Nowhere to Grow: Rationale Behind the Expansion of The College of Charleston Campus, 1960-2024

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NOWHERE TO GROW: RATIONALE BEHIND THE EXPANSION OF THE COLLEGE OF CHARLESTON CAMPUS, 1960-2024

A Thesis
Presented to
the Graduate School of
Clemson University

In Partial Fulfillment
of the Requirements for the Degree
Master of Science
Historic Preservation

by
Gabriella Marie Rowsam
May 2024

Accepted by:
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ABSTRACT

There is constant pressure for a higher education institution to expand and modernize to continue to attract potential students, but for those located in dense historic cities their campus expansion is often impeded by the surrounding built environment. This statement proves true when examining the case study of the College of Charleston, which is situated in the compact historic city of Charleston, South Carolina. This thesis explores the multitude of influential factors that have impacted the growth of the College of Charleston’s campus from 1960 to 2024. These factors include a growing student population, political dynamics, administrative vision, financial considerations, modernity, connectivity, sustainability, and evolving preservation and planning ideologies.

Historic structures on a higher education institution’s campus are often integral to its identity, but the historic fabric surrounding these institutions not deemed worthy of preservation are often sacrificed to expand its built environment. Through thematic coding, primary sources were examined to determine which influential factors impacted the College of Charleston campus expansion. Using ArcGIS Pro, a campus property inventory, cross deed indexes, historic maps and aerals, a visual analysis was created to better comprehend the campus expansion.

The findings of this study show that campus planning and preservation ideologies are among the most impactful factors concerning the enlargement of the College’s campus. These influential factors not only have shaped the College of Charleston campus but the City of Charleston as well.
DEDICATION

To my family and friends

- you know who you are –

Without your support I would not be where I am today
ACKNOWLEDGMENTS

I would like to extend my gratitude to my committee members. Firstly, to my committee chair, Amalia Leifeste, for your encouragement and guidance. This thesis would not be possible without you. I will be forever grateful for support. To Barry Stiefel and Laura Lee Worrell thank you for your valuable insight and expertise.

Most importantly thank you to my parents Julia and Alan who have supported my dreams. Last but not least, thank you to the amazing campfire circle who made graduate school all the more memorable.
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CHAPTER ONE
INTRODUCTION

This thesis seeks to determine the multitude of influential factors that have impacted the growth of the College of Charleston’s campus from 1960 to 2024. The College of Charleston is a historic higher education institution located in the historic urban city of Charleston, South Carolina. Like the historic city of Charleston, the College is well known for the preservation of its historic structures. Surrounded by a historic neighborhood, the College of Charleston’s campus gradually expanded throughout the early to mid-20th century. The campus began to drastically increase in size during the late 20th century once the College became a state institution in 1970. The College of Charleston was founded over 250 years ago and its history has been well studied. Professionals have written literature concerning the history of the institution that discusses its campus expansion, but there is not an exploration of the different rationale or logics that decision makers were using to make decisions about buildings and property to purchase, demolish or rehabilitate. The expansion of the College of Charleston campus was directly influenced by a multitude of factors, including, a growing student population, political dynamics, administrative vision, financial considerations, modernity, connectivity, sustainability, and evolving preservation and planning ideologies. Through spatial analysis, the progression and alterations in the physical development of the campus will be analyzed. This study will determine the multitude of influential factors that have impacted the enlargement of the College of Charleston’s campus from 1960 to 2024 by coding primary source documents that contain explanations about the decision-
making process for campus change. Analysis will then look at the quantity of factors used as rationale over time to observe patterns in what influenced campus change.

For a higher education institution, there is constant pressure to expand and modernize to continue to entice students to attend. The programmatic needs of universities and colleges often call for large spaces for assembly and lectures, labs, etc. Historic buildings on an institution’s campus can be seen as “integral to its identity,” but they can also be viewed as “inefficient or even non-functional as needs and standards for comfort, teaching and education have changed over time.”¹ For an institution to invest in a building it must function in a modern sense. It can be difficult for an institution to justify spending a large amount of money to maintain a historic structure that serves a limited number of people when that same money could be used on a much larger and modern building that can accommodate a larger number of individuals.² Charleston is one of the only cities in the nation where “the richness of the colonial past resides side by side with present-day urban complexity.”³ Higher education institutions can stimulate a local economy and help revitalize a city’s built environment, but they can also have adverse

effects such as displacement gentrification and increased property value.\textsuperscript{4} Campuses of a higher education institution can vary in shape, size, and design, but historic cities are often compact which has caused the campus of the College of Charleston to face constraints.\textsuperscript{5}

In Chapter Two, literature and pertinent sources will be examined to provide context concerning architecture and society, the evolution of preservation ideologies and campus planning. Chapter Three will explain the methodology that will be used to answer the research question of this thesis: What are the multitude of influential factors that impacted the enlargement of the College of Charleston’s campus from the beginning of the 20th century to the present day? The methodology will be heavily informed by primary sources as well as spatial analysis. Chapter Four will present the gathered information and provide an in-depth history of the evolution of the College of Charleston’s campus. Chapter Five will analyze the findings and convey their significance and Chapter Six will provide a conclusion to determine who will benefit from this research.

The College of Charleston is a well-studied historic higher education institution, and the expansion of its campus is understood. Still, the factors that influenced the development of its built environment remain unexplored. Throughout the 20th century, the institution began to expand beyond its original boundaries and encroached upon the


\textsuperscript{5} Thomas D. Wilson, “A Brief Biography of Charleston” \textit{Charleston and Savannah: The Rise, Fall, and Reinvention of Two Rival Cities}, (Athens, GA: The University of Georgia Press, 2023), 9.
historic residential neighborhoods surrounding it. There is friction between the residential neighborhoods and the pressures for student housing etc. associated with the College. Part of understanding this tension is knowing the motives and attitudes of decision-makers within the College of Charleston as they initiated and oversaw major campus change. A profound understanding of the various factors that influenced the expansion of the College of Charleston campus can offer significant perspectives for future campus expansion.

**History**

At the time of composing this thesis, the history of the city of Charleston spans 354 years, while the College of Charleston has been in existence for 254 years. The city's history and that of the higher education institution have been thoroughly researched, and in-depth information regarding their extensive histories is widely available. The ensuing narrative is a concise history that aims to provide a background for the history of the College of Charleston and its correlation with the City of Charleston. Following the analysis of the thesis findings, a spatial analysis of the College of Charleston campus expansion will be conducted.

In 1670, English settlers arrived in the present-day Charleston Harbor and established a settlement on the western side of the Ashley River which was later named Charles Town as a tribute to Charles II, the King of England.\(^6\) Ten years later, the settlement was relocated to the uncharted territory of the present-day Charleston

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Peninsula, thus creating the "new Charles Town", which served as the capital of the Carolina colony until 1786, when it was relocated to Columbia. From the early 18th to the mid-19th century, Charles Town prospered as a trading post and the location of the port city made it a part of the main “Atlantic Highway.” With the exportation of rice and indigo, which was cultivated by slave labor on large plantations, the city became a Lowcountry metropolis and one of the largest and wealthiest cities in the American colonies. Prior to its settlement, a comprehensive plan, known as the “Grand Model,” was created for the city and included “a grid of nearly a dozen unnamed streets arrayed over the southernmost portion of the peninsula, bounded on the southwest by the Ashley River, on the southeast by the Cooper River, and bounded on the north by an imaginary line running through the center of modern Beaufain Street and continuing eastward towards the Copper River (Figure 1.1).”

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In 1704, due to the fear of a Spanish attack, Charles Town was transformed by its enclosure and fortification of 64 acres of the “highest and driest real estate” (Figure 1.2). This restricted the city’s growth for decades and in 1723 it was decided that the walls would be removed.\textsuperscript{10} With the removal of the walls, it began to expand beyond its original boundary during the 18th century, stretching outwards toward the western and northern portions of the peninsula. As the land on the peninsula became more valuable marshland was infilled.\textsuperscript{11} An act passed in 1712 by the Commons House of Assembly

\begin{itemize}
  \item \textsuperscript{11} Robert N. Rosen. “The Colonial City (1720 -1765).” A Short History of Charleston (The University of South Carolina Press, 2021), 22-23.
\end{itemize}
authorized the acquisition of land for the establishment of a “Free school” which would provide an education to young white boys. In 1724, ten acres of land were purchased by the Commissioners of the Free School, and a building was constructed ca. 1728. This land was later granted to the College of Charleston in 1785.\textsuperscript{12}

Despite the fact that Charleston thrived as a port city, it also endured significant destruction caused by both wars and natural disasters. During the American Revolution Charleston was captured by the British in May of 1780 and the city was ruled by British authorities for two and a half years until it was recaptured by colonial forces in December

of 1782.\textsuperscript{13} Following South Carolina’s secession from the Union in 1860, Confederate forces bombarded Fort Sumter in April of 1861, reclaiming it and driving out Union forces from Charleston Harbor.\textsuperscript{14} Eight months later, the city was engulfed in a state of panic as the sound of alarm bells and the exclamation of “fire” reverberated throughout its vicinity. The same year the city was devastated by “The Great Fire” which destroyed hundreds of buildings and resulted in millions of dollars of damage and extreme poverty seen throughout the city.\textsuperscript{15} Before surrendering on February 18, 1865, the city was bombarded by Union forces for 587 days, leaving the city in an extreme state of devastation.\textsuperscript{16} The city again experienced utter desolation on August 31, 1886, after it was struck by an earthquake. Approximately 2,000 buildings were extremely damaged which left many Charlestonians homeless and financially unstable.\textsuperscript{17}

Throughout the early 20th century, high poverty levels persisted and the neighborhoods in Charleston lacked a distinct pattern of racial segregation as both racial groups experienced poverty at similar rates. At the same time, the preservation movement began in Charleston with Susan Pringle Frost who sought to “redeem” and rehabilitate various historic structures in “horrible condition,” often occupied by immigrants and

\textsuperscript{15} Walter J. Fraser, “War and Peace,” Charleston! Charleston!: The History of a Southern City (Columbia, SC: University of South Carolina Press, 1991), 254-255.
\textsuperscript{17} Walter J. Fraser, “War and Peace,” Charleston! Charleston!: The History of a Southern City (Columbia, SC: University of South Carolina Press, 1991), 315-316.
African Americans, mainly throughout the South of Broad neighborhood. Her endeavors led to the founding of the Society for the Preservation of Old Dwellings, now known as the Preservation Society of Charleston, and the creation of the Old and Historic District, the country’s first community-based historic district zoning ordinance. During the ensuing decades, the city grew significantly, and race relations began to improve. To this day historic buildings continue to be preserved throughout the city, allowing it to promote itself as a historic city that allows millions of tourists to experience the historic southern allure.

The College, established in 1770 by affluent plantation owners and professionals, was founded to provide a local alternative to sending their sons to northern or English institutions to be educated. The same year the undeveloped land on the northwestern edge of the city was approved for development, including the area now known as Harleston Village. Wealthy Charlestonians built large residences in the area as a means of escaping the densely packed urban environment. Into the 19th century, the neighborhood’s popularity grew, eventually becoming a heavily populated part of the city. This led to the neighborhood, and later the College of Charleston campus, being made up of a mixture of colonial, antebellum and reconstruction era buildings.

In 1785, the College was officially chartered, and its inaugural classes commenced in 1790. Its campus grounds originally occupied the land in Harleston Village bounded by George, St. Philip’s, Coming and Boundary (later changed to Calhoun) Streets. During the late 18th and early 19th centuries, the College was plagued by financial difficulties which resulted in the College selling 75% of its land to pay off its debts and turning to the city government for financial assistance (Figure 1.3).

Figure 1.3: A depiction of the An Historical Map of The College Lands and Surrounding Territory which appeared in the College’s yearbook known as the Comet that was published in 1935. Source: College of Charleston Special Collections.

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This led to the College of Charleston becoming the first municipal college in the United States in 1837. In 1828 the central portion of the “Main Building,” now known as Randolph Hall, was built and the portico along with the east and west wings were added in 1850. The two other buildings whose iconic architecture is associated with the College of Charleston, Porters Lodge and Towell Library, were constructed in 1850 and 1855 respectively.

The College closed its doors in July of 1863 after much of its faculty and students “marched off into Confederate service.” To contribute to the war effort the College donated lead weights from its windows so that they could be melted to make bullets. In 1886, Charleston was shaken by a devastating earthquake leaving more than two thousand buildings that were declared severely damaged or unsafe. The wings of Main Building at the College of Charleston were destroyed and reconstructed between 1888 and 1894 (Figures 1.4 & 1.5).

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23 Walter J. Fraser, “War and Peace,” Charleston! Charleston!: The History of a Southern City (Columbia, SC: University of South Carolina Press, 1991), 264
Figure 1.4: An image of the Main Building at the College of Charleston taken by George L. Cooke after the 1886 earthquake. Source: Charleston Museum Archives.

Figure 1.5: An image of the Main Building at the College of Charleston taken by George L. Cooke after the wings of the building were demolished as a result of the damage from the 1886 earthquake. Source: Charleston Museum Archives
With the onset of WWI, the institution's enrollment numbers declined causing the College to again face financial issues. In 1918, following pressure from local women’s groups and financial strain, the College of Charleston admitted female students for the first time.26 Following WWII the G.I. Bill was introduced allowing veterans and members of their families to pursue higher education. This resulted in a surge in the student population. In 1949, African American Charlestonians insisted that “if they were forced to pay city taxes, they were entitled to the use of city services and institutions including the College of Charleston.” At the time the College was still a municipal institution and neither entity wanted to permit African American students to study at the College. The city sold the College to its board of trustees for $1. The College of Charleston was again a private institution allowing it to turn away African American applicants. Once more the College faced financial difficulties after refusing to sign the Compliance with the Civil Rights Act of 1964. After much debate, the Compliance Clause was signed in 1967 allowing African Americans to enroll at the higher education institution.27

The period from 1960 to 1970 was known as the “Decade of Development.” The campus slowly began to grow with the College purchasing portions of the land that formerly made up the original campus block and the historic structures that resided there. This decade was specifically chosen because the college celebrated the 175th anniversary

of its chartering in 1960 and the 200th anniversary of its founding in 1970. In 1970, the
College of Charleston became a state institution and state funding allowed the campus to
further expand.

Maps, reports and correspondences between individuals such as Theodore S.
Stern, former President of the College, and Albert Simmons, architect and
preservationist, discuss and convey the belief that few historic buildings were historically
or architecturally significant. Those structures that were deemed worthy of preservation
would be restored and adaptively reused in a way that would suit the College’s needs for
things such as offices, dormitories, classrooms and event spaces. This would result in the
College demolishing the vast majority of the historic buildings on their newly acquired
property within the following decades in order to construct large modern structures.

In 1975, the College received awards from both the National Trust for Historic
Preservation and the American Association for State and Local History in recognition of
its preservation and adaptive reuse of the 49 historic structures of “architectural value” on
its campus and bringing back a section of the historic city that “suffered an urban
blight.”28 The continued growth of the campus would allow the College to accommodate
more significant numbers of students each year leading up to 10,885 students in 2022.29

28 “Award for College.” *Evening Post* (Charleston, South Carolina,). May 16, 1975, 12; “With the
https://cofc.edu/about/ataglance/.
According to the College of Charleston, its campus encompasses 90 historic structures that contribute to its unique identity which continues to captivate prospective students.\textsuperscript{30}

\textit{Campus Development Post 1960}

Prior to 1960, the College of Charleston owned several downtown properties including Randolph Hall, Towell Library, Porters Lodge, 4, 6, 8 and 10 Green Street, 59, 61, 65, 169, 171 St. Philip Street, 177 Calhoun Street and the gymnasium at the northwest corner of George and Meeting Streets.\textsuperscript{31} After initial fundraising for the “Decade of Development,” which began during the term of President George Daniel Grice (1945-1966), the College purchased properties on the block bounded by George, St. Philip, Wentworth and Glebe Streets. The properties acquired on this block in 1961 included the Bishop Robert Smith House at 6 Glebe Street, now known as the President’s House, where the first classes of the College of Charleston were held in 1785, and the southwest corner of George and St. Philip Streets which held the Courtenay School.\textsuperscript{32} The latter was soon demolished and a student union building and dormitory were soon constructed on the site.\textsuperscript{33} Throughout the remainder of the decade, the College continued to purchase properties situated on the block bounded by Calhoun, College, Green and Coming


\textsuperscript{33} “College Will Begin 178th Year Today,” News and Courier (Charleston, South Carolina), September 10, 1962.
Streets, which formerly belonged to the College. The notable Sottile and Knox-Lesesne Houses were included in these purchases. The properties also purchased on “College Street” were demolished to make way for the Buist Rivers Residence Hall that was built in 1967 when Walter Raleigh Coppedge (1966-1968) served as College President.  

Following the status change of the College of Charleston from a private higher education institution to a state institution, under the leadership of President Theodore Sanders Stern (1968-1978), the College campus began to rapidly expand in the 1970s. This was to accommodate the increasing student enrollment. In July of 1970, the College of Charleston Foundation was organized as a “nonprofit corporation to operate on behalf of the College.” The organization, which still exists today, promotes research and scholarships, while also facilitating the “acquisition of real estate in support of the College’s long-range Capital Improvement Program.” This allowed the College to obtain properties at a faster rate than acquiring property through the College of Charleston Board of Trustees. The following year the President’s Advisory Committee on Area Preservation was created. The organization assisted the College in “recognizing the valuable buildings in the area” and recommended “methods of preservation”

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regarding adaptively reusing historic buildings.\textsuperscript{37} Individuals such as Albert Simons served on the committee and advised the decision makers of the College, such as President Stern, on projects regarding historic structures on the campus.\textsuperscript{38}

By 1972, the student population had increased to over 3,000 students and until the new facilities and renovations could be completed to accommodate increasing student enrollment numbers the College rented buildings, to use as classrooms, laboratories, faculty and administrative offices.\textsuperscript{39} The same year, the Charleston City Council approved the closing of “College Street” and “Green Street,” now known as College Way and Green Way, to vehicular traffic in order to convert them into a pedestrian walkway as all of the property bordering the streets was owned by the College of Charleston.\textsuperscript{40} By 1973, the campus continued to expand past its original boundaries buying land north of Calhoun Street, west of Coming Street and east of St. Philip Street.\textsuperscript{41} In a 1975 interview, President Stern stated that the College had “purchased more than 120 properties and have restored about 75 buildings” and “no more than 20 buildings (not of historical

\textsuperscript{40} “City Council,” Evening Post (Charleston, South Carolina), January 8, 1972; “College Street Will Be Closed To Cars Friday,” Charleston News and Courier (Charleston, South Carolina), August 18, 1972.
\textsuperscript{41} Campbell, Foxworth and Pugh, “Figure 3,” College of Charleston Expansion Study, (1973), College of Charleston Special Collections, Charleston, South Carolina.
significance)” had been demolished by the higher education institution. At the time the higher education institution had approximately 5,000 students, 80% of whom commuted.

To accommodate the large number of commuters the College of Charleston was required to provide parking. In 1975, 300 on-campus parking spaces were available, and the city offered 500 off-campus parking spaces at the Gaillard Municipal auditorium. The following year the on-campus parking spaces available to students had doubled. During the remainder of the decade, the College purchased property on Wentworth Street, and additional property north of Calhoun and east of St. Philip Streets. New parking lots were created on parcels that previously held buildings that were razed (Figures 1.6 & 1.7).

Figure 1.6: An image from the 1973 campus expansion study showing on-campus parking which is filled in with a dark grey color.

Figure 1.7: A 1981-1982 College of Charleston campus map showing on-campus parking, marked by diagonal lines, and nearby public parking lots which are identified by a grid-like pattern. Source: College of Charleston libraries, Special Collections
The new parking lots were also created to replace former parking lots that were located where new College buildings had been constructed. This included the Albert Simons Center for the Arts on St. Philip Street. By 1981, when Edward McDaniel Collins Jr. (1978-1985) served as College President, new public parking spaces and garages were also built in the vicinity of the College east of St. Philip Street. Four years later, under President Harry McKinley Lightsey Jr.'s (1985-1992) leadership, the Sears building, now known as the Harry M. Lightsey Center, on Calhoun Street, was purchased. In 1989, the neighboring Berry Residence Hall was constructed on the northwest corner of Calhoun and St. Philip Streets.

Throughout the 1990s as more dormitories and academic facilities and student facilities were acquired and built the campus edges continued to erode and the campus was “bleeding into the urban fabric of downtown” Charleston. While Alexander Mullings Sanders Jr. (1992-2001) served as the President of the College of Charleston it was announced in 1995 that Bishop England High School at the southwest corner of Calhoun and Coming Streets was to be sold to the College of Charleston. The following


year, the notable Bellsouth building on St. Philip Street and an “adjacent surface parking area” were purchased.\textsuperscript{49}

During Leo Ignatius Higdon Jr.’s (2001-2006) time as President of the College of Charleston, the construction of the McAlister Residence Hall at the corner of St. Philip and Vanderhorst Streets and Addlestone Library, which sits on the site of the former Bishop England High School, was completed.\textsuperscript{50} For the remainder of the decade the majority of the new buildings, such as TD Arena and CATO Center for the Fine Arts, both of which were constructed under P. George Benson’s (2007-2014) leadership, were built on land that the College had in its possession for decades.\textsuperscript{51} Since the 2012 campus master plan was published the College of Charleston campus has hardly been altered during the tenures of Glenn F. McConnell (2014-2018) and Andrew T. Hsu (2019 – present). The recently published 2023 campus master plan recommends that select buildings on the campus of the higher education institution be redeveloped and new buildings be constructed on land currently owned and occupied by the College.\textsuperscript{52}

\textsuperscript{49} Ray Huff Architects PA and DesignWorks LC, \textit{Final Report College of Charleston Preliminary Campus Master Plan Study}, (Charleston, South Carolina, 1997), College of Charleston Facilities, Charleston, South Carolina, 10.

\textsuperscript{50} Ayers Saint Gross, \textit{Campus Master Plan 2004}. (Baltimore, Md: Ayers Saint Gross, 2004), College of Charleston Special Collections, Charleston, South Carolina, 19.


History of Historic Preservation

The analysis section of this thesis will examine the evolution of historic preservation ideologies since 1960 and its potential impact on the expansion of the College of Charleston campus. In order to gain a comprehensive understanding of this aspect, a concise and general overview of historic preservation in the United States is provided.

Historic Preservation can be defined as the deliberate and purposeful undertaking to safeguard and maintain historic structures and their associated fabric, which hold significant value in the context of American history. The United States of America is relatively young in comparison to other nations across the globe, which boast histories spanning hundreds or even thousands of years. Upon the arrival of European settlers, the Native American landscape was ravaged which allowed the Europeans to create their own built environment in various regions of the country. As a result, a significant portion of the United States' built environment, having been constructed in close proximity to the Industrial Revolution and technological innovation, was demolished, many of which would now be deemed historically significant, in favor of constructing larger modern buildings for a rapidly growing population.

The origin of the preservation movement in the United States has been debated in recent decades. Notable events that have been cited as pivotal events that could have potentially sparked the beginning of the movement include the rescue of Independence Hall, formerly known as the Old State House, from demolition in 1816, the preservation of George Washington's estate by the Mount Vernon Ladies Association in 1858, and the
establishment of the Society for the Preservation of Old Dwellings, now known as the Preservation Society of Charleston, in 1920. Today preservationists have acknowledged that the preservation of Mount Vernon is what likely initiated the movement. It is worth noting that many have overlooked the fact that early preservation efforts in this country were conducted by genealogists, historians, societies, and collectors who operated under the umbrella term of "antiquarianism" as early as the 18th century.”

The true beginning of the movement may never be determined, but the preservation movement has undergone significant evolution since the mid-19th century and remains an ongoing endeavor aimed at retaining elements that are now rightfully recognized as integral components of the American story. Initially, historic preservation dealt with only the oldest historic buildings that were architecturally significant or associated with well-known historical figures. Over time, these historic structures have continued to be preserved, while the concept of historic preservation has expanded to encompass buildings and landscapes that were previously considered insignificant. This shift is due to the recognition of the importance of the stories and human experiences associated with these sites.

Themes

Of the themes explored in this thesis six themes were identified as occurring in the primary sources explaining the rationale of campus expansion. The six themes studied and coded are a growing student population, political dynamics, administrative vision, financial considerations, and evolving preservation and planning ideologies encompass.\textsuperscript{54}

The phrase “preservation ideologies” will be used when decision makers rely on preservation ethics, best preservation practices of the time, or incorporate the feedback of a historic preservation organization into their decision or presentation of rationale for a campus change. Albert Simons conveyed his preservation ideologies when stating: “In the area bounded by Calhoun, St. Philip, Wentworth, and Coming Streets there are a few buildings of outstanding historical and architectural significance and a considerable number less distinguished, but worthy of preservation because of their value as contributing to an harmonious town scape.”\textsuperscript{55} “Campus planning ideologies” refers to campus expansion and change that is motivated, or rationalized, by urban or campus planning principles, or is influenced by planning organizations or institutions. An example of this can be seen in the 1964 College of Charleston campus master plan which states the College’s intention to “construct in the immediate vicinity of the main building a new library in keeping with the needs and size of the College.”\textsuperscript{56}

\textsuperscript{54} During the data collection process, simpler terms may be employed when referring to these themes.
\textsuperscript{56} William Pitkin and Lockwood Greene Engineers, College of Charleston Charleston, South Carolina: Program for Development of Master Plan, (1964), College of Charleston Special Collections, Charleston, South Carolina, 1.
motivations” pertains to individuals who occupy positions of authority and possess influence over the decision-making processes, such as College Presidents and the personal rationale that they use to explain their decision making. For example, President Theodore Sanders Stern personally asked “various individuals representing preservation and historical organizations” to serve on the President's Advisory Committee on Area Preservation, which was organized in 1971, to advise him on the “best way for the college to preserve the buildings of value or restore them to keep all the buildings in harmony with the college rather than in discord.” Since 1960 there have been ten Presidents who have served the higher education institution. “Political dynamics” encompasses the various political entities, ranging from local to national levels, which influence the campus expansion process. The 2023 campus master plan acknowledges that in the City of Charleston “all existing and new buildings are subject to Board of Architectural Review (BAR) process, standards, principles, height limits, and policies outlined in the Zoning Ordinance according to their rating and age.” This quote also concerns historic preservation. “Campus connectivity” refers to parking and shuttle services provided by the College and the city to accommodate enrolled students. For example, the 1970 campus master plan states that “technically, parking facilities offer little or no shelter to academic programs, yet they must command a significant portion of already limited resources, particularly for an urban location where land values reflect

potential high density land uses.”59 “Financial considerations” will pertain to the institution’s availability of monetary funds. In a 1968 letter James B. Bagwell Jr. remarked that “the College is embarking on a program to raise more than $2,000,000 to complete a Women’s Residence Hall, to build a Science Complex, a new Library, and to continue the wonderful program of restoration of historically valuable buildings.”60 The phrase “growing student population” is used to describe an increase in the number of individuals attending the College. For instance, R. M. Hankle stated in a letter that “to accommodate additional students, however, we also have to expand physically.”61 “Sustainability” refers to the College’s aspiration to transform their historic and modern buildings into environmentally conscious structures. In the 1980 Annual Report the College of Charleston expressed their concern that the energy costs of the historic structures on campus were “very high relative to total square feet of standard facilities found at most other colleges and universities.”62 “Modernity” encompasses the desire and necessity for contemporary technologies that influences campus expansion. The

previously mentioned Annual Report stated the historic structures “need to be equipped with central heating and air conditioning systems.”

Anticipated Findings

One factor may have restricted the influence of another, while some factors may go hand in hand. These have had varying levels of influence over the expansion of the campus throughout the period of study prior to the data analysis, these are the expected results concerning the influential factors. It is to be expected that a growing student population, as well as funding, hold the greatest influence on the expansion of the College of Charleston campus and likely correlate. If enrollment numbers are increasing, so are the financial figures, whereas a decline in enrollment may result in financial challenges for the institution. The absence of monetary means impedes campus expansion, but if funding was widely available the higher education institution could attempt to expand its campus as much as possible. It is anticipated that the likelihood of campus expansion is high when there is a projected increase in enrollment and significant financial resources available.

Administrative vision is anticipated to be one of the highly influential factors concerning campus expansion particularly with presidents who command a large presence in the established history of the College of Charleston. While the funding may be available decision-making officials have to want to make changes to the campus. It is

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expected that these individuals have the final say when it comes to a campus plan as they have control of the budget that pays for campus planning services. A campus master plan is not solely influenced by the ideologies of campus planners and the contemporary campus standards, but it also incorporates the desires and needs of the campus administrators. It is likely that these visions have been influenced by political dynamics and preservation ideologies. In Charleston the Board of Architectural Review takes into consideration zoning regulations, which influences factors such as the height and use of a building based on its location, as well the architectural design of modern construction and the alteration of historic structures. Campus master plans could also potentially reflect the college’s financial situation as well as their predicted enrollment numbers. Planners suggest that the higher institution acquires a substantial amount of property to construct facilities to accommodate a growing student population. Alternatively, they could propose that the College only purchase land when sufficient funds are available, or not advise against new construction if the student population isn’t growing.

The influence of political dynamics has likely fluctuated throughout the study period in regard to campus expansion. At the beginning of the 20th century the College of Charleston was a municipal college in the early and before becoming a state institution in 1970 it was a private college. It is anticipated that political dynamics have had a greater influence on the college since it became a state institution not only because it was now associated with a higher level of government but also because it was after that point that the vast majority of the campus expansion began.
It is likely that the impact of preservation ideologies on the built environment of the campus, which now, according to the College of Charleston, encompasses 90 historic structures, has been significant. It is worth noting that not all historic buildings and landscapes were subject to the same level of preservation until recent decades. Initially, when the campus expansion began in 1960, preservation ideologies may not have been a top priority. However, it is likely that during that time these ideologies influenced the campus. In the early stages of expansion, only those historic structures that were held to the highest regard were preserved, but a structure's historic value did guarantee its preservation. In 1944, historic buildings of value in Charleston were surveyed and those ranked as nationally important, valuable to the city, valuable, notable or worthy of mention (Figures 1.8 & 1.9, Table 1.1). As the narrow scope of interest of preservation began to expand those structures that were previously deemed less valuable would now be recognized as equally important.

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Figure 1.8: A map from *This is Charleston* which marks the surveyed buildings
Figure 1.9: A detail image of the *This is Charleston* survey map focused on the general modern boundary of the College of Charleston campus.
Historic Buildings Recorded In The 1944 *This is Charleston* Survey That The College of Charleston Currently Owns & Those That Previously Occupied Land Now In Possession Of The College

<table>
<thead>
<tr>
<th>Property Address</th>
<th>Architectural Value</th>
<th>Current Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 Bull Street</td>
<td>Nationally Important</td>
<td>Preserved</td>
</tr>
<tr>
<td>160 Calhoun Street</td>
<td>Valuable to City</td>
<td>Demolished</td>
</tr>
<tr>
<td>207 Calhoun Street</td>
<td>Valuable</td>
<td>Preserved</td>
</tr>
<tr>
<td>3 College Street</td>
<td>Worthy of Mention</td>
<td>Demolished</td>
</tr>
<tr>
<td>5 College Street</td>
<td>Worthy of Mention</td>
<td>Preserved</td>
</tr>
<tr>
<td>7 College Street</td>
<td>Worthy of Mention</td>
<td>Preserved</td>
</tr>
<tr>
<td>9 College Street</td>
<td>Worthy of Mention</td>
<td>Preserved</td>
</tr>
<tr>
<td>14 College Street</td>
<td>Worthy of Mention</td>
<td>Preserved</td>
</tr>
<tr>
<td>16 College Street</td>
<td>Worthy of Mention</td>
<td>Demolished</td>
</tr>
<tr>
<td>28 Coming Street</td>
<td>Worthy of Mention</td>
<td>Preserved</td>
</tr>
<tr>
<td>30 Coming Street</td>
<td>Worthy of Mention</td>
<td>Demolished</td>
</tr>
<tr>
<td>36 Coming Street</td>
<td>Worthy of Mention</td>
<td>Preserved</td>
</tr>
<tr>
<td>38 Coming Street</td>
<td>Worthy of Mention</td>
<td>Preserved</td>
</tr>
<tr>
<td>40 Coming Street</td>
<td>Worthy of Mention</td>
<td>Preserved</td>
</tr>
<tr>
<td>69 Coming Street</td>
<td>Notable</td>
<td>Preserved</td>
</tr>
<tr>
<td>70 Coming Street</td>
<td>Worthy of Mention</td>
<td>Preserved</td>
</tr>
<tr>
<td>72 Coming Street</td>
<td>Worthy of Mention</td>
<td>Preserved</td>
</tr>
<tr>
<td>28 George Street</td>
<td>Valuable</td>
<td>Demolished</td>
</tr>
<tr>
<td>30 George Street</td>
<td>Notable</td>
<td>Demolished</td>
</tr>
<tr>
<td>52 George Street</td>
<td>Worthy of Mention</td>
<td>Demolished</td>
</tr>
<tr>
<td>58 George Street</td>
<td>Worthy of Mention</td>
<td>Preserved</td>
</tr>
<tr>
<td>66 George Street</td>
<td>Nationally Important as a Group</td>
<td>Preserved</td>
</tr>
<tr>
<td>(Randolph Hall, Towel Library and Porters Lodge)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>72 George</td>
<td>Notable</td>
<td>Moved &amp; Preserved</td>
</tr>
<tr>
<td>74 George Street</td>
<td>Notable</td>
<td>Preserved</td>
</tr>
<tr>
<td>2 Glebe Street</td>
<td>Worthy of Mention</td>
<td>Demolished</td>
</tr>
<tr>
<td>6 Glebe Street</td>
<td>Valuable to City</td>
<td>Preserved</td>
</tr>
<tr>
<td>2 Green Street</td>
<td>Worthy of Mention</td>
<td>Preserved</td>
</tr>
<tr>
<td>4 Green Street</td>
<td>Notable</td>
<td>Preserved</td>
</tr>
<tr>
<td>6 Green Street</td>
<td>Notable</td>
<td>Moved &amp; Preserved</td>
</tr>
<tr>
<td>Address</td>
<td>Notability</td>
<td>Status</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------</td>
<td>------------</td>
</tr>
<tr>
<td>8 Green Street</td>
<td>Notable</td>
<td>Demolished</td>
</tr>
<tr>
<td>10 Green Street</td>
<td>Notable</td>
<td>Preserved</td>
</tr>
<tr>
<td>14 Green Street</td>
<td>Notable</td>
<td>Preserved</td>
</tr>
<tr>
<td>1 Liberty Street</td>
<td>Worthy of Mention</td>
<td>Demolished</td>
</tr>
<tr>
<td>2 Liberty Street</td>
<td>Worthy of Mention</td>
<td>Demolished</td>
</tr>
<tr>
<td>4 Liberty Street</td>
<td>Worthy of Mention</td>
<td>Demolished</td>
</tr>
<tr>
<td>6 Liberty Street</td>
<td>Worthy of Mention</td>
<td>Demolished</td>
</tr>
<tr>
<td>8 Liberty Street</td>
<td>Worthy of Mention</td>
<td>Demolished</td>
</tr>
<tr>
<td>9 Liberty</td>
<td>Valuable</td>
<td>Demolished</td>
</tr>
<tr>
<td>10 Liberty Street</td>
<td>Worthy of Mention</td>
<td>Demolished</td>
</tr>
<tr>
<td>12 Liberty Street</td>
<td>Worthy of Mention</td>
<td>Demolished</td>
</tr>
<tr>
<td>14 Liberty Street</td>
<td>Worthy of Mention</td>
<td>Demolished</td>
</tr>
<tr>
<td>16 Liberty Street</td>
<td>Worthy of Mention</td>
<td>Demolished</td>
</tr>
<tr>
<td>298 Meeting Street</td>
<td>Worthy of Mention</td>
<td>Preserved</td>
</tr>
<tr>
<td>6 St. Philip Street</td>
<td>Notable</td>
<td>Demolished</td>
</tr>
<tr>
<td>15 St. Philip Street</td>
<td>Worthy of Mention</td>
<td>Preserved</td>
</tr>
<tr>
<td>17 St. Philip Street</td>
<td>Worthy of Mention</td>
<td>Preserved</td>
</tr>
<tr>
<td>19 St. Philip Street</td>
<td>Worthy of Mention</td>
<td>Preserved</td>
</tr>
<tr>
<td>50 St. Philip</td>
<td>Notable</td>
<td>Demolished</td>
</tr>
<tr>
<td>52 St. Philip Street</td>
<td>Worthy of Mention</td>
<td>Demolished</td>
</tr>
<tr>
<td>56 St. Philip Street</td>
<td>Valuable</td>
<td>Demolished</td>
</tr>
<tr>
<td>97 St. Philip</td>
<td>Worthy of Mention</td>
<td>Demolished</td>
</tr>
<tr>
<td>106 St. Philip</td>
<td>Worthy of Mention</td>
<td>Demolished</td>
</tr>
<tr>
<td>108 St. Philip</td>
<td>Worthy of Mention</td>
<td>Demolished</td>
</tr>
<tr>
<td>97 Wentworth Street</td>
<td>Worthy of Mention</td>
<td>Preserved</td>
</tr>
<tr>
<td>107 Wentworth Street</td>
<td>Worthy of Mention</td>
<td>Preserved</td>
</tr>
<tr>
<td>111 Wentworth Street</td>
<td>Notable</td>
<td>Demolished</td>
</tr>
</tbody>
</table>

Table: 1.1: Historic buildings recorded in the 1944 *This is Charleston* survey that the College of Charleston currently owns and those that previously occupied land now in the possession of the College.
Case Study

The expansion of higher education institutions in historic urban cities is a complex phenomenon that can be better understood by identifying the multitude of influential factors that have impacted the enlargement of the College of Charleston campus from 1960 to 2024. Urban areas face limited land resources, which results in urban pressure and expensive property. Charleston, being a historic urban city located on a peninsula, is no exception to this.

Higher Education has become widely available to many individuals across the world, and this is reflected in the College of Charleston’s student enrollment numbers that continue to grow each year. This results in the need for more space and larger facilities to accommodate the institution’s ever-growing student population. The campus expansion of a higher education institution located in a historic urban city can be directly influenced by a multitude of factors, including, but not limited to, a growing student population, political dynamics, administrative vision, financial considerations, and evolving preservation and planning ideologies. By examining this case study, it is possible to identify correlations between influential factors and the ensuing campus expansion which may aid the College of Charleston as well as other urban higher education institutions in preparation for their future campus expansions.
CHAPTER TWO
LITERATURE REVIEW

The upcoming chapter will examine the ideologies and beliefs of academics who study the connection between architecture and society, the evolution of historic preservation, and campus planning. There are numerous sources available pertaining to each topic; however, only those that discuss the overarching themes relevant to this thesis will be addressed. Sources discussing specific themes within each subject will be grouped together to facilitate a more comprehensive comparison of the ideas put forth by various scholars. The majority of the literature examined is contemporary as many of these topics have been relevant in recent years.

Architecture and Society

A premise of this thesis is that by better understanding the built environment, we can understand the motives, rationales and values of the people making decisions about the College of Charleston campus. This will also allow an understanding of how the built environment is a product of human acts and decisions. Several authors discuss the theory of this relationship between architecture and society. *Mapping Controversies in Architecture* is a book written in 2012 by professor of architectural theory Albena Yaneva. In it, she contemplates the relationship between architecture and society that has long been a debate between scholars, architectural historians and architects for decades. According to Yaneva, two distinct paths have previously been utilized to explain the two

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entities: architecture reflects society and architecture generates society. Yaneva states that architectural history has always been viewed as “the unfolding of stylistic developments, iconography and perception in which the individual architect was lauded.” Some individuals have argued against the notion that buildings were solely aesthetic or technical objects and proposed that comprehending the culture and society in which they are situated is crucial to understanding the built environment. Others share the beliefs of architectural historian Dell Upton who argues in his 1998 work *Architecture in the United States* that “architecture is one of the most ancient and most evocative tools for symbolizing communities and politics.” Upton goes on to further explain that the many different components and spaces that make up a building contribute to the architecture’s complexity which allows it to be representative of the dynamics between citizens and governing authorities.

In his book *The Culture of Building* Howard Davis states that the built environment “satisfies the quantifiable and separate needs of individual institutions, but…much of it is fragmented, lacking in humanity, without real depth of feeling.” He goes on to state that “within a building culture, construction is rarely a solitary act, isolated from the material, social and aesthetic world around it.” Further mentioning that

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“a building’s construction is almost always embedded in a recognizable web of human relationships between many participants: contractors, craftspeople, clients, building users, architects, building officials, bankers, materials suppliers, surveyors, building appraisers, real estate brokers, manufacturers.”71

As stated by Yaneva, individuals also often assume that “cities have common features such as infrastructures, markets, transport networks and city authorities. Culture is taken as a variable that is relative and situated”72 A large urban city with millions of inhabitants will have different social contexts and different urban cultures than a small rural village with a dwindling population. In contrast to Yaneva’s perspective, Upton argues that public architecture in Western nations share similarities to such an extent that those who have spent any time in these countries can comprehend and interpret their public spaces effortlessly. Further stating that individuals can recognize the variety of techniques that are standard for “expressing authority, such as monumental, size, expressive buildings materials, distinctive architectural decoration, or imagery that makes extraordinary mythical-historical claims to antiquity or authenticity for authoritative buildings; and their clustering, emphasis by axial approaches, or simple elevation above their surroundings that sets them apart from their surroundings.”73

As previously mentioned Yaneva asserts that there are two main perspectives and beliefs in architectural theory that have attempted to determine the relationship between

architecture and society. The first uses society and its factors and influences, as a source of explaining architecture. Alternatively, architecture serves as a mechanism through which control can be exerted and society can be shaped. She later concludes that “there is an important correlation between the social and physical shape of buildings” but this ongoing dispute in architectural theory remains unsolved by solely focusing on one perspective. Architecture plays a pivotal role in shaping society, while simultaneously being influenced by the very society it serves. The intricate relationship between architecture and society is a dynamic process, where each entity continuously influences and shapes the other. The College of Charleston’s campus has evolved as the College’s needs and circumstances have changed causing it to be impacted by influential factors examined in this study. These factors not only shape the campus but also the City of Charleston.

**Evolution of Historic Preservation**

While the origin historic preservation in the United States may be forever undetermined, its lasting impact on historic American cities is undeniable. Throughout the decades of the 20th century, the historic preservation movement has evolved. Not only have preservation ideologies changed, but they have also broadened to encompass subjects that were previously unexplored in regard to American history. In the 2003 book *Giving Preservation a History* authors and preservationists Randall Mason and Max Page argue “the potential of historic preservation as a social movement is immense: it has the

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commence capacity to help forestall the destructive and unregulated development that threatens to destroy the places Americans love.”

They declare that while “historic preservation has been “one of the broadest and longest lasting land use reform efforts in this county” there is limited knowledge regarding its history.

Early Focus

Ned Kaufman asserts in his chapter “Moving Forward” in Giving Preservation a History: Histories of Historic Preservation in the United States that in its beginning historic preservation was a “passionate protest.”

Mason and Page state that throughout the country preservation initiatives were “pushed hardest by the most active and powerful city-builders” and that these undertakings were at the center of public debates concerning urban development.

William H. Tishler states in his 1979 article “The Landscape: an Emerging Historic Preservation Resource” that the preservation movement initially focused primarily on the historic structures and physical locations that were associated with prominent figures and well-known events in our nation’s history.

In Historic Preservation: An Introduction to its History, Principles, and Practice, preservationist

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Norman Tyler, Ilene R. Tyler and Ted Ligibel argue that the early preservation initiatives in the 18th and 19th centuries were under the umbrella of ‘‘antiquarianism.’

Genealogists, historians, conservationists, collectors, associations and societies, and individuals often carried out preservation work before it was known as such.”

Who Are The Main Players?

The Tylers and Ligibel state the preservation movement in the United States has pursued two separate paths from the 18th century until the latter half of the 20th century: private sector and government involvement. “Private sector activities tended to revolve around important historical figures and associated landmark structures, whereas government involvement was limited to preserving natural features and establishing national parks.” Mason and Page argue that the belief that the national government and powerful individuals led the charge of the evolution of the preservation movement is false because it fails to recognize the citizens, activists, officials, and professionals who preserve their local environments.

Ligibel and the Tylers further state that the convergence of these two parallel paths occurred with the establishment of the National Trust for Historic Preservation in

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1949 and the enactment of the National Historic Preservation Act in 1966.\textsuperscript{84} While these paths now benefit from one another Mason and Page express that historic preservation has predominantly been and continues to be “a local political phenomenon.”\textsuperscript{85}

\textit{The Whole American Story}

Many previous statements made by Mason and Page call attention to how the preservation movement has begun to recognize aspects of American history that have long been forgotten. They again highlight their previous assertions regarding the examination of the history of the preservation movement by further stating that the past generation of preservationists has begun to confront the movement’s past which limited the American identity by underrepresenting and inadequately preserving the history of immigrants, African Americans and Native Americans.\textsuperscript{86} Preservation practices across the country have always been highly influenced by organizations such as the National Trust for Historic Preservation and local preservation groups, which for the City of Charleston are the Preservation Society of Charleston and the Historic Charleston Foundation. As their preservation ideologies evolve, entities associated with historic cities and structures often follow suit.


Cultural Landscapes

Tishler states that by the late 1970s, the movement had begun to “recognize that the fabric of many of our historic environments involves a more complex assemblage of resources encompassing broader land areas that include sites, districts, neighborhoods and even regions.” This resulted in the investigation and conservation of “cultural landscapes,” which refer to natural landscapes that have been influenced and shaped by a particular cultural community. Agreeing with Tishler, the Tylers and Ligibel state that a cultural landscape is influenced by the activities of its human inhabitants, further stating that in the broadest sense, an entire nation could be considered a cultural landscape. Ligibel and the Tylers expand on the topic by asserting that a cultural landscape is associated with a “historic event, activity, or person, and may include battlefields, historic campgrounds, trials, and farms, but also historic scenes, designed landscapes, vernacular landscapes, and ethnographic landscapes.” He also discusses the two primary methods that are used to establish the boundaries of cultural landscapes: cultural and political. He explains that the cultural approach is the most comprehensive as it “considers the extent of a cultural phenomenon” while the political approach encompasses an area that has been shaped by political phenomenon, including “legal boundaries or subdivisions (e.g., townships, counties, states).”

In recent decades cultural landscapes have emerged as a significant component of the preservation movement. Tishler attributes the shift in the preservation field to the National Trust for Historic Preservation’s 1973 Goals and Programs study that emphasized the significance of “‘directing national attention both to the need for preserving this historical and cultural landscape.”’

He provides the example of the preservation of Mount Vernon which involved over 200 acres of land that would later expand to include present elements such as the Potomac River frontage, gardens and fields, that are an integral part of the national monument.

**Future of Preservation**

Like Tishler, Mason and Page believe that since its beginnings the preservation movement has adapted to a changing society, which allows it to continue to thrive under new circumstances. An area in which historic preservation thrives is heritage tourism. The preservation of historic structures and landscapes attracts tourists from around the world, which stimulates the economy within the surrounding area. In *Giving Preservation a History: Histories of Historic Preservation in the United States* Robert Weyeneth says that cities such as Charleston, South Carolina that have maintained their historic fabric, have realized that their city, and therefore their economy, have become “synonymous

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with historic preservation.”\textsuperscript{92} The preserved historic structures on the College of Charleston campus are intertwined with the higher education institution's identity and have become part of its brand, attracting both tourists and students.

It is widely acknowledged that the field of historic preservation will continue its efforts to preserve and protect those cultural landscapes and historic structures that hold great importance to the history of the United States. Newton poses the question “What role is historic preservation meant to play in American society?”\textsuperscript{93} He goes on to say that its role will constantly be defined and redefined while Kaufam believes that preservation's role is to “change how society imagines, preserves, and inhabits its heritage.”\textsuperscript{94}

**Campus Planning**

Campus planning pertains to the long-term strategic and systematic process of designing and organizing the physical and built environment of a higher education institution's campus. It should be noted that many academics in this field tend to share similar perspectives regarding the subject matter. The majority of sources concerning this topic have been published within the last two decades. Numerous scholars have


addressed the correlation between the urban campus and its adjacent community; however, the topic of gentrification is often omitted.

**History of the American Campus**

In his 2003 article “The Campus: An American Landscape” landscape architect Laurie Olin states that many historic higher education institutions at the time of their founding were similar to “gentleman’s clubs and extended estates of the privileged class.” He asserts that many historic campuses that once were owned by their founders began as a single building surrounded by greenery and unpaved lanes. Furthermore, he states that in the past, the main academic and administrative buildings were commonly oriented towards a central green area and that this would often be seen at smaller-scale institutions. Higher education institutions that follow this pattern include the University of Virginia and the College of William and Mary. The College of Charleston fits this model for numerous reasons. As previously stated, the College was founded in 1770 by affluent plantation owners and professionals, to provide a local alternative to northern or English institutions where they often sent their sons to be educated. The campus was built on the undeveloped land of Harleston Village, with its main historic buildings Randolph Hall, Towell Library and Porters Lodge lining the central green space known as the Cistern Yard.

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Max Page wrote in his 2017 article “The Evolving Role of Preservation on College Campuses” that the older higher education institutions in the country are some of the most stable institutions, possessing unique environments “that facilitate an attachment to place.”\textsuperscript{99} According to Olin, the physical structure and layout of the American campus, along with their impact on the surrounding community, have received less attention compared to other aspects.\textsuperscript{100} Like Olin, architect and city planner Richard F. Galehouse reveals in his 2019 book \textit{The Power of the Plan: Building a University in Historic Columbia, South Carolina} the physical configuration of a campus directly impacts its operational efficiency and the programs that can be offered.\textsuperscript{101}

\textit{Key Aspects of a Campus}

Galehouse believes that each higher education institution is unique, which can be attributed to various factors such as the courses it offers, its location, its history and so on, but all campuses of higher education institutions share similar characteristics and have retained historic structures that are key to their identity.\textsuperscript{102} In the 1971 article “The Urban University and its Urban Development” authors Georgia K. Davis and Kermit C. Parsons agree with Galehouse’s view stating that the campus of a higher education

institution “is an expression: it is a statement of what the university is.”103 Olin has an interesting belief that higher education institutions in this country are a landscape typology, an idea that many have yet to consider, that has “evolved, flourished and metamorphosized.”104 He states that there are a limited number of typologies and when a new one emerges it is the result of a “new programmatic purpose” that serves a changing society.105 Galehouse adds that the architecture of a campus and its landscape serve an important role in “educating students, supporting recruitment, and retaining the loyalty of its alumni.”106 In their recent article “Campus Historic Preservation and Adaptive Reuse” Meghan Finney and Michael Patrick state that nearly all campuses of higher education institutions have at least one historic structure in their property inventory, and in many cases, historic buildings make up a significant portion of that said inventory.107

Architectural Styles

Architectural styles have evolved, and this can be seen in the design and layout of higher education institution campuses as large modern, civic structures have begun to overshadow 18th and 19th century campus buildings. The architectural style of a building serves as a means of conveying information about the institution. By analyzing a

building’s design and construction materials, one can determine its durability and potential longevity. A structure's architectural style can also reflect its higher purpose.

Olin states that the architecture of many early institutions reflects the Georgian style, such as Harvard University’s Massachusetts Hall (Figure 2.1). Simultaneously many of them reflected Gothic Revival architecture, which was a shift from the traditional village-green typology previously mentioned, instead choosing a return to the “medieval European prototype of an enclosed monastic court with connected structures.”

Figure 2.1: A photo taken by Kate Hanson Plass of Harvard University’s Massachusetts Hall.

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Additional European revival styles were popular in the late 19th and early 20th centuries and can also be found on the historic campuses of higher education institutions. An example of a higher education institution whose buildings reflect these architectural styles includes Duke University in Durham, North Carolina (Figure 2.2). Rich patrons who sought to leave a legacy, demonstrated their power and influence within large historic cities often paid for the construction of these buildings that were needed by the higher education institutions.\(^\text{110}\)

\[\text{Figure 2.2: An image of the Duke University campus that appears on the higher education institution’s website.}\]

Galehouse argues that the evolution of architectural styles on the campuses of higher education institutions have been influenced by the local culture and building materials that were readily available and the building technologies of the time.\textsuperscript{111} Later he states that the modern styles of architecture that can be currently seen on the campuses of higher education institutions have drastically evolved from its predecessors. Today, with the wide variety of available building materials and the technological advancement of computer-based design tools, architects and designers now possess the freedom to explore and experiment with new architectural forms.\textsuperscript{112} Some higher education institutions like Vanderbilt University, through their newly constructed E. Bronson Ingram College building, continue to replicate the traditional design across their expanding while others like the College of Charleston choose to deviate from it (Figure 2.3 & 2.4).\textsuperscript{113}


Figure 2.3: A photograph of the E. Bronson Ingram College building at Vanderbilt University taken by Stevee Hall + Mick Merrick Photographers.

Figure 2.4: An image of a proposed addition to the Bellsouth building on the College of Charleston campus that appears in the 2023 College of Charleston Campus Framework Plan.
Master Plans

According to Galehouse “traditional campus master planning, which brings an analytical grounding and physical order to a campus, typically has a ten-year time horizon.” Higher education institutions often create campus master plans that serve as the cornerstone of their campus planning. These master plans are often created by an institution’s planning offices, as well as outside consultants, and employ the use of modern technology to design proposed structures and layouts, a statement previously mentioned that referenced an assertion made by Galehouse. According to Olin planning departments, until recent years, often did not include landscape architects. He argues that landscapes have often been overlooked in master plans and that higher education institutions have always associated landscape architecture with new construction projects and are often treated as “peripheral enhancements.”

In his 2011 article “The Puzzles and Promise of Campus Landscape Preservation: Integrating Sustainability, Historic Landscapes, and Institutional Change,” campus preservation planner and landscape historian Frank Martin states that cultural landscape preservation has become a new aspect of campus planning. He asserts that the administration of higher education institutions believe that preserving historic structures and landscapes threatens an institution's ability to modernize to entice students to attend. Martin says that it is a common misconception that historic landscapes are solely defined

by plantings and that historic buildings are what define the character of a landscape through scale and spatial patterns. He goes on to state that “once spatial patterns are altered, it is much harder to repair them.”

Olin also mentions in his work that during the years following WWII, many administrators of higher education institutions were resistant to include landscape planning campus master plans because they believed that it could limit their ability to have control over the campus decision-making process. He later states that “campus landscapes were therefore conceived and built in disjointed bits and pieces, sometimes adding up nicely but often failing to do so – especially when, as frequently occurred, landscape funds were cut drastically or eliminated as building costs ran over budget.”

Agreeing with Olin, Finney and Patrick state that when a higher education institution faces financial difficulties it often has a direct impact on campus planning. They also reference a study conducted by the State Higher Education Executive Officers Association. The study collected data that showed the significant role played by federal stimulus funds in supporting higher education institutions following the COVID-19 pandemic. However, the study also highlighted the trend of declining enrollment, suggesting that funding will continue to be an issue for higher education institutions in the foreseeable future.

Campus master plans of historic higher education institutions often include the historic structures that are located on their property. In her scholarly discourse “College Campuses: Preserving the Past and Building for the Future,” Deborah Fritz discusses these said historic structures. She says that higher education institutions may view historic structures on their campus as “obsolete” because they believe that these buildings no longer serve a purpose, but preservationists argue the opposite.\(^{119}\) Norman states that planners and preservationists often experience conflict. He claims that planners are often viewed as “pro-development” while preservationists are seen as “anti-development” as planners seek to expand their community whereas “preservationists are out in front of bulldozers trying to stop new development.” He later argues that preservationists are not opposed to development, but rather “bad” development.\(^{120}\)

Finney and Patrick believe that the adaptive reuse of historic buildings should be an important aspect of a higher education institution’s planning framework as it can be a financial benefit to the institution. Further stating that the improvement of the performance of a historic building is often overlooked in the planning process, resulting in the underutilization of the potential energy performance of their historic structures due to deferred maintenance.\(^{121}\) They assert that through adequate planning, adaptive reuse


can be utilized to allow a higher education institution to achieve goals such as reduced carbon emissions.\textsuperscript{122}

In her master's thesis, “Campus Expansion Through Historic Preservation and Adaptive Reuse,” Erin Simmons argues that in order for a fully developed preservation plan to be included in a master plan information should be gathered on the historic buildings on the campus to assess their historic integrity. She states that this proposed study should be utilized to compile an inventory of the character-defining features of each historic building so that design guidelines can be developed for potential new construction. Like Galehouse, Simmons believes that campus plans typically have a ten-year span. Simmons states that these master plans should establish a schedule for the continued maintenance and use of the historic building.\textsuperscript{123}

\textit{Expansion in Urban Settings}

According to Kenneth H. Ashworth in his 1964 article “Urban Renewal and the University: A Tool for Campus Expansion and Neighborhood Improvement,” many higher education institutions expanded their campuses as a result of an increase in student enrollment. The expansion was also influenced by the planning ideals of the time that viewed those areas that were occupied by lower income and/or African residents as “slums.”\textsuperscript{124} Higher education institutions located in dense urban environments are often

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faced with challenges when expanding their campus as they are surrounded by what Olin
describes as the “outer zone” which encompasses various infrastructural elements,
including roads, parking areas, and service buildings or “an encroaching but useful, and
at times charming community.”¹²⁵ When campus expansion begins it occurs in the “outer
zone.” Olin states that the historic core of a campus and its well-known green areas
otherwise known as the “pleasant zone” frequently remain untouched, while the
surrounding elements have often experienced the opposite. This dynamic is at the root
interest of this thesis topic which seeks to examine how the decision-making process
impacted the interface between the “outer zone,” the blighted neighborhood that
surrounded the College campus, and the “pleasant zone,” which was viewed as the
historic core of the campus. Martin states while a campus’s historic structures and
landscapes may be preserved, the loss of its historic character can still occur if
surrounding neighborhoods have disappeared, affordable housing is absent and it’s
encompassed by extensive automotive sprawl.¹²⁶

Like Olin, Simons states that during the 20th century rapid campus expansion
encroached on surrounding neighborhoods which was detrimental to the existing historic
structures within those areas. She later states that historic buildings were either
demolished to construct modern buildings that could better accommodate the needs of the
higher education institution or large modern additions were added to the historic

¹²⁶ Martin, Frank Edgerton. “The Puzzles and Promise of Campus Landscape Preservation: Integrating
Sustainability, Historic Landscapes, and Institutional Change.” Planning for Higher Education 39, no. 3
This statement proves true with the expansion of the College of Charleston campus that took place at a rapid pace following 1970. Those historic structures that were not viewed as deserving of preservation were demolished to make way for the construction of larger buildings that would not have been feasible due to the scarcity of land in the dense historic city.

Parson and Davis describe the different types of boundaries that can occur during a campus expansion which can range from those that are “sharply differentiating” and those that “show no visible seams.” Yesim Sungu-Eryilmaz asserts in Town and Gown that the expansion of campuses in urban areas has led to higher education institutions emerging as significant proprietors and developers of land. This results in campuses moving aggressively into surrounding communities creating disputes between the higher education institutions and the neighboring communities.

**Powerful Factors**

Galehouse believes that during the mid-20th century, public institutions in urban environments faced four “powerful forces” that shaped the physical layout of their campuses. The four “powerful forces” he describes include neighborhood conflict as a result of the increase of student populations following the end of World War II, the

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availability of automobiles that facilitated “suburbanization,” the development and implementation of the design of the new facilities and the “builders” of the campus.\(^\text{131}\)

Ashworth and Galehouse agree that after the end of WWII, higher education institutions faced a drastic increase in student enrollment as a result of the GI Bill.\(^\text{132}\) Urban campus expansion of higher education institutions post-World War II coincided with “the flight of the white middle class from the cities to the suburbs.” According to Galehouse “suburbanization” affected the “racial and economic composition of the neighborhoods bounding the urban universities.” This resulted in cities across the nation revitalizing “older and blighted urban neighborhoods” under a federal redevelopment act, referenced by Ashworth as well as Parsons and Davis, which is Section 112 of the Housing Act of 1949 that was amended in 1959.\(^\text{133}\) Before the mid-20th century higher education institutions in the United States hadn't expanded dramatically since their founding, but as they began to expand beyond the original boundaries of their campuses into the adjacent neighborhoods the socioeconomic ramifications as well as “immaturity

of urban community master planning” during that time resulted in conflicts with the surrounding community which later became known as “town and gown.”

*Urban Renewal*

Ashworth describes urban renewal as a strategic “tool” for higher education institutions who are preparing for the growth and development of their campus, as well as to improve the quality of the surrounding neighborhoods. He further states that urban renewal is exclusive to higher education institutions in urban areas that are “near or adjoining blighted, dilapidated, deteriorating properties and slums.” Ashworth's article expresses his personal views, whereas the work written by Parsons and Davis presents a comprehensive analysis of case studies they have investigated. They assert that middle-class families and minority groups who desired to live in the city had a limited choice of residential areas in which they could reside, and they are often attracted to a community by its characteristics such as racial tolerance and its availability of affordable housing units, which were often formerly occupied by the upper class prior to “suburbanization.” This led to many of these individuals living in neighborhoods adjacent to higher education institutions. Ashworth states that “a slum neighborhood gets better or gets worse” and if the latter occurs it will negatively affect the higher education institution.

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On the other hand, he also believes that if a slum area surrounding a higher education institution improves without the institution’s involvement it will become problematic and can result in the higher education institution being landlocked.\(^{138}\)

Ashworth believes that the Section 112 Housing Act of 1949 which was amended in 1959 aided higher education institutions adjacent to “slums” with their campus expansion endeavors.\(^{139}\) Parsons and Davis state that for every dollar that a higher education institution spent on revitalizing their surrounding neighborhoods the city could receive two to three dollars of federal funds.\(^{140}\) Ashworth has observed that it can take many years for a higher education institution’s urban renewal project to be reviewed and approved by various government agencies and if there is no master plan it would prolong the process. Urban renewal projects for a higher education institution, which Ashworth also refers to as “public planning,” would require “property acquisition, relocation of tenants and owners, demolition of structures, and other public activities prerequisites to making project lands available for resale.”\(^{141}\) Parsons and Davis state that the purchase of property is required to be used for educational purposes.\(^{142}\) Sungu-Eryilma’s believes that higher education institutions become one of the largest landowners in urban areas as the


purchase a large amount of land which causes “urban renewal.” According to Parsons and Davis, the urban renewal efforts of the surrounding neighborhoods are effectively achieved by working in partnership with the neighborhood, political leaders and administrators.

During the initial phases of the College of Charleston campus expansion in the 1960s the small private higher education institution was financially struggling and relied on grants to slowly purchase surrounding properties in an attempt to revive the “blighted” neighborhood. Following its transition to a state institution in 1970, the College rapidly purchased numerous properties and began renovation, demolition and construction projects, which were made possible by state funding. Accompanied with their rapid acquisition of properties the College was also tasked with assisting in the relocation of tenants and owners. They did so by offering the owners more money for their property than the market value and allowing residents to occupy the property until their new housing was secured.

*Town and Gown*

As previously mentioned, issues and problems that have develop between higher education institutions and the communities that surround them are referred to as “town and gown.” Kemp states that this is a result of the two entities that have differing

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priorities while they are located within a shared and “limited geographic space.”\textsuperscript{146} Galehouse agrees with Kemp by stating that there has been a cause for concern regarding the conflict between the neighborhoods that surround education institutions since the institutions began to expand following WWII due to the increase in their student population.\textsuperscript{147} Kemp also states that higher education institutions that are public “are typically located on state property, and the higher level of government (the state) usually gets its way with what is placed on its property, even though this property resides within a neighborhood that is located within the political boundaries of a municipality, a so-called local government.”\textsuperscript{148}

While Kemp argues that higher education institutions and surrounding neighborhoods may experience conflict, the institutions have become what he refers to as “anchor institutions” in their communities through positive economic impacts. Further stating that the higher education institutions “have entered a new era of community engagement” as they now play a larger and more beneficial role in their cities.\textsuperscript{149} He also believes that higher education institutions should strive to be “fully vested” as an “anchor” in their surrounding urban communities by not only advancing their academic


goals but by also taking into account how their future endeavors will benefit the community.\textsuperscript{150}

\textit{Gentrification}

In her book \textit{The Death and Life of Great American Cities} published in 1961, journalist and activist Jane Jacobs argues against urban renewal and discusses its adverse effects. Many of Jacobs's views concerning urban renewal rival those of Ashworth who views slums as “blighted, dilapidated, deteriorating properties”\textsuperscript{151}Jacobs highlights the urban renewal laws during the mid-20th century that sought to erase slums and their populations by “unslumming” the neighborhoods and replacing them with “projects intended to produce higher tax yields, or lure back easier populations with less expensive public requirements.”\textsuperscript{152}Jacobs states that this method fails and that it only shifts a slum from one part of the city to another or as Parson and Davis state “renewed out.”\textsuperscript{153}

Slums are often associated with structures that are viewed as “old” or historic. Ashworth believes that the demolition of structures is necessary for urban renewal while Jacobs argues the opposite.\textsuperscript{154} She states “old ideas can sometimes use new buildings.

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New ideas must use old buildings.”155 Throughout her book, Jacobs asserts that the presence of old buildings is crucial for the prosperity of a city. She emphasizes the significance of diversity in a city’s population as well as its built environment. Ashworth’s perspectives on campus expansion and urban renewal give valuable insight into the mindset of campus administrators, architects, planners, politicians, etc. during the mid-20th century while Jacob’s contemporary views shed light on the perspectives held by individuals who had limited influence on decision-making processes concerning an ever-changing urban built environment.

**Historic Preservation on Campus**

In a recent article “A Presidential Conversation: Preserving the Legacy of Historically Black Colleges and Universities,” Robert Stanton argues that the preservation of a campus’s historic elements distinguishes it from that of another higher education institution and offers a better understanding of an institution’s legacy. The same work references Dr. Cynthia Warwick, President of Stillman College, who discusses that while preserving the historic elements of a campus’s built environment it is also imperative to work closely with architects and campus planners to ensure the historic integrity of the campus is retained by constructing modern buildings that complement the existing architecture. The article remarks on Dr. David Wilson, president of Morgan State University, who believes that it is imperative to maintain the historic built environment of a higher education institution as failing to do so would result in the loss of a significant

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part of history.\textsuperscript{156} Agreeing with Simmons, Martin adds to the discussion by stating that the key to the preservation of a campus's historic landscape is knowing its character-defining features that, if altered or lost, would compromise the historical integrity of the campus.\textsuperscript{157} His statement coincides with Simmons's belief that for a preservation plan to be successfully implemented into a campus master plan a study should be conducted of each historic structure on campus to identify their character-defining features so that design guidelines can be developed for possible new construction.\textsuperscript{158}

Olin compares higher education institutions to corporations and expands his argument by stating that corporations like institutions often sacrifice long-term cost benefits in place of their short-term economic goals and budgets. This has resulted in a “drastic increase nationwide in deferred maintenance of buildings and grounds. The cumulative neglect ultimately forced a response, but this did not occur for several decades.”\textsuperscript{159} Authors such as Galehouse and Olin discuss that many higher education institutions have retained historic structures that reflect the architectural evolution of their campus, but these structures, which typically can only accommodate a limited number of individuals, are often not well maintained unless they are intertwined with the identity of the institution.


Page asks “how should we approach preservation planning? Single out the oldest buildings, the physical links to the founding of the school? Or should we preserve the buildings and landscapes most central to the image of the campus today? What makes a place worth investing tens of millions of dollars for a rehabilitation—its architectural merits, the importance of events that happened there, or both?” Higher education institutions often face challenges when it comes to rationalizing the allocation of funds toward the preservation of small, historic buildings that cater to a limited number of individuals. This is especially true when there is a need for modern facilities that can accommodate a larger number of students. Like Page, Kaufman proposes several questions pertaining to the preservation of historic structures on campus including: “are buildings, then, valuable only when new, or unless they possess some special, exceptional quality that redeems their oldness?”

Page has observed that in the past some historic higher education institutions that have done little to express how they want to preserve their historic structures that are tied to their histories. Fritz agrees with Page's observation and states that higher education institutions often contemplate what they should do with the historic buildings that they view as “obsolete.” She discusses the appropriate course of action that higher education institutions should take concerning the historic structures located on their campus that no

longer cater to their contemporary requirements. According to Finney and Patrick, historic buildings can be effectively retrofitted to cater to the modern needs of a higher education institution when appropriate planners are involved.\(^{163}\) Fritz agrees that while it is important to update the buildings so that they can be useful in modern times, it is equally crucial to preserve their historical essence.\(^{164}\) Further stating that when contemplating how a historic structure is used in the present, it is crucial to not only assess its immediate purpose but also to contemplate its long-term viability as an integral part of the campus for several decades to come.\(^{165}\)

The literature examined in this chapter demonstrates how controversies in architecture and society, the evolution of preservation and campus planning are intertwined. Contemporary literature has a tendency to have shared perspectives, however, when compared to older works they differ in opinion. Over time, the prevailing attitudes towards these subjects have changed as society continues to evolve which is why all of these ideologies held by these academics will offer significant guidance when exploring the answer to this thesis question: What are the multitude of influential factors that have impacted the enlargement of the College of Charleston’s campus from 1960 to 2024?


CHAPTER THREE

METHODOLOGY

To determine the multitude of influential factors that have impacted the enlargement of the College of Charleston’s campus from 1960 to 2024, the methodology of this thesis will employ a mixed methods approach that incorporates both spatial analysis and primary source research. The spatial analysis will answer the “what has changed” portion of the research question, while primary source documents either public documents or personal correspondence held in special collections, grant insight into the “why” behind the campus changes observed show how the campus has expanded. Historic maps, aerial images and campus plans will be used to create a visual representation of the expansion of the campus of the higher education institution. Primary resources will be obtained from local and digital archives and repositories to provide data and provide context.

Data Collection

A comprehensive map or visual representation illustrating the College of Charleston campus expansion has yet to be developed. The closest graphic that is available publicly is a map that indicates the age of the buildings that occupy the College campus. Since the higher education institution did not construct each of these buildings, but purchased some as existing buildings, this graphic does not demonstrate the acquisition sequence, and new map analysis (Figure 3.1).
Figure 3.1: Images from the 2023 College of Charleston Framework Plan that show age of campus buildings.
To determine the multiple factors that have influenced the campus expansion, it is imperative to have a deep understanding of the expansion itself. Five campus maps, six aerial images and seven campus plans will be georeferenced using ArcGIS Pro to create this visual depiction. Photographs obtained from the United States Geological Survey, the National Archives, the Historic Charleston Foundation and the College of Charleston Libraries will be used to further visualize the campus expansion and how the surrounding neighborhood was altered. The present objective is to utilize accessible sources to create a single layer for each decade by highlighting the properties that were acquired by the College.

Using a property inventory of the downtown College of Charleston campus, which is maintained by the Facilities Department, information was gathered concerning existing campus buildings. The property inventory only records when a structure was built, when it was last renovated and the year it was acquired. Not all properties that were purchased by the College are documented in the inventory. Those properties that contained structures that were demolished often were combined with surrounding properties whose existing buildings were also razed. These combined properties were used to build large new construction buildings and the acquisition date for the single large property is listed as the date of construction of the modern building. Deed cross indexes from the Charleston County Deed Office were examined for purchases by the College of Charleston Board of Trustees and the College of Charleston Foundation to obtain accurate acquisition dates for properties that are now part of the College campus. The
ArcGIS Pro maps will be informed by the information from the inventory and deed cross indexes, in addition to the historic maps and campus plans.

**Institutions and Repositories**

The set of primary documents reviewed for this thesis includes all available campus master plans; College of Charleston annual and accountability reports available on the South Carolina State Library website, files held in the College of Charleston Special Collections for college Presidents, George Daniel Grice, Walter Raleigh Coppedge and Theodore Sanders Stern; files held in the College of Charleston Special Collections for architect and preservationist Albert Simons; and the transcript of an interview with college President Theodore Sanders Stern. Vertical files containing personal correspondences of these individuals that were written after 1960 were examined. Documents that seemed to be relevant to the thesis topic were examined. Other files within the records that pertained to the physical campus were also examined. All available campus master plans were acquired at the College of Charleston Special Collections. Additionally, the 1997 and 2012 campus master plans, which have yet to be archived at the College of Charleston Special Collections, were obtained via the Facilities Department. Twenty-three annual reports and 14 accountability reports produced by the College for the State of South Carolina that offered pertinent information for this thesis were obtained from the South Carolina State Library’s online College of Charleston Annual Reports & Annual Accountability Reports Collection. The sections of capital improvements and physical plant/facilities were examined and a keyword search for
“parking” was conducted. For the accountability reports a keyword search for “preservation,” “facilities,” “parking,” “buildings,” and “master plan” was conducted.

**Thematic Coding**

These sources were examined for key themes pertaining to the thesis question, such as personal motivation, campus planning, preservation ideologies, politics, student enrollment, connectivity, funding, sustainability and modernity. The process of recording information involves assigning a color code to match one of the existing themes or phrases. This method allows for the analysis of data distribution across different themes, thereby enhancing the overall comprehension of the information gathered. If, for instance, a letter written by President Stern highlights the need to engage with campus planners in order to develop a larger dormitory, this particular piece of information could be classified within the broader themes of campus planners, and student enrollment. On a different note, if a document mentions the allocation of funding that is intended for the production of campus planning documents to be presented before the city’s Board of Architectural Review this information could be attributed to the themes of funding, campus planning, preservation and politics.
CHAPTER FOUR

ANALYSIS

Map Analysis

GIS data was obtained from Charleston County GIS regarding the present footprint of parcels and buildings that are presently part of the College of Charleston campus. Some of the data provided was not associated with the College so it was excluded, and the correct alterations were made. Student accommodations that are joint ventures with the College of Charleston, as well as those that are not but are in the immediate vicinity of the campus, were included in the map analysis.

Historic maps as well as information provided from the Facilities Department and Deed Indexes from the Charleston County Deed Office were used to create visual images of how the higher education institution expanded. There were many discrepancies regarding the information that was gathered. If there was a difference between the facilities records and the deed indexes regarding the year that a property was acquired the information from the deed indexes was used. Some of the descriptions of the property acquisitions did not list a specific address, for example, an entry may have described a property as “North of Calhoun Street” so that information was not usable. When information could not be found for properties within the deed indexes the historic maps and facilities information was employed. There are gaps between the maps so some of the visuals may be incorrect.
Figure 4.1: A map parcels and buildings that make up the present College of Charleston campus.
• This map shows footprints of the structures and parcels that were provided by Charleston County GIS. This data is what is considered the current general boarder of the College of Charleston Campus. Some of the information was incorrect so the appropriate modifications were made.

• The footprints for the parcels are originally from FEMA and they were the most recent data set that is in the county’s possession.

• The world topographic map layer placed below the following maps was available on ArcGIS Pro and is provided by Esri Community Maps, City of Charleston, Charleston County GIS OpenStreetMap, Microsoft, Esri, Tom Tom, Garmin, SafeGraph, Geo Technologies, Inc, METI/NASA, GS, EPA, NPS, US Census Bureau, USDA and USFWS.

• The county data and the world topographic map do not perfectly align.

Figure 4.2: A detailed image of the map of the present College of Charleston campus with a world topographic map layer below. The image shows that their parcels and building footprints vary.
Figure 4.3: This map depicts an ArcGIS Pro map of the College of Charleston campus prior to 1960
• In 1960 the College of Charleston downtown campus core was made up of 17 buildings and covered 4.01 acres

• The College purchased its first property, 4 Green Street, in 1901

• Properties were purchased on the northwest block of the land that originally made up the College campus before the higher education sold portions of its land to mitigate its financial difficulties

• The Silcox Physical Education and Health Center was constructed two blocks away from the majority of the campus in 1939 as a Works Progress Administration project
Figure 4.4: A detail of an aerial image of the Charleston peninsula taken on March 11, 1957, showing the College of Charleston and the surrounding neighborhood. Image: 1VPL000010081 Source: Esri, i-cubed, USDA, USGS, AEX, GeoEye, Getmapping, Aerogrid, IGN, IGP, UPR-EGP, and the GIS User Community, ESR
Figure 4.5: Pre 1956 aerial images of the College of Charleston and the surrounding neighborhood
A. An unattributed southward facing image taken prior to 1953. Notable buildings include the College of Charleston Main Building (now known as Randolph Hall), Francis Marion Hotel, and the Charleston Orphan House. Source: Historic Charleston Foundation, Object ID: 2017.003.9b

B. An image titled “Aerial King and Calhoun Pre-1956” provided by the College of Charleston Facilities Management department. The photo faces northeast and depicts Marion Square, Francis Marion Hotel, Charleston Orphan House and the College of Charleston Main Building (now known as Randolph Hall). The original source is unknown.
Figure 4.6: Late 19th and early 20th century photos of campus buildings
A. The Silcox Physical Education and Health Center on Meeting Street was built in 1939 as a Works Progress Administration project. Source: College of Charleston Libraries

B. An image of 20 Glebe Street, which is owned by the College of Charleston, was taken by George LaGrange Cook. A two-story clapboard house, 40 ½ Coming Street, and a barn on the property are seen in the foreground. In the middle ground is the rear of 13 Glebe Street. The Bennett Public School can be seen in the background. Source University of South Carolina, South Carolinian Library. According to the source the photo was taken some time between 1880 and 1895, but 13 Glebe Street does not appear on the 1888 Sanborn Map. It is later seen on the 1902 Sanborn Map.
Figure 4.7: This map depicts an ArcGIS Pro map of the College of Charleston campus purchases from 1960-1969.
Figure 4.8: This map depicts an ArcGIS Pro map of the parcels purchased by the College of Charleston from 1960-1969.
Figure 4.9: This map depicts an ArcGIS Pro map of the buildings purchased by the College of Charleston from 1960-1969
• The three maps showing the properties purchased by the College of Charleston during the 1960s

• The College continued to expand its campus by purchasing properties south of George Street and west of College Street.

• The higher education institution purchased the Courteny School on the southwestern corner of George and St. Philip Streets

• The former Jewish Community Center on the east side of St. Philip Street was also purchased by the College

• The well-known historic structures known as the Sottile House and the Knox-Lesesne House were purchased during this time period
Figure 4.10: This map depicts an ArcGIS Pro map of the College of Charleston campus construction from 1960-1969.
• During the 1960s the College constructed two buildings

• The Courtenay School was demolished to make room for the Craig Residence Hall and Union Dorm

• The structures at 15 and 17 College Street were demolished, and the Buist Rivers Residence Hall was built

• At the end of the 1960s decade the College of Charleston downtown campus core was comprised of 32 buildings, one being non-contiguous, that sat on 6.73 acres
Figure 4.11: A detail of an aerial image of the Charleston peninsula taken on April 25, 1968, showing the College of Charleston and the surrounding neighborhood. Image: B680240050890 Source: Esri, i-cubed, USDA, USGS, AEX, GeoEye, Getmapping, Aerogrid, IGN, IGP, UPR-EGP, and the GIS User Community, ESR
Figure 4.12: 1960s images of the College campus

B. An aerial view of the College of Charleston campus and the surrounding neighborhood ca. 1960s. Source: College of Charleston Libraries, Special Collections.

C. An image detailing the College of Charleston’s demolition of the Bennett School on at the southwest corner of St. Philip and George Streets. The public school was razed to make way for the Student Union and Craig Residence Hall. Source: College of Charleston Libraries. Accessed on Lowcountry Digital Library – PID: 34620
Figure 4.13: This map depicts an ArcGIS Pro map of the College of Charleston campus purchases from 1970-1979
Figure 4.14: This map depicts an ArcGIS Pro map of the parcels purchased by the College of Charleston from 1970-1979
Figure 4.15: This map depicts an ArcGIS Pro map of the buildings purchased by the College of Charleston from 1970-1979.
• The three maps showing the properties purchased by the College of Charleston during the 1970s

• A large number of properties, the majority of them being residential structures, were purchased by the College during this period as their status had changed from a private higher education institution to a state institution which now allowed them to receive state funding to increase its student population as well expand its campus

• The College continued to expand its campus by purchasing properties west of Coming Street, north of Calhoun Street, west of Glebe Street and south of Wentworth Street

• The higher education institution purchased two motels, the Orvin Court Motel at the northwest corner of Calhoun and Coming Streets as well as the Downtowner on Calhoun Street

• The Y.M.C.A. located beside the Silcox Gym was also purchased by the College
Figure 4.16: This map depicts an ArcGIS Pro map of the College of Charleston campus construction from 1970-1979.
• The construction of eight buildings were completed during the 1970s

• Seventy-one residential structures were demolished to make way for larger campus buildings

• The structures built included: Albert Simons Center for the Arts, Burnett Rhett Maybank Hall, Central Energy Plant, College of Charleston Greenhouses, Rita Liddy Hollings Science Center, Robert Scott Small Library, Rutledge Rivers Dormitory, Stern Student Center

• The Cougar Mall located between Burnett Rhett Maybank Hall and the Robert Scott Small Library was completed

• In 1972 College and Green Streets were closed to vehicular traffic and became pedestrian walkways known as College and Green Ways

• At the end of the 1970s decade the College of Charleston downtown campus core comprised of 100 buildings that sat on acres 25.18
Figure 4.17: A detail of an aerial image of the Charleston peninsula taken on December 26, 1971, showing the College of Charleston and the surrounding neighborhood. Image: 1VCU00010151 Source: Esri, i-cubed, USDA, USGS, AEX, GeoEye, Getmapping, Aerogrid, IGN, IGP, UPR-EGP, and the GIS User Community, ESR
Figure 4.18: A detail of an aerial image of the Charleston peninsula taken November 1, 1973, showing the College of Charleston and the surrounding neighborhood. Image: 1VDGR00150023 Source: Esri, i-cubed, USDA, USGS, AEX, GeoEye, Getmapping, Aerogrid, IGN, IGP, UPR-EGP, and the GIS User Community, ESR
Figure 4.19: A detail of an aerial image of the Charleston peninsula taken on March 3, 1977, showing the College of Charleston and the surrounding neighborhood. Image: 1VEHU00010022 Source: Esri, i-cubed, USDA, USGS, AEX, GeoEye, Getmapping, Aerogrid, IGN, IGP, UPR-EGP, and the GIS User Community, ESR
Figure 4.20: 1970s images of the College campus
A. A ca. 1970 photo taken by Benjamin (Bennie) Dudley Culp showing 14 College Street during the demolition process. The Francis Marion Hotel and the Downtowner Motel, now known as College Lodge, can be seen in the background. Source: College of Charleston Libraries, Special Collections - PID: 149

B. A photo taken ca. 1970 by Benjamin (Bennie) Dudley Culp showing the demolition of a structure facing Calhoun Street. The Bellsouth building can be seen in the background. Source: College of Charleston Libraries, Special Collections - PID: 894

C. An image captured ca 1970 by Benjamin (Bennie) Dudley Culp showing the future site of the Robert Scott Small Library. The rear addition of 10 Green Street which can be seen on the right has been removed and its identical structure, 8 Green Street, which was demolished can be seen in the background. 6 Green Street is seen on the left during its relocation to the site of 8 Green Street. Source: College of Charleston Libraries, Special Collections - PID: 885

D. A ca. 1970 photo taken by Benjamin (Bennie) Dudley Culp showing the future site of the Robert Scott Small Library. The identical structures formerly known as 8 and 10 Green Street are seen in the photo. 8 Green Street can be seen during the demolition process and the rear addition of 10 Green Street has been removed. Source: College of Charleston Libraries, Special Collections - PID: 886

E. A ca. 1970 image of the demolition of 8 Green Street captured by Benjamin (Bennie) Dudley Culp. Six Green Street can be seen in the background. Source: College of Charleston Libraries, Special Collections – PID: 141

F. A photo captured by Benjamin (Bennie) Dudley Culp from College Street facing east to St. Philip Street. 10 Green Street is on the right and 6 Green Street is seen in its temporary location before being moved. Source: College of Charleston Libraries, Special Collections - PID: 141

G. A ca. 1970 photo taken by Benjamin (Bennie) Dudley Culp showing 8 Green Street in its temporary location and 10 Green Street before the demolition process. Source: College of Charleston Libraries, Special Collections - PID: 895

H. A photo taken by Benjamin (Bennie) Dudley Culp of a southward view of College Street before it was closed to vehicular traffic in 1972 and its name changed to College Way. Source: College of Charleston Libraries, Special Collections - PID: 193
Figure 4.2: 1970s images of the College campus
A. A ca. 1970 image of an unidentified structure being demolished by the College of Charleston. Source: College of Charleston Libraries, Special Collections - PID: 893

B. A photo of a pile of rubble captured by Benjamin (Bennie) Dudley Culp ca. 1970. 8 Green Street is seen on the left while 10 Green Street is on the right. Source: College of Charleston Libraries, Special Collections - PID: 887

C. A photo taken by Benjamin (Bennie) Dudley Culp ca. 1970 showing the College of Charleston parking lot that sat between Coming and Glebe Streets. The building in the center was known as 13 Glebe Street and the wooden structure on the far left was 40 Coming Street. The wooden buildings seen within the photo were all demolished. The Stern Student Center now occupies the site. Source: College of Charleston Libraries, Special Collections - PID: 140
Figure 4.22: 1970s images of the College campus
A. An image of the duplex known as 18 and 20 Green Street that was demolished by the College. The structure sat at the northeast corner of Green and Coming Streets. The Sottile House, 11 College Way, is seen on the far right and 70 and 72 Coming Street are seen on the far left. Source: College of Charleston Libraries. Accessed on Lowcountry Digital Library – PID: 34282

B. The duplex at the corner of Green Street (Green Way) and Coming Street during demolition. Source: College of Charleston Libraries. Accessed on Lowcountry Digital Library – PID: 34128


D. A photograph of 74 Coming Street which was demolished by the College of Charleston. Source: College of Charleston Libraries. Accessed on Lowcountry Digital Library – PID: 34268


F. The College Inn, formerly known as Orvin Court Motel, was located at the northwest corner of Calhoun and Coming Streets. It served as a student residence hall until its demolition in the 1990s Source: College of Charleston Libraries. Accessed on Lowcountry Digital Library – PID: 34100

G. A 1973 image of St. Philip Street looking South from George Street. The houses on the left were demolished and are now replaced by public parking, two dormitories and a dining hall. Source: College of Charleston Libraries. Accessed on Lowcountry Digital Library – PID: 34005
Figure 4.23: 1970s images of the College campus
A. A 1971 view of the Robert Scott Small Library site before construction. Six Green Way (Wagener House) can be seen on the left. The other structures were likely located at 57 or 59 St. Philip Street Source: College of Charleston Libraries. Accessed on Lowcountry Digital Library – PID: 33672

B. The site of the Robert Scott Small Library after existing buildings were demolished and construction began. The Wagener House, 6 Green can be seen on the left and the Aiken House, 10 Green Way, along with 9 College Way can be seen in the background. Source: College of Charleston Libraries. Accessed on Lowcountry Digital Library – PID: 33673
Figure 4.24: 1970s images of the College campus


C. An image of a 1972 newspaper article detailing the demolition of 165 and 167 Calhoun Street to make way for the construction of Maybank Hall. The newly constructed Robert Scott Small Library is visible in the background. Source: College of Charleston Libraries. Accessed on Lowcountry Digital Library – PID: 29424

D. 165 and 167 St. Philip Street before the structures were demolished by the College of Charleston. Source: College of Charleston Libraries. Accessed on Lowcountry Digital Library – PID: 33846

E. A 1975 photograph of the Albert Simons Center for the Arts, 50 St. Philip Street, during construction. The Martindale-Bell House, 2 Green Way, visible on left and the Francis Marion Hotel can be seen in the background. Source: College of Charleston Libraries. Accessed on Lowcountry Digital Library – PID: 34418

F. “Campus” 1972 Aerial view of campus showing the recently completed Robert Scott Small Library. Photograph reveals the extent of the clearing of the campus area along Calhoun St. between Coming and St. Philip St. Source: College of Charleston Libraries. Accessed on Lowcountry Digital Library – PID: 34409


H. College Way” Photograph of a house on College Way. The word "PUB" is visible in one of the lower right windows. The building was demolished to make room for the Science Center and Physicians Auditorium. The Clauss House, 5 College Way, visible in right background. Source: College of Charleston Libraries. Accessed on Lowcountry Digital Library – PID:34280
Figure 4.2: 1970s images of the College campus


E. “Stern Student Center” 1974 Construction site of the Theodore S. Stern Student Center, 71 George St., looking towards Glebe St. Finished in 1975, the Stern Center was named after Dr. Stern who, as president, ushered the College into the modern era by increasing enrollment and purchasing much of the property that makes up the College today. Source: College of Charleston Libraries. Accessed on Lowcountry Digital Library – PID: 33761

F. “Science Center” 1973 Construction site of the Rita Liddy Hollings Science Center. 72 George (on left) and the Knox-Lesesne House (middle) visible in background. Source: College of Charleston Libraries. Accessed on Lowcountry Digital Library – PID: 34018

G. “George Street” 1975 Photograph of house at 28 George St., current site of the F. Mitchell Johnson Physical Education Center. This notable antebellum house was destroyed while being moved by the College in 1979. Source: College of Charleston Libraries. Accessed on Lowcountry Digital Library – PID: 34288
Figure 4.26: This map depicts an ArcGIS Pro map of the College of Charleston campus purchases from 1980-1989
Figure 4.27: This map depicts an ArcGIS Pro map of the parcels purchased by the College of Charleston from 1980-1989.
Figure 4.28: This map depicts an ArcGIS Pro map of the College of Charleston campus construction from 1980-1989
• During the 1980s the College purchased the well-known Sears Building and the large parking lot to the west of the structure and the structure at the southeast corner of Liberty and St. Philip Streets that previously housed the Southern Bell Company
• Two residential structures were also purchased
Figure 4.29: This map depicts an ArcGIS Pro map of the College of Charleston campus construction from 1980-1989
• During the 1980s the College constructed five buildings and one large addition to the Science Center

• The two dormitories known as the Joe E. Berry Jr. Residence Hall and the Glenn McConnell Residence Hall were built

• A parking garage at the southeast corner of St. Philip and Wentworth Streets was built on city property with funding from the College of Charleston

• The F. Mitchell Johnson Physical Education Center was built on the lot that formerly held the Y.M.C.A

• The higher education institution also constructed the Thaddeus Street Jr. Education Center on St. Philip Street

• At the end of the 1980s decade the College of Charleston downtown campus core comprised of 94 buildings that sat on 29.24 acres
Figure 4.30: This map depicts 1980s images of the College campus

Figure 4.31: This map depicts an ArcGIS Pro map of the College of Charleston campus purchases from 1990-1999
Figure 4.32: This map depicts an ArcGIS Pro map of the parcels purchased by the College of Charleston from 1990-1999.
Figure 4.33: This map depicts an ArcGIS Pro map of the buildings purchased by the College of Charleston from 1990-1999.
• The three maps above display the properties purchased by the College of Charleston during the 1990s

• The properties included residential structures as well as the Bishop England High School at the corner of Calhoun and Coming Streets, the Bellsouth building and a neighboring parking garage on St. Philip Street
Figure 4.34: This map depicts an ArcGIS Pro map of the College of Charleston campus construction from 1990-1999
• During the 1990s the only building constructed was the Jack Tate Center on Liberty Street

• At the end of the 1990s decade the College of Charleston downtown campus core comprised of 111 buildings that sat on 38.78 acres
Figure 4.35: This map depicts an ArcGIS Pro map of the College of Charleston campus purchases from 2000-2009
Figure 4.36: This map depicts an ArcGIS Pro map of the parcels purchased by the College of Charleston from 2000-2009
Figure 4.37: This map depicts an ArcGIS Pro map of the buildings purchased by the College of Charleston from 2000-2009.
• The three maps above depict the properties purchased by the College of Charleston during the 2000s.

• The properties on Warren Street are student dormitories that are a joint venture with the College of Charleston.

• The structure at the northeast corner of St. Philip and Vanderhorst Streets is an apartment complex know Kelly House.
Figure 4.38: This map depicts an ArcGIS Pro map of the College of Charleston campus construction from 2000-2009
During the 2000s the College of Charleston constructed ten campus buildings.

These structures include the Marcia Kelly McAlister residence hall, the Science and Mathematics building, Marlene & Nathan Addlestone Library, Marion & Wayland H. Cato Jr. Center for the Arts, TD Arena, Liberty Street Residence Hall and George Street apartments.

At the end of the 2010s decade the College of Charleston downtown campus core comprised of 126 buildings that sat on 44.57 acres.
Figure 4.39: A detail of an aerial image of the Charleston peninsula taken on March 5, 2007, showing the College of Charleston and the surrounding neighborhood. Image: ARUCSC070030042 Source: Esri, i-cubed, USDA, USGS, AEX, GeoEye, Getmapping, Aerogrid, IGN, IGP, UPR-EGP, and the GIS User Community, ESR
Figure 4.40: This map depicts an ArcGIS Pro map of the College of Charleston campus purchases from 2010-2019.
Figure 4.41: This map depicts an ArcGIS Pro map of the parcels purchased by the College of Charleston from 2010-2019
Figure 4.42: This map depicts an ArcGIS Pro map of the buildings purchased by the College of Charleston from 2010-2019
• The three previous maps display the properties purchased by the College during the 2010s

• A store front on King Street neighboring the Sottile Theatre and two historic structures, one located on George Street and the other on Coming Street were purchased by the College

• 99 St. Philip Street, the student apartments at the southwest corner of St. Philip and Vanderhorst Streets, is a joint venture with the College of Charleston

• The property behind the Simons Center, Yugo Charleston campus apartments, is not owned by the College of Charleston, but was included in the campus expansion map due to its close proximity to the downtown campus core
Figure 4.43: This map depicts an ArcGIS Pro map of the College of Charleston campus construction from 2010-2019
• Dring the 2010s the only an addition to the Sylvia Vlosky Yaschik Jewish Studies Center was constructed

• At the end of the 2010s decade the College of Charleston downtown campus core comprised of 131 buildings that sat on 45.2 acres
Data Analysis

While the maps created provide a visual analysis of how the College of Charleston campus expanded from 1960 to 2024 the primary sources examined in this thesis provide insight into the rationales of decision makers. Information found within the reviewed documents corresponds with the contemporary history of the College revealing the influential factors that impacted that campus expansion throughout the study period during which the campus of the higher education institution grew from approximately 4.01 acres to 45.2 acres.

Charts

Figure 4.44: A chart displaying the data of all the influential factors examined

Thirteen charts were generated to visually represent the data obtained from coding. These charts encompass a comprehensive overview of the data, document lengths
over time, the number of sources per year and individual charts examining each factor. Additionally, a separate chart was created to present the information extracted from the College of Charleston annual reports, specifically regarding the number of parking spaces available to students, which were owned by the College and the City of Charleston.

Upon completion of the data collection process, a total of 69 primary source documents ranging from 1964 to 2024 were reviewed. Within these documents, 540 relevant quotes were identified and categorized based on thematic coding. The majority of the quotes were assigned multiple codes, reflecting their relevance to various factors. The data charts were then analyzed in three distinct groups: 1964-1975, 1976-1997 and 2004-2023. The first period corresponds with several major events in College of Charleston History: the development of the 1964 campus master plan and an interview with an influential College President, President Theodore Sanders Stern in 1975. Of the 69 documents reviewed, 31 fall within this time period. The subsequent time frame commences in 1976 and concludes with the completion of the 1997 campus master plan. Of the 69 sources reviewed, 28 fell within this time period. The final group encompasses the publication of the 2004 campus master plan and the most recent document analyzed, the 2023 campus master plan. Of the 69 documents reviewed 17 fall within this time period.
An examination was also conducted to assess the length of documents over time. This chart visualizes the findings of the length of the documents examined each year. The results indicate that between 1966 to 1972, the majority of documents consisted of one to nine pages. During this time period, documents primarily comprised personal correspondences. However, after the College of Charleston transitioned into a state institution in 1970, the length of documents increased. These documents included annual report documents submitted to the State of South Carolina and comprehensive campus master plans. As time progressed the titles of the documents prepared for the State of South Carolina underwent modifications, eventually being referred to as accountability reports by 2006. This change in terminology corresponds with the observed alterations in both the length and the contents of these documents.
During the study period from 1960 to 2024, there were a total of 18 years where no documents were not obtained (1960, 1961, 1962, 1963, 1965, 1969, 1984, 1996, 1998, 1999, 2000, 2001, 2002, 2003, 2005, 2020, 2021, 2020). The initial document that was examined dates back to 1964, which was a campus master plan created by landscape architect William Pitkin and Lockwood Greene Engineers for the College of Charleston.\textsuperscript{166} The final personal correspondence was written in 1972, and the documents thereafter consisted of the College’s annual reports or campus master plans prepared by external firms for the purpose of the campus expansion of the higher education institution. From 1973 to 2023, there was typically one document available for each year. In the years that had two documents, it was because both a campus master plan and an annual report were produced. The only exception to this pattern was in 1975 when an

\textsuperscript{166} William Pitkin and Lockwood Greene Engineers, \textit{College of Charleston Charleston, South Carolina: Program for Development of Master Plan}, (1964), College of Charleston Special Collections, Charleston, South Carolina, 2.
annual report and an interview with President Stern were compiled. These documents were then reviewed for themes within the text.

**Personal Motivation**

![Figure 4.47: A chart displaying the data concerning Personal Motivations](image)

Personal motivation refers to individuals who occupy positions of authority and possess influence over the decision-making processes. In this study, a total of 117 references pertaining to personal motivation were documented. The data chart shows that out of these references, 96 were derived from documents that were written prior to 1975. This is an expected result given the nature of the documents being analyzed changed over the study period. Up until 1978 special collections have Presidential files available. After this time documents of Presidents have not been donated to special collections. The personal correspondences examined within records of the College Presidents were also written during this timeframe. These letters and documents frequently discussed the personal aspirations and endeavors of the College of Charleston’s administrators and
senior staff, including well-known racist President Grice “who was prepared for CofC to be the last segregated school in America,” regarding the property surrounding the higher education institution.\footnote{167}{Robert Podolsky, “The Omitted Legacy of George D. Grice - a Complicated Legacy,” Discovering Our Past: College of Charleston Histories, accessed February 17, 2024, https://discovering.cofc.edu/items/show/57.}

A primary objective of the 1964 campus master plan for the college campus was to safeguard the College from “encroachment by undesirable neighbors.”\footnote{168}{William Pitkin and Lockwood Greene Engineers, College of Charleston Charleston, South Carolina: Program for Development of Master Plan, (1964), College of Charleston Special Collections, Charleston, South Carolina, 2.} This racist statement was referring to the African Americans that resided in Harleston Village. In the 1960s and the early 1970s the College expressed its concern that its campus was surrounded by a “blighted neighborhood.” These sentiments aligned with the Urban Renewal Movement; a nationwide initiative undertaken in numerous urban cities. President Coppedge viewed expansion of the campus as “the general beautification of the area for the city.”\footnote{169}{Walter R. Coppedge, “Walter R. Coppedge to W. Elliott Hutson,” November 21, 1966, Mall, Box: 51, Folder: 7. College of Charleston Archives: Historical Records, Mss 0202. College of Charleston Special Collections, Charleston, South Carolina.} The College’s urban renewal ideals were also influenced by urban planner and “master builder of New York” Robert Moses who was a close friend of President Stern.\footnote{170}{Nan Morrison, “Stern and the State,” A History of the College of Charleston: 1936-2008 (Columbia, SC: University of South Carolina Press, 2011,) 109.}

The majority of the personal motivations, totaling 21, that have been identified in documents created after 1975 refer to the individuals and groups, such as the board of trustees, who possess personal opinions and that have played a role in the decision-
making process regarding the state of the College of Charleston campus. These motivations are frequently mentioned in various annual reports or campus master plans. One such example is the campus master plan for the College of Charleston, compiled by Ayers Saint Gross in 2004, which states that the plan itself was “a collaborative effort between the College of Charleston and many members of the Charleston community” including the city officials, neighborhood residents and the “Steering Committee composed of President Lee Higdon and the senior staff.”  

The expansion of the College of Charleston’s campus was also influenced by the displeasure of nearby residents regarding the College’s infringement on the surrounding neighborhoods. As previously stated, these issues and disagreements between the two entities are often referred to as “town and gown.” The 1997 campus master plan, which was prepared by Ray Huff Architects and DesignWorks LC, acknowledges that “the conflict of the needs and desire of the College and those of the neighborhoods has a direct impact on the potential for further development in this urban context.”

The term “campus planning ideologies” encompasses campus expansion and change that is motivated, or rationalized, by urban or campus planning principles, or is influenced by planning organizations or institutions. A total of 428 references related to campus planning were identified, outpacing the number of personal motivation references seen in the previous section. Upon analyzing the findings, it is evident that campus planning was a major factor that influenced the expansion of the College’s campus during the study period. It is noteworthy that every year with available documentation contained at least one reference to campus planning. Campus planning ideologies are shaped by the wants and needs of the College of Charleston, as well as the recommendations put forth by outside firms that compile the campus master plans and is influenced by general planning principles in the discipline of urban planning.

Between 1964 and 1975, 149 mentions of campus planning were documented. The 1970 campus master plan, which was created by Geiger, McElveen, Kennedy,
supported the implementation of new development projects on the campus and recommended that existing structures on acquired land be demolished or relocated in order to utilize the cleared properties as surface-level parking areas until permanent parking spaces could be constructed. In a 1970 correspondence, local architect and preservationist Albert Simons expressed his support of the new modern development on the College campus, which would replace what he viewed as insignificant historic structures. Simons believed that the higher education institution should not request the campus planners “to consider leaving in place more buildings, especially those of brick. However, they should not be subjected to any pressure because their prime purpose is to create a functional and aesthetically satisfying arrangement of buildings and open spaces for higher education” (Figure 4.49).

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Figure 4.49: An image from the 1970 campus master plan depicting the relocation plan of historic houses surrounding the College campus, some of which the College had yet to purchase.

From 1976 and 1997, a total of 225 references to campus planning ideologies were recorded. In the 1997 Final Report College of Charleston Preliminary Campus Master Plan Study, Ray Huff Architects PA and DesignWorks LC observed that the “sense of campus has existed in the core area” due to its location in a compact historic urban city. However, as the campus continued to expand, its boundaries began to erode, “bleeding into the urban fabric of downtown without significant demarcation.” Moving

forward to the period between 2004 and 2023, there were 54 instances where campus planning ideologies were mentioned. According to the 2006 state accountability report, the 2004 campus master plan highlighted the campus expansion was focused “on both the immediate spatial needs of the campus” as well as “the needs of the campus with a 20–30-year lens.”

**Historic Preservation Ideologies**

![Figure 4.50: A chart depicting the data concerning Historic Preservation Ideologies.](image)

Preservation ideologies pertain to the preservation ethic, best preservation practices of the time, or the incorporation of feedback from a historic preservation organization into their decision or presentation of rationale for a campus change. This comprehensive study revealed a total of 286 references to preservation ideologies second only to campus planning. Between 1964 and 1975, the examined documents contained 76 references.

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references to preservation ideologies. As previously stated, this period is comprised of personal correspondences, many of which concerned the preservation status of the historic fabric surrounding the College, and President’s Sterns in-depth interview, which highlighted the preservation efforts of the higher education institution. Some of the personal correspondences were exchanged between preservationist Albert Simons and other decision-makers. Simons often cited *This is Charleston: An Architectural Survey of Unique American City* when discussing the architectural and historic value of a structure.

In 1970, Simons stated that historic preservation should not be abandoned during campus expansion as it added “character and distinction to the scene,” but ultimately it was “a secondary priority.”

The increase in the number of references in 1970 and 1975 corresponded with the College of Charleston becoming a state-supported higher education institution and President Stern's comprehensive interview with Wendy Adler, which was published in the journal *Historic Preservation D.C.* In 1975, the higher education institution received an award from the National Trust for Historic Preservation, recognizing the “preservation, restoration and expansion of the inner-city campus by not just preserving old buildings but also the building of new structures ‘which are architecturally compatible with the old.’”

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One hundred eighty-eight references appear in documents that were created between 1976 and 1997. These documents primarily consist of annual reports produced by the College for the State of South Carolina. The data collected during this time frame exhibits a certain level of consistency, largely due to the repetitive nature of text found in these reports each year. One particular statement acknowledged the limitations that influenced the College of Charleston campus expansion and that previously published campus master plans provided the College with options regarding its campus expansion in its present location within a historic neighborhood. The quote: “The Plan provided for the expansions of the College academic facilities at its present location; the existing buildings to be brought to their maximum potential through rehabilitation and new buildings built for required academic and student facilities through a phased land acquisition program” appeared in 22 documents.\(^\text{179}\)

Between 2004 and 2023, a total of 22 references of preservation ideologies were documented. As per the 2012 College of Charleston campus master, the College’s preservation ideology aimed to “preserve the historic context but contribute to it in a meaningful way” by following the “general principles of proportion, scale, massing, and materials palette established by the existing buildings and apply them to all construction.”\(^\text{180}\)


Politics

Figure 4.51: A chart displaying the data concerning Politics.

In this study, politics is defined as the various political entities, ranging from local to national levels, which influence the campus expansion process. During this study period, a total of 129 references to politics were identified. Between 1964 and 1975, there were 52 references to politics. During that time frame the College of Charleston transitioned from a private institution to a state institution. Between 1964 and 1970 the majority of the political references revolved around personal correspondences between the College and both the local city government and the federal government. These correspondences primarily aimed at securing financial support for the higher education institution which at the time was private. The College of Charleston sought to “secure the cooperation of the City of Charleston” during its “Decade of Development” to “enrich the
College and the community it serves.” After complying with the 1965 Civil Rights Act, the College of Charleston corresponded with Federal officials such as L. Mendel Rivers who stated that he would assist the College in procuring “federal funds if humanly possible.” to help mitigate the costs of construction projects during the “Decade of Development.”

From 1976 to 1997, a total of 70 references to politics were recorded, with a significant number of them being discovered in the annual reports. In the 1994 annual report, the higher education institution stated that “since becoming a state-supported college in 1970, the campus has grown approximately 7 acres to currently over 52; the enrollment from 1,040 to 10,600, the faculty from 52 to 400, the course offerings from 300 to 1,800, and the staff from 72 to over 400.”

Moving forward to the period between 2004 and 2023, a total of seven political references were identified, with the first mention occurring in 2017. This particular reference, “68 Programmatic Agreement (PS) State Historic Preservation Office,” highlights the College of Charleston entering a programmatic agreement with the South Carolina State Historic Preservation Office.

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focusing on the preservation of the historic campus. The small number of references to politics doesn’t signify that the theme wasn't influencing campus expansion during this period, but rather that it wasn’t captured within the documents that were reviewed.

**Student Enrollment**

![Student Enrollment Chart](image)

Figure 4.52: A chart showing the data concerning Student Enrollment.

Student enrollment pertains to the increase in the number of individuals attending the College. A total of 87 references to student enrollment were analyzed, revealing the College’s changing perspectives on an increased student population from 1964 to 2023. Between 1964 to 1975, 40 references to student enrollment were identified. It was stated in the 1964 campus master plan that the Board of Trustees “set a maximum enrollment of 600 students” and at that time, the College of Charleston's primary objective was not to

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significantly increase the student population, but rather separate the campus from the
deteriorating and dilapidating properties within the surrounding neighborhood.\textsuperscript{185}

Following its transition into a state institution, the College of Charleston embarked on a
campus expansion endeavor to provide the necessary facilities for a growing student
population. The 1973 campus master plan that was produced by Campbell, Foxworth and
Pugh emphasized that the College was “committed to a maximum of 5,000 full-time
students.”\textsuperscript{186}

Between 1976 and 1997, there were 31 instances where student enrollment was
mentioned. As previously mentioned, the annual reports created by the College would
often record the increasing student population each year. During the time period from
1970, when the College of Charleston became a state institution under President Stern’s
leadership, to his retirement on June 30, 1978, the campus had “grown from
approximately 7 acres to currently over 21; the enrollment from 1,040 to 5,193.”\textsuperscript{187} From
2004 to 2023 12 references of student enrollment were identified. The 2023 campus
master plan acknowledged that the increased enrollment at the College of Charleston has
led to a “shortage of affordable housing for students in downtown Charleston, increasing
the demand for affordable on-campus housing closer to the campus core.” The goal of the

\textsuperscript{185} William Pitkin and Lockwood Greene Engineers, \textit{College of Charleston Charleston, South Carolina: Program for Development of Master Plan}, (1964), College of Charleston Special Collections, Charleston, South Carolina, 2.

\textsuperscript{186} Campbell, Foxworth and Pugh, \textit{College of Charleston Expansion Study}, (1973), College of Charleston Special Collections, Charleston, South Carolina, 1.

higher education institution is to house all first-year students on campus, “phasing out third-party leased space” and “significantly increase the number of beds on campus.” This would allow the College to increase its monetary income in light of reduced financial support from the state.

**Connectivity**

![Graph of Connectivity](image)

**Figure 4.53:** A chart displaying the data concerning Connectivity.

Connectivity encompasses parking and shuttle services provided by the College and the city to accommodate enrolled students. Within the 540 quotes that were identified, there were a total of 66 references to connectivity. Out of these references, 35 were found in documents written between 1964 and 1975. The campus master plan that was published in 1964 acknowledged the limited availability of parking for faculty members and on-campus residents due to “the scarcity and high cost of land in the area”

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which made “extensive parking difficult.”\textsuperscript{189} The 1970 campus master plan recognized that “parking facilities offer little or no shelter to academic programs, yet they must command a significant portion of already limited resources, particularly for an urban location where land values reflect potential high density land uses.”\textsuperscript{190}

Meeting minutes from the President’s Committee on Preservation meeting held on November 2, 1972, stated that the higher education institution, which at the time had approximately 3,000 enrolled students, intended to “de-emphasize campus housing.” This would result in a larger need for parking in the compact urban city as more students would be commuting to campus.\textsuperscript{191} In his 1975 interview, President Stern revealed that 80\% of the 5,000 students enrolled at the College commuted to campus.\textsuperscript{192} Many students lived off of the peninsula, which was a result of suburbanization following WWII and the age of the automobile that was previously mentioned.\textsuperscript{193}

\textsuperscript{189} William Pitkin and Lockwood Greene Engineers, \textit{College of Charleston Charleston, South Carolina: Program for Development of Master Plan}, (1964), College of Charleston Special Collections, Charleston, South Carolina, 7.


A select number of the College of Charleston’s annual reports documented the availability of student parking spaces over the years. These statistics were first provided in 1972, although there were certain years where this data was not included in the reports. In 1972, the campus had less than 200 parking spaces available on campus, but the Mayor and City Council provided approximately 500 parking spaces, free parking for students from 6:00 a.m. to 6:00 p.m. at the Municipal Auditorium and offered a free shuttle service to transport students to the campus.\textsuperscript{194} Increasing parking numbers were recorded in the annual reports for both the College as well as the city until 1976. Between 1976 and 1997, there were 20 references to connectivity in these documents. The 1983 annual report announced the completion of a four-story parking garage, containing 513

parking spaces, which was constructed by the City of Charleston in partnership with the higher education institution. By 1990, the College had experienced a significant growth in available student parking, and this upward trend continued in the subsequent years.

From 2004 to 2023, 11 mentions of connectivity were recorded. The latest campus master plan acknowledged the fact that parking is an “expensive asset to build and maintain for colleges and universities” and that due to the College of Charleston's unique campus, which features “urban, historic, narrow streets and limited parcel sizes and lots scaled to a bygone century,” the task of proving adequate parking and transportation is more difficult.

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Funding pertains to the institution’s availability of monetary funds. A total of 165 quotes extracted from the collected data were coded as funding. As previously stated, the personal correspondences prior to 1970 frequently revolved around political matters, as the College aimed to secure the necessary financial resources for its campus development projects. Even after the College’s transition to a state institution, funding remained a significant factor that influenced the expansion of the College of Charleston campus. In more recent years there is a decline in references to funding found within the examined documents due to other documents being developed that state institutions, like the College of Charleston, are required to complete to provide financial justification to the state for approval of allocated funds for projects.

Between 1964 and 1975, a total of 62 mentions of funding were recorded. It is evident that the year 1966 witnessed the highest number of references to funding,
coinciding with a large volume of personal correspondence documents that were written that same year. In a 1970 letter addressed to President Stern. Albert Simons expressed his concerns regarding the relocation of historic frame and brick buildings on the campus. Simons also discussed that members of the State Legislature, who were primarily focused on budgetary matters, might view the preservation of these historic buildings as irrelevant.\(^{198}\) The campus master plan produced the same year recommended that the College partake in a "phased land acquisition program" that would allow the higher education institution to purchase land when the funding was available.\(^{199}\) This was a phrase that would continue to be reused in many of the campus documents and it was last mentioned in the College of Charleston’s 1995 annual report.\(^{200}\)

Moving forward, from 1976 to 1997 there were 95 references to funding and there was a relatively consistent occurrence of references because the documents during this period were mostly annual reports. Again, it should be noted that the text written in these reports showed minimal changes from year to year. Between 2004 and 2023 15 references to funding were coded. The 2010 accountability report prepared by the College of Charleston stated that "as state appropriations continue to decline...the College’s current funding is inadequate to support appropriate physical and technological


infrastructure" because "the cost of maintaining a campus of historic buildings in an urban environment" is "physically and financially challenging."²⁰¹

**Sustainability**

![Figure 4.56: A chart showing the data concerning Sustainability.](image)

Sustainability encompasses the College’s aspiration to transform their historic and modern buildings into environmentally conscious structures. A total of 16 references to sustainability were identified within the 540 quotes. From 1980 to 1993 sustainability was steadily referenced 13 times due to the repeated material found within the annual reports. It was first mentioned in the College of Charleston’s 1980 Annual Report when stating that the energy cost of historic structures “are very high relative to total square

feet of standard facilities found at most other colleges and universities.”202 These references during this period correspond with the beginning of the widespread sustainability movement that became popular during the late 1970s and early 1980s. The sustainability movement has remained a topic of discussion and this can be observed with references to sustainability in 2012 to 2023, the years that the most recent campus master plans were published. The 2023 College of Charleston Framework Plan produced by Beyer Blinder Belle, Design Works, Kimley-Horn and Buss states that “historic preservation and sustainability go hand in hand,” highlighting the opportunities to reuse existing campus resources such as the “historic storm and floor-protection infrastructure, including numerous cisterns and on vaults on campus.”203


Modernity

Modernity refers to the desire and necessity for contemporary technologies that influence campus expansion. Thirteen references to modernity were identified in the College of Charleston’s annual reports, spanning from 1980 to 1987. Additionally, a reference to modernity was found in the 2023 campus master. Between 1980 and 1986 the annual reports repeatedly stated that the historic buildings on campus needed to be “equipped with central heating and air conditioning systems” to comply with technological standards that had become commonplace by that time.204 The 2023 campus master plan acknowledged that for a progressive higher education institution “change is inevitable, indeed necessary, to meet current and future requirements as the College evolves.” However, it also highlights the challenge of balancing the future needs of the

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College of Charleston as it evolves to accommodate modern technologies while
“respecting the special historic character” of the campus and its historic buildings.²⁰⁵

CHAPTER FIVE

CONCLUSION

This thesis sought to determine the multitude of influential factors that have impacted the growth of the College of Charleston’s campus from 1960 to 2024. Through spatial analysis, the progression and alterations in the physical development of the campus were analyzed. The influential factors that were examined were student enrollment, political dynamics, administrative vision, financial considerations, modernity, campus connectivity, sustainability, and evolving preservation and planning ideologies. By examining and thematically coding 475 quotes obtained from 69 primary source documents that offered explanations about the decision-making process for campus change it was found that the references to campus planning ideologies were the most prevalent of the influential factors that were examined.

The beginning of the College of Charleston’s campus expansion coincided with the Urban Renewal Movement that took place in urban cities across the nation during the mid-20th century. During the 1960s, when the College was a private higher education institution, the administration desired to safeguard the College from the blighted neighborhood surrounding the campus in Harleston Village. The College began to implement a phased land acquisition program that allowed the higher education institution to purchase surrounding properties when the funds were available. This program has continued to be employed by the state institution for decades and is still in use. Like many other higher education institutions in
urban areas, the College of Charleston became a significant landowner in the city by purchasing a substantial number of run-down properties surrounding the campus.

By actively participating in slum clearance, the College prevented other entities from acquiring adjacent properties that could have been potentially used to create new developments. This strategic move ensured that the College would not be further restricted in the dense historic city, but this has also resulted in conflicts with the surrounding residential communities.
Figure 5.1: A map created with ArcGIS Pro that displays the College of Charleston campus pre-1960
• This map depicts the core of the College of Charleston campus prior to 1960

• By 1959 the land owned by the College totaled approximately 4.01 acres

• The College was a municipal higher education institution when
  Randolph Hall, Towell Library and Porters Lodge were constructed in
  the 19th century.

• The College of Charleston became a private higher education institutions in
  1949

• The College purchased its first property, 4 Green Street, in 1901

• Properties continued to be purchased on the northwest block of the land that
  originally made up the College campus before the higher education sold ¾
  of its property to mitigate its financial difficulties

• The Silcox Physical Education and Health Center was constructed on
  northwest corner of George and Meeting Streets, two blocks away from the
  campus core in 1939 as a Works Progress Administration project
Figure 5.2: A map created with ArcGIS that displays the College of Charleston campus in 1970
• This map displays what the College of Charleston looked like in 1970 following the property purchases and construction that took place in the 1960s

• Two buildings were constructed, one that served as a dormitory and another which was utilized as a dormitory and a student union

• At that time the core of the downtown College of Charleston campus measured approximately 6.73 acres

• During the Decade of Development the campus purchases were primarily funded through grants from alumni and private businesses

• The College continued to expand its campus by purchasing properties south of George Street and west of College Street

• The higher education institution purchased the Courteny School on the southwestern corner of George and St. Philip Streets

• The former Jewish Community Center on the east side of St. Philip Street was also purchased by the College

• The well-known historic structures known as the Sottile House and the Knox- Lesesne House were purchased during this time period

• In 1970 the College of Charleston became a state institution
Figure 5.3: A map created with ArcGIS Pro that depicts the College of Charleston campus in 1980.
- This map depicts the downtown College of Charleston campus in 1980 following its rapid campus expansion that took place during the 1970s after it became a state institution.

- By that time the College of Charleston campus had grown to approximately 25.18 acres.

- During the 1970s the College campus had expanded north of Calhoun, west of Coming and south of Wentworth Streets.

- Numerous individual properties had been purchased and those historic structures that were seen as insignificant were demolished to make way for new construction and parking.

- The College constructed a dormitory, a library, two academic buildings, a facilities plant, a student center and a center for the arts.

- Two motels on Calhoun Street were purchased and used as dormitories.

- The Gloria Theatre on King Street and the former Y.M.C.A on George Street were purchased.
Figure 5.4: A map created with ArcGIS Pro that depicts the College of Charleston campus in 1990
• The College of Charleston campus at the start of 1990

• By this time the main core of the College campus covered approximately 29.24 acres of land on the Charleston peninsula

• The College purchased the former Sears building and the large adjacent parking lot on Calhoun Street which was built on the former site of the Charleston Orphan House

• A parking garage at the southeast corner of Wentworth and St. Philip Streets was constructed as a joint venture between the College and the City of Charleston

• The Berry residence Hall was constructed on the northeast corner of Calhoun and St. Philip Streets

• The F. Mitchell Johnson Physical Education Center was built on the lot that formerly held the Y.M.C.A

• The higher education institution also constructed the Thaddeus Street Jr. Education Center on St. Philip Street
Figure 5.5: A map created with ArcGIS Pro that depicts the College of Charleston campus in 2000.
• The map displays the College of Charleston campus at the start of 2000
• By this time the main core of the downtown College campus covered approximately 38.78 acres
• College Inn had been demolished
• The higher education institution had purchased more residential structures, the Bishop England High School at the southwest corner of Calhoun and Coming Streets, the Bellsouth building and the neighboring parking garage on St. Philip Street
• During the 1990s the only building constructed was the Jack Tate Center on Liberty Street
Figure 5.6: A map created with ArcGIS Pro that depicts the College of Charleston campus in 2010
• The map above displays the College of Charleston campus at the start of 2010
• By this time the main core of the downtown College campus covered approximately 44.57 acres
• The Bishop England High School had been demolished
• During the 2000s the College of Charleston constructed ten campus buildings
• These structures include the Marcia Kelly McAlister residence hall, the Science and Mathematics building, Marlene & Nathan Addlestone Library, Marion & Wayland H. Cato Jr. Center for the Arts, TD Arena, Liberty Street Residence Hall and George Street apartments.
• The College entered joint ventures which resulted in the Warren Street apartments and the Kelly House at the northeast corner of St. Philp and Vanderhorst Street being offered as student dormitories
Figure 5.7: A map created with ArcGIS Pro that depicts the College of Charleston campus in 2020
• By 2020 the College of Charleston campus covered approximately 45.2 of the 5,120 acres of land area on the Charleston Peninsula

• A store front on King Street neighboring the Sottile Theatre and two historic structures, one located on George Street and the other on Coming Street were purchased by the College

• 99 St. Philip Street, the student apartments at the southwest corner of St. Philip and Vanderhorst Streets, is a joint venture with the College of Charleston

• The property behind the Simons Center, Yugo Charleston campus apartments, is not owned by the College of Charleston, but was included in the campus expansion map due to its close proximity to the campus core

• An addition to the Sylvia Vlosky Yaschik Jewish Studies Center was constructed
The primary sources examined in this study give insight into the decision-making process concerning the College of Charleston campus expansion from 1960 to 2024. The personal correspondences found within the vertical files of Albert Simons and Presidents Grice, Coppedge and Stern that span from the 1960s and to the early 1970s offer valuable insight into the behind-the-scenes operations and thought processes regarding the campus expansion during that time. Due to the lack of availability of College of Charleston Presidential records following President Stern’s retirement in 1978 and the College’s change in status in 1970, the majority of the records after the early 1970s are final documents that would have been available to individuals outside the College administration. This resulted in a limited number of sources available for examination over the remainder of the years of the study period which made it more difficult to obtain a substantial amount of information on the decision-making process.

During the initial phase of the campus expansion, the College of Charleston took pride in what they viewed as a harmonious integration of the then modern architectural styles with the Classical Revival style that is reflected by the architectural elements of Randolph Hall, Towell Library and Porters Lodge. These buildings line the cistern yard and create the historic core of the campus, an area that remains. The architectural styles often found on campuses of historic higher education institutions were influenced by society and the readily available building materials. However, the modern styles currently being implemented on campuses have drastically evolved due to architects and campus planners experimenting with a wider variety of available materials and utilizing advanced technology to design buildings. While some higher education institutions continue to adhere to the architectural styles associated with the vast majority of their historic
campus buildings, the College of Charleston has chosen to deviate from this convention. The diverse architectural designs present on the College campus are a result of the higher education intuition acquiring historic buildings that were built in different eras, but it is additionally impacted by the gradual land acquisition initiative, which can cause significant intervals between the construction of buildings, causing the campus to appear disjointed. While a private intuition, the College of Charleston’s enrollment numbers were relatively low and as a result parking was not a top priority for the College, which allowed for the preservation of historic structures to be a higher priority. The higher education institution’s preservation ideologies were influenced by the private sector, preserving and restoring those structures that individuals, such as Albert Simons, deemed worthy of preservation. Namely seen in the ranking system visible in the 1963 and 1968 maps created by Simons, who was inspired by the *This is Charleston* survey (Figures 5.7 & 5.8).
Figure 5.8: 1963 Neighborhood of the College of Charleston drawn by Albert Simons that ranks the historic buildings in the neighborhood surrounding the College of Charleston based on their significance. Source: College of Charleston Libraries, Special Collections.
Figure 5.9: A map drawn by Albert Simons in 1968 that ranks the historic houses in the surrounding neighborhood of the College of Charleston. The map also shows the buildings owned by the College. Source: College of Charleston Libraries, South Carolina Historical Society.
This shows the preservation priorities of the day, and the emphasis on Georgian and Neoclassical era styles. However, when the College became a state institution, its campus rapidly expanded by acquiring neighboring properties that contained historic structures. The state funding dictated the College’s actions, determining which historic structures were to be utilized and which were to be demolished. In the early stages of expansion, the College of Charleston believed that it would be more cost effective to adaptively reuse historic structures rather than to construct modern ones. However, by 1980, College officials grew concerned with the energy costs associated with the historic buildings as they were “very high relative to total square feet of standard facilities found at most other colleges and universities.”

The College’s preservation efforts conducted prior to 1975 were acknowledged by the Federal Government and the National Trust for Historic Preservation, resulting in the designation of the campus as a National Landmark and the College being the recipient of various preservation awards. Local preservation organizations also praised the restoration work carried out by the College. Unfortunately, amidst these preservation efforts, many historic buildings were demolished as they were not considered historically valuable at the time of property acquisition. Modern preservation ethics would consider many of the razed buildings seen in previous figures as worthy of preservation.

Case Study

The expansion of higher education institutions in historic urban cities is a complex phenomenon that can be better understood by identifying the multitude of influential factors that have impacted the enlargement of the College of Charleston campus from 1960 to 2024. Urban areas face limited land resources, which results in urban pressure and expensive property. Charleston, being an historic urban city located on a peninsula, is no exception to this.

Higher Education has become widely available to many individuals across the world, and this is reflected in the College of Charleston’s student enrollment numbers that continue to grow each year. This results in the need for more space and larger facilities to accommodate the institution’s ever-growing student population. The campus expansion of a higher education institution located in a historic urban city can be directly influenced by a multitude of factors, including, but not limited to, a growing student population, political dynamics, administrative vision, financial considerations, and evolving preservation and planning ideologies.

Future Studies

Due to the time constraints of this thesis, there were limitations on the content that could be explored. The College of Charleston’s expansion will not be fully understood until in-depth research is completed. One prospective approach for future research is to concentrate solely on each influential factor and investigate its impact on the College’s campus expansion. Furthermore, a wider variety of sources, institutions and repositories could be utilized to enhance the research.
Extensive deed research could also be conducted in order to gain a comprehensive understanding of the College of Charleston campus expansion. By examining these deeds, valuable insights could be obtained regarding the monetary funds the College of Charleston Foundation and Board of Trustees sacrificed to expand the campus. Additionally, it would be beneficial to analyze the amount of grants received from alumni and local businesses over the years and determine the portion of these funds that were allocated toward the campus expansion. The deed research could also be used to create an accurate map of the College expansion by knowing the exact dates that properties were purchased.

Other local institutions and repositories such as the Historic Charleston Foundation, the College of Charleston Libraries and the South Carolina Room at the Charleston County Library may possess other personal correspondence documents concerning other College Presidents and decision makers such as those individuals on the President’s Advisory Committee on Area Preservation. These primary documents could give further insight into the influential factors that impacted the campus expansion of the higher education institution. The timeline of the document search could also be extended past the decade of development to the early 20th century when the College began to purchase properties.
Significance

In recent years the College of Charleston has experienced a steady increase in its student population, leading to a shortage of affordable housing opinions on the peninsula. To address this issue, the College has set short-term and long-term goals. In the short term, the College aims to provide on campus housing for all first-year students, while in the long term, its goal is to extend this provision to all second-year students as well. The 2023 master plan offers solutions to these housing challenges by utilizing properties currently owned by the College to their full potential. This includes demolishing existing structures to construct additional student housing. The College also wishes to “phase out leased properties that deplete financial resources,” including those that currently serve as student housing. However, if the student population surpasses the College’s future estimates, it may potentially result in the need for the College to further expand and acquire more property in the dense historic city.

The previously mentioned study that was conducted by the State Higher Education Executive Officers Association highlighted the trend of declining enrollment following the COVID-19 Pandemic. If the College of Charleston were to spend millions of dollars on demolishing existing structures to construct

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modern facilities to accommodate projected student enrollment figures, there is a potential risk of financial loss and further loss of historic fabric. It should be noted that even with a higher number of students housed on campus, it would not necessarily result in a reduced demand for parking facilities. It may have the opposite effect, as students who reside off campus could have access to parking spaces at their respective residences.

Over time, the ideologies within the field of historic preservation have evolved and occasionally conflict with the values held by the College even though the identity of the higher education institution is entwined with the historic structures and landscapes that form its campus. Ideals held by the higher education institution also continue to conflict with those held by members of the Charleston community. The recently released 2023 master plan has sparked controversy. The College of Charleston has expressed its intention to demolish the College Lodge, a well-known mid-century motel on its campus, to construct modern student housing. This decision has been met with opposition from the Preservation Society of Charleston and numerous local preservationists. It has become apparent that the College only considers buildings to be “valuable only when new, or unless they possess some special, exceptional quality that redeems their oldness.”

In order to sustain its viability as a higher educational institution, the College of Charleston, like any other higher education establishment, must actively seek to attract

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prospective students by offering programs that integrate modern technology, which requires the presence of cutting-edge facilities for storage and utilization. For higher education institutions located in historic urban cities, these needs are often achieved by campus expansion. Some historic higher education institutions such as Vanderbilt University, are actively expanding its campus while continuing its historic architectural legacy. This is achieved by constructing modern buildings whose architectural style reflects those already present on its campus.

The development of the College of Charleston’s campus will continue to be influenced by the factors examined in this thesis for the foreseeable future, as long as the institution remains situated on the peninsula and does not impose a limit on its student enrollment. These influential factors will not only shape the College campus but also the City of Charleston. The College of Charleston, like many higher education institutions located in historic urban environments, has always been judged for the historic buildings it has preserved, but not the ones it demolished.

Moving Forward

This thesis has shown that for the last 64 years, the campus expansion of the College of Charleston has been directly influenced by a multitude of factors, including, a growing student population, political dynamics, administrative vision, financial considerations, modernity, connectivity, sustainability, and evolving preservation and planning ideologies. For a higher education institution, there will forever be a constant pressure to expand and modernize to continue to entice students to attend. The programmatic needs of universities and colleges often call
for large spaces for assembly and lectures, labs, etc. A limited number of historic buildings on an institution’s campus are viewed as “integral to its identity,” while others are often seen as “inefficient or even non-functional as needs and standards for comfort, teaching and education have changed over time.” By better understanding how the decision-makers of a higher education reach resolutions regarding campus expansion various stake holders and preservation advocates could better appeal the decisions of these institutions.

When creating campus master plans higher education institutions should identify the key historic characteristics of the historic buildings on their campus that if lost would alter the historic integrity of the campus. The decision-makers of higher education institutions should take into account how campus expansion will affect not only the historic fabric located on their campus but also the surrounding built environment. How a campus expansion affects the surrounding area comes down to the fundamentals of the higher education institution and what its goals are. Does the institution desire to maintain its present campus? Are they willing to alter the surrounding environment which could contain historic structures to construct larger buildings to accommodate their student population or are they willing to incorporate historic buildings into their campus? Do they want to continue the historic legacy of their campus? The answers to each question will differ for each

higher education institution and the factors examined in this thesis will impact the campus expansion of each in a different way due to their unique circumstances.

The College of Charleston has the opportunity to observe the preservation work of its peers and see how they cohesively blend their historic and modern campus structures by continuing to implement the architectural styles that are associated with its identity. The College’s responses to the previously proposed questions are pertinent to its upcoming campus expansion. The College of Charleston is known for its history, but the factors examined in this study will continue to impact and alter the structures associated with its said history and in turn the future of its campus.
Appendix A

Sanborn Maps of the College of Charleston

Figure A-1: Page 18 of the 1902 - Apr 1944 Vol. 1 Sanborn Fire Insurance Map from Charleston, Charleston County, South Carolina. Source: Library of Congress.
Figure A-2: Page 20 of the 1902 - Apr 1944 Vol. 1 Sanborn Fire Insurance Map from Charleston, Charleston County, South Carolina. Source: Library of Congress.
Figure A-3: Page 39 of the 1902 - Apr 1944 Vol. 1 Sanborn Fire Insurance Map from Charleston, Charleston County, South Carolina. Source: Library of Congress.
Figure A-4: Page 40 of the 1902 - Apr 1944 Vol. 1 Sanborn Fire Insurance Map from Charleston, Charleston County, South Carolina. Source: Library of Congress.
Figure A-5: Page 41 of the 1902 - Apr 1944 Vol. 1 Sanborn Fire Insurance Map from Charleston, Charleston County, South Carolina. Source: Library of Congress.
Figure A-6: Page 42 of the 1902 - Apr 1944 Vol. 1 Sanborn Fire Insurance Map from Charleston, Charleston County, South Carolina. Source: Library of Congress.
Figure A-7: Page 43 of the 1902 - Apr 1944 Vol. 1 Sanborn Fire Insurance Map from Charleston, Charleston County, South Carolina. Source: Library of Congress.
Figure A-8: Page 45 of the 1902 - Apr 1944 Vol. 1 Sanborn Fire Insurance Map from Charleston, Charleston County, South Carolina. Source: Library of Congress.
Figure A-9: Page 51 of the 1902 - Apr 1944 Vol. 1 Sanborn Fire Insurance Map from Charleston, Charleston County, South Carolina. Source: Library of Congress
Figure A-1: Page 55 of the 1902 - Apr 1944 Vol. 1 Sanborn Fire Insurance Map from Charleston, Charleston County, South Carolina. Source: Library of Congress
Figure A-2: An image of page 41 of the 1955 Vol. 1 Sanborn Fire Insurance Map from Charleston, Charleston County, South Carolina. Source: Library of Congress.
Figure A-3: An image of page 42 of the 1955 Vol. 1 Sanborn Fire Insurance Map from Charleston, Charleston County, South Carolina. Source: Library of Congress.
Figure A-4: An image of page 43 of the 1955 Vol. 1 Sanborn Fire Insurance Map from Charleston, Charleston County, South Carolina. Source: Library of Congress.
Appendix B

Maps and Plans of the College of Charleston

We present prospective plans conceived by the College authorities for the future College of Charleston, and to the realization of this magnificent project of expansion and enlargement, we dedicate the 1947 Comet.

FUTURE VISION, 1947. Just after World War II, Albert Simons, a prominent Charleston architect, projected the future of the College of Charleston. None of these buildings were ever constructed in the fashion he envisioned. The building in the lower right became the Robert Scott Small Library. The drawing does show College Street when it was still open to traffic. (Courtesy of Special Collections, College of Charleston Library, Charleston, SC.)

Figure B-1: A drawing by Albert Simons that appeared in the 1947 edition of the Comet. Source: College of Charleston by Ileana Strauch and Katina Strauch who obtained the image from the College of Charleston Libraries, Special Collections.
Figure B-2: A 1971 campus plan of the College of Charleston. Source: College of Charleston Libraries, South Carolina Historical Society
Figure B-3: Image from the 1970 College of Charleston campus master plan. Source: College of Charleston Libraries, Special Collections.
Figure B-4: Image from the 1973 College of Charleston campus master plan. Source: College of Charleston Libraries, Special Collections.
Figure B-5: A 1987-1988 campus map of the College of Charleston found in *Azaleas and Stucco*
Figure B-6: Image from the 1997 College of Charleston campus master plan showing the then College of Charleston campus. Source: College of Charleston Facilities Management
Figure B-7: An image from the College of Charleston campus master plan in 2004 showing the then current College of Charleston campus. Source: College of Charleston Libraries, Special Collections
Figure B-8: An image from the 2012 College of Charleston campus master plan showing the then current College of Charleston campus. Source: College of Charleston Facilities Management
Figure B-9: The College of Charleston campus in May of 2023. Source: College of Charleston website.
Figure B-10: An image of the College of Charleston campus. Source: 2023 College of Charleston Framework Plan
Appendix C

Charleston County Cross Deed Indexes

![Figure C-1: Page 131 and 132 Cross Index Conveyances and Miscellaneous Deeds Cm-Cz 1950-1965 Charleston County, S.C.](image-url)
Figure C-2: Page 3 Cross Index to Conveyances and Miscellaneous Deeds Co-Cz 1966-1971 Charleston County, S.C.

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Figure C-3: Page 4 Cross Index to Conveyances and Miscellaneous Deeds Co-Cz 1966-1971 Charleston County, S.C.
Figure C-3: Page 4 Cross Index to Conveyances and Miscellaneous Deeds Co-Cz 1966-1971 Charleston County, S.C.
## Cross Index to Conveyances and Miscellaneous Deeds — Charleston County, S.C.

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**Figure C-4: Page 11 Cross Index to Conveyances and Miscellaneous Deeds A to C 1972-1977 Charleston County, S.C.**
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Figure C-5: Page 12 Cross Index to Conveyances and Miscellaneous Deeds A to C 1972-1977 Charleston County, S.C.
Figure C-6: Page 20 Cross Index to Conveyances and Miscellaneous Deeds C-D 1978-1984 Charleston County, S.C.

Figure C-7: Page 10 Cross Index to Conveyances and Miscellaneous Deeds D-C 1985-1987 Charleston County, S.C.

Figure C-8: Page 8 Cross Index to Conveyances and Miscellaneous Deeds A to C. 1988-1989 Charleston County, S.C.

Figure C-9: Page 12 Cross Index to Conveyances and Miscellaneous Deeds A to C 1990-1992 Charleston County, S.C.

Figure C-10: Page 10 Cross Index to Conveyances and Miscellaneous Deeds C-D 1993-1994 Charleston County, S.C.

Figure C-11: Page 10 Cross Index to Conveyances and Miscellaneous Deeds C-D 1995-1996 Charleston County, S.C.
Figure C-12: Page 11 Cross Index to Conveyances and Miscellaneous Deeds C-D 1995-1996 Charleston County, S.C.

Figure C-13: Page 11 Cross Index to Conveyances and Miscellaneous Deeds C-D 1997-1998 Charleston County, S.C.

Figure C-14: Page 13 Cross Index to Conveyances and Miscellaneous Deeds C-D 2001-2002 Charleston County, S.C.

Figure C-15: Page 11 Cross Index to Conveyances and Miscellaneous Deeds C-D 2003-2004 Charleston County, S.C.
Figure C-16: Page 9 Cross Index to Conveyances and Miscellaneous Deeds C-E 2005 Charleston County, S.C.

| Figure C-17: Page 16 Cross Index to Conveyances and Miscellaneous Deeds C-E 2005-2006 Charleston County, S.C. |
| Figure C-18: Page 17 Cross Index to Conveyances and Miscellaneous Deeds C-E 2005-2006 Charleston County, S.C. |
Appendix D

College of Charleston Facilities Management Property Inventory

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<td>HARBOR WALK WEST</td>
<td>360 CONCORD ST</td>
<td>2000</td>
<td>2014</td>
<td>BUTLER FAMILY LIMITED PARTNERSHIP</td>
</tr>
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<td>172</td>
<td>CofC AT WEST EDGE</td>
<td>176 LOCKWOOD BLVD</td>
<td>1988</td>
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<td>182</td>
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<td>KING GEORGE INN CARRIAGE HOUSE</td>
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<td>191</td>
<td>99 ST. PHILIP STREET APARTMENTS</td>
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<td>1985</td>
<td>2016</td>
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<td>190</td>
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<td>1969</td>
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Appendix E

Thematic Coding Chart

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<tr>
<th>Source</th>
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<td></td>
<td>p 31 &quot;This year the College of Charleston, Charleston, S.C., was given a Special Award by the National Trust for Historic Preservation in recognition of the outstanding achievement in historic preservation...Through its all encompassing preservation program, the college has succeeded in retaining the character of the area while meeting the needs of a rapidly expanding student body. Theodore S. Stern, president of the college since 1968, has directed much of the restoration and new construction.&quot;</td>
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<td></td>
<td>p 31-33 &quot;Ms. Adler: Could you tell something about the history of the College of Charleston as it acquired land and buildings? Mr. Stern: In 1968 our land was limited to about one square block...It was necessary that the college reacquire the original property, and it has done so in a systematic manner. It did not merely destroy houses and other structures on the land, but rather it evaluated the buildings that were there and decided to retain in situ those that were of any architectural value and use them for faculty offices, classrooms, music practice rooms and things of that type. We planned to build new buildings that would complement the old and be in harmony with them. This was all done under a master plan.&quot;</td>
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<td></td>
<td>p 33 &quot;Ms. Adler: I understand that the college had another master plan before this one. Would you explain the differences? Mr. Stern: The initial master plan was devised back in the 1960s when the college was a private institution with a small student body-- at that time the student body was around 300 - 400. I was appointed president of the college in 1968. At the time a study conducted by the state had determined that a general-purpose college was needed in the Charleston area, the largest metropolitan area of the state. The college board of trustees had to decide whether to compete with a state-supported general-purpose college in the Charleston area or turn over the college to the state to serve as the state-supported institution. In 1970 the state accepted the college. So you have the master plan from the 1960s for a private college with a small student body and a new master plan prepared after 1970 to accommodate a</td>
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<tr>
<th></th>
<th>yes</th>
<th>yes</th>
<th>yes</th>
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<tr>
<td>Personal Motivation</td>
<td>Campus Planning</td>
<td>Preservation Ideologies</td>
<td>Politics</td>
<td>Student Enrollment</td>
<td>Connectivity</td>
<td>Funding</td>
</tr>
</tbody>
</table>

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state-supported college with a student body now estimated at 5,000."

"Ms. Adler: Did the new plan call for the purchase of more old buildings in the area or building more new ones? Mr. Stern: It required both. The Historic Charleston Foundation and the Preservation Society of Charleston classified the buildings in the area according to their historical value. A decision was made to retain and restore all historical structures. Some buildings were moved to accommodate the newer buildings. But all the buildings of any historical value were retained, and restored or renovated."

"Ms. Adler: A President's Advisory Committee on Area Preservation was organized in 1971. What role does that group play? Mr. Stern: It plays a vital role. It was recommended initially that a citizens group serve as my principal adviser on preservation, to assure citizen input and support in the acquisition of property and the preparation of plans, so that the college would not operate in a vacuum. I asked various individuals representing preservation and historical organizations to advise me on the best way for the college to preserve the buildings of value or restore them to keep all the buildings in harmony with the college rather than in discord. Among the members of the advisory committee are Charleston residents who are active in the National Trust as well as the various societies and organizations. I've always favored close community relations and citizen input; this has been attained. From the beginning, the college has not been in conflict with any of the preservation groups. We work together in harmony."

"Ms. Adler: What was the condition of the area before you started purchasing the buildings? Mr. Stern: I guess you could say that it was run-down. Little renovation had been done. Buildings were without paint, and it used to be said that in Harleston the people were too poor to paint and too proud to whitewash. The masonry buildings were in great disrepair, and some of them were actually safety hazards. One of our first tasks was to convince the state inspectors and auditors and the college board of trustees that it would be more economical to restore and use an old building than to construct a new building. We provided figures showing that to purchase, renovate or restore an old building would cost approximately $17 to $20 a square foot.
whereas new buildings cost from $35 to $45 a square foot. The state auditor reviewed our figures and reported officially that it would be economically beneficial for the College of Charleston to renovate. So we have been able to preserve and utilize Harleston Village Buildings, which has been an economic advantage for us and certainly a cultural advantage for both the college and the community.

Ms. Adler: Could you describe the variety of buildings you have taken over and the new uses to which you have put them? Mr. Stern: We have purchased more than 120 properties and have restored about 75 buildings up to this time. No more than 20 buildings (not of historical significance) have been demolished. The old structures have been used for a variety of purposes, which include faculty offices (and I must say that the faculty love to have their offices in a restored building), classrooms, music practice rooms, administrative offices and, one of the most interesting uses, dormitories and living spaces for more than 150 resident students. For example, the Sottile House, a good example of Victorian architecture, now houses 21 women. Such dormitory or residential facilities as these are the ones most sought. Some of the buildings are rented as faculty housing. We have also restored many buildings to provide residence facilities on the upper floors. Fraternities and sororities rent the downstairs meeting rooms from the college, and usually members of the sororities or the fraternities live upstairs. If no, other students live in those facilities. So I think we have the full spectrum of use.

Ms. Adler: I was wondering about the low-income people who were here before their housing was taken over. Did the college help to relocate those people? Mr. Stern: This has been a sensitive area, as one can recognize. When we started to purchase buildings, there were no relocation laws or regulations. But we are sensitive to the problem; of the more than 120 properties the college has acquired, we have never gone to condemnation except to clear a title. We've always had relationships in which there was a willing seller along with a willing buyer. While a few people now are complaining that they should have gotten relocation allowances, in fact they did because we would say, 'All right. This house has been appraised at $15,000, but you're going to have to relocate, so we think a fair price might be $20-$21,000. Will that be agreeable?'
They always said, ‘Oh, that is fine.” Then we signed contracts and made the arrangements. Sometimes we said, ‘Why don't you live here rent free for six months until your new house is ready?’ Or we assisted them in getting a contractor to do work on the new house. We provided various advantages to them, and our relationship with the total community has been one of mutual confidence and support. In many cases there were not families but businesses occupying the buildings and, with the downtown area being as run-down as it was, they were pleased to relocate. But now they would like to come back. We've noticed too that our neighbors are sprucing up. Harleston Village has a different look. Even those areas that used to be as rundown as the college was a few years ago are trying to spruce up. They're all painting. And it's looking much better."

Ms. Adler: How has the restoration work of the college affected property values in the area? Mr. Stern: Property values in Harleston Village have certainly risen. The faculty has increased from approximately 35 to 175 in about four years. Many of these people live near the campus, as do many other staff people. With more demand for nearby housing by citizens more affluent than those who previously lived in the neighborhood, it seems safe to say that inflation is not the only factor influencing the price of property in Harleston Village."

Ms. Adler: I read that you have managed to earn the approval of both preservationists and bulldozer operators. Could you explain how you accomplished that? Mr. Stern: I'm proud of the relationship, though I think it might be a little rough to say that. Perhaps we've given the contractors and the bulldozer operators and understanding and appreciation of what can be done and they've taken pride in their work. We're all part of the community, and I think all of us working together have accomplished a great deal that none of us could have done alone, whether it be the bulldozers or the preservationist or the college."

Ms. Adler: How much more acquisition of old buildings or constructions of new ones will there be? Mr. Stern: Our master plan calls for acquisition of about 30 more buildings, but only three of which will be demolished. There are definite purposes for each acquisition. The buildings will be used for faculty offices, residence halls,
administrative services, residence hall annexes and improving of other properties in the area. In addition to those buildings there will perhaps be 20 or more maximum before the college completes the implementation of its master plan by about 1980. We have approved construction of the fine arts center. We have approved construction of a physical education and athletic center. After expansion has been completed, the college will fill an area of about 21 acres. In the long-range plan, but not yet funded, are a new classroom building and a student residence facility and an addition to the science center...We also have plans for a continuing education center, the site of which has not yet been determined. We think it is unnecessary for it to be here but it should be in a place that is accessible to the public and has adequate parking area. We do not have a great deal of parking for our 5,000 students (80 percent of whom commute). I was concerned that we not build a concrete plaza around the college to provide parking. Accordingly, we initiated a plan several years ago to have off-campus parking and provide free shuttle bus service from there to the campus. This has been favorably received by the community as well as the students. Now, the students park their cars at the municipal auditorium parking area, and shuttle bus service running to the campus takes three to four minutes. It's a nice walk too. We're hoping to develop more off-campus parking facilities”

p 36: “Ms. Adler: I noticed that a municipal parking garage is being built next to the college. Were you opposed to that?
Mr. Stern: No, the college favored this, and its design will blend with the college surroundings. On that site there used to be a large parking lot with some older buildings which have been moved to other locations in the Harleston area and will be renovated as residences. Now there will be a parking garage with about 600 spaces that college faculty, staff and students may use. It should work well because the students will use those parking facilities at hours when the shoppers don't - the shoppers will use them mostly between noon and 6 p.m. and the students will use them from 7:30 a.m. until noon and then in the evening for our continuing education program and evening school.”
question about it. I think students are naturally attracted to Charleston, but they take a tremendous amount of pride in the old buildings and the buildings we have restored. I can remember when we started renovation of the Main Building. Students came up to me and said, 'Please don't do away with the classrooms in that building.' We're not only preserving the classrooms, but the original desks are going back in. The students take great pride in the beauty of their college, and we share in that pride."

"Ms. Adler: What are some of the problems you've encountered, such as technical complications or community opposition?  Mr. Stern: We have only had opposition in one area. That was the proposed closing of one of the streets, and the street has not been closed. I think so day it will be closed, but right now it is not to the advantage of the community to close it. We like to consider whether our plans are advantageous to the community first and to the college second..."

"Ms. Adler: Has any of this been done to meet zoning or design standards of the city?  Mr. Stern: We have complied with all the design standards of the city, although we did not have to, because the college is a state institution. But we believe that we are so much part of the community that we want to conform to these things. I think one of the reasons we have had complete support from the mayor, from the aldermen, from the community at large is that they know we are trying to do the same thing they are trying to do. It's been a cooperative community of action."

"Ms. Alder: George D. Grice, who was president of the College of Charleston from 1945 to 1966, was also interested in preservation. Could you explain what he accomplished and what a new direction things took when you came?  Mr. Stern: The Aiken House and the Sottile House were acquired when Dr. Grice was president. The major restoration effort during his term was the Bishop Smith House, a 6 Glebe Street, which is historically notable in every respect. In 1965, it was completely restored as the residence of the president; unfortunately, Dr. Grice was never able to live in it. My immediate predecessor was the first occupant."

"Ms. Adler: When do you think the college became interested in preservation? Was it when it was trying to..."
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<thead>
<tr>
<th>Date</th>
<th>Correspondent</th>
<th>Message</th>
<th>Stabilize?</th>
<th>Special Attention Needed?</th>
<th>Preservation?</th>
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<tbody>
<tr>
<td>1/15/1970</td>
<td>Albert Simons to Mr. Theodore S. Stern</td>
<td>&quot;I shall be happy to serve on the advisory Committee on Area Preservation for the College. This is a matter in which I have been deeply interested for many years and I hope I may be able to make a constructive contribution to the work of the committee.&quot;</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
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<tr>
<td>1/8/1970</td>
<td>Office of the President to Mr. Albert Simons</td>
<td>&quot;The College is now about to enter a new phase of its 200 year history, a phase in which its growth will be far more rapid than any experienced in the past...the college must pay special attention to its role in area preservation to maintain its unique spirit and to emphasize its proud heritage.&quot;</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
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<tr>
<td>1/28/1970</td>
<td>Mr. Stern</td>
<td>I think the college has always been interested because it is part of the community of Charleston, which has been interested. We have only been able to make progress since we became a state institution and received the financial support that is essential to do a good job.&quot;</td>
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<tr>
<td>Simons, Albert. “Albert Simons Papers., 1902-1977&quot; - box 26/31 &quot;Albert Simons Papers: Correspondence and blueprint re: plans for expansion of the College of Charleston 1967-1971</td>
<td></td>
<td>&quot;The College of Charleston shares with many persons and organizations in the community a vital interest in the preservation of buildings of historical and architectural interest. The Bishop Smith House, the Lesesne House (Horizon House) and the buildings on the new College mall are recent examples of the College's contribution to the preservation of significant buildings.&quot;</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
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<tr>
<td>1/28/1970</td>
<td>Mr. Stern</td>
<td>&quot;The advisory committee on Area Preservation would assist the College in recognizing the valuable buildings in the area and advise on methods of preservation and on adaptive use of historic buildings in its plans.&quot;</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
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<tr>
<td>1/28/1970</td>
<td>Mr. Stern</td>
<td>&quot;We also hope the committee will offer suggestions to the Board of Trustees on property purchases on the design of new buildings. It could aid in the preparation of a master plan for the college expansion by charting all the buildings in the expansion area deemed worthy of preservation.&quot;</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
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8/17/1970 - Albert Simons to Mr. Theodore S. Stern

"I am sending to each member of the Committee a print of the neighborhood of the College of Charleston bounded by Calhoun Street, St. Philip, Wentworth and Coming Streets. You will note that all of the properties presently owned by the College area so designated and all properties of historic and architectural significance are marked with the same ratings used in This is Charleston."

| yes | yes | yes |

"This plat by no means comprises the entire area with which we much concern ourselves eventually, but it does include the vital core from which our interest emanates. I hope that it will be of use to the members of the Committee in visualizing the rather heavy concentration of worthwhile buildings which give the area its unique character."

| yes | yes | yes |

"The firm of Geiger, McElveen and Kennedy and their Consultant Professor hedges have amply demonstrated their capacity to deal with the complexities of replanning a college campus on a built over site."

| yes | yes |

"I became acutely aware of these complexities when our firm was called upon to design the new Library. The rapidly expanding College will require considerable unencumbered space for the location of a number of large buildings and this is the crux of the planners efforts."

| yes | yes |

"In the area bounded by Calhoun, St. Philip, Wentworth, and Coming Streets there are a few buildings of outstanding historical and architectural significance and a considerable number less distinguished, but worthy of preservation because of their value as contributing to an harmonious town scape."

| yes | yes |

"The frame buildings, if sufficiently distinguished to warrant to justify removal to a new site, will involve new foundations, new water, sewer, and electric connections as well as the probability of new lathing and plastering."

| yes | yes | yes |

"The cost and damage in moving brick buildings is even greater for any brick building ante dating the earthquake of 1886 is seamed with cracks which while patched and concealed are bound to open again under the strains and shocks of moving."

| yes | yes | yes |

"The cost of moving both frame and brick buildings might well arouse the resentment of some members of the State Legislature who are concerned about budgets and"

| yes | yes | yes | yes | yes |
appropriations and may consider preservation of the antiquities of Charleston as irrelevant to their responsibilities."

"Are we to abandon preservation? By no means." yes yes yes

"Should we not seek financial aid from Foundations avowedly concerned in preserving the American Heritage." yes yes yes

"At the same time should we not request our planners to consider leaving in place more buildings, especially those of brick. However they should not be subjected to any pressure because their prime purpose is to create a functional and aesthetically satisfying arrangement of buildings and open spaces for higher education."

"Preservation, by all means, should be given consideration as adding character and distinction to the scene but it is definitely in a secondary priority." yes yes yes

"The College might well stay within it prime educational function and give preservation much needed aid by providing a spacious undercover shelter for distinctive fragments of those buildings which from time to time cannot be preserved by adaptive use and are demolished."

"These thoughts are submitted not to block or frustrate those who now carry the responsibilities of creating a workable plan, but rather to raise points for discussion which I believe deserve further consideration." yes yes

2/8/1971 - Theodore S. Stern to Mr. C. Dana Sinkler (BAR Chair)

"Opinions in 1963 and 1967 by the Attorney General of South Carolina state the State institutions are not subject to municipal zoning regulations. Since the College Charleston is now a State institution, it is accordingly exempt from any regulations of the City or County of Charleston."

"While complying with this ruling without dissent, the Administration of the College realizes that its aims and aspirations for the physical development of the College are basically the same as those sought by the Board of Architectural Review."

"Now, therefore, as a matter of information and interest to your Board and as a gesture of respect and courtesy, the Administration of the College proposes to send to your
| Minutes of the November 2, 1972, meeting of the President's Committee on Preservation (recorded on November 8) | Board visual data concerning the proposed restoration of certain old dwellings. “

> "At this time, I would like to submit data on the house located at the north east corner of George and St. Philip Streets (58 George Street). This will require no action from your Board but is tendered in the spirit of good community relations and understanding which this Administration considers most desirable." |

"President Stern pointed out that substantial property acquisition is in process west of Coming Street. However, no new construction is planned in this area."

"The purpose of acquiring the property is part of a master development plan to frame the campus. This plan would also provide beautification and protection of the College campus and the neighborhood."

"2, 4, and 6 Bull and 37, 39, 65, and 71 Coming Street are included in this acquisition. The acquisition of this property will be used to frame the west side of the campus as a complementary residential area. It is anticipated that the east side of the campus will be framed with the Fine Arts Center and the north side of the campus will be framed with a Classroom Building."

"Parking on campus is extremely limited. Accordingly, off campus parking is being developed."

"At present, students are parking at the Municipal Auditorium and utilizing free shuttle buses. Hopefully, the proposed coliseum will be in close proximity to provide essential off campus parking. The coliseum figures significantly in the College's future plans."

"As background information, the role of an urban college is twofold: that of quality education and providing education for its citizens. Urban renewal funds will be available for |

| yes | yes | yes |  | yes | yes |
| yes | yes | yes |  | yes | yes |
| yes | yes | yes |  | yes | yes |
| yes | yes | yes |  | yes | yes |
| yes | yes | yes |  | yes | yes |
| yes | yes | yes |  | yes | yes |
land purchase and a significant amount of space in the coliseum can be utilized for classrooms and offices."

"In the future, educational opportunities are required for all elements of the community and not limited to the 18-22 year old group. Some students in special programs do not need a campus atmosphere and, therefore, could very readily utilize the coliseum classroom facilities and their adjacent parking facilities."

"At present, of the 3,000 college students enrolled, over 1,100 are participating in special and evening programs."

"The College plans to de-emphasize on-campus housing.

"The College supports the proposed parking garage on St. Philip Street.

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<tr>
<td>p 1 &quot;The proposed master plan for the development of the College of Charleston is based on the policy statement of the Board of Trustees of the College with respect to objectives during the decade of the development dated October 17, 1960. The statement includes the following:&quot;</td>
<td></td>
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<tr>
<td>p 1 &quot;The College shall continue as a small Liberal Arts College in the finest sense of that expression, with limitation to undergraduate instruction except in rare and special situations.&quot;</td>
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<td>p 1 &quot;Set a maximum enrollment of 600 students.&quot;</td>
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<tr>
<td>p 1 &quot;Continue operating the College at its historical location between George and Green Streets, making every reasonable effort to acquire additional land and buildings on all streets facing the block containing the main College building and in addition to acquiring useful property in the near vicinity but recognizing that it may be impractical to ultimately extend College buildings the whole way to Calhoun Street considering the land values involved.&quot;</td>
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<tr>
<td>p 1 &quot;Continue the use of the gymnasium at Meeting and George streets but be alert to possibly selling this property and using the proceeds to acquire or construct needed buildings in the immediate vicinity of the main College building.&quot;</td>
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| p 1 "Continue at a moderate pace for the development of the Marine Biological Laboratory at Fort Johnson with the clear
understanding that it is of secondary importance compared with the primary need of developing facilities surrounding the main College building."

p 1 "Construct in the immediate vicinity of the main building a new library in keeping with the needs and size of the College as intended above."

P 1 "Prepare for increased demand for classrooms and laboratories to accommodate the increasing enrollment, making such facilities available as close as possible to the main College building."

Pg 2 "The expansion of the school in accordance with the policy statement and in harmony with its historical background presents two major concerns: 1. The long-range location of facilities to permit the required growth within the limitations of land which is owned or might reasonably be acquired. 2. The protection of the school from encroachment by undesirable neighbors."

p 7 "At the present there is a minimum parking provided for faculty and for dormitory residents and the scarcity and high cost of land in the area makes extensive parking difficult."

p 7 However, a long-range parking plan will most assuredly benefit the College. if the land east of St. Philip Street would be acquired at a reasonable cost it would be most desirable to develop this as school parking which would act as a buffer between the commercial area and the school.

p 7 However, due to the fact that this is zoned commercial property it is unlikely that the land could be purchased at a figure which would justify this use and, therefore, we recommend that the school lend its support to civic or commercial organizations to further the development of this frontage as commercial parking suitably landscaped."

p 17 "On the south, Wentworth Street will expand as a business area and we recommend that no effort be made to extend to Wentworth Street but rather to stop the College boundary short of the buildings which face on Wentworth Street.

p 17 "On the east, St. Philip Street is a threat of considerable importance. Even though it may be impossible to obtain ownership of this frontage, some immediate efforts should be made to develop it into a more attractive neighborhood or Yes Yes Yes

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<tr>
<td>17</td>
<td>&quot;On the west it would be most desirable to extend the College area to Coming Street and we recommend that this be the goal of the College. (With new buildings facing College Street there should be no special threat on Coming Street.)&quot;</td>
<td>yes</td>
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<tr>
<td>17</td>
<td>&quot;Also, with the improvement of the blocks recommended for school purchase, there should be an up-lift in the remaining Coming Street buildings since areas to the west of Coming Street already comprise a higher class neighborhood.&quot;</td>
<td>yes</td>
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<tr>
<td>25</td>
<td>&quot;Mr. Albert Simons, Architect of Charleston, has designated as 'A', 'B', and 'C' those residences in the area of the expanded Campus which are of value for their historical or architectural significance.&quot;</td>
<td>yes</td>
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<tr>
<td>25</td>
<td>Fortunately, all buildings designated as 'A' are already owned by the College except the residence at the southwest corner of College and Greene Streets. Also, in the three blocks between St. Philip and College and Glebe Streets all 'B' buildings are College owned except two residences at Nos. 12 and 20 Glebe Street which can be left undisturbed since they are excellent architecture.&quot;</td>
<td>yes</td>
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<td>25</td>
<td>&quot;Other 'B' buildings to be given special consideration are the first three on George Street west of College Street including the one on the corner...Mr. Simons considers that the three make an interesting composition so the middle building may have to remain at least for the present.&quot;</td>
<td>yes</td>
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<td>25</td>
<td>&quot;The 'C' buildings involved are referred to individually below. Mr. Simons states that the two on College Street directly opposite the present Library are fire risks and can be eliminated.&quot;</td>
<td>yes</td>
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<tr>
<td>25</td>
<td>Also that the residence on College Street south of the filling station is expendable.&quot;</td>
<td>yes</td>
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<tr>
<td>25</td>
<td>&quot;He lists the 'C' house south of the parking lot on St. Philip Street as of 'border line value' and says it can be scrapped and that this is true of the three houses on the west side of St. Philip Street.&quot;</td>
<td>yes</td>
</tr>
<tr>
<td>25</td>
<td>&quot;There are two 'C' houses on the south side of George Street between College and Coming Streets, and three 'C' houses on Coming Street south of George Street whose&quot;</td>
<td>yes</td>
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value will have to be determined when the time arrives to acquire this area."

"Its present enrollment of approximately 700 students is expected to swell to 5,000 students by 1980."

"The primary thrust of the recommended Master Development plan is one of providing the facilities within which a strong academic program can meet the educational needs of this growing student body while, at the same time, maintaining the traditions and historic significance of the College."

"The Master Development Plan provides for the expansion of the College at its present location in the City of Charleston. This decision presents some unique development problems, but we are convinced that the decision is sound since the end product of campus development will give the College of Charleston a continuing sense of identity and locale and campus setting rich in heritage and tradition. The plan which follows seeks to maximize the advantages of retaining the present location while minimizing the potential disadvantages which an existing urban location might otherwise create.

"Thus, we have provided for the rehabilitation of existing buildings wherever practical to bring them to their maximum potential.

"A phased land acquisition program is recommended to provide locations for new academic and student facilities."

"The plan provides for the relocation of certain historic structures into a faculty office area."

"Finally, we recommend the creation of a campus mall area, via the enclosing of selected city streets, to create the cohesive, coordinated atmosphere we consider essential to the proper functioning of the campus and its myriad learning activities."

"An urban campus of approximately seven city blocks will be created - a campus of old and new, maintaining and preserving the quality of present facilities and stressing the compatibility of its emerging character with the overall development of the City of Charleston."
<table>
<thead>
<tr>
<th>p 5</th>
<th>&quot;Second, some of these lands can be cleared of existing structures, either through demolition or relocation and serve as surface-level parking areas until recommended permanent parking facilities are completed...recognizing the need for conservation of financial resources, particularly as the tempo of building construction increases, recommends phasing of land acquisition for activities on a priority basis.&quot;</th>
</tr>
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<tr>
<td>yes</td>
<td>yes</td>
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</table>

| p 12 | "The Master Development Plan for the College of Charleston seeks to conserve and capitalize upon the unique historical environment now surrounding the College and, more specifically, preservation of the residential structures now scattered throughout the projected campus area."

| yes | yes | yes |

| p 12 | "For this reason, the plan provides for the orderly relocation of some historic structures that are economically capable of restoration and preservation of others at their present location."

| yes | yes |

| p 12 | "The ultimate purpose of our recommendations is to heighten the historic significance of this area of the City of Charleston and to strengthen what we consider to be a significant asset for this evolving urban campus: Preservation of tradition and heritage amid an atmosphere of modern, forward-looking academic processes and facilities."

| yes | yes | yes |

| p 15 | "The provision of adequate parking facilities for student, faculty, staff and visitor automobiles presents a major problem for - and imposes persuasive pressure on - the College of Charleston."

| yes | yes | yes |

| p 15 | "Technically, parking facilities offer little or no shelter to academic programs, yet they must command a significant portion of already limited resources, particularly for an urban location where land values reflect potential high density land uses."

| yes | yes | yes |

| p 15 | "The Development Plan recommends a multifaceted, phased approach to alleviation of the parking problem by providing the following solutions: - Utilization of three primary types of parking facilities: Surface level; sub-level, and multi-level. - Surface level parking facilities are composed of small, off-street parking lots and street parking. The capacity of these facilities is estimated at 125-150 vehicles. Their location, indicated by number of potential spaces only, is shown on Figure 8 following."

| yes |

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<th>p 15</th>
<th>&quot;Portions of surface level parking facilities will be provided by the clearing of acquired land prior to its&quot;</th>
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<tbody>
<tr>
<td>yes</td>
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<tr>
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<td>&quot;The College of Charleston is presently committed to a maximum of 5,000 full-time students. However, in the unlikely event that the State College Board of Trustees elects to change this policy, then the area between the main campus and the Athletic Center is most desirable for future college expansion...This area is generally bounded by George Street, the Athletic Center, Burns Lane, and the planned Fine Arts Center.&quot;</td>
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<tr>
<td>p 1</td>
<td>&quot;Some on-campus parking should be provided for commuters and visitors to the College.&quot;</td>
</tr>
<tr>
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<td>&quot;A Major off-campus parking program for other college parkers should be provided in the Municipal Parking Lot, the Municipal Auditorium, and other off-main campus sites.&quot;</td>
</tr>
<tr>
<td>p 1</td>
<td>&quot;The site bounded by Lockwood Drive, Wentworth Street, Barre Street, and Beaufain Street is recommended for student parking since it will intercept heavy traffic movements entering the Peninsula from the west. The site located across from the College Athletic Center on George Street is also recommended.&quot;</td>
</tr>
<tr>
<td>p 1</td>
<td>&quot;It is also recommended that if the Charleston Coliseum is developed in the vicinity of Calhoun and East Bay Streets, the College should utilize Coliseum parking for its parking needs.&quot;</td>
</tr>
<tr>
<td>p 2</td>
<td>&quot;The continuation and expansion of the College shuttle-bus operation, integrated with off-campus parking facilities, is also recommended.&quot;</td>
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</table>
George Street, the Athletic Center, Burns Lane, and the planned Fine Arts Center.”

p 2 "The College should inform the Planning Council of enrollment and development policies.”

p 2 "The Planning Council should inform the College of proposed capital improvements and programs, such as urban renewal projects, the location of new highways or improvements to existing highways and mass transit facilities, and other factors that influence campus development.”

p 3 "The major objective of the College of Charleston's Master development plan is 'one of providing the facilities within which a strong academic program can meet the educational needs of a growing student body while at the same time maintaining the traditions and historic significance of the college.’

p 3 "To provide facilities for a projected 1980 student population of 5,000.”

p 3 "To simplify automobile and pedestrian circulation patterns and to develop adequate off-street parking facilities.”

p 13 "The City of Charleston has agreed to provide about one half of the approximately 580 spaces planned for the Municipal Parking Lot on St. Philip Street. The College has at present about 250 on-campus parking spaces and while some of the local commercial parking spaces can be utilized, a major parking program emphasizing off-campus parking must be determined and implemented.”


section 1 Preamble “Even though the restoration and redevelopment has taken place at a very rapid pace, great care has been exercised to ensure a compatible continuity of the old and the new. Structures are truly restored, though put to new uses.”

Section 1 Preamble “The College has received national recognition by way of special awards from the National
Trust for Historic Preservation; the American Association of Nurserymen; The South Carolina Chapter of the American Institute of Architects conferred its Recognition Award to the College of Charleston for its ‘outstanding contribution to the urban environment with the revitalization and expansion of the Charleston campus.’

College of Charleston Five Year Capital Improvement Plan Fiscal Year 1979-1983  "Priority Number 7 Name of Project; Multi-level Parking Garage...Construct a 550-car parking garage for commuter students, college visitors and staff. This project should be funded by State Capital Improvement Bonds the amount of $1,000,000 and Parking Revenue Bonds in the amount of $1,500,000.”

Final Report College of Charleston Preliminary Campus Master Plan Study March 25, 1997 Ray Huff Architects PA and DesignWorks LC

p 4 "The College indicated it intends to stabilize growth and eventually reduce the total enrollment of full-time students. While no specific proposals for accomplishing this objective were made evident, the commitment to stem growth impacts on how the campus develops. By curtailing growth the institution intends to refine its role as a selective liberal arts program.”

p 5-6 “The College has experienced adverse repercussions from adjacent residential communities regarding what is generally perceived as infringement on those neighborhoods. The conflict of the needs and desire of the College and those of the neighborhoods has a direct impact on the potential for further development in this urban context.”

p 5 "Until recently, the State funded institutions of higher learning based upon a formula that rewarded growth and expansion. This approach is being changed by the State to reflect performance based funding. Any public funding approach affects the way these institutions develop, but it is not evident to the planners how this change will affect future development of the College. It is fairly certain, however, the former practice encouraged growth but funding did not keep abreast of many consequences of expansion.”

p 6 "Erosion of Campus Edges. As the campus expands to new districts (see Map entitled: ‘New Use Facilities’), its status as a clearly defined urban institution is being challenged. Although the campus has never been marked by..."
significant edges, a sense of campus has existed in the core area. Development of the east and north campus districts has eroded this edging and the campus is bleeding into the urban fabric of downtown without significant demarcation."

p 18-19 "As new buildings are acquired and enrollment increases the need for adequate parking will grow. Because of the historic urban nature of the campus and city, choices are limited in obtaining new parking spaces, but they do exist."

p 19 "The potential use of public transportation may alleviate some of the demand for additional parking."


p 8 "Maintain the Urban fabric: Respect and follow the existing relationship between the buildings and the streets."

p 8 "Preserve the historic context but contribute to it in a meaningful way: Follow the general principles of proportion, scale, massing, and materials palette established by the existing buildings and apply them to all construction. Reserve the heightened moments of hierarchy for the appropriate building, program, and site."

p 10 "The Master Plan proposes phasing projects over time, dependent on the immediate needs of the College, funding, strategic goals, and the availability of land."

p 13 "The Campus Master Plan is the result of a collaborative effort between the College of Charleston and many members of the Charleston community. The process was led by the Steering Committee composed of President Lee Higdon and the senior staff. Other groups of faculty members, staff, and students met at regular intervals for two-day workshops to guide the Plan’s development. Campus user groups, including neighbors and city officials, were also integral participants in the process."

p 24 "With the expansion of classrooms, student housing, and parking north of Calhoun Street, the campus community is more susceptible to conflicts with motor vehicles. The College is charged with providing adequate and safe parking for its community while nearby parking lots are being lost to the development of much-needed academic and residential space."
<table>
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<tr>
<td>44</td>
<td>&quot;With the growth of the student population and availability of property, the College has expanded north of Calhoun Street.&quot;</td>
</tr>
<tr>
<td>63-64</td>
<td>&quot;The ratio of parking spaces to population is on the low end of comparable urban campuses, but the stability of the population has kept the perceived shortfall of parking from becoming a crisis...the College addresses a portion of the shortfall by placing a parking garage north of Calhoun Street on St. Philip Street.&quot;</td>
</tr>
<tr>
<td>62</td>
<td>&quot;The College's parking system mirrors the transportation system in its complexity of products offered, utilization, and challenges. The location of the campus on the Peninsula in the heart of Charleston's historic district prevents many typical parking solutions, such as the construction of large multi-story garages or perimeter parking lots.&quot;</td>
</tr>
<tr>
<td>62</td>
<td>&quot;There is not much space to place a parking structure that is not already valued as a building site. For this reason, a slate of options was considered to capitalize on the existing and planned transit system, as well as house more students on campus. Many potential partnerships were identified and contracted in the process, including CARTA, the City of Charleston and private developers.&quot;</td>
</tr>
<tr>
<td>2012 College of Charleston Campus Master Plan</td>
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<tr>
<td>25</td>
<td>&quot;Financing strategies for needed capital projects will play a major role in determining project location, timing, and facility priorities. A greater variety of revenue sources needs to be harvested.&quot;</td>
</tr>
<tr>
<td>33</td>
<td>&quot;The campus character exists seamlessly within the city, while having an identity of its own. Remarkably, as the campus has grown, it has retained a cohesive compact feel. However, there is a growing pressure to find new outlets for growth, whether on the peninsula or in surrounding areas.&quot;</td>
</tr>
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<td>20</td>
<td>&quot;Four interconnected issues have emerged as 'drivers' of the Campus Master Plan concepts: Program &amp; Space Needs, Learning Outcomes &amp; Curriculum Delivery, Land Use Opportunities, and Funding Mechanisms.&quot;</td>
</tr>
<tr>
<td>90</td>
<td>&quot;Sustainability is a major consideration that should overlay all architectural design discussions. The built environment at the college is unquestionably rich and unique. Stewardship of the cultural legacy should allow&quot;</td>
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<td>p 90</td>
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<td>&quot;The Campus Framework Plan outlined in this report will serve as a tool for immediate and long-term decision-making as needs arise and funding becomes available.&quot;</td>
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College of Charleston Framework Plan 2023 Beyer Blinder Belle Design Works Kimley-Horn Buss

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Enrollment at the College of Charleston has increased in recent years, and there is a shortage of affordable housing for students in downtown Charleston, increasing the demand for affordable on-campus housing closer to the campus core.

To meet the short term goals of housing all first-year students on campus and phasing out third-party leased space, the College of Charleston needs to significantly increase the number of beds on campus.

Parking at the College of Charleston is unlike at a traditional campus, thanks to urban, historic, narrow streets and limited parcel sizes and lots scaled to a bygone century. Because of the uniqueness of the College and its contextual assets, the approach to parking management requires a flexible approach with a focus on lot size and availability that many colleges would find puzzling.

Parking remains an expensive asset to build and maintain for colleges and universities. Parking and mobility management in today's world involves building the right amount of parking, in the right locations, and in a way that complements good land-use policy, urban and building design and incentivizing and integrating the uses of non-single-occupant automobile modes.

Historical Records 1785-1970
College of Charleston

Grice - General Correspondence, 1966-, Box: 42, Folder: 3. College of Charleston archives: historical records, Mss 0202. Special Collections.

5/24/1967 - Thaddeus Street (president of Board of Trustees) to Dr. George D. Grice
"The Trustees reluctantly decided to sell most of the Fort Johnson land and the Marshlands house...The Trustees decided that the need for funds to carry forward the development program at the primary College location was so pressing that those Fort Johnson assets not directly related to educational purposes should be disposed of."

6/15/1966 - Walter Coppedge to George D. Grice
"I think it might be helpful to have a list of priorities in our building and renovation during these summer months."
<table>
<thead>
<tr>
<th>Date</th>
<th>Author(s)</th>
<th>Content</th>
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</thead>
<tbody>
<tr>
<td>6/24/1966</td>
<td>M.L. Patterson (chief fire inspector) to George D. Grice</td>
<td>&quot;With reference to your request to occupy the four story frame building located at No. 3 College Street, as a dormitory, I regret to inform you that after a fire safety inspection by State Fire Marshal J. C. Johnson and the undersigned, it is recommended that this building not be used for such occupancy.&quot;</td>
</tr>
<tr>
<td>6/24/1966</td>
<td>M.L. Patterson (chief fire inspector) to George D. Grice</td>
<td>&quot;With reference to your request to occupy the two story brick building, located at No. 26 Glebe Street, as a dormitory, I am pleased to inform you that after a fire safety inspection by the State Fire Marshall J. C. Johnson and the undersigned, it was agreed that the building may be used for such occupancy provided the following recommendations...&quot;</td>
</tr>
<tr>
<td>7/28/1966</td>
<td>George D. Grice to President Walter Coppedge</td>
<td>&quot;The general money situation is completely desperate in regard to cash available for the paying of current bills. This is simply information as I have made no inquiry into anything except those items outlined in your letter of instruction on repairs and building committee matters.&quot;</td>
</tr>
</tbody>
</table>
| 8/25/1966    | Glenn G. Thomas to Alderman Fred Martschink (Chairman, Street Committee) (CC) J. Palmer Gaillard (Mayor) | "The College of Charleston would like to secure the cooperation of the City of Charleston in two of the projects which are parts of the Decade of Development designed to enrich the College and the community it serves."
"We know the City of Charleston can be counted upon for support in the years ahead as it has consistently responded to calls for assistance in the almost 200 years of the..."
<table>
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<tr>
<th>Date</th>
<th>Sender</th>
<th>Recipient</th>
<th>Message</th>
<th>Action</th>
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<tbody>
<tr>
<td>8/25/1966</td>
<td>Glenn G. Thomas</td>
<td>Mayor J. Palmer Gaillard</td>
<td>The College of Charleston requests the City of Charleston to furnish from its reserve of flagstones a sufficient number to be used in the paving of a mall area between Calhoun and Green Streets, a project already under way. Among the benefits which will be shared by the entire community will be: general improvement of the area, beautification of the Calhoun Street entrance, opening of Calhoun Street to Green Street so that visitors to the city and residents may include this area in their walking tours of the area which has been indicated to become a part of historic Charleston, the College will become visible from one of the main thoroughfares of the city, and property values will be increased.</td>
<td>yes</td>
</tr>
<tr>
<td>11/21/1966</td>
<td>Walter R. Coppedge</td>
<td>W. Elliott Hutson</td>
<td>At our Building Committee last Friday it was suggested that the College might be able to meet its budget of $30,000 for the Mall provided that we were able to get some assistance from the city on the drainage problem.</td>
<td>yes</td>
</tr>
<tr>
<td>1/17/1967</td>
<td>Walter R. Coppedge</td>
<td>Louis Y. Dawson III</td>
<td>The enclosed copy of a letter from the Mayor's office indicates the willingness of the city of Charleston to cooperate with The College of Charleston in the Mall project. A telephone call from Jim Snowden last week revealed some uncertainty as to when city could be available to proceed with the drainage work.</td>
<td>yes</td>
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</table>
4/28/1966 - William Pitkin to Thaddeus Street (president of board of trustees)

"I telephoned today to Mr. Grice, who I knew was familiar with the various properties covered by the campus improvement drawings which I have been making. I especially wanted information relative to the property occupied by what is called 'New Shack' and the Hauro property, as I am now developing a working drawing for the Mall."

"Mr. Grice tells me that there has recently been some discussion in regard to the moving of No. 6 Green Street to a location other than proposed previously. Also, that consideration is being given to obtaining the small brick stable building back of No. 10 Green Street which, of course will affect the location of the library."

"In view of this information received from Mr. Grice I believe I should meet with your Committee and with President Coppedge in the very near future and should defer doing any further work on the Mall drawings until definite decisions are arrived at in these matters."


"As you know, the College of Charleston has been engaged for the last year or so in the development of property immediately north of the main College building. We are proposing to build a pedestrian mall which will extend from Calhoun to Green Street. The Citizens and Southern Bank has been civic minded enough to underwrite the cost of this project, and the total contribution will be thirty thousand dollars."

"If the city would find it possible to assist the College in providing some labor in the drainage problem, it would be possible for us to stay within the thirty thousand figure. It occurred to me that the City might look upon such a proposal with favor, for we are confident that this project will do a great deal to beautify this presently uninteresting area and to raise property values in the neighborhood."


"This has further reference to our telephone conversation in which you cited instances of one of the colleges in your district and the financial difficulties it is encountering in having to carry debt service for facilities construction which deprives the institution of funds for its ongoing academic program. As I indicated to you previously, in enacting the..."
Higher Education Facilities Act of 1965, we were originally confronted with the problem of whether or not the federal assistance being extended should cover only expanded facilities undertaken under the encouragement of the federal support or whether it might in some way also assist colleges which had already undertaken construction programs.

“The U.S. Office of Education has responded to my request for an analysis of such problems: The problem behind the suggestion certainly does exist, and it is related to the widespread and general financial problems of non public institutions of higher education. At the moment, with the total amount of available Federal funds for higher education relatively limited, we believe the emphasis on Federal assistance for capital development of present and future facilities rather than past construction should be maintained in order that the quality and quantity of facilities available to provide for growing enrollments will continue to be improved. Indirectly, programs of student financial assistance should be of help to colleges since they make possible attendance by larger numbers of students, resulting in more intensive utilization of existing facilities. Other programs, such as those for library assistant and for equipment and materials to improve instruction (under the Higher Education Act of 1965), should be of direct assistance without requiring the institutions to undertake continuing commitments which could not be sustained in the absence of the Federal funds. At the same time, it remains obvious that current programs of assistance to higher education have not yet dealt adequately with the problems of the institutions themselves. The Office of Education is giving serious study to these problems with a view toward further legislative recommendations when circumstances warrant.”

“I shall be most pleased to bring the entire problem to the attention of our Committee as it considers the Higher Education Amendments of 1968. In this connection, I will be most pleased to arrange for the officials at your college to testify or will see that any written communication from the college is appropriately distributed and included in the record of our proceedings.”
2/28/1968 - Walter R. Coppedge to L. Mendel Rivers

"May I say first that your invitation to appear before Congressman Perkins' Education Committee has been deeply appreciated. It is only one more tangible piece of evidence for your persevering interest in our College, and of your kind concern for the very difficult problems that are facing us in the transition years ahead."

"Several years ago, the previous administration and the Board of Trustees recognized that the coming financial crisis could be offset only by increased enrollment."

"Late in 1965, then, they voted for the construction of a women's residence hall; but as the College was not then in compliance with the provisions of the 1965 Civil Rights Act, such financing consequently have to be undertaken solely by the College. A total of $398,230 was raised from College funds, and the remainder of $315,000 was borrowed, one-third of it on demand and the rest in fifteen years at 6%.

"Shortly after construction began the College gave its assurance of compliance, and before the building had been completed we actively sought ways to avail ourselves of federal financing."

"The financial problems of the College have been aggravated by construction cost which exceeded by $100,000 the original estimates, by long deferred necessary repair to existing College properties, by rapidly increasing labor costs and faculty salary scales, by the addition of new departments and services which would render the College competitive."

"Fortunately, student enrollment increased 30% this year and compared over previous years, new enrollments for the next year are 50% ahead of other years. But this increased revenue from tuition will not, unfortunately, be enough to offset other expenses; and the College, for this reason, is exploring vigorously other solutions to our problems...this distinguished two hundred year-old institution cannot survive without important assistance -- assistance which would enable us to reduce our tuition, expand our physical plant."

3/7/1968 - L. Mendel Rivers to Walter R. Coppedge

"I am quite conversant with and sympathetic to the problems which beset you at the College and believe me, I
want to be of assistance. I think the past leadership was not far-sighted enough at the College—in the light of present-day problems—to sustain the College during these days of uncertainty and intense Federal aid—assistance and guidelines."

"I don't like these guidelines and Supreme Court decisions any more than any other conservative does. However, there is just nothing I can do about it. It is the law of the land. The only thing I do know is to live with and obey the law. I cannot and will not—just as you recommend any other course. This is the reason I want to help you all I can, and, since you have already complied with the law, I am going to do all that I can to assist you to procure Federal funds if humanly possible. Mr. Perkins, Chairman of the Education Committee, says there may be a chance for legislation this year which may be of help to the College.

"Small colleges can no longer survive supported tuition alone. They must either grow larger or seek additional sources of revenue. At present, the college is doing both, and enrollment this year has increased by 30%.

"To accommodate additional students, however, we also have to expand physically, and this is why we are looking to enlightened members of the business and industrial community for capital funds."

"We should like to request that IBM consider contributing $50,000 to the College of Charleston for those purposes."

"In 1960, after careful preparation, the Trustees of the College of Charleston launched the Decade of Development, 1960-1970, a ten-year period during which the College would bend every effort to improve its educational program, its physical facilities, and its services to the community. It was to be a decade of preparation for the demands of the decades ahead. It was to be a time of
searching self-analysis and self-evaluation, of stocktaking, of reappraisal and of long-range planning.

"Especially was it to be a decade of building...of building departments of instruction, of building scholarship and operating endowments, and of building buildings...dormitories for men and women...Even more exciting, however, are those improvements now on the drawing boards. With the assistance of outstanding campus consultants, we have made a thorough study of the entire campus."

"Finally, to bring to full realization the plans that have been laid, the Trustees, after the most careful consideration, have agreed to the first capital gifts campaign in the history of the College. This decision has not been lightly made, for the future of the nearly two hundred year old College will depend on this capital funds drive."

"The plans form, in our joint opinion, a sound and logical solution to the situation we face...increasing numbers of young women are seeking admission to the College, and it is important for the College to be able to accept a reasonable percentage of them. Our housing facilities for women are very limited. A new, modern, fireproof Women's Dormitory is an urgent need."

"Provision for a Real Estate Revolving Fund. This fund will be used to purchase properties in the College area either for use by the College or for rehabilitation of the neighborhood, a cause in which the College, together with other organizations is vitally interested."

"Having checked through my files since coming to the College, I find I must tell you personally how grateful I am for your generous contribution to the Capital Funds Campaign. I am even more grateful for the spirit behind the gift for it is this kind of tangible support the College needs if it is to build solidly for the future."
"As the College of Charleston begins its expansion, we are confident that we shall continue to enjoy the good will and assistance of friends and alumni who realize the unique contribution this institution can make in this rapidly changing world."

"I look forward personally to welcoming you to the College of Charleston and to the new college which your dollars are helping to build."

"The Decade of Development Program is now in its sixth year and has built a sound basis on which to meet that challenge through gifts from Alumni and Trustees. Now the College is seeking the support of Charleston area business and industrial leaders such as yourself."

"I am not an alumnus of the College of Charleston and I am being quite objective when I say that the enthusiastic and generous response of the Alumni and Trustees of this institution is in itself a tremendous endorsement of the faith they have in the College. Of course, they have closer and somewhat more sentimental ties with the College, but when you consider that more than 3,000 living Alumni in the Charleston area, it is quite obvious that all business and industrial firms are either personally connected with an Alumnus or depend upon Alumni for part of their existence."

"Please take five minutes of your time to read the enclosed brochure, for today the College is embarking on a program to raise more than $2,000,000 to complete a Women's Residence Hall, to build a Science Complex, a new Library, and to continue the wonderful program of restoration of historically valuable buildings that already has resulted in the only Area Award ever given by the Preservation Society."

"The College of Charleston's main campus comprises approximately three and a half city blocks...Although the College has made significant improvements in the material condition of the College's physical plant (see conversions and renovations), the space for instruction and administration spaces is old (the Main
Building was built in 1827) and critically inadequate to accommodate the over 3,000 students now enrolled."

p 19 "New facilities and major renovation and repair of the existing plant are required to accommodate the present enrollment, the College currently leases 36 classrooms and three laboratories and 39 faculty and administrative offices. Additional facilities will have to be rented for the College year 1973-1974, and until the construction program catches up with the enrollment."

p 19 "The capacity of the College's physical facilities must inevitably cause the primary limitation on the enrollment and will determine the rate at which the College can reach its goal of educational service to the region and the state."

p 19 "A Master Physical Development Plan has been published. The plan provides for the expansion of the College at its present location."

p 19 "The existing buildings will be brought to their maximum potential through rehabilitation and new buildings will be built for required academic and student facilities through a phased land acquisition program."

p 19 "The College is preserving the traditional architecture and aesthetic appointments historically associated with its campus...In its responsibility of area preservation, the College is careful to maintain and to emphasize its unique spirit and its proud heritage."

p 24 "On campus parking, as at other urban colleges, is extremely limited...There are less than 250 spaces available on campus."

p 24-25 "Accordingly, the Board of Trustees approved a policy of restricting parking to off campus locations."

p 25 "With the generous assistance and full cooperation of the Mayor and City Council of Charleston, approximately 500 off campus parking spaces have been made available without charge between 6:00 a.m. to 6:00 p.m. at the Municipal Auditorium."

p 25 "As a service to the College Community, an extensive shuttle bus service is provided to transfer College personnel from the off-campus parking facility to the campus at no charge, a distance of some six city blocks."
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<tbody>
<tr>
<td>22</td>
<td>&quot;On-campus parking is limited. There are less than 300 spaces available.&quot;</td>
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<tr>
<td>22</td>
<td>&quot;The Mayor and City Council of Charleston have continued their general assistance and full cooperation by making available approximately 500 off-campus parking spaces, without charge between 6:00 a.m. to 6:00 p.m. at the Municipal Auditorium.&quot;</td>
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<td>22-23</td>
<td>&quot;As a service to the College Community, an extensive shuttle bus service is provided to transfer College personnel from the off-campus parking facility to the campus at no charge, a distance of about six city blocks.&quot;</td>
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<td>&quot;The College of Charleston's main campus comprises approximately five city blocks...Except for the Library, Learning Resources Center and Residence Halls, the academic and administrative spaces are old and critically inadequate.&quot;</td>
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<td>25</td>
<td>&quot;To accommodate our current enrollment of over 3600 students the College has had to lease several facilities for instructional and administrative purposes. Additional facilities will have to be rented for the College year 1974-1975 and until the construction program catches up with the enrollment.&quot;</td>
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<td>25</td>
<td>&quot;All are needed now and more will be needed in the future to convert this campus into a modern complex to support the enrollment growth and serve the educational needs of the region and the state.&quot;</td>
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<td>26</td>
<td>&quot;Recognizing the limitations of the physical facilities, a Master Physical Development Study has been made and a Capital Improvement Plan published.&quot;</td>
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<td>&quot;The plan provides for the expansion of the College at its present location. The existing buildings will be brought to their maximum potential through rehabilitation and new buildings will be built for required academic and student facilities through a phased land acquisition program.&quot;</td>
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<td>Annual Report of the College of Charleston to the General Assembly July 1, 1973 - June 30, 1974</td>
<td>p 23 &quot;On-campus parking is limited. There are less than 300 spaces available.&quot;</td>
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<td>p 23 &quot;The Mayor and City Council of Charleston have continued their general assistance and full cooperation by making available approximately 500 off-campus parking spaces, without charge between 6:00 a.m. to 6:00 p.m. at the Municipal Auditorium.&quot;</td>
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<td>p 26-27 &quot;The College of Charleston's main campus comprises approximately five city blocks...Additional classrooms, laboratories faculty and administrative offices have to be rented until the Capital Improvement Program catches up with enrollment.&quot;</td>
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<td>p 27 &quot;All are needed now and more will be needed in the future to convert this campus into a modern complex to support the enrollment growth and serve the educational needs of the region and the state.&quot;</td>
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"The College of Charleston's main campus comprises approximately six city blocks. Additional classrooms, laboratories, faculty and administrative offices have to be rented until the Capital Improvement Program catches up with enrollment."

"All are needed now and more will be needed in the future to convert this campus into a modern complex to support the enrollment growth and serve the educational needs of the region and the state."

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"The plan provides for the expansion of the College at its present location. The existing buildings will be brought to their maximum potential through rehabilitation and new buildings will be built for required academic and student facilities through a phased land acquisition program."

"The new facilities are planned to make maximum use of the available land while enhancing the character of the existing campus and creating a learning atmosphere to support the educational, architectural and aesthetic appointments historically associated with its campus."

"Our success in this endeavor has been acknowledged by the National Trust for Historic Preservation in the form of a 'special award' for the preservation, restoration, and expansion of the inner-city campus by not just preserving old buildings but also the building of new structures which are architecturally compatible with the old. The result is an ambiance that is at once traditional, modern and pleasing."

"On-Campus parking is limited. There are less than 600 spaces available."

The Mayor and City Council of Charleston have continued their general assistance and full cooperation by making available approximately 500 off-campus parking.
spaces, without charge between 6:00 a.m. to 6:00 p.m. at the
Gaillard Municipal Auditorium"  

p 29 "The City of Charleston has also provided a new multi-
story parking garage adjacent to the College which offers
excellent parking facilities. Approximately 250 spaces will
be provided to the College Community at special semester
rates."

p 34 "The College of Charleston's main campus comprises
of approximately six city blocks...Additional classrooms,
laboratories faculty and administrative offices have to be
rented until the Capital Improvement Program catches up
with enrollment."

p 34 "All are needed now and more will be needed in the
future to convert this campus into a modern complex to
support the enrollment growth and serve the educational
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p 35 "Recognizing the limitations of the physical facilities, a
Master Physical Development Study has been made and a
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to their maximum potential through rehabilitation and new
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Annual Report of the College of
Charleston to the General Assembly
July 1, 1976 - June 30, 1977

p 31 "The main campus now covers six city blocks. It's 88
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facilities, a Master Physical Development Study has been
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"The College's efforts have been further recognized by the American Association of Nurserymen through their presentation to the College of Charleston the National Landscape Award in recognition of the College's achievement in landscape and beautification;"

"The College's efforts have been further recognized by...an award of merit from the American Association for State and Local History."

"The College's efforts have been further recognized by...a special award for area preservation from the Preservation Society of Charleston"

"The College's efforts have been further recognized...by the South Carolina Chapter of the American Institute of Architects who conferred the Recognition Award of the College of Charleston for an outstanding contribution to the urban environment with the revitalization and expansion of the Charleston campus."

"On June 30, 1978, Dr. Theodore S. Stern retired from the Presidency of the College, a position he had held for ten years. It was during his presidency that the College of Charleston became a part of the state college system, a publicly supported institution of higher education with the status of a state governmental agency. Since becoming a..."
state-supported college in 1970, the campus has grown from approximately 7 acres to currently over 21; the enrollment from 1,040 to 5,193, the faculty from 52 to 192, the course offerings from 329 to 894, and the staff from 72 to 381."

p 39 "The main campus now covers seven city blocks. It's 88 buildings...Recognizing the limitations of the physical facilities, a Master Physical Development Study has been made and a Capital Improvement Plan published.

p 39-40 "The plan provided for the expansion of the College at its present location; the existing buildings will be brought to their maximum potential through rehabilitation and new buildings will be built for required academic and student facilities through a phased land acquisition program."

p 40 "The new facilities are planned to make maximum use of the available land while enhancing the character of the existing campus and creating a learning atmosphere to support the educational, architectural and aesthetic appointments historically associated with its campus."

p 40 "Success in this endeavor has been acknowledged by the National Trust for Historic Preservation in the form of a 'special award' for the preservation, restoration and expansion of the inner-city campus by not just preserving old buildings but also the building of new structures 'which are architecturally compatible with the old.' The result 'is an ambiance that is at once traditional, modern and pleasing."

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<td>9</td>
<td>&quot;Since becoming a state-supported college in 1970, the campus has grown from approximately 7 acres to currently over 21; the enrollment from 1,040 to 5,164, the faculty from 52 to 195, the course offerings from 329 to 894, and the staff from 72 to 400.&quot;</td>
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| 40-41| "The main campus now covers seven city blocks. It's 88 buildings...Recognizing the limitations of the physical facilities, a Master Physical Development Study has been made and a Capital Improvement Plan published."

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<td>&quot;The College's efforts have been further recognized...by the South Carolina Chapter of the American Institute of Architects who conferred the Recognition Award of the College of Charleston for an outstanding contribution to the urban environment with the revitalization and expansion of the Charleston campus.&quot;</td>
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<tr>
<td>8</td>
<td>&quot;Since becoming a state-supported college in 1970, the campus has grown from approximately 7 acres to currently over 21; the enrollment from 1,040 to 5,033; the faculty from 52 to 211; the course offerings from 300 to 996; and the staff from 72 to 400.&quot;</td>
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<td>37</td>
<td>&quot;The College of Charleston's main campus comprises approximately ten city blocks...The College is located in Charleston's Old and Historic District. The zoning ordinance imposes strict regulations on use, construction, demolition and alteration within the district, which by law affect the College. Extensive demolition and sign clearing for new construction are not possible, and restoration and maintenance of existing buildings, primarily former residences, is the law (city, state and national).&quot;</td>
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<td>37-38</td>
<td>&quot;The uniqueness carries with it great charm and beauty, but the distinction of the campus often obscures the problems which constantly beset the administrators who seek to effectively and efficiently operate and maintain the physical plant to serve the growing student body and mission.&quot;</td>
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| 37-38| "The problems with these historic facilities are that they are not on our underground steam and chill water system, nor our centrally metered electrical distribution. Most are heated with natural gas directly from city service lines of SCE&G or oil fired heating system. Most of these buildings have not been insulated in the roof, the sides, and crawl space below the ground floors. None is equipped with storm windows. Energy costs for these types of facilities are
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<tr>
<td>38</td>
<td>These are fragile buildings, inaccessible to the physically handicapped, most of which are wooden frame with ornate porches generally on each floor, the appearance of which must be maintained for historical purposes.</td>
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<td>38</td>
<td>They need to be upgraded to comply with electrical and plumbing code requirements.</td>
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The College's efforts have been further recognized...by the South Carolina Chapter of the American Institute of Architects who conferred the Recognition Award of the College of Charleston for an outstanding contribution to the urban environment with the revitalization and expansion of the Charleston campus.

In cooperation with the City of Charleston, the College has under design a four or five-story parking garage for 500 to 600 cars. The agreement calls for the city to provide a 99-year lease basis the land which it owns and uses for surface parking for 126 cars. The College would provide the construction funds - $1.9 million in Capital Improvement Bonds and $1 million in revenue bonds. The city will manage the garage, and when the revenue bonds are paid off, the partners would split on the basis of total cost (the city's basis being the assessed value of the land - $500,000.

Since becoming a state-supported college in 1970, the campus has grown from approximately 7 acres to currently over 45; the enrollment from 1,040 to 5,227; the faculty from 52 to 211; the course offerings from 300 to 1,013; and the staff from 72 to 400.

The College of Charleston's main campus comprises approximately ten city blocks...The College is located in Charleston's Old and Historic District. The zoning ordinance imposes strict regulations on use, construction, demolition and alteration within the district, which by law affect the College. Extensive demolition and sign clearing for new construction are not possible, and restoration and maintenance of existing buildings, primarily former residences, is the law (city, state and national).

The College has renovated and converted over 80 buildings for College use, most of which are former private residences. Fifty-five of these buildings contain less than...
5,000 sq. ft. Forty-six percent of the buildings are over 120 years old. This figure includes 8% which are over 170 years old. Seventy percent of the buildings are former residences."

"This uniqueness carries with it great charm and beauty, but the distinction of the campus often obscures the problems which constantly beset the administrators who seek to effectively and efficiently operate and maintain the physical plant to serve the growing student body and mission."

"The problems with these historic facilities are that they are not on our underground steam and chill water system, nor our centrally metered electrical distribution. Most are heated with natural gas directly from city service lines of SCE&G or oil fired heating system. Most of these buildings have not been insulated in the roof, the sides, and crawl space below the ground floors. None is equipped with storm windows. Energy costs for these types of facilities are very high relative to total square feet of standard facilities found at most other colleges and universities."

"These are fragile buildings, inaccessible to the physically handicapped, most of which are wooden frame with ornate porches generally on each floor, the appearance of which must be maintained for historical purposes."

"They need to be upgraded to comply with electrical and plumbing code requirements."

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p 33 "The College's efforts have been further recognized by the National Landscape Award in recognition of the College's achievement in landscape and beautification;"

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The College has renovated and converted over 80 buildings for College use, most of which are former private residences. Fifty-five of these buildings contain less than 5,000 sq. ft. Forty-six percent of the buildings are over 120 years old. This figure includes 8% which are over 170 years old. Seventy percent of the buildings are former residences.

This uniqueness carries with it great charm and beauty, but the distinction of the campus often obscures the problems which constantly beset the administrators who seek to effectively and efficiently operate and maintain the physical plant to serve the growing student body and mission.

The problems with these historic facilities are that they are not on our underground steam and chill water system, nor our centrally metered electrical distribution. Most are heated with natural gas directly from city service lines of SCE&G or oil fired heating system. Most of these buildings have not been insulated in the roof, the sides, and crawl space below the ground floors. None is equipped with storm windows. Energy costs for these types of facilities are very high relative to total square feet of standard facilities found at most other colleges and universities.

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p 34 "The College received its second design award by the South Carolina Chapter of the American Institute of Architects in March 1980, for the design of the Albert Simons Center for the Arts."

p 34 "In cooperation with the City of Charleston, the College has under design a four-story parking garage for 513 cars. The agreement calls for the city to provide a 99-year lease basis; the College would provide the construction funds - 1.9 million in Capital Improvement Bonds and $1 million in revenue bonds. The City will manage the garage, and when the revenue bonds are paid off, the partners would split on the basis of total cost (the city's basis being the assessed value of the land - $500,000). Completion of the facility is expected in mid-October 1982."

p 9 "Since becoming a state-supported college in 1970, the campus has grown from approximately 7 acres to currently over 45; the enrollment from 1,040 to 5,394; the faculty from 52 to 215; the course offerings from 300 to 1,013; and the staff from 72 to 400."

p 28 "The College of Charleston's main campus comprises approximately ten city blocks...The College is located in Charleston's Old and Historic District. The zoning ordinance imposes strict regulations on use, construction, demolition and alteration within the district, which by law affect the College. Extensive demolition and sign clearing for new construction are not possible, and restoration and maintenance of existing buildings, primarily former residences, is the law (city, state and national)."

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Annual Report of the College of Charleston to the General Assembly July 1, 1984 - June 30, 1985

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Annual Report of the College of Charleston to the General Assembly July 1, 1985 - June 30, 1986

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**Annual Report of the College of Charleston to the General Assembly**  
*July 1, 1986 - June 30, 1987*

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Parking permits for approximately 810 surface and 600 garage spaces were available during 1989-90. Revenue collected was $282,807. The College's student and employee head counts were 6,870 and 650 respectively last fall. Additional parking areas are required and are being considered.

Since becoming a state-supported college in 1970, the campus has grown from approximately 7 acres to currently over 52; the enrollment from 1,040 to 7,726, the faculty from 52 to 276, the course offerings from 300 to 1,123; and the staff from 72 to over 400.

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p 14 "These are fragile buildings, mainly inaccessible to the physically handicapped. Most of the buildings are wooden frame with ornate porches on each floor, the appearance of which must be maintained for historical purposes."

p 14 "Some have expensive slate or copper roofs. The interior and exterior walls of all these facilities need to be repaired and painted more often than standard institutional facilities."

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Parking "Parking permits for approximately 1,107 surface and 625 garage spaces were available during 1990-91. Revenue collected was $371,956. The College's student and employee head counts were 7,726 and 673 respectively last fall. Additional parking areas are required and are being considered.'

Since becoming a state-supported college in 1970, the campus has grown from approximately 7 acres to currently over 52; the enrollment from 1,040 to 8,781, the faculty from 52 to 285, the course offerings from 300 to 1,402; and the staff from 72 to over 400.

The Office of Institutional Research and Campus Planning is an integral part of the various institutional planning processes that exist for the preparation of both...
internal and external planning documents. The Institutional Research component is responsible for the collection and analysis of management information for decision-making, the preparation of all required external reports for the Commission on Higher Education and the federal government, the preparation of special reports and research studies, the preparation of external questionnaires, surveys, the Annual Report, and requests for institutional statistics and information, and the maintenance of the College's Space Inventory. The Campus Planning component is responsible for the development of the College's Master Plan for the physical development of the campus, its long-range permanent improvement program, and its short-range space allocation program."

p 14 "The College of Charleston's main campus comprises approximately eleven city blocks... The College is located in Charleston's Old and Historic District. The zoning ordinance imposes strict regulations on use, construction, demolition and alteration within the district, which by law affect the College. Extensive demolition and sign clearing for new construction are not possible, and restoration and maintenance of existing buildings, primarily former residences, is the law (city, state and national)."

p 14-15 "The College has renovated and converted over 80 buildings for College use, most of which are former private residences. Fifty-five of these buildings contain less than 5,000 sq. ft. Forty-six percent of the buildings are over 120 years old. This figure includes eight percent which are over 170 years old. Seventy percent of the buildings are former residences."

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p 52 "Parking permits for approximately 1,212 surface and 650 garage spaces were available during 1991-92. Revenue collected was $404,376. The College's student and employee head counts were 8,781 and 851 respectively last Fall. Additional parking areas are required and are being considered.

Annual Report of the College of Charleston to the General Assembly
July 1, 1992 - June 30, 1993

p 8 "Since becoming a state-supported college in 1970, the campus has grown from approximately 7 acres to currently over 52; the enrollment from 1,040 to 8,781, the faculty from 52 to 285, the course offerings from 300 to 1,402; and the staff from 72 to over 400."

p 15 "The Facilities Planning Office is responsible for the development of the College's Master Plan for the physical development of the campus, its long-range permanent improvement program, and its short-range allocation program.

p 15 "The College of Charleston's main campus comprises approximately eleven city blocks...The College is located in Charleston's Old and Historic District. The zoning ordinance imposes strict regulations on use, construction, demolition and alteration within the district, which by law affect the College. Extensive demolition and sign clearing for new construction are not possible, and restoration and maintenance of existing buildings, primarily former residences, is the law (city, state and national)."

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The College evaluates space needs by major use categories and used three criteria to determine need. They include: the 1970 Master Plan, the 1981 Property Acquisition Plan and the 1992 Facilities Planning Analysis. The 1992 Facilities Planning Analysis determines current inventory, and recommended inventory for current enrollment based on normative standards or institutional policy; potential properties/facilities to meet needs. Although the Facilities Planning Analysis is in draft form and is currently being refined, initial facility needs include: classrooms, laboratories, office space, library, residence halls and parking.

Parking permits for approximately 1,123 surface and 650 garage spaces were available during 1992-93. Revenue collected was $416,900. The College's student and employee head counts were over 9,000 and 850 respectively.
 Annual Report of the College of Charleston to the General Assembly
July 1, 1993 - June 30, 1994

last Fall. Additional parking areas are required and are being considered."

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p 14 "Because of these limitations, the College has acquired needed facilities by renovation and converting over 80 buildings for College use, most of which are former private residences. Fifty-five of these buildings contain less than 5,000 sq. ft. Forty-six percent of the buildings are over 120 years old. This figure includes eight percent which are over 170 years old. Seventy percent of the buildings are former residences."

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"Parking permits for approximately 1,071 surface and 650 garage spaces were available during 1993-94. Revenue collected was $380,000. The College's student and employee head counts were over 10,610 and 1,100 respectively last Fall. Additional parking areas are required and are being considered."
Since becoming a state-supported college in 1970, the campus has grown from approximately 7 acres to currently over 52; the enrollment from 1,040 to 10,600, the faculty from 52 to 400, the course offerings from 300 to 1,800, and the staff from 72 to over 400.

The Facilities Planning Office is responsible for the development of the College's Master Plan for the physical development of the campus, its long-range permanent improvement program, and its short-range allocation program.

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p 75 "Parking permits for approximately 1,125 surface and 650 garage spaces were available during 1994-93. Revenue collected was $512,337. The College's student and employee head counts were over 10,700 and 1,100 respectively last Fall. Additional parking areas are required and are being considered”

2005-2006 State Accountability Report for the College of Charleston

p 19 “Improvement of physical facilities is an additional key measure. The Campus Master Plan, which has four phases, focuses on both the immediate spatial needs of the campus
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<th>2006-2007 Accountability Report</th>
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| p 1 "In the past year, the College has made great strides in pursuit of improvement of programs and services...The physical footprint of the institution changed in 2006-2007 with the opening of the new School of Education, Health and Human Performance on St. Philip Street. A new residence hall housing an additional 650 students and cafeteria were completed and opened for the fall of 2007 semester, and groundbreaking and construction began on additions of the School of the Arts and the Athletic Center. Funding was secured for a new building for the School of Sciences and Math at the corner of Calhoun and Coming streets."
| yes | yes | yes |
| p 20 "Improvement of physical facilities is an additional key measure. The Campus Master Plan, which has four phases, focuses on both the immediate spatial needs of the campus as well as looking at the needs of the campus with a 20-30 year lens."
| yes | yes | yes |
| p 20 "In addition to the major renovation and construction projects outlined in the Campus Master Plan, ongoing work includes projects related to campus beautification, deferred maintenance, and parking and transit."
| yes | yes | yes |
| p 19 "In addition to the major renovation and construction projects outlined in the Campus Master Plan, ongoing work includes projects related to campus beautification, deferred maintenance, and parking and transit."
| yes | yes | yes |
| p 12 "How do senior leaders actively support and strengthen the communities in which your organization operates? Include how senior leaders determine areas of emphasis for organizational involvement and support, and how senior leaders, faculty and staff and the organization's students contribute to improving these communities...The College encourages employees to become involved with neighborhood associations and historic preservation groups to demonstrate its commitment to surrounding neighborhoods, as well as the city and state."
| yes | yes | yes |
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2007-2008 Accountability Report

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2008-2009 Accountability

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<th>2010-2011 Accountability Report</th>
<th>p 4</th>
<th>&quot;The College of Charleston officially dedicated the school's new 125,000 square-foot Sciences and Mathematics Building. The new $58 million facility features a 150-seat auditorium, state-of-the-art research and teaching laboratories, and gathering areas for faculty and student interaction.&quot;</th>
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<th>2010-2011 Accountability Report</th>
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<th>&quot;Grant funding received by the College increased significantly from $7 million to almost $12 million dollars. P 5 &quot;As state appropriations continue to decline...the College's current funding is inadequate to provide scholarships and financial aid to all deserving students, to maintain competitive salaries and benefits for faculty and staff, and to support appropriate physical and technological infrastructure.&quot;</th>
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<td>2011-2012 Accountability Report</td>
<td>34</td>
<td>&quot;The cost of maintaining a campus of historic buildings in an urban environment remains physically and financially challenging.&quot;</td>
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<td>&quot;The campus has a master plan to build, remodel and shift physical locations to be more conducive to coordinating student-centered needs and activities.&quot;</td>
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<td>&quot;the 2012 Campus Master Plan was approved by the Board of Trustees and is meant to articulate and prioritize campus space needs for the next two decades.&quot;</td>
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<td>Fiscal Year 2013-2014 Accountability Report</td>
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<td>&quot;The College's Board also has adopted a diversity strategic plan and a campus master plan, both of which are responsive to the priorities outlined in the College's strategic plan.&quot;</td>
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<td>Fiscal Year 2014-2015 Accountability Report</td>
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<td>&quot;The College's Board also has adopted a diversity strategic plan and a campus master plan, both of which are responsive to the priorities outlined in the College's strategic plan.&quot;</td>
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