Renovation of Wells Quadrangle

A report prepared for President McRobbie by the Board of Aeons

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Executive Summary

Wells Quadrangle has a rich history of academic inquiry and excellence, from its initial time as a residence center to its current status as home to a myriad of academic departments. We feel, however, that Wells Quad does not meet its full potential in its current incarnation as an academic center on campus, primarily because the buildings were designed for residence life and would be used more efficiently for that purpose. Converting the quadrangle into residence halls, as the Master Plan suggests, would be the best outcome for both IU students and the faculty members who currently use the buildings. With the whole quadrangle, especially Memorial Hall, in dire need of renovation, there is a golden opportunity to renew the tradition of residence life in these buildings.

In order to better understand Wells Quad and the factors that students look for in a residence hall, we met with several key administrators and gathered feedback from the student body through a survey and a focus group session. We also consulted the University Archives to gain a sense of the history of the quadrangle. Finally, we researched housing renovations at peer institutions to investigate how other universities have handled the issues facing IU during conversion of Wells Quad.

Through our research, we learned that students highly value a set of physical and social criteria in their residence experience. In particular, students place great importance on proximity to classes, a strong sense of community, access to dining facilities and computer labs, and air conditioning. Students also greatly value the historic feel and elements of Wells Quad. Our vision of Wells Quad attempts to facilitate these criteria while also taking financial and architectural implications into account.

We recommend that Wells Quad be converted into residential housing.

The following are specific recommendations for this repurposing:

- Recommendation 1: Create a Community Based on Values and Guiding Principles
- Recommendation 2: Encourage Development of Values through Community-Wide Programming
- Recommendation 3: Appeal to Students Studying Music and Science
- Recommendation 4: Create a Community Focused on Academic Success
- Recommendation 5: Help Students Grow through the Quad
- Recommendation 6: Designate Programming Space, Including Classrooms
- Recommendation 7: Create Outdoor Space to Foster Academic Community
- Recommendation 8: Preserve Historical Architectural Features
- Recommendation 9: Provide Access to Computer Labs
- Recommendation 10: Open a Convenience Store with Hot Food in Morrison Hall, and Maintain Public Kitchenettes in Each Building
- Recommendation 11: Begin Wells Quad Renovation in Five Years
Methodology

The Board of Aeons examined Wells Quadrangle through meetings with campus and university administrators, surveys of students sampled from the current student body, focus groups with a smaller segment of the student body, archival studies, tours of the individual buildings in the quad, architectural plans, and photographs.

Administrator Meetings
We met with administrators in offices throughout campus to better understand the multiple facets of Wells Quad. We are grateful for the time, resources, and direction provided by the following administrators in this project. The administrators and respective offices are as follows:

- Neil Theobald, Senior Vice President and Chief Financial Officer
- MaryFrances McCourt, University Treasurer
- Tom Morrison, Vice President, Capital Planning and Facilities
- Linda Hunt, Assistant Vice President, Capital Planning and Facilities
- Matthew Auer, Dean, Hutton Honors College
- Lynn Cochran, Assistant Dean, Hutton Honors College
- Pat Connor, Executive Director, RPS
- Sandra Fowler, Director of Dining Facilities, RPS
- Larry Isom, Director of Facilities, RPS
- Marcy Simpson, Director of Financial Management, RPS
- Buck Walters, Director of Planning, RPS
- Jeff Kaden, Director of Engineering Services, University Architect’s Office
- Bob Richardson, Senior Associate, University Architect’s Office
- Theresa Thompson, Director of Space Planning, Office of the Vice President for Capital Planning and Facilities
- JoEllen Baldwin, Associate Director, Office of Space Management, Office of the Vice President for Capital Planning and Facilities

Surveys
A thirty-question survey that took approximately 15-20 minutes to complete was sent out to a sample of 2,000 students of the IUB population. A total of 613 students began the survey, and 518 completed it. Thus, the response rate was 25.9% and the completion rate was 84.5%. The sample consisted of students of all class years and all schools/departments with the exception of continuing studies. Students from continuing studies were not included because the significant majority return for their education and do not plan to live within university housing. No preference was given in the sample based on the residential status of students, which was a factor in a second survey used in our analysis.

In addition to our survey, we were granted the ability to submit six questions as part of the Educational Benchmarking (EBI) survey conducted through RPS. The EBI survey is sent to
3,000 students who reside within RPS housing facilities. It is a thorough survey that contains specific and detailed questions with a scale from strongly disagree to strongly agree with seven degrees of responses in total. We used the six questions from the entire survey, as well as responses gathered only from students that reside in Collins, because Collins serves as an important model for the repurposing and community development of Wells Quad.

Survey questions from both the EBI and the general survey are located in Appendix 2.

**Focus Groups**
The Board of Aeons conducted small, group-based discussions with a group of students ranging from freshman to seniors, with diverse majors in the College of Arts and Sciences and Kelley School of Business. Student’s majors included cognitive science, psychology, marketing, and biology, among others.

Within the focus group, we asked students questions regarding their experiences in the residence halls through their years at IU. We also conducted two hands-on activities. The first activity allowed students to use pre-made Post-It Notes that listed different amenities available in the residence halls. The student participants were then able to physically place the Post-It Notes on a wall that categorized the amenities as follows:

- Very Important
- Somewhat Important
- Not Important

Another activity included a slide presentation (Appendix 2) of different residence hall floor layouts, with different room types and bathroom facilities. Students then provided feedback on each type. The room types discussed are as follows:

- Single room
- Single room with shared full bath
- Single studio
- Double room, standard dorm style
- Double room with private bath
- Four room suite, two double rooms on either side of a shared full bath

The bathroom types discussed are as follows:

- Communal
- Shared full bath between rooms (i.e. “Jack and Jill”)
- Private individual full baths, shared with floor
- Private, in room full baths

Lounge space and other forms of community gathering space were also discussed. The subcommittee also recorded and transcribed the focus group.
Introduction

Motivation for Study: Master Plan and Wells Quad

Beginning in the 1920s, Wells Quadrangle was constructed to house primarily female students on Indiana University’s campus. The quad includes Sycamore Hall, Morrison Hall, Memorial Hall, and Goodbody Hall. Today, Wells Quad houses a hodgepodge of academic departments, as well as some classroom space. The master plan recommends that Wells Quad be converted back into residence halls; stating:

“Construction of the new International Studies Building will generate vacancies in the buildings around Wells Quad. This will create a unique opportunity to convert these historic structures back to student housing. While renovations may be substantial to bring these structures up to current student housing expectations, the lively activity and vitality the renovation will bring back to the campus core will justify the investment.”

“Building designs must be intellectually informed and embody the spirit and character of their time. Façades must express a coherent architectural expression that aesthetically relates to the diverse stylistic context without imitating it.”
These plans serve as the motivation for our study of Wells Quad and our recommendations for it to be repurposed into residential housing.

Image 2. Proposed Historic Core View, Master Plan (2009)

**Initial Research Question**
To give us direction as we began our research, we developed the following question: *How can Wells Quad be best adapted to the needs of students, academically and socially, while maintaining the historic nature of the architecture and considering financial constraints? This report strives to answer this question thoroughly.*

**Wells Quad Best Serves IU as a Residence Center**
As we toured all four Wells Quad buildings with JoEllen Baldwin, Theresa Thompson, Jeff Kaden, and Bob Richardson, it became immediately apparent to us that the buildings were intended as residence halls. Signs of the quadrangle’s past life continue to linger; many faculty offices in Memorial Hall still have porcelain sinks from when they were dormitories, for example, and the floor plans brings to mind Teter Quad more than Ballantine Hall.

In many cases, the departments that currently call Wells Quad home do not have enough space, or find that the space they have is not conducive to their missions. At the Kinsey Institute, books are piled on the floors and crammed into shelving carts due to a lack of space on the bookshelves for their voluminous archives. The Archives of Traditional Music are spread out sporadically in Morrison Hall, and even with expensive retrofitting, the building is not conducive for the sound engineering and climate-controlled storage that takes place there. In all four buildings, faculty deal with frequent roof leakage and other
technical difficulties that reveal the desperate need for renovation. Clearly, the departments currently housed in Wells Quad would benefit from being relocated in a space designed for academic use. The specific departments located in the quad will be discussed in detail in the Findings section.

Students would also benefit greatly from our proposal to convert Wells Quad back into residence halls. Currently, only Morrison and Sycamore Halls contain classrooms that are regularly used by undergraduates. As we found in our survey, undergraduates rarely set foot in Memorial or Goodbody Halls, with only 18.4% of respondents having ever used Memorial in an academic setting, and a miniscule 7.7% having used Goodbody. Almost a quarter of our respondents never had any academic reason to be in Wells Quad. Given the historic nature and architectural beauty of these buildings, it seems a shame that so many students currently have no reason to take advantage of them. Judging by our survey responses and focus groups, students that are familiar with Wells Quad truly appreciate its unique qualities.

As evidenced by the success of Collins Living-Learning Center, a quadrangle with a strong sense of community, proximity to classes, and engaging architecture can foster increased retention rates of residents; Collins boasts the highest retention rate of any residence hall on campus, other than the apartment-style living of Union Street and Willkie. Also, the continuous presence of students at Wells Quad would enliven the quad and the campus as a whole at all hours of the day. Having students reside at Wells Quad would increase “academic nightlife” at both Wells Quad and nearby buildings, including Jordan, Ballantine, the IMU, and the soon-to-be-renovated Old Crescent.

There is pressing demand for the introduction of new housing options on campus. Due to ever-increasing enrollment, more and more students are relegated to floor lounges and other sub-optimal living situations because Residential Programs and Services (RPS) does not have enough space to accommodate student demand. A new residence hall just off of Rose Street will alleviate some of this overcrowding, but renovations of current residence halls, such as Briscoe, are decreasing the number of available beds by the hundreds. Introducing Wells Quad as a residence option would reduce the need for RPS to pursue housing solutions that are not ideal, such as the aforementioned use of floor lounge space. The demand for housing, combined with the needs of both the student body and faculty, suggest that renovation of Wells Quad into residence halls would be greatly beneficial, and it would allow the buildings to fulfill their intended use.
History of Wells Quadrangle

Dating back to the 1920s, the Agnes E. Wells Quadrangle carries a rich history filled with passion for its establishment and controversy regarding its usage. Its buildings’ names honor distinguished female alumni, and various university Presidents have supported its purpose.

Using gifts from the Memorial Fund (a World War I fund drive), the university opened the women’s dormitory in September 1925. Named the Women’s Memorial Hall in honor of the fund, it started as housing for 203 women and contained a dining facility and an out-door terrace (Appendix 1.A). It also included kitchenettes on the second and third floors – a desirable attribute of the day (Appendix 1.B). Other distinguishing features were the formal garden and an outdoor terrace attached to the back of the hall. IU constructed the dorm at a cost of $365,485 and furnished it for $80,033.

Image 3. Memorial Hall, 1925

At the November 20, 1925 dedication, Miss Agnes Wells explained that, “its four towers [stand] for recreation, education, service, and prayer.” She also explained the meaning of the bronze plate in the archway of the Hall; it symbolizes the three ways in which women helped during the World War (WWI) – through the Y.W.C.A., the Signal Corps, and the Red Cross. In President William Lowe Bryan’s closing address, he said he hoped to see the community grow into as beautiful and enduring a family as the building was beautiful and enduring.

From its start, the University leaders aimed to continue Wells Quadrangle as a center of fulfilling residential life for years to come. During its first decade of operation, occupants often filled the hall’s total capacity of 205 women and dormitory pride manifested, as evidenced by the Memorial Hall Song:
Memorial is a dream made true
By zeal that never tired,
And by boundless generosity.
May her daughters make more glorious
The spirit that inspired
Such devotion and loyalty;
Devotion and loyalty.
For happy work and laughter
And for fellowship sincere,
She will live in our hearts alway [sic];
And the friendships that she fosters
Will forever be most dear,
Tho in years to come we’re many miles away.

(Chorus)
Memorial, Memorial,
To our Hall we will all fore’er be true
Thy tower’s gray beauty,
Ever fills out hearts with love anew.

Image 4. Women in Wells Quad dormitory, 1950s

Memorial Hall would continue as a women’s dorm until 1965. By 1936, the university was ready to break ground on another women’s dormitory and on April 7, a tin box “time capsule” (Appendix 1.C) was placed in the corner stone of Forest Hall (presently Goodbody Hall). The capsule included a picture of President William Lowe Bryan at the residence hall groundbreaking, autographed photographs of Governor Paul V. McNutt and President and Mrs. Bryan, a photograph of Dean Agnes E. Wells and her staff, and a copy of that day’s Indiana Daily Student (IDS). A June 5, 1937 Indianapolis News article calls the new dorm “one of the most beautiful and practical buildings on the campus . . . of fine architectural design, with every facility for comfort and study.”
Just a few years later, on May 12, 1939, two final women’s dormitories opened to complete the Wells Quadrangle. Beech Hall (currently Morrison Hall) housed 98 students and contained a new dining facility, so that the basement of Memorial Hall could be converted to recreational facilities (Appendix 1.D). The second, Sycamore Hall, accommodated 228 women. These new facilities were financed through Public Works Administration grants and bonds sold to private investors – the latter being the common method today. On May 8, 1942, Beech Hall was renamed Morrison Hall in honor of the 75th anniversary of the university’s first co-ed, Sarah Parke Morrison. Morrison was the first woman admitted to any public university.

In 1959, the Trustees of Indiana University approved naming the quad in honor of the late Miss Wells to memorialize her services to the University (Appendix 1.E). An August 1959 letter from Herman B Wells to Miss Florence Wells, the sister of Agnes Wells, recognized Agnes’ important work as the Dean of Women from 1918-1937 and dedication to women’s education nationally. Additionally, an October 1995 article from the IDS recalls Wells’ instrumental role in establishing the controversial women’s housing. The name of Wells Quadrangle continues to pay tribute to the legacy of this influential university advocate.
Later in 1959, Forest Hall (presently Goodbody Hall) began housing upper-class male undergraduates as an experimental scholarship dormitory. The results of this change were described in a June 1963 letter by David W. Schoenberg, of the class of 1963, as exemplary. He provided evidence of the dormitory's leadership in scholastic achievement and its lack of disciplinary problems. Despite this, during the summer of 1963, the administration unexpectedly changed the dormitory into an office building. Resolution 14 from the Indiana University Student Senate condemned the administration for its “destruction of the outstanding intellectual community at Forest Hall.”

A second letter dated June 14, 1963 from The Forest Hall Board further emphasized the hall's highest grade average of all non-scholarship dormitories on campus and the importance of its “excellent location, small size, and its spirit” to its success.

Amidst the controversy, quadrangle data from January 1964 indicates a high retention rate in the Wells Quadrangle with a contingent of upper classmen. For instance, Memorial Hall continued housing 73 freshman, 28 sophomores, 25 juniors, and 15 seniors. Of the 128 that would be returning to IU, 109 would continue living in Wells (Appendix 1.F). This strong community no doubt contributed to the academic success of the quadrangle. A press release from February 19, 1965 notified the Bloomington community of the trustees’ decision to convert Morrison Hall into a classroom-office building to meet the anticipated rising enrollment (Appendix 1.G). According to a February 1965 IDS article, this action was “also in line with a five-year plan for expanded office and class space.” At that point, the fate of Sycamore and Memorial were unknown. However, the article noted, “since the dining facilities are in Morrison … it is generally assumed that they will be used for some purpose other than residence halls.”

A second article, in March 1965, from the Indiana Alumni Magazine confirmed that Memorial and Sycamore Halls also would be converted to strictly academic purposes. It noted that the residents would be moved to the new Forest Quadrangle in the southeast neighborhood.

At this point, the Institute for Sex Research (the Kinsey Institute) moved into its current residence in Morrison Hall. However, these changes did not take place immediately in Memorial Hall. Women ceased living in the hall in 1965, with men (mostly graduate students) living in the hall from 1965-1970. According to IU-B Telephone Directory records, no major offices resided in the building until the IU-B Chancellors Office moved into Memorial Hall West in 1969. Larger controversy surrounded the decision to expand the offices housed in Memorial Hall in 1970.

In an early 1970 letter, IU student E. David Horwitz urged that Memorial Hall not be converted to offices. He emphasized that the hall “created and continues to create warm memories and strong attachments” and its conversion would discredit “the heritage that is Indiana University.”

Accompanying this deep appreciation were some complaints. A letter dated March 9, 1970 from Richard Kagan, a Memorial Hall resident, expressed his frustrations related to non-
existent parking facilities for students living in the residence hall (Appendix 1.H). He suggested “that space be provided in either . . . the large ‘blue lot’ on Third Street . . . or the small lot in front of the building” for the students living in the residence center.

Regardless, the University opted to expand the academic units and offices located in Memorial. Starting fall 1970, the building held classes for the Departments of Speech and Theatre, Fine Arts, and the Honors Program of the College of Arts and Sciences as well as adding the offices for the Dean of Students and the Research Computing Center in Memorial East and the Vice Chancellor for Afro-American Affairs.

Although no coordinators of residence life were listed in the IU-B Telephone Directory for Memorial Hall from 1965 onward, Stephen Peterson served as a Residence Hall Assistant Director in Memorial Hall for the 1974-75 school year. William Root held the same position for the 1975-77 years. IDS records indicated from 1974-82 Memorial Hall served as overflow male housing to meet the housing crunch.

Image 7. Lead pane and stained-glass windows in Memorial Hall

During the 1978-79 school year, Memorial Hall served as housing for 127 male residents and 30 faculty members' offices. Even amidst complaints of noise complaints and vandalism in the building, an April 1979 IDS article emphasizes that “the classic architecture and interesting structure of the building itself . . . make Memorial Hall a unique place to live.”

Several students saw advantages in the close proximity to science classes in Jordan Hall while others complained about the "microscopic closet space" and the inconvenience of no cafeteria. In spite of criticisms, Memorial Hall resident Bill Ressler still believed, “it would really be a shame if anything happened to this fine old place.”

For the 1980-81 school year, Memorial Hall served as the Read Center annex and housed 120 men on the second, third and fourth floors while the ground floor housed offices and a computer terminal room. In a September 1980 IDS article freshman Doug Webster said the building, “has a lot more character than the cubes of other dorms . . . [and] a lot of people have taken a lot of pride in it.” Especially notable were the windows, molding, woodwork, and fireplaces.
According to an *IDS* article from September 14, 1981, students continued living in a part of Memorial Hall through the 1981-82 school year. At this time, Memorial became a dormitory that “stresses academic excellence, interviewing prospective residents before placing them in Memorial and initiating 24-hr quiet periods” to combat noise complaints from the neighboring departments. There are no clear records of students living in Memorial Hall past the 1981-82 school year.

Many of the buildings in Wells Quadrangle still house the same or similar academic units today. For instance, Sycamore Hall serves as the home for the School of Nursing and the Office of Women’s Affairs still has offices on the main floor in Memorial Hall.

*The Indiana University Office of University Archives and Records Management materials served as the guidance for the Wells Quadrangle history.*
Findings

Social and Academic Atmosphere
The social and academic environment of a residence hall is crucial to creating a thriving collegiate community. While the specific room layouts, programming space, and amenities facilitate a functional community, it is the students that truly bring life to a residence hall. The survey and focus group conducted by the Board of Aeons, the results from the EBI Survey conducted by RPS, and observations of existing RPS residence halls create a picture of the community students desire in Wells Quad.

Decision-Making Factors for Students
In the survey the Board conducted, we synthesized responses of 518 students on their preferences for choosing campus housing and other aspects of residence hall life. One of the most informative questions we asked regarded what factors were most important to students in choosing a residence hall. From this, three main insights were gleaned:

1. Thematic communities are not important
2. Being surrounded by students with similar majors is not preferable
3. Proximity to classes is very important

These findings were crucial in looking at trends in student decision-making and determining what role Wells Quad will play in the overall RPS housing options. These findings were further supported by the EBI survey conducted by RPS each year.

Thematic Communities
The number of thematic communities and Living Learning Centers has swelled over the past few years. Thematic communities are floors in RPS residence halls with specific designations and programming relating to a particular theme or major. The most notable and successful being the Fitness and Wellness LLC in the newly-renovated Briscoe Residence Center, Collins Living Learning Center, and the only two-year old Kelley Living Learning Center in McNutt.
Despite this trend in programming, our survey indicated that living in a thematic community was not a major factor in most students’ decision, though admittedly, there are probably benefits realized by the students once they were placed into such a LLC. The aforementioned EBI survey also indicated that only 16% of respondents agreed that living in a thematic community was an important factor in deciding where to live. Our survey also indicated that being surrounded by students with the same majors is not a crucial factor in deciding which residence hall to live in, with 52% deeming this an unimportant factor. The EBI survey confirmed this finding, with only 11.3% of its respondents agreeing that being close to students with a similar major was an important factor in deciding where to live.

**Proximity to Classes**

It was also clear that proximity to classes was an important reason for students to choose a particular residence hall. With 50.8% of respondents in the EBI survey saying that being close to their classes was an important factor in deciding which dorm to live in, proximity to classes is a major attraction for students. Independent of thematic communities and LLCs catering to specific majors, students of certain majors tend to naturally gravitate towards residence halls that offer the location closest to the buildings they frequent. In the current RPS system, this is especially true in the Northwest and Southeast neighborhoods. The Board of Aeons survey indicated that 47% of students with majors in the Kelley School of Business lived in the Northwest neighborhood buildings of Briscoe, McNutt, and Foster, their freshman year. Likewise, in the Southeast neighborhood, 42% of Jacobs School of Music students lived in Read their freshman year. Thus, regardless of the community of a residence hall, the physical location of the building in relation to other campus buildings will play a large role in which students choose to live there.

The graph below depicts decision factors and the importance of each of these factors as discovered by the Board of Aeons survey:

**Figure 1. Importance of Criteria in Choosing a Residence Hall**
Community as the Best Part of Residential Life
In conducting the Board of Aeons survey, our group was interested not only in how students initially decided which dorm to live in, but also what their experiences were during their time living there. We investigated these questions through open-ended questions regarding what students thought to be the best and worst parts of living in residential housing on campus.

When asked what the best part of living in the residence halls is, the themes of the community, the people, and the overall social aspect of living in a residence hall came up again and again. Survey respondents stated:

“The community feeling”
“The community and constant interaction with people”
“The community that is harbored there via programming and shared interests”
“The sense of community”

Along with the overall sense of community fostered through living together, a common response was that meeting new people and making new friends was a wonderful and important part of this community building. Students mentioned:

“Friendships”
“Getting to know and meet others”
“You meet all kinds of different people”
“You get to know the people around you and become really good friends”
“Meeting new people. Making life-long friends”

The students met and friendships made also translate into an overall satisfaction with the social atmosphere of residential hall life and the support system it provides. Students referenced:

“Interactions with students, social life”
“Living with students your age going through the same life changes you are”
“Being surrounded by different types of people”
“A great way to form a community and learn more about yourself and others”

From these responses, it is clear that a residence hall is more than just a building to live in your first year of college. It is a place to meet new people, make new friends, build a community, and learn and grow through a network and support system of peers.

Creating an Academic Atmosphere
The focus group conducted by the Board of Aeons, along with the survey results, shed further light on what type of community Wells Quad could cater to and what factors could be beneficial and detrimental to the creation of a strong community. First of all, the survey initially highlighted a positive correlation between students’ Grade Point Average and their willingness to live in Wells Quad. Specifically, the trend is most clear for freshman and sophomores, which RPS data shows are the largest groups currently living in on-campus housing.
The focus group respondents further solidified the idea that academically-focused students would find living in Wells Quad attractive. The current architecture of Wells Quad exudes an atmosphere of traditional academia with its beautiful limestone walls, expansive patios, and ample green space for studying and socializing. Students in the focus group articulated that this feeling, coupled with the location of the Wells Quad buildings, lends itself to a community with a strong commitment to academics. Nestled between Jordan Hall and the Jacobs School of Music Building Addition, Wells Quad is surrounded by classrooms with students and professors in transit at all hours of the day. The central location in the core of the IU campus invokes a scholarly atmosphere that students, especially high-achieving and academically-driven ones, found attractive. This atmosphere is remnant of the era when Wells Quad was a residence hall. At that time, students were writing letters about the beauty of Wells Quad, and its appeal to the most academically successful students at IU.

**Student Opposition to an Honors Community**

Despite the interest in a community that espouses academic values, the focus group respondents were resistant to the idea of creating an all Honors residence hall, or even too many Honors floors in the Wells Quad buildings. The reasons they cited for this is that having students separated onto Honors floors can seem exclusive to other students who may be equally academically-motivated but not a member of the Hutton Honors College. Also, several students were interested in living in an academic community without the perceived restrictions of living on an Honors floor, such as stricter quiet hours and mandatory programming. Thus, while an academic community was an idea readily embraced by the group, and the idea of an Honors community received quite a bit of pushback.

**Other Residence Halls as Model Communities**

As one considers the social and community atmosphere that will be most conducive to the physical space provided by the four buildings that make up Wells Quad, it is crucial to look at how this space will fit in with the other RPS residence halls on campus and current housing trends. Students’ housing preferences are quite fluid and easily adapted, and RPS
must keep up with changing consumer demand through constant redesigning and renovation of new and existing buildings. Over the years, each residence hall forms a unique community as a product of its location, physical space, programming, and student population. Three specific current residence halls have elements that make it a model community for Wells Quad:

1. Collins Living Learning Center
2. Briscoe Residence Center
3. Willkie Residence Center

Collins (shown at right) is a residence center with a very unique model that is markedly different from the other offerings on the IU campus. The entire quad of approximately 500 students is a Living Learning Center, which involves having specific programming and courses offered for members of the community. At Collins, this includes a one-credit-hour introductory class, a three-credit academic course offered through Collins, and a plethora of boards and committees to get involved with to facilitate programming for the community. This commitment to the community and focus on students getting involved in programming has created an atmosphere of extensive programming and enrichment. Collins has a tight-knit community of residents, and their connection is based on their link to Collins as there are no thematic communities, honors floors, or academic floors in Collins. The community has been created by the students their programming efforts.

Briscoe (shown at right) offers a community based less on unique programming and social communities and more on state-of-the-art physical space designed to build community among residents. In the newly renovated buildings of Briscoe, the rooms are much larger and less traditional that the standard ten by fifteen square foot room shared between two roommates. Instead, residents live with a roommate in a room connected to another pair of students via a communal living room. This living area adjoins the two bedrooms and holds several couches as well as a full bathroom shared between the four residents. Along with these small communal spaces, each floor has a spacious lounge and laundry facilities for students on the floor. This unique floor layout provides students with more interaction between neighbors and floormates by virtue of the physical space.

Willkie (shown at right) is a residence center that caters toward upperclassmen through the programming they execute and the physical space allotted to each student. Unlike freshmen, upperclassmen in residence halls are interested less in social aspects, but more attracted to the proximity to classes and the convenience offered by living
on-campus. In response to this, Willkie does far less interactive programming for its residents. As students grow older, they also demand increased privacy in their living quarters. Willkie has responded to this request by providing more single rooms and rooms with individual private bathrooms or private bathrooms shared between a few suitemates.

The extensive programming and academic focus at Collins, the space dedicated to community building at Briscoe, and the appeal to upperclassmen through programming and additional privacy at Willkie are model aspects of residential housing already seen at Indiana University that could be considered and combined to enhance the appeal of Wells Quad to undergraduate students.

The Reemergence of Academic Nightlife
Along with adding value to the students that will live in Wells Quad, having student life and activity in and around the Wells Quad buildings will bring new life to the core of campus at later hours. With the large number of offices currently housed in the Old Crescent, Wells Quad, and other areas in the center of the campus, this historic core of campus lacks student life beyond students passing through on their way to class. Having students live in the middle of campus, when most of the residence halls rest comfortably on the periphery of the academic core, will bring academic nightlife to this iconic area of the IU campus.

Physical Environment
The physical space that comprises Wells Quad is a fundamental component to renovating and repurposing the buildings into academic housing. Each of the buildings, including Memorial Hall, Sycamore Hall, Morrison Hall, and Goodbody Hall, are unique spaces that can be customized based on their existing structures to meet the needs and major preferences of students. Each building also has existing structures that will serve different demographics within the student body. Within their existing external structure, other residential buildings on campus have successfully undergone extensive renovations to meet the current expectations for university housing. These include Briscoe, Willkie, and Eigenmann. For these renovations, the exterior structure was maintained while the internal layout was completely remodeled.

Outdoor Space
In addition to the renovations to the interior of the building, the outdoor space of Wells Quad is essential to revitalizing this part of campus. Students in the survey stated:

“This part of campus is one of my favorites - the architecture is absolutely gorgeous. It's one of my favorite places to just read and relax during nice weather.”

“When one imagines a "traditional", movie-esque college setting, nothing tops the Wells Quad.”

“It's one of the prettiest places on campus, a place where you can see IU's history in the buildings.”
The Centennial Patio built in front of the Indiana Memorial Union has brought academic nightlife back to campus. Students have utilized the patio in all capacities. It was designed with students in mind, with power outlets available to use for computers.

Our survey results indicate that Wells Quad has been used more often as a thoroughfare than a place of gathering or studying. The Centennial Patio is the ideal example of an outdoor patio that could be constructed behind Morrison Hall and Memorial Hall. This
large outdoor patio space would increase the number of students studying, meeting, and gathering in Wells Quad, and would limit the use of the Quad as simply a thoroughfare. The location of classrooms throughout the quad coupled with the presence of extensive outdoor seating will create an academic environment and sense of collaboration and community.

The following table summarizes the physical attributes of each of the Wells Quad buildings.

**Table 1. Summary of Physical Space for Wells Quad Buildings**

<table>
<thead>
<tr>
<th></th>
<th>Memorial Hall</th>
<th>Sycamore Hall</th>
<th>Morrison Hall</th>
<th>Goodbody Hall</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Floors</td>
<td>6</td>
<td>8</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Elevator</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Useable Square Footage</td>
<td>48,115</td>
<td>62,071</td>
<td>43,943</td>
<td>32,024</td>
</tr>
<tr>
<td>Number of Departments</td>
<td>14</td>
<td>7</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Distinctive Features</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Central archway</td>
<td>Multiple gathering spaces</td>
<td>Large gathering spaces</td>
<td>Stained glass</td>
</tr>
<tr>
<td></td>
<td>Interior wood paneling</td>
<td>Wide hallways</td>
<td>Library</td>
<td>Grand staircase</td>
</tr>
<tr>
<td></td>
<td>Central crest</td>
<td>Wood paneling</td>
<td>Hoagy Carmichael Room</td>
<td>Wood paneling</td>
</tr>
<tr>
<td></td>
<td>Stained glass</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Usage</td>
<td>18.4%</td>
<td>58.4%</td>
<td>34.3%</td>
<td>7.7%</td>
</tr>
</tbody>
</table>

**Memorial Hall**
Memorial Hall is a six-story building that was the first building constructed in Wells Quad, and it acts as both an entry and an administrative center building to the quadrangle. The building currently contains several offices and departments, including:
- Hudson and Holland Scholars (2,652 square feet)
- Multicultural Initiatives (4,634)
- Office of Women’s Affairs (2,070)
- African American & Diaspora Studies (2,174)
- Apparel Merchandising & Interior Design (7,943)
- Central Eurasian Studies (634)
- East Asian Studies Center (2,299)
- Gender Studies (6,097)
Memorial Hall also contains 155 square feet of classroom space.

The building is the most unique out of the four buildings in Wells Quad in its construction. Its architectural features, namely the large archway in the center of the building and the interior paned glass are distinctive elements that give the quad a unique quality. The first floor of Memorial Hall is specifically designed to accommodate administrative spaces and large gathering spaces. Past renovations have changed the configurations of the office space, but the purpose remains the same as the original plans. The second and third floors are designed in typical university residence style with long hallways and a grand central staircase.

The floors have unique central gathering spaces, which contrast the current end-of-hallway spaces in residence halls on campus such as Teter, Wright, and Read. Other residence halls, including McNutt and Forest, have lounges that reside centrally between corridors of the dormitory floors. The upper floor of Memorial Hall has uniquely sized rooms with a large central meeting room, currently operating as a computer lab.

Overall, Memorial Hall has a smaller, straight construction with small, individual offices lining the corridors. The main features are the two main staircases with dark wood, the wood paneling on the first floor offices, the stained-glass windows, and the large crest under the central archway. Memorial Hall also has an existing elevator.
Image 12. Wood paneling, unique light fixtures, and lead pane windows in Memorial Hall

Sycamore Hall
Unlike the other buildings in Wells Quad, Sycamore Hall is a U-shaped building with varying sized rooms and layouts on each floor. It has eight floors with several small gathering spaces throughout the corridors. The departments currently in Sycamore are:

- Criminal Justice (7,132 square feet)
- Latino Studies (1,322)
- Music (3,110)
- Nursing (5,669)
- Philosophy (7,268)
- Religious Studies (6,349)
- Speech & Hearing Sciences (843)

Sycamore Hall also contains 10,591 square feet of classroom space. It should be noted that much of this space is in need of renovation.

The east entrance has beautiful wood paneling with large rooms and even larger classrooms. The layout of Sycamore Hall is ideal for creating smaller individual communities within the larger structure.

Morrison Hall
Morrison is unique in its construction. The large entry lobby on the main floor, with an adjacent large classroom and renovated office spaces, suggests the building could act as a hub for the future Wells Quad residence halls. The Hoagy Carmichael Room is located on the ground floor, along with another large classroom.
The Hoagy Carmichael room celebrates a true hero in Indiana University's history. Sadly, the room's location and relative anonymity prevents most students and visitors from having the opportunity to learn about this Bloomington native. It would be beneficial to place the room in a more public location, such as the Indiana Memorial Union. The East Lounge of the IMU could be one possible option.

An intricate network of offices and storage spaces for the ethnomusicology department are also located on the ground floor of Morrison Hall. The current departments are:
- Archives of Traditional Music (7,350 square feet)
- Biology
- Human Biology
- Kinsey Institute (13,485 square feet)

Morrison Hall also contains 3,245 square feet of classroom space.

Morrison Hall is segmented as another stairway leads to the upper 4 floors that the Kinsey Institute currently occupies. These floors are densely packed with offices, storage space, exhibits, and over flowing library space. The halls are lined with a few examples of the massive collection the Kinsey Institute harbors of artwork.
The Archives of Traditional Music department, located on the ground floor of Morrison Hall, stores all of its archives in climate-controlled rooms.

**Image 15.** Climate-controlled rooms of the Archives of Traditional Music

**Goodbody Hall**

The smallest building of the four, Goodbody, has four floors with very straight and narrow spaces. The current departments in Goodbody Hall:

- Central Eurasian Studies (6,020 square feet)
- East Asian Languages & Cultures (4,850)
- History & Philosophy of Science (4,123)
- Jewish Studies (1,637)
- Near Eastern Languages & Cultures (1,706)
- Research Institute for Inner Asian Studies (966)

Goodbody Hall also contains 1,613 square feet of classroom space.

The small entryway with a few offices and minimal lounge space immediately creates a sense of residential space, with little area left for programming or gathering space. The most unique feature of Goodbody Hall is the magnificent staircase, one that has unfortunately been painted over and will need refurbishing to be restored to its former glory.
Pods: Creating a Sense of Community

Residential housing has shifted from traditional long corridors with communal-style showers to more unique living spaces with rooms clustered around a few shared bathrooms. These new clustered living spaces are referred to as pods, and have four to eight rooms sharing a bathroom, small gathering/living space, and possibly larger lounge. Pods have become fundamental to the development of new living spaces, especially in creating a sense of community among residents. The Briscoe Quadrangle renovation is a primary example of the use of pods to cluster rooms and create small communities within a larger community. The Rose Residence Hall currently under construction at Rose and Jones is also a strong example. The pod-style layout is depicted in the plans for the Rose Residence Hall.
Figure 3. Rose Residence Hall interior configuration of double-occupancy rooms, private shared bathroom facilities, and lounge space. The configuration is designed to encourage small community formation among floor residents within the larger community.

Parking
Parking has always been a challenge, and the Board of Aeons understands that this will continually be a problem regardless of changes implemented to alleviate some of the frustrations. However, student parking has been found to be an important factor in student on-campus living decisions. Because Wells Quad is in the heart of southern campus and with limited real estate for parking, we believe it is an important topic to address.

Respondents in the EBI survey indicate that close parking is a strong factor in where they choose to live (Figure 4). Freshman focus group participants indicated that parking was not a primary factor in where they would choose to live, unless they were employed part-time off campus. Upper-classmen focus group participants did not support the idea of not having their source of transportation closely available to them, and thus suggested that to attract upper-classmen back to campus, the parking options will need to be resolved.
One possible suggestion would be to purchase parking spaces in the parking garages proximal to Wells Quad (i.e. Atwater Garage or 3rd Street Garage). However, reserving such spaces would be costly and would ultimately raise the price of the individual living in Wells Quad. Therefore, at this time, we do not recommend that parking spaces be specifically allotted to residents in Wells Quad. Instead, we argue that the proximity to classroom buildings will be provide an advantage to students and will serve as a compromise for the lack of parking. Students could mitigate the lack of proximal parking by parking at the stadium and taking the campus buses to their vehicles.

Amenities
Within the general structure of the redefined Wells Quad lie amenities, an integral aspect of university residential life. When asked, “What is the best part of residential life?” in surveys, some common student responses were, “Being a part of campus and having access to amenities provided”, “accessibility to resources”, and “convenience of amenities.” Survey and focus group data, coupled with administrative input and guided tours have facilitated the formation of a picture of Wells Quad in the future, specifically concerning:

- Air Conditioning
- Kitchenettes
- Computer Laboratories
- Laundry Facilities
- Reading Room

Air Conditioning
The availability of air conditioning in dorm rooms has assumed increased prevalence in the past few decades. When asked about amenities they valued most, 70.1% of students cited air conditioning as an important criterion in making residential housing decisions, and 82.9% of students would refuse to sacrifice air conditioning in order to save money on housing.
Air conditioning plays a deterministic role in the dorm experience; students noted in survey responses that the worst part of many of their residential experiences was a lack of air conditioning. In order to cater to student needs and adhere to modern standards, individual dormitories in Wells Quadrangle should be outfitted with vertical fan coil units in addition to central systems in the hallways and common areas for the purpose of circulating fresh air. The current AC system utilizes window units that take away from the architectural features of Wells Quad, as seen in Image 16.

The installation of fan coils and HVAC units will likely require an increase in general building space in all four Wells Quad buildings.

**Kitchenettes**
The positioning of kitchenettes in dorm buildings presents an additional opportunity to satisfy and retain students. Kitchenette outfits either on each floor or in each building will serve to address the needs of students for autonomy and community. In allowing residents the option to cook meals, a greater sense of unity and satisfaction within floors or buildings can be achieved. Focus group participants with residential experiences involving kitchenettes noted how much they appreciated them, stating “We would occasionally cook meals together on the honors floor in Briscoe which was really nice.”

Kitchenettes can serve to complement the dining facilities included in Wells Quad—where the extended C-store sells packaged goods that necessitate preparation, a kitchenette promotes their purchase. Memorial Hall, which contains central kitchenettes on each of its upper floors, could readily accommodate student use with a remodel, upon which other buildings could follow in suit.

**Technology**
Access to technology for students is absolutely crucial. Where special software packages available on university computers and cost-effective printing options exist, students gravitate towards computer labs to meet their needs. According to the Board of Aeons survey, 43.9% of students responded that proximity to a computer lab was important to their residential experience. The convenience factor associated with having computer labs within Wells Quad would be significant. A large, central computer lab in Morrison Hall used for classes during the day and individual use during off hours would likely enjoy high utilization. To complement the larger computer lab, smaller ‘satellite’ labs placed in Memorial, Goodbody, and Sycamore Halls would allow residents access to UITS computers when the Morrison lab is in use, facilitating convenient printing and other activities. This model is similar to that employed in Foster Quadrangle, where the Gresham Food Court Computer lab serves as a hub, and smaller labs in Shea and McGee complement the main lab, reducing congestion and increasing relative convenience.

**Laundry Facilities**
While laundry facilities often seem peripheral in nature, their positioning within a dormitory complex can vastly improve student life. While in many cases laundry facilities are centrally located in building sublevels, new floor-oriented models, like those of Briscoe, have been positively received. In focus groups, participants stated their frustrations with
having to tote their laundry seven floors or walk to another building in order to wash items. Briscoe, which has small banks of washers and dryers on each floor, allows for more convenience. Where certain time frames can lead to congestion, a larger central laundry facility can be installed to accommodate overflow. Memorial Hall, as a former laundry hub of the University, already has the infrastructure to house such a hub.

**Reading Room**
The fifth floor of Morrison Hall presents a unique opportunity to align the Wells Quad project with the Old Crescent project in a more intimate way. The current Kinsey library, overburdened with texts, could be converted into a student reading room for residents to meet and study in. Much like the planned renovation of the Grand Reading Room in the Old Crescent’s Franklin Hall, the Morrison Library will create a central academic space in which students can gather throughout the day, facilitating perhaps more academic nightlife. This specific facility will help to maintain the collegial, academic aura of the Wells Quadrangle and offer convenience to students wishing to leave their dorm rooms to study.

**Academic Support Facilities**
Almost every residence hall on campus contains academic support facilities. Below is the total square footage and overall number of classrooms, computer labs, academic support centers, and music practice rooms available to students in Ashton, Briscoe, Collins, Eigenmann, Forest, Foster, McNutt, Read, Teter, Willkie, Wright, Campus View, Evermann, Tulip Tree, and University Apartments.

**Table 2. Academic facilities available in RPS Residence Halls**

<table>
<thead>
<tr>
<th>Facility</th>
<th>Square Footage</th>
<th>Total Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms</td>
<td>16670</td>
<td>20</td>
</tr>
<tr>
<td>Computer Labs</td>
<td>15843</td>
<td>22</td>
</tr>
<tr>
<td>Academic Support Centers</td>
<td>18266</td>
<td>8</td>
</tr>
<tr>
<td>Music Practice Rooms</td>
<td>3651</td>
<td>32</td>
</tr>
</tbody>
</table>

**Findings: Brailsford and Dunlavey, 2007**
In addition to evaluating the current physical space of the Wells Quad, an understanding of the housing available around it off-campus is important in attracting residents. Through an evaluation conducted by Brailsford and Dunlavey in 2007, RPS understood and received recommendations to attracting students to on-campus residential facilities and keeping them on-campus throughout their time at IU.

The goals of repurposing Wells Quad is not only to attract incoming freshman, but also to retain upper classmen and draw students back onto campus from off-campus residences.
Brailsford and Dunlavey conducted an analysis in 2007 of the competition between the on-campus and off-campus housing. They found the following:

- Off-campus housing focuses on providing students high-end amenities
- The ten most common amenities for the properties researched were:
  - Air Conditioning 100% of properties
  - Carpeting 100%
  - Dishwasher 100%
  - Garbage Disposal 100%
  - Parking 100%
  - Range 100%
  - Refrigerator 100%
  - Deck/Patio 74%
  - Public Transportation 74%
  - Coin Operated Laundry 60%

They recommended that:

- The university renovate campus housing in a suite-style manner to meet demand
- The conversion of approximately 2,000 traditional beds into 350 junior suites and 850 full bed suites, along with the 800 apartment beds, balances the supply and demand
- Most off-campus residences walk or utilize the bus system due to lack of on-campus parking
- Specifically concerning creating housing for incoming students:

  “Although demand for apartment and full suite units are high among freshmen, constructing new housing to meet this demand would result in a significant surplus of beds in traditional halls. Additionally, the levels of supervision, community interaction, and social networking that are fostered through the layout of traditional halls would not occur.”

  “These aspects of residential life at IU are very attractive to students who remain in the housing system after freshmen year. Students interviewed during B&D’s Fall 2007 campus visit referenced these elements of housing as desired aspects of first-year campus living and the resulting student communities as reasons to remain within campus housing.”

  “As students matriculate through University housing, greater opportunities for privacy and self-sustained living should be provided furthering the number of academic and social educational opportunities available. Full suite and apartment units are generally more suited for upperclassmen and graduate students with established social networks and sufficient capabilities of independent living.”
Costs of Residence Hall Living

Students living in residence halls can live in three different tiers of housing, called Standard, Enhanced Amenities, and Premium. The Standard dorms are Collins and Wright, Enhanced are Ashton, Eigenmann, Forest, Foster, McNutt, Read, and Teter, and Premium are Briscoe and Wilkie.

Figure 5. Residence Hall Rates in Standard, Enhanced, and Premium Facilities

The student survey conducted asked students what they would be willing to pay to live in on-campus residential housing. A large proportion of students (24%) are unsure or do not know what they currently pay or would be comfortable paying. Therefore, the following data cannot be conclusive. However, the data highlights that students are uncomfortable paying the current housing rates, and thus may be moving out of residential on-campus housing for that reason.
Figure 6. What are you willing to pay per academic year (8 months) to live in an on-campus residence hall?

Dining
Wells Quad originally had a dining facility located in Memorial Hall. It was later relocated to Morrison Hall.

Image 18. Dining Hall located in the basement of Memorial Hall
Most current residence halls on campus have nearby access to some sort of dining facility, and it appears that proximity of dining is quite important to almost all students – in our survey, less than a quarter of respondents stated that dining options were not important when they considered what residence hall to live in. Proximity of dining options also seems to be important, as illustrated in the figure below.

![Figure 7: Importance of dining proximity](image)

It is of the utmost importance to students to have dining options in their residence neighborhood; 92.1% of respondents indicated that neighborhood dining options were somewhat or very important. Students also show a strong preference for dining options within their quad, but while they would like to have dining within their building, that is less important. Based on these results, it is clear that some sort of dining option must exist in Wells Quad to fulfill student desires.

Our survey results also indicated that access to a convenience store is more important than access to any other types of dining. This is shown in the figure below.

![Figure 8: Importance of dining style](image)
Food options in this area of campus currently consist of small cafes at Ballantine Hall, Jordan Hall, and the Music School. The cafes at Ballantine and Jordan, in particular, are extremely overcrowded during lunch hours, and having a convenient dining option at Morrison Hall would relieve some of this congestion while appealing to many other students who currently opt not to deal with the long lines at these locations. According to Sandra Fowler, Director of RPS Dining Services, Ballantine and Jordan serve an average of 163,000 customers per year, and the McNutt facility that we recommend using as a model serves around 540,000 customers per year – a whopping number that actually exceeds the customer count of the Foster-Gresham food court. With both the lunch crowd and the Wells Quad residents taken into account, we would expect the customer count to approach the level of the McNutt dining facility, generating significant amounts of revenue for RPS.

**Peer Institutions**

Review of the housing websites for all Big Ten schools indicates that as of 2012, six Big Ten schools, including IU, offer honors residential living-learning communities. One Big Ten school, the University of Iowa, has an entire residence hall dedicated to their honors college; there is a walkway connecting the residence hall with the honors building. Obviously, such a situation is unique to the University of Iowa and would not be feasible at IU. The remaining five Big Ten schools have no honors living arrangements. As it stands today, IU’s honors housing options are comparable to much of the rest of the Big Ten. There seems to be no pressing need for IU to establish a specific honors residence hall or quad to compete with other Big Ten schools. A breakdown of the honors housing options in the Big Ten can be found below.

**Table 3. Honors Housing Options in the Big Ten**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Honors Dorm:</th>
<th>Honors Community:</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Illinois</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Iowa</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>University of Michigan</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Michigan State University</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>University of Minnesota</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>University of Nebraska</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northwestern University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ohio State University</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Penn State University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purdue University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Wisconsin</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The most well-known, prestigious housing arrangements can be found at the Lawn at the University of Virginia. The Lawn encompasses the original grounds of the university and was designed by Thomas Jefferson. Currently, the Lawn houses faculty members and classrooms, as well as 54 high-achieving senior undergraduates. According to the university's web site, it is considered a great honor to live at the Lawn, and 250-300 students apply each year. This tradition has been developed over the past two centuries.
and it stems in large part from the prestige brought to the quad by its famous architect. We feel that a community like the Lawn must develop organically, and if Wells Quad were modeled after the Lawn at the outset, it would be difficult to successfully establish such a community. We hope that the culture of Wells Quad will be academic and collegiate, and over time, perhaps it will move in the direction of exclusivity, much as the Lawn has. But we fear that given the lack of support expressed by students in our focus group for an honors-specific quad, making Wells Quad exclusive from the get-go will lower student interest and thus hinder organic development of a quad culture.

Below is a comparison of the likely costs of Wells Quad to other peer institutions. Note that other universities have completed renovations that have similar or greater costs than Wells Quad.

**Table 4. Renovation Costs at Peer Institutions**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Project</th>
<th>Construction Cost</th>
<th>Gross SF</th>
<th>Beds</th>
<th>$/SF</th>
<th>$/Bed</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Wisconsin-Madison</td>
<td>Ogg Hall</td>
<td>$35,900,000.00</td>
<td>188,300</td>
<td>615</td>
<td>$190.65</td>
<td>$188,300.00</td>
</tr>
<tr>
<td>University of Wisconsin-Madison</td>
<td>Lakeshore Hall</td>
<td>$64,940,000.00</td>
<td>236,400</td>
<td>581</td>
<td>$274.70</td>
<td>$236,400.00</td>
</tr>
<tr>
<td>University of Colorado Boulder</td>
<td>Williams Village</td>
<td>$51,535,000.00</td>
<td>131,000</td>
<td>500</td>
<td>$393.40</td>
<td>$131,000.00</td>
</tr>
<tr>
<td>University of Colorado Boulder</td>
<td>Kitteredge Hall</td>
<td>$34,959,000.00</td>
<td>99,456</td>
<td>250</td>
<td>$351.50</td>
<td>$99,456.00</td>
</tr>
<tr>
<td>Indiana University</td>
<td>Wells Quadrangle</td>
<td>$68,000,000.00</td>
<td>226,000</td>
<td>600</td>
<td>$300.88</td>
<td>$113,333.33</td>
</tr>
<tr>
<td>University of Michigan Ann Arbor</td>
<td>Stockwell Hall</td>
<td>$39,600,000.00</td>
<td>141,961</td>
<td>402</td>
<td>$280.00</td>
<td>$98,507.00</td>
</tr>
</tbody>
</table>

The renovation at the University of Michigan was completed with assistance from SmithGroup JJR, the firm that assisted with Indiana University’s Master Plan. This company, particularly Mary Jukuri and Doug Kozma, could prove to be an invaluable resource during renovation of Wells Quad.

**Financial Implications**

As one would hope and expect from an operation of its magnitude, RPS has a long-range financial model that encompasses the next thirty years. All expenses, both large and minute, are accounted for, as are all sources of income. Marcy Simpson and MaryFrances McCourt graciously allowed us to use this financial model to examine different possibilities for when to finance the Wells Quad renovation project. We decided to look at the financial implications if Wells Quad were converted in 5 years, in 10 years, and in 15 years (from 2012). Note that the fiscal year begins on June 30th; for example, FY12 begins on June 30th, 2012.
When examining these three scenarios, we assumed the following:

- Each bond will be paid back over 25 years, with an interest rate of 6.00%.
- Construction will take place in two yearlong phases, each with a cost of $34 million in 2012 dollars. RPS prefers to pursue construction in two phases, instead of one, to avoid taking on too much debt service in a given fiscal year.
- Each phase will result in 300 beds, so the total capacity of Wells Quad will reach 600 beds after construction is completed.
- On average, the room rate at Wells Quad will be identical to the room rate at Briscoe. This room rate will be multiplied by the number of beds (600) to calculate the total income generated by Wells Quad; this means that income calculations assume full occupancy of all Wells Quad buildings.
- Income will not be generated until the financial year following construction. For example, if Wells Quad’s first construction phase is in FY17, beds will only become available to generate income in FY18.
- Operating expenses will look similar to those at Collins Living-Learning Center, totaling roughly $1.6 million annually.
- Financial implications of constructing and operating a dining facility are NOT included in these calculations.
- Costs of relocating departments currently in Wells Quad are NOT included in these calculations.

The table below defines the key numbers we considered in each of these scenarios. For consistency’s sake, the table will be used for all three possibilities. Also, we followed typical RPS assumptions that each bond will be paid back over 25 years, with an interest rate of 6.00%.
### Table 5. Definitions of Financial Figures

<table>
<thead>
<tr>
<th>Figure Title</th>
<th>Definition and Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1 cost</td>
<td>Real cost, including inflation, of completing the first phase of Wells Quad construction</td>
</tr>
<tr>
<td>Year 2 cost</td>
<td>Real cost, including inflation, of completing the second phase of Wells Quad construction</td>
</tr>
<tr>
<td>Total debt service</td>
<td>Total amount that will be paid for Wells Quad renovation over 25 year bond life, including inflation and interest charges</td>
</tr>
<tr>
<td>Years until breakeven</td>
<td>Number of years of operation it will take for total income generated by Wells Quad to equal the total debt service. In other words, the time it will take to recoup costs</td>
</tr>
<tr>
<td>Other factors</td>
<td>Projects that may need to be moved to accommodate Wells Quad construction.</td>
</tr>
<tr>
<td>Debt coverage ratio</td>
<td>Among the most important figures considered when making financial decisions. This ratio compares the net income and debt coverage cash reserve to the debt service (defined above) and other uses of net income. Put more simply, this ratio compares assets vs. liabilities. The formula for the ratio is: ( \text{Debt coverage ratio (DCR)} = \frac{\text{net income + debt coverage reserve}}{\text{debt service + other uses of net income}} ). University policy states that this ratio must be at 1.50 or above. RPS prefers that this ratio equal or exceed 2.00.</td>
</tr>
</tbody>
</table>

### Table 6. Constructing Wells Quad in FY17 and FY18 (five years from 2012)

<table>
<thead>
<tr>
<th>Figure Title</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1 cost</td>
<td>$41 million</td>
</tr>
<tr>
<td>Year 2 cost</td>
<td>$43 million</td>
</tr>
<tr>
<td>Total debt service</td>
<td>$165 million</td>
</tr>
<tr>
<td>Years until breakeven</td>
<td>About 22 years, or FY39</td>
</tr>
<tr>
<td>Other factors</td>
<td>RPS currently projects constructing the Woodlawn Corridor residence in FY17. To accommodate construction of Wells Quad, we recommend moving the Woodlawn project back to FY26 to avoid taking on too much debt service in FY17.</td>
</tr>
<tr>
<td>Debt coverage ratio</td>
<td>The DCR never falls below the 1.50 minimum if the Woodlawn project is pushed back, indicating that this project is financially feasible. The DCR does fall below the 2.00 mark in the following years: FY18 (DCR = 1.83), FY22 (1.96), FY23 (1.94), FY26 (1.72), and FY27 (1.98).</td>
</tr>
</tbody>
</table>
Table 7. Constructing Wells Quad in FY22 and FY23 (ten years from 2012)

<table>
<thead>
<tr>
<th>Figure Title</th>
<th>Information</th>
</tr>
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<tbody>
<tr>
<td>Year 1 cost</td>
<td>$50 million</td>
</tr>
<tr>
<td>Year 2 cost</td>
<td>$52 million</td>
</tr>
<tr>
<td>Total debt service</td>
<td>$201 million</td>
</tr>
<tr>
<td>Years until breakeven</td>
<td>About 22 years, or FY44</td>
</tr>
<tr>
<td>Other factors</td>
<td>RPS currently projects constructing the Evermann and Redbud apartment replacement in FY24 and FY25. To accommodate construction of Wells Quad, we recommend moving the apartment project back to FY25 and FY26 to avoid taking on additional debt service in FY24.</td>
</tr>
<tr>
<td>Debt coverage ratio</td>
<td>The DCR never falls below the 1.50 minimum if the Evermann Redbud project is pushed back, indicating that this project is financially feasible. The DCR does fall below the 2.00 mark in the following years: FY22 (DCR = 1.79), FY23 (1.78), FY24 (1.99), FY25 (1.93), FY26 (1.87), and FY27 (1.98).</td>
</tr>
</tbody>
</table>

Table 8. Constructing Wells Quad in FY27 and FY28 (fifteen years from 2012)

<table>
<thead>
<tr>
<th>Figure Title</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1 cost</td>
<td>$61 million</td>
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<td>Year 2 cost</td>
<td>$64 million</td>
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<tr>
<td>Total debt service</td>
<td>$244 million</td>
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<tr>
<td>Years until breakeven</td>
<td>About 22 years, or FY49</td>
</tr>
<tr>
<td>Other factors</td>
<td>None</td>
</tr>
<tr>
<td>Debt coverage ratio</td>
<td>The DCR never falls below the 1.50 minimum, indicating that this project is financially feasible. The DCR does fall below the 2.00 mark in the following years: FY27 (DCR = 1.94), FY28 (1.83), FY29 (1.97).</td>
</tr>
</tbody>
</table>

Recommendations

Social and Academic Atmosphere
Creating a community from the ground up for the residence center in Wells Quad will require a high degree of planning and forethought. The creation of a residence hall community includes an overall programmatic mission, physical space to enhance community, academic space, programming space, and a specific student demographic. From our findings from the surveys, focus group, meetings, and observations, we have created several specific recommendations to create a vibrant student community in the Wells Quadrangle.
**Recommendation 1: Create a Community Based on Values and Guiding Principles**

Though thematic communities and living learning centers are popular among some student demographics on campus, our findings indicated that living in a residence hall with students with the same major or other interests is not a key factor in students’ decision of which residence hall to live in. Thus, we recommend that Wells Quad not be segmented in any way - through separate floors or thematic communities. Instead, the Quad should create a community based on common values and guiding principles shared by students and promoted through deliberate creation of physical space and programming.

In order to officially share these values with the student population, Wells Quad should create a(n)

1. Official programmatic statement
2. Mission statement
3. Guiding principles
4. Logo/Symbol

These descriptive statements and a logo or symbol representative of Wells Quad and its character would enhance connection to these values. Because this project may be completed many years from now, we remain vague on the specific principles, and leave that to the values the directors deem appropriate at that time.

**Recommendation 2: Encourage Development of Values through Community-Wide Programming**

The programmatic statement and values of Wells Quad should not only be put to paper but also applied and encouraged through continual community-wide programming for the residence of Wells Quad. This should take place in three distinct ways:

1. Create a Wells Quad Welcome Week program
2. Have continual programming for the entire community
3. Offer classes in Wells Quad

The first few weeks of a student’s college career can be a formative time. By offering a variety of events and programming during Welcome Week for Wells Quad students would allow the residents to interact with and understand Wells Quad from their first day at IU. Through programming, students could learn of the rich history of Wells Quad, the values and principals shared by the community, and meet their fellow residents. After this initial week, the students should remain engaged in their community through continual programming for the residents as determined by the Resident Assistants, student government, or other planning groups created for students. To maintain the focus on academics and connect Wells Quad with academia in students’ mind, classes should be offered in the Wells Quad buildings for both residents and other IU students.

**Recommendation 3: Appeal to Students Studying Music and Science**

While the students in Wells Quad should not be segmented in any way by LLCs or thematic communities, it would be prudent to target students who could benefit most from living in...
Wells Quad. The most natural group of students to target are those studying music or science, the primary buildings which flank Wells Quad on either side. Jordan Hall, a building frequented by science students of many disciplines, sits directly to the west, and the Music Building Addition practice facility sits directly to the east. This is shown in the picture below. The Board of Aeons as well as participants in the focus group identified these two groups of students as attractive target demographics for living in the Wells Quad residence halls.

Wells Quad should attract these key demographics of students through both physical facilities and relevant programming.

1. **Incorporate music practice rooms, labs, and classrooms in Wells Quad buildings**
   Having academic and classroom space embedded in Wells Quad will encourage students in relevant disciplines to live in Wells Quad for the ease of access to the spaces they need. Students with musical ambitions will be provided ample practice accommodations in which to play, and science students will have just a short jaunt to classes across the quad. Morrison Hall already houses soundproofed rooms that could easily be repurposed as practice rooms. Along with attracting music and science students to the residence hall, this mixture of living and academic space will further enhance the academic mission of Wells Quad.

2. **Hold introductory science classes and music lessons in Wells Quad facilities**
   We recommend holding science classes, and potentially music lessons, in the Wells Quad classrooms and facilities. This will allow for a complete integration between leisure and academic space, while providing incredibly convenient class locations for Wells Quad residents. While the exact courses held in Wells Quad will vary based on University needs and student demand, these courses should be open to all IU students to further increase the student traffic through Wells Quad, as well as the academic life in this part of campus.
3. **Encourage Resident Assistants and Wells Quad student leaders to plan programming and events relevant to students in music and science disciplines**

To enhance the residents’ holistic university experience, students should have the opportunity to learn about their chosen field of study beyond traditional classroom experiences. This can be accomplished through programming in Wells Quad conducted by the RAs and other student leaders. This informal community program will further appeal to science and music students and enrich the overall academic environment of Wells Quad.

**Recommendation 4: Create a Community Focused on Academic Success**

As evidenced by the highly positive correlation between student GPA and interest in living in a renovated and repurposed Wells Quad, as well as the positive reaction from the focus group participants, an academic community would be an ideal fit for Wells Quad. This holistic academic community should be created and owned by the residents of Wells Quad and grow and transform as they do over the course of the first three to five years. By letting this community, grow in an unstructured and organic way, students will feel connected to the community and it will last by virtue of the students themselves rather than contrived through structured means.

This academic community should be created through a comprehensive program of marketing and programming.

1. **Market to honors students through the Hutton Honors College**

   Because of the high potential for a community focused on academic excellence in Wells Quad, honors students should be targeted as potential residents. One way to reach out to these students is by advertising through the Hutton Honors College. Hutton has a well-established communication network for both incoming and current honors students and would be a wonderful avenue through which to connect students with Wells Quad. Given the potential for the attractiveness of Wells Quad to these students, it could be an easy and effective method of marketing the appeal of the Wells Quad residential community.

2. **Do not designate specific honors floors**

   The academic community established in Wells Quad should be one that is naturally cultivated through an appealing physical space and location and engaging programming rather than traditional Honors floors like those currently in Forest and Teter Residence Halls. Starting the initial class at Wells Quad through a separation of Honors students would not facilitate the desired inclusive community, but rather divide it from the onset.

3. **Consider honors floors or thematic communities as demand permits**

   However, if after several years there is student demand for Honors floors, or even for specific thematic communities, those should be considered by the administration and directors of Wells Quad. The details of Wells Quad should change and develop with the community as it grows.
This method of an unstructured Honors community with an open-mindedness to add communities in the future has proven successful across the RPS system before, namely at Collins LLC and Union Street Center. Collins has been incredibly successful of attracting high-achieving students both in the Honors college and outside through its commitment to academics and its strong academic programming. Though there are no Honors floors in Collins, it has maintained the highest GPA among all of the campus residence halls and has a tradition of academic excellence. Union Street Center, an upperclassmen residence hall with suite-style apartment housing, opened its doors in 2010 without an Honors floors. However, as the location grew in popularity and more high-achieving students were interested, Honors floors were added and successfully filled in response to student demand.

**Physical Environment**

**Recommendation 5: Help Students Grow through the Quad**

We envision students growing through the quad. Thus, as students determine their own living preferences, we recommend that the Wells Quad be designed with a variety of room types, price points, and privacy levels within each building. With an assortment of living options within each building, Wells Quad will encourage living between diverse groups of students. This would be especially important for encouraging the mixing of students between different class years. Because demand for privacy increases as students proceed through university housing, a mix of double occupancy rooms and single studio-like rooms within a floor, for example, could create peer-to-peer knowledge sharing between students of different years. This would ultimately avoid the problem of certain buildings becoming strictly designated for upper and lower classmen. Our recommendations for each hall are as follows:
Table 9. Recommendations for Wells Quad Buildings

<table>
<thead>
<tr>
<th>Room Type</th>
<th>Memorial Hall</th>
<th>Sycamore Hall</th>
<th>Morrison Hall</th>
<th>Goodbody Hall</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Room Type</strong></td>
<td>Mix of mostly doubles and some singles</td>
<td>Pod-Style Room configurations</td>
<td>Basement/Ground/First Floors: Programming Space</td>
<td>Pods, with doubles and some singles</td>
</tr>
<tr>
<td></td>
<td>Doubles &amp; Triples</td>
<td>Some rooms with adjoining doors in between</td>
<td>Above Floors: Double rooms</td>
<td></td>
</tr>
<tr>
<td>Bathroom Type</td>
<td>Clustered Public</td>
<td>1-2 Individual bathrooms per pod</td>
<td>Clustered Public</td>
<td>Clustered Public</td>
</tr>
<tr>
<td>Target Population</td>
<td>Mostly Freshman</td>
<td>More upperclassmen</td>
<td>Predominantly freshman</td>
<td>More upperclassmen</td>
</tr>
<tr>
<td></td>
<td>Some sophomores who have first preference</td>
<td>Second-year “Wells-Quadsians” — preference given to returning, then new Sophomores/Juniors/Seniors</td>
<td></td>
<td>Second-year “Wells-Quadsians” preference given to returning, then new Sophomores/Juniors/Seniors</td>
</tr>
<tr>
<td>Other</td>
<td>Double Room 200-230 SF Single Room 140-150 SF</td>
<td>Similar to Hillcrest Apartments</td>
<td>Keep the Library</td>
<td></td>
</tr>
</tbody>
</table>

With a U-shaped building, corridors constructed internally will already have an existing framework to encourage smaller communities within each floor to develop. This smaller community building can be facilitated by the creation of pods, as depicted on one floor of Sycamore Hall in the figure below.

**Figure 9. Pods in Sycamore Hall**
Each building will provide a different number of beds to the residents. The potential number of residential space available in each building is depicted below as a breakdown of the number of beds per hall based on available square footage.

**Wells Quadrangle Bed Distribution**

![Pie chart showing the distribution of beds across four buildings: Memorial, Sycamore, Morrison, Goodbody.]

<table>
<thead>
<tr>
<th>Building</th>
<th>Number of Beds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memorial</td>
<td>125</td>
</tr>
<tr>
<td>Sycamore</td>
<td>173</td>
</tr>
<tr>
<td>Morrison</td>
<td>113</td>
</tr>
<tr>
<td>Goodbody</td>
<td>190</td>
</tr>
</tbody>
</table>

*Figure 10. Beds per building in Wells Quad*

Each building has a specific amount of space allocated to stairwells, utilities, and other permanent functional uses. This space is deemed non-assignable space. Programming space consists of any rooms that will be used for group activities, gathering, or other social purposes. Dormitory space is any that can be used for residential and living purposes. The breakdown of the space available in each building is indicated below.


**Figure 11.** Square Footage in Wells Quad

**Recommendation 6: Designate Programming Space, Including Classrooms**

Programming space encompasses the areas designated for both social and academic purposes, including gathering, community-building, and studying. In terms of programming space, we recommend that the quad contain:

- One large lounge per floor
- Satellite lounges throughout the floor to create smaller gathering spaces
- A full kitchenette in the large lounges on every other floor
- A large computer lab (at least one, possibly two) in Morrison Hall
- Smaller satellite computer labs in Memorial Hall, Goodbody Hall, and Sycamore Hall

Office space for quad staff and graduate assistants is also an important component to the renovation of the Wells Quad. We recommend:

- Main offices be located in the first floor of Memorial Hall
- Room for graduate assistants be located in the auxiliary offices in Memorial Hall, first floor

The programming space also includes the inclusion of classrooms within each building. A small number of classrooms are located in each residence hall throughout campus. Because Wells Quad is located in the heart of the academic center of campus, it would ideally have more classroom space than other residence halls on campus. This would facilitate traffic of
faculty through the residence spaces and encourage interaction between undergraduates and instructors. We would recommend that Wells Quad have at least 10 classrooms. Because many of the lower levels of the buildings in Wells Quad have existing classrooms in the lower levels that have been recently renovated, these should remain rather than be completely removed. Some other classrooms, such as those in Sycamore Hall, would need further renovation. Without substantial windows in these areas of the buildings, they are better suited as classroom space. Special care must be taken to ensure that residence areas of the quad are kept secure, due to the traffic that will come through the quad to use the classrooms.

We recommend that the Registrar control these classrooms, including the large computer lab in Morrison Hall, to allow for easier scheduling of lower-level classes that would be relevant to quad residents.

Every residence hall on campus has some form of a “Movies, Music and More” (3M), which is a resource center that provides a range of movies, books, and music available for students to check out. Wells Quad would benefit from a 3M that especially focuses on science-related or music-related items, along with large study spaces and gathering spaces to encourage students to program.

**Recommendation 7: Create Outdoor Space to Foster Academic Community**

We recommend that new patios behind Memorial Hall and Morrison Halls patio serve as outdoor seating and dining areas, respectively. Additionally, we suggest that traffic patterns in this area be examined, as the loading dock at Jordan Hall and the thoroughfare to the Ballantine parking garage could be affected by changes to Wells Quad. Finally, we recommend that the original Formal Garden be reintroduced, with colorful landscaping around the Quad.

**Recommendation 8: Preserve Historical Architectural Features**

Based on strong student feedback, the Board strongly recommends that the architectural features of Wells Quad be preserved. Student survey comments and focus group feedback emphasized the beauty and attraction of the exterior of Wells Quad. The traditional architecture, quaint windows, arches, and intricate window panes are just some of the exterior elements that students notice walking through the quad. In addition to the exterior elements, the interior wood paneling, grand staircases and banisters, lead pane windows, large gathering spaces, and bay windows are just some of the features that should also be preserved or enhanced. Photos of these features are included throughout the report.

**Recommendation 9: Provide Access to Computer Labs**

The presence of computer labs throughout Wells Quad is crucial to the academic enrichment and success of future residents. Every residence hall throughout campus has some form of computer lab and printer station to serve the academic needs of students. Although 43.7% of students in the survey conducted by the Board of Aeons responded that computer labs are Not Important when choosing a residence hall where to live, 49.3% agreed or strongly agreed when asked if they would be willing to pay more to live in a residence hall with computer labs.
High-tech computer labs at other institutions have drawn in students at peer institutions. At University of Michigan, Couzens Hall and Stockwell Hall have renovated old dining space within the buildings into high-tech study spaces. These computer labs have swipe-in systems to reserve rooms and interactive whiteboards. While such a model is not necessary for Wells Quad, students would likely appreciate it. It is crucial that students have access to some type of computer lab, however. We recommend installing a large lab in Morrison Hall that could double as a classroom, with smaller satellite labs in the remaining three buildings.

**Dining**

**Recommendation 10: Open a Convenience Store with Hot Food in Morrison Hall, and Maintain Public Kitchenettes in Each Building**

Students feel that it is more important to have access to convenience stores than food court or buffet-style dining. Taking these results into account, and given the space constraints of Wells Quad, we recommend a convenience store be placed in Morrison Hall, which has large, open spaces that are likely more conducive to such a facility than the other buildings in the quad. Participants in our focus group expressed their desire for hot food options as well, so we recommend making those options available at this dining facility. RPS has already implemented these convenience store / café hybrids in multiple areas, including McNutt Quad, Eigenmann Hall, and SPEA; these could be used as models for the Morrison facility. Data from RPS indicates that it would cost roughly $1,000,000 to build a convenience store and café similar to what is found in Eigenmann Hall.

While the convenience store and café in Morrison would certainly be popular among residents of Wells Quad, we are confident that it would attract a large number of students and faculty during lunch hours. We recommend having both indoor and outdoor seating to maximize accessibility for residents and the lunch crowd. Additionally, this dining facility could serve patrons of the Musical Arts Center, IU Cinema, and other nearby performance halls.
Figure 12. The RPS dining kiosks present on campus in Ballantine Hall, Jordan Hall, and the Jacobs School of Music (small red dots), and the Morrison dining facility (large yellow dot).

We recommend that the Morrison facility remain open for dinner, with the knowledge that some students will choose to dine at other facilities, most likely the soon-to-be-constructed food court at Forest Quadrangle. Additionally, some students may utilize the public kitchenettes that we recommend installing either on each floor or in each building, based upon enthusiasm from our focus group participants. After dinner, we recommend the café convert into a coffee shop and creamery, similar to the Crimson Creamery located at Foster-Gresham. Participants in our focused group expressed enthusiasm about the Crimson Creamery, so we feel that it could be successful at Wells Quad.

Financial Implications and Timeline

**Recommendation 11: Begin Wells Quad Renovation in Five Years**

Funding the renovation of Wells Quad will be expensive. According to estimates calculated by Marcy Simpson and Linda Hunt, this project will cost $68 million to finance, not including inflation or interest. But this expense is feasible within the context of RPS’s long-range financial plan, and as we have discussed throughout this report, converting Wells Quad back into residence halls will immensely benefit Indiana University. We recommend beginning this project in five years (fiscal year 17), with our second choice being fifteen years (fiscal year 27).

From a financial standpoint, the Wells Quad renovation is feasible in five years, ten years, or fifteen years, as long as other projects are rearranged to accommodate it. In all cases, costs of financing construction will be recouped in 22 years, and the debt coverage ratio never threatens to dip to the minimum level of 1.50. The best financial situation will be in
fifteen years, or FY27, as the debt coverage ratio stays highest then. We recommend constructing Wells Quad in five years, or FY17, because we feel that it is a higher priority project than the Woodlawn Corridor housing that is scheduled to occur before the Wells Quad renovation.

This recommendation is contingent upon the construction of the International Studies Building because this facility will house many of the departments currently in Wells Quad, so if it is not completed by FY17, the Wells Quad renovation will have to wait. Also, a new home must be found for the Kinsey Institute before Morrison Hall can be converted into housing.

Another benefit to expediting the Wells Quad renovation involves the Indiana University Bicentennial, which will be celebrated in 2020. If Wells Quad could open, or at least begin construction, in this year, the university could advertise the project as a celebration of IU’s rich academic history, as well as a symbol of IU’s continuing commitment to intellectual vitality.

The rest of this report details why we feel that the Wells Quad renovation is so important to Indiana University. We do not recommend beginning the renovation in ten years (FY22), as the debt coverage ratio is most adversely affected in that timeframe.

**Summary of Recommendations**

We recommend that the following take place to establish Wells Quad as an academic, collegiate residence center that will attract high-caliber students:

- **Recommendation 1**: Create a Community Based on Values and Guiding Principles
- **Recommendation 2**: Encourage Development of Values through Community-Wide Programming
- **Recommendation 3**: Appeal to Students Studying Music and Science
- **Recommendation 4**: Create a Community Focused on Academic Success
- **Recommendation 5**: Help Students Grow through the Quad
- **Recommendation 6**: Designate Programming Space, Including Classrooms
- **Recommendation 7**: Create Outdoor Space to Foster Academic Community
- **Recommendation 8**: Preserve Historical Architectural Features
- **Recommendation 9**: Provide Access to Computer Labs
- **Recommendation 10**: Open a Convenience Store with Hot Food in Morrison Hall, and Maintain Public Kitchenettes in Each Building
- **Recommendation 11**: Begin Wells Quad Renovation in Five Years
Appendix 1: Wells Quad Historical Documents

Appendix 1.A: Original Memorial Hall Brochure
Appendix 1.H: Original Memorial Floor Plans, 1925

RESIDENCE HALLS FOR WOMEN

Basement, First Floor, and Mezzanine of Women's Memorial Hall
Official Party Will Lay Dorm Corner Stone

Today at noon, as the first story of the new Women's dormitory nears completion, a tin box will be placed in the corner stone which has been left unsealed for this insertion. The box will contain a picture of President William Lew Bryan taken as he turned the first showful of dirt when construction of the building began, autographed photographs of Governor Paul V. McNutt and President and Mrs. Bryan, a photograph of Dean Agnes E. Wells and her staff and a copy of today's issue of The Indiana Daily Student.

In honor of the occasion, Dean Wells will provide at a luncheon at Memorial Hall, before the party goes to the new dormitory site for the ceremony. Mrs. Sanford Teter, University trustee, will give a short talk.

Invited To Luncheon:

Among those invited to attend the luncheon are: President and Mrs. William Lewis Bryan; Mr. and Mrs. James W. Fisher of Indianapolis; Mr. and Mrs. William A. Hinkel of Bluffton; Mr. and Mrs. Val F. Nolan of Evansville; Mr. and Mrs. Benjamin F. Long of Logansport; Mr. and Mrs. George A. Hall of Muncie; Mr. and Mrs. Orta L. Wildermuth of Gary; Paul L. Felts of Bloomington; Charles M. Niese of Ft. Wayne; Miss Lydia Woodbridge, assistant dean of women; Mrs. Pamela Weisbrod, secretary to Dean Wells; Miss Mary Aschenbrenner, assistant secretary; Mrs. Ralph Zelma, director of Halls and Commons; Misses Marguerite Keller and Florence Houck, social directors of Memorial Hall; Miss Katherine Waller, dietitian at Memorial Hall; Lee Burns and Edward James, architects of the new dormitory; H. A. Carson, contractor; Mrs. Bertha Kavanagh of Hall House; Miss Dorothy Underwood of Huggins House; and Miss Henrietta Houston, nurse at Memorial Hall.

(April 7, 1936)

Forest Hall (North)}
Appendix 1.D: Memorial Hall Dining Room, 1930s
BLOOMINGTON, IND.—Trustees of Indiana University have approved a recommendation of the University’s committee on names to designate the 20-year old Women’s Residence Quadrangle as the Agnes E. Wells Quadrangle.

The new name, President Herman B Wells announced, was chosen to memorialize the services to the University and women’s education nationally of Miss Wells, dean of women for 20 years during the administration of President William Lowe Bryan. Miss Wells, who died last month at the age of 83 at her home in Saginaw, Mich., was a leading figure in establishing I.U.’s women’s residence hall system.

—RE—
Appendix 1.F: Occupancy Rates, 1964

<table>
<thead>
<tr>
<th>Hall</th>
<th>Total Occupancy</th>
<th>Total Voted</th>
<th>Co-Ed</th>
<th>Year in School</th>
<th>Return to School</th>
<th>Return to Wells</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
<td>Fr</td>
<td>Soph</td>
<td>Jr</td>
</tr>
<tr>
<td>Memorial</td>
<td>217</td>
<td>169</td>
<td>135</td>
<td>34</td>
<td>73</td>
<td>28</td>
</tr>
<tr>
<td>Morrison</td>
<td>125</td>
<td>123</td>
<td>50</td>
<td>73</td>
<td>46</td>
<td>17</td>
</tr>
<tr>
<td>Sycamore</td>
<td>268</td>
<td>227</td>
<td>151</td>
<td>66</td>
<td>101</td>
<td>27</td>
</tr>
<tr>
<td>Weatherwax</td>
<td>29</td>
<td>29</td>
<td>26</td>
<td>3</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>639</td>
<td>538</td>
<td>362</td>
<td>176</td>
<td>228</td>
<td>80</td>
</tr>
</tbody>
</table>
From:
News Bureau
Indiana University
Bloomington, Indiana
Feb. 19, 1965

FOR IMMEDIATE RELEASE

BLOOMINGTON, Ind.--Indiana University trustees Friday voted to convert Morrison Hall from a student residence to a classroom-office building to meet the expected rise in enrollment next fall.

Memorial and Sycamore Halls in Agnes E. Wells Quadrangle will be converted from undergraduate use to graduate residence halls. Goodbody Hall in the quadrangle already is in use as an academic building.

J. A. Franklin, vice-president and treasurer, said that academic use of Morrison Hall will for the most part be by departments in life sciences located in Jordan Hall.

Every effort, he said, would be made for undergraduate students, to move as units, complete with their student government, from Wells to Forest Quadrangle, a new residence hall which will be completed next fall.

The dining room in Morrison Hall which presently serves Wells Quadrangle will be closed, Franklin said.

The move, he said, is necessitated by a shortage of academic space, whereas the University has been able to construct sufficient housing on a self-supporting basis.

--emh--
Appendix 2: Wells Quad Survey.

Wells Quad

Wells Quad Questionnaire

Wells Quadrangle is a group of four buildings (Memorial Hall, Sycamore Hall, Morrison Hall, Goodbody Hall) located on the south side of the main IU campus on 3rd Street between Jordan Hall and Jacobs School of Music.

*1. How often do you pass through Wells Quad?

- Daily
- Weekly
- Monthly
- Rarely
- Never

*2. Have you used any of the following Wells Quad buildings in an academic setting (e.g. class, office hours, meetings)?

- Memorial Hall
- Sycamore Hall
- Morrison Hall
- Goodbody Hall

- I have not had an academic function in these buildings.
Wells Quad

3. If you have been in Wells Quad, for what purpose were you there? Check all that apply.
- [ ] Class
- [ ] Meeting
- [ ] Advising Appointment
- [ ] Work
- [ ] Attended Lecture/Special Program
- [ ] Study Space
- [ ] Passing Through
- Other (please specify)

4. How would you describe Wells Quad to a prospective student?
**Wells Quad**

**Wells Quad Renovation**

*5. We are considering the possibility of converting Wells Quad back into residential housing.*

Would a renovated and re-purposed Wells Quad be an appealing place to live as a(n)...  
- incoming freshman  
- rising sophomore  
- rising junior  
- rising senior  
- I would never be interested in living in a renovated Wells Quad.

6. Please explain your previous answer.
### Housing Preferences

#### 7. I would be willing to pay more for the following amenities

<table>
<thead>
<tr>
<th>Amenities</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Air conditioning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private bathroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private Kitchenette</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Kitchenette</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Close parking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-Room Laundry Facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Labs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise Facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 8. Which of the following amenities would you be willing to sacrifice in order to be closer to campus and/or at a reduced cost?

- [ ] Air conditioning
- [ ] Private bathroom
- [ ] Private Kitchenette
- [ ] Public Kitchenette
- [ ] Close parking
- [ ] In-Room Laundry Facilities
- [ ] Computer Labs
- [ ] Exercise Facilities

#### 9. Please rank the following room types in order of preference (1 = Least Preferred, 5 = Most Preferred)

<table>
<thead>
<tr>
<th>Room Type</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single Room</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One-Bedroom Suite</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Double Room</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two-Bedroom Suite</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four-Bedroom Suite</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Wells Quad

10. How important were the following criteria when you were choosing which residence hall to live in?

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Not Important</th>
<th>Somewhat Important</th>
<th>Very Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proximity to Classes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thematic Community</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Similar Majors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dining options</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neighborhood Reputation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Lab</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Space</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proximity to Fitness Facilities</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. How important is it for you to have access to the following residence hall dining options?

<table>
<thead>
<tr>
<th>Option</th>
<th>Not Important</th>
<th>Somewhat Important</th>
<th>Very Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Building</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In Quad</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In Neighborhood</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Convenience Stores</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buffet-Style</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Court</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. I would prefer to live on a residential floor that is

- Single Sex
- Co-ed
- No preference

13. Please rank the following bathroom types in order of preference

<table>
<thead>
<tr>
<th>Bathroom Type</th>
<th>Least Preferred</th>
<th>Somewhat Preferred</th>
<th>Preferred</th>
<th>Most Preferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private In-Room</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private, Shared Between Two Rooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Private Bathrooms Shared Among Entire Floor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
14. What are you willing to pay per academic year (8 months) to live in an on-campus residential hall?

- Unsure or Do Not Know
- Less than $2,999
- $3,000 - $3,999
- $4,000 - $4,999
- $5,000 - $5,999
- $6,000 - $6,999
- $7,000 - $7,999
- More than $8,000
## Wells Quad

### Housing History

15. What is the best part of residence hall life?

16. What is the worst part about residence hall life?

17. Which of the following best describes your living arrangements during your first year on campus?

- [ ] Residence Hall
- [ ] On-campus apartments
- [ ] Fraternity or Sorority
- [ ] Off-campus residence (house, apartment, etc.)

18. If you answered "Residence Hall" or "On-campus apartment" to the previous question, please select the name of your residence.

19. Which of the following best describes your living arrangements during your second year on campus?

- [ ] Residence Hall
- [ ] On-campus apartments
- [ ] Fraternity or Sorority
- [ ] Off-campus residence (house, apartment, etc.)
- [ ] N/A

20. If you answered "Residence Hall" or "On-campus apartment" to the previous question, please select the name of your residence.
21. Which of the following best describes your living arrangements during your third year on campus?
   - [ ] Residence Hall
   - [ ] On-campus apartments
   - [ ] Fraternity or Sorority
   - [ ] Off-campus residence (house, apartment, etc.)
   - [ ] N/A

22. If you answered "Residence Hall" or "On-campus apartment" to the previous question, please select the name of your residence.

23. Which of the following best describes your living arrangements during your fourth year on campus?
   - [ ] Residence Hall
   - [ ] On-campus apartments
   - [ ] Fraternity or Sorority
   - [ ] Off-campus residence (house, apartment, etc.)
   - [ ] N/A

24. If you answered "Residence Hall" or "On-campus apartment" to the previous question, please select the name of your residence.
## Demographics

**25. What is your gender?**
- [ ] Male
- [ ] Female

**26. 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)

**27. What is your class standing?**
- [ ] Freshman
- [ ] Sophomore
- [ ] Junior
- [ ] Senior

**28. What is your cumulative GPA?**
- [ ] 3.7-4.0
- [ ] 3.3-3.6
- [ ] 3.0-3.2
- [ ] 2.7-2.9
- [ ] 2.3-2.6
- [ ] 2.0-2.2
- [ ] Below 2.0
*29. What 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
### Final Thoughts

30. Anything else you would like to share about the proposed renovation of Wells Quad or campus housing?

31. Please enter your email address if you would like to be entered into a drawing for one of ten $10 gift cards to the IU Bookstore/Barnes and Noble

32. Enter your email address if you would be willing to answer follow-up questions about your responses.
Appendix 2 (cont): EBI Survey

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>I prefer to live on a residence hall floor that allows males and females to live next door to, or across the hall from, each other (the floor would have eight, lockable bathrooms, each containing a shower, toilet, and lavatory).</td>
<td>Please Select.</td>
</tr>
<tr>
<td>I prefer to live on a residence hall floor that is same-sex (either all-male or all-female).</td>
<td>Please Select.</td>
</tr>
<tr>
<td>I prefer to live in a mixed gender apartment where males and females occupy separate bedrooms.</td>
<td>Please Select.</td>
</tr>
<tr>
<td>How important to you is having parking close to your residence hall?</td>
<td>Please Select.</td>
</tr>
<tr>
<td>I would be willing to pay more in order to have a private bathroom.</td>
<td>Please Select.</td>
</tr>
<tr>
<td>I would be willing to pay more in order to have a single room.</td>
<td>Please Select.</td>
</tr>
<tr>
<td>I would be willing to pay more in order to have a private kitchenette.</td>
<td>Please Select.</td>
</tr>
<tr>
<td>I would be willing to pay more in order to have a private kitchenette.</td>
<td>Please Select.</td>
</tr>
<tr>
<td>I would be willing to pay more in order to have a private washer and dryer.</td>
<td>Please Select.</td>
</tr>
<tr>
<td>Being close to my classes was an important factor for me in deciding where to live.</td>
<td>Please Select.</td>
</tr>
<tr>
<td>Living in a thematic unit was an important factor for me in deciding where to live.</td>
<td>Please Select.</td>
</tr>
<tr>
<td>Being close to students with a similar major was an important factor for me in deciding where to live.</td>
<td>Please Select.</td>
</tr>
<tr>
<td>The residence hall neighborhood was an important factor for me in deciding where to live.</td>
<td>Please Select.</td>
</tr>
</tbody>
</table>

Based on your experience or perception, in the space provided below, list the following from worst to best: Ashton, Briscoe, Collins, Eigenmann, Forrest, Foster, McNutt, Read, Teter, Willkie.
<table>
<thead>
<tr>
<th>Question</th>
<th>Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would return to the residence halls next year if I could live in a single room on a residence hall floor with public bathrooms.</td>
<td>Please Select...</td>
</tr>
<tr>
<td>I would return to the residence halls next year if I could take a double room as a single on a floor with public bathrooms.</td>
<td>Please Select...</td>
</tr>
<tr>
<td>I would return to the residence halls next year if I could live in a single room in a suite with a living room and bathroom I’d share with my suite-mates.</td>
<td>Please Select...</td>
</tr>
<tr>
<td>I would return to the residence halls next year if I could live in a double room in a suite with a bathroom and living room shared with my suite-mates.</td>
<td>Please Select...</td>
</tr>
<tr>
<td>I would return to the residence halls next year if I could have a private bedroom in an apartment with shared bathroom(s), living room, kitchen, and washer/dryer.</td>
<td>Please Select...</td>
</tr>
<tr>
<td>I would return to the residence halls next year if I could have a private bedroom and bath in an apartment with a shared living room, kitchen, and washer/dryer.</td>
<td>Please Select...</td>
</tr>
<tr>
<td>If you are planning to NOT live in the residence halls next year, please explain why.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 3: Focus Group Information