Dear Friends,

As French writer Antoine de Saint-Exupery once observed, “A goal without a plan is just a wish.” Catawba College has been vigorously engaged in a strategic visioning process, establishing and defining goals it will pursue over the next decade and beyond. One of the major objectives within this process has been developing this comprehensive Campus Master Plan to serve as a roadmap for the development and stewardship of our grounds and facilities. We are pleased and excited to share the results of this work with you.

We did not undertake the creation of this plan simply to “put X building here” or “Y pathway there.” Instead, we aim to make the Catawba campus a magnet for prospective students, visitors to Salisbury and our fellow residents by creating and enhancing venues and open spaces for educational, recreational, athletic and artistic endeavors. The Campus Master Plan will help realize and define the scope and schedule of the College’s overall strategic vision by charting a path for the enhancement and sustainability of the entire campus for many years to come.

This project took more than a year and involved members of all campus constituencies, as well as organizations and citizens who are our partners and neighbors, to ensure that the College’s development is consonant with the objectives of our host community. After all, our campus is not remote - it is an integral and valued part of its home environment.

The distinct stages of the planning process were thorough and specifically designed to lead us to informed and creative conclusions:

- Observation and analysis: Collecting data, conducting interviews, and coming to understand the way the current campus functions, its current conditions and space uses, and projected needs;
- Conceptual framework plan and space recommendations: Using information gathered in conjunction with the developing strategic vision to address immediate needs and longer-term aspirations;
- Near-term improvements: Addressing redefinition and renovation of existing spaces;
- Long-term vision: Comprehensively addressing ways to support the College’s mission while enhancing quality of life for all who interact with the campus environment; and
- Final Campus Master Plan: Detailing and documenting recommendations with illustrations and renderings that demonstrate phasing and implementation scenarios.

The final Campus Master Plan is the document you are reading. Is it carved in stone? Of course not – we must always be prepared to adapt to changing circumstances and opportunities. On the other hand, this plan gives us a comprehensive approach that reflects, and is informed by, Catawba’s new Strategic Plan. Each and every significant decision about our campus will be done within the context of this Master Plan and with a better understanding of the inter-connected nature of our activities and our uses of facilities.

My thanks go to the outstanding team from Ayers Saint Gross and to all members of the Catawba family who shared so generously their time, their insights and their inspiration. I look forward to working with all of you to realize this vision.

Sincerely,

Brien Lewis, President
Letter From the President

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Planning Process

The Catawba College Campus Master Plan is the result of a collaborative planning process. From the start, the College was committed to engaging as many faculty, staff, students, alumni, trustees, neighbors, and local officials as possible to gather insights about assets and opportunities on the campus.
ENGAGEMENT

From the start, Catawba College was committed to engaging faculty, staff, students and neighbors, as well as local officials to gather insights about assets and opportunities for the Campus Master Plan. The planning process incorporated a variety of opportunities for campus stakeholders to make their voices heard.

During a series of on-campus interviews and information sessions, more than 200 campus representatives from every department and a variety of other campus stakeholder groups— including trustees, faculty, staff, and students – shared ideas and information (see Acknowledgements). Meetings with community stakeholders included the City of Salisbury, Chamber of Commerce, and the National Sportscasters and Sportswriters Association.

The college convened a committee to support the Campus Master Plan planning process. This group comprised a broad spectrum of college stakeholders and met regularly to review progress, as well as provide advice and recommendations about the development of the Campus Master Plan. Its guidance was instrumental in developing a Campus Master Plan that effectively addresses the needs of the campus.

PROCESS

Discovery and Goal Setting
The planning process began with an intense phase of research and analysis. Existing reports and surveys were gathered for review. Walking and driving tours were conducted to understand the physical context and qualities of the campus. Taken together, these activities provided a thorough understanding of the physical character and spirit of the Catawba College campus that informed the subsequent phases of the planning process. Information gathered in this phase was used to develop Guiding Principles that served as a touchstone throughout the planning process. As the Campus Master Plan developed, the Guiding Principles were a rubric or criteria to evaluate the success and effectiveness of the plan in achieving desired outcomes.

Idea Generation
During this phase of the planning process, a number of planning options were generated, evaluated and refined. Much of the design energy during this phase of the planning process was focused on understanding the potential for development in the West Innes Street corridor and in the area immediately west of the Ketner School of Business. Both near-term improvements and the long-term vision were developed.

Final Plan
The Final Plan was created from the ideas generated in the prior phases of the planning process. The new buildings, circulation changes and landscape improvements illustrated in this proposal represent the future of the campus. The Final Plan supplements the College’s strategic plan to guide future development and initiatives for the campus.
PLANNING PROCESS

Faculty, Students and Committee Participation in The Workshop Meeting

Student Exercises  Campus Tour
Discovery and Goal Setting

The planning process began with a phase of research and analysis to develop an understanding of the physical character and ethos of the campus. Planning context and history, as well as natural and built systems were studied. The findings from this effort informed the subsequent phases of the planning process.
PLANNING CONTEXT

Catawba College was founded in Newton, North Carolina, in 1851 by the German Reformed Church. The College — now affiliated with the United Church of Christ — moved to its present location in Salisbury in 1925. A private, coeducational institution, Catawba offers Bachelor of Arts, Bachelor of Business Administration, Bachelor of Fine Arts, Bachelor of Science and Master of Education degrees to traditional and non-traditional students. The College also serves the public through educational outreach and volunteer service programs for the community.

College Mission

Catawba College is committed to providing students an education rich in personal attention that blends the knowledge and competencies of liberal studies with career preparation.

Catawba College draws strength from Judeo-Christian values, sustains a dynamic community of learners and seeks to unite a diverse population of students, faculty and staff as active co-participants in scholarship and service. Catawba College prepares students to reach their highest potential while becoming responsible citizens with a zeal to enrich human life and society.
Strategic Plan

Vision
Catawba College will be, and be known as, the best comprehensive baccalaureate college in the Southeastern United States. As the College enhances its traditional strengths and develops additional capacities for 21st-century higher education, it will prepare pathways for its future as an outstanding institution that continues to honor its core values.

Goal Areas
Catawba College will move toward the realization of its vision by accomplishing specific items within broad areas of focus. The Goal Areas include:

- Admission and Retention - Strong enrollment is key to health and viability.
- Academic Initiatives - Enrollment growth and retention are dependent on substantive academic offerings.
- Campus and Facility Excellence - Enrollment growth and retention are dependent on excellent facilities.
- Student Centeredness - Enrollment growth and retention are dependent on a vibrant, student centered campus.
- Financial Focus - Financial strength is essential for sustainable development.
- People and Place - An institution is about its people and its place.

How the Strategic Plan Impacts the Master Plan

New and Expanded Academic Programs
New and expanded academic programs will require new and renovated facilities. Catawba College is in the process of finalizing a strategic plan for the campus. Current degree programs will be enhanced and will likely result in incremental need for additional space. At the same time, the College intends to expand its academic programs to include new undergraduate and or graduate degree programs in the Ketner School of Business, Communication Arts and Health Sciences. The Campus Master Plan must be flexible to respond to evolving program needs.

Enrollment Growth
Current enrollment at Catawba College is approximately 1,300 students. The College is planning to increase first-year and transfer enrollment by at least 40 students a year for the next several years. Exact distribution of this growth among the College’s programs has yet to be determined.

Deferred Maintenance
Many campus facilities are in need of renovation and repair. To accommodate program and enrollment growth, resources need to be devoted to the renewal of existing facilities, in addition to the construction of new ones.
NATURAL AND BUILT SYSTEMS

Regional Location
The North Carolina landscape has been shaped by geologic processes and human activities, such as farming and milling. North Carolina is defined by three distinct regions, the Appalachian Mountains, Piedmont Plateau and Atlantic Coastal Plain. Salisbury is located in the western part of the Piedmont, which is made up of gently rolling hills ranging in elevation from about 200 to 1,500 feet above sea level.
**City Context**

Catawba College is located on about 276 acres in Salisbury, North Carolina. Founded in 1753, Salisbury encompasses approximately 18 square miles with a most recent census population of 33,663. Salisbury is located along Interstate 85 about 50 miles north-northeast of Charlotte, North Carolina.

Salisbury is the county seat of Rowan County. Major employers include the headquarters of Food Lion, a regional grocery chain; W.G. Hefner VA Medical Center, City of Salisbury and County of Rowan. Novant Rowan Regional Medical Center and the Rowan Salisbury School System are also significant employers.
Campus Approach

While many daily visitors approach campus on southbound US 601/West Innes Street or eastbound US 70/Statesville Boulevard, the majority of first-time visitors arrive on campus by way of Interstate 85 and northbound West Innes Street. The College has a minimal presence on the interstate and an even less presence along West Innes Street as it approaches the campus. Improving the College’s visibility on the interstate and West Innes Street through town could enhance its identity and prominence.
The Standback Ecological Preserve
The Standback Ecological Preserve occupies 189 acres immediately to the west of the campus. Currently, it is accessed from the Center for the Environment. Year-round, this ecosystem exposes faculty, staff, and students to a wide variety of North Carolina native flora and fauna, as well as migratory species. It is a remarkable education, research, and recreation resource for the College. While maintaining and protecting this natural asset should remain a priority, the Standback Ecological Preserve’s visibility and connections to the campus could be improved.
**Open Space**

The open space network of the campus is made up of several distinct types of open spaces typical of a college campus. Each setting contributes to campus character and plays a role in the pursuits of the College:

- **Edges and entrances at the perimeter of campus** define the physical boundary between the campus and community. These spaces establish identity and sense of place. The area of the campus around West Innes Street is its most prominent edge.

- **Quadrangles** are large open greens that are framed by buildings. These iconic spaces usually consist of turf, trees and pathways, and are the site of both official university functions and impromptu gatherings. Omwake-Dearborn Chapel and Hedrick Hall define the east and west ends of the most prominent quadrangle on the campus.

- **Plazas** are characterized by an expanse of pavement and are furnished with a variety of seating. Active spaces, plazas support high volumes of pedestrian traffic. Stanback Plaza, located between Hedrick Hall and Cannon Student Center, is at the heart of the physical campus.

- **Courtyards** are smaller, more intimate spaces, usually enclosed on two, three or four sides by buildings. These spaces are often landscaped as a garden and can be planted with a diverse range of flora. Oliver’s Way is a pedestrian path that runs through a garden-like courtyard between Shuford Science Center and Center for the Environment.

- **Playing fields** support competitive and recreational College activity.
**Building and Land Use Patterns**

A strong academic presence on either side of West Innes Street defines the academic core, which is flanked to the northwest and southwest by residential areas. The western part of the campus is dominated by athletic and recreation uses. Scattered throughout are student life and support facilities.
**Building Age**

More than 200,000 gross square feet of space was constructed in the first 20 years after the College relocated from Catawba in 1925 to Salisbury, North Carolina. This first era of growth was concentrated on the west side of West Innes Street. Campus construction crossed West Innes Street in 1946 with the construction of the Shuford Science Building. Steady campus growth continued through the 1970s. Construction slowed in the 1980s and 1990s, but has picked up since 2000.

<table>
<thead>
<tr>
<th>BUILDING</th>
<th>Year Built</th>
<th>Renovated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hedrick Administration Building</td>
<td>1923</td>
<td>2000</td>
</tr>
<tr>
<td>Barger-Zartman Hall</td>
<td>1925</td>
<td>-</td>
</tr>
<tr>
<td>Jann House</td>
<td>1926</td>
<td>2000</td>
</tr>
<tr>
<td>Hurley Hall</td>
<td>1927</td>
<td>2000</td>
</tr>
<tr>
<td>Stanback Hall</td>
<td>1927</td>
<td>1997</td>
</tr>
<tr>
<td>Hoke Hall</td>
<td>1928</td>
<td>2000</td>
</tr>
<tr>
<td>Cannon Student Center</td>
<td>1929</td>
<td>2008</td>
</tr>
<tr>
<td>Pine Knot Hall</td>
<td>1929</td>
<td>-</td>
</tr>
<tr>
<td>Williams Music Bldg.</td>
<td>1929</td>
<td>2000</td>
</tr>
<tr>
<td>Heath Hill House</td>
<td>1930</td>
<td>1995</td>
</tr>
<tr>
<td>Ruth-Richards Athletic House</td>
<td>1930</td>
<td>1992</td>
</tr>
<tr>
<td>Foil House</td>
<td>1938</td>
<td>-</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>BUILDING</th>
<th>Year Built</th>
<th>Renovated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shuford Science Building</td>
<td>1946</td>
<td>2001</td>
</tr>
<tr>
<td>Facilities</td>
<td>1948</td>
<td>1999</td>
</tr>
<tr>
<td>Salisbury-Rowan</td>
<td>1948</td>
<td>1997</td>
</tr>
<tr>
<td>Heath Hill Lodge</td>
<td>1950</td>
<td>2004</td>
</tr>
<tr>
<td>Corriher-Linn-Black Library</td>
<td>1953</td>
<td>2008</td>
</tr>
</tbody>
</table>
### DISCOVERY AND GOAL SETTING

#### BUILDING

<table>
<thead>
<tr>
<th>BUILDING</th>
<th>Year Built</th>
<th>Renovated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robertson College Community Center</td>
<td>1964</td>
<td>1999</td>
</tr>
<tr>
<td>Omwake-Dearborn Chapel</td>
<td>1964</td>
<td>1999</td>
</tr>
<tr>
<td>Newman Baseball</td>
<td>1966</td>
<td>2004</td>
</tr>
<tr>
<td>Woodson Hall</td>
<td>1966</td>
<td>1999</td>
</tr>
<tr>
<td>Abernethy Physical Ed. Bldg</td>
<td>1969</td>
<td>1993</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>BUILDING</th>
<th>Year Built</th>
<th>Renovated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Johnson Tennis</td>
<td>1987</td>
<td>-</td>
</tr>
<tr>
<td>Ketner Hall</td>
<td>1989</td>
<td>-</td>
</tr>
<tr>
<td>Center for the Environment</td>
<td>2001</td>
<td>-</td>
</tr>
<tr>
<td>Hayes Field House</td>
<td>2002</td>
<td>-</td>
</tr>
<tr>
<td>Shuford Stadium</td>
<td>2003</td>
<td>-</td>
</tr>
<tr>
<td>Goodman Hall West</td>
<td>2008</td>
<td>-</td>
</tr>
<tr>
<td>Goodman Hall East</td>
<td>2008</td>
<td>-</td>
</tr>
<tr>
<td>Graham Hall</td>
<td>2008</td>
<td>-</td>
</tr>
<tr>
<td>Purcell Hall</td>
<td>2008</td>
<td>-</td>
</tr>
<tr>
<td>Fuller Hall</td>
<td>2008</td>
<td>-</td>
</tr>
</tbody>
</table>
Building Condition

The campus is full of charming, historic structures, but many of the facilities are in need of renovations and repairs. Seventy percent of the buildings on campus are at least 25 years old and of those, more than 70 percent are at least 50 years old. Some of the most iconic buildings on campus are in poor or unsatisfactory condition, including Hedrick Hall. To accommodate projected enrollment growth as well as expanded and new programs, the College needs to devote resources to the renewal of existing facilities in addition to the construction of new ones.

- Requires major renovation (complete rehabilitation of exterior skin and replacement of building systems and interior finishes)
- Requires medium renovation (update of building systems and replacement of interior finishes)
- Requires light renovation (replacement of finishes, fixtures)
- Requires typical maintenance as needed / required
Utility and Stormwater Infrastructure

The campus draws energy from a variety of sources. Duke Energy supplies electric power with sufficient capacity for existing and new facilities. The Center for the Environment, Goodman Gym and Cannon Student Center all rely on solar power supplemented by natural gas. In addition, Abernethy Village, Woodson Hall, Salisbury-Rowan Hall, Hurley Hall, Williams Music Building and Center for the Environment are all served by geothermal heating and cooling. The College would like to expand its geothermal facilities to support Ketner Hall and possibly other new facilities.

In the past, Hedrick Hall relied on coal. The structural integrity of a now unused coal storage facility on the west side of the building should be evaluated and, if necessary, a plan for its stabilization should be developed and implemented.

The City of Salisbury is in the process of organizing a new stormwater unit. Early communication from the City indicates that 2009 development will be the baseline for all stormwater calculations. Future building, landscape and infrastructure projects on campus should reflect these changes.
Space Needs and Analysis

The strategic plan proposes campus growth, new programs and the vision of Catawba College as one of the best comprehensive baccalaureate colleges in the Southeast. These bold goals mean that the future space needs of the campus will be much different than today. Therefore, the Campus Master Plan broadly identifies space needs based on comparing existing campus spaces against a series of best practice metrics reflecting the future ambitions of the College.
Space Needs Assessment

<table>
<thead>
<tr>
<th>Space Category</th>
<th>Space Factors</th>
<th>Existing NASF</th>
<th>Proposed Guideline NASF</th>
<th>Overage/Need</th>
<th>30% Growth</th>
<th>Proposed Guideline NASF</th>
<th>Overage/Need</th>
<th>50% Growth</th>
<th>Proposed Guideline NASF</th>
<th>Overage/Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms</td>
<td>Weekly Student Contact Hours (110, 115)</td>
<td>30,372</td>
<td>23,968</td>
<td>6,404</td>
<td>26,062</td>
<td>4,310</td>
<td>30,072</td>
<td>300</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Laboratories</td>
<td>Weekly Student Contact Hours (210, 215, 220, 225)</td>
<td>20,010</td>
<td>10,080</td>
<td>(4,340)</td>
<td>12,160</td>
<td>(6,429)</td>
<td>13,760</td>
<td>(8,029)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Laboratories</td>
<td>No. of Faculty (250, 255)</td>
<td>5,731</td>
<td>230 NASF per 50% of Fall</td>
<td>50%</td>
<td>12,160</td>
<td>(6,429)</td>
<td>13,760</td>
<td>(8,029)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Space</td>
<td>No. of Employees (310, 315, 350, 355)</td>
<td>59,446</td>
<td>16,700</td>
<td>13,276</td>
<td>19,480</td>
<td>9,966</td>
<td>20,460</td>
<td>(3,064)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>25% of Student Headcount (410, 420, 440, 455)</td>
<td>18,686</td>
<td>14,580</td>
<td>4,106</td>
<td>18,945</td>
<td>(259)</td>
<td>21,825</td>
<td>(3,139)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recreation / Athletics</td>
<td>(520, 525)</td>
<td>65,724</td>
<td>65,724</td>
<td>0</td>
<td>65,724</td>
<td>0</td>
<td>65,724</td>
<td>0</td>
<td></td>
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<tr>
<td>Special Use Spaces (Other Departmental Space)</td>
<td>(535, 580, 590, 710)</td>
<td>5,584</td>
<td>7,758</td>
<td>(2,174)</td>
<td>10,085</td>
<td>(4,501)</td>
<td>11,637</td>
<td>(6,053)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assembly &amp; Exhibition Space</td>
<td>(610, 615)</td>
<td>38,392</td>
<td>38,392</td>
<td>0</td>
<td>38,392</td>
<td>0</td>
<td>38,392</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Center</td>
<td>(630, 635, 650, 660, 665, 670, 680, 855, 880)</td>
<td>26,761</td>
<td>25,860</td>
<td>901</td>
<td>30,256</td>
<td>(3,495)</td>
<td>31,032</td>
<td>(4,271)</td>
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</tr>
<tr>
<td>Physical Plant</td>
<td>(700, 780)</td>
<td>11,494</td>
<td>13,535</td>
<td>(2,041)</td>
<td>14,588</td>
<td>(3,094)</td>
<td>15,747</td>
<td>(4,253)</td>
<td></td>
<td></td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>282,200</strong></td>
<td><strong>279,387</strong></td>
<td><strong>2,813</strong></td>
<td><strong>306,346</strong></td>
<td><strong>24,146</strong></td>
<td><strong>330,683</strong></td>
<td><strong>48,483</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ASSUMPTIONS & NOTES:**

**Classrooms**
- Total 110 NASF divided by 30 NASF per Seat = 3,777 Seats / 24 Seats per Room = 40 Rooms
- Fall 2012 assumptions: Each room is scheduled about 20 hours per week which totals to about 800 weekly rooms hours.
- Assuming 14 student is average enrollment per course this equates to 11,200 weekly student contact hours (WSCH).
- Future assumptions: Assumes each room will be scheduled 24 hours per week at 70% occupancy rate.
- While an average is shown and there is not a need for more classrooms, a review should be done as to whether there is enough space in each room and that each room has the right number of seats.

**Instructional Labs**
- Assumes 50 NASF per Seat and 70% seat fill rate. Fall 2012 assumes 12 weekly room hours of usage while future years assume 15 weekly room hours of usage. WSCH projected at half the Classroom WSCH.
- There is need for instructional laboratories. These laboratories may be for the sciences or art studios. These labs should also be able to encompass capstone experiences and/or undergraduate research.

**Research**
- Assumes half the number of faculty are doing research.

**Library**
- Provides study stations for 25% of the students @ 30 NASF per study station plus 50% for collections and study space for a total 45 NASF per Student

**Recreation/ Athletics**
- Benchmark for institutions with an athletics program (Division 3) & recreation = 50,000. Existing Space used as guideline.
- Reflects need for more student recreation space such as a fitness center / weight room.

**Special Use Spaces**
- 6 NASF per Student; Needs reflects lack of specialized spaces such as a faculty development center, resources centers such as career services, etc.

**Assembly & Recreation**
- Exceeds all known guidelines; Existing space is guideline

**Student Center**
- Graduated NASF per Student based upon an economy of scale being achieved

**Physical Plant**
- Fall 2012: 5% of all non-residential space; Future: 5% of all Proposed Guideline NASF

Circulation and Parking

The critical infrastructure of roads and streets needs to be integrated into the campus setting. Today, the vehicular circulation network serves the campus well with two exceptions -- West Innes Street, which runs north-south and bisects the campus, and the pinch point where Yost Street passes between Shuford Stadium and Abernethy Physical Education Center. The Campus Master Plan addresses West Innes Street through streetscape enhancements and traffic-calming measures. A new road is proposed along the western edge of campus, eliminating the need for Yost Street to carry daily traffic.

The suburban location of the campus means that some driving will always be required. While driving to campus is a necessity, walking on and around the campus is much more practical given its size. Maintaining and enhancing clear routes for both modes, as well as bicycles and even transit are priorities of the Campus Master Plan.
Parking on campus has generally been organized to be inconspicuous, but in some locations, cars are intrusive. For example, the parking spaces on both sides Faculty/Staff Circle immediately in front of the Shuford Science Building and Corriher-Linn-Black Library obstruct pedestrian circulation. While parking on campus is adequate for current needs, incremental additional spaces will be needed to support planned enrollment growth.

### Existing Campus Parking

<table>
<thead>
<tr>
<th>No</th>
<th>Lot name</th>
<th>Spaces</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Robertson College</td>
<td>241</td>
</tr>
<tr>
<td>2</td>
<td>Shuford Science</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>Chapel Circle</td>
<td>92</td>
</tr>
<tr>
<td>4</td>
<td>Library Rear Lot</td>
<td>72</td>
</tr>
<tr>
<td>5</td>
<td>Admin Circle</td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td>Hoke</td>
<td>22</td>
</tr>
<tr>
<td>7</td>
<td>Tennis Courts</td>
<td>48</td>
</tr>
<tr>
<td>8</td>
<td>Ketner / Woodson</td>
<td>140</td>
</tr>
<tr>
<td>9</td>
<td>Gym</td>
<td>43</td>
</tr>
<tr>
<td>10</td>
<td>Stadium</td>
<td>138</td>
</tr>
<tr>
<td>11</td>
<td>Stadium Gravel Lot</td>
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<tr>
<td>12</td>
<td>Soft Ball</td>
<td>21</td>
</tr>
<tr>
<td>13</td>
<td>Field House</td>
<td>34</td>
</tr>
<tr>
<td>14</td>
<td>Salisbury-Rowan, Pine Knot</td>
<td>48</td>
</tr>
<tr>
<td>15</td>
<td>Heath Hill</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>1,005</strong></td>
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</tbody>
</table>
Idea Generation

Based on the results of Research and Analysis of the campus, the project team worked with the campus community to develop planning principles and the concept plan. Both guided the development of near-term and long-term improvements and were instrumental in shaping the final Campus Master Plan.
Rose Window at Omwake-Dearborn Chapel
PLANNING PRINCIPLES

There were recurring ideas among the many conversations with the campus community. These concepts represent the essential qualities that define Catawba College and also represent its greatest opportunities.

Based on these recurring themes, the Planning Principles articulate the values and ideals of Catawba College, and serve as a guide for the development of the Campus Master Plan. This one set of criteria can be used to measure success of the resultant plan. The Planning Principles should guide the physical development of the campus in a way that:

- Strengthens Connections
- Sustains the Environment
- Enriches Campus Life
- Supports Academic Excellence
- Strengthens Identity

Strengthens Connections

Creating a network of open spaces and pedestrian paths can unite the campus. Connections across campus can be strengthened by improving the balance of activity on either side of West Innes Street and enhancing pedestrian visibility and safety crossing the street. Connections to the natural environment can be strengthened by bringing The Standback Ecological Preserve into the campus and by connecting the campus to the Standback Ecological Preserve. Finally, connections can be strengthened with the adjacent neighborhood, downtown Salisbury and larger Salisbury community through programming that attracts students to downtown and the Salisbury community to campus, and creating a College presence in the downtown.
Sustains the Environment

Cultivating a compact and walkable campus will sustain the environment. Stewardship of campus facilities, grounds, and the environment includes renewing existing facilities, maintaining and enhancing the campus landscape, and making thoughtful choices about the source of energy and efficiency of buildings.

Enriches Campus Life

Vibrant spaces that promote collaboration and build intellectual community will enrich campus life with 24/7 activity. The campus will provide indoor and outdoor social and recreational spaces, as well as support and integrate athletics. Enhancing and expanding the on-campus residential community will also enrich campus life.
**Supports Academic Excellence**

Investing in existing strengths and cultivating new ones supports academic excellence. Learning environments and support facilities will be enhanced with appropriate technology and furnishings. Collegiality and interdisciplinary collaboration is encouraged inside and outside of the classroom, as are strong disciplinary connections.

**Strengthens Identity**

Campus identity can be strengthened by enhancing the arrival experience from out of town along West Innes Street with signage and wayfinding. Similarly, the sense of place on campus can be strengthened through appropriate signage and wayfinding, as well as consistent architecture and high quality landscape. The Standback Ecological Preserve is a distinctive feature of the campus and its increased visibility will distinguish the campus further. Catawba’s community spirit – the high level of personal interaction among faculty, staff and students – is an integral part of the campus identity.
IDEA GENERATION

CONCEPTUAL PLAN

Like a sketch before a painting, the Conceptual Plan is illustrative, but not detailed. It captures the most basic organizational aspects of the campus — West Innes Street, Standback Ecological Preserve, Faculty/Staff Circle and Holmes Plaza, Stanback Plaza, the Intramural Activity Area and street grid of the adjacent neighborhood — and foreshadows the most elemental aspects of the plan to come. The Conceptual Plan was also instrumental in identifying the areas of the campus that have the most potential for redevelopment.
IDEA GENERATION

Integrate The Standback Ecological Preserve

Core Open Spaces

Entry and Arrival

Campus Core and Development Areas
IDEA GENERATION

TESTING IDEAS

Strong campus plans balance the visionary and the realistic. Without a vision, a plan will not inspire; without realism, it cannot be implemented. Focused studies of small areas of the campus were used to test the vision established by the Conceptual Plan. Using the information and analysis of previous phases, the project team, Campus Master Plan Committee and campus community at-large worked together to create a vision for how the campus could grow and evolve to meet future needs. Ideas for new buildings and open spaces prompted thoughtful discussion. On-campus workshops allowed for open discussion of the pros and cons of a variety of ideas. Old and new ideas were considered and the group’s collective creativity is evident in the resulting plan.
IDEA GENERATION

Faculty / Staff Circle Conceptual Sketches

Abernethy Physical Education Center Conceptual Sketches

New Academic and Housing Conceptual Sketches
Campus Master Plan

The Catawba College Campus Master Plan addresses how facilities and grounds can keep pace with campus growth, future programs and complex demands of scholarship and student experience, while establishing flexibility to accommodate future opportunities. In some instances, locations have been identified for programs should need arise; in others, the envisioned improvements meet existing needs.
Existing Plan
<table>
<thead>
<tr>
<th>PROJECT</th>
<th>PROJECT TYPE</th>
</tr>
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<tbody>
<tr>
<td>L1</td>
<td>Hedrick Hall Landscape Improvements</td>
</tr>
<tr>
<td>L2</td>
<td>Campus Walks (North and South) + Outdoor Amphitheater</td>
</tr>
<tr>
<td>L3</td>
<td>W Innes Street Median</td>
</tr>
<tr>
<td>L4</td>
<td>Art Precinct Landscape Improvements</td>
</tr>
<tr>
<td>L5</td>
<td>Recreation and Residential Quad</td>
</tr>
<tr>
<td>L6</td>
<td>Student Parking Lot</td>
</tr>
<tr>
<td>L7</td>
<td>Hoke Parking Lot</td>
</tr>
<tr>
<td>L8</td>
<td>Tennis Complex / Walkway</td>
</tr>
<tr>
<td>L9</td>
<td>Athletic Parking Lot</td>
</tr>
<tr>
<td>N1</td>
<td>Library Addition</td>
</tr>
<tr>
<td>N2</td>
<td>New Health Science Building</td>
</tr>
<tr>
<td>N3</td>
<td>Art &amp; Music Buildings</td>
</tr>
<tr>
<td>N4</td>
<td>Academic or Admin Building</td>
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<tr>
<td>N5</td>
<td>Abernethy Addition</td>
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<td>New Residential Building</td>
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<td>N7</td>
<td>Hoke Hall Addition</td>
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<td>Greenhouse</td>
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<td>New Facilities Building</td>
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<tr>
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<td>Hedrick Hall Renovation- With Porch</td>
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<td>R2</td>
<td>Ketner Hall Renovation</td>
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<td>R3</td>
<td>Robertson CCC Renovation</td>
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<td>R4</td>
<td>Ruth-Richards Renovation</td>
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<td>R5</td>
<td>Abernethy Renovation</td>
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<td>R6</td>
<td>Barger-Zartman Hall Renovation</td>
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<tr>
<td>R7</td>
<td>Hoke Hall Adaptive Reuse</td>
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<td>R8</td>
<td>Power Plant Adaptive Reuse</td>
</tr>
<tr>
<td>R9</td>
<td>Canon Student Center</td>
</tr>
</tbody>
</table>

Bird's Eye View of Proposed Building and Renovation Projects


Campus Core Renewal

The core of campus has a memorable landscape and architectural character. However, several opportunities exist to transform the campus core from a good place to a great place. They include renovation and reuse of the three buildings that service the campus community, improvements to the landscape to enhance open spaces and creating two formal pedestrian walks that better connect and unify the campus.

L1. Hedrick Hall Landscape Improvements

Improvements around Hedrick Hall integrate Holmes and Stanback Plazas while enhancing the quality of open space around the building and strengthening connections to primary campus pedestrian routes.

L2. Campus Walk and Outdoor Amphitheater

Widened and enhanced paths allow pedestrians to move east-west across campus from the Standback Ecological Preserve to Shuford Stadium. A new amphitheater between the Corriher-Lynn-Black Library and Omwake-Dearborn Chapel provides a place for student contemplation or gathering with outstanding views of The Standback Ecological Preserve.

L3. West Innes Street Medians

Planted medians along West Innes Street between Summit Avenue and North Park Drive are extended south to Statesville Boulevard and north to the bridge over Grants Creek. Careful consideration and maintenance of plantings protect sightlines for pedestrians and drivers.

R1. Hedrick Hall Renovation and New Porch

Renovations address replacement of mechanical systems, general repairs and accessibility to allow continued use of the building for academic and administrative programs. A new porch enhances the west façade of the building, responds to Stanback Plaza and creates a pleasant outdoor gathering space for students, faculty, staff and campus visitors.

R8. Power Plant Adaptive Reuse

Renovation and adaptation results in new use for this facility as a student gathering and event space. Flexible space on the ground floor makes use of high ceilings and garage bays for an informal and fun activity space. The upper terrace provides high-quality outdoor gathering space.

R9. Cannon Student Center Renovation

Renovation of the Student Center optimizes the use of space throughout the building in light of space made newly available through the renovation of Hoke Hall and Power Plant.
Proposed Building and Renovation Projects
**Faculty Circle and West Innes Street**

The proposed Science Building and Learning Commons symmetrically frame views to the Chapel and Hedrick Hall. The prominent locations of these buildings establish a stronger College presence along West Innes Street and better connect the two sides of campus. Their architectural style, materials, fenestration and massing should harmonize with other buildings along West Innes Street and the Faculty Circle.

N1. **Library Addition**
   Expansion of Corriher-Lynn-Black Library provides new spaces for active student learning and collaboration, and other spaces to support library programs.

   The height, massing and overall design of the addition should be sympathetic to the existing library and context of Faculty/Staff Circle. The south façade of the new building should be aligned with the existing south face of the library. The building should be set back from West Innes Street about the same distance as Hurley and Hollifield Halls on the west side of the street. Primary building entrances should be located on Faculty/Staff Circle and West Innes Street.

N2. **New Health Science Building**
   A new building provides classroom, laboratory and other program spaces to support new undergraduate and graduate degrees in the Health Sciences.

   The height, massing and overall design of the building should be sympathetic to Shuford Science Building and context of Faculty/Staff Circle. The north façade of the new building should be aligned with the existing north face of Shuford Science Building. The building should be set back from West Innes Street about the same distance as Hurley and Hollifield Halls on the west side of the street. Primary building entrances should be located on Faculty/Staff Circle and West Innes Street.

N8. **Greenhouse**
   A replacement greenhouse south of Shuford Science Building supports science education and research.

   The height, massing and overall design of the greenhouse should be sympathetic campus context, especially Shuford Science Building. The south façade of the greenhouse should align with the south façade of the planned Health Sciences Building. A greenhouse is a utilitarian structure; special attention should be paid to its performance and function.
Proposed Building and Renovation Projects
**Arts Precinct**

The Master Plan proposes consolidating the arts and music programs around the Robertson College-Community Center, an important interface with the larger Salisbury Community. The building is significantly setback from West Inness Street and deviates from the architectural character of the core buildings on campus. Two new buildings are proposed for sites next to the Robertson College-Community Center that define an improved drop-off circle and create a greater presence along West Innes Street.

N3. **Arts and Music Buildings**

Two new buildings provide much needed new program space for existing and expanded arts and music programs. Additional spaces accommodate existing programs appropriately and facilitate optimal adjacencies among School of Performing Arts programs.

The height, massing and overall design of the buildings should be sympathetic to Robertson College-Community Center and buildings along West Innes Street. Both buildings should be set back from West Innes Street about the same distance as Hurley and Hollifield Halls on the west side of the street. The south façade of the north building should be aligned with the north façade of Robertson College-Community Center. The north façade of the south building should be aligned with the south façade of Robertson-College-Community Center. The new buildings should work with the Center to define an improved drop-off circle and open space. Primary building entrances should open onto the drop-off area and West Innes Street.

N4. **Academic or Administrative Building**

A new building at the southwest corner of Summit Avenue and West Innes Street provides future program space for academic or administrative program needs.

The height, massing and overall design of the building should be sympathetic to other College buildings along West Innes Street. The building should be set back from West Innes Street about the same distance as Hurley and Hollifield Halls on the west side of the street. The north façade of the building should align with the north façade of the new building proposed directly across the street. Primary building entrances should on Summit Avenue and West Innes Street.

L4. **Performing Arts Precinct Landscape Improvements**

Between West Innes Street and the Robertson College-Community Center, a new quadrangle with a passenger drop-off circle welcomes enhances the campus landscape for day-to-day users and welcomes visitors.

R3. **Robertson College-Community Center Renovation**

Renovation results in a new backstage arrangements that allows Keppel Auditorium and Hedrick Little Theater to be used simultaneously.
Proposed Building and Renovation Projects
Athletics Precinct
The Athletics precinct includes new building and renovation projects, a new tennis complex and a new parking facility. The south pedestrian promenade is proposed to extend through the athletics precinct to improve pedestrian connections among all the athletic facilities and venues.

N5 Abernethy Physical Education Center Addition
Expansion of Abernethy Physical Education Center provides additional program spaces to support academic athletics programs.

The height and massing of the addition should be sympathetic to the existing building. The mass of the building should be broken down into a composition of well-scaled parts. The addition should be set back from Summit Avenue about the same distance as the existing building. The primary building entrance should be located on Yost Street.

N9 New Facilities Building
This new building allows all Facilities — including Maintenance, Grounds and Environmental Services — to be consolidated at the northwest corner of Robin Road and Lantz Avenue in a single location that is convenient to campus and for the campus.

The height, massing and overall design of the building should be compatible with campus and neighborhood context. The east façade on Robin Road should be one to two stories; the west façade may be more stories, as the west side of the site has a lower elevation. The building should be set back from Lantz Avenue and Robin Road in keeping with existing setback patterns in the neighborhood. The primary building entrance should be on Robin Road.

L8 Tennis Complex
New courts located along Robin Road provide an appropriate competition venue for tennis. A closer location to other athletics facilities and parking is desirable.

L9 Athletics Parking Lot
An expanded parking lot at the northwest corner of Lantz Avenue and King Street provides much-needed additional visitor spaces for athletics events.

R4 Ruth-Richards House Renovation
Renovations address general repairs to allow continued use of the building.

R5 Abernethy Physical Education Center Renovation
Renovations include aesthetic façade improvements as well as interior modifications to make program spaces more useful.
Proposed Building and Renovation Projects
**New Residential Life Community**

The Campus Master Plan proposes moving the Ketner Lot to expand the pedestrian core of campus. Building a 400-450 bed housing community in this location provides the opportunity to strengthen the first-year experience for students. The plan also proposes relocating the dining hall from the basement of the student center to an expanded Hoke Hall, reducing the need for large trucks to access the core of campus and creating a more vibrant space for the dining facility.

**N6 New Residential Buildings**

Two new residence halls provide additional on-campus housing for Catawba College students. The height, massing and overall design of the buildings should be sympathetic to campus context, especially Ketner Hall. The new buildings should work together with Ketner Hall to define a new, high-quality quadrangle. Primary building entrances should be located on the quad.

**N7 Hoke Hall Additions**

Expansion of Hoke Hall provides new program spaces for food service and support. The primary building entrances should be on the south façade.

**L5 Recreation and Residential Quadrangle**

The campus open space network is greatly expanded by a new residential quadrangle and improved recreation amenities. The new residential quadrangle plays an important role in pedestrian circulation on campus and also provides high-quality outdoor space for student interaction. Smaller courtyards to the north and west of the new residence halls are of a similar high-quality. New amenities around the renovated Power Plant further establish this area of the campus as a prominent destination for student recreation.

**L6 Student Parking Lot**

A new parking lot relocates and expands surface parking formerly west of Ketner Hall. This lot includes convenient parking for a new trail that leads to the greenway.

**L7 Hoke Hall Parking Lot**

A new parking lot relocates and expands surface parking formerly west of Ketner Hall. Immediately adjacent to Ketner Hall, this lot provides especially convenient parking for evening visitors to Ketner Hall and also includes a drop-off circle for easy access.

**R2 Ketner Hall Renovation**

Renovations include new HVAC systems, remediation of past water damage and upgraded finishes, fixtures, and furnishings to allow continued academic use by the Schools of Education, Business, and Evening/Graduate Studies.

**R6 Barger-Zartman Hall Renovation**

Renovations include replacement of mechanical systems, general repairs and accessibility to allow use of the building for administrative programs.

**R7 Hoke Hall Adaptive Reuse**

Renovation (and expansion) allows new use of the building as the primary dining venue on campus. Primary access for diners is from the quadrangle to the south; service and support access will be provided from North Park Drive.
Major Landscape Projects

New attention to pedestrian circulation and the creation of numerous new formal campus open spaces results in a more unified campus open space network. New buildings are carefully located to enhance open spaces and create a better sense of place. The plan creates a clear sequence and programming strategy for the three primary spaces that make up the campus core:

- Faculty and Staff Circle – This memorable formal space functions as the campus living room, a place where a graduation photo is taken and visitors are welcomed.

- Stanback Plaza – This space is conceived as a vibrant crossroads and the campus family room. The plan proposes a porch to the south end of Hedrick Hall to create an event space activating the Plaza’s open space.

- Intermural Activity Area – Moving the Facilities department uses away from this area allows the space to be greatly expanded and engage the Power Plant. New fields and recreational activities allow this area of campus to become more of a hub for students.

All of these spaces connect to the proposed pedestrian promenades.
Building Use Patterns

The land use patterns of the campus consist of academic buildings radiating from West Innes Street, mixed-use student buildings at the core, flanked by residential halls to the north and south, and athletic facilities to the west. The Campus Master Plan reinforces these patterns by:

- Strengthening the academic presence along West Innes Street by locating new buildings that meet future space needs and better align academic departments.

- Expanding residential life facilities to the north and west of Ketner Hall around a new quadrangle.

- Relocating the Facilities department to the campus edge so the Power Plant can be converted to a student-centric building and outdoor recreational spaces can be enhanced.

Proposed Building Uses
Parking + Transportation

The parking and transportation strategies expand the core of the campus and reduce pedestrian and vehicular conflicts.

- North Park Drive and Robin Road are connected on the northwest edge of campus to provide an alternative route and reduce vehicular traffic on Yost Street.
- Campus circulation is modified slightly to simplify service access around Hedrick Hall.
- The Ketner Lot is developed into a residential community and replaced by a larger parking lot to the northwest. An additional parking lot is proposed adjacent to the baseball stadium to accommodate parking needs in the athletic precinct of the campus.

Approximately 200 additional parking spaces are planned to support future development of the campus.

- A bus station is reestablished at the intersection of West Innes Street and Summit Avenue to establish alternative modes of transportation and better connect the campus and Salisbury communities.

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<tr>
<td>Spaces Lost</td>
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<td>Proposed Spaces</td>
<td>555</td>
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<tr>
<td>TOTAL</td>
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Pedestrian Linkage

Two pedestrian promenades are proposed to clarify the organization of the campus. These pathways connect the Chapel and The Standback Ecological Preserve to the athletic fields. They provide a direct way to move across campus, engage most of the open spaces and buildings, and enhance long vistas.

In the athletic precinct, one promenade continues, strengthening connections among Abernethy Physical Education Center, Shuford Stadium, Hayes Field House, Frock Athletic Complex and the proposed location of the Tennis Complex.

The plan also recommends strategies to better connect the campus to The Standback Ecological Preserve and greenway. These proposals include a new path to the northwest and a connection via a proposed amphitheater overlooking The Standback Ecological Preserve to the east.
Acknowledgement

The College is grateful to every person who participated in the planning process - more than 200 faculty, staff, students, trustees and alumni.

Campus Master Plan Committee

- Brien Lewis, President
- Tom Appenzeller, Associate Professor and Director of Sport Management
- Michael Bitzer, Acting Provost
- Jana Burkhardt, Student Body President 2012-13
- Ashley Everidge, Student Government Association Secretary
- David Fish, Professor of Music and Department Chair
- Bridgette Gibbs, Director of Event Planning; Staff Council Chair
- Bill Graham, Trustee
- Titus Hunt, Student Government Association Senator
- Joanna Jasper, Chief Information Officer
- Rodney Rymer, Director of Systems/Networking
- Eric Nianouris, Director of Facilities Management
- John Wear, Director of Catawba College Center for the Environment and Associate Professor of Biology and Environmental Science
- Erin Wood, Assistant Professor of Psychology
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