

S A S A K I

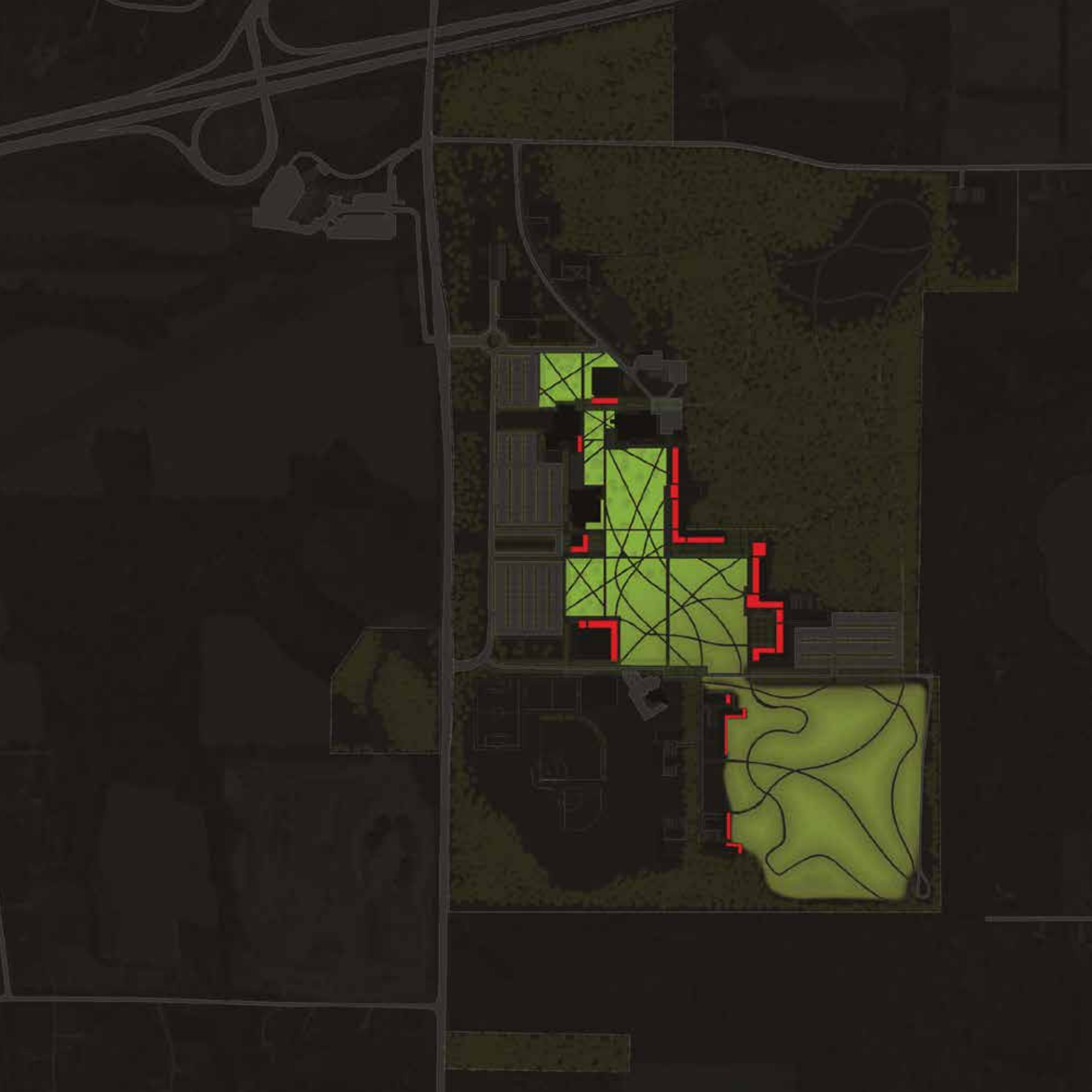
PURDUE UNIVERSITY NORTH CENTRAL

Master Plan Report ■ August 2009



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EXECUTIVE SUMMARY

Purdue University North Central (PNC) is unique in the Purdue system. Its landholdings include multiple natural features—a wooded ravine, rolling hills, the art meadow, the pond and Shakespeare's garden—which together generate an idyllic sense of place and a welcoming pastoral atmosphere. This physical setting is perfectly matched by the University's commitment to a student-centric approach. PNC has the smallest enrollment among the Purdue regional campuses, which plays to the institution's strengths in terms of service and setting.

Within this context, the University's mission is evolving. PNC has recently been given baccalaureate degree granting status, and has completed a new strategic plan which emphasizes the University's commitment to its land-grant heritage by focusing on learning, discovery, and engagement. The University also plans to establish an on-campus residential population.

These changes suggest the usefulness of an update to the campus' master plan. The plan proposed here grows organically from the 2003 master plan, the collaborative efforts of the University, and the extended Purdue system. The primary challenge the plan addresses is how best to preserve PNC's natural resources, while also making best possible use of them, and meeting the University's anticipated facility needs.

The plan assumes a target enrollment around 5,000 students for the duration of this study—an appropriate number for a service-oriented institution in a rural setting—the projected program needs can most likely be met with three to four additional buildings (plus the development of suitable housing facilities). This allows for minimal intervention in the University's bucolic environment. To this end, the plan focuses on a series of discovered village clusters nestled along a powerful continuous open space expression that extends all the way from the art meadow in the south, down the hill, becoming increasingly formal as the meadow gives way to the campus' beautiful lawns and the existing central quadrangle. Each village is able to support its own character and identity, generating community and vibrancy, while reinforcing its neighbors. Even though the plan calls for distributed clusters, all major facilities are located within a compact walkable distance.

The plan also details nuts-and-bolts issues. A phased approach to parking ensures that an adequate supply of spaces remain available. Maintenance and storage facilities are relocated off the campus core, but easy access to needed locations is provided. A cross-country trail system is established and off-site opportunities are explored. District studies suggest the character of future spaces through precedent imagery.

The work represents a natural progression of the University's planning process. It embraces the environmental resources with which the campus is blessed, and seeks to enhance them. The master plan provides the physical vision the University needs to accomplish its mission over the next ten years and beyond.

Major Recommendations:

- Create village clusters within a walkable distance of one another.
- Establish a continuous open space system.
- Create a campus gateway and mall, ending in the University Welcome Center and addition to the Technology Building.
- Place new Student Services and Activities Complex in the southern portion of campus, adjacent to recreation fields.
- Establish a residential village along the southern hedge row and north of the existing pond.
- Create a new academic village in the southeastern portion of campus.
- Link existing academic village to new academic village with student life facilities.
- Place outreach and engagement facilities in the northwest, adjacent to the highway interchange for access and visibility.
- Relocate the Facilities Building across the ravine and create a new access road.
- Place parking on the periphery by removing gravel lot and locating new parking on southeast hilltop and in a structure in the northeast.



THE CAMPUS: PAST AND PRESENT





I-80/90

CR-125 S

US-421

10 Minute Walk

EXISTING CAMPUS

0 200' 400'



HISTORY

Purdue University North Central(PNC) is a regional campus in thePurdue University system. Purdue University is Indiana's land-grant institution, and PNC is dedicated to this mission. The University focuses on learning, discovery, and community engagement. PNC is a four-year institution with a student-centric approach. The University currently offers a pair of masters programs, and a wide variety of bachelor's and associate degrees.

After World War II, Purdue University began offering its freshman engineering program and two-year technical courses at "extension centers" in LaPorte, Michigan City, and across the state. From 1948 through 1966, the LaPorte County extension center was housed in historic Barker Mansion on Washington Street in Michigan City. In 1962, as a result of enrollment growth, Purdue bought 155 acres of farmland on Highway 421, north of Westville, for a new permanent campus. The Education Building (now renamed Schwarz Hall in honor of PNC's first dean and director) opened in the Fall of 1967, catering to 1,200 students. The Library-Student-Faculty (LSF) Building was added in 1975, and the Technology Building was completed in the spring of 1995.

The campus is currently home to approximately 3,900 students. It is located in a rich natural setting on 268 acres in northwestern Indiana south of the intersection of I-80 and US 421, serving predominantly LaPorte, Porter, Starke, and other surrounding counties.

The campus today exists within a setting of extraordinary natural beauty: from the art meadow, to the ravine and woodlands, from Shakespeare's garden, to the pond and the campus' rolling hills. The intimate, pastoral quality of the campus generates a significant sense of place, gives the University a singular identity, and represents one of its most important assets.

PREVIOUS PLANS

The initial, 1972 campus master plan guided development of the campus we know today. It defined the great central quadrangle, and clustered buildings around it. The '72 plan was, however, created for a commuter campus of primarily freshmen and sophomores, and contained no residential life or recreational facilities.

Because of this, the master plan was updated in 2003. The update identified several critical goals: the creation of a symbolic campus center, the preservation of the campus' rural setting, making the best possible use of the surrounding natural environment, definition of a front-door for the campus, improvement of access and connectivity to the campus, documentation of future facility needs, and development of the campus as an educational and cultural center for the region. With these unchanged goals in mind, this current master plan update builds on the strength of the 2003 plan in the context of PNC's evolving status and new strategic plan.

STRATEGIC PLAN

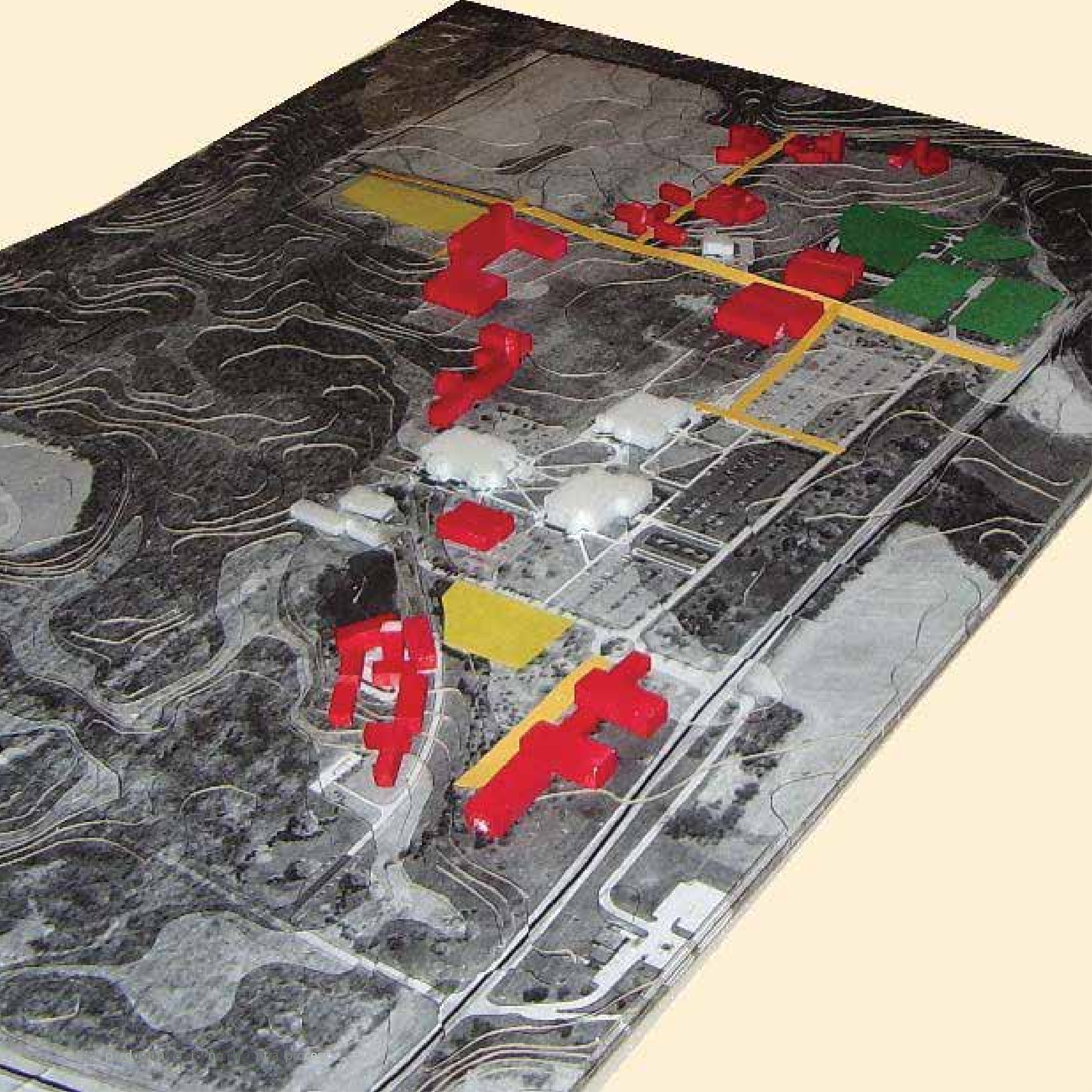
PNC worked with Purdue West Lafayette and other regional campuses to develop a five-year strategic plan at the behest of new president, France A. Córdoba. The strategic plan is of particular importance for PNC because the Trustees of Purdue University granted PNC academic autonomy in February of 2006, and the Commission for Higher Education gave the campus baccalaureate degree granting status during the last accreditation. PNC's new strategic plan sets out a vision in which the University functions as the regional center of excellence for education, information, economic development, and culture. This vision stems from the University's mission as a land-grant institution:

- The primary mission of the University is **LEARNING**. PNC must offer educational programs and services promoting student success and goal-attainment in a learner-centered environment.
- The University must play an active role in **DISCOVERY**, encouraging the creation of new knowledge, products, processes and applications through research and scholarship.
- The University is committed to **ENGAGEMENT**. The campus must partner with, and assist, alumni, community members, businesses and organizations in the transfer of knowledge, consulting, service learning, volunteerism, economic development, and related activities.





PROCESS





ON-CAMPUS CHARRETTE

The master plan is the result of a collaborative process among PNC, the Purdue system, Scholer Corporation, and Sasaki Associates. The plan grew out of a three-day intensive on-site charrette, during which the core components of the existing master plan were distilled, and the desirable characteristics of the present and future campus were described. These characteristics then fueled several alternatives which were explored using physical and virtual models. The final plan emerged organically from these discussions.

The identification of desired characteristics was central to the developing plan. The master planning committee used several word association techniques to hone descriptions of PNC's physical identity. The most evocative word used to describe the campus was "discovered." This suggests a University embedded in its natural environment, with new experiences awaiting visitors as they journey over the next hill, across the ravine, through

the woods, or from "village to village" within the campus. It creates a vision of a walkable, connected campus that embraces what nature has provided, while always encouraging its community to take the next step of their journey. The master plan seeks to manifest this quality physically.

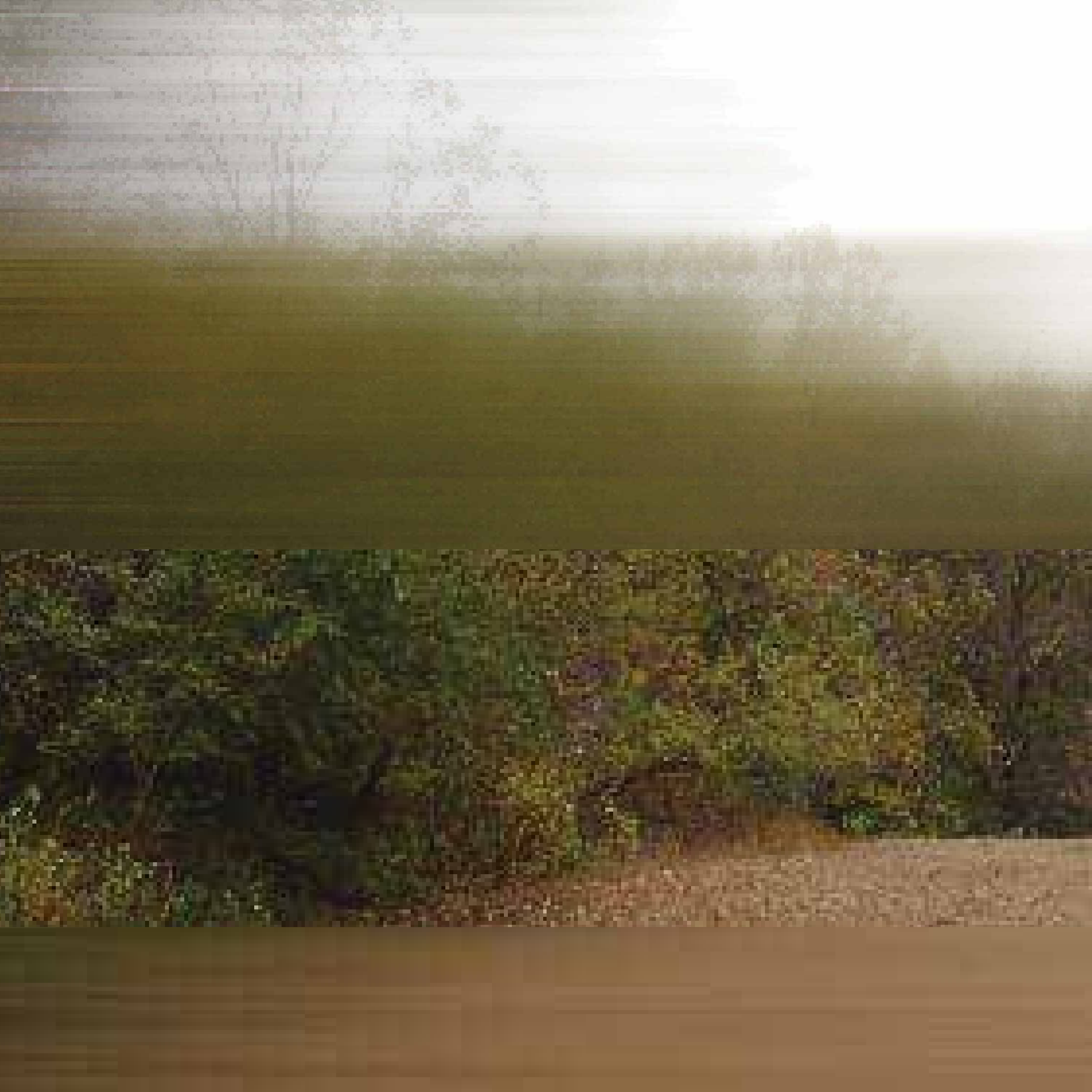
The word associations produced a clear vision of PNC as a unique campus, unlike any other in the Purdue system: it is a rural campus, and this bucolic setting is central to its identity. The University is also smaller than its sister institutions; this again represents an opportunity. A relatively small target student population allows PNC to provide the kind of individualized, student-centered environment upon which its reputation rests. The smaller size suits the campus' beloved pastoral qualities. By embracing these intimate, natural qualities, PNC clearly and competitively defines its role, not only within the Purdue system, but within the state as a whole.





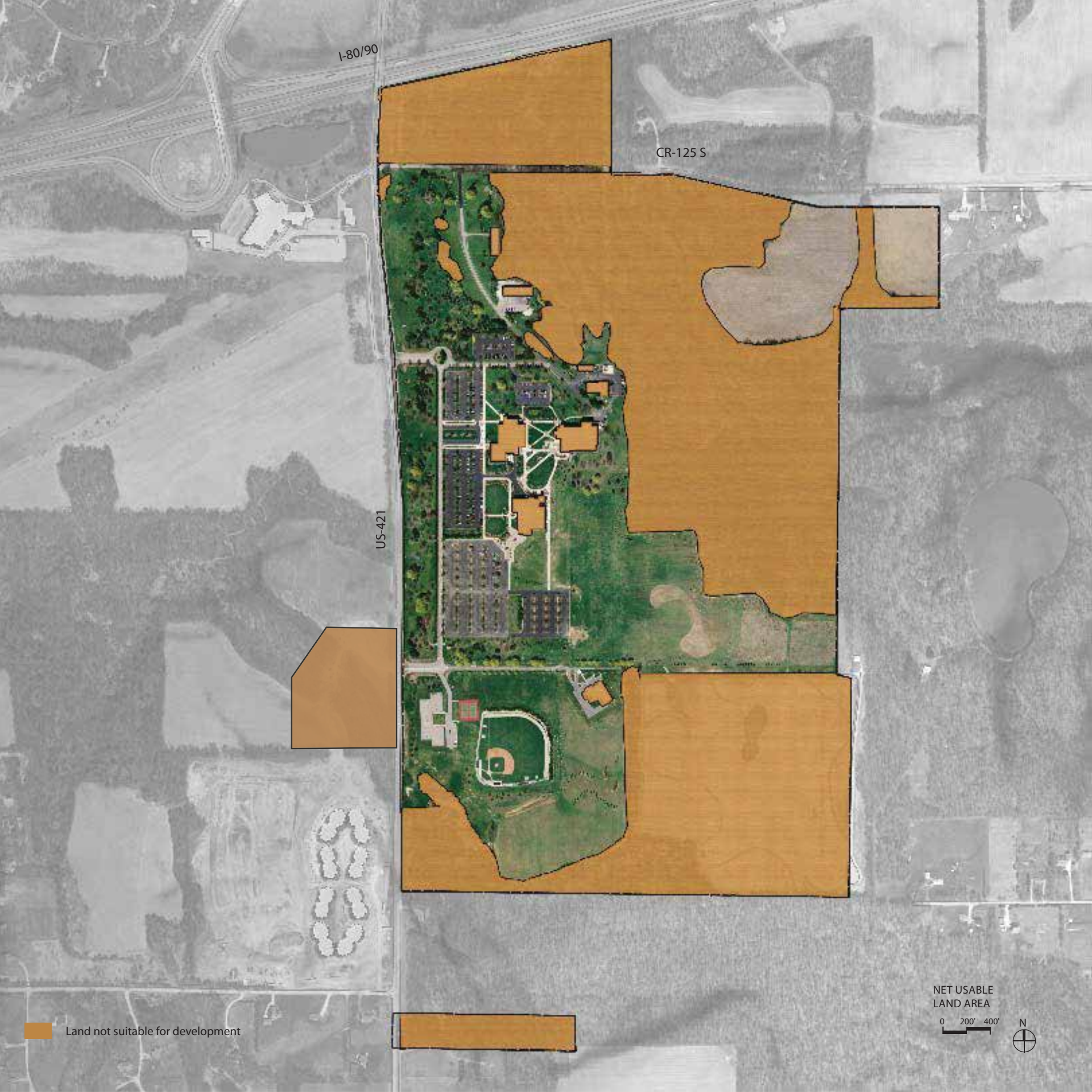
DISCOVERED. FRIENDLY. PASTORAL. WELCOMING. STEWARDSHIP. GREEN.
VIBRANT. EXPERIENTIAL. ORGANIC. WALKABLE. ECLECTIC. COMFORTABLE. INSPIRING.







ANALYSIS



I-80/90

CR-125 S

US-421

Land not suitable for development

NET USABLE
LAND AREA

0 200' 400'



FACILITY NEEDS

PNC’s property currently consists of 268 acres. These holdings contain environmentally sensitive areas on which the campus should not build in order to preserve its beautiful rural character: the pond and Shakespeare’s garden (1.2 acres), the woodlands (96.2 acres), the art meadow (31.8 acres), and various terrains with slopes greater than 20% (5.8 acres). Current building footprints occupy 3.0 acres. These areas total 132 acres, leaving the University with 136 acres, or 51% of its total land holdings, available for program growth.

The primary analytical tool for measuring program density is the Floor Area Ratio (FAR): the ratio of building gross square footage (GSF) to land area. An FAR of 1, for example, results from a single story building covering an entire site or by a four-story building covering 25 percent of the site. PNC’s FAR is 0.03. The great large American campuses typically have FARs between 0.8 and 1.5. The other Purdue regional campuses have core campus FARs of 0.31 at Calumet and 0.19 at Fort Wayne. Certainly, given PNC’s distinctive pastoral nature, a low FAR is appropriate. At an FAR of 0.19, for example, PNC has the capacity to add over 1.1 million GSF.

This would be an extraordinary amount of building, and is neither recommended nor desired, even in the mid-to long term. What makes PNC unique is the combination of its intimate natural setting and its student-centered approach. These two factors should be carefully considered when setting a maximum enrollment for the University. The study assumes a maximum enrollment of just under 5,000 students.

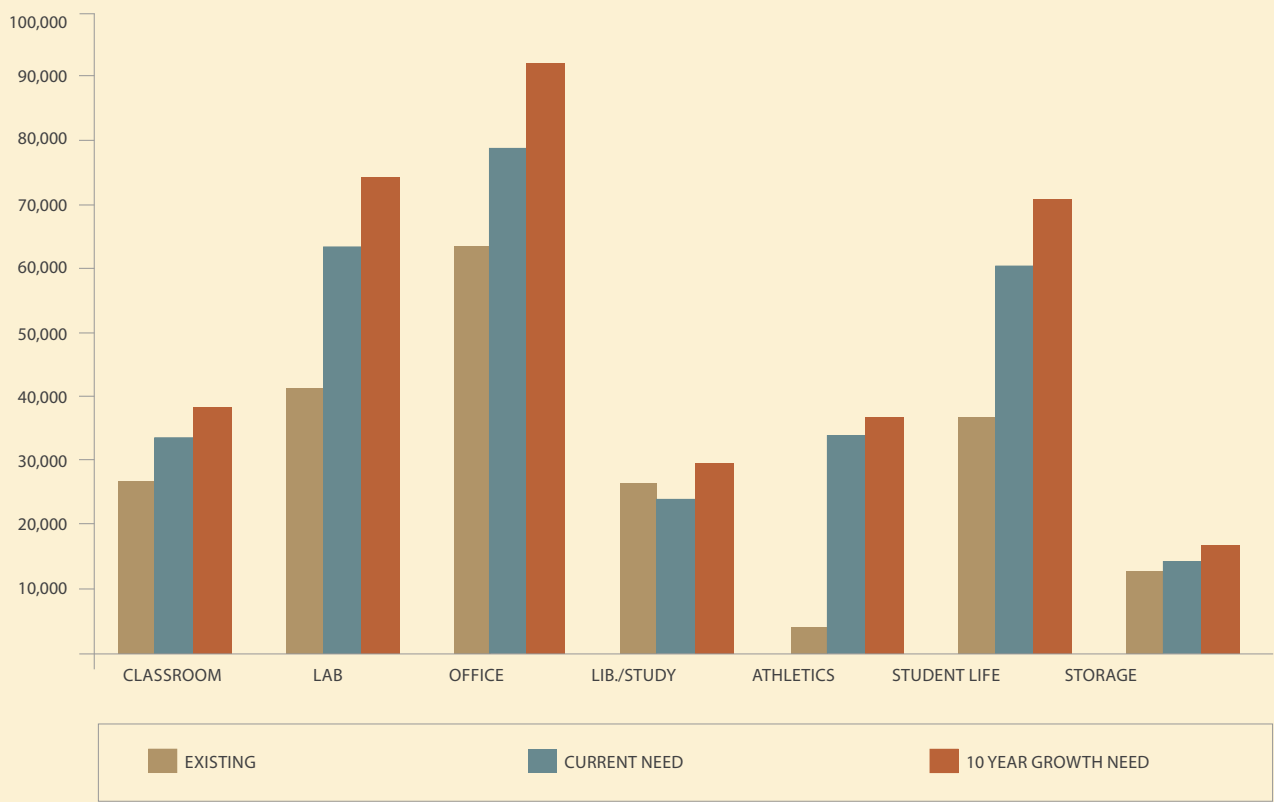


ART MEADOW

TABLE 1. POPULATION ASSUMPTIONS

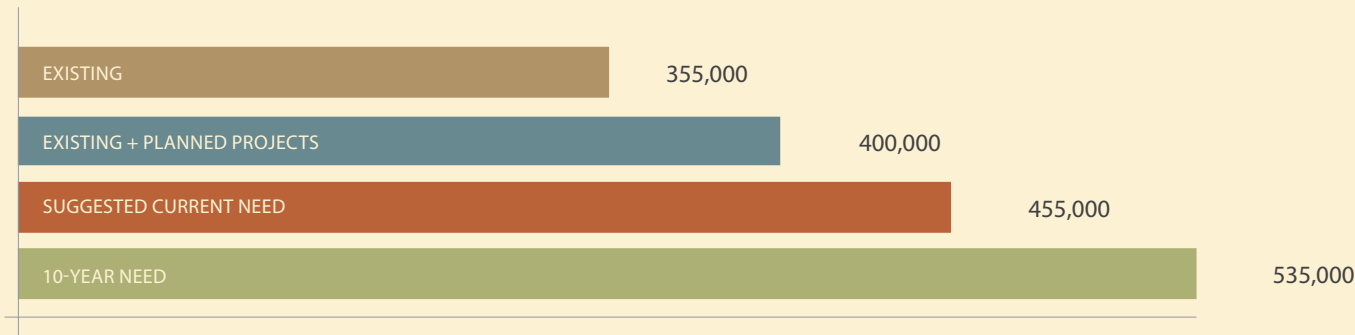
	CURRENT		10-YEAR FUTURE	
	HC	FTE	HC	FTE
STUDENT	3,904	2,813	4,715	3,275
FACULTY	284	175	331	204
STAFF	227	187	264	218

SPACE PROGRAMMING: PROGRAM PROJECTIONS (IN ASSIGNABLE SF)



NOTE: EXISTING ASF DOES NOT INCLUDE PROJECTS IN PLANNING STAGE

SPACE PROGRAMMING: BUILDING DEMAND (EXCLUDING RESIDENTIAL) IN GSF



*EXISTING AND PLANNED PROJECTS INCLUDES ACTIVITIES CENTER PROGRAM



ACADEMIC QUAD

1-80/90

CR-125 S

US-421

OTHER

43
33%

LOT

SPACES
PEAK OCCUPANCY %

PARKING: PEAK
OCCUPANCY

0 200' 400'




PARKING

Meeting parking demand is critical for a student-centric campus. PNC has recently increased parking supply, and is committed to providing adequate parking facilities during all phases of the master plan. Parking demand has increased steadily since the turn of the century, with peak demand now measuring 1,194 cars (based on measurements taken on Monday, September 17, 2007). The University currently supplies 1,499 spaces. Almost all of these spaces (1,456) surround the three main campus buildings in Lots 0 through 9 and T-1. Except for Lot 9, these lots average about 94% peak occupancy, with the most popular lots approaching—and in the case of Lot T-1 even equaling—100%. The standard industry benchmark for parking occupancy assumes the “functional capacity” of parking facilities is 90% of actual capacity which ensures spaces will be readily visible and conveniently available. Lot 9, the new gravel lot in the southern portion of the campus which has 239 spaces, has a peak occupancy of only 16%. PNC has 43 sundry other spaces with a peak occupancy of 33%. The overall peak occupancy for the University is 80%, below the industry benchmark. Applying the 90% benchmark to the observed peak maximum of 1,194 cars, suggests the University could function satisfactorily with a supply of approximately 1,330 spaces. Essentially, the argument is that overall the campus has enough parking to meet demand, however, these spaces are not necessarily located in areas of highest demand. Moreover, during certain times of the year, such as at the beginning of the semester, demand actually exceeds supply.

Future parking needs can be estimated through linear extrapolation of existing demand. On this basis, the master plan should supply 1,600 spaces at full build-out based on the approximately 5,000 student enrollment assumption, and absent increased demand management measures. A holistic approach to parking is always recommended, and demand management techniques like restricting parking access privileges, introducing differential pricing for premium spaces, improving transit services, promoting alternative means of transportation, and establishing an on-campus residential population can save the University from making expensive parking-related capital investments while also significantly reducing PNC’s carbon footprint.

TABLE 2. PEAK PARKING OCCUPANCY

LOTS	AVAILABILITY	OCCUPIED	% OCCUPIED
#0-7, T-1	1,217	1,141	94%
GRAVEL #9	239	39	16%
OTHER	43	14	33%
TOTAL	1,499	1,194	80%



CAMPUS MASTER PLAN

FRAMEWORK

The central premise for the master plan is that of discovered village clusters nestled along a powerful continuous open space expression. The open space idea starts with the art meadow in the south, and then spills downhill. The meadow is extended north, blending into the University's great lawns, and then eventually into the quadrangle shaped by the University's existing buildings. The pattern is for the open space to become increasingly formal as it moves north.

To respect the natural setting, buildings are not concentrated in any one area. Instead, small villages or clusters, inspired by the campus' three existing buildings, are strategically located at key points: athletics and recreation facilities near the outdoor fields, a new academic village settled on the southeastern hillside, a cluster of collaborative buildings, including a new library and additional student life facilities, linking the existing academic buildings with the new. Residential villages are proposed along the hedge row on top of the hill looking out over the entire campus, and a second, more secluded village has an equally engaging view of the pond. An engagement zone is located on the northern edge of campus, creating a public face with excellent highway visibility.

The campus frontdoor is established by improving access at the southern entry point, and creating a gateway mall ending at a new Welcome Center addition to the Technology Building.

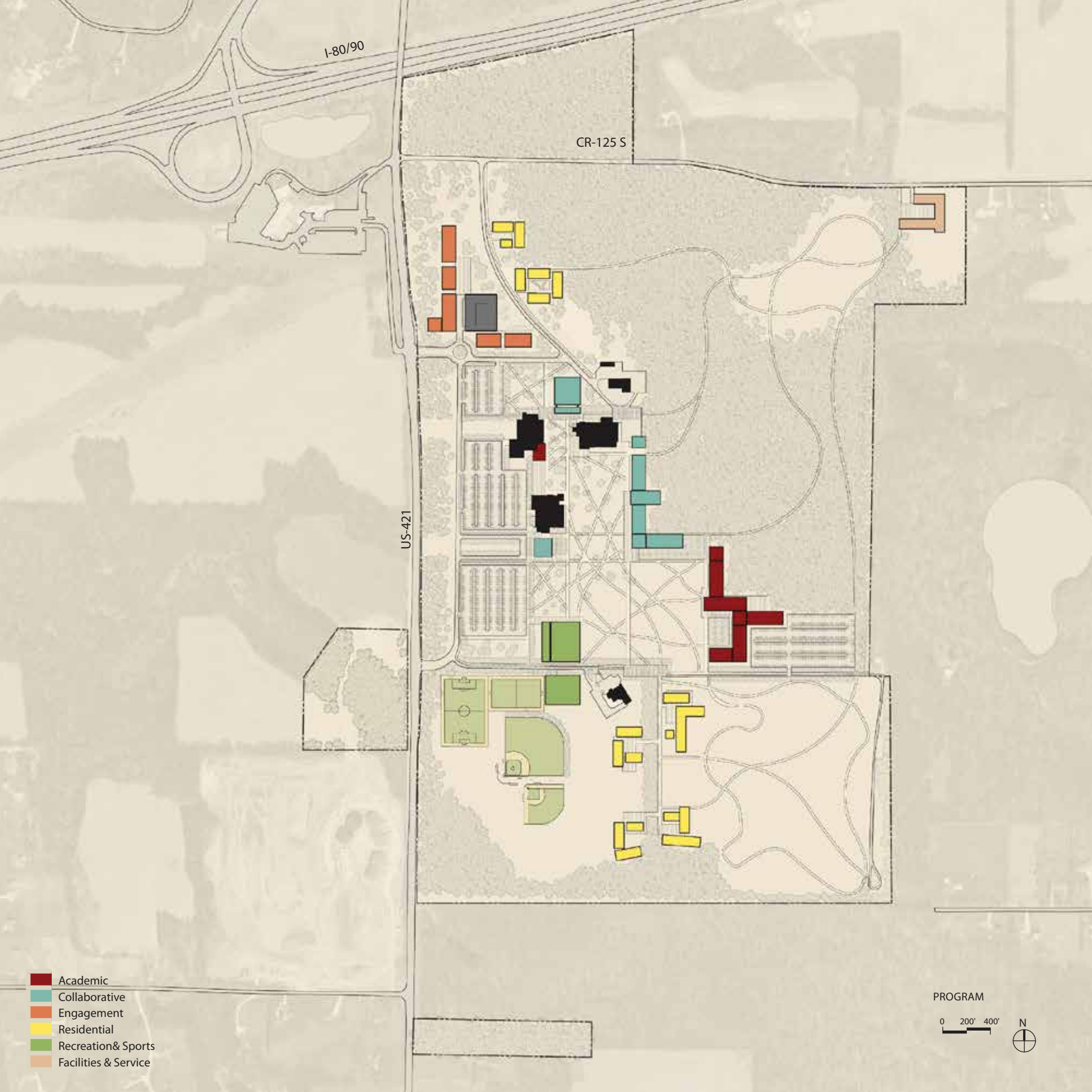
The plan shifts the center of campus southward, away from the existing quadrangle, into the lawns which lie at the geographic heart of the campus. This notion of a distributed center—a center not associated with a specific building or clearly defined green space—suits the campus' pastoral nature. Facilities are, however, still sufficiently concentrated to ensure that



CAMPUS FRAMEWORK

all major buildings lie within a ten-minute walk circle. This is important for class-change times, and for creating a sense of vibrancy and activity on campus.

Most importantly, the plan respects the natural environment. The woodlands and ravine remain undisturbed. The art meadow is more fully incorporated into the campus and becomes home to a residential community. Across the ravine, the mowed field is allowed to revert to a meadow state. New facilities are sited to take advantage of natural views, while minimizing their ecological impact.



I-80/90

CR-125 S

US-421

- Academic
- Collaborative
- Engagement
- Residential
- Recreation & Sports
- Facilities & Service

PROGRAM

0 200' 400'



PROGRAM

The athletics and recreation village is situated towards the southern end of campus, adjacent to the existing baseball field. Two facilities are identified: a field house with room for three basketball courts, and could include a hung track and a glass-fronted fitness bar, and a basketball arena with one competition court which can also be used as two practice courts. Two new recreation fields are proposed next to the existing baseball field: a full-sized NCAA soccer field and a smaller practice field. If possible, the fields should contain artificial turf to maximize usability and minimize maintenance. A softball field is located on the plateau on top of the hill behind the baseball field. The southern portion of the campus contains the only significant quantity of vacant flat land, and this is the primary reason for creating the athletics village in this area. The indoor facilities should be adjacent to the outdoor facilities for ease of use, and to prevent the need to duplicate change rooms and storage.

Existing academic facilities will be augmented with transparent glass-fronted additions. The new academic village will be built into the hill in the southeast portion of campus, providing commanding views down to the existing lawns and quadrangle, over to the art meadow, and into the wooded ravine. These buildings will be served by a new surface parking lot on top of the hill.

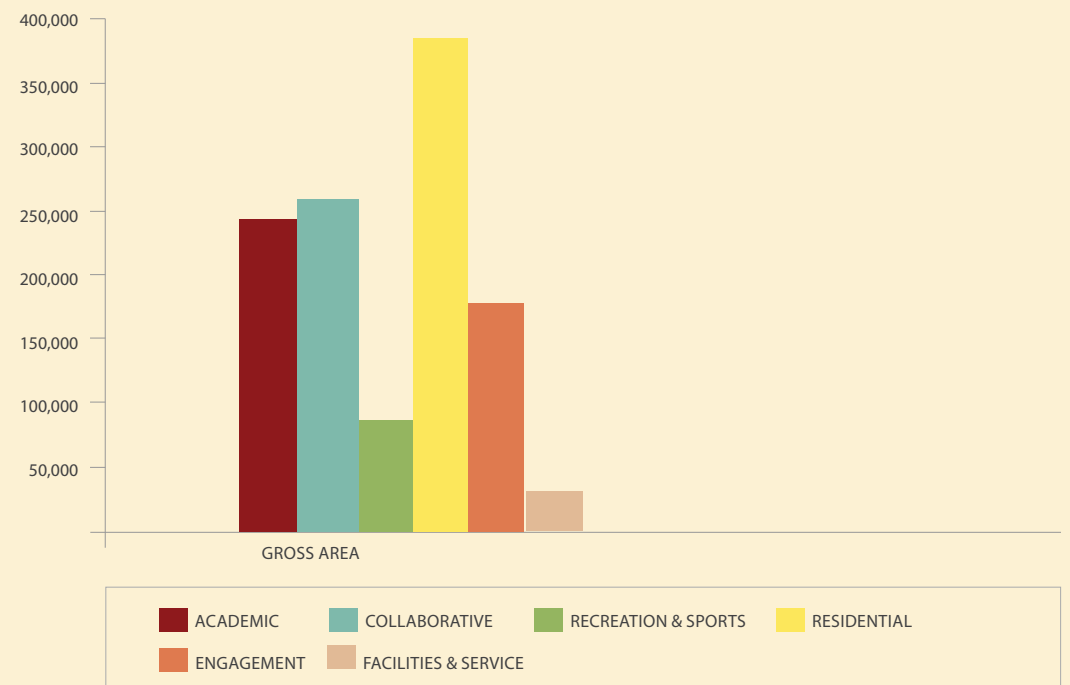
Several collaborative spaces are planned. A major new center for student life will link the existing academic quad with the new academic village. The center will contain a new technology-rich library, dining space, and meeting rooms on the top floor which will present occupants with stunning views of the woodlands. This new facility requires no new service drives; service access will come from the existing court alongside the LSF Building. In the long term, the LSF Building could potentially be renovated for academic use. An auditorium, black box theater and performance space is planned

for the northern end of the existing main quad. A Welcome Center will be constructed as an addition to the Technology Building adjacent to the new gateway mall.

Multiple residential communities are planned. Four villages will be built on top of the hill at the southern edge of campus on either side of the existing hedgerow. These villages could accommodate approximately 700 beds. A fifth residential village with potentially 300 beds is planned for the northern edge of the pond, where facilities and storage buildings are currently located. These storage facilities will move across the ravine to the University's easternmost parcel on West County Road 125.

The University's commitment to outreach will be realized through an entrepreneurial engagement village immediately off Highway US-421. This zone can house economic development, spin-off, partnership, research, and incubator activity. .

PROGRAM DISTRIBUTION





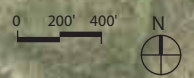
I-80/90

CR-125 S

US-421

- 1 (south) Student Services and Activities Complex: Athletics and Recreation
- 1 (north) Student Services and Activities Complex: Student Life and Community Outreach
- 2 Parking Garage
- 3 Science Building
- 4 Classroom/Office Building
- 5 Performing Arts

PROJECTS IN 10-YEAR
CAPITAL PLAN REQUEST



PHASING

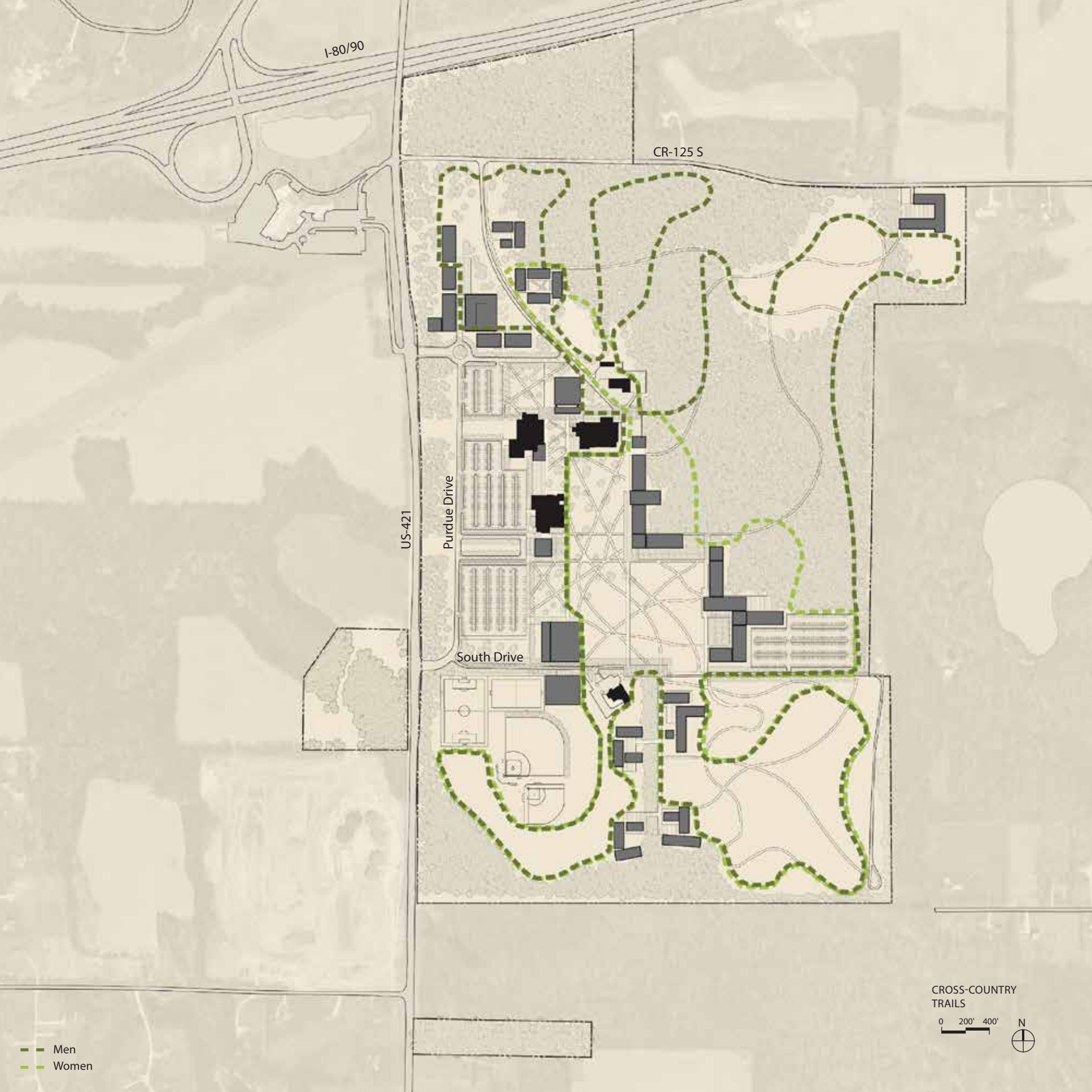
The University should first construct the Student Services and Activities Complex, which includes the Athletics and Recreation facility (1, in south at left). When funding becomes available, the University can complete the Student Life and Community Outreach component (1, in north at left). The second project should be the parking garage in the northern portion of campus. The third project should be the Science Building in the new academic village on the southeastern hills.

Following these projects, the academic village will be completed with the addition of the Classroom/Office Building (4, at left). The University should next build the Performing Arts Center in the northern portion of campus (5, at left).

The exact sequencing of projects is, of course, dependent on funding sources. The University should pursue multiple avenues of funding, and proceed as capital becomes available. The athletics facilities and the student life facility, for example, could be funded via student fees; the academic building will almost certainly require state monies. Capital for housing projects could potentially come from revenue bonds retired by income generated through room rentals. Partnerships with developers could also be explored.



INITIAL PROJECTS



I-80/90

CR-125 S

US-421

Purdue Drive

South Drive

- Men
- Women

CROSS-COUNTRY TRAILS

0 200' 400'



TRAILS & TRANSPORTATION

Front Door

The plan proposes a major new front door for the campus via the existing southern entrance from US-421 at South Drive. The intersection of South Drive and Purdue Drive will be downgraded. A gently curved connection will carry the majority of campus traffic along Purdue Drive. As new facilities are developed, South Drive will need to be upgraded, particularly when the hilltop parking is established.

Once visitors have followed the bend of Purdue Drive, they will be funneled into a major new gateway mall. The mall will contain a traffic loop around a significant green space. The mall terminus will be the new Welcome Center at the south end of the Technology Building.

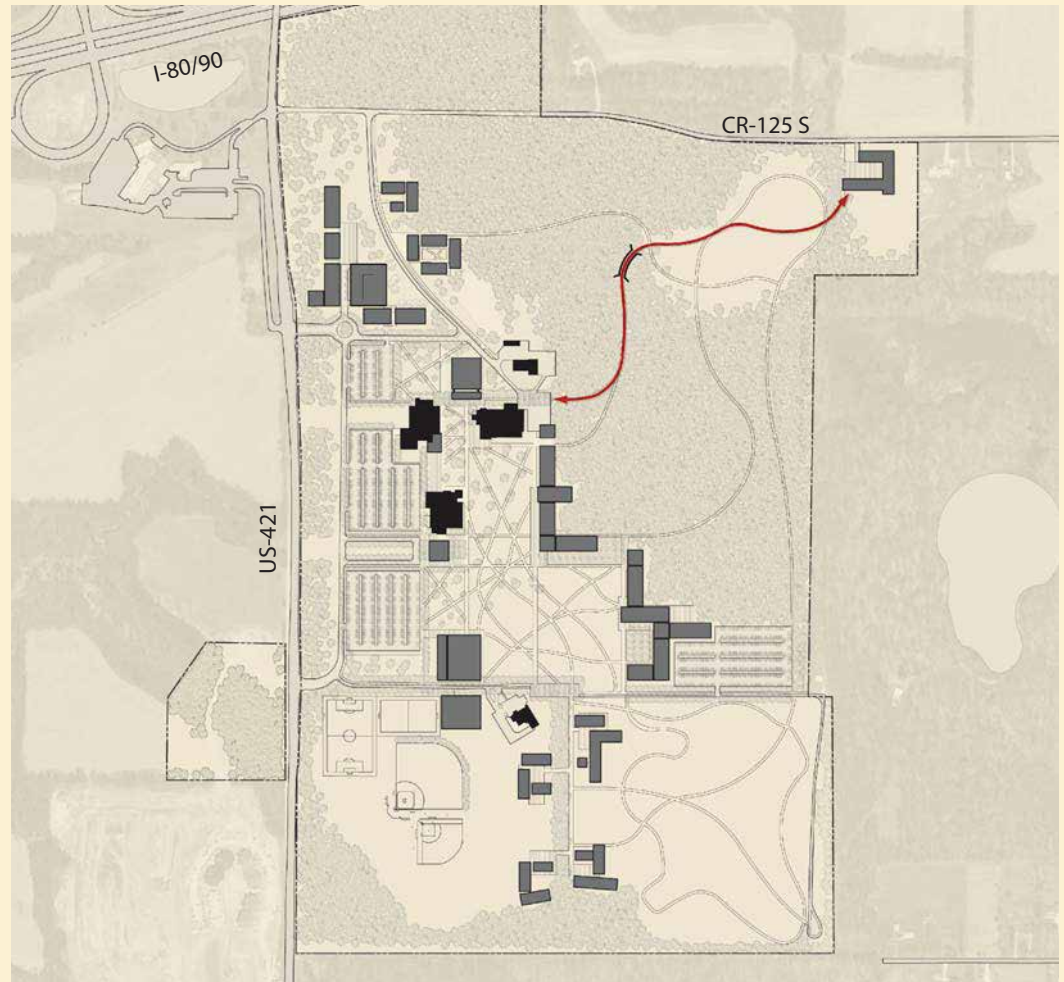
In general, the campus will continue to be protected from US-421 by the existing vegetative screen, although this screen will be punctured at the new gateway mall and at historic Schwarz Hall.

Trails

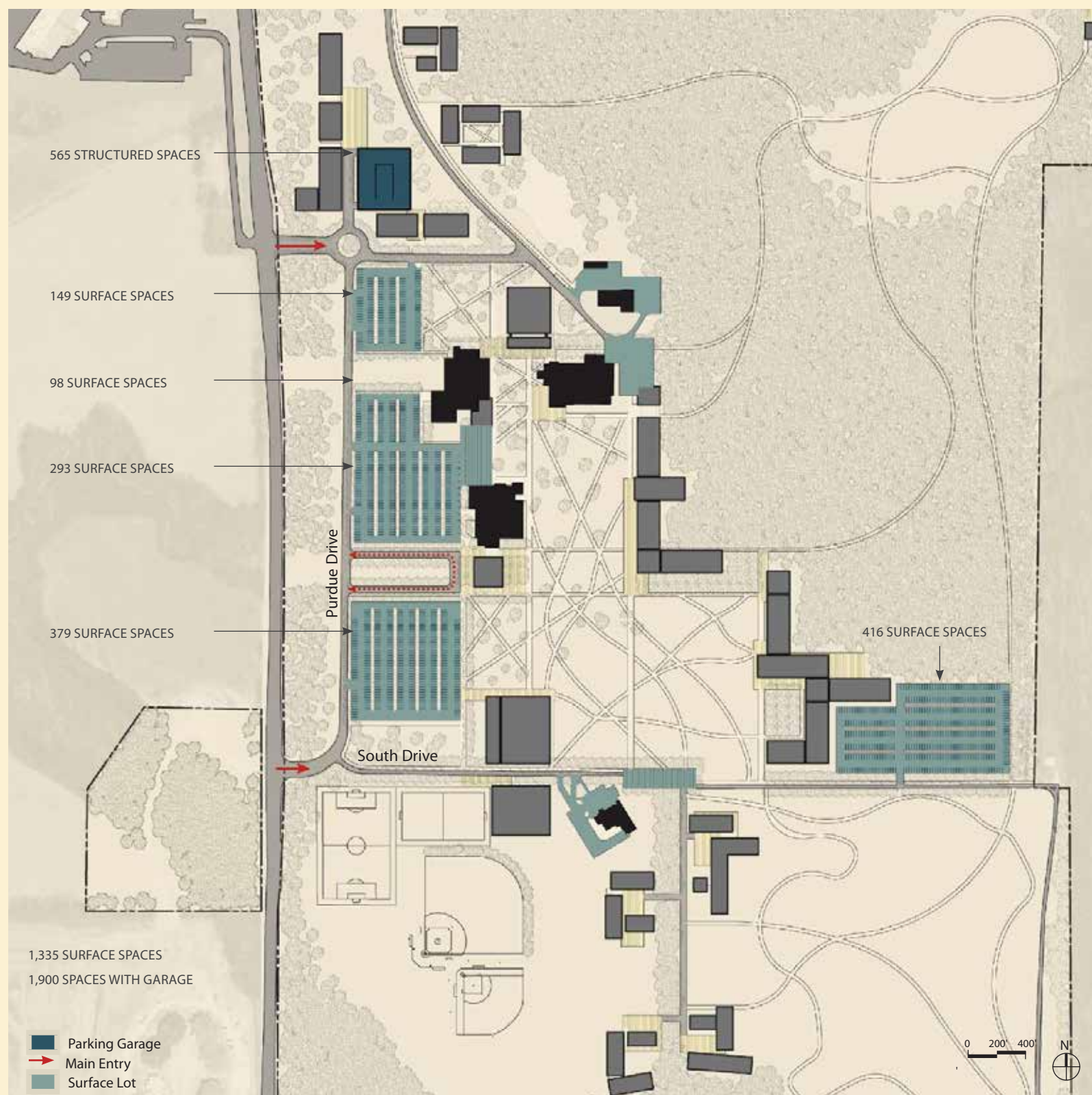
PNC's natural setting is perfect for hiking and for cross-country running. A 6 kilometer women's intercollegiate cross-country course and an 8 kilometer men's course are proposed.

Ravine Access Road

An access road for service vehicles to cross the ravine from the new facilities in the northeast to the main campus is also required. The road should respect the natural contour lines and minimally impact the woodlands, as shown in the diagram at right.



RAVINE ACCESS ROAD



LONG TERM PARKING

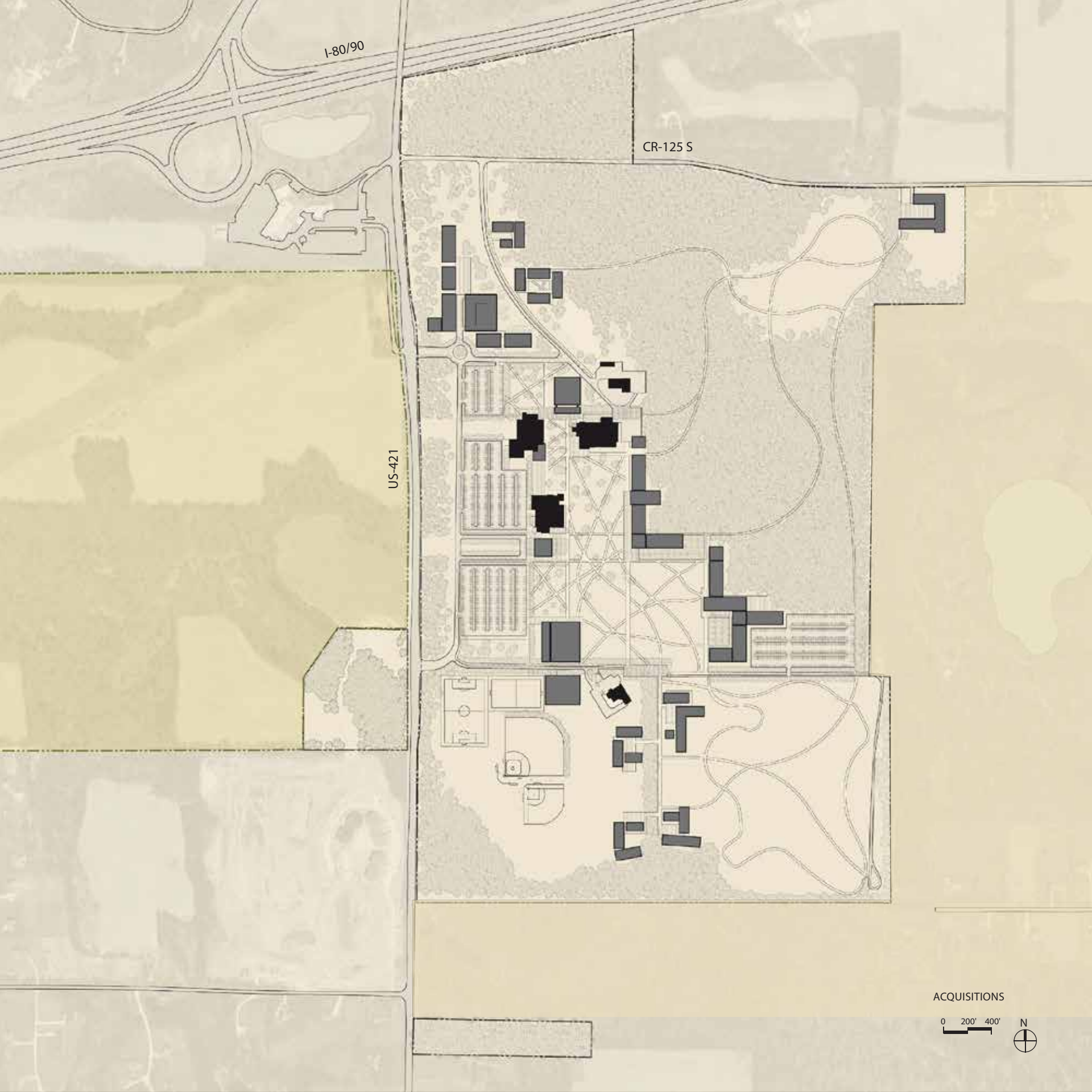
Parking

The master plan provides 1,900 total spaces at full build-out (the estimated need is only 1,600). This total includes a parking garage to be constructed in the northern section of campus. The garage will accommodate 565 cars, although 102 surface spaces would be lost, for a net gain of 463 spaces.

To the fullest extent possible, the master plan minimizes the loss of existing surface parking, but Lot 7 and portions of Lot 6 are needed for the athletics and recreation village. Lot 9, the gravel lot, is also removed, and converted into meadow and lawn space, allowing for the uninterrupted open space expression to run unconstrained from the art meadow and new housing all the way to the main quadrangle, with each village touching the great greenway. To make up for these losses, a new 416 space lot is proposed on top of the hill behind the new academic village. This lot will also service the residence halls. Locating the lot on top of the hill will hide the cars from everyday sight.

Since the new academic village will not be built immediately, it may be some time before the hilltop lot can practically be constructed. Lots 7 and 9 (and part of Lot 6) will likely be lost in the near-term, however, as the athletics and recreation village is the University's first priority. To ameliorate the shortfall, the master plan proposes constructing the parking garage in the short-term. This means that the campus, after construction of the garage, will have 1,484 parking spaces, essentially equivalent to the total number of spaces currently supplied on campus. This supply exceeds the current projected demand of 1,330 spaces.





I-80/90

CR-125 S

US-421

ACQUISITIONS

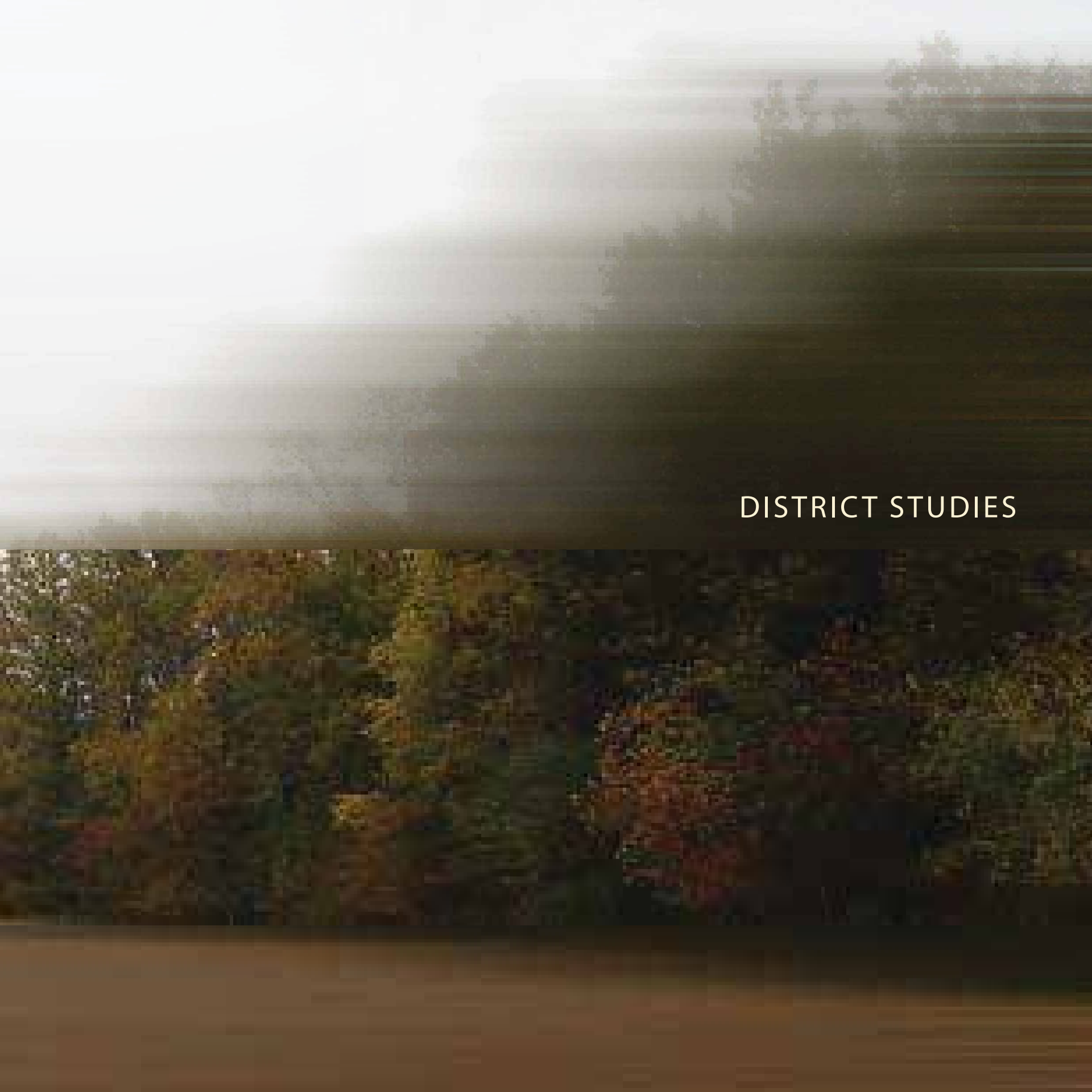
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OFF-CAMPUS OPPORTUNITIES

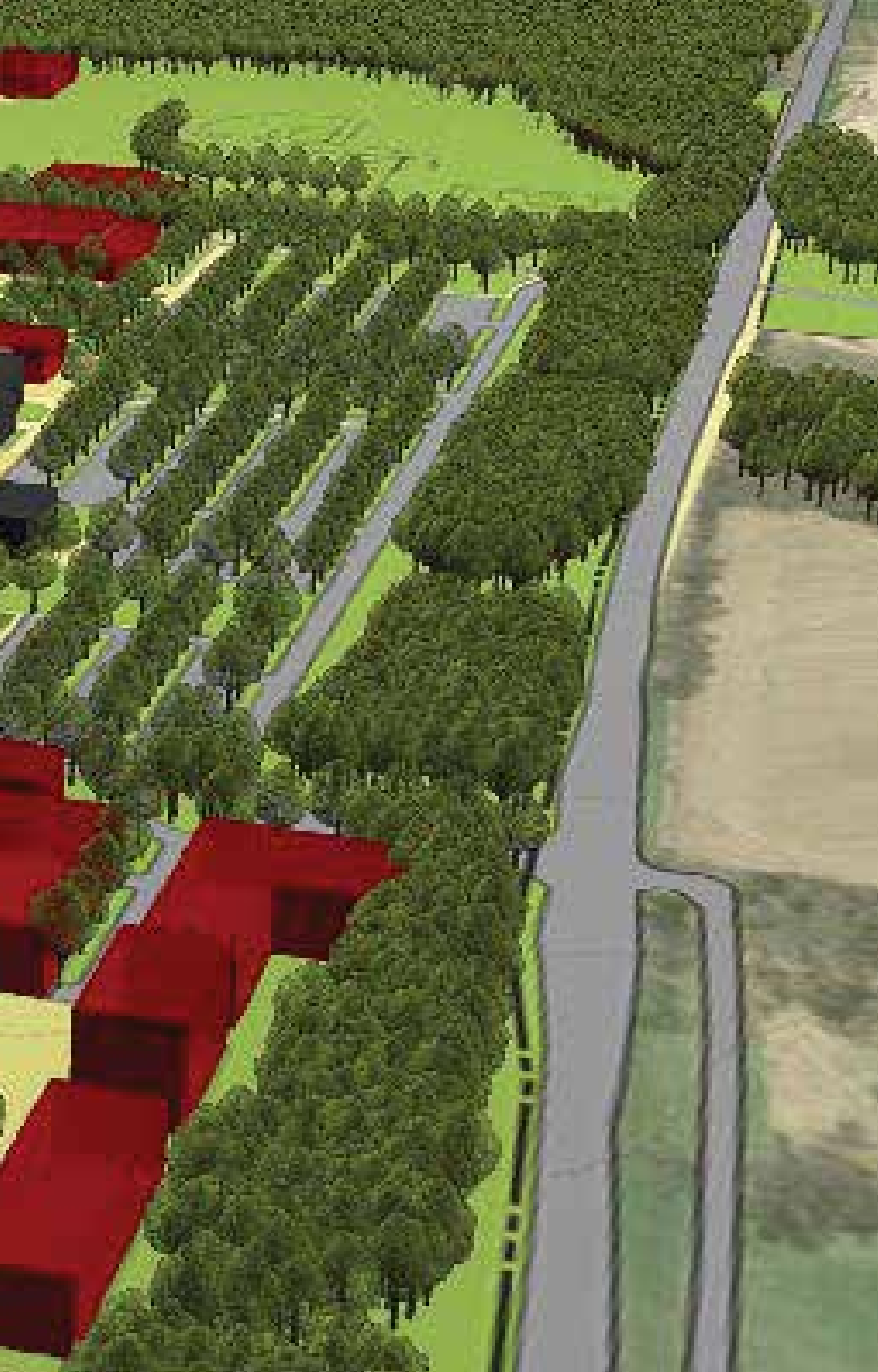
PNC has a unique relationship with its neighbors to the east, west, and south. These relationships should be strengthened and deepened, as they are critical to the University's success.





DISTRICT STUDIES





CAMPUS DISTRICTS

The new villages should enhance the existing campus fabric. The following precedent images suggest the proposed character of the new districts.



EXISTING VILLAGE AND NEW ACADEMIC VILLAGE

The activity in the existing academic village will be revealed through careful additions to the existing facilities. The auditorium should be a focal point for the community, with an illuminated, accessible entry and foyer. The new academic village should have spectacular views from the hill, looking down over the entire campus, and into the woodlands. The new buildings should be built with sixty foot widths, allowing daylighting from both sides. Glass facades and windows will make interior activity visually accessible to passersby.



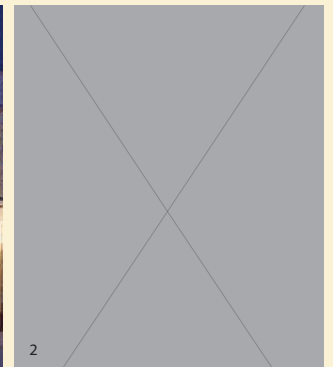
Community and Performance

1. Utah State University Recital Hall, Logan, UT
2. Utah State University Recital Hall, Logan, UT
3. Utah State University Recital Hall, Logan, UT



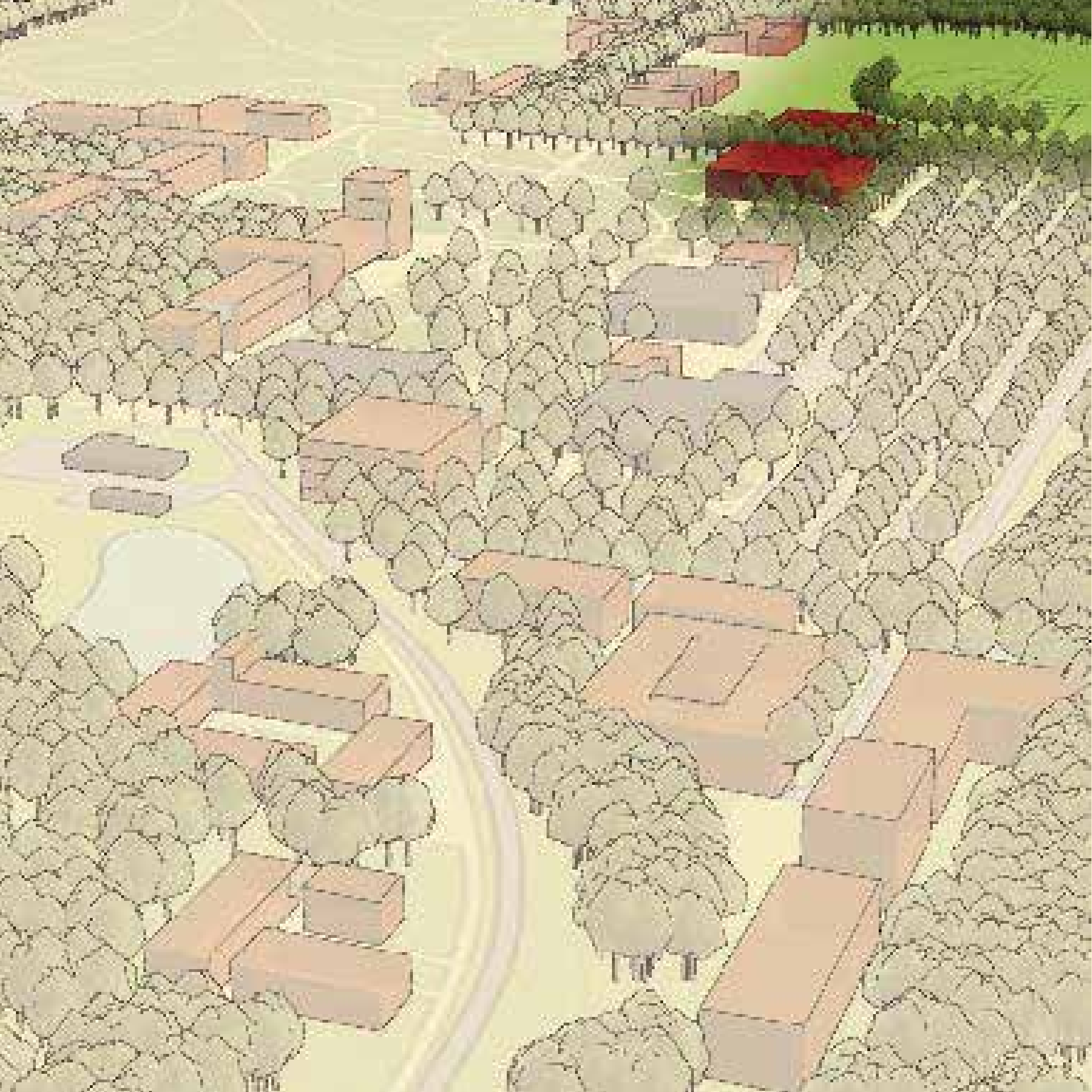
Transparent Learning Spaces

1. James H. Clark Center, Stanford University, Palo Alto, CA
2. Bluffton University, Bluffton, OH



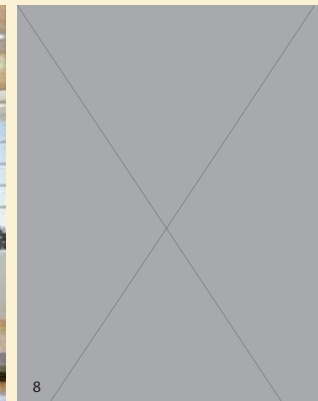
Welcoming Environments

1. St. Olaf College Buttrick Commons, Northfield, MN
2. University of California, Santa Barbara Student Resource Building, Santa Barbara, CA



ATHLETICS AND RECREATION VILLAGE

The new athletics and recreation field will bring much needed facilities to the campus. This will become increasingly important as the residential population grows. The village should include a glass-fronted, well-lit exercise and fitness facility, creating significant vibrancy at the southern end of campus. The new buildings can be complemented by outdoor fields, available for both athletics and recreation, and proximate to the bulk of the proposed residential population.



Active Environments

1. Washington State University Bohler Gymnasium, Pullman, WA
2. Charleston Maritime Center, Charleston, SC
3. Washington State University Bohler Gymnasium, Pullman, WA

4. Merrimack College Sakowich Campus Center, North Andover, MA
5. Johns Hopkins University Ralph S. O'Connor Recreation Center, Baltimore, MD
6. FitCorp, 600 Technology Square, Cambridge, MA

7. Harvard University Hemenway Gym, Cambridge, MA
8. Cleveland State Recreation Center, Cleveland, OH



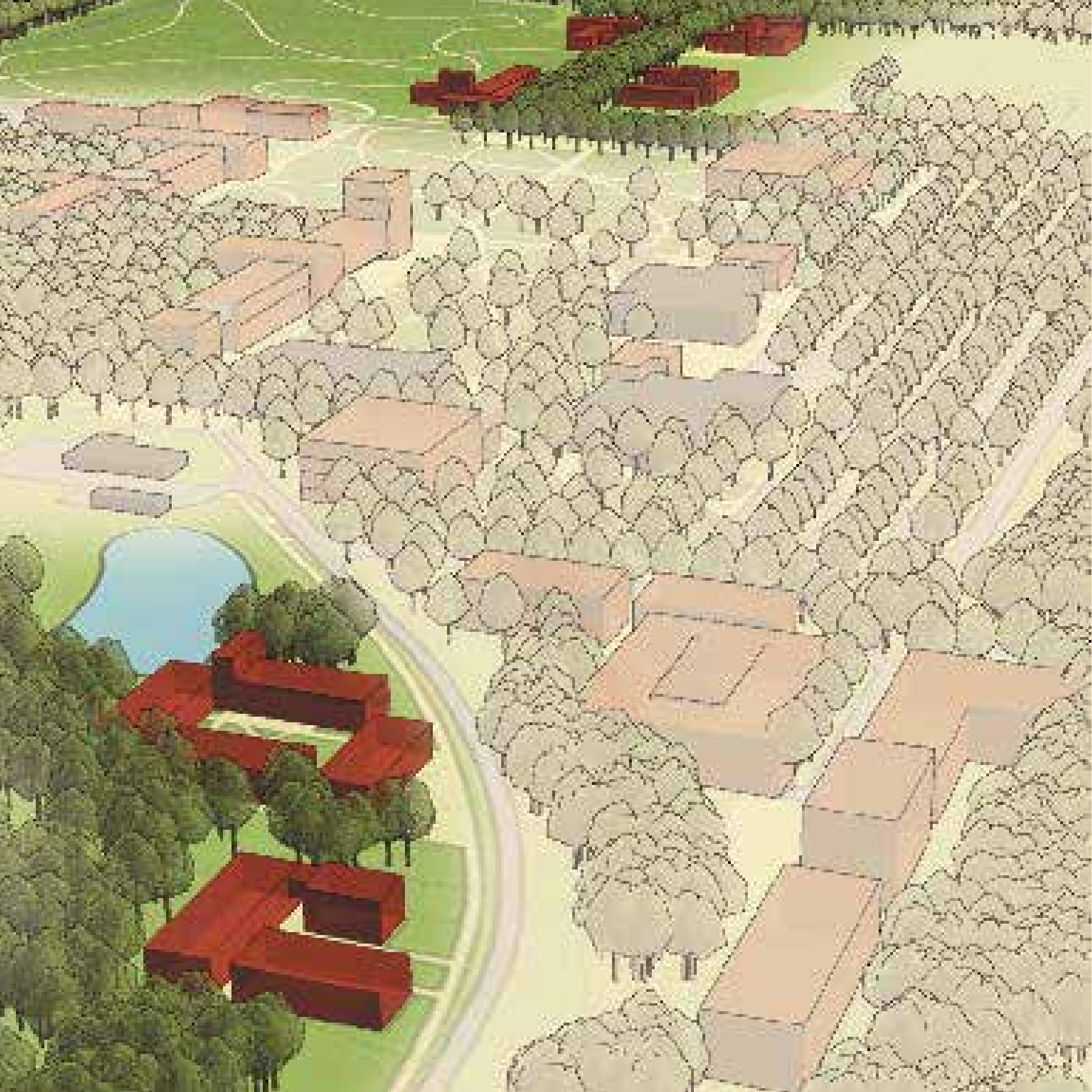
STUDENT LIFE AND LIBRARY LINK

The new student life facility will serve as a link between the existing academic village and the new. The building should have hybrid uses, serving as library, information commons, student lounge, café, and gathering space, as well as providing more formal meeting space. Meeting rooms on the top floor will have magnificent views over the ravine and into the woods. The building should be transparent, light, and active.



Social Spaces

1. Trinity College, Hartford, CT
2. St. Olaf College Buttrick Commons, Northfield, MN
3. Au Bon Pain Pembroke, Pembroke, MA
4. St. Olaf College Buttrick Commons, Northfield, MN
5. The Monitor Group, San Francisco, CA
6. St. Olaf College Buttrick Commons, Northfield, MN



MEADOW AND POND RESIDENTIAL VILLAGES

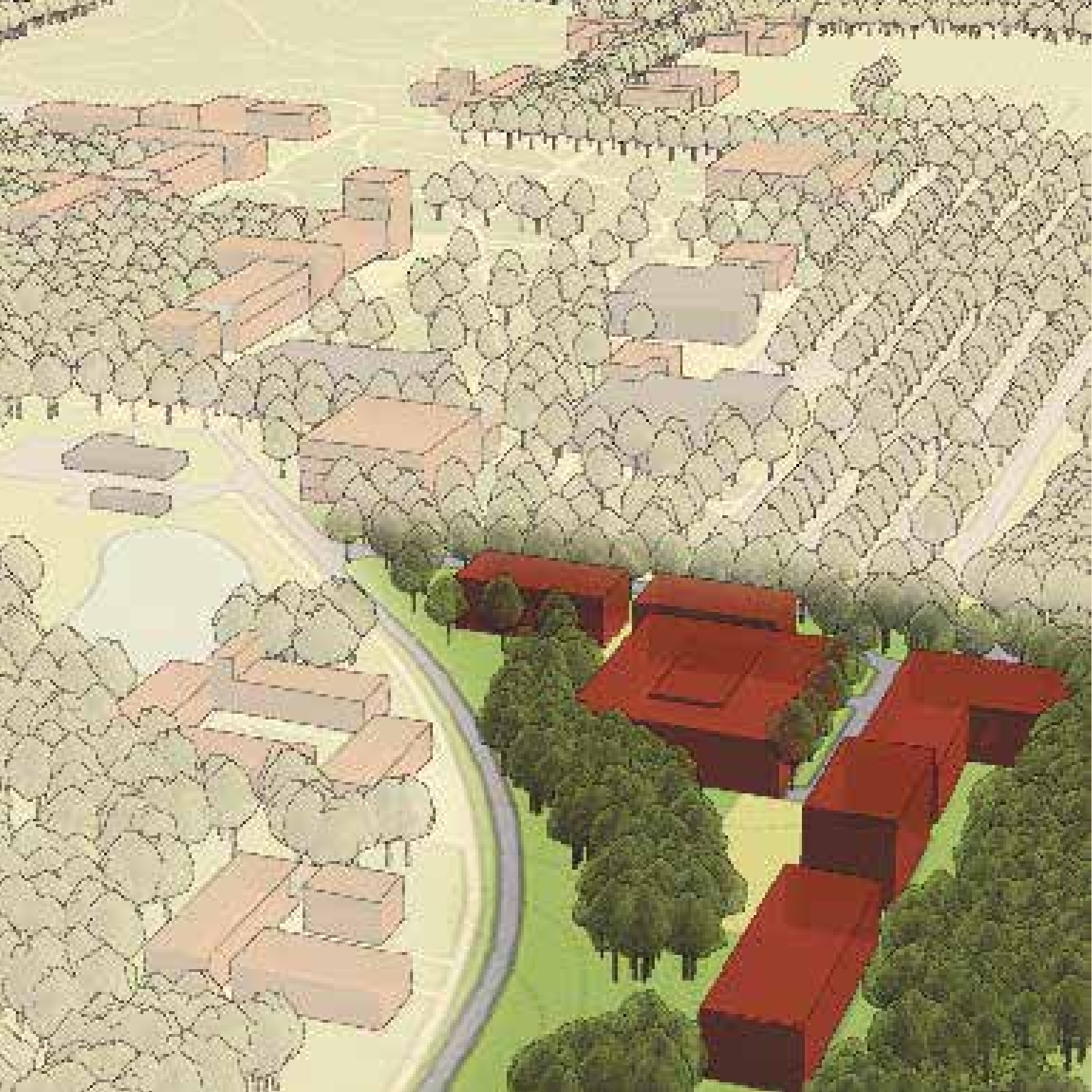
The transformative effects of residential life bring around-the-clock activity to complement the existing academic schedule.

Each residential village will boast a magnificent view, some looking out over the art meadow, some perched above the campus, entwined with the existing hedge row, and one looking out over the pond to Shakespeare's garden. Each should have its own sunlit courtyard, and easy access to recreation facilities.



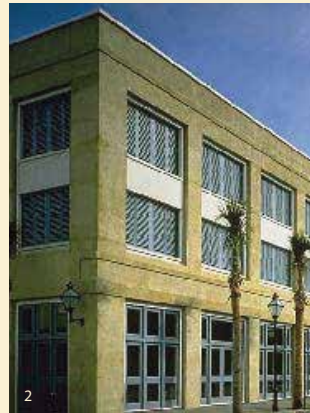
Living Learning

1. Bethel University New Residence Hall, St. Paul, MN
2. Western Ridge, Colorado College, Colorado Springs, CO
3. The Gables, University of New Hampshire, Durham, NH
4. College of William and Mary Barkdale Student Housing, Williamsburg, VA



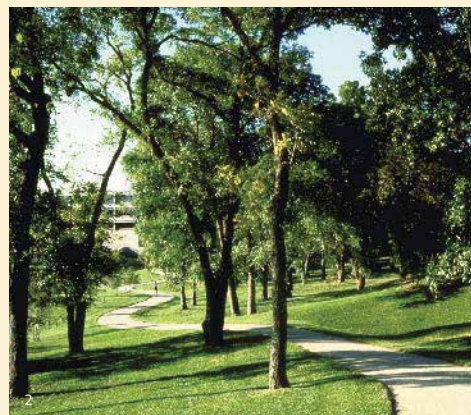
ENGAGEMENT VILLAGE

The engagement village will provide a public face for the University with easy highway access, and convenient parking. The village can be developed in a modular fashion, with new buildings being added to meet increasing demand.



Parking Solutions

1. Hess Fachhoch, Germany
2. Charleston Parking Garage, Charleston, SC



Applied Knowledge

1. Piedmont Triad Research Park, Winston-Salem, NC
2. Frito Lay National Headquarters, Dallas, TX

ACKNOWLEDGEMENTS

Purdue North Central Planning Committee:

Dr. James B. Dworkin, Chancellor – Purdue University North Central

Mr. G. William Back, Esq., Vice Chancellor for
Administration-Purdue University North Central

Dr. George Asteriadis, Interim Vice Chancellor for
Academic Affairs-Purdue University North Central

Mr. Joseph Goepfrich, Vice Chancellor for Development,
Purdue University North Central

Mr. Stephen Turner, Associate Vice Chancellor for Administration
and Facilities Purdue University North Central

Dr. Jane Rose, Professor of English, Purdue University North Central

Ms. Wendy Levenfeld, Executive Director, Sinai
Forum, Purdue University North Central

Purdue University West Lafayette:

Dr. France Córdoba, President – Purdue University

Dr. Morgan Olsen, Executive Vice President
and Treasurer – Purdue University

Mr. Lawrence J. Fusaro, AIA, University Architect

Mr. John D. Collier, ASLA, Director of Campus Planning

Scholer Corporation

Mr. Stephen K. Ford, AIA, Principal

Mr. Steven J. Gloyeske, AIA, President

Sasaki Associates, Inc.

Ricardo Dumont

Neil Dean

Tyler Patrick

Gregory Janks

Andy McClurg

Anna Reaves

Kelly Houston

Anthony Fox

Brett Davis

Neda Movaghar

Alex Koumoutsous



