7 – Project Planning and Design Guidelines

7.1 Introduction

Implementation of the Raymond Walters College Campus Master Plan requires the coordination of many planning, design, construction, and maintenance decisions in order to ensure continuity between the operational responsibilities of the institution and accomplishing the goals of the Master Plan in support of the campus’ academic mission. The planning and design guidelines in this chapter protect the best interests of the campus by ensuring that the physical development of the campus aligns with the goals and with the design concepts of the Campus Development Framework. Guidelines for specific campus zones, and for certain places and circumstances, are included because these have particular planning and design conditions that must be met.

The Guidelines apply to all projects, including maintenance plans and programs, regardless of the scope of work or source of funding. The development of individual projects does not preclude conformance to these Guidelines simply because specific conditions could not be anticipated or prescribed in advance. For these reasons, each project shall have specific guidance developed and established that follow the Guidelines in this chapter, and shall be a prerequisite of approval for the project. Technical standards to ensure that systems, materials, and technologies for specific projects perform to industry and institutional requirements are to be developed during the early phases of each project, and shall support the Guidelines. An outline of General Technical Requirements for projects at Raymond Walters College is included in the Appendix.

The Guidelines are not meant to preclude or reject alternate design solutions, new technologies, or maintenance strategies. The Guidelines also assume that the best solution to a project or a plan often cannot be imagined or conceptualized in advance. To assist the institutional decision-making, therefore, while project designers may present a concept that departs from the Guidelines, they must also present a concept that conforms entirely to them. As a rule, the campus will not depart from the Guidelines except for solutions that are of extraordinary quality or merit.

7.2 Location Guidelines

Land at the Raymond Walters College campus, like many campuses, is a finite resource; and it is neither feasible nor necessarily desirable to house every campus function on or adjacent to any one location. In order to optimize the use of campus resources, and to accomplish the land use and other goals of the Campus Master Plan, future capital and operational investments will be informed by the Location Priorities shown in the table on page 7-2. For each new project, the project approval process and related reviews discussed in Part 8 shall include a summary of how the proposed project conforms to these Location Guidelines, or states and illustrates why an exception
might be warranted. The table below outlines the districts within the campus where various functions might be located and the graphic on the next page shows the recommended campus districting designations.

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Campus Districts

Legend
- Academic
- Community Interface
- Vehicular and Pedestrian Transition
- Preservation Area

North Woodland Preserve
South Academic Quad
Campus Core
South Woodland

January 11, 2010
7.3  Program Guidelines

Campus buildings endure far longer than their initial contents, and should be designed to maximize their flexibility and adaptability. While academic program requirements and functional needs change, a few basic conventions should be followed in the design of all new buildings to ensure that these major investments have a long and productive life. Unless prescribed elsewhere in this section, the following apply to all new buildings.

7.3.1  Ground Floor Spaces

The program for every new building should seek to optimize its contribution to the quality of campus life. Therefore, ground floor spaces of each building should be reserved for the building’s most public and heavily-used functions; and those spaces of the buildings that face public areas should be as transparent as the program allows and as penetrable as feasible. Main entry lobbies should be readily recognizable from the exterior of the building, and be designed as inviting places for passive and active engagement, with physical features that are commensurate with the scale and functions of the building.

7.3.2  Floor Heights

Each new building should have a floor-to-floor height of at least 15 feet in order to accommodate a wide range of instruction, teaching, academic support, faculty office and related functions and the infrastructure they require. A greater height on the ground floor may be desirable to accommodate larger public or assembly spaces.

7.3.3  Floor Configuration

Each new building should be configured to accommodate a broad range of campus functions. The need to provide for specific programs in the near term must be balanced against the rapid pace of cultural and technological change, and the long life of campus buildings. In general, therefore, a building width of 80’ to 90’ should be used in order to accommodate a variety of office, teaching, and academic support functions.

In addition, while “race-track”-style interior corridors are often necessary for buildings in urban campuses, a double-loaded corridor configuration is suitable to the low-rise and wooded nature of the Raymond Walters campus. This approach ensures adequate depths for teaching and office functions, ensures an appropriate scale for campus buildings, facilitates the introduction of daylight and views into interior building spaces and helps occupants maintain an awareness of the exterior environment. Such a configuration would also facilitate opportunities to activate and
use exterior spaces as extensions of building functions, and to improve access to and awareness of interior ground floor spaces.

### 7.3.4 Internal Partitions

Each new building should be designed to consolidate fixed, immovable elements at the core, and to minimize or eliminate such elements elsewhere, particularly along exterior walls. Spaces should be designed with easily reconfigurable partitions.

### 7.3.5 Space Assignments

Several very general space assignment conventions are becoming more prevalent in higher education. These become particularly important in order to best utilize limited resources for new buildings; and are encouraged as a way to foster campus collaboration and interaction. Several are outlined below:

- Principle interior public spaces, and spaces within new buildings that may be shared by most of the building’s occupants or that may be available for use by other campus constituents, should be accessible directly from the ground floor or off the primary building corridor.
- Corner spaces and exterior walls and windows of buildings should be reserved for spaces that serve the largest number of the occupants in the immediate vicinity of these spaces.
- Top Floor Spaces: While all of the buildings on the campus are low-rise (less than five stories), in the tallest buildings to be developed, particularly those with views to the east or with views of the North or South Woodlands, at least some top floor space with views should be reserved for conference, event, or other such rooms that can be made available for use by a majority of the occupants of the building and the entire campus.

### 7.4 Campus Space Utilization and Space Allocation Guidelines

The use of existing space and the allocation of new space are important steps to achieve the goals of the Campus Master Plan and to effectively manage limited space resources in support of the academic mission of the campus. Space use also affects funding appropriations in the State of Ohio. Reasonable and credible space utilization guidelines can provide an objective baseline to:

- Evaluate space requests for new or growing functions.
- Project space demand for new and renovation projects.
- Ensure that each campus unit or department is adequately and equitably housed.

While tendencies to maximize the space program in any project are understandable, expanding the space program for projects, however, is not necessarily in the best interest of the campus. Funding spent on space that is not needed is also less funding that is available for durable and sustainable materials; for adequate common space;
for necessary exterior improvements that affect the desirability and use of the campus; for offsetting fuel price increases; or for planning and replacing the campus’s oldest systems, infrastructure, and equipment. Campus buildings endure longer than their initial contents, and must be designed with this in mind.

Space planning guidelines have been developed by Ohio and other states, and by national organizations, that provide a way to systematically evaluate how efficiently space is being used by institutions. Space guidelines include the consideration for 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.

7.4.1 Space Utilization

The space utilization assumptions used in the evaluation of campus space described in Part 3 and in the Space Needs Assessment in the Appendix, are geared toward establishing realistic parameters for teaching space, weekly room use hours, seat use and station use for the campus. So that projects support these assumptions and may be evaluated consistently, these same assumptions serve as the basis for projecting the demand for new space, for determining the need to alter space for different uses and functions, and to evaluate space assignments. See the Appendix for further details.

7.4.2 Standards for the Allocation of New Space

New space at the Raymond Walters campus will conform to the assumptions and space allocation standards described in the Space Needs Assessment. Because they are specific to accomplishing the Campus Master Plan Goals, these standards take precedence over any other published University guidance for space standards. See the appendix for further details.

7.5 Campus Parking Allocation Guidelines

7.5.1 Quantity of Parking Spaces

Calculating the demand for campus parking is tied to many factors that include projected enrollment, the requisite number of faculty and staff, the degree to which available mass transportation is able to reduce the total parking needed on the campus, traffic volumes, services and activities on or off-campus that can affect parking needs and traffic volumes, known capacity of campus access and roads, and the possible number of students who might be living within walking or bicycle distance of the campus.

A general metric for calculating the total quantity of parking necessary to support enrollment - given the consideration for the type of campus – is as follows:

- Students: 0.4 spaces per FTE
Faculty and Staff: 0.8 spaces per FTE

(Both metrics assume Fall 2008 mass transit use and available services and limited walking/bicycle use. Factors for visitor parking are included.)

These metrics have been used to determine long-term parking needs and would be modified as necessary to reflect new planning assumptions.

### 7.5.2 Standards for Allocation of Parking Garage Space

The planning and design of any structured parking garage at the campus will use the following guideline:

- 350 to 355 Gross Square Feet per Parking Space

### 7.6 Sustainability Guidelines

- Sustainable design techniques such as geo-thermal heating and cooling, use of rain water collected from roofs for irrigation, motion sensor lights, more daylight being used on interior spaces and other techniques should be implemented to reduce the carbon footprint of the campus.

- Bicycle infrastructure such as bike racks, showers and changing facilities for those who may bike to campus for their work or classes should be provided.

### 7.7 General Building Design Guidelines

Where not specifically prescribed in 7.3 for specific zones or districts of campus, the following guidelines shall apply to all projects.

#### 7.7.1 Building Placement

**A. Build-to-Lines:**

In general, all new buildings shall be located on the setback lines described in the Zone or District guidelines. This ensures that open spaces and places of interaction are maximized and preserved for the future.

**B. Building Setbacks:**

Setbacks are necessary in order to comply with mandated fire-separation distances between buildings, to maintain safe visibility around buildings adjacent to pedestrian walks and vehicular drives, and to ensure that buildings provide a sense of enclosure through proportion and scale to open spaces and quads. Individual building sites may have spatial relationships that require wider setbacks: for example, to align facades with an adjacent building. These are prescribed in the project-specific guidelines.
These setbacks apply to all above-grade structures. Any below-grade structures that might be considered may extend into the setbacks, but only if they are invisible at the surface; provide soil depth that is adequate to support landscaping at grade; and do not compromise the integrity of sensitive landscapes. Any elements of below-grade structures that project above grade, such as vents, entryways and lobbies, or skylights shall be sited outside the setback.

### 7.7.2 Building Massing, Form, and Articulation

Large buildings should be designed to reduce their perceived mass and impart a human scale to the campus. Buildings that form quad enclosures should be designed to achieve a sense of enclosure to their adjacent open spaces. Buildings with horizontal dimensions of greater than 200' should incorporate changes in façade, floor plan and vertical height to reduce the building’s perceived scale and to prevent the building from overwhelming its surroundings by virtue of its mass.

#### A. Building Orientation and Exposure

While each new building should be oriented to respect the orthogonal nature of the campus, new buildings and façade treatments should be designed to take advantage of views, solar angles and general wind direction to reduce energy consumption. The design should include consideration of shading options on south and west exposures to reduce heat gain in summer but to admit light in winter. Shading options include landscape elements that fit the intent of the zone in which the building is located and prescribed architectural materials.

#### B. Building Façades

Each building should be a coherent architectural composition, and should employ a single, unifying vocabulary of forms, details, and materials on all building façades. The composition of transparent to opaque surfaces (windows to walls) on the façades should respect and promote the ability of ground floor spaces to be accessible from the surrounding site, allow upper floor spaces to view the landscape, to allow natural light into the interior hallways and other spaces of the building. In general, the pattern of materials and solids and voids should respect the building’s structural grid.

### 7.7.3 Building Roof Forms

Roof forms should, at a minimum, enclose roof-top equipment and service access spaces; and the enclosure be designed as an integral element of the building’s architecture. In new buildings, the design should consider the roof form as a “fifth façade”, and where accommodation for re-use of rainwater, outdoor terrace spaces, passive or active solar energy, and or green roof structures are also considered and are integral elements of the building’s architecture.
7.7.4 Building Entrances

Each new building should be sited and designed to create a plaza or terrace at the main entrance that serves as a gathering place for its users. The plaza or terrace should be distinguished as a place that is different by design treatment—i.e., through the choice and pattern of paving, lighting, furnishings, and landscaping — and must provide direct access for persons with special mobility needs.

7.7.5 Building Services

All bulk trash, recycling, and secure materials removal and building equipment should be concealed within enclosures designed as integral elements of the architecture and the landscape immediately adjacent to the building. Loading docks should be concealed and secured when not in use, and be located so that service traffic does not cross paths with access to the principle building entries.

7.7.6 Architectural Materials

Exterior materials should be selected to convey an image of quality and durability, and should facilitate and support the functions inside and outside the building. Suitable materials include brick, metals, and other materials similar to those used elsewhere on the campus. Visual interest should be created by the articulation of planes, volumes, patterns, and by the composition of the palette of materials used on the project. Arbitrary use or changes of materials is to be avoided.

7.7.7 Site and Landscape Materials

This section provides general guidance for the selection of site and landscape materials. The Appendix outlines the palette of landscape materials, as well as certain technical considerations for site and landscape features. The design for all sites and landscapes at the campus shall follow the Specific and General Guidelines within this chapter.

7.7.8 Plant Materials

Landscapes shall follow Zone-Specific guidelines for plant selection. Elsewhere, plant materials should be selected to fit the desired structural form and function of the space, while also contributing to the campus-wide landscape in a manner that is well-suited to the site, climate, and type of uses.

7.7.9 Site Materials, Fixtures and Furnishings

Any site features such as paving, walks, curbs, outdoor lighting, and outdoor furnishings should be selected to follow Zone-Specific guidelines. Materials should be both located and selected for their relative quality within their intended context and for their ability to clarify the hierarchy of spaces and routes.
Paving materials, lighting, and outdoor furnishings should be selected with care to ensure that the identity, hierarchy, and continuity of pedestrian routes are clearly discernable. Paving materials should be selected for durability and safety, and should not pose slip or trip hazards. Paving selections should be made that are congruent with the campus’s storm water management and sustainability strategies – such as to maximize the amount of pervious surface, and materials that allow water infiltration, particularly for secondary public paths and roads.

### 7.7.10 Campus Signage and Wayfinding

The Appendix prescribes more detailed requirements for signage and wayfinding elements at the Raymond Walters campus. Project designers should ensure that - in applying these - the design is congruent with the intent of the Guidelines stated in this chapter.

### 7.8 Design Guidelines for Specific Campus Zones

The design of buildings and landscapes often generates diverse solutions that reflect their individual era, location, and aesthetics. However, a campus and its buildings endure far longer than their original concepts; and an institution’s investment in them reflects a commitment to the enduring values of functionality, elegance, quality, and durability; and to achieving a coherent and memorable identity for the campus as a whole. The General Design Guidelines outlined in section 7.7 apply to all campus projects. However, because a number of Campus Master Plan Goals establish specific campus characteristics and impressions, Design Guidelines for Specific Campus Zones are also necessary; and the following section outlines these.

#### 7.8.1 Preservation Areas

The preservation areas described below and illustrated in the figure on page 7-11 protect major natural elements and certain improved areas of the campus. No new buildings should intrude into the Natural Preserve Areas; and any future development in Other Preserve Areas must be carefully conceived to respect the Guidelines. The development of campus infrastructure and the methods of land management in any of these areas should respect and minimize their impact, and restore what is necessary to remove. Restoration plans and strategies must accompany any project development plans in these areas. The manner in which the campus and the community will interact with these areas should be carefully conceived and responsibly developed to protect each area’s natural qualities and resources, to preserve each area’s ability to continue to serve the campus in academic and community service capacities, and to reduce risks where human interactions occur.

**A. Natural Preservation Areas**

The natural and undisturbed landscapes on the north and south edges of campus form natural watersheds that drain substantial portions of the campus, and that serve as a vegetative and riparian buffer for both the campus and
Preservation Areas

North Woodland Preserve

Retention Basin

South Woodland

Retention Basin

Retention Basin
neighboring properties. These areas impart a wooded character to the campus, and provide unique academic and community service opportunities. However, these areas also require careful ecological and watershed stewardship and management, and protection from future impacts of campus and neighboring development.

The Natural Preservation Areas are comprised of two principle subzones: riparian areas along naturally-draining wooded paths and stream courses, and surrounding rustic woodlands:

- Riparian areas occur along steeply-sloped and naturally-occurring drainage pathways that connect to a stream course that ultimately connects to a regional storm water management system. Plant materials along the steeply-sloped pathways generally are devoid of invasive plant species, while plant materials along the stream courses include both native and invasive species. Decaying and downed trees are present in a number of locations in the riparian areas. A variety of wildlife such as birds, deer, squirrel, and rabbit are present and use these areas. A variety of vertebrate and invertebrate species native to the stream courses – such as frogs, salamander, smaller fish, and crawfish - are also present.

- Rustic woodlands adjacent and integral to these riparian areas contain a variety of naturally-occurring native hardwood trees, some of which are quite old. The woodlands are characterized by gentle to semi-steep slopes and level plateaus that overlook the riparian areas and offer broad views of opposing slopes and lower ridge lines. Several of the level areas consist of entire groves of old-growth and young trees. As in the riparian areas, a variety of wildlife are present.

1. North Woodland Preserve - Extent:

This area is identified in the figure on page 7-11, and is generally defined as extending from the campus' north property line south to Vet Tech. Building, around the developable North Buffer and Wooded Glen, to Plainfield Road. This area also contains an easement that extends north from the campus to connect campus underground utilities that are provided from Cooper Road. The easement shall be maintained.

- Transitions to Vet Tech: The site and landscape around Vet Tech, which sits adjacent to this Preserve, shall remain naturally-wooded, with limited pedestrian connections to the Preserve. Any building addition to Vet Tech shall respect the wooded nature of the site. Connections to Vet Tech to other buildings on campus shall maintain the wooded characteristics of the area.

- North Wood Buffer and Campus Maintenance Areas: The site and landscape through the North Wood Buffer shall be treated as a Preserve. The Campus Maintenance Area shall be reserved for campus facilities management and maintenance operations, and shall be screened from view along the north loop road. There shall be no public access from campus, the Preserve, or the Wooded Glen to the Maintenance Area.
2. South Woodland Preserve – Extent:

This area is identified in the figure on page 7-11, and is generally defined as extending south from the campus’ southern-most tree-line to the south property line, from the campus’s western-most edge to its eastern-most edge. Pedestrian connections to this Preserve from the South Academic Quad, or from the Campus and Community Recreation and Education areas, and connections from the Preserve to campus, shall follow the Guidelines.

Guidelines for the Development of Natural Preservation Areas

Land management practices and any introduction or accommodation of trails, walks, seating areas, or view-stations in the Natural Preserve Areas require careful planning and implementation strategies that do not alter or interfere with naturally-occurring water paths, or the storm water management system that services this area. Removal of dead, decaying, or invasive species are required as part of the intervention, improvement, and management of the property. These operations should be performed without harming plants and trees that are to remain. Old and young plant and tree species to be preserved, and the preservation of newly-developing native hardwood and plant species - including singular species as well as groves - should be performed before any introduction of improvements. Unique and pleasing views, or views that showcase particular attributes of the wooded areas such as ridge lines and opposing slopes should be maintained. Principle wildlife paths and nesting areas, natural rock formations, premiere plant and tree species, and the natural regeneration of native plants in riparian areas should be preserved. Land management operations should, in general, avoid intrusion into riparian areas and protect them from damage. The utility easement must be protected from encroachment of adjacent development, and the area maintained as an undisturbed natural edge to abutting properties.

B. Other Preservation Areas

Several areas within the developed portions of campus also require a preservation approach. These areas contribute to the wooded and suburban character of the campus, provide unique opportunities to respect the natural history of the campus, and allow the campus to operate efficiently and effectively.

The Other Preserve Areas are comprised of several riparian areas and storm water detention basins on the campus that serve as a means of managing storm water that is diverted through the Natural Preserve Areas, and are designed for specific rainwater carrying capacities. These watershed corridors shall not be altered without first evaluating the extent of any considered alteration, the impact to the current carrying capacity, and intended methods to restore detention. Approval of any project affecting these is contingent upon the presentation and consideration of the findings of such an assessment.
• Riparian areas are defined as swales and channels that route rainwater to detention areas in order to manage the quantity of water that is delivered to the storm water management system. The extent of these areas include not only the channel or water pathway, but any adjacent vegetation necessary to the management of the path or critical to its ecology.

• Detention basins include a southeast basin that manages the flow of water draining from the Recreation Fields into riparian areas in the South Woodland Preserve, a southwest basin that channels water from the west parking lot into riparian areas in the South Woodland Preserve which also protects adjacent residential properties from this water intrusion, and a north basin that channels water to the North Woodland from several campus buildings.

Guidelines for the Development of Other Preservation Areas:

Development in and around these areas may be necessary for the academic mission of the campus, but will be limited to the concepts illustrated in the Campus Development Framework and the uses described in the Land Use Goals. Additionally, future development should be carefully conceived to enhance the best qualities and characteristics of these areas. The adoption of a land and property management practice, and the introduction or accommodation of campus or community activities in these areas can occur only after the impacts of proposed development are evaluated, and after the specific qualities to be preserved are identified.

7.8.2 Community Interfaces & Campus Entries

Campus edges, entrances, and public view corridors into campus should create a positive and lasting first impression of both the campus and the surrounding neighborhood. Improvements in this area should be sited and designed to accommodate a more coherent and unifying landscape treatment, and contribute to the reinforce the institutional brand. Certain design controls, perimeter setbacks, and guidelines for landscape standardization serve as the basis for this; and new development within these areas, illustrated in the figure on page 7-15 and described below, shall conform to the following guidelines.

A. Plainfield Road Approach:

The approach to campus along Plainfield Road is the first and the single-most important impression of the College, its setting, and its position as a regional campus of the University of Cincinnati. As the front door to the campus, it serves to create positive and lasting impressions. This area is defined as extending from the campus’s eastern-most edge along Plainfield Road, to the campus’s northern-most edge adjacent to the Wooded Glen and North Woodland, to the southern-most edge adjacent to and including the Blue Ash Elementary School, and to edge of the campus’s eastern parking lot. No
Community Interfaces & Campus Boundaries
buildings shall be constructed within this zone. The future disposition of the existing campus structures within this zone will be evaluated to determine their ability to continue to support the needs of the campus and the goals of the Campus Master Plan, including those that best contribute to the wooded and suburban character of the campus.

Characteristics of this area include both main and secondary campus entries, an entry to the Blue Ash Elementary School. In addition, this area includes the arrival sequence into campus, including principle signage and wayfinding, dense woodlot, cultivated and natural landscapes, and several unoccupied residential structures and farm buildings.

- **Main Campus Entry**: Drive and turning lanes shall be maintained. Sightlines into campus and to the north and south along the road shall also be maintained. Paving, curbs, and any pedestrian cross-walks at the main entry should reflect and reinforce the importance of the road as the main campus entry.

- **Secondary Campus Entry (North Loop Road)**: Similar requirements and restrictions shall apply as described for the Main entry; with the exception that this access point should not assume the same hierarchical status as the main entry. Entry into and exit from the Blue Ash Elementary School shall be maintained, however, the University must retain the ability to re-route access in order to achieve campus goals.

- **Principle Campus Signage and Wayfinding**: Signage and wayfinding should introduce the campus, and present a coherent image that is consistent with institutional branding and the accompanying natural and suburban setting of the campus. Signage and wayfinding along Plainfield Road shall reinforce the hierarchy of arrival sequence illustrated in the Campus Development Framework; and at the main entry shall communicate and present the principle message of arrival. Specific signage and wayfinding systems are referenced in the Appendix.

- **Vegetation, Walkways, and Other Landscape and Site Features**: Plant and tree selections, accompanying hardscapes such as walks and curbs, lighting, and other features must convey the best qualities of the wooded and cultivated nature of the campus. Campus roadways should transition coherently to walks and paths, and be consistent and complementary in their type, quality, and durability. The location, quantity, and arrangement of landscape elements in this area must allow for safe entry into and exit from campus, and promote view corridors into the campus. Walkways along Plainfield Road, and any into the campus from the road, should have sufficient width to promote serviceability and safe pedestrian use. Walkway materials in this area should be consistent with a campus front entry and with the image of the adjacent suburban landscape. Land management practices in this area must be pro-active to control invasive plant species; to remove decaying or downed trees; to promote safe movement of pedestrian, bicycle, and vehicular traffic; and to achieve the view corridors into campus illustrated in the Campus Development Framework. Improvements to Plainfield Road and the campus edge along Plainfield Road, when necessary, should be made to perpetuate the campus image and its suburban context.
Guidelines for the Development of the Plainfield Road Approach

The implications of any project or improvements that may affect the terms of the Joint Operating Agreement with Blue Ash Elementary School will be considered and evaluated. Proposed recommendations and implications shall be reviewed with representatives of the Sycamore Community School District and Blue Ash Elementary School before and as a condition of approval of the proposed project.

- Removal of any of the existing structures shall follow safe practices, and shall include where practicable re-use, salvage, and other sustainable building demolition practices.
- City of Blue Ash zoning and development guidelines and restrictions, including those related to storm water, utility, and traffic management including drive lane access points and widths, and other requirements shall be adhered to.

B. The Annex

This site serves as a north gateway to the campus. The Annex, a former school with an adjoining addition is a recent acquisition to the campus, and is situated at the southeast corner of two principle vehicular corridors (Cooper and Plainfield Roads) that connect neighboring communities to the city. The Annex site is characterized by older wooded streets that connect to more mature sections of the City.

Guidelines for the Development of the Annex:

The general approach to any future development in this area includes the following:

- Uses for this area should be carefully limited to those that will afford the least evening and early morning impact to neighboring properties. Curfew times observed by the City of Blue Ash will be observed in this area.
- Consideration of any modifications to this building shall include an evaluation of any City of Blue Ash massing, scale, and set-back requirements; and shall respect the scale and history of this site. Improvements specifically to both the Cooper Road and Plainfield Road exteriors of the building should respect the building’s historical connection to the City of Blue Ash and the residential nature of adjacent development. City of Blue Ash zoning guidelines with respect to these and other guidelines will be observed.
- Entries into the site from Cooper and Plainfield roads should convey a sense of arrival to the campus. Signage and branding for the Annex shall be consistent with that for the RWC campus and reinforce the connection of the Annex to the campus.
- No campus development shall encroach into the adjacent cemetery.
- Considerations for community pedestrian pathways along Cooper Road and Plainfield Road must be consistent with and reinforce both the Campus Development Framework and City of Blue Ash guidelines and restrictions.
C. The Wooded Glen:

This area provides a link between the campus and the adjacent suburban environment. The character of this area includes natural woodlot, riparian waterways, and former farmland. The area provides opportunities to maintain some of the more desirable attributes of the property’s agricultural history. Uses in this area shall be limited to low-impact campus / community functions. Pedestrian connections through this area to campus from Plainfield road are encouraged, and shall follow the Guidelines.

Guidelines similar to those for “Other Preservation Areas” should be observed for any proposed improvements in the Wooded Glen. Development in this area will respect the scale and density of adjacent residential development, including building massing, lighting levels and any introduction and management of vehicular or pedestrian traffic. No new vehicular access will be developed off Plainfield Road for this area of campus. Uses for this area should be carefully limited to those that will afford the least evening and early morning impact to neighboring properties and that do not introduce high traffic volumes into campus. Curfew times observed by the City of Blue Ash will be observed by those activities occurring in this area.

D. Blue Ash Elementary School

The School occupies University property under the terms of a Joint Operating Agreement. Any development around or within this area shall respect the terms of the Agreement, shall be guided by the physical boundary and use schedules defined therein, and shall proceed at the mutual consultation of the University and the Sycamore Community School District. Any improvements for Raymond Walters College in this area should respect the physical presence and frontage needs of the School, and the need for safe and effective vehicular and pedestrian access for faculty and staff of the School, and for parents and children.

The University expects to continue to use of the School and adjacent fields under the terms of the Agreement, and must continue to have clear and unobstructed vehicular and pedestrian access between the campus and the School.

E. Campus and Community Recreation and Education

This area of campus is characterized by an outdoor recreation and playing fields the use of which is governed by a Joint Operating Agreement with Blue Ash Elementary School. A large earth berm serves to direct storm water run-off to the South Woodland preserve, allows for a south loop road to connect the east campus parking lots to the west parking area, and allows pedestrian connections between campus buildings to the Blue Ash Elementary School and the South Woodland preserve.

Development in this area must encourage and reinforce pedestrian connections from the South Academic Quad and Campus Core through
Muntz Hall, and from the buildings in the South Academic Quad to the South Woodland preserve. Development must also ensure and enhance linkages between the campus and the Blue Ash Elementary School and fields. Views from the South Loop Road and from Muntz Hall to the fields and adjacent woods should emphasize the natural wooded character of this area.

**Guidelines for Development Affecting Field Location and Configuration**

 Portions of the physical boundaries of this area, and the schedule of its use, are guided by the terms of the Joint Operating Agreement. Similar guidance should be applied to this area as that described for the Blue Ash Elementary School area. In order to respond to its academic and student service mission, the University must retain its capacity to alter or improve these fields. Development around or within this area will respect the terms of the Agreement, will be guided by the physical boundary and use schedules defined therein, and will proceed at the mutual consultation of the University and the Sycamore Community School District. Improvements in this area will respect the need for safe and effective vehicular and pedestrian access for faculty and staff of the School, and for parents and children.

**F. West Buffer**

This area consists of a vegetative and visual buffer to screen cars, to reduce direct lighting impacts on adjacent residential properties, and to minimize noise levels. Screening is required of any project seeking approval in this area of campus.

No buildings will be constructed in this area. Construction of any future parking structure in this zone will be limited in height and density – generally to one level above grade, and will be set back from the property in accordance with City of Blue Ash restrictions, but not closer than the west edge of the present parking lot. Because the campus must retain the ability to plan for and respond to future enrollments, parking levels below grade will be considered within City of Blue Ash development and zoning guidelines.

**G. Entries to Campus Trails:**

Trailheads on campus serve as another opportunity for pedestrians to access and experience the campus. Trailheads must be clearly marked and delineated, and provide consistent university-approved institutional branding. Trailheads must serve the intent of the specific area of campus in which they are located, and communicate the type of trail system they serve. Trailhead design and configuration must be consistent within in the hierarchy of a complete campus trail system.

The construction of new or improved trails must be consistent in scale and material and reflect and reinforce the natural quality of the ecosystem in which they exist.
7.8.3 Transition from Vehicle-to-Pedestrian

The areas of campus where the visitor, student, faculty, or staff member transition from a vehicle to being a pedestrian are described below and illustrated in the figure on page 7-21. These areas require clear delineation and expression of the hierarchy and sequence of arrival, from car or bus, to building destination. With the exception of parking garages as may be necessary, Transition zones are no-build areas.

A. Main Campus Arrival Sequence:

The main entry drive width should be maintained; and pavement, curb, and walks should be selected that reinforce this image. Landscaping, lighting, and site features in this area should be organized in location and image, and reinforce the institutional brand. Focus should be directed toward the principle landmarks in the main entry arrival: the bosque of trees and open space beyond, and the northeast corner of Muntz Hall.

Secondary drives that connect the main drive to the north and south loop roads should be clearly demarcated upon entry from Plainfield Road so that the visitor can readily distinguish the turn lane.

Location and content of campus directional and information signage should be concise and limited to campus buildings.

B. Secondary Campus Arrival Sequence:

The existing north entry drive width should be maintained; and pavement, curb materials, and signage should acknowledge this drive as secondary to the main entry. Landscaping, lighting, and site features in this area should be consistent with accepted university standards and should reinforce the natural edge of campus. Features should focus one’s view toward the principle landmarks in this arrival sequence: parking lot access, the North Parking Garage, and the terminus of the North drive at the West lot.

Entries to any campus garage should be clearly identified.

Garage forms and architectural patterns should facilitate quick identification of principle garage entries, pedestrian stairways, and walkways into campus.

Location and content of campus directional and information signage should be concise and limited to campus buildings.

Consider adding a left turn lane for outbound traffic to decrease traffic congestion.

C. Future South Loop Road:

Access to this road should be clearly delineated from the Main campus entry drive, and from the west lot. Vehicular circulation should include the ability for school buses and other vehicles to enter into Blue Ash Elementary School.

This road encounters the northern edge of the South Woodland Preserve, and therefore should allow the woods to come to the edge of the road.
Transition from Vehicle to Pedestrian
Clearly demarcate the decision-points along the vehicular route for access to the future Great Hall, Campus Recreation Fields, and to buildings on the South Academic Quad.

D. Vehicle Parking and Pedestrian Walking Zones:

Primary pedestrian walkways that connect to the Campus Core and South Academic Quad should be separated from vehicle parking areas. Plantings in these walk areas should be selected so that they do not interfere with pedestrian and driver visibility where pedestrian paths drive lanes intersect.

Trees in parking lots that are shading parked vehicles could be distinctly different from trees that are shading primary walks—i.e., be different and lower in height.

Orientation of drive aisles and parking rows should allow minimal crossing of vehicle and pedestrians, and should facilitate direct connections to the major walks into the campus.

Major pedestrian walkway pavement patterns at the intersection of walks and vehicular drive aisles should be of textured and different material from that used for drive aisles.

Directional routes from campus garages to the north or south should be clearly delineated near, and preferably before, garage exits.

The intersection of all pathways from parking areas at primary campus walks are Places of Interaction, and should be clearly demarcated through plant selection and lighting, accommodations for shade and grouped seating, expanded walk widths, and views of principal landmarks and entries on campus.

E. Flory Center to Vet Tech Transition

This area contains the existing Flory Center and Vet Tech buildings, and a riparian area that drains storm water run-off from a portion of the campus. The area also contains a land bank for future academic space, and a man-made landscape zone that transitions the more formal Campus Core and Lawn to the natural North Woodland preserve. Any development and project in this area must reinforce the following concepts:

- Landscape is to be informally or more naturally arranged, should reinforce the campus’ northern edge along the riparian area near the Flory Center, and should be an extension of North Woodland vegetation.

- A future new academic building in this area, just south of the Vet. Tech. building, shall be low-rise, no more than two or three stories, and should be secondary to the primary emphasis on the man-made landscape in this area.

- Any addition to Vet Tech must reinforce the connection of the Vet Tech building to the North Woodland preserve. Pedestrian connections from Vet Tech to the rest of campus are through the open space adjacent to and serving the new building south of the Vet. Tech. Building.
7.8.4 The Campus Core

The area of campus described below and illustrated in the figure on page 7-25 provides guidance for the Campus Core. This area is characterized by existing principle academic buildings and campus functions, a significant lawn or open space, and connections between major campus parking areas and buildings. This area of campus also contains two principle riparian areas that must be preserved as described in 7.6.2.a. Any development and project in this area must reinforce the following concepts:

- Draw the visitor through the Bosque to Muntz Hall and into the Lawn area.
- Activate the use of the Lawn and the walks that immediately parallel Muntz Hall and SAHB; and that connect to the West Parking, the South Academic Quad and Vet Tech.
- Activate the building facades along the north face of Muntz Hall and along the south face of SAHB.
- Establish and maintain two principle pedestrian linkages and formal main entries between Muntz and SAHB.
- Emphasize Muntz Hall as a campus landmark and principle destination for those approaching the Campus Core from the Main Entry.
- Position a new academic building at the west end of the lawn, to offer views through its east plaza and ground floor entry lobby, and to the building’s west entry plaza.
- Emphasize the new Great Hall (contiguous to Muntz) as a beacon, and its landscape on the north and west faces as Places of Interaction that facilitate pedestrian transition between the Campus Core and the South Academic Quad.
- Make transitions to the North Woodland and Vet Tech, the South Academic Quad, and the Campus and Community Recreation and Education areas easier and desirable.

A. New Academic Building (at west end of lawn) The Center for Academic Achievement

This new building will serve campus teaching and academic functions as enrollments or as renovations to SAHB or Muntz Hall occur. The building creates a visual terminus to the campus Lawn. In addition, because its location is readily accessible to the public and provides a new gateway into campus, the building provides opportunities to house principle campus and college administrative functions that when housed here can free up space in
Muntz Hall for student-service functions. This new building provides the means to visually and functionally connect campus functions to Flory, SAHB, Muntz, a new Great Hall, and to the buildings and outdoor spaces on the South Academic Quad.

1. **Building Placement & Alignment:**
   - Center the north / south length on the bosque of trees at the eastern end of the Lawn.
   - Center the east / west width to align with the center of the south Academic Quad.

2. **Building Setback:** The building’s northern and southernmost edges should be kept no greater than 25’ from the Campus Core’s principle north and south walkways.

3. **Building Mass and Composition:** While the maximum allowable building height per City of Blue Ash zoning code is 75’ (as of this writing), this building’s mass will serve to anchor the western end of the Campus Core and the northern end of the South Academic Quad. The building should be no greater than four stories above grade + basement in order to achieve the necessary enrollment-driven space needs.

   A majority of the building’s full east façade should be visible between the bosque of trees at the east end of the Campus Core. The full width of the upper floors of the south façade should be visible above the tree-line when viewed from the south end of the South Academic Quad.

   **Approximate Building Footprint:** 85’ x 150’

   **Building Height** 4 stories + lower level

4. **Façade Articulation:** This building serves as a background terminus to the Lawn, and its façade complements the building’s east plaza, and reinforces the south plaza in front of the Great Hall as a Place of Interaction. Ground floor lobby and interior spaces should be particularly transparent from the exterior. Spaces on all upper floors should have views to the exterior to facilitate the occupants’ awareness of their surroundings, encouraging improved campus security through a passive “many eyes on the ground” strategy, and allowing daylight into the building. More prescribed guidance includes:

   - Brick and aluminum storefront materials.
   - East façade: Min. 80 to 90% glazing. Design to reinforce the formal entry doors onto a plaza facing the east lawn.
   - West façade: Less glazing than east. Formal entry facing a wooded west yard, with views through the entryway to the east lawn.
   - North façade: Consider tall and wide punched openings at ground so students passing the building can view in, with more glazing on upper floors.
The Campus Core
• South façade: Consider tall narrower punched openings at grade, less and or shaded glazing on upper floors.

5. Principle Building Entries: There are two principle entries into the building, one on the east and the other on the west. Both are at ground level. The east portion of the plaza should be distinguished differently by treatment - paving, landscaping, lighting, and seating - from the west portion of the plaza and should serve as a terminus to the campus lawn. The west plaza should serve as a welcoming place for people entering the building from the west parking lot. Both entries should be aligned with each other, and produce views completely through the building to the Lawn and wooded areas. Entry plazas should be designed as casual gathering places for the buildings’ users. Both entries must provide direct access for persons with special mobility needs.

6. Building Frontage and Build-to-Lines: No less than 85 to 95% of the building’s façade shall sit on the building set-back lines.

7. Places of Interaction and Active Frontages: Major places of interaction and active frontages are an east plaza facing the Lawn, a west plaza that serves as a gateway to campus and as the main public entry into the building, and a south plaza that connects the building to the new Great Hall and the South Academic Quad.

The ground floor of the building should be designed to be particularly capable of increasing the flow of pedestrian traffic into and out of the building, especially at main entries.

8. Role of the Site and Landscape: Landscape in the immediate vicinity of this building must support the riparian area in the Lawn. The landscape must reinforce the visual role of the building as both a formal terminus to the Lawn, and as a gateway to campus from the west parking area. The landscape must also reinforce and support the role of the pedestrian east-west walks to the north and south of the building, and the role of the building’s south plaza and the new Great Hall. The choice of landscape features and materials should support and serve these purposes.

B. SAHB & Muntz Halls

Both of these buildings will continue to serve as the primary academic buildings of the campus. Portions of the ground floor of Muntz Hall will be adapted to house student service, library, and tutoring functions in support of enrollments. Muntz Hall will serve as the visual anchor to the campus from the campus’ Main Entry. With modifications to improve access to Muntz and to utilize adjacent outdoor spaces, both SAHB and Muntz will anchor and activate the campus Lawn. Outdoor spaces that abut both buildings must also provide the visual clues necessary to draw students and visitors further into the campus, and reinforce the contiguity of campus functions and allow the campus population to connect.
1. **Building Setbacks:** Any additions to or alterations to the façade to either building shall not encroach within 25’ of the campus Lawn’s principle east-west walkways.

2. **Building Mass, Composition, and Façade Articulation:** Both buildings will retain their current number of stories and general building widths and lengths. However, modifications to Muntz Hall at the campus’ Main Entry and along the building’s one-story north façade should allow for ready-recognition as entries into the building, and as places for social interaction.

Any modification to the building will respect each building’s time and place, will serve to activate and reinforce the pedestrian zones along the east-west walkways of the Lawn, and will serve to activate the exterior and interior spaces in both buildings. Muntz ground floor spaces in particular must be served through the use of transparent façade treatments and views into and out of the building interior.

3. **Principle Building Entries:**

   - **Muntz:** The building’s main entry facing the Core opposite SAHB should be maintained as a formal entry, however, modifications to this entry or to the east must be readily-recognizable from the campus’ Main Entry. A second principle entry shall be constructed along the one-story north facade to facilitate access into the student services that Muntz will house, and to activate the Lawn and east-west walkway that connects Muntz to the South Academic Quad and a new academic building.

   - **SAHB:** A second principle entry will be constructed to improve access to student services in Muntz Hall and to activate the Lawn and principle North and South walkways.

4. **Building Frontage and Build-To Lines:** Improvements to either building’s façade that faces the Lawn shall respect the pedestrian scale and character of the adjacent places and spaces along the North and South walkways.

5. **Places of Interaction and Active Frontages:** Ground floor spaces should be designed to encourage increased flow of pedestrian traffic into and out of both buildings, especially at their main entries. Exterior spaces immediately adjacent to Muntz Hall along the full length of the east-west walk paralleling the Lawn shall serve to draw the pedestrian further into campus, and should be designed to be particularly active at public entries into the building, and at the intersection of the east-west walk and the north-south connections to SAHB. SAHB main and secondary entries should be particularly activated; however, the east-west walk immediately adjacent to the building should be designed to accommodate spaces for private conversation and reflection.

6. **Role of the Site and Landscape:** The areas of ground along the north side of Muntz, and along the entire south façade of SAHB - from building face to existing walk - are “no-build zones” and are for landscape improvements and building entryway improvement that activate both these zones and the
interior functions of these two buildings. The choice, placement, height and scale of improvements within these zones - and the selection of landscape, site, and building materials to implement them - shall reinforce and support these concepts.

C. New Great Hall (building contiguous to Muntz Hall)

This building is intended to replace the current Muntz Auditorium, over the long-term, to be the principle venue for campus-wide events and activities that require capacities in excess of 100 and up to approximately 300-400 people. Floor configurations of the space are expected to require furniture that is portable and that can be arranged in different configurations - from lecture-style (chairs only), to sit-down dining (tables and chairs). This building is also intended to house a campus gallery. The building will also serve as the campus’ western anchor. It therefore serves to activate the plaza between it and the new building to the northwest, and to activate and connect the plaza to the South Academic Quad.

1. Building Placement, Alignment, and Setbacks: The building’s northernmost edge should in general be kept aligned with the north façade of Muntz Hall, but shall not encroach within 25’ of the east-west pedestrian walk. The principle portion of the building’s mass in the north-south direction should be centered to align with the main entry to the building mirroring it to the north.

2. Building Mass and Composition: Because the building serves as a visual anchor and requires adequate interior heights to support large functions, the building should generally be two stories above grade. A majority of the building’s northern and western façade shall be visible from the west end of the Campus Core.

   Approximate Footprint: 120’ x 120’

   Building Height: 2 stories + lower level

3. Façade Articulation: Because this building serves as a major campus community destination, the building’s façade should provide significant views into and out of the building from the exterior plazas to the north and west. The ability to have such views will facilitate easy recognition of the location by the public, and will visually connect campus functions to each other and to the natural landscape.

   Since this building will serve as a campus beacon, the choice and pattern of materials used should emphasize pedestrian movement between the Campus Core and the South Academic Quad. The façade shall be designed and detailed to follow the curvature of the pedestrian path shown in the Campus Development Framework.

4. Principle Building Entries: Two principle entries to the building shall be emphasized: From the northwest, along the plaza connecting the building to the Campus Core; and from the south at the walk from the western edge of the Campus and Community Education & Recreation area.
5. **Building Frontage & Build-To Lines:** The full height of the building’s north and west façades shall sit on the build-to lines that follow the path of the pedestrian walk from the Campus Core to the South Academic Quad.

6. **Places of Interaction and Active Frontages:** The outdoor plaza to the north connects the Great Hall to the Campus Core and serves to connect pedestrians with the South Academic Quad. Ground floor lobby and interior spaces should be particularly transparent from the exterior. The ground floor should be designed to be particularly capable of increasing the flow of pedestrian traffic into and out of the building, especially at the main building entries. Plaza spaces should be readily accessible.

7. **Role of the Site and Landscape:** The site and the landscape around the Great Hall should complement and support the public and social function of the plaza spaces, and provide a visual connection from the main entry of the building to the Campus Core. It should also accentuate and shade the Hall’s drop-off area, and provide clues of the north-south walkway through the South Academic Quad that connects to the South Woodland preserve. The choice and placement of landscape features should serve these purposes.

D. **Other Places of Interaction and Active Frontages**

Within the Campus Core, Places of Interaction consist of activity nodes where campus walkways intersect, at linkages between buildings, and where paths connect parking areas to principle campus walks. The role of the site and landscaping in the Campus Core should serve to accentuate entries to the buildings in this area, and support the desired outcome of the outdoor spaces be they formal or informal, man-made or natural.

7.8.5 **The South Academic Quad**

The area of campus described below and illustrated in the figure on page 7-31 provides guidance for the South Academic Quad - the area of campus that will contain new academic space as campus functions expand, a significant Quad or open space, and connections between campus parking areas and buildings, and transitions to the Campus Core, the Campus and Community Recreation and Education, and South Woodland preserve. Any development and project in this area must aide in accomplishing the following concepts:

- Emphasize the South Buildings as terminus landmarks and principle destination for those approaching from the Campus Core. Both buildings must serve to enclose the South Quad and frame the view of the South Woodland and principle trailhead at this end of campus.
- Activate the use of the Quad and the walks that immediately parallel the Great Hall, West Building, and South Buildings.
- Activate the frontages along the facades of the West Building and the Great Hall.
Establish and maintain linkages to the Campus and Community Recreation and Education area, the South Woodland, and the West Parking area; and make transitions to these areas easier and desirable.

The Quad is less formal than the Lawn.

A. New Academic and Academic Support Building (Building adjacent to west parking lot)

This new building will serve campus teaching and academic functions as enrollments or as renovations to SAHB or Muntz Hall require. The available footprint and mass allow for space to be developed in two phases as needed. The building creates a visual “opposite” to the Great Hall, and because of its length and height, serves as both a back-drop and as a connection to campus functions in the South Academic Quad and the two buildings that form the southern end of the Quad. The location is readily accessible to the public, however, its connection to campus is through its principle entry, or to the north or south of the building.

1. Building Placement & Alignment: Center the north / south length on the center of the north / south length of the Great Hall.

2. Building Setbacks:
   - 50’ from edge of the West Parking area.
   - 25’ from east-west walk connecting to the Campus Core and Muntz Hall.
   - Maintain 40’ to 50’ to Building 13.

3. Building Mass and Composition: This building will serve to draw the pedestrian from the Campus Core to the south, and serves as the west edge of the new South Academic Quad. The west facade will serve as a new front to the west parking lot.

   Approximate Footprint: 85’ x 250’

   Building Height: 3 stories + lower level

   Because this building will be greater than 200 feet long, the building mass should be broken up along its length so as not to over-power the Quad.

4. Facade Articulation: Because this building will serve as a background to the South Academic Quad, its façade patterns and materials should be selected to complement the adjacent buildings and not compete with them. Views into and from ground floor spaces should be accentuated; and upper floors

5. Principle Building Entries: There are two principle entries into the building, one on the east and the other on the west. Both are at ground level. Both entries should be aligned with each other, allowing for views completely through the building to the South Quad and Great Hall beyond.
South Academic Quad
6. **Building Frontage and Build-To Lines:** While most of the building’s façade shall sit on the building set-back lines, stepping into the east setback on the ground floor could be considered for the northern-portion of this building to take advantage of the views and proximity of the outdoor plaza in front of the Great Hall.

7. **Places of Interaction and Active Frontages:** Places of Interaction for this building principally include the Main entry and any secondary building entries. The building’s west and east façades should take advantage of ground floor views and open spaces as possible outdoor extensions of ground floor spaces.

The west façade facing the West Parking area should soften the affect of the mass of the parking area, be scaled to the pedestrian experience, and allow for views into and from the ground floor spaces of the building.

The ground floor of the full length of the building should be designed to be particularly capable of increasing the flow of pedestrian traffic into and out of the building, especially at the main building entry. Outdoor spaces should be readily accessible.

8. **Role of the Site and Landscape:** The site and the landscape in the immediate vicinity of this building are secondary to – and therefore should not compete with - the plaza in front of the Great Hall. Entries into the building, however, should be clearly delineated and the function of these supported by the choice and placement of landscape materials.

**B. New Academic and Academic Support Building, and New Academic and Campus/Student Service Building (buildings on the south end of South Academic Quad)**

Together, these two buildings will serve the long-term enrollment and student service needs of the campus, including considerations for augmenting and complimenting food service, student service, and student life functions that occupy Muntz Hall. As a pair, both buildings enclose the South Academic Quad on its east and west sides, and “book-end” the Quad on the south. As a pair, they frame a view from the Quad of the South Woodland preserve, and from the preserve of the Quad. They also provide ready access of campus functions to the South Woodland preserve, and to the Campus and Community Recreation and Education area of campus.

1. **Building Placement & Alignment:** Align the south ends of the pair of buildings to frame views to the north through the center of the quad- and to the south—towards the preserve.

2. **Building Setbacks:**
   - 50’ from edge of the West Parking area and the building to the north.
   - 25’ from edge of north-south pedestrian walk from South Loop Road to Muntz Hall.
   - 120’ from South Loop Road
• 40’ to 50’ between each other

3. Building Mass and Composition: These buildings will serve to draw the pedestrian from the South Woodland preserve into campus, and will serve to complete the South Academic Quad. The west facade of the westerly building will serve as a new front to the west parking lot, and the east façade of the easterly building will serve as a new front to the Campus Recreation fields.

Building Heights: Three stories for north-south wing and four stories for east-west portions.

Because these buildings will be greater than 200 feet long, building mass should be broken up along their north-south length so as not to over-power the Quad, to emphasize these two building’s role as terminuses to the Quad, and to emphasize the location of main building entry.

4. Facade Articulation: Because these buildings anchor the South Academic Quad, their façade patterns and materials should be selected to accentuate the enclosure of the open space, and should complement the façades of adjacent buildings. Views into and from ground floor spaces should be accentuated, taking advantage of the potential for views into the wooded and recreational areas. Access from ground floor spaces to the Quad and to adjacent walkways should be provided to activate the outdoor and indoor spaces.

5. Principle Building Entries: At the knuckle where the three and four story portions intersect.

6. Building Frontage & Build-To Lines: Most of both building’s façade that face into the Quad shall sit on the building set-back lines at the ground and upper floors.

The west façade of the westerly building shall sit on the building set-back lines for a majority of the upper floors.

The east façade of the easterly building shall also sit on the building set-back lines for a principle portion of the upper floors, but considerations should be given to set back further to take advantage of views to the recreation fields.

7. Places of Interaction & Active Frontages: Places of Interaction for both buildings principally include their main entries and any secondary building entries. The building’s west and east façades should take advantage of ground floor views and open spaces as possible outdoor extensions of ground floor spaces.

The west façade of the building facing the West Parking area should soften the affect of the mass of the parking area, be scaled to the pedestrian experience, and allow for views into and from the ground floor spaces of the building. The east façade of the easterly building facing the Recreation fields should likewise be scaled to the pedestrian experience, and allow for views into and from the ground floor spaces of the building.
The ground floor of the full length of the buildings should be designed to be particularly capable of increasing the flow of pedestrian traffic into and out of them, especially at main entries. Outdoor spaces should be readily accessible.

8. Role of the Site and Landscape: Within the quad, the site and the landscape in the immediate vicinity of both buildings should complement the plazas in front of the other buildings in the quad, and support the entries into the building. Outside the quad along the south façade of both buildings, the landscape should serve as a man-made complement to the natural wooded character of the South Woodland preserve, and should anchor the pedestrian entry into the Quad from the preserve. Choice and placement of landscape features and materials should support these purposes.

C. Other Places of Interaction

Within the South Academic Quad, Places of Interaction consist of activity nodes where campus walkways intersect, at linkages between buildings, and where paths connect parking areas and trailheads to principle campus walks. The role of the Site and Landscaping in the Quad should serve to accentuate entries to the buildings and the Quad, and support the desired outcome of the outdoor spaces.