OHIO STATE UNIVERSITY EXTENSION

THE OHIO STATE UNIVERSITY
MANSFIELD

OSU Mansfield Campus District Development Plan
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THE OHIO STATE UNIVERSITY
COLLEGE OF FOOD, AGRICULTURAL,
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Table of Contents

OSU Mansfield Campus District Development Plan

Project Overview

The OSU Mansfield Campus District is poised for development with the recent retail and housing expansion in the immediate area. A Town Center is also currently being planned adjacent to the campus, which promises to spur additional growth. MKSK Columbus is conducting that development plan.

The vision and mission of *this* project are:

Vision

To be a growing and sustainable lifestyle community that attracts and retains talent, increases educational attainment, and promotes economic growth.

Mission

1. Become a vibrant walkable community within Richland County serving North Central Ohio and beyond.
2. By building a renowned hub of mixed residential, retail, entertainment, health & wellness, and recreations centers.
3. By connecting to other area amenities and activities.

The OSU Extension Community Development team was requested to help OSU-Mansfield to identify on-campus uses that would coordinate with and enhance the planned Town Center development. In response to this request, in March 2016, the OSU Extension research team presented a proposal for creation of a District Development Plan to address the future development of University-owned reserve lands at the periphery of the campus. The plan will provide recommendations for the highest and best use of the University-owned sites located adjacent to the planned Town Center development.

The OSU District Development Plan will occur in conjunction and in collaboration with the Town Center Economic Development Plan being conducted by MKSK Columbus. Findings and recommendations may be incorporated into the Town Center Plan and may build on the existing OSU Mansfield Master Plan, focusing on reserve lands at the periphery of the campus. The District Development Plan and Town Center Plan being conducted by MKSK Columbus are being conducted concurrently to establish joint implementation strategies that maximize resources and planning efforts.

The OSU District Development Plan is providing recommendations that take into consideration the impact of proposed and existing surrounding land uses, existing and future infrastructure, traffic, environmental opportunities and constraints, and future academic, residential and student life needs. The plan involved input from students, campus faculty and administrative staff, community leadership, along with informal one-on-one surveys and discussions.

Purpose and Scope

The goal of the OSU District Development Plan was to create a report of recommendations regarding land use and the future development of University-owned reserve lands that take into account the Town Center Economic Development Plan. This customized report graphically demonstrates and supports the land use recommendations in coordination with the MKSK plan.

The scope of this report is organized in three broad sections:

1. Assessment and summarization of existing conditions, analyses, and reports regarding development and land use.

2. Analysis of land use potential for maximization of future growth of reserve lands. Analysis includes interviews, focus groups, and meetings in collaboration with OSU Mansfield Campus leadership and MKSK Columbus.

3. Recommendations for future development, including identification of sites and site uses on the OSU Mansfield Campus.

Literature Review and Themes

OSU Mansfield leadership has been engaged with the North Central State College leadership to identify strategies to grow and strengthen their shared campus through collaboration with each other and with community and regional partners. Several planning efforts have resulted and the reports are listed and described below. Elements of each plan, where applicable, are included in the development of recommendations offered in this report.

A plan completed in November, 2015, the *Natural Resource Management Plan*, is an in-depth assessment of the natural resource assets of the OSU Mansfield campus, from the forests and wetlands, to the wildlife. According to the plan, the campus "offers a unique setting for education, research, and community engagement in environmental studies and stewardship," also a part of the EcoLab mission statement. This is one of several reports or plans recently completed that focus on the future development of OSU Mansfield. Each plan, summarized in more detail below, plays a role in the land use recommendations made as part of this effort.

Natural Resource Management Plan

Students became involved in the development of this plan by charting the location of certain natural resource assets including trees, wildlife, and wetlands. The plan defines and maps ten resource areas and provides objectives for the preservation, expansion or eradication (in the case of invasive species) of each area. It lists six goals (also goals for the EcoLab project) that focus on the natural resources of the campus. They are:

1. Create opportunities for student research, training, and internships.
2. Support environmental and scientific programs of study at OSU.
3. Support research on forests, vernal pools, wetlands, water resources, and environmental stewardship and sustainability.
4. Support unique educational opportunities for K-12 students, teachers, and future teachers.
5. Provide educational opportunities for children and youth.
6. Foster informed decision-making through education, outreach, and collaboration.

Mansfield Campus Framework Plan

This plan, completed in March 2013, is a collaborative effort between OSU Mansfield and North Central State College. It is a long-range plan for the shared future of the physical environment of the campus. Six framework strategies were developed to inform and guide decision making about physical environment and capital investment in the plan. The strategies reflect the campus leadership principles and also inform our development recommendations.

1. Transform the campus (looking out 50 years)
2. Enhance campus life
3. Promote partnerships
4. Empower agile data-informed decision making
5. Manage land resources
6. Modernize space and maximize utilization

The plan seeks to be efficient and sustainable in the use of physical resources and programmatic collaborations. It recognizes that planned capital projects will need to be phased since financing is not immediately available and, as such, lists priorities. Priorities are combined and listed that impact land use recommendations for campus reserve lands. They include:

1. Build new entrance road from Lexington-Springmill Road
2. North/south bike paths at west property line, along gas easement and along stream
3. Connect bike path systems through campus core
4. Pathway “wayfinding” signage and trail head parking

5. New recreation fields (and recreation center, not listed)
6. On-campus housing
7. Health clinic

EcoLab Vision Report

The EcoLab Vision was created in 2014 to focus on strategies for use and preservation of the natural environment on campus, engage the eastern stream, create more connectivity, and serve as a catalyst for community interaction and to support learning in a culturally stimulating environment. The vision looks at expansion of the trail system and addition of laboratories on the various ecological conditions. Specific developments suggested include:

1. Riedl Hall Wetlands Classroom
2. Pine Plantations
3. Legacy Forest Lookout
4. Vernal Pool Boardwalk
5. Wetlands Stations
6. Prairie Lab

The vision is patterned after the Stone Laboratory at the Center for Lake Erie Area Research to align learning and research with the outdoors and the natural environment.

Mansfield Campus Roadway Study

This study, the most recent report completed by MKSK Columbus in December 2015, focuses on a primary goal of the Framework Plan, to build a new campus roadway. The study outlines a Program of Requirements for completion of the roadway with the specific site identified off of Lexington-Springmill Road. This new location would make the campus setting visible from the road, a primary driver in further developing community connectivity. The study discusses the site, utilities, environmental factors, and future development considerations, including the Town Center concept.

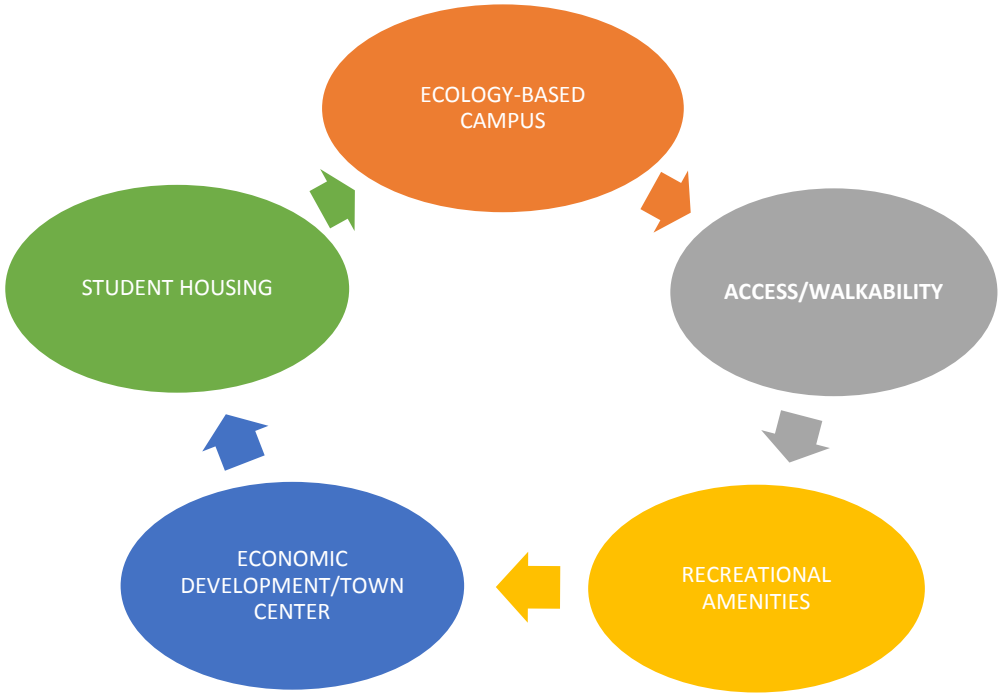
Literature Summary and Development Criteria

When considering all recent literature related to the OSU Mansfield Campus District, it clearly indicates a general consensus in the direction of some specific campus development projects, expansions, and even student and faculty-related activities. In total, five development criteria emerge as being most important to consider when recommending uses and location of uses for purposes of this plan:

1. Walkability/visibility: providing access and connectivity for students, faculty, and community

1. Ecology-based campus: incorporating the Ecolab Vision and community/student gardens
2. Recreational amenities: a recreation center, athletic fields, and open space
3. Leveraging economic development: by linking development to Town Center concept
4. On-campus housing: develop more housing options for students

Figure 1. Five Primary Development Criteria



Case Studies

The research team identified other university development plans throughout the U.S. that had relevant or similar conditions or development criteria for comparison purposes. Case studies can point to best practices or opportunities that might be considered for the OSU Mansfield plan. The case studies might also point out uses or situations to be avoided. Table 1 lists the project or plan, development focus, and provides a website link for additional information.

Table 1: List of Case Studies

Institution	Development Criteria	Impact Statement	Web site
University of Arkansas Little Rock University District Plan	Guide redevelopment of the areas around Little Rock campus	"To create a dynamic urban place and improving the quality of life for all persons who live, work, learn, play, shop, socialize, and worship in the area"	http://ualr.edu/universitydistrict/home/strategicplan/ http://ualr.edu/universitydistrict/files/2007/09/Establishing-University-Village-Report.pdf
Spokane University District Plan	Access/walkability, economic development,	"The importance of place in an age of talent"	http://www.spokaneuniversitydistrict.com/documents/UD_Masterplan_Final.pdf
University of Rhode Island North District Campus Plan	Ties the campus landscape directly to concepts of sustainability	"To create a new image for a sustainable and forward-looking science district for the 21st Century to support the institutional goals of economic development for the state."	http://web.uri.edu/cpd/files/2000-KingstonCampusMP-HI2-blank-pages-removed-8-19-13-reduced-size-for-web.pdf http://crja.com/project/university-of-rhode-island-north-district-plan/
University of Wisconsin Master Plan & Lakeshore Nature Preserve Plan	Permanently protect the undeveloped campus lands through the management of a Nature Preserve	"[The preserve] contributes to a powerful sense of place and fosters an ethic of stewardship to promote mutually beneficial relationships between humans and the rest of nature."	http://masterplan.wisc.edu/2005report.htm http://lakeshorepreserve.wisc.edu/plans/docs/IntroandPrinciplessectionPreserveMasterPlan.pdf
Ithaca College Nature Lands Plan	Land management that promotes integrated, interdisciplinary, place based, and student centered learning	"To maintain the educational value and ecosystem services of the College's natural areas, to support co-curricular activities, and to guide compatible economic and recreational development."	http://www.icnaturallands.com/about http://www.ithaca.edu/naturallands/docs/Management_Plan.pdf
West Texas A&M University	Develop and maintain the processes, programs, and facilities necessary to provide students with a superior, student-centered learning environment.	"To be recognized for its excellence in teaching and learning, with a strong focus on engaging students in challenging and meaningful experiences".	http://www.wtamu.edu/webres/File/WTAMU-strategic-plan.pdf

Descriptions of each case study are summarized below.

Spokane, WA

A New Urban Center was planned for the Spokane University District to connect retail and housing activities with the University of Spokane. The central idea was to connect the University learning activities with community needs and to integrate the two. According to the New Urban Center planning team, the University District offers opportunities to address economic development issues, smart urban growth, environmental restoration, transportation and housing needs, very similar to the issues being addressed by OSU Mansfield. This case study connects the core strengths of the institution with regional economic drivers, a key component of the OSU Mansfield plan. The result is a University District laboratory for the learning and community-engaged research that builds economic value and quality of life.

University of Rhode Island

The University of Rhode Island's Kingston Campus Master Plan incorporates four broad elements in the vision for the campus' future: 1) cultivate a sense of community among its faculty, students, and staff, 2) the University should recognize the value of its varied resources– from physical resources like land and buildings to human resources like a world-class faculty and an energetic, diverse and vibrant student body, 3) create a demonstrable match between programs and facilities across all departments and divisions of the University, and 4) the University should build on its national reputation as a center for excellence in environmental education by seeking every opportunity to create a "green" campus, to put into practice in the physical environment the ideals developed in the classroom, in the laboratory, and in the field. Of particular interest in this plan is the focus on the North District, which ties the campus landscape directly to concepts of sustainability. The North District Plan for the URI campus provides a cohesive district for three new science buildings being built amongst seven existing buildings (mostly science-related) to create a new image for a sustainable and forward-looking science district for the 21st Century to support the institutional goals of economic development for the state. The North District Plan advocates for a landscape-based storm water management system (rain garden and detention ponds) in a visible location, to address the institution's ecological, educational, aesthetic, and identity objectives for the district.
Visual: http://crja.com/project/university-of-rhode-island-north-district-plan/

University of Wisconsin

The University of Wisconsin's 2005 Campus Master Plan is a 20-year campus development plan that focuses on 6 major themes: 1) sustainability, 2) community, academic, and research connections, 3) student life, 4) building and design guidelines, 5) open space, and 6) transportation and utilities. Of particular interest this plan seeks to preserve precious natural

areas along the lakeshore and to concentrate growth in a denser pattern in the central campus that will continue to promote the concept of a minimal development zone.

A separate master plan that focuses on the Lakeshore Nature Preserve has been developed concurrent with the overall campus master plan. The University of Wisconsin's Lakeshore Nature Preserve permanently protects the undeveloped lands along the shore of Lake Mendota where members of the campus community have long experienced the intellectual and aesthetic benefits of interacting with the natural world. The Preserve shelters biologically significant plant and animal communities for teaching, research, outreach, and environmentally sensitive use; and safeguards beloved cultural landscape features.

Ithaca College

Ithaca College owns a large area of undeveloped land adjacent to and near its built campus that is predominantly covered by forest at various stages of secondary succession. Within IC's undeveloped land area are 560 acres formally designated as the Ithaca College Natural Lands (ICNL) system. INCL's mission is to maintain the educational value and ecosystem services of the College's natural areas, to support co-curricular activities, and to guide compatible economic and recreational development. ICNL has five land management priorities: 1) education, 2) preservation, 3) research 4) production, and 5) recreation. INCL lands are managed to preserve biological diversity, maintain ecological functions, or enhance ecosystem services, while others are managed as working landscapes, like farms, pastures, orchards, and woodlots, where people earn a living. Work on ICNL is primarily educational; unique coursework has been developed to utilize ICNL as a natural classroom. More information on INCL educational components are discussed within their Management Plan: http://www.ithaca.edu/naturallands/docs/Management_Plan.pdf

West Texas A&M

The West Texas A&M Master Plan consisted of more than $66 million in new construction, renovations and campus beautification. It has transformed the WTAMU landscape with everything from new entrance signs and residence halls to a renovated Student Center and a new multi-field athletic facility. In addition, the College of Agriculture and Natural Sciences was realigned to become the Agricultural Sciences Complex. The facility will benefit teaching and research in expanded space covering more than 140,000 square feet. "The realignment of the college and construction of the new Ag Sciences Complex will allow agricultural sciences to better serve our students and the industries that feed the world," Dr. Dean Hawkins, who will serve as acting dean of the College of Agriculture and Natural Sciences, said. "This will help propel agricultural science forward to a new level of excellence."

Research Methodology

The project methodology is a qualitative research approach including the assessment of existing university development projects that closely resemble OSU Mansfield plan priorities, focus group meetings with students, faculty and staff, and one-on-one or group interviews with stakeholders. The researchers also incorporated numerous meetings with MKSK staff and project/campus leadership to develop the project plan and scope and to carry out the conceptual plan. The following timeline, process and component deliverables were agreed upon and the OSU Extension research team began work in March 2016.

Table 2: Project Timeline, Process and Component Deliverables

Timeline	Process	Component Delivery
March	Project planning meeting(s) with campus leadership and MKSK consultant team to review planned project scope and to conduct an initial assessment of planned activities.	OSU proposal and MOU. Confirmation of team and project cost.
April/May	Stakeholder and project team interviews in coordination with MKSK and group meetings with students, faculty & staff on campus.	Survey instrument and focus group meetings. Gather relevant case studies and other data.
May/June	Data collection and analysis to access existing conditions, plans and resources and examination of case studies of other similar development projects.	Summary report of research findings and development priorities.
June/July	Development of a conceptual design for University-owned reserve lands including sample scenarios, maps and other visuals.	A conceptual design plan with up to three scenarios.
July	Feedback meetings in collaboration with MKSK, stakeholders, students, faculty and staff to gather feedback on draft scenarios.	Continued work on conceptual design with changes per input.
August/ September	District development plan will be completed to combine the summary report with the conceptual design. A final meeting will be held with project leadership to review and accept the details of the plan.	Final OSU Mansfield District Development Plan by end of September.

Focus Group Results

Focus Groups

In order to move beyond a simple survey or needs assessment process, the research team conducted a series of focus group meetings that would provide deeper insight into the actual campus development needs. Interaction is the crucial feature of focus groups (Kitzinger, 1994). Hence, the study team gained a clearer picture of *why* some features may be of higher rank and/or hold more merit than others.

The facilitators employed a formal structured focus group method to collect responses from three group meetings with a total of 30 participants: 1) staff and faculty, 2) senior staff and, 3) students. Everyone was encouraged to participate. The discussion questions are listed below. Key themes and findings are then summarized.

1. What type of non-academic experiences and/or facilities or services would you want to see offered on our campus?
2. Are there current experiences, facilities, or services that you might wish to change or improve?
3. What ideas do you have for new campus services that would help you as a student? (or that might attract NEW students to attend here?)

Students only

4. What do you do in your free time?
5. Would you recommend OSU Mansfield?

Key Themes

Researchers organized responses into six key themes:

1. Student health (faculty & staff)
2. Organized and informal "things to do"
3. "Chill space" (students)
4. Access to retail & entertainment
5. Restaurant/food outlets
6. Student housing options

Here are a couple of quotes illustrating some of the flavor of the student input/discussion:

- "We need more activities [near] housing, better busing, cheap activities, more lights on Lexington."
- "Kids coming from the city have nothing to do here; so they stay only 1 year. Adding more attractions will bring more students… and they'll stay for 2 years."

Table 3. Focus Groups and Key Themes

Group	Key Themes	Expressions
Faculty and Staff	1. Student health 2. Organized and informal "things to do"	Bike paths along the perimeter with little impact on trees, preservation of mature forest Rec Center to promote student wellness Enhancing common areas – they are currently under utilized Increased visibility to help connect to surrounding community Preservation of bird habitat
Senior Staff	1. Student health 2. Organized and informal "things to do" 3. Access to retail & entertainment 4. Restaurant / food outlets	Rec Center, Athletic Fields, Traditional College Experience, "students are bored", more residential properties for young professionals, "food and fun experiences", bike paths, more shuttles running longer, improved book store
Students	1. Organized and informal "things to do" 2. "Chill space" 3. Access to retail & entertainment 4. Restaurant / food outlets 5. Student housing options	"The student union is kind of like a hospital waiting room." "We need more activities [near] housing, better busing, cheap activities, more lights on Lexington." "Kids coming from the city have nothing to do here; so they stay only 1 year. Adding more attractions will bring more students… and they'll stay for 2 years."

Summary of Findings

All three groups agreed that more activities were needed for students, stressing recreation, athletic fields, food and fun experiences, and adding that there needs to be things to do near the student housing developments. The findings are in keeping with the literature review of previous reports that underlie the importance of better connecting academics and learning with activities that keep students engaged while opening up the campus to the community. The unique assets of the campus, including proximity to nearby retail development, ecological strengths and student housing, all support development of new or improved uses on campus and tied to the Town Center development.

Perhaps the most critical finding from this input-gathering process is that the development must be conducted with the best interests of the campus in mind. For example, senior staff,

faculty, and students all emphasized “things to do” as a critical piece for future campus success (attracting and retaining future students, as well as faculty). However, business development projects can easily refocus on the business-centric aspects of a plan (e.g., shifting development toward a central roadway vs. linking it more toward the campus). Again, the campus goals are to become more visible, more aligned with the community, and more attractive to students and faculty in order to better serve the region.

Table 4. Land Use Assessment Chart

Criteria	List of Uses	Challenges	Opportunities
Ecology-based	Classroom instruction Land labs Hands-on engagement and learning	Cost (not zero) Faculty/ instructors' learning curve	Cost (low) More engaged students Real-world experiences
Student Housing	Expand on-campus living opportunities	Cost	"Learning community" establishments (for student-centric engagement in specific interest-areas
Economic development	Restaurants Housing Related services	Public-private partnership Location location location	Land proximity Collaborative efforts between community and college(s)
Access/ walkability	Student / resident focused	Investment expense Bisecting wetlands/ natural areas	Safe walkways Learning experiences
Recreation/ amenities	Student/resident focused	Cost	Increased interest in on-campus living

Land Development Scenarios:

In consideration and deference to input from the various stakeholder groups in the development plan process, the research team has generated three (3) nuanced scenarios for consideration. Each have overlapping components that were generic to all of the options (e.g., retail space in proximity to student housing). But each has a specific focus that encompasses slightly differing aesthetics and, subsequently, could significantly impact the broad acceptance of any one given proposal which may be proffered.

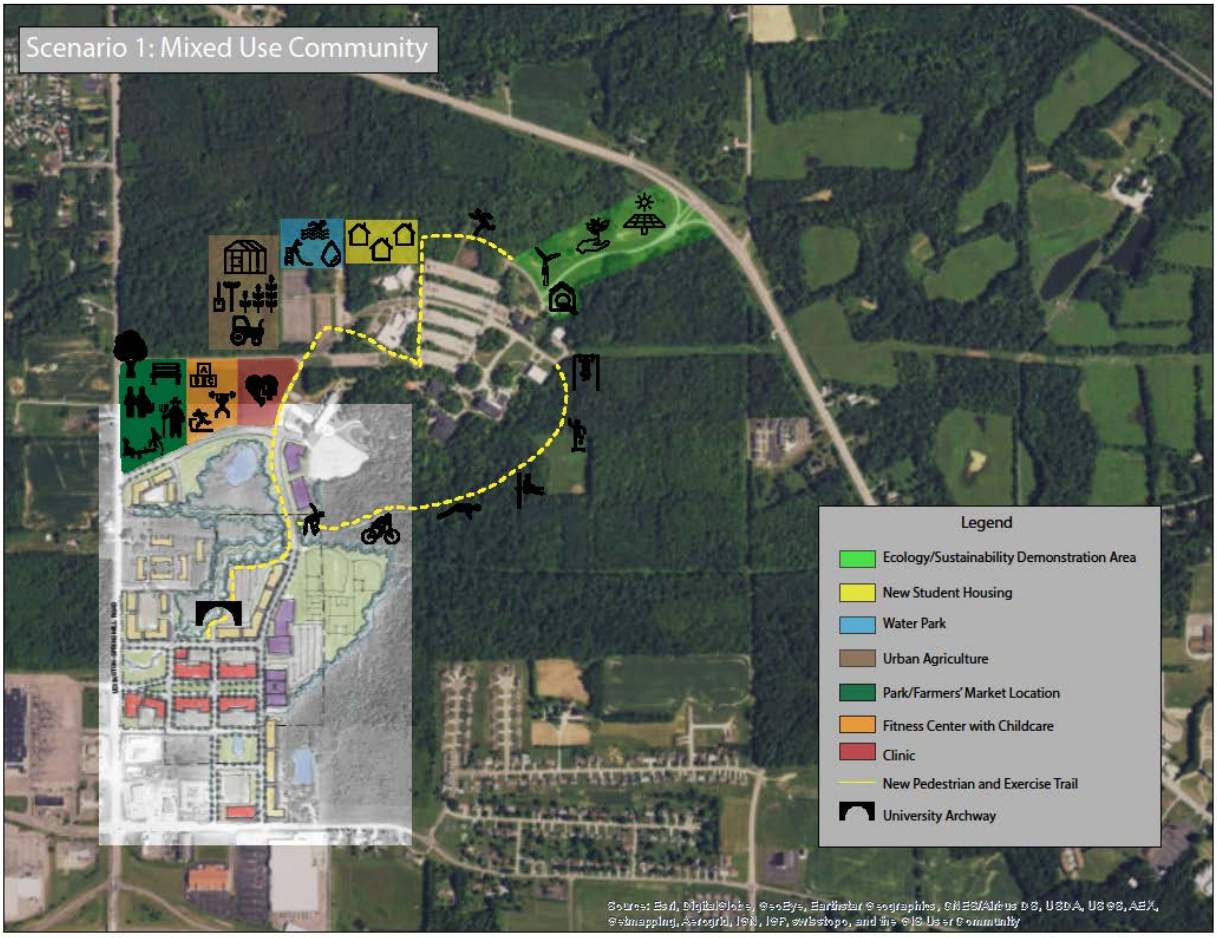
All groups agreed that more activities were needed for students, stressing recreation, food access, and "chill" space. A brief description for each scenario is included in the table below, including strengths or challenges that may be associated therewith.

Each scenario begins with the "Preferred Concept" drawings as proposed in July, 2016, that depict new residential units (yellow), civic space (purple), and retail / office (orangish-red).

Each scenario includes an eastern campus entryway that is highly focused on ecology and sustainability. Imagine a demonstration windmill, solar array, greenhouses, and other items leading directly to the existing wetlands research area. Each also includes wooded and meadow exercise trails (dashed yellow lines) with fitness stations.

Each scenario also contains a grand archway and oversized pedestrian (and bicycle) pathway is situated to tie the expanded campus offerings to the new retail/business/office space. Again, this is a critical feature aimed at helping the campus become more visible and linked to the community.

Scenario 1: Mixed Use Community Focused



In scenario 1, the clinic, fitness center, and park (including farmers market space) are clustered along a new northern access road that angles into the existing campus. This depiction also includes urban agriculture, a water park, and additional student housing clustered around the north rim of the existing “overflow” parking lot.

The key points to scenario 1 are:

- ✓ Economic development
- ✓ Restaurants - “food and fun experiences”
- ✓ Student Housing - Expand on-campus living opportunities
- ✓ Bike paths

- ✓ Shuttles running longer
- ✓ Improved book store

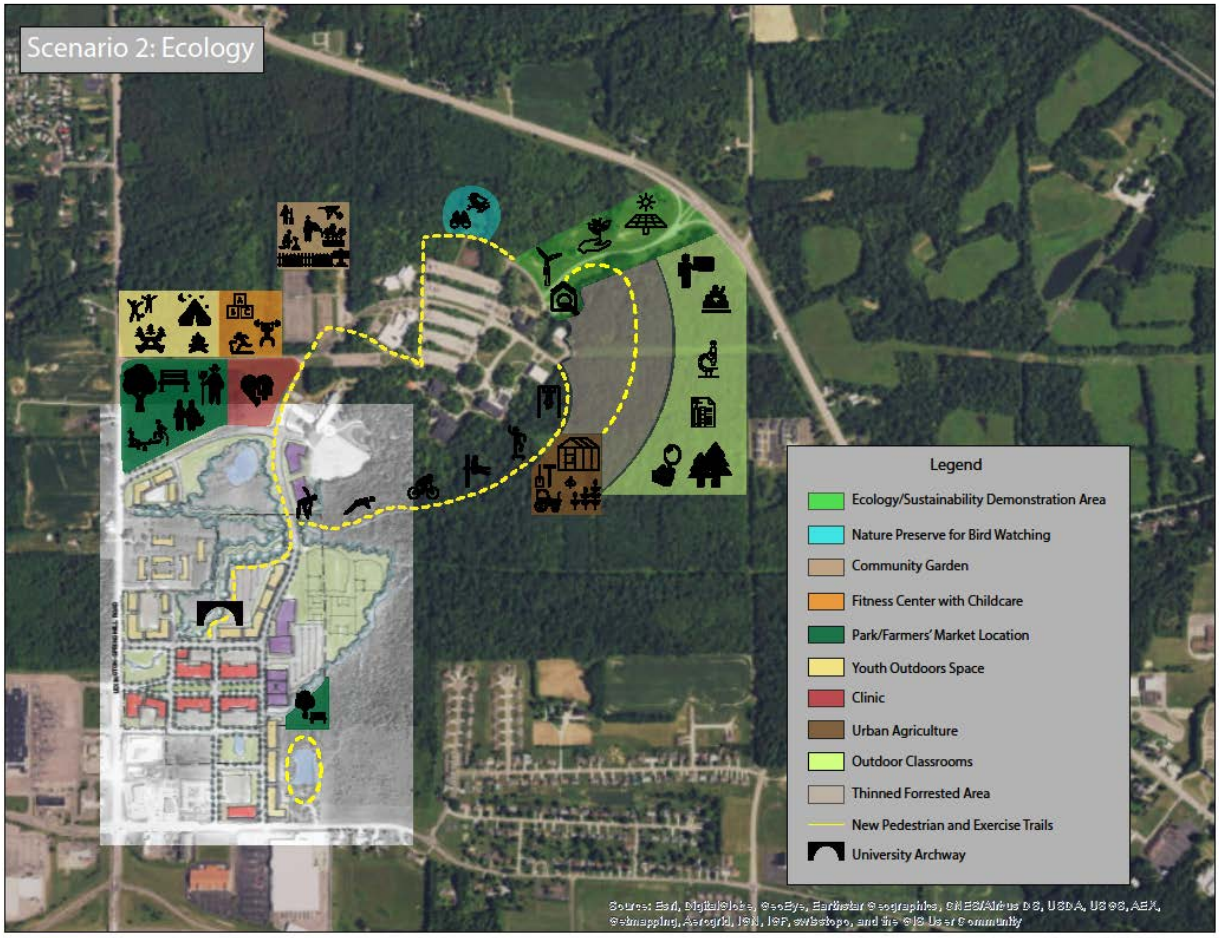
The Strengths include:

- ❖ Related service offerings
- ❖ Public-private partnerships
- ❖ Collaborative efforts between community & colleges

The Challenges include:

- Cost - “Learning community” establishments (for student-centric engagement)

Scenario 2: Ecology Focused



In scenario 2, the focus is on the existing natural resource base and the opportunity to leverage learning outcomes therein. Here, the clinic, fitness center, and park (including farmers market space) are clustered along a new northern access road that angles into the existing campus. But there are additional eco-based recreation activities included (such as camping, and outdoor ag/hort classroom facilities). This depiction moves the agriculture component to the existing soccer field (clearing), and adds additional park / green spaces and facilities. This scenario aims for a major focus on the environment and hands-on eco-learning opportunities.

Scenario #2: Ecology Focused

Key Points:

- ✓ Outdoor eco-classroom instruction; land labs; hands-on engagement & learning.
- ✓ Faculty / instructors' learning curve (cost = low); more engaged students; real-world experiences

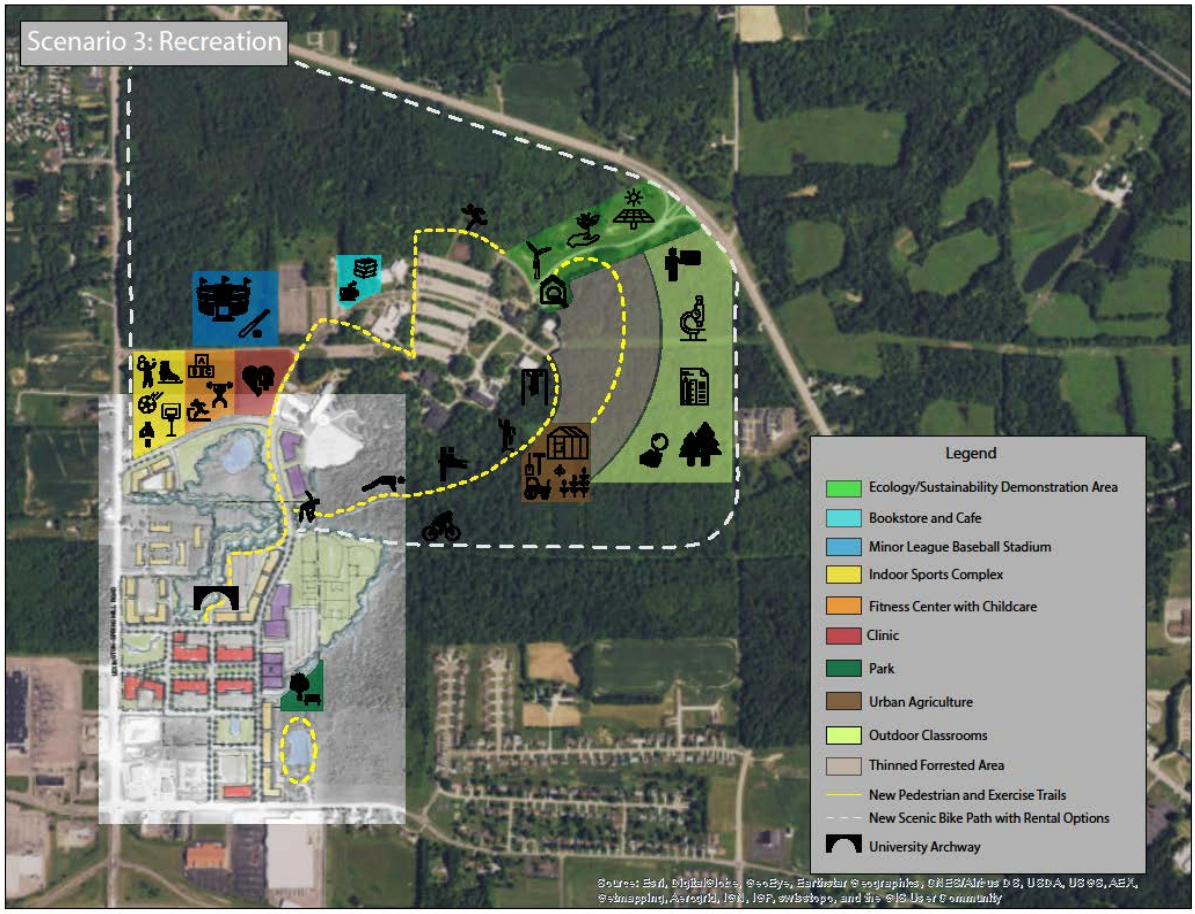
Strengths:

- ❖ Student engagement (drawing from Columbus campus)
- ❖ Professor attraction (new faculty drawn to eco-lab opportunities)
- ❖ Bike paths along the perimeter with little impact on trees, preservation of mature forest & bird habitat
- ❖ Enhancing common areas – they are currently under utilized
- ❖ Increased visibility to help connect to surrounding community

Challenges:

- Costs; opportunity loss for some potential retail/housing

Scenario 3: Recreation Focused



Scenario 3 maintains many of Scenario #2 eco-environmental items, but shifts the focus to a more encompassing idea of recreation, both indoor and out. Here, there is a cluster of health and sports recreation facilities along a new northern access road that angles into the existing campus. The health clinic is a mainstay. Additional bike trails are proposed.

Should a minor league sports team have interest in a new stadium, a potential location might be where the indoor sports complex is proposed. Then, the sports complex could be moved south adjacent to the fitness center. Or, you could possibly combine the indoor complex with the fitness center under one roof.

Scenario 3: Recreation Focused

Key Points:

- ✓ Recreation focus open to students, faculty and community
- ✓ New amenities for recreation and health.
- ✓ High student/resident focus.

Strengths:

- ❖ Access/ walkability; safe walkways
- ❖ Learning experiences
- ❖ Potential draw of baseball stadium

Challenges:

- Cost: Increased per environmental sensitivity
- Investment expense in recreation amenities
- Bisecting wetlands / natural areas

Campus Feedback

The three maps were shared via an open house for campus faculty, staff and students in late July. Anyone wishing to comment on the maps were provided the ability to communicate their thoughts with the research team.

Comments from the open campus session included:

- Birding/Nature Trail w/noted species on walk.
- Community Garden
- Discovery School
- Mixed-Use best scenario
- Water Park
- Recreation needed next to housing
- Bike path @ Molyet so it's not cut off.
- I like Walker Lake/Home Road extension
- Transportation/Traffic issue near Buckeye Village on Lexington Springmill
- Highlight Tennis Courts/ Expand fields
- Trampoline Park; Zipline; Water park
- Laser tag place
- Pedestrian bridge (to Meijer)
- Goal: preserve forest & ecology of campus

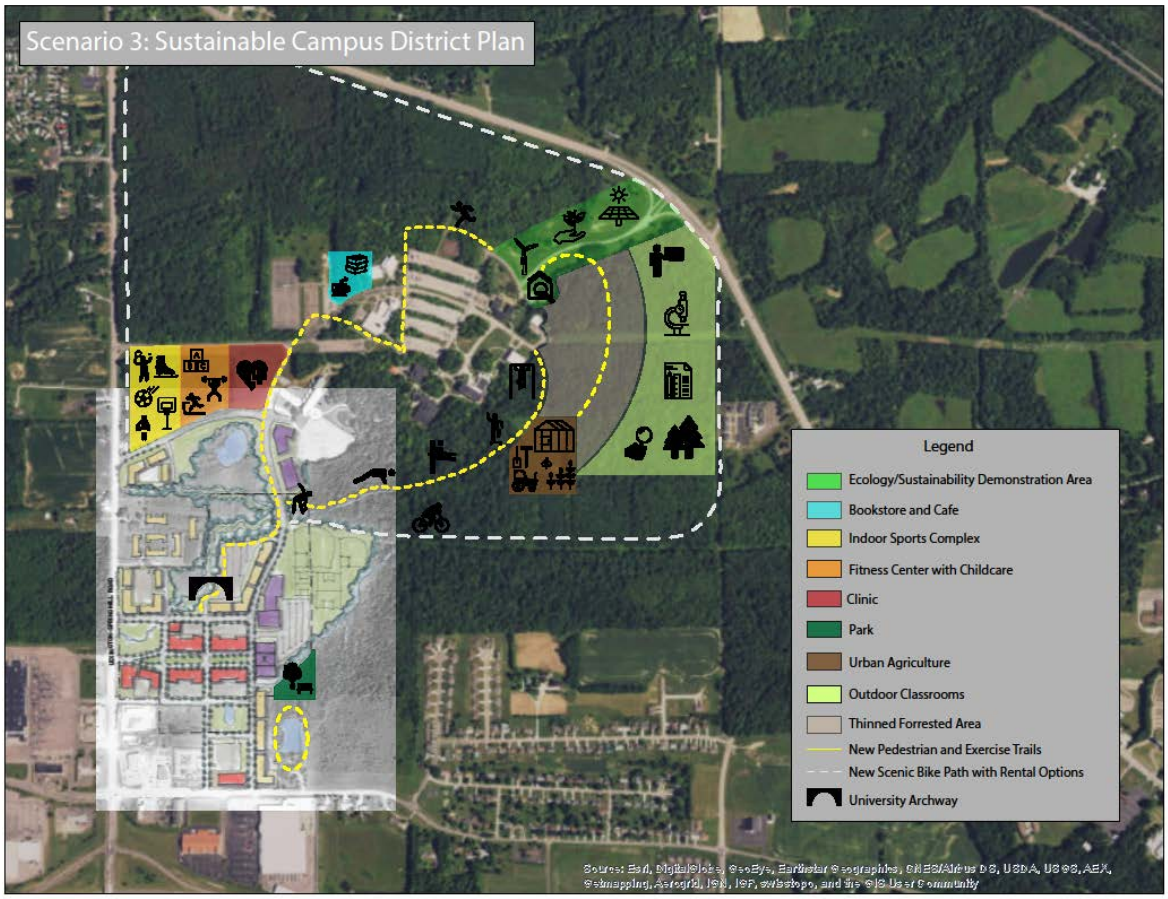
- Mixed Use – student housing – limited or open up to comm/married/small kids – accommodate additional service activities
- Recreations – good use if rec is going to be primary focus for additional use.
- Ecology site – parking on old entrance road by not open to Lex Springmill to drive people to main entrance
- The best outcome is to inventory OSU's goals & concerns alongside the community. The more we objectively look at outcomes, cost and return on investment to community AND to OSU enrollment opportunity – credit tuition paying students to support this project.
- Overall – it is absolutely vital to a public-private partnership, that the alignment of OSU's investment to that of community's vision will be difference between mediocre and vibrant. OSU as a total partner must integrate & be part of the larger plan.

In early August, the three scenarios were shared with the members of the RCDG Campus District & Town Center committee. While each committee member was given time to communicate any thoughts regarding the different scenarios, the research team did not receive any feedback.

Research team recommendation:

After a thorough review of the literature, input from faculty, senior staff and students, and in cooperation with the Town Center concept developed by MKSK, the Ohio State University research team believes scenario 3 is the most viable option at this time. The recommendation is based on the following:

- Maintains a critical focus on helping the campus become more visible and linked to the communities of Mansfield and Ontario
- Encourages and enhances a public private partnership to address land development opportunity moving forward Therefore, supporting a balanced-minded economic development approach
- Represents the best interests of the campus for attracting new faculty and students to this unique campus environment while maintaining a business proximity that provides an increased customer base simultaneously helping their prosperity.
- Preserves and maintains the natural beauty of the campus
- Sensitive to environmental campus focus yet encompasses a recreational component that was desired by faculty, staff and students


Scenario 3: Sustainable Campus District Plan
Legend
Ecology/Sustainability Demonstration Area
Bookstore and Cafe
Indoor Sports Complex
Fitness Center with Childcare
Clinic
Park
Urban Agriculture
Outdoor Classrooms
Thinned Forrested Area
New Pedestrian and Exercise Trails
New Scenic Bike Path with Rental Options
University Archway
Source: Esri, DigitalGlobe, GeoEye, Earthstar Geographics, CNES/Airbus DS, USDA, USGS, AEX, Getmapping, Aerogrid, IGN, IGP, swisstopo, and the GIS User Community