

UNIVERSITY OF ALASKA ANCHORAGE

Campus Master Plan 2022



University of Alaska Anchorage
Campus Master Plan 2022



Acknowledgments

ACKNOWLEDGMENTS

- UA Board of Regents
- UAA Representatives
- UAA Chancellor’s Cabinet
- UAA Facilities, Planning & Construction

UAA CAMPUS MASTER PLAN WORKING GROUP (CMPWG) REPRESENTING:

- Talis Colberg, College Director, Matanuska-Susitna College
- Daniel O’Connor, College Director, Prince William Sound College
- Cheryl Siemers, College Director, Kenai Peninsula College
- Jacelyn Keys, College Director, Kodiak College
- Reid Brewer, Director, Kachemak Bay Campus
- Steve Shiell, Director of Administrative Services, Prince William Sound College
- Kim Mahoney, Associate Vice Chancellor, Facilities & Campus Services
- Chris McConnell, Director, Planning & Construction, Facilities & Campus Services
- Dawn Humenik, Records & Accreditation Manager, University Police Department
- Joe Weber, Maintenance Supervisor, Matanuska-Susitna College
- Lora Volden, Associate Vice Chancellor, Enrollment Services
- Ryan Buchholdt, Vice Chancellor, Administrative Services
- Ryan Rivers, Graduate Student
- Stefanos Folias, Associate Professor of Mathematics
- Stephen Rollins, Dean, UAA/APU Consortium Library
- Alyona Selhay, Assistant Registrar
- Falon Harkins, Parking Services Associate Director
- John Zetterman, Infrastructure Services Director
- Kenrick Mock, Dean, College of Engineering

CONSULTANT TEAM

- ECI Architecture | Design | Strategy**
Anchorage, Alaska
- Walker | Macy**
Portland, Oregon
- The Miller Hull Partnership**
Seattle, Washington
- Huddle**
Anchorage, Alaska
- SALT LLC**
Anchorage, Alaska
- Kittelson & Associates, Inc.**
Boise, Idaho

The University of Alaska Anchorage (UAA) transforms lives through teaching, research, community engagement and creative expression in a diverse and inclusive environment. Serving students, the state, and the communities of Southcentral Alaska, UAA is a comprehensive, open access, public university established on the ancestral homelands of the Dena'ina, Ahtna, Alutiiq/Sugpiaq, and Eyak/dAXunhyuu Peoples.

Chancellor's Message

Dear students, faculty, staff, alumni, donors, community members and industry partners,

I am happy to introduce you to this updated campus master plan. This document will serve as a guide for investment in university facilities for the next ten years. It provides direction for development and looks at what we've done and what we hope to accomplish. The plan encompasses UAA campuses in Anchorage, Homer, Kenai, Kodiak, the Mat-Su and Valdez. Together, our UAA community is resilient and focuses on supporting and developing future leaders, workers and educators of the great state of Alaska.

This planning process has been hard work but worth it. Stakeholder meetings and discussions let us hear concerns and suggestions. The planning team evaluated surveys, data, and economic predictions to propose facility development and improvement. Taking a close look at the Anchorage campus, we identified opportunities to strengthen the student experience in central campus and invest in existing buildings reflecting a new day at UAA. Efficient pedestrian and vehicle circulation is imperative for an approachable and accessible university, and the plan addresses the ease of movement through campus. The Anchorage campus has many buildings and the plan looks at how we can best invite the community into them. At UAA's community campuses, the plan highlights the strengths and goals of each campus. With guiding principles and design guidelines, the plan creates a framework for growth and change for the coming years.

When I talk with students, faculty and staff I hear the great things already happening at UAA. Building on that Seawolf spirit, I am optimistic this plan promises a path to an even greater institution for higher education, workforce development and research. It ensures UAA and all those who value it will continue to shape Alaska.

I want to thank the master plan team and all the stakeholders that contributed for their hard work. The future of UAA is bright, and this plan will be the star by which we navigate.

Sincerely,

Sean Parnell

UAA Chancellor

Table of Contents

COVER & ACKNOWLEDGEMENTS

CHANCELLOR’S MESSAGE

I OVERVIEW

| | | |
|-----|--------------------------------|--------|
| 1.1 | Executive Summary | page 7 |
| 1.2 | Guiding Documents | 8 |
| 1.3 | Stakeholder Engagement Process | 9 |
| 1.4 | Context | 10 |
| 1.5 | Enrollment | 11 |
| 1.6 | Facility Projections | 13 |

2 ANCHORAGE CAMPUS INFRASTRUCTURE

| | | |
|------|---|----|
| 2.1 | Anchorage Campus History | 16 |
| 2.2 | Greenspace | 22 |
| 2.3 | Non-motorized Pathways | 25 |
| 2.4 | Land, Waterways and Wetlands | 27 |
| 2.5 | Vehicular Circulation | 28 |
| 2.6 | Parking | 29 |
| 2.7 | Student Service Existing Locations | 30 |
| 2.8 | Alaska Native Program Existing Locations | 31 |
| 2.9 | Anchorage Campus Existing Academic Clusters | 32 |
| 2.10 | Building Size and Flexibility | 33 |
| 2.11 | Anchorage Critical Structures (FCI) | 34 |

3 ANCHORAGE CAMPUS LAND USE & ZONING

| | | |
|------|--|----|
| 3.1 | Anchorage Campus Zone Map | 37 |
| 3.2 | Anchorage Campus Strategy for Vibrancy | 39 |
| 3.3 | Anchorage Central Campus | 40 |
| 3.4 | Anchorage West Campus | 42 |
| 3.5 | Anchorage East Campus | 44 |
| 3.6 | Anchorage Residential Campus | 46 |
| 3.7 | Anchorage Development Opportunity Zone | 48 |
| 3.8 | Anchorage Off Campus Facilities | 50 |
| 3.9 | Acquisition & Disposal | 51 |
| 3.10 | Anchorage Campus Guiding Principles | 52 |
| 3.11 | Anchorage Campus Design Guidelines | 53 |

4 KENAI PENINSULA COLLEGE

| | | |
|------|--|----|
| 4.1 | Executive Summary | 64 |
| 4.2 | Overview | 64 |
| 4.3 | Director’s Message | 65 |
| 4.4 | College History and Regional Context | 66 |
| 4.5 | Kenai River Campus | 68 |
| 4.6 | Kenai River Campus Configuration | 69 |
| 4.7 | Kenai River Campus Institutional Plan Goals | 70 |
| 4.8 | Kenai River Campus Design Guidelines | 72 |
| 4.9 | Kachemak Bay Campus | 72 |
| 4.10 | Kachemak Bay Campus Institutional Plan Goals | 74 |
| 4.11 | Kachemak Bay Campus Design Guidelines | 75 |
| 4.12 | KPC Sites and Distance Learning | 75 |

5 KODIAK COLLEGE

| | | |
|-----|--|----|
| 5.1 | Executive Summary | 78 |
| 5.2 | Director’s Message | 80 |
| 5.3 | Overview | 80 |
| 5.4 | Campus History and Regional Context | 80 |
| 5.5 | Existing Conditions and Campus Configuration | 81 |
| 5.6 | Campus Academic Plan, Goals and Vision | 82 |
| 5.7 | Guidelines and Recommendations | 83 |

6 MAT-SU COLLEGE

| | | |
|-----|--|----|
| 6.1 | Executive Summary | 86 |
| 6.2 | Director’s Message | 88 |
| 6.3 | Overview | 88 |
| 6.4 | Campus History and Regional Context | 88 |
| 6.5 | Existing Conditions and Campus Configuration | 90 |
| 6.6 | Building Inventory and Condition | 90 |
| 6.7 | Campus Academic Plan Goals and Vision | 91 |
| 6.8 | Guidelines and Recommendations | 92 |



7

PRINCE WILLIAM SOUND COLLEGE

7.1

Executive Summary

94

7.2

Director’s Message

96

7.3

Overview

96

7.4

Campus History and Regional Context

96

7.5

Enrollment and Program Demands

97

7.6

Main Campus Community Context

98

7.7

Main Campus Environmental & Cultural Issues

98

7.8

Main Campus Configuration & Infrastructure

98

7.9

PWSC Institutional Plan Goals

99

7.10

Guidelines and Recommendations

100

8

MASTER PLAN IMPLEMENTATION

8.1

Process Overview and Guiding Principles

102

8.2

Clusters

102

8.3

Zone Selection

102

8.4

Site Selection

103

9

DESIGN GUIDELINES

9.1

Introduction & Guiding Principles

106

9.2

Design Guidelines Organization

107

9.3

Community Scale

107

9.4

Campus Scale

107

10

POLICY COMPLIANCE & CAPITAL IMPROVEMENT PLAN

10.1

Regents Policy Compliance

110

10.2

Facility Projections Overview

110

10.3

Capital Improvement Plan

111

11

BIBLIOGRAPHY

APPENDIX: ENGAGEMENT REPORT



Athlete competes in the One-Hand Reach event at the Native Youth Olympics in the Alaska Airlines Center.



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

This document presents a comprehensive update to the 2013 UAA Campus Facilities Master Plan to reflect new enrollment conditions, new priorities for physical space on campus and an evolving and dynamic Alaska economy. The UAA 2025 Strategic Plan is a framework that defines, communicates, and brings to life a set of shared expectations for UAA by the year 2025, with a goal of bringing **Vibrancy and Cohesiveness** to each campus. The plan builds on UAA’s strengths and focuses attention and resources on delivering high-quality education to meet the needs of the people of Alaska and building a better future. In a time of transition and uncertainty, the aspirations of this forward-looking document help root the university with a shared sense of consistency and stability and guide a range of actions, both physical and programmatic.

This Campus Facilities Master Plan updates the Campus Master Plan for the Anchorage campus and a collection of earlier master plans for campuses in Mat-Su, Valdez, Kenai, Homer and Kodiak. Although most of the buildings represented in the prior Master Plans are still in use, changes have occurred incrementally, overtaking the assumptions of the previous master plan.

Vision

We are known as a university of distinction, transforming lives and communities.

Mission

The University of Alaska Anchorage (UAA) transforms lives through teaching, research, community engagement and creative expression in a diverse and inclusive environment. Serving students, the state, and the communities of Southcentral Alaska, UAA is a comprehensive, open access, public university established on the ancestral homelands of the Dena’ina, Ahtna, Alutiiq/Sugpiaq, and Eyak/dAXunhyuu Peoples.

Approved by the University of Alaska Board of Regents

February 25, 2021

We put students first

With the help of a visionary but pragmatic and achievable campus plan, UAA will remain a student-centered institution that addresses equity gaps and retention challenges by creating an environment of vibrancy and cohesiveness. This master plan strives to support the aspirations of UAA 2025, the University’s current strategic plan:

We create a culture of equity and inclusion by embracing our diversity

UAA will increase student, faculty, and staff diversity, strive to eliminate systemic racism from policies and practices and create a sense of belonging and community for marginalized groups, including Alaska Natives. Engagement activities for this master plan have sought to center the voices of underrepresented community members.

We embrace our role as a trusted and respected community partner

This master plan update is an important step in displaying UAA’s commitment to meeting this role and aspiration by addressing community needs through an extensive process of community engagement.

We positively impact communities and the world through innovation

This master plan update provides a framework to strengthen interdisciplinary initiatives by welcoming external partners and sponsorship onto the campus, including potential spaces for enhanced teaching related to the Arctic.

We accelerate excellence through continuous improvement

The master plan update aims to enhance the campus environment to improve enrollment and retention, with a strengthened emphasis on environmental sustainability practices.

As we emerge from the global pandemic and associated challenges in enrollment, this Campus Facilities Master Plan articulates the conceptual grounding, guiding principles, and vision that will allow UAA’s facilities to support the vision of the UAA 2025 Strategic Plan. Aware that enrollment will continue to fluctuate, we intend to right-size the campus experience and welcome industry, Alaskan Native and governmental collaborators to engage in renovated and revitalized space. We are aware of the dispersal of our departments and programs across campus and will leverage future site and building improvements to efficiently organize space around academic and student service clusters. We acknowledge that we are most flexible and collaborative at our campus center, connected by our pedestrian spine, and we will welcome our community--learners, thinkers and entrepreneurs--to share and engage with this central core.

This commitment is based on the following fundamental statements that emerged from the campus facilities master plan stakeholder engagement process:

Density Matters

The presence of people is important. Lower enrollment and remote instruction as a result of the global pandemic have negatively affected the sense of community and belonging at UAA and created a desire to attract more people to campus.

- *Key Strategy:* Identify points on campus to concentrate activity and occupants. Locate underutilized spaces for new organizations and occupants.

Identity is Important

Clear boundaries, well-designed spaces and program identification allow the UAA community to feel safe and at home on campus, which supports efforts to attract and retain students.

- *Key Strategy:* Define campus entries and celebrate the unique location of each campus in the Alaska landscape.

- *Key Strategy:* Ensure alignment with established strategic plans, such as the Alaska Native Success Initiative (ANSI) and UAA 2025.
- *Key Strategy:* Locate Alaska Native programs in prominent student facing locations, and work with Alaska Native collaborators to find the best ways to celebrate Alaska Native students on campus.

Outward-facing Student Support is Effective

Visible, easily located and accessible student services will more successfully provide equitable entry and sustained access to education.

- *Key Strategy:* Locate and plan for the removal of physical barriers to student services. Physical barriers are often the hidden and far flung locations of services.
- *Key Strategy:* Define supportive spaces and safety for students of color, first-generation college students, Indigenous students, students with learning disabilities, LGBTQ+ community and more.
- *Key Strategy:* Incorporate wellness (intellectual, occupational, social, emotional, financial, spiritual) into programs to prepare students to achieve their full potential throughout college and beyond.
- *Key Strategy:* Further define student support activities that have shifted online and that should remain there, such as counseling, which can provide further opportunities to reorganize space while better serving student needs.

Public and Community Access is Vital

Inviting the community onto campus, “unlocking the doors,” provides the necessary intellectual and cultural exchange required at a university and potentially provides alternative sources of funding.

- *Key Strategy:* Locate clear “front doors,” paths and places within campus for the public and community. Provide easily accessible and clearly defined public parking. Improve signage and wayfinding. Engage with community groups.

A Well-kept Home Shows Attention and Strength.

Making sure all buildings are maintained and modernized displays the administration’s holistic concern for UAA and a long-term commitment through investment.

- *Key Strategy:* Identify a diverse array of strategies to fund deferred maintenance and renovations including legislative funding, grant funding, energy savings funding, partnerships and long-term lease or sale revenue.

Community Engagement and Collaborative Experiences are Critical

Provide a more vibrant environment for authentic, memorable student experiences with links to K-12 community, workforce development, and U of A programs that become a seamless stream of accessible academic opportunities for a wider range of ages and incomes.

- *Key Strategy:* Attract industry, government, and Alaska Native organizations to engage on campus with innovation, entrepreneurship, technology transfer and service-based, solutions-focused learning.

I.2 GUIDING DOCUMENTS

In the beginning of 2021, the University of Alaska Anchorage began the Campus Facilities Master Plan (CFMP) – a master plan to ensure that the long- and short-term planning of the physical campus environment aligns with the aspirations of **UAA 2025**. An updated CFMP will include processes to ensure we have adequate infrastructure to accelerate excellence and continually improve facilities and space.

The purpose of the CFMP is to promote themes generated from UAA’s academic and strategic plans, ensure the built environment is flexible and adaptive, and align campus facilities with the overall institutional direction.



Lepquinqm Gumilgit Gagoadim (Our Own Dance in Our Hearts) Tsimshian Dancers at graduation celebration at UAA.

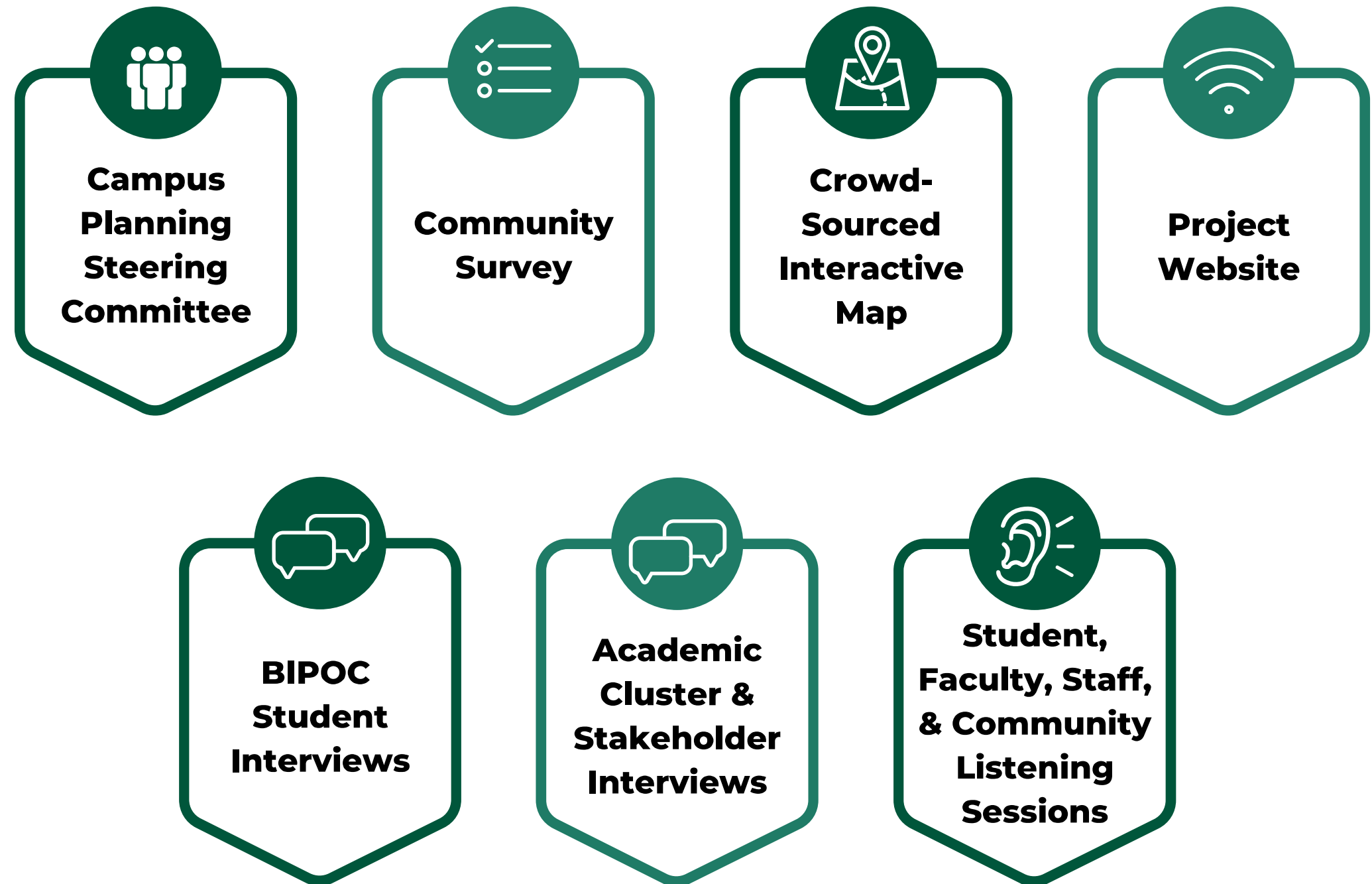
In addition to UAA 2025, this CFMP is intended to support the following guiding documents and initiatives:

- University of Alaska Goals & Measures (adopted February 24, 2022)
- Alaska Native Success Initiative (ANSI)
- University of Alaska Anchorage Accreditation Documents
- UA Board of Regents Master Plan Policy – Twelve Elements

It is important that the Master Plan be responsive to changes in guiding documents so facilities can support student and academic needs. It is recommended that an entity in the UAA administration be charged with reconvening the Campus Master Plan Working Group (CMPWG) at intervals not exceeding seven years for the purpose of deciding whether the campus master plan is sufficiently up-to-date to serve its intended purpose. This responsibility should be attached to a position, rather than an individual, so that it is not forgotten in a personnel transition. At UAA this responsibility resides with the Associate Vice Chancellor, Facilities and Campus Services.

I.3 STAKEHOLDER ENGAGEMENT PROCESS

At the beginning of the process a group of individuals representing the faculty, staff and students of UAA convened to form the CMPWG. Their purpose was to provide guidance, represent their constituents, and advise the consultant team. The consultant team also led an extensive data collection and interview process with UAA faculty, staff, and students as well as outreach to the surrounding community. This resulted in a broad set of visions and key themes which were instrumental in the development of the Master Plan.



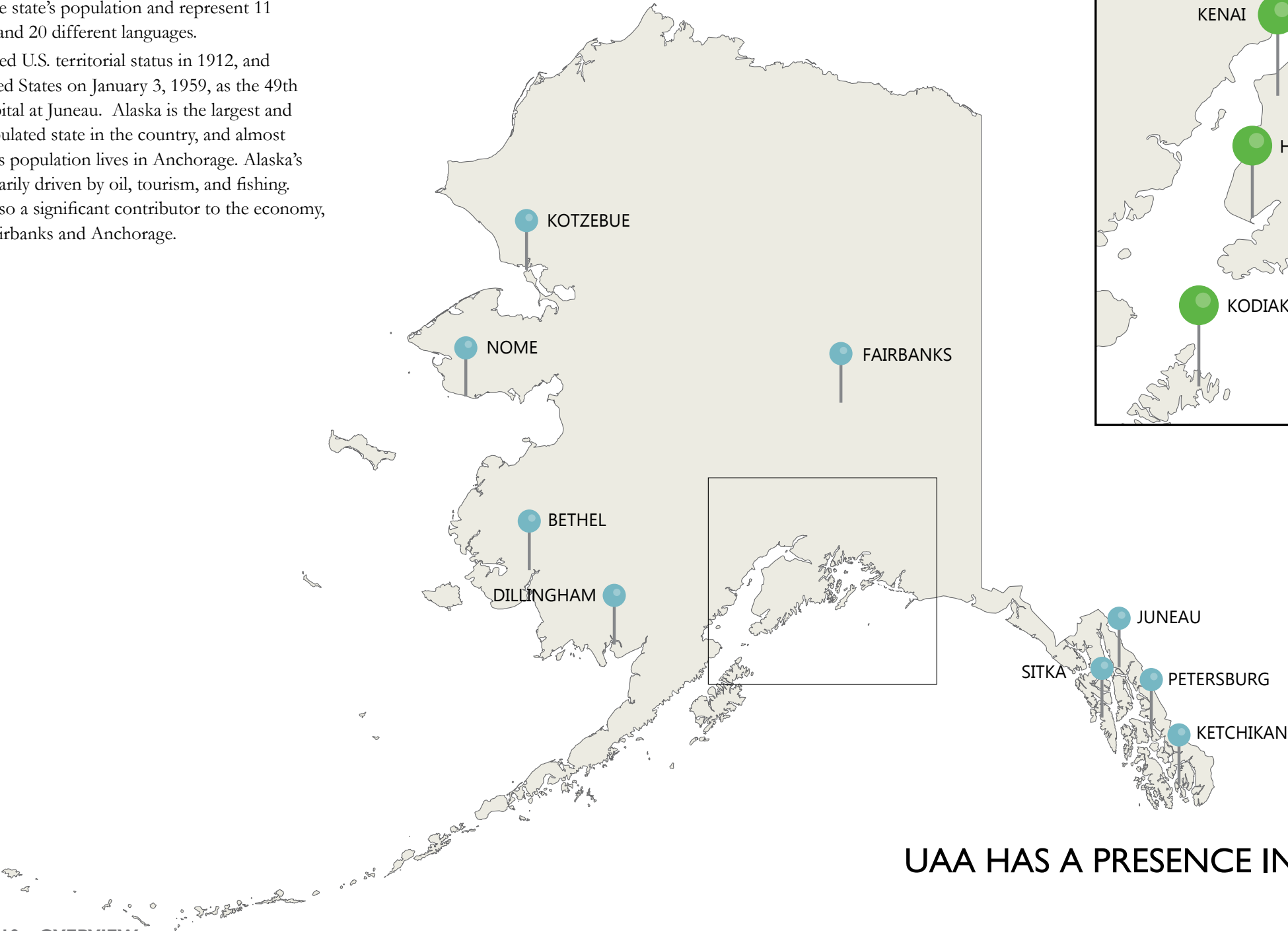
I.4 CONTEXT

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 thousands of years ago and today Alaska’s Indigenous people constitute about 18% of the state’s population and represent 11 distinct cultures and 20 different languages.

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 and least densely populated state in the country, and almost half of the state’s population lives in Anchorage. Alaska’s economy is primarily driven by oil, tourism, and fishing. The military is also a significant contributor to the economy, particularly in Fairbanks and Anchorage.

- UAA Primary Campuses
- UAA Extension Site
- Other UAA Programs



UAA HAS A PRESENCE IN COMMUNITIES ACROSS ALASKA

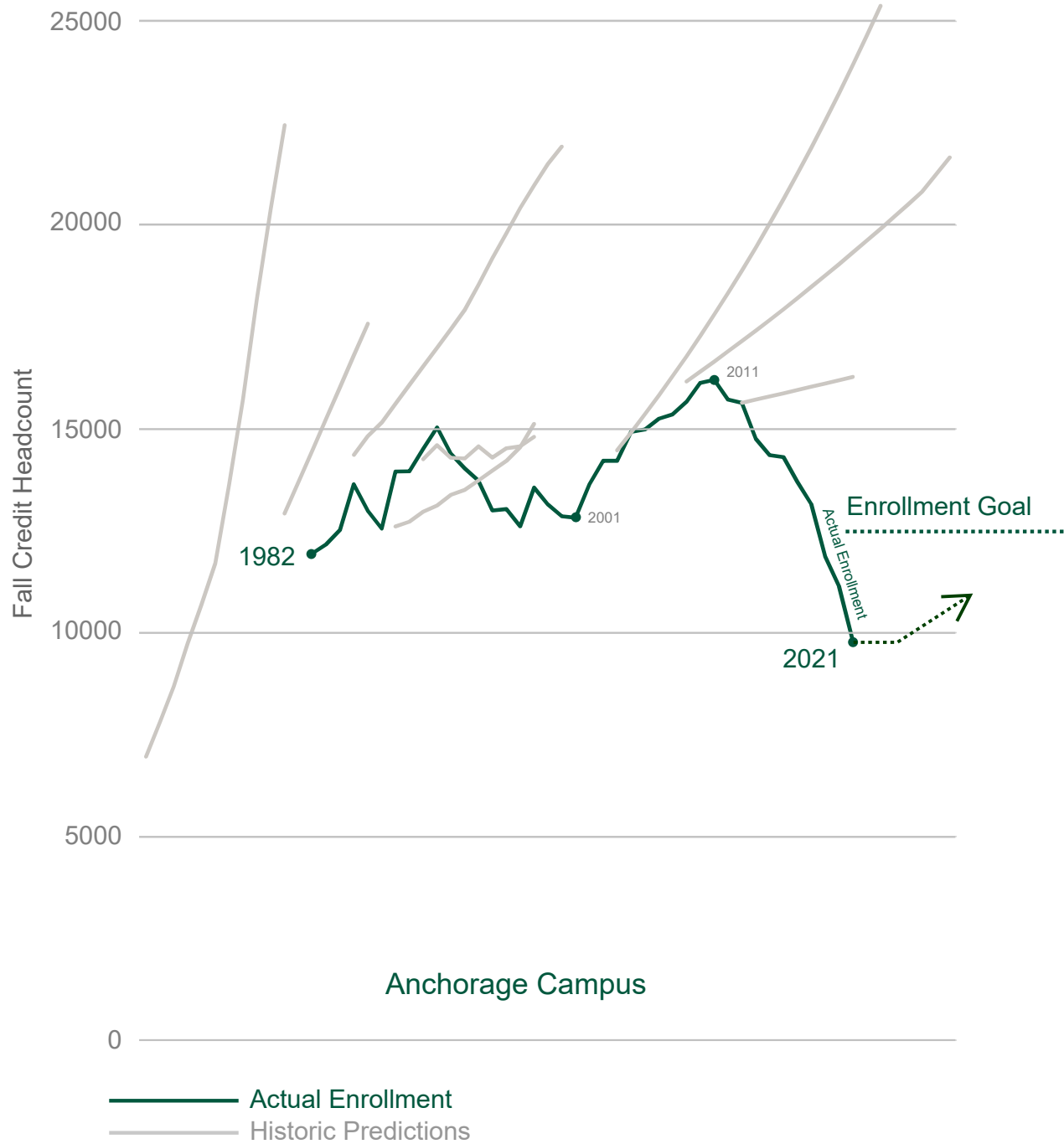
I.5 ENROLLMENT

Enrollment trends and projections are included in past master plans. Historically, enrollment projections have not matched actual enrollment. These enrollment projections were aspirational. Past master plans utilized those aspirations and identified new buildings to accommodate them, the latest addition being the Engineering & Industry Building in 2015.

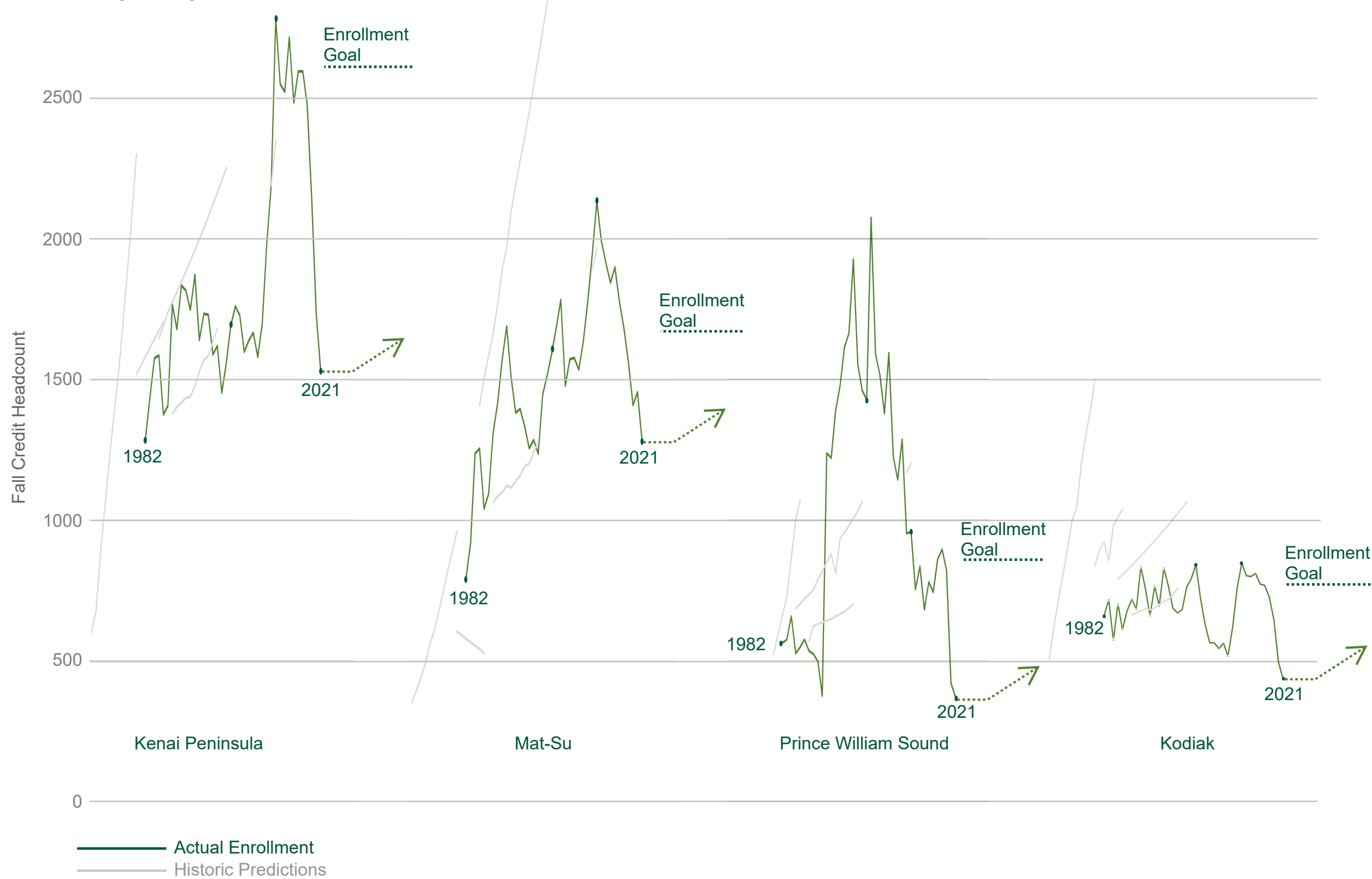
With an Alaskan recession looming, the 2013 Master Plan’s enrollment projections were less aspirational. The plan anticipated bringing functions back to the main Anchorage campus, especially student services, which increased the density of people on campus. The 2013 Master Plan allowed these relocations, but it never anticipated the dramatic drop in enrollment that began in 2011.

Through strategic reinvestment, the 2022 UAA Campus Master Plan anticipates success at stabilizing enrollment across the next three years, with slow to modest growth afterwards back to 2017 enrollment levels.

Anchorage Campus Enrollment Trends



Community Campus Enrollment Trends



I.6 FACILITY PROJECTIONS

The UAA zoning figure (see Section 3.1) and Capital Improvement Plan (see Section 10.2) 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. In general, the expectation is that facility improvements will focus on renovation and renewal during this time period. Any campus expansion should consider the significant growth experienced in preceding decades, relative to demand. 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 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.



Residence Hall on Anchorage Campus

This page intentionally left blank.



Anchorage Campus Infrastructure

Section 2



Celebration of Indigenous Peoples Day at the Anchorage Campus. Photo credit: James Evans

2.1 ANCHORAGE CAMPUS HISTORY

The creation of a university in Alaska began in 1915 when the United States Congress allotted a site for a land-grant college on federally-claimed land near Fairbanks. The site is 'Troth Yeddha' (referring to a ridge that wild potato grows in the Lower Tanana language), on a significant location of the Lower Tanana Dene traditional lands. 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 in the state system: University of Alaska Southeast (on the traditional lands of the Tlingit, Haida, and Tsimshian), University of Alaska Fairbanks, and the University of Alaska Anchorage (on the traditional lands of the Dena'ina). UAA is the largest university in the system and includes five community campuses: Kenai Peninsula College (with the Kenai River Campus in Soldotna and the Kachemak Bay Campus in Homer), Matanuska-Susitna College, Kodiak College (on the traditional lands of the Alutiiq) and Prince William Sound College in Valdez (on the traditional lands of the Alutiiq/Sugpiaq).

The Anchorage campus is on the traditional lands of the Upper Inlet Dena'ina who have lived in Southcentral Alaska for thousands of years. Dena'ina Elnena (homeland) is a vast area that includes the mountains and lakes west of Tikatnu (Cook Inlet), Yaghanen (Kenai Peninsula), Ch'atanhtnu (Matanuska River), Susitnu (Susitna River), and Skitnu (Knik River) valleys. Until the middle of the 20th century, they practiced a traditional subsistence lifestyle throughout what became Anchorage. As the railroad tent city grew out from the mouth of Ship Creek the local Dena'ina residents became active and contributing members in the community. However, the devastation of the 1919 pandemic and other diseases along with discrimination and disruption of traditional practices from White settlers caused the culture to almost disappear from the area.

Summer fish camps at Dgheyay Kaq' (mouth of Ship Creek) and potlaches at Tak'at (a site to the north of present-day Anchorage) were important events that brought people from throughout Dena'ina Elnena. Traveling from



1950 :: The Anchorage Goose Lake area shows a lack of development.

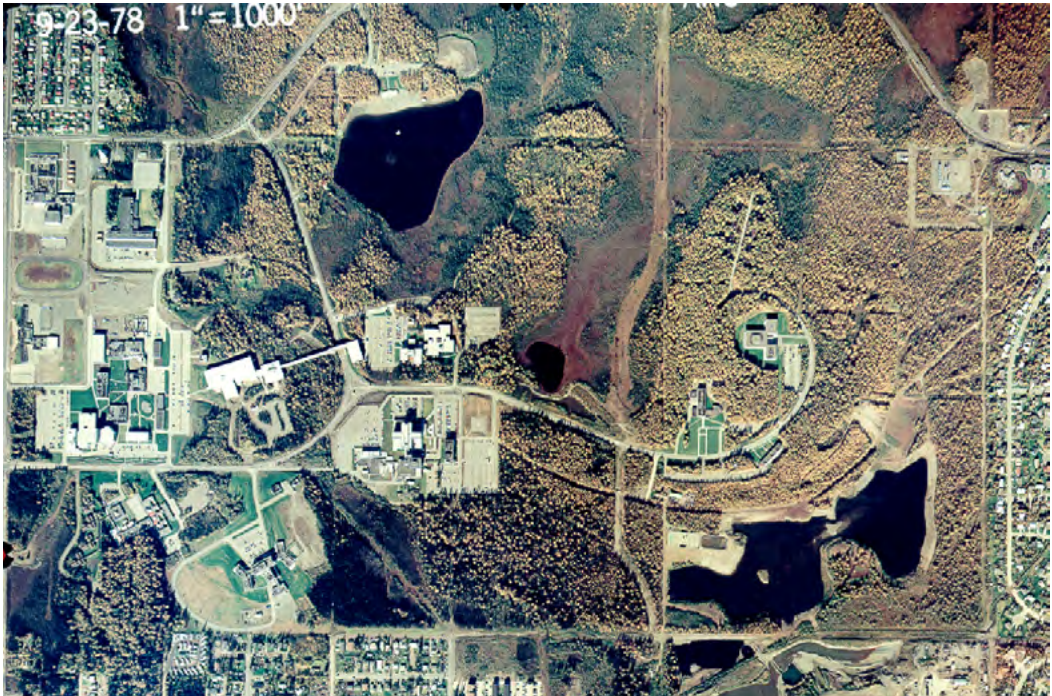


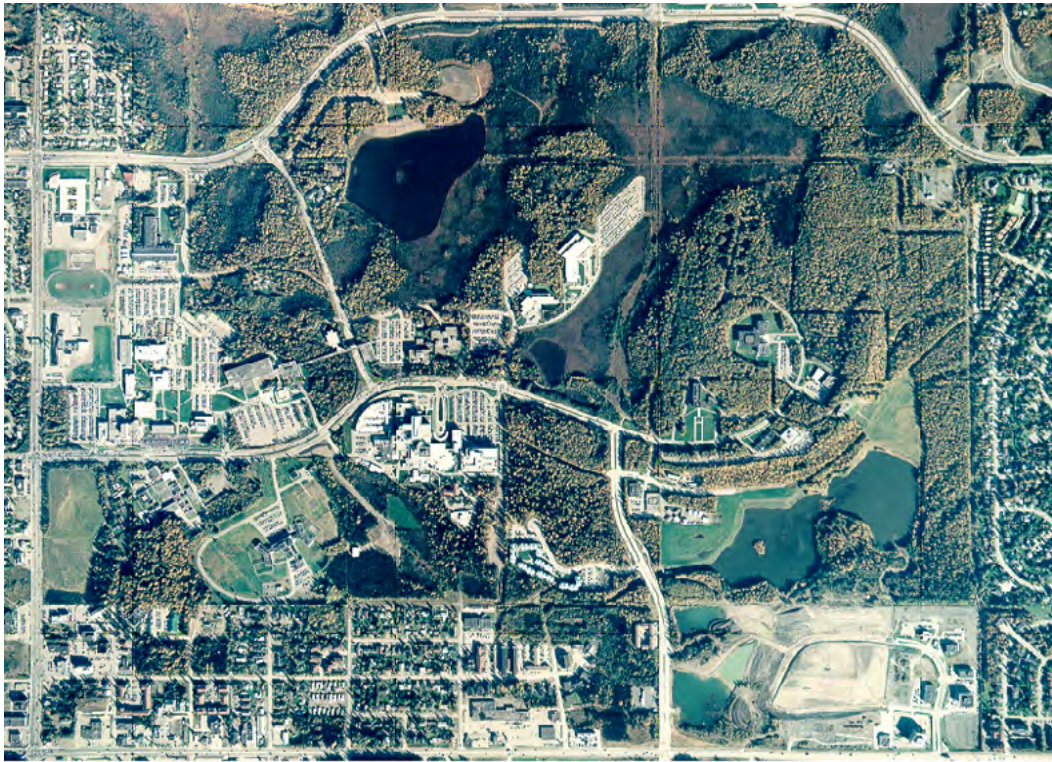
1960 :: More roads and buildings have been built in the area and power lines are extended across Goose Lake.

1967 :: Northern Lights Boulevard is extended eastward and the west campus is beginning to take shape (lower left).

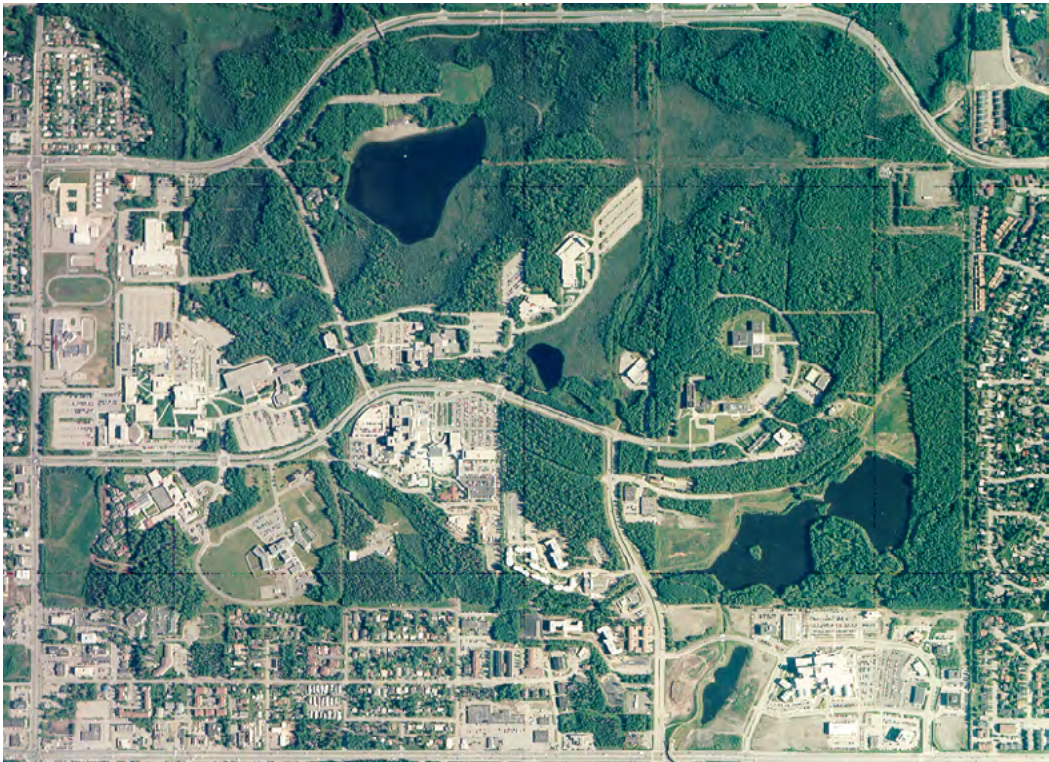


1978 :: Campus growth begins in earnest.





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



1998 :: The addition of student housing highlights a period of consolidation for the UAA campus.

2001 :: The scattering of buildings and facilities highlights the need for updated forward planning of the campus.



2008 :: Continued rapid growth of the University and U-Med District with more buildings, parking areas, and roadways fills out some of the perimeter areas.



as far away as Tuggeght (Homer), K’dalkitnu (Talkeetna), and beyond, Dena’ina, Ahtna, and Alutiiq/Sugpiaq people came to Dgheyay Kaq’ each summer. Throughout the year, hunters were able to follow the bear, caribou, wood bison, and later moose that migrated along streams like Chanshtnu (Chester Creek), Qin Cheghitnu (Campbell Creek), and Dgheyaytnu (Ship Creek) and these became important transportation routes that have continued to the present. The rivers and Tikatnu (Cook Inlet) support fish and marine animals and the dense forests and bogs, like those around Goose Lake, have wildlife and plants that are important to the culture and practices of Dena’ina. Many Dena’ina families had cabins along the creeks and fish camps at the coast until the 1940s but development displaced them and new regulations made the traditional lifestyle more difficult to maintain. In Anchorage this coincided with the expansion of Fort Richardson and Elmendorf Airforce Base north of the growing town.

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 received statehood. ACC became a unit of the University of Alaska in 1962.

Construction of a new ACC campus began in 1968 on decommissioned military land in the Goose Lake area, now known as the UMED District. Already development had altered the original landscape with the extension of telecommunication systems, the construction of Campbell Airstrip Road in the 1940s, a recreational area and training ground around Goose Lake, and private homesteads. To the Dena’ina, the hills that surround the Goose Lake area and Chanshtnu are Nungge— “Upland Area”—and were places for hunting and berry picking. The south fork of Chanshtnu is also referred to as Nungge Betnu. Chanshtnu runs through the Anchorage campus and although development has altered its route, portions remain where the meaning of the name “Grass Creek” is visible.

On a ridge above the creek the original community college campus took form in 1971 with four buildings 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 (UAA) 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 Chanshtnu (Chester Creek) drainage and was shared by the two universities in the U-Med District: The University of Alaska, Anchorage

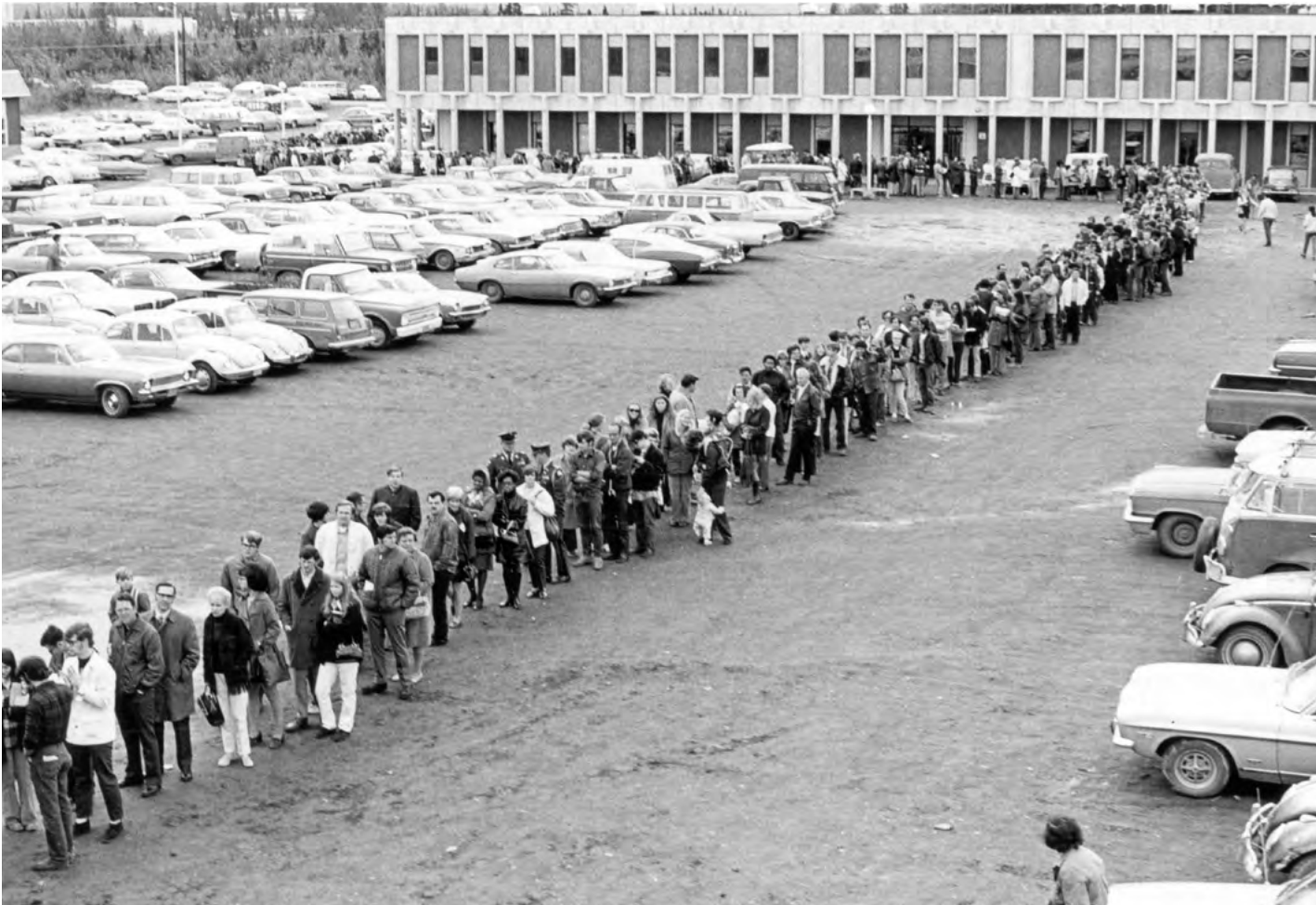
(Anchorage Community College and Anchorage Senior College), and Alaska Methodist University (a private institution).

Through the 1970s and 1980s the campus grew on both sides of Chanshtnu. The first student housing building in 1985 significantly changed the campus atmosphere as until then, all students had commuted. The Fine Arts building was the last facility to be constructed in the 1980s. In 1987 the Regents merged the former UAA, 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 2015 Prince William College joined UAA accreditation. With the growing number of programs and partnerships with local industries, UAA acquired several buildings throughout Anchorage: the Aviation Building at Merrill Field, the 7th and A Street Building in downtown Anchorage (de-acquisitioned), the University Center (currently leased to other State agencies), and the Bragaw Office Complex.



Registration in a pre-internet age at Anchorage’s campus.



Registration drew long lines of eager students.

The 2000s witnessed continued building and expansion of the Anchorage campus, including the ANSEP Building (Alaska Native Science and Engineering Program). The elevated walkway known as “the Spine” was entirely enclosed by 2002, providing full weather protection for cross-campus travel. Today the Spine includes informal student gathering spaces, study areas, and extends from the Business Education building to the Consortium Library. From the glazed corridor in the birch canopy, views of the forest floor and Chanshtnu give a sense of some of the core values of the campus and the importance of reconnecting with the land.

Members of the Dena’ina tribe have been integral to the development of Anchorage, and the University, and many have attended as students. The University has recently been working with the Native Village of Eklutna to provide signage and information on Chanshtnu and the significance the area has to the Dena’ina. UAA’s Anchorage campus has evolved from its beginnings as a community college to a full scale university that competes on a national level in academics, research, and athletics. It provides a unique experience to students as a university in a major sub-Arctic city.



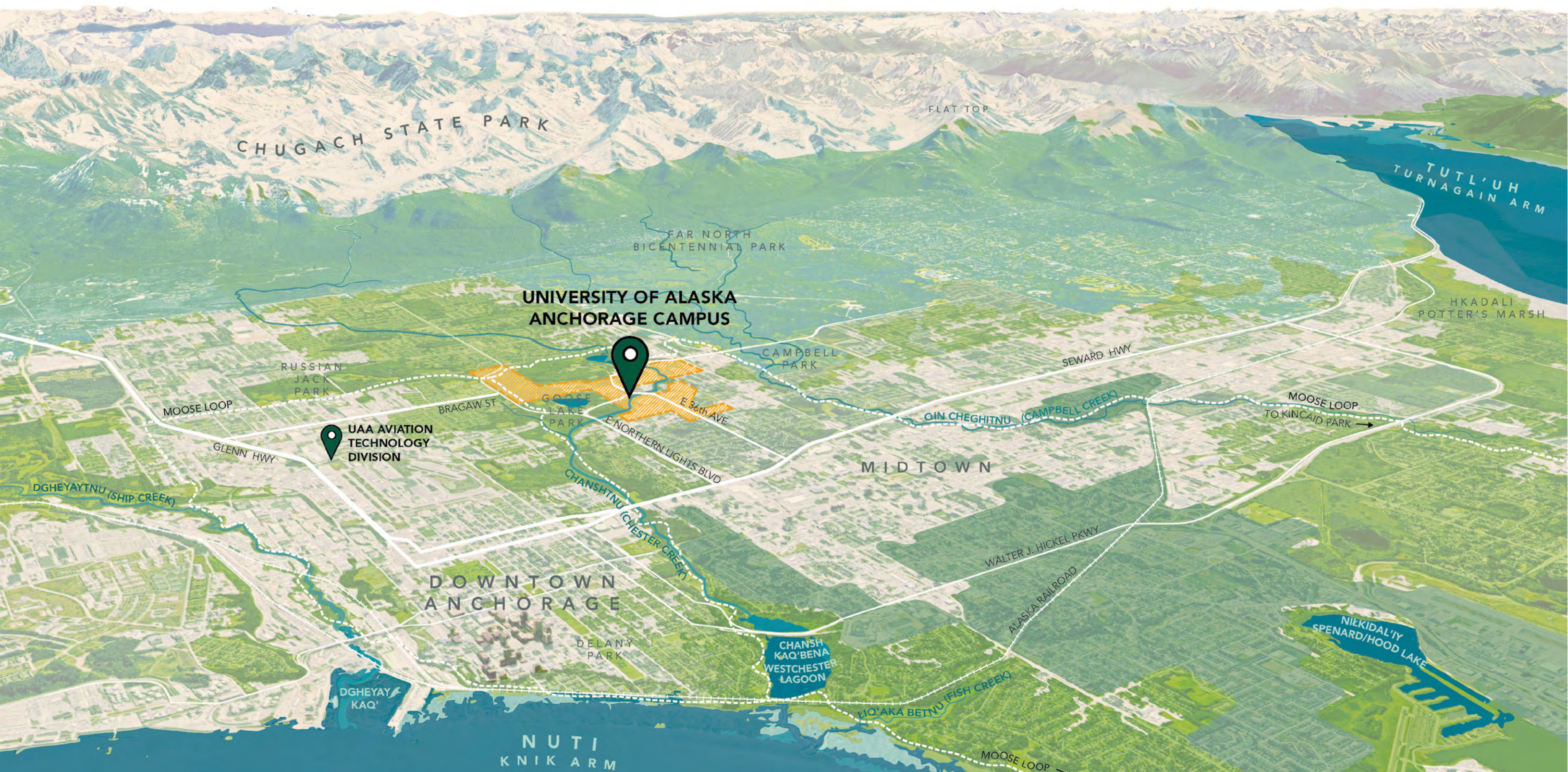
Early construction of the Anchorage Community College.



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



This page: The Anchorage Campus, set in the Alaska landscape, provides many outdoor classroom opportunities such as this exploration along Chanshtnu, which translates to Grass Creek in the Dena'ina language.

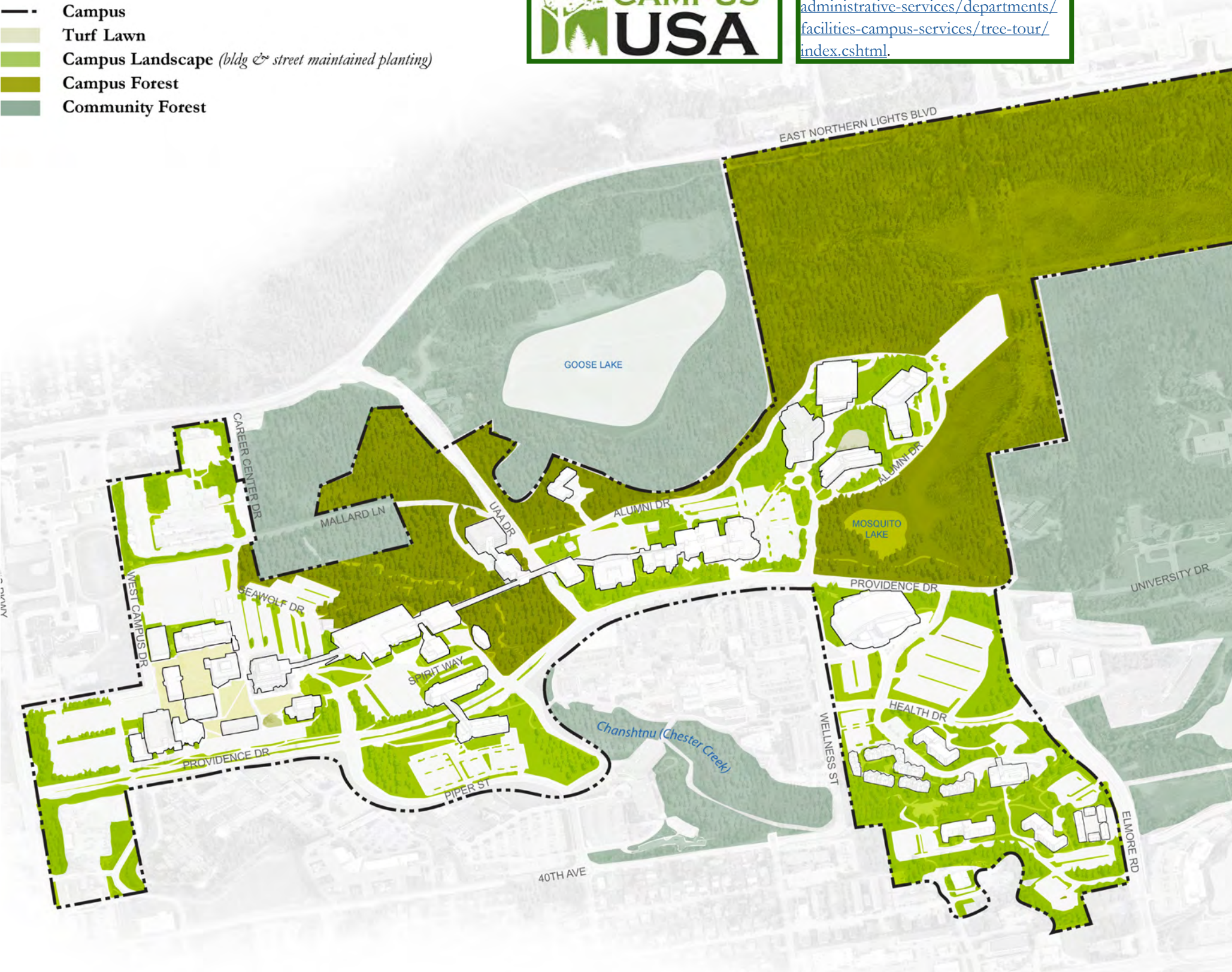


GREENSPACE MAP

- Campus
- Turf Lawn
- Campus Landscape (bldg & street maintained planting)
- Campus Forest
- Community Forest



UAA is a Tree Campus and home to the Chris Turlentes Memorial Tree Tour: <https://www.uaa.alaska.edu/about/administrative-services/departments/facilities-campus-services/tree-tour/index.cshtml>.

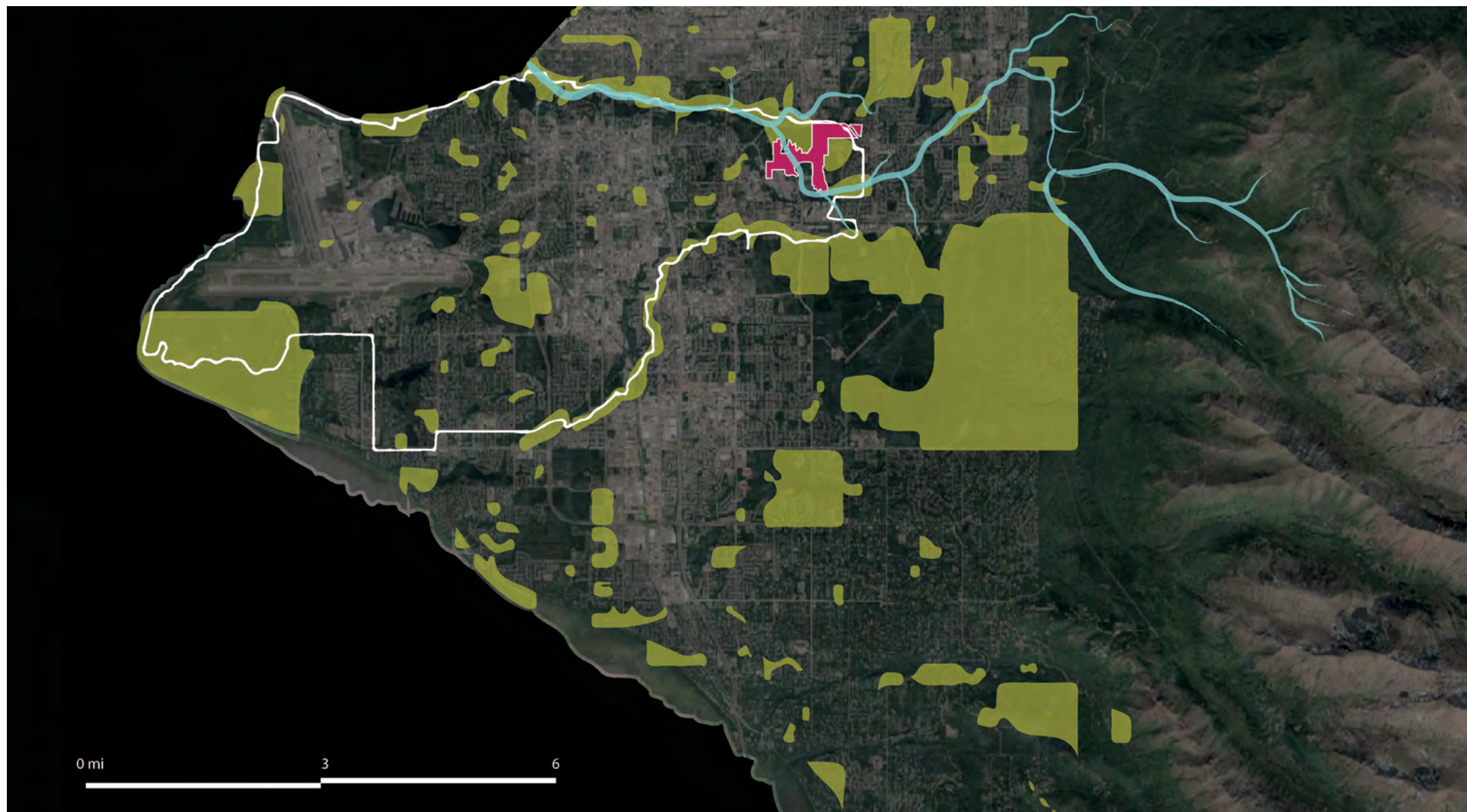


2.2 GREENSPACE

2.2.1 On Campus

The natural landscape is one of the most memorable features of the UAA campus. There are a variety of types of greenspaces on the UAA campus and surrounding areas, in a spectrum from formal manicured lawn in the West Quad, covered by snow much of the time that students are on campus, to landscape pockets planted with a mix of grass, shade trees and remnant pockets of native vegetation, then transitioning to wilder natural forest and wetlands both on campus and as part of community forests. There are opportunities to strengthen the sense of connection to the Alaska landscape through restoration plantings and more sustainable, climate-adaptive choices for quad areas and landscape pockets around buildings.

These greenspaces play a significant role in defining the character of UAA and are highly valued by students, faculty, staff and visitors. Most of the natural, undeveloped lands within campus property are forested uplands and wetlands along the Nunge Betnu (South Fork of Chester Creek) and to the north of Mosquito Lake and east of Goose Lake. The natural areas provide views of the Chugach Mountains and important ecological functions including habitat for moose, fox, coyote, bear, raptors, anadromous fish, waterfowl and songbirds as well as water quality and flood control. Trail users enjoy seeing and harvesting the berries and mushrooms that grow there.



The Anchorage campus is located on a major green belt known as the “K’uhda’i (Moose) Loop”. The loop shown on the map follows Chanshtnu (Chester Creek), Coastal, and Qin Cheghitnu (Campbell Creek) Trails. An alternative route uses Dgheyaytnu (Ship Creek) Trail in north Anchorage.

2.2.2 Beyond Campus

The Anchorage campus is part of a greenbelt loop known locally as the “Moose Loop”. This trail system connects to the Chugach Mountains to the east and Tikatnu, “Ocean River”, (Cook Inlet) to the west. The route of multi-use paved pathways that follow the creeks from the U-Med District to the coast appears as a moose head when viewed on a map. Since the first people came to the area after the glaciers retreated the creeks have been

routes of transportation. Dena’ina place names and sukdu’a (stories) highlight their subsistence lifestyle and spirituality in the streams, mountains, sea, and the trails that connected them. Travelling along the greenbelts we can imagine how the landscape of Anchorage appeared before European settlers arrived and the city developed even as they support contemporary subsistence practices like berry picking, fishing, and mushroom hunting. We can also gain appreciation for the Dena’ina heritage of the area through this circuit, with the understanding that the

place names recorded in the 1970’s likely represent only a fraction of the names that were known to the Dena’ina. While acknowledging the cultural trauma the Dena’ina endured, we should understand how these surviving names contribute to the history of each place and the meaning they have to all the people who come to Anchorage.

Although the full Moose (K’uhda’i) Loop includes the Ship Creek (Dgheyaytnu, “Stickleback Creek”) Trail to Downtown Anchorage (Angits is an early Dena’ina

pronunciation for the American town), the Chester Creek (Chanshtnu, “Grass Creek”) Trail route is very popular. Travelling north from campus, you pass through taiga forests and grassy meadows informing the Dena’ina meaning. Chester is likely an anglicization of the Dena’ina word. The south fork, also called Nungge Betnu, “upland area creek” joins the north fork of the creek at Tikishla Park, a non-traditional anglicized place name inspired by the word for black bear, ghedishla.

Because of the resources of the water and woods, many Dena’ina had cabins along Chanshtnu and the historic trail that follows its route to the sea. There were active fish camps and hunting cabins as well as a small village along the lower portions of the creek, but disease and displacement from Russian and American colonists erased these settlements by the 1940’s. Transitioning to the Coastal Trail as it skirts around Westchester Lagoon, and crossing Chansh Kaq’, the mouth of the creek, the trail passes under the railroad. Views of Tikatnu and Dghelishla (Mt Susitna) to the west and on clear days views to the north of Dghelay Ka’a (Denali) define the place where the trail turns to the south and follows the coast.

The next creek crossed is, Liq’aka Betnu, “King Salmon Creek”, also known as Ch’atanaltsegh, “Yellow Water Comes Out” (Fish Creek). Tikatnu was a subsistence salmon fishery for thousands of years before white settlers arrived in Southcentral Alaska. First the Russians and later the Americans indentured Dena’ina fishermen to harvest the seven species of salmon that spawned in area streams like Ch’atanaltsegh and Chanshtnu. The unsustainable harvest practices of the processors exhausted the runs, and the loss of the annual fish returns coincided with a loss in culture for the Dena’ina.

As the trail climbs away from the coast and enters Earthquake Park it passes Nen Ghilgedi, “Rotten Land”, a traditional berry picking location. Now forested, this area was a site of significant ground failure during the 1964 Great Alaska Earthquake. Nuch’ishtunt, “Place Protected from Wind”, is Pt. Woronzof, specifically along the coast as the trail turns south and passes through forest once more.



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

The island just to the west, visible once the trail returns to the bluff, is Nutul’iy, “Object That Stands in the Water”, (Fire Island). Many place names evoke historic events, like the name Ulchena Huch’ilyut, “Where We Pulled up the Alutiiqs”, (Point Campbell) the western most point in Anchorage. This was a major battle site memorialized in sukdu’a. The trail turns uphill towards the east, and passes by the Kincaid Chalet, a repurposed bunker from the time when the area was a Nike missile installation. From here the trail becomes much more urban as it follows a number of major roads to finally reach Qin Cheghitnu, “Crying Ridge Creek”, (Campbell Creek).

Qin Cheghi, “Crying Ridge”, is the line of peaks leading to the summit of Tanaina Peak above the north fork of Campbell Creek. This was likely a place of mourning. Both the north and south forks of the creek end at traversable passes that connect to the valley through which Dgheyay Tl’u, “Stickleback Headwaters”, (Ship Creek) flows and the current hiking trails there hint at the traditional movement of animals and people through the area.

The paved trail follows the creek through another forested greenbelt, crossing under the railroad once more, then passes through varying residential, commercial, and industrial ares. The interaction with the creek is far more intimate with many more creek crossings than on the Chanshtnu portion. After passing under a major street, the trail plunges into a black spruce bog and the creek shows its original ox-bowed flow pattern.

The experience along Qin Cheghitnu is also different from that along Chanshtnu in that while the majority of both creeks have been channelized, this section of the trail shows how the creeks appeared before development of Anchorage. In this area there are also dog mushing trails, seen to the south of the paved trail. Likely the oldest over-land transportation vehicle in Southcentral, some of these trails have been in use for centuries. One such trail was identified as a potential route for the Alaska Railroad, and the consequent cleared swath is still visible in smaller trees as the paved trail climbs over two mushing tunnels.

The trail goes under another tunnel and follows the edge of Far North Bicentennial Park, an enormous park that brings the backcountry to the backyards of east Anchorage.

Preserved through an exhaustive effort in the 1970’s, the area includes miles of recreational trails, acres of undisturbed habitat and evidence of Dena’ina, American, and Military occupation. As the trail curves north under Dr. Martin Luther King Jr Avenue, a gravel trail spurs to the south. This is the Tour of Anchorage, or Old Rondy, Trail and uses parts of some of the oldest travel routes in Anchorage. Today it connects the residential neighborhoods of the Anchorage Hillside and the backcountry trails beyond to the streets of town.

In just over a mile beyond this junction, the route returns to the U-Med area and UAA campus. Multiple paved and gravel trails branch off the main loop and connect to the system of trails that form the pedestrian circulation patterns of campus. These connections to the “Moose Loop”, the city surrounding the campus, and the wilderness beyond, are integral to the identity of UAA. The trails provide a deeper understanding of the current Anchorage community, as well as the natural resources and heritage of the Dena’ina who traditionally have relied upon them.

NON-MOTORIZED PATHWAYS MAP





Students take a break from studying in the indoor bridge over Chanshtnsu (Chester Creek) during a snowstorm. Photo credit: James Evans.

2.3 NON-MOTORIZED PATHWAYS

The UAA campus has a network of walkways and multi-use trails that provide access for pedestrians, cyclists, and Nordic skiers between and among buildings, parking, and the greater U-Med District. These trails provide access to the natural landscape that contributes to the unique character of the campus. A system of paved and unpaved non-motorized trails also meanders through the northern, undeveloped portion of the UAA campus and link to the Municipality of Anchorage (MOA) trail system, Goose Lake recreation area, and private trails on the Alaska Pacific University properties. Since the 2013 Master Plan desire has grown for a more central ‘Alt Moose Loop’ to link UAA housing through the Providence Medical Center to UAA and north to Northern Lights Boulevard, connecting to the Moose Loop.

Bicycle commuters also use the local trail system and roadways to reach UAA or destinations within the U-Med District. Providing safe and convenient multi-modal access and circulation within the campus is a priority. However, 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. Through incremental development, missing links in the at-grade pathway system will be completed, increasing connectivity and enhancing the user experience. A clear hierarchy of non-motorized pathways will be developed to efficiently link users to their destinations. Where trails cross major existing or planned roadways, improvements should be made for pedestrians to enhance safety. Creating grade-separated, generous under or overcrossings that can also serve as wildlife corridors could be considered for these.

An elevated indoor pathway connecting several buildings from Rasmuson Hall to the UAA/APU Consortium Library has come to be an important intra-campus connector and protected pedestrian path. A large sign designates it the “Skybridge Pedestrian Path”.

Challenges exist in navigating this path for first time users. Wayfinding could be improved through using a different, more appropriate identification metaphor like River. Throughout Alaska and Anchorage rivers have been routes of consistent passage through varied terrain. They also nurture natural resources and foster community connections similar to how the enclosed pathway should be used by our community.

LAND, WATERWAYS AND WETLANDS MAP

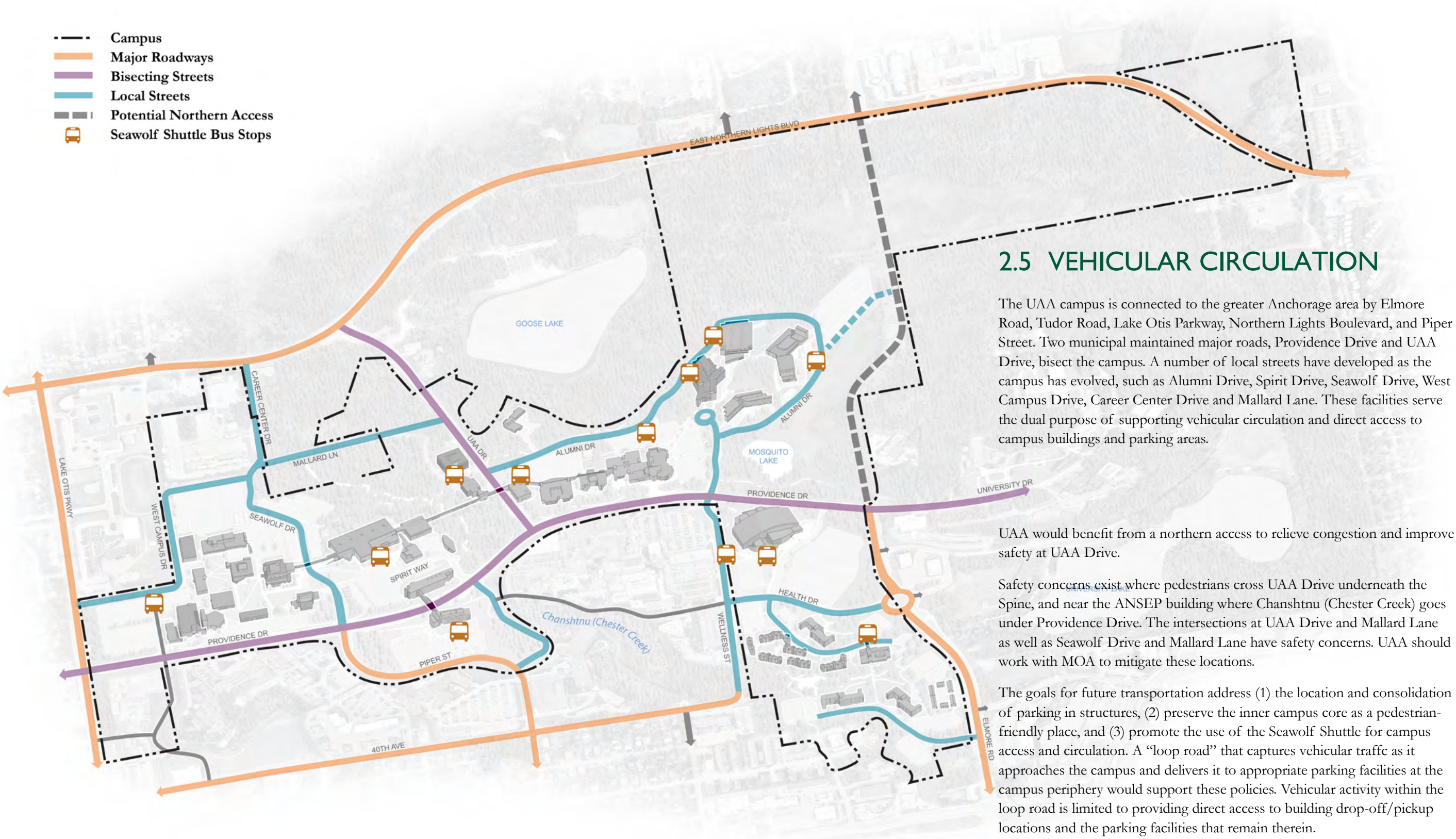
- UAA Campus (387 acres)
- Forested Wetlands
- Chanshtnu (Chester Creek)
- Lakes

2.4 LAND, WATERWAYS AND WETLANDS

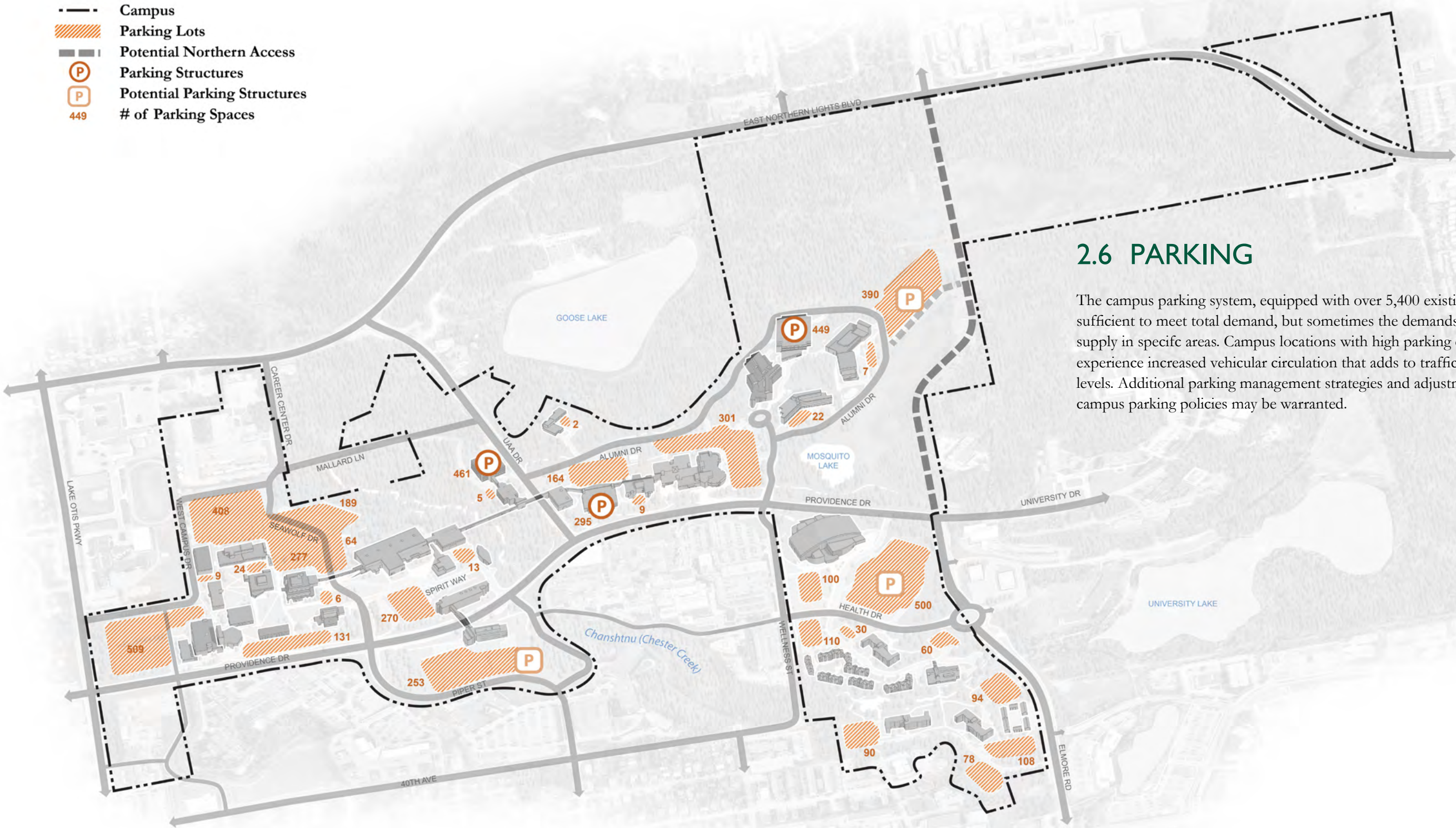
The Anchorage Wetlands Management Plan requires setbacks and buffers from water bodies, streams, and wetlands to protect wildlife corridors, sensitive riparian zones, and water quality. Setbacks and buffers generally range from 25 feet to 100 feet. Wetlands within the campus have soil characteristics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

The 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.

VEHICULAR CIRCULATION MAP



PARKING MAP



2.6 PARKING

The campus parking system, equipped with over 5,400 existing spaces, is 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.



STUDENT SERVICE EXISTING LOCATIONS

- Student Services Locations
- Direct Pedestrian Route between Student Services Locations

2.7 STUDENT SERVICES



The 2013 Campus Master Plan had a goal to bring student services back to the main campus from University Center. Those efforts have been successful, however, the services that a first year student must interact with are spread across the main campus.

To the extent possible, future facility improvements should centralize student services along the Central Spine.

From West to East

- First Year Advising (PSB)
- Bursar/Cashiering/Parking Service/Police (ESH)
- Student Health Counseling/Disability Support Services, Student Success, Multicultural Center (RH)
- Dean of Students (RH)
- Student Rec/Student Engagement and Inclusion, Career Services, Health Promotions, Veterans Programs, Student Clubs and Leadership, Enrollment (SSC and SU)
- Office of Equity & Compliance/Information Technology Services (SSB)
- Testing/Study, Library resources (Library)
- UAA Online Bookstore and Seawolf Gear Shop (AAC)

ALASKA NATIVE PROGRAM EXISTING LOCATIONS

-  Alaska Native Program Locations
 Direct Pedestrian Route between Alaska Native Program Locations

2.8 ALASKA NATIVE PROGRAMS

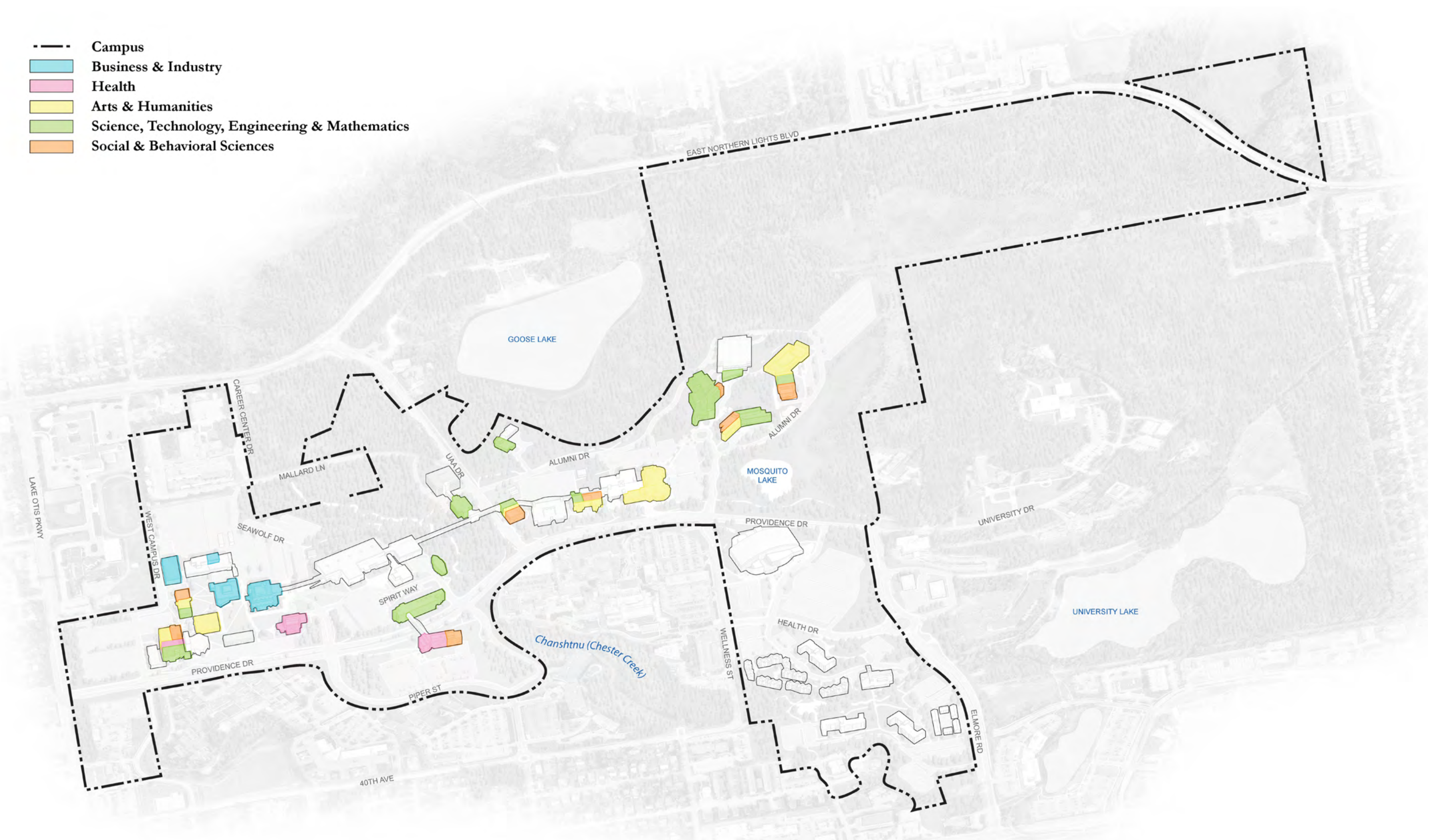
Alaska Native programs are currently spread across campus, often in difficult to find locations, and lack a front door.

To the extent possible, future facility improvements should centralize Alaska Native programs and give them a strong identity.

From West to East

- Alaska Native Studies Classroom (PSB)
- Native Student Services and Alaska Native Business Management Program (RH)
- ANSEP Main Building
- Alaska Native Arts Program
- Alaska Native Studies Faculty Offices (SSB)
- ANSEP Academy (middle school)
- Alaska Native, Indigenous & Rural Outreach Program & the Cama-i Room
- ANSEP Acceleration (high school)

2.9 ANCHORAGE CAMPUS EXISTING ACADEMIC CLUSTERS



2.10 BUILDING SIZE AND FLEXIBILITY

Space Adaptability Legend

- **Flexible**
Majority of building area is general use and can be reconfigured with limited effort. Building geometry is simple.
- **Semi-Flexible**
Portions of building area are non-specialized and can be reconfigured with effort. Building geometry is primarily simple with elements of complexity.
- **Specialized**
Building area is specialized, oriented to specific programming, and cannot be reconfigured without significant effort. Building geometry is complex.

Space Size Legend

- **Small Dot:** Building area up to 50,000sf
- **Medium Dot:** Building area 50,000sf to 100,000sf
- **Large Dot:** Building area over 100,000sf

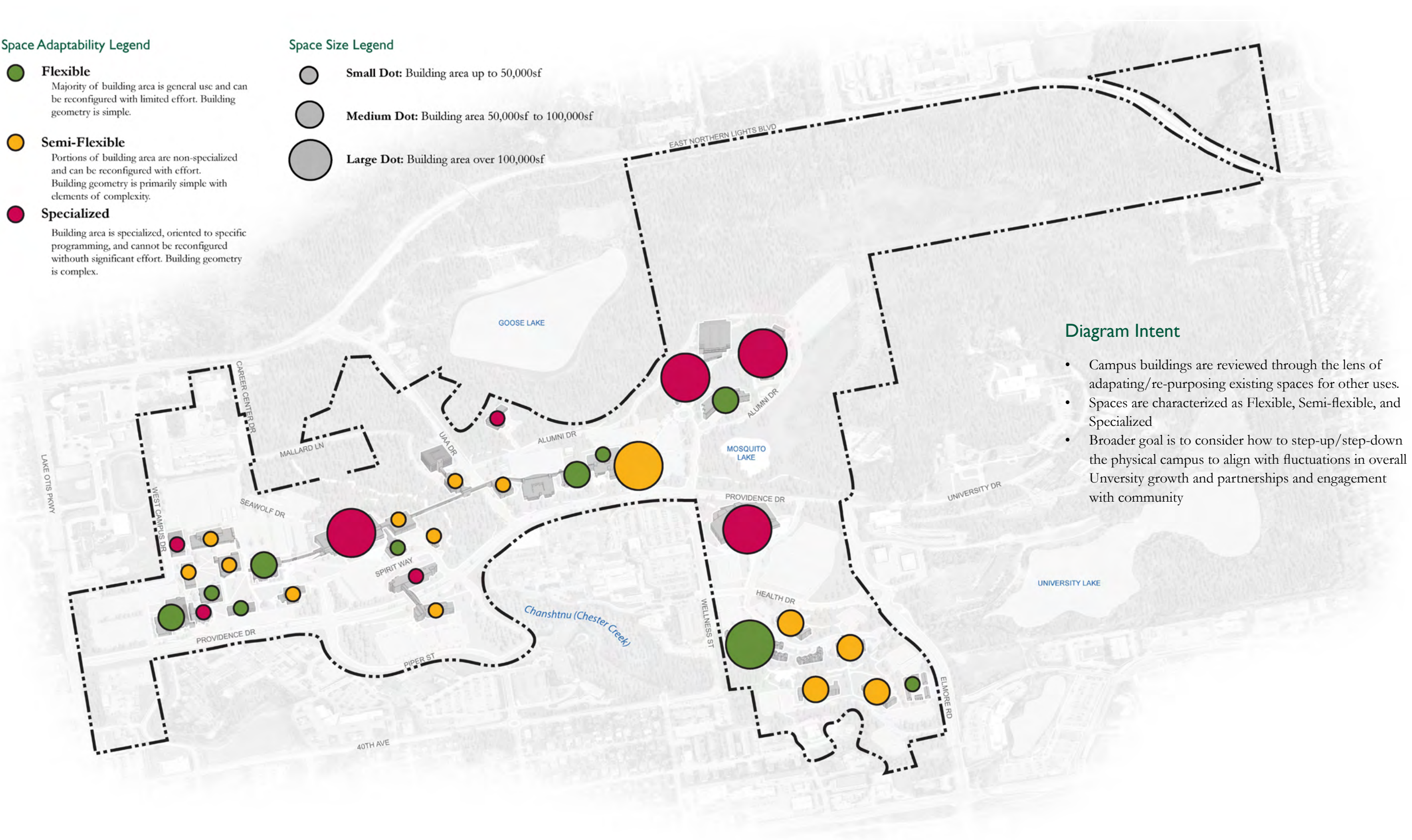


Diagram Intent

- Campus buildings are reviewed through the lens of adapting/re-purposing existing spaces for other uses.
- Spaces are characterized as Flexible, Semi-flexible, and Specialized
- Broader goal is to consider how to step-up/step-down the physical campus to align with fluctuations in overall University growth and partnerships and engagement with community

2.11 CRITICAL STRUCTURES ACCORDING TO FACILITY CONDITION INDEX (FCI)

- Critical (FCI greater than 0.30)
- Poor Condition (FCI between 0.10 and 0.30)
- Fair Condition (FCI between 0.05 and 0.10)
- Good Condition (FCI between 0 and 0.05)



Anchorage Campus Land Use & Zoning

Section 3



Day breaks over the ANSEP Academy Building, north of the Alaska Quad.
Photo Credit: James Evans







© Ken Graham Photography.com

Fall arrives to campus and Anchorage. Northeast Anchorage and the Chugach mountains are visible in the background. Photo credit: Ken Graham

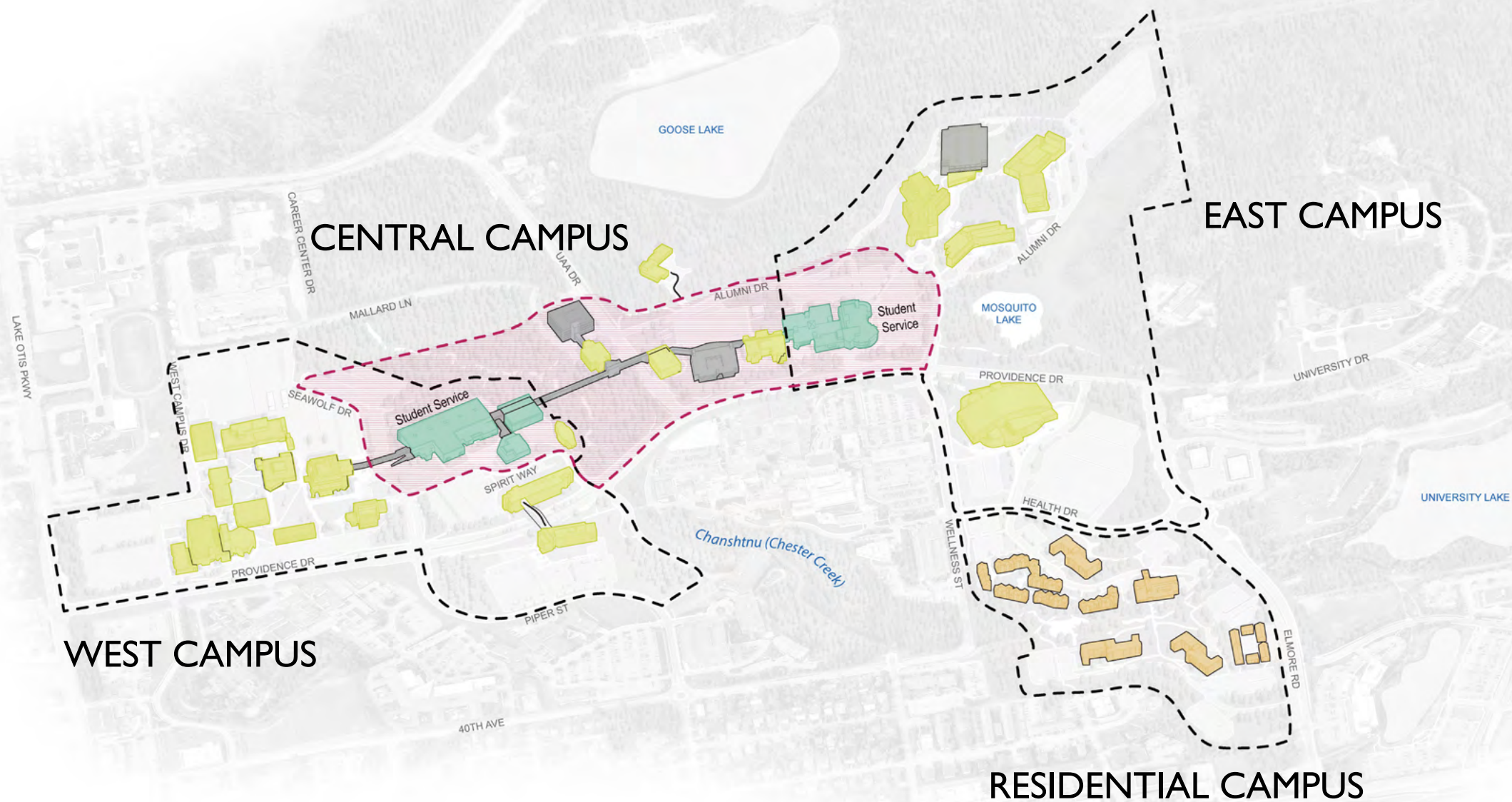
Zone Overview

This revision to the Master Plan has been developed utilizing a simplified 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 8 - Implementation of the Master Plan.

3.1 ANCHORAGE CAMPUS ZONE MAP

-  Central Campus
-  Student Services
-  Academic Buildings
-  Zones

There are four campus zones defined by the campus experience, student experience and community experience (zones have been simplified versus the 2013 Campus Master Plan).



ANCHORAGE CAMPUS STRATEGY FOR COHESIVENESS

- Implement key strategies from stakeholder engagement with a primary focus on the Central Campus.
- Prioritize investments in the Central Campus Zone to improve the Student and Learning Experience.

ANCHORAGE CAMPUS TACTICS FOR SHORT TERM INVESTMENT

- Invest in student services at the intersections of the Central Campus with West Campus and East Campus.
- Transform the UAA/APU Consortium Library into a Community Learning Hub.
- Aggressively seek funding to eliminate deferred maintenance focusing on the Central Campus.

ANCHORAGE CAMPUS STRATEGY FOR VIBRANCY

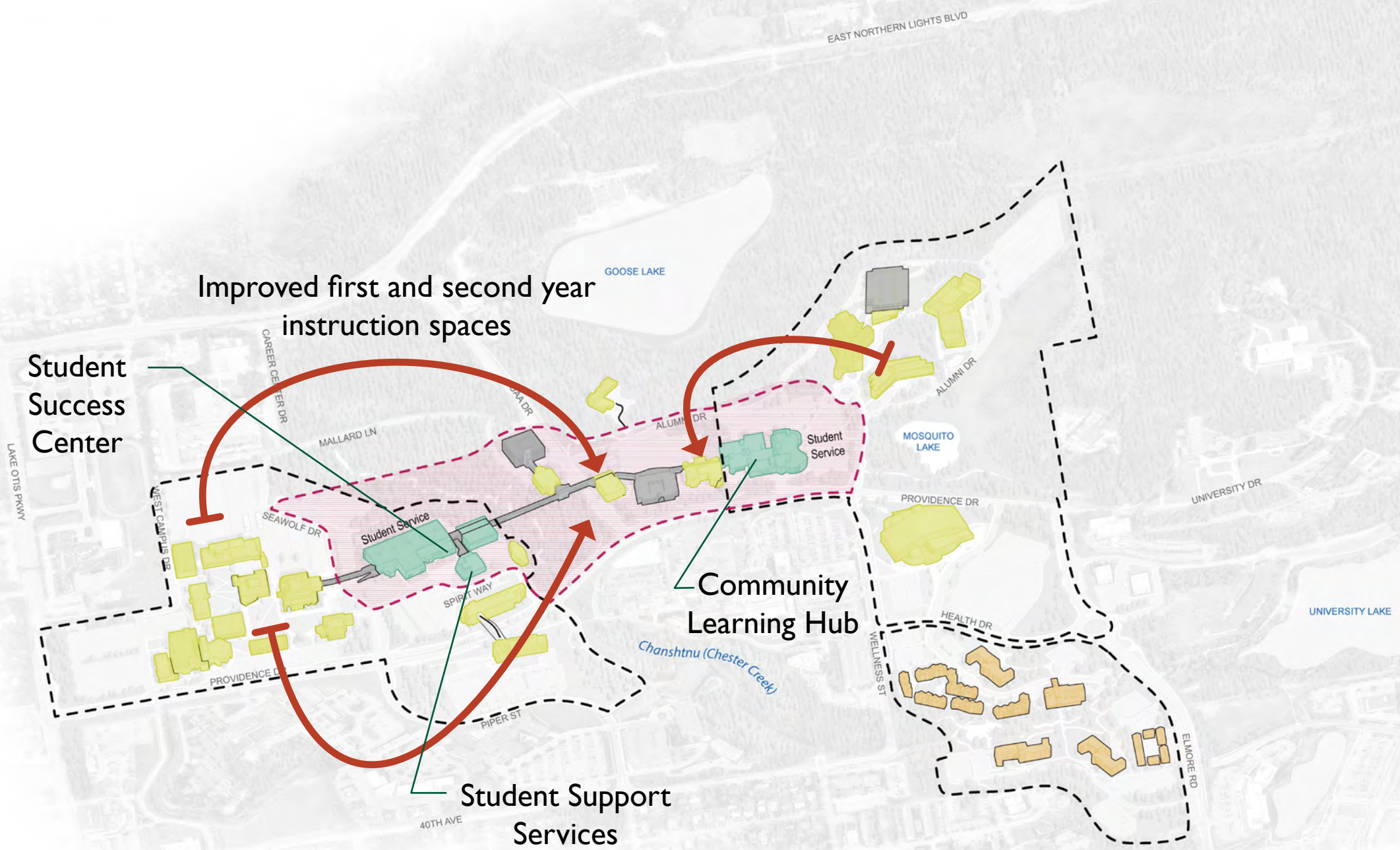
- Relocate first and second year instructional space to Central Campus to support an Engaged Learning Experience.

“...welcome learning environments are modern, have access to natural light, incorporate updated technology, and promote collaborative learning...”

BIPOC Engagement Report Findings

3.2 ANCHORAGE CAMPUS STRATEGY FOR VIBRANCY

- Central Campus
- Student Services
- Academic Buildings
- Zones





A group of students smile and wave in front of the ANSEP Building. Photo credit: Chris Arend.

Central Campus

Summary

The Central Campus Zone is located on either side of Chashntsu. 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 has served as the bridging element for the integration of the community college and the university. The elevated pedestrian walkway through the Sports Center, Student Union and across Chanshtnu (Chester Creek) is a unique and strongly defined component of UAA’s identity.

Intent

This zone serves as the active student heart of UAA. It is a gathering place and helps create a sense of belonging and connection to nature. The elevated pedestrian walkway is the primary interface between academics, student life and visitors. Improvements to the interior design, comfort and wayfinding throughout this walkway will strengthen the zone’s role and help connect adjacent zones to the west and east. Clearer and safer access from new and future pathways to elevated walkways and adjacent buildings are needed. The adjacency to Chanshtnu natural areas can be enhanced with better visual and physical connections, reminding the community of UAA’s location in the Alaska landscape.

Existing Facilities

Shared with West Campus

- Seawolf Sports Complex - AS117
- Enrollment Services Center - AS118
- Student Union - AS119
- ANSEP Building - AS153
- Health Sciences Building - AS156
- Engineering and Industry Building - AS162
- Health Campus Pedestrian Bridge - AS164

Central Campus Buildings

- Energy Module No. 2 - AS116

- Arcade and Bridge Lounge - AS120
- Engineering and Computation Building - AS121
- Natural Sciences Building - AS122
- Social Sciences Building - AS123
- Central Parking Garage - AS150
- Engineering Greenhouse - AS152
- Engineering Parking Garage - AS163

Shared with East Campus

- UAA/APU Consortium Library - AS124

Potential Future Actions

Student Success Center

- Seawolf Sports Primary Entry
- Student Wellness
- Ice Rink Expansion
- Student Union Renewal
- Outdoor Experience Improvements

Community Learning Hub

- SSB Renewal
- Alaska Leaders Archive and Arctic Policy Center
- Learning Commons

3.3 ANCHORAGE CENTRAL CAMPUS

ASPIRATION/VISION

- Central Campus should become a river that connects East and West Campus and supports an “Engaged Learning Experience” at the Anchorage Campus.
- The west end of the Central Campus should become the front door to the Anchorage campus.



CENTRAL CAMPUS

CAMPUS EXPERIENCE

- A collection of low-rise buildings, mostly of early 1980s vintage, connected primarily by an indoor elevated walkway. Most buildings have extensive deferred maintenance backlogs, and two are relatively new.

STUDENT EXPERIENCE

- Currently a mix of student services, social spaces and many closed doors. Aspirational home to the first and second-year Engaged Learning Experience.

COMMUNITY EXPERIENCE

- Community members share social, office and recreational spaces at the west end of the Central Campus Zone; and use research, study and collaboration spaces at the east end of the Central Campus Zone.
- Partnership opportunities include use of office and collaborative space.
- Aspirationally we envision more community members as students in the Engaged Learning Experience.



Students work on a diesel engine in the Auto/Diesel Technology Building.

West Campus

Summary

West Campus is the traditional and original heart of UAA. 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, most of which have lower heights than other areas of campus. These buildings still enclose the West Quad, which is the closest UAA space to a traditional campus quadrangle crossed by pedestrian pathways. Parking lots surround this zone, with challenging pedestrian connectivity.

West Campus also includes Health and Engineering facilities, with close adjacencies to the central region of campus, as well as strong ties to the adjacent medical community at Providence Medical Center to the east. The Health Science Building’s location across Providence Drive creates opportunities for collaboration across the U-Med District.

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. Parking lots should be improved with new pedestrian connections, lighting and landscape. The West Quad can be enhanced with more climate-adaptive landscape replacing underutilized lawn areas and potentially new gathering spaces with lighting and shelter recognizing typical conditions while students are attending classes. Some lawn areas could also be used for seasonal activities to further activate the space. Pedestrian pathways and wayfinding can be strengthened, particularly to lead foot traffic to and from the entrance to the Spine, on the west side of Rasmuson Hall.

Health facilities in this zone have a goal 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. Grade level trail and pedestrian connectivity should be enhanced, especially across Providence Drive and Spirit Drive.

Engineering facilities in this zone have a goal to inspire learning and research through the discipline of engineering, and to spark research collaboration with adjacent health facilities. Key characteristics are a collaborative, multidisciplinary approach to education, research, professional development and community partnerships.

Existing Facilities

- Eugene F Short Hall - AS101
- Sally Monserud Hall - AS102
- Beatrice G McDonald Hall - AS103
- Gordon W Hartlieb Hall - AS104
- Edward & Cathryn 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
- Energy Module No. 1 - AS115
- Seawolf Sports Complex - AS117
- Enrollment Services Center - AS118
- Student Union - AS119
- ANSEP Building - AS153
- Health Sciences Building - AS156
- Engineering & Industry Building - AS162
- Health Campus Pedestrian Bridge - AS164

Potential Future Actions

- ADT Diesel Lab Expansion
- Health Workforce Diversity Expansion Project
- Cuddy Hall Renovation
- Health Sciences Building Phase 2

3.4 ANCHORAGE WEST CAMPUS

ASPIRATION/VISION

- UAA's hub for innovation in health, business, industry and engineering.
- Wendy Williamson Auditorium continues to welcome community members to share in cultural events.

CAMPUS EXPERIENCE

- A collection of low-rise flexible buildings, mostly of 1970s and early 1980s vintage, connected by outdoor paths and manicured quads. Several buildings have extensive deferred maintenance backlogs, two are relatively new and others have been recently renovated.

STUDENT EXPERIENCE

- Currently home to much of the first and second-year learning experience, and home to several career/technical offerings. Increasingly home to specialized health instruction.

COMMUNITY EXPERIENCE

- Home to the Wendy Williamson Auditorium, a theater that hosts community events, and Cuddy Hall, a facility that welcomes community members to experience the work of the Culinary Arts program.
- Partnership opportunities include use of office space and other buildings.



WEST CAMPUS



Above: Michael Martinez stands outside ConocoPhillips Integrated Science Building on East Campus.

Below: Michael draws a sample with a syringe in a laboratory in the ConocoPhillips Integrated Science Building.

Photo credit: James Evans



East Campus

Summary

The eastern part of campus is comprised of a variety of buildings arranged around the Alaska Quad. In addition to a multitude of academic facilities, this zone houses the UAA/APU Consortium Library, which has a key student and academic life functions that serve UAA and Alaska Pacific University. The entire zone is enveloped by natural landscape and is connected via a number of campus and community pathways.

East Campus is home to Alaska Airlines Center which complements academics and residence life, raising UAA’s identity as well as serving as a gathering and event space for the larger community.

Intent

Development in this zone should celebrate UAA’s location on the Anchorage Greenbelt. Key zone characteristics are a collaborative, multidisciplinary approach to education, research, professional development and community partnerships. The outdoor extension of the Spine through a parking lot between the Consortium Library and Alaska Quad should be improved to feel like a more generous and landscaped walkway that can knit the campus together and encourage pedestrian connectivity. The Alaska Quad, currently a pocket of south-facing lawn next to a remnant forest, can be designed as a contemporary reworking of a traditional quad, building on UAA’s identity as a ‘campus in the Alaska landscape’ to provide better gathering spaces and a visual amenity for enclosing buildings.

Existing Facilities

- UAA/APU 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
- Alaska Airlines Center - AS157
- ANSEP Academy Building - AS158

Potential Future Actions

- CPISB Combined Heat & Power
- Native Arts Studio and 3D Lab Renovation
- Fine Arts Ceramics Renovation
- Fine Arts Gallery Modernization

3.5 ANCHORAGE EAST CAMPUS

CAMPUS EXPERIENCE

- A collection of buildings of mixed vintage, set into the Alaska landscape and connected to the Anchorage Greenbelt. While three buildings have extensive deferred maintenance, all buildings are tended.

STUDENT EXPERIENCE

- Currently home to specialized instruction and research in Science and Arts, as well as general education in the Humanities.

ASPIRATION/VISION

- UAA's hub for exploration in science and creativity in art, music and journalism, welcoming students, collaborators and community members to learn and innovate.
- Alaska Airlines Center continues to welcome community members to enjoy Seawolves sports and community events.

COMMUNITY EXPERIENCE

- Community members engage with scientific exploration at the Planetarium and Visualization Theater, art creativity at galleries and theaters in the Arts Building and a mix of sporting and community events at the Alaska Airlines Center.
- Partnership opportunities include use of laboratory space and other buildings.

EAST CAMPUS



Students walk by West Hall, one of the on-campus dormitories.

Residential Campus

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. Student housing is close to academic facilities yet enjoys a certain independence from them and a visual and physical connection to the natural area along Chanshtnu. 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.

Intent

Development and redevelopment 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. Better connectivity along the conceptual ‘Alt Moose Loop’ trail along Chanshtnu to the heart of campus and north along surface streets can help integrate this zone with the heart of UAA and promote activation of the campus throughout the day.

As a long term goal, UAA should consider relocating an appropriate amount of student housing to the Central Campus zone. The goal is to improve the 1st and 2nd year student experience by bringing them closer to other student amenities. Under this vision the existing housing stock could be reimagined to support new opportunities such as family housing and daycare.

Existing Facilities

- MAC Housing - AS128-133
- Templewood Housing - AS135-140
- Commons - AS141
- East Hall - AS142
- West Hall - AS143
- North Hall - AS14

Potential Future Actions

- Residential Campus Modernization

3.6 ANCHORAGE RESIDENTIAL CAMPUS

CAMPUS EXPERIENCE

- Surrounded by trees and the Chanshtnu tributary flowing through its center, the residential campus offers high quality housing options set in the natural beauty of the Alaska landscape. Over the past five years, each building has received interior and exterior upgrades making them more comfortable, safe and enjoyable.

STUDENT EXPERIENCE

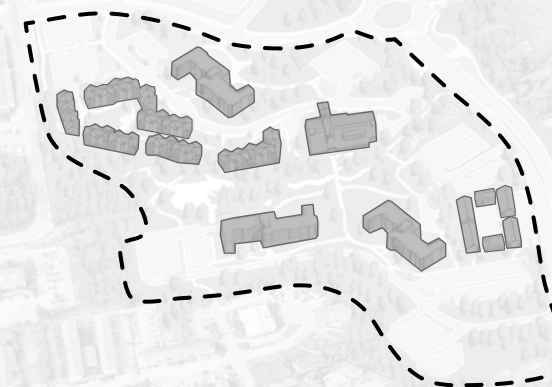
- Students reside in a mix of single and double occupancy residence hall suites, apartments and townhomes. In the heart of residential campus lies the Edward Lee Gorsuch Commons, which contains amenities for students and guests, and general spaces for students to gather and socialize.

COMMUNITY EXPERIENCE

- Facilities are utilized year-round for guest housing, traditional Alaska Native dance group practices, traditional food nights, crafting demonstrations, conferences, resource fairs and more.
- Partnership opportunities include seasonal use of housing and year-round use of trails, dining facilities and meeting/collaboration space.

ASPIRATION/VISION

- Leverage housing as an asset to attract and retain first and second year students.
- Consider adding family housing and daycare facilities.



RESIDENTIAL CAMPUS



A UAA student takes seismic readings near Earthquake Park in west Anchorage

Opportunity Zone

Summary

The Opportunity Zone includes land that forms the campus edge with the greater Anchorage community. The majority of the land is currently undeveloped, with the exception of the King Career Center and the west parking lot, with the surplus portion south of Providence Drive currently on the market to be sold. Existing campus and community recreational trails, including the Moose Loop meander through undeveloped UAA lands south of Northern Lights Boulevard and provide connectivity to Goose Lake and Alaska Pacific University. These natural lands provide a strong sense of place and identity and a recreational amenity for the campus community, as well as a potential living laboratory for ecological studies.

Intent

As a result of this zone’s position as a transition between the city and campus, any existing or future development is inherently identified as a gateway to UAA. 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 as well as a valuable wild greenspace that is open and accessible to the greater community and an important source of mental and physical health for the campus community.

3.7 OPPORTUNITY ZONE

- Campus
 Opportunity Zone

CAMPUS EXPERIENCE:

- This zone, at the periphery of campus, provides access to UAA from adjacent Anchorage neighborhoods.

STUDENT EXPERIENCE

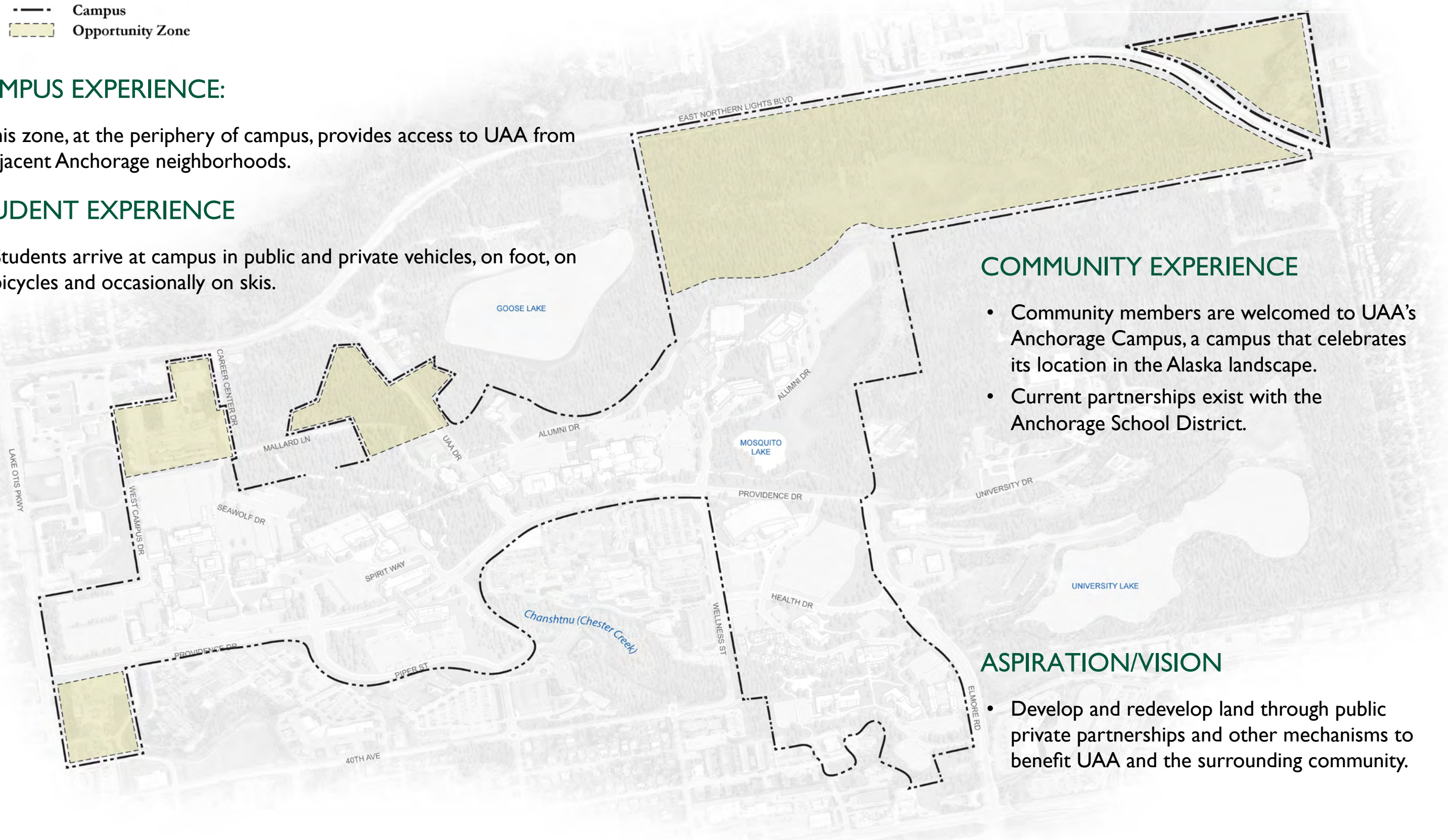
- Students arrive at campus in public and private vehicles, on foot, on bicycles and occasionally on skis.

COMMUNITY EXPERIENCE

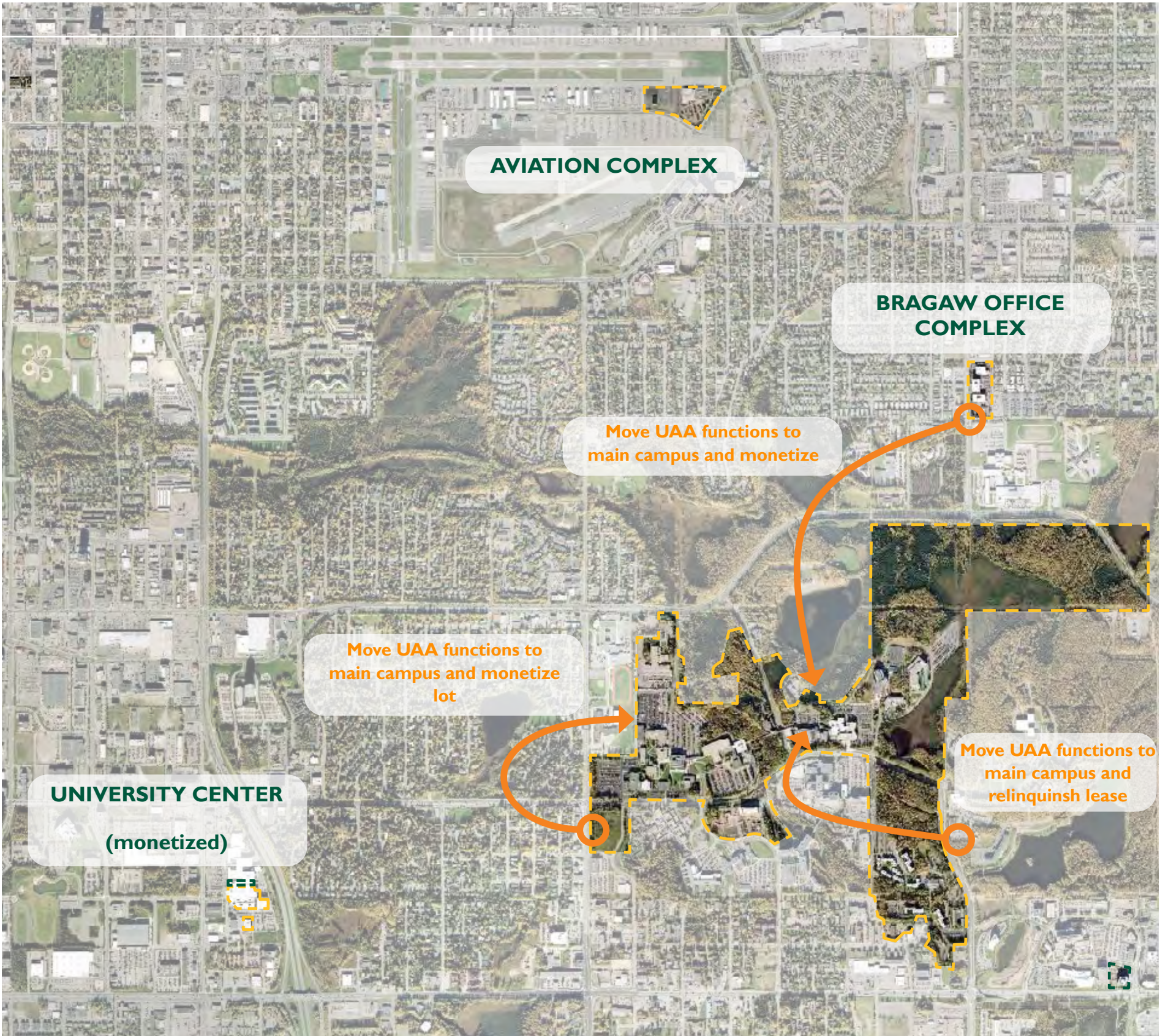
- Community members are welcomed to UAA's Anchorage Campus, a campus that celebrates its location in the Alaska landscape.
- Current partnerships exist with the Anchorage School District.

ASPIRATION/VISION

- Develop and redevelop land through public private partnerships and other mechanisms to benefit UAA and the surrounding community.



ANCHORAGE OFF CAMPUS FACILITIES MAP



3.8 OFF CAMPUS FACILITIES

At the time the 2013 Campus Master Plan was published, several UAA programs and services were located in Anchorage away from the main Anchorage campus. Since then, most of those programs have been brought back to the main Anchorage campus and efforts are underway to return more programs as well. University Center, located a mile west of the campus at Old Seward Highway north of Tudor Road, once housed several UAA programs but is now mostly leased out to non-UAA tenants with the remainder on the market to be leased.

Two other major UAA off-campus facilities are: the Aviation Complex and the Bragaw Office Complex north of the main Anchorage campus. The UAA Aviation Complex at Merrill Field provides instruction and certification for a variety of aviation-related fields. The Bragaw Office Complex houses several UAA institutes and related programs. Planning is underway to bring many of the Bragaw tenants back to the main Anchorage campus. Vacated space at Bragaw could be leased to non-UAA tenants to offset operating costs.

The ANSEP Acceleration Academy is currently located in the University Lake Annex which is leased from UA Statewide. Plans are underway to relocate the Academy to the main Anchorage campus so that the lease can be relinquished.

The Off-Campus facilities provide an opportunity to continue to enhance and grow academic programs when enrollment returns to peak levels. In the near term, University Center and soon Bragaw can be treated as revenue generating assets.

3.9 ACQUISITION & DISPOSAL

UAA should strategically consider land acquisition and disposal opportunities 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 Anchorage campus. Acquisition should focus on properties adjacent to zones 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 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. For example, the Laurel Street Lot is currently being considered for disposal.

As a bridging strategy, leasing out land and facilities is an advantageous interim solution for rapid response space reallocation, allowing UAA to maintain long-term control of real estate for when enrollment returns to normal while providing a revenue stream to offset maintenance costs.

In 2021 the Gordian group completed a Facilities Benchmarking & Analysis study for the University of Alaska. This study identified several buildings on the UAA campus with very high Facilities Condition Indices (see charts in Section 2; a high FCI indicates that the cost of needed repairs are approaching the cost of a replacement building), combined with a relatively low overall density factor compared to peer institutions. That study suggested that capital investment should focus on existing space which will reduce the maintenance backlog and improve the FCI of aging buildings. It also suggests UAA consider reducing building square footage through demolition or deacquisition as a way to improve UAA's density factor and reduce its deferred maintenance backlog. While working to increase enrollment, UAA will also invite community partners into facilities to promote vibrancy and increase density.

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

- Consolidation and increased density of programs and services
- Improve the Facility Condition Index (reduce deferred maintenance backlog)
- Sustainable operations and energy efficiency
- Industrial space not suitable for the main Anchorage campus
- Student Housing requirements (see Residential Campus narrative)
- Increased vibrancy



Students learning airplane repair skills at the UAA Aviation complete work on a Piper Super Cub.

3.10 ANCHORAGE CAMPUS GUIDING PRINCIPLES

With the seven key foundational principles from Section 1 in mind, these guidelines will direct thinking, planning and development for the future of the Anchorage campus.

Identity is important:

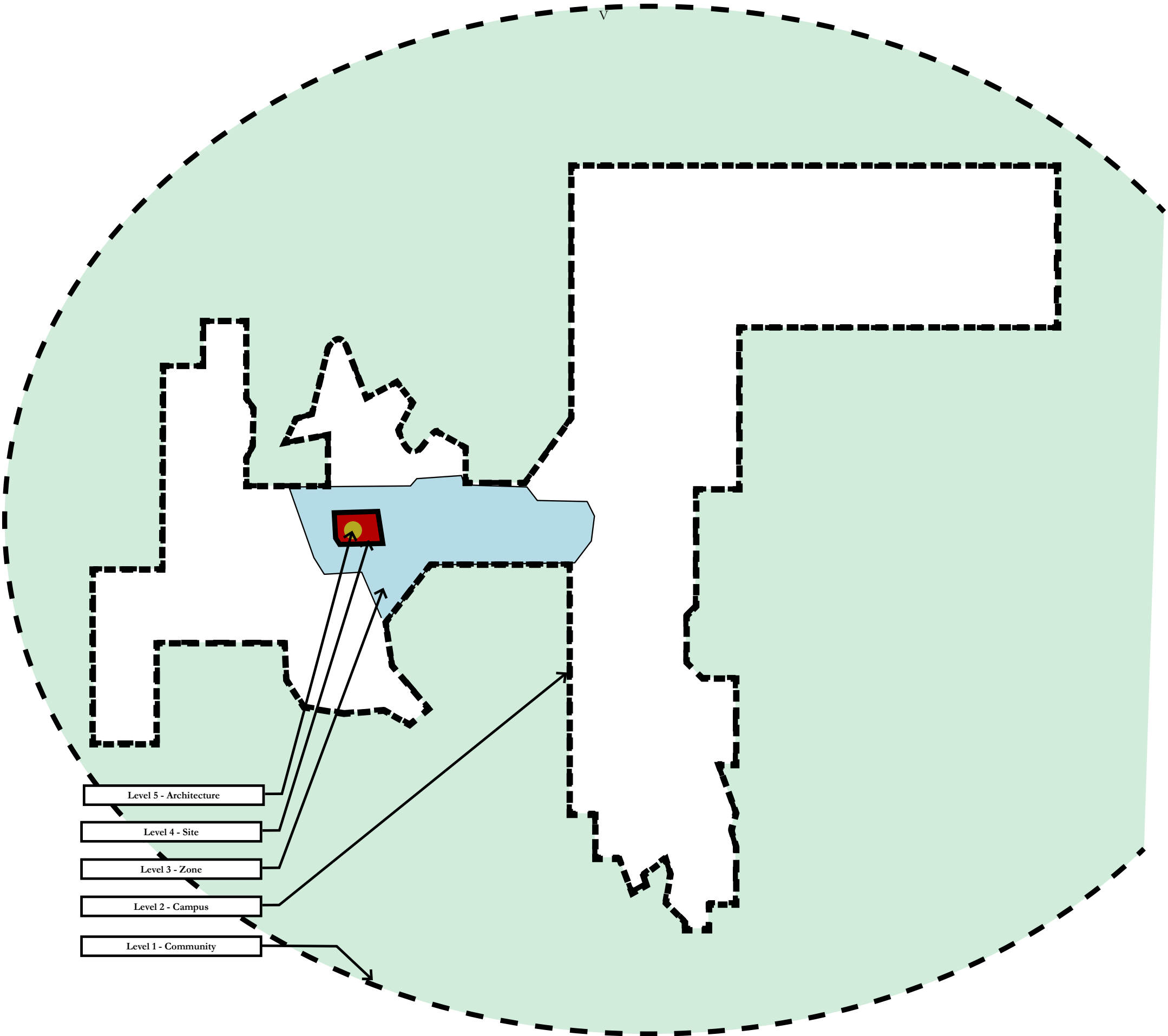
- Invest in a strong identity for each zone, with an emphasis on vibrancy and cohesiveness.

Density matters + Co-location within Academic Clusters focuses resources:

- Develop a strong and expanded resident student population, while accommodating both resident and commuter student needs.
- Cluster programs together to make activity visible and accessible (not spread all over campus and behind closed doors), and de-silo academic faculty. Pulling them closer to student spaces will make them more accessible for informal interactions.
- Cluster academic resources together to increase chances for students in their day-to-day experience on campus to come into contact with everything UAA has to offer.
- Bring active spaces and inspiring activities closer to Central Campus, increasing the chances that people will feel an implicit welcome to the space.

Public and Community Access is vital:

- Tailor the size of the university with a commitment to densifying the campus to enhance connectivity and collaboration to foster partnerships, research and innovation.
- Establish and maintain UAA's identity within the U-Med District.
- Leverage opportunities to foster community access and integration on campus.



3.11 ANCHORAGE CAMPUS DESIGN GUIDELINES

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 guidelines address each of the scales of the university campus and have specific 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.
- **Diversity + Inclusion:** Provides direction and considerations related to equity, diversity and inclusion in future development.
- **Maintenance Considerations:** Identifies potential maintenance and life-cycle concerns that should be planned for and considered.

3.11.1 Community Scale

3.11.1.1 Intent:

- Create a campus that has a strong university identity and complements the larger community and in Anchorage, the U-Med District.
- Develop and define the perimeter of campus to a scale that is representative of a university.

3.11.2 Campus Scale

3.11.2.1 Intent:

- Develop an integrated campus with consistent resources, amenities and systems throughout.
- 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 Process which starts on a campus scale for zone and site selection.

3.11.2.2 Guidelines:

3.11.2.2.1 Natural Systems:

- Where practical, develop to preserve and enhance the values of and connection to the natural spaces of UAA and reinforce connections to Anchorage-wide natural spaces: lakes, wetlands, woodlands, open meadows and topography.

3.11.2.2.2 General Wayfinding and Signage:

- 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.

3.11.2.2.3 Pedestrian and Non-motorized Pathways

- 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.

3.11.2.2.4 Vehicular:

- Minimize vehicular traffic within the interior portions of campus.
- Develop a streetscape that contributes to UAA branding and overall aesthetics.

3.11.2.2.5 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.

3.11.2.2.6 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.

3.11.2.2.7 Services:

- 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.

3.11.2.3 Sustainability:

- Continue to emphasize campus development within or near central campus. Look for opportunities to build on land that is already developed and renovate existing buildings.
- 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.
- Reduce impervious surfaces as much as possible. Reducing parking will improve stormwater quality. Any parking surfaces should consider natural stormwater treatment options for their runoff.

3.11.2.4 Diversity and Inclusion:

- Follow the guidelines in Section 9.4.4 Diversity and Inclusion and take advantage of the community leaders and resources available in Anchorage to make the campus more inclusive.

3.11.2.5 Maintenance Considerations:

- Provide and coordinate service access, equipment, and staging as required based on the level of service and infrastructure required.

3.11.3 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.

3.11.3.1 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 8)
- Follow all relevant UAA, local, state and federal requirements.
- Reference and follow the defined intent and character of the zone.

3.11.3.2 Guidelines:

3.11.3.2.1 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.
- Locate buildings to minimize disturbance to natural systems and reduce impervious area.
- Preserve wild spaces by increasing native plantings that support local biodiversity and restore natural ecology.

3.11.3.2.2 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.

3.11.3.2.3 Pedestrian and Non-motorized Pathways:

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

3.11.3.2.4 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 Central Campus for access or egress.

3.11.3.2.5 Parking

- Future at-grade parking should be discouraged, and prioritized for ADA accessible parking, maintenance access, car pool and visitor parking.
- Consolidate existing surface parking to prevent any further expansion. Redevelop superfluous parking areas into space for new buildings as needed or restored land if possible.

3.11.3.2.6 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).

3.11.3.2.7 Open Spaces:

- Develop building groupings to create coherent open spaces and to complement adjacent natural features.
- Define outdoor spaces through massing and orientation of buildings.
- Look for opportunities to plan functional gardens to treat stormwater and snow melt, provide seasonal food and enhance the public spaces.
- Provide opportunities for education and research using the landscape.

3.11.3.2.8 Service:

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

3.11.3.3 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.

3.11.3.4 Diversity and Inclusion:

- Embrace process as much as the product - investing in inclusive, thoughtful implementation planning that will lead to inclusive designs and built forms.
- Consider site amenities and design that support Alaska Native culture and preferences.
- Create spaces that reinforce a sense of belonging and community for marginalized groups
- Celebrate Alaska Native cultural traditions and accomplishments of Alaska Native students, staff, and alumni as part of the Alaskan heritage of the campus.

3.11.3.5 Maintenance Considerations:

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

3.11.4.6 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.

3.11.4.1 General:

3.11.4.1.1 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 8).
- Follow all relevant UAA, local, state and federal requirements.



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

3.11.4.1.2 Guidelines:

- See specific items below.

3.11.4.1.3 Sustainability:

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

3.11.4.1.4 Diversity and Inclusion:

- Embrace potential for site to welcome and invite all people to campus spaces. Seek to provide site amenities, planting, paths, and circulation that will welcome students, faculty, visitors and the community.

3.11.4.1.5 Maintenance Considerations:

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

3.11.4.2 Planting

3.11.4.2.1 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.

3.11.4.2.2 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 non-invasive 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.

3.11.4.2.3 Sustainability

- Preserve wild spaces by reducing expanded development and increasing native plantings that support local biodiversity and restore natural ecology.
- Provide opportunities for education and research using the landscape and plantings.
- Look for opportunities to plan functional gardens to treat stormwater and snow melt, provide seasonal food and enhance the public spaces.
- Limit the use of turf to areas with programmed use such as passive and active recreation and general event use. Consider removing any planted turf not actively used for recreation and any that needs irrigation. Substitute with native plantings.
- 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.
- Work to eliminate the use of pesticides and herbicides.

3.11.4.2.4 Diversity and inclusion

- Consider site plantings that support and celebrate Alaska Native culture and traditions as part of the Alaskan heritage of the campus.

3.11.4.2.5 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.

3.11.4.3 Lighting

3.11.4.3.1 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.



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.

3.11.4.3.2 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.

3.11.4.3.3 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.

3.11.4.3.4 Diversity and Inclusion

- Consider psychological safety and crime prevention through environmental design (CPTED) strategies in providing light levels that will help spaces feel safe and active at night.



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

3.11.4.3.5 Maintenance Considerations

- Consider durability and lifespan when selecting light fixtures.

3.11.4.4 Furnishings

3.11.4.4.1 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.

3.11.4.4.2 Guidelines

- 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.
- 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.

3.11.4.4.3 Sustainability

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

3.11.4.4.4 Diversity and Inclusion

- Locate site furnishings to allow for convenient seating for persons with mobility challenges – including entries to buildings, along longer stretches of pedestrian paths.
- Provide a range of seating that accommodates diverse body types and sizes

3.11.4.4.5 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.

3.11.4.5 Site Grading & Drainage

3.11.4.5.1 Intent

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

3.11.4.5.2 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.
- When applicable, meet accessibility requirements.

3.11.4.5.3 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.
- Maintain (or develop) appropriate vegetative buffers where upland areas border high value wetlands. Provide for protection and/or avoidance of sensitive plant and animal species and their habitats, creeks and riparian areas, drainage areas, watersheds, scenic view sheds and geologic features such as steep or unstable slopes and faults.

3.11.4.5.4 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.

3.11.4.6 Paving

3.11.4.6.1 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.

3.11.4.6.2 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.

3.11.4.6.3 Sustainability

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

3.11.4.6.4 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.



Efficient snow management is important to keep buildings accessible.

3.11.4.7 Snow Storage

3.11.4.7.1 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.

3.11.4.7.2 Guidelines

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

3.11.4.7.3 Sustainability

- Follow best practices for addressing snow melt in the spring to minimize runoff.

- Design sites to minimize the requirement for snow removal.

3.11.4.7.4 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.

3.11.4.8 Pedestrian and Non-Motorized Pathways

3.11.4.8.1 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.

3.11.4.8.2 Guidelines

- Extend pathways across zone boundaries into adjacent campus systems.
- 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.

3.11.4.8.3 Sustainability

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

3.11.4.8.4 Diversity and Inclusion

- 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

3.11.4.8.5 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.

3.11.4.9 Vehicular Circulation

3.11.4.9.1 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.

3.11.4.9.2 General Guidelines

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

3.11.4.9.3 Parking Guidelines

- Screen parking areas from sensitive viewpoints with buffer zones.
- Minimize creation of new surface parking lots. Consolidate surface parking to prevent any further expansion. Redevelop current parking areas into space for new buildings as needed or restored land if possible.
- 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.

3.11.4.9.4 Transit Guidelines

- Shelters with route and time information, natural daylight, high degree of transparency, supplementary night lighting, and windscreen protection should be considered.



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



The plaza outside the entrance to the UAA/APU Consortium Library is an example of UAA’s distinct architectural framework, which promotes diversity, integration with adjacent outdoor spaces, and a cohesive campus wide circulation system. There are lights and planter bollards making it a pleasant space for people to walk.

3.11.4.9.5 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.

3.11.4.9.6 Diversity and Inclusion

- Recognize issues of access and inclusion in providing adequate parking for commuter students, community, public, and all other users.

3.11.4.9.7 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.

3.11.4.10 Signage

3.11.4.10.1 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.

3.11.4.10.2 Guidelines:

- Implement UAA Signage Master Plan.

3.11.4.10.3 Sustainability

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



Campus improvements should celebrate UAA’s location in the Alaska landscape. The bucollic view of Knova peak in snow appears over the forest around Mosquito Lake.
Photo credit: James Evans

3.11.4.10.4 Diversity and Inclusion:

- Consider all audiences in development of signage, including marginalized communities, visual impairments from blindness to color blindness, non-English speaking, and LGBTQIA+ considerations.
- Invest in adequate signage to make navigation of sites and buildings intuitive, welcoming, and clear.
- Consult with local Alaska Native organizations to integrate Alaska Native place names and language where appropriate.

3.11.4.10.5 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.

3.11.4.11 Art

3.11.4.11.1 Intent

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

3.11.4.11.2 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.

3.11.4.11.3 Sustainability

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

3.11.4.11.4 Diversity and Inclusion

- Using pieces of student, faculty, and alumni created artwork can further develop a sense of ownership and should be considered.
- Create process that invites participation in art by marginalized groups.
- Consider funding methods and guidelines to increase the presence and visibility of Alaska Native art on campus, such as requirements around the 1% for Art program.

3.11.4.11.5 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.

3.11.5 ARCHITECTURAL GUIDELINES

The UAA campus has grown organically 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.

3.11.5.1 All Facilities

3.11.5.1.1 Intent

- Reuse existing buildings and facilities when possible.
- Design facilities around the differing seasonal needs of campus users.
- Design facilities that respond to diverse users through implementing Universal Design guidelines and avoiding unsafe spaces.
- Develop facilities that integrate and complement campus wide systems while still offering a unique identity that is specific to its function and program.

- Develop facilities with consistent materials and systems to build cohesiveness.
- 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.

3.11.5.1.2 Guidelines

Design and build facilities that can accommodate program change, are cost effective, and durable. Recognize that many existing buildings on campus are capable of being adapted, transformed, or converted to new uses.

- Architectural flexibility should be seen as a spectrum that ranges from flexibility to specialization.
 - **Adaptability:** the ability of a space or building to support multiple functions and activities without altering the architecture itself. On a day to day basis, by moving furniture and equipment, spaces can be somewhat multi-purpose, allowing users to rearrange and split up the space as needed with relative ease, and use changes daily, weekly, monthly, or yearly are possible without any permanent space adjustment.
 - **Transformability:** the ability of an exterior or interior space to be changed without any need for new construction. With some effort, opening and closing doors or walls, ceilings that can be raised or lowered for acoustics, adding equipment and casework, or small modifications, spaces can be transformed for a new use or to support new activities. This can include a heavy investment in very flexible systems with robust power, HVAC, and ample space to accommodate lots of uses OR that they are so lightly appointed that they are welcoming to lots of uses (think a “white” or “black” box space).
 - **Convertibility:** the need for minor or major construction to assist in changing functions or supporting new activities. This requires some permanent adjustment and change, but is possible within the shell of a building or without building an entirely new building.
 - **Specialization:** At the opposite end of the spectrum is often specialized space, spaces that are so finely

tuned for specific uses, that major renovations are required to adjust their space use, systems, and capacity. These spaces abound on campuses from commercial kitchens to wet labs to human anatomy labs to dormitories. Their specialization allows them to do what they need to do very well, but make them less adaptable day to day and more difficult to transform or convert as campus needs shift and change.

- 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 in all development.
- Ensure that each construction project continues to develop and improve campus wide 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.

3.11.5.1.3 Sustainability

- Buildings should be designed to support reduced energy demands from heating, cooling and daylighting. Existing buildings should be studies for performance upgrades for existing systems to support reduced energy goals.
- Emphasize daylight and views throughout a building.
- Set a minimum goal of either Fitwel certified or Fitwel ready for new construction and appropriately scaled renovation projects.
- Develop maintenance system for recycling, compost, and waste management in buildings

3.11.5.1.4 Diversity and Inclusion

- Create spaces that foster a true, inclusive sense of community that is just and equitable regardless of an individual’s background, age, class, race, gender or sexual orientation.
- Create new buildings and transformative renovations that embrace all members of the UAA community and craft the dignity of equal access and fair treatment at a

minimum, and inclusive welcoming and “placekeeping” for communities at our best.

- For new building or major renovation (with a budget of over \$1 million), consider consulting with local Alaska Native organizations and leaders to advance the goals of the Alaska Native Success Initiative (ANSI).
- Consider diversity in awarding design firms and creating selection committees with the goals of ANSI in mind, as well as other inclusive hiring practices.

3.11.5.1.5 Maintenance Considerations:

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

3.11.5.2 Building Orientation and Location

3.11.5.2.1 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.

3.11.5.2.2 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.
 - Consider and plan for prevailing winds in the area.

3.1.1.5.2.3 Sustainability

- Site, orient, and design campus buildings to maximize usable daylight, minimize glare, and negative solar gain.
- Locate buildings to minimize disturbance to natural systems and reduce impervious area.

3.1.1.5.2.4 Diversity and Inclusion

- Ensure that each new project is respectful of its neighbors and aware of the impact it will have on the success of existing building and site occupants.
- Ensure that ADA paths and access are maintained and considered.

3.1.1.5.2.5 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.

3.1.1.5.3 Relationship of Interior to Exterior at Ground Floor

3.1.1.5.3.1 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 are important thresholds and 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.

3.1.1.5.3.2 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.
- Building entries in renovations should seek to clearly differentiate primary entrances with clear signage and wayfinding, adding building name and indications of critical program spaces upon entry. Secondary and service entries should be noted as such, with clear direction to primary entries.
- Orient building entrances towards pedestrian approaches.
- Provide power to court yard and exterior areas as required by program needs.
- Create attractive indoor-outdoor spaces well-suited to the uses in the project that will draw students and community on a seasonal basis.
- Encourage interaction and activity at ground/pedestrian level by providing a hierarchy of interior and exterior spaces that facilitate a variety of interaction possibilities.

- Provide clear connections to the building entries and edges
- Create welcoming entrances, inviting and participatory.

3.1.1.5.3.3 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.

3.1.1.5.3.4 Diversity and Inclusion

- Entries should be welcoming and inviting to all people. Accessibility concerns as well as efforts to welcome occupants and visitors from diverse backgrounds should direct investments in renovating entries to campus buildings and design of entries in new construction.

3.1.1.5.3.5 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.

3.1.1.5.4 Building Massing and Articulation

3.1.1.5.4.1 Intent

- Appropriate building massing and articulation can enhance the human scale of the campus and increase vibrancy and cohesiveness.

3.1.1.5.4.2 Guidelines

- Employ a holistic and cohesive design both in expression and organization. Articulate the massing of new buildings so that volumes and surfaces are responsive in



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

scale with those of neighboring structures, and fit the character of the campus as a whole.

- 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.
- Seek opportunities to divide large buildings into smaller components and incorporate smaller-scale elements on lower levels to reduce the overall scale and create human scaled entries and experiences.
- 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.
- Express the values of UAA within and outside the building.
- The overarching impact of a building as a whole makes an impression, so the design should have a cohesive, distinctive form and style throughout the building.
- Design for enduring quality and great proportions.
- Create visually appealing spaces with clean simple forms that have interest.
- Maximize the opportunities to reach out to and include students and campus
- Reinforce and support existing open spaces and buildings surrounding the site
- Consider all building elevations in terms of their impact on the campus fabric - there should be no “backside” to the building

3.1.1.5.4.3 Sustainability

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

3.1.1.5.4.4 Diversity and Inclusion

- Create at-grade opportunities for activities within building to be viewed from people passing-by. Establish exterior and interior spaces where work can be publicly displayed, to inspire curiosity and share diverse perspectives.

- Design to inspire building occupants and the community and evoke campus pride through employing techniques like symbolism.
- Consider how the design evokes, creates, or nurtures a culture of belonging.

3.1.1.5.4.5 Maintenance Considerations

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

3.1.1.5.5 Common Interior Spaces

3.1.1.5.5.1 Intent

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

3.1.1.5.5.2 Guidelines

- Create a welcoming user experience throughout the building that invites people to collaborate and interact with others and encourages industry and public partners to interact with students and faculty.
- Elevate the everyday users’ experience and think about how the spaces feel and function as much as how they look.
- Provide ample spaces throughout renovated and new buildings for collaborative gathering and spontaneous interactions.
- Provide shared spaces in buildings that bring students in, showcase the work of the academic cluster and UAA, and promote interdisciplinary collaboration.
- Consider ease of use, required amenities, and comfort for extended use.
- Create visually appealing spaces with clean simple forms that have interest.
- Create an identifiable and appealing place to be.
- Provide visual connection between interior and exterior spaces including pedestrian and vehicular routes where possible.
- Provide clear wayfinding signage to promote ease of use for a broad range of users and visitors.
- Emphasize inside-outside relationship along all building edges.
- Design for enduring quality and great proportions.

- 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.
- Embrace the fact that the smallest elements are often integral to how people experience a space
- Strive for details that feel familiar, intuitive, and in concert with the overall concept down to the smallest detail.

3.1.1.5.5.3 Sustainability

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

3.1.1.5.5.4 Diversity and Inclusion

- Establish exterior and interior spaces where student and faculty work and community artifacts can be publicly displayed and celebrated.
- Include at least one multifunctional wellness room in each building, including renovations, that fully supports nursing mothers.
- Provide culturally supportive equipment for kitchen and food preparation areas.
- Consider spaces that support Alaska Native culture and preferences.
- Campus buildings, landscape and infrastructure should be designed to support the principles of Universal Design, including
- Provide easy access to stairs in buildings to promote physical activity.
- Provide gender-neutral restroom facilities in each campus building, including renovations.

3.1.1.5.5.5 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.

3.1.1.5.6 Building Materials, Systems, and Color Palette

3.1.1.5.6.1 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.

3.1.1.5.6.2 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.
- Consider identifying colors and patterns from local tribes through consultations with local Alaska Native organizations and leaders.

3.1.1.5.6.3 Sustainability

- **General**
 - 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.
- **Operational and Embodied Energy**
 - Buildings should be designed to support reduced energy demands from heating, cooling and daylighting.
 - In preparation for and assumption of Alaska’s grid becoming more clean with reduced fossil-fuel emissions, design for efficient, all-electric buildings when possible. Create a phase out plan for existing buildings to move towards efficient electrification.
 - Ensure buildings are well-insulated and target a low infiltration rate to reduce energy demands and increase durability of building enclosures.
 - Set TEDI (Thermal Energy Demand Intensity) and EUI (Energy Use Intensity) targets by building type. Ensure that these targets align with the (yet to be created) campus goals of energy and emissions reductions.
 - Utilize efficient heating sources such as geoexchange, combined heat and power, and condensing boilers based on biomass to reduce emissions from burning fossil fuels. Consider load sharing from neighboring buildings or even between different use types within the same building.
 - Utilize efficient mechanical delivery systems such as radiant heating/cooling and similar delivery, coupled with dedicated outside air systems with heat recovery for ventilation.
 - Reduce lighting energy use by installing or converting to LED fixtures.
- **Potable Water/Stormwater**
 - Consider strategies that will support the campus’s natural water balance and complete a water balance analysis.
 - Reduce potable water demand for non-potable water

uses as much as possible.

- Select best in class, WaterSense rated plumbing fixtures for all new construction and renovation to reduce potable water demand.
 - Utilize water metering to keep track of building use and help understand ways to reduce demand.
 - Utilize grey water reuse systems for new buildings.
 - Encourage natural infiltration and evaporation where possible to reduce water runoff. Install raingardens or other natural infiltration means that both promote biodiversity and ensure stormwater is treated without chemicals prior to infiltration. Ensure no runoff flows directly to natural water bodies without prior treatment.
 - Maintain daylit natural water bodies as much as possible without unnecessary piping or covering.
- **Waste**
 - Include salvaged or reused building products and materials to the greatest extent possible for all construction projects.
 - Utilize designs that reduce the amount of finish materials.
 - Utilize LEED provisions for construction waste diversion for all new buildings and renovation work on campus.
 - Develop and implement a sustainable purchasing plan for campus supplies to help reduce the amount of waste.
 - Ensure each building has a central collection area for recycling and compost and that waste bins are clearly labeled and located throughout campus buildings.
 - **Material Health**
 - As feasible, favor local and regional materials.
 - Set embodied carbon reduction targets by building project based on established baselines.
 - Target reductions of global warming potential (GWP) in concrete mixes by reducing cement content. Ensure project schedules align with embodied carbon reduction measures.
 - All new products and materials should meet recognized air quality standards appropriate to their category such as SCAQMD Rule 1168 (South Coast

Air Quality Management District) or CARB 2007.

- Use products that have zero VOC’s whenever possible or low VOC’s.
 - Consider utilizing products that are California Department of Public Health (CDPH)-compliant when possible.
 - Require materials ingredients transparency documents like Health Product Declarations (HPD), Declare Labels or fully-disclosed SDS for specified materials on construction projects.
 - Target a specific number of chemical classes for elimination. Start with low-hanging fruit like PVC, asbestos, BPA and heavy metals.
- Consider following existing chemical hazard lists for easier compliance like ILFT’s Red List or Health Building Network’s Precautionary List.
 - Reduce the use of composite woods and other products with known levels of high formaldehyde.
 - Consider performing select indoor air quality tests by qualified professionals to help track the impacts of chemicals of concern reduction on good indoor air quality.

- Ensure buildings are meeting ASHRAE 62 guidelines for air filtration and that MERV-13 filters, at a minimum, are being employed. Maximize the amount of outdoor air ventilation when air quality is optimal.

3.1.1.5.6.4 Diversity and Inclusion

- Provide culturally supportive equipment for kitchen and food preparation areas.
- Consider materials and colors that support Alaska Native culture and preferences.

3.1.1.5.6.5 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.



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

Kenai Peninsula College

Section 4



Aerial view of the Kenai River Campus shows the setting of the buildings in a dense Taiga forest above the blue Kahtnu (Kenai) River.

4 KENAI PENINSULA COLLEGE

4.1 Executive Summary

Master Plan Purpose and Scope

As noted in chapter one, this document shows a comprehensive update to the 2013 UAA Campus Facilities Master Plan to reflect new enrollment conditions, new priorities for physical space on campus and an evolving and dynamic Alaskan economy. The UAA 2025 Strategic Plan is a framework that defines, communicates, and brings to life a set of shared expectations for UAA by the year 2025, with a goal of bringing Vibrancy and Cohesiveness to each campus. The following pages highlight KPC’s Kenai River Campus and Kachemak Bay Campus.

The plan builds on UAA’s strengths and focuses attention and resources on delivering high-quality education to meet the needs of the people of Alaska and building a better future. In a time of transition and uncertainty, the aspirations of this forward-looking document can help root the university with a shared sense of consistency and stability and guide a range of actions, both physical and programmatic.

UAA 2025 includes five key aspirations and each of these is addressed in this campus master plan update:

1. We put students first

With the help of a visionary but pragmatic and achievable campus plan, UAA will become a student-centered institution that addresses equity gaps and retention challenges by creating an environment of vibrancy and cohesiveness.

KPC focus: Offering a wide variety of career pathways and vocational training opportunities, we meet student needs and enhance community growth.



2. We create a culture of equity and inclusion by embracing our diversity

UAA will increase student, faculty, and staff diversity, strive to eliminate systemic racism from policies and practices and create a sense of belonging and community for marginalized groups, including Alaska Natives. Engagement activities for this master plan have sought to center the voices of under-represented community members.

KPC focus: Supporting diversity expands our potential for excellence and acknowledges and raises our communities’ culture.

3. We embrace our role as a trusted and respected community partner

This master plan update is an important step in displaying UAA’s commitment to meeting this role and aspiration by addressing community needs through an extensive process of community en-gagement.

KPC focus: Creating an intentional space for cultural activities, critical dialogue, and community partnerships, we contribute to the local community and provide space to work together for community well-being and growth.

4. We positively impact communities and the world through innovation

This master plan update provides a framework to strengthen interdisciplinary initiatives by welcoming external partners and sponsorship onto the campus, including potential spaces for enhanced teaching related to the Arctic.

KPC focus: Using our local resources through both campuses and valuing local knowledge and diverse ways of knowing, we will attract external partners for enhanced teaching opportunities. We treasure our relationships with local Indigenous groups and seek to foster future collaborative work. We focus on place-based learning opportunities and innovative educational approaches.

5. We accelerate excellence through continuous improvement

The master plan update aims to enhance the campus environment to improve enrollment and retention, with a strengthened emphasis on environmental sustainability practices.

As we emerge from the global pandemic and associated challenges in enrollment, this Campus Facilities Master Plan articulates the conceptual grounding, guiding principles, and vision that will make this possible. Aware that enrollment will continue to fluctuate, we intend to right-size the campus experience to our current enrollment, and welcome industry, Alaska Native organizations, and governmental collaborators to engage in renovated and revitalized spaces, some of which are newly available due to enrollment changes.

KPC focus: KPC will use its space for co-sponsored programming, partnership, and offer credit and non-credit courses through expanding programs such as “Semester by the Bay,” Kenai Peninsula JumpStart and Middle College, and KPC Alaska Native Languages programming, we will obtain higher visibility and opportunities for student growth.

4.2 Overview

The Kenai Peninsula College (KPC) consists of two campuses, the Kenai River Campus in Soldotna, and the Kachemak Bay Campus in Homer. There is also one extension site in Seward and an online distance education presence throughout the state.

Kenai Peninsula College Mission

Kenai Peninsula College is committed to excellence in education, training and life-long learning by offering accessible opportunities in a supportive environment.

KPC’s Strategic Role

As a community campus of UAA within the UA system, KPC prepares students using a unique mix of programs and curricula that have been developed over time to meet diverse needs, particular to the Kenai Peninsula region. KPC offers partial completion in UAA bachelor’s degree programs that can then be finished in An-chorage or on-line, along with the following:

- 2-year general Associate of Arts (AA) program
- 2-year Associate of Applied Science (AAS) degree programs in a range of specialized and technical fields.

There are many Undergraduate Certificates and Occupational Endorsement Certificate programs that directly prepare students with the credentials to enter a number of vocations that are important to the state economy.

In addition, KPC offers the community:

- College-level classes for high school students.
- Continuing education courses and professional development courses as demand warrants.
- Alaska Adult Education courses including GEDs, life-skills preparation, ESL, and math/writing skills.

KPC also plays a role in the greater UA system by serving as a feeder to other 4-year programs.



Student works enjoying the natural landscape at the Kenai River Campus

Kenai River Campus Overview:

Campus and Student Experience:

Buildings of a mixed age are connected to each other on a greenspace along the Kenai River. These connected buildings are well organized into student and academic clusters, providing a vibrant and cohesive learning experience. Two satellite buildings have strong workforce identities and clear ties to programmatic offerings. A 96-bed residence hall with a multipurpose classroom, office space, and a small gym is located across the street from the academic buildings.

Community Experience:

KRC is set back from the community; exposure must be deliberate. Programs such as Wilderness Living Skills and Survival are offered as non-credit classes geared toward our beautiful surroundings. Programming is tailored to meet local industry needs and support student educational goals.

Aspiration/Vision:

Become a hub of learning on the Central Kenai Peninsula, providing students with opportunities to gain needed skills, workforce credentials, training, and educational preparation to pursue career and personal learning goals.

Goals with Possible Facility Impacts

- Consider a “Semester by the River” program and other place-focused learning experiences to draw on the richness of the campus location on the Kenai River
- Expand Middle College space and visibility on the Kenai campus through dedicated areas and clear signage
- Construct additional warehouse/support space and sand storage structure
- Provide space to expand non-credit offerings in health care and agriculture
- Develop camps and additional semester programming for younger students
- Complete archaeological surveys for noting areas where historic human uses are suspected

Collaborators with Potential for Space Sharing

- Kenai Peninsula Borough School District
- Tribal entities
- Non-profit entities
- Other UA entities

Kachemak Bay Campus Overview

Campus and Student Experience:

The two campus buildings, Pioneer Hall and Bayview Hall, are located in the center of the Homer Business District, adjacent to City Hall and near the public library, which drives community participation in campus activities. In many ways, the campus feels like a gathering space for Homer, as well as a hub for lifelong learning on the Southern Kenai Peninsula. A satellite building is immediately behind (south) of the other buildings and serves as storage for facilities and landscape equipment, maritime training equipment and tools.

Community Experience:

KBC faculty, staff and students are engaged in the community through credit and non-credit courses, sponsored programs, service-learning, community-engaged research, space-sharing, and various collaborative partnerships.

Aspiration/Vision:

Continue to be a hub of intellectual learning from K-12, post-secondary, and life-long learning on the South-ern Kenai Peninsula, providing students and community members of all ages, backgrounds and cultures the opportunities to complete a college degree, take a few courses or gain new skills that will increase their knowledge and better their opportunities in the region.

Goals with Potential Facility Impacts

- Further develop career and technical programs to better serve local industry and provide lifelong education (both credit and non-credit courses)
- Further develop semester intensive programming which focuses on local history/anthropology/fisheries
- Construct a high tunnel greenhouse
- Consider a simple building to support career/tech
- Consider a 200 to 250 seat lecture hall to serve both UAA and the community
- Construct a sheltered walkway between the two KBC buildings
- Consider purchasing already built housing with potential for out of state students

Collaborators with Potential for Space Sharing

- South Kenai Peninsula industries, Alaska Native groups, non-profits, educational entities, and government organizations.

4.3 Director’s Message

Kenai Peninsula College provides educational opportunities to residents across the vast Kenai Peninsula, as well as students across the state, nation, and world through a robust selection of both face-to-face and online courses and career pathways. With campus and extension sites located in Homer, Soldotna, and Seward, KPC draws on the uniqueness and diversity of place these locations have to offer. The KPC campuses are an integral part of the communities they serve, and as such, space utilization and master plan-ning are focused on the college’s unique role to meet local workforce and community needs for training, including certifications, degrees, non-credit offerings, and life-long learning opportunities. Building its dual credit offerings for high school students, partnering with local tribes, agencies, and non-profits to meet educational needs, and capitalizing on the beauty, history, and educational opportunities of this unique place form the basis for KPC’s master planning efforts. As a community partner, KPC intends to maximize resource utilization by space-sharing and increasing opportunity for public engagement. Located in one of the fastest growing communities in this state, KPC shares the value of creating a welcoming, thriving community for all our residents. Educate, Engage, and Change: we want to work together to improve educational access for all. Check us out, and see how we can grow together.

Sincerely,

Cheryl Siemers

KPC College Director



4.4 College History and Regional Context

The campuses of Kenai Peninsula College are on the traditional lands of the Dena’ina and Alutiiq/Sugpiaq, who have lived in the area for thousands of years. Tikatnu (Cook Inlet), the numerous freshwater lakes and rivers, and the forests and meadows provided food and resources that sustained a traditional subsistence lifestyle. The arrival of Europeans in the 18th century irreversibly altered this culture. Although the Alaska Natives suffered population and territorial loss, as well as systemic racism, current Tribal members contribute to the communities of Yaghanen (the Kenai Peninsula in Dena’ina) that now host the Kenai Peninsula College.

Kenai Peninsula College was started as an adult education program for the Kenai City Schools in 1963. Soon after being absorbed into the Kenai Borough School District in 1964, the program became an official “University of Alaska Community College on the Kenai Peninsula” under the direction of Clayton Brockel. Brockel was a strong advocate for adult education and over the next ten years traveled constantly “from Seward to Homer, and every community between” to spread the word and develop the College on the Peninsula.

Kenai River Campus

The legacy of the Dena’ina language is present in many place names like Slikok Creek, from Shlakaq’ meaning “mouth of the Little River” and Soldotna, from Ts’eldatnu meaning “Trickling Creek”. The Kenaitze Tribe state: “it’s been thousands of years since our people, the Kahtnuht’ana Dena’ina, first inhabited the Kenai Peninsula. We call this area Yaghanen, the good land. After many challenges throughout the years, today we are proud to say Naqantughedul – the tide is coming in. We say the tide is coming in because it’s an exciting time for the Tribe and our people as we continue to work toward our mission: To assure Kahtnuht’ana Dena’ina thrive forever.”



In 1966 Kenai Central High School allowed the College to set up operations out of their school using a “closet sized office [...] with enough room for a battered file cabinet, a small desk, and two chairs—one of which had to be moved to open a file cabinet drawer.” In 1970 Alaskan voters approved a bond package to construct community colleges at six locations. One was at Kenai, with the intent of serving the entire Kenai Peninsula. Although there was some controversy regarding site selection, KPC was founded, and its first building, the McLane Building, was constructed in the early 1970s and is still in use today. The second building on campus, the Goodrich Building, was dedicated in 1975.

As with many community colleges, KPC focused on responding to local educational needs. The oil boom days had started and there was a need for qualified technicians in the petrochemical industry to work on oil and gas rigs and local refineries. The college quickly filled this need within its first day of classes. It continues to provide vocational training to the present day.

With oil money filling the State of Alaska’s coffers in the early 1980s, the college expanded with the addition of two new buildings, the Ward Building (1982) and the Brockel Library Building (1983). During the early 1980s, offerings at the campus expanded well beyond vocational training. In 1988, as part of a major reorganization plan, community colleges were merged with the University of Alaska; KPC thus became a satellite campus of the University of Alaska Anchorage.

In 2007, construction was completed on a new facility to house the Mining and Petroleum Training Service (MAPTS) program, founded in 1979 by the University of Alaska specifically to deliver training, development and consulting services to the resource industries of Alaska on a mobile basis. MAPTS was assumed in June 2008 by UA’s Corporate Programs division due to its expanding statewide mission. MAPTS employees occupy the facility and the unit is a tenant on the KPC Kenai River Campus. Shortly afterwards, in 2013, a new Career and Technical Center Building and a Student Housing Building were constructed under a statewide general obligation bond.

Kachemak Bay Campus

Kachemak Bay was at the southern extent of Dena’ina Elnena (homeland), and hosted several villages that predated modern-day Homer and Seldovia. Because of the proximity to Alutiiq territory, there were periods of conflict and cultural cross-over through the centuries. The Ninilchik Village Tribe give the name for Homer (Bishop’s Beach) is Tuggeght, meaning “at the water”, and the Homer Spit is called Uzintun meaning “extends out into the distance”. The people who lived around Kachemak Bay were tied to the ocean and the animals and sea plants it provided. There are several sites around the bay with pictographs from more than a thousand years ago depicting these animals, as well as terrestrial ones. It was into this rich culture that Russian fur traders came and exploited the local knowledge and hunting skill. Along with disease, this indentured servitude greatly impacted the culture, almost forcing its extinction. Through the gold rushes of the 19th century and fur farming of the 20th, Native people in Seldovia and Homer continued to maintain their traditions and contribute to the changing culture of Kachemak Bay.

In the 1960s volunteers ran adult education courses in Homer as a branch of the University of Alaska with some support from the school district. In 1970, operations were consolidated with KPC, and a broad range of courses were then taught at various locations in the community.

In 1982, the Homer Branch rented classroom/office space on Pioneer Avenue in downtown Homer, in keeping with then KPC President Vierra’s concept of adding “storefront branches” as a complement to the “main” KPC Campus in Soldotna. A year later, the campus was donated the use of its small building, which allowed for expanded classes, and for the college to establish an identity separate from the Community Schools and other educational efforts in the area.

In the summer of 1987, the college obtained Homer’s old 7,200 square-foot Post Office Building as its first permanent facility. By the 1990s the college was growing and leaders considered building a new campus on a 4.7-acre lot on the north edge of Homer’s Town Center. The college bought the lot, but could not procure from the legislature the estimated \$6 million to construct a new campus. In 2003,

after a state bond allocated \$3 million to expand the original campus and acquire an adjacent parcel, the university sold the lot to the City of Homer.

By 2004, renovations of the original Pioneer Avenue campus building were undertaken to add another 9,300-square feet, including more classrooms and offices, a large common area, and two larger classrooms that open into each. This was then followed by upgrades to the original section of the building with more offices and a 1,000-square-foot art studio. In 2013 Bayview Hall was constructed to create additional instructional space.

Resurrection Bay Extension Site

Resurrection Bay was an area of mixing cultures for thousands of years before Russian fur traders arrived. The Alutiiq formed a village at the head of the bay, at present-day Seward, called Qutekcak meaning “Big Beach”, in the Suq’tstun language. The village survived through Russian occupation when the Alaska Natives were indentured in ship building and fur hunting. Gold rushes in Cook Inlet and central Alaska cemented Seward as a major territorial port which led to its selection as the southern terminus of a rail road in 1903. Surveyors platted the new townsite over the ancient village but the people stayed and remain valuable members of the community.

In 1981, then KPC President Vierra began an effort to expand enrollment from 1.4 percent of the population up to the national average of 2.8 percent. Soon after, new branches of the college were established as “storefront” operations in several communities, including Seward. By 1985, however, budget cuts forced KPC to reorganize, and the Seward storefront was closed. Following this, the Seward Branch reverted to offering a few classes as an evening adult education program.

At some point, a symbiotic relationship developed between KPC and Seward High School, where the college now has a dedicated office and a site coordinator. The office is largely oriented towards supporting high school students taking concurrent enrollment college courses and is coordinating many community interest courses at various locations in Seward.



Regional Context

KPC serves a population of approximately 58,500 residents spread over a 25,000 square mile service region. Population centers of over 1,000 include Kenai, Soldotna, Sterling, Seward, Ridgeway, Nikiski, Homer, Fritz Creek, Anchor Point, and Salamatof, but the Kenai Peninsula Borough also contains many smaller communities, most of which are connected by the Sterling and/or Seward Highways.

Over the past four decades, KPC has been able to develop a diverse institutional base while expanding and changing in response to local trends and regional workforce development needs.

It should be noted that since 1991, KPC has received funding from the Kenai Peninsula Borough through a tax levy on personal property.

The KPC “JumpStart” program allows Kenai Peninsula Borough School District high school juniors and seniors take up to six KPC credits per semester at a reduced cost per credit with the balance of tuition covered by funding received from the Borough. This program gives KPC greater exposure and allows younger students to access the system. KPC also has a partnership with Kenai Peninsula School District to offer a middle college program.

4.5 Kenai River Campus, Soldotna

Existing Conditions

The University of Alaska (UA) owns 309 acres in Soldotna, including the KPC Kenai River Campus off Poppy Lane and College Road where all existing facilities are located. As most of this acreage is not expected to be used for higher educational purposes in the near term, this section focuses largely on the existing conditions of the developed campus vicinity.



Campus Context

KPC’s Kenai River Campus in Soldotna is located on 309 acres along the banks of the Kenai River. The campus directly serves the northwestern Kenai Peninsula’s population of approximately 17,000 residents from the greater Soldotna, Kenai, Nikiski, and Sterling areas.

Although within the Soldotna city limits, the Kenai River Campus is in a largely undeveloped area about 3 miles off the Sterling Highway, and about 7 miles from the City of Kenai. A challenge for the campus is that it is physically separated from Soldotna’s city core by the Kenai River and is not within walking distance of local housing and area services. This, in effect, isolates the campus from pedestrians and places a priority on vehicular circulation.

A dominant feature of the Kenai River Campus of KPC is its proximity to the Kenai River, a large glacier-fed watershed, world-renowned for its fishing and scenery. The campus, with 1,500 feet of riverbank, is located 2.5 miles below the Sterling Highway bridge on the “lower Kenai River,” the last 19 miles before its mouth at Cook Inlet. Bordering the eastern edge of the developed campus, the river is a significant asset to the college in terms of providing spectacular views and educational opportunities for a range of studies.

Natural Features and Environmental Site Characteristics

The natural features of a site affect the development and the general character of the campus. The following brief descriptions identify the opportunities and constraints imposed by the natural characteristics found at the Kenai River Campus.

Geology

The campus property is part of a larger local landscape formed by fluvial geology. The Kenai River, with its glacial origins, carries a great deal of silt. Silt, sand and gravel have been deposited over time creating the large alluvial plain which dominates the area. The alluvial process has established the character for the soils on campus, which are

primarily composed of undulating Soldotna silt loam and sandy substratum.

Topography

Topography on the campus is generally flat, with the exception of the bluff slope leading down to the Kenai River. Steep slopes do not pose a constraint to construction within KRC property and the area is fairly well-drained. Due west of the campus, across College Road, is a former gravel extraction site with an approximately 2-acre pit, with a maximum depth of about 30 feet. This site provides a logical area for future growth and development because of its proximity to the existing campus, separation from the river and erosion concerns, good soils, and the fact that it is already disturbed.

Hydrology

Although in close proximity to the Kenai River the campus is not situated within the flood plain. The potential for on-going erosion along the bluff in the vicinity of the existing campus, however, should be considered for future development.

Slikok Creek bisects some of the KPC property and there are wetlands near the creek. The wetlands and the creek are not suitable for any development. The creek has value as habitat, an open green belt, and for its cultural resources.

Vegetation

Virtually all of the 309 acres of the campus property remain naturally wooded. The woodlands consist of white spruce, birch, and black spruce in wet areas. Other trees include cottonwood, alder, and a variety of native undergrowth.

The ample woodlands offer a long-term means of buffering the campus from surrounding devel-opment. The wooded areas also provide a good opportunity for maintaining the natural character compatible with its river setting. To the extent possible, the existing landscape should be preserved and incorporated as development is considered.

Beyond the natural wooded areas, there are some decorative landscape beds directly surrounding facilities, and clear

zones with lawns for firebreaks and outdoor campus activities like the traditional barbecue.

Climate

The Kenai/Soldotna area is relatively arid, receiving just over 17 inches of precipitation per year. Precipitation is relatively evenly distributed throughout the year, with the highest amounts normally falling during September. Temperatures are mild in the summer and cold in the winter. The average high temperature for the month of July is approximately 65 degrees and the average high temperature for January is about 19 degrees. It can get very cold during the winter months with temperatures as low as minus 30 degrees.

Winds are generally light with an average annual wind speed of less than 3 miles per hour. The Alaska Energy Authority which analyzes locations for alternative energy potential gives a power rating of poor for the general vicinity.

Views

The campus is currently oriented toward the Kenai River and takes advantage of views looking across the river. Due to its setback from the bluff and a vegetated buffer that protects the top of the bluff, actual views of the river are limited.

The Slikok Creek State Park provides interpretive signs and river viewing platforms, although these are no longer accessible directly from the campus. Another potential view is that of Mount Redoubt. This view can be seen looking west from Poppy Lane immediately adjacent to the campus.

Cultural Resources

The Kenai River at Slikok Creek has been inhabited for a long time and there are a number of documented archaeological sites on campus property and within the Slikok Creek State Recreation Area. An archaeological survey may be warranted for development on campus in areas where historic human uses are suspected.

An archaeological site survey has been conducted by KPC Anthropology professor, Dr. Alan Boraas, utilizing GPS, and sites are documented. These resources can also be

seen as a great opportunity. KPC has developed a strong program in anthropology and archaeology and work in the vicinity has expanded the understanding of local cultures.

The potential for the presence of cultural resources at any given location on campus is high. The potential need for additional archeological testing should be anticipated for any new development on campus.

4.6 Kenai River Campus Configuration

The Kenai River Campus has a tight-knit configuration. Three main buildings are connected by enclosed walkways, while the MAPTS Building, the CTEC building and the residence hall are clearly connected by sidewalks and marked paths. The residence hall is located across the road from the other buildings.

Since original construction, the buildings have received significant upgrades and modifications to address changes and additions in curriculum and to meet community demand. MAPTS is a tenant on the Kenai River Campus.

Ward Building

The Ward Building was built in 1984 and expanded in 2003. The new addition classrooms offer flexibility for classroom size with movable walls, and also has slightly different floor elevations to allow for theater style seating. The classroom is set up for filming lectures that may be used for distance learning, and also is used for public events and presentations. The Ward Building’s heating plant, exterior doors, windows and roofing are identified as needing replacement, and the restrooms are in need of a remodel.

Goodrich Building

The Goodrich Building was built in 1973-74 and dedicated in 1975. Much of the space in the Goodrich building is not considered high quality. Poor quality construction allows for sound transmission between walls and floors; corridors are narrow and have low ceilings, and windows are a low-quality mix of single and double pane. The building has a history of temperature fluctuations and is lacking infrastructure for baseboard heating. Currently, the classrooms and offices have a new air handler, replaced in 2008 with the “Skywalk”

project which has led to comfortable temperatures, although hot air is a more expensive way to heat. The shop/ lab areas are heated by a single gas fired unit heater.

Further configuration of the Goodrich Building will be hindered by structural and infrastructure issues within the building.

McLane Building

McLane Building was built in 1972 and has been remodeled several times. The first floor the building houses the Campus Services and Business Office, the KPC Bookstore, the Kenai River Café and Biology and Chemistry labs, and mail room. The second floor houses Counseling and

Advising, a quiet student study area, and a Middle College office.

Brockel Building

The Brockel Building was built in two phases commonly referred to as Phase III and Phase IV in construction documents. Phase III was built in 1976 and final stages were completed in 2018. The Brockel building consists of the Testing Center, Learning Center, Library, Art studio, the Writing and Math tutoring labs, and the AKNS Language lab.

MAPTS Building

The MAPTS Building is a newer building on campus, with construction completed in 2006 and contains classrooms, offices, a seminar room and warehouse space.

Maintenance Garage

Separated from the main campus to the north is a metal shed that serves as a maintenance facility, garage, and storage area that was constructed in 1978. The roof leaks from poor insulation and a lack of slope on the roof that creates ice dams. Materials stored in the building are damaged by water regularly. This site has scenic characteristics and a higher and better use could be a new signature building that is sensitive to the site and the river.



This KPC Kenai River Campus main access is from Poppy Lane and Community College Drive off of Kalifornsky Beach Road.



A map highlighting the improvements on KPC Kenai River Campus illustrates that much of the campus property is forested without development.



Residence Hall

The most recent addition to the Soldotna campus is the dormitory, a 96-bed hall built in 2013. This building is not currently being fully utilized by the student population. In the fall 2019 semester there were 25 residents. The campus needed 55- 60 students to break even on the cost of running operations. With this in mind the decision was made to put the facility on hiatus at the end of the end of fiscal year, June 2020. It was not known then the pandemic would permanently affect occupancy and students would vacate much sooner. The 2020-21 academic year, both floors of the longer wing of the residence hall was leased to a smaller college located across the street from this facility. This one-time rental allowed the smaller college to house students yet maintain adequate spacing during the pandemic. Since this time small groups of KPC students have occupied the hall for very short stays to accommodate intensive hands-on training conducted on campus. Work has been ongoing researching other usage options including augmentation to allow for multiple occupants while meeting student safety standards.

Career and Technical Center

Completed in 2012, this building hosts laboratories, instructional space, and equipment with a focus on Process Technology. The building is of high quality and is in excellent condition.

Existing Transportation Conditions; Circulation & Parking

Virtually everybody who visits KRC arrives by vehicle. At a distance of about five miles, the campus is closest to Soldotna and about 7 miles from the city of Kenai. It is not an easy walk from either community. The campus is connected to the Kenai Peninsula road system by way of Kalifornsky Beach Road which connects to the Sterling

Highway near Soldotna. From Kalifornsky Beach Road, one turns right onto College Road for a distance of about a mile to the campus. Additional auto access is via Poppy Lane off of Kalifornsky Beach Road.

There is no on-site traffic circulation, per se. Arriving visitors and students enter a parking lot that is essentially undifferentiated. The parking lot is confusing even to long time users. There are 14 stop signs spread throughout the parking lot as a means of controlling traffic.

Another issue is safe pedestrian access due to vehicle traffic and the moose and bear that roam the surrounding area. The campus has had three lights installed on electric poles on Poppy Lane to help improve safety for students who regularly walk between the campus and Alaska Christian College.

Parking

Campus parking currently meets the requirements for the amount of building space. Any new buildings will require additional parking appropriate to the square footage of the building.

4.7 Kenai River Campus Institutional Plan Goals

Kenai Peninsula College is currently developing its implementation strategies in support of UAA’s strategic plan. Kenai Peninsula College will focus on the following areas: program offering enhancement and increased collaboration with Anchorage for two-year and four-year degree pathways, increase of non-credit course offerings and short-term credentialing opportunities, expansion of dual credit opportunities for high school students, increased place-based educational learning experiences, and enhanced partnership development for on-site usage of campus spaces. The Kenai River Campus will consider its place and location needs for development and opportunity, as noted:

- The Kenai River: The campus is ideally situated to study river ecology, erosion, and historical and current uses (anthropology, fisheries) and form partnerships with the Kenai River Center, Kenai Watershed Forum and other entities. The Kenai River Guide Academy is an example

- program and partnership moving forward with some aspects of this.
- Cook Inlet Industries: Although gas resources are declining, other new opportunities are developing in the region and the campus should position residents and help meet these industries’ training needs.
- Anthropology, Culture, and Art: The campus can play an important role in the region by extending its existing world-class academic work and continuing to provide strong programs, community venues, and outreach as a cultural center.
- Leadership and Adaptability: As the Kenai Peninsula Borough responds to economic and demographic changes, the campus has an important role to play in helping support strategic economic development and also in adapting and being an incubator for new opportunities.

This section includes a conceptual long term-vision and footprint for campus. This view is not in-tended to lock in a framework for development, but rather to demonstrate a cohesive approach to campus site design.

General Areas for Land Acquisition & Disposal

The Kenai River Campus has ample acreage and no land acquisition is anticipated over the life of this plan. The University will consider acquisition of properties in the proximity of campus that support the programmatic or strategic needs of the Campus. Additionally, although no land disposal is anticipated, the University will dispose of land and/or facilities on or in the proximity of campus that no longer support the programmatic or strategic need, or cost more to renew than is economically feasible.

Access, Circulation & Orientation

The Kenai River Campus would benefit from creating stronger physical links between the campus and other community destinations in terms of trails, roads, public transit, and a bridge (long-term vehicular and/or pedestrian). Associated with these improvements there is a need to improve on-site circulation, wayfinding, and to create a more unified facade that helps orient users as they arrive on site.

Demolition

Full building demolition is not anticipated over the life of this plan. Partial demolition and building upgrades are anticipated as part of building renewal and renovations..

Space Reconfigurations

Space reconfiguration may come up to best utilize the buildings on campus. Follow the UAA design guidelines as projects arise.

New Buildings

New building construction is not anticipated over the life of this plan, however KPC’s Kenai River Campus has many older buildings and in the future, major upgrade costs should be compared against the cost of demolition and new energy-efficient construction. One exception is an immediate need for additional support facility or warehouse.

Community Inclusion

Kenai River Campus is committed to connecting with the needs of the local community. Community engagement activities, place-based education, and community partnerships are a key component of the Kenai River campus’ educational goals. In a planning meeting with current educational partners, areas for growth and exploration were identified, including expansion of Alaska Native Language offerings and partnership to benefit the community, partner space sharing in the educational buildings and residence hall, growth of dual-credit enrollment opportunities and physical space identifiers for Kenai Peninsula Middle College, expansion of health care training opportunities and facilities, and increase of non-credit courses and certification possibilities on campus. Utilizing the residence hall to assist in housing possibilities on the peninsula and more programming to meet mental health needs, both post the Covid pandemic, were also considered.



4.8 Kenai River Campus Design Guidelines

Landscaping

The Kenai River Campus is surrounded by woodlands and has developed an on-site landscape character compatible with the river setting which includes lawn areas surrounded by spruce and birch, and a few planting beds with low shrubs and more ornamental trees. It is recommended that this general pattern be maintained.

In addition, best practices associated with watershed management should be followed as well as local, state and federal regulations associated with development and activities near the river.

Open Space

The Kenai River Campus has wonderful existing outdoor spaces for student study and socializing, particularly along the riverbank. Safety associated with the high bluff, and recreational access are two ongoing concerns, although a new split rail fence and signage are helping.

Signage Guidelines

Signage at the Kenai River Campus should use materials and a form well-suited to its wooded, rural environment. Additionally, signs should adhere to local community standards and UAA's campus Signage and Wayfinding Guidelines.

Architectural Guidelines

Development projects will adhere to local land use plans and development standards, and follow the UAA design guidelines.

Environmental & Cultural Issues

Development needs to be sensitive to the many issues presented by proximity to the Kenai River and Slikok Creek: bank erosion, flooding, water quality, wildlife management/safety (bear and moose primarily), and recreational access management. Additionally, the Slikok Creek area has been in-habited by the Dena'ina for a long time and there are a number of documented archaeological sites on campus

property, and within the Slikok Creek State Recreation Area. An archaeological survey may be warranted for development on campus in areas where historic human uses are suspected. Coordination should be made with KPC faculty with expertise in this area.

Specific known environmental issues at KRC include the need to review and upgrade the cam-pus-wide stormwater and septic system.

Additionally, on trust land located at Mile 3.2 Kalifornski Beach Road, a low-risk, low priority soil remediation site exists on a former Mining and Petroleum Training Service (MAPTS) site. This site was used for fire training in the 1980s and on a typical fire training day about 1,000 gallons of diesel and unleaded gasoline were discharged to the training props. Approximately 5,600 cubic yards of soil are contaminated. The site has been monitored and remedial alternatives are being investigated to get the site to applicable ADEC cleanup levels. If funding is not available then the site will continue to be monitored and the site will naturally attenuate to achieve long-term concentration reduction, which may take 30 years.



4.9 Kachemak Bay Campus

This section focuses on KPC’s Kachemak Bay Campus (KBC) in Homer and describes existing campus conditions; facility needs based on academic planning, campus vision, and user input; and Master Plan recommendations.

Campus Context

KBC serves the South Kenai Peninsula’s population of around 14,000 residents. The campus is located in Homer, a marine port community at the Southern terminus of the Sterling Highway. With a spectacular backdrop of mountains and glaciers, Homer has a strong local identity based around a diverse blend of economic and cultural activities such as fishing, tourism, fine arts, crafts and cottage industries, agriculture, and quality education, and health care.

Within this context, KBC is highly valued as a local resource. Over its 40+ years of operation, the institution has proven to be highly adaptable, especially at leveraging and working with partners. This characteristic, along with the dedication of faculty and staff, has given the institution staying power even during periods of reduced funding. It continues to thrive.

The small college serves the local community in many ways. It provides quality academic instruction, special interest classes, and vocational/workforce development. It is also well known for its supportive campus environment, and its downtown “storefront” location, within walking distance from private sector housing and many other amenities and services.

The campus is currently neighbored on the northeast by a restaurant/hotel, on the west by Homer’s City Hall, and on the south by residential properties. It is located within Homer’s “Central Business District,” which is zoned for a mixture of residential, commercial, educational, and entertainment uses, and is “designed to encourage pedestrian movement, to avoid traffic congestion, and provide convenient off-street parking and safe and limited access to major streets.” Within this zoning designation,



Kachemak Bay Campus location map shows the campus is in a central intersection in Homer.

there are several highly specific design standards and restrictions that the campus is required to follow as it expands.

KBC also lacks its own space for instruction in welding, auto-repair, and ceramics. It holds these courses in the Homer High School, located just across Pioneer Avenue from the campus. Or they are taught by local businesses as a type of internship. Either way, these classes are limited due to limits outside of KBC’s control.

It is worth noting that there are also two university system properties across Kachemak Bay. These include UAF’s Kasitsna Bay Laboratory with a dock and facilities, and also an undeveloped 13-acre parcel on Hesketh Island that is owned by KPC. Pending availability and funds for boat transportation, these sites create additional opportunities for the Kachemak Bay Campus, particularly the UAF facility, which is occasionally used by KPC and seasonally attracts world-class researchers in the marine sciences.



Kachemak Bay Campus has a dense layout.

Existing Conditions

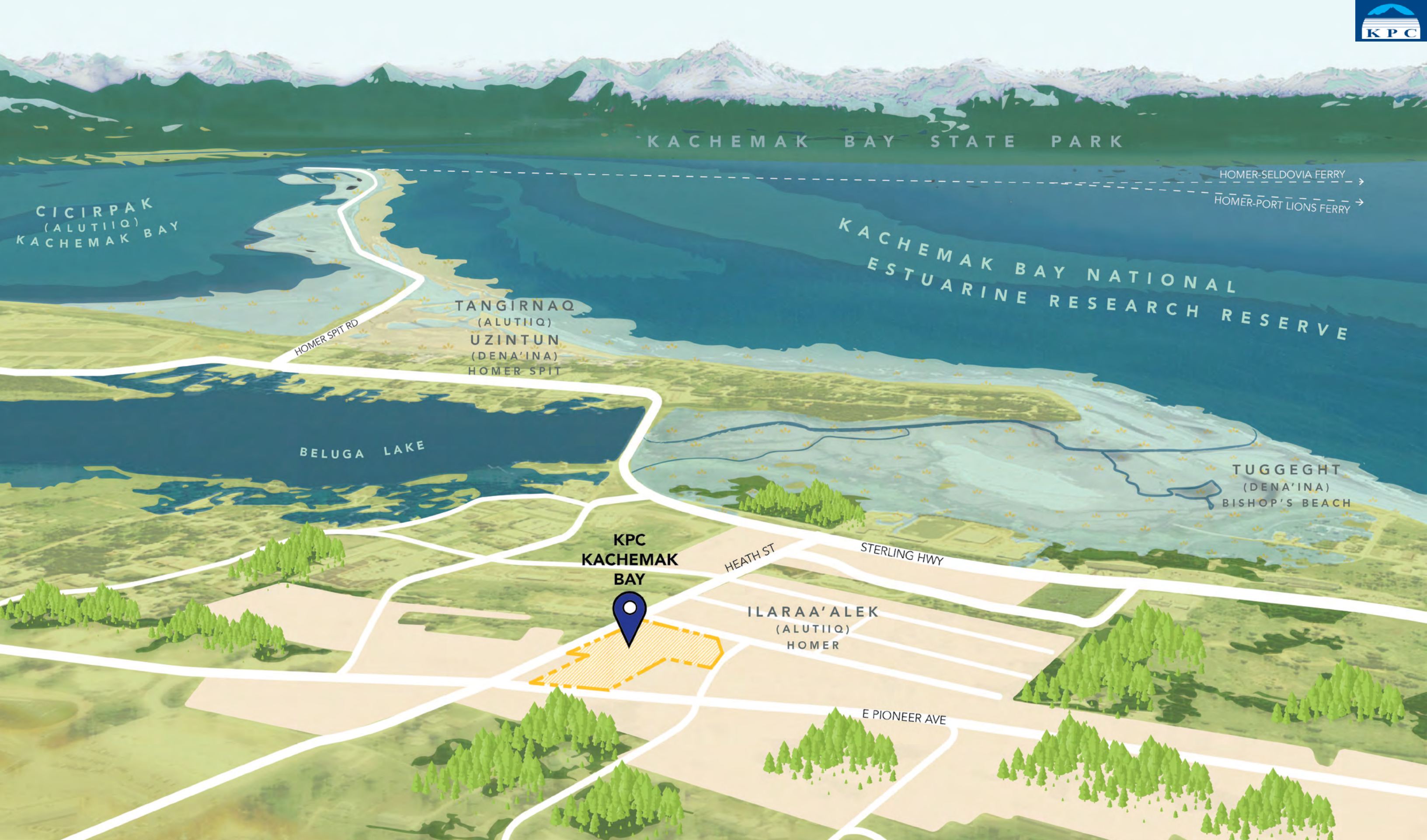
KBC currently consists of a main campus building called Pioneer Hall encompassing 16,800 square feet, situated on a three-acre site with frontage on Pioneer Avenue, the main street in downtown Homer. The facility is built into a slope, with one story facing Pioneer Avenue. This access on Homer’s main street has only pedestrian access (no parking or loading zone), and because it is in the middle of the block, is not highly visible. From the backside (south side), the building has a two-story elevation with access to the parking area. This lower level serves as the main entry, connected to a rear parking lot which serves 110 vehicles. Immediately below and south of the main campus building is a second building called Bayview Hall.

The site was formerly several parcels (including a trailer park), which the University purchased and replatted into one parcel in preparation for the major addition. The entire site is on a gentle south-facing slope which helps the building capture great sun and spectacular views. Half

of Pioneer Hall is a renovated former post office, and the other half is a beautiful new addition completed in 2005. Because this facility is not adequately sized to accommodate all of the college’s activities, other spaces around town are used to support college courses and operations.

The campus is well served by the town center utility grid. The parcel is crossed by a major east-west utility corridor, which bisects the parcel south of the main building, and is partially bundled underground. These utilities and associated utility boxes are very costly to relocate, requiring that future additions and expansions be offset beyond the easement. In the future, the utility could be approached about allowing second-story connections over the easement to provide indoor connectivity out of the elements as the campus expands. Without any additional land acquisitions, expansion would be very difficult.

Pioneer Hall has many physical attributes that work very well, and are appropriately sized for their use. The student services area provides a well-defined and welcoming entry



for new students on the lower level. It contains an internet workstation, a waiting area, and a large curved counter that provides plenty of space for working with students. Adjacent to this area there are three small offices for staff with closing doors that allow for private conferences and administrative work.

Upstairs the main commons area was constructed during the addition that has become a favorite of staff, students, and community members. With a capacity of about 60 for informal study or seated performances, and about 200 for standing room only—such as during career fairs—this open space is both aesthetic and practical. A large window and 1% for art stained glass window frame a panoramic view of Kachemak Bay and the southern Kenai Mountains. Any future additions need to be carefully planned to not obstruct, but rather complement this view.

Also in Pioneer Hall is a wet science lab, and two classrooms with dividers that allow them to open into one larger room. The main building also has one renovated computer lab in the old portion of the building, which is well maintained and well-used, providing outstanding student support. It has an adjacent IT office which helps with oversight and maintenance. The only problem is that this lab also serves as a classroom when computer workstations are needed, and is thus regularly closed to students.

Another asset is a renovated art classroom. Although it could use more space, and especially storage to serve the many types of art taught in the room, it is well-liked. It should be anticipated that there will be ongoing repair and renovation needs associated with the older portion of the building.

4.10 Kachemak Bay Campus Institutional Plan Goals

KBC Mission

The KBC Mission is the same as the KPC Mission Statement: Kenai Peninsula College is committed to excellence in education, training and life-long learning



by offering accessible opportunities in a supportive environment. Current KBC facilities go far in meeting the mission, but also have significant work ahead.

Beyond the institutional vision, individuals working and studying at the campus have a strong sense of the future. Their input is important for gauging satisfaction and future expectations, both of which are critical to the retention of staff and students. As the campus sees growth through job training and non-credit students, the spaces may need to grow.

Community Inclusion

Kachemak Bay Campus is committed to connecting with the needs of the local community. In a recent community discussion, over 20 local organizations were asked to provide input on future potential programming collaborations. The overall consensus was there are many programs that serve the region well including health care training, Alaska Adult Education and maritime courses. Several specific course/program opportunities for development were discussed including Medical Assisting, agriculture, welding/aluminum fabrication, information technology, and early childhood learning. Community partners would like to programming for Homer-based daycare training, basic technology, office software, leadership training, mentoring programs, more resources for homeschooling parents, and self-help legal. Finally, community partners discussed facilities projects that would benefit many programs in the region with most supporting the development of a larger lecture space and a few mentioning housing for out of state students and development of a career technology center.

Priority Projects

Kenai Peninsula College is currently developing its implementation strategies in support of UAA's strategic plan. Kachemak Bay Campus considers the following areas of facility need to help meet the mission and strategic goals:

Lecture Hall

KBC has 10 teaching classrooms and none of them can seat more than 35 students in a normal classroom setting. In Pioneer 201/202, there is a joint classroom with a barrier

that can be removed that can accommodate close to 100, but that is the max with no desks. KBC hosts several events where more than 100 have interest in attending, however since the facilities cannot accommodate the result is to rent other venues or limit attendance. These include the Writers Conference 120-150, KBC Graduation 100-200, Nursing and CNA pinning, legislative community conversations, guest lectures, and brown bag symposia. Homer does not have a venue that can accommodate the 200-250 range of people. The only other option is the high school Mariner Theatre which seats 500. If KBC had this larger lecture hall, the plan would be to host more events, speakers, conferences, and workshops which would ultimately result in rental revenue and community collaborations.

Career and Technical Center

KBC currently teaches welding courses off-campus. To meet the needs of South Peninsula employment opportunities, KBC is developing non-credit courses that will work more as externships where students are learning off-campus in partnership with local businesses. An example would be the current non-credit welding course hosted at the BayWeld facility, by their instructor, using their equipment. KBC sets the courses and helps develop learning outcomes along with facilitates paperwork and registration. If KBC had a career and technical center, there would not be the logistical and timing limitations of business. Though this is a short-term fix, the end goal would be to offer career pathways for career learning here on campus.

Out of State Student Housing

KBC currently hosts 20 to 40 out-of-state students a year mostly as part of the Semester by the Bay program. This program brings students from all over the country to take specific courses in the fall and spring. Enrollment for fall 2022 SBB is being capped at 20 students and spring 2023 will likely be the same. Housing is often the limiting factor in caps. Students are currently farmed out all over the community for housing. Visiting researchers, UAA staff, and faculty also have to find and pay for housing elsewhere. There is lost revenue, KBC advisors turn away dozens of students a year that won't come to Homer because there is

no housing option. KBC is also considering other semester intensive place-based programming that would bring in even more students from out of state which would require housing as well.

Outdoor Safety

Students and staff often transit between Pioneer building and Bayview building multiple times per day, the sidewalk that is the safest route is often covered in slippery ice. If KBC had heating sidewalks or some sort of protective coving, it would keep students, staff, and faculty safer and encourage more collaboration.

Unisex bathroom

KBC currently does not have non-binary restrooms. The ideal request is to have this option in both buildings, however, there are three restrooms total.

Outdoor pavilion

KBC has one of the most scenic landscapes in Alaska but does not currently have any outdoor spaces. Having a pavilion near the campus would allow student and faculty engagement, public events, and opportunities to improve morale.

Acquisitions & Disposals

In conjunction with the overall UAA Master Plan, KBC will seek ways to invest in industry partnerships to maintain space to grow. Remaining agile and flexible for changing enrollment figures.

As a broader goal, the plan for KBC seeks to direct the full energies and resources of the University system toward the implementation of an optimum campus outcome over time, contained within the city block surrounding the campus. This approach represents a reasonable expectation for accommodating future needs.

Demolition

Demolition of buildings is not currently contemplated as part of this plan

4.11 Kachemak Bay Campus Design Guidelines

As development proceeds at the Kachemak Bay Campus, this section presents a number of guidelines to help create a cohesive, attractive campus even as it is constructed incrementally.

Coordination with Local Government

All campus development will need to adhere to the City of Homer’s stringent development codes, which carefully define aesthetic and development patterns for the Central Business District.

Landscaping Guidelines

The Kachemak Bay Campus is located in a small-town setting. The location is highly visible, set in the center of Homer, fronting a “main street” and backing a neighborhood with mixed residential and business uses. The landscaping should be developed as an attractive, functional, semiurban space.

Open Space

Open space at KBC currently consists of a couple of outdoor grassy areas (at front and rear) with seating and some landscaping. Over the long term, KBC’s site may be fully developed, leaving only a few open spaces.

Signage

Signage at the Kachemak Bay Campus should use materials and a form well-suited to its environment. Additionally, signs should adhere to local community standards and UAA’s campus Signage and Wayfinding Guidelines.

Architectural Guidelines

Development projects will adhere to local land use plans and development standards, and follow the UAA design guidelines.

Environmental and Cultural Issues

Although the local environment and cultural context are important to the campus in many ways, given the urban nature of the campus setting, there are no known site-specific environmental or cultural/archeological issues associated with site development.

Community Linkages

Beyond its site, KBC should encourage strong physical links between the campus, the library, Homer High School, the proposed Town Center, and other destinations.

4.12 KPC Sites and Distance Learning

Resurrection Bay Extension Site, Seward, Alaska

The Resurrection Bay Extension site is physically located in a 150-square-foot office in the Seward High School. It is located in a central and visible area of the building, next to the school administration offices.

A sign and bulletin board outside help identify the KPC affiliation and provide helpful information displays, primarily aimed at upper-grade students, and adults as well, who may be interested in taking KPC classes. The JumpStart Program allows Kenai Peninsula Borough high school juniors and seniors to take six credits per semester at KPC at a reduced cost per credit. Kenai Peninsula Borough funding provided to KPC pays for the rest of the tuition cost. Kenai Peninsula Middle College offerings also exist, allowing students additional dual credit opportunity. More than 20% of school district juniors and seniors participate in the program each semester.

The office is open 25-30 hours a week during the school year and is staffed by a coordinator who handles registration and coordinates local classes, which are typically held in high school classrooms and online. A large emphasis for the extension is working with high school students, however, the coordinator also supports a number of adults taking general education courses and coordinates non-credit course offerings. The facilities are provided in a partnership approach. The high school supplies the space for free, while KPC provides the staff, furniture, and computers



Student studying in Pioneer Hall on the Kachemak Bay Campus with a spectacular view of the mountains across Kachemak Bay.

which are linked up to the UAA system and can be used by stu-dents for enrollment and testing.

The extension site has found a strong niche working mainly with high school students on college readiness and JumpStart. By current accounts, it is scaled appropriately and is comfortable in its facility. Seward res-idents have commented that they would like to see KPC partner in some manner with AVTEC. The University and the Alaska Department of Labor have been discussing this potential.

Distance Learning

Distance Education uses technology and instructional systems designed to deliver education to students who are not physically in a classroom, or “on-site.” Rather than attending courses in person, teachers and students communicate at times of their own choosing by exchanging printed or electronic media, or through technology that allows them to communicate in real-time and through other methods.

If a growing percentage of students at KPC are not in classrooms, this has implications for facility demand now and in the future KPC must have a niche to keep its students, whether in person or online. These trends must be considered when planning for future facility requirements.

In summary, KPC will need to be flexible and able to adjust its resource allocations to meet the changing requirements that are emerging as a result of the growing numbers of distance education students along with non-credit course offerings. Some latitude should be given during the implementation of this master plan to allow KPC to adapt to unknown future circumstances that are trending toward distance learning.

This page intentionally left blank.



Kodiak College

Section 5



A medical student smiles for a picture in the Kodiak Campus Center.



5 KODIAK COLLEGE

5.1 Executive Summary

As acknowledged in chapter one, this document shows a comprehensive update to the 2013 UAA Campus Facilities Master Plan to reflect new enrollment conditions, new priorities for physical space on campus, and an evolving and dynamic Alaskan economy. The UAA 2025 Strategic Plan is a framework that defines, communicates, and brings to life a set of shared expectations for UAA by the year 2025, with a goal of bringing vibrancy and cohesiveness to each campus. This chapter focuses on Kodiak College.

The campus plan builds on UAA’s strengths and focuses attention and resources on delivering high-quality education to meet the needs of the people of Alaska and building a better future. In a time of transition and uncertainty, the aspirations of this forward-looking document can help root the university with a shared sense of consistency and stability and guide a range of actions, both physical and programmatic.

UAA 2025 includes five key aspirations and each of these is addressed in this campus master plan update:

I. We put students first

With the help of a visionary but pragmatic and achievable campus plan, UAA will become a student-centered institution that addresses equity gaps and retention challenges by creating an environment of vibrancy and cohesiveness.

KoC focus: We will offer courses and programs that align with the current and future economic growth of our community and strengthen our responsiveness to community needs.

2. We create a culture of equity and inclusion by embracing our diversity

UAA will increase student, faculty, and staff diversity, strive to eliminate systemic racism from policies and practices and create a sense of belonging and community for marginalized groups, including Alaska Natives. Engagement activities for this master plan have sought to center the voices of under-represented community members.

KoC focus: We strive to employ local qualified educators and commit to continue to seek collaboration with local Indigenous groups to strengthen our community and create a college that reflects our population.

3. We embrace our role as a trusted and respected community partner

This master plan update is an important step in displaying UAA’s commitment to meeting this role and aspiration by addressing community needs through an extensive process of community engagement.

KoC focus: Our programs strengthen our community, support economic growth; we serve as the learning hub for the people of Kodiak.

4. We positively impact communities and the world through innovation

This master plan update provides a framework to strengthen interdisciplinary initiatives by welcoming external partners and sponsorship onto the campus, including potential spaces for enhanced teaching related to the Arctic.

KoC focus: Strengthen and reignite collaborations and partnerships with local Indigenous groups, City of Kodia, Kodiak Island Borough, U.S. Coast Guard, Kodiak Economic Development Corporation, Kodiak Island Borough School District, and local businesses and industries to strengthen the workforce and educational goals of these partners.

5. We accelerate excellence through continuous improvement

The master plan update aims to enhance the campus environment to improve enrollment and retention, with a strengthened emphasis on environmental sustainability practices.

As we emerge from the global pandemic and associated challenges in enrollment, this Campus Facilities Master Plan articulates the conceptual grounding, guiding principles, and vision that will make this possible. Aware that enrollment will continue to fluctuate, we intend to right-size the campus experience to our current enrollment, and welcome industry, Alaskan native organizations, and governmental collaborators to engage in renovated and revitalized spaces, some of which are newly available due to enrollment changes.

KoC focus: Strategically strengthening and adding programs and training that meet the growth needs of our island community is our foci.

Campus and Student Experience

Kodiak College is an edifice in a sea of green, cherished by our island community. We are the learning living room of our community. Outside the buildings, the trails are well used. Existing offsite lease space for career/technical training is expensive requires renewal. More affordable space should be located or constructed on Kodiak College property.

Community Experience

KoC maintains a strong commitment to remain our community’s college while also serving the remote Alaskan villages of our island. The college commits to offering a robust schedule of personal enrichment and non-credit classes bringing lifelong learning and engagement opportunities to our community.

Aspiration/Vision

Continue our 50-plus year tradition of being the hub of lifelong learning in Kodiak, providing students and community members with opportunities to gain new skills that better their opportunities with Alaskan industries and strengthen the quality of their lives on Kodiak Island through training, certifications, and degrees as well as personal enrichment and community engagement.

Goals with Potential Facility Impacts

- Further develop career and technical programs to better serve local industry and provide lifelong education (both credit and non-credit courses); explore partnership opportunities
- Consider a simple building to support career/tech

Collaborators with Potential for Space Sharing

KoC will continue to build and nurture a strong relationship between Kodiak Island Borough School District and local industries to respond to community needs, increase capacity in key programs, and provide needs identified through the strategic planning process.





5.2 Director’s Message

Sun’aq or Kodiak College sits on the unceded, ancestral lands of the Alutiiq/Sugpiaq people. Kodiak College (KoC), is a community college campus nested within the framework of its Major Academic Unit (MAU), the University of Alaska Anchorage (UAA), in Alaska’s statewide university system. Kodiak is a rural community comprised of dozens of different nationalities, with over 14 languages spoken on the island. Over its 200 years of colonial and post-colonial history, Kodiak has borne the scars and triumphs of racial and ethnic immigration and diaspora, seen most clearly and recently in its Russian, Filipino, and Hispanic communities, the largest diasporic communities in Kodiak, comprising half of Kodiak’s population. Kodiak is home to the second-largest Asian community per capita in Alaska.

Kodiak Island is accessible only by plane or ship, making travel off-island expensive and virtually inaccessible for many island residents. Kodiak sports only 70 miles of paved or hard packed gravel roads. Seven remote villages, six of which are accessible only by small plane or boat combined with the city of Kodiak, the population hub of the island, form a borough of approximately 13,000 residents, making it the 7th most populous borough in Alaska. Kodiak is a commercial fishing town - a blue-collar community where private-sector employment, mostly in the seafood industry, accounts for 75% of jobs. Kodiak’s remoteness creates problems of isolation. Internet access is impacted by limited infrastructure and high cost. In the state of Alaska, rural public education is weakened by isolation, high turnover of teachers, lack of access to mental health care, cultural dysphoria and the resulting generational trauma. Despite the struggles, Kodiak College serves as a critical access point to higher education opportunities that change the narrative for the entire island and expand beyond our shores to change our state.

At Kodiak College students and community members work with caring, committed staff dedicated to their success. They have access to state-of-the-art learning labs, curricula that meet industry standards, and exceptional

faculty members who are leaders in their disciplines. Small class sizes ensure a personalized student experience and support that help students navigate the collegiate environment and achieve success.

At Kodiak College we invite you to Stay Close and Go Far!

Warm Regards,

Jacelyn Keys, Kodiak College Director



KoC student reflects on cultural artifacts at the Alutiiq Museum as part of coursework.

5.3 Overview

In the 50-plus years since Kodiak College was built, in a clearing among the spruce woodlands east of the town, its reputation as an educational institution has soared. It has opened opportunities to many islanders, and continues to serve the needs of Alaskans in many small and scattered communities. The buildings that house the College were constructed in an era in which energy use and other aspects of sustainability were afforded little regard. Now, as remodeling and expansion of facilities may be considered, there is an opportunity to design improvements that respond positively to the precepts of economic, ecological, and cultural sustainability. A priority will be to cultivate the values and traditions of the cultures represented on the Island and in nearby communities. Enrollments at Kodiak College have fluctuated over the years with the economy and other factors. With this, a plan for flexibility and adaptability is the best course forward.

KoC Mission Statement

Kodiak College, UAA, puts students first through innovative teaching, individualized support, and responsive service to community needs.

KoC’s Strategic Role

Kodiak College has set a high priority on engaging the community on several levels, including the economic, cultural and civic life of Islanders. The vision of the College is one of a cultural and academic “lead by example”, helping individuals and communities to reach their potential. This will demand human resources and facilities of the highest caliber in a setting that is inviting, yet challenges all to excel. A series of Design Principles has been derived from the university-wide goals for the UAA campuses, the university mission, values and aspirations. These are statements of the responsibilities that the University has embraced. Each must therefore be reflected in successive campus improvements. KoC plays a strategic role in meeting the higher education needs of Kodiak residents. It accomplishes this by preparing students for future learning, employment, and community engagement through a unique mix of programs and curricula that have been developed over time to meet these needs: 2-year

general Associate of Arts (AA) program, 2-year Associate of Applied Science (AAS) degree programs in a range of specialized and technical fields, an Alutiiq Language OEC, Welding Technology, Business and Accounting, and Certified Nursing Assistant. Within the curriculum offered there are Technical College Certificate and Occupational Endorsement Certificate programs that directly prepare students with the credentials to enter numerous vocations that are important to the state economy. KoC offerings can be found on the UAA website where they are updated each semester: <https://catalog.uaa.alaska.edu/undergraduateprograms/#text>

5.4 Campus History and Regional Context

The town of Kodiak, and the KoC campus, are on the ancient homeland of the Alutiiq/Sugpiaq peoples. Kodiak is a colonial approximation of the Alutiiq word Qik’rtaq, meaning “island”. For thousands of years the Alutiiq/Sugpiaq have thrived on the archipelago, and the important connections they formed with the ocean and lands define their culture and traditions. The arrival of western explorers and Russian traders and colonists irreversibly affected the lives of the people, but their descendants have worked to maintain and elevate their culture on the island, and at KoC.

Construction of what was to be known as Kodiak Community College began in 1972. The campus comprises three principal buildings: the Benny Benson Building, the Technology Center and the Campus Center. The first of these to be built was the single-story Benny Benson Building, which was constructed in three phases beginning in 1972. The fourth and final phase of construction, the library, was completed in 1981. The Technology Center was also phased, beginning construction in 1974 with completion of the ground floor and mezzanine in 1976. The two-story Adult Learning Center as it was called originally was built in 1982 across the driveway from the first two buildings.

All three buildings pre-date the Americans with Disabilities Act of 1991. Accessibility has been substantially improved, but some spaces remain inaccessible to wheelchair users. Similarly, current building standards are not met, given subsequent changes in building insulation and other energy and sustainability standards.



Building Inventory

Campus construction began in 1972 with the Benny Benson Building; a single story office and classroom building of 6,840 square feet. The following year, a second phase of construction began with 5,330 square feet for vocational and technical instruction. A third phase comprising 5,420 square feet was completed in 1976. In 1981, the library and classroom addition to the Benny Benson Building of 5,974 Square Feet was occupied. This was followed the next year by the two-story Adult Learning Center with 8,500 square feet on the ground floor and 6,380 square feet upstairs.

Natural Features and Landscape Architecture

Kodiak enjoys a unique microclimate within Alaska’s subArctic region. The remnant rainforest that encircles Kodiak College is an indication of this. The setting is sylvan, with wind protection for the College buildings provided by the mature stands of spruce. Views out of the buildings are of forest floor and canopy vegetation in a largely undisturbed natural landscape. The Kodiak campus landscape is strongly identified by the dense spruce forest that encloses the buildings, distinguishing the institution from the assortment of buildings, roads and yards that surround it. The quality of the forested surroundings of Kodiak College is valued by those who work at the campus. To benefit the broader community, it is important to ensure that future buildings, parking and other facilities are sited and configured to respect the special qualities of the College’s forested campus.

Existing Transportation Conditions

Most campus users arrive by automobile via Benny Benson Drive, as most destinations are remote from the College. Automobile access is exclusive via Benny Benson Drive. A walking trail connects the east parking lot to Woody Way, providing a direct route for nearby residents. Utility routes through the campus woodland provide additional rough trails between the campus perimeter and the buildings. Kodiak Transit provides limited service to the campus and some ride bicycles to campus.



5.6 Academic Plan Goals and Vision

Academic Plan

The Academic Plan marks out the major themes and emphases that will guide the Kodiak College. The Academic Plan elucidates the vision and mission of the College, establishes core foci that guide activities, identifies three core priority areas, and links key resources to supporting documents. The core teaching mission at Kodiak College has four components:

1. A general education curriculum that constitutes the foundation of a university education.
2. Certificate and associate degree programs in vocational and para-professional fields that support workforce development and career education.
3. Credit and non-credit courses that support lifelong learning, workforce development, and other continuing education.
4. Developmental and college preparatory courses to assist students to succeed in higher education.

The College also serves the community as a whole in many ways in addition to formal and informal learning. It provides meeting spaces for partners, is a center for cultural events and debate, and offers professional expertise on many topics.

Master Plan Purpose

Kodiak College Master Plan provides a vision for the campus over the next 10 years. It preserves flexibility in the exact location of various uses, it clearly describes an overall form for the campus. The UAA Master Plan goals, objectives, plans, and design guidelines are intended to assist Kodiak College in planning for rational redevelopment, preservation and growth if needed. It is the intent to acknowledge current planning efforts in the community while forging a more interactive relationship between the college and its neighbors.

Kodiak College has developed many significant ties with regional groups, including the City, Borough, Coast Guard, K-12 School District and the Senior Center. Suitable partnerships could leverage complementary resources of both the College and outside groups. This effort can bring new investments to the College while expanding its influence and contribution to the larger Alaskan communities.

Vision

The Kodiak College Strategic Plan 2025 sets a vision for the institution as Kodiak Island’s first choice as a vibrant gathering place for learners.

Improve information, distance delivery, and other technologies to ensure maximum access and flexibility in course and program delivery, to enhance the teaching and learning process, and to expand program delivery outside the Kodiak Island region. Modify course delivery schedule and academic calendar to more closely reflect and accommodate the natural rhythms of the community. Streamline internal processes to support innovation.

Encourage and develop greater articulation, cooperation, and collaboration across departments, schools, colleges, and campuses. Form and strengthen mutually beneficial partnerships with external agencies and organizations.

Master Plan Goals

Three goals have been adopted for application to all campuses in the UAA system. While Kodiak College differs from its sister institutions in many respects, there are aspects of each which are achievable here.

Goal 1: Right size the student experience of Campus Density Matters; only use the space you need. Students should feel connected to each other and to the campus experience. One of the best ways to achieve this is to have a vibrant, inviting campus with full spaces.

Goal 2: Capitalize UAA’s assets, including buildings, lands and relationships. As a component of the University of Alaska Anchorage, Kodiak College can contribute directly to achievement of this goal. The woodland setting of the campus gives it a special sense of place, and as facilities are improved or developed, more of the aspirations of the College will be met.

Goal 3: Welcome collaborators to programs at Kodiak College that bring together a diverse population of islanders, young and old. Programs are built around their differing needs, and implementation of this master plan will align facilities more closely with program needs than is the case at present. The campus has and will continue to, in post-COVID lockdown times, serve as a cultural center as well as a place of learning and teaching.

Priority Projects

Past studies have been conducted to establish the need for and feasibility of providing an expanded vocational technical education center.

Welding and maritime training is a valuable technical skill for many. Future College facilities should have the capability of operating welding equipment as a complement to other workshop classes such as the construction trades which are in great demand.

5.7 Guidelines and Recommendations

Land Acquisitions/Disposals

The 52-acre parcel on which the Kodiak College campus is located is large enough to accommodate anticipated facilities improvements and parking without drastic removal of the spruce woodland that covers much of it and gives it its distinctive character.

It is suggested that the one-acre clearing in the northern part of the site be reserved for future college facilities, using existing access off Benny Benson Drive. No disposal of parts of the 52-acre campus are currently being contemplated, nor should they be considered unless long-term benefits to the College can be demonstrated as a consequence.

Off-campus activities of Kodiak College include classes held at the high school and at various remote locations used for distance learning for place-bound students. Acquisition of properties for these purposes is generally not necessary. Additionally, although no land disposal is anticipated, the University will dispose of land and/or facilities on or in the proximity of campus that no longer support the programmatic or strategic need, or cost more to renew than is economically feasible.

Demolition

Currently, no demolition is anticipated on the Kodiak Campus. However, given the age of the main building and its infrastructure (50+ years), demolition may become cost-effective or necessary at some point, this is not anticipated during the life of this plan. As part of the Capital Plan, the University will compare major upgrade costs to the cost of demolition and new energy-efficient construction.

Sustainable Growth

Priorities for provision of the many facilities’ needs are beyond the scope of this master plan since they depend on funding and other issues. In conjunction with the overall UAA Master Plan, Kodiak College will seek ways to reduce their footprint, investing in Industry Partnerships to maintain space to grow. Remaining agile and flexible for changing enrollment figures.

An important underlying principle is that to the extent possible, the natural landscape of the campus, including understory plants, should be kept intact. Prioritizing construction and development only on areas that have already been disturbed should be, in as much as possible, standard. Contractors should restrict construction staging to paved areas.

Location of New Infrastructure

Existing KoC utilities and circulation infrastructure (access roads, parking, pedestrian) at current locations, are generally sufficient to serve the campus over the life of this plan. Adjustments may be required if the existing campus building is expanded. Upgrades to existing infrastructure and facilities will be by far a greater need than new infrastructure, given the age of the main building (50+ years) and associated utilities.

Continue to inventory the condition of all capital assets and update the capital plan as required. This will help KoC anticipate and forestall problems and allow cost savings, if improvements can be scheduled in tandem with the City of Kodiak public works projects while the contractors and equipment are locally available.

Signage

KoC signage should respond to local environmental conditions and respect local city zoning and aesthetic standards.

Architectural Guidelines

Beyond overall visual cohesion and aesthetics, several other architectural issues are of critical importance to future projects:

- Energy Efficiency: New construction should be designed for energy savings given the high heating and energy costs in Kodiak. Improvements should recognize that Kodiak operates on a mostly green electrical grid, seeking alternatives such as heat pumps that efficiently utilize this resource. Consideration should include taking advantage of solar gain and daylight through windows that also will enhance student comfort and performance.
- Scenic Resources: KoC buildings are surrounded by stunning rainforest scenery. New window placement and building design should seek to frame these views.
- Materials: Building materials that will be exposed to the weather and elements should consist of high-grade, durable materials. An up-front greater investment can reduce replacement and maintenance costs. Roofing materials and design should be specific to long-term durability in this climate.
- Multi-Use and Flexible Spaces: Finally, projects on campus should be programmed and designed for maximum flexibility in the future. The shifting economy and demographic changes are likely to create unforeseen changes and demands that this planning effort was unable to anticipate.



The rolled net of a seiner is a common sight in Kodiak as the port town is home to a large fishing fleet.



This page intentionally left blank.



Mat-Su College

Section 6



Welcome sign at Mat-Su College greets drivers entering the campus.

6 MAT-SU COLLEGE

6.1 Executive Summary

As stated in chapter one, this document shows a comprehensive update to the 2013 UAA Campus Facilities Master Plan to reflect new enrollment conditions, new priorities for physical space on campus and an evolving and dynamic Alaska economy. The UAA 2025 Strategic Plan is a framework that defines, communicates, and brings to life a set of shared expectations for UAA by the year 2025, with a goal of bringing Vibrancy and Cohesiveness to each campus, the following pages highlight Mat-Su Campus.

The plan builds on UAA’s strengths and focuses attention and resources on delivering high-quality education to meet the needs of the people of Alaska and building a better future. In a time of transition and uncertainty, the aspirations of this forward-looking document can help root the university with a shared sense of consistency and stability and guide a range of actions, both physical and programmatic.

UAA 2025 includes five key aspirations and each of these is addressed in this campus master plan update:

1. We put students first

With the help of a visionary but pragmatic and achievable campus plan, UAA will become a student-centered institution that addresses equity gaps and retention challenges by creating an environment of vibrancy and cohesiveness.

Mat-Su focus: Keep the commuter student engaged by continuing to offer classes that will lead to local workforce growth and/or continued education.

2. We create a culture of equity and inclusion by embracing our diversity

UAA will increase student, faculty, and staff diversity, strive to eliminate systemic racism from policies and practices and create a sense of belonging and community for marginalized groups, including Alaska Natives. Engagement



activities for this master plan have sought to center the voices of under-represented community members.

Mat-Su focus: Valuing diversity is integral to excellence. Diversity maximizes our potential for creativity, innovation, educational excellence, and outstanding service to our communities.

3. We embrace our role as a trusted and respected community partner

This master plan update is an important step in displaying UAA’s commitment to meeting this role and aspiration by addressing community needs through an extensive process of community engagement.

Mat-Su focus: Fully bringing the Massey Theater back on-line will invite the community back to campus.

4. We positively impact communities and the world through innovation

This master plan update provides a framework to strengthen interdisciplinary initiatives by welcoming external partners and sponsorship onto the campus, including potential spaces for enhanced teaching related to the Arctic.

Mat-Su focus: Continuing clubs such as the newly added Arctic Dragons Veterinary Exploration Team will give students additional exposure to their potential employment fields.

5. We accelerate excellence through continuous improvement

The master plan update aims to enhance the campus environment to improve enrollment and retention, with a strengthened emphasis on environmental sustainability practices.

As we emerge from the global pandemic and associated challenges in enrollment, this Campus Facilities Master Plan articulates the conceptual grounding, guiding principles, and vision that will make this possible. Aware that enrollment will continue to fluctuate, we intend to right-size the campus experience to our current enrollment, and welcome industry, Alaska Native organizations, and governmental collaborators to engage in renovated and revitalized spaces, some of which are newly available due to enrollment changes.



A student smiles between the stacks in Okeson Library. The building provides spaces for research in a collaborative learning environment with access to the UAA Consortium Library system.

Mat-Su focus: By moving ANSEP and the Middle College to a “front and center” campus building the spaces will become energized offering higher visibility to other opportunities.

The following articulates the guiding vision for the Master Plan to capitalize on MSC’s assets, including buildings, lands, and relationships, right-size the student experience of Campus, and welcome collaborators onto campus.

Campus and Student Experience

Although the buildings at MSC have been built over five decades they appear to be of uniform visual character. The academic buildings are entirely connected to allow students to migrate from building to building without having to exit during the winter. The campus is set on 950 acres of undeveloped crevasse and moraine landscape which from the air appears to be a forest surrounded by developed properties. Combined with the adjoining UAF, Matanuska-Susitna Borough and State properties the campus is in effect a central park for the core area of the Borough. Although surrounded by the second largest population center in Alaska, the campus provides a largely face-to-face student body involvement with the opportunity to pursue academic goals in a setting that preserves Alaska at its best.

Community Experience

The Glenn Massay Theater serves as a true “town square” and attracts a substantial part of the local community to the college for several activities. Also as mentioned above, the community utilizes the park-like setting for the Alaska outdoor events whether it be for biking, hiking, or cross-country skiing.

Aspiration/Vision

The vision for Mat-Su is to continue to introduce the college experience to a diverse community of recent high school graduates, returning students, high school students, and veterans.

We will work to ensure that future potential buildings align with creating an inviting college life for all students.

Goals with Possible Facility Impacts

- Restore historical enrollment levels by resuming historical (pre-COVID) face-to-face classes.
- Complete faculty and staff search to fill existing vacancies.

TSIDA K'AE DGHILAAYE
ARKOSE PEAK

HDIGHILEN DGHILAAYE'
GRANITE PEAK



MATANUSKA VALLEY

CH'ATANHTNU (MATANUSKA RIVER)

DENAL'IY KENA
PALMER

E BOGARD RD

E PALMER-WASILLA HWY

TRUNK RD

MAT-SU
COLLEGE



CREVASSE-MORAINE TRAIL

OKESON POND

COLLEGE CONNECTOR TRAIL

TRAILHEAD

GREENBELT

MATANUSKA

HIGH RIDGE LAKE

BAIRD LAKE

JOHNSON LAKE



- Further develop career and technical programs to better serve Alaska.
- Consider the addition of a recreation building.

Collaborators with Potential for Space Sharing

- Reinstate full-time use of the popular Glenn Massay Theater for college and community events.
- Maintain greenspace in our campus environment to continue to serve the faculty, staff, students, and surrounding community.
- Plan for a facility to accommodate Middle College and ANSEP plans for expansion.

6.2 Director’s Message

If you were to peer down through the clouds from the top of Pioneer Peak at night you would survey a sea of lights with a dark spot in the center, which in turn is illuminated by a small set of buildings in the middle. That vision is the Matanuska-Susitna College which sits on a thousand acres of primeval Alaskan wilderness, which in turn is surrounded by the fastest growing community in Alaska.

Over 1,200 students attend classes in a modern and expanding facility. The students come here to transform their dreams into realities. An energetic and talented faculty and staff work hard to create a positive atmosphere to facilitate the development of scholars and workers for the future of Alaska. There are few places in the world as majestic as this valley. There are few universities as affordable as this school. The Matanuska-Susitna Campus of the University of Alaska Anchorage is the gem in the statewide system of higher education. We welcome new students and visitors and look forward to many years of growth and opportunity in this borough.

Come visit our campus. Enroll in our classes. We are here for you.

Dr. Talis J. Colberg - College Director

6.3 Overview

Matanuska-Susitna College (MSC) is an extended college of the University of Alaska Anchorage (UAA), located



in the fastest-growing region in the state. This Master Plan primarily addresses the seven acres of the immediate campus, but it also examines the benefits and opportunities for the entire 950-acre holding of the MSC campus, which is located halfway between Palmer and Wasilla on mile two of Trunk Road.

The purpose of this Master Plan is to guide decisions to best meet the unique demographic and higher education needs in the Matanuska-Susitna Valley. It is intended as a living document reflecting the aspirations of the campus in accordance with UA Board of Regent Policy. As such, the planning process does not end with the approval of a plan but will be revised as necessary in response to changes in strategic plans, educational objectives, enrollment plans, teaching techniques, space plans, new technologies, regulatory mandates, and expected funding.

This chapter is a sub-section to UAA’s Campus Master Plan, which should be applied in tandem to supply more detailed system-wide information.

Matanuska-Susitna College Mission

MSC Mission Statement follows that of UAA:

The University of Alaska Anchorage (UAA) transforms lives through teaching, research, community engagement and creative expression in a diverse and inclusive environment. Serving students, the state, and the communities of Southcentral Alaska, UAA is a comprehensive, open access, public university established on the ancestral lands of the Dena’ina, Ahtna Dene, Alutiiq/Sugpiaq, Chugachmiut, and Eyak peoples.

MSC’s Strategic Role

The college serves the geographically and culturally diverse region of the Matanuska-Susitna Valley and, as a college within the largest university in Alaska, it serves the people of the state and the nation. The goal of the college reflects a desire to build on the strengths of the history of the state, its diverse languages and cultures, and the individual experiences of our students.

MSC plays a strategic role in meeting the higher education needs of Valley residents. It accomplishes this by preparing students for “future learning, employment, and community

engagement through a challenging and rigorous curriculum with exceptional support” through a unique mix of programs and curricula that have been developed over time to meet these needs:

- 2-year general Associate of Arts (AA) program
- 2-year Associate of Applied Science (AAS) degree program in a range of specialized and technical fields.
- Within the curriculum offered there are Technical College Certificate and Occupational Endorsement Certificate programs that directly prepare students with the credentials to enter numerous vocations that are important to the state economy. The MSC offerings can be found on the UAA website where they are updated each semester: <https://catalog.uaa.alaska.edu/undergraduateprograms/#text>

In addition, MSC offers these other community resources:

- College-level classes for high school students; and
- Continuing education courses, professional development courses, and selected upper-division courses as demand warrants.

MSC also plays a role in the greater UA system by providing a strong foundation for a baccalaureate degree and serving as a feeder to UAA and other 4-year programs.

Finally, MSC provides an alternative location for UAA students living in the Valley to take required courses, or for Anchorage-based UAA students to find openings in courses that might be full or unavailable in Anchorage.

6.4 Campus History and Regional Context

The Mat-Su valley is in Dena’ina Elnena (homeland) and the area around the campus was home to the K’enaht’ana whose descendants are members of the K’enakatnu (Knik) and Idlughet (Eklutna) Tribes. The rivers, lakes, forests, and marshes of the valley are significant places and invaluable resources for the Dena’ina, and they were able to sustain a rich culture integrally connected to the land. Depending on the time of year, people hunted, fished, and picked berries in the fertile valley. Although there were historically many more settlements and villages in the area, smallpox arriving with Russian, British, and American colonists in the early 1800s killed an estimated fifty percent of the Upper Inlet Dena’ina population. The surviving village of Benteh,

meaning “among the lakes” predated the current city of Wasilla, which was named after the last Bente’en (chief) Chief Visilla. An important route from Benteh towards Nay’dini’aa Na’ (Chickaloon) went through the area and followed the path of the Matanuska River. Chief Visilla is credited with making peace with the Ahtna, and increased friendly trade with the other tribes. With the mining of coal in Sutton, construction of the Railroad in 1916, the 1919 pandemic, and the influx of White settlers the traditional cultures of the Dena’ina and Ahtna almost disappeared from the area. Homesteading and the Matanuska Valley Colony Project further displaced the original inhabitants and forced their assimilation into the new American culture. Today, members of the Dena’ina and Ahtna tribes are active and contribute greatly to MSC, and the entire University of Alaska. Programs such as ANSEP increase preparation and access to higher education for Alaska Native people.

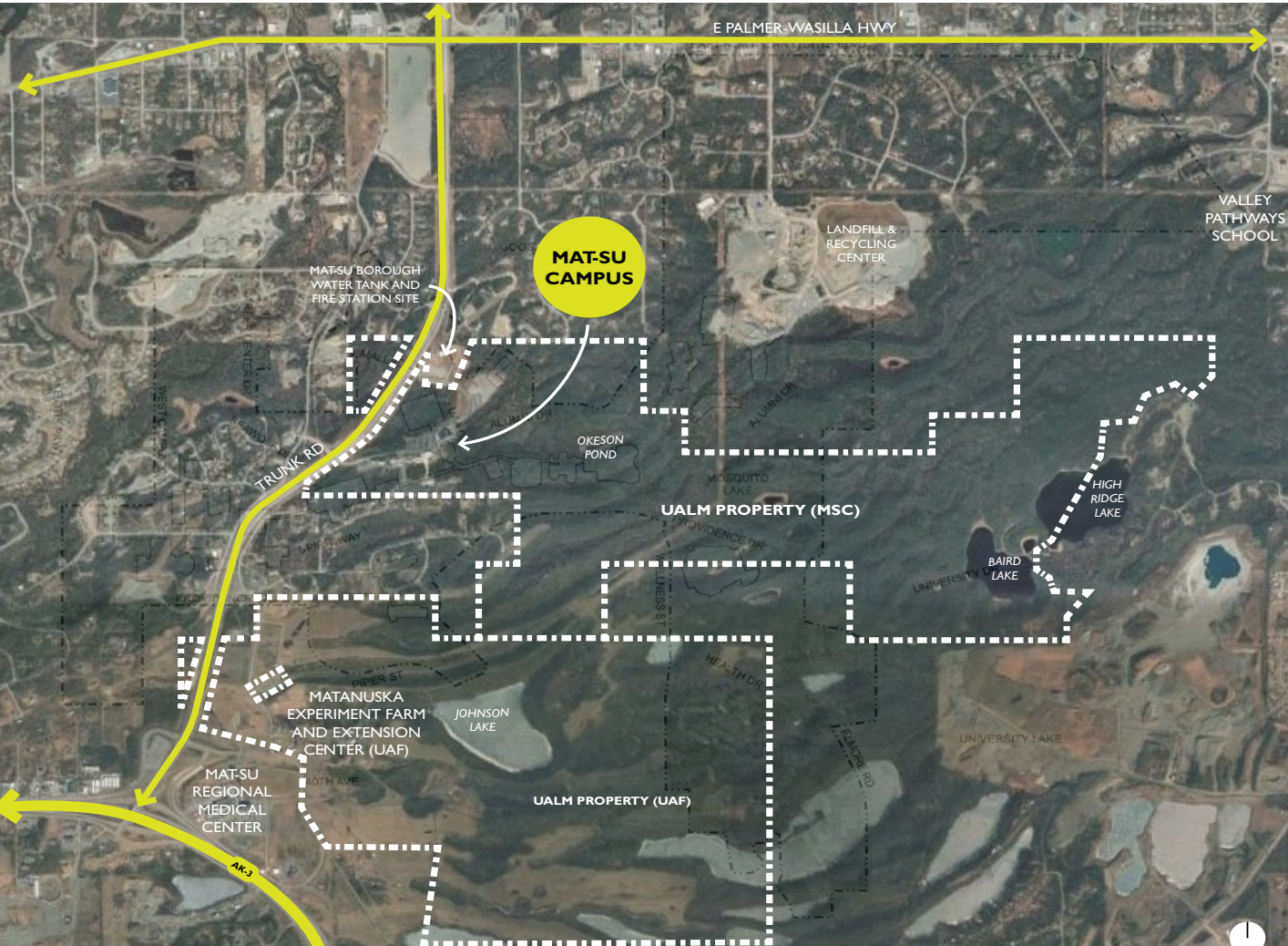
MSC originated as Palmer Community College, offering its first courses to residents of the Matanuska and Susitna Valleys in 1958. It is one of several regional colleges, formed initially under the territorial Community College Act, that over the decades have fulfilled important roles as:

- “Essential human development agencies and integral parts of their communities”
- “Cost-efficient and productive education units in the state”
- “Contributors to the educational and economic well-being of the state and its residents”

Classes were originally held at Palmer High School. By 1970, as the population in the region and demand for classes grew, a decision was made to relocate the campus to somewhere between Palmer and Wasilla. In 1971 the newly formed Mat-Su Borough donated 100 acres toward locating the campus at its current site followed by another 180 acres in 1973.

Around this time, Palmer Community College’s name was changed to Matanuska-Susitna College and initial construction began on the Jalmar Kerttula Building.

Over the subsequent two decades, ongoing phased building projects finished out the Jalmar Kerttula Building (JKB) and Okeson Library. The Kerttula Building was subsequently expanded in 1973, 1976, and 1984. The Okeson Library



Mat-Su College lies within the large property holdings of UAA and those of UAF are adjacent. The campus access comes from the major roads of Trunk Road and the Parks Highway. These parcels contain lakes and forests within surrounding suburban sprawl.

was constructed in 1981 and Snodgrass Hall followed in 1985. Snodgrass Hall was separated from the first two buildings by a valley that drops about 25 feet. Snodgrass Hall originally included facilities for handling and even butchering livestock, which may explain the desire to separate the facility from the rest of the campus. Today however, the building is mainly used for non-agricultural courses. In 1985 Snodgrass Hall was constructed and the land base of the campus was expanded when Fred and Sara Machetanz donated 230 acres to the campus, and the Mat-Su Borough donated an additional 440 acres.

In 1987, the college was changed following university system restructuring from its previous designation as a

community college and became “an extended college” or satellite unit of the University of Alaska Anchorage (UAA).

When the Fred and Sara Machetanz Building was constructed in 1995, the opportunity was taken to integrate Snodgrass Hall into the rest of the campus by constructing a connecting bridge between the Machetanz Building and Snodgrass Hall. This was followed by the replacement of the Ortner Warehouse in 2005. In 2014 the Glenn Massay Theater was completed adding capacity for larger college and community-wide events. Adjacent to Snodgrass Hall are 4 portable classrooms to support the Mat-Su ANSEP Acceleration Building and Middle College School.



Mat-Su College existing buildings are in a small corner of the property in a contained assembly surrounded by trees.

At the highest level to date of enrollment, in 2015, the college – served nearly 1,900 students per semester.

Overall, MSC’s development has reflected the regional context of expansion, surpassing all other regions of Alaska in its rate of population and job growth. However, the enrollment numbers are not currently reflecting that population growth. MSC is a valuable resource in supporting the development of a well-educated and qualified regional workforce.

6.5 Existing Conditions and Campus Configuration

A short distance from MSC, the Mat-Su Regional Medical Center attracts top health specialists—oncologists, cardiologists, neurologists—to the region, and offers continued partnership and educational opportunities in the health field.

Although the push for development and change will affect the campus, the land ownership patterns directly surrounding the campus afford some stability. In addition to MSC’s landholdings of 950 acres expanding northeast from the campus, the University of Fairbanks owns 1,060



acres along Trunk Road associated with the Matanuska Experiment Farm. This land base is part of the UAF Agriculture & Forestry Experiment Station established in 1917. It supports research in sustainable agriculture, land reclamation and other environmental issues. It includes 260 acres of cultivated land and 800 acres of forest land for research or demonstration purposes.

This section addresses the overall MSC property, with a predominant focus on the “campus vicinity” off Trunk Road where all existing facilities are located.

The Mat-Su Campus of the University of Alaska Anchorage is situated between Wasilla and Palmer, a short distance off the Parks Highway. The campus is linked to the highway by Trunk Road.

The 950-acre campus consists of many parcels that were acquired at different times, some of which include deed restrictions.

Natural Features and Environmental Site Characteristics

The natural features of a site affect the development and the general character of the campus. The following brief descriptions identify the opportunities and constraints imposed by the natural characteristics of the site.

Geology

The Mat-Su Campus property is a landscape formed by glaciation and includes moraine ridges and a unique set of geological formations called drumlins. These ridges and hills are primarily comprised of gravel. The gravel which underlies the campus has considerable value and on similar nearby properties to the east and to the north, the gravel is being actively mined. Existing soils and geotechnical conditions in the vicinity of the campus provide good conditions for facility development.

Topography

The topography on the Mat-Su campus is governed by the underlying glacial geology. The entire area is very hilly and undulated with many areas of steep slopes. Ridges



of gravel cross the site diagonally from the southwest to the northeast. Site topography offers both challenges and opportunities. The campus is situated on a ridge with steep slopes and significant valleys to both the north and south. A depression of approximately 25 feet separates the main grouping of campus buildings from Snodgrass Hall. There is adequate developable area to the east of the current development. With readily available, high-quality fill, the landform can be shaped to best meet future needs.

Hydrology

The Mat-Su Campus is very well-drained as a result of the underlying gravel formation. No part of the campus is situated in a flood plain. Based on interpretation of aerial photography, there are some limited areas of wetlands on campus properties, but not in the vicinity of current campus development.

There are two small lakes situated at the east end of campus properties on land donated by the Machetanz Family. These offer possible recreation or study opportunities in the future.

Vegetation

Virtually all the 950 acres of the Mat-Su Campus remain naturally wooded. The woodlands consist primarily of Birch with the inclusion of white spruce, cottonwood, alder, and a variety of native undergrowth.

The woodlands on the Mat-Su Campus offer a long-term means of buffering the campus from surrounding development. The wooded areas also provide a good opportunity for maintaining the natural character already established in the campus development.

Climate

The Mat-Su region climate is relatively arid, receiving just over 16 inches of precipitation per year.

Precipitation is relatively evenly distributed throughout the year. Temperatures are mild in the summer and cold in the winter. The average temperature for the month of July is just under 70 degrees and the average temperature for January is about 20 degrees. Winds during winter storms

can be very strong over a sustained period of hours, and even one or two days. Overall, however, winds are generally light with an average annual wind speed of less than three miles per hour. The Alaska Energy Authority which analyzes locations for alternative energy potential gives a power rating of poor for the general vicinity.

Views

The hilly terrain of the Mat-Su Campus and the vista of Pioneer Peak offer great possibilities for capturing views. This is true throughout the campus properties. The current campus does take some advantage of the views available.

6.6 Building Inventory and Condition

J. Kerttula Building

The J. Kerttula Building was the first building constructed at the Mat-Su Community College in 1972 and has been remodeled and added on several times. The Kerttula Building currently houses administration, offices, general classrooms, the bookstore, and labs.

Okeson Library Building

The Okeson Library was constructed in 1981. It has been remodeled and modified on several occasions since that time. As the name implies, the building houses the campus library and library workrooms. Other spaces in the building support the learning center and clubs.

An atrium space connects the Okeson library to the Kerttula Building. The space is bright and airy and has become a popular student hangout. There are very few places on campus for students to congregate and recreate.

The Fred and Sara Machetanz Building

The Fred and Sara Machetanz (FSM) Building was constructed in 1995. Mr. Machetanz was one of Alaska’s most renowned artists and in addition to supporting other curriculum and student needs, the Machetanz Building houses the Art Department.

Since the building was constructed in 1995, it has been modified to better support curriculum needs. Other uses in

the Machetanz building include offices, labs, an art gallery, and studios along with general classrooms.

Snodgrass Hall

Snodgrass Hall was constructed in 1985 and reflected a statewide push and optimism about agricultural development in the state. The building was developed as the “Ag” Building and included the Ted Berry animal examination labs. Additionally, the building featured a livestock enclosure and an area for training people to butcher livestock. On the south side of the building are greenhouses.

Since 1985, the building has seen very little use for its original intent of agricultural education. Snodgrass Hall has been transformed and remodeled to fill current curriculum needs for staff offices, classrooms, and labs. In 1997 a pedestrian bridge was constructed to connect Snodgrass Hall to the Machetanz building to better integrate Snodgrass Hall into the rest of the campus.

The Bridge

The pedestrian bridge connecting Snodgrass Hall and the Machetanz Building was constructed in 1997 as a means of better integrating Snodgrass Hall with the rest of the campus. Although covered, it is mostly open to the environment. The bridge spans a naturally wooded ravine between the two buildings, and it has a certain pleasant “tree house” quality. As the bridge approaches Snodgrass Hall, the space becomes entirely enclosed. This narrow interior space is furnished and used as a lounge.

The Ortner Warehouse

The Ortner Warehouse was constructed in 2003. The 4,000 square foot building provides storage for machinery and other facility support material for the campus.

The Glenn Massay Theater

The Glenn Massay Theater was completed in 2014. The theater supports college and community-wide events and is able hold large venues such as graduations, lectures, performances, and public forums engaging students and the broader Valley community and catering a stronger sense of

community and identity. Glenn Massay Theater includes a 523-seat teacher theater, a full fly-loft and orchestra pit, and space for catering/concessions.

ANSEP Acceleration Building and Mat-Su Middle College School

These classrooms are currently made up of traditional portable buildings located in the parking lot next to Snodgrass Hall.

Existing Transportation Conditions, Circulation and Parking

Virtually everybody who visits the Mat-Su campus arrives by automobile or bicycle. The campus is almost equally distant from the cities of Palmer and Wasilla and not easily walkable from either. The campus is connected to the Mat-Su valley road system by Trunk Road.

On-Campus Circulation

On-campus vehicular circulation is generally clear and straightforward. This applies to the three closely connected buildings, the J. Kerttula Building, the Okeson Library, the Fred and Sara Machetanz Building and their associated parking.

Parking

Campus parking is currently adequate for the level of use. There are parking spaces for nearly 300 vehicles in the main parking lot and approximately 60 vehicles in the Snodgrass Hall parking lot.

6.7 Campus Academic Plan Goals and Vision

This segment describes a vision and goals for the Mat-Su College Campus and this Master Plan. It was developed from a range of input and background material including the College’s adopted mission.

Academic Plan

- MSC as a member of the UAA community that supports system-wide degree programs by providing exceptional student support and a rigorous curriculum
- MSC is a unique educational institution with six decades of experience and strong internal capacity
- MSC as a community partner, “close to the center of gravity” and “on neutral turf” for the Palmer (4 miles) and Wasilla (6 miles) populations.
- The Strategic Plan Goals that relate to the campus and its facilities are also incorporated:
- Strengthen the UAA community: “Improve campus life for commuter students”
- Increase student success
- Enhance the physical well-being & academic success of the campus community
- Keep facilities and infrastructure in good repair to maintain a high-quality learning environment
- Expand and enhance MSC as a “public square,” and enhance community engagement
- Expand social and cultural opportunities for MSC students, Mat-Su Valley residents, and the State of Alaska
- Provide a center for creative exhibition and performance
- Provide community interest classes, forums, and community discourse

Master Plan Vision

The Mat-Su Campus of the University of Alaska Anchorage (UAA) provides community-focused, accessible education dedicated to academic excellence and designed to prepare students to achieve their potential. One of five regional campuses associated with UAA, the Mat-Su Campus is an open admission institution that delivers academic and career programs ranging from certificates to select baccalaureate degrees. The Mat-Su Campus offers educational, social, and cultural opportunities; encourages life-long learning; supports local economic and workforce development; promotes progressive partnerships, and advances regionally responsive education in a student-centered learning environment.

MSC Campus Goals

Provide a highly supportive entry portal into the Alaska system of higher education for local high school graduates and others seeking an educational transition from that of the local community to the more intense experience of larger residential campuses.

- Provide local curriculum alternatives for commuter students.
- Provide opportunities for workforce development in support of the local economy that includes certification courses and continuing education.
- Provide opportunities for collaborative learning through the development of partnerships within the community.
- Provide opportunities for lifelong education for Mat-Su residents.
- Provide opportunities for regional social and cultural events.
- Provide an attractive, sustainable, and energy-efficient campus that supports faculty and student interaction and encourages the retention of qualified faculty and staff.

Priority Projects

There is a current desire to add a Recreation Center to the MSC campus. See campus plan for placement.

There is also a desire to move the Middle College and ANSEP out of the temporary buildings and into a new building.

6.8 Guidelines and Recommendations

Open Space

MSC currently has attractive outdoor spaces, predominantly at the entrances to buildings, with benches and small patios, or associated with the woodland surrounding the campus. Pathways and trails meander across the entire acreage of university land that users on-campus and from around the region enjoy. Because of the severe grade changes in the landforms, there is a limitation on usable open space for active use, including gatherings and sports activities.

Signage Guidelines

Signs will adhere to local community standards and UAA’s current campus Signage and Wayfinding Standards.

Architectural Guidelines

Development projects will adhere to local land use plans and development standards, and overall UAA architectural guidelines.

To the extent possible locate any new buildings to preserve the rural, wooded feel of the campus, maintain views of Pioneer Peak (both from indoor and outdoor locations), and for maximum solar gain.

This page intentionally left blank.



Prince William Sound College

Section 7



The main entry at Prince William Sound College evokes the rugged stones and waters of Port Valdez.

7 PRINCE WILLIAM SOUND COLLEGE

7.1 Executive Summary

As acknowledged in chapter one, this document shows a comprehensive update to the 2013 UAA Campus Facilities Master Plan to reflect new enrollment conditions, new priorities for physical space on campus, and an evolving and dynamic Alaskan economy. The UAA 2025 Strategic Plan is a framework that defines, communicates, and brings to life a set of shared expectations for UAA by the year 2025, with a goal of bringing Vibrancy and Cohesiveness to each campus, the next few pages focus on Prince William Sound College.

The plan builds on UAA’s strengths and focuses attention and resources on delivering high-quality education to meet the needs of the people of Alaska and building a better future. In a time of transition and uncertainty, the aspirations of this forward-looking document can help root the university with a shared sense of consistency and stability and guide a range of actions, both physical and programmatic.

UAA 2025 includes five key aspirations and each of these is addressed in this campus master plan update:

1. We put students first

With the help of a visionary but pragmatic and achievable campus plan, UAA will become a student-centered institution that addresses equity gaps and retention challenges by creating an environment of vibrancy and cohesiveness.

PWSC focus: We will offer courses that strengthen and align with the future growth of our community.

2. We create a culture of equity and inclusion by embracing our diversity

Increase student, faculty, and staff diversity, strive to eliminate systemic racism from policies and practices and create a sense of belonging and community for marginalized groups, including Alaska Natives. Engagement activities for this master plan have sought to center the voices of under-represented community members.

PWSC focus: Look to hire qualified vocational instructors from our region 1st, then Statewide, with a goal to create a faculty that reflects our population.

3. We embrace our role as a trusted and respected community partner

This master plan update is an important step in displaying UAA’s commitment to meeting this role and aspiration by addressing community needs through an extensive process of community engagement.

PWSC focus: Our vocation and education programs strengthen our community, and we serve as a community center.

4. We positively impact communities and the world through innovation

This master plan update provides a framework to strengthen interdisciplinary initiatives by welcoming external partners and sponsorship onto the campus, including potential spaces for enhanced teaching related to the Arctic.

PWSC focus: Strengthen partnerships in millwright, maritime, construction and mariculture programs, to align with the City of Valdez goals to strengthen waterfront industries.

5. We accelerate excellence through continuous improvement

The master plan update aims to enhance the campus environment to improve enrollment and retention, with a strengthened emphasis on environmental sustainability practices.

As we emerge from the global pandemic and associated challenges in enrollment, this Campus Facilities Master Plan articulates the conceptual grounding, guiding principles, and

vision that will make this possible. Aware that enrollment will continue to fluctuate, we intend to right-size the campus experience to our current enrollment, and welcome industry, Alaskan native organizations, and governmental collaborators to engage in renovated and revitalized spaces, some of which are newly available due to enrollment changes.

PWSC focus: Adding more maritime and mariculture opportunities aligns with the City’s plan for improvement, positions toward industry partner potential and therefore elevates the entire community.

Campus and Student Experience

PWSC is located near downtown Valdez and adjacent to a highly valued City park connected to a trail network. This park area connects a small cluster of student housing to the main campus building. The main campus building, originally an elementary school, includes many areas that have been

renovated to give them a college feel, and are some of the most utilized and aesthetically pleasing spaces in the city.

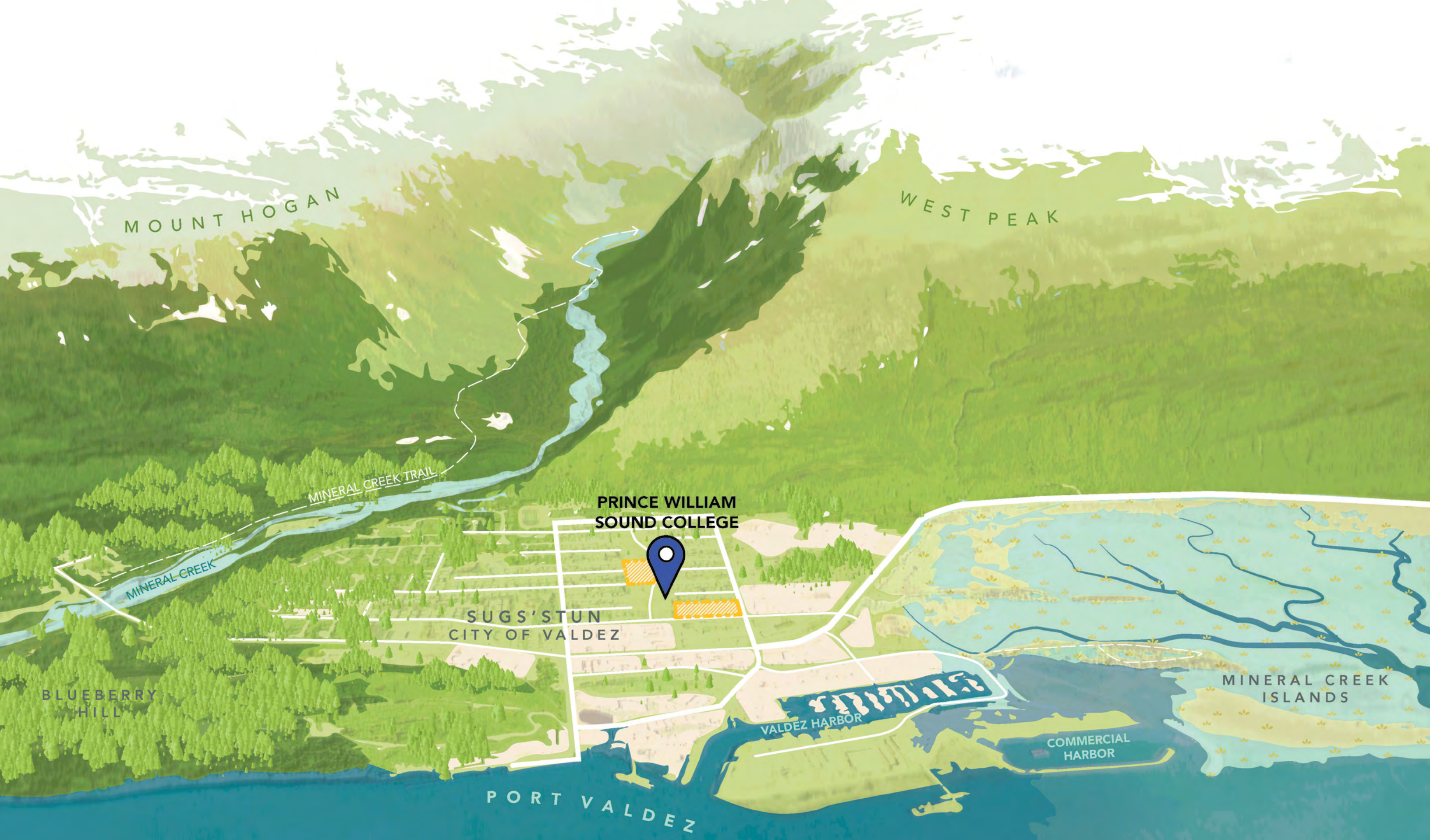
Community Experience

PWSC has a commitment to remain the community’s college while serving the greater region with satellite locations in Glennallen and Cordova. The college offers a robust schedule of special interest and non-credit classes bringing culturally enriching and holistic educational opportunities to our communities. The Whitney Museum, which is part of the main building complex, is a highly valued community amenity displaying the natural history of Alaska and other indigenous artifacts. The Valdez Theatre Conference, which draws internationally known actors and playwrights, is hosted by the City of Valdez along with PWSC. The Health & Fitness Center is available to community members and offers a variety of classes that focuses on physical, nutritional, and emotional wellness.



A bear sculpture stands outside Prince William Sound College.





Aspiration/Vision

Continue to be a hub of lifelong learning in Valdez and satellite locations, providing students and community members with opportunities to gain new skills that better their academic, career, and personal enrichment opportunities.

Goals with Potential Facility Impacts

- Further develop career and technical programs to better serve local industry and provide lifelong education in both credit and non-credit courses.
- Building a career/technical center to house and expand workforce training.
- Collaborators with Potential for Space Sharing
- PWSC will continue to build relationships with service area high schools and local industries to increase instructional capacity in the millwright, maritime, construction and mariculture programs.

7.2 Director’s Message

Prince William Sound College provides critical access to higher education opportunities for communities hundreds of miles from the urban campuses within the University of Alaska system. The citizens of Valdez, Cordova, and Glennallen take great pride in supporting PWSC to provide access to university courses and programs, especially for their high school students and the dual credits offerings. Since its inception in 1978 through the efforts of founding President John Devens, PWSC has met the regional academic and workforce needs with signature programs in Fishing Vessel Training for Oil Spill Response, Millwright, Outdoor Leadership, and access to associate degree programs. Professional development courses now serve over 100 teachers across the State of Alaska every summer to strengthen their understanding and implementation of state instructional standards, place-based education, and indigenous knowledge into their daily lesson planning. Continued development of marine service technology, web engineering, construction, and natural resource technician programs have charted a roadmap for a strong sustainable future for PWSC.

Warm regards,

J. Daniel O’Connor

7.3 Overview

Prince William Sound College (PWSC) is accredited through its affiliation with the University of Alaska Anchorage (UAA) and the Northwest Commission of Colleges and Universities. PWSC consists of a main campus and with the administrative leadership located in Valdez and extension sites in Glennallen and Cordova. The college serves a geographical area of 44,000 square miles, and over 1,500 students a semester. Because of its large service area and dispersed population, PWSC has developed a flexible hybrid instructional service model with a combination of online, virtual synchronous and asynchronous modalities, and live face-to-face instruction. The college has also initiated a shared teaching model that utilizes qualified high school teachers that work with college faculty to deliver dual credit courses throughout remote locations in Alaska.

PWSC Mission Statement

The mission of Prince William Sound College is to use its unique resources and magnificent landscape to enrich the lives of our students and our communities.

PWSC’s Strategic Role

PWSC provides access to a variety of educational and training opportunities in a geographically rich, culturally diverse, and inclusive environment. Prince William Sound College attracts people with an adventurous spirit who want to combine the love of outdoor activities with the opportunity to achieve their academic and career goals. PWSC is one of the community campuses within the UAA family and provides access to associates degrees, lower-division college transfer courses, occupational, technical, basic skills, wellness, cultural, and community education programs. Partnerships with business, industry, educational institutions, and public sector agencies provide training opportunities for the local workforce and promote economic development. Through effective teaching and supportive student services, Prince William Sound College prepares students for success as individuals, members of a democratic society, and citizens of a rapidly changing world.

PWSC’s primary role is to provide access to the higher education needs of its region. Its accredited status enables the college to offer courses and programs leading to Associate of Arts and Associate of Applied Science degrees as well as occupation endorsement certificates. In addition, PWSC offers the community:

- College-level classes for high school students including academic and career courses for concurrent enrollment with many school districts; and
- Noncredit vocational and personal enrichment courses, continuing education courses, professional development courses, and selected upper-division courses as demand warrants.

7.4 Campus History and Regional Context

The campus is on the traditional lands of the Chugach Alutiiq/Sugpiaq people, who have been stewards of the area for thousands of years. The traditional name of this area in Sugt’stun, the language of the Sugpiaq, is Suacit, which means, “the people of the place that rises into view.” Suacit and the surrounding Prince William Sound villages provided a bountiful harvest for the Sugpiat, Ahtna, and Eyak people. Suacit played an integral role as an overland trade route that linked Interior Alaska to Prince William Sound. Today the Native Village of Valdez represents and serves the Alaska Natives of the area.

During statehood in 1959, the new Alaska State Constitution (Section 7) and Alaska Statutes (Title 14) addressed the importance of higher education and established a legal framework for the entire University of Alaska system, including the UA Board of Regents as its governing entity. In 1971, concerned citizens of Valdez and Cordova petitioned the University of Alaska to establish extension offices in each of their communities. That year, what eventually became PWSC offered the first courses in both towns.

In 1988, the University of Alaska leased the facilities of the Growden-Harrison School from the City of Valdez and the Prince William Sound Community College established its new home on Valdez’s Park Strip. In 1991 the city conveyed the title of the Growden-Harrison School to the University of Alaska. In 2000, PWSC acquired its first student housing from the Alaska Housing Finance Corporation. The campus in Valdez is unique among UAA’s satellite campuses, as it offers student housing attracting students from outside the State of Alaska. Since that time the building has undergone several remodels and renovations, with the most recent being the Sugarloaf Training Room, and earlier the redesign of the Maxine and Jesse Whitney Museum, the Health & Fitness Center, and the Atrium entrance complex. Prince William Sound College plays an important educational role for a huge geographical area and a regional population of 7,102 (US Census estimate, 2020). Although the regional population is declining each year, the need for higher education, and occupational education, is not changing. PWSC offers a low-cost opportunity for motivated individuals to meet the educational requirements for a shifting job market and the college is a benefactor of



a unique relationship with its host community since the City of Valdez provides the college with substantial financial support.

Valdez is currently the northernmost ice-free port in North America, and PWSC’s service area spans hundreds of miles of coastline. PWSC has long played a role in supporting the maritime industry by providing fishing vessel training for oil spill response and most recently marine service technology to support the expansion of the Valdez boat harbor.

Prince William Sound’s unique natural beauty also brings opportunities to the region related to tourism, outdoor recreation, and environmental research. Valdez is also the home of a U.S. Coast Guard station with about 150 families stationed in the community. They often are interested in furthering their education or specialized training during their tour of duty.

PWSC’s service area includes much more than Prince William Sound, as it extends north from the coast deep into Alaska’s interior. Connected to Valdez and Anchorage by road, employment in the interior region consists of pipeline services, flexible (North Slope) work arrangements, local services and small businesses. These economic activities are often connected to highway traffic on the Richardson, Edgerton, and Glenn highways, and the Tok Cutoff. Back from these main roads there are also several widely dispersed homesteads, farms, and villages. Tourism and subsistence activities associated with highway traffic, Copper River fishing and the Wrangell-St. Elias National Park and Preserve also play substantive roles in the region’s economy.

Alaska Natives make up a significant percentage of the region’s population, both on the coast and in the interior. PWSC has been proactive in creating educational opportunities for shareholders of the Valdez Native Tribe, Chugach Alaska, Ahtna, Inc., and Eyak Alaska Native students. PWSC acknowledges the history of colonization and the resilience of the Chugach Sugpiaq who still live here today. Valdez is a unique community in that the Valdez Native Tribe serves all local Indigenous residents and is not specific to the Sugpiaq people. PWSC acknowledges the ancient and current Indigenous stewards of this land who reside here today, and strive to share both the ancestral and contemporary history of the Indigenous people in our region.

Regional indicators and population demographics show clearly that opportunities for adult education are important in the region, especially as its economy faces transition and oil production declines. Historically, the region has survived a number of booms and slumps, starting with the Gold Rush, and extending through Richardson Highway Construction, the 1964 Good Friday Earthquake, construction of the Trans-Alaska oil pipeline, and the Exxon Valdez oil spill. During the downtimes, a range of smaller-scale activities, including fishing, mining, fur trade, transportation, agriculture, tourism, subsistence, health, and education services, have always maintained some level of population. In this context, PWSC has an enduring role to play in response to its region’s dynamic needs not only with traditional academic and technical programs but with Adult Basic Education, English as a Second Language, and Citizenship preparation.

7.5 Campus Trends- Enrollment and Program Demands

The following paragraphs discuss the unique regional characteristics that affect student enrollment and demand for university programs. The first section covers information that is unique and important to the campus, based on its regional setting and its educational relationship with the local community. This information has been collected and provided by faculty and staff at PWSC.

Throughout Alaska, for at least the last decade, there has been a migration from some rural Alaskan communities to Alaska’s urban centers. The Prince William Sound region is no exception to this trend. The regional population, which is sparse to begin with, is gradually declining today. Recent increases in fuel costs, comparatively high unemployment and other factors are increasing the pressure for out-migration. This decline is readily apparent in the number of students PWSC serves. While Prince William Sound College serves more degree-seeking students than it did a decade ago, degree-seeking students are a small fraction of the entire student body. PWSC truly serves as a community college for the Prince William Sound region. Following are some of its distinguishing characteristics:

- PWSC has an extensive industrial training component which strongly influences the composition of the

- student population. The college maintains a close relationship with the Alyeska Pipeline Service Company and with the fishing industry.
- More than ninety percent of the students attending PWSC are not seeking a college degree and have not been admitted to one of the associate degree programs offered by the college. More than ninety percent attend part-time and of those, more than half take fewer than 3 credits.
 - More than half the student population is male, which is the highest percentage of any UAA campus. This is probably attributable to the fact that the fishing industry have a high percentage of male employees.
 - PWSC has an older student population, as more than half the students are above 30 years of age.

- Due to a comprehensive Dual-Credit Program with regional high schools, PWSC also has a higher percentage of students under the age of 18 years.
- Currently, there is little to indicate that the trend of declining population will change. This will likely translate to fewer students attending PWSC in the years to come. The fact remains, however, that students in this region of our state have significantly higher education needs, and that PWSC will continue to meet those needs. Based on these trends, master planning for Prince William Sound College anticipates the following:
 - Given declines in enrollment and regional population, existing campus facilities for academic instruction are generally adequate to support the current and projected enrollments and programs;
 - While enrollment decline has been occurring at PWSC, there is a need and therefore potential



The Whitney Musuem is housed within Prince William Sound College. Its rooms include a large collection of taxidermied wildlife like the majestic moose.

for growth through re-vamped or new programs such as the Millwright, Maritime, Construction, Web Engineering, and Mariculture programs. Such programs offer innovative responses to economic trends, industry needs, and student interests. Thus, to some extent, enrollment declines may be partly offset by demand for new opportunities, re-training, and distance education in response to regional needs and trends.

- Additional unforeseen program facility needs may emerge during the life of this plan, particularly in the areas of vocational training, so PWSC has invested in architectural renderings for a new Career & Technical Center.

7.6 Main Campus Community Context

Prince William Sound College is located in the community of Valdez, Alaska within a steep-sided fjord of Prince William Sound. Valdez is perched on a bench of land between the waterfront and the Chugach Mountains, and although it is only a little above sea level, the town’s surrounding landscape is extremely rugged. Within 3 miles of the college campus, mountains exceed 3,000 vertical feet and within 10 miles, there are mountains that exceed 6,000 feet. The combination of terrain and Alaskan maritime weather patterns makes Valdez one of the snowiest places in Alaska.

The main campus of PWSC is physically situated in the heart of Valdez, flanked by residential development and located at the center of the city’s Barney Meyring Park Strip. The physical layout of the college and its vicinity were developed after the 1964 earthquake when the old town was severely damaged and a new town site was created. The new town, on better soils than its predecessor, featured a park strip with an elementary school—now the PWSC Campus—as a central focal point. The college benefits from its central location and is literally a few blocks away from most community facilities, the town center, a large percentage of the local population, and both Port Valdez and the nearby mountains.

The college also benefits from its central location within a linear park that spans nine city blocks. The park strip has a lit and paved central walkway, open lawn areas, and a number of developed recreational facilities that provide open space and connect the college with the surrounding community, particularly during the summer months. In the winter, the park and a portion of the campus parking lot provide much-needed snow storage capacity.

Off the southern end of the park strip lie the College’s three one-story residential halls. They are adjacent to a parcel used by college maintenance staff for storage. Not far from the student housing is the Consortium Library, jointly run with the City of Valdez as a community and college facility. A few blocks further south, the Valdez Convention and Civic Center is located overlooking the waterfront. This community facility has a 475-seat theater and is a valuable gathering space for important college events such as the Valdez Theater Conference, annual fund-raising events, and graduation.

North of the college is the Valdez High School, which hosts PWSC dual credit courses and provides some vocational workshop spaces. Nearby is the local hospital, a strong supporter of PWSC’s nursing program, and the employer of adjunct professors in the allied health fields.

Although the city limits go out as far as 19 miles, the entire community of Valdez is essentially contained on a 2.5 square-mile area, designed in a carefully planned grid arrangement, as shown in the historic photo above bounding the community on the west is Mineral Creek, a large stream that provides recreation opportunities and trails. Bounding the community on the east are “Duck Flats” and saltwater, along with road access in and out of the community via the Richardson Highway, which connects Valdez to Alaska’s highway. By road, the more populated areas of the state lie some considerable distances away: Anchorage is 304 miles and Fairbanks 364 miles. The Copper Center PWSC Extension Site in Glennallen is 115 miles north of Valdez by road and the Cordova Extension Center is only accessible by air or boat.

Because of its strategic industrial activities, the community of Valdez has a large airport with regular air service to Anchorage. This is a 35-minute trip on most days, although

wind, fog and coastal weather sometimes interfere with schedules. As a strategic port city, Valdez also has water-based transportation, including regular Alaska Marine Highway System service. The State of Alaska’s ferry system connects Valdez with Cordova, another PWSC Extension Site, and with many other coastal communities.

7.7 Main Campus Environmental and Cultural Issues

The main campus and the residence facilities do not have significant site constraints due to topography or drainage, but any new construction on campus must address the issues such as heavy snowfall, strong potential of seismic activity, cool temperatures, and the high energy and utility costs in the community. On an average year, Valdez receives over 330 inches (28 feet) of snow. The college must address not only the structural implications of supporting that much snow, but also how to clear, store, and provide access to facilities around the snow. The City of Valdez reserves legal rights to store plowed snow on a good portion of the campus site.

The snow issue impacts students, too, particularly those who live in student housing. Most walk between the college and student housing, and in winter the most direct route is surrounded by mountains of snow. Although the City Parks Maintenance staff plows the trail regularly, large amounts of snow often present challenges for foot traffic in the winter season. Though longer than the park route, city streets and sidewalks provide an alternative route to and from campus and access to local businesses. In addition to pedestrian access, the snow storage area could create challenges for the space available for any future expansions of PWSC.

In addition to snowfall, climate and temperature are also very important considerations for any new construction. The maritime climate of Prince William Sound typically shields Valdez from the extreme cold of interior Alaska, but even during the summer months, temperatures can climb above 70 degrees Fahrenheit. The average annual maximum temperature for Valdez is about 45 degrees and the average low temperature is 33 degrees. On an annual basis, Valdez has 9,753 heating degree days (e.g., the energy needed to heat a building in each location given temperature and

weather factors). This is comparable to Homer and Kodiak and a little lower than Anchorage. The reason this is very important is that Valdez has no access to natural gas and all heating during the winter months is accomplished by diesel-fired boilers. Electricity rates in Valdez are the most expensive of any Alaskan community on the road system. Any new construction should seriously address energy efficiency and mitigation strategies.

Seismic activity is another important environmental concern for the PWSC campus. The City of Valdez was moved to its current location after it was destroyed by a tsunami generated by the 1964 Good Friday Earthquake. The epicenter of this quake, the most powerful ever recorded in North American history and the third most powerful ever measured, was just 40 miles west of Valdez. While nothing can be done to reduce the geologic risk of earthquakes in the area, current building codes ensure that new construction will meet best practices for avoiding building collapse and protecting students. This is an obvious environmental characteristic that must be addressed in any new construction.

7.8 Main Campus Configuration and Infrastructure

The current campus consists of 4.39 acres, with the main college building totaling 28,000 square feet. The educational facilities housed in this one building, originally the Growden-Harrison Elementary School building, with renovations and additions, of the science and nursing lab renovation, the Health & Fitness Center, the Atrium entrance complex, the PWSC Training Room, and the Maxine and Jesse Whitney Museum. Road access to the campus is focused at Lowe Street, with blocked access at Klutina Street. Three “main door” entrance points into the main building are in easy proximity to the main parking lot, which has about 110 parking spaces during the summer. A portion of the parking consists of a snow storage easement held and used by the city through the winter. Existing road access and parking are generally adequate, in part because pedestrian access is a realistic option for many campus users.

Community infrastructure and existing utility systems are well established to meet the needs of the campus. These



are expected to be adequate to meet campus needs during the life of this Master Plan, although any successful community efforts to develop more affordable energy supplies would also benefit the campus.

Besides the main college building, PWSC also has Student Housing (40 beds), and a Consortium Library. Unlike most other campuses affiliated with UAA, Prince William Sound College is very well integrated into its host community of Valdez. Distances are short between the college and housing and other community services are very close at hand. Snowfall presents an issue with getting around on foot during the winter months, but the distances between the college, housing and the Consortium Library are typical of the distances on a normal campus. The police station, grocery store, cafes, pharmacies, and other businesses are all in relatively close proximity. Moreover, the small-town environment and its personal scale provide a strong sense of personal safety for pedestrians that many large college campuses lack.

PWSC Main Building

In terms of serving existing enrollment and academic program demands, the PWSC main campus building performs admirably for its age of more than 50 years. Generally, it remains adequate for the traditional academic programs. Building performance and maintenance issues do exist, and overall conditions will be discussed in the section following. The existing building inventory is expected to adequately serve the campus and meet demand into the foreseeable future.

PWSC also includes an on-campus Health & Fitness Center, which makes it the envy of many other small campuses. The center is open to the public for use of exercise machines and a range of classes, which provides a nice community link to the college. The campus also has a nice larger “training room” with a capacity to host many events.

Whitney Museum

The condition of this building and its quality construction will ensure that the building will serve as a legacy facility for many years to come. However, the staffing, repair and

upkeep of the facility and the artifacts are a burden for the college with no form of regular income or funding.

PWSC Warehouse

A small warehouse, constructed in 2009, serves its purpose of relieving some of the cramped storage issues that previously existed along with offices for facilities and maintenance staff.

Residence Halls

The campus also benefits greatly from having residence halls located three blocks south of the main building. Even though annual repairs and upgrades of roofing, windows, etc. are financially challenging, student housing provides an

important opportunity for serving regional residents with an enriched campus environment and a sense of community.

Consortium Library

Finally, the campus derives great benefit from sharing its joint Consortium Library with the City of Valdez. Students do have on-campus and personal access to a robust collection of databases and electronic resources to complete assignments and research. Both residents and PWSC students, faculty, and staff benefit from collaborating and sharing resources.

7.9 PWSC Institutional Plan Goals

Strengthen efforts to build access to college programs that support student retention and success. (UA #2 and UAA #1)

- Identify and focus on pathways that support retention, persistence, occupational goal completion, transfer, and/or graduation. (UAA #1-3)
- Expand outreach opportunities to connect with new and emerging markets, to include additional dual credit options throughout rural Alaska.
- Continue to invest in academic and workforce programs that align with economic diversification efforts in the Prince William Sound region. (UA #1)



The campus is among a largely residential area north of the commercial center.



Prince William Sound College has several existing buildings, one main building is between blocks of residential buildings while four other buildings, including three student housing buildings, are on a corner lot south of the main campus. Barney Meyring Park connects the two parcels.

Foster a collaborative and inclusive atmosphere that promotes an exceptional student experience through teaching, learning, and service. (UAA #2)

- Strengthen existing and develop new meaningful partnerships with Alaska Native tribes, corporations and organizations.
- Focus and align priorities within Diversity and Inclusion Action Plan.
- Embed opportunities into the academic curriculum and campus life activities to strengthen student growth in leadership skills and civic engagement.
- Create a sense of belonging and community that strengthens a student-centered focus.

Build and maintain strong community partnerships by providing leadership, resources, and expertise. (UA #1, UAA #3)

- Create opportunities for partnerships with outside entities, sharing educational, physical, and instructional staff resources.
- Align and increase our PWSC capacity to meet community needs.
- Encourage volunteer opportunities with partners that serve our communities.

Improve institutional processes to ensure a sustainable future for the college. (UA #4, UAA #5)

- Continually refine processes, staffing, and operations to ensure continuous quality improvement.
- Enhance revenue and financial sustainability through increased enrollment, external support, fundraising, and fee-for-service entrepreneurial activities.

7.10 Guidelines and Recommendations

Land Acquisitions/Disposals

The Valdez campus has room for potential facility expansions, and no land acquisitions are recommended. Formal arrangements, however, could be initiated to relocate the snow storage easement off-site to create additional room for future development, or to accommodate parking needs associated with building expansions and resulting dislocation of existing parking. UA owns significant land resources in the region, which could potentially be used in trade.

The university will consider an acquisition of properties in the proximity of campus that support the programmatic or strategic needs of the campus. Examples include, but are not limited to: program support space, research space, recreation, student housing, warehousing and parking. Additionally, although no land disposal is anticipated, the university will dispose of land and/or facilities on or in the proximity of campus that no longer support the programmatic or strategic need, or cost more to renew than is economically feasible.

Demolition

Currently, no demolition is anticipated on the Valdez Campus. However, given the age of the main building and its infrastructure (50+ years), demolition may become cost-effective or necessary at some point, this is not anticipated during the life of this plan. As part of the Capital Plan, the University will compare major upgrade costs to the cost of demolition and new energy-efficient construction.

Location of New Infrastructure

Existing PWSC utilities and circulation infrastructure (access roads, parking, and pedestrian) at current locations, are generally sufficient to serve the campus over the life of this plan but could be redesigned to improve access, safety, and aesthetics. Adjustments may be required if the existing campus building is expanded and access from student housing is necessary.

Upgrades to existing infrastructure and facilities will be by far a greater need than new infrastructure, given the age of the main building (50+ years) and associated utilities. Continued assessment of the condition of all capital assets and the capital plan as required. This will help PWSC anticipate and forestall problems and allow cost savings if improvements can be scheduled in tandem with the City of Valdez public works projects while the contractors and equipment are locally available.

Open Space

Open space on the PWSC campus includes several paved outdoor areas adjacent to the building with some overhangs to provide shelter from the rain and snow. Planters, seating areas, and southern exposure create nice opportunities for students to gather outdoors, although none of the spaces are very large and typical weather conditions limit their use. An existing small outdoor area, which is associated with student housing, is important for both winter snow storage and supporting students’ quality of life. Improvements could include trees, pathways, a covered patio, and maintenance of the existing sculpture and planting bed. In addition to on-site open space, PWSC’s campus and student housing are adjacent to many acres of public parkland with developed recreational facilities. Although not owned by the university, improvements to this open space that enhance student use are recommended as a win-win community investment opportunity.

Signage

PWSC signage should respond to local environmental conditions, including extremely deep snow and coastal weather, and respect local city zoning and aesthetic standards. Additionally, PWSC has developed its own branding scheme, including fonts and colors. Future signage should reflect this branding in addition to UAA’s campus Signage and Way-Finding Guidelines. In adhering to UAA’s wayfinding and signage guidelines, there should be flexibility based on appropriateness to PWSC’s campus and small-town setting and adopted branding guidelines.

Architectural Guidelines

PWSC has done an admirable job of maintaining a cohesive campus, particularly when considering that the building started as an elementary school. Beyond overall visual cohesion and aesthetics, several other architectural issues are of critical importance to future projects:

- Structural Issues: New buildings should anticipate Valdez’s extreme snow loads and seismic issues.
- Energy Efficiency: New construction should be designed for energy savings given the high heating and energy costs in Valdez, and new UA energy policies. Consideration should include taking advantage of solar gain and daylight through windows that also will enhance student comfort and performance.
- Scenic Resources: Valdez and PWSC buildings are surrounded by stunning mountain and coastal scenery and an attractive park. New window placement and building design should seek to frame these views.
- Materials: Building materials that will be exposed to the weather and elements should consist of high-grade, durable materials. An up-front greater investment can reduce replacement and maintenance costs, an important consideration given the high transportation and construction costs associated with any project in Valdez (typically thirty percent higher than Anchorage).
- Multi-Use and Flexible Spaces: Finally, projects on campus should be programmed and designed for maximum flexibility in the future. The shifting economy and demographic changes are likely to create unforeseen changes and demands that this planning effort was unable to anticipate.

Environmental and Cultural Issues

Valdez’s climate and cultural context are important to the campus in many ways, but given the urban nature of the campus setting, there are no site-specific environmental or cultural/archeological issues. PWSC should continue to utilize Native arts on campus and design facilities with its Native population in mind to create a culturally appropriate and welcoming setting. This use of cultural elements will appeal also to other target populations including out-of-state students, visitors to the Whitney Museum, and participants in the annual theater conference.



Implementation

Section 8



The enclosed skybridge passes through the sleeping forest around Chanshtnu in early winter. Photo Credit: James Evans

8.1 Process Overview and Guiding Principles

Implementation of the Master Plan vision will be achieved through incremental changes made through individual projects. To direct this change, the zone and 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.

Future development under this master plan at all University of Alaska Anchorage campuses will focus on growth and vibrancy through focus and renovation. This section defines triggers for new construction, repurposing, reduction, and renovation in a desire to outline a process for change rather than a prescription, acknowledging the value in transformative renovation as well as new construction. As stated in the Executive Summary, “We need Vibrancy and Cohesiveness.” The key driving question in identifying project needs, as well as locating or relocating any program should be “Where would the program be best located to serve students, strengthen academic clusters and reinforce the goals of the Master Plan.” No project or program should be located based on space availability alone.

The zone and site selection process begins after a project has been formally approved through the University of Alaska Statewide Capital Plan and Project Approval Process.

Under the leadership of FP&C, the sole purpose of the zone and 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 or site amenities.

FP&C documents the process and decision in a brief site selection report that is presented for acceptance, and ultimate approval by the Chancellor.

8.2 Clusters

Clusters, both academic & student focused, seek to strategically bring together programs, services, faculty, staff, and students to facilitate meaningful cross disciplinary and cross industry interactions.

Academic clusters will be informed by the University of Alaska Anchorage Academic plan. When zone and site selection are under evaluation, the Academic Plan should be referenced to inform the best academic cluster a program would align with.

Student clusters are informed by a student first mindset, bringing services and support teams together to better serve students.

KPC’s Kenai River Campus has done an excellent job of collocating academic and student clusters. By contrast, the map of the Anchorage campus on the following pages illustrates the spread out nature of many existing clusters. Future projects should seek to colocate clusters where appropriate.

8.3 Zone Selection

The maps in chapter 3 identify the campus zones. There could be two triggers for investment in a zone – either a project need emerges that needs to be located or a zone is in need of investment to reinforce vibrancy and cohesiveness.

8.3.1 Zone Triggers

Trigger 1 - Identify the optimal zone for the proposed project/program. (Project need drives zone choice).

- Which zone does the proposed project 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? Will it reinforce an academic cluster?
- Is there a building that is already a high priority for deferred maintenance and upkeep that would be feasible within the zone instead of constructing new?

Trigger 2 - Identify which zone is best poised or most in need of additional investment. (Zone vibrancy drives project choice).

- Which project has the most potential to strengthen the sense of welcome to the zone, reinforce its identity and strength, and/or bring more vibrancy to the zone?
- Is there a zone with an existing structure in need of renovation or repurposing?

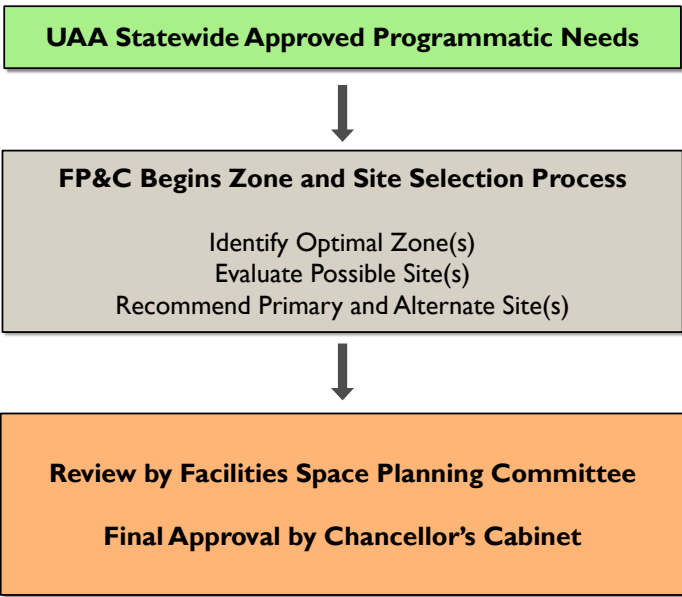
8.3.2 Infrastructure/support services

- Identify necessary infrastructure improvements that must be undertaken prior to development of the project/program in this zone.
- What infrastructure decisions must be made to further UAA goals related to energy and emissions, water, land and natural resource conservation, human and ecological health, resilience, equity and curriculum integration?
- Identify concurrent projects that should be undertaken as part of the main project/program, including enabling projects, adjustments to operations and governance, or change management/culture shifts.

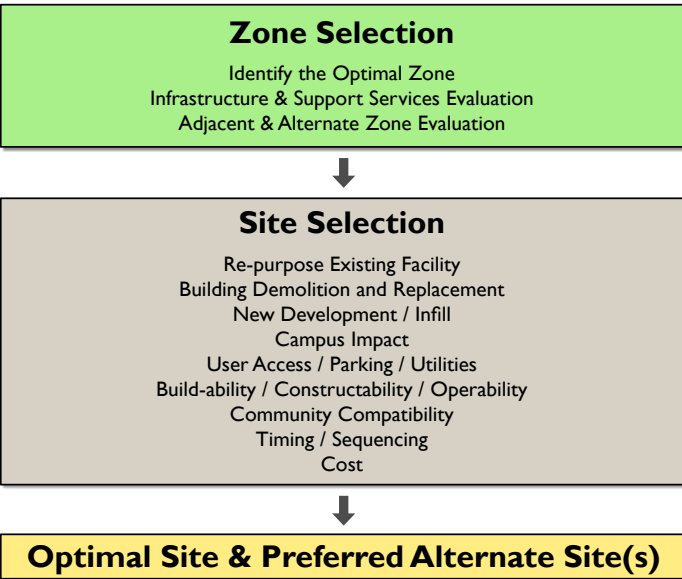
8.3.3 Adjacent or Alternate Zone

There may be times where a zone has limited development potential and the project may need to consider an adjacent or alternate zone.

- 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?



A flowchart for project approval process.



This flowchart expands the Zone and Site selection process.



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

8.4 Site Selection

Once a zone has been identified, schematic concept sketches should be developed that comply with the UAA Master Plan and MOA Title 21 to test development opportunities at a specific site or several alternative sites within the selected zone.

8.4.1 Re-purposing Existing Facility

Renovation of existing buildings or site amenities has potential for a smaller upfront investment, lower embodied carbon by re-using existing structure, and an opportunity to better leverage the assets of the University. In addition, the oldest buildings on the UAA campus were constructed as flexible shells: Eugene Short Hall, Sally Monserud Hall, even Rasmuson Hall. As UAA grew, it built ever more specialized buildings: ConocoPhillips Integrated Science Center, Alaska Airlines Center, and Engineering & Industry Building. These flexible buildings are ready to invite in collaborators, and they are at the center of campus. Focusing attention at these facilities will increase density and increase public and community access.

- Consider this criteria when evaluating investment in a portion of or an entire existing facility. Are there existing spaces that can be re-purposed and transformed to meet the project goals?
- 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?
- Will renovation or re-purposing increase public and community use or industry partnerships?

8.4.2 Building Demolition and Replacement

A building's Facility Condition Index (FCI) is a ratio of the cost to renew a building compared to the cost to replace it. Consider the FCI 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 the FCI approaches 0.75 (75% of the cost of a new facility)? If yes, then perform life cycle costing to determine whether

demolition and replacement is a better long term option. 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?

8.4.3 New Development/Infill

In rare instances, when all options to repurpose an existing facility have been exhausted, it may be necessary to construct a new facility. In these cases, the site selection process should prioritize replacement of existing facilities slated for demolition or infill of developed but underutilized sites, such as parking lots. Greenfield sites should only be considered after all other options have been explored.

8.4.4 Selection criteria for all projects:

8.4.4.1 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.

8.4.4.2 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?
- Will the project strengthen Central Campus to support the 1st and 2nd year experience?
- Will the project strengthen an academic cluster?
- How can the new development support goals of the campus and University?
- How is this site set up to welcome new occupants and visitors?
- Does it support the network of buildings around it?
- Does it strengthen academic and/or student clusters?

8.4.4.3 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?

8.4.4.4 Parking

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

- Is visitor parking necessary for the project/program? How does it invite or accommodate industry partners?
- 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?

8.4.4.5 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?
Can the project afford to take on additional infrastructure projects if required?

8.4.4.6 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?

8.4.4.7 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?
- Are there enabling projects that will need to be completed?
- If existing space is to be re-purposed, can programs be efficiently relocated within the proposed timeframe?

8.4.4.8 Capital Cost

Consider capital cost as a first step in evaluating options, supplemented by Life Cycle Costing.

- Has an Order of magnitude cost estimate been completed?
- Will the Construction cost work with overall campus priorities?
- Does the project solve any deferred maintenance issues?
- Will the project trigger additional labor or personnel costs?

8.4.4.9 Life Cycle Cost

Fundamentally, Life Cycle Cost Analysis (LCCA) is an exercise that can support decision making around design choices. For building design, LCCA can be applied to broad early decisions—such as renovation vs. remodel, lease vs. build, and project siting—as well as to more detailed design decisions around systems such as mechanical systems and the building enclosure. Results of LCCA can be used to help guide decision-making by providing data around cost-effectiveness of alternatives.

When possible, UAA will look invest in LCCA along with traditional construction cost estimates as early as possible to capture: first costs, operating costs (energy, water, etc.), maintenance costs, replacement costs, salvage costs, disposal costs and soft costs (as appropriate). The time value of money is considered along with other Owner’s criteria including the time horizon for analysis and discount rate, and regional economic drivers. By incorporating these parameters, better financial performance data can be provided.

8.4.4.10 Sustainability

UAA should develop a climate action and sustainability plan to guide commitments to sustainability and resilience. This plan should contain measurable targets with key performance indicators and a system to track progress. While each individual campus throughout the state may have their own unique requirements, it is recommended that there be a single, overarching plan that sets the standards for the university system as a whole. At a minimum, this plan should set standards for: energy and emissions, water, land and natural resource conservation, human and ecological health, resilience, equity, and curriculum integration with systems and natural processes.

UAA will also work to link campus operations with academic programs and community partners. Building a strong foundational curriculum with sustainability degree programs can further the campus sustainability commitments while also providing valuable educational pathways and career training for UAA students.

UAA may also consider participating in the Sustainability Tracking, Assessment & Rating System or STARS program. This is a transparent, self-reporting framework for universities to measure their sustainability performance. This program can help bring recognition to your campus for your sustainability efforts, engage your community, inform strategic planning and budgeting, integrate sustainability into your curriculum and make progress to your campus climate goals.



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.

Design Guidelines

Section 9



Students learn kayak construction.
Photo Credit: Chris Arend

9.1 Introduction and Guiding Principles

The design guidelines in this section apply to all UAA campuses and provide vision and direction for campus development through new construction and renovation that encourage functional design, reinforce a campus character and visual identity that is unique to UAA and allow for creativity within the larger campus framework. This chapter should be used in conjunction with specific guidance provided in the chapter for each campus. The design guidelines are based on the overall Master Plan and supporting reference documents. Future projects can be measured against and guided by the design guidelines identified and refined through the Master Plan effort and outreach. The design guidelines provide a foundation for future work and standards to be measured against, while allowing the future projects to take on many shapes as their specific design evolves.

These guidelines represent what was learned in the analysis of existing resources, placemaking, diversity and inclusion and sustainability charrettes, weaving these new threads into the already existing priorities and guidelines for successful design on campus. This section provides design guidelines for all scales of projects related to diversity and inclusion to ensure that the campus welcomes Alaskans who are not currently enrolled in higher education or who may have historically been underrepresented in planning discussions. These guidelines also leverage information from surveys and outreach that identified which areas are safe/unsafe, welcoming / unwelcoming, utilized / underutilized and recommend design strategies for future project teams that can help to correct undesirable conditions and reinforce identity upon arrival on campus. Guidelines incorporate recent revisions to ADA guidelines and best practices, sustainability and energy code requirements, and goals for anti-racism and inclusion on campus. With the help of new voices, this section represents a response to social and cultural realities, responds to changes in community goals and regulations, and recognition of site and project opportunities for water, ecology, restoration, energy, waste and health.

In Section 1, 7 key foundational principles were identified, along with high level strategies.

- Density matters
- Identity is important
- Outward-facing Student Support is effective
- Public and Community Access is vital
- A well-kept home shows attention and strength
- Interdisciplinary Learning and Collaborative Experiences are critical
- Collocation Within Academic and Student Clusters focuses resources

These seven foundational principles were woven together to lead the development of these design guidelines while considering varying scales of investment from community to campus to individual sites.

Identity is important and a well-kept home shows attention and strength

The campus’ natural and built environment has a uniquely UAA identity.

- Enhance the UAA brand and invest in being a “hometown university.”
- Develop and promote a pedestrian friendly campus with strong integration into the regional transportation system.
- Recognize character-defining built and natural features to enhance their presence.
- Identify opportunities to highlight local Alaska Native culture on campus through consultations with leaders and tribal organizations.
- Accelerate excellence through continuous improvement; funding projects that enhance the campus built environment with revenue and financial sustainability gained through increased enrollment, external support, fundraising and fee-for-service entrepreneurial activities

Density matters

UAA recognizes the need to prepare for future system shocks and strive for flexibility. We are growing through infill and renovation.

- Campus environment should be set up to change to meet shifting needs, whether social or environmental, and allow campuses to avoid under-optimized or under-used spaces.
- Configure facilities to encourage interaction between students, faculty and community.

Outward-facing student support is effective

UAA puts students first with a culture of equity and inclusion built by embracing diversity.

- Accelerate commitment to being Alaska’s “hometown university” that attracts and retains Alaska’s students.
- Create campus and community spaces that strive to eliminate systemic racism
- Create spaces that reinforce a sense of belonging and community for marginalized groups
- 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 and a campus that is grounded in renewal, rejuvenation and sustainability.
- Recognize the growth and development of international learning and outreach.
- Accommodate a diverse academic pedagogy ranging from traditional to E-Learning program delivery.
- Put resources “front and center,” acknowledging that hidden resources are not contributing to student success.
- Create a built environment that reinforces student success and individual ability to work with people different from themselves.
- Embrace process as much as the product, investing in inclusive, thoughtful implementation planning that will lead to inclusive designs and built forms.



Thoughtful building orientation brings the outdoors into interior gathering places.

Public and community access is vital and interdisciplinary learning and collaborative experiences are critical:

UAA embraces our role as a trusted and respected community partner as we shape and maintain a built environment that increases vibrancy and encourages social interaction between students, faculty, industry and community.

- Invite partners to campus to accelerate and recognize UAA as a driver for the economic, cultural and intellectual development of Alaska.
- Strengthen existing and develop new meaningful partnerships with Alaska Native tribes, corporations and organizations.
- Develop a campus with strong alumni and community participation.
- Demonstrate value and meaningful progress on UAA 2025 aspirations.
- Align and communicate UAA capacity to meet community needs.
- Deepen and expand community engagement beyond current level.
- Positively impact communities and the world through innovation.
- Strengthen interdisciplinary initiatives.
- Enhance scholarship, service and teaching related to the Arctic, aligned with UAA's mission.
- Increase external sponsorship of research, scholarship and creative activities, expanding student opportunity, where possible.

9.2 Design Guidelines Organization

These general design guidelines are organized into two basic levels of detail:

- **Community:** The integration of the campus within the larger community.
- **Campus:** The elements that contribute to campus identity and the functioning of campus-wide systems.

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
- **Diversity and Inclusion:** Provides direction and considerations related to equity, diversity and inclusion in future development
- **Maintenance Considerations:** Identifies potential maintenance and life-cycle concerns that should be planned for and considered

9.3 Community Scale

Planning at the community scale relates the overall campus to the local 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 neighborhood.

9.3.1 Intent

- 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.

9.3.2 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 local government (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.

9.3.3 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 surrounding community.
- Support environmental education opportunities where possible about the uniqueness of the campus and its context within a subarctic climate.
- Leverage land use zones for promoting and strengthening community interface with the university for the long-term.



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

9.3.4 Diversity and Inclusion

- Align and communicate UAA capacity to meet community needs.
- Deepen and expand community engagement beyond current level.
- Strengthen existing and develop new meaningful partnerships with Alaska Native tribes, corporations, and organizations.

9.3.5 Maintenance Considerations

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

9.4 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.

9.4.1 Intent

- Develop a full range of services so that those most important and frequently used are the most convenient.
- 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.
- Follow all relevant UAA, local, state and federal requirements.

9.4.2 Guidelines

9.4.2.1 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.
- Sensitively incorporate Alaska Native Languages and art in wayfinding.

9.4.2.2 Pedestrian and Non-motorized Pathways

- Prioritize contiguous pedestrian and non-motorized movement through the campus.
- Strive for the goal of universal accessibility.

9.4.2.3 Vehicular

- Design safe, convenient, and logical circulation systems.

9.4.2.6 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.

9.4.2.7 Services

- Provide multiple locations for mental health services on campus.
- Encourage food vendors to use local ingredients.
- Consider meeting with leaders from Alaska Native and other communities to incorporate traditional dishes from cultures represented on campus.

9.4.3 Sustainability

- Each campus should work towards transitioning central plants to utilize as much renewable energy as possible to reduce emissions.
- Employ renewables when possible.
- Invest in infrastructure to make project opportunities easier to execute. Consider photovoltaics on campus buildings along with a regular maintenance plan to remove snow accumulation when needed.
- Develop maintenance system and procedures for recycling, composting and waste management.

9.4.4 Diversity and Inclusion

- Campus buildings, landscape and infrastructure should be designed to support the principles of Universal Design, welcoming people of all abilities to campus at the community scale.
- Invest in campus improvements and projects that are reflective of and celebrate the Alaskan environment and surrounding community and a campus that is grounded in renewal, rejuvenation and sustainability.



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.

- Create campus and community spaces that strive to eliminate systemic racism.
- Highlight Alaska Native students, staff and alumni in campus graphics and spaces to celebrate their contributions and accomplishments and to serve as role models for others.
- Create spaces that reinforce a sense of belonging and community for marginalized groups.
- Celebrate Alaska Native cultural traditions as part of the Alaskan heritage of the campus.
- For new development and major renovation, consider consulting with Alaska Native organizations and leaders to identify methods of being sensitive to local cultures and traditions.
- Consider establishing funding sources for the continued inclusion and celebration of Alaska Native traditional

and contemporary contributions to the campus, including place names, teachings and artwork.

9.4.5 Maintenance Considerations

- Include maintenance staff in higher-level planning discussions to encourage development of ideas for increased efficiency across campus.

Policy Compliance and Capital Improvement Plan

Section 10



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

10.1 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 | 1. Projected enrollment and other factors affecting the need for facilities and infrastructure; |
| 3,4,5,6,7 | 2. General areas for land acquisition and disposal; |
| 3,4,5,6,7 | 3. The general location of new or upgraded infrastructure, including roads, parking, pedestrian circulation, transit circulation, and utilities; |
| 3.8 | 4. Demolition of buildings, structures, and facilities; |
| 3,4,5,6,7 | 5. General location, size, and purpose of new buildings, structures, and facilities; |
| 9 | 6. Guidelines for landscaping; |
| 3,4,5,6,7 | 7. General location and intent for open spaces, plazas, etc.; |
| 9 | 8. Guidelines for signage, both freestanding and on buildings and structures; |
| 9 | 9. Architectural guidelines for all buildings, structures, and facilities; |
| 2,4,5,6,7 | 10. Environmental and cultural issues, ADA access, and energy conservation; |
| 2,4,5,6,7 | 11. The relationship of the campus to its surroundings and coordination with local government land use plans and ordinances; and |
| 10.2,4,5,6,7 | 12. General priorities for capital projects. |

10.2 Facility Projections 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. 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 are presented.

For any proposed new facility, available sites on campus are limited by the supply of developable land within each



Alaska Airlines Center during a winter sunset.
Photo credit: James Evans

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.

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.

10.3 Capital Improvement Plan

The Capital Improvement Plan is developed as a preliminary projection for the next ten-year period. At the end of the fiscal year in which the Master Plan has been developed, the scope of this projection will be from 2022-2032. 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, the Capital Budget Request was developed for FY23-28. 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.



The capital improvement plan for Anchorage focuses on Central Campus to continue to enrich student life at UAA.

Anchorage Campus Investments

Short Term

- Health Workforce Diversity Expansion Project (SMH Renovation)
- Student Success Center (Student Union and Seawolf Sports Center Renovation)
 - Seawolf Sports Primary Entry
 - Student Wellness
 - Welcome / Visitor Center
 - Seawolf Sports Complex Ice Rink Expansion
 - Student Union Renewal
 - Outdoor Experience Improvements
- Learning Commons (Library Renovation)
- Alaska Leaders Archive and Arctic Policy Center (Library Renovation)
- Alaska Native Success Initiative (ANSI) campus wide: signage, art, wayfinding; Alaska Native Arts Studio and 3D Lab (Arts Building Renovation)
- Fine Arts Ceramics Renovation (Arts Building Renovation)
- Aviation Building Welding & Non-destructive Testing Renovation
- Classroom Technology Modernization (campus wide)
- Exterior Safe Access and Circulation Improvements (campus wide)
- Northern Climate Research Electric Shuttle Busses (campus wide)
- Campus Security and Safety
- Campus Building Interior and Systems Renewal
- Campus Building Envelope and Roof Systems Renewal
- Campus Exterior Infrastructure and Signage Renewal

Mid Term

- ANSEP Acceleration Building
- ADT Diesel Lab Expansion
- Fine Arts Gallery Modernization
- GHH Consolidation of Administrative Support
- CPISB Combined Heat and Power

Long Term

- Cuddy Hall Renovation
- Health Sciences Building Phase 2 (including parking structure)
- Child Welfare Academy Relocation
- Residential Campus Modernization

Kenai Peninsula College

- MAPTS Kenai Groundwater Containment (mid term)
- Kachemak Bay Campus Technical Career Center (mid term)
- Kachemak Bay Campus Lecture Hall and Community Center (long term)

Kodiak College

- Career Center (short term)

Mat-Su College

- Middle College and ANSEP Facility (mid term)
- Recreation Facility (long term)
- Classroom Office Building (long term)

Prince William Sound College

- Vocational Technology Center (mid term)

This page intentionally left blank.



Bibliography

Section II

UAA REFERENCES & RESOURCES

- UAA Master Plan Engagement Report. 2021-2022
- UA Board of Regents Capital Planning and Facilities Management Policy
- UA Goals & Measures. February 24, 2022
- UA Alaska Native Student Success Initiative, Strategic Plan 2022-2027
- UAA Diversity and Inclusion Action Plan. 2017
- UAA Campus Master Plans. 1990/2004/2009/2013
- UAA Strategic Plan. 2017
- UAA Accreditation Plan. 2017
- UAA FY20 Facilities Benchmarking & Analysis by Gordian
- UAA Energy Study. 2008
- UAA Energy Policy. 2007
- UAA Unified Signage Plan. 2007
- UAA Utility Master Plan. 2006 (update in process)
- UAA Peer Space Benchmarking Study. 2013
- Jacobs, Will A. *The University of Alaska Anchorage: A Short History*. 2012

REGIONAL REFERENCES & RESOURCES

- Municipality of Anchorage – Title 21
- Anchorage 2020 Comprehensive Plan. 2001
- UMED District Plan. 2016
- Framework Master Plan Municipality of Anchorage Bicycle Plan. 2010
- Anchorage Bowl Park, Natural Resource and Recreation Facility Plan. 2006

HISTORICAL & ALASKA NATIVE REFERENCES & RESOURCES

- Kari, James et al. *Shem Pete's Alaska*. Revised 2nd Edition. 2016
- Alaska Native Language Center (web)
- Aaron Leggett, President of Native Village of Eklutna; Anchorage Museum
- Kahtnuht'ana Qenaga, Dena'ina Territory and Place Names (web)
- Kenaitze Indian Tribe (web)
- Nigqalchint Qayeh Kenu (Ninilchik Village Tribe) (web)
- Seldovia Village Tribe (web)
- Qutekcak Native Tribe (web)
- Alutiiq Museum (web)
- Kenai Peninsula Alutiiq Place Names (UAF) (web)
- Tangirnaq Native Village (web)
- Knik Tribal Council (web)
- The Valdez Native Tribe (web)
- Chugachmiut Heritage Preservation Traditional Place Names (web)

This page intentionally left blank.



Appendix

Engagement Report

UAA MASTER PLAN

Engagement Report //
2021-2022





UAA Consortium Library

CONTENTS

1 // EXECUTIVE SUMMARY

- 1 Introduction
- 1 What We’ve Learned So Far
- 1 What We’ve Heard So Far
- 2 Robust Engagement Efforts

2 // ENGAGEMENT ACTIVITIES

- 3 Campus Planning Steering Committee
- 4 Community Survey
- 7 Crowd-Sourced Interactive Map
- 7 Project Website
- 8 BIPOC Student Interviews
- 9 Academic Cluster & Stakeholder Interviews
- 10 Student, Faculty, Staff, & Community Listening Sessions

3 // APPENDICES

- Appendix A - Community Survey Results
- Appendix B - Crowd-Sourced Interactive Map Results
- Appendix C - BIPOC Student Interview Results



UAA's Engineering and Industry Building

1 // EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

Introduction

In the beginning of 2021, the University of Alaska Anchorage began the **Campus Facilities Master Plan (CFMP)** – a master plan to ensure that the long- and short-term planning of the physical campus environment aligns with the aspirations of UAA 2025. An updated CFMP will include processes to ensure we have adequate infrastructure to accelerate excellence and continually improve facilities and space.

This project will support the following UAA 2025 aspirations:

- **Putting students first**
- **Embracing a culture of equity and inclusion**
- **Embracing our role as a trusted and respected community partner**
- **Positively impacting communities and the world through innovation**

The purpose of the CFMP is to promote themes generated from UAA’s academic and strategic plans, ensure the built environment is flexible and adaptive, and align campus facilities with the overall institutional direction.

What We’ve Learned So Far // The Reality

The planning team deeply researched historic enrollment and infrastructure data. The data revealed that actual enrollment numbers have been significantly less than anticipated - projections were aspirational. Previous campus master plans used these enrollment aspirations and recommended new buildings to accommodate expected growth that never materialized.

The 2013 CFMP’s enrollment projections were less aspirational and resulted in a new approach by recommending the consolidation of functions back to the main campus, especially student services. The results increased the density of people on campus by allowing these relocations, however the previous plan did not anticipate such a dramatic drop in enrollment that began in 2011.



What We’ve Heard So Far // The Truth

To best understand the issues and aspirations most important to students, faculty, staff, and community members, the CFMP planning process included a robust engagement effort across multiple platforms to reach as many people as possible*. The project team coordinated multiple meetings with a steering committee, conducted interviews with academic unit clusters, launched a community survey with an interactive map, led multiple virtual and in-person presentations and listening sessions with campus groups and community organizations, and facilitated conversations with BIPOC students.

**A simple summary of each of the outreach activities can be found in the Engagement Activities Section of this report, and the full details can be found in the appendices.*

Robust Engagement Efforts

The robust and patient engagement process combined with the reality of enrollment and facility data revealed raw, honest, and sometimes emotional feedback that will drive this CFMP. This master plan will take a step that previous master plans have not taken - it will identify a smaller occupied footprint on the main campus in Anchorage, leaving space available for repurposing. This master plan will also identify facilities that UAA can adapt for unanticipated fluctuations in enrollment, up or down.

In summary, after listening the following themes will drive this master plan update:

Density Matters // The presence of people is important. Low enrollment and on-campus compromises made because of the global pandemic have created a desire for more people on campus, more pressing than previously identified.

Identity is Important // Clear boundaries and program identification allow UAA occupants to feel safe and at home on campus. Students are retained when they feel a sense of belonging.

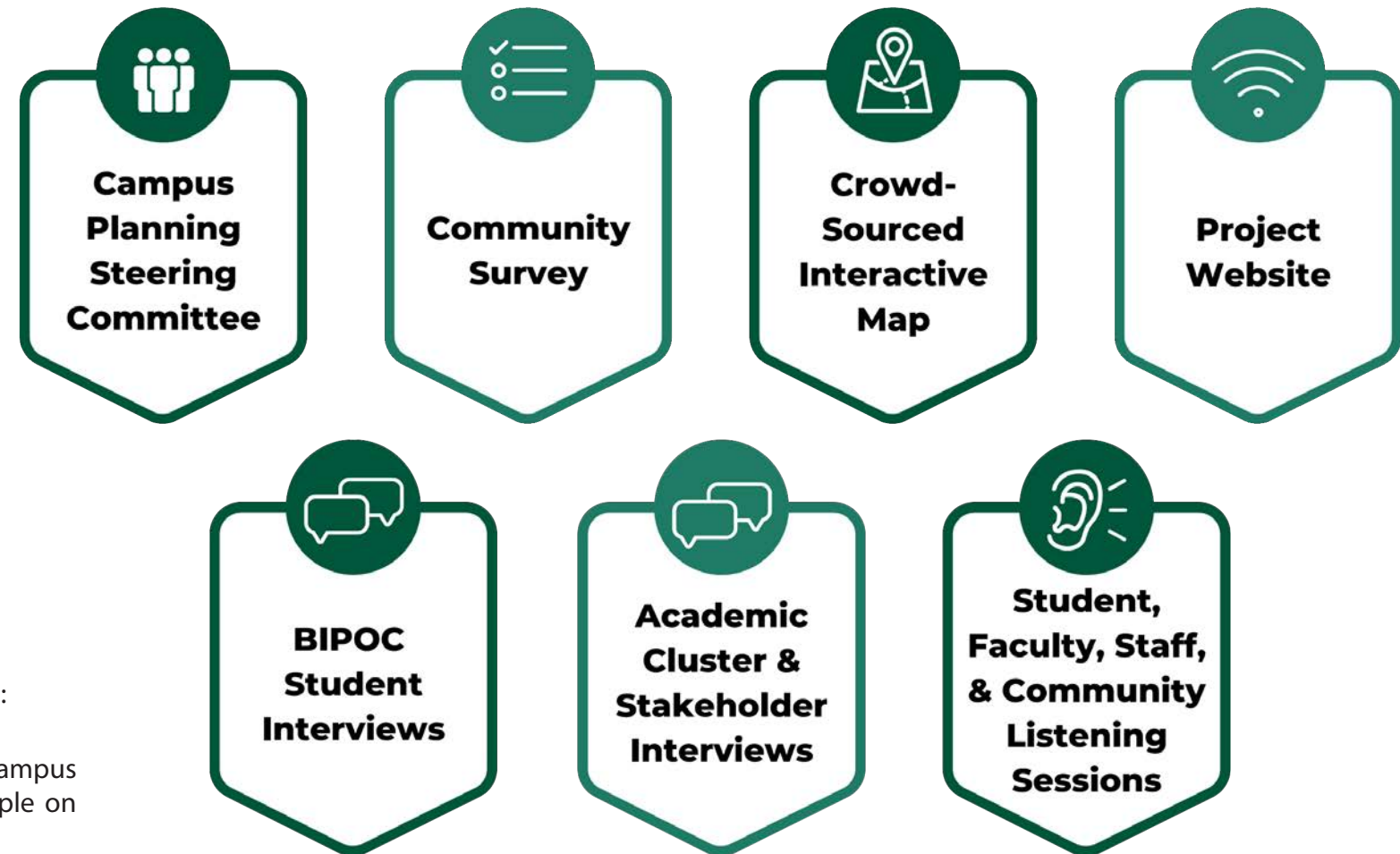
Interdisciplinary Learning and Collaborative Experiences // Students and Faculty are hungry to engage in learning experiences that combine academics with applied learning.

Collocation Within Academic Clusters // Organizing facilities around academic clusters can improve UAA's ability to put students first by creating better opportunities for collaborative learning.

Outward Student Support is Effective // Visible, easily located, and accessible student services will more successfully provide equitable entry and sustained access to education.

Public and Community Access is Vital // Inviting the community onto campus, "unlocking the doors," provides the necessary intellectual and cultural exchange required at a university.

A Well-Kept Home Shows Attention and Strength // Making sure all buildings are maintained and modernized displays the administration's holistic concern for UAA and a long-term commitment through investment.





UAA 2020 Nine in the Spine Alumni ParTee

2 // ENAGAGEMENT ACTIVITIES

ENGAGEMENT ACTIVITIES

Campus Planning Steering Committee

The CFMP Steering Committee is a broad group of staff, faculty, and students convened to provide guidance for the CFMP, represent their constituents, and advise the consultant team. Between February 2021 and February 2022, the committee met six (6) times. Three (3) of the meetings were focused charrettes on specific topics including Placemaking, Sustainability, and Diversity and Inclusion – Working Toward an Anti-Racist Organization.

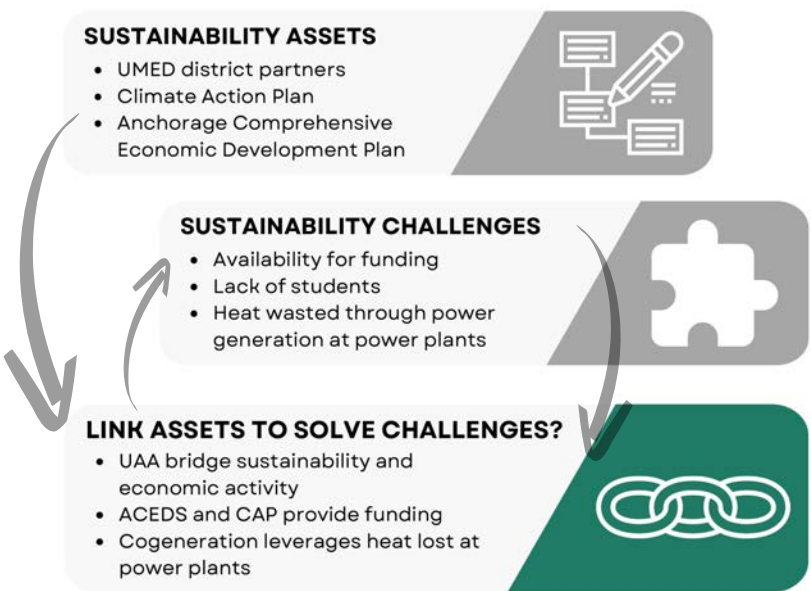


The Balancing Arcs “Happy Man” statue

This section will summarize the activities and overarching themes heard throughout the CFMP engagement process from February 2021 through February 2022.

What We Heard //

Sustainability Charrette Themes:



Placemaking Charrette Themes:

- Connection to the outdoors
- Connecting with others, in a passive or active way
- The university as a pillar in the community – it’s a resource for Alaskans and strikes a balance between quiet contemplative places and active places.

Diversity and Inclusion // Working Toward an Anti-Racist Organization

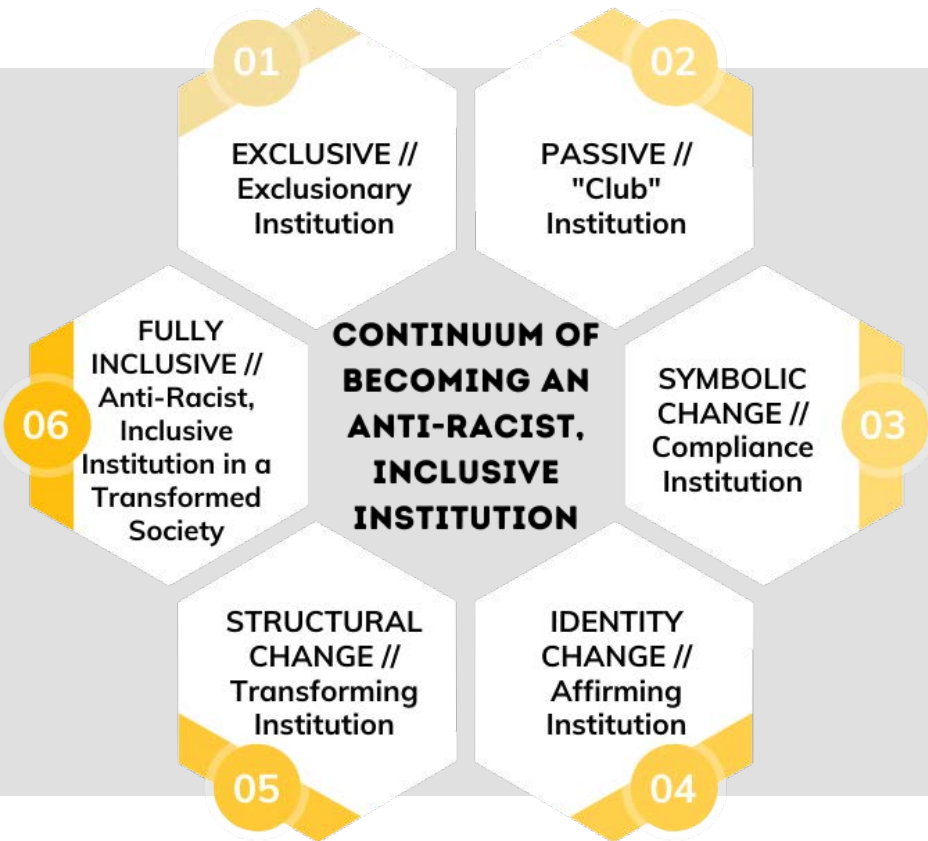
Group Discussion: Based on the graph to the right...

...where would you currently place UAA on the continuum?

- 03 // 34% Compliance Institution
- 04 // 55% Affirming Institution
- 06 // 11% Anti-Racist, Inclusive Institution

...where would you like to place UAA on the continuum?

88%
would like to see a FULLY INCLUSIVE organization



Community Survey

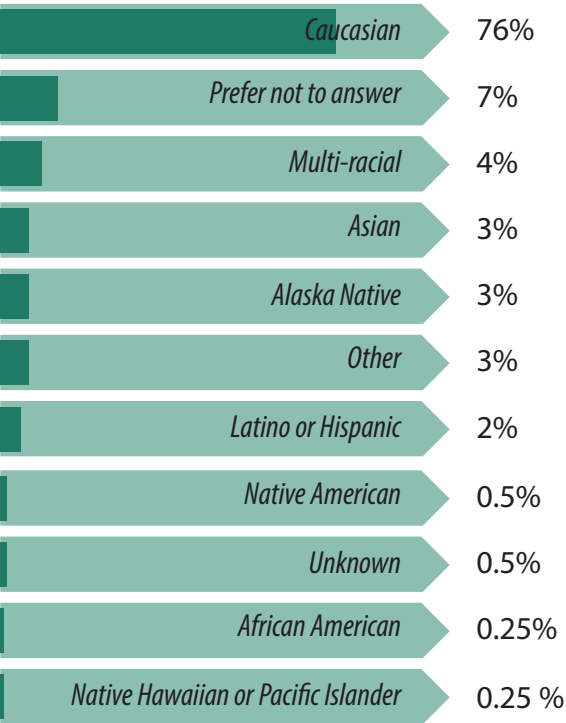
Launched in October 2021, this survey consisted of 27 questions and was widely distributed via social media, the project website, and email outreach. Almost 400 people consisting of staff, faculty, students and other community members completed the survey, with the vast majority of people being affiliated or familiar with the Anchorage campus.

On the following pages are highlights from the survey. To see all the data and responses, please visit the appendix.

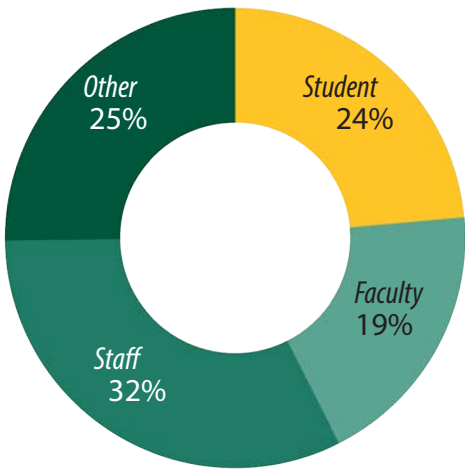
Demographics //

There was fairly equal participation in the survey from students, faculty, staff, and other community members. The overwhelming majority of survey takers were white/Caucasian; seven percent of people preferred not to answer, 4% were multiracial, 3% were Alaska Native, and 3% Asian.

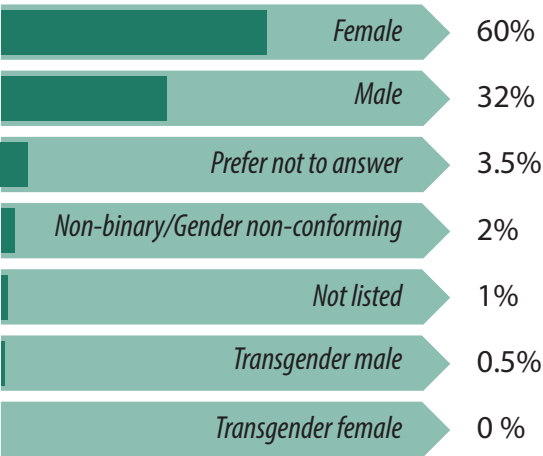
Ethnicity



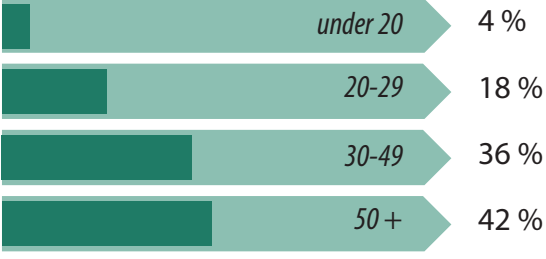
Campus Affiliation



Gender Identity



Age



The survey questions were grouped in the following categories:

- **Demographics**
- **Campus Facilities and Function**
- **Campus Feeling**

The intent of this organization was to assess how adequately the current campus facilities meet the needs of students, faculty, staff, and other campus visitors.

Campus Facilities & Function //

The Campus Facilities and Function section asked people what role the UAA campus plays in the community, which activities they currently perform on campus, which activities they do not perform on campus but would like to, how much time they spend on campus, virtual and in-person instruction preferences, and how technology impacts people's learning experience.

To the right is a ranking system showing how students, faculty, staff, and other community members view the role of UAA in the community:

*What role does the UAA campus plan in the community?
(Ranked with 1 = highest score)*



UAA's ConocoPhillips Integrated Science Building

Campus Feeling //

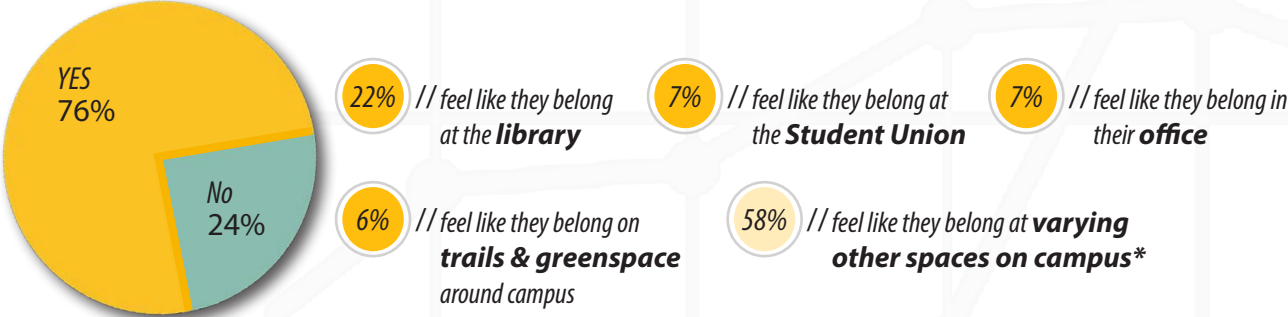
The Campus Feeling section explored if people feel safe, welcome, energized, or excited about coming to campus, and if there are spaces on campus that act as community gathering spaces or crossroads. Respondents were given the opportunity to fill in specific campus locations or places for these questions.

Do any buildings/spaces on campus act as community gathering spaces?

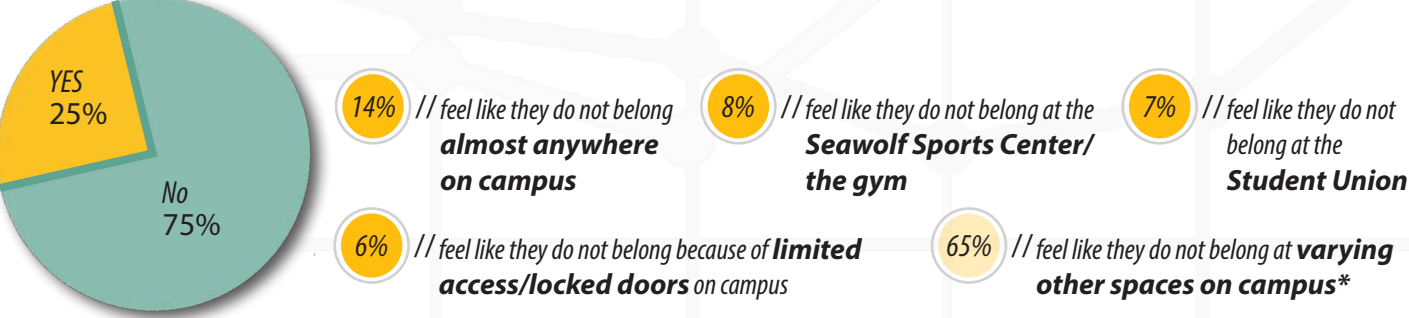
Kaladi Fine Arts Building Sports Center community gathering place Coffee shop used community Well Atrium SEE CPISB COMMON areas good RH gone SU COVID gathering place lounges quad Kaladis place spine area cafeteria Consortium Library theater campus public students Social Sciences Building Cuddy Wendy Williamson auditorium spaces Wendy Williams Library SSB Student Union Arena Wendy Williamson Lucy Cuddy used gathering space Alaska Airlines Center AK Airlines Center building gather center Wendy Cuddy Hall something bookstore food Commons Eating Arts building dorm Cuddy Center athletic community EIB Airlines Center Bldg AAC SSC Rooms cafe people Kaladi Bros Gorsuch Commons Native Student Services EVENTS spine Student Union open

A Sense of Belonging

Is there somewhere on campus you feel like you belong?



Is there somewhere on campus you feel like you DO NOT belong?



Feeling Welcome, Safe, ...NOT as Energized

Do you feel welcome using common spaces on campus?



Why NOT?

34% do not feel welcome using common spaces due to the space or campus feeling cold, empty, or not feeling like they have a right to be there

26% do not feel welcome using common spaces because there isn't enough space or there are uncomfortable spaces, no options for coffee or food, and locked doors make it feel unwelcoming

40% do not feel welcome using common spaces for varying reasons*

Do you feel safe on campus?



Why NOT?

22% do not feel safe on campus due to concerns about Covid

9% have safety concerns related to parking garages or walking to their vehicles

8% do not feel safe on campus due to unmaintained or poorly maintained paths resulting in snowy or icy conditions

8% do not feel safe on campus in the earlier morning hours or in the evening night hours

53% do not feel safe on campus for varying reasons*

Do you feel energized or excited about coming to campus?



Why NOT?

22% do not feel energized because of old or poorly maintained buildings, lack of food options, or comfortable gathering spaces

22% described their feelings about campus, using phrases such as, "it's a ghost town" and "place does not generate excitement"

11% experience difficulties with parking, signage, and accessibility

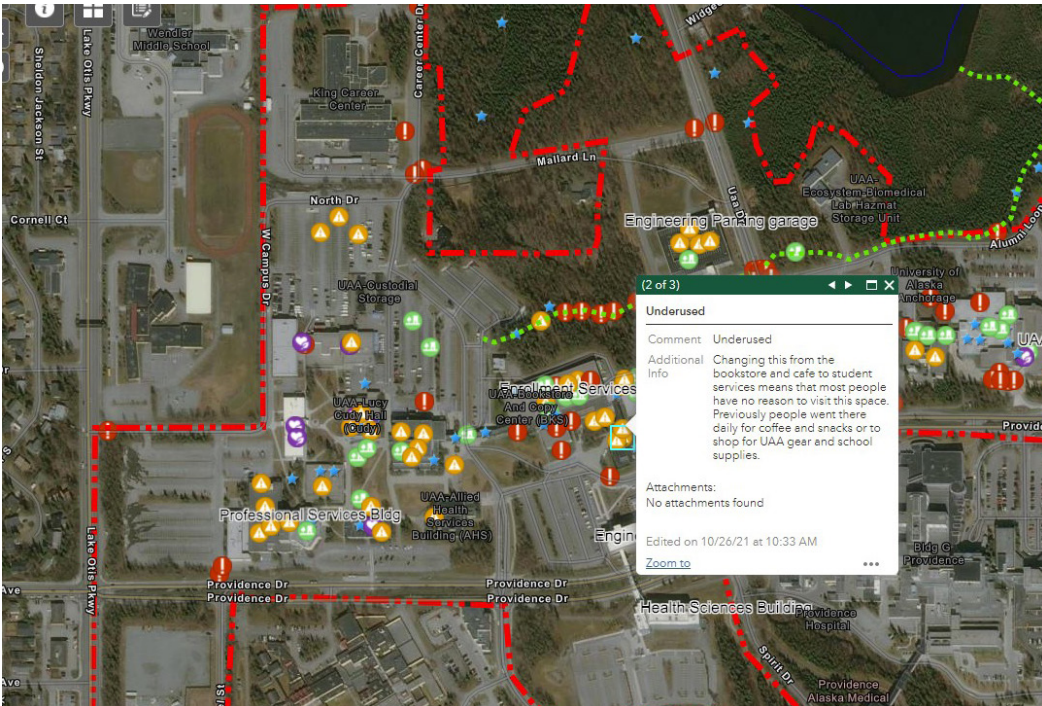
7% do not come to campus anymore

38% do not feel energized or excited about coming to campus for varying reasons*

*Lists of additional responses can be found in the appendices.

Crowd-Sourced Interactive Map

At the end of the community survey, respondents were directed to an online website with an interactive mapping activity. Participants could choose the campus(es) that they are most familiar with and use an interactive mapping tool to add comments to the map.



There were five comment categories from which people could choose:

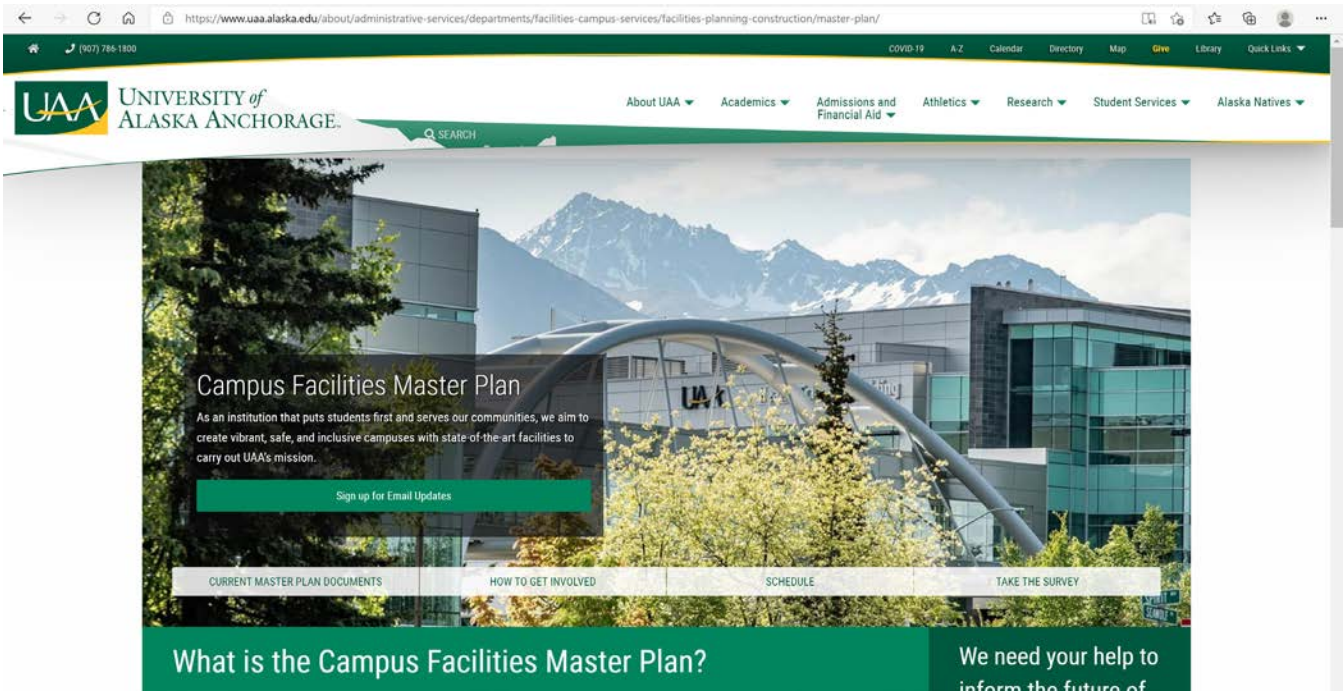
- Well-used
- Underused
- Safe
- Unsafe
- Important

Additionally, participants could select a comment type and place that comment on the map in a specific location and were also able to add additional information in a comment and upload a photo to accompany the comment. Each community campus had a separate map outlining the campus area. Participation levels varied greatly between the campuses with the Anchorage campus receiving the majority of comments.

A full report of responses is available in the appendix.

Project Website

A project website was developed to be the primary location for all project information. The site is hosted on UAA's website and includes an overall project description, project documents, a project schedule, links to the community survey, and information on how to receive information and stay involved.



Themes from Comment Categories

Trails and Open Space //

The surrounding trails and forested areas around UAA were noted as important areas multiple times on the map. People enjoy walking the trails, riding bikes with friends, using the natural areas for instruction, and navigating them to travel through campus. Some of the comments noted that the trails need upgrades or maintenance, due to issues such as cracking or heaving pavement, and that the trails can be confusing, or people are unaware they exist due to the lack of wayfinding and signage throughout the trails system. Other people noted that they would feel safer with more lighting.



Gathering Places

Connections with Others // Comments indicate a desire for more areas of connection with others. In particular, people noted that there used to be more dining or coffee options and that currently food options are extremely limited. Having more food options available, including food carts or trucks, would increase the number of people staying on campus, increase the comfort of those on campus, and encourage activation of public gathering spaces.



Safety //

Safety was a significant theme of the comments. In certain areas, people noted pedestrians and bikers felt very unsafe and there was a lot of conflict between drivers and non-drivers. Some comments noted that at times when there aren't a lot of people on campus, people don't feel particularly safe. Factors contributing to feelings of safety included lack of lighting, the lack of activation of public spaces, lack of wayfinding and clarity navigating the campus, and the inability to access some facilities (locked doors or needing a badge to gain entrance). Deferred maintenance or better maintenance of existing assets was a common theme. Winter maintenance, asphalt or concrete that is cracked, potholes, and lighting were issues that people discussed in numerous areas of campus.










BIPOC Student Interviews

The project team conducted ten in-depth interviews with individuals and organizations of traditionally underrepresented groups. This engagement emerged from the project steering committee discussions on equity, inclusion, and the continuum of becoming an anti-racist, inclusive institution.

Interview participants made recommendations for improving the physical environment to support students and make the campus more inviting. Specific details can be found in the appendix of this Engagement Report however several common themes emerged from these interviews:

-  **Campus Accessibility and Access** // Students recommended improved wayfinding, winter maintenance, expansion of the spine, and improvements for students with physical disabilities.
-  **Promoting Inclusive Environments** // Nearly all students mentioned the Consortium Library as a place that is comfortable and offers excellent resources for studying, meetings, and gathering.
-  **Classroom Environments** // Classrooms that promote collaboration and easy access to the professor and materials being presented foster the best learning environments. Students prefer spaces with access to natural light, more recent technologies, and collaborative spaces.
-  **Meeting Spaces** // Students prefer spaces with access to natural light, food, and cozy elements. It is important to have a range of different sizes of spaces dispersed throughout campus.
-  **Creating Welcoming Environments** // Students overwhelmingly recommended that UAA should amplify Indigenous identity and cultural diversity throughout campus through art.

“The library... there’s a lot of resources that are open to me there when I need help. Just having those resources open to me at the library (makes me feel comfortable)”

– Oliver, referencing areas on campus that make him feel comfortable.

Academic Cluster & Stakeholder Interviews

Dozens of meetings, interviews, updates, info sessions, and presentations were conducted with individuals and groups throughout every college, campus, and department. The key takeaways are summarized in the executive summary of this document.

Academic Cluster Interviews

- **Arts and Humanities**
 - + College of Arts & Sciences
 - + Consortium Library
 - + Community & Technical College
- **Science, Technology, Engineering and Mathematics**
 - + College of Engineering
 - + ANSEP
 - + College of Arts & Sciences
- **Health**
 - + College of Health
 - **Business and Industry**
 - + College of Business & Public Policy
 - + Community & Technical College
- **Social and Behavioral Sciences**
 - + College of Health
 - + College of Arts & Sciences
 - + School of Education

Stakeholder Interviews

In-depth stakeholder interviews were conducted with the following groups and organizations:

- 1

Community Colleges
 - + Kodiak College
 - + Kenai Peninsula College
 - + Prince William Sound College
 - + Mat-Su College
- 2

Student Affairs
- 3

Diversity Officer
- 4

Alaska Native Outreach & Education
- 5

Administrative Services
- 6

Advancement
- 7

Research
- 8

Other Groups:
 - + Cabinet
 - + Faculty Senate
 - + Staff Council
 - + Alumni Association
 - + USUAA
 - + Athletics
 - + Campus Planning & Budget

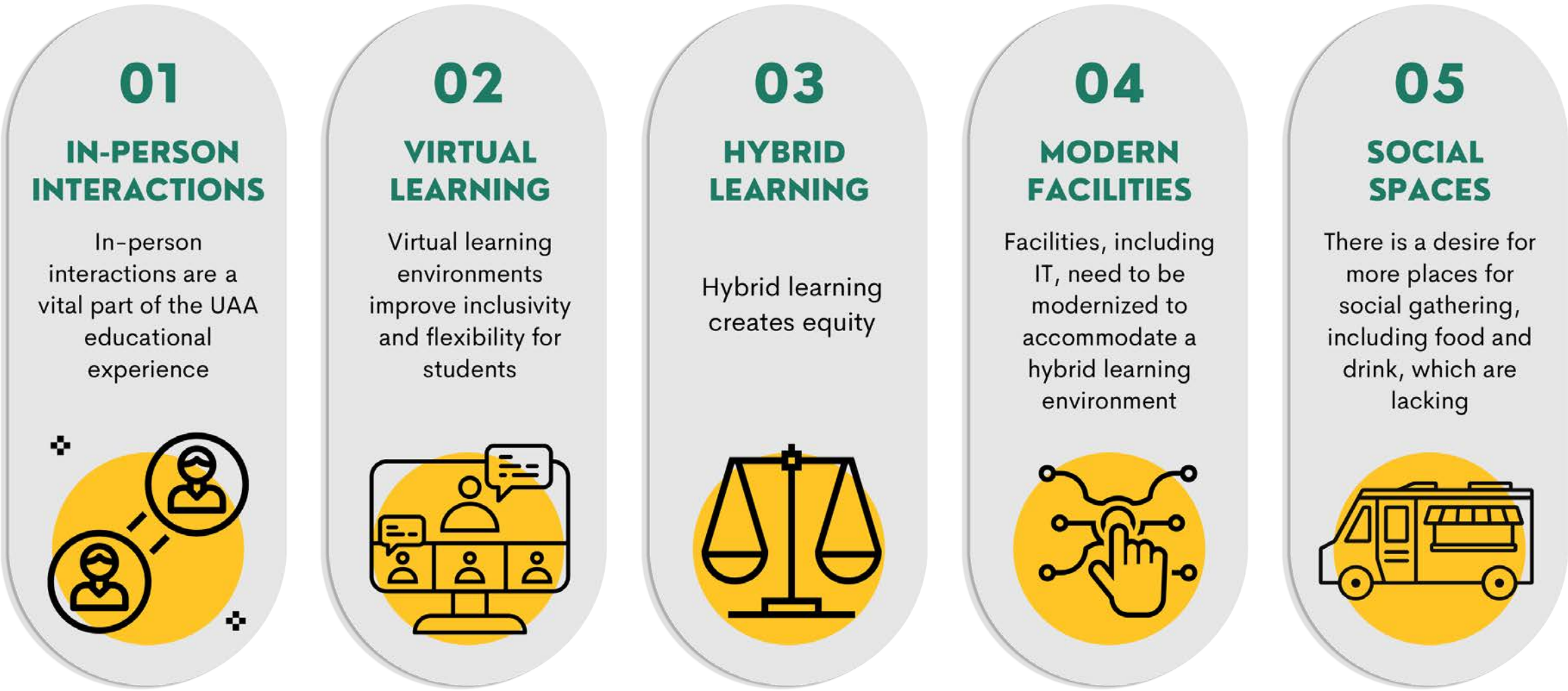


Nursing students inside the Campus Center at UAA's Kodiak College

Student, Faculty, Staff, & Community Listening Sessions

In the fall of 2021, there were faculty and staff, student, and community information forums held virtually. The project team tabled in the Student Union, attended multiple Community Council meetings, and held multiple virtual session to listen and learn and raise awareness about the CFMP project.

What We Heard //



This page has been left blank intentionally.



3 // **APPENDICES**