

UNIVERSITY OF ALASKA ANCHORAGE
Campus Master Plan 2013



University of Alaska Anchorage
Campus Master Plan **2013**



Acknowledgments

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Chancellor's Message

September 2013

Dear Friends and Colleagues,

Welcome to the UAA Campus Master Plan 2013! This edition of our strategic campus planning document constitutes a major revision from plans in the past in both organization and methodology. We envision the campus as a collection of zones, each with its distinctive identity and purpose. New facilities are thoughtfully integrated in the most effective zone based upon a set of design guidelines. This process provides a powerful tool for the structured, yet flexible development of our campus over the next 10-20 years.

I am happy to report that this master plan takes into account a number of prominent themes advocated by UAA faculty, staff, and students, as well as the general public. These themes include using best practices for increased consolidation and density; building a more pedestrian-friendly campus; and better serving the needs of a culturally diverse student population. With this in mind, we plan to increase space for student life and student housing and create a welcoming place that embraces the intercultural and international diversity of our global community. We also seek to develop flexible space to promote innovation, collaboration, and research that will benefit Anchorage, the great state of Alaska and beyond.

Cognizant of shifting pedagogy, E-learning, and the realities of our recent economic climate we will be judicious in the new spaces we create and effective with the spaces we utilize and maintain.

I want to thank the entire Master Plan Team for the great work accomplished to develop this plan. I especially want to thank the Campus Master Plan Working Group (CMPWG) for their efforts and contributions, the ECI/Hyer Inc. Consultant Team for their professional expertise, and the entire Facilities and Campus Services staff for their management and completion of this revision.

The UAA Campus Master Plan 2013 provides the framework for a very bright future.

Thomas Case
Chancellor

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The University of Alaska Anchorage has an important role in providing higher education opportunities for the State of Alaska.

Overview

Section I

I.1 :: EXECUTIVE SUMMARY

The University of Alaska Anchorage (UAA) Master Plan serves as a framework to ensure that capital projects are planned, designed and implemented in accordance with the UAA strategic, academic, and guiding documents. It provides a vision for future development and redevelopment of the campus. It defines the inter-relationships between facilities throughout the campus and is sufficiently flexible to include unanticipated facilities. While it is not possible to know in what order or form development on campus will occur, it is possible to provide guidance that is flexible, and achieves a functional campus and attractive physical environment.

The Master Plan serves as a tool to:

- Create predictability and common expectations for campus growth and (re)development.
- Establish development expectations for stakeholders, UAA and the Anchorage community at-large.

The Master Plan is intended to be a practical reference document that will be regularly used by the Administration, Facilities Planning & Construction (FP&C), and consultants to guide all levels of decision-making for the betterment of the campus and the institution. It provides a detailed zoning analysis and design guidelines that respond to the desired future vision and characteristic of the UAA campus. The guidelines address a comprehensive set of interconnected design elements including: site, orientation, functionality, sustainability, and maintainability, as well as image and scale.

The Master Plan should be referenced and adhered to during all project phases from project planning through construction and occupancy. Proposals that depart significantly from the Master Plan shall follow the formal amendment process as outlined in the University of Alaska Bylaws of the Board of Regents.

It is the intent of the Master Plan to acknowledge current planning efforts in the community while forging an interactive relationship between UAA, its neighbors, and the Municipality of Anchorage (MOA). Suitable partnerships and complementary resources of both UAA and other groups can bring new investments to UAA, while expanding UAA's influence and contribution to the larger Anchorage and Alaskan communities.

It is important to be clear about what is not included in the scope of this document. As a strategic master plan for UAA, it establishes the vision and guidelines for facilities and the built environment, but the identification and development of academic programs is entirely outside the scope of this document. Thus, future buildings shown are diagrammatic in nature and based on current conditions, which are to be verified through the implementation of the Master Plan during the development of a specific project.



The Municipality of Anchorage lies between the Cook Inlet and the Chugach Mountains.

I.6 :: CONTEXT

Alaska

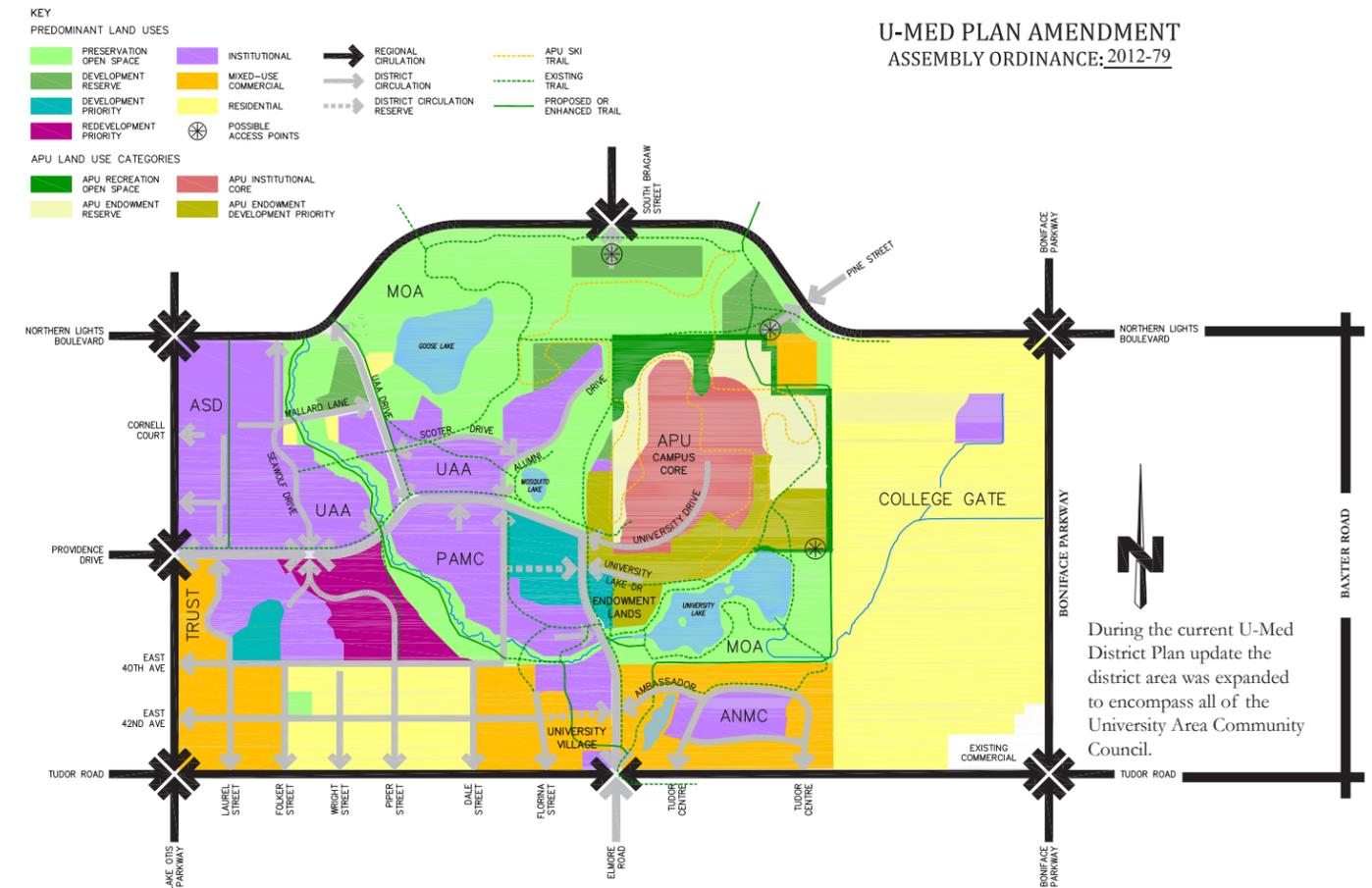
The name Alaska is derived from the Aleut word “Alyeska,” meaning “great land.” Alaska was originally settled by people who crossed the Bering Land Bridge and today Alaska’s native people maintain 11 distinct cultures, speak 11 different languages and 22 different dialects.

Alaska was granted U.S. territorial status in 1912, and entered the United States on January 3, 1959 as the 49th state, with its capital at Juneau. Alaska is the largest state in the U.S. as well as the northernmost, westernmost, and easternmost state. Nearly half of the state’s population lives in Anchorage. Alaska’s economy is primarily driven by oil, tourism, and fishing.

Anchorage

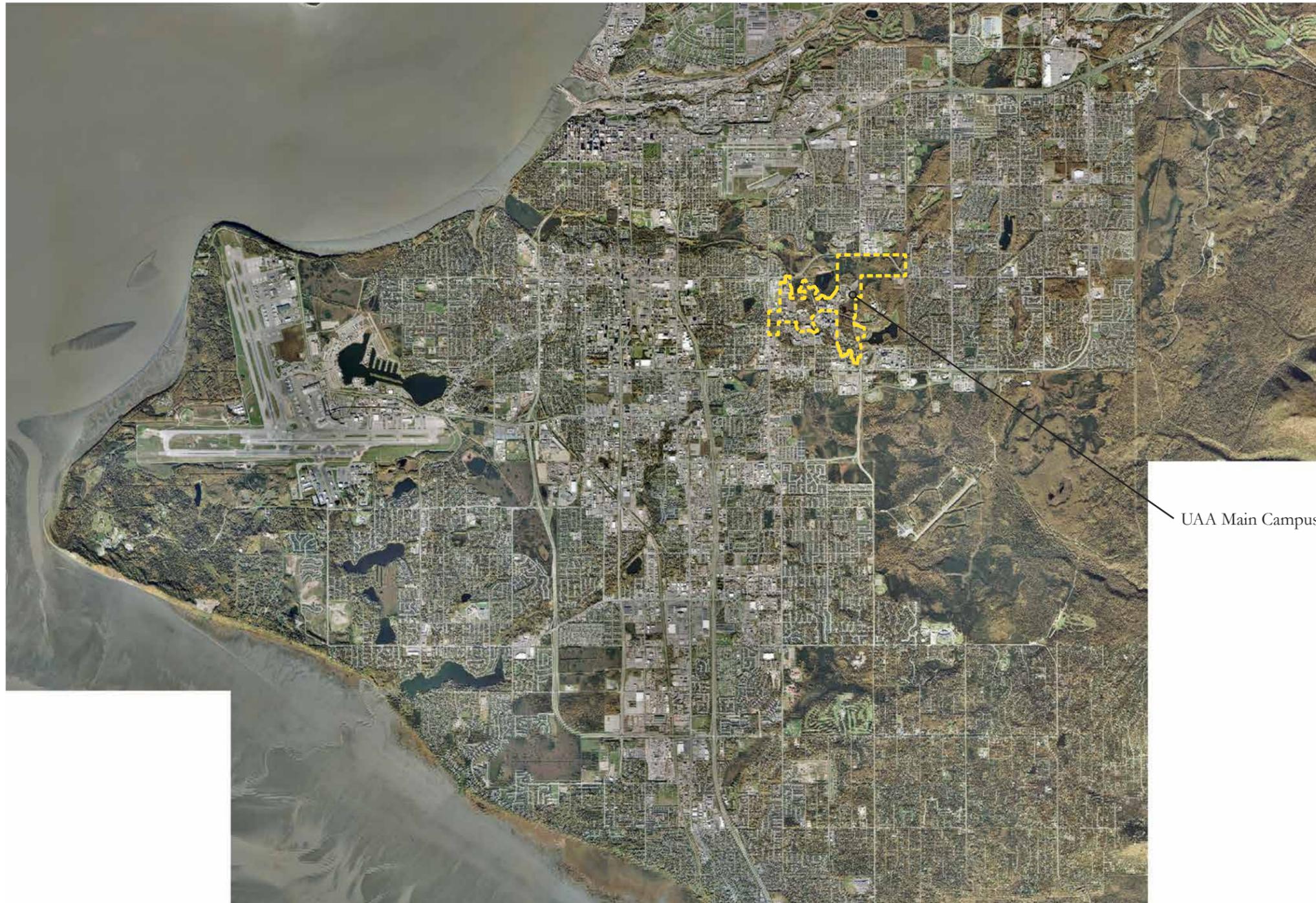
Anchorage is situated between the Chugach State Park to the east, Turnagain and Knik Arms to the west and south and Joint Base Elmendorf-Richardson to the north. With its strategic location on the Pacific Rim, Anchorage is closer to Asia than any other major North American city. Anchorage is Alaska’s largest city and it is the State’s primary trade, transportation, finance, service, and administrative center.

Dena’ina Athabascan Indians first inhabited the Anchorage area. Anchorage is often called Alaska’s largest “Native Village.” Today, Anchorage’s population is around 298,000 residents with racial and ethnic minorities accounting for 27 percent of the total population. Students in the Anchorage School District speak 91 different languages at home.



U-Med

UAA lies in the U-Med District which encompasses approximately 1,100 acres within the Anchorage Bowl and is one of the fastest growing areas in the city. The MOA “Anchorage 2020: Anchorage Bowl Comprehensive Plan” designates the area as a major employment center and strongly supports the growth of UAA and its partners, including associated infrastructure important to their success. The U-Med District Framework Master Plan adopted in 2003 and currently being updated, is a collaborative planning effort between the MOA and U-Med District members. The focus of the plan is to guide area growth to support academic and medical uses while protecting valuable natural resources.



UAA Main Campus

Regional aerial photo showing UAA and the surrounding context

University of Alaska Anchorage

The UAA campus gains a powerful identity from its natural setting. The Chugach Mountains lie to the east and the more distant Alaska Range to the west. Creeks, lakes and bogs with stands of black spruce and birch occur on the campus, and subarctic flora and fauna inhabit the land. Within the campus are elements of iconic quality that help to organize its overall form. One of these remarkable and unifying elements is Chester Creek and its wooded margins that pass through the campus core. Nowhere else is a major university set in both a wild, northern landscape and major urban city.

UAA also has a rich institutional history dating to 1954, before Alaska gained statehood, when Anchorage Community College was founded. In 1971, it merged with the Anchorage Senior College to become a single entity: University of Alaska Anchorage. This union resulted in the linear arrangement for the campus which currently stretches a mile from Lake Otis Parkway to the northeast.



I.7 :: ENROLLMENT

It is anticipated that UAA will continue to see steady demand in programs that meet Alaska's critical higher education needs in workforce development, especially high priority programs in health, engineering, business, teacher education, and vocational/technical fields. As these programs continue to develop, so will the demand for mathematics, science, English, and other general education requirements needed to support them.

The UAA Spring 2013 enrollment was 15,268 students. The conservative estimate is that enrollment will grow over the next twenty years at a rate of 0.0 to 0.5 percent per annum. Recent growth at UAA correlates almost directly to population growth in the Anchorage Bowl and the Matanuska-Susitna Valley. The primary focus of Student Affairs and Enrollment Services in the short term is retention, graduation, and student success. If growth does occur, it is expected to include E-Learning and physical enrollment of (1) international students, (2) a larger percentage of the graduating high school students, (3) students taking coursework for retraining and reemployment, (4) students training to meet increased needs in the natural resource sector, and (5) overall population growth.

I.8 :: FACILITY PROJECTIONS

UAA is a young university that still needs to grow in relation to its peers as indicated in the UAA Peer Space Benchmarking Study conducted by Ira Fink & Associates concurrently with the Master Plan revision. Any increase in enrollment, retention rates, or student credit hour growth will put heavy pressure on special purpose and general use infrastructure. To achieve the vision of UAA Administration and student demands for a larger traditional residential community, additional housing and student life facilities will be needed. Success in attracting top Alaska academic students through a combination of the University of Alaska scholars program, a vibrant on-campus community, high quality faculty, and an attractive student-to-faculty ratio will necessitate more infrastructure development.

The UAA zoning figure (see Section 3.1) and Capital Improvement Plan (see Section 6.3.2) as outlined in the Master Plan, reflect a consensus on the facilities that are likely to be necessary to meet academic and student life needs over the next ten years. There are many variables that could change the mix and priority of improvements. Notable among variables is a significant change in enrollment growth rates, future program development and expansion, and the unpredictability of project funding.

The Capital Improvement Plan summary is based on peer benchmarking, projections of enrollment, and the gross floor space of proposed facility additions that represent known and substantiated needs on the campus. Unfilled demands for a stronger transportation system, traditional student housing, student life facilities, and recreation must be addressed to accommodate current needs and future growth. Funding for these facilities will come from different sources, so the precise timing of each cannot be predicted. These have been identified by a consensus among senior UAA personnel as top priority projects to be built within the next ten years.

I.9 :: CAPITAL IMPROVEMENT PLAN (CIP) SUMMARY

See Section 6.3.2 for full FY 2015 C.I.P. with prioritization.

Renewal and Renovation Highlights:

- Wells Fargo Sports Center Renewal and Repurposing
- Consortium Library Old Core Mechanical Upgrades
- Fine Arts Mechanical System Renewal
- Cuddy Hall Renewal

New Construction Highlights:

- Master Plan Circulation Improvements
- Health Sciences Phase II Building and Parking Structure
- Library North Entrance
- Alaska Native Arts Program Building
- College of Education Reconfiguration/Addition and Professional Studies Building Renovation
- Ice Arena and Recreational Facility
- Student Support Services and Student Union Building
- Administration, Alumni Relations, and Visitor Center
- Student Housing

Projects in Progress (2013):

- Alaska Airlines Center
- Engineering Phase I - Engineering & Industry Lab Building
- Beatrice McDonald Building Renewal

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Infrastructure

Section 2



The view from Rasmuson Hall across UAA with the Chugach Mountains beyond.

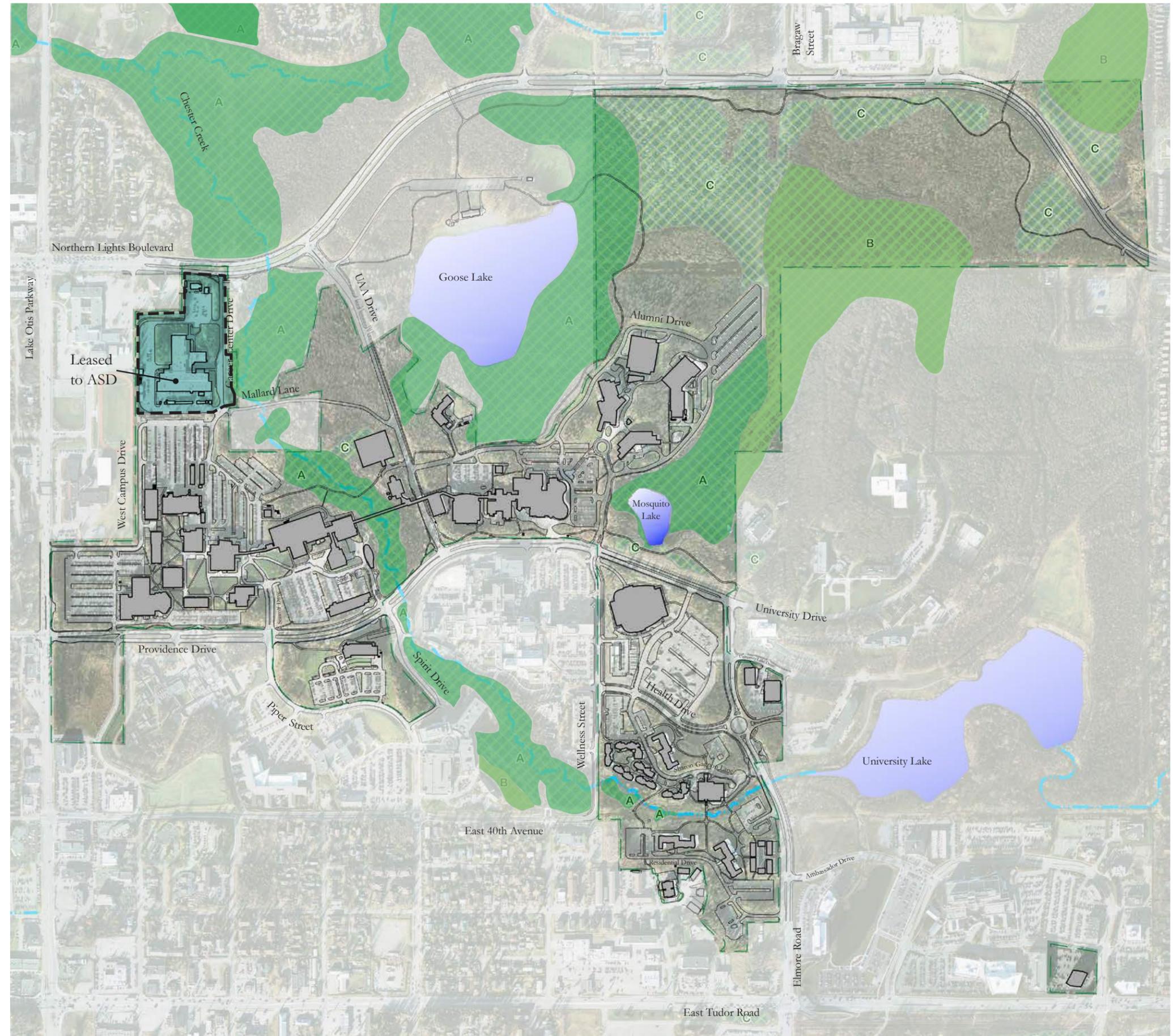
2.1 :: LAND

The natural landscape is one of the most memorable features of the UAA campus. It plays a significant role in defining the character and image of UAA and is highly valued by students, faculty, staff, and visitors. For the past three years, UAA has earned a Tree Campus USA recognition from the National Arbor Day Foundation and the National Association of State Foresters for its dedication to campus forestry management and environmental stewardship.

Most of the natural, undeveloped lands are along Chester Creek and to the north of Mosquito Lake and east of Goose Lake. These lands are generally comprised of forested uplands and wetlands. The natural areas provide for views, active and passive recreational use, and important biological and ecological functions including habitat for moose, fox, coyote, bear, raptors, fish, waterfowl, and song birds. One of the premier assets on the UAA campus is the Chester Creek riparian zone that meanders under the pedestrian Spine through the heart of campus. The creek, an anadromous fish stream (Stream Number 247-50-10050), is home to coho salmon (*Oncorhynchus kisutch*) and also supports rainbow trout (*Oncorhynchus mykiss*) and Dolly Varden char (*Salvelinus malma*).

LEGEND:

- Main Campus Area - 387 Acres
- Type A Wetlands - 8.18% - 32 Acres
- Type B Wetlands - 6.49% - 25 Acres
- Type C Wetlands - 10.24% - 40 Acres
- Leased to Anchorage School District (ASD) - 3.35% - 13 Acres
- Note :: Wetland acres based on GIS Mapping & MOA Watershed Management Mapping (Published 04/15/2003)



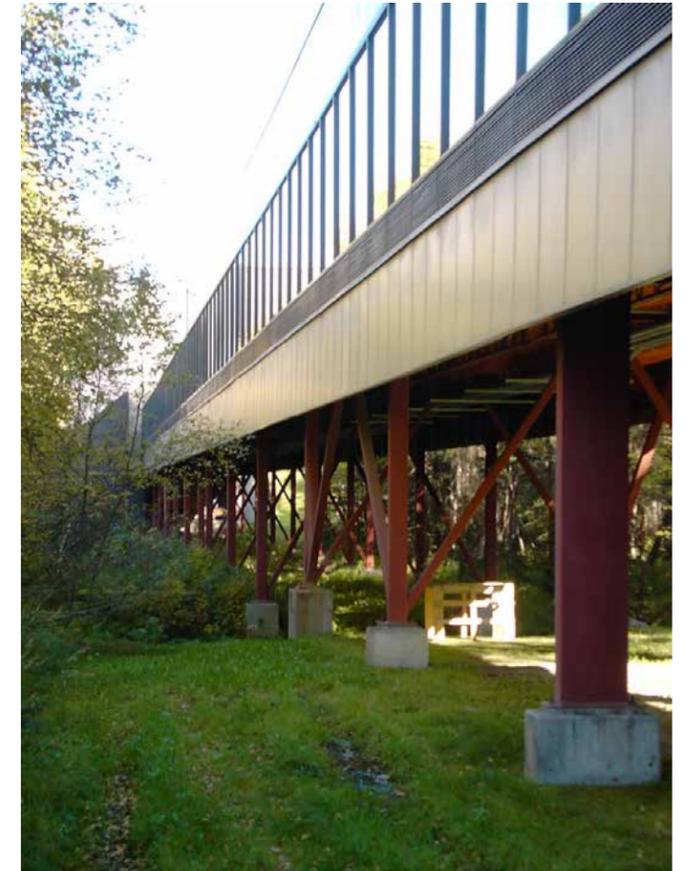


The natural setting of the UAA Campus is important to the quality of the UAA environment.

The Anchorage Wetland Management Plan classifies the wetlands as follows:

- Class A wetlands have the highest biological and hydrological functions and values. These wetlands are generally not to be developed, cleared or otherwise altered unless the action would restore or enhance a site's functions and values.
- Class B wetlands typically have a mixture of higher and lower values and functions. The intent of the B designation is to conserve and maintain a site's key functions and values by limited and minimizing fills and development to less critical zones while retaining higher value areas.
- Class C wetlands have the lowest value and are generally suitable for development to support community expansion and infilling.

The Anchorage Wetlands Management Plan also requires setbacks and buffers from water bodies, streams, and wetlands to protect wildlife corridors, sensitive riparian zones, and water quality. Setbacks and buffers generally range from 25 feet to 100 feet. All three wetland types within the campus have soil characteristics that are challenging for development due to shallow depths to the water table, areas of topographic relief, or organically rich soil.



The Spine carries pedestrians across Chester Creek and gives them an intimate view of the natural landscape.



The native landscape presents both opportunities and constraints to development and the future growth of the campus. Chester Creek, Mosquito Lake, and Goose Lake as well as the majority of lands adjacent to them are classified as jurisdictional wetlands with values and functions important for water quality and flood control, as well as fish and wildlife migration, breeding, and habitat.

The U.S. Army Corps of Engineers regulates discharges of dredged and/or fill material in wetlands and the Anchorage Wetlands Management Plan defines management strategies and enforceable policies. Work in anadromous streams is also regulated by the Alaska Department of Fish and Game. As part of the permitting process, applicants must include a mitigation statement that describes how impacts to waters of the U.S. have been avoided or minimized. Compensatory mitigation is required to offset unavoidable impacts and can be achieved through restoration, enhancement, establishment and/or preservation of aquatic sites, mitigation banks or in-lieu fees calculated using the Anchorage Credit/Debit Methodology.

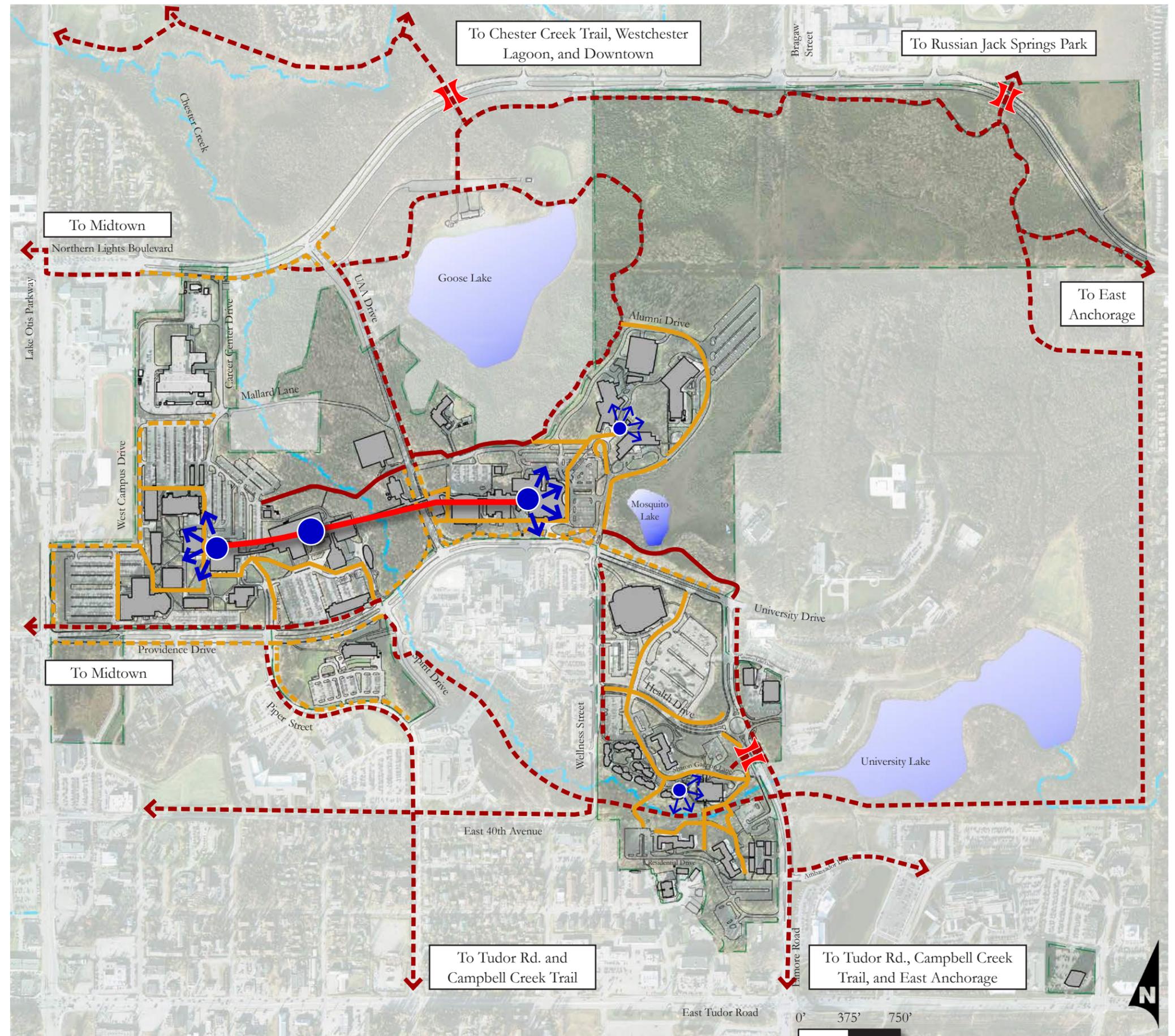
2.2 :: NON-MOTORIZED PATHWAYS :: EXISTING

The UAA campus has a network of walkways and multi-use trails that provide access for pedestrians, cyclists, and Nordic skiers between buildings, parking, and the greater U-Med District. Much of the non-motorized travel occurs on foot and is accommodated in the weather protected elevated walkway, commonly known as the “Spine.” The Spine provides the most direct route between many of the more popular destinations on campus. It has also evolved into a place to study or socialize along its half-mile length. The at-grade network of walkways and multi-use trails has multiple missing links and requires at-grade crossings of busy roadways such as UAA Drive. The linear layout of the UAA campus, road crossings, and lack of connectivity can lead to lengthy travel between buildings and other areas of campus.

A system of trails also meander through the northern, undeveloped portion of the UAA campus and link to the MOA trail system, Goose Lake recreation area, and private trails on the Alaska Pacific University properties. These trails provide access to the natural landscape that contribute to the unique character of the campus. Bicycle commuters also use the local trail system and roadways to reach UAA or destinations within the U-Med District.

LEGEND:

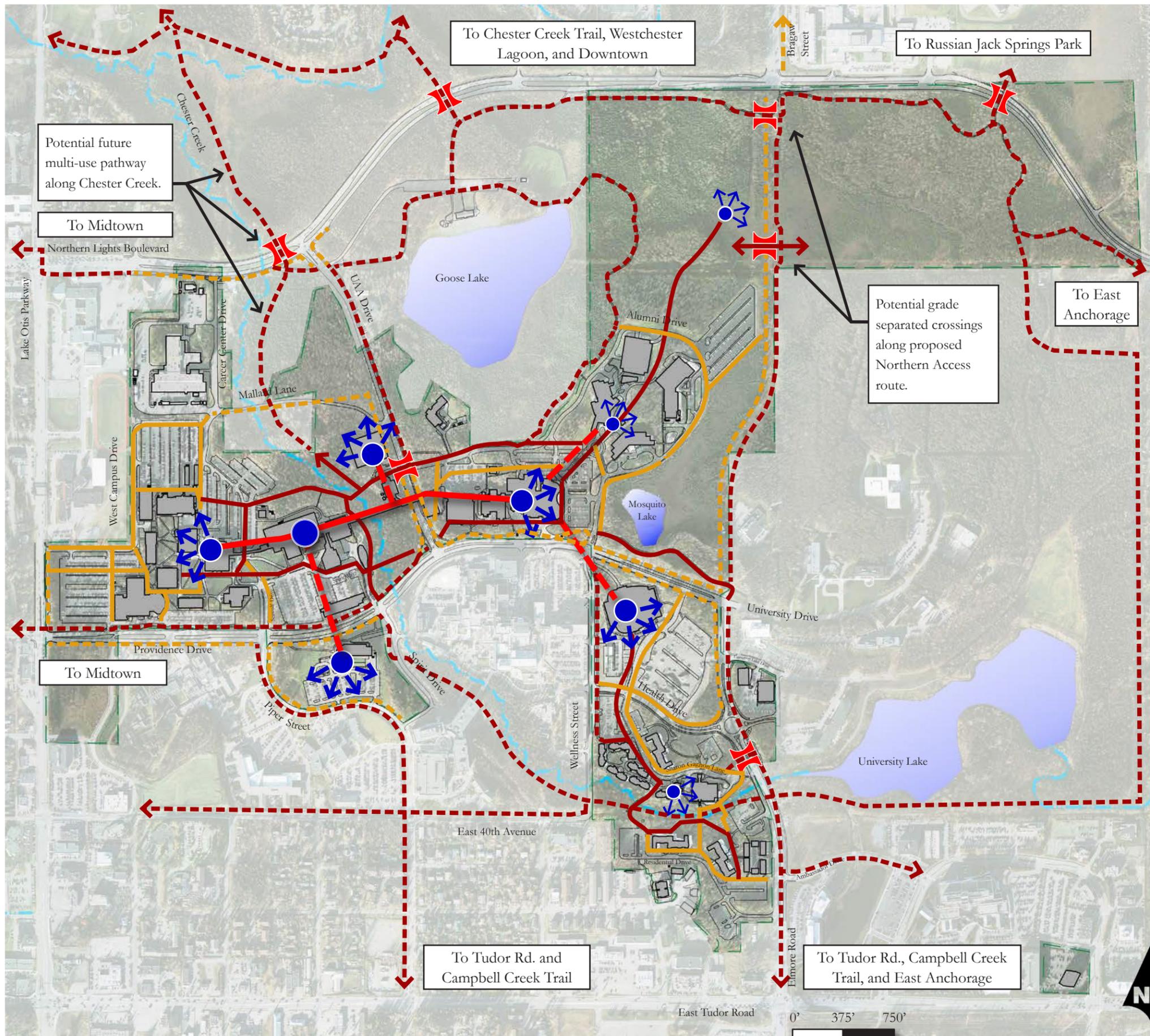
UAA	Non-UAA	
		Multi-Use Pathways (Primary)
		Connector Sidewalks (Secondary)
		Spine - Existing
		Transitional Node
		Grade Separated Crossing



2.2 :: NON-MOTORIZED PATHWAYS :: FUTURE

Providing safe and convenient multi-modal access to, and circulation within the campus is a priority. Through incremental densification of the campus, missing links in the at-grade pathway system and Spine will be completed, increasing connectivity and enhancing the user experience. Over time, pedestrians and bicyclists will dominate the campus, with vehicular movement and parking elegantly accommodated on the periphery. A clear hierarchy of non-motorized pathways will be developed to efficiently link users to their destinations.

- Spine: Primary interior walkways from which most other pathways radiate.
- Multi-Use Pathways: Primary exterior circulation routes from which most other pathways radiate.
- Connector Sidewalks: Secondary exterior circulation routes sized to accommodate a smaller volume of traffic than primary routes.



LEGEND:

UAA	Non-UAA	
		Multi-Use Pathways (Primary)
		Connector Sidewalks (Secondary)
		Spine - Existing
		Spine - Future
		Transitional Node
		Grade Separated Crossing

2.3 :: VEHICULAR CIRCULATION :: EXISTING

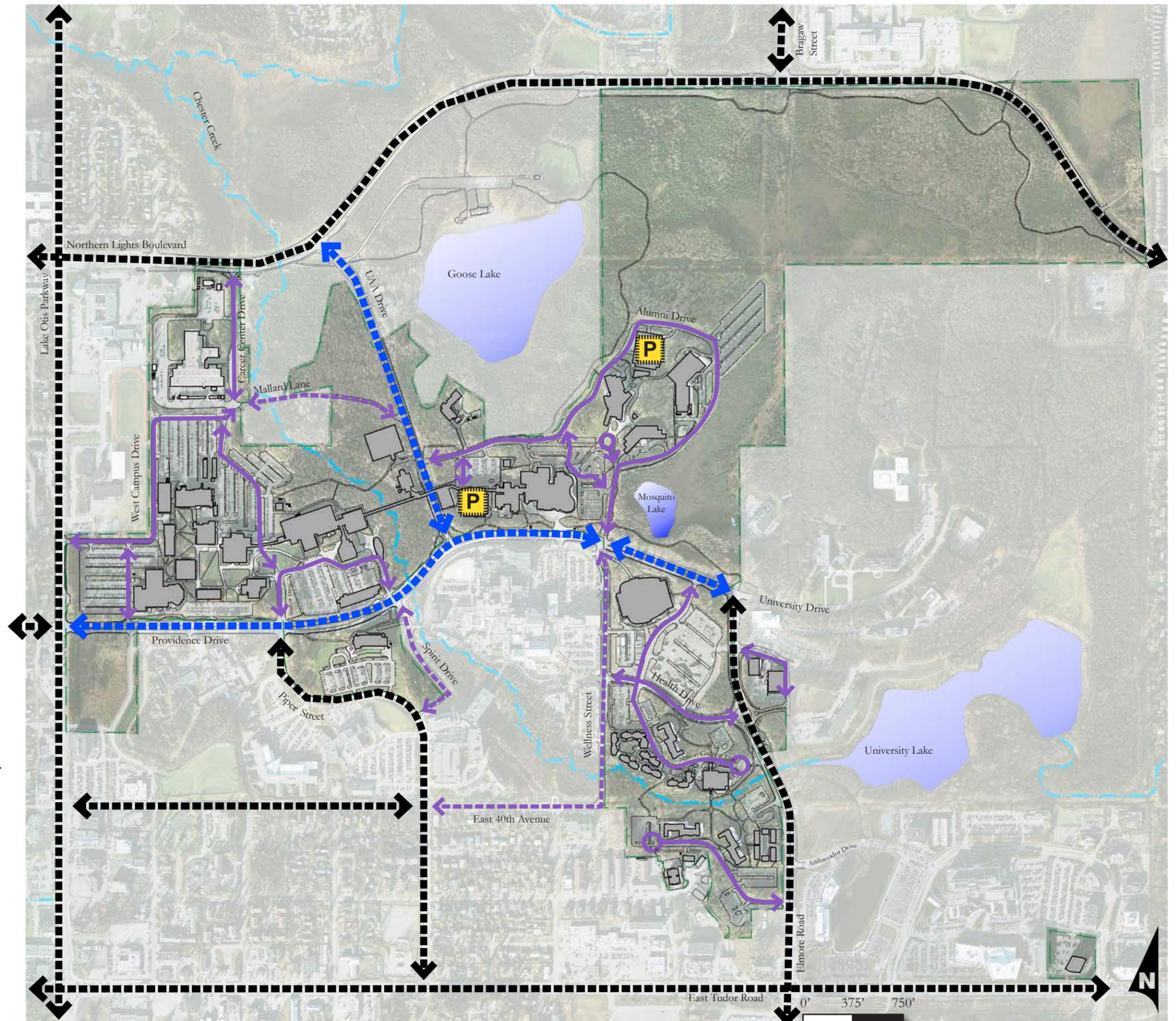
The UAA campus is connected to the greater Anchorage area by such major roadways as Elmore Road, Tudor Road, Lake Otis Parkway, Northern Lights Boulevard, and Piper Street. A number of local streets have developed as the campus has evolved, such as Alumni Drive, Spirit Drive, Seawolf Drive, West Campus Drive, Career Center Drive, and Mallard Lane. These facilities serve the dual purpose of supporting vehicular circulation and direct access to campus buildings and parking areas.

Two roads raise particular vehicular circulation concerns for the UAA campus: Providence Drive and UAA Drive, both owned and maintained by the MOA. Each bisects the campus to serve adjacent institutions and travelers within the larger U-Med District, as well as provide direct campus access. The multiple functions these roads serve sometimes conflict with on-going efforts to provide a safe and pedestrian-friendly campus. Efforts to eliminate or ameliorate these conflicts are worthy of consideration.

The campus parking system, equipped with over 4,800 existing spaces, is generally sufficient to meet total demand, but sometimes the demands exceed the supply in specific areas. Campus locations with high parking demand often experience increased vehicular circulation that adds to traffic congestion levels. Additional parking management strategies and adjustments to the campus parking policies may be warranted. See Section 2.6 for parking summary and analysis.

LEGEND:

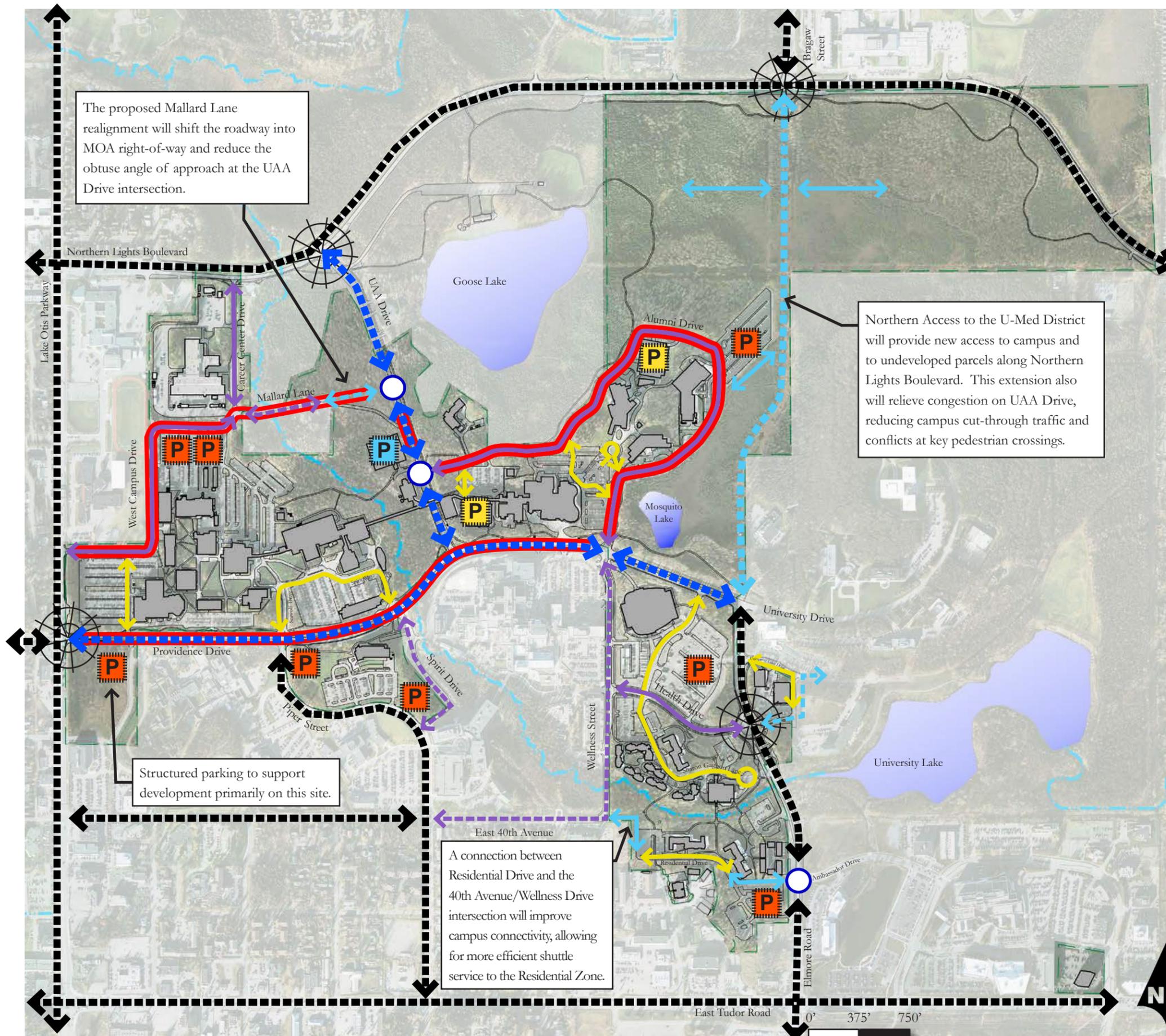
UAA	Non-UAA	
		Major Roadways
		Bisecting Streets
		Local Streets
		Existing Structured Parking



2.3 :: VEHICULAR CIRCULATION :: FUTURE

The goals for future transportation address (1) the location and consolidation of parking in structures, (2) preserving the inner campus core as a pedestrian-friendly place, and (3) promoting the use of the Seawolf Shuttle for campus access and circulation. A “loop road” that captures vehicular traffic as it approaches the campus and delivers it to appropriate parking facilities at the campus periphery would support these policies. Vehicular activity within the loop road is limited to providing direct access to building drop-off/pickup locations and the parking facilities that remain therein.

The loop road concept communicates a perimeter boundary for vehicular circulation and parking access, while preserving the inner campus core as a pedestrian-friendly place. Establishing this boundary and the policy of a car-free campus core will improve the quality of campus life. This concept is further advanced when parking can be consolidated and strategically located adjacent to the loop road and by improving the loop road connections to the major roadways surrounding the campus and greater U-Med District. As the campus vision is realized, more of the overall campus parking system will be provided in structures with high-quality, direct pedestrian connections to the campus core and shuttle system.



LEGEND:

UAA	Non-UAA	
		Major Roadways
		Bisecting Streets
		Local Streets
		Local Circulation Streets
		Proposed Roadways/Streets
		Loop Road
		Campus Gateway / Existing Structured Parking
		Improved Traffic Controls / Planned Structured Parking
		Future Structured Parking

2.4 :: SEAWOLF SHUTTLE :: EXISTING AND NEAR TERM

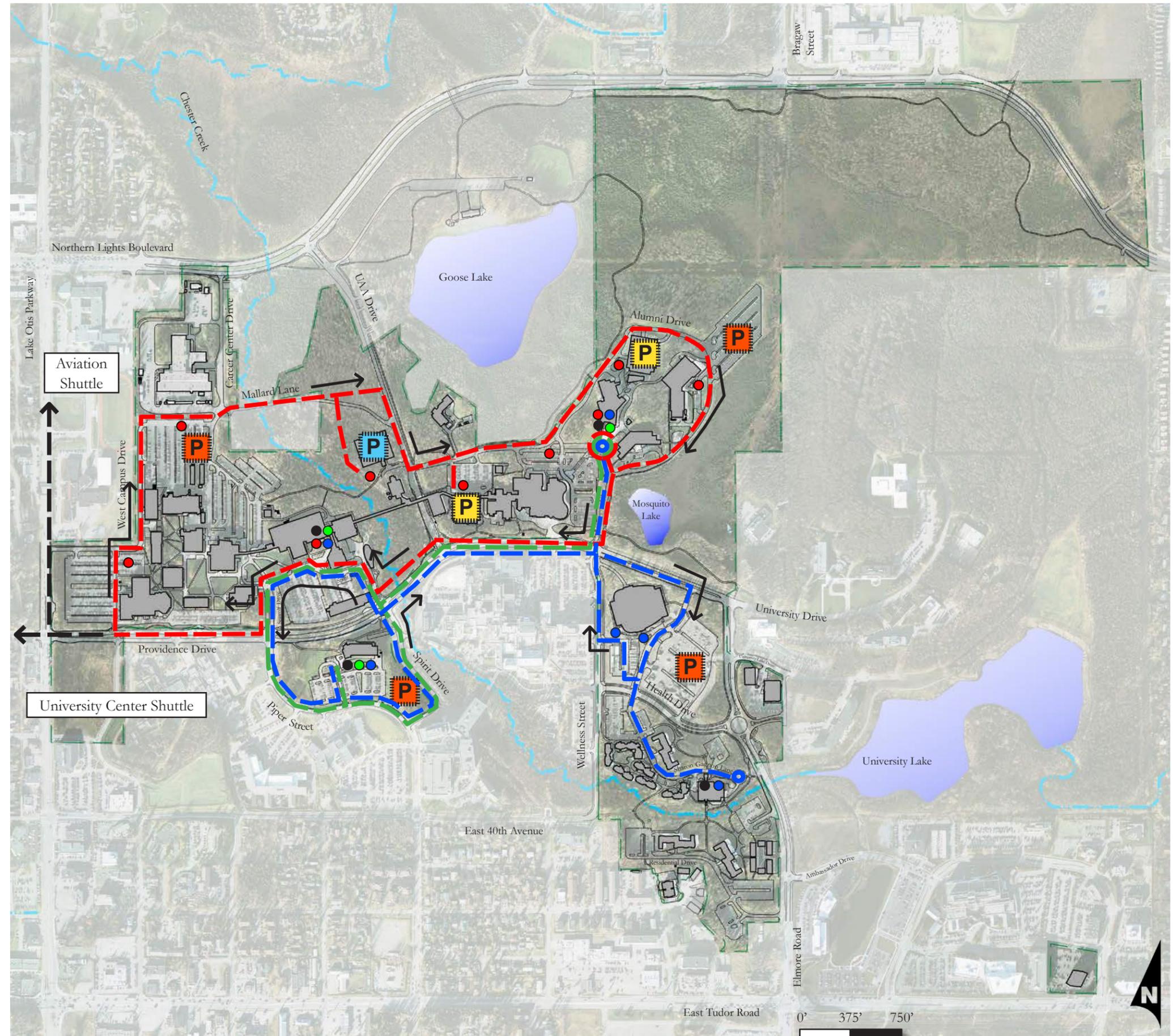
Current Seawolf Shuttle routes operate throughout campus (as well as provide connections to off-campus UAA destinations), reducing the need to drive within the campus boundaries. UAA provides real-time shuttle location mapping via the “WolfTracks” web interface to reduce wait times and enhance the shuttle experience for students, faculty, and staff. On-campus routes are only able to reliably operate on 15- to 20-minute schedules (headways), due to congestion and a lack of street connectivity in certain campus locations. The extension of Health Drive from Wellness Street to Elmore Road will enable much more efficient shuttle routing, reducing headways and further supporting student/faculty movements during class changes.

The MOA People Mover bus system serves the UAA campus via six routes that connect to the entire regional transit network. UAA provides free access for all students, faculty, and staff to transit / shuttle services through the UPASS system to encourage use and reduce campus parking demand. Such policies are strong evidence of the importance UAA places on public transit and sustainable practices.

The near-term route structure shown in this figure follows the principles described on the opposite page with the purpose of utilizing proposed roadway connections to enhance shuttle frequency and coverage, while providing core service to support cross-campus class changes.

LEGEND:

- Class Connector
- Parking/Access Connector
- Residential Connector
- External Campus Shuttle
- Shuttle Stop
- ← Indicates Direction of Travel
- P Structured Parking (See Section 2.3)



2.4 :: SEAWOLF SHUTTLE :: FAR TERM

Transit and shuttle service will play an ever-increasing role in providing access to the campus and supporting safe and timely circulation within it. With improvements to the frequency of People Mover service to the campus, UAA can expect greater numbers of students, faculty, and staff to choose this option. With improvements to campus street connections, Seawolf Shuttle routes can be adapted to provide rapid and reliable service frequencies that support cross-campus movements and class change periods with the overarching goal of a pedestrian-oriented campus core.

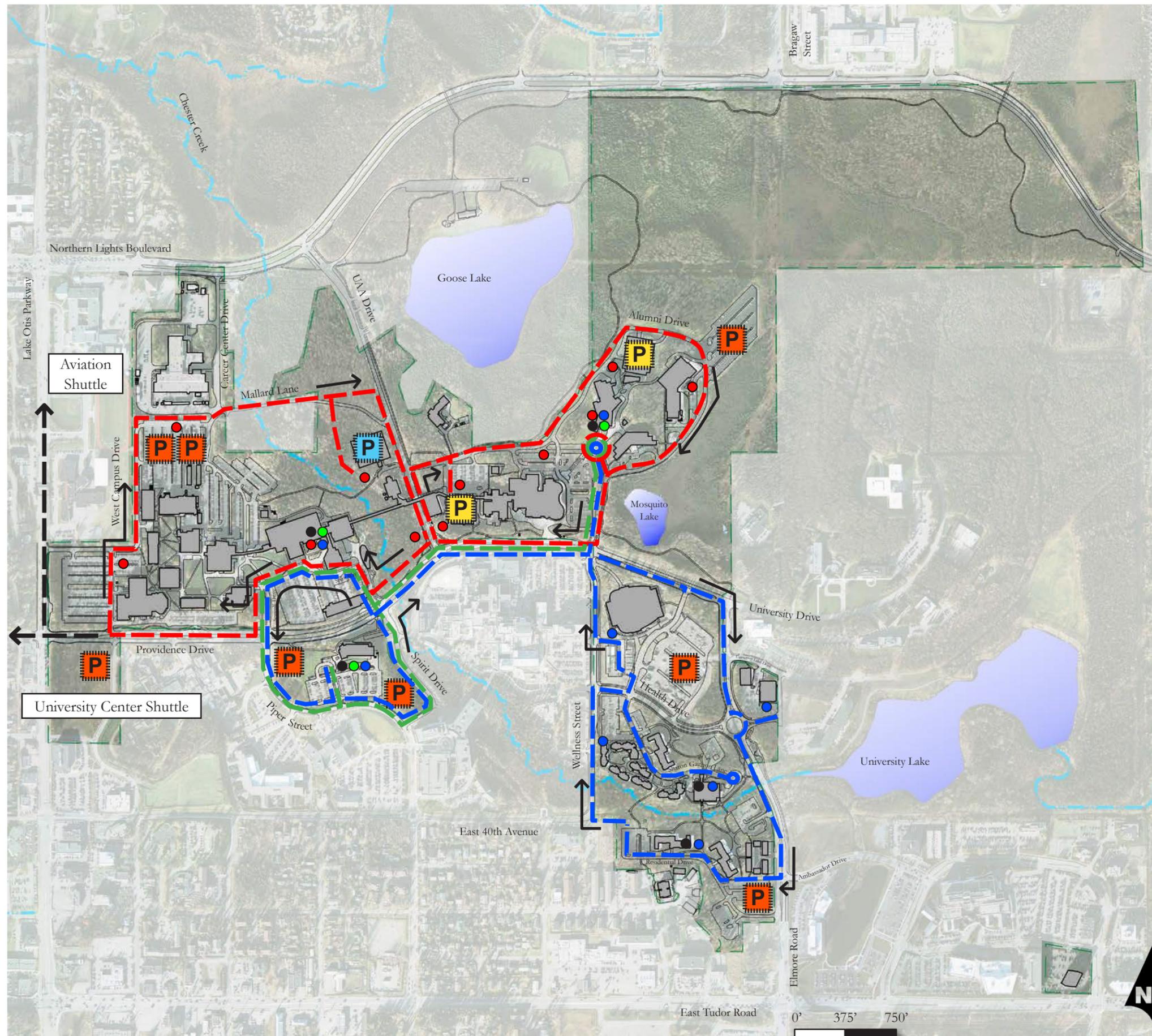
Shuttle service and resulting ridership can be improved by targeting routes and frequencies at specific trip types such as class changes, residential connections, and periphery parking. Readily identifiable, high-efficiency routes will generate increased ridership, with little or no increase in operating costs over today. Conceptual routes are organized as follows:

- The Class Connector (green route) provides express service between the east and west campus cores so that riders can make class changes in less than 15 minutes (7 minutes one-way).
- The Residential Connector (blue route) is scheduled to carry resident students to the campus in time to make each class.
- The Parking/Access Connectors (red routes) carry arriving campus users to core areas of campus (10 minutes round trip).

The outcome of organizing transit service, transit routes, and parking facilities includes the ability to (1) park once and then safely commute around campus; (2) depend on the shuttle service to reliably serve class changes across campus; and (3) reinforce the campus core as an area where walking (skiing) and biking are preferred modes.

LEGEND:

- Class Connector
- Parking/Access Connectors
- Residential Connector
- External Campus Shuttle
- ● ● Shuttle Stop
- ← Indicates Direction of Travel
- P P P Structured Parking (See Section 2.3)



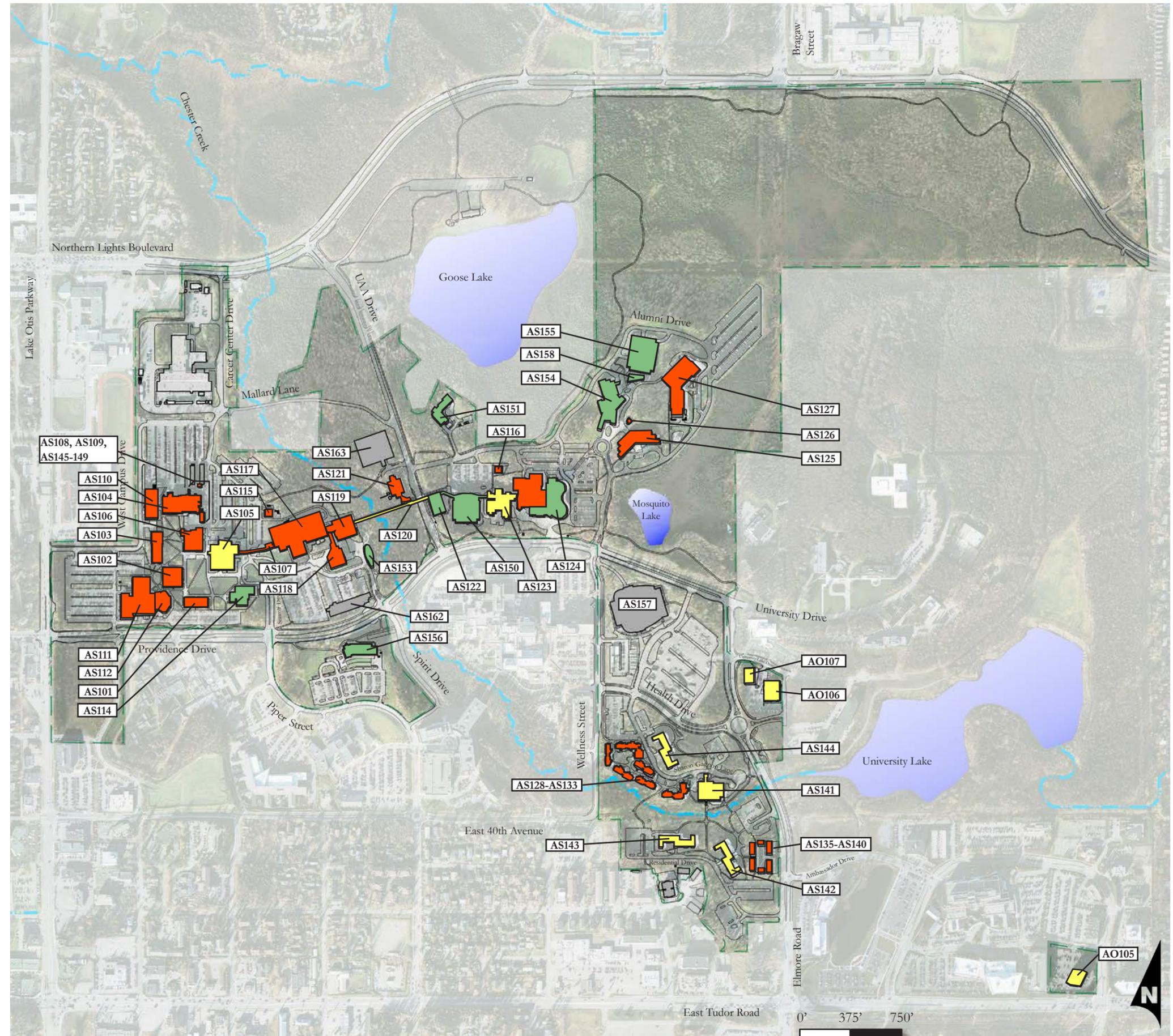
2.5 :: FACILITY KEY & CONDITION ASSESSMENT

The UAA campus has evolved from its beginnings as a small community college to a full scale university. Its facilities continue to age and while maintenance is excellent, many facilities and systems have reached their intended and designed life-cycle and are in need of renewal or replacement. As a result, UAA is accruing a sizable deferred maintenance cost. This liability should be considered in all aspects of the Implementation Process (Section 4) from programming, demolition, adaptive re-use, expansion, and new construction.

A facility assessment was conducted with high level input from Facility Maintenance & Operations (FMO) as well as Facilities Planning & Construction (FPC). Its goal was to provide an overview status of the UAA infrastructure to determine the expected time line before major renewal or replacement. Due to the broad scope, the assessment will require further detailed analysis to support decisions for specific capital improvement projects.

LEGEND: (* Dependent on Funding)

- Due for a Major Renewal/ Replacement within 30+ years*
- Due for a Major Renewal/ Replacement within 20 years*
- Due for a Major Renewal/ Replacement within 10 years*



Facility Key:

Bldg # Building Name
Year Built / # Levels / Gross Sq. Ft.

** Indicates facility ID not mapped

Anchorage Off-Campus Buildings

- AO101 Aviation Technology Center **
1981 / 3 / 82,625 sf
- AO102 Aviation Technology Storage **
1985 / 1 / 221 sf
- AO103 No longer in inventory(Adult Learning Center) **
- AO104 707 A Street **
1974 / 2 / 20,424 sf
- AO106 University Lake Building
1985 / 1 / 16,808 sf
- AO107 University Lake Building Annex
1983 / 1 / 9,004 sf
- AO108 University Center **
1984 / 2 / 95,191 sf
- AO109 Transportation Research Center **
pre 1966 / 1 / 7,719 sf
- AO110 State Fairground Cabin **
1984 / 1 / 320 sf
- AO111 1901 Bragaw Street **
1978 / 4 / 64,451 sf

Anchorage Main Campus Buildings

- AS101 Eugene F Short Hall
1970 / 3 / 23,899 sf
- AS102 Sally Monserud Hall
1970 / 2 / 22,069 sf
- AS103 Beatrice G McDonald Hall
1970 / 3 / 35,214 sf
- AS104 Gordon W Hartlieb Hall
1970 / 3 / 45,753 sf
- AS105 Edward & Cathryn Rasmuson Hall
1992 / 4 / 87,075 sf
- AS106 Lucy Cuddy Hall
1970 / 3 / 27,927 sf
- AS107 West Bridge
1992 / 1 / 5,261 sf
- AS108 Greenhouse
1985 / 1 / 1,727 sf

- AS109 Greenhouse Storage Shed
1983 / 1 / 192 sf
- AS110 Auto/Diesel Technology Building
1973 / 2 / 26,332 sf
- AS111 Professional Studies Building
1972 / 2 / 87,351 sf
- AS112 Wendy Williamson Memorial Auditorium
1974 / 4 / 32,853 sf
- AS113 Building Removed (Marc Bourassa Hall) **
- AS114 Allied Health Sciences Building
1982 / 3 / 27,127 sf
- AS115 Energy Module No. 1
1977 / 2 / 2,632 sf
- AS116 Energy Module No. 2
1977 / 2 / 2,632 sf
- AS117 Wells Fargo Sports Center
1977 / 3 / 106,977 sf
- AS118 Bookstore
1983 / 3 / 38,272 sf
- AS119 Student Union
1977 / 2 / 44,962 sf
- AS120 Arcade & Bridge Lounge
1977 / 3 / 12,701 sf
- AS121 Engineering Building
1981 / 3 / 40,751 sf
- AS122 Natural Sciences Building (Renewed in 2012)
1977 / 2 / 28,490 sf
- AS123 Social Sciences Building
1974 / 4 / 63,875 sf
- AS124 Consortium Library (Renewal & Addition in 2004)
1972 / 5 / 221,887 sf
- AS125 Administration/Humanities Building
1983 / 3 / 52,008 sf
- AS126 Administration Utility Building
1983 / 1 / 1,009 sf
- AS127 Fine Arts Building
1986 / 3 / 104,090 sf
- AS128 MAC 1
1985 / 3 / 27,855 sf
- AS129 MAC 2
1985 / 3 / 16,815 sf
- AS130 MAC 3
1985 / 3 / 17,705 sf
- AS131 MAC 4
1985 / 3 / 18,001 sf

- AS132 MAC 5
1985 / 3 / 16,726 sf
- AS133 MAC 6
1985 / 3 / 25,742 sf
- AS134 Building Removed (Campus Storage Building) **
- AS135 Templewood Bldg "A"
1984 / 3 / 9,448 sf
- AS136 Templewood Bldg "B"
1984 / 3 / 4,724 sf
- AS137 Templewood Bldg "C"
1984 / 3 / 9,448 sf
- AS138 Templewood Bldg "D"
1984 / 3 / 9,448 sf
- AS139 Templewood Bldg "E"
1984 / 3 / 4,724 sf
- AS140 Templewood Bldg "F"
1984 / 3 / 9,448 sf
- AS141 Edward Lee Gorsuch Commons
1998 / 2 / 27,284 sf
- AS142 East Hall
1998 / 5 / 64,466 sf
- AS143 West Hall
1998 / 5 / 64,466 sf
- AS144 North Hall
1998 / 5 / 64,466 sf
- AS145 Grounds Main Office Building
1984 / 1 / 288 sf
- AS146 Grounds Staff Building
1984 / 1 / 552 sf
- AS147 Grounds Equipment Shop
1984 / 1 / 187 sf
- AS148 Grounds Irrigation Equipment Shop
1984 / 1 / 187 sf
- AS149 Custodial Storage Shed
1984 / 1 / 384 sf
- AS150 Central Parking Garage
2002 / 4 / 124,959 sf
- AS151 Ecosystem-Biomedical Health Laboratory
2003 / 2 / 16,295 sf
- AS152 Engineering Greenhouse **
2003 / 1 / 342 sf
- AS153 Alaska Native Science & Engineering Programs
2006 / 2 / 12,746 sf
- AS154 ConocoPhillips Integrated Science Building
2009 / 4 / 130,293 sf
- AS155 East Parking Garage
2008 / 3 / 156,321 sf

- AS156 Health Sciences Building
2011 / 4 / 65,468 sf
- AS157 Alaska Airlines Center
In Construction / 5 / 196,760 sf
- AS158 Fireside Café
2008 / 1 / 4,622 sf
- AS159 Hazardous Materials Storage Building **
2009 / 1 / 247 sf
- AS160 Engineering Temporary Building 1 **
2009 / 1 / 1,062 sf
- AS161 Engineering Temporary Building 2 **
2009 / 1 / 1,062 sf
- AS162 Engineering & Industry Building
In Construction / 4 / 81,500 sf
- AS163 North Parking Garage
In Development
- AS164 Health Campus Pedestrian Bridge
In Development

Current Lease Space

- AL108 Eagle Center - Eagle River Campus **
2 / 14,492 sf
- AL117 SBDC-Anchorage **
2 / 4,391 sf
- AL122 Behavioral Health Research & Services **
1 / 3,472 sf
- AL124 Gambell Professional Building **
2 / 7,444 sf
- AL125 University Center Lease **
1 / 4,177 sf
- AL129 UC Warehouse **
2 / 8,560 sf
- AL130 Sysco Foodservices of Seattle **
400 sf
- AL131 Publix Storage **
186 sf
- AL132 Tudor Storage **
3,050 sf
- AL134 Northland Maxi Vaults **
72 sf
- AL135 Providence Childhood Learning Lease **
- AO105 Diplomacy Building
(To be vacated by 07/01/2015)
1985 / 6 / 55,513 sf



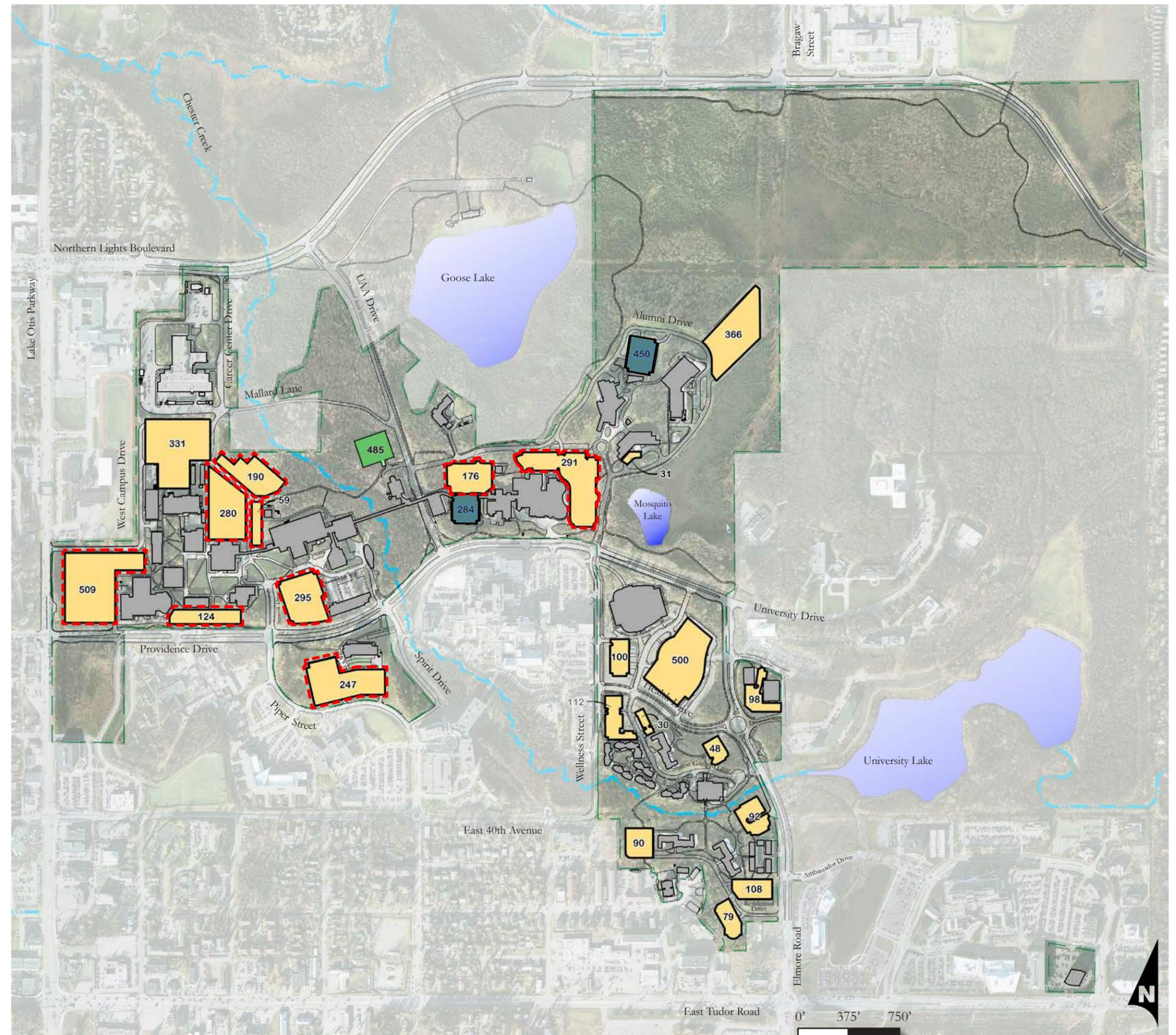
2.6 :: PARKING :: OVERVIEW & MAPPING

Existing parking facilities and planned parking supply (e.g. the proposed School of Engineering garage and the parking proposed to support the Alaska Airlines Center) provide a parking system of 5,375 spaces across the campus. In total, the system is adequate to meet peak demands during normal campus operations. However, parking demand is often concentrated, resulting in parking constraints in certain locations. Parking facilities that exceed 90 percent utilization during peak periods are highlighted in the figure.

Zone	Surface Parking Spaces	Structured Parking Spaces	Total
Community Interface Zone	509	0	509
West Academic Zone	419	0	419
Campus Core Zone	59	0	59
Engineering Zone	0	485	485
Transitional Zone	801	0	801
Health Zone	247	0	247
East Academic Zone	864	734	1,598
Recreation Zone	600	0	600
Student Housing Zone	657	0	657
Total	4,156	1,219	5,375

LEGEND:

-  Parking Hotspots
-  (peak demand exceeds 90% capacity)
-  Existing Surface Parking
-  Existing Structured Parking
-  Planned Structured Parking



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Land Use & Zoning

Section 3



The Fireside Cafe provides a gathering place north of the Alaska Quad.

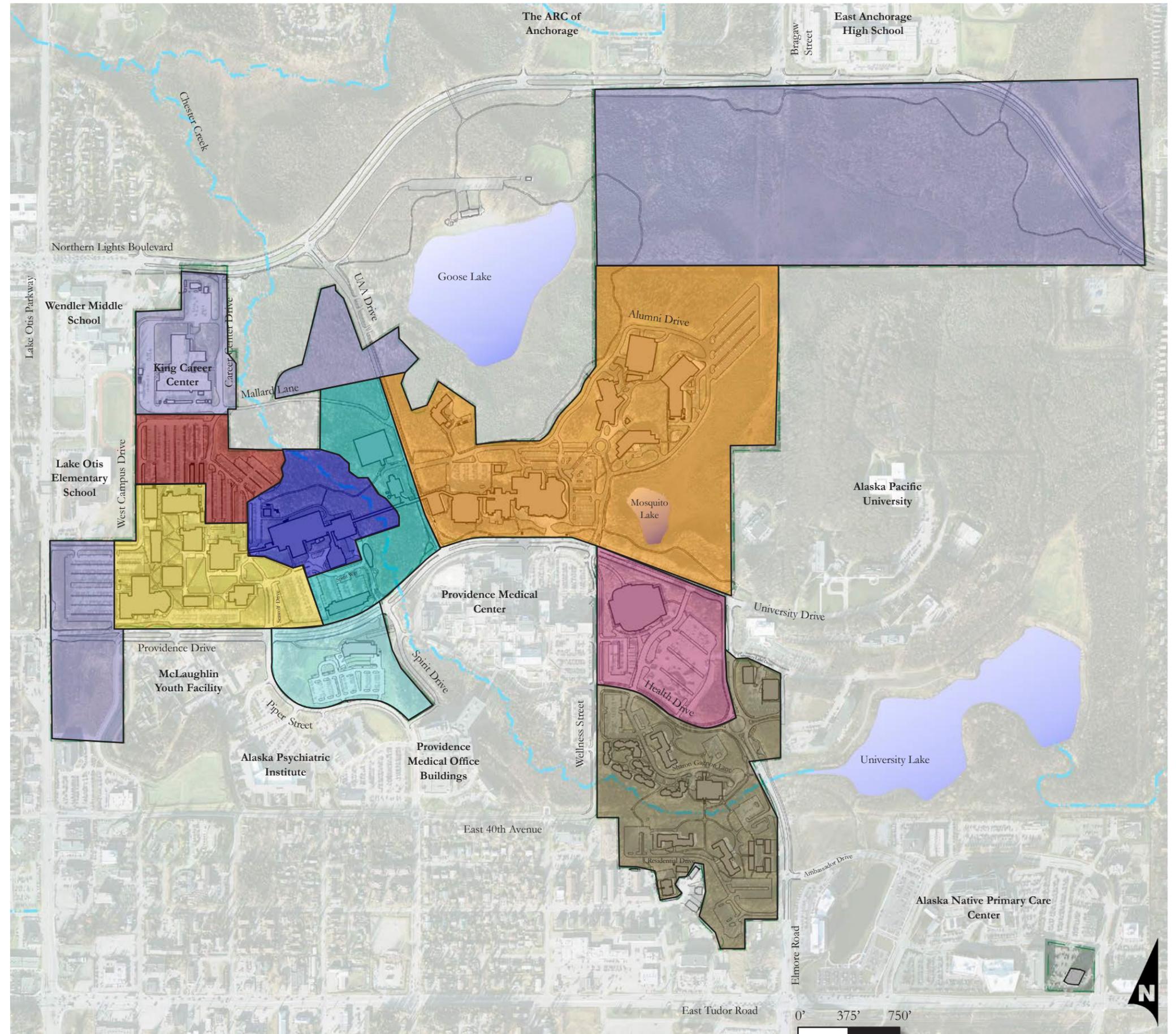
3.1 :: ZONE OVERVIEW

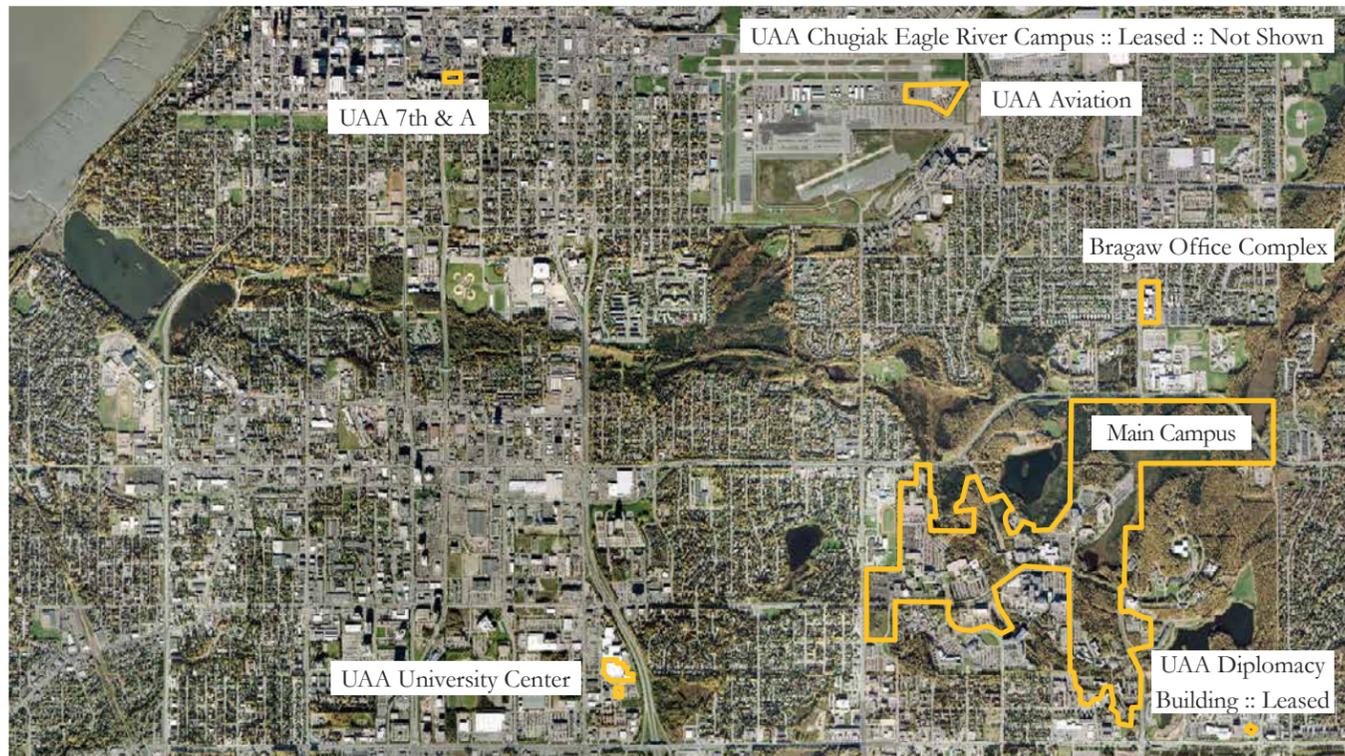
This revision to the Master Plan has been developed utilizing a network of campus zones, each with a distinctive identity and role in support of UAA's mission, both academic and strategic. The zones provide a framework and guideline to allow each zone to evolve and develop distinct characteristics while still maintaining a holistic campuswide vision. This section of the Master Plan identifies the intent, opportunities, and key elements of the campus zones and their application as a tool to guide future development.

The outlined zones establish the baseline criteria, with the goal of enabling long range visioning and coordination across current and future projects to improve operational effectiveness. They are integral to any planning, design, and construction process at UAA. To ensure this campuswide approach is integrated, a detailed process including zone analysis, infrastructure integration, and design guidelines are outlined in Section 4 - Implementation of the Master Plan.

LEGEND:

-  Community Interface Zone
-  West Academic Zone
-  Campus Core Zone
-  Engineering Zone
-  Transitional Zone
-  Health Zone
-  East Academic Zone
-  Recreation Zone
-  Student Housing Zone





UAA Off-Campus Zone

3.1.1 :: Zone Summary

For each of the defined zones on the following pages, the information below is provided:

Summary ::

Describes the location, primary landscape, and architectural fabric for the zone as well as any significant historical or contextual elements.

Intent ::

Conveys the concept for the zone and outlines the overall role and organization as it relates to the existing and future vision for UAA. Key defining characteristics and quality of place to be retained or achieved are discussed.

Existing Facilities ::

Summarizes the facilities existing at the time the 2013 Master Plan was completed.

Potential Future Actions ::

Characterizes program and infrastructure development examples that are appropriate applications to the Zone Intent. Actual zone placement for a particular building or program may vary from this list if a better location is identified through the Implementation Process as described in Section 4.

Connectivity ::

Describes and illustrates the zone's high level relationship to the future UAA vision for wayfinding, circulation, parking, and the loop road.

Open Space ::

Describes the present and future UAA vision for the Open Space overlay.

3.1.2 :: Site Analysis

The Site Analysis figures provide guidance in defining, locating and understanding the buildable site opportunities at UAA. Please note, the Site Analysis figures do not indicate ownership of the infrastructure, only the classification as outlined in Section 2. For each of the defined zones, the following information is provided:

Non-Motorized Pathways (See Section 2.2):

- Spine: Primary interior circulation walkway from which most other pathways radiate.
- Multi-Use Pathway: Primary exterior circulation routes from which most other pathways radiate.
- Connector Sidewalks: Secondary exterior circulation routes sized to accommodate a smaller level of traffic than primary routes.
- Grade Separated Crossing: Overpass or underpass to facilitate road crossings.

Vehicular (See Section 2.3):

- Major Roadways: Primary roadways that connect UAA and the U-Med District to the greater Anchorage community.
- Bisecting Streets: Roadways that bisect campus and the U-Med District. They also support direct campus access and circulation.
- Local Streets: Streets that serve the dual purpose of supporting vehicular circulation and direct access to campus buildings and parking areas.
- Local Circulation Streets: Restricted access streets that support the shuttle, deliveries, service, and drop off/pickup.
- Proposed Roadways/Streets: Proposed infrastructure with final location under development.
- Loop Road: A combination of roads forming a vehicular perimeter loop around the campus.

Building Frontages / Entrances

- Primary Active Frontage: Building facades that should be protected to maintain views of them, and views from within them to surrounding landscapes/buildings. Expansion may require redeveloping a new Primary Active Frontage.

- Secondary Active Frontage: Building facades that can be expanded or have thoughtful changes to views of them, and views from within them to surrounding landscapes/buildings.
- Service Frontage: Building facades that have minimal active frontage or serve as access areas. These can be expanded provided that associated functions are maintained/replaced.

Open Space (See Section 2.1 & 3.4):

- Quad: Campus open areas that are functionally programmed for a variety of uses, and entail a higher level of maintenance.
- Semi-natural: Open areas where programming is integrated within or adjacent to natural areas.
- Natural: Areas with minimal programming that are left in, or restore to, a naturalized condition.
- Character Defining View: A view (inwardly or outwardly focused) that should be protected and maximized for its impact.
- Character Defining Place: A place (inwardly or outwardly focused) that should be protected and maximized for its impact.

LEGEND:

Non-Motorized:	Building Frontages / Entrances:
↔ Multi-Use Pathways	▲ Primary
↔ Connector Sidewalks	△ Secondary
— Spine - Existing	○ Service
- - Spine - Future	Open Space Development:
⌋ Grade Separated Crossing	⊞ Quad
Vehicular:	■ Semi-Natural
↔ Major Roadway	■ Natural
↔ Bisecting Streets	➤ Character Defining View
↔ Local Streets	☀ Character Defining Place
↔ Local Circulation	
↔ Proposed Roadways	
— Loop Road	— Zone Boundary



3.2 :: COMMUNITY INTERFACE ZONE :: OVERVIEW

Summary ::

The Community Interface Zone includes lands that front the greater Anchorage community. As a result, any development will become identified as gateways to UAA. The majority of the land is currently undeveloped with the exception of the King Career Center and the west parking lot. Existing recreational trails meander through the UAA lands to Northern Lights Boulevard and provide connectivity to Goose Lake and Alaska Pacific University.

Intent ::

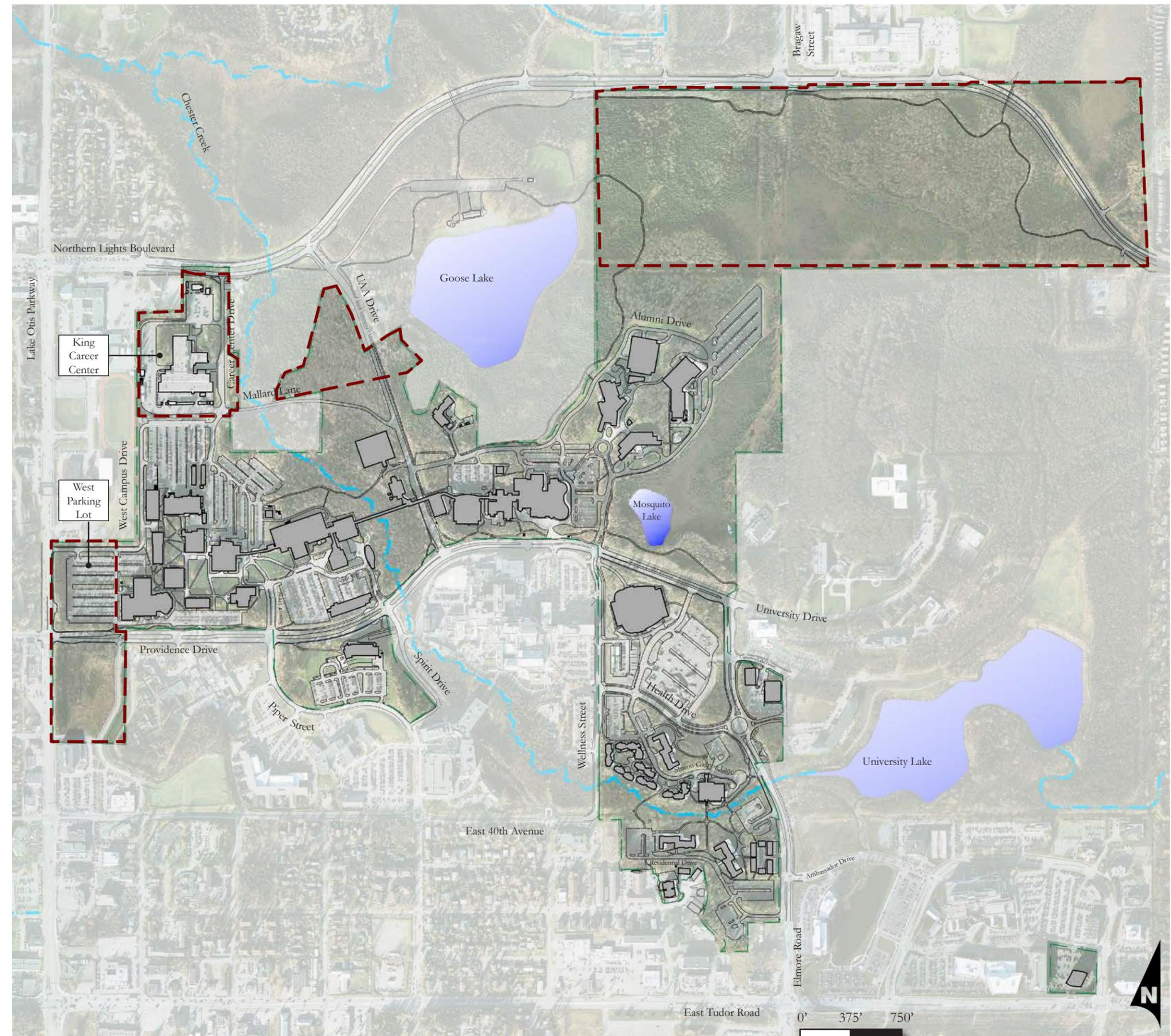
The surrounding landscape and adjacencies to the Anchorage community allow for development that focuses on bringing UAA and community partners together for educational partnerships and public service. This zone becomes a visible bridge between academics and the community. Key characteristics and design elements include community access and services, collaboration, and recreation.

Existing Facilities ::

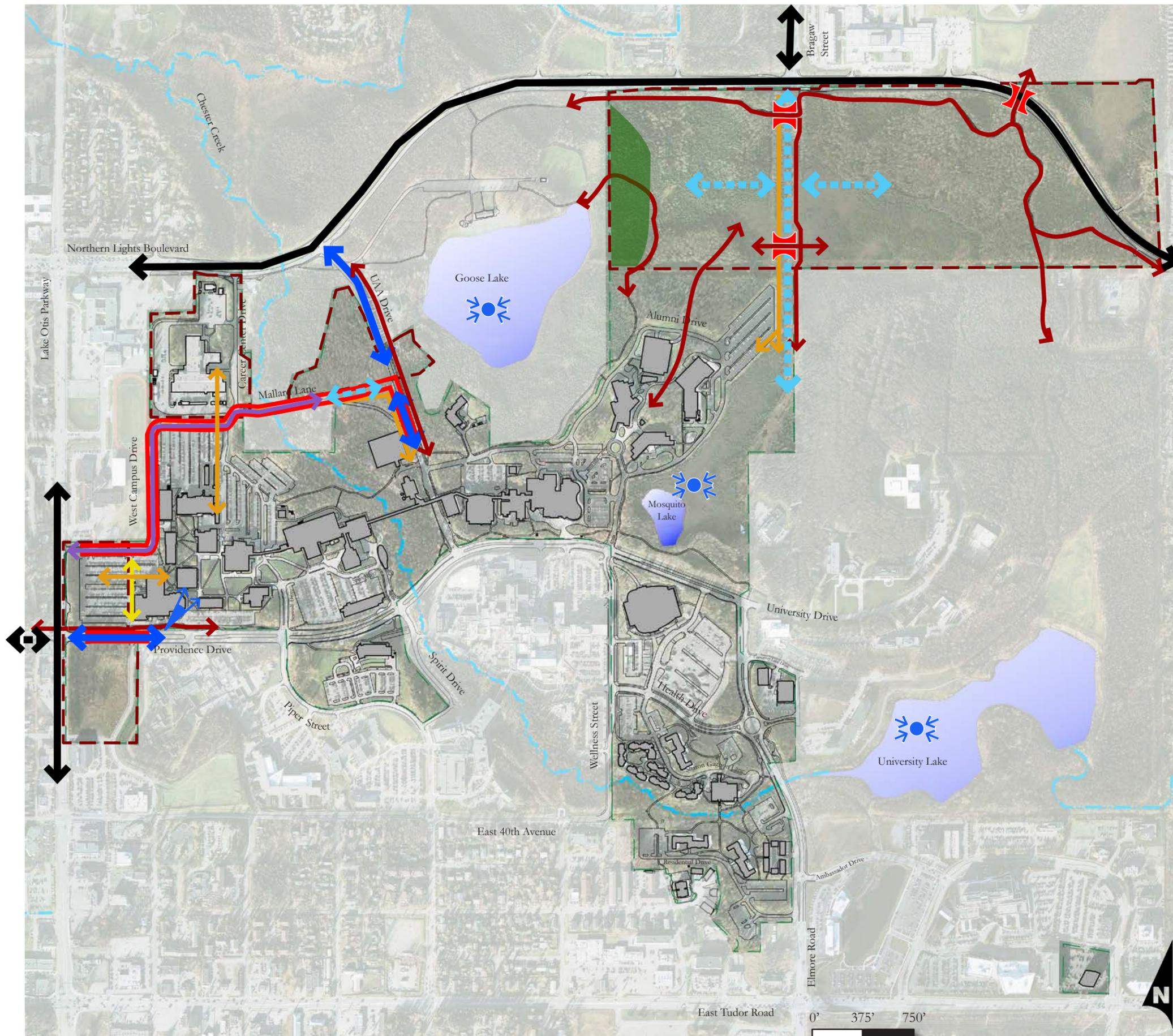
- King Career Center

Potential Future Actions ::

- Ice Arena
- Public Safety
- Community Partnerships
- Turf
- Student Recreation
- Mixed-Use Development
- Parking Structure(s)



COMMUNITY INTERFACE ZONE :: SITE ANALYSIS



Connectivity (Community Interface West) ::

- Provide link to the main east/west at-grade non-motorized pathway. (see Section 2.2)

Connectivity (Community Interface East) ::

- Maintain and enhance the connectivity to the adjacent MOA non-motorized pathways, specifically the east/west connection to Goose Lake Park and a north/south connection to the Chester Creek trail system.
- Provide for a north/south at-grade pathway that links to the East Academic Zone.

Open Space (Community Interface West) ::

- None specific to only this zone

Open Space (Community Interface East) ::

- This zone shall receive a large multi-purpose open space area.

LEGEND:

Non-Motorized:	Building Frontages / Entrances:
↔ Multi-Use Pathways	▲ Primary
↔ Connector Sidewalks	△ Secondary
— Spine - Existing	○ Service
- - Spine - Future	Open Space Development:
⌋ Grade Separated Crossing	◻ Quad
Vehicular:	◻ Semi-Natural
↔ Major Roadway	◻ Natural
↔ Bisecting Streets	▶ Character Defining View
↔ Local Streets	☀ Character Defining Place
↔ Local Circulation	
↔ Proposed Roadways	
— Loop Road	- - Zone Boundary



3.2 :: WEST ACADEMIC ZONE :: OVERVIEW

Summary ::

The West Academic Zone is bordered by Lake Otis Parkway, Providence Drive, and West Campus Drive. It houses the earliest buildings on the University property. Most of these buildings were built for the community college and were later absorbed into UAA when they merged. As a result, it has the highest percentage of older facilities with a lower height than other areas of campus. As the Community Interface Zone to the west is developed and becomes a gateway, this zone will transition into a defining edge along Providence Drive.

Intent ::

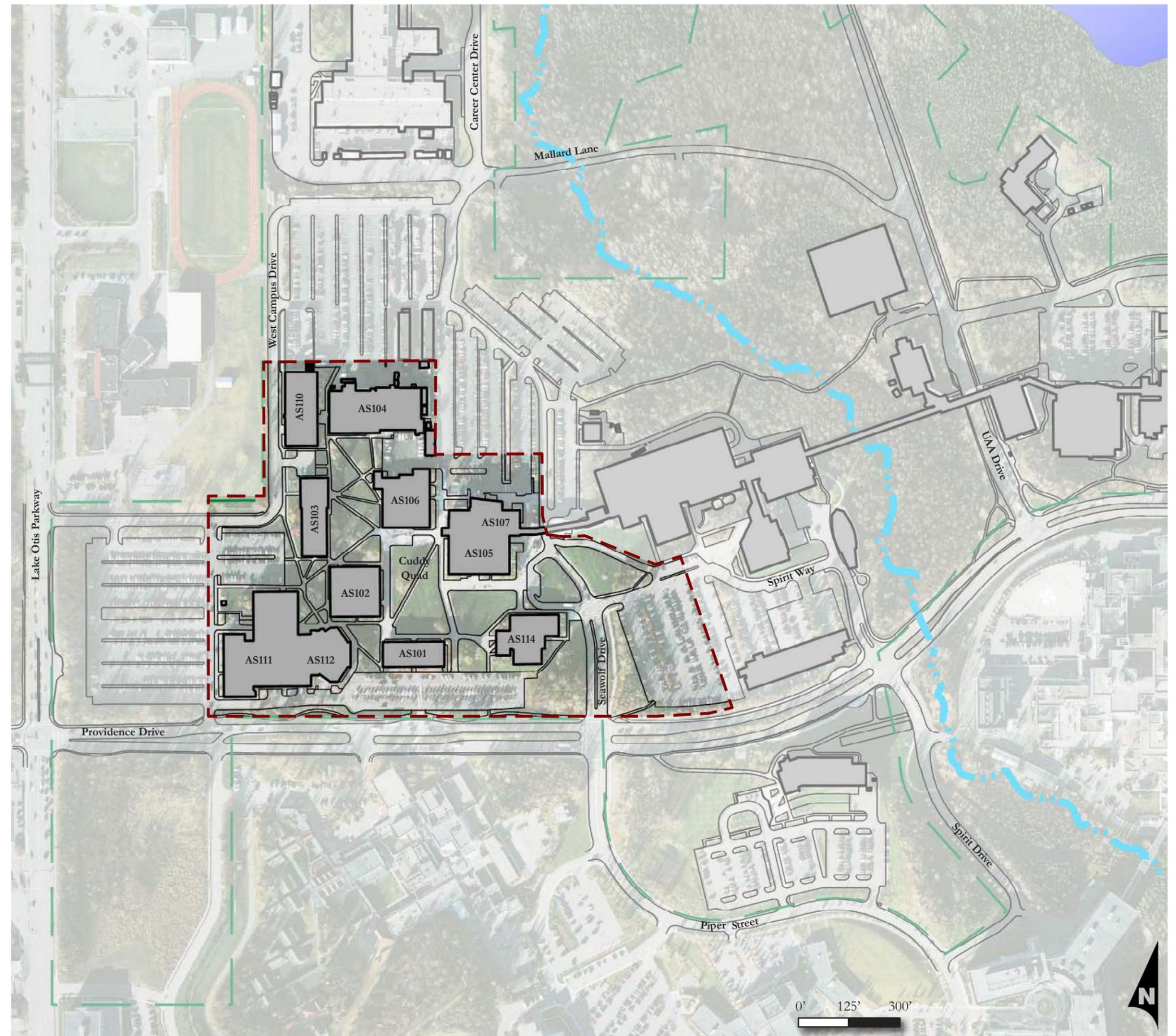
Development in this zone should support academic foundations for the entire UAA community with a focus on advanced technical and occupational skills, and professional development in the business, public policy, education, and vocational fields. New and replacement facilities should increase density and height while retaining the traditional quad characteristic of the zone.

Existing Facilities ::

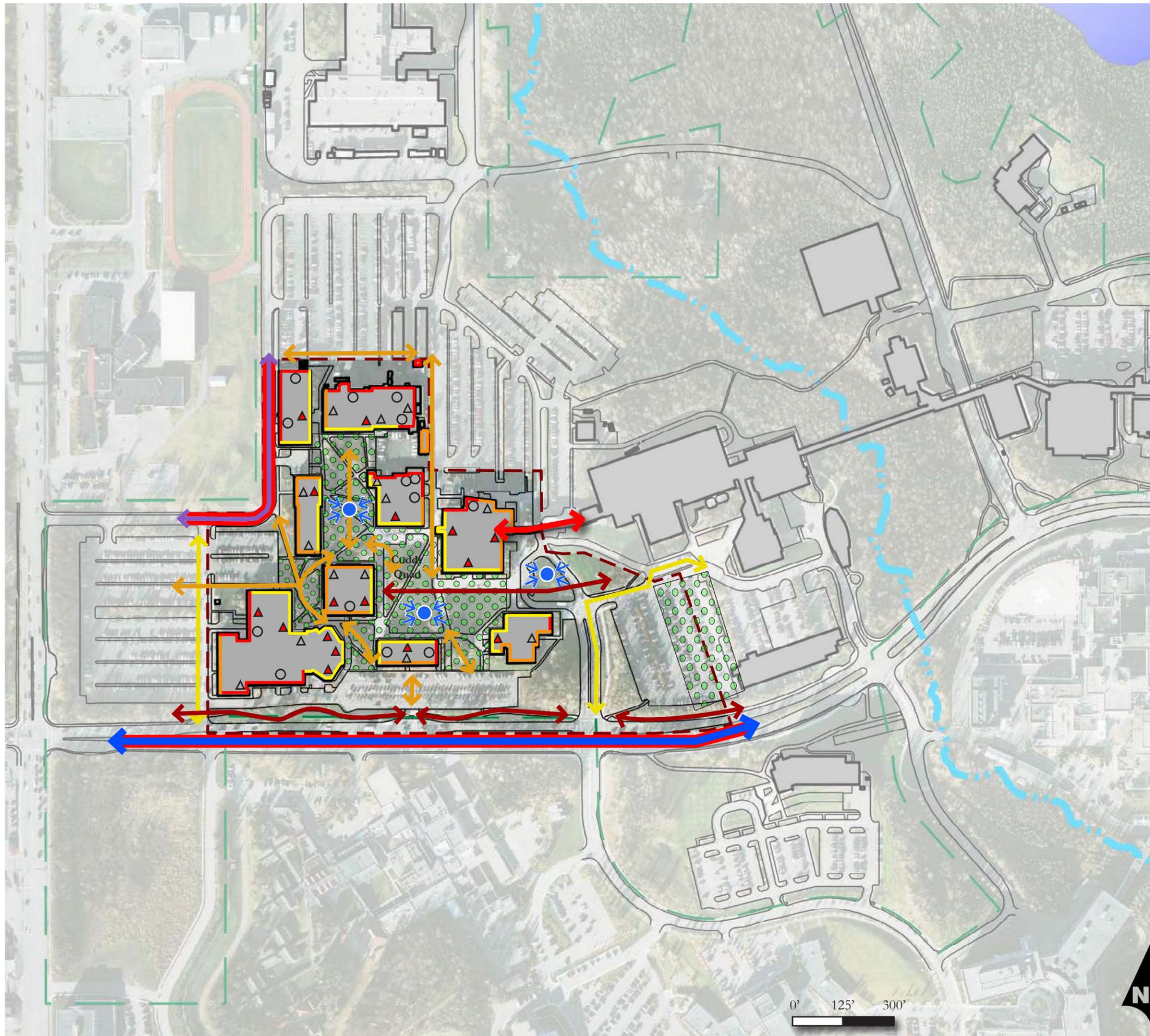
- Eugene Short Hall - AS101
- Sally Monserud Hall - AS102
- Beatrice McDonald Hall - AS103
- Gordon Hartlieb Hall - AS104
- Rasmuson Hall - AS105
- Lucy Cuddy Hall - AS106
- West Bridge - AS107
- Auto/Diesel Technology Building - AS110
- Professional Studies Building - AS111
- Wendy Williamson Auditorium - AS112
- Allied Health Sciences Building - AS114

Potential Future Actions ::

- College of Education Expansion
- Tanaina Child Development Center Relocation
- Classroom Building
- Army & Air Force ROTC



WEST ACADEMIC ZONE :: SITE ANALYSIS



Connectivity ::

- Maintain the main east/west at-grade non-motorized pathway. (see Section 2.2)
- Maintain and enhance the north/south at-grade non-motorized pathways to the Transition Zone and Community Interface Zone.
- Maintain and enhance the central Spine dispersal point and connections to the at-grade non-motorized pathways.

Open Space ::

- Maintain the Cuddy Quad.
- Develop an open space to the west of the new Engineering & Industry Building that provides a visual connectivity to a mirrored open space in the Engineering Zone.

LEGEND:

Non-Motorized:	Building Frontages / Entrances:
↔ Multi-Use Pathways	▲ Primary
↔ Connector Sidewalks	△ Secondary
— Spine - Existing	○ Service
- - Spine - Future	Open Space Development:
⌋ Grade Separated Crossing	⊡ Quad
Vehicular:	■ Semi-Natural
↔ Major Roadway	■ Natural
↔ Bisecting Streets	➤ Character Defining View
↔ Local Streets	☀ Character Defining Place
↔ Local Circulation	
↔ Proposed Roadways	- - Zone Boundary
⌋ Loop Road	



3.2 :: CAMPUS CORE ZONE :: OVERVIEW

Summary ::

The Campus Core Zone is located next to Chester Creek and is encircled almost entirely by adjacent campus zones. Due to its location and existing program elements, this zone is the primary hub and connector for the campus as a whole. Historically, by hosting the recreation and student union programs, it became the bridging element for the integration of the community college and the university. Expansion and densification in this zone will require repurposing or replacing existing facilities in addition to strategic infill developments.

Intent ::

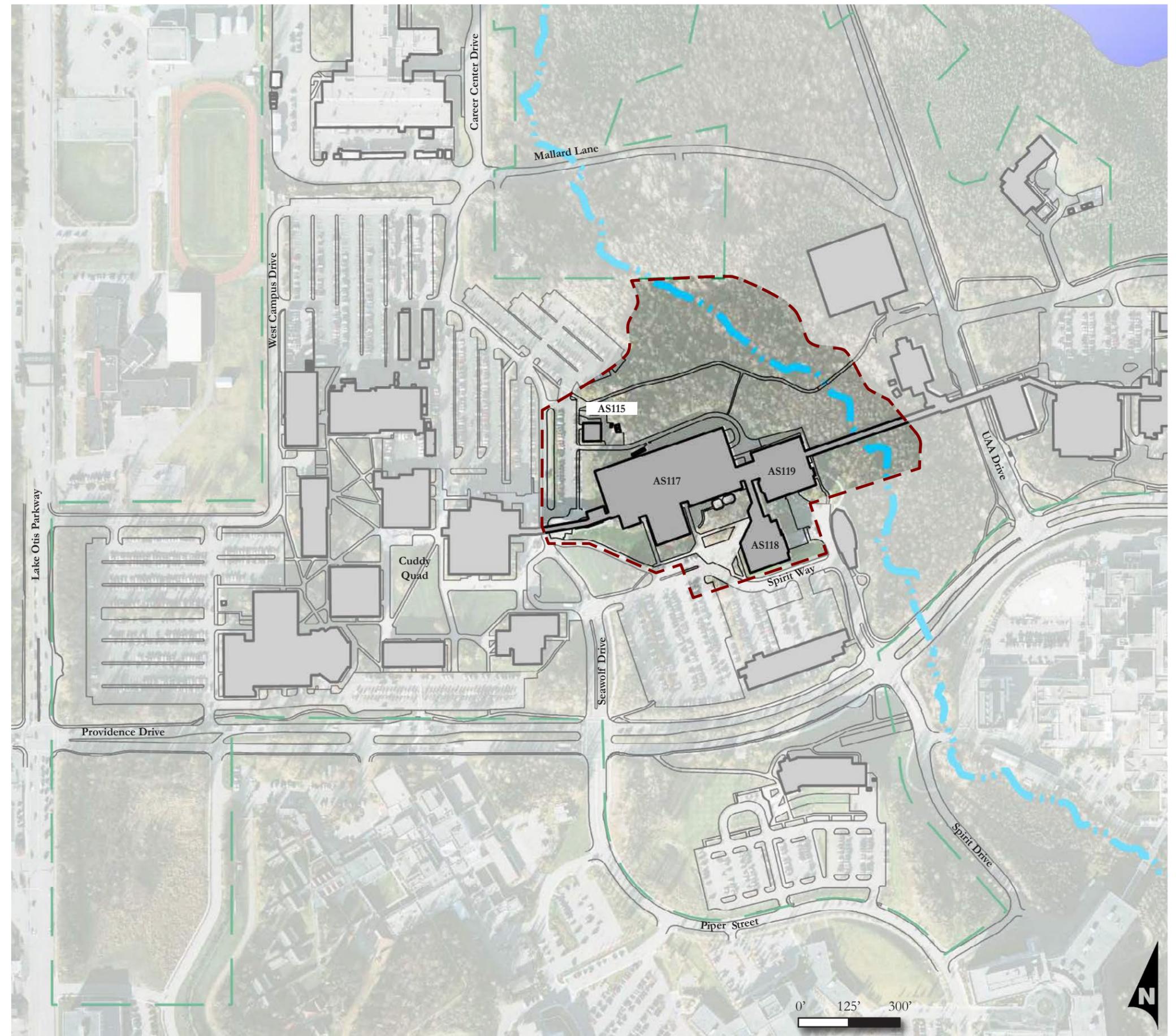
This zone serves as the heart of UAA. It is a place of gathering and the primary interface between academics, student life and visitors. In addition to this core zone, student amenities are dispersed throughout UAA to develop an integrated and cohesive student life experience.

Existing Facilities ::

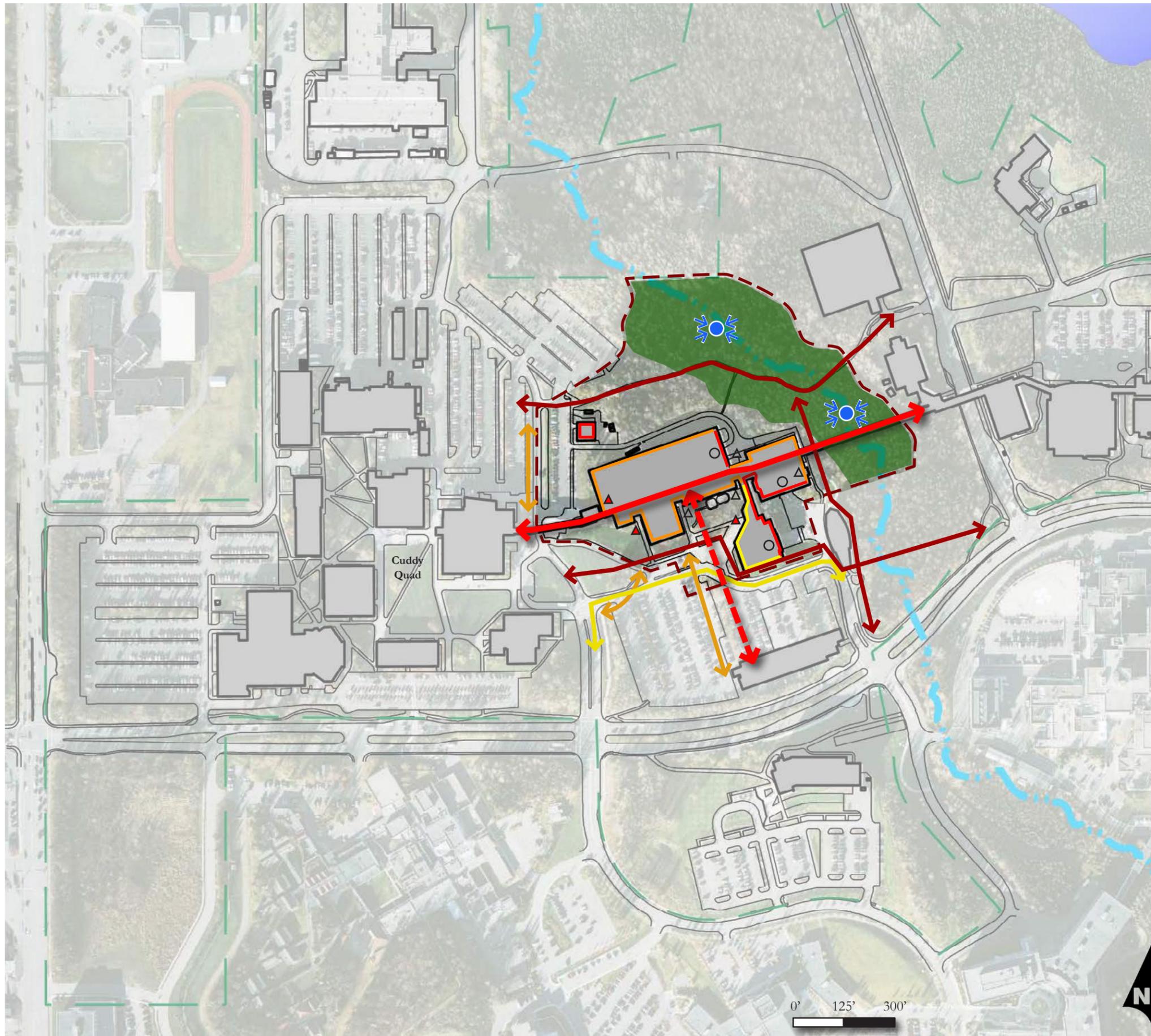
- Energy Module No. 1 - AS115
- Wells Fargo Sports Center - AS117
- Bookstore - AS118
- Student Union - AS119

Potential Future Actions ::

- New/Expanded Student Union
- Alumni Center
- Student Services Building
- Multi-Cultural Facility
- Honor's College
- Central Classroom Building
- Student/Faculty Amenities
- Administration



CAMPUS CORE ZONE :: SITE ANALYSIS



Connectivity ::

- Provide link to the main east/west at-grade non-motorized pathway. (see Section 2.2) The connection will generally run parallel and along the south side of the Spine across Chester Creek.
- Maintain and enhance the central Spine dispersal points and connections to the at-grade non-motorized pathways.

Open Space ::

- Provide access to the adjacent proposed quad in the West Academic and Engineering Zones.
- Develop a major open space adjacent to Chester Creek greenbelt with direct connection to the east/west pathways.

LEGEND:

Non-Motorized:	Building Frontages / Entrances:
↔ Multi-Use Pathways	▲ Primary
↔ Connector Sidewalks	△ Secondary
— Spine - Existing	○ Service
- - - Spine - Future	Open Space Development:
⌋ Grade Separated Crossing	◻ Quad
Vehicular:	◻ Semi-Natural
↔ Major Roadway	◻ Natural
↔ Bisecting Streets	▶ Character Defining View
↔ Local Streets	☀ Character Defining Place
↔ Local Circulation	- - - Zone Boundary
↔ Proposed Roadways	
— Loop Road	



3.2 :: ENGINEERING ZONE :: OVERVIEW

Summary ::

The Engineering Zone parallels Chester Creek and UAA Drive with a high level of connectivity to adjacent zones. It is linear in nature and relies on the Campus Core Zone for facility integration.

Intent ::

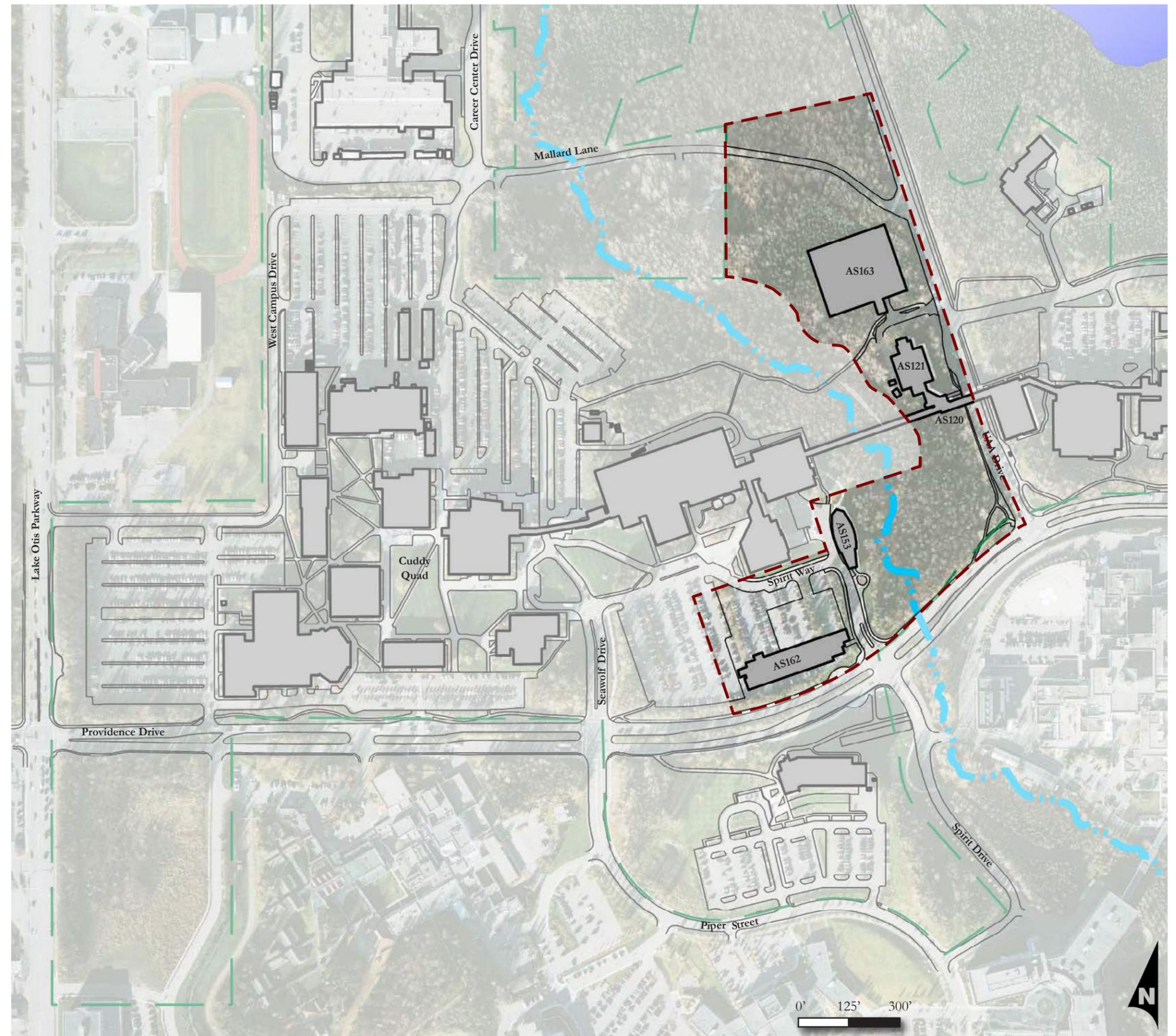
The common goal of this zone is to inspire learning and research through the discipline of engineering, and to spark research collaboration with adjacent Health and East Campus zones. Key zone characteristics are a collaborative, multidisciplinary approach to education, research, professional development, and community partnerships.

Existing Facilities ::

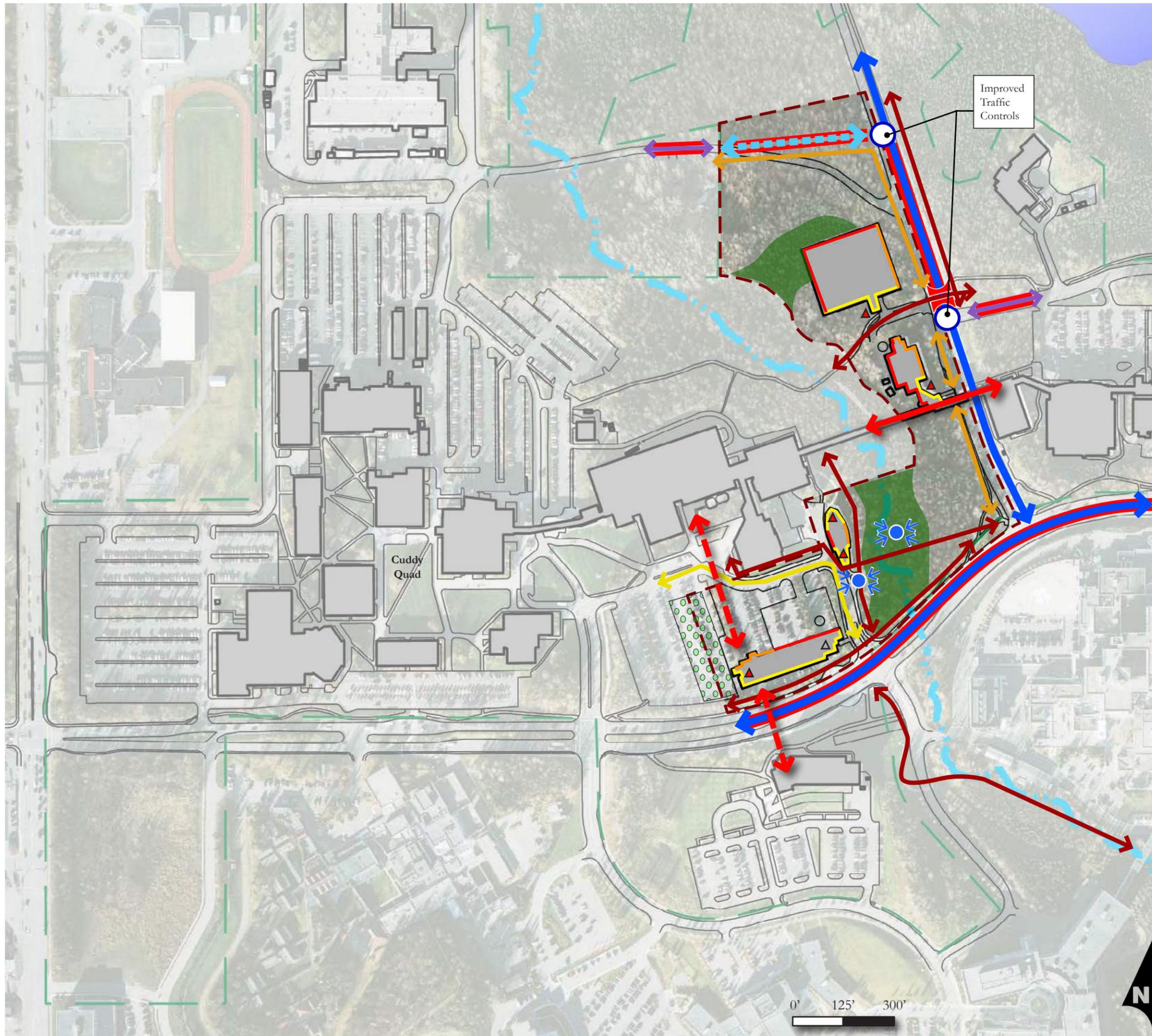
- Arcade & Bridge Lounge - AS120
- Engineering Building - AS121
- Engineering Greenhouse - AS152 (Not mapped)
- ANSEP - AS153
- Engineering and Industry Building - AS162 (In Construction)
- North Parking Garage - AS163 (In Development)

Potential Future Actions ::

- Engineering Phase II
- Architecture & Planning
- Spine upgrades to improve vertical transitions



ENGINEERING ZONE :: SITE ANALYSIS



Connectivity ::

- Provide the main east/west at-grade non-motorized pathway. (see Section 2.2) The connection will generally run parallel and along the south side of the Spine across Chester Creek.
- Provide Spine connection to the Health Zone.
- Channelize pedestrians, cyclists, and skiers to designated crossings of UAA Drive. Priority should be given to a grade-separated pedestrian crossings at UAA Drive.
- With redevelopment, modify existing Spine connection to allow a more direct and intuitive interior crossing above UAA Drive.

Open Space ::

- Maintain Chester Creek in a natural state.
- Develop an open space to the west of the new Engineering & Industry Building that provides a visual connectivity to a mirrored open space in the West Academic Zone.

LEGEND:

Non-Motorized:	Building Frontages / Entrances:
↔ Multi-Use Pathways	▲ Primary
↔ Connector Sidewalks	△ Secondary
— Spine - Existing	○ Service
- - Spine - Future	Open Space Development:
⌋ Grade Separated Crossing	⊞ Quad
Vehicular:	■ Semi-Natural
↔ Major Roadway	■ Natural
↔ Bisecting Streets	➤ Character Defining View
↔ Local Streets	☀ Character Defining Place
↔ Local Circulation	
↔ Proposed Roadways	- - Zone Boundary
— Loop Road	



3.2 :: TRANSITIONAL ZONE :: OVERVIEW

Summary ::

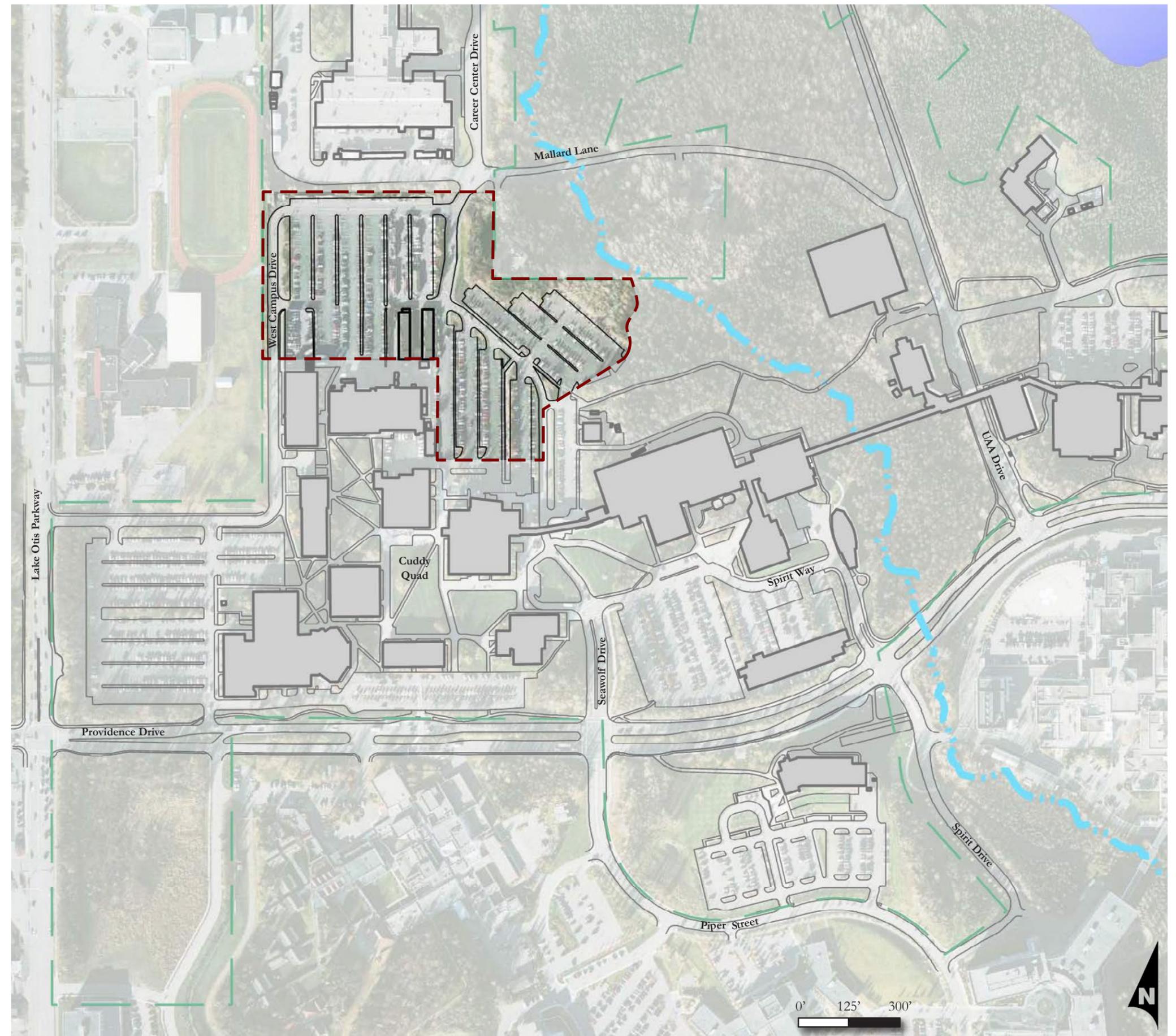
The Transitional Zone is bordered by Mallard Lane to the north and has strong connections to the Community Interface Zone and the Anchorage School District. Its lands are internal to the campus and primarily composed of surface parking lots that support the adjacent zones to the south. Any new development in this zone will displace surface parking.

Intent ::

The key characteristic of this zone is a place in transition. The long-term vision is a bridge between the community through technical and applied academics.

Existing Facilities ::

- None



TRANSITIONAL ZONE :: SITE ANALYSIS

Potential Future Actions ::

- CTC Industry & Technology Center
- Construction & Design Technology
- Academic Flex Space
- Facilities & Campus Services (F&CS)
- Parking Structure(s)

Connectivity ::

- Provide north/south pathway linking to the loop road and West Academic Zone.

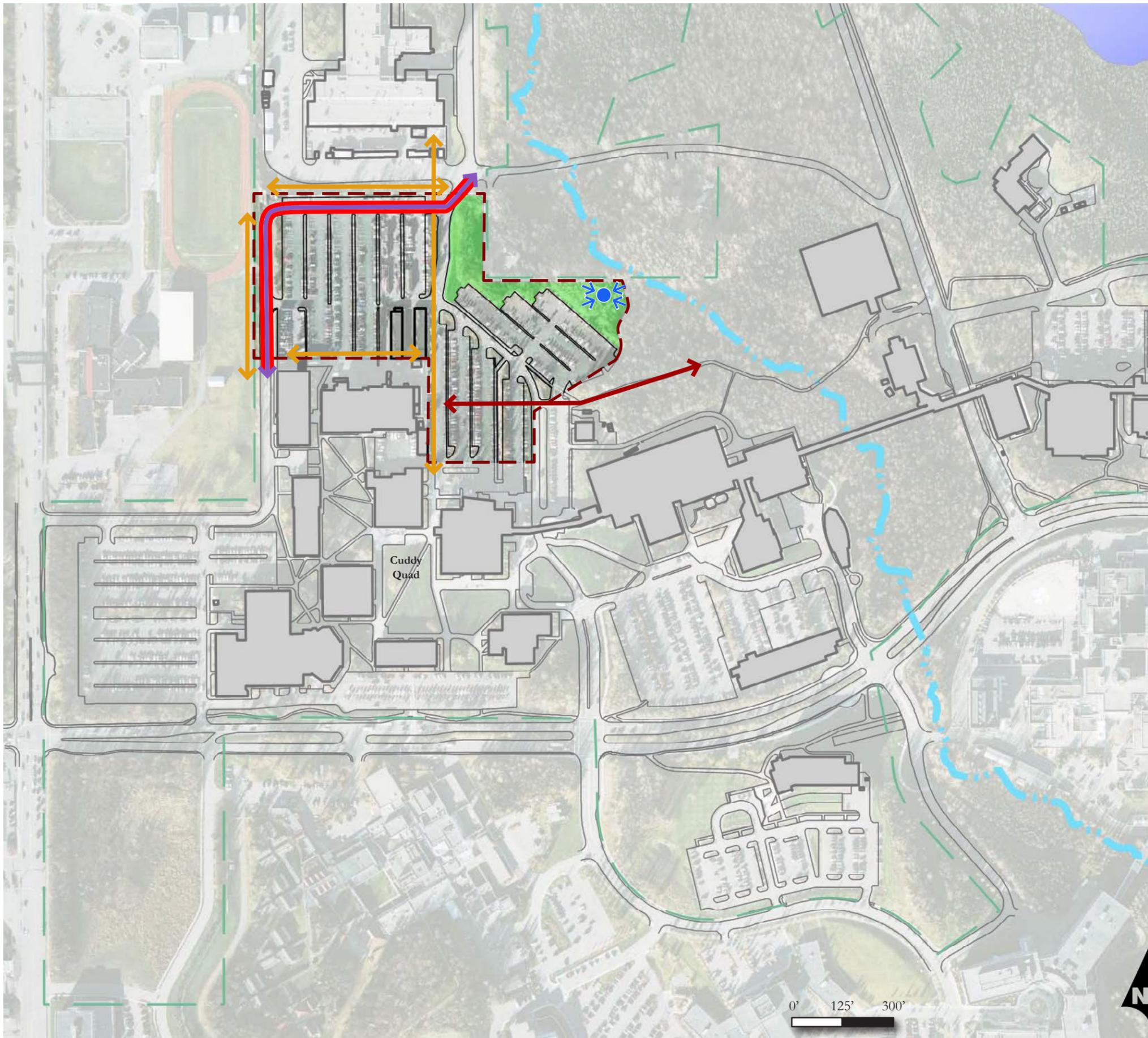
Open Space ::

- Provide new open space that has a relationship to and is an extension of the Campus Core and/or Cuddy Quad.

LEGEND:

Non-Motorized:	Building Frontages / Entrances:
↔ Multi-Use Pathways	▲ Primary
↔ Connector Sidewalks	△ Secondary
— Spine - Existing	○ Service
- - Spine - Future	Open Space Development:
⊥ Grade Separated Crossing	◻ Quad
Vehicular:	◻ Semi-Natural
↔ Major Roadway	◻ Natural
↔ Bisecting Streets	↗ Character Defining View
↔ Local Streets	☀ Character Defining Place
↔ Local Circulation	
↔ Proposed Roadways	- - Zone Boundary
== Loop Road	

0' 125' 300'



3.2 :: HEALTH ZONE :: OVERVIEW

Summary ::

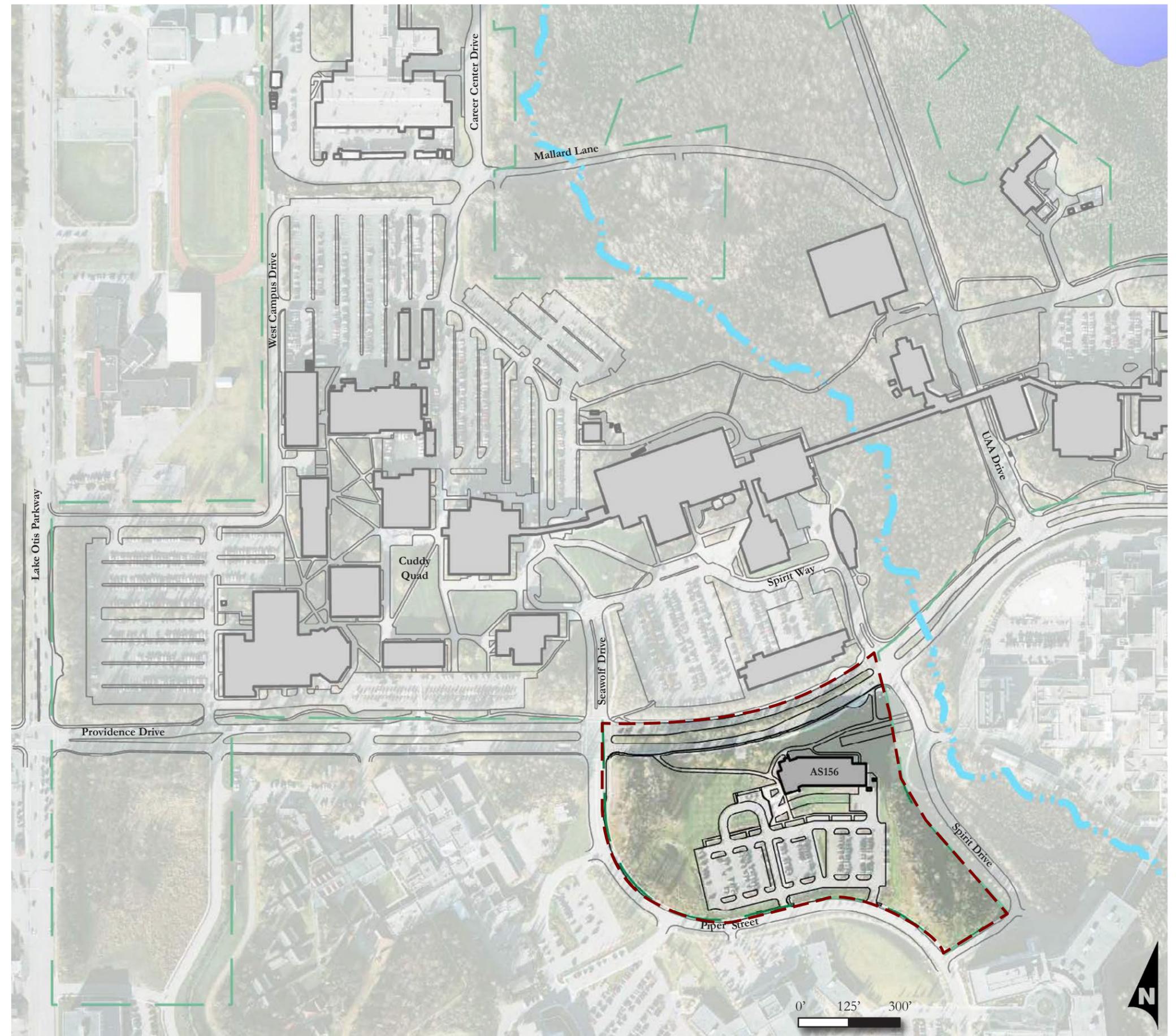
The Health Zone was a recent expansion of UAA and has been approached as a planned development, with all future facilities potentially identified. It has close adjacencies to the central region of campus as well as strong ties to the surrounding medical community. Much of its growth will be through new program development as well as relocation of programs that currently reside primarily in the West Academic Zone. Its location across Providence Drive creates opportunities for collaboration across the U-Med District.

Intent ::

The common goal of this zone is to inspire learning through the disciplines of health and social welfare. It has direct adjacency to the surrounding medical community and key zone characteristics are a collaborative, multidisciplinary approach to education, research, service, and community partnerships.

Existing Facilities ::

- Health Sciences Building - AS156
- Health Campus Pedestrian Bridge - AS164
(Not Mapped & In Development)



HEALTH ZONE :: SITE ANALYSIS

Potential Future Actions ::

- Health Sciences Phase II, III, IV
- Parking Structure(s)

Connectivity ::

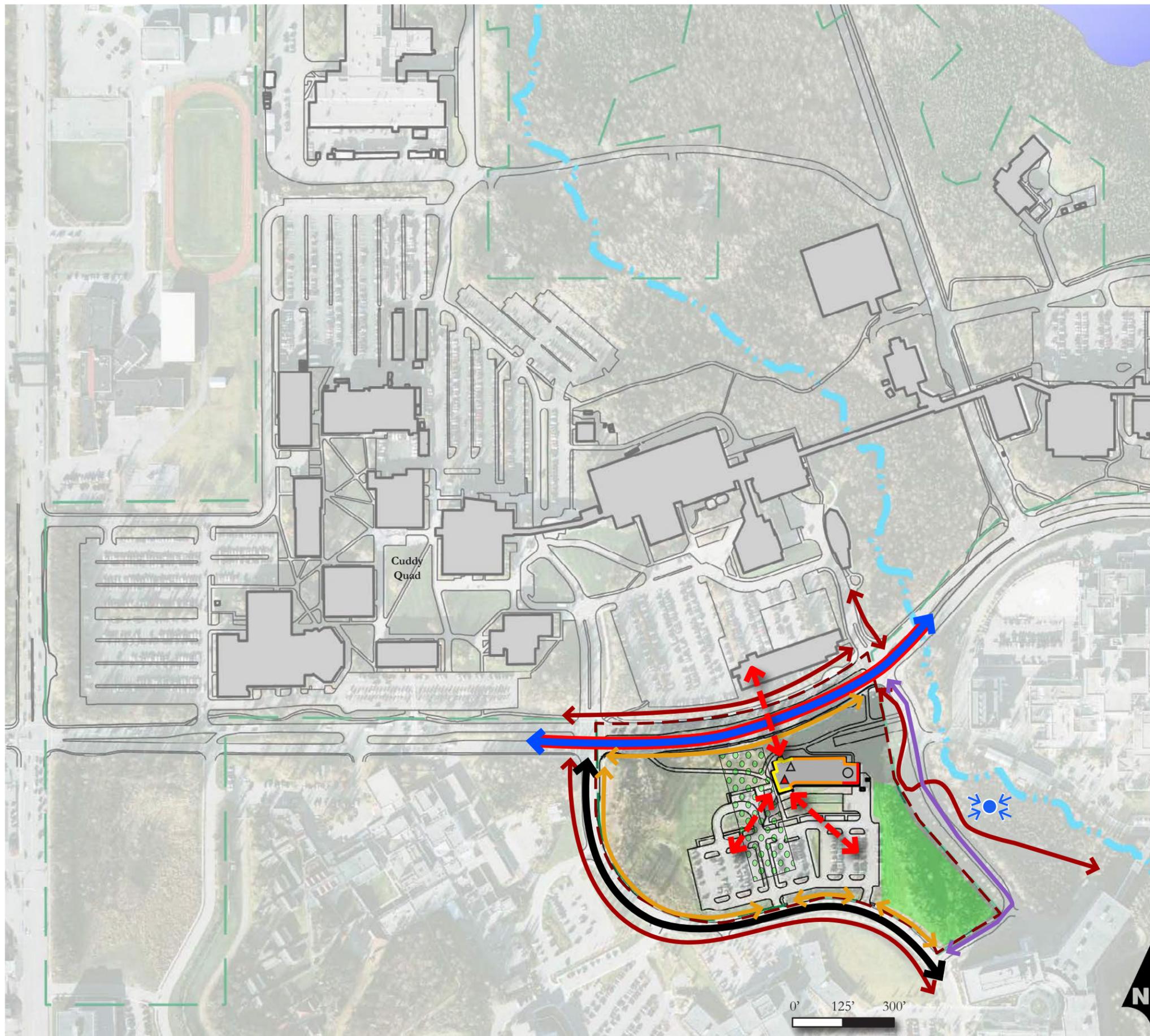
- Provide at-grade non-motorized pathway to link from the Health Zone to Chester Creek. (see Section 2.2)
- Provide Spine connection to the Engineering Zone
- Provide a Spine dispersal point and connections to the at-grade non-motorized pathways.

Open Space ::

- Develop an open space that provides a visual connectivity to a mirrored open space across Providence Drive.

LEGEND:

Non-Motorized:	Building Frontages / Entrances:
↔ Multi-Use Pathways	▲ Primary
↔ Connector Sidewalks	△ Secondary
— Spine - Existing	○ Service
- - Spine - Future	Open Space Development:
⌋ Grade Separated Crossing	◻ Quad
Vehicular:	◻ Semi-Natural
↔ Major Roadway	◻ Natural
↔ Bisecting Streets	➤ Character Defining View
↔ Local Streets	☀ Character Defining Place
↔ Local Circulation	
↔ Proposed Roadways	
— Loop Road	- - Zone Boundary



3.2 :: EAST ACADEMIC ZONE :: OVERVIEW

Summary ::

UAA Drive, Alumni Drive, and Providence Drive mark the primary boundaries of the East Academic Zone with additional land to the north, adjacent to Goose Lake. This part of the campus is made up of a variety of buildings that are arranged around the Alaska Quad as well as a linear grouping along the east/west Spine. In addition to a multitude of academic facilities, this zone houses the Consortium Library, which has a key student and academic life function and serves UAA and APU.

Intent ::

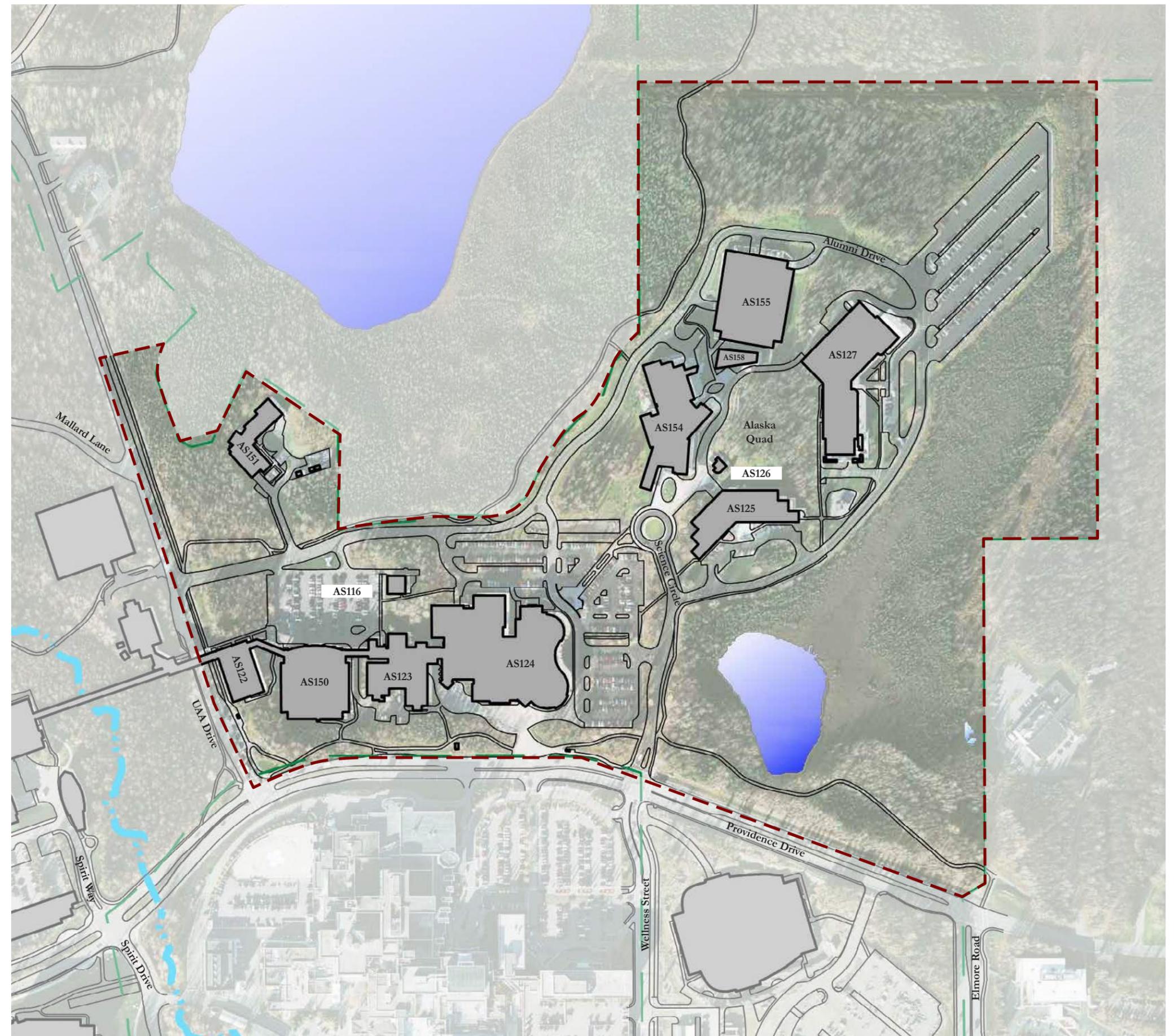
Development in this zone should center primarily on education in the liberal arts and sciences as well as academic institutions for the entire UAA community.

Existing Facilities ::

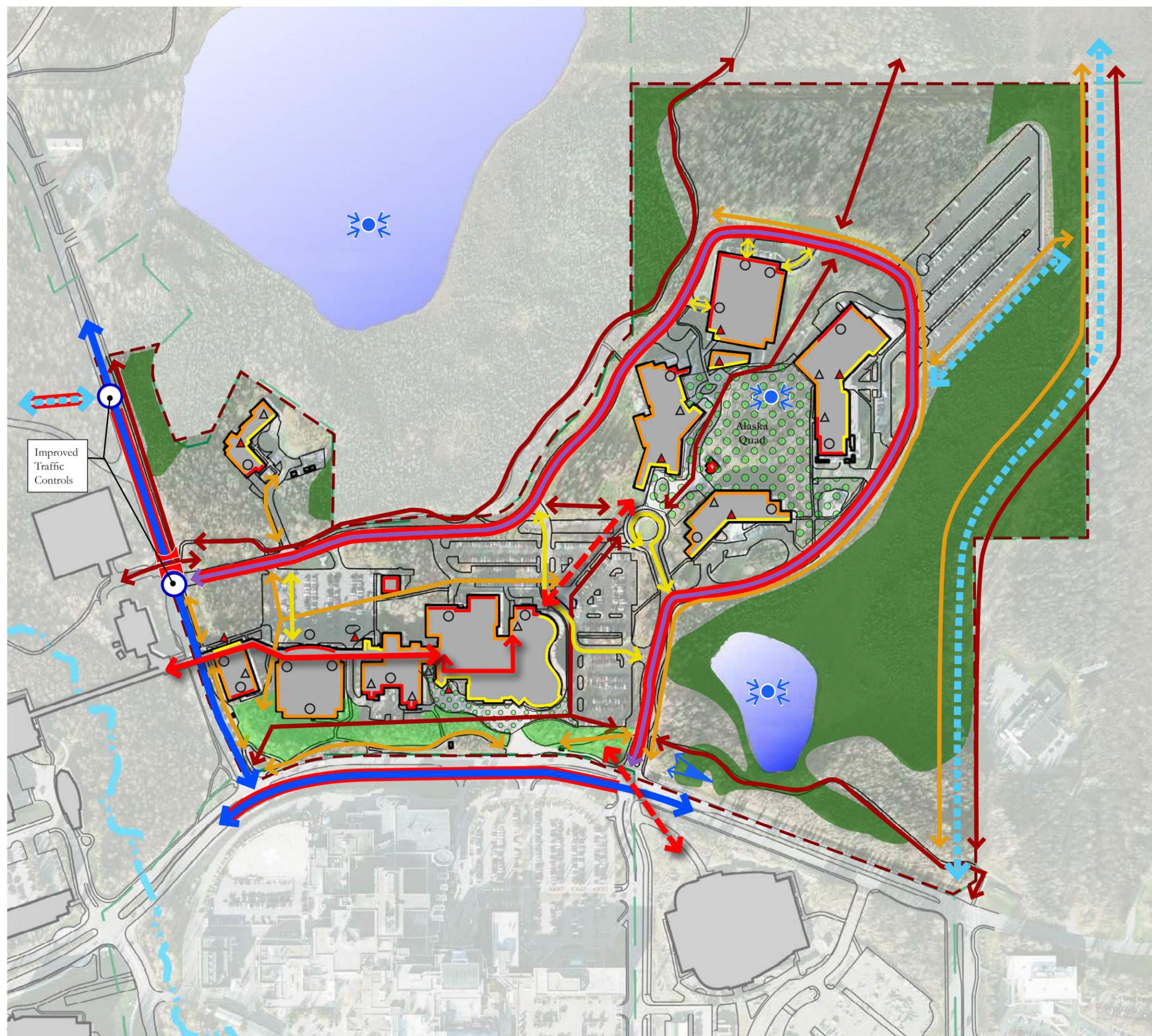
- Energy Module No. 2 - AS116
- Natural Sciences Building - AS122
- Social Sciences Building - AS123
- Consortium Library - AS124
- Administration Building - AS125
- Administration Utility Building - AS126
- Fine Arts Building - AS127
- Central Parking Garage - AS150
- Ecosystem-Biomedical Health Laboratory - AS151
- ConocoPhillips Integrated Science Building - AS154
- East Parking Garage - AS155
- Fireside Cafe - AS158

Potential Future Actions ::

- Classroom Building(s)
- Native Arts Facility
- Fine Arts Building Expansion
- Parking Structure



EAST ACADEMIC ZONE :: SITE ANALYSIS



Connectivity ::

- Provide the main east/west non-motorized pathways. (see Section 2.2) The connection will generally run parallel and along the south side of the Spine across Chester Creek.
- Provide a north/south non-motorized pathway to the Community Interface Zone (see Section 2.2)
- Provide Spine connection to Recreation Zone.
- Maintain the northern east/west at-grade pathway.
- Enhance the Spine dispersal points and connections to the at-grade pathways.

Open Space ::

- Maintain the Alaska Quad.
- Maintain and enhance the library plaza.

LEGEND:

Non-Motorized:		Building Frontages / Entrances:	
	Multi-Use Pathways		Primary
	Connector Sidewalks		Secondary
	Spine - Existing		Service
	Spine - Future	Open Space Development:	
	Grade Separated Crossing		Quad
Vehicular:			Semi-Natural
	Major Roadway		Natural
	Bisecting Streets		Character Defining View
	Local Streets		Character Defining Place
	Local Circulation		Zone Boundary
	Proposed Roadways		
	Loop Road		

3.2 :: RECREATION ZONE :: OVERVIEW

Summary ::

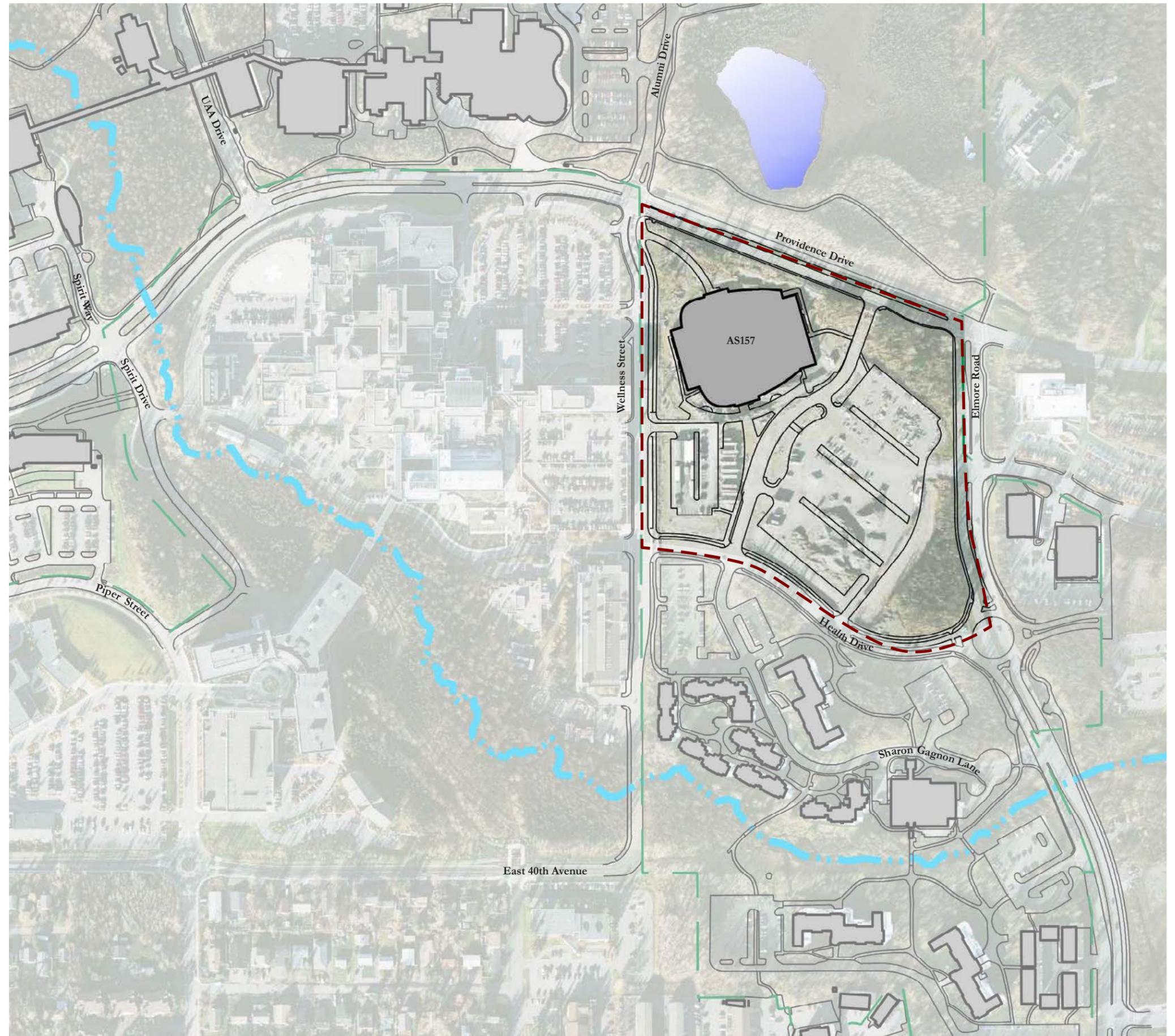
The Recreation Zone is a gateway to UAA on the corner of Providence Drive and Elmore Road. It acts as a bridge between academics and resident life as well as the larger community. The Alaska Airlines Center acts as a landmark for the region. Future development in this zone will be defined by the limited land resources and event parking requirements.

Intent ::

The vision of the recreation zone is the promotion of the health and welfare for UAA and the surrounding community.

Existing Facilities ::

- Alaska Airlines Center - AS157



RECREATION ZONE :: SITE ANALYSIS

Potential Future Actions ::

- Student Recreation
- Ice Arena
- Parking Structure

Connectivity ::

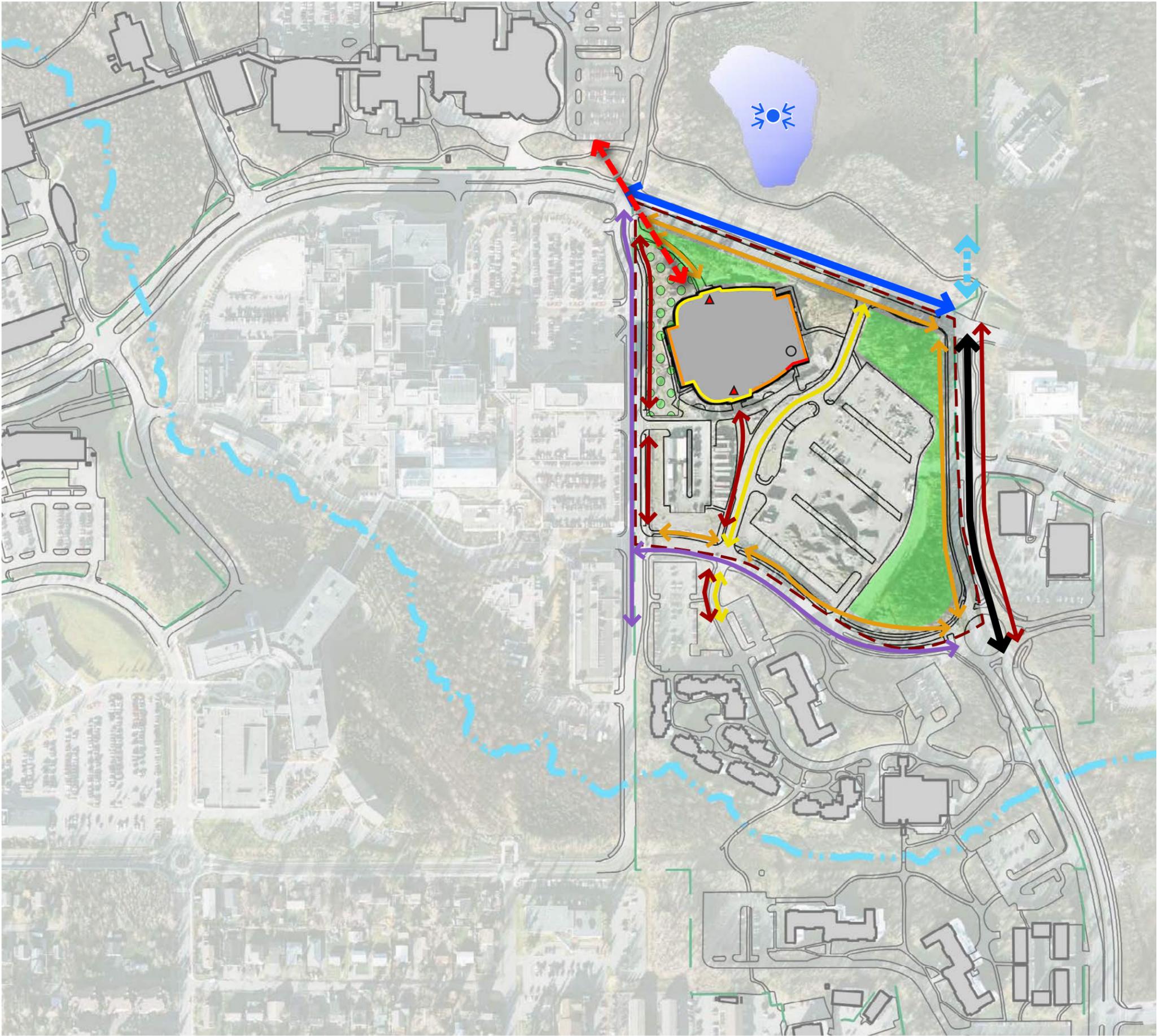
- Provide Spine connection to East Academic Zone.
- Maintain the north/south non-motorized pathway linking Housing to the East Academic Zone. (see Section 2.2)

Open Space ::

- None specific to only this zone.

LEGEND:

Non-Motorized:	Building Frontages / Entrances:
↔ Multi-Use Pathways	▲ Primary
⇄ Connector Sidewalks	△ Secondary
— Spine - Existing	○ Service
- - Spine - Future	Open Space Development:
⌋ Grade Separated Crossing	◻ Quad
Vehicular:	◻ Semi-Natural
↔ Major Roadway	◻ Natural
↔ Bisecting Streets	▶ Character Defining View
↔ Local Streets	☀ Character Defining Place
↔ Local Circulation	
⇄ Proposed Roadways	
— Loop Road	- - Zone Boundary



3.2 :: STUDENT HOUSING ZONE :: OVERVIEW

Summary ::

The south part of the campus is where all existing student housing is located. The housing is composed of a cluster of multi-story buildings, built between the mid-1980s and late 1990s. Providence Alaska Medical Center is to the west and Alaska Pacific University marks the eastern boundary. A benefit of this cluster of housing is that it is in close proximity to Tudor Road where there is the potential for development of a mixed-use university village. Such a development would be expected to prosper due to increases in student residents, employees, and potential customers from the neighboring hospitals and medical offices. Student housing is close to academic facilities, yet enjoys a certain independence from them.

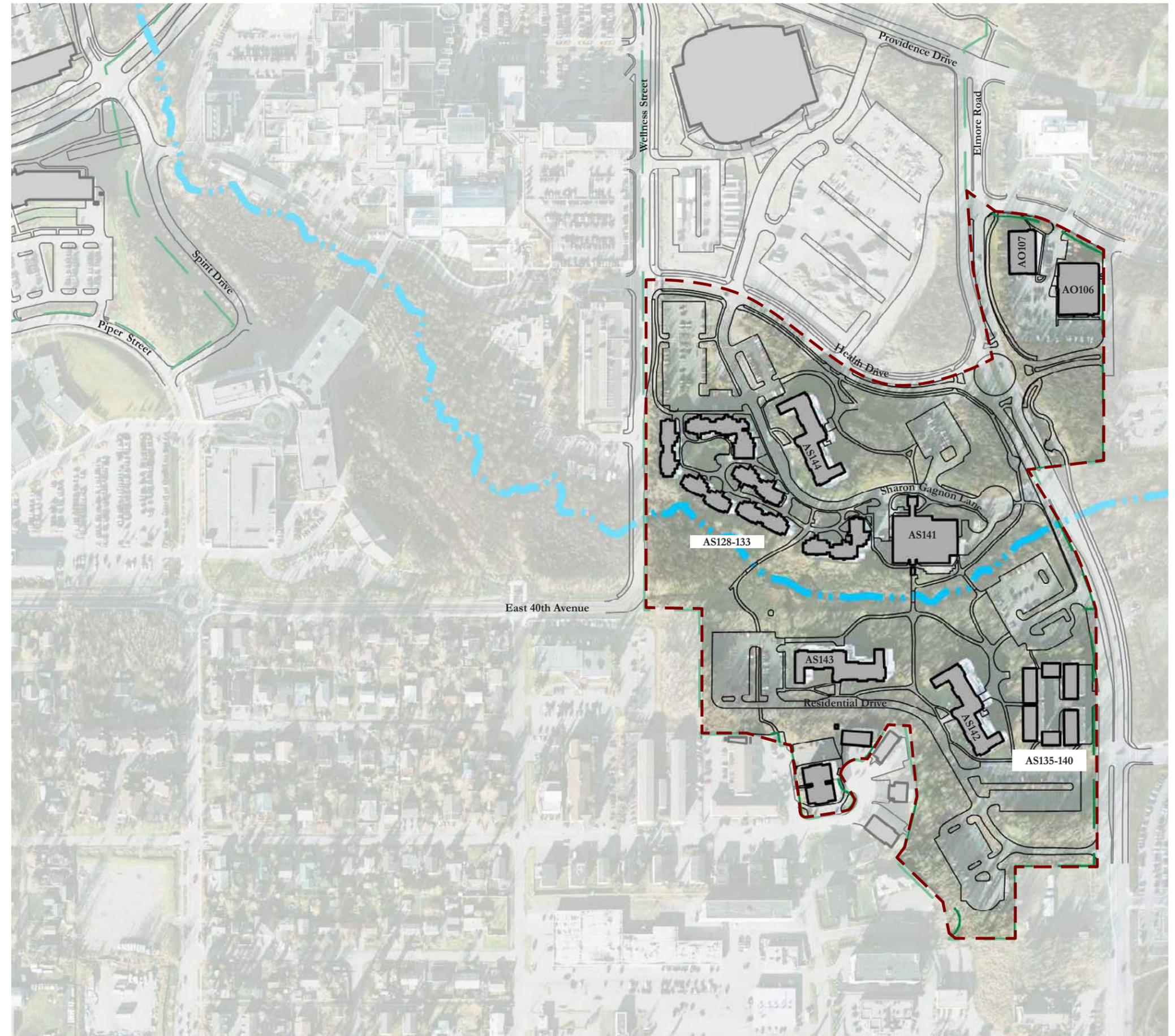
UAA owns land adjacent to the Student Housing Zone lying north and east of Elmore Road on University Lake Drive. The northern part is developed with two single story buildings. The existing low density development and proximity to the current student housing makes this area ideal for future expansion of a variety of housing types.

Intent ::

Development in this zone should focus on housing and mixed-use facilities with the intent of creating a strong sense of place for all resident UAA students.

Existing Facilities ::

- University Lake Building - AO106
- University Lake Building Annex - AO107
- MAC Housing - AS128-133
- Templewood Housing - AS135-140
- Commons - AS141
- East Hall - AS142
- West Hall - AS143
- North Hall - AS144



STUDENT HOUSING ZONE :: SITE ANALYSIS

Potential Future Actions ::

- Additional student housing (high density)
- Mixed retail, service and amenities
- Parking structure

Connectivity ::

- Provide the north/south at-grade non-motorized pathway to link to the main east/west campus connection. (see Section 2.2)
- Maintain east/west connectivity to the Chester Creek and University Lake trail systems. (see Section 2.2)

Open Space ::

- This zone shall receive a large multi-purpose open space area.
- Maintain Chester Creek in a natural state.

LEGEND:

Non-Motorized:	Building Frontages / Entrances:
↔ Multi-Use Pathways	▲ Primary
↔ Connector Sidewalks	△ Secondary
— Spine - Existing	○ Service
- - Spine - Future	Open Space Development:
⌋ Grade Separated Crossing	◻ Quad
Vehicular:	◻ Semi-Natural
↔ Major Roadway	◻ Natural
↔ Bisecting Streets	▶ Character Defining View
↔ Local Streets	☀ Character Defining Place
↔ Local Circulation	— Zone Boundary
↔ Proposed Roadways	
— Loop Road	

Improved Traffic Control

3.2 :: OFF-CAMPUS ZONE :: OVERVIEW

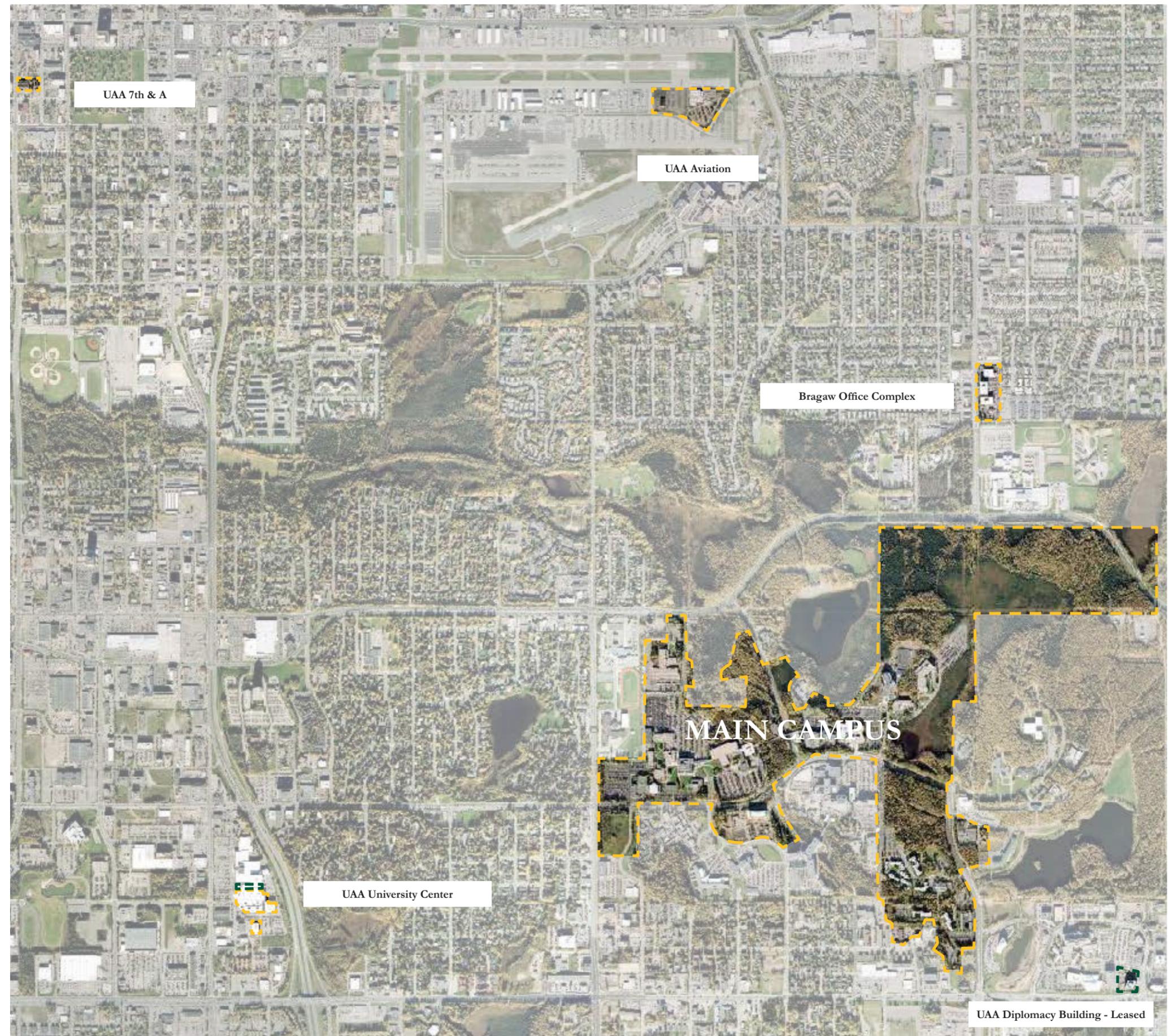
Summary ::

Some UAA Community and Technical College programs and functions are currently accommodated away from the campus. Primary among those is the University Center which is located a mile west of the campus at Old Seward Highway north of Tudor Road. The University Center is occupied by job training programs, computer labs, classrooms, and enrollment services (admissions, financial aid, new student recruitment, registration and records, UAA One-Stop). Four other major UAA off-campus facilities are: the Aviation Complex at Merrill Field, the Downtown Center at 7th and A Streets, the Diplomacy Building near the Alaskan Native Tribal Health Consortium along Tudor Road, and the Bragaw Office Complex north of the main campus.

The UAA Aviation Complex provides instruction and certification for a variety of aviation-related fields. The Downtown Center has been primarily used for research institutes and community programs. The Diplomacy Building was recently sold and is being leased back. It currently is being used by the Graduate School and several UAA affiliated research groups and its close proximity to the main campus is beneficial. The Bragaw Office Complex. The existing users of the Diplomacy Building will be housed in 1901 Bragaw as the lease expires. An additional off-campus leased facility is the UAA Chugiak Eagle River Campus, which serves a geographically different student base.

Intent ::

The Off-Campus Zone provides an opportunity to continue to enhance and grow the ever expanding academic programs. Key program and design elements have strong community outreach and location specific missions. Programs that require stronger connection to on-campus programs should be evaluated and brought back to main campus if an opportunity presents itself. Similarly, programs or administrative services that do not need to be on campus can be considered for relocation off-campus.



OFF-CAMPUS ZONE :: SITE ANALYSIS



7th & A Street



Aviation



Bragaw Office Complex

University Center



Diplomacy



Chugiak / Eagle River Campus



Existing Features ::

- UAA Chugiak/Eagle River Campus - Leased - AL108
- Aviation Technology Center - AO101
- 7th & A Street - AO104
- Diplomacy Building - Leased - AO105
- University Center - AO108
- 1901 Bragaw Street - AO111

Note : Off-Campus facilities shown for reference and not included in Site Analysis.

Potential Future Actions ::

- Facilities Maintenance & Operations (FMO) – Equipment & Transportation Operations
- Acquisition/disposal of assets as necessary.

Connectivity ::

- Provide connections to the Seawolf Shuttle, People Mover, and regional multi-use trail systems.

Open Space ::

- None specific to only this zone.

LEGEND:

--- UAA Property

--- Leased

3.3 :: OPEN SPACE OVERLAY

Summary ::

Campus open space includes land and water areas open to the sky, shaped to provide for campus function or the maintenance of natural resources. For UAA, open space provides a wide spectrum of services including active and passive recreation, programmed event space, a pedestrian transportation network, and ecological services and benefits. Open space can generally be examined using a spectrum from fully programmed user-focused areas to areas with high ecological value and function. For each type of open space, there is an integrated campus system composed of a hierarchy of use area sizes and connections between them, which has taken the form of formal programmed open spaces to high value wetlands.

Intent ::

The open space system ties the campus together and serves as the bridge between the natural and urban environments. Growth and development need to carefully assess the value of open space components, as open space (whether natural or programmed) may have a higher value than further developed land. Design elements for gathering, recreation, and ecological benefits should be addressed.

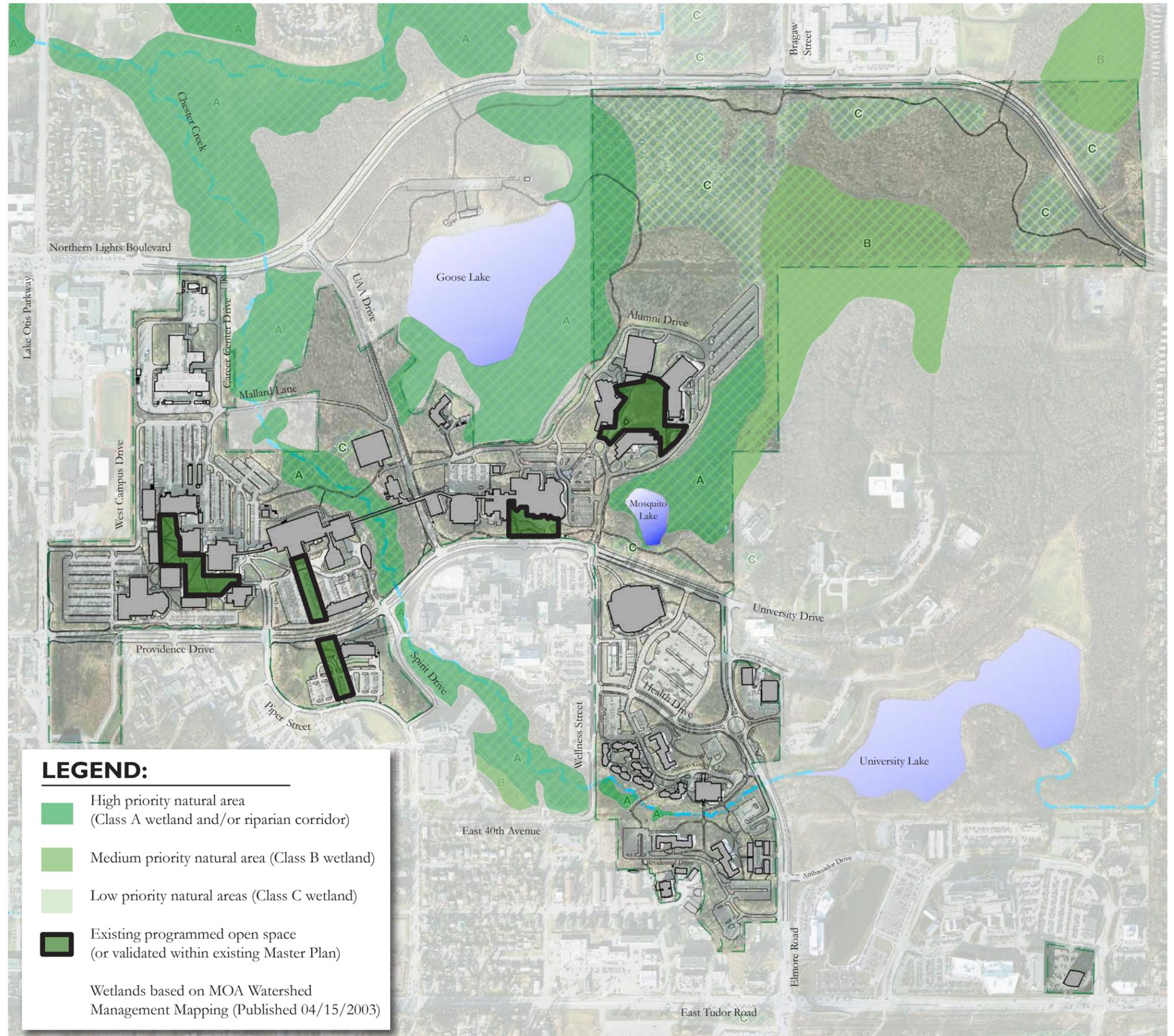
As development occurs, open spaces may be shaped to accommodate programs, but any loss or devaluing shall be avoided. Open spaces should be deemed as important as the buildings that frame them, and development should be done mindfully with full integration of the program and facilities into the open space infrastructure.

Existing Features ::

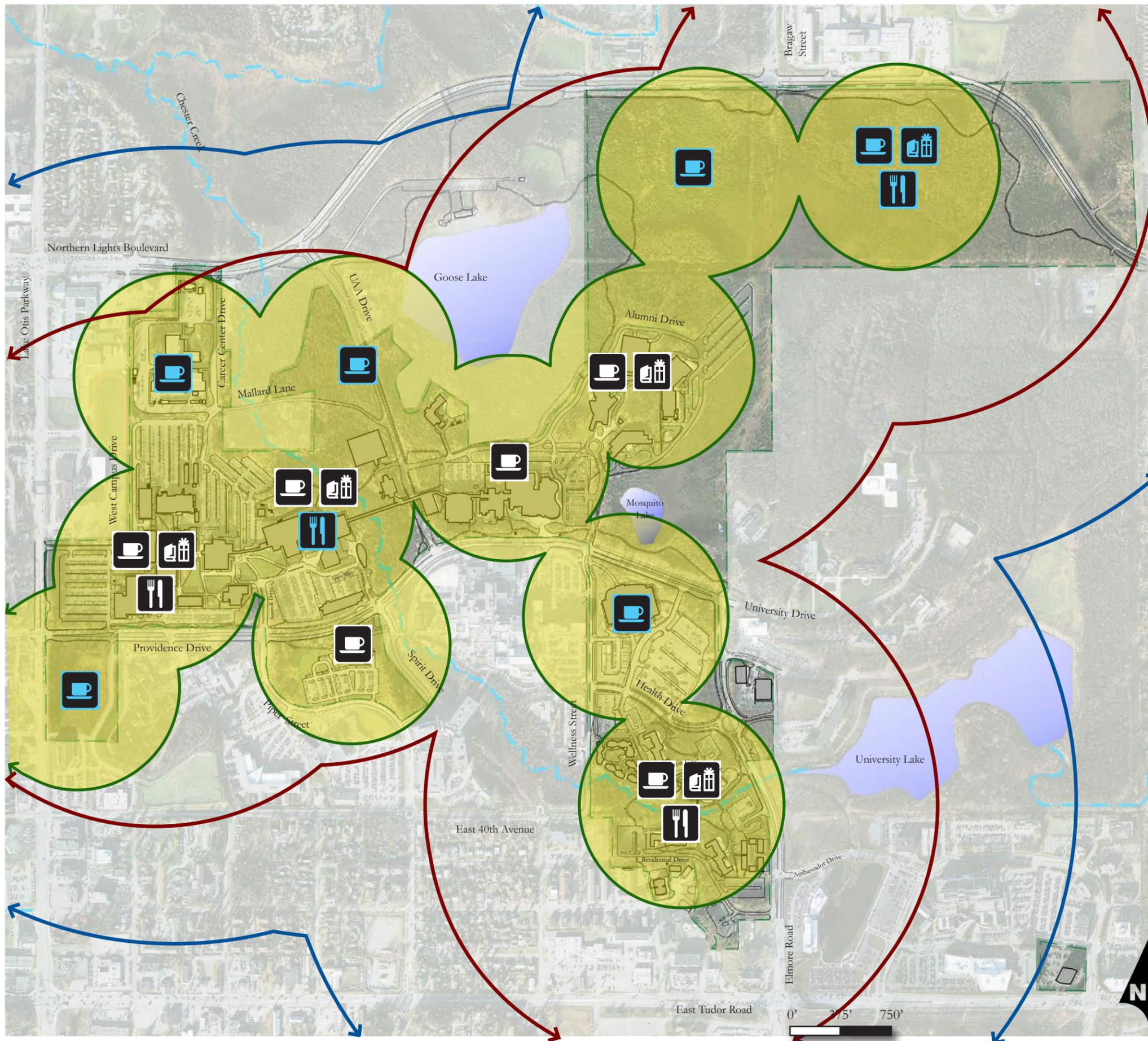
Campus Quads, South Fork Chester Creek, Goose Lake, Mosquito Lake, and a recreation trail system.

Potential Future Actions ::

Expansion of open space through additional quads or open space areas of a variety of sizes, and the pathway corridors to connect them. Future buildings and development comply with the underlying zone with an emphasis on retaining natural vegetation, enhanced landscaping, improved pedestrian connectivity, addition or enhancement of landscaped quads/plazas, and promotion of views.



3.4 :: SERVICE & AMENITIES OVERLAY



Summary ::

Service and amenities provide opportunities for a cup of coffee and a sandwich, more formal dining, small retail purchases, relaxation and gathering areas, and general support services such as ATMs, post office, and child care. They play an important role in enhancing student life and the overall campus experience. Year around convenience and accessibility are critical to their success. This convenience can be measured by the time that it takes for a user to travel from any given location to the service and/or amenity. Some services and amenities will only require one location on the campus, like a bookstore, but others, like coffee shops, will need to be provided in each zone.

Intent ::

Planning for services and amenities requires an overarching look at the campus to ensure that services and amenities are sited at nodal level to be convenient and accessible year round and occur at a frequency that is related to their importance of use.

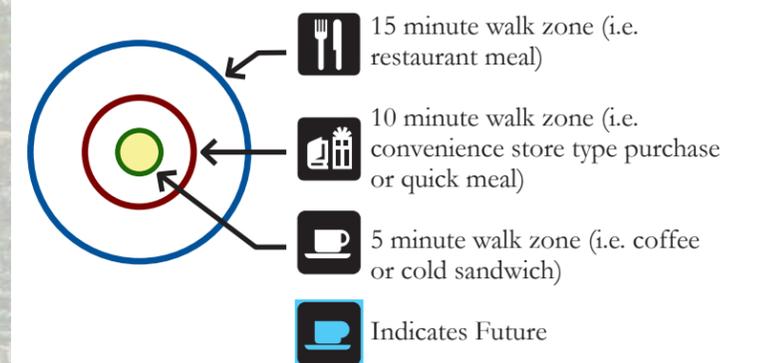
Existing Features ::

Campus Bookstore, Cuddy Hall, the Commons, Student Union miscellaneous food services, Fireside Café, Consortium Library/Social Science Building coffee shop, Tanaina Child Development Center

Potential Future Actions ::

As development and redevelopment occur, provide services and amenities as recommended by the design guidelines to complete campus coverage by these components.

LEGEND



3.5 :: ACQUISITION & DISPOSAL GOALS

UAA should strategically consider land acquisition and disposal opportunities outside the main campus to shape the evolution, expansion, and goals of specific campus programs and initiatives. This is especially important given the limited developable land remaining in the U-Med District and at the main campus. Acquisition should focus on properties adjacent to zones that are at or near development capacity. This includes opportunities for land transfers with neighboring institutions which would offer mutual benefits.

UAA should aim to dispose of properties in satellite locations that do not support consolidation and densification, are not geographical advantageous to the UAA mission, and/or, contribute to land use conflicts in a particular neighborhood or municipal zone.

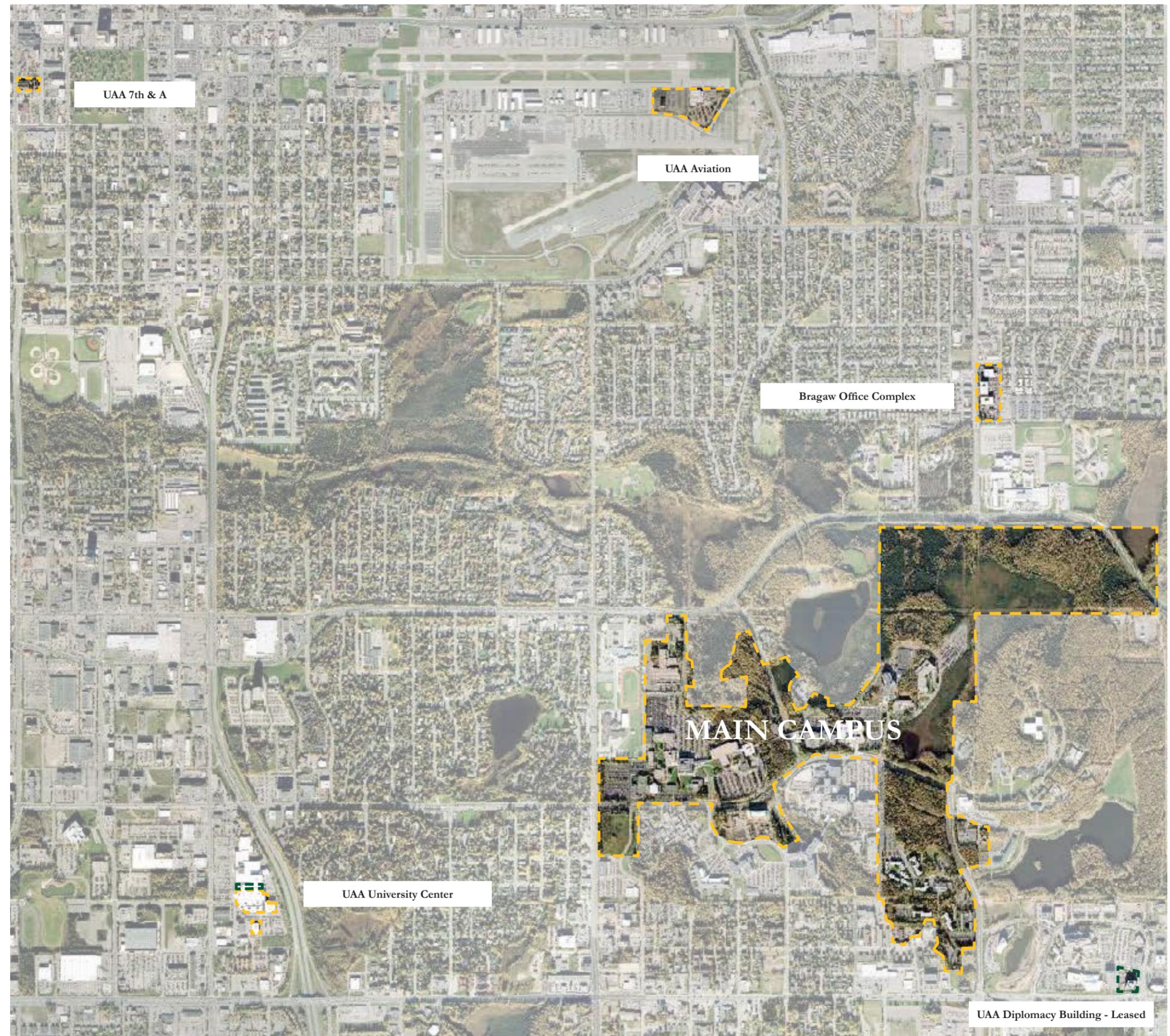
As a bridging strategy, the use of leased land and facilities is an advantageous interim solution for rapid response space allocation, grant-funded space that may be more temporary in nature, or for specialized functions that are better served from a community location.

The overall goals for acquisition, disposal, lease, and land transfers should address:

- Consolidation and increased density of programs and services
- Sustainable operations and energy efficiency
- Industrial space not suitable for main campus
- Student Housing requirements

LEGEND:

- UAA Property
- Leased

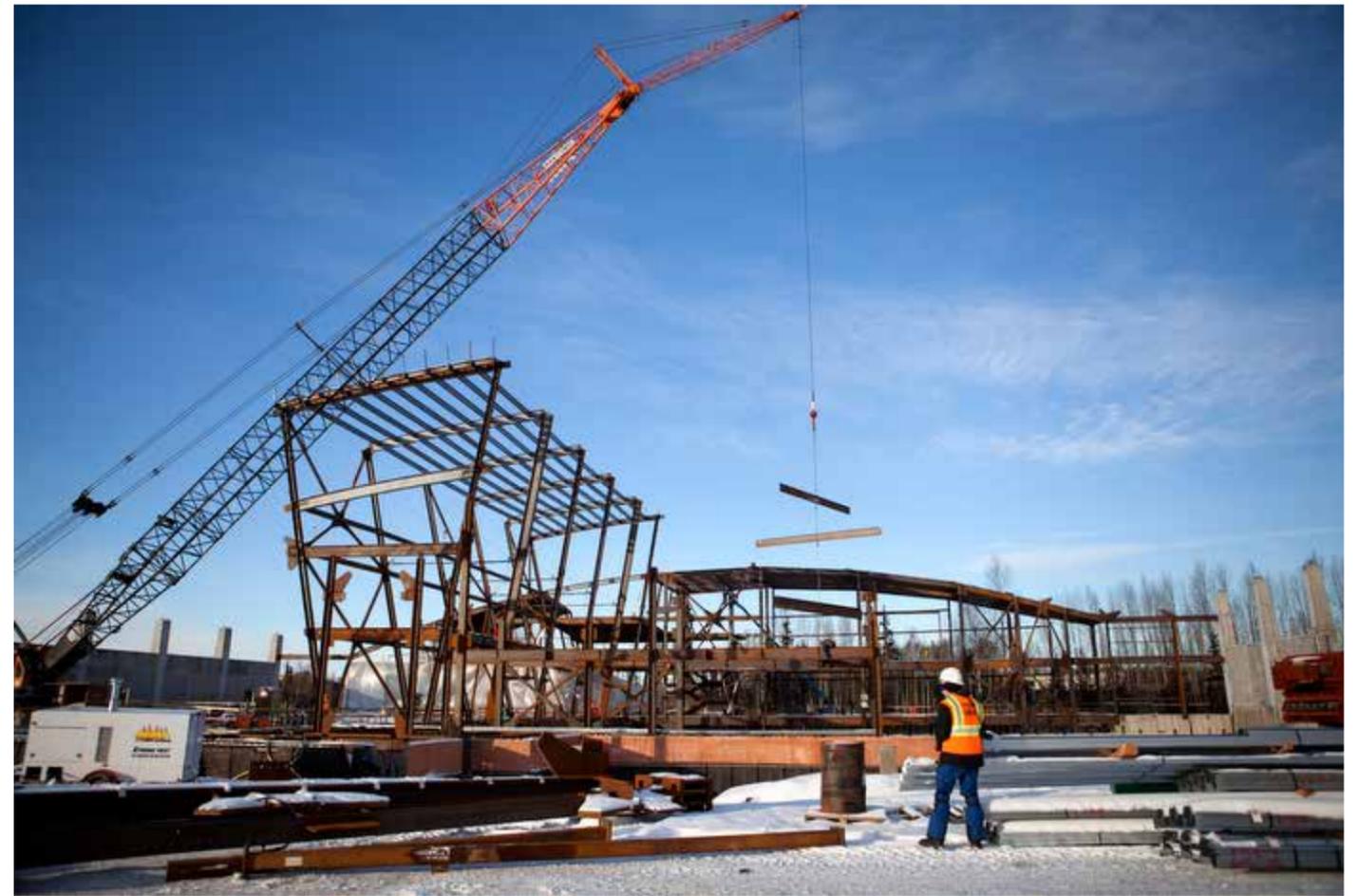


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Implementation

Section 4



The new Alaska Airlines Center in construction.

4.1 :: OVERVIEW

Implementation of the Master Plan vision will be achieved over time through incremental changes made through individual projects. To direct this change, the site selection process outlines a consistent and efficient means to identify the best location for new, expanded or relocated programs that further the goals of UAA through the Master Plan. The site selection process begins after a project has been formally approved by the President through the University of Alaska Statewide Capital Plan and Project Approval Process and is turned over to UAA Facilities, Planning, and Construction (FP&C) for initial design.

Under the leadership of the FP&C, the sole purpose of the site selection process is to identify, evaluate and recommend optimal locations for approved capital projects. FP&C begins the site selection process by generally quantifying the space needs of the project including necessary support structures and infrastructure. FP&C also identifies any strong existing or reasonably foreseeable relationships the proposed use has with other academic programs.

FP&C documents the process and decision in a brief site selection report that is presented for acceptance by the Planning and Budget Advisory Council (PBAC) through the Facilities sub-committee, and ultimate approval by the Chancellor.

4.2 :: ZONE SELECTION

Identify the optimal zone for the proposed project/program.

- Which zone does it have the strongest relationship with?
- How does siting the project/program in the zone achieve the long-term objectives of the Master Plan?
- Of all the projects/programs that could be located in the zone, is the one under consideration the highest and best development given the available land and/or building space for redevelopment/re-purposing?
- How will locating it in this zone functionally enhance the program and adjacent programs?

4.2.1 Infrastructure/support services

- Identify necessary infrastructure improvements that must be undertaken prior to development of the project/program in this zone.
- Identify concurrent projects that should be undertaken as part of the main project/program.

4.2.2 Adjacent or Alternate Zone

To be considered if optimal zone has limited development potential.

- Does the project/program also meet the intent of an alternate zone and still achieve the long-term objectives of the Master Plan? Do the infrastructure/support service requirements change?
- Are there suitable development or redevelopment opportunities adjacent to the optimal zone that have strongly identified adjacencies to the proposed project/program?

4.3 :: SITE SELECTION

Schematic concept sketches should be developed that comply with the UAA Master Plan and MOA Title 21 to test development opportunities within the selected zone.

4.3.1 Re-purposing Existing Facility

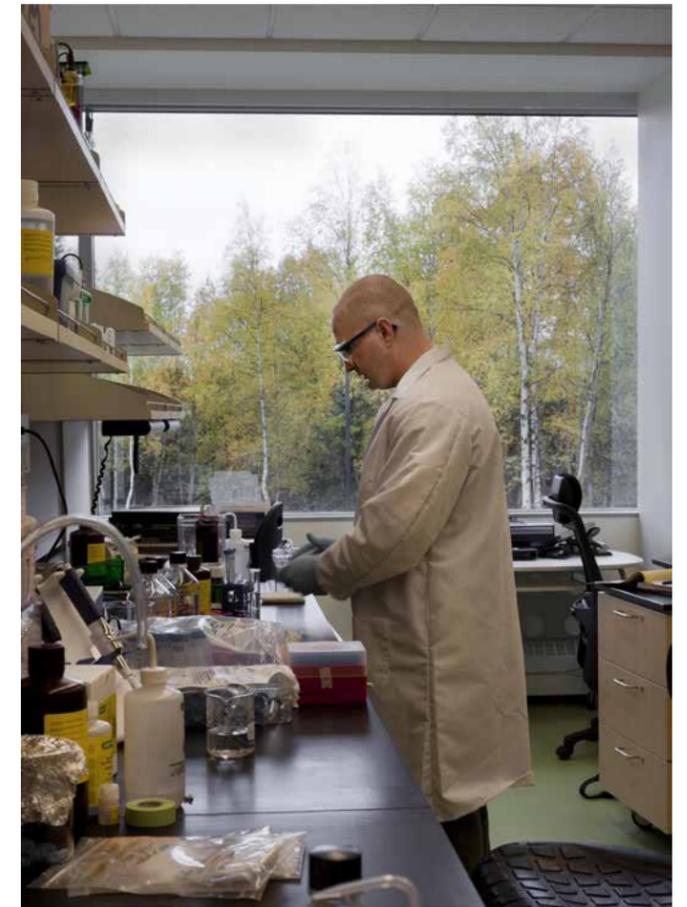
Consider this criteria when evaluating an existing or portion of an existing facility.

- Are there existing spaces that can be re-purposed?
- Can an existing program be relocated to a more appropriate zone in order to accommodate the project/program? Will there be a positive, negative or neutral impact on the existing program being relocated?

4.3.2 Building Demolition and Replacement

Consider this criteria when faced with a choice between renovation of an existing facility or demolition and replacement with a new facility.

- Is the cost of renovation such that it approaches 75% of the cost of a new facility? This accounts for initial or capital costs as well as the life cycle cost of maintenance and operation for the existing facility compared to a new facility over a 20 year period.
- Do the existing facility's physical characteristics make it technically or financially infeasible to alter in such a way that it cannot be easily upgraded to serve current or new functions? This includes compliance with new building codes and standards.
- Is the location on campus more important for another use to achieve the Master Plan long-term vision?
- Is alternative space available to accommodate all displaced functions?



UAA and its facilities offer a unique academic experience in the context of the surrounding northern landscape. Coordinating the physical development of the campus to enhance these qualities is one of the goals of the Implementation Process.

4.3.3 New Development/Infill

If it is found that the proposed program/function is best served by a new facility, suitable undeveloped sites or under utilized sites for infill such as surface parking lots should be identified within the selected zone.



The maintenance and continued enhancement of the circulation system is particularly important as recreation is a vital component of campus life.

4.3.4 Selection criteria applicable to all projects:

4.3.4.1 Physical characteristics

Consider land coverage ratios, open space, connectivity requirements, building orientation, building heights, wetlands, soils, slopes, land clearing requirements, etc.

- What is the “buildability” of the site (soils, wetlands, groundwater, slopes, etc.)?
- Is the development area large enough to accommodate the project/program and associated infrastructure?
- Is the land use efficiency maximized?
- Does the site provide opportunities for strong outdoor spaces?
- Are there site specific factors that should be taken into account?
- Are the adjacent land and sites of sufficient size to be included in future site selections processes.

4.3.4.2 Campus impact

Consider building shadows, parking, traffic, public safety, views, multi-modal connectivity, etc.

- Will the location of the project/program have a positive or negative impact on adjacent facilities in the short-term and in the long-term?

4.3.4.3 User access

Consider quality of access (vehicular, pedestrian, bicycle, service and delivery) to the site from other areas of campus and the general community including visitor and handicap access.

- Does it provide connectivity or an opportunity to enhance connectivity to the existing multi-modal circulation networks?
- Where is the nearest UAA shuttle or MOA public transportation stop?
- Does it allow for the ingress/egress of service vehicles and personnel?

4.3.4.4 Parking

Consider parking availability near the site and accommodations for visitor and handicap spaces.

- Is visitor parking necessary for the project/program?
- Is sufficient parking available within a reasonable distance from the site or on a shuttle route?
- Does additional parking need to be added to the campus to serve the new facility or program?

4.3.4.5 Utilities

Consider size, location, and availability of utilities needed to support the project/program.

- Are the required utilities available to the site and in good condition?
- Are they sized appropriately for expected capacities?
- Will a preparatory infrastructure project be required?

4.3.4.6 Community compatibility

Consider the visibility of the proposed facility to the surrounding community.

- How do the height, width, shape, and function impact the viewshed and environment from the community’s perspective?
- What are the likely community concerns and/or benefits?
- Can concerns be mitigated? Can benefits be enhanced?

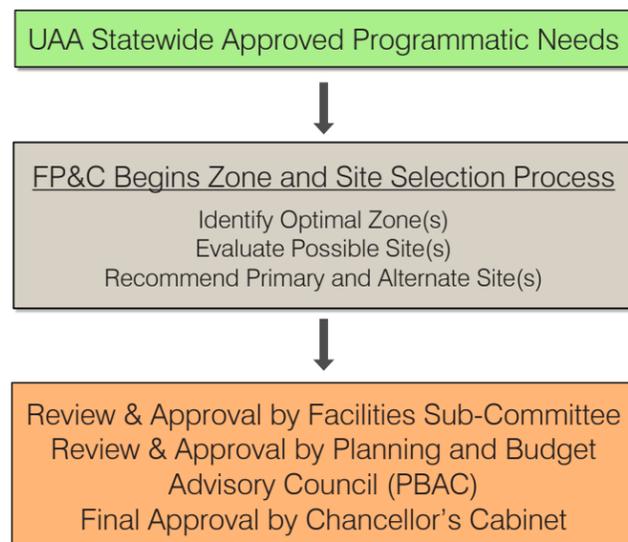
4.3.4.7 Timing

Consider the time necessary to complete development of project within the selected zone(s).

- When does the new program/activity need the space?
- Will the user agency’s activities start before the project can be completed? Is a temporary facility or leased space required?
- If existing space is to be re-purposed, can programs be efficiently relocated within the proposed timeframe?

4.3.4.8 Cost

- Order of magnitude life cycle cost estimates.
- Construction cost.
- Operations and maintenance.
- Personnel costs.



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Design Guidelines

Section 5



The new Engineering & Industry Building and the proposed future Spine across Providence Drive to the Health Science Building will connect the Engineering and Health Zones for ease of pedestrian circulation and academic collaboration.



An example of building groupings and multi-modal connections that complement and enhance natural features in the East Academic Zone.

5.1 :: INTRODUCTION & GUIDING PRINCIPLES

The Design Guidelines provide vision and direction for campus development that encourages functional design, reinforces a campus character and visual identity that is unique to UAA, and allows for creativity within the larger campus framework. The guiding principles are based on the overall Master Plan and supporting reference documents.

Cultural

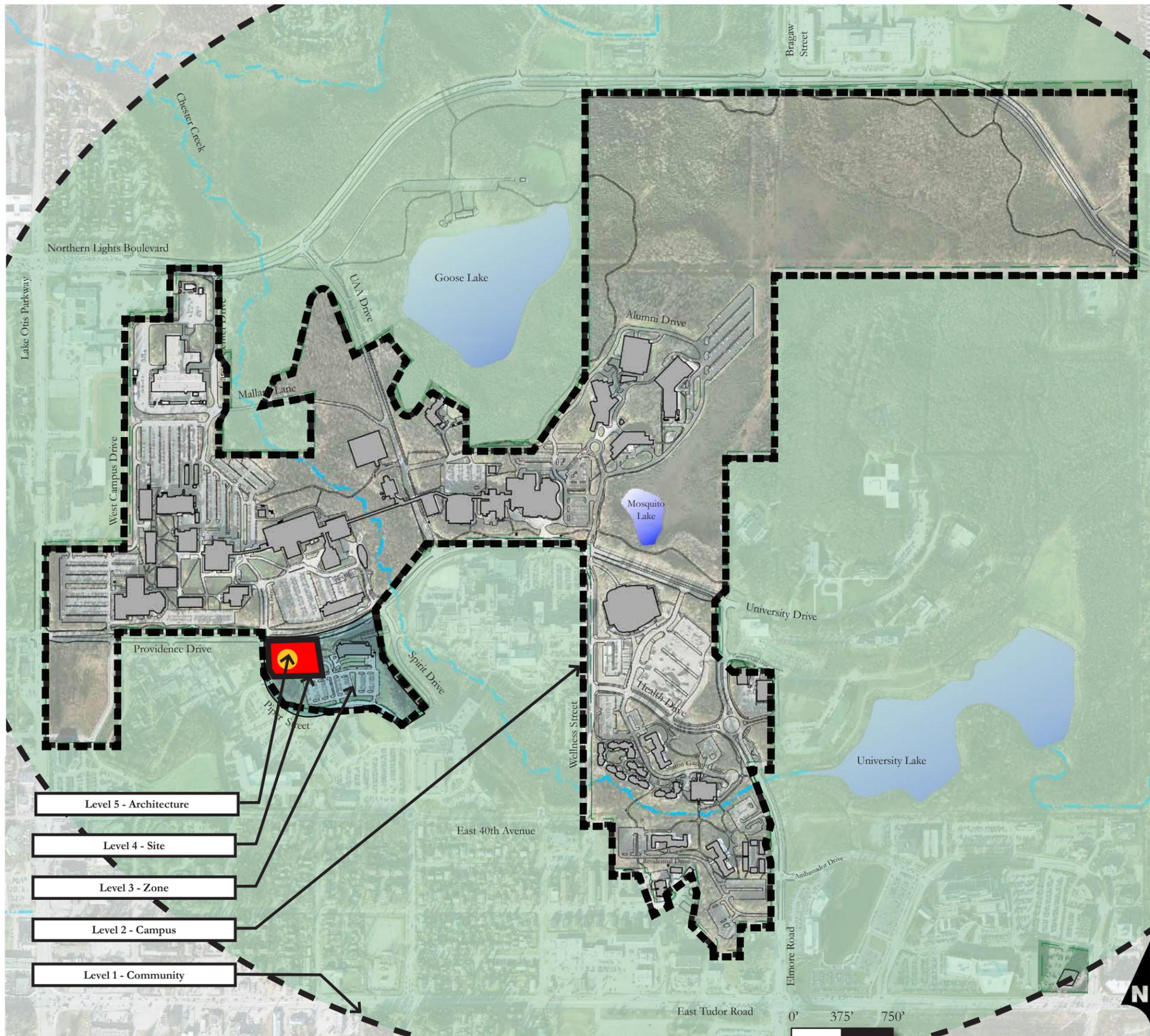
- Recognize UAA as a driver for the economic, cultural, and intellectual development of Alaska.
- Celebrate Alaska Native cultural traditions as part of the Alaskan heritage of the campus.
- Embrace diversity, modeling community and fellowship around academic programs.
- Strive to achieve the principles of universal accessibility.
- Create a built environment that is reflective of and celebrates the Alaskan environment.
- Attract and retain Alaska's students.
- Recognize the growth and development of international learning and outreach.
- Accommodate a diverse academic pedagogy ranging from traditional to E-Learning program delivery.
- Develop a campus that is grounded within renewal, rejuvenation, and sustainability.

Social

- Densify the campus to enhance connectivity and collaboration to foster partnerships, research, and innovation.
- Develop a strong and expanded resident student population.
- Configure facilities to encourage interaction between students, faculty, and community.
- Accommodate both resident and commuter student needs.
- Develop a campus with strong alumni and community participation.
- Establish and maintain UAA's identity within the U-Med District.

Character and Identity

- Enhance the UAA brand.
- Develop and promote a campus that is pedestrian friendly, with strong integration into the regional transportation system.
- Recognize character-defining built and natural features to enhance their presence.



5.2 :: DESIGN GUIDELINES ORGANIZATION

The design guidelines are organized into five basic levels of increasing detail. The upper levels encompass and apply to all the levels that follow:

- **Community:** The integration of the campus within the larger Anchorage community.
- **Campus:** The elements that contribute to campus identity and the functioning of campus-wide systems.
- **Zone:** The characteristics that are unique to successful development at the Zone scale.
- **Site:** Considerations to be assessed for each development site.
- **Architecture:** Considerations to be assessed for individual facilities.

The graphic illustrates the sphere of influence for the design guideline levels of Community, Campus, Zone, Site, and Architecture.

Each level is further defined by the following subject areas.

- **Intent:** Summarizes the relevance and general overview of its application.
- **Guidelines:** Provides direction and considerations relating to successful implementation.
- **Sustainability:** Sustainability specific guidelines for consideration.
- **Maintenance Considerations:** Identifies potential maintenance and life-cycle concerns that should be planned for and considered.

5.3 :: COMMUNITY SCALE

Planning at the community scale relates the overall campus to the Anchorage community. This level of planning is intended to provide a campus that, when viewed from the outside, is compatible with, yet a unique entity within, the surrounding neighborhoods and the U-Med District.

5.3.1 Intent:

- Create a campus that has a strong university identity and complements the larger community and U-Med District.
- Develop and define the perimeter of campus to a scale that is representative of a university.
- Respond to adjacent development plans, encouraging interaction and integration, but thoughtfully buffering where needed.
- Create a campus that embraces Northern City design.
- Follow established codes and regulations.

5.3.2 Guidelines:

- Recognize and consider design intents and other regulatory recommendations established within larger district and area plans with specific attention to those affecting the campus perimeter and its relationship to adjacent neighborhoods or activities.
- Coordinate with the MOA (and other agencies as relevant) on the improvement of existing and proposed transportation systems to make access to the campus safer and more attractive for all users.
- Develop in a manner to encourage the community's sense of pride in the campus.

5.3.3 Sustainability:

- Develop with environmental, practical, and fiscal sustainability in mind.
- Recognize unique community resources and opportunities to maximize their use within the campus, the community and beyond.
- Continue to support and develop non-motorized circulation connections between campus and the community of Anchorage.
- Support environmental education opportunities where possible about the uniqueness of the campus and its context within a subarctic climate and Anchorage.

5.3.4 Maintenance Considerations:

- Explore opportunities across all UAA facilities, both leased and owned, for efficiency in operations and maintenance.



The UAA Planetarium and Visualization Theater offers convenient access combined with opportunities to invite the community onto campus to foster ownership and pride in UAA.

5.4 :: CAMPUS SCALE

Planning at the campus scale relates to the campus-wide systems and service areas that apply similarly to all Zones, Sites, and Architecture.

5.4.1 Intent:

- Develop an integrated campus with consistent resources, amenities, and systems throughout.
- Develop a full range of services that are planned so that their convenience is related to their frequency and importance of use.
- Create a unified image that is reflective of the place and its cultural heritage, yet is comprised of facilities that are forward looking and practical.
- Achieve visual consistency while acknowledging the diverse architecture that characterizes UAA through careful orchestration of new buildings, renovations, and rehabilitations.
- Implement UAA Campus Master Plan Implementation Process (see Section 4) which starts on a campus scale for zone and site selection.
- Follow all relevant UAA, local, state, and federal requirements.

5.4.2 Guidelines:

5.4.2.1 Natural Systems:

- Where practicable, develop to preserve and enhance the values of and connection to the natural spaces of UAA: lakes, wetlands, woodlands, open meadows, and topography.

5.4.2.2 General Wayfinding and Signage:

- As each project is undertaken, complement neighboring facilities, and contribute to the completion of campus-wide systems.
- Use signage as an element of continuity and UAA identity throughout the campus.
- Locate signage in predictable locations to aid visitor orientation.
- Coordinate placement of signage and lighting to ensure legibility during hours of darkness.
- Accommodate the differing viewpoints of drivers, cyclists, and pedestrians to whom signs are addressed. This will influence placement and scale of signs.
- Campus orientation maps should be provided at locations where people may make first contact with the campus. These should include buildings, primary and secondary bus stops, parking locations, drop-off/pick-up locations, and the pedestrian circulation system. The level of information on these panels will guide people to the campus zones, facilities, and services.

5.4.2.3 Pedestrian and Non-motorized Pathways:

- Prioritize contiguous pedestrian and non-motorized movement through the campus.
- Strive for the goal of universal accessibility.
- Provide an integrated and continuous system of internal and external connections between campus zones and buildings.
- When relating to function and safety, give priority to pedestrians over all other circulation modes within the campus.
- Provide sidewalks and/or pathways that will not be rendered unusable by plowed snow from adjacent roadways.
- Expand the Spine both as a means of weather-protected access between buildings and as a place of social interaction.

5.4.2.4 Vehicular:

- Design safe, convenient, and logical circulation systems.
- Minimize vehicular traffic within the interior portions of campus.
- Develop a streetscape that contributes to UAA branding and overall aesthetics.

5.4.2.5 Parking:

- Move parking away from the campus core to the perimeter of the campus so that it is convenient, unobtrusive, and makes sense for good traffic management.
- Minimize the visual intrusion of parked vehicles.
- As allowed within code requirements, address parking demands at an overall Campus level rather than responding to individual zone or building demands.

5.4.2.6 Transit:

- Coordinate user-focused shuttle routes, scheduling, and stop locations to provide efficient transfer time between classes, link perimeter parking, and connect to the regional transit systems.
- Provide for future transit and shuttle routes and stops that will give priority over other vehicles.

5.4.2.7 Open Spaces:

- Provide a network of open spaces that create a hierarchy of outdoor use from large multi-purpose open spaces to small plazas and seating areas.
- As feasible, integrate open spaces to provide multiple functions (such as recreation, habitat value, natural aesthetics, and snow storage)
- Maximize views to and from character defining features.

5.4.2.8 Services (See Section 3.4):

- Food services which are accessed frequently (i.e. coffee or cold sandwich) should be dispersed consistently throughout the campus to accommodate transition periods between classes.
- Food services and minor amenities which are accessed for a longer break (i.e. warm meal) should be consolidated to key locations on the campus.
- Food, amenities, and services which are accessed on a less common basis (i.e. restaurant quality meal, book store, and copy center) should be consolidated into a single location.

5.4.3 Sustainability:

- Continue to emphasize campus development within or near the core campus.
- Promote a cohesive and coordinated campus-wide service network to allow for ease of access and reduce the overall level of resources required to adequately serve campus.
- Share resources across campus and between zones, where possible. This may include natural areas that serve as open space for one zone and snow storage for another.

5.4.4 Maintenance Considerations:

- Provide and coordinate service access, equipment, and staging as required based on the level of service and infrastructure required.
- Include maintenance staff in higher level planning discussions to encourage development of ideas for increased efficiency across campus.

5.5 :: ZONE SCALE

This scale of planning relates to the zone specific attributes and the encompassing site(s) that may differ from adjacent zones. The campus is categorized into multiple unique zones and each zone contains one or more sites.

5.5.1 Intent:

- Ensure that development enhances and identifies the zone's unique qualities in relation to adjacent zones.
- Implement UAA Campus Master Plan and Implementation Process (see Section 4.2)
- Follow all relevant UAA, local, state and federal requirements.
- Reference and follow the defined intent and character of the zone (see Section 3).



Consistent signage is a way to promote a clear identity and cohesive wayfinding on an otherwise diverse campus.

5.5.2 Guidelines:

5.5.2.1 Natural Systems:

- Optimize the utilization of a zone and its intended purpose to minimize negative impacts on adjacent natural systems, and to maximize beneficial relationships such as views, daylight, and access.

5.5.2.2 Wayfinding and Signage:

- Orient pedestrians within zones and provide an intuitive wayfinding experience.
- Zone orientation maps should be provided at main locations where pedestrian traffic enters into a campus zone as well as prominent intersections. The level of information on these panels will guide people to facilities and services.

5.5.2.3 Pedestrian and Non-motorized Pathways:

- Provide clear and easy connections to main campus pedestrian routes.

5.5.2.4 Vehicular:

- Provide convenient drop-off/pick-up locations as feasible.
- Locate and coordinate service areas within clusters of buildings to minimize conflicts with the pedestrian circulation system.
- Site parking facilities to prevent passing through the zone core for access or egress.

5.5.2.5 Parking

- At-grade parking should be discouraged, but if present prioritized for ADA accessible parking, maintenance access, car pool, and visitor parking.

5.5.2.6 Transit:

- Provide sufficient shuttle stops within each zone to facilitate even coverage and timely movement to other areas of campus.
- Stops should include Primary (sheltered) and Secondary (sign post).

5.5.2.7 Open Spaces:

- Develop building groupings to create coherent open spaces and to complement adjacent natural features as outlined in the Open Space Overlay (see Section 3.3)
- Define outdoor spaces through massing and orientation of buildings.

5.5.2.8 Service:

- Provide services as required in the zone and for completion of the campuswide service infrastructure.

5.5.3 Sustainability:

- Recognize unique zone resources and opportunities to maximize their use within and beyond the zone.
- Continue to emphasize strong, identifiable non-motorized circulation connections within campus zones, where possible.

5.5.2 Maintenance Considerations:

- Encourage participation from zone level faculty, students, and staff in planning, development, and maintenance discussions to foster ownership.



A combination of the climate-controlled Spine, covered outdoor pathways, and visually interesting snow covered trees and art celebrate the principles of Northern City Design.

5.6 :: SITE SCALE

This scale of planning is intended to balance the benefits of variation in design expression with the establishment of baseline requirements for projects. This will ensure a campus with visual variety and interest, within a framework of functional and aesthetic consistency. A site is located within a zone and contains one or more facilities.

5.6.1 General:

5.6.1.1 Intent:

- Design sites around the differing seasonal needs of campus users.
- Develop sites to increase density, as feasible.
- Develop sites that are well-integrated into campus-wide systems and neighboring facilities.
- Implement UAA Campus Master Plan and Implementation Process (see Section 4.3)
- Follow all relevant UAA, local, state and federal requirements.

5.6.1.2 Guidelines:

- See specific items below.

5.6.1.3 Sustainability:

- Recognize unique site resources and opportunities that can be enhanced and contribute to a project and adjacent sites.

5.6.1.4 Maintenance Considerations:

- Select systems and materials that are durable, energy-efficient, and easy to maintain.

5.6.2 Planting

5.6.2.1 Intent

- The UAA campus is generally considered to be within USDA Plant Hardiness Zone 4b, although it can vary significantly between its many microclimates. It is in a subarctic climate with strong maritime influence over weather conditions. Plant species should be chosen conservatively.

5.6.2.2 Guidelines

- Plantings should originate from UAA's approved species list but may vary with approval from UAA's Horticulturist. Prioritize overall health, survivability, and low level of required maintenance of plantings.
- Promote the use of aesthetic plants that are wildlife resistant.
- Consider the appearance and survivability of chosen plantings under heavy snow or during the darker winter season.
- Enhance the sensory experience on campus with the use of color, texture, fragrance, and sound for all seasons.
- Allow the natural landscape to propagate on the campus where appropriate.
- Take the mature size and form of species into account during design.
- Expand the campus tree collection utilizing hardy and northern climate appropriate species.

5.6.2.3 Sustainability

- Limit the use of turf to areas with programmed use such as passive and active recreation and general event use.
- Place trees carefully to maximize solar gain of outdoor areas during all seasons, minimize solar gain for buildings during summer, and maximize solar gain for buildings during winter.
- Use native, cold-tolerant, and locally-adapted plant species whenever possible.

5.6.2.4 Maintenance Considerations

- Maintain campus safety and security through clear vision lines where circulation routes intersect to avoid user and wildlife conflicts.
- Generally focus on the use of trees and shrubs with deliberate use of perennials and annuals to maintain an attractive campus with balanced maintenance.

5.6.3 Lighting

5.6.3.1 Intent

- Lighting should be designed to promote safety while also adding another level of visual interest and accent during evenings as well as during the darker winter months that make up the majority of the traditional academic year.

5.6.3.2 Guidelines

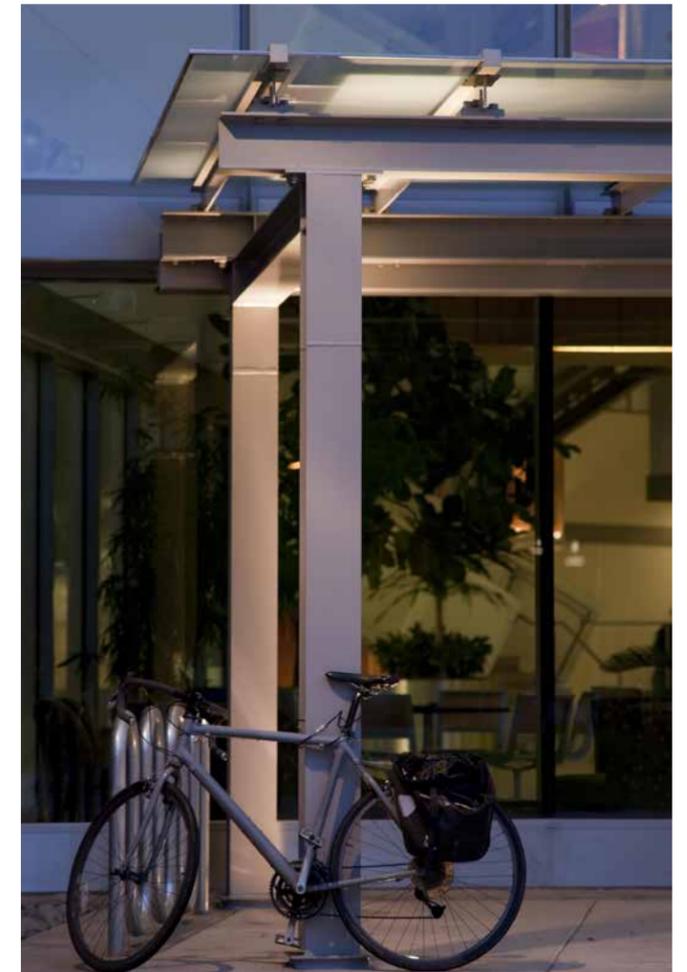
- Avoid glare, light spillage, and sharp contrasts with unlit spaces.
- Consider lighting elements to accent campus features or artistic lighting elements that provide visual interest.

5.6.3.3 Sustainability

- For energy efficiency, consider utilizing minimum lighting levels required by code and campus standards. Design focus should be placed on contrast ratios versus standard foot candle light levels.

5.6.3.4 Maintenance Considerations

- Consider durability and lifespan when selecting light fixtures.



Well-lit, sheltered, and convenient bike storage promotes a bike and pedestrian friendly campus

5.6.4 Furnishings

5.6.4.1 Intent

- Select site furnishings that give definition to campus outdoor spaces, provide places for social gathering, maintain cleanliness, and lend to the unified character of UAA.

5.6.4.2 Guidelines

- Provide site furniture that meets ADA requirements.
- Consider ease of use and/or user comfort during periods of heavy snow or ice accumulation.
- Bike storage should be convenient and near, but clear of building entrances and emergency vehicle routes.
- Benches, seating walls, and places to gather in diverse, sunny places around the campus should be considered. Sitting surfaces should favor materials that warm quickly with body temperature.
- Provide a range of exterior seating that is appropriate for individual, small and large groups as feasible.

5.6.4.3 Sustainability

- Selected furnishings should be durable in extreme local climatic conditions (dryness, cold, snow and ice accumulation, and removal) and have long expected lifespans.

5.6.4.4 Maintenance Considerations

- Minimize the number of unique furnishing models on campus in order to simplify the stockpiling of components and repairs.
- Furnishings should be secured in place, vandal-resistant, and should not require extensive on-going maintenance.
- Locate furnishings to avoid conflicts with wildlife and maintenance including snow removal and snow storage.

5.6.5 Site Grading & Drainage

5.6.5.1 Intent

- The design and integration of site grading and drainage can enhance the site experience, user safety, and maintenance.

5.6.5.2 Guidelines

- Contoured slopes are generally preferable to retaining walls. Where retaining walls are necessary, consider incorporating them into other design features, such as stairs, ramps, and planters, if feasible.
- Slopes should be designed and appropriate to their use for facilitating drainage, limit soil erosion, avoid slides, and instability.
- As required, meet accessibility requirements.

5.6.5.3 Sustainability

- Provide grades that eliminate the potential for slope erosion.
- Strive to maintain and enhance natural drainage patterns.
- Encourage natural infiltration and evaporation where possible to reduce water run-off and remove sediments during storm events.
- Where feasible, maintain (or develop) appropriate vegetative buffers where upland areas border Class A wetlands.
- Minimize access to class 'A' wetlands and if necessary, construct boardwalks or bridges where pathways must cross sensitive areas such as class 'A' wetlands.

5.6.5.4 Maintenance Considerations

- Slopes that require maintenance should be designed at 1:3 (Rise:Run) or shallower.
- Design areas of expected sedimentation to allow removal of debris as required.

5.6.6 Paving

5.6.6.1 Intent

- Paving is not only important for allowing successful campus vehicular and pedestrian circulation, it also provides a unified sense of identity to UAA.
- Design and select paving to provide visual consistency, to create site-specific character, and for sustainability.

5.6.6.2 Guidelines

- Meet all current ADA criteria for slopes, width, and finishes, including non-slip surfaces for all seasons.
- Consider materials that are in line with the overall identity of UAA, not just the immediate context of adjacent development.
- When snow-melt systems are used, consider how to address ice build-up adjacent to extents of use.

5.6.6.3 Sustainability

- As feasible, use materials with post-consumer recycled content when other considerations allow.
- Consider pervious pavements in service and low traffic areas.

5.6.6.4 Maintenance Considerations

- Provide a high level of structural stability to reduce the potential for heaving.
- Layout of paved hardscape areas should facilitate regular all-season maintenance.
- Coordinate adjacent vegetation to allow linear or nodal snow storage at appropriate intervals.



Well-positioned indoor and outdoor gathering spaces promote collaboration and student life.



Efficient snow management is important to keep pathways clear.

5.6.7 Snow Storage

5.6.7.1 Intent

- Near Term: For the current and near-term level of development on the campus, addressing snow storage at the site level is appropriate.
- Far Term: As the campus becomes denser and more parking structures are constructed, it is anticipated that the ratio of impervious surfaces that will need to have snow removed (i.e. parking lots) as compared to areas where snow can be left in place (roofs) will become less. This means that a long-term strategy for maintenance of snow on-site may not necessarily need to deal with larger volumes of snow, rather it will deal with maintaining snow at a site 'distributed' level.

5.6.7.2 Guidelines

- Snow storage should be accommodated on-site, as feasible.
- Site-specific snow storage areas should meet MOA requirements.

5.6.7.3 Sustainability

- Follow best practices for addressing snow melt in the spring to minimize runoff.
- Design sites to minimize the requirement for snow removal.

5.6.7.4 Maintenance Considerations

- As feasible, less emphasis should be placed on trucking and removal to snow storage sites.
- Locate snow storage to allow ease of access, seasonal maintenance, and general upkeep.

5.6.8 Pedestrian and Non-Motorized Pathways

5.6.8.1 Intent

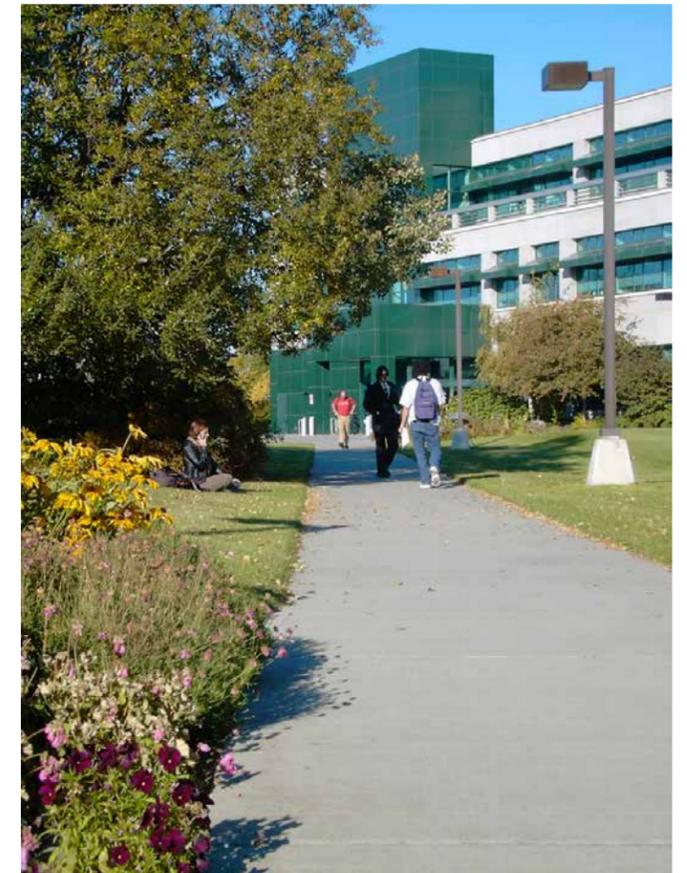
- The intent of the pedestrian circulation system is to streamline the path of travel from the campus perimeter to a destination point, and between destination points on campus. The goal is to develop a hierarchical system where flow is evenly distributed (or aggregated) to maximize efficiency, and to minimize time and effort.

5.6.8.2 Guidelines

- Extend pathways across zone boundaries into adjacent campus systems.
- Integrate ADA accessible routes in a visually cohesive manner. Routes should be direct and provide a similar quality and hierarchy of circulation as those provided for able bodied persons
- Restrict pedestrian access to environmentally sensitive areas.
- Coordinate with MOA, ADOT&PF and others to provide pedestrian amenities in public rights-of way, including shelter, seating, lighting, street trees, planters, and other street furniture.
- Provide separation between pedestrian routes and vehicular circulation, as feasible.
- On bikeways maintain sight distance clearances appropriate to design speeds for bicycle traffic.
- Provide bicycle racks in a secure area at all major campus destinations to encourage their use for campus access.

5.6.8.3 Sustainability

- Encourage and promote the utilization of the non-motorized pathway and shuttle system over the vehicular system in all campus projects.



This pathway provides a pleasant experience and connectivity directly to the front entrance of the building. A combination of grass, ornamental plants, and trees invite pedestrians to stop and relax on the way to their destination. During the winter months, the pathway is well-illuminated.

5.6.8.4 Maintenance Considerations

- Consider ease of snow and ice removal in pathway design and material selection.
- Coordinate with vehicular snow removal to maintain connectivity on the pathway systems.
- Consider ease of maintenance and vegetation trimming requirements on pathways adjacent or within undeveloped wilderness areas.

5.6.9 Vehicular Circulation

5.6.9.1 Intent

- In order to minimize traffic within the campus, the intent of the system is to provide convenient parking at the campus perimeter. As a component of the overall campus circulation system, parking areas will provide convenient access to pathways and shuttles to allow people to reach their destinations, and to move between them during the day. The goal is to develop a hierarchical system where flow is evenly distributed (or aggregated) to maximize efficiency, and to minimize time and effort.

5.6.9.2 General Guidelines

- Extend streets across zone boundaries into adjacent campus systems, while minimizing traffic in the core areas of campus.
- Design roads to encourage driving at speeds appropriate to an environment where pedestrians are present.

5.6.9.3 Parking Guidelines

- Screen parking areas from sensitive viewpoints with buffer zones.
- Minimize creation of new surface parking lots.
- Parking Structures:
 - Design for ease of access and egress for both pedestrian and vehicular circulation.
 - Locate and design parking structures so that they have limited impact on natural light or views from within buildings, and do not compromise future expansion of academic facilities.
 - Adhere to safety-in-design guidelines for parking structures. Maintain good, uniform lighting, minimize opportunities for personal concealment, and provide a high degree of transparency.
- Design for snow storage or disposal without significantly reducing the parking supply or adjacent campus circulation systems.
- Provide ADA accessible parking as required for each facility.
- Each facility should provide both temporary and reserved maintenance parking, as feasible.

5.6.9.4 Transit Guidelines

- Shelters with route and time information, natural daylight, high degree of transparency, supplementary night lighting, and windscreen protection should be considered.
- SeaWolf Shuttle Stops should include Primary (sheltered) and Secondary (sign post) stops.

5.6.9.5 Sustainability

- Use adjacent campus plantings, or plantings specific to circulation systems to intercept rainwater, provide air quality benefits, screen, and to reinforce the campus wayfinding system.

5.6.9.6 Maintenance Considerations

- Coordinate snow removal programs with the MOA, ADOT&PF and others to maintain connectivity throughout UAA and the U-Med District for all forms of travel.

5.6.10 Signage

5.6.10.1 Intent

- Campus signage is an important communication tool with the campus user, assisting in wayfinding, providing information on campus functionality, and identifying various features. Consistent signage is a cost effective way to confer consistent identity on a diverse campus.

5.6.10.2 Guidelines:

- Implement UAA Signage Master Plan.

5.6.10.3 Sustainability

- Cohesive signage can encourage utilization of the pedestrian circulation system and increase the overall efficiency of the campus.

5.6.10.4 Maintenance Considerations

- Signage should be secured in place, vandal-resistant, and should not require extensive on-going maintenance.
- Locate signage to avoid conflicts with wildlife and maintenance including snow removal and snow storage.

5.6.11 Art

5.6.11.1 Intent

- Give expression to the Arts in the architecture and landscape through integral design at a site scale.

5.6.11.2 Guidelines

- Use public art to identify, define and enhance campus focal areas, streetscape, open space, and building clusters.
- Placement of each art piece should relate to its immediate surroundings, context within the campus, and associated academic program.
- Using pieces of student, faculty, and alumni created artwork can further develop a sense of ownership and should be considered.

5.6.11.3 Sustainability

- Consider opportunities to celebrate and embrace local artists, resources, and natural systems in art.

5.6.11.4 Maintenance Considerations

- Art should be secured in place, vandal-resistant, and should not require extensive on-going maintenance.
- Locate art to avoid conflicts with wildlife and maintenance including snow removal and snow storage.



Art is a powerful vehicle for communication, inspiring creativity, and expressing UAA's diversity.



An example of UAA's distinct architectural framework, which promotes diversity, integration with adjacent outdoor spaces, and a cohesive campuswide circulation system.



A mix of colors, textures, and materials add visual interest to the Health Science Building interior.

5.7 :: ARCHITECTURAL GUIDELINES

The UAA campus has grown organically over time and as a result, has a diverse architectural character. Past master plans have provided the freedom for buildings to be of their time, with encouragement to be unique yet fit within an overall campus framework. Within this framework, the Architectural Guidelines are intended to provide guidance to ensure that buildings balance unique design directions with overall campus visual identity and character.

5.7.1 All Facilities

5.7.1.1 Intent

- Design facilities around the differing seasonal needs of campus users.
- Develop facilities that integrate and complement campuswide systems while still offering a unique identity that is specific to its function and program.
- Develop facilities with consistent materials and systems.
- Give expression to the Arts in the architecture and landscape through integral design.
- Implement UAA Campus Master Plan.
- Follow all relevant UAA, local, state and federal requirements.

5.7.1.2 Guidelines

- Design and build facilities that can accommodate program change, are cost effective, and durable.
- Develop with a goal of universal accessibility.
- Consider building frontages and entrances (see Section 3.1.2) in all development.
- Ensure that each construction project continues to develop and improve campuswide systems.
- Meet emergency management best practices:
 - Provide redundant all-weather emergency access routes.
 - Develop to allow quick and safe emergency evacuation.
 - Provide easy emergency access to utilities.

5.7.1.3 Sustainability

- Emphasis daylight and views throughout a building.
- As feasible, favor energy efficient building designs and systems.
- As feasible, favor local and regional materials.
- Evaluate interior materials from an indoor air quality perspective.
- Continue to evaluate, monitor, and adjust buildings for optimal performance.

5.7.1.4 Maintenance Considerations:

- Evaluate decisions from a northern climate, long-term maintenance, and life-cycle cost perspective.
- As feasible, standardize materials and systems.



Thoughtful building orientation brings the outdoors into interior gathering places.

5.7.2 Building Orientation and Location

5.7.2.1 Intent

- Building location and orientation is important to how a building reflects and relates to its surroundings. It also plays a critical role in campus circulation and wayfinding, in that each building acts as a major node within the circulation system.

5.7.2.2 Guidelines

- General:
 - Ensure building siting and configuration does not compromise flexible accommodation and siting of future facilities and zone amenities.
- Relationships to adjacent spaces:
 - The location and orientation of primary entrances and active building frontages should address and complement main open spaces, circulation routes including at-grade and the Spine, and predominant winds.
 - Entrances should consider pedestrian circulation around and potentially through the building.
 - Where possible, provide view corridors between building entrances and building façades that cross outdoor open spaces and assist in campus wayfinding.
 - Cluster or group buildings of similar style, scale, and materials.
 - Group buildings to maximize shared service access and service yards and minimize conflicts with the pedestrian circulation system.
- Relationship to larger landscapes:
 - Maximize views of character defining features.
 - Maximize daylight to office and common spaces.
 - Prioritize appropriate internal building uses with view opportunities, including direct first floor connections to natural spaces and the potential for sweeping views from upper stories.
 - Site and orient buildings to respect and strengthen established and create additional axial relationships to other buildings and features.
 - Where appropriate, site buildings to extend the Spine.
- Relationship to climate:
 - Space buildings to minimize shading of other buildings, primary open spaces, and primary pathways.

5.7.2.3 Sustainability

- Site, orient, and design campus buildings to maximize usable daylight, minimize glare, and negative solar gain.
- Consider and plan for prevailing winds in the area.
- Locate buildings to minimize disturbance to natural systems.

5.7.2.4 Maintenance Considerations

- Consider snow removal and user access requirements.
- Maintenance and service access should be easily accessible for maintenance staff, but not for average building users.

5.7.3 Relationship of Interior to Exterior at Ground Floor

5.7.3.1 Intent

- A strong relationship between the interior of a building's ground floor and its exterior spaces will enhance the functionality of the campus. A building's exterior should be considered an extension of its interior, providing spaces for its users at varying programmatic levels. Building entries, lobbies, and plazas generally function as the highest level of human interaction with a building. It is very important to provide a sense of human scale at this location on a building to more thoroughly enhance the transition area between a building and its outdoor environment.

5.7.3.2 Guidelines

- The design of the entries and ground floors of buildings should be closely coordinated with the design of the adjacent open spaces, plazas or courtyards.
- Building entries should:
 - Incorporate a canopy or other feature to mark the entry.
 - Articulate the design to clearly differentiate primary, secondary, and service entrances.
 - Locate building name on all doors and at loading dock/service areas.
- Limit blank walls at ground level, to increase visual interest and to provide oversight of walkways for safety.
- Orient building entrances towards pedestrian approaches.
- Provide power to court yard and exterior areas as required by program needs.

5.7.3.3 Sustainability

- Provide arctic entries that shelter from predominant winds to reduced energy loss and provide a stronger transition.
- Consider solar, wind, and precipitation at each entry and how it could benefit building users.

5.7.3.4 Maintenance Considerations

- Consider snow removal and walk-off debris control requirements at all building entrances.
- Provide access control plans for securing building when necessary.
- Create identifiable main points of entry for building users, making access control easier when needed.

5.7.4 Building Massing and Articulation

5.7.4.1 Intent

- Appropriate building massing and articulation can enhance the human scale of the campus. In general, newer buildings are larger in scale and denser than older buildings as programming needs have change for UAA.

5.7.4.2 Guidelines

- Articulate the massing of new buildings so that volumes and surfaces are responsive in scale with those of neighboring structures, and fit the character of the campus as a whole.
- Divide large buildings into smaller components and incorporate smaller-scale elements on lower levels to reduce the overall scale.
- Use forms that effectively screen service areas, utilities, and equipment from ground level views as well as views from other buildings and natural features. Where possible, fully integrate with the architecture.

5.7.4.3 Sustainability

- Effective building massing can optimize access to views, solar orientation, natural ventilation, and passive heating and cooling and thus reduce building energy use.

5.7.4.4 Maintenance Considerations

- Consider snow, vegetation debris accumulation, and drifting as it relates to building massing.

5.7.5 Common Interior Spaces

5.7.5.1 Intent

- Common interior spaces give definition to buildings and provides places for social gathering.

5.7.5.2 Guidelines

- Consider ease of use, required amenities, and comfort for extended use.
- Each facility should be provided with internal seating opportunities throughout the building for users that adequately support the intended use and number of people anticipated.
- Provide visual connection between interior and exterior spaces including pedestrian and vehicular routes where possible.

5.7.5.3 Sustainability

- Minimize solar glare to reduce fading and aging of materials.

5.7.5.4 Maintenance Considerations

- Minimize the number of unique furnishing models on campus in order to simplify the stockpiling of components and repairs.
- Furnishings should be secured in place, vandal-resistant, and should not require extensive on-going maintenance.
- Locate furnishing to avoid conflicts with internal circulation.

5.7.6 Building Materials, Systems, and Color Palette

5.7.6.1 Intent

- Selection of building materials and systems should both reflect the uniqueness of the building as well as relating back to its surroundings. Exterior materials and colors should relate to and harmonize with existing buildings.
- The selection of building materials should establish a sense of permanence and quality on the campus.

5.7.6.2 Guidelines

- Selection of materials should be based on the following considerations:
 - Long-term durability, ease of maintenance, replacement, and vandalism resistant.
 - Appropriate for climatic conditions.
 - Life-cycle cost analysis.
 - Energy consumption reduction.
 - Textural variety.
 - Limited use of highly reflective materials.
- Consider perimeter-based long span structural systems and floor-to-floor heights that will accommodate future remodeling and overall facility flexibility.
- Consider the use of colors and tones found in the native Alaskan landscape to provide contrast to the winter season, which is generally lacking in color.

5.7.6.3 Sustainability

- Ensure that each new and remodeled building contributes to stewardship of the natural environment by adhering to the principles of green design in the selection of appropriate systems and materials, as practicable.
- Use life cycle costs analysis in assessing the value of each system and material choice.

5.7.6.4 Maintenance Considerations

- Minimize the number of unique materials and systems in order to simplify the stockpiling of components, repairs, and required training.
- When evaluating mechanical systems, consider the value of reduced maintenance versus reduced cost.
- Encourage participation of maintenance staff during building system discussions.

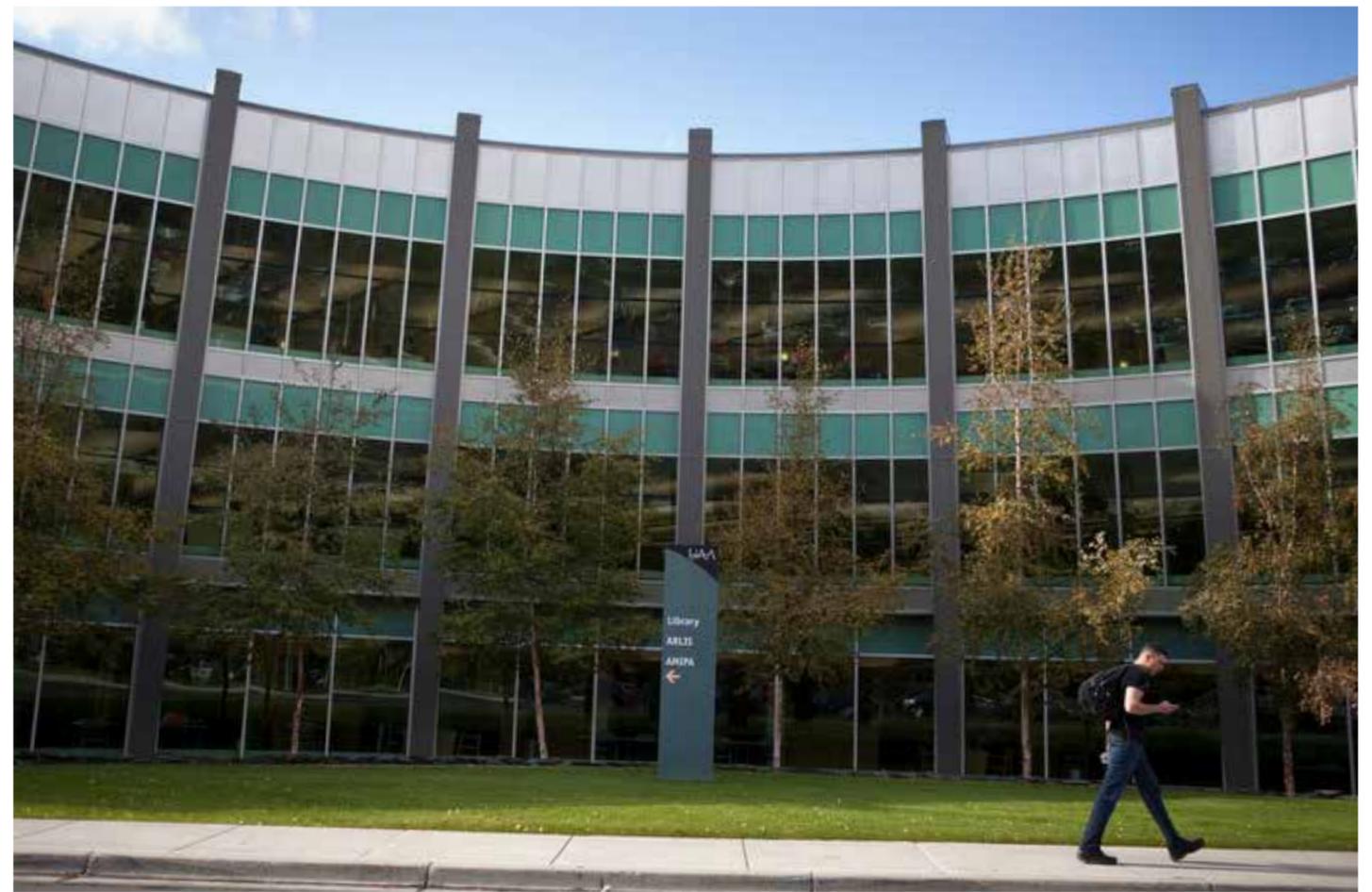


Building systems are designed to serve unique program needs while conserving energy and allowing for ease of maintenance access.

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Appendix

Section 6



The Consortium Library successfully harvests usable daylight and is orientated for views to the Chugach Mountains.

6.I :: STRATEGY & POLICY COMPLIANCE

6.I.1 :: Strategic Direction Initiative

- Student Achievement and Attainment
- Productive Partnerships with Alaska's Schools
- Productive Partnerships with Public Entities and Private Industries
- Research and Development to Sustain Alaska's Communities and Economic Growth
- Accountability to the People of Alaska



UNIVERSITY
of ALASKA
Many Traditions One Alaska

6.I.2 :: Regents Policy Compliance

Compliance with UA Board of Regents Master Plan Policy has been maintained. The appropriate UAA Master Plan section discusses or addresses the UA BOR Master Plan Element from Policy P05.12.030.B.

Section Policy

- | | |
|--------------|--|
| 1.7-1.9; 6.3 | 1. Projected enrollment and other factors affecting the need for facilities and infrastructure; |
| 3.5 | 2. General areas for land acquisition and disposal; |
| 2 | 3. The general location of new or upgraded infrastructure, including roads, parking, pedestrian circulation, transit circulation, and utilities; |
| 4 | 4. Demolition of buildings, structures, and facilities; |
| 3 | 5. General location, size, and purpose of new buildings, structures, and facilities; |
| 5 | 6. Guidelines for landscaping; |
| 3.3; 5 | 7. General location and intent for open spaces, plazas, etc.; |
| 5 | 8. Guidelines for signage, both freestanding and on buildings and structures; |
| 5 | 9. Architectural guidelines for all buildings, structures, and facilities; |
| 5 | 10. Environmental and cultural issues, ADA access, and energy conservation; |
| 1.6; 2; 4; 5 | 11. The relationship of the campus to its surroundings and coordination with local government land use plans and ordinances; and |
| 1.9; 6.3 | 12. General priorities for capital projects. |



An aerial view across the East Academic Zone towards Goose Lake.

6.2 :: PEER SPACE BENCHMARKING

In conjunction with the Master Plan update, a space benchmark study analysis was performed to provide a comparison of academic and support space of UAA to its peers. Space benchmarking provides a broad estimate of space needs for master planning purposes. However, once specific building programming begins, space analysis should shift to a detailed room-by-room programmatic needs required for each specific program to be housed. Space benchmarking methodologies:

- Space per faculty by department.
- Space per student which was computed in both FTE (full-time equivalent) and space per total full-time plus part-time student headcount.
- In addition to the above methodologies, each benchmarked academic and support unit was further broken down into National Center for Education Statistics (NCES) Room Codes. Please see Bibliography for additional information.

The following academic and support spaces were included:

- College of Arts and Sciences
- College of Business and Public Policy
- College of Education
- College of Health
- School of Engineering
- Library
- Study Space
- Indoor Recreation
- Student Center/Union

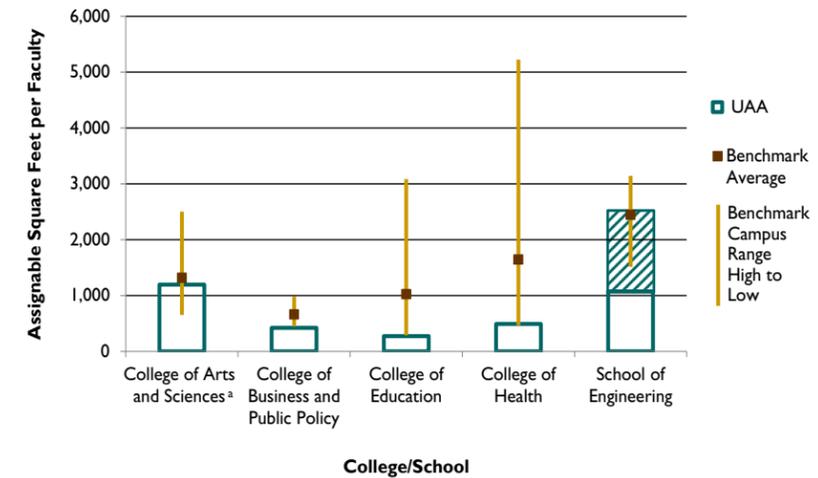
The following academic spaces were not included in the study based on available data from benchmark campuses or they were concluded to not have significant space needs.

- UAA Community and Technical College (CTC)
- Honors College
- Graduate School

The six comparative institutions in the study include:

- Idaho State University (ISU)
Idaho Falls, Idaho
- Southern Connecticut State University (SCSU)
New Haven, Connecticut
- University of Nebraska-Lincoln (UNL)
Lincoln, Nebraska
- University of Nevada, Reno (UNR)
Reno, Nevada
- University of North Carolina at Greensboro (UNCG)
Greensboro, North Carolina
- University of North Dakota (UND)
Grand Forks, North Dakota

Space Comparison of ASF per Faculty,
University of Alaska Anchorage vs. Benchmark Institutions

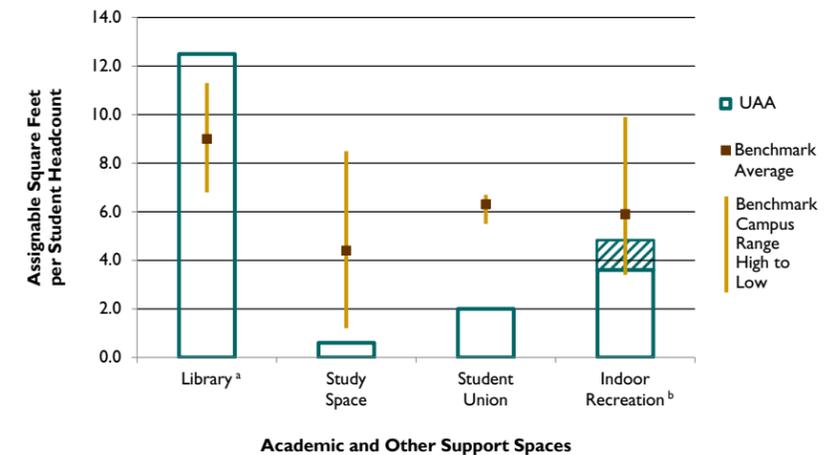


Source: Ira Fink and Associates, Inc.

a: Some of the benchmark campuses have Colleges of Arts and Sciences; others have separate Colleges of Liberal Arts and Colleges of Science. In these instances, the data from the separate colleges was combined to create a hybrid College of Arts and Sciences for benchmark purposes.

- Includes only the existing Engineering Building at UAA.
- ▨ Includes both the existing Engineering Building and the new Engineering and Industry Building at UAA.

Space Comparison of ASF per Student Headcount,
University of Alaska Anchorage vs. Benchmark Institutions



Source: Ira Fink and Associates, Inc.

a: Student FTE and student headcount for UAA also include student FTE and student headcount for the adjacent Alaska Pacific University (APU). UAA and APU share the Consortium Library on the UAA campus.

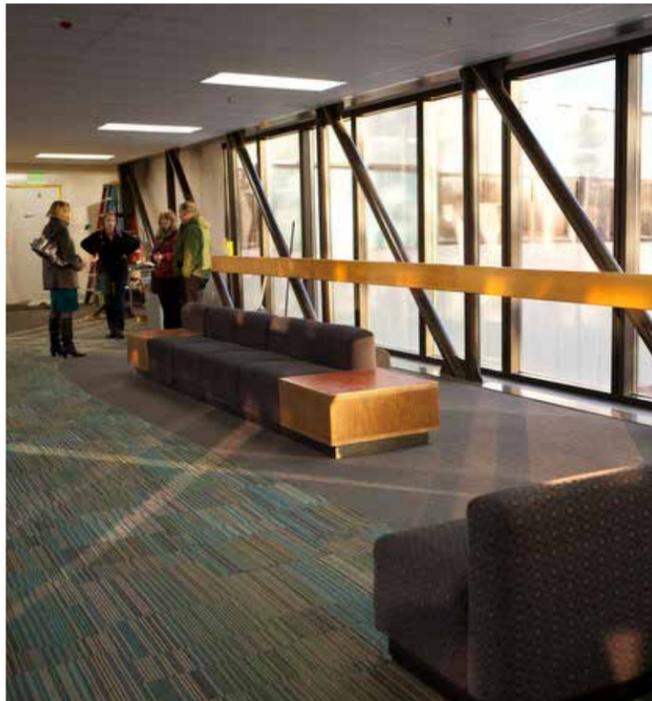
- Excludes ice rink and associated booths, surrounding circulation space, one bank of bleachers.
- ▨ Includes intended recreation space in the new UAA Sports Arena.

6.3 :: FACILITY PROJECTIONS

6.3.1 :: Overview

A companion to the Master Plan is the UAA Capital Improvements Plan (CIP). Its purpose is to identify specific options for implementation of the Master Plan one project at a time. The CIP is a separate document because as each project is accomplished, the range of options for other projects – for possible building sites, for example – is diminished, thus limiting the useful life of the document. By contrast, the Master Plan is a strategic document in which enduring principles of campus organization and improvement are presented.

For any proposed new facility, available sites on campus are limited by the supply of developable land within each appropriate zone, by the ability to access and service the site properly, by functional adjacency needs of the new facility, and often by the need to relocate and enhance displaced facilities, such as pathways, utilities or parking.



Recent capital improvement upgrades to the Science Building continue to enrich the academics and student life at UAA.

The CIP is arranged by potential development projects and their anticipated sites based on the Master Plan implementation process. Many sites could satisfy the needs of several different facilities, while others might be suited only to a particular type of facility as identified by the zone, such as student housing. The characteristics of each site within the zones are described, and a conclusion is drawn as to which of the priority projects identified in the master plan best fit the intent of the particular site, and what ancillary responsibilities must be funded as part of the project. Thus the basis for total construction cost, as opposed to isolated facility construction costs, can be generated when a decision on siting is imminent.

Much of the strategic direction provided by the Master Plan can be implemented through application of the guiding principles, infrastructure, zoning, and design guidelines. The CIP and the Master Plan implementation process provide the tools for project development that is consistent with the recommendations of the Master Plan. It packages that information concisely so that University decision-makers can have ready access to it, and are thus enabled to make well-informed decisions about the allocation of investment in campus facilities and their impact on the future vision of UAA.

6.3.2 :: Capital Improvement Plan

The Capital Improvement Plan is developed as a preliminary projection for the next 10 year period. At the end of the Fiscal Year (FY) 2013, the FY in which the Master Plan has been developed, the scope of this projection will be from 2013-2023. The companion Capital Budget Request is submitted every year for the next budget (two years in advance) and updates the capital requirements for a six-year period. For this same representative block of time that the Capital Improvement Plan was assessed (2013-2023), the Capital Budget Request was developed for FY15-20. The figure to the right highlights the priority and cost of projects approved for development by UA and UAA to support strategic and academic needs in the near term. New projects for approved programmatic needs will be added to this CIP in the future and priorities reassessed annually to synchronize with the Master Plan and meet the dynamic needs of the Strategic and Academic Plans.

University of Alaska Anchorage Capital Requests for FY15-20

UAA FY15 Rank	Project Name	Total Project Cost (TPC) (in \$000K)
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Renewal and Renovation		
1	Campus Building Envelope & Roof System Renewal	2,000.00/year
2	Campus Building Interior & Systems Renewal	1,000.00/year
3	Campus Exterior Infrastructure and Signage Renewal	250.00/year
4	EM1 and EM2 Mechanical	5,580.00
5	WFSC Near Term Renewal & Repurposing	5,000.00
6	Consortium Library Old Core Mechanical Upgrades	12,000.00
7	Fine Arts Mechanical System Renewal	7,582.00
8	Cuddy Hall Renewal	15,600.00
9	Social Science Building Renovation	25,500.00

Planning & Design		
1	Master Plan Circulation Improvements	TPC included in New Construction
2	Health Sciences Phase II Building and Parking Structure	
3	Library North Entrance	
4	Alaska Native Arts Program Building	
5	College of Education Reconfiguration/Addition & PSB Renovation	
6	Ice Arena and Recreational Facility	
7	Student Support Services & Student Union Building	
8	Administration, Alumni Relations and Visitor Center	
9	Student Housing	
10	Aviation Complex Expansion	
11	Engineering Phase II Classroom Lab Research Building	
12	Honors College and Classroom Building	

New Construction		
1	Engineering Phase I - Engineering Instructional Lab Building	133,817.20
2	Master Plan Circulation Improvements	10,000.00
3	Health Sciences Phase II Building and Parking Structure	121,000.00
4	Library North Entrance	4,500.00
5	Alaska Native Arts Program Building	3,500.00
6	College of Education Reconfiguration/Addition & PSB Renovation	55,000.00
7	Ice Arena and Recreational Facility	120,000.00
8	Student Support Services & Student Union Building	122,000.00

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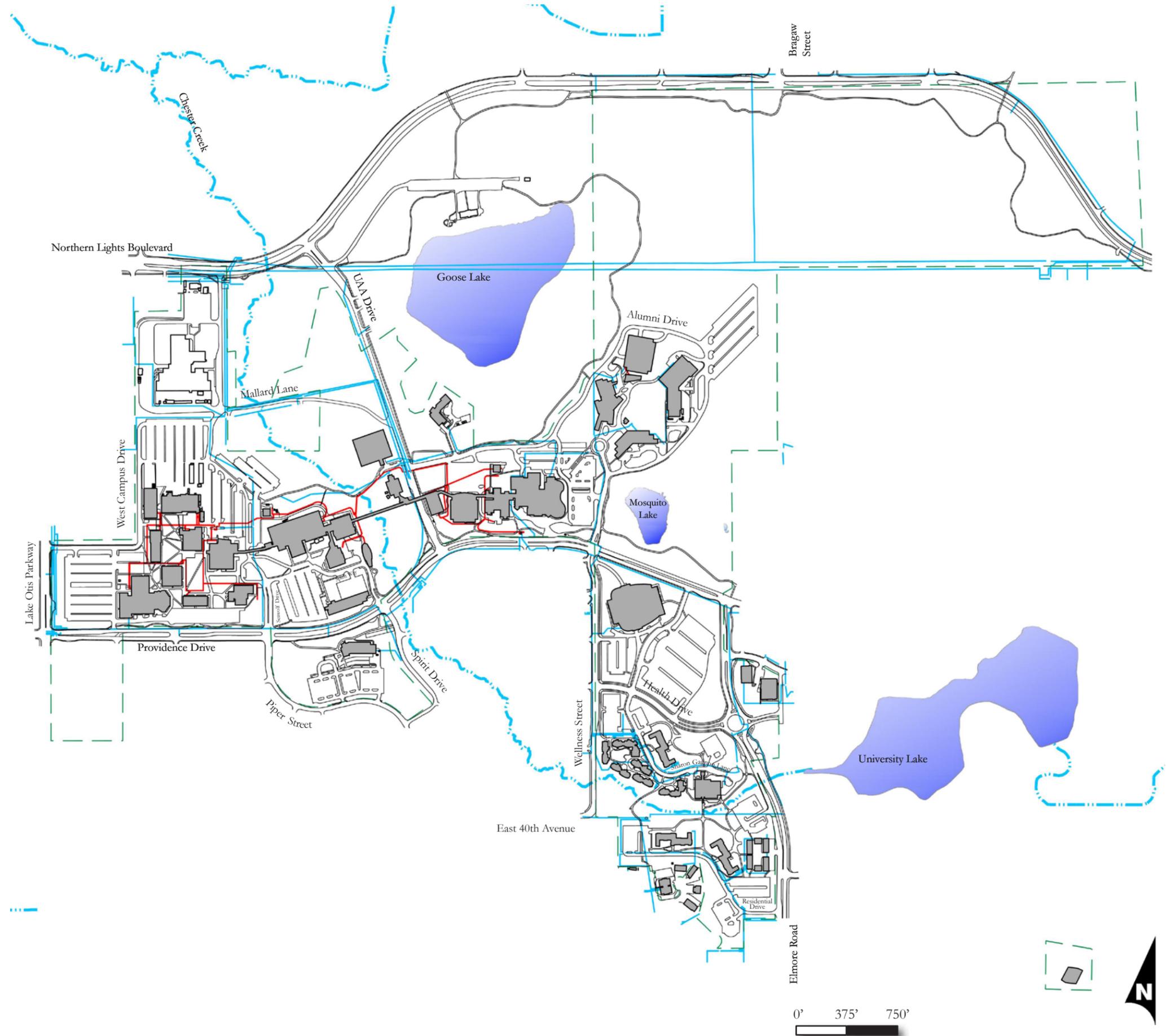
6.4.1 :: UTILITIES :: OVERVIEW & ELECTRICAL

Utility Overview

UAA is making a concentrated effort towards a more sustainable campus by reducing energy consumption, carbon emissions, and the depletion of non-renewable resources. Some key initiatives include green buildings, the installation of energy efficient LED lights, active recycling programs, and the promotion of multi-modal transportation, ridesharing and public transportation.

All utilities are readily available and UAA is served by Enstar Natural Gas Company, Anchorage Municipal Light and Power, Anchorage Water and Wastewater Utility, Alaska Communications Systems, and General Communications Inc. Even as conservation initiatives continue to succeed, demands on the utility systems will increase as the campus develops. On-going maintenance, upgrading and modifications will be required to meet the changing demands and support sustainability goals. Of special importance will be information technology (IT) infrastructure to support rapidly changing classroom technology and distance education programs.

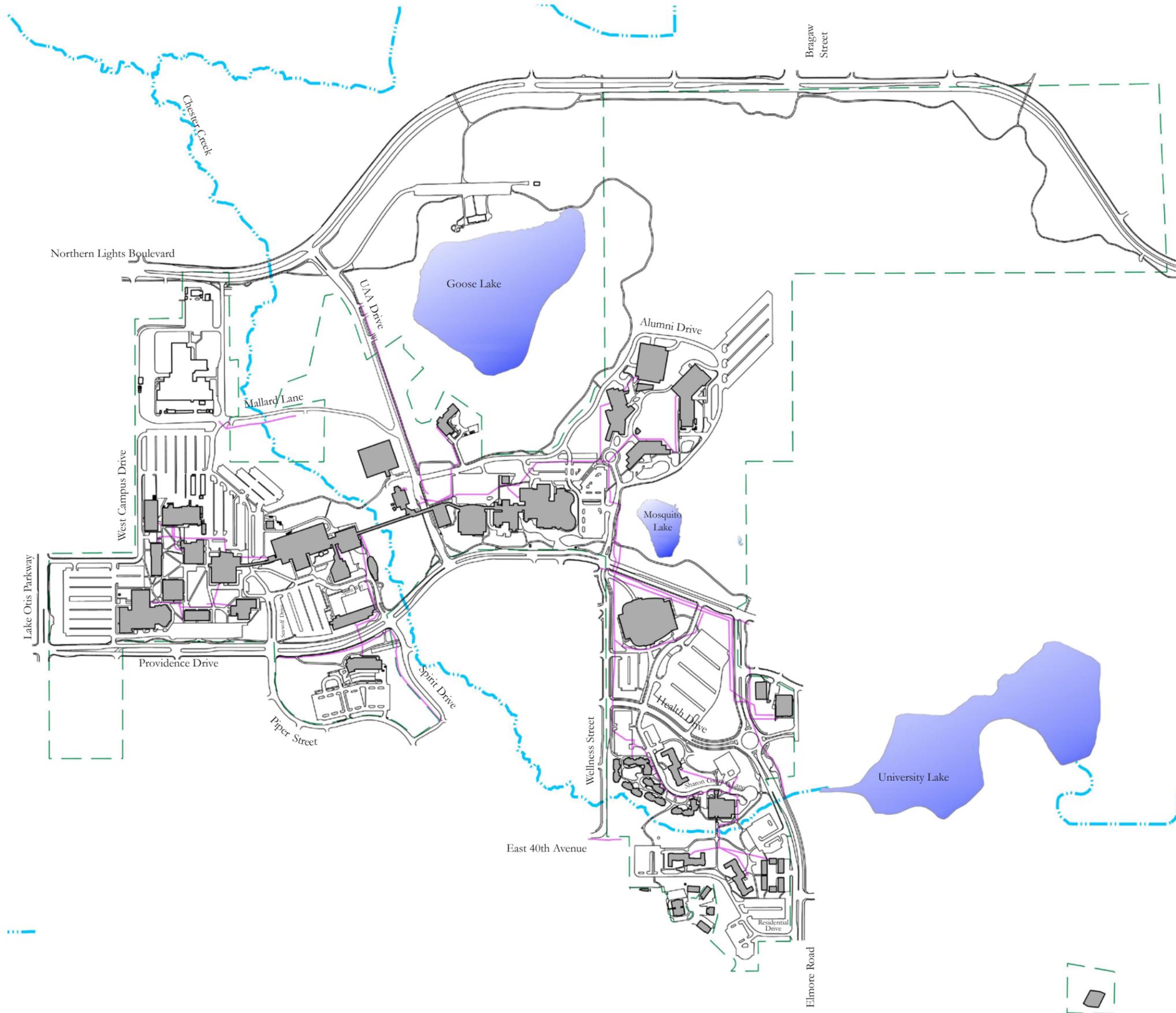
The mapped utility information is based primarily on the 2006 UAA Utility Master Plan with updates from significant new construction projects since 2006.



LEGEND:

- Municipal Light and Power Owned Electrical
- UAA Owned Electrical

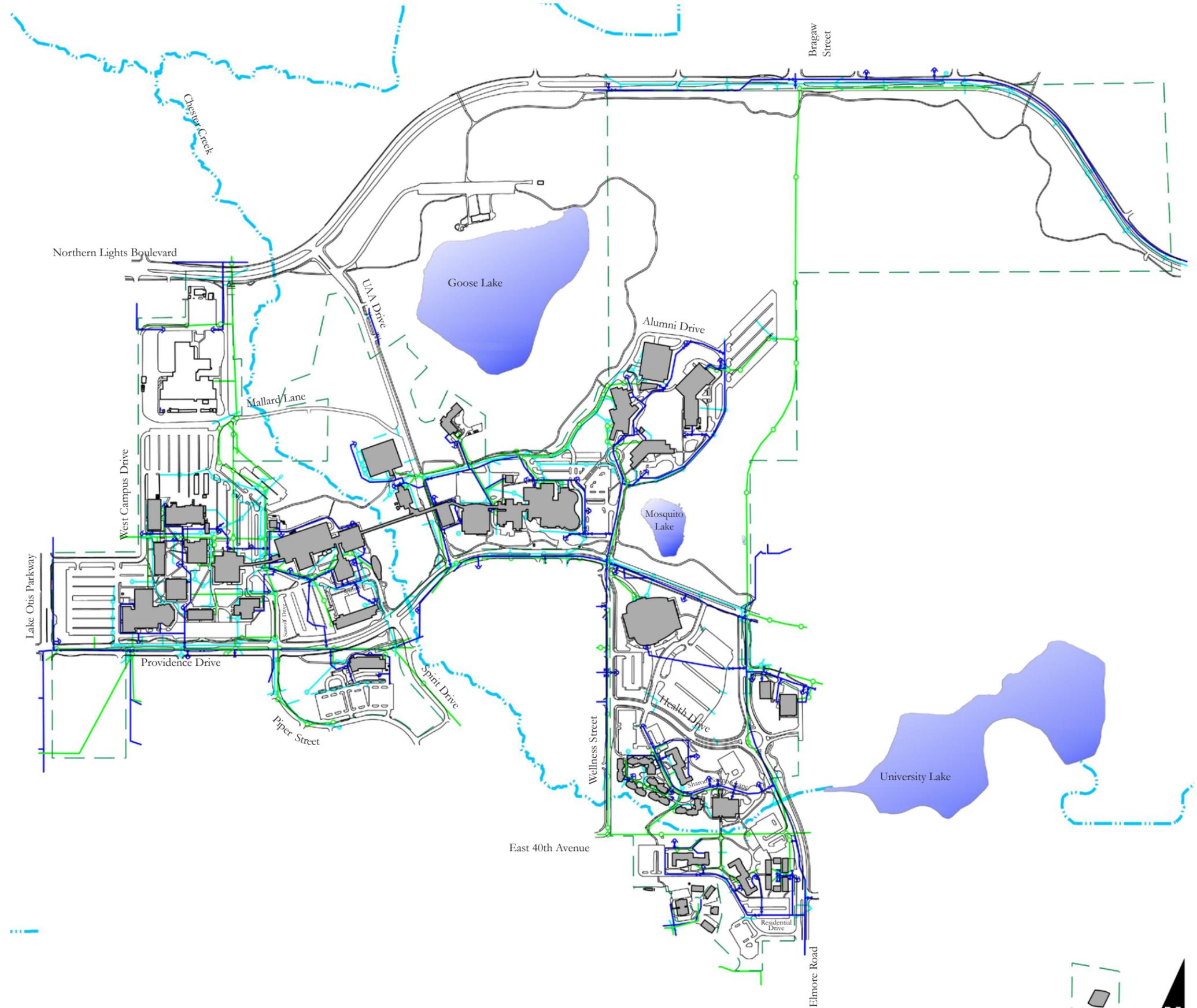
6.4.2 :: UTILITIES :: COMMUNICATIONS



LEGEND:

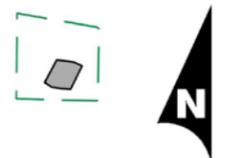
— Copper / Fiber

6.4.3 :: UTILITIES :: WATER/STORM/SEWER

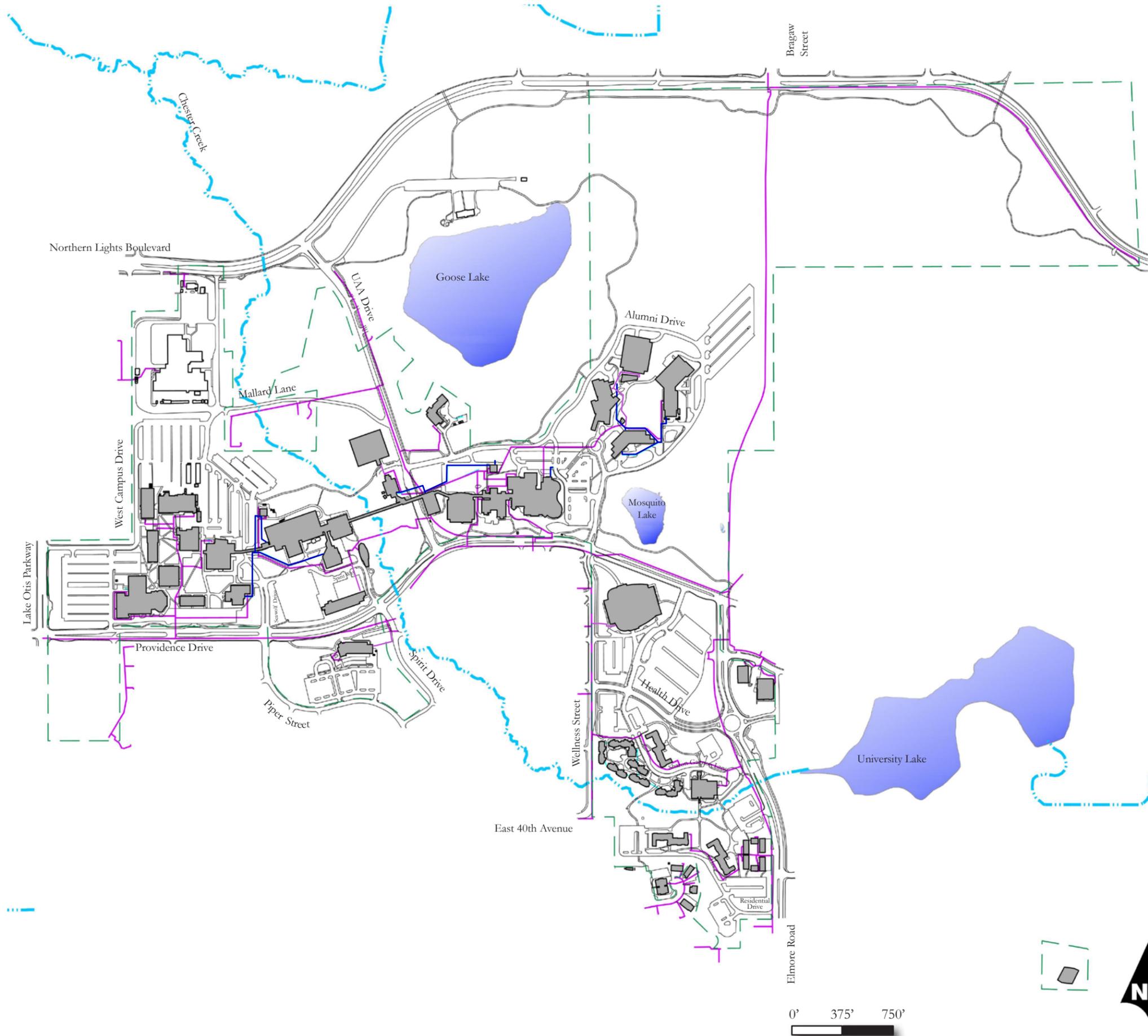


LEGEND:

- Water
- Storm
- Sewer



6.4.2 :: UTILITIES :: GAS/HEATING/COOLING



LEGEND:

- Gas
- Heating and Cooling

6.5 :: UAA HISTORY

Alaska was still a territory in 1915 when the United States Congress set aside federal lands near Fairbanks for a land-grant college. In 1917, Alaska's territorial legislature approved a statute establishing the Alaska Agricultural College and School of Mines which opened in 1922. In 1935, the institution was renamed the University of Alaska. Today, there are three universities and one community college in the state system: University of Alaska Southeast, University of Alaska Fairbanks, and the University of Alaska Anchorage, and Prince William Sound Community College. UAA is the largest university in the system and includes three community campuses: Kenai Peninsula College, Matanuska-Susitna College, and Kodiak College. Prince William Sound reports to the UA system through the UAA Chancellor.

The University of Alaska first offered classes in Anchorage in 1950 at Fort Richardson. Anchorage Community College (ACC), a joint venture of the Anchorage Independent School District and the University of Alaska, opened in 1954 in the second floor of what is now West High School. Five years later, Alaska became the 49th state in the union. ACC became a unit of the University of Alaska in 1962. Construction began in 1968 on a new ACC campus in the Goose Lake area, now known as the U-Med District.



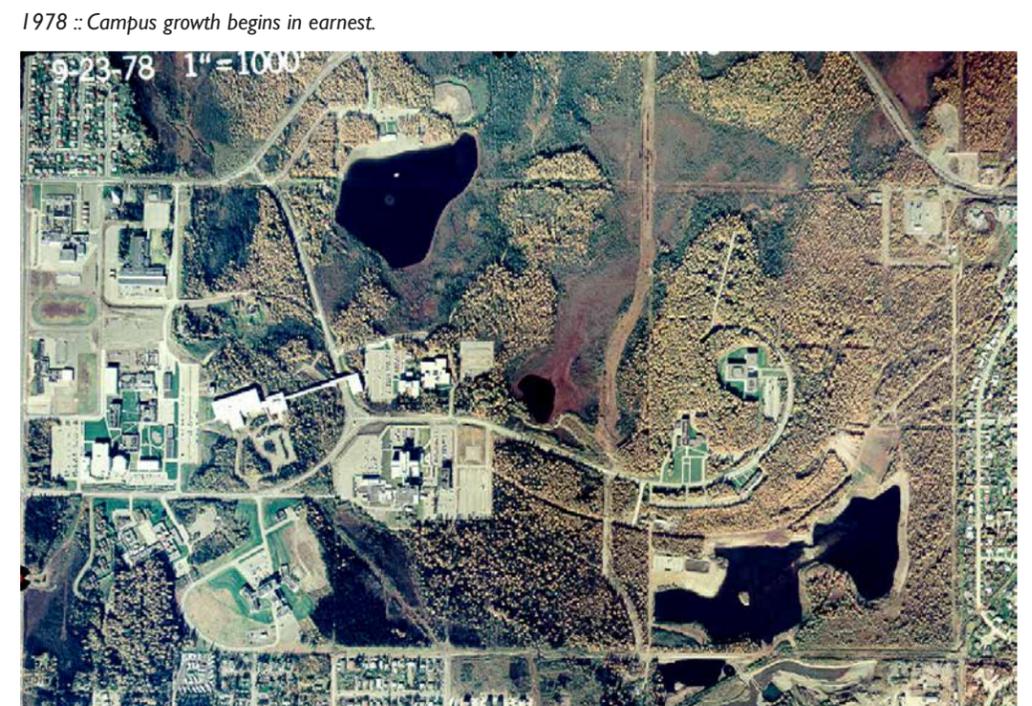
1950 :: The Anchorage Goose Lake area.



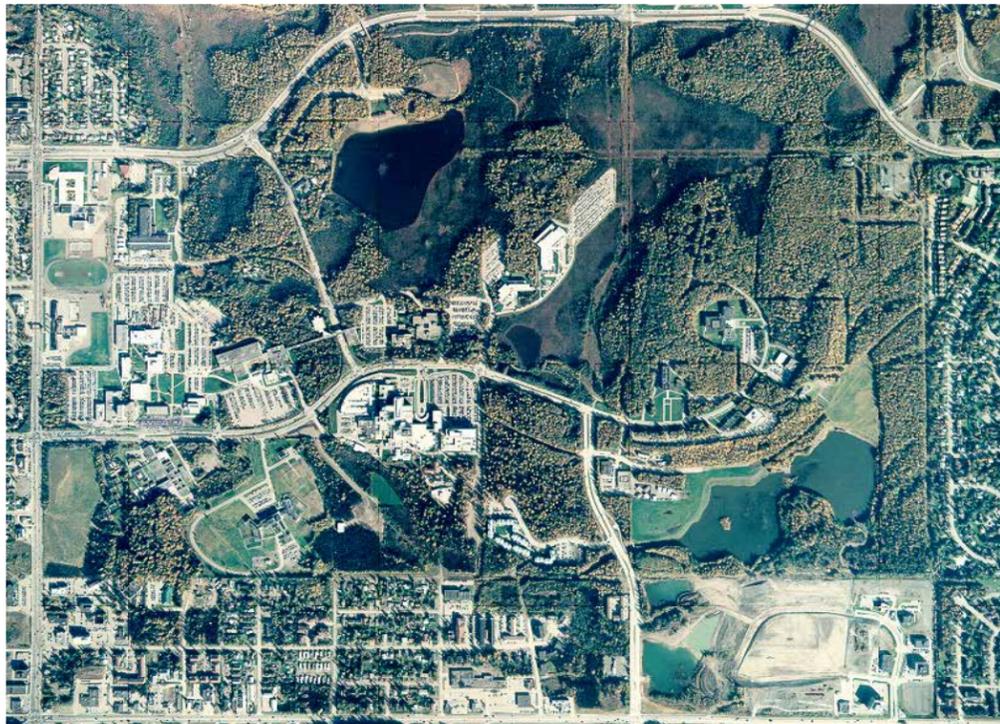
1960 :: Power lines were extended across Goose Lake.



1967 :: Northern Lights Boulevard was extended eastward.



1978 :: Campus growth begins in earnest.



1988 :: Parking lots had become the most conspicuous facilities on campus.

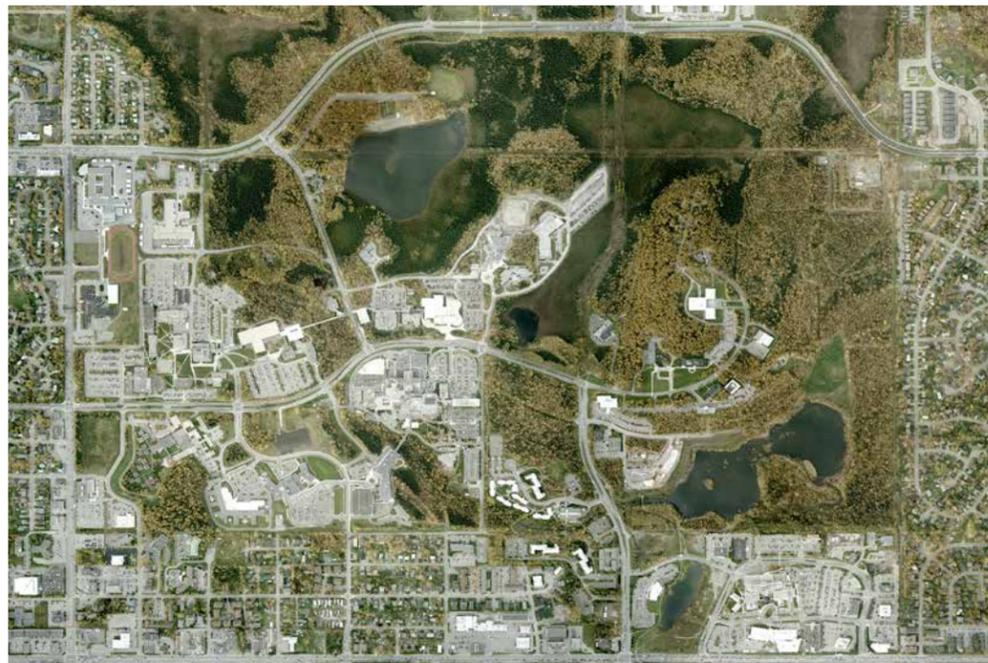


1998 :: A period of consolidation for the UAA campus, housing was added.

2001 :: The need for updated forward planning of the campus became apparent.



2008 :: The University and U-Med District continue to grow at a rapid pace.



The original community college campus took form in 1971 when four buildings were completed around a rectangular maintained green space. These included Eugene Short Hall, Sally Monserud Hall, Beatrice McDonald Hall, and Gordon Hartlieb Hall. Each of these buildings is still in use today. In 1972 the Lucy Cuddy Center was built, which provided a place for the community college students to eat, gather, and also learn about the hospitality industry.

The University of Alaska, Anchorage (UA,A) was created in 1971 to contain Anchorage Community College and the newly formed Anchorage Senior College. The Consortium Library was the first building constructed to the east of the community college campus and the Chester Creek greenbelt and was shared by the two universities in the U-Med District: The University of Alaska, Anchorage (Anchorage Community College and Anchorage Senior College), and Alaska Methodist University (a private institution). By 1974 the Anchorage Senior College building (now referred to as the Social Sciences building) was added and connected physically to the Consortium Library.

UA,A meanwhile added Buildings K and J (now referred to as the Professional Studies and the Auto/Diesel Technology) to the community college campus in 1973. In 1975, an addition to the Professional Studies Building was constructed as a Performing Arts Space (now referred to as the Wendy Williamson Auditorium and Memorial Lecture Hall). Towards the latter part of the 1970s UA,A added the Sports Center and Campus Center buildings which began to enrich student life.

In 1977, the Regents separated Anchorage Community College from UA,A, now composed of the units of the former Anchorage Senior College. The community college's last buildings were constructed in 1983; Allied Health and the Book Store. In 1977 the Science Building was added which expanded the UA,A campus to two buildings. By the start of the 1980s the UA,A campus began to expand rapidly. First came Engineering, then the Administration and Humanities buildings (now referred to as the Administration Building), and student housing was built and occupied by 1985. The advent

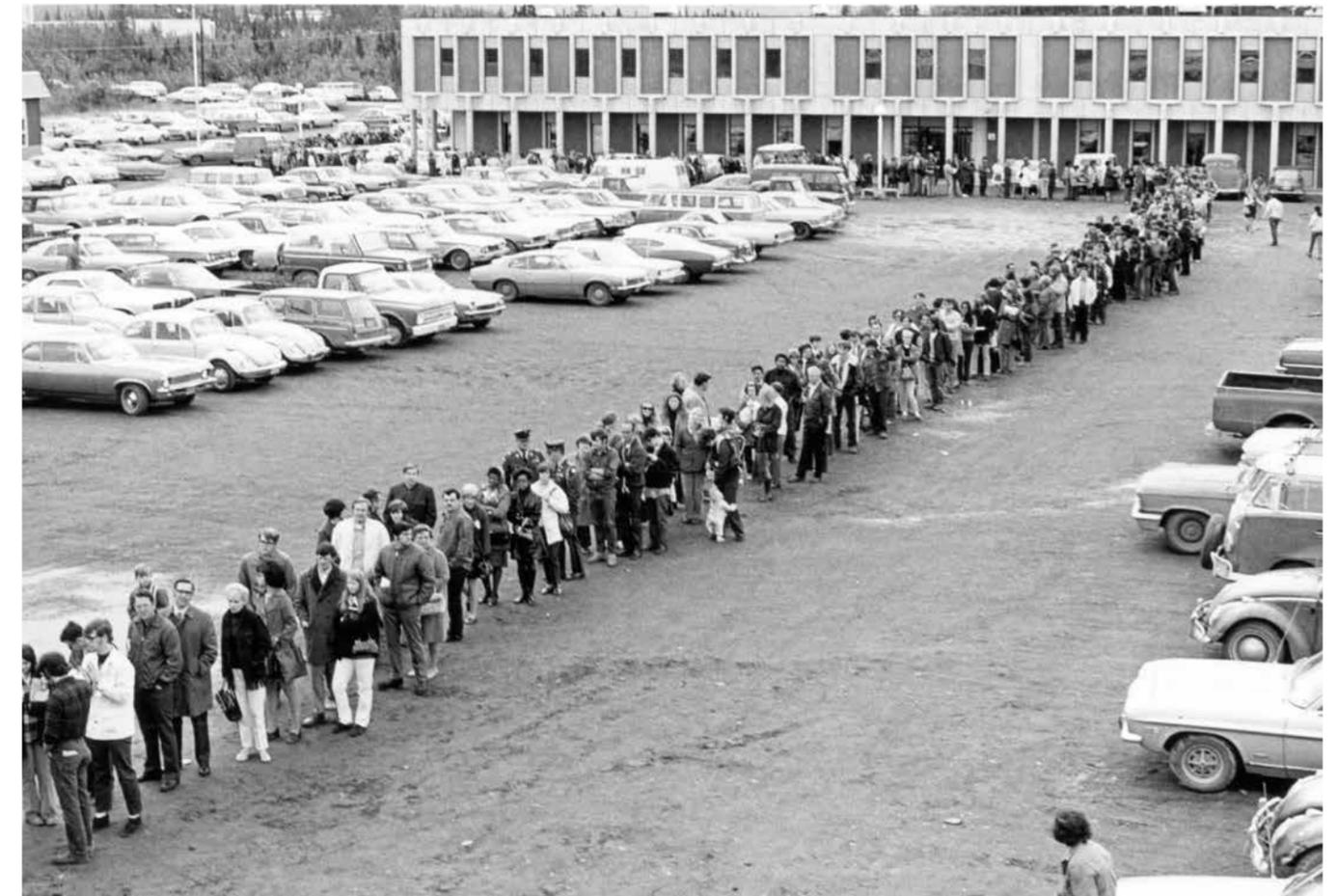
of student housing marked a significant change to the campus atmosphere. Until then, all had students had commuted. The Fine Arts building was the last facility to be constructed in the 1980s.

In 1987 the Regents merged the former UA,A, Anchorage Community College, Kenai Peninsula College, Kodiak Community College, and Mat-Su Community College into a single entity: the new University of Alaska Anchorage (UAA).

In the 1990s new construction on the Anchorage campus consisted of the Business Education building, student housing, and the Central Garage. The Business and Education building, now known as Rasmuson Hall, was the first new building built on the former community college campus. This building is also the western starting point for the enclosed elevated walkway referred to commonly as the "Spine." The elevated walkway was not entirely enclosed until 2002, providing full weather protection. Today the Spine includes informal student gathering spaces, study areas, and extends from the

Business Education building to the Consortium Library. Other buildings include the addition to the Consortium Library and the Ecosystems Biomedical Laboratory (EBL).

Significant new construction on the Anchorage campus since the year 2000 includes the Alaska Native Science and Engineering Program (ANSEP) building, the Conoco Phillips Integrated Sciences building and adjacent parking garage, and a new Health Science building on recently acquired land on the south side of



Historic photos of UAA registration.

Providence Drive. A new undeveloped parcel has also been acquired at the southeast corner of Providence Drive and Lake Otis Parkway. Currently under construction is the Alaska Airlines Center, and a new Engineering Building.

Other off-campus additions have been made to the UAA real estate holdings in the past thirty years: the Aviation Building at Merrill Field, the 7th and A Street Building in downtown Anchorage, the University Center, and the Bragaw Office Complex. All of these buildings provide teaching, research, and learning spaces for the university.

UAA's Anchorage campus has evolved in the last 43 years from its beginnings as a community college to a full scale university that competes on a national level in academics, research, and athletics. It also provides a unique experience to students as a university in a major sub-Arctic city.



Early construction photo of the Anchorage Community College.



The original Anchorage Community College buildings were grouped in close proximity around a central quad.

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