

LIMA CAMPUS MASTER PLAN

THE OHIO STATE UNIVERSITY

RHODES STATE COLLEGE



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introduction

Your campus has completed an exciting process of creating a physical master plan for the campus. The plan sets a vision for the future physical improvements on the campus. The plan was created primarily in 2004 through an interactive process between the campus community and a consultant team consisting of architects, landscape architects and urban planners. This process created an environment in which each institution—The Ohio



State University at Lima (OSUL) and Rhodes State College (RSC)—worked with each other and the consulting team to develop a vision and plan for the physical growth of the campus. The planning team worked with the institutions to establish common goals and create a sense of community, integrated with a

sense of place. We started with each institution's academic mission, student population characteristics, and program needs; then identified areas of agreement and convergence; and finally illustrated how mutual benefits can accrue from a variety of physical planning decisions, land use policies, space-sharing strategies, student service orientation, and community outreach.

The following summarizes the process that was used to establish common goals and create a long-term vision for the Lima campus.

definitions

University - refers to The Ohio State University at all locations across the state, and any centralized responsibility for management of these landholdings.

Campus - refers to the entire parcel of land (all 565 acres).

Developed Campus - refers to the core 60 or so acres with existing and future development, regardless of building ownership or administrative responsibility.

Undeveloped or balance of campus - the entire parcel of land beyond the developed campus (the balance of approx. 565 acres) regardless of ownership or responsibility.

OSU Lima - refers to the institution, which is a part of the larger Ohio State University, which has administrative responsibility over its own institutional affairs and facilities and shares responsibility for campus-wide initiatives at Lima.

RSC - refers to Rhodes State College, as an institution, which has administrative responsibility over its own institutional affairs and facilities and shares responsibility for campus-wide initiatives at Lima.

planning process

1

PHASE ONE:

DEVELOPING THE FOUNDATION FOR PLANNING

In the first phase the planning team focused on defining the problem by visiting the campus, interviewing campus users and analyzing physical conditions on the campus present in 2004.

2

PHASE TWO:

CREATING A COMMON VISION

To create a sense of community and a sense of place, a visioning session was held, during which everyone within the campus community discussed topics and issues.

The second public forum, the visioning session, was the key-stone in the planning process.

3

PHASE THREE:

CREATING A DRAFT DISTRICT PLAN AND GUIDELINES

This phase was devoted to transforming the vision into a draft document consisting of text and graphics that communicate a specific planning framework to guide campus development. The plan will be a guide to decision-making and physical design on campus based on the identified goals and principles. The plan defines a structure for growth while maintaining the flexibility to respond to resource allocation, unanticipated changes, and phasing capabilities.

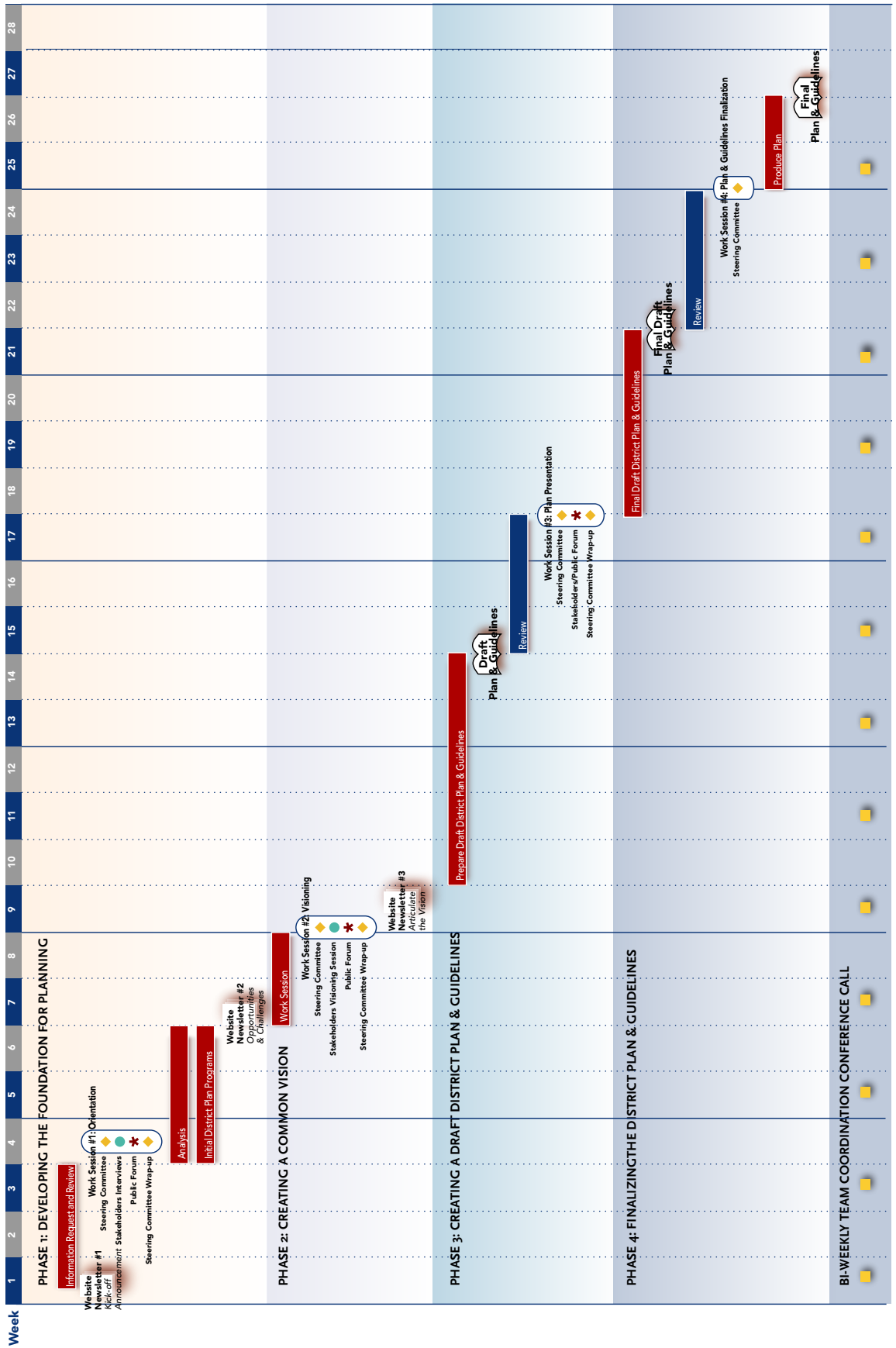
The draft master plan and design and development guidelines consists of a series of interrelated plan components (in graphic and narrative formats), each addressing a particular set of program decisions, growth considerations and practical issues.

4

PHASE FOUR:

FINALIZING THE DISTRICT PLAN AND GUIDELINES

The last phase was devoted to collecting all the comments on the draft plan and making the adjustment and corrections necessary to publish the final document.



opportunities, challenges, and goals

During Work Session One (December 8 to 10, 2003), administrators, faculty, staff, students and community planners from both institutions—22 people in all—were interviewed and information on the physical campus was collected. Below are highlights from this information-gathering session.

What was heard: Topics of agreement greatly outweighed points of disagreement. Several issues emerged around which consensus has been built across the community.

> Cohesive image and structure for the whole campus.

“The college in the woods and “academic village” are concepts that people understand, are attached to, and want to see carried through in their vision of the future campus. The location and massing of future

“We should be a beacon to the community.”

new buildings should organize the campus into a clear and compact structure that is legible against the backdrop

of wooded areas. New signage is needed, both to give direction from the region and to identify destinations on campus. A distinctive landmark at the entrance or center should be seen from afar.

> **Distinct identities for OSU Lima and Rhodes State College**

How much should be shared and how much should be separate? Stakeholders hold different views on the benefits of shared space, but all agree that more distinction between and

“We need to be more independent in order to come together.”

identification for the two institutions is needed. The campus needs a spine of common student services and better-defined areas for each institution. The four

buildings – the new student life center and three existing buildings – that separate the two campus quads will become the bridge that connects the two institutions. Departmental spaces are also needed for identity and interaction within disciplines. The plan recommends that a common landscape design palette along with related lighting, benches etc., be utilized throughout the entire site to create a sense of unity. Building design and signage however, should fluctuate in order to help establish individual identities for each institution.

> **Wayfinding.** The lack of a cohesive structure for the campus as a whole and of distinct identities for each institution results in “students and visitors wandering around not knowing where they are.” This occurs after they have successfully discovered one of two differently signed entrance drives. The study of pedestrian and vehicular circulation patterns, including arrival sequences for visitors and service deliveries, should be combined with signage to give clarity and purpose to movement on campus.

“The campus should be a place where all students feel at home and want to stay.”

> **Student Life.** At the core of everyone’s vision is a vibrant campus community, where students mingle with each other and faculty, stay beyond classes, participate in social, recreational, and cultural activities, and develop as individuals and groups. Many are excited by the possibility of campus housing more because it would require support services that would strengthen student life generally, than because of the residence halls themselves. Food vendors are needed—offering a variety of food choices, accessible throughout campus, at flexible times. Include lounges and informal gathering

spaces in buildings, student carrels and lockers, laptop hook-ups and internet access, boards and kiosks in open spaces announcing community events. Program common spaces with activities and extend campus life into the evening.

- > **Student Life Center.** An immediate way to support student life is to build a student center, a gathering space that brings the campus community together. This was clearly an idea shared

“A student center large enough to hold assemblies, nice enough to lease for functions.”

by a majority of those interviewed. The center could include a common lounge with food court, a cyber café, student activities and meeting rooms, a bookstore, a library, seminar rooms, an auditorium, performing spaces, game rooms, a fitness center,

and support services. Some propose classrooms and offices on upper floors. Others see instead a recreation center, with more emphasis on athletic themes and playing fields, performing some of the same social and civic functions as a student center. Still others feel that both are needed. Several propose to generate revenue by leasing these spaces to the outside community. Incorporating into the center the elements of student life mentioned above would not eliminate the need to provide gathering spaces throughout campus. The center is most often proposed as a new building, but some also think of it as a major expansion of Reed Hall or Cook Hall.

- > **Natural Areas.** The woods in the college. There is consensus that the landscape setting at the OSU Lima/RSC campus is beautiful and part of its image; that the ecological resources of the natural areas are educational assets to the colleges as well as environmental assets to the region; and that every effort should be made to maintain the integrity of these resources in future growth. Within these parameters, different opinions are voiced about what uses should be excluded, and

“Recognize the natural resources and their value to the campus—natural areas offer opportunities as outdoor laboratories.”

how best to manage the natural areas—for agriculture, biological research, recreation, and/or conservation.

> **Sustainable Campus.** The consequence of recognizing the campus's natural areas is to site, design, and manage future growth in ways that will protect the resources for decades to come, and honor a tradition of environmental stewardship. The most frequently heard planning principle in support of a sustainable approach is to “build a pedestrian campus.”

> **Growth Potential.** The following academic programs have growth potential; Nursing, other Health Sciences, Biology, Ecology, other Life Sciences, Criminal Justice/ Law Enforcement, Early Childhood Education, Business Programs, History. Some programs are growing—some through increased student enrollment and demand, others through departmental faculty's focusing on specialties. Program growth need not result in demand for more built space. Conversely, spaces that support student life and improve the learning experience for all need not wait for program growth

“Growth in numbers may not be the way to expand. There are ways to be good and modest in size.”

“Let's grow up, not out. We shouldn't sprawl.”

to be justified. The fastest-growing program, Nursing, could also be the one field of study that could bridge RSC and OSU Lima.

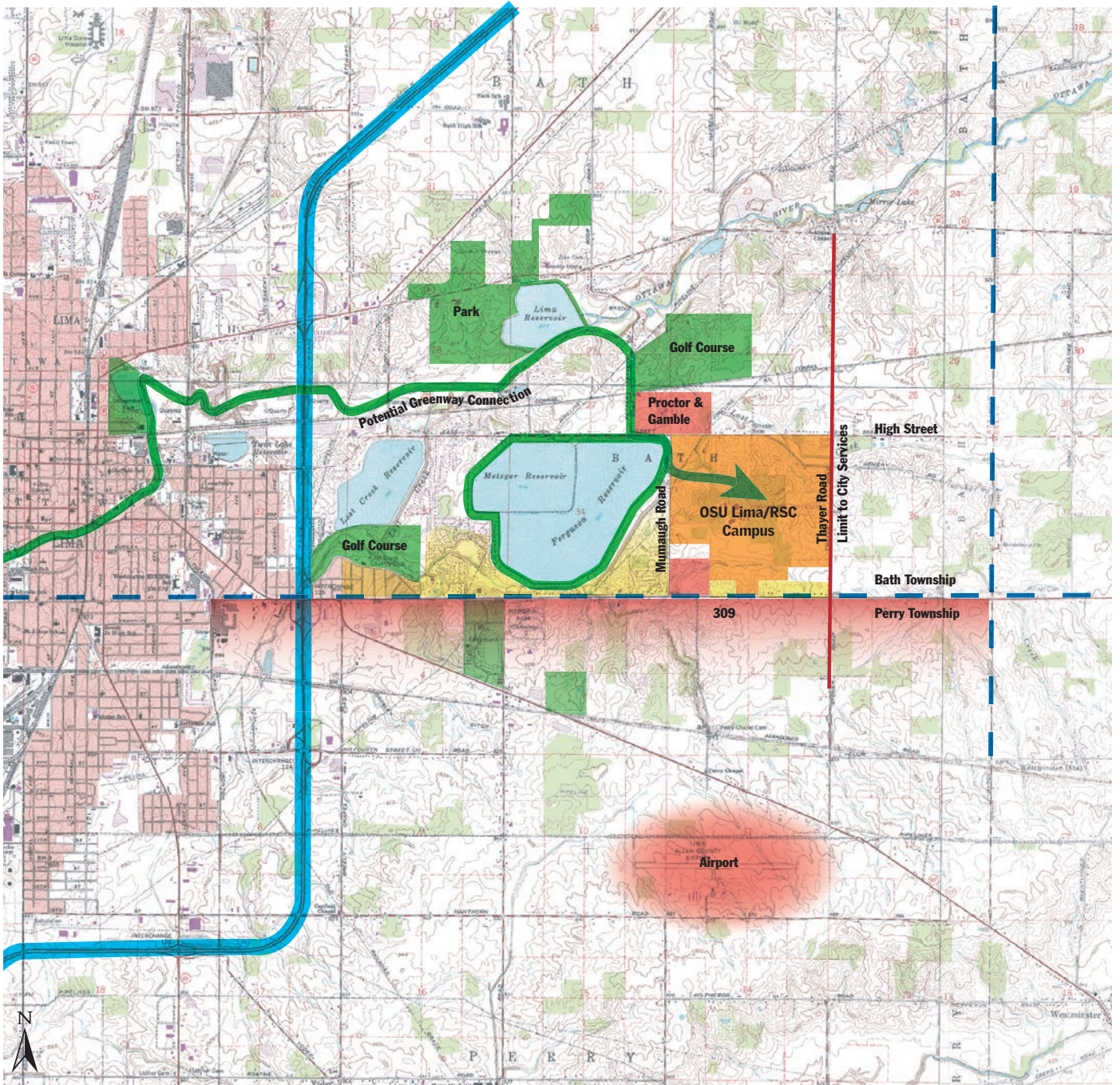
> **Competition.** Many state and community colleges in the region compete with OSU Lima/RSC for students. Some four-year campuses directly attract students from OSU regional campuses. Others, partnered with RSC to complement a student's technical course with a bachelor's degree, also potentially take students out of the OSU system. Several schools offer technical courses and specialized training that directly compete with RSC. Campus housing at OSU Lima/RSC is seen as a competitive attraction to expand the catchment area of OSU Lima students. Similarly, a greater quality of spaces and activities for student life on campus makes a difference to visiting parents and potential students.

“In Ohio, there is a college every 40 miles.”

existing conditions (2004)

campus context

- > The campus is located on the east side of Lima and is in the “seam” between urbanized Lima and rural Bath township.
- > The Procter and Gamble plant is a very important employer in the area. However, the high volume of truck traffic on Mumaugh Road and at the intersection of Mumaugh and Route 309 is disruptive and at times presents a safety concern.
- > Suburban strip commercial development is most likely to continue east along 309 as available sites are developed and residential development continues east of the campus.
- > Residential development east of the campus will continue on large lots that can accommodate septic systems and private wells.
- > There are opportunities to link the campus into the county greenway and bikeway system.

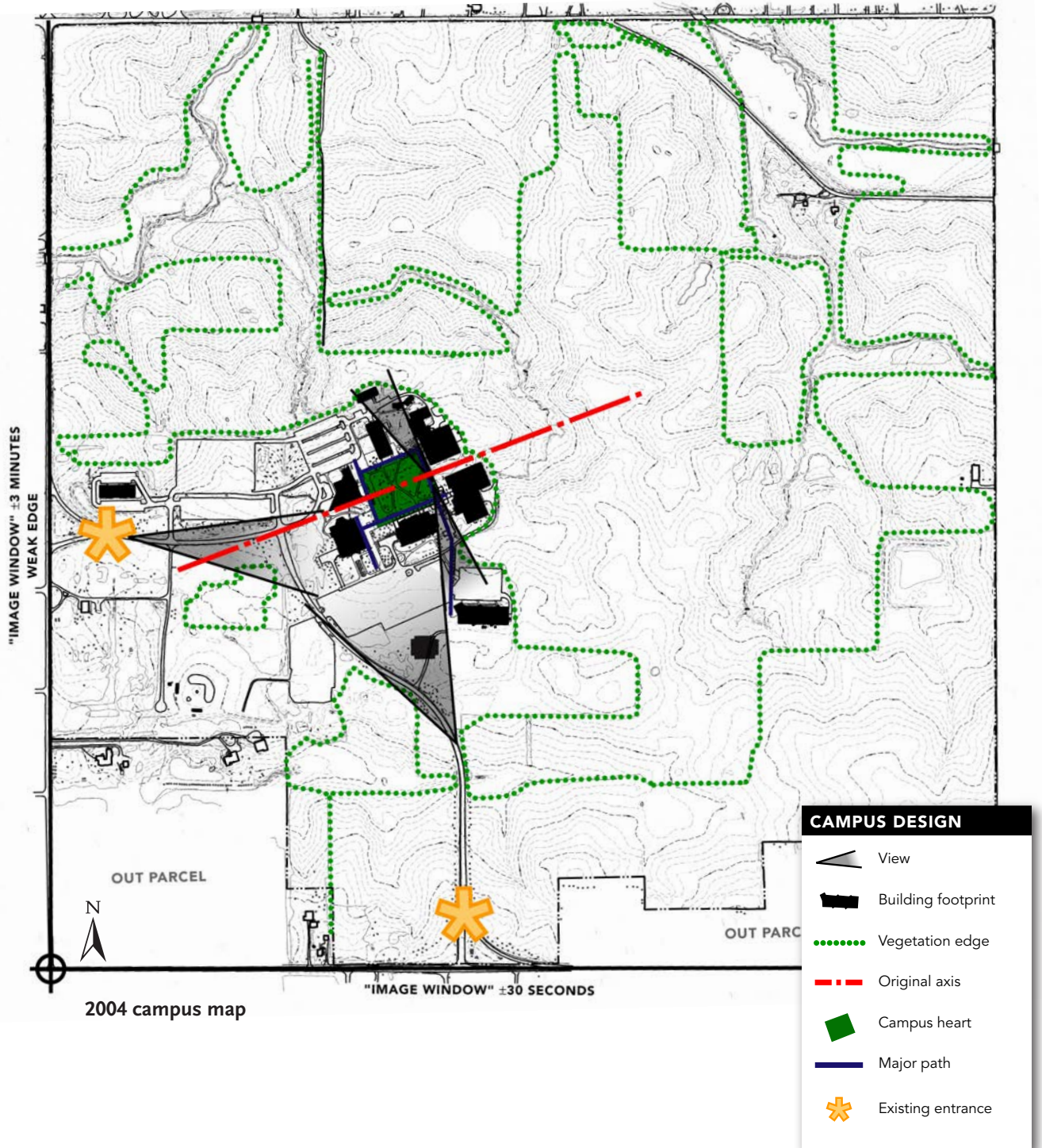


Lima area context map

campus design

- > The campus is located at the end of a ridge, with elevation falling off on three sides.
- > Campus buildings are currently in a tight grouping around open space, facilitating a sense of campus and a pedestrian environment.
- > The landscape image of a “campus in the woods” needs to be strengthened.
- > There should be more of an open space hierarchy developed on the campus.
- > The alignment of entry roads creates great views of the campus.
- > The developable core of campus occupies about 60 acres of the approximately 565 acre plot of land shown on page 13. This Master Plan deals solely with the developable core of campus with less detailed recommendations for the remaining land. Ohio State Lima has responsibility for the larger land area and its management.





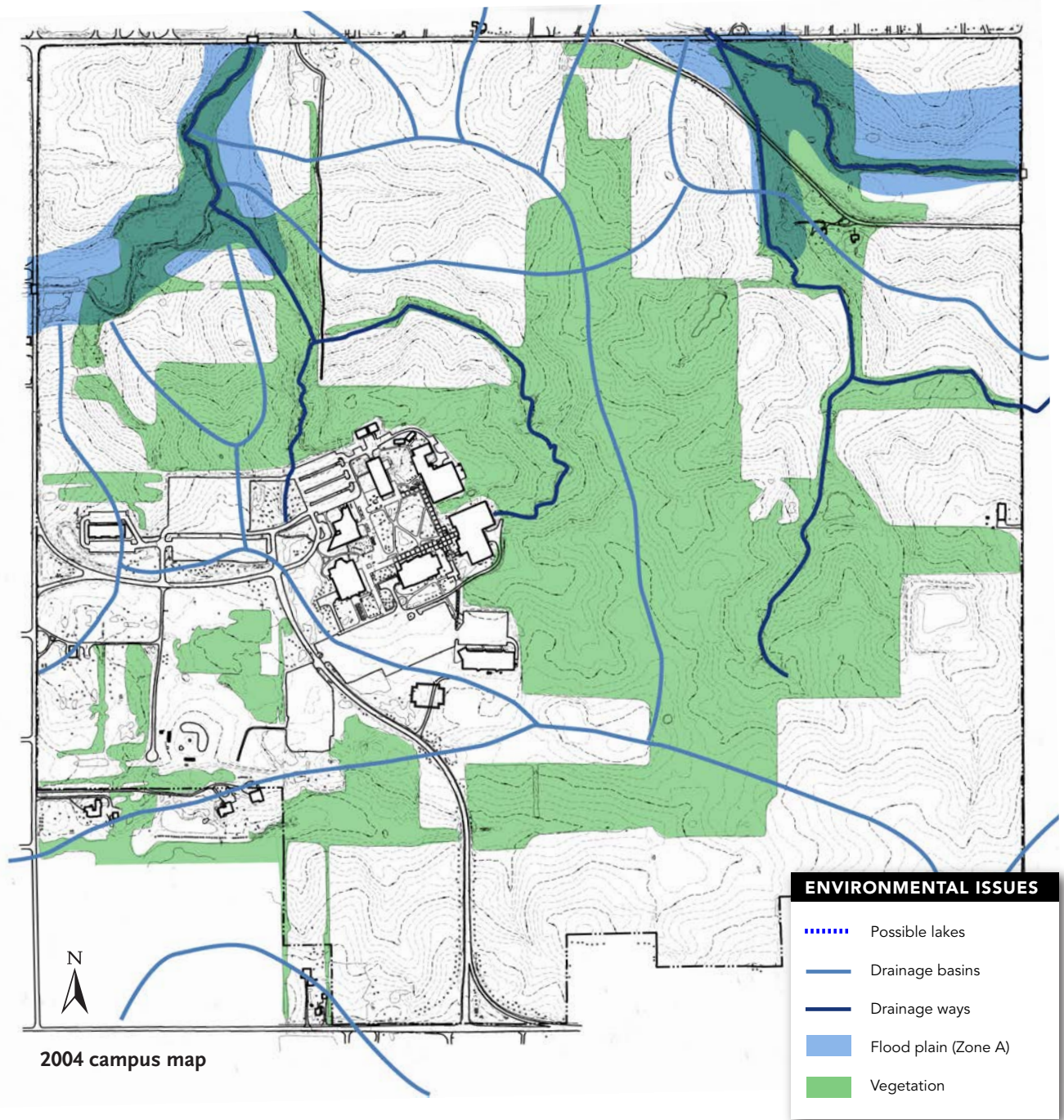
2004 campus map

environmental issues

- > Forest land, much of it of diverse habitat, lines the east side of the campus core. This asset should be preserved, enhanced and protected.
- > Stormwater management should be addressed for the entire 565 acre campus, not on a project-by-project basis.
- > Many of the multiple drainage divides on campus land can remain. Most current and future development, however,



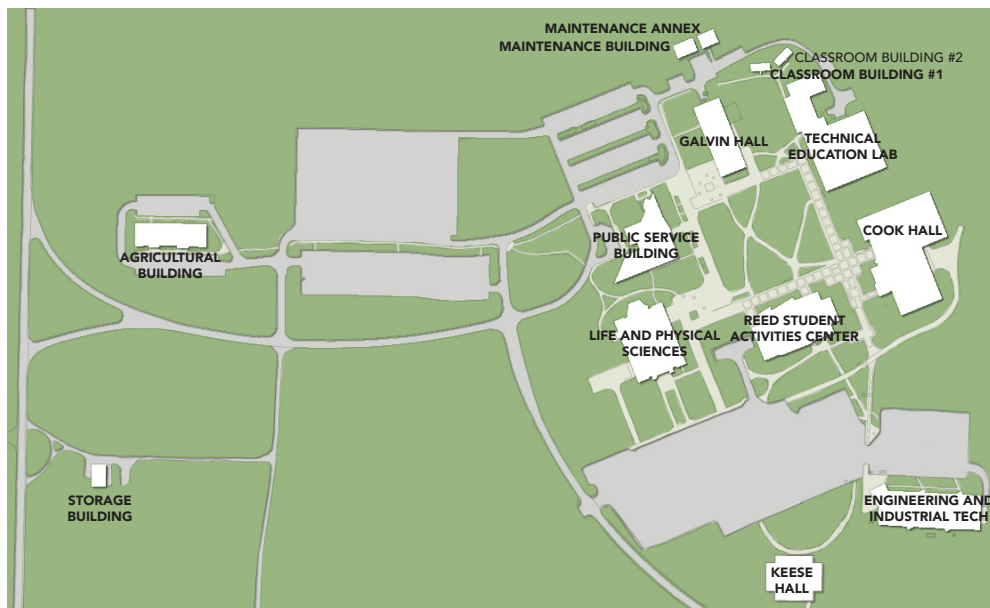
will occur in just one. This condition will require a campus-wide approach to stormwater management. It is recommended that a stormwater plan be developed for the entire 565 acre campus cooperatively between the institutions. OSU Lima has agreed to take the initiative in managing this process.



2004 campus map

campus land and building use

- > The pattern of building uses is currently very coherent, with the administration by the “front door” and other student service buildings adjacent to the Public Service Building. This core of common student service space should be strengthened and continued.



utilities

Currently, information about existing utilities is sorely lacking throughout the entire campus and physical plant managers and service personnel have trouble determining the location of water and sewer lines, power lines and fiber-network cables. In some instances, the general whereabouts of an underground utilities path is known, but a more precise alignment and depth below ground remains a mystery. As of 2008, there are no drawings and no CADD-based documentation of either utilities or of the buildings themselves. This represents a tremendous handicap when trying to determine the present utility needs of the campus, let alone calculate additional capacity issues as planned new buildings come on line. To remain a well-functioning college campus and to be prepared for future growth, this basic information must be obtained. **It is strongly recommended that the funds be found to survey the entire campus to determine more detailed information about all utilities, both local connections to individual buildings as well as the primary and secondary sewer, water, fuel oil, power, phone and fiber lines that run underground.**

While simply documenting existing conditions is the highest priority, there are other pressing needs that should be addressed in the short or medium term:

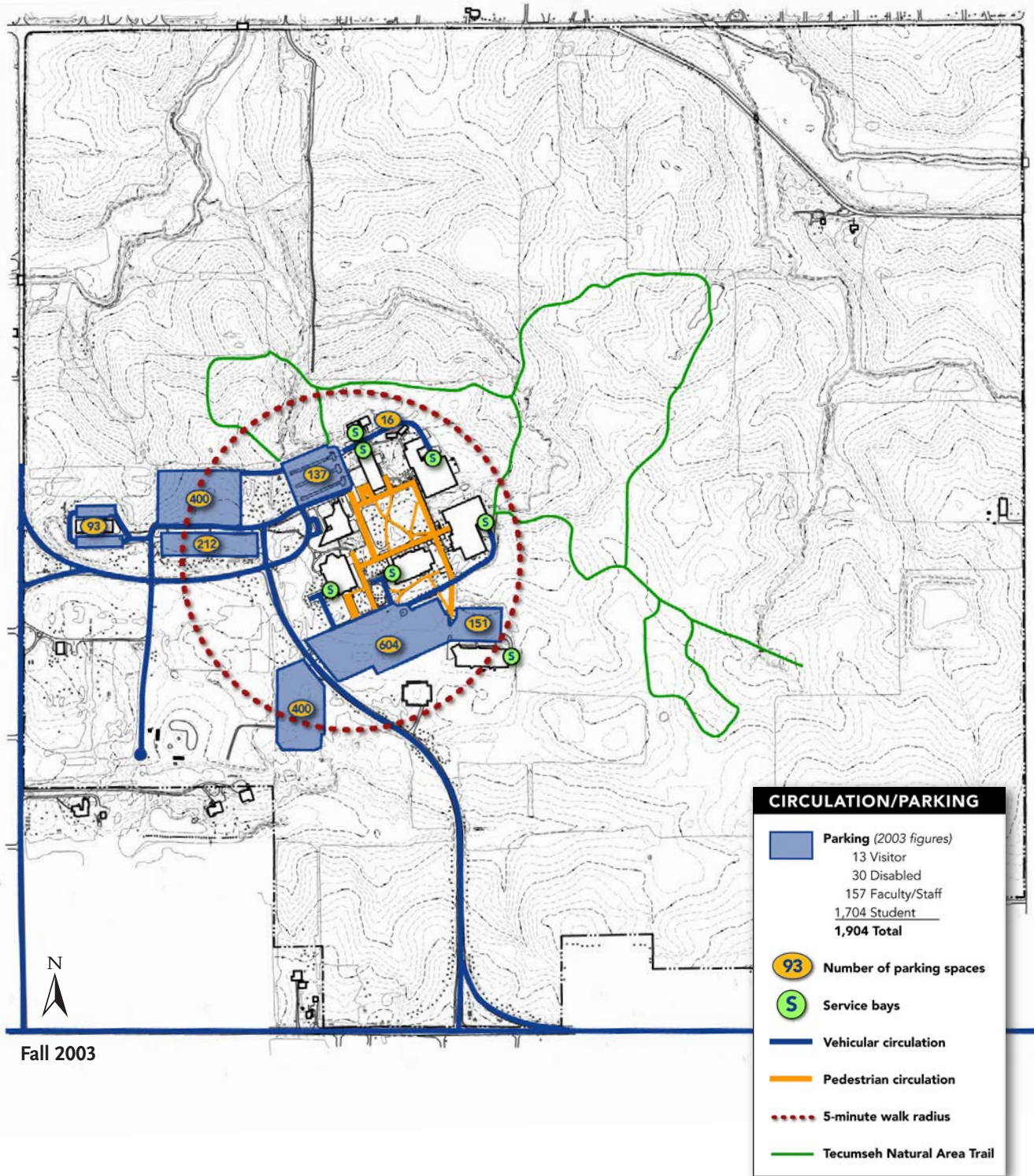
- > Water pressure is low, especially for buildings that lay at a considerable distance from the main trunk lines (toilets don't flush on the third floor of some buildings).
- > Underground fuel oil tanks that are no longer used need to be located and removed.
- > New fire suppression equipment is desired.

Despite the infrastructure needs, the good news is that the capacity of campus utilities is generally plentiful and able to support institutional growth. Power, for instance, can support up to four additional buildings. Sewer capacity, in addition, is good and buried deep enough that obtaining the appropriate slope should not be a problem from anywhere on campus.

campus **circulation** and **parking**

- > Gateway image needs to be improved at the entrances.
- > Some parking lots are not well-placed, having been located by opportunity rather than by design.
- > There are no clear pedestrian routes between the parking supply and the campus pedestrian systems. Parking and pathway lighting needs to be improved.
- > Pedestrian circulation is not aligned with building entrances.





Fall 2003

goals, vision, and principles

GOALS

Given what we understood during the interviews, the first campus forum, and our observations, we offer these initial goals for the Campus Plan.

- > Give a memorable and cohesive identity to the OSU Lima/Rhodes State College campus.
- > Within that framework, create distinct identities for each of the co-located institutions.
- > Contribute to student-centered community life on campus through spaces and activities.
- > Preserve the natural environment through compact, efficient, and well-informed land-use policy.

VISION

OSU Lima and Rhodes State College faculty, staff, students and administrators participated in a Campus Planning Charrette on



February 5, 2004, in the Reed Hall cafeteria. After a presentation by the consultant team of findings from interviews and site analyses, participants were divided into seven discussion groups, each with a question to answer. Each discussion table had been equipped with campus maps, trace paper, markers, newsprint pads and easels. Facilitators helped each group express ideas in plans, while reporters selected by the group took notes and presented the results of their discussion to the larger group at the end of the day.

The groups were asked to:

- Table 1 **Design your first visit to campus.**
- Table 2 **Design a campus that maximizes the quality of student life.**
- Table 3 **Design a campus that fosters an ideal learning environment.**
- Table 4 **Design an ideal day on campus.**
- Table 5 **How should the campus grow?**
- Table 6 **Design the most blended/integrated campus.**
- Table 7 **Design a campus with the most distinct identities for each institution.**



In addition, the groups were asked to note changes and improvements that could be implemented right away, as first steps toward a longer-term vision.

The groups deliberated, brainstormed and drew for up to four hours, including over lunch. Maps and newsprint were then pinned to the walls, and the larger group followed each table's presentation. The interaction was lively, with presenters gaining momentum as they explained how their group answered the assigned question. Many ideas were exchanged and significant components of a common vision were echoed in the different presentations.

From the general discussion, and the notes and plans of the charrette, the following set of principles emerged—articulating the vision that will guide the campus master plan.



PRINCIPLE A

campus growth

- > Keep the campus compact and contiguous as it grows.
- > Encourage growth toward the south, southwest and west.
- > Establish sustainability as the goal to guide all current and future decisions about campus growth.
- > Assume that the student population will grow modestly.
- > Build new campus spaces and uses to retain current students and attract more in the future.
- > Develop the program of new spaces and uses with the goal of meeting the needs of students.
- > Support the overall direction of compact, incremental growth of the academic core and a compact residential district adjacent to and well-connected to the campus.

PRINCIPLE B

campus image

- > Establish the entrance from Route 309 as the best regional location to which to direct visitors. Create a new, positive image for the campus as a whole at this entrance – a welcoming statement.
- > Strengthen the local character of the entrance from Mumaugh Road, which could offer views of recreational facilities available to students and the community.
- > Provide from the main entrance, Route 309, and the secondary entrance, Mumaugh Road, a good sequence for visitors to reach common administrative functions and buildings.
- > Retain and enhance the woodland image as an important, defining identity for the campus.
- > Select consistent landscaping materials, furnishings, lighting, signage, outdoor spaces, and other elements throughout the campus.

- > Design, build, renovate, and maintain campus buildings to be of the highest quality within a cohesive array of compatible materials and styles.
- > Reinforce the commitment to public safety by instituting uniform security measures and insuring appropriate lighting levels.
- > Constantly maintain landscaping, furnishings and buildings to high standards of appearance, good repair and sustainability, as key to the experience of a strong, positive campus image.
- > Develop an iconic focal element for the campus at the Route 309 entrance.

PRINCIPLE C

circulation

- > Establish a continuous access loop around the core of existing buildings, to provide limited access for appropriate service and emergency vehicles.
- > Establish well-designed pedestrian spines that begin at the heart of campus and extend into the parking lots.
- > Design walks to be used as limited-access service routes to the buildings around the core.
- > Separate service roadways and operations from general pedestrian and vehicular circulation.
- > Consolidate parking supplies into well-designed, well-lit lots at the perimeter of the core.
- > Design a comprehensive signage system, of both directional and identifying signs, to guide circulation throughout the campus, designate facilities shared by the whole campus, and identify facilities associated with each institution.
- > Consider funding a full parking and traffic-circulation planning study in the near future.
- > Develop landscape and open space design guidelines, including standards to screen surface lots.
- > Create a pick-up and drop-off route through the parking and green space areas at the south entrance of Reed Hall and Cook Hall; this will need to accommodate buses and vans and be ADA compliant.

PRINCIPLE D

open space

- > Build the campus open space network from the pedestrian spines.
- > Keep the existing quad as the heart of campus and of the open-space network.
- > Create new open spaces when important needs arise, such as a new quad to the south to organize future growth and enlarge the campus.
- > Preserve the forest and agricultural uses to the north, north-east and east of campus with the caveat that some impact to the forest preservation zone may be necessary for the expansion of parking in the future.
- > Maintain a trail around the natural areas, at the border between woods and fields.
- > Design and maintain a comprehensive drainage system for the campus, including water-detention and -retention facilities; follow best management practices.

PRINCIPLE E

campus life

- > Create indoor and outdoor gathering places for informal interaction among students and faculty.
- > Provide food and beverages in a range of venues and at various times of day. Identify a program for a student life feasibility study.
- > Develop a program of uses and location options for a Student Life Center and recreation center.
- > Organize space within academic departments to include centers of informal meeting space, to give identity to disciplines and to allow faculty to interact with each other and meet with students outside their offices.

- > Provide study areas for group projects, which are growing as a teaching/learning method across disciplines. Incorporate student lockers, carrels and study areas into as many locations as possible within existing and future buildings.
- > Provide more computer labs with general access, wireless internet access, and possibly a cyber café.
- > Utilize library space more effectively and strengthen its role as a meeting and learning center, possibly by incorporating computer labs and a cyber café.
- > Expand and better locate services such as health services, wellness, child care, and counseling.
- > Continue to pursue opportunities for student housing.

PRINCIPLE F

relationship to **community**

- > Continue to foster community involvement in determining which educational programs best serve the needs of the region.
- > Pursue multiple opportunities for community involvement in the extracurricular programs and activities of the campus.
- > Use the design of new entrances as opportunities for siting buildings and open space facilities available to the community, and informational opportunities to announce events and activities that are open to the community.
- > Maintain a recreational and bike trail through campus, around the natural areas, that takes advantage of future opportunities to connect to regional bike trails.
- > Continue to build facilities that accommodate large gatherings (100 to 150 people) to serve the needs of the institution and the community.

master plan and guidelines

This plan sets the land-use and design direction for the grounds at the Lima Campus, home to The Ohio State University at Lima and Rhodes State College. The recommendations in the plan include both long-term development projects and improvements that the institutions would like to see happen very soon.

This document grew out of a collaborative process. It provides a framework for the campus's development for the next 20 years and beyond. Its flexibility will allow the institutions to achieve their vision, mission, and goals.

RHODES STATE COLLEGE MISSION STATEMENT

As a college that exists to change lives, build futures, and improve communities through higher learning, Rhodes State College seeks to become the College of choice in west-central Ohio.

THE OHIO STATE UNIVERSITY STATEMENT OF PURPOSE

To advance the well-being of the people of Ohio and the global community through the creation and dissemination of knowledge.

The master plan and guidelines set the framework for future physical development of campus. This plan incorporates significant new decisions and confirms important decisions from past planning efforts. Key elements:

- > The plan identifies extremely sensitive environmental features that will be preserved.
- > The two institutions will create distinct identities within the structure of one campus via unique signage and distinctive architectural character (see design guidelines in this chapter).
- > The plan establishes a framework of open space and pedestrian spines on which long-term facilities can be located.
- > A combination of new and existing buildings will form the common student-services spine between the two future quads.



campus open space and civic structure

The creation, enhancement and preservation of open space is addressed in the plan. A special emphasis is placed upon an appropriate approach to the natural systems that are present on campus. An open-space hierarchy is proposed for natural and cultivated areas, athletic fields, landscaped open spaces, civic and gathering spaces, view corridors, campus entrances and destinations, and a pedestrian circulation network of primary and secondary routes and nodes. This framework has been shaped and reinforced by existing and recommended building edges, heights, spacing, orientation, and ground-level uses.

Characteristics of the different zones shown at right include:

- > **Forest Preservation Zone** – The natural state of the forest is left intact with minimal management and the primary human impact is a hiking trail throughout the zone.
- > **Campus Quads** – Include significant expanses of grass for informal, passive recreation, a mix of tree clusters and specimen trees, numerous footpaths with intermittent benches and sitting walls.
- > **Athletic Zones** – Play fields for soccer, baseball, softball, ultimate frisbee and touch football. Walking paths, a service road and tennis courts are also included.
- > **Campus Entrance Zone** – The primary gateway to the campus will include rows of ornamental trees and shrubs, specialized landscape features, and a large monument sign.

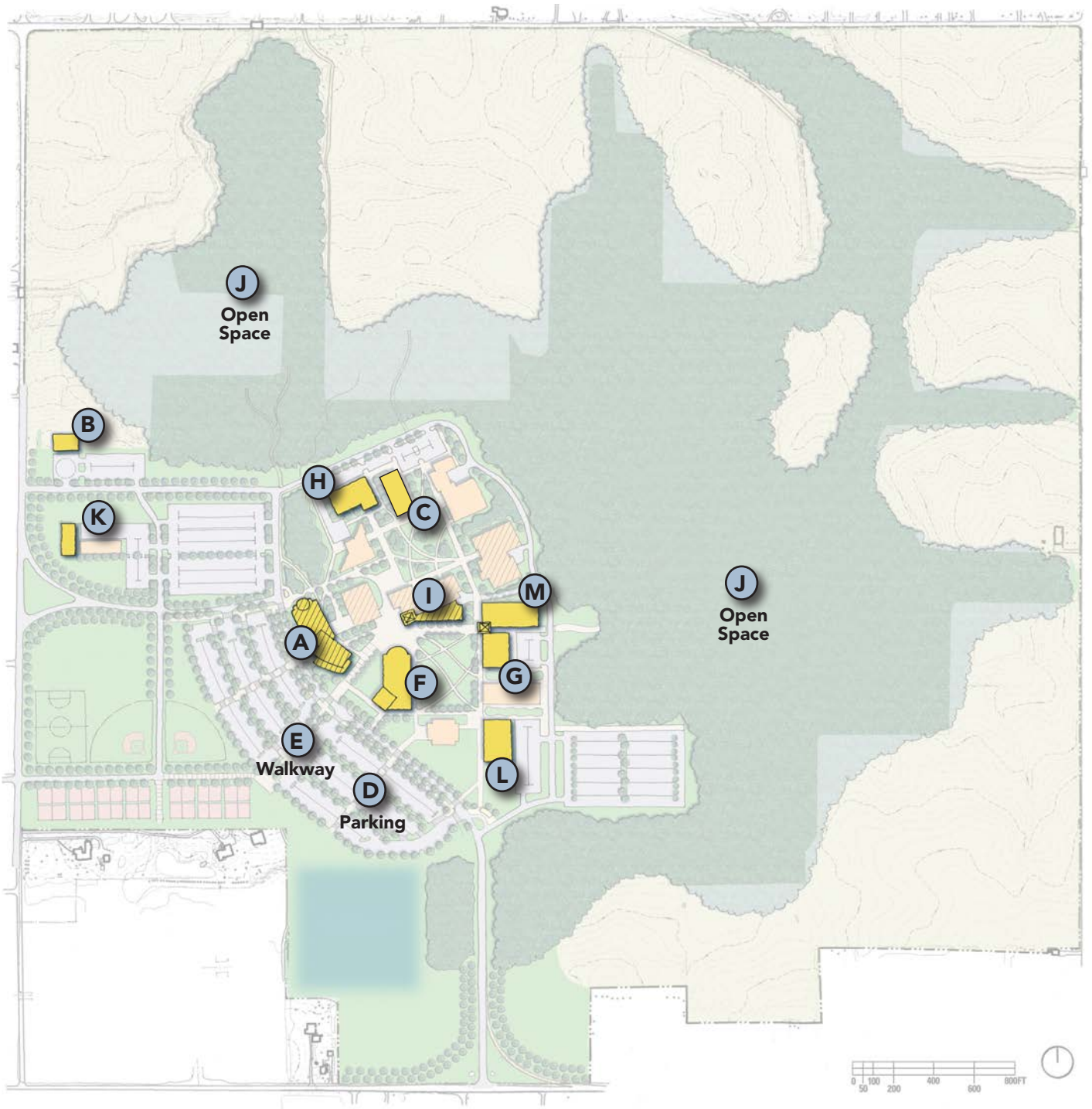


density and development **capacity**

The plan outlines strategies for increasing space utilization in existing facilities and sets out recommendations for the location and program size of new facilities to accommodate future growth on campus. The intent for this strategy is to present footprints for future buildings that represent the ultimate development capacity of the campus without diminishing the scale and character of the existing buildings and open spaces. Desired programmatic and functional adjacencies for new facilities, for existing facilities, and for additional campus housing have all been explored. The plan recommends decision criteria for selecting appropriate short-and long-term land uses outside the campus core.

KEY	USE	STORIES	GSF (MAXIMUM CAPACITY)
A	Student Life Center Building	3	48,600
B	Physical Plant	1	16,000
C	Galvin Hall Renovation	2	72,000
F	Academic	3	50,000
G	Academic	3	77,000
H	Academic	3	84,000
I	Reed Addition	2	14,000
K	Extension Services	2	30,000
L	Academic	3	91,000
M	Academic	3	91,000
			565,600 GSF

The master plan identifies the potential for 565,600 GSF of new facilities on the Lima campus. In order to maintain a human scale to the campus where buildings are no taller than 50'-60', the master plan recommends that new structures be built to three stories in height.



The exact size, location and use for each new building is conceptual in nature. The sites are generic and should have the flexibility to be utilized by either the OSU Lima or RSC to meet their space utilization needs.

pedestrian and bicycle circulation

The plan has located future pedestrian and bicycle circulation, with special focus on creating and enhancing the character of the campus through an appropriate hierarchy and design of paths. The plan addresses the interrelationships among pedestrian and bicycle circulation, campus open space, and facilities and parking.

The primary pedestrian routes shown in the adjacent map will carry a large load of pedestrian traffic and should be 10'-12' in width. These are likely to be routes for emergency vehicles and landscaping-service vehicles as well and should be designed to accommodate additional loads structurally. Secondary routes should be 6'-8' in width. The designated bike route to campus should be along on-street, 5' striped bike lanes in both directions of travel. Cyclists will be expected to walk their bikes on the campus proper. Secure bike racks should be located near the entries of all building or at a common facility that offers lockers, rest rooms and covered bike parking. Finally, a trail that encircles the entire property should be planned. A path 4'-6' in width is desired with benches located adjacent to buildings entrances and around gathering places.

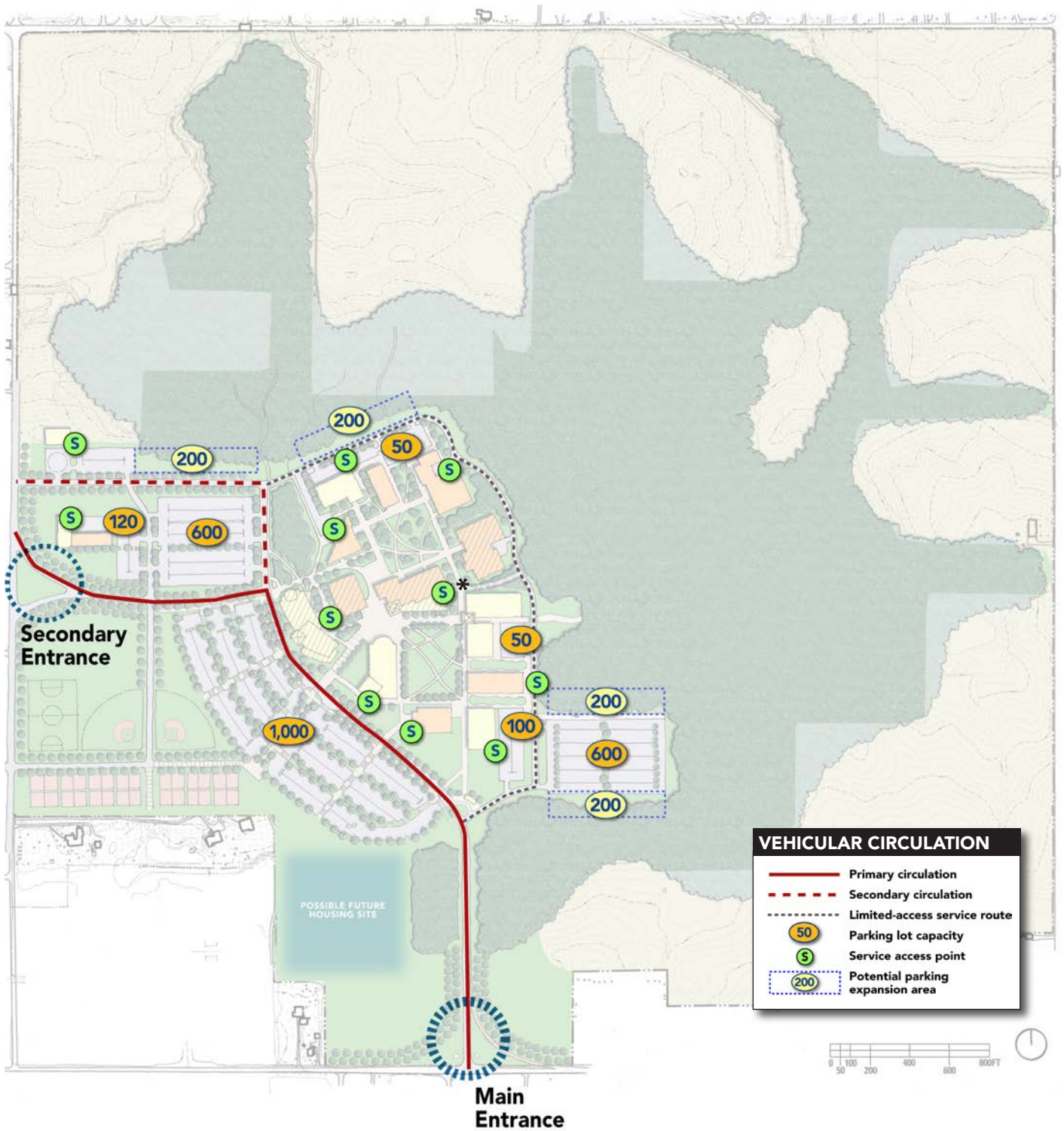


vehicular circulation

The plan recommends the location and treatment of circulation routes for automobiles, deliveries and emergency vehicles, with a special focus on creating vehicular-free pedestrian zones. The plan also sets out recommendations on the location and quantities of parking, paying particular attention to the relationships between parking and vehicular campus entrances and major pedestrian routes. The roadways to the campus from the two vehicle entries should be designed as tree-lined boulevards to enhance the sense of ceremony upon arrival. The visual axis of the primary entry will terminate at the visitor entry and guardhouse while the secondary entry from the west will terminate at one of the grand entries to the new Student Life Center Building.

Shown on the map on page 35 are new and existing parking lots that total 2,520 spaces, up from the 2004 figure of 1,904. Also shown are recommendations for four areas of parking-lot expansion to create an additional 800 spaces to accommodate future growth in the student population. Finally, a more detailed, future analysis of a parking and traffic plan is recommended.

PARKING	
Existing	1,904 spaces
Planned	2,520 spaces (net gain 616)
Potential Expansion	3,320 spaces (net gain 1,416)



*Moving Reed Hall's service access point will need further exploration due to convenience and safety issues that may arise from its relocation.

community interface

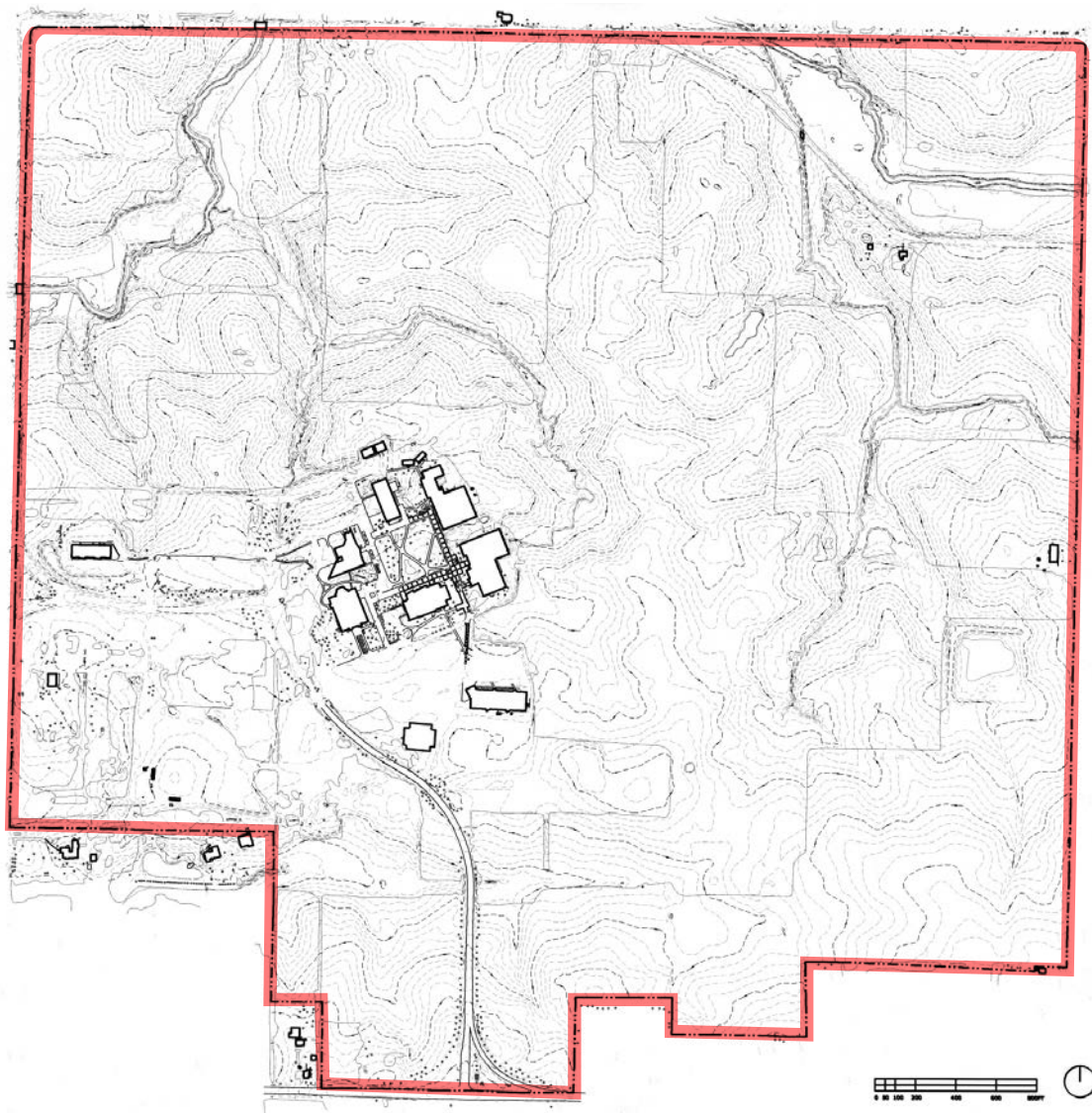
The institutions are part of the Lima community and are considered important resources. Continued development of the community and the campus should be integrated. The plan recommends appropriate physical modifications designed to improve the community interface.

Some of the modifications include:

- > Enhance landscaping along the edges and the accessways into the campus
- > Placement of publicly-accessible buildings near the primary vehicle-circulation route and parking areas
- > Shared use buildings open to the public should be located along the common student service spine between the two campus quads

acquisition line

The plan contains recommendations about the ultimate boundary of the campus that reflect land-use protection policies, the need for future growth reserves, and an evaluation of development and partnership potential. The plan also addresses the near- and long-term use of land not currently required to achieve the academic missions of OSU Lima and RSC.



2004 Campus Map
with property boundary highlighted

design guidelines

Careful site planning—the arrangement of facilities on the land—is fundamental to the character of the place. Site planning involves identifying and strengthening desired relationships among built elements, and considers the relationship to buildings in outdoor spaces. It is recommended that the Lima campus develop a process and methodology for siting future buildings in accordance with the master plan.

Through the planning process, the campus Master Plan selected appropriate sites for future development. Attention to important site planning factors not explicitly outlined in the Master Plan—setbacks, creation of campus spaces and preservation and enhancement of views—can ensure that these sites are developed in ways that respect and enhance both the campus and the surrounding neighborhood while meeting the needs of the two institutions.

One of the Plan's primary components is the "Civic Structure," the outdoor public rooms of the campus, and the streets and paths that interconnect them. At OSU Lima and Rhodes State College Campus, this includes the existing quadrangle and the various courtyards, streets and paths, and the outdoor recreation and athletics areas. The OSU Lima/RSC campus draws its memorable sense of place from its public spaces and the way that they are organized to create both order and variety. The Civic Structure of the campus defines the shapes, sizes, and characters of these spaces, their locations, and the ways that they are interconnected. It reinforces the sense of campus unity and sense of place. In most cases, buildings are a backdrop or an edge to the spaces and movement corridors that make up the Civic Structure, but the buildings give life and dimension to the spaces. In that respect, building massing and density become a component of Civic Structure.

The following Design Guidelines are directed toward the goal of creating building and site improvements that contribute to

the quality of life on campus and the quality of the environment and character of the campus.

CAMPUS REALM (CR)

CR-1 Open Space

- a. Consider the experience of a visitor approaching or leaving a campus destination, and shape spaces to provide a positive experience not just within buildings, but on the way to, from, and between buildings as well. Emphasis should be placed on giving each destination a relationship to the campus as a whole and orienting travelers as they move around the neighborhood and the campus. Visual connections through consistent signage, landscaping and path design will strengthen the sense of connectivity throughout the campus
- b. Design outdoor open space to accommodate many types of events. Campuses benefit from a broad range of outdoor spaces, from busy plazas to large greens suitable for hosting sizeable events; from places that can accommodate a pick-up game of Frisbee to more intimate areas for conversation or reflection; and from places that feel insular to the campus community to places that welcome in the larger community. Significant campus open spaces should be designed as inviting “outdoor rooms,” providing a sense of place. Accommodating a range of outdoor spaces will make the campus more versatile and dynamic while supporting a diversity of needs. The use of high-quality landscaping and materials accompanied by regular maintenance should be continued.

CR-2 Building Landmarks and Gateways

- a. Landmark buildings are exceptional and should be judiciously located at crucial nodes in the plan of the campus. This special status should be considered for buildings with a program that is public in character.
 - > In some cases, urban buildings articulate special conditions of the campus by their exceptional massing or design. In a few extreme cases, they dominate and control

- the space around them by their exceptional size and/or by the special character of their design and materials.
- Landmark buildings provide the articulation and emphasis needed to enhance special places. For example, they terminate an axis or provide a focal point for a space or a street. It is often not necessary or desirable for an entire building to have a special character: the requisite visual emphasis can often be achieved by the incorporation of special features in the design or massing of the building.
 - The special character of these buildings may reflect the public nature of their program, which tends to include important collective spaces, or uses with high symbolic and functional value to the whole campus.
- b. Campus gateways should be identified with unique landscaping or public art features that denote entry into the campus. These gateway elements include locations at the Campus Drive entry from South Mumaugh Road and the James Biddle Drive entry from the Harding Highway. In addition to landscape and public art, architectural elements of the potential Student Life Center landmark building should create a gateway for those entering the campus on foot from the proposed parking lot. All gateways should incorporate a consistent set of elements and should prominently display the name of the institutions.

CR-3 Pedestrian Paths – Traveling on campus involves movement between buildings and parking and between buildings and other buildings. This movement takes place on a network of primary and secondary walkways throughout campus, indicated on the Pedestrian and Bicycle Circulation diagram on page 33.

- a. Primary paths – These are also referred to as the main spines of circulation through campus. They serve double duty as a paved network that supports occasional use by service and emergency vehicles needing access to the center of campus. Thus, the primary paths should be 10'-12' in width and designed to potentially accommodate the weight of emergency vehicles. They should also be engineered to drain well and must not exceed a 5% slope for ADA access.

- b. Secondary paths – These routes should be 6'-8' in width and should also be engineered to drain well and must not exceed a 5% slope for ADA access.

CR-4 Landscaping – The planting of trees, shrubs and other landscape features help to shape open space into outdoor “rooms”, provide a foreground to buildings, and can define pedestrian and vehicular routes. Thoughtful placement and selection of plantings should minimize maintenance needs and maximize security. Placement and selection should also be considered strategically:

- a. Place shade trees along pedestrian walkways, throughout parking areas and around nodes.
- b. Mass shrubs to accentuate building entries and areas of high interest or visibility. Reduce the use of shrubs for foundation planting around buildings in the future.
- c. Favor a broad-stroke approach to plantings: deploy plants in rows and masses rather than in fussy and detailed arrangements (the preference is for native plants if appropriate).
- d. Use plant material to define and unify streets, paths, and open spaces and to reinforce the basic structure of the campus.
- e. Choose plant material that is appropriate to the scale of the location in which they are planted

CR-5 Parking Lots – Given that surface lots will continue to provide all of the College’s parking needs in the foreseeable future, care should be taken to ensure that they are well designed to help improve the campus identity and environmental quality. The following items should be considered:

- a. Signage that marks the route to the primary parking areas should be clear and located along the primary vehicle routes into campus.
- b. Lighting for the parking lots and access routes to them should be adequate to ensure safety of moving vehicles and pedestrians.
- c. Edges of the surface lots should be well landscaped with shrubs and trees, especially when a walkway is immediately adjacent.

- d. Rows of trees should be planted within parking areas to create shade and visually break up the large expanses of asphalt on the primary parking lots.
- e. Clear pedestrian paths that connect through parking lots and to destinations should be provided.
- f. All parking lots are potential future building sites and therefore replacement parking must be considered for any future building projects.

CR-6 Signage (buildings, wayfinding, entrance gateways)

- a. Signage offers a unique and relatively inexpensive way to create a more easily-navigable and coherent campus. While each building or public space need not invent its own graphic-design palette, consideration to create complementary palettes for OSU Lima and for RSC should be considered. Regardless, it is highly desirable to develop new campus-wide signage every 10 to 15 years. Periodic renewal of signage provides a very effective medium for communicating each institution's creative energy. Within the next two decades, some proportion of the campus's conventional signs could be replaced by electronic signage with the capacity to display regularly updated information.
- b. First-time visitors should be able to find their way around easily from the moment they set foot on campus. At a minimum, the campus should contain these types of signage:
 - > Regulatory (e.g. "permit parking only")
 - > Building identification
 - > Directional (i.e., signs pointing toward the location of buildings and parking structures)

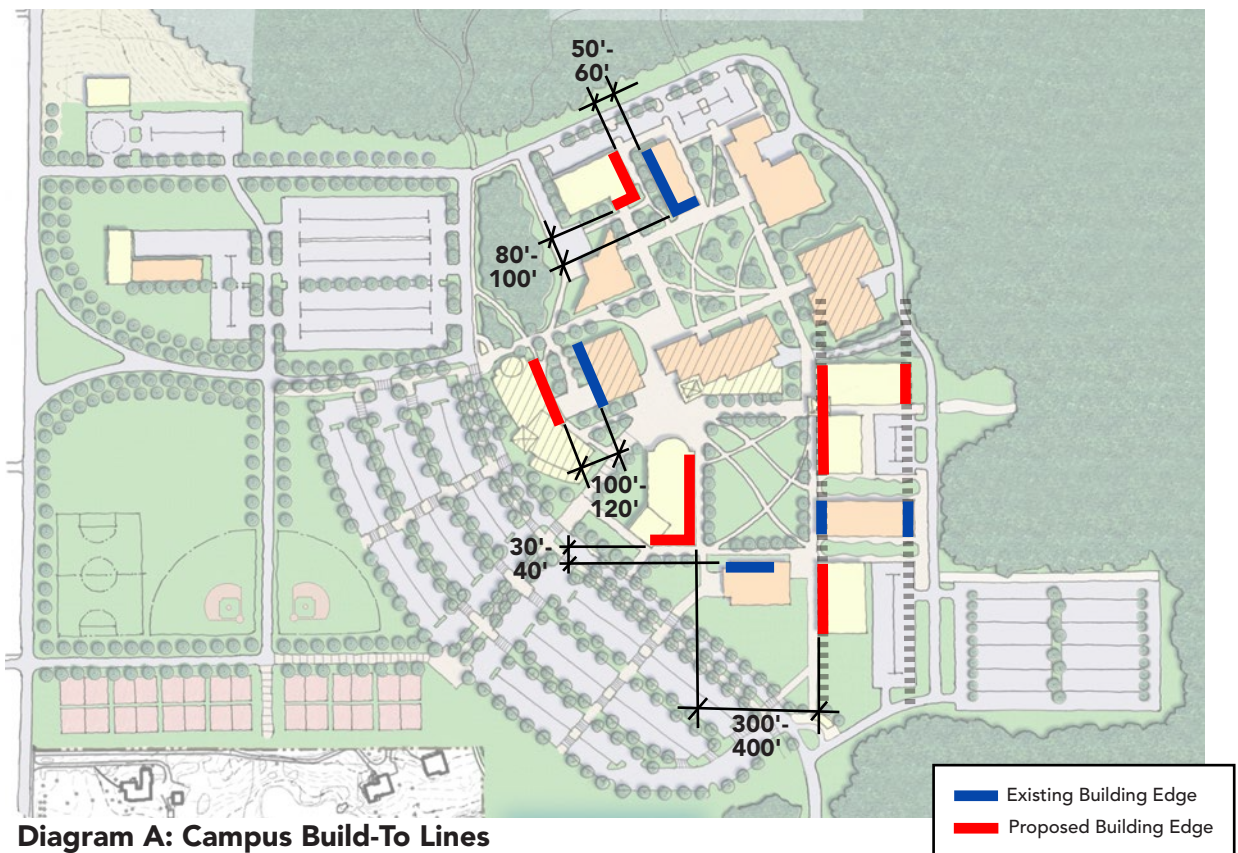
For additional consideration is the use of kiosks on campus that can serve as small information centers. They should be located along the primary walking corridors and could potentially house a computer that could contain a host of information about the college, in addition to directional information and pedestrian-scale campus maps.

SITE PLANNING (SP)

SP-1 Build-to Lines – Buildings should be sited and designed to establish and reinforce the open spaces of the campus. The build-to lines, shown in *Diagram A* in red, represent critical spatial edges along which major facades should be aligned. (In some locations they are shown relative to an edge of an existing, adjacent building with a key dimension to highlight the recommended setback distance.) Ultimately, the new and existing building facades will be used to establish and reinforce the primary campus open spaces.

SP-2 Building Entry Locations

- Celebrate entry locations. Building entrances should be clearly marked and include an architectural feature unique to the building: a large awning, a columned portico, a two-story glass wall, etc.
- Front doors should face quadrangle and significant courtyard spaces. New buildings should be designed to open



not only onto streets but also onto campus green spaces. This approach will provide gathering and recreation areas for building users, help define edges to open spaces and ensure that outdoor common spaces remain lively. (See *Diagram B*)

SP-3 Loading and Servicing Locations – Campus roadways and the service loop should be designed to facilitate and integrate service and delivery vehicle access. To the extent feasible, shared access should be provided between adjacent buildings to minimize construction of redundant driveways. Certain campus corridors may serve multiple transportation functions; a pathway used primarily by pedestrians during the day may be shared by delivery vehicles during off-peak hours or used by service vehicles during emergencies. Facilities such as loading docks should be located unobtrusively and screened by low walls and landscaping as needed to ensure compatibility with the adjacent campus uses. (See *Diagram B*)

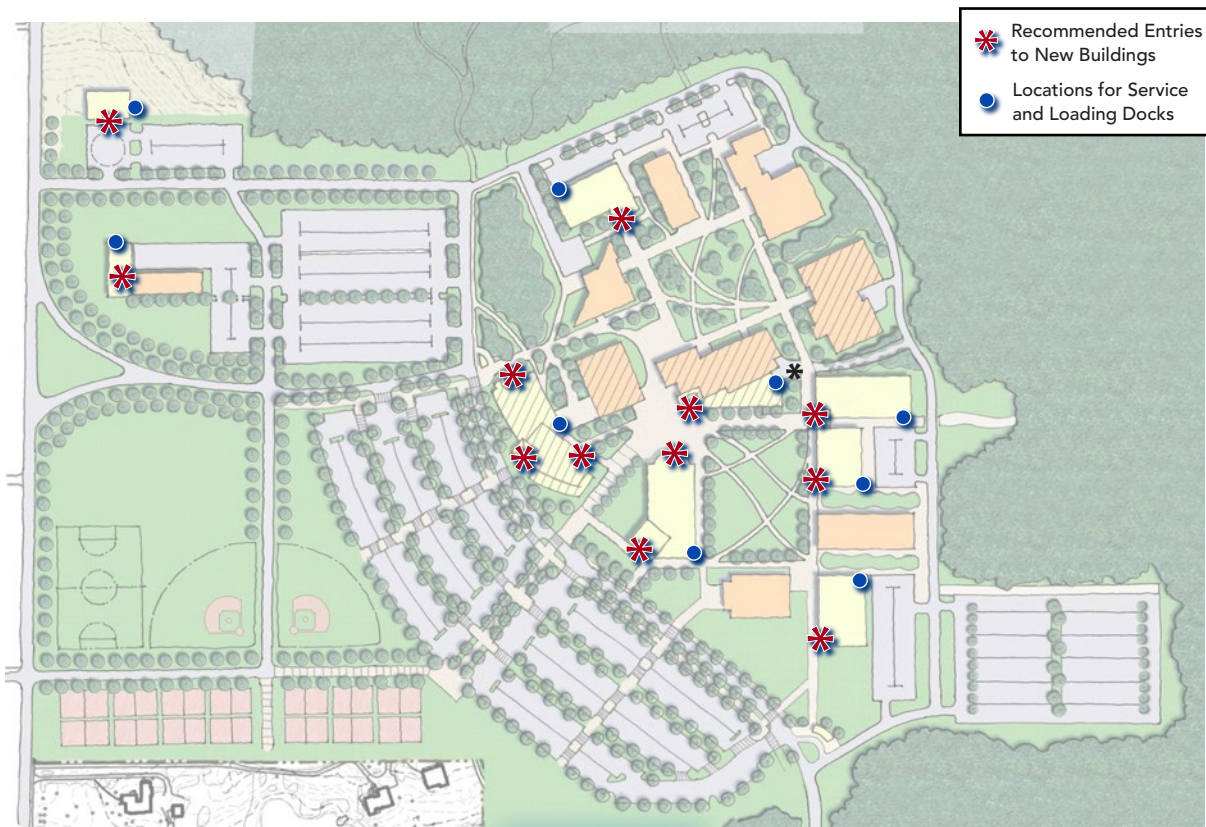


Diagram B: Building Entry and Servicing Locations

**Moving Reed Hall's service access point will need further exploration due to convenience and safety issues that may arise from its relocation.*

SP-4 Campus Continuity – While a variety of plantings, paving, public art, and other landscape design elements should provide a unique identity to each of the campus’s major public spaces—and in the process enrich the campus’s overall quality and character—it is critical to emphasize key elements of continuity that convey a cohesive quality to the campus:

- a. Continuous *walkways* that utilize consistent paving;
- b. Wherever possible, *trees lining important walkways*; they offer visual emphasis, welcome shade during much of the year, and create visual cues that help visitors and others navigate the campus; and
- c. Continuity of site furnishings such as *lighting, benches and seat walls*, bike racks, tree grates, emergency telephones, trash cans, bollards and planters.

SP-5 Parking Lot Setbacks – To maintain a quality environment for pedestrians landscaped setbacks are required for all parking lots and their adjacent pedestrian paths. Parking lots should be set back a minimum of 25' from the main roads (enough space for a walkway and rows of trees on each side).

BUILDING DESIGN (BD)

BD-1 Height/Scale

- a. While most existing buildings on campus are typically two stories, in order for the campus to grow in a more space-efficient manner, new buildings should be three stories in height. Exceptions include the additions to existing two-story buildings or the proposed single-story physical plant maintenance building. New three-story buildings should acknowledge architecturally the prevailing two-story height of the campus through design elements that could include setbacks, cornices, or the change of material or color between the second and third floors. Additionally, at landmark building locations, towers, cupolas and other architectural features are permitted to exceed the three-story limit for emphasis.
- b. The massing strategy of large buildings should be used to break down the scale of the building. This can be done by

designing a building to look like a collection of smaller-scale pieces using setbacks, notches, porticos, bays, a discontinuous roof line or comparable visual element. No façade should extend for more than 80' without the highly visible articulation noted above.

BD-2 Materials – Buildings should appear solid and long lasting. The use of stone, masonry, steel and glass is encouraged while cheap looking materials such as drive-it (fake stucco) should be avoided. Material use should be considered strategically in order to help create a varied character between OSU Lima buildings and those designed for Rhodes State College. Individual architectural expressiveness should also be used to help create varied character for the two institutions that share the same campus.

BD-3 Fenestration

- a. The ground floors of new buildings should be transparent and include significant fenestration. Making interior activity clearly visible to passersby will provide a sense of the kinds of teaching, research, or other activity that goes on inside each building and allow passersby to glimpse acquaintances, enjoy the vitality that gathering places foster, be tempted to grab a snack or enjoy public art, and similar activities. Ground-level façades adjacent to interior uses should be as transparent as possible without sacrificing the characteristic mix of red brick, light stone trim, and glass that defines much of the continuity between buildings. Make dining halls, cafés, and other food-service facilities, in particular, visible to passersby; where possible, these activities should spill out into outdoor public spaces by providing for outside dining.
- b. Where appropriate, careful proportioning and placement of windows on all major façades is essential for blending new construction with existing buildings. Window placement should avoid excessive regularity or irregularity and large picture windows and glass curtain walls should be minimized. Window locations should provide balance and reflect the rhythms and cadence of adjacent buildings' façades.

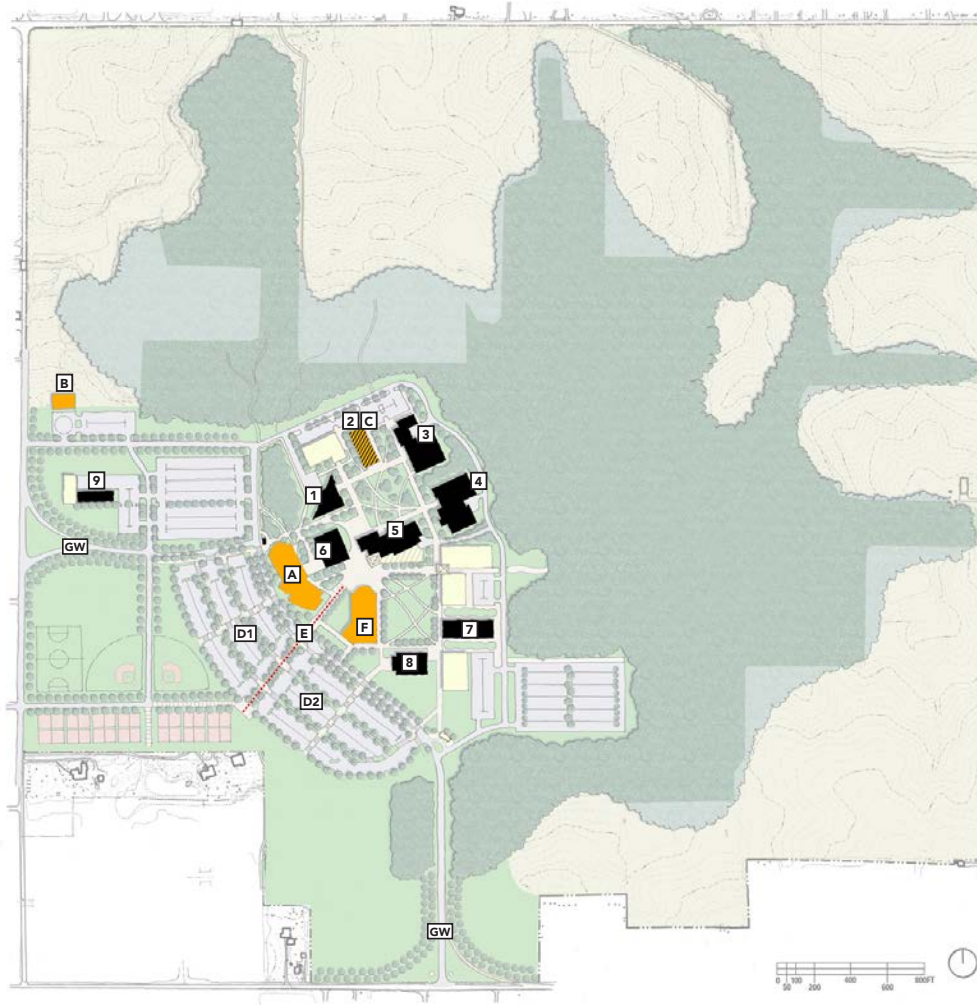
APPENDIX-

phasing/implementation

The animated maps on the following pages illustrate a three-step phasing strategy. The initial phase of the strategy includes the development of the new Student Life Center building (A) and a 50,000 gsf academic building (F) adjacent to it. To serve these two new uses, 1000 spaces of replacement parking is shown immediately to the south and west (D1 & D2). Phase I additionally includes a new physical plant (B) building, miscellaneous pedestrian enhancements and gateway improvements.

The 2nd phase will bring a new campus quad to the south (J2), enclosed by a new academic building (G) and an addition to Reed Hall (I). A large academic building adjacent to Galvin Hall (H) is also planned in addition to open space improvements through the wooded area and along the edges of the campus property line.

The final phase will see additional academic buildings built around the South Quad (L,M) as well as a new Extension Services buildings (K). During this time period, new athletic fields and tennis courts are planned (O) as well as a location for potential student housing in the long term (N).

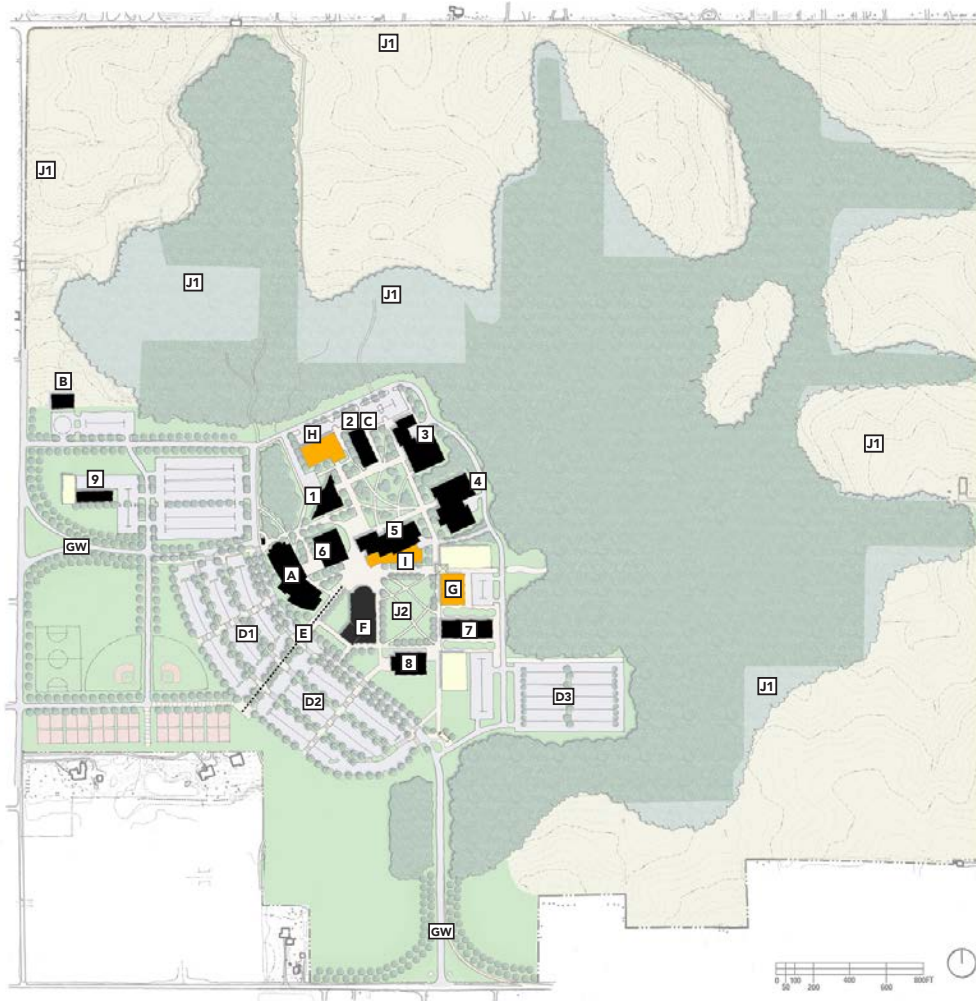


existing

- 1** Public Service Building
- 2** Galvin Hall
- 3** Tech Ed Lab
- 4** Cook Hall
- 5** Reed Hall
- 6** Life and Physical Sciences Building
- 7** Countryman Hall
- 8** Keese Hall
- 9** Agricultural Extension Building

phase 1

- A** 48,600 GSF
- B** 16,000 GSF
- C** 72,000 GSF
- D1** Parking (450 spaces)
- D2** Parking (550 spaces)
- E** Pedestrian link
- F** 50,000 GSF
- GW** Gateway Improvements



existing

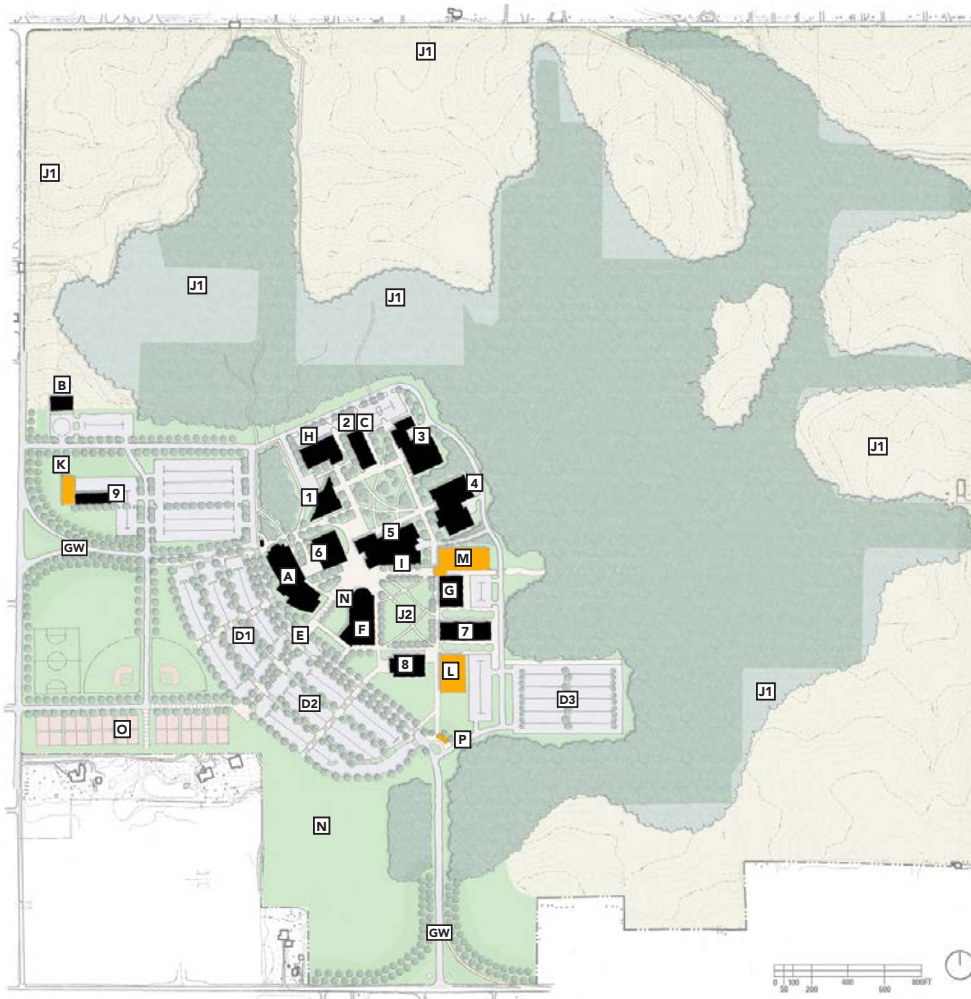
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phase 1

- A** 48,600 GSF
- B** 16,000 GSF
- C** 72,000 GSF
- D1** Parking (450 spaces)
- D2** Parking (550 spaces)
- E** Pedestrian link
- F** 50,000 GSF
- GW** Gateway Improvements

phase 2

- D3** Parking (600 spaces)
- G** 77,000 GSF
- H** 84,000 GSF
- I** 14,000 GSF
- J1** Open space improvements
- J2** Formal development of South Quad



existing

- 1** Public Service Building
- 2** Galvin Hall
- 3** Tech Ed Lab
- 4** Cook Hall
- 5** Reed Hall
- 6** Life and Physical Sciences Building
- 7** Countryman Hall
- 8** Keese Hall
- 9** Agricultural Extension Building

phase 1

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- B** 16,000 GSF
- C** 72,000 GSF
- D1** Parking (450 spaces)
- D2** Parking (550 spaces)
- E** Pedestrian link
- F** 50,000 GSF
- GW** Gateway Improvements

phase 2

- D3** Parking (600 spaces)
- G** 77,000 GSF
- H** 84,000 GSF
- I** 14,000 GSF
- J1** Open space improvements
- J2** Formal development of South Quad

phase 3

- K** 15,000 GSF
- L** 91,000 GSF
- M** 91,000 GSF
- N** Site of potential student housing
- O** Athletic fields and tennis courts
- P** Information Center