently occupied by the University bookstore on the first floor would provide adequate space for a kitchen, servery, and dining area. In the long term, the Campus Plan recommends a replacement dining hall- perhaps constructed in two phases.

GSF SPACE PROGRAM	SCENARIO 1 INCREASE PARTICIPATION	SCENARIO 2 INCREASE PARTICIPATION	SCENARIO 3 + 300 NET RESIDENTS	
FUNCTIONAL AREAS	CONTAINED RESIDENTIAL DINING	4 CONCEPT RESIDENTIAL	2 CONCEPT RESIDENTIAL	FREE STANDING DINING FACILITY
DINING AREA/ ROOM	3,800	2,250	1,250	4,300
SERVERY	2,100	1,400	700	2,400
KITCHEN (NO CATERING)	800	600	300	900
DISH WASH	800	650	200	900
STORAGE	800	600	300	900
SUPPORT	550	350	200	600
TOTAL	8,850	6,150	2,950	10,000
NUMBER OF SEATS	162	109	PART OF FC	185
NUMBER OF PLATFORMS	6	4	2	7



UPPER LEVEL: Proposed renovation to create offices for food service staff.



MAIN LEVEL: Proposed renovation to the DiGiorgio Student Center bookstore to create a short-term residential dining solution.

Key Redevelopment Projects

Demolition

While the Campus Plan emphasizes renovation and renewal of Winthrop's buildings, some assets have reached the end of their useful life. Prior to beginning the planning process, the University had determined Wofford and Richardson Residence Halls would be demolished due to structural and infrastructure failures. Additionally, the Campus Plan recommends demolition of two additional buildings, Crawford and Roddey Hall.

The Crawford building, built in 1896, is home for the Center for Student Wellness and provides important student service functions. Due to the advanced age of the building, limited space for expansion or improvements to infrastructure, and accessibility concerns, it is recommended Crawford be demolished. In the short term, all occupants of the building would be relocated to more suitable swing space on campus to allow for the demolition of Crawford. Located in the center of campus adjacent to Scholars Walk, the plan proposes that this site become a new campus open space.

The plan also identifies a future opportunity to demolish Roddey Hall and redevelop the site for academic facilities. The Roddey building is in deteriorating condition and has accessibility concerns. Its current layout was configured to support married student housing, including pass-through bedrooms that are awkward for roommate shared living. The planning process explored renovation concepts that address some of the building's shortcomings, but do not create the type of units that are most desirable for today's upper division students. Redeveloping this site creates an opportunity to extend Scholar's Walk to the south, creating a new southern gateway to campus that reinforces the University's connection to redevelopment in the Knowledge Park area of Rock Hill.



Long-Term Build-out Capacity

Current enrollment patterns and near-term program plans suggest minimal need for new construction. However, the Campus Plan illustrates highest and best use of its landholdings as an important part of its commitment to long-term stewardship. Winthrop's campus has several buildable sites. Consistent with the physical planning principles, the Campus Plan concentrates new construction opportunities close to the core to create an increasingly connected and compact campus.

Potential Future Academic and Administrative Building Sites

The space needs assessment indicates that Winthrop has current quantitative deficiencies in its College of Visual & Performing Arts (CVPA) space that are exacerbated by facilities condition issues across many of their buildings. Two identified building sites have adjacencies to current CVPA facilities and could be opportunities to improve and expand the space supporting these distinctive Winthrop programs. A portion of the Roddey redevelopment area would be an ideal site for V&PA expansion. A new facility could be constructed as an addition to Johnson Hall. The other opportunity site is an identified addition to the Bancroft Building. This is a prominent site at the main entry to campus and adjacent to the Byrnes Auditorium. In addition to potential V&PA spaces, this location would also be appropriate for general purpose classrooms, informal social and collaboration space, and/or a food service satellite venue.

The University has also discussed expansions of science and clinical type programs in the future. The plan has identified a site at the intersection of Cherry Road and Alumni Drive as a potential site to house these sorts of programs. It is adjacent to Winthrop's current science facilities and occupies a prominent and visible location that would be particularly appropriate for programs with outreach components.

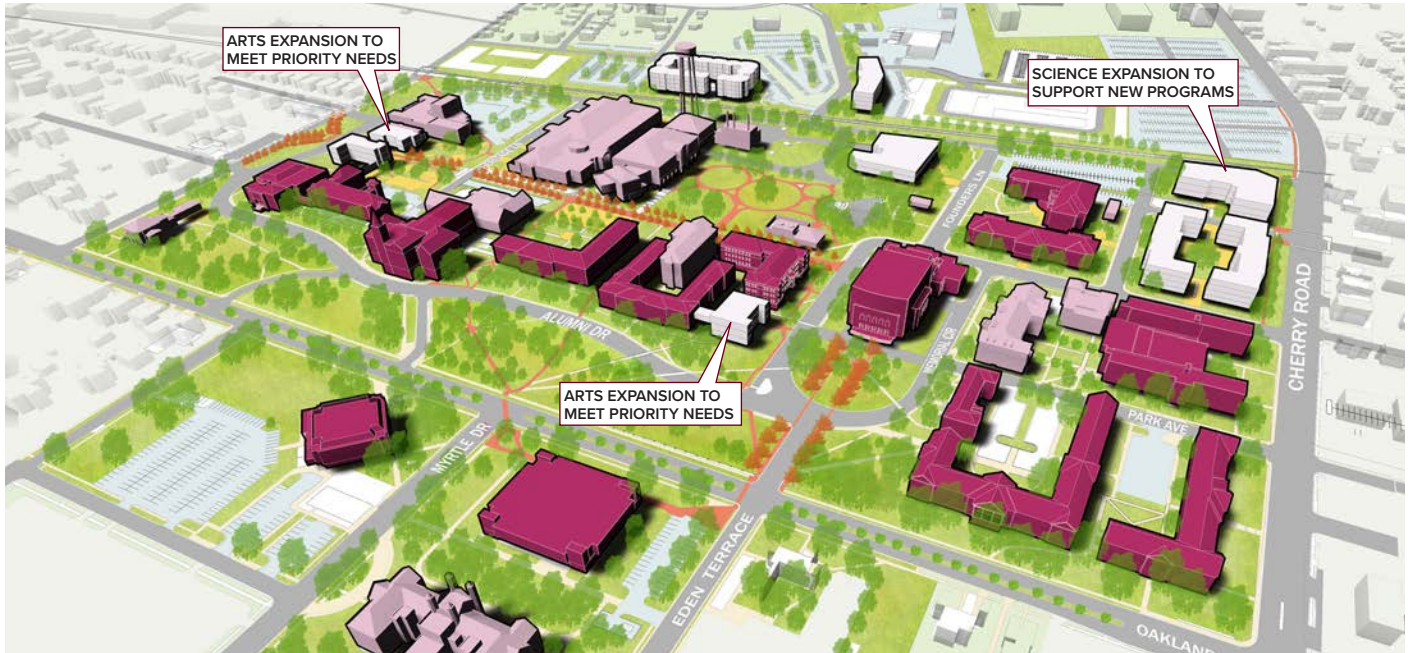
Potential Future Student Life Building Sites

Above and beyond the residential dining renovations described in earlier sections, the Campus Plan identifies a potential site for a new dining hall that may be needed to support a larger student body in the future. The site is currently a gravel parking lot adjacent to the Campus Green, Sims and Dalton Halls, and the Little Chapel. This central and prominent location is close to the main concentration of campus residence halls and capitalizes on the loading and service drive for the DiGiorgio Center.

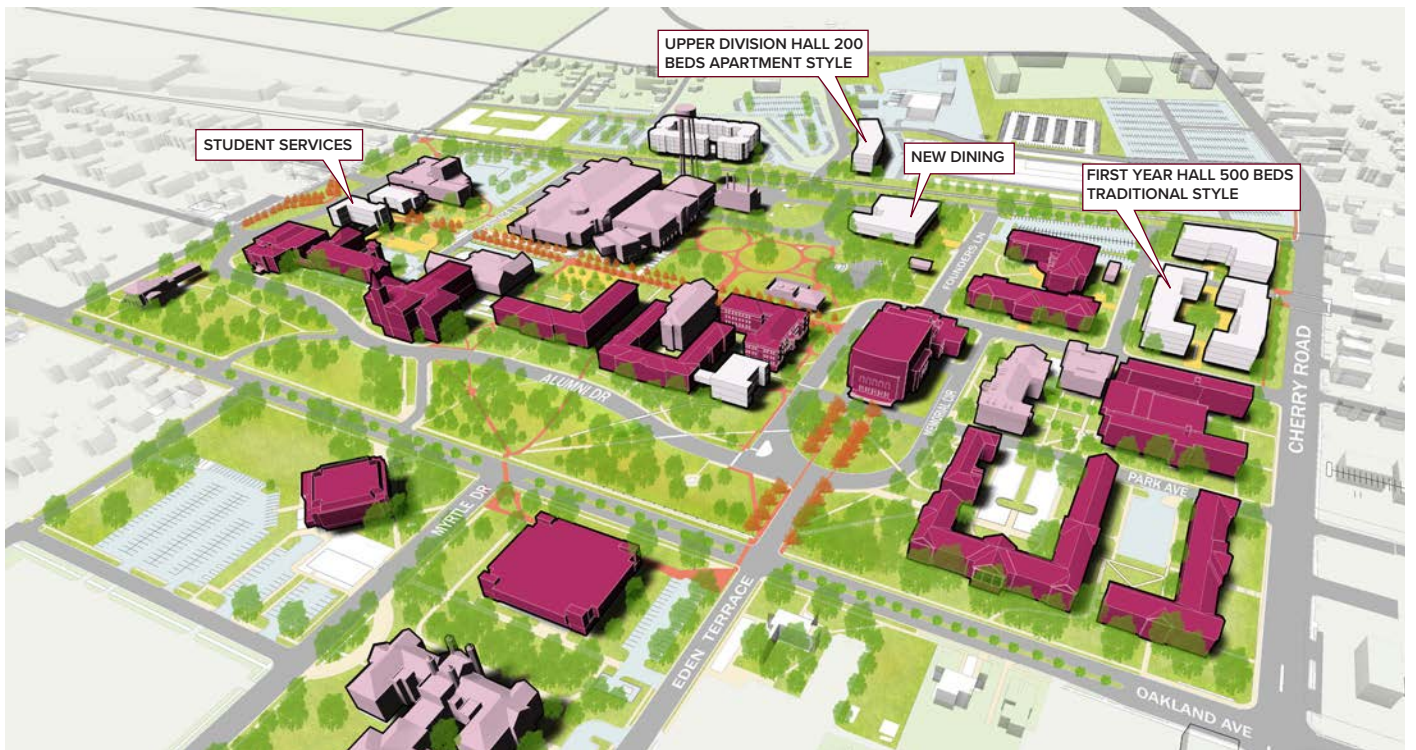
The residence hall assessment suggested that the University construct two new residence halls, one with traditional units for first-year students and a second apartment-style hall for returning upper division students. The Campus Plan locates the first-year residence hall on the site of Wofford and Richardson Halls after their demolition. This maintains the cluster of residential facilities in the northern area of campus. It also presents an opportunity to establish a more engaging and welcoming presence for the campus edge along Cherry Road, to potentially include a new signalized vehicular entrance to campus with gateway signage.

The planning process explored and identified multiple sites that could accommodate an upper-division residence hall. The plan illustrates a new apartment-style residence hall on Columbia Avenue west of Alumni Drive. It would sit in front of the Facilities Maintenance and Operations Complex, activating the railroad crossing area. The new residence hall would be accompanied by site enhancements that improve pedestrian safety.

The Roddey redevelopment area also includes capacity for a second new building, and the planning process considered that as an optimal location for long-term expansion of student services, particularly focused on wellness to take advantage of connections to Hardin Garden.



NEW ACADEMIC FACILITIES



NEW RESIDENCE HALLS / NEW STUDENT FACILITIES

- New Building
- Major Renovation
- Existing Building

Circulation and Landscape

During the scenario planning process, the Steering Committee discussed the potential impact of landscape activation, and the University begun implementing this approach on campus right away by adding Adirondack chairs and sculptural hammock stands around campus. These elements have been positively received by students and faculty and well used. Continuing to add low-cost, high impact activation elements such as swings, special lighting, and colorful furniture in areas such as Scholars Walk, and Winthrop Lake will create energy and social moments throughout the campus.

Hardin Garden is under-maintained and underutilized campus space with significant opportunity. Due to the pandemic, outdoor learning has become a heavily sought-after amenity and Hardin Garden features spaces already suitable to support this desire. Re-designing and configuring the display nodes within the Garden to be able to accommodate everyday use, occasional classes, and special events will create a dynamic space with a variety of interests. Well maintained plant material, diverse art installations, and more frequent use of the existing water features should make Hardin Garden a destination for the campus community.

Larger landscape and circulation projects should target the campus edge to create a palette that announces and identifies the campus to all users. Locating signage at key intersections and entry points to the campus will establish clear gateways that signify to users that they have arrived at Winthrop University. Signage should be designed to complement the campus character through materiality and subtle detailing. At the southwest corner of campus, Stewart Avenue currently feels like a backdoor to Winthrop and has pedestrian safety conflicts with the railroad crossing. However, with many students living in the area and the nearby Knowledge Park redevelopment, the Campus Plan proposes creating a gateway in this location through signage that promotes safety and reinforces identity and the introduction of a direct dedicated pedestrian path to Scholars Walk. Select fence removal along Stewart Ave communicates openness and welcome, while maintaining the fence along the railroad edge encourages crossing at designated locations.

Oakland Avenue is proposed to receive a streetscape revision to promote Winthrop University and to enhance vehicular and pedestrian safety. Beginning with the removal of the fence along Oakland Avenue, which is proposed to create a visually porous campus with vistas through to buildings, program, activity, and the campus community, the proposed streetscape will also feature uniform street trees, light fixtures, banners, and other site furnishings. The previously mentioned gateways will encourage pedestrians to cross Oakland Avenue at dedicated crosswalks, and the development of a more unified streetscape should create a safer pedestrian experience via more attentive drivers.

Within the heart of the campus, the proposed renovation of Margaret Nance Hall allows for review of the adjacent parking lot and its best use for the campus in the future. Located adjacent to Scholars Walk, a social garden is proposed as a new node and event space of the central campus. Its intent will be to provide shade, encourages interaction, and offer a unique, flexible space that is not found elsewhere on campus. Large picnic tables, moveable furniture, fire pits, outdoor games, and string lights are planned to create an atmosphere that creates energy within a key area of campus.

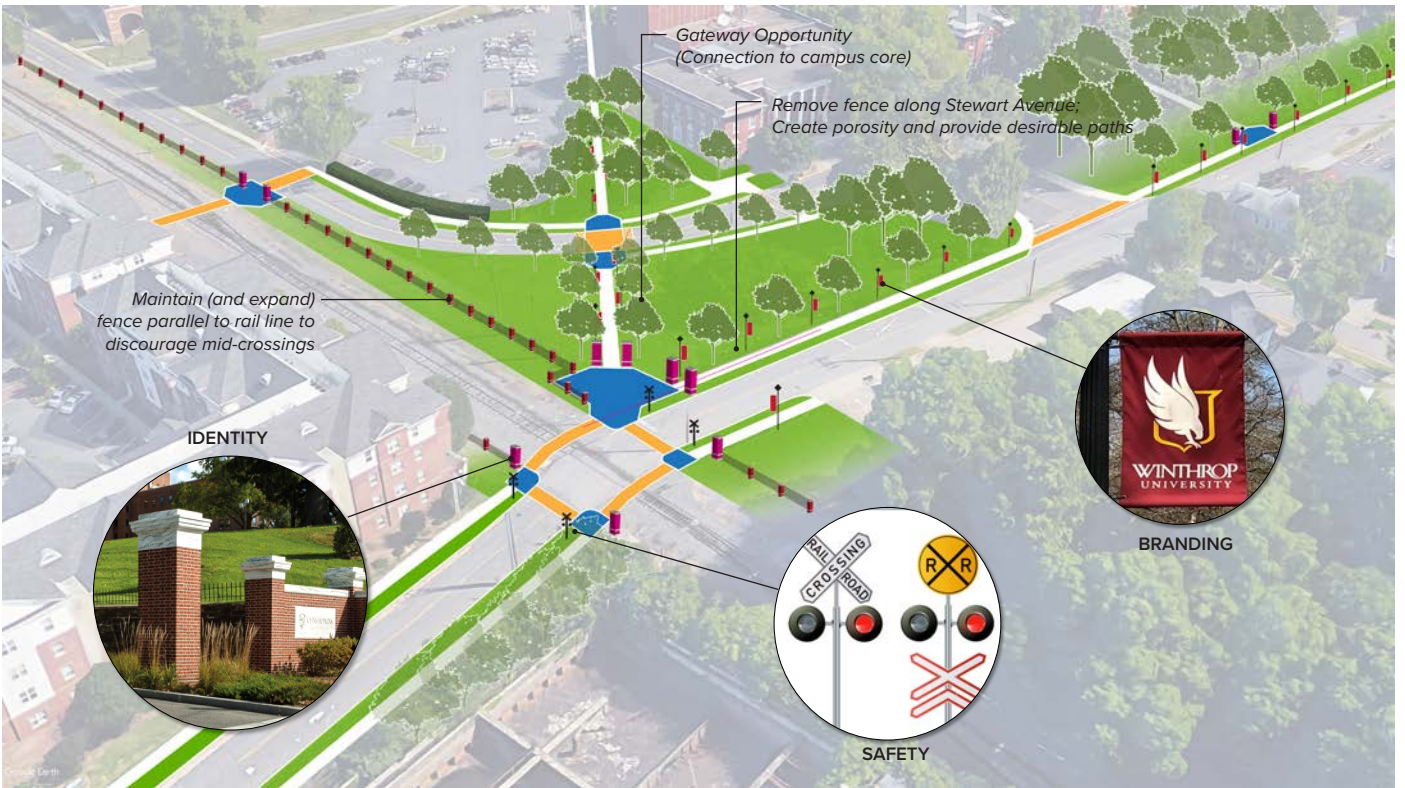
The Campus Plan introduces a new gateway on Cherry Road by creating a new campus street at the signalized Camden Road intersection. This will promote safer and easier vehicular and pedestrian circulation. New buildings on either side of the street and gateway signage will create an engaging campus edge. It also proposes a new campus street connecting the Cherry Road parking lot to Columbia Ave. This street would include dedicated and well-lit pedestrian paths to make this parking resource better connected to the core campus.

At the Recreational and Research Campus, minor interventions can be implemented to leverage the natural space that exists today. Dedicated signed trails are proposed in Winthrop Woods to create an engaging social and educational experience, with the potential to include outdoor fitness equipment for additional exercise opportunities. Swings and hammocks are proposed for installation around Winthrop Lake as shaded areas to encourage rest and contemplation – a larger proposal at the Farm Campus is the redevelopment of College Lake Drive to create a pedestrian friendly streetscape that allows for a dedicated multiuse path, a travel lane, and a parking lane.





SOUTHWEST GATEWAY EXISTING



SOUTHWEST GATEWAY PROPOSED



OAKLAND AVENUE EXISTING



OAKLAND AVENUE PROPOSED



MARGARET NANCE PARKING AREA EXISTING



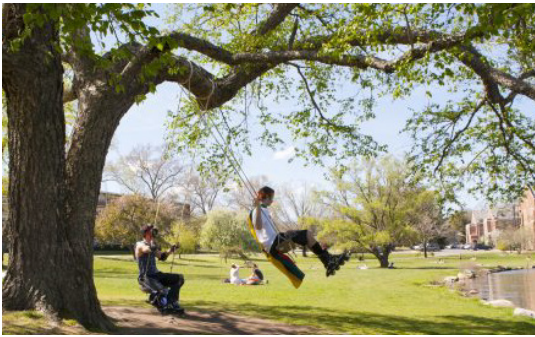
PROPOSED COURTYARD ALONG SCHOLARS WALK



PROPOSED NEW RESIDENCE HALL AND ACADEMIC BUILDING ALONG CHERRY ROAD

Recreation and Research Complex

Opportunities - Activation



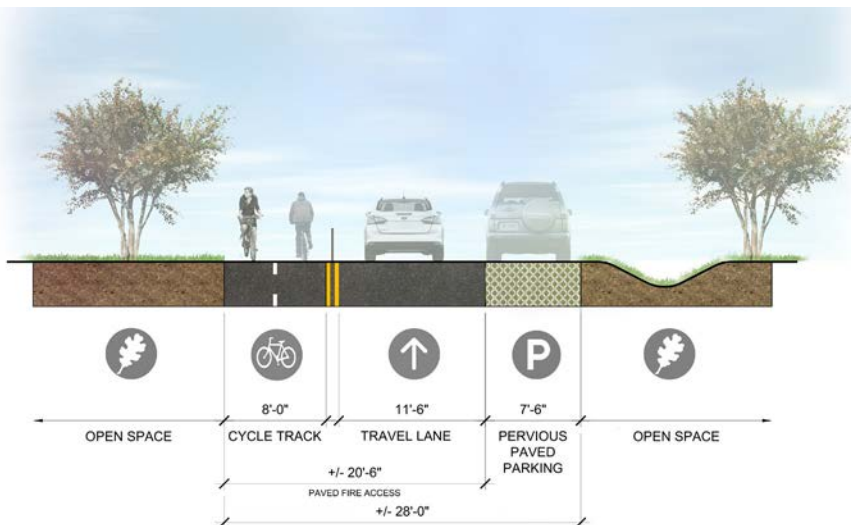
UNIVERSITY OF CONNECTICUT

Trail and Signage Enhancements



COLLEGE OF CHARLESTON, STONO RIVER PRESERVE

Opportunities - Streetscape Improvements





- Activation Opportunities
- Streetscape Improvements
- Additional Recreation Fields
- Trail and Signage Enhancements
- Future Land Use Change
- New Building
- Existing Building

Implementation

The Campus Plan establishes organizing concepts for Winthrop's physical environment. It focuses on how each individual project relates to the existing campus and other potential projects to create a cohesive whole. The implementation process will involve multiple subsequent phases:

- Feasibility study to define the program, scope, and budget of a project
- Design process to develop the layout, aesthetic, material, and spatial characteristics
- Construction phase with duration varying based on project complexity

Flexible Implementation Framework

Priorities, funding, and other factors are always shifting. The Campus Plan includes a conceptual phasing strategy that embeds flexibility by identifying clearly which projects the University can execute independently without direct physical ties to any other significant investments. The plan emphasizes these independent projects over dependent projects, which must be completed in a defined sequence.

Phasing

The conceptual phasing plan identifies approximate timing of the projects identified for the purpose of illustrating the overall time required at minimum to execute various changes. The specific timing of each project will be determined by the University based on funding availability and priorities.

Near-Term: 1-3 Years

The Campus Plan first prioritizes small-scale renovations and landscape enhancements that address critical issues. This phase could potentially include:

- Landscape activation with furnishings campuswide and an outdoor classroom
- Establishing a new landscape gateway at the southwest corner of campus, connecting to Knowledge Park

- Optimizing the classroom supply through new furnishings and technology that allow more space per seat to support active learning, and converting surplus classrooms to study and collaboration spaces
- Housing renovations in Lee Wicker and Phelps
- A series of migration projects to create new homes for priority programs including the Veterans Center, Center for Student Wellness, and Career Services, all of which occupy very poor-quality space today
- Establishing an Administrative Resource Center through renovation of Tillman Hall

Mid-Term: 3-8 Years

The mid-term projects focus on larger, comprehensive renovation projects and associated landscape enhancements. To minimize the need for swing space and multiple moves, these renovations can be executed in sequence:

- Dacus Library renovation for an Academic Resource Center
- Oakland Avenue Landscape Enhancements
- Dinkins Renovation to house new programs including the Center for Student Wellness
- Crawford Demolition
- Renovation and Reconfiguration of Margaret Nance Hall
- New courtyard adjacent to Margaret Nance, at the previous Crawford site

Long-Term: 8-15 Years

The long-term projects include redevelopment projects that establish new academic, student life, and residential buildings as needed to support growing enrollment or new programs established in the future. Creating new buildings also suggests opportunities for circulation enhancements. This would include a signalized intersection from Cherry Road to create a northern entrance to campus, along with improvements to the Cherry Road parking lot to better connect it to the core campus, especially for pedestrians.





SCHAFFER



6. ACKNOWLEDGMENTS

Steering Committee

Chris Johnson, Facilities Management, Committee Co-chair, and Winthrop PM for the CMP

Kimberly Faust, President's Office, Committee Co-chair

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