3 Existing Conditions and Projected Needs

3.1 Campus Description

The campus configuration is focused on a centrally-located quadrangle, or lawn, of open space that is formed by the position of Muntz Hall, the Science and Allied Health Building (SAHB) and the Flory Center. This quadrangle serves as the “heart” or core of the campus with physical connections extending outward to several other buildings and parking areas along the perimeter of the campus. The following buildings are not located in the campus core: the Veterinary Technology Building, the Annex Building, the College Relations Buildings and several vacant residential buildings. The aerial photo below outlines the RWC campus.
The campus occupies land that is entirely University-owned. While the College may conduct business off-site as part of its mission to serve the community or the larger University of Cincinnati, the University does not lease any off-site properties for use by the College. The campus consists of approximately 130 acres of contiguous land along Plainfield Road that belong to the University of Cincinnati and that have been acquired over time. The largest portion of these dates to the campus’ origins in the 1960’s, with subsequent smaller parcels that have been acquired more recently in the mid to late 1990’s. A narrow portion of the largest parcel extends north down a heavily wooded slope to Cooper Road, for the purpose of underground utilities that extend from Cooper Road to serve the campus. One parcel belonging to the University is not contiguous and is located on Cooper Road adjacent to Plainfield Road that houses the Annex.

The campus abuts residential property along the campus’ western-most and northern-most edges. The smaller section that connects campus underground utilities to Cooper Road abuts residential properties that are presently valued at between $500,000 and $750,000 (Hamilton County Auditor as of Fall, 2009). A portion of the northern-most edge of campus abuts an old cemetery; and the campus’ western-most edge abuts residential properties that have rear yards that are screened visually from the campus. The campus’ southernmost edge terminates within the bed of a densely wooded ravine that ultimately drains to the Mill Creek. The campus’ eastern edge abuts Plainfield Road with rear wooded yards of residential homes abutting Plainfield Road’s eastern edge, immediately across from the campus’ main entry. The Annex is located on approximately two acres of land on the southeast corner of the intersection of Cooper and Plainfield roads. The property’s eastern and southern-most edges abut residential properties. The property’s western-most edge abuts a cemetery.

In general, land development within the immediate area of the campus reflects a prosperous growth period between the late 1960’s through the 1990’s.

As will be seen in further in this chapter and in the Master Plan Goals chapter, a primary determinant of the amount of growth that the campus will be able to support – and the character and impressions that the campus and future growth should impart - is the quality of the land and those portions that can feasibly support future physical development.
3.2 Campus Land Use

While the eastern-most portions of the campus are largely suburban, major portions of the campus are undeveloped and heavily wooded. Significant portions of the Undeveloped Woodland areas are either difficult to develop for future buildings and roads, or should not be developed for reasons of the intrinsic value that the land offers the campus, for political reasons, or because of regulatory considerations. The following map shows the current land uses on campus.

Existing Land Use
Raymond Walters College, Blue Ash
The acreage and percentage of campus land that is devoted to buildings, parking areas, open space and undeveloped woods is as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
<th>Acres</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undeveloped Woodland</td>
<td>48%</td>
<td>63</td>
</tr>
<tr>
<td>Open Space</td>
<td>26%</td>
<td>35</td>
</tr>
<tr>
<td>Surface Parking (3 lots)</td>
<td>22%</td>
<td>30</td>
</tr>
<tr>
<td>Building Footprints</td>
<td>4%</td>
<td>5</td>
</tr>
<tr>
<td>Total Land Area</td>
<td></td>
<td>132</td>
</tr>
</tbody>
</table>

The campus operates self-sufficiently, and must therefore provide and support a full complement of academic, administrative, and campus service functions. These are housed in various buildings and improvements on campus as listed below.

- Three principal academic buildings that house academic, campus service, and administrative functions.
- Three temporary structures to serve academic needs.
- One building for use in professional development training and for campus childcare.
- One maintenance structure that serves campus and grounds support.
- The Annex, a lightly-used academic facility.
- The Blue Ash Elementary School (grades K through 6) operated by the Sycamore Community School district, which occupies the campus’ southeastern portion under a 50-year joint operating agreement (JOA) with the University of Cincinnati’s Raymond Walters College. Some of this space is designated as the “UC Educational Center” for use by the University within the parameters described in the JOA.
- One outdoor recreation field, operated and maintained under the terms of the same JOA with Blue Ash Elementary School.
- One outdoor basketball court.
- Surface parking lots for the campus community.
- One cellular telephone tower, located toward the wooded area of the campus, under an operating agreement between the University of Cincinnati Raymond Walters College and Verizon.
- Several vacant residential and farm structures along Plainfield Road.

### 3.3 City of Blue Ash Development Restrictions

Because they affect the future development of the campus, the City of Blue Ash’s restrictions for land use and for the development of campus as of Fall 2009, are summarized below. While these do not entirely preclude a consideration of possible deviation from them, land use and development restrictions and guidelines serve to further the community’s best interests for future development, and to protect certain
basic public interests. The future development of the campus, therefore, must take these restrictions into consideration in order to maintain strong and long-lasting relationships with the community. Individual projects must reference most current restrictions when project development is planned.

A. Zoning

Future development or redevelopment of the areas surrounding the campus can impact the public infrastructure, (such as roads and utilities), and how well that infrastructure meets the needs of the college. Since the land surrounding the campus is predominantly built out, the impacts of additional off campus development on public infrastructure - such as increased vehicular traffic, should be fairly limited.

The campus is located within the City of Blue Ash. The land surrounding campus is all zoned for residential uses as follows: The campus itself is zoned R-1 Single Family. The land to the north and west of campus is also zoned R-1 Single Family Residential. The R-1 zoning allows about two homes per acre.
The land to the east is zoned R-2 Single Family Residential (which allows about three homes per acre) and land to the south is zoned R-4 Multi-Family Residential (which allows up to 11 multi-family units per acre).

### B. Surrounding Land Use and City of Blue Ash Restrictions

- The existing adjacent land uses that surround the Raymond Walters College campus include single family residential neighborhoods to the west, north and east and a multi-family apartment complex to the south. A commercial area exists further to the south on Reed Hartman Road just north of the Reagan Highway. Please see the map on page 3-5 that outlines land uses surrounding the campus.

- The City of Blue Ash’s Future Land Use Plan recommends that single family residential uses be developed in the areas surrounding the campus. However, since these adjacent parcels are already developed, the potential impact on the campus is limited unless these areas are re-developed into something else. As far as limiting future changes to the campus, the existing built-out condition surrounding campus could physically limit the expansion of the campus onto adjacent property or the existing nearby residents could influence the land uses that the college might want to consider on the campus in the future.

- The Blue Ash Future Land Use Plan also outlines goals for the airport site (about two miles north of campus) in case the airport land is redeveloped. The city recommends that residential land uses be developed on the airport site under this scenario for the area fronting on Plainfield Road. Any new residential development in this area would increase traffic on Plainfield Road near the campus. However, based on the existing land uses and potential future land uses on the airport site, there is limited potential for significant negative impact on vehicular traffic volumes on Plainfield Road due to the street grid providing several traffic routes.

- City of Blue Ash zoning ordinance has certain restrictions on use of the campus based on the zoning of the site. The campus is zoned R-1 – Single Family Residential. The R-1 district allows Educational uses as a special use. This zone has a maximum building height of 35 feet, however, building height may exceed the 35 feet restriction (up to a height of 70 feet) if they are set back from the property line (one foot in building height is allowed for one extra foot of property line setback).
Traffic volume and capacity of Plainfield Road should be analyzed as the campus grows in conjunction with the City of Blue Ash so as to ensure the road can accommodate any increases in traffic generated by the campus.

### 3.4 Topography, Drainage, and Campus Views

Topography plays both a subtle and a powerfully functional role at the Raymond Walters campus. The campus is situated on former farmland, and consists of a series of large gently-sloping areas in which a quadrangle, or lawn, is formed by the placement of the principle campus buildings. The topo map on page 3-8 shows that the property slopes steeply downhill in heavily-wooded ridges and ravines toward the north and south edges of campus, eventually draining into the Mill Creek. Water from storms and rains appears to drain well, utilizing a system of underground storage tanks underneath the two surface parking lots, a wide and shallow dry pond between SAHB and Flory Center, and a large dry pond south of campus. Low-lying areas do not show evidence of standing water or poor drainage; and all surface parking lots appear to drain well. There is minimal evidence of erosion on the property. While the is no evidence of a naturally-occurring permanent wetland on the property, both naturally-occurring and man-made riparian areas support the effective management of storm water and provide visual variety, varied opportunities for campus interaction, and reinforce the woodland context of the campus.

The gentle slope of Plainfield Road north of campus provides excellent view opportunities to reinforce images of the campus. The western-most edge of the Campus Core sits on a slight plateau that offers an opportunity to reinforce the western edge of the lawn. Throughout the northern and southern edges of campus, opportunities exist to reinforce the image of the campus’ woodland and riparian qualities, and large open spaces allow for a varied mix of interaction, and for passive and active recreation.

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**A. Soil Conditions**

While a geotechnical evaluation has not been performed, a simple visual investigation identified that soils in the developed areas near the center of campus largely consist of a gravel / clay mixture that have a pH range that would limit the selection of plant materials to those that prefer a more alkaline
soil. Adjacent undeveloped land has evidence of the ability to support lowland plant and tree species.

3.5 Campus / Community Interface and Campus Entries

There are two access points into campus from Plainfield Road. The principle driveway enters the campus near the center of campus while a second driveway is located on the northern edge of the campus. A service drive that intersects with the main driveway is very close to the Plainfield Road intersection along with two parking lot access driveways -making it a little confusing for visitors entering the campus. In
addition, the service drive doubles as the access drive to the Blue Ash Elementary School.

Vehicular access to campus is accommodated by two driveways off Plainfield Road. The northerly driveway provides access to the west and north parking lots. The southerly driveway (and principle entry to campus) provides access to the north and south parking lots, the main drop-off circle / Metro bus stop area, access to a service drive on the south side of Muntz Hall that also doubles as access to the Blue Ash Elementary parking lot area. This southerly driveway, as noted above, has numerous intersections that provide access to parking, service, the elementary school site and the RWC drop off points, which can add to the directional confusion for those using this driveway.

The Plainfield Road entrance has a brick sign-wall with the RWC text. However, this sign is hard to read, and evokes a different appearance from the University of Cincinnati branding. Additional signage and wayfinding along the entry drive are a mix of sign types as well as a mix of plant materials. Further west along the entry drive at the turn-around circle, a bosque of trees blocks views into the campus quad and detracts from a sense of arrival.

A. Roads and Curbs

Roads and curbs throughout campus are generally in good condition, however some catch basins within the curbs along the main road may require adjustment to ensure proper drainage.

3.6 Principle and Secondary Building Entries

The more “celebratory” front door entrances to Muntz Hall and SAHB are not apparent from the parking lot, as they are located on the building facades facing the quadrangle; and the existing landscaping and design of the quad does not attract pedestrians along a path towards these front doors. However, the doors facing the parking lots and which are immediately visible to visitors, function as the primary entry doors to Muntz Hall and SAHB, even though they are designed as secondary entry points. Signage and re-designing of the pedestrian route and its landscaping could change the perceptions of which door is the front door and which are the
secondary doors and allow for the “front doors” facing the quad to actually function as “front doors.”

The other various buildings on campus typically have just one door that faces the parking lot that also serves as the front door. These buildings have no confusion between the design of the building and how the front door is perceived by people approaching the building.

A. Access

Sidewalks connect each parking lot to the campus core and also connect the buildings that make up the core. The sidewalks provide a functional pedestrian circulation system for much of the campus. The Vet Tech. building located northwest of the campus core is isolated from the pedestrian circulation pattern, though this was deliberate in response to University and national standards and requirements. This building is connected via a sidewalk route through the edge of the west parking lot.

Although there are sidewalks that exist at the edge of each parking lot, pedestrian routes within each parking area are undefined and encourage walking in the vehicular travel lanes.

The majority of the steps, ramps and railings on campus are in good condition. However, some railings need attention as they are showing signs of rust- such as those just east of the Flory Building, and those near the service dock of the Vet Tech building. Several other sets of railings are painted with an alternating red and black pattern. This type of branding effort is not consistent with the overall wayfinding and signage plan for the campus that is intended to display visual continuity and cohesion.

Despite being located on the perimeter, the distance from the campus’ parking lots to nearby buildings and the campus core is relatively short (less than 600 foot walk). Each parking lot is also adjacent to one or more buildings, which provides a short walk to that particular building. Sidewalks service the pedestrian connections from the parking lots to nearby buildings, such that there are minimal vehicle / pedestrian conflicts after reaching the sidewalks.
However, pedestrian routes within each parking lot (before reaching a sidewalk) are not clearly defined, causing a possible safety issue.

Disability access to the campus buildings seems to be adequate throughout the developed areas of campus, including the two Pavilions behind Muntz. The trailers have ramps to provide access to the doors. However, the flag plaza and drop off area near the front entry driveway may need some textured ramps to help distinguish the sidewalk from the driveway for those with a visual impairment. Parking spaces for handicapped drivers are located closest to each building and sidewalks / ramps exist for further movement into campus. However, signage directing visitors to these spaces could be enhanced.

**B. Signage and Wayfinding**

The signage system at RWC includes university branded directional and regulatory signage. For the most part, the signage system is cohesive with strategically placed building signage and campus maps that explicitly provide information to the reader.

The first signage introducing the campus is along Ronald Reagan Highway. ODOT style (green with white lettering) signs note the campus both east and west bound directions while a blue and white sign with directional arrows is located at the end of the Plainfield Road exit ramp. An additional sign on Plainfield Road re-introduces the campus. However, neither of these signs follow university branding.

A brick sign wall with lettering is located on the north side of the main entry drive into campus. The lettering on this entry wall does not contrast very well with the brick, making it difficult to read.

Numerous directional and regulatory signs exist on campus that are effective and easy to read. However, perennial plantings at the base of several signs do not offer ornamental value, and when inadequately maintained (mulched, pruned, weeded), detract from the simplicity of the directional or building signage.
Campus maps exist on the walk leading from the west lot to the campus quad and on the east side of the quad. Although the location for the map is functional, the print and graphics are fading from exposure to the sun and should be re-printed.

Other signage on campus needs attention, such as the percent for art plaque identifying the sculpture in the quad. This plaque needs to be re-attached to its pedestal. In addition, the Metro bus stop sign near the rotary drop off point needs to be replaced or straightened. There also appears to be insufficient signage providing direction to handicapped parking spaces.

3.7 Parking and Transportation Assessment

Parking on campus is contained in four asphaltic paved surface lots that are located on the perimeter of the campus. The map on page 3-13 that shows the key parking areas. There are 1,936 total parking spaces on the campus, distributed and described as follows:

- West Parking Lot
  The West parking lot contains 759 parking spaces (two handicap spaces). The lot is accessed via a driveway extending from Plainfield Road. While the lot has wooded green space on all four sides, it is a large expanse of impervious asphalt with a series of landscape islands providing occasional green relief and potentially some shade as the trees grow.

- North Parking Lot
  The North parking lot contains 715 parking spaces (including 11 handicap spaces) and is accessed from the main entry boulevard driveway or secondary driveway to the north. This lot also contains a series of landscape islands breaking up the expanse of pavement.

- East Parking Lot
  The East parking lot contains 431 parking spaces (including 18 handicap parking spaces). This lot is accessed from the main boulevard driveway. Landscape islands throughout the lot provide aesthetic and shade relief.
• South Lot and Facilities Parking Areas

The South parking lot contains 31 parking spaces and is located just south of the Muntz Hall, between Muntz Hall and the Facilities' garage. In addition, there are several parking spaces associated with a Facilities Storage garage located to the south and several parking spaces along the service drive/loading area along the south side of Muntz Hall.

The relatively large pavement surfaces can be expected to contribute to a heat-island effect, and the landscape islands, while providing some visual and shade relief, are relatively small in comparison and do not provide adequately screen the view of automobiles. The landscape islands in the parking lots contain Ash and Crab Apple in the north lot, Honeylocust in the south lot and a combination of Ash and Chinese Elm in the west lot. The west lot also has several planting areas with shrubs and perennials adding an ornamental quality to the planting configuration. However, trees within the landscape islands, such as the Honeylocust, are in weak condition and the Ash trees may be susceptible to the Emerald Ash Borer, however, their removal would leave a significant void in the parking lot landscape.

Additional elements within the parking lots include lights, help phones and signage. The surface of the parking lots have several cracks that have been filled with sealant and stripping that is fading. The parking areas would benefit from new top-coating, re-striping / stenciling where appropriate. The parking lot of the Annex building needs more work than the lots on the main campus including milling the existing surface, resurfacing and re-striping.

Parking Needs

Based upon an evaluation of current campus population and through the application of a standard metric for calculation, the campus parking inventory satisfies the needs of the current FTE and staffing levels. The current supply is 1,995 spaces. Growth scenarios may require the need for more parking as shown in the table below. An 15% increase from the current FTE level of 3,032 indicates the need for zero new spaces; while a 30% increase in FTE (approximately 1,000 more students) indicates the need for approximately 100 additional spaces from the current 1,995 supply. If full build-out of the campus (with an FTE of approximately 7,500) an additional 2,000 spaces would be needed over the current 1,995 supply of parking spaces. These quantities
reflect enrollment-driven growth assuming that the campus continues to function as a non-residential commuting campus. By virtue of the location of and available land for development, it is anticipated that there will be limits to the amount of parking that can be added to this campus and that any additional parking would be accommodated in a parking deck(s), depending on the amount of parking needed.

Access

There are clearly peak periods of vehicular congestion at campus entries, and resolving this issue is not necessarily a matter of adding an additional campus entry or exit. Alternative methods of managing peak periods of access to campus will also be required, but after a preliminary evaluation of adjacent neighborhoods, land use and traffic patterns, it is recommended that the principle campus entry and exit points remain along Plainfield Road.

This table outlines the projected parking needs for two scenarios—enrollment increase of 15% and 30%.
D. Public and Mass Transportation

The campus is currently served by one Metro bus route (Route 4) that is provided by the Southwest Ohio Regional Transportation Authority. Anecdotal evidence from preliminary discussions with representatives of Student Government and the College indicate that this is inadequate to serve the needs of the student population as more students commute to and from work to the campus, and as Uptown-enrolled students take courses at Raymond Walters campus, and as Raymond Walters-enrolled students participate in Uptown student activities or take courses offered at Uptown. A few Raymond Walters-enrolled students are housed in campus residence halls at the Uptown campus. The possibility of addressing these issues through use of campus shuttles or shared services, are outlined in the Master Plan Goals chapter.

To support the needs of those using the Metro bus system, a semi-enclosed glass bus stop is located at the western terminus of the main entry drive. While this shelter appears to function adequately, and seems to be in good condition, the sign in front of it may need to be replaced and or straightened as it is leaning and in poor condition. Lighting appears to be adequate in this area.

3.8 The Campus Landscape

The campus landscape, including vegetation and plant materials was divided into three distinct themes for analysis of the conditions: the developed, the semi-developed, the undeveloped and open space. In addition, the map on page 3-19 shows an analysis of the natural features on campus.

A. Developed Areas

The developed areas include buildings, parking lots, driveways and other improvements and their associated landscape. The developed areas have a limited composition of deciduous trees. The principle species include Silver Linden along the main entry drive, Swamp White Oak framing the central quad, White Ash in the landscape islands of the north parking lot and the northern half of the west parking lot, Green Honeylocust in the south parking lot, a bosque of Chinese Elm framing the
east end of the quad as well as the southern half of the west parking lot. Other species represented include Red Maple, Black Locust, Red Oak and Austrian Pine, Crab Apple, Pear, Norway and Blue Spruce, Sugar Maple, Eastern Red Cedar, Birch.

Many shrubs contained within the developed landscape are overgrown and seem to be misplaced and block views of the campus such as the shrubs in the Muntz courtyard. However, the boxwoods near the Chinese Elm bosque in the quad, and the shrubs that comprise the foundation planting at the Vet Tech building are well maintained.

The Vet Tech building’s west foundation has the only organized landscape design within the campus. The design complements the building’s architecture and context. However, the landscape on the eastern and southern elevations of this building are in need of attention.

Floral installations are located randomly near shrub beds or under signs and take on a residential appearance.

The landscaped tree islands within the parking lots contain honey locust, Chinese elm and ash trees. These trees are experiencing a challenging growing environment as a result of reflective heat from the pavement, nutrient deficiency, exposure to salt and potential influence from the emerald ash borer.

The landscaped areas in the west parking lot contain healthy day lilies, ornamental grass, juniper and Chinese elm. Due to the inherent durability of these plantings, most of the composition remains healthy.

The trees flanking the main entry drive into campus are Black Locust, Cherry, Red Maple, Austrian Pine, and Red Oak. The older trees are declining and several trees show evidence of bark damage from grass trimming as well as decline associated with recent drought conditions.

The landscape at RWC ranges from high quality woodlands to more formal plazas and greens.
The landscape at the Annex building is old and overgrown. The existing foundation plantings should be removed. The trees should be replaced in accordance with an overall plan for the site.

**B. Landscape - Semi-Developed Areas**

The semi-developed areas include the two woodlots between the west parking lot and the Muntz and Flory Buildings as well as the woodlot flanking the main entry drive along Plainfield Road. These wooded areas contain Ash, Locust, Maple, Cherry, Tulip Poplar and Cedar trees. Additional underbrush in the woods includes wild grape, honeysuckle and poison ivy and weeds. The woodlots are in poor condition with many dead and declining trees. Two asphaltic paths offer a pedestrian connection through the westerly wooded areas, however overhanging dead branches could be problematic.

These semi-developed areas could possibly be used for other purposes since the flat to rolling topography is conducive to development.

**C. Landscape - Un-Developed / Wooded Areas**

The un-developed areas include woods and waterways that exist on the northern and southern portions of the campus. These areas contain a mix of species including: Oak, Ash, Maple, Locust, Tulip Poplar, Elm, Cherry and Cedar. The condition of this resource appears healthy. However, in some areas, for example near the Vet Tech Building and along parking lot perimeters, the edges of the woods have been disrupted by earthwork due to construction impacting the root zone of the adjacent trees. In general, the undeveloped areas are not conducive to development due to the steep topography and the existence of high quality trees within these areas.

**D. Open Space**

The open spaces on campus are comprised of plazas, a quadrangle or lawn between Muntz Hall and the SAHB, as well as several undeveloped wooded areas on the perimeter of campus.

*The Plazas*

There are four plazas located on campus- 1) the courtyard on the north elevation of Muntz near the main entry door, 2) a plaza on the south elevation of SAHB near its...
The plaza in front of SAHB and the quadrangle between Muntz Hall and SAHB.

main entry door, and 3) a plaza area near the western edge of the entry driveway near the bus stop and 4) plaza near the north side of the auditorium fronting on the quad. The Muntz courtyard is the most dominant plaza / public space. It is located adjacent to the doorway that provides access to many student support functions and appears to have the most foot traffic. The furniture in this area consists of concrete seats, metal benches and trash receptacles.

The plaza on the south side of the SAHB is smaller than the Muntz courtyard and is less prominent in its location, size and materials. This plaza has mismatched site furniture. Both of these plazas have plantings in need of maintenance and neither are conducive to pleasant outdoor use although they seem to be a respite for smokers. The third plaza area contains a flagpole to mark the arrival to campus and functions as a drop off / pick up zone. The fourth plaza near auditorium door has several benches and a pergola roof structure.

The Quadrangle / Lawn Area

The quadrangle area between Muntz Hall and the SAHB contains a sculpture, a formal bosque of trees on its eastern edge, an open grass area in the middle and a woodlot on its western edge. There are several pedestrian circulation routes traversing this quadrangle that connect buildings and parking areas. The tree canopy of the bosque creates a shaded, quiet and reflective zone at the entrance to the campus. However, the bosque’s design and context conflict with this location being an entry into campus as the view into campus is blocked by the tree canopy. Access to the quadrangle is available from all four sides via sidewalks. This space is used for occasional outdoor campus events and also seems appropriate for informal passive recreation. A sculpture (Anatomy Vessel) is located in the south east corner of the quadrangle and was installed as part of the Percent for Art program.

Outdoor Recreational and Active-Use Areas

A soccer field exists at the south end of campus, but this appears to be principally used by the Blue Ash Elementary school. There is an asphaltic basketball court, just west of Muntz Hall, but this court is isolated and poorly equipped as the backboards are old, do not have nets on the rims and the court markings are faded.
A. Site Furniture

The site furniture on the RWC campus has significant inconsistencies in material type, design and placement. Examples include trash receptacles made of three different materials (plastic, metal and concrete); benches made of wood and metal; bike racks that are painted in red and black colors and without a proper concrete foundation to support the rack.

The furniture and fixtures within the Muntz courtyard include circular concrete seats, plastic benches and concrete, metal and plastic trash as well as cigarette receptacles. A cohesive furniture assembly in this space would contribute to a more pleasant and functional space. Landscape lighting should also be considered as an element that would improve the quality and usability of outdoor spaces.

Other areas with site furniture include a bench and trash receptacle placed near the Vet Tech. building entrance, which do follow university site furniture standards, a seating area at the Flory Center’s south entrance with benches, lighting and trash receptacles, and seat walls and benches within the bosque of trees between Muntz and SAHB.

B. Lighting and Safety / Security

The outdoor lighting system at RWC utilizes two different pole light fixtures—one being the disc type and the second being a round enclosed lamp fixture. The disc style exists on both pedestrian and vehicular routes with varying heights based on its context. For example, the lights along the main entry drive have the highest poles, while those along pedestrian paths are lower in height. Other security lights are mounted on buildings. Uplights are used to feature the sculpture and entry sign-wall along Plainfield Road.

The lighting system is, for the most part, cohesive in design and appears to provide a safely lit campus. There is some inconsistency in fixture type, particularly along the main entrance where the round lamp is on the south side, while the disc style lamp is on the north side of the driveway. However, all pole lights have silver anodized surfaces and pole collars.
3.9 Summary Site Observations

The following observations are drawn from the analysis of the site, and are suggested considerations for inclusion in the Master Plan goals.

- Future building development could be positioned to frame views or to further enclose the campus quadrangle area. Future development should also consider the views to adjacent buildings and open spaces that could possibly enhance the campus experience. The creation of a variety of open spaces, both passive and active, should also be included as part of the scope of future campus designs.

- Preventative maintenance program to preserve tree health should be included in the parking lot maintenance budget- deep root feeding, irrigation and insect control for emerald ash borer.

- Updated landscape, furniture and flow for the plaza by the Muntz Hall front door, all foundation plantings near Muntz should be removed; new landscape plan and also installation of irrigation systems where appropriate as currently there is no irrigation.

- Re-design of the bosque area by removing trees to open up a window into campus and as part of a larger scheme to create / enhance the hierarchy of pedestrian routes to the front doors of Muntz Hall and SAHB should be considered.

- A comprehensive lawn management program should be introduced.

- A more comprehensive design addressing location and installations that incorporate UC branding should be considered for the campus.

- In general, the developed areas could be further developed should additional buildings be needed. The gentle topography and the lower quality of the wooded areas are characteristics that would support development.

- A comprehensive woodlot management plan for the woodlots and possible creation of a wetland for biology research.

- Railings mentioned above should be primed and painted a solid black color, unless there is a decorative metal, like bronze, that is chosen.

- Establishment of site furniture standards that will provide the campus with a guide to create a cohesive assembly of type, material and placement of furniture.

- Main sign wall -This signage should re-fabricated to include lettering that would contrast better with the brick- perhaps a dark bronze instead of the silver lettering.

- Creation of an overall signage plan for the campus.

- Introduction of LED lamps that are dark sky compliant- retrofitting existing lamps over time, would reduce the maintenance associated with replacement of the current metal halide fixtures. Also establish appropriate light level (footcandles) for parking, pathways, open spaces and buildings. Also, evaluate condition and location of all pole lights and help phones.

- Placement and adequate light levels on paths to and from parking, at building entries, and along major and secondary pathways. Appropriateness of lighting levels and color to the application being served (height, relative brightness, up-light / down-light, pole vs bollard). Condition of the light fixtures. Location of help phones and their condition.
3.10 Campus Infrastructure Analysis

3.10.1 Introduction

Campus lands, buildings, and supporting infrastructure represent one of the single largest investments that an institution makes. Infrastructure and utilities allow a campus to function effectively and as efficiently as feasible, and if configured and planned along with the campus as a whole, support the campus' ability to accommodate the future. The physical condition of each system, the degree to which they are connected to larger supporting systems, and the capacity of these systems to expand and adapt to suit long-term academic and programmatic needs are critical. The following chapter provides a initial observations of the infrastructure and utilities at the campus based upon a preliminary analysis.

3.10.2 Systems and Services Provided to the Campus

A. The utilities provided to the campus include:

- High-voltage electric, sanitary sewer, storm water, natural gas, water, fire protection, information technology (voice and data), both campus-wide and within buildings, campus emergency notification, building access control systems, phone and wireless.

B. Service Providers

Utility providers for the RWC campus area include Duke Energy, the Metropolitan Sewer District, the Greater Cincinnati Water Works, Cincinnati Bell Telephone and Sprint Wireless.

3.10.3 Summary Infrastructure Observations

In general, the campus appears to have sufficient infrastructure capacity to continue to operate its existing buildings. There are exceptions to this for electrical capacity, for information technology, and for building security systems since these are locally-operated. Heating and cooling systems generate and distribute conditioned air within each building individually; and while well-maintained for their age, some systems within Muntz Hall will require replacement as equipment and components age, as parts become more difficult to find, and as functional needs shift. To further plan for campus growth, it will be important for the institution to evaluate options for generating heating, cooling, and electrical power on a “local” model in comparison to what can be produced with a central power plant. These issues are discussed in the Master Plan Goals chapter.

Specific considerations for campus infrastructure for the future include:

- Electrical capacity is limited to support future building and campus program expansion. There are limited options for supporting outdoor activities that require electricity.
- Water and natural gas systems appear to be adequate for current functions. Coordinate with Greater Cincinnati Water Works and Duke Energy as new buildings are planned to confirm that adequate water and electrical supply are available.
- The east part of the property along Plainfield Road is not connected to the sanitary system.
- Coordinate with the City of Blue Ash regarding timing of new buildings and confirm sewer treatment capacity.
- The location of utility lines, both above and below-ground, and their subsequent improvement to accommodate capacity, can be utilized to support campus open space, and methods for maintaining these can be integrated into the campus development framework.
- Storm water management strategies appear to be functioning adequately, however, they drain into a watershed that must comply with federal management practices that should be kept in mind for the future. It is also understood that there may be new guidelines for the calculation of storm water retention. The governing jurisdictions should be consulted in order to determine what factors could affect storm water management strategies for future development of the campus. New building development will need to consider strategies that include management and maintenance of existing surface paving run-off, the protection of existing dry detention ponds and riparian features that are significant programmatic and aesthetic attributes of the campus, and the protection of wooded areas and preserves.
- Consideration in the future of trash and recycling removal and pick-up as enrollments grow and should include the adoption of sustainable operations.
- Redundancy capability for information technology, electrical / emergency power back-up, and other critical systems have not been evaluated but are expected to be evaluated further with enrollment projections and with the planning of future campus development.
- The campus currently operates its own information technology network, web and network access, email, and limited wireless services. There appears to be a desire to expand these more broadly on campus and to deliver them in ways that allow compatibility with Uptown campus. Space and logistical requirements should be evaluated with enrollment and resource projections.
- As the regional campuses and Uptown campus consider seamless services, and as communications between faculty students and staff grow, it is expected that there will be a growing need to operate the same email platforms and integrate the Raymond Walters system with Uptown. This is expected to require the adoption of more-broadly used email and network platforms such as Exchange.
- The use of cell phone technology has not been comprehensively evaluated. The integration of this technology into the campus infrastructure and the physical support mechanisms necessary for it to operate effectively should be evaluated with enrollments and resource planning and with the planning of future campus development.
- Buildings are not on automated / card-reader building access at this time, and are subject to locking after 6 pm and are not open on weekends. This creates
challenges to faculty, staff, and students who need access during these times. While accommodating changes to provide after-hours access can present logistical challenges, the lack of this kind of integration is expected to create far-greater and more far-reaching challenges to the campus by limiting the ability of faculty, students, and staff to quickly support and respond to the needs of the educational mission.

- Current classroom and lab audio visual and instructional / computing technology is a mix of services and equipment that are provided by E-Media, Network Services, and in some cases by individual departments. This can create challenges in providing “seamless” delivery, management, and replacement services to faculty and students.

- Web is not accessible in most building locations and outdoors without a RWC logon ID, which is difficult to obtain “on-the-fly.” This is expected to become more critical to students, corporate clients, visitors, and the long-term success of the campus and to the use of space.

- Campus-wide emergency notification system should be implemented.

- The need to seamlessly and efficiently delivery instructional technology is expected to become more critical to the campus mission as programming and pedagogy become more dependent on seamless delivery. Support for these services – the type of technology package, who pays for it, who maintains it and who pays for upgrades – are crucial considerations with direct implications to students, faculty, and those providing student and faculty services.

### 3.11 Campus Facilities

#### 3.11.1 Introduction

Campus lands, buildings, and supporting infrastructure represent one of the single largest investments that an institution makes and must maintain. Buildings house the mission-critical activities of the campus, and support the ability of the institution to function effectively and as efficiently as feasible. If configured and planned to be flexible, buildings can support the campus’ ability to accommodate the future. But even the most flexible of buildings require continued investment in order to remain viable. The issue frequently facing most campus administrators is the degree to which investments are required, and toward what principle priorities and goals, since the resources needed to maintain and plan for the future are limited. To help determined priorities, administrators need information about the physical condition of their campus’ buildings and infrastructure, the degree to which these assets can be expected to continue to operate at current investment levels, and what additional investments can be expected in order to operate at current campus population levels and at increased levels in anticipation of growth.

While not a detailed evaluation of each campus building, the following chapter provides an initial observation of the physical and functional condition of the buildings at the Raymond Walters campus. These provide an overview in order to inform Master Plan Goals and campus development priorities. Further detailed
evaluations are on-going, and will be performed to update the information contained within this chapter.

### 3.11.2 Campus Buildings – Summary Overview

Muntz Hall and SAHB are the principle academic buildings on campus. Muntz Hall serves the principle classroom needs and provides areas for student support functions while the SAHB serves the principle science lab needs. The specific uses within each building and some of the most pertinent information about the condition of each building are noted in the table on the page 3-26.

<table>
<thead>
<tr>
<th>BUILDING</th>
<th>USE</th>
<th>OBSERVATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Muntz Hall</td>
<td>Classrooms, Auditorium, Library, Bookstore, Food Service, Student Support, Student Lounge, Faculty and Administrative Offices</td>
<td>Needs HVAC and other systems upgrades. Challenges with current ground floor configuration and uses. Classroom and teaching space quality, and faculty office configurations.</td>
</tr>
<tr>
<td>Science and Allied Health Building</td>
<td>Principal science facility of the campus: Classrooms, Teaching Labs and Faculty Offices</td>
<td>Building renovated recently. Evaluate the uses.</td>
</tr>
<tr>
<td>Flory Center</td>
<td>Corporate Training Facility and Child Care</td>
<td>Building renovated recently. Evaluate the uses.</td>
</tr>
<tr>
<td>Pavilions A, B and C</td>
<td>Classrooms</td>
<td>Growing physical condition issues. Lease will expire in May 2010.</td>
</tr>
<tr>
<td>Veterinary Technology</td>
<td>Veterinary Technology program</td>
<td>Teaching space under-serving current pedagogy needs. Evaluate building’s AAALAC compliance levels. Evaluate Vet Tech program needs.</td>
</tr>
<tr>
<td>The Annex</td>
<td>Classrooms and Faculty Offices for EMT and EMS programs</td>
<td>Configuration and ADA compliance upgrades needed in order to adapt the building to modern needs and requirements. Lightly used.</td>
</tr>
<tr>
<td>Maintenance Garage</td>
<td>Facilities and Storage</td>
<td>Campus-wide storage needs are impacting the original intent of the building.</td>
</tr>
<tr>
<td>College Relations House</td>
<td>Vacant</td>
<td>No sewer connection limits use to residential only.</td>
</tr>
<tr>
<td>Various Residential Homes and Service Buildings</td>
<td>Vacant</td>
<td>Buildings in moderate to poor physical condition. Use is limited to residential purposes.</td>
</tr>
<tr>
<td>Blue Ash Elementary School</td>
<td>West wing used for UC Educational Center</td>
<td>Use by RWC is restricted by terms of JOA and to evenings.</td>
</tr>
</tbody>
</table>
A. Muntz Hall Observations

Muntz Hall presents several technical and functional challenges as the building is positioned to continue to support the campus. It has had incremental improvements in the past as needs and as budgets allowed. The building systems have been well-maintained considering their age and what they’ve been asked to do over the years. While a more detailed evaluation of the building’s mechanical, electrical, and plumbing systems is included in the Appendix, in general the following issues will need to be addressed in order to maintain and adapt Muntz Hall to meet the functional needs of the future.

- Classroom fit, finish, and technology upgrades— including audio visual, teaching station, laptop power, and wireless needs.
- Faculty offices that are workstations or shared offices; and aesthetic and technology (wireless).
- Aesthetics, information-sharing necessary for student culture, and miscellaneous signage particularly in common areas in the older parts of the building. A palette of materials and colors could serve as a guide for future replacements and upgrades.
- Fire alarm audibility. Not fire-suppressed, which UC would like to have in-place.
- Some code upgrades may be needed, but depend on how much work would be necessary to perform – toilet room fixtures, some exiting through one space to get out of another, and wall penetrations where data lines have been added.
- Some larger challenges have to do with the mechanical systems that have not been replaced in the east and mid-wings: Still in good condition, but are 40 years old, parts and pieces will require replacement and are becoming harder to find; are noisy, were designed – and perform - to 1960 to 1970 standards, and if functions move and number of occupants change from what the system was designed to support, you will experience lack of proper hot / cold controls and limited ventilation.
- Also, return air systems appear to be through the ceiling, which can add to the scope of renovation work.
- Auditorium: Similar issues with age and noise. Improvements to humidity control may be necessary.
- Electrical systems in the east and mid-wings are original and are limited to pre-computer and pre-laptop era. Parts and pieces are expected to become more difficult to find, such as electrical switchgear.
- One transformer was replaced in an emergency, which inconvenienced the campus. One other transformer remaining is of the same vintage.
- High concentration of support functions on the 1st floor – though convenient and understandable for its original intent- may be contributing to the crowded feeling.
3.11.3 Summary Observations

- An evaluation of radioactivity levels in the building did not show levels to be out of the ordinary or higher than is known for a building of its age and construction type.

- The campus does not appear to have severe age and deferred maintenance issues that large research campuses typically have. In general it appears that the building systems have been as well-maintained as possible given the limits of age, capacity, and parts availability, and how changes in use have occurred over time. These systems, however, are inefficient, difficult to control and noisy, and are expected to have a limited remaining useful life.

- Some programs could out-grow or are expected to out-grow their current locations, will or could be expected to require technology or space modifications to remain current or to grow: Vet Tech, Dental Hygiene, Radiation Technology, Art and Visual Communications.

- Establish campus-wide energy and sustainability goals and methods to achieve for older and newer buildings (namely Muntz, SAHB, Flory) and to address state-mandated energy reductions and funding / savings goals.

- Consider the location and how support functions will continue to service the campus – library, food service, one-stop, manuscript and document production, and facility support.

- Some existing conditions, such as the type of existing construction in the building is expected to influence the approach to renovations in Muntz Hall. These will be evaluated during project planning.

- Roof systems will continue to require repairs or replacements as even more recent roofs show evidence of deterioration.

3.12 Campus Space Utilization and Space Needs Assessment

3.12.1 Introduction

A critical part of a campus Master Plan is the evaluation of current space usage and an estimation of future space needed to meet campus academic goals. For this reason, a Master Plan requires a systematic evaluation of how well a campus uses its existing space, and provides options and recommendations on ways to improve and manage its space in the future. Space is an important and often limited resource that must be effectively managed so that it supports the academic mission of the campus. Space use also affects funding appropriations from the State of Ohio. This chapter summarizes the observations from the detailed evaluation of space at the campus that is included in the Appendix.
3.12.2 Methodology and Scope of Analysis

Space planning guidelines have been developed by Ohio and several other states over the years to provide a way to systematically evaluate how efficiently space is being used by the institutions under their control or management. Additionally other national organizations such as the Council of Educational Facilities Planners International and higher education consultant firms, such as Comprehensive Facilities Planning, Inc., have continued to refine the guidelines over the years. This includes the consideration of the type of campus; the gathering and evaluation of detailed instructional, personnel, and space data; and the application of proven metrics to provide a picture of how well campus space is used. Such a methodology has been employed for this Master Plan. For this purpose, a consultant was engaged, which contributed broad experience in the evaluation of space, and knowledge of regional campuses in Ohio. The methodology is described in detail within the Space Needs Assessment report in the Appendix.

Data for the study included was based on the Fall 2008 quarter and represents a snapshot of the heaviest-use week during that quarter. Data collected included:

- The Fall 2008 space inventory including for each room, the number, square feet, capacity, the room use and the unit using the room.
- A list of all personnel housed on the campus
- The Fall 2008 “class file” that includes the time, place and official enrollment in each section taught on the campus during the quarter, including RCC instruction.
- The Fall 2008 credit hours generated on the campus by instructional unit.
- A specially compiled list of non-credit activity for the period July 1, 2008 to June 30, 2009. (This list was analyzed for the peak week usage which was used in the classroom evaluation.)

3.12.3 Baseline Space Utilization and Current Space Needs

Base data used in the analysis includes the following:

- Total Square Feet – 271,345 GSF (Gross Square Feet)
- Square feet in the analysis – 186,151 ASF Assignable Square Feet (Excludes mechanical space, circulation space restrooms etc.)
- Current Student FTE = 3,032 (Fall 2008)
- Current Faculty FTE = 208.6
- Student Per Faculty FTE = 14.5

Based on the application of the space planning guidelines outlined in the Space Needs Assessment in the Appendix, for Fall 2008, the RWC has about 15% less space (27,000 ASF) than space planning guidelines calculate for this type of campus to service the current (Fall 2008) students. Specifically for the Fall 2008 enrollment:

- The current classrooms could support some additional growth as shown in the chart below, however, this growth will need to occur at the 8 am and the
noon to 6 pm time frames. Nine to noon and the evenings (except Friday) are near capacity.

- Allied Health, Dental Hygiene, and Nursing labs are used at or slightly above their ideal capacity.
- Studio Art, Physics, and Vet Tech labs are used well above their ideal capacity and could justify additional space to meet current need.
- The other labs are at or below capacity and could accommodate some modest additional growth.
- Additional faculty office space, including space for adjuncts, is needed.
- Administrative office space appears to be adequate.
- The Library space falls about 10% below ideal.
- The largest space deficit is in “amenity” space.

Amenity space deficits occur in: exhibit space; student service and lounge space, the bookstore and meeting rooms.

Analysis of specific lab’s weekly room hour use is outlined in the chart below:

### 3.12.4 Projected Campus Space Needs

In order to accommodate the goals of the academic program, projections for future space needs were made for the campus. These projected needs are based on projected enrollment growth, a review of existing campus space utilization, an application of reasonable standards for space utilization and space allocation and on the following assumptions:

- The nature of the academic programs on the campus does not change significantly from the current, i.e. the mix between classroom based and lab based instruction does not change much from the present, and
- The ratio of students to faculty remains constant over the planning period.
- That classroom and teaching lab utilization will be increased to a reasonable level over that for 2008.
That certain space standards will be applied in order to determine the size of any new space.

Enrollment projections for purposes of this Master Plan were developed based upon average historical enrollment growth for the campus. Space needs have been projected for current enrollments (described above), and for two additional conditions:

Based on historic enrollments space needs were calculated for two enrollment options: (1) a 15% increase in FTE enrollment from about 3,000 FTE to about 3,500 FTE and (2) a 30% increase in FTE enrollment from about 3,000 FTE to about 4,000 FTE.

- If the campus grows by 15% then the space deficit is between 43,000 and 45,000 ASF.
- If the campus grows by 30% then the space deficit is between 63,000 and 65,000 ASF.

Additional / Supporting Space Needs: Additional supporting spaces to respond to specific needs and service requirements of the campus are not included in the projections at this time and will be evaluated as project and academic planning proceeds.

Projected Campus Carrying Capacity:

Otherwise known as campus “build-out” or “carrying capacity”, this calculation informs future academic and investment planners of what the campus’ physical limitations might be, and allows the Master Plan Committee to test the concepts of the plan. Carrying capacity does not necessarily mean an ideal enrollment goal, however, it does allow institutional decision-makers to understand the upper limits of enrollment growth.

Assuming the nature of the campus remains the same and that student / faculty ratios remain constant, then the maximum FTE enrollment the campus could physically support would be between 7,500 and 8,000 FTE.

The timing of expected enrollment growth has not been evaluated, and the ability of the campus to accommodate new growth will depend upon a number of factors including the availability of funding and resources.

3.13 Observations from the College

3.13.1 Introduction

The observations of the College Raymond Walters College Master Plan Committee were solicited at different times during the planning process:

- Campus Governance groups, at initial interviews prior to data collection.
- College Operations managers and directors, during data collection.
• Campus Master Plan Committee, after presenting the initial observations of the
interviews and the data collection processes.

The following presents a summary of observations made by these constituencies. These, along with the observations elsewhere in this chapter, have been used to inform the Master Plan Goals that are outlined in the Master Plan Goals chapter.

### 3.13.2 Campus Governance Groups and College Operations Manager Observations

Input from college governance and campus operations managers was solicited over the summer of 2009 with interviews and an input meetings. The input received reflects both positive and negative thoughts about the physical aspects of the campus, support facilities as well as about programming and faculty interaction:

#### A. Quality of Campus Life Elements

- More food options and variety, lower prices, expanded hours and more seating are needed.
- Student spaces of all types are needed—such as a lounge area, student union, and group study / meeting rooms.
- Possibly provide intramural recreation programs for health / fitness and social interaction purposes. Possibly create a nature trail in the southwest quadrant / wooded area of campus that could be used for recreation as well as for Biology Department research.
- More faculty gathering spaces for lunchtime or informal social purposes.
- Need large event space something like TUC- with accommodation for food prep and service.
- Provision of recreation space / options would be useful, especially if additional four year programs evolve.
- Some sort of covered outdoor space for events would be nice for various occasions.

#### B. Physical Building Conditions Issues

- Muntz PC lab is too warm.
- Muntz meeting spaces and faculty offices are too warm in summer and too cold in winter. For example, Muntz 318 is too hot in the summer. Upgraded HVAC in Muntz is needed to make rooms comfortable and eliminate environmental issues.
- Muntz server room needs better cooling and or a second location for redundancy purposes in case of an emergency.
- HVAC circulation / temperature issue and roof leaks in Muntz 327.

#### C. Safety Elements

- More help phones in parking lots and along the pedestrian routes between building doors and the parking lots.
More lighting near pedestrian routes etc. is needed.

Additional nighttime activities would enhance the perception of safety during the evening as more people would be on campus circulating and providing “eyes” on campus.

D. Classroom, Lab and Teaching Space Suggestions / Functionality

- Classrooms are inconsistent in their fit, finish and audiovisual technology and wireless capability. Need “smart” classrooms – screen, internet, dvd etc. Quality of classroom and lab experience should be as high as possible. Finishes of classrooms in Muntz are dated and not ergonomically comfortable.

- Resources in classrooms should be flexible to accommodate several teaching methods; furniture should be flexible for use by small groups etc; whiteboards, chalkboards, screens and other media with wireless and electrical outlets should be available; Some natural light / windows is desirable; accounting classes need double screens.

- Physical classroom size should reflect the mission / goals of college related to number of students in the class.

- Some policy guidance on classroom use / assignment should be established.

- Auditorium upgrades (seats, tech.) are needed to make it more functional.

- Pavilions / trailers- acoustics is an issue-as sound travels between walls easily. Trailers are a poor teaching environment. The aesthetics of the trailers are a negative as they look like high school facilities.

- Need a medium sized classroom (150- 250 capacity)- for liberal arts and others’ use.

- Need a room that can accommodate a piano.

- Some classrooms are poorly scheduled.

- SAHB classrooms- screens should be to side of whiteboards, podium / stool combination doesn’t work.

- Room 340 (chemistry lab) could have additional drawers added along the walls to increase capacity of the number of students that the lab can handle.

- Wireless extended into classrooms.

- Vet Tech. needs a dedicated lecture space- (not a lab that is also used for lectures).

- The ideal teaching space (for visual arts) would have computers, big tables, and a podium with smart technology.

- Electronic Media would like dedicated lab spaces to be able to assign a course to a particular room. Currently carts are used with specific equipment on a cart that is used in whatever room is needed. Production course needs a lab- with a big space that can be re-configured and that may have semi-permanent equipment on the perimeter walls of the lab.
Vet. Tech. Building needs a conference room and student space. Currently, room 102 serves as student lounge, computer room, library and clinical pathology lab.

**E. Educational Resources**

- More group study rooms and conference rooms are needed.
- More quiet study areas throughout campus are needed.
- More event space is needed.
- Mission of computer lab needs to be refined—currently it seems to function as a student lounge in some respects. What is best set-up for computer labs—rows vs groups?
- Need long-term technology plan.
- More outlets for laptop use in classrooms are needed.
- Create a one-stop of sorts for computer software questions as part of the computer lab.
- Dental Hygiene may need more computers and digital radiology and digital panogram equipment to stay current with industry trends.
- Need a computer testing center / room for those taking distance learning courses to take a test under supervision. Coordinate with other testing space needs?
- Disability Testing area (Muntz Room 112)—the testing room walls are pre-fab and sound travels through/above them causing issues for test takers.
- PDI space usage at Flory Center fluctuates with economy. During economic recessions, corporations have training at their corporate site instead of at RWC leaving space available for RWC use. PDI is self funded through fees generated from their programs. PDI pays an overhead fee to RWC.

**F. Campus Planning Elements**

- Utilize environmentally sensitive design—LEED in new facilities.
- Create a coordinated architectural style for campus buildings and the landscape.
- Create a focal point / some sort of quad in the front and a “front door” for campus.
- Campus signage plan is needed.
- Need a landscaping plan as well as a landscape maintenance plan.
- 24hr – seven day access to campus buildings should be implemented with key card swipe system.
- Campus has the feel of a high school instead of a college (i.e. pavilions, landscape / grounds, interiors—poster boards, lack of student space, scale of operations).
- Incorporate Annex site more closely into campus as it is isolated.
• Blue Ash Elementary space is limited in use—due to restrictions that limit occupancy to evening hours.

• Digital signage / communication in hallways and communication to public—exterior signage would increase communication on campus.

• Create a learning commons concept for library etc.

• Coordination of replacement schedule and or investments for computers / technology. IT needs storage space for when new computers come in or for when computers are traded out to be used by other people.

• Technology needs to be looked at as a basic element of a classroom (just like desks and chairs etc.), not necessarily as a separate item. Establish a base line of tech for classrooms/labs.

• Wireless / firewall issue at the Flory Center for PDI corporate training clients. Corporate staff attending training sessions can’t get past UC firewall to access their company’s websites.

G. Office, Lab, and Academic Support Space Needs

• Faculty office space is needed—issues—Quantity of private offices, quality is inconsistent, parity and assignment issues; appropriate sizing for functions occurring in the office (advising, research, preparation). Adjunct office space is needed as many share desks or are crammed into one small room that offers little privacy.

• Enrollment Services and One Stop may need more space—needs conference room for prospective students to hear presentations etc. and or small rooms for individual discussion with one prospective student.

• Disability services—would like more testing rooms—perhaps three more?

• Science classes need more lab space as labs are filled up and lack of sections can be a bottleneck for other programs etc. Physics would like another lab with wireless capability.

• Career Services needs more private offices for counseling and an event space for career fairs. Also, recruiting interviews by corporations seeking to fill positions cannot be held on campus due to lack of appropriate space for interviews.

• Multi-cultural Affairs would like space for minority groups to have their own “room” for them to feel that they have a place to go for meetings/socializing. Also need a space for baby changing area for students with infants. Could be similar to international office on Clifton campus.

• Student government and student organizations need some space or some sort of shared space with lockers for an organization’s stuff.

• One Stop reception area would like to have upgraded furniture to avoid the “doctor” office look in regards to the furniture; as well as a group meeting space for prospective student to hear presentations regarding the campus enrollment etc.

• Offices should have more outlets.

• More rooms with video hookup capabilities.
• College Relations would like one more work station for student workers as well as more storage for supplies.
• Security office area is a little tight, but works.
• Facilities / Grounds needs more storage or garage space for trucks and equipment.
• Dean’s suite area needs a conference room to hold 12-15 people.
• Munz room 324 and 325 (faculty secretarial space) is cramped. Could possibly be re-designed to be more efficient.

H. Academics
• One stop hours- longer hours extending into the evening.
• Coordination of different testing sites (share space?) creating one centralized testing location? Placement testing, disability service testing, make-up tests all have individual testing locations.
• Smoother transfer process between campuses as far as credits.
• Coordination of prioritization for registration for classes- RWC students can be lower on the priority list than upper class students from main campus.
• Distance learning classes growth has doubled in the last year. 46 distance learning classes are offered across all disciplines. How does this impact space needs?
• Residential credit impacts on space- bachelors degree offered by another university.
• Impact of academic restructuring on various programs at RWC (i.e. nursing-options discussed- more closely align with uptown college of nursing, fold into a bachelor’s, offer associates with track to bachelors.)

I. Other Items
• Need more storage space throughout campus.
• Shuttle service to main campus would be useful, especially as the campus becomes more closely aligned with Uptown.
• Need a front door / showcase space combination event space for selling the campus to prospective students and faculty.
• Lack of coordinated email system on RWC with main campus’ email system.
• Possibility of asbestos in various locations limits renovations due to risks and costs associated with abatement, so proposed ideas are shelved to avoid the potential asbestos issue.
• Funding for technology- department vs centralized- causes confusion on maintenance and replacement etc.
• Need enhanced internal connections between RWC and main campus- email, course registration issues.
• Need tech support “after hours” and issue of who would pay for this.
• Additional “video conferencing” capabilities on campus- in addition to the PDI set up.
Currently RWC subsidizes 25k per year to Aramark for food service.

Bookstore pays electrical to RWC but no other funding to RWC. Steve Sayers gets any rent from bookstore but sharing of rent from Steve Sayers to RWC does not occur.

Meeting space.

3.13.3 Student Observations

Student input was received over the summer of 2009 with interviews and an input meeting with students. The input received reflects both positive and negative thoughts about the physical aspects of the campus, support facilities as well as about programming and faculty interaction.

A. Strengths

Physical Aspects: Easy access/commute, free parking, suburban character, clean, safe environment, very good lab facilities and web access / tools.

Faculty: Faculty is accessible, approachable and flexible, personalized attention given by faculty to all students.

Programming: Reasonable tuition, part-time and evening schedules/programs, job search assistance, student life programming.

1B. Areas for Improvement

Physical Aspects: Lack of adequate study space, need more help phones visible along paths and parking areas, lack of fitness center, air conditioning and heating systems need improvement, need more computers, improved wireless access, bookstore lacks inventory of books on-site, food service choices and hours are minimal, daycare center hours need to be extended, transportation to main campus is needed.

Faculty: Would like more faculty to use Blackboard

Programming: Summer class offerings are minimal, conflicting schedules

3.13.4 The Master Plan Committee Observations

Having been presented with preliminary observations of the Site, Space Use, Campus Buildings, and Campus Infrastructure, the Campus Master Plan Committee was asked a series of questions with regard to priorities and principles. Their answers serve as the basis for the goals of this Master Plan.

The highest priorities are those that serve the primary academic mission, which is effective teaching and learning of students in our credit courses and programs. The following list is in order of priority.
A. Fit-out, update, and make available appropriate classroom learning environments.

1. Classroom availability: real classrooms, not trailers. Classroom space available at hours students will enroll in classes. Enrollment caps should be maintained wherever necessary for effective learning and teaching. (This should be a faculty decision, driven by pedagogical needs.)

2. Optimal utilization of class rooms/better class scheduling.

3. Add classroom space (remove pavilions).

4. Upgraded and increased instruction space; fitted with flexible technology hardware and furniture as well as wireless (more electrical outlets) to adapt space as needs differ and change.

5. Upgrade classrooms for technology use: smart classrooms, wireless capability, laptop use by all students (or computer classrooms made more available).

   #1 Priority (from what the students and faculty have said they want): The first need is technology, everywhere possible, with high tech and state of the art features. This includes improving all current classrooms. Upgrade campus security utilizing key card access for buildings, logins for computers, etc.

6. Furnishings and arrangement of classrooms should be sufficiently flexible to accommodate the teaching methods, courses, and disciplines for which the space is used (or rooms should be scheduled based upon the learning environment needed for the course, not just seats available).

7. Computer classrooms or computer access for students in regular classrooms

   • As part of our “Technology Plan,” the campus should consider an increasing need for students to have access to computers within the class meeting space. Student learning outcomes for using technology in the course or discipline / program should be developed. This should be forward-looking and include consideration by all disciplines, not just technical programs.

   • Extend IT resources and integrate more with other service areas to support technology upgrades and increased use of technology. Two specific examples:

     — right now there is no IT support outside of M-F 8-5

     — students have limited immediate support during those days and times; could use more professional IT support in student work areas, i.e. on the floor, by phone, in addition to email.

   • Current demand may not reflect the desired demand as the campus encourages more technological competencies to prepare students for an increasingly technological society.

   • We should assess who would like to have computer classrooms available for part or all of the class meetings, rather than merely looking at how many computer classrooms are currently scheduled. This assessment should
consider peak usage hours, consistent with regular classroom usage. Anecdotally, many faculty have tried to schedule computer classrooms during peak hours and have frequently been unable to do so and have stopped seeking these spaces. Simply reviewing recent “requests” will not provide the kind of information needed.

- Existing computer classrooms need more flexible arrangements i.e. moveable furniture and group space in the center or clusters with both computer and desk space or have regular classrooms outfitted to accommodate laptops (outlets, wireless) in a way that would still not make the room arrangement so rigid it cannot accommodate a variety of instructional strategies.

- There are no computer classrooms in SAHB.

8. Academics.

- Need a registration system that will only allow a student to register for a class if they meet the pre-requisite to take that class. ie: Student got a D or F in Anatomy and Physiology I and is registered for Anatomy and Physiology II but the pre-req is a C or better in A&P I. Or a student is registered for General Biology III after having taken Fundamentals of Biology I and II – they usually are self-advising and do not realize they aren’t getting the 3rd sequence of a course. The college has to physically check all students to be sure they are getting the correct class.

9. Muntz heating and cooling should be addressed. Extremely warm or cold classrooms and office are negatively affecting effective learning and teaching.

10. Offices in Muntz 325; water leaks, extreme heat and cold, extremely old and mismatched furniture.

11. Bathroom should have built in shelving for students to put backpacks, books, etc.

B. Space Use and Assignment Suggestions


2. Modify Annex for OLLI and move UC students back on campus where they have better access to the amenities and resources they help subsidize.

3. # 3 Priority, from what students and faculty have said they want: The first floor of Muntz has to be for all student activities, welcome center, student hang out, eating space, computer huts for hangouts. It has to be straight lines, modern with futuristic design. There would not be classrooms or offices on the first floor. There also needs to be multiple ways to interact with the outside of the building for seating, recreation and special events. Include a walk-in advising center available when Onestop is open. Put a coffee shop in the bookstore. Start recreation teams that compete with other colleges like OU and Clermont College. Use part of the first floor of Muntz to interact with the soccer fields, basketball court or use the woods for a walking / running track.
4. #4 Priority, from what students and faculty have said they want: Classroom utilization needs to include the afternoon hours of 1 – 6 PM. Students really like the Tuesday and Thursday class format of 1.5 hours each session. Schedule those same class times on Monday and Wednesday. This would leave Friday for one day a week classes like we have for the evening format of class offerings. This would also leave Friday for faculty meetings, special events, seminars etc. Thus, for most students this schedule would open up their time for campus meeting, study or extracurricular activities.

5. #5 Priority, from what students and faculty have said they want: Expand the Flory Center to include Dean’s office, classroom space, meeting space and college support departments. Work out a deal to use the daycare in front of the Blue Ash Elementary to support our student daycare needs. This would help pull the Vet. Tech. building into the campus and utilize the back parking lot.

6. #7 Priority, from what students and faculty have said they want: Update the Annex Building for classrooms and office space. It would be good for community offerings, special events and overflow.

7. #8 Priority, from what students and faculty have said they want: Muntz 119- start over and make it a multipurpose facility on a large scale.
   - Better classroom usage.
   - More common areas.

Organization of Muntz Hall –
   - User-Friendly (Student, Staff and Faculty Friendly too).
   - One-Stop area should be easiest to locate and use but seems to be the hardest.
   - Student Spaces grouped together inside (or at least easier to locate).
   - Library, Advising, Bookstore, Food Court, Recreation Area.
   - More student, staff and faculty space outside.
   - Usable, study-group areas, places to eat, talk, relax.
   - Interior “Facelift” for Muntz.
   - AC and Heating.
   - Classrooms.
   - Offices.
   - Dean’s Office.
   - Auditorium.

Other Buildings
   - Vet Tech – Renovations to meet growing needs.
   - Annex – Remodeling and decisions on use
   - SAHB – some basic upgrades inside and out.
- PDI (Flory) – need signs for building.
- PDI (Flory) - AC and Heating in classrooms.

Future Building New building for either:

- Classrooms.
- Administrative Offices.
- One-Stop and Advising.
- Bookstore, Library, Food Services.
- All or Part of the above together.

Space should favor two year programs that are in demand and the 2+2 degree programs. Offering time-blocks or scheduling priority to certain key programs should be investigated especially if it means more convenient class schedules for students. Many students have indicated the need for more evening classes for those who work.

A need for student spaces of all types. If renovation only - were possible – consider using a part of the bookshelf area (a difficult choice).

C. Provide appropriate office space for faculty, including contingent faculty.

D. Provide for faculty needs in general:

- Technology
- Office Space
- Meeting Space
- Classroom space of different sizes and/or multipurpose rooms
- Lab space
- Better classroom utilization

E. Provide, configure, outfit, and staff academic support labs, disabilities services, placement testing, and intake advising spaces according to the particular activities and purpose of each area. (To be determined by input from areas.)

F. Provide more spaces for students for study and socializing, and more meeting space for student groups.

- Options: Creating more inviting outside seating or gathering places.
- Can the one wing of Muntz have a second and third floor?
- Does all food service have to be on the first floor of Muntz and require redoing space recently remodeled? Near the auditorium? SAHB? Other?
- Create commons with tables, seating, and open shelter in greenspace between Muntz and SAHB.
- Add Student Union with more food choices, OneStop, recreation, etc.
• Reorganize ground floor of Muntz to create more student-friendly access to student services (such as Library) and amenities.

• Improve and create more student amenities space on Muntz ground floor and in other building spaces on campus.

• Create additional and improved access to outside from Muntz; access that translates immediately into outdoor lounge space.

• Extend/improve walking paths and create active and passive outdoor spaces along the way.

• Future building: in a long-term plan whereas the above is more short-term redevelopment; A new building sooner rather than later could certainly solve our amenity space problems. This new building could be a student union building with a combination of student service areas (such as the Library) and amenities.

• Provide appropriate student-centered functions and facilities, namely:
  - Technology.
  - Places to Eat – It has to be food with a brand name like “Subway.”
  - Places to Meet and Hang Out.
  - Recreation.

G. Support the corporate training and community educational mission.

The PDI should have the facilities and equipment necessary to attract corporations and to grow (although not at the expense of our credit-bearing academic programs.)

H. Campus Appearance

1. High priority: Maintain the natural beauty provided by landscaping, grassy spaces, and wooded areas. A distinctive feature of the campus is that it is not in an urban setting and it is not overbuilt.

   • Exercise caution to not overly increase hard spaces (walkways, “pavilions,” removal of trees, etc.)
   • Maintain wooded areas and keep the campus green, while making some spaces more inviting for student use.

2. Review and up-date the maintenance program for trees, shrubs, etc. including budget appropriations.

3. Improve entrance curb appeal and signage (not an info booth).

4. Clearly identify and mark walking paths through woods.

5. Wayfinding:

   • Consistent signage and coordinated outdoor furniture.
   • Improve and add signage in parking lots and around campus buildings.
   • Campus walkways and nodes and connections to SAHB and Muntz – variety.
6. Campus entry and building entries:

- Demolishing the “house” and other buildings on Plainfield is fine.
- More trees hiding parking lot from Plainfield is fine. Also work on front entrance sign. Would have to know more about plans regarding “clearing” the wall.
- Against the idea of removing portions of the trees (recently planted!) which provide a buffer between the campus and the parking lot. The feel inside the campus is important, perhaps more so than the impression of first-time visitors. The current trees have spaces between that allow a view of the quad upon entrance. There are also walkways and seating in a very pleasant environment. However, there may be a way to improve appearance of the main drive and parking lots. Is there a way to “invite” pedestrians from the parking lot to walk to the front entrance of Muntz without removing portions of the bosque of trees?
- Because of parking lot locations, the side entrances to Muntz and SAHB are most frequently the entry points on first arrival. Is there a way to make these more inviting and more clearly marked?
- Future building development could be three stories for prominent campus locations and to fame views.
- Clear front entry sign wall.
- The main driveway to campus has to lead to Muntz. This would include a new entrance to Muntz at the east end of building, new signage and a Plainfield Road entrance with lighted billboard of campus events. Make a different road to the Blue Ash Elementary School.

- A front door or welcome area / information center:
  — Better landscape.
  — Improved Plainfield Road entrance.
  — Improved walkways, driveways and parking.

Need signage directing newcomers to an office or person for "General Information”. There would be signs directing them when they drive onto campus and more signs when they walk towards the building clearly indicating where to go. A person providing General Information would be available as they enter the building, not necessarily as you enter campus.

More signage for car and pedestrians providing other wayfinding would be helpful.

The walkways, feeling of campus safety, and assignment of parking spaces appears to be OK. Of course more parking will be needed to accommodate growth.

7. Approach to Saving / Changing Existing Features:

- Plan for the future, keeping valued features, while allowing for changes.
- Address issues that have long needed attention first.
- Creating more access to the quad, library, computer concourse linkages, etc. might be in the plan but scheduled for later, after more immediate needs are met.
8. Transportation to main campus.

9. First Impressions –
   - General feel of knowing where the front doors are to each building.
   - Signage and directories.
   - Grounds and walkways
   - Trees, shrubs, plants, mulch, etc (all trees need pruned to get dead out)
   - Color, ie flowers, pleasant to the eye, draws in the visitor
   - Let’s face it, if we don’t make a good first impression on a potential student, parent, public; we won’t need the extra classrooms or offices.

I. Upgrade Muntz Auditorium

Upgrade the auditorium; upgraded technology for presentations, teaching. Perhaps more flexible seating and definitely more comfortable seating.

J. Campus Land Use

- Campus active and passive recreation space – celebrate and emphasize.
- Future building development locations.
- Maintain wooded forest / protect slopes.
- Modify Annex and move community classrooms there.
- Food / student lounge area.
- #6 Priority (from what students and faculty have said they want):

Reverse how we use our parking lots. Have the students park in the front of the parking lots and the faculty park behind them or put all faculty parking in the back lot. Tie our parking lots into the residential housing with walkways to Cooper, Hunt, and Plainfield etc. Tie the parking lots to several entrances into Muntz and SAHB instead of just at the ends of the building.

1. Add a commercial component in the northeast corner of campus (where farmhouse is). Possible uses could be Subway and Pizza Hut, a drug store with a health clinic, an entertainment center with television, games and computers. It would be like a mini strip mall. This would be for student and community use. It might be possible to tie into the already established restaurants and stores on the corner of Hunt and Reed Hartman.

2. Develop relationship with Blue Ash Community Center which is being built at the Blue Ash Golf course for campus community to use.

3. Acquire the apartment building on the corner of Plainfield and Reed Hartman for student living.

4. Acquire the day care facility on Plainfield Road for student and community use.
5. More closely tie the Annex Building into more community offerings and redo the building.

6. Develop closer relationship between RWC and the Blue Ash recreation center. They have great facilities such as a park and amphitheatre as well as course offerings, recreation teams, and special events.

7. Develop a bus service that would tie all the above facilities together and make trips to the uptown campus for student convenience.

Thus, in a two square mile block you would have a university, day care, drug store, community center, recreations center, student housing, restaurants, entertainment and parks. Include our nature setting for something – walking trails

Campus as a whole
- Demolish all outbuilding, College Relations house and vacant residences.
- Walking trails and bike paths.
- Landscaping.
- Walkways connecting buildings.

The wooded areas, quad and entry should all be preserved. New building could be developed near Flory, perhaps next to or behind it, close to the back parking. This would also preserve the large wooded area where we will hopefully, finally get a walking path. Would hate to see anything demolished when we are so short of space.

Increase use of the quad, soccer field and basketball courts. Perhaps Student Services could buy equipment (volleyball, soccer balls, frisbees, etc.) for use of students and organize some use (intramural and more casual).

K. Planning for Green Building / Environmental priorities.

Utilize Geothermal HVAC system and other sustainable and strategies to reduce the building’s carbon footprint.