

INDIANA UNIVERSITY- OFFICE OF THE PRESIDENT

Revitalization of the Old Quadrangle

A report prepared for President Michael McRobbie by the Board of Acons

4/21/2010

Table of Contents

Executive Summary	3
Introduction	4
Area of Campus Considered	4
Motivation for Study.....	5
Meetings and Consultations	6
Surveys.....	7
Other Methods.....	8
Findings.....	9
Student Space Preferences	11
External Research on Student-Faculty Interaction.....	14
Student and Faculty Perceptions of Office Hours.....	15
Buildings & Facilities.....	17
Outdoor Space in the Old Quad	20
The Old Quad after Five P.M.....	23
Dunn Woods	24
Food Services	28
Recommendations	30
1. Embrace the Master Plan	30
2. Implement a —Hubl for Laid-Back Study, Group Work, and Student-Faculty Interaction ..	32
3. Construct Impromptu Gathering Spaces Inside and Outside.....	33
4. Make Dunn Woods more traversable for current and future generations	35
5. Increase use of Old Quad classrooms after 5 p.m.	36
6. Increase awareness of the Old Quad’s potential	37
Appendices.....	38
Appendix 1- Faculty Survey	38
Appendix 2- Old Quad Bench Map.....	39
Appendix 2- Old Quad Lighting & Central Path Map	40
Appendix 3- Focus Group Drawings & Audio File	41
Appendix 4- RPS Kiosk Sales.....	44
Appendix 5- National Register of Historic Places; Excerpts from the Nomination Form	45
Appendix 6- Student Survey	47

Executive Summary

To preserve the rich heritage and tradition of the Old Quadrangle, Indiana University must seek to revitalize this historically significant area. As such, the Old Quad should embody a more academic focus, provide formal and informal gathering spaces to facilitate student-faculty interaction, and offer a more comfortable, neutral environment for students. In fulfilling these objectives, the Old Quad could serve as a nexus that links the past and the present and connects students, faculty and administration.

In an effort to better understand the Old Quad and develop a research plan, we conducted meetings with several key faculty and administrators and gathered the student body perspective through a survey and a focus group session. To gain outside information, we consulted external literature and the University Archives. In addition, we engaged in several official and independent walks through the indoor and outdoor space of the Old Quad.

Through our research, we concluded that the Old Quad does not currently serve the University in the way students and administrators envisage. Students have little or no reason to be in the Old Quad and thus use it primarily as a thoroughfare rather than a place to gather or engage academically. Outdoors, there is potential for seating that is more ergonomic and welcoming to social interactions. In addition, students enjoy interacting with their professors out of the classroom and office, but feel there are few on-campus spaces to do so. While all parties described Dunn Woods favorably overall, many expressed nighttime safety concerns due to insufficient lighting and hazardous cobblestone paths.

Based on our general findings, we recommend the following:

1. Embrace the Master Plan's stated goal to revitalize academic engagement and campus culture in the historic core of campus
2. Implement a —hubll for laid-back study, group work, and student-faculty interaction
3. Construct impromptu gathering spaces both indoors and outdoors
4. Make Dunn Woods more traversable for current and future generations
5. Increase use of Old Quad classrooms after 5 p.m.
6. Increase awareness of the Old Quad's potential

This report expands upon the aforementioned recommendations and outlines specific actionable solutions for successful and effective implementation.

Introduction

The space between Dunn Meadow and Third Street, or the Old Crescent, occupies an important place in the geography and history of Indiana University. The Old Crescent is the oldest part of the modern campus, with Wylie Hall dating back to 1885. It is the campus that IU legends Hoagy Carmichael, Ernie Pyle and Herman Wells walked as undergraduates.

Since then, the campus has radiated outward from the Old Crescent, and the area is no longer the physical center of the university. Still, the Old Crescent teems with tradition. Its iconic landmarks – including the Student Building Clock Tower, the Kirkwood Observatory and the Sample Gates – fill the pages of admissions brochures. Recent graduates clad in caps and gowns flock to the Sample Gates for graduation pictures, and every Valentine’s Day couples line up to kiss in the Well House. Dunn Woods and the surrounding green space contribute to IU’s high-ranking beauty, while the meandering pathways and collegiate gothic architecture seem to invite academic inquiry. Furthermore, the Old Crescent holds an important place in the eyes of university administrators. When the trustees wanted to immortalize IU’s beloved president Herman B Wells, they chose to place the statue in the heart of the Old Crescent – a fitting tribute to the historic and symbolic heart of campus.

In so many ways, the Old Crescent unites the campus – connecting the university’s past to its present, linking the campus to the town and bringing together students and staff. Because of the Old Crescent’s unique ability to connect people and ideas, it has the potential to strengthen connections among individuals and to reinforce the mission of the university.

Area of Campus Considered

We narrowed the scope of this study to a subset of the Old Crescent, a space we refer to as the Old Quad: the area running from the Sample Gates to Wylie, Lindley, and Kirkwood Halls, and from the south side of Dunn Meadow to the south side of Dunn Woods. Doing so enabled us to focus on a more manageable, unified space. Thus, for the purposes of this report, the Old Quad includes:

- Bryan Hall
- Franklin Hall
- Student Building
- Maxwell Hall
- Owen Hall
- Wylie Hall
- Kirkwood Hall
- Lindley Hall
- Dunn Woods

Each of these buildings, excluding Bryan Hall, is on the national registry. (See Appendix 5)

Henceforth, we will discuss this area of the IU Bloomington campus.

Motivation for Study

Due to the Old Quad's significance to IU's history and culture, it is in the University's interest to ensure the space is utilized in a way that honors its unique heritage and potential, and that it encourages campus innovations that foster academic success.

The Old Quad has the potential to serve as a nexus for campus activity. External research indicates that creating an on-campus hub—a space that serves multiple functions, encourages student-faculty interaction, and fosters learning outside of the classroom – positively impacts student learning and the overall student experience.

The idea of creating a —campus commons‡ has received a lot of traction in the higher education literature. For example, several higher education institutions have redefined campus buildings by transforming them into spaces that foster both social gathering and collaborative learning.¹ Environments like these that connect students to other students, faculty members, and new technologies embody our concept of a —nexus.‡ Continuing Education Unit's article —Paradigm Shift—How Higher Education is Improving Learning,‡ offers the example of the University of Dayton's ArtStreet. This innovative area that includes housing, classroom spaces and art venues epitomizes the benefits of multipurpose, interactive spaces —in which collaboration, connectivity, and community are the hallmarks of an all-encompassing commitment to place learning at the forefront of every endeavor.—²

A key goal in the development of such spaces is to foster improvisational and informal learning among fellow students, and between students and faculty, supporting a —24/7 view of education‡ that extends beyond the classroom. According to Avi Lothan, Principal at DeStefano Partners, a Chicago-based architecture and design firm, —A lot of time is spent thinking about the extended lives of these facilities on a late-night, afternoon, in-between-the-classroom standpoint to foster the kind of interaction that...are really a source of enrichment in the campus life.‡³ A 2008 survey by the Society for College and Urban Planning found that students find these spaces effective. Students indicated that an effective learning space is adaptable, creates a sense of community through student-student and student-faculty engagement, and supports dynamic activities throughout the day.⁴ Our own findings echo these comments and are outlined in more detail below.

¹ Wilen-Daugenti, Tracey, Alva Grace McKee, *Cisco —21st Century Trends for Higher Education; Top Trends, 2008-2009.* ‡ Higher Education Practice , Cisco Internet Business Solutions Group, http://www.cisco.com/web/about/ac79/docs/wp/21st_Century_Top_Trends_POV_0811.pdf

² —Paradigm Shift—How Higher Education is Improving Learning,‡ *Continuing Education Unit*, http://www.hermanmiller.com/MarketFacingTech/hmc/designResources/ceuDetail/assets/ceu_selfstudy_parad_shift.pdf

³ Beitenhaus, Christine, —Design Trends in Higher Education,‡ *College Planning and Management*, February 2009. http://www.peterli.com/cpm/resources/articles/archive.php?article_id=2125

⁴ Phyllis Grummon, PhD, —Summary Report of a Survey of

Our research explores the extent to which the Old Quad is currently serving these functions, asking whether, when, how, and why students use the space. We investigated the Old Quad's potential as a nexus of campus culture and learning, and will suggest various modes of working toward realizing that potential.

Methodology

In order to better understand the Old Quad, we developed a research plan that focused on understanding three key areas: the physical space itself, how faculty and administrators interact with and think about the space, and how students engage with the Old Quad.

In order to get to know the space itself we conducted an official walkthrough and several informal ones. Visits to the archives and our meeting with Carolyn Waters gave us a sense of how the space was used in the past.

Our meetings with university administrators gave us a sense of the administration's understanding of the Old Quad. We also relied on university publications like the Franklin Hall Report and the Master Plan to give us a sense of how faculty members envisioned the space being used. A small survey of faculty also helped us to understand how the Old Quad could play a role in encouraging student-faculty interaction.

Finally, we surveyed students to find out how they use and what they think about the Old Quad and what they looked for in ideal study and hangout spaces. We also used data on computer utilization, food purchases and the number of events scheduled to give us a snapshot of the ways that students are using this space.

Meetings and Consultations

Faculty and Staff

- Bob Meadows, Assistant Vice President and Architect
 - With Bob Richardson and Paul Sullivan; the Old Crescent in the Master Plan, other considerations of the space
- Bob Richardson, Senior associate University Architect
- Paul Sullivan, Acting Vice President for Administration
- Yvette Alex-Assensoh, Women's Affairs
 - Women's issues in the Old Quad, particularly nighttime safety in Dunn Woods
- Jim Capshew
 - History of the Old Quad, especially HB Wells' views on the space

- Sandra Fowler, Director of Food Services
 - Food in the OLD QUAD, opportunities and challenges
- Douglas Grover, Manager of Student Technology Centers, IUTS
 - Date regarding campus computer usage
- Karen Hanson, Provost & Executive Vice President for Indiana University Bloomington
 - Big-picture view of campus policy surrounding the Old Quad
- Jean Robinson, Associate Dean for Undergraduate Education for the College of Arts and Sciences
 - COAS's unique relationship to the Old Quad, faculty's perceptions
- Tom Swafford, Director of Space Management
 - Walk-through, how and why space is allocated in the Old Quad, computer and classroom use
 - Old Quad space allocation data
- Carolyn Walters, Dean of Libraries
 - Libraries' historic relationship with the Old Quad, the future of libraries in the space
- Mia Williams, University Landscape Architect
 - Outside space, how to create inviting external environments

Surveys

Student Survey

We first surveyed undergraduate students to get a sense of what sort of spaces they enjoyed using and what characteristics of those spaces were attractive to them. In order to not bias the results, the survey started out broadly and then honed in on student usage of the Old Quad.

- Random sample with over 190 responses
- 58.5 percent Females; 41.5 percent Males
- 80.1 percent White; 10 percent Asian, 6-8 percent Black or Latino
- Primarily live on campus; 1/3 live within walking distance of campus; 16.5 percent within driving distance; 8.5 percent Greek
- Fairly distributed between class standing; yet seniors make up 32.8 percent
- 50 percent COAS; 25 percent Kelley; 10.8 percent HPER

Faculty Survey

Our faculty survey focused generally on student-faculty interaction and office hours in particular. We used the survey to get a sense of how often and under what circumstances professors interacted with undergraduate students. We were also interested in finding out where professors usually held office hours and how open they were to ideas about collaborative office hour environments. We received responses from 13, conveniently sampled faculty members.

Other Methods

Focus Groups

We asked our student survey respondents if they would be willing to participate in a focus group to follow up on and expand upon the questions from the survey. Fifteen students said that they were willing to participate, and seven were able to attend the actual session. Three other students attended who were conveniently sampled. The purpose of the focus group was to elaborate upon the responses that we received in the survey. From the survey data we crafted a statement about an ideal spaces for students and then asked them to comment. We also discussed how students engaged with faculty, what sort of things would draw them to the Old Quad, and finally we asked them to draw their ideal space.

- Random sample with 7 students in attendance (3 convenient?)
- 6 Females; 1 Male
- 4 Seniors; 2 Juniors; 1 Sophomore
- Varied majors
- Obtained drawings of their ideal student space

Walks Through the Old Quad

To get a sense of the way that space is allocated and used in the Old Quad, we held an official walk-through with Director of Space Management Tom Swafford. Tom was able to point out both the way that the space has been traditionally used, and opportunities and limitations for changing space utilization in the future.

- General Outdoor Space
- Franklin Hall, Maxwell Hall, Wylie Hall, Student Building, Dunn Woods

Archive Visits

Archival research helped us to get a sense of what the Old Quad was like in the past. We looked for old photographs of the buildings and the woods and reports and articles that mentioned the area. We also consulted the archives for information about the deed to Dunn Woods.

- Dina Kellams, Associate Archivist
- Bradley Cook, Photographs Curator

External Research

To learn about current trends in campus space design, university strategies in addressing safety concerns, and the optimal interaction between students and faculty, we consulted numerous outside sources, cited throughout this document.

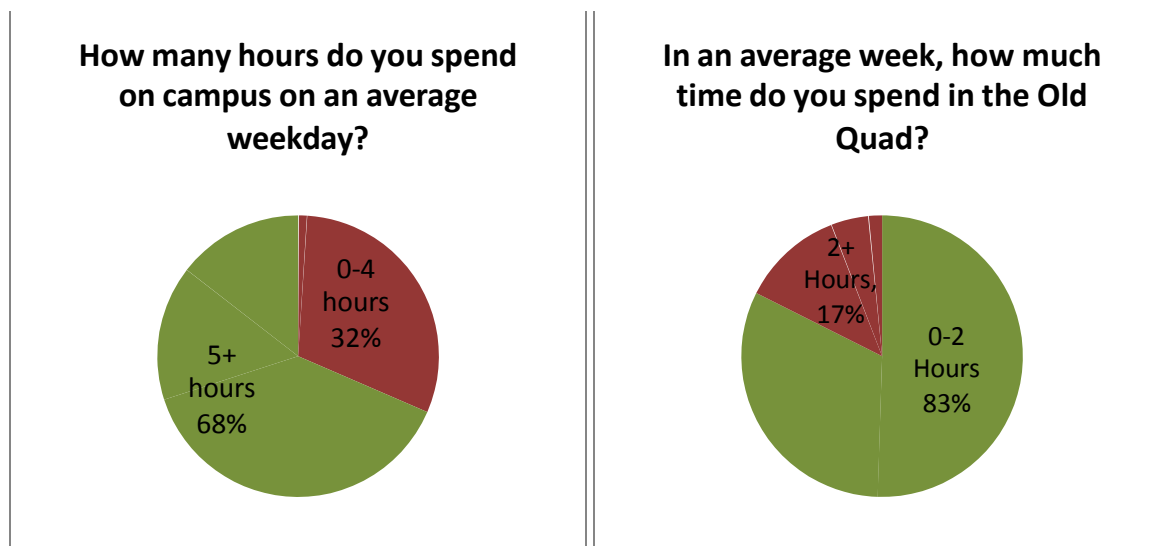
Usage Data

We compared data regarding usage of Old Quad classrooms and computers with that from other areas on campus, in order to understand how student utilization of this area compared.

Findings

When we asked student survey participants to describe their level of satisfaction with various aspects of the Old Quad, they indicated an overall sense of neutrality. In each category—including the number and quality of each: spaces to study, spaces to hang out, food options, computer labs, and outdoor seating options—the majority responded that they felt neutral. Rather than indicating that the Old Quad is adequately serving student needs, however, this may reflect a sense that the Old Quad is playing little role in their IU experience, except as a thoroughfare to the Bloomington downtown. As one student said, —I think that because a lot of the stuff is administrative, people walk through to get to classes, but they don’t necessarily hang out there because they don’t have a reason to be there.¶

In general, we found student usage of the Old Quad to be very low. Although 54 percent of students reported spending at least five hours on campus each day, over 80 percent spend fewer than two hours in the Old Quad in an entire week. Fifty percent spend no time there at all. When students are in the Old Quad, they are most often there to use student services or to attend class, as indicated by the graph below.



While attending class comprises the principal objective of students who visit the Old Quad, the space seems to play a relatively minor role in the academic life of students. When asked where the majority of their classes are held, only 6 of 191 students listed a building housed in the Old Quad. For instance, one survey respondent wrote about the Old Quad: —I only walk to class through here, i have no classes in these buildings, does anybody?¶ Feedback from students and administrators indicated that this area seems heavily concentrated with administration, creating a formal atmosphere and providing students few reasons to visit the space. As one focus group participant put it, —I think that because a lot of the stuff is administrative, people walk through to get to classes, but they don’t necessarily hang out there because they don’t have a reason to be

there. Moreover, although numerous student services are located in this space, most students can accomplish the majority of these needs online, further reducing the necessity of entering the Old Quad. A lack of many true outdoor gathering spaces also contributes to its primary role as a thoroughfare.

Usage of the Old Quad is even lower after 5pm. By evening, many of the people who work there have left campus, many buildings are locked, and relatively few classes take place. Perceptions of safety may also play a role in this. While the vast majority enjoy walking through Dunn Woods in the daytime, 42 percent of survey respondents reported feeling unsafe doing so at night.

Although few students seem to use the Old Quad on a regular basis, it is important that many have a conceptual appreciation for its natural elements and historical value. Some cautioned the University not to alter that character through overdevelopment, as did these students:

- —Its historic... this is Old Indiana and I do not support modifying it.
- —Please don't erect some awful building that will destroy the quaint forest. The part of this campus that drew me in when I was deciding on colleges was this area of campus. It's so genuine and "untouched", and it should stay that way.
- —In the mind of the man who fought for desegregation and academic freedom, preserving the forests and fields of Bloomington was just as progressive and forward-thinking a cause. Maintain IU's natural beauty.

Others who are charmed by the Old Quad's appeal suggested ways to make that more usable for students while maintaining its natural and historic character:

- —The architecture is also fantastic, maybe a basement bar/restaurant in an old fantastic building?
- —[The Old Quad should be] updated with more modern technology while keeping the old "feel"
- —perhaps more of a "park" space with outdoor seating and a little coffee shop nearby [would attract be to the Old Quad].

In this section, we will present findings from several sub-areas of research:

- Students' interior space preferences in general, in order to understand what sort of indoor space would attract them to the Old Quad
- Views from students, faculty, and external sources regarding student-faculty interactions, in order to explore ways of realizing the proposed mission of the Old Quad
- The overall and student usage of buildings and facilities in the Old Quad
- Usage of the Old Quad after 5 p.m.

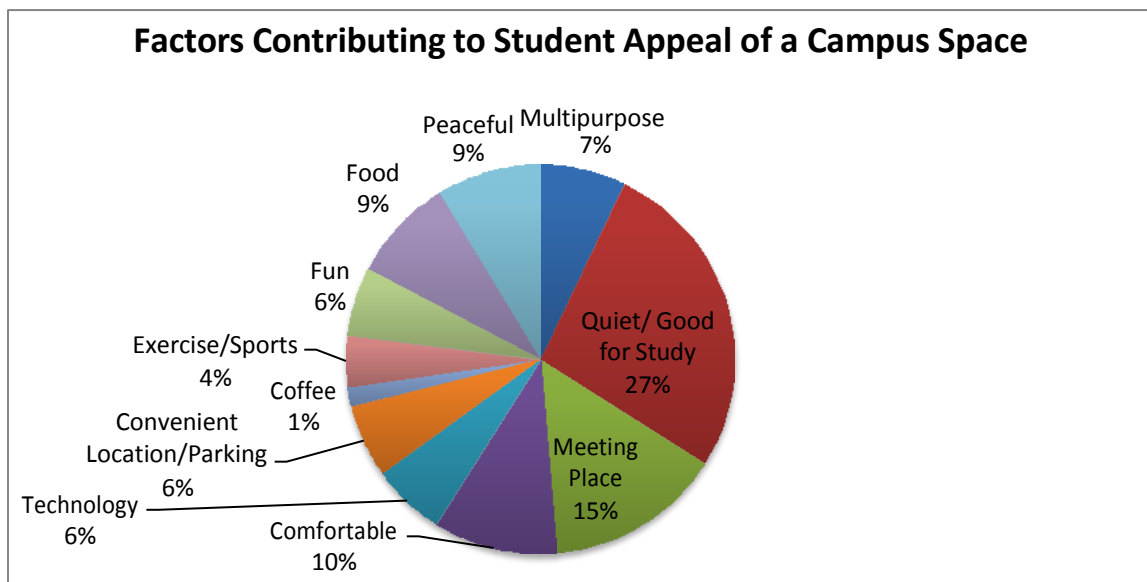
- Usage of outdoor spaces in the Old Quad, and external research regarding methods for optimizing use of this space
- The state of and sentiments toward Dunn Woods, particularly regarding concerns about safety and maintenance
- The state of and sentiments toward food services in and around the Old Quad

Many students responded that creating quiet study spaces, outdoor seating options, and an entertainment venue appealed to them. While opinions about the need for food service were mixed throughout our research, we encountered consistent positivity toward improving lighting, study spaces, and outdoor seating options. When asked what would attract them to the Old Quad, student survey respondents favored a restaurant, coffee shop, and better lighting in the space.

Student Space Preferences

According to results from the survey and focus group, the IU student prefers familiar, welcoming spaces that are simultaneously conducive to study and conducive to interactions. These spaces are multifaceted and multipurpose, offering technology, food and drink options, and adequate space. They are a convenient distance from home and provide nearby parking space.

Student survey respondents were asked where they like to be when on campus but not in class, and why. The chart below depicts their major reasons for preferring a space.



Although many responses used several of these traits to explain their preference for a single space, a response was not taken to indicate —multipurpose unless that concept was specifically mentioned. Thus, the multifaceted character of a space is likely more important than the above chart indicates.

The below quotations from the student survey suggest this preference for multifunctionality.

They are responses to the question, —When on campus but not in class, where do you prefer to be and why?!

- —Comfortable, you can study or just hang out by yourself or with friends. Easy access to food and printers if needed.!
- —Good places to study or talk to friends!
- —Can either workout or get studying done.!
- —Both of these places have quiet areas and areas with more people. This allows for study areas and areas to talk with friends.!
- —They are relaxing places to be and I can get work done at these places.!
- —Clean, like home, interior aesthetically pleasing, Space to work (5-10?), Open Late.!

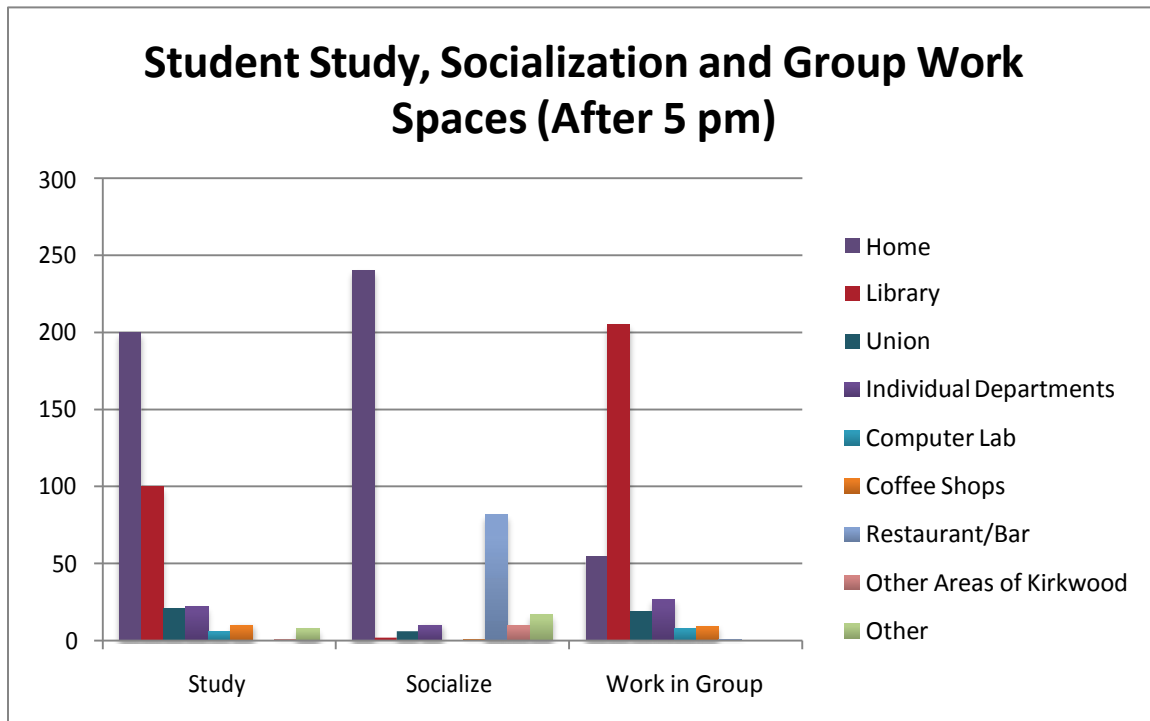
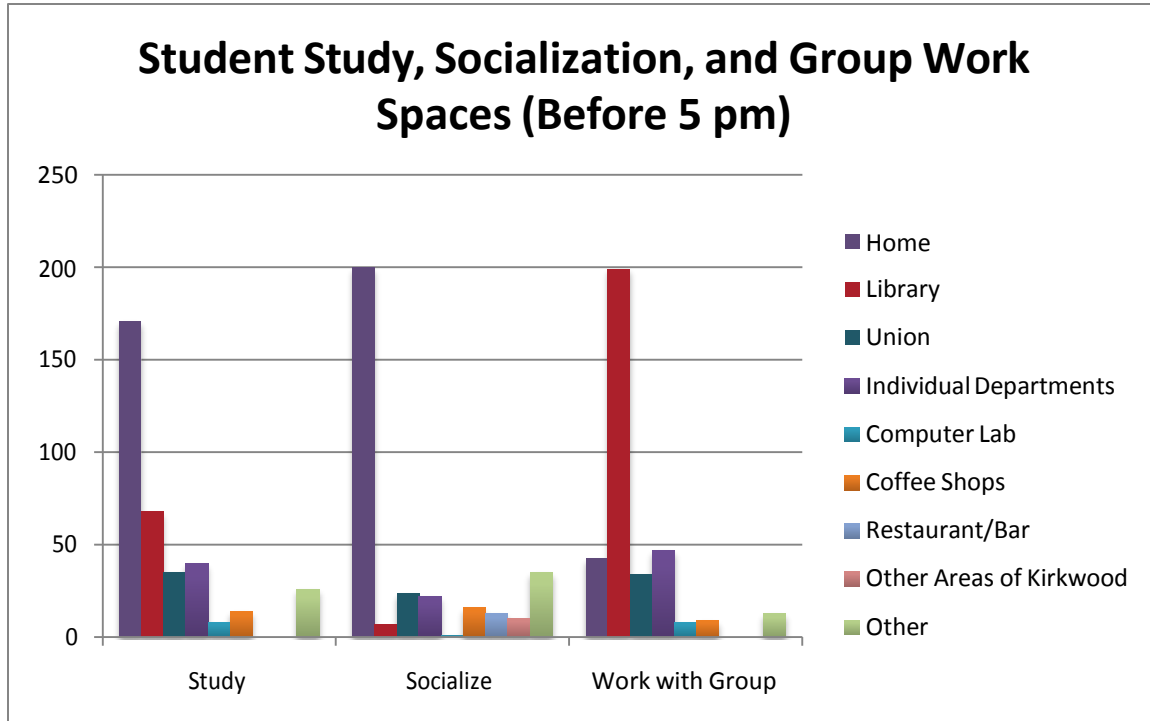
Preference for spaces serving multiple functions and comprising various atmospheres stands out in these and the other responses. Factors that seem to contribute to a sense of multi-functionality include: a mix of noisier and quieter spaces, formal and informal options, access to food and drink, and a wide-range of open hours. While many students cited the IMU as a preferred space, it was often described as too busy and/or crowded in our surveys and focus group. Also, while its multipurpose nature is appreciated by many students, the IMU’s academically-focused offerings (e.g. the South Lounge) are more geared toward individual study than informal collaboration (excluding the new Student Technology Center, which is often full during peak hours). Thus, there is potential for a student space(s) introduced in the Old Quad to supplement the IMU’s space offerings, and to complement its individual study areas with group ones.

Survey respondents were also asked about their space preferences for specific activities (doing individual study, doing group work, and socializing), and at different times (before and after 5 p.m.). Before 5 p.m., students’ homes take precedence as study spaces; —home! encompasses both on- and off-campus locations, and does not distinguish between dormitory rooms and common areas. The Wells library is the second-most popular area for daytime studying, followed by individual departments (both for long-term study and pre-class work) and the IMU. Preferences for study space changed little after 5 pm; home and the library grew in importance, while individual departments and the Union shrunk.

Unlike the case of individual study, students indicated that they preferred the library over home as a group work space, both before and after 5 p.m. Home, the IMU, and individual departments ranked next for daytime group work, but home was the clear second choice for group work in the evenings.

As with study spaces, home was most preferred both before and after 5 p.m. Other important daytime social spaces were the Union, individual departments, and coffee shops, although again home was more than eight times more popular than each of these. In the evenings, restaurants and bars were second to home. While the Union maintained consistently mediocre popularity for

each activity, the Wells Library was extremely popular for group and individual work, but not at all so for socialization. Although not prompted, students nearly always listed campus locations in these survey questions; however, they could have been primed to do so because the survey was distributed by IU.



Based on evidence from multiple parts of the survey and focus group discussions, the following elements comprise a space that, in the minds of students, promotes individual and group study at nighttime:

Characteristics of an Evening Study Space, as Preferred by Students

General	Practical Amenities	Atmosphere	Atmosphere-Improving Amenities
<ul style="list-style-type: none"> •Indoor •Convenient distance from home •Open Late 	<ul style="list-style-type: none"> •Tables—some smaller for individual study, and others larger for group work •Technology – computers, printers, outlets •Snacks—full food options significantly less important •Parking Availability 	<ul style="list-style-type: none"> •Quiet, but whisper-friendly; not as silent as the Law Library •Informal, welcoming •Active, but not noisy or overcrowded •Safe, both within and in traveling to get there 	<ul style="list-style-type: none"> •Comfortable Seating—e.g. overstuffed armchairs •Warm colors – e.g. taupe vs. white walls; older designs, not modern hard lines •Windows—providing natural light and rooting within the campus environment

Characteristics in each row are roughly ranked in descending order of importance. Students indicated that snacks should be high quality yet affordable. Focus group participants made comparisons to the openness of the IMU Starbucks and the coziness of the IMU South Lounge, but noted that both are often too crowded and noisy. They suggested that a mix of small and large tables are necessary for welcoming both group and individual work, thus cultivating a studious but informal atmosphere. Factors that appeared less important in an individual study space were: a performance space, outdoor seating, a busy atmosphere, television, and alcohol (in descending order of importance).

External Research on Student-Faculty Interaction

Research has shown that informal, out-of-class interactions between students and faculty have a strong effect on students. One study found that they have the potential to boost students' sense of self-worth and self-confidence in their academic skills.⁵ One study indicated that students' lack of intellectual curiosity may reflect lack of contact with faculty that may stimulate such development.⁶ Another study found a correlation between higher satisfaction with faculty

⁵ Kuh, G. (1995). "The other curriculum: Out-of-class experiences associated with student learning and personal development," *Journal of Higher Education* 66 (2), 123-155.†

⁶ Cotton, Shelia R. and Bonnie Wilson. Student-Faculty Interactions: Dynamics and Determinants. *Higher Education*, Vol. 51, No. 4 (Jun., 2006), pp. 487-519.†

interactions and greater commitment to an institution.⁷ However, 50 percent of students in one study reported never visiting their instructor's office; for those who did, the average visit length was 2.4 minutes.

Quality of interaction seems to be more important than quantity.⁸ However, many students report not feeling comfortable enough with faculty to approach them, and are uncertain as to whether faculty are interested in interacting. The research also indicates that students need active, consistent encouragement to know that their questions are welcome. Furthermore, social interactions with instructors seem to have a positive effect on students, and studies suggest that students —may be more comfortable with faculty when they meet them on neutral territory.^{¶6}

Student and Faculty Perceptions of Office Hours

Of those who completed our survey, 43 percent of students indicated that out-of-class interaction with their professors occurs in faculty offices only. In the focus group, students described in-house office hours as overly formal, and one said that, when attending office hours, she feels she is interrupting her professor's work. Several students reported having had office hours in Starbucks, Soma, and other public locations; one said this —offers a more personal level, makes class more enjoyable, and makes it easier to contact [faculty] for extra resources or help.¶ Another said this —changed the entire communication, [making it] so much more relaxed.¶

One participant in our faculty survey seemed to agree that more honest student-faculty interactions occur informally when discussing the laid-back format of their office hours: —I find that this informal feedback is much more valuable than the formal assessments at the end of each semester.¶

In considering methods for revitalization of the Old Quad that simultaneously enhance student-faculty interaction on campus, we considered the possibility of holding —out-of-office office hours,¶ as described above. We conducted a small survey of campus professors and AIs regarding their preferences for holding office hours. Two-thirds of instructors held office hours in their offices, and half did so exclusively. Many described this set-up as being personally convenient in saving them travel time and allowing productivity in the case of students not attending. One professor commented, —With my office hours in my office, I can still work on other things if students don't come, run down to my lab for 5 minutes between students, etc.¶

Additionally, they emphasized the availability of resources, ranging from technology and whiteboards to shelves of books and journals, which were useful in working with students. One faculty member said it is for this reason that they would not be willing to hold office hours

⁷ Pascarella, E. and Terenzini, P. (1980). 'Student-faculty and student-peer relationships as mediators of the structural effects of undergraduate residence arrangement', *Journal of Educational Research* 73 (6), 344-353:†

⁸ Endo, J. and Harpel, R. (1982). 'The effect of student-faculty interactions on teaching behavior: An investigation of perceived student encounter orientation, interactive confidence, and interactive practice.' *Journal of Education for Business*, 78 (2), 85-91.

outside of the office: —My office has all my books, journals, files on my computer, and so forth, that I need to be productive. It is not feasible for all of these resources to be available at another location.¶ However, faculty needs in such a space vary widely. Another professor described the facilities that an external office hours space would need: —A whiteboard is really useful, though not absolutely necessary.¶ Yet another wrote, “Wireless access to look things up. Preferably not too noisy for conversation, and so I could work when no one there, but possibility to buy cappuccinos is tempting.¶

The most oft-mentioned advantage of holding these meetings in the office, however, was the privacy it allows for students who wish to discuss personal matters (although this is not guaranteed when holding open office hours). As one faculty member noted, —A significant portion of my meetings with students involve discussing potentially sensitive issues that are best done in private (e.g. illness, psychological disorders, deaths in family, failing grades).¶ Still, feedback from students on this issue has indicated that, while they appreciate the availability of this privacy, the isolation and non-neutrality of the instructor’s office can decrease their likelihood of approaching for more informal purposes.

Those who have attempted to hold office hours out of the office complained of the noise and congestion of the two primary places to do so on campus: the IMU Starbucks and the Wells Library. According to one instructor, —The Library is least optimal – it is so very public and feels harried, unprofessional. The Union Starbucks would be fine, but it is also quite busy. The optimal office hour space ought to be quiet, somewhat private, and convenient for both instructor and student, and have computers and Internet available. Holding office hours in a café or cafeteria is awkward, additionally, because of the dining atmosphere.¶

Instructors who currently do or would consider meeting with students outside of the office commented that —another location could be convenient for students,¶ and that —proximity to food and centrality and public nature of location,” and the —different atmosphere¶ would be benefits of an out-of-office meeting space. Another faculty member describes the optimal space for such interaction: —I think places like Collins and the Honors College, which bring faculty together with students in a variety of contexts, offer the best chance to enhance student-faculty interactions.¶

Thus, professors were most concerned about a lack of privacy, a lack of resources, an unpleasantly crowded atmosphere, and non-productivity during travel and waiting time. Regarding the first issue, one professor holding —one [office] hour [out of the office] if there was student demand, but other hour in space that offers more privacy.¶ Furthermore, a space intended to serve this purpose could offer much of the technology, space, and other facilities many instructors would need. Although the final issue is particularly difficult to tackle, the space would at least be convenient for professors with offices nearby.

One model for student-faculty interaction, which seems to solve an array of these issues, is the Chemistry Resources Center in the Chemistry Building. Filled with long tables and computers, AIs of all chemistry courses work with students there throughout the week. The environment is informal but studious, and instructors make appointments or hold part-time office hours elsewhere for issues requiring privacy. This neutral space allows for more open interaction with instructors and collaborative engagement among students. Since this is conducted in the chemistry building, the space is accessible for all parties involved.

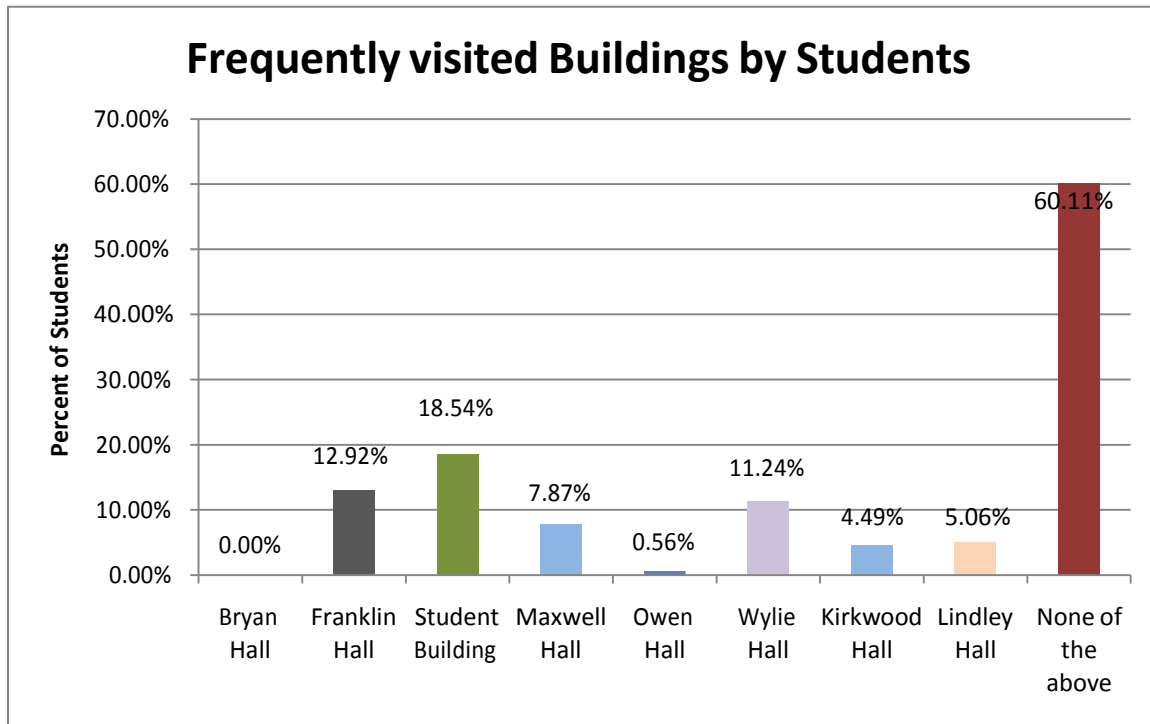
A professor familiar with usage of this space contrasts it with office hours held in the office: —Students could not find them or AIs would be in the middle of something when students arrived and the students would be put off by the nature of the small room, the crowdedness of it, or felt like they were bothering the AI and they would just leave and never attend again.¶

Meetings with administrators also indicated a desire for a space in which post-class, student-faculty discussions are natural. One administrator noted the value of food and drink options as an attractor to such a space. Another mentioned the presence of academic silos on campus, indicating that this space could help to bridge such gaps.

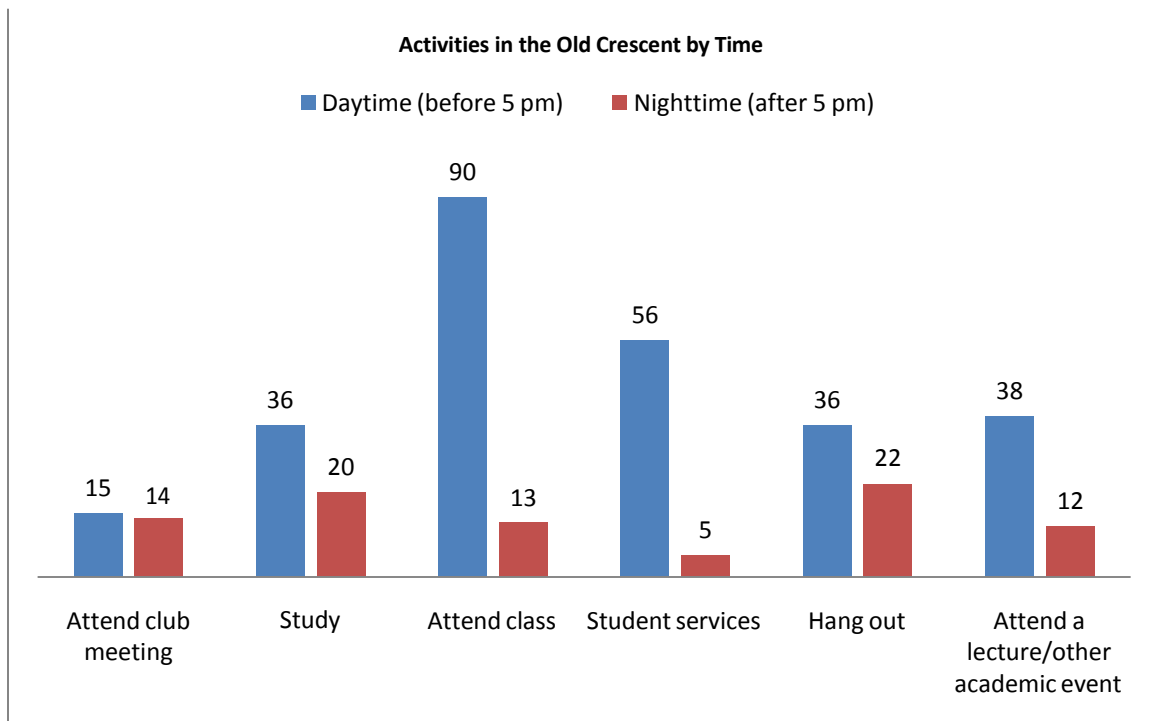
Buildings & Facilities

Many focus group participants, faculty, and administrators interviewed expressed a sense that the Old Quad is fairly concentrated with administrative departments. Faculty and administrators described this as detrimental to the diversity, liveliness, and overall appreciation of the space. For students, this was a major factor in their spending a small amount of time in the space. While participants expressed appreciation of its serenity and historical relevance, they intimated that many students had little cause for visiting the space, beyond intermittent Student Services needs. One student expressed a relatively common sentiment: —I only walk to class through here, I have no classes in these buildings, does anybody?¶

This impression is reflected in the survey data. Sixty percent of students reported that they do not visit the part of the Old Quad that we focused on. The chart below shows the frequency with which the other 40.9 percent visit each building. One student survey respondent said, —I don't even know what is available in these buildings. I know nothing about this part of campus and nothing really invites me enter them and find out. I don't know which buildings have computer labs or study areas.¶

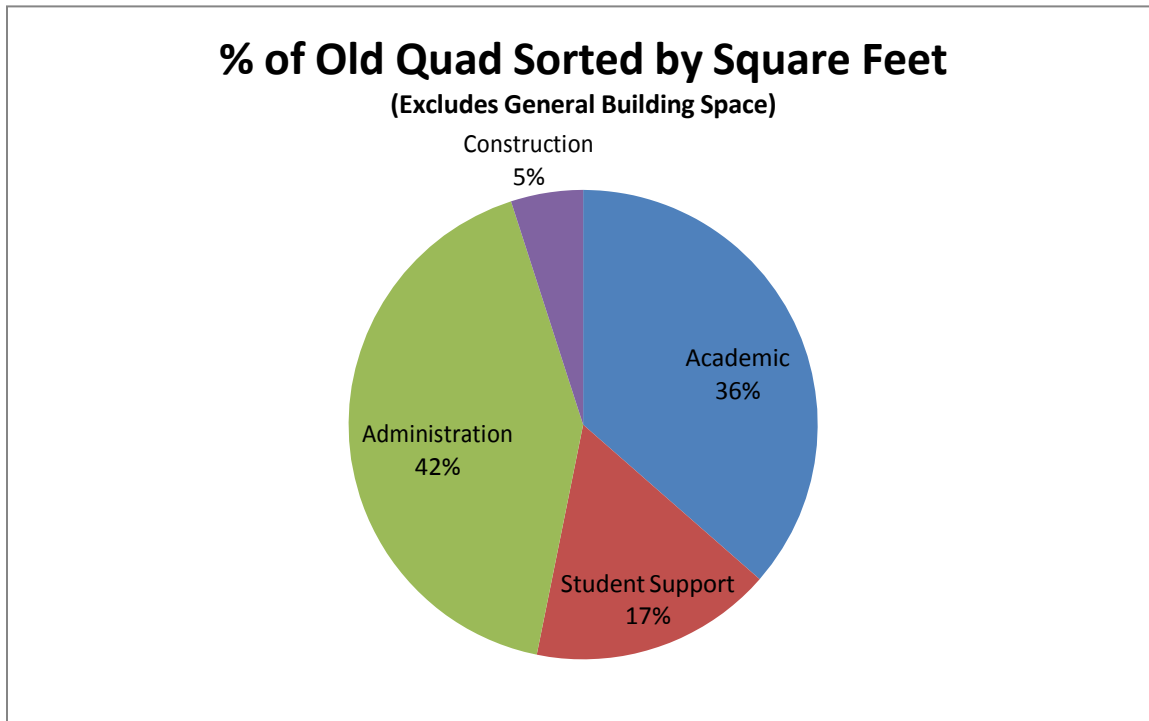


As the graph below shows, students typically visit the Old Quad to attend class or access student services. As this student indicates, the Old Quad seems to be underused for extracurricular events: “I’ve never had a club meeting in the Old [Quad].”



Although we encountered a prevalent attitude that the Old Quad is not an academic area of campus, most student use—when there is student use—of the Old Quad is for academic, specifically, class purposes. A square-footage analysis of these buildings indicates that 36 percent of the useable space is academic, housing the departments of Anthropology, Geology, Economics, and Computer Science. In contrast, 42 percent of useable space is administrative, housing the President and Vice Presidents, the provosts, university chancellor, and the registrar. In the focus group, a student said that —because a lot of the stuff is administrative, people walk through to get to classes but they don’t necessarily hang out there because they don’t have a reason to be there. Another described a paucity of classes taught held in the Old Quad as a chief issue: —[The majority of classes] aren’t in any of these buildings... [adding them] is really the only way you’re going to get people funneling through the area more often. The other 22 percent of space in the Old Quad is made up of student support services and areas that are currently under construction. Since Wylie Hall, Lindley Hall and Student Building (all housing academic units of the College of Arts and Sciences) are accessible from the east and north; some students never even enter the Old Quad to use these facilities.

The chart below depicts this space distribution.



An analysis of the IU Events Calendar for academic year 2008-2009 indicates a low level of activity extracurricular to both the classroom and workplace: on average, 4.5 events were advertised on the IU Events Calendar as being held in the 7 Old Quad buildings each month; that is, a given building hosted .64 events each month. This includes the evenings, when conference rooms and many classrooms are vacant (see —The Old Quad after 5 P.M.). However, the

calendar does not capture all of the events that take place on campus – especially impromptu meetings and discussions, and may be a weak indicator of the relative number of events in the Old Quad.

In some conversations, administrators have intimated that students who visit Old Quad buildings for Student Services – including the Bursar and the Office of Overseas Study - only, and thus show little continued use of the space, do not develop a relationship with it that would facilitate returning for other, more discretionary purposes. Data regarding the usage of computer labs in the Old Quads suggests this could be true; whereas a given computer in popular labs elsewhere on campus receives an average 1.04 logins per hour between 8 a.m. and 5 p.m., an Old Quad computer receives about .38 logins per hour within that time period. Because some of these are logins by those taking classes held in those rooms, it is likely that even fewer students *choose* to use these facilities, reinforcing the sense that few students visit the Old Quad buildings by choice. Thus, low usage of buildings and facilities in the Old Quad seems to be two-fold: few students *need* to visit and use them, and even fewer students choose to use them.

The latter issue—that students rarely choose to use Old Quad facilities—may result from a lack of awareness of those offerings. While there are several underutilized but very nice computer labs in the Old Quad, several students answered that —more computer labs would attract them to the Old Quad. Many were unfamiliar with what Old Quad buildings housed, or unaware that classes were ever held there.

Based on several conversations with faculty and administrators, another issue is the limited availability of buildings in the Old Quad, since many close after 5 p.m. This may limit use by student groups, result in hours of empty, potentially valuable spaces, is correlated with the teaching of few evening classes, and could reinforce a sense that the Old Quad is a purely work-oriented administrative, —8 to 5 p.m. space.

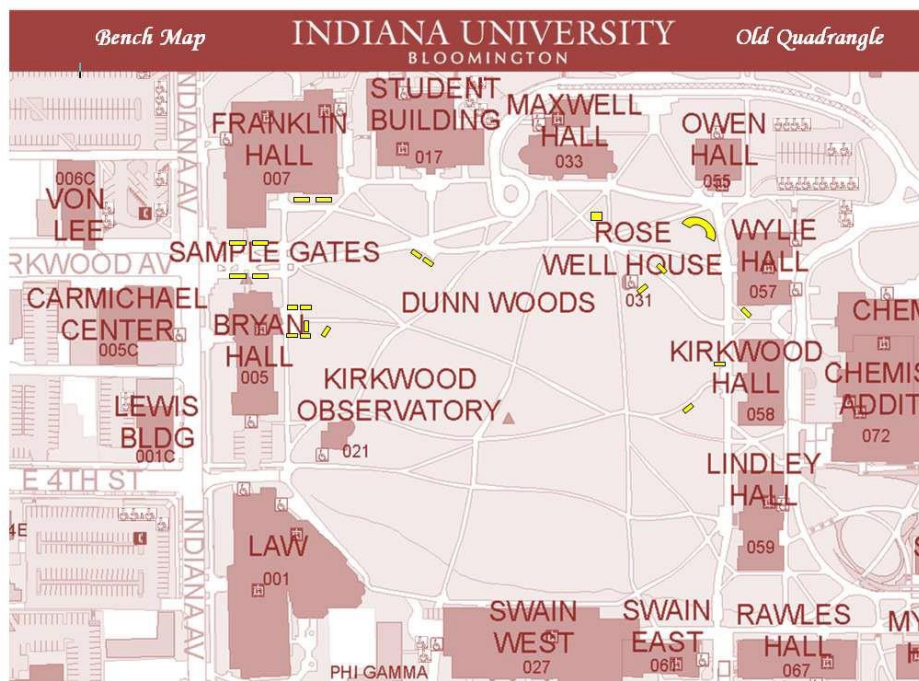
Outdoor Space in the Old Quad

Our research indicates that students, faculty, and administrators believe this outdoor quad provides an attractive, impressive entrance to the university via the Sample Gates. Administrators commented on the potential of the space for lunch gatherings, unexpected encounters, and other interactions that contribute to a university's collegiality, but did not think that the space was currently living up to its potential. Student feedback indicated a general appreciation of the serene, natural, and historic character of the Old Quad outdoors. While they affirmed that the area has potential as an outdoor study and social space, they asserted that the high concentration of administrators in the area contributes to a formal atmosphere. Further, because the outdoor space is primarily a thoroughfare, students feel no strong motivation to go to the Old Quad and stay there. In fact, when surveyed about where they like to be when outside on campus, students most commonly described open green spaces with an established student culture, such as the arboretum, Dunn Meadow, and dormitory quads. While the Old Quad has green space, it lacks this student culture and sense of activity.

Its role as thoroughfare in some ways stems from the landscaping theme of the area, according to one administrator: the Sample Gates are meant to welcome a person into the campus, leading them into its academic heart via a network of pathways through the historic portion. Along the way, the traveler notices visual stimuli that highlight the beauty, uniqueness, and history of the Old Quad: the Well House, the statue of Herman B Wells, and the impressive collegiate gothic architecture.

However, this strategy does not encourage use of the space. Clare Cooper Marcus, author of *People Places: Design Guidelines for Urban Open Spaces*, suggests a —river/eddy model for campus planning, which maintains the natural pedestrian flow through the quad (the flowing river), but also provides attractive —eddies for pausing to sit, study, eat, and so on. As one student puts it, a place like this in the Old Quad would be —Something that makes it not just a place to go past on the way to Kirkwood. In conversations with students and administrators, we have found that thoughtfully designed and placed objects facilitate gathering and create a sense of place, such as the red clock along the road between Ballantine and Woodburn Halls. Excluding the Wells statue, the Old Quad lacks comparable or miniature versions of this. One student indicated the need for this type of a space: —[An] overall more socially adaptable environment where students WANT to go [should exist in the Old Quad].

—Marcus' book, administrators, students and other external sources emphasized the importance of well-formulated outdoor seating options—spaces for both impromptu and directed gathering. While there are numerous benches in the space (as indicated by the yellow boxes on the below map), their placement and design do not work toward the overall objective of creating a welcoming environment in which to stay.



A variety of factors contribute to an outdoor space that does not optimally attract visitors. Many of the benches in the area are the donated limestone benches; although attractive, they lack seat backs and are not ergonomic, such that they can be uncomfortable and uninviting. While this may seem trivial, Marcus writes, —Above all, provide comfortable seating¶ when describing important attributes of a welcoming outdoor space. Other universities have recognized the importance of thoughtful seating. For instance, St. Olaf College in Northfield, MN, introduced custom, oversized Adirondack chairs to its outdoor space, and found that students began spending far more time in the space overall, so much that use of the older, less comfortable seating also increased dramatically.⁹ William Woods University in Fulton, MO, had a similar situation.⁹

Often, benches in the Old Quad are arranged linearly, such that people sitting together face in the same direction rather than toward each other, which, according to Marcus, is intimidating and does not facilitate conversation. Old Quad benches are often islands surrounded by walking space; but according to Marcus, people prefer to sit with something at their back, making them feel less exposed. Also, some seating in the area is unclean, and the large, shade-offering trees in the area are surrounded by mulch, preventing people from easily sitting in the space. One student suggested bringing —More seating for students to study¶ into the Old Quad; another suggested that the Old Quad —have a picnic/open area for people to spend time between Dunn Woods and the Wylie/Kirkwood/Lindley Halls.¶

The statue of Herman Wells in the Old Quad and its surrounding benches demonstrate several characteristics of a successful —eddy¶: seating is arranged in a semicircle, which is more favorable for group interaction; the benches are curved to the body and have backs, and thus are more ergonomic; and the benches and stone wall create enough seating for a group.

An enclosed courtyard, entered on the east side of Maxwell Hall, is a an outdoor space in the Old Quad that is currently being underutilized. The entrance, an attractive archway, is just steps from the Indiana Memorial Union. The ground in the space is not level, and it is bordered by interior offices to Maxwell Hall. We have not found evidence of this space having ever been used, nor a policy guiding its usage.

Generally, we found that oral tradition, more than a specific policy, governs the use of the outdoor part of the Old Quad. Often one on-campus group will initiate some change without the agreement of others, leading to a lack of coordination in maintenance that makes concerted efforts to improve this historic area difficult. Of course, broader guidelines exist because parts of the Old Quad are on the national register, but this does not provide a clear plan for the best use of the space.

⁹ Sturgeon, Julie —Are You Sitting Down?¶ *Campus Planning and Management*, February 2008, http://www.peterli.com/cpm/resources/articles/archive.php?article_id=1725

The Old Quad after Five P.M.

We found evening usage of the Old Quad to be very low. In general, those working in the area leave at 5 p.m., and student survey results indicate that only 11 percent of students ever visit the Old Crescent after that time.

Those who do visit the space cite studying and —hanging out as their primary purposes. This is in contrast to their daytime usage, for which attending class is their chief objective. An analysis of the evening classes taught in Fall 2009 revealed that 95 hours of class were held in the Old Quad each week, although there is sufficient space for 340 hours in the 17 available classrooms.

Very few evening events occur in these buildings, although there are room vacancies (events might include club meetings, small lectures, homework help sessions, and so on). One cause of this may be that many Old Quad buildings lock after 5 p.m., dissuading students and others from using the area. In addition to this, focus group participants indicated that its distance from residence halls presents significant travel requirements for visitors lacking cars. One component of this, is that, based on responses from the student survey and focus group, many female students feel afraid in the less lively, less lit Old Quad after dark (this will be elaborated on in the —Dunn Woods section of the report). When a multiple-choice question asked students what would attract them to the Old Quad, 57 percent checked —better lighting at night. The focus group discussion on this topic returned to an oft-heard point: students feel they have little purpose in visiting the Old Quad, particularly at night.

This is again mirrored in the 5 p.m.-midnight use of Old Quad computers, which is much lower than in the daytime. Whereas in labs elsewhere on campus there are on average .63 logins to a given computer each hour, there are .08 logins per Old Quad computer each hour. Thus, students are rarely visiting the Old Quad for class-related or other discretionary reasons after 5 p.m., potential influenced by locked buildings, few classes, little extracurricular activity, and feeling unsafe.

When asked what things might attract them to the Old Quad, frequent responses relevant to the evening include: better lighting at night and a restaurant or coffee shop. Many were also in favor of a nighttime study space, a topic discussed in-depth in the focus group (see —Space Preferences). There, students suggested an area in the Old Crescent that is conducive to evening group and individual study and meeting.

Dunn Woods

Dunn Woods is a portion of the original, 20-acre tract of land that the University purchased from Moses Fell Dunn in 1883. Much of that land is now the site of historic Old Crescent buildings, but Dunn Woods remains the —original undeveloped remnant.¹⁰ Throughout the years, many important figures have supported the preservation of the Woods, including Botany Department head David Mottier (early 20th century), campus designers the Olmstead Brothers (in a 1939 report to administrators), and the celebrated president Herman B Wells. Thus, human intervention in the space has been minimal; tree density has increased significantly (as indicated in the below photos), and some of the policy regarding maintenance of the Woods remains from the 19th century.¹⁰ Today, Dunn Woods is covered by a —Green Areas Policy¹¹ that protects it —protected from activities that would alter [its] essential character... [including] encroachment by new construction of facilities or site development except where necessary.¹¹ The Office of the Vice President for Capital Projects & Facilities is responsible for —care and maintenanc¹¹ of the space.¹¹



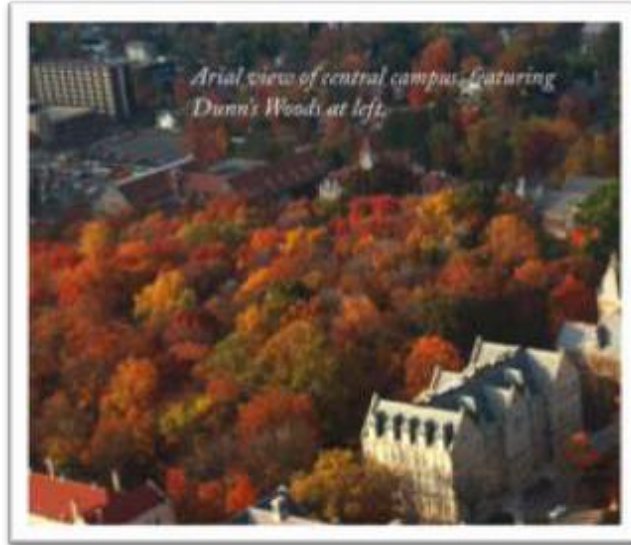
12

The Old Crescent in 1949

¹⁰ —The Woodland Campus; Indiana University Bloomington—a Historic Walking Tour,¹¹ School of Public and Environmental Affairs, IU 2009, <http://www.indiana.edu/~spea/pubs/woodland.pdf>

¹¹ —Green Areas Policy,¹¹ Website of the Vice President for Capital Projects and Facilities, <http://www.indiana.edu/~vpcpf/green.html>

¹² —Sustainability,¹¹ *Research and Creative Activity*, Volume 31 Number 1, http://www.indiana.edu/~rcapub/images/backcover_fall08.jpg



Modern-Day Dunn Woods, with a much denser tree canopy.¹⁰

The 2010 Master Plan discusses renovation of —key structures around Dunn Woods...to ensure the continued vitality and relevance of the Historic Core. It also calls for —supplemental lighting in densely wooded areas throughout the campus, as well as —additional improved forest management practice measures [to] reduce invasive species and enhance the picturesque quality of the Historic Core.¹³

Throughout our discussions with students, faculty, and administrators, we encountered significant positivity toward Dunn Woods. Evidence from the focus group and student survey indicates that students appreciate the serenity, natural beauty, and historical relevance of the Woods; however, students and others expressed considerable concern about the safety of the space after dark. One survey respondent wrote, —The woods are beautiful, and I love they are there. It is scary at night though by myself... Many focused on issues of lighting in the Woods, although pathway maintenance also came up. This seems to be more perception than reality, however, as the IU Police Department has no record of a harmful event ever occurring in Dunn Woods. Other discussion about Dunn Woods has centered on questions of whether and how to address invasive species.

In the student survey, 89 percent of respondents answered that walking through Dunn Woods is either a pleasant or extremely pleasant experience, indicating their general good feelings for the space; likewise, focus group participants praised its serene, natural, and historical character. —I sometimes walk through Dunn Woods and its very pretty, one student commented in the survey, and several survey respondents urged the University to take care in decisions regarding the Woods, recommending against changes that would significantly alter that character.

¹³ —Neighborhood 1: Historic Core, Indiana University Master Plan, <http://masterplan.indiana.edu/iub/contents.cfm>

Faculty and administrators expressed similar feelings, although there was less agreement regarding the health of Dunn Woods, and the philosophy the University should take in managing it. Commitments to —letting the Woods take it’s natural course and preserving its historical nature were prevalent, both in contemporary discussions and in archival documents. At the same time, many expressed concern about invasive species present in the Woods, stressing that these threaten its long-term well-being. Also, some asserted that, at only 15 acres, Dunn Woods does not function as a true woodland, such that the philosophy to let nature take its course is unsuitable. We could not find evidence of a scientific assessment of the state of Dunn Woods or the reality of these various concerns, nor did we locate a concerted University plan for the Woods’ future.

While they reported feeling positively towards the Woods overall, students indicated substantial concern about their nighttime safety in the space. 42 percent of student survey respondents reported feeling unsafe or very unsafe traversing Dunn Woods at night. The majority of those who expressed this unease were women, whereas the majority of men indicated feeling safe or very safe in those circumstances. This sentiment was corroborated in the focus group: when asked whether they would choose to travel through the Woods or around the Old Quad after dark, the women preferred the latter option.

Our findings of student discomfort in the Woods at night agree with research done by other universities. In a study done on the campus of University of Illinois at Champaign-Urbana, —those areas cited most frequently as unsafe included heavily planted areas, pockets of natural landscape, and streets or pathways infrequently used at night, and the most important factors contributing to the —perception of danger were ‘poor lighting’ and ‘places to hide.’¹⁴ And a study at Carleton University in Ottawa, Canada found —isolation or few people around to be a major cause of feelings of danger.¹⁴

As discussed in the introduction to our findings, Dunn Woods and the Old Quad in general are under-populated at night, coinciding with the above research. Furthermore, lighting played a major role in discussions of ways to improve a sense of nighttime safety in the Woods. 57.4 percent of student survey respondents answered that —better lighting at night would attract them to the Old Quad, and focus group participants cited this as the chief modification needed in Dunn Woods. This issue was also addressed in several conversations with faculty and administrators. When asked about what would attract a student to the Old Quad, one answered: —Lighting on the paths through the woods. I know there is lighting now, but it would be helpful to have more. it is scary walking through there at night as a female.

Nancy Clanton, the president of the lighting design firm Clanton & Associates, says that —even pools of light should direct walkers to their destination, [which should be]...softly

¹⁴ Clair Cooper Marcus and Carolyn Francis, *People Places: Design Guidelines for Urban Open Space* (New York: John Wiley & Sons, Inc., 1998).

illuminated.¹⁵ But a walk through Dunn Woods indicated that, while light fixtures appear to be adequately spaced and appropriately placed at key intersections, the area and extent to which they illuminate are insufficient. . It is possible that comprehensive cleaning and repair of Dunn Woods' lamps would significantly increase illumination of Woods pathways. However, one administrator described the current light fixtures as —inefficient and difficult to maintain, suggesting that further investigation consider the cost-effectiveness of replacing them.

Currently, high pressure sodium lamps are used in Dunn Woods; however, research on the effectiveness of outdoor lighting has indicated that a considerable reduction in the eye's sensitivity to high pressure sodium lighting under low light conditions.¹⁶ In particular, peripheral vision is significantly diminished under these conditions, which could render a pedestrian of Dunn Woods unable to see to their sides, bolstering their fear.

Several sources recommend induction lighting as a solution to this issue; they claim that induction lighting is energy-efficient, reliable and long-lasting, flicker-free, and —give off warm, inviting light...and turn on and off instantly (Nancy Clanton, president of Clanton & Associates, a lighting design firm). Disadvantages are higher costs (about \$200 more per lamp) and increased lamp size.¹⁵ Moreover, an IU administrator expressed concern that induction lighting's white color would hinder Dunn Woods' traditional and natural feel.

Other universities have taken a variety of steps to address issues of nighttime safety more broadly. A study at the University of New Mexico recommended creation of —an integrated series of well-lit and patrolled _night-safety paths' linking the main campus entries and nighttime activity areas. UC Berkeley has something akin to this, and —recommends certain paths for travel at night and both posts and distributes maps. Another strategy used to improve a sense of orientation and instill confidence in one's nighttime surroundings is to illuminate building and landmark facades.¹⁴

Although lighting proved to be the area of primary concern regarding Dunn Woods at night, some students and administrators noted that some cobblestone paths through the Woods require tending. A walk through the space illustrated that the condition of these paths varies through the Woods; while some areas are level and safe, others are uneven, intertwined with raised roots and loose or missing bricks.

¹⁵ Mishtein, Amy, —Bring on the Night, *Campus Planning and Management*, November 2006.

¹⁶ Mullins, Patrick, —The New Look of Outdoor Lighting, July 2004, <http://www.patmullins.com/newlook.html#3>

Food Services

There are currently no food services in the Old Quad. Food options do, however, surround this area: to the northeast, the IMU offers numerous sit-down and carry-out options, including among others the Market, Burger King, the new Dunn Meadow Café, and Starbucks—at which the Union Plus plan, but not RPS I-BUCKS (meal points), can be applied. Many of these options are open seven days a week, but few remain open after 7 p.m. To the east are two RPS Campus Cafés: the Jordan Hall kiosk (open Monday-Friday, 7:30 a.m.-3:30 p.m.), and Ballantine Hall Café (open Monday-Friday, 7:30 a.m.-2 p.m.). RPS I-BUCKS can be used at these locations, which offer a variety of —grab-and-go lunch and snack options and the Ballantine Café offers made-to-order sandwiches and paninis.

To the west of the Old Quad sits downtown Bloomington, which is peppered with numerous restaurants and coffee shops. Several of those that are near campus are open late into the evening. Even though it is surrounded by food options, people rarely eat in the Old Quad. IU students and faculty members often carry their sandwiches with them as they walk through on their way to class. But because there are few places to sit, people hardly ever stop to enjoy a meal in the Old Quad. According to RPS Director of Dining Services Sandra Fowler, there has never been an attempt to introduce food services into the Old Quad.

In conversations with students, faculty, and administrators, we gathered mixed opinions regarding food in the Old Quad. Food in this context was conceptualized in two major ways: as serving a necessary function for daily campus inhabitants, and as potentially providing the crux of various forms of social encounter.

Food regularly provides the foundation, or at least the backdrop, for human interactions: at campus events, it may be what draws participants; a meal helps to divide up the day and offers grounds for catching up with friends or being around new people. The place that the food is obtained and/or enjoyed, then, takes meaning as the nucleus of this energy.

This idea that food is central to human social activity was corroborated in student survey responses, which indicated that dining with friends was a common way to spend evening free time. Whereas food services are less important in their study and group work spaces, 95 percent of students indicated that full food service contributed to their ideal social space. 72 percent of them said that they enjoy dinner with friends at least 1-2 times a week.

Our research indicated that the Old Quad, which lacks food options and areas to sit and enjoy food, is limited in its ability to foster this kind of vivacious activity. A common attitude was that an increase in spaces conducive to eating, resting, and chatting would bring together different types of people and areas of the campus, promoting the exchange of ideas and experiences valued by a university. One faculty member described a campus cookout once held in the Old Quad, during which faculty, administrators, and students came together to enjoy their food and surroundings. A potential model for this type of even is the freshman induction cookout that is

held behind Woodburn Hall. This is the sort of event that brings students and faculty members together that we hope to foster in the Old Quad.

A prevalent attitude was that the number of food and drink options surrounding the area satisfies any absolute need for food. One focus group participant commented, —I think [full food service in the Old Quad] would be unnecessary...you're talking about a space that's so close to the Union, that's so close to Kirkwood, that's so close to Ballantine...|| However, food services that accept meal points, particularly after 3:30 p.m. are limited; furthermore, RPS Campus Cafés are often crowded during peak periods, creating long lines and waiting periods for students between class. Furthermore, 57.9 percent of student survey respondents answered that a restaurant would attract them to the Old Quad, 56.3 percent said a coffee shop would, and 36.6 percent answered that a food kiosk would do so. As the below quotes indicate, many of students' specific recommendations for the Old Quad involved food and drink:

- —A nice little restaurant would be good there with a nice scenery and good atmosphere.||
- —Good campus food that can be bought with meal points [would attract students to the Old Quad]||
- —A place to eat or get a snack would also boost the appeal of the area to more students.||
- —This is could be a great place to open a coffee shop and create study areas. Similar to Starbucks in the union; but another option.||

In addition, some faculty survey respondents described the proximity to food and drink as a benefit of holding office hours outside of the office.

In discussions of a *nighttime* study/gathering space in the Old Quad, focus group participants indicated no need for full food services, suggesting students could walk to Kirkwood if hungry. Instead, they supported providing coffee and baked goods—either via another Campus Café, or, to avoid the need for late-night workers, installation of vending machines that offer such products. Crown Vending & Food Service Co., with whom IU currently holds a contract, does offer coffee products and a —complete selection of foods and snacks.||

In exploring ways to use food to attract students to the Old Quad in the evening, it is important to consider their preferred payment methods. To roughly gauge the reliance on RPS I-BUCKS, we note that in an average day, 80 percent of purchases at the Ballantine Hall Café were made using I-BUCKS. Similarly, about 75 percent of purchases at the Jordan Hall kiosk were via I-BUCKS. Although we do not know what proportion of these were student purchases, this is an indicator of the significant usage of I-BUCKS, or meal points, by the campus population.

Recommendations

1. Embrace the Master Plan

“May you find on campus, especially in the old quadrangle, the beauty and sanctuary which will inspire you to dream long dreams of future usefulness to society”

– Herman B. Wells

In the 2010 State of the University Address, President McRobbie stated that —the Old Crescent should be among the main academic centers on campus and a vibrant hub of student and academic life and activity, day and night. And the 2010 Campus Master Plan —recommends...the return of the historic crescent and Dunn’s Woods areas of campus into a re-engaged learning environment. However, our findings indicate that, currently, Old Quad space is not being utilized the way students, faculty or administrators envision it should be.

In order to redefine Old Quad culture and realize that space’s potential, we recommend the University truly embrace the 2010 Master Plan by implementing its strategies and going beyond its stated goals.

Regarding the Historic Core, of which the Old Quad is a component, the Master Plan recommends the University pursue several strategies that coincide with our findings:

- *Program and energize underutilized campus spaces and landscapes*
- *Selectively re-introduce academic...into the core*
- *Increase places for unprogrammed, social interaction within buildings and in the external campus environment*
- *Respect the character of the historic core*

Other relevant Master Plan recommendations include:

- *Integrating places for learning and campus life*
- *Reflecting contemporary learning styles*
- *Accommodating change and flexibility*
- *Enhancing interdisciplinary collaboration*
- *Providing a stimulating campus setting*
- *Preserving natural features and memorable open spaces*
- *Program support for informal interaction*¹³

The revitalization of the Old Quad presents an exciting opportunity to encourage change and restore student life to a historically significant area while preserving its tradition and distinct character. We do acknowledge current action being taken and encourage the upcoming Old Crescent Task Force to coordinate future priorities and activities based on proposed Mission Statement as defined by the Board of Aeon (shown below).

Embracing the Master Plan involves breaking outside of tradition to encourage multi-purpose and multi-functional use of this historic area. Thus, we would like to emphasize the need to ensure future repurposing exemplifies a multipurpose model of space usage, reflects contemporary learning styles and creates a nexus of academic and campus life. Multipurpose use of current administration buildings takes advantage of unutilized empty space and provides additional options in lieu of overcrowded areas i.e. Wells Library Commons and the new Union Student Technology Center. In addition, we believe that drawing people during the day will encourage more activity at night. This will promote both academic and social engagement which in turn will cultivate a vibrant intellectual nightlife in the heart of campus. One option to consider is the opening of some administration buildings after they close at 5pm. This additional open space could easily draw students to this part of campus to study and be productive at night.

Proposed Old Quad Mission Statement

Developing a mission for this designated area of campus, we believe, will help coordinate future priorities and activities in this area. Therefore, we propose that the following Mission Statement for the Old Quad be used to guide future revitalization efforts:

“The Old Quadrangle is the historic and academic core of the Bloomington campus. To maintain this tradition, the Old Quad promotes an engaging atmosphere for students, faculty, and administrators to join in lively academic discussion and debate. In the Old Quad, learning and inspiration persist both in- and outside of the classroom, and during both day and night. Thus, the Old Quad serves as a nexus that links the past to the present, connects students with faculty, administrators and staff, and bridges the gap between learning and leisure.”

2. Implement a “Hub” for Laid-Back Study, Group Work, and Student-Faculty Interaction

We recommend the design of an indoor, learning-based gathering —hub that facilitates informal interaction among students, and between students and faculty. This space should serve a variety of functions, acting as a place for instructors to hold office hours, for groups to collaborate, and for individuals to study independently. Thus, one section should offer the technology and resources necessary for convenient group work and office hours. For example, it should contain mobile tables that can be rearranged to various sizes, and work stations akin to those in the IMU Student Technology Center. However, to the extent possible, this space should retain a comfortable ambiance that coincides with that of the Old Quad. Faculty should be encouraged to hold office hours in the space, as well as study sessions and other informal meetings. AIs, who may not have an office in which to meet students, should in particular be informed of this space.

A second section of the hub—distinct but maintaining a sense of unity between the two—should contain a coffeehouse-style food service, and would be optimal for small group interaction and individual study. This space should contain comfortable seating, and should have an aesthetic appeal that reflects that of the Old Quad. Both spaces, although they differ, should feel united overall. The space should also feel welcoming to faculty, in order to facilitate unplanned, comfortable interaction with students. The hub should be in a building that holds classes, both to capitalize on preexisting traffic flow and to provide a natural destination for continuing interesting discussion following class. Consult the —Student Space Preferences and —Student-Faculty Interactions sections of this report for further guidance in developing this space.

We evaluate the time horizon and ease of implementing this recommendation to be intermediate, and the cost to be high.

3. Construct Impromptu Gathering Spaces Inside and Outside

While the learning hub will draw groups of students and others to a particular space and for some intended purpose, the Old Quad should also house a variety of smaller gathering spaces. Impromptu —eddies are set back from the natural flow of indoor hallways or outdoor paths. These spaces are meant to facilitate unplanned use, attracting passersby to stop for studying, chatting, eating, and so on. As the Old Quad transitions to a more academic space, at least one impromptu eddy should be added to each Old Quad building. These may comprise: a large window seat, study space along the edge of a hallway, a row of computers, and so on.

Following are some examples of indoor eddies that exist elsewhere on campus:

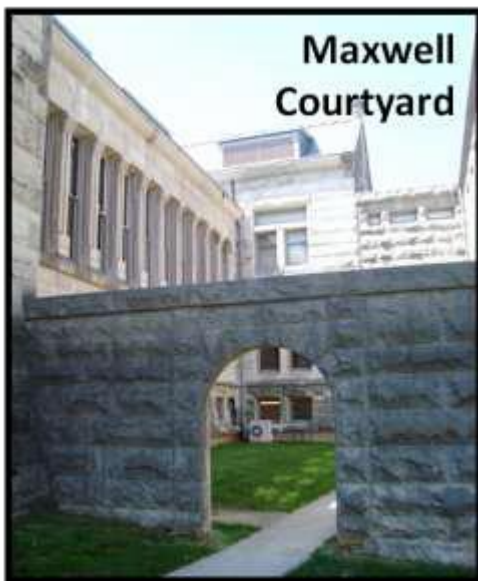


To facilitate similar interaction outdoors in the Old Quad, eddies should be created there as well. These should consider discussion of seating in the —Outdoors section, and may include: benches that surround trees, group seating for social gathering, space conducive to eating and studying, and so on. Furthermore, the extent to which placement of current outdoor seating is comfortable and facilitates interaction should be evaluated. These changes should not overshadow the natural elements of the Old Quad, and should remain consistent with its current architectural and design themes.

Following is an example of a —tree bench, and an example of a successful eddy elsewhere on campus.



In addition, the courtyard on the east side of Maxwell Hall (see image below) should be evaluated for use in a way that contributes to the multidimensional, informal, interactive environment we have proposed.



By encouraging unplanned, day-to-day interaction with parts of the Old Quad, these spaces will help students become familiar with the space, so that it becomes more natural to spend time there. Their presence outside of the classroom will also enable interactions with passersby, contributing to a sense of community and connecting various members of campus.

We evaluate the ease of implementing this recommendation to be low, and the cost and time horizon to be intermediate.

4. Make Dunn Woods more traversable for current and future generations

“A site unsurpassed in the state for its natural beauty and fitness for the purpose”

– Indiana University, Board of Trustees

Through many of our conversations with administrators and faculty, we found current Dunn Woods policy to be primarily rooted in oral tradition. This makes it difficult to address common concerns such as the invasive species which currently threaten the future health of the woods. Thus, we would like to encourage the Vice President for Capital Projects & Facilities to establish a forward-thinking, formal plan for Dunn Woods’ use and management. An official action policy would help alleviate confusion moving forward and establish a formal way to approach issues.

To address widespread concerns regarding nighttime safety, we recommend an improvement of lighting throughout the Woods to increase pedestrian visibility and comfort there. This may require an in-depth assessment of the efficiency of current fixtures versus potential replacements with a particular focus on cost-effectiveness.

In addition, we suggest defining a central, well-lit walkway with maintained cobblestone paths. This would create familiarity with the same part of the woods and thus an increased level of comfort when walking through. The maintenance of the cobblestone would eliminate safety hazards and any potential accidents to walking, running or riding users. Furthermore, it makes the woods more aesthetically pleasing and consistent with the rest of campus’s pristine landscape appearance and meticulous care.



As a result of various opinions regarding the issue of invasive species, we recommend further investigation of the health of Dunn Woods by an outside party. As such, the University should appoint an urban forester to assess health and management needs of Dunn Woods. This assessment could involve collaboration with SPEA experts and students. The partnership between SPEA professors and IU students would offer a hands-on experience in both the development and execution of physical and analytical work in this field. This presents an exciting opportunity to use internal expertise and facilitate more student-faculty interaction within the Old Quad.

5. Increase use of Old Quad classrooms after 5 p.m.

In order to counteract the sharp decline of activity in the Old Quad after 5 p.m. we recommend an increased use of the Old Quad classrooms that are vacant during that time—in particular for student-based activities such as classes and extracurricular events. Doing so would boost academic engagement and student comfort in this space. Furthermore, this has the secondary benefit of alleviating space pressures in other areas of the University.

We suggest that classes be added to vacant rooms in the Old Quad between 5 and 10 p.m. on Mondays-Thursdays. Given the size of classrooms in this area of campus, seminars, small lectures, and discussion sections would more naturally be held here. Furthermore, targeting courses with many discussions sections, and offering only some of those after 5 p.m., would offer flexibility to students who prefer daytime courses over evening ones. Also, the mobility of given departments and their courses should be considered; while chemistry labs may be unable to relocate with all of their materials, for instance, others may require little more than a space itself. Anticipating the move of departments currently housed in Wells Quad into the Old Quad, scheduling courses from those departments as Old Quad evening courses could aid in transitioning them to this space.

The Provost of the University will need to incentivize the faculty to teach evening courses in the Old Quad. This may include advertising the —learning hub as a place for faculty to work, relax, or meet with students before and after class. The first courses that should be targeted are any in the University that are currently taught in the evening. Informing instructors of these courses of the modern facilities in many of these classrooms may encourage them to make this space change. The Provost should also target those departments within the Old Quad whose instructors do not teach at night.

Overall, embracing a multipurpose model for use of Old Quad buildings can increase nighttime engagement there. Department chairs should promote use of available space for evening lectures, extracurricular events, receptions, and other events. In addition, department chairs could open to undergraduates the lounges that are currently available only to faculty and graduate students, and which often close at 5 p.m. Opening these lounges to students in the evening hours provides a solution to the lack of quiet study spaces students signaled in our research.

The result of implementing this recommendation should be an immediate increase of student engagement and overall in the Old Quad at night.

We evaluate the ease of implementing this recommendation to be low, the cost as medium, and a short time horizon.

6. Increase awareness of the Old Quad's potential

The University should strive to improve student awareness of resources that currently exist in the Old Quad, and to combat student conceptions that the space is overly formal and administrative.

- To increase comfort in the space, Summer Orientation Programs should hold an informal event in the Old Quad. For example, the picnic typically held behind Woodburn could be relocated to the Old Quad.
- Students should also be made more aware of Old Quad facilities, such as computer labs. To do so, UITS should market these modern labs to the students as alternatives to Ballantine Hall and the Union during high-traffic periods.
- To stimulate afternoon and evening activity in Old Quad buildings, the Student Activities Office should promote this space for holding extracurricular meetings and events.
- Because the campus' beauty is such an attractor for prospective students, the Vice Provost for Enrollment Management should continue using the Old Quad's beauty and historic significance as a recruitment tool.

We evaluate this recommendation as the quickest, most low-cost solution to the revitalization of the Old Quad.

Appendices

Appendix 1- Faculty Survey

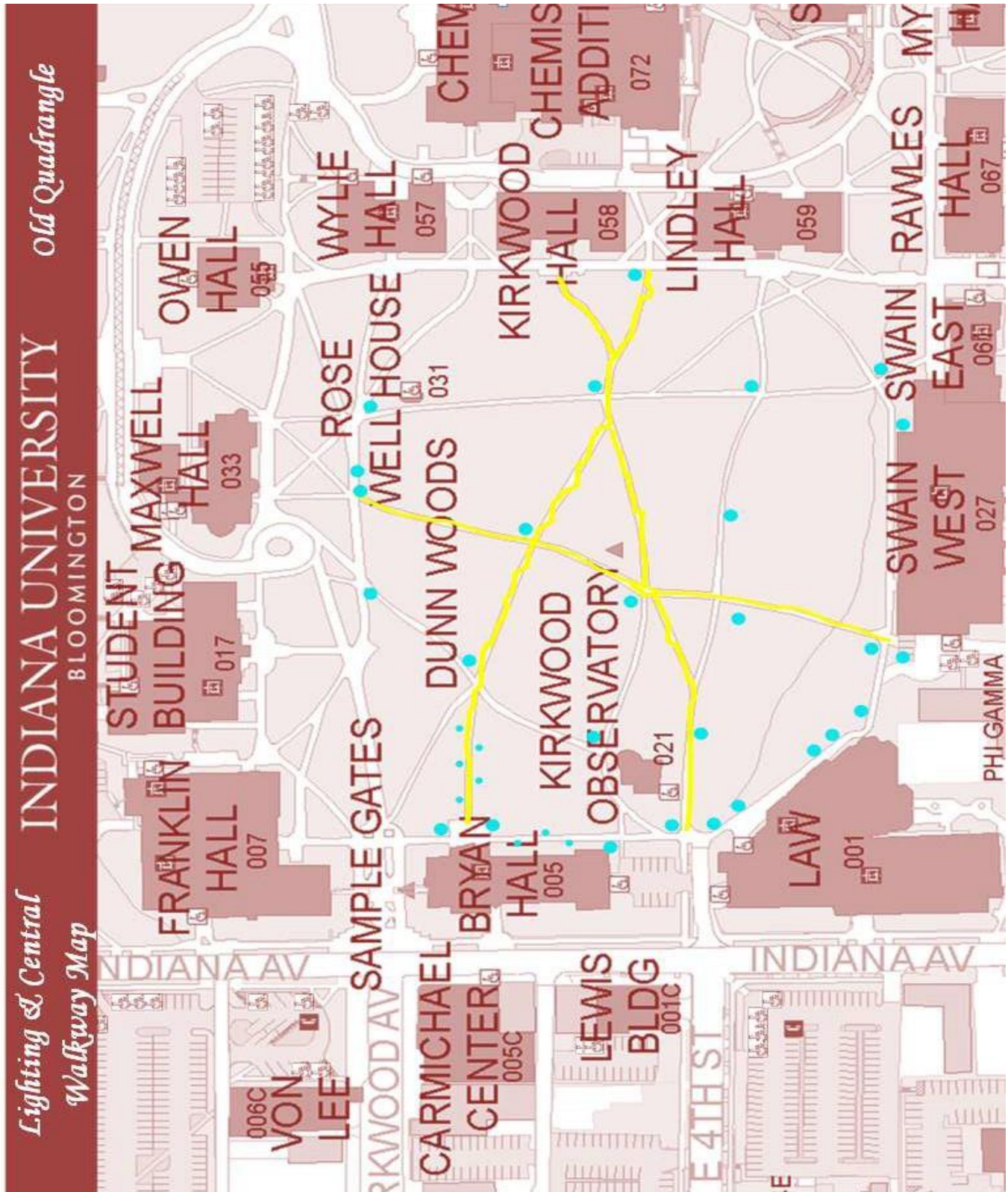
Board of Aeons—Old Crescent Subcommittee

The Board of Aeons is a research group that works closely with President McRobbie. One subcommittee is currently exploring models for revitalization of the "Old Crescent" area of campus.

We much appreciate your taking the time to answer a few questions.

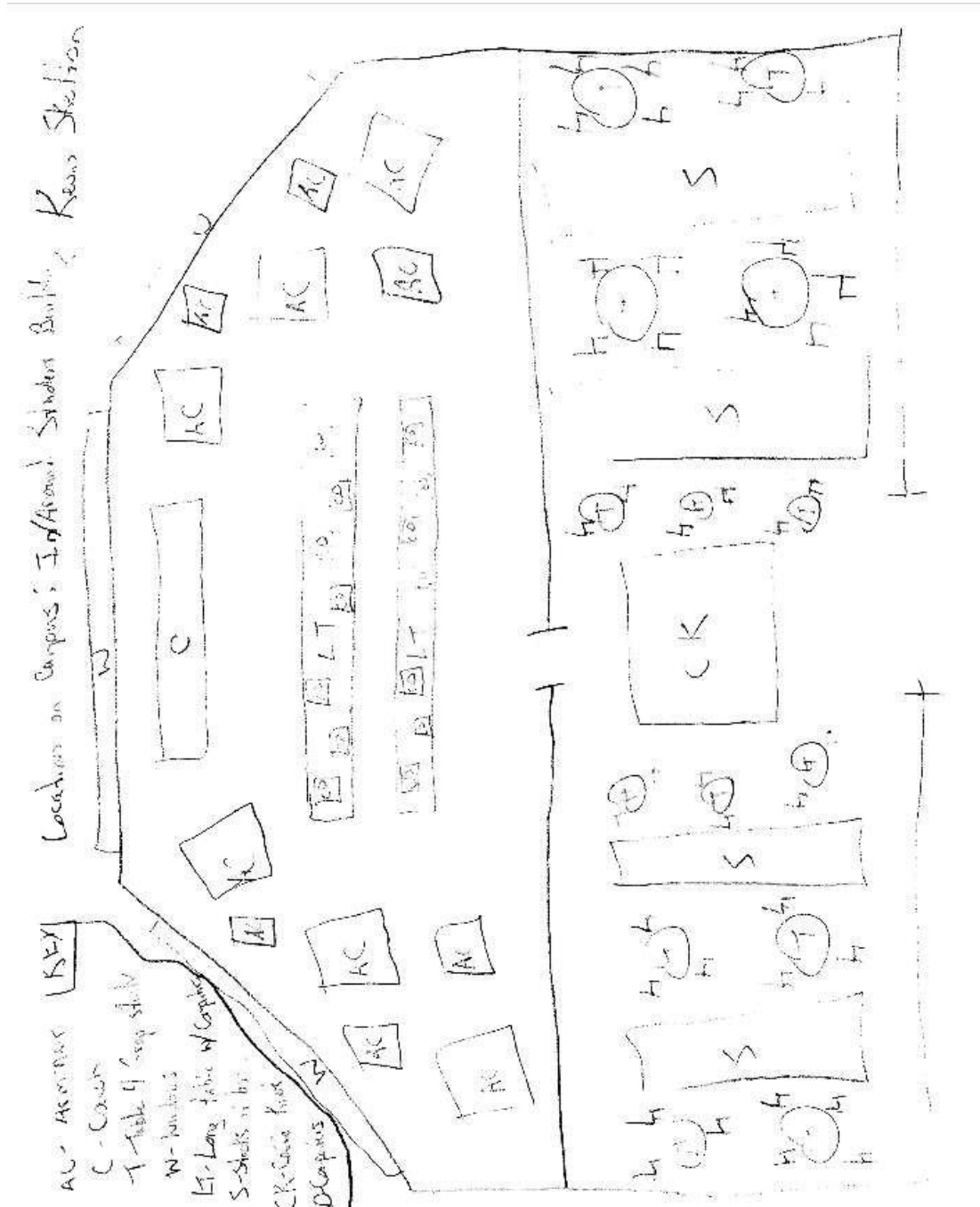
- ❖ For which department(s) do you teach?
- ❖ What form of class do you teach? (small seminar, medium-sized lecture, lab, large lecture...)
- ❖ Roughly how many students attend office hours in a typical session?
- ❖ What format do they typically take (e.g. question/answer or open discussion)?
- ❖ Where do you hold office hours, and why?
- ❖ If you hold office hours in your office:
 - Would you consider holding them at another on-campus location (something like Wells Library, Starbucks in the Union, or a different space)?
 - Why or why not?
 - If so, what kinds of resources and environment would this space need to have (or not have)?

Appendix 2- Old Quad Lighting & Central Path Map

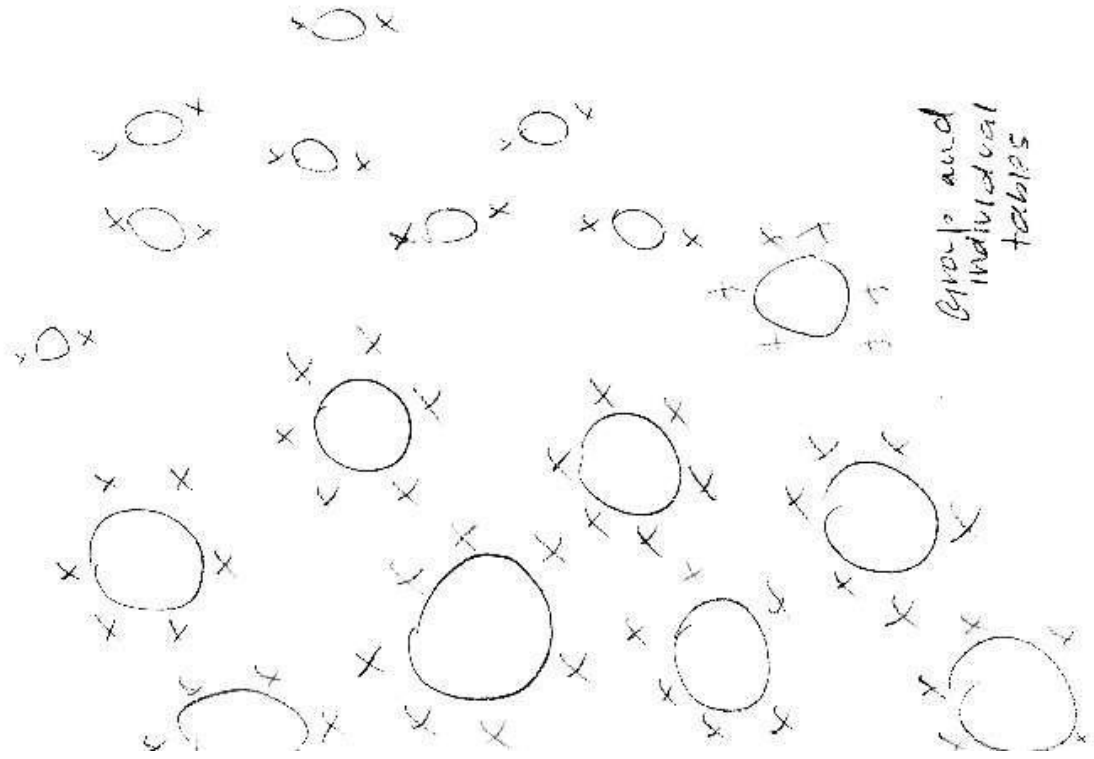


Appendix 3- Focus Group Drawings & Audio File

Audio file available upon request of the Board of Aeons



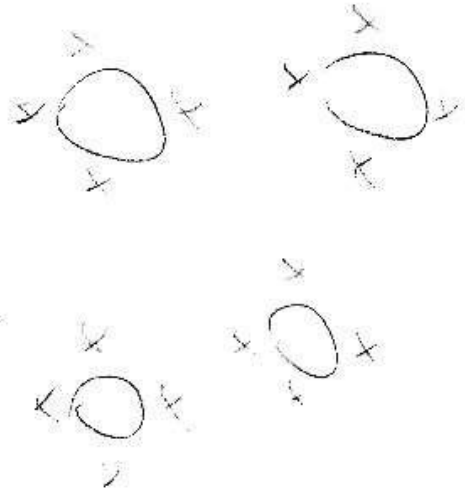
REBECCA WESTALL



computers and printers

comfortable seating
chairs
couches

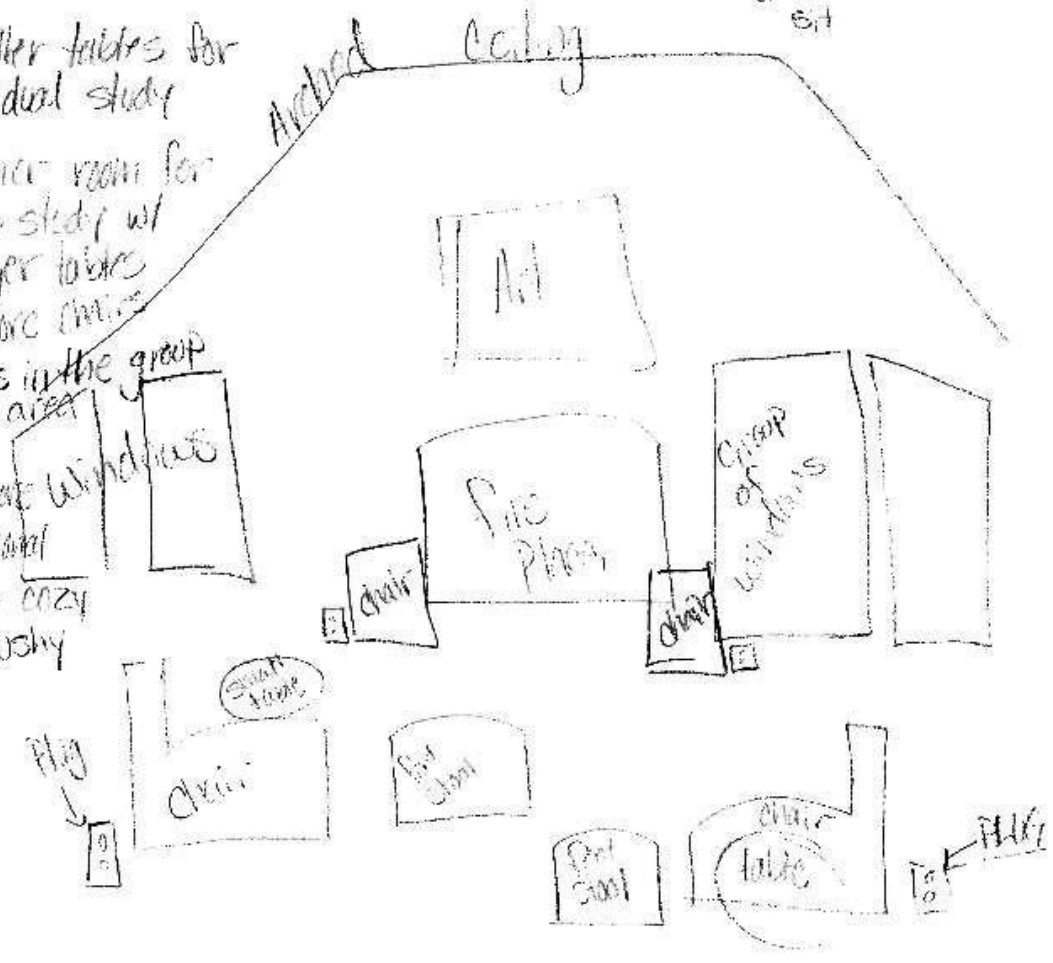
Outside → sort of like the VONLEOPOLD
upstairs



Hannah
Wichman

- lots of outlets
- comfy chairs
- arched ceiling makes the room feel more cozy
- wood paneling feels warm
- chairs by fireplace + away ← let people choose where they sit

- smaller tables for individual study
- another room for group study w/ larger tables + more chairs
- chairs in the group study area would be more comfortable than cozy or cushy



Appendix 4- RPS Kiosk Sales

Indiana University
RPS Dining Services
2010

January 24 - 30, 2010

January Kiosk Sales

Location	Ballantine 8	Jordan 9	Music 12	SPEA 7	SRSC 11	Library 10	INFO 17	TOTAL
Cash	\$ 1,610	\$ 1,978	\$ 918	\$ 1,542	\$ 597	\$ 2,491	\$ 471	\$ 9,607
Tax	\$ 34.69	\$ 24.43	\$ 5.58	\$ 18.49	\$ 4.56	\$ 0.69	\$ 0.96	\$ 89
Cr. Card	\$ 2,193	\$ 2,921	\$ 1,245	\$ 1,969	\$ 903	\$ 3,902	\$ 575	\$ 13,708
Bd.Pts.	\$ 5	\$ 3	\$ -	\$ 11	\$ 16	\$ -	\$ -	\$ 35
C.Access	\$ 411	\$ 409	\$ 202	\$ 264	\$ 322	\$ 638	\$ -	\$ 2,246
I BUCKS	\$ 5,963	\$ 5,660	\$ 1,582	\$ 771	\$ 3,734	\$ 5,951	\$ 137	\$ 23,798
Discount Value	\$ 8,065	\$ 7,700	\$ 2,157	\$ 921	\$ 4,544	\$ 7,539	\$ 171	\$ 31,097
Cust Count	4535	5266	1941	1853	2573	6261	509	\$ 22,938
AGC	\$ 4.02	\$ 3.55	\$ 3.14	\$ 2.96	\$ 3.93	\$ 3.28	\$ 2.66	\$ 3.51
Total Sales	\$ 18,247	\$ 18,671	\$ 6,104	\$ 5,478	\$ 10,116	\$ 20,521	\$ 1,354	\$ 80,491

Appendix 5- National Register of Historic Places; Excerpts from the Nomination Form

Description: —Good Condition – Unaltered – Original Site

—The National Register of Historic Places is the official list of the Nation's historic places worthy of preservation. Historic properties officially registered are eligible for tax incentives for expenses incurred while preserving the property.¹⁷

Indiana University Bloomington Campus District Area Registered

- Franklin Hall
- Student Building
- Maxwell Hall
- Owen Hall
- Wylie Hall
- Kirkwood Hall
- Lindley Hall
- Rose Well House
- Kirkwood Observatory
- Dunn Woods

Excerpts from National Register of Historic Places Inventory Nomination Form

- *The proposed Old Crescent district comprises approximately twenty acres of the Indiana University campus at Bloomington. Seven classroom buildings, an astronomical observatory, and an open-air pavilion stand on the property, as does an extensive wooded area.*
- *Since Bloomington lies at the heart of Indiana's limestone-producing region, it is not surprising that all of the buildings in the Old Crescent feature the stone, recalling its world-wide prominence as a construction material at the turn of the century. All but two of them are constructed of it, and those two use it extensively as trim. Several buildings reflect the influence of H. H. Richardon (1838-86) in their rock-faced ashlar, their alternating wide and narrow courses, and their extensive use of the Romanesque arch. Two buildings (Maxwell and Kirkwood Halls) have an additional touch: alternating courses are smooth – and feature distinctive floral ornamentation – foliated bale peaks, eaves, cornices, belt courses, scuppers, and capitals of engage columns – making them subtle, intricate exhibitions of the craftsmanship of Indiana stone carvers of nearly a century ago.*

¹⁷ National Register of Historic Places, <http://www.nps.gov/nr/>

- *The Crescent bridges the years between the Victorian era and the twentieth century and offers a surprising variety of architectural style for such a small area. Owen and Wylie Halls are examples of High Victorian Gothic, Kirkwood Hall is done in a modified Second Empire style, while Maxwell typifies the Richardsonian Romanesque. Later years brought departures from these decorative nineteenth-century styles.*
- *The Old Crescent district of Indiana University's Bloomington campus is significant principally for its association with public education in America, for the prominent educators who taught there, for the important public figures among its graduates, and for its diverse architecture, particularly its examples of how Indiana limestone has been used in constructing public buildings.*
- *The Old Crescent is also important for its associations with nationally prominent scholars.*
- *Prominent Americans spent their collegiate days studying in the Old Crescent. Perhaps best known is Wendell Willkie, Republican nominee for president in 1940.*
- *The Old Crescent, in summary, preserves a campus that witnessed the basic reorientation of American collegiate education at the turn of the century. It also has significant associations with nationally prominent educators and alumni and, in its architecture, evokes the skills of Indiana architects, stone carvers, and mason and reflects changing national tastes as the United States entered the industrial age. ¹⁸*

¹⁸ "National Register of Historic Places Inventory—Nomination Form," nominating the Old Crescent. Obtained in the Indiana University Archives

Appendix 6- Student Survey

OC

1. Student Needs

1. Answer the following questions in 2-3 sentences. Please provide two places where you do each activity, and limit your response to 500 characters.

During the day (before 5 pm) where do you STUDY?

During the day (before 5 pm) where do you HANG OUT/SOCIALIZE?

During the day (before 5 pm) where would you go to WORK WITH A GROUP?

In the evening (after 5 pm) where do you STUDY?

In the evening (after 5 pm) where do you HANG OUT/SOCIALIZE?

In the evening (after 5 pm) where do you go to WORK WITH A GROUP?

2. Characteristics of your favorite places

1. Think about your favorite places to study, hang out/socialize, and do group work. What characteristics of those spaces appeal to you? Check all that apply.

	STUDY	HANG OUT/SOCIALIZE	DO GROUP WORK
Indoor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tables/desks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comfortable seating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor seating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Printers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Televisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Full food service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Snack & drink options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quiet atmosphere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Busy atmosphere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laid-back atmosphere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performance space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Entertainment options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Convenient distance from campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Convenient distance from your home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to parking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Open past midnight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nighttime safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Affordability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="text"/>		

3. Free Time

1. How often do you do the following activities in your evening free time?

	Never	1-2 Times a Semester	1-2 Times a Month	1-2 Times a Week	Daily
Watch sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Go to lectures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Go to club meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Party	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enjoy a few drinks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have dinner with friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Go shopping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watch movies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Go dancing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attend a cultural event	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attend an event related to your interests that is not for a class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Play video games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surf the web	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workout/exercise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intramurals/Sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>				

4. On Campus

1. How many hours do spend on campus (outside your place of residence) on an average weekday?

- Less than 1 hour
- 1-4 hours
- 5-8 hours
- 9-12 hours
- 12+ hours

2. When you are on campus but not in class, where do you like to be? List two places:

1.
2.

3. Why do you like these places?

4. In an average day, how much time do you spend outside on campus? Assume the weather is nice, and exclude walking to class.

- Less than 1 hour
- 1 hour
- 2-3 hours
- 4-5 hours
- 6+ hours

5. Where do you spend time outside on campus?

6. How many classes have you taken that start after 5 p.m.?

- 1
- 2
- 3
- 4
- 5+

7. Do you have plans to take an evening class in the future?

Yes

No

Why or why not?

8. Is there a place on campus where you feel you can interact with your professors outside of class?

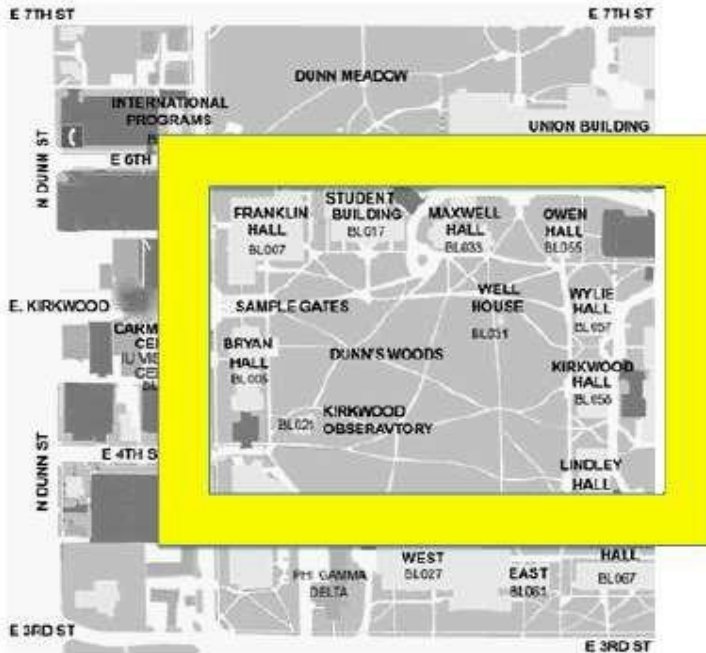
Yes

No

If Yes, where?

5. In the Old Crescent

The "Old Crescent"



1. The Old Crescent is the part of campus pictured above. It is the original part of campus, and it includes Dunn Woods and the buildings that border it. Please check whether, at the given times, you ever do the following activities in the Old Crescent.

	Daytime (before 5 pm)	Nighttime (after 5 pm)
Attend club meeting	<input type="checkbox"/>	<input type="checkbox"/>
Study	<input type="checkbox"/>	<input type="checkbox"/>
Attend class	<input type="checkbox"/>	<input type="checkbox"/>
Student services	<input type="checkbox"/>	<input type="checkbox"/>
Hang out	<input type="checkbox"/>	<input type="checkbox"/>
Attend a lecture/other academic event	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>

2. During a regular week which of these buildings do you visit in the daytime (before 5 pm)? Check all that apply.

- Bryan Hall
- Franklin Hall
- Student Building
- Maxwell Hall
- Owen Hall
- Wylie Hall
- Kirkwood Hall
- Lindley Hall
- None of the above

3. In an average week, how much time do you spend on this part of campus?

- 0 hours
- 1-2 hours
- 3-4 hours
- 5-6 hours
- 6+ hours

4. How satisfied are you with the following in the Old Crescent?

	Extremely Satisfied	Satisfied	Neutral	Dissatisfied	Extremely Dissatisfied
Number of Food Options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of Food Options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of Places to Sit Outdoors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of Places to Sit Outdoors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of Computer Labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of Computer Labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of Places to Study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of Places to Study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of Places to Hang Out/Socialize	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of Places to Hang Out/Socialize	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. In the Old Crescent: Dunn Woods

Dunn Woods



1. Is walking through Dunn Woods (the forest between Indiana Ave. and Wylie Hall, shown above) a pleasant experience?

- Extremely Pleasant
- Pleasant
- Neutral
- Not Pleasant
- Highly Unpleasant

2. How safe do you feel walking through Dunn woods during the day?

- Very Safe
- Safe
- Neutral
- Unsafe
- Very Unsafe

3. How safe do you feel walking through Dunn Woods at night?

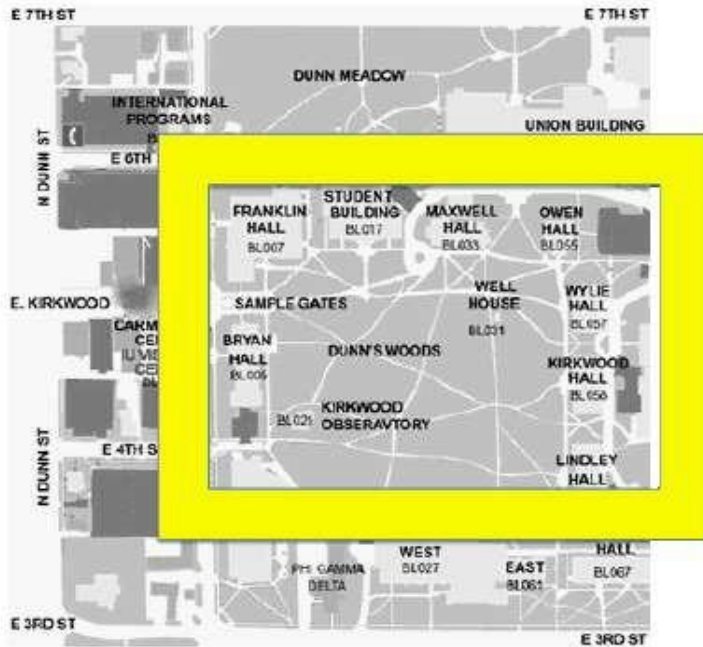
- Very Safe
- Safe
- Neutral
- Unsafe
- Very Unsafe

4. How satisfied are you with how Dunn Woods is maintained?

- Extremely Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Extremely Dissatisfied

7. Suggestions

The "Old Crescent"



1. Which of these things would attract you to this part of campus? Check all that apply.

- a restaurant
- a coffee shop
- a food kiosk
- an amphitheater
- a small entertainment venue
- a computer lab
- a quiet study space
- outdoor seating
- better lighting at night

Other (please specify)

2. Can you think of other things that would make this space more appealing to students?

8. Demographics

1. What is your gender?

- Male
- Female

2. What is your race or ethnicity?

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- White
- Prefer not to Respond

Other (please specify)

3. Which of the following best describes your current residence at Indiana University?

- Dorm or other campus housing (not a fraternity or a sorority)
- Fraternity or sorority house
- Residence (house, apartment, etc.) within walking distance of campus
- Residence (house, apartment, etc.) within driving distance of campus

4. What is your class standing?

- Freshman
- Sophomore
- Junior
- Senior

5. Which school are you in? Check all that apply.

- College of Arts and Sciences
- Education
- HPER
- Informatics and Computing
- Journalism
- Kelley School of Business
- Jacobs School of Music
- Nursing
- Education
- Social Work
- SPEA

6. In which buildings are most of your classes held?

To see an IU campus map & building list:

<http://www.indiana.edu/~iubmap/>

7. Would you be willing to participate in a focus group about the Old Crescent? Please note that your response to this item will be stored separately from your previous responses.

- Yes
- No

If so, please provide your name and e-mail address.