Master Plan

Compiled by:
Division of Administration and Finance
Planning + Design + Construction

Raymond Walters College
2010

UNIVERSITY OF Cincinnati
Acknowledgements

Raymond Walters College Master Plan Committee

Cady Short-Thompson  Dean
Don O’Meara     Former Interim Dean
Marlene Miner    RWC Associate Dean for Academic Affairs
Eugene Kramer    RWC Assistant Dean for Administrative Services
Cynthia Bellinger RWC Staff Council
Professor Leslie Elrod RWC Strategic Planning Committee
Professor Janice Evans RWC Buildings & Grounds Committee
Professor Mary Herrmann RWC Academic Unit Head
Heather Maloney  Associate Librarian RWC Library
Professor Carol Mayo RWC Faculty Executive Committee
Anthony Rowe     RWC Student Government
Professor Mike Sanders RWC Academic Unit Head

University Partners

Mary Beth Mcgrew  Associate Vice President of Planning + Design + Construction, and University Architect
Kristi Nelson     Senior Vice Provost, Office of the Provost
Marc Petullo      Senior Planner
Weston Munzel     Planner
Len Thomas        Landscape Planner
Crystal Sherron   CAD Technician

Contributors

University of Cincinnati, Office of the Registrar
University of Cincinnati, Raymond Walters College, Office of the Dean
University of Cincinnati, Planning + Design + Construction
Comprehensive Facility Planning
DNK Architects, Inc.
FRCH Design Worldwide, Inc.
Photos, Illustrations and Graphics by University of Cincinnati Planning, Design and Construction Department and University of Cincinnati Photo Services
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**Appendix**
1 Introduction and Executive Summary

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

1.1 The Purpose of the Master Plan

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

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

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

### 1.2 Master Plan Contents

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

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

### 1.3 Planning Methodology, Scope and Participation

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

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

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

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

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

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

4. Capital and maintenance project priorities were identified.

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


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

• Academic program, organization, and operational structure and needs
• Academic and resource trends
• Institutional and capital funding trends
• Campus property, building, and infrastructure
• Space utilization and needs
• Physical planning principles for colleges and universities
• Construction contracting environment in Ohio

1.4 Referenced Plans and Documents

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

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

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

- A Climate Action Plan
- A Storm Water Management Plan

### 1.5 Drivers Influencing the Master Plan

#### 1.5.1 Academic Program Overview

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

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

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

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

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

1.5.2 Notable Characteristics

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

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

1.5.3 Student Demographic Characteristics

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

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

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

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

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

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

1.5.4 Enrollment

A. **Historical Enrollment**

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

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

1.5.5 Academic Trends

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

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

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

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

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

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

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

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

1.5.6 Community Relationships and Trends

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

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

1.5.7 Condition of Campus Lands

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

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

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

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

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

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

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

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

1.5.9 Condition of Campus Infrastructure

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

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

1.5.10 Campus Space Utilization and Space Needs

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

A. Space Utilization

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

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

B. Campus-Wide Space Needs

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

1. Fall 2008 enrollments are expected to require an additional 29,400 assignable square feet (asf) over the current total of campus space.

2. 15% growth over Fall 2008 enrollments is expected to require an additional 44,000 asf above the current total of campus space.

3. 30% growth over Fall 2008 enrollments is expected to require an additional 62,900 asf of space above the current total of campus space.

1.6 Campus Master Plan Goals

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### 1.7 Framework to Guide Campus Development

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

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

The Campus Districts concept map outlines preferred locations for academic, woodland and transitional land uses.
Ten Year Development Plan

Legend

1. Annex
2. Campus Operations and Maintenance
3. Vet Tech/ Academic Building
4. Parking Structure 3-4 Story (TBD)
5. Flory Center
6. Science and Allied Health building
7. Academic Building
8. Academic Building
9. Great Hall and Exhibit Space
10. Munz Hall
11. Existing Campus Operations Building
12. Blue Ash Elementary School
13. Campus and Community Garden
14. Campus Woodland Trails

- Existing Building
- Proposed Building

Raymond Walters College Master Plan
1.8 Ten Year Development Plan - M10

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

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

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

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

4. The location of parking and circulation infrastructure.
1.9 Recommended Ten Year Capital Improvements

A. Ten Year Project Priorities - M10 Plan

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

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

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

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

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

4. Connection improvements between campus buildings.

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

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

B. Project Strategy - M5 Plan

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

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

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

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

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

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

6. Supporting technology, infrastructure, and access projects.

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

C. Financing the M5 and M10 Plans

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

1.10 Long Range Development Plan—M 20

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

1.11 Project Planning and Design Guidelines

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

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

Guidelines include:

1. Locating campus functions to maintain cohesion and to support campus districts.
2. Implementing and maintaining space utilization and space allocation standards to realize space efficiencies.
3. Quantifying and sizing campus parking congruent with the campus’ context in order to enhance vehicle traffic flow and to reduce over-building the quantity of parking.
4. Programming buildings to activate ground floors, to achieve adequate floor heights and floor configurations in order to plan for flexibility in the future, and to achieve highest and best use of shared, exterior, and top floor spaces in buildings.

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

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

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

1.12 Implementation Process

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

2.1 The Campus Enterprise

2.1.1 Introduction

The following chapter summarizes the current enterprise that is the College and the campus - its attributes, characteristics, trends and parameters/issues that will influence its physical and academic development. While this chapter is not an academic strategic plan, the chapter outlines several parameters about the mission and direction of the campus, so that this Campus Master Plan is can provide guidance related for the investment of capital and maintenance resources as related to the campus’ goals.

Raymond Walters College (RWC) is a regional campus of the University of Cincinnati, but maintains its own academic, administrative and financial systems such as faculty RPT, academics, governance, budgeting and operations. RWC’s programs are tailored to be an accessible and economical education option for the northern half of the Cincinnati region.

2.1.2 Location of the Campus

Raymond Walters College is located in the City of Blue Ash, Ohio approximately 12 miles northeast of downtown Cincinnati. The campus is on Plainfield Road, about a
half mile north of Ronald Reagan Highway 126. Highway 126 provides easy access to two interstate highways (I-75 and I-71) that connect northward to Dayton, Toledo, and Columbus; and southward to the Uptown campus, downtown Cincinnati and Northern Kentucky. Plainfield Road provides relatively convenient access to the City of Blue Ash area and to the I-275 outer loop by way of Cooper Road and to Reed Hartman Highway.

The campus is a two miles south of the Blue Ash Airport, a regional general-aviation facility that is operated by the City of Cincinnati. A vicinity map is shown below.
2.1.3 History of Raymond Walters College

Raymond Walters College opened in the fall of 1967 as a two-year regional branch campus of the University of Cincinnati and was the first branch campus to UC. The college was initially named the Raymond Walters General and Technical College—named after Dr. Raymond Walters who served as president of the University of Cincinnati from 1932 to 1955. However, the name was shortened to Raymond Walters Branch, then to Raymond Walters College. The college was established as part of Governor Rhodes’ initiative to increase access to education for Ohio citizens.

The original 119 acre campus has grown by the acquisition of three additional parcels of land. In 1995, Raymond Walters College purchased two adjacent plots of land (8.6 acres and 0.5 acres) adjacent to campus on its northern boundary. The college recently purchased two additional acres at the southeast corner of Plainfield and Cooper Roads. This two acre site is not contiguous with the original campus. The original primary service area of RWC is defined by the Ohio Board of Regents as Hamilton County, however, the college draws students from counties in the surrounding Cincinnati region.

In 1967, the college provided 17 associate degree programs to an initial freshman class of 632 students. At that time, the college consisted of one small academic building with 66,895 net assignable square feet. A student center containing 9,100 square feet was completed in 1969. This space was adequate for the first year’s enrollment of 632, but the enrollment was increasing. Consequently, in 1976, an addition to the original academic building was completed, bringing the total of net square feet to 119,362, with 169,938 gross square feet. At that time, the head count enrollment had reached 3,378.

In 1988, the student center building, now called the Flory Center, was converted into six additional class room spaces and administrative offices. Other academic classroom spaces (in Muntz Hall) were changed to a child care center, a small student lounge, and microcomputer labs, necessary to keep up with advancing technology and meet the needs of changing programs. In 1997, the Science & Allied Health Center was built with a net square feet of 76,279 comprised of class rooms, research labs and office spaces. The total building space has remained the same since 1997 while some additional temporary structures/pavilions have been added that serves as classroom spaces in order to meet the increasing space demand. Raymond Walter College now has the largest enrollment of any branch campus in the State of Ohio.

2.1.4 Programs of the College – A Brief Description

A. Summary

Raymond Walters College is two-year, open admission branch / regional campus of the University of Cincinnati, providing access to higher education to anyone with a high school diploma or equivalent. RWC’s rolling admissions policy allows students to enter during any academic quarter throughout the year. Admissions to certain programs within the
College, however, are more selective. The college is accredited by the North Central Association of Colleges and Schools, Commission on Institutions of Higher Education.

The college offers both transfer-oriented and career-oriented programs in more than 60 academic majors, with most programs leading to an associate degree. In addition, the college offers a technical baccalaureate program, one year college certificates and professional certificates for students who have already earned a bachelor’s degree. The College also offers weekend courses.

Currently the college offers one technical baccalaureate program (Radiation Science Technology), 34 career oriented programs, 39 transfer oriented programs, 17 one-year certificates, 23 professional certificates and many other evening and weekend classes. RWC also works closely with the Blue Ash and southwest Ohio regional workforce to assist with their training needs.

B. Program Tracks

The programs offered at Raymond Walters College are organized within the following tracks:

- Transfer associate degree programs.
- Career associate degree programs.
- A technical baccalaureate degree.
- Resident Credit Center classes sponsored and taught by Uptown campus departments.
- Adult workforce training, certification, and licensure programs.
- Adult non-credit continuing education.
- Corporate and community (public, private, educational) programs.

The College also offers many developmental and general education courses in support of the above programs. These courses represent a significant portion of the college’s academic program.
C. Academic Disciplines

The academic departments at Raymond Walters College offer the depth of courses required for students to obtain the required general education credits for graduation, in addition to providing all courses required to fulfill the requirements of their specific degree program. With limited exceptions in downtown Cincinnati and at Christ Hospital, the majority of all courses are offered at the RWC campus. All academic disciplines are structured to report to the Associate Dean for Academic Affairs, and these are further described in the organizational charts in the Appendix.

D. Pedagogy and Teaching Philosophy

Raymond Walters College maintains small course section sizes, with an average student to teacher ratio of 20:1. This ratio is achievable because RWC is an open-access institution, and by virtue of its mission as a regional and teaching campus.

2.1.5 Campus Operations and Organization

This section provides a general overview of the campus operations, including services and headcounts used in the assessment of space utilization.

A. Programs, Services and Organization of the Campus

The following elements are the key organizational elements necessary to fulfill its obligations to the campus. These are also outlined in an organizational chart in the Appendix.

1. Campus Administration – Includes the Dean, Academic Affairs, Student Affairs, College Relations including fund raising, a Professional
Development Institute, a College Business Office, Institutional Research, Administrative and Clerical Support, and Campus Network Services that provides technical support to all areas of the campus.

2. Academics – Includes all disciplines and departments necessary for instruction.

3. Library – The Library maintains a print collection and support services and is also a gateway to access the electronic resources of UC Libraries and OhioLINK systems.

4. Student Tutoring and Study Labs

5. Classroom and Teaching Labs

6. Student Affairs

7. Student Services – Includes the One Stop Center (recruiting, advising, course registration, financial aid and bursar)

8. Campus Retail – Includes food service, bookstore and convenience retail.


B. Collective Bargaining Representation

RWC faculty are represented by the collective bargaining contract established between the University of Cincinnati and the American Association of University Professors. Other bargaining units represented at the campus include but are not limited to AFSCME and SEIU.

C. College Governance

Raymond Walters College is a separate college within the University of Cincinnati and public funding for the college comes directly from the State of Ohio, without going through UC’s uptown campus administration.

Student and Professor interaction.
The college governance is shared by the administration, faculty, staff, and students. The faculty participate fully in a system of college committees with responsibility in a wide range of areas including relevant academic affairs; faculty reappointment, promotion, and tenure; curriculum and assessment; student honors and probation; faculty development; and issues involving strategic planning and infrastructure management. A set of faculty bylaws governs each committee as well as the organization of the faculty as a body, with certain responsibilities delegated to an elected faculty executive committee. The bylaws are included in the college’s faculty handbook. A description of the college governance groups is included in the Appendix.

2.1.6 Campus Population

A. Historical Enrollment

Enrollment at RWC has generally been on an upward track since the college’s inception in the late 1960’s. The graph below shows the historical growth through 2008. Occasionally there are dips in enrollment levels, but the general trend is an increasing enrollment over time.

Enrollment increased approximately 14% between Fall 2008 and Fall 2009. This increase is significantly larger than the normal growth trend, and can be largely attributed to weak economic conditions in 2008 and 2009 which causes enrollments at college campuses to spike above typical enrollment growth projections as students choose school due to fewer employment opportunities.

Particularly high spikes in enrollment growth, often ranging between 15 to 20%, are not uncommon at regional campuses and community colleges. Enrollment generally is also affected by campus program strengths and new academic initiatives.
Recent Enrollment Figures:

- **Fall 2008:**
  - Headcount (full & part-time): 4,214
  - FTE: 3,032 (used in Space Use Analysis)

- **Fall 2009:**
  - Headcount (full & part-time): 4,820
  - FTE: 3,357

### B. Projected Enrollment

When projecting future enrollment growth, local economic growth, programming strengths and academic initiatives are important considerations for the purposes of projected space needs. The table below outlines projected enrollment growth for the next six years based on two growth scenarios.

1. **15% growth over Fall 2008 enrollments** is expected to require an additional 44,000 asf above the current total of campus space.

2. **30% growth over Fall 2008 enrollments** is expected to require an additional 62,900 asf of space above the current total of campus space.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>RWC</th>
<th>Other UC</th>
<th>RCC</th>
<th>ILR / OLLI</th>
<th>TOTAL</th>
<th>Increase (+)</th>
<th>% Change from Prior Yr</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>5,061</td>
<td>913</td>
<td>433</td>
<td>1,392</td>
<td>7,799</td>
<td>239</td>
<td>3.2%</td>
<td>Projected</td>
</tr>
<tr>
<td>2011-2012</td>
<td>5,263</td>
<td>1,004</td>
<td>520</td>
<td>1,420</td>
<td>8,207</td>
<td>408</td>
<td>5.2%</td>
<td>Projected</td>
</tr>
<tr>
<td>2012-2013</td>
<td>5,473</td>
<td>1,105</td>
<td>624</td>
<td>1,448</td>
<td>8,650</td>
<td>443</td>
<td>5.4%</td>
<td>Projected</td>
</tr>
<tr>
<td>2013-2014</td>
<td>5,638</td>
<td>1,215</td>
<td>749</td>
<td>1,477</td>
<td>9,079</td>
<td>872</td>
<td>10.6%</td>
<td>Projected</td>
</tr>
<tr>
<td>2014-2015</td>
<td>5,806</td>
<td>1,336</td>
<td>898</td>
<td>1,507</td>
<td>9,547</td>
<td>468</td>
<td>5.2%</td>
<td>Projected</td>
</tr>
<tr>
<td>2015-2016</td>
<td>5,980</td>
<td>1,470</td>
<td>1,078</td>
<td>1,537</td>
<td>10,065</td>
<td>518</td>
<td>5.4%</td>
<td>Projected</td>
</tr>
</tbody>
</table>

**Ave Annual Rate, Fall '10 - Fall '16:** 5.8%
**C. Demographics**

1. **Age:** The average age of students at Raymond Walters College is 24. The average age has decreased from 28 years old in 2000 to 24 years old in 2009. The campus has become more desirable to traditional college-age students, which has spurred the decrease in the average age. However, it is expected that the campus will continue to appeal to older students too.

2. **Gender:** The student population has traditionally consisted of more women than men. As of fall 2009, approximately 63% of the student population are women. Frequently, these students also are principle care-givers to children, which can impact class start times and needs for childcare, food service, and other support needs on campus.

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

**D. Student Life and Activities**

Student activities are administered through the Office of Student Life. The following provides a list of activities that are available to students, including opportunities both on campus and at other locations:

— Annual “Make a Difference Day” project
— Fall Carnival and Organization Fair
— Summer Fling, Student Awards Ceremony
— Arts and cultural programs.
— There are many active organizations on campus that students may join, some of which include those listed below. Students who want to form a group or a club obtain organizational guidelines from the student life coordinator. Students wishing to assume leadership for any organization must be in good academic standing with the college.

- The Activist, student newspaper
- Alpha Beta Gamma, honorary business fraternity
- Collegiate Ministry
- Collegiate Organization of Medical Assistants
- Partners In Justice
- Phi Theta Kappa, honorary academic fraternity for two-year students
- Pre-Pharmacy Association
- The Red Cross Club
- The Skeleton Crew
Each student organization is required to have a faculty advisor, must have active officers that are in good standing, and is required to submit an annual operating budget in order to continue to receive an allocated portion of the student fee.

Organized intramural athletic activities are limited on the RWC campus, however, intramural teams can participate in the Blue Ash Recreation Center leagues. Students are able to participate in intramural softball, volleyball, basketball, and golf outings throughout the year. There are no organized NCAA athletic programs at the RWC campus, however, RWC students do participate in NCAA programs and club sports that are organized through the Uptown campus. Anecdotal information to-date suggests that while there is not a significant immediate or long-term desire for NCAA or club sports programs on the campus, RWC-enrolled students with an interest in participating in these types of activities will continue to seek opportunities at the Blue Ash Recreation Center and the Uptown campus. If the RWC campus were to decide that provision of recreation facilities on campus is a higher priority, then this would need to be reflected in any future capital resource planning.

The Office of Student Life is also home to the Peer Support and Resource Center. The peer center is staffed by a select group of students who conduct new student orientations and serve as a resource for RWC and Clifton campus services. Students seeking assistance with finding a room, learning about on-campus activities, or finding a particular service at the college can stop by the center, which is staffed by Peer Leaders Monday through Thursday from 8:30 a.m. to 6:30 p.m. and Fridays from 8:30 a.m. to 5 p.m. as class schedules permit.
E. Student Governance

Students elected to serve on the student government represent the entire student body at RWC by serving on college committees, and communicating student concerns to college administrators. The Student Life organization oversees the annual registration of thirteen student organizations. The diverse mix of organizations offer opportunities for all kinds of interests and involvement, including a student-run newspaper called "The Activist."

F. Faculty and Staff

Courses are taught by RWC faculty, Uptown faculty; and non-credit courses are taught by professional trainers. The following details are for Raymond Walters College employed staff and faculty.

Total headcount of Faculty and Staff as of Fall 2008: 690 with an FTE of 396.

Total Faculty count as of Fall 2008: 349 with adjuncts being 205 of the 349.

Commensurate with enrollment increases and the influence of academic initiatives, faculty and staff headcounts are expected to also grow.

Workload and Performance Expectations- Tenure-track faculty are expected to teach 36 credit hours per academic year, and are also expected to perform service and to engage in professional development. A certain number of faculty also function in a student advising capacity.

G. Administrative Staff

Staffing at the campus is organized around the administrative structure of the college. Individual department totals and comprehensive listing of all campus employees are included in the Appendix.

Commensurate with enrollment increases and the influence of academic initiatives, faculty and staff headcounts are expected to also grow. These projections are discussed in the Academic Drivers section of this chapter.

2.2 Academic Trends

2.2.1 Introduction

Academic-related needs are an important consideration in planning the future of any campus. While not an academic plan, this section of the master plan outlines several academic-related drivers that should be considered as the campus evaluates its future space needs, technology needs and makes decisions on the allocation of resources to support academic goals and priorities. Discussion of the academic drivers within the context of a master plan is particularly important since the delivery of higher education in Ohio is being re-structured by the University System of Ohio and the UC Provost's Collegiate Restructuring process. Please see the description of the USO Summary of Strategic Plan included in the Appendix.
A. Programmatic and Operational Necessities & Trends

The following parameters have been mentioned throughout the planning process as important considerations that could influence academic planning at the RWC campus. These are described below because it is assumed that they could influence the Master Plan Goals and the campus’ Project Priorities.

2.2.2 Maintain and Strengthen the Campus’ Core Programs that Allows it to be a Cost-Effective Portal to a Baccalaureate Degree, Including those Programs and Courses Critical to the Success of Developmental and General Education

A. Strengthen and support the needs of the full complement of developmental and general education courses.

B. Maintain and support desired program commitments / mixes.

Enrollment projections for the campus are currently based upon the assumptions outlined in the attached matrix; and these have been used for space planning purposes. While the priorities may change with Collegiate Restructuring, shifts from Residence Credit Center to a Performance Based Budget model for funding Uptown courses, and implementation of University System of Ohio-driven strategies, enrollments and academic and campus support services must be structured around these priorities.

C. Support needed pedagogical structures.

Pedagogy plays a crucial role in the success of the academic programs, particularly for a teaching institution like Raymond Walters College. This supports the academic progress of the student through the college, and helps ensure continued state funding support. The college supports faculty development in a number of ways that must be retained and enriched. Pedagogy affects the type and quantity of space needed for teaching. For these reasons, the following goals apply:

- Maintain average faculty-to-student teaching ratio of 1:20. One of the principle draws and measures of success for the academic programs at the college are its generally small class sizes, on average approximately 20 students to each faculty.
- Maintain tenure track-to-adjunct faculty ratios.
- Maintain, enhance, and support current teaching methods, strategies, tools and technology that are necessary.
- Support faculty development in the scholarship of teaching and learning including group learning processes, and in the creative use of technologies.
D. Provide the necessary faculty and staff to support the mission of the campus.

Faculty

- **General**
  - Likely to see an increased demand in some disciplines for PhD’s.
  - Focused principally on teaching.
  - The full-time teaching load is assumed to be 12 credit hours per quarter (per semester when the institution changes to semesters in 2011). This has implications for the campus as a whole, since the institution is not physically equipped to handle large quantities of research space and the support functions necessary for significant volumes of research activity.
  - Assumes that the dean of Raymond Walters College will administer the RPT process for RWC-appointed faculty.

- **Desired Mix of Tenure vs. Non-Tenure Track:** Maintain existing ratio of tenure-track to non-tenure track faculty, including adjuncts.

- **Desired Total # of Full and Part-Time Faculty:** Maintain the present average ratio of 1:20 in proportion to student enrollment.

Staff

Assumes that the campus will continue to require a given number, type, and ratio of professional positions, even as the campus grows. While the specific ratio may change as needs and programs evolve, it is assumed that this growth will occur in proportion to the present ratio of staff to students.

E. Meet academic support needs.

- Maintain and improve open Computer Labs, One-Stop Advising (faculty supplemented with professionals, focus on intake, expanded hours of operation, and schedule and operations geared to the decision-making time-lines of the students), Tutoring, and Library functions.

- Academic support functions, such as labs and other related operations

- Improve Student Service Functions and Amenities:
  - Lounges
  - Group work areas
  - Student governance
  - Greater food service choices
  - Recreation (minimally, the need is for passive activities)
  - Disability Services
  - Student Life / Affairs – location and visibility
  - Student Activities
F. Meet campus support service needs.

- Campus Services and Amenities (Food, Bookstore and Other Services)
- Business Services and Operations
- Materiel and Supply Acquisition and Support
- Facilities and Grounds Maintenance
- Campus Storage
- Campus Security
- Critical Systems and Institutional Redundancies, such as Network Services

G. Maintain the campus organization and administration structures as recommended by Collegiate Restructuring.

2.2.3 Strengthen Specific Two-Year Career and Two-Year Transfer Degree Programs Where Academic, Space, Technical, and Financial Resources Allow, Where Substantiating Data Support the Basis for Doing So, and the Degree to which they Fulfill Institutional Budget and Collegiate Restructuring Goals.

2.2.4 Increase Baccalaureate Education by Both Engaging in Increased RCC/Performance Based Budget Programming and by Adding Appropriate Baccalaureate Completion Programs and RWC-Sponsored Baccalaureate Degree programs to Its Core Offerings as Academic Support, Space, and Technical Resources Allow; and to the Degree that the Goals of the University System of Ohio and Collegiate Restructuring are Met.

In determining what programs to extend an RCC / PBB relationship, it is critical to envision the implications of course and program growth on space availability and to propose policies to facilitate the management of these programs.

Add appropriate technical baccalaureate and applied baccalaureate degrees sponsored by Raymond Walters College to RWC’s core offerings. These would be RWC’s baccalaureate programs with RWC courses taught by RWC faculty. The Provost has requested that the College explore several of these, and this is currently underway.

2.2.6 Align Campus Finances with Institutional Budget Goals and Planned Changes in the State Funding Model.

Several budget plan assumptions and policies for the institution described in the FY 2010 University of Cincinnati Budget Plan could influence future academic planning for the RWC campus. Some of these may apply to or influence the campus more so than others.
A. Function within institution-wide budget goals and policies.

- Practice institutional fiscal policies to result in a more focused, strategic array of affordable degree programs to serve students more effectively and efficiently:
  - Structural Deficit Policy
  - Financial Policies
  - Budget Modeling: RWC currently uses a zero-based budget model, not a performance-based budgeting model. A contribution to closing annual institutional budget gaps is currently not applied to the RWC campus, though fees for Uptown-provided services are charged to RWC and are expected to continue.

- The RWC campus does not participate in maintaining an operating cash average daily balance of a minimum of 25% of its total annual operating budget by 2022.

- Affirm the university’s strategic plan for building a robust health care enterprise.
- Research Strategic Plan.
- Strive resolution.
- Collaboration through Community Engagement and Outreach which endorsed the region’s Agenda 360 report.
- Be synchronized with the conversion to semesters and program review and PBB.
- Respond to the nature of State of Ohio support.
  - Change in the subsidy model for FY 2010 likely to be based on enrollments, course completion, and possibly other measures.
  - It may be necessary to prepare for 8% budget cuts in general funds to anticipate fluctuations in the state budget and other factors.
  - It may be necessary to establish a buffer of reserve funds to replace state support in FY 2012 that is currently funded with federal stimulus dollars.

- Tuition Revenue: Though permitted to do so, no increases in tuition for undergraduate students.

- Enrollment growth to help financials, but not be a factor in budget planning assumptions. While projected to increase, enrollments are assumed to be flat in the budget goals.

- Government and Private Grants and Contracts are anticipated to grow, particularly ARRA through NIH and NSF.

- Endowment Income is used to support operations. Significant decline not anticipated for available funds.

- Fundraising: On-track to meet $1B goal by 2013.

- Auxiliary Enterprises: Campus Services demonstrated outstanding financial management despite challenging circumstances.
B. Meet RWC-specific budget goals for FY10.

- It is assumed that tuition and fees will remain unchanged due to state of Ohio restraints.
- Plan for and respond to changes in the State Share of Instructional Subsidy (SSI) formula. It is assumed that support is expected to decrease from prior years.
- The state subsidy funding model, however, is expected to be revised and to be based on bi-annual enrollment and tuition goals for the network of regional campuses and community colleges. Beginning in FY 2010, the model is anticipated to will be based on:
  - Enrollment Target (approximately 85% of total budget)
  - Course Completion
  - Retention of At-Risk Students

1. Enrollment:

   For FY 2010, RWC is projecting at least a 3% growth in credit hours. Summer numbers show a 6% increase over FY 2009 and confirmations for autumn are up by 40%. There has been an increase in demand for courses such as American Government, Geography, American Sign Language, Nursing, and Allied Health programs, Biology, Chemistry, Math and English.

2. Budget/Financial

   RWC has increased the number of hybrid courses, begun a small pilot Supplemental Instructional Program for students at risk, and increased course offerings in the areas of highest demand. However, the college is limited by lack of lab space, clinical sites, student and community space, and faculty office space. The College's Strategic Planning Committee, Administration, and several governance committees are working with Planning + Design + Construction to resolve on-campus space issues. Nontraditional time slots for additional clinical space are being explored.

   RWC’s Strategic Planning Committee is developing revised goals to guide the campus in its interaction with the state, university, community, and students. The goals include enhanced academic excellence, increased student success, increased student access to educational opportunities, increased community engagement, and enhanced sense of community within RWC. Each goal has two or three objectives ranging from two to four action steps. Each objective and action step is assigned and defined and must have measurable outcomes. This is all done with the awareness of the constraints of the budget.

2.2.7 Respect and Enhance Active and Current Civic Community Commitments within the Goals of Collegiate Restructuring.

   A. Support and enhance the community and the City of Blue Ash’s use and identity of the campus as “Their Campus”.
B. Enrich the faculty, student, and staff perceptions of the city and suburban setting.

1. Reinforce and support the ease of physical access to and connections within the campus.

2. Allow the use of the campus for city/community-sponsored events, recreational uses (walks, and others to be determined), and to support city events (such as parking for Taste of Blue Ash, Summerbration, etc.)

3. Link the campus to city events, quality-of-life experiences, and information through web-based and on-line activities and promotions on-campus.

4. Treat the campus setting in a similar way as the city treats its physical setting.

5. Work toward mutually-beneficial ways to support city-sponsored improvements to infrastructure, signage on major arterial roads, and promotions.

2.2.8 Restructure the Academic Enterprise to Further the Campus’ Role in Mission-Differentiation and Integration within the University System of Ohio / One University of Cincinnati Model.

A. Senate Bill 311 / recommendations related to the Center for Access and Transition (Uptown campus):

1. The University should no longer admit students to the CAT or to any other non-baccalaureate program on the Uptown campus (except as noted elsewhere in these recommendations with respect to Fire Science and ECLC). Admissions to the CAT should end as of summer 2010.

2. For students who are no longer admissible to Uptown colleges, the University should enhance existing partnerships and create seamless referrals and transfers to and from Raymond Walters and Clermont Colleges and the nearby community colleges (especially Cincinnati State), creating clear pathways to baccalaureate programs.

3. UC and Cincinnati State should strengthen existing partnerships, work together to enhance course alignment at the developmental and baccalaureate levels, and strengthen links between UC advisors and CSTCC advisors.

4. The University should allow a small number of holistically admitted students to enter Uptown baccalaureate programs through the current admissions exception protocols.

5. The University should continue to assess the needs and provide appropriate support services for all baccalaureate students admitted to Uptown colleges, including those holistically admitted.
6. The University should establish a working group to conduct an assessment of future curricular and staffing needs for developmental courses on the Uptown campus, to consider alternatives for providing those courses, and to estimate the number of faculty and staff who will be needed for the developmental curriculum and associated supports after closing the CAT.

7. As of August 2009, the most likely outcome of that assessment is the assignment of responsibility for delivering developmental courses to Arts and Sciences. If that assignment occurs, A & S should receive the faculty and associated resources commensurate with that responsibility.

8. Regardless the outcome of that assessment, all currently tenured CAT faculty and associated resources should be reassigned to either A & S or CECH, effective no later than July 1, 2010.

9. No later than July 1, 2010, all untenured CAT faculty should be reassigned to either A & S or CECH. This reassignment will ensure that the faculty reside in academic units that can fulfill faculty members’ contractual rights. This reassignment should not imply that the faculty salaries or associated resources will remain with those academic units if the faculty are reassigned or their positions are eliminated.

10. The University should create an implementation team to ensure a successful transition for students, faculty and staff.

11. The implementation team should consider efficiencies and the merger of the CAT learning support staff into existing support units in other colleges.

B. Recommendations related to the Uptown-regional campus relationships:

1. To achieve the goal of becoming “One University,” the University should formally establish standing intercollegiate disciplinary curriculum committees similar to those now at work on semester conversion. Those committees should be charged with promoting curricular continuity and assessment across colleges. Each discipline should have a “home” college that ultimately controls curriculum in that discipline across collegiate boundaries.

2. The Council of Deans should recommend to the Academic Operating Committee the formation of a standing committee, the Baccalaureate Pathways Coordinating Committee (BPCC), which will hold primary responsibility for development of new and extension of current baccalaureate programs to regional venues. The Academic Coordinating Committee will fulfill its normal role in approving and adjudicating issues related to the creation of courses and programs.

3. The University should move toward a single accreditation through the Higher Learning Commission, eliminating the separate accreditations for RWC and CC.
4. In coordination with the BPCC, Uptown colleges should develop and deliver baccalaureate degree programs at regional venues, which may be on existing CC and RWC properties or elsewhere.

5. In coordination with the BPCC, RWC and CC should select, develop, deliver, and assess new baccalaureate degree programs, consistent with the USO strategic plan, to be offered entirely by the faculty of those two colleges.

6. The regional colleges should offer some upper-division (300- and 400-level) courses to enable students to complete their associate degrees and gain credits toward baccalaureate degrees.

7. CC, RWC, and the Uptown colleges should retain their current faculty, administrative, budgetary, RPT, and governance structures.

8. The Uptown and regional colleges should create additional affiliate and/or joint appointments for current and future faculty.

9. The CRSC should form working groups that include staff and faculty to investigate whether benefits and efficiencies would be realized by combining the CC, RWC and Uptown libraries, IT units, or other administrative units.

10. The performance-based budget model (PBB) should supplant the resident credit center model (RCC) as quickly as possible.

11. The Legal Studies and Criminal Justice associate programs in CECH should move to the regional campuses.

12. The Physical Therapist Assisting associate program in Allied Health should move to the regional campuses (already in progress, to Clermont).

13. The Information Technology, Chemical Technology and Business & Commerce associate programs in Applied Science should move to the regional campuses.

14. No later than 2014, the University should assess whether the Baccalaureate Pathways model has succeeded in achieving the goals articulated in this report.

2.3 The City of Blue Ash

2.3.1 History of the City of Blue Ash

The Blue Ash area was first settled by pioneer families back in the late 1700’s who farmed the land. The first church in the area (Carpenters Run Baptist Church) was built in 1797 and was constructed out of blue ash logs, which ultimately gave the area its name- Blue Ash. The Blue Ash area continued to be a farming community
throughout the 1800’s, but when a railroad was built in the 1880’s, several commercial activities followed such as a post office, grocery store and banks. The city was incorporated in 1961, partly to proactively plan its growth. Raymond Walters College was established in 1967. Additional business growth occurred in the 1970’s and 1980’s bringing including both national and regional names.

Blue Ash is now a thriving suburban municipality and currently over 2,000 businesses with operations in the city. The City of Blue Ash is notable for its high-quality of life, diverse mix of residents, stable property values, high-quality K-12 school system, a healthy business district, notable employers, access to health care, a full range of city services and amenities such as its parks and recreation programs, and a strong community identity frequently exhibited in its cultural and civic events such as Taste of Blue Ash, and summer jazz festival. The city also is able to use and benefit from the existence of RWC in its backyard for affordable higher education for its residents and the facilities that serve as a home for community and civic activities to nearby residents.

2.3.2 City Overview

A. Population and Demographic Description & Statistics

The City of Blue Ash, which surrounds the campus, has grown steadily since its incorporation in 1961 to reach a population of 12,513 in 2000. This averages out to an increase of about 100 people a year. According to current US Census population estimate, the 2007 population of Blue Ash is 12,767. Based on this projection, the population growth rate has decreased since 2000 to an increase of about 36 people a year.

Income levels in Blue Ash are higher than the state average. The 2007 median household income in Blue Ash was $72,795 while in the State of Ohio is was $46,597.

Educational attainment levels are higher in Blue Ash than the State of Ohio. In 2000, 48.7% of the population in Blue Ash (over the age of 25) received a bachelor’s degree or higher and 90.8% have a high school diploma. In the
State of Ohio, 83% of adults have a high school diploma while 21% have a bachelors degree or higher.

B. Residential / Housing

Recent residential construction in Blue Ash has averaged about 20 new single family units each year since 2000, with a peak of 42 new homes built in 2006. The recent low point in new construction was 2008 with three new homes built. A total of 184 new single family and 10 new multi-family units have been constructed since 2000.

C. Commerce

The City of Blue Ash is a business hub within the Cincinnati region. Approximately 2,000 businesses are located in the City of Blue Ash employing approximately 55,000 people. The top ten employers in Blue Ash as of 2007 are as follows:

<table>
<thead>
<tr>
<th>Employer</th>
<th>Number of Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procter and Gamble</td>
<td>1,650</td>
</tr>
<tr>
<td>Ethicon Endo-Surgery, Inc.</td>
<td>1,500</td>
</tr>
<tr>
<td>Kroger</td>
<td>1,331</td>
</tr>
<tr>
<td>RDI Marketing</td>
<td>900</td>
</tr>
<tr>
<td>Ingersoll-Randell</td>
<td>896</td>
</tr>
<tr>
<td>Mercy Health Systems</td>
<td>835</td>
</tr>
<tr>
<td>Time Warner Cable</td>
<td>650</td>
</tr>
<tr>
<td>Wornick Company</td>
<td>578</td>
</tr>
<tr>
<td>LSI Industries</td>
<td>572</td>
</tr>
<tr>
<td>Belcam Engineering Services</td>
<td>503</td>
</tr>
</tbody>
</table>

Source: City of Blue Ash website
The City of Blue Ash has an elected city council that is sectioned off into wards with one council member representing each ward. The city administration is led by a city manager with the various department heads reporting to the city manager. The major departments include Economic Development, Planning/Zoning, Public Works, Parks and Recreation, Police, Fire and EMS, Tax, Human Resources and Finance.

E. Area Services and Service Providers

Blue Ash is served by the major utility providers in the Cincinnati area: Duke Energy, Metropolitan Sewer District, Cincinnati Water Works, Time Warner Cable and Cincinnati Bell Telephone.

F. Cultural & Recreational

The city has several cultural and recreational amenities available for residents including recreation centers, athletic centers, parks, an amphitheatre and golf courses. In addition, the city has goals to become a more walkable and more bikeable city by installing new bike trails and sidewalks in the future. The city would like to continue to collaborate with RWC on many issues that of mutual interest to RWC and the city.

G. City Improvement Priorities

The City has outlined several major priorities including:

- Water main replacement- The city is replacing water mains on Hunt Road and the Homewood Subdivision as well as on Cooper Road (several phases).
- Replacing traffic signal lights with LED type lights- ongoing over several years.
- The downtown town square project- which is a plan to transform the intersection of Cooper and Kenwood Roads from a suburban style retail/office corridor into a more urban mixed-use district with retail, residential and office uses.
The Cooper Road and Kenwood Road streetscape and gateway project. This project proposes a more pedestrian friendly street with new sidewalks, wayfinding, signage, street furniture and utilities that enhance the streetscape.

- Taste of Blue Ash festival.
- Enhancements to the Blue Ash golf course
- Implementation of airport park into a signature park with business conference and performance center and sidewalks on Plainfield Road south to Cooper Road.

**B. Trends and Issues Affecting City Planning and Development**

- **Demographics**— (population aging, housing sales and population turn-over, # of families vs. empty-nesters, earnings and educational attainment, value of housing market, quality of the schools and impact of new state-funding formula on value)
- **Commerce**— (inbound vs. outbound employers and businesses, condition of commercial property, efforts to attract & retain businesses and corporations, pending projects)
- **City Services**—
- **Blue Ash Airport**—
- **Traffic**— (counts, development trends, and pending projects) As the RWC campus grows traffic volumes and capacities on area roadways should be analyzed in a collaborative manner with the City of Blue Ash to determine what improvements (if any) might be required to accommodate increases in traffic volumes generated by RWC.

Through its Community Advisory Council and the Office of the Dean, the campus maintains a number of working relationships with business, civic, and educational groups in the vicinity of the campus. Trends in the foreseeable future that influence two of the more primary relationships – those with the city of Blue Ash, and those with the Sycamore Community School District – are expected to also influence the campus:

1. **The city of Blue Ash**— a mature suburban municipality in which the campus is located - offers a high quality of life through its diverse business and commercial
development, high-performing K-12 schools, a broad tax base, a wide array of city services, and an engaged civic and business community. The campus is a valued partner in the city’s relationships with its businesses and residents; and several city priorities that are important to the campus include:

- Engaging city residents in the life of the community through use of city-owned and operated facilities such as a new community recreation center, and participation in high-quality events hosted by the city.
- Encouraging healthy neighborhoods, such as walkable streets and bicycle routes, and community gardens.
- Sustaining businesses within the city’s existing commercial areas.
- The Blue Ash Airport, immediately north of campus, provides an opportunity for new development and vehicular and bicycle connections to campus over the long-term.

2.4 Blue Ash Elementary School

Sycamore Community School District – The SCSD owns and operates the Blue Ash Elementary School (K-6) on the RWC campus under the terms of a 50 year joint operating agreement with RWC. The school opened in 2002. The terms include the school’s use of the campus’ recreational fields, and the campus’ evening use of the school’s “UC Education Center” wing. Additional analysis of this agreement as relates to potential master plan improvements should be conducted as RWC master plan priorities and projects are conceived, funded and implemented.

With little remaining land available in the immediate area for new housing development, enrollments at the school are not expected to grow substantially. Factors that could influence the mix of students, however, include increased recent designation as a “Blue Ribbon” school by the US Department of Education, continued general demand for accessible quality public education, increasing number of international families moving into the area, and increases in student transiency.
Several Issues that should be considered as RWC grows:

- Demand for daytime and evening use of the UC Education Center is steady, often with heavy peaks during the school year to meet district-wide needs.
- Increased turn-over as certain existing owner-occupied housing turns to rental, and with adjacent rental apartments, and the quality of life appeal of the city and surrounding communities.
- Maintain access to the school for elementary school students and parents, school faculty and staff, visitors using the UC Educational Center wing.
- Clarify the methods of direct access to and from the school and the campus.
- There is limited new residential development in the Blue Ash area due to the community being a mature suburban area and therefore a stable enrollment level is projected. However, it is important to monitor any changes in rental vs ownership as that may impact enrollment at the public schools.
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.
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></th>
<th>Percentage</th>
<th>Acres</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undeveloped Woodland</td>
<td>48%</td>
<td>63</td>
</tr>
<tr>
<td>(20 acres developable, 42 acres undevelopable)</td>
<td></td>
<td></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
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.

\section*{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.

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 striping that is fading. The parking areas would benefit from new top-coating, re-stripping / 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-stripping.

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

The North and West parking lots are shown above.
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.
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 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
Site Analysis and Natural Features
Raymond Walters College, Blue Ash
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></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>

University of Cincinnati—Raymond Walters College Master Plan 3 - 26
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.
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.

3.11.3 Summary Observations

- 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:

<table>
<thead>
<tr>
<th>Discipline</th>
<th>ASF</th>
<th>Stations</th>
<th>Avg. Station Size</th>
<th>Recommended Station Size</th>
<th>Fall 2008 WSCH</th>
<th>Actual Avg. WRH</th>
<th>WRH Goal</th>
<th>SO Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allied Health/Rad. Tech</td>
<td>1,416</td>
<td>30</td>
<td>47</td>
<td>60</td>
<td>372</td>
<td>23.5</td>
<td>15</td>
<td>0.8</td>
</tr>
<tr>
<td>Studio Art</td>
<td>732</td>
<td>15</td>
<td>49</td>
<td>60</td>
<td>393</td>
<td>39.0</td>
<td>18</td>
<td>0.9</td>
</tr>
<tr>
<td>Visual Communications</td>
<td>2,042</td>
<td>44</td>
<td>46</td>
<td>80</td>
<td>513</td>
<td>19.3</td>
<td>15</td>
<td>0.9</td>
</tr>
<tr>
<td>Biology</td>
<td>14,162</td>
<td>192</td>
<td>74</td>
<td>60</td>
<td>3,015</td>
<td>17.0</td>
<td>22</td>
<td>0.8</td>
</tr>
<tr>
<td>Chemistry</td>
<td>9,651</td>
<td>120</td>
<td>80</td>
<td>65</td>
<td>1,309</td>
<td>15.2</td>
<td>18</td>
<td>0.8</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>1,279</td>
<td>42</td>
<td>30</td>
<td>30</td>
<td>938</td>
<td>34.3</td>
<td>22</td>
<td>0.8</td>
</tr>
<tr>
<td>EMDT Production Labs</td>
<td>1,757</td>
<td>54</td>
<td>33</td>
<td>40</td>
<td>444</td>
<td>11.9</td>
<td>22</td>
<td>0.8</td>
</tr>
<tr>
<td>EMDT computer lab</td>
<td>974</td>
<td>20</td>
<td>49</td>
<td>35</td>
<td>340</td>
<td>34.2</td>
<td>30</td>
<td>0.65</td>
</tr>
<tr>
<td>EMS</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>60</td>
<td>234</td>
<td>0.0</td>
<td>15</td>
<td>0.8</td>
</tr>
<tr>
<td>Foreign Language Lab</td>
<td>1,522</td>
<td>32</td>
<td>48</td>
<td>30</td>
<td>768</td>
<td>30</td>
<td>30</td>
<td>0.8</td>
</tr>
<tr>
<td>Nursing</td>
<td>3,987</td>
<td>105</td>
<td>38</td>
<td>60</td>
<td>895</td>
<td>18.0</td>
<td>15</td>
<td>0.8</td>
</tr>
<tr>
<td>Physic Lab</td>
<td>1,535</td>
<td>40</td>
<td>38</td>
<td>60</td>
<td>848</td>
<td>37.7</td>
<td>22</td>
<td>0.8</td>
</tr>
<tr>
<td>Veterinary Tech</td>
<td>1,745</td>
<td>24</td>
<td>73</td>
<td>60</td>
<td>578</td>
<td>17.3</td>
<td>15</td>
<td>0.8</td>
</tr>
<tr>
<td>Computer Classrooms</td>
<td>8,438</td>
<td>209</td>
<td>40</td>
<td>35</td>
<td>3,543</td>
<td>26.7</td>
<td>30</td>
<td>0.65</td>
</tr>
<tr>
<td>Open Computer Labs</td>
<td>3,550</td>
<td>100</td>
<td>36</td>
<td>35</td>
<td>2,274</td>
<td>26.7</td>
<td>30</td>
<td>0.8</td>
</tr>
<tr>
<td>Total</td>
<td>52,790</td>
<td>1,027</td>
<td>681</td>
<td>35</td>
<td>16,464</td>
<td>16,464</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

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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 meeting. 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.
• Muntz 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, recreation 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.
Campus Master Plan Goals provide a language for outlining the vision of the campus and are necessary to achieve the campus’ academic mission. The following Campus Master Plan Goals for Raymond Walters College are grouped by themes or principles that have been informed by the observations noted in Part 2—Environmental Context and Part 3—Existing Conditions. Many of the following Master Plan Goals include supporting statements, expressed as “Objectives”, to help ensure the goals of success.

Master Plan Goals also help structure the prioritization of capital and maintenance investment project recommendations described in Part 6 – Project Priorities.

### 4.1 Campus Population Growth & Capacity

**Balance enrollment growth with the academic goals and standards of the campus; and with the ability of available land, systems, and capital resources to support growth.**

**Objective**

Balance enrollment growth with the ability of the campus to provide and adequately house and support the complete array of operations and services necessary for students to fulfill their academic degree requirements. Services include but are not limited to teaching and related academic services; faculty and staff and supporting functions; the necessary complement of campus services including food and other retail in service to students; campus parking; and campus infrastructure.

**Objective**

Plan campus growth within a carrying capacity that is reasonable for the campus. Carrying capacity is loosely defined as a test of the quantity of space, parking, infrastructure, and access that the campus can realistically support given the campus’ academic mission, operations, and location characteristics. It also assumes the application of the Master Plan Goals, and the Project Planning and Design Guidelines portions of this plan. To help inform future academic and campus resource planning, the Long Range Development Framework and 10 Year Plan, a test of a carrying capacity is summarized in the table on page 4-2. The test was derived using the projected space and parking quantities described in sections 4.2.3.b and 4.6.2.b, using a ratio of space to FTE students, faculty and staff that are applicable to the current campus type. This ratio is subject to change as enrollments, campus mission, and the campus’ physical and location characteristics are evaluated over time.
# Raymond Walters College Master Plan

## Campus Carrying Capacity - Ratio Summary

<table>
<thead>
<tr>
<th>Plan Location &amp; Campus Use (1)</th>
<th>Space (1)</th>
<th>Campus Population (2)</th>
<th>Spaces Needed (3)</th>
<th>Parking Surplus or Deficit</th>
<th>Import Parking Structure GSF (4)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td># Rooms</td>
<td>B2F/Footprint</td>
<td>Above</td>
<td>Below</td>
<td>Grade</td>
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<tr>
<td>Existing / Current Space:</td>
<td></td>
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<td></td>
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<tr>
<td>The Annex</td>
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<td>Science &amp; Allied Health</td>
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<td>Muntz Hall</td>
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<td>Muntz Auditorium</td>
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<tr>
<td>Perry Center</td>
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<tr>
<td>Maintenance Garage</td>
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<tr>
<td><strong>Sub-Total, Existing</strong></td>
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<tr>
<td><strong>Potential Changes to Space</strong></td>
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<td><strong>Campus Core:</strong></td>
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<tr>
<td>West Academic Bldg.</td>
<td>85' x 120</td>
<td>4</td>
<td>1</td>
<td>40,363</td>
<td>65,750</td>
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<tr>
<td>Great Hall (Muntz Aud Replacement)</td>
<td>85' x 120</td>
<td>3</td>
<td>1</td>
<td>60,244</td>
<td>85,425</td>
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<tr>
<td>New Assembly &amp; Exhibit</td>
<td>120' x 120</td>
<td>1</td>
<td>0.5</td>
<td>12,608</td>
<td>21,000</td>
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<td><strong>Sub-Total, Changes</strong></td>
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<tr>
<td><strong>Totals</strong></td>
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</tr>
</tbody>
</table>

### Assumptions:

1. The building locations and general use descriptions correspond to those described in the Raymond Walters College Master Plan. Here, buildings footprint sizes and number of floors correspond to the guidelines and principles for those described in the Building Concept Design Guidelines portion of the Master Plan. Either the square footage nor the general building descriptions are reconciled with the Space Needs projection; however, the Project Priority and Implementation section of this plan address this.
2. Building areas are calculated at a 65% As-For-GSF Efficiency ratio - except for Maintenance, Facility Shops, and Utility Plants that are calculated at 85% efficiency.
3. Parking needs are calculated at a rule-of-thumb: 1 space per FTI student, and 0.8 spaces per FTI faculty and staff. Source: CFP.
4. Parking garage space needs are calculated for above-grade parking structures, at 360 sq ft per space (for all the parking space). Source of garage GSF per parking space is Eden Ave. Garage data (300,000 sq ft over 1,000 stalls, & 2,400 spaces).
5. The student, faculty and staff FTI shown is calculated on the assumption that the campus’s mission will not be dramatically different from what it is today. The FTI population is expressed as the number of people that will eventually be on campus.

January 22, 2010
4.2 Campus Buildings & Space

Provide the space required to serve the primary academic mission of RWC – i.e., the teaching and learning of students in credit courses/programs and the community service goals of the campus – within the carrying capacity and resource limits of the campus.

A. Use of Existing Space: Accommodate credit-hour enrollments and growing or new programs that meet the academic goals of the campus through a more intensive use of existing campus space within standards that are reasonable for the campus.

Objective

Align space use terminology and calculations with state and national standards described further in the Space Needs Assessment component of the Appendix and that are included in the Project Planning and Design guidelines chapter.

Objective

Utilize existing space, particularly classrooms and teaching labs, more closely within reasonable standards expressed in the Project Planning and Design guidelines. Considerations, where feasible, include increased use Monday through Friday 8-9 am and noon to 1 pm room, and on weekends.

Objective

Prioritize the assignment of existing or new campus space by the campus’ most mission-critical activities and by the land use goals of this Master Plan. An example of some of the highest priority uses particularly include the following, which are reflected in 4.4 Campus Land Use goals:

- Credit-hour activity and classrooms
- The assignment of ground floor spaces in campus buildings to heavy-use functions
- Centralizing the location of campus student service functions
- Maintaining and supporting the method of centrally-assigning and dispersing the location of faculty offices.
- Locating campus facility, grounds, maintenance, and other operational service functions to the perimeter of campus.

B. Condition of Existing Space: Improve the physical condition and functional performance of existing buildings that are the most critical to support the academic mission of the campus.

Objective

Remove existing space that is both no longer feasible to maintain, that is functionally obsolete, that presents health and safety risks to the campus and general public, and that does not provide or support the educational or community service needs of the campus.
**Objective**
Renovate and renew the oldest campus buildings that are also the most strategically-critical to the institution’s mission.

**Objective**
Maintain and support the most mission-critical functions of those users impacted by building and infrastructure renewal projects.

**Objective**
Establish a renewal fund for plant replacements and strategic renewals.

**C. New Space:** Construct new space to accommodate enrollment growth, the needs of faculty and staff, and the necessary institutional services in order to fulfill student achievement and to maintain and advance academic program quality.

**Objective**
Align space use terminology and calculations with state and national standards described further in the Space Needs Assessment in the Appendix and that are included in the Project Planning and Design Guidelines.

**Objective**
Utilize existing space, particularly classrooms and teaching labs, more closely within reasonable standards expressed in the Project Planning and Design guidelines. Considerations, where feasible, include increased use Monday through Friday 8-9 am and noon to 1 pm room, and on weekends.

**Objective**
Any new space will be designed to align with the projected needs in Part 3, the locations identified in the M20 and M10 Plans, and with the space allocation standards that are outlined in the Project Planning and Design Guidelines section of this Master Plan.

**4.3 Campus Infrastructure & Technology**

*Provide the technology and infrastructure to serve the primary academic mission of RWC – i.e., the teaching and learning of students in credit courses / programs and the community service goals of the campus – within the carrying capacity and resource limits of the campus.*

**A. Maintain existing capacity, provide the necessary new infrastructure capacity and systems to support enrollment-driven needs, and meet the requirements of today’s energy and systems standards and the goals of campus sustainability initiatives as they are further developed.**

**Objective**
Existing physical plant and any new improvements must meet state-mandated requirements for energy conservation, particularly those required to be met by 2014. Strategies for this include plans necessary to offset fuel price increases.
Objective

Develop and implement improvement programs to sustain campus IT and infrastructure.

Objective

Develop and implement repair, improvement, and replacement plans and strategies for the oldest systems that support mission-critical campus operations; and coordinate the implementation of these strategies with the campus’ long-term investment, space, and academic needs. The evaluation and introduction of new or expanded systems and technologies should also be similarly coordinated as infrastructure is re-developed.

Objective

Develop and ensure an adequate redundancy plan for the most mission-critical systems of the campus. These include but are not limited to systems that support teaching and learning functions, faculty and student services, campus-wide IT and networks, and program-specific needs to be determined.

Objective

Plan for and ensure connectivity among campus functions and to the Uptown campus.

B. Identify the condition, capacity, and limitations of current campus Utility, IT, Life Safety, and other systems; and delineate systems-specific requirements to support future campus needs, to meet institutional and other regulatory requirements, and to anticipate fuel and other resource limitations. Coordinate these evaluations and recommendations with pertinent elements of the University of Cincinnati system.

C. Design future projects to minimize energy and water consumption and wastewater production, to meet Campus Sustainability guidelines, and that support the other goals of this Master Plan including those that respect the natural features of the campus and that can be part of the campus experience.

4.4 Campus Land Use

Develop the campus to efficiently utilize the existing land that is available; locating buildings and uses that are suited to and that support each other and the ability of the land to accommodate them, and in a manner that enhances the unique features of the landscape and that foster the intellectual and collaborative endeavors of the college in pursuit of its goals.

A. Retain and reinforce the contiguity of the core academic enterprise—particularly mission critical credit hour academic programs, academic support programs and student service functions— in order to encourage interaction and exchange between students, faculty and staff.
Objective
Prioritize space in the campus core for assignment to mission-critical credit-hour general education programs, and for assignment to academic support and student service functions. For example, locate support services / amenities such as bookstore, food service and other amenities in a central location that are accessible and provides an attractive destination for students and staff, perhaps incorporating outdoor plaza space.

Objective
Accommodate new and growing academic programs by first using existing university-owned buildings more intensively. Consider, for example, expanding teaching times.

Objective
Accommodate new and growing academic programs by considering – where feasible - additions to existing campus buildings within the core, using the space distribution guidelines described in this document.

Objective
Prioritize land immediately adjacent to the core for other programs that require proximity but that can be located further from the core.

B. Ensure an appropriate distribution of space on campus, matching the type of space to the campus function best-suited to the use of each campus district or zone.

Objective
Prioritize the assignment of space at the Annex for programs that do not require the services of the larger campus operation or that can function self-sustaining without the need for the larger campus.

Objective
Prioritize the land along the Community Interface to campus uses that are less central to the campus’ academic mission, but that are crucial to maintaining access to the college’s mission.

Objective
The Campus Core should be preserved as a pedestrian environment while the North Loop Road, South Loop Road, and Vehicle-to-Pedestrian Interfaces will be preserved for vehicular access, parking, campus support services, and cultural or recreational functions.

Objective
Prioritize land and space outside the Campus Core for assignment to programs that are not as central to the campus’ credit-hour mission but that engage the students, faculty, and staff in teaching, student advancement and matriculation, and the quality of the college experience.

Objective
The North Woodland and South Woodland areas of campus will be protected as natural preserves with the possibility of development limited to supporting the
Campus Districts

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

North Woodland Preserve

Campus Core

South Academic Quad

South Woodland

January 11, 2010
educational needs of the campus, and for use as a system of developed trails for both the campus and the community.

Objective
The Wooded Glen possesses features that are reminiscent of the campus’ earliest beginnings as farmland and provides opportunities for campus and community interaction. This area should be prioritized for use by campus and community cultural activities. Existing farm buildings that are both appropriate and feasibly serviceable to support these uses shall be protected and maintained.

4.5 Land & Space Acquisition

Accommodate future growth in both campus space and parking through more intensive use of existing university-owned land.

4.6 Access to Campus

Provide access to and throughout campus to achieve the goals of the academic plan, to more fully utilize the campus, and to support the full engagement in the life of the campus.

A. Vehicular, Transit, Pedestrian, and Bicycle Access to Campus: Ensure that existing campus entries and exits continue to adequately support the volume of traffic and the types of transportation necessary and within the limits of campus capacity.

Objective
Monitor and evaluate campus access points and routes to determine if current and future traffic volumes can be handled adequately and safely as the campus grows.

Objective
Vehicular circulation routes should be simple and provide easy maneuverability to access parking, drop off, and service areas. Circulation routes should minimize vehicular and pedestrian conflicts.

Objective
Vehicular access within the campus core should be minimized, yet service access to buildings should be accommodated in an efficient manner, preferably to-the-door.

B. Campus Parking: Ensure an adequate supply of parking to meet the academic mission of the campus; and locate and configure spaces to ease student schedules and needs, to minimize conflicts between vehicles and pedestrians, and to support other goals of this Master Plan including those pertaining to both land use and space.
Objective
Ensure that strategies for providing campus parking are coordinated with those strategies for providing space and services to students and faculty and for maintaining safe access to campus. In addition, the development of additional parking should be coordinated with future parking demand that is associated with enrollment projections, and with available transportation modes and volumes; and should be developed in conjunction with feasible strategies for financing any new parking construction.

Objective
Reduce demand for parking through incentives for alternative travel modes. Work with area transit providers and community leadership to identify adequate transportation improvement opportunities, and to improve services to campus.

Objective
Prioritize the assignment of the closest campus parking spaces in the following order: To visitors, those with disabilities, students, and visiting faculty. Parking spaces for those with disabilities should continue to be located as close to each building as practicable to ease movement into campus.

Objective
Replace and consolidate existing campus parking that is displaced by campus projects and priorities.

Objective
Provide new parking to align with the quantities and needs identified in Part 3, with the allocation standards in the Project Planning and Design Guidelines, and with the locations shown in the M20 and M10 plans.

C. Ensure that campus signage and wayfinding are geared first to the campus visitor, that they are clear and designed to reduce both ambiguity and congestion, are kept up-to-date, and are coordinated with campus branding strategies.

D. Ensure that campus pathways are safe, adequately distributed for pedestrians and for those with disabilities, and that enhance and feature the best qualities of the campus environment and provide opportunities to connect the campus to the neighboring community.

Objective
Provide a variety of pathways to and from campus that will equitably distribute pathways in a manner that supports and respects the character of the specific qualities of the district or zone of campus.

Objective
Provide and support access to the campus for the residents of Blue Ash. This includes pathways along Plainfield Road, and from within the South Woodland Preserve.
E. **Provide and ensure support for extended weekday and weekend access to campus buildings and faculty and staff offices, to classrooms and to classroom scheduling, to central campus information systems, and other “everyday” campus systems.**

**Objective**

Provide access and entry to campus buildings and spaces while mitigating the risks to campus and building occupant security. The priority for installing systems such as card readers should be placed on all buildings that house student services, teaching and instruction, and faculty offices.

**Objective**

Provide access and entry to campus information technology that supports the use and utilization of campus buildings and spaces; that support student services, and faculty course and teaching preparation; that allows non-logon access of the campus web and wireless technologies; and that integrates campus IT architecture with the needs of the students, the faculty, and with the larger systems at the University of Cincinnati. Priority should be placed on such systems as an integrated classroom and teaching lab scheduling system, improved campus web access, email integrated with the University of Cincinnati system, and integration of cell phone technology objective.

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4.7 **Campus Character and Image, and the Experience of the Campus**

**Improve, maintain and enhance the first-impressions and character of the campus for the student, faculty, staff, and visitor experience.**

**A. Clarify and enhance the arrival hierarchies and sequences to campus:**

- Clarify principle access points to campus parking areas. Visual connections into the campus core from strategic points on campus such as the Plainfield Road entry sequence / procession and from buildings that front onto the campus core should be created or enhanced.

- Provide enhanced language along the Plainfield Road frontage so as to improve the introduction to campus as one approaches from northbound and southbound Plainfield Road.

- Distinguish between a campus “main” entry from “secondary” entries.

- Types of parking should be clarified by their hierarchy of location on campus: Vehicles along outer-most lots and garages, visitor parking closest to principle campus administrative and student service functions, service vehicle parking closest to building service docks, bicycle pathways and parking identified separately from pedestrian paths and zones and near building entries.

- Clarify transit drop-off zones.

- The campus entry sequence should be more celebratory with UC branded elements such as floral installations and or additional trees along the entry drive / island and use of other techniques.
Directional and campus wayfinding should be located at principle decision-making nodes, and should clarify principle campus operations from a new visitor’s perspective.

B. Clarify and enhance the transition from the car or transit, to being a pedestrian on campus.

- Pedestrian connectivity and pathways from parking lots to the campus core and throughout the campus should be logical, safe and attractive.
- Access from parking lots and garages to campus buildings.

C. Clarify, sustain, and enhance the hierarchy of how one progresses within the campus, and highlight principle campus destinations, or “anchors” and “landmarks” from all other campus functions.

Objective
Enhance the role that landscape elements and campus architecture have in creating, sustaining, and enhancing campus character.

Objective
Provide branded and appropriately designed and located (based on its context) signage throughout campus including gateway, directional, banners, wayfinding and other signs.

D. Promote and expand opportunities to engage students, faculty, and staff in the day-to-day experience of the campus culture and environment by taking advantage of the opportunity that Places of Interaction, Linkages between Buildings, and the Assignment of Ground Floor spaces in campus buildings and clear Main Building Entries can provide to activate the campus.

Objective
Places of interaction will be created at key nodes of activity.

Objective
New buildings should be situated / placed, their physical characteristics and architectural style and articulation contribute to a critical mass of functions on the site that they occupy, allow for the shaping and activation of exterior spaces, and sustain the image and character of the campus. All design guidelines and programs for new buildings will follow the guidelines in the Planning and Project Design Guidelines chapter of this Master Plan.

Objective
Main building entries should be clearly demarcated and celebrated so that they contribute to the function of the building on the site, and are clearly identifiable by their mass, lighting, and other site and architectural characteristics.
E. Take advantage of the natural extension of activity that Open Spaces, Places for Formal and Informal Recreation, and the role of the landscape both natural and man-made can provide:

Objective
Preserve the principle Campus Lawn, create additional smaller formal open spaces to emphasize principle and important campus landmarks and central campus functions, and create new informal open spaces to support outdoor programming at places of Interaction.

Objective
Preserve the existing outdoor fields for both campus and community use and look for ways to incorporate future places for formal and informal recreation in the development of the campus.

.................

F. Respect, preserve, and reinforce the best of the campus’ natural and suburban character, particularly those that are both unique and of high-value to the campus.

Objective
The North Woodland and South Woodland areas of campus possess natural woods and riparian features that are both unique to the campus in their current natural state, are necessary to the natural mitigation of stormwater, and are difficult to develop for buildings but that offer significant educational, recreational, and community potential. This is not to say, however, that these areas are not to be used for the campus or community, and these are discussed in the Land Use section of this chapter.

Objective
Several areas of campus possess natural features that provide a buffer to the community, that enhance the pedestrian’s experience of the campus, or that are more remote from the center of campus but that possess features of the campus’ early history. Areas such as the Community Interface, Wooded Glen, and north and south access roads – while used by the campus – should be preserved for those opportunities that enhance these characteristics. These are discussed in the Land Use section of this chapter.

Objective
Implement an ongoing program of investment to enhance and to preserve the woodland and riparian features of the campus and to support the investments made in landscaping.

.................

G. Ensure that each new project and maintenance program not only respects but enhances its campus and suburban context, and contributes positively to the image and experience of UC Raymond Walters as a whole.

Objective
The Project Planning and Design Guidelines in this Master Plan have been created for this purpose, and will be used for all projects.
H. Respect and reinforce branding opportunities in a manner that are tailored to their specific context and function, that are consistent with the academic goals of this Master Plan, and that are sensitive to the suburban context of the campus.

4.8 Campus Sustainability

*Practice environmental stewardship and sustainability in campus maintenance and new capital investment by planning every new project as an example of resource conservation and environmental stewardship.*

A number of the goals within this section are also repeated in the Strategic Investment or in other sections of this chapter because they are considered integral to achieving an effective strategy for a sustainable campus.

**Objective**

Incorporate sustainable design principles into capital and maintenance investment decisions.

**Objective**

Base capital investment decisions on life cycle cost, including the cost of known future expenditures.

**Objective**

Design new projects to minimize carbon emissions, energy and water consumption, and waste-water production.

**Objective**

Develop and incorporate a storm water management plan so that new projects will minimize the impact to the existing storm water management systems downstream and will enhance the campus’ ability to benefit from the retained water flow.

**Objective**

Develop a campus standard for sustainable design that is specific to the campus and facility inventory and that responds to and incorporates the recommendations of UC’s Presidents Advisory Council on Environmental Sustainability (PACES). Unless specified otherwise, new campus buildings will be designed to a standard equivalent to LEED’s current certification for a “Silver” designation. New laboratory buildings must also meet this standard and those of LABS 21 environmental performance criteria. All new buildings must be designed to allow the institution to reduce its energy consumption by 20% by 2014 and the criteria of HB 251, and must aid in reducing the institution’s expenditures for fuel.
4.9 Strategic Investment

Plan every new capital and maintenance project to represent the optimal investment of land and capital in the future of the campus.

A number of the following policies are also repeated in the Campus Sustainability or other sections of the Master Plan Goals because they are considered integral to achieving an effective strategy for strategic investment.

Objective

Develop an investment plan to support the renewal of strategic campus facilities and infrastructure, to support a land management and maintenance plan for those areas of campus to be preserved, and to sustain and enhancing mission critical infrastructure systems and systems redundancies.

Objective

Consider a range of alternative solutions in capital investment decisions. Generally, the set of options should include retrofit, renovation, adaptive reuse, replacement, relocation, and – if relevant – noncapital solutions such as reorganization. Options should also consider alternative models for project delivery, and sustainable design features.

Objective

The decision to build a new campus building must also consider the cost to build and operate the requisite number of parking spaces.

Objective

Utilize funds wherever possible to improve or construct University-Owned property in support of the goals of this Master Plan rather than to improve non-University owned property.

Objective

Base capital investment decisions on life cycle cost, including the cost of known future expenditures.

4.10 Master Plan Implementation

Assure a coordinated phasing of future campus development and improvements in order to accomplish the goals of this Master Plan, and to ensure the optimal use of available land and capital resources.

Objective

The development and implementation of all projects should directly correspond to and further the goals of this Master Plan – including those pertaining to land use, campus zone/districts, and building locations - and the plan framework described in Part 5 - Campus Development Framework and Plan.
Objective

Coordinate renovation strategies to minimize disruption where feasible to current building occupants.

Objective

Projects and the implementation of them must include all requisite, supporting, and impacted campus functions, utilities, and buildings and spaces as part of the concept development and evaluation of the project.

Objective

Relocate and or maintain occupants and campus operations that are affected by renovations.

Objective

Implementation strategies, and the manner in which they are executed, must ensure continuity of the Master Plan.

Objective

All capital and maintenance projects and must follow Part 8 - Project Implementation and Logistics of this Master Plan.
5 Campus Development Framework and Plan

5.1 Introduction

A framework provides a structure to guide the physical development of the campus and helps the institution envision and manage a reasonable limit to the campus’ carrying potential. Drawn from the framework, a plan establishes the locations, concepts, and features of a specific set of solutions to meet the needs identified in the planning process—such as additional space and landscape improvements. The following chapter outlines the Campus Districts Map, the Ten Year Development Plan and the Long Range Development Framework.

5.2 The Campus Districts Map

The Campus Districts map on page 5-2 reflects an attempt to balance the conflicting goals of growth and the preservation of existing natural features. Growth is accommodated within the “campus core” and future “south academic quad” districts, while the high quality woodlands on the northern and southern portions of the campus are preserved in their current state or possibly for a hiking trail. In addition, transitional areas are identified.

5.3 The Ten Year Development Plan—M10

Campus development occurs in stages in response to academic and enrollment needs as resources become available. However, the needs of the campus as articulated in the planning process, the Master Plan Goals, and the campus districts map require a plan that will guide the implementation of projects, particularly those that are likely to occur within a ten year time-frame.

The Ten Year Development Plan (M10) is shown in the figure on page 5-3 and provides the basic structure for the Project Priorities over the next ten years, and specifically features and guides:

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

2. Location of Campus Connections - The M10 provides a structure and a hierarchy for maintaining and enhancing the approaches to main campus entries, for connecting parking areas and buildings, for connecting the campus to the
Campus Districts

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

North Woodland Preserve
Campus Core
Future South Academic Quad
South Woodland

January 11, 2010
Ten Year Development Plan

Legend

1. Annex
2. Campus Operations and Maintenance
3. Vet Tech/
   Academic Building
4. Parking Structure
   3-4 Story (180)
5. Flory Center
6. Science and Allied
   Health Building
7. Academic Building
8. Academic Building
9. Great Hall and
   Exhibit Space
10. Munst Hall
11. Existing Campus
    Operations Building
12. Blue Ash
    Elementary School
13. Campus and
    Community Garden
14. Campus Woodland
    Trails

Existing Building

Proposed Building

Raymond Walters College Master Plan
adjacent community, and for connecting pathways between buildings to a variety of outdoor spaces.

3. Placement of Lawns, Plazas, and Quads - The M10 articulates the plan for the outdoor spaces that will serve the campus in formal and informal, passive and active, and preservation capacities. These spaces serve as an extension of the academic mission of the institution. They support the types of functions that are within their respective Districts or zones, and are context-driven in their physical character and detail.

4. Location of supporting Parking and Infrastructure.

5.4 A Long Range Development Framework - M20

To guide the physical development of the campus, a Long Range Development Framework, or an M20 Plan, is recommended and illustrated in the drawing shown on page 5-5. It reflects the concepts embedded in the Master Plan Goals - such as those expressed in the Campus Districts map shown on the drawing on page 5-2. These concepts include:

- Contiguity of the core academic enterprise, and distribution of campus space to match the campus district or zone of activity.
- Clarity of arrival hierarchies and sequences to campus, the transition from car or transit to pedestrian, and the clarity of progression within the campus.
- Create places of interaction, reinforcing linkages between buildings, and activating ground floor spaces in campus buildings.
- Utilize and enhance the best of the campus’ natural and man-made characteristics.
- Context-specific branding opportunities.
- New building and parking placements and sizes to meet enrollments, to reflect reasonable limits of campus capacity including future campus infrastructure.

The M20 Plan is not an implementation plan. It reflects a recommended reasonable limit of development given the campus’ academic program, resources, and trends. It reflects the conclusions drawn from tests of the campus’ possible carrying capacity that were performed during the planning process. Finally, it informs the crafting of the 10 Year Development Plan (M10) which guides project placement and development.
Long Range Development Framework

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

Existing Building
Proposed Building

Raymond Walters College Master Plan
6 – Recommended Capital Improvements

6.1 Introduction

This chapter lists the most critical projects necessary to respond to the College’s academic needs, and to achieve the goals of the Campus Master Plan. These reflect the initial consideration of the Master Plan Committee in accomplishing the campus’ most mission-critical goals.

Projects are divided between those priorities that require or anticipate a 10 Year time-frame to complete (an M10), and those that are a more typically associated with a two to five year time-frame (an M5) that are part of the strategy necessary to achieve the M10 priorities and those necessary to support the immediate and on-going mission of the campus.

All projects listed require further assessment of existing conditions, development and evaluation of alternatives, preparation of detailed programs and budget estimates, evaluation of logistics, and the consideration and approval by the campus and its governance structure. Projects also require coordination with academic and budget planning cycles, and with the needs of collegiate restructuring. Projects also require advance planning in order to allow the campus time to evaluate alternatives, to make financial and budget plans, and to accommodate its institutional decision-making cycles. The development of projects will be guided by chapters 5, 7, and 8.

6.2 10 Year Project Priorities - M10

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

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

2. Renovations to Muntz Hall:
   - Replace outdated systems to achieve occupant comfort, avoid shut-downs and emergency repairs, and to achieve energy savings and improve operating efficiencies.
   - Improve student services and support functions on ground level.
   - Renew instructional and faculty office spaces.
3. Improve campus infrastructure to support:
   • Building renovation needs.
   • System expansions to accommodate enrollment growth.
   • Energy and operational savings.
   • Improved access to campus buildings and technology.
   • Protection of mission-critical systems and redundancies, and campus life safety.

4. Improve connections between campus buildings, and improvements to open spaces that serve as extensions of building functions.

5. Improve campus entries and exits, and develop parking solutions to support enrollments.

6. Improve campus front-door landscape, and develop preservation strategies to protect the best natural features and to improve naturally-occurring systems.

6.3 Strategy - M5 Plan

Strategies to support campus mission and operations and the development of the M10 Plan include supporting projects necessary or more feasible to achieve within approximately a two to five year time-frame. Known as an M5 Plan, these priorities are recommended for further development, evaluation, and approval:

1. Improvements to sustain classroom and teaching lab quantities, and to improve space utilization.
2. Improvements to free up space in Muntz Hall to perform systems renovations.
3. Space reassignments and improvements in Muntz Hall to gain additional classrooms, faculty offices, and student service space.
4. Upgrades to the Muntz Hall Auditorium to improve use and appearance.
5. Improvements to campus information technology and connectivity in support of learning.
6. Supporting Projects - improvements to infrastructure and technology, and to campus access.

6.4 Strategy Assumptions

To improve their success, the projects assume the adoption of the following practices:
A. The Compendium, or list, of projects that achieve the M-10 and M-5 priorities will be developed to coordinate with each other wherever feasible, and to meet available budgets and resources.

B. Maintain all current classroom supply:
   1. Renew the Pavilions lease, or replace.
   2. Provide new instructional technology for those classrooms with the oldest technology.

C. Improve classroom and teaching lab utilization where possible to accommodate additional enrollments with available space, technology, and infrastructure resources and to the degree reasonable and feasible.
   1. Adding course sections.
   2. Extending weekday teaching times.
   3. Increasing course section sizes only with prior RWC faculty approval, and as resources can support.
   4. Maintaining existing and implementing additional “hybrid” models for courses where possible.
   5. Improve the utilization of the Annex, including possible renovations or upgrades to improve systems and technology.

D. Increase utilization above 2009 levels where feasible:
   Suggested considerations include those lessons learned during the planning process:
   1. Aligning space use terminology and calculations with the state and national standards used in the planning process.
   2. Utilizing existing classrooms and teaching labs more closely within reasonable standards expressed in this document.
   3. Investigate and adopt where feasible increased use of the UC Education Wing at Blue Ash Elementary School through the Joint Use Agreement.
   4. Find ways to accommodate the instructional / space needs of non-regularly scheduled courses that support credit-hour enrollments and that are necessary to student retention. Examples include but are not limited to Library-based courses.
   5. Find ways to accommodate / develop a plan for meeting the instructional / space needs of large (> 80) course sections that must currently either be split into smaller sections to fit into a classroom or that must meet in Muntz Auditorium.
6. Prioritizing the assignment of campus space by the campus’ most mission-critical activities. Not in any recommended priority, these include:

- RWC credit-hour activity and classrooms.
- Other credit-hour activity and classroom space assignments.
- Maintaining ground floor spaces for highest-traffic functions.
- Centralizing the location of campus student service functions.
- Maintaining and supporting the method of centrally-assigning and dispersing the location of faculty offices.
- Locating campus facility, grounds, maintenance, and other operational service functions to the perimeter of campus.

6.5 Financing the M5 and M10 Plans

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

<table>
<thead>
<tr>
<th>Campus Function</th>
<th>Location Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Central Campus Administrative functions</strong></td>
<td></td>
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<tr>
<td>Dean's Office</td>
<td>Campus Core</td>
</tr>
<tr>
<td>College / Campus Business Office</td>
<td></td>
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<tr>
<td>Development &amp; Fund Raising</td>
<td></td>
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<tr>
<td>College Communications</td>
<td></td>
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<tr>
<td><strong>Student Service Functions</strong></td>
<td></td>
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<tr>
<td>Sanctioned Student Organizations, Activities, &amp; Clubs</td>
<td>Campus Core, South Academic Quad</td>
</tr>
<tr>
<td>Student Governance</td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
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<tr>
<td>Course Registration</td>
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<tr>
<td>Academic Advising</td>
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<td>Tutoring</td>
<td></td>
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<tr>
<td><strong>Campus Recreation</strong></td>
<td>Community Interface</td>
</tr>
<tr>
<td></td>
<td>(South Rec Fields)</td>
</tr>
<tr>
<td><strong>Campus Daycare</strong></td>
<td>Campus Core, South Academic Quad</td>
</tr>
<tr>
<td><strong>Food Service</strong></td>
<td>Campus Core, South Academic Quad</td>
</tr>
<tr>
<td><strong>Campus Retail</strong></td>
<td>Campus Core, South Academic Quad</td>
</tr>
<tr>
<td>(Bookstore, Convenience Goods &amp; Services, etc.)</td>
<td></td>
</tr>
<tr>
<td><strong>Faculty &amp; Departmental Space</strong></td>
<td>Campus Core, South Academic Quad, North Woodland</td>
</tr>
<tr>
<td><strong>Teaching, Instruction, &amp; Academic Support</strong></td>
<td>Campus Core, South Academic Quad, North Woodland</td>
</tr>
<tr>
<td><strong>Campus Physical Plant, Maintenance Shops, and Operations Support</strong></td>
<td>North Wooded Buffer</td>
</tr>
<tr>
<td><strong>Campus Parking</strong></td>
<td>North Loop &amp; West Lot</td>
</tr>
</tbody>
</table>
Campus Districts

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

North Woodland Preserve
Campus Core
South Academic Quad
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 precedent 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 enclose 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 facades. The composition of transparent to opaque surfaces (windows to walls) on the facades 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
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 runoff 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.

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**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 façade 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 aid 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.

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**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.
8 – Project Approval and Implementation

8.1 Introduction

Implementing a Master Plan and its capital, maintenance or other elements is a complicated process. Physical facilities and infrastructure on campus account for a large portion of an operating budget, and are one of the largest investments an institution will make. Buildings and infrastructure are becoming increasingly sophisticated in order for a campus to operate more efficiently and to be effective; and programmatic and financial commitments and approvals require careful, advance, and often complex planning and preparation. As a result, capital improvement decisions are one of the most difficult and expensive to reverse.

For these reasons, capital improvements are complex undertakings that require structured procedures to ensure appropriate levels of project information, participation, and approval at the appropriate stages of a project’s development. This chapter presents an overview of the Project Approval and Implementation processes that will be used for capital and maintenance investment decisions at the Raymond Walters College campus.

8.2 Project Approval and Development Process

Generally, capital and maintenance projects are developed and approved in the following sequence:

1. Academic Priorities
2. Campus Master Plan
3. Annual Capital Plan & Budget
4. Project Approval

The specific approval and development process for individual capital improvement projects will follow the processes established and maintained by the office of Planning+Design+Construction. Approval for a capital or maintenance project to proceed is contingent upon demonstration that the proposed project satisfies the goals and requirements of this Master Plan - including those identified in Strategic Investment, and Master Plan Implementation. Projects must be congruent with the Long Range Development Framework and the 10-Year Development Plan. These requirements apply to any projects that may ne necessary to phase. Campus projects and maintenance strategies will be evaluated annually utilizing a review process established separately. Projects that have been initiated, regardless of scope of work and source of funds, shall be evaluated during their development utilizing reviews that require the proposed project to conform to Part 7 - Project Planning and Design Guidelines, or to state why an exception is warranted.
8.3 Project Participants

The development and implementation of a project requires the structured collaboration of many within the University. Among them include those with the responsibility for the academic programs that will use the completed project, those with responsibility for care and stewardship of the campus enterprise and the completed improvement, those with conceptual and fiscal responsibility, those responsible for life, safety and risk management, those responsible for maintenance and campus engineering, and University governance to name a few. Projects also require the engagement of many outside the institution who have legal, legislative, and fiscal authority for development or implementation, or who may have permanent oversight responsibilities for the completed improvement. Legislative, funding, certification, safety, bonding, insurance, design and building code oversight and approvals are routine during any number of steps in the capital improvement process before a project can begin or be completed and occupied.

The roles of participants in capital improvement projects are summarized separately and maintained by Planning+Design+Construction.

8.4 Project Budgeting and Financing

Preliminary cost estimates for the Project Priorities will be developed separately so that the institution can plan for and gauge funding needs and capacity and to further institutional prioritization and decision-making about the projects. In general, while cost estimating is an iterative process, project budget reviews are expected at each project review phase, and approval of a project budget will coincide with the project approval processes established. Inclusion of the scope of work of the project, and the programmatic assumptions, are required to accompany all project budget that are submitted for approval.

Financing for any project – regardless of the source of funding - must comply with University of Cincinnati financial policies and procedures.