Marion Campus Framework Plan
June 2013

The Ohio State University at Marion
Marion Technical College
The Marion Campus Framework Plan is a long-range plan for the future of our physical environment. Our institutions, The Ohio State University at Marion and Marion Technical College, share the Marion campus, its facilities, and its environment. In doing so, we must be flexible and efficient in how we manage our physical assets, look to opportunities that advance our academic missions, and ensure that our policies, processes and practices can respond to our ever-changing world. Today our leaders embark on a vision for campus development for the next fifty years, building on the vision of the last forty-five years that has brought the campus to its current stage of development. Our institutional missions to provide educational opportunities to the region remain unchanged. However, the context in which we operate is changing, programatically, demographically, and financially, which necessitates continual attention to our institutional missions and to our long-term physical planning. Our physical and programmatic connections with the communities we serve are vital to our missions. As our institutions evolve, more opportunities will arise to enhance our role in our communities and contribute to their identity. The relationship between our institutions is also important to our missions. We will continue to improve our efficiencies and sustainability in the use of our physical resources and explore additional programmatic collaborations between our institutions.
Dear Colleagues:

We are pleased to present to you our shared Marion Campus Framework Plan.

Over the past year, The Ohio State University at Marion and Marion Technical College have been collaboratively involved in a process of examining how we think about our physical world. The Plan will guide our decision-making and physical change over the next 50 years, ensuring the academic missions of each institution drive the physical environment. It provides a holistic approach by integrating academic, physical and financial planning as we build toward our long-term vision for the campus. The plan gives us a toolbox of resources which will allow our two institutions to be flexible in a time of change and to encourage fiscal responsibility across the institutions.

This plan represents the careful work of many people, including strategic and physical planning leadership at Ohio State Columbus. At MTC and Ohio State Marion, our joint approach has included contributions from faculty, staff, students, trustees, and friends of the campus. In addition, our unified approach provided avenues for campus and public feedback regarding the plan through town hall meetings and web links.

The Framework vision is intrepid. With your dedication and commitment, we will move toward this vision with a spirit of unity and cooperation. Our solidarity in implementing the plan will enable our shared campus to continue providing the highest quality teaching and learning environment for our students and our communities far into the future.

Sincerely,

Gregory S. Rose  
Dean and Director  
The Ohio State University at Marion

Teresa Parker  
Assistant to the President  
Marion Technical College
# Table of Contents

Executive Summary  5  
Introduction  7  
Framework Principles  9  
Framework Strategies  10  
Issues and Opportunities  17  
Key Findings  22  
The Framework  34  
Physical Scenario  35  
Financial Strategies  43  
Conclusion  44  
Project Team  45
Over the course of the past year, our collaborative campus team, consisting of representation from both The Ohio State University at Marion and Marion Technical College, developed this Marion Campus Framework Plan. Framework planning is the integration of programmatic, physical and financial planning in a holistic manner to meet our missions and address our needs. The framework provides us with a structure for decision making about the campus physical environment. Our Framework Plan will guide us over the next fifty years to meet the needs of our students, faculty, staff and the communities we serve.

For more than forty years, our institutions have resided at the Marion campus sharing its physical environment. Our framework vision, “One Campus,” embraces our collaboration and our institutional missions, and provides us guidance as we move forward into the future. The physical environment of our campus is nearing fifty years old. Thus, we are at a point in time where we need to make key decisions about our older facilities. We must continue our efforts to modernize our teaching spaces, address our deferred maintenance, and enhance our student life facilities including housing, recreation and dining. We also need to improve our campus access, vehicular circulation and parking lot efficiencies, and we should undertake a utilities master plan to document our infrastructure and develop utility corridors. Our efficient compact development pattern is an asset and we should leverage its advantages as we use our land resources. We want to maintain our unique open spaces, preserve our prairie and creek, enhance and develop campus gateways, and build upon these features that help define us. The framework planning process provides us with the best approach to address our needs, build toward our long-term vision, and remain flexible so that we can respond to changes and opportunities.

Over the last decade our institutions have fluctuated in enrollment. While overall our campus population has grown, Marion Technical College has grown in enrollment while Ohio State Marion had decreased, largely as a result of closing the Delaware Center. Our institutions aspire to grow and we currently anticipate that each institution will have a slight growth between now and 2020. Further, we have experienced a decrease in state major capital funding. These realities and our ever changing world require that we transform how we think about our physical issues. Our campus physical environment must support our missions, and financial planning must give us the means to achieve the programs and facilities we need to deliver our missions. Thus, we must be creative and flexible, maximize our advantages and leverage our opportunities. Our framework provides us with a structure to meet our objectives.

Our institutional missions are rooted in community relationships. These relationships are important to grow and foster so that we may respond to the higher education needs of our communities and ensure access to affordable higher education. Portions of our region have experienced population and economic growth, while other parts of our region have remained steady or have declined. These realities mean that we must be ready to address varying academic needs and workforce development and retraining in skills that local employers are seeking of their employees. In doing so, we must explore our role in the community and strengthen our
community connections on many levels – programmatically, physically and visually. We will advance our campus as a hub of education for our communities, as well as a place of recreation and cultural enrichment. Through continued physical transformation, our physical environment can help us respond to our institutional priorities, meet our missions, and address the needs of our communities.

The recommendations of our Framework Plan embrace our institutional missions and our “One Campus” vision of a community educational hub. We have developed a set of principles to guide our decision making so that we may continually transform our campus, while ensuring our individual decisions incrementally build toward our larger vision. We have also developed strategies that reflect our principles and direct our efforts. These tools enable us to collaboratively meet our challenges and opportunities, and allow us to be flexible.

Our recommendations are organized into three strategic phases. Given the economic climate, specific timelines are not established. However, the phases address current priorities and opportunities, as well as logical sequencing.

Key recommendations of our Framework Plan are:
- Promote and leverage our internal and external partnerships for the betterment of our campus and the communities we serve.
- Continue to modernize our teaching spaces with current technology, resources and equipment, maximize the use of our existing teaching spaces through additional space sharing, and address our need for small classrooms.
- Focus our academic growth to our core campus to enhance the campus experience, promote a pedestrian friendly environment, promote efficiencies and sustainability, and leverage existing infrastructure.
- Build new academic buildings to address growing program needs and added enrollment.
- Modernize and enhance our student support facilities including a renovation and addition to Alber Student Center, building additional outdoor recreation fields, and developing on-campus housing.
- Connect physically and visibly with adjoining commercial and residential areas, and the community as a whole through pedestrian and bike paths, a new campus entry, and campus gateway improvements.
- Reconfigure parking lots to gain capacity and add landscaping, relocate parking for academic expansion, and add parking to meet growth needs.
- Improve navigation by developing a new west entrance, completing our campus loop road, and reconfiguring the traffic patterns at the roundabout; and enhance the pedestrian experience through incorporation of sidewalks and lighting along our roads.
- Continually address the deferred maintenance of our buildings, parking, roads, pedestrian ways and campus grounds.
- Preserve the prairie and restore Grave Creek and associated wetlands.

As our campus continues to transform and evolve, our Framework will assist us in making key programmatic, physical and financial decisions for the betterment of our students, faculty, staff and the community we serve.
What is a Framework?

A “Framework” is a structure to guide change over time. It integrates programmatic, physical and financial planning, transforming how we think about the campus physical environment. It is intended to outline physical solutions to our big issues. It is holistic, allowing for a comprehensive approach to our decision making. The result of the process is a set of principles that guide decision making, strategies that visualize the principles, prioritized needs, a physical framework to convey our vision, physical scenarios to move forward the vision, and financial strategies to meet our capital needs. Integrated planning recognizes that strategic initiatives drive physical needs, and these components identify our capital planning priorities.

Why a Framework?

The Ohio State University Regional Campus Cluster Mission: “We exist to provide The Ohio State University experience to a broad range of Ohioans at small campuses.”

Marion Technical College Mission: “To provide an enriched and personal educational experience for our community”

The missions of our institutions are rooted in access to higher education and our relationships with the community. In achieving our missions while sharing a campus physical environment, our institutional relationship plays a critical role in how our campus continues to transform as an educational hub to meet the needs of our students, faculty, staff, and the communities we serve. Our world is ever-changing and complex. These realities require that we transform how we think about physical issues. To achieve our goals and build toward a long-term vision, we need to be flexible, maximize our advantages, and target opportunities. Our shared environment is a significant asset to be leveraged in meeting our goals and positioning ourselves for the future.

The physical environment of the Marion campus is nearing fifty years old. The first building, Morrill Hall, was built in 1968, and over time our campus has evolved into today’s dynamic environment of academics, student life, physical landscape, and community. We are updating our 2003 Marion Campus Master Plan within the framework planning context to address today’s issues and needs so that we may continue to transform our campus. Our institutional leaders of today are creating a vision for the next fifty years to respond to our changing world and the higher education, workforce development, and cultural enrichment needs of our communities and state. Our “One Campus” vision is rooted in our shared physical environment, the opportunities it presents, our connections with the community, our role in the community, and leveraging our institutional
collaboration to meet our common goals. This vision embraces and merges the philosophies of the One University goal of The Ohio State University and the vision of Marion Technical College, as a center of higher education, to be the community’s first choice for learning.

Planning Process

The Marion Campus Framework Plan was created by a project team from the Marion campus including the leaders, faculty, staff, and students of both The Ohio State University at Marion (Ohio State Marion) and Marion Technical College (MTC). The plan was developed over the course of the past year through a series of focused team meetings. Team members engaged in discussions and exercises to identify issues and opportunities, review key data, understand anticipated programmatic changes, prioritize needs, create the vision and physical scenarios, formulate guiding principles and strategies, and develop financial strategies. Our initial findings were discussed with The Ohio State University at Marion Board and the Marion Technical College Board of Trustees at a joint working session. We presented the plan recommendations to the boards in March, 2013, and then further refined the plan. We conducted several meetings to obtain feedback from the campus and local community. The final plan was endorsed by The Ohio State University at Marion Board and the Marion Technical College Board of Trustees in June, 2013.

Throughout the process, the project team was assisted by staff of The Ohio State University, Office of Physical Planning and Real Estate. The final physical scenario graphics were prepared by Design Group of Columbus, Ohio.

How We Use the Framework

We will use the Framework Plan to inform and guide decision making about our physical environment and capital investment to achieve strategic programmatic objectives of both institutions. This document contains key ideas for transforming the Marion campus over the next fifty years. The ideas and organizing elements are represented in a physical framework that defines our “One Campus” vision. We evaluated several physical scenarios to make the framework vision a reality. One such scenario is illustrated, but is not the only potential option. Our Framework Plan is flexible to allow us to respond to changes and opportunities over time, while maintaining our overall vision.

Physical strategies are identified in phases. Next steps will advance these elements through further analysis, detailed prioritization, design, and financial strategies. The framework will be used to identify capital needs and help inform each of our institutions’ capital planning processes.

Our Framework Plan is a dynamic, living plan. Every few years we will revisit our issues and opportunities, the assumptions we are making, and our needs to ensure we can continue to respond to our changing world and meet our missions.
The **Framework Principles** embody our institutions’ missions and our shared vision for the Marion campus. These principles will guide our decision making over the next fifty years, providing a framework for our individual institutions to address academic needs, and together address the needs of our shared physical environment as we incrementally build toward our larger vision.
The Framework Strategies reflect our principles and are a way to visualize them. They take the principles to the next level, defining them and providing us with approaches to transform our physical environment and direct policy development.

**Framework Strategies**

**Promote Partnerships**
Strategies to enhance our institutional collaboration and partnerships, and our role within the community.

**Modernize Space and Maximize Utilization**
Strategies to address our teaching space needs.

**Enhance Campus Life**
Strategies to create and enhance a program driven student life vision.

**Invest in Civic Infrastructure**
Strategies to focus our civic infrastructure and civic realm investment.

**Transform the Campus**
Strategies for continued transformation of the campus over the next fifty years.

**Empower Timely Data-Informed Decision Making**
Strategies for identifying, collecting and analyzing data to inform our decisions.

**Manage Land Resources**
Strategies about the use and preservation of our land resources and environmental features.

**Promote Partnerships**

Ohio State Marion is part of The Ohio State University Regional Campus Cluster and works in partnership with the other regional campuses and the Columbus campus to strategically deliver academic programs and extend Ohio State to a broad range of Ohioans. The regional campuses embody the One University vision of Ohio State: collaboration, integration, communication and partnership across all aspects of the university. They also are trans-institutional, with a goal of making the campus and departments more permeable and seamless, and integrating teaching and learning, research and innovation, and outreach and engagement across the university.

MTC provides an array of higher education programs within the region. The College views education as a life-long continuum, and is committed to serving the educational needs of the region’s communities through quality programs, real world learning, and an enriched personal educational experience. Community partnerships are vital to their mission. They seek program development and enhancements to meet employer needs and industry trends in the region. In collaboration with community partners, they provide students with real world experiences at off-campus learning locations.

Our two institutions come together in a shared physical environment in Marion County, Ohio as “One Campus.” Together, we are a valuable educational hub that extends outward into the communities we serve. Understanding our role within the community, and advancing it for the benefit of our students, faculty, staff and the community, is a core framework
principle and integral to our missions. We will grow our existing partnerships with the community and industry and build new partnerships. We will explore academic programs to respond to community and state needs and academic trends to best meet our region’s needs. We will connect our campus with the community, both programmatically and physically. We will promote our campus as a hub of education and our institutions as educational leaders in the region.

We will enhance the opportunities between our institutions to promote our common goals and continue to explore collaborative endeavors. We will work as partners to advance our vision for the physical campus to meet our missions and needs, and we will be holistic in our decision making, ensuring our decisions are evidence-based and transparent. We will leverage our partnerships with each other, the community and state.

**Modernize Space and Maximize Utilization**

Teaching space utilization analysis reveals that our campus has total square foot capacity for enrollment growth. However, the current classroom portfolio does not align with today’s needs, as we have a high demand for small classrooms, but have only two campus-wide. Our capacity is not unlimited, and as the campus continues to grow in enrollment and expand and develop academic programs, additional space will be needed. We need to continue modernizing classrooms and laboratories with current technology, resources and equipment to meet new teaching methodologies. To maximize the use of our existing spaces, we will explore additional academic space sharing opportunities between our institutions and consider our course scheduling to maximize utilization throughout the day and week.

Our framework visualizes academic buildings focused within our core campus to enhance our academic community and to come online as our enrollment and program growth demands it. It is essential that academic buildings are designed to be flexible so that we can respond to changes in the way education is delivered.
and modernize the learning environment over time. We must develop financial strategies to keep up with our modernized learning environment including appropriate operating budgets and renewal schedules for technology, furniture, equipment and other upgrades.

Our framework also envisions modernization of our recreational facilities, both indoor and outdoor, through renovations, an addition to the Alber Student Center, and expansion of our outdoor recreation fields.

Enhance Campus Life

What happens outside the classroom contributes to academic success. Thus, a program driven student life vision is our goal.

We have several existing facilities providing a campus life experience including indoor and outdoor recreation, an auditorium and community room for community events, and our prairie and academic quad that provide places of leisure, as well as education. We are also located adjacent to a commercial center providing our campus community with access to restaurants and retail uses. However, we have the need to expand, modernize and develop additional on-campus facilities to provide an even more vibrant campus experience, thereby meeting the needs of our students, faculty and staff, and extending our welcoming environment to the community.

We currently have a need for quality, affordable housing for students, especially those students attending our institutions from outside the region. While this is identified as an important future need, on-campus housing at the regional campuses is not a current Ohio State funding priority, and we do not expect on-campus housing to be developed in the near term. Therefore, we need to be creative and explore how off-campus private housing can meet our housing demands. However, on-campus student housing is part of our long-term vision. Thus, our framework envisions a campus residential community southeast of, and in proximity to, the academic core. When the opportunity occurs to fund on-campus housing, the completion of our campus loop road will need to be in place.
Our framework envisions modernization of our recreational facilities, both indoor and outdoor. The Alber Student Center is nearing an age where we need to consider how best to address this investment and determine the future of the building. Our framework anticipates an addition to, and renovation of, the Center to improve wellness and fitness space, expand student activity space and the bookstore, enhance on-campus dining, and possibly incorporate a student health center. Our outdoor recreation fields are currently limited. Thus, we will expand these facilities for campus and community use.

The commercial center adjacent to our campus provides restaurant and retail options for our campus community. The adjacencies also offer the opportunity to better connect our campus with the community. We will explore how redevelopment of adjacent private parcels can enhance our campus life.

**Invest in Civic Infrastructure**

Our people, programs, and relationships with the community are some of the attributes that make our campus an outstanding place. Success is not possible, however, without the utility systems that make our campus run, the landscape and organization of our physical environment that define and identify us, and the physical connections with the community. Thus, we must invest in the civic infrastructure: utilities, parking, roads, pedestrian and bicycle amenities, open spaces, recreation, and natural resource preservation.

Our framework reinforces the campus core by focusing academic growth to the core, further defining the academic quad, incorporating pedestrian walkways and open space elements between our buildings as development occurs, and enhancing wayfinding. We picture multipurpose pathways along the University Drive extension, Marion-Edison Road, and a restored Grave Creek to provide pedestrian and bike path connectivity within the campus and with the larger community. Currently, the Ohio Department of Transportation (ODOT) is making improvements to State Route 95 including sidewalks on the south side of the road from our campus northwest corner to our current entry on Route 95. Through coordination with the adjacent land owners and ODOT, we envision pedestrian and bike path connections from our campus across Grave Creek to the adjacent commercial center northeast of our campus. And, we envision our perimeter multipurpose paths connecting in the future to community wide sidewalks and bike routes, thereby connecting our campus to nearby neighborhoods, the YMCA and downtown Marion.

![Library Classroom Building](image-url)
will be replaced and expanded, designing them to increase capacity through more efficient use of land and incorporating landscaping. The existing parking lots on the east side of the campus will be redesigned to ensure greater efficiency of our land resources. Parking will be strategically located such that we maintain parking on the east and west sides of the campus and minimize the amount of parking outside the loop road.

The extension of University Drive from Route 95 south to Route 529/Marion-Edison Road, along our campus western edge, presents opportunities for us to connect visually with the community and enhance our campus and institutional identity. We will have two new corners of our campus and a new entrance where gateway features can be incorporated. Further, our framework envisions an enhanced Route 95 gateway at our current entrance, green setbacks along Route 95 and extended University Drive, and views into our campus from our entries.

We have a duty to ensure existing utilities are maintained, that we leverage them by minimizing extensions through focusing academics to the core, and that utility extension are planned and funded with development as needed. We will develop a utilities master plan so that we may document and understand existing utility locations, and to better organize future utility corridors.

**Transform the Campus**

Since the campus physical environment began nearly fifty years ago with the construction of our first building, Morrill Hall in 1968, our campus has been transforming. Today we have a dynamic place of academics, student life, physical landscape, and community. As we move into the future, we must continue this physical transformational process to meet our needs to serve the educational, workforce development, and cultural enrichment needs of our region. We have a duty to be good stewards of our land resources, continually address our deferred maintenance, incorporate efficiencies and flexibility in our buildings, and be sustainable in our practices.

Our framework focuses academic development to our core campus to enhance our academic community, leverage our infrastructure, and maintain an efficient compact pattern of development. By doing so, we can continue to define our academic quad, promote a pedestrian friendly environment,
opportunities for the incorporation of smaller outdoor recreational facilities. Renovations and an addition to the Alber Student Center are contemplated. However, we need to evaluate this building to ensure that the facility can support modern student life and recreational spaces expected by today’s students, or if a replacement strategy is our long-term goal. Our framework challenges us to consider our facilities in the context of their future purpose. To this end, we will examine the long-term future of the Technical Education Center to determine our investment strategy, and we will assess our off-site leased academic space to determine our long-term needs. We have made investments in Morrill Hall and should continue our evaluation of its long-term use.

Our framework visualizes a navigable, accessible campus with logical connectivity and dynamic wayfinding. To achieve this, we will complete our campus loop road and reconfigure traffic patterns at the roundabout thereby improving the campus circulation. The campus road network will be enhanced with sidewalks, street lighting and safe pedestrian crossings. The extension of University Drive from Route 95 south to Route 529/Marion-Edison Road, along our campus western edge, presents opportunities. First, we will gain a second entrance to our campus, which plays a key role in improving our campus access and circulation. Second, the road extension and new campus entry enhances our physical connections with the community, not only vehicular, but also walking and biking via the multipurpose pathway along it. Regardless of the actual access patterns to our campus, the Route 95 entrance provides the address for the campus, and will remain our traditional front door.

To further transform our campus, our framework visualizes an on-campus student housing neighborhood, parking lot relocation
and reconfiguration, and an expanded prairie and restored creek and wetlands. We also envision a multipurpose pathway system throughout our campus, which connects to the community. We will explore other opportunities for pedestrian and bikeway connections with the adjoining neighborhoods. And further, we will explore partnering opportunities with the community for transit links between our campus, downtown, and other points of interest, as well as how transit may improve community access to the campus and provide transportation alternatives for our students, faculty and staff.

**Empower Timely, Data-Informed Decision Making**

Having data that informs our decisions is critical to our ability to respond effectively to our ever changing world. Our academic missions must shape our physical environment. We do this through an integrated planning approach that coordinates programmatic, physical and financial issues into a process that can respond holistically to changing circumstances. Our organizational behavior is shaped around this model. We must be evidence-based and transparent in our decision making. And we must ensure our policies, processes and practices are designed to respond to change. We must have available and accessible data about our physical environment, spaces, programmatic needs, and financial options in order to inform our goals and needs, help us prioritize our investments, and meet multiple goals. Through this process we will formulate and propose projects for our physical environment that will be considered for funding strategies.

**Manage Land Resources**

Approximately one-third of our campus is developed with buildings, parking, roads and programmed open space, such as the academic quad and prairie. The remaining land resources are undeveloped or are leased for farmland. As good stewards of the land, we will be strategic about the use and timing of developing our land resources. We will consider portions of our undeveloped land for on-campus housing, expanded parking, and outdoor recreation fields. All academic facility growth will be focused to the campus core where our current development exists, further defining our academic quad and leveraging our compact, efficient development pattern where building capacity and utility lines exist. The natural environmental assets of our campus will be preserved. The existing prairie, which provides educational, research and community benefits, will be maintained and enhanced. The southern section of Grave Creek will be restored with associated wetlands and multipurpose pathways.
As we plan for our future campus, eight high-level Issues and Opportunities face our institutions. The issues will impact the campus physical environment and its ongoing operations, and the opportunities provide assets to leverage as we develop our campus.

**Enrollment Trends**

Our institutions have experienced periodic fluctuations in enrollment and have had a recent decline. Collectively our enrollment has increased 21% in the last decade. However, in that time period, Ohio State Marion has had an 8% decrease in enrollment, largely the result of closing of the Delaware Center, while MTC has had a 42% increase. Strategically, both of our institutions aspire to grow enrollment, and currently we anticipate a slight increase in enrollment over the near term. The demographic profile of our students include a mix of traditional and non-traditional students, both full- and part-time. Students’ needs are changing, including housing, dining, transportation options, child care, technology, on-line courses and financial assistance. We have also seen shifts in the programmatic focus of our students, with more seeking education in science, technology, engineering and math disciplines, rather than in liberal arts and business. Our health and engineering technologies programs are growing, providing further opportunities for programmatic expansion. MTC student enrollment in online courses is growing, providing opportunities for the delivery of education and impacting how we consider of our space needs. In addition, there are increasing dual enrollment opportunities with our community high schools.
Changing Local Demographics

Understanding the demographics of our region is important in developing our strategies to meet our region’s needs.

Over the last decade, our region has seen population growth in both traditional college age (18-24 years) and those that would be college age in the next 5-20 years. While this sector has been growing, the region has experienced less significant growth or declines in the 25-44 age groups that may return to school for further education or career change. State wide, most of the age groups up to 44 years have been declining. This suggests our ability to capture students from the region is greater than state wide. However, Delaware County, and to a lesser degree Union County, are the main population growth counties in our region, while most other counties in our region have minimal growth or are slightly declining. State prepared population projections by county suggest that past population trends will generally continue. These trends, coupled with where our institutions draw most of our students, present some challenges, as well as opportunities. This presents strategic planning questions for our institutions. As our strategic objectives play out, our framework must remain flexible so that we can respond to enrollment demands.

With the exception of Delaware, Franklin and Union Counties, the per capita incomes and bachelor degree holding rates generally are lower in the region than the state average. Associate degree holding rates in the region are similar to the state.

Within our region we have found that some students are not choosing to attend college, are not prepared for college, and/or do not consider the option of higher education. There are opportunities for our institutions to partner with local schools to improve student preparation for college and increase their interest in attending college.

Financial Viability

The national economic downturn, a long term decline in state capital funding, the affordability of education, and the resulting financial strain on students are all challenges to our financial viability. Institutionally, we must develop the financial resources to fund programs, initiatives, technology, support functions, and continually address deferred maintenance. Since 1997 our campus has had a 25% decrease in state major capital funding, impacting our ability to address technology improvements, modernize our teaching spaces, and address deferred maintenance of our aging structures. In addition, our institutions are faced with declining state share of instructional funds and tuition caps, while costs to deliver education continue to rise. To be operationally effective and efficient and to finance our anticipated capital needs, we need to consider long term
options beyond the traditional funding sources. At the same time, students are faced with fewer options for viable sources to fund education. Increasing competition for student dollars, tightening loan requirements, and anxiety over taking on large amounts of debt are very real challenges for today’s students. In order to best serve the needs of financially challenged students in this economy, we need to understand our diverse student body, their expectations, and financial resources. This understanding will be critical to maintaining access to and affordability of higher education.

Programmatic Development and Competition

Students have more colleges and universities to choose from today to obtain higher education, including for-profit institutions and education programs entirely online. Further, businesses and industries in our region seek particular skill sets in their employees. What does this mean to our institutions and campus? What programs do we need to expand, and what new programs should we explore, to meet the higher education needs of the region’s residents and businesses so that we may remain competitive? We will need to examine how our programs align with the region’s needs, and consider what distance learning opportunities we should engage in.

Facilities and the Physical Environment

Our campus consists of 187 acres of developed space, prairie, farmland, and functional open spaces. As our buildings, roads, parking, and walkways age, we need to keep up with their maintenance, renewal and replacement. While our building conditions are generally good, we are still challenged with deferred maintenance needs. Our buildings cannot remain in good condition without ongoing attention. We will need to examine our resources to determine long-term use, including exploring the option of relocating MTC’s off-site academic programs and workforce development to the campus. Further, we need to continue modernizing our facilities, including classroom and laboratory technology, resources, and equipment to stay current with today’s programs and teaching methods and to plan for the future.

We need to improve vehicular circulation on our campus, as we have an incomplete campus loop road and a roundabout that does not function as desired. Currently there is only one point of access to our campus. However, we now have the opportunity to develop a second access as part of the Marion County project to extend University Drive. There are no bike and pedestrian paths that connect our campus with the community. And, we
desire to maintain views into our campus and improve the view from campus to the back of the adjacent commercial center.

**Student Support**

We have a demand for student support facilities including housing, dining options, transportation, and child care. Additional student activities, recreation, academic support and technology are needed. Without these support facilities, will our potential students choose to go elsewhere for their educational needs? The development of on-campus student housing will trigger a need for expanded dining, parking, security, technology, and student life programs, as well as more employees, maintenance and other support functions. Student housing is a key need for us, and we know that on-campus housing is not a current Ohio State funding priority. What are the options to meet this need? What opportunities are there for shuttle service between Marion, Delaware and Columbus for students, faculty and staff? What other functions should we invest in to support our students so they may engage in their educational endeavors?

**Campus and Institutional Identity**

While we are two distinct institutions, we share the campus physical environment. Thus, our institutional identities and a shared campus identity are both important to defining who we are, promoting ourselves as a hub of education, engaging with the community, and defining our role within the community. What role do the connections with the Delaware campus, Columbus campus, MTC learning locations and off-site programs play in our institutional and shared campus identity? How best do we market programs to the community and increase student enrollment? How might we incorporate the One University goal of Ohio State with MTC’s vision to be the first choice for learning into a shared campus identity we promote to our communities? What might then be the campus branding potential? How might we best engage donors? And finally, what role do we play as institutions and a shared physical campus in shaping the regional identity?
Campus and Community Partnerships

Our institutional missions are rooted in community relationships. These relationships, both public and private, are important to build and foster for the betterment of the communities we serve, our campus, students, faculty and staff. As we share the campus physical environment, what opportunities exist for us to engage with the community to explore our role within it, as institutions of higher education, as a resource for workforce development, and as a place of cultural enrichment and recreation? How can we further our community partnerships and foster new ones to advance our common goals? We need to explore how we may connect with the community on various levels, including programmatically, physically, and visually. What opportunities are there to partner with businesses, industries and community organizations on further programmatic development to meet our region’s education and workforce development needs? And, how might we expand our student internship opportunities with local and regional enterprises? Physically and visually, how can we partner with the community to accomplish campus and community goals? How might partnerships with the community improve access to the campus, such as through sidewalks, bike paths and transit, that not only improve access, but also the community and campus connections throughout the area?

We are located within a commercial corridor and adjacent to neighborhoods. How might we partner with adjacent land owners to connect the campus and commercial center northeast of campus to meet common needs?

As our institutions share the physical campus, it is advantageous for us to continue and further our collaborative endeavors to best use resources, advance our missions, and meet community needs. What are the opportunities to integrate some of our courses? How may we be able to transition students between our institutions? How might we continue to leverage our physical resources to better our efficiencies and sustainability, as well as explore additional collaborations between our institutions?
Changing Regional Population 2000-2010

Our region is experiencing growth in both its traditional college age population and those that would be college age in the next 5-20 years. Those age groups that may return to school for further education or career change (between 25 and 44) are not growing as significantly or are declining in the region. The regional outlook suggests that our institutions may be better able to capture students from our region than from state-wide. Our region has experienced growth in population for those at or above 45 years of age. This provides an opportunity to expand programs for retraining, continuing education and cultural enrichment for residents of the area.

Source: U.S. Census Bureau, 2000 and 2010
Region: Crawford, Delaware, Franklin, Hardin, Marion, Morrow, Union and Wyandot Counties
However, while our region may show a positive growth trend, not all counties in the region are seeing the same trend. Delaware County, the fastest growing county in the state, had a 58% growth from 2000 to 2010, with some age groups that will be of college age in the future growing as much as 70%. Union County had a 28% growth overall. The remaining counties in the region had some growth, remained steady, or experienced some population decline from 2000 to 2010. The chart below illustrates our regional population change without Delaware County.

Population projections prepared by the Ohio Department of Development Services Agency suggest that past trends will generally continue. They show that Delaware County will continue to grow, but at a slower rate, and with Union County, will continue to lead the region in population growth. The data illustrate a positive growth for the remaining counties ranging from one to six percent. The data suggests opportunities for our institutions, as well as challenges, given the differences from county to county and where the greatest number of students come from.
The graphs here illustrate our respective regions from which we draw most of our students. Generally, Ohio State Marion draws most students from the central, southern and western areas of our region, while MTC draws most students from the central, northern and eastern parts of our region.

The Ohio State Marion graph shows a similar trend to our region as a whole (page 19). This is likely the result of the positive growth role that Delaware and Union counties play in our region overall, as well as Franklin County, given its large population base.

The MTC graph illustrates a different trend than our region as a whole. Here we see a trending pattern that is very similar to Delaware County when one examines that data alone. Delaware County far surpasses all other counties in the MTC region in total population and in percent growth. This further emphasizes the significance Delaware County’s population growth has in our geographic region.

<table>
<thead>
<tr>
<th>County</th>
<th>MTC</th>
<th>Ohio State Marion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crawford</td>
<td>10%</td>
<td>4%</td>
</tr>
<tr>
<td>Delaware</td>
<td>7%</td>
<td>22%</td>
</tr>
<tr>
<td>Franklin</td>
<td>2%</td>
<td>19%</td>
</tr>
<tr>
<td>Hardin</td>
<td>2%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Knox</td>
<td>3%</td>
<td>0</td>
</tr>
<tr>
<td>Marion</td>
<td>45%</td>
<td>30%</td>
</tr>
<tr>
<td>Morrow</td>
<td>14%</td>
<td>8%</td>
</tr>
<tr>
<td>Richland</td>
<td>2%</td>
<td>0</td>
</tr>
<tr>
<td>Union</td>
<td>4%</td>
<td>10%</td>
</tr>
<tr>
<td>Wyandot</td>
<td>8%</td>
<td>4%</td>
</tr>
<tr>
<td>Other</td>
<td>3%</td>
<td>2.7%</td>
</tr>
</tbody>
</table>

Fall Semester 2012
Percentage of Students Enrolled by County of Origin
Changing Enrollment - Fall 2001-2012 Trend

Our institutions have had fluctuating enrollment since 2001. While we had generally steady enrollment early in the decade, we experienced an increase in enrollment from 2007-2010, and a recent decline. Collectively, our enrollment has increased 21% since 2001. However, in that time period, MTC had a 42% increase and Ohio State Marion had an 8% decrease, largely the result of the closing of Delaware Center. There are currently about 4,000 students between our institutions. Approximately 15% of Ohio State Marion students are at the Delaware campus. The graph below shows the headcount (HC) and full-time equivalent (FTE) trends. Headcount is based on the actual number of students enrolled. FTE is based on total credit hours carried by all students divided by 15. FTE makes student class loads comparable regardless of the number of hours an individual student is taking. In looking at FTE, our institutions are similar. This tells us that there is a similar total course load taken by students regardless of institution. When compared with headcount, it illustrates that MTC has a greater percentage of part time students than Ohio State Marion.

2001-2012 Enrollment Trend
Changing Enrollment - 2012-2020 Projection

The project team analyzed potential enrollment through 2020. Examining past trends, where students are coming from, population trends of counties in our region, and preliminary findings of a separate market study, the project team set the base enrollment projection illustrated below. This projection assumes that each institution will grow approximately 4% from 2012 to 2020. By design, this baseline projection is conservative. However, there are a number of factors that could influence this projection including 1) programmatic development and expansion, 2) growth in Delaware campus programs, 3) student retention and transfers, 4) marketing strategies, 5) regional economic factors, 6) regional population change, and 7) student life program development.

2012-2020 Enrollment Projection

w/o DC = without Delaware Campus
Aging Structures and Changing Facility Conditions

As buildings and the systems and components within them age, it is necessary to make strategic decisions about reinvestment or replacement at key points in their life cycle. Our older buildings - Morrill Hall, Technical Education Building, and Alber Student Center - carry most of our deferred maintenance. Campus wide, our FCI scores are above what industry professionals recommend (80%). Ongoing reinvestment is being made to our oldest building, Morrill Hall. The Alber Student Center is in need of renovation work to better incorporate fitness and wellness, food service, and the bookstore. Recent improvements to the Technical Education Building have been made, but there are other deferred maintenance needs. Both the Technical Education Building and Morrill Hall are at the age where we need to explore the long-term future of these buildings.
Increasing Square Footage

Since 2001, Maynard Hall and the Health Technologies Center have been built, increasing the campus gross square footage by 13% and assignable square footage by 16%. In the same time period, Ohio State Marion transitioned from the Delaware Center to the Delaware Campus (partnership with Columbus State Community College).

*2001 data includes Delaware Center. Delaware Campus is not included in the 2011 data.*
Teaching Space Capacity

Teaching space utilization analysis reveals that the campus has capacity for enrollment growth from a current square footage standpoint. There is, however, a demand for more small classrooms, as currently there are just two small classrooms campus-wide. Over 100 courses between our institutions have current enrollments that fall within a small classroom size. There is also a need to continue modernizing teaching spaces and technology for present and future classroom and laboratory instructional needs.

Utilization is assessed against general guideline thresholds of a weekly use of 70% and a weekly seat fill of 67%. Both institutions have capacity, and that capacity varies between day and evening and from room type to room type. While this analysis provides insight into capacity, it does not address functionality of spaces and the degree to which the spaces meet modern technology and equipment needs for instructional purposes. Further, capacity is not unlimited. Thus, as programs and enrollment grow, so will the need to add teaching spaces.

**Definitions:**

- Small Classroom = 1-24 seats
- Medium Classroom = 25-49 seats
- Large Classroom = 50-99 seats
- Lecture = 100+ seats
- Labs = any capacity

- Day = 8:00 a.m. - 5:29 p.m.
- Evening = 5:30 p.m. - 10:00 p.m.

### Ohio State Marion

*Does not include Delaware Campus*

<table>
<thead>
<tr>
<th>Use</th>
<th>Day % Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small CR</td>
<td>43</td>
</tr>
<tr>
<td>Medium CR</td>
<td>34</td>
</tr>
<tr>
<td>Large CR</td>
<td>48</td>
</tr>
<tr>
<td>Lecture</td>
<td>21</td>
</tr>
<tr>
<td>Labs</td>
<td>26</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Seat Fill</th>
<th>Day % Seat Fill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small CR</td>
<td>31</td>
</tr>
<tr>
<td>Medium CR</td>
<td>23</td>
</tr>
<tr>
<td>Large CR</td>
<td>23</td>
</tr>
<tr>
<td>Lecture</td>
<td>3</td>
</tr>
<tr>
<td>Labs</td>
<td>17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use</th>
<th>Evening % Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small CR</td>
<td>24</td>
</tr>
<tr>
<td>Medium CR</td>
<td>22</td>
</tr>
<tr>
<td>Large CR</td>
<td>28</td>
</tr>
<tr>
<td>Lecture</td>
<td>7</td>
</tr>
<tr>
<td>Labs</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Seat Fill</th>
<th>Evening % Seat Fill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small CR</td>
<td>24</td>
</tr>
<tr>
<td>Medium CR</td>
<td>11</td>
</tr>
<tr>
<td>Large CR</td>
<td>15</td>
</tr>
<tr>
<td>Lecture</td>
<td>0.5</td>
</tr>
<tr>
<td>Labs</td>
<td>9</td>
</tr>
</tbody>
</table>

### Marion Technical College

<table>
<thead>
<tr>
<th>Use</th>
<th>Day % Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small CR</td>
<td>0</td>
</tr>
<tr>
<td>Medium CR</td>
<td>54</td>
</tr>
<tr>
<td>Large CR</td>
<td>40</td>
</tr>
<tr>
<td>Lecture</td>
<td>40</td>
</tr>
<tr>
<td>Labs</td>
<td>31</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Seat Fill</th>
<th>Day % Seat Fill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small CR</td>
<td>0</td>
</tr>
<tr>
<td>Medium CR</td>
<td>35</td>
</tr>
<tr>
<td>Large CR</td>
<td>16</td>
</tr>
<tr>
<td>Lecture</td>
<td>19</td>
</tr>
<tr>
<td>Labs</td>
<td>23</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use</th>
<th>Evening % Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small CR</td>
<td>0</td>
</tr>
<tr>
<td>Medium CR</td>
<td>31</td>
</tr>
<tr>
<td>Large CR</td>
<td>21</td>
</tr>
<tr>
<td>Lecture</td>
<td>27</td>
</tr>
<tr>
<td>Labs</td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Seat Fill</th>
<th>Evening % Seat Fill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small CR</td>
<td>0</td>
</tr>
<tr>
<td>Medium CR</td>
<td>11</td>
</tr>
<tr>
<td>Large CR</td>
<td>9</td>
</tr>
<tr>
<td>Lecture</td>
<td>8</td>
</tr>
<tr>
<td>Labs</td>
<td>13</td>
</tr>
</tbody>
</table>
Capacity Analysis

Our campus holding capacity is an important factor in understanding our growth potential while also maintaining a quality physical environment for education, research and the community. Thus, we assessed both building and parking capacity.

Our analysis reveals that building capacity exists within the core developed area of campus. By maintaining our compact academic core, we can increase our efficiencies and reduce our infrastructure costs over the long term. We also can maintain our campus environment, preserve environmental resources, and secure land reserves for the future.

In evaluating parking capacity, our analysis reveals that our site has capacity to develop adequate additional surface parking to serve new buildings and to relocate lots while maintaining current parking ratios. We can gain capacity through reconfiguration of some current parking lots, as well as building new parking lots with greater efficiencies. It will be important for our campus to conduct further analysis to determine the most appropriate parking ratios to meet our needs.
Key Findings

Land Use

The Marion campus consists of 187 acres. Approximately 34% of it is developed with buildings, parking and programmed open space concentrated in the northern half of the land holding. The remainder of the site consists of undeveloped open area and woodlands, and land currently being farmed. The site is relatively flat and Grave Creek traverses it, flowing north to south. A major sewer line follows the creek on its western side. The land holds programmatic opportunities for us, such as environmental education with the existing prairie and creek, and opportunities for us to connect physically and programmatically to the community. University Drive is planned to be extended south along our western campus edge and will provide additional campus access, connectivity and visibility to the community.
Local Context

The Marion campus is located in Marion County just east of the city limits of Marion on the south side of State Route 95. It is in close proximity to the SR 95 interchange with US 23. SR 95 and the interchange area have developed over time into a commercial corridor. Our campus is located within this commercial corridor and is one of the last green spaces along it. To the south, east and west of the campus are residential developments. Harding High School is located north along University Drive and the Tri-Rivers Career Center is located east just past US 23, forming an educational nexus with our campus that has programmatic value for all the institutions. Several schools, parks, the hospital, and downtown Marion are located within a quick drive of campus. The airport is located northeast of the campus, and industrial parks are found both northeast and northwest of the campus.
Financial Climate

Since 1997, Marion campus’ amount of state major capital funding has decreased by 25% (in 2011 $) and this trend is expected to continue. Since 1995, the campus has made $32 million in facility investments, including building Maynard Hall, the Health Technologies Center, Library Classroom Building, Maintenance Building, and replacement of the Prairie Shelter. On average, including new construction, annual campus facility investment has been $1.8 million.

The current replacement value (CRV) of the Marion campus buildings is $80.7 million. This does not include leased facilities. Industry professionals recommend budgeting annually 2% of the CRV to keep building systems functioning. Based on today’s CRV, the campus should budget $1.6 million per year to keep the existing buildings’ systems functioning.

\[\text{CRV} = \text{Current Replacement Value: The amount in today’s dollars that it would cost to replace a facility at its current square footage without changing its use or program.}\]
The Framework represents the big ideas and organizing elements of the plan. It embodies our principles and strategies and allows us to take advantage of the opportunities our physical environment presents. It provides guidance for us to improve our environment, capitalize on our location and land assets, advance our institutional missions, and engage with the community. And, it positions us to transform our campus for the betterment of our students, faculty, staff and community. Elements of our framework include locations for our academic uses, on-campus housing, recreation, and open spaces. It also illustrates infrastructure including roads and parking.

Framework Objectives - Our Role in the Community

- Engage with the community
- Improve pedestrian connectivity internally and externally
- Improve vehicular circulation
- Improve access to campus
- Preserve open space, environmental resources, and views
- Maintain the compact academic core
- Improve the student life environment
- Continue modernization of the learning environment
- Continually address deferred maintenance
The **Existing Campus** consists of 187 acres with 290,000 total gross square feet of buildings. Our campus is developed around a central quad in the northern part of the site. The quad consists of a lake, clock tower, pedestrian pathways, and landscaping. Our buildings frame this quad in a compact and efficient pattern of development defining our academic core. Grave Creek traverses the site, there is an established prairie used for programmatic and recreational purposes, a mature woodlot, and an oak savanna. Northeast of our campus is adjacent commercial development, including restaurants, other retail, and a leased facility for MTC’s engineering technologies and workforce development programs.
The project team explored several long term **Physical Scenarios** to illustrate how the campus may change over time to meet our vision. The scenario illustrated in this plan represents the project team’s preferred scenario based on our current issues and opportunities, the analysis and assumptions. It reflects our principles and strategies, and is flexible in addressing our issues and opportunities.

Our physical scenario is illustrated in three strategic phases. Our **First Strategic Phase** addresses immediate needs and leverages current opportunities increasing our connection and visibility with the community.

**Strategic Phase I**

- Build Science and Engineering Building
- Develop west entrance to campus
- Add University Drive lighting, multipurpose path and landscaping
- Complete campus loop road with streetscape
- Restore Grave Creek and wetlands and add bike path
- Add gateway features at west entry and northwest and southwest corners
- Relocate parking to south and reconfigure east parking
- Explore off-site student housing options

**Total GSF = 340,000**
**Total parking spaces = 1,780**
**Planning level cost estimate = $25 M (2012 $)**
Strategic Phase 2

- Add academic building east of creek
- Add to and renovate Alber Student Center
- Build eastern recreation fields
- Reconfigure traffic patterns at roundabout at SR 95 entry
- Add walks and lighting to south and west sections of loop road
- Develop SR 95 gateway
- Add parking
- Build pedestrian bridge across Grave Creek

Total GSF = 400,000
Total parking spaces = 1,993
Planning level cost estimate = $37 M (2012 $)

The Second Strategic Phase advances our vision and campus transformation to continue to meet needs and expand our role in the community.
The *Third Strategic Phase* takes us to our fifty year planning horizon and represents how we may meet long term needs and continue to advance our role in the community.

### Strategic Phase 3

- Add academic building west of Science and Engineering building
- Relocate parking and build additional parking
- Develop on-campus housing
- Build southern recreation fields
- Build multipurpose path along Marion-Edison Road
- Realign the southern part of the campus loop road
- Add walks and lighting to north and east sections of loop road

**Total GSF** = 475,000 (not including housing)

**Total parking spaces** = 2,080

**On-campus housing** = 575 beds; 172,500 GSF

**Planning level cost estimate** = $72 M (2012 $)
Our framework recommends the development of a new campus west entry and associated streetscape along the University Drive extension, a new Science and Engineering building, and an addition and renovation to the Alber Student Center as key moves in the first two phases of our scenario. The new Science and Engineering building will address programmatic growth in these disciplines and provide modern teaching and research laboratory spaces. An addition to and renovation of Alber Student Center will allow us to modernize and expand student support space in areas of indoor recreation, student activities, health and wellness, and dining. The new campus entry will improve our campus access and circulation, and enhance our physical connection with and visibility to the community. Below is a current view of our campus from the location of the new University Drive extension campus entry.

Before: View looking northeast from western edge of property
Below is a future view of our campus from the completed University Drive extension at the new campus entry. The rendering below is not intended to illustrate any specific streetscape, landscape, entry, nor building design. Instead, it is intended to convey an idea and feeling of how our campus may look at the end of the second strategic phase with various elements of our physical scenario in place.
One of our key priorities is the development of on-campus housing. While funding for on-campus housing at the regional campuses is not a current Ohio State priority, our framework does envision the inclusion of housing with our third strategic phase. Below is a view looking north at the location for on-campus housing, with the Health Technologies Center in the distance on the left.
Below is a future view looking north at the on-campus student housing and restored Grave Creek and wetlands. The rendering below is not intended to represent a building design nor any particular design for Grave Creek stream and wetlands restoration. Instead, it is intended to convey an idea and feeling of how the on-campus student housing might develop and how it may interact with a restored Grave Creek and associated wetlands.
Financial Strategies

With the challenges of state funding, we need to be more strategic about our financial planning. As we move forward, our framework sets a solid foundation for our financial planning. We need to be proficient in telling our story, showing progress, and justifying proposed projects to the state, our community, private donors, and the Columbus campus. We must be flexible in our financial planning, look at creative ways to mix funding sources, and work to identify new revenue opportunities. And, we need to understand state priorities and identify where our high priority needs align with state priorities.

Leveraging our shared physical environment in today’s financial climate is vitally important. We must strategically focus investment in our existing facilities and projects that maximize efficiencies, while addressing our deferred maintenance through carefully considered reinvestments. We must establish an annual budget for our deferred maintenance.

Finally, a focal point of our framework is to understand our role in the community and strengthen our existing partnerships and build new ones to best meet our institutional missions and address our communities’ educational, workforce development and cultural enrichment needs. Thus, we must build our presence in the community by exploring our role in the community and connecting our campus physically, visually and programmatically with the community. While building these connections, we should explore opportunities for financial partnerships as well.

Financial Considerations

The state has directly felt the impact of the national economic downturn and so has our campus. State funding for our major capital projects has decreased while we have increased our assignable square feet to address our campus space needs and growth. Our current rate of investment in major capital facilities is $1.8 million per year on average. At this rate, and without inflation, it will take 73 years to meet our vision. Based on the replacement value of our current facilities, we should be budgeting $1.6 M per year just to keep our existing buildings functioning. We are challenged by limited capital funding and competition for donors in the region. As are many institutions, we are also challenged with keeping up with deferred maintenance and new technology, updating teaching, research and student support spaces, keeping tuition affordable, and maintaining a quality physical campus.
Our long-range Framework provides us a vision for the future of our physical environment and a structure to guide our decision making over the long term to meet this vision. It will help us set the stage for the future and allow us to respond to changes and opportunities that may present themselves. It gives each of our institutions a foundation to advance our missions and work collaboratively to meet our common physical goals.

Our world is ever-changing and complex. These realities require that we transform how we think about our physical issues. To achieve our institutional missions and build towards our long term physical vision for the campus, we need to be flexible and efficient, maximize our advantages, and target opportunities. Our Framework embraces the idea that our two institutions share the Marion campus, and in doing so our Framework will assist us in making key decisions to best meet our missions and the needs of our faculty, staff, students and the communities we serve.

Our Framework embraces our community relationships. We are part of the community and the community is our campus. To this aim, we will foster existing and build new community relationships so that we may best meet the community needs, explore our role in the community, enhance our identity for the community, and be regional partners for the success of our institutions, our campus, and the community residents, organizations, businesses, and industries.
Jon Beard  Faculty, Marion Technical College
Leslie Beyer-Hermsen  Assistant Dean, Ohio State Marion
J. Richard Bryson  President, Marion Technical College
Dennis Budkowski  Vice President Instructional Services, Marion Technical College
Karen Carroll  Senior Fiscal Officer, Ohio State Marion
Dave Claborn  Director of Community Relations and Development, Ohio State Marion
Jessica Creamer  Student, Ohio State Marion
Christy Culver  Faculty, Marion Technical College
Chris Friesen  Faculty, Ohio State Marion
Lynn Garvin  Ohio State Marion Board
Leeann Grau  Coordinator, Facilities Improvement and Operations, Marion Technical College
Robert Haas  Associate Dean, Marion Technical College
Chris Henderson  Project Manager, Facilities Design and Construction, Ohio State
Gary Iams  Development Officer, Ohio State Marion
Shawn Jackson  Assistant Director Student Life, Ohio State Marion
Scot Kaplan  Faculty, Ohio State Marion
Stuart Lishan  Faculty, Ohio State Marion
Bishun Pandey  Associate Dean, Ohio State Marion
Teresa Parker  Assistant to the President for Research and Planning, Marion Technical College
Jim Ray  Project Manager, Facilities Design and Construction, Ohio State
Karen Ream  Assistant Director, Community Relations and Development, Ohio State Marion
Greg Rose  Dean and Director, Ohio State Marion
Laura Shinn  Project Director, Physical Planning and Real Estate, Ohio State
Vaughn Sizemore  Ohio State Marion Board
Brenda Slack  Project Manager, Physical Planning and Real Estate, Ohio State
Jean Thomas  Accountant, Marion Technical College
Ron Turner  Superintendent, Facilities Maintenance and Security, Ohio State Marion
Nicole Workman  Director of Public Relations, Marion Technical College