


UNIVERSITY OF ALASKA ANCHORAGE

KODIAK COLLEGE CAMPUS FACILITIES MASTER PLAN 2010

ACKNOWLEDGEMENTS

Kodiak College Representatives

UA Board of Regents

KoC Board of Advisors

Kodiak Master Plan Steering Committee

UAA Facilities

DOCUMENTS CONSULTED INCLUDE:

Kodiak College Academic Plan, 2006 - 2010

Kodiak College Strategic Plan 2006 - 2010

Kodiak College Housing Study 2002

Kodiak College Technical Center Feasibility Study 2002

Strategic Plan UAA 2017

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University of Alaska Board of Regents - Policy Reference Table

This Master Plan was developed in accordance with Board of Regents Policy 05.12.030, which is provided in full below. To demonstrate where specific policy elements are addressed within the document, a reference table highlights where each element is covered in the PWSCC Campus Master Plan, by section and page number.

05.12.030 Campus Master Plans (09-19-08)

A. **Intent:** The administration will develop and present to the board for adoption, a campus master plan for each campus. The purpose of a campus master plan is to provide a framework for implementation of the academic, strategic and capital plans.

B. **Contents:** A campus master plan will contain, at minimum, maps, plans, drawings or renderings, and text sufficient to portray and describe the following elements. Projections will be developed for 10 years and may be developed for other intervals.

Campus Master Plan Required Elements BOR 05.12.030 B	Where each element is covered in the KoC Campus Master Plan (by Section and page)
1. Projected enrollment and other factors affecting the need for facilities and infrastructure;	Enrollment Projections (pages 22-23)
2. General areas for land acquisition and disposal;	Property Acquisition & Disposal (page 27)
3. The general location of new or upgraded infrastructure, including roads, parking, pedestrian circulation, transit circulation, and utilities;	Campus Expansion Concept (pages 54-55) and Circulation (page 45)
4. Demolition of buildings, structures, and facilities;	Facility Replacement Criteria (pages 25-26)
5. General location, size, and purpose of new buildings, structures, and facilities;	Projected Facilities Needs (pages 32-36)
6. Guidelines for landscaping;	Landscape & Amenities Guidelines (pages 44)
7. General location and intent for open spaces, plazas, etc.;	Hierarchy of Open Space Guidelines (page 47)
8. Guidelines for signage, both freestanding and on buildings and structures;	Signage and Way-Finding Guidelines (page 48)
9. Architectural guidelines for all buildings, structures, and facilities;	Key Design Guidelines (pages 42-48)
10. Environmental and cultural issues	Building Stewardship and Sustainability Guidelines (page 44)
ADA accessibility	Accessibility for the Disabled Guidelines (page 46)
Energy conservation	Building Stewardship and Sustainability Guidelines (page 44)
11. The relationship of the campus to its surroundings and coordination with local government land use plans and ordinances; and	Regional, Community and Cultural Context (page 6)
12. General priorities for capital projects.	Recommended Improvements (page 40)

C. **Development; Review and Update; Revision, and Amendment**

1. Development: The administration will implement a process for development of the campus master plan that allows for participation by the local government and members of the university community, to include faculty, staff and students.
2. Review and Update: A campus master plan will be reviewed and updated on a five to seven year cycle.
3. Revision and Amendment: A campus plan may be revised or amended from time to time. An amendment to accommodate a proposed specific capital project shall be considered and approved by the board prior to consideration of the proposed capital project.

D. **Purpose and Function; Renovations**

1. Purpose and Function: When adopted by the board, the campus master plan governs the capital improvements plan and budget request for the campus, and approval of all proposed capital projects on the campus. The board may not grant schematic approval for a capital project request unless it implements the adopted campus master plan.
2. Renovations: When a capital project consists of the renovation of an existing building, structure, or facility, as part of the renovation, the exterior and immediate environs of the building, structure, or facility should be brought into conformance with the campus master plan to the extent reasonably possible.

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INTRODUCTION

CHANCELLOR'S MESSAGE

Dear Friends and Colleagues:

When Kodiak College was established 1968, the College began a tradition of serving the land, sea, and peoples of Kodiak Island. From the first days of its modest beginnings, Kodiak College has partnered with Island communities to help meet changing social and economic needs for nearly half a century. The College's recent strategic plan and this new master plan will ensure the tradition of excellence and service continues well into the next half century.

Many of you have invested your time, expertise, and insight on the unique needs of your communities to help develop this comprehensive master plan. Thank you for your support and collective wisdom. Your contributions have produced a valuable blueprint for the future development of Kodiak College. The plan takes into account population growth and workforce development needs, from healthcare, to high-tech industry, to welding. It anticipates dynamic academic program and facility needs, while setting an important priority to incorporate and celebrate the natural setting of the Island in campus development. It is a plan in which we can take great pride. And, it is a plan that will continue to enhance the quality of life and meet the educational needs of Kodiak Island communities for the next generations. We will refer to the Kodiak College Master Plan often and look forward to continuing our history of partnership with Kodiak Island communities.

Sincerely, Fran Ulmer, Chancellor

WELCOME FROM THE DIRECTOR

Welcome to Kodiak College, our beautiful island community, and an exciting array of educational options, from transfer degrees to technical training and personal enrichment courses. Kodiak College is a public, two-year campus of the University of Alaska Anchorage, located on the second largest island in the U.S. about 250 air miles south of Anchorage. Our unique coastal environment and culturally diverse community offer a wide variety of educational opportunities both in and out of the classroom.

At Kodiak College, students will find state-of-the-art learning labs, curricula that meet industry standards, and highly trained faculty who understand the rapidly changing needs of today's job market. Small class size coupled with outstanding academic advising and career counseling assures that students receive the personal attention they need to excel.

I invite you to experience the diverse educational opportunities that await you at Kodiak College, where you will find our commitment to student success our highest priority.

Sincerely, Barbara Bolson, Director

EXECUTIVE SUMMARY

Background

In almost forty 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 becomes due, 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. However, a steady increase in full time students is a noticeable trend that presages improvement in the quality and quantity of facilities at the campus and in remote locations.

Recommendations

Recommendations are guided by five goals and a number of derivative objectives that address campus appearance, facilities functions, access and circulation, community and natural environment. The five goals are:

1. Make UAA a model northern university;
2. Accommodate and integrate substantial growth;
3. Build quality facilities;
4. Celebrate the natural campus setting;
5. Build community with neighbors.

This master plan includes design guidelines intended specifically for this campus. Essentially the guidelines speak to the importance of sustainable and adaptable architecture that is attuned to the particular needs of this sub-Arctic island location, set in a mature spruce woodland.

A concept plan has been developed for expansion of the campus core and for the 52-acre campus as a whole. These anticipate remodeling and expansion of existing buildings to match them more closely to 21st century needs, and additional buildings ranged round an open quadrangle in the space between the Benny Benson Building and the Campus Center Building. The east side of the quadrangle would be formed by a Long House, with wide eaves providing sheltered passage between buildings. The main entrance to the campus from the parking lot would be a covered way between the Vocational Technology Building and the Long House. The east side of the quadrangle would be formed by one or more teaching and office buildings. Entry to the parking lot would be via a realigned driveway passing north of the Campus Center Building and emerging just to the east of it. The parking lot would be extended east towards Woody Way.

The main consequence of this configuration would be to link all the buildings together in an exclusively pedestrian environment. The quadrangle would include plantings, furnishings and paving so that it could be enjoyed at various times of the year. The sense of collegiality would be promoted by this crossing of paths.

Improvement concepts are described in greater detail near the end of the facilities master plan document.

Existing UAA Buildings
Proposed UAA Buildings
Proposed Future Housing
Proposed Future Parking
Existing Footpath
Proposed Lighted Pathway
Existing Electrical line
Existing Storm Drain line
Existing Storm Sewer
Existing TV line
Existing Water line
Existing UAA Kodiak Property Boundaries

The sizes, shapes, and locations of all facilities improvements are very approximate.

UAA Kodiak (existing)

0' 100' 200' 400'

Existing UAA Buildings
Proposed UAA Buildings
Proposed Open Space
Proposed Lighted Pathway

The sizes, shapes, and locations of all facilities improvements are very approximate.

UAA Kodiak (future)

0' 25' 50' 100' 200'

PURPOSE & BACKGROUND

The mission of Kodiak College is to provide quality education, training tools and opportunities for Island learners.

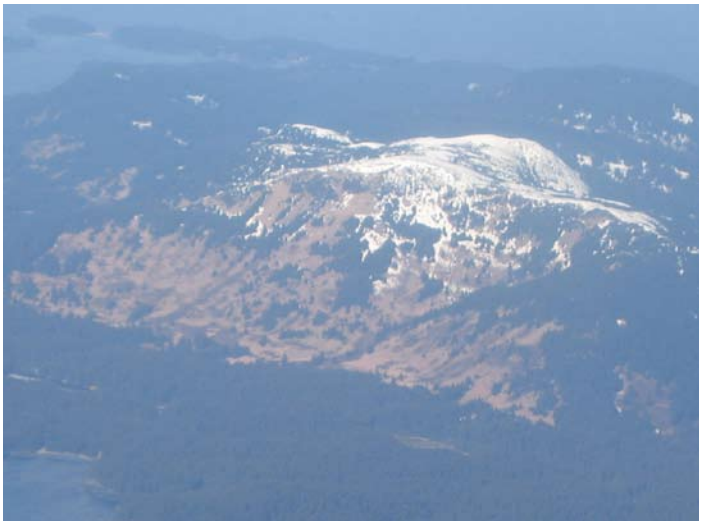
REGIONAL, COMMUNITY AND CULTURAL CONTEXT

The Great Land

Maritime hunters were living on Kodiak Island 7,000 years ago. Known among archeologists as the Ocean Bay I tradition in Kodiak, they used slate tools with ground edges. Over subsequent millennia, a blending of Thule and Pacific coastal cultures occurred, so that by 1500 AD, the Koniag culture was well established.

The first recorded non-native contact was made in 1763 by Stephen Glotov. In 1784, Grigory Ivanovich Shelikhov founded a Russian settlement at Three Saints Bay. By 1792, Alexander Baranov and other Russian fur trappers were trading with native inhabitants for sea otter pelts. At this time, the island known as 'Kikhtak' was occupied by over 6,500 Sugpiaqs (Koniags). The following year, they established the center of government at Pavlov Harbor, the site of present day Kodiak. Soon Russian Orthodox clergy began to arrive, and to convert the native population to Christianity.

Alaska was purchased from the Russians in 1867, prompting a flood of entrepreneurs from the lower 48. Hunting continued to near extinction of the sea otters, until its legal protection in 1911. The following year, volcanic eruption of Mount Katami buried the island in eighteen inches of ash, clogging streams and obliterating vegetation. Two months later, Alaska gained Territorial status with the United States Congress on August 24, 1912. This gave Alaska a say in the laws that were being passed to administer the Territory. Territorial status coincided with a period of economic and population decline, yet the Alaska Railroad was built to link Seward and Fairbanks between 1914 and 1923. Copper was shipped from the Kennecott Copper Mine to Cordova between 1911 and 1938. By the 1920s, halibut and salmon fishing around Kodiak had expanded to include cod and herring boats too. A US Navy base was established on the island in 1938, and was substantially expanded during World War II. After the war, it continued as a US Navy base until 1972 when the US Coast Guard assumed control.



The vastness and diverse landscape of the State of Alaska continues to attract visitors and soon-to-be residents.

In 1949 the Alaska Statehood Committee launched a campaign which brought about the Alaska Statehood Act which was signed by President Eisenhower on July 7, 1958. On January 3, 1959, Alaska was officially proclaimed the forty-ninth state of the Union. From 1959 to present, Alaska has had a succession of economic booms with timber, oil, sea foods, and the tourism industries. In common with other parts of the state, Kodiak Island has begun to emerge as a tourist destination, spurring yet another chapter in the economic history of this 'emerald island'.

Kodiak Borough Assembly

The master plan team met with the Borough Assembly in April 2006 to discuss issues of mutual interest and concern. The Assembly noted the importance of Lifelong Learning programs to the community, as the population of seniors will double in the next few years. The Kodiak College Strategic Plan specifically addresses this issue and others, such as the aims of the Cultural Community Committee, which align closely with those of the Borough.

An interesting idea raised at the Assembly was the possibility of teaming seniors in housing with students from smaller communities. Such a co-housing arrangement near the campus could help to increase enrollments from small and remote communities: segments of the population specifically targeted by the College.

THE STATEWIDE SYSTEM

History of the University of Alaska

Alaska was still a US Territory in 1915 when the United States Congress set aside federal lands near Fairbanks for a land-grant college. In 1917, Alaska's territorial legislature approved a statute establishing the Alaska Agricultural College and School of Mines which opened in 1922. In 1935, the institution was renamed the University of Alaska. Not until 1972 did Kodiak College open its doors to students, administered as part of the University of Alaska, South Central Region.

The University of Alaska System, which covers an area one-third the size of the mainland United States, is governed by an 11-member Board of Regents appointed by the governor and confirmed by the legislature. All but the student regent, who serves a two-year term, serve for eight-year, staggered terms.

The Board reviews and approves educational policy, degree programs, campus development, and budget requests. The Board appoints the president who is responsible for the administration of the System and serves as executive officer of the Board of Regents. The president's immediate staff consists of a vice president for finance and planning, vice president for university relations, and a general counsel. The System office is located in Fairbanks.

The UA System

There are three universities in the System: University of Alaska Southeast, University of Alaska Anchorage, which includes Kodiak College, and University of Alaska Fairbanks. Each is headed by a chancellor who reports to the president.

The University of Alaska Southeast (UAS) serves students in Southeast Alaska, with the main campus in Juneau, branch campuses in Ketchikan and Sitka, and outreach locations throughout the region. UAS has cooperative agreements with the Yukon Territory and provides degrees to military personal via distance delivered coursework. UAS has exchange and cooperative agreements with over 100 international institutions around the world through its international education consortia affiliations.

The University of Alaska Anchorage (UAA), based in Anchorage, besides Kodiak College, has Community campuses serving the Kenai Peninsula, Matanuska-Susitna , and the Prince William Sound area. Instruction is also offered in numerous other sites in Southcentral Alaska and the Aleutian Chain. UAA has exchange and cooperative agreements with Japan, Korea, Finland, Canada, China and Russia.

The University of Alaska Fairbanks (UAF) serves the Interior, and is a Land, Sea and Space Grant Institution. In addition to the main campus in Fairbanks, UAF oversees the Bristol Bay Campus, Chukchi Campus, Interior-Aleutians Campus, Kuskokwim Campus, Northwest Campus, and the Tanana Valley Campus. UAF has exchange and cooperative agreements with Japan, Denmark, Russia, Sweden, Venezuela, Mexico, and Norway. UAF also administers the Fisheries Industrial Technology Center on Kodiak Island.

Goals Shared With All UA Campuses

The Board of Regents University of Alaska 2009 Goals and Objectives set a common standard for all universities and colleges in the Alaska system. Each of seven goals is amplified as the series of objectives that is summarized below.

Goal 1: Student Success

The University will provide the learning environments, support systems, academic programs, facilities, technology, and faculty to enable the life-long success of our students, with their diverse needs, interests, capabilities, and ambitions. We seek to increase the number and share of traditional and non-traditional students attending a University campus. We are particularly committed to the success of Alaska Native students.

Objectives

- Enhance efforts in student recruitment and retention.
- Continue to place students in good jobs.
- Build life-long relationships with alumni.

Goal 2: Educational Quality

The University will offer the highest quality in our educational offerings, from non-degree training programs to graduate degrees. Our campuses will provide the highest possible quality programs and services within their respective missions.

Objectives

- Emphasize the community college mission.
- Improve collaboration among campuses.
- Ensure efficient allocation of programs.
- Develop new and relevant programs.
- Strengthen advising services for our diverse student community.

Goal 3: Research Excellence

The University will be a globally recognized leader in areas of research for which Alaska has special competitive capabilities or unique environments in key areas of culture, economy, and health, using approaches that integrate the human dimension with natural sciences, and expand from basic processes to synthesis and policy advice.

Objectives

- Enhance competitive capacity.
- Increase opportunities for undergraduate and graduate student participation in research.
- Capture Alaska-specific opportunities for the State and the University.
- Account for the value and cost of research.
- Expand support for the transfer of University intellectual property to private economic development.

Goal 4: Faculty and Staff Strength

The University will recruit, develop, and retain a culturally diverse faculty and staff who bring excellence to our research, teaching, and public service and through innovative and mission-focused academic and staff human resources programs and services.

Objectives

- Invest in faculty and staff development.
- Reward faculty and staff for innovation, creativity, and excellence.
- Ensure alignment between institutional goals and workload, productivity, and selection.
- Ensure excellent administrative practices that are integrated with the university's strategic priorities.
- Ensure high quality teaching.

Goal 5: Responsiveness to State Needs

The University will continuously enhance its capacity to meet the changing needs of Alaska's people and work through core programs as well as creative, entrepreneurial arrangements and partnerships to meet those needs. Among the changing conditions affecting the state's needs are continued rapid population growth in Anchorage and surrounding communities, the need for economic diversification, particularly in rural Alaska, and uncertainty regarding the state's ability to provide for its own economic future.

Objectives

- Assess and meet Alaska's current and projected workforce needs.
- Focus on rural Alaska needs.
- Provide support for cultural needs.
- Increase public policy analysis.
- Build community engagement programs.
- Enhance responsiveness to workforce needs.

Goal 6: Technology and Facility Development

The University will provide students, faculty, and staff the facilities and technology they need to most effectively pursue their research, education, and public service goals.

Objectives

- Address process issues: facility planning and facility utilization.
- Explore privatization and partnering.
- Support distance education through additional technology and faculty development.
- Expand access through appropriate technologies to as many university programs and services as possible.

Goal 7: Diverse Sources of Revenue

Engaging major stakeholders to increase their investment in the University is a critical precondition for the achievement of the above six goals. These stakeholders include all citizens of Alaska, but especially alumni, state, federal, and local governments; businesses, including non-profit organizations; and private philanthropy.

Objectives

- Diversify funding sources to reduce reliance on the state's general fund.
- Pursue land for long term endowment and growth.
- Encourage the commercial utility and application of University intellectual property.

(Compare these with UAA goals on pages 15 & 41).

WHY A MASTER PLAN?

Master Plan Purpose

The purpose of the Master Plan is to provide a philosophy, design guidelines, and a physical structure for the ongoing development and redevelopment of the campus. Kodiak College Master Plan provides a vision for the campus over the next 10-25 years. It preserves flexibility in the exact location of various uses, but through a set of goals and objectives, it clearly describes an overall form for the campus as new projects are developed. The goals, objectives, plans, and design guidelines are intended to assist Kodiak College in planning for rational, orderly growth, and redevelopment.

It is the intent of the Master Plan 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.

UAA Draft Strategic Plan UAA 2017

Within the framework of the Board of Regents' Goals and Objectives, UAA aims to become the university of first choice, distinguished for:

- Excellence in teaching, learning, research and creative expression;
- Expanding educational opportunity and supporting lifelong learning;
- Building student success with special attention to serving Alaska Native and other under-represented populations, and first-generation college students;
- Innovative undergraduate and graduate education centered on professional and craft practice, academic research, or creative performance;
- High quality research that includes special attention to Alaska, the Pacific Rim, and the circumpolar north;
- Driving Alaska's social and economic development through education and training for workforce development and high demand careers;
- Its diverse, engaged community of students, staff, faculty, schools, colleges and campuses;
- Its role as public square: the extent and quality of its community engagement, its partnerships with public and private institutions, and its support for critical inquiry, public debate, and creative expression; and
- Commitment to sustainability and environmental responsibility.

To achieve this vision, UAA 2017 establishes five strategic priorities to guide planning and decision-making for all schools, colleges and campuses in the University.

- Strengthen and develop the total UAA instructional program;
- Reinforce and rapidly expand the UAA research mission;
- Expand educational opportunity and increase student success;
- Strengthen the UAA community;
- Expand and enhance the 'public square' functions.

VISION FOR KODIAK COLLEGE

STRATEGIC PLAN FOR KODIAK COLLEGE 2010-2015

Vision and Values

Kodiak College has set a high priority on engaging the community on a number of levels, including the economic, cultural and civic life of Islanders. The vision of the College is one of a cultural and academic leader by example, helping individuals and communities to reach their potential. This will demand human resources and facilities of the highest caliber in a setting which is inviting, yet challenges all to excel.

Other Plans

Five-year master plans were published for the periods 1980-1885 and 1985-1990. Each stated the mission and goals of Kodiak College, and went on to examine the local economy, the numbers, ethnicity and educational attainment of the local population. A series of local conditions was presented, and for each, one or more objectives were offered, together with relevant programs, either existing or potential, offered by the College. The 1985-1990 master plan ended with a five-year capital expenditures budget.

Other earlier plans have documented specific buildings and campus conditions; the Housing Study of 2002 is an example.

Universal Design Principles

A series of ***Design Principles*** has been derived from the five 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. The Design Principles are given practical applicability through the ***Principal Objectives*** that follow.

The vision projected in the Kodiak College Strategic Plan is consistent with eight academic and cultural principles that were developed as universal principles applicable to all UAA campuses:

1. The university will increasingly be a driver for the economic, cultural and intellectual development of Alaska.
2. Alaskan natives' cultural traditions will continue to be celebrated as part of the Alaskan heritage of the campus.
3. Our academic directions embrace diversity in a university setting, modeling community and fellowship.
4. The University is committed to attracting and retaining Alaska's students.
5. The University will continue to be responsive to high demand state needs and programs that focus on Alaska's unique geographic location.
6. Architectural aesthetics should be reflective of the Alaskan environment, its culture, and of sustainability.
7. The configuration of facilities on each campus shall stimulate synergy, communication and community.
8. Collaborative design will create an inspirational setting and cultivate strong campus communities.

Implicit in these eight principles are those of sustainable design and practices. These may be summarized as follows:

1. Minimize energy use by improved insulation, reduced solar gain in summer, improved efficiency in lighting, heating, cooling and other equipment.
2. Reduce carbon production and release by use of energy efficient, low emission equipment, materials and practices.
3. Conserve the woodland ecology of the campus.
4. Take full advantage of recycling opportunities on the Island, including storm water runoff, waste paper, metals and building materials.

Strategic Plan for Kodiak College

The Kodiak College Strategic Plan 2010-2015 sets a vision for the institution as Kodiak Island's first choice as a vibrant gathering place for learners.

Consistent with this vision is the College's mission statement:

To provide quality education and training tools and opportunities for Island learners.

The Strategic Plan goes on to state six core values:

- Diversity
- Equity
- Respect
- Knowledge & Expertise
- Lifelong Learning
- Service & Engagement

The mission is developed in a series of six Strategic Directions reflecting the core values. Each category of strategic directions includes specific actions or instructions. Each is repeated below (numbered and in bold italics) and is followed by relevant subordinate instructions (italics) and by a summary of implications for the campus master plan.

1. Provide information-intense, technologically advanced post-secondary educational opportunities to develop a workforce prepared for 21st century, high-demand jobs.

- Identify and design new courses and programs to prepare students for high demand jobs.

Both academic and vocational programs will be affected by such changes, in some cases requiring remodeled or new space to accommodate personnel and equipment.

2. Build a state-of-the-art post-secondary vocational-technical program that includes internship and apprentice opportunities.

- The space and equipment in the Technology Center are currently too limited to enable achievement of this direction.

3. Create a coordinated, seamless transition from high school to college that will attract and retain recent high school graduates

- Coordinate educational opportunities and funding for recent high school graduates with Tribal Councils.

Housing will be needed for off-island students within walking distance of the campus. Community support will also be important.

4. Facilitate knowledge about and understanding of our rich Island heritage and environment.

- Develop courses and programs that study, support and preserve the Alutiiq culture.

Alutiiq themes and artifacts may play an increasing role in the architecture and décor of the campus. There may be a need to accommodate special collections of books and artifacts as support resources for such programs.

- Establish an outdoor education program unique to Kodiak. The campus itself can function as a living laboratory for parts of this program, taking advantage of establishe woodland flora, fauna and ecology.
- Support educational film projects that highlight the peoples and environment of Kodiak Island.

The campus will function as the base for this island-wide project. Space will be needed for personnel and secure storage will be needed for equipment.

5. Reflect our diverse community populations in our students, faculty, and staff.

- Promote inclusiveness through campus art, signage and public events.

As in another direction above, an emphasis on Alutiiq themes is indicated, and the ability of the campus to host public gatherings is emphasized.

6. Increase recognition locally and beyond for excellent program and course offerings, strong community partnerships, and community responsiveness

- Develop collaborative projects with Federal, State and Island agencies and communities, and other institutions of higher learning. Among other things, this implies continued development of distance learning tools.
- Rejuvenate our commitment to Lifelong Learners.

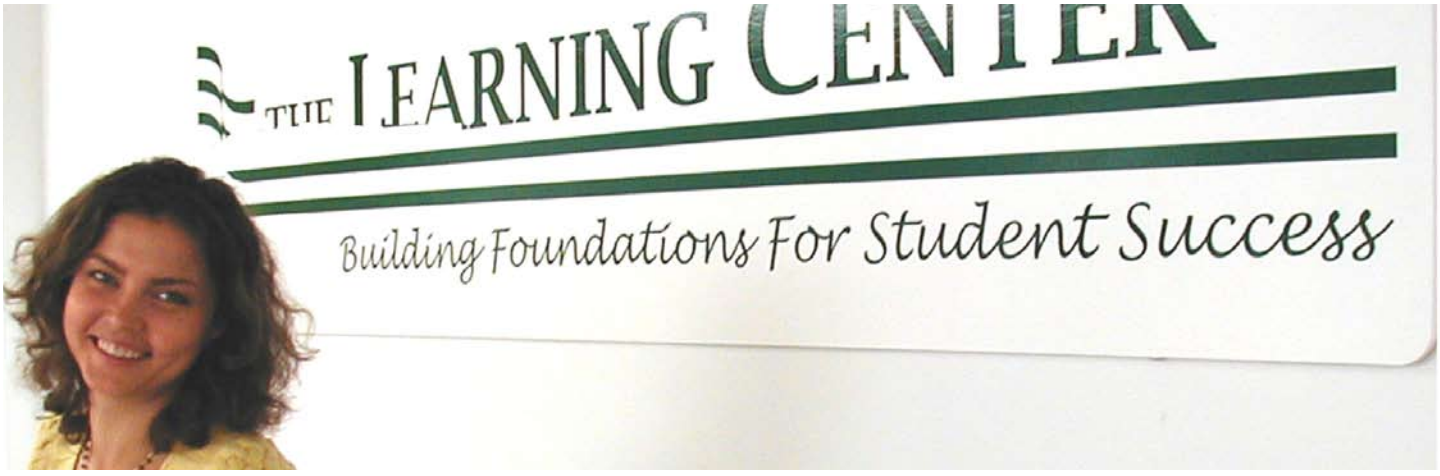
Much of the load from this can be accommodated by scheduling of facilities so that they can serve both credit and non-credit students. However, as the numbers of students using the campus increase, demands on the library, parking lots, and community spaces will increase.

- Secure funding to support innovative strategies and expand infrastructure as needed to meet our identified goals.

This direction acknowledges that there will be a net increase in facilities needed to meet growth projected for the next few years. It will be important to define as closely as possible what additional spaces will be needed in the next 5 to 7 years so that funding can be secured in a timely manner.

- Secure national and international recognition in one or more areas.

This implies that the campus should become a center for excellence including research. Not only must facilities and equipment to support those programs be well above average, the whole campus must be able to attract and retain exceptional faculty and students. A significant upgrading of facilities is indicated.



GOALS

The goals which follow are adapted from those that are intended to govern all campuses in the UAA system. They are consistent with the Kodiak College Strategic Plan, and have been framed to provide strategic direction for the campus master planning process. The perspective differs from that of the Strategic Plan goals only in that they focus on campus facilities. The campus master plan goals are as follows:

Goal I:
Make UAA a model for northern university campuses

Confer on the Kodiak College campus both the qualities and appearance of a model northern university in a livable sub-Arctic city and capitalize on contrasting seasons. The campus should have a strong sense of place, and a consistent aesthetic should unify Kodiak College facilities. The facilities themselves should attract and retain the faculty of first choice, and promote retention rates for both undergraduate and other students.

Goal II:
Accommodate and integrate substantial growth

Recognize the unique qualities of student life at Kodiak College campus and cultivate them as the College grows. Consider buildings taller buildings as a means of conserving the woodlands and reserving future development sites on land that has already been paved or disturbed. Taller buildings can also assist in strengthening the identity of the campus. Increase the proportion of students living close to campus.

Goal III:
Build quality facilities appropriate to the University as a whole that meet exacting demands and reflect state needs.

Match the design and location of Kodiak College facilities to academic programming and user convenience, ensuring that each new building is consistent in function, quality and appearance with UAA's future. Enhance the University as a frontier for learning, creativity and discovery by integrating research and teaching functions. Provide place-bound College students, wherever they are located, with the most cost-effective programs and equipment. Configure facilities to favor access on foot in all seasons. Provide sufficient parking that is both convenient and unobtrusive, but does not compromise pedestrian circulation.

An important value for Kodiak College is the protection of the natural environment that occupies much of the campus.

OBJECTIVES

Goal IV:
Celebrate the natural setting of each campus

Respect the natural landscape and habitats on the Kodiak College campus. Ensure that each development project contributes to stewardship of the natural environment. Interconnect facilities so that each building functions efficiently and conveniently in every season capitalizing on the unique qualities of the place. Complement the natural surroundings of the College campus with cultivated gardens and art in the central populated open space. Make the most of views into and beyond the tree canopy by appropriate orientation and location of windows, at the same time admitting abundant winter daylight.

Goal V:
Build community with neighbors

Cultivate cooperative relationships with neighboring residential and commercial communities to establish Kodiak College as a center of excellence, and achieve mutually beneficial objectives. Make the campus welcoming to visitors, meeting the academic needs of Islanders in a fertile and creative environment for learning and discovery. Sustain the diversity of people and programs that contribute to the special qualities of UAA and especially of Kodiak College.

(Compare these UAA Goals with the goals for the University of Alaska as a whole, which are given on page 7).

The objectives listed below are derivative of the preceding Goals, and have been adapted from those in the UAA Anchorage Campus Master Plan.

Campus Appearance Objectives:

1. Create a unified image for the Kodiak College campus that is reflective of the place and its cultural heritage, made up of facilities that are forward looking and practical.
2. Favor architecture that responds to local conditions including limited winter daylight, sub-Arctic climatic extremes, limited views, and a unique cultural heritage.
3. Consider the removal of obsolete infrastructure to create greater opportunities for coordinated design of the campus.
4. Adhere to a consistent architectural scale so that large and small buildings contribute to a unified image for the College campus.
5. Give expression to the Arts in the architecture and landscape of the campus through integral design.

Facilities Objectives:

1. Build to last, build to accommodate change. Design each building to anticipate many cycles of change, updating and adaptation.
2. Ensure that each construction project 'pays its share' of infrastructure improvements and the relocation of displaced uses.
3. Identify and characterize potential sites for future Kodiak College facilities both on and near the campus.
4. Provide convenient and secure storage for bicycles to encourage their use by students, faculty and staff.
5. Anticipate future needs in the location and sizing of utilities and other campus infrastructure.
6. Install emergency support infrastructure.

Access and Circulation Objectives:

1. Complete and improve the campus circulation system for those on foot so that it functions efficiently and conveniently in all seasons.

Community Objectives:

1. Accommodate student needs for incidental study areas with varying degrees of social interaction.
2. Configure facilities to encourage interaction between faculty and students.
3. Develop criteria for selecting off-campus locations for UAA programs and UAF research Facilities. (In the case of Kodiak College, these include the Seminary, Coast Guard and School District).
4. Foster programs on campus that will make the College a cultural center for the whole community, although this remains secondary to the educational mission.

Natural Environment Objectives:

1. Orient and design buildings to take full advantage of natural light in the winter months.
2. Capitalize on Island views and on nearer views into the natural landscape
3. 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. Use life cycle costs in preference to initial capital cost in assessing the value of each system and material choice.
4. Include cultivated landscape within the campus where it can complement the environment of heavily used areas.
5. Avoid erosion of natural areas with paving, clearing of vegetation or installation of new utilities, except in special and unavoidable circumstances.
6. Natural light is a precious resource that we value, especially during short winter days. Buildings and windows should be located with this in mind.

ANALYSIS OF CAMPUS SYSTEMS

The three principal buildings at the center of the campus are protected on all sides by a stand of mature spruce, a remnant of the rain forest that once covered lower-lying parts of Kodiak Island.

CAMPUS HISTORY

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 1971. 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.

The campus was constructed on a clearing near the center of a 52-acre stand of old spruce trees; one of the last remaining fragments of the rain forest that once covered the lower elevations of the Island. Not only does the woodland provide seclusion from the city which surrounds the campus; it provides an omnipresent reminder of the history of the place. The woodland is to be preserved as a valued asset of the community as a whole, and of Kodiak College in particular.

CURRENT CONFIGURATION OF CAMPUS BUILDINGS

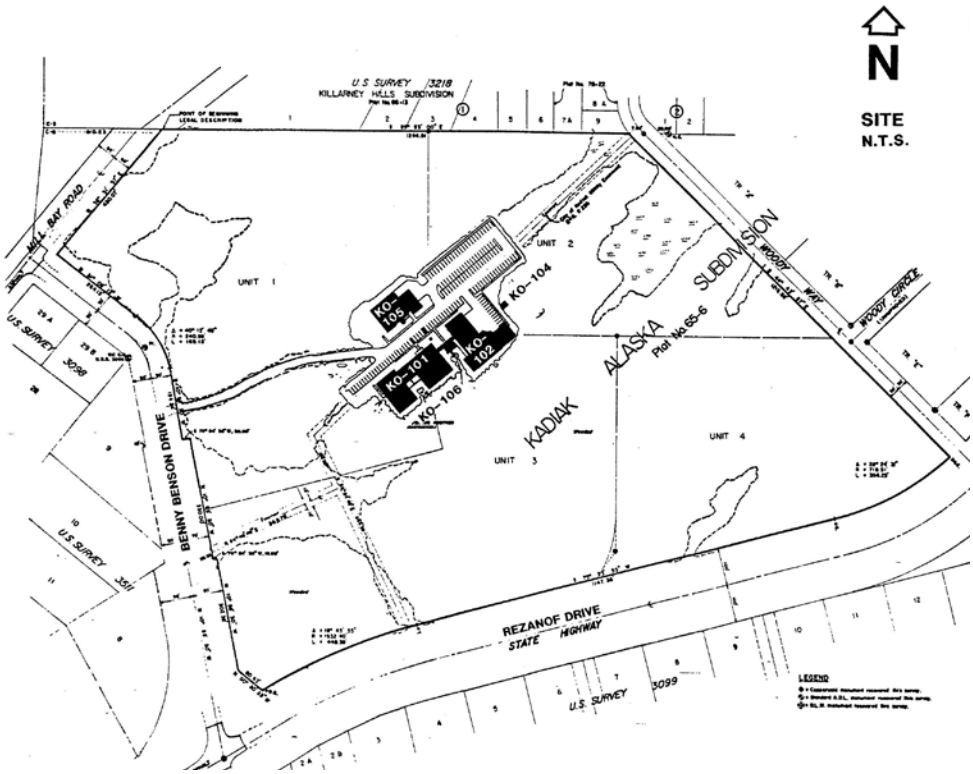
The Campus as a Whole

The campus is located east of downtown Kodiak, between Benny Benson Road, Mill Bay Road, Murphy Way, Woody Way, and East Rezanof Drive. The campus is bordered by mixed, auto-oriented commercial development to the north and west, with apartments and homes sharing a north boundary with the campus. A mix of housing, commercial development and a water treatment plant occupy the south side of East Rezanof Drive. Woody Way (Woodside Manor) lies to the east of the campus.

52 acres of old spruce on the campus represents one of the last stands of rainforest within the city limits, making it an asset of importance to the entire community. The Borough Assembly has proposed designating it as a greenbelt. There is certainly a case for preserving the trees on campus. This arboretum has great potential as a source of learning. The main entrance to the campus is off Benny Benson Road and leads to a parking lot for approximately 145 cars. On the north side of the lot is the Campus Center building, and to the south is the Benny Benson building and the Technology Center. A trail connects the west end of the parking lot to East Rezanof Drive, with a branch to Benny Benson Road. An informal trail links the east end of the lot to Woody Village.

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.



ENROLLMENT PROJECTIONS

In a period of ten years, Kodiak College grew to 38,450 square feet on a campus of 52 acres with parking for 145 cars. The stand of old spruce on the campus is one of the last remnants of the rainforest that once covered the urbanized parts of the Island. As a protected arboretum, this woodland would have enduring value as a 'live laboratory' for studies in ecology, biology and allied subjects.

Floor plans of the buildings together with descriptive information on each are included in the Appendix.

Enrollment Projections:

Total headcount attending Kodiak College has fluctuated from 2000 through 2007 between a low of 403 and a high of 1002. The number of full time equivalent (FTE) students has similarly fluctuated between 110 and 220 students. The trend towards more full time students has been more constant, increasing from 19 in the fall of 1999 to over 40 in spring 2007.

National trends show a gradual increase in the allocation of facilities (measured in gross square feet, GSF) to each full time equivalent student. This reflects both the diversification of programs as an educational institution grows, and the increase in sophistication of facilities deemed necessary for teaching and learning.

There has been no significant new construction on the campus for 25 years, during which time both the expectations of education and the numbers of students served have increased significantly. Thus both remodeling and expansion of existing facilities is anticipated in the near future.

Suggested Facilities:

Past studies have been conducted to establish the need for and feasibility of providing housing on campus for students, an expanded technical education center, facilities for life-long learning, and others. These are considered in a later chapter. Facilities for which additional space appears to be necessary in the near term include:

- Library demand has outstripped the space available;
- Vocational-Technical space and equipment (some of which is currently accommodated at the high school);
- Meeting space, which could also be used for indoor recreation and to fulfill local community needs;
- Unified Student Services in a single location (these could be housed in existing space vacated by other uses);
- Fitness center, indoor walking track, equipped with weights, and including space for group activities for faculty and staff as well as students; this space might be developed in partnership with others such as UAF whose personnel could benefit from its availability to them.

Student Head Counts							
	Baseline Trends					Projections	
Year	2006	2007	2008	2009	2010	2011	2012
Distinct Headcount Academic Year	1,010	964	1,006	947	1,041	1,115	1,227

Student and Faculty at Fall Semester							
	Baseline Trends				Projections		
Year	2006	2007	2008	2009	2010	2011	2012
Students							
Distinct Headcount Fall Semester	560	540	559	612	673	741	815
Student Full-Time Equivalents (FTE)	152	157	164	181	195	215	225
Student Credit Hours (SCH)	2,220	2,345	2,387	2,625	2,809	3,090	3,390
Delivered by Distance/Technology	183	250	228	275	294	321	400
Non-Credit Instructional Units (10 hours = 1 unit)	108	120	105	133	144	157	165
Faculty							
Regular Unrestricted Instructional Faculty FTE	6	6	6	7	7	8	8
Adjunct FTE (3 adjuncts = 1 FTE)	10	10	9	10	11	12	14
Other Regular Faculty FTE	2	2	2	3	3	3	4
Faculty to Student Ratios							
Avg. Student FTE Taught by Regular Faculty FTE	26	27	26	26	28	28	30
Avg. Student FTE Taught by Total Faculty FTE	8	9	10	9	9	9	11

Facility Space							
	Baseline Trends				Projections		
Year	2006	2007	2008	2009	2010	2011	2012
Gross Area (Sq. Feet)	44,981	44,981	44,981	44,981	44,981	44,981	44,981
Gross Area (Sq. Feet) Per Fall Student FTE	301	297	286	274	249	230	209

A chart depicting the recent trends for the UAA-Kodiak campus and future projections.

ACADEMIC MASTER PLAN AND PROJECTED FACILITIES NEEDS

The Academic Plan marks out the major themes and emphases that will guide the Kodiak College until the year 2010. It will affect decisions on program improvement; new program development; faculty, staff, and student recruitment; resource allocation; and the development of information technology, physical facilities, library and other information resources. The Academic Plan is an outgrowth of the Strategic Plan intended to define academic strategic directions, tactical approaches, and implementation plans. New opportunities that may arise during the plan period will be evaluated by Kodiak College leadership, and if appropriate will be pursued.

The Academic Plan elucidates the vision and mission of the College, establishes core standards that guide all activities, identifies three core priority areas, and links key resources to supporting documents. The core teaching mission at Kodiak College has five 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;
5. Service learning and community courses.

The core teaching mission is complemented by formal and informal programs and opportunities that enrich the learning experience by developing students' social and cultural interests. Some of these extend into the summer. The College also serves the community as a whole in a number of ways in addition to formal and informal learning. It provides a center for cultural events and debate, and offers professional expertise on many topics, but available program space severely limits this potential; participants have been obliged to stand outside in the corridor.

Three core priorities in realizing the vision for the College over the next few years are undergraduate education and scholarship; workforce, career, and professional education; and community engagement. The strategies and resources to be used in achieving these priorities are as follows:

Assessment

Strengthen the program assessment, planning and budgeting, and course evaluation processes to ensure the strength and integrity of academic programs. This will involve rigorous evaluation of programs and operations, implementation of program review and special accreditation recommendations, and placement of student learning at the center of academic program activity through continuous outcomes assessment.

Faculty and Staff Recruitment, Development, & Rewards

Recruit, develop, and retain high quality faculty and professional staff through an improved recruitment process, expansion of professional development capabilities, and training in cross-cultural communication skills. High standards for retention, promotion, tenure and post-tenure review will be clarified and reaffirmed.

Enrollment Management

Develop and implement focused enrollment management plans to include targeted recruitment and student retention strategies. Expand capabilities for gathering and processing student and community information and for monitoring progress toward goals.

Spaces and equipment have been adapted to meet changing needs, however, it has not been possible to attain current standards of accessibility and limited noise transmission.

FACILITY REPLACEMENT CRITERIA

Library and Information Resources

Expand library and information resources to keep pace with support of existing educational programs, new programs, and growth in sponsored programs. Technology changes since the library opened have rendered much of the space and equipment obsolete. Remodeling and expansion of the library is becoming an increasingly pressing need.

Course and Program Delivery

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.

Partnerships and Collaborations

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.

Facility Replacement Criteria:

The purpose of the criteria that follow is to assist UAA in making rational decisions when faced with a choice between renovation of an existing facility or demolition and replacement with a new facility. While it may only be important to meet one of these criteria if it is compelling enough, replacement becomes a much more compelling option when two or more of these criteria are met.

Considerations that may lead to a decision to replace a building:

1. Cost: If the cost of renovation of an existing facility is such that it approaches 75% of the cost of a new facility.

This accounts for initial or capital costs. In addition, the life cycle cost of maintenance and operation of an existing facility should be evaluated and compared with those of a new facility over a 20 year period.

2. Location: If an existing facility's location on campus is more important for other uses than those currently served by the facility.

For example, it is essential that some programmatic functions be located near the center of campus. If space for a specific function does not exist in the location needed and existing facilities in the area cannot be used for this purpose, replacing a facility may be the only rational choice.

3. Programmatic Restrictions: If an existing facility does not easily accommodate the program functions that it is to serve and renovation of the facility to serve those functions is technically or financially infeasible.

For example, if a laboratory facility needs to be located adjacent to a specific classroom building but none of the adjacent buildings can be modified to accommodate a new laboratory.

Adaptable mechanical and electrical systems are needed to meet changing equipment demands.

4. Building Age and Condition: If an existing facility is more than 40 years old or its condition is in a deteriorated state such that renovation cannot realistically extend the useful remaining life of the facility for at least another 25 years.

New facilities should be designed to a minimum useful life of 50 years. If an existing facility cannot be made to serve for at least an additional 25 years, there is a significantly lower value received for the money spent.

5. Physical Constraints and Adaptability: If an existing facility's physical characteristics make it technically or financially infeasible to alter it in such a way that it cannot be easily upgraded to serve current or new functions.

For example, if the floor-to-floor height of the building is less than 14 feet, the building is not a good candidate to serve as a laboratory building.

6. Code Compliance: If current building codes cannot be met economically, and exceptions to compliance are not appropriate.

Building Codes change over time. This includes compliance with new building codes and standards that have come into effect since the building was constructed or last renovated.

7. Displaced Program Accommodation: If alternative space is available to accommodate all displaced functions.

Before a building can be taken out of service, it is important to reassign all ongoing activities elsewhere, either temporarily or permanently. Also, building services and utilities must be isolated in a way that will not interrupt service to other facilities before demolition can proceed.

PROPERTY ACQUISITION AND DISPOSAL

Future Needs

The 52 acre parcel on which the Kodiak College campus is located is large enough to accommodate anticipated facilities improvements and parking without removal of the spruce woodland that covers much of it and gives it its distinctive character. A sketch plan later in this document illustrates how future expansions might be accommodated around an open, vehicle-free quadrangle, with the existing parking lot extended east towards Woody Way.

It is suggested that the one acre clearing in the northern part of the site be reserved for future college facilities, using an existing access off Benny Benson Drive. No disposal of parts of the 52 acre campus are 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, with the Coast Guard training center, and at various remote locations used for distance learning for place-bound students. Acquisition of properties for these purposes is generally not necessary, but may be considered in cases where substantial investment by UAA is likely.

The University will consider 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.

EXISTING TRANSPORTATION CONDITIONS

Campus Access

Most campus users arrive by automobile via Benny Benson Drive, as most destinations are remote from the College. Through traffic on the east side of the campus is prevented between Murphy and Woody Way Loop, so automobile access is exclusively via Benny Benson Drive.

A rough walking trail connects the east parking lot to Woody Way, providing a direct route for nearby residents. There have been requests for improvements to this trail and lighting and trail paving would be considered.

Utility routes through the campus woodland provide additional rough trails between the campus perimeter and the buildings.

Improvement of trails for access and exercise has been proposed. No significant changes to vehicular access are currently under consideration.

Kodiak Transit provides limited service to the campus.

Some ride bicycles to campus, and it has been suggested that more might do so if weather-protected bike racks and other facilities were made available.

NATURAL FEATURES AND LANDSCAPE ARCHITECTURE

Landscape

Kodiak enjoys a unique microclimate within Alaska's sub-Arctic 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; a largely undisturbed natural landscape.

A key component in establishing the identity of any university is the quality of its landscape. This quality is a means by which outsiders judge the campus and is a source of pride for alumni, faculty and students. The importance of this relationship dates back to the very beginning of universities in Europe. Early university landscapes established a sanctuary (the Dean's garden) that fostered contemplation and a mood consistent with the pursuit of knowledge. Although this has changed significantly to accommodate the automobile and large numbers of students at modern universities, the underlying importance of landscape as a functional component of the learning environment remains strong.

At each of the community campuses UAA benefits from a natural Alaskan landscape ranging from sub - Arctic forest to open wetland. In built up portions of each campus, the natural setting has, in some instances, been replaced with ornamental plantings suitable for high use and the specific climate of the campus. The UAA community campuses are generally well maintained and attractive.

A consistent theme emerging from interviews with students and faculty is a strong desire to incorporate the natural landscape into any plans for future development. The incorporation of the natural environment is evidently consistent with students' expectations for attending a university in Alaska, and it is firmly embraced by the majority of faculty and staff consulted.

The Kodiak campus landscape is strongly identified by the dense spruce forest than encloses the buildings, distinguishing the institution from the assortment of buildings, roads and yards that surround it. This could be seen as an Alaskan interpretation of the cloisters that separated universities from the noisome streets of early Europe. The quality of the forested surroundings of Kodiak College is clearly something that is valued by those who work at the campus and those who visit.

It will be 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.

PARKING REQUIREMENTS

Parking:

Kodiak College has, and will continue to have, a substantial majority of students who commute to and from the campus by car. Parking is therefore a vital resource, and must be adequately provided for. Yet the most available land for facilities expansion over time is currently used for parking close to the existing buildings. Somehow, a sufficient supply of parking must be maintained without cutting into the valuable and limited resource of the forested land. The principle will be to provide parking that is convenient yet does not dominate the appearance of the campus.

How much parking is needed to meet total university demands

- Including students, faculty, adjuncts, staff, vendors and visitors
- Is closely monitored by the University. While it is clearly in the interests of the University to provide sufficient parking, the frequent recourse to over-provision should be resisted.

The statement that elaborates campus master plan Goal III concludes:

"Configure facilities to favor access on foot. Provide sufficient parking that is both convenient and unobtrusive, but does not compromise pedestrian circulation."

Two relevant Access and Circulation Objectives are derived from this goal:

1. Minimize the need for use of automobiles on campus by improvement of pedestrian circulation, provision of bike, and other means as appropriate to changing trends and preferences.
2. Locate and manage parking so that those who need to come and go during the day are able to do so, yet the visual impact of parking is reduced.

Two responsibilities devolve to the master plan from these considerations. First, there needs to be careful consideration of where parking should be built, assuming that some existing parking spaces will be displaced by new facilities, and that parking demand will continue to grow with enrollment. Second, there needs to be a concerted effort to reduce the demand for parking by improving pedestrian circulation between buildings and, at some campuses, by improving transit and shuttle services.

The layout of parking will need to be changed to accommodate new development and re-alignment of the driveway from Benny Benson Road. Consideration should also be given to disposal areas for snow removal.

PROJECTED FACILITY NEEDS

Immediate needs, such as offices with acoustic privacy, are well known; more elusive are changes in facilities needs that will come with evolving academic programming ten years or more into the future.

PROJECTED FACILITY NEEDS 2009 TO 2019

Improvements Considered

Discussions with faculty, staff and students in a concentrated series of meetings in April 2006 and March 2007 provided information about a plethora of topics including perceived facility needs. These ranged from very specific space needs to questions about housing for students from remote villages. Accessibility of existing facilities is a concern; all predate the Americans with Disabilities Act of 1991.

A smooth transition from high school to college is a crucial and difficult step. Many students leave the Island to find independence, but are unprepared for what they find, and fail. Affordable student housing near the campus would effect a smoother transition while giving some independence from immediate family. Pre-existing networks between students in different villages could be used in placing them in housing, providing a more complete social and educational experience at Kodiak College.

It would be prudent to set aside a suitable site on campus for future development, should the need arise. An acre clearing in the spruce woodland in the northern part of the campus is recommended for this purpose.

The Island's senior population is expected to double in the next few years, increasing demand for lifelong learning programs. A full list of the other issues addressed follows in alphabetical order. Priorities will be determined by the College.

Adventure education: Training of guides is important to the growing tourist industry. Much of the training is off-campus, but on-campus storage needs for equipment are substantial.

Auditorium: The space next to the high school can hold over 500, but is scheduled so far ahead with high school events that College access to it is severely limited. The next-largest hall on the island can seat 150. An intermediate space at the College holding between 150 and 300 would fulfill graduation needs (200) as well as accommodating many cultural and community activities reflective of the College's mission. Such a space would also be used for conferences, so should be designed with that in mind. The events that currently exceed the 100 seat capacity of the existing space on campus (the triple classroom opposite the library) are the Rural Regional Forums, Commencement ceremonies, and other public celebrations which have grown due to increased enrollment. Due to the fact that there are few facilities that hold 300-500 persons, it is necessary to hold these ceremonices at the Kodiak Convention Center or privately owned venues, which requires the use of their support services which adds to the cost of the events. A larger space would be of limited use for teaching, and so is low in priority compared with other facilities needs, but may need to be reevaluated in the near future.

Campus Center: There in no place from which assembled company can be addressed. Ventilation equipment is so noisy, notably in room 127, the 'theatre room', that teachers may be inaudible to certain students.

Career and Vocational Programs: These are specifically mentioned in the goals. In the Kodiak context, native craft is also implied. The existing building has shop space and a lot of indeterminate space that is not very useful. It is important that space created for vocational technology be very flexible, with ample wiring and plumbing and storage space for equipment that is essential yet rarely used. Welding is a valuable technical skill for many. Power supply in College workshops was insufficient for current equipment, so all welding classes are now taught at the high school. This is a useful collaboration, but 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. There are some useful models at Seward.

The usefulness of Campus Center is hampered by limited accessibility, noisy ventilation and inefficient spaces

Childcare: Although expensive and staff-intensive, childcare would enable parents to attend class. Investigate a facility shared with another entity such as a non-profit organization, and investigate relating it to the Early Childhood Education program. Currently there are too few full time students to warrant such expense, so students, faculty and staff will continue to be encouraged to find childcare services elsewhere.

Classrooms: Benny Benson 106 is the most popular because it is a large, flexible space with plenty of daylight, but it gets too hot in summer and too cold in winter. 106 is used for guest speakers, but is acoustically deficient. Classrooms are most fully used in the evening; they are used for meetings during the day.

Collegiality: Spaces are needed to draw students together in a collegiate atmosphere. Study space with a lot of noise can be successful with students who have grown up with multimedia environments.

Construction industry training: Demand is likely to increasing as jobs in oil, gas and mining multiply in the years ahead. Alaskan natives are favored in construction industry job selections. Islanders should not have to leave Kodiak for the construction training that they need.

Diesel shop: A useful and popular course, currently hampered by inadequate ventilation.

Dormitories: The possibility of providing student housing on campus has long been discussed, but thus far needs have been met in the community: at Fir Terrace and elsewhere. This has enabled the College to divert funds that would otherwise pay for construction, management and maintenance of housing into academic and cultural resources needed to fulfill the College mission.

Entrance drive: Though adequate, the existing driveway divides the Campus Center from the other campus buildings. It could be rerouted to the north side of the Campus Center building, enabling a sheltered pedestrian connection between all three occupied buildings. Care should be taken to remove as few trees as possible to avoid subsequent blow-down of previously protected trees.

Faculty Offices: Offices for faculty and faculty assistants could be grouped together with shared support staff and equipment for greater economy and improved collegiality. Only one group does this currently. Evening access to equipment is important for class preparation.

Food service: For logistical and financial reasons, food service is unlikely to be provided by the College, and none is planned. However, private vendors have been welcomed onto campus where they contribute a popular and useful service.

The campus driveway from Benny Benson Road could be rerouted to the north of the Campus Center, an alignment being chosen to minimize tree removal.

Rerouting of the drive would enable development of an outdoor open space for gatherings that could include weather protection between Campus Center and the other buildings.

Green space: The campus lacks a green outdoor space suitable for social gatherings in good weather. Such a space could be related to a gardening program in a sunny spot. Consider the courtyard space in the Benny Benson building, perhaps as a glazed conservatory that could be used year-round. Consider also reclaiming the space between Campus Center and the other buildings as a green space with some weather protection between the buildings. This would require re-routing the driveway north of Campus Center.

Horticulture and master gardener programs: There is interest in developing such programs, but greenhouses and support spaces would be needed.

Hospitality program: This has long been discussed as support for a growing tourist industry, but places for students to practice on the job are so far lacking on the Island. A hospitality program is a possible future addition to vocational and technical programs.

Infrastructure and Systems: As all buildings on campus are over 25 years old, wiring, air handling equipment and other systems will need replacement or substantial upgrading in the near term.

Inter-disciplinary Programs: The kinds of space that would be most effective in fostering these do not currently exist on campus, but could be accommodated as back-fill space when a new building is added to the campus.

Landscape: Anticipate the landscape needs of new construction projects as well as maintenance of existing natural and man-made landscape.

The library looks out into the understory vegetation of mature spruce woodland to the south, as it changes with the seasons. A second story expansion would look into the treetops.

Library: A joint library with the City of Kodiak has been discussed, pooling resources to serve College and public needs better, but following investigation was rejected. Kodiak Public Library occupies a sick building and is expected to move into the post office building. It is anticipated that the Kodiak College library will reach its capacity by 2010. Systems are antiquated and the existing subdivision of space no longer meets library users needs. Remodelling and expansion of the library - possibly to a second story as originally intended - should be included in the 2010 budget.

Lighting: Campus lighting needs to be upgraded to current standards: white light that is bright enough to enable people to recognize one-another at a few paces, but not so bright as to create dark places near walkways. Use energy efficient fixtures with cut-offs that prevent glare in windows for drivers, and prevent spillage of light above horizontal, preserving dark skies. Consider extending lighting along the trail between the College and Woody Way to make the journey safer and more inviting.

Longhouse: A longhouse on campus may be more effective in engaging native Alaskans than housing or a community center building. A longhouse may also be easier to fund. An example can be seen on the Sitka campus of an Alutiiq roundhouse, Sheetka-Kwan-Na-Kahidi House. This expresses the culture of the place yet also provides the technical advantages of a modern auditorium. The College might be able to partner with Tribal Councils or Corporations to fund such a project.

The library is appreciated for its views into the woods, but its equipment and layout no longer meet the needs of its users. A major remodel and expansion is recommended.

Noise Transmission: Since partitions between rooms do not continue above the suspended ceilings, this is a problem everywhere. Intrusion of noise is particularly troublesome in the Testing Center.

Nursing: Training for nurses is in high demand, and is likely to increase. Classes are capped by the number of practitioner beds available on the Island. There is great potential for other health-provider disciplines. The CNA program cannot be operated in the villages because personnel and equipment needs dictate large classes. Elder care is becoming more of a need too, and could be a strong cultural component of the College program. The nursing program at the College lacks adequate storage space with the practice lab. CNA students use this lab three times a week, and need to set it up with different equipment each time. There is insufficient space for video-conferencing, which might be relocated. Co-location of Nursing and Science labs could make better use of existing storage space. Also, the lack of noise insulation between classrooms and offices make confidential conversations impossible. If a new building is constructed on campus, nurse training and storage needs could be met using back-fill space in the Benny Benson building.

Outdoor Education: This offers a way for people who work with their hands to turn to other employment, servicing tourism through kayaking, hiking, hunting and other activities. See Adventure Training above.

Parking lot: Ice forms and causes falls, particularly in shaded areas where ice does not melt. Snow melt accumulates in low areas and freezes, making those spaces unusable. Improved drainage is needed, and snow storage should be located to minimize such problems.
Recreation facilities: A climbing wall is specifically requested, and equipment storage is needed. A properly ventilated exercise room for PE, aerobics and yoga with adjoining changing rooms and storage could be linked to a wellness program. The converted shop space currently used as a weight room is deficient in several respects.

Signage: A directory for visitors is needed as part of a comprehensive signage system for the campus.

Storage space: Additional storage space is needed throughout the campus. This should be separate from closets for maintenance equipment and electronics.

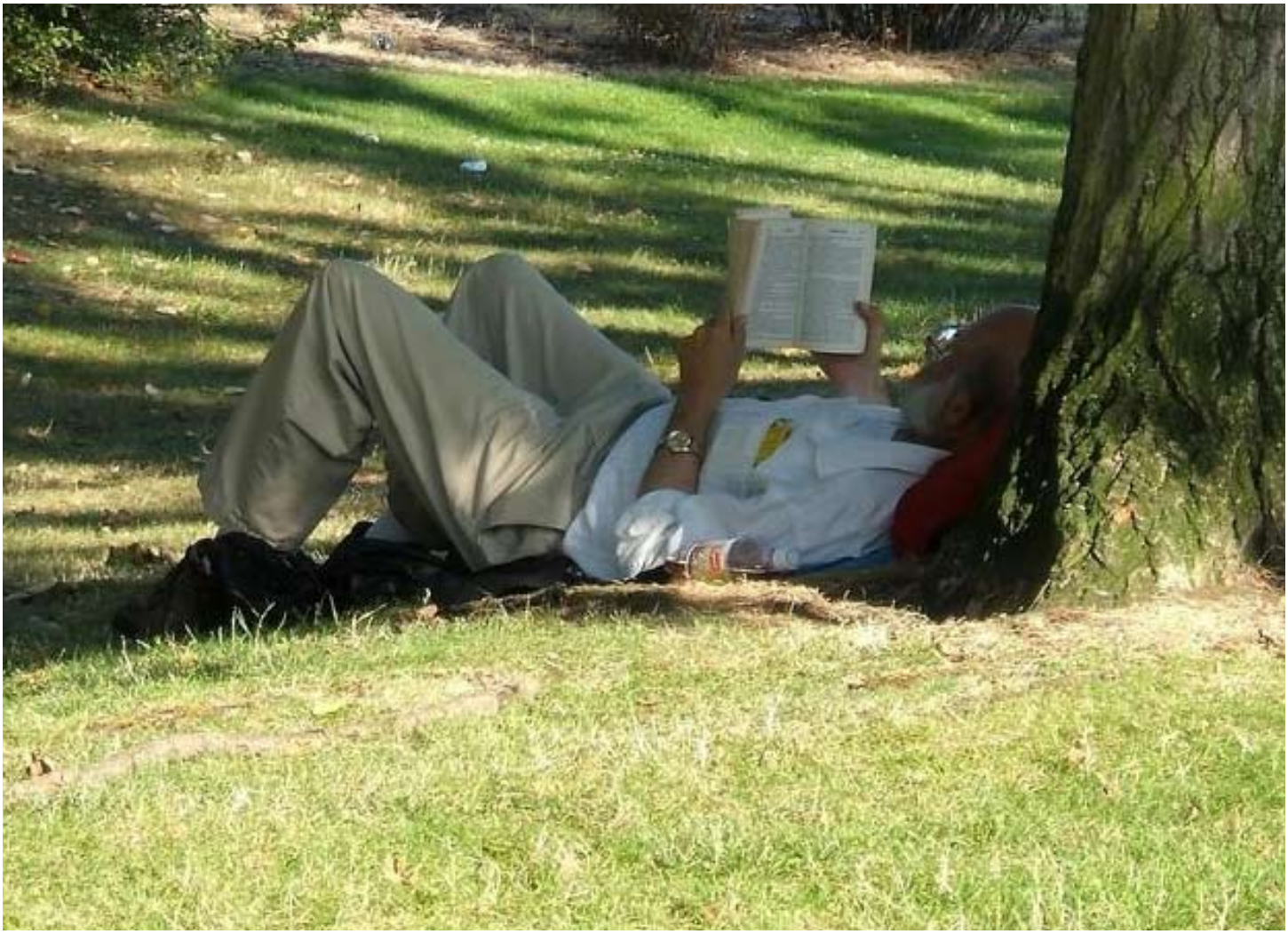
Student Services: Combining services for students would benefit all concerned. For example, academic services including tutoring, the library The Learning Center and ABE services could be combined. Location of Student services - including the Business Office, Advising, Registration and Financial Aid - in the same vicinity would use space more efficiently and be more convenient for students. Good signage is necessary; the kiosk system used at Anchorage University Center is a good model. The existing space with its security cage is unattractive and the workstation next to it is unusable. Investigate existing office space to find a single, combined space that could accommodate these functions.

Sustainability: Sustainable design and practices should be demonstrated by the College. Buildings are poorly insulated and are energy-inefficient. The College should be expanded upwards, not outwards – to protect the woodland, which is one of the last stands of rainforest in the Borough. Avoid expanding the parking lot.

Test Center: Noise from adjacent spaces is a problem in the test center because partitions do not extend above the suspended ceiling.

Weather protection: Campus buildings would function together more effectively if there was weather protection between them. Crossing the parking lot to and from Campus Center through ice and slush in the winter is not pleasant.

A single, centralized location is needed for all student services. A directory and improved signage would make the campus more inviting to visitors and prospective students.



Opportunities for outdoor study on the Kodiak College campus are limited, but greatly enjoyed when they occur.

MASTER PLAN RECOMMENDA-TIONS

The campus appears as a clearing in an island of woodland surrounded by development.

RECOMMENDED IMPROVEMENTS

Sustainable Growth

Priorities for provision of the many facilities needs identified in the preceding section are beyond the scope of this master plan since they depend on funding and other issues. Listed below are some facilities improvements that merit careful consideration when such priorities are determined. With each improvement, improvements in economic, ecological and cultural sustainability should be investigated and implemented to the extent possible.

A comprehensive examination of all existing facilities in the context of current and future uses suggests that substantial physical upgrades of all the campus buildings is overdue. In the process of remodeling, redistribution of spaces should be considered, since many programs are poorly served by the spaces they occupy today.

Campus Center: Since the building has been brought into compliance with ADA standards, three conspicuous deficiencies of the building remain, suggesting that that major remodeling is necessary. These are poor thermal performance, excessively noisy air handling equipment, and a poor match between programs and the spaces provided. A detailed survey of the building will reveal the extent to which repair and replacement of siding, windows and doors will be necessary to achieve acceptable levels of energy compensation here and throughout the campus.

Entrance drive: Though adequate, the existing driveway divides the Campus Center from the other campus buildings. It should be rerouted to the north side of the Campus Center building, enabling a sheltered pedestrian connection between all three occupied buildings. Care should be taken to remove as few trees as possible to avoid subsequent blow-down of previously protected trees.

Green space: The campus lacks a green outdoor space suitable for social gatherings in good weather and for active outdoor recreation. Such a space could be related to a gardening program in a sunny spot. Consider the courtyard space in the Benny Benson building, perhaps as a glazed conservatory that could be used year-round. Future buildings should surround the space between Campus Center and the Benny Benson building to create a green quadrangle space. Some weather protection would be provided between the buildings. This would necessarily be preceded by re-routing the driveway north of Campus Center.

Library: Remodelling and expansion of the library should be included in the six-year plan budget. In order to preserve the character of the existing facility and to avoid disturbance of its natural woodland setting, construction of a second story as originally intended should be undertaken.

Lighting: Campus lighting needs to be upgraded to current standards: white light that is bright enough to enable people to recognize one-another at a few paces, but not so bright as to create dark places near walkways. Use energy efficient fixtures with cut-offs that prevent glare in windows for drivers, and prevent spillage of light above horizontal, preserving dark skies. Consider extending lighting along the trail between the College and Woody Way to make the journey safer and more inviting.

Longhouse: A longhouse on campus may be more effective in engaging native Alaskans than housing or a community center building. A longhouse may also be easier to fund. Look at the example of an Alutiiq roundhouse, Sheetka-Kwan-Na-Kahidi House, built on the Sitka campus. This expresses the culture of the place yet also provides the technical advantages of a modern auditorium. The College might be able to partner with Tribal Councils or Corporations to fund such a project.

Technical Center: Construction trades, welding and diesel technology are all in constant demand, yet the College lacks the facilities necessary to accommodate and operate the equipment safely. Partial remodeling of the Technology Center was undertaken in 2009, when preliminary planning for a future vocational-technical space began with high priority.

ACHIEVEMENT OF THE FIVE MASTER PLAN GOALS

Common Goals

Five 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: Make UAA a Model for Northern University Campuses

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, more of the aspirations of the College will be met. New and upgraded buildings should be designed to capture winter daylight and be well insulated.

Goal 2: Accommodate and Integrate Substantial Growth

All of the buildings on the campus are over 25 years old. As they are remodeled and upgraded to meet current accessibility, safety and building code standards, so opportunities will be found to improve energy efficiency and other operations and maintenance issues through application of sustainable design, systems and practices.

Goal 3: Build Quality Facilities that are Appropriate

By building high quality facilities, the best faculty and students can continue to be attracted and retained, and life cycle costs can be further reduced. Reconfiguration of the entrance drive and the parking lot will enable the campus buildings to be linked together without separation by parked and moving vehicles. A landscaped gathering place between the buildings will also be the focus of any new buildings added to the campus in future.

Goal 4: Celebrate the Natural Setting of Each Campus

Any new buildings are to be sited on paved or previously disturbed land so that development interferes minimally with the natural landscape. The outlook into mature woodland is a defining characteristic of the Kodiak College campus, and should be vigorously protected from development or any other disturbance. An exception is an existing clearing in north campus which is to be reserved for student housing at an unspecified date in the future.

Goal 5: Build Community with Neighbors

Established programs at Kodiak College 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 will increasingly serve as a cultural center as well as a place of learning and teaching.

(Compare these UAA Goals with the goals for the University of Alaska as a whole, which are given on page 7).

KEY DESIGN GUIDELINES

NOTE: In the interests of consistency between campuses in the UAA system, these guidelines reflect those approved for the Anchorage campus, but have been amended to respond more directly to conditions at Kodiak College.

Implementation Parameters

A practical way to implement the goals, design principles and objectives detailed earlier in this master plan is through design guidelines and standards. These create parameters within which new buildings and remodels can be designed so that a consistent and appropriate set of values will be maintained. The standards and guidelines which follow have been framed to carry through the policy recommendations without curtailing the ingenuity or imagination of designers. The purpose is to give specificity to the numerous factors that contribute to achievement of the five simply stated campus master plan goals:

Goal 1: Make UAA a Model for Northern University Campuses;
Goal 2: Accommodate and Integrate Substantial Growth;
Goal 3: Build Quality Facilities that are Appropriate;
Goal 4: Celebrate the Natural Setting of Each Campus;
Goal 5: Build Community with Neighbors.

Building Siting and Orientation Guidelines

1. Develop the open eastern edge of campus as connections to the neighborhood along Woody Way to encourage community rather than separating it from the College.
2. Site and orient buildings to respect established axial relationships to other buildings and to features of the landscape. Respond to opportunities to create additional relationships and to capture useful daylight.
3. Ensure that refinement of building siting and configuration does not compromise the siting of future facilities.
4. Acknowledge the primacy of people on foot in the design of buildings and associated open spaces throughout the campus.
5. Locate service access so that vehicular routes conflict minimally with pedestrians and bicycles.
6. Locate noisy activities and secondary and support functions, such as archival storage or recycling, in inconspicuous locations where noise is not a problem and where service access is available.
7. Site any new buildings and infrastructure on previously developed or otherwise disturbed land to minimize disruption of natural vegetation.
8. Orient building entrances and building façades for visibility and to exploit views and daylight.
9. Identify potential views from within proposed buildings, and orient windows to take full advantage of them.
10. Orient buildings to minimize solar gain and maximize usable daylight
11. Buildings should be sited, oriented and configured to take advantage of natural ventilation opportunities.
12. Favor defined and recessed window openings to ameliorate the apparent scale of walls and limit solar gain.
13. Limit blank walls at ground level, to increase visual interest and to provide oversight of walkways for safety.
14. Limit use of highly reflective materials.

Building Uses and Activity Guidelines

1. Distinguish the use of each building type by its architecture, yet relate each type to its neighbor; a human scale should be common to all.
2. Address active outdoor recreation areas, such as walkways, with active building frontage uses wherever possible.
3. Locate primary building entrances in conspicuous locations and provide them with shade, shelter and seating to encourage informal gatherings.
4. Provide bike storage conveniently near, but clear of building entrances and emergency vehicle routes.
5. As each project is undertaken, complement neighboring facilities, and contribute to the completion of campus-wide systems. These systems include landscape, fiber and utility systems as well as driveways and footpaths.
6. Prohibit the use of temporary buildings on campus.

Building Configuration and Appearance Guidelines

1. Use the massing and orientation of buildings to define outdoor space.
2. Articulate the massing of new buildings so that volumes and surfaces are consistent in scale with those of neighboring structures, and fit the character of the campus as a whole.
3. Use roof forms that effectively screen rooftop equipment.
4. Screening of equipment in, on or adjacent to buildings should be fully integrated with the architecture of each building.
5. Use quality building materials of known longevity, such as masonry, stone, tile, precast concrete, glass, and metal.
6. Select building material colors that enhance the quality and efficiency of the built environment and harmonize with the natural landscape.
7. Decrease the visual intrusion of parked vehicles into the campus. Find parking solutions that make it convenient yet unobtrusive.

Building Structure Guidelines

1. To the extent possible, address seismic stability needs within the core and perimeter walls of buildings, to maximize flexibility in the use of assignable space. Avoid load-bearing partitions.
2. Select structural systems and floor-to-floor heights that will accommodate future remodeling for other uses, and replacement of HVAC and other equipment.

Building Stewardship and Sustainability Guidelines

1. Evaluate materials and systems based on life cycle costs rather than on capital costs alone.
2. Evaluate systems that use natural ventilation, heating, and cooling during certain periods of the year.
3. Orient buildings to minimize solar gain and maximize usable daylight.
4. Consider the placement, eventual size and density of trees planted near buildings in relation to solar gain and natural daylight use.
5. Progressively replace existing fixtures with water-conserving fixtures.
6. Use storm runoff from roofs to recharge irrigation systems.
7. Select locally manufactured materials where available to limit transport-related costs and impacts.
8. Specify materials manufactured using environmentally sound production processes and renewable material sources. Favor certified wood products and recycled content materials.
9. Use materials that are durable, require limited maintenance, and are recyclable.
10. Eliminate CFCs, HCFC, halons and volatile organic compounds in building materials, mechanical systems, paints and adhesives.
11. Accommodate reclamation and recycling of chemicals in buildings; accommodate solid waste recycling within all new and remodeled buildings; protect indoor environmental quality.
12. Increase building materials salvage and construction waste recycling rates; encourage energy auditing by suppliers.
13. Increase on-site effluent treatment from laboratories to protect the campus environment.
14. Make consistent use of performance measures to determine the environmental and cost effectiveness of energy reduction and sustainability investments.
15. Use a consistent and tested set of guidelines to achieve project-wide sustainability.

Landscape and Amenities Guidelines

1. Provide benches, seating walls, and places to lean in diverse, sunny places around the campus.
2. Extend campus lighting along unlit pathways with sufficient illumination to make facial recognition possible at several paces distance. Avoid glare, light spillage and sharp contrasts in lighting levels.
3. Improve trails across campus to ease access on foot.
4. Preserve the sylvan character of the campus
5. Avoid management practices that contribute to the degradation of water quality.
6. Emphasize native plantings in naturalistic communities.
7. In areas of man-made landscape, select plants that have ornamental characteristics but do not require pruning to maintain desired heights.
8. Protect and restore existing wetlands. Plant buffers of woody vegetation along upland areas bordering wetlands.
9. Construct boardwalks or bridges where pathways must cross sensitive areas such as wetlands.
10. Avoid disturbing native landscapes during campus construction; stage from paved areas.
11. Maintain campus safety and security through selective trimming and removal of trees and shrubs.
12. Restrict pedestrian access to sensitive areas.
13. Minimize impervious surfaces.
14. Use appropriate methods, such as bioswale techniques, to remove sediment and other contaminants from runoff.
15. Allow the natural landscape to penetrate the campus where appropriate.
16. Use appropriate landscape transitions to integrate the campus with its surroundings.
17. Select durable site furnishings constructed of vandal-resistant materials. Secure all site furnishings.

Circulation Guidelines

1. Give priority to walking over all other circulation modes within the campus and on its approaches. Pedestrian safety is the first priority.
2. Give second priority to safe bicycle circulation
3. Provide circulation routes for service vehicles that conflict as little as possible with pedestrian circulation.
4. Accommodate vehicular access for visitors and emergency vehicles. Limit on-campus parking to inconspicuous locations.
5. Maintain a comprehensive way-finding and signage system that is in keeping with the character of the campus.
6. Preserve and create views and vistas that help to orient visitors on and near the campus.
7. Integrate both barrier-free design and safety-in-design with all campus improvements.

The pattern of urban development on the Island, and the location of the campus make automobile travel necessary for most people.

1. Provide convenient but inconspicuous parking.
2. Provide landscape buffers to screen all parking areas from the campus core and from sensitive viewpoints.
3. Provide walkways to campus buildings. Walkways should be safe and convenient by day and after dark. They should be distinct from snow storage areas.
4. Allow only decking of existing parking lots or parking garages instead of any new surface parking lots that would displace woodland.
5. Provide for snow storage or disposal without significantly reducing the parking supply.

Pedestrian Access Guidelines

1. Provide pedestrian amenities in public rights-of-way, including shelter, seating, lighting, street trees, planters, and other street furniture.
2. Provide safe and direct pedestrian access to and between all parts of the campus.
3. Construct paths with widths and materials that will accommodate expected uses. Paths adjacent to buildings may need to be larger than usual to accommodate emergency vehicles. Add width to accommodate site furnishings, lights, and other amenities that are placed on walkways.
4. Avoid indirect connections that encourage shortcuts.

Roadways Guidelines

1. Design roads to encourage driving at speeds appropriate to an environment where pedestrians are present.
2. Design roads and driveways to conform to campus character.
3. Maintain sight distance clearances appropriate to design speeds for vehicular traffic.
4. Use curb radiuses appropriate to slow moving vehicles on campus. Smaller radii lanes provide safer pedestrian environments and reduce the visual dominance of large paved areas at intersections.
5. Provide all roads and driveways with attached or detached sidewalks that will not be rendered unusable by plowed snow.

Public Art Guidelines

1. Use public art to identify, define and enhance special places, open space and building entrances.
2. Encourage all new building and open space developments to collaborate with artists and incorporate artwork that is visible to the public when appropriate.
3. Find opportunities to integrate public art with architecture and landscape design.

Accessibility for the Disabled Guidelines

1. Adhere to all current Americans with Disabilities Act (ADA) standards.
2. Provide barrier-free routes to all campus facilities.
3. Design exterior walkways with grades and surfaces that permit wheelchair access.
4. Provide edge definition on paths.
5. Provide power-actuated opening devices at primary entrance doors.

Service Areas Guidelines

1. Locate service roads and service areas so they do not create traffic hazards for other vehicles, pedestrians or bicycles.
2. Locate service areas for convenient access by large vehicles, but minimize conflicts with pedestrian circulation, views, building functions, and other activities.
3. Use earth mounds and landscaping to screen anticipated visual problems associated with service roads and service areas.
4. Wherever possible, group buildings so that they can share and enclose service yards.
5. Provide a fenced, paved yard for vehicle maneuvering, materials storage and other uses adjacent to major shipping and receiving areas.

Reminders of the Russian heritage in Kodiak as elsewhere in Alaska have limited influence on recent building styles.

Northern University Guidelines

1. Site, orient and design campus buildings to use the extremes of daylight through the academic year to advantage. This demands responses to the need to harvest scarce daylight in winter, and the need to minimize heat gain and glare in the summer.
2. Maximize exposure of campus building users to near and distant views that contribute to the unique characteristics of this northern university.
3. Integrate facilities for outdoor winter recreation activities with design of the campus.
4. Select building materials, systems and finishes that are durable in the sub-Arctic climate.
5. Design facilities around the differing seasonal needs of campus users.

Hierarchy of Open Space Guidelines

1. Define and design all open spaces on campus as related components of a hierarchy of open spaces reaching from the largest, undeveloped and natural areas to the smallest plazas and gardens. Recognize that trails, driveways and parking lots are also components of the open space system.
2. Recognize and respond to the natural hierarchy of spaces among woodlands, open meadows, high and low ground.
3. Locate and orient each new structure on campus so that it complements the open spaces around it, helping to fulfill the intended functions of each space.
4. Create a clear progression between open spaces in terms of function, scale, and elements of continuity - such as plant species and outdoor furniture.
5. Enclose and otherwise define each open space to support its intended functions.
6. Recognize that different open spaces on each campus will have different and sometimes overlapping functions, including active and passive recreation, distant view capture, foreground view creation, pedestrian circulation, vehicular circulation and parking, natural light harvesting, horticultural research, bio-swales, snow storage and other uses.
7. Acknowledge the value of existing trees and other natural features in defining the character of an open space.
8. Design buildings and open spaces as components of an integral system, the purpose of which is to accommodate and support the changing needs of the College.

Recreational Facilities Guidelines

1. Design facilities that can meet the needs of academic, competitive and intramural recreation programs.
2. Recognize that with the exception of winter sports, most recreation will be limited to indoor facilities for much of the year.
3. Design recreational facilities that will encourage participation by the larger community outside the College, especially for spectator events.
4. Be sensitive to shifts in demand for different forms of recreation.
5. Recognize the particular recreational needs of students who are resident on or close to campus, with facilities nearby – during the extremes of long winter nights and extended summer daylight.
6. Support walking and biking to campus by providing lockers for participants.
7. Integrate facilities for passive recreation (video and TV, table games, reading, socializing) with other facilities throughout the College.

Building Clusters Guidelines

1. Co-locate functions and keep buildings grouped together to limit the need for trips across campus for faculty and students, especially between classes.
2. Cluster buildings and orient entrances to minimize exposure to climatic extremes for those moving from building to building.
3. Site adjacent buildings so that neither interferes unduly with the other in access to natural light or views.
4. Configure groups of buildings so that they complement adjacent natural features, and create coherent open spaces between them. Do not allow parking convenience to compromise these relationships; ensure that parking lots and structures are located and configured to complement the whole.
5. Design each cluster of buildings as a component in an organized system of buildings and open spaces that collectively serve and support the changing needs of the University.
6. Relate buildings in a cluster to one-another visually by relating the architecture of each to its neighbor. This does not dictate uniformity in design, but does require either consistency in scale, colors and materials, or thoughtful transitions from one building to the next.

Centers of Campus Activity Guidelines

1. Use architecture, open space and signage to direct visitors to whichever campus destination they seek.
2. Recognize that different aspects of College life are each focused on different places on, and sometimes off the campus.
3. Design campus centers to anticipate changes in use and progressive enlargement as university enrollment increases.
4. Design campus centers to project the hallmarks of a northern university of first choice.
5. Recognize the need for automobile access, but recognize also that access by walking, transit, bicycle and skiing should take precedence over cars in convenience and accommodation in the design of the campus.
6. Consider reallocation and remodeling of existing buildings as a means of strengthening campus centers, by relocating key components close to each center.
7. Anticipate long term growth and change whenever establishing a new center for an activity on campus.

Emergency Access Guidelines

1. Provide clear emergency access routes to every facility on campus that will function effectively in all weather conditions.
2. Make adequate provisions in the design of every facility for quick and safe evacuation of all occupants in case of emergency.
3. Maintain regular inspection procedures to ensure that emergency vehicle access and occupant evacuation routes are kept clear and operable.
4. Structure the surfaces of open spaces adjacent to buildings so that they can support emergency vehicles in all weathers.
5. Align utilities, and locate access points to them so that emergency access can be facilitated with a minimum of delay.

Infrastructure and Utility Guidelines

1. Locate all utilities and services between buildings underground.
2. Locate and size utilities and services in anticipation of future expansion and addition of new buildings.

Signage and Way-Finding Guidelines

1. Consolidate and simplify signage to avoid visual clutter and confusion.
2. Use signage as an element of continuity and UAA identity throughout the campus.
3. Locate signage in predictable locations to aid visitor orientation.
4. Coordinate placement of signage and lighting to ensure legibility during hours of darkness.
5. Accomodate the differing viewpoints of drivers, cyclists and pedestrians to whom signs are addressed. This will influence placement and scale of signs.

MASTER PLAN IMPLEMENTATION

Master plan implementation is about enabling students, faculty and staff to reach their potential through physical improvements of all the facilities that contribute to the quality and appropriateness of the learning environment.

CAPITAL IMPROVEMENTS PLAN

Capital Improvement Plan

A companion to the Campus Master Plan is often a Capital Improvements Plan (CIP). Its purpose is to identify specific options for implementation of the master plan one project at a time. The Capital Improvements Plan is typically 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, this Campus Master Plan is a strategic document in which enduring principles of campus organization and improvement are presented.

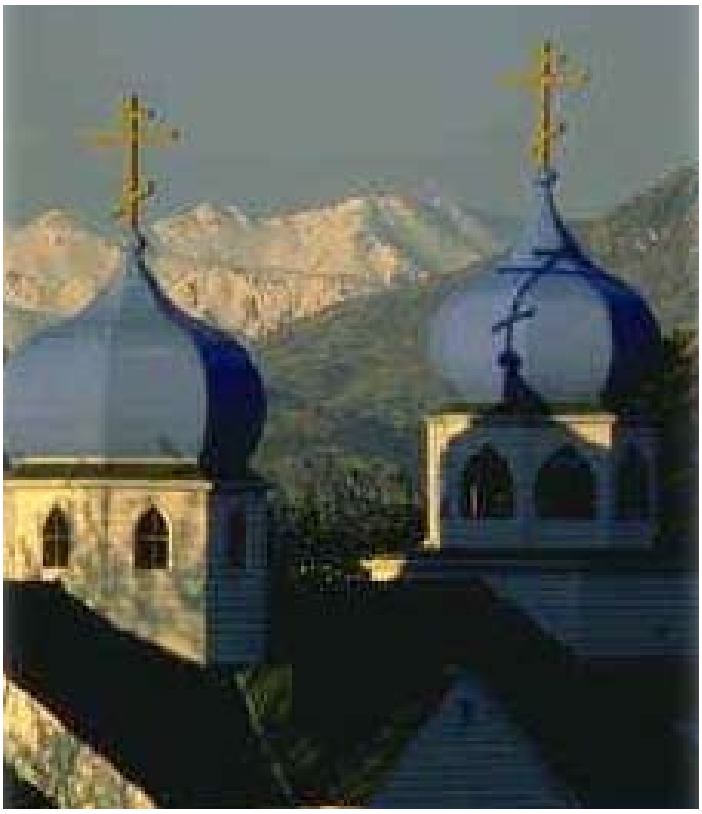
In the case of Kodiak College, the need for additional development sites is limited, as is the range of sites available - in large part because of the proximity of the woodland that enfolds the campus buildings.

The purpose of the Capital Improvements Plan is to present to the University's decision makers the range of options open to them in locating each new planned facility. For any proposed new facility, available sites on campus are limited by the supply of developable land, 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 displaced facilities, such as footpaths, utilities or parking.

A Capital Improvements Plan is typically arranged by potential development sites, some of which could satisfy the needs of several different facilities, while others might be suited only to a certain type of development, such as student housing. The characteristics of each site are described, and a conclusion is drawn as to which of the priority projects identified in the master plan could be accommodated on that particular site, and what ancillary responsibilities must be funded as part of the project for each site. Thus the basis for total construction cost, as opposed to isolated facility construction costs, can be generated when a decision on siting is imminent.

Characteristics of each candidate site typically include applicable local authority development regulations, site dimensions, soil conditions, availability of utilities and services, natural features of the site – such as topography, trees and other plant communities, views, solar access, and potential points of connection to other parts of the campus.

An important decision related to specific site conditions is whether parking is to be developed at that site, and if so, what form it should take and where it should be located to minimize interference with higher priority attributes such as winter daylight, views, and safe pedestrian access.



Another important consideration is the ability of the site to accommodate future expansion of the facility, and if so, what cost premium, if any, is attached to that expansion?. It might, for example, be decided that when the need for expansion arises, then an adjacent, older structure will be removed to make space for it. The premium on an ability to expand in this case would be the deferred cost of relocating the functions accommodated by the older building, and the costs associated with demolition and site preparation.

Much of the strategic direction provided by this Campus Master Plan can be implemented through application of the objectives, design principles, and key design guidelines. The Capital Improvement Plan provides the tools for project specific implementation 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.

A gap in the trees gives a glimpse of the Woody Way community to the east of the campus.

As is evident from above, improvements and expansion of the vocational and technology spaces and equipment are necessary and at the time of writing, are in design.

Although increases in enrollments have been erratic in recent years, the increase in full time students has shown steady growth. In anticipation of eventual additional facilities needs, the following have been identified, and a concept plan, consistent with the design guidelines and other recommendations of this master plan has been developed. Facility components addressed are:
- Remodel and expansion of Vocational Technology Building;
- Remodel and expansion of Benny Benson Building including upward expansion of the Library;
- Covered walkway between Benny Benson entry and Campus Center entry;
- Realignment of the entry drive to the north of the Campus Center;
- A new main entrance to the campus buildings from the parking lot between the Vocational Technology Building and the Long House;
- Extension of the Parking Lot east towards Woody Way;
- Construction of a Long House north of the Vocational Technology Building;
- New Classrooms, Seminar Rooms and Offices;
- Outdoor Basketball Court;
- Outdoor open space suitable for fine weather events.

Opposite is a concept plan that illustrates how these elements may be combined into a coherent campus plan. This is intended to be an illustrative, not a prescriptive layout.

An aerial view of the whole campus illustrates an approximate realignment of the entry driveway north of the Campus Center. The precise alignment will be determined by minimal loss of trees, by a suitable gradient and point of entry to the parking lot. It may be necessary to relocate one or more of the satellite dishes. The existing driveway would be separated at the diversion by bollards to admit only bicycles and pedestrians to use the old entry to the campus core.

The west end of the parking lot would no longer be accessible to vehicular traffic, so conversion to an outdoor basketball court is suggested. In the winter months, snow could be stores here, with appropriate provisions for filtering and discharging melt. Lost parking would be added by extending the main lot east towards Woody Way. This might be done in phases as parking demand increases to 95% of capacity.

The aerial view also shows the clearing in the north part of the campus that is to be reserved for possible development of student housing in the future.

An important underlying principle is that to the extent possible, the natural landscape of the campus, including understory plants, should be kept intact. Only areas that have already been disturbed should be developed, and contractors should restrict construction staging to paved areas.

Kodiak College campus is a place of learning and exploration for the whole community.

Existing UAA Buildings
Proposed UAA Buildings
Proposed Future Housing
Proposed Future Parking
Existing Footpath
Proposed Lighted Pathway
Existing Electrical line
Existing Storm Drain line
Existing Storm Sewer
Existing TV line
Existing Water line
Existing UAA Kodiak Property Boundaries

The sizes, shapes, and locations of all facilities improvements are very approximate.

UAA Kodiak (existing)

0' 100' 200' 400'

Existing UAA Buildings
Proposed UAA Buildings
Proposed Open Space
Proposed Lighted Pathway

The sizes, shapes, and locations of all facilities improvements are very approximate.

UAA Kodiak (future)

0' 25' 50' 100' 200'

Periodic Updating of the Master Plan

This is the first comprehensive master plan prepared for the UAA Kodiak College campus. Although all the buildings of the original campus are still in use, many conditions and regulations have changed significantly in the ensuing 35 years. It is those changes, which occur incrementally over the years, that will eventually render the original facilities inadequate to deal with the eventualities of the decades ahead.

Although the campus master plan is characterized as a strategic document in which enduring principles of campus organization and improvement are presented, certain aspects will become wholly or partially obsolete as changes are made in the academic master plan, in policies affecting residentiality and other aspects of campus life, or in development regulations administered by state and local government.

It is important that the master plan should be responsive to future changes in circumstances, rather than lagging behind them. It is therefore recommended that the campus director be charged with reconvening the Master Plan Committee at intervals not exceeding five 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.

If the Master Plan Committee decides that the campus master plan should be amended, this can be achieved through a simple addendum if limited updating is needed – for example to respond to a new development regulation affecting part of the campus. If more extensive changes in circumstances are evident, then an update of much of the master plan document may be merited. However, a complete rewrite should not be necessary provided that the recommended frequency of review is adhered to.

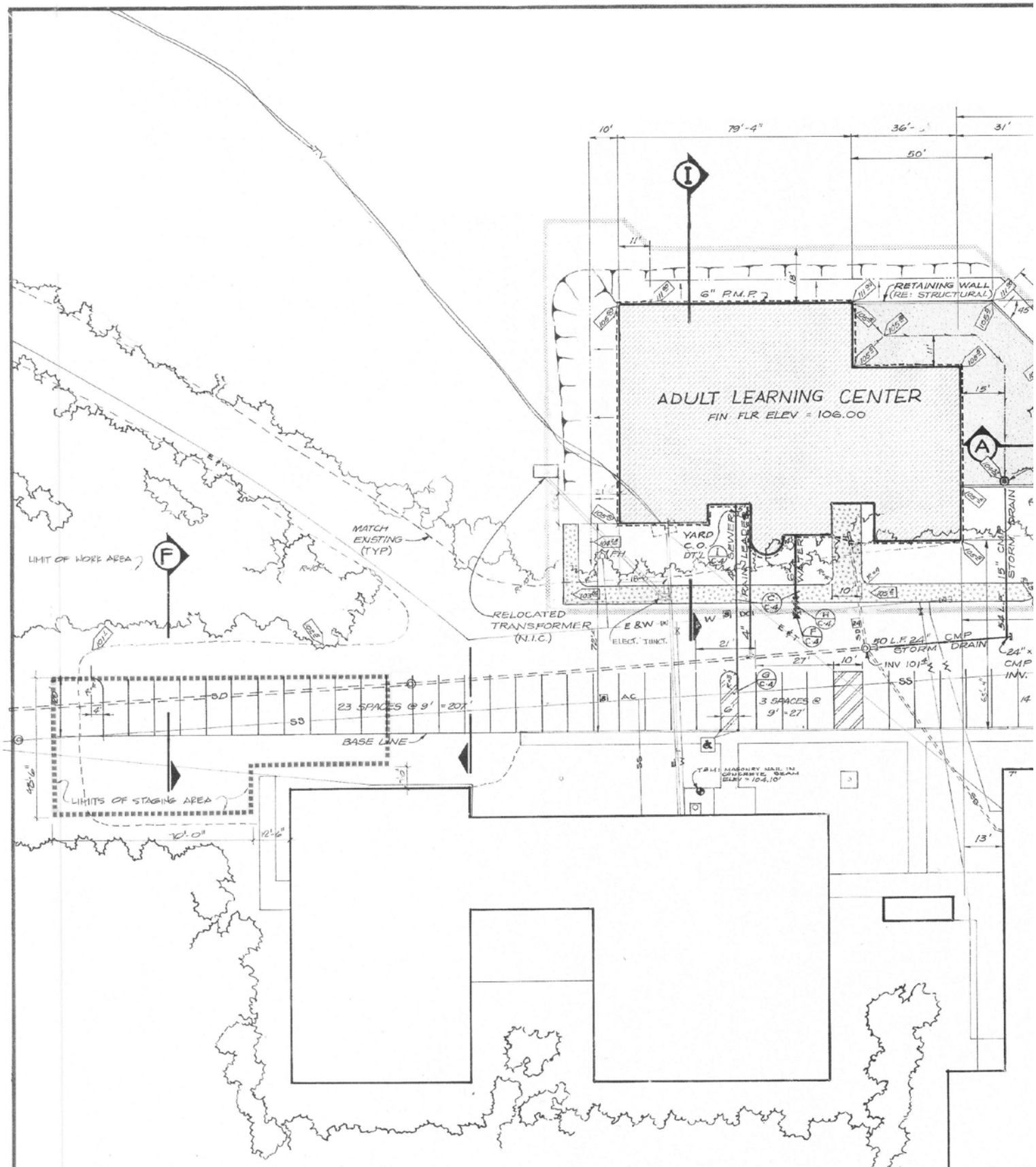
In its periodic review of currency of the campus master plan, the Master Plan Committee might decide that the master plan remains current, but the Capital Improvement Plan has become obsolete because of decisions that have been made since publication, in which case, an update of that document alone would be valuable to University decision-makers.

Campuses are built and transformed through hundreds of small improvements as well as by major development projects. Unless all those responsible for changes have an agreed basis for how and where each change is to be made, the campus will become increasingly uncoordinated in its functions and facilities. Orderly and appropriate development of the campus consistent with the agreed goals and objectives is dependent on widespread use of a campus master plan that carries the authority of approval by the governing body of the University, and the confidence of its users that it is up-to-date and relevant. For this reason alone, it is important that periodic updates are made to this document.

ZGF Architects Inc.

APPENDIX

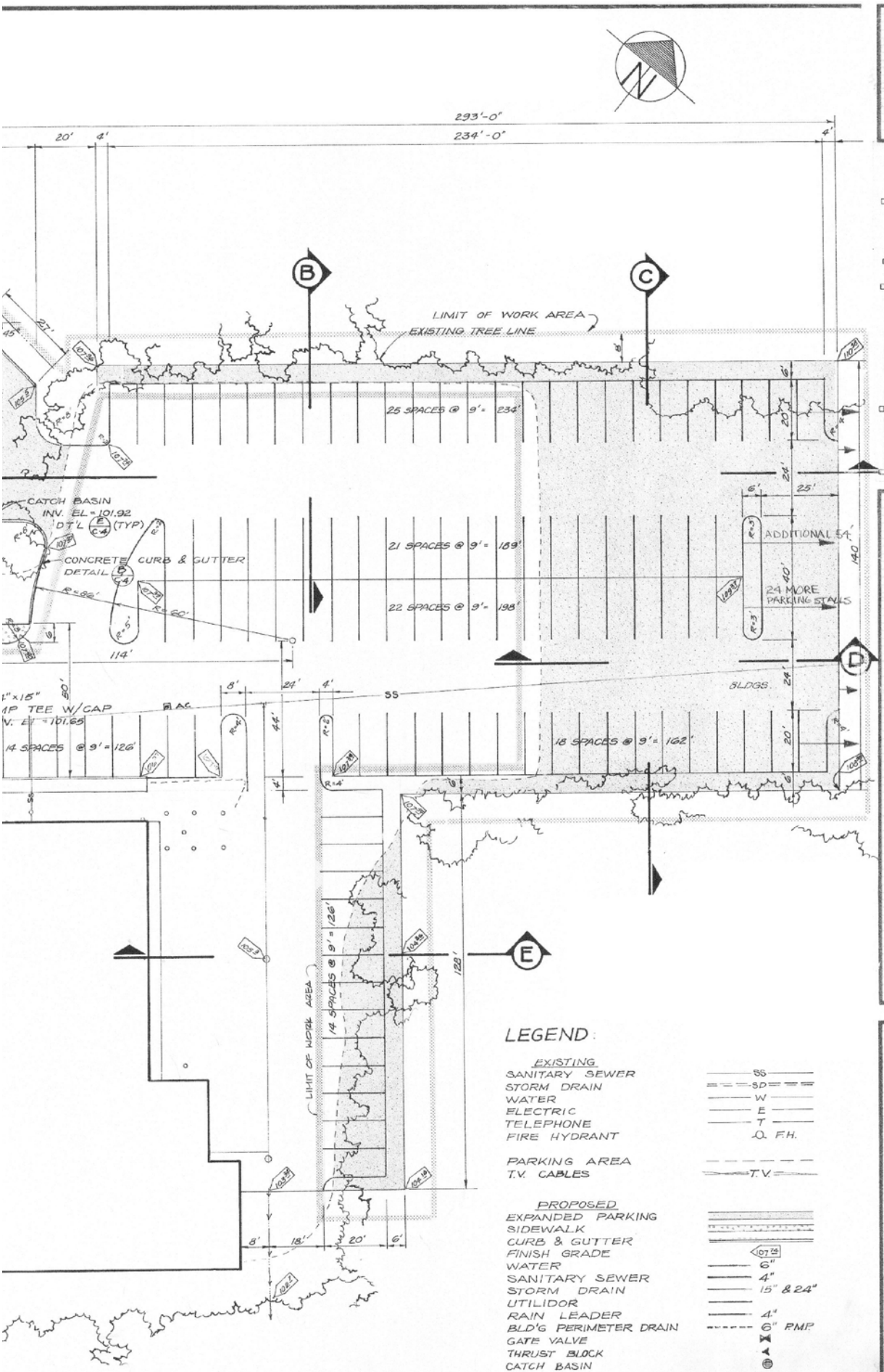
EXISTING FACILITIES



NOTES:

1. PARKING STALLS, STRIPING & ETC. ARE N.I.C. SHOWN FOR PLANNING REFERENCE ONLY.
2. LT'S & LT POLES TO BE RELOCATED BY OWNER.
3. EXISTING BUILDINGS ON SKIDS IN WORK AREA TO REMAIN UNTIL ALL WORK COMPLETED. CONTRACTOR TO MOVE AS REQUIRED TO COMPLETE PARKING LOT. COORDINATE WITH OWNER.
4. T.V. CABLES TO BE RELOCATED BY OWNER.
5. CLEAN SHOT ROCK EXCAVATED FROM EXPANDED PARKING CONSTRUCTION MAY BE REUSED IN PARKING AREA.

PLA



LEGEND:

EXISTING	
SANITARY SEWER	SS
STORM DRAIN	SD
WATER	W
ELECTRIC	E
TELEPHONE	T
FIRE HYDRANT	F.H.
PARKING AREA	
T.V. CABLES	T.V.
PROPOSED	
EXPANDED PARKING	
SIDEWALK	
CURB & GUTTER	
FINISH GRADE	107.74
WATER	6"
SANITARY SEWER	4"
STORM DRAIN	15" & 24"
UTILIDOR	
RAIN LEADER	4"
BLD'G PERIMETER DRAIN	6" PMP
GATE VALVE	
THRUST BLOCK	
CATCH BASIN	

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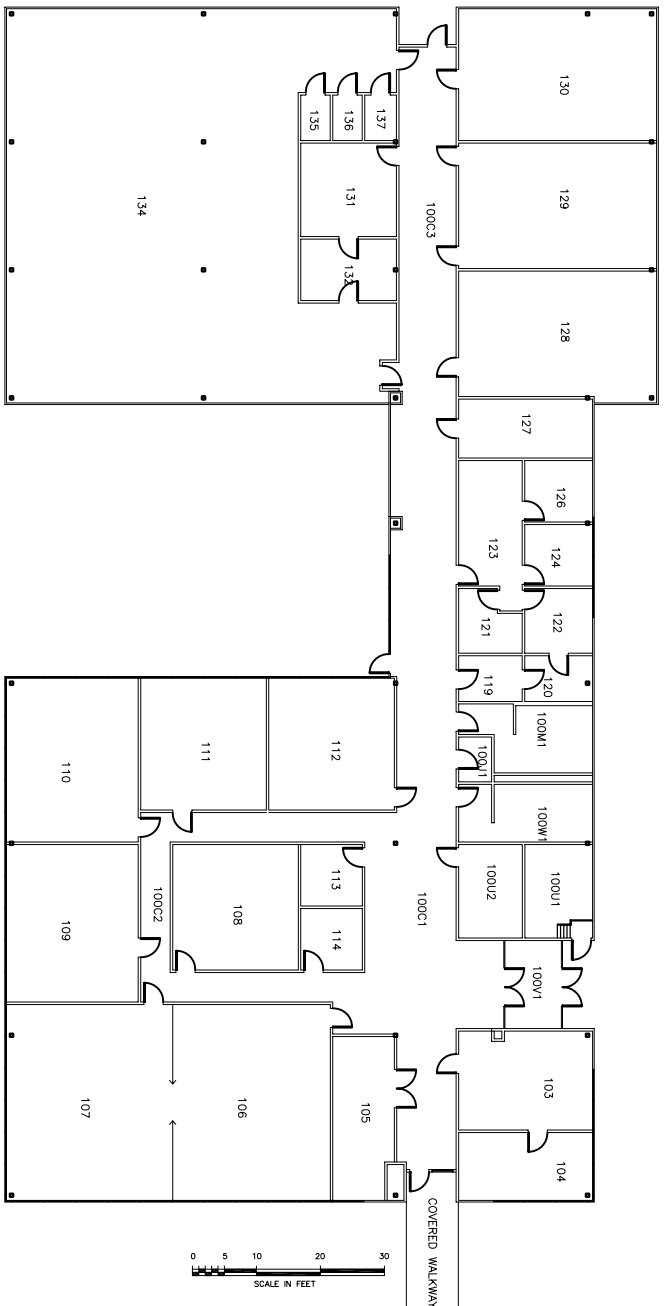
ADULT LEARNING CENTER
KODIAK COMMUNITY COLLEGE
UNIVERSITY OF ALASKA AKO-80-cog
KODIAK ALASKA

drawn DVN
checked RAJ
date 5-29-81
revisions

job no. 8036
dwg title DEVELOPED SITE PLAN

sheet no. C2



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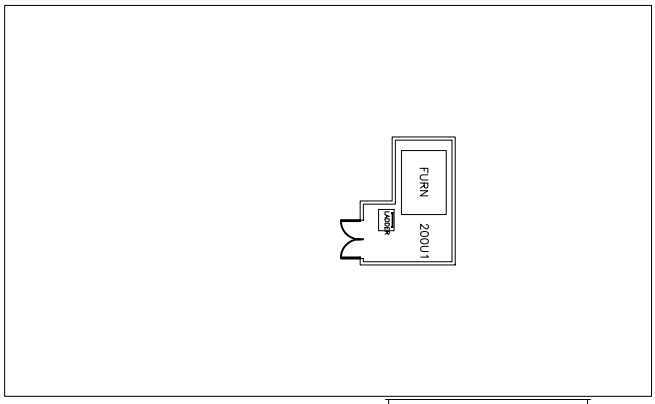
Updated By:	R. RIVERA
Date Updated:	03-25-03
Printed By:	B MAX
Date Printed:	2.24.05
Scale:	1" = 15'
Sheet 1 of 3 Sheets	

BENNY BENSON BUILDING
FLOOR I
BUILDING NO.: KO101

KODIAK CAMPUS
117 BENNY BENSON DRIVE
KODIAK, ALASKA 99615



FIRST FLOOR ROOF

0 5 10 20 30
SCALE IN FEET

N

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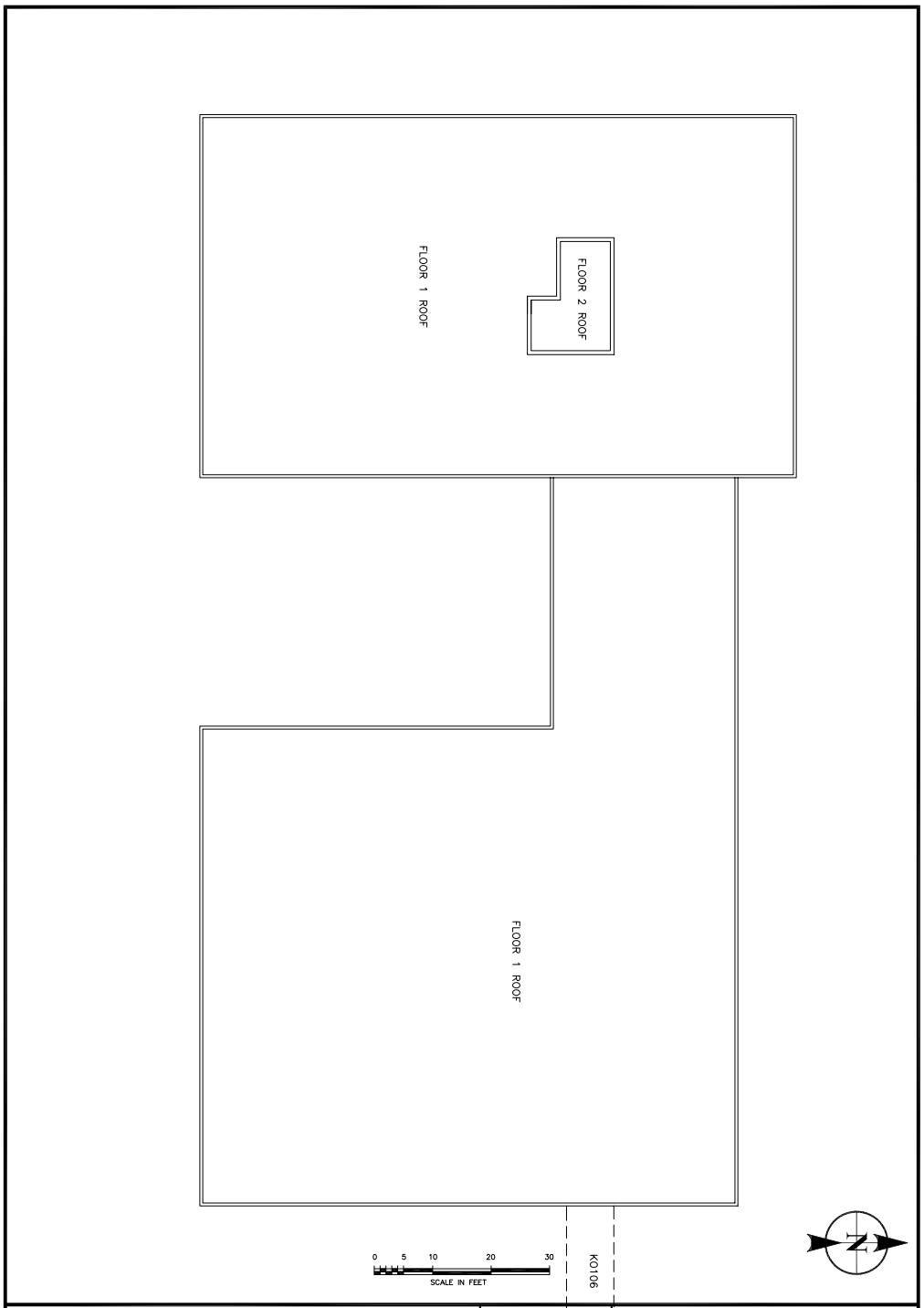
BENNY BENSON BUILDING
FLOOR 2
BUILDING NO.: KO101

KODIAK CAMPUS
117 BENNY BENSON DRIVE
KODIAK, ALASKA 99615



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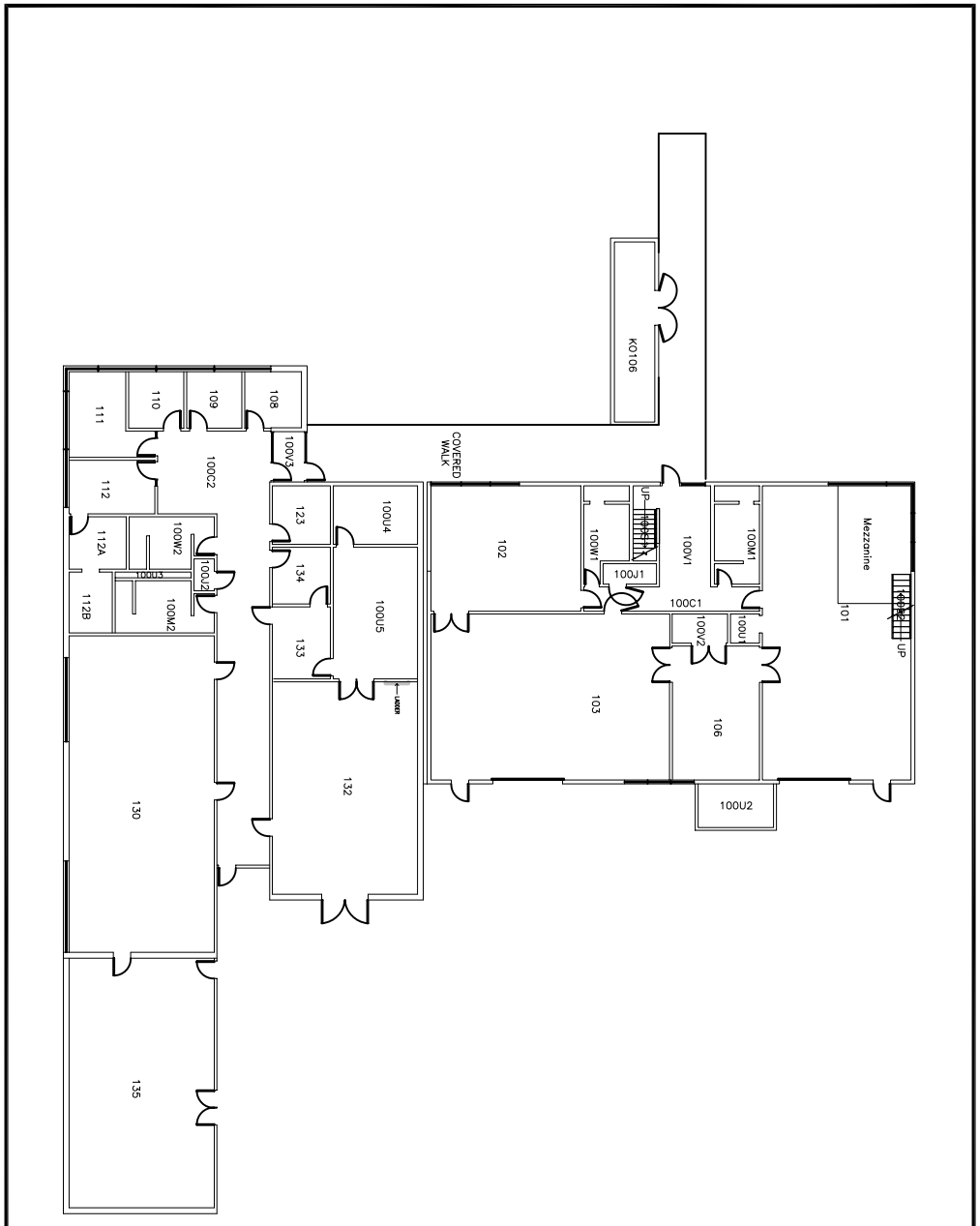
BENNY BENSON BUILDING
ROOF
BUILDING NO.: KO101

KODIAK CAMPUS
117 BENNY BENSON DRIVE
KODIAK, ALASKA 99615



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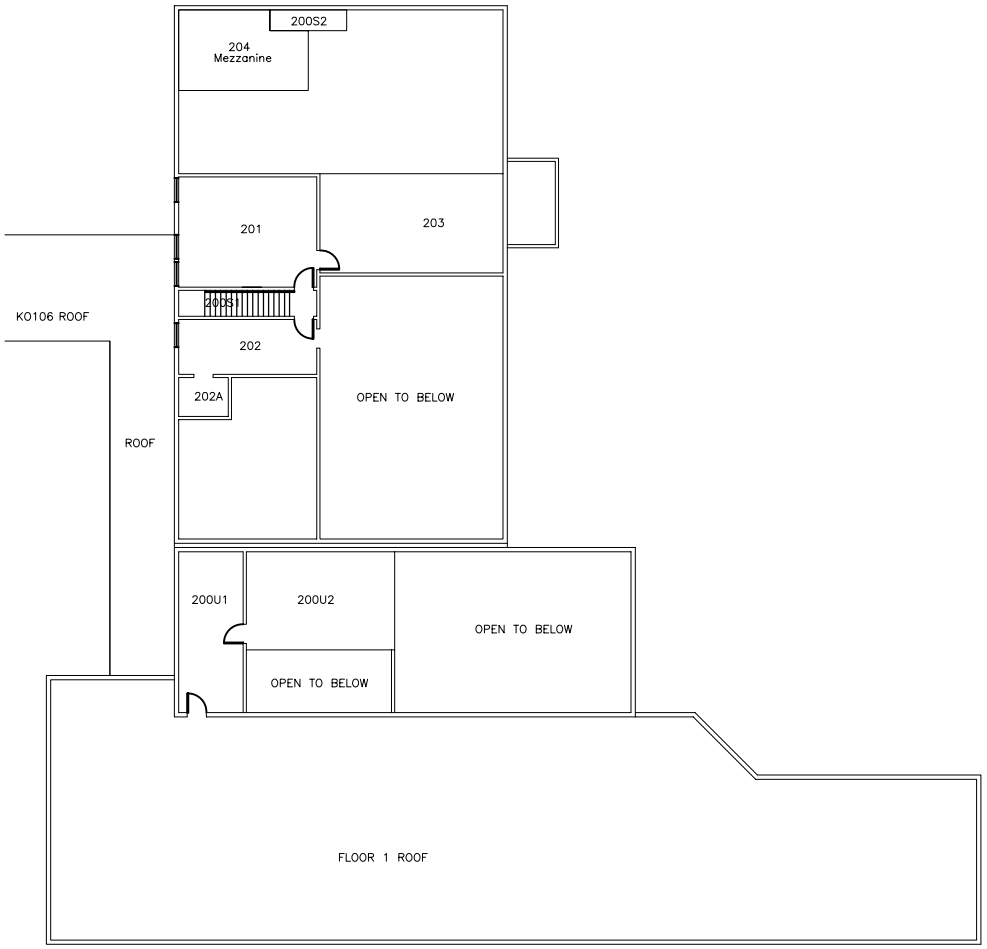
Sheet 1 of 3 Sheets	

VOCATIONAL TECHNOLOGY BUILDING
FIRST FLOOR
BUILDING NO.: KO102

KODIAK CAMPUS
117 BENNY BENSON DRIVE
KODIAK, ALASKA 99615



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SCALE IN FEET

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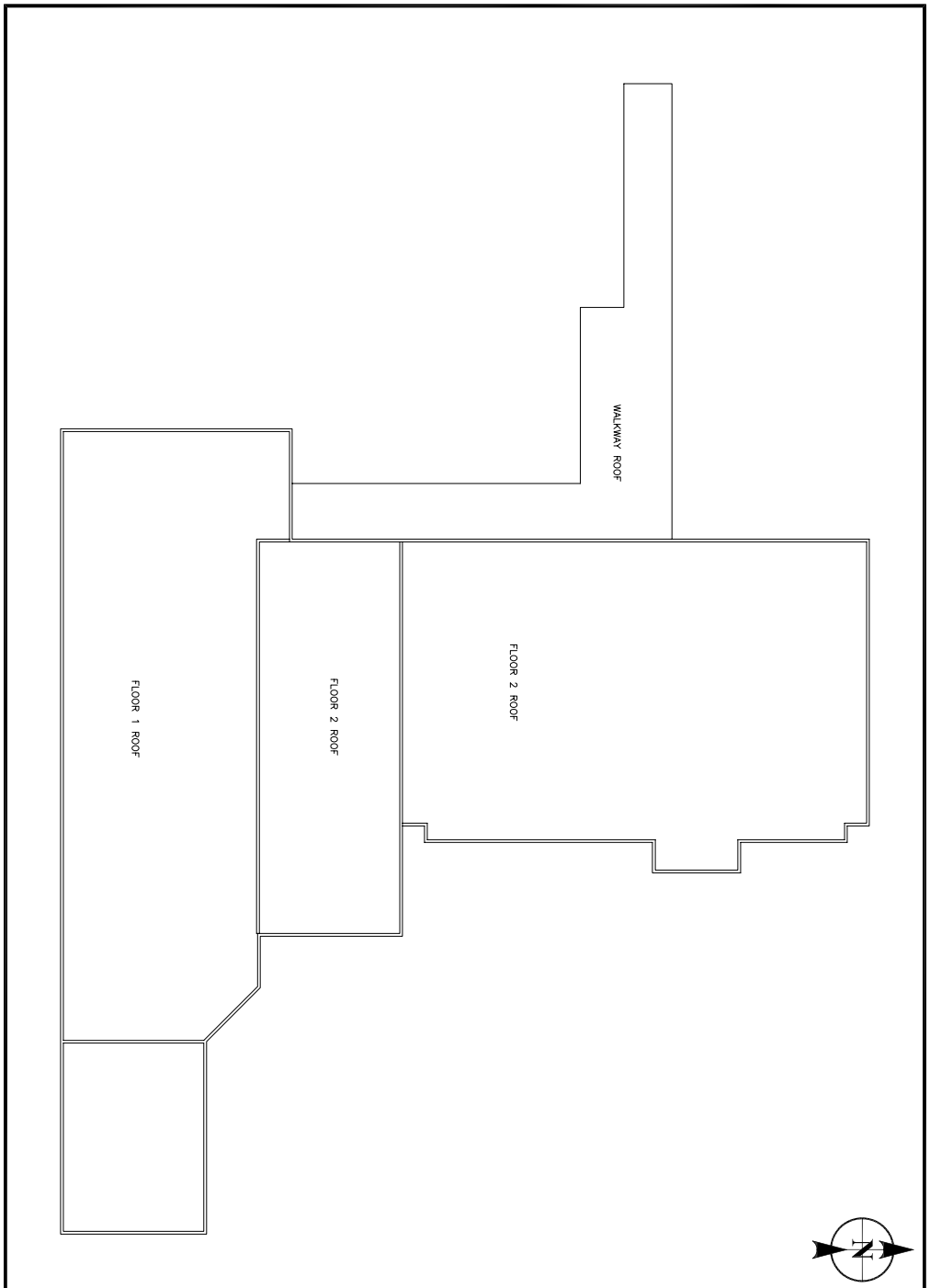
VOCATIONAL TECHNOLOGY BUILDING
SECOND FLOOR
BUILDING NO.: KO102

KODIAK CAMPUS
117 BENNY BENSON DRIVE
KODIAK, ALASKA 99615



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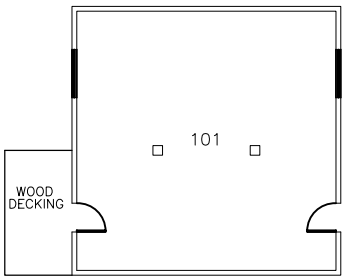
Sheet 3 of 3 Sheets	

VOCATIONAL TECHNOLOGY BUILDING
ROOF
BUILDING NO.: KO102

KODIAK CAMPUS
117 BENNY BENSON DRIVE
KODIAK, ALASKA 99615



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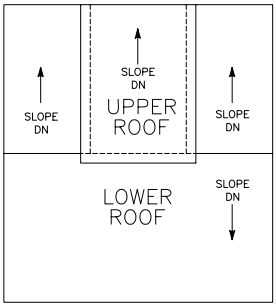
COLLEGE CABIN NO. 2
FIRST FLOOR
BUILDING NO.: KO104

KODIAK CAMPUS
117 BENNY BENSON DRIVE
KODIAK, ALASKA 99615



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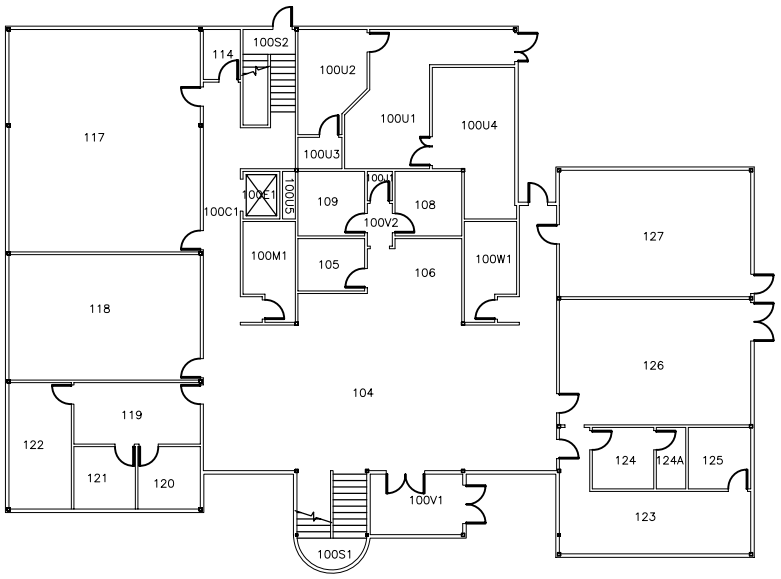
COLLEGE CABIN NO. 2
ROOF
BUILDING NO.: KO104

KODIAK CAMPUS
117 BENNY BENSON DRIVE
KODIAK, ALASKA 99615



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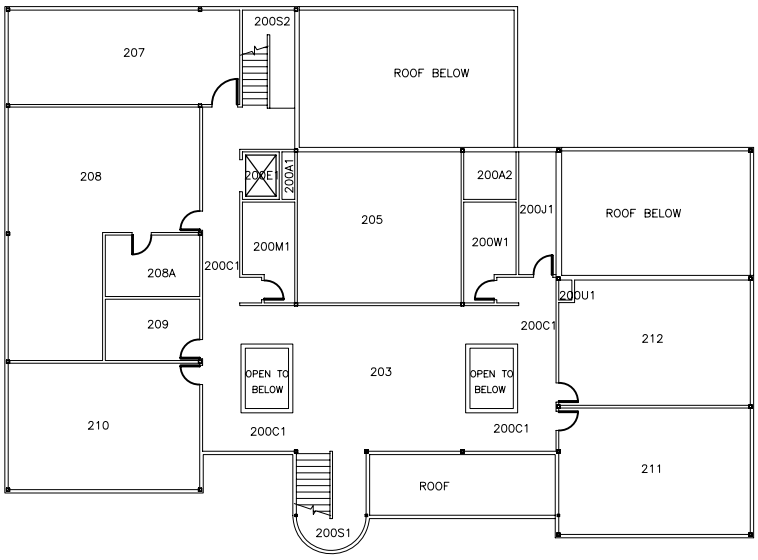
ADULT LEARNING CENTER
FIRST FLOOR
BUILDING NO.: KO105

KODIAK CAMPUS
117 BENNY BENSON DRIVE
KODIAK, ALASKA 99615



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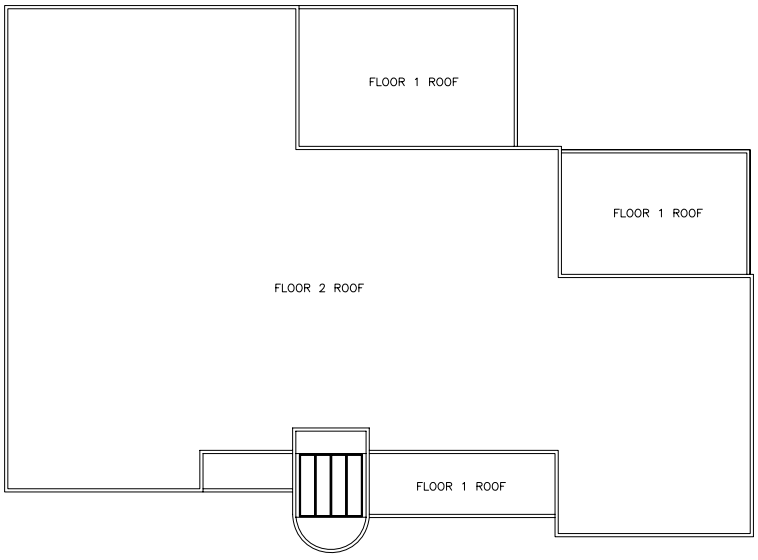
ADULT LEARNING CENTER
SECOND FLOOR
BUILDING NO.: KO105

KODIAK CAMPUS
117 BENNY BENSON DRIVE
KODIAK, ALASKA 99615



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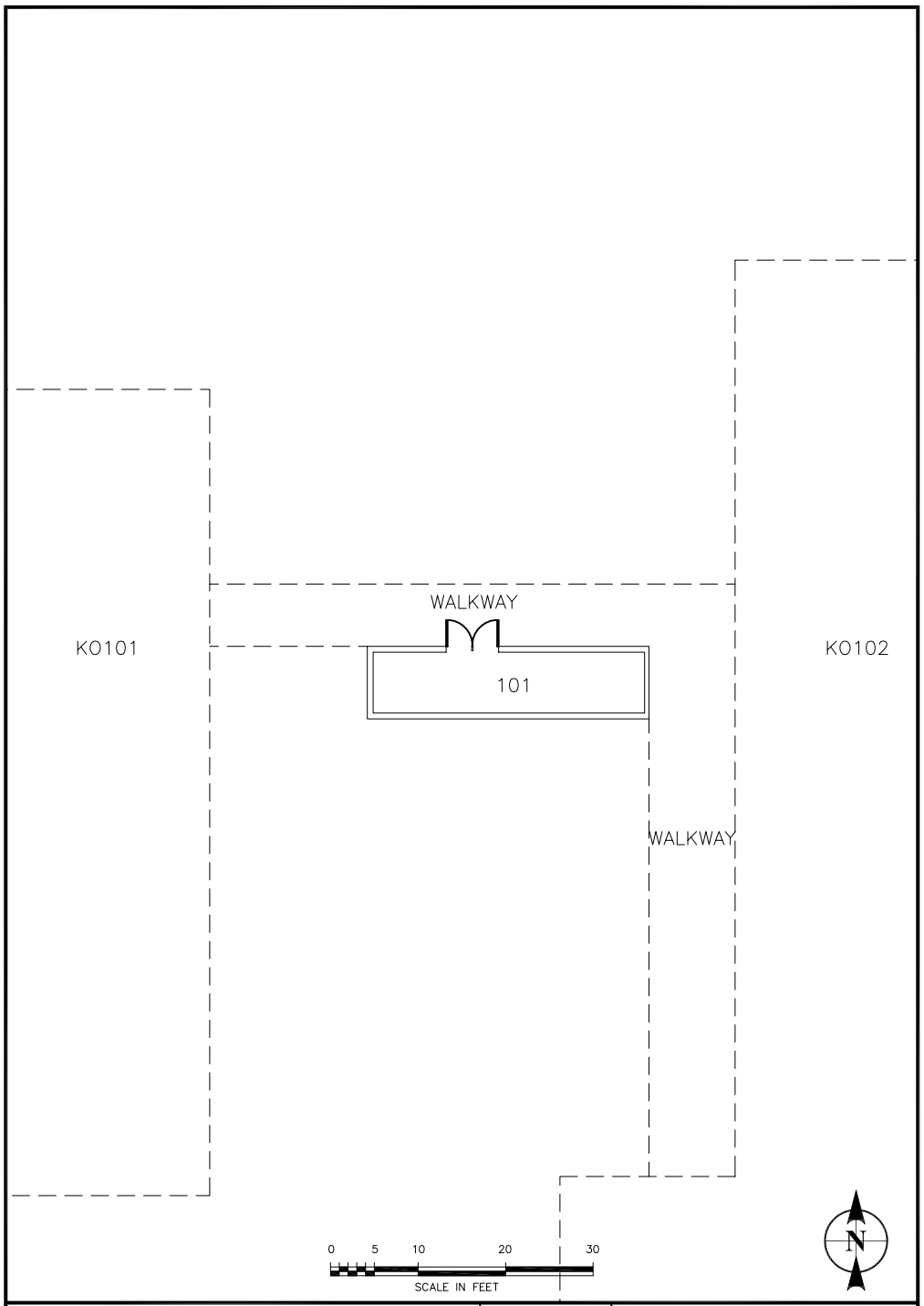
ADULT LEARNING CENTER
ROOF
BUILDING NO.: KO105

KODIAK CAMPUS
117 BENNY BENSON DRIVE
KODIAK, ALASKA 99615



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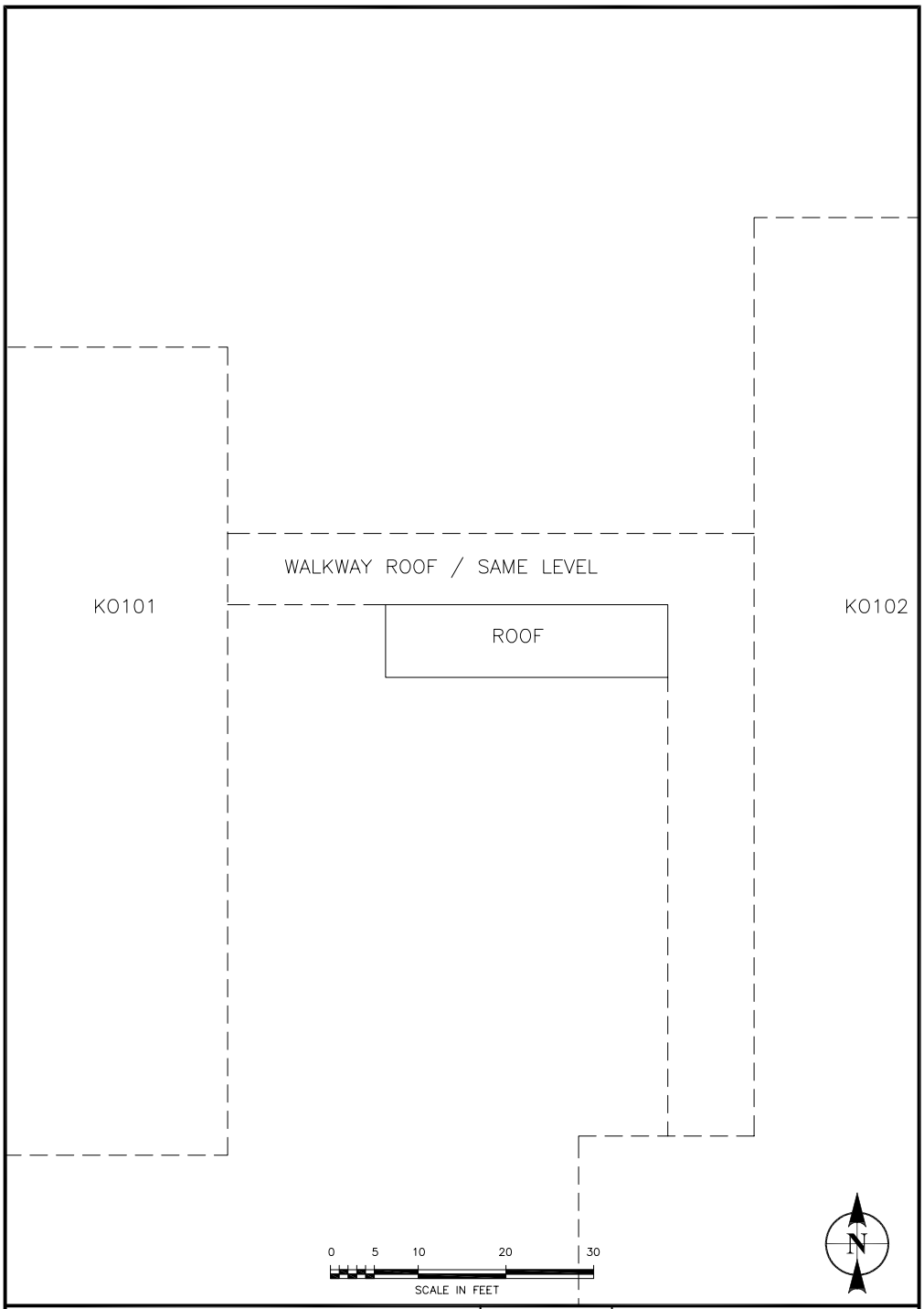
STORAGE SHED
FIRST FLOOR
BUILDING NO.: KO106

KODIAK CAMPUS
117 BENNY BENSON DRIVE
KODIAK, ALASKA 99615



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STORAGE SHED
ROOF
BUILDING NO.: KO106

KODIAK CAMPUS
117 BENNY BENSON DRIVE
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