

MASTER PLAN PRINCIPLES

The physical Campus Master Plan is comprised of three components: the principles and themes, campus-wide systems and guidelines, and neighborhood recommendations.

The planning principles convey the intent, goals, and long-term values of the University. They are the most fixed and enduring elements. The planning principles were developed early in the process to test campus concepts and alternative scenarios for campus development. They represent ideas regarding campus enhancement, preservation, and opportunities to reinvigorate existing campus neighborhoods and districts. The planning principles for the Bloomington campus include:

- Respect the character of the historic core.
- Restore the Jordan River corridor.
- Define and enhance neighborhood edges.
- Create a compact, walkable campus.
- Increase and enhance gathering spaces.
- Introduce vertical integration.
- Preserve natural features and memorable open spaces.

- Sustainably manage physical and natural resources.
- Provide the infrastructure necessary to support campus growth and change.

KEY THEMES

These planning principles grew into five key themes that guided the detailed concepts and recommendations of the Campus Master Plan.

1. Promote Bloomington's Unique Natural Features
2. Preserve and Reinvigorate the Core
3. Embrace the Jordan River
4. Commit to a Walkable Campus
5. Create Diverse Campus Neighborhoods

1. Promote Bloomington's Unique Natural Features

Indiana University is defined by a powerful and very special genius loci. As one of the most beautiful campuses in America, the grounds are dominated by a cathedral of trees and an abundance of spatial experiences. The richness of these experiences is defined in large part by the indigenous vegetation and unglaciated geology



Dunn Meadow and Jordan River at Indiana Memorial Union

of south central Indiana. As a result, the campus enjoys unique topographic variety, habitat diversity, and an abundance of natural character. The campus has captured this natural heritage and developed a special vocabulary defined by its terrain and vegetation, and has emphasized the sympathetic development of buildings in response to this unique landscape context.

Theme 1 Recommendations

- Preserve natural features and memorable open spaces.
- Compose new spaces that respect the topography, native ecology, and viewsheds.

- Ensure that new architecture creates meaningful and appropriately scaled exterior spaces.
- Reconnect woods, streams, and other key habitat to larger regional preserves.
- Maintain a natural, informal landscape character across campus, balanced with the preservation of existing classical and romantic landscapes.
- Sustainably manage physical and natural resources.

2. Preserve and Reinvigorate the Core

One of the principal consequences of new space types is larger buildings. This phenomenon is not new to higher education or to Bloomington. This leaves smaller and older facilities searching for compatible uses and long-term functions. The Campus Master Plan recommends the conversion of certain facilities in the historic core back to their original use as student housing, and the return of the historic crescent and Dunn’s Woods areas of campus into a re-engaged learning environment. This can be accomplished by selectively replacing administrative functions

with academic units and better woodland management. This strategic repurposing will energize the historic core with student life, activity, and academic purpose. The long-term consequences of this shift will help enliven the Indiana Memorial Union and repopulate the “original” quad of campus with an academic vitality closer to downtown Bloomington.

In addition to repurposing buildings, the renovation and construction of new academic buildings should create opportunities for greater interaction among students, faculty, and staff, across different disciplines and departments. Enhanced gathering spaces, both inside and outside of buildings, provide an alternative, informal learning environment just as critical as formal classrooms and labs.

Theme 2 Recommendations

- Respect the character of the historic core.
- Selectively re-introduce academic and residential functions into the core.
- Preserve and renovate historic buildings.



Jordan River in Bryan Hollow

- Repurpose historic buildings with programs compatible with their size.
- Develop the Indiana Memorial Union as the social and cultural destination.
- Program and energize underutilized campus spaces and landscapes.
- Increase places for unprogrammed, social interaction within buildings and in the external campus environment.

3. Embrace the Jordan River

One of the more obvious and yet underutilized assets of the campus environs is the Jordan River. Named for past University president and ichthyologist David Starr Jordan, the Jordan River represents an opportunity for campus-wide rejuvenation. Although central to campus, the Jordan River is in poor quality in the upper watershed segments and some portions of the core campus.

One of the key recommendations of the Campus Master Plan is to emphasize the river corridor as an organizing element, a new front door, and focal point of sustainably managed resources. The river is also an important habitat connection and will be a continuous, wooded spine between Griffy Lake, the core of campus, and the city of Bloomington.

Theme 3 Recommendations

- Restore the Jordan River corridor.
- Use the Jordan River as a linear organizing element and front door for new facilities.

- Rebuild the river for habitat and a restored ecology.
- Mimic the best segments of the river and extend this vocabulary to poor quality areas.
- Enhance water quality with a continuous vegetative buffer and tree canopy.
- Route pedestrian paths, punctuated by outdoor spaces and access points, along its length.

4. Commit to a Walkable Campus

One of the most powerful ideas of the Campus Master Plan is to contract, or compress the campus closer to the core. Simply stated, it aims to develop a long-range strategy to relocate from the perimeter and repopulate the center.

Until the mid 20th century, the campus maintained a unique spatial and pedestrian-centered environment. This vernacular was defined by human-scaled spaces, compact neighborhoods, and comfortable walking distances. As the Bloomington campus expanded following World War II, new patterns arose based on automobile travel distances. The principal



Jordan River



Bryan Hollow

consequence of this development was the consumption of acreage and campus “sprawl” out to the SR 45/46 Bypass. This led to a time and spatial inequality for those students residing in apartments at the perimeter of campus, and an increase in bus service and automobiles on campus. It also resulted in a lack of scale, pedestrian character, and walkability.

An important corollary of this commitment to a walkable campus is to replicate the density, character, and spatial order of the best elements of the historic core in underdeveloped areas of campus. This will positively affect the density, interaction, and quality of space for campus areas adjacent to the core.



Bryan Hollow at the Indiana Memorial Union Parking Lot

Theme 4 Recommendations

- Create a compact, walkable campus.
- Focus new development and infill south of the railroad tracks.
- Develop underutilized areas to a similar level of density as the historic core.
- Replace aged, outdated housing from the campus perimeter with new models on campus, closer to the core.
- Use class change times and walking distances as a determinant for facility placement.
- Strengthen pedestrian connections and enhance the pedestrian experience.
- Use structured parking in lieu of surface lots to preserve land resources.

5. Create Diverse Campus Neighborhoods

Diverse campus neighborhoods are integrated learning and living environments for faculty and students. They are places that blur the boundary between academics, housing, and recreation. Previous concepts in campus planning called for single-use zoning—isolating academic from residential precincts. Diverse campus neighborhoods are complete places where a variety of students of a variety of ages and interests can find a housing type to meet their needs. They are places where students can take classes within their residence hall or neighborhood; where they may find access to faculty; where they can study together, socialize, get coffee, or recreate; and where they can access student services and amenities. As Indiana University contemplates future academic, research, and residential life expansion, the success of the Campus Master Plan is contingent on developing such complete neighborhoods.

Theme 5 Recommendations

- Define and enhance campus neighborhoods and edges.
- Develop neighborhoods as complete living and learning environments.
- Combine academic, residence life, social, recreational, and community amenities.
- Introduce a mix of uses vertically within buildings and as adjacent uses within neighborhoods.
- Use the 5-minute walking radius ($\frac{1}{4}$ mile or 1,250 feet) as a geographic delineation of a neighborhood.
- Increase and enhance gathering spaces.
- Maintain pedestrian movement as the primary transportation mode.
- Develop transit mechanisms to link other neighborhoods and campus-wide destinations.