

## Master Plan Presentation Transcript

We're with the Master Planning Team, SmithGroup and JJR respectively. We have a show that is about 45 minutes. We will love it, if you have questions to interrupt us, hands up as we go through. There's no need to wait. It's divided into a brief preamble of what we've been doing and how we're organized and then there is a section on our analysis phase. We follow a--our intellectual process is to gather data, do some analysis and come up with suggested planning direction and in the final phase, the third phase of this, is the preliminary plan that has been presented in a workshop format of the trustees about 2 weeks ago. And they--we have some very early comments back from them that we'll share. So it's a--it can be lengthy, we tend to run on, please interrupt us with questions, we love 'em and we hope there will be some. This is roughly the agenda, as I mentioned, the analytical process. I think you'll find interesting. It's one of those things where data is a power and we've found out some fascinating things about the campus all the way from where the flag plane used to be to kind of how the traffic really works. We wanna share with you concepts and then a little bit about design guidelines. One of the things we're going through right now is how one allows this master plan which is in our minds very much a physical master plan. Master planning is used as a catch-all phraseology to cover all kinds of things, academic plans and other issues through where we are, but we are looking for a physical vision for the campus. And one of the things that were now in our sort of concluding phases dealing with is what are the enforcement mechanisms, enforcement tools, the documentation that allows the plan not just to collect dust on the shelf but become something that for the next decade or two informs a way the campus has developed. So quickly to our process, we've been going at this now, Jerry, 8 months, 9 months--9 months, something like that. And there's really good news. I think as a university system, you guys are one of the better organized if not the best organized ones we've come across working pretty much all over the country. You have terrific digital resources in terms of mapping of the campus and program data through Patrick. So the first phases were really getting all that into one place, but even in that context, we had some rather humorous episodes where all of us were telling each other what we didn't know and defining out things that were happening, and so have consolidated that going through the analysis that Mary will cover and now we're in sort of a tailing ends of the development of the plan where you see that red dot on the schedule. We'll be presenting again to the trustees in February with the idea that they'll be able to accept the recommendations, take a vote, and approve the plan. There will be, because this relatively compressed one year schedule is not comprehensive, we suspect there will be issues that bubble up out of this. They require further study. So we're not--we're doing things, for instance, like recommending road network improvements but we're not doing the detailed planning that could tell a civil engineer how to rebuild an intersection. So there's plenty of design thinking and further work that follows to really put this plan--the guts of the plan in place. The slide in front of you is our team. There're a couple of folks that need mention, [inaudible] our traffic planning expert, Rod, go stand and wave. They work all over the country, places as far a field as Princeton in Ohio State and they're working here with us and they're looking at the very strategic issues around traffic, not the very detailed issues around parking, although we do have another consultant joining the team under your wing. They will be looking specifically at parking questions. So you'll see us going through some data about both traffic and parking. But our big mission for this first year is to get at the strategic traffic issues that affect the campus. Applied engineering services is a top notch civil engineering group here in town, the mechanical and civil, and they've been dealing with Jeff Caden and the campus architectural office on infrastructure issues around things that cost a whole lot of money and usually are hidden in the dirt and no one ever knows about them until they fail you, you know things like steam tunnels and chilled water capacity and things of that el--power. But in the cases of this campus, specifically in the cases of the hospitals in the future capacity to make those hospitals both safe and redundant and able to grow you have some substantial shortcomings and short falls. They're also looking at things with

Mary like combined sewer issues and water quality issues. And then Dan Polian is from Denver. He is a broad scope academic programmer. He has been doing some benchmarking to help us get at the growth plateaus that are appropriate based on the broadest of takes of the academic vision for the campus. This is not a substitute for an academic master plan. We think you will need to go through that process in the next several years but it gives us some gross level quantities of scale so that when we draw a master plan at 3 or 4 or 5 million square feet of new development, there's a rationale behind why that development plateau was chosen and it's defensible at the trustee's level. And then excuse me Live Work Learn Play is as group that helps us. Much of what you'll hear us talk about in the plan will be around an exciting urban campus and what it takes to create that type of campus. Live Work Learn Play scope is to help us understand what the real economics and the demand curves. When we say gee, it'd be wonderful to have a cafe on the corner. Well, how many people does it take to support a cafe? To have it and make money and break even? So that's their scope and they'll have an ongoing role in the early spring. I wanna commend all of you, I think Mary and I have been really delighted at the scope of participation, how many people have been willing to show up, spend their time, join the committees, express their opinion. This is probably a very partial list at this point since we've put it together several weeks ago. But you can just sort of see some of the ongoing commitment to giving us input, helping us to understand the place. There is one major portion of this plan that will continue and that is a look at the Clarian IU Hospital, Riley Hospital Precinct in conjunction with Methodist, which is sort of a breakthrough in moment I think for us on a number of levels. That will be effectively a catch up planning exercise tied into this first year. That will be going on through the spring but we're going to expand the boundaries of what we think of as the campus to include the Methodist sites and look at how long term integration of those core facilities really can happen. We've tried to be as inclusive as we've--could figure out how to be and Mary came up with what I thought was an ingenious idea of having some workshops around sort of 2 or 3 core questions, what do you like, what do you hate about the place type of things. Many of you probably participated in some of these. What was shocking, heartening and shocking was the concurrence with what we thought we saw as we came to the campus. What you're opinions back to us were, was that largely the public realm of this campus and that's jargon for the exterior spaces, the streets, the connections put in the buildings is pretty grim. It is largely characterized by surface parking lots. The kind of continuity with the city of Indianapolis which has clearly grown and changed and become more sophisticated, the kind of continuity that would really allow you to leverage the city didn't really exists, getting across places like West Street, in New York, in Michigan were huge obstacles. And that the few kind of collective places that we're really of value became things like the large room and the student center. Sort of interior places where you cross paths with each other but you can see from the dots with the orange that if it was buildings other than a few new one, say, Cavanaugh, they came in for some pretty bad commentary and that the general public realm comments were gee, this does not work. Our quick take was the buildings you have, forget whether you like one or not are generally too far apart, they're too small, the streets are too busy to really have this place function like a part of a city and so what you're gonna hear us talk through is a lot of ideas about how we might get at that. So the vision really reconnect, if you will, to the city with an academic vision of excellence and opportunity. Reinvent it as a modern campus. Reinvent this campus experience and make it an urban place. You have--well you'll hear us go through the analysis but you simply are living in an environment of surface parking without enough density. We want you to take the city seriously, to realize the value of urban land. As Indianapolis continues to develop, the parking lots will become incredibly valuable places. Think of yourselves as going vertical instead of horizontal and create a pedestrian realm that is safe, that is fun, that builds on the collective spirit of the place that really reinforces the ideas of a campus. Here's--we have suggested that there's a couple of broad themes we need to inform, academic excellence in general in a competitive world. The quality of campus life is actually part and parcel of your ability to survive and prosper. It is really tough to find young, excuse me,

young people both students and faculty staff, et cetera, to wanna come to a place consistently that doesn't provide high quality of experience, high quality of life and a stimulating community. And so there's a number of discussions out in the broader academic community around what that means. You've been saying this to yourselves, there's a report there on the classrooms and teaching spaces but you can see the kind of terminology that you're using around needs and desires that we would totally agree with, that sort of a collaborative fluid environment that allows people to cross paths and to stimulate each other is where we wanna be. We are planning generally for a parameter of enrollment that increases by 5000 students. So we're, the other thing you'll hear she use is our planning window. It's a little bizarre but what we're describing is that programmatically we're looking at a 10-year window. So when we say 5000 enrollment growth, that's over 10 years from the physical plan stand point. Since we do not know the pace or the ability financially of the state and yourselves to put in place new facilities, we're calling this a 30-year vision plan. So you can see the conundrum there but when you look at data that comes out of this, it's all for--everything from traffic to enrollment to academic programs, it's all imagined on that first 10-year window. The kind of language out there where most people are right now is on the left, it's stove piped, it's categorical, it's departmental, and where most people wanna be is on the right. The idea that departmental boundaries are more fluid, spaces are shared, an interdisciplinary research, an interdisciplinary collaboration is happening. And I think you'll hear us over and over again talking about what it is physically that allows this kind of thing to happen. This little pyramid got a lot of a--generated a lot of controversy in earlier discussions. We're not proposing that lecture and teaching spaces are not extremely important. In fact you're desperately short of them, but there's also been a lot of research out in the academic world about how one retains information and this is just by short way of saying that not only do you need to expand your formal pedagogy, you're formal pedagogical spaces, lecture halls, academic classrooms but you have an increa--a dearth of the kinds of collaborative spaces where one bumps together, sits down, has informal study, has small group study and this is by enlarge targeted toward the trustees because we need to rethink everything from individual building programs to the kinds of urban design and master plan spaces that support this and it's not currently in the kind of programmatic rationality you get from a typical state institution. So what we value is kinda crossroads both internal and external that allow this kind of interactions to happen, excuse me. Oops, there we go. The Live Work Learn Play, again, I mentioned earlier is about helping us to create some financial rationale for some of these and they are on their way. So with that I'm gonna hand this over to Mary for about 20 minutes and we're gonna go through kind of observations on the campus. >> Thank you. Is this microphone working if I--okay. I always like to check. In starting to look at campus master planning, what we really like to do is kinda start back through history and we've uncovered a lot of very interesting maps. This one in particular which shows the area of the peninsula, oh I would say circa late 19th century. Just to give some orientation on it. Here's Military Park which is a pre-civil war park in the City of Indianapolis and you can kinda see West Avenue here, the White River, and interestingly enough Fall Creek actually used to run north-south. Long ago the city residents tried to channel Fall Creek into a mill race and harness some of that energy. And then ultimately over time, Fall Creek has been rerouted into the White River. What that means is that this whole area in the western edge of the Peninsula used to be the floodplain for Fall Creek and that pattern of development has informed a lot of how the campus has been built over time which you'll see in some subsequent graphics. Another thing you'll notice is the neighborhood pattern, the block pattern that used to exist coming into the Peninsula. You can see here also is as the university had started to develop, another key aspect of it was the original site for the city hospital in northwest Indianapolis. This has been--this kind of quadrant up here north of Michigan has been a city hospital site or county hospital site or some kind of hospital site for well over 100 years. They were really kind of the first occupants institutionally in this area. You can see the grain of neighborhoods, through here. It was a working class neighborhood and this is where I have to digress a little bit into my armchair urban history professor moment. Back in early

20th century, there were segregation of this housing practices in cities across the country. This is not something unique to Indianapolis, and so African-American residents had very limited choice and limited opportunity for what neighborhoods they could live in. This was once a thriving African-American neighborhood and as you can tell, as you know, some remnants remain the Madame Walker Theater but this is a really thriving commercial district, cultural district, jazz district and working class neighborhood. When the--our policies has finally started to change and we opened up housing under more fair housing practices. Residents again across the country, this is not unique to Indianapolis, residents have more choice and they started moving out of previously segregated neighborhoods. So that started to open up land and blocks. It started to send some blocks and some housing into plate. Things started to be a little bit more abandoned. And so with that we then had our lovely urban renewal policies which unfortunately tended to destroy more neighborhoods than they were intended to help. So, states and cities and federal government money was put into acquisition of neighborhoods which has happened with the IUPUI peninsula. You can begin to see in this pattern here in the 1960's which is when urban renewal was a big player here. Again, the medical campus which has been historically in that northwest quadrant but you can see some emerging blocks for the academic campus. IUPUI started in the 1960's as a mandate to bring the educational benefits of Indiana University to and Purdue University to Indianapolis into the city and it was really intended to be an economic and intellectual driver for the larger city. And then you can see as it starts to build out of this campus, the academic campus started to get more of it's legs under it in the 1970's and 80's. You can also see for example University Hospital was built in the 1970's and there was still kind of a mixed bag through here and not unlike today, a tremendous amount of surface parking lots. Historically we've also looked the kind of architectural history in terms of when buildings came online and the, you know, some of the original hospital sites, the Ball Garden or the Ball residences, Long and Coleman hospitals are some of the oldest structures on the campus. The architectural character tended to be more of a kind of a neoclassical or collegiate style of architecture, a lot of brick, some limestone. Moving into the '60s and '80s, the modern architectural style came into vogue and so we had new academic buildings that were much more of that modern style, more glass, more concrete, some limestone, but very much of a low scale type of building, horizontal banding on the windows, et cetera. So, a very different character than how the medical hospital started or the medical campus started. And then to the 1980's and the 19--excuse me, 1980's to about the turn of the century for us, you can see where new buildings have started to come in. Another interesting aspect is as the campus has grown out, you'll notice this kind of diagonal pattern. If you remember that historical map, the Fall Creek use to come right through here, and over in here was where you had the old floodplain, not much development has been occurring through there, and I'll show you why again in just a minute. And then in present day, what's been built or some of the larger facilities, the news school of art, the information, informatics building, the law school creating this eastern gateway on West Avenue and creating kind of a new face for the university reaching out towards the city and a new residential neighborhood on the west and also new development tied with the medical school of medicine at the head of the canal. And then complementing that adjacent development is a lot the White River State Park, the cultural district to the southeast, and a lot of the new development along the canal and the river walk on the canal. So, we've been as Dave had said, we've been going through a rather encyclopedic approach to finding out information about your campus and we've been finding out a lot of this data through University Architect's Office. You had some of the best resources, as Dave had said, of any campus that we have worked on, so it's been quit a pleasure to finally do some fairly in depth analysis with the information that you had and also when talking with you. Now, we started looking at natural features. Again, in building a physical campus master plan, we wanna understand what are buildable areas, what are perhaps non-buildable areas, where do we have environmental issues, where do we have good soils, poor soils, buildable slops et cetera. So, we started to layer in that information. Here's an example of our soils map. We have basically 2 kinds of soils on

campus. They're both urban fill soils because there was a lot fill activity in the old floodplain, but again if you can see the color difference, that old floodplain area still keeps kind of showing up as an area of lesser quality soils kind of susceptible to flooding. And so you can see the pattern of development over time has kind of stuck to the higher ground, the slightly better soils. Same thing when you look at topography, the site is flat. We're also doing a campus master plan in Bloomington so we always like to compare and contrast. They have a bout a 200-foot change in elevation, we have 28 feet here. Then you'll notice the low areas, again that old floodplain area building on the slightly higher ground, in fact, the now current Wishard Hospital site is the high point of campus. We also have 2 watersheds that divide and roughly this is the kind of a ridge line, if you will, up the site so that if things were left to themselves, water falling on the site would tend to drain to the south towards the White River. Water on the north side would tend to drain towards Fall Creek which then, of course, empties into the White River, but we have our sanitary and storm sewer that handle a lot of that now, so we don't really have that natural drainage pattern. We've also looked at the natural features of our site and I can tell you right now it's not much, and what we do have in terms of natural features in this fairly degraded condition, I mean this is--has been an urban campus. It's an urban fill situation and so the kind of vegetation that we have, the wetland fringe that we have along the river is a pretty severely degraded condition. We would like to start addressing that with how we take a look at how we manage storm water, how we manage runoff from the site and also, as I'll get into later, the combined sewer and the combined sanitary and storm sewer system that we would also like to address as part of this master plan. We've taken a look at the landscape and interestingly, the landscape, the building pattern kind of follows that old remnant geology or geography if you will. You got the landscape pattern that we see on campus today as very much a manmade influence that follows the formal grid of the city. It follows the formal grid of the super block kind of layout from the 1960's through the 1980's. We have large areas of lawn. I call it the 100-acre lawn. And you have this--in the 1980's we've established a campus landscape master plan that started to establish these deep setbacks and these wonderful groves of trees that you do have on occasion on Michigan and New York and some of these basks of trees, you know, again very formal kind of grid squares of trees that you have on campus. But you will also have, paradoxically, not good quality open space, but a lot of not good quality open space. The dotted map that David was showing you, was interesting that people's favorite places on campus all centered around buildings. There was maybe one dot on the courtyard with the hotel and the conference room. But the physical presence, the physical setting of the campus was not something that was in anyone's consciousness. And we think we know why when we look at parking in edges and whatnot. We've done kind of an edge analysis, the landscape character or the urban design character of your edges and gateways. It's a simple map. Green is good, yellow is okay, and red is for this needs improvement. One of the things that we're fond of pointing out, obviously the military park edge is very nice, but our nice new campus front door with great and glorious architecture also has those great overhead utility lines as our exquisite urban campus here you are at IUPUI. We're glad you'd come, but we still can't seem to bury our power line. So that's one of the things that we want to address with you. We've been taking a look also at campus land use. This is something that planners like to think about. Is it an academic use, a residential use, a research type of use, and it's roughly split into about three and a half districts. The medical campus school of medicine, research and hospitals in the northwest quadrant, the academic campus in more the southeast quadrant, the athletics and recreation district on the riverfront, an emerging housing neighborhood on the west and then the surface parking lot districts which parking is actually a district on your land use maps which I thought was very interesting. Not a district I would wanna live in. We've also taken a look at density. This is again something where I get to play professor. Urban planners like to talk about--They like to understand and quantify the physical density of a place. When you're in a city, obviously, the buildings are taller, the buildings are closer together. They front the streets. You know that you're in an urban environment versus say a suburban environment. We have a way of quantifying

that measurement which we call floor area ratio which means it's a measure of--it's a ratio proportion of the amount of square footage of buildings to the amount of square footage of land. So for example if in--we usually do it in acres, if you have 1 acre of land which is 43,560 square feet, and you have an amount of building on that acre of 43,560 square feet, you have a floor area ratio of 1. You have the same amount of square footage of building and the same amount of square footage of land. When you are in cities and you can cover that land in a one story building and have an acre-size building, you can cover it in a 2-storey building, a building half a site. You can do a 4-storey building, a 10-storey building, you still have the same square footage to land area. So in cities, because you can go vertical, you have typically a floor area ratio of 3 or 4 or 5 or 6, some instances in New York they're up to 10. But that typically describes kind of the city density and the flip side, the density, the floor area ratio of a Wal-Mart in the suburbs is a 0.25. So, just to give you a sense of comparison, the scale. Now, the floor area ratio is in density that you have on campus, probably the most dense which is the medical campus and this is kind of a gross level. There are some parking lots drawn in there. It's maybe a 1.4. That as dense as you get which really, you know, and some parts of the medical campus do feel fairly tight and narrow and dense. You got taller buildings. The academic campus, and again more so because it's really not completed. It's not built out. There's a floor area ratio of about 1. But then we very quickly fall off the map to, you know, floor area ratio as a 0.5 or 0.4 or 0.6. This is an urban environment in a very suburban style campus and we would like to change that and take you into creating a very vibrant urban university in the future. Again, not surprisingly, building heights contribute to that. Most of the buildings are very low. I was told yesterday by a woman who attended our same open house yesterday that, oh, we were told we couldn't go above 4 stories. So I'm here to tell, you can go above 4 stories. Please, and we want you to go above 4 stories. In fact, the tallest building on campus right now is the hotel at 10 storeys. The hospital system is anywhere from 6 to 8 storeys. So increasingly, as land starts to become valuable, you go up. We've also taken a look at adjacent neighborhoods. We've been coordinating our work with adjacent neighborhood plans and neighborhood associations. We've been meeting with our neighbor partners and we've also been consulting the city of Indianapolis master plan to understand what their picture is for the edges of campus. One of the things that we would like to do is use our campus boundaries especially on the peninsula as a new edge, a new interface between the campus and the community, and let me go back for 1 minute. We're particularly interested in the Indiana Avenue edge especially where Indiana Avenue and West Street meet. Right now it's a surface parking lot. It's also the school of nursing sorority but it's primarily a surface parking lot. There is Lockfield Garden's residential that remains. And we have some of the remnant of the neighborhoods through the Ransom Place neighborhood, the Madame Walker Theater. But on other side of Indiana, it's kind of pitiful. We're using that as our parking district when it could be so much more. An example of that of what we're looking at, there are precedence across the country at various universities and urban universities where they have decided to bring in more of a mixed use approach to these edges or to spots on their campus where they create kind of a -- both an academic and a community Main Street, if you will. And so things like University of Cincinnati right in their campus, they brought in a very dense setting in their campus a lively urban street. It has student services, retail, commercial opportunities, you know, food service, et cetera, and it makes for quite a lively environment right in the campus. Massachusetts Institute of Technology, again, very similarly with their new research and tech part. They've created a more mixed use environment with office with commercial uses and even with residential. In Georgia, in Atlanta, also Georgia Tech, same thing, a new research park that's being developed and again they are looking at how they can include both retail commercial services with lab space and with office space, both integrated vertically and also horizontally. And one of our favorites which we're really thinking of is a model for that Indiana Avenue corner is the Southern Gateway project in Columbus, Ohio. It's right on High Street, kitty-corner from the southeastern edge of Ohio State Central campus. And this has been a public-private partnership developed jointly between the city and the university that includes barns and noble

bookshop, a lot of stores, restaurants, retail areas, office above, and even housing above. In fact, the OSU Law School graduates tend to occupy the apartments as part of this district 'cause it's right next to the Law School. And we've taken a look at roadways. One of the things that we said immediately when we first came in was, "Oh my gosh, these roads are huge!" And that they're one way. They go very fast and it creates a very unsafe condition for pedestrians on campus, particularly since you have your parking across these major roads from your academic destinations. What's been interesting in working with our transportation partners, Groab Slatas [phonetic] we've taken actual traffic counsel on campus, married that with some existing data, and we found some very interesting findings. Now, simply put the graphic that you see here and again this is West, this is 10th, here is Michigan, here is New York, this is University Boulevard. The dark red are roads that have the highest traffic volumes. The light red are roads that have kind of again for -- I'm not gonna give you the numbers but a medium traffic volume and the white or the kind of very pale roads that you see are roads that have a very light traffic volume. This is during a morning rush hour scenario. So, this is not like middle of the day. This is at one of the peak rush hour times. So you can see obviously West. A lot of traffic traveling on West leading up to the I-65, but you'll also notice though a section of 10th Street, not all of 10th Street but just a section of 10th Street carries a high volume of traffic. Similarly, a section of Michigan carries a moderate volume. But that volume of traffic drops off immediately actually I think it extends just about over one more block. The traffic volumes that you have on campus even though these are city rights of way, these are not major thoroughfares for the city to go through the campus. The volumes that you are getting on these roads are all coming to the campus. This is your own traffic, basically, either coming to the hospital district or coming in for, you know, for classes or academic uses, visitor purposes, et cetera. So, that being said, we think that we have the uni -- through the university, that we've got quite a vested interest in what the character and quality of these thoroughfares should be, that the traffic that is being handled by these roads is traffic that's coming to this campus destination and that we need to make these roads work for all campus users including people on foot, people on bikes, a transit and shuttle system. And so, we are definitely rethinking this one-way pair and the number of lanes dedicated especially Michigan and New York. Our first recommendation is take the one-lane pair and convert them back to two-way streets and slow the traffic down and make it easier for pedestrians to cross or jump ahead to the equation. Another thing that tells us that it's not an issue of capacity, you have plenty of road capacity. For example, 10th Street has -- it's a two-way street, two lanes, each direction, so a total of four travel lanes. Michigan is four travel lanes in one direction. New York is 4 travel lanes in the other direction. So all together, that's 8 travel lanes. 10th Street handles more volume of traffic than Michigan and New York combined with half the travel lanes. We have plenty of road capacity. That's not the issue. We've also taken a look at the primary direction of arrival to campus. No big surprise. The majority of traffic is arriving from the northeast off of the freeway system on west, another amount coming from the southeast and western, a smaller amount coming in from New York to the west of campus. We also have taken a look at congested intersections. And again the congested intersection as Rob likes to say, this is where he spends his time looking. So if the intersection is congested, that shows him a failure of the transportation system. It's not how fast the cars are moving. It's how long you have to stack up to make turns, though. And I'm sure any of you who've tried to come in in the morning and, for example, made a turn from Michigan onto Barnhill to get into the [inaudible] will understand what we're talking about. We've also taken a look at your shuttle system. This is a very interesting pattern. You have a campus shuttle system that serves the east area -- the west area. You have a campus shuttle system that serves the east area, and those two don't talk to each other. You have the people mover system that communicates between Methodist Hospital of the Clarian System and the medical district but it doesn't communicate with any other transportation mode. And then you have a series of city bus lines that do move through and that do occasionally coordinate stops. But there is no real way -- and then, of course, you have the skywalk system. But ultimately, there is no good way to get from the west side of campus

say over to the east side of campus in other than a car. So, you are what I call transportation rich and mobility impaired. [ Laughter ] >> Now, with parking, again, we understand that this has been historically a commuter campus. We would like to help nudge you in the direction of a more diverse campus, perhaps a residential campus to a small degree. But we understand that the key concern is providing parking. You've got about 18,500 spaces total right now. A large minority of that almost half is in parking decks. But you have these huge surface parking districts that really in our minds an opportunity waiting for a building and waiting for a wonderful pedestrian scale, open space, or courtyard to happen. We've also taken a look at parking utilization, again, no big surprise to you. This is, as David likes to say, our national geographic type of map. Legend up here shows the smaller the dot, the fewer the parking spaces, the larger the dot, the greater the number of parking spaces in any particular lot. And the color coding is starting at blue going to light blue green, yellow orange red for utilization. If you're at the blue end, you're less than 50 percent utilized. If you're at the red end, you're over 90 percent utilized. Which is full? When you look on the map, I don't even see any blue on this. Generally, you know, you will have enough parking right now and I'm not telling you anything that you don't already know. We've also looked at mapping, pedestrian circulation on campus, the main pedestrian volumes kind of through the academic center of campus on Vermont Street feeding in from the parking lots, the skyway system that we have. But you'll notice all of these lovely little dots on Michigan and New York, we're also mapping pedestrian conflict points either where you have a crosswalk or where people wish you had a crosswalk because they're darting across right now anyway. And I have had more people on this campus, students, faculty staff, individually come up to me over the course of the last eight years as -- or eight months but it seems like for years [laughter] come up to me and as I'm trying to count pedestrians crossing streets say, "Okay, time for my daily game of Frogger." [ Laughter ] You've been inspired so. We also have been mapping bike routes. There is the regional bike system that follows along the levy and crosses the pedestrian bridge. And we do know that the city is planning on installing a straight bike lane on Michigan and New York, sometime in the very near future. Utilities as David had mentioned, we do have some serious infrastructure issues for two reasons: Number one, kind of an immediate need to serve the development that we currently have on campus, in particular, being able to supply the medical campus with a redundant source of chilled water and steam. And this -- you know, this is a need that I think we're encouraging the university and the city and others to step up and solve that issue. We also have -- there are, you know, realm of different electrical runs that probably need to be added for power. And as we'd said before, we would really like to look at taking the power lines on West and burying those underground. And I had said before storm and sanitary. Again, like many other cities, you have a combined sanitary and stormwater system that discharges ultimately into the White River. When there is a significant storm event, all of that stormwater goes in. It overloads the storm system. It flows into the sanitary system, and then there is an overflow into the river. And again, a lot of cities are dealing with this and we're encouraging you all to continue to decouple the sanitary and the storm system so that we can get a better water quality, ultimately a stormwater that's discharging into the river. You can see here the districts where we have separated storm and sanitary right now are shown in green. But clearly that leads to a large part of campus that's still is on a combined system and we're making recommendations to change that. Problematically, you're at just under 29,000 students on this campus but almost 30,000 total at IUPUI, with faculty and staff that gives us kind of a daily campus population for just the academic side of about 35,000 year on, a total of 500 acres, 129 buildings, and a gross square footage of current development university property of 9.8 million square feet. You also have a small amount of students who actually do live on campus, about 3 and 1/2 percent of your student body living on campus. Our space needs programmer, Dan Polani [phonetic] from Denver, has been taking a look at the campus and comparing you and coming up with 3 different reports. First off, we wanted kind of a qualitative snapshot by doing a benchmarking analysis comparing your selves to other peer urban, research medical center universities. Dylan -- Dan Polani has prepared a space needs report that



compares you to a much larger database that he has in his office. He has been doing programming for about 20-some years on universities across the country, and has come up with a set of guidelines and standards to accommodate future growth and including your growth in enrollment and population. And then lastly, we've also taken a look at 26 of your academic facilities and evaluated them in terms of their educational adequacy. Are these buildings still meeting, you know, the original purpose that they were intended for? Are they functioning well for classrooms or not? And as usual, there is, you know, a broad middle ground where most of them function more or less. There is a few that don't function very well at all. Kevin O'Hall [phonetic] comes to mind and we've heard quite a lot about Kevin O'Hall. And so that, you know, this is also helping us put together a list of replacement and demolition candidates on campus. What our fist benchmarking study has found that out of the universities that you see here that our committee's selected for us to take a look at, that you have significantly less assignable square feet per student on campus here than your peer average. This either means you don't have enough space or you're being very efficient in your space and should be commended. But looking at the total list, you're still towards the bottom range in terms of square footage per student. So, to accommodate future growth, the 35,000 enrollment target that we have for this kind of 10-year enrollment target, we looked at -- again, we looked at a number of factors and we looked at all types of building types, classroom buildings, lab types of space, research building space, auxiliary services such as a new rec center on campus perhaps or wellness center, perhaps performance or athletic venue. And the administration, and office space and faculty office, all of those kind of went into the mix and we have come up with a total need in the future of about 2.2 million new square feet to be built on the campus. When you also add in what we're taking out in terms of obsolete building space or buildings that we would like to replace with, you know, more intense or intense development, we're coming up with almost 3.3 million gross square feet that our physical master plan has to accommodate and David will show you how we plan to do that. Also with housing, we'd like to increase your on-campus housing presence and really turn this into more of a 24-hour campus instead of students come for classes at night and they leave. We are looking at trying to capture about 10 percent of your student population on-campus. That means in our master plan, we're shooting for 2,500 new residential bets in a variety of housing types coming on to campus. So with that, I gave David a break so he gets to comeback and walk you through where we're--where we're going with all this. >> One of the things that came out of the analysis process in talking to many of you was to--to come up with a set of first principles that would govern any plan. It would sort of be our basis for--our criteria for success, if you will. I'm letting you read those guys as we go through but urbanity and a mix of uses in the interaction of people and systems has really been sort of the underlying couple of themes that have come out of this. To--to make smart use of the resources you have to connect to the river where it's appropriate, et cetera, but really to reconnect yourselves or to connect yourselves for the first time to the city at large. Our design process, as I mentioned in starting, is one of [stuttering] looking at multiple options, trying to use those original criteria to gauge for [stuttering] their answering or not answering. Those criteria reject a few and then consolidate. So you're seeing here sort of from the early summer the kinds of things that Jerry's staff and his crew saw hands on, us looking very--crudely very diagrammatically at issues around use and development patterns and resource management. One of the things that has come out in the Indianapolis plan that has been a huge opportunity and conundrum is the future of Wishard Hospital and I think by now, most you understand that there's a land swap being debated and contemplated with the new Wishard Hospital, the land reverting to the university for uses and all of that is fine and [stuttering] there will be a decision one way or the other but the timing of that is--is decade long. It's not year long because it involves bonds and [stuttering] design and construction and moves and--and demolition and so, everything we've had to do as the plan is developed had to been done in the--with the idea of Wishard moving or Wishard not moving and it has led to some real interesting conundrums about how one looks at the campus as a whole and the then the second component of that, of course, is now being able to

wrap a methodist clarion into the planing and we think that basically, we have some really solid takes generally on the plan that you'll see but on the northern flank of this, sort of north of Michigan, you're gonna see continued development during the spring and the summer as--as some of the really detailed issues about competition for sites and building forms gets worked out. So this was sort of the conceptual diagramming that was done. With that, I want to dive right into the kind of plan concept. If--if you're referring to what we'll call the core campus, maybe the [stuttering] rough boundaries of Michigan, New York and west down the river, we're looking at a plan that we might describe as a double H with 3 North-South vertical axes and one East-West horizontal axis to it, and those in our minds provide you a really strong infrastructure to build on in the future and then all--each of those axes has a character to it. Starting on the east, this is the path of the cultural trail and as Mary mentioned early on, in our minds it's sort of the academic hub of campus and we're seeing that develop from an extension of the cultural resources at the south around NCAA expansion, maybe a performing arts facility, an athletic facility, basketball arena, that type of thing through an extension of the academic core and up to the Indiana Avenue West Corner and that is the location where Mary was alluding to the development of a public-private style partnership that would be retail, could be performance based, could be housing, could be office. There's a lot of demand I think from the university side alone just for good office space. Buried in there are some of these large, gray shapes that provide additional parking resources. So the first leg of that is the extension and completion of the cultural trail on the east. The middle leg of that double H is the extension and completion of university and we think the core move and what we believe will become the centroid of campus, the place where you will take your visiting relatives to show them how incredible this place is, is a piazza plaza that we'd like to develop south of the existing student center and in our minds' eye, somewhere between replacing and augmenting the core academic spaces in Cavanaugh and the auditorium building maybe extending the idea of a Student Activity Center, maybe a headquarters for the Arts and Sciences but this plaza becomes active at street level, at the plaza level with [stuttering] food and other kinds of activity spaces and becomes a major building that really creates that whole district as the center of campus. There are a couple of other terrific sites beyond replacing Cavanaugh along university. The Lockwood Garden is the southern tip of it right in here because if you remember back to Mary's take on the transit patterns, that northern intersection at Indiana and 10th is one of the major car ways into campus at this point and because of the geometry of that intersection, that site is a really terrific gateway site to the core of campus and we had imagined a fairly large building there with additional parking resources and that would anchor in our minds the northern end of university. The southern end has another terrific site which we think could potentially be academic uses as well and also very tall. You'll notice that we're also showing the removal of the stadia tennis court area and a return to a park setting along the river with high levels of access. You might ask the question, "Well, where does all that stuff go?" That is very much an ongoing discussion but for the purposes of the plan right now, the vision is higher levels of access and less structures in that area, and then the third leg of that H is what we're calling the ball garden extension and this a--it's actually a terrific place. All of you have probably seen it but we think it could be a return to some of its original intent and what we're showing is an extension of that down to the river. The idea being that there's a lot of pressure from hospitals from school of medicine, et cetera, to expand and we'd like to give them, for the nursing school expansion, dental school expansion, we'd like to give them some bigger sites in that south west quadrant and if you remember way back to the analysis, the soils under this area are not terrific. So it requires deep foundations which are expensive. Those foundations are more easily affordable under bigger footprints like serious lab buildings that rise to 6 grade stories and are [stuttering] in need of structural rigidity and so, the footprint shown over here tend to mimic those kinda larger shapes but that is the ball garden extension and then tying that together is Vermont Avenue and we would like to take that 3,500-residential unit community and really have it become what we've affectionately called "The Alley," a discreet, dense fun, kind of place that belongs to student life on campus that is fun to walk

down where the car is a guest instead of a [stuttering] primary occupant and we're imagining that even though we're showing a fairly routine narrow footprint, that that street would be able to accommodate multiple types of undergraduate and even graduate housing, thicker buildings for double loaded residence lifestyle, corridor buildings, town houses, and even we're imagining that maybe a small tower that is in conjunction and our logic there was that 24-hour environment is the nice ladder piece that connects these 3 north-south axes. There's terrific access to the library, to food, to the [stuttering] central place on campus and easy access then to the city and we hope to improve, as Mary mentioned, west to provide better access back to town. So we're gonna go through a--a series of very preliminary drawings but one of the key set of criteria again is urbanity and we've defined that as buildings that are closer together, that are taller than what you're building now and so, when you look at, for instance, the University Avenue vision, it now is occupied by 6 and 8 and 10-storey buildings instead of 2 and 3-storey buildings. The cultural trail extended. Here's the sight that I mentioned for, potentially for sports and for performing arts Indiana Avenue with the commercial redevelopment and then you can see the scale of some of the buildings envisioned for the ball garden extension and the distance. Looking at this up close the piazza south of the student's center the building that we think really should be, really interesting mix of uses with student activity and retail in it. The ball garden's extension, again bigger buildings, fairly simple, the core strategy being an elegant kind of public space extension of the garden. The gray squares are parking garages and in some cases were providing a couple of new ones but if you think back to the plan, the basic strategy is to augment parking where we need to augment it. So there's new garages shown but we're also trying to land bank some of the surface lots. So that as we outlive this 30 or 40 years of this plan and all of this kind of takes off is a hub system for the campus that we have the ability discreetly to comeback in as your model splits improve and you become more urban and take down some of those remaining surface parking lots with either additional buildings and/or garages. We catch back up here where we were. Cultural trail, we have a fascinating sight here. We're searching for a program for as that Vermont extension ends you can see the library, here's the Indiana Avenue development. That is in our minds a terrific sight for a professional school that would kind of match up as Mary mentioned with that more formal face on west and then looking back to our town, now we're up in the air over Vermont, see downtown the idea of the residence life really populating Vermont. Keeping it narrow and we've shown the streets from Georgetown and Washington or plenty of areas on Lincoln Park in Chicago that kind of thing where the buildings are 60 or 70 feet apart. The spaces are discrete, they're fun and they're pedestrian. That's the sort of physical vision, for the buildings you'll see on the traffic side more continuity is the basic strategy, more continuity in terms of completing some of the road networks that are missing and also changing Michigan and New York in to 2-way streets and one of the, we have a great video if you like traffic planning. There it runs the little cars and you can watch the intersections gum up and everything else but one of the--basic proposal is to not widen the actual current roadway but instead shift them to 2 lanes, one way, 1 lane the other and a turning lane, because what basically gums up the campus right now is your own active turning corners. So that the 2-way roads with a turning lane would normally make the turning action easier but would avoid that kind of multi-block circling that you're doing now to get into the doors of things to be able to take a left and a right turn at virtually every intersection and it's counter-intuitive I know because you think well, I'm losing lanes effectively in one direction, therefore I must be, you know, effectively performing worse than I am now but this is actually able to handle increased volume coming out of this plan every bit as well as the 4 lanes one way and the turning motions and the access and the way finding is a lot easier. So just other examples of how that would work. And then in section, here's where you are right now at the top. This is a little abstract cut through the street, there's 4 lanes, there are some trees as Mary had mentioned sidewalks, life threatening sprint across and relatively low buildings on both sides and our plan, we're proposing a much more dramatically scaled buildings and slightly more complex media and 2 lane, 1 lane road division and because that's gonna work we're gonna be able to afford the umbrellas

and the cafe spaces that make that really cool but you can see the proposal changes, the scale of it, pretty dramatically. Mary mentioned early on transit and the simple idea is to connect the loops east to west and not have that kind of bizarre disconnect. This is showing actually the people mover as a transit lane if you're just wondering what that was but get the motion in inner campus bus traffic to move east and west. We're also proposing that we augment pedestrianization with the number of additional crossings that are pedestrian only and that are signalized and that are prioritized for pedestrians over the car. Completing a credible bicycle route, you saw that fairly sad drawing up front with the 2 bike lanes being proposed. If any places in this country can intensely use bicycles, it's campuses and you just had to provide it and they'll come. There's lots of initiatives out there with free bikes and white bikes, all those kinds of things and we think that that is very believable beyond, say the dead of winter. On the parking side, this you see up here we're showing existing an additional parking. Basically it's a loop around that core campus development. This is a place holder for the redevelopment of Wishard and we know there'll be a lot of parking demand up there. And there are between the streets and the infrastructure improvements. There are some real dollars buried in this master plan that we need to get the commitments to the--to get at redundant utility question. There's going to be some fairly long supply lines added to the planning over the years. These are innocuous little drawings that oftentimes represent tens of millions of dollars in infrastructure investment, satellites, chilled water, et cetera. And as Mary mentioned, we'd like to see you commit to segregating, separating the sewer systems. Now, that's the basic proposal. We're working again with all of our collective teams to get final comments and that needs to resemble the final master plan in February with it, kind of plan will come lots of rendering, so you'll be able to see beyond the kind of cryptic computer drawings. You will be able to see a fairly good eye view of what the spaces might feel like or with some of the buildings sort of feel like. And we're also moving into a mode of trying to describe a design guideline for the university to use. Pieces like the history section that Mary went through, we'll be in that but we'll also have some categorizing of various areas of the campus and some value statements about what's good, bad and should be emulated and extended. And so, it will start to feel like there's somewhere between cataloging the buildings that are there and giving into a sort of a specific rules around what one should be doing in the future. So to summarize, this is a vision plan. There are lots of other kinds of planning initiatives and implementation initiatives that need to go forward to support it. It gets at the basic systems and the basic densities beyond this common number of other types of things that help support it. These are appropriate, but they're not in that first piece of scope. The point here is to come up with an overarching physical vision for the next 10 to 30 years for the development of the institution.