1 Introduction and Executive Summary

"...The college believes that students learn best in small, student-focused settings, where they are respected as individuals and have an opportunity to contribute to the learning environment... the college works toward the creation of an informed citizenry with the ability to think critically, communicate effectively, and solve problems...the college recognizes that it is a part of an extended community..." (abstracted from RWC Philosophy)

1.1 The Purpose of the Master Plan

A Master Plan articulates a vision for the growth of the campus and outlines primarily the physical framework that will guide campus growth. The plan also offers insight to inform future academic and financial resource planning, substantiates funding requests to the State of Ohio and provides an outline to guide implementation of the plan.

Master plans are helpful to guide decision making as academic priorities and student demographics change and in light of how the University System of Ohio is restructuring. In recognizing that a planning process is on-going and responsive to academic trends, this Master Plan integrates broad understandings of academics, institutional financial constraints, material and qualitative needs and opportunities into a single set of goals, priorities, and guidelines.

Raymond Walters College is expected to experience continued enrollment growth and a continued shortfall of space in the near future. The facilities on campus are aging, and the systems and interior spaces are in need of functional repairs and updates. The combination of enrollment growth and aging facilities requires a plan to address these issues and to support the college’s goals. This master plan outlines a comprehensive picture of the physical campus needs that support the academic
enterprise, articulates broad goals for the campus, and outlines a series of project priorities in support of campus goals.

1.2 Master Plan Contents

The Master Plan document is divided into chapters devoted to the following topics:

1. Introduction and Executive Summary
2. The Environmental Context - College, Campus, and Community
3. Existing Conditions
4. Campus Master Plan Goals
5. Campus Development Framework
6. Ten Year Capital Plan - Priorities, Strategy and Funding
7. Project Planning and Design Guidelines
8. Project Implementation Procedures

1.3 Planning Methodology, Scope and Participation

In 2008, a Master Planning Committee was formed under the direction of the Office of the Provost for Baccalaureate Education. Led by the Interim Dean, the Master Plan Committee included student, faculty, staff, and campus governance representation. Master Plan Committee meetings were led by the Interim Dean and facilitated and led by the office of Planning + Design + Construction (PDC). The committee reviewed data, analyzed issues and identified priorities for the plan. The Planning process consisted of several concurrent steps:

1. Information gathering, data analysis, and observation -

   • Identification of quantitative and qualitative characteristics of the campus and its academic programs; the major trends and influences; and the trends most likely to affect the regional campus’ relationships with its community.
• Inventory, evaluation and observation of the physical condition of campus land, buildings, and infrastructure. The suitability of these elements to continue to support the campus and its mission was part of the evaluation.

• Independent professional evaluation of campus space utilization, space needs, physical attributes and institutional data.

• Understanding of the campus’ academic program and operations, and of the trends facing the campus. This included interviews with campus students, faculty, and staff to gather their input and insights.

2. Identification of Master Plan Goals. Meetings and input interviews were held to obtain input from the college and its constituents. Interviews with campus governance groups, department chairs, staff and students were conducted. These inputs and observations, along with the inventories and evaluation data, provided the basis for the goals and objectives in the Plan. In addition, “big ideas” and several “what if” scenarios were outlined and tested. University goals for the campus area also reflected within the plan.

3. Using the goals and the physical campus as sources of inspiration, a Long Range Development Framework (M20) to guide campus’ physical development and a recommended Ten Year Development Plan (M10), were produced.

4. Capital and maintenance project priorities were identified.

5. Guidelines for the planning and design of projects were written.


To inform the plan, a broad scope of information was gathered from institutional and consulting sources, on-site observations and interviews, incorporation of related institutional documents and committee work, and the application of industry-standard metrics for campuses of its type. The scope of information gathered included:

• Academic program, organization, and operational structure and needs

• Academic and resource trends

• Institutional and capital funding trends

• Campus property, building, and infrastructure

• Space utilization and needs

• Physical planning principles for colleges and universities

• Construction contracting environment in Ohio

1.4 Referenced Plans and Documents

This Master Plan document replaces any and all prior studies and physical plans for RWC, including any reference to RWC in the University of Cincinnati Master Plan 2000, and any proposed updates or related studies. Where this master plan and these other documents may conflict, this Master Plan shall supersede and apply.
This Master Plan also includes and incorporates the following planning documents:

- Collegiate Restructuring Steering Committee Recommendations - September, 2009, and the goals of the University System of Ohio Strategic Plan.
- University Current Funds Budget Plan, FY 2009-2010
- City of Blue Ash Master Plan and Zoning Ordinance
- University of Cincinnati, Design Guidance (where applicable)
- University of Cincinnati, Technical Guidance (where applicable)

In addition, several institutional documents under development for the Uptown Campus represent concepts that will be developed separate to this RWC plan but serve as overlay plans for the Raymond Walters College campus in a manner consistent with this Master Plan. These include:

- A Climate Action Plan
- A Storm Water Management Plan

1.5 Drivers Influencing the Master Plan

1.5.1 Academic Program Overview

The campus houses and administers Raymond Walters College degree programs and courses – under an open admissions policy - and appoints all faculty, employs all staff, and provides all support services necessary for students to fulfill RWC degree requirements.

RWC offers one technical baccalaureate degree program (Radiation Science), 34 two-year career programs, 39 two-year transfer programs, 17 one-year college certificates and 23 professional certificates for students with a bachelor’s degree.

In addition to Raymond Walters College courses, the campus hosts Uptown Campus courses through a “Resident Credit Center” model that is evolving into current university budget model, and a variety of non-credit courses such as those offered by the Osher Lifelong Learning Institute, the Professional Development Institute, and others.

All RWC faculty recruitment, promotion, and tenure is administered by the College. RWC faculty include tenure-track, clinical, field service, visiting, represented adjunct, term adjunct, and annual adjuncts. Tenure-track faculty are expected to teach 36 credit hours per academic year, and are also expected to perform service and to engage in professional development. Faculty are represented by the collective bargaining contract established between the University of Cincinnati and the American Association of University Professors. Other bargaining units represented at the campus include but are not limited to AFSCME and SEIU.

Campus governance is shared by RWC administration, faculty, staff, and students; with faculty participating fully in a system of college committees with responsibility in a wide range of areas including relevant academic affairs; faculty reappointment, promotion, and tenure; curriculum and assessment; student honors and probation;
faculty development; and issues involving strategic planning and infrastructure management.

1.5.2 Notable Characteristics

From the perspective of the student and neighboring community, the campus’ strengths and desirable qualities include:

- Alternative portal to a bachelor’s degree.
- Quality of the College’s general education disciplines.
- Small class size (1:20), tenure-track faculty, and a pedagogy that emphasizes learning and faculty-student interaction.
- A full-service non-residential campus.
- Suburban location, and ties to the City of Blue Ash and the Sycamore Community School district.
- The University of Cincinnati brand.

1.5.3 Student Demographic Characteristics

- Decreasing Age—The average age of students has decreased from age 28 in 2000 to the current average of 24 years old. This decrease is attributed to an increase in the campus’ desirability among traditional college-age students as younger students decide to attend RWC.

- Gender—As of fall 2009, approximately 63% of the students were women. Frequently, these students also are principle care-givers to children, which can impact class start times and needs for childcare, food service, and other support needs on campus.

- Ethnicity—The college continues to see an increase in the diversity of its student population, particularly a significant increase in the number of African - American students. In the fall of 2009, there were 830 African -American students enrolled, which is approximately 18% of the total enrollment.

- Working Students- A large number of RWC students work while enrolled in the college. This can influence class start and end times, and the need for student services on campus.
• **Living Accommodations:** RWC is not a residential campus. All students commute to campus.

• **Participation in Campus Life:** Student activities are administered through the Office of Student Life, with opportunities to participate both on campus and at other locations. Organized intramural athletic activities are limited on the RWC campus, however, intramural teams can participate in Blue Ash Recreation Center leagues, and are able to participate in intramural softball, volleyball, basketball, and golf outings throughout the year. RWC students do participate in NCAA programs and club sports that are organized through the Uptown campus.

• **Governance:** Students elected to serve on the student government represent the entire student body at RWC by serving on college committees, and communicating student concerns to college administrators.

### 1.5.4 Enrollment

#### A. Historical Enrollment

Raymond Walters College has grown from a little over 1,200 students in 1968 to over 4,000 today. This period of growth has been influenced by many factors including program focus, suburban population growth, economic conditions and incorporation into the University of Cincinnati. Since 1999, RWC has seen an average FTE increase of 6% per year. Overall growth includes RWC, Uptown, and Professional Development Institute enrollments. The graph below illustrates historical enrollment growth.

![Raymond Walters College Headcount History](image-url)
B. Projected Enrollment

Fall 2009 enrollment was 14% over Fall 2008. Fall 2010 enrollments are projected to be 11 to 14% over Fall 2009; and enrollments for the next six years are projected to grow an average of about 6% per year.

1.5.5 Academic Trends

As it prepares for the future, the campus will concentrate on the following elements so as to position itself to meet the goals of Collegiate Restructuring and those of the University System of Ohio:

1. Retaining core programs and courses to be an alternative portal to a baccalaureate degree, including those critical to the success of developmental and general education.

2. Organizing campus and administration structures as recommended by Collegiate Restructuring.

3. Specific two-year career and two-year transfer degree programs that fulfill institutional budget and Collegiate Restructuring goals.

4. Mission-critical functions in response to accreditation requirements.

5. Providing baccalaureate education through increased RCC/Performance Based Budget programming, and by adding appropriate baccalaureate completion programs and RWC-sponsored baccalaureate degree programs to its core offerings.

6. Alignment of campus finances with institutional budget goals and planned changes in the state funding model.

7. Restructuring of the academic enterprise to further the campus' integration within the University System of Ohio/One University of Cincinnati model, including facilitating the transition of developmental education from the Uptown campus, and incorporating Uptown-regional campus relationships.

1.5.6 Community Relationships and Trends

The campus maintains a number of working relationships with business, civic, and educational groups in the vicinity of the campus. The key primary relationships that influence the college are those with the City of Blue Ash and those with the Sycamore Community School District.

1. The City of Blue Ash - The campus and the city are mutually valued partners in providing services to residents and visitors to the college campus. The college is an amenity to the city as an educational and cultural resource and likewise, the maintenance of a vibrant city is important to the continued success of the college. Blue Ash offers a high quality of life, strong level of services and amenities to residents and visitors as well as a collaborative attitude towards RWC. Goals for the city include sustained business and economic development, and encouraging residents to use city-operated community and recreational facilities and encouraging healthy lifestyles and walkable neighborhoods and streets.
2. The Sycamore Community School District – The SCSD owns and operates the Blue Ash Elementary School (grades K-6) on the RWC campus under the terms of a 50 year joint operating agreement with the University. The terms include the school’s use of the campus’ recreational fields, and RWC’s use of the school’s “UC Education Center” wing during evening hours. While no dramatic increase in elementary school enrollment is expected, continued collaboration and sharing of these facilities will be crucial so that both the college and the school district benefit.

1.5.7 Condition of Campus Lands

Several features of the campus land and natural features influence site planning and the campus’ capital improvement priorities.

- **Land Quality**– Large portions of the perimeter of the campus possess significant natural woodlands and waterways that are of high quality and that are worthy of preservation. Land management and storm water management plans are recommended to preserve these for the long-term benefit of the campus.

- **Landscapes**– Features of the campus’ suburban setting, and principle public spaces around campus such as frontage and entries, the lawn, connections between parking lots, and those areas linking SAHB and Muntz - serve as the campus’ front door. Suggestions for these areas are focused on improvements to enhance views, maintenance and the incorporation of their care into a comprehensive land management plan. Renewal of the campus directional and wayfinding signage and providing improved connections between the outdoors and interior student spaces should be considered.

- **Land Use**– Development protocols to guide future development have been incorporated into the Master Plan. These have been derived from campus planning principles, and include location of campus functions to restricting campus access drives to those that currently exist. In addition, respecting residential development adjacent to campus, observing city and university emergency and public safety measures and introducing pedestrian-friendly access points into campus are important considerations.

- **Building Area and Campus Capacity**– An analysis was performed of the campus’ capacity to support future building development and to test how much growth might be recommended without compromising the character of the campus and without compromising the ability of systems to support growth. Development principles sympathetic to a regional suburban campus were used. This evaluation resulted in the Long Range Development Framework (M20).

- **Parking and Access**– An analysis of the quantity and location of future parking was also conducted, using metrics sympathetic to a regional suburban campus. Access points to and from campus were also important considerations in the evaluation. Parking decks, rather than additional surface lots, are recommended to accommodate growth. Improving the capability of existing campus entry points rather than adding new entries reflect city traffic pattern and residential development restrictions. These are reflected in the M20 and M10 plans.
This site analysis map shows the high quality and steep slopes on the northern and southern edges of campus with less desirable woodlots near the center of campus.
1.5.8 Condition of Campus Buildings

The campus contains six principle buildings and approximately 192,000 gross square feet, most of which was constructed in the 1960’s and 1970’s, with the exception of the Science and Allied Health Building (SAHB), which was built in 1999. Renovations have been performed in portions of Muntz Hall and the Flory Center in order to adapt to program needs and to replace portions of aging systems. A portion of the Blue Ash Elementary school, constructed in 2003 on the campus, is available to the college in the evenings only. The Annex, a recently-acquired former Blue Ash school and senior center is located north of the campus, and will require renovation to update buildings systems, and to improve utilization, finishes, and instructional technology. Though beginning to show wear, the Pavilions - a series of pre-fabricated structures - are needed to house classes until permanent replacement space can be secured.

In general, the campus’ buildings have been well-maintained given available budgets. However, the oldest and one of the campus’ two principle academic and student service buildings - Muntz Hall - will require renovation. A renovation is necessary in order to replace obsolete and poorly-functioning mechanical and electrical systems, to adapt portions of the building to allow for changes in pedagogy and delivery of student services, and to realize energy and operational savings.

1.5.9 Condition of Campus Infrastructure

Delivery and capacity of utilities is typical for a regional campus – i.e., utilities are brought to campus buildings via the electricity “grid” and each building contains its own mechanical and infrastructural systems. While adequate electrical capacity exists, campus infrastructure is likely to require potential expansion and or adaptation in order to support campus growth, to secure redundancies for critical systems, and to improve operational savings and mitigate effects of increasing energy prices.

Management of campus storm water relies heavily on the campus’ natural topography, and responds directly to regional storm water management.
requirements. This is an asset and requires careful management so that this function continues to enhance the quality of the campus experience.

### 1.5.10 Campus Space Utilization and Space Needs

An independent professional evaluation of campus space utilization—including classrooms and teaching labs—and space needs in comparison to state of Ohio and national guidelines for regional campuses was performed as part of the planning process. The evaluation included all credit and non-credit courses, faculty and staff headcounts, and included an assessment of projected space needs based on projected enrollment growth.

#### A. Space Utilization

1. Classrooms - Almost all of the campus’s classrooms are centrally-scheduled by the campus. Applying space utilization guidelines to the campus indicates that opportunities exist to increase weekly room hours for classrooms to align more closely with state guidelines. Based on the space consultant’s analysis there may be opportunities to increase classroom use in the 8-9 am and 3-6 pm time-frames.

2. Teaching Labs - Almost all of the campus’ teaching labs are departmentally-scheduled, and their utilization is measured on a discipline-specific basis. The use of teaching lab space (measured as Weekly Room Hours, or WRH) is higher for several disciplines such as nursing, dental hygiene, studio art, allied health and physics, but lower for others relative to the WRH goal.

#### B. Campus-Wide Space Needs

All space needs have been derived by applying recommended space utilization and space allocation guidelines for this type of regional campus, and reflect enrollment-driven space needs. Daycare and considerations for NCAA or residential space are excluded from the total. The needs outlined below assume that the campus will adopt space utilization improvements to align with the utilization guidelines. The space needs are expressed in Assignable Square Feet (asf), and are:

1. Fall 2008 enrollments are expected to require an additional 29,400 assignable square feet (asf) over the current total of campus space.
2. 15% growth over Fall 2008 enrollments is expected to require an additional 44,000 asf above the current total of campus space.
3. 30% growth over Fall 2008 enrollments is expected to require an additional 62,900 asf of space above the current total of campus space.

### 1.6 Campus Master Plan Goals

The following master plan goals are reflected in the physical development site plans and allow for prioritizing investment decisions about capital projects and maintenance as the campus grows. The goals are specific to the Raymond Walters
College campus. They respond directly to the observed needs and drivers, and position the campus to leverage its best qualities and resources in planning for the future. The goals are organized around essential campus planning principles; and they articulate needs over preferences, and incorporate the limitations of resource availability and operating capacity.

1. **Campus Population and Capacity** - Balance enrollment growth with the academic goals and standards of the campus.

2. **Campus Buildings and Space** - Provide the space required to serve the mission of the campus. Objectives support the improved use of existing space, improving the physical condition and functional performance of existing buildings, and constructing new space to meet the needs of enrollment-driven growth and program quality.

3. **Campus Infrastructure and Technology** - Provide the necessary technology and infrastructure to support the mission of the campus. Objectives include maintaining existing capacity, providing new infrastructure to support enrollment, meeting energy mandates to reduce the carbon footprint, meeting goals of campus sustainability, maintaining mission-critical redundancies, and to maintain institutional connectivity.

4. **Campus Land Use** - Efficiently utilize the existing land that is available by locating buildings and uses that are suited for each other, capitalize on unique features of the landscape and foster the intellectual and collaborative endeavors of the college. Objectives include retaining and reinforcing the contiguity of the core academic enterprise, ensuring an appropriate scale and distribution of space on campus based upon a match of space type to the campus function best suited to a campus district or zone, and preserving the best natural features of the campus.

5. **Land and Space Acquisition** - Accommodate future growth through more intensive use of existing university-owned land.
6. **Campus Access** - Provide access to and throughout campus to achieve the goals of the academic plan, to more fully utilize the campus and to support the full engagement in the life of the campus. Objectives include ensuring:

- The continued capability of campus entries and exits to support traffic volumes and modes.
- Adequate parking supply within reasonable limits.
- Appropriate type and distribution of campus signage and wayfinding for the campus visitor, and safe and adequately-distributed pathways for pedestrians and for those with disabilities.
- Pathways that enhance and feature the best qualities of the campus.
- Support for extended weekday / evening and weekend access to campus buildings, academic space and campus information systems.

7. **Campus Character, Image, and Experience** - Improve, maintain and enhance the first-impressions and character of the campus for the student, faculty, staff, and visitor experience. Objectives include the clarification and enhancement of:

- Arrival and transition hierarchies and sequences including those by car and as a pedestrian.
- Places of interaction and open spaces, linkages between buildings, ground floor spaces, main building entries to activate and engage the campus culture.
- Utilization of open spaces, places for formal and informal recreation, and the natural and man-made landscape to extend the outdoor activities of the campus.
- Respecting, preserving, and reinforcing the best natural and suburban features of the campus.
- Projects and maintenance programs that enhance the campus and suburban context image and experience.
- Reinforcing branding opportunities that support the mission of the campus that are sensitive to suburban context.

8. **Campus Sustainability** - Practice environmental stewardship and sustainability in campus maintenance and new capital investment by planning every new project as an example of resource conservation and environmental stewardship. This includes designing new buildings to meet LEED standards and implementing strategies to reduce the campus’ carbon footprint.

9. **Strategic Capital Investment** - Every new capital and maintenance project should strive for the following objectives:

- Capital investment decisions are to be based on life cycle costs including the costs of operations and maintenance. Expansion is entertained only after careful evaluation and consideration of improved utilization of existing space, the impacts to operating costs and efficiencies, and the total cost of a project including operations, maintenance and provision of parking if a new building is constructed.
- Invest in university-owned property before off-campus locations.
• Considering a range of alternative solutions in capital investment decisions including renovation, replacement and relocation. Where the most feasible, priority is given to major renovation of space in support of academic goals.

• Fundraising thresholds must meet institutional financial policies before capital improvement expenses are incurred.

• Developing an investment plan for the renewal of facilities and infrastructure, including maintenance and land management plans.

• Alternative models for project delivery, and applying sustainable design to enhance operational efficiencies and longevity.

10. Master Plan Implementation- Assure a coordinated phasing of future campus development and improvements. Objectives include coordinating renovation strategies to minimize disruptions; including all requisite, supporting, and impacted campus functions, utilities, buildings and spaces as part of the development and evaluation of a project; and maintaining occupants and campus operations that are affected by projects, relocating them if necessary.

1.7 Framework to Guide Campus Development

To guide the long-term physical development of the campus, including the implementation of the campus’ space needs, a Campus Districts Map, a Ten Year Development Plan (M10) and a Long Range Development Plan (M20) have been created. These plans and drawings reflect graphically, the concepts embedded in the master plan goals and the outcome of the carrying capacity tests performed during the planning process. They show how the physical development of the campus could occur.

The Campus Districts map on page 1-15 reflects an attempt to balance the conflicting goals of growth and the preservation of existing natural features. Growth is accommodated within the “campus core” and future “south academic quad” districts, while the high quality woodlands on the northern and southern portions of the campus are preserved in their current state or possibly for a hiking trail.
The Campus Districts concept map outlines preferred locations for academic, woodland and transitional land uses.
1.8 Ten Year Development Plan - M10

The Ten Year Development Plan (M10) shown in the figure on page 1-16 provides the basic structure for the Project Priorities over the next ten years, and specifically features and guides:

1. Placement of New Buildings - New buildings are sized to accommodate projected space needs in support of enrollment growth, and are located to support the cohesion of campus functions, and to allow adjacent outdoor space to be leveraged as an extension of the building's functions. Buildings are also limited to low-rise heights, with floor plates scaled to the suburban nature of the campus.

2. Location of Campus Connections - A structure and hierarchy for maintaining and enhancing the approaches to campus entries, for connecting parking areas and buildings, for connecting the campus to the adjacent community, and for connecting pathways between buildings to a variety of outdoor spaces.

3. Placement of Lawns, Plazas, and Quads - The plan reflects the use of outdoor spaces that will serve the campus in formal and informal, passive and active, and preservation capacities. These spaces serve as an extension of the academic mission of the institution. They support the types of functions that are within their respective district or zone, and are context-driven in their physical character and detail.

4. The location of parking and circulation infrastructure.

An enlargement of the Ten Year Development plan showing more detail of the re-designed quadrangle between Muntz Hall and the Science and Allied Health Building. An outdoor plaza with seating and study areas helps connect the library and food service areas in Muntz with the quad and the SAHB building across the green.
1.9 Recommended Ten Year Capital Improvements

A. Ten Year Project Priorities - M10 Plan

The following projects are the most critical to address the observed needs and to support the Master Plan Goals:

1. Construction of new academic space to meet enrollment growth and to retain students to degree fulfillment:
   - Classrooms and Teaching Labs.
   - Faculty Offices.
   - Student Services.
   - Campus Support Space.

2. Renovations to Muntz Hall:
   - Replace outdated systems to achieve occupant comfort, avoid shutdowns and emergency repairs, and to achieve energy savings and improve operating efficiencies.
   - Improve services and student support and amenity functions.
   - Renew instructional and faculty spaces to become more efficient, flexible and usable.

3. Infrastructure improvements to support:
   - Building renovation needs.
   - System expansions to accommodate enrollment growth.
   - Energy and operational savings.
   - Improved access to campus buildings and technology.

This floorplan shows the current layout and users on the first floor of Muntz Hall. One concept recommended in this plan provides for expanded food options and student spaces in conjunction with outdoor seating in a new plaza on fronting on the quadrangle.
• Protection of mission-critical systems and redundancies, and campus life safety.

4. Connection improvements between campus buildings.

5. Campus entry and exit improvements, and development of parking solutions to support enrollments.

6. Campus front-door landscape improvements and development of preservation strategies to protect the natural features of campus.

B. Project Strategy - M5 Plan

Strategies to support campus mission and operations during the development of the M10 Plan include projects with a two to five year time-frame. Known as an M5 Plan, the following project priorities are recommended for further evaluation and development if approved:

1. Improvements to sustain classroom and teaching lab quantities and utilization. Including the Pavilion lease renewals or replacement.

2. Improvements to Existing Space to Increase Utilization, and to Free Space in Muntz for Renovations.

3. Space reassignments and improvements in Muntz Hall to gain additional classrooms, faculty offices, and student service space.

4. Use and appearance upgrades to the Muntz Hall auditorium.

5. Campus information technology and connectivity improvements in support of transparent learning.

6. Supporting technology, infrastructure, and access projects.

7. Evaluate, renovate and possibly re-assign use of space in the Annex.

C. Financing the M5 and M10 Plans

All sources of funds will be reviewed for their ability and capacity to accomplish the capital improvements. Funding sources under review include
state, local, and gifts. To the degree possible, the ability to borrow will also be examined.

### 1.10 Long Range Development Plan—M 20

The M20 development plan shown on page 1-21 reflects a recommended reasonable limit and location of development given the current academic, operational, program and trends of the campus. This long range vision, is just that, a vision of how the campus might evolve beyond the current efforts to implement the M10 Development Plan. The M20 outlines several concepts for additional growth such as where growth might occur, how new buildings are accommodated and relate to each other, use of quadrangles to connect buildings to each other visually and physically as well as provide organized open space. In addition, circulation of vehicular and pedestrian traffic is suggested. It is important to note that this is a roadmap and re-evaluation of needs and priorities may influence this vision.

### 1.11 Project Planning and Design Guidelines

Because capital and maintenance investment decisions carry long-term consequences that are not easily reversed, and campus land, buildings, and space last well beyond their initial intent, the Master Plan includes guidelines for the planning and design of projects. This protects the best interest of the campus and its investment, and ensures that projects realize Master Plan Goals. The guidelines are drawn from accepted principles within higher education and from within the capital planning and design industry. They apply to all projects, including maintenance plans and programs, regardless of the scope of work or funding source.

The development of individual projects does not preclude conformance to these guidelines simply because specific conditions could not be anticipated or prescribed in advance. Individual projects will be required to have specific guidance developed and established for them that follow the guidelines and are a prerequisite for the approval of the project. The guidelines are not meant to entirely preclude alternate design solutions or maintenance strategies; and project designers therefore may present a concept that departs from the guidelines while also presenting a concept that conforms entirely to them. In general, the campus will not depart from the guidelines except for solutions that are of extraordinary quality.

Guidelines include:

1. Locating campus functions to maintain cohesion and to support campus districts.

2. Implementing and maintaining space utilization and space allocation standards to realize space efficiencies.

3. Quantifying and sizing campus parking congruent with the campus' context in order to enhance vehicle traffic flow and to reduce over-building the quantity of parking.
Long Range Development Framework

Legend

1. Annex
2. Campus Operations and Maintenance
3. Vet Tech/Academic Building
4. Parking Structure 3-4 Story (TBD)
5. Academic Building
6. Flory Center / Future Academic Building
7. Science and Allied Health Building
8. Academic Building
9. Parking Structure (Two Story - Top level at grade, one level below grade)
10. Academic Building
11. Great Hall and Exhibit Space
12. Muntz Hall
13. Academic Building
14. Academic and Academic Services Building
15. Existing Campus Operations Building
16. Blue Ash Elementary School
17. Campus and Community Garden
18. Campus Woodland Trails

Existing Building
Proposed Building

Raymond Walters College Master Plan

1 inch = 100 feet

August 26, 2010
4. Programming buildings to activate ground floors, to achieve adequate floor heights and floor configurations in order to plan for flexibility in the future, and to achieve highest and best use of shared, exterior, and top floor spaces in buildings.

5. General design guidance with regard to building placement, mass, form, and articulation; roof forms; location and articulation of building entrances and service access areas; establishment of appropriate range of architectural materials for the campus; and appropriate site and landscape materials, and campus signage and wayfinding.

5. Guidance for specific campus districts to ensure that projects respond to and leverage the advantages of each district in activating the campus.

7. Sustainability guidelines to ensure compliance with state and institutional policies and practices.

1.12 Implementation Process

The plan includes an initial outline for accomplishing project priorities; outlines the procedures necessary for developing and executing projects from initiation through completion of construction. In addition, campus input and reviews – to ensure efficient allocation and application of project resources and conformance to state laws governing design and construction are suggested. Project budget and financing plans or institutional funding policies should be identified prior to commencing a project.